Every Student Succeeds Act

New Jersey State Plan Draft

Proposed February 15, 2017

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From the Commissioner

Dear students, parents, educators, policy makers and broader school community members,

With this letter, I am encouraging you to review and provide feedback on New Jersey's draft state plan under the *Every Student Succeeds Act* (*ESSA*). New Jersey Department of Education (NJDOE) staff and I deeply appreciate and hope to continue the meaningful conversations we have had with you and your fellow stakeholders about what type of schools each and every one of our students deserves. As you consider the draft, which will be finalized and submitted by April 3, 2017, please recognize that the policies included here are just pieces, albeit important pieces, of our broader education work in New Jersey. The following themes emerge throughout the plan, as they align with our overall efforts to ensure all of our students have access to the high-quality schools we envision for them.

Students and their well-being are at the center of all of NJDOE's work. The policies already in place in New Jersey and those set forth in this state plan recognize it is NJDOE's role to set high standards for all of our students, identify gaps and, with data, policies and flexible federal funding mechanisms, empower school districts and school communities to identify the unique needs of their students and help them achieve and excel beyond the high standards.

NJDOE recognizes that school district and school communities are best positioned to identify the unique needs of students. When stakeholders were asked what aspects of schools are most important, the answers were varied, but important themes emerged. For instance, stakeholders throughout the state indicated they want all students to have educational experiences that challenge them to reach their greatest potential. Stakeholders said they also expect schools to provide welcoming, safe, healthy and captivating learning experiences that support the whole child's development. Recognizing the tremendous diversity of student populations and priorities in the state's 2,500 schools, NJDOE set forth policies in the state plan that provide schools and districts the flexibility to prioritize what their unique student populations need to be provided with well-rounded educational experiences.

There must be a relentless focus on ensuring all students, particularly those in historically disadvantaged subgroups, have equal access to high-quality educators and educational experiences. Despite the many changes enacted in *ESSA*, the law still requires all state agencies, school districts and schools to identify gaps or places where historically disadvantaged students are not making the progress they need to graduate high school ready for college and careers and to use *ESSA* funds for the explicit purpose of closing the identified gaps. This aligns perfectly with New Jersey's collective expectation that all students, regardless of race, economic status, zip code, language or disability, have access to challenging educational opportunities that encourage students to reach their greatest potential.

In closing, I would like to reiterate how important it is for NJDOE to ensure your voices and perspectives are reflected in this plan and throughout our work because we must continuously strive to improve current and future opportunities for all of our students. I sincerely appreciate the collaboration we have experienced thus far and will continue moving forward.

Sincerely,
Kimberley Harrington

Introduction

I. Overview of the *Every Student Succeeds Act*

The *Every Student Succeeds Act (ESSA)* was passed in December 2015 with bipartisan congressional support. It replaced the *No Child Left Behind Act (NCLB) of 2002* and reauthorized the *Elementary and Secondary Education Act (ESEA) of 1965*. Despite some key changes in the law, the purpose remains the same: to ensure all students have equitable access to high-quality educational resources and opportunities, and to close educational achievement gaps.

New Jersey's Consolidated State *ESSA* Implementation Plan (state plan) under the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)* - **hereafter referred to as *ESSA*** - describes some of the New Jersey Department of Education's (NJDOE) broader work to ensure all students are able to graduate high school ready for college and career. In fact, funding from *ESSA* is intended to support programs, services and activities that are supplemental to the work states are already doing on behalf of students. The following pages reflect only the elements required in the *ESSA* state plan and are not representative of all NJDOE initiatives.

II. From *NCLB* to *ESSA*

While *ESSA* provides states greater discretion in a few key areas, the law maintains many of *NCLB's* requirements. The chart below provides a brief description of some of the major requirements in *NCLB* and *ESSA*.

	***NCLB* Requirements**	***ESSA* Requirements**
Student Standards	Required states to set rigorous standards for all students aligned with college and career skills.	No change.
Assessment	**ELA/Math:** • Each in grades 3-8; and • Once in grades **10**-12 **Science:** • Once in elementary; • Once in middle; and • Once in high school	**ELA/Math:** • Each in grades 3-8; and • Once in grades **9**-12 **Science:** • Once in elementary; • Once in middle; and • Once in high school
Long-Term Goals	**Federal government** set universal long-term academic proficiency goals; **states** set high school graduation rate goals.	**States** set long-term goals for academic proficiency, high school graduation rate and English language proficiency.
School Accountability	*NCLB* focused primarily on academic proficiency rates. Secondary indicators included graduation rates for high schools and attendance for elementary/middle schools. Indicators were established by federal government.	*ESSA* adds some discretion for states to develop their school accountability systems. States are required to incorporate all of the following indicators: 1. Academic proficiency; 2. Graduation rates for high school; 3. Academic growth or another statewide indicator of academic progress for K-8; 4. Progress toward English language proficiency; and 5. At least one other state-determined indicator of school quality or student success.

	NCLB Requirements	*ESSA* Requirements
Identification of Low Performing Schools	States annually identified schools in need of improvement. A school was designated as such if it failed to make its annual yearly progress (AYP) for two consecutive years.	Changes were made to the identification criteria, timeline and associated labels. States now identify schools in need of "comprehensive support and improvement" (overall low performance) and "targeted support and improvement" (short-term low subgroup performance).
Support for Low Performing Schools	**Federally established** consequences each year a school remained "in need of improvement"; interventions were very school centered.	**States establish** a system of support for schools identified in need of comprehensive or targeted support and improvement; districts play a more significant role in the process.
School District "Plans"	School districts applied annually to the state for funding.	No major changes to this procedure or timeline for submission.

III. Section-by-Section Summary

NJDOE has organized its state plan according to the template provided by the U.S. Department of Education. To facilitate reading of the state plan, a brief description of each section is provided below.

Section 1 – Long-term Goals

ESSA requires states to set long-term goals for academic achievement, high school graduation rates and progress toward English language proficiency. *ESSA* also requires states to set interim targets to ensure all students and student subgroups, where applicable, are making progress toward attaining the long-term goals. Section 1 provides a description of and rationale for New Jersey's long-term goals, the timeline for achieving the goals and the measures of interim progress.

Section 2 – Consultation and Performance Management

Consultation: ESSA requires states to meaningfully consult with a diverse and representative group of stakeholders regarding the state plan. Section 2 describes NJDOE's stakeholder engagement efforts and provides a summary of some of the recurring themes and recommendations heard from stakeholders. For a full list of feedback received and NJDOE responses, see Appendix B.

Performance Management: ESSA requires states to provide differentiated technical assistance to local educational agencies (LEAs)[1] and monitor both implementation of its state plan and LEA compliance with the law's requirements. Therefore, Section 2 also describes NJDOE's technical assistance efforts, its LEA *ESSA* grant application process and monitoring procedures.

[1] A local educational agency (LEA) typically refers to a school district but can also refer to a charter or renaissance school. In this document, "LEA" refers to school districts, charter schools, and renaissance schools.

Section 3 – Academic Assessments

As indicated above, federal requirements regarding academic testing by grade and subject have not changed significantly under *ESSA*. However, the *ESSA* state plan template asks states to describe work relating to the following two assessment areas:

Advanced Mathematics Coursework: ESSA allows states to administer end-of-course mathematics assessments to middle school students in place of the grade-specific mathematics assessment (i.e., an eighth grade student enrolled in Algebra I may take the Algebra I assessment in lieu of the statewide eighth grade mathematics assessment). NJDOE currently allows middle school students enrolled in upper-level mathematics courses to take end-of-course mathematics assessments in lieu of statewide grade-level assessments. Section 3 describes NJDOE's intention to maintain this policy.

Assessments in Languages other than English: ESSA, like *NCLB*, requires states to administer academic assessments to English learners in the language that will produce the most accurate results. While *NCLB* was less specific in terms of the requirements for development, *ESSA* requires states to develop criteria to determine whether a language is present to a "significant extent in the student population," that is, a sufficiently large number of students have a particular native language to justify the creation of assessments in the particular language. Section 2 also describes NJDOE's criteria for determining whether a language is present to a "significant extent in the student population," the stakeholder engagement efforts to garner input on the criteria and plans to explore the practicability of developing such assessments.

Section 4 – Accountability, Support and Improvement for Schools

Accountability: Section 4 describes NJDOE's school accountability system both to annually "meaningfully differentiate" schools and to identify schools in need of support and improvement.

Providing Support to Schools in Need of Support and Improvement: Once schools are identified for support and improvement, NJDOE must provide appropriate supports and require identified schools, in consultation with LEAs, to develop and implement plans for improvement. Section 4 also describes New Jersey's plan to support struggling schools.

Section 5 – Supporting Excellent Educators

ESSA provides funding for states to support educator development, retention and advancement to ensure all students have access to "excellent educators." Section 5 describes NJDOE's strategies for ensuring New Jersey's educators are able to meet the needs of disadvantaged students. In addition, states must describe strategies to ensure disadvantaged students are not taught at disproportionate rates by inexperienced teachers, ineffective teachers and teachers not teaching in the subjects in which they are certified. To a large extent, this section reiterates and/or builds upon New Jersey's Excellent Educators for All plan submitted and approved by the U.S. Department of Education in 2015.

Section 6 – Supporting All Students

Support for Unique Student Populations: ESSA provides funding to support traditionally underserved student populations, including low-performing students, economically disadvantaged students, English learners, immigrant students, migrant students, students experiencing homelessness and students in the juvenile justice system. Section 6 describes how NJDOE serves the specific needs of these traditionally underserved student populations.

Supporting a Well-Rounded Education: ESSA also provides funding for states to help support a well-rounded education for all students. Section 6 describes NJDOE's efforts to support the academic and non-academic experiences that comprise a well-rounded education.

Section 1: Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

Introduction

The vision of the NJDOE is for every child in New Jersey, regardless of birth circumstance, to graduate from high school ready for college and career. New Jersey continues to make great progress toward this goal, consistently ranking among the top three states on the National Assessment of Educational Progress (NAEP), the nation's report card. New Jersey has among the highest graduation rates in the country and is home to many extraordinary educators who diligently serve students and families by working toward high academic standards.

While many students are achieving at high levels across the state, more needs to be done to ensure all students receive the best possible education and that graduates with a New Jersey high school diploma are truly prepared for a successful future. The NAEP assessment results indicate New Jersey has significant achievement gaps between both lower- and higher-income students and between minority and white students. The gaps are mirrored by New Jersey's recent Partnership for Assessment of Readiness for College and Careers (PARCC) results[2] and, in prior years, was similarly reflected in the results from the New Jersey Assessment of Skills and Knowledge (NJ ASK).[3] Although New Jersey's graduation rate has soared to more than 90 percent, too many schools in urban centers and economically disadvantaged communities have significantly lower graduation rates and too many graduating students are not truly ready for college. Fewer than half of New Jersey students who take the SAT meet the college readiness benchmark, the number mathematically shown to equate with likely success in college courses.[4] Moreover, approximately 70 percent of New Jersey students who matriculate at the state's community colleges and 32 percent of students entering New Jersey's public four year colleges are placed in remedial classes.[5] While 94 percent of parents across the country expect their children to attend college[6], only 36.8

[2] http://www.state.nj.us/education/sboe/meetings/2016/November/public/PARCC%20Data%20Presentation%20_%20Nov%20Board%20Meeting_Final.pdf
[3] http://www.state.nj.us/education/schools/achievement/2011/njask8/summary.pdf
[4] https://www.collegeboard.org/program-results/2014/new-jersey
[5] http://www.njspotlight.com/stories/15/07/27/opinion-new-jersey-s-high-school-diplomas-worth-the-paper-they-re-written-on/
[6] http://www.pewresearch.org/fact-tank/2012/02/27/most-parents-expect-their-children-to-attend-college/

percent of adults in New Jersey have attained a bachelor's degree or higher.[7] Although college may not be essential for every adult, the economic and life benefits of a bachelor's degree (compared to a two-year degree or a high school diploma) are undeniable and increasing in significance for young adults.[8]

New Jersey has a comprehensive strategy for responding to 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 necessary to succeed in college and career. Simultaneously, NJDOE intends to continue supporting its highest performing students to compete with and exceed the accomplishments of their excelling peers in other states and across the globe.

To measure whether New Jersey is on track to meet these objectives and comply with the requirements set forth in *ESSA*, NJDOE must establish long-term goals and interim targets for each school in three areas: academic achievement, graduation rate and progress toward English language proficiency. While the long-term goals must be the same for all schools, the trajectory for each school can be different depending on the starting point.

To fulfill *ESSA* requirements, NJDOE has created long-term goals that are both ambitious and achievable. Each proposed long-term goal has annual interim targets to provide guideposts to schools and LEAs to determine if adequate progress is being made toward the long-term goal. The long-term goal and interim targets factor into the accountability system in two key ways:

1) Long-term goals will be displayed on school and LEA performance reports; and
2) Long-term goals will be factored into New Jersey's identification of schools with one or more "consistently underperforming" subgroups (defined in section 4). Schools with student subgroups that consistently miss their interim targets and perform below average on other indicators of school success will be considered as in need of support.

A. Academic Achievement

i. ***Description.*** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.*

New Jersey's goal: By 2030, at least 80 percent of all students and at least 80 percent of each subgroup of students in each tested grade will meet or exceed grade-level expectations on the statewide English language arts (ELA) and mathematics assessments.

ESSA requires states to set long-term academic goals that are the same for all schools. In a state like New Jersey with a wide range of baseline data it is quite challenging to set an appropriate one-size-fits-all goal for schools that pushes each school to continue to perform while ensuring that all schools have a reasonable target.

[7] http://www.census.gov/quickfacts/table/EDU635215/34
[8] http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college

To determine an appropriate long-term goal, NJDOE began by reviewing current assessment data with stakeholders. In the 2014-2015 school year, 46.7 percent of students statewide demonstrated grade-level proficiency on PARCC and DLM English language arts assessments, and 35.8 percent of students statewide demonstrated grade-level proficiency on PARCC and DLM mathematics assessments. Assessment data for the 2015-2016 school year reveal a significant increase in the percentages (51.5 percent grade-level proficiency in ELA and 41.9 percent grade-level proficiency in mathematics). This year-over-year increase was seen across grade levels and student subgroup populations, as well as matched data sets tracking students' progress longitudinally. The breadth of this increase indicates teachers and students are adjusting and rising to the new grade-level expectations.

Building upon the New Jersey Student Learning Standards and early successes with PARCC, NJDOE seeks to set ambitious, but achievable, goals for schools and students. A goal of 80 percent of all students and each subgroup meeting grade-level expectations by 2030 is realistic, yet ambitious, as it takes into account the more rigorous academic standards implemented in New Jersey. Accomplishing this goal will mean that the number of students demonstrating grade-level proficiency in ELA and mathematics (as currently indicated by achieving a Level 4 or 5 score on a PARCC assessment) across the state will nearly double.

In addition to setting a goal of 80 percent proficiency (Level 4 or 5) in 2030, NJDOE plans to track growth of students across all levels of performance by setting two additional goals: (i) 100 percent of all students will be approaching, meeting or exceeding expectations (Levels 3, 4 or 5) on the PARCC assessment in 2030; and (ii) 20 percent of all students and subgroups will be exceeding expectations (Level 5) in 2030. Although not explicitly used for ESSA accountability purposes, the two additional goals will help NJDOE determine if adequate progress is being made for all students, including students at the highest levels of performance or approaching grade-level standards.

Why 2030?

New Jersey has chosen 2030 as the timeline to achieve its long-term goals because 2030 is the year students entering kindergarten next school year (2017-2018), which is the first full year of *ESSA* implementation, will graduate from high school. Therefore, the long-term goals will be accomplished by a full generation of school-aged children who have been educated under both the New Jersey Student Learning Standards (NJSLS) and the *ESSA* state plan.

For illustrative purposes, see Appendix A for charts demonstrating the state-level interim progress targets expected in pursuit of New Jersey's academic achievement goals. However, each school's interim targets for all students and each student subgroup will be calculated based on each school's baseline data and will be unique to the school.

ii. Provide the baseline and long-term goals in the table below.

FIGURE 1.1: Baseline and Long-term Academic Proficiency Goals

Subgroups	PARCC/DLM English Language Arts: 2016 Baseline Data	PARCC/DLM English Languages Arts: Long-term Goal	PARCC/DLM Mathematics: 2016 Baseline Data	PARCC/DLM Mathematics: Long-term Goal
All students	50.39 %	80 %	41.23 %	80 %
White	58.21 %	80 %	48.90 %	80 %
Black or African American	30.44 %	80 %	20.05 %	80 %
Hispanic or Latino	36.2 9%	80 %	26.34 %	80 %
American Indian or Alaska Native	47.83 %	80 %	38.53 %	80 %
Asian	78.31 %	80 %	74.96 %	80 %
Native Hawaiian or Other Pacific Islander	65.81 %	80 %	56.9 3%	80 %
Two or More Races	57.58 %	80 %	49.01 %	80 %
Economically disadvantaged students	32.36 %	80 %	23.65 %	80 %
Students with disabilities	15.82 %	80 %	14.01 %	80 %
English learners	11.34 %	80 %	14.34 %	80 %

B. Graduation Rate

i. ***Description.*** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.*

New Jersey's goal: By 2030, based on the adjusted cohort graduation rate methodology:

- Ninety-five percent of all students and each subgroup of students will graduate within four years of entering ninth grade; and
- Ninety-six percent of all students and each subgroup of students will graduate with five years of entering ninth grade.

Similar to academic goals, *ESSA* requires states to set long-term graduation rate goals that are the same for all high schools. As a first step in determining new long-term goals, NJDOE reviewed New Jersey's current baseline data and progress over the last several years. Under New Jersey's *ESEA* Flexibility Request, the state has been increasing its graduation rate targets for schools by three percent every two years since the 2012-2013 school year. NJDOE has found this incremental approach to increasing graduation rate targets effective as the statewide four-year graduation rate for all students has increased almost seven percent since 2011 (83.2 percent in 2011 compared to 90.1 percent in 2016).

Given New Jersey's success in improving graduation rates under the ESEA Flexibility Request, NJDOE is setting the ambitious four-year graduation rate goal of 95 percent for all students and for each student subgroup. To fairly hold high schools accountable for incrementally improving graduation rates, NJDOE will use each high school's baseline data to determine unique annual growth targets to ensure each high school is on pace to achieve the long-term goal by 2030.

As a result of feedback from stakeholders across the state, NJDOE has opted to include five-year graduation rates in its accountability system as described in Section 4. A five-year rate allows NJDOE to maintain high standards for all students while providing high schools an appropriate amount of time to graduate students who have not yet mastered college- and career-ready standards. As a result, NJDOE must also set a long-term goal for the five-year graduation rate. Over the proposed time period (2017-2030), the five-year graduation rate target will always be 1 percent higher than the four-year graduation target for the same year. The 1 percent difference was calculated by analyzing existing data, which show that a small, but important, population of students utilizes the extra year to master standards.

Just as New Jersey has taken steps with revised academic standards and improved assessments to raise the expectations for students, the state recently adopted new high school graduation requirements that reflect this higher bar. For the Class of 2021 (next year's ninth graders), demonstrating proficiency on ELA 10 and Algebra I PARCC assessments are requirements for high school graduation. Although alternative pathways to meet this assessment requirement will continue to exist, this new paradigm may require the state to set new graduation rate baselines and targets for students. NJDOE will analyze graduation trends and make appropriate revisions as part of the state's continuous improvement process (described in Section 2.2C).

ii. *Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.*

FIGURE 1.2: Baseline and Long-term Graduation Rate Goals (Four-year Adjusted Cohort)

Subgroup	Baseline 2015 – 2016	Long-term Goal 2029 - 2030
All students	90.06 %	95 %
White	94.24 %	95 %
Black or African American	82.14 %	95 %
Hispanic or Latino	83.35 %	95 %
American Indian or Alaska Native	83.22 %	95 %
Asian	96.74 %	95 %
Native Hawaiian or Other Pacific Islander	93.67 %	95 %
Two or More Races	91.67 %	95 %
Economically disadvantaged students	82.71 %	95 %
Students with disabilities	78.80 %	95 %
English learners	74.65 %	95 %

iii. *If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.*

FIGURE 1.3: Baseline and Long-term Graduation Rate Goals (Five-year Adjusted Cohort)

Subgroup	Baseline 2015 - 2016	Long-term Goal 2029 - 2030
All students	91.34 %	96 %
White	94.90 %	96 %
Black or African American	84.49 %	96 %
Hispanic or Latino	85.54 %	96 %
American Indian or Alaska Native	90.24 %	96 %
Asian	97.43 %	96 %
Native Hawaiian or Pacific Islander	88.89 %	96 %
Two or More Races	91.85 %	96 %
Economically disadvantaged students	84.61 %	96 %
Students with disabilities	81.43 %	96 %
English learners	79.87 %	96 %

C. English Language Proficiency

i. ***Description.*** *Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:*

1. *How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).*
2. *The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.*
3. *How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.*

NJDOE has the benefit of a State Committee on Bilingual Education, which is panel established by state statute and comprised of parents, representatives of institutions of higher education, bilingual and English as a second language (ESL) educators, administrators and other stakeholders. NJDOE works closely with the committee to develop and vet policies and practices related to English learners and bilingual education. The policies described in this section were informed by conversations and collaboration with the committee over several years.

To establish student-level targets for English language proficiency (ELP), NJDOE considered two student characteristics: the student's initial level of ELP and the number of years the student has been enrolled in an LEA. Starting with the 2017-2018 assessment cycle, for currently identified English learners in kindergarten through grade 12, NJDOE will define increases in the percentage of all English learners making progress in achieving ELP as measured by the assessments described in Section 1111(b)(2)(G) of *ESSA*, as "English learners that demonstrate a pre-determined level of cumulative growth for five years or [English learners] that meet the ELP cut score within the established timeframe that is consistent with the student's ELP level at the time of identification as measured by the assessment described in Section 1111(b)(2)(G)". Thus, NJDOE will consider a student's ELP level at the time of identification as an English learner and the time enrolled in an LEA to determine the number of years that a student has to reach proficiency and set measurements of interim progress accordingly (see Figure 1.5).

Based on research from the *National Evaluation of Title III Implementation Supplemental Report*, NJDOE is proposing a model wherein ELP growth expectations for English learners increase by equal intervals each year so all English learners meet proficiency within five years. As supported by the report, the number of years for students to achieve proficiency varies based on the student's starting level of proficiency (see Figure 1.4). English learners starting at ELP Level 1 in the initial year are expected to move to Level 2 in the second year, Level 3 in the third year and Level 4 in the fourth year; whereas students

starting at ELP Level 4 at the outset are expected to become English language proficient in the second year.

FIGURE 1.4: Growth-to-target Model Supplemental Report

Expected ELP Level by Years in LEA				
Initial Year	**Second Year**	**Third Year**	**Fourth Year**	**Fifth Year**
Level 1	Level 2	Level 3	Level 4	Proficient
Level 2	Level 3	Level 4	Proficient	--
Level 3	Level 4	Proficient	--	--
Level 4	Proficient	--	--	--

Source: U.S. Department of Education. (2012). *National Evaluation of Title III Implementation Supplemental Report: Exploring Approaches to Setting English Language Proficiency Performance Criteria and Monitoring English Learner Progress.* Washington, DC: American Institutes for Research.

NJDOE's model, which was developed with significant stakeholder input, also uses a five-year maximum timeframe for English learners to meet the ELP cut score, and supports equal intervals of growth as recommended in the report. The table below illustrates NJDOE's proposed growth-to-target model.

FIGURE 1.5: New Jersey's Growth-to-target Model for English Language Proficiency

Expected ELP Level by Years in District				
Initial Year	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Level 1-1.9	IY+(P-IY)/4	IY+[(P-IY)/4]x2	IY+[(P-IY)/4]x3	Met Proficient Cut Score
Level 2-2.9	IY+(P-IY)/3	IY+[(P-IY)/3]x2	Met Proficient Cut Score	--
Level 3-3.9	IY+(P-IY)/2	Met Proficient Cut Score	--	--
Level 4-4.4	Met Proficient Cut Score	--	--	--
Met Proficiency Cut Score	--	--	--	--

Key:
IY= Initial-year proficiency level
P= Scale score of proficient cut score

ii. *Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.*

New Jersey's goals:

- Based on the results from the first statewide administration of the *ACCESS for ELLs* in 2018, NJDOE will establish the baseline percent of English learners achieving the annual ELP growth targets described above. Thereafter, the goal for LEAs will be a five percent increase upon the baseline percent, or one percent per year, until 2023. After this five-year period, NJDOE will evaluate the goal and determine whether to adjust or sustain it as part of its commitment to continuous improvement.
- NJDOE's interim measurement of progress for increases in the percentage of English learners making annual progress toward English proficiency will be one percent per year.

New Jersey's starting point

Between school years 2013-2014 and 2014-2015, 81 percent of English learners in New Jersey who took *ACCESS for ELLs* met the growth-to-target metric. This figure represents the most reliable estimate of the baseline growth of English learners toward proficiency because New Jersey, as a member of the WIDA Consortium, transitioned in the 2015-2016 school year to a new mode for delivery of the *ACCESS for ELLs* assessment. With a new mode of delivery in place, NJDOE is unable to accurately measure growth from the 2014-2015 paper-based delivery of the *ACCESS for ELLs* assessment to the 2015-2016 web-based delivery of the assessment.

Determining appropriate growth

After extensive stakeholder feedback and data analysis, NJDOE in 2013-2014 adjusted its growth expectations for Annual Measurable Achievement Objectives I (the English Learner progress target under *NCLB*) to a one percent per year growth target. The methodology and resulting growth target has been supported by the NJDOE's Bilingual Advisory Committee.

Applying growth to baseline

NJDOE realizes the goal of one percent per year growth from 2018 to 2023 is ambitious but also achievable. NJDOE, along with stakeholders, will evaluate student performance, demographic changes and other factors, such as updated assessment instruments, at the conclusion of the five-year period to determine whether to sustain its existing growth targets or set new ones. NJDOE is committed to revisiting growth targets after 2023 because of the state's dynamic English learner population. New Jersey had the fourth highest number of recent immigrant students in the United States, according to the 2013 Biennial Title III study. In recent years, a large percentage of growth in the English learner

population in New Jersey has come from English learners in the later grades. It is widely accepted that students who enter the United States in high school tend to take longer to complete English language acquisition than earlier grades. If this trend continues or changes, NJDOE will consider adjusting targets to ensure they are ambitious and achievable for the targeted population. For these reasons, NJDOE will continue to work with stakeholders to analyze English learner performance and demographic trends and revise goals accordingly as part of the state's continuous improvement process described in Section 2.2C.

FIGURE 1.6: Goals

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	Growth from 2017 to 2018 on the ACCESS for ELLs 2.0 English language proficiency test	Over a five-year period (2018-2023), a five percent increase in the baseline percent of English learners meeting the annual growth targets. Thereafter, English learners will sustain this goal or meet NJDOE's adjusted goal for the percent of English learners meeting the annual growth targets.

Section 2: Consultation and Performance Management

2.1 Consultation

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

A. *Public Notice*. *Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.*

NJDOE posted an announcement and the consolidated state plan on its official website (http://www.state.nj.us/education/) on February 15, 2017, where they remained until March 20, 2017.

B. Outreach and Input*. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*

i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b),during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

During the last seven years, NJDOE has worked diligently with stakeholders to strengthen and improve upon its anchor education policies, which included enriching state academic standards, enhancing educator evaluation and preparation systems and developing supports for all students through a tiered system of supports framework. Building on this foundation of collaboration, NJDOE conducted voluminous outreach to, and solicited ample input from, parents, educators, policy makers, community organizers and broader school community members across the state during the design and development of the state plan.

Prior to and throughout the 2016-2017 school year, engagement regarding the state plan included three distinct strategies:

- **Listening and Learning:** NJDOE provided basic information about the impact of *ESSA* in New Jersey and also heard from a variety of stakeholders about their priorities within *ESSA*;
- **Targeted Feedback:** NJDOE asked specific questions to existing and newly created advisory groups regarding a variety of policy issues within the state plan; and
- **Describing the state plan**: NJDOE described the state plan to elicit greater feedback on how NJDOE plans to implement the state plan following its approval.

The following section describes how NJDOE partnered with and learned from many community groups across the state and how NJDOE sought as much feedback as possible from a diverse group of stakeholders regarding New Jersey's state plan.

<u>Listening and Learning</u>

NJDOE's early stakeholder outreach to members of the general public focused on hearing about their priorities and sharing basic information on *ESSA*'s impact on education in the state. Through informal meetings, four regional open forums, an online survey, an *ESSA*-specific email address to which stakeholders submitted comments and recommendations, and various other mechanisms, NJDOE began to develop a greater understanding of the public's priorities for ensuring every student has access to excellent schools.

Before engaging in meaningful conversations about specific aspects of *ESSA*, NJDOE staff, policy makers, and the general public learned more about the law and how it related to various initiatives already in place in New Jersey. NJDOE also recognized that while *ESSA* was enacted in December 2015, the defining regulations would not be released until nearly a year later (i.e., November 2016). To avoid confusion and conflicting messages, NJDOE committed to provide to the public as much information about *ESSA* as possible, while excluding information that was not yet finalized by the U.S. Department of Education. NJDOE also began to develop streamlined and focused guidance for LEAs, recognizing the state plan would not be developed for many months, but LEAs and schools would need as much information and support as possible to best budget and plan for future school years.

To achieve its goal of reaching as many stakeholders as possible, NJDOE elicited feedback from many stakeholders about what type of engagement was most helpful and to ensure informational materials were suitable for diverse audiences. Based on the feedback, NJDOE developed overviews in the form of a 10-minute video, a two-page summary, a PowerPoint presentation, and other supporting documents to help explain the impact of *ESSA* on New Jersey schools and to garner more input and interest. Information was gathered and shared through the following mechanisms:

Public Meetings: NJDOE provided overviews and fielded questions regarding *ESSA* and listened to stakeholders' perspectives and comments about the law.

- Presentations and updates were provided to the New Jersey State Board of Education on March 1, July 13, and December 7, 2016.
- Listening and Learning public sessions were held across four regions on September 6, 8, 14, and 22, 2016, and included approximately 150 attendees.
- A Joint Legislative Committee on Public Schools was convened on October 11, 2016.

Public Surveys: More than 5,000 individuals responded to surveys provided in both English and Spanish. From the analysis of the survey data, NJDOE developed a better understanding of how individuals across the state prioritized particular aspects of a student's educational experience and what types of school information individuals would like to see publicly reported.

Small Group Meetings: Throughout 2016, NJDOE staff who participated in writing the state plan hosted or attended more than 50 meetings in which staff heard from representatives of various organizations. The conversations included input from experienced practitioners, policy makers and community members and involved a great deal of information sharing regarding the specifics of *ESSA*. Additionally, representatives from various stakeholder groups provided input and guidance regarding how NJDOE could most meaningfully engage with the groups' members throughout the development of the state plan.

Technical Assistance Sessions: Concurrent to the outreach described above and below, NJDOE developed and provided guidance to LEAs about funding, LEA plans and

implementation. NJDOE held five all-day, in-person sessions in November and December at which more than 400 of New Jersey's 600 LEAs were represented. Attendees asked questions and provided helpful feedback regarding the state plan implementation. Technical assistance to LEAs is further discussed in Section 2.2D.

Targeted Feedback

NJDOE's key strategy for developing policies that best support children is to have conversations, or multi-way dialogues with a diverse group of stakeholders. During the Listening and Learning stage of public outreach, NJDOE was able to identify and pose policy questions and receive feedback about community members' priorities regarding *ESSA*. Such input drove both the content and format of subsequent subject-specific meetings and roundtable conversations during which community members discussed a particular aspect of *ESSA*. For instance, many of the conversations focused primarily on accountability and supporting schools and students because NJDOE already identified the topics as having the most critical decision points and stakeholders had expressed via public testimony a great interest in the school quality and student success indicator that would be used in New Jersey school accountability system to measure school performance.

At the recommendation of participants, NJDOE convened the *ESSA* Stakeholder Focus Group, comprised of representatives from more than 90 education and community organizations statewide. At each session, participants were provided brief background information or data and then debated and discussed a given recommendation or policy question in small groups of approximately five to 10 individuals representing different organizations. Due to the diverse viewpoints and expertise of members, the conversations provided NJDOE a wealth of perspectives to consider.

Further, the *ESSA* Stakeholder Focus Group helped communicate information about the state plan to the representatives' respective membership bases. The group met periodically to discuss specific topics and recommendations within the state plan. Likewise, all materials presented and minutes taken from the focus group meetings were posted on NJDOE's website to provide the broader public with a clear understanding of the purpose, discussions and progress regarding the state plan.

In addition to informal meetings during the Listening and Learning stage, NJDOE hosted or participated in ongoing or one-time focus groups that covered topics such as: (a) accountability, including discussions about performance reports, the additional school quality and student success indicator, and specific questions relating to English learners; (b) support and improvement for schools; (c) supporting excellent educators; and (d) supporting all students. (See Appendix B for greater detail about these conversations.)

The deep level of collaboration among NJDOE and educational and community groups was evident in both the structure of each meeting and the content discussed. Organizations collaborated with NJDOE to schedule meetings that were most convenient for its members and often provided translators, space, meeting notifications,

and other services to enable broader community engagement. Further, NJDOE and the co-hosting organization(s) consulted with each other about what information would be most helpful, what format and structure of conversations would be most conducive to hearing from a diversity of attendee voices and how the summary of input received should be delivered.

During the meetings and roundtables co-hosted with partner organizations, many community and educator groups partnered with NJDOE to better understand what parents, educators and broader community members look for in schools. The information gathered served as the backdrop for developing a meaningful accountability, reporting and support system that precisely identifies schools in need of significant improvement. The topics and how schools and NJDOE can best support all students were discussed at the following meetings:

FIGURE 2.1: Educator Groups

Stakeholder Group	Date	Start Time	Location
New Jersey Education Association (NJEA)	October 2 October 3 October 14 October 20	5 p.m. 5 p.m. 5 p.m. 5 p.m.	Monroe Twp., Middlesex County Deptford Twp., Gloucester County Whippany, Morris County Atlantic City, Atlantic County
American Federation of Teachers (AFT)	October 24 November 15 November 16	3:30 p.m. 3:30 p.m. 4:30 p.m.	Perth Amboy, Middlesex County North Bergen, Hudson County Garfield, Bergen County
New Jersey Principals and Supervisors Association (NJPSA)	September 16	10 a.m.	Monroe Twp., Middlesex County
County Teachers of the Year	November 14	11:30 a.m.	Trenton, Mercer County

FIGURE 2.2: Community Roundtables

Stakeholder Group	Date	Start Time	Location
JerseyCAN/ Harry C. Sharp Elementary School	October 27	3:30 p.m.	Camden, Camden County
Paterson Education Fund	October 13	6 p.m.	Paterson, Passaic County
NAACP	November 10	6:30 p.m.	Newark, Essex County

FIGURE 2.3: Additional Focus Groups on Specific Topics

Focus Group	Date	Start Time	Location
21st Century Community Learning Centers Advisory Group	May 3	9:30 a.m.	Ewing, Mercer County
	June 14	9:30 a.m.	Trenton, Mercer County
	July 6	9:30 a.m.	
	August 16	9:30 a.m.	
	September 13	9:30 a.m.	
Direct Student Services	June 29	10 a.m.	Edison, Middlesex County
Bilingual Advisory Committee	June 8	1 p.m.	Trenton, Mercer County
Advocates for Children of NJ (ACNJ)	September 28	9:30 a.m.	Trenton, Mercer County
State Professional Learning Committee	October 28	9 a.m.	Trenton, Mercer County
Principals	June 6	10 a.m.	Trenton, Mercer County
	August 24	9 a.m.	
	October 24	9 a.m.	
	October 26	9 a.m.	

Describing the State Plan (Outreach Following Publication of Draft State Plan)

To be completed following outreach from February through March.

ii. *Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.*

See Appendix B for an index summarizing input gathered and NJDOE's response describing if, how and why a particular piece of feedback was incorporated into the state plan.

C. *Governor's consultation*. *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

From July 2016 through February 2017, NJDOE collaborated with representatives from the Governor's Counsel and Policy offices on the development of the state plan. The collaboration included in-person information sessions on *ESSA* in general and in-person discussions regarding the policies outlined in the state plan. The Governor and his staff were provided overviews of *ESSA*, NJDOE's stakeholder engagement plan and the state plan's key components prior to its release for public comment.

The policies outlined in the state plan align to the administration's theory of action: all students should be provided the opportunities and resources to achieve at high levels; all students should have access to excellent educators; and educators, schools and LEAs should be held accountable for the outcomes of their students. The policies outlined in the

state plan build upon the work the administration and NJDOE have completed over the last several years in the areas of New Jersey-appropriate academic standards development and assessment alignment; investment in educator evaluation and development systems; and alignment of accountability metrics and systems to ensure teachers, schools and LEAs are held accountable for student outcomes in a fair manner. As *ESSA* provides supplemental resources, programs and systems for states to use to ensure students have access to the resources and opportunities necessary to succeed in school, the administration and NJDOE will continue to analyze how *ESSA* can be used, in conjunction with state-led initiatives, to help ensure all New Jersey students graduate high school - college and career ready.

Date SEA provided the plan to the Governor: 1/26/2016

2.2 System of Performance Management

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. *Review and Approval of LEA Plans.* *Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.*

NJDOE's goal in supporting the development, review and approval of LEA plans is to help LEAs ensure their plans and the process of developing and implementing them will most effectively lead to success for all students. NJDOE recognizes that coordinating various state and federal programs, services and funding can be challenging. For this reason, NJDOE is committed to helping LEAs, in consultation with stakeholders, focus first on the LEA's specific student needs and then on the various federal, state and local supports that can be combined and coordinated to support students.

NJDOE will follow a process for both state and LEA planning that includes needs assessment, including data analysis; plan development, including exploration and selection of evidence-based practices and outcomes; plan implementation; and evaluation of implementation and outcomes. As part of the process, NJDOE is committed to supporting LEAs in the planning and use of funds received under *ESSA* to effectively and efficiently meet identified student needs. For that reason, NJDOE has and will continue to review and refine, with stakeholder input, its LEA application and review process to ensure LEAs receive support throughout the process, are not unduly burdened by paperwork and have the opportunity to fully express how they intend to expend funds under the law to meet the needs of students. What follows is a technical description of NJDOE's application and approval process.

Development of LEA Plan

Prior to the availability of the consolidated LEA application (the mechanism for submission of the LEA plan), NJDOE will issue a memorandum reminding LEAs of available guidance on the development of their plans. NJDOE will also host county-level technical assistance sessions in which NJDOE staff (e.g., Title I-A and I-D, Title II-A, Title III, and Title IV-A) offer LEAs hands-on assistance in the development and submission of their LEA plans. During the technical assistance sessions, NJDOE will meet with LEA staff to provide guidance on how specific funding sources may be used to meet specific student needs and to ensure compliance with policies, regulations and procedures that apply uniformly to federal awards and audit proceedings, thereby allowing NJDOE to define allowable and allocable costs as outlined in the parameters of each grant program. The technical assistance sessions will also offer an opportunity for LEA staff to provide NJDOE feedback on the application platform, the review and approval process and how NJDOE can better support LEA applications in the next year.

Developing the most effective supports and programs begins with identifying what students in a particular LEA need to succeed; Therefore, NJDOE's LEA application will include a robust needs assessment section. NJDOE will reinforce to LEAs, both through technical assistance and the application, the importance of conducting a thorough needs assessment, identifying root causes, and targeting resources to address root causes. This section of the application will allow LEAs to input the results of their needs assessment and identify the specific student needs that will be addressed with *ESSA* funds in the next year.

Submission of LEA Plan

LEAs will submit their plans as part of NJDOE's *ESEA* Consolidated Sub-grant Application through the Electronic Web-Enabled Grant (EWEG) system. As part of the submission process, all applications will undergo a consistency check to ensure that LEAs address all required programmatic and fiscal components. Acceptance of the application in the EWEG system will constitute submission of the LEA plan in "substantially approvable" form and will authorize LEAs to begin obligation of funds to support programmatic activities.

Review and Approval of LEA Plan

After a LEA's *ESEA* Consolidated Sub-grant Application is accepted in the EWEG system, program and fiscal aspects of the LEA plan will be further examined and evaluated as part of a two-tier review and approval process, which includes the following:

- Tier I review and approval will be conducted by NJDOE staff working in the county office of education of the county in which the LEA is located.
- Tier II review and approval will be conducted by entitlement grants specialists in NJDOE's Office of Grants Management.

County offices of education and Office of Grants Management staff will use review guide checklists designed by program offices for each tier of the review and approval process.

Upon review at either the Tier I level or Tier II level, the LEA will be notified electronically via the EWEG system if revisions are needed. LEAs will be required to make the identified revisions and re-submit the LEA plan.

Upon final approval at the Tier II level, the LEA will be notified electronically via the EWEG system that the application has received final NJDOE approval and the LEA may begin to submit via the EWEG system reimbursement requests for payment of the associated grant funds.

B. Monitoring. *Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

As NJDOE planned how it will monitor districts under *ESSA* it took into consideration stakeholder feedback over the last few years and reflected on its current monitoring procedures. NJDOE sees *ESSA* as an opportunity to create a more support-focused monitoring system. While part of the monitoring process must still ensure districts are in compliance with federal law, NJDOE staff will focus on performance outcomes and providing support to districts to improve student learning.

<u>Progress Monitoring of NJDOE ESSA State Plan Implementation</u>

NJDOE will monitor its progress on implementation of the ESSA state plan by periodically reviewing the status of deliverables in all offices across NJDOE. This review will include both process and outcome data and indicate whether adjustments are needed. To assess its performance, NJDOE will rely on data and information from a variety of sources.

1. Input from Stakeholders

NJDOE is committed to ensuring it meets both the process and programmatic requirements within *ESSA*. NJDOE has several systems and structures in place to ensure all aspects set forth in the *ESSA* state plan are carried out:

- **Committee of Practitioners:** As required by Section 1603(b) of *ESSA*, NJDOE has established a committee of practitioners to advise NJDOE in carrying out its responsibilities under Title I, other funded titles and *Individuals with Disabilities Education Act (IDEA)* activities. The committee provides a field perspective regarding programs authorized under the law by identifying local implementation opportunities and challenges, discussing and providing advice on policy issues, recommending possible solutions for problems and identifying promising/evidence-based strategies for replication.

- **Other Advisory Groups:** NJDOE will continue to regularly convene a variety of other stakeholder groups to solicit ongoing feedback. The groups include the Bilingual Advisory Committee; Leadership for Educational Excellence; Special Education Advisory Group; Non-public Advisory Board; State Professional Learning Committee; the State Program Approval Council; and more.
- **Program Offices:** NJDOE has program offices responsible to oversee and monitor each of the federal grant programs within *ESSA*. Program office directors meet on a monthly basis to collaborate, collectively review progress, discuss challenges, review relevant data and ensure the work proposed under ESEA is carried out in full. This structure will remain in place under *ESSA*. In collaboration with Office of Grants Management (described below), program offices also oversee federal spending to ensure each LEA receives the appropriate allocation in compliance with *ESSA* and that state activities/administrative funds are used in accordance with the law's requirements.
- **Office of Grants Management:** The grants system for both formula and discretionary grants is overseen by the Office of Grants Management, which is separate from program offices. The Office of Grants Management is responsible for the EWEG application process and the competitive grants review process. The Office of Grants Management also works with program offices to complete the states' various competitive grant applications to improve services and outcomes for students.
- **Nonpublic Ombudsman:** By the time the state plan is submitted, NJDOE plans to appoint a nonpublic schools ombudsman in compliance with Sections 1117(a)(3)(B) and 8501(a)(3)(B) of *ESSA* to ensure NJDOE and LEAs across the state meet *ESSA's* requirements to support New Jersey students in nonpublic schools.

In addition to the structures described above, in December 2016, NJDOE established a new Chief Intervention Officer position charged with creating a cohesive approach to serving and supporting New Jersey LEAs and their schools. The Chief Intervention Officer will lead a cross-divisional team and gather stakeholder input to improve the alignment of federal, state and school accountability, as well as the related requirements that correspond to each. Currently, LEAs and schools are asked to create a wide variety of plans based on federal and state statutes and regulations. Through the efforts of the Chief Intervention Officer, cross-divisional teams and stakeholders, NJDOE will work to coordinate, align and simplify the various plan requirements, supports and progress monitoring. This multi-step process will include:

- Integrating state and federal accountability systems that impact NJDOE, LEAs and schools;
- Outlining, consolidating and, where possible, reducing the reporting requirements that LEAs must submit for NJDOE's accountability systems;
- Streamlining supports, interventions and statewide programs through a needs assessment and determining ways to build capacity through an integrated approach; and

- Developing a progress monitoring protocol to measure implementation and effectiveness to foster continuous improvement.

2. Progress toward Program Outcomes

NJDOE will create a holistic view of school and LEA performance by supplementing data required for federal and state accountability with additional data collected across NJDOE program offices, inclusive of the state longitudinal data system. In addition to the Chief Intervention Officer position, NJDOE has enacted a new data governance protocol to ensure data collections are accurate and timely, and do not result in duplicative requests or undue burden for LEAs. The confluence of richer data sources will be the foundation of a more cohesive, NJDOE-wide approach to support and intervention.
This new comprehensive approach to support and intervention will be anchored by a cohesive performance management protocol designed to gauge the impact of NJDOE's collective efforts. This will include more precisely focusing and aligning supports, identifying leading indicators to assess short-term impact, modifying the approach based upon real-time data from NJDOE field staff and, ultimately, measuring student performance outcomes. NJDOE plans to use re-designed school and district performance reports as the vehicle to publicly engage stakeholders on annual progress, including, but not limited to, both *ESSA* and New Jersey Quality Single Accountability Continuum (NJQSAC) required indicators.

<u>Progress Monitoring of LEAs</u>

1. Performance-Based Monitoring System

As part of the aforementioned approach to more cohesively support all LEAs, NJDOE is planning to transition to a performance-based monitoring system (PBMS) to review the implementation of federal programs in LEAs receiving *ESSA* funds. The goal of NJDOE's PBMS is to support LEAs in their implementation of *ESSA* programs that result in positive student outcomes. NJDOE staff will serve as critical partners in supporting LEA staff in the analysis of processes related to the implementation of the LEA's *ESSA* programs and the effective implementation of the processes to achieve the desired goals and objectives for participating students. The PBMS will support the following: identifying and implementing processes and procedures that result in a more accurate analysis of students' needs; the design of more strategic program plans that articulate evidence-based interventions and supports; more faithful implementation of interventions and supports; and a more in-depth evaluation of the implementation process and its link to student outcomes.

The PBMS will focus on three domains that are critical in the effective and efficient use of *ESSA* funds to increase student achievement: 1) a comprehensive needs assessment, 2) alignment and implementation of LEA plans and 3) evaluation of plan implementation and outcomes. The PBMS will support LEAs in their use of data to identify the needs of students, staff, parents and families that, if addressed with appropriate interventions and strategies, will improve student performance. Further, the PBMS will build the capacity

of LEA and school staff to recognize and address barriers to program implementation that adversely impact attainment of goals and objectives, and how to analyze outcome data to evaluate the effectiveness of interventions and strategies in the LEA plan and the schoolwide plans of designated schools. By shifting from a monitoring process built around compliance indicators to a monitoring system built around the program success, NJDOE will become true partners in the LEA's implementation of *ESSA*. Additionally, NJDOE will better understand the challenges LEAs face in moving their schools toward continuous improvement for all students.

NJDOE's transition to the PBMS will require each staff member who will be assigned to participate in the PBMS to receive training. The training will include: the use of various needs assessment frameworks; how to use data to drive instructional decisions; the use of program evaluation tools; and information on the goals, allowable activities and use of funds for various programs.

On-site Visits:
Specifically, the PBMS will consist of onsite visits to selected LEAs during which NJDOE staff will meet with LEA/school staff to review documentation and discuss the LEA's processes around the three PBMS domains.

a. *Comprehensive Needs Assessment*: NJDOE's review will focus on the LEA's process to acquire stakeholder engagement as part of its needs assessment process; identify, collect and analyze data; and determine the root cause of identified needs. Finally, the PBMS will review the LEA's procedure for communicating with nonpublic school officials to implement programs and services that address the needs of students in nonpublic schools.

b. *Program Implementation:* PBMS will include an in-depth analysis of *ESSA*-funded plans (including the district's EWEG Plan; Title I Schoolwide Program Plan; Comprehensive Support and Improvement Plan; and Targeted Support and Improvement Plans, as appropriate). Areas under review will include the goals and objectives articulated in *ESSA*, and the LEA's processes for selecting evidence-based interventions and strategies for addressing root causes of identified needs and collecting and analyzing data on the effectiveness interventions and strategies that have been implemented. Additional review areas will include the LEA's process for identifying and implementing differentiated interventions and strategies for students. Alignment of selected evidence-based practices and interventions with root causes, as well as completion of action steps to implement interventions with fidelity, will be reviewed. NJDOE's review of program implementation will also include the LEA's processes and procedures for working with nonpublic schools that choose to participate.

c. *Program Evaluation:* The third component of the NJDOE's PBMS will focus on the LEA's process for using data to evaluate the outcomes of implemented actions articulated in *ESSA* plans above. The scope of NJDOE's review will

extend to the LEA's process for engaging stakeholders in the evaluation process, including data collection and analysis of the implementation of plans, and the process to provide stakeholders with information on the outcome of the evaluation process. Finally, NJDOE staff will engage LEA staff in a discussion on how the evaluation process will result in modifications to the LEA plan and schoolwide plans, if applicable, for the subsequent school year. As with the other domains, the review of the LEA's program evaluation will include programs implemented for nonpublic school students.

d. Use of Funds: Finally, the PBMS will ensure sub-recipients expend, in compliance with relevant laws and regulation, federal funds to implement high-impact and appropriate programs, strategies and activities to meet identified student needs.

Targeted Desk Reviews:
Based on findings from the on-site monitoring process, concerns from stakeholders, and concerns from NJDOE offices, NJDOE conducts targeted desk reviews. The reviews cover specific programmatic components such as Title I-A requirements for family and community engagement; qualifications for paraprofessionals in Title I-A programs; the use of multiple entrance and exit criteria for students participating in a Title I-A targeted assistance program; and the use of Title III funds to supplement the LEA's core bilingual/English as a second language program.

After its review of the documentation submitted, NJDOE will either close the desk monitoring file or provide technical assistance to the LEA on actions necessary to meet the statutory and regulatory requirements for the programmatic component under review.

2. Fiscal Audits:
NJDOE has an annual cycle of fiscal audits to review and verify prior grant period expenditures for Title I-A, Carryover and Title I 1003(a)/School Improvement allocations in accordance with the approved *ESEA* Consolidated Sub-grant Application and applicable state and federal requirements included in, but not limited to, the Uniform Grant Guidance and Education Department General Administrative Regulations (EDGAR). Documentation review includes, but is not limited to, the approved *ESEA* Consolidated Sub-grant Application, LEA policies, minutes, financial records/financial reports, inventory records, and comparability reports.

C. Continuous Improvement. *Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

Continuous Improvement to Provide Cohesive Support to LEAs

Stakeholder feedback continues to provide evidence of disparate, disconnected and competing accountability indicators, initiatives and interventions related to both federal (*ESSA*) and state accountability (NJQSAC) systems. As mentioned in Section 2.2B, NJDOE recently created the position of the Chief Intervention Officer to improve cross-divisional efforts to better coordinate supports and interventions. The Chief Intervention Officer's efforts will include monitoring the effectiveness of NJDOE's work at regular intervals in an effort to continuously improve NJDOE's impact on schools and LEAs and to reduce any unnecessary or overly burdensome processes.

Continuous Improvement to Support Schools

At the school level, NJDOE's plan to continuously improving the implementation of *ESSA* programs includes the following elements:

- NJDOE will annually review district and school improvement plans, as respectively required by *ESSA* and NJQSAC, to ensure each plan meets the appropriate regulatory requirements and includes actions to address identified student needs and/or areas of growth. This review will ensure plans to explicitly indicate how LEAs/schools will address the unique needs of students in all subgroups, as well as the interventions schools will implement to address areas of low performance (e.g., mathematics or progress toward English language proficiency). A major tenet of NJDOE's new integrated approach will be aligning LEA and school plans.
- With the redesign of the annual school performance report, which will include both district- and school-level data, LEAs will have an effective tool for annual data review of progress toward accountability targets and long-term goals.
- To consolidate plans and improve efficiency and effectiveness, NJDOE will phase out current action plans and require schools and LEAs that do not meet annual accountability targets to identify appropriate interventions (schoolwide and for subgroups) and demonstrate in their annual application how the LEA and/or school will align Title I resources to ensure implementation of the interventions and strategies designed to improve progress toward targets and goals.

Continuous Improvement of the Accountability System and Related Goals

- *Revising Goals:* NJDOE is committed to supporting schools and LEA to achieve New Jersey's ambitious, but achievable, long-term goals proposed in Section 1. Given the 13-year timeframe for goal attainment, NJDOE will continue to analyze actual performance, demographics shifts, changes to federal law and regulations, and the impact of new or updated assessment instruments on performance to determine whether it needs to adjust the state's long-term goals.

- *Adding/Revising Accountability Indicators: ESSA* not only allows for, but encourages, states to continuously improve their state plans, including the

accountability and support systems. NJDOE remains deeply committed to collaborating with stakeholders to explore/develop additional indicators that best reflect New Jersey's priorities. In fact, NJDOE already has begun follow-up conversations with stakeholders and ultimately hopes to utilize feedback to refine definitions of each accountability indicator, identify data collections that could lead to new indicators for school accountability or reporting purposes, and measure the impact of initial measures.

Continuous Improvement of Use of State Funds

- *State Use of Funds:* NJDOE will continue to analyze the impact of use of state-level funds under *ESSA* to determine which programs, activities and strategies are most effective at yielding positive outcomes for students and educators. NJDOE will adjust its use of state-level funding based on the analyses and ongoing stakeholder engagement.

- *Optional State-Level Set-Asides:* In an attempt to minimize impacts on LEA allocations under *ESSA* for the 2017-2018 school year, NJDOE chose not to utilize any of the optional state-level funding set-asides and will continue to engage stakeholders regarding whether NJDOE should utilize any of the set-asides in subsequent years.

D. *Differentiated Technical Assistance*. *Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other sub-grantee strategies.*

NJDOE is committed to providing timely, meaningful and ongoing technical assistance to LEAs to ensure they understand how *ESSA* may affect allocations, requirements and use of federal funds. To accomplish this, NJDOE has created and will continue to develop a technical assistance calendar of events to support LEAs with the implementation of programmatic and fiscal requirements, NJDOE also will continue to produce *ESSA* guidance materials (e.g., presentations, webinars, documents, funding guides) and organize and post federal and other guidance on its website. In addition, NJDOE has and will continue to provide personalized outreach and differentiated technical assistance to: LEAs most affected by changes in funding; LEAs with specific implementation considerations (such as charter school applicants or districts with a large percentage of nonpublic schools); or LEAs or schools where NJDOE data reflects the need for significant programmatic changes. For instance, LEAs that report the enrollment of homeless students receive on-site technical assistance on the availability of services under the federal *McKinney–Vento Homeless Assistance Act* and uses of federal funds to support the needs of identified students. LEAs reporting increased enrollment of English learners receive technical assistance on appropriate program options and professional development to assist general education teachers who work with English learners.

The annual technical assistance calendar includes events that are open to all LEAs/schools. Examples are: *ESSA* project director's training; workshops on transitioning to a Title I

schoolwide program; equitable services workshops; implementing English learner programs and services webinars; English learner teacher preparation summit; newcomer English learner summit; homeless education statewide conference; family and community engagement webinars; and face-to-face tutorials in completing the program requirements contained in the LEA application.

NJDOE also provides professional development, technical assistance, consultation, coaching services, and resources and instructional materials through the Learning Resource Center network, funded by IDEA, to family members of children and youth with disabilities and the educational staff who serve them. The network is comprised of four Learning Resource Centers strategically located across the state to serve the needs of LEAs. The Learning Resource Centers network is also served by a team of consultants and specialists who offer assistance and expertise in areas such as instructional and behavioral strategies, information regarding disabilities and supports for promoting success in the general education classroom. A tiered approach is used to differentiate the level of assistance providing the most intensive support to the schools and LEAs most in need of assistance. Data is reviewed and analyzed to identify the level of support provided. Technical assistance to improve outcomes for students with disabilities is focused on priorities and indicators in the federally required State Performance Plan/Annual Performance Report (SPP/APR) and the State Systemic Improvement Plan (SSIP) goal, which is the improvement of the five-year graduation rate of students with individual education plans. Both the SPP/APR and SSIP are aligned with the Consolidated State Plan.

To ensure LEAs are able to maintain long-term compliance with state and federal special education regulations, technical assistance is provided to LEAs through the consolidated monitoring process. Special education monitors provide on-site technical assistance to LEAs in instituting appropriate policies and procedures with the goal of improving outcomes for students with disabilities. The assistance will be maintained as part of the PBMS. In addition, technical assistance with respect to legal, procedural and policy requirements is provided through in-person trainings, written guidance and less-formal means such as telephone calls and email. This technical assistance is provided on a regular, as-needed basis to assist LEAs, organizations and parents in understanding and meeting the requirements of state and federal special education laws, regulations and policies.

In addition to annual efforts described above, and given the breadth of changes impacting LEAs for the 2017-2018 school year, NJDOE has taken (or will be taking) the following steps to ensure LEAs are prepared for the transition to *ESSA*.

Initial *ESSA* Guidance

From March to July 2016, NJDOE sent out two memoranda to chief school administrators regarding changes impacting the 2016-2017 school year (such as the removal of highly qualified teacher requirement, updates to the requirements around provision of services to students experiencing homelessness, updates to the requirements regarding the educational stability of students in foster care, etc.). The memoranda also were made available on the NJDOE's *ESSA* website. NJDOE also created an email address (essa@doe.state.nj.us) for

LEAs to request meetings with NJDOE staff to provide input on policies being developed for the state plan and to submit and receive answers to questions related to *ESSA* implementation.

As LEAs began preparing budgets for the 2017-2018 school year, NJDOE held five *ESSA* technical assistance sessions throughout the state. Representatives from more than 400 of the state's 600 attended at least one of these sessions. At the sessions, NJDOE communicated how *ESSA* may affect LEA allocations, which requirements changed under the new law and how the changes would impact LEAs. NJDOE also used the sessions as an opportunity to lead LEAs through a planning activity to help them identify needs and coordinate use of federal and other funds to meet identified needs. Materials from the sessions (i.e., webinar recordings of each presentation, the presentation itself, answers to outstanding questions, and a planning worksheet) were made publicly available on NJDOE's ESSA website to ensure any LEA unable to attend could access the information.

After each session, NJDOE surveyed attendees to better understand what additional information was needed to implement *ESSA*. As a result, NJDOE plans to create webinar sessions on working with nonpublic schools and how to form consortiums and to disseminate more information on how to conduct meaningful stakeholder engagement. NJDOE will continue to reach out to LEAs as the planning cycle continues to ensure LEAS are provided the resources they need to be successful.

Repository of Resources

NJDOE already hosts a wealth of materials (developed both by NJDOE and the U.S. Department of Education) related to *ESSA* requirements on several webpages (Title I, grants, NCLB, nonpublic schools, etc.) on its website. To ensure the latest materials specific to *ESSA* are easily accessible to LEAs, NJDOE in December 2016 launched a specific webpage that hosts NJDOE guidance materials, as well as guidance materials developed by the U.S. Department of Education and external sources. The webpage also provides guidance materials from reputable and authoritative sources that will assist in the continued planning for full *ESSA* implementation.

In addition to the technical assistance session materials noted above, NJDOE will work on providing LEAs with activity-based guidance on how federal and state funds can be combined to support a series of high-impact activities. In this way, NJDOE intends to help LEAs think more creatively about how to leverage funds to support the unique needs of their students.

The NJDOE webpage referenced above also provides extensive information, guidance and links to national resources regarding effective practices and strategies for improving outcomes for all students, as well as specific subgroups. The resources can be accessed by LEAs and schools as they conduct their needs assessments, select appropriate interventions and evaluate progress as part of *ESSA*'s requirements.

Ongoing Field Support

While analyzing changes to allocation formulas and use of funds (e.g., changes to how the share of Title I funds that must be used for equitable services for nonpublic school students must be calculated), NJDOE noted that some LEAs would be impacted more than others. As a result, NJDOE engaged the LEAs expected to be impacted the most to review their possible federal allocations for the 2017-2018 school year. This cross-divisional process ensured LEAs could properly plan for and, more importantly, properly budget to account for possible changes to their federal allocations.

Similarly, the most significant change for LEAs beginning in the 2019-2020 school year will be changes to calculations for supplement not supplant. While NJDOE currently awaits final regulations on supplement not supplant, it recognizes a need to support LEAs in developing school-based budgeting. During the next three years, NJDOE will provide support and guidance to LEAs to help with the development of appropriate methodologies for school-based budgeting.

In addition to targeted outreach, NJDOE will continue training all of its field-based staff (county offices, onsite monitors and regional coaches) on the key *ESSA* provisions. The staff members have frequent contact with the LEAs and often serve as the first contact for individuals with questions about state and federal laws and regulations. By training field-based staff, NJDOE expects to greatly extend its reach, coordinate messaging, and ensure all LEAs have continued support throughout the application periods and beyond.

Application Support

Each year, NJDOE holds regional technical assistance sessions in the spring and summer to help LEAs complete their annual *ESSA* plan (or application) for submission to the state. During the sessions, NJDOE staff are available to answer questions and provide insight as LEA personnel complete applications in real time. NJDOE's Office of Grants Management will again continue holding the sessions and focus 2017-2018 efforts on ensuring LEAs understand specific application and procedural changes as a result of *ESSA* implementation.

Section 3: Academic Assessments

The *ESSA* state plan template asks states to describe work relating to the following two assessment areas: advanced mathematics coursework and languages other than English.

A. ***Advanced Mathematics Coursework.*** *Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESSA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of ESSA?*

☒ Yes. *If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).*

Policy Decision

To ensure New Jersey students are continually challenged to achieve and excel beyond the New Jersey Student Learning Standards (NJSLS), NJDOE plans to continue to allow all middle school students, not just students in eighth grade, to take advanced mathematics assessments. This policy reflects a recommendation from stakeholders for NJDOE to continue to support the growth and development of all students, including students who are high performing.

Context and Next Steps

NJDOE currently requires LEAs to align mathematics curriculum with the NJSLS, but NJDOE allows flexibility in the sequencing of mathematics courses (Algebra I, Algebra II and Geometry) based on students' academic levels as determined locally by multiple criteria. LEAs are required to utilize a data-driven approach to determine which mathematics courses students in various grades at the middle school level are prepared to take. During the past two years, NJDOE's analysis of PARCC end-of-course assessments has demonstrated that this strategy has been successful. A growing number of students throughout the middle school level have excelled at advanced-level mathematics coursework and passed advanced-level mathematics assessments. Deeper analysis has shown that Algebra I assessment performance by grade level is largely inversely proportional; that is, a greater proportion of students who enroll in Algebra I in lower grades demonstrate proficiency on the Algebra I assessment than students who enroll in Algebra I in higher grades. Since so many New Jersey middle school students have been successful in advanced-level mathematics coursework, NJDOE plans to continue to administer the end-of-course mathematics assessment that most closely matches students' coursework rather than the grade level exam.

Although New Jersey has had success in encouraging greater numbers of students to take advanced mathematics courses during the past several years, economically disadvantaged, and black and Hispanic students continue to be underrepresented in eighth grade Algebra I courses across the state. In 2015-2016, 38 percent of eighth graders were economically disadvantaged students, but only 26 percent of eighth grade Algebra I students were

members of this subgroup. Similarly, 39 percent of eighth graders were black or Hispanic, but only 20 percent of eighth grade Algebra I students were black or Hispanic. This opportunity gap in middle school carries over to high school because students in these subgroups graduate before taking calculus, which, in turn, makes opportunities in STEM fields much less accessible. Conversations with stakeholders throughout the state have reflected a similar theme: parents and community members want all students to have access to a breadth of academic and nonacademic opportunities. Accordingly, NJDOE is committed to ensuring the opportunity to access rigorous coursework is made available to students who currently do not have access.

To support LEAs in offering greater opportunities for middle school students to enroll in advanced-level mathematics coursework, NJDOE plans to take the following actions:

1. Design, implement and evaluate research-based technical support for LEAs where PARCC Algebra I results warrant a more focused approach to teaching Algebra (see Sections 5.1C and 5.2A);
2. Design, implement and evaluate research-based technical support around data literacy (see Section 5.1C and 5.2A), particularly in the earlier grades, to help LEAs identify gifted and talented students earlier;
3. Design and disseminate guidance to LEAs on the use of appropriate *ESSA* Title I funds to support preparation for advanced-level mathematics;
4. Design, implement and evaluate professional learning opportunities that focus on a shift in planning, implementing and evaluating the effectiveness of instructional practices; and
5. Develop multiple model course pathways (accelerated progressions of learning) for middle schools that allow eighth grade students to complete Algebra 1, and provide pathway exemplars and professional learning opportunities to support the implementation of each model course pathway.

B. ***Languages other than English.*** *Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.*

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

To operationalize the definition of "languages other than English that are present to a significant extent in the participating student population," NJDOE convened a "Native Language Assessment and *ESSA* Accountability Considerations for ELLs Stakeholder Focus Group" in August 2016. The focus group reviewed the statutory requirements for assessments in other languages and demographic data on New Jersey's English learners (e.g., languages spoken, number of English learners in each language group, English learners receiving accommodations during the administration of the PARCC assessment and English learner population by county). Participants were charged with providing input on NJDOE's proposed definition, which was developed considering three factors:

1. Statewide data on the number and percentage of native language speakers;
2. Proposed considerations in the federal regulations; and
3. Practicability regarding assessment development (cost and timeline).

With input from the focus group, NJDOE finalized the following criteria to determine the "language present to a significant extent in the participating student population," pursuant to Section 1111(b)(2)(F) of *ESSA*:

1. The most common language other than English spoken by the tested English learner population; and
2. Any native language other than English that is present in the English learner population for three or more years, spoken:
    a. By more than five percent of the total tested student population overall or in a given grade span; or
    b. By more than 20 percent of the total tested student population in a given county.

As of the date of the state plan submission, Spanish is the most common language other than English spoken by the tested English learner population in New Jersey. No additional languages are present "to a significant extent," according to the definition above. Nevertheless, NJDOE will continue to monitor population growth and demographic shifts each year and adjust its assessment development plan accordingly.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

At all grade levels three through 12, NJDOE administers the PARCC mathematics assessment in both English and Spanish. At the middle and high school levels, this includes Algebra I, Geometry and Algebra II. In addition, the current science assessments in grades four, eight and 11 are currently available in Spanish.

iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

At present, assessments are not available in Spanish for ELA at all grade levels in which the assessments are administered.

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);*

Within the next year, New Jersey will be releasing requests for proposals for science, mathematics and ELA. Through the requests for proposals, New Jersey

will explore the possibility of creating assessments in Spanish based on available funding and vendor capabilities.

2. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders;*

   NJDOE consistently engages stakeholders in discussions regarding the needs of English learners and how best to serve their needs through its State Advisory Committee on Bilingual Education (required by N.J.A.C. 6A:15-1.16).

   To gather specific input on the need for additional assessments in languages other than English and to inform additional English learner and accountability policies under *ESSA*, NJDOE conducted a focus group with educators, school leaders and advocates of the bilingual community on August 15, 2016. During the focus group, participants were provided with extensive information on state and federal requirements and with statewide data on the English learners population disaggregated by language and grade and populations of students participating in PARCC assessments. Focus group members asked questions and provided input during and following the presentation.

   Stakeholders were also afforded the opportunity to comment on the need for assessments in languages other than English through the state's *ESSA* email address, as well as at regional public listening and learning sessions held in September 2016.

   All feedback on native language assessments collected by NJDOE is included in the *ESSA* stakeholder feedback index (See Appendix B).

3. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

   Due to the timing of new assessment requests for proposals and upcoming vendor negotiations, NJDOE does not yet know the practicability of developing all academic assessments in Spanish. Therefore, it is impossible to predict at this time whether NJDOE will be able to develop all academic assessments in Spanish. If, after careful examination of available funding and vendor capabilities, NJDOE determines specific academic assessments cannot be developed in Spanish, a statement will be released to the public explaining the reason(s) for the decision.

Section 4: Accountability, Support, and Improvement for Schools

Introduction

ESSA requires all states to develop and describe a school accountability system in accordance with the tenets of the new federal law. However, *ESSA* school accountability is just one component of New Jersey's accountability, which is comprised of three primary systems: school accountability *(ESSA)*; district accountability (New Jersey Quality School Accountability Continuum or NJQSAC); and LEA and school reporting. Therefore, cohesion with the other accountability systems is an essential design principle in New Jersey's school accountability system under *ESSA*.

Background of Accountability Systems and Definitions

1. School accountability (*ESSA*): New Jersey's state plan describes the federally mandated accountability system that measures school-level performance against a prescribed set of indicators designed to identify schools most in need of support and improvement. Indicator requirements are strictly dictated by the federal government but options were expanded from *NCLB* to *ESSA*. Of particular note, states can now reward schools for making outstanding student progress rather than simply focusing on a school's proficiency.

2. District accountability (New Jersey Quality School Accountability Continuum or NJQSAC): NJQSAC is a state–mandated, district-level accountability system that measures district performance across the areas of instruction and program, governance, operations, fiscal and personnel. NJDOE has made progress to streamline NJQSAC in the last several years, reducing the number of indicators and reducing the paperwork burden for districts demonstrating academic success.

3. LEA and school reporting: LEA and school reports are federally mandated with the intent of providing the information students, parents and community members need to get involved and help improve their own schools. While federal laws (e.g., *ESSA* and *IDEA*) establish many reporting requirements, New Jersey has a great deal of discretion in terms of adding additional information and what the look and feel will be. Currently, New Jersey's school performance reports are quite complex and cumbersome to read, making them a significantly underutilized resource by parents, students and educators. In addition, LEAs produce their own reports. LEA reports vary in terms of quality and content, thereby making it difficult for communities to compare results from one LEA to the next.

Currently Unaligned System

Though NJDOE has made strides during the past several years to improve each accountability system described above, each system has its own set of indicators that attempt to focus school and LEA efforts. Without a closely aligned accountability system, program offices across

NJDOE have struggled to seamlessly support schools, which sometimes results in uncoordinated and duplicative support and improvement processes for schools and LEAs.

Future Alignment

NJDOE will use the shift to *ESSA* as an opportunity to better align New Jersey's accountability systems and to more accurately and fairly measure student, school and LEA performance. NJDOE plans to move from three distinct systems to a unified system of accountability with complementary indicators and a holistic system of support.

Reading the Proposed Accountability Plan in Context

A multitude of stakeholders provided input to NJDOE in developing the *ESSA* state plan. Most of the stakeholder feedback was concentrated around school accountability, as well as outlining measures and information that parents, students and educators deemed important indicators of a school's success. While NJDOE plans to enhance and align all three school and district accountability systems, the state plan outlines New Jersey's proposal for school accountability as required under *ESSA* which focuses on identifying the bottom performing schools in need of support and improvement. As a result, not all of the measures proposed by stakeholders will be reflected in the state plan as some of the indicators would be more appropriate either at the LEA level via NJQSAC or for school and LEA reporting.

Acknowledging wide and persistent gaps in academic performance between historically disadvantaged subgroups and their peers, NJDOE recognizes the needs of all New Jersey students are not currently being met. While New Jersey understands that external factors contribute to achievement gaps, NJDOE has a responsibility to ensure schools and LEAs are focused on closing equity gaps regardless of the contributing factors. NJDOE developed many of the proposals outlined in the state plan with the goal that schools and LEAs throughout New Jersey can and must do more to help close the equity gap.

4.1 Accountability Systems

A. *Indicators*. *Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.*

- *The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).*
- *To meet the requirements described in 34 C.F.R.§ 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).*
- *For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.*
- *To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.*

Summary

The federal accountability system required under *ESSA* is composed of an array of indicators that, when combined, help states to meaningfully differentiate how schools are performing and to identify schools in need of support and improvement. Below is a chart summarizing NJDOE's proposed indicators, each of which will be described in detail later in this section.

FIGURE 4.1: Overview of All ESSA (School Level) Indicators

Required Indicator	New Jersey's Measure(s)	Description	Proposed Weighting (see 4.2.D.ii below)
Academic Achievement	Proficiency rates on annual statewide assessments	Percentage of students in the school who meet grade-level standards on each annual statewide assessment in ELA and mathematics (grades 3-10)	**35%**
Academic Progress ***(applicable to elementary and middle schools)***	Student growth percentile (SGP)	School's median SGP, which shows student's growth from one year to the next in ELA (grades 4-8) and mathematics (grades 4-7)	**35%** (elementary and middle schools only)
Graduation Rate ***(applicable to high schools)***	Four-year and five-year graduation rates	Using the adjusted cohort methodology, percentage of students who graduate: • within four years of entering ninth grade; and • within five years of entering ninth grade *Note: Four- and five-year graduation rates will be weighted equally*	**35%** (high schools only)
Progress Toward Achieving English Language Proficiency	English learner progress on the ACCESS for ELLs 2.0	Percentage of English learners making expected progress from one year to the next on the ACCESS for ELLs 2.0 summative assessment (K-12)	**20%**
School Quality or Student Success	Chronic absenteeism	Percentage of the school's students who are not chronically absent. Chronically absent is defined as not present for 10 percent or more of the school year, for any reason.	**10%**

Note: NJDOE will publicize its specific methodology for calculating each indicator on its website in compliance with 34 C.F.R. 200.32, which requires each state to make publicly available a description of its accountability system.

Indicator 1: Academic Achievement

Measure: Proficiency rates on statewide assessments in ELA and mathematics

Description: Pursuant to Section 1111(c)(4)(B)(i)(I) of *ESSA*, the academic achievement indicator must reflect schools' grade-level proficiency rates on statewide ELA and mathematics assessments. In New Jersey's accountability system, proficiency rates are calculated by the percentage of students meeting grade-level standards on the statewide assessment. The proficiency rates will be calculated based on the performance of all students in grades three through 10 and the performance of all student subgroups (see Section 4.1Bi for subgroup detail). When calculating a school's overall proficiency rate and each subgroup's proficiency rate, NJDOE will weight proficiency rates on ELA and mathematics assessments equally. All of New Jersey's statewide mathematics and ELA assessments underwent a U.S. Department of Education-led peer review in 2016. As a result, New Jersey's current academic assessments were found to substantially meet all legal and technical requirements.

Indicator 2: Academic Progress

Measure: Student growth percentiles (SGP) in ELA and mathematics

Description: Academic progress will be measured with schools' median SGP on statewide ELA and mathematics assessments As the SGP describes a student's academic progress from one year to the next compared to other students with similar prior test scores (academic peers), NJDOE uses SGP to show growth from the prior year for ELA in grades four through eight and for mathematics in grades three through seven. Mathematics in grades three through seven is used because a significant portion of eighth graders take Algebra I, rather than the eighth grade mathematics assessment. SGPs will be calculated based on the performance of all students in applicable tested grades and the performance of student subgroups (see Section 4.1Bi for subgroup detail). When calculating a school's overall growth and each subgroup's growth, NJDOE will weight growth on ELA and mathematics assessments equally (50 percent each), except in eighth grade, where a school's SGP will be derived entirely from results on the ELA assessment.

Indicator 3: Graduation Rate

Measure: Adjusted cohort graduation rates (four- and five-year rates)

Description: Pursuant to 1111(c)(4)(B)(iii)(I)(bb) of *ESSA*, graduation rates must reflect the percentage of students who graduate within four years of entering ninth grade ("the four-year adjusted cohort graduation rate"), and New Jersey has the discretion to consider an extended-year adjusted cohort graduation rate. At the strong request of stakeholders, NJDOE will also include in the graduation rate indicator the percentage of students who graduate within five years of entering ninth grade. Including the five-year graduation rate will allow New Jersey to maintain high standards for all students while recognizing it is important for some students to take additional time to master academic standards.

Graduation rates will be calculated based on the graduation rates of all students and will factor in subgroup graduation rates using the adjusted cohort methodology described in Sections 8101(25) and 8101(23) of *ESSA.* When calculating a school's overall graduation rate, NJDOE will weight four-year graduation rates and five-year graduation rates equally (50 percent each).

Indicator 4: Progress toward achieving English language proficiency

Measure: English learner progress on the ACCESS for ELLs 2.0 English language proficiency assessment

Description: Pursuant to 1111(c)(4)(B)(iv) of *ESSA*, NJDOE's English learner progress indicator will use the ACCESS for ELLs 2.0 test to evaluate progress toward English language proficiency (ELP) from one year to the next and based on the starting level of individual students in grades K-12. This measure of progress recognizes students entering English language programs and receiving related services start at different levels of English proficiency. Student growth expectations will be increased by equal intervals each year so all students meet proficiency within five years. The number of years for students to achieve proficiency varies based on the student's starting level of proficiency. This model uses cumulative growth (i.e., previous year's growth is counted toward the current year's growth target) to determine the student's expected level of proficiency based on his/her number of years in the LEA. Therefore, students at lower levels of ELP will have more ambitious annual growth targets. See the chart below.

Figure 4.2: Expected ELP Level by Years in District

Initial Year	2nd Year	3rd Year	4th Year	5th Year
Level 1-1.9	IY+(P-IY)/4	IY+[(P-IY)/4]x2	IY+[(P-IY)/4]x3	Met Proficient Cut Score
Level 2-2.9	IY+(P-IY)/3	IY+[(P-IY)/3]x2	Met Proficient Cut Score	--
Level 3-3.9	IY+(P-IY)/2	Met Proficient Cut Score	--	--
Level 4-4.4	Met Proficient Cut Score	--	--	--
Met Proficiency Cut Score	--	--	--	--

Key:
IY= Initial-year proficiency level
P= Scale score of proficient cut score

Examples for Illustrative Purposes:

1. An English learner at ELP level 3.5 in the initial year, is expected to score at least a 4.0 in the second year and at least a 4.5 in the third year. Therefore, a student starting at level 3.5 would be expected to make a 0.5 ELP level of cumulative growth per year.

FIGURE 4.3: Example 1

Expected ELP Level by Years in District				
Initial Year Level 3.5	**2nd Year Level 4.0**	**3rd Year Level 4.5 *Met Proficient Cut Score***	**4th Year N/A**	**5th Year N/A**
3.5=Initial Year (IY)	IY+(P-IY)/2 IY = 3.5 P = 4.5 Expected Growth from Initial Year: (P-IY)/2 = .5 Expected ELP: 3.5+(4.5-3.5)/2= 4	IY + [(P-IY)/2]x2 IY = 3.5 P = 4.5 Expected Growth from Initial Year: [(P-IY)/2]x2 = 1 Expected ELP: 3.5 + [(4.5-3.5)/2]x2 = 4.5	--	--

2. An English learner at ELP level 1.3 in the initial year, would be expected to score at least a 2.1 in the second year, at least a 2.9 in the third year, at least a 3.7 in the fourth year, and at least a 4.5 in the fifth year. Therefore, a student starting at level 1.3 would be expected to make a 0.8 ELP level of cumulative growth per year.

FIGURE 4.4: Example 2

Expected ELP Level by Years in District				
Initial Year Level 1.3	**2nd Year Level 2.1**	**3rd Year Level 2.9**	**4th Year Level 3.7**	**5th Year Level 4.5 *Met Proficient Cut Score***
1.3=Initial Year (IY)	IY+(P-IY)/4 IY = 1.3 P = 4.5 Expected Growth from Initial Year: (P-IY)/4 = .8 Expected ELP: 1.3+(4.5-1.3)/4= 2.1	IY + [(P-IY)/4]x2 IY = 1.3 P = 4.5 Expected Growth from Initial Year: [(P-IY)/4]x2= 1.6 Expected ELP: 1.3 + [(4.5-1.3)/4]x2 = 2.9	IY + [(P-IY)/4]x3 IY = 1.3 P = 4.5 Expected Growth from Initial Year: [(P-IY)/4]x3 = 2.4 Expected ELP: 1.3 + [(4.5-1.3)/4]x3 = 3.7	IY + [(P-IY)/4]x4 IY = 1.3 P = 4.5 Expected Growth from Initial Year: [(P-IY)/4]x4 = 3.2 Expected ELP: 1.3 + [(4.5-1.3)/4]x4 = 4.5

3. An English learner at ELP level 2.1 in the initial year, would be expected to score at least a 2.9 in the second year, at least a 3.7 in the third year, at least a 4.5 in the fourth year. A student starting at a 2.1 would be expected to make a 0.8 ELP level of cumulative growth per year.

Figure 4.5: Example 3

Expected ELP Level by Years in District				
Initial Year **Level 2.1**	2nd Year **Level 2.9**	3rd Year **Level 3.7**	4th Year **Level 4.5** *Met Proficient Cut Score*	5th Year **N/A**
2.1 = Initial Year (IY)	IY+(P-IY)/3 IY = 2.1 P = 4.5 Expected Growth from Initial Year: (P-IY)/3 = .8 Expected ELP: 2.1+(4.5-2.1)/3= 2.9	IY + [(P-IY)/3]x2 IY = 2.1 P = 4.5 Expected Growth from Initial Year: [(P-IY)/3]x2 = 1.6 Expected ELP: 2.1 + [(4.5-2.1)/3)]x2 = 3.7	IY + [(P-IY)/3]x3 IY = 2.1 P = 4.5 Expected Growth from Initial Year: [(P-IY)/3]x3= 2.4 Expected ELP: 2.1 + [(4.5-2.1)/3]x3 = 4.5	--

This indicator is valid and comparable due to the use of ACCESS for ELLs as the sole measure for this indicator. The ACCESS for ELLs has been deemed a valid assessment for the measurement of ELP based on the WIDA English Language Development Standards. It meets federal requirements for the monitoring and reporting of English learner progress towards attainment of English language proficiency.

Indicator 5: School quality or student success

Measure: Chronic absenteeism

Description: School quality or student success will be reflected in the percentage of schools' students who are chronically absent. A student is identified as chronically absent when a district reports that he or she has been absent for 10% or more of the days that he or she was "in membership" at a school. "Membership" is defined as the number of school days in session that have occurred from the time that the student entered the school until the reporting date or exit date. The minimum number of days that school must be in session in New Jersey is 180. For a school with a 180 day school year, a student would be "in membership" for 180 days, unless he or she missed school as currently specified in the New Jersey School Register for "Take Our Children to Work Day" (or other rule issued by the Commissioner) or a college visit, limited to a maximum of three days per year for a student in grade 11 or 12 or, pursuant to current N.J.A.C. 6A:32-8.3(h), to observe one of the religious holidays found on "The List of Religious Holidays Permitting Student Absence from School." If a student missed a day of school for one of the three exceptions above, the student would be said to be "in membership" for 179 days.

The number of days present is the number of days that the student attended school. A student who is not present for any reason, excused, unexcused or for disciplinary action is absent. The detailed rules about what constitutes a "day of attendance" and enrollment in a school are found in N.J.A.C 6A:32-8.[RJ4] Chronic absenteeism rates for the purpose of school quality or student success under ESSA will be calculated based on the percentage of all students who were "in membership" for 45 or more days (taking into account a day(s) excluded for any of the three exceptions above) and will factor in student subgroups (as described in section 4.1B). A student participating in an educational program, not in the regularly assigned location, under the guidance and direction of a teacher while school is in session (e.g., field trip, structured learning experience, community-based instruction) or on home instruction, pursuant to current N.J.A.C. 6A:16-10, is considered present and in membership. The Department is in the process of developing detailed guidance for districts on reporting student absences.

Rationale: Among all of the indicators required by *ESSA*, NJDOE received the most feedback from stakeholders about school quality or student success (see Appendix B for a complete list of stakeholder suggestions). NJDOE is truly grateful for the feedback, which provided a strong understanding of what different stakeholders in New Jersey care about the most.

As part of its process for soliciting input and feedback from stakeholders regarding this indicator, NJDOE asked the following key questions:

1. Do stakeholders support the use of this indicator as one measure of school quality or student success?
2. Is performance and/or progress on the indicator likely to improve student success in college and careers?
3. Is the indicator actionable and within a school's control (versus something only a LEA or other entity could impact)?
4. Does the data supporting the indicator fairly identify schools that are successful and schools that need additional support and improvement?
5. Will data to measure the indicator be available and will that data meet the federal requirements for assessing the indicator? That is, can the data be disaggregated by subgroup, can it be applicable to all schools in a particular grade span, and is it supported by research that clearly demonstrates that performance and/or progress on the indicator are likely to increase student learning?

Why Chronic Absenteeism?

For initial implementation, NJDOE selected chronic absenteeism as its additional indicator of school quality and student success for the following reasons, which relate to the initial questions posed to stakeholders:

1. Do stakeholders support the use of this indicator as one measure of school quality or student success?

   Often stakeholders said the state's indicator of school quality and student success should measure, in some way, whether a school provides a positive school environment. Chronic absenteeism is one type of measure of positive school climate because the more welcoming and supportive a school climate is, the more likely a student is to attend school. Additionally, many stakeholders asked NJDOE to use this particular measure within the *ESSA* school accountability system. See Appendix B for specific information.

2. Is performance and/or progress on the indicator likely to improve student success in college and careers?

   Chronic absenteeism provides important information about a school's culture and climate. In addition, it is widely acknowledged that students who are not in school do not learn. A study utilizing self-reported school climate surveys in fourth and eighth grade reveal that schools with higher rates of absenteeism received lower school climate ratings.[9] Further, students cite unsafe school climates as a reason for missing school, which is even more of an issue for underserved student populations. In a nationally representative sample, minority students reported missing school in the past month because of feeling unsafe either at, or traveling to or from, school at greater rates than their white peers.[10]

   Students who are chronically absent in both kindergarten and first grade are much less likely to be reading at grade level by third grade.[11] Students who are not reading at grade level by third grade are four times more likely to drop out of high school than students who are reading at grade-level[12]. In addition, high school attendance is a better dropout indicator than test scores. Finally, a student who is chronically absent for any year between eighth and 12 grade is more than seven times more likely to drop out of school.[13]

[9] Schanzenbach, D. W., Mumford, M., & Bauer, L. (2016, October). Lessons for Broadening School Accountability under the Every Student Succeeds Act (Rep.). Retrieved January 19, 2017.
[10] Basch C.E. Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. J Sch Health. 2010;81(10):593–8.
[11] Ehrlich, S., Gwynne, J. A., Pareja, A. S., and Allensworth, E. M. Preschool attendance in Chicago public schools: relationships with learning outcomes and reasons for absences: Research summary. The University of Chicago Consortium on Chicago School Reform, 2013.
[12] Hernandez, D. Double jeopardy: How third-grade reading skills and poverty influence high school graduation. Baltimore: The Annie E. Casey Foundation, 2011 April. p. 3.
[13] Utah Education Policy Center at the University of Utah. Chronic absence in Utah public schools, 2012.

3. Is the indicator actionable and within a school's control (versus something that only a district or other entity could impact)?

   Chronic absenteeism is actionable at the school level. When a concern is identified, there are many actions schools can take to reverse the trend. Below are two examples of New Jersey schools that have taken action and had success in reducing chronic absenteeism rates.

   A Paterson middle school developed a "community action plan" by engaging families to implement a targeted program that addressed neighborhood safety concerns. In addition, student mentors monitored attendance progress and provided varying incentives. The school's efforts led to a 76 percent decrease in the number of chronically absent students in just one year[14].

   A middle school in Trenton took a different approach. The school offered English classes to families of English learners, thus removing the burden on students to translate for their families during the school day. In addition, school leaders fostered a more positive school climate for students through positive messaging, promoting student-driven activities and offering small rewards for improved behavior and attendance. School leaders also maintained parent accountability and communication on student progress throughout the year. At the start of the intervention in September 2015, almost 25 percent of sixth through eighth graders were chronically absent. During one month, the schools absenteeism rate was reduced to just six percent.[15]

   Both examples demonstrate how chronic absenteeism can be turned around at the school level by engaging families, leveraging staff mentors for student support, utilizing data early and often, and providing a school culture and climate that encourages students to come to school every day. For more examples of this type of engagement in New Jersey schools, see: https://acnj.org/issues/early-learning/chronic_absenteeism/.

4. Does the data supporting the indicator fairly identify schools that are successful and schools that need additional support and improvement?

   Initial reviews of data from schools across the state reveal a wide range in chronic absenteeism rates. This range will allow NJDOE to focus on and provide support to schools with the highest rates of chronic absenteeism. This indicator, when cross-referenced with academic data, also will be valuable in identifying non-academic needs that impact student performance. Chronic absenteeism data can inform the most effective allocation of resources and supports for issues such as an unsafe school environment and chronic illnesses such as asthma.

[14] Rice, Cynthia. "Showing up Matters: The State of Chronic Absenteeism in New Jersey." (2015), p.8
[15] Zalkind, Cecelia. "Showing up Matters: The State of Chronic Absenteeism in New Jersey: 2nd Annual Report" (2016), p.6

5. Will data to measure the indicator be available and will that data meet the federal requirements for assessing the indicator? That is, can the data be disaggregated by subgroup, can it be applicable to all schools in a particular grade span, and is it supported by research that clearly demonstrates that performance and/or progress on the indicator are likely to increase student learning?

   NJDOE has reported data in a format that is allowable under *ESSA* since the 2011-2012 school year.

   Considerations for future indicators of school quality and student success:

   ESSA not only allows for, but encourages, states to continuously improve their state plans, including accountability and support systems. While NJDOE plans to utilize chronic absenteeism as its additional indicator of school quality and student success in the initial launch of the accountability system, the NJDOE remains deeply committed to collaborating with stakeholders to explore/develop additional indicators that best reflect New Jersey's priorities and ultimately have the most impact on improving student outcomes. In fact, NJDOE has already begun follow-up conversations with stakeholders and ultimately plans to utilize feedback to refine definitions of each indicator, identify data collections that could lead to new indicators for school accountability or reporting purposes and measure the new accountability system's impact on closing the equity gap.

B. Subgroups

i. List the subgroups of students from each major racial and ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

As under *NCLB*, NJDOE plans to continue using the following racial and ethnic nomenclature for purposes of reporting: American Indian or Alaska Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian/Other Pacific Islander; White; and two or more races. These racial and ethnic subgroups are consistent with the requirements for federal reporting according to the most recent federal guidance published in the *Federal Register* (72 Fed. Reg. 59267). For purposes of the state accountability system, NJDOE also will consider the performance of economically disadvantaged students (defined as eligible for free and reduced-price lunch), students with disabilities and English learners.

New Jersey is focused on closing the large achievement gaps for economically disadvantaged and minority students. NJDOE will use elements in the *ESSA* accountability system to focus schools and LEAs on this critical goal. Two components of the accountability system that drive towards this result are:

1. Selecting as small of an n-size as possible (see Section 4.1C) that still provides accurate data to ensure schools are held accountable for the performance of all students; and

2. Factoring subgroups prominently into each measure. To ensure the meaningful inclusion of student subgroups in accountability calculations, NJDOE will give each subgroup for which a school meets the n-size (at least 20 students) equal weight in a school's "subgroup score" for applicable indicators. The subgroup score, which will be the average of all individual subgroup scores, will be weighted equally with a school's overall score for all students to determine the final score for each indicator (with the exception of the English language progress toward proficiency indicator). By weighting all subgroups equally in the subgroup score and weighting overall and subgroup scores equally in indicator calculations, NJDOE is committed to ensuring its *ESSA* accountability system does not unintentionally ignore school-level gaps in performance by one or more subgroups. Note: NJDOE will apply the rules discussed in Sections 4.1Bii and 4.1Biii below.

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Beginning in 2016-2017, the special education subgroup will include students for two years after they are no longer eligible for services or their parents have revoked consent for special education and related services. Previously, students were not included after exiting school. Similar to the treatment of English learners described in Section 4.1B3, the practice of including special education students for two additional years will more accurately credit LEAs/schools with the progress being made by the students in this subgroup.

iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

<u>Academic achievement (proficiency) and academic progress (growth)</u>

All English learners in grades three through 12 will participate in the statewide assessment in ELA and mathematics at the age-appropriate grade level or in the appropriate end-of-course assessment with the following exceptions:

(a) Any English learner enrolling in a U.S. school after June 1 of the prior school year will be designated as an "EL<1 year." Beginning with the 2018

statewide testing cycle, NJDOE plans to exclude an EL <1 year from one administration of the ELA assessment described in Section 1111(b)(2)(B)(v)(I). Additionally, for the first year of the student's enrollment in a school, NJDOE plans to exclude the results of the ELA and mathematics assessments described in Section 1111(b)(2)(B)(v)(I) from the measures used to calculate a school's performance on the academic achievement and academic growth indicators; and

(b) With respect to a student previously identified as an English learner and for not more than four years after the student ceases to be identified as one, NJDOE plans, starting with the 2017 statewide assessment cycle, to attribute the results of the assessments described in Section 1111(b)(2)(B)(v)(I) to the English learner subgroup. For currently identified English learners, NJDOE plans to make an English language proficiency count adjustment for the assessments described in Section 1111(b)(2)(B)(v)(I) based on a state-determined timeline for English learners to attain English proficiency as described in Section 1111(c)(4)(A)(ii) and measured by an English language proficiency test in accordance with Section 1111(b)(2)(G) (see proposed adjustments table below).

(c) With respect to the academic progress indicator described in Section 1111(c)(4)(B)(ii), English learners transitioning from an assessment described in Section 1111(b)(2)(B)(v)(I) in a language other than English to English will be exempted from the academic progress indicator due to potential analogous language proficiencies in a language other than English and English.

Graduation Rate

Starting with the 2016-2017 school year, NJDOE will attribute graduation status of a student previously identified as an English learner, and for four years after the student ceases to be identified as an English learner, to the English learner subgroup.

Research and practice confirms that English learners at the secondary level face a challenge in graduating within the traditional four- or five-year time frame. NJDOE has collaborated with departments of education in neighboring states to propose a one-time request to move an English learner to the cohort corresponding to the year prior to his/her ninth grade entry year provided:

- The English learner has not been granted the request before;
- The English learner was classified as an EL<1 (in any U.S. school) during the prior year;
- The English learner is currently in his/her second year of enrollment in high school;
- The English learner has a low level of literacy in his/her native language as measured by LEA-established criteria; and
- The school has determined, before the end of the second year of enrollment, that the proper grade level of the student is still his/her prior-year grade.

Beginning with the 2018 graduating cohort, students with the most significant disabilities who are being assessed on alternate achievement standards through the Dynamic Learning Maps assessment, and who are remaining in school for more than four years as determined by their IEP teams, will be included in the graduation cohort for the year in which they graduate and not be represented as not graduating in prior years. This provision will enable students to graduate when appropriate without negatively impacting their school's four-year graduation rate.

School quality or student success indicator
Beginning with the 2016-2017 school year, NJDOE will attribute chronic absenteeism data for a student previously identified as an English learner, and for four years after the student ceases to be identified as an English learner, to the English learner subgroup.

iv. *If applicable, choose one of the following options for recently arrived English learners in the State:*

☒ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
☐ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

C. Minimum Number of Students

i. *Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).*

Recommended minimum n-size for accountability: 20

As referenced in the introduction and again in Section 4.1Bi, NJDOE maintains it is critical to focus New Jersey's collective efforts on closing the equity gap for students. Stakeholders agree and many have asked NJDOE to select the lowest n-size that will still provide results that are statistically reliable and sound to ensure schools are held accountable for all students. As part of the implementation of the AchieveNJ educator evaluation system, NJDOE determined 20 would be an appropriate minimum n-size for student growth percentile (SGP). Since all measures must use the same minimum n-size, 20 is the minimum that would be appropriate for NJDOE's accountability system.

ii. *If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).*

NJDOE plans to use n=10 as the minimum threshold for purpose of reporting. As a matter of longstanding policy, NJDOE has used n=10 as the state's reporting n-size.

NJDOE received extensive stakeholder feedback suggesting to continue the practice of reporting data at the smallest minimum n-size that would protect student privacy.

iii. *Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);*

NJDOE's minimum number of students (n=20) for purposes of accountability meets the requirements of C.F.R. § 200.17(a)(1), which stipulates n-size is based on sound statistical methodology and is sufficient to yield statistically reliable information and to ensure the maximum number of subgroups of students are included at the school level. NJDOE's n=20 threshold reflects the optimal balance between reliability and representativeness. While a lower n-size would include more students, it would also sacrifice year-to-year reliability.

NJDOE's n=20 threshold also meets the requirements of C.F.R. § 200.17(a)(2) since the threshold will be used for all students and all subgroups in all schools and is the same for every indicator. The threshold is below n=30, and the lower reporting size (n=10) meets the requirements because it will be used for all students and subgroups in all schools.

iv. *Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);*

NJDOE does not average over years for the purpose of calculating any of the measures used in its system of annual meaningful differentiation. Therefore, the statistical reliability and soundness of data are not affected; rather, NJDOE averages over grade levels in all schools that have more than one assessed grade. From the perspective of a single school, this actually increases the reliability and soundness of measures. Averaging across grade levels not only increases the number of students incorporated into the measure, which increases reliability, but also increases reliability through ensuring any cohort effect(s) within a school is mitigated.

v. *Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;*

NJDOE adheres to the following policy to protect the privacy of student-level data: http://www.state.nj.us/education/data/SecurityPrivacy.pdf. In addition, NJDOE applies suppression rules to all public reports, including accountability data reports. NJDOE takes very seriously its obligation to protect individual-level student and staff data and works to continuously make improvements to data security and privacy practices across the agency.

vi. *Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;*

The following charts, separated by indicator, specify the number of students and schools included with a minimum subgroup size of 20:

FIGURE 4.6: Academic Achievement Indicator (includes only tested populations)

Subgroup	Students Included	Total Students	Percent Included	Schools Included	Total Schools	Percent Included
All Students	830,265	830,396	99.98%	2,242	2,226	99.29%
Economically Disadvantaged	306,353	310,259	98.74%	1,746	2,174	80.30%
Students with Disabilities	140,464	145,476	96.55%	1,957	2,221	88.11%
English Learners	48,892	57,563	84.94%	677	1,884	35.93%
American Indian or Alaska Native	-	941	0.00%	-	576	0.00%
Asian	72,484	81,101	89.37%	850	2,005	42.39%
Black or African American	120,774	128,639	93.89%	1,117	2,160	51.71%
Hispanic/Latino	208,586	214,479	97.25%	1,662	2,226	74.66%
Native Hawaiian/Other Pacific Islander	166	1,847	8.99%	5	777	0.64%
White	388,419	390,604	99.44%	1,816	2,145	84.66%
Two or more races	4,093	12,785	32.06%	138	1,696	8.14%

Updated 2/17/2017

FIGURE 4.7: Academic Growth Indicator (includes only tested populations)

Subgroup	Students Included	Total Students	Percent Included	Schools Included	Total Schools	Percent Included
All Students	516,072	516,129	99.99%	1759	1766	99.60%
Economically Disadvantaged	190,937	194,626	98.10%	1285	1698	75.68%
Students with Disabilities	89,075	93,532	95.23%	1389	1761	78.88%
English Learners	28,287	35,194	80.37%	1647	1766	93.26%
American Indian or Alaska Native	-	566	0.00%	-	358	0.00%
Asian	44,291	51,079	86.71%	535	1527	35.04%
Black or African American	72,687	78,865	92.17%	757	1661	45.57%
Hispanic/Latino	126,589	132,977	95.20%	1108	1750	63.31%
Native Hawaiian/Other Pacific Islander	82	1,174	6.98%	2	524	0.38%
White	241,282	243,366	99.14%	1370	1674	81.84%
Two or more races	2,635	8,102	32.52%	89	1252	7.11%

Updated 2/17/2017

FIGURE 4.8: Graduation Rate Indicator

Subgroup	Students Included	Total Students	Percent Included	Schools Included	Total Schools	Percent Included
All Students	210,889	210,914	99.99%	417	418	99.76%
Economically Disadvantaged	66,796	68,340	97.74%	358	413	86.68%
Students with Disabilities	30,518	32,286	94.52%	351	409	85.82%
English Learners	5,344	7,782	68.67%	101	337	29.97%
American Indian or Alaska Native	0	312	0.00%	0	157	0.00%
Asian	15,400	18,611	82.75%	190	386	49.22%
Black or African American	31,588	34,658	91.14%	270	414	65.22%
Hispanic/Latino	42,103	45,691	92.15%	346	418	82.78%
Native Hawaiian/Other Pacific Islander	20	433	4.62%	1	182	0.55%
White	108,654	109,658	99.08%	341	398	85.68%
Two or more races	128	1551	8.25%	16	284	5.63%

Updated 2/17/2017

FIGURE 4.9: Chronic Absenteeism Indicator

Subgroup	Students Included	Total Students	Percent Included	Schools Included	Total Schools	Percent Included
All Students	1,335,294	1,335,755	99.97%	2,483	2,579	96.28%
Economically Disadvantaged	496,540	499,695	99.37%	2,126	2,492	85.31%
Students with Disabilities	226,533	228,611	99.09%	2,310	2,542	90.87%
English Learners	96,676	104,884	92.17%	1,018	2,144	47.48%
American Indian or Alaska Native	21	1,597	1.31%	1	854	0.12%
Asian	122,185	130,460	93.66%	1,178	2,302	51.17%
Black or African American	200,511	208,491	96.17%	1,478	2,490	59.36%
Hispanic/Latino	341,846	346,431	98.68%	2,099	2,540	82.64%
Native Hawaiian/Other Pacific Islander	420	2,941	14.28%	11	1,066	1.03%
White	622,458	624,867	99.61%	2,086	2,452	85.07%
Two or more races	9,781	20,968	46.65%	320	1,932	16.56%

Updated 2/21/2017

vii. *If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.*

At the request of stakeholders, NJDOE does not plan to use a minimum n-size of 30 or larger for any reason.

D. Annual Meaningful Differentiation. *Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.*

NJDOE recognizes the purpose of the accountability system established under *ESSA* is to identify schools that need support to meet some or all students' needs. Therefore, the system of annual meaningful differentiation proposed below is not a grading system, but rather a system to identify schools in need of improvement. In short, this system is designed to provide actionable information that schools, LEAs and NJDOE can use to target resources and supports in pursuit of the goal of preparing all students for post-secondary success. With this goal in mind, the system annually will identify whether schools are on track to achieve the state's long-term goals and school performance relative to other schools in the state.

Describe the following information with respect to the State's system of annual meaningful differentiation:

i. *The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;*

NJDOE's system for annual meaningful differentiation will include for each indicator for all students and each student subgroup three distinct and discrete levels of school performance that are consistent with the attainment of New Jersey's long-term goals. Each school and each student subgroup within the school will be identified annually as: "exceeds target," "meets target" or "below target." The levels will acknowledge whether each school and each student subgroup within the school is making the necessary annual progress on each indicator to achieve the state's long-term goals.

The indicator designations provide information for NJDOE, LEA and school administrators, and the school and broader communities on how the school as a whole and each student subgroup performed on each indicator. Indicator designations will

assist schools in monitoring overall and subgroup progress and prioritize improvement efforts. For example, a school's overall performance could be fairly high, but it may receive a "below target" on a single indicator for a single subgroup, e.g., for low performance by the economically disadvantaged subgroup on the graduation rate indicator. While a school is not required to implement an improvement plan based on this designation, the information can be used to inform the school's strategy, programming and activities for the next year to address the identified need.

ii. *The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).*

As described in more detail in section 4.2Bii below, New Jersey will use a phased approach for its accountability system that is used, primarily to identify comprehensive and targeted schools in need of support and improvement.

Why a phased approach?
ACCESS for ELLs 2.0 will be given to all English learners in the state for the first time in the 2016-2017 school year. To calculate growth toward English proficiency, NJDOE needs to assess students for a minimum of two years. Therefore, growth data for English proficiency will not be available until the fall of 2018-2019.

FIGURE 4.10: NJDOE's data usage by year

Measures	January 2018 – Identify First Cohort	January 2019 – New Cohort of Schools
Academic achievement	2016-2017 proficiency	2017-2018 Proficiency
Academic progress	SGP from 2015-2016 to 2016-2017	SGP from 2016-2017 to 2017-2018
Graduation rate	2015-2016 graduation rate	2016-2017 graduation rate
English language proficiency	Growth data unavailable	Growth from 2016-2017 to 2017-2018
Chronic absenteeism (CA)	2016-2017 CA rate	2017-2018 CA rate

FIGURE 4.11: NJDOE's resulting phased approach to weightings
4.11A: For schools with more than 20 English learners

Measures	January 2018 – Identify First Cohort	January 2019 – New Cohort of Schools
Academic achievement	42.5 %	35 %
Academic progress or graduation rate	42.5 %	35 %
English language proficiency	N/A (growth data unavailable)	20 %
Chronic absenteeism	15 %	10 %

4.11B: For schools with less than 20 English learners

Measures	January 2018 – Identify First Cohort	January 2019 – New Cohort of Schools
Academic achievement	42.5 %	42.5 %
Academic progress or graduation rate	42.5 %	42.5 %
English language proficiency	N/A	N/A
Chronic absenteeism	15 %	15 %

iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

For its annual summative determinations, NJDOE will use relative percentile rankings. The calculation of the scores will require the following steps:

1. Convert indicator raw scores to percentile scores: Each school and each subgroup's raw performance on each indicator will be converted to a respective percentile ranking, which represents how the school and subgroup performed on the indicator relative to other schools, and other subgroups, across the state.
2. Determine indicator percentile scores: Each indicator's overall percentile score will represent an average of the school percentile and subgroup percentile for the indicator (i.e. subgroup rankings will be averaged ("Average of Subgroup Percentiles") and the subgroup average will then be averaged with the schoolwide percentage ("All Student Percentile") to provide an overall percentile for the indicator ("Average Percentile Score")).
3. Calculate summative score by applying weighting to indicator scores: Indicator scores will be adjusted by applying the weightings described above to determine the points earned by each school toward the summative score.
4. Rank the school relative to peer: The summative score will be converted into a summative determination, which represents a percentile rank of the summative score.

FIGURE 4.12: Example: Calculating an Indicator Percentile Score (Chronic Absenteeism)

High School 1**			
	Non-Chronic Absence Rate	**Percentile Score**	**Average Percentile Ranking**
All Students	98.2 %	90.7	90.7
Subgroups			79.1***
Economically Disadvantaged	93.5 %	77.6	
Students with Disabilities	97.8 %	93.5	
English Learners	98.7 %	76.2	
American Indian or Alaska Native			
Asian	97.4 %	64.8	
Black or African American	99.5 %	91.4	
Hispanic/Latino	96.9 %	81.5	
Native Hawaiian/Other Pacific Islander	n/a (did not meet n-size)	n/a (did not meet n-size)	
White	97.4 %	90.7	
Two or More Races	94.1 %	57.3	
	Indicator Score Average of All Students and Subgroups Percentile Rankings		**85**

****Note:** The percentile rankings are for illustrative purposes only and do not accurately represent the percentile at which the stated raw performance levels would fall.
***Average of subgroup percentiles

FIGURE 4.13: Example: Calculating a Summative Determination

High School 1					
Indicator	**All Student and Subgroup Performance***		**Avg. Percentile Score** (avg. of all students percentile and subgroup percentile)	**Weight**	**Indicator Score** (percentile x weighting)
	All Student Percentile	**Avg. of Subgroups' Percentiles**			
Academic achievement (percent of students grade-level proficient on statewide academic tests)	67	59	((67+59)/2) = 63	35%	63 x 0.35 = **27.3**
Graduation rate (Average of four- and five-year)	74	72	((74+72)/2) = 73	35%	73 x 0.35 = **25.55**
English language proficiency (percent of students making progress toward English proficiency)	80	Not applicable (English learners are their own subgroup)	80	20%	80 x 0.20 = **16**
Chronic absenteeism (percent of students **not chronically absent**)	91	79	((91+79)/2) = 85 *See chart below for additional explanation*	10%	85 x 0.10 = **8.5**
	Summative Score (sum of indicator scores)				**77.35**
	Summative Determination (percentile rank of summative score)				**79th percentile**

***Note:** The percentile rankings are for illustrative purposes only and do not accurately represent the percentile at which the stated raw performance levels would fall. This school would receive a summative determination or percentile rank of 79. The summative determination of 79 means this high school performed equal to or higher than 79 percent of public high schools in the state on the indicators in the accountability system and according to the established weighting system.

Rationale: Why Percentile Rankings?

NJDOE chose to use percentile rankings for its annual summative determinations for a few reasons. First, this number provides schools, families and the public a clear and easy-to-understand measure of how schools are performing on the indicators in the accountability and support system relative to other schools in the state in the same category (i.e., high schools and non-high schools). The rankings are relative; schools are not held to an arbitrary standard and then penalized for not meeting the arbitrary standard, as was the case under *NCLB*. Instead, a school's ranking is entirely dependent upon how it performs on the indicators included compared to other schools in the state.

NJDOE annually will use the summative ratings to identify consistently underperforming schools (defined in Section 4.2Bi). Every three years, the summative determinations will be used to identify schools in need of comprehensive or targeted support and improvement based on all indicators, in accordance with the weighting system described in Section 4.1D(ii) and the system for identification described in Section 4.2.

iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

As the system for meaningful differentiation uses percentile rankings, which are the same as the rankings used in the state's methodology for identifying schools for support and improvement (see Section 4.1.D (iii)), the following addresses only the system for meaningful differentiation with the understanding it applies to both meaningful differentiation and school identification.

The system of meaningful differentiation will ensure schools with low performance on substantially weighted indicators (i.e., academic achievement, academic progress, progress toward ELP and graduation rate) are more likely to be identified as in need of comprehensive or targeted support and improvement for the following reasons:

1. **The weighting system:** Each "substantially weighted indicator," which by law includes the academic achievement, academic progress, graduation rate and progress toward ELP indicators, will account for at least 20 percent of a school's overall school performance, where applicable, and substantially weighted indicators will collectively make up 85 to 90 percent of the weight of a school's summative rating (see Section 4.1.D(ii)); and
2. **Normalizing all indicators prior to averaging:** NJDOE will convert raw scores to percentile scores before averaging to ensure variation in raw scores does not distort the impact of each indicator.

Bringing the Federal System Together

While performance reports reflecting the new accountability system have not yet been developed, below is an illustration of how the different components of the system described in this section may be provided in a clear, concise and easily understandable format that helps schools and the public understand each school's performance.

FIGURE 4.14: Example High School for Illustrative Purposes Only

High School 1

Section 4.2 A & 4.2 B (Identification of Schools) →

Section 4.1D ii & iii (Annual Meaningful Differentiation) →

Federal School Status *(Determined annually for consistently underperforming subgroup and every three years for the remaining)*	Comprehensive Support and Improvement Targeted Support and Improvement Consistently Underperforming Subgroup **Non-Classified**
Annual Ranking *(percent rank relative to all public NJ high schools)*	**79th percentile**

Annual Progress

Section 4.1Di (Indicator by indicator levels of school performance)

Subgroup Performance	Academic Proficiency	Graduation	Progress Toward English Language Proficiency
Schoolwide	Met Target	Met Target	Met Target
White	Met Target	Met Target	n/a
Black or African American	Met Target	Below Target	n/a
Hispanic/Latino	Below Target	Below Target	n/a
American Indian of Alaska Native	n/a (did not meet n-size)	n/a (did not meet n-size)	n/a
Asian	Met Target	Above Target	n/a
Native Hawaiian/Other Pacific Islander	n/a (did not meet n-size)	n/a (did not meet n-size)	n/a (did not meet n-size)
Two or More Races	Met Target	Below Target	n/a
Students with Disabilities	Below Target	Below Target	n/a
English Learners	Below Target	Below Target	Met Target
Economically Disadvantaged Students	Below Target	Met Target	n/a

E. Participation Rate. *Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.*

Pursuant to 1111(c)(4)(E) of *ESSA*, all states are required annually to measure the achievement of at least 95 percent of all students in each student subgroup. When measuring, calculating, and reporting proficiency rates, states are required to include either a denominator equal to 95 percent of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments. For schools that fail to achieve 95 percent participation, any student below the 95 percent threshold will therefore be counted as "not proficient" in the calculation of proficiency rates even though they did not take the exam.

Additionally, states must develop an additional penalty to apply to schools if fewer than 95 percent of all students, or any student subgroup, participate on state academic assessments.

NJDOE maintains that all students should take the federally required state assessment because it serves as an important academic check-up to ensure schools are held accountable for the performance of each and every student and are working to close the equity gap. NJDOE also contends that students need this annual opportunity to show parents and educators how they are progressing toward mastery of academic standards and so students can be provided with the supports necessary to be put on the path toward college and career readiness. *ESSA* (as described in the above example) already imposes a significant penalty on schools for failing to meet 95 percent participation rates. Therefore, New Jersey's recommended secondary penalty is as follows: Failure to meet the 95 percent participation rate requirement will be publically reported on school performance reports.

F. Data Procedures. *Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.*

New Jersey does not average data across school years for the purpose of calculating any of the measures used in its system of annual meaningful differentiation. In calculating each indicator, except graduation rate, NJDOE includes all applicable K-12 grade levels in a school consistent with 34 C.F.R. § 200.20(a).

G. Including All Public Schools in a State's Accountability System. *If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):*

i. *Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;*

Schools without an assessed grade level are linked to their respective receiving schools that have assessed grade levels and treated as a single unit for accountability purposes.

ii. *Schools with variant grade configurations (e.g., P-12 schools);*

Schools with variant grade configurations are included in the accountability system via performance on any of the available measures described above. Weights will be redistributed so the combined weight of academic achievement, academic progress and graduation rate are all equal and the sum of the indicators' weights does not change.

iii. *Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;*

In the rare case a school is too small to determine accountability ratings, the school will be held accountable through the school performance report, with a minimum n-size of 10.

iv. *Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and*

New Jersey's alternative schools are constituted as separate schools subject to the same state accountability provisions as any other school within a LEA and the state. Alternative schools serve specific student groups across one or more LEAs and include: magnet schools; theme high schools; vocational education programs; schools for students housed in state facilities; and other alternative schools. Although some alternative programs are constituted as small schools within larger school entities, they are included as part of the regularly constituted school's accountability system. New Jersey also has a long-established vocational-technical school choice system. New Jersey's vocational-technical schools can be operational as a single school located within a district or clustered by geographic region and considered a LEA. In all instances, the full-time comprehensive vocational-technical schools are included in the LEA and state accountability system, as are other public schools. The accountability consequences for the vocational-technical schools/districts are applied in accordance with the structure. Shared-time vocational school students are counted in the accountability system of their sending schools because the sending schools still provide, and are responsible for, the academic programs, services and outcomes for the students. Special education students served in proprietary (private) schools will be

counted in the sending schools' accountability system, which will ensure placement decisions are reviewed closely at the sending school and LEA levels for optimum student academic performance.

v. *Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).*

New Jersey will use the available indicators for a school's accountability to enable -- in the case of a newly opened school or a school that has been reconfigured by more than three grade levels -- accountability to be calculated on the basis of indicators that are available.

4.2 Identification of Schools

Summary

NJDOE plans to identify schools for support and improvement as follows:

FIGURE 4.15: Summary

Determination	Description	
Comprehensive support and improvement (every three years)	There are three ways to be identified as a school in need comprehensive support and improvement: • Each Title I school **with an overall performance**, based on all applicable indicators and in accordance with the weighting system described in Section 4.1.D(ii), that is at or below the fifth percentile of Title I schools (i.e., the cut score); • Each high school with a four-year graduation rate at or below 67 percent; and • Each Title I school identified as in need of targeted support and improvement for three or more consecutive years (chronically low performing).	
Targeted support and improvement (every three years)	Each school **with a student subgroup whose overall performance**, based on all applicable indicators and in accordance with the weighting system described in section 4.1.D(ii), is at or below the fifth percentile of Title I schools (i.e., the cut score).	
Consistently underperforming subgroup (annually)	**Non-High Schools**	**High Schools**

	Each school that has, for two consecutive years, at least one student subgroup that:
	
	• falls below its interim target in academic achievement;
	• falls below a pre-determined level in academic progress; **and**
	• falls below the state average for all students for each indicator.
		Each school that has, for two consecutive years, at least one student subgroup that:
		
		• falls below its interim targets in:
		  ○ academic achievement; and
		  ○ graduation rate; **and**
		• falls below the state average for all students for each indicator.

A. Comprehensive Support and Improvement Schools. *Describe:*

i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

<u>Methodology for Identification:</u>

Once summative determinations have been made (see Section 4.1diii), the summative ratings for schools are arranged from highest to lowest in two separate calculations: one for elementary/middle schools and one for high schools. (Note: determinations for schools with unique configurations are detailed in Section 4.2g.) All elementary/middle schools and all high schools are arranged from highest to lowest. The Title I schools

that are among the bottom 5 percent for each category (elementary/middle and high school) are considered in need of comprehensive support and improvement. Separating schools by grade span before arranging the schools from highest to lowest exceeds the minimum requirements of section 1111(c)(4)(i)(I) of *ESSA* and 34 C.F.R. § 200.19(a)(1) as the methodology will result in at least the bottom 5 percent of schools being identified for comprehensive support and improvement. In addition, NJDOE adds schools with a four-year graduation rate at or below 67 percent and schools with chronically low-performing subgroups, defined as schools that remain in targeted status for three or more consecutive years.

Timeline:

In spring 2017, NJDOE will identify a pilot cohort of schools meeting criteria for targeted and comprehensive support using all available data points. This will provide a preliminary alert to schools and districts as well as an opportunity to involve their staff in the development of the tools and resources NJDOE will offer for needs assessment, including data analysis, planning and evaluation once schools are formally identified in need of targeted or comprehensive improvement. Additionally in the spring of 2017, schools currently identified as priority and focus will be informed that either they have met exit criteria or that they will continue to have support from the state for the 2017-2018 school year.

In January 2018, NJDOE will use its identification methodology to generate a formal list of schools in need of targeted or comprehensive support and improvement. Schools that participated in the pilot that are not on the final 2018 list will be informed that they are not considered in need of targeted or comprehensive support. Newly identified schools will begin their comprehensive needs assessment and planning year in January 2018. January is the ideal timeframe for identification to ensure LEAs and schools know their status in advance of LEAs' development of their annual budgets and ESEA applications and to provide ample time to develop appropriate strategies and supports with stakeholders.

As referenced in Section 4.1Dii, January 2019 is the first time all proposed data elements will be available. ACCESS for ELLs 2.0 will be given for the first time to all English learners in the 2016-2017 school year. To calculate growth toward English language proficiency, NJDOE needs to assess students for a minimum of two years. Therefore, growth data will not be available until the fall of 2018-2019. Starting in 2019, NJDOE will identify a new cohort of schools in need of comprehensive and targeted support and improvement and subsequently, once every three years. Schools that were identified in 2018 but no longer meet the criteria with the addition of the ELLs 2.0 data will be informed that they are no longer considered in need of targeted or comprehensive support in the spring of the 2017-2018 school year.

FIGURE 4.16: Comprehensive School Identification Chart

Measures	**Spring 2017 – Pilot Cohort** (identify new schools not currently in status.)	**January 2018 – Identify First Cohort**	**January 2019 – Revised Cohort of Schools**
Academic achievement	2015-2016 PARCC proficiency	2016-2017 PARCC proficiency	2017-2018 PARCC Proficiency
Academic progress	SGP from 2014-2015 to 2015-2016	SGP from 2015-0216 to 2016-2017	SGP from 2016-2017 to 2017-2018
Graduation rate	2014-2015 graduation rate	2015-2016 graduation rate	2016-2017 graduation rate
English language proficiency	Growth data unavailable	Growth data unavailable	Growth from 16-2017 to 17-2018
Chronic absenteeism (CA)	2015-2016 CA rate	2016-2017 CA rate	2017-2018 CA rate

ii. *The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).*

A school in need of comprehensive support and improvement has the opportunity to exit status every three years when the identification methodology is used to identify a new cohort of schools. A school may exit status if:

- It is no longer in the bottom five percent of Title I schools with an overall performance, based on all applicable indicators and in accordance with the weighting system described in Section 4.1.D(ii), that is at or below the fifth percentile of Title I schools (i.e., the cut score); and
- Its four-year graduation rate is above 67 percent, if a high school; and
- It successfully implemented its approved comprehensive support and improvement plan.

B. Targeted Support and Improvement Schools.

i. *The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).*

NJDOE will conduct longitudinal analyses of student performance data to identify schools with consistently underperforming student subgroups. The identified schools will include:

- High schools in which at least one subgroup of students falls below its interim targets for two consecutive years in both academic achievement and graduation rate <u>and</u> in which student performance in each indicator falls below the state average for all students.

- Non-high schools in which at least one subgroup of students falls below its interim target in academic achievement for two consecutive years and in which its academic progress indicator falls below a pre-determined level and in which student performance in each indicator falls below the state average for all students.

ii. *The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.*

Methodology for Identification:

To identify schools for targeted support and improvement, a summative determination is developed for each subgroup of students at each school using the same methodology applied to schools. NJDOE then identifies the summative score used to determine the bottom 5% of Title I schools (one for elementary/middle schools, one for high schools). Any subgroup with a summative determination that is less than or equal to the summative determination "cut-score" (summative determination number that put schools in comprehensive support) is identified as in need of targeted support and improvement. To that list, NJDOE also adds any schools determined "consistently underperforming" based on the definition in section 4.2Bi.

Timeline:

In spring 2017, LEAs will receive information about their schools' performance via the state performance reports and LEAs will be able to use the data to identify areas of need for each of school and its students. The NJDOE will make available in mid to late 2017 resources to help schools complete needs assessments and develop actionable plans to address identified student needs. This process is meant to empower LEAs and schools to best identify and address student needs. NJDOE will aim to identify the first cohort of schools in need of targeted support and improvement in January 2018. January is the ideal timeframe for identification to ensure LEAs and schools know their status far in advance of their annual ESEA application submission in June and to provide ample time to develop appropriate strategies and supports with stakeholders.

NJDOE will use its identification methodology to generate a revised list of schools in need of targeted support and improvement in January 2019. As referenced in Section 4.1Dii, January 2019 is the first time all proposed data elements will be available. Starting in 2019, NJDOE will identify a new cohort of schools in need of targeted support and improvement once every three years.

FIGURE 4.17: Targeted School Identification Chart

Measures	January 2018 – Identify First Cohort	January 2019 – Revised Cohort of Schools
Academic achievement	2016-2017 PARCC proficiency	2017-2018 PARCC Proficiency
Academic progress	SGP from 2015-2016 to 2016-2017	SGP from 2016-2017 to 2017-2018
Graduation rate	2015-2016 graduation rate	2016-2017 graduation rate
English language proficiency	Growth data unavailable	Growth from 2016-2017 to 2017-2018
Chronic absenteeism	2016-2017 Chronic Absenteeism rate	2017-2018 Chronic Absenteeism rate

iii. *The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).*

A school with low-performing student subgroups has the opportunity to exit status every three years when the identification methodology is used to identify a new cohort of schools. A school may exit status if it no longer has a student subgroup whose overall performance, based on all applicable indicators and in accordance with the weighting system described in section 4.1.D(ii), is at or below the 5th percentile of Title I schools.

4.3 State Support and Improvement for Low-performing Schools

A. *School Improvement Resources*. *Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.*

Consistent with NJDOE's system of differentiated support and improvement (described in Section 4.3B), school improvement funds will be allocated via formula and/or competitive grants, including the possibility of a limited competitive grant based on priority areas of need. Once NJDOE finalizes the list of school identified as in need of comprehensive or targeted support and improvement, funds will be distributed based on the identified schools' specific needs to assist in:

- Assessment of school needs based on data;
- Development of an improvement plan;
- Implementation of evidence-based practices linked to student/educator needs; and
- Evaluation of the effectiveness of interventions.

B. *Technical Assistance Regarding Evidence-Based Interventions*. *Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b),*

and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

State System of Differentiated Support and Improvement

Based on data analysis, feedback from practitioners and other stakeholders and a review of research on the science of school improvement and implementing evidence-based practices in a sustainable manner, NJDOE has developed a multi-level system of support and intervention with a goal of providing every student the opportunity for success in school and enabling every student to graduate from high school prepared for post-secondary success.

As part of the improvement cycle under the *ESEA* flexibility waiver, schools completed a needs assessment based on eight school turnaround principles representing factors that research links to successful schools and positive student outcomes. Schools developed improvement plans that addressed multiple school factors but were a challenge to implement for schools with pervasive and persistent needs.

Under *ESSA*, the unit of change is the LEA rather than the school; similarly, NJDOE will shift its focus to the LEA as the unit of change. As part of the state system of differentiated support and improvement, NJDOE will issue tools and models for needs assessment and planning based on improvement and implementation science that focus improvement efforts on the implementation of evidence-based interventions, matched to the specific accountability indicators that resulted in the school's designation as a school in need of targeted or comprehensive improvement. This approach will help LEAs to focus their school improvement efforts. The approach also will facilitate monitoring of outcomes related to both progress toward annual and long-term accountability targets and fidelity of implementation of the selected evidence-based interventions. Fidelity and performance data will be used by schools to determine if the right interventions were selected and implemented as intended. The tools and models will be optional for LEAs to use with schools identified for targeted support and required for schools identified for comprehensive support. Models will include the establishment of LEA and school leadership teams that will include administrators, teachers, parents and community service providers.

Key components of the system at the state level include:

- **Ongoing data analysis and needs assessment:** NJDOE will analyze NJQSAC results; school performance reports; input from educators, parents and other stakeholders; and other data to identify the types of supports NJDOE will provide to all LEAs and schools. The analysis also will identify the more intensive assistance that will be provided to LEAs with schools in need of targeted and comprehensive support and intervention. NJDOE will conduct the data analysis annually to evaluate the effectiveness of the system and identify any needed changes.

- **Coordinated support mechanisms:** Program offices across NJDOE will be involved in providing coordinated support to all LEAs and schools, including schools identified for targeted and comprehensive support and improvement. NJDOE teams will determine priority areas and levels of support. Schools in need of comprehensive support will primarily work with leadership coaches from comprehensive support and improvement teams. Other NJDOE staff with expertise in curriculum and instruction, fiscal planning, supports for students with disabilities or supports for English learners will provide coaching to schools depending upon the reason for identification and the comprehensive plan developed by the school and its LEA. NJDOE's county offices will also provide support to LEAs and schools in need of comprehensive and/or targeted support. NJDOE will develop a protocol for coaching LEA staff that builds capacity and fosters autonomy. The coaching model will include data collection to measure achievement of coaching goals.

- **Coordinated improvement planning protocol:** Schools that operate Title I schoolwide programs will have a single plan that will satisfy the requirements for the Title I schoolwide program plan and the comprehensive or targeted support and improvement plan. This will promote a more coordinated, effective use of resources. For all LEAs that have schools identified for targeted or comprehensive support or improvement, a critical element of coordination will be the alignment of the school improvement plans with district improvement plan under NJQSAC, as well as any other district strategic plans submitted to and approved by NJDOE.

- **Support planning:** Comprehensive support teams will work with leaders from LEAs and identified schools to build a state-support plan, which will delineate NJDOE's support efforts. The level of support will be based on the school's comprehensive and targeted support and improvement plans, the state-level data available, the length of time the school has been low performing, the outcomes of previously implemented intervention strategies, etc.

NJDOE plans to leverage internal and external resources to implement a seamless structure of tiered technical assistance (universal, targeted and intensive) with an emphasis on building LEA capacity to problem-solve, select, implement and evaluate the effectiveness of evidence-based practices in a way that fosters sustainability. NJQSAC will be aligned with the accountability requirements under *ESSA* to create a continuum of support by utilizing central office, county office, regional staff and external resources to address specific needs.

Stakeholder feedback indicates the kind and level of support for LEAs with schools in need of support should not be one-size fits all. In response, NJDOE will ensure the level of support provided will be differentiated based on multiple sources of data that include: the *ESSA* summative rating' NJQSAC rating; school performance reports; district improvement plans; and other available local and state information and data. team will review the data and make initial estimations regarding the level of support that LEAs will

need. Although levels are described below to depict the differentiation of supports, based on past experience, NJDOE is cognizant that additional differentiation occurs within each level to provide the most appropriate support to LEAs and schools. The levels and nature of support will be determined by NJDOE in collaboration with LEA leadership to promote consistency, build LEA capacity and focus NJDOE's support efforts.

NJDOE has heard from stakeholders about the importance of engaging parents, families and community members as partners to improve the success and sustainability of school improvement efforts. NJDOE will work to ensure LEAs engage their stakeholders. At all levels, school community members and stakeholders will continue to be encouraged to use data NJDOE publicly provides through school and district reporting when considering whether a school or LEA is providing students with safe, healthy, challenging and exploratory learning environments and when determining student needs in a particular LEA. The reports and other data and information described below can and should be shared with broader school community members to further engage and empower parents, educators and students to continually improve and expand the educational opportunities for all students and to make sure all students are reaching their full potential.

The proposed levels of support are as follows:

- **Level 1 support** will be provided to all districts, including districts identified under NJQSAC as high performing, with no schools identified needing comprehensive or targeted support and improvement. These **universal** supports designed for *all* districts and communities, include: information and resources for needs assessment, improvement planning, implementation and evaluation of effectiveness.

  LEAs will be invited to participate in statewide trainings and webinars and will have access to resources and material on NJDOE's website. In response to stakeholder requests, NJDOE is working to more clearly highlight calendars of upcoming professional development resources and best practices aligned to key initiatives. Additionally, chief school administrators, special education directors, curriculum coordinators, and other educators meet with their colleagues from across the county and NJDOE county staff to share resources and discuss state events and policies. This affords administrators the opportunity to network with colleagues and to learn about effective strategies.

- **Level 2 support** will be provided to LEAs that have schools identified as in need of targeted support and improvement. The LEAs also might have district improvement plans related to a NJQSAC review.

  LEAs eligible for Level 2 support have the primary responsibility for conducting needs assessments and developing school improvement plans and district improvement plans that are complementary and focused on the identified needs. The LEAs may receive supports from NJDOE in varying degrees based on a LEA's and school's needs in addition to Level 1 support. LEAs identified for Level 2

support will be notified of the LEA's and/or school's responsibilities under state and federal laws, including a process for approval and progress monitoring of targeted support and improvement plans. NJDOE will make available tools and templates for a comprehensive needs assessment; targeted assessments of subgroup needs; targeted support and improvement plans; and information on other evidence-based systems, programs and/or strategies. NJDOE will provide support to the LEAs via webinars, large group presentations, county-level work sessions and other avenues to facilitate the use of the tools and the development of coordinated plans that meet the student needs.

Based on the review of available data, NJDOE also will determine if a LEA and its schools in need of targeted support would benefit from participation in state-sponsored programs, targeted technical assistance or other available opportunities. Based on need, the LEAs and communities may be offered coaching in evidence-based practices or the LEAs will be able to use federal funds to purchase coaching, other professional development and/or materials related to evidence-based practices designed to improve performance for specific student subgroups or to address specific indicators (e.g., chronic absenteeism). Participation will be optional unless a school has not demonstrated growth after two years of implementation of its targeted support and improvement plan or if the LEA has a significant number of schools in need of targeted support and improvement.

NJDOE will also consider requests for support from LEAs. Requested supports will be coordinated and/or provided NJDOE and/or third-party providers identified and/or contracted by NJDOE for specific programs, as needed and appropriate. NJDOE has created a new position of Chief Intervention Officer to lead the coordination of the Level 2 interventions and coordinate NJDOE's continuous improvement efforts.

NJDOE will also review annually the summative ratings of schools in need of targeted support to determine progress. If progress is not being made or schools do not meet the NJDOE-established exit criteria, NJDOE staff will meet with LEA/school leadership to review the improvement plan strategies and outcomes and provide additional supports to ensure progress.

- **Level 3 supports** will be provided to LEAs that have schools identified as in need of comprehensive support and improvement and/or have a significant number of schools (three or more) in need of targeted support and improvement. The LEAs also might have a district improvement plan resulting from a NJQSAC review. The LEAs will receive from NJDOE intensive coaching regarding needs assessment, identification of data-informed and evidence-based practices, improvement planning, and evaluation of the effect of prior plans.

  NJDOE will review and approve the comprehensive support and improvement plans submitted by the LEAs; provide support on data analysis, planning and implementing interventions; and monitor progress on plan implementation.

As part of Level 3 support, NJDOE will assist LEA personnel in assessing school-level needs, including data analysis and goal-setting based on principles of implementation science. NJDOE also will ensure all improvement plans include evidence-based interventions aligned with LEA strategic plans or improvement plans. Applying principles identified in implementation and improvement research, NJDOE will ensure results are measurable to determine the effectiveness of selected interventions. Level 3 support will be provided on-site within identified LEAs and schools.

Stakeholders have indicated that ready access to improvement plan templates and other resources would be helpful in the planning and implementation progress. As a result, NJDOE will post on a dedicated website for school improvement resources and tools that support needs assessment, identification of supports, interventions, evidence-based programs/practices, etc.

Through guidance and implementation of specific initiatives, NJDOE will be ensuring LEAs engage local stakeholders throughout the needs assessment, planning, implementation and evaluation phases of improvement efforts.

C. More Rigorous Interventions. *Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).*

Schools in need of comprehensive support and improvement that fail to make progress within two years of designation will be subject to an intensive data review by NJDOE. Measures of fidelity of implementation of the LEA's interventions and school performance reports and student-level data (e.g., student achievement data, growth data, and attendance data) will be reviewed. As a result, NJDOE will implement additional interventions. Current state regulations empower the Commissioner to appoint one or more qualified external providers for schools that fail to demonstrate progress despite multiple years of intervention (N.J.A.C. 6A:33-3.1). Specifically, the Commissioner can order advanced interventions if an identified school fails to adequately implement a school's improvement plan, make adequate progress or cooperate with NJDOE.

N.J.A.C. 6A:33-3.1(a) provides for the external provider to assist with improvement plan implementation. The provider is accountable to NJDOE, as well as the district board of education with which they engage. If a provider is utilized, the provider must submit an initial report outlining needs and recommended interventions to the district board of education and NJDOE and, thereafter, produce annual reports regarding progress (N.J.A.C. 6A:33-3.1(b)).

In addition to regulatory authority to order advanced interventions, the Commissioner has the authority under N.J.S.A. 18A:7F-6 to require LEAs to redirect state and local funds to address deficiencies, including, but not limited to:

- Directing the restructuring of curriculum or programs;
- Directing staff retraining or reassignment;
- Conducting a comprehensive budget evaluation;
- Redirecting expenditures;
- Enforcing spending at the full adequacy budget; and
- Reviewing the terms of future collective bargaining agreements, notwithstanding any provisions of the *New Jersey Employer-Employee Relations Act*, P.L.1941, c.100 (N.J.S.A. 34:13A-1 et seq.) to the contrary.

LEA progress will be monitored quarterly by NJDOE and additional interventions will be applied as determined necessary.

D. Periodic Resource Review. *Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).*

As part of its ongoing data analysis described above, NJDOE will conduct annual resource reviews both internally and for LEAs with a significant number or percentage of schools identified for comprehensive or targeted support and improvement. The LEA reviews will include an examination of all federal, state and local funding sources. Discretionary grant funding distributed by NJDOE will be subjected to scrutiny to ensure LEAs with the most acute needs receive a significant share of available funds and expend grant funds with fidelity in alignment with specific, identified student needs. The distribution of school improvement funds may be weighted to provide greater financial support to the highest-need LEAs. The comparability reports generated by NJDOE will be examined closely to discern areas of inequity so additional funding can be allocated.

Data for all LEAs with schools identified for comprehensive and targeted support will be reviewed annually to determine if current NJDOE initiatives and coaching opportunities are meeting the needs of identified schools and their students. NJDOE recognizes that equity in resources is one component of providing equitable access to learning opportunities for students. This review will be part of the more comprehensive planning process for support and improvement in identified LEAs/schools.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention and Advancement

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. *Certification and Licensure Systems.* *Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?*

☒Yes. *If yes, provide a description of the systems for certification and licensure below.*

NJDOE is committed to ensuring all students are served by effective and appropriately certified educators. To support the achievement of this goal, NJDOE utilizes a teacher certification information system. The system is a complex, semi-automated method for processing licensure applications and issuing educator certifications, overseeing novice educator induction, tracking related licensure data, and maintaining all historic certification data for the state. The issuance of educator licenses represents one of NJDOE's primary responsibilities; via the teacher certification information system, the Department annually processes approximately 45,000 certification applications for candidates and educators across New Jersey.

The system also has several manual processes that significantly slow down the NJDOE's ability to issue educator licenses, which ultimately inhibits a school's ability to hire certified teachers. All students deserve an appropriately certified teacher on day one, and research[16] shows LEAs, particularly large urban districts, often face hiring delays that make it difficult to staff their schools with the strongest educators. NJDOE plans to upgrade and enhance the teacher certification information system to significantly decrease processing time and, more importantly, enable schools to hire more quickly. By automating manual processes, the system upgrades will allow NJDOE to save money and increase data collection and reporting capacity, which will improve NJDOE's ability to provide useful data to stakeholders, as well as provide the students of New Jersey with appropriately certified teachers.

[16] Levin and Quinn, 2003 (http://tntp.org/assets/documents/MissedOpportunities.pdf)

B. *Educator Preparation Program Strategies*. *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?*

☒ Yes. *If yes, provide a description of the strategies to improve educator preparation programs below.*

Ensuring educator candidates are trained to positively impact student learning the moment they enter the classroom has been, and will continue to be, a major priority of NJDOE. To provide meaningful, transparent data to assist aspiring teachers to better select the preparation program that suits their needs and to assist educator preparation providers to meet the needs of aspiring teachers, NJDOE created Educator Preparation Provider Performance Reports in 2014. The reports provide information on newly certified teachers' certification and hiring rates; placement locations; classroom assignments; length of time in a particular school; demographics; content testing results; and evaluation results. Unfortunately, stakeholders have indicated the reports are cumbersome and not easy to read or interpret.

Pending sufficient Title II, Part A funds, NJDOE plans to enhance the user interface of the reports to ensure prospective candidates, accredited preparation program providers and LEA recruiters can use the reports more effectively. The enhancements will include: creating a dynamic interface to query and compare data about educator preparation providers and certification requirements; and adding new data elements such as survey results about program satisfaction and preparedness from individuals completing programs. The enhancements will provide a richer picture of both traditional and alternate-route teacher preparation programs. NJDOE will work to support LEAs, particularly larger districts that represent a disproportionate number of New Jersey's low-income and minority communities and typically have the largest recruitment needs, to utilize the data to better inform their recruitment and selection practices. This effort will support NJDOE's commitment to providing all students with high-quality teachers.

Pending sufficient funding, NJDOE also plans to allocate Title II, Part A funds to support research about emerging national best practices in educator preparation. The research would be conducted through a partnership with the Council for Accreditation of Educator Preparation (CAEP). The goal of the partnership with CAEP is to gauge the quality of educator preparation programs, support their continuous improvement and ultimately strengthen learning outcomes for students in preschool through grade 12 (P-12). New Jersey students deserve to be taught by excellent, well-prepared teachers. By continuously researching ways to strengthen educator training, NJDOE will be positioned to continue to deliver well-prepared teachers to even more New Jersey students. In addition to NJDOE's current monitoring of educator preparation programs, the partnership with CAEP will provide an objective, third-party assessment of the quality of New Jersey's educator preparation programs compared to national standards.

C. ***Educator Growth and Development Systems.*** *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?*

☒ Yes. *If yes, provide a description of the educator growth and development systems.*

NJDOE remains deeply committed to attracting, developing and retaining world-class educators. This involves creating policies and ongoing programs to support classroom teachers, teacher leaders, school administrators and other educational stakeholders throughout their entire professional lifecycle as they serve New Jersey students. Initiatives supporting these objectives must also support the end goal of ensuring excellent educators are driving positive student outcomes, both academically and socially, in all classrooms.

In addition to the planned strategies identified in items 5.1A and 5.1B above, NJDOE plans to use Title II, Part A funds in concert with state funds to carry out a host of activities, strategies and initiatives to promote educator growth and development. For a full list of initiatives, see 5.2(a) below.

5.2 Support for Educators

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. ***Resources to Support State-level Strategies***. *Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:*
   i. *Increase student achievement consistent with the challenging State academic standards;*
   ii. *Improve the quality and effectiveness of teachers, principals, and other school leaders;*
   iii. *Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
   iv. *Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).*

The following describes NJDOE initiatives that are in varying stages of development and represent only a portion of NJDOE's work to support educators, increase student achievement, and improve access for low-income and minority students. The initiatives

were initiated as a result of analyzing statewide student data, as well as through extensive conversations with stakeholders regarding what additional supports educators need most. While the initiatives begin at the state level, they all have the ultimate goal of providing tools and resources to LEA staff who then would turnkey the materials for job-embedded professional development. Simultaneously, NJDOE is using state funding to incentivize the building of strong professional learning communities and to ensure trainings will not be simply one-time efforts at the LEA level but, rather, provide an opportunity to begin a sustained dialogue with state experts to continue to refine LEA practices. Pending sufficient Title II, Part A funding, NJDOE plans to initialize or expand the reach of programs described below to improve teaching and learning in the state. As referenced in Section 2.2B and 2.2C, NJDOE is committed to refining supports for educators each year by systematically analyzing programmatic outcomes and continuing to engage with stakeholders. Each initiative is designed to improve the quality and effectiveness of teachers and school leaders, with the end goal of improving student achievement and equitable access to high-quality programs for all students.

Building Teacher Leadership Capacity to Support Beginning Teachers Grant Program

Using Title II, Part A(3) funding, NJDOE in 2015 launched a two-year grant to leverage LEA-university partnerships to improve support for beginning teachers, particularly within high-needs LEAs. The partnerships are designed to improve novice teacher support by developing a cadre of teacher leaders to serve as effective mentor teachers for beginning teachers in their partner LEA(s); work with LEA and school leaders to enhance their understanding of the importance of high-quality supports for beginning teachers; and help LEAs examine and update current policies and practices. Building on the success demonstrated in the first two years of the grant, NJDOE plans to extend the program to a third year, with the ultimate goal of scaling best practices. Ultimately, this will provide statewide resources to help LEAs improve their supports for beginning teachers and create additional LEA-university partnerships. In addition, lessons learned from the program are helping to inform state regulations for a teacher-leader endorsement that was authorized by a recent state law. As dictated by the new statute, a team of stakeholders are currently working on recommendations regarding requirements for the endorsement.

Achievement Coaches

In the last two years, NJDOE has implemented a state-funded grant program referred to as Achievement Coaches. The program recognizes and leverages highly effective teachers to: develop training modules in identified areas; deliver training to other cohorts of highly effective teachers; turn-key the training they received both inside and outside their LEAs; and continue to participate in follow-up coaching and training sessions with novice and struggling teachers. This program has been well received and also celebrated among the state's best teachers and leaders. The achievement coaches program has provided improved teacher-driven professional development to more than 12,000 educators in more than 100 LEAs.

Expanding the program to focus on leaders will help ensure students not only receive the most relevant instructional strategies and pedagogy, but are in school communities that encourage and celebrate a growth mindset. Pending sufficient Title II, Part A funds, NJDOE plans to expand the achievement coaches program to create a grant focused on principals, principal supervisors, and teacher leaders that supports: principals in becoming stronger instructional leaders who effectively use the AchieveNJ evaluation system to grow and develop the educators in their schools; principal and teacher leaders in taking advantage of distributive leadership; and supervisors of principals in effectively piloting a new principal evaluation tool the NJDOE currently is developing to help grow and develop school leaders. Working with all educators in the expansion of this program will continue to support New Jersey's goal of improving student learning.

Improve Algebra 1 Teaching and Learning

As mentioned in Section 3A, Algebra I is a graduation requirement in New Jersey, but current data demonstrates a significant percentage of students are not achieving proficiency on the PARCC Algebra I test. Pending sufficient funds, in order to improve student proficiency in Algebra I, NJDOE plans to convene stakeholders from LEAs that relied heavily on New Jersey's alternative means to satisfy the assessment graduation requirement (portfolio appeal review). The stakeholder meeting will allow NJDOE to gain a deeper understanding of the root cause of the portfolio appeals with the expectation of bringing creative and effective solutions to all LEAs. NJDOE also expects to gain a deeper understanding of how to support LEAs in offering greater opportunities for middle school students, particularly economically disadvantaged and minority students, to enroll in advanced mathematics coursework. NJDOE ultimately plans to work with various stakeholders (educators, community members, researchers and higher education institutions) to:

- Design an Algebra I standards-based curriculum with frequent formative assessments to monitor student progress throughout the year;
- Identify research-based instructional strategies and resources;
- Design and implement a professional development plan that is responsive to the varied needs of Algebra I teachers;
- Design a guidance document to support statewide implementation of Algebra I; and
- Engage higher education institutions as a partner in the evaluation of the project as a viable strategy across all high schools in New Jersey.

Building on Curricular Framework

To ensure student access to curriculum and materials that will prepare students to succeed in an ever-changing world, curriculum must be revised on an ongoing basis. After New Jersey's revision of the Common Core State Standards and the resulting adoption of the New Jersey Student Learning Standards (NJSLS) in 2015, NJDOE created a curricular framework for ELA and mathematics. Assembling a committee of teachers, supervisors and administrators in kindergarten through grade 12 (K-12)with curriculum writing experience, NJDOE evaluated its current model curriculum, considered LEA and teacher autonomy and researched a variety of planning resources and instructional strategies. The

objective was to develop a framework that outlines ways to organize the NJSLS, suggests grade-appropriate resources, creates a path for vertical articulation from K-12, and allows LEAs to own their frameworks. NJDOE released the framework in May 2016.

NJDOE plans to use Title II, Part A funds, pending sufficient availability, to provide teachers and administrators ongoing learning opportunities that are responsive to the diverse needs of LEAs in their curriculum development. Since much of curriculum development at the LEA and school level can be done within professional learning communities, NJDOE will continue to support this work as part of a data-driven and teacher-led improvement system.

Literacy Initiative

Pending sufficient Title II, Part A funding, NJDOE plans to launch a literacy initiative that will include wide-ranging, in-depth analyses of statewide student performance data. Through the analyses, NJDOE will identify specific areas in state literacy standards with which students continue to struggle. The initial focus will be on evaluating PARCC data related to reading literature and reading informational text. The results of the analyses will inform a plan for professional development that will include research-based instructional strategies and the development and dissemination of assessment and instructional materials that focus on ELA but also can be expanded to other content areas, including arts, science, social science, career and technical education and physical education. The initiative's objective is to improve student performance in specific areas of state literacy standards that are identified as most troublesome for students.

Improve Data Literacy

Just as NJDOE has improved its use of data to drive efforts such as the literacy initiative described above, educators across the state have continued to improve their knowledge of the importance and usefulness of data in planning and making informed decisions to improve student learning. Given the increasing demands on K-12 educators (e.g., reducing achievement gaps, adopting evidence-based practices, managing the requirements of English learners and special needs students, and remaining current on the increasing amount of pedagogical and content area research), data literacy must continue to be an important component of LEAs' and schools' professional development plans.

Supplementing current data literacy initiatives using state resources with pending Title II, Part A funding, NJDOE plans to improve its data tools developed both internally and by external vendors. During the past few years, NJDOE has invested in providing educators with new resources that provide school-, student- and standard-level data. The resources include PARCC-based materials such as evidence statements, individual score reports and the Partnership Resource Center. To best leverage thee resources and others used by educators, NJDOE will create a training plan that offers statewide opportunities to improve data literacy among K-12 stakeholders. Content-area specialists will lead quarterly regional meetings with LEAs' content specialists to establish a communication system that promotes collaboration, peer-to-peer support and collective reflection on the

implementation of the NJSLS as measured through data. To enhance internal capacity for data systems development and data usage, NJDOE plans to ensure data literacy is rooted and infused in all internal professional development opportunities. The long-term objective is to embed more deeply within the cultures of LEAs, as well as NJDOE, the importance of data literacy as a means of continuous improvement through the cycle of teaching and learning where students are at the core.

Technology

Pending sufficient Title II, Part A funds, NJDOE plans to supplement and enhance its current focus on the use of instructional technology statewide. Educators can appropriately integrate technology into instruction and promote digital literacy for their students only if they are trained on how to do so effectively. This directly affects the access students have to technology. Therefore, NJDOE will design, implement and evaluate a comprehensive, ongoing, job-embedded and data-driven professional development plan that focuses on digital literacy. This plan will include standards revision, direct technical support and guidance to LEAs in expanding infrastructure, as well as instructional technology exemplars across all of the NJSLS. Furthermore, the plan will include current applications to assist students' understanding of the nature and impact of STEM, computational thinking, coding and technological design and how they relate to individuals, global society and the environment. To further expand LEA support for technology integration, NJDOE will align and integrate its direct support offerings to complement its regular instructional support and will create online support tools. The online support will be accessible to all educators statewide to improve the instructional strategies and professional development of teachers, principals and other stakeholders with the goal of increasing student use of technology to improve learning.

In the classroom, students benefit from effective, real-time feedback about their learning. Through the analysis of statewide aggregate student achievement and teacher evaluation data, NJDOE identified two key instructional tools that can be greatly enhanced through the strategic use of technology. First, formative assessment tools (i.e., quick polls) can be used by teachers to check whether students understand a concept and to adjust instruction in real time depending on student responses. Secondly, the use of adaptive technology software is an important aspect of personalized and differentiated learning to match students' needs and tailor learning to their interests. As educators are encouraged to use real-time effective feedback and digital personalized learning tools, they will require additional training opportunities. Using Title II funds, NJDOE will provide job-embedded training opportunities, including a suite of materials, software, online learning modules, etc. Intentional use of technology in the classroom will enhance instruction in terms of quality, rigor, questioning strategies and overall intellectual engagement of students.

NJDOE is so committed to ensuring schools are integrating technology into curriculum that it has created a recognition program entitled Future Ready Schools in partnership with the New Jersey School Boards Association (NJSBA) and the New Jersey Institute of Technology (NJIT). This program is modeled after the national Future Ready Schools program (http://futureready.org/) and is meant to help schools plan and implement

personalized, research-based digital learning strategies so all students can achieve their full potential. This program is designed to support teachers in updating their pedagogy and educational practices by promoting their success as models for other schools through the certification of effective digital learning policies and practices. NJDOE, NJSBA and NJIT will recognize a first round of Future-Ready schools at the annual NJSBA Workshop in Atlantic City, NJ in October, 2017.[17]

B. *Skills to Address Specific Learning Needs*. *Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.*

NJDOE has launched the New Jersey Tiered System of Support (NJTSS) to provide a framework for schools to address the needs of all learners through a continuum of supports and interventions. Developed in consultation with a range of stakeholders and experts, the system of supports and interventions is designed to improve student achievement and is based on the core components of multi-tiered systems of support and the three-tier prevention logic of Response to Intervention. With a foundation of strong LEA and school leadership, a positive school culture and climate and family and community engagement, NJTSS builds on intervention and referral services and provides a structure for schools to meet the academic, behavioral, health, enrichment and social/emotional needs of all students. The system includes nine research-based components, which are essential for implementing interventions with fidelity and improving student growth and achievement. The components include: effective LEA and school leadership; family and community engagement; positive school culture and climate; high-quality learning environments, curricula and instructional practices; universal screening; data-based decision making; collaborative problem-solving teams; progress monitoring; and staff professional development. NJDOE will assist LEAs and schools with the implementation of NJTSS through the following approach:

- Key resources (http://www.state.nj.us/education/njtss/) and a process, based on implementation science, that LEAs can use to launch NJTSS (http://www.state.nj.us/education/njtss/started.pdf). Through the establishment of LEA and school leadership teams, both of which include educators, administrators and parents, the process fosters sustainability and provides ongoing opportunities for improving teacher quality and effectiveness;
- Multi-day training on NJTSS that engages a small group of interested LEAs planning implementation with support from educators currently implementing a tiered system of support, NJDOE, higher education institutions and other stakeholders; and
- Intense support for NJTSS implementation in kindergarten through grade three for 60 schools in at least 30 LEAs during the next five years. The support will be funded through a grant from the U.S. Department of Education's Office of Special Education Programs.

[17] For more information on Future Ready Schools-NJ see its website: http://www.frsnj.org/history-of-frs-nj

5.3 Educator Equity

Introduction

After two years of implementing PARCC assessments, student scores improved across the assessments and grade levels (Appendix D). This indicates more students are on track to be college and career ready. However, significant gaps remain between economic and race/ethnicity groupings (Appendix D). Acknowledging that teacher and leader quality accounts for the greatest in-school impact on student achievement[18], NJDOE is committed to providing students, particularly low-income and minority students, with the strongest possible educators.

To identify and address educator equity gaps, NJDOE first conducted an analysis of data to determine whether low-income and minority students have equitable access to high-quality educators. NJDOE then hypothesized root causes of inequities.
Key findings, which will be discussed in more detail below, suggest:

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

In addition to the initiatives outlined in Sections 5.1 and 5.2, NJDOE in this section proposes additional strategies to improve low-income and minority students' access to high-quality educators.

A. Definitions. *Provide the SEA's different definitions, using distinct criteria, for the following key terms:*

To analyze whether New Jersey students have equitable access to excellent educators, it was important to define student sub-groups (particularly which students are counted as "low income" and "minority"), as well as what constitutes an "excellent" educator. While the table below is not exhaustive of all potential ways to define the student subgroups and teacher excellence, the table contains the definitions that served as a foundation for the equity analysis.

NJDOE has shifted away from using "highly qualified teacher" status and, instead, utilizes performance levels from AchieveNJ, which is the statewide educator evaluation and support system. Performance levels are a more robust indicator of teacher excellence because approximately 90 New Jersey educators were engaged in the review of performance level descriptors for each of the four performance levels in AchieveNJ and in the establishment of the cut scores needed to earn each level. See Appendix E for more information on this process.

[18] Marzano et al., 2005; Goldhaber, 2009.

FIGURE 5.1: New Jersey Definitions

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher	An educator who receives an annual summative evaluation rating of "ineffective" (i.e., <1.85/4.0) on the AchieveNJ evaluation system, mandated by the TEACHNJ law (http://www.njleg.state.nj.us/2012/Bills/PL12/26_.PDF)
Partially effective teacher	An educator who receives an annual summative evaluation rating of "partially effective" (i.e., 1.85-2.65/4.0) on the AchieveNJ evaluation system, mandated by the TEACHNJ law (http://www.njleg.state.nj.us/2012/Bills/PL12/26_.PDF)
Below effective teacher	An educator who receives an annual summative evaluation rating of "ineffective" or "partially effective" (i.e., <2.65/4.0) on the AchieveNJ evaluation system, mandated by the TEACHNJ law (http://www.njleg.state.nj.us/2012/Bills/PL12/26_.PDF)
Out-of-field teacher*+	An educators who teaches outside his/her area of certification as determined by NJDOE
Inexperienced teacher*+	An educator with fewer than four years of prior experience within a given LEA
First-year teacher	An educator who has no prior experience
Low-income student	A students who is eligible for free or reduced-price lunch, identified as "economically disadvantaged' in New Jersey.
Minority student	A student of color, which includes the following sub-groups: American Indian or Alaska Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian/Other Pacific Islander; White; and two or more races

*Definitions of these terms must provide useful information about educator equity.
+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

B. ***Rates and Differences in Rates.*** *In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3A. The SEA must calculate the statewide rates using student-level data.*

See Appendix C.

C. ***Public Reporting.*** *Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):*

i. The rates and differences in rates calculated in 5.3.B;

ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;

iii. *The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and*
iv. *The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.*

The URL is: http://www.state.nj.us/education/educators/rpr/equity/

D. ***Likely Causes of Most Significant Differences.*** *If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.*

Difference #1: Equity Gap in Access to Effective Teachers

Data Informing the Finding:

In New Jersey, very few teachers (less than two percent) have been determined to be "ineffective" (as defined above in 5.3A). To provide a clearer sense of students' access to less-than-effective teachers, NJDOE created a new category -- "below effective teacher." When combining the categories of "ineffective teacher" and "partially effective teacher" to form this new category, a noticeable difference was observed in the percentage of students taught by less-than-effective teachers. Specifically, 8.4 percent more low-income students in Title I schools than non-low-income students in non-Title I schools were found to be taught by teachers who were "below effective." Similarly, 7.6 percent more minority students in Title I schools than non-minority students in non-Title I schools were found to be taught by teachers who were "below effective." However, the findings are predicated on only two years of statewide teacher evaluation data. Given this short timeframe and the uneven implementation from LEA to LEA of the relatively new statewide AchieveNJ teacher evaluation system, no sweeping judgments should be made about the findings.

Likely Root Causes:

1. **Lack of access to high-quality applicants:** Research strongly supports that schools serving greater numbers of low-income and minority students attract fewer, less qualified applicants for teaching vacancies.[19]
2. **Lack of fidelity/consistency of evaluation implementation across the state:** There is wide variation across the state in the quality of implementation of the AchieveNJ evaluation system. NJDOE acknowledges a portion of identified equity gaps may be caused by this unevenness of implementation. While simultaneously addressing inequities in access to effective teachers in other ways, NJDOE will continue to provide

[19] National Comprehensive Center for Teaching Quality. Recruiting staff and attracting high-quality staff to hard-to-staff schools. http://www.centerii.org/handbook/resources/6_a_recruiting_staff.pdf

intensive field support, guidance and training to decrease LEA-to-LEA variability, so more accurate comparisons between LEAs can be made.

3. **Inability to effectively manage talent:** Prior to enactment of the TEACHNJ Act in 2012, tenure was acquired based on duration of service and not performance. Now tenure acquisition and maintenance is based on performance, as defined by the AchieveNJ evaluation and support system. With AchieveNJ in its fourth year of implementation, LEAs are becoming better positioned to differentiate the performance levels of educators and make appropriate talent-management decisions.
4. **Lack of access to data on educator preparation program quality**: Historically, there has been little information to help inform program improvement for educator preparation providers, program selection for aspiring teachers and teacher recruitment for schools and LEAs. As stated in Section 5.1B, NJDOE will work with stakeholders to improve access to, and usability of, reports on educator preparation program providers so teacher candidates, educators, providers and LEAs have the data necessary to make more informed decisions.

Difference #2: Potential Inequity in Placement of Out-Of-Field Teachers

Data Informing the Finding

All students deserve teachers who are prepared to teach a subject matter at the appropriate grade level. New Jersey has a rigorous licensure system designed to ensure teachers are prepared to have a positive impact on student outcomes in year one in the classroom. For the 2015-2016 school year, NJDOE identified 2,956 instances where a New Jersey teacher was potentially[20] working out-of-field (this represents approximately 2.5 percent of the teaching population) event though state certification regulations prohibit educators from working outside of the subject for which they are licensed. A significant number of New Jersey students -- almost one-fifth (18.4 percent) -- are taught by at least one teacher who may not hold certification in the appropriate area. Student-level data reveals an equity gap between racial and ethnic subgroups and along the lines of economic disadvantage. Deeper investigation into the data revealed that one fifth (20 percent) of potentially out-of-field teachers are concentrated in just 12 LEAs, with the remaining potentially out-of-field teachers spread across more than 600 additional LEAs. Among the 12 LEAs with the highest concentrations of out-of-field teachers, 11 serve populations that are predominately low-income and minority. As previously outlined, NJDOE plans to eradicate student access inequities across the state and especially in highest-need communities.

Likely Root Causes

1. **Lack of awareness about, focus on and/or ability to impact out-of-field placement in some LEAs:** While some LEAs may not have full awareness of this issue or the

[20] It is important to note the limitations of the NJDOE data. In particular, the data identifies where there is a mismatch between the certifications held by a teacher, and the job that teacher is currently filling. This flags "potentially" out-of-field teachers, as the mismatch may be legitimate, or due to data quality issues. As such, the number of out-of-field teachers identified by the data is likely overstated.

ability to focus on it, some LEAs may also have trouble recruiting teachers with the correct credentials.

2. **Data quality issues:** While NJDOE acknowledges out-of-field placement gaps exist, NJDOE identified in the 2015 Educator Equity report potential data quality issues, which are generated in two ways:
   a. A degree of mismatch in the codes used in the certificated staff report, which uses NJ SMART[21] job and certification codes to report staff, with the matrix report job codes; and
   b. LEA confusion as to how to code teachers' assignments in the annual NJ SMART staff data submission sent to NJDOE; the data submission requires LEAs to identify teachers' classroom assignments.

Difference #3: High Percentages of All Students Frequently Exposed to Inexperienced Teachers

Data Informing the Finding

Research consistently demonstrates that experience plays a significant role in teacher effectiveness, with the largest positive change in impact on student achievement coming in the first several years of a teacher's career.[22] Fortunately, New Jersey's traditionally disadvantaged low-income and minority students are not taught by inexperienced teachers at significantly disproportionate rates compared to their non-disadvantaged peers. Appendix C shows there is less than a one percent difference in the rate at which minority and non-minority students are taught by inexperienced teachers.

At the same time, Appendix C shows roughly one-quarter of all students (331,329) in the 2015-2016 school year had at least one teacher with no previous teaching experience, and slightly more than three-quarters of all student (1,011,025) were taught by inexperienced teachers (less than four years teaching in a given LEA). While this finding does not expose a significant equity gap, it illustrates the importance of ensuring the state's new teachers are fully prepared their first day in the classroom.

Likely Root Cause

Teacher turnover: One of the most likely reasons a significant number of New Jersey students are being taught by inexperienced teachers (individuals teaching less than four years in a given LEA) is due to educator retention. As researchers often point out, turnover can be both positive and negative depending on who is leaving the classroom, where they are going (e.g. to other professions or leadership roles), and the rate at which teachers are turning over.[23] However, studies indicate the following: on average, teachers with some experience are more effective than brand new teachers; a teacher's performance improves

[21] NJ Smart is New Jersey's data system that collects both student and staff records.
[22] Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008 http://www.nber.org/papers/w14314.pdf; Harris and Sass, 2007. http://files.eric.ed.gov/fulltext/ED509656.pdf
[23] The New Teacher Project, 2012 *The irreplaceable: understanding the real retention crisis in America's urban schools*, http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

the most early in his/her career; and the largest positive impact on student achievement occurs in the early years of a teacher's career[24]. New Jersey has a substantial workforce with more than 110,000 educators and, through natural attrition, the state will continue to rely on new teachers to staff its schools. Typically New Jersey hires around 6,500 new teachers each year. Therefore, NJDOE understands a significant portion of students will continue to be taught by first-year teachers, regardless of the type of teacher turnover, and first-year teachers need to effectively serve students from day one. In addition, stakeholders have indicated inexperienced teachers often lack the knowledge and ability to teach in multiple settings, particularly in urban school settings, despite the lack of specific data identifying a clear equity gap relative to inexperienced teachers.

E. *Identification of Strategies.* *If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:*

i. *Designed to address the likely causes of the most significant differences identified in 5.3.D and*
ii. *Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates*.

The table below summarizes the likely root causes that were discussed in Section 5.3C. The table also outlines the strategies NJDOE will undertake to address the likely root causes. The strategies will be discussed in more detail in the narrative following the table.

FIGURE 5.2: Likely Causes of Inequity Differences and Strategies Planned to Address the Inequities

Likely Causes of Most Significant Differences in Rates	Strategies (Including Funding Sources)
Access to Effective Teachers	
Lack of access to high-quality applicants	1. Upgrade the online teacher certification system (federal funds from ESSA and other grant programs); and 2. Develop comprehensive recruitment plan (state funded)
Lack of consistent evaluation implementation across the state	3. Continue to support evaluation implementation (state funded)
Inability to effectively manage talent, particularly in LEAs serving low-income and minority populations	4. Utilize AchieveNJ to manage talent (state funded)
Lack of access by aspiring teachers, LEAs and program providers to data on quality of educator preparation programs	5. Increase access to high-quality data on educator preparation programs (state funded with supplemental funds from *ESSA*, if sufficient)

[24] Kane, Rockoff, & Staiger, 2006 http://www.nber.org/papers/w12155; Clotfelter, Ladd & Vigdor 2007 http://www.nber.org/papers/w12828; Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008 http://www.nber.org/papers/w14314.pdf; Harris and Sass, 2007. http://files.eric.ed.gov/fulltext/ED509656.pdf

FIGURE 5.2 (Continued)

Likely Causes of Most Significant Differences in Rates	Strategies (Including Funding Sources)
Access to In-Field Teachers	
Lack of awareness about, focus on and/or ability to impact of out-of-field placements in 12 key LEAs	6. Support the 12 LEAs with greatest number of potentially out-of-field teachers (state funded)
Data quality challenges	7. Improve NJDOE report used to flag "out-of-field" teachers (state funded) 8. Utilize NJQSAC/Performance Reports to improve data quality and ensure accountability (state funded)
Access to Experienced Teachers	
Teacher turnover	9. Investigate underlying reasons for teacher turnover (state funded); 10. Raise the bar for inexperienced teachers through better preparation and certification requirements (state funded); and 11. Improve induction support for inexperienced teachers (*ESSA* funded)

For NJDOE to continue its work of ensuring equitable access to high-quality teachers for all students, NJDOE has identified the strategies above as a starting point. NJDOE will continue to analyze data findings and strive to improve or adapt strategies to best support the implementation of the objectives. The strategies identified in Figure 5.2 above are described in greater detail in the paragraphs that follow.

1. <u>Upgrade the online teacher certification information system</u>

As described in Section 5.1A, the current teacher certification information system is antiquated and semi-manual, which slows down the issuance of certifications and LEA-hiring of properly certified staff. As NJDOE upgrades the system, it will be able to certify educators faster, enabling LEAs to hire more quickly to provide students with appropriately certified teachers at the start of each school year. The improvements to the certification system will also enable NJDOE to collect better data on certificated staff. Ultimately, NJDOE will be able to better determine workforce needs and identify certification and hiring trends across the state.

Timeline for Implementation
The teacher certification information system redesign will be complete in 2019-2020.

2. <u>Develop a comprehensive recruitment plan</u>

To better support LEAs and the needs of the statewide workforce, NJDOE is developing a comprehensive recruitment plan. NJDOE has recently dedicated a state-funded staff member to develop a plan that includes, but will not be limited to:

- Conducting a statewide landscape analysis that identifies the grade levels and subject areas in highest demand and the LEAs facing the greatest obstacles in attracting talent;

- Analyzing data from educator preparation programs to better understand the current supply of educators in New Jersey;
- Developing a marketing campaign and/or other initiatives designed to attract teachers to New Jersey preparation programs and LEAs;
- Continuously engaging with future teachers, educator preparation programs and LEAs; and
- Developing and disseminating to LEAs materials communicating best practices regarding recruitment, selection and retention.

In addition to developing the recruitment plan, NJDOE will improve its website to provide more usable data to LEAs (as described in 5.3D6) to help them build stronger pipelines.

Timeline for implementation:
The development of this plan will begin in 2017 with full implementation by 2019-2020.

3. Continue to support evaluation implementation

As recently as 2011, educator evaluation in New Jersey was extremely inconsistent. While some LEAs promoted better practices than others, and many started to use more robust observation instruments, NJDOE had weak statewide requirements and guidance to support educator evaluation. This reality resulted in the vast majority of educators receiving "acceptable" ratings on a binary evaluation system that lacked meaningful differentiation, regardless of student outcomes. This served both students and educators poorly; without frequent valid and reliable feedback about their practice, teachers were on their own when it came to determining how to better serve students. Schools and LEAs lacked specific data to inform decisions about professional development, recognition and retention strategies at all levels. Moreover, without the ability to differentiate by teacher effectiveness, LEAs lacked the tools to analyze student access to effective educators.

In response to this problem, NJDOE worked for two years with several LEAs and other stakeholders to develop and pilot AchieveNJ -- the state educator evaluation and support system mandated by the TEACHNJ Act and implemented statewide in 2013-2014. Results from the second full year of implementation, fully detailed in the 2014-2015 Achieve NJ report, indicate LEAs now have more information than ever before about the impact of every teacher and school leader on the students they serve. As the report demonstrates, AchieveNJ allows LEAs to better identify areas of strength and weakness in educator practice and to respond accordingly. Further, more robust evaluation data are providing a much richer picture for LEAs to consider when making staffing decisions.

In 2017-2018, NJDOE will pursue the following strategies to continue to improve the implementation of AchieveNJ and to ensure teachers and LEA and school leaders have access to information to improve teaching quality:

1. Build capacity among NJDOE's county offices to improve AchieveNJ implementation compliance and quality across the state, intervening directly to remediate specific issues or referring to program offices for more intensive follow up;
2. Build capacity of principals as instructional leaders and developers of teaching talent by leveraging a next generation principal evaluation system currently being piloted in several New Jersey LEAs;
3. Continue to leverage cadres of highly effective teachers to provide support and instructional leadership within schools through the NJDOE's achievement coach program; and
4. Include teacher evaluation data in school and LEA performance reports (required under *ESSA*) to empower communities with information to drive conversations and actions in their schools.

Timeline for implementation:
The AchieveNJ evaluation system was implemented statewide in 2013-2014;, results from the second year were reported in December 2016. Capacity building in NJDOE's county offices began in spring 2016 and will be complete by June 2018. Work on the state's principal evaluation instrument began in 2016 and enters its pilot phase in spring 2017. A second pilot phase reaching more LEAs is planned for 2017-2018 with a fully developed tool available for use across the state in 2018-2019. Achievement Coaches began their work in spring 2015 and expanded in 2016 to include additional LEAs. The program is entering a growth and sustainability phase in 2017 and NJDOE plans to share best practices across the state and to help LEAs identify local funding sources.

4. <u>Utilize AchieveNJ to manage talent</u>

As LEAs work to implement the AchieveNJ system with fidelity, they can use the system to better manage their talent and deliver better educational outcomes for students. This includes exiting teachers who are consistently rated below effective, ensuring the same students do not have below effective teachers year-over-year and, most importantly, using the system to grow and develop all educators. To help facilitate this work, which is driven at the LEA level, NJDOE will annually produce LEA data cards that provide key evaluation metrics (e.g. whether LEAs have achieved differentiated rates of retention for high- and low-performing teachers and whether LEAs are showing year-over-year growth in the performance of individual teachers). NJDOE will then launch trainings with LEA leaders to discuss how to interpret and utilize the data cards.

In addition to the professional learning and growth that can be achieved through the AchieveNJ system, NJDOE will continue to work with LEAs to provide additional tools to support the current and future workforce, so all LEAs can better support and develop educators, who, in turn, can improve student achievement.

As described in Section 5.2A, NJDOE will utilize the Building Teacher Leadership Capacity to Support Beginning Teachers grant program to strengthen pre-service preparation and induction practices. This holds the potential to improve the quality of teaching of the newest educators, as well as providing them support to stay in the profession.

NJDOE will also continue to improve professional learning structures in LEAs by regularly convening the State Professional Learning Committee to identify and scale promising/best practices across the state. This includes promoting job-embedded professional learning communities that facilitate teacher collaboration to analyze student assessment data and inform instruction.

Timeline for implementation:
NJDOE began annually producing LEA data cards in 2015 and shared them in one-on-one meetings with LEAs. In 2017, NJDOE plans to produce the next iteration of the data cards, which will reflect stakeholder feedback on how to improve both the layout and readability. NJDOE also will work to host the cards on a secure website to provide LEAS with free access. Early on in the 2017-2018 school year, NJDOE will communicate with all chief school administrators about the data cards and how to interpret and utilize them.

The three-year Building Teacher Leadership Capacity grant was launched in 2015-2016 and will continue through 2017-2018, pending the availability of Title II, Part A funds. As has been done in prior years, NJDOE will continue to convene the SPLC multiple times each year to advise on matters related to professional learning.

5. Increase access to high-quality data on educator preparation providers

Ensuring all students have access to excellent educators starts with providing aspiring teachers with strong preparation. As aspiring teachers enter undergraduate, graduate and alternate-route educator preparation programs, the future educators need access to meaningful data to select the program best suited to their needs and professional goals. Similarly, educator preparation providers need longitudinal data to understand how well their curriculum prepares aspiring teachers to meet the needs of schools and students in New Jersey. Unfortunately, such data has been historically hard to find.

In response to the critical information gaps and feedback from stakeholders across the state calling for transparent data, NJDOE launched two significant efforts: created state Educator Preparation Provider Performance Reports (EPPPRs)[25] and released the first public version of the reports in 2014; and created an online approval system for educator preparation programs. The initiatives, which were developed in cooperation with the New Jersey Association for Colleges of Teacher Education as representatives of deans and directors of traditional educator preparation programs

[25] For more information on the development of EPPPR reports and access to the most current version, visit http://www.nj.gov/education/educators/rpr/preparation/providers/.

and the Office of the Secretary of Higher Education, together allow NJDOE to accurately share information with the public. The online approval system streamlined and standardized NJDOE's approval process for educator preparation programs. EPPPRs provide information on newly certified teachers' certification and hiring rates, persistence rates, placement locations, classroom assignments, demographics, evaluation performance and content testing results from each provider. The EPPPR development followed a national trend promoting transparency and continuous improvement in educator preparation programs. The reports are intended to:

- Empower higher education institutions with information to promote continuous improvement;
- Supply hiring entities, especially P-12 LEAs, with data about providers and their graduates;
- Equip prospective teachers with empirical information about their choices for preparation programs;
- Provide access to information at a statewide level to answer critical supply questions (e.g., are sufficient numbers of middle school math teachers being prepared to fill current needs?);
- Shed light on programs that are preparing strong educators; and
- Promote ongoing efforts to professionalize teaching and teacher preparation.

NJDOE will continue to improve the data, accessibility and functionality of EPPPRs through continued collaboration with stakeholders, including educator preparation program providers and LEAs. Improvements in 2016 allowed for the inclusion of teacher evaluation data, state-, LEA- and school-level persistence rates and multi-year hire rates. As the state's certification system is upgraded, NJDOE expects to make the following modifications to EPPPRs:

- Include additional data elements such as survey results about educator preparation program satisfaction from both completers and their employers;
- Develop reports for both traditional and alternate-route educator preparation programs that delineate performance at the program level rather than the institution level; and
- Create a user-friendly interface to ensure LEAs will be able to use all of the data to inform their recruitment and selection practices.

Timeline for implementation:
As explained above, EPPPRs were developed in 2013 in collaboration with New Jersey's higher education institutions and the Office of the Secretary of Higher Education. The first public version was posted in 2014. NJDOE will continue to produce the reports each fall.

6. <u>Support 12 LEAs with greatest number of potentially out-of-field teachers</u>

As previously described, the top 12 LEAs[26] with potentially out-of-field teachers do not have large within-LEA equity gaps; indeed, few LEAs have large subgroup-level gaps. Since 11 out of the 12 LEAs serve predominately low-income and minority populations, the rates at which the students are taught by potentially out-of-field teachers could be significantly lowered if the small subset of LEAs received focused attention. Therefore, NJDOE plans to conduct outreach to the LEAs with the highest number of teachers working out-of-field to ensure all of their students have access to in-field teachers.

NJDOE will support the identified LEAs in resolving issues and will provide outreach and support to identified LEAs in completing the NJ SMART staff member identification management and certificated staff submissions to ensure all staff members are accurately placed in appropriate job titles. As a result, NJDOE will be closer to ensuring equal access to effective, properly certified teachers is provided to all students.

Timeline for implementation:
This targeted support is expected to begin in February 2018 and continue through April 2018. During this time, NJDOE plans to train with each of the 12 identified LEAs on proper data procedures to ensure teachers are coded in the correct job titles in reports to the state.

7. Improve NJDOE report used to flag potentially out-of-field teachers

The underlying data source for most teaching staff information contained within NJDOE data reports is the long-standing certificated staff report, which is produced annually from data submitted by LEAs about every teacher in every school. The matrix report enables NJDOE to identify teacher certification issues and helps to ensure an appropriately certified teacher is in every classroom. The matrix report is created by pairing the certificated staff report with teacher data in the state's system that contains all educator certification information.

As noted elsewhere in this document, the matrix report requires continuous monitoring and updating because of a few small, nuanced data quality issues and some inherent confusion among LEAs about how to properly code and classify some personnel titles. For these reasons, NJDOE plans to modify the matrix report to include or edit job codes, which will enable both LEAs and NJDOE to easily reconcile the data during the annual matrix report review process and allow NJDOE to provide related supports. As its data collection capacity has grown in recent years, NJDOE has embarked on a process of reconciling different collections to eliminate duplicative or dissonant fields. The matrix report editing project is part of this wider reconciliation process.

[26] In New Jersey, each charter school is considered a separate local educational agency (or, in plain terms, a school district). Three of the "top 12" districts referenced in this section are charter schools.

Timeline for implementation:
Upgrading the matrix report is expected to begin in October 2017 and be completed by February 2018.

8. Utilize NJQSAC/performance reports to improve data quality and ensure accountability

In addition to the matrix report, NJDOE has two other vehicles to improve certification data quality and to hold LEAs accountable for ensuring students have appropriately certified teachers.

- School performance reports: Beginning in 2017-2018, NJDOE is required under *ESSA* to report on the extent to which teachers in a given school or LEA are out-of-field. As NJDOE shares a data set publicly, the data quality drastically improves. By sharing information more broadly, community members also have information to enable them to take action.
- NJQSAC: As mentioned in the introduction to Section 4, NJQSAC is NJDOE's district accountability system that consists of five key areas of focus – one of which is personnel. Districts with out-of-field teachers identified through the matrix report will lose points in the personnel section of NJQSAC and will be provided additional supports as outlined in Section 4.3.

Timeline for implementation:
School performance reports will add teacher certification information beginning next year; NJQSAC reviews already factor in certification.

9. Investigate underlying reasons for teacher turnover

As new data becomes available through EPPPRs and the AchieveNJ system, NJDOE is well positioned to conduct additional investigation into teacher turnover, with a focus on improving retention of the strongest educators. Early AchieveNJ system data indicate LEAs are retaining their best teachers at higher rates than less than effective educators. In 2014-2015, nearly 95 percent of "effective" and "highly effective" teachers continued to teach in New Jersey's schools; 36 percent of teachers rated "ineffective" and nearly 22 percent of teachers rated "partially effective" in 2013-2014 were no longer teaching in New Jersey schools. It is important to note, this analysis has been conducted thus far only at the aggregate level and not in relation to the students served by these teachers. As AchieveNJ implementation becomes more consistent throughout the state, NJDOE will consider analyzing data at the LEA, school, and student levels.

Timeline for Implementation:
In conjunction with annual reporting on AchieveNJ, NJDOE will run an analysis of year-over-year turnover starting in 2018. This analysis will identify which teachers leave the profession and their effectiveness level as measured by the AchieveNJ system.

10. Raise the bar for inexperienced teachers through preparation and certification

Since the majority of New Jersey students are taught by at least one inexperienced teacher (77 percent in the 2015-2016 school year), a focus on improving the preparation and support for all inexperienced teachers is one way to ensure all students have access to effective educators, particularly for historically disadvantaged low-income and minority subgroups. NJDOE is now undertaking a significant effort to do this. Key strategies include:

- *Improving Preparation and Certification Structures to Address Equity Gaps:* In revised state regulations, NJDOE extended the clinical component of educator preparation by increasing teaching candidates' experiences in P-12 settings prior to clinical practice (student teaching) and ensuring they are exposed to multiple settings with a diversity of learners; improving incentives to encourage highly skilled cooperating teachers to work with teacher candidates; increasing clinical practice duration and quality for teacher candidates by requiring a full year of clinical practice that progresses from part-time to full-time for traditional-route candidates and increased clinical pre-service for alternate-route candidates; and increasing flexibility for programs to promote an innovative, standards-based preparation curriculum.

- *Requiring Candidates to Demonstrate Individual Performance:* Teacher candidates are required to demonstrate successful performance on the state evaluation system (AchieveNJ) and to pass a performance-based assessment of teaching prior to standard certification. All students benefit when all teachers, both current and future, meet a high bar. Stronger reciprocity requirements will also ensure out-of-state candidates meet a similarly high bar as in-state candidates.

- *Increasing Program Data and Support:* NJDOE plans to establish a comprehensive database that includes information from teachers' preparation experiences throughout their New Jersey public school teaching careers. Further, NJDOE revised state regulations to:
  - Clarify expectations and criteria for initial educator preparation program approval and periodic review for all programs that includes peer review;
  - Enhance the initial approval process to ensure all programs are standards-based and appropriately analyzed;
  - Provide comprehensive data to inform teacher candidates, programs, LEAs and NJDOE; and
  - Require comprehensive program reviews by NJDOE and a third-party accrediting agency.

Timeline for implementation:

Strategy	2016-2017	2017-2018	2018-2019	2019-2020
Raising the bar for entry	Implemented in 2015-2016			
Year-long student teaching			Clinical practice takes place over full year	
Alternate-route programming			New program in place	
Performance assessment	Optional pilot	Low-stakes implementation	Full implementation with low cut score	Full implementation with cut score determine by standard setting process
Program approval	All alternate-route programs re-approved	All traditional programs re-approved		

11. <u>Improve induction support for inexperienced teachers</u>

As discussed in Section 5.2A, NJDOE plans to extend the current two-year Building Teacher Leadership Capacity to Support Beginning Teachers grant program for a third year.

Timeline for implementation:
NJDOE made initial grant awards in fall 2015. The grant will span three years ending in June 2018.

F. *Timelines and Interim Targets.* *If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating* ***all*** *differences in rates.*

Difference in Rates	Date by Which Differences in Rates Will Be eliminated	Interim Targets, Including Date by Which Target Will Be Reached
Gaps in Access to Effective Teachers		
Low-income vs. non-low-income: 8.40 %	2027	• By 2020: Achieve quality statewide implementation of the evaluation system; make sure all districts have achieved NJDOE-developed indicators of "quality implementation" • From 2020-2027: Reduce the gap by at least 1.2 percent a year • Annually: Ensure the state sees differentiated rates of retention (95 %+ for highly effective teachers, 90 %+ for effective teachers and below 80 % for teachers who are consistently below effective)
Minority vs. non-minority: 7.63 %		
Gaps in Access to In-Field Teachers		
Low-income vs non-low-income: 8.48 %	2020	• By 2018: Improve data quality, which will be assessed by ensuring 95 percent or more of teachers flagged as "potentially out-of-field" are actually out-of-field • By 2020: Eliminate gap
Minority vs non-minority: 7.35 %		
Gaps in Access to Experienced Teachers		
Low-income vs non-low-income: 0.24 %	2022	• By 2017-2018: All alternate-route preparation programs meet new requirements • By 2018-2019: All traditional-route preparation programs meet new requirements • By 2022: Ensure the percent of first-year teachers who are effective or highly effective are equivalent to the percent of all teachers who are effective or highly effective
Minority vs non-minority: 0.71 %		

As described in the table above, the NJDOE will work to:

1. Eliminate the gap in access to effective teachers during the next 10 years. The timeline will enable the NJDOE to spend the next three years focusing on high-quality and consistent implementation of the AchieveNJ evaluation and support system. The timeline also will provide LEAs with time to grow and develop teachers, particularly in schools and LEAs serving low-income and minority students. The plan also will provide time to exit out teachers who are consistently below effective. Starting in 2020, NJDOE will focus on reducing the gap in access to effective teachers by approximately one percent a year.
2. Eliminate the gap in access to in-field teachers by 2020. This timeframe will enable NJDOE to spend the next year improving data quality. Then NJDOE will spend two years working to eliminate the gap in access to in-field teachers and to minimize the number of teachers who are out-of-field.
3. Because the gap in access to experienced teachers is very small, NJDOE is instead focused on improving the quality of all beginning teachers. During the next two years, NJDOE will focus on implementing the new changes to educator preparation, with the ultimate goal of having first-year teachers who are as equally effective as more experienced teachers (as measured by the AchieveNJ system) by 2022.

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. *The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and*

See combined response at 6.1.B. below.

B. *The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government,*

economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

NJDOE and schools and LEAs throughout the state work every day to ensure all students are held to, and provided with, the opportunities and resources to achieve at high levels. Much NJDOE's work toward this goal is described in other sections of the state plan. For instance, Section 2 describes NJDOE's efforts to provide guidance and technical assistance to ensure schools and LEAs are empowered to use federal, state and local funds to meet identified student needs. Section 3 describes NJDOE's efforts to ensure all students have access to upper-level mathematics coursework in middle school. Section 5 describes NJDOE's efforts to ensure all students have access to well-trained, appropriately certified and effective educators. Finally, further parts of this section will describe NJDOE's efforts to provide students access to a well-rounded education and to meet the needs of traditionally underserved student populations (i.e. migrant students, students experiencing homelessness and students in the juvenile justice system).

Since much of the state plan describes how NJDOE works to improve equity and serve all students, this section will focus on unique efforts not explicitly discussed in other sections to support LEAs as they work to provide all students access to rich, diverse curricular and extracurricular experiences and to ensure students are able to easily transition along the education continuum from birth through postsecondary. Efforts described include the following:

1. Empowering educators at the school and LEA levels, as well as families, by providing accessible and actionable data to LEAs and communities to ensure schools, LEAs and families can make decisions that are in the best interest of students;
2. Empowering schools, LEAs and families by providing guidance and information to LEAs regarding how federal, state and local funds can be better utilized to meet specific student needs;
3. Supporting schools and LEAs in the implementation of academic standards from birth through high school and enabling schools and families to assess progress toward the standards;
4. Providing direct support for high-quality early childhood education through state-supported preschool programs and partnerships with other state agencies serving the youngest and most vulnerable children;
5. Developing and training LEAs on an optional tiered model of support for all students; and
6. Ensuring outcomes through equity regulations.

1. <u>Empower Schools, Districts, and Families by Providing Accessible and Actionable Data</u>

   As indicated in Section 4, NJDOE maintains that LEAs are best positioned to meet the unique needs of their students and the best way the state can support LEAs is to provide schools and their communities with the data necessary to make decisions in the best interest of students. Currently, NJDOE provides a multitude of data points to schools through NJDOE's school performance reports. However, stakeholders have shared the existing

reports are difficult to use, are available only in English and do not contain all of the information school administrators, teachers and communities care about most. Although NJDOE creates uniform school-level reports, LEAs create their own district-level reports, which makes comparisons across LEAs challenging. In a state like New Jersey, which has unique LEA configurations (such as elementary only or high school only districts), it is difficult for connections to be made between schools that feed into one another without uniformity in district-level information.

New Jersey is currently participating in a multi-year process to redesign its school performance reports. NJDOE's main goal is to make the improve reports accessible to all audiences by improving visualizations, explanations and guidance on how to effectively use the reports.

The redesigned school performance reports will play an integral role in ensuring all students have access to a well-rounded, rigorous education. For example, school performance reports currently present information on Advanced Placement/International Baccalaureate®, visual and performing arts and career and technical education course enrollment. The data points, however, are presented in the aggregate, giving schools and LEAs little information about which subgroups of students have been able to take the courses and which have not. NJDOE not only plans to expand the types of courses included in future iterations of the performance report, but also to provide data that are disaggregated by subgroup and, potentially, by gender. As another example, it is difficult for LEAs with unique configurations, such as elementary level or high school only, to understand more about the class of students who will be attending their schools in the future and how students are progressing once they leave.

By making meaningful improvements to the quality of the school performance reports, NJDOE will empower school communities to have honest conversations about which students being served equitably and will enable schools to shift efforts and funds accordingly to meet the needs of all students.

2. <u>Empower Schools, Districts, and Families by Providing Fiscal Guidance on How to Leverage Funds</u>

Once schools have identified student needs in terms of course access and rigor, it is critical that LEAs understand how existing funds can be used to meet unique, identified student needs. NJDOE is committed to ensuring LEAs are aware of their options regarding both use and availability of federal and other funds. State-level guidance is particularly important as it relates to Title IV, Part A under *ESSA* and other newly authorized funding sources in the law. To maximize the use of Title IV, Part A funds, NJDOE will encourage LEAs to partner with entities, including: nonprofits, higher education institutions, museums, libraries and community organizations to expand upon programs and services offered to students. NJDOE will also continue to share guidance on how LEAs can use Title IV, Part A funds in combination with other title funds, as well as state and local funds, to support LEA priorities. NJDOE will also host on its website U.S. Department of

Education, external and state funding guidance so LEAs can access in one location a wealth of resources on federal funding and leveraging funds to support specific needs.

NJDOE already has begun, through *ESSA* outreach and additional NJDOE committees and advisory groups, to collaborate with various organizations and community groups that are best positioned to provided support and services to LEAs with particular needs. For example, NJDOE has begun working with Advocates for Children of New Jersey, Paterson Education Fund and other organizations that can directly connect schools and LEAs to resources and trainings meant to help increase student attendance.

3. Support Schools and Districts in the Implementation of Standards from Birth through Graduation and Enable Schools and Families to Assess Progress

To best ensure students are prepared for life after high school, academic standards must start at birth. For this reason, NJDOE partnered with the New Jersey Departments of Health, Children and Families, and Human Services to develop the *New Jersey Birth to Three (B-3) Early Learning Standards* (B-3 Standards) in 2013. The standards mark the first time New Jersey has defined common developmental standards for children from birth to three years. Developed by a diverse group of public and private child care providers, university professors, early childhood professional organizations and early childhood specialists at the state, county and national levels, the B-3 Standards provide a common framework for understanding and communicating developmentally appropriate expectations for infants and toddlers. Once adopted, NJDOE aligned the B-3 Standards to existing *New Jersey Preschool Teaching and Learning Standards* (P-3 Standards), which are fully aligned to the New Jersey Student Learning Standards for kindergarten through grade 12. In this way, NJDOE has created a complete continuum of developmentally appropriate standards from birth through high school graduation by setting clear expectations for what children should know and be able to do as they progress through early childhood and into school.

To support schools and LEAs in the successful implementation of the B-3 Standards and P-3 Standards, NJDOE's Division of Early Childhood Education and Family Engagement provides extensive technical assistance and training for LEAs operating state-funded preschool programs. For example, district-level early childhood "coaches" receive training in two cohorts: one geared toward novice coaches and the other geared toward veteran coaches. Training is differentiated for coaches' experience levels, with the expectation that information is then turn-keyed back to teachers in both LEA- and private provider-operated preschool classrooms (including Head Start programs). Similarly, NJDOE works with other state agency partners to train early childhood providers in the implementation of the B-3 Standards. This is accomplished largely through contracted trainers funded by the Race to the Top-Early Learning Challenge Grant. Programs at the LEA and private provider level engage in the training through voluntary participation in New Jersey's early childhood quality rating improvement system, called Grow NJ Kids. Also included in the Grow NJ Kids system, and required for state-funded preschool programs, is the use of tools to assess program quality in terms of both curriculum fidelity and adherence to the state standards. LEAs and programs are then provided with additional training and technical assistance to meet shortcomings identified by the tools.

4. Providing Direct Support for High-Quality Early Childhood Education

One of the most important ways to improve outcomes for all students is to ensure they start kindergarten ready for success. NJDOE is committed to this goal as evidenced by the development, promotion and expansion of high-quality early childhood offerings. High-quality preschool programs have been shown to substantially increase children's school success and produce a host of life-long benefits, including increased school achievement and adult social and economic success.

History shows that New Jersey has successfully built and maintained high-quality early childhood programs. As a result of a 1998 New Jersey Supreme Court decision in *Abbott v. Burke*, NJDOE remedied educational inequities between low-income urban LEAs and wealthier districts by mandating, among other things, access to high-quality, standards-based preschool education for three- and four-year old children in more than 30 LEAs throughout the state. NJDOE worked with the affected LEAs to create preschool programs that operate in district-based (44.1 percent), Head Start-based (10.8 percent) and community-based (45.1 percent) programs. NJDOE staff have worked diligently over the years to create the state's high-quality preschool program, which is recognized nationally for its quality and its ability to dramatically improve academic outcomes of high-need children.

The key to making sure students enter kindergarten ready for success is to ensure preschool programs are of high quality and provide optimal teacher-student interactions and instruction. Research on the state program shows a positive impact on children's learning and development. In 2005, the National Institute of Early Education Research (NIEER) followed a sampling of children by comparing students who attended the state preschool program to children who did not (754 preschool participants, 284 children who did not attend). NIEER also retrospectively looked at state test scores using NJ SMART and fifth grade performance on a battery of measures.

NIEER's research found the following regarding New Jersey's high-quality preschool program:

- At kindergarten entry, most of the achievement gap was closed for preschool attendees; two years of preschool had twice the effect of one year;
- Differences in academic performance between attendees and non-attendees were maintained through fifth grade;
- By fifth grade, preschool attendees were 3/4 of a year ahead of children who did not attend preschool; and
- Students who attended state preschool were less likely to be held back a grade or identified for special education services.

Through a federal Preschool Expansion Grant, NJDOE has been able to provide funding to 16 LEAs for preschool expansion. The 16 LEAs are implementing the components of the state's high-quality preschool program. The components of quality are as follows:

- Certified teacher and assistant for each class of 15 children;
- Developmentally appropriate, comprehensive curriculum;

- Full-day (six-hour educational day), 180-day program;
- Coaches for in-class follow up;
- Supports for home languages of English learners;
- Supports for preschool children with potential difficulties (pre-intervention and referral staff);
- Supports for families (community parent involvement specialists and family workers); and
- Fiscal monitoring and supports.

Through the Preschool Expansion Grant, the state currently serves approximately 1,000 additional preschool children whose families meet the grant-required threshold of 200 percent of the federal poverty level. *ESSA* authorizes a new discretionary grant program that will build on the original Preschool Expansion Grant described above. Although the application has not been made available, NJDOE will consider applying for the new grant opportunity if it aligns with NJDOE strategies.

Transition from Early Childhood Settings to Kindergarten

The transition for children in preschool programs to the early grades is an ongoing process and requires continuity among programs. Preparing children and their families for the transition includes orienting students to kindergarten, anticipating services based on each child's needs, providing important information to the family and gathering valuable information about the child from the family. While it is important to prepare teachers, children and their families for this transition to kindergarten, it is even more critical that seamless supports are provided for all children as they move through each year, including summers, from birth through third grade. As stated by the National Association for the Development of Young Children, "a developmental continuum of standards, curriculum and assessments, extending from the early years into later schooling, can support better transitions from infant/toddler care through preschool programs to kindergarten and into the primary grades as teachers work within a consistent framework across educational settings." [27]

Through the work of NJDOE's Division of Early Childhood Education and Family Engagement, New Jersey is improving and expanding initiatives to ensure smooth transitions for children and families across the birth-through-third-grade continuum. All Preschool Expansion Grant LEAs are required to create "transition teams" comprised of a community parent involvement specialist, administrators, families and teaching staff across grade levels. Preschool Expansion Grant and state-funded LEAs have developed transition activities that include such things as: parent and child orientation experiences, alignment of curricula and performance-based assessments across grade levels and collaboration with local community services and resources in support of family engagement. NJDOE's Self-Assessment and Validation System and preschool implementation guidelines emphasize transition from infancy through third grade. Local teams create transition plans to guide their work and to ensure seamless transitions for children and families from before students enter preschool through grade three. To support

[27] National Association for the Education of Young Children, 2011.

the work being done at the local level, NJDOE has instituted preschool, kindergarten and first through third grade implementation guidelines.

5. Develop and Train Districts on Tiered Model of Support for All Students

NJDOE has worked in collaboration with many stakeholders during the past two years to develop a multi-tiered system of supports framework for schools to meet the needs all different types of learners. Through the tiered system of supports, NJDOE addressed recommendations from two task force reports and coordinated and built on existing systems to create a framework that addresses the needs of New Jersey schools. A 2014 report from the New Jersey School Boards Association Task Force on Special Education emphasized the need for early intervention and recommended a state model of a multi-tiered system of supports. The report also called on the state to provide LEAs with materials to implement and sustain a tiered system and to offer technical assistance to align the system to the state's academic standards. A 2015 report from the New Jersey Task Force on Improving Special Education for Public School Students recommended the early identification and remediation of reading disabilities through a systemic, coordinated response to intervention model. The report also determined a response to intervention model or multi-tiered system of supports would address barriers to learning encountered by students with disabilities and would increase opportunities for students with disabilities to learn in environments with their nondisabled peers. Additionally, New Jersey regulations (N.J.A.C. 6A:16-8) require each school to provide intervention and referral services and NJDOE had evidence of positive outcomes from its *IDEA*-funded Positive Behavior Supports in Schools project.

The resulting New Jersey Tiered Systems of Support (NJTSS) is a framework of academic and behavioral supports and interventions to improve student achievement. The framework is not meant to be a prescriptive, one-size-fits-all requirement or compliance exercise to meet the needs of students. Instead, NJTSS is a recommended system based on best practices determined by research and practitioners to provide educators with a systematic way to address learner variability and to engage all students in learning the New Jersey Student Learning Standards. NJTSS includes regular monitoring of student progress, data-based decision making and implementation of a continuum of supports and interventions based on student performance. NJTSS offers educators a variety of evidence-based practices designed to improve student achievement and promote positive student outcomes.

Through guidance materials, in-person trainings, county office support and more, NJDOE assists educators in schools and LEAs that choose to implement NJTSS to better meet each student's unique needs.

6. Ensure outcomes through equity regulations

In March 2016, the New Jersey State Board of Education readopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines specific responsibilities LEAs must follow to ensure compliance with state and federal laws governing equity in

educational programs. Managing for Equality and Education in Equity, or its predecessor -- Equality in Educational Programs, has been in effect in New Jersey since 1975. The 2016 re-adoption reaffirmed the NJDOE's longstanding policy that equity must start at the local level. The regulations require each LEA to develop and submit to NJDOE, a comprehensive equity plan every three-years. In accordance with N.J.A.C. 6A:7-1.4(c), the comprehensive equity plan must identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs and practices affecting the LEA's facilities, programs, students and staff. The regulations also require LEAs, prior to developing their comprehensive equity plans, to assess their needs for achieving equity and equality in educational programs both in terms of content and course access. To facilitate the needs assessments and plan development, NJDOE continues to improve its ability to provide useful, actionable data to LEAs and communities. NJDOE also provides guidance on how educators can use data to identify root causes and to implement high impact activities, strategies and programs to address student and educator needs (both described later in this section).

C. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*

i. *Incidents of bullying and harassment;*
ii. *The overuse of discipline practices that remove students from the classroom; and*
iii. *The use of aversive behavioral interventions that compromise student health and safety?*

☒ *Yes. If yes, provide a description below.*
☐ *No.*

Title IV, Part A in General

New Jersey anticipates Title IV, Part A funds to be quite limited (approximately $500,000 annually). Title IV, Part A funds are needed both to support state activities and to provide meaningful technical assistance and professional development to New Jersey's 600-plus LEAs. Once federal funds are allocated, New Jersey will determine the feasibility of using the funds to help supplement the work that is already underway and supported by both state and federal funds. The descriptions in Sections C, D and E that follow provide a brief overview of NJDOE's efforts and plans for continuous support in areas that may utilize Title IV, Part A funds and are not inclusive of the state's comprehensive efforts in these areas.

School conditions for student learning

NJDOE has a history of providing leadership to schools and enacting regulations to promote implementation of: policies that prohibit harassment, intimidation or bullying; quality school climate improvement strategies; codes of student conduct that stress positive behavioral expectations and parameters for intervention and remediation; drug and alcohol prevention and intervention programs; and intervention and referral services designed to support students with learning, behavior or health difficulties and assist staff who have difficulties in addressing

pupils' learning, behavior or health needs. NJDOE has provided guidance, programs and services in collaboration with state and community agencies and trainings to promote safe and supportive schools through data collection, reporting and requests for assistance.

NJDOE's leadership and commitment are indicated in its support of the implementation of evidence-based practices through the New Jersey Tiered System of Supports and the New Jersey Positive Behavior Support in Schools (NJPBSIS) initiative. The tiered system of supports includes a positive school culture and climate as one of its foundational pillars. Additionally, the tiered system promotes the use of positive behavioral supports at all tiers of support.

NJPBSIS, which is supported with *IDEA* funding, is a collaboration between the NJDOE and The Boggs Center on Developmental Disabilities at the Rutgers Robert Wood Johnson Medical School. NJPBSIS is in its 12th year of providing extensive training and technical assistance to schools across New Jersey. Currently, 161 schools in 18 out of the state's 21 counties are implementing NJPBSIS. NJPBSIS intensive training invitees include schools with high rates of suspension of students with disabilities, focus and priority schools with a need to improve school climate and behavioral supports and schools with disproportionate representation of specific racial/ethnic minorities in special education. NJPBSIS is a whole-school, preventative approach that has resulted in reduced referrals to administration and out-of-school suspensions. Extensive resources are available online for any school interested in implementing the approach. For the next cohorts of intensive training and technical assistance, NJDOE intends to invite schools that are identified for comprehensive or targeted support and have a needs assessment that indicates expanded behavioral supports and improved school climate and conditions for learning and/or addressing chronic absenteeism are warranted.

To support schools in their assessment of school climate, NJDOE developed the New Jersey School Climate Survey in 2012. This valid, reliable and free instrument can be used to collect and analyze responses from students, staff and parents, as well as measure conditions for learning in eight areas to reinforce positive conditions and address vulnerabilities in local learning conditions. NJDOE is developing guidance and a data-based decision making process for LEA and school leadership teams to analyze the results of the school climate survey, identify climate needs and select, implement and sustain appropriate interventions, such as PBSIS. Online resources will be expanded to assist LEAs and schools with identifying strategies and evidence-based interventions to meet identified needs.

NJDOE is also finalizing the development of social emotional learning competencies and support materials to promote positive school climates and more positive approaches to improving student behavior. Social emotional learning competencies and support materials are the result of an NJDOE-led working group comprised of NJDOE staff from numerous divisions; teachers and administrators; leaders of statewide education associations; experts in the areas of school climate and social emotional learning; and representatives from higher education, juvenile justice, mental health, substance use, suicide prevention, disabilities, child protection and career and technical education. For the past two years, the working group reviewed research, examined standards in other states and developed the competencies and

support materials with the goal of providing schools with practical resources that can be implemented with fidelity and sustained to support the positive development of students.

NJDOE intends to continue to support LEAs to improve school conditions for learning for all students by enhancing school climate, promoting social emotional learning and using positive approaches to discipline. NJDOE will provide LEAs with support by connecting them with resources that best fit the needs and priorities of the various activities identified in this section. Additionally, NJDOE plans to disseminate information and provide assistance to LEAs in the implementation of social emotional learning competencies and, therefore, funds may be used for regional professional development opportunities or webinars. Supporting social emotional learning continues to be a priority area since research shows that students who attend schools with positive school climates and are taught social emotional learning skills are more likely to attend school. Likewise, schools that utilize positive approaches to discipline emphasize the use of engaging students to correct misbehaviors rather than relying on the use of suspensions, thereby supporting students' school attendance. NJDOE recognizes the importance of providing leadership around these areas is critical to reducing the rates of chronic absenteeism in schools. Chronic absenteeism may also be used as one measure to help LEAs/schools continually assess their school climate and social emotional learning efforts.

If Title IV, Part A funds are available, NJDOE may use some of the state-level funds for a staff person to provide leadership in the development and implementation of: 1) best practices and programs for addressing chronic absenteeism; 2) strategies to monitor and evaluate chronic absenteeism; 3) prevention and intervention programs and techniques; 4) training, technical assistance and resources; 5) cleaning, analyzing and reporting of chronic absenteeism data; and 6) effective early warning criteria to assist schools in meeting *ESSA* performance and/or accountability target goals.

D. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*

☒ *Yes. If yes, provide a description below.*
☐ *No.*

If Title IV, Part A funds are available, NJDOE will consider using some of the funds to develop a series of online digital learning professional development modules to demonstrate how to effectively use technology to enhance discrete, research-based instructional strategies and develop digital literacy for all students. Each module will incorporate brief video clips of highly effective teachers; research on why the strategies presented are effective; instructions on how to implement specific strategies in the classroom; and assessment questions to validate understanding. Upon completion of a predetermined number of modules, teachers will be incentivized with a digital learning teacher certificate.

Through the analysis of statewide aggregate teacher evaluation data, NJDOE identified the two key instructional strategies that can be greatly enhanced through the strategic use of technology.

FIGURE 6.1: Instructional Strategies

Instructional Strategy	Strategic Use of Technology
1. Utilize Data to Drive Instruction	1.1. Effective Use of Technology: Use real-time formative assessment tools (quick polls, shared collaborative workspaces) to check for understanding for all students and, through the use of collected responses, adjust instruction in real-time throughout the lesson 1.2. Use adaptive learning software to personalize and differentiate learning to match students' needs and tailor learning to their interests
2. Improving Discussion, Questioning and Intellectual Engagement	2.1. Provide students with online tools and resources to collaborate synchronously and asynchronously and authentically demonstrate learning through publishing their demonstration of learning on the Internet 2.2. Leverage enhanced ways to provide better feedback through embedded digital audio and written comments to students to provide immediate support and an ongoing dialogue 2.3. Utilize instructional technology tools (text-to-speech, speech-to-text, etc.) to assist students who are struggling with reading and writing to develop fluency, understand the text and gain independence 2.4. Use virtual manipulatives and digital visualization tools to explore and deepen students' understanding of mathematical reasoning and concepts

As mentioned in Section 5.2A, NJDOE has developed online resources for LEAs to implement the principles of Universal Design for Learning (UDL), which promotes expanding the use of technology in curriculum, instruction and assessment. An inter-divisional NJDOE team worked to develop online resources, including a classroom walkthrough tool, sample lesson planning formats and a bookmark with prompts for teachers. Embedded professional development on the use of UDL in the classroom was provided to educators in priority and focus schools across the state. *IDEA* funds are also used for professional development on UDL to support the inclusion of students with individualized education programs in general education classrooms and the improvement of English proficiency for English learners. The use of technology is highlighted to support the needs of these students. NJDOE will continue and expand professional development on UDL for schools identified for targeted or comprehensive support.

E. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?*

☒ *Yes. If yes, provide a description below.*
☐ *No.*

NJDOE will continue to use funds from other *ESSA* programs and *IDEA* to support LEAs in implementing strategies to engage parents, families and communities. If available, Title IV, Part A funds may be used to support the following work.

As mentioned above, NJDOE recently instituted the New Jersey Tiered System of Support (NJTSS) framework, which explicitly incorporates family and community engagement as a foundational pillar. To support districts, educators in their work to improve family and community engagement, NJDOE convened a team comprised of staff representing various programs: Title I, Part A; Title III; *IDEA*; and 21st Century Community Learning Centers. The team also includes the newly reconstituted Division of Early Childhood Education and Family Engagement to align strategies and resources across NJDOE. NJDOE's early childhood division already has a long history of successful work in family engagement at the local level, prompting an official expansion of the division to include family engagement coordination of NJDOE's diverse family and community engagement initiatives. The work of the team is supplemented by the input from multiple advisory groups and the NJTSS team of stakeholders.

The NJDOE panel on family and community engagement has been unpacking *The Dual Capacity-Building Framework for Family–School Partnerships* and developing guidance and tools to build capacity among families and educators to partner with one another with a goal of improving student outcomes. In consultation with its Title I committee of practitioners, NJDOE developed a two-year discretionary grant program for LEAs to implement the framework. NJDOE continues to provide technical assistance to grantees, collect data and disseminate guidance to other LEAs on practices to increase the capacity of families and school staff to support student achievement. NJDOE is planning a statewide conference in May 2017 to share the grantees' experiences implementing the framework. Tools and guidance developed as part this grant will be used by the family engagement panel to build statewide resources that address the needs of families of all students.

Recognizing the unique needs of the families of English learners, and the communities from which they come, NJDOE has dedicated a staff person to support LEAs in implementing programs and strategies for families and communities comprised of limited English proficient individuals. The staff person also represents the needs of English learners on the family engagement panel. NJDOE's website has a new Spanish language parent portal and NJDOE has established partnerships with community agencies to sponsor technical assistance and workshops on issues affecting the academic achievement of specialized populations of English learners (e.g., students with interrupted or limited formal education, newcomers and refugees). For its annual newcomer summit, NJDOE partners with faith-based organizations, higher education institutions, federal agencies, and even parents who entered New Jersey's schools as newcomers to the United States. The annual summit provides an opportunity for educators to engage with community entities that serve English learners and their families, and to ultimately better serve English learners in the classroom. NJDOE is planning a statewide parent fair to further empower parents and families of English learners in New Jersey. The event will include representatives from various NJDOE program offices, community-based organizations and LEAs recognized for implementing model programs in bilingual/English as a second language education, as well as mental health workers, social services personnel, health care professionals and legal rights advocates. Attendance is open to parents, advocates and supporters of English

learners, LEA parent liaisons, bilingual parent advisory groups and parent teacher association members. The fair's agenda includes a session about what *ESSA* means for parents.

NJDOE is partnering with the State Parent Advisory Network (SPAN) to facilitate the implementation and sustaining of groups in LEAs specifically for parents of students with individualized educational plans. SPAN is also developing a guidebook for parents to conduct effective parent group activities with a goal of promoting parents' active participation in their children's education. SPAN was also instrumental in a coordinated outreach session to explain to parents the importance of their children participating in assessments.

6.2 Program-Specific Requirements

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

i. *Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.*

Under ESSA, schools receiving Title I, Part A funds can operate targeted assistance programs and a schoolwide programs. The two programs each dictate how Title I, Part A funds can be spent. Title I, Part A targeted assistance programs provide educational services only to identified academically at-risk students, whereas schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign the entire educational program to serve all students. Schoolwide programs emphasize serving all students, improving all structures that support student learning and combining all resources, as allowed, to achieve a common goal.

The original schoolwide concept, which was first included in the law in 1978, drew on "effective schools" research that pointed to the value of implementing comprehensive improvement strategies throughout an entire school as a way of improving outcomes for individual students. Research findings since that time reinforce that all children in high-poverty communities, including the lowest-performing children, can master challenging academic content and complex problem solving skills when resources, practices and procedures are coordinated across an entire school.

Under *NCLB*, only schools that met a 40 percent poverty threshold were eligible to apply to operate a schoolwide program. *ESSA* allows states to enable schools that do not meet the 40 percent poverty threshold to apply to operate a schoolwide program if the schools meet state-determined criteria. NJDOE annually will implement the following multi-step process to waive the 40 percent poverty threshold under Section 1114(a)(1)(B). Each year, the deadlines established for each step will be subject to slight changes.

Step 1: Schools, with LEA approval, must submit a request to waive the schoolwide program poverty criteria in June. The request must include documentation that clearly demonstrates the following:

1. **Need:** low student performance in at least two student subgroups as measured by the indicators in New Jersey's accountability system; and
2. **Implementation of an effective targeted assistance program:** an evaluation of the school's existing targeted assistance program to substantiate the school's effectiveness in addressing the needs of a subset of students.

Step 2: Upon approval of the waiver, schools must submit the annual intent to operate a schoolwide program form in December.

Step 3: In May, schools must conduct a comprehensive needs assessment; submit documentation of stakeholder engagement in the needs assessment process; develop and submit a Title I schoolwide plan; and submit documentation of stakeholder engagement in the schoolwide plan's development.

Step 4: Schools with approved plans will begin implementation of the Title I schoolwide program on July 1 of the year in which their plans were approved.

NJDOE will allow schools that do not meet the 40% poverty threshold to apply for a waiver for the first time in the summer of 2017. Such schools that apply for and are issued a waiver can apply in accordance with the timeline established in the steps above to run a schoolwide program for the first time for the 2018-2019 school year.

To ensure schoolwide programs best serve the lowest achieving students in schools, NJDOE has and will continue to conduct a thorough application and review process before approving any schoolwide program. As stated in Step 2 above, NJDOE will require each school that falls below the 40 percent poverty threshold and submits a waiver to operate a schoolwide program to submit evidence the school has effectively implemented a targeted assistance program to meet the needs of Title I-eligible children. This will ensure the school has a track record of success at serving the needs of the school's lowest achieving students before the school is eligible to run schoolwide program.

B. Title I, Part C: Education of Migratory Children

Title I, Part C, or the Migrant Education Program (MEP), is a formula grant program for students ages 3 through 21 who moved to participate in employment as a migratory agricultural worker or migratory fisher, or to join their parents or spouse who participate in such employment. New Jersey's Title I, Part C allocation is derived from the number of resident migrant students and the number of migrant students who receive services outside the regular academic year. The MEP's purpose is ensure eligible students: receive appropriate educational support services to help reduce the educational lags that result from repeated moves and can meet the same challenging state academic achievement standards that all students are expected to meet. In 2013, NJDOE launched its most recent five-year

state MEP to meet these purposes. The program focuses on the provision of the following services for eligible students: identification and recruitment of students; the intrastate and interstate transfer of student records; supplemental instruction; and health and other support services. Services through the MEP are provided, in large part, by local operating agencies, which are select school districts the state contracts with to carry out the MEP.

NJDOE provides annual awards to two local operating agencies (one in the northern part of the state and one in the state's southern region) to implement the MEP. The operating agencies were selected through a competitive grant process (see NJDOE's notice of grant opportunity for more details regarding program details and selection criteria). The local operating agencies work closely with NJDOE to develop and carry out a comprehensive plan, known as the MEP service delivery plan, in accordance with Section 1306(a)(1) of ESSA. The state service delivery plan:

- Is integrated with other federal programs, particularly those authorized by the ESEA;
- Provides migrant children an opportunity to meet the same challenging state academic standards that all students are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, state and federal educational programs;
- Is the product of joint planning among administrators of local, state and federal programs, including Title I, Part A, early childhood programs and language instruction education programs under Title III, Part A; and
- Provides for the integration of services available under Title I, Part C with services provided by federal funding sources (such as Title I, Part A).

The state's service delivery plan serves as the basis for the use of all MEP funds in the state and describes: the needs of migrant children on a statewide basis; the MEP's measurable program outcomes and how they help achieve the state's performance targets; the services the MEP will provide on a statewide basis; and how to evaluate whether and to what degree the MEP is effective. Further, the service delivery plan specifically addresses the needs that must be met for migratory children to participate effectively in school.

i. *Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.*

For the proper identification and recruitment of eligible migratory children, NJDOE and the local operating agencies identify and verify whether a child meets the federal eligibility requirements (34 CFR § 200.81(g)) and utilize the COEstar student information system. NJDOE verifies that children included in the Category 1 child count (the 12-month unduplicated statewide total of children who are eligible to be counted for funding purposes) and Category 2 child count (the unduplicated statewide

total summer/intersession count of eligible MEP project participants who can be counted for funding purposes) meet the eligibility criteria. All certificates of eligibility, which are the documents certifying student eligibility for MEP services, are reviewed and approved by regional project directors before data is entered into the COEstar system, which retains records of eligible MEP students. Safeguards are built into the COEstar system to ensure no child is counted who reached the end of eligibility prior to the beginning of the service period. As part of mass enrollment, lists of preschoolers and non-attending young adults are generated, and recruiters must verify via a home visit or telephone call that identified children and youth are still residing in the area as of September 1. Training is provided to data managers/specialists by their respective program directors. In addition, NJDOE's contract with the MEP data vendor, TROMIK Technology, includes extensive and ongoing training and technical assistance to the regional sub-grantees in the area of data collection.

The certificate of eligibility is a standard document used by the NJDOE MEP sub-grantees in both the northern and southern regions of the state that provides a level of conformity. Finally, NJDOE has provided written guidance on eligibility, which is reviewed annually and reinforced during regional and statewide MEP trainings. NJDOE's system of monitoring includes conducting random audits of certificates of eligibility and migrant lists for review of eligibility determinations. Once verified, each certificate of eligibility can be marked as verified and locked. An invalid certificate can be marked ineligible and locked to prevent changes. New Jersey uses TROMIK Technology Corporation's Performance Reporter to populate New Jersey's annual consolidated state performance report. COEstar counts and the associated report data are reviewed for accuracy by NJDOE's migrant education coordinator, regional project directors, the state's Office of Information Technology and TROMIK. In addition, potential errors are identified, investigated and corrected by the regional project data specialists and TROMIK, as needed. Reports are run at the respective regional projects throughout the year to monitor child counts as part of the quality control process.

ii. *Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.*

On a three-year cycle, NJDOE convenes a committee consisting of the migrant education coordinator, regional project directors, external technical assistance providers and families of migrant students to conduct a comprehensive needs assessment for New Jersey's MEP The needs assessment process consists of an in-depth review of data on migrant students and their progress toward program goals, identification of student and staff needs and specific recommendations for program improvements. Additionally, the needs assessment specifically identifies the unique and specialized needs of preschool-aged migratory children and migratory out-of-school youth in informing the MEP state service delivery plan to target instructional and service strategies toward students' identified needs.

iii. *Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational* programs.

Driven by the service delivery plan, the MEP leverages the full range of services that are available for migratory children from appropriate local, state and federal educational programs. Accordingly, the MEP established the following strategies to improve the outcomes of the 70 percent of migrant students not meeting academic proficiency standards:

- Collaborate with states and local agencies/schools to provide training for migrant parents to help promote recommended school readiness strategies;
- Remove barriers to attendance (such as transportation, interpretation and child care) to increase parent involvement in early childhood education training;
- Provide school readiness and transitional activity training specific to migrant student needs for MEP staff, service providers, home visitors and volunteers who help prepare migrant children for kindergarten;
- Provide supplemental, developmentally appropriate and high-quality instruction in school readiness; and
- Provide instruction focusing on home language and/or English language development.

Likewise, the service delivery plan addresses the specific needs of migrant out-of-school youths, such as the limited knowledge of basic life skills due to lack of access to instruction appropriate for their unique circumstances and limited and/or interrupted prior schooling. Strategies to improve the outcomes of migrant out-of-school youth include:

- Incorporating life skills instruction into curriculum materials utilized in school year and summer out-of-school youth programs using site-based, workplace-based or home-based models on a schedule that meets out-of-school youth needs;
- Providing transportation to site-based school year and summer school programs that focus on English language instruction and life skills;
- Providing migrant out-of-school youth with English language instruction that is focused on language needed to successfully function within the community/workplace or to achieve various educational or career goals;
- Preparing and providing a “welcome packet,” which includes a listing of community resources, agencies and services for which out-of-school youth may be eligible, and facilitating access to services; and
- Providing referrals, as appropriate, for student needs and facilitating access to services through transportation, interpretation and coordination with service agencies.

iv. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).*

NJDOE and its local operating agencies' regional MEPs, promote interstate and intrastate coordination of services for migratory children by allocating Title I, Part C funds to support participation in the Migrant Student Information Exchange (MSIX), purchase hardware/software to support corresponding technology needs and supplement the salaries of personnel responsible for the maintenance and transfer of migrant student records.

v. *Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.*

The unique needs of migrant children on a statewide basis are identified by MEP teachers, recruiters, paraprofessionals, records clerks and administrators who have direct contact with migrant students and who responded to a survey about students' instructional and support service needs, staff professional development needs and parent involvement needs. For instructional needs, most staff (more than 50 percent) indicated that supplementary English language instruction was most needed in their area. The support services most needed were school supplies; locating existing school and community resources; nutrition; and greater access to dental, vision or health care. Most staff indicated parents needed greater literacy and language instruction, more information and resources to support education in the home, and access to parenting education programs. The specific needs of migrant preschool students enrolled in summer migrant programs were assessed at the beginning of the program to determine their instructional needs. Twenty-three migrant preschool students were assessed and 30 percent met the proficiency standard.

See section 6.2 B above for a description of the strategies established by MEP to improve the outcomes of both migrant preschool students and out-of-school youth.

vi. *Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.*

The current performance targets for migrant students in New Jersey are annual measurable objectives (AMOs), derived from the date in the Part I of the state's consolidated state performance report for 2010-2011, which indicated 54percent of students in New Jersey's MEP were proficient in mathematics and 41 percent were

proficient in English language arts (ELA). The state's MEP set a goal of halving the percent of migrant students who were not proficient in mathematics and ELA by 2016-2017. To achieve this goal, 23 percent more migrant students must demonstrate grade-level proficiency in mathematics and 29.5 percent more migrant students must demonstrate grade-level proficiency in ELA compared to 2010-2011. To set annual objectives, the MEP took the halved proficiency gaps -- 23 percent in mathematics and 29.5 percent in ELA -- and determined six equal annual growth increments that result in the AMOs yielding measurable program outcomes of migrant student proficiency of 70.5 percent in ELA and 77 percent in mathematics at the end of the 2016-17 school year. The process of conducting the comprehensive needs assessment and developing the service delivery plan with student performance targets for the MEP will begin in spring 2017. At that time, NJDOE will convene regional project directors, representatives from the state migrant education parent advisory council, and other stakeholders to review program data as part of the comprehensive needs assessment to revise the service delivery plan with updated objectives.

vii. *Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.*

With regard to the development of its service delivery plan, NJDOE continues to comply with 34 CFR §200.83(b), which requires each state to develop its service delivery plan in consultation with the state migrant education parent advisory council or, for states that do not operate programs of one school year in duration (and are thus, not required to have a parent advisory council), with the parents of migrant children in a format and language the parents understand.

Toward the conclusion of its current service delivery plan in spring 2017, NJDOE will convene the a committee composed of its migrant education coordinator, regional project directors, representatives from the state migrant education parent advisory council, and other stakeholders to review program data as part of the comprehensive needs assessment to revise the service delivery plan with updated objectives.

It is particularly important for NJDOE to gather input from migrant parents regarding the needs of their children. Therefore, the NJDOE makes an extraordinary effort to obtain parental input. At the local level, parents are notified through the dissemination of flyers, personalized telephone calls and recruiter/intervention specialist visits to participate in the planning and operation of the MEP. Interested parents are invited to attend the meetings of the state parent advisory committee, specifically the formal meetings of the comprehensive needs assessment and service delivery plan update committees. Parents are encouraged and supported to attend through the provision of transportation, childcare and meals. Parents from the two MEP regions in New Jersey attend regularly scheduled meetings at least three times a year with NJDOE's migrant education coordinator, regional project directors, and MEP staff to provide feedback,

both verbally and through completion of program surveys, on the needs of their children and to identify the most effective services and most pressing needs statewide.

viii. *Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:*

1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*

Determining which migrant students receive priority for services is initiated by the service delivery plan as part of NJDOE's MEP process for setting performance goals, targets and benchmarks to ensure the appropriate delivery of migrant student services. NJDOE's MEP staff, regional migrant directors, contractors and other individuals with expertise in the design, operation and evaluation of migrant education programs provide technical assistance to local MEP staff to help them most efficiently determine the students who are given priority for services. New Jersey's priority for services criteria have been distributed to all project staff.

New Jersey local operating agencies receiving migrant funds must target the funds to provide services to migratory students who are failing, or at risk of failing, to meet the state's challenging content and academic achievement standards and/or whose education has been interrupted during the regular school year.

1. <u>Identifying Priority for Services Students:</u> NJDOE has determined the following indicators will be used to identify students who will receive priority for services:

Kindergarten through grade 12 (K-12):
Within K-12, a student is considered to have interrupted schooling if one of the following three criteria exists: the student moved during the school year, interrupting the education process, the student missed 10 consecutive days during the school year due to the migrant lifestyle, or the student moved during the summer. It also would be considered interrupted schooling if it was determined the continuity of summer education as a part of the student's education is critical to his/her success, and as such he/she requires summer instruction/intervention, and if the move interrupted his/her ability to receive the summer instruction. In addition to meeting the school interruption criterion above, a K-12 student must meet at least one of the following criteria that indicate failing or at risk of failing to meet state standards in ELA or mathematics:

1. A student is recorded as being below proficiency on the statewide test or some other rigorous standard exam such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Other indications of a student not being proficient in ELA or mathematics, such as results from non-standardized tests, grades, or teacher observations, will not qualify the student for priority for services status;

2. A student in grades eight through 12 is indicated as not being on track for graduation based on the determination of a transcript, counselor assessment, MSIX, or state PIMS database; or
3. A student is not proficient in English, is not in the age-appropriate grade or is flagged as being a student with a disability.

Preschool:
A preschool student is considered priority for services if both of the following criteria are met. A preschool student is considered to have interrupted schooling if: he/she is at least three years old and is not currently enrolled in an approved academically rigorous preschool program (or had not been enrolled in a program for at least three of the previous 12 months). A preschool student is considered to be at risk of not meeting state standards if: he/she is not fluent in English or his/her parents have limited English proficiency; he/she is at least three years old and has a suspected developmental delay that is documented; or he/she is expected to start kindergarten in the upcoming school year and is not meeting generally accepted school readiness targets.

Out-of-school Youth
An out-of-school youth is considered priority for services if both of the following criteria are met. Schooling is interrupted because the youth is no longer in school or has never had a formal education).An out-of-school youth is considered by have interrupted schooling if he/she dropped out of school within the previous calendar year or he/she, or his/her parent or guardian, made a MEP-qualifying move within the previous calendar year. Because out-of-school youth are not in school, they have little opportunity to meet state standards and, therefore, could be considered at risk. However, out-of-school youth are often emancipated in New Jersey and are making their own decisions as adults. Because out-of-school youth may have no interest in continuing their own formal education, they cannot be targeted for services. Therefore, a youth is considered to be at risk of not meeting state standards for the purposes of priority for services if: he/she shows interest in an adult basic education/GED program, he/she shows interest in attending English as a second language courses, or he/she demonstrates interest in returning to school.

2. <u>Communicating PFS Determinations to Local Operating Agencies:</u> Priority for services determinations are made at the regional level based upon information derived by regional MEP staff, including recruiters and intervention specialists. A multiple measures form is used to identify students who may be considered priority for services, continuation of service, and/or English learners. Priority for services status is communicated to local operating agencies in which migrant students are enrolled through regular written communication (at-risk form). The form is sent to each school for students who remain in New Jersey to further assess each student's individualized needs and to document the prescribed supports necessary to allow the student to succeed.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. *Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.*

See C(ii) below.

ii. *Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.*

New Jersey is awarded funds under Title I, Part D through a formula grant based on the number of children in state-operated institutions and per-pupil educational expenditures. Each state's allocation is generated by the count of children and youth in state juvenile institutions that provide at least 20 hours of instruction from non-federal funds and adult correctional institutions that provide 15 hours of instruction a week. New Jersey then makes sub-grants (Title I, Part D, Subpart 1) to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youth. Under local agency programs (Title I, Part D, Subpart 2), NJDOE awards sub-grants to LEAs with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

State agencies and LEAs that conduct Title I, Part D programs are required to:

- Improve educational services for children and youth in local and state institutions so the students can meet the challenging state academic standards that all students in the state are expected to meet;
- Provide children and youth returning from local and state institutions and correctional facilities with the services needed to make a successful transition back to school or employment; and
- Prevent at-risk youth from dropping out of school and provide dropouts and children and youth returning from correctional facilities or neglected and delinquent facilities with a support system to ensure their continued education and the involvement of their families and communities.

Through the approval and monitoring of the required state agency and LEA program plans, as well as state regulations that ensure each student's district of residence is provided timely communication of student progress, NJDOE is positioned to assist institutions and facilities in improving the quality of educational services based on an individual student's specific needs, thus providing eligible students with the same opportunities for academic success as their as their peers in traditional public schools. Under Title I, Part D, Subpart 1, programs, projects, and activities include academic instruction in reading, mathematics, language arts and career and technical education.

Under Title I, Part D, Subpart 2, funds can be used to support high-quality education programs that prepare children and youth to complete high school, enter training or employment programs or further their education; implement activities that facilitate the transition of children and youth from a correctional program in an institution to further education or employment; and operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities. Also permitted under Title I, Part D, Subpart 2 is the coordination of health and social services for at-risk children and youth; special programs that meet the unique academic needs of at-risk children and youth, including career and technical education, special education, career counseling, curriculum-based entrepreneurship education and assistance in securing student loans or grants for postsecondary education; and programs providing mentoring and peer mediation.

New Jersey provides resources and opportunities for technical assistance to support state agencies and LEAs in meeting the needs of neglected, delinquent and at-risk youth on an ongoing basis through direct response to inquiries and with the support of the Neglected and Delinquent Technical Assistance Center (NDTAC), which is supported by the U.S. Department of Education. NDTAC serves as a national resource center to provide direct assistance to states, schools, communities and parents seeking information on the education of neglected, delinquent or at-risk children and youth. Other resources are also shared with state agencies, as appropriate. To increase support, NJDOE plans to schedule additional face-to-face meetings with state agencies and LEAs on a regular basis under new program staff.

Additionally, NJDOE is poised to assist agencies in improving conditions for learning through school climate initiatives (e.g., social and emotional learning, restorative justice) and the tiered system of supports.

To assist in the transition of children and youth between correctional facilities and locally operated programs and to ensure timely re-enrollment and the transfer of credits that students earn during placement, NJDOE has promulgated rules at N.J.A.C. 6A:17-3, Educational Programs for Students in State Facilities, that apply to all educational programs provided by the New Jersey Departments of Corrections, Children and Families and Human Services and the New Jersey Juvenile Justice Commission for general education students ages five through 20 and for students with disabilities ages three through 21 who do not hold a high school diploma.

N.J.A.C. 6A:17-3 requires an individual program plan for each regular education student, including the services to facilitate the transition of a student returning to the general education program (students with disabilities are transitioned in accordance with their individualized education program under *IDEA*). For all students, each state agency must transfer educational records and a final progress report for each student exiting a state facility to the LEA identified upon discharge within 10 school days of the student's exit.

NJDOE also promulgated rules at N.J.A.C. 6A:14-8, Programs Operated by the Departments of Corrections, Children and Families and Human Services and the Juvenile Justice Commission, for students with disabilities. This subchapter also requires the transfer of mandated student records and facilitation of a student's entry into the district of residence, as appropriate.

NJDOE is currently working with key stakeholders to develop guidance for LEAs on best practices for the necessary services and support to help students make a timely re-enrollment and successful transition back to school.

To collaboratively develop the 2017-2018 state *ESSA* application, NJDOE invited stakeholders to meetings on June 13, June 20 and December 21, 2016. Due to the unique needs and design of each adult corrections facility, at-risk program, juvenile corrections facility, juvenile detention center, and neglected program, each agency sets specific outcomes and objectives. However, New Jersey's priority objective is to have each agency, as applicable, designate a key person to assist with transition activities and support. NJDOE will ensure this objective is emphasized in the guidance document for LEAs on best practices for the necessary services and support to help students make a timely re-enrollment and successful transition back to school. NJDOE also will identify resources and provide technical assistance to state agencies to support their efforts, including the transition of students to postsecondary education, job training or employment.

FIGURE 6.2: New Jersey's program objectives and outcomes for Title I, Part D

Objective	Outcome	Timeframe
Ensuring LEAs understand the requirements for transferring records under N.J.A.C. 6A:17-3, are familiar with best practices that support timely re-enrollment for returning students and recognize student credit earned while in facility	Guidance manual	Fall 2017
Ensuring state agencies and LEAs increase the number of students who enroll in district of residence after exit	Increase the percentage of school-age students making a successful transition to continue schooling toward attaining a regular high school diploma	Baseline 2015-2016 Assess not less than once every three years (ESSA, Section 1431)
Ensuring state agencies increase the number of students with high school diplomas who transition to postsecondary education, job training or employment within 90 days of exit	Increase the percentage of students with a high school diploma, or equivalent making, a successful transition to postsecondary education, job training or employment	Baseline 2015-2016 Assess not less than once every three years (ESSA, Section 1431)

FIGURE 6.2 (Continued)

Objective	Outcome	Timeframe
Ensuring state agencies and LEAs set performance goals	Measurement to monitor progress of all students in meeting challenging state academic standards and accountability performance goals	Annually each summer
Ensuring ongoing, collaborative discussion with state agencies and LEAs to determine their needs	Provide appropriate professional development, technical assistance and/or resources	Quarterly

D. Title III, Part A: Language Instruction for English Leaners and Immigrant Students

i. *Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*
   1. *Include a score of proficient on the State's annual English language proficiency assessment;*
   2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*
   3. *Not include performance on an academic content assessment.*

<u>English Learner Identification Process</u>

Step 1: Standardized New Jersey Home-Language Survey
- Upon a student's enrollment, the school administers the statewide home-language survey.
- Based on the results of the statewide home-language survey, the school initiates the standardized identification screening process.

Step 2: Standardized Identification Screening Process
- A certified teacher screens any student whose native language is not English to distinguish students who are proficient in English and, therefore, need no further testing.
- The school implements the English learner identification process if the screening process suggests the student may not be proficient in English.

Step 3: Multiple Indicators for Identification (see Appendix F)
- The school uses the statewide identification criteria, as determined by NJDOE-approved WIDA language proficiency assessments, to confirm a student's classification as an English learner. The criteria are:
  1. A composite proficiency level below 4.5 on the W-APT, WIDA Screener, or WIDA MODEL; and
  2. The use of at least one additional indicator that demonstrates the student meets the definition of an English learner. A certified teacher must:

- Assess the student's level of reading in English,
- Review the student's previous academic performance, including his/her performance on standardized tests in English, if applicable; and
- Review the input of teaching staff who educate English learners to determine eligibility.

English Learner Exit Process

Students must demonstrate readiness to exit through a NJDOE-established standard on the English language proficiency (ELP) test and the English language observation Form (see Appendix F). This statewide form indicates whether students can successfully achieve in classrooms where the language of instruction is English and have the opportunity to participate fully in society.

1. English language proficiency test: a student must meet one of the following criteria:
   a. Achieve an ACCESS for ELLs 2.0 or WIDA MODEL composite proficiency level of 4.5 or higher (see Appendix F for NJDOE-established standard on ELP). The ACCESS for ELLs 2.0 must be administered yearly. WIDA MODEL can be used for mid-year exit determinations; or
   b. Achieve a proficiency level of A3 Engaging or higher on the Alternate ACCESS for ELLs test. The Alternate ACCESS for ELLs test is an ELP assessment for English learners in grades one through 12 who have significant cognitive disabilities and who take alternate content assessments. (See https://www.wida.us/assessment/alternateaccess.aspx for more information).

2. English Language Observation Form: If a student meets the criteria in 1 above, a uniform English language observation form is used to support the decision to exit the student from English language services. This form requires schools before exiting the student to consider, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member(s) responsible for a student's educational program; and the student's performance on achievement tests in English.

E. Title IV, Part B: 21st Century Community Learning Centers

i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

NJDOE will use its Title IV, Part B funds to strengthen state-level strategies that support the continuum of a student's education and decrease the risk of students dropping out. A significant part of many students' education continuum is expanded learning opportunities, which include after-school, before-school and summer enrichment programs and activities. Effective and carefully planned expanded learning opportunities can improve student achievement and ensure students have access to a

well-rounded educational experience that prepares them for postsecondary success, either in college or careers.

Purpose of 21st Century Community Learning Centers

Under Title IV, Part B, 21st Century Community Learning Centers are defined as centers that offer, during non-school hours or periods when school is not in session, academic remediation and enrichment activities in tandem with a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students, including youth development activities; service learning; nutrition and health education; drug and violence prevention programs; counseling programs; arts, music, physical fitness and wellness programs; technology education programs; financial and environmental literacy programs; mathematics, science, career and technical, internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high school students. The centers also offer families of students served, opportunities for active and meaningful engagement in their children's education, including literacy and related educational development.

21st Century Community Learning Centers in New Jersey

The vision for New Jersey's 21st Century Community Learning Centers program is to support the development of high–quality, out-of-school time programs through community learning centers that provide services that impact both the academic and social skills of participating youth. The provision of services through 21st Century Community Learning Centers programs throughout the state will:

- Increase students' career and college readiness by offering high-quality remediation activities in core academic areas, such as ELA and mathematics, and enrichment activities, including arts and culture, youth development experiences and physical activity;
- Increase positive student behavior by infusing social, emotional and character development into the program;
- Engage adult family members of students served through participation in an array of parental involvement activities; and
- Establish and maintain partnerships and collaborative relationships to ensure participants' access to all available resources through coordinated efforts and to sustain programs.

To integrate cross-content information and skills, further the alignment of 21st Century Community Learning Centers to the school day and provide a seamless continuum of educational experiences, NJDOE requires 21st Century Community Learning Centers grantees to focus on one of the following themes:

- STEM;
- Civic engagement;
- Career awareness and exploration; or
- Visual and performing arts.

ii. *Describe the SEA's processes, procedures, and priorities used to award sub-grants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.*

General SEA Sub-grant Provisions

NJDOE will continue to distribute Title IV, Part B funds through the procedures and processes established by the Office of Grants Management. Awards will be issued on an annual basis. Sub-grantees will be required to submit quarterly fiscal and program reports to verify that expenditures and activities are aligned with the program's purposes. Additionally, NJDOE will conduct on-site monitoring and quality visits to 21st Century Community Learning Centers sub-grantees in their first and third years of funding.

NJDOE will release a total of four notice of grant opportunities (NGOs):

1. 21st Century Community Learning Centers competitive NGO for a five-year grant period;
2. 21st Century Community Learning Centers continuation non-competitive NGO for agencies in years two through five;
3. Extended learning program activity competitive NGO as a pilot project for a three-year grant period, which is described later in this section; and
4. Training and technical assistance competitive NGO to select one agency to provide training to support sub-grantees in the use of effective strategies to promote academic success and reduce the risk of students dropping out of school.

NJDOE will include the federal priority, as described below; however, NJDOE also will include additional priorities for matching funds and underserved counties. 21st Century Community Learning Centers sub-grantees are required to provide both after-school and summer programs from September 1 through August 31 for each year in which the sub-grantee receives funding. Providing before-school programs is optional. Based on stakeholder feedback, NJDOE will permit sub-grantees to serve students in any grade from three through12 or multiple grades.

To collaboratively develop the 2017-2018 21st Century Community Learning Centers application and solicit input on specific changes required by *ESSA*'s passage, NJDOE conducted five advisory meetings between March and September 2016. Advisory meetings included participants from numerous stakeholder organizations (e.g., state organizations, professional associations, LEAs, higher education institutions, faith-based organizations and other community organizations and agencies).

In response to changes necessitated by *ESSA*, guidance from the U.S. Department of Education and direct input from the stakeholder advisory meetings, NJDOE has made changes to the 2017-2018 21st Century Community Learning Centers application, as discussed below.

Changes in 2017-2018 21st Century Community Learning Centers Funding Application

Eligibility Requirements
Under NCLB, NJDOE made awards to eligible entities that served students who primarily attended schools eligible to operate Title I schoolwide programs or schools that served a high percentage of students from low-income families.

Under ESSA, the above provisions were revised as follows: NJDOE will utilize a competitive process to make awards to eligible entities that serve:

- Students who primarily attend schools implementing comprehensive or targeted support and improvement activities under Section 111(d) of *ESSA*; or
- Students attending other schools determined by the LEA to be in need of intervention and support, or
- Families of students in the two above categories.

Additionally, ESSA requires an assurance that a program will target students who primarily attend schools eligible to operate schoolwide programs under Section 1114 of *ESSA* and the families of eligible students in Section 4204(b)(2)(F).

To comply with the revisions, NJDOE has identified the following action items to address the eligibility requirements:

- Utilize NJDOE's current list of focus and priority schools (comprehensive and targeted schools will not be identified in sufficient time to utilize for the 2017-2018 application); or
- Allow LEAs to determine schools in need of intervention and support by targeting students who attend schools where a minimum of 30 percent of the student population is from low-income families; or
- Allow LEAs to submit a rationale for their selection process, which must include state or LEA data.

Priority Applications
Under NCLB, NJDOE gave priority to applications that proposed to serve students who attended schools identified as "schools in need of improvement" under Title I, including their families of those students and were jointly submitted between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.

Under Section 4204(i) of *ESSA*, the above provisions were revised and now require NJDOE to give priority to applications that do the following:

- Propose to target services to students, and their families, who primarily attend schools that implement comprehensive or targeted support and improvement activities or schools the LEA determines to be in need of intervention and support and that enroll students who might be at-risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack positive roles models;

- Have been submitted jointly by at least one LEA receiving funds under Title I, Part A and at least one other eligible entity; and
- Demonstrate, as of the date of submission, the activities proposed in the application are currently not accessible to the students who are proposed to be served or would expand accessibility to high-quality services that may be unavailable in the community.

NJDOE has identified the following action items to comply with the application priority revisions:

- Utilize NJDOE's current list of focus and priority schools (comprehensive and targeted schools will not be identified in sufficient time to utilize for the 2017-2018 application);
- Require eligible entities to identify students who may be at-risk for academic failure, dropping out of school or involvement in criminal or delinquent activities or who lack positive roles models through established criteria and processes to identify the students and accompanied by rationales for the selection processes, which must include state or LEA data; and
- Require eligible entities to provide assurances the activities proposed are either not currently accessible or would expand current offerings.

Pre-screened External Organizations

Section 4203(a)(11) of *ESSA* established a new requirement for an entity entitled *external organization*, which is defined as "a non-profit organization with a record of success in running or working with before- and after-school (or summer recess) programs and activities or, in the case where there is no such organization, a non-profit organization in the community that enters into a written agreement or partnership with an organization to receive mentoring and guidance in running or working with before- and after-school (or summer recess) programs and activities" [Sec. 4201(b)(4)]. Under this new provision, states are required to pre-screen, upon request, external organizations that could potentially qualify and to make available to eligible entities a list of external organizations that successfully complete the pre-screening process. The provision is designed to provide an opportunity for the state to identify organizations that could provide assistance in carrying out the authorized activities under Title IV, Part B.

NJDOE will use the following pre-screening requirements: the external organization must be an operating nonprofit organization in New Jersey as determined by proof of 501(c)(3) status and must have a minimum of five years' experience operating or delivering services to out-of-school time programs and activities.

To assist external organizations that are interested in participating in this pre-screening process, NJDOE has identified the following action items:

- Develop an annual provider profile wherein providers can request to be pre-screened;

- Conduct pre-screening of external organizations that are interested in providing assistance in carrying out the activities required in *ESSA* according to approved pre-screening requirements; and
- Develop and make available to eligible entities a list of external organizations that complete the pre-screening process.

To be included on the 2017-2018 pre-screened list, interested organizations must have completed and submitted a provider profile to NJDOE by December 29, 2016. NJDOE posted the list of pre-screened external organizations on the NJDOE's website in February and will allow successfully pre-screened organizations to remain on the posted list for two years (at which point, the organization must resubmit a profile). NJDOE intends to re-open the profile in December 2017, at which time, new organizations will be able to apply for inclusion on the pre-screened list. The following is a list of disclaimers posted along with the profile:

- No funding is directly associated with the profile process and the profile solicitation will not result in a contract with NJDOE;
- NJDOE reserves the right to omit any organization from the list for failure to complete the profile in its entirety;
- NJDOE reserves the right to remove an organization from the list if it fails to meet the minimum record of success;
- NJDOE does not guarantee any work will be given to any organization that is included on the list;
- All information submitted by an external organization in response to the profile solicitation will be considered public information, except as exempt from public disclosure by the Open Public Records Act (N.J.S.A. 47:1A-1 et seq.) and common law;
- NJDOE neither certifies the quality of activities provided by the organizations nor endorses any organization listed; and
- NJDOE will periodically review the pre-screened list and remove any organization that has been debarred within the two-year period.

Expanded Learning Program Activities

Section 4204(a)(2) of *ESSA* provides a new option for states to offer grants toward expanded learning activities. This option is intended to support high-quality activities that assist students who are most at risk of academic failure. States may use sub-awards (from funds awarded under Sec. 4202(c)(1)) to support enrichment and engaging academic activities that do the following:

- Are included as part of an expanded learning program that provides students with at least 300 additional program hours before, during, or after the traditional school day per school year;
- Supplement, but not supplant, regular school day requirements; and
- Are carried out by entities that meet priority requirements.

This option offers flexibility to the entities in providing a program that meets the needs of the students while enhancing existing programming through collaboration and

partnerships throughout the September-through-August program year. Finally, this option would allow organizations to design their own hours of operation as long as the 300 required hours are met by the end of the program year. This is one of the biggest differences from the previous 21st Century Community Learning Centers program in New Jersey.

During advisory meetings, stakeholders expressed significant interest in learning whether the expanded learning opportunity model would yield strong results. As a direct result of this feedback, NJDOE has decided to pilot an expanded learning opportunity sub-grant for up to three years. The minimum program design criteria are as follows:

- Must include at least 300 hours (Sec. 4204(a)(2)(A));
- May serve students in any grade from grades three to 12;
- Must include a minimum of 80 hours during a summer enrichment program to reduce summer learning loss; and
- Must include a minimum of 50 hours during the academic year for enrichment activities identified in Section 4205(a) of *ESSA*.

The pilot expanded learning opportunity grant will be awarded to eligible entities that meet the priority requirements. NJDOE plans to set aside funds to award at least one grant in each region of the state (north, central and south). The grant award amount will range between $50,000 and $250,000. Applicants will be required to serve a minimum of 100 students to be eligible for funding. The agencies actively receiving 21st Century Community Learning Center funds are ineligible to apply for the pilot program. New Jersey is committed to closely studying the pilot program's efficacy during the three years with the potential to expand to a larger number of sub-grantees in future years pending positive outcomes.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program

i. *Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.*

New Jersey is awarded minimal funds under Title V, Part B through a formula grant award. In turn, New Jersey awards sub-grants to eligible LEAs according to a formula based on the number of students in average daily attendance served by the eligible LEAs. The funding is intended to provide flexibility in using funds under authorized titles to meet the unique needs of rural LEAs that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in addressing their intended purpose. Very few New Jersey LEAs qualify for Rural and Low-Income School Program (RLIS) funds. Historically, only one or two districts receive RLIS annually.

To collaboratively develop the 2017-2018 state application and solicit input on specific changes required by *ESSA*, NJDOE invited stakeholders to a meeting in December 2016.

FIGURE 6.3: NJDOE's program objectives and outcomes for RLIS

Objective	Outcome	Timeframe
Ensure all eligible LEAs receive timely notification that they may apply for RLIS funds through the ESSA consolidated application	Increase the opportunity for all students to meet the challenging state academic standards and accountability performance goals	Annually in spring
Ensure that RLIS LEAs are monitored for alignment between grant application and use of funds for authorized activities and progress toward goals	Recommendations for improvement to support appropriate use of funds and application goals and/or commendations	Annually in spring
Ensure RLIS LEAs set performance goals	Measurement to monitor progress of all students to meet the challenging state academic standards and accountability performance goals.	Annually in summer
Ensure RLIS LEAs report their use of funds	Accurately populate the consolidated state performance report	Annually in winter
Engage RLIS LEAs in ongoing, collaborative discussion to determine needs	Provide appropriate professional development, technical assistance and/or resources	Quarterly

G. McKinney-Vento Act

i. *Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.*

Each LEA is required to appoint a local homeless education liaison (local liaison) to fulfill the duties of the position established by law. One such duty is to ensure children and youth in homeless situations are identified by school personnel and, through coordination activities, with other entities and agencies. NJDOE oversees six regional Education of Homeless Children and Youth Education projects, which provide direct services to LEAs. Regional project directors provide local liaisons in their region with technical assistance on the identification of homeless children and youth. Technical assistance includes an overview of the McKinney-Vento Act and New Jersey's rules regarding the education of homeless children (N.J.A.C. 6A:17-2); school-level enrollment policies and procedures to facilitate the identification of homeless children and youths; and services available for identified students. The technical assistance agenda also covers the process for using an individualized needs assessment process to assess and ensure McKinney-Vento eligible students receive the services and supports needed to enroll in school and have a full and equal opportunity to succeed. To ensure school personnel are aware of their obligation regarding homeless children and youths, LEA liaisons are required to train their respective school administrators, teachers, and support staff on recognizing potential indicators of homelessness and factors determining McKinney-Vento eligibility. Concurrently, LEAs are required to have

registration and enrollment forms that permit parents, guardians, and unaccompanied youth to identify their living situations in a user-friendly, non-threatening manner.

Beyond the LEA level, NJDOE and the regional projects collaborate with the Runaway and Homeless Youth program and other programs under the Family and Youth Services Bureau of the U.S. Department of Health and Human Service's Administration for Children and Families in identifying youth and supporting street outreach, emergency shelters and longer-term transitional living and maternity group home programs serving, and protecting young people experiencing homelessness. Through inter-agency partnership and collaboration, such as point-in-time surveys and cross-sector training opportunities, procedures to identify and serve the needs of New Jersey's children and youth experiencing homelessness are outlined and implemented.

ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

NJDOE and regional Education of Homeless Children and Youth projects will continue to offer trainings to LEA personnel with responsibilities for the program. The current schedule of professional development opportunities includes a **biennial conference coordinated by NJDOE,** regional trainings offered at least twice a year by each regional lead agency and lead agency project director meetings. NJDOE also is implementing a process of certificating LEA liaisons to recognize attainment of program-specific knowledge. Additional NJDOE strategies include disseminating annual reminders to LEAS regarding identification and enrollment of McKinney-Vento eligible students. Compliance will be monitored through desk audits and on-site monitoring visits.

iii. *Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.*

NJDOE has an outlined procedure, pursuant to N.J.A.C. 6A:17-2.7, Disputes and appeals, to ensure disputes regarding the educational placement of homeless children and youth are promptly resolved. The rules are disseminated to school personnel, principals and other school leaders, attendance officers, teachers, enrollment personnel and specialized instructional support personnel as part of NJDOE and regional trainings, and made available to all stakeholders on NJDOE's website at: http://www.state.nj.us/education/code/current/title6a/chap17.pdf

iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this*

paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

NJDOE and regional Education of Homeless Children and Youth Education projects will coordinate with the Runaway and Homeless Youth Program and other programs under the Family and Youth Services Bureau of the U.S. Department of Health and Human Service's Administration for Children and Families in identifying youths and supporting street outreach, emergency shelters and longer-term transitional living, and maternity group home programs serving and protecting young people experiencing homelessness, while ensuring access to a free and appropriate public education in non-segregated, barrier-free environments.

NJDOE is collaborating with the Whitehouse Social and Behavioral Science Team to help raise LEA liaisons' awareness through the implementation of behaviorally informed email communication to improve the implementation of the McKinney-Vento Education for Homeless Children and Youths (EHCY). This project involves communication to chief school administrators and homeless liaisons to increase their utilization of important existing EHCY resources, improve awareness of changes under *ESSA*, encourage and motivate homeless liaisons, and increase the identification of students who qualify for EHCY services. Specific areas of communication will be the identification of homeless students and the unique needs of homeless students at the secondary level (e.g., credit completion, college access and application advice, financial aid application process). Participation in this pilot will further support NJDOE's refinement and development of procedures to identify and remove barriers that adversely impact secondary-level homeless students from accruing credits toward graduation.

v. *Describe the SEA's procedures to ensure that homeless children and youths:*
   1. *have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*
   2. *who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*
   3. *who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

NJDOE has outlined a procedure, pursuant to N.J.A.C. 6A:17-2.4, Designation of school district liaisons and their responsibilities, that requires LEAs to ensure all homeless families, children and youth receive educational services to which they are eligible, including Head Start and Even Start programs, and LEA-administered preschool programs. The rules are disseminated to school personnel, principals and other school leaders, attendance officers, teachers, enrollment personnel and specialized instructional support personnel as part of NJDOE and regional trainings, and are publicly available on the NJDOE's website at: http://www.state.nj.us/education/code/current/title6a/chap17.pdf

NJDOE also conducts on-site monitoring of LEAs' enrollment and student participation policies. During the monitoring, NJDOE reviews appropriate documentation and provides technical assistance on actual and perceived barriers to homeless children's access to public preschool programs.

Finally, NJDOE's coordinator of homeless student education services serves on the New Jersey Council for Young Children. The council, which includes diverse early childhood education stakeholders, serves as an advisory group for recommendations that inform the Governor's cabinet on policy and funding for early childhood education. The inclusion of the state coordinator ensures policies and procedures are in place to address barriers to preschool enrollment for homeless children.

4. *who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*

   See Section 6.2G(v)(3) above.

   If barriers accessing academic and extracurricular activities are present, parents/guardians and other stakeholders are directed to communicate concerns to their respective school personnel, principals and/or other school leaders. If not resolved at the LEA level, county office and program office contacts can be found at: http://www.state.nj.us/education/students/homeless/contact.htm or directed to NJDOE via email at: homeless@doe.state.nj.us.

5. *who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

   NJDOE broadcasts correspondence and enrollment reminders to LEAs to advise school personnel, principals and other school leaders that McKinney-Vento children and youth are categorically eligible to receive free lunch. LEAs are further advised that district systems must ensure, once students are determined eligible, the appropriate food service personnel are communicated with to ensure immediate participation in federal, state and local nutrition programs.

vi. *Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

NJDOE has outlined a procedure, pursuant to N.J.A.C. 6A:17-2.5, School district enrollment, that explicitly requires the selected LEA to immediately enroll the homeless child or youth, even if he or she is unable to produce records normally required for enrollment such as previous academic records, medical records, proof of residency or other documentation. Pursuant to N.J.A.C. 6A:17-2.4, LEA liaisons are required to ensure there are no barriers resulting from guardianship issues or uniform and/or dress code requirements. If barriers are present, parents/guardians and other stakeholders are directed to communicate concerns to their respective school personnel, principals and/or other

school leaders. If not resolved at the district level, county offices and NJDOE program office contacts can be found here directed to NJDOE via email at: homeless@doe.state.nj.us.

Appendix A: Interim Goals

FIGURE A.1: English Language Arts 3rd Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	47.6%	49.2%	50.8%	52.4%	54.1%	55.7%	58.0%	60.2%	62.5%	64.8%	67.0%	70.3%	73.5%	76.8%	80.0%	32.4%
Economically Disadvantaged	28.3%	30.9%	33.5%	36.1%	38.7%	41.2%	44.9%	48.5%	52.1%	55.7%	59.3%	64.5%	69.7%	74.8%	80.0%	51.7%
Students with Disabilities	20.9%	24.0%	26.9%	29.9%	32.8%	35.8%	39.9%	44.0%	48.1%	52.3%	56.4%	62.3%	68.2%	74.1%	80.0%	59.0%
English Learners	11.6%	15.0%	18.4%	21.8%	25.2%	28.7%	33.5%	38.3%	43.0%	47.8%	52.6%	59.5%	66.3%	73.2%	80.0%	68.4%
American Indian or Alaska Native	46.8%	48.4%	50.1%	51.8%	53.4%	55.1%	57.4%	59.7%	62.1%	64.4%	66.7%	70.0%	73.4%	76.7%	80.0%	33.2%
Asian	73.7%	74.0%	74.4%	74.7%	75.0%	75.3%	75.7%	76.2%	76.6%	77.1%	77.5%	78.1%	78.7%	79.4%	80.0%	6.3%
Black or African American	29.9%	32.4%	34.9%	37.4%	39.9%	42.4%	45.9%	49.4%	52.9%	56.4%	60.0%	65.0%	70.0%	75.0%	80.0%	50.1%
Hispanic/ Latino	31.1%	33.5%	36.0%	38.4%	40.9%	43.3%	46.7%	50.2%	53.6%	57.0%	60.4%	65.3%	70.2%	75.1%	80.0%	48.9%
Native Hawaiian/ Other Pacific Islander	64.4%	65.2%	66.0%	66.8%	67.5%	68.3%	69.4%	70.5%	71.6%	72.7%	73.8%	75.3%	76.9%	78.4%	80.0%	15.6%
White	58.4%	59.5%	60.6%	61.6%	62.7%	63.8%	65.3%	66.8%	68.3%	69.8%	71.4%	73.5%	75.7%	77.8%	80.0%	21.6%
Two or more Races	56.2%	57.4%	58.6%	59.8%	61.0%	62.2%	63.8%	65.5%	67.2%	68.8%	70.5%	72.9%	75.2%	77.6%	80.0%	23.8%

FIGURE A.2: English Language Arts 4th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	53.5%	54.8%	56.2%	57.5%	58.8%	60.1%	62.0%	63.8%	65.7%	67.6%	69.4%	72.1%	74.7%	77.4%	80.0%	26.5%
Economically Disadvantaged	33.2%	35.6%	37.9%	40.2%	42.6%	44.9%	48.2%	51.5%	54.7%	58.0%	61.3%	66.0%	70.6%	75.3%	80.0%	46.8%
Students with Disabilities	21.9%	24.4%	27.4%	30.3%	33.2%	36.1%	40.2%	44.3%	48.4%	52.5%	56.6%	62.5%	68.3%	74.2%	80.0%	58.5%
English Learners	14.1%	17.4%	20.7%	24.0%	27.3%	30.6%	35.2%	39.8%	44.4%	49.0%	53.6%	60.2%	66.8%	73.4%	80.0%	65.9%
American Indian or Alaska Native	54.7%	56.0%	57.3%	58.5%	59.8%	61.1%	62.8%	64.6%	66.4%	68.1%	69.9%	72.4%	74.9%	77.5%	80.0%	25.3%
Asian	79.5%	79.6%	79.6%	79.6%	79.6%	79.6%	79.7%	79.7%	79.7%	79.8%	79.8%	79.9%	79.9%	80.0%	80.0%	0.5%
Black or African American	32.8%	35.1%	37.5%	39.9%	42.2%	44.6%	47.9%	51.2%	54.5%	57.8%	61.1%	65.8%	70.6%	75.3%	80.0%	47.2%
Hispanic/ Latino	37.1%	39.2%	41.4%	43.5%	45.7%	47.8%	50.8%	53.8%	56.8%	59.8%	62.8%	67.1%	71.4%	75.7%	80.0%	42.9%
Native Hawaiian/ Other Pacific Islander	65.5%	66.2%	66.9%	67.6%	68.4%	69.1%	70.1%	71.1%	72.1%	73.2%	74.2%	75.6%	77.1%	78.5%	80.0%	14.5%
White	63.7%	64.5%	65.3%	66.1%	66.9%	67.8%	68.9%	70.0%	71.2%	72.3%	73.5%	75.1%	76.7%	78.4%	80.0%	16.3%
Two or more Races	62.7%	63.6%	64.4%	65.3%	66.2%	67.0%	68.2%	69.4%	70.7%	71.9%	73.1%	74.8%	76.5%	78.3%	80.0%	17.3%

FIGURE A.3: English Language Arts 5th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	53.2%	54.6%	55.9%	57.3%	58.6%	59.9%	61.8%	63.7%	65.6%	67.4%	69.3%	72.0%	74.6%	77.3%	80.0%	26.8%
Economically Disadvantaged	32.7%	35.1%	37.4%	39.8%	42.2%	44.5%	47.8%	51.2%	54.5%	57.8%	61.1%	65.8%	70.5%	75.3%	80.0%	47.3%
Students with Disabilities	19.9%	22.1%	25.1%	28.2%	31.2%	34.3%	38.6%	42.8%	47.1%	51.4%	55.6%	61.7%	67.8%	73.9%	80.0%	61.0%
English Learners	13.7%	17.1%	20.4%	23.7%	27.0%	30.3%	34.9%	39.6%	44.2%	48.9%	53.5%	60.1%	66.7%	73.4%	80.0%	66.3%
American Indian or Alaska Native	52.1%	53.5%	54.9%	56.3%	57.7%	59.1%	61.1%	63.0%	65.0%	66.9%	68.9%	71.6%	74.4%	77.2%	80.0%	27.9%
Asian	80.3%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	0.0%
Black or African American	32.2%	34.6%	36.9%	39.3%	41.7%	44.1%	47.5%	50.8%	54.2%	57.5%	60.9%	65.6%	70.4%	75.2%	80.0%	47.8%
Hispanic/ Latino	36.7%	38.8%	41.0%	43.2%	45.3%	47.5%	50.5%	53.6%	56.6%	59.6%	62.7%	67.0%	71.3%	75.7%	80.0%	43.3%
Native Hawaiian/ Other Pacific Islander	69.9%	70.4%	70.9%	71.4%	71.9%	72.4%	73.1%	73.8%	74.5%	75.2%	75.9%	77.0%	78.0%	79.0%	80.0%	10.1%
White	62.5%	63.4%	64.3%	65.1%	66.0%	66.9%	68.1%	69.3%	70.6%	71.8%	73.0%	74.8%	76.5%	78.3%	80.0%	17.5%
Two or more Races	62.1%	63.0%	63.9%	64.8%	65.7%	66.6%	67.9%	69.1%	70.4%	71.6%	72.9%	74.6%	76.4%	78.2%	80.0%	17.9%

FIGURE A.4: English Language Arts 6th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	52.0%	53.4%	54.8%	56.2%	57.6%	59.0%	61.0%	62.9%	64.9%	66.9%	68.8%	71.6%	74.4%	77.2%	80.0%	28.0%
Economically Disadvantaged	32.8%	35.1%	37.5%	39.8%	42.2%	44.6%	47.9%	51.2%	54.5%	57.8%	61.1%	65.8%	70.6%	75.3%	80.0%	47.2%
Students with Disabilities	15.6%	17.4%	20.7%	23.9%	27.2%	30.5%	35.2%	39.8%	44.4%	49.0%	53.6%	60.2%	66.8%	73.4%	80.0%	65.9%
English Learners	14.6%	17.9%	21.1%	24.4%	27.7%	30.9%	35.5%	40.1%	44.7%	49.3%	53.8%	60.4%	66.9%	73.5%	80.0%	65.4%
American Indian or Alaska Native	56.4%	57.5%	58.7%	59.9%	61.1%	62.3%	63.9%	65.6%	67.2%	68.9%	70.5%	72.9%	75.3%	77.6%	80.0%	23.6%
Asian	79.0%	79.1%	79.1%	79.2%	79.2%	79.3%	79.3%	79.4%	79.5%	79.5%	79.6%	79.7%	79.8%	79.9%	80.0%	1.0%
Black or African American	31.0%	33.4%	35.9%	38.3%	40.8%	43.2%	46.7%	50.1%	53.5%	57.0%	60.4%	65.3%	70.2%	75.1%	80.0%	49.0%
Hispanic/ Latino	36.9%	39.0%	41.2%	43.4%	45.5%	47.7%	50.7%	53.7%	56.7%	59.7%	62.8%	67.1%	71.4%	75.7%	80.0%	43.1%
Native Hawaiian/ Other Pacific Islander	62.3%	63.2%	64.0%	64.9%	65.8%	66.7%	67.9%	69.2%	70.4%	71.7%	72.9%	74.7%	76.5%	78.2%	80.0%	17.7%
White	59.8%	60.8%	61.8%	62.8%	63.9%	64.9%	66.3%	67.7%	69.1%	70.5%	71.9%	73.9%	76.0%	78.0%	80.0%	20.2%
Two or more Races	59.9%	60.9%	61.9%	62.9%	63.9%	64.9%	66.3%	67.7%	69.1%	70.5%	71.9%	74.0%	76.0%	78.0%	80.0%	20.1%

FIGURE A.5: English Language Arts 7th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	55.5%	56.7%	58.0%	59.2%	60.4%	61.6%	63.4%	65.1%	66.8%	68.5%	70.2%	72.7%	75.1%	77.6%	80.0%	24.5%
Economically Disadvantaged	36.6%	38.8%	40.9%	43.1%	45.3%	47.5%	50.5%	53.5%	56.6%	59.6%	62.6%	67.0%	71.3%	75.7%	80.0%	43.4%
Students with Disabilities	15.6%	18.3%	21.6%	24.8%	28.1%	31.3%	35.9%	40.4%	45.0%	49.5%	54.0%	60.5%	67.0%	73.5%	80.0%	64.9%
English Learners	14.1%	17.4%	20.7%	24.0%	27.3%	30.6%	35.2%	39.8%	44.4%	49.0%	53.7%	60.2%	66.8%	73.4%	80.0%	65.9%
American Indian or Alaska Native	52.0%	53.4%	54.8%	56.2%	57.6%	59.0%	61.0%	62.9%	64.9%	66.9%	68.8%	71.6%	74.4%	77.2%	80.0%	28.0%
Asian	83.9%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	0.0%
Black or African American	34.3%	36.5%	38.8%	41.1%	43.4%	45.7%	48.9%	52.1%	55.3%	58.5%	61.7%	66.3%	70.9%	75.4%	80.0%	45.7%
Hispanic/ Latino	41.3%	43.2%	45.1%	47.1%	49.0%	50.9%	53.7%	56.4%	59.1%	61.8%	64.5%	68.4%	72.3%	76.1%	80.0%	38.7%
Native Hawaiian/ Other Pacific Islander	69.8%	70.3%	70.8%	71.3%	71.8%	72.3%	73.1%	73.8%	74.5%	75.2%	75.9%	76.9%	78.0%	79.0%	80.0%	10.2%
White	63.0%	63.8%	64.7%	65.5%	66.4%	67.2%	68.4%	69.6%	70.8%	72.0%	73.2%	74.9%	76.6%	78.3%	80.0%	17.0%
Two or more Races	61.4%	62.4%	63.3%	64.2%	65.1%	66.1%	67.4%	68.7%	70.0%	71.3%	72.6%	74.4%	76.3%	78.1%	80.0%	18.6%

FIGURE A.6: English Language Arts 8th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	53.9%	55.2%	56.5%	57.8%	59.1%	60.4%	62.2%	64.1%	65.9%	67.7%	69.6%	72.2%	74.8%	77.4%	80.0%	26.1%
Economically Disadvantaged	37.0%	39.1%	41.3%	43.4%	45.6%	47.7%	50.7%	53.7%	56.8%	59.8%	62.8%	67.1%	71.4%	75.7%	80.0%	43.0%
Students with Disabilities	14.8%	17.8%	21.1%	24.3%	27.6%	30.9%	35.5%	40.1%	44.6%	49.2%	53.8%	60.4%	66.9%	73.5%	80.0%	65.5%
English Learners	14.0%	17.3%	20.6%	23.9%	27.2%	30.5%	35.1%	39.8%	44.4%	49.0%	53.6%	60.2%	66.8%	73.4%	80.0%	66.0%
American Indian or Alaska Native	51.0%	52.5%	53.9%	55.4%	56.8%	58.3%	60.3%	62.3%	64.3%	66.4%	68.4%	71.3%	74.2%	77.1%	80.0%	29.0%
Asian	82.1%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	0.0%
Black or African American	32.5%	34.9%	37.3%	39.6%	42.0%	44.4%	47.7%	51.0%	54.4%	57.7%	61.0%	65.8%	70.5%	75.3%	80.0%	47.5%
Hispanic/ Latino	42.3%	44.2%	46.1%	47.9%	49.8%	51.7%	54.4%	57.0%	59.6%	62.3%	64.9%	68.7%	72.5%	76.2%	80.0%	37.7%
Native Hawaiian/ Other Pacific Islander	69.1%	69.6%	70.2%	70.7%	71.3%	71.8%	72.6%	73.3%	74.1%	74.9%	75.6%	76.7%	77.8%	78.9%	80.0%	10.9%
White	60.4%	61.4%	62.3%	63.3%	64.3%	65.3%	66.7%	68.0%	69.4%	70.8%	72.2%	74.1%	76.1%	78.0%	80.0%	19.6%
Two or more Races	56.5%	57.7%	58.9%	60.1%	61.2%	62.4%	64.1%	65.7%	67.3%	69.0%	70.6%	73.0%	75.3%	77.7%	80.0%	23.5%

FIGURE A.7: English Language Arts 9th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	46.8%	48.5%	50.1%	51.8%	53.4%	55.1%	57.4%	59.8%	62.1%	64.4%	66.7%	70.0%	73.4%	76.7%	80.0%	33.2%
Economically Disadvantaged	29.7%	32.2%	34.7%	37.2%	39.7%	42.2%	45.8%	49.3%	52.8%	56.3%	59.9%	64.9%	69.9%	75.0%	80.0%	50.3%
Students with Disabilities	11.7%	14.3%	17.8%	21.2%	24.7%	28.1%	33.0%	37.8%	42.7%	47.5%	52.3%	59.3%	66.2%	73.1%	80.0%	69.1%
English Learners	5.7%	9.4%	13.1%	16.8%	20.5%	24.3%	29.5%	34.7%	39.9%	45.1%	50.3%	57.7%	65.1%	72.6%	80.0%	74.3%
American Indian or Alaska Native	40.2%	42.2%	44.2%	46.2%	48.2%	50.1%	52.9%	55.7%	58.5%	61.3%	64.1%	68.1%	72.0%	76.0%	80.0%	39.8%
Asian	77.9%	78.0%	78.1%	78.2%	78.3%	78.4%	78.6%	78.7%	78.9%	79.0%	79.2%	79.4%	79.6%	79.8%	80.0%	2.1%
Black or African American	27.1%	29.7%	32.4%	35.0%	37.7%	40.3%	44.0%	47.7%	51.4%	55.1%	58.8%	64.1%	69.4%	74.7%	80.0%	52.9%
Hispanic/ Latino	32.8%	35.1%	37.5%	39.9%	42.2%	44.6%	47.9%	51.2%	54.5%	57.8%	61.1%	65.8%	70.6%	75.3%	80.0%	47.2%
Native Hawaiian/ Other Pacific Islander	65.3%	66.0%	66.8%	67.5%	68.2%	69.0%	70.0%	71.0%	72.1%	73.1%	74.1%	75.6%	77.1%	78.5%	80.0%	14.7%
White	54.7%	55.9%	57.2%	58.5%	59.7%	61.0%	62.8%	64.5%	66.3%	68.1%	69.9%	72.4%	74.9%	77.5%	80.0%	25.3%
Two or more Races	52.0%	53.4%	54.8%	56.2%	57.6%	59.0%	61.0%	62.9%	64.9%	66.9%	68.8%	71.6%	74.4%	77.2%	80.0%	28.0%

FIGURE A.8: English Language Arts 10th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	39.4%	41.4%	43.4%	45.5%	47.5%	49.5%	52.4%	55.2%	58.1%	60.9%	63.8%	67.8%	71.9%	75.9%	80.0%	40.6%
Economically Disadvantaged	27.4%	30.0%	32.7%	35.3%	37.9%	40.6%	44.2%	47.9%	51.6%	55.3%	59.0%	64.2%	69.5%	74.7%	80.0%	52.6%
Students with Disabilities	10.1%	13.1%	16.6%	20.1%	23.6%	27.2%	32.1%	37.0%	42.0%	46.9%	51.8%	58.9%	65.9%	73.0%	80.0%	70.5%
English Learners	6.7%	10.4%	14.0%	17.7%	21.4%	25.0%	30.2%	35.3%	40.4%	45.6%	50.7%	58.0%	65.3%	72.7%	80.0%	73.3%
American Indian or Alaska Native	31.3%	33.7%	36.2%	38.6%	41.0%	43.5%	46.9%	50.3%	53.7%	57.1%	60.5%	65.4%	70.3%	75.1%	80.0%	48.7%
Asian	64.5%	65.3%	66.0%	66.8%	67.6%	68.4%	69.5%	70.5%	71.6%	72.7%	73.8%	75.3%	76.9%	78.4%	80.0%	15.5%
Black or African American	23.7%	26.5%	29.3%	32.1%	34.9%	37.8%	41.7%	45.6%	49.6%	53.5%	57.5%	63.1%	68.7%	74.4%	80.0%	56.3%
Hispanic/ Latino	31.1%	33.6%	36.0%	38.5%	40.9%	43.3%	46.8%	50.2%	53.6%	57.0%	60.4%	65.3%	70.2%	75.1%	80.0%	48.9%
Native Hawaiian/ Other Pacific Islander	55.9%	57.1%	58.3%	59.5%	60.7%	61.9%	63.6%	65.3%	67.0%	68.7%	70.4%	72.8%	75.2%	77.6%	80.0%	24.1%
White	43.6%	45.5%	47.3%	49.1%	50.9%	52.7%	55.3%	57.8%	60.4%	62.9%	65.5%	69.1%	72.7%	76.4%	80.0%	36.4%
Two or more Races	40.9%	42.9%	44.9%	46.8%	48.8%	50.7%	53.4%	56.2%	58.9%	61.6%	64.4%	68.3%	72.2%	76.1%	80.0%	39.1%

FIGURE A.9: Math 3rd Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	51.7%	53.1%	54.5%	55.9%	57.4%	58.8%	60.8%	62.7%	64.7%	66.7%	68.7%	71.5%	74.3%	77.2%	80.0%	28.3%
Economically Disadvantaged	31.8%	34.2%	36.6%	39.1%	41.5%	43.9%	47.2%	50.6%	54.0%	57.4%	60.7%	65.5%	70.4%	75.2%	80.0%	48.2%
Students with Disabilities	30.4%	29.4%	32.1%	34.8%	37.4%	40.1%	43.8%	47.5%	51.3%	55.0%	58.7%	64.0%	69.4%	74.7%	80.0%	53.2%
English Learners	20.2%	23.2%	26.1%	29.1%	32.1%	35.1%	39.3%	43.5%	47.7%	51.9%	56.1%	62.0%	68.0%	74.0%	80.0%	59.8%
American Indian or Alaska Native	47.9%	49.5%	51.1%	52.7%	54.3%	55.9%	58.2%	60.4%	62.7%	64.9%	67.2%	70.4%	73.6%	76.8%	80.0%	32.1%
Asian	82.4%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	0.0%
Black or African American	30.5%	32.9%	35.4%	37.9%	40.4%	42.8%	46.3%	49.8%	53.2%	56.7%	60.2%	65.1%	70.1%	75.0%	80.0%	49.5%
Hispanic/ Latino	35.0%	37.3%	39.5%	41.8%	44.0%	46.3%	49.4%	52.6%	55.7%	58.9%	62.0%	66.5%	71.0%	75.5%	80.0%	45.0%
Native Hawaiian/ Other Pacific Islander	65.1%	65.9%	66.6%	67.3%	68.1%	68.8%	69.9%	70.9%	72.0%	73.0%	74.0%	75.5%	77.0%	78.5%	80.0%	14.9%
White	63.0%	63.9%	64.7%	65.6%	66.4%	67.3%	68.5%	69.6%	70.8%	72.0%	73.2%	74.9%	76.6%	78.3%	80.0%	17.0%
Two or more Races	57.9%	59.0%	60.1%	61.2%	62.3%	63.4%	64.9%	66.5%	68.0%	69.6%	71.1%	73.4%	75.6%	77.8%	80.0%	22.1%

FIGURE A.10: Math 4th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	46.6%	48.2%	49.9%	51.6%	53.2%	54.9%	57.3%	59.6%	61.9%	64.3%	66.6%	70.0%	73.3%	76.7%	80.0%	33.4%
Economically Disadvantaged	26.6%	29.2%	31.9%	34.6%	37.3%	39.9%	43.7%	47.4%	51.1%	54.9%	58.6%	64.0%	69.3%	74.7%	80.0%	53.4%
Students with Disabilities	24.8%	23.7%	26.6%	29.6%	32.6%	35.5%	39.7%	43.8%	48.0%	52.1%	56.3%	62.2%	68.1%	74.1%	80.0%	59.3%
English Learners	16.1%	19.3%	22.5%	25.7%	28.9%	32.1%	36.5%	41.0%	45.5%	50.0%	54.4%	60.8%	67.2%	73.6%	80.0%	63.9%
American Indian or Alaska Native	43.8%	45.6%	47.4%	49.2%	51.0%	52.8%	55.4%	57.9%	60.4%	63.0%	65.5%	69.1%	72.8%	76.4%	80.0%	36.2%
Asian	78.3%	78.4%	78.5%	78.6%	78.7%	78.7%	78.9%	79.0%	79.1%	79.2%	79.3%	79.5%	79.7%	79.8%	80.0%	1.7%
Black or African American	24.0%	26.8%	29.6%	32.4%	35.2%	38.0%	41.9%	45.8%	49.7%	53.7%	57.6%	63.2%	68.8%	74.4%	80.0%	56.0%
Hispanic/ Latino	30.2%	32.6%	35.1%	37.6%	40.1%	42.6%	46.1%	49.6%	53.1%	56.6%	60.1%	65.0%	70.0%	75.0%	80.0%	49.8%
Native Hawaiian/ Other Pacific Islander	60.5%	61.5%	62.5%	63.5%	64.4%	65.4%	66.8%	68.1%	69.5%	70.9%	72.2%	74.2%	76.1%	78.1%	80.0%	19.5%
White	56.2%	57.4%	58.6%	59.8%	60.9%	62.1%	63.8%	65.5%	67.1%	68.8%	70.5%	72.9%	75.2%	77.6%	80.0%	23.8%
Two or more Races	54.3%	55.5%	56.8%	58.1%	59.4%	60.7%	62.5%	64.3%	66.1%	67.9%	69.7%	72.3%	74.9%	77.4%	80.0%	25.7%

FIGURE A.11: Math 5th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	47.2%	48.9%	50.5%	52.1%	53.8%	55.4%	57.7%	60.0%	62.3%	64.6%	66.9%	70.2%	73.4%	76.7%	80.0%	32.8%
Economically Disadvantaged	27.5%	30.1%	32.7%	35.3%	38.0%	40.6%	44.3%	48.0%	51.6%	55.3%	59.0%	64.2%	69.5%	74.7%	80.0%	52.5%
Students with Disabilities	22.4%	21.1%	24.2%	27.3%	30.4%	33.5%	37.8%	42.2%	46.5%	50.9%	55.2%	61.4%	67.6%	73.8%	80.0%	62.0%
English Learners	17.0%	20.1%	23.3%	26.4%	29.6%	32.7%	37.1%	41.6%	46.0%	50.4%	54.8%	61.1%	67.4%	73.7%	80.0%	63.0%
American Indian or Alaska Native	48.3%	49.9%	51.5%	53.0%	54.6%	56.2%	58.4%	60.7%	62.9%	65.1%	67.3%	70.5%	73.7%	76.8%	80.0%	31.7%
Asian	80.8%	80.8%	80.7%	80.7%	80.6%	80.6%	80.5%	80.5%	80.4%	80.4%	80.3%	80.2%	80.2%	80.1%	80.0%	-0.8%
Black or African American	23.7%	26.5%	29.3%	32.1%	35.0%	37.8%	41.7%	45.7%	49.6%	53.5%	57.5%	63.1%	68.7%	74.4%	80.0%	56.3%
Hispanic/ Latino	30.8%	33.2%	35.7%	38.2%	40.6%	43.1%	46.5%	50.0%	53.4%	56.9%	60.3%	65.2%	70.2%	75.1%	80.0%	49.2%
Native Hawaiian/ Other Pacific Islander	61.7%	62.7%	63.6%	64.5%	65.4%	66.3%	67.6%	68.9%	70.1%	71.4%	72.7%	74.5%	76.3%	78.2%	80.0%	18.3%
White	55.9%	57.1%	58.4%	59.6%	60.8%	62.0%	63.6%	65.3%	67.0%	68.7%	70.4%	72.8%	75.2%	77.6%	80.0%	24.1%
Two or more Races	55.4%	56.7%	57.9%	59.1%	60.4%	61.6%	63.3%	65.0%	66.7%	68.5%	70.2%	72.6%	75.1%	77.5%	80.0%	24.6%

FIGURE A.12: Math 6th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	42.8%	44.6%	46.5%	48.3%	50.2%	52.1%	54.7%	57.3%	59.9%	62.5%	65.1%	68.8%	72.6%	76.3%	80.0%	37.2%
Economically Disadvantaged	22.9%	25.8%	28.6%	31.5%	34.4%	37.2%	41.2%	45.2%	49.2%	53.2%	57.2%	62.9%	68.6%	74.3%	80.0%	57.1%
Students with Disabilities	16.6%	15.8%	19.2%	22.6%	26.0%	29.3%	34.1%	38.8%	43.5%	48.3%	53.0%	59.7%	66.5%	73.2%	80.0%	67.5%
English Learners	13.8%	17.1%	20.4%	23.7%	27.0%	30.4%	35.0%	39.6%	44.3%	48.9%	53.5%	60.1%	66.8%	73.4%	80.0%	66.2%
American Indian or Alaska Native	49.4%	50.9%	52.5%	54.0%	55.5%	57.1%	59.2%	61.3%	63.5%	65.6%	67.8%	70.8%	73.9%	76.9%	80.0%	30.6%
Asian	75.9%	76.1%	76.3%	76.5%	76.7%	76.9%	77.2%	77.5%	77.8%	78.1%	78.4%	78.8%	79.2%	79.6%	80.0%	4.1%
Black or African American	19.4%	22.4%	25.5%	28.5%	31.5%	34.5%	38.8%	43.0%	47.3%	51.5%	55.8%	61.8%	67.9%	73.9%	80.0%	60.6%
Hispanic/ Latino	25.6%	28.3%	31.0%	33.7%	36.5%	39.2%	43.0%	46.8%	50.6%	54.4%	58.2%	63.7%	69.1%	74.6%	80.0%	54.4%
Native Hawaiian/ Other Pacific Islander	57.7%	58.8%	59.9%	61.0%	62.1%	63.2%	64.8%	66.4%	67.9%	69.5%	71.1%	73.3%	75.5%	77.8%	80.0%	22.3%
White	51.4%	52.8%	54.3%	55.7%	57.1%	58.6%	60.6%	62.6%	64.6%	66.6%	68.6%	71.4%	74.3%	77.1%	80.0%	28.6%
Two or more Races	49.5%	51.0%	52.5%	54.0%	55.6%	57.1%	59.2%	61.4%	63.5%	65.6%	67.8%	70.8%	73.9%	76.9%	80.0%	30.5%

FIGURE A.13: Math 7th Grade Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	38.1%	40.2%	42.3%	44.4%	46.5%	48.6%	51.5%	54.4%	57.4%	60.3%	63.2%	67.4%	71.6%	75.8%	80.0%	41.9%
Economically Disadvantaged	20.7%	23.6%	26.6%	29.6%	32.5%	35.5%	39.6%	43.8%	48.0%	52.1%	56.3%	62.2%	68.1%	74.1%	80.0%	59.3%
Students with Disabilities	12.27%	12.3%	15.8%	19.4%	23.0%	26.5%	31.5%	36.5%	41.5%	46.5%	51.5%	58.6%	65.7%	72.9%	80.0%	71.3%
English Learners	11.6%	15.0%	18.5%	21.9%	25.3%	28.7%	33.5%	38.3%	43.1%	47.9%	52.7%	59.5%	66.3%	73.2%	80.0%	68.4%
American Indian or Alaska Native	28.8%	31.4%	33.9%	36.5%	39.1%	41.6%	45.2%	48.8%	52.4%	55.9%	59.5%	64.6%	69.8%	74.9%	80.0%	51.2%
Asian	72.8%	73.2%	73.5%	73.9%	74.3%	74.6%	75.1%	75.6%	76.1%	76.6%	77.1%	77.8%	78.6%	79.3%	80.0%	7.2%
Black or African American	18.3%	21.4%	24.5%	27.5%	30.6%	33.7%	38.0%	42.4%	46.7%	51.0%	55.3%	61.5%	67.7%	73.8%	80.0%	61.7%
Hispanic/ Latino	23.1%	26.0%	28.8%	31.7%	34.5%	37.4%	41.3%	45.3%	49.3%	53.3%	57.3%	62.9%	68.6%	74.3%	80.0%	56.9%
Native Hawaiian/ Other Pacific Islander	57.6%	58.8%	59.9%	61.0%	62.1%	63.2%	64.8%	66.4%	67.9%	69.5%	71.1%	73.3%	75.5%	77.8%	80.0%	22.4%
White	45.6%	47.3%	49.0%	50.8%	52.5%	54.2%	56.6%	59.0%	61.4%	63.8%	66.2%	69.7%	73.1%	76.6%	80.0%	34.4%
Two or more Races	43.0%	44.9%	46.7%	48.6%	50.4%	52.3%	54.9%	57.4%	60.0%	62.6%	65.2%	68.9%	72.6%	76.3%	80.0%	37.0%

FIGURE A.14: Math 8th Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	24.5%	27.3%	30.1%	32.9%	35.6%	38.4%	42.3%	46.2%	50.0%	53.9%	57.8%	63.4%	68.9%	74.5%	80.0%	55.5%
Economically Disadvantaged	17.3%	20.4%	23.6%	26.7%	29.8%	33.0%	37.4%	41.8%	46.1%	50.5%	54.9%	61.2%	67.5%	73.7%	80.0%	62.7%
Students with Disabilities	11.03%	11.2%	14.8%	18.5%	22.1%	25.7%	30.8%	35.8%	40.9%	46.0%	51.0%	58.3%	65.5%	72.8%	80.0%	72.4%
English Learners	11.2%	14.6%	18.1%	21.5%	25.0%	28.4%	33.2%	38.0%	42.9%	47.7%	52.5%	59.4%	66.2%	73.1%	80.0%	68.8%
American Indian or Alaska Native	23.2%	26.1%	28.9%	31.7%	34.6%	37.4%	41.4%	45.4%	49.3%	53.3%	57.3%	63.0%	68.6%	74.3%	80.0%	56.8%
Asian	48.9%	50.4%	52.0%	53.5%	55.1%	56.7%	58.8%	61.0%	63.2%	65.4%	67.5%	70.7%	73.8%	76.9%	80.0%	31.1%
Black or African American	12.9%	16.2%	19.6%	22.9%	26.3%	29.6%	34.3%	39.0%	43.7%	48.4%	53.1%	59.9%	66.6%	73.3%	80.0%	67.1%
Hispanic/ Latino	20.0%	23.0%	26.0%	29.0%	32.0%	35.0%	39.2%	43.4%	47.6%	51.8%	56.0%	62.0%	68.0%	74.0%	80.0%	60.0%
Native Hawaiian/ Other Pacific Islander	40.1%	42.1%	44.1%	46.1%	48.1%	50.1%	52.9%	55.7%	58.5%	61.3%	64.1%	68.0%	72.0%	76.0%	80.0%	39.9%
White	29.7%	32.2%	34.7%	37.2%	39.8%	42.3%	45.8%	49.3%	52.8%	56.4%	59.9%	64.9%	69.9%	75.0%	80.0%	50.3%
Two or more Races	24.4%	27.2%	30.0%	32.8%	35.5%	38.3%	42.2%	46.1%	50.0%	53.9%	57.8%	63.3%	68.9%	74.4%	80.0%	55.6%

FIGURE A.15: Algebra I Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	39.6%	41.6%	43.7%	45.7%	47.7%	49.7%	52.5%	55.4%	58.2%	61.0%	63.8%	67.9%	71.9%	76.0%	80.0%	40.4%
Economically Disadvantaged	22.1%	25.0%	27.9%	30.8%	33.7%	36.6%	40.6%	44.7%	48.7%	52.8%	56.9%	62.6%	68.4%	74.2%	80.0%	57.9%
Students with Disabilities	10.4%	12.1%	15.7%	19.3%	22.8%	26.4%	31.4%	36.4%	41.4%	46.4%	51.4%	58.6%	65.7%	72.9%	80.0%	71.4%
English Learners	10.1%	13.6%	17.1%	20.6%	24.1%	27.6%	32.5%	37.4%	42.3%	47.2%	52.0%	59.0%	66.0%	73.0%	80.0%	69.9%
American Indian or Alaska Native	38.1%	40.2%	42.3%	44.3%	46.4%	48.5%	51.5%	54.4%	57.4%	60.3%	63.2%	67.4%	71.6%	75.8%	80.0%	41.9%
Asian	76.2%	76.4%	76.6%	76.8%	77.0%	77.2%	77.4%	77.7%	78.0%	78.2%	78.5%	78.9%	79.2%	79.6%	80.0%	3.8%
Black or African American	18.2%	21.3%	24.4%	27.5%	30.6%	33.7%	38.0%	42.3%	46.6%	51.0%	55.3%	61.5%	67.6%	73.8%	80.0%	61.8%
Hispanic/ Latino	23.7%	26.5%	29.3%	32.1%	34.9%	37.8%	41.7%	45.6%	49.6%	53.5%	57.5%	63.1%	68.7%	74.4%	80.0%	56.3%
Native Hawaiian/ Other Pacific Islander	58.5%	59.6%	60.7%	61.7%	62.8%	63.9%	65.4%	66.9%	68.4%	69.9%	71.4%	73.6%	75.7%	77.9%	80.0%	21.5%
White	48.5%	50.1%	51.6%	53.2%	54.8%	56.4%	58.6%	60.8%	63.0%	65.2%	67.4%	70.5%	73.7%	76.8%	80.0%	31.5%
Two or more Races	46.1%	47.8%	49.5%	51.2%	52.9%	54.6%	56.9%	59.3%	61.7%	64.1%	66.4%	69.8%	73.2%	76.6%	80.0%	33.9%

FIGURE A.16: Algebra II Grade Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	21.2%	24.1%	27.1%	30.0%	32.9%	35.9%	40.0%	44.1%	48.2%	52.4%	56.5%	62.4%	68.2%	74.1%	80.0%	58.8%
Economically Disadvantaged	9.2%	12.8%	16.3%	19.8%	23.4%	26.9%	31.9%	36.8%	41.8%	46.7%	51.7%	58.8%	65.8%	72.9%	80.0%	70.8%
Students with Disabilities	3.5%	7.3%	11.2%	15.0%	18.8%	22.6%	28.0%	33.3%	38.7%	44.1%	49.4%	57.1%	64.7%	72.4%	80.0%	76.5%
English Learners	6.8%	10.4%	14.1%	17.7%	21.4%	25.1%	30.2%	35.3%	40.4%	45.6%	50.7%	58.0%	65.4%	72.7%	80.0%	73.2%
American Indian or Alaska Native	12.8%	16.1%	19.5%	22.9%	26.2%	29.6%	34.3%	39.0%	43.7%	48.4%	53.1%	59.8%	66.6%	73.3%	80.0%	67.2%
Asian	54.4%	55.7%	57.0%	58.3%	59.6%	60.8%	62.6%	64.4%	66.2%	68.0%	69.8%	72.3%	74.9%	77.4%	80.0%	25.6%
Black or African American	6.7%	10.4%	14.0%	17.7%	21.4%	25.0%	30.1%	35.3%	40.4%	45.5%	50.7%	58.0%	65.3%	72.7%	80.0%	73.3%
Hispanic/ Latino	10.2%	13.7%	17.2%	20.7%	24.2%	27.7%	32.5%	37.4%	42.3%	47.2%	52.1%	59.1%	66.0%	73.0%	80.0%	69.8%
Native Hawaiian/ Other Pacific Islander	32.9%	35.3%	37.6%	40.0%	42.3%	44.7%	48.0%	51.3%	54.6%	57.9%	61.2%	65.9%	70.6%	75.3%	80.0%	47.1%
White	23.8%	26.6%	29.4%	32.2%	35.0%	37.9%	41.8%	45.7%	49.7%	53.6%	57.5%	63.1%	68.8%	74.4%	80.0%	56.2%
Two or more Races	28.1%	30.7%	33.3%	35.9%	38.5%	41.1%	44.7%	48.3%	52.0%	55.6%	59.2%	64.4%	69.6%	74.8%	80.0%	51.9%

FIGURE A.17: Geometry Interim Academic Achievement Targets

	2015 – 2016 Baseline	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020– 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030 Target	Gap Closed
All Students	24.9%	27.7%	30.4%	33.2%	36.0%	38.7%	42.6%	46.4%	50.3%	54.1%	58.0%	63.5%	69.0%	74.5%	80.0%	55.1%
Economically Disadvantaged	10.7%	14.2%	17.7%	21.1%	24.6%	28.0%	32.9%	37.7%	42.6%	47.4%	52.3%	59.2%	66.1%	73.1%	80.0%	69.3%
Students with Disabilities	5.5%	7.8%	11.6%	15.4%	19.2%	23.0%	28.3%	33.6%	38.9%	44.3%	49.6%	57.2%	64.8%	72.4%	80.0%	76.0%
English Learners	5.3%	9.0%	12.8%	16.5%	20.2%	24.0%	29.2%	34.4%	39.7%	44.9%	50.1%	57.6%	65.1%	72.5%	80.0%	74.7%
American Indian or Alaska Native	13.0%	16.4%	19.7%	23.1%	26.4%	29.8%	34.5%	39.2%	43.8%	48.5%	53.2%	59.9%	66.6%	73.3%	80.0%	67.0%
Asian	60.5%	61.4%	62.4%	63.4%	64.4%	65.4%	66.7%	68.1%	69.5%	70.8%	72.2%	74.1%	76.1%	78.0%	80.0%	19.5%
Black or African American	8.2%	11.8%	15.4%	19.0%	22.6%	26.2%	31.2%	36.2%	41.2%	46.3%	51.3%	58.5%	65.6%	72.8%	80.0%	71.8%
Hispanic/ Latino	11.7%	15.1%	18.5%	22.0%	25.4%	28.8%	33.6%	38.3%	43.1%	47.9%	52.7%	59.5%	66.3%	73.2%	80.0%	68.3%
Native Hawaiian/ Other Pacific Islander	35.8%	38.0%	40.2%	42.4%	44.7%	46.9%	50.0%	53.1%	56.1%	59.2%	62.3%	66.7%	71.2%	75.6%	80.0%	44.2%
White	30.4%	32.9%	35.4%	37.9%	40.3%	42.8%	46.3%	49.8%	53.2%	56.7%	60.2%	65.1%	70.1%	75.0%	80.0%	49.6%
Two or more Races	26.0%	28.7%	31.4%	34.1%	36.8%	39.5%	43.3%	47.0%	50.8%	54.6%	58.4%	63.8%	69.2%	74.6%	80.0%	54.0%

Appendix B: Stakeholder Feedback Index

ESSA Phase I Stakeholder Feedback Index

July – December 2016

February 15, 2017

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Summary/Introduction

The following represents the feedback NJDOE received from stakeholders regarding the implementation of the *Every Student Succeeds Act* (*ESSA*). As described in Section 2 of this plan, input was received through a variety of mediums: emails, public testimony, focus group meetings hosted by NJDOE, roundtable discussions co-hosted with professional organizations, community roundtables hosted by local community groups and more. This document includes input collected throughout the fall of 2016 and January 2017. It will be updated with all additional input collected through mid-March 2017. For a full list of the outreach conducted to elicit input on the *ESSA* state plan, please see Table B.

Key to reading this document - each comment is categorized in one of the following four categories:	
Feedback integrated, see Section…	The recommendation was included in the proposed state plan in some manner.
Will consider	The recommendation may be within the scope of *ESSA* but will not yet be incorporated into the plan; for instance, the decision may be dependent upon a competitive grant that has not yet been announced or the recommendation may be outside the scope of *ESSA* but worth considering nonetheless.
Current practice	The recommendation is already part of either New Jersey practice or policy.
Out of scope	The recommendation is unrelated to *ESSA* implementation.
Not feasible	The recommendation either conflicts with a federal or state law or regulation or is untenable due to other factors such as lack of authority at the state level.
District discretion	The recommendation is outside of state authority and would be best implemented at the discretion of districts, which know best the needs of their students and educators.

Please note the following:

- Feedback was collected in many different ways, including conversations in meetings, emails and public testimony. Any feedback collected from a conversation that occurred during a meeting was labeled as "meeting." The recommendation is not representative of the entire stakeholder group, but it was expressed by at least one attendee during that meeting.
- NJDOE made every reasonable effort to capture recommendations provided at meetings. Please feel free to email essa@doe.state.nj.us with any questions about this process.

Consultation and Performance Management			
#	**Feedback**	**Contributors**	**NJDOE Response**
Context: *ESSA* requires states to consult with a variety of stakeholders regarding their *ESSA* state plan. The goal is for stakeholder input to drive policy development and implementation. For a description of NJDOE's stakeholder outreach, see Section 2.1 of the state plan.			
1	Parents should be provided the opportunity to provide input on *ESSA* implementation. NJDOE should make sure it meets its statutory obligation to engage a variety of stakeholders and should work at making its outreach efforts as transparent as possible.	Vanessa Brown, Morris County NAACP NAACP Legal Defense and Educational Fund	**Feedback integrated, see Section 2:** Representatives from parent groups have been invited to and have attended *ESSA* Stakeholder Focus Group meetings. For lists of invitees and attendees to *ESSA* Stakeholder Focus Group meetings, visit NJDOE's website. NJDOE is always looking to improve its communication to parents and encourages stakeholders to reach out to *ESSA*@doe.state.nj.us with recommendations of how NJDOE can better reach parents.
2	Outside of school leaders and systems leaders, NJDOE should develop more streams of outreach to parent advocates and other community stakeholders to foster more creative input on the implementation of *ESSA*.	Deborah Smith Gregory, NAACP Newark Chapter	**Feedback integrated, see Section 2**: As a result of this feedback, NJDOE has developed several streams of outreach to allow community members to provide input on the state plan. The outreach streams include: • Surveys; • Public listening sessions; and • Community roundtables. In addition, NJDOE encourages stakeholders to reach out through *ESSA*@doe.state.nj.us to: • Provide direct input on *ESSA* implementation; • Request information and stakeholder engagement sessions; • Recommend additional mediums and venues through which NJDOE can communicate to reach more parents and community members to discuss *ESSA* implementation.
3	NJDOE should allow for a 60-day comment period on the *ESSA* state plan instead of the legally required 30-day comment period.	NJ Education Association (NJEA) (meeting)	**Will consider:** NJDOE is committed to providing as much time as possible for stakeholders to read, digest, discuss and provide input on the state's *ESSA* implementation policies. That is why NJDOE released a presentation explaining some key policies to the Stakeholder Focus Group on January 23, 2017. Although allowing for a 30-day formal comment period, NJDOE has encouraged and welcomed stakeholders to submit input and recommendations either in person or through the *ESSA*@doe.state.nj.us email address since summer 2016.

Consultation and Performance Management *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
4	Use *ESSA* funding to provide additional support to school nurses.	Sharon Conway, School nurse Mary Blackborow RN, National Association of School Nurses	**District discretion:** Schools, districts and communities are best positioned to identify and address the unique needs of their students. Therefore, NJDOE will provide guidance to help districts use *ESSA* funds to better meet student and educator needs, which may include support for school nurses and other health and mental health service personnel.
5	Consider the importance of communication and messaging to communities and parents to prevent misinformation from circulating.	Title I Committee of Practitioners (meeting)	**Feedback integrated, see Section 2:** NJDOE's early stakeholder outreach to the general public focused on hearing about their priorities and sharing basic information on *ESSA*'s impact on education in the state. To avoid confusion and clear up misinformation, NJDOE has and will continue to provide as much information to the public as possible throughout the state plan development and implementation process.
6	NJDOE should provide a separate or additional stakeholder/ listening session for Morris County schools.	Vanessa Brown, Morris County NAACP	**Feedback integrated, see Section 2:** Throughout the fall and winter, NJDOE worked to provide regionally diverse stakeholder engagement opportunities. In direct response to stakeholder feedback, NJDOE added an additional listening and learning session in North Jersey to ensure parents and community members in all areas of the state had an opportunity to attend and have their voices heard.
7	NJDOE should create a parent-friendly *ESSA* Prezi and find ways to alert stakeholders of its availability.	Sue Altman Howard Rose, Teaneck resident	**Feedback integrated, see Section 2:** NJDOE has and will continue to develop and link to *ESSA*-related materials through its website and welcomes recommendations regarding how to better communicate the availability of resources.
8	NJDOE *ESSA* public listening sessions should have more advertising. NJDOE should communicate upcoming events in ways other than simply posting event dates on its website.	Margot Embree Fisher, Teaneck resident Vanessa Brown, Morris County NAACP	**Feedback integrated, see Section 2:** NJDOE has and will continue to work to improve outreach through multiple mediums to ensure stakeholders have timely notice of upcoming events and timely access to relevant materials. Following the listening and learning sessions, NJDOE appreciated the collaboration of many stakeholders who helped communicate upcoming events to their respective networks.

Consultation and Performance Management *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
9	Include at least one library media specialist on the *ESSA* Stakeholder Focus Group.	Sarah Joselin, parent advocate	**Feedback integrated, see Section 2:** NJDOE has invited a library media specialist and other library media specialist representatives to be part of the *ESSA* Stakeholder Focus Group. A full list of invitees and attendees to focus group meetings is available on NJDOE's website.
10	Use the considerable resources at the NJDOE to engage the people in the state, including educators, parents, legislators, and the business community in a deep discussion about how schools can help our students: • Learn how to be in this world; and • Learn how to learn. Discussions should also work on determining what: • We want our students to be like and able to do; and • Our schools should look like and be like if we are serious about preparing students to be college and career ready.	Rich Ten Eyck, educator	**Feedback integrated, see Section 2:** NJDOE has co-hosted a variety of community roundtables and focus groups to solicit feedback from stakeholders on how to support NJ's students. These questions included but were not limited to: • What do students need in order to thrive? • How do you know when a school is successful? • What are signs that a school is in need of support?

Consultation and Performance Management *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
11	Include certified school nurses on the *ESSA* Stakeholder Focus Group to provide feedback on needs assessment at the state and local level as well as the state accountability plan to help reduce chronic absenteeism.	Sharon Conway, School Nurse Robin Cogan, Camden Schools Dr. Lorraine Chewey, National Association of School Nurses Anna Tupe and Sheila Caldwell, NJ State School Nurses Association	**Feedback integrated, see Section 2:** NJDOE has invited several school nurses and student health representatives to be part of the *ESSA* Stakeholder Focus Group. A full list of invitees and attendees to meetings can be found on NJDOE's website. NJDOE looks forward to further engaging school nurses as it provides support and materials to schools and districts to help them reduce rates of chronic absenteeism.
12	Include charter school representatives in discussions around *ESSA* accountability.	NJ Charter School Association (meeting)	**Feedback integrated, see Section 2:** NJDOE values the perspectives of public charter schools and has invited a representative from the NJ Charter School Association to be part of the *ESSA* Stakeholder Focus Group, through which NJDOE has engaged stakeholders on specific *ESSA* accountability questions. A full list of invitees and attendees to focus group meetings can be found on NJDOE's website.
13	Include a gifted and talented representative on Title I Committee of Practitioners School Improvement subgroup.	NJ Association for Gifted Children (NJAGC) (meeting)	**Will consider:** NJDOE has revamped its Title I Committee of Practitioners to better meet the intent of Title I of *ESSA*, which calls for a prescriptive set of representatives. However, advocates may periodically nominate educators to this committee. Reach out to titleone@doe.state.nj.us for more information. **Feedback integrated, see Section 2:** However, NJDOE has invited a representative from NJAGC to be part of the *ESSA* Stakeholder Focus Group. A full list of invitees and attendees to focus group meetings can be found on NJDOE's website.

Consultation and Performance Management *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
14	Create an umbrella group of stakeholders, rather than meet with stakeholder groups separately. This way, representatives can share and hear other perspectives and discussions with NJDOE are not happening in a vacuum. This would ensure transparency.	NJEA (meeting)	**Feedback integrated, see Section 2:** As a direct result of this feedback, NJDOE has created the *ESSA* Stakeholder Focus Group, which includes a wide variety of educators, organization leaders and civil rights groups. NJDOE posts agendas, presentations and minutes from focus group meetings on its website as part of its commitment to transparency.
15	NJDOE should provide materials and information that help NJ teachers understand the policy questions and considerations regarding *ESSA* implementation.	NJEA (meeting)	**Feedback integrated, see Section 2:** NJDOE has created a video and a two-page summary providing a baseline overview of *ESSA* and its role in NJ education (see resources here). The video and summary were used throughout the state to provide context before discussing *ESSA*-related policy questions with stakeholders. Additionally, NJDOE has published videos and a PowerPoint presentation providing an overview of key aspects of the *ESSA* state plan proposals to make ESSA implementation policies accessible to educators and families.
16	NJDOE should post *ESSA*-related policy questions on its website.	NJEA (meeting)	**Feedback integrated, see Section 2:** NJDOE has posted *ESSA* policy questions as they are determined, and will continue to do so throughout the development of the state plan. Some questions appear in the presentations to the *ESSA* Stakeholder Focus Group, while others were posted directly to the NJDOE *ESSA* homepage.
17	Be sure to collaborate with the NJ Association of School Administrators (NJASA) and other stakeholders when including meaningful solutions and next steps for districts with low PARCC participation rates.	NJASA (meeting)	**Feedback integrated, see Section 2:** NJDOE welcomes stakeholders to provide input on its proposal of how to meet its statutory obligation to include participation rate in its accountability system (see Section 4.1(E) of the state plan), and welcomes recommendations regarding how to support districts improve their participation rates.

Consultation and Performance Management *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
18	Ensure the *ESSA* Stakeholder Focus Group is as inclusive as possible. The group should include teachers and paraprofessionals.	NJEA (meeting)	**Feedback integrated, see section 2:** NJDOE will continue to work to ensure the focus group is as inclusive as possible. NJDOE also invites the public to submit names of relevant organizations not yet represented on the focus group to essa@doe.state.nj.us.
19	Provide guidance so districts can use funds for restorative justice and trauma informed educational programs as a means to reduce school discipline and chronic absenteeism.	Education Law Center and Rutgers Law School	**Current practice:** Schools, districts and communities are best positioned to identify and address the unique needs of their students. Therefore, NJDOE will continues to provide guidance and support to help districts spend their *ESSA* funds to address identified student and educator needs, which could include providing training on restorative justice practices and strategies to address school discipline and chronic absenteeism in schools.
20	Train districts in family engagement that includes home visits, when agreed upon, and providing transportation to parents, when needed.	Sol B. Heckelman, NJ Association of School Psychologists	**Current practice:** Schools, districts and communities are best positioned to identify and address the unique needs of their students. Therefore, NJDOE will continue to provide guidance and support to help districts be more creative about their use of federal funds, which may include how to improve family engagement or to expend funds for transportation to meaningfully engage families.
21	NJDOE should solicit parent perception of school outreach and require closely supervised corrective action plans when a district is not appropriately engaging with parents and the community. NJDOE should publicize model districts and encourage networking and close interaction.	Sol B. Heckelman, NJ Association of School Psychologists	**Will consider:** NJDOE does not currently collect valid and reliable information on schools' family and community engagement. However, NJDOE would like to continue to engage stakeholders regarding how this information can be properly collected and perhaps reported through NJDOE's performance reports. Additionally, NJDOE intends to provide guidance and technical support regarding stakeholder, including family, engagement.
22	NJDOE should prepare and provide to the Nonpublic School Advisory Board training or a short instructional video on how to navigate the Electronic Web-Enabled Grant (EWEG) system so nonpublic schools can see the funds they are eligible for under *ESSA*.	Nonpublic School Advisory Board (meeting)	**Feedback integrated:** In response to this request and as part of ongoing efforts to provide appropriate and timely guidance to nonpublic school administrators regarding access and navigation of the EWEG system, a representative from NJDOE's Office of Grants Management provided a training to nonpublic stakeholders in January 2017, and will post this training on NJDOE's *ESSA* and grants webpages.

Continuous Improvement and Technical Assistance			
#	Feedback	Contributors	NJDOE Response
23	Provide clarity in EWEG around the amount of Title II, Part A funds for which a nonpublic school is eligible. Currently, EWEG shows a percent that nonpublic schools are eligible for and schools must do their own calculation. Can this be improved?	Nonpublic School Advisory Board (meeting)	**Will consider:** NJDOE will take the recommendation into consideration as it continuously works to improve the accessibility and ease of use of its grants management system.
24	Provide guidance on effective communication between districts; anything to help foster more collaborative, responsive interaction between public and nonpublic schools.	Nonpublic School Advisory Board (meeting) NJ Principals and Supervisors (NJPSA) (meeting) Lakewood District (meeting)	**Current practice:** For several years, NJDOE has, for several years, provided guidance materials and templates to facilitate consultation and planning between districts and nonpublic schools. Additionally, NJDOE has conducted specific trainings around requirements for districts to provide equitable services to nonpublic school students and educators and best practices and will consider future guidance and presentations to support effective consultation and planning.
25	Provide technical assistance that supports all schools considering a transition to a Title I, schoolwide program.	Title I Committee of Practitioners (meeting) NJPSA (meeting)	**Current practice:** NJDOE is committed to providing timely guidance to schools considering a transition to Title I schoolwide programs. On its website, NJDOE hosts documents that lead schools through the transition process and timeline. In addition, NJDOE hosts an annual webinar on transitioning, which can viewed here.
26	Provide guidance on allowable expenses, limitations and transfer of federal funds.	Mercer County Superintendent Roundtable (meeting) NJEA (meeting) ESSA Stakeholder Focus Group (meeting)	**Current practice:** NJDOE will consider the recommendation as it continues to develop and release state-specific guidance and link to federal guidance regarding how districts can use specific *ESSA* funds to support various programs, initiatives and strategies to meet student and educator needs. See current resources here.

Continuous Improvement and Technical Assistance *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
27	Provide guidance on new requirements and how districts should expect to transition from *NCLB* to *ESSA*.	NJ School Boards Association (NJSBA) (meeting) ESSA Stakeholder Focus Group (meeting)	**Current practice:** NJDOE conducted five technical assistance sessions throughout November and December 2016 to provide guidance on the transition from *NCLB* to *ESSA*. The materials provided include a description of changes from *NCLB* to *ESSA* and the expected impact on district requirements, allocations and use of *ESSA* funds. See the technical assistance here.
28	Provide clarification as to what individuals with middle school certification are allowed to teach.	NJSBA (meeting)	**Feedback integrated:** Authorizations regarding in which settings an individual with a specific certification is allowed to teach are established by state regulations (N.J.A.C. 6A:9B) and the Office of Certification and Indication. However, as a result of *ESSA* eliminating the highly qualified teacher (HQT) requirements for educators, there were minor changes regarding which middle school classes holders of N-8 endorsements may teach. NJDOE issued guidance in 2016 explaining the changes.
29	Refer to community schools as a statewide/districtwide model of school climate and safety.	Paterson Education Fund (meeting)	**Will consider:** NJDOE will consider publishing activity-based guidance for districts that includes examples from various districts that have successfully improved school climate and safety for students.
30	Encourage district collaboration. Facilitate partnerships between schools in NJ that share similar demographics and challenges so the schools may be able to share best practices. Specifically, match schools that have improved dropout rates and achievement gaps with schools with issues in those areas.	J. Kummings, Wildwood Public Schools NJPSA (meeting)	**Current practice:** NJDOE values collaboration and networking and has conducted technical sessions to facilitate collaboration through shared planning time. NJDOE will continue to explore ways to help connect schools and share best practices.

Academic Assessments			
#	**Feedback**	**Contributors**	**NJDOE Response**
Context: Context: Under Section 1111(b)(2) of *ESSA*, NJDOE must assess all students in the following grades and subjects: • **English language arts (ELA)/Mathematics:** o In each of grades 3-8; and o Once in grades 10-12 • **Science:** o Once in elementary school; o Once in middle school; and o Once in high school			
31	NJ assessment policy should not put restrictions on formative assessments used by educators strictly used for check-for-understanding and diagnostic purposes.	NJEA (meeting)	**Feedback integrated:** NJDOE will not put a policy in place that restricts a teacher or school from administering its own formative assessments for diagnostic purposes.
32	Assessment should be weighted lightly. NJEA is proposing 10% on assessment. In the final product there should be other measures with much greater weight than assessment.	NJEA (meeting)	**See section 4:** NJDOE is proposing the following weights for each accountability indicator: • Academic: 35% • Academic Growth or Graduation: 35% • Progress toward English language proficiency: 20% • Chronic Absenteeism: 10% NJDOE looks forward to gathering feedback on this topic.
33	Reauthorize PARCC alternatives, such as portfolios, as permanent options to meet the high school graduation testing requirement.	Melissa Tomilson, Badass Teachers Association Garden State Coalition of Teachers Dr. Kennedy Greene, Superintendent of Newton Public Schools Julie Borst, parent advocate	**Out of scope:** New Jersey graduation requirements are authorized by state law and, therefore, are outside the scope of *ESSA* implementation. However, the position shared by various advocates is noted.

Academic Assessments *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
34	Students performing under grade level often opt out of testing. Provide the option for students to be tested on their performed grade level.	NJASA (meeting)	**District discretion:** Except for students with the most significant cognitive disabilities, in accordance with Section 1111(b)(2)(B), NJDOE must administer the same assessment to all students based on grade-level. Additionally, students are required to be tested on grade level for statewide assessments. However, Section 1111(b)(2)(J) allows states to develop computer adaptive assessments that may include test items above and/or below a student's grade level. As NJDOE explores new statewide testing options, it will consider utilizing this flexibility. Other than annual statewide assessments, schools and districts have the discretion to administer any local assessment deemed appropriate for their students, including computer-adaptive assessments and assessments on a student's performed grade-level.
35	Communicate the one percent state cap on alternative assessments policy to confused district administrators and parents.	Julie Borst, parent advocate	**Feedback integrated:** On January 24. 2017, NJDOE issued a broadcast memo to all districts informing them of the one percent cap on the number of students with significant cognitive disabilities who may be tested using alternate assessments. This publication also provided instructions on the process to justify exceeding the one percent cap, if necessary. NJDOE will continue to work on its communication to districts and parents regarding the rules around alternative assessments for students with significant cognitive disabilities.

Academic Assessments *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
36	NJDOE should support parents in their decision to opt their students out of the PARCC exam.	Julie Borst, parent advocate	**Not feasible *under ESSA*:** NJDOE recognizes that parents may choose to have their students opt out of the PARCC exam. However, NJDOE is tasked with ensuring all students are receiving equitable access to high-quality education. Assessing how all students are progressing toward the state's academic standards is one key mechanism to achieve this responsibility mandated by state and federal law. Additionally, Section 1111(b)(2)(B)(i)(II) requires the state to ensure the legally mandated statewide academic assessments are "administered to all public elementary school and secondary school students in the State" and 95 percent of all students and each student subgroup in each school must participate in the statewide assessments. See Section 4 for how NJDOE proposes to meet the requirement to account for the participation rate in the state's accountability system.
37	Decrease consequences for schools with low PARCC participation rates.	Melissa Tomlinson, Badass Teachers Association	**Feedback integrated, see Section 4:** NJDOE's proposed penalty for failing to meet the 95 percent participation rate requirement is to indicate such failure on school performance reports. Formerly, districts in which at least one school fails to reach the 95 percent participation rate for all students or a student subgroup were required to write and implement an improvement plan. **Not feasible under *ESSA*:** However, *ESSA* requires an additional penalty be applied to schools that fail to meet the 95 percent participate rate. See Section 4 of the state plan and Section 1111(c)(4)(E)(iii) of *ESSA* for more details.

Academic Assessments *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
38	Increase the number of differentiated assessments for special needs students, including English learners.	Melissa Tomlinson, Badass Teachers Association David Aderhold, Garden State Coalition of Schools	**Feedback integrated, see Section 6:** NJDOE is committed to offering students the opportunity to take the most appropriate assessment, within statutory limits. NJDOE will continue to provide guidance to child study teams to assist with determinations about whether each student with an individualized education program will participate in the PARCC or the Dynamic Learning Maps (DLM), which is the state's alternate assessment for students with the most significant intellectual disabilities, for each content area assessed. For English learners, NJDOE currently offers all mathematics PARCC assessments in Spanish. NJDOE will continue to evaluate the prevalence of other languages in the student population to determine if academic assessments in other languages are needed. NJDOE will continue to work with stakeholders to identify the most appropriate assessments.
39	Develop shorter and easier pathways for teachers with students with disabilities certification.	Nonpublic stakeholders (meeting)	**Out of scope:** New Jersey teacher certification requirements are authorized by state law and, therefore, are outside the scope of *ESSA* implementation. However, the position shared by the advocates is noted.
40	Ensure schools have access to technology, especially during PARCC exams when technology is often removed from schools for PARCC implementation.	Paterson Education Fund (meeting)	**Out of scope:** Technology is an allowable use of Title IV, Part A funds; schools that identify technology as a critical need may be able to use federal funding. For a description of New Jersey's efforts to ensure all schools are tech-ready, see here.
41	If NJDOE administers the ACCESS for ELLs exam, it should be only one small factor in measuring growth in the accountability system.	Rebecca Cohen	**Feedback integrated, see Section 4:** NJDOE is proposing to continue using the ACCESS for ELLs assessment for English language proficiency (ELP). Beginning in 2017, all districts will use this assessment to measure an English learner's progress toward ELP. NJDOE is proposing that the ELP measure will be worth 20 percent of a school's overall score.
42	NJDOE should consider the difficulties for high school students taking multiple AP exams along with PARCC.	NJASA (meeting)	**Will consider:** NJDOE will continually review and revise its statewide testing program to ensure it is appropriately measuring student learning with an appropriate amount of testing time.

School Quality and Student Success Indicators

Stakeholder Engagement

During fall and winter 2016, NJDOE had the opportunity to meet with representatives from many communities – professional organizations, parents, students, teachers, administrators and other stakeholders - from across the state to find out what aspects of a student's educational experience stakeholders value and what types of school information they would like to see schools held accountable for and publicly reported. The following is a list of indicators of school quality and student success that stakeholders recommended.

Most Frequently Recommended Indicators	
• Social-emotional supports • Parent and community engagement • Chronic absenteeism • Teacher mobility and attendance • Professional development for teachers • Student health and wellness • Access to technology	• College and career readiness: career and technical education and dual enrollment • Robust curriculum • Suspension and expulsion rates • Access to updated resources and materials • Before and after school enrichment

Other Recommended Indicators		
• Early childhood education • Kindergarten readiness programs • Access to full-day preschool and kindergarten • In-district preschool programs • Universal preschool • Special education certified teachers • School climate and safety • Clean, up-to-date facilities • Academic enrichment • Breadth of extra-curricular activities • Libraries and media centers • Up-to-date materials for students • Up-to-date materials for teachers • Work-based learning	• Students taking remedial college courses • Postsecondary completion, including trade programs or certifications • Highly qualified teachers • Teacher demographics • Suspension and expulsion • Student mobility • Student retention • Student dropout rates • Indicator 8 from *IDEA* • Media centers • Performing arts/fine arts • Economics/civics • Access to para-educators	• School-based arrests • Referrals to law enforcement • Students attending non-district schools • Bullying • Class size or student/teacher ratio • Access to reading specialists • Access to bilingual specialists • Access to field trips • English learner access to alternative assessments and flexibility regarding graduation timeline • Teacher pay for mentoring • Extra-curricular activities

These ideas were collected from a variety of meetings, including but not limited to:

Meeting/Group	Date	Meeting/Group	Date
Nonpublic Stakeholder Input Meeting	8/2	NAACP Newark Community Roundtable	11/10
ESSA Public Listening Session 3	9/4	County and State Teachers of the Year	11/14
NJ Principals and Superintendents Association	9/16	NJEA Southeast Focus Group	11/14
ACNJ Early Childhood Stakeholder Meeting	9/28	AFT North Bergen Educator Roundtable	11/15
Paterson Education Fund Parent Roundtable	10/13	AFT Garfield High School Roundtable	11/16
NJ Principals and Superintendents Association Fall Conference	10/20	ESSA Stakeholder Focus Group Meeting	11/28
Camden Community Parent Roundtable	10/27	New Jersey Business & Industry Association Employer Focus Group	11/29

NJDOE Response

ESSA not only allows for, but encourages, states to continuously improve their state plans, including their accountability and support systems. While NJDOE plans to utilize chronic absenteeism as its additional indicator of school quality and student success in the initial launch of the accountability system, NJDOE remains deeply committed to collaborating with stakeholders to explore and develop additional indicators to best reflect New Jersey's priorities. In fact, NJDOE has already begun its follow-up conversations with stakeholders and ultimately plans to utilize feedback to refine definitions of each indicator, identify data collections that could lead to new indicators for school accountability or reporting purposes and measure the impact of initial measures. See Section 4.1 of the state plan for more information.

Accountability and Support System			
#	**Feedback**	**Contributors**	**NJDOE Response**
Context: The comments below are in reference to the school-based accountability, support and reporting systems required under *ESSA*. For full context regarding the components and details of those systems, see Section 4 of the state plan.			
43	Decide on a significantly weighted English learner proficiency test as part of the accountability system.	Bilingual Advisory Committee (meeting)	**Feedback integrated, see Section 4:** NJDOE is proposing to weight the progress toward the ELP indicator at 20 percent of a school's overall performance. NJDOE will continue conducting outreach to allow stakeholders the opportunity to provide feedback on the weights of this and other accountability indicators.
44	Weights of each indicator for English learner populations should be adjusted in different years.	Bilingual Advisory Committee (meeting)	**Will consider**: NJDOE has heard from several advocates that it should adjust weights in its accountability system to hold schools first accountable for getting English learners to learn English and then accountable for ensuring English learners demonstrate grade-level proficiency on academic assessments in English. The idea is that English learners cannot reasonably be expected to demonstrate grade-level proficiency on academic assessments in English before they are proficient in English. NJDOE will consider how it can structure its accountability system to hold schools accountable for ensuring English learners are learning English before holding them fully accountable for statewide academic achievement assessment results for English learners.
45	Groups of students with lower ACCESS for ELLs scores (i.e. who score lower on English proficiency assessments) should be weighed differently, especially with regard to the academic indicators.	Bilingual Advisory Committee (meeting)	**Feedback integrated, see Section 4:** In accordance with the recommendation, NJDOE is proposing to adjust how students are weighted in the academic achievement indicator based on an English learner's ELP level and the number of years the student has been in the country. See Section 4.1 of the state plan for more information.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
46	Include indicators of school resources as the structures and systems of a school must be a priority, including the structural integrity of buildings; adequate staffing, including nurses in every building and counselors with manageable caseloads; having enough materials, including adequate access to technology; and ensuring that the basic human needs of children, such as safety and nutrition, are met.	NJEA Roundtable (meeting)	**Will consider:** NJDOE recognizes the importance of the various structures and systems listed. Therefore, it will consider how student access to such supports can be reflected within New Jersey's school and district accountability systems including school and district reports. As NJDOE is working to improve its systems of accountability and supports, it will take into consideration where different pieces fit and will take these recommendations into account.
47	Include indicators of authentic and varied learning opportunities as learning experiences that extend well beyond the current focus upon literacy and mathematics. Discussions centered on the need for more social and emotional learning, the arts, and civics. There was also a strong thread around authentic vocational learning that leverages all subject areas through practical application.	NJEA Roundtable (meeting)	**Will consider/District discretion:** NJDOE is proposing enhancements to the federal, state, and local accountability systems based on the belief that local educators and community members are best positioned to understand and address the needs of their students. Accordingly, NJDOE welcomes feedback on what additional information can be provided on the performance reports so community members have the information they need to ensure their students are being provided authentic and varied learning opportunities. While curriculum, course offerings, and learning strategies are best determined at the local level, NJDOE will continue to provide guidance to schools and districts about how federal funds can be leveraged to best meet student needs, both academic and non-academic.
48	Consider staff morale; topics within this theme centered upon the opportunity to lead within their schools, having the space to act as professionals, and working with truly collaborative administrators.	NJEA Roundtable (meeting)	**District discretion:** As stated above, NJDOE's proposals are based on the belief that local educators and community members are best positioned to understand and address the needs of their students. However, NJDOE welcomes feedback on what additional information can be provided on the performance reports that would provide indicators of positive staff morale.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
49	Consider levels of educator autonomy and self-determination of learning communities in the accountability system. This thread of discussions centered on the limiting aspects of the current test-driven, top-down, system which trickles down through administration and undermines the ability of teachers to make professional decisions to tend to the various needs of their students.	NJEA Roundtable (meeting)	**Feedback integrated, see Section 4:** Under *NCLB*, only academic proficiency and graduation rates factored prominently into the federal school accountability system and failure to improve proficiency rates year over year led to federally mandated consequences for schools. Under *ESSA*, NJDOE must consider indicators other than proficiency and graduation rates, such as academic growth, chronic absenteeism, and progress toward English proficiency for English learners to determine a school's overall performance. Moving forward, the development process of the state plan provides New Jersey an opportunity to reflect on all of its federal, state and local accountability systems. NJDOE is proposing to better align the accountability systems to place a clearer emphasis on school and district support rather than penalties and compliance.
50	Onerous accountability systems, coupled with testing dramatically increasing the stakes to both individual teachers and districts when attempting to meet the needs of all students.	NJEA Roundtable (meeting)	**Feedback integrated, see Section 4:** As stated above, NJDOE must use more measures of school success in its federal school accountability system, which will be used to identify the schools most in need of support. By simplifying and better aligning New Jersey's federal, state and local accountability systems, NJDOE is looking to provide a system of more cohesive supports with greater emphasis on school and district support rather than compliance.
51	English learners should be allowed five years to graduate. Districts and schools should not be penalized for English learners who need an additional year to graduate (especially students with interrupted education).	NJ Teachers of English to Speakers of Other Languages-NJ Bilingual Educators (NJTESOL-NJBE)	**Feedback integrated, see Section 4:** NJDOE will propose both four- and five-year graduation rates to calculate an overall graduation rate for schools. While required to include English learners in both the four- and five-year graduation rate calculations, NJDOE is proposing to allow an English learner under specific circumstances to be moved from one graduation cohort to another, thus giving the student an additional year to graduate.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
52	Access to appropriate curriculum and modifications for English as a second language (ESL) and bilingual students should be provided in all grades, including early childhood.	NJTESOL-NJBE	**Current practice:** In accordance with the recommendation, NJDOE will continue to work with districts to ensure appropriate curriculum and modifications are provided to ESL and bilingual students.
53	Include chronic absenteeism as an indicator of school quality and student success in the *ESSA* school accountability system.	Title I Committee of Practitioners (meeting) Advocates for Children of New Jersey (ACNJ) NJ Alliance for Social, Emotional and Character Development (meeting) Newark roundtable (meeting) Garfield educator roundtable (meeting) County Teachers of the Year (meeting) Howard Lerner Ed.D., NJ Joint Council on County Special Services School Districts Paterson Education Fund Teacher: Paterson Public Schools Lauren Bauer: Brookings Institute	**Feedback integrated, see Section 4:** In accordance with the recommendation, NJDOE is proposing to use chronic absenteeism as an indicator of school quality and student success in its accountability system. A student will be considered chronically absent if he or she misses 10 percent or more of school days in a given school year.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
54	Chronic absenteeism must be clearly defined and take into consideration healthy, responsible absences verses other types of absences.	NJPSA (meeting) ESSA Stakeholder Advisory Focus Group (meeting)	**Will consider:** NJDOE is proposing to include chronic absenteeism as an indicator in its school-based accountability system required under *ESSA*. As the indicator is rolled out, NJDOE will work with stakeholders to provide additional guidance to schools to ensure consistent data reporting procedures and uniform policies regarding what constitutes an "absence" for a student's chronic absenteeism.
55	Mandate current NJ School Climate Survey for all districts to inform future targeted action plans.	Shira Baron, Attorney, Education Law Center NJ Alliance for Social, Emotional and Character Development (meeting) County and State Teachers of the Year (meeting) NAACP Legal Defense and Educational Fund	**Not feasible:** NJDOE supports the use of high-quality school climate surveys and understands how they can be used as a valuable tool to inform decision making and to improve school climate and culture. However, NJDOE at this time will not mandate a specific school climate survey be completed by all schools, as educators and administrators in schools and districts should have the option to choose a survey that best meets the school's and students' needs.
56	NJ must consider how to assist districts that struggle with school quality. Assistance could be through the provision of professional development and other resources, i.e. social-emotional learning and restorative justice. Get rid of harsh consequences in schools and offer assistive rather than punitive approach.	Shira Baron, Attorney, Education Law Center	**Feedback integrated, see Section 4:** NJDOE will work with stakeholders to design an intervention and support system that allows schools and districts to analyze root causes of specific outcomes and establish evidence-based interventions that address specific student and educator needs.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
57	Consider school climate and safety as the non-academic indicator in the state accountability system and define it by the same practices that have decreased chronic absenteeism in Paterson: restorative justice over suspensions; no suspension for minor infractions; students give input on reparations; full-service community schools; and looking at the whole child. (The commenter stated that these practices have decreased chronic absenteeism in Paterson.)	Rosie Grant, Executive Director, Paterson Education Fund	**Will consider:** NJDOE will work with stakeholders to design an intervention and support system that allows districts to analyze root causes of specific outcomes and to establish evidence-based interventions that address specific student and educator needs. NJDOE intends to include disaggregated data on school climate and safety in its performance reports as soon as the data is available and will continue to explore stakeholder opinions on including such information in its *ESSA* school accountability system.
58	Chronic absenteeism as an indicator should take into account: data that defines lateness vs. absenteeism; an alternative to what happens when students are suspended or miss a whole day of class; and 3how quality data will be collected and entered across the state.	Greta Mills, Teacher, Paterson Public Schools Title I Committee of Practitioners (meeting)	**Will consider:** NJDOE is proposing to include chronic absenteeism as an indicator in its *ESSA school* accountability system. NJDOE will work with stakeholders to provide additional guidance to schools to ensure consistent data reporting procedures and uniform policies regarding what constitutes an "absence."
59	Consider ways to combine proficiency and progress in one level in the state's accountability system.	Bilingual Advisory Committee (meeting)	**Feedback integrated, see Section 4:** In accordance with the recommendation, NJDOE is proposing to include growth (student growth percentiles) in K-8 for ELA and K-7 for mathematics. For applicable grades, growth will be weighted equally to proficiency in the state's school-based accountability system. See Section 4.1 of the state plan for more information.
60	Include a six-year graduation rate in the state's accountability system.	*ESSA* Stakeholder Focus Group (meeting)	**Will consider:** At the recommendation of the majority of stakeholders, NJDOE is proposing to include a five-year graduation rate in its accountability system Stakeholders nearly universally agree with including extended graduation cohort rates as it takes some of the pressure off of schools to graduate students who are not prepared. NJDOE is open to stakeholder feedback on further expanding the extended-year graduation rate.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
61	Include all English learners in the English learner subgroup in the state's accountability system.	Bilingual Advisory Committee (meeting)	**Feedback integrated, see Section 4:** The English learner subgroup will include students for four years after exiting language services (previously, former English learners were included for only two years after exiting language services).
62	For the purposes of accountability, the n-size should be 15 or 20.	Bilingual Advisory Committee (meeting)	**Feedback integrated, see Section 4:** NJDOE is proposing an n-size of 20 for accountability. The goal is to make the n-size large enough so the data accurately represents a trend in the student group's performance over time but small enough to capture as many students as possible.
63	Include student participation in high school dual enrollment and concurrent courses as a schoolwide performance target, either in place of one of the college-based exams or in addition to it.	Dr. G. Kennedy Greene, Superintendent, Newton Public Schools	**Current practice/will consider:** NJDOE currently reports on several career-readiness indicators, including dual or concurrent enrollment data along with data on the number of students taking college-entrance exams such as the SAT and ACT.
64	Include disaggregated school climate and safety data as a fulfillment of *ESSA*'s non-academic indicator for accountability.	Ariana Fink, Director, Newark Educational Access and Advocacy Project Shira Baron, Attorney, Education Law Center NJPSA (meeting)	**Will consider:** NJDOE is very interested in including disaggregated school climate and safety data in its reporting and school accountability system. However, NJDOE will not have this data available in a valid, reliable, and disaggregated form for the 2017-2018 school year. NJDOE intends to include disaggregated data on school climate and safety in its performance reports as soon as the data is available and will continue to explore stakeholder opinions on including such information in its school accountability system.
65	Include chronic absenteeism in early grades, starting with at least preschool programs, in accountability measures for schools. This will require the state to convene a working group to identify a common definition of chronic absence, which currently does not exist and a data collection process for districts to follow.	ACNJ	**Feedback integrated, see Section 4/will consider:** As stated above, a student will be considered chronically absent if he or she misses 10 percent or more of school days in a given school year. In accordance with the recommendation, this policy will apply to all grades K-12. NJDOE will work with stakeholders to provide additional guidance to schools to ensure consistent data reporting procedures and uniform policies regarding what constitutes an "absence."

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
66	Remove intervention exemption for high schools with less than 100 at-risk students and adjust the time frame for labeling a school as underperforming.	Melissa Tomlinson, Badass Teachers Association	**Not feasible *under ESSA*:** Under *ESSA*, there is no exemption regarding which schools can be identified for support and improvement. NJDOE will continue to engage stakeholders regarding the appropriate supports and improvements to provide smaller high schools. With regard to the timeframe used to identify schools for support and improvement, NJDOE welcomes stakeholder input.
67	Return to including school safety, student mobility and ACT scores in the college and career readiness section in future school performance reports.	Patrick Michel, Superintendent, Salem City School District NJPSA (meeting)	**Current practice/will consider:** NJDOE recognizes the importance of school safety and how student mobility can affect school performance and student outcomes. NJDOE appreciates feedback on student mobility and it will be considered as school performance reports are continuously improved. Future school performance reports will include ACT scores.
68	Include school climate and safety metrics similar to the California Organization for Reform of Education (CORE) consortium such as chronic absenteeism, suspension rates, student voice, engagement and social-emotional skills.	William Trusheim, NJ Alliance for Social, Emotional and Character Development	**Will consider/Feedback integrated, see Section 4:** NJDOE is proposing to include chronic absenteeism as an indicator in its school-based accountability system for the 2017-2018 school year. NJDOE has heard from several stakeholders about the importance of social and emotional development, school culture and safety, access to opportunities and resources and professional support. As a result, NJDOE will continue to engage stakeholders and explore ways to include in its performance reports data that is valid, reliable and collected from all schools across the state. NJDOE is interested in continuing the dialogue about what should be included in its school-based accountability system.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
69	Align any *ESSA* decision making to the Association for Supervision and Curriculum Development (ASCD) and Centers for Disease Control's Whole School, Whole Community and Whole Child models with the inclusion of school nurses in decreasing chronic absenteeism and increasing seat time.	Melissa Stager, Middletown Township School District Ronn Nozoe, Association for Supervision and Curriculum Development	**Feedback integrated, see Section 4:** NJDOE is proposing to include chronic absenteeism in its school accountability system and plans to work with all stakeholders, including schools nurses, to find ways to reduce chronic absenteeism in schools.
70	Consider school climate as an indicator with requirements around bullying, violence prevention and reduction and school support that reduces student expulsion.	Melissa Stager, Middletown Township	**Will consider:** Under *ESSA* Section 1111(h)(C), NJDOE is required to report on the rates of suspensions, expulsions, school-based arrests and referrals to law enforcement, and incidents of violence, including bullying, in schools. As NJDOE begins to gather the data necessary to report on these measures, it will continue to explore with stakeholders which of these or additional indicators can and should be included in its school-based accountability system.
71	Develop standardized data for transient populations of students.	NJPSA (meeting)	**Current practice:** While not all transient populations are captured, NJDOE currently identifies students who are eligible for federal migrant education services. Through the use of a statewide student identification number, NJDOE is better able to identify students as they move within New Jersey and, through cooperative relationships with other states, as students move to other states as well.
72	Include 'physical education' as a quality indicator for school success to improve the health of NJ students, regardless of where they reside.	Corinne Orlando, Director of Government Relations, American Heart Association	**Will consider:** NJDOE is open to feedback on which measure of physical education can be included as an indicator in the accountability system. However, NJDOE already holds schools accountable for providing at least 150 minutes of health, safety and physical education to all physically capable public school students in grades 1 - 12 (N.J.S.A. 18A:35-7 and 8).
73	Include data on 'student retention' as a school quality indicator, especially in charter schools.	Denise Cole, parent advocate	**Will consider:** NJDOE is currently able to identify the percentage of students who do not change schools between school years and will consider the appropriate way to report such data.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
74	Access to high-quality teachers as an accountability indicator should take into account: definitions of quality teacher vs. qualified teacher and the number of long-term substitute teachers	Title I Committee of Practitioners (meeting)	**Will consider:** While NJDOE does not have the necessary data on teacher qualifications, experience and effectiveness in a form consistent with the law to be included as an indicator in its school-based accountability system, under section 1111(h)(1)(C)(ix) of *ESSA*, NJDOE must report on the number and percentage of inexperienced teachers, principals and other school leaders, teachers with an emergency or provisional certificate, teachers who are not teaching in the subject or field for which they are certified and ineffective educators. This information will be included on New Jersey performance reports as soon as the data is available in a form consistent with the requirements. This information is also considered during district-based NJQSAC reviews. NJDOE provides this data at the state level in Section 5 of the state plan.
75	Hold charter schools accountable for teaching African-American history to students of color similar to The Amistad Act for traditional schools.	Denise Cole, Parent advocate	**Out of scope:** This comment is outside the scope of *ESSA* implementation. To report violations or learn more about specific requirements for traditional public schools or public charter schools please contact the New Jersey Amistad Commission at Amistad@doe.state.nj.us.
76	Student growth should be given a higher weight than proficiency in the school-based accountability system. Academic indicators (proficiency and growth together) should weigh more than nonacademic indicators.	Title I Committee of Practitioners (meeting)	**Feedback integrated, see Section 4:** For applicable schools, NJDOE is proposing to weight academic achievement and academic growth equally. See Section 4.1 of the state plan for more information. NJDOE looks forward to stakeholder input on this proposal.
77	"Extended' graduation rate should be used to calculate the graduation indicator. Recommend weighing four-year graduation rate more than five-year graduation rate	*ESSA* Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 4:** NJDOE will use both four- and five-year graduation rates to calculate an overall graduation rate for schools. The rates will be weighted equally.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
78	Provide a statistical model on what would be the impact of varying weights (in increments of five between 10 and 30) to make an informed and transparent decision on the n-size.	*ESSA* Stakeholder Focus Group (meeting)	**Feedback integrated, see section 4:** NJDOE provided such a model at the November 28, 2016, convening of the *ESSA* stakeholder focus group (see slides 19 – 22).
79	Use a different n size for each indicator; using the same number will not account fairly for certain subgroups.	*ESSA* Stakeholder Focus Group (meeting)	**Not feasible *under ESSA*:** Section 1111(c)(3)(A)(i) of *ESSA* requires the n-size be the same for all subgroups across all accountability indicators.
80	NJDOE should communicate to stakeholders the state academic and graduation rate goals as well as the required academic assessments.	NJASA (meeting)	**Current practice:** NJDOE values communication with stakeholders and will continue to conduct outreach to allow stakeholders to provide feedback on goals proposed in the state plan.
81	Avoid the current unrealistic indicators for peer groups by looking at cost per student.	NJASA (meeting)	**Current practice:** NJDOE will not include peer school rankings in the 2015-2016 school performance reports and is investigating alternative ways of identifying peer schools.
82	Bring NJDOE accountability and performance staff to discuss with charter school staff indicators and strategies to improve retention.	NJ Charter School Association (meeting)	**Current practice:** NJDOE will continue to collect feedback from districts and school leaders that relates to the needs of transient students.
83	Consider a postsecondary plans index that shows the number of graduates who are reported to be enrolled in college or trade school, serving in the military, volunteering with a humanitarian organization or working in business or industry.	Dr. Robert Zywicki, Weehawken Township School District Newark Community (meeting)	**Will consider:** NJDOE does not currently have access to the data mentioned except for enrollment in higher education institutions, which is reported in the school performance reports based on data gathered from the National Student Clearinghouse. NJDOE will continue its efforts to include more postsecondary data in the school performance reports.
84	Remove test scores or reduce the weights of test scores in teacher evaluations.	Melissa Tomlinson, Badass Teachers Association Howard Rose, Teaneck resident	**Out of scope:** The components of teacher evaluations are established in state law (TEACHNJ, P.L. 2012, c.26) and regulation (N.J.A.C. 6A:10) and, therefore, are outside the scope of *ESSA* implementation. However, the position shared by various advocates is noted.

Accountability and Support System *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
85	Consider a stipulation in the reporting regulations so the first-year adjusted cohort graduation rate reported on the NJDOE school performance reports no longer penalizes a school for continuing-status students.	Dr. Robert Zywicki, Weehawken Township School District	**Not feasible under *ESSA*:** *ESSA* contains very detailed requirements for reporting of the four-year graduation rate in the ESSA accountability system. To ensure schools' efforts with continuing-status students are reported appropriately, New Jersey is taking advantage of the flexibility under ESSA to include the five-year adjusted cohort graduation rate in addition to the required four-year graduation rate.
86	Consider for reporting and accountability including additional subgroups such as gifted and talented students. All students -- low and high performers -- should be considered for the growth indicator in the accountability system growth.	*ESSA* Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 4:** NJDOE does not currently include gifted and talented students as a subgroup in its reporting or accountability systems because there is no uniform criteria applied in all schools across the state to identify gifted and talented students and data on the number of gifted and talented students in each school across the state is not collected in a valid and reliable manner. In accordance with the recommendation, NJDOE will include the growth of all students, including high-performing students, to calculate school's overall academic progress (growth).
87	Coordinate QSAC with performance reports in the state plan.	Title I Committee of Practitioners (meeting)	**Feedback integrated, see Section 4:** NJDOE acknowledges the misalignment and redundancies created by the district-level accountability system (QSAC) and the school-level accountability system required under *ESSA*. As such, NJDOE will take steps to align the system and reduce redundancies and welcomes stakeholder feedback on how to improve both systems, including how information from both systems is reported.
88	NJDOE should take into account the measures affecting accountability that districts may not have control over such as funding, school crowding, etc.	Title I Committee of Practitioners (meeting)	**Feedback integrated, see Section 4:** There are a host of factors that affect student outcomes that schools and districts do not have control over. Therefore, in fairness to schools, as NJDOE worked with stakeholders to select indicators to include in its *ESSA* accountability system, it took into consideration which measures schools had the power to improve.

School Support and Improvement			
#	Feedback	Contributors	NJDOE Response
89	Give principals more autonomy. Principals need to be able to hire and retain staff and positions. It would be helpful if NJDOE regional achievement center (RAC) staff convince districts to give schools more autonomy, at least for schools identified as in need of comprehensive support and improvement (formerly called priority schools) that are making progress.	District and School Leaders Focus Group (meeting)	**Will consider:** NJDOE will take the recommendation into consideration as it develops its support and improvement policies for schools identified in need of comprehensive support and improvement.
90	Provide more support for school improvement plan writing process. This could include a workshop for schools to come together and share ideas and for the RAC team to give feedback.	District and School Leaders Focus Group (meeting)	**Will consider:** NJDOE will work with school and district staff to better support the improvement plan writing process, which may include providing opportunities for schools identified as in need of comprehensive support and improvement to come together to network and share ideas on how to overcome challenges. NJDOE currently hosts templates and videos with instructions on improvement plan writing on its website and welcomes feedback on how to add to or improve these materials.
91	Provide exemplar school improvement plans with very specific solutions and options and with guidance on how to operationalize specific interventions.	District and School Leaders Focus Group (meeting)	**Current practice:** As stated above, NJDOE currently hosts templates and videos with instructions on improvement plan writing on its website and welcomes feedback on how to add to or improve these materials.
92	The Road to Success rubric should be aligned to be used by districts.	District and School Leaders Focus Group (meeting)	**Not feasible:** The Road to Success rubric is used to gather information during classroom walkthroughs in priority schools twice per year (fall and spring). This common rubric allows NJDOE to look at trends across priority schools. Since NJDOE works with many districts, it is not feasible to align the tool with specific rubrics used by various districts. However, the rubric is revised annually by NJDOE and feedback from the field is considered and often incorporated. NJDOE welcomes additional feedback on how it can continue to improve this rubric.

School Support and Improvement *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
93	Explore using growth and proficiency in the selection criteria to determine schools in need of support and improvement. In addition, selection criteria should take into consideration unique student populations. For instance, consider schools with a high percentage of students educated outside of the district and how the schools are held accountable for the students.	District and School Leaders Focus Group (meeting)	**Feedback integrated, see Section 4:** In response to this feedback, NJDOE is proposing to weight academic proficiency and growth equally in its accountability system to identify non-high schools in need of support and improvement. See Section 4.1 of the state plan for more details on this proposal. NJDOE will take the group's comment into consideration as it determines its policies around school of record with regard to accountability.
94	Systems of support in the state plan should include the following: 1. Fair funding; and 2. District central office staff should participate on school-level teams to jointly develop school improvement plans, especially business administrators.	RAC Focus Group (meeting)	**Feedback integrated, see Section 4:** Most *ESSA* district- and school-level funding is determined by a formula established in federal law. NJDOE has some discretion regarding how it distributes *ESSA* funds for school improvement within the limitations established in Section 1003 of *ESSA*. NJDOE will work to create a fair and equitable process for distributing such funds. NJDOE supports the joint planning between school- and district-level staff in creating improvement plans. NJDOE will continue to encourage such collaboration.
95	The district-level accountability system (NJQSAC) is inconsistent with the *ESSA* school-level accountability system, punitive and redundant; some schools and districts would rather have only school improvement plans.	RAC Focus Group (meeting)	**Feedback integrated, see Section 4:** NJDOE acknowledges the misalignment and redundancies created by the district-level accountability system (NJQSAC) and the school-level accountability system required under *ESSA*. NJDOE will take steps to align the systems and reduce redundancies and welcomes stakeholder feedback on how to improve both systems so they work in conjunction to support improvement and growth at the district- and school-levels.

School Support and Improvement *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
96	Shorten the parent and student survey (required in priority and focus schools) and include more parent-friendly language.	RAC Focus Group Regions 2 and 9 (meeting)	**Will consider:** Many schools use a survey that was created by Rutgers University in consultation with NJDOE and is available for free to all schools in New Jersey. Feedback on the content and survey length, while not directly within the scope of the *ESSA* state plan, is noted and will be shared with the survey developers.
97	A lack of social-emotional supports, excessive district initiatives and little-to-no collaboration between feeder schools are major barriers to improving academic achievement in schools identified in need of comprehensive and targeted support and improvement (formerly called priority and focus schools).	RAC Focus Group Regions 2 and 9 (meeting)	**Will consider/see Section 4:** NJDOE will take the barriers into consideration as it develops and implements support and improvement policies for schools identified in need of comprehensive and targeted support and improvement. Ultimately, any state support should empower districts and schools, which are best positioned to identify student needs and barriers to success, to better meet student needs and overcome barriers to success.
98	If NJDOE works with districts and not just schools, everyone will be more open to the guidance regarding New Jersey Tiered Systems of Support (NJTSS).	*ESSA* Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 2:** NJDOE is not only required, but also committed, to providing support and technical assistance at school and district levels.
99	Due to the varying needs of different student subgroups and the difference in district resources, NJDOE should provide customized and need-based support for each school. Consider an improvement task force within each school.	*ESSA* Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 4:** NJDOE is cognizant of the varying needs of schools and of how local educators, administrators and community members are best positioned to understand and address the needs of students. Section 4 describes how the levels of support provided by NJDOE will be differentiated based on multiple sources of data, including individual school performance reports. In most cases, the level of support will be technical assistance and access to resources to empower schools and districts to select evidence-based strategies to meet students' needs. For schools in need of support, the levels and nature of supports will be determined by interdivisional NJDOE teams in collaboration with schools and districts.

School Support and Improvement *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
100	Consider coordinating networks of similar districts and schools with similar needs (particularly a school/district that has a need that has recently been addressed successfully by another school/district). Identify and share successful interventions and resources that work within a district. Successful schools in a district can be enlisted to support the district's other schools.	*ESSA* Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 4:** In response to stakeholder feedback prior to *ESSA* state plan development, over the last few years, RAC staff have been organized in teams to address like schools with similar needs. This approach helps to promote collaboration between schools and districts and allows lessons learned in one school to be shared and applied in other schools with similar needs. NJDOE will continue to find additional ways to connect schools and districts to promote the sharing of best practices.
101	Consider implementing an interactive data system, as well as data-specific training on the following: • Differentiating in classrooms; • How to use data for specific content areas; • PARCC data mining – not through NJSMART; • Scheduling; and • Better use of data.	Burlington County Curriculum Coordinators (meeting)	**Will consider**: NJDOE appreciates the input and will take the recommendations into consideration as it puts together *ESSA* trainings and resources for schools and districts.
102	Reorganize the RACs to be more topics-based rather than regional.	ESSA Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 4:** In response to stakeholder feedback prior to *ESSA* state plan development, over the last few years, RAC staff have been organized in teams to address like schools with similar needs. This approach helps to promote collaboration between schools and districts and allows lessons learned in one school to be shared and applied in other schools with similar needs.

School Support and Improvement *continued*			
#	Feedback	Contributors	NJDOE Response
103	Build capacity through multi-level, team-based professional development and coaching of principals and other leadership.	ESSA Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 4:** Based on feedback from stakeholders, NJDOE has developed a multi-level system of support for schools. This approach considers a school's and district's needs and provides multi-level coaching and professional development for principals and other supports based on the needs. Section 4 describes how the levels of support provided by NJDOE are differentiated based on multiple sources of data, including individual school performance reports. In most cases, the level of support is technical assistance and access to resources to empower schools and districts to select evidence-based strategies to meet students' needs. For schools in need of support, the levels and nature of supports are determined by interdivisional NJDOE teams in collaboration with schools and districts.
104	Provide template for needs assessment (with training), including the importance of parent engagement, social and emotional development and school climate.	ESSA Stakeholder Focus Group (meeting) Lakewood District (meeting)	**Feedback integrated, see Section 2:** NJDOE recognizes the importance of a successful needs assessment that identifies root causes. NJDOE has started to develop resources to support district needs assessments and will work through monitoring and application approvals to support districts in this work.
105	Support least restrictive environment for student with disabilities by providing supports based on identified student needs.	ESSA Stakeholder Focus Group (meeting)	**Current practice:** NJDOE supports having students with disabilities in the least restrictive educational environment and is strongly promoting the New Jersey Tiered System of Support, which is a system designed to ensure students have access to the resources they need to succeed academically in the least restrictive environment.
106	Support parents and stakeholders as partners in school improvement for sustainability. State-level support should include of a stakeholder task force to develop targeted plan for improvement.	ESSA Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 2:** Through guidance and monitoring, NJDOE will ensure districts engage local stakeholders throughout the improvement process, which includes: conducting a needs assessment, improvement planning, plan implementation and evaluation of outcomes.
107	State-level support should include involvement of RACs in the initial stages.	ESSA Stakeholder Focus Group (meeting)	**Feedback integrated, see Section 4:** NJDOE will ensure the appropriate NJDOE staff work with districts with schools in need of support during improvement planning and implementation.

School Support and Improvement *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
108	District-level improvement plan should include the development of teacher mentoring/coaching plan.	ESSA Stakeholder Focus Group (meeting)	**Will consider:** *ESSA* requires school improvement plans for schools in need of support. District-level improvement plans are part of the state-mandated accountability system (NJQSAC). Therefore, this comment is outside the scope of *ESSA* implementation. However, as NJDOE works to ensure alignment between school-level and district-level improvement plans and processes, it will take this recommendation into consideration.
109	District-level improvement plan should include the development of workplace/career-ready goals with supports.	ESSA Stakeholder Focus Group (meeting)	**Will consider:** *ESSA* requires school improvement plans for schools in need of support. District-level improvement plans are part of the state-mandated accountability system (NJQSAC). Therefore, this comment is outside the scope of *ESSA* implementation. However, as NJDOE works to ensure alignment between school-level and district-level improvement plans and processes, it will take this recommendation into consideration.
110	District-level improvement plan should include the creation of a survey/assessment of health and wellness factors.	ESSA Stakeholder Focus Group (meeting)	**Will consider:** *ESSA* requires school improvement plans for schools in need of support. District-level improvement plans are part of the state-mandated accountability system (NJQSAC). Therefore, this comment is outside the scope of *ESSA* implementation. However, as NJDOE works to ensure alignment between school-level and district-level improvement plans and processes, it will take this recommendation into consideration.
111	District-level improvement plan should include teacher-driven professional development.	ESSA Stakeholder Focus Group (meeting)	**Will consider:** *ESSA* requires school improvement plans for schools in need of support. District-level improvement plans are part of the state-mandated accountability system (NJQSAC). Therefore, this comment is outside the scope of *ESSA* implementation. However, as NJDOE works to ensure alignment between school-level and district-level improvement plans and processes, it will take this recommendation into consideration.

School Support and Improvement *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
112	District-level improvement plan should include a school/community task force based on identified gaps from curriculum needs assessment	ESSA Stakeholder Focus Group (meeting)	**Will consider:** *ESSA* requires school improvement plans for schools in need of support. District-level improvement plans are part of the state-mandated accountability system (NJQSAC). Therefore, this comment is outside the scope of *ESSA* implementation. However, as NJDOE works to ensure alignment between school-level and district-level improvement plans and processes, it will take this recommendation into consideration.
113	Schools and districts should be afforded flexibility in how they spend the money for programmatic planning.	RAC Focus Group with Priority Schools (meeting)	**Current practice:** Under *NCLB*, NJDOE required districts with schools in need of improvement to set aside 30 percent of Title I funds for school improvement activities. However, NJDOE no longer requires this set-aside but allows districts to determine whether a set-aside is appropriate given their school and student needs. While NJDOE may encourage or provide guidance on use of funds in schools identified as in need of comprehensive support and improvement (formerly called priority schools), schools and districts retain autonomy (and thus flexibility) over how funds are expended.
114	There has been inconsistencies regarding RAC staff. NJDOE should work to keep RAC staff consistent.	RAC Focus Group Regions 1 and 9 (meeting)	**Will consider:** NJDOE will work to ensure NJDOE staff effectively working with schools in need of support and improvement remain as consistent as possible.
115	NJDOE should provide professional development opportunities related to data. This could include coaching that allows teachers to look at formative data on a regular basis.	RAC Focus Group Regions 1 and 9 (meeting) ESSA Stakeholder Focus Group (meeting)	**Will consider:** NJDOE will continue to work with school and district staff to identify needs with regard to data literacy and utility and to empower schools and districts to match funding to professional learning opportunities to meet data literacy and utility needs.

School Support and Improvement *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
116	Consider a different public relations approach on priority and focus schools. Barriers to educators wanting to change include a public perception of having failed at public education. Promote positive stories when negative stories arise.	RAC Focus Group Regions 1 and 9 (meeting)	**Feedback integrated, see Section 4:** NJDOE will continue to work to implement a supportive improvement structure that empowers schools and districts to better identify, prioritize and meet students' needs and that celebrates growth and improvement.
117	When schools are identified as in need of comprehensive support and improvement (formerly called priority schools), require the mandatory needs assessment to include a landscape of the early childhood opportunities for children in the catchment area. This needs assessment could be modeled/based on the Head Start needs assessment or other local early childhood planning tools, but should include information and data on the quality, availability, resources and demographics of early childhood education programs in the area.	ACNJ	**Will consider:** NJDOE will take this recommendation into consideration as it finalizes its proposed support and improvement policies for schools identified in need of comprehensive and targeted support and improvement. For a description of NJDOE's proposed support policies, see Section 4.3 of the state plan.

Supporting Excellent Educators			
#	**Feedback**	**Contributors**	**NJDOE Response**
118	Provide funding for professional development across departments and grades in a school.	Christine Gehringer, NJ Council for the Social Studies (NJCSS) State Professional Learning Committee (SPLC)	**District discretion:** Nearly all New Jersey districts receive funds under Title II, Part A of *ESSA*. The purpose of the funds is to support educator recruitment, retention and development. Districts may expend the funds for activities such as schoolwide and targeted professional learning opportunities for staff across departments and grade levels. NJDOE will provide guidance and support to help districts expend federal funds to best meet student needs.
119	Consider paying college students for a semester-long student teaching internship.	Direct Student Services (DSS) Focus Group (meeting)	**District discretion:** The majority of *ESSA* funds are allocated to districts which districts may choose to expend *ESSA* funds (Title II, Part A in particular) to collaborate with an educator preparation program to create a teacher residency program, whereby a teacher resident receives a stipend for the time he/she spends in the classroom. NJDOE will provide guidance and support to help districts expend federal funds to best meet student needs.
120	Provide training on new literacy requirements in *ESSA*. Reach out to the National Center for Learning Disabilities and get as many resources as possible to support students with learning disabilities.	Deborah Lynam, SPLC (meeting)	**Will consider:** NJDOE will continue to explore ways to encourage professional development so educators can support all students in areas such as literacy.
121	Require hiring of more deaf teachers (culturally relevant) instead of hearing teachers at Marie Katzenbach School for the Deaf.	Jonathan Breuer, New Jersey Association of the Deaf (NJAD)	**Out of scope:** Certification and minimum employment requirements to work in New Jersey schools are established in state law and regulation. Therefore, this suggestion is outside the scope of *ESSA* implementation.

Supporting Excellent Educators *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
122	Prioritize training for school leaders on effective practices to impact rates of chronic absenteeism through: • Improved transition planning between children from early childhood programs to kindergarten and between the early elementary grades; and • Implementation of interventions and other strategies.	ACNJ	**Current practice:** NJDOE has been and will continue to work with Rutgers University, Graduate School of Education to establish early learning training academies to study the impact of a systemic approach to professional development for teachers, principals and other school leaders in early childhood settings. NJDOE anticipates this study will result not only in newly trained educators, but also in evidence-based best practices to address a number of issues, including chronic absenteeism. NJDOE plans to organize and disseminate the best practices.
123	Develop shorter and easier pathways for teacher with students with disabilities certification.	Nonpublic Stakeholders (meeting)	**Out of scope:** New Jersey teacher certification requirements are authorized by state law and, therefore, are outside the scope of *ESSA* implementation. However, the position shared by the advocates is noted.
Context: Under Section 2101(b)(3) of *ESSA*, NJDOE can reserve and spend at the state level up to three percent of the Title II, Part A funds that would normally go to districts. Title II, Part A funds are used to support educator recruitment, retention and development. The **optional three percent set-aside must be spent by NJDOE for programs and services targeting principals and other school leaders**. The recommendation below pertains to what NJDOE should do with this set-aside, if NJDOE chooses to take it.			
124	Use the three percent set-aside for the following: preparation and support of schools leaders in high-need high schools; build instructional leadership capacity linked to the state's educational vision; expand the reach of the NJ leadership academy; and support schools leaders of early childhood programs.	Patricia Wright, (NJPSA) SPLC ACNJ	**Will consider:** NJDOE anticipates *ESSA* funding for many districts to change slightly based on changes to the formulas used to calculate Title I, Part A and Title II, Part A district allocations. To make sure districts' allocations are not further impacted next year, NJDOE will not be applying for this set aside to support principals and other school leaders for the 2017-2018 school year. However, NJDOE is open to engaging stakeholders to discuss options for subsequent years.
125	Under Title II, Part B's "Literacy Education for All, Results for the Nation," improve literacy in high-need populations by coordinating literacy activities between in-school and out-of-school time partners.	NJ School Age Care Coalition (NJSACC)	**Will consider:** Title II, Part B is a competitive grant issued by the U.S. Department of Education. As of January 2017, federal funding for this grant program and a grant application have not yet been determined or released. NJDOE is interested in exploring every opportunity to fund programming to improve literacy rates for high-need populations and will consider this grant if and when an application is released.

Supporting Excellent Educators *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
126	Facilitate changes within NJDOE's certification office to increase the number of properly certificated teachers to teach students with disabilities.	Mercer County Special Education Round Table Nonpublic Stakeholders (meeting)	**Out of scope:** Certification requirements are established in state regulation (N.J.A.C. 6A:9B). Therefore, this comment is outside the scope of *ESSA* implementation. However, NJDOE is committed to ensuring students with disabilities have access to effective and appropriately certified staff and will continue to engage with stakeholders on how to address certification and labor supply concerns.
127	With regard to use of state-level Title II, Part A funds at the state-level, consider funding 1) the National School Administration Manager (SAMS) project to help leaders make better use of their time and 2) general professional development through NJPSA, and 3) NJ initiatives around teacher leadership	NJPSA (meeting)	**Will consider:** Although not proposing to use its Title II, Part A funds to support a National SAM project at this time, NJDOE is interested in assisting districts with using their *ESSA* funds to better meet their student and educator needs, which may include funding such a project at the district level. Similarly, while NJDOE is not proposing to use Title II, Part A funds to subsidize professional development with a specific organization or to pay for teacher leadership initiatives, NJDOE is interested in helping school districts expend funds for such purposes, if they would address an identified need.
128	Professional development, particularly around language acquisition, should be provided for all educators who work with English learners (i.e., administrators, general education and content teachers, specialists, counselors, nurses, attendance officers), considering NJ has a very large immigrant population.	NJTESOL-NJBE SPLC (meeting)	**Current practice:** NJDOE has state-specific requirements for professional development and program implementation for English learners (see N.J.A.C. 6A:15). in accordance with Section 3115(c)(2) of *ESSA*, any district receiving Title III, Part A funds to support the language acquisition and academic achievement of English learners and, where appropriate, immigrant students, must "provide effective professional development to classroom teachers (including teachers in the classroom settings that are not settings of language instruction educational programs), principals, and other school leaders, administrators, and other school personnel or community-based organizations" that is designed to improve the instruction and assessment of English learners. NJDOE is committed to ensuring districts understand and meet both state and federal requirements with regard to appropriate programming for English learners and immigrant children, as well as professional development requirements for educators who work with the students.

Supporting Excellent Educators *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
129	Develop support for teachers of gifted and talented students, as well as enrichment programs for gifted and talented students.	NJSBA (meeting) NJAGC (meeting) Paulette Blowe, Montclair State University Gifted and Talented Program	**Will consider:** As most *ESSA* funding goes directly to districts, NJDOE will provide guidance support to help districts use *ESSA* funds to better meet student and educator needs, which may include supporting or expanding gifted and talented programs or providing professional learning opportunities to teachers of gifted and talented students.
130	The state should consider gathering and posting a variety of quality student report card samples.	Burlington County Curriculum Coordinators (meeting)	**Out of scope:** There are no requirements in *ESSA* regarding local student report cards; therefore, this recommendation is outside the scope of *ESSA* implementation. NJDOE supports districts in determining how to report on and communicate student performance to parents and families.

Supporting Excellent Educators *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
131	The state should use the following to determine high-quality professional development: • Referrals from other districts; • In-state or out-of-state speaker's bureaus; • If the person presented with a national organization • Professional development provider's presentations as criteria • District evaluation of the presenter: o Interview the presenter; o Did a district employee attend a presentation and recommend it? o Will the professional development provider customize the presentation to fit the needs of the district in an engaging way? o Is the presenter available beyond the presentation? o Does the presenter use the district's data to address specific concerns and practices in the district?	Burlington County Curriculum Coordinators meeting	**Will consider:** NJDOE appreciates the recommendations regarding how to gauge the quality of professional development. As it determines how it will evaluate the quality of professional development activities paid for with federal funds, NJDOE will take into consideration the recommendations, as well as requirements in the law.
132	The state should use the following as evidence to justify expending Title II, Part A funds for class-size reduction: • Needs of the English learner population; • Teacher feedback; • Academic performance levels (ELA and mathematics) and comparisons between student populations in the school and district; and • Rationale from national reports/research.	Burlington County Curriculum Coordinators meeting	**Will consider:** NJDOE appreciates the recommendations regarding how to gauge whether a district can justify using federal funds for class-size reduction. As it determines how it will evaluate districts' rationales for using federal funds to reduce class size, NJDOE will take into consideration the recommendations, as well as requirements in the law.

Supporting All Students			
#	Feedback	Contributors	NJDOE Response
133	Provide funding under *ESSA* that will allow for physical education technology to gather data, professional development to improve instruction, and curriculum aligned with science, technology, engineering and math (STEM). Commenter provided as an example of programs that could be funded, SPARK Researched-based physical education programs.	Jackie Malaska, NJ Association of Health, Physical Education, Recreation and Dance	**District discretion:** Schools, districts and communities are best positioned to identify and address the unique needs of their students. Therefore, NJDOE will support districts, through written guidance, technical assistance sessions, and ongoing in-person and remote application support, in identifying, prioritizing and addressing student needs with federal and other funding sources.
134	Communicate to superintendents high-quality social studies programs, including civics and economics, and collaboration between districts to build out these programs as a part of a well-rounded education.	Christine Gehringer, NJ Council for the Social Studies	**Feedback integrated, see Section 2:** Schools, districts and communities are best positioned to identify and address the unique needs of their students. Therefore, NJDOE will provide guidance to districts to help them understand how they can best use their *ESSA* funds to meet identified student needs. This could include expending Title IV, Part A funds, for instance, to develop or expand civic education.
135	Provide support for culturally responsive teaching and whole-child approach to address issues like violence and absenteeism in schools.	Education Specialists Shira Baron, Attorney, Education Law Center Paterson Education Fund (meeting)	**Feedback integrated, see Section 2:** Schools, districts and communities are best positioned to identify and address the unique needs of their students. Therefore, NJDOE will provide guidance and support to help districts spend their *ESSA* funds to address identified student and educator needs, which could include providing training on culturally responsive teaching and strategies to address violence and chronic absenteeism in schools.
136	Support the implementation of multi-tiered systems of support and specialized instructional services to be provided by school psychologists. NJDOE should continue the development and implementation of the New Jersey Tiered Systems of Support (NJTSS), which is aligned to *ESSA*.	Barbara Bole Williams PhD, NJ Association of School Psychologists Barry Barbarasch, Ed.D, NJ Association of School Psychologists	**Current practice:** Recently, NJDOE launched NJTSS, which provides a framework of supports and interventions and gives schools structure to meet the academic, behavioral, health, enrichment and social/emotional needs of all students. NJDOE encourages schools to utilize and train appropriate school personnel on how to most effectively implement this system.

Supporting All Students *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
137	NJDOE should mandate character education and expand the role of school psychologists beyond psychometrician or special education case manager to character education curriculum implementers.	Vineland Public School District NJ Association of School Psychologists	**District discretion:** NJDOE only authorizes the roles and responsibilities a staff member *may engage in* given his or her certification. NJDOE is not responsible for writing job descriptions or assigning job responsibilities to locally hired personnel and does not have the authority to assign school psychologists to roles and responsibilities in schools.
138	Be sure to not disregard the importance of books as *ESSA* moves toward digital learning. Reinvest in school library programs and staff.	NJ parent Patricia Tulmulty, NJ Library Association	**Will consider:** NJDOE will support districts to be more creative about how they expend their *ESSA* funds to meet the specific needs of students, which may include expending funds (for instance, Title II, Part A) to support library and media programs.
139	Establish the Montclair State University Gifted and Talented Certificate Program to provide a wide array of educators the skills necessary to develop expertise in administering gifted and talented programs in schools.	Montclair State University Gifted and Talented Program	**Out of scope:** Certifications and certification requirements are established through state regulation (see N.J.A.C. 6A:9B) and are not governed by federal law or regulation. Therefore, this recommendation is outside the scope of *ESSA* implementation. NJDOE encourages stakeholders to reach out to the Office of Certification and Induction or the Office of Recruitment and Preparation for more details on certification rules and requirements.
140	Mandate access to school psychologists in urban districts to improve social-emotional learning for students. This also promotes equity as affluent communities have school psychologists but low-income schools do not.	Vanessa Brown, Morris County NAACP	**Out of scope:** School staffing requirements are established in state law and regulation and are not governed by *ESSA.* Therefore, this recommendation is outside the scope of *ESSA* implementation.
141	Establish clear boundaries with regard to roles and responsibilities of school psychologists outlined in *ESSA* to prioritize the quality of services and not overwhelm school psychologists.	Andres Castellanos, NJ Association of School Psychologists	**District discretion:** As stated above, NJDOE only authorizes the roles and responsibilities a staff member *may engage in* given his/her certification. NJDOE is not responsible for writing job descriptions or assigning job responsibilities to locally hired personnel and does not have the authority to assign school psychologists to roles and responsibilities in schools. Local contracts and job descriptions, by and large, define the scope of responsibilities for school employees.

Improving Basic Educational Programs Operated by Local Educational Agencies (Title I, Part A)			
#	**Feedback**	**Contributors**	**NJDOE Response**
142	Require schools that use Title I funds for early learning to develop and report a system of early learning for preschool through grade three (P-3), an outline for collaborations with community-based early learning programs and identified supports for students transitioning to kindergarten.	ACNJ	**Current practice:** Under Section 1112(b)(8) of *ESSA*, districts receiving Title I funds must, where applicable, "support, coordinate, and integrate services provided under [Title I, Part A] with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs." NJDOE will ensure districts comply with this requirement. In addition, NJDOE currently has several policies in place and guidance available to support students' transition from preschool to K-12 settings. See Section 6.1(B) of the state plan for more information.
143	Title I family engagement funds should be used to provide joint professional development for schools and nonprofit organizations to equip all early childhood stakeholders with family engagement skills.	ACNJ	**Will consider:** The majority of Title I, Part A funding (more than 90 percent) filters from the state to districts and then to schools. Schools, districts and communities are best positioned to identify and address the unique needs of their students. Through written guidance, technical assistance sessions, and ongoing in-person and remote application support, NJDOE will support districts in identifying, prioritizing and addressing student needs with federal and other funding sources, which may include expending federal, state and/or local funds for tutoring, where appropriate.
144	Use Title I funds for programming and hiring of school nurses for the health and wellbeing of communities.	Matawan-Aberdeen Regional School District	**Will consider:** The majority of Title I, Part A funding (more than 90 percent) filters from the state to districts and then to schools. Schools, districts, and communities are best positioned to identify and address the unique needs of their students. Through written guidance, technical assistance sessions and ongoing in-person and remote application support, NJDOE will support districts in identifying, prioritizing and addressing student needs with federal and other funding sources, which may include expending federal, state and/or local funds to support health and wellness, where appropriate.

Improving Basic Educational Programs Operated by Local Educational Agencies (Title I, Part A) *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
145	Compare the cost of *ESSA* provisions for students in foster care to the cost of previous arrangements for students in foster care under *NCLB*. Utilize educational liaisons for youth foster care. Identify source of transportation for foster students required by *ESSA*. Ensure timely selection of points of contact between the state's child welfare agency and local education agencies.	Leah M. Bouchard, Center for Policy, Practice and Innovation at Children's Home + Aid Chicago, IL	**Current practice:** New Jersey has rich history of ensuring educational stability for students in foster care and, thus, changes under *ESSA* have only modest impacts on New Jersey practice. For instance, New Jersey already has a host of state laws and regulations that include rules for establishing a district of residence (N.J.S.A. 18A:7B-12) and providing transportation (N.J.A.C. 6A:27-6.4). In October 2016, NJDOE communicated to districts the new requirement to establish a point of contact regarding educational stability for students in foster care. While many districts already have points of contact for this purpose, NJDOE will work to ensure the points of contact are established.
146	Consider whether any new Title I appropriations under *ESSA* could be aligned to strengthen residency programs as outlined in the "sustainable funding project" currently outlined here.	NJ Association of Colleges for Teacher Education (NJACTE)	**District discretion:** The majority of Title I funds are distributed to districts to expend to meet identified student needs. A district, in consultation with its administrators, educators and community members, is best positioned to determine the needs of the students and educators. A district may choose to expend funds to support educator preparation, residency and recruitment as it deems appropriate to meet identified needs.
147	Provide extra Title I, Part A funding for teachers to tutor. Look for locations of providers that are close to the district.	Direct Student Services Focus Group (meeting)	**Will consider:** The majority of Title I, Part A funding (more than 90 percent) filters from the state to districts and then to schools. Schools, districts and communities are best positioned to identify and address the unique needs of their students. Through written guidance, technical assistance sessions, and ongoing in-person and remote application support, NJDOE will support districts in identifying, prioritizing and addressing student needs with federal and other funding sources, which may include expending federal, state and/or local funds for tutoring, where appropriate.

Improving Basic Educational Programs Operated by Local Educational Agencies (Title I, Part A) *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
148	Provide incentives for higher education institutions to participate in high school dual enrollment.	Direct Student Services Focus Group (meeting)	**Will consider:** New Jersey's Office of the Secretary of Higher Education (OSHE) has a record of providing such incentives. With funds made available from a federal grant, OSHE provided Dual Enrollment Incentive grants to 11 higher education institutions through fiscal 2013. In accordance with this recommendation, NJDOE will work OSHE to explore future options for providing such incentives with funding received through *ESSA* or from other sources.
149	Clarify that standards for highly qualified paraprofessionals should be the same under *ESSA*.	NJEA (meeting)	**Current practice:** On July 19, 2016, NJDOE relayed guidance from the U.S. Department of Education regarding the qualifications required of paraprofessional working in Title I programs or funded with Title I, Part A funds. According to U.S. Department of Education guidance, the qualifications are the same as they were under *NCLB*. See NJDOE's Title I page for more information.
150	Lower the poverty level to create Title I, Part A schoolwide programs.	NJEA (meeting)	**Feedback integrated, see Section 6:** Under *ESSA*, NJDOE is allowed to provide a waiver to schools that want to operate a schoolwide Title I program but do not meet the 40 percent poverty threshold. NJDOE is proposing the following criteria to be used for approving a waiver: data substantiating that two or more subgroups are low performing; and proof of success in running a targeted assistance program. More information on running a schoolwide program can be found on NJDOE's Title I website.

Students with Disabilities			
#	**Feedback**	**Contributors**	**NJDOE Response**
151	Allocate funds from the *Individuals with Disabilities Act* (*IDEA*) to an accelerated reading program statewide for all deaf and hard-of-hearing students.	Chris Sullivan, Leadership and Excellence in Education	**Out of scope:** This recommendation is outside the scope of *ESSA* implementation. NJDOE will take the recommendation under consideration.
152	Provide more funding and monitoring to districts that are in need of special education staff and resources.	Dawn Berger, parent advocate	**Will consider:** Funds NJDOE receives under *ESSA* are allocated in two ways. The majority (nearly 95 percent) of funds are allocated directly to districts based on their student populations. This allocation is based on formulas established in law. Second, funds reserved for state-level activity are expended based on stakeholder input and to address the greatest demonstrated needs. As NJDOE continues to consider how to spend funds reserved for state-level activity, it will consider the commenter's recommendation.
153	Revaluate or replace Achieve 3000 curriculum program that is currently failing deaf students.	Jonathan Breuer, National Deaf Grassroots Movement of NJ	**Out of scope:** This recommendation is outside the scope of *ESSA* implementation, as specific curricula decisions are made at the district and school levels and not by the state.

Gifted and Talented Students			
#	Feedback	Contributors	NJDOE Response
154	Bring more visibility to gifted and talented educators/students on NJDOE website and broadcasts.	NJAGC	**Out of scope:** NJDOE is committed to supporting schools and districts to work with all students, including high-performing students, to achieve at higher levels. While this recommendation is outside the scope of the implementation of *ESSA*, NJDOE encourages advocates to reach out directly to NJDOE's Gifted and Talented Coordinator Dr. Dale Schmid at dale.schmid@doe.state.nj.us.
155	Research what other states are doing around *ESSA* and gifted and talented students.	NJAGC	**Will consider:** NJDOE and will continue to review other states' *ESSA* implementation plans to see how they include gifted and talented students.
156	Support the design, implementation and evaluation of effectiveness of a screening and identification system for gifted and talented students where no system exists.	NJAGC Montclair State University Gifted and Talented Program	**Out of scope:** While there currently is not a universal, statewide method for identifying gifted and talented students, N.J.A.C. 6A:8-3.1(a)5 requires district boards of education to ensure there is an identification process for gifted and talented students. This requirement ensures an identification system exists but allows districts to use identification processes and methods that work best within their contexts. While this recommendation is outside the scope of the implementation of *ESSA*, NJDOE encourages advocates to reach out directly to NJDOE's Gifted and Talented Coordinator, Dr. Dale Schmid at dale.schmid@doe.state.nj.us regarding NJ regulations and gifted and talented policy.
157	Support the program development and continuum of services that address districts' identified gifted and talented students' needs (i.e., interest and abilities).	Montclair State University Gifted and Talented Program	**Out of scope:** N.J.A.C. 6A:3.1(a)5 also requires district boards of education to provide appropriate K-12 educational services and curricular and instructional modifications for gifted and talented students. While this recommendation is outside the scope of the implementation of *ESSA*, NJDOE encourages advocates to reach out directly to NJDOE's Gifted and Talented Coordinator, Dr. Dale Schmid at dale.schmid@doe.state.nj.us regarding NJ regulations and gifted and talented policy.
158	Establish gifted and talented program evaluation that includes collection and analysis of baseline data, short- and long-term outcome indicators and evaluation of implementation processes.	Montclair State University Gifted and Talented Program	**Out of scope:** While this recommendation is outside the scope of the implementation of *ESSA*, NJDOE encourages advocates to reach out directly to NJDOE's Gifted and Talented Coordinator, Dr. Dale Schmid at dale.schmid@doe.state.nj.us regarding gifted and talented policy.

21st Century Community Learning Centers (CCLC) – Pre-Screen Profile			
#	**Feedback**	**Contributor**	**NJDOE Response**
Context: Section 4203(a)(11) of *ESSA* requires the state to develop a process to pre-screen, upon request, eligible entities that have a record of success providing out-of-school programming to students. There is no funding provided to pre-screened organizations and the pre-screen process is not an approval to operate a 21st Century Community Learning Center (CCLC) or any other type of program. Rather, the pre-screen process provides an opportunity for the state to help districts identify partners with a track record of providing quality programming. What follows are recommendations regarding this pre-screen process.			
159	In the pre-screen profile, external organizations should be required to specify their familiarity with standards for out-of-school time and their understanding of quality out-of-school time programming.	21st Century Community Learning Centers (CCLC) Advisory Group (meeting)	**Feedback integrated, see Section 6:** The pre-screening profile of external organizations asks organizations to identify how much experience the organization and its staff has in providing various types of out-of-school programming. Though the profile does not ask the organization to provide an assurance that it is familiar with a particular set of standards, NJDOE requires pre-screened organizations to have at least five years of experience successfully implementing out-of-school programming.
160	The external organization pre-screen profile should be very specific so organizations that do not fit the criteria will be notified as to why they are not eligible.	21st Century Community Learning Centers (CCLC) Advisory Group (meeting)	**Feedback integrated, see Section 6:** NJDOE worked with stakeholders to develop a pre-screen profile that is as specific as possible given the limitations in *ESSA*.
161	As part of the pre-screen process, NJDOE should determine ways to measure external organizations using recommendations from providers and endorsements.	21st Century Community Learning Centers (CCLC) Advisory Group (meeting)	**Not feasible:** Again, NJDOE designed its pre-screen profile with input from stakeholders and guidance from the U.S. Department of Education to meet *ESSA* requirements. It was determined this process cannot take into consideration endorsements, recommendations, etc.
162	Instead of calling it an application, call it a profile.	21st Century Community Learning Centers (CCLC) Advisory Group (meeting)	**Feedback integrated, see Section 6:** NJDOE took this recommendation and renamed it a pre-screen profile.

21st Century Community Learning Centers (CCLC) – Pre-Screen Profile *continued*			
#	**Feedback**	**Contributor**	**NJDOE Response**
163	NJDOE should include a disclaimer on the page listing "pre-screened" external organizations to ensure the public is aware that just because an organization was successfully pre-screened, it does not represent an endorsement from NJDOE.	21st Century Advisory Group (meeting)	**Feedback integrated, see Section 6:** NJDOE took this recommendation and posted this list of disclaimers with the profile. • No funding is directly associated with the profile process nor will the solicitation result in a contract with NJDOE; • NJDOE reserves the right to omit any organization from the list for failure to complete the profile in its entirety; • NJDOE reserves the right to remove an organization from the list when it fails to meet the minimum record of success; • NJDOE does not guarantee any work will be given to any organization that is on the list; • Subsequent to profile submission, all information submitted by an external organization in response to the profile solicitation is considered public information, except as may be exempted from public disclosure by the Open Public Records Act, N.J.S.A. 47:1A-1 et seq., and the common law; • NJDOE does not certify the quality of activities provided by the agencies, nor does the NJDOE endorse any agency listed; and • NJDOE will periodically review the pre-screened list and remove any organization that has been debarred within the two year period.

21st Century Community Learning Centers (CCLC) – Pre-Screen Profile *continued*			
#	**Feedback**	**Contributor**	**NJDOE Response**
164	When determining which external organizations can be pre-screened, consult the Professional Impact NJ registry, which collects data and tracks impact of individuals and organizations (from childcare providers to consultants, social workers and much more).	21st Century Advisory Group (meeting)	**Feedback partially integrated, see Section 6:** The final profile developed by NJDOE, in consultation with stakeholders, reflects the requirements established in law. It was determined that any organization that can meet the requirements at Section 4201(b)(4) is eligible to apply to be pre-screened and NJDOE cannot base its decisions in any way on the Professional Impact NJ registry. In accordance with the recommendation, NJDOE will verify organizations' nonprofit status using several federal and state databases.
165	Set aside space on the application for grantee to provide content.	21st Century Advisory Group (meeting)	**Feedback partially integrated, see Section 6:** To simplify the profile submission, NJDOE does not provide space for exposition or narrative. However, the profile asks for the organization's and its staff's years of experience in providing afterschool and specific content programming, as well as information on its membership(s) in professional organizations.

21st Century Community Learning Center (CCLC) - Application			
#	**Feedback**	**Contributor**	**NJDOE Response**
Context: Each year, NJDOE releases a notice of grant opportunity for organizations interested in operating 21st Century Community Learning Centers. Organizations submit applications based on the notice. NJDOE evaluates the applications consistent with established NJDOE competitive grant review policies and procedure. What follows are comments related to the notice of grant opportunity and the resulting application organizations must submit.			
166	Make sure the application includes specific components for afterschool programming.	21st Century Advisory Group (meeting)	**Current practice:** Applications currently require 21st CCLC programs to include an afterschool component.
167	Include in the application questions about past experience running similar programs	21st Century Advisory Group (meeting)	**Current practice:** The 21st CCLC application has always asked organizations about past experience in operating similar programs as part of assessing a potential grantee's capacity and commitment.

21st Century Community Learning Center (CCLC) - Application *continued*			
#	**Feedback**	**Contributor**	**NJDOE Response**
168	Take into consideration geographic area when granting awards for organizations to run 21st CCLCs.	21st Century Advisory Group (meeting)	**Current practice:** As part of its standard grant policies and procedures, NJDOE ensures regional diversity when granting awards. NJDOE ensures at least one south, one central and one north recipient for the 21st CCLC and all other applicable competitive grants.
169	Application should include information on how the program intends to meet the specific needs of at-risk populations, including : • English learners; • Students experiencing homelessness; • Students with disabilities; • Migrant students; • Students with interrupted formal education; and • Undocumented populations.	21st Century Advisory Group (meeting)	**Feedback integrated, see Section 6:** In accordance with *ESSA*, services provided through 21st CCLCs should be targeting low-income and at-risk students. In addition, NJDOE's application currently requires information and assurances regarding how programming and services provided will be made accessible to students with disabilities. Per the recommendation, NJDOE will consider in future applications asking which subgroups of at-risk students will be targeted for services and how the subgroups' needs will be met.
170	Increase funding for the 21st CCLC grant program to impact more afterschool and summer programs.	Melissa Tomlinson, Badass Teachers Association Newark Roundtable (meeting)	**Not feasible:** NJDOE receives its Title IV, Part B (21st CCLC) allocation from the U.S. Department of Education. This allocation is dependent upon federal budget determinations outside of NJDOE's authority. However, NJDOE encourages schools and districts that have identified afterschool and summer programs as an effective way to address identified student needs to provide their own afterschool and summer programming with state, local and/or federal funding received from other sources, such as Title I, Part A.

21st Century Community Learning Center (CCLC) - Application *continued*			
#	**Feedback**	**Contributor**	**NJDOE Response**
171	There needs to be more collaboration between organizations providing 21st CCLCs and the schools and districts in which they operate. When the 21st CCLC works with a school administrator, they can design a program that allows the 21st CCLC to service more students.	21st Century Advisory Group (meeting)	**Current practice:** Specific requirements and incentives are built into the notice of grant opportunity. First, school officials must agree to share data with the 21st CCLC provider (consistent with student privacy laws). Second, providers receive extra points through the application if they demonstrate a partnership with a school(s). Finally, 21st CCLC grant recipients are required to establish advisory boards (composed of program administrators, often a school representative, community partners, at least one parent and at least one student) to help asses student needs and develop programming. The advisory boards are required to meet quarterly.
172	The application should require a needs assessment that can help the 21st CCLC provider align programming and services to Title I programs and services.	21st Century Advisory Group (meeting)	**Current practice:** As stated above, NJDOE encourages collaboration between the 21st CCLC provider and the school and district to provide aligned, complimentary services and programming to students. The notice of grant opportunity currently requires providers to identify needs that will be addressed through the grant and to identify how the providers are working in concert with other federal programs (e.g. Head Start, Title I, etc.).
173	To encourage collaboration, NJDOE should inform principals on the proper use and purpose of 21st CCLC funding.	21st Century Advisory Group (meeting)	**Current practice:** NJDOE has started providing, at minimum, annual communication to principals on the purpose and value of 21st CCLCs and the importance of data sharing to improve delivery of 21st CCLC programming and services.
174	NJDOE should work on a communications tool to highlight successful 21st CCLC provider-school partnerships.	21st Century Advisory Group (meeting)	**Current practice/will consider:** Currently, successful models and practices are shared at project director's quarterly meetings and at the annual Conference in Soaring Beyond Expectations (after school conference). NJDOE will consider how to share best practices around partnerships more broadly.
175	There should be greater coordination between school improvement grants (SIG), Title I grants and 21st CCLC grants; collaboration and school partnerships should be encouraged to foster this coordination.	21st Century Advisory Group (meeting)	**Will consider:** In accordance with the recommendation, a 21st CCLC grant representative was recently added to the state-level Title I committee of practitioners to offer 21st CCLC perspective and encourage collaboration and integration of programs and services.

Career and Technical Education			
#	**Feedback**	**Contributors**	**NJDOE Response**
176	Restore Carl T. Perkins federal funds for vocational and technical development that have gone missing from the budgets of comprehensive high schools.	Kathleen Witcher: parent advocate	**Out of scope:** NJDOE receives its Carl T. Perkins allocation from the U.S. Department of Education. This allocation is dependent upon federal budget determinations outside of NJDOE's authority. However, NJDOE encourages schools and districts that have identified career and technical (CTE) programs as an effective way to address identified student needs to provide, expand or improve their CTE programming with state, local and/or federal funding received from other sources, such as Title IV, Part A.
177	The state should approach CTE in a flexible way, so initiatives do not become unnecessarily burdensome on districts and to leave options open for students to explore based on their needs and interests.	NJ Business and Industry Association (NJBIA) (meeting)	**Out of scope:** Districts currently have options to develop CTE programs in a variety of ways within each of the 16 career clusters. The Office of Career Readiness provides technical assistance and support to districts interested in offering CTE programs, especially focusing on the key industries in the state. A model curriculum might be available for a coherent sequence of courses. Districts, however, always have the option to develop local curriculum aligned to CTE and industry standards. Input from local advisory committees also guides a local CTE program and can address specific needs of the local district/community/businesses, as well as students' interests. Beginning in middle grades, students are encouraged to explore a variety of career options to assist with their educational and career planning. NJDOE supports a web-based tool, New Jersey Career Assistance Navigator (www.njcan.org), that is available to all students to assist with career exploration and planning.

Early Childhood Education			
#	Feedback	Contributors	NJDOE Response
178	Require statewide reporting on the number and percentage of students under the age of six years old enrolled in early childhood programs, as well as the availability, accessibility and quality of early childhood education services and the capacity of the existing workforce.	ACNJ	**Current practice/will consider:** Under *ESSA* (Section 1111(h)(1)(C)(viii)(II)(aa)), states must report on the number and percentage of students enrolled in preschool programs. In accordance with the recommendation, NJDOE will work over the next few years to incorporate this information into its performance reports and will explore ways to collect include additional data, such availability and access to preschool, in the reports.
179	NJDOE should establish required professional development for early childhood educators.	Howard Herbert, Retired superintendent	**Out of scope:** Professional development requirements for preschool educators is dependent upon the setting in which an educator teaches. For more information and recommendations regarding the professional development requirements in specific settings, NJDOE encourages stakeholders to reach out to the Office of Professional Development and/or the Division of Early Childhood Education.
180	NJDOE should allocate *ESSA* funds to the Marie Katzenbach School for the Deaf to support the development and implementation of NJ's first early childhood intervention system using bilingualism for deaf children.	Chris Sullivan, Leadership and Excellence in Education	**Will consider:** Funds NJDOE receives under *ESSA* are allocated in two ways. The majority (nearly 95 percent) of funds are allocated directly to districts based on their student populations. This allocation is based on formulas established in law. Second, funds reserved for state-level activity are expended based on stakeholder input and to address the greatest demonstrated needs. As NJDOE continues to consider how to spend funds reserved for state-level activity, it will consider the commenter's recommendation.
181	Encourage the alignment of the family engagement approaches across the birth-to–grade-three spectrum through required local coordination agreements with local early childhood programs.	ACNJ (meeting)	**Current practice:** See Section 6.1(B) of the state plan for information on how NJDOE supports transition and coordination between district and early childhood providers.
182	New Jersey should again apply for the Preschool Development Grant made available under *ESSA*.	ACNJ	**Out of scope:** While the Preschool Development Grant was authorized outside of *ESSA*, there are some federal funding opportunities to expand and improvement early childhood education in *ESSA*. NJDOE will continue to explore these grant opportunities as they become available.

Early Childhood Education *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
183	Using Title I, II and III funds, create and support joint professional development offerings to include school staff and community-based early learning providers in such areas as transition practices (i.e. transition students from preschool to elementary school), school readiness, curricula and family engagement at the district level.	ACNJ SPLC (meeting)	**Will consider:** NJDOE will continue to explore ways to support schools and districts to engage families, implement effective transition practices and ensure school readiness through quality preschool access. See Section 6.1(B) of the state plan for more information. NJDOE encourages schools and districts to utilize federal and other funds to meet the identified needs of their students, which could include expending funds from one or more titles, as appropriate, on the recommended activities. See NJDOE's *ESSA* guidance page for information on how districts can use *ESSA* funds to support early childhood.
184	Strengthen existing preschool programs and build a better bridge between early childhood education and K-12.	ACNJ Head Start Directors (meeting)	**Current practice/will consider:** NJDOE has and will continue to explore funding sources under *ESSA* and beyond to expand and improve early childhood offerings in the state, including supporting transitions between preschool and K-12. In addition, NJDOE will continue to encourage districts with an expressed need, to effectively invest *ESSA* funds in preschool programs that include quality and appropriate transition services. See NJDOE's *ESSA* guidance page for information on how districts can use *ESSA* funds to support early childhood.

English Language Acquisition, Language Enhancement and Academic Achievement (Title III, Part A)			
#	**Feedback**	**Contributors**	**NJDOE Response**
185	Extend English learner/English as a second language programming beyond two years.	Melissa Tomlinson, Badass Teachers Association Mercer County Superintendent Roundtable	**Current practice:** NJDOE does not limit the amount of time a student may receive language services. A student's exit from language services is determined by demonstration of English language proficiency (ELP) on an ELP assessment, as well as other criteria such as classroom performance, the student's reading level in English, the judgment of the teaching staff member(s) responsible for the student's educational program and the student's performance on achievement tests in English. Visit NJDOE's bilingual/ESL education website for more information on exiting students from language services.

Nonpublic Schools			
#	**Feedback**	**Contributors**	**NJDOE Response**
Context: *ESSA* requires states to appoint a Nonpublic School Ombudsman at the state level to help ensure equitable services funded under *ESSA* at the district level, as appropriate, are provided to private school students, teachers and other educational personnel in accordance with the law and to monitor and enforce the law's equitable service requirements (Section 8501(a)(3)(B)). The comments that follow pertain to the appointment of the Nonpublic School Ombudsman.			
186	Nonpublic representatives should be able to give input into the selection of the nonpublic ombudsman (even perhaps the hiring process). This person should be "neutral" and not situated at the NJDOE.	Nonpublic School Advisory Board (meeting)	**Will consider:** As the Nonpublic Schools Ombudsman will be an NJDOE employee, NJDOE will follow its internal hiring policies and procedures. However, NJDOE values the input and recommendations from stakeholders and will take it into consideration during the hiring process.
187	The following should be the ombudsman's programmatic responsibilities: act as a mediator for complaints; provide technical assistance to the field; act as a compliance officer; act as a facilitator to disseminate guidance; and take action when necessary.	Nonpublic School Advisory Board (meeting)	**Will consider:** NJDOE will ensure the Nonpublic School Ombudsman fulfills the roles and responsibilities established in the law, which is to help ensure equitable services funded under *ESSA* at the district level, as appropriate, are provided to private school students, teachers and other educational personnel in accordance with the law and to monitor and enforce the law's equitable service requirements established (Section 8501(a)(3)(B)).
188	The following three NJDOE offices were suggested to house the ombudsman: Office of Grants Management; Office of Supplemental Educational Programs; and Office of School Choice and Nonpublic Services.	Nonpublic School Advisory Board (meeting)	**Will consider:** NJDOE will take the recommendation into consideration when determining the Nonpublic School Ombudsman's placement.
189	The Nonpublic School Ombudsman needs to have knowledge in the difference between federal and state *ESSA* regulations. This person should be a neutral resource that parents and principals can approach.	Nonpublic School Advisory Board (meeting)	**Will consider:** NJDOE will ensure the Nonpublic School Ombudsman is a knowledgeable, impartial resource.

Nonpublic Schools *continued*			
#	**Feedback**	**Contributors**	**NJDOE Response**
190	For the *ESSA* stakeholder focus group, NJDOE should notify the nonpublic representatives of any meetings at which nonpublic issues will be discussed or decisions made.	Nonpublic School Advisory Board (meeting)	**Feedback integrated, see Section 2:** NJDOE is committed to having all affected stakeholders at the table to discuss aspects of *ESSA* implementation and will alert nonpublic schools, and all other *ESSA* stakeholder focus group representatives, of the agenda and topics to be discussed at each stakeholder focus group meeting so representatives can make informed decisions regarding which meetings to attend.
191	Provide greater accountability/transparency on funding (i.e., working to ensure funds that are supposed to go to or be shared with nonpublic schools actually are and consultation occurs).	Nonpublic School Advisory Board (meeting)	**Feedback integrated, see Section 2:** NJDOE has and will continue to provide guidance (in the form of templates, trainings, etc.) to districts on the legal requirements to consult with nonpublic schools during the development of *ESSA*-funded programming to eligible students and personnel, as well as the value of the consultation. NJDOE welcomes additional recommendations of how it can continue support districts and nonpublic schools in this process.
192	Request for there to be clarity regarding how much Title I, Part A funds a nonpublic school is eligible for (currently it shows as a percent rather than a dollar amount, which makes it difficult to determine what the school is eligible for).	Nonpublic School Advisory Board (meeting)	**Will consider:** NJDOE works every year to improve its online application for *ESSA* funds. As part of the upgrade this year, NJDOE will work with its developer to determine the feasibility of making the requested change (i.e. showing nonpublic schools a dollar amount, rather than a percentage).

Table A

List of Meetings Held/Attended During Phase I

Date	Organization/Meeting	Date	Organization/Meeting	Date	Organization/Meeting
7/27	*Education Law Center*	*9/27*	*ESSA Stakeholder Focus Group Meeting*	*10/26*	*New Jersey Schools Boards Association (NJSBA) Workshop*
8/2	*Nonpublic Stakeholder Input Meeting*	*9/28*	*ACNJ Early Childhood Education Stakeholder Meeting*	*10/26*	*Great Schools New Jersey Fall Workshop*
8/4	*New Jersey Education Association (NJEA)*	*9/28*	*Garden State Coalition Board of Trustees*	*10/27*	*Camden Community Parent Roundtable*
8/9	*New Jersey Association for School Administrators (NJASA)*	*9/29*	*Trenton Public Schools ESSA Committee*	*10/28*	*State Professional Learning Committee Meeting*
8/9	*New Jersey Association for Gifted Children (NAGC)*	*9/30*	*NJ Joint Council of County Special Services Districts*	*11/2*	*NJEA South Regional Focus Group*
8/15	*Native Language Assessment Focus Group*	*9/30*	*Title I Committee of Practitioners*	*11/3*	*NJEA Southwest Regional Focus Group*
8/16	*21st Century Learning Advisory Committee*	*10/6*	*NJDOE County Education Specialists*	*11/4*	*NJEA North Regional Focus Group*
8/17	*NJ Charter Schools Association*	*10/13*	*NJDOE Executive County Business Officials*	*11/4*	*ESSA Stakeholder Focus Group Meeting*
8/24	*ESSA Stakeholder Focus Group Meeting*	*10/13*	*Paterson Education Fund Parent Roundtable*	*11/10*	*NAACP Newark Community Roundtable*
8/25	*NJEA*	*10/14*	*Mercer County Special Education Roundtable*	*11/14*	*County and State Teachers of the Year*
9/1	*NJDOE County Education Specialists*	*10/18*	*Ocean County Special Education Roundtable*	*11/14*	*NJEA Southeast Focus Group*
9/6	*ESSA Public Listening and Learning Session 1*	*10/20*	*NJPSA Fall Conference*	*11/15*	*AFT North Bergen Educator Roundtable*
9/8	*ESSA Public Listening and Learning Session 2*	*10/20*	*NJEA Central Focus Group*	*11/16*	*Garfield High School Educator Roundtable*
9/14	*ESSA Public Listening and Learning Session 3*	*10/21*	*ESSA Stakeholder Focus Group Meeting*	*11/16*	*ESSA Stakeholder Focus Group Meeting*
9/14	*Council of County Vocational-Technical Schools*	*10/22*	*Paterson Panel Discussion with NAACP Legal Defense Fund*	*11/16*	*New Jersey State School Nurses Association*
9/16	*NJ Principals and Superintendents Association (NJPSA)*	*10/24*	*AFT Perth Amboy Educator Roundtable*	*11/17*	*New Jersey Association of Federal Program Administrators*
9/19	*Monmouth County Title I Articulation Group*	*10/24*	*Research for Action Teacher and Teacher Leader Focus Group*	*11/18*	*Leadership and Excellence in Education of the Deaf*
9/22	*ESSA Public Listening and Learning Session 4*	*10/25*	*Research for Action Teacher and Teacher Leader Focus Group*	*11/28*	*ESSA Stakeholder Focus Group Meeting*
9/27	*Nonpublic Schools Advisory Board*	*10/25*	*NJASA Legislative Committee Meeting*	*11/29*	*New Jersey Business and Industry Association Employer Focus Group*

Table B

List of Stakeholder Groups and Communities NJDOE Engaged With

Representatives from the following organizations have engaged in conversations with NJDOE:

Abbott Leadership Institute
Advocates for Children of NJ (ACNJ)
Aging Out Project
Agudath Israel of America NJ Office
AIM Institute for Learning and Research
Alliance for Newark Public Schools
American Federation of Teachers – NJ Chapter
American Heart Association
ARC of NJ
Archway Programs
Association of Independent Colleges and Universities in NJ
Association of Language Arts Teachers- NJ
Association of Student Assistance Professionals of NJ
Atlantic County Juvenile Detention Center
BabyWorld- Jersey City
Badass Teacher Association
Bergen County Special Services
Boys & Girls Clubs in NJ
Burlington County Council
Burlington County Juvenile Detention Center
Camden City Juvenile Detention Center
Catholic Charities Diocese of Metuchen
Center for Family Resources
Center for Family Services
Center for Neurological and Neurodevelopmental Health
Center on Enhancing Early Learning Outcomes (CEELO)
Child Advocacy Clinic
Children's Home Society
Choice Media
Citizens for a Diverse and Open Society
Collier Youth Services
Council for Accreditation of Educator Preparation (CAEP)
Cumberland Empowerment
Diocese of Trenton
Education Law Center
Educational Services Commission of NJ
Essex County Juvenile Detention Center
Essex County Local Education Agency
Foreign Language Educators of NJ
Garden State Coalition of Schools
Great Schools NJ
Guttenburg
Junior Achievement of NJ
Junior League
Latino Action Network
Legal Defense Fund
Marie Katzenbach School for the Deaf
Middlesex County Juvenile Detention Center
Montclair State University
Morris County School Nurses
National Association for the Advancement of Colored People- Newark Chapter
National Association for the Advancement of Colored People - Statewide Education Committee
National Association for the Advancement of Colored People- Trenton Chapter
National Association of School Nurses
National Council for Accreditation of Teacher Education
National Council of La Raza
National Institute for Early Education Research (NIEER)
National School Climate Center
NJ Alliance for Social, Emotional and Character Development
NJ Arts Education Partnership
NJ Association for Curriculum Development
NJ Association for Educational Technology (NJAET)
NJ Association for Gifted Children (NJAGC)
NJ Association for Health, Physical Education, Recreation & Dance
NJ Association for School Administrators (NJASA)
NJ Association for the Deaf (NJAD)
NJ Association for the Education of Young Children
NJ Association of Colleges for Teacher Education
NJ Association of Federal Program Administrators (NJAFPA)
NJ Association of Independent Schools
NJ Association of School Psychologists (NJASP)
NJ Association of State Colleges and Universities (NJASCU)
NJ Association of Student Councils
NJ Association of Supervision and Curriculum Development (NJASCD)
NJ Bilingual Educators (NJBE)
NJ Black Alliance for Educational Options
NJ Business and Industry Association (NJBIA)
NJ Business/Technology Education Association (NJBTEA)
NJ Catholic Conference
NJ Center for Civic Education
NJ Chamber of Commerce
NJ Charter School Association (NJCSA)
NJ Child Care Aware
NJ City University - Professional Studies
NJ Council for Social Studies
NJ Council of County Colleges
NJ Council of County Vocational-Technical Schools
NJ County Teachers of the Year
NJ Department of Children and Families - Office of Child Care Licensing Disability Rights NJ
NJ Department of Corrections
NJ Department of Environmental Protection
NJ Education Association (NJEA)
NJ Future Educators Association
NJ Head Start Association
NJ Juvenile Justice Commission
NJ Library Association
NJ Network of Catholic School Families and Government Funded Programs
NJ Parent Teacher Association (NJPTA)
NJ Principals and Supervisors Association (NJPSA)
NJ School Age Care Coalition (NJSACC)
NJ School Boards Association (NJSBA)
NJ Special Parent Advocacy Group
NJ State Board of Education
NJ State School Nurses Association (NJSSNA)
NJ Statewide Parent Advocacy Network (NJ SPAN)
NJ Teachers of English to Speakers of Other Languages (NJTESOL)
NJ Technology and Engineering Educators Association (NJTEEA)
Not in Our Town (NiOT) Princeton Chapter
Ocean City Juvenile Detention Center
Parent Education Organizing Council
Paterson Education Fund
Piscataway Public Library
Readorium
Ruach Outreach Ministries
Saint Peters University – 21st CCLC Institute of Excellence
Save Our Schools NJ
Special Olympics NJ; School and Community Partnerships
Sussex County Educational Services Commission - Northern Hills Academy
Teach for America (TFA) NJ
The College Board
The Late Bloomers Project
The NJ Campaign for Achievement Now (NJ CAN)
The Opportunity Institute
Union City Juvenile Detention Center
United Methodist Women
We Raise NJ

NJDOE has engaged in conversations with individuals from these communities:

Aberdeen
Absecon
Academy Charter High School
Allendale
Alloway Township
Alpha
Asbury Park
Atlantic City
Atlantic Community Charter School
Atlantic County Vocational Technical School
Audubon Public Schools
Barrington
Barnegat Township School District
Barrington School District
Bayonne
Bedminster Schools
Belleville Public Schools
Bellmawr
Bergenfield District
Berlin Community Schools
Bernardsville
Black Horse Pike Regional School District
Bloomfield School District
Bloomingdale School District
Bordentown Regional School District
Branchburg Township Public Schools
Brick Township Schools
Bridgeton Public Schools
Bridgewater-Raritan Regional School District
Brielle Schools
Brigantine Schools
Buena Regional School District
Burlington County
Burlington County Institute of Technology
Caldwell-West Caldwell Schools
Camden
Camden County Technical Schools
Camden's Promise Charter School
Carlstadt East Rutherford District
Carteret Public Schools
Carlstadt
Cedar Grove
Central Regional School District
Cherry Hill
Chester
Cinnaminson Township
Clayton Public School District
Clearview Regional High School
Clementon Elementary School
Cliffside Park School District
Clifton Public Schools
Collingswood
Colts Neck
Commercial Township
Cranford Public Schools
Cumberland County
Cumberland Regional High School
Deerfield
Delsea Regional School District
Denville
Deptford Township
Dover Public Schools
Dumont
Dunellen School District
Eagleswood Township School District
East Amwell Township Schools
East Brunswick Public Schools
East Greenwich School District
East Hanover Schools
East Orange
East Rutherford
Eastern Camden County Regional School District
Eatontown Board of Education
ECO Charter School
Edgewater Park School District
Edgewater Schools
Egg Harbor
Edison
Elizabeth Public Schools
Elmwood
Elmwood Park
Elysian Charter School
Englewood Cliffs Board of Education
Essex City School District
Ewing
Fairfield School District
Fairlawn
Fairview
Florham Park
Fort Lee
Franklin Township Public Schools
Freedom Prep Charter School
Freehold
Freehold Regional High School District – Office of Planning. Research and Evaluation
Galloway Township
Garfield Public Schools
Garwood Schools
Gateway Regional High School
Glen Rock Schools
Gloucester County Vocational-Technical School
Gloucester Township
Greater Egg Harbor
Green Brook
Greenwich Township

Hackensack Public Schools
Hackettstown Public Schools
Haddon Township Public Schools
Haddonfield
Hamilton Township
Hampton Township Board of Education
Hanover Park Regional High School
Hardyston Public Schools
Harrison Public Schools
Haworth Schools
Hazlet Schools
Highland Park
Hillsdale Schools
Hillside School District
Hoboken School District
Holmdel
Hope Community Charter School
Hopewell
Howell
Hudson County Schools of Technology
Hunterdon Central Regional High School
International Academy of Trenton
Irvington Public Schools
Jackson School District
Jamesburg Public Schools

Jersey City
Jersey City Golden Door Charter School
Keansburg
Kearny Public School District
Keyport
Kingsway
Kenilworth Schools
Kinnelon Schools
Kittatinny Regional School District
Lacey Township School District
Lafayette Township School District
Lakehurst Elementary School
Lakewood
Lawnside
Lawrence Township
LEAP Academy University Charter School
Lenape Regional High School District
Leonardo, Middletown Township
Lindenwold
Linden Public Schools
Link School
Linwood Public Schools
Little Egg Harbor
Little Ferry
Little Falls Township
Livingston Public Schools
Lodi Public Schools
Logan Township School District
Long Branch Public Schools
Long Hill Township Schools
Lower Township
Lumberton School District
Lyndhurst School District
Madison Public Schools
Magnolia Schools
Mahwah School District
Mainland Regional High School
Manalapan-Englishtown Regional Schools
Manasquan Public Schools
Margate Public Schools
Manahawkin
Manchester Township
Mannington
Mantua Township
Manville
Maplewood
Marlboro Township Public Schools
Mastery Schools of Camden
Matawan-Aberdeen School District
Maurice River Township Elementary School
Mercer County Technical School
Merchantville Public Schools
Metuchen School District
Middle Township Public Schools
Middlesex Borough School District
Mays Landing
Medford
Mercer County
Mickleton
Middlesex County
Middlesex County Vocational Technical School
Middletown
Midland Park Schools
Millburn Schools
Millville Board of Education
Monmouth County Vocational Technical School
Monroe Township
Montclair
Montgomery Township
Montvale
Morris Township
Morris County Vocational School District
Morris Hills Regional School District
Mount Laurel Township Schools
Mountainside
Mt. Ephraim
Mt. Olive Township School District
Mullica Township School District
Neptune Township School District
Netcong School District
New Brunswick Public Schools
New Providence School District
Newark Educators Community Charter School
Newark
Newton
North Arlington
North Bergen
North Brunswick
North Hanover Township
North Warren Regional District
Northern Highlands
Northern Valley Regional Schools
Northfield Community School
North Wildwood
Nutley
Oakland
Oaklyn Schools
Ocean City School District
Ocean County Vocational School
Ocean Township School District
Old Bridge Public Schools
Old Tappen
Oldmans Township
Oradell Public Schools
Orange City
Our Lady of Mount Carmel
Ogdensburg
Paramus
Parsippany
Parsippany-Troy Hills School District
Palisades Park Schools
Passaic Public Schools
Passaic Valley Regional School District
Paterson Public Schools
Paulsboro
Pennsauken
Pennsville
Pequannock
Perth Amboy
Pemberton Township Schools
Phillipsburg School District
Pine Hill School District
Piscataway
Pinelands
Pitman School District
Pittsgrove Township School District
Plainfield School District
Pleasantville School District
Plumsted Township Schools
Point Pleasant Schools
Pompton Lake Public Schools
Pompton Plains
Princeton Public Schools
Princeton University
Queen City Academy Charter School
Rahway Schools
Ramapo Indian Hills Regional High School District
Ramsey School District
Rancocas Valley Regional High School
Randall Carter Elementary School
Randolph Township Schools
Red Bank Borough Public Schools
Red Bank Regional High School
Ridgefield Park Public Schools
Ridgewood Schools
River Dell Regional School District
River Vale Schools
Robert Treat Academy Charter School
Rochelle Park School District
Rockaway Township Board of Education
Rosa L. Parks School of Fine and Performing Arts
Roseland Board of Education
Roselle Park School District
Roxbury Schools
Ridgefield Park
Riverdale
Robbinsville
Rockaway Borough
Roselle
Rumson Schools
Runnemede School District
Saddle Brook
Salem City
Salem County College

Salem County Vocational Technical School
Sayreville Public Schools
Scotch Plains-Fanwood Schools
Sea Girt Elementary School
Seaside Heights School District
Secaucus School District
Shore Regional High School District
Somerville Public Schools
Shamong Township
Somers Point
Somerset
South Bound Brook
South Brunswick Schools
South Hackensack Memorial School
Southampton Township Schools
Southern Regional High School
South River
Sparta
Spring Lake School District
Stafford Township School District
Stanhope
Sterling High School
Stratford School District
Summit Public Schools
Swedesboro-Woolwich School District
Tabernacle Township School District
Teaneck
Tenafly
Tinton Falls
Toms River
Trenton
Trenton STEM-to-Civics Charter School
Turnersville
Union City
Union County TEAMS Charter School
Union Township Public Schools
Upper Saddle River Elementary Schools
Upper Township School District
Ventnor City Board of Education
Vernon Township School
Verona
Vineland
Voorhees
Village Charter School
Vineland Public Charter School
Waldwick Public School District
Wall Township Public Schools
Wallington Board of Education
Warren County Technical School
Warren Hill Regional School District
Washington Township School District
Watchung Borough School District
Waterford Township School District
Wayne
West Cape May Elementary School
Westfield Public Schools
Westhampton Schools
Westwood Regional School District
Weehawken Township
West Milford
West New York
West Orange
West Trenton
Westville
West Windsor-Plainsboro Regional District
Weymouth Township Schools
Wildwood Catholic High School
Wildwood Public Schools
Wharton Borough
Wildwood
Willingboro
Winslow Township School District
Woodbine Board of Education
Woodbury Heights Elementary School
Woodcliff Lake School District
Woodland Township School District
Woodridge
Woodstown-Pilesgrove School District
Woodlynne School District
Woolwich
Wyckoff

Appendix C: Educator Equity Data

FIGURE C1: Rates at Which Students are Taught by Ineffective Teachers

Student groups	Rate at which students are taught by a below effective teacher	Difference between rates	Rate at which students are taught by an ineffective teacher	Difference between rates
Low-income students enrolled in schools receiving Title I, Part A funds	11.2	8.5	1.23	1.22
Non-low-income students enrolled in schools not receiving Title I, Part A funds	2.7		0.01	
Minority students enrolled in schools receiving Title I, Part A funds	10.41	7.63	1.13	1.128
Non-minority students enrolled in schools not receiving Title I, Part A funds	2.78		0.002	

FIGURE C2: Rates at Which Students are Taught by Inexperienced Teachers

Student groups	Rate at which students are taught by an inexperienced teacher	Difference between rates	Rate at which students are taught by a first year teacher	Difference between rates
Low-income students enrolled in schools receiving Title I, Part A funds	77	0.24	25.04	0.58
Non-low-income students enrolled in schools not receiving Title I, Part A funds	76.76		24.46	
Minority students enrolled in schools receiving Title I, Part A funds	77.81	0.71	25.75	1.57
Non-minority students enrolled in schools not receiving Title I, Part A funds	77.10		24.18	

FIGURE C3: Rates at Which Students are Taught by Potentially Out-of-Field Teachers

Student groups	Rate at which students are taught by a potentially out-of-field teacher	Difference between rates
Low-income students enrolled in schools receiving Title I, Part A funds	21.60	8.48
Non-low-income students enrolled in schools not receiving Title I, Part A funds	13.12	
Minority students enrolled in schools receiving Title I, Part A funds	21.62	7.35
Non-minority students enrolled in schools not receiving Title I, Part A funds	14.27	

Appendix D: PARCC Result

FIGURE D.1: Comparison of New Jersey's Spring 2015 and Spring 2016 PARCC Results: English Language Arts/Literacy

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Change in Level 1 and Level 2	% Change in Level 4 and Level 5 (College and Career Ready)
	2015	**2016**	2015	**2016**	2015	**2016**	2015	**2016**	2015	**2016**		
Grade 3	15.1%	**13.5%**	17.8%	**16.0%**	23.7%	**23.0%**	38.6%	**41.3%**	4.9%	**6.2%**	3.4%	4.1%
Grade 4	7.8%	**8.2%**	14.5%	**13.5%**	26.6%	**24.8%**	39.4%	**40.8%**	11.7%	**12.7%**	0.6%	2.4%
Grade 5	7.2%	**6.7%**	15.1%	**14.7%**	26.1%	**25.3%**	45.1%	**46.4%**	6.4%	**6.9%**	0.9%	1.7%
Grade 6	7.9%	**7.5%**	15.5%	**14.1%**	27.8%	**26.2%**	39.7%	**41.3%**	9.1%	**11.0%**	1.9%	3.5%
Grade 7	10.8%	**9.5%**	14.5%	**12.5%**	23.1%	**21.6%**	33.9%	**35.6%**	17.7%	**20.7%**	3.3%	4.7%
Grade 8	11.5%	**10.1%**	14.6%	**13.0%**	22.3%	**21.7%**	39.1%	**40.7%**	12.5%	**14.5%**	3.0%	3.6%
Grade 9	17.6%	**12.9%**	19.0%	**15.0%**	23.6%	**23.1%**	30.3%	**35.8%**	9.5%	**13.2%**	8.7%	9.2%
Grade 10	25.3%	**20.9%**	17.7%	**14.2%**	20.3%	**20.4%**	25.6%	**31.0%**	11.0%	**13.4%**	7.8%	7.7%
Grade 11*	16.7%	**18.5%**	18.7%	**18.1%**	23.5%	**23.3%**	30.1%	**31.7%**	10.9%	**8.4%**	1.1%	0.9%

FIGURE D.2 Comparison of New Jersey's Spring 2015 and Spring 2016 PARCC Results: Mathematics

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Change in Level 1 and Level 2	% Change in Level 4 and Level 5 (College and Career Ready)
	2015	**2016**	2015	**2016**	2015	**2016**	2015	**2016**	2015	**2016**		
Grade 3	8.3%	**8.1%**	18.5%	**15.9%**	28.3%	**24.3%**	36.9%	**39.0%**	8.0%	**12.7%**	2.8%	6.8%
Grade 4	7.2%	**8.0%**	21.9%	**18.6%**	30.3%	**26.8%**	36.3%	**41.2%**	4.3%	**5.4%**	2.5%	5.9%
Grade 5	6.1%	**6.2%**	20.7%	**18.3%**	32.1%	**28.2%**	34.9%	**38.4%**	6.1%	**8.8%**	2.3%	6.2%
Grade 6	7.6%	**8.9%**	21.4%	**19.1%**	30.2%	**29.1%**	34.8%	**35.6%**	6.0%	**7.3%**	1.0%	2.2%
Grade 7	7.7%	**9.0%**	22.3%	**20.1%**	33.3%	**32.3%**	33.0%	**33.5%**	3.8%	**5.2%**	0.9%	1.9%
Grade 8*	21.9%	**21.5%**	26.2%	**25.3%**	28.4%	**27.5%**	23.0%	**24.9%**	0.5%	**0.7%**	1.3%	2.1%
Algebra I	13.8%	**12.8%**	25.3%	**21.3%**	25.0%	**24.8%**	32.9%	**37.3%**	3.1%	**3.9%**	5.0%	5.2%
Algebra II	31.7%	**33.5%**	24.5%	**22.6%**	19.9%	**18.8%**	22.3%	**22.7%**	1.6%	**2.4%**	0.1%	1.1%
Geometry	12.4%	**10.5%**	35.6%	**31.1%**	29.7%	**31.4%**	19.5%	**23.2%**	2.9%	**3.8%**	6.3%	4.6%

FIGURE D.3: Percent of Students Meeting or Exceeding Expectations By Economic Status: ELA/Literacy

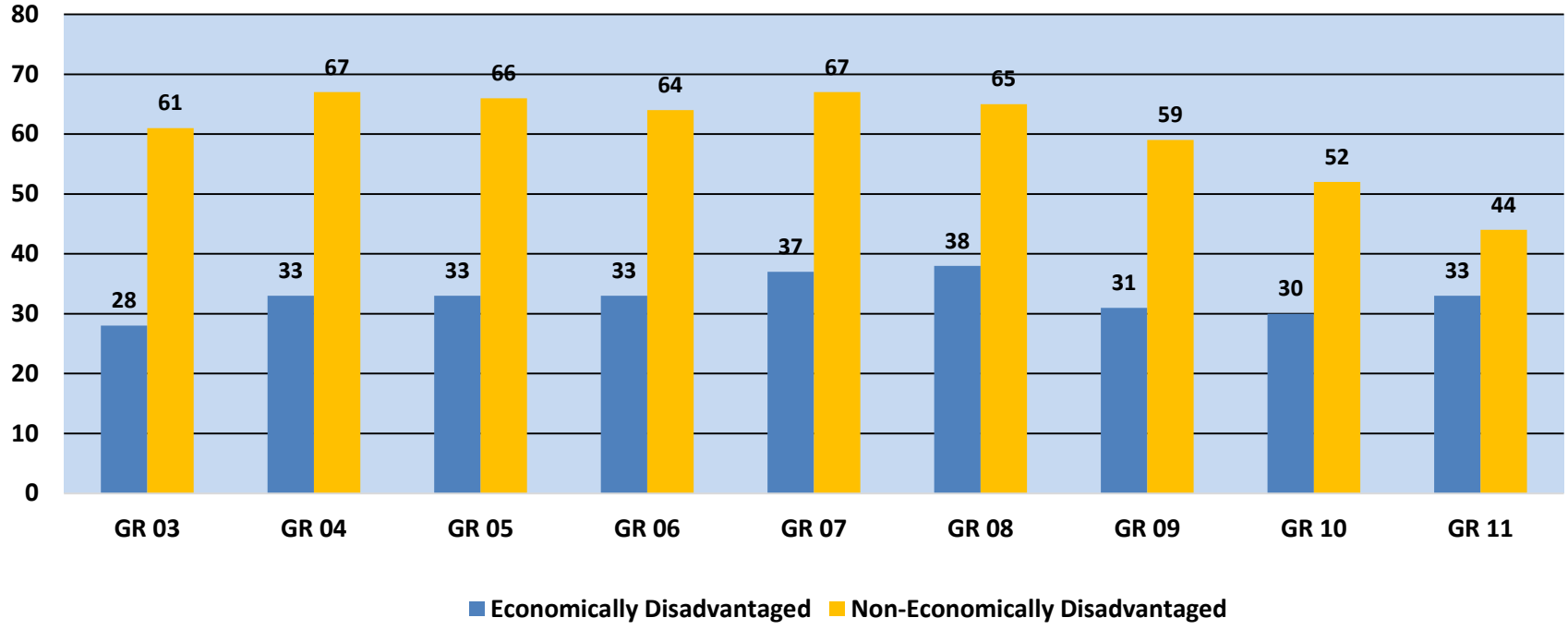


FIGURE D.4: Percent of Students Meeting or Exceeding Expectations By Economic Status: Mathematics

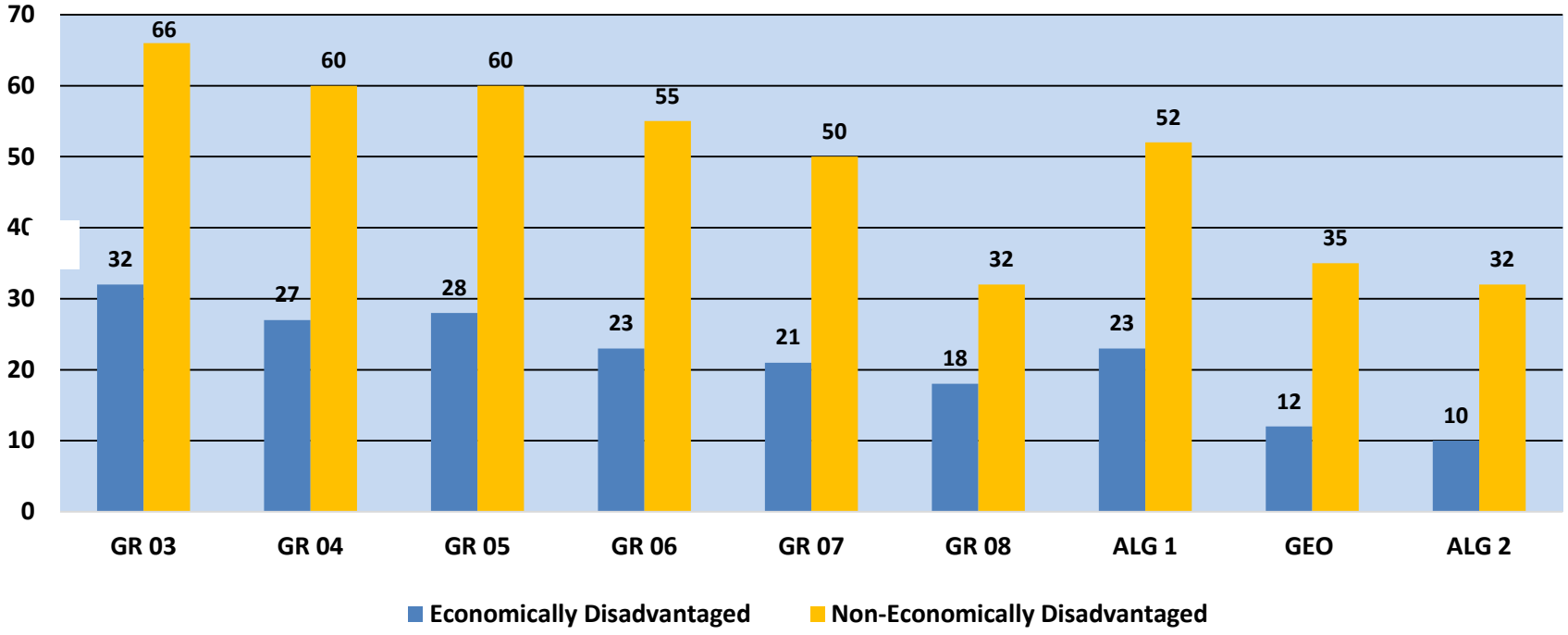


FIGURE D.5: Percent of Students Meeting or Exceeding Expectations By Race/Ethnicity: ELA/Literacy

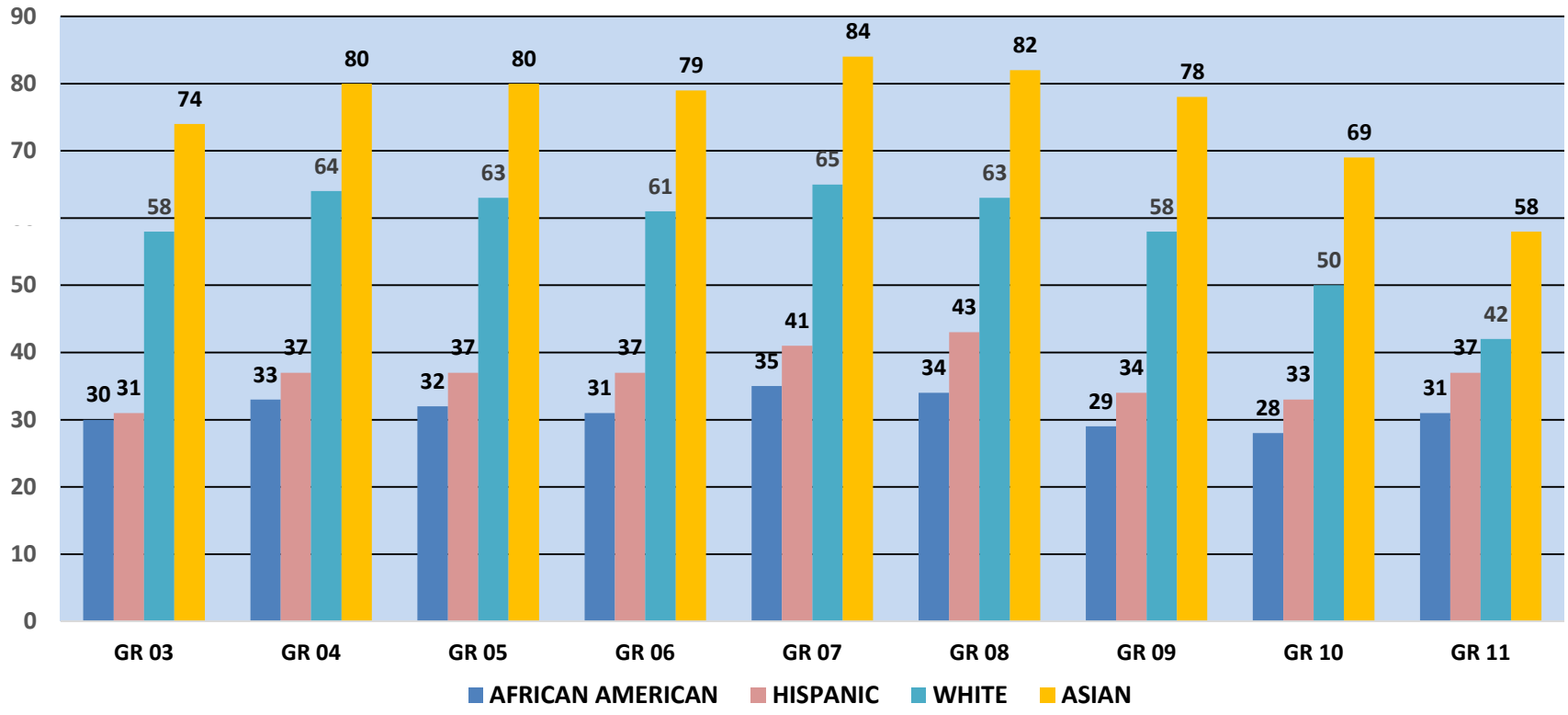
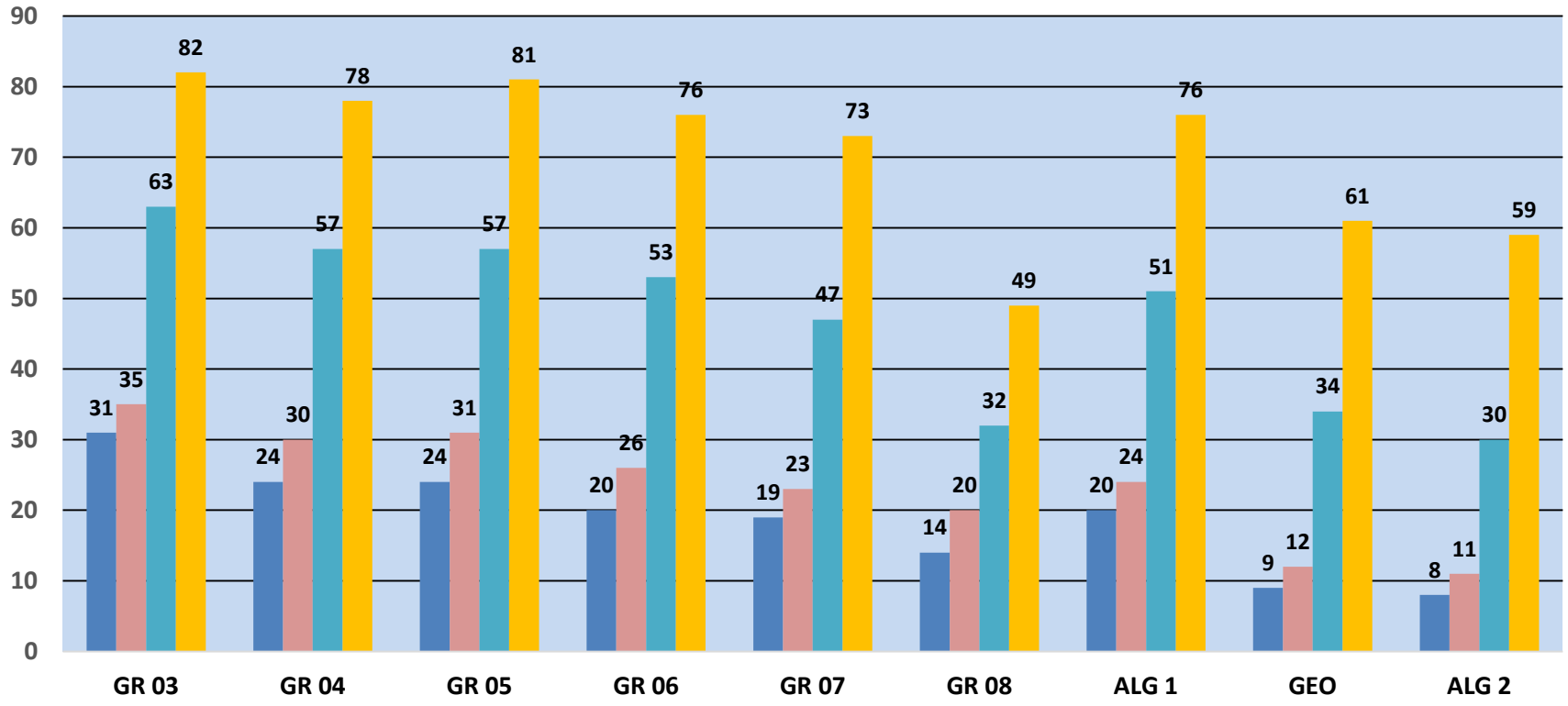


FIGURE D.6: Percent of Students Meeting or Exceeding Expectations By Race/Ethnicity: Mathematics



Appendix E: AchieveNJ Standard Setting Report

New Jersey Teacher Evaluation System
Standard-Setting Report

Michael B. Bunch
Joe McClintock
Measurement Incorporated
August 2013

Introduction

The New Jersey Department of Education (the Department) included in the 2013–14 scope of work for its New Jersey Assessment of Skills and Knowledge (NJASK) contract with Measurement Incorporated (MI) a task related to the establishment of performance thresholds on the new teacher evaluation system. This report documents the establishment of those thresholds. Specifically, this report focuses on two broadly defined tasks:

- Create performance level descriptors (PLDs).
- Establish performance thresholds.

Description of these tasks and their associated activities and outcomes follows a brief review of the events leading up to this undertaking. Please note that the term "cut score" instead of "performance threshold" was used during the process. These terms may be considered interchangeable.

Background

On March 1, 2011, the New Jersey Educator Effectiveness Task Force (Task Force) issued its interim report as directed by Governor Christie. The report provided guidance on selection and use of measures of teacher effectiveness but did not prescribe any one measure. According to the report, the purposes of any evaluation system were to

- help clarify expectations,
- provide meaningful feedback,
- facilitate collaboration, and
- improve and target professional development.

Given these purposes, the Task Force recommended several principles for implementation of a local teacher evaluation system.

The report also recommended weights to apply to direct measures of teacher performance, student growth objectives (SGOs), and student growth percentiles (SGPs). These weights were the subject of considerable public discourse, and the final weights differed somewhat from those recommended in the report. Ultimately, direct observation of teacher practices accounted for 55 percent of the evaluation, with SGOs accounting for 15 percent and SGPs accounting for 30 percent. For teachers without SGPs (described later in this report), the final weights were 85 percent for direct observation and 15 percent for SGOs.

The report defined effective teaching within the framework of the standards for teachers adopted by the State Board of Education in 2003. This definition included four major dimensions and ten specific categories of teacher effectiveness, summarized in Table 1.

FIGURE E.1: Summary of Dimensions and Standards of Teacher Effectiveness

	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 different 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 and Instruction	The teacher draws upon knowledge of content areas, cross-disciplinary 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.

System elements. The ten standards described in Table 1 comprise the direct observation of teacher effectiveness. The system has two additional elements: SGOs and SGPs.

- SGOs—According to the AchieveNJ website, "Student Growth Objectives are long-term academic goals that teachers set for their students in the first few weeks of the school year. These objectives are aligned to state standards and are set using available student learning data. Teachers use appropriate national, state, or district-developed assessments to measure how well their students meet the goals they have set for them. For the 2013–14 school year, teachers of tested grades and subjects must create 1–2 SGOs. Teachers of non-tested grades and subjects must create 2 SGOs." In practice, teachers set these objectives in cooperation with supervisory personnel.

- SGPs—Student Growth Percentiles are derived from differences in performance on NJASK from one year to the next. All growth is based on a comparison of a given student with his or her academic peers, identified as all students who achieved the same score on the previous year's assessment (or on a collection of two or more previous years' assessments). Thus, for example, the growth of a student who scored 199 on the third grade test would be calculated at the end of the fourth grade by comparing that student's score on the fourth grade test compared to the scores of all fourth graders who had received comparable scores on the third grade test. The SGP for the student in question would be his or her percentile rank with respect to that group of students. Thus, if this fourth grader outperformed 73 percent of all other fourth graders who had comparable scores on the third grade test, his or her SGP would be 73. For a given teacher, his or her SGP score would be based on the median SGP for all students he or she taught.

Given scores on all of these elements, across classroom practice and student outcomes, teachers may receive one of four effectiveness levels and ratings:

1. Ineffective
2. Partially Effective
3. Effective
4. Highly Effective

Challenges and solutions. The Task Force provided very clear direction for the establishment, implementation, and interpretation of local evaluation systems. However, with districts choosing their own evaluation instruments and administrators employing those instruments in a variety of ways, lack of standardization of procedure and outcomes presented a challenge to the establishment of a single, statewide system that would capture the essence of the Task Force's definition of effectiveness and allow for a quantified description of the effectiveness of all teachers in the state. The major instruments are listed below.

- Danielson
- Marshall
- Marzano
- McREL
- Stronge

There are others as well, but these account for over 90 percent of all teacher evaluation instruments currently in use in New Jersey. The various instruments have different numbers of domains or dimensions, sometimes calling very similar things by different names and somewhat different things by the same name.

To this challenge, we must also add the challenge of the limited availability of student growth percentiles. As noted above, SGPs are based on year-to-year changes in NJASK scores. Since NJASK is for students in grades 3–8 and covers only language arts literacy and mathematics, only teachers in grades 4–8 would have such students. Grade 3 is not included because there is no grade 2 test against which grade 3 scores could be compared. Many middle school teachers would also be excluded because they teach science, social studies, or some other subject not included in NJASK. Ultimately, only about 20 percent of teachers will have SGPs in their evaluations. This disparity leads to the following distinction:

- For teachers with SGPs: Total = .55 × Classroom Observation + .15 × SGO + .30 × SGP.
- For teachers without SGPs: Total = .85 × Classroom Observation + .15 × SGO.

With regard to the multiplicity of evaluation instruments, two facts provide a ready solution: all instruments address the four major dimensions and most of the ten standards promulgated by the Task Force; and they all report performance on a 4-point scale, with the exception of the Marzano and McREL scales, which have 5-point scales. For these scales, the first task in converting these scales to a meaningful, 4-point sale was to determine the score that corresponds most closely to the definition of an "Effective Teacher" and to assign a "3" to that score, and then to modify the other scores accordingly. The Marzano scale ranges from 0 – 4, with the score point of 3 ("Appyling") corresponding most closely to rating of 3 in the NJ Teacher Evaluation system. The score points of 0 ("Not Using") and 1 ("Beginning") were combined to correspond to a rating of 1 in the NJ Teacher Evaluation system. The McREL scale was somewhat different in that the 3rd score ("Proficient") on the 5-point scale corresponded to a 3 in the NJ Teacher Evaluation System. Therefore, a score of 4 ("Accomplished") on the McREL system was assigned a score of 3.5, and a score of 5 ("Distinguished") was assigned a score of 4.

The performance levels and score ranges of the major instruments are provided in Table 2.

FIGURE E.2: Summary Description of Five Major Teacher Evaluation Instruments

Name	Domains	Levels	Users
Danielson	1. Planning And Preparation 2. The Classroom Environment 3. Instruction 4. Professional Responsibilities	1. Unsatisfactory 2. Basic 3. Proficient 4. Distinguished	58%
Marshall	1. Planning and Preparation for Learning 2. Classroom Management 3. Delivery of Instruction 4. Monitoring, Assessment, and Follow-Up 5. Family and Community Outreach 6. Professional Responsibilities	1. Does Not Meet Standards 2. Improvement Necessary 3. Effective 4. Highly Effective	7%
Marzano	1. Classroom Strategies and Behaviors 2. Planning and Preparing 3. Reflecting on Teaching 4. Collegiality/Professionalism	1. Not Using/ Beginning 2. Applying 3. Developing 4. Innovating	9%
McREL	1. Teachers demonstrate leadership. 2. Teachers establish a respectful environment for a diverse population. 3. Teachers know the content they teach. 4. Teachers facilitate learning for the students. 5. Teachers reflect on their own practice.	1. Not Demonstrated 2. Developing 3. Proficient 3.5 Accomplished 4. Distinguished	9%
Stronge	1. Professional Knowledge 2. Instructional Planning 3. Instructional Delivery 4. Assessment of/for Learning 5. Learning Environment 6. Professionalism 7. Student Progress	1. Unacceptable 2. Developing/Needs Improvement 3. Proficient 4. Exemplary	11%

Despite the fact that the instruments have from four to seven dimensions or domains, different names for those domains, and different names for their effectiveness levels, each instrument uses a four-point scale, or a five-point scale modified to 4 points. If we can assume that a highly effective teacher (AchieveNJ Level 4) would receive a maximum score (4) on any one of these instruments, that an effective teacher (AchieveNJ Level 3) would receive a 3, and so on, we have a basis for combining scores across instruments. We have done so with the knowledge that each district not only chooses a given evaluation instrument because it satisfies local needs, but that it also interprets teacher effectiveness in relation to those local needs. Our solution was therefore to treat a 4 as a 4, a 3 as a 3, and so on, regardless of instrument used.

To address the issue of presence or absence of SGP information in a teacher's evaluation portfolio, we examined the direct effect of varying SGP scores relative to fixed observation and SGO scores. Theoretically, assuming that the distributions have the same shapes, the SGP score is just as likely to raise the overall score as to lower it. However, the distributions do not appear to be similar; pilot data of classroom observation scores were quite skewed, with hardly any overall scores in the 1 – 1.5 range, while SGP scores are by design much more evenly distributed. Thus, even though SGP scores are theoretically neutral, in a system in which classroom observation scores and SGO scores are skewed toward the high end, the net effect of the SGP scores will be to lower overall scores. Table 3 shows the relationship between SGPs and the ratings teachers will receive.

FIGURE E.3: Relationship Between SGP and Teacher SGP Ratin

SGP Score	Evaluation Rating
1– 20	**1.0**
21	**1.1**
22	**1.2**
23	**1.3**
24	**1.4**
25	**1.5**
26	**1.6**
27	**1.7**
28	**1.8**
29	**1.9**
30	**2.0**
31	**2.1**
32	**2.2**
33	**2.3**
34	**2.4**
35–36	**2.5**
37–38	**2.6**
39–40	**2.7**
41–42	**2.8**
43–44	**2.9**
45–55	**3.0**
56–57	**3.1**
58–59	**3.2**
60–61	**3.3**
62–64	**3.4**
65–67	**3.5**
68–70	**3.6**
71–73	**3.7**
74–76	**3.8**
77–79	**3.9**
80–99	**4.0**

The last challenge to meet had to do with the availability of teacher effectiveness evidence to use in standard setting. All standard-setting procedures require some form of evidence for panelists to

examine prior to recommending cut scores. Many districts pilot tested the evaluation system in 2011–12 and 2012–13 and had a wealth of data, albeit incomplete (e.g. limited number of rated domains, limited SGO data, lack of SGP data, lack of narrative data). In particular, lack of narrative data would have hampered the standard-setting panelists' ability to gain a clear understanding of what a particular profile of scores meant. Additionally, the data provided had very few overall Ineffective ratings, meaning that it was not possible to represent this end of the performance spectrum in standard setting with the use of actual teacher evaluations.

To meet this challenge (or set of challenges), we made a number of assumptions and employed some imputation techniques. We examined hundreds of records and selected all of the complete ones we could find. To those, we added incomplete records with imputed scores in place of missing ones. For the lowest end of the spectrum (i.e., records that might contain all or nearly all 1s), we created records. We then eliminated some complete records to make the final percentages compatible with the percentages shown in the final column of Table 2. We advised standard-setting panelists of these procedures during training.

Task overview. We carried out two distinct tasks, marked by meetings with New Jersey educators in July and August. These tasks are outlined in a plan we submitted to the Department. That plan is included as Appendix A of this report.

- *PLD development*—This task included reviewing the Task Force Interim Report and documentation for several evaluation instruments as well as extensive discussions with Department staff and an on-site meeting with 70 New Jersey educators on July 24, 2013. There was additional interaction with Department staff between the July 24 meeting and an August 20–21 meeting in which those PLDs were used. Those activities are described in the **PLD Development** section of this report.
- *Establishment of cut scores*—This task included collection of evaluations, SGOs, and SGPs for a large group of teachers to create profiles that we used in a standard-setting session in New Jersey on August 20–21, 2013. We employed a body of work procedure with construct maps. Details of that procedure are described in the **Establishment of Cut Scores** section of this report.

PLD Development

PLD development included the following activities:

- review of Commission Report,
- review of evaluation instruments,
- identification of key elements,
- drafting of PLDs,
- identification and recruitment of stakeholder reviewers,
- department review,
- final development and approval prior to stakeholder review,
- stakeholder review meeting, and
- post-stakeholder review meeting revisions and final approval.

Each is described in some detail below.

Review of Commission report. The first step in creating Performance Level Descriptors was to review the original Task Force document (March 1, 2011 Interim Report) that recommended a basic structure and purpose for teacher evaluations in New Jersey. The aspirational goals of the teacher evaluation system were evident in the following statements: "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," and "the standards and evaluative criteria should reflect a high level of rigor, meaning the system has the highest expectations for all teachers and students." Taken together, these statements indicate that the highest levels of teacher effectiveness are *attainable* goals for teachers, and that the PLDs should reflect this. The PLDs, by defining what the Highly Effective Teacher accomplishes in the many different aspects of teaching, should inspire teachers to greater levels of achievement.

As an example, consider the following PLD from the finished (draft) document: "Highly effective teachers always foster a classroom culture that promotes a strong commitment to learning." The words "always," "promotes," and "strong" speak to the "high level of rigor" expected, and yet the level of consistent commitment necessary to achieve this distinction is attainable by all New Jersey educators, "equipped with the right skills, knowledge, and dispositions and given the proper supports."

Additional guidelines derived from the Interim Report include the statements that the "system should have a uniform design so measures are consistent across districts and within schools," and that the "system should allow for differences in teaching positions" (e.g., Math, Language Arts, performing arts, career tech, special education). Furthermore, the purpose of the evaluation system was defined in the Interim Report as follows:

- It will help clarify expectations.
- It will provide meaningful feedback.
- It will facilitate collaboration.
- It will improve and target professional development.

Practical guidelines for constructing the PLDs are also contained in the Interim Report. The report stated that "the measures of teacher practice should be based on clear performance standards that define effective teaching," and that "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 performance."

The Task Force recommended four summative categories (Highly Effective, Effective, Partially Effective, and Ineffective), which were eventually adopted. Taken together, these statements indicate that the PLDs must define what teaching looks like at each level of performance, in a clear manner, regardless of the subject being taught, and that there must be meaningful distinctions between each level. The PLDs should clarify the expectations of all teachers in a manner that can provide meaningful feedback to educators who aspire to be Highly Effective. Additionally, the PLDs must address professional development and should foster collaboration rather than competition among educators.

Review of evaluation instruments and identification of key domains. MI staff reviewed the five most common teacher evaluation instruments used in New Jersey prior to drafting PLDs: Danielson Framework for Teaching; Stronge Teacher Effectiveness Performance Evaluation System; Marzano Teacher Evaluation Model; McREL's Teacher Evaluation System, and Marshall's Teacher Evaluation Rubric. The Danielson Framework for Teaching served as the basis for constructing the first rough draft of the PLDs and is used by a majority of New Jersey districts.

In addition to the SGOs and SGPs, four common teaching domains were defined: plans and practices; classroom culture; instructional purpose; and the learning community. The number of applicable domains in the teaching evaluation instruments ranged from 4 to 6 domains and aligned well with these four domains, as demonstrated below.

Plans and practices

Danielson: Planning and preparation
Stronge: Professional knowledge; instructional planning
Marzano: Planning and preparing
McREL: Teachers know the content they teach
Marshall: Planning and preparing for learning

Classroom culture

Danielson: Classroom environment
Stronge: Learning environment
Marzano: Classroom strategies and behaviors
McREL: Teachers establish a respectful environment for a diverse population of students
Marshall: Classroom management

Instructional purpose

Danielson: Instruction
Stronge: Instructional delivery; assessment of/for Learning
Marzano: Classroom strategies and behaviors
McREL: Teachers facilitate learning for their students
Marshall: Delivery of instruction; monitoring, assessment, and follow-up

Learning community

Danielson: Professional responsibilities
Stronge: Professionalism
Marzano: Reflecting on teaching; collegiality and professionalism
McREL: Teachers demonstrate leadership; teachers reflect on their practice
Marshall: Family and community outreach; professional responsibilities

Drafting of PLDs. The initial draft of the PLDs was constructed by Dr. Bunch and Dr. McClintock and was based on the common elements of the most common teacher evaluation systems being used in New Jersey. This draft was further modified by the New Jersey Department of Education (NJ DOE). A final draft was approved by both organizations.

It is important to note that the purpose of the draft PLDs was to facilitate and focus discussion of the PLDs during the Stakeholder Review Meeting. The stakeholders were free to suggest modifications, deletions, or additions to the PLDs.

Identification and recruitment of stakeholder reviewers. MI and the NJ DOE discussed and agreed upon the important factors to consider when recruiting stakeholders for the Stakeholder Review Meeting. The participants needed to be a representative sample of teachers and administrators of the state of New Jersey. As such, important factors included a mix of teachers and administrators, with the majority of participants being New Jersey teachers. The participants should represent a range of experience and student populations. The District Factor Group Code (DFG: an indicator of district socioeconomic status) of the participants should be distributed among the eight DFG statuses (A; B; CD; DE; FG; GH; I; J). Additionally, gender and race are important considerations.

The NJ DOE was responsible for identifying and recruiting stakeholders. The demographic characteristics of the 70 participants in the meeting are shown in Table 4.

FIGURE E.4: Demographic Characteristics of PLD Review Meeting Participants

Role		
Teacher	53	75.7%
Administrator	17	24.3%

Years of Service		
<1 – 5	23	32.9%
6 – 10	17	24.3%
11 – 15	20	28.6%
>15	10	14.3%

Student Population (teachers only)		
Regular	32	60.4%
Special Education	11	20.8%
Advanced	5	9.4%
ESL	4	7.5%
Other	1	1.9%

DFG Status		
A	10	14.3%
B	3	4.3%
CD	9	12.9%
DE	5	7.1%
FG	7	10.0%
GH	17	24.3%
I	16	22.9%
J	0	0.0%
Did not indicate	3	4.3%

Race/Gender		
Asian Female	2	2.9%
Black or African-American Female	4	5.7%
Multiple Races; Female	1	1.4%
Multiple Races; Male	1	1.4%
Spanish, Hispanic, or Latino Female	3	4.3%
West Indian Male	1	1.4%
White Female	43	61.4%
White Male	14	20.0%
Race not identified; Female	1	1.4%

Stakeholder review meeting. The Stakeholder Review Meeting took place on July 24, 2013, in Hamilton Township, New Jersey. The demographic characteristics of the participants are shown in the tables above.

The goals for the meeting were to review the draft performance level descriptors for educator effectiveness and suggest revisions to the PLDs. The meeting consisted of five phases.

1. Education and Training

   Participants were educated on the definition and characteristics of a well-defined PLD, an overview of the New Jersey Teacher Evaluation System, and how the PLDs will inform the different components of the teacher evaluation system.

2. Review of draft PLDs in small groups

   Participants worked in small groups of 8 or 9 participants. Each group worked at a single table. The groups were instructed to first review the PLDs for an Effective Teacher. Each group marked up one paper copy of the Effective Teacher PLDs with its suggestions and provided this copy to the meeting facilitators. They then reviewed the other levels of effectiveness.

   MI staff circulated among the groups, providing guidance and answering questions when needed.

3. Summary of small group exercise

   MI staff consolidated the table summaries and presented the findings/suggestions to the entire group.

4. Review of draft PLDs, all participants

   Each suggested revision was discussed by the entire group, and the majority consensus was incorporated into the final document.

5. Conclusion, continuity review of participant suggestions

   MI and Department staff reviewed the final document continuity prior to thanking participants for their participation, collecting secure materials, and dismissing them.

Post-stakeholder review meeting revisions and final approval. After the meeting, MI staff made further, minor, revisions to the document. In particular, the progression of effectiveness was reviewed to ensure that each step from Ineffective to Partially Effective to Effective to Highly Effective teacher was logical and followed a quantitative and/or qualitative progression upward. This final document was shared with NJ DOE staff, who made further suggestions. The final document was reviewed and approved by both organizations. These revised PLDs were the ones we presented at the August 20–21 meeting. They are included in Appendix B.

Establishment of Cut Scores

Establishment of cut scores involved the following activities:

- creation of a score scale,
- preparation of training materials,
- identification and recruitment of panelists,
- training of panelists,
- Round 1 with analyses and discussion,
- Round 2 with analyses and discussion,
- Round 3 with analyses,
- final cut scores/impact, and
- evaluation of the process.

Each is described in some detail below.

Creation of score scales. In order to establish cut scores, it is first necessary to have a scale on which to set them. As noted in the **Introduction**, we created two sets of scale scores, one for teachers with SGPs and another for teachers without SGPs.

- For teachers with SGPs: Total = .55 × Classroom Observation + .15 × SGO + .30 × SGP.

- For teachers without SGPs: Total = .85 × Classroom Observation + .15 × SGO.

For the purpose of standard setting, we multiplied each scale by 100 and rounded to whole numbers to derive a single scale from 100 to 400 in whole-point increments. Using these equations, we computed weighted total scores for each teacher profile consisting of scores from a classroom observation rating form, SGO scores, and, where available, SGP scores. Given the many different classroom observation forms, we calculated the average score across all entries. Thus, for example, a teacher with 22 Danielson scores and a teacher with 7 Stronge scores would both have a final score between 1.0 and 4.0. Similarly, a teacher missing one or more scores on any form would have a final average score based on the total number of standards evaluated.

By these steps, we calculated summary scores for each profile. Because the issue of SGP vs. no SGP had come up repeatedly in initial conversations about the system, we calculated a second total score for all teachers with SGP data that excluded the SGP score, allowing straightforward comparison of that teacher's overall performance, with and without SGP scores. Thus, regardless of classroom observation instrument used or whether or not the teacher had SGP scores, each profile could be summarized in a single number. Figure 1 shows a sample (Danielson) profile with all components as well as a Grand Total and a Grand Total without SGP for comparison purposes.

FIGURE E.5: Sample profile with total scores.

Domain 1: Planning and Preparation		**Domain 3: Instruction**	
1a Demonstrating Knowledge of Content and Pedagogy	**4**	3a Communicating With Students	**4**
1b Demonstrating Knowledge of Students	**3**	3b Using Questioning and Discussion Techniques	**4**
1c Setting Instructional Outcomes	**3**	3c Engaging Students in Learning	**3**
1d Demonstrating Knowledge of Resources	**4**	3d Using Assessment in Instruction	**4**
1e Designing Coherent Instruction	**4**	3e Demonstrating Flexibility and Responsiveness	**4**
1f Designing Student Assessments	**4**		
		Domain 4: Professional Responsibilities	
Domain 2: Classroom Environment		4a Reflecting on Teaching	**4**
2a Creating an Environment of Respect and Rapport	**3**	4b Maintaining Accurate Records	**3**
2b Establishing a Culture for Learning	**4**	4c Communicating with Families	**4**
2c Managing Classroom Procedures	**4**	4d Participating in a Professional Community	**4**
2d Managing Student Behavior	**3**	4e Growing and Developing Professionally	**3**
2e Organizing Physical Space	**4**	4f Showing Professionalism	**4**
		Average	3.68
SGO	**4**	**Grand Total**	**353**
SGP	**3.0**	**Grand Total Without SGP**	**373**

Preparation of training materials. In preparation for the August 20–21 meeting in New Jersey, MI and Department staff collaborated on the development of training materials consisting of PowerPoint presentations, forms, and ancillary materials for panelists to use. These are described below and included in Appendix C.

System summaries. Prior to the August 20–21 meeting, MI staff sent summaries of the AchieveNJ system and five of the most commonly used evaluation instruments. The text for the AchieveNJ system was primarily from the March 1, 2011 Task Force report, and descriptions of the various instruments came from publishers' websites and other materials. MI staff drafted these materials and submitted them to Department staff for review and approval prior to mailing them out to panelists.

PowerPoint presentations. MI staff prepared two PowerPoint presentations, one for the overview, and one to introduce the body of work procedure with construct maps. The purpose of the overview presentation was to review the AchieveNJ plan and system, to acquaint panelists with the classroom observations in use throughout the state, and to allow them to review and comment on the PLDs developed in July (and reviewed and revised by the Department in August). MI staff drafted the presentation, submitted it to the Department for review, made necessary revisions, and obtained approval prior to the August 20–21 meeting.

MI staff also prepared a PowerPoint presentation for the body of work procedure with construct maps. This presentation consisted of 27 slides that laid out the method as well as the specific tasks

panelists would be asked to complete. It included a brief review of the AchieveNJ system, with a focus on how each component contributed to the total score, examples of profiles with calculated total scores, and a demonstration of how the construct maps work. As with the overview presentation, MI staff drafted the presentation, submitted it to the Department for review, made necessary revisions, and obtained approval prior to the August 20–21 meeting.

Practice form. The practice form was an abbreviated construct map showing 8 profile identification numbers and three categories (Partially Effective, Effective, and Highly Effective). Its purpose was to allow panelists to review 8 profiles arranged in ascending total score order and identify the first one they believed would qualify for the Effective category. MI staff prepared a draft of the form, submitted it to the Department for review, made necessary modifications, and submitted a final form for approval.

Round 1 construct map. The Round 1 construct map contained a list of 65 profile identification numbers with their associated total scores, arranged in ascending total score order. Panelists would use this form to identify the lowest-scoring profile to qualify for each of the three upper categories (Partially Effective, Effective, and Highly Effective).

This form was associated with 65 profiles created by MI staff. As noted in the **Introduction**, some of these profiles were based on complete sets of teacher evaluation data (anonymously provided through the pilot study), some were augmented from incomplete teacher evaluation data, and some (principally those with total scores between 100 and 150) were generated by MI staff to represent score points for which there were no actual teachers. MI staff drafted the form, submitted it and the 65 profiles for Department review, made necessary modifications, and prepared final versions for presentation during Round 1. While the construct map is in Appendix C, the profiles, along with other secure materials, are on a disc submitted under separate cover.

Round 2 construct map. In a body of work procedure, the profiles for the second round are selected based on results of the first round. Thus, while the form of the Round 2 construct map was essentially identical to that of the Round 1 construct map, its contents could not be determined until after the end of Round 1. Department staff approved the form in concept prior to the August 20–21 meeting and reviewed the completed Round 2 map prior to Round 2.

Round 3 form. For Round 3, panelists customarily have all Round 2 materials and are free simply to enter three cut scores. We developed a form for this purpose, containing panelist ID number and room for three cut scores. Department staff reviewed and approved this form prior to standard setting.

Identification and recruitment of panelists. Department staff identified and recruited staff, many of whom had attended the July 24 PLD meeting. MI staff assisted in the drafting of the letter of invitation. Table 5 summarizes the demographic characteristics of the 21 individuals who attended the August 20–21 meeting.

FIGURE E.6: Demographic Characteristics of Standard-Setting Meeting Panelists

Role		
Teacher	15	71.4%
Administrator	6	28.6%

Years of Service		
<1 – 5	4	19.0%
6 – 10	8	38.1%
11 – 15	3	14.3%
>15	6	28.6%

Student Population (teachers only)		
Regular	12	80.0%
Advanced	2	13.3%
ESL	1	6.7%

DFG Status		
A	5	23.8%
B	3	14.3%
CD	1	4.8%
DE	1	4.8%
FG	2	9.5%
GH	3	14.3%
I	3	14.3%
J	1	4.8%
Did not indicate	2	9.5%

Race/Gender		
Black or African-American Female	5	23.8%
Black or African-American Male	1	4.8%
Multiple Races; Female	2	9.5%
Spanish, Hispanic, or Latino Female	1	4.8%
West Indian Male	1	4.8%
White Female	10	47.6%
White Male	1	4.8%

Training of panelists. As noted above, MI and Department staff provided training for the 21 panelists who attended the August 20–21 standard-setting meeting. The agenda for the two-day meeting is shown below.

August 20

8:30 A.M.	Continental Breakfast
9:00	Welcome and Introductions
9:15	General Orientation—AchieveNJ background
10:00	Overview of Local Evaluation Instruments
10:45	Break
11:00	PLDs
12:00 Noon	Lunch
1:00 P.M.	Introduction to the Body of Work Method with Construct Maps
1:45	Practice Round and Discussion
2:30	Standard Setting: Round 1
4:00	Adjourn

August 21

8:30 A.M.	Continental Breakfast
9:00	Review of Round 1
10:00	Standard Setting: Round 2
12:00 Noon	Lunch
1:00 P.M.	Review of Round 2
2:00	Standard Setting: Round 3
3:45	Wrap-Up
4:00	Adjourn

The morning of August 20 was devoted to an overview of the AchieveNJ evaluation system and studying the revised PLDs. In addition, panelists reviewed and discussed the system summaries they had received the previous week. Department and MI staff made it clear, both during this session and throughout the two days, that the task of the panelists was to *recommend* cut scores, not set them. All acknowledged that the responsibility for setting cut scores rested with the Commissioner.

The afternoon training session focused specifically on the body of work procedure with construct maps. As the remainder of this section is based on the application of that procedure, we offer the following summary. Additional detail is available in Cizek & Bunch (2007); Bunch (2013); Wyse (2013); and Wyse, Bunch, Deville & Viger (in press).

The body of work procedure is typically applied to assessments that are made up entirely or mostly of open-ended responses such as essays or student constructed responses. It may also been applied to portfolios or other instruments for which a summary evaluation is possible. Teacher performance evaluation instruments are excellent candidates for this approach in that there are no right or wrong answers to be evaluated, as in an Angoff or bookmark procedure. MI staff therefore recommended the body of work procedure in the Plan, and the Department approved.

In the body of work procedure, there are typically two or more rounds of evaluation of bodies of work for each examinee—in this instance, teachers. In Round 1, panelists sort bodies of work (e.g., portfolios or profiles) into categories based on the PLDs. Prior to review, the work samples have been sorted in total score order. Facilitators then note the score regions at which most panelists begin classifying work samples into the next higher category and identify these regions as likely areas in which cut scores may be found. This round is technically known as the rangefinding round.

At the conclusion of Round 1, facilitators remove work samples that have not contributed to the identification of cut-score ranges and replace them with additional work samples with total scores within the region of suspected cut scores. The addition of these work samples gives panelists a much tighter array of work samples to review in Round 2. Whereas adjacent work samples in Round 1 may have been several points apart, Round 2 work samples may be only one or two points apart. This round is known as pinpointing.

As panelists sort work samples into categories in Round 2, as they did in Round 1, facilitators note the point at which the likelihood of a work sample with a particular score has a 50 percent chance of being classified into the next higher category and assign a cut score to that total score using logistic regression. The individual categorical classifications of work samples by panelists are transformed into percentages of samples at each score point classified at each category. These percentages are converted to log-odds. These log-odds are then regressed on total score to derive cut scores (see Cizek & Bunch, 2007, Chapter 9 for a step-by-step description of the procedure).

The addition of construct maps to the body of work procedure is relatively new, but not surprising. The relationship between body of work with construct maps to traditional body of work is rather like that of the bookmark procedure to the modified Angoff procedure. In a modified Angoff procedure, panelists estimate the likelihood of a minimally qualified examinee answering a given item correctly. They perform this feat for every item in the test. In the bookmark procedure, on the other hand, they simply identify the last item an examinee in a given category would have a reasonable chance (usually 2/3) of answering correctly. Thus, while the panelists have to consider every item, they only have to make firm decisions about a few (i.e., as many as there are cut scores to set).

Similarly, in the body of work with construct maps, panelists are faced with the same array of work samples they might see in a traditional body of work procedure, but they do not have to make firm decisions about each one. They merely have to identify the first sample that would qualify for membership in the next category. Thus, panelists begin with the profile with the lowest total score and examine each succeeding profile, in turn, until they find one that would just barely qualify to be classified as Partially Effective and mark that profile or score on the construct map. Since all subsequent profiles have scores equal to or higher than this profile, they can be considered to be at least Partially Proficient. Now, the panelists continue examining succeeding profiles until they reach the first one that would just barely qualify for Effective, and then Highly Effective.

As with the traditional body of work procedure, Round 1 includes profiles with a wide array of scores, virtually from 100 to 400. Panelists identify their candidates for each cut score, and the

facilitators note their locations, just as in traditional body of work. Profiles that have not contributed to this identification process are removed and replaced with other profiles whose scores are within the ranges discovered in Round 1. In Round 2, panelists review a much tighter array of scores for each cut, once again identifying the first profile that would qualify for classification at the next category. The task becomes somewhat more challenging because the profiles are considerably more similar than in Round 1. At the end of the round, when each panelist has identified the profile that just barely qualifies as Partially Effective, Effective, and Highly Effective, the facilitators calculate the median for each cut score.

We chose the median for two reasons. First, traditional body of work employs logistic regression to locate cut scores. The cut scores so identified are actually the score points at which a profile or work sample with a given score has a 50 percent chance of entering the next category. The median is the point at which 50 percent of values are above and 50 percent are below. It therefore corresponds mathematically to the results of logistic regression. The second reason for choosing median over mean was to avoid the effects of outliers. In a relatively small group (21 in this case), one or two panelists could skew a mean by several points on a 100–400 scale. We took both factors into consideration.

With both body of work and most item-based standard-setting procedures (e.g., bookmark), one complaint that frequently emerges in discussion is that the cut score many panelists want to set is not present in the group of items or work samples presented. The construct map addresses this complaint by inserting additional possible score points which do not correspond to specific items or work samples available. For example, a set of Round 1 work samples may cover a range of 100 to 400 in increments of 10 points (a total of 31 entries). Some panelists might believe that the work sample or profile with the score of 150 is almost at the cut score but that the profile with the score of 160 is too high. In those instances, the construct map permits the use of other obtainable scores (here, 151–159) in place of those for which there is a concrete work sample. Wyse (2013); Bunch (2013); and Wyse, Bunch, Deville & Viger (in press) discuss this option at length. We consider it to be one of the strengths of the procedure.

Dr. Bunch gave a PowerPoint presentation that described the body of work procedure with construct maps, after which he distributed a practice round construct map and a sample of eight ordered profiles. He directed panelists to examine each profile and identify the first one they would classify as Effective. Each panelist reviewed the eight profiles and entered a score on their practice round construct map. Dr. Bunch then led a discussion of the placements of the cut scores, eliciting rationales from all panelists. He stressed the importance of grounding each cut-score decision in the PLDs.

After panelists completed the practice round, they completed a readiness form (see Appendix C), indicating their familiarity with the training, the PLDs, the instruments, and the task they were to complete. No panelist began Round 1 without responding *Yes* to the Round 1 statement on the readiness form.

Round 1 with analyses and discussion. Panelists worked in groups of five at tables. They were encouraged to discuss the profiles within their small groups but not roomwide. Each panelist was to enter his or her own cut scores after within-table discussion. Panelists had been advised that consensus within table was not necessary. One panelist had to leave, so one table had only four panelists, and the Round 1 cut scores were based on the work of 19 panelists.

The panelists reviewed 65 profiles with total scores ranging from 118 to 400. This collection of profiles included representatives of each of the six instruments mentioned previously, with a preponderance of Danielson profiles. The proportion of profiles with SGP data was roughly proportional to that in the population. As panelists completed Round 1, MI staff checked their construct maps for completeness and legibility, collected their secure materials, and dismissed them for the day.

After the last panelist had entered three cut scores and turned in all materials, MI staff entered the cut scores and calculated cut score medians and ranges. They prepared a table and a graph for presentation in Round 2. These findings are summarized in Figure 2 and Table 6.

FIGURE E.7: Results of Round 1.

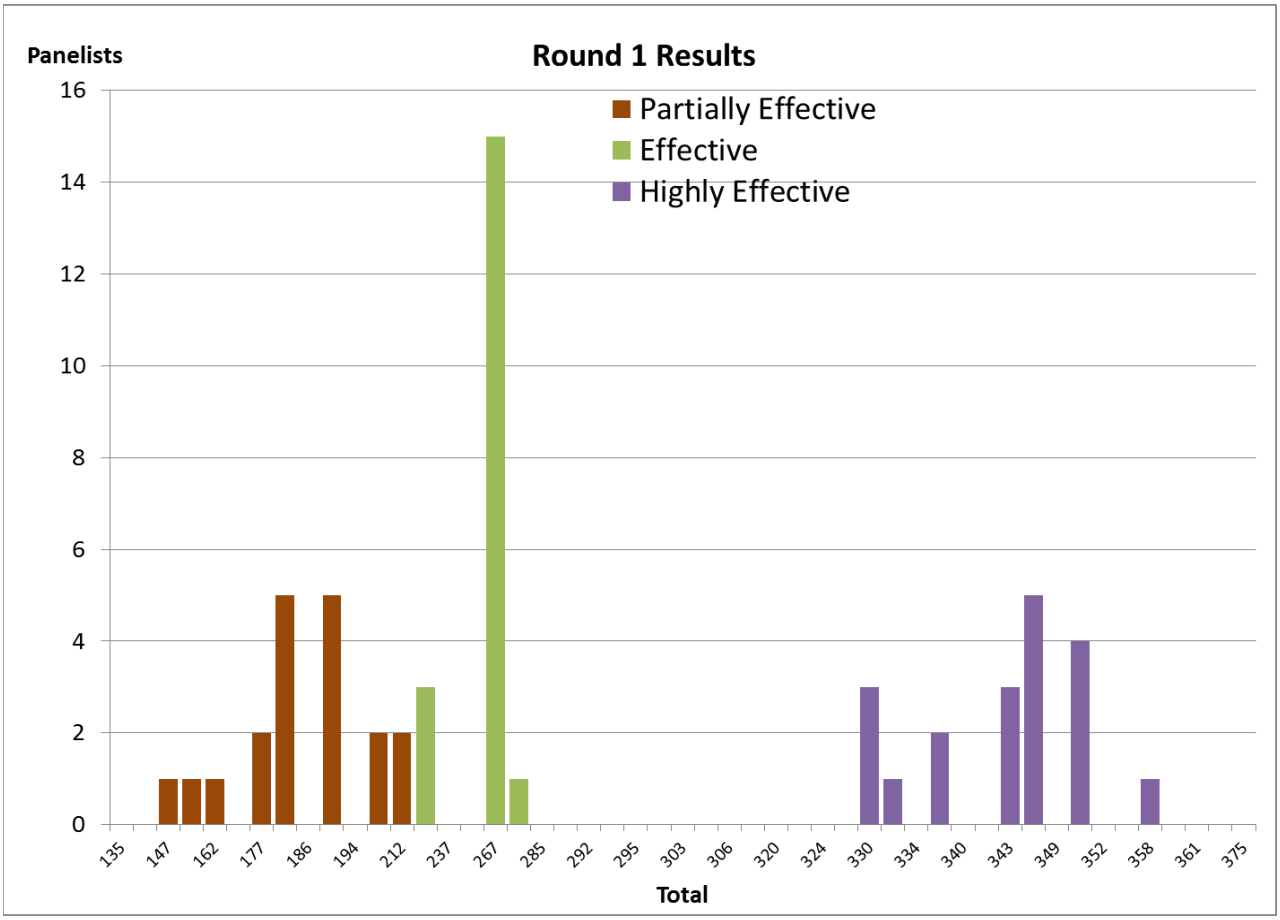


FIGURE E.8: Round 1 Cut Scores

Measure	Partially Effective	Effective	Highly Effective
Median	185	267	348
Minimum	147	231	330
Maximum	212	281	358
Range	65	50	28

Following identification of cut-score regions and calculation of the Round 1 cut-score medians, the authors eliminated 27 of the 65 Round 1 profiles and inserted 23 new profiles, for a total of 61 profiles to be reviewed in Round 2. This process yielded a collection of profiles much more tightly packed into each of the three cut-score regions.

Round 2 with analyses and discussion. Dr. Bunch presented the information in Table 6 and Figure 2 to the panelists the morning of August 21. Beginning with Figure 2, panelists discussed reasons for placing cut scores in each of the different locations, starting with the extremes and

working inward for each cut score. Discussion then shifted to Table 6, and panelists were able to locate their cut scores relative to those of their tablemates as well as the rest of the room. Each speaker was asked to justify his or her cut score for a given category in terms of the PLD for that category. All were able to do so. At the conclusion of the discussion, panelists completed the Round 2 portion of the readiness form, indicating understanding of the task they were to perform in Round 2. No panelist began Round 2 without answering *Yes* to the Round 2 statement.

Panelists proceeded with Round 2 as they had with Round 1, discussing profiles with other panelists at their tables, identifying three cut scores, and entering them on the Round 2 construct map. Panelists completed Round 2 at varying rates, but all had completed their Round 2 construct maps before the scheduled lunch break. MI staff used this time to enter and verify Round 2 data, calculate median cut scores, and prepare another table and graph for the start of Round 3 after lunch. Results are shown in Figure 3 and Table 7.

FIGURE E.9: Results of Round 2.

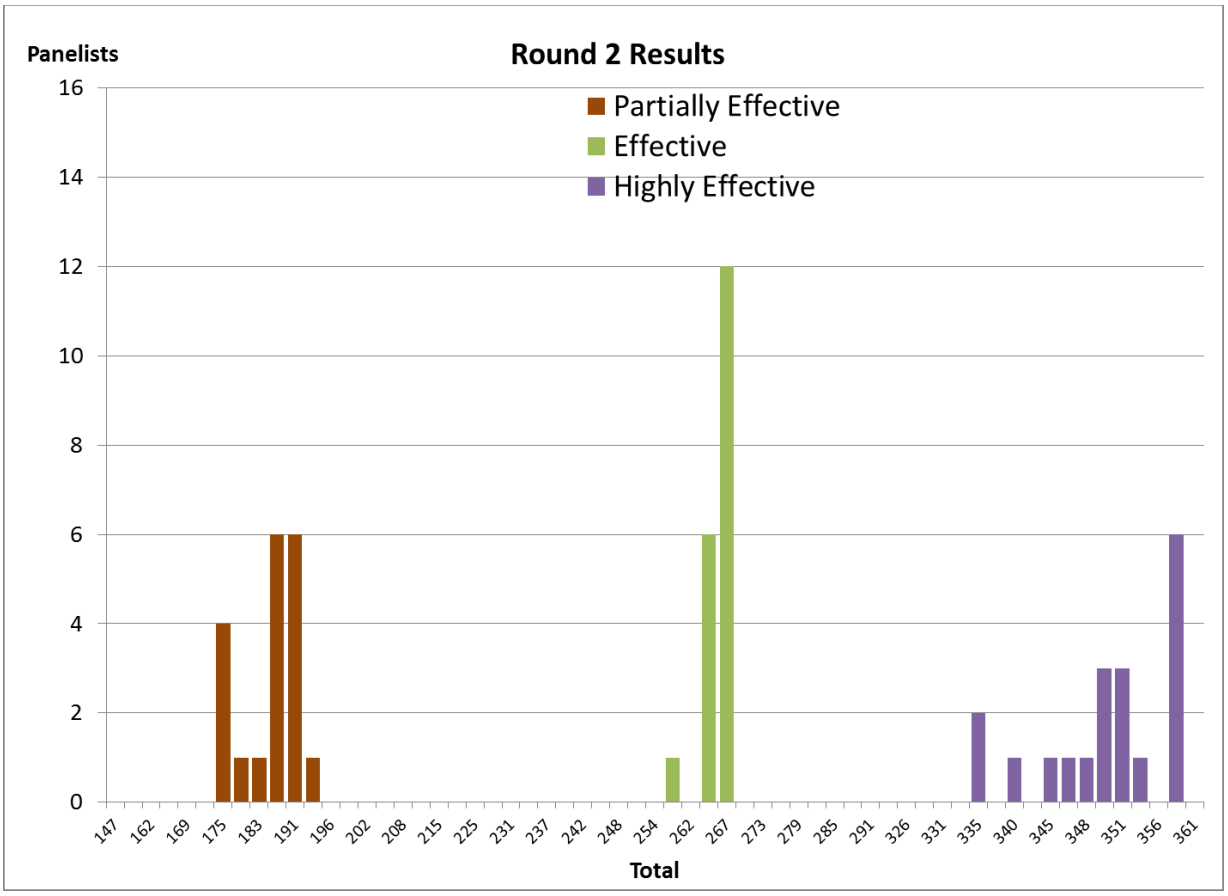


FIGURE E.10: Round 2 Cut Scores

Measure	Partially Effective	Effective	Highly Effective
Median	185	267	351
Minimum	175	257	335
Maximum	194	267	358
Range	19	10	23

It is noteworthy that while both Rounds 1 and 2 had 19 panelists, they were not the same 19. Panelist 114 had to leave after training and practice but before the beginning of Round 1. She returned the morning of August 21 and was allowed to participate since she had completed the training. On August 21, panelist 105 was unable to return. Her Round 1 entries were allowed to stand as part of the presentation of Round 1 results. Another participant who had not participated in training or Round 1 arrived the morning of August 21. As she had not participated in training, she was permitted to sit with a group, but her ratings were not included in data analysis. Dr. Bunch conferred with Department staff who concurred. The new participant understood and was glad to help in whatever way she could.

Round 3 with analyses. Dr. Bunch presented results of Round 2 the afternoon of August 21. As with the results of Round 1, panelists discussed the rationales for their placements of cut scores. One point of discussion that consumed a considerable amount of time was the forced choice between two profiles for the Effective cut score, one with a score of 264 and the other with a score of 267. Many who had selected the profile with a score of 264 had done so because even though it was slightly lower than they would have liked, the profile with a score of 267 was too high. The converse was true for many who had chosen the profile with a score of 267 vs. the profile with a score of 264.

At this point, Dr. Bunch reminded the panelists of the provision within the body of work with construct maps to place a cut score on a score point for which there is no actual body of work or profile. Panelists considering profiles with scores of 264 and 267 were free to enter scores of 264, 265, 266, or 267 on their Round 3 forms.

Typically, we provide impact data to panelists at some point in standard setting, usually between Rounds 2 and 3. We did not have complete data on the percentages of teachers, even in the pilot districts, who would be classified into each of the four categories; therefore, we did not offer impact data to the panelists. They made their final judgments strictly on the basis of the PLDs, the profiles, the discussion, and their understanding of the task.

The Round 2 discussion concluded with a return to the readiness form and confirmation that panelists understood the task before them, the PLDs, the profiles, and the instruments, and were ready to begin Round 3. No panelist began Round 3 without answering *Yes* to this statement.

Given that Round 3 can go rather quickly, MI and Department staff gave final instructions regarding the evaluation forms, return of secure materials, and other housekeeping chores. Finally, both MI and Department staff thanked the panelists for their participation and provided final

encouragement to ground all cut-score decisions in the PLDs and the other guidance they had received over the two-day meeting.

Panelists then completed their Round 3 forms, entering their panelist ID numbers and three cut scores. While there was some discussion at most tables, many panelists finished Round 3 within 45 minutes, turned in their completed Round 3 forms, and then completed their final readiness statements and evaluation forms prior to turning in all other materials.

Final cut scores/impact. MI staff calculated median cut scores as well as means and standard deviations prior to leaving on the afternoon of August 21. These results are shown in Table 8.

FIGURE E.11: Round 3 Cut Score Means, Medians, Standard Deviations, and Standard Errors

Statistic	Partially Effective	Effective	Highly Effective
Median	**185**	**265**	**350**
Minimum	175	255	345
Maximum	190	267	361
Range	15	12	16
Standard Deviation	3.7	2.5	4.1
Standard Error of the Mean	0.8	0.6	0.9
95% Confidence Band	183–187	264–266	348–352

The Round 3 cut scores had very little variability, indicating a very high rate of agreement among panelists. The fact that 11 of the 19 panelists chose 265 as the cut score for Effective is significant in view of the fact that there was no actual profile with a score of 265. The profiles with scores of 264 and 267 seemed sufficient evidence for over half the panel to choose it as the Effective cut score. The 67% confidence interval (i.e., median plus or minus one standard error) works out to a point on either side of each cut score when rounded; otherwise, the range would be even narrower.

We also calculated means and standard deviations in order to calculate standard errors of the mean and 95% confidence bands. The standard error of the mean is equal to the standard deviation divided by the square root of the number of panelists (19). The 95% confidence band is the expected range of cut scores based on the Round 3 data. Cut scores outside these bands are considered significantly different from those recommended by the panelists.

Panelists progressively narrowed their range of recommendations for cut scores by round, indicating that the discussion had the effect of homogenizing the viewpoints of panelists. Such a coming together is quite common in standard setting and is generally considered a good sign that the final recommendations are from the group as a whole, not just a statistical aggregation of individual recommendations. Table 9 shows the shrinkage in the range of recommendations for each cut score by round. While the range for Effective cut scores did go up by two points from Round 2 to Round 3, it was still the smallest range for Round 3 and less than a fourth of its Round 1 size. The range of recommendations for Highly Effective, on the other hand, reduced by less than 50 percent from Round 1 to Round 3, signaling continuing differences in interpretation of the Highly Effective PLD.

FIGURE E.12: Ranges of Cut Scores by Round

	Partially Effective	**Effective**	**Highly Effective**
Round 1	65 points	50 points	28 points
Round 2	19 points	10 points	23 points
Round 3	15 points	12 points	16 points

Evaluation of the process. At the close of the two-day meeting, panelists had an opportunity to evaluate the process. Their responses were overwhelmingly positive. The one N/A for statement #2 appears to have come from the participant who did not attend the training but sat with a group on day 2.

There were some concerns, not so much with the process but with the outcomes of the system itself, that surfaced at this time. Results of the evaluation are summarized in Table 10. All comments are included in Appendix D.

FIGURE E.13: Summary of Evaluation Results

	Statement	**Agree**	**Disagree**
1	Overall, the facilities and food service helped to create a good working environment.	20	0
2	Overall, the training in the standard-setting purpose and methods was clear.	19 agree 1 not answered	0
3	Overall, I am confident that I was able to apply the standard-setting method appropriately.	19 Agree 1 not answered	0
4	Overall, the standard-setting procedures allowed me to use my experience and expertise to recommend cut scores for the teacher evaluation system.	18 Agree 2 not answered	0

5	Overall, the facilitators helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	19 Agree 1 not answered	0
6	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, tables and charts).	20	0
7	I believe that the final group-recommended cut score fairly represents the minimal level of performance for teachers at the **Partially Effective** level.	13 Agree 6 not answered	1
If you answered Disagree to Statement 7, do you believe the final group-recommended cut score for Partially Effective is: ___X_too high or ____too low **(check one)**?			
8	I believe that the final group-recommended cut score fairly represents the minimal level of performance for teachers at the **Effective** level.	13 Agree 6 not answered	1
If you answered Disagree to Statement 8, do you believe the final group-recommended cut score for Effective is: ____too high or ___X_too low **(check one)**?			
9	I believe that the final group-recommended cut score fairly represents the minimal level of performance for teachers at the **Highly Effective** level.	9 Agree 6 not answered	5
If you answered Disagree to Statement 9, do you believe the final group-recommended cut score for Highly Effective is: __3__too high or __2_too low **(check one)**?			

It is common in standard-setting studies for some participants to confirm that the process followed was a good process and yet express some disagreement with the final outcome. It is rare to have complete consensus among a large group of participants on the choice of one particular number to represent a cut score or performance threshold. Indeed, a lack of disagreement might indicate that a "groupthink" process occurred, which hampered individual expression.

Follow-Up Activities

We have presented a mechanism for combining scores from disparate instruments with SGOs and SGPs to derive a score scale that can be used throughout New Jersey as well as recommendations for cut scores for that scale to identify teachers at the Ineffective, Partially Effective, Effective, and Highly Effective levels. In doing so, we have followed a rigorous and psychometrically sound set of procedures involving over one hundred New Jersey educators. It is now up to the Department to use this information to arrive at final cut scores. Measurement Incorporated staff have made themselves available for ongoing consultation throughout the deliberative process and presentation of recommendations to the Commissioner.

Conclusions and Recommendations

Regarding the process. For the establishment of PLDs, we followed industry standards: we made a careful study of content; we drafted an initial set; we involved a large group of New Jersey educators in their review, and we interacted with Department staff in their final revision and

dissemination. For standard setting, we developed a logical and mathematically defensible mechanism for combining scores, based on recommendations of the Task Force; we employed a well-documented standard-setting procedure and followed it faithfully, and we have documented every significant aspect of that process. We recommend, therefore, that the Department, its technical advisors, and others accept the process as sound and defensible.

Regarding the outcomes. Tables 8–10 collectively reflect an impressive level of agreement about the process and outcomes. The cut scores shown in Table 8 represent an intense two-day process during which a representative group of New Jersey educators grappled with a host of issues impinging on teacher evaluation and arrived at a set of recommendations with a high degree of cohesion. We therefore recommend that these three cut scores on a scale of 100 to 400 be accepted:

- Partially Effective – 185 (± 2)
- Effective – 265 (± 1)
- Highly Effective – 350 (± 2)

References

Bunch, M. B. (2013). Construct Maps in Action. Paper presented at the annual meeting of the Council of Chief State School Officers, Washington, DC.

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Wyse, A. E. (2013). Improving Standard-Setting Processes Through the Use of Construct Maps. Paper presented at the annual meeting of the Council of Chief State School Officers, Washington, DC.

Wyse, A., Bunch, M. B., Deville, C. & Viger, S. (in press). A body of work standard-setting method with construct maps. *Educational and Psychological Measurement*.

Appendix 1

Standard-Setting Plan

Option 3: Establishment of Performance Level Descriptors and Cut Scores for New Jersey's Teacher Evaluation System

New Jersey's Teacher Evaluation System consists of multiple components focusing on teacher practice and student growth over time. The system currently assigns teachers to one of four levels:

4 – Highly Effective
3 – Effective
2 – Partially Effective
1 – Ineffective

The current formula for arriving at effectiveness assigns weight to objective measures of teacher performance (through one of about seven standardized teacher evaluation instruments and a variety of locally constructed instruments or observation forms) and standardized student growth as measured by the New Jersey Assessment of Skills and Knowledge (NJASK) and student growth on objective measures agreed upon by the teacher and supervisor. The initial weights were as follows:

Teacher Practice – 55%
Student Growth Percentile – 30%
Student Growth Objective – 15%

These weights are in transition, and the final weights will be decided by the State Board of Education.

The evaluation system is currently undergoing pilot testing in 22 districts across the state. By the end of the 2012–13 school year, sample evaluation data will be available for use in creating performance level descriptors (PLDs) and setting cut scores for each of the levels. This portion of the Scope of Work describes a plan for using currently available data to achieve those goals.

Development of PLDs

Levels 1–4, listed above, constitute performance level labels (PLLs). In order to give those labels consistent meaning, it will be possible to describe what a Level 4 (Highly Effective) teacher does that a Level 3 (Effective) teacher does not do, what a Level 3 teacher does that a Level 2 (Partially Effective) teacher does not do, and what a Level 2 teacher does that a Level 1 (Ineffective) teacher does not do. MI has addressed this type of task in working with the Department to develop PLDs for the NJASK in 2008. We propose to follow essentially the same procedure.

Background. Given that the NJ Teacher Evaluation System will apply to all teachers at all grade levels and subjects, it will be necessary to focus on content that can be reasonably be expected of all teachers, regardless of grade or subject. It will also be necessary to address the fact that only about 20 percent of New Jersey teachers teach students who take the NJASK. The system will have to accommodate teachers for whom there is no standardized student growth percentile from

the state assessment system. In short, it will be necessary to assemble as body of evidence that will have common meaning across a host of different situations. We propose this scope of work on the assumption that the 22 pilot districts have addressed enough different contents and contexts to permit generalization of any findings that may arise.

Drafting. Returning to the questions posed above, we will use data from the pilot tests to draft statements of what differentiates a Level 4 teacher from a Level 3 teacher and so on. To do so, we will review exemplars from each of the four levels, assuming that there are exemplars from each level. Our focus will be evaluator comments as well as student performance, with emphasis on statements regarding consistency, range, scope, and effectiveness. From these comments, we will distill language that can be used across content areas and grade levels to create first drafts of four PLDs, one for each level.

Upon completion of the drafts, we will forward them to Department staff for review and comment. We will modify the drafts as necessary and submit them for final review and approval. Upon receipt of final approval of the drafts, we will submit them to committee review in or near Trenton.

PLD review. We propose to create a single set of PLDs, not one set per content area or grade span. Therefore, a review of those PLDs can be highly focused. Because they will be used across grade spans and content areas, however, we believe it will be necessary to have representation from an extremely diverse group. We propose to invite 100 New Jersey educators, including classroom teachers, building principles, district administrators, and recently retired educators. The final percentages are negotiable.

We propose to invite this group to a one-day meeting to review the PLDs and provide their input. MI staff will work with small groups and with the full group to review each PLD. We will begin with the PLD for Highly Effective and work our way down to Ineffective. There will be a wrap-up session at the end of the day when we review all four PLDs simultaneously and take final comments.

Following the one-day meeting, MI staff will incorporate comments and suggestions into the draft PLDs. We will submit these revisions to the Department for review and comment. Upon receipt of written comments about the updated PLDs, we will make final revisions and resubmit them for final review and approval. We will use the approved PLDs for subsequent standard setting.

Table 1 summarizes what we need from the Department in the way of people, materials, and coordination. Table 2 summarizes what MI will do to prepare for, conduct, and follow up after the PLD meeting.

Table 1
What We Need

People	Materials	Coordination
80–100 participants: diverse with respect to region, job title, experience, gender, race, DFG	Complete description of the evaluation system	Recruitment of participants (NJDOE)
Information about the characteristics of the pool	Copy of the pilot study plan	Selection of a site
Rationale for selecting final group	Evaluation instruments used	Invitations with directions
	Samples of completed instruments (200–300, to include teachers from multiple grades/subjects and those with and without state test)	Follow-up calls to confirm participation
	Sample score reports from NJASK, NJHSPA, EOCs, APA	Department staff to answer policy questions and interact with small groups

Table 2
What We Will Do

Prepare	Conduct	Follow Up
Draft PLDs	Summarize goals and pilot	Submit PLD set to NJDOE for approval
Summary of plan and pilot	Explain the task at hand	Select work samples for standard setting
Training materials and agenda	Work with small groups	Prepare materials for standard setting
Forms and ancillary materials	Lead large-group discussions	
	Integrate comments into final PLD set	

Standard Setting

We propose a modified body of work procedure, using sample material from the pilot study. We are assuming that several teachers (perhaps hundreds) have been evaluated and that those evaluations contain multiple data sources (e.g., principal practice ratings and student data). It is crucial that those work samples also have some kind of summative score, as dictated by the system. We propose to invite 40 educators from around the state with characteristics similar to those of the group we invite to the PLD review meeting. This group will review work samples for two days in order to recommend cut scores for Levels 2, 3, and 4.

Preparation. MI staff will review samples from the 22-district pilot study to select up to 100 samples. We will sort these samples by total points and make sure that a wide range of point counts is available for review by New Jersey educators. At the same time, we will prepare training materials and forms for participants to use to review the work samples and enter their ratings.

Standard-setting meeting. We propose a two-day meeting in Trenton or another central location in New Jersey. We will invite 40 participants (panelists) to review work samples and recommend cut scores. Dr. Bunch or Dr. Deville will lead training the morning of the first day, and panelists will break into two smaller groups for Round 1 of standard setting that afternoon. At the close of Round 1, MI staff will analyze data and prepare to report the following morning. On the morning of the second day, panelists will discuss results of Round 1 and prepare to conduct Round 2. MI staff will process results during lunch and present them in the afternoon. On the afternoon of the second day, the two panels will reunite to review results and set final cut scores.

Follow-up. At the close of the standard-setting session, Dr. Bunch or Dr. Deville will deliver to the Department the recommended cut scores and an executive summary of the standard-setting report. Within five working days, MI staff will submit a full report to the Department for review and approval. Either Dr. Bunch or Dr. Deville will be available to accompany Department staff for presentation of recommendations, and both will be available for consultation in the interim.

Appendix 2

Performance Level Descriptors

NJ PLDs DRAFT
Not for general distribution
August 6, 2013

Ineffective

Ineffective teachers' plans and practices do not follow an organized sequence and are poorly aligned to instructional goals. These teachers demonstrate

- minimal understanding of students' backgrounds and approaches to learning,
- little knowledge of content area concepts or awareness of their relationships with other content areas,
- lack of awareness of resources to assist student learning, and
- inability to implement student assessments that are well aligned to instruction and standards and that reveal student understanding.

Ineffective teachers do not foster a classroom culture that promotes a commitment to learning, and they have high expectations for very few students, as evidenced by the following:

- absence of standards of behavior;
- instructional time that is mismanaged, with little integration of established routines and structures for students;
- inappropriate management of student discipline issues; and
- an unsafe classroom environment and inaccessible learning for students, including students with special needs.

Ineffective teachers' instructional purpose is communicated in an unclear manner and rarely engages any students.

- Students' questions elicit recitation-style answers and provide minimal cognitive challenges.
- Students receive little feedback or monitoring of learning.
- Students are unaware of assessment criteria.
- Students' questions are sometimes belittled or inappropriately ignored, with no attempt to adjust the lesson.

Ineffective teachers are minimally involved in the learning community.

- They lack appropriate standards of professionalism; they fail to comply with team expectations and the rules and regulations of the department, school, and district.
- They do not seek opportunities for professional learning or feedback on their teaching practices, even when directed to do so.
- They avoid participation in positive school culture while maintaining poor collegial relationships with other educators.
- They communicate ineffectively with families about the instructional program and student progress.

Ineffective teachers demonstrate an insufficient impact on learning during the SGO process, as measured by the fact that an unacceptably small proportion of identified students meet the objective(s).

Ineffective teachers for whom student growth percentiles (SGPs) are available consistently show student growth that is well below average.

Partially Effective

Partially effective teachers' plans and practices sometimes follow an organized sequence and are somewhat aligned to instructional goals. These teachers demonstrate

- some understanding of students' backgrounds and approaches to learning,
- knowledge of content area concepts with some awareness of their relationships with other content areas,
- limited use of a variety of resources to assist student learning, and
- limited ability to implement student assessments that are well aligned to instruction and standards and that reveal student understanding.

Partially effective teachers infrequently foster a classroom culture that promotes a commitment to learning, and they have high expectations for some students, as evidenced by the following:

- inconsistent implementation of appropriate standards of behavior;
- instructional time that is inconsistently managed, with some established routines and structures for students;
- ineffective and sometimes inappropriate management of student discipline issues; and
- a safe classroom environment with learning accessible to many students, including students with special needs.

Partially effective teachers' instructional purpose is communicated in an inconsistent and limited manner and engages few students.

- Students' and teachers' questions elicit a narrow scope of inquiry with occasional success in engaging a few students in thoughtful discussion.
- Students receive general feedback and superficial monitoring of learning.
- Students are partially aware of assessment criteria.
- Students' questions are generally answered, but attempts to modify the lesson, using a limited variety of strategies, are frequently unsuccessful.

Partially effective teachers' involvement in the learning community is limited.

- They maintain acceptable standards of professionalism; they sometimes comply with team expectations and the rules and regulations of the department, school, and district.
- They pursue few opportunities for professional learning and feedback on their teaching practices, and only when required to do so.
- They support positive school culture when directed to participate, while following school or district mandates for cordial collegial relationships with other educators.
- They communicate somewhat effectively with families about the instructional program and student progress.

Partially effective teachers demonstrate some impact on learning during the SGO process, as measured by the fact that a smaller than expected proportion of identified students meets or exceeds the objective(s).

Partially effective teachers for whom student growth percentiles (SGPs) are available consistently show student growth that is below average.

Effective

Effective teachers' plans and practices consistently follow an organized sequence and are aligned to instructional goals. These teachers demonstrate

- understanding of students' backgrounds and approaches to learning,
- knowledge of content area concepts and their relationships with other content areas,
- use of a variety of resources to assist student learning, and
- evidence of implementing student assessments that are well aligned to instruction and standards and that reveal student understanding.

Effective teachers consistently foster a classroom culture that promotes a commitment to learning, and they have high expectations for all students, as evidenced by the following:

- consistent implementation of appropriate standards of behavior;
- instructional time that is effectively managed, with established routines and structures for students;
- effective management of student discipline issues ; and
- a safe classroom environment with learning accessible to the majority of students, including students with special needs, and effective adjustments to learning activities.

Effective teachers' instructional purpose is clearly communicated and engages a majority of students.

- Students' and teachers' questions are often thought-provoking and promote discussion that stimulates analysis and engagement for many students.
- Students receive specific feedback and monitoring of learning that is timely and developmentally appropriate.
- Students are aware of assessment criteria. Assessment results are used to differentiate instruction and provide feedback for individual students.
- Students' questions engage the teacher, and lessons are successfully modified using a variety of strategies that sometimes promote student involvement and reflection.

Effective teachers are actively involved in the learning community.

- They display high standards of professionalism; they comply with team expectations and the rules and regulations of the department, school, and district.
- They seek out opportunities for professional learning and feedback on their teaching practices.
- They support positive school culture and maintain cooperative relationships with colleagues.
- They communicate effectively with families about the instructional program and student progress.

Effective teachers demonstrate considerable impact on learning during the SGO process, as measured by the fact that the expected proportion of identified students meet or exceed the objective(s).

Effective teachers for whom student growth percentiles (SGPs) are available consistently show student growth that is average to above average.

Highly Effective

Highly effective teachers' plans and practices always follow an organized sequence and are aligned to instructional goals. These teachers demonstrate

- strong understanding of students' backgrounds and approaches to learning,
- extensive knowledge of content area concepts and their relationships with other content areas,
- frequent use of a variety of resources to assist student learning, and
- evidence of implementing challenging student assessments that are well aligned to instruction and standards and that reveal student understanding.

Highly effective teachers always foster a classroom culture that promotes a strong commitment to learning, and they have high expectations for all students, as evidenced by the following:

- consistent and sensitive implementation of appropriate standards of behavior;
- instructional time that is effectively and efficiently managed to maximize learning opportunities, with regularly implemented routines and structures for students;
- management of student discipline issues that encourages self-correcting behaviors; and
- a safe classroom environment with learning accessible to all students, including students with special needs, and effective adjustments to learning activities.

Highly effective teachers' instructional purpose is clearly communicated, engages nearly all students, and extends student learning beyond the content area, using student input.

- Students' and teachers' questions are almost always thought-provoking and promote discussion that stimulates analysis and engagement for most students.
- Students receive frequent and specific feedback and monitoring of learning that is timely and developmentally appropriate.
- Students are aware of and contribute to assessment criteria. Assessment results are used to differentiate instruction and provide feedback for individual students.
- Students' questions engage the teacher, and lessons are successfully modified using a variety of strategies that promote student involvement and reflection.

Highly effective teachers are leaders in the learning community.

- They model the highest standards of professionalism; they comply fully with team expectations and the rules and regulations of the department, school, and district.
- They frequently seek out opportunities for professional learning, action research, and feedback on their teaching practices.
- They actively support positive school culture and are leaders in the teaching community while maintaining cooperative relationships with colleagues.
- They communicate effectively and frequently with families about the instructional program and student progress.

Highly effective teachers demonstrate exceptional impact on learning during the SGO process as measured by the fact that a greater than expected proportion of identified students meet or exceed the objective(s).

Highly effective teachers for whom student growth percentiles (SGPs) are available consistently show student growth that is well above average.

Appendix 3

Training Materials and Forms

- System Summaries
- PowerPoint Presentations
- Practice Form
- Round 1 Construct Map
- Round 3 Form
- Readiness Form
- Evaluation Form

Summary of the Draft Model Core Teaching Standards

(New Jersey Educator Effectiveness Task Force Report – March 1, 2011)

	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 different 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 and 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.

The following pages contain summaries of the four major evaluation instruments currently used in New Jersey. While they differ from one another in several ways, each addresses the four core teaching standards listed above.

Danielson Components

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessments

Domain 2: Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Organizing Physical Space

Domain 3: Instruction
3a Communicating With Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment in Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records
4c Communicating with Families
4d Participating in a Professional Community
4e Growing and Developing
Professionally
4f Showing Professionalism

Danielson Levels

1. Unsatisfactory
2. Basic
3. Proficient
4. Distinguished

Marshall Components

Planning and Preparation for Learning
a. Knowledge
b. Standards
c. Units
d. Assessments
e. Anticipation
f. Lessons
g. Engagement
h. Materials
i. Differentiation
j. Environment

Classroom Management
a. Expectations
b. Relationships
c. Respect
d. Social-emotional
e. Routines
f. Responsibility
g. Repertoire
h. Efficiency
i. Prevention
j. Incentives

Delivery of Instruction
a. Expectations
b. Mindset
c. Goals
d. Connections
e. Clarity
f. Repertoire
g. Engagement
h. Differentiation
i. Nimbleness
j. Application

Monitoring, Assessment, and Follow-Up
a. Criteria
b. Diagnosis
c. On-the-Spot
d. Self-Assessment
e. Recognition
f. Interims
g. Tenacity
h. Support
i. Analysis
j. Reflections

Family and Community Outreach
a. Respect
b. Belief
c. Expectations
d. Communication
e. Involving
f. Homework
g. Responsiveness
h. Reporting
i. Outreach
j. Resources

Professional Responsibilities
a. Attendance
b. Language
c. Reliability
d. Professionalism
e. Judgment
f. Above-and-Beyond
g. Leadership
h. Openness
i. Collaboration
j. Growth

Marshall Levels

1. Does Not Meet Standards
2. Improvement Necessary
3. Effective
4. Highly Effective

Marzano Components

Classroom Strategies and Behaviors

- Communicating learning goals and feedback
- Establishing rules and procedures
- Helping students interact with new knowledge
- Helping students practice and deepen new knowledge
- Helping students generate and test hypotheses
- Engaging students
- Recognizing adherence to rules and procedures
- Establishing and maintaining effective relationships with students
- Communicating high expectations for all students

Planning and Preparing

- Planning and preparing for lessons and units
- Planning and preparing for use of resources and technology
- Planning and preparing for the needs of English language learners
- Planning and preparing for the needs of students receiving special education
- Planning and preparing for the needs of students who lack support for schooling

Reflecting on Teaching

- Evaluating personal performance
- Developing and implementing a professional growth plan

Collegiality and Professionalism

- Promoting a positive environment
- Promoting exchange of ideas and strategies
- Promoting district and school development

Marzano Levels

1. Not Using/Beginning
2. Developing
3. Applying
4. Innovating

Stronge Components

Standard 1: Professional Knowledge
Standard 2: Instructional Planning
Standard 3: Instructional Delivery
Standard 4: Assessment of and for Student Learning
Standard 5: Learning Environment
Standard 6: Professionalism
Standard 7: Student Academic Progress

Stronge Levels

1. Unacceptable
2. Developing/Needs Improvement
3. Proficient
4. Exemplary

McREL Components

Standard I: Teachers demonstrate leadership.
a. lead in the classroom
b. lead in the school
c. lead the teaching profession
d. advocate for the school and students
e. demonstrate high ethical standards

Standard II: Teachers establish a respectful environment for a diverse population.
a. provide an environment that is inviting, respectful, supportive, inclusive and flexible
b. embrace diversity in the school community and in the world
c. treat students as individuals
d. adapt teaching for the benefit of students with special needs
e. work collaboratively with families and significant adults in the lives of their students

Standard III: Teachers know the content they teach.
a. align instruction with the state standards and district approved curriculum
b. know the content appropriate to the teaching specialty
c. recognize the interconnectedness of content areas/disciplines
d. make instruction relevant to students

Standard IV: Teachers facilitate learning for the students.
a. know the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students
b. plan instruction appropriate for students
c. use a variety of instructional methods
d. integrate and utilizes technology in instruction
e. help students develop critical thinking and problem-solving skills
f. help students work in teams and develop leadership qualities
g. communicate effectively
h. use a variety of methods to assess what each student has learned

Standard V: Teachers reflect on their own practice.
a. analyze student learning
b. link professional growth to professional goals
c. function effectively in a complex, dynamic environment

McREL Levels

1 Not Demonstrated
2 Developing
3 Proficient
3.5 Accomplished
4 Distinguished

PowerPoint Presentations

The following presentations are included herein:

- New Jersey Educator Evaluation System Performance Level Descriptor Review Meeting (July 24, 2013) [PP1_NJEval Intro.ppt]

- New Jersey Educator Evaluation System Standard Setting (August 20, 2013) [PP2_Standard Setting Overview.ppt]

- Introduction to Measures of AchieveNJ (August 20, 2013) [PP3_ Introduction to Measures of AchieveNJ.ppt]

- The Body of Work Method With Construct Maps (August 20, 2013) [PP4_BoW.ppt]

New Jersey Teacher Evaluation System
Practice Round Construct Map

Panelist #_____

Profile	Total Score	Effective
P1	166	
P2	230	
P3	240	
P4	254	
P5	266	
P6	280	
P7	300	
P8	316	

New Jersey Teacher Evaluation System
Round 1 Construct Map

Panelist #_____

Profile	Total Score	Partially Effective	Effective	Highly Effective		Profile	Total Score	Partially Effective	Effective	Highly Effective
1010	118					1340	320			
1020	122					1350	321			
1030	127					1360	324			
1040	130					1370	324			
1050	135					1380	326			
1060	143					1390	330			
1070	147					1400	331			
1080	158					1410	334			
1090	162					1420	335			
1100	169					1430	340			
1110	177					1440	342			
1120	185					1450	343			
1130	186					1460	343			
1140	191					1470	348			
1150	194					1480	348			
1160	196					1490	349			
1170	212					1500	350			
1180	231					1510	350			
1190	237					1520	352			
1200	242					1530	354			
1210	267					1540	358			
1220	281					1550	360			
1230	285					1560	361			
1240	291					1570	361			
1250	292					1580	363			
1260	293					1590	375			
1270	295					1600	375			
1280	300					1610	380			

1290	**303**					**1620**	**388**			
1300	**304**					**1630**	**392**			
1310	**306**					**1640**	**392**			
1320	**315**					**1650**	**400**			
1330	**315**									

New Jersey Teacher Evaluation System
Round 3 Cut Score Entry Form

Panelist #	
Partially Effective Cut	
Effective Cut	
Highly Effective Cut	

New Jersey Teacher Evaluation System
Readiness Form

Panelist #_____

Circle One	Readiness Statement
Yes **No**	**Round 1.** I have completed the training and practice. I understand the task that I am about to undertake and am ready to begin Round 1.
Yes **No**	**Round 2.** I have participated in the Round 1 feedback and discussion. I understand the task that I am about to undertake and am ready to begin Round 2.
Yes **No**	**Round 3.** I have participated in the Round 2 feedback and discussion. I understand the task that I am about to undertake and am ready to begin Round 3.
Yes **No**	**Overall.** I believe my final three cut-score recommendations accurately and fairly reflect the Performance Level Descriptors, group discussions, and other information I received at this meeting.

New Jersey Teacher Evaluation System Standard-Setting Evaluation Form

Directions: Check one box for each of the following statements by placing an "X" in the box corresponding to your opinion. If you have any additional comments, please write them in the space provided at the end of this form.

	Statement	**Agree**	**Disagree**
1	Overall, the facilities and food service helped to create a good working environment.		
2	Overall, the training in the standard-setting purpose and methods was clear.		
3	Overall, I am confident that I was able to apply the standard-setting method appropriately.		
4	Overall, the standard-setting procedures allowed me to use my experience and expertise to recommend cut scores for the teacher evaluation system.		
5	Overall, the facilitators helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.		
6	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, tables, and charts).		
7	I believe that the final group-recommended cut score fairly represents the minimal level of performance for teachers at the **Partially Effective** level.		
If you answered Disagree to Statement 7, do you believe the final group-recommended cut score for Partially Effective is: ____too high or ____too low **(check one)**?			
8	I believe that the final group-recommended cut score fairly represents the minimal level of performance for teachers at the **Effective** level.		
If you answered Disagree to Statement 8, do you believe the final group-recommended cut score for Effective is: ____too high or ____too low **(check one)**?			
9	I believe that the final group-recommended cut score fairly represents the minimal level of performance for teachers at the **Highly Effective** level.		
If you answered Disagree to Statement 9, do you believe the final group-recommended cut score for Highly Effective is: ____too high or ____too low **(check one)**?			

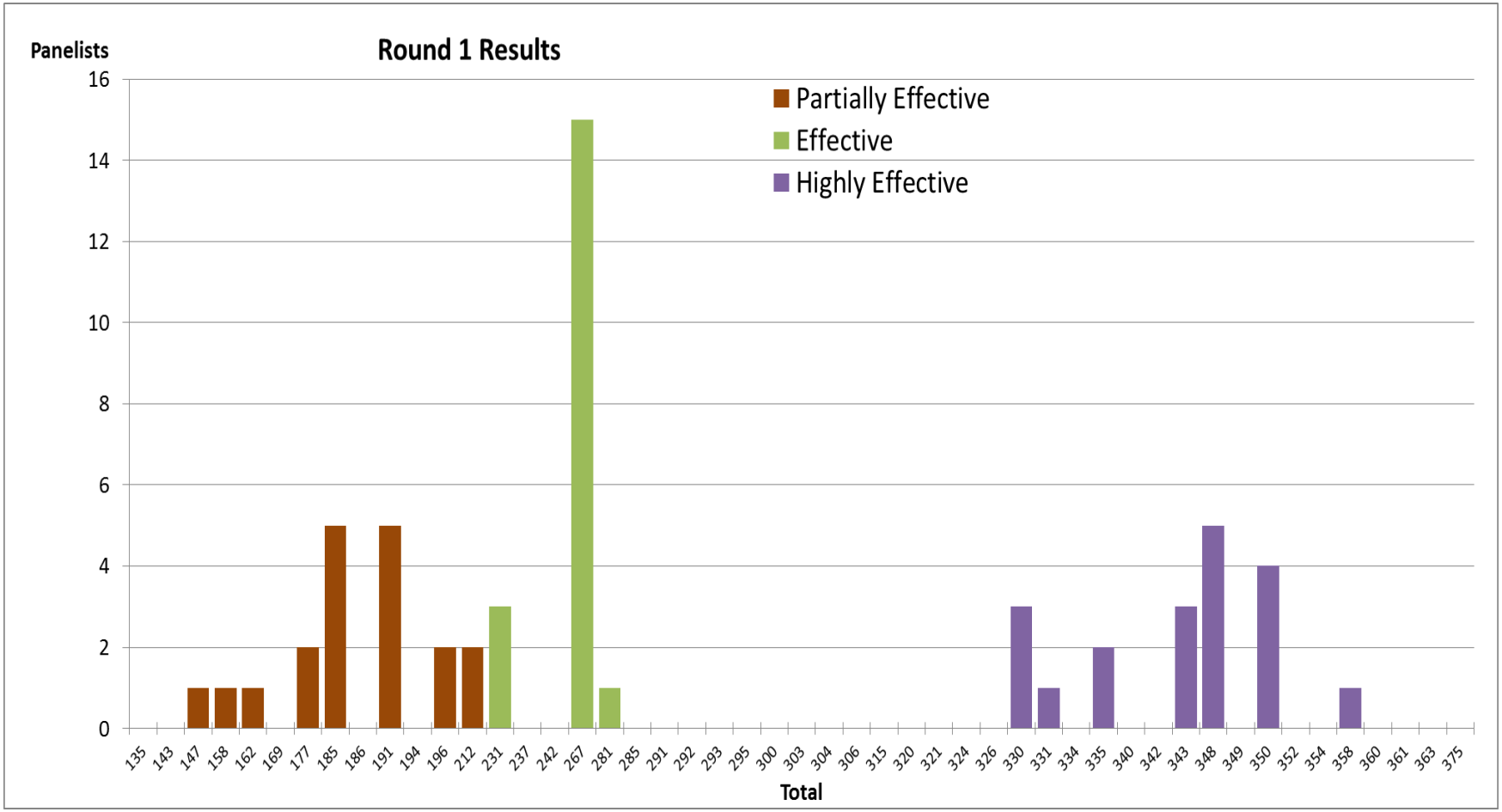
Thank you for your participation!

Comments (Continue on back if necessary)

Appendix 4

On-Site Materials

- Results of Round 1 Graph
- Results of Round 1 Table
- Round 2 Construct Map
- Results of Round 2 Graph
- Results of Round 2 Table
- Evaluation comments


Round 1 Results
Panelists
16
14
12
10
8
6
4
2
0
Partially Effective
Effective
Highly Effective
135 143 147 158 162 169 177 185 186 191 194 196 212 231 237 242 267 281 285 291 292 293 295 300 303 304 306 315 320 321 324 326 330 331 334 335 340 342 343 348 349 350 352 354 358 360 361 363 375
Total

Round 1 Results

Profile	Total Score	Partially Effective	Effective	Highly Effective
1060	143			
1070	147	118		
1080	158	116		
1090	162	119		
1100	169			
1110	177	117, 120		
1120	185	101, 102, 103, 104, 105 PE Cut		
1130	186			
1140	191	106, 107, 108, 109, 110		
1150	194			
1160	196	111, 113		
1170	212	112, 115		

Round 1 Results

Profile	Total Score	Partially Effective	Effective	Highly Effective
1170	212			
1180	231		116, 117, 118	
1190	237			
1200	242			
1210	267		101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 119, 120 E Cut	
1220	281		115	
1230	285			

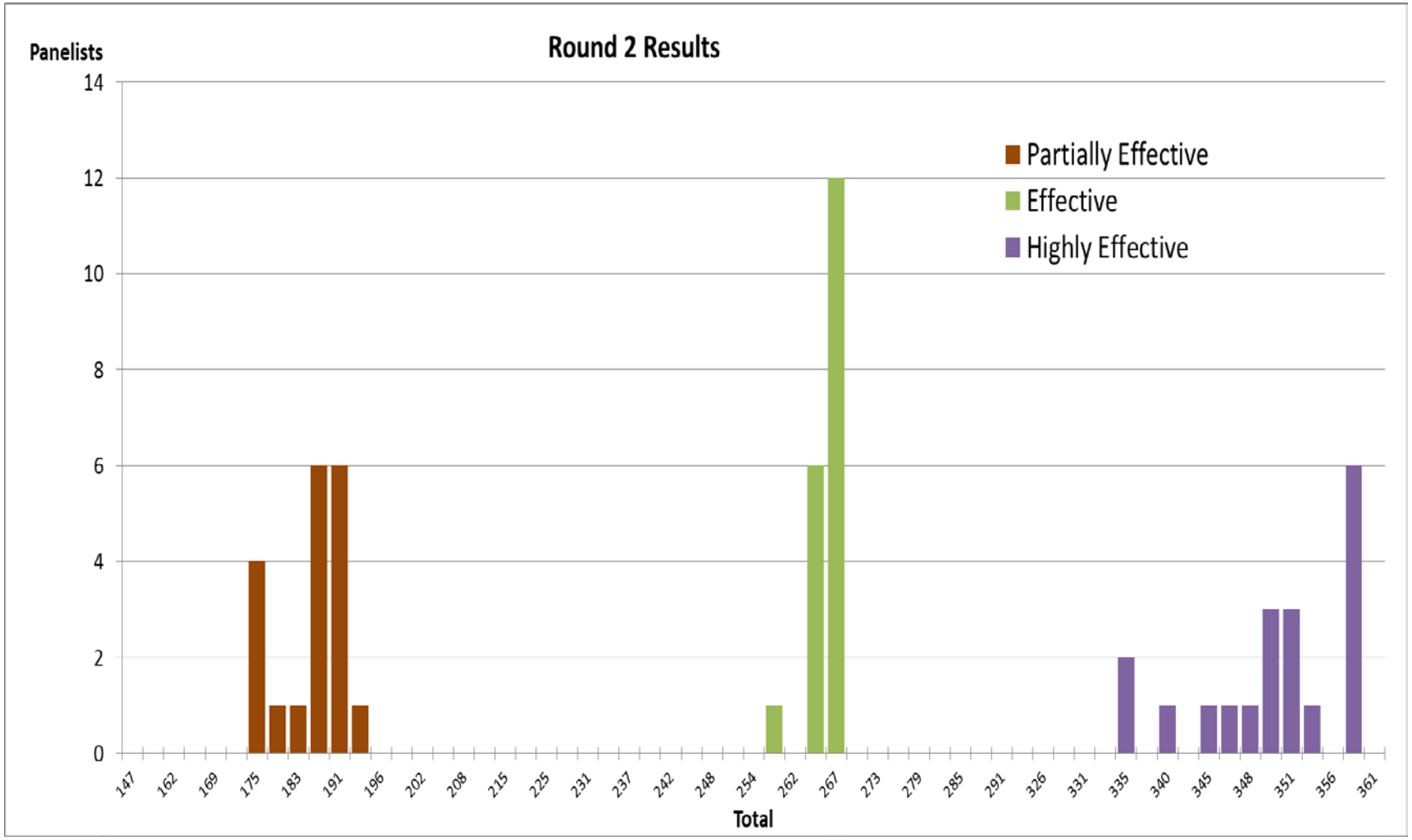
Round 1 Results

Profile	Total Score	Partially Effective	Effective	Highly Effective
1380	326			
1390	330			112, 113, 115
1400	331			111
1410	334			
1420	335			118, 120
1430	340			
1440	342			
1450	343			106, 116, 117
1460	343			
1470	348			105, 107, 108, 109, 110 HE Cut
1480	348			
1490	349			
1500	350			
1510	350			101, 102, 103, 104
1520	352			
1530	354			
1540	358			119
1550	360			

New Jersey Teacher Evaluation System
Round 2 Construct Map

Panelist #_____

Profile	Total Score	Partially Effective	Effective	Highly Effective		Profile	Total Score	Partially Effective	Effective	Highly Effective
1070	147					1204	254			
1080	158					1205	257			
1090	162					1206	262			
1095	167					1207	264			
1100	169					1210	267			
1101	172					1211	270			
1102	175					1212	273			
1110	177					1213	277			
1115	183					1214	279			
1120	185					1220	281			
1140	191					1230	285			
1150	194					1235	288			
1160	196					1240	291			
1161	198					1370	324			
1162	202					1380	326			
1163	205					1381	329			
1164	208					1400	331			
1170	212					1401	333			
1171	215					1420	335			
1172	221					1425	337			
1173	225					1430	340			
1174	228					1440	342			
1180	231					1441	345			
1185	235					1442	347			
1190	237					1470	348			
1195	239					1490	349			
1200	242					1491	351			
1201	245					1492	353			
1202	248					1493	356			
1203	251					1540	358			
						1560	361			


Round 2 Results
Panelists
14
12
10
8
6
4
2
0
Partially Effective
Effective
Highly Effective
147
162
169
175
183
191
196
202
208
215
225
231
237
242
248
254
262
267
273
279
285
291
326
331
335
340
345
348
351
356
361
Total

Round 2 Results

Profile	Total Score	Partially Effective	Effective	Highly Effective
1101	172			
1102	175	101, 102, 103, 104		
1110	177	114		
1115	183	112		
1120	185	111, 113, 115, 118, 119, 120		
1140	191	106, 107, 108, 109, 110, 116		
1150	194	117		
1160	196			

Appendix F: English Learner Entry and Exit Criteria

Appendix F.1

ELL State-Wide Definition

ELL State-Wide Definition
New Jersey Department of Education

Introduction

Section 3102 of the Every Student Succeeds Act of 2015 (ESSA) requires that all states must, "Establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures". Section 8101 of the ESSA defines English language learners (ELLs) as those who are denied, due to low proficiency in English speaking, reading, writing, or listening--

(i) the ability to meet the challenging State academic standards;
(ii) the ability to successfully achieve in class-rooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.

The following criteria address the state-wide evaluation and standardization of this definition for identification and exit of ELLs in Kindergarten through grade 12. All local education agencies (e.g. districts and charter schools) in New Jersey must follow these common procedures.

ELL Identification Process

✓ **Step 1: New Jersey Home-Language Survey (see Appendix A)**

- The home-language survey must be administered for all students upon enrollment. It can administered through writing or an oral interview.
- The home-language survey indicates whether or not a screening process must take place.

✓ **Step 2: Records Review Process (see Appendix A)**

- A certified teacher must screen all students whose home language is other than English using a records review process. The screening process must distinguish students who are proficient in English and need no further testing. Three indicators are used for this determination.

✓ **Step 3: Multiple Indicators for Identification (see Appendix A)**

- Identification criteria, as determined by New Jersey-approved WIDA language proficiency assessments, must be used to determine eligibility
  - A student can be eligible for entrance with a W-APT, WIDA Screener, or WIDA MODEL composite proficiency level below 4.5. (see state-specific guidelines for Kindergarten students due to variations between entrance assessments)

Additional Considerations

Native Language Assessments: While the department encourages districts to assess the native language literacy of students upon enrollment, it is not required to determine if a student meets the requirements to be identified as an ELL.

Parental Notification: Parents/guardians must be notified of program placement by mail within 30 days of identification. The notice must be in English and in the language in which the parents/guardians possesses a primary speaking ability.
See http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf for information regarding notification requirements.

ELL Exit Process

Students must demonstrate readiness to exit through the English Language Observation Form (see Appendix B) and a department-established standard on the English language proficiency (ELP) test.

✓ **Step 1: Department-Established Standard on ELP Test (see Appendix B)**

- **Exit criteria on WIDA Tests**
  - A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of 4.5 or higher. The ACCESS for ELLs test must be administered yearly according to New Jersey timelines. WIDA Model can be used for mid-year exit determinations. The English Language Observation Form must also support the decision to exit students.

- **Alternate ACCESS for ELLs Cut Score**
  - Alternate ACCESS for ELLs is an English language proficiency assessment for ELLs in grades 1-12 who have significant cognitive disabilities and take the alternate content assessment. The Alternate ACCESS for ELLs must be administered yearly according to New Jersey timelines. For more information, please see: https://www.wida.us/assessment/alternateaccess.aspx.
  - A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.

✓ **Step 2: English Language Observation Form (see Appendix B)**

- This form indicates that students can successfully achieve in classrooms where the language of instruction is English and whether the student has the opportunity to participate fully in society.
  - As required by the New Jersey Bilingual Administrative Code, N.J.A.C. 6A:15-1.3, the form takes the following into account—
    - classroom performance;
    - the student's reading level in English;
    - judgement of the teaching staff member(s); and
    - performance on achievement tests.

Additional Considerations

Parental Notification: Each district board of education shall notify the parents/guardians when students meet the exit criteria and are placed in a monolingual English program. The notice must be in English and in the language in which the parents/guardians possesses a primary speaking ability. A score report from the ELP test used for exit must be included in the parent/guardian notification for exit.

Appendix F.2

New Jersey Identification Process Forms

Student Name:_____ Student Birth Date:_____ Student Identification Number:_____ Date:_____

ELL Identification Step 1: New Jersey Home-Language Survey (HLS)

Purpose: This survey is the first of three steps to identify whether or not a student is eligible to be classified as an English language learner (ELL).

Directions: Start with "Question 1" and continue until the HLS is complete. Circle the answer for each question and follow the directions. **If you arrive at a decision ("Proceed to Records Review Process" or "Do not proceed to Records Review Process") the Home-Language Survey is complete.**

Question 1: What was the first language used by the student?

If language other than English, continue to question 2a

If English, continue to question 2b

Question 2a: At home, does this student hear or use a language other than English more than half of the time?

Yes

No

Question 2b: At home, does this student hear or use a language other than English more than half of the time?

Yes

If no, continue to Question 3

List home language(s) spoken and proceed to Step 2: Records Review Process. HLS is complete.

Turn to page 2 and continue to question 5

Question 3: Does this student understand a language other than English?

Yes

No

List home language(s) spoken:

_____

_____

_____

Do not proceed to Step 2: Records Review Process. HLS is complete. Student is not an ELL.

Question 4: When interacting with his/her parents or guardians, does this student use a language other than English more than half of the time?

Yes

If no, continue to Question 5

List home language(s) spoken and proceed to Step 2: Records Review Process. HLS is complete.

Question 5: When interacting with caregivers other than their parents or guardians, does this student use a language other than English more than half of the time?

Yes

If no, continue to Question 6

List home language(s) spoken:

_____

_____

_____

Question 6: Has this student recently moved from another school district where he/she were identified as an English language learner?

Yes

No

Do not proceed to Step 2: Records Review Process. HLS is complete. Student is not an ELL.

ELL Identification Step 2: Records Review Process

Purpose: This process is the second of three steps to identify whether or not a student is eligible to be classified as an English language learner (ELL).

Directions: Based on oral interviews and/or review of available documents by teaching staff, determine the answers to the following screening indicators. Circle the answer for each indicator.

Indicator 1: The student has never been classified as an English language learner and has been attending an English-language, U.S. school for three or more consecutive years.

No—Proceed to Indicator 2

Yes— Identification process is complete. Student is not an ELL.

Indicator 2: The student tested proficient on the English language arts and math New Jersey state assessment in English during the most recent administration.

No—Proceed to Indicator 3

Yes— Identification process is complete. Student is not an ELL.

Not applicable (student is not in a tested grade)—Proceed to Indicator 3

Indicator 3: The student was classified as an English language learner, but was exited using documented, New Jersey-approved multiple measures, and has been attending U.S. schools since exit from ELL status. This indicator does not apply to students who have been former ELLs for less than two years and are being reconsidered for ELL status as a result of monitoring.

No—Complete next form—ELL Identification Step 3: Multiple Indicators for Identification.

Yes— Identification process is complete. Student is not an ELL.

ELL Identification Step 3: Multiple Indicators for Identification

Purpose: Multiple indicators for identification are used to make the final decision whether or not a student is an ELL.

Directions: After a New Jersey-approved English language proficiency test is administered, teaching staff that educate ELLs must review the data collected in steps 1 and 2 to determine if a student is an ELL. A student can be eligible for entrance with a W-APT, WIDA Screener, or WIDA MODEL composite proficiency level below 4.5 (see state-specific guidelines for Kindergarten). Where available, certificated ESL and/or bilingual staff must be used to complete this step of the identification process.

1. **Review indicators 1-3 on the ELL Identification Step 2: Records Review Process form to ensure that ELL Identification Step 3: Multiple Indicators for Identification is necessary.**

2. **Review score on the New Jersey-approved English language proficiency test to determine if the student achieved at or above a 4.5 overall composite score. The test must be administered by an individual that has received appropriate training.**
   - Test Name:_____
   - Overall Composite Score: _____
   - Did student meet the 4.5 overall composite score requirement? Yes No

Final Decision (Circle one)

Student is **not** an ELL because

- ELL Identification Step 2: Records Review Process form indicated student is not an ELL; or
- Student achieved **at or above** a 4.5 overall composite score on an English language proficiency test

Student is an ELL because he/she meets both of the following criteria

- ELL Identification Step 2: Records Review Process form indicated student needed to proceed to this step; and
- Student achieved **below** a 4.5 overall composite score on an English language proficiency test

Appendix F.3

New Jersey Exit Process Form

ELL Exit Steps 1 & 2: Exit Form

ELL Exit Step 1: Department-established standard on ELP test

- **Exit criteria on WIDA Tests**
  - The student took the ACCESS for ELLs or WIDA MODEL and scored a composite proficiency level of 4.5 or higher; or
  - The student took the Alternate ACCESS and scored a composite proficiency level of A3 Engaging or higher.

Exit Step 1 Decision: ☐ **Yes** ☐ **No**

ELL Exit Step 2: English Language Observation Form

Purpose: This form determines whether or not an ELL is ready for exit from ELL status.
Directions: School staff with knowledge of the student must meet to complete this form when Exit Step 1 Decision is "Yes". This form must be completed collaboratively based on observations of an English language learner (ELLs) in content classes in which English is the medium of instruction. Where available, certificated ESL and/or bilingual staff must lead the meeting. Complete only if Exit Step 1 Decision is "Yes".

Student name: _____ Student State ID:_____ Grade: _____ Student Birth Date:_____
Certificated ESL and/or Bilingual Staff in attendance:_____
Additional staff members in attendance:_____
Meeting date:_____ Content area teachers present (check all that apply): ☐ Language Arts ☐ Math ☐ Social Studies ☐ Science

---

Listening used in the classroom Notes:

☐ Listens and follows along

☐ Responds to teacher questions

☐ Interprets oral information to complete content-related tasks

☐ Responds to unexpected/spontaneous questions appropriately

☐ Asks for clarification if necessary

☐ Provides clarification if necessary

☐ Clears up misunderstandings (by backtracking, restating, etc.)

☐ Other:_____

Speaking used in the classroom

Notes:

In general, teachers elicit student responses that are mostly

☐ Words/phrases ☐ A sentence ☐ Connected sentences

Non-ELLs use mostly

☐ Words/phrases ☐ A sentence ☐ Connected sentences

Observed student uses mostly

☐ Words/phrases ☐ A sentence ☐ Connected sentences

To what extent does the observed student use language in the ways expected for the task?

☐ All or most of the time ☐ Some of the time ☐ Rarely

Performance on achievement tests (e.g. local benchmark tests) and reading level in English demonstrate that students have the ability to achieve in the classrooms where the language is English.

☐ All or most of the time ☐ Some of the time ☐ Rarely

Based on this observation form, student has shown the ability to successfully achieve in the classrooms where the language of instruction is English.

Note: Determination must consider the performance of non-ELLs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.).

Exit Step 2 Decision: ☐ **Yes (Ready for exit)** ☐ **No (Not ready for exit)**

Final Decision (Circle one)

Student is exited from ELL status because he/she meets received a "Yes" on ELL Exit steps 1 and 2

Student is still an ELL because he/she received a "No" on ELL Exit steps 1 and/or 2