# Every Student Succeeds Act

## New Jersey State Plan

*Amended 7.14.2017*

New Jersey
DEPARTMENT OF EDUCATION

## Cover Page

| Contact Information and Signatures | |
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| **SEA Contact** (Name and Position):<br>Jill Hulnick, Assistant Deputy Commissioner | Telephone:<br>609-292-2400 |
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| By signing this document, I assure that:<br>To the best of my knowledge and belief, all information and data included in this plan are true and correct.<br>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.<br>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers. | |
| **Authorized SEA Representative (Printed Name)**<br>Commissioner Kimberley Harrington | Telephone:<br>609-292-1722 |
| **Signature of Authorized SEA Representative**<br>Kimberley Harrington | Date:<br>March 27, 2017 |
| **Governor (Printed Name)**<br>Governor Chris Christie | Date SEA provided plan to the Governor under ESEA section 8540:<br>March 22, 2017 |
| **Signature of Governor** | Date:<br>3/30/17 |

## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission.*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

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

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

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

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

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

## Additional Assurances

☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix D.

# Table of Contents

Cover Page ..... 2
Programs Included in the Consolidated State Plan ..... 3
Additional Assurances ..... 4
Table of Contents ..... 5
From the Commissioner ..... 6
Introduction ..... 8
Section 1: Long-term Goals ..... 12
Section 2: Consultation and Performance Management ..... 24
2.1 Consultation ..... 24
2.2 System of Performance Management ..... 33
Section 3: Academic Assessments ..... 45
Section 4: Accountability, Support, and Improvement for Schools ..... 50
4.1 Accountability Systems ..... 51
4.2 Identification of Schools ..... 78
4.3 State Support and Improvement for Low-performing Schools ..... 83
Section 5: Supporting Excellent Educators ..... 90
5.1 Educator Development, Retention and Advancement ..... 90
5.2 Support for Educators ..... 92
5.3 Educator Equity ..... 99
Section 6: Supporting All Students ..... 116
6.1 Well-Rounded and Supportive Education for Students ..... 116
6.2 Program-Specific Requirements ..... 133
Section 7: General Education Provisions Act (GEPA) ..... 166

Appendices:

A. Interim Goals
B. Stakeholder Feedback Index
C. Educator Equity Data
D. PARCC Results
E. AchieveNJ Standard Setting Report
F. English Learner Entry and Exit Criteria
G. McKinney-Vento Education for Homeless Children and Youths (EHCY) Program Memo
H. Crosswalk of New Jersey State Plan to New U.S. Department of Education Template
~~I. General Education Provisions Act (GEPA) Notice~~

# From the Commissioner

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

With this letter, I thank those of you from Cape May to Sussex County and the hundreds of communities in between, for participating in the development of New Jersey's state plan under the *Every Student Succeeds Act* (*ESSA*). As I stated during the release of the draft state plan, 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. We have been amazed by how many of you have been willing to share your time, expertise, passion and ideas to ensure your voices are being heard and reflected in this state plan.

Please remember the policies included in our state plan are just pieces, albeit important pieces, of our broader education work in New Jersey. Every day, educators, families and community members provide our students with tremendous educational opportunities that challenge and support them in ways that extend beyond mere data points. We have heard from you and agree that a plan setting forth how we in New Jersey are complying with federal law falls short of capturing the breadth and depth of these rich experiences nor reflects a child's entire school experience. The plan does, however, set forth the intention and direction of how the NJDOE will continually improve its systems of support so schools that need the most help will receive coordinated and efficient assistance. To that end, we deeply appreciate, and count on, your continued engagement as we embark on the most challenging work of ensuring the ideas put forth in the state plan are implemented in a way that leads to providing all of our students the high-quality schools we envision for them.

Moving forward, I implore you to continue to keep the themes below in mind. Conversations across the state revealed broad spectrums of opinions and preferences, but we encountered stakeholder support for the following themes:

**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 NJDOE's role is 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 for 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.

Through meaningful and sometimes difficult conversations, you challenged and encouraged us to think differently about some of our proposals and about how we implement and communicate these ideas. For instance, in many conversations, we heard that we must place a greater weight on student growth than was originally proposed. Looking at students' progress from year to year, regardless of their starting point, provides one of the clearest windows into how educators and school systems are helping students achieve great heights. Placing a greater emphasis on growth implies there is no ceiling or end point for our students – but rather exponential opportunities to shine. So as we look at how all of our schools are performing across the state, it makes sense to place a heavier emphasis on growth rather than other academic measures such as proficiency.

In closing, I would like to thank you for continuing to engage in extremely meaningful, often difficult conversations on how we best meet the needs of the children we serve. The most important work lies ahead. Please engage even more deeply in your community conversations as every school and district strives to provide high-quality educational experiences for each child through its own local plan. We cannot waiver from the commitment to collectively and continuously strive to improve current and future opportunities for all of our students.

With gratitude,

Kimberley Harrington

Kimberley Harrington
Acting Commissioner

# 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:**<br>• Each in grades 3-8; and<br>• Once in grades **10**-12<br>**Science:**<br>• Once in elementary;<br>• Once in middle; and<br>• Once in high school | **ELA/Math:**<br>• Each in grades 3-8; and<br>• Once in grades **9**-12<br>**Science:**<br>• Once in elementary;<br>• Once in middle; and<br>• 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:<br>1. Academic proficiency;<br>2. Graduation rates for high school;<br>3. Academic growth or another statewide indicator of academic progress for K-8;<br>4. Progress toward English language proficiency; and<br>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 eighth grade 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. 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 zip code, 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, were 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, measurable 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 steady progress is being made toward the long-term goal. The long-term goal and interim targets factor into the school 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 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

As part of its process to determine an appropriate long-term goal, NJDOE reviewed current assessment data with stakeholders. These assessments included Dynamic Learning Maps (DLM), assessments designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations, and PARCC scores. 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 student's 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 and many stakeholders seek 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 and will close New Jersey's achievement gap. The NJDOE use of student growth percentile (SGP) as described in section 4, provides schools and districts richer information about a student's growth relative to his or her peers. While the NJDOE is not proposing specific statewide SGP goals or to mandate its use, this information can help schools and districts determine if their students are on pace to accomplish goals.

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 (Percent Meeting or Exceeding Expectations)

| 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 % |
| **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 % |
| **American Indian or Alaska Native** | 47.83 % | 80 % | 38.53 % | 80 % |
| **Asian** | 78.31 % | 80 % | 74.96 % | 80 % |
| **Black or African American** | 30.44 % | 80 % | 20.05 % | 80 % |
| **Hispanic or Latino** | 36.2 9 % | 80 % | 26.34 % | 80 % |
| **Native Hawaiian or Other Pacific Islander** | 65.81 % | 80 % | 56.9 3 % | 80 % |
| **White** | 58.21 % | 80 % | 48.90 % | 80 % |
| **Two or More Races** | 57.58 % | 80 % | 49.01 % | 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 percentage points 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 (both in the aggregate and by subgroup) to determine unique annual growth targets to ensure each high school and each subgroup within each high school is on pace to achieve the long-term goal by 2030. In setting the same goals for all students and all subgroups of students, New Jersey commits not only to improving graduation rates statewide, but also to ensuring New Jersey closes the achievement gap for historically disadvantaged subgroups.

As a result of feedback from stakeholders across the state, NJDOE has opted to include five-year graduation rates in its school 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 one percent higher than the four-year graduation target for the same year. The one 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). While NJDOE is currently recommending, based on extensive feedback, the use of a five-year graduation rate for long-term goals and school accountability purposes because it is the longest extended-year graduation rate currently collected, NJDOE has committed to investigate the benefit to students and the feasibility of using an extended-year graduation rate of six or seven years as part of its continuous improvement process.

*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 % |
| **Economically disadvantaged students** | 82.71 % | 95 % |
| **Students with disabilities** | 78.80 % | 95 % |
| **English learners** | 74.65 % | 95 % |
| **American Indian or Alaska Native** | 83.22 % | 95 % |
| **Asian** | 96.74 % | 95 % |
| **Black or African American** | 82.14 % | 95 % |
| **Hispanic or Latino** | 83.35 % | 95 % |
| **Native Hawaiian or Other Pacific Islander** | 93.67 % | 95 % |
| **White** | 94.24 % | 95 % |
| **Two or More Races** | 91.67 % | 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 % |
| **Economically disadvantaged students** | 84.61 % | 96 % |
| **Students with disabilities** | 81.43 % | 96 % |
| **English learners** | 79.87 % | 96 % |
| **American Indian or Alaska Native** | 90.24 % | 96 % |
| **Asian** | 97.43 % | 96 % |
| **Black or African American** | 84.49 % | 96 % |
| **Hispanic or Latino** | 85.54 % | 96 % |
| **Native Hawaiian or Pacific Islander** | 88.89 % | 96 % |
| **White** | 94.90 % | 96 % |
| **Two or More Races** | 91.85 % | 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 a 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 of entering an LEA. 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 Based on ACCESS for ELLs

| 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 Based on ACCESS for ELLs

| 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= 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.~~
- By 2023, 86% of English learners in each school will make expected annual progress toward attaining English language proficiency.
- Each school's interim targets between the 2017-2018 and 2022-2023 school years toward this goal will be based on the school's 2017-2018 baseline growth data.

Note: New Jersey has revised its goals for progress towards English language proficiency upon the request from the U.S. Department of Education to comply with *ESSA* section 1111(c)(4)(A)(ii). However, as noted below, New Jersey plans to reassess these goals as growth data from the updated *ACCESS for ELLs* assessment becomes available.

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.~~ NJDOE will review and, if appropriate, revise its baseline percentage, long-term goal and interim targets as growth data from the updated *ACCESS for ELLs* assessment becomes available.

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.~~ |

| Subgroup | Estimated Baseline (2014-2015) | 2022-2023 |
|---|---|---|
| **English learners** | 81% | 86% |

iii. **SEA Support for English Learner Progress (*ESEA section 4103(c)(2)(b): (NEW:* From Revised Consolidated Plan Template)**

*Describe how the SEA will assist eligible entities in meeting:*

1. *The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and*
2. *The challenging State academic standards.*

NJDOE will continue to collaborate with educators, parents, experts, and other stakeholders to identify best practices and to provide LEAs assistance in meeting interim and long-term goals and in fully implementing the challenging state academic standards. LEAs will be provided continued professional development associated with best practices for English learners. Professional development will be centered on the WIDA English Language Development Standards, as well as evidence-based classroom practices that support English learners in accessing content in all settings. Various delivery platforms will be utilized to maximize learning opportunities for all LEA staff. Face-to-face trainings, online modules, training manuals, and district-specific technical assistance will continue to be offered on an ongoing basis to foster a culture of high expectations for all English learners in New Jersey schools.

# 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. 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.*

**A. *Public Notice*.** *Provide evidence that the SEA met the public notice requirements 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 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.

Listening and Learning

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, and January 4, February 1, and March 1, 2017.
- 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.
- Live webinars were held on February 28, March 2, and March 7, 2017. A total of more than 200 people attended.
- A live Twitter Chat, hosted by Evolving Educators, on February 21, 2017.

*Public Surveys*: More than 5,500 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 and into 2017, NJDOE staff who participated in writing the state plan hosted or attended more than 90 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 of the 10 sessions, 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. Through this process, NJDOE sought and received input from various advocacy groups, many of which discussed with their members the information and data provided in each meeting. In turn, representatives of the advocacy groups provided NJDOE an informed recommendation on behalf of their organizations.

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<br>October 3<br>October 14<br>October 20 | 5 p.m.<br>5 p.m.<br>5 p.m.<br>5 p.m. | Monroe Twp., Middlesex County<br>Deptford Twp., Gloucester County<br>Whippany, Morris County<br>Atlantic City, Atlantic County |
| American Federation of Teachers (AFT) | October 24<br>November 15<br>November 16 | 3:30 p.m.<br>3:30 p.m.<br>4:30 p.m. | Perth Amboy, Middlesex County<br>North Bergen, Hudson County<br>Garfield, Bergen County |
| New Jersey Principals and Supervisors Association (NJPSA/FEA) | September 16 | 10 a.m. | Monroe Twp., Middlesex County |
| | January 30 | 9 a.m. | New Providence, Union County |
| | March 17 | 9 a.m. | Monroe Twp., Middlesex County |
| County Teachers of the Year | November 14 | 11:30 a.m. | Trenton, Mercer County |
| Passaic Special Education Directors | March 16 | 9:30 a.m. | Wayne, Passaic County |
| Superintendents Meetings | February 3 | 10 a.m. | Washington, Warren County |
| | February 16 | 9 a.m. | West Deptford, Gloucester County |
| | February 27 | 8:30 a.m. | Washington Twp., Bergen County |
| | March 1 | 9 a.m. | New Providence, Union County |
| | March 3 | 1 p.m. | Edison, Middlesex County |
| | March 7 | 9 a.m. | Newark. Essex County |
| | March 8 | 9 a.m. | Cape May Court House, Cape May County |
| | March 10 | 9 a.m. | Mays Landing, Atlantic County |
| | March 16 | 1 p.m. | Flemington, Hunterdon County |
| | March 24 | 9 a.m. | Long Branch, Monmouth 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<br>March 6 | 6:30 p.m. | Newark, Essex County |
| Wildwood High School | February 23 | 3 p.m. | Wildwood, Cape May County |
| Statewide Parent Advocacy Network (SPANNJ) | March 4 | 10 a.m. | Trenton, Mercer County |
| | March 7 | 6 p.m. | Blackwood, Camden County |
| Sussex County | March 9 | 7 p.m. | Newton, Sussex County |

FIGURE 2.3: Additional Focus Groups on Specific Topics

| Topic | Focus Group | Date | Start Time | Location |
|---|---|---|---|---|
| 21st Century Community Learning Centers | 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 | Direct Student Services Focus Group | June 29 | 10 a.m. | Edison, Middlesex County |
| ELL Supports, Bilingual Supports | Bilingual Advisory Committee | June 8 | 1 p.m. | Trenton, Mercer County |
| Early Childhood Education | Advocates for Children of NJ (ACNJ) | September 28 | 9:30 a.m. | Trenton, Mercer County |
| Title II, Part A and Professional Development | State Professional Learning Committee | October 28 | 9 a.m. | Trenton, Mercer County |
| Supports through Regional Achievement Centers | Principals | June 6 | 10 a.m. | Trenton, Mercer County |
| | | August 24 | 9 a.m. | |
| | | October 24 | 9 a.m. | |
| | | October 26 | 9 a.m. | |
| | | March 20 | 3 p.m. | |
| | | February 11 | 12 p.m. | |
| N-size | Accountability Subgroup | January 6 | 9 a.m. | Trenton, Mercer County |
| Special Education | Special Education Parent Advisory Group | March 1 | 6 p.m. | Trenton, Mercer County |

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

In February and March 2017, NJDOE built upon the successful efforts of its earlier *ESSA* outreach to ensure the public was provided with descriptions of the key policies included in its draft plan and NJDOE staff heard from diverse individuals with unique perspectives and voices. Appendix B provides brief summaries of the hundreds of comments received, as well as an NJDOE response indicating whether the feedback

was integrated into the plan, whether the feedback was used to inform another NJDOE initiative, and/or how the feedback will be considered moving forward. While as many comments as possible were captured, no index or summary, even one that is 100-plus pages, can capture the rich and nuanced conversations that took place in every meeting and encounter among NJDOE staff and stakeholders about how the proposed policies will impact New Jersey students. The conversations led to some significant alterations in the state plan and multiple commitments to consider ideas brought forth by stakeholders. For example, the NJDOE will significantly amend its proposed policies and its plan for *ESSA* implementation in the following ways:

1) **Place Greater Emphasis on Growth:** After reviewing the NJDOE's proposed school accountability formula that will be used to identify the schools that need the most comprehensive support, multiple stakeholders recommended weighing student academic growth more than school proficiency rates. The stakeholders stressed that seeing how students progress from year to year provides critical information about the quality of educational opportunities students are receiving. Using New Jersey's growth measure, Student Growth Percentile (SGP) enables NJDOE to incorporate in the school accountability system how all students taking the state assessment are progressing from year to year in relation to their academic peers, regardless of an individual's starting point or if he or she has not yet achieved proficiency on the New Jersey Student Learning Standards. Prior accountability systems, including those under *No Child Left Behind* and New Jersey's *ESEA* waiver, did not capture students who were improving but not yet achieving proficiency. Similarly, the prior systems did not recognize the growth of students who were already proficient but showed dramatic improvement beyond grade-level expectations. See Appendix B for a description of this feedback.

2) **Capitalize on Shift to *ESSA* by Focusing More on School Supports, Not Punishments:** Stakeholders often shared the negative implications of the rigid and often punitive tone of *NCLB* policies. NJDOE has proposed a framework to improve alignment of its accountability systems to provide more coordinated supports and, at the urging of stakeholders, is committing to better communicating that NJDOE's responsibility is to support schools and districts in supporting their students.

3) **Consider Using Six- or Seven-Year Cohort Graduation Data:** Stakeholders and NJDOE staff often engaged in the difficult conversations about how New Jersey should strike the balance between maintaining high standards for all of our students and supporting students with special learning needs. As a result of these conversations, NJDOE in is now strongly considering the use of six- and seven-year graduation rates for the 2018-2019 school year or beyond. This will be explored, in addition to the following proposals already put forth by the NJDOE for the 2017-2018 school year: 1) use a five-year graduation rate along with the required four-year graduation rate; and 2) apply a cohort adjustment for students with the most significant cognitive disabilities who take the alternative academic assessment (Dynamic Learning Maps or DLM) and who often remain in high

school for a sixth or seventh year. The cohort adjustment allows such students to graduate at the time most appropriate for them (as determined by their IEP team) and be counted as graduates in the graduation cohort for the year in which they graduate.

4) **Temper the Effects of Failure to Meet Participation Rate:** NJDOE and many stakeholders across New Jersey understand that statewide assessment results provide critical information to New Jersey students and their educators and families. However, ESSA requires NJDOE to factor participation rate into proficiency rate calculations for purposes of the ESSA school accountability system. Therefore, NJDOE has committed to making proficiency rates publicly available in two ways: 1) with participation rate factored in, or based on at least 95% of students in tested grades and 2) without participation rate, or based on the actual number of tested students. In doing so, NJDOE ensures compliance with federal law but also creates a more balanced depiction of assessment results.

5) **Provide Additional Guidance:** Generally, practitioners and community members have asked for more guidance on implementing *ESSA*. Throughout the plan, particularly later in section 2, NJDOE has committed to providing districts and community members more guidance about various topics related to *ESSA* implementation. Examples include data collection guidance for newly included school accountability indicators, such as English learner data and absenteeism data, and highlights of best practices in conducting meaningful district-level stakeholder engagement or successful strategies for addressing high rates of chronic absenteeism.

As evidenced by the extensive outreach and documentation described above, the NJDOE made every effort to listen to as many stakeholders as possible. In doing so, recommendations collected at times fell on opposite ends of the spectrum because not all individuals or associations agreed upon what strategies, policies and processes are most effective for achieving the collective goal of ensuring all students receive a high-quality education. For example, in proposing an n-size of 20, the many stakeholders who recommended lowering the n-size to 10 or to raise it to 30 may not agree with the final proposal. Proposing only chronic absenteeism for the school quality and success indicator for the 2017-2018 school year required NJDOE to balance reporting limitations, strong recommendations to include many new measures with new data collection requirements, and requests to include additional indicators conservatively and incrementally. Given the differing opinions, the proposed plan is meant to put forth a clear direction, particularly for the 2017-2018 school year, with a strong commitment from both NJDOE and New Jersey's many stakeholders to stay engaged on these issues and to continually monitor, improve and adjust the plan and its implementation.

*Process*

To garner the maximum amount of input in a short amount of time, NJDOE presented to the *ESSA* Stakeholder Focus Group on January 23 and February 10 an outline of the proposed long-term goals in section 2 and the proposed accountability and support

system described in section 4. The *ESSA* Stakeholder Focus Group provided extensive feedback on ways to make the presentation more understandable to a wide variety of audiences and began to discuss some of NJDOE's proposals.

On February 15, 2017, NJDOE posted on the dedicated *ESSA* section of its website a draft of the entire state plan. The state plan was accompanied by presentation and video overviews describing the plan's key aspects and how the proposals detailed in the plan fit into New Jersey's broader context and by guiding questions and directions for contacting NJDOE with feedback. Through email and an open-ended survey, the NJDOE received comments from individuals around the state. The presentations, videos, and survey were also made available in Spanish. As the public comment period was in the middle of winter, in lieu of an open public hearing, NJDOE hosted three open webinars and an educator Twitter chat that were provided at convenient times to both explain the plan's key components and to answer questions and receive feedback.

To continue the deep level of engagement conducted in the fall, NJDOE again collaborated with various organizations and districts to convene stakeholders, particularly geared toward parents, educators, special education advisory groups and broader community members for evening and weekend meetings. Additionally, every LEA leader in the state was invited to attend a regional meeting or had an opportunity at a previously scheduled monthly meeting to speak about the proposed plan with NJDOE staff. NJDOE used the opportunities to inform attendees of the changes in the federal law, answer questions and elicit feedback. The meetings are listed in figure 2 above and in Appendix B.

The NJDOE has been encouraged by the positive feedback about the engagement process and is committed to continuing the rich conversations to ensure all New Jersey students are receiving the education they deserve. Evidence of NJDOE's commitment to continued stakeholder collaboration can be found throughout this plan. For instance, NJDOE has already set-up structures to engage with stakeholders to provide guidance and support, particularly in the areas of district level stakeholder engagement, use of funding, needs assessments, supporting educators and students, and data collection. NJDOE recognizes that the hard work of implementing a plan that leads to more New Jersey students receiving a high-quality education depends on deep statewide collaboration.

*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: 3/22/2017

## 2.2 System of Performance Management

*Instructions: In the text boxes below describe the SEA's 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 may 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 the following: 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 an 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 the state plan and district implementation 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. Note that the following monitoring process, when appropriate, is inclusive of all programs and titles within ESSA.

Progress Monitoring of NJDOE ESSA State Plan Implementation

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; New Jersey Accountability Committee 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:** In March 2017, NJDOE appointed 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 Office of Strategic Alignment ~~Chief Intervention Officer position~~ charged with creating a cohesive approach to serving and supporting New Jersey LEAs and their schools. The Office of Strategic Alignment ~~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 Office of Strategic Alignment ~~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 Office of Strategic Alignment ~~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 a more precise focus on 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.

Progress Monitoring of LEAs

*1. Performance-Based Monitoring System*

As part of the aforementioned approach to more cohesive support of all LEAs, NJDOE is planning to transition to a Performance-Based Monitoring System to review the implementation of federal programs in LEAs receiving *ESSA* funds. The goal of NJDOE's Performance-Based Monitoring System 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 Performance-Based Monitoring System 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.

*2. 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.

*3. 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 Office of Strategic Alignment ~~position of the Chief Intervention Officer~~ to improve cross-divisional efforts to better coordinate supports and interventions. The Office of Strategic Alignment's ~~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 improve~~ing~~ 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 LEAs 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:* As required by *ESSA*, including but not limited to section 2101(d)(3), NJDOE will continue to engage with and gather input from stakeholders, use available data to analyze the impact of the use of state-level funds under *ESSA* and 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 for all programs and titles within *ESSA* based on the process described above under *Monitoring*.

*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 the optional set-aside for direct student services in Title I or the optional set-aside in Title II-A for principals or other school leaders but will continue to engage stakeholders regarding whether to utilize either set-aside 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*. Note that the guidance and technical assistance described is inclusive, when appropriate, of all programs and titles within *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 February 2017, NJDOE posted an ESEA District Guide that provides an overview of Title I, Title II-A, Title III, and Title IV-A with a focus on how different federal funding sources may be used according to the law to meet identified student needs. The guide also contains information on needs assessments, stakeholder engagement, grant timelines, and consultation requirements.

In addition to the materials noted above, NJDOE will collaborate with stakeholders to provide LEAs with activity-based guidance on how federal and state funds can be combined to support a series of high-impact activities, as well as guidance on how to create meaningful stakeholder engagement at the district level. In doing so, NJDOE intends to help LEAs work with their school communities to more creatively 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. The NJDOE plans to continue working with LEAs and stakeholders to identify what type of additional guidance and support is needed. For example, conversations with school leaders throughout February and March 2017 revealed that LEAs would like additional guidance on their data submission process, particularly for data related to absenteeism that is used to determine rates of chronic absenteeism, which is included in both performance reports and the school-based accountability system described in section 4. To ensure a smooth implementation of *ESSA*, NJDOE will continue listening to LEAs and developing guidance and highlighting best practices across the state.

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 process ensured LEAs could properly plan 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. NJDOE recognizes the 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).*

Policy Decision

To ensure New Jersey students are continually challenged to achieve and excel beyond the New Jersey Student Learning Standards (NJSLS), NJDOE will apply the exception under section 1111(b)(2)(C) for students in 8th grade who are enrolled in advanced mathematics courses. Additionally, NJDOE plans to submit a waiver request under section 8401 of *ESSA* to the U.S. Department of Education, which, if granted, ~~to continue to~~ would allow all middle school students, not just students in eighth grade, to take advanced mathematics assessments in lieu of grade-level 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). LEAs are encouraged 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 indicates that 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 submit a waiver request under section 8401 of *ESSA* to the U.S. Department of Education, which, if granted, would allow all middle school students to take the end-of-course mathematics assessment ~~to continue to administer the end-of-~~

~~course mathematics assessment~~ that most closely matches the students' coursework in lieu of the grade level ~~exam~~ assessment.

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.

Additionally, 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 Grades 3-6 results warrant a more focused approach to teaching prerequisites to Algebra 1 (see Sections 5.1C and 5.2A);
2. Design, implement and evaluate research-based technical support around mathematics literacy (see Section 5.1C and 5.2A);
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, including the use of technology to help students visualize the results of varying assumptions, explore consequences, compare predictions with data and explore and deepen their understanding of mathematical concepts; 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 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," 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 state 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 the New Jersey Biology Competency Test 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;*

   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 a school 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 that 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 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 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.*
- *For the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description may 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.*
- *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 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) | **30%** |
| **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) | **40%** (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:<br>• within four years of entering ninth grade; and<br>• within five years of entering ninth grade<br>*Note: Four- and five-year graduation rates will be weighted equally* | **40%** (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 chronically absent. Chronically absent is defined as not present for 10 percent or more of the days that he or she was "in membership" at a school. . | **10%** |

**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 school 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 four 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) for a total weighting of 40 percent as indicated on Figure 4.1. As noted in section 1 under long-term graduation rate goals, NJDOE is committed to exploring the feasibility and benefits of including a six- and seven-year graduation rate in future years.

**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, 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 the proficient cut score within five years. NJDOE defines proficiency cut score as a composite score of 4.5 on ACCESS for ELLs 2.0. For more information regarding NJDOE's definition of proficiency, see the "New Jersey Exit Process Form" in Appendix F. 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= 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<br>IY = 3.5<br>P = 4.5<br><br>Expected Growth from Initial Year: (P-IY)/2 = .5<br><br>Expected ELP: 3.5+(4.5-3.5)/2= 4 | IY + [(P-IY)/2]x2<br>IY = 3.5<br>P = 4.5<br><br>Expected Growth from Initial Year: [(P-IY)/2]x2 = 1<br><br>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<br>IY = 1.3<br>P = 4.5<br><br>Expected Growth from Initial Year: (P-IY)/4 = .8<br><br>Expected ELP: 1.3+(4.5-1.3)/4= 2.1 | IY + [(P-IY)/4]x2<br>IY = 1.3<br>P = 4.5<br><br>Expected Growth from Initial Year: [(P-IY)/4]x2= 1.6<br><br>Expected ELP: 1.3 + [(4.5-1.3)/4]x2 = 2.9 | IY + [(P-IY)/4]x3<br>IY = 1.3<br>P = 4.5<br><br>Expected Growth from Initial Year: [(P-IY)/4]x3 = 2.4<br><br>Expected ELP: 1.3 + [(4.5-1.3)/4]x3 = 3.7 | IY + [(P-IY)/4]x4<br>IY = 1.3<br>P = 4.5<br><br>Expected Growth from Initial Year: [(P-IY)/4]x4 = 3.2<br><br>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<br>IY = 2.1<br>P = 4.5<br><br>Expected Growth from Initial Year: (P-IY)/3 = .8<br><br>Expected ELP: 2.1+(4.5-2.1)/3= 2.9 | IY + [(P-IY)/3]x2<br>IY = 2.1<br>P = 4.5<br><br>Expected Growth from Initial Year: [(P-IY)/3]x2 = 1.6<br><br>Expected ELP: 2.1 + [(4.5-2.1)/3)]x2 = 3.7 | IY + [(P-IY)/3]x3<br>IY = 2.1<br>P = 4.5<br><br>Expected Growth from Initial Year: [(P-IY)/3]x3= 2.4<br><br>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 statewide measure of progress toward English proficiency. 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 toward 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 a school's students who are chronically absent in K-12 grade levels[9]. A student is identified as chronically absent when a district reports that he or she has not been present for 10 percent 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 in which the student is enrolled/registered during the annual reporting period from July 1 to June 30. 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

[9] Although it is difficult to compare across schools for accountability purposes, the NJDOE recognizes that monitoring and improving attendance rates is critical to ensuring the quality of preschool in New Jersey. Therefore, while New Jersey will not include preschool in chronic absenteeism for the purposes of school accountability, it will be included in reporting for chronic absenteeism.

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 when school was in session. A student who is not present for any reason, excused, unexcused or for disciplinary action is absent unless permitted by statute or regulation. 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. 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. As mentioned above, NJDOE is in the process of developing detailed guidance for districts on submitting student absenteeism data.

**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 stakeholder feedback 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.[10] 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.[11]

   Students who are chronically absent in both kindergarten and first grade are much less likely to be reading at grade level by third grade.[12] 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[13]. 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 12th grade is more than seven times more likely to drop out of school.[14]

[10] 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.
[11] 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.
[12] 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.
[13] 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.
[14] 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[15].

   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.[16]

   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.

[15] Rice, Cynthia. "Showing up Matters: The State of Chronic Absenteeism in New Jersey." (2015), p.8
[16] 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 meets the requirements outlined above 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 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.

In accordance with federal guidance, each student in a school must be classified as exactly one major racial or ethnic group. In addition to fitting into a major racial or ethnic group, a student may be classified as a member of one or more of the other subgroups: students with disabilities, English learners, and/or economically disadvantaged students.

New Jersey is focused on closing the large achievement gaps for economically disadvantaged and minority students. NJDOE will use elements in the *ESSA* school accountability system to focus schools and LEAs on this critical goal. Two components of the school 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 school 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* school 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, including the number of years the State includes the results of former children with disabilities.*

NJDOE plans to submit a waiver request under section 8401 of *ESSA* to the U.S. Department of Education, which, if granted, would redefine the special education subgroup to ~~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 former 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, including the number of years the State includes the results of former English learners.*

Academic achievement (proficiency) and academic progress (growth)

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 a student designated as an EL <1 year from one administration of the ELA assessment described in Section 1111(b)(2)(B)(v)(I) of *ESSA*. 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) of *ESSA* 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) of *ESSA* 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) of *ESSA* based on a state-determined timeline for English learners to attain English proficiency as described in Section 1111(c)(4)(A)(ii) of *ESSA* and measured by an English language proficiency test in accordance with Section 1111(b)(2)(G) of *ESSA*.

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

Graduation Rate (English Learners)

Starting with the 2016-2017 school year, students previously identified as English learners will continue to be included in the graduation rate calculation as part of the English learner subgroup for four years after the student ceases to be identified as an English learner.

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~~ With this in mind, NJDOE plans to submit a waiver request under section 8401 of *ESSA* to the U.S. Department of Education, which, if granted, would

allow for a school to request ~~to~~ a one-time move of an English learner to the cohort corresponding to the year immediately following ~~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.

Graduation Rate (Students with significant intellectual disabilities who participate in the state's alternative academic assessment)

Sections 8101(23) and (25) of *ESSA*, which establish the graduation cohort methodologies SEAs must use to calculate graduation rates, allow SEAs to remove a student with significant intellectual disabilities from his or her grade 9 graduation cohort if the student remains in school working toward a state-defined alternate diploma after grade 12. U.S. Department of Education guidance clarifies that a school that has removed a student with significant intellectual disabilities from his or her original graduation cohort must reassign the student to the four-year graduation cohort for the year in which the student attains the state's alternate diploma or exits school (see A-19 on pg. 14).

In New Jersey, students with the most significant intellectual disabilities who are assessed on alternate achievement standards through the state's alternative academic assessment (currently the Dynamic Learning Maps or DLM assessment), are eligible to receive a free appropriate public education from age 3 through 21. Each student with an individualized education program (IEP) receives a regular high school diploma, not an alternate diploma, when he or she achieves state and local graduation requirements and any alternate graduation requirements outlined in their IEPs as determined by each IEP team. NJDOE is committed to ensuring that students with significant intellectual disabilities are provided the full opportunity, consistent with the provisions of the *Individuals with Disabilities Education Act* (*IDEA*) and state regulations, to earn a high school diploma in the timeframe a student's IEP team has determined is appropriate for the individual student.

Therefore, NJDOE plans to submit a waiver request under section 8401 of *ESSA* to the U.S. Department of Education, which, if granted, would allow ~~Beginning with the 2018 graduating cohort,~~ students with the most significant intellectual disabilities who are being assessed on alternate achievement standards through the state's alternative academic assessment (currently the Dynamic Learning Maps or DLM assessment), and who are remaining in school for more than four years as determined by their IEP teams, ~~will~~ to 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:*

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

**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.*

Recommended minimum n-size for school 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. Since all measures must use the same minimum n-size, NJDOE based the n-size on the analyses it conducted for the *ESSA* school accountability indicator that is subject to the most fluctuation, which is student growth percentiles (SGP). SGP data was analyzed as part of the implementation of the AchieveNJ educator evaluation system using Monte Carlo simulations. Results indicated that a minimum n-size of approximately 17 students would meet the minimum stability threshold recommended by NJDOE's technical advisory committee, thus NJDOE determined that 20 would be an appropriate minimum n-size for SGP. NJDOE and stakeholders have a mutual interest in ensuring that schools are held accountable for all students and, as referenced in the introduction and again in Section 4.1Bi, in closing the equity gap for students. NJDOE determined that 20 would be an appropriate minimum n-size to accomplish these goals as it is the lowest n-size that provides statistically reliable and sound results.

To ensure stakeholders had an opportunity to provide NJDOE with input on this issue, members of the *ESSA* Stakeholder Advisory Group were provided multiple

opportunities before and after the NJDOE publicly proposed an n-size of 20 to ask questions, debate among the members and to provide in-person feedback. Additionally, the description of the proposal was provided publicly through an easy-to-read PowerPoint presentation, within live and recorded webinars, translated into Spanish and discussed with parents and educators at various roundtable conversations, as well as presented to LEA leaders across the state. As evidenced by the recommendations captured in Appendix B, the NJDOE received recommendations from various organizations such as to further lower the n-size to 10 or to maintain New Jersey's current n-size of 30.

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.*

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 is statistically sound;*

NJDOE's minimum number of students (n=20) for purposes of school accountability 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 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, 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;*

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. When calculating whether schools and subgroups within schools have met interim targets for academic

achievement, NJDOE will use a confidence interval of 90 percent of the school's or subgroup's proficiency level.

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;*

The following charts, separated by indicator, specify the number and percentage of students and schools whose results are included in the school accountability system with a minimum subgroup size of 20. The number of schools in each table varies because data on each indicator is not available for all schools. For example, elementary schools do not have a graduation rate.

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% | 2,226 | 2,242 | 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% |

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% |

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% |

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% |

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 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.*

NJDOE recognizes the purpose of the school 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, 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 reflect 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.*

As described in more detail in section 4.2Bii, New Jersey will use a phased approach for its school 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 was given to all English learners in the state for the first time in February of 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 after the second administration in February 2018~~ the fall of 2018~~. By the end of November 2018, NJDOE will re-run its accountability data using all indicators as required by the U.S. Department of Education's April 2017 Dear Colleague letter.

FIGURE 4.10: NJDOE's data usage by year

| Measures | January 2018 – Identify First Cohort (Preliminary) | November 2018 – Adjust First Cohort (Final) | January 2019 – New Cohort of Schools |
|---|---|---|---|
| **Academic achievement** | 2016-2017 proficiency | 2016-2017 proficiency | 2017-2018 proficiency |
| **Academic progress** | SGP from 2015-2016 to 2016-2017 | SGP from 2015-2016 to 2016-2017 | SGP from 2016-2017 to 2017-2018 |
| **Graduation rate** | 2015-2016 graduation rate | 2015-2016 graduation rate | 2016-2017 graduation rate |
| **English language proficiency** | *Growth data unavailable* | Growth from 2016-2017 to 2017-2018 | Growth from 2016-2017 to 2017-2018 |
| **Chronic absenteeism (CA)** | 2016-2017 CA rate | 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 (Preliminary) | November 2018 – Adjust First Cohort (Final) | January 2019 – New Cohort of Schools |
|---|---|---|---|
| **Academic achievement** | 35 % | 30 % | 30 % |
| **Academic progress or graduation rate** | 50 % | 40 % | 40 % |
| **English language proficiency** | N/A (growth data unavailable) | 20 % | 20 % |
| **Chronic absenteeism** | 15 % | 10 % | 10 % |

4.11B: For schools with less than 20 English learners

| Measures | January 2018 – Identify First Cohort (Preliminary) | November 2018 – Adjust First Cohort (Final) | January 2019 – New Cohort of Schools |
|---|---|---|---|
| **Academic achievement** | 35 % | 35 % | 35 % |
| **Academic progress or graduation rate** | 50 % | 50 % | 50 % |
| **English language proficiency** | N/A | N/A | N/A |
| **Chronic absenteeism** | 15 % | 15 % | 15 % |

*iii. The summative determinations, including how they are calculated, that are provided to schools.*

For its annual summative determinations, NJDOE will calculate scores using the following steps:

1. Convert raw indicator values to standard scores: Each school and each subgroup's raw performance on each indicator will be converted to a z-score, which represents how each school and each subgroup performed on the indicator relative to other schools, and other like subgroups, across the state;
2. Determine indicator scores: Each indicator's overall score will represent an average of the school standard score ("All Student Standard Score") and the average subgroup standard score (i.e. subgroup standard scores will be averaged ("Average of Subgroup Standard Scores") to provide an overall standard score for the indicator ("Average Standard Score")). Average Standard Scores will then be converted to percentile rankings that reflect each school's performance relative to schools across the state (i.e. "Indicator 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; and
4. Rank the school: 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 | Standard Score (Z-Score) | Standard Score (Z-Score) |
| **All Students** | 98.2 % | | 2.8 |
| **Subgroups** | | | 2.3*** |
| **Economically Disadvantaged** | 93.5 % | 2.5 | |
| **Students with Disabilities** | 97.8 % | 3.1 | |
| **English Learners** | 98.7 % | 3.2 | |
| **American Indian or Alaska Native** | n/a (did not meet n-size) | n/a (did not meet n-size) | |
| **Asian** | 97.4 % | 1.8 | |
| **Black or African American** | 99.5 % | 3.0 | |
| **Hispanic/Latino** | 96.9 % | 2.9 | |
| **Native Hawaiian/Other Pacific Islander** | n/a (did not meet n-size) | n/a (did not meet n-size) | |
| **White** | 97.4 % | 2.0 | |
| **Two or More Races** | 94.1 % | 1.9 | |
| | Average of All Students and Subgroups Standard Scores | | **2.55** |
| | **Indicator Score** (Avg. Standard Score converted to Percentile) | | **85** |

****Note:** Standard Scores are for illustrative purposes only and do not accurately represent the percentile at which the stated raw performance levels would fall.
***Average of subgroup z-score

FIGURE 4.13: Example: Calculating a Summative Determination

| High School 1 | | | | | | |
|---|---|---|---|---|---|---|
| **Indicator** | **All Student and Subgroup Performance** | | **Avg. Standard Score** | **Indicator Score*** (Avg. Standard Score converted to Percentile) | **Weight** | **Points Earned Towards Summative Score** (Indicator Score x weighting) |
| | **All Student Standard Score** | **Avg. of Subgroups' Standard Scores** | | | | |
| **Academic achievement** (percent of students grade-level proficient on statewide academic tests) | 1.8 | 1.3 | ((1.8+1.3)/2) = 3.15 | 63 | 30% | 63 x 0.30 = **18.9** |
| **Graduation rate** (Average of four- and five-year) | 1.4 | 1.6 | ((1.4+1.6)/2) = 1.5 | 73 | 40% | 73 x 0.40 = **29.2** |
| **English language proficiency** (percent of students making progress toward English proficiency) | 2.4 | Not applicable (English learners are their own subgroup) | 2.4 | 80 | 20% | 80 x 0.20 = **16.00** |
| **Chronic absenteeism** (percent of students **not chronically absent**) | 1.3 | 1.7 | ((1.3+1.7)/2) = 1.5 *See chart below for additional explanation* | 85 | 10% | 85 x 0.10 = **8.50** |
| | | | **Summative Score** (sum of indicator scores) | | | **72.60** |
| | | | **Summative Determination** (percentile rank of summative score) | | | **77th 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 77. The summative determination of 77 means this high school performed equal to or higher than 77 percent of public high schools in the state on the indicators in the school 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 school 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 4.1Dii and the system for identification described in Section 4.2.

*iv. How the system for meaningful differentiation and the methodology for identifying schools 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.*

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.Diii), 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.Dii); and
2. **Normalizing all indicators prior to averaging:** NJDOE will convert indicator scores to percentile scores before applying weights 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 school 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<br>Targeted Support and Improvement<br>Consistently Underperforming Subgroup<br>**Non-Classified** |
| **Annual Ranking** *(percent rank relative to all public NJ high schools)* | **79th percentile** |

**Annual Progress**

Section 4.1D i (Indicator by indicator levels of school performance)

| Subgroup Performance | Academic Proficiency | Graduation | Progress Toward English Language Proficiency |
|---|---|---|---|
| **All Students** | Met Target | Met Target | Met Target |
| **Economically Disadvantaged** | Below Target | Met Target | n/a |
| **Students with Disabilities** | Below Target | Below Target | n/a |
| **English Learners** | Below Target | Below Target | Met Target |
| **American Indian or 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 |
| **Black or African American** | Met Target | Below Target | n/a |
| **Hispanic/Latino** | Below Target | Below 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) |
| **White** | Met Target | Met Target | n/a |
| **Two or more races** | Met Target | Below Target | n/a |

***E. Participation Rate***. *Describe how the State is factoring the requirement for 95 percent student participation in assessments into the statewide accountability system.*

Pursuant to Section 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. (See Section 1111(c)(4)(E)(ii) of *ESSA*) 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.

NJDOE is proposing to factor the participation rate into its school accountability system by applying the minimum requirements of Section 1111(c)(4)(E) of *ESSA.* Therefore, NJDOE will utilize the required methodology described above as its method of factoring the requirement for 95 percent student participation in assessments into the statewide school accountability system. NJDOE will look for additional guidance from the U.S. Department of Education to comply with this section. To ensure schools and school communities have as much actionable information as possible and upon the recommendation from stakeholders, the NJDOE has committed to making proficiency results publicly available in two ways: 1) with participation rate factored in, or based on at least 95% of students in tested grades and 2) without participation rate, or based on the actual number of tested students.

***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, 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.

***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:*

*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 school accountability purposes.

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

Schools with variant grade configurations are included in the school 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 is less than the minimum number of students established by the State, consistent with a State's uniform procedures for averaging data, if applicable;*

In the rare case a school is too small to determine school 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, 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 – school 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**<br><br>(every three years) | There are three ways to be identified as a school in need comprehensive support and improvement:<br>• 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);<br>• Each high school with a four-year graduation rate at or below 67 percent; and<br>• 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**<br><br>(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**<br><br>(annually) | **Non-High Schools** | **High Schools** |
| | Each school that has, for two consecutive years, at least one student subgroup that:<br>• falls below its interim target in academic achievement, including below the 90% confidence interval;<br>• falls below a pre-determined level in the academic progress indicator; **and**<br>• falls below the state average for all students for each of the following indicators:<br>○ Academic achievement;<br>○ Progress toward English language proficiency (if applicable); and<br>○ Chronic absenteeism. | Each school that has, for two consecutive years, at least one student subgroup that:<br>• falls below its interim targets in:<br>○ academic achievement, including below the 90% confidence interval; and<br>○ graduation rate; **and**<br>• falls below the state average for all students for each of the following indicators:<br>○ Academic achievement;<br>○ Graduation rate;<br>○ Progress toward English language proficiency (if applicable); and<br>○ Chronic absenteeism. |

***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, including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.*

Methodology for Identification:

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 five 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 meets the minimum requirements of section 1111(c)(4)(i)(I) of *ESSA* as the methodology will result in at least the bottom five 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 areas in which schools may need support based on all available data points. This analysis will provide NJDOE with ~~preliminary~~ information to better plan for assistance to districts and schools. As appropriate, NJDOE will provide schools and districts 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 spring 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~~ preliminary list of schools in need of targeted or comprehensive support and improvement. ~~Schools identified in the preliminary analysis that are not on the final 2018 list will be informed that they are not considered in need of targeted or comprehensive support.~~ January is the ideal timeframe for preliminary identification to ensure LEAs and schools know their status in advance of LEAs' development of their annual budgets and *ESSA* applications and to provide ample time to develop appropriate strategies and supports with stakeholders.

As referenced in Section 4.1Dii, ~~January 2019~~ fall 2018 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. As such, in November 2018, NJDOE will re-run its accountability data using all indicators to generate a final list of schools in need of improvement for 2018-19.

Starting in 2019, NJDOE will identify a new cohort of schools in need of comprehensive and targeted support and improvement for the 2019-20 school year and subsequently, will identify a cohort 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 – Preliminary Analysis (based on available data)~~ | January 2018 – Identify First Cohort (Preliminary) | November 2018 -- Adjust First Cohort (Final) | January 2019 – New Cohort of Schools |
|---|---|---|---|---|
| **Academic achievement** | ~~2015-2016 PARCC proficiency~~ | 2016-2017 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 2015-2016 to 2016-2017 | SGP from 2016-2017 to 2017-2018 |
| **Graduation rate** | ~~2014-2015 graduation rate~~ | 2015-2016 graduation rate | 2015-2016 graduation rate | 2016-2017 graduation rate |
| **English language proficiency** | ~~Growth data unavailable~~ | Growth data unavailable | Growth from 2016-2017 to 2017-2018 | Growth from 2016-2017 to 2017-2018 |
| **Chronic absenteeism (CA)** | ~~2015-2016 CA rate~~ | 2016-2017 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.*

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
- It demonstrates improved student performance on accountability indicators as compared to student performance at the time of identification for comprehensive support and improvement;
- Its four-year graduation rate is above 67 percent, if a high school; and
- It successfully implemented its approved comprehensive support and improvement plan as confirmed by NJDOE.

**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.*

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, for two consecutive years, falls below its interim targets ~~for two consecutive years~~ in both academic achievement, including below the 90 percent confidence interval, and graduation rate and in which student performance: ~~in each indicator falls below the state average for all students.~~
  - falls below the state average for all students for each of the following indicators:
    - Academic achievement;
    - Graduation rate;
    - Progress toward English language proficiency (if applicable); and
    - Chronic absenteeism.

- Non-high schools in which at least one subgroup of students, for two consecutive years, falls below its interim target in academic achievement, including below the 90 percent confidence interval, ~~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.~~
  - falls below a pre-determined level in the academic progress indicator; and
  - falls below the state average for all students for each of the following indicators:
    - Academic achievement;
    - Progress toward English language proficiency (if applicable); and
    - Chronic absenteeism.

ii. *The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students 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 five percent 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 a preliminary list of 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~~ final list of schools in need of targeted support and improvement in ~~January 2019~~ November 2018. As referenced in Section 4.1Dii, ~~January 2019~~ fall 2018 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 (Preliminary) | November 2018 -- Adjust First Cohort (Final) | January 2019 – Revised Cohort of Schools |
|---|---|---|---|
| **Academic achievement** | 2016-2017 PARCC proficiency | 2016-2017 PARCC proficiency | 2017-2018 PARCC proficiency |
| **Academic progress** | SGP from 2015-2016 to 2016-2017 | SGP from 2015-2016 to 2016-2017 | SGP from 2016-2017 to 2017-2018 |
| **Graduation rate** | 2015-2016 graduation rate | 2015-2016 graduation rate | 2016-2017 graduation rate |
| **English language proficiency** | Growth data unavailable | Growth from 2016-2017 to 2017-2018 | Growth from 2016-2017 to 2017-2018 |
| **Chronic absenteeism** | 2016-2017 Chronic Absenteeism rate | 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.*

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; and
- Demonstrates, for the student subgroup for which the school was identified as in need of targeted support and improvement, improved student performance on accountability indicators as compared to student performance at the time of identification.

## 4.3 State Support and Improvement for Low-performing Schools

***A. School Improvement Resources***. *Describe how the SEA will meet its responsibilities 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 needs and activities in the approved grant applications 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 and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.*

<u>State System of Differentiated Support and Improvement</u>

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.

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 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 school 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:** 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 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 school 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. 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 through the Office of Strategic Alignment ~~Chief Intervention Office~~ and the Office of Comprehensive Support 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. The supports designed for all districts and communities include but are not limited to: 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 through the NJDOE. 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 to align their work.

- **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 needs 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 will work in partnership with an LEA and its schools in need of targeted support to determine the 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 the Office of Strategic Alignment ~~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 work collaboratively with LEA/school leadership to review the improvement plan strategies and outcomes and provide additional supports to ensure progress as necessary.

- **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. The Office of Comprehensive Support will lead the Level 3 support efforts.

  NJDOE will review and work collaboratively to develop 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.*

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.*

As part of its ongoing data analysis described above, NJDOE will conduct annual resource reviews both internally and in conjunction with LEAs with a significant number or percentage of schools identified for comprehensive or targeted support and improvement. Both internal and external resource allocation reviews will include representation from appropriate NJDOE staff who have programmatic and fiscal knowledge of the district. The comparability reports generated by NJDOE will be examined closely to discern areas of inequity so additional funding can be allocated, and resource allocation 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.

Data for all LEAs with schools identified for comprehensive and targeted support will be reviewed in this manner 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. The reviews will constitute one piece of the more comprehensive planning and progress monitoring for support and improvement in identified LEAs/schools.

# ection 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 the teacher certification information system (TCIS), which serves as the certification system for all of New Jersey's educators (broadly defined as district or school-based staff requiring certification such as teachers, principals, administrators, school nurses, guidance counselors, business administrators, etc.). The system is a complex, semi-automated method for processing licensure applications and issuing all 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~~ TCIS, NJDOE annually processes approximately 45,000 certification applications for candidates and educators across New Jersey. For a complete overview of the New Jersey certification and licensure system, see New Jersey Administrative Code Title 6A, Chapter 9 and the NJDOE Certification and Induction website.

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 educators ~~teachers~~. All students deserve an appropriately certified teacher on day one, and research[17] 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 TCIS ~~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 educators ~~teachers~~.

[17] 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.*

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, as required by section 2101(d)(3) of *ESSA*, regarding what additional supports educators need most. While initiatives begin at the state level, the ultimate goal is to provide 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 continually refining supports for educators and updating and improving the activities supported under Title II, Part A of *ESSA* each year by systematically analyzing programmatic outcomes and continuing to engage with stakeholders consistent with section 2101(d)(3) of *ESSA*. 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.

Pending sufficient Title II, Part A funds, the NJDOE would work collaboratively with stakeholders to expand the achievement coaches program to create a grant that addresses the needs of additional types of educators, including principals, principal supervisors, and teacher leaders. Expanding the program to focus on these types of 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. Expanding the achievement coaches program holds the potential to support 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 framework for curriculum containing frequent formative assessments to monitor student progress throughout the year;
- Identify research-based instructional strategies and resources, including the use of technology to help students visualize the results of varying assumptions, explore consequences, compare predictions with data and explore and deepen their understanding of mathematical concepts;
- Design and implement a professional development plan that supports teachers in improving Algebra I instruction and outcomes for all students including, but not limited to students with disabilities, English learners, students who are gifted and talented, and those with low literacy levels ~~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,~~ Through Title II, Part A funding, NJDOE plans to launch a K-3 literacy initiative that will support teachers, principals, literacy coaches, and other school leaders in improving literacy instruction with the wide variety of student literacy needs identified across the state including, but not limited to, the unique needs of students with disabilities, English learners, students who are gifted and talented and students with low literacy skills. The literacy initiative 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 effective use of technology to provide personalized learning opportunities for students through the development and can be expanded to other content areas, including arts, science, social science, career and technical education and physical education. Professional development will be provided to all stakeholders via face-to-face meetings, technical assistance and in-school coaching visits, as well as job-embedded, online learning modules that models successful digital learning pedagogical practice. 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 to ensure teachers, principals and other school leaders are able to identify and support the specific learning needs of all students including, but not limited to students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels. 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 the 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.

Leveraging Educational Technology to Support School Innovation

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 exemplars of effective implementation of educational technologies that promote learning 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.

Specifically, the NJDOE will collaborate with educators to develop clear guidance and technical assistance for how educators can strategically use technology in and out of the classroom to enhance teaching practices and provide accelerated learning opportunities for students. For example, 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 tools, online learning modules, etc. To assist schools effectively implement the robust digital learning environments, the NJDOE will collaborate with stakeholders to develop guidance for schools and districts to build capacity for the infrastructure, data governance, procurement, and classroom procedures to easily implement and scale digital learning environments. Additionally, NJDOE recognizes the many innovative educator-driven interest programs, practices, and instructional models and plans to expand its innovateNJ initiative through stakeholder-led "Innovative Communities of Practice" to connect districts and organizations to scale best practices.

NJDOE's deep commitment to ensuring schools are integrating technology into curriculum has inspired it to create 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.[18]

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

**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*.

In addition to the strategies outlined above in section 5.2A, one of the most significant and comprehensive ways NJDOE has committed to supporting teachers, principals and other school leaders in identifying and serving the unique needs of all students, including students with disabilities, English learners, students who are gifted and talented, and students with low literacy skills is with the launch of the New Jersey Tiered System of Support (NJTSS). ~~NJDOE has launched the New Jersey Tiered System of Support (NJTSS) to provide~~ NJTSS provides 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.

## 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[19], 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.

[19] 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 educator 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 student 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 |

**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:*

*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; and*
iv. *The percentage of teachers categorized as inexperienced teachers.*

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.[20]
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 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[21] working out-of-field (this represents approximately 2.5 percent of the teaching population) even 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

[20] 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

[21] 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.

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 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[22] 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.[23] 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.

[22] NJ Smart is New Jersey's data system that collects both student and staff records.
[23] 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

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.[24] However, studies indicate the following: on average, teachers with some experience are more effective than brand new teachers; a teacher's performance improves 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[25]. 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 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.

[24] The New Teacher Project, 2012 *The irreplaceable: understanding the real retention crisis in America's urban schools*, https://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf
[25] 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: 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<br>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) |
| ***Access to In-Field Teachers*** | |
| Lack of awareness about, focus on, and/or ability to impact 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)<br>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);<br>10. Raise the bar for inexperienced teachers through better preparation and certification requirements (state funded); and<br>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. Develop a comprehensive recruitment plan

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. Utilize AchieveNJ to manage talent

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 after 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 (SPLC) 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. In addition, 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. <u>Increase access to high-quality data on educator preparation providers</u>

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)[26] 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 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.

[26] 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/.

*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. Support 12 LEAs with greatest number of potentially out-of-field teachers

As previously described, the top 12 LEAs[27] 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

[27] 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.

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.

*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 analysis of 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.

FIGURE 5.3: *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.*

FIGURE 5.4: Timeline and Interim Targets

| 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"<br>• From 2020-2027: Reduce the gap by at least 1.2 percent a year<br>• 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<br>• 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<br>• By 2018-2019: All traditional-route preparation programs meet new requirements<br>• 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*

NJDOE will support LEAs, particularly those receiving Title I, Part A funds, in meeting the needs of students transitioning at all levels of schooling, including but not limited to 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.

For a description of the ongoing work to support students' transition from early childhood education to elementary school see 6.1.B.

New Jersey has many unique LEA configurations (such as elementary only districts and high school only districts). As a result of these unique configurations, LEAs in New Jersey must collaborate closely with sending and receiving districts in order to effectively ensure students can transition between elementary and middle school. To better facilitate such collaboration and to support the transition between high school and college and career opportunities, NJDOE has undertaken substantive efforts to improve data quality, the visibility of data between LEAs, postsecondary institutions, and state agencies, and public and internal reporting through two major initiatives: 1) Expansion of Statewide Longitudinal Data System (SLDS) and 2) Redesign of School and District Performance Reports.

Expansion of Statewide Longitudinal Data System (SLDS)

The SLDS is a data collection tool that provides LEAs and NJDOE an opportunity to better understand educational outcomes as students progress through the New Jersey public education system – from one school to the next, and from one LEA to another. This tool has become a cornerstone of the data system designed to collect, store, access, and report on a significant amount of New Jersey education data. Currently student demographics, performance, course catalogs, enrollment, staff information and many other key data points are included within this system. Following strict student data security protocols, the SLDS enables LEAs and schools to view a student's performance over time even if the student is new to the LEA. Within the SLDS, LEAs have the ability to use a business intelligence tool to bring together data such as assessment scores and create reports for their needs, thus helping to facilitate the movement of students throughout the education continuum.

Over the past three years, NJDOE has partnered with other New Jersey State Agencies to expand the SLDS from a K-12 view to one that spans birth through schooling and the workforce (B-20W). The two projects still in development are the New Jersey Enterprise Analysis System for Early Learning (NJ EASEL) and the New Jersey Education to Earnings System (NJ EEDS). NJ EASEL is a collaboration between the NJDOE, the New Jersey Department of Health, the New Jersey Department of Human Services and the New Jersey Department of Children and Family Services to collect data on early care and education opportunities during early childhood. The second project, NJ EEDS, is a collaboration between NJDOE, institutions of higher education, the New Jersey Department of Labor and the New Jersey Department of the Office of the Secretary of Higher Education. This collaboration focuses on collecting data related to college attainment and performance, career pathways and earnings.

These collaborations have the goal of ensuring the collection and reporting of student data from B-20W to improve the ability of NJDOE, LEAs and other State Agencies to support students transitioning at each level and inform transition-related policy and guidance.

Redesign of School and District Performance Reports

As described in more detail in section 6.1B, New Jersey is currently undertaking a multi-year process to redesign its school performance reports including the introduction for the 2017-18 school year of standardized LEA level reports. By publishing standardized LEA level reports, LEAs with unique configurations, such as K-8 districts and high school only districts, will understand more about the class of students who will be attending their schools in the future and how students are progressing once they leave. In addition, NJDOE will integrate new data elements resulting from the improved SLDS as they become available, further enabling LEAs and their communities to best support student transitions along the educational continuum.

In addition, to the data improvements described above, NJDOE will continue to provide technical assistance to LEAs on the uses of federal and other funds to support the transitions of elementary students to middle school and for high schools to improve outcomes for incoming ninth grade students with the goal of decreasing the risk of students dropping out of high school. The NJDOE will advise LEAs on using Title I, Part A and other funds for programs such as high school bridge programs for incoming ninth grade students, articulation opportunities for elementary school, middle school and high school staff, and opportunities to inform parents/families how they can assist their student transition from elementary school to middle school and middle school to high school.

Further, the NJDOE restructured its school support teams to include a high school graduation specialist who will work with schools in need of comprehensive support and improvement to develop early warning systems for identifying incoming high school students who are at risk for dropping out of school. Such early warning systems may include high school bridge programs and other interventions to effectively transition students from middle grades to high schools.

Finally, NJDOE will continue to help high schools, colleges and universities, certification and other training programs, and workforce representatives collaborate to determine how each entity can support effective transitions from high school to post-secondary education and career opportunities. NJDOE will leverage standing advisory groups and other ad hoc groups to help NJDOE determine how it can continue to support students transitioning to post-secondary education and career opportunities.

Specific to the needs of students with disabilities, NJDOE annually conducts a survey of a sample of students with IEPs one year after graduation to determine engagement in post-secondary education and employment. Data from this survey are used to design and target supports for transition including, but not limited to, person-centered planning and community-based instruction.

**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 reports accessible to all audiences by improving visualizations, explanations and guidance on how to effectively use the reports. Through focus groups, online surveys and ongoing engagement with diverse stakeholders from communities around the state, the NJDOE will continue to deeply engage with stakeholders to ensure the above goal is met and the reports include helpful information for stakeholders.[28]

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 readiness. Currently, the career readiness indicator on the performance reports reflects students participating in a single career and technical education course, as well as opportunities available for students in participate in work-based learning. 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 data included in future iterations of the performance report such as advanced-level career and technical education course availability and the earning of industry-recognized credentials as an additional measures for career readiness, but also to provide data that are disaggregated by subgroup and, potentially, by gender.

As another example, NJDOE does not currently produce and disseminate district-level performance reports. This makes it difficult for districts with unique configurations, such as K-8 districts and high school only districts 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. In the future, NJDOE plans to create district-level reports and is exploring the addition of new early childhood and college and career readiness data so that districts and communities are better able to understand these various transitions. See Appendix B for additional performance report indicators recommended by hundreds of stakeholders. By making meaningful improvements to the quality of the school performance reports, NJDOE will empower school communities to have honest conversations about which

[28] In addition to data requested by stakeholders, NJDOE commits to reporting on all data elements required under *ESSA*. Note that per pupil funding will be reported no later than the April following the state report card release in December. The report card will include a statement indicating when per pupil data will be available.

students being served equitably and will enable schools to shift efforts and funds accordingly to meet the needs of all students.

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

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 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 age three. 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* (Preschool 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, including the use of educational technology tools across all NJSLS.

To support schools and LEAs in the successful implementation of the B-3 Standards and Preschool 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;
- Instructional coaches for in-class follow up;
- Supports for home languages of English learners;
- Supports for preschool children with potential difficulties (Preschool Intervention and Referral Specialists);
- 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 Early Elementary Grades*

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

Education 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." [29]

New Jersey remains a national leader in assisting educators to understand the complexities of transition practices throughout the birth-through-third-grade continuum. The NJDOE will leverage the momentum of the "New Jersey Primary Professional Learning Series" and associated research to provide New Jersey's primary teachers and administrators multiple opportunities to learn about K-3 high-quality teaching practices. The importance of coherent transition planning as well as examples of what this planning looks like is essential to the initiative. A 2016 press release describes work as provides details on cohort one participants.[30]

Furthermore, New Jersey institutes a comprehensive definition of school readiness and early learning contexts. In accordance with this comprehensive approach, New Jersey defines readiness as the extent to which children have developed the necessary physical, cognitive, language, and social/emotional skills when they enter kindergarten to be successful in school and in life. However, New Jersey also maintains that only age should determine whether a child enters kindergarten and that the school system is responsible for creating family partnerships and ensuring the kindergarten learning environment is ready for the child, regardless of the child's competencies when they transition.

This definition is in harmony with best transition practices for children, families, and schools. Further, the state's position is in agreement with the research provided by the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE).

Given the unique birth through third grade organization of the Division of Early Childhood Education and Family Engagement, NJDOE is positioned to assist educators across New Jersey to implement programs throughout the birth-through-third-grade continuum. This continuum includes the experiences of children and families before they enter a school system and includes Head Start and childcare programs.

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 and state-funded programs are required to create "transition teams" comprised of a community parent involvement specialist, administrators, families and teaching staff across grade levels. NJDOE encourages all districts to create transition teams and transition plans as highlighted in the Kindergarten Guidelines: Preschool Expansion Grant and state-funded LEAs have developed transition

[29] National Association for the Education of Young Children, 2011.
[30] http://nieer.org/press-release/nieer-partners-20-new-jersey-school-districts-enhance-k-3-education

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 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, web-based resources, in-person trainings, and on-site support, 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.*

***NEW REQUIREMENT (from the Revised Consolidated State Plan Template):***
*Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences 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.*

Title IV, Part A Spending Overview

Per the Consolidated Appropriations Act of 2017 (Public Law 115-31), New Jersey anticipates Title IV, Part A state level funds to be quite limited (approximately $450,000 ~~$500,000~~ annually). As a result, NJDOE will prioritize three core activities:

1. General administration of Title IV, Part A LEA subgrants including application development, application approval, and program monitoring;
2. Technical assistance to New Jersey's 600-plus LEAs as they conduct needs assessments and determine appropriate Title IV-A supported programs to meet identified needs; and
3. Supplemental support for LEAs struggling with chronic absenteeism (as described under school conditions for student learning).

~~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 in the 2017-18 school year or in subsequent years (as specified) and are not inclusive of the state's comprehensive efforts in these areas. Section F provides an overview of Title IV, Part A subgrants to LEAs which will be administered on a formula basis.

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 is committed to assisting districts with supporting digital learning environments which increase engagement and motivation and positively impact academic achievement, graduation rates and student behavior. The focus on specific instructional strategies in the development of online instructional resources designed through the lens of the Universal Design for Learning (UDL) framework will allow educators the opportunity to master research-based practices that make a difference. These resources combined with intradepartmental, collaborative, targeted assistance with NJDOE initiatives referenced above directly supports fulfillment of a well-rounded education.

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,~~ In order to supplement current efforts described above as well as to more comprehensively support LEAs in reducing rates of chronic absenteeism, NJDOE plans to ~~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 school accountability target goals.

In addition to the supports mentioned above, NJDOE will continue to support LEAs in using funds under Title I-A to address the needs of the whole child, which includes students' social and emotional well-being. Currently, NJDOE encourages districts to review "Student Behavior, Risk Factors and Safety Issues" as part of their needs assessment for Title I-A. By identifying these issues as needs that impact students' academic success, LEAs are able to use their Title I-A funds to implement the appropriate interventions and professional development to address issues such as bullying and harassment, as well as questionable disciplinary practices. Additionally, in collaboration with stakeholders NJDOE is publishing an "*ESSA Activity-Based Guidance*" document to support LEAs' use of Title I-A funds, including but not limited to multi-tiered systems of support, such as the New Jersey Tiered System of Support (NJTSS). The document will guide districts on how to use Title I-A funds to support a system that is successful in:

- Addressing academic, behavioral, social-emotional and health needs of students using data;
- Promoting positive school climate and social emotional learning;
- Reducing disproportionality;
- Using positive approaches to discipline to reduce the use of exclusionary disciplinary practices, such as suspensions, and aversive behavioral interventions; and
- Improving of academic achievement and achievement of post-secondary 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.*

Although NJDOE will not use 2017-18 Title IV, Part A funds to support the following initiative, NJDOE will consider using Title IV, Part A funds in future years to support it.

For the 2017-2018 school year, NJDOE will continue to move forward with the initiative described below with other funding sources. ~~If Title IV, Part A funds are available~~ NJDOE ~~will consider using some of the to~~ will 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 of completion.

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<br>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<br>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<br>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<br>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. Title IV, Part A funds may be used to ~~support~~ supplement the following work in future years should it become available.

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.

**F.** *Awarding Subgrants (ESEA section 4103(c)(2)(B)): (NEW: From Revised Consolidated State Plan Template): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).*

New Jersey plans to administer Title IV, Part A subgrants to LEAs by formula. In accordance with section 4105(a)(2) of *ESSA*, NJDOE will ensure that no allocation to a LEA in the state is in an amount that is less than $10,000 except in cases where a ratable reduction in LEA allocations is appropriate in accordance with 4105(b). To comply with this requirement, NJDOE will run an internal formula based on 4105(a)(1) and any U.S. Department of Education guidance related to Title IV, Part A LEA allocations.

NJDOE's electronic web-enabled grants (EWEG) system is used by LEAs to apply for *ESSA* funds and by NJDOE to process LEA applications. With the passage of *ESSA*, NJDOE has had to update EWEG to include Title IV, Part A. Based on guidance received from the U.S. Department of Education, the specifications for that portion of the application is being

designed so it will not allow for a Title IV, Part A LEA allocation of less than $10,000 except in cases where a ratable reduction in LEA allocations is appropriate in accordance with 4105(b).

## 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.

<u>Step 1</u>: 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.

Step 3: 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 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 54 percent 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. Identifying Priority for Services Students: 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. Communicating PFS Determinations to Local Operating Agencies: 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.

**Responses below provide additional information requested by the U.S. Department of Education in the Interim Feedback Letter dated 6.30.17:**

***Description of how NJDOE's planning of the Title I, Part C (Education of Migratory Children) program is:***

- ***Jointly planning among local, State, and Federal education programs, including language instruction educational programs under Part A of Title III.***
- ***Planning the integration of services available under Title I, Part C with services provided by those other programs.***

**NJDOE's Response:**
To support the needs of migratory children NJDOE's Title I, Part C Migrant Education Program (MEP) jointly plans among local, State, and Federal education programs, including language instruction educational programs under Title III, Part A and plans the integration of services available under Title I, Part C with services provided by other programs. The NJDOE's Title I Committee of Practitioners provides input with regard to planning for migrant educational programs and includes a representative from one of New Jersey's Regional Migrant Education Programs (MEP). This ensures collaboration and interaction with Title I, Part A.

NJDOE's Migrant Education Program Coordinator is housed in the Office of Supplemental Educational Programs, which also houses staff responsible for implementation of Title I, Part A and Title III, Part A. Through formal staff meetings and informal conversations, the MEP coordinator and Title III coordinators collaborate on policy development, program development and program implementation to address the needs of migrant students who are English learners. To further formalize joint planning, the Office will designate staff from the MEP Regional Project to serve as an ex-officio member of the State's Bilingual Advisory Committee, which is authorized under New Jersey's Administrative Code.

New Jersey's MEP coordinator is a member of New Jersey Council for Young Children. This Council was created by an Executive order of the governor and is serves as a "state advisory council for early care and education as authorized in the Improving Head Start for School Readiness Act of 2007." The inclusion of the MEP coordinator ensures the Council is aware of and considers the needs of migrant preschool children in its advice to the Governor and informs the Department's MEP.

***Description of how NJDOE:***
- ***Implements joint planning among local, state, and Federal education programs.***
- ***Addresses the unique needs of preschool migratory children and migratory children who have dropped out of school.***

**NJDOE's Response:**
NJDOE implements joint planning among local, state, and Federal education programs through its monitoring of the State's two regional MEP programs. Each project must implement designated programs and strategies around collaboration with LEAs that enroll migrant students, social service agencies, and health care providers. Specifically, the Regional MEP Projects must include LEA personnel in the planning and operation of the MEP and disseminate information on the education needs of migrant children to designated LEA personnel such as school nurses, school counselors and federal program administrators. Further, MEP Regional Projects must develop articulation agreements with supplemental instructional programs (e.g., Title I, Title III, 21st Century Community

Learning Centers, where applicable) to maximize migrant students' access to needed services.

NJDOE addresses the unique needs of preschool migratory children as articulated in its MEP Service Delivery Plan and through activities implemented by its MEP Regional Projects. To meet New Jersey's MEP goal of closing gaps in preschool learning experiences and language development for migrant students, each Project is required to:

- Establish procedures to identify and recruit eligible preschool aged migrant children residing in the geographic boundaries of the project for enrollment in school and supplemental instructional opportunities;
- Provide instructional services, health and other supportive services for eligible preschool migrant children in the summer term instructional program;
- Include eligible preschool migrant children in the summer term instructional program to improve their school readiness skills;
- Provide early childhood education (ECE) with a focus on home and/or English language development in migrant summer schools;
- Assist parents with registration in ECE programs; and
- Negotiate formal agreements with ECE providers to reserve places for migrant children.

To address the unique needs of migratory children who have dropped out of school, New Jersey's Regional MEP projects implement activities to meet the statewide goal of increasing access to instruction for out of school youth (OSY) to improve their basic life skills. Specifically, each Project must provide information and instruction for OSY on community services, eligibility for services, and ways in which to access services. To ensure OSY receive services, New Jersey participates in the Graduation and Outcomes for Success for OSY (GOSOSY) consortium.

***Description of how NJDOE's evaluation of its Title I, Part C Migrant Education Program:***

- ***Includes an evaluation of the joint planning among local, State, and Federal programs.***
- ***Evaluates the integration of services available under Part C of Title I with services provided by those other programs.***
- ***Addresses the unique needs of preschool migratory children and migratory children who have dropped of school.***

**NJDOE Response:**

NJDOE's evaluation of its MEP assesses joint planning among local, State, and Federal programs; the integration of services available under Title I, Part C with services provided by other programs and the implementation and effectiveness of strategies to address the unique needs of preschool migratory children and migratory children who have dropped out of school. NJDOE evaluates its success in implementing and obtaining these goals through two mechanisms: 1) a formal evaluation conducted every three years and 2) interim and final reports submitted by the two regional MEP projects. Both evaluation mechanisms

review the degree to which joint planning occurred among local, State and Federal programs to achieve the state's MEP goals.

NJDOE's Migrant Education Program has four goals around the following areas of student achievement: Reading and Mathematics Achievement, School Readiness, High School Graduation, Out-of-School Youth (OSY) Achievement Strategies.

- Reading and Mathematics Achievement: Both the formal evaluation and reports submitted by the MEP Regional Projects assess the success of strategies used to collaborate with federal programs that offer supplemental learning opportunities such as Title I, Part A; Title III and the 21st Century Community Learning Center program (Title IV, Part B). Both also assess the success of collaboration with school districts to build capacity for parents of migrant students to help their children with reading and math skills at home.

- School Readiness: NJDOE's MEP evaluation assesses collaboration with LEAs enrolling migrant students to determine the effectiveness of parent engagement strategies to promote communication with LEA transportation offices to address barriers to parent involvement school readiness activities.

  Additionally, in their interim and final reports, the MEP Regional Projects evaluate their success in collaborating with local, state and federal programs to:

  - Partner with LEAs to establish procedures to identify and recruit eligible preschool aged migrant children residing in the geographic boundaries of the Regional Project;
  - Negotiate formal agreements with early childhood education providers to reserve places for migrant children.

- High School Graduation: The formal evaluation and the MEP Regional Project reports review the implementation and effectiveness of strategies to monitor migrant students' progress toward credits toward graduation. The review assesses the degree to which MEP staff collaborate with school staff to determine students' status toward graduation, and effort to partner with LEAs to establish procedures to identify and recruit eligible high-school aged migrant children residing in the geographic boundaries of the project.

- OSY Achievement: For the goal of increased OSY achievement, NJDOE's evaluation of its MEP reviews collaboration efforts with LEAs staff to provide transportation to site-based and summer programs, including ESL and GEP classes.

NJDOE also evaluates the joint planning among local, State, and Federal programs in the assessment of general programmatic elements such as the State's criteria for identifying migrant children in grades K-12 who have "Priority for Services" or PFS. The evaluation of NJDOE's PFS criteria include a review of the planning between the Regional MEP Project and the LEA in which the child is enrolled. This planning involves the degree to which the MEP collaborated with LEA staff to obtain data on students' attendance patterns,

mobility, academic performance and progress toward English language proficiency, which are criteria to identify PFS migrant children.

NJDOE will continue to evaluate how well MEP services are integrated with other local, state and Federal programs by conducting a formal evaluation of its program every three years, and annual review and analysis of the interim and final program reporting by its MEP Regional Projects.

***Description of how NJDOE addresses the unique needs of preschool migratory children and migratory children who have dropped out of school through measurable program objectives and outcomes.***

**NJDOE Response:**
NJDOE addresses the unique needs of preschool migratory children and migratory children who have dropped out of school through the development, in collaboration with stakeholders, of statewide measurable program objectives and outcomes. The Regional MEP Projects then develop and implement programs and services to help New Jersey's migrant students attain these measurable objectives and outcomes.

NJDOE's MEP Service Delivery Plan includes a goal and measurable objectives that address the unique needs of preschool migratory children as follows:

- Goal: School Readiness - To close gaps in preschool learning experiences and language development for migrant students.

- Objective 2.1: By the end of the project period, 80% of parents of preschool migrant children (ages 3-5) who participated in MEP parental involvement activities will submit survey results that reflect a positive link between the activities and their involvement in preparing their child for school.

- Objective 2.2: By the end of the project period, 80% of staff participating in MEP professional development on school readiness and transition will report an increase in skills needed to address the needs of migrant preschoolers.

- Objective 2.3: By the end of the project period, 80% of migrant students enrolled in MEP early childhood activities will reflect growth in two or more skill areas as measured by a developmentally appropriate assessment.

NJDOE's MEP Service Delivery Plan includes two goals with measurable objectives that address the unique needs of migratory children who have dropped out of school. These goals and the corresponding objectives are:

- Goal 1: High School Graduation - To decrease the achievement gap between migrant and non-migrant students on the state assessments in English language arts/literacy and mathematics, and the resulting graduation rate gap between migrant and non-migrant students.

- Objective 3.1: 75% of migrant students participating in a distance education course will accrue at least .5 credits toward graduation as determined by successful completion of course assessments.

- Objective 3.2: By the end of the project period, 80% of migrant secondary students will present a five percent increase between pre- and post-assessments administered during summer programs.

- Objective 3.3: By the end of the project period, 75% of migrant students enrolled in 12th grade will graduate.

- Goal 2: Out-of-school Youth (OSY) Achievement - To increase access to instruction for OSY to improve their basic life skills.

- Objective 4.1: By the end of the project period, 80% of migrant OSY enrolled in a MEP funded life skills and/or English language instruction program will present a five percent increase in their performance on a curriculum-based assessment.

- Objective 4.2: By the end of the project period, there will be a 10% increase in the number of OSY receiving support services and/or referrals for services.

***Description of how NJDOE ensures educational continuity occurs, including the timely transfer of pertinent school records, and information on health when children move from one school to another whether the move occurs during the regular school year or summer/intersession period.***

NJDOE promotes educational continuity, including the timely transfer of pertinent school records, and information on health when children move from one school to another whether the move occurs during the regular school year or summer/intersession period through its Regional MEP Projects. NJDOE uses MSIX Data Quality funds to ensure staff in the MEP Regional Projects receive updated training on the MSIX system. Additionally, staff receive annual professional development/training on the COEStar system, the software New Jersey uses to track migrant student data for upload into MSIX, to update and maintain their knowledge of the required data elements for the COEStar system.

Through the review of interim and final reports submitted by its Regional MEP Projects, the NJDOE monitors the transfer of student records and other information about migrant children on an interstate and intrastate basis, and ensures each Project's full participation in a migrant student record transfer system.

## 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 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 from locally operated programs to correctional facilities, NJDOE has promulgated rules at the state agency (through N.J.A.C. 6A:17-3) to "develop an individualized program plan (IPP), within 30 calendar days, for each general education student, in consultation with the student's parent, school district of residence, and a team of professionals with knowledge of the student's educational, behavioral, emotional, social, and health needs to identify appropriate instructional and support services." The IPP must include information on the student's current mastery of academic standards, requirements still needed to graduate in the students district of residence, and the services needed to facilitate re-entry upon completion.

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 that the state agency create an individual program plan (IPP) for each regular education student within 30 calendar days of entry into the facility. Each IPP must be written in consultation with the student's parent, school district, and

"team of professionals with knowledge of the student's educational, behavioral, emotional, social, and health needs to identify appropriate instructional and support services." The IPP must include information on the student's current mastery of academic standards, requirements still needed to graduate in the student's district of residence, and 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 requires that the state agency provide a program comparable to the special education program in the student's current individualized education program (IEP), when the student enters the facility, and subsequently implement the current IEP or develop a new IEP. N.J.A.C. 6A:14-8 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 transition to state facilities and 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 transition to state facilities and 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 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 |
| 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<br><br>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<br><br>Assess not less than once every three years (*ESSA*, Section 1431) |

## D. Title III, Part A: Language Instruction for English Learners 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. <u>English language proficiency test:</u> 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. <u>English Language Observation Form:</u> 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.

The NJDOE assures that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in New Jersey. New Jersey's Administrative Code for Bilingual Education (N.J.A.C. 6A: 15) mandates that LEAs begin the process to assess for a student's EL status upon his/her enrollment.

**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 the federal funding to support new and sustain current use of 21st Century Community Learning Center (21st CCLC) programs that provide academic enrichment opportunities during non-school hours for children, particularly those who are most in need. The program helps students meet state and local student standards in core academic subjects, such as reading and mathematics; offers students a broad array of enrichment activities that can complement students' regular academic programs; and offers literacy and other educational services to the families of participating children. Currently, there are 56 21st CCLC programs operating throughout New Jersey. The programs receive awards from $250,000 to $550,000 a year for five years. A new competitive grant solicitation was recently released and is due to NJDOE on April 27, 2017.

As permitted in *ESSA*, NJDOE also intends to use funds to support NJDOE staff and contracted providers to oversee and support the implementation of quality 21st CCLC programs, which includes monitoring, supporting capacity building, training and technical assistance, to ensure that grantees align their activities with the challenging state academic standards and conduct a comprehensive evaluation of the effectiveness of programs and activities. The NJDOE is in year four of a five-year contract with the American Institute for Research (AIR) to conduct a statewide evaluation of the 21st CCLC programs. The state-level evaluation includes an assessment of grantee progress towards achieving the state-mandated goals and objectives; impact on youth and their families; and effectiveness of the state's administration of the 21st CCLC program. AIR administers staff surveys, interviews program staff and analyzes qualitative and quantitative data and will provide a series of webinars and presentations that support quality improvement efforts, including regional planning with data sessions.

Additionally, the NJDOE awarded a grant to a training and technical assistance provider (currently in year four of a five-year grant) to improve the quality of afterschool, summer and before-school programming and build the capacity of staff in

all 21st CCLC programs. Services cover the following four areas: 1) developing and conducting capacity building training and technical assistance for the grantees; 2) assisting the NJDOE in ensuring the implementation of quality programs; 3) facilitating networking opportunities for out-of-school time program providers throughout New Jersey; and 4) using data-driven strategies for enhancing trainings and technical assistance. A new grant solicitation has been released and is due to NJDOE on May 25, 2017.

Purpose of 21st Century Community Learning Centers

Under Title IV, Part B, 21st CCLCs 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 competitive basis, as funds are available. 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. Expanded 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 1111(d) of *ESSA*; or
- Students attending other schools determined by the LEA to be in need of intervention and support; and
- 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. One NJDOE staff member is assigned to oversee the districts receiving RLIS funds, provide technical assistance, and monitor progress toward helping all students meet the challenging state academic standards and the district's accountability performance goals. In the 2016-17 school year, there are two districts receiving the funds with a total allocation of $51,543.

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. The objectives and outcomes in the chart below describe how NJDOE will provide technical assistance to help eligible LEAs implement authorized activities under RLIS.

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 White House 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.

vii. Assistance from Counselors *(ESEA Section 722(g)(1)(K)):* (NEW: From Revised Consolidated Template) *A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.*

To enhance its capacity to support the college enrollment of homeless youth, the NJDOE is currently working with the U.S. Department of Education and the Social and Behavioral Sciences Team (SBST) on a pilot using "behaviorally informed email communication" to LEAs. A key focus of the pilot is counseling to prepare students for higher education opportunities. Specifically, the NJDOE will prepare email communication to LEA homeless liaisons and school support staff (e.g., counselors) to remind them of critical information they should relay to homeless students in grade 12 about the collect application and enrollment process. (See Appendix G)

As a follow-up to the email communication, the NJDOE is revising its McKinney-Vento monitoring protocol to include indicators on the LEAs' efforts to counsel and provide support to homeless youth on college-readiness factors, such as SAT/ACT preparation, SAT/ACT registration, the financial aid application process, college application process. To support LEAs lagging in their capacity to prepare homeless students for higher education opportunities, the NJDOE will continue its partnership with the National Association for the Education of Homeless Children and Youth (NAEHCY) whose work includes efforts "to remove these barriers, and to assist youth, educators, service providers, and advocates in their efforts to make higher education a reality."

**Responses below provide additional information requested by the U.S. Department of Education in the Interim Feedback Letter dated 6.30.17:**

**I.3: Support for School Personnel**

***Description of NJDOE's programs for school personnel to heighten the awareness of school personnel of the specific needs of runaway and homeless children and youth. The McKinney-Vento Act requires the State to describe programs for school personnel (including the LEA liaisons for homeless children and youth, 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 runaway and homeless children and youth.***

**NJDOE Response:**

Through its seven regional McKinney-Vento projects, NJDOE serves homeless children and youth throughout New Jersey's 21 counties. Through required professional development for LEAs in their respective counties, the projects heighten the awareness of school and district personnel to the specific needs of runaway children and youth. In its Notice of Grant Opportunity (NGO) for prospective sub-recipients of McKinney-Vento funds, NJDOE communicates the requirements for successful implementation of programs and services for students experiencing homelessness. One mandated activity for grantees is the implementation of professional development for school and LEA staff that focuses on:

> *Professional development and technical assistance for administrators, instructional staff and non-instructional staff to develop awareness and heighten understanding of, and sensitivity to, the needs and rights of homeless children and youth, and the specific educational needs of runaway and homeless youth.*

The NGO also articulates the use of funds for:

> *Programs coordinating services provided by schools and other agencies to eligible students in order to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act should be included in this effort.*

To further heighten school personnel's awareness of the specific needs of runaway and homeless children and youth, NJDOE will revise the agenda for its LEA trainings to include more frequent information sharing from representatives of organizations that serve runaway and homeless youth, such as Covenant House and Anchor House.

**I.4 iii: Access to Services**

***Description of NJDOE's procedures that ensure homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. The McKinney-Vento Act requires the State to describe procedures that ensure that homeless children and youth who meet***

***the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, and charter school programs, if such programs are available at the State and local levels.***

**NJDOE Response:**
Annually, NJDOE conducts on-site monitoring of all LEAs receiving McKinney-Vento funds and a sampling of LEAs not receiving McKinney-Vento funds, which includes charter schools and county vocational-technical LEAs. The monitoring of all non-grantee LEAs includes a review of district practices and policies to ensure that homeless students receive access to services/programs comparable to those received by other students. The monitoring protocol specifies access to some of the following services/programs:

- Advanced/accelerated courses;
- Vocational/technical education;
- Gifted talented education; and
- Extended day/year programs; and
- Special admissions programs (e.g., magnet schools).

**I.6: Policies to Remove Barriers**
***Description of NJDOE's actions to review and revise SEA and LEAs policies to remove barriers to the enrollment and retention of homeless children and youth due to outstanding fees or fines, or absences. The McKinney-Vento Act requires the State to demonstrate how the SEA and LEAs in the State have developed, and will review and revise, policies to remove barriers to the enrollment and retention of homeless children and youth in the State due to outstanding fees or fines, or absences.***

**NJDOE Response**
The enactment of policies on the use of outstanding fees, fines or absences is done at the LEA level. However, at the SEA level, NJDOE's monitoring of LEAs for compliance with the Education for Homeless Children and Youths Program, McKinney-Vento Homeless Assistance Act and New Jersey's Administrative Code on the Education of Homeless Children addresses LEAs' use of outstanding fees, fines or absences and their adverse impact on the enrollment and retention of students experiencing homelessness. Specifically, NJDOE's monitoring protocol includes an indicator for the district to "review and revise policies and procedures which could act as barriers to the enrollment, attendance, participation, and success of homeless children and youth."

Further, in its annual letter to LEAs on their responsibility to enroll students experiencing homelessness, NJDOE will remind LEAs to review their policies on sanctions for students with outstanding fees, fines or absences. The letter will also direct LEAs to revise such policies to avoid placing barriers to the enrolment of homeless children and youth.

# Section 7: General Education Provisions Act (GEPA)

NJDOE remains committed to providing students equitable access to and participation in educational programs in accordance with state and federal civil rights protections, including section 427 of the General Education Provisions Act (GEPA). Section 427 of GEPA aligns with NJDOE's commitment to ensure all students are provided a high-quality education.

In New Jersey, all districts that carry out programs related to *ESSA* must also comply with N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which provides the following purpose: "[T]o ensure all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, are provided equal access to educational programs and services by district boards of education."

Under N.J.A.C. 6A:7, each LEA is required to develop and submit to NJDOE, a comprehensive equity plan every three-years. 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 access.

NJDOE will identify whether barriers may prevent students, teachers, etc. from such access or participation in, federally-funded projects or activities and will take the necessary steps to overcome barriers to equitable access to all federally funded programs included here. Such steps will include, but are not limited to:

1. Ensuring LEA compliance with section 427 of the GEPA for all federally funded programs and with state regulations regarding equity (see above);
2. Ensuring *ESSA*-related educational materials are accessible to individuals with disabilities and English learners (including translating material, when appropriate); and
3. Providing guidance and technical assistance to ensure LEAs elicit stakeholder input on student needs and federally-funded programs to address those needs from traditionally underrepresented populations including parents and families of students with disabilities, English learners, and economically disadvantaged students.

In accordance with section 427 of the GEPA, NJDOE will continue to ensure compliance with these regulations as it pertains to all locally developed educational programs, including those under *ESSA*.

# Appendix A: Interim Targets

**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% | 80.0% | 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** | 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% |

**FIGURE A.18: 4-Year Interim Graduation Rate 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** | 90.1% | 90.3% | 90.6% | 90.8% | 91.0% | 91.3% | 91.6% | 92.0% | 92.3% | 92.7% | 93.0% | 93.5% | 94.0% | 94.5% | 95.0% | 4.9% |
| **Economically Disadvantaged** | 82.7% | 83.3% | 83.9% | 84.6% | 85.2% | 85.8% | 86.6% | 87.5% | 88.4% | 89.2% | 90.1% | 91.3% | 92.5% | 93.8% | 95.0% | 12.3% |
| **Students with Disabilities** | 78.8% | 79.6% | 80.4% | 81.2% | 82.0% | 82.9% | 84.0% | 85.1% | 86.3% | 87.4% | 88.5% | 90.1% | 91.8% | 93.4% | 95.0% | 16.2% |
| **English Learners** | 74.7% | 75.7% | 76.7% | 77.7% | 78.7% | 79.7% | 81.2% | 82.6% | 84.0% | 85.4% | 86.9% | 88.9% | 90.9% | 93.0% | 95.0% | 20.4% |
| **American Indian or Alaska Native** | 83.2% | 83.8% | 84.4% | 85.0% | 85.6% | 86.2% | 87.0% | 87.8% | 88.6% | 89.5% | 90.3% | 91.5% | 92.6% | 93.8% | 95.0% | 11.8% |
| **Asian** | 96.7% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | 0.0% |
| **Black or African American** | 82.1% | 82.8% | 83.4% | 84.1% | 84.7% | 85.4% | 86.3% | 87.2% | 88.1% | 89.0% | 89.9% | 91.1% | 92.4% | 93.7% | 95.0% | 12.9% |
| **Hispanic/ Latino** | 83.4% | 83.9% | 84.5% | 85.1% | 85.7% | 86.3% | 87.1% | 87.9% | 88.7% | 89.5% | 90.3% | 91.5% | 92.7% | 93.8% | 95.0% | 11.7% |
| **Native Hawaiian/ Other Pacific Islander** | 93.7% | 93.7% | 93.8% | 93.9% | 93.9% | 94.0% | 94.1% | 94.2% | 94.3% | 94.4% | 94.5% | 94.6% | 94.7% | 94.9% | 95.0% | 1.3% |
| **White** | 94.2% | 94.3% | 94.3% | 94.4% | 94.4% | 94.4% | 94.5% | 94.5% | 94.6% | 94.6% | 94.7% | 94.8% | 94.8% | 94.9% | 95.0% | 0.8% |
| **Two or more Races** | 91.7% | 91.8% | 92.0% | 92.2% | 92.3% | 92.5% | 92.7% | 93.0% | 93.2% | 93.4% | 93.7% | 94.0% | 94.3% | 94.7% | 95.0% | 3.3% |

**FIGURE A.19: 5-Year Interim Graduation Rate 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** | 91.3% | 91.6% | 91.8% | 92.0% | 92.3% | 92.5% | 92.8% | 93.2% | 93.5% | 93.8% | 94.1% | 94.6% | 95.1% | 95.5% | 96.0% | 4.7% |
| **Economically Disadvantaged** | 84.6% | 85.2% | 85.7% | 86.3% | 86.9% | 87.5% | 88.3% | 89.1% | 89.8% | 90.6% | 91.4% | 92.6% | 93.7% | 94.9% | 96.0% | 11.4% |
| **Students with Disabilities** | 81.4% | 82.2% | 82.9% | 83.6% | 84.3% | 85.1% | 86.1% | 87.1% | 88.1% | 89.2% | 90.2% | 91.6% | 93.1% | 94.5% | 96.0% | 14.6% |
| **English Learners** | 79.9% | 80.7% | 81.5% | 82.3% | 83.1% | 83.9% | 85.0% | 86.2% | 87.3% | 88.4% | 89.5% | 91.2% | 92.8% | 94.4% | 96.0% | 16.1% |
| **American Indian or Alaska Native** | 90.2% | 90.5% | 90.8% | 91.1% | 91.4% | 91.7% | 92.1% | 92.5% | 92.9% | 93.3% | 93.7% | 94.3% | 94.8% | 95.4% | 96.0% | 5.8% |
| **Asian** | 97.3% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 0.0% |
| **Black or African American** | 84.5% | 85.1% | 85.6% | 86.2% | 86.8% | 87.4% | 88.2% | 89.0% | 89.8% | 90.6% | 91.4% | 92.5% | 93.7% | 94.8% | 96.0% | 11.5% |
| **Hispanic/ Latino** | 85.5% | 86.1% | 86.6% | 87.1% | 87.6% | 88.2% | 88.9% | 89.6% | 90.4% | 91.1% | 91.8% | 92.9% | 93.9% | 95.0% | 96.0% | 10.5% |
| **Native Hawaiian/ Other Pacific Islander** | 88.9% | 89.2% | 89.6% | 90.0% | 90.3% | 90.7% | 91.2% | 91.7% | 92.2% | 92.7% | 93.2% | 93.9% | 94.6% | 95.3% | 96.0% | 7.1% |
| **White** | 94.9% | 95.0% | 95.0% | 95.1% | 95.1% | 95.2% | 95.3% | 95.3% | 95.4% | 95.5% | 95.6% | 95.7% | 95.8% | 95.9% | 96.0% | 1.1% |
| **Two or more Races** | 91.9% | 92.1% | 92.3% | 92.5% | 92.7% | 92.9% | 93.2% | 93.5% | 93.8% | 94.0% | 94.3% | 94.8% | 95.2% | 95.6% | 96.0% | 4.2% |

## Interim Targets for Progress in Achieving English Language Proficiency

~~2016-17 will provide NJDOE with baseline data as it is the first year that ACCESS will be administered to all ELs in grades K-12 in all schools statewide. English language proficiency interim goals will be developed and published in accordance with baseline data and the percentage increases established for progress on the ACCESS for ELLs. Percentage increases are based on proposals in the state plan regarding the English language proficiency indicator.~~

**FIGURE A.20 Interim Progress Toward English Language Proficiency Targets**

| | 2017-2018 | 2018 - 2019 | 2019 – 2020 | 2020- 2021 | 2021 - 2022 | 2022- 2023 Target |
|---|---|---|---|---|---|---|
| **English Learners** | 81% | 82% | 83% | 84% | 85% | 86% |

# Appendix B: Stakeholder Feedback Index

# Appendix B.1: Phase I Stakeholder Feedback Index

# Phase I Stakeholder Feedback Index
# July 2016 – January 2017

February 15, 2017

## Table of Contents

**Consultation and Performance Management** ..... 4
**Continuous Improvement and Technical Assistance** ..... 10
**Academic Assessments** ..... 12
**School Quality and Student Success Indicators** ..... 16
**School Support and Improvement** ..... 29
**Supporting Excellent Educators** ..... 36
**Supporting All Students** ..... 40
**Improving Basic Educational Programs Operated by Local Educational Agencies (Title I, Part A)** ..... 42
**Students with Disabilities** ..... 44
**Gifted and Talented Students** ..... 45
**21st Century Community Learning Centers (CCLC) – Pre-Screen Profile** ..... 46
**21st Century Community Learning Center (CCLC) - Application** ..... 47
**Career and Technical Education** ..... 50
**Early Childhood Education** ..... 51
**English Language Acquisition, Language Enhancement and Academic Achievement (Title III, Part A)** ..... 52
**Nonpublic Schools** ..... 53
**List of Meetings Held/Attended During Phase I** ..... 55
**List of Stakeholder Groups and Communities NJDOE Engaged With** ..... 56

**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 from July 2016 through January 2017. For a full list of the outreach conducted during this time period to elicit input on the *ESSA* state plan, please see Tables A and B.

| Key to reading this document – nearly all comments are categorized in one of the following categories: | |
|---|---|
| **Feedback integrated, see section…** | The recommendation was included in the 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 New Jersey policy or practice. |
| **Out of scope** | The recommendation is unrelated to *ESSA* implementation. |
| **Not feasible** | The recommendation either conflicts with 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 is labeled as "meeting". The recommendation is not representative of the entire stakeholder group, but 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.

**Disclaimer:** The feedback and responses in this index were published along with New Jersey's proposed state plan on February 15, 2017. Therefore, feedback and responses may, in some cases, not fully reflect the final state plan policies.

| 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 through multiple streams of outreach developed by NJDOE. 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 Deborah Smith Gregory, NAACP Newark Chapter | **Feedback integrated, see section 2:** Representatives from parent groups have been invited to and have attended *ESSA* Stakeholder Focus Group meetings. NJDOE is always looking to improve its communication to parents and encourages stakeholders to reach out to *ESSA*@doe.state.nj.us with recommendations.<br><br>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:<br>• Surveys;<br>• Public listening sessions; and<br>• Community roundtables. |
| 2 | 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. |
| 3 | 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. |

| Consultation and Performance Management *continued* | | | |
|---|---|---|---|
| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 4 | 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 in order to avoid confusion and clear up misinformation. |
| 5 | NJDOE should provide a separate or additional stakeholder/ listening session for Morris County schools. | Vanessa Brown, Morris County NAACP | **Feedback integrated, see section 2:** 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. |
| 6 | NJDOE should create a parent-friendly *ESSA* Prezi and find ways to alert stakeholders of its availability. | Sue Altman<br>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. |
| 7 | 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<br>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. |
| 8 | 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. |

| Consultation and Performance Management *continued* | | | |
|---|---|---|---|
| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 9 | 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:<br>• Learn how to be in this world; and<br>• Learn how to learn.<br><br>Discussions should also work on determining what:<br>• We want our students to be like and able to do; and<br>• 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. Questions brought up at these meetings included but were not limited to:<br>• What do students need in order to thrive?<br>• How do you know when a school is successful?<br>• What are signs that a school is in need of support? |
| 10 | 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<br>Robin Cogan, Camden Schools<br>Dr. Lorraine Chewey, National Association of School Nurses<br>Anna Tupe and Sheila Caldwell,<br>NJ State School Nurses Association | **Feedback integrated, see section 2:** NJDOE invited several school nurses and student health representatives to be part of the *ESSA* Stakeholder Focus Group. |

| Consultation and Performance Management *continued* | | | |
|---|---|---|---|
| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 11 | Include charter school representatives in discussions around *ESSA* accountability. | NJ Charter School Association (meeting) | **Feedback integrated, see section 2:** NJDOE 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. |
| 12 | 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.<br><br>**Feedback integrated, see section 2:** However, NJDOE invited a representative from NJAGC to be part of the *ESSA* Stakeholder Focus Group. |
| 13 | Create an umbrella group of stakeholders, rather than meeting 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. |
| 14 | 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. |

| Consultation and Performance Management *continued* | | | |
|---|---|---|---|
| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 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). 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 | 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 factor 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. |
| 17 | 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. |
| 18 | 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 continue 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 other strategies. |
| 19 | 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. |

| Consultation and Performance Management *continued* | | | |
|---|---|---|---|
| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 20 | 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. |
| 21 | 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. NJDOE will post this training on NJDOE's *ESSA* and grants webpages. |

| Continuous Improvement and Technical Assistance | | | |
|---|---|---|---|
| # | Feedback | Contributors | NJDOE Response |
| 22 | 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. |
| 23 | 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)<br>NJ Principals and Supervisors (NJPSA) (meeting)<br>Lakewood District (meeting) | **Current practice:** For several years, NJDOE has 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. |
| 24 | Provide technical assistance that supports all schools considering a transition to a Title I, schoolwide program. | Title I Committee of Practitioners (meeting)<br>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. |
| 25 | Provide guidance on allowable expenses, limitations and transfer of federal funds. | Mercer County Superintendent Roundtable (meeting)<br>NJEA (meeting)<br>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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 26 | Provide guidance on new requirements and how districts should expect to transition from *NCLB* to *ESSA*. | NJ School Boards Association (NJSBA) (meeting)<br>ESSA Stakeholder Focus Group (meeting) | **Current practice:** NJDOE conducted technical assistance sessions throughout the fall and winter of 2016 and will continue to provide guidance on the transition from *NCLB* to *ESSA*. See the technical assistance here. |
| 27 | 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 Induction. 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. |
| 28 | 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. |
| 29 | 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<br>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:** Under Section 1111(b)(2) of *ESSA*, NJDOE must assess all students in the following grades and subjects:<br>• **English language arts (ELA)/Mathematics:**<br>o In each of grades 3-8; and<br>o Once in grades 10-12<br>• **Science:**<br>o Once in elementary school;<br>o Once in middle school; and<br>o Once in high school | | | |
| 30 | 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. |
| 31 | Assessment should be weighted lightly in the school accountability system. 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:** This recommendation is noted. NJDOE's weightings can be viewed in section 4 of the state plan. |
| 32 | Reauthorize PARCC alternatives, such as portfolios, as permanent options to meet the high school graduation testing requirement. | Melissa Tomilson, Badass Teachers Association<br>Garden State Coalition of Teachers<br>Dr. Kennedy Greene, Superintendent of Newton Public Schools<br>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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 33 | 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) | **Not Feasible under *ESSA*:** Except for students with the most significant cognitive disabilities, in accordance with section 1111(b)(2)(B) of *ESSA*, 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) of *ESSA* 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.<br><br>**District discretion:** 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. |
| 34 | 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. |
| 35 | Develop shorter and easier pathways for teachers of students with disabilities to obtain 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. |
| 36 | Ensure schools have access to technology, especially during PARCC exams when technology is often removed from schools for PARCC administration. | Paterson Education Fund (meeting) | **Out of scope:** As improving access to technology is an allowable use of Title IV, Part A funds, schools that identify technology as a critical need may be able to use these federal funds for that purpose. For a description of New Jersey's efforts to ensure all schools are tech-ready, see here. |

| Academic Assessments *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 37 | 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) of *ESSA* 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. |
| 38 | Decrease consequences for schools with low PARCC participation rates. | Melissa Tomlinson, Badass Teachers Association | **Feedback integrated, see section 4:** NJDOE is proposing to factor participation rates into its accountability system by applying the minimum requirements of section 1111(c)(4)(E) of *ESSA.* See section 4 of the state plan and section 1111(c)(4)(E)(iii) of *ESSA* for more details. |
| 39 | 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 progress toward ELP measure will be worth 20 percent of a school's overall score. |
| 40 | NJDOE should consider the difficulties for high school students taking multiple Advanced Placement (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. |

| Academic Assessments *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 41 | Increase the number of differentiated assessments for special needs students, including English learners. | Melissa Tomlinson, Badass Teachers Association<br>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 and the array of accommodations available to students with disabilities and English learners to maximize access to test items. |

## 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 | |
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| • Social-emotional supports<br>• Parent and community engagement<br>• Chronic absenteeism<br>• Teacher mobility and attendance<br>• Professional development for teachers<br>• Student health and wellness<br>• Access to technology | • College and career readiness: career and technical education and dual enrollment<br>• Robust curriculum<br>• Suspension and expulsion rates<br>• Access to updated resources and materials<br>• Before and after school enrichment |

| Other Recommended Indicators | | |
|---|---|---|
| • Early childhood education<br>• Kindergarten readiness programs<br>• Access to full-day preschool and kindergarten<br>• In-district preschool programs<br>• Universal preschool<br>• Special education certified teachers<br>• School climate and safety<br>• Clean, up-to-date facilities<br>• Academic enrichment<br>• Breadth of extra-curricular activities<br>• Libraries and media centers<br>• Up-to-date materials for students<br>• Up-to-date materials for teachers<br>• Work-based learning | • Students taking remedial college courses<br>• Postsecondary completion, including trade programs or certifications<br>• Highly qualified teachers<br>• Teacher demographics<br>• Suspension and expulsion<br>• Student mobility<br>• Student retention<br>• Student dropout rates<br>• Indicator 8 from *IDEA*<br>• Media centers<br>• Performing arts/fine arts<br>• Economics/civics<br>• Access to para-educators | • School-based arrests<br>• Referrals to law enforcement<br>• Students attending non-district schools<br>• Incidents of bullying<br>• Class size or student/teacher ratio<br>• Access to reading specialists<br>• Access to bilingual specialists<br>• Access to field trips<br>• English learner access to alternative assessments and flexibility regarding graduation timeline<br>• Teacher pay for mentoring<br>• 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 | 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 school 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 | | | |
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| **#** | **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. | | | |
| 42 | 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. |
| 43 | 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. NJDOE will consider how it can structure its school 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. |
| 44 | 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:** NJDOE plans to make an English language proficiency count adjustment for the assessments described in section 1111(b)(2)(B)(v)(I) of *ESSA* based on a state-determined timeline for English learners to attain English proficiency as described in section 1111(c)(4)(A)(ii) of *ESSA* and measured by an English language proficiency test. |
| 45 | Well-resourced schools: 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. |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 46 | Authentic and varied learning opportunities; learning experiences that extend well beyond the current focus upon literacy and mathematics that have been driven by current school accountability practices. 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) | **District discretion:** NJDOE is cognizant of the varying needs of schools and of how local educators and community members are best positioned to understand and address the needs of their students. Curriculum, course offerings, and learning strategies are best determined at the local level. As such, 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. Additionally, NJDOE will continue to provide guidance to stakeholders to help them understand how federal and other funds can be leveraged to best meet student needs, both academic and non-academic. |
| 47 | Increase 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. There was a recognition that schools have moved to a more authoritarian model, which is bad for teachers, educational support professionals, and students. | NJEA Roundtable (meeting) | **District discretion:** 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 educators and students. As such, organizational structures, culture among staff, and staff morale are issues best addressed through local collaborative efforts. Therefore, NJDOE supports schools and districts to make determinations regarding leadership structures, including considerations of elevating teacher leaders, as the best structure in one school or district is not the best for all. |
| 48 | 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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 49 | Autonomy – Self-determination of learning communities. This thread of discussions centered on the limiting aspects of the current test-driven, top-down, paternal model forced upon schools and how that model hampers the ability of a school to meet the diverse needs of all learners. This top-down model 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. Failure to improve proficiency rates year over year led to federally mandated consequences for schools. Under *ESSA*, NJDOE is proposing a different accountability system. Schools will not be measured solely on proficiency rates. Other measures, such as academic growth, chronic absenteeism, and progress toward English proficiency for English learners will also be used to determine a school's overall performance. Finally, identification for support and improvement will no longer be strictly based on a school's failure to improve proficiency rates year over year and support efforts for those school who are identified as in need of improvement will be much more locally driven. |
| 50 | Interference of testing; participants cited onerous accountability systems, coupled to testing, as dramatically increasing the stakes to both individual teachers and districts when attempting to meet the needs of all students. This has caused educators to retreat from taking risks, instead simply doing what they are told, in an effort to avoid being harmed by a deeply flawed measurement system. | NJEA Roundtable (meeting) | **Feedback integrated, see section 4:** The proposed accountability system looks at several measures of school success and will be used for the sole purpose of identifying the schools most in need of support. |
| 51 | 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. |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 52 | Include chronic absenteeism as an indicator of school quality and student success in the *ESSA* school accountability system. | Title I Committee of Practitioners (meeting)<br>Advocates for Children of New Jersey (ACNJ)<br>NJ Alliance for Social, Emotional and Character Development (meeting)<br>Newark Roundtable (meeting)<br>Garfield Educator Roundtable (meeting)<br>County Teachers of the Year (meeting)<br>Paterson Education Fund Teacher, Paterson Public Schools<br>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. |
| 53 | Chronic absenteeism must be clearly defined and take into consideration healthy, responsible absences versus other types of absences. | NJPSA (meeting)<br>ESSA Stakeholder Advisory Focus Group (meeting)<br>NJ Joint Council of County Special Services School Districts | **Will consider:** NJDOE is proposing to include chronic absenteeism as an indicator in its school 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. |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 54 | Mandate current NJ School Climate Survey for all districts to inform future targeted action plans. | Shira Baron, Attorney, Education Law Center<br>NJ Alliance for Social, Emotional and Character Development (meeting)<br>County and State Teachers of the Year (meeting)<br>NAACP Legal Defense and Educational Fund | **Will consider:** 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. |
| 55 | NJ must consider how to assist districts that struggle with school quality. Assistance could be through the provision of professional development and other resources, e.g. 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. |
| 56 | 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 how quality data will be collected and entered across the state. | Greta Mills, Teacher, Paterson Public Schools<br>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." |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 57 | Consider school climate and safety as the non-academic indicator in the school 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. | 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 school accountability system. |
| 58 | Consider ways to combine proficiency and progress in one level in the state's school 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 4-8 for ELA and 4-7 for mathematics. See section 4.1 of the state plan for more information. |
| 59 | Include a six-year graduation rate in the state's school 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 school 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. |
| 60 | Include all English learners in the English learner subgroup in the state's school 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). |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 61 | 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. |
| 62 | 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. |
| 63 | Include disaggregated school climate and safety data, which could include measures around bullying, violence prevention and reduction, and school support that reduces student expulsion, as a fulfillment of *ESSA*'s non-academic indicator for school accountability. | Ariana Fink, Director, Newark Educational Access and Advocacy Project<br>Shira Baron, Attorney, Education Law Center<br>NJPSA (meeting)<br>Melissa Stager, Middletown Township | **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. |
| 64 | Include chronic absenteeism, including for preschool in the school accountability system. | ACNJ | **Feedback integrated, see section 4/will consider:** In accordance with the recommendation, NJDOE will use a measure of chronic absenteeism, including for all grades K-12, in its school accountability system. NJDOE will consider ways to report on and include rates of chronic absenteeism in preschool. |
| 65 | 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. |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 66 | Return to including school safety, student mobility and ACT scores in the college and career readiness section in school performance reports. | Patrick Michel, Superintendent, Salem City School District<br>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. |
| 67 | 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 data collection improves, NJDOE is interested in continuing the dialogue about what should be included in its performance reports and school accountability system. |
| 68 | 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<br>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. |
| 69 | 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. |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 70 | 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 school accountability system.<br><br>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). |
| 71 | 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. |
| 72 | 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. |
| 73 | 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. |

| Accountability and Support System *continued* | | | |
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| # | Feedback | Contributors | NJDOE Response |
| 74 | Student growth should be given a higher weight than proficiency in the school 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:**. This recommendation was heeded. See Section 4.1 of the state plan for more information. |
| 75 | "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. |
| 76 | 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 regarding 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). |
| 77 | 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. |
| 78 | 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. |
| 79 | 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. |
| 80 | Bring NJDOE accountability and performance staff to discuss with charter school staff indicators and strategies to improve student 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. |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 81 | 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<br>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. |
| 82 | Remove test scores or reduce the weights of test scores in teacher evaluations. | Melissa Tomlinson, Badass Teachers Association<br>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 the advocates is noted. |
| 83 | 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. |
| 84 | 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). |

| Accountability and Support System *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 85 | 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* school accountability system, it took into consideration which measures schools had the power to improve. |

| School Support and Improvement | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 86 | 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. |
| 87 | 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. |
| 88 | 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. |

| School Support and Improvement *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 89 | 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. |
| 90 | 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:** As required by law, NJDOE is proposing to use both academic proficiency and growth in its accountability system to identify non-high schools in need of support and improvement. |
| 91 | Systems of support in the state plan should include the following:<br>1. Fair funding; and<br>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.<br><br>NJDOE supports the joint planning between school- and district-level staff in creating improvement plans. NJDOE will continue to encourage such collaboration. |

| School Support and Improvement *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 92 | 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. Coordinate QSAC with performance reports in the state plan. | RAC Focus Group (meeting) Title I Committee of Practitioners (meeting) | **Feedback integrated, see Section 4:** NJDOE acknowledges the misalignment and redundancies within the school and district accountability systems. NJDOE 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. |
| 93 | 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. |
| 94 | 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. |
| 95 | 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 sections 2 and 4:** NJDOE is not only required, but also committed, to providing support and technical assistance at school and district levels. |
| 96 | 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. |

| School Support and Improvement *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 97 | 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. |
| 98 | Consider implementing an interactive data system, as well as data-specific training on the following:<br>• Differentiating in classrooms;<br>• How to use data for specific content areas;<br>• PARCC data mining – not through NJSMART;<br>• Scheduling; and<br>• 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. |
| 99 | 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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 100 | 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. |
| 101 | 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)<br>Lakewood District (meeting) | **Feedback integrated, see section 2:** NJDOE has begun developing resources to support district needs assessments and will work through monitoring and application approvals to support districts in this work. |
| 102 | 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 (NJTSS), which is a framework designed to ensure students have access to the resources they need to succeed academically in the least restrictive environment. |
| 103 | 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. |
| 104 | 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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 105 | District-level improvement plans should include:<br>• The development of a teacher mentoring/coaching plan;<br>• Workplace/career-ready goals with supports for working toward those goals;<br>• A plan for teacher driven professional development;<br>• An assessment of health and wellness factors; and<br>• 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. |
| 106 | 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:** 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. |
| 107 | There have 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. |
| 108 | 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)<br>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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 109 | 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. |
| 110 | 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 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 | | | |
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| # | Feedback | Contributors | NJDOE Response |
| 111 | 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*. These funds are for the purpose of supporting educator recruitment, retention and development. NJDOE will provide guidance and support to help districts expend Title II, Part A and other federal funds to best meet identified educator and student needs. |
| 112 | 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 (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. |
| 113 | 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. |
| 114 | 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. |
| 115 | Prioritize training for school leaders on effective practices to impact rates of chronic absenteeism through:<br>• Improved transition planning between children from early childhood programs to kindergarten and between the early elementary grades; and<br>• 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. |

| Supporting Excellent Educators *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| **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. | | | |
| 116 | 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 school leaders of early childhood programs. | Patricia Wright, (NJPSA)<br>SPLC<br>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. |
| 117 | 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. |
| 118 | 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<br>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. |

| Supporting Excellent Educators *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 119 | With regard to use of state-level Title II, Part A funds, 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. |
| 120 | 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. |
| 121 | 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. |

| Supporting Excellent Educators *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 122 | 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. |
| 123 | The state should use the following to determine high-quality professional development:<br>• Referrals from other districts;<br>• In-state or out-of-state speaker's bureaus;<br>• If the person presented with a national organization;<br>• Professional development provider's presentations as criteria; and<br>• District evaluation of the presenter. | 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 consider these recommendations, as well as requirements in the law. |
| 124 | The state should use the following as evidence to justify expending Title II, Part A funds for class-size reduction:<br>• Needs of the English learner population;<br>• Teacher feedback;<br>• Academic performance levels (ELA and mathematics) and comparisons between student populations in the school and district; and<br>• 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 consider these recommendations, as well as requirements in the law. |

| Supporting All Students | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 125 | 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. |
| 126 | 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 civics education. |
| 127 | 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. |
| 128 | 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 framework. |

| Supporting All Students *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 129 | 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<br>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. |
| 130 | Be sure to not disregard the importance of books as *ESSA* moves toward digital learning. Reinvest in school library programs and staff. | NJ Parent<br>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. |
| 131 | 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. |
| 132 | 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. |
| 133 | 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) | | | |
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| # | Feedback | Contributors | NJDOE Response |
| 134 | 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), which should include 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.<br><br>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. |
| 135 | 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 family engagement, where appropriate. |
| 136 | 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. |
| 137 | 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. |

| Improving Basic Educational Programs Operated by Local Educational Agencies (Title I, Part A) *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 138 | 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. |
| 139 | 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. |
| 140 | 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 with OSHE to explore future options for providing such incentives with funding received through *ESSA* or from other sources. |
| 141 | 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 the NJDOE's Title I page for more information. |

| Improving Basic Educational Programs Operated by Local Educational Agencies (Title I, Part A) *continued* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 142 | 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. See section 6 for criteria for waiver approval. |

| Students with Disabilities | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 143 | 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. |
| 144 | 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. |
| 145 | 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 | | | |
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| # | Feedback | Contributors | NJDOE Response |
| 146 | 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. |
| 147 | Research what other states are doing around *ESSA* and gifted and talented students. | NJAGC | **Will consider:** NJDOE has and will continue to review other states' *ESSA* implementation plans to see how they include gifted and talented students. |
| 148 | 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. |
| 149 | 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. |
| 150 | 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 | | | |
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| **#** | **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. | | | |
| 151 | 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. Additionally, NJDOE requires pre-screened organizations to have at least five years of experience successfully implementing out-of-school programming. |
| 152 | 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 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*. |
| 153 | As part of the pre-screen process, NJDOE should determine ways to measure external organizations using recommendations from providers and endorsements. | 21st 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. |
| 154 | Instead of calling it an application, call it a profile. | 21st CCLC Advisory Group (meeting) | **Feedback integrated, see section 6:** NJDOE took this recommendation and renamed it a pre-screen profile. |
| 155 | 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 CCLC Advisory Group (meeting) | **Feedback integrated, see section 6:** NJDOE took this recommendation and posted a list of disclaimers with the profile. |

| 21st Century Community Learning Centers (CCLC) – Pre-Screen Profile *continued* | | | |
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| **#** | **Feedback** | **Contributor** | **NJDOE Response** |
| 156 | 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 CCLC 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. |
| 157 | Set aside space on the pre-screen profile for grantee to provide content. | 21st CCLC 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 Centers (CCLC) - Application | | | |
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| **#** | **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. | | | |
| 158 | Make sure the application includes specific components for afterschool programming as well as questions about past experience running similar programs. | 21st CCLC Advisory Group (meeting) | **Current practice:** Applications currently require 21st CCLC programs to include an afterschool component and ask about past experience in operating similar programs. |
| 159 | Take into consideration geographic area when granting awards for organizations to run 21st CCLCs. | 21st CCLC 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. |

| 21st Century Community Learning Centers (CCLC) - Application *continued* | | | |
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| **#** | **Feedback** | **Contributor** | **NJDOE Response** |
| 160 | Application should include information on how the program intends to meet the specific needs of at-risk populations, including :<br>• English learners;<br>• Students experiencing homelessness;<br>• Students with disabilities;<br>• Migrant students;<br>• Students with interrupted formal education; and<br>• Undocumented populations. | 21st CCLC 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. |
| 161 | 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. |
| 162 | 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 CCLC 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. |

| 21st Century Community Learning Centers (CCLC) - Application *continued* | | | |
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| **#** | **Feedback** | **Contributor** | **NJDOE Response** |
| 163 | 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 CCLC 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.). |
| 164 | To encourage collaboration, NJDOE should inform principals on the proper use and purpose of 21st CCLC funding. | 21st CCLC 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. |
| 165 | NJDOE should work on a communications tool to highlight successful 21st CCLC provider-school partnerships. | 21st CCLC 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. |
| 166 | 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 CCLC 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 | | | |
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| # | Feedback | Contributors | NJDOE Response |
| 167 | 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. |
| 168 | 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), which is available to all students to assist with career exploration and planning. |

| Early Childhood Education | | | |
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| # | Feedback | Contributors | NJDOE Response |
| 169 | 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:** Section 1111(h)(1)(C)(viii)(II)(aa) of *ESSA* requires states to 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 include additional data, such as availability and access to preschool, in the reports. |
| 170 | NJDOE should establish required professional development for early childhood educators. | Howard Herbert, Retired Superintendent | **Out of scope:** There are specific professional development requirements for preschool educators. These requirements depend upon the setting in which an educator teaches. For more information 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. |
| 171 | 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. |
| 172 | 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. |
| 173 | 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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 174 | 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<br>SPLC<br>(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. |
| 175 | Strengthen existing preschool programs and build a better bridge between early childhood education and K-12. | ACNJ<br>Head Start Directors<br>(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) | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 176 | Extend English learner/English as a second language programming beyond two years. | Melissa Tomlinson, Badass Teachers Association<br>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 | | | |
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| **#** | **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. | | | |
| 177 | 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. |
| 178 | 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)). |
| 179 | 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. |
| 180 | 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* | | | |
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| **#** | **Feedback** | **Contributors** | **NJDOE Response** |
| 181 | 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. |
| 182 | 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. |
| 183 | Request for there to be clarity regarding how much Title II, 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. |

**Table A**

List of Meetings Held/Attended During Phase I

| Date | Organization/Meeting | Date | Organization/Meeting | Date | Organization/Meeting |
|---|---|---|---|---|---|
| 7/27 | Education Law Center | 9/28 | ACNJ Early Childhood Education Stakeholder Meeting | 10/27 | Camden Community Parent Roundtable |
| 8/2 | Nonpublic Stakeholder Input Meeting | 9/28 | Garden State Coalition Board of Trustees | 10/28 | State Professional Learning Committee Meeting |
| 8/4 | New Jersey Education Association (NJEA) | 9/29 | Trenton Public Schools ESSA Committee | 11/2 | NJEA South Regional Focus Group |
| 8/9 | New Jersey Association for School Administrators (NJASA) | 9/30 | NJ Joint Council of County Special Services Districts | 11/3 | NJEA Southwest Regional Focus Group |
| 8/9 | New Jersey Association for Gifted Children (NJAGC) | 9/30 | Title I Committee of Practitioners | 11/4 | NJEA North Regional Focus Group |
| 8/15 | Native Language Assessment Focus Group | 10/6 | NJDOE County Education Specialists | 11/4 | ESSA Stakeholder Focus Group Meeting |
| 8/16 | 21st Century Learning Advisory Committee | 10/13 | NJDOE Executive County Business Officials | 11/10 | NAACP Newark Community Roundtable |
| 8/17 | NJ Charter Schools Association | 10/13 | Paterson Education Fund Parent Roundtable | 11/14 | County and State Teachers of the Year |
| 8/24 | ESSA Stakeholder Focus Group Meeting | 10/14 | Mercer County Special Education Roundtable | 11/14 | NJEA Southeast Focus Group |
| 8/25 | NJEA | 10/18 | Ocean County Special Education Roundtable | 11/15 | AFT North Bergen Educator Roundtable |
| 9/1 | NJDOE County Education Specialists | 10/20 | NJPSA Fall Conference | 11/16 | Garfield High School Educator Roundtable |
| 9/6 | ESSA Public Listening and Learning Session 1 | 10/20 | NJEA Central Focus Group | 11/16 | ESSA Stakeholder Focus Group Meeting |
| 9/8 | ESSA Public Listening and Learning Session 2 | 10/21 | ESSA Stakeholder Focus Group Meeting | 11/16 | New Jersey State School Nurses Association |
| 9/14 | ESSA Public Listening and Learning Session 3 | 10/22 | Paterson Panel Discussion with NAACP Legal Defense Fund | 11/17 | New Jersey Association of Federal Program Administrators |
| 9/14 | Council of County Vocational-Technical Schools | 10/24 | AFT Perth Amboy Educator Roundtable | 11/18 | Leadership and Excellence in Education of the Deaf |
| 9/16 | NJ Principals and Superintendents Association (NJPSA) | 10/24 | Research for Action Teacher and Teacher Leader Focus Group | 11/28 | ESSA Stakeholder Focus Group Meeting |
| 9/19 | Monmouth County Title I Articulation Group | 10/25 | Research for Action Teacher and Teacher Leader Focus Group | 11/29 | New Jersey Business and Industry Association Employer Focus Group |
| 9/22 | ESSA Public Listening and Learning Session 4 | 10/25 | NJASA Legislative Committee Meeting | 1/6 | Accountability Subgroup |
| 9/27 | Nonpublic Schools Advisory Board | 10/26 | New Jersey Schools Boards Association (NJSBA) Workshop | 1/7 | Empowering Parents Open Forum |
| 9/27 | ESSA Stakeholder Focus Group Meeting | 10/26 | Great Schools New Jersey Fall Workshop | | |

**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 B.2: Phase II Stakeholder Feedback Index

# Phase II Stakeholder Feedback Index
# Response to Draft State Plan
# February – March 2017

## Table of Contents

**Consultation** ..... 4

**Accountability** ..... 5

- **Long-Term Goals** ..... 16
- **Weights** ..... 19
- **Additional Indicator/Chronic Absenteeism** ..... 22
- **Performance Reports** ..... 30

**Statewide Assessments and Participation Rate** ..... 33

**School Improvement** ..... 36

**Supporting Districts** ..... 40

**Supporting Excellent Educators** ..... 43

**Supporting Students** ..... 46

**List of Meetings Held/Attended During Phase II** ..... 51

**NJDOE *ESSA* Proposal Feedback Survey** ..... 52

**Summary/Introduction**

The following represents the feedback NJDOE received from stakeholders regarding proposals for 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, webinars, and an online survey. This document includes input collected just before and following the release of NJDOE's draft state plan on February 15, 2017 through March 20, 2017.

| Key to reading this document – nearly all comments are categorized in one of the following categories: | |
|---|---|
| **Feedback integrated, see section…** | The recommendation was included in the 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 New Jersey policy or practice. |
| **Out of scope** | The recommendation is unrelated to *ESSA* implementation. |
| **Not feasible** | The recommendation either conflicts with 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**

- Any feedback collected from a conversation that occurred during a meeting is labeled as "(meeting)." The recommendation is not representative of an entire group or association, but it was expressed by at least one attendee during that meeting. See the list of meetings in Table A.
- 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.

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Consultation** | | | |
| 1 | Appreciate and acknowledge the extensive effort, multiple opportunities, and accessibility of NJDOE staff throughout the state plan development process and the NJDOE's commitment to convening and reaching out to a broad array of stakeholders. | New Jersey Education Association (NJEA)<br>New Jersey Principals and Supervisors Association (NJPSA)<br>New Jersey School Boards Association (NJSBA) | **NJDOE appreciates the broad support** for an engagement process that was collaboratively designed and executed. For the greatest success of all students, NJDOE looks forward to continuing such deep collaboration and engagement as NJDOE looks to continually improve how schools and districts are supported. |
| 2 | Recommend that NJDOE establish a state-level, ongoing, broad *ESSA* stakeholder engagement team. | NJEA | **Will consider:** NJDOE has several committees, including a Title I Committee of Practitioners, that advise on *ESSA* policies and practices. As NJDOE works with its stakeholders to implement the new state plan, NJDOE will consider whether any additional, formal *ESSA* stakeholder teams are warranted. |
| 3 | Recommend extending the public comment period and/or consider postponing the submission of New Jersey's state plan until the September submission date. A later submission would provide enhanced opportunity for collaborative decision making. | NJEA<br>NJPSA<br>American Federation of Teachers New Jersey (AFT-NJ) | NJDOE balanced providing as much time as possible for stakeholders to collaborate and provide input on the state's *ESSA* implementation policies with ensuring that the state plan policies are in place for the start of the 2017-2018 school year. An earlier submission provides schools and districts earlier notice of the state-defined academic and graduation rate goals, as well as the measures that will be used to determine a school's overall performance. An earlier submission will also allow NJDOE to identify schools in need of support and reorient systems to provide resources earlier. |
| 4 | Recommend the collection of data on the state's engagement with diverse groups of families. | Kathleen Witcher | **Will consider:** The recommendation is noted. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Accountability** | | | |
| 5 | Support for several provisions in the plan that represent overall progress for New Jersey English language learners (ELLs): the one-time reset for students with interrupted formal education (SIFE) and the expansion of the post-exit monitoring period to four years from two. Furthermore, support the formalization of multiple criteria for entrance and exit to the English as a second language (ESL) program, and the state's creation of a standard home language survey. | Seth Mandel<br>New Jersey Teachers of English to Speakers of Other Languages/ New Jersey Bilingual Educators (NJTESOL/NJBE)<br>NJPSA<br>Six Survey Respondents | **NJDOE appreciates the broad support** for NJDOE's state plan policies to account for English learners in the school accountability system. |
| 6 | Support inclusion of five-year cohort for graduation. | Four Survey Respondents<br>AFT-NJ<br>New Jersey Council of County Vocational-Technical Schools<br>Statewide Parent Advocacy Network (SPAN-NJ)<br>NJTESOL/NJBE<br>NJPSA | **NJDOE appreciates the broad support** for use of a five-year graduation cohort in the school accountability system. |
| 7 | Alternative high schools should be treated as receiving school districts for all accountability measures under *ESSA*, with scores and attendance data returned to a student's home school district. | New Jersey Joint Council of County Special Services School Districts | **Will consider:** NJDOE will consider how it includes students attending alternative high schools in the school accountability system for the receiving school and the student's home district. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Accountability *cont.*** | | | |
| 8 | Consideration should be given to how students with disabilities are included in the school accountability system. The laws for classification should be taken into account and schools should not be penalized if parents do not want their children to take assessments as per their individualized education programs (IEPs). | Survey Respondent | **Not feasible under *ESSA*:** In accordance with section 1111(c)(4)(A)(i) of *ESSA*, states must set long-term goals for all students and separately for each subgroup of students, including students with disabilities. In accordance with 1111(c)(4)(B), states must annually measure, for all students and each subgroup of students, performance on each indicator in the school accountability system, including the academic achievement indicator, which is based on the statewide assessments. Finally, in accordance with section 1111(c)(4)(C)(i), states must use the performance of all students and the performance of each subgroup of students in its calculations to annually differentiate school performance. |
| 9 | New Jersey and its school districts need to be accountable for offering students all arts subjects, not just the few that districts choose. All K-12 students should be offered visual arts, music, dance, theatre and other classes that interest students. | Two Survey respondents<br>Parent Advocate | **District discretion:** Curriculum, course offerings, and learning strategies are determined at the local level. **See section 2** for NJDOE's position that local educators, administrators and community members are best positioned to understand and address the needs of students. Accordingly, NJDOE will work with stakeholders to ensure school and district performance reports include helpful information about schools' course offerings and course participation. Additionally, NJDOE will provide guidance to stakeholders to help them understand how federal and other funds can be leveraged for specific programs, activities, and strategies to address identified student needs, both academic and non-academic. |
| 10 | N-size should be reflective of school enrollment (i.e., a sliding scale based on percentage of students, rather than a fixed number). | Morris/Union Superintendents (meetings)<br>Matthew Murphy<br>NJPSA | **Not feasible under *ESSA*:** Section 1111(c)(3)(A)(i) requires states to establish an n-size that "is statistically sound" and is the same "for all students and each subgroup of students." Therefore, NJDOE must have a minimum n-size, which must be uniformly applied to all schools in determining the subgroups present in the school for the purposes of school accountability calculations. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Accountability *cont.*** | | | |
| 11 | Schools should not be penalized for special education students who do not graduate until age 21. Some students need six to seven years to graduate in accordance with their IEPs. | Survey Respondent<br>Dr. Paul Casarico, Superintendent<br>Morris/Union Superintendents (meeting)<br>Dorothy Van Horn, Chair, New Jersey State Special Education Advisory Council<br>NJEA<br>SPAN-NJ (meeting)<br>NJ Council of County Vocational-Technical Schools<br>New Jersey Joint Council of County Special Services School Districts | **Feedback integrated, see section 4:** First, by proposing to use a five-year graduation rate in addition to the required four-year graduation rate, NJDOE will be capturing in the graduation rate significantly more students than are included in just the four-year graduation cohort. In addition, NJDOE is proposing a cohort adjustment for students with the most significant cognitive disabilities who take the alternative academic assessment (Dynamic Learning Maps or DLM) and who often remain in high school for a sixth or seventh year. This policy would allow such students to graduate at the time most appropriate for them (as determined by their IEP team) and be counted as graduates in the graduation cohort for the year in which they graduate. The policies will reflect the graduation of the vast majority of students with IEPs in a positive way in the calculation of their school's graduation rate. |
| 12 | Provide more clarity and discussion on the subgroups, as there is concern that some students could fall into multiple subgroups and be counted twice. | New Jersey Association of School Administrators (NJASA) | **Feedback integrated, see section 4:** NJDOE added to its state plan a description of how, in accordance with federal law and guidance, students are required to be attributed to specific subgroups and are not limited to only one subgroup. |
| 13 | N-size for school accountability purposes should be 30. | Matthew Murphy<br>Newark Principals (meeting)<br>NJASA | **See section 4:** NJDOE will use an n-size of 20 for school 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. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Accountability *cont.*** | | | |
| 14 | NJDOE's school accountability system should include the number of students with emotional and behavioral issues in school and the supports that have been implemented in districts. | New Jersey State Special Education Advisory Council (meeting) | **Will consider:** NJDOE will consider the possibility of reporting such information if, and only if, NJDOE can do so in a way that does not compromise student privacy. |
| 15 | By setting an n-size of 10 or fewer students, New Jersey's school accountability system can identify and support underserved students, as well as realize the civil rights imperative inherent in the law. | New Jersey State Conference of the NAACP<br>Legal Defense Fund<br>Statewide Parent Advocacy Network (SPAN-NJ)<br>Family Voices of NJ | **Feedback partially integrated, see Section 4:** NJDOE will use an n-size of 20 (down from 30, the n-size used in previous years) for school accountability. However, NJDOE will continue to report on an n-size of 10, so educators and communities have more detailed information on student subgroup performance. NJDOE received extensive stakeholder feedback suggesting continuing the practice of reporting data at the smallest minimum n-size that would protect student privacy. |
| 16 | Continue to holistically examine QSAC, performance reports, and accountability indicators. Stakeholders anticipate NJDOE's openness to continually working to improve the school accountability system and academic proficiency tests (should there be a time in the future when a replacement to PARCC becomes available). | Gloucester County Superintendents (meeting)<br>*ESSA* Stakeholder Focus Group (meeting)<br>28 Survey Respondents<br>NJPSA | **NJDOE appreciates the broad support** for use of a continual improvement approach to the school accountability system. |
| 17 | NJDOE should shift messaging away from *accountability* and focus on interim targets and supports that will be in place to support schools. | *ESSA* Stakeholder Focus Group (meeting) | **Feedback integrated**: NJDOE has integrated this recommendation into the messaging used to communicate the proposed policies to stakeholders throughout the state. |
| 18 | Recommend that high school four-year and extended-year graduation rates be reported separately. | SPAN-NJ<br>National Down Syndrome Congress<br>The Advocacy Institute | **Current practice:** In its performance reports, NJDOE currently reports separately, and will continue to report separately, both four-year and extended-year (five-year) graduation rates for high schools. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Accountability *cont.*** | | | |
| 19 | For a subgroup to be included in school accountability calculations, the subgroup should have met the n-size for at least the last three years. | NJPSA | **Feedback partially integrated, see section 4:** For a school to be identified as having a consistently underperforming subgroup, the school would have to have met the n-size for that subgroup for at least two years. In developing its n-size policy, NJDOE balanced selecting an n size large enough so results represent a trend in the student group's performance over time but small enough to capture as many students as possible. Requiring a school to have met the n-size for multiple years to include that student group in school accountability calculations would undermine the second guiding principle because, ultimately, such a policy would leave more subgroups out of such calculations. |
| 20 | Averaging all subgroup scores will mask the performance of the lowest performing subgroups. Scores in the school accountability system should place more weight on the subgroups with the largest gaps. | SPAN-NJ<br>National Down Syndrome Congress<br>The Advocacy Institute | **Feedback integrated, see section 4:** Performance of the lowest performing subgroups is incorporated into the school accountability and support system in the following ways:<br>• Subgroups whose overall performance is especially low will be identified for targeted support;<br>• Subgroups who consistently fail to meet interim targets and perform below average on other measures will be identified for targeted support; and<br>• The performance of all subgroups will factor meaningfully when determining a school's overall performance. |
| 21 | County vocational-technical school districts face unique challenges with data reporting, particularly with shared-time enrollment data discrepancies between schools. To address this discrepancy, the absentee rate for shared-time students should be determined and counted by the student's home district. | NJ Council of County Vocational-Technical Schools | **Will consider:** NJDOE will continue to engage with stakeholders and provide data collection guidance on this issue. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Accountability *cont.*** | | | |
| 22 | There is no standardization of what states will be reporting in their school accountability systems, which will make it difficult to compare New Jersey results to other states. | New Jersey State Special Education Advisory Council (meeting) | **NJDOE recognizes** that, as other states' school accountability systems will look different from New Jersey's system, comparisons of school performance for purposes of federal accountability will not be possible. NJDOE will continue to rely on standardized assessments such as National Assessment of Educational Progress (NAEP), PARCC, SAT, ACCESS for ELLs, ACT, and AP assessments to identify New Jersey students' areas of strengths and academic gaps as compared to students across the nation. If there are future opportunities to look at school performance across states (such as through participation in research studies), NJDOE will consider them. |
| 23 | Recommend New Jersey follow the lead of other states that give points to schools for each assessment level met (partially met expectations, approached expectations, met expectations, exceeded expectations) or to use scale scores instead of a met or did not meet proficiency. | AFT-NJ | **Will consider:** While NJDOE will use a percent proficient measure (and not "give points" for approaching grade-level expectations or "extra points" for exceeding expectations) for the academic achievement indicator, NJDOE will account for growth in two ways. First, growth on statewide assessments will be the highest weighted indicator in the school accountability system. Second, NJDOE is committed to reporting on the progress of all students, both those not yet meeting standards and those already meeting standards. As NJDOE continues to engage with stakeholders during implementation of the school accountability system, it will consider this recommendation. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Accountability *cont.*** | | | |
| 24 | Rather than using student growth percentile (SGP) for the academic progress indicator, NJDOE should use a growth-to-standard measure or another measure that tracks the growth of the same cohort of students from grade to grade. | SPAN-NJ<br>National Down Syndrome Congress<br>The Advocacy Institute<br>Bergen County Superintendents (meeting)<br>Title I Committee of Practitioners (meeting)<br>Passaic Special Education Directors (meeting)<br>Two Survey Respondents | **Will consider:** Several years ago, NJDOE decided to use SGP as its growth measure to ensure, if tests change in New Jersey (such as the transition from NJASK to PARCC a few years ago), NJDOE can still track student growth. Unlike SGP, a growth-to-standard model does not allow for the tracking of growth across tests. If a growth-to-standard measure or another valid measure that allows for comparison across tests becomes available, NJDOE will consider its use. |
| 25 | NJDOE is proposing for the special education subgroup to 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. This was allowed by federal regulations promulgated under the Obama administration, which have been effectively repealed through Congressional act. As including students with disabilities for an additional two years is not clearly allowed in law, it should be removed from the state plan. | National Down Syndrome Congress<br>The Advocacy Institute | **Clarification:** Based on stakeholder feedback, which included broad representation from educators and families of students with disabilities, NJDOE maintains this policy is in the best interest of New Jersey students. However, NJDOE appreciates the feedback and will determine, through the plan approval process, the feasibility of the proposed policy. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Accountability *cont.*** | | | |
| 26 | NJDOE's school accountability system should not be relying on one academic measure (PARCC) to assess the success of the state's educational system. Multiple measures of achievement need to be taken into account. | 17 Survey Respondents<br>NJEA<br>Jaqueline J. Kruzik | **Feedback integrated, see section 4:** In its school accountability system, NJDOE takes into account measures other than statewide academic assessments, including graduation rates, progress toward English language proficiency, and rates of chronic absenteeism. NJDOE is committed to continuing conversations with stakeholders regarding which other measures should be included in its school accountability system. |
| 27 | NJDOE should produce a list of the schools that would be identified for support and improvement given the proposed indicators and weights. Without an understanding of the schools that will be identified for support under the proposed school accountability system, parents and community members do not have clear information on how the system will work. | Survey Respondent | **See section 4:** NJDOE has committed to extensive engagement during the last few months to ensure educators and community members have a complete description and understanding of the school accountability system. NJDOE plans to run its first list of schools in need of support in January 2018 and to run annual lists until all indicators are phased into the system. |
| 28 | Require a review of data on all indicators in the school accountability and reporting systems, particularly around chronic absenteeism and school discipline. Data must be collected accurately and consistently to ensure fair identification of schools that should receive targeted resources and interventions under *ESSA*. | New Jersey State Conference of the NAACP<br>NAACP Legal Defense Fund<br>Legal Defense Fund, Paterson Education Fund & Parent Education Organizing Council<br>NJ Council of County Vocational-Technical Schools | **Feedback integrated, see section 2:** NJDOE remains committed to continually improving all of its systems of reporting, accountability and school supports. Working with schools and districts to ensure data is collected in an accurate and consistent way in schools across the state is a critical component of NJDOE's responsibility to all New Jersey students. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Accountability *cont.*** | | | |
| 29 | For the academic achievement indicator, give schools additional credit for getting more students to an advanced level, instead of exclusively awarding proficiency. | Thomas B. Fordham Institute | **Feedback integrated, see section 1:** NJDOE has committed to analyzing and highlighting when schools are getting students to demonstrate advanced academic proficiency but is not proposing to formally include a measure of advanced proficiency in the school accountability system for the 2017-2018 school year. The recommendation will be considered as NJDOE continues to engage with stakeholders during implementation of the school accountability system. |
| 30 | Include gifted and talented students as a separate subgroup and report their progress on school report cards. | Thomas B. Fordham Institute | **Will consider:** Currently, NJDOE does not have a uniform procedure that all schools use to identify gifted and talented students, nor does NJDOE collect data classifying students as gifted and talented. Therefore, NJDOE at this time cannot consider gifted and talented students as a separate subgroup but will consider this request, along with other stakeholder feedback, as NJDOE improves its data collection and reporting procedures. |
| 31 | For school accountability, use an academic growth measure (SGP) in high schools, as well as middle and elementary schools. | Thomas B. Fordham Institute | **Feedback integrated, see section 4:** Although NJDOE is not proposing to use a growth measure for high schools in its school accountability system, NJDOE will consider including a growth score (SGP) for English language arts in future high school performance reports. |
| 32 | NJDOE is proposing to count students with the most significant cognitive disabilities who are enrolled, at the recommendation of their IEP teams, in high school for more than four years in the graduation cohort for the year in which they graduate and not in prior cohorts. There is concern this is not allowed under *ESSA*. | National Down Syndrome Congress<br>The Advocacy Institute | **Clarification:** Based on stakeholder feedback, which included broad representation from educators and families of students with disabilities, NJDOE maintains this policy is in the best interest of New Jersey students. However, NJDOE appreciates the feedback and will determine, through the plan approval process, the feasibility of the proposed policy. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Accountability *cont.*** | | | |
| 33 | Consider an alternative to the term "subgroups" when referencing *any* students, whether for the purpose of data reporting or district student identification. The prefix "sub" in any context is negative and paradoxical to "equity." | Carolyn Kegler | **Not feasible under *ESSA*:** NJDOE understands the concern; however, the term "subgroup" is used in federal law and applies to *all students* as all students are in at least one group. NJDOE is making efforts to explain "subgroup" is not meant to demean any child and, whenever possible, will use other terms such as "student groups." For the purposes of the state plan, NJDOE will continue to use the term as it is used in the law. |
| 34 | Due to reduction in n-size from 30 to 20, NJDOE should consider giving less weight to subgroup performance in the school accountability system. | NJPSA<br>Michael Patron, Camden Mastery | **Will consider:** As explained in section 4, NJDOE is committed to ensuring that subgroup performance is not masked in the school accountability system, which is why NJDOE will ensure subgroup performance accounts for 50 percent of each indicator score a school receives (except for the progress toward English language proficiency indicator). As NJDOE works with stakeholders to implement the new school accountability system, NJDOE will continue its dialogue with stakeholders regarding the components of the system. |
| 35 | Regional districts in particular can be comprised of 7-12, 10-12, K-12, K-8, or other grade level iterations. Does the plan seek to compare districts with similar compositions? NJDOE should consider district composition in determining comparability. | NJPSA | **Will consider:** NJDOE recognizes that there are many unique school configurations in New Jersey. As described in section 4, school composition will be taken into consideration to the extent possible for the purposes of accountability and identification of schools in need of support and improvement. |
| 36 | Allow low performance on a single indicator to trigger intervention. | New Jersey State Conference of the NAACP | **Not feasible under *ESSA*:** The *ESSA* school accountability system requires the use of multiple measures to determine schools in need of support and improvement (see sections 1111(c) and (d) of *ESSA*). |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Accountability *cont.*** | | | |
| 37 | The NJDOE state plan proposals should address and consider districts that receive a large influx of migrant/refugee students, ages 17-19 with minimal attendance and unclear graduation dates. | Morris/Union Essex County Superintendents (meetings) Survey Respondent | **Feedback integrated, see section 4:** NJDOE is committed to supporting all students and, therefore, will maintain a system based on the principle that all students can achieve at high levels if provided with excellent educators and the necessary resources and opportunities. Conversely, understanding that high school immigrant and refugee students have unique needs and often require additional schooling, NJDOE is proposing a cohort adjustment for English learners so an English learner may be moved from one graduation cohort to another under certain conditions. This policy would allow recently arrived English learners (such as migrant and refugee students with limited English proficiency) an additional year to graduate with no penalty to a school's graduation rates. NJDOE will continue to explore additional ways that appropriately account for such students in the school accountability system and that are in compliance with the law, in the best interest of students and fair to schools. |
| 38 | Recommend that the state not use summative scores in its school accountability system but rather use data dashboards that provide valuable information regarding where schools need support. | AFT-NJ | **Feedback integrated, see section 4:** While NJDOE will use summative determinations to comply with the requirement at section 1111(c)(4)(C) to annually meaningfully differentiate the performance of all schools based on all applicable indicators, NJDOE intends to report a robust amount of information in its school performance reports. NJDOE is currently in the process of redesigning these reports to improve their utility to schools so educators, parents, and community members are empowered with information to drive conversations and actions in their schools. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Long-Term Goals** | | | |
| 39 | Commended NJDOE for setting goals that result in aggressive improvement and equity across student subgroups. | National Down Syndrome Congress<br>The Advocacy Institute<br>SPAN-NJ<br>Family Voices of NJ<br>Five Survey Respondents | **NJDOE appreciates the broad support** for the long-term goals set for New Jersey students. |
| 40 | Consider additional long-term goals unrelated to standardized testing (i.e., creating goals around college and career readiness). | Four Survey Respondents<br>Nick Lawrence | **Will consider:** While NJDOE is not committing to setting goals beyond those minimally required in *ESSA* at this time, the state standardized tests assess students' progress toward the New Jersey State Learning Standards. Achievement of the standards is one strong indication of whether a student is college and career ready. Moving forward, NJDOE may consider setting state goals for non-academic indicators. |
| 41 | Establishing 80 percent as a long-term academic achievement goal will leave one-fifth of students out, which means NJDOE is not setting the same high bar for all students. | Morris/Union Superintendents (meeting) | **Feedback integrated, see Section 1:** While NJDOE's official academic achievement goal is 80 percent of all students and each subgroup of students in each school will demonstrate grade-level proficiency on statewide English language arts and mathematics assessments, NJDOE also is establishing secondary goals. One of NJDOE's secondary goals is for 100 percent of students to be *at least* approaching grade-level proficiency by 2030. |
| 42 | Extend the time frame for achieving long-term goals. Consider a 20-year time frame to make goals more achievable. | *ESSA* Stakeholder Focus Group (meeting) | **Will consider:** In Section 2 of the state plan, NJDOE explains it will revisit its long-term goals over time to ensure they are appropriate. While NJDOE is currently proposing a shorter timeframe, the timeline could be adjusted in future years. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Long-Term Goals *cont.*** | | | |
| 43 | Long-term targets should be differentiated per subgroup and, potentially, based more on growth rather than reaching a fixed target. | *ESSA* Stakeholder Focus Group (meeting)<br>Two Survey Respondents<br>NJPSA | **NJDOE is committed to the success of all students** and, therefore, will not establish different long-term goals for different subgroups of students. Holding different groups of students to different goals implies lower expectations for certain groups. This is contrary to the principle that all students can achieve at high levels if provided with excellent educators and the necessary resources and opportunities. |
| 44 | NJDOE should use a confidence interval when determining whether all of a particular group of students has met an interim target. | NJPSA | **Feedback integrated, see section 1:** NJDOE will use a confidence interval when determining if all students or a subgroup of students has met an academic achievement interim target. |
| 45 | There was confusion regarding how NJDOE's secondary academic achievement goals — by 2030, 100 percent of students will be at least approaching grade-level expectations and at least 20 percent of all students and each subgroup of students will be exceeding expectations — will help NJDOE determine if appropriate academic progress is being made for all students. | NJEA | **Clarification:** NJDOE set the two secondary goals, which will be monitored and analyzed but not used for the purposes of accountability, as a response to stakeholders concerned that the statewide goals ignored high-achieving students and set a bar too low for all students. By reporting on and emphasizing the two goals, NJDOE will help schools and districts to make progress with all students, including those not yet meeting grade-level expectations and those already meeting expectations. |
| 46 | The state plan should outline how the goals set in the State Systemic Improvement Plan are (or are not) aligned with the *ESSA* state plan goals and the graduation requirements. | SPAN-NJ | **Feedback integrated, see sections 1, 4 and 6:** NJDOE has and will continue to work to ensure that all state education plans work in concert to promote positive outcomes for students. One area where the plans are aligned is support for the implementation of the New Jersey Tiered Systems of Support (NJTSS) framework to equip educators to better address specific student needs and promote social, emotional and academic growth. In addition, NJDOE's use of a five-year graduation rate in the *ESSA* school accountability system aligns with outcomes for students as expressed in the State Systemic Improvement Plan. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Long-Term Goals *cont.*** | | | |
| 47 | NJDOE's proposed long-term academic achievement goals presume unprecedented increases in proficiency for all students and particularly for subgroups of students, which could lead to many schools missing progress targets for all students and/or particular subgroups of students. | NJEA | **Feedback integrated, see section 1:** NJDOE would like to emphasize that progress toward interim targets will factor quite differently into the state's school accountability system under *ESSA*. Under *NCLB*, a school was labeled in need of support for missing its interim targets for all students or any subgroup of students for two or more years. Under *NCLB*, there also were prescriptive, punitive actions for schools in need of improvement. Under *ESSA*, several measures of school performance will be taken into account to determine a school's overall performance and to identify schools most in need of support. Progress toward long-term goals will factor into this system, but it no longer will be the only thing states look at and missing interim targets no longer will be coupled with prescriptive punitive actions for schools. |
| 48 | The state plan should outline how schools that are not identified under the school accountability system for support will also be assisted in achieving and maintaining long-term goals. | SPAN-NJ | **Feedback integrated, see section 4:** Section 4 of the state plan describes its tiered system of supports for schools. Level 1 is a basic level of support, which all schools, even those not identified for support, will receive. See section 4.3 for more information. |
| 49 | Since English learners tend to underachieve academically prior to developing a firm understanding of the English language, English learners will struggle more than other subgroups to meet their interim academic achievement targets. | NJTESOL/NJBE | **Feedback integrated, see section 4:** While the long-term goals are the same for all students, NJDOE will set interim targets for each school and each subgroup in each school based on the school's baseline data. This will help ensure that targets are ambitious but achievable. In addition, NJDOE is proposing to include English learners in the English learner subgroup for accountability calculations for up to four years after a student exits language services. This flexibility will ensure English learners who have a firmer grasp of the English language are included in the English leaner subgroup, which could improve the overall subgroup's performance toward meeting interim targets. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Weights** | | | |
| 50 | The weighting system NJDOE is proposing to use to determine a school's overall performance is an improvement from the previous system. | Gloucester County Superintendents (meeting)<br>Survey Respondent | **NJDOE appreciates the support** for the weighting system. |
| 51 | In the school accountability system, academic growth should be weighted higher than proficiency. | *ESSA* Stakeholder Focus Group (meeting)<br>Three Survey Respondents<br>Wildwood Parent/Educator Roundtable (meeting)<br>Trenton Special Education Parent Advisory Group (SEPAG) (meeting)<br>NJPSA<br>Essex County Superintendents (meeting)<br>Passaic Special Education Directors (meeting)<br>Nick Lawrence | **Feedback integrated, see section 4:** At the request of many stakeholders, NJDOE will weight growth higher than proficiency in its school accountability system. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Weights *cont.*** | | | |
| 52 | In the school accountability system, NJDOE should weight academic growth at 50 percent when determining a school's overall performance. | Thomas B. Fordham Institute | **Feedback integrated, see section 4:** At the request of many stakeholders, NJDOE will weight growth higher than proficiency in its school accountability system. This change will make academic growth the highest weighted indicator in the school accountability system for elementary and middle schools. |
| 53 | In the school accountability system, the progress toward English language proficiency indicator should count for more than 20 percent of a school's overall performance. | *ESSA* Stakeholder Focus Group (meeting)<br>Wildwood Parent/Educator Roundtable (meeting)<br>Trenton SEPAG (meeting) | **Will consider:** At this time, NJDOE is proposing to maintain the proposed weight of the progress toward English language proficiency indicator in its school accountability system. As NJDOE continues its dialogue with stakeholders during implementation of the school accountability system, NJDOE could revisit this decision in subsequent years. |
| 54 | Weighting of the progress toward English language proficiency indicator at 20 percent is too high. The weight should be reduced to 10 percent. | Michael Patron, Camden Mastery | **Will consider:** At this time, NJDOE is proposing to maintain the proposed weight of the progress toward English language proficiency indicator in its school accountability system. As NJDOE continues its dialogue with stakeholders during implementation of the school accountability system, NJDOE could revisit this decision in subsequent years. |
| 55 | In the school accountability system, the weights of the measures used to determine a school's overall performance should be more balanced (i.e., reduce weight on academic proficiency and growth and increase weight of chronic absenteeism). | *ESSA* Stakeholder Focus Group (meeting) | **Will consider:** Based on input from stakeholders who requested incremental changes whenever possible, NJDOE will not weight indicators more evenly in the school accountability system for the 2017-2018 school year. As NJDOE continues its dialogue with stakeholders during implementation of the school accountability system, NJDOE could revisit this decision in subsequent years. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Weights *cont.*** | | | |
| 56 | The proposed weights of proficiency and growth in the school accountability system, when combined, will make up more than two-thirds of a school's overall performance. Therefore, too much of a school's overall performance will be based on statewide assessments.<br><br>One commenter recommended weighting proficiency at 10 percent. Another recommended weighting proficiency and growth together at or below 50 percent. | Matthew Murphy<br>ESSA Stakeholder Focus Group (meeting)<br>NJEA<br>NJPSA | **Will consider:** *ESSA* requires academic achievement and academic progress to each receive substantial weight in the school accountability system. In addition, ensuring students are making progress toward and demonstrating proficiency on New Jersey's state standards remains a critical focus to ensure that all students leave high school college and career ready.<br><br>The school accountability system is designed to identify the schools most in need of support. It is crucial that this system help NJDOE identify for support schools that are struggling to get students to make progress toward, and demonstrate proficiency on, state standards. For these reasons, NJDOE is proposing to weight growth and proficiency highest in its school accountability system. As stated throughout the plan, NJDOE plans to continually analyze and refine the school accountability system to determine its efficacy and impact on students. |
| 57 | Establish a certain percentage of the English learner student population that must be present in a school for school to qualify for a progress toward English language proficiency indicator score weighted at 20 percent. Alternatively, consider reducing the percentage associated within this subgroup in the overall accountability formula. | NJPSA | **Will consider:** An n-size of 20 will be applied uniformly in all schools to determine which subgroups will be accounted for separately in the school accountability system for each school. As NJDOE has determined this n-size to be statistically sound for determining subgroup performance on other measures, NJDOE will also apply this n-size to determine when a school has enough English learners to receive a progress toward English language proficiency score. As NJDOE continues its dialogue with stakeholders during implementation of the school accountability system, NJDOE will continue to consider this recommendation. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Additional Indicator/Chronic Absenteeism** | | | |
| 58 | Support use of chronic absenteeism in the school accountability system. It is a measure that should be focused on as it is an early indicator that students may be off course. | NAACP Legal Defense Fund, Paterson Education Fund & Parent Education Organizing Council (meeting)<br>Five Survey Respondents<br>ACNJ & 32 ACNJ members<br>Gloucester and Essex County Superintendents (meetings)<br>Newark Principals (meeting)<br>AFT-NJ<br>NJ School Aged Care Coalition (NJSACC) | **NJDOE appreciates the broad support** for use of this measure as the additional indicator for the school accountability system. |
| 59 | Support the list of indicators NJDOE intends to use in its school accountability system. | Save Our Schools NJ | **NJDOE appreciates the support** for the measures that will be used in the school accountability system. |
| 60 | Suggest that the percent of state aid *received* versus state aid *required under the law* be included as an indicator in the school accountability system. | Save Our Schools NJ | **Not feasible under *ESSA*:** In accordance with section 1111(c)(4)(B), any measure used in the school accountability system required under *ESSA* must be able to be disaggregated by subgroup. Funding cannot be disaggregated by subgroup at the school-level. |
| 61 | Set a target for chronic absenteeism; schools should aim to have below a certain percent of students chronically absent each year. | Wildwood District Leadership (meeting) | **Feedback integrated:** While NJDOE will not set targets for chronic absenteeism at this time, it will ensure that school progress in reducing rates of chronic absenteeism is clearly reported in its school performance reports. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Additional Indicator/Chronic Absenteeism *cont.*** | | | |
| 62 | Consider as part of the school accountability system a parental questionnaire that gives parents a voice and gives NJDOE a clear picture as to the quality of education within the school based on parental perspectives. | Jeannie Lopez | **Will consider:** As NJDOE does not currently collect data from parent questionnaires in a valid and reliable way across all schools, NJDOE cannot report on such information or include it in its school accountability system at this time. As NJDOE continues its dialogue with stakeholders during implementation of the school accountability system, NJDOE will continue to consider which data to include in its school performance reports and which measures to include in its school accountability system. |
| 63 | While some concerns remain about the use of chronic absenteeism as the 'additional indicator,' the ongoing stakeholder conversation about additional indicators and chronic absenteeism referenced in NJDOE's state plan is appreciated. | NJ School Boards Association (NJSBA) | **NJDOE looks forward to the** ongoing dialogue with stakeholders regarding the accountability and support system, particularly as it relates to the use of chronic absenteeism as an indicator of school success. |
| 64 | In the school accountability system, NJDOE should include for high schools an academic indicator of college and career readiness. This could include the percentage of students that earn college credit via Advance Placement (AP) and International Baccalaureate (IB) courses, passing rates, and industry credentials. | Thomas B. Fordham Institute<br>AFT-NJ | **Will consider:** NJDOE supports equitable access to rigorous coursework such as AP and IB courses. Accordingly, AP and IB course enrollment data have been highlighted in New Jersey's school performance reports. NJDOE will consider including the measures in its school accountability system in future years. |
| 65 | Due to existing high absenteeism rates, alternative schools should not be subject to accountability measures for chronic absenteeism rates. | NJ Council of County Vocational-Technical Schools<br>NJ Joint Council of County Special Services School Districts | **Not feasible under *ESSA*:** Section 1111(c)(4)(B)(v)(I) requires that the additional indicator of school quality or student success (in New Jersey, this will be a measure of chronic absenteeism) used in a state's school accountability system apply to "all public schools." Therefore, NJDOE must use this measure when it looks at the overall performance of all public schools, including alternative schools. |

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| **Additional Indicator/Chronic Absenteeism *cont.*** | | | |
| 66 | NJDOE should exclude students from the calculation of "chronic absenteeism" when a physician documents that a student's disability may cause frequent absences. | NJ Joint Council of County Special Services School Districts<br>National Down Syndrome Congress<br>The Advocacy Institute | **Feedback integrated, see section 4:** While NJDOE is not proposing to exclude entirely any students who meet enrollment requirements from the calculations of a school's chronic absenteeism rate, NJDOE will work with stakeholders to provide additional guidance to schools to ensure consistent data reporting procedures and to promote fair and uniform policies regarding absenteeism. |
| 67 | Implement a statewide school climate survey to be included in the school accountability system:<br>• Stakeholders should be given the opportunity to provide input on the survey content;<br>• Results of survey should be included in school performance reports;<br>• Results should be compared across subgroups; and<br>• NJDOE should provide support in the interpretation and use of survey results.<br>• The survey should include:<br>o Evidence of student support (i.e., number of counselors and school climate specialists); and<br>o Teacher attendance data. | *ESSA* Stakeholder Subgroup on School Climate (meeting)<br>NAACP Legal Defense Fund, Paterson Education Fund & Parent Education Organizing Council<br>Gloucester County Superintendents (meeting)<br>Trenton SEPAG (meeting)<br>Phil Brown, National School Climate Center | **Will consider:** NJDOE supports the use of high-quality school climate surveys as a valuable tool to inform communities about the whole-child school experience and improve student-focused 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. Moving forward, NJDOE will explore the feasibility of reporting on school climate survey results across schools. |

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| **Additional Indicator/Chronic Absenteeism *cont.*** | | | |
| 68 | With regard to chronic absenteeism, there must be a standard definition (excused and unexcused) of what constitutes an absence. Without a standard definition and standard reporting requirements, it will be impossible to compare rates of chronic absenteeism between schools. | SBA Legislative Work Session (meeting)<br>Title I Committee of Practitioners (meeting)<br>Newton Roundtable (meeting)<br>Essex County Superintendents (meeting)<br>Matthew Murphy<br>NJPSA<br>NJASA | **Feedback integrated, see section 4:** NJDOE will work with stakeholders to provide additional guidance to schools to ensure consistent data reporting procedures and to promote fair and uniform policies regarding absenteeism. |
| 69 | There is concern about the unintended consequences of chronic absenteeism as an indicator of school performance. In particular, schools/districts may look to unfair and often discriminatory practices against parents, including court appearances for truancy charges and reports of educational neglect to the state's Department of Child Protection and Permanency, Division for Child Protection and Permanency, as schools/districts shift the burden to communities and families to resolve attendance issues rather than developing school-based solutions. | Title I Committee of Practitioners (meeting)<br>SPAN-NJ | **Will consider:** NJDOE will use chronic absenteeism as one measure of school performance in its school accountability system for the 2017-2018 school year. NJDOE is committed to working with schools, districts, parents, families and communities to provide guidance on collaborative solutions to chronic absenteeism issues and discourage discriminatory practices. In addition, NJDOE is committed to ongoing conversations with stakeholders during implementation of the new school accountability system to determine if, in subsequent years, it should add or amend any of the indicators used to determine a school's overall performance. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Additional Indicator/Chronic Absenteeism *cont.*** | | | |
| 70 | Funding should be directly provided to help schools reduce rates of chronic absenteeism. | NAACP Legal Defense Fund, Paterson Education Fund, & Parent Organizing Council (meeting)<br>Five Survey Respondents<br>ACNJ<br>Gloucester and Essex County Superintendents (meetings)<br>Newark Principals (meeting) | **District discretion:** NJDOE is committed to supporting schools by identifying and clarifying for districts how they may use federal funds to address the root causes of students missing a significant amount of school. |
| 71 | Rates of chronic absenteeism are far more indicative of poverty rate than school quality. Schools are somewhat limited to how they can address issues of chronic absenteeism. | Bergen County Superintendents (meeting)<br>Survey Respondent Joanne Newberry | **Feedback integrated, see Section 4:** NJDOE sought to design a school accountability system based on the principle that all students can achieve at high levels, if provided with excellent educators and the necessary resources and opportunities. As NJDOE worked with stakeholders to select indicators to include in its school accountability system, NJDOE took into consideration which measures schools had the power to improve. Section 4 cites research that provides evidence of successful school-based interventions that were effective at reducing rates of chronic absenteeism for students at a variety of socio-economic levels. NJDOE will continue to highlight best practices in schools and districts to reduce rates of chronic absenteeism. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Additional Indicator/Chronic Absenteeism *cont.*** | | | |
| 72 | Recommend the accountability benchmarks for absenteeism be different based on district type. To compare "apples to apples," districts should be compared within their own district type and the accountability benchmarks for absenteeism should be based on the data that shows the differences in district type. This shift would avoid some unintended consequences, which may occur if different district types are compared to the same benchmark. | Dr. Carol L. Birnbohm<br>Essex County Superintendents (meeting) | **Clarification:** Chronic absenteeism is a relative measure, not a benchmark, and it will provide important information about what percentage of a school's total population is chronically absent. Relative measures rather than comparisons based on socioeconomic groups best indicate a theory of high expectations for all students and schools, regardless of zip code. As the school accountability system is designed for the purpose of identifying schools *most* in need of support, comparing only like districts could lead to the misidentification of schools to receive additional supports and resources. |
| 73 | NJDOE should provide more research to support its choice of chronic absenteeism as an indicator in its school accountability system. Specifically, NJDOE should provide research with evidence of how schools can intervene to reduce rates of chronic absenteeism in the early grades. | SBA Legislative Work Session (meeting)<br>Gloucester County Superintendents (meeting) | **Will consider, see section 4:** In section 4 of the state plan, NJDOE cites research demonstrating a correlation between performance on the measure (chronic absenteeism) and student outcomes, as well as research that provides evidence of successful school-based interventions that were effective at reducing rates of chronic absenteeism. NJDOE highlights best practices in schools and districts, and will continue to do so. |
| 74 | Rather than a single, or a few, school quality or student success indicator included in the school accountability system, use an index of multiple measures, which would provide a much broader picture of school performance. | NJEA | **Will consider:** NJDOE is committed to ongoing conversations with stakeholders during implementation of the new school accountability system to determine if, in subsequent years, NJDOE should add or amend any of the indicators used to determine a school's overall performance. |
| 75 | Although the law only requires a minimum of one indicator of school quality and success be incorporated into the school accountability system, New Jersey should include several such indicators as soon as possible. | AFT-NJ<br>NJ Arts Education Partnership | **Feedback integrated, see section 4:** NJDOE remains 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. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Additional Indicator/Chronic Absenteeism *cont.*** | | | |
| 76 | Consider that some parents have a different approach to attendance in kindergarten, which is not a state-mandated grade. This leads to higher chronic absenteeism in kindergarten. | Morris/Union Superintendents (meeting)<br>Webinar Attendees | **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 in early grades. NJDOE plans to organize and disseminate the best practices. |
| 77 | Chronic absenteeism is a surface-level measure indicated by a number of things that should also be included in the school accountability system:<br>• Parent and community engagement;<br>• Teacher attendance and retention;<br>• Availability of trauma informed care;<br>• Prevalence of bullying;<br>• School health and well-being; and<br>School discipline. | Newark NAACP Community Roundtable<br>SPAN-NJ<br>Education Law Center<br>Legal Defense Fund, Paterson Education Fund, & Parent Education Organizing Council<br>NJ State Conference of the NAACP<br>NJEA<br>Michael Patron, Camden Mastery<br>Family Voices of NJ | **Will consider**: Some of the recommended measures are simply not yet collected in a valid and reliable way across all schools and other measures may not meet the technical criteria established in the law, such as the requirement for all measures to be able to be disaggregated by subgroup. As NJDOE continues its dialogue with stakeholders during implementation of the school accountability system, NJDOE will continue to consider which data to include in its school performance reports and which measures to include in its school accountability system. |
| 78 | Involve other state agencies in the support for schools with chronic absenteeism. | Gloucester County Superintendents (meeting) | **Will consider:** As NJDOE works to support districts to reduce rates of chronic absenteeism, it will consider partnerships with other state agencies to develop joint guidance and assistance. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Additional Indicator/Chronic Absenteeism *cont.*** | | | |
| 79 | Reconsider the use of chronic absenteeism. Some students miss more than 10 percent of enrolled school days and often miss school for global and culturally rich experiences. | Survey Respondent | **At the request of a variety of stakeholders,** NJDOE will use chronic absenteeism as one measure of school performance in its school accountability system for the 2017-2018 school year. NJDOE is committed to ongoing conversations with stakeholders during implementation of the new school accountability system to determine if, in subsequent years, NJDOE should add or amend any of the indicators used to determine a school's overall performance. |
| 80 | Review, support, and recommend embedded professional learning within school districts. Recommend measuring opportunities for high-quality professional learning as a metric for school success. | Dr. Robert E. Price Ed.D. | **Will consider:** For the 2017-2018 school year, NJDOE will use only chronic absenteeism as its additional indicator of school quality and student success in its school accountability system. The recommended measures are not yet collected in a valid and reliable way across all schools or able to be disaggregated by subgroup, as required. However, NJDOE is committed to ongoing conversations with stakeholders during implementation of the new school accountability system to determine if, in subsequent years, any of the indicators used to determine a school's overall performance should be added or amended. |
| 81 | It is unfair to compare schools that receive a progress toward English language proficiency (ELP) score and schools that do not if chronic absenteeism is weighted differently (10 percent if ELP and 15 percent if not ELP) in each type of school. | Atlantic County Superintendents (meeting) | **Not feasible under *ESSA*:** In accordance with section 1111(c)(4)(C), states must annually differentiate the performance of all schools based on all applicable indicators of performance. Therefore, schools with large enough English learner populations must have more indicators than schools without and schools with more subgroups must be compared to schools with fewer subgroups. The NJDOE adopted a methodology that fairly compares schools that have more or fewer indicators and more or fewer subgroups in compliance with the statute. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Performance Reports** | | | |
| 82 | Support the expansion of the school performance reports to provide the public with greater detail regarding educational performance and conditions for all students. Encouraged by translation of performance reports into other languages, making them more accessible to educators and the community. | NJPSA<br>NJ Arts Education Partnership | **NJDOE appreciates the support** for the modifications of school performance reports. |
| 83 | Reporting a district's numerical summative score on school performance reports without context or explanation to the public will be a disadvantage in efforts to lead productive conversations about school performance and growth. The number should not be included. | NJPSA | **NJDOE agrees with the respondent that context is incredibly important when sharing data publicly.** NJDOE will work with stakeholders to ensure that any data provided on performance reports has sufficient and appropriate context. |
| 84 | Performance reports should contain visuals that make reading the reports easier. | Newark NAACP Community Roundtable (meeting)<br>Trenton SEPAG (meeting) | **Feedback integrated, see section 4:** At the request of stakeholders, NJDOE will be working to improve the visuals, readability, and usability of its school performance reports. |
| 85 | Performance reports should be translated into Spanish. | Newark NAACP Community Roundtable (meeting)<br>Trenton SEPAG (meeting) | **Feedback integrated, see section 4:** At the request of stakeholders, NJDOE plans to translate its school performance reports for the 2016-2017 school year. |
| 86 | Share a sample of the new model of performance reports, coupled with guidance on how to use the new performance reports. | NJPSA | **Feedback integrated:** NJDOE is planning a full redesign of the school performance reports. Feedback on design will be collected in a variety of mediums, including focus group meetings and a public survey. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Performance Reports *cont.*** | | | |
| 87 | Growth needs to be much more prominent on performance reports, which will better represent the narrative of a school's performance. | Newark Principals (Meeting) Hunterdon County Superintendents (meeting) | **Will consider:** NJDOE agrees that growth is a critical aspect of any classroom, school and district narrative. NJDOE will consider more prominently displaying student growth on its performance reports. NJDOE also is starting to ensure student growth is considered in all New Jersey school and district accountability systems. |
| 88 | Performance reports should include chronic absenteeism rates for preschools. | ACNJ | **Feedback integrated, see section 4:** NJDOE will work to include preschool chronic absenteeism rates in future school performance reports. |
| 89 | The state plan should use broader language regarding performance reports to allow for reporting on all young children beginning from birth and to include data from the various programs in which children participate, such as *Grow NJ Kids.* | ACNJ | **Will consider:** NJDOE will consider these recommendations as it finalizes the content of its state plan. |
| 90 | The proposal to "include teacher evaluation data" in school and LEA performance reports does not mention the confidentiality of teacher evaluations. | NJEA | **Clarification:** In terms of reporting educator evaluation data, NJDOE will comply with all state statutes (TEACHNJ, P.L. 2012, c.26) and regulations (N.J.A.C. 6A:10) regarding protecting educator privacy. |

| Performance Report Measures | | | |
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| **The following list represents the measures stakeholders recommended NJDOE include in school performance reports.** | | | |
| **Currently Included in School Performance Reports** | **Planning to Include within Next Two Years** | **Will Consider Including in Future Performance Reports** | |
| • Algebra I enrollment in middle school<br>• School size<br>• Enrollment/availability of arts curriculum<br>• Proficiency of students who took the statewide test vs. proficiency rates that include non-participating students<br>• Growth and proficiency in the same location<br>• Concurrent/dual enrollment<br>• Percent of students enrolled in career and technical education (CTE) courses | • Administrator experience<br>• Student mobility/retention<br>• CTE course offerings<br>• Number of migrant students<br>• Incidents of violence<br>• Amount of state aid received<br>• Amount of taxpayer funding | • Ratio of students to extracurricular activities<br>• Enrichment programs (robotics, STEM, etc.)<br>• Military enlistment<br>• Number of library media specialists<br>• High school graduation rate from trade schools<br>• Access to technology<br>• College admissions vs. college enrollment<br>• Number of refugee students<br>• School partnerships/collaboration<br>• Number of unfilled teacher positions<br>• Student time in district<br>• Information on sending districts<br>• Parental income or general income for the area<br>• High schools with higher education partnerships<br>• Correlation between other academic performance indicators and PARCC<br>• Amount of annual testing<br>• Availability of before and after school programs, including sports | • Professional development for teachers<br>• Parent/family engagement, which could include PTA/PTO membership<br>• Student reviews of schools (surveys, some way of capturing)<br>• Internal measures of student progress (i.e., improvement in reading level)<br>• Presence of social emotional programs (PBSIS) to improve attendance/ discipline rates<br>• IEP and 504 teacher/student ratio<br>• Teacher engagement and dedication<br>• Extensive English learner and bilingual programs<br>• Facilities (air conditioning, water quality)<br>• Number of elementary and middle school students who receive, respectively, at least 150 or 225 minutes per week of physical education<br>• Enrollment in arts curriculum by subgroup<br>• Arts teacher/student ratio<br>• Full-time equivalent teacher assignments for each arts discipline |
| **Will consider:** NJDOE will consider the recommendations as it continues during the next few years to engage with stakeholders regarding how to improve the design, usability, and content of its school performance reports. | | | |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Statewide Assessments and Participation Rate** | | | |
| 91 | NJDOE should work on its messaging to parents about the importance of participating in statewide assessments. | Atlantic, Camden, Cumberland, Salem, and Middlesex County Superintendents (meetings) | **Will consider:** NJDOE recognizes the importance of parents being informed about the importance of participating in statewide assessments. NJDOE has continued to work with its test vendors to create for parents, families and educators useful reports and tools that give robust information on student performance, including areas of strength and areas for growth. NJDOE will continue to promote and distribute such tools to help educators, parents and families understand how the results from the assessments can provide insight into students' academic performance. |
| 92 | Report on the actual percentage of passing rates (i.e., percent proficient based on the number of students who actually took the test). | Gloucester, Bergen, Morris/Union, Hunterdon and Middlesex County Superintendents (meetings)<br>Two Survey Respondents<br>Parent advocate Matthew Murphy<br>Newark Principals (meeting)<br>NJPSA | **Feedback integrated, see section 4:** At the strong request of stakeholders, NJDOE has committed to making schools' proficiency rates publicly available in two ways: 1) based on at least 95 percent of testable students and 2) based on the number of students who took the test. |
| 93 | For school accountability calculations, NJDOE should "bank" proficient scores (Levels 4 and 5) until the cohort (by grade-level) is required to meet expectations on the Algebra 1 end-of-course PARCC (NJDOE should determine if freshman or sophomore year is the expected grade level all students should achieve Level 4 or Level 5). | Dr. Carol L. Birnbohm | **Not feasible under *ESSA*:** If a student takes an end-of-course assessment in middle school, section 1111(b)(2)(C) of *ESSA* requires the student's performance on the assessment be used for the purposes of calculating the school's academic achievement (i.e., proficiency rates). If a student takes an end-of-course assessment in middle school, the student also is required to take another mathematics assessment in high school and his or her performance on that assessment must be used for the purposes of calculating the school's academic achievement (i.e., proficiency rates). |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Statewide Assessments and Participation Rate *cont.*** | | | |
| 94 | To improve participation rates in statewide exams, NJDOE must hold students accountable for taking the exam, perhaps by making PARCC a graduation and/or grade promotion requirement for ninth and 10th grade. | Gloucester and Middlesex County Superintendents (meetings) | **Will consider:** On August 3, 2016, the New Jersey State Board of Education voted to require students to "meet or exceed expectations" on the PARCC Algebra I and ELA 10 end-of-course exams to satisfy the high school graduation assessment requirement in New Jersey. The requirement will first apply to the graduating class of 2021. While demonstration of proficiency on the exams will be required for graduation, no statewide academic assessments are required for promotion to the next grade. Grade promotion is a district decision. NJDOE will consider this request along with other stakeholder feedback regarding the role of statewide assessments. |
| 95 | Students should not be passing a class if they failed the corresponding PARCC test. Otherwise, the students will have gaps in their education that prevent them from success in the following years. | Angela AbiChedid | **District Discretion**: As stated above, grade promotion is a district decision. NJDOE will consider this request along with other stakeholder feedback regarding the role of statewide assessments. |
| 96 | To ensure that students with disabilities and other subgroups are participating in the statewide assessments at the same or higher rates as all students, establish a greater penalty for schools that do not meet the 95 percent participation rate or have gaps between the participation rates of any subgroup and the rate for all students. The schools should be required to develop and implement a plan of how to correct the problem and the schools should not be able to achieve a satisfactory rating if this participation requirement is not met. | SPAN-NJ<br>National Down Syndrome Congress<br>The Advocacy Institute | **Clarification:** NJDOE agrees it is problematic for schools to have different participation rates among various subgroups. NJDOE will continue to analyze assessment practices and support school and district improvement each year as part of the state's obligation to meet statewide participation rates of 95 percent. Given the focus on subgroups in the overall school accountability system, schools that have low participation rates for a particular subgroup likely will be identified for targeted support. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Statewide Assessments and Participation Rate *cont.*** | | | |
| 97 | There should be no additional penalty for schools that fail to meet the requirement to test 95 percent of all students and each subgroup of students. | NJASA<br>NJEA | **Feedback integrated, see section 4:** NJDOE revised its plan to more clearly reflect the language of section 1111(c)(4)(E) of *ESSA*, which requires states to factor the participation rate requirement into their school accountability systems. |
| 98 | How participation rates factor into school accountability is concerning. There likely will be districts/schools that miss the 95 percent participation rate requirement, which could lead to otherwise high-performing districts/schools appearing as if their academic outcomes are lower than they actually are. This could lead to school board members being held accountable for a result that does not take into consideration the number of students who did not participate in statewide assessments. | NJSBA | **Feedback integrated, see section 4:** At the strong request of stakeholders, NJDOE has committed to making schools' proficiency rates publicly available in two ways: 1) based on at least 95 percent of students in tested grades and 2) based on the number of students who took the test. |
| 99 | Release PARCC scores in spring of the same school year the test is administered to increase the utility of the scores in school and educator planning. | Angela AbiChedid | **Out of Scope:** NJDOE agrees that students, parents, and educators need timely information on student's performance on PARCC. NJDOE has been working on providing this information earlier. For instance, NJDOE released 2016 PARCC scores in June 2016. NJDOE is committed to continuing to provide assessment results as early as possible to parents, educators, and students. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **School Improvement** | | | |
| 100 | Appreciate use of terms like "support" and "assistance" rather than "punishment" and "blame" as it pertains to school improvement. Also appreciate the language around providing supports to, and conducting valid needs assessments with, struggling schools. | NJEA | **NJDOE appreciates the support** for its plans to provide support and assistance to schools in need of improvement, particularly around collaboratively conducting valid needs assessments. |
| 101 | Support using the community school model as a means for school improvement and look forward to working with NJDOE on implementing this model. | NJEA | **NJDOE appreciates the support.** NJDOE supports a community school model that has been determined by a district and school to be viable and appropriate to implement given the school and district's unique needs and context. |
| 102 | NJDOE's proposed criteria for schools with consistently underperforming subgroups sets a very high bar. The state should review the criteria on a regular basis. | National Down Syndrome Congress<br>The Advocacy Institute | **NJDOE appreciates the support** for the criteria that will be used to identify schools with consistently underperforming subgroups. The criteria ensure schools are held accountable for the outcomes of all students. As NJDOE rolls out the policies, it will continue to review and evaluate the criteria used to identify consistently underperforming subgroups. |
| 103 | In general, it is frustrating that a school identified as in need of support must wait two or more years to exit that status even though the school is improving. | SBA Legislative Work Session<br>(meeting) | **Feedback integrated, see section 4:** The purpose of the school accountability system is to identify schools most in need of support and then to ensure that resources and other supports are provided to the schools. Once identified, schools often need several years to plan and implement evidence-based improvement strategies and for evidence of success to be reflected in student performance data. Multiple years are needed to ensure that a school is on a trajectory for continued success and noted improvements are truly sustainable. Although schools may not be able to exit status each year, NJDOE will work to recognize schools' progress. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **School Improvement *cont.*** | | | |
| 104 | Provide resources to help schools reduce rates of chronic absenteeism. This should include more than just surface-level support (like flyers and classroom incentives). For instance, help schools improve data collection systems for tracking absenteeism, flagging at-risk students, and providing supports. | *ESSA* Stakeholder Focus Group (meeting) Survey Respondent | **Feedback integrated:** While schools, districts and communities are best positioned to identify and address the unique needs of their students and the particular factors that lead to chronic absenteeism, NJDOE recognizes that, as the focus on absenteeism increases, some schools and districts may require from NJDOE or partner organizations incremental support, guidance and examples of best practices for similar populations of students. As NJDOE continues to provide guidance to school districts regarding use of funds to meet identified student needs, NJDOE also will consider how it can support the use of funds for addressing the root causes of chronic absenteeism, particularly in schools identified as in need of comprehensive or targeted support and improvement. |
| 105 | With regard to state-level support for schools identified as in need of support, be careful that "job embedded" training does not overwhelm teachers so they do not have time for really important efforts such as assessing, planning, evaluating, reflection, adjustment of plans, creation of materials, collaborating with colleagues, etc. | Survey Respondent | **Feedback integrated, see section 4:** After identifying the New Jersey schools most in need of support, NJDOE plans to work with district and school personnel to identify specific needs and develop a targeted plan to help educators, schools, and students improve. In addition, NJDOE plans to engage in ongoing dialogues with school and district administrators and educators to continue to refine school and district practices. These efforts should not be apart from the school's day to day operations (i.e. planning, assessing, collaborating), but rather strategically integrated into the school and district's overall improvement and planning efforts. |
| 106 | In the section of the state plan that describes supports for schools in need of targeted support, what does "assessment" mean in the context of "targeted assessments of subgroup needs"? | NJEA | **Feedback incorporated, see section 4:** "Assessments" in this context refers to an *assessment* of subgroup needs. Similar to a comprehensive school needs assessment, NJDOE would like to provide tools for determining specific subgroup needs so schools and districts can better plan improvement activities, programs and strategies. This was not intended to mean an academic student assessment. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **School Improvement *cont.*** | | | |
| 107 | Needs assessments should include the following:<br>• Coordination with organizations outside of school and between schools (transition practices, including between early childhood and elementary grades);<br>• School readiness;<br>• Access to health and other services (such as through community school structure);<br>• Quality of instruction;<br>• Access to career and technical education (secondary);<br>• Resource allocation, including teacher assignments (i.e., effective use of staff resources);<br>• Stakeholder engagement (is it integrated and explicit?);<br>• School safety and health;<br>• Sensitivity to student differences, including gifted and talented students, students with disabilities, etc.;<br>• Social emotional needs of students; and<br>• Review of curriculum/instruction to ensure schools are meeting the N.J. Student Learning Standards in all content areas. | ESSA Stakeholder Focus Group (meeting)<br>NJ Arts Education Partnership<br>42 Survey Respondents | **Will consider:** NJDOE will consider the recommendations as it improves needs assessment tools and guidance for schools and districts. NJDOE looks forward to working with stakeholders on the continuous improvement of such tools and guidance. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **School Improvement *cont.*** | | | |
| 108 | Since school turnaround policies and processes are changing with *ESSA*, NJDOE needs to update its school turnaround regulations. NJDOE should work with stakeholders on this process, particularly to ensure that school turnaround includes broad community involvement and support. | NJEA | **Feedback integrated:** The commenter is correct; N.J.A.C. 6A:33, School Turnaround and Improvement, will need to be updated. Accordingly, stakeholders will have an opportunity through the mandatory rulemaking process to provide public comment and offer their perspectives. |
| 109 | NJDOE should require schools to implement a parent information committees (two people per school) who are responsible for sharing data and information with other parents. The committee would advise communities within the district on what is happening on the district level. | SPAN-NJ (meeting) | **District discretion:** NJDOE strongly supports and recommends districts implement systems that engage and inform parents and community members, but maintains that 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. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Supporting Districts** | | | |
| 110 | NJ should be commended on providing guidance and support for schools to implement the N.J. Tiered Systems of Support (NJTSS) framework, which includes the Positive Behavior Supports in Schools. This framework can help schools to more intentionally identify students' challenges before they fail and to be better organized to respond with the interventions and supports that will help students overcome challenges. | SPAN-NJ<br>NJEA<br>NJPSA<br>Five Survey Respondents<br>Family Voices of NJ | **NJDOE appreciates the commendation** for NJDOE's efforts to support schools and districts to implement the NJTSS framework. |
| 111 | Use Attendance Works as a resource for both guidance and future accountability measures. | NAACP Legal Defense Fund, Paterson Education Fund & Parent Education Organizing Council (meeting) | **Will consider:** NJDOE will consider linking school districts to this resource as NJDOE continues to develop and post guidance to help school districts conduct needs assessments, identify root causes, and select activities and strategies to meet student needs, including, when appropriate, chronic absenteeism. |
| 112 | Define and emphasize meaningful stakeholder engagement at the district-level. There are questions at local level that need to be clarified regarding what is required. | Webinar Attendees (meeting)<br>NJASA<br>NJEA | **Feedback integrated:** NJDOE recognizes that stakeholder engagement is not only required under the law, but also is critical to successful district implementation of *ESSA*. NJDOE has already begun working with stakeholders to provide guidance on best practices for district stakeholder engagement. |
| 113 | Research the most successful districts in New Jersey and share best practices with other districts. | Survey Respondent | **Current practice:** NJDOE is consistently looking for ways to collect and share best practices among New Jersey schools and districts. NJDOE welcomes additional recommendations of how it can better communicate and distribute such information. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Support Districts *cont.*** | | | |
| 114 | Fair funding must be provided. One district's population has grown quickly but the funding is not keeping pace. The community is struggling to provide additional local funds. | Survey Respondent | **Out of scope:** Federal funding under this law is determined by Congress and the President on a formula basis and, therefore, is out of the state's control. However, the position shared by the stakeholders is noted. |
| 115 | Ensure that ESSA will make a difference in underperforming districts such as districts that have been under state control for a long time. | Webinar Attendee | **Feedback Integrated, see section 4:** In developing the New Jersey state ESSA plan, NJDOE adopted policies and practices that were meant to complement and align to New Jersey's context and laws such as our state Quality Single Accountability Continuum (QSAC), which is the accountability system applied to New Jersey school districts. The state plan describes how NJDOE aims to improve its coordination with districts and with the various support systems so all students are receiving the supports they need. |
| 116 | Set minimum requirements of what students need by law because communities know what they need, but resources/funding are often minimal. | Newark NAACP Community Roundtable (meeting) | **Feedback Integrated:** NJDOE agrees with this approach and has tried to weave this theme throughout the state plan, which describes just some of the ways the NJDOE supports all students, educators, schools and districts. Recognizing that districts and schools do not have infinite resources, NJDOE will continue to enhance and develop guidance on how districts and schools can most efficiently utilize federal funding in a way that will meet the unique needs of its students. |
| 117 | Require all school districts to develop and implement a planned, sequential physical education K-12 curriculum that adheres to national and state standards for health and physical education. | American Heart Association New Jersey Association of Health, Physical Education, Recreation and Dance (NJAHPERD) | **Out of scope:** *ESSA* does not require districts to establish any specific physical education curriculum. Requirements for physical education are established at the state and local level and, therefore, the comment is out of scope of *ESSA* implementation. However, the recommendation is noted and will be shared with the Division of Teaching and Learning at the NJDOE. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Supporting Districts** | | | |
| 118 | NJDOE should collaborate with the New Jersey Arts Education Partnership and other arts education stakeholders to provide a detailed listing of materials and resources available from arts organizations to assist schools and districts support the implementation of local plans. | New Jersey Arts Education Partnership 42 Survey Respondents | **Feedback integrated, see section 2:** With regard to district use of *ESSA* funds to meet identified student needs, NJDOE is committed to working with external organizations to provide useful guidance to districts regarding the resources and opportunities available to them. NJDOE encourages the commenters to reach out essa@doe.state.nj.us for more information on how to get involved in these efforts. |
| 119 | NJDOE should commit to forming inter-agency partnerships that leverage all sources of government power to address the socioeconomic factors that affect student outcomes. | NJEA | **Will consider:** NJDOE will consider opportunities to develop inter-agency partnerships to address educational and community issues, including socio-economic factors that affect student outcomes. |
| 120 | Work collaboratively with transportation and housing agencies to share important information on school achievement, graduation rates, and demographic composition to create housing and school opportunities that best address the unique needs of students, families and communities and expand access to an excellent education. | New Jersey State Conference of the NAACP | **Will consider:** NJDOE will consider opportunities to develop inter-agency partnerships to address educational and community issues, including socio-economic factors that affect student outcomes. |
| 121 | The state plan should support approaches to voluntary desegregation of schools by both race and socioeconomic status. | New Jersey State Conference of the NAACP | **Out of scope:** This comment is outside the scope of *ESSA* implementation. However, the recommendation is noted. |

| # | Comment | Contributor(s) | NJDOE Response |
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| **Supporting Excellent Educators** | | | |
| 122 | Include alternate–route educator preparation as part of the data reporting and survey system. | NJEA | **NJDOE appreciates the support** for the inclusion of alternate-route educator preparation as part of the data reporting and survey system. |
| 123 | Excellent educators should not be designated based on test scores. A very excellent educator might have a class of students who score lower on statewide tests but have demonstrated nice growth. | Two Survey Respondents | **Out of Scope:** The components of teacher evaluation 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 only measures included under state law in the educator evaluation system are growth measures (student growth percentile, SGP) and not proficiency measures. |
| 124 | The teacher evaluation system in the state needs to be revised. | NJEA | **Out of scope:** The components of teacher evaluation 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 comment is noted. |
| 125 | Educators, support staff and administrators need to have the materials and resources to differentiate instruction, modify and supplement curriculum and conduct authentic and useful curriculum-based assessments. These are core elements of universal design for learning (UDL). The state plan should include explicit language about the need for and implementation of professional development and evaluation related to UDL. | SPAN-NJ | **District discretion:** The *ESSA* state plan is not meant to be an exhaustive summary of all best practices such as the importance of professional development regarding the core elements of UDL. However, NJDOE encourages schools and districts, which know best the needs of their students and educators, to establish activities and programming for this purpose, if appropriate. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Supporting Excellent Educators *cont.*** | | | |
| 126 | Work with districts and educators to help improve data literacy. While training is always welcome, teachers need deeper access to assessment data. In many districts, teachers are not provided with this information. | NJEA | **Current practice:** In 2016, NJDOE was able to release initial state assessment results before June 30. In addition, NJDOE introduced new reports that provided educators a deeper understanding of student performance (i.e., evidence statement level report). From November 2015 through November 2016, NJDOE had a special assistant to the Commissioner and other staff who worked specifically on providing training on data literacy throughout the state. NJDOE will continue to work with educators throughout the state to build upon the state's data literacy knowledge base and ensure all educators have access to the assessment data they need to make informed decisions. |
| 127 | NJDOE should take advantage of the three percent Title II, Part A set aside to finally focus on the unaddressed development needs of school leaders. | NJPSA | **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. |
| 128 | Demonstrate that strong early childhood professional development is a state priority by addressing it in LEA plans. For example, school district plans can include a question such as, "How did the school district use its professional development dollars for early childhood education?" | ACNJ | **District discretion:** The components of district applications are outlined in *ESSA*. NJDOE designs the application to ensure compliance with the law and the state has the necessary information to approve use of funds at the local level. NJDOE will take this recommendation into consideration in light of the law, but encourages school districts, which know best the needs of their students and educators, to develop programming and activities to support professional development for early learning educators, if appropriate. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Supporting Excellent Educators *cont.*** | | | |
| 129 | Section 5.3, defines terms such as "ineffective teacher," "partially effective teacher," and "below effective teacher." NJDOE should use only the categories of teacher effectiveness recognized in *AchieveNJ* or by other research in this section of the plan. | NJEA | **Clarification*:*** In accordance with *ESSA*, New Jersey is required to ensure that all students, particularly students from minority groups or who are economically disadvantaged, have equal access to high-quality educators. The proposed definitions are not meant to increase the "categories of effectiveness" used in any evaluation system, but rather to help NJDOE analyze the equity gaps in New Jersey as it pertains to access to high-quality educators. |
| 130 | Since very few districts have functioning professional learning communities (PLCs), NJDOE should make a more robust effort to ensure PLCs are adopted and implemented. | NJEA | **Feedback integrated, see section 5.2:** While NJDOE is dedicated to the continued improvement and support of educators, educators, administrators and community members are best positioned to address these needs. However, NJDOE will use "state funding to incentivize the building of strong professional learning communities," including job-embedded training and teacher collaboration, and will continue to encourage strong professional development practices. |
| 131 | Incorporate polices that promote the recruitment and retention in high-need schools of high-quality teachers and principals, especially teachers of color. | New Jersey State Conference of the NAACP | **Feedback integrated, see section 5:** NJDOE is dedicated to addressing educator equity gaps in schools, including the recruitment and retention of high-quality teachers and school leaders. See the section referenced for more information. |
| 132 | Spending money to speed up the certification process supports employees working in the NJDOE office that handles certification, which is not really a support for educators. One stakeholder recommended focusing funds on recruitment and retention efforts instead. | Survey Respondent NJPSA | **Feedback integrated, see section 5:** The use of Title II-A funds to improve the certification process will ensure that all students are served by effective teachers. The upgraded system will offset hiring delays, provide useful data to stakeholders, and provide students with appropriately certified teachers. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Supporting Students** | | | |
| 133 | Support *ESSA*'s continuing assistance for homeless, migratory, and incarcerated youth, as well as NJDOE's commitment to the 21st Century Community Learning Centers, which are a very positive, and much needed, innovation. | Three Survey Respondents<br>NJPSA<br>New Jersey School Aged Care Coalition | **NJDOE appreciates the broad support** for the proposals regarding support for all students. |
| 134 | A program, like NWEA-MAPS, that supports student growth and improves instruction that is differentiated should be developed. Consider a local assessment that gives segmented points of data. The process of midterm and final exams is outdated and inappropriate for most children who are tested or for any kind of learner. | Survey Respondent | **District discretion:** Schools and districts have the discretion to administer any local assessments deemed appropriate for their students, including computer-adaptive assessments, assessments on a student's performed grade-level, and assessments that provide segmented points of data.<br><br>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 the grade-level in which the student is enrolled. Although districts cannot use local assessments to meet this requirement, NJDOE will continue to seek to improve the usefulness and quality of information the statewide assessment provides all students, families and educators. |
| 135 | Just like colleges, all elementary, middle and high school students should have access to high quality tutors in mathematics, science and English. Starting in middle school, students should be receiving vocational training and courses that lay the foundation for jobs like nursing, fire fighters, law officers, and teachers. Additionally, many students are interested in business education rather than STEM. | Survey Respondent | **District Discretion:** Schools, districts, and communities are best positioned to identify and address the unique needs of their students. Therefore, NJDOE will provide to districts written guidance and technical assistance sessions on how to utilize federal funds to expand course offerings and curricular opportunities. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Supporting Students *cont.*** | | | |
| 136 | English learners need to be receiving intervention starting in kindergarten or as early as possible. | Trenton SEPAG (meeting) | **Current practice:** NJDOE agrees that English learners should receive appropriate services as soon as they are identified. In accordance with state regulation (N.J.A.C. 6A:15-1.10(a)), all public schools are required to provide bilingual programs, English as a second language programs, or English language services for English learners starting in kindergarten. |
| 137 | The NJTSS should not have a set percent for each level; it should depend on the needs of the students in each district. To withhold needed support because a student does not make the percent cut off is negligent. | Survey Respondent | **Current practice:** The respondent may be referring to a visual or description that gave a rough estimate of the percentage of students who would fall into each tier of support. NJDOE does not support a hard rule regarding the percentage of students who should receive each level of support in the NJTSS framework. School personnel and family members are best positioned to determine each student's needs and the level and type of support each student should receive. |
| 138 | The state plan include specific wording regarding how Title I and Title II funds may be used to support gifted and talented students. | New Jersey Association of Gifted Children | **District discretion:** NJDOE is aware of the varying needs of schools and students, and of how local educators, administrators, and community members are best positioned to understand and address the needs of students. Therefore, NJDOE will support schools and districts by providing guidance and technical assistance on how to utilize federal funds to expand opportunities for students at all achievement levels. |
| 139 | Consider that some districts are seeing substance abuse issues and health issues among students. There should be some consideration for students struggling with addiction. | Morris and Union County Superintendents (meeting) | **NJDOE promotes the development of positive school climates** that foster students learning and development through safe, supportive and drug-free environments. Part of this effort is providing resources to educators and families such as school climate surveys, which are used to identify areas for improvement, and resources on drug and alcohol abuse. NJDOE also takes part in several interagency groups related to this issue. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Supporting Students *cont.*** | | | |
| 140 | In implementing NJTSS, NJDOE must ensure that there is on-going coordination of supports for schools and districts related to the myriad of entities (e.g. Regional Achievement Centers, county offices, ESSA monitors, program officers, and outside providers.) | NJPSA | **Feedback integrated, see section 4:** In response to stakeholder feedback, NJDOE will take steps to align systems of supports to reduce redundancies and welcomes stakeholder feedback on how to improve accountability systems so they work in conjunction to support improvement and growth at the district and school levels. This will include aligning supports to support schools, where appropriate, as they implement the NJTSS framework. |
| 141 | NJDOE should develop strong guidance that broadly defines preschool as this is critical in strengthening the overall birth-through-third-grade continuum. The definition in guidance should include such programs as state-funded preschool, Head Start and programs participating in Grow NJ Kids, but should also include programs that address the youngest children, such as home visiting. | ACNJ | **Clarification:** Early childhood is prenatal to third grade, and preschool is an early childhood program in which children combine learning with play in a program run by professionally trained adults. Children are most commonly enrolled in preschool between the ages of three and five, although students as young as two can attend some schools. For details on guidance, please see the Division of Early Childhood Education and Family engagement's webpage: http://www.state.nj.us/education/ece/guide/. |
| 142 | Use Delaware's state plan drafts for suggestions concerning social/mental health supports. Especially in regard to the connection with NJTSS. Part of Delaware's plan regarding school psychologists, in particular, outlines the functions and skills clearly and concisely. | Sol Heckelman | **Will consider:** NJDOE will take this recommendation into consideration as it finalizes the language in its state plan. |

| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Supporting Students *cont.*** | | | |
| 143 | NJDOE should require, or at least encourage, schools to develop formal plans for collaborating with early childhood programs, including Head Start, *Grow NJ Kids* programs and programs accepting child care and development block grant (CCDBG) funding as a way of intentionally helping foster the development of relationships and consequently sharing data, as well as for developing meaningful transition pathways. | ACNJ | **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. |
| 144 | Use *ESSA* funds to help close the gap and ensure that all students in New Jersey have access to effective K-12 school library programs staffed by a state-certified school library media specialist. | 21 Survey Respondents | **District discretion:** Schools, districts, and communities are best positioned to identify and address the unique needs of their students. As such, NJDOE will work to provide guidance to stakeholders to help them understand how federal and other funds can be leveraged for different educational service providers, specific programs, activities, and strategies, which could include increasing access to library media specialists, to address identified student needs. |
| 145 | Students often do not have access to technology in the classroom because it is not available for them to use and not because teachers do not want to integrate technology into the curriculum. | NJEA | **District discretion:** 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 student access to technology. |
| 146 | Early childhood education programs should receive additional resources. | New Jersey State Conference of the NAACP | **Will consider:** NJDOE is continually looking for opportunities to fund additional preschool offerings and improve the quality of early childhood programs. See section 6 for more information on these efforts. |

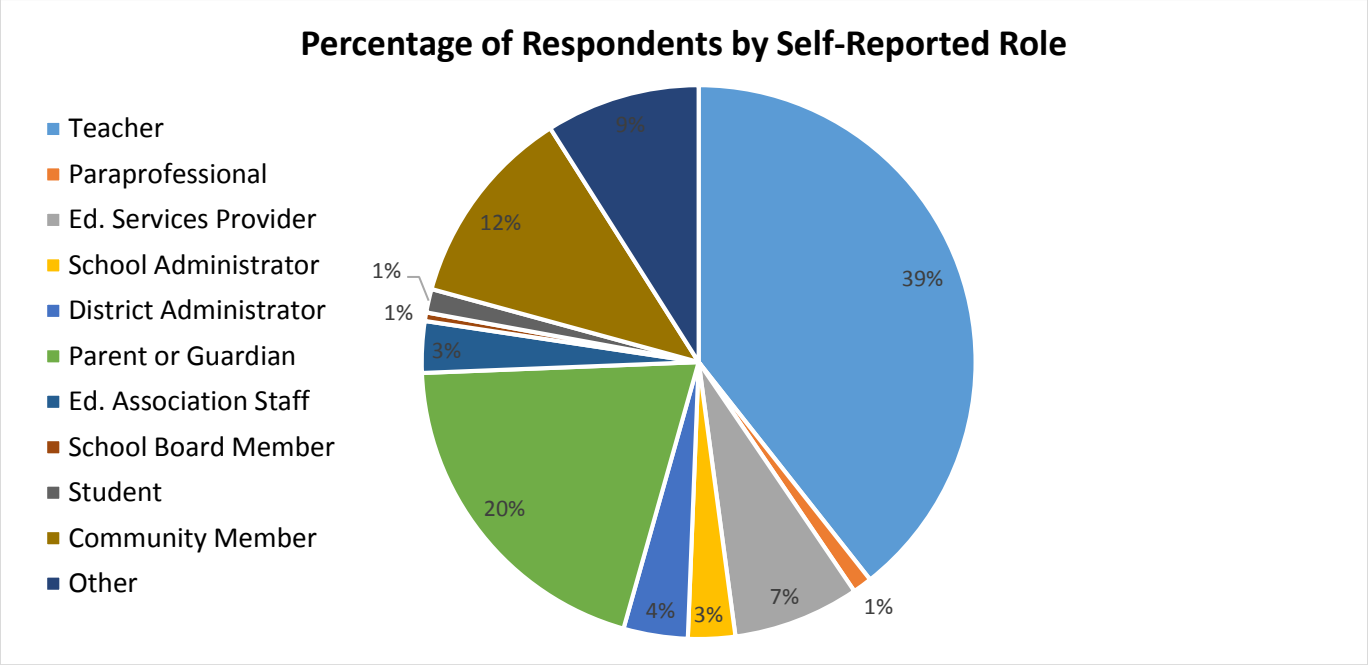
| # | Comment | Contributor(s) | NJDOE Response |
|---|---|---|---|
| **Supporting Students *cont.*** | | | |
| 147 | Community colleges should be clearly identified as partners in the college readiness work. | Christine Harrington Ph.D., Executive Director, New Jersey Center for Student Success at the New Jersey Council of County Colleges | **Feedback integrated:** NJDOE recognizes community colleges as partners in ensuring all students are college and career ready. Accordingly, various community colleges associations have been invited to and have been represented at stakeholder meetings. NJDOE appreciates this partnership and will look to highlight the collaboration between NJDOE and community colleges whenever possible. |
| 148 | Describe in the state plan how NJDOE will ensure adults who have dropped out of high school have access to GED and other educational opportunities. | A. Adilah Donaldson | **Out of scope:** *ESSA* applies to K-12 public schools and students; therefore, the comment is outside the scope of *ESSA* implementation. However, the comment has been noted. |
| 149 | English learners with disabilities may not be able to meet exit criteria by scoring a 4.5 or higher on the English language proficiency test due to a cognitive disability rather than a language deficit. | New Jersey Teachers of Speakers of Other Languages/New Jersey Bilingual Educators (NJTESOL-NJBE) | **Clarification:** NJDOE currently offers an alternative English language proficiency assessment for students with significant cognitive disabilities, which has a different scoring scale. Administration of this assessment is at the discretion of a student's IEP team. |
| 150 | Constant revision to curriculum is necessary. There should be ongoing review by certified educators, but curriculum should be revised only as necessary to reflect new information. | NJEA | **Out of scope:** As *ESSA* does not require states or districts to adopt any specific curriculum, this comment is outside the scope of *ESSA* implementation. However, the comment is noted. |

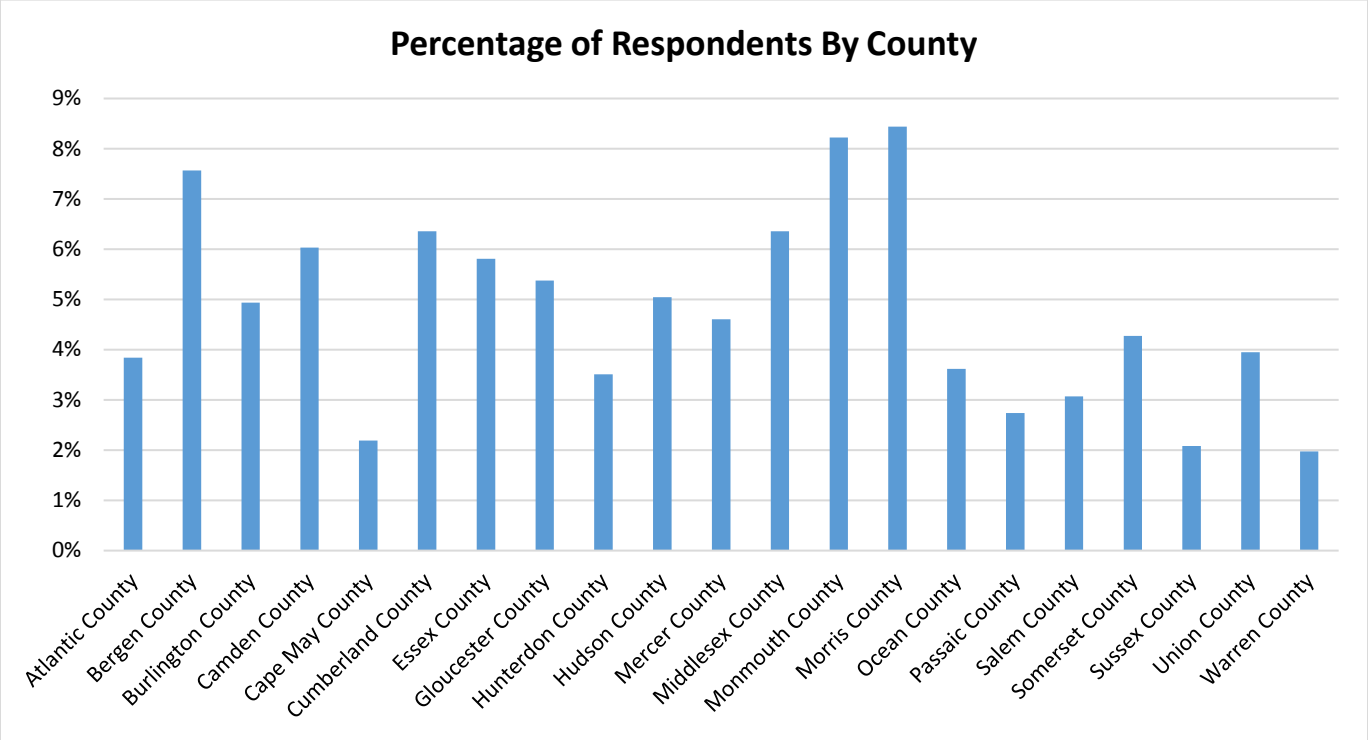
**Table A**
**List of Meetings Held/Attended During Phase II**

| Date | Organization/Meeting | Date | Organization/Meeting | Date | Organization/Meeting |
|---|---|---|---|---|---|
| 1/6 | Accountability Subgroup | 2/23 | Wildwood District Leadership; Wildwood Educators and Parents | 3/7 | ESSA Live Webinar, Evening Session |
| 1/23 | Stakeholder Focus Group | 2/16 | Camden, Cumberland, Gloucester, Salem County Superintendent Regional Meeting | 3/7 | Essex County Superintendent Regional Meeting |
| 1/25 | ECS Meeting | 2/27 | Bergen County Superintendent Meeting | 3/8 | Cape May County Superintendent Meeting |
| 1/27 | Title I Committee of Practitioners | 2/27 | Council for Teaching and Learning Presentation | 3/9 | Sussex Community Round Table |
| 1/30 | NJPSA Workshop | 2/28 | ESSA Live Webinar, Morning Session | 3/10 | Atlantic County Superintendent Meeting |
| 1/30 | Newark Central Office | 3/1 | Union, Morris County Superintendent Regional Meeting | 3/16 | Middlesex County ESSA Round Table |
| 2/3 | Warren Superintendent Meeting | 3/1 | Trenton SEPAG Presentation | 3/16 | Passaic Special Education Directors Meeting |
| 2/6 | NJSBA Legislative Session | 3/2 | ESSA Live Webinar, Afternoon Session | 3/16 | Hunterdon County Superintendent Regional Meeting |
| 2/7 | Legal Defense Fund State Plan Discussion | 3/3 | Stakeholder Focus Group | 3/17 | NJAGC Conference |
| 2/10 | Stakeholder Focus Group | 3/3 | Middlesex, Mercer County Superintendent Regional Meeting | 3/17 | NJPSA Legislative Conference |
| 2/11 | SBA Legislative Committee Meeting | 3/4 | SPAN-NJ ESSA Presentation | 3/20 | Newark Principals Meeting |
| 2/21 | Evolving Educators Twitter Live Chat | 3/6 | Newark NAACP Community Round Table | 3/24 | Monmouth County Superintendent Meeting |
| 2/23 | We Raise NJ and NJ PTA Presentation | 3/7 | SPAN-NJ ESSA Presentation | | |

**Table B**
**NJDOE *ESSA* Proposal Feedback Survey**

**NJDOE received 655** unique written comments from **250** survey respondents.



# Appendix C: Educator Equity Data

**FIGURE C.1: 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 C.2: 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 C.3: 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 Results

**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**

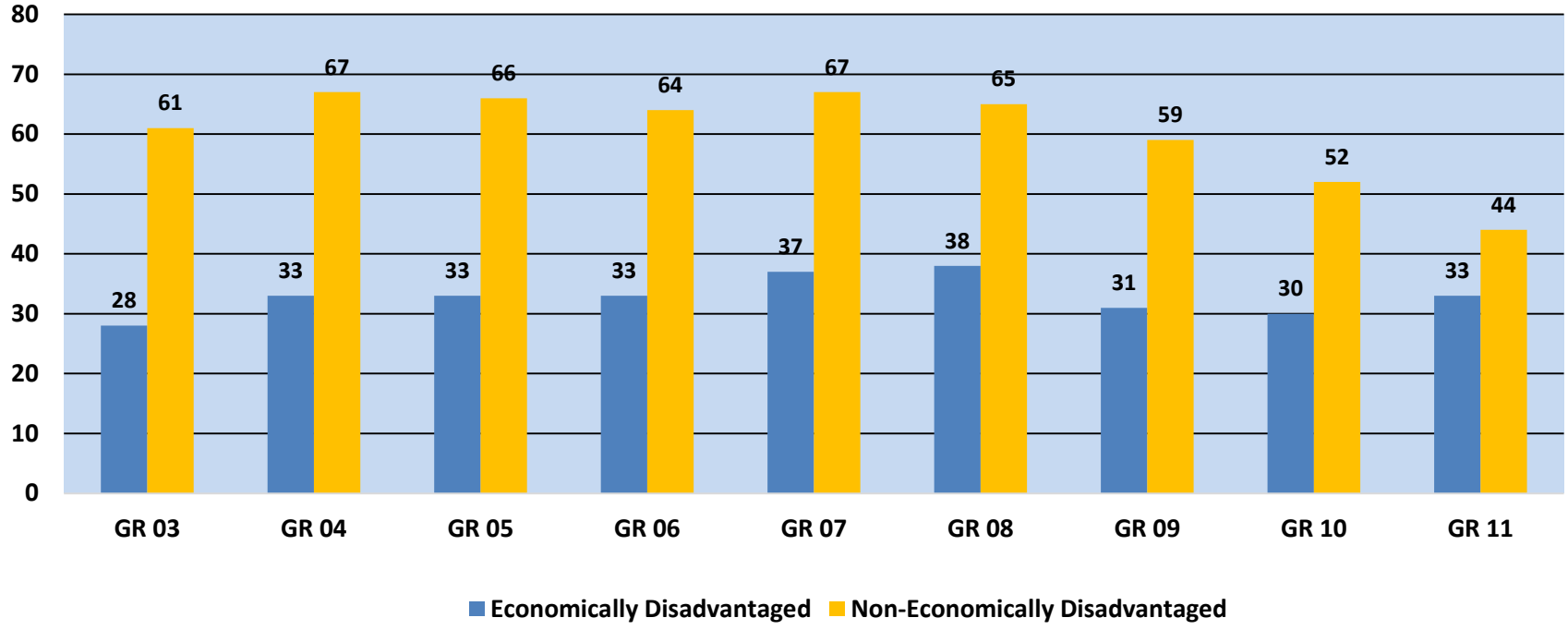


**FIGURE D.4: Percent of Students Meeting or Exceeding Expectations By Economic Status: Mathematics**

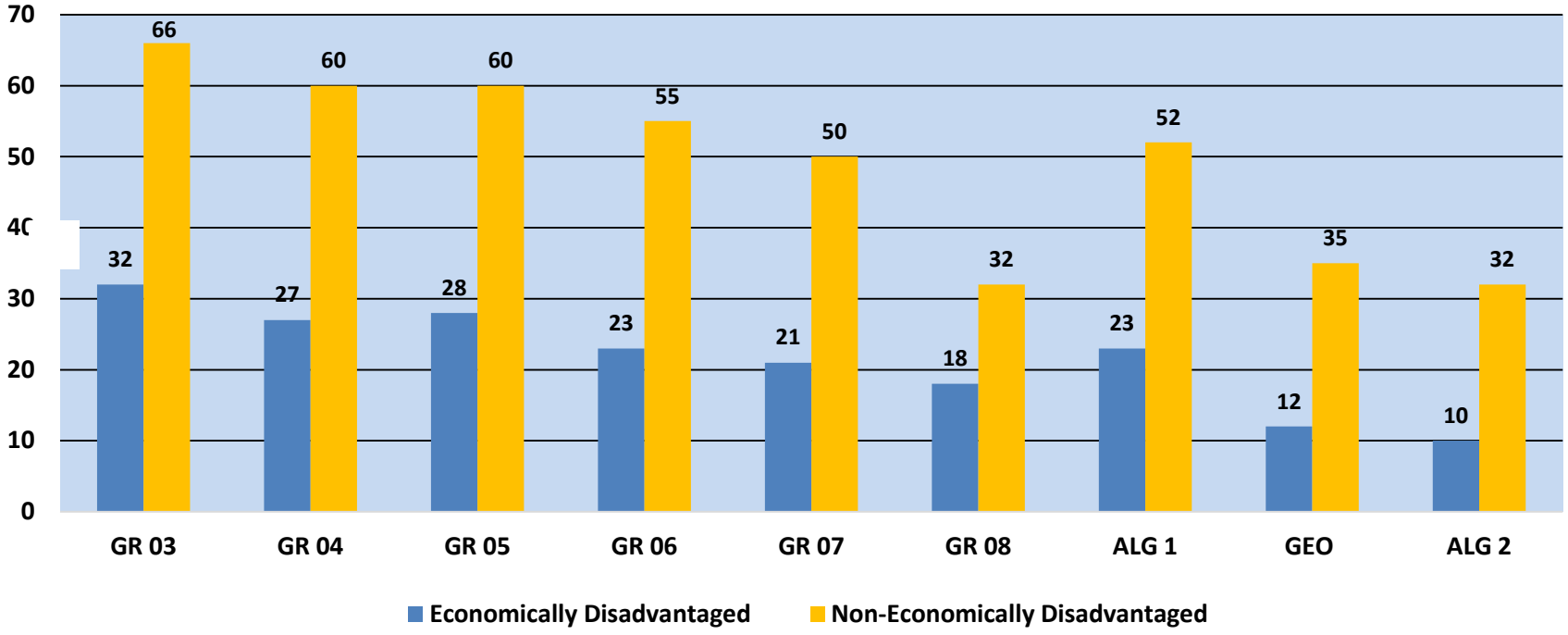


**FIGURE D.5: Percent of Students Meeting or Exceeding Expectations By Race/Ethnicity: ELA/Literacy**

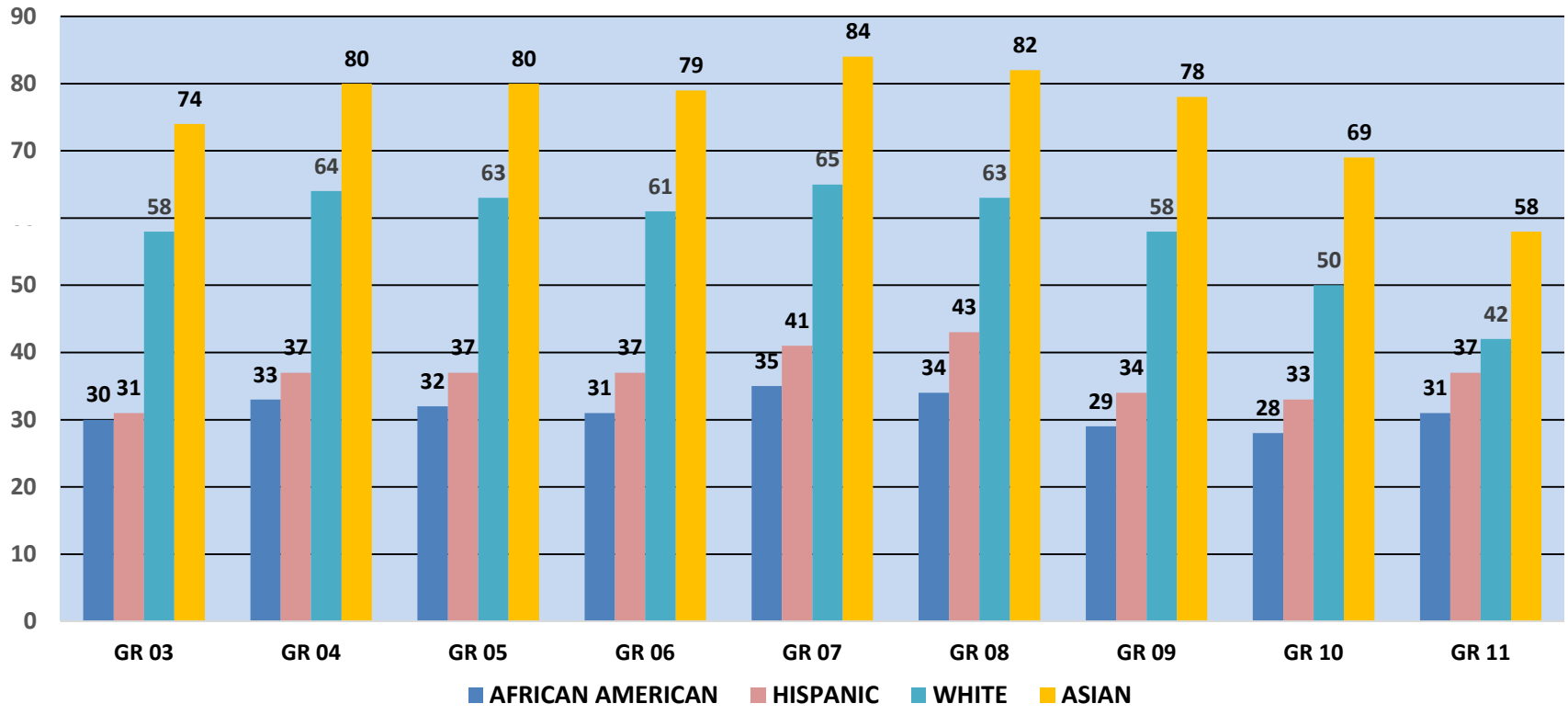
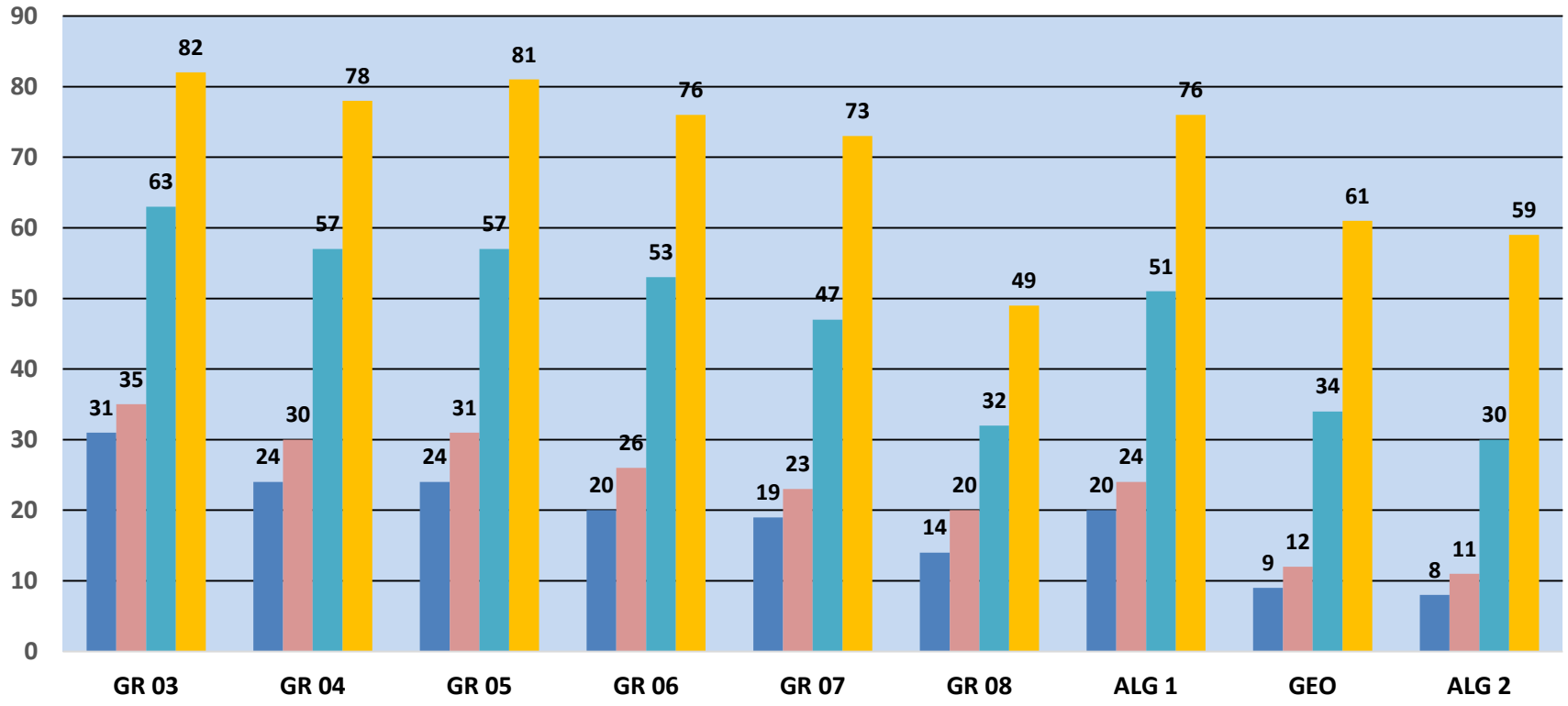


**FIGURE D.6: Percent of Students Meeting or Exceeding Expectations By Race/Ethnicity: Mathematics**



# 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<br>2. The Classroom Environment<br>3. Instruction<br>4. Professional Responsibilities | 1. Unsatisfactory<br>2. Basic<br>3. Proficient<br>4. Distinguished | 58% |
| **Marshall** | 1. Planning and Preparation for Learning<br>2. Classroom Management<br>3. Delivery of Instruction<br>4. Monitoring, Assessment, and Follow-Up<br>5. Family and Community Outreach<br>6. Professional Responsibilities | 1. Does Not Meet Standards<br>2. Improvement Necessary<br>3. Effective<br>4. Highly Effective | 7% |
| **Marzano** | 1. Classroom Strategies and Behaviors<br>2. Planning and Preparing<br>3. Reflecting on Teaching<br>4. Collegiality/Professionalism | 1. Not Using/ Beginning<br>2. Applying<br>3. Developing<br>4. Innovating | 9% |
| **McREL** | 1. Teachers demonstrate leadership.<br>2. Teachers establish a respectful environment for a diverse population.<br>3. Teachers know the content they teach.<br>4. Teachers facilitate learning for the students.<br>5. Teachers reflect on their own practice. | 1. Not Demonstrated<br>2. Developing<br>3. Proficient<br>3.5 Accomplished<br>4. Distinguished | 9% |
| **Stronge** | 1. Professional Knowledge<br>2. Instructional Planning<br>3. Instructional Delivery<br>4. Assessment of/for Learning<br>5. Learning Environment<br>6. Professionalism<br>7. Student Progress | 1. Unacceptable<br>2. Developing/Needs Improvement<br>3. Proficient<br>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 Rating**

| 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 range finding 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.**

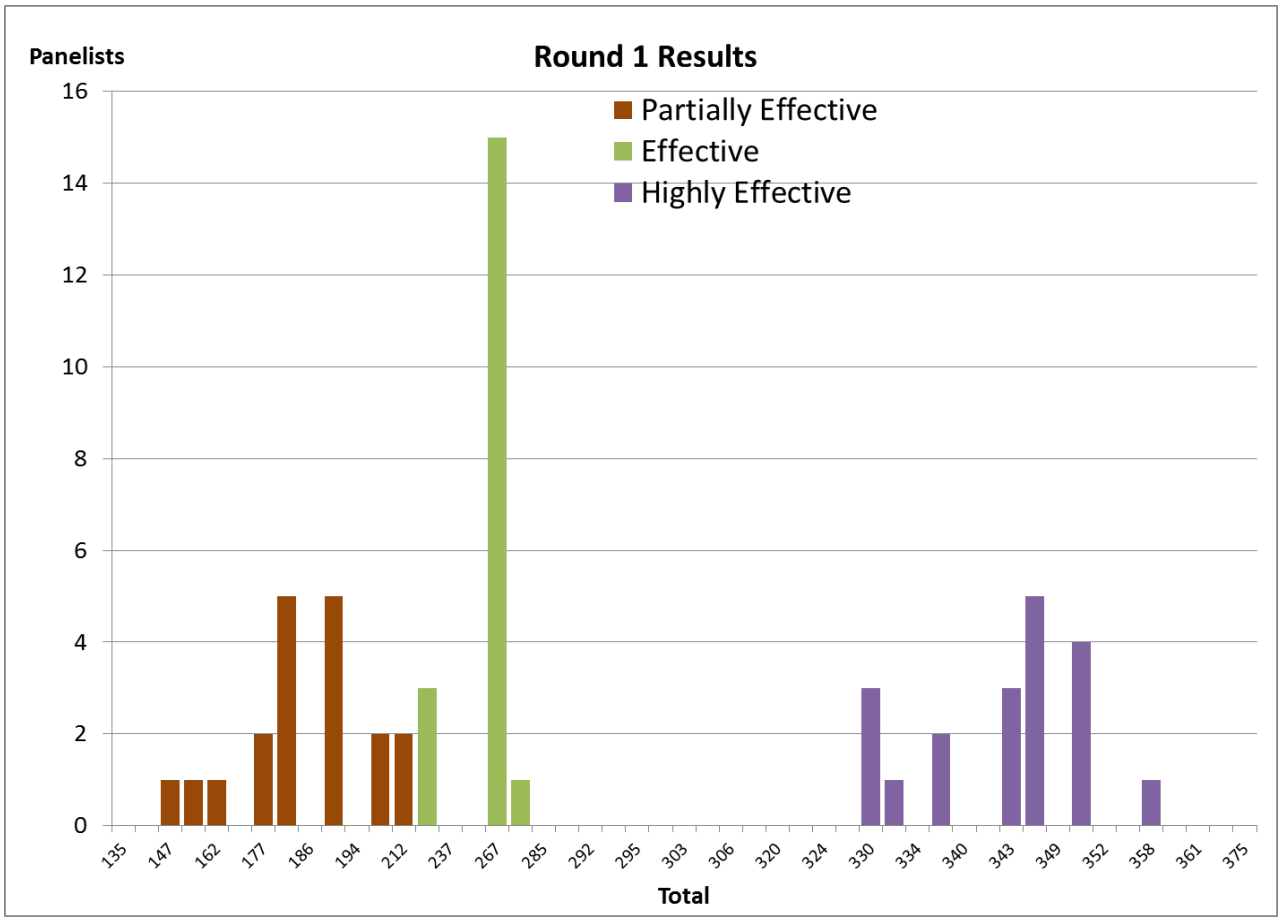



**FIGURE E.8: Round 1 Cut Scores**

| 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.**

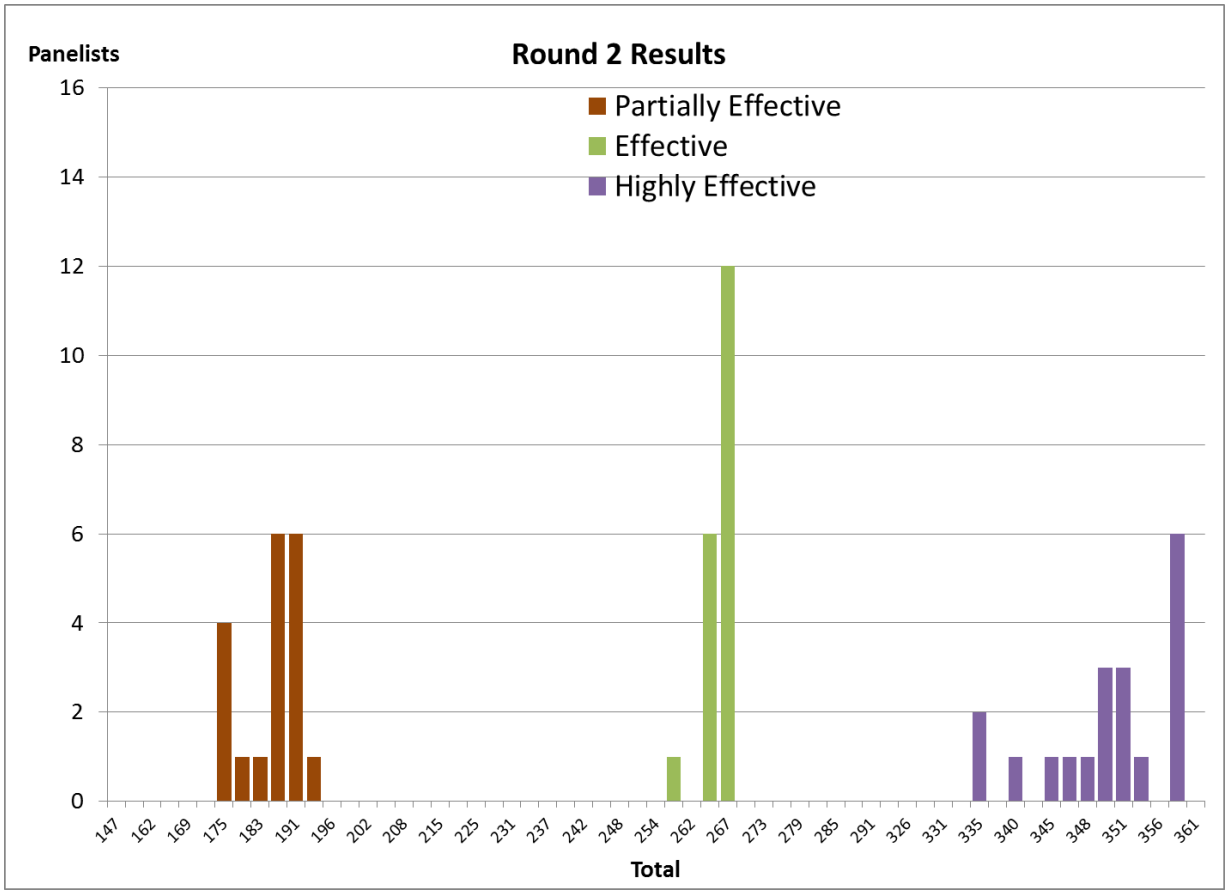


**FIGURE E.10: Round 2 Cut Scores**

| 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<br>1 not answered | 0 |
| 3 | Overall, I am confident that I was able to apply the standard-setting method appropriately. | 19 Agree<br>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<br>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<br>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<br>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<br>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<br>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.

Cizek, G. J., & Bunch, M. B. (2007). *Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests*. Thousand Oaks, CA: Sage.

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.

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# Appendix E.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 E.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 E.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**<br>**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**<br>**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**<br>**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**<br>**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.*

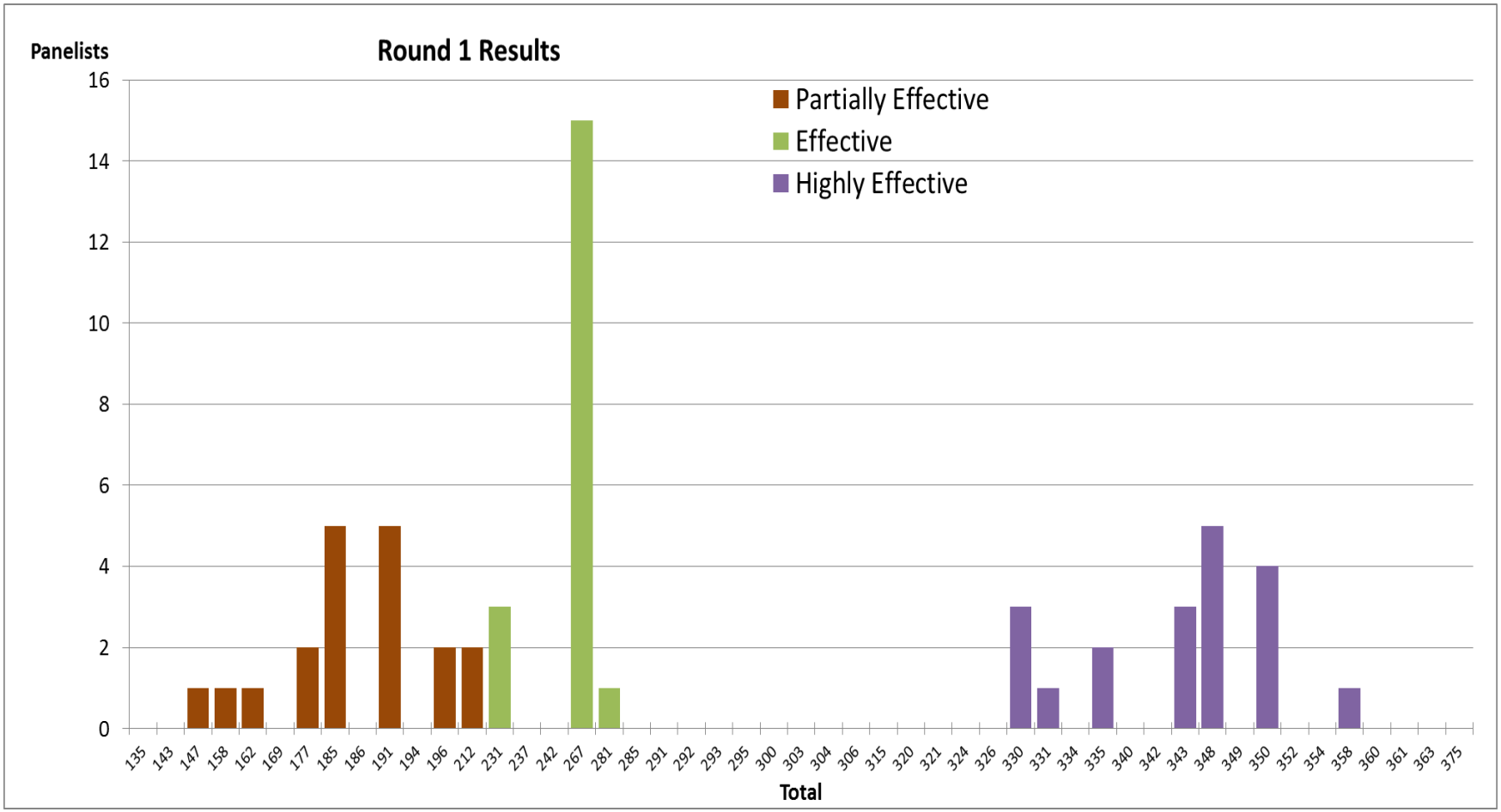
| | Statement | Agree | Disagree |
|---|---|---|---|
| 1 | Overall, the facilities and food service helped to create a good working environment. | | |
| 2 | Overall, the training in the standard-setting purpose and methods was clear. | | |
| 3 | Overall, I am confident that I was able to apply the standard-setting 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 E.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<br>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<br>E Cut | |
| 1220 | 281 | | 115 | |
| 1230 | 285 | | | |

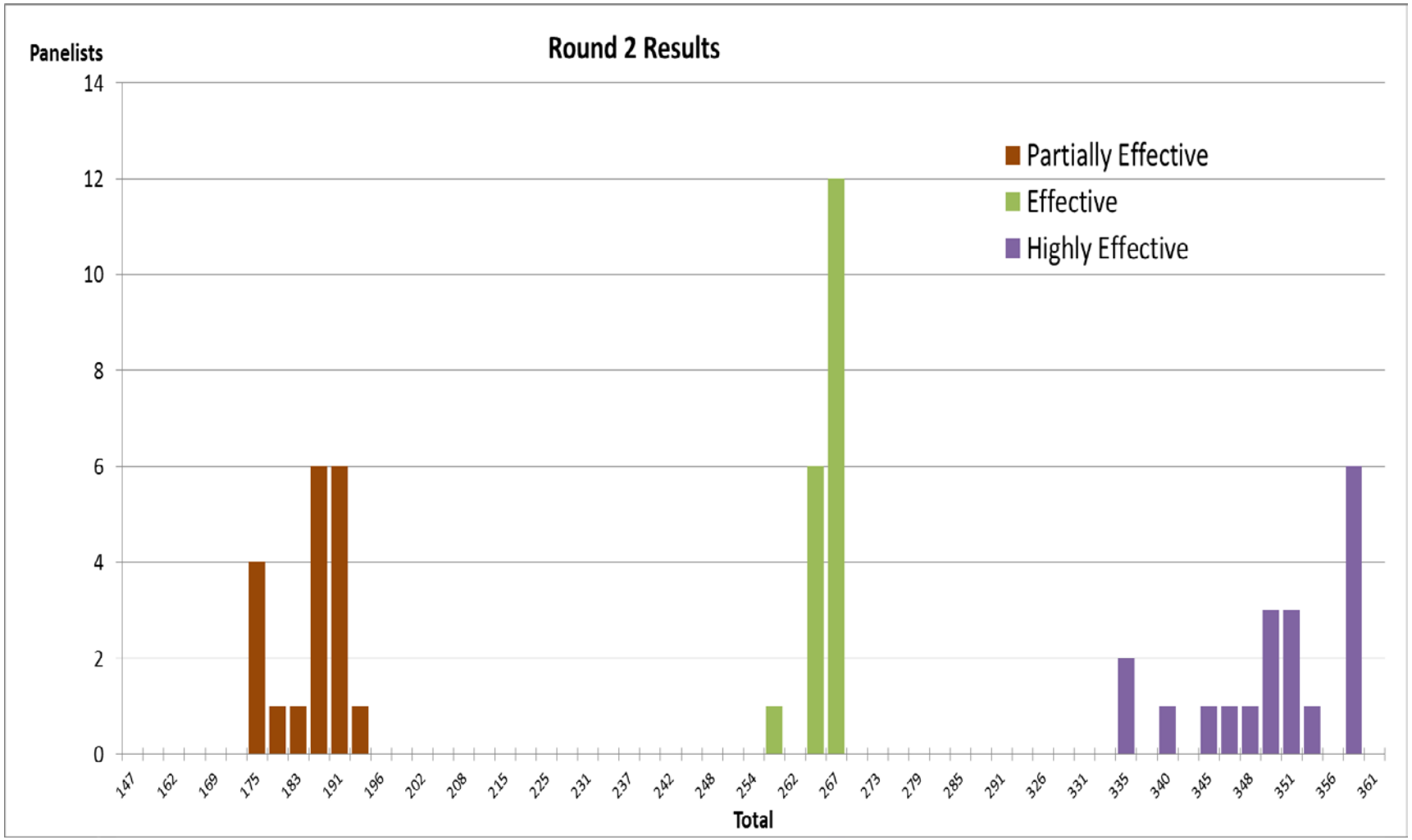
## Round 1 Results

| 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<br>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 | | | |

## Round 2 Results

| Profile | Total Score | Partially Effective | Effective | Highly Effective |
|---|---|---|---|---|
| 1204 | 254 | | | |
| 1205 | 257 | | 114 | |
| 1206 | 262 | | | |
| 1207 | 264 | | 106, 107, 108, 109, 110, 113 | |
| 1210 | 267 | | 101, 102, 103, 104, 111, 112, 115, 116, 117, 118, 119, 120 | |
| 1211 | 270 | | | |

**Round 2 Results**

| Profile | Total Score | Partially Effective | Effective | Highly Effective |
|---|---|---|---|---|
| 1401 | 333 | | | |
| 1420 | 335 | | | 117, 118 |
| 1425 | 337 | | | |
| 1430 | 340 | | | 116 |
| 1440 | 342 | | | |
| 1441 | 345 | | | 114 |
| 1442 | 347 | | | 113 |
| | 348 | | | 115 |
| 1490 | 349 | | | 106, 109, 110 |
| 1491 | 351 | | | 108, 111, 112, |
| 1492 | 353 | | | 107 |
| 1493 | 356 | | | |
| 1540 | 358 | | | 101, 102, 103, 104, 119, 120 |
| 1560 | 361 | | | |

**Evaluation Comments**

I feel extremely uncomfortable making employment decisions based on cut-off scores that are higher than the expected distribution of scores. While I believe that we should have the highest quality teachers in front of children, the recommended cut-off score (low) for effective is too high and will likely cause unnecessary friction around the state.

Be sure to give participants their own folder materials. On the second day, we had notes on our sheets but didn't get them back.

Thank you for the opportunity to participate in this workshop. I learned so much and was so honored to be a participant.

Thank you for this process.

# 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.

- **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 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 may be 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

**Do not proceed to Step 2: Records Review Process. HLS is complete. Student is not an ELL.**

List home language(s) spoken:

_____

_____

_____

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—Proceed to Multiple Indicators (Step 3) 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 a final decision as to 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 2.0 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 of 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

# Appendix G: McKinney-Vento Education for Homeless Children and Youths (EHCY) Program

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

To: New Jersey, New Mexico and New York Education for Homeless Children and Youth State Coordinators and Managers

From: David Esquith, Director, Office of Safe and Healthy Students, ED
Daniel Shephard, Social and Behavioral Sciences Team, GSA
Crystal Hall, Social and Behavioral Sciences Team, GSA
Matthew Nagler, Social and Behavioral Sciences Team, GSA

Date October 6, 2016

**Recruitment: Behavioral Insights & McKinney-Vento/ESSA Pilot**

The U.S. Department of Education (ED) and the Social and Behavioral Sciences Team (SBST)—through their representatives at the General Services Administration (GSA) Office of Evaluation Sciences—are recruiting State Department of Education partners to implement a behaviorally informed email communication pilot in fall 2016 to improve the implementation of the McKinney-Vento Education for Homeless Children and Youths (EHCY) program, including changes under the Every Student Succeeds Act (ESSA).

Interested States are encouraged to communicate to ED which of the following two pilot projects they would be able to carry out in collaboration with EHCY staff and the SBST.

1. **LEA Resource Utilization:** Communication to local educational agency (LEA) superintendents and homeless liaisons to increase their utilization of important existing EHCY resources, improve awareness of changes under the ESSA, encourage and motivate homeless liaisons, and increase the identification of students who qualify for EHCY services.

2. **Higher Education Counseling:** Communication to homeless liaisons and school support staff to prompt them to provide key information on higher education to homeless high school seniors; provide a list of homeless students to guidance counselors to have at least one priority conversation on pursuing higher education; and connect EHCY-eligible seniors to an automated texting platform that will send them timely, behaviorally-informed text messages.

In order to evaluate the messaging interventions and determine if the pilots are successful, half of the LEAs in participating States will receive targeted, specially-tailored messages and the other half will continue to receive the State's standard correspondence.[1]

The following outlines the details regarding the proposed pilots, including expected roles and timelines for implementation. Interested States should notify John McLaughlin at john.mclaughlin@ed.gov by October 14, 2016.

## Introduction

There is a wealth of resources to assist LEAs with fulfilling their obligations to support homeless students in their districts. The resources can be found through State Coordinators, technical assistance offices, and the National Center for Homeless Education (NCHE). However, behavioral research has shown that the quantity, timing, and framing of information or resources can have a large impact on their use. This suggests that the current methods for presenting this wide variety of content to LEAs and homeless liaisons may be significantly improved through behaviorally informed communication strategies.

Both pilot projects will aim to limit the quantity of material communicated directly to LEAs and homeless liaisons via email, optimize the timing of those communications, and make use of behavioral framing to improve the likelihood that messages are noticed and put into action. The behavioral framing of the communications below would include improved salience through personalization[2] and increased motivation to act via trait activation,[3] loss aversion,[4] and social norms.[5]

### 1. LEA Resource Utilization

**Objectives:** (1) To increase the utilization of important existing EHCY resources, (2) improve awareness of changes under the ESSA, (3) encourage and motivate homeless liaisons, (4) increase the identification of students who qualify for EHCY, and (5) thereby improve academic outcomes for homeless students.

**Intervention:**
Homeless Liaisons: Send 3-8 targeted emails to homeless liaisons on important topics. Final topics to cover will be decided in discussion with the State. Example topics for messages to address include highlighting resources/tips to help:

- Identify homeless students and determine eligibility
- Continue professional development
- Students stay at their school of origin with tips on feeder schools
- Top 3 priorities (to be determined with SEA)

[1] To ensure fairness in implementation and ensure that the evaluation is able to uniquely identify the effect of the intervention beyond other changes this year, LEAs will be chosen by lottery.
[2] SBST. Annual Report. (2015).
[3] Oyserman, Daphna, Deborah Bybee, and Kathy Terry. "Possible selves and academic outcomes: How and when possible selves impel action." Journal of personality and social psychology 91, no. 1 (2006): 188.
[4] Tversky, Amos, and Daniel Kahneman. "Loss aversion in riskless choice: A reference-dependent model." *The quarterly journal of economics* (1991): 1039-1061.
[5] Allcott, Hunt. "Social norms and energy conservation." Journal of Public Economics 95, no. 9 (2011): 1082-1095.

LEA Leadership: Send a targeted email to superintendents or other key district leadership focusing on how to recruit and support homeless liaisons along with providing motivation regarding the importance of implementing the ESSA amendments to the EHCY program.

## 2. Higher Education Counseling

**Introduction:** The McKinney-Vento Homeless Assistance Act, as amended by the ESSA, places a heightened focus on the importance of linking homeless students with financial aid and higher education. Educational research has shown that low-income students, including homeless students, are less likely to consider, apply for, or enroll in higher education.[6] This is partially due to incorrect estimates of the cost of higher education and the returns to obtaining a higher education degree along with a lack of access by low-income students, including homeless students, to adults who understand the rather complex process of applying for student financial aid and college. However, counseling and timely text message reminders can have a large impact for low-income students, including homeless students, on their applications for financial aid[7] and subsequent college enrollment[8]and therefore can also encourage high school graduation.

**Objectives:** (1) To increase coordination between guidance counselors and homeless liaisons to advise EHCY-eligible seniors on higher education, (2) inform homeless liaisons of key messages to communicate to EHCY-eligible seniors to encourage the pursuit of higher education, (3) connect EHCY-eligible seniors to an automated texting platform that will then send them timely, behaviorally-informed text messages regarding financial aid and the college application process, and (4) thereby increase EHCY-eligible seniors' academic outcomes, especially graduation rates and enrollment in higher education.

**Intervention:** Send two email message prompts to homeless liaisons. One message will prompt them to link their seniors with their school guidance counselor and discuss higher education (including community college and vocational training). Another message will provide them with promotional material to encourage their seniors to sign up for the UpNext texting platform that will send them automated text messages about key steps in the college application process.

[6] Hoxby, Caroline, and Sarah Turner. "Expanding college opportunities for high-achieving, low income students." *Stanford Institute for Economic Policy Research Discussion Paper* 12-014 (2013).
[7] Castleman, Benjamin L. "Prompts, personalization, and pay-offs: Strategies to improve the design and delivery of college and financial aid information."*Decision Making for Student Success: Behavioral Insights to Improve College Access and Persistence, edited by Benjamin L. Castleman, Saul Schwartz, and Sandy Baum. New York and London: Routledge Press* (2015).
[8] Castleman, Benjamin L., and Lindsay C. Page. "The not-so-lazy days of summer: Experimental interventions to increase college entry among low-income high school graduates." New directions for youth development, no. 140 (2013): 77-97.

**Pilot Roles & Draft Timelines**

| | Pilot Deliverable | Responsible Party | Additional Time | Estimated Dates |
|---|---|---|---|---|
| 1 | Official Recruitment Call | All | 0.10 Days | Oct 17-21 |
| 1 | Identify 3-5 Key Topics for Messaging | State | 0.25 Days | Oct 24-28 |
| 2 | Provide Current LEA / Liaison List | State | 0.10 Days | Oct 24-28 |
| 3 | Randomly identify 50% of LEAs/Liaisons to receive new messages for the evaluation of the pilot. | SBST | 0.50 Days | Oct. 28 |
| 4 | Draft Messages | SBST with ED | 2.00 (.5) Days | Oct 31-Nov. 4 |
| 5 | Review Messages | State | 0.50 Days | Nov. 7-10 |
| 6 | Finalize Messages | SBST | 1.00 Days | Nov. 7-10 |
| 7 | Send Messages | State | 1.00 Days | Nov. 14-23 |
| 8 | Provide LEA level data to ED | ED/NCHE | Business as Usual | Oct. 28 |
| 9 | Analyze data and report results | SBST with ED | 5.00 (1) Days | TBD |
| 10 | Provide input on analysis | State | 1.00 Days | TBD |
| 11 | Finalize results | SBST with ED | 2.00 (1) Days | TBD |
| 12 | Miscellaneous | All | 0.50 Days | TBD |

## Total Estimated Additional Time Commitment

- State DOE: 3.45 Days x 1.5 FTE = **5.2 FTE days**
- SBST Only: 11.10 Days * 1.5 FTE = **16.7 FTE days**
- ED (days in parentheses above when along with SBST): 2.60 * 1.5 FTE = **3.9 FTE days**

*Note: These time estimates for the State are based on 1.5 staff contributing to each deliverable and assuming that no new data sharing is set up. If the State would like to analyze data that is not included in their normal reporting on EHCY to ED, then additional time will need to be added for putting in place a data sharing agreement.*

# Appendix H: Crosswalk of New Jersey State Plan to New U.S. Department of Education Template

# Crosswalk of New Jersey State Plan to New U.S. Department of Education Template

| State Plan Requirements by Program | Statutory and Regulatory Requirements | Item(s) from Revised Template | New Jersey State Plan |
|---|---|---|---|
| **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)** | **Citation to ESEA, as amended by the ESSA, and Part 200 regulations** | | |
| Eighth Grade Math Exception | 1111(b)(2)(C); 34 CFR 200.5(b) | A.2.i-iii | 3.A |
| Native Language Assessments | 1111(b)(2)(F); 34 CFR 200.6(f)(2)(ii) and (f)(4) | A.3.i-iv | 3.B<br>2.1 A-D<br>Appendix B |
| Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d)) | | | |
| Subgroups | 1111(c)(2) | A.4.i.a-d | 4.1.B |
| Minimum N-Size | 1111(c)(3) | A.4.ii.a-e | 4.1.C |
| Establishment of Long-Term Goals | 1111(c)(4)(A) | A.4.iii.a-c | 1.A-C<br>Appendix A |
| Indicators | 1111(c)(4)(B) | A.4.iv.a-e | 4.1.A |
| Annual Meaningful Differentiation | 1111(c)(4)(C) | A.4.v.a-c | 4.1.D; 4.1.G |
| Identification of Schools | 1111(c)(4)(C)(iii) and (D); 1111(d)(2)(C)-(D) | A.4.vi.a-g | 4.2.A-B |
| Annual Measurement of Achievement | 1111(c)(4)(E)(iii) | A.4.vii | 4.1.E |
| Continued Support for School and LEA Improvement | 1111(d)(3) | A.4.viii.a-f | 4.2.A-B<br>4.3.A-D |
| Disproportionate Rates of Access to Educators | 1111(g)(1) (B) | A.5 | 5.3.A-C |
| School Conditions | 1111(g)(1)(C) | A.6 | 6.1.C |
| School Transitions | 1111(g)(1)(D) | A.7 | 6.1.A-B |
| **Title I, Part C: Education of Migratory Children** | | | |
| Supporting Needs of Migratory Children | 1304(b)(1) | B.1.i-iv | 6.2.B |
| Promote Coordination of Services | 1304(b)(3) | B.2 | 6.2.B |
| Use of Funds | 1304(b)(4) | B.3 | 6.2.B |

| State Plan Requirements by Program | Statutory and Regulatory Requirements | Item(s) from Revised Template | New Jersey State Plan |
|---|---|---|---|
| **Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk** | | | |
| Transitions Between Correctional Facilities and Local Programs | 1414(a)(1)(B) | C.1 | 6.2.C |
| Program Objectives and Outcomes | 1414(a)(2)(A) | C.2 | 6.2.C |
| **Title II, Part A: Supporting Effective Instruction** | | | |
| Use of Funds | 2101(d)(2)(A) and (D) | D.1 | 5.1.A-C<br>5.2.A<br>5.3.E |
| Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools | 2101(d)(2)(E) | D.2 | 5.2.A<br>5.3.E |
| System of Certification and Licensing | 2101(d)(2)(B) | D.3 | 5.1.A |
| Improving Skills of Educators | 2101(d)(2)(J) | D.4 | 5.2.A-B |
| Data and Consultation | 2101(d)(2)(K) | D.5 | 2.C-D<br>5.2.A |
| Teacher Preparation | 2101(d)(2)(M) | D.6 | 5.1.B<br>5.3 A-F |
| **Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement** | | | |
| Entrance and Exit Procedures | 3113(b)(2) | E.1 | 6.2.D<br>Appendix F |
| SEA Support for English Learner Progress | 3113(b)(6) | E.2.i-ii | 1.C. |
| Monitoring and Technical Assistance | 3113(b)(8) | E.3.i-ii | 2.2.B and D |
| **Title IV, Part A: Student Support and Academic Enrichment Grants** | | | |
| Use of Funds | 4103(c)(2)(A) | F.1 | 6.1.A-E<br>2.2 C |
| Awarding Subgrants | 4103(c)(2)(B) | F.2 | 6.1.F |
| **Title IV, Part B: 21st Century Community Learning Centers** | | | |
| Use of Funds | 4203(a)(2) | G.1 | 6.2.B<br>2.2 C |
| Awarding Subgrants | 4203(a)(4) | G.2 | 6.2.E |

| State Plan Requirements by Program | Statutory and Regulatory Requirements | Item(s) from Revised Template | New Jersey State Plan |
|---|---|---|---|
| **Title V, Part B, Subpart 2: Rural and Low-Income School Program** | | | |
| Outcomes and Objectives | 5223(b)(1) | H.1 | 6.2.F |
| Technical Assistance | 5223(b)(3) | H.2 | 2.2.D<br>6.2.F |
| **Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B** | **McKinney-Vento Citation** | | |
| Student Identification | 722(g)(1)(B) | I.1 | 6.2.G |
| Dispute Resolution | 722(g)(1)(C) | I.2 | 6.2.G |
| Support for School Personnel | 722(g)(1)(D) | I.3 | 6.2.G<br>Appendix G |
| Access to Services | 722(g)(1)(F)(i) | I.4 | 6.2.G<br>6.2.G<br>6.2.G |
| Strategies to Address Other Problems | 722(g)(1)(H) | I.5.i-v | 6.2.G |
| Policies to Remove Barriers | 722(g)(1)(I) | I.6 | 6.2.G |
| Assistance from Counselors | 722(g)(1)(K) | I.7 | 6.2.G<br>Appendix G |