

NJDOE Assessment Outreach: Presentation to the New Jersey State Board of Education

100 Riverview Plaza, Trenton

July 11, 2018

Please note that this Powerpoint Presentation has been modified from its original version to be accessible. This presentation was part of a State Board of Education meeting on July 11, 2018 in order to highlight the NJDOE's Assessment Outreach Tour and introduce proposed regulations for statewide assessments.



DOE Assessment Outreach

Governor Murphy tasked NJDOE to move away from PARCC and understand what aspects of statewide assessments are most important to our communities to **establish priorities** for change going forward.



Recommendations were collected by the NJDOE during a two-month, **21-county** tour in which the Commissioner and staff held approximately **75 in-person sessions, three live webinars** and heard from more than **2,300 students, teachers, school administrators, education advocates and community leaders.**



Charting the Path Forward

Assessment Phases	2018								2019	
Assessment Phases	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan thru June	
Phase 1 (short-term planning)										
School and Community Listening Tour										
Statewide Assessment Collaboratives										
Summary Findings Shared										
Phase 2 (long-term planning)										
Next steps including additional outreach as determined by Phase 1										



Guiding Principles for Outreach

NJ Communities Asked To:

Have conversations in the communities where stakeholders live and work, at times they are available, to ensure their voices are captured

Listen to as many diverse stakeholders as possible in anticipation of developing the next generation of statewide assessments

Ensure feedback is captured accurately and is considered when making decisions

Offer alternative ways to submit feedback for those unable to travel

The NJDOE:

Hosted morning, afternoon and evening in-person sessions in over 50 unique locations throughout New Jersey to accommodate interested stakeholders

Met with students, parents, educators, school leaders, civil rights groups, data and curriculum specialists, and those representing historically underserved student populations

Shared all session notes with attendees and allowed them to amend as necessary. All stakeholder comments are shared publicly in the appendix of this document

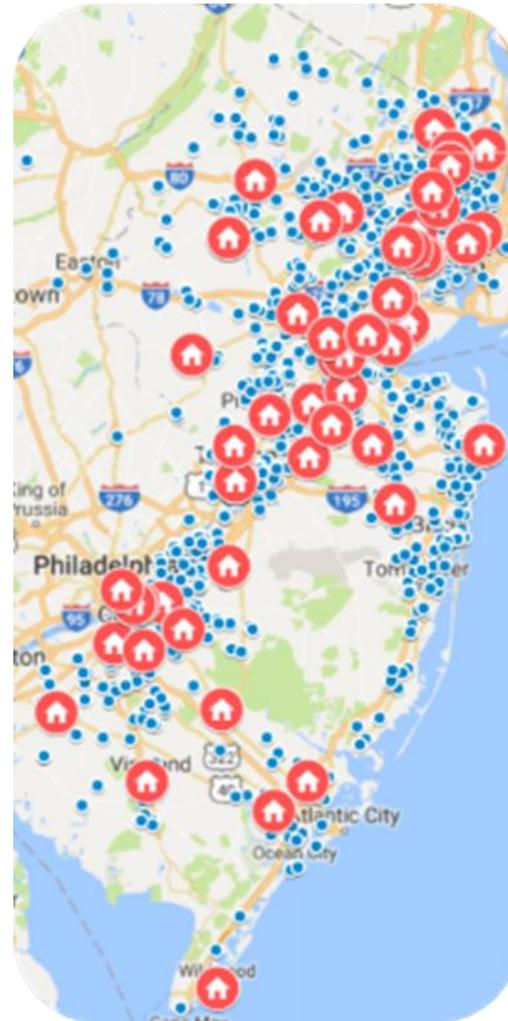
Hosted 3 live webinars with a morning, afternoon and evening option, and maintained a dedicated inbox to receive feedback at any time

Map of Outreach

The **blue dots** represent the New Jersey residents who expressed interest assessment conversations.

The **red houses** represent the locations where the NJDOE met with communities. These locations were chosen to accommodate as many interested parties as possible.

The NJDOE heard from **2,363** community members in person and through digital outreach.



Voices across New Jersey: Video

Voices Across New Jersey: Video



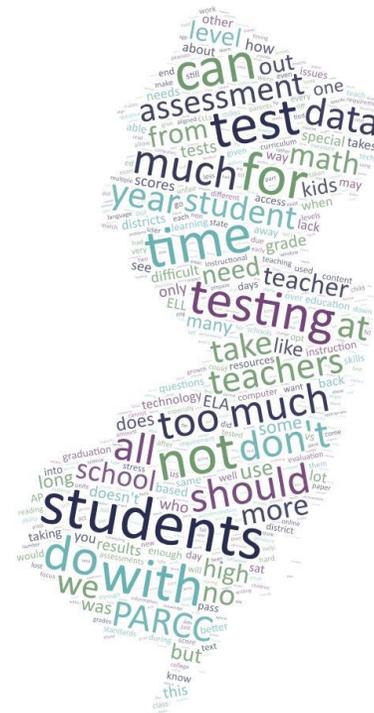
Plus/Delta Exercise

- The NJDOE asked all participants to evaluate New Jersey's current statewide assessment system, PARCC. The results are in two "wordles" below, through which words appear larger when they are more frequent

"Plus" (Positive Aspects)



"Delta" (What to Change)



Findings: Major Themes

There was a great deal of consensus on these main themes:

- Reduce the amount of statewide testing in high school
- Reduce time of test
- Reduce the weight in educator evaluation
- Keep our rigorous state standards and assessment questions that require critical thinking
- Ensure all changes are communicated clearly and with time for smooth implementation and professional development
- Keep parents and teachers at the table for the transition

Clarification of Current Graduation Requirements N.J.A.C. 6A:8-5.1

Since 2015, New Jersey has required that students take and pass the PARCC Algebra 1 and ELA 10 assessments to meet the State's assessment graduation requirement.

- Students in the class of 2018 and 2019 who do not pass the PARCC Algebra 1 and ELA 10 assessments have access to a menu of alternative pathways to meet the State's graduation requirements.
- Per current regulations, students in the class of 2020 who do not pass the Algebra 1 and ELA 10 assessments **must take all assessments (ELA 9, ELA 10, ELA 11, Algebra 1, Geometry, Algebra II)** which they were eligible for in order to be afforded the opportunity to utilize alternate pathway(s) to meet the State's graduation requirements.

Recommended Regulatory Changes

N.J.A.C. 6A:8-5.1; High School and Graduation Assessments

- Proposes to eliminate state end of course assessments required for Geometry, Algebra II, ELA 9, and ELA 11.
- Proposes to eliminate requirement that Class of 2021 students pass a statewide assessment to graduate and proposes to maintain list of substitute assessments, including portfolio appeals options for students in Class of 2020 and beyond who do not pass the state math or ELA assessments.



Recommended Regulatory Changes

N.J.A.C. 6A:8-4.3(a-b); Deadline for Districts to Report

- Proposes that chief school administrators (district leaders) have no more than 45 days (currently 60 days) to report their assessment results to their boards of education and no more than 45 days (currently no limit) to ensure applicable student results are provided to students, parents, and teachers in a timely manner.



Recommended Regulatory Changes

Throughout rule text: Eliminate “PARCC”

- Proposes eliminating “PARCC” references and generally refer to the State ELA or ELA 10 and State math or Algebra I assessments, whenever possible.



Recommended Regulatory Changes

N.J.A.C. 6A:8-4.1(d)1ii; English Language Learners

- Proposes extending the rule that allows students in their first year in the US to substitute a language proficiency test (i.e. Access for ELs) to apply to high school students, not just elementary and middle school students.



Recommended Regulatory Changes

N.J.A.C. 6A:8-3.1(a)4 and 4.1(d)1; Individualized Education Program (IEP)

- Proposes adjustments to clarify that a student's IEP or 504 plan establishes the individualized accommodations, instructional adaptations, and/or modifications that a district board of education must provide.



Thank you!

- [New Jersey Department of Education Website](#)
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