



Every Student Succeeds Act
in New Jersey:
**Measures of School and
Student Success**



ESSA Stakeholder Focus Group Meeting
Tuesday, September 27, 2016



Who is in the room?



Agenda

Tuesday, September 27, 2016

- ▶ Expectations and Norms for Gatherings
- ▶ Overview and Stakeholder Engagement Updates
- ▶ NJ Department of Education ESSA Plan Updates
- ▶ Accountability Overview: Public Reporting and Indicators
- ▶ Conversations Led by NJDOE staff table facilitators



Rationale for Convening

- ✓ To **strengthen the lines of communication** between NJDOE and school community members.
- ✓ To create an **in-person forum for the NJDOE to provide updates** to school community representatives on its development of the state plan.
- ✓ To **hear recommendations and to gather feedback from community representatives** about specific aspects of the state plan; particularly on accountability, state interventions, and the NJDOE's ongoing stakeholder engagement efforts.



Meeting Norms and Expectations

- ✓ **Actively listen and stay engaged:** Limit use of technology.
- ✓ **Step up, step back:** Make sure everybody's voice is heard.
- ✓ **Stay on topic.**
- ✓ **Feel free to ask questions!** Ask about and explain unfamiliar terminology.
- ✓ ***OTHERS?***



Today's Goals

- ✓ Review general components of the *Every Student Succeeds Act* (ESSA) & NJDOE's planning efforts.
- ✓ Focus on understanding measures of success and the similarities and differences between **Accountability Indicators** and **Performance Report** measures.
- ✓ Provide input on **which measures are most important to include**, and how those measures can be used to best ensure excellent and equitable outcomes for students.
- ✓ Brainstorm ways members of the Focus Group **can encourage broader community input on Accountability Indicators and Performance Report** measures.



The Every Student Succeeds Act (ESSA)

The NJ ESSA State Plan: ESSA provides us opportunities to support the success of all students by

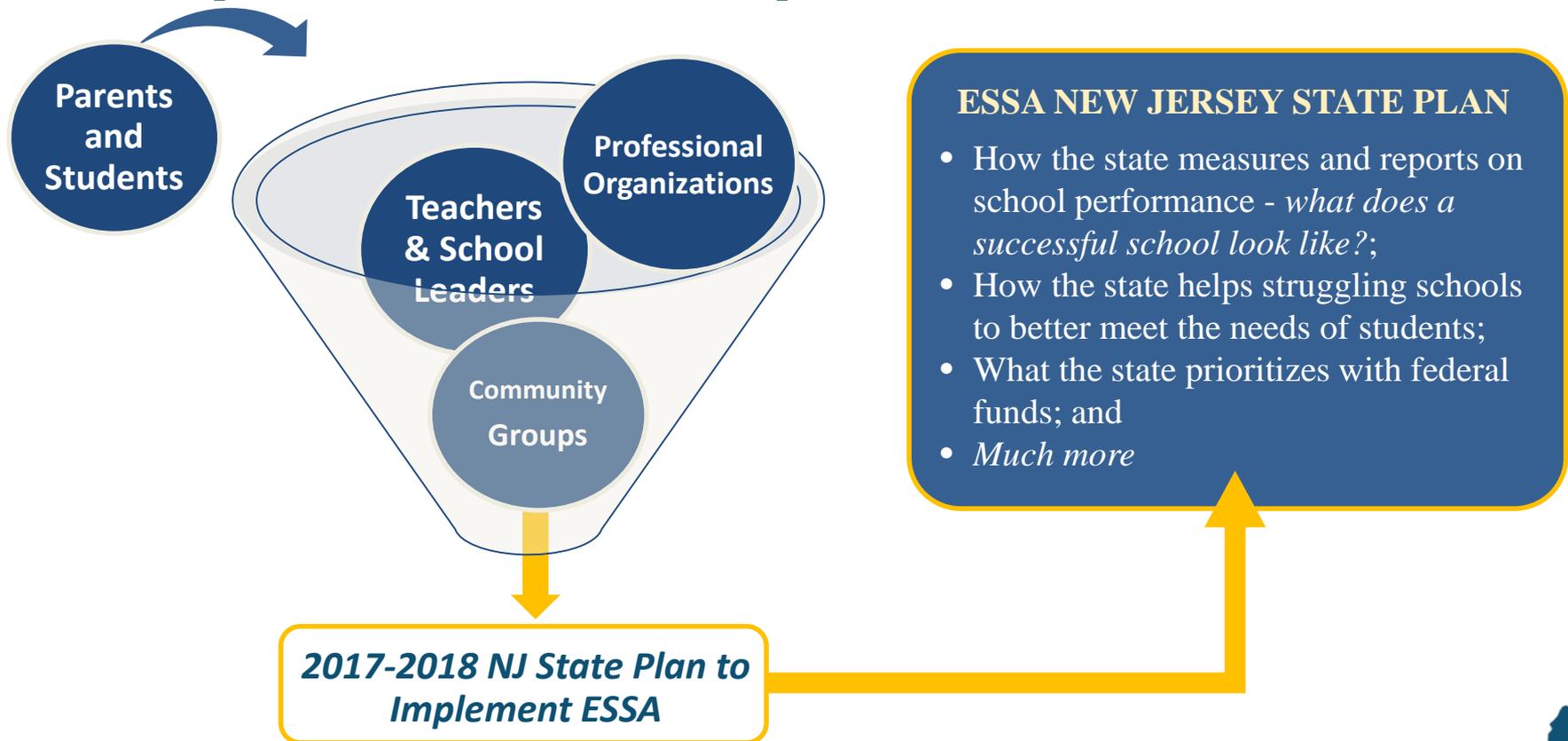
- Setting **long-term goals** for schools and students;
- **Measuring and reporting** how all students are progressing toward achieving the NJ Student Learning Standards and leaving high school prepared for college and career;
- Identifying schools and districts in need of **additional support**;
- Providing appropriate **supports and interventions**; and
- Determining how **funds will be distributed and effectively used** to support these interventions and supports.

See our video overview: <http://www.state.nj.us/education/ESSA/>



Your Input Matters: Developing the ESSA State Plan

ESSA offers an opportunity to expand how New Jersey defines a high quality education and to emphasize and reward additional qualities that make for a successful school



ESSA NEW JERSEY STATE PLAN

- How the state measures and reports on school performance - *what does a successful school look like?*;
- How the state helps struggling schools to better meet the needs of students;
- What the state prioritizes with federal funds; and
- *Much more*





Timeline: ESSA Implementation

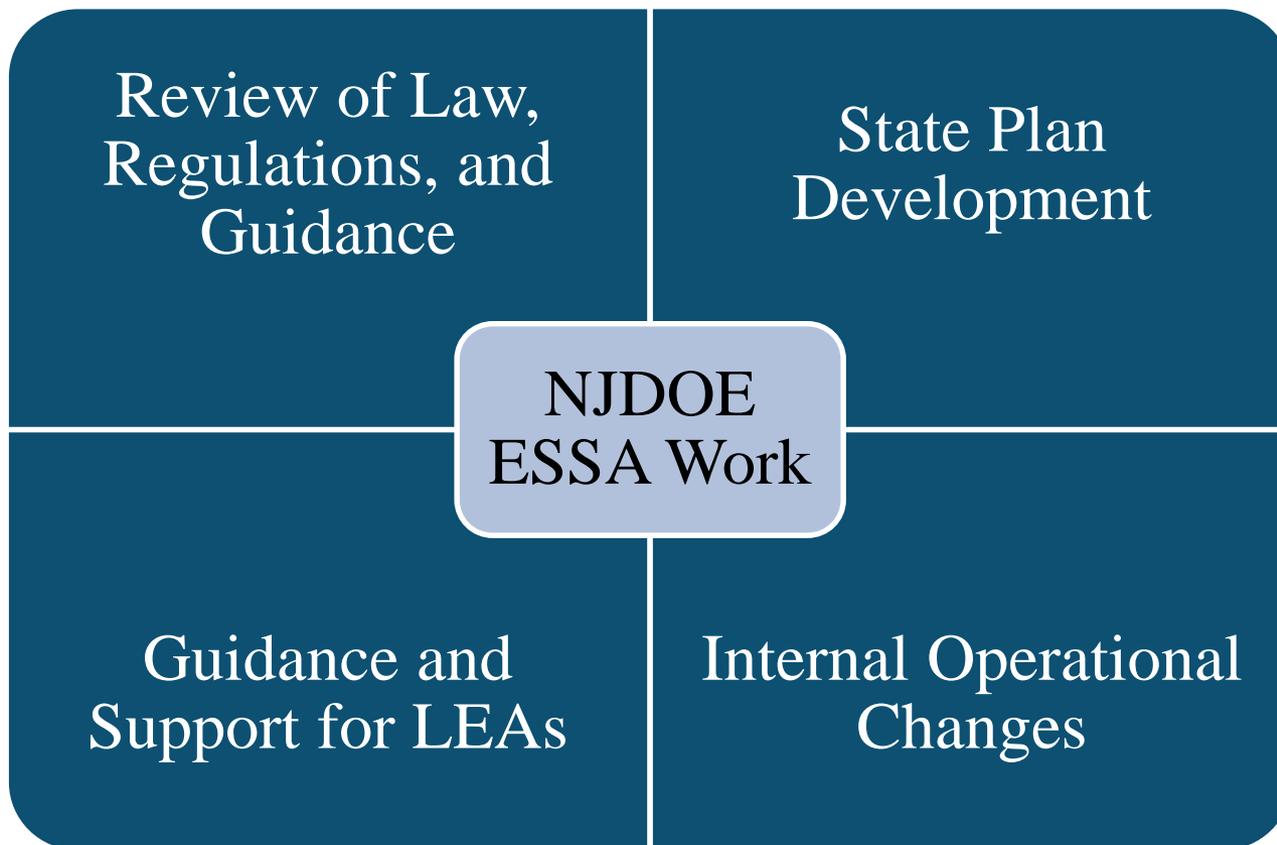
Date (<i>Expected</i>)	Federal	State	District
School Year 2016-17	<ul style="list-style-type: none"> Federal regulations and guidance continuously released 	<ul style="list-style-type: none"> ESEA Waiver expires (August) NJ develops and submit state plan in collaboration with stakeholders Continue to provide targeted support Priority/Focus schools 	<ul style="list-style-type: none"> Districts spend under NCLB rules Priority/Focus school status remains the same as in 2015-16
Fall 2016	<ul style="list-style-type: none"> Final federal regulations posted (expected) 	<ul style="list-style-type: none"> Collaborate with stakeholders to develop a state plan Ensure state processes, guidance, and data collections reflect changes from ESSA 	<ul style="list-style-type: none"> Districts receive initial spending guidance from NJDOE (Nov)
Spring-Summer 2017	<ul style="list-style-type: none"> US Dept. of Ed reviews and approves state plans submitted in March or July 	<ul style="list-style-type: none"> NJ to submit state plan to US Dept. of Ed by March 6* following public comment period 	<ul style="list-style-type: none"> Districts continue to receive updated spending guidance from NJDOE Districts receive allocations from NJDOE and apply for grants
School Year 2017-18		<ul style="list-style-type: none"> New state plan goes into effect, ongoing stakeholder engagement to support implementation 	<ul style="list-style-type: none"> Districts develop intervention plans in collaboration with stakeholders Districts spend under ESSA rules/formulas

* Subject to change pending final federal regulations





NJDOE Internal ESSA Work: 4 Areas of Focus





Internal NJDOE ESSA Work; *Continued*

Review of Law, Regulations, and Guidance

- Review of published materials from US Department of Education (ED)
- Submit comments to ED, when appropriate
- Identify NJ-specific policy questions and impact on school, district and state operations

State Plan Development

- Review of state level questions and related options
- Receive stakeholder feedback on key questions and options
- Development of state plan based on feedback



Internal NJDOE ESSA Work; *Continued*

Guidance and Support for LEAs

- Written guidance (technical and activities-based guidance)
- TA Sessions (first round scheduled throughout Nov/December)
- Ongoing support/guidance as we learn more from ED (particularly around issues that aren't resolved by Fall/Winter)
- Continually improve guidance with stakeholder input

Internal Operational Changes

- New data collections (e.g. military families data)
- Defining and staffing new roles (e.g. non-public ombudsman)
- Grants systems updates (EWEG)
- Adjustments to allocations



Commitment to Ongoing Engagement

2016 Jun Jul Aug Sept Oct Nov Dec Jan Feb Mar Apr May Jun 2017

Listening and Learning/Identify Policy Questions

Feedback on Specific Proposals/Policies

Inform and Explain Implementation Details

NJDOE will provide opportunities for stakeholders to:

Discuss how NJ state and districts may best implement specific areas of existing and new federal law

Provide targeted feedback, through focus groups and public comment

Receive updated information about ESSA implementation and best practices





Strengthening stakeholder engagement cycles for continuous improvement

- ✓ How will NJDOE continue to implement current strategies for engaging stakeholders going forward?
- ✓ How will NJDOE measure progress and success of stakeholder engagement throughout ESSA implementation?
- ✓ How will NJDOE adjust stakeholder engagement strategies as ESSA is implemented, updated, and as education strategies and policy in New Jersey evolve?



Your Input Matters

The success and sustainability of efforts to **improve educational excellence and equity in New Jersey under ESSA** depends on partnership among the NJDOE and **stakeholders like you.**

Email essa@doe.state.nj.us to participate or ask a question



See

? Questions to Consider

throughout



Agenda

Tuesday, September 27, 2016

Expectations and Norms for Gatherings

Overview and Stakeholder Engagement Updates

NJ Department of Education ESSA Plan Updates

Accountability Overview: Public Reporting and Indicators

Conversations Led by NJDOE Staff



Measures of School and Student Success

- School & District Accountability in New Jersey
- Performance Reports & Data Reporting
- Accountability Indicators
- Indicator(s) of School Quality/Student Success



What are Measures of Success? What do they tell us? How do we use them?





School and District Accountability 2016

What happens now in New Jersey?

New Jersey's school performance reports include:

Measures of School/Student Success:

- Enrollment/demographics
- Selected data on course participation
- Rates of chronic absenteeism
- School climate
- Comparative school ranking

Accountability Indicators:

- Academic achievement and progress
- College and career readiness
- Graduation and post-secondary enrollment data

District performance: The Quality Single Accountability Continuum (QSAC) includes ratings on:

- instruction and program
- operations management
- fiscal management
- personnel
- governance





ESSA and Student/School Measures

- Two different ways of using Measures and Data as part of the state accountability system
 - Annual performance reports
 - Identification of schools in need of supports/interventions

e.g. informing
reflective
conversations

e.g. differentiating
schools to prioritize
decisions about
limited resources



Accountability & Reporting: **How are Measures Used?**

Indicators and data points are chosen in order to understand:
How are schools and their students are performing in New Jersey?
But **different measures are used differently** in the system:

ESSA Accountability **INDICATORS**

e.g. Academic Performance & Progress

USED TO:

1. Measure performance and progress and identify areas needing support and intervention

Performance Report **DATA**

e.g. Post-Secondary College Enrollment

USED IN ORDER TO:

1. Help families, communities, and schools better understand how students and schools are performing
2. Help leaders (parent, community, school) to make more informed decisions about how to support students

★ What information do you think it is **important to know** about schools and students? What information do you think is **suited for school accountability**?





What Does a Performance Report Do?

Performance Reports are designed to help families, schools, districts, and the state better support students through clear presentation of school data.

For example:

- **to help families** to ensure their children are getting an excellent education and provide tools for families to best advocate for their student's needs;
- **to help school leaders** understand where gaps exist so that they might make more informed decisions about how to better support their staff and students;
- **to help districts and the state** understand how best to intervene in struggling schools and model schools that are improving quickly or performing very well; and
- **to hold schools and districts – and all stakeholders – accountable to the students they serve.**



? Questions for Consideration

Reporting requirements offer an opportunity to begin gathering new or better data on students, including information about student subgroups. **What information might be useful to consider as part of this new reporting system?**

Performance reports must include the indicators chosen for school accountability, but may also include others. **What kinds of indicators might be well suited for public reporting, that may not be included in the accountability system?**

How can New Jersey **ensure ongoing attention** to the reliability and usefulness of the performance reports? How will these indicators inform school leaders, families, advocates, and all stakeholders in their ongoing efforts to support students?



What Do ESSA Accountability Indicators Do?

Accountability Indicators are designed to help families, schools, districts, and states to better support schools and students through a transparent and differentiated rating system.

School and district performance on all indicators will be used to:

- **identify schools in need of support and improvement:**
 - the bottom 5% of all Title I schools and high schools with graduation rates less than 67% for *Comprehensive Support and Improvement*; and
 - the schools for *Targeted Support and Improvement* based on subgroup performance;
- **identify school and district performance across the state** – high and low performing schools.



Indicators of School and Student Success

What are the Required Indicators for Accountability?

Elementary and Middle School Indicators

- **Academic Achievement** as measured by proficiency on annual statewide assessment
- **Academic Progress**

High School Indicators

- **Academic Achievement** (may also include progress)
- **4-year graduation rate** (may include extended-year)

All School Indicators

- **Progress Toward English Language Proficiency** (may also include proficiency rates)
- **At least one ADDITIONAL indicator of school quality or student success**

All indicators must:

- be **supported by research** that performance and/or progress are likely to increase; and
- allow for **meaningful differentiation** of schools (*i.e. help to determine which schools are excelling and which may need support*).





Additional Indicator(s) of School Quality/ Student Success

What is the Additional Indicator(s) Requirement?

Each state has the opportunity to **include one or more indicators of school quality and/or student success** as part of the accountability system.

These indicators must be:

- Valid, reliable, and comparable across all schools;
- Able to be disaggregated by subgroup (according to proposed regulations);
- Research–based and correlated with positive student outcomes; and
- Initially, based on available data (*collected in the 16-17 school year*)





Examples of Additional Indicator(s)

- Chronic absenteeism
- Suspension rates
- Expulsion rates
- Facilities quality
- Access to qualified teachers (including para-educators)
- Access to specialized support personnel (counselors, nurses, etc)
- Percentage of middle school students enrolled in algebra or geometry
- Access to resources
- Internet access
- Technology quality and access
- Teacher to student ratio/class size
- Social-emotional learning
- Kindergarten readiness
- College enrollment following HS graduation
- Career readiness indicators
- Family and community engagement
- Access to advanced coursework (including CTE pathways)

*Orange Text = data currently being collected**

Sources:

1. Darling-Hammond, Linda et. Al. (2016, Jan 28) [Pathways to New Accountability through the Every Student Succeeds Act](#). Learning Policy Institute and Stanford Center for Opportunity Policy in Education.
2. <https://www.nea.org/assets/docs/Backgrounder-Opportunity%20Dashboard%20Indicator.pdf>
3. https://www.acteonline.org/uploadedFiles/Policy_and_Advocacy/Key_Issues/ESSA_Fact_Sheet_Career%20Readiness%20Accountability.pdf



? Questions for Consideration

Initially, indicators are limited to those for which data is currently being collected (16-17 school year). **With this in mind, which school quality or student success indicator(s) should be included in the accountability system? Why?**

When collection of additional data can be established, which other indicators might be used?

How might the chosen indicators support school and district leaders in implementing more meaningful and effective interventions in struggling schools?



What Do You Think?

Measure of Student or School Success

Why is this important? What is it USED for?

How could it be used as part of a
Performance Report?

How could it be used as an
Accountability Indicator?





Share Out





Next Steps

- Minutes of the Meeting
- Future Focus Group Topics (*tentative*):
 - Accountability Continued:
 - School-level Indicators
 - Assessment (measuring progress towards standards and English proficiency)
 - English learner indicators
 - School Interventions: Overview
- *Concurrent Discussions (Let us know if you are interested!)*:
 - Use of Funding: Title IVA and IIA and other related topics
 - District Guidance Regarding Stakeholder Engagement



Don't forget to fill out your exit ticket!

- ✓ Name, contact information
- ✓ What do you still have questions about?
- ✓ Additional comments/feedback about:
 - What should be included in performance reports?
 - What should the additional accountability indicator be?
 - How can our performance reports be more accessible and easier to read by parents and educators?



Thank You!



- For more information, go to **NJ Department of Education ESSA Website**
<http://www.state.nj.us/education/ESSA/>
- For questions, concerns, recommendations, requests for resources or opportunities to engage, **contact NJ ESSA Team: essa@doe.state.nj.us**

This presentation was developed in collaboration with Partners for Each and Every Child 