State of New Jersey's Schools

February 29, 2012

The need for change

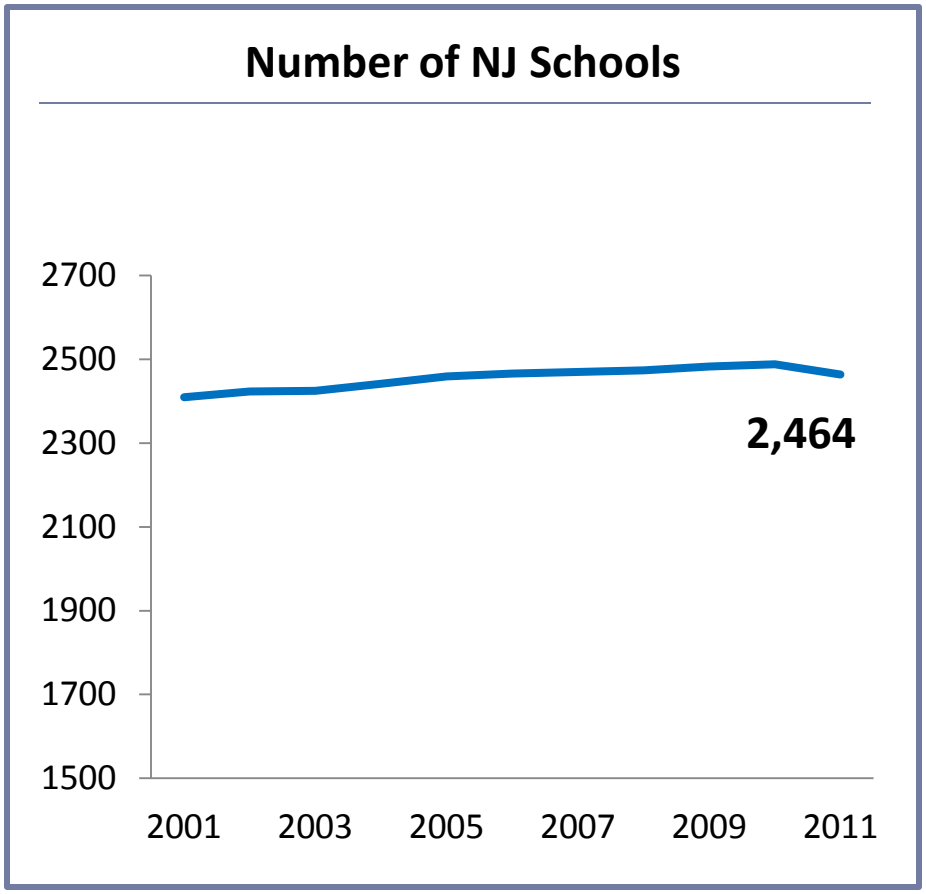
Overall, the NJDOE plays an important role in helping my district achieve its core mission of elevating student achievement and the number of students who graduate college and career ready.	**22.5%**

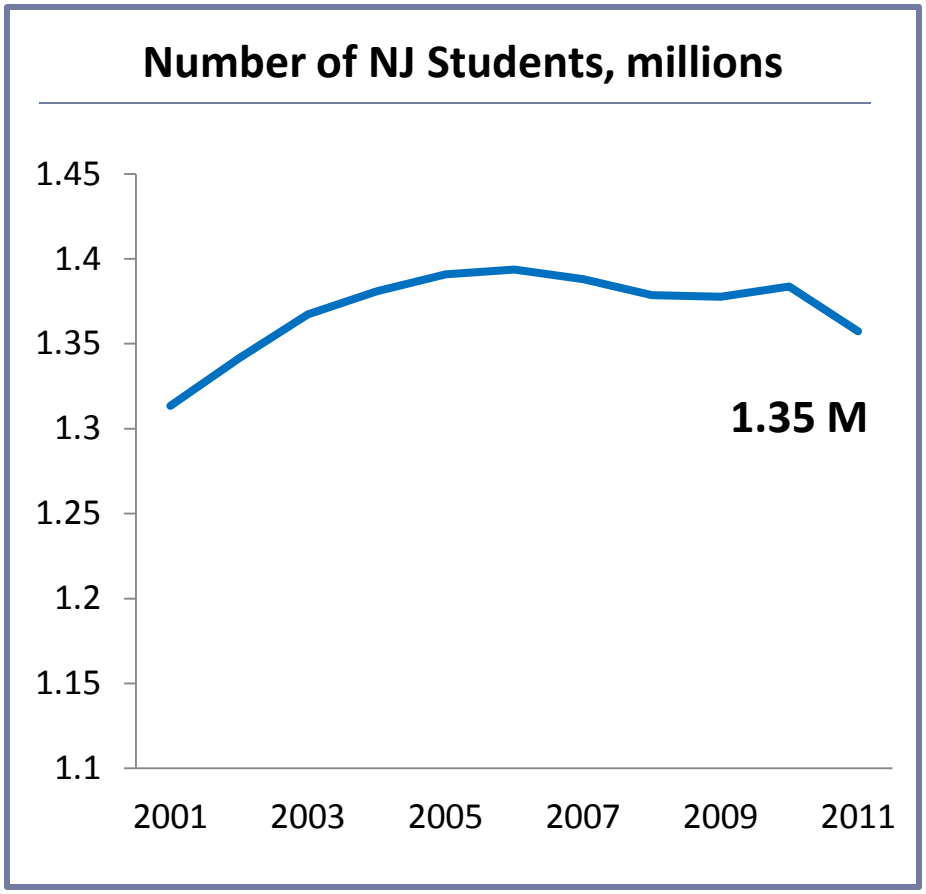
Source: Spring 2011 NJDOE Superintendent Survey

Today's agenda

- State of NJ Schools
- NJDOE Priorities
  - Performance and Accountability
  - Academics
  - Talent
  - Innovation
- 2012-13 Budget

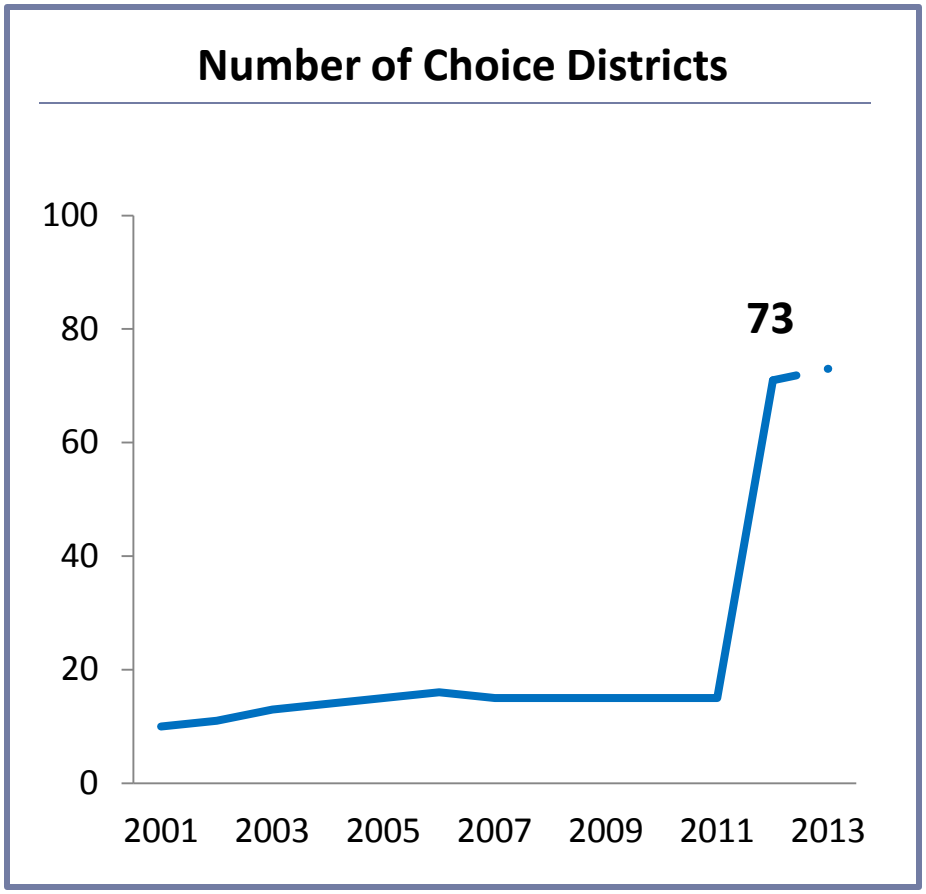
Enrollment has slightly decreased over time

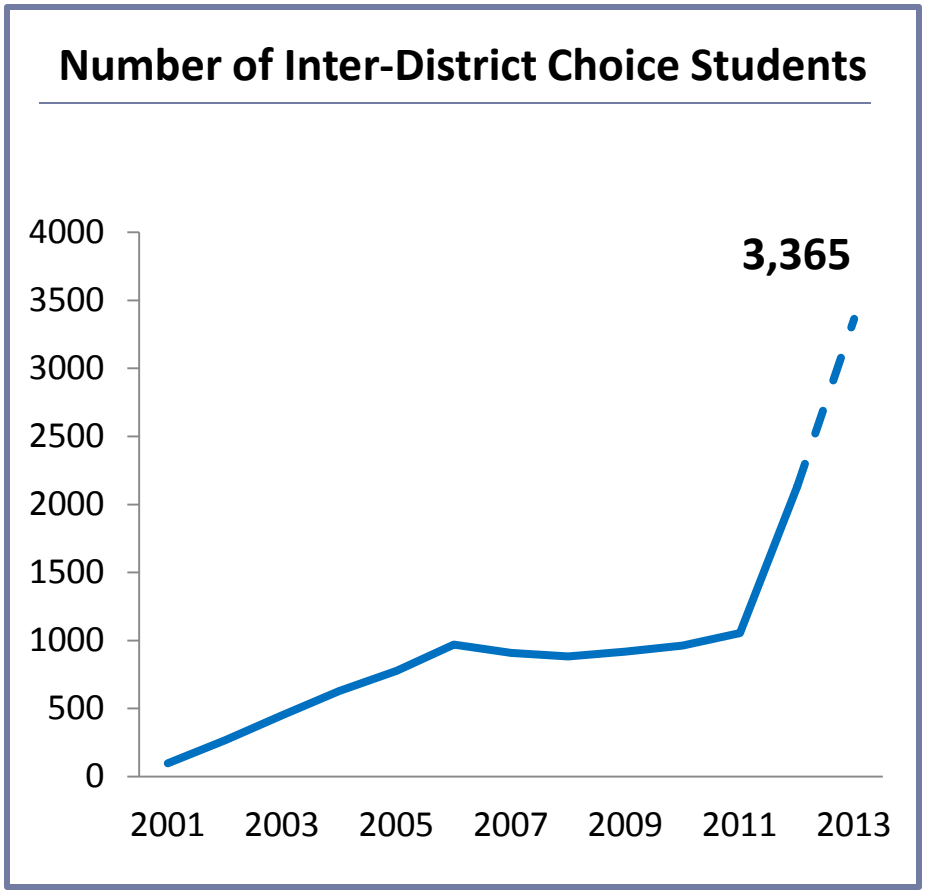




Source: NJDOE

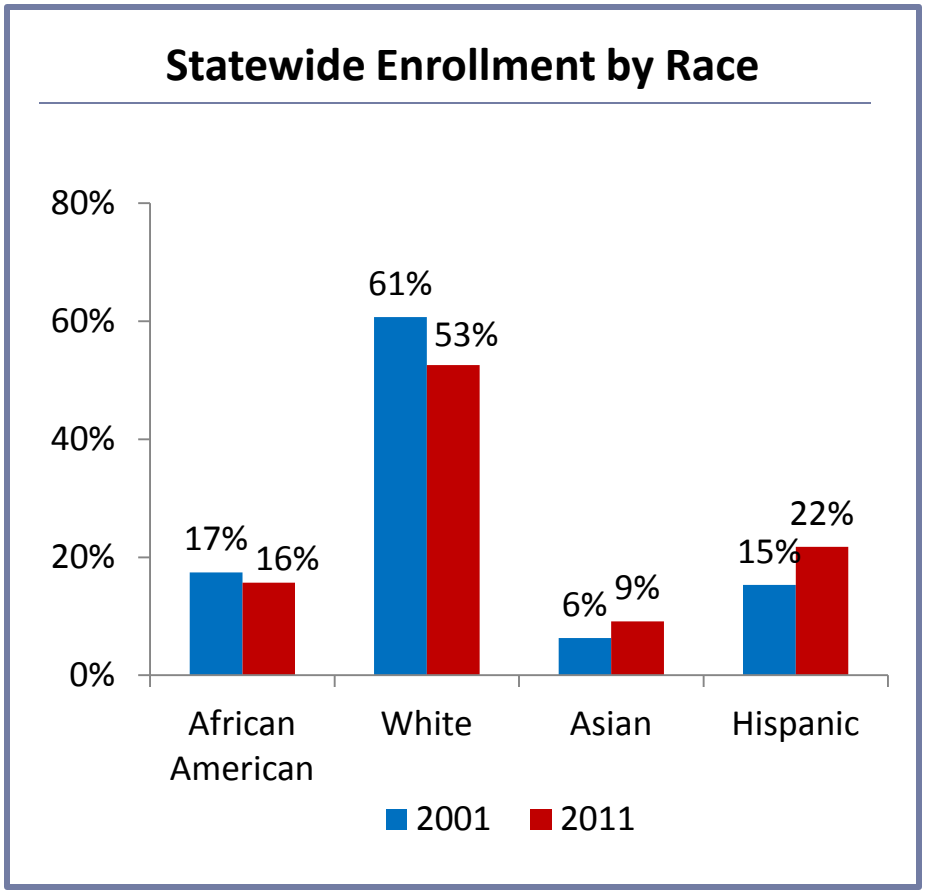
Enrollment in inter-district choice has increased, but program remains small

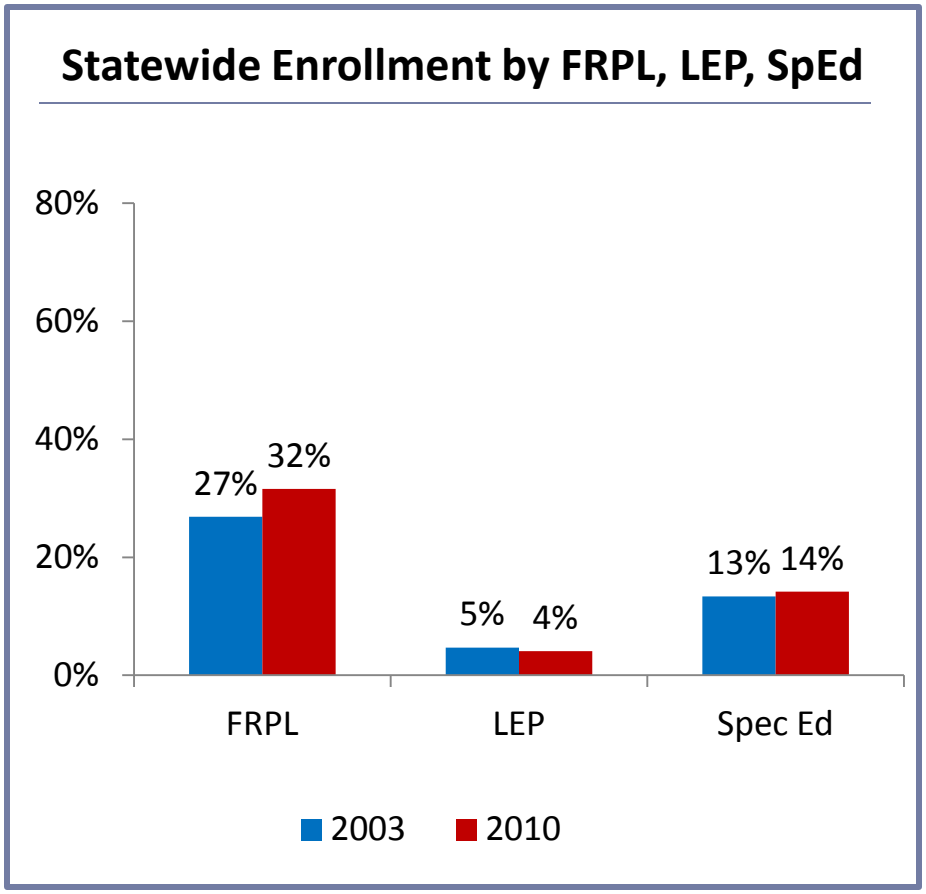




Source: NJDOE

Increase in Hispanic students, fewer White and African American students





Source: NJDOE

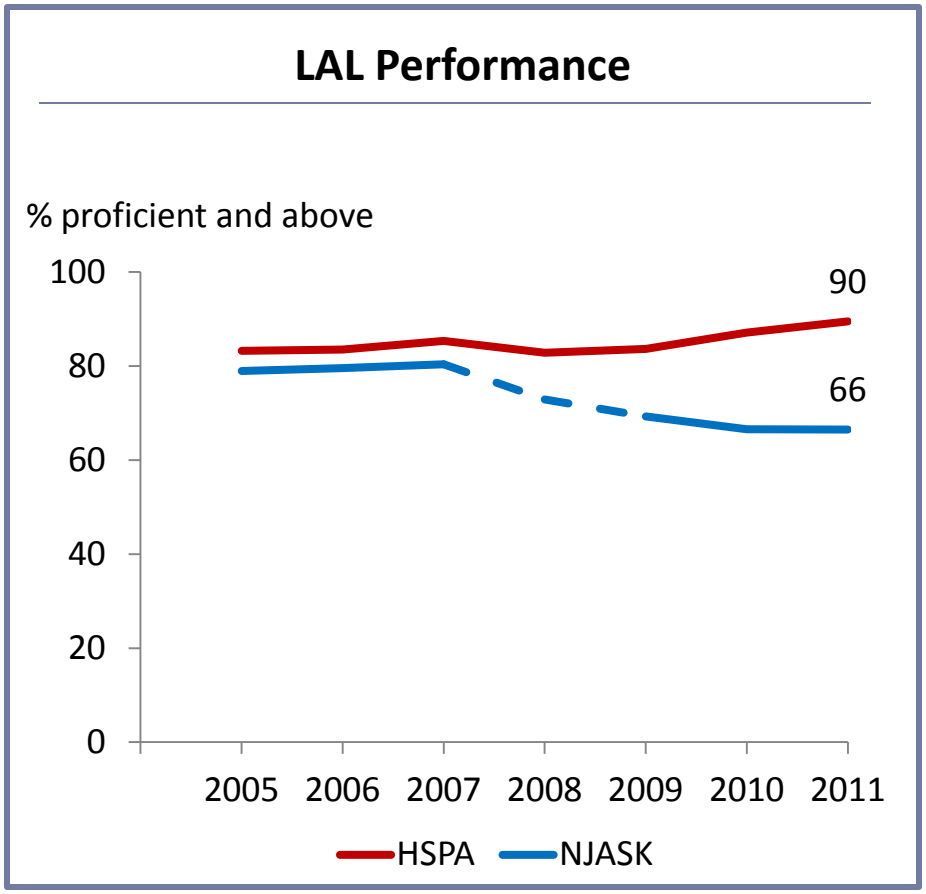
Student Performance

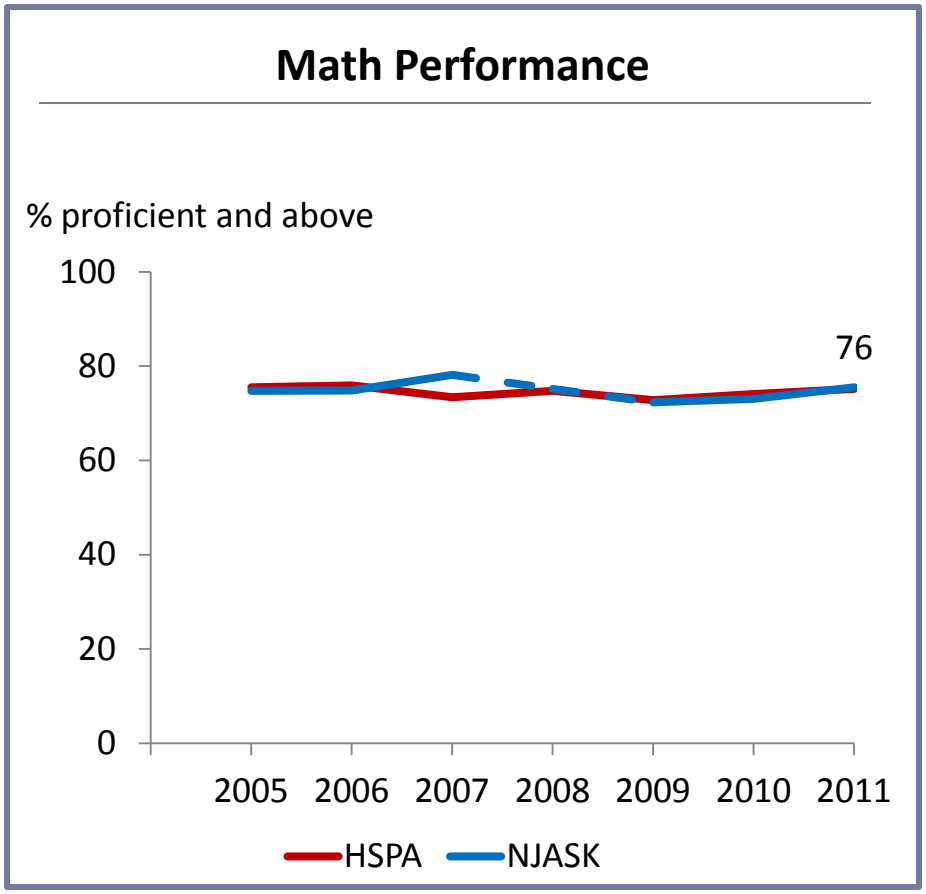
New Jersey has relatively high standards, as measured by NJASK

Standards on state tests	National ranking
4th grade – LAL	3
8th grade - LAL	30
4th grade – Math	12
8th grade – Math	17

Source: NAEP 2011 report

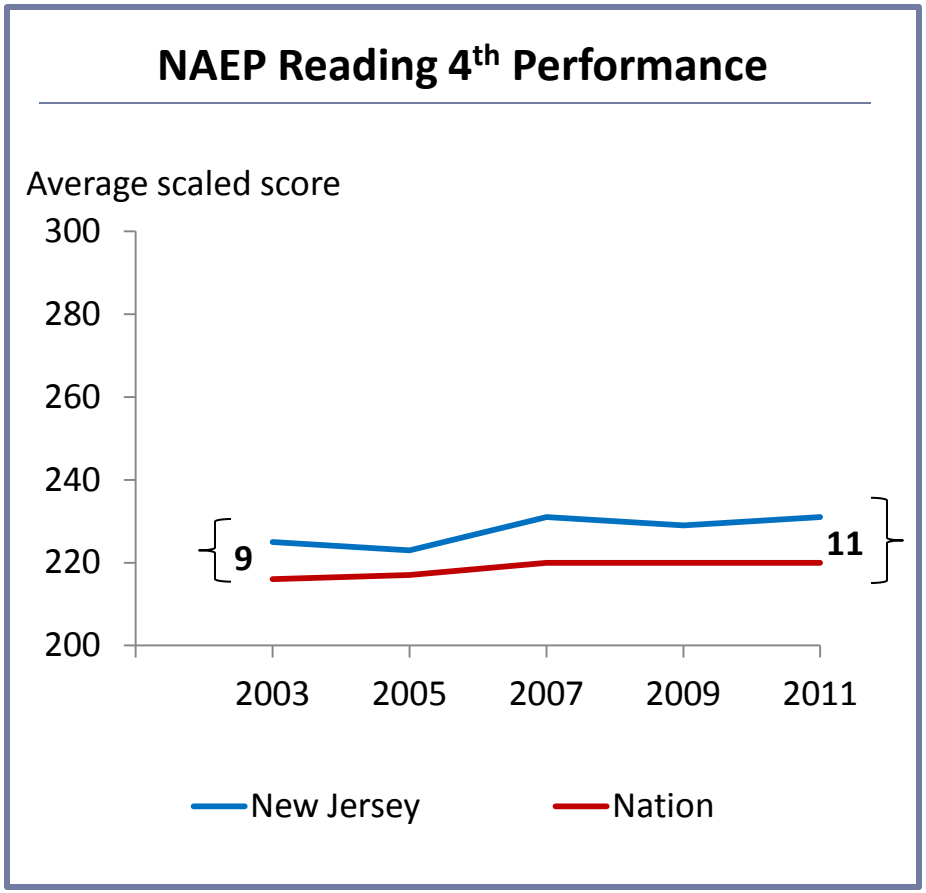
Consistently high performance on NJASK and HSPA

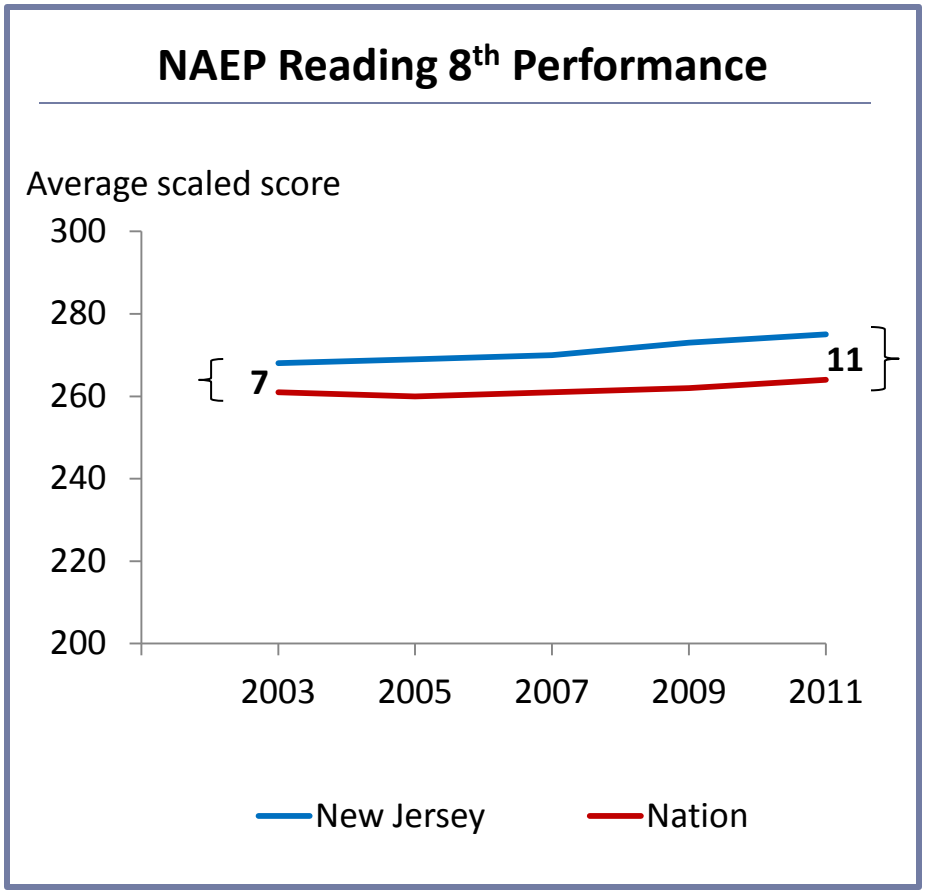




Source: NJDOE Assessment Data, 2005 - 2011

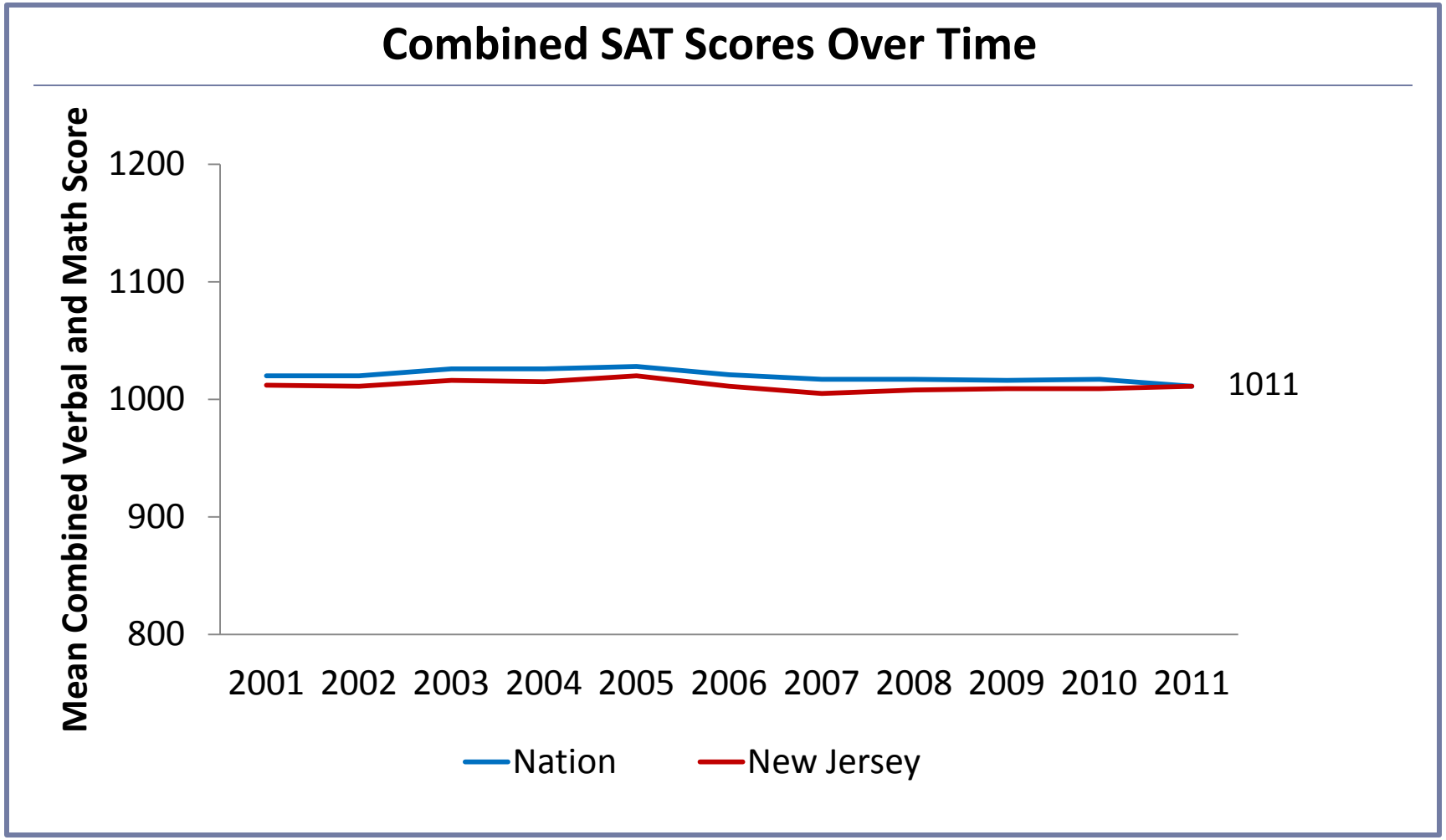
On NAEP, NJ outperforms the nation





Source: NAEP 2003 - 2011

NJ matches national averages on SAT scores



Source: NJDOE SAT data, 2001 - 2011

More students taking AP tests

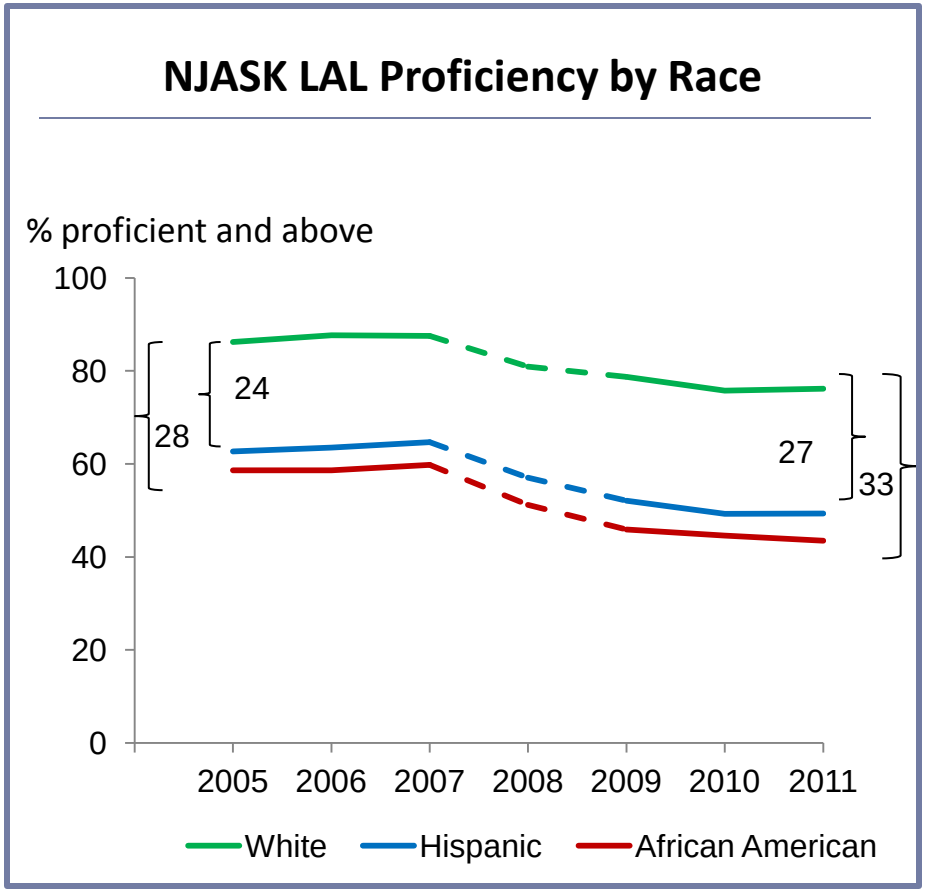
Year	# of tests taken
’05 – ‘06	63,000
‘09 – ‘10	80,000

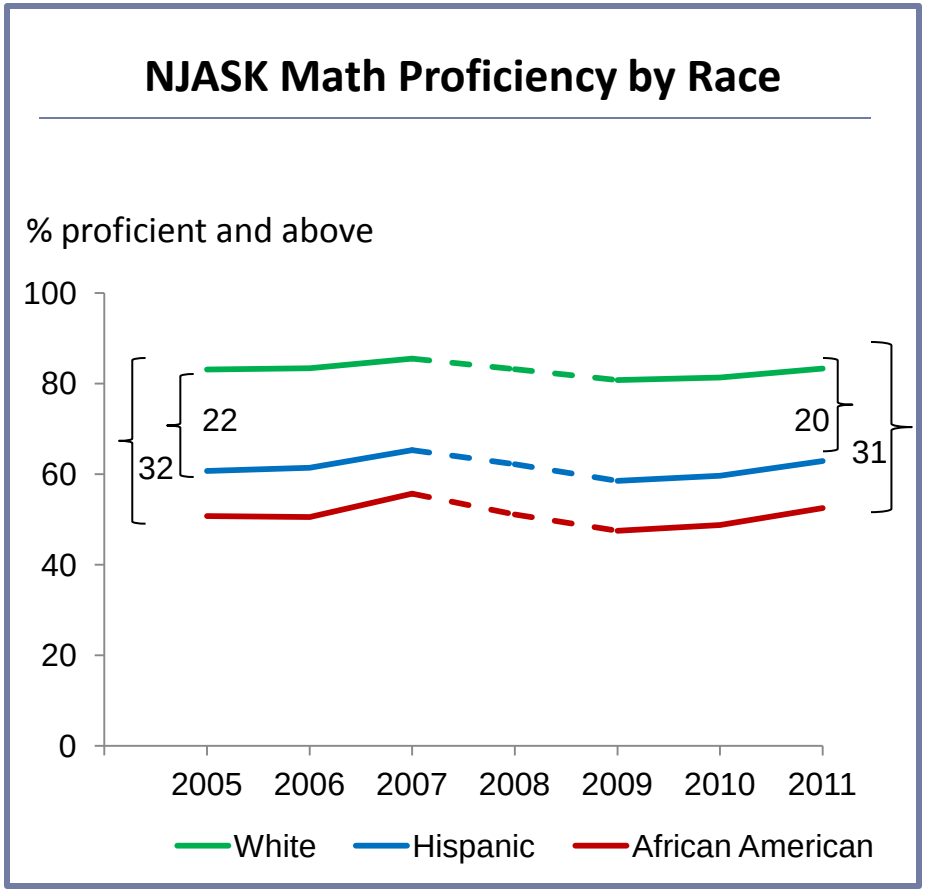
- However, the percentage of AP tests scoring a 3 or higher has been relatively constant at 72.5%

Source: NJDOE AP data, 2005 – 2006, 2009 - 2010

Achievement gaps

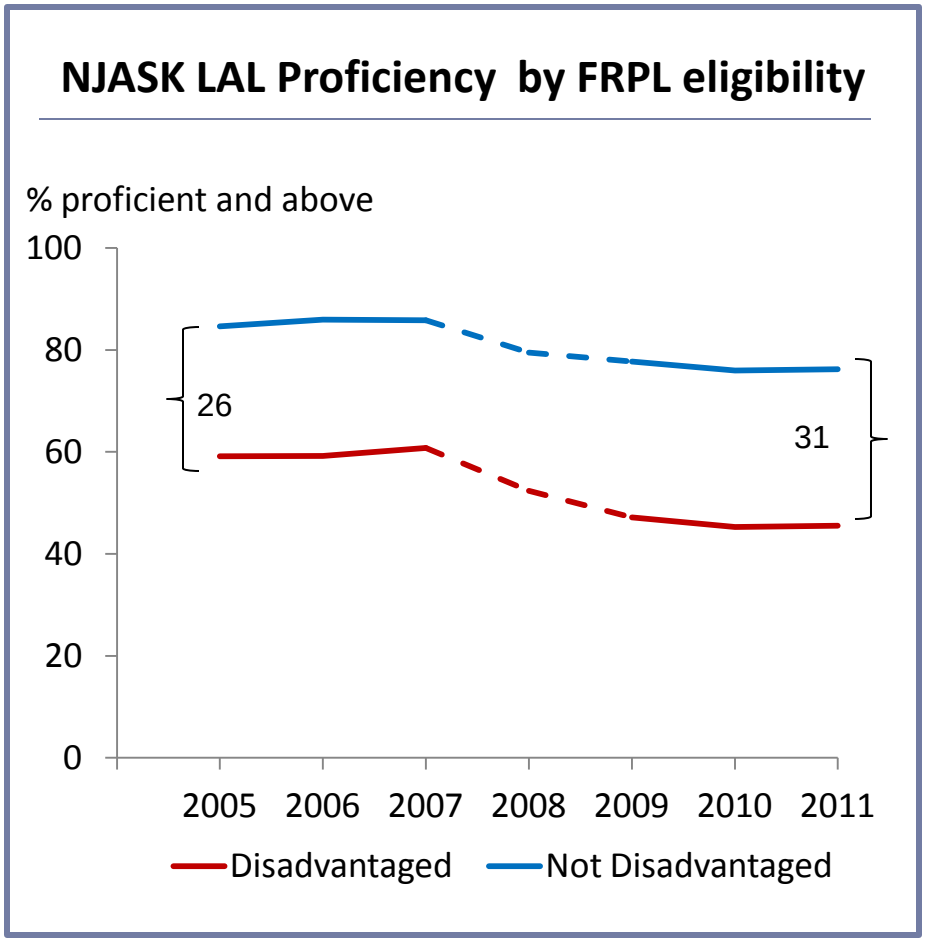
NJASK racial gaps have remained constant

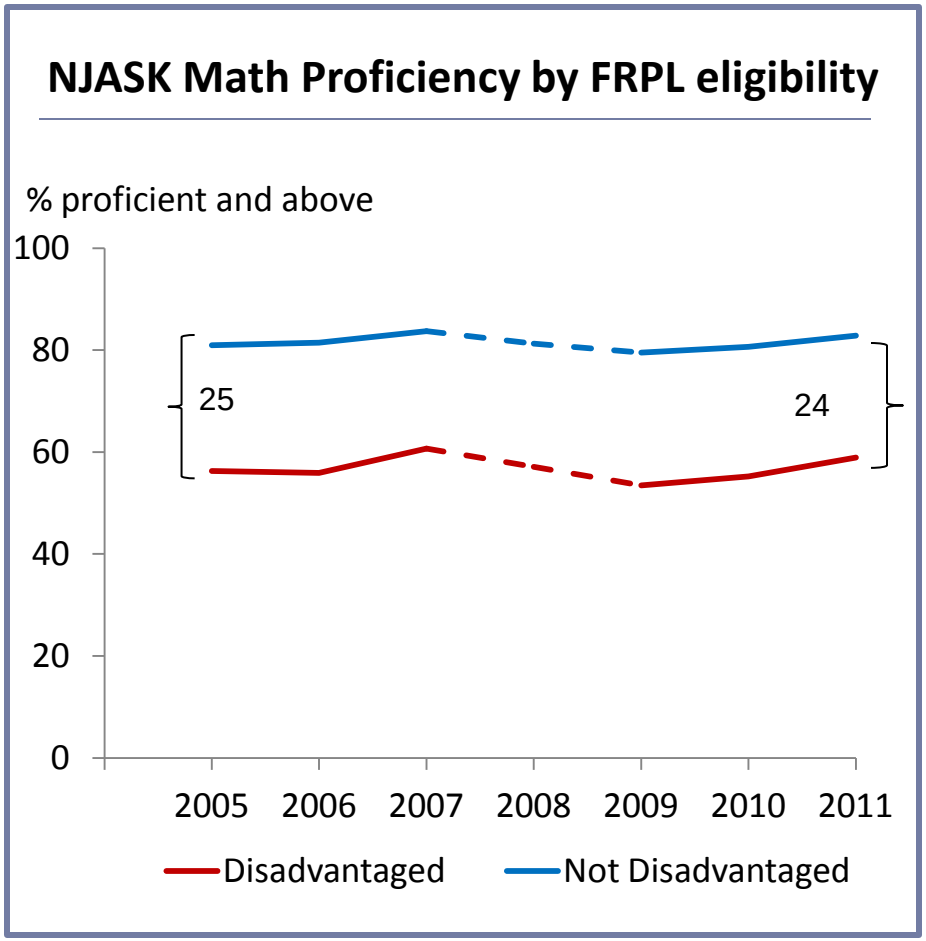




Source: NJDOE Assessment Data Grades 3 - 8, 2005 - 2011

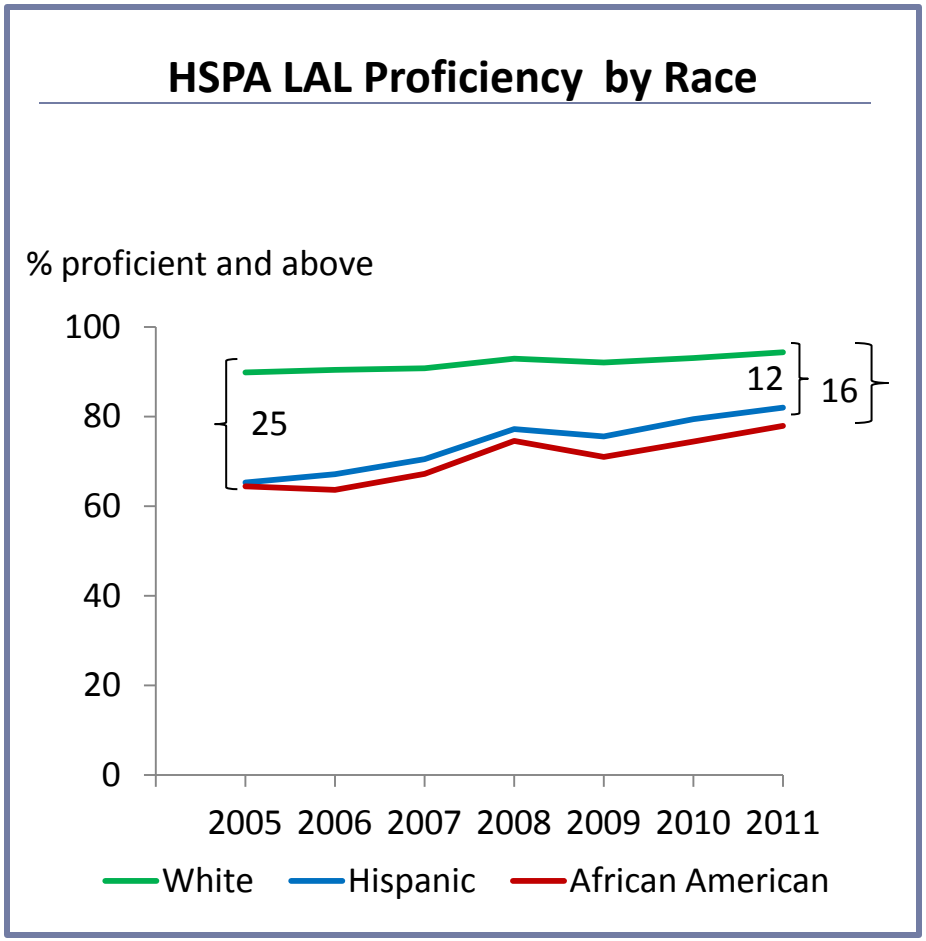
NJASK gaps have remained constant for economically disadvantaged students

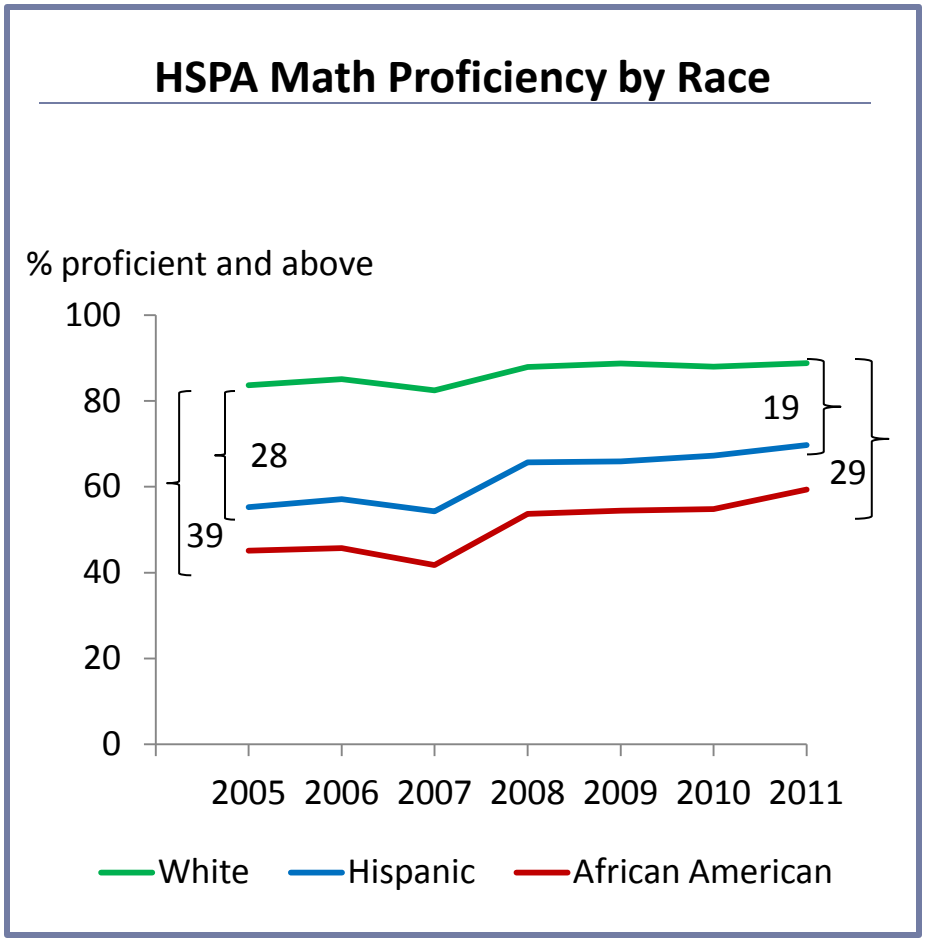




Source: NJDOE Assessment Data Grades 3 - 8, 2005 - 2011

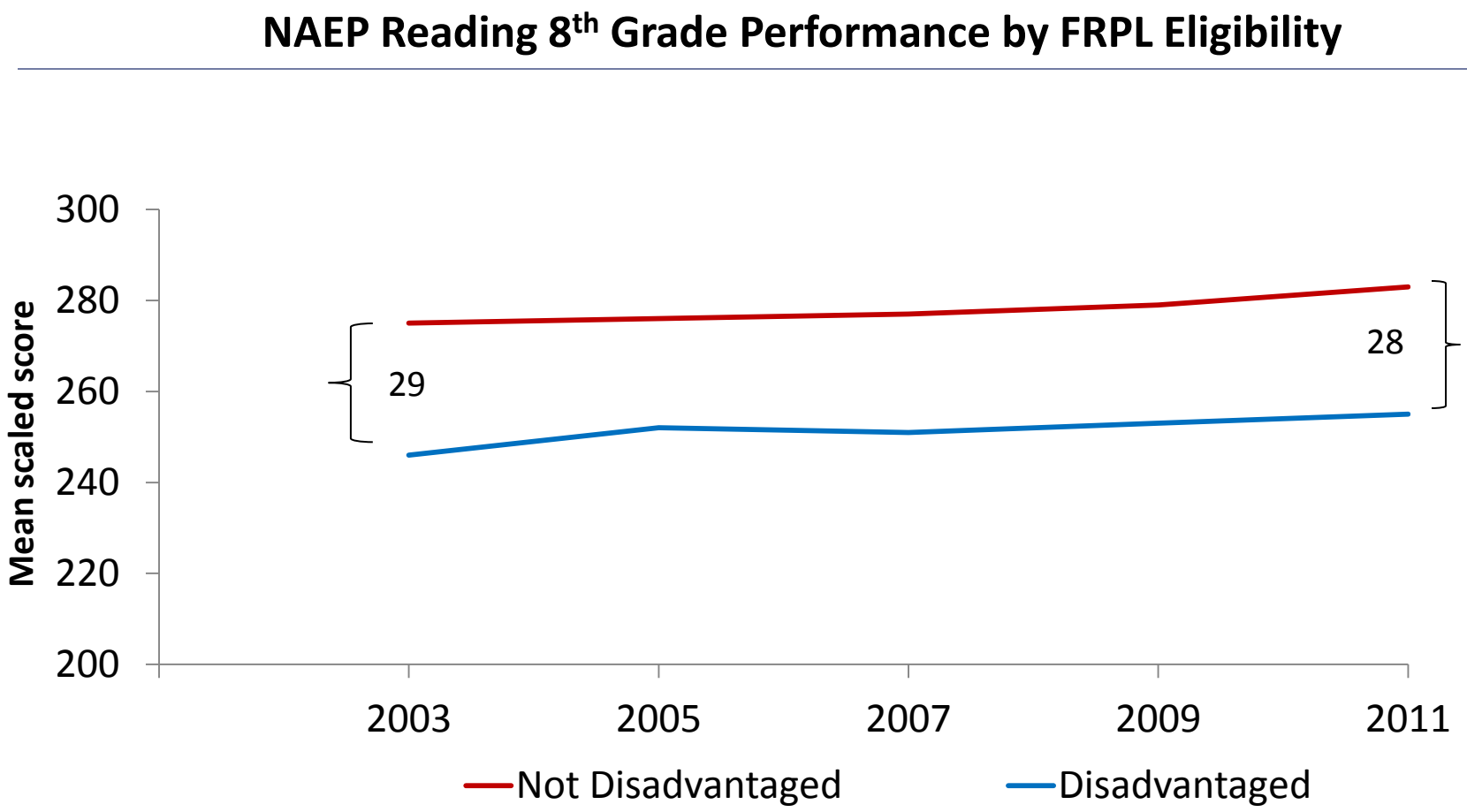
HSPA racial gaps are decreasing as white student proficiency has remained stable





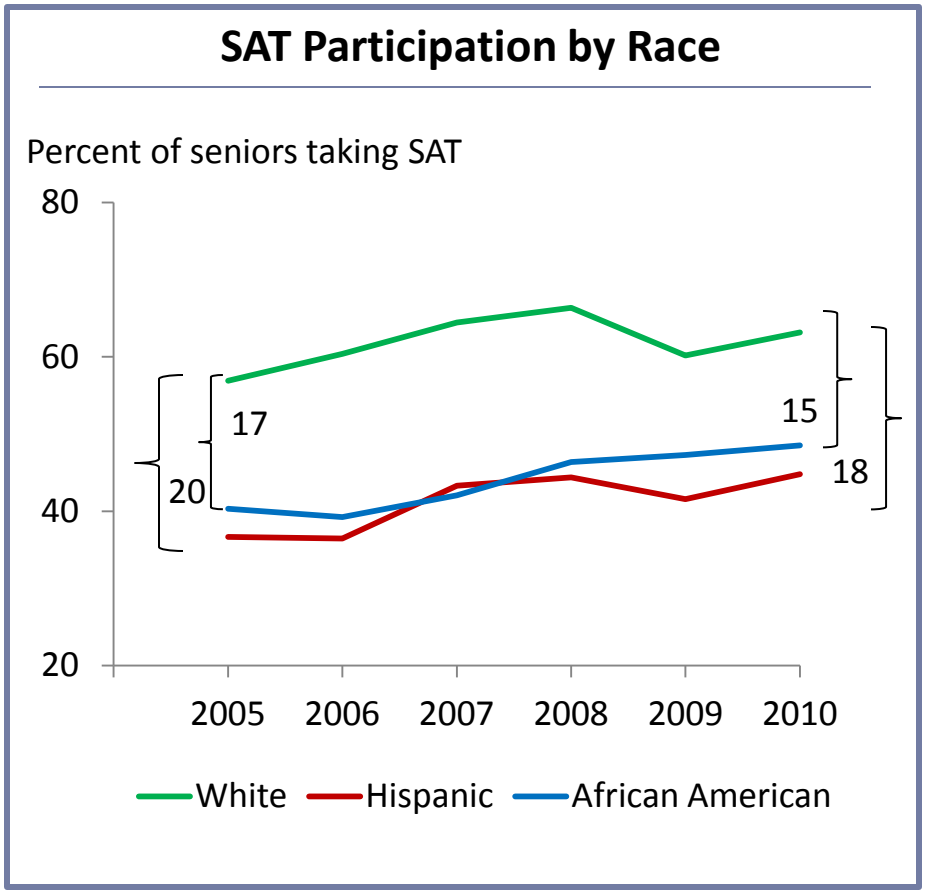
Source: NJDOE Assessment Data, 2005 - 2011

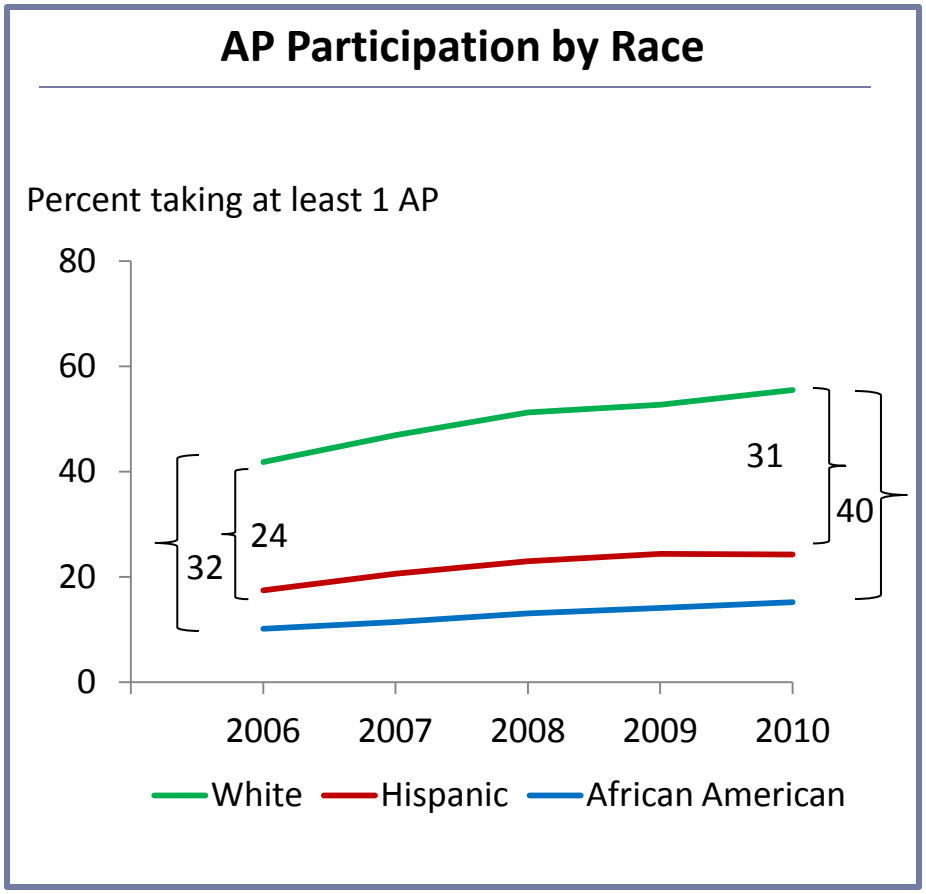
NAEP gaps persist in 8th grade reading



Source: NAEP, 2003 - 2011

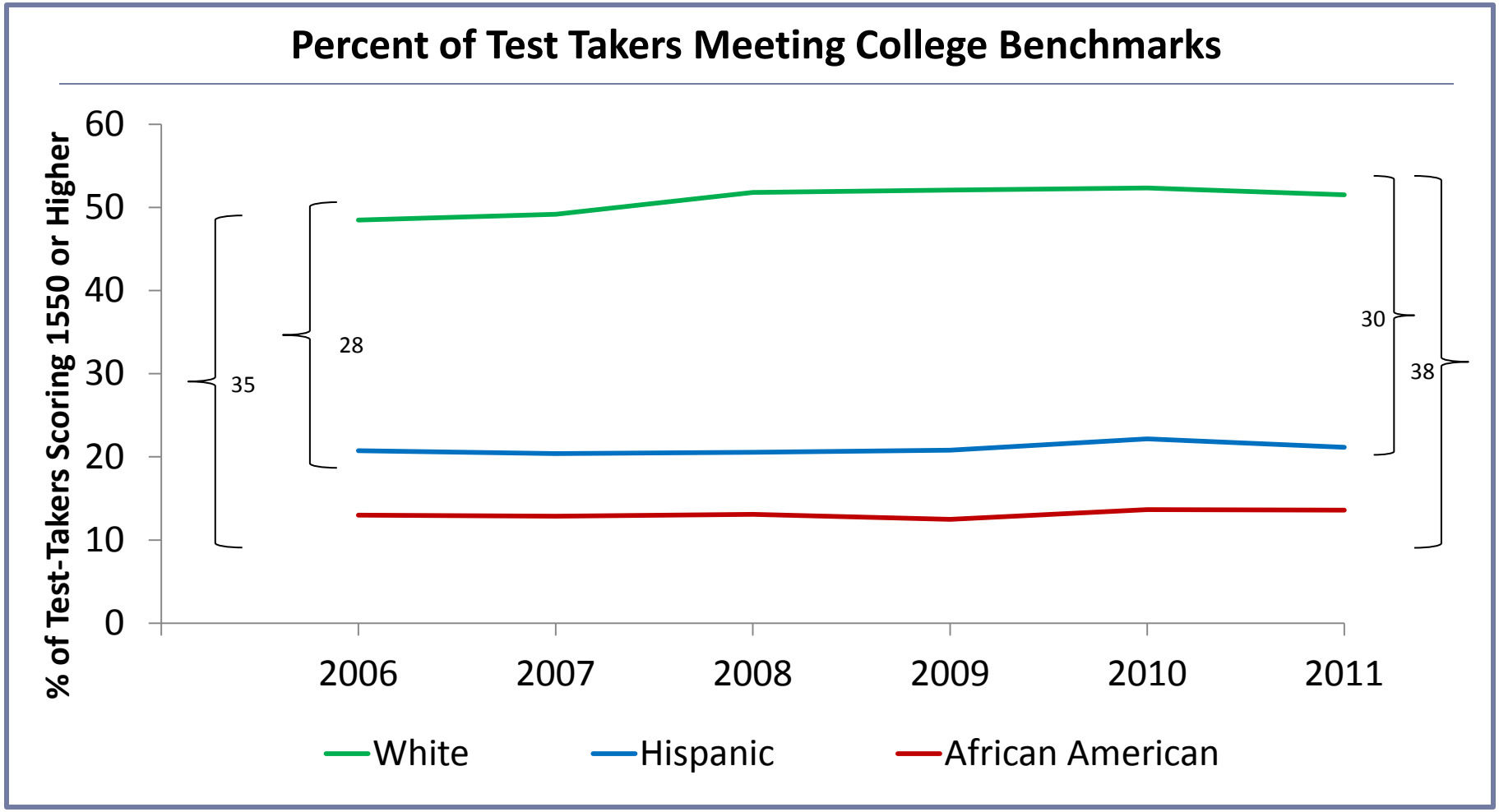
White students are more likely to take the SAT and AP





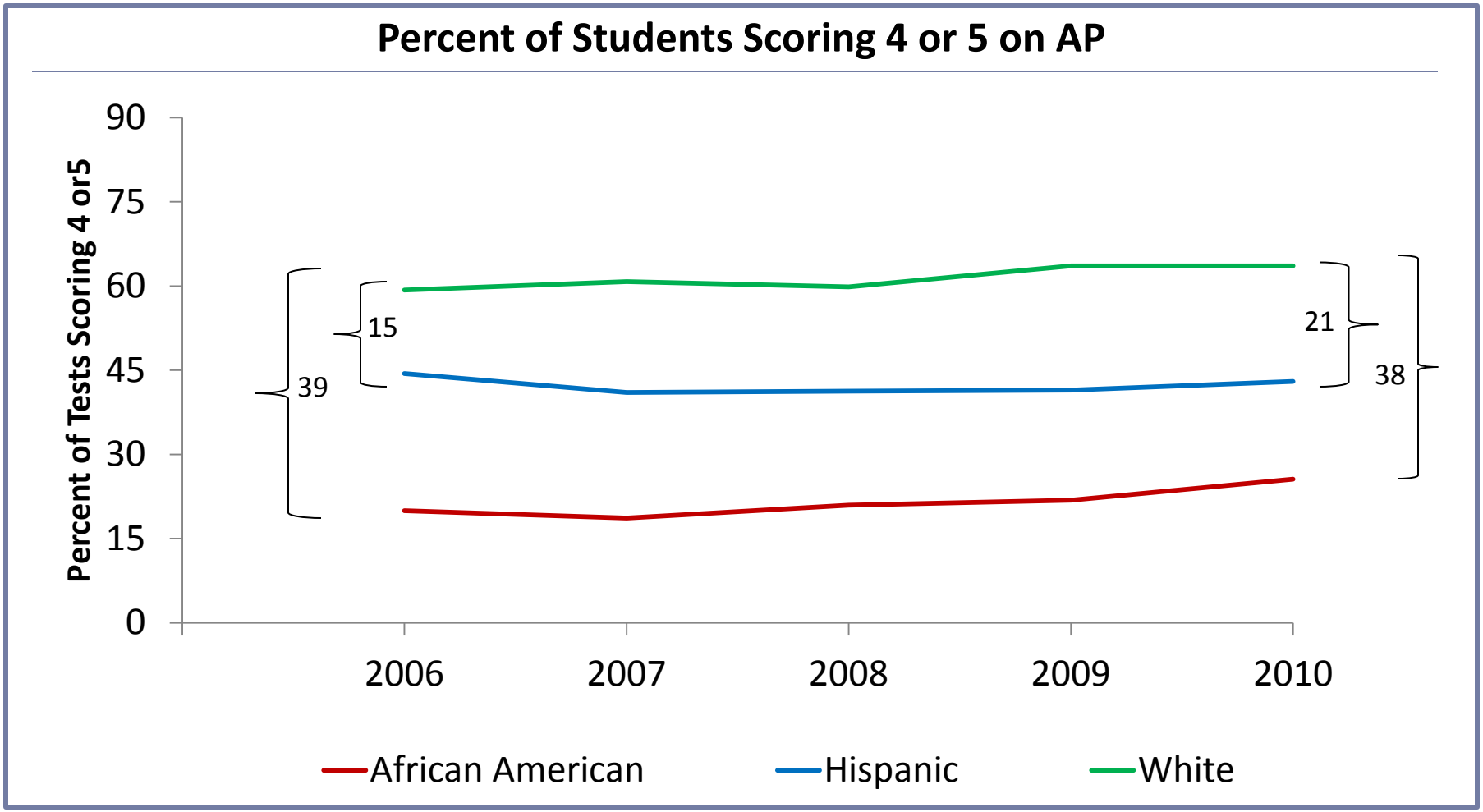
Source: NJDOE SAT and AP data, 2005 - 2010

SAT “college readiness” gap has increased over time



Source: NJDOE SAT data, 2006 - 2011

AP racial gaps persist over time



Source: NJDOE AP data, 2006 - 2010

Significant number of NJ students need college remediation

Bergen Community College (2009-10)

91%	Students tested into remedial math or English

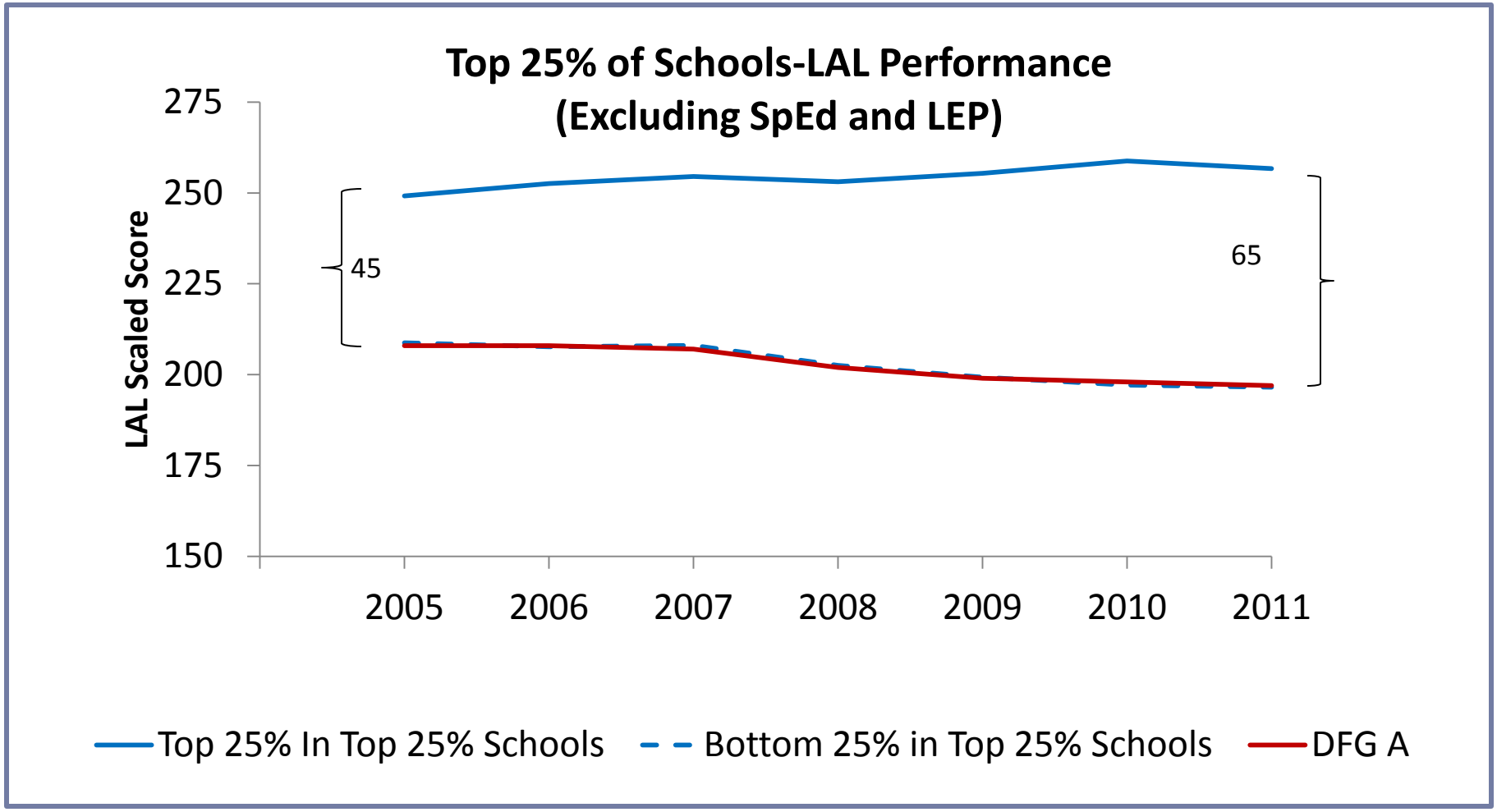
Essex County Community College (2007-08)

89.5%	Students tested into remedial math
58.2%	Students tested into remedial reading
89.2%	Students tested into remedial writing

Union County College (2009-10)

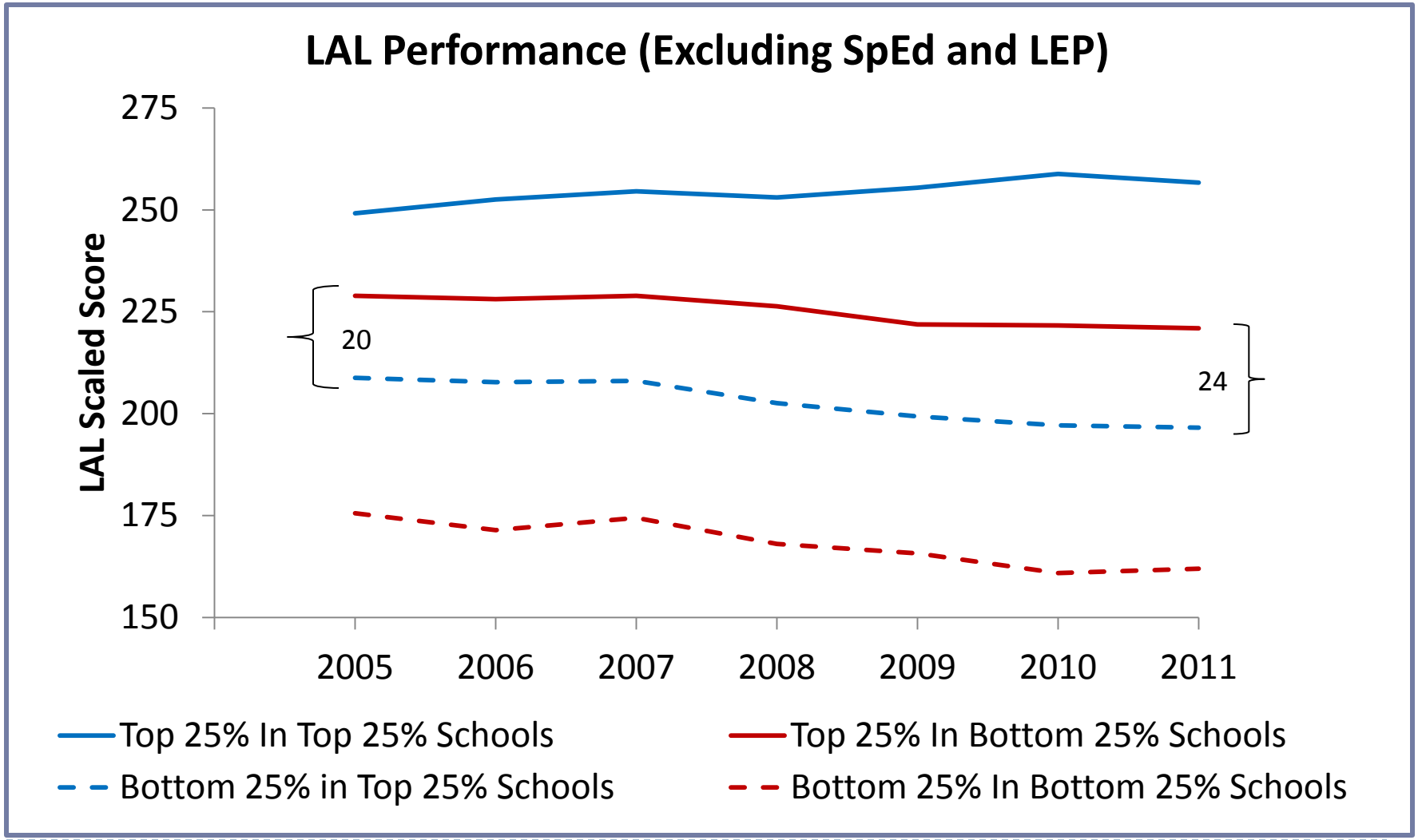
61.2%	Full-time, first-year students enrolled in at least one remedial class

Large within-school achievement gaps persist in top 25% of schools



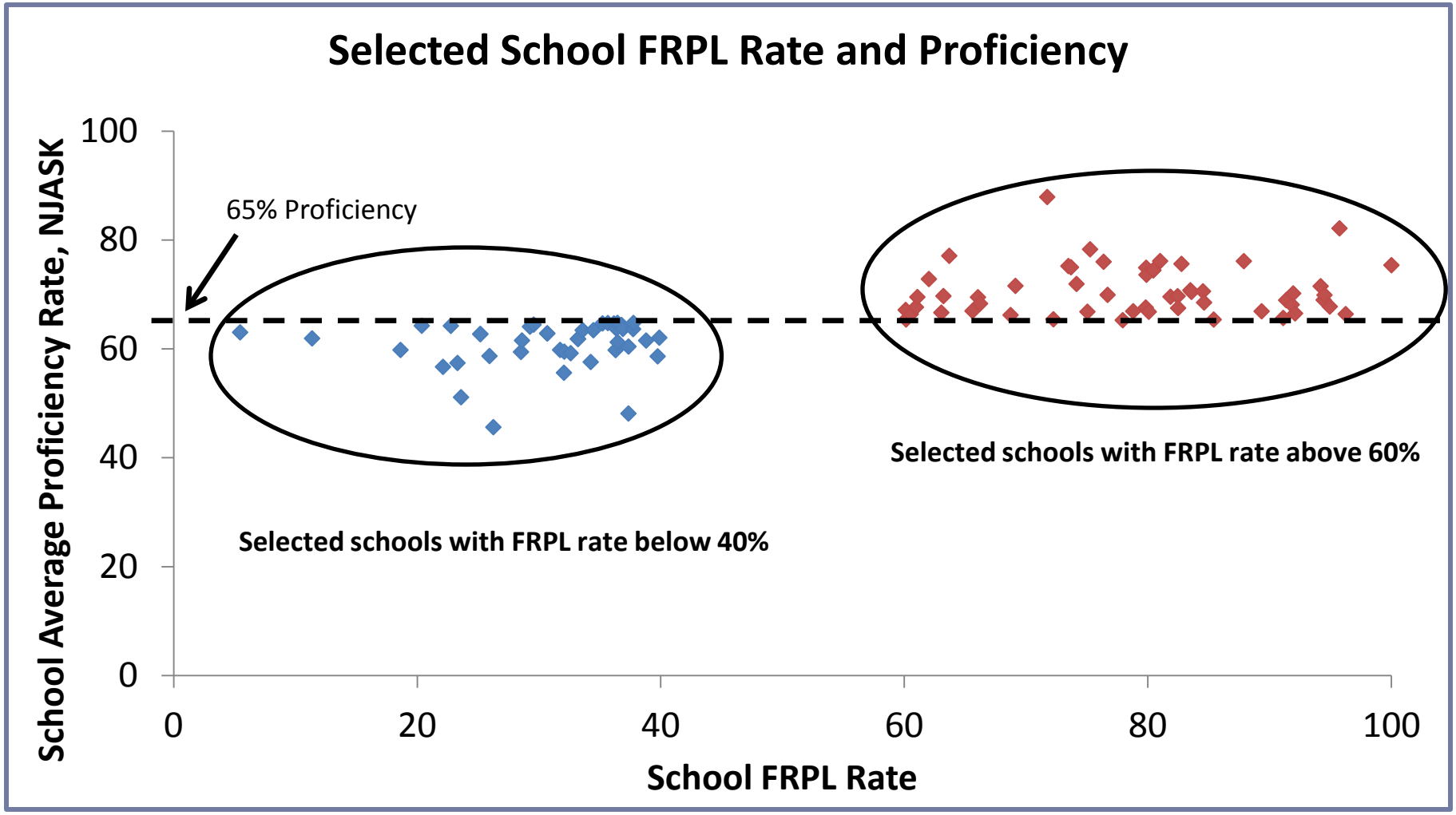
Source: NJDOE Assessment data, 2005 - 2011

Top 25% of students in lower-performing schools outperform bottom 25% of students in higher-performing schools



Source: NJDOE Assessment Data, 2005 - 2011

Many high-poverty schools outperform low-poverty schools



Source: NJDOE Assessment Data, selected schools, 2009 - 2011

Focus on 3rd grade reading proficiency

37,000

- Number of 3rd grade students in New Jersey that did not pass NJASK – LAL in 2010-11

42%

- Percentage of these students educated in DFG A or B districts

16%

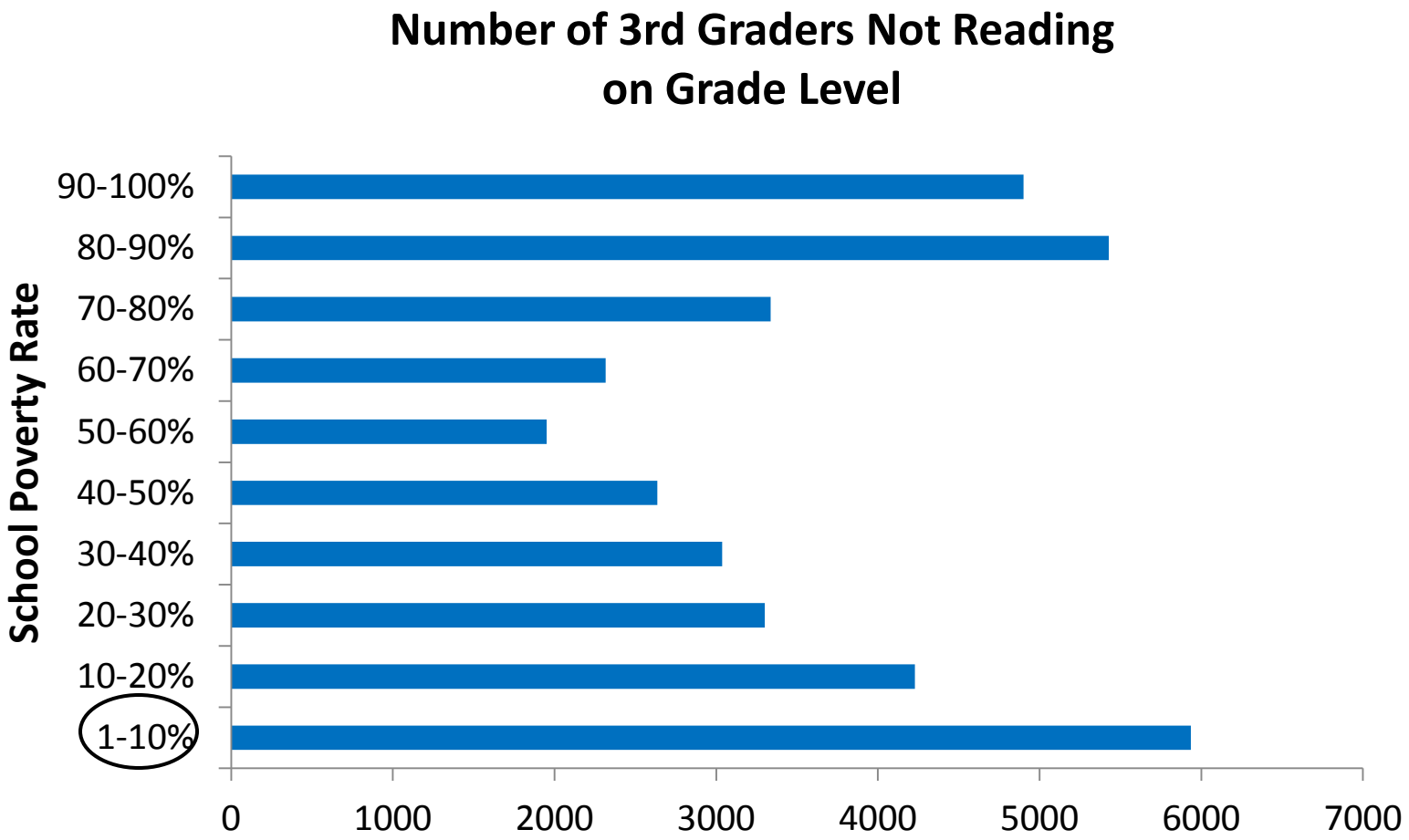
- Percentage of these students educated in our five largest urban districts

43%

- Percentage of these students educated in schools that had a poverty rate lower than the state school average

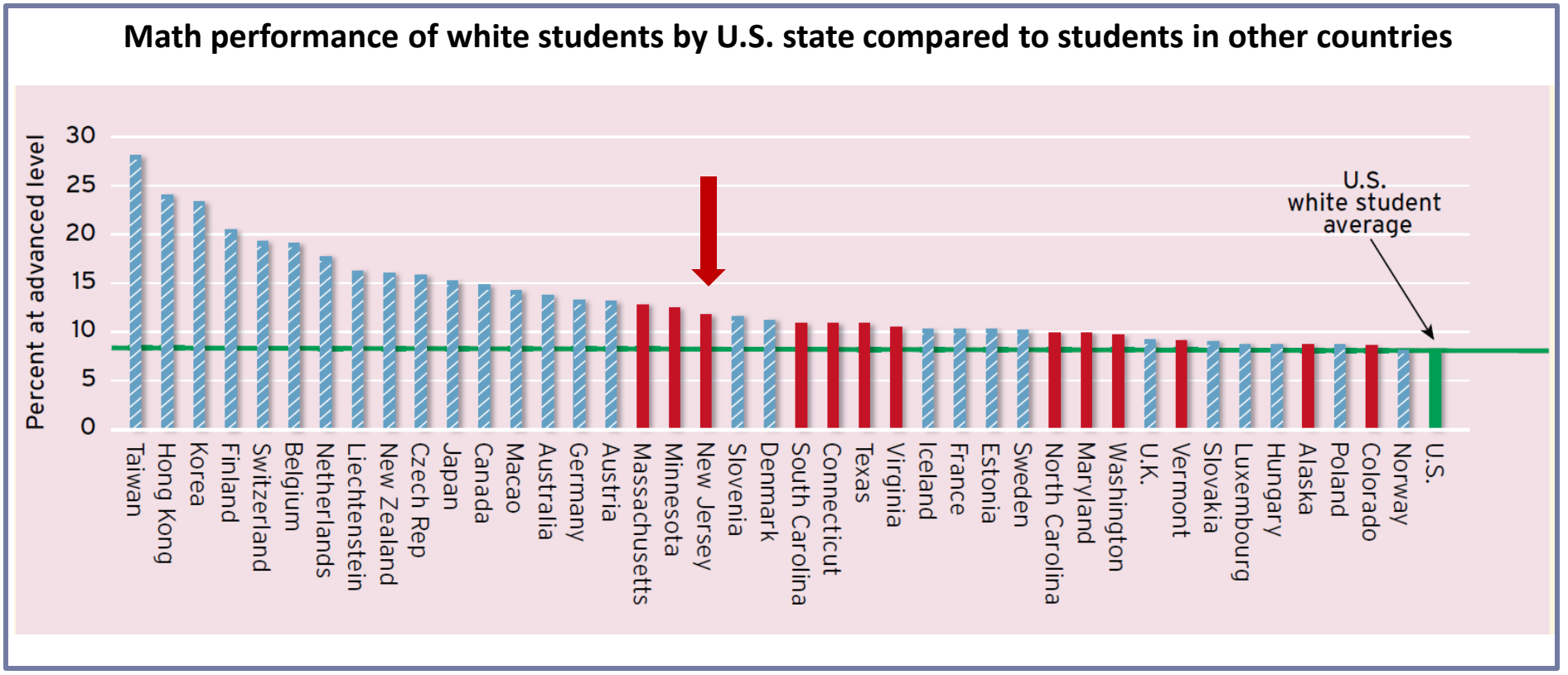
Source: NJDOE Assessment Data, Grade 3, 2010-2011

3rd grade reading proficiency a statewide issue



Source: NJDOE Assessment Data, Grade 3, 2010 - 2011

Diversity not a driver of international competitiveness



Source: Hanushek, Eric, Peterson, Paul, Woessmann, Lodger. 2010. "US Math Performance in Global Perspective." PEPG Report No:10-19.

Education spending in high-need districts exceeds statewide average

District	Number of Priority and Focus Schools	Percent of Schools	Total Per-Pupil Spending, 2009-2010
Newark	28	47%	$22,992
Camden	23	88%	$23,770
Paterson	22	63%	$20,229
Trenton	16	89%	$21,038
Elizabeth	14	47%	$21,952
Jersey City	13	36%	$21,824
State	**253**	**11%**	**$17,836**

Source: NJDOE; Priority and Focus Schools based on three-year average; Per Pupil: 2009 - 2010

Lowest-achieving schools are well resourced

	Priority schools	State average
Student – teacher ratio	11.9	12.6
Student – administrator ratio	171	268
Avg. faculty years of experience	14.6	13.1
Avg. faculty salary	$70,774	$68,757
3rd grade reading proficiency	22%	63%
8th grade reading proficiency	41%	82%

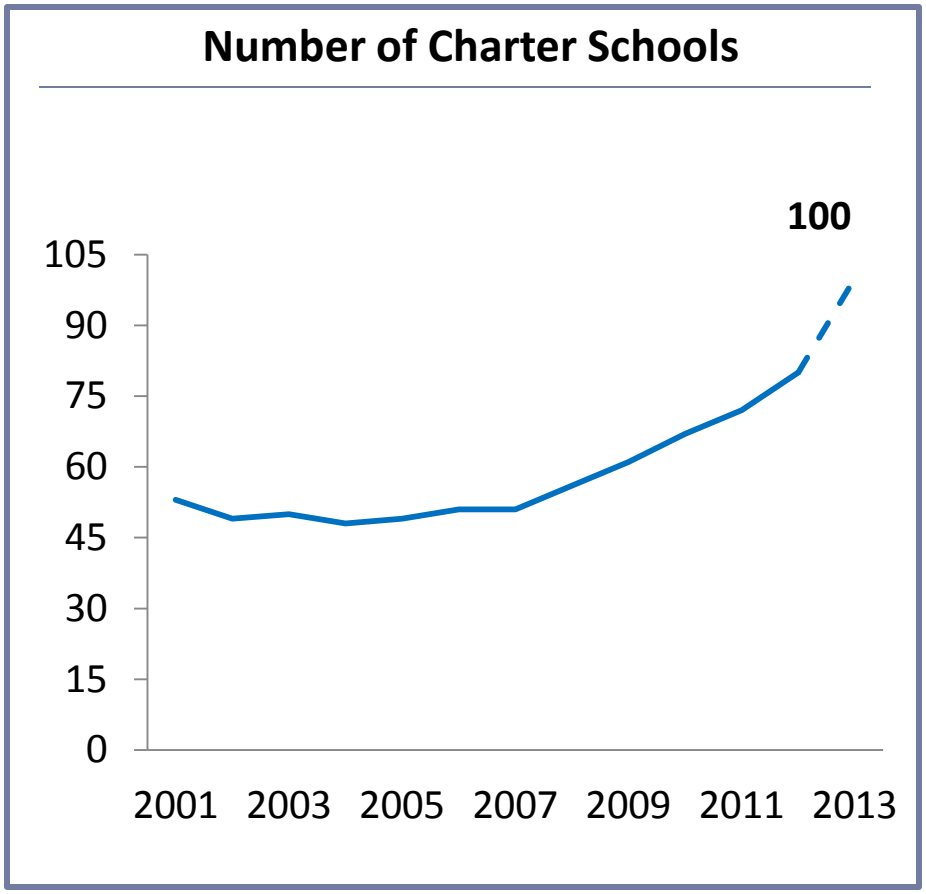
Source: NJDOE, 2010 - 2011

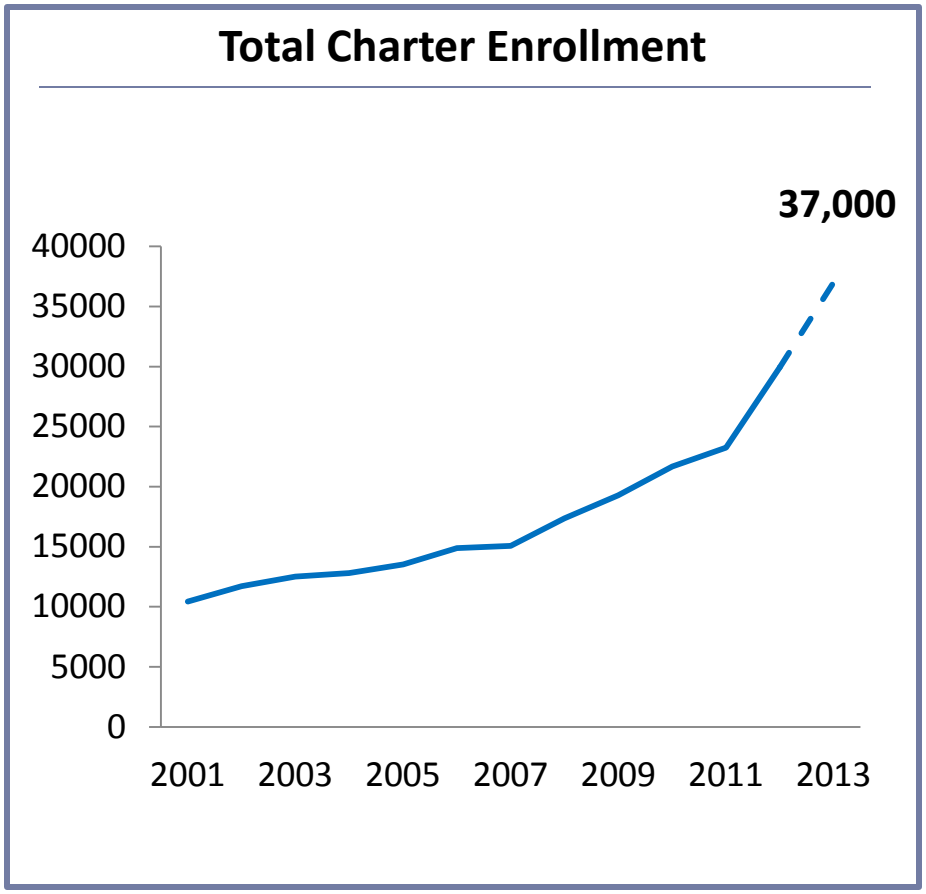
Shifting the achievement gap conversation

- What is the right question posed by this data?
  - Are we preparing all students for college and career?

Deeper look at charter schools

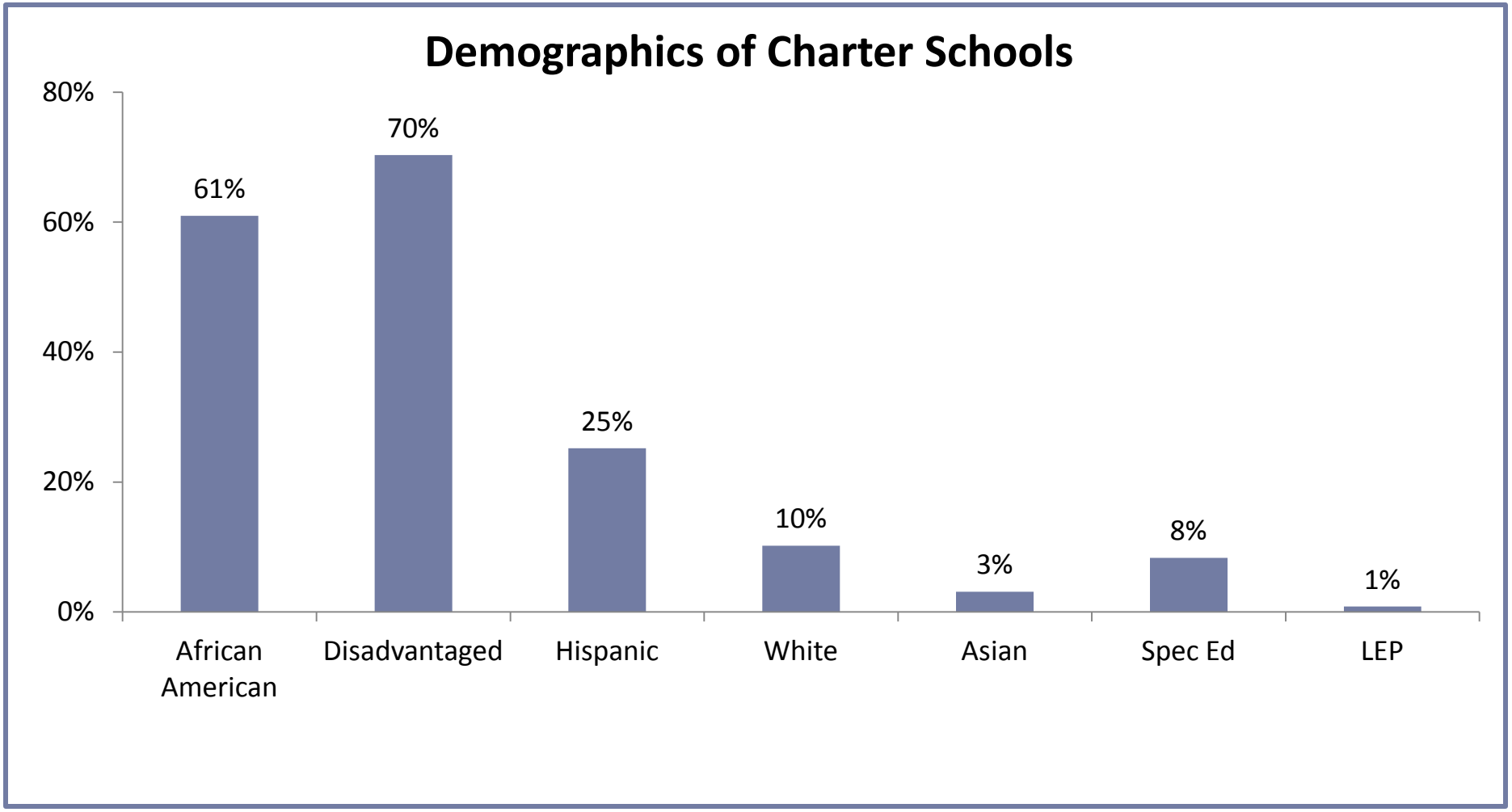
Charter schools have increased, but remain 2% of total students





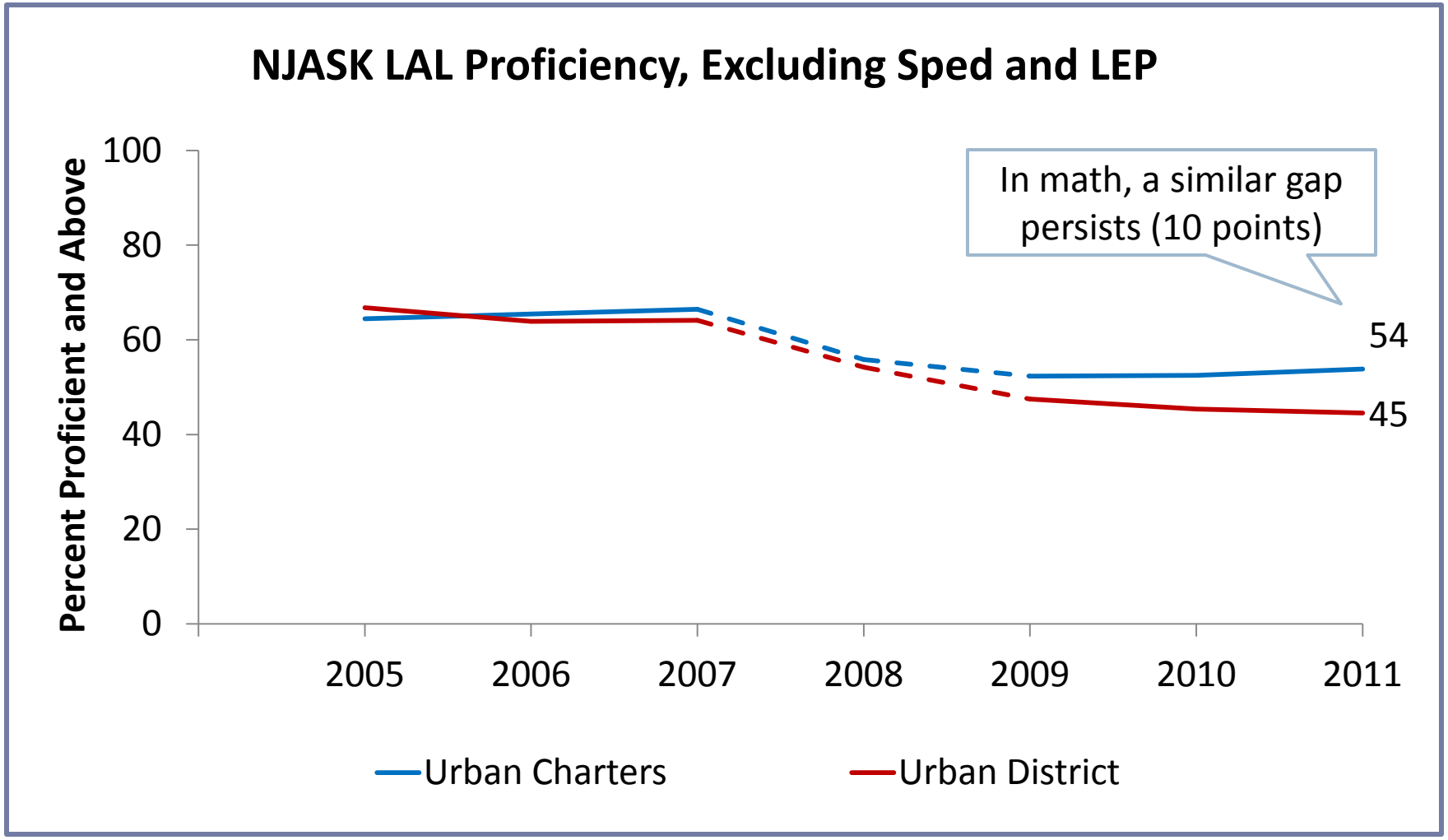
Source: NJDOE

Charter students are disproportionately African American and Hispanic



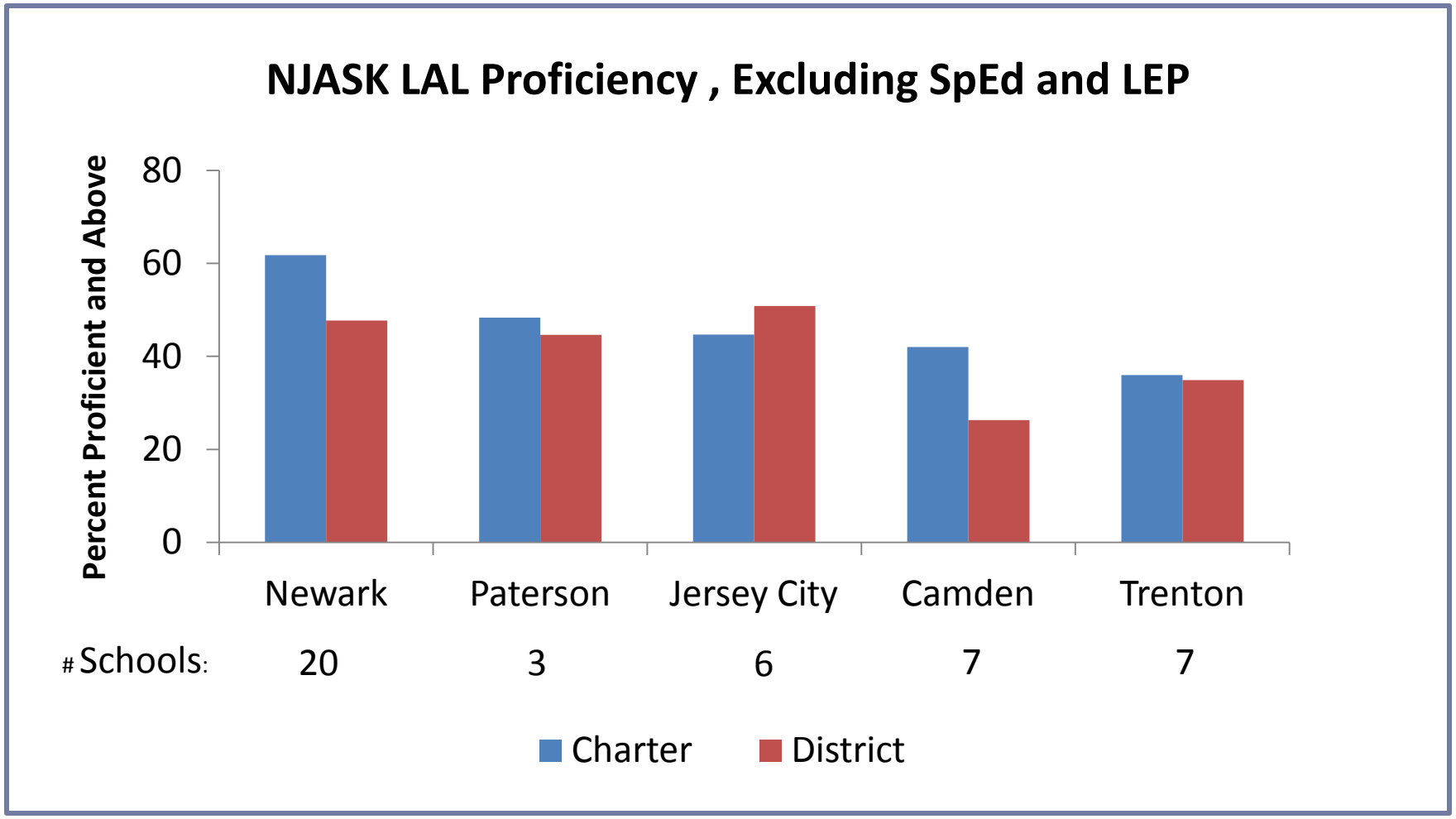
Source: NJDOE, 2010 - 2011

Urban charter schools outperform their districts



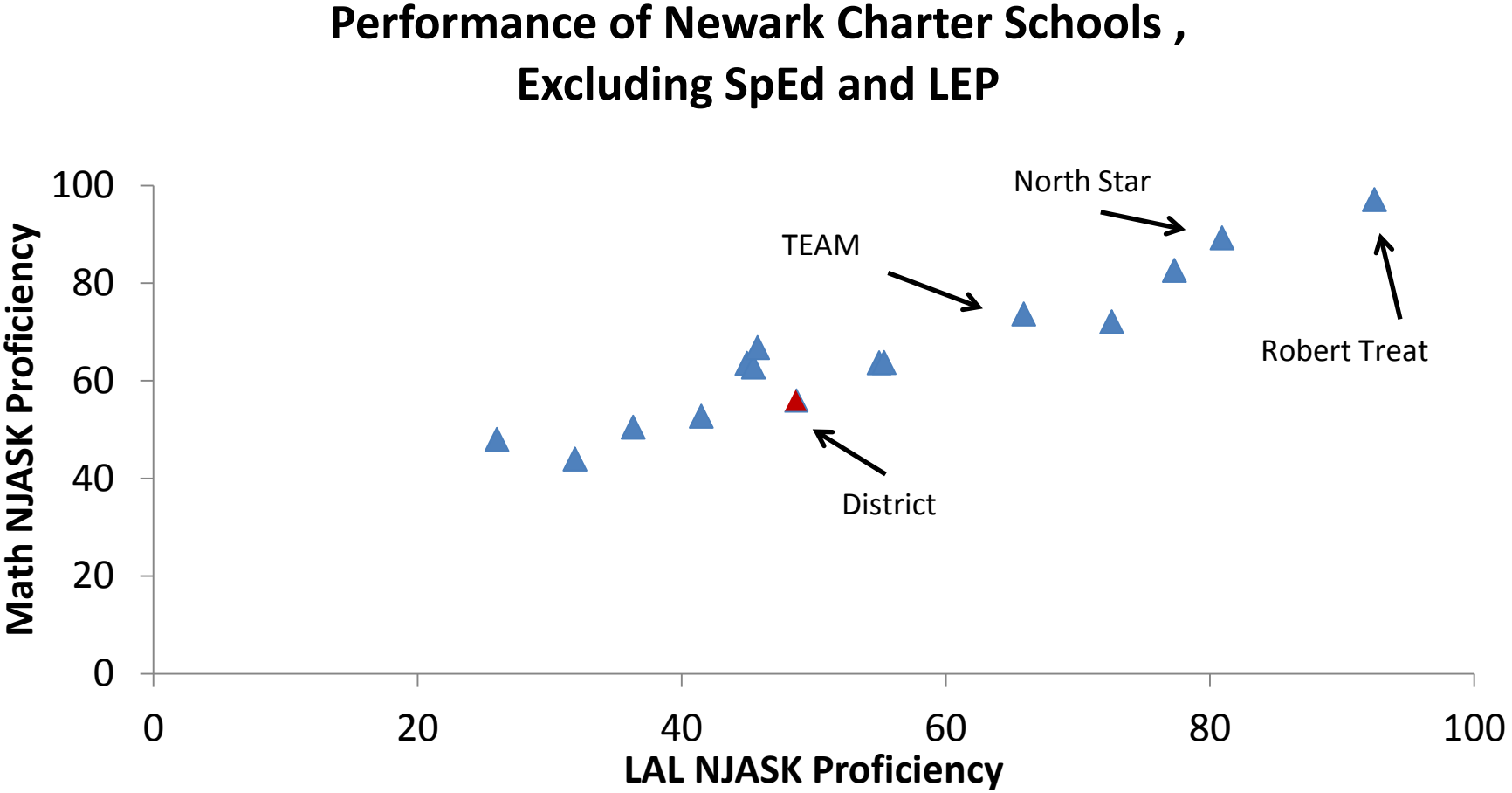
Source: NJDOE Assessment Data, 2005 - 2011

Urban charter school performance varies by district



Source: NJDOE Assessment Data, 2008 - 2011

Charter school performance varies even within districts



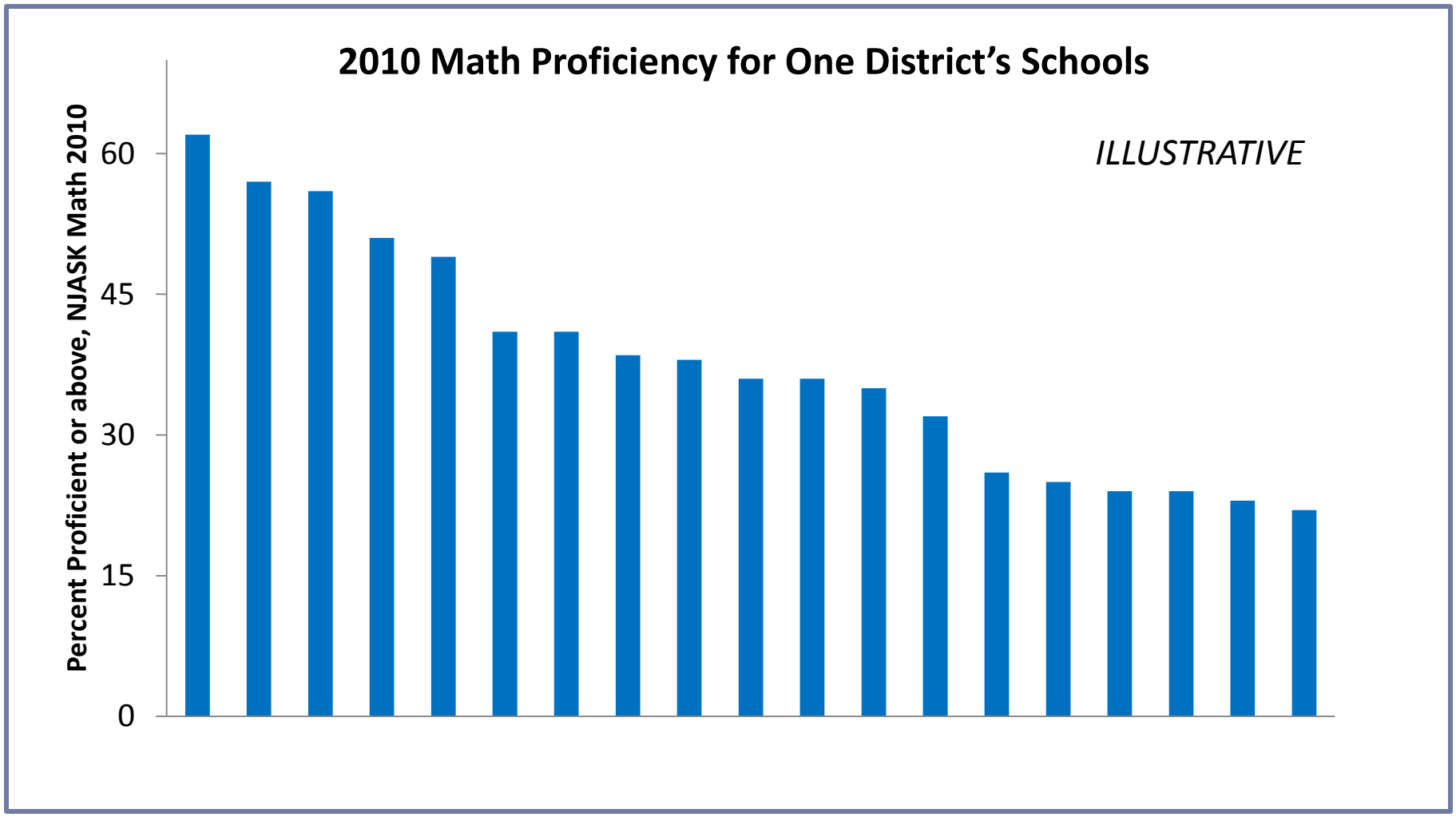
Source: NJDOE Assessment Data, 2008 - 2011

Student Growth Percentiles (SGP)

What are Student Growth Percentiles?

- New Jersey has adopted the Student Growth Percentile (SGP) methodology
- SGPs illustrate the annual growth of a student relative to a group of academic peers with a similar achievement history
- Status *and* Growth = Performance
- New Jersey is changing the key question from, "Who's proficient and who's not?" to, "Are we creating and fostering an educational environment where all students are learning and growing?"

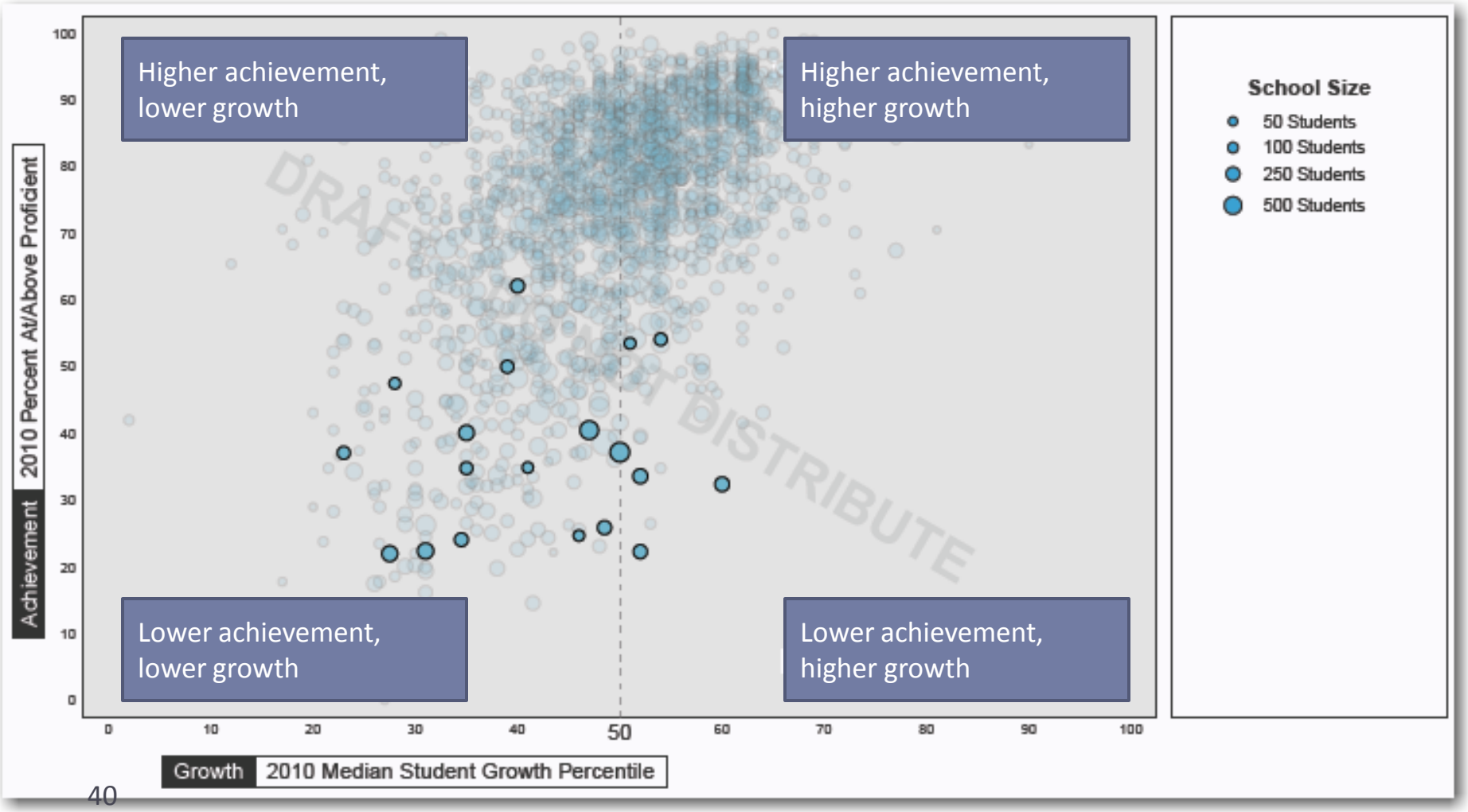
Previous understanding of performance: proficiency



Source: NJ District (Illustrative), 2009 - 2010

New understanding of performance: growth

ILLUSTRATIVE



NJDOE priorities

NJDOE refocusing to support student achievement

- Department Reorganization
  - Academics
  - Talent
  - Performance and Accountability
  - Innovation

- Changing relationship with schools
  - NCLB flexibility request – new school accountability system
  - Regional achievement centers
  - Move away from compliance
  - Deregulatory effort

New Jersey's NCLB Flexibility Request

- Opportunity to decouple missing a subgroup target from a 'lock-step' consequence.
  - No longer required to make AYP determinations that a school is 'failing' based on a single missed subgroup or participation rate.

- Opportunity to dedicate NJDOE resources to our lowest performing schools.
  - In 2010-2011, roughly 50% of schools were identified as failing to make AYP.
  - As part of the Flexibility Request, NJDOE has identified about 15% of schools to receive supports and interventions.

Performance and accountability

Performance and accountability priorities

- New unified accountability system
  - Classification of schools under NCLB Flexibility Request
- Building a data-rich environment to support local goal setting and improvement
  - Performance Report
  - Drill-down Reports in NJSMART
- New measures of student performance and outcomes
  - Student Growth Percentiles
  - NCLB 4-year, adjust cohort graduation rate
- Reduction of reporting redundancies

Data used to classify schools

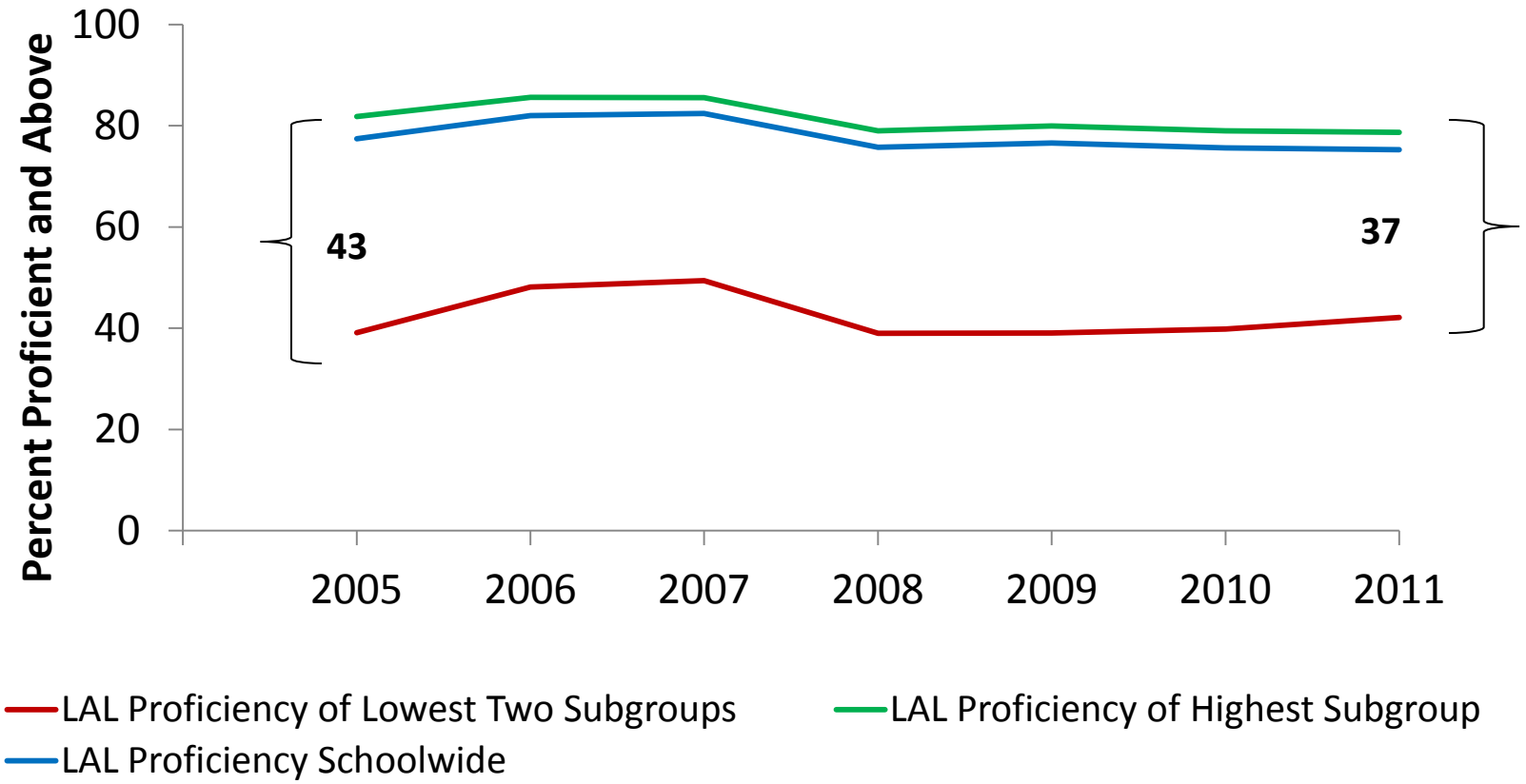
- NJASK Language Arts and Math
- HSPA
- Graduation Rate
- Growth demonstrated on NJASK

Definition of Priority and Focus Schools

- Priority – School-wide Measures
  - Schools in the bottom 5% of schools statewide on assessments and graduation rates, who are also NOT demonstrating high growth.
  - SIG schools

- Focus – Subgroup Measures
  - Schools with dramatically underperforming subgroups that are not demonstrating high growth on assessments or graduation rates.
  - Schools with large within school gaps between the highest achieving subgroup and the two lowest subgroups that are not demonstrating high growth.

Large within school gaps in Focus Schools



Source: NJDOE Assessment Data, 2005 - 2011

Other Schools

- Reward Schools
  - Demonstrating high achievement
  - Demonstrating high growth

- Not classified
  - Local – and public – goal setting and planning process

Data-rich environment

- New Performance Reports to replace School Report Card

School Score Card

Performance Indicators	Statewide Ranking	Peer School Ranking	% Performance Targets Met
Academic Achievement	82%	17%	50%
College/Career Readiness	82%	78%	25%
Graduation/Post Secondary	95%	10%	25%
Closing Achievement Gaps	65%	5%	33%
Improvement Status:	***Focus***		
Rationale:	***Achievement Gaps***		

Change since last year: *Improvement* *No change* *Decline*

Source: School Performance Report prototype

Data-rich environment

- Focus on school-level metrics

Closing Within School Gaps*				
Closing Within School Gaps Indicators	School	Peer Schools	Statewide Targets	Met Target
Bottom 25th Percentile v. 75th Percentile HSPA LAL Scale Score	55	60	35	**NO**
Bottom 25th Percentile v. 75th Percentile HSPA Math Scale Score	60	55	40	**YES**
Total	210			33%

Source: School Performance Report prototype

Data-rich environment

- Drill-down reports in NJSMART
  - Graduation Cohort Reports
  - Early Warning Reports
  - Post-Secondary Feedback Reports

Modify Report Selection

HIGH SCHOOL GRADUATION COHORT STATUS PROFILE (SA)

State Snapshot Report: [snapshot date] or Local Data Mart Report: [School Year] (Generated: mm/dd/yyyy)

[District]

[School]

4 Year Graduation Cohort: [Cohort Year]

Student Characteristics	4 Year Adjusted Cohort Graduation Rate % = Graduated / [Adjusted Cohort Count]	Adjusted Cohort Count[1]		Graduated		Transfer Out - Unverified		Transfer In		On-Track Continuing		Off-Track Continuing		Active Student: Status Unknown		Dropout		Excluded From Cohort[2]	
		# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
Total Students	96.2%	280	100.0%	250	89.3%	3	1.1%	3	1.1%	2	0.7%	5	1.8%	2	0.7%	15	5.4%	20	7.1%
School																			
School 1	100.0%	90	32.1%	80	88.9%	1	1.1%	1	1.1%	0	0.0%	3	3.3%	0	0.0%	5	5.6%	10	11.1%
School 2	94.4%	190	67.9%	170	89.5%	2	1.1%	2	1.1%	2	1.1%	2	1.1%	2	1.1%	10	5.3%	10	5.3%
Grade Level																			
Gender																			
Race/Ethnicity																			

Source: NJ SMART

Academics

Academics priorities

- Implementation of Common Core State Standards (CCSS)
  - Model Curriculum/Formative Assessments & PD
- Instructional Improvement System
  - Model lessons, resource support
- Early Literacy (Prek-3)
- College and Career Readiness
  - Transition to PARCC
- Transitioning NJASK to CCSS

Why Model Curriculum?

Common Core State Standards

- Fewer, clearer, more rigorous
- Internationally benchmarked
- Aligned to college and career readiness

46 states and DC have adopted the CCSS

- Leverage state and nation-wide expertise
- PARCC (23 states & DC)
- Effective teachers need effective tools
- Continuous improvement (version 1.0 to be followed by 2.0)

Model Curriculum Unit

Version 1.0		Version 2.0		Version 1.0
WHAT **Students need to Learn**		**HOW** **We can best Instruct**		**WHEN** **Do we know students have learned**
Standard	**Student Learning Objectives**	**Instruction**	**Formative Assessments**	**Summative/Formative**
CCSS Standard 1	SLO #1 SLO #2	• Model Lessons • Model Tasks • Engaging Instructional Strategies	• Effective checks for understanding • Teacher-designed formative assessments	Unit Assessment SLOs 1-5
CCSS Standard 2	SLO #3 SLO #4 SLO #5			
General Bank of Assessment Items 2.0				
Student -level learning reports - Professional development - Resource reviews				

Regional Achievement Centers

The Department is undergoing a fundamental shift from a system of oversight and monitoring to service delivery and support

RACs represent the most ambitious and focused effort to date to improve student achievement across the state:

- Change focus from all schools to low-performing schools
- Required alignment of resources to proven turnaround principles
- Coordination of State resources to support RACs

Regional Achievement Centers

- Identify schools struggling the most
- Assess needs and develop plans
- Provide targeted interventions aligned to proven turnaround principles
- Determine advanced interventions if a school does not improve

8 Turnaround Principles

1. Climate & culture
2. Principal leadership
3. Quality of instruction
4. Standards-based curriculum, assessment, intervention system
5. Effective use of data to improve student achievement
6. Effective staffing practices
7. Academically-focused family & community engagement
8. Redesigning school time

Talent

Talent priorities

Why transform our teacher evaluation systems?

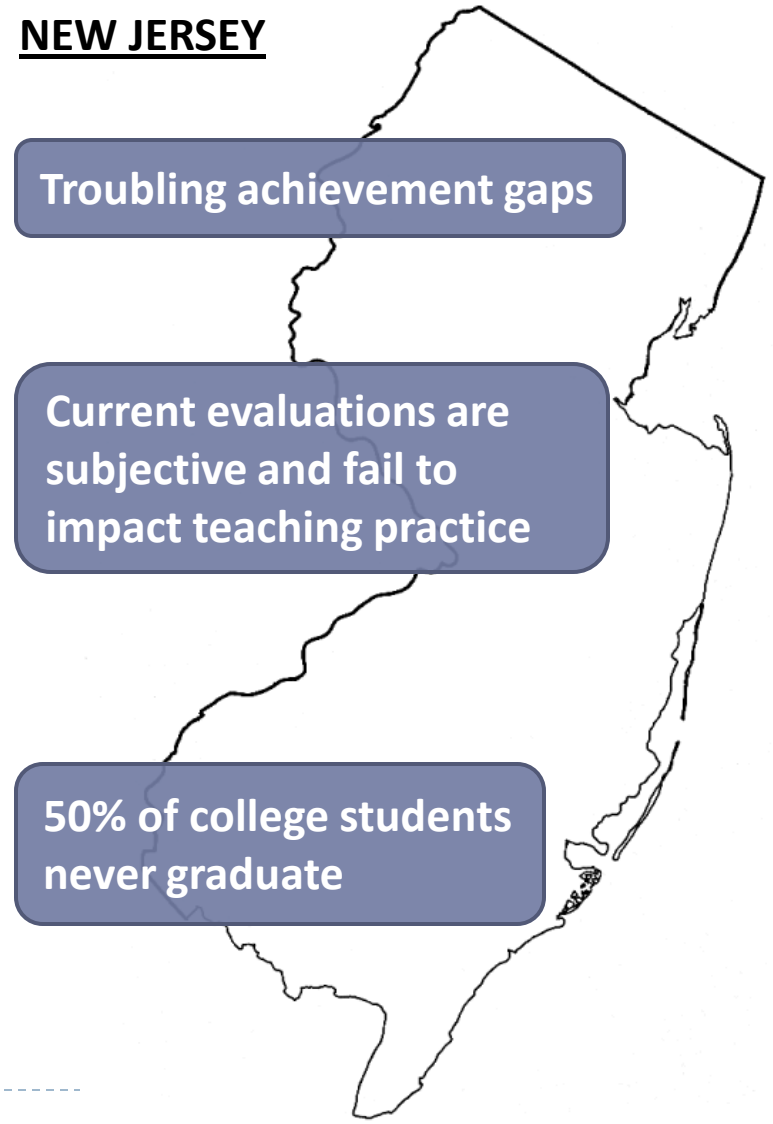
NATIONALLY

- Teacher effectiveness is **the most important** in-school factor for improving student achievement

- *The Widget Effect* exposes failure of schools to **distinguish among and recognize** the effectiveness of their teachers

- The Obama administration highlights evaluation reform as **a key commitment** tied to federal policy and funding opportunities
  - At least 32 states have recently changed their evaluation systems

NEW JERSEY



Progress to Date and Upcoming Milestones

2010 – 2011: Governor's Educator Effectiveness Task Force developed evaluation guidelines

2011 – 2012: DOE implemented EE4NJ teacher evaluation pilot program with 11 pilot districts and 19 schools currently receiving School Improvement Grant (SIG) funding

2012 – 2013: Capacity building and preparation year for all Districts including opportunity to participate in a new grant-supported pilot program

2013 – 2014: Full **roll-out and implementation** of new teacher evaluation systems

Lessons Learned from EE4NJ Pilots

- Stakeholder engagement
- District Evaluation Pilot Advisory Committee (DEPAC)
- Evaluator and Teacher Training
- Capacity challenges
- Non-Tested Grades and Subjects

Next steps for teacher evaluation

LEAs

- Use 2012-2013 to **prepare for implementation** through participation in a new teacher evaluation pilot or completion of defined set of benchmarks
- Continue to garner feedback from your teachers and principals in order to **build the culture** needed for a robust evaluation system

NJDOE

- **Propose Regulations** to the State Board based upon lessons learned from current pilot
- Release **two new grant opportunities** to pilot teacher and principal evaluation systems
- Assist participating Districts in **allocating their Race to the Top** allocations
- Provide more frequent and more precise **communication**

***2013 – 2014**: Full **roll-out and implementation** of new teacher evaluation*

Budget

Overall numbers

- Increase of $135 million in K-12 formula aid
  - Most state aid in NJ history
- Return to SFRA formula
- 90% of districts receive an increase in state aid
- Fully fund SFRA in 5 years
  - Increase state aid in each subsequent year

Funding formula changes – phased in over 5 years

- Move to “average daily attendance”
- Reduce Adjustment Aid by 50% of spending over adequacy
- Return “at-risk” and “LEP” weights to those proposed by Professional Judgment Panels (PJPs)
- Convene task force for new measure of “at-risk”

Funding increases after weights are adjusted

High school example (trend persists for all grade levels):

	SFRA Fiscal Year 2009 *Per Pupil*	Governor Christie's FY13 Proposal *Per Pupil*
At-risk student	$16,595 - $17,724	$17,386 - $17,875
LEP student	$16,934	$17,998
Combination At-Risk/LEP student	$18,006 - $19,135	$18,671 - $19,161

Source: SFRA Fiscal Year 2009; Governor Christie's FY13 Proposal

Not just what you spend…

- It's not only "how much" money is spent but "how well" it is spent.

- Changing the way money is spent is by far the most important means of actually changing the behavior of schools and the school systems.

Question and Answer