

# State of New Jersey's Schools

February 29, 2012

# The need for change

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**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%**

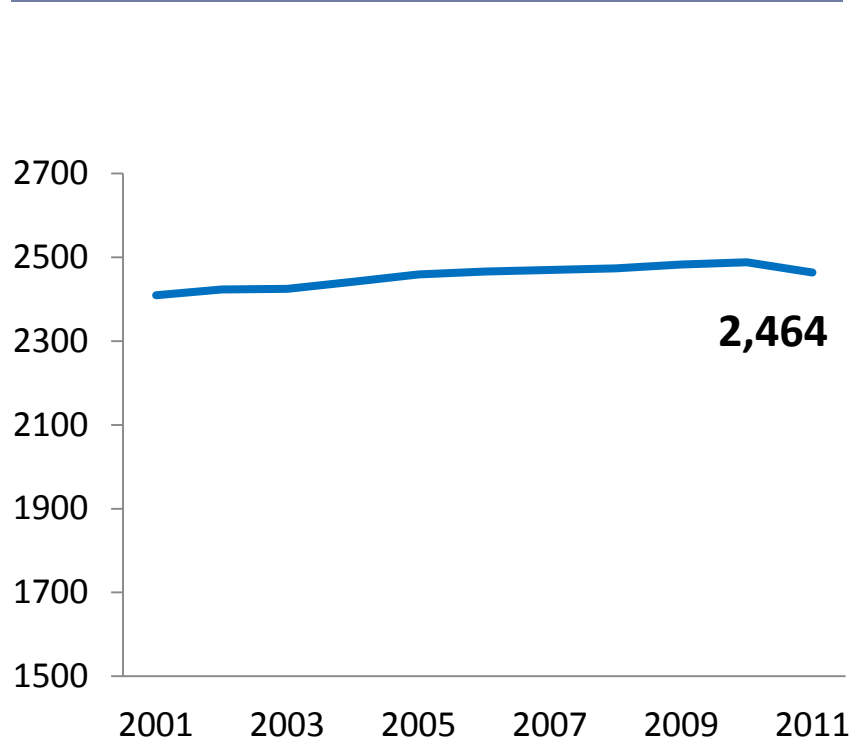
# Today's agenda

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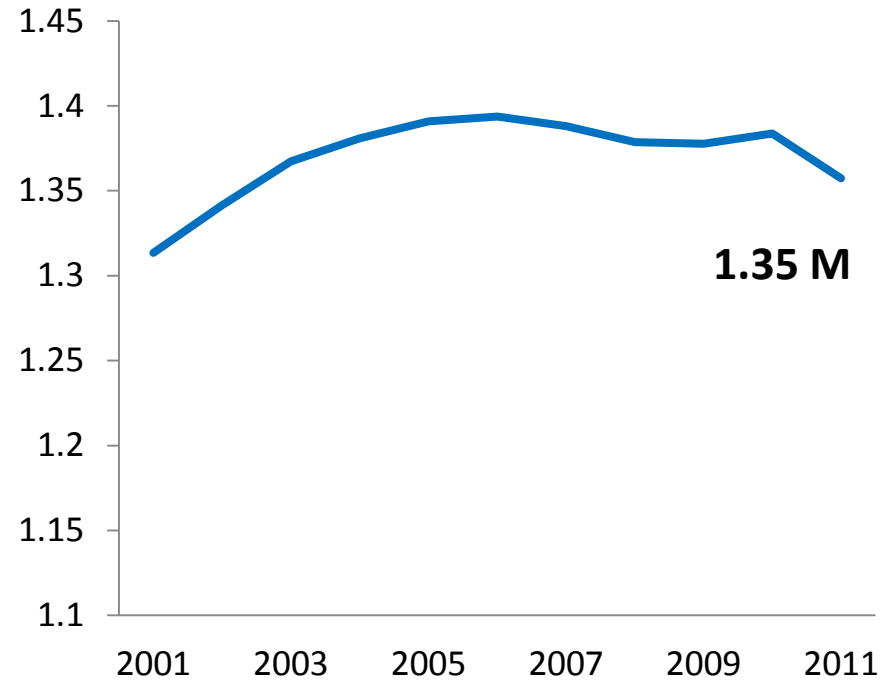
- ▶ State of NJ Schools
- ▶ NJDOE Priorities
  - Performance and Accountability
  - Academics
  - Talent
  - Innovation
- ▶ 2012-13 Budget

# Enrollment has slightly decreased over time

## Number of NJ Schools

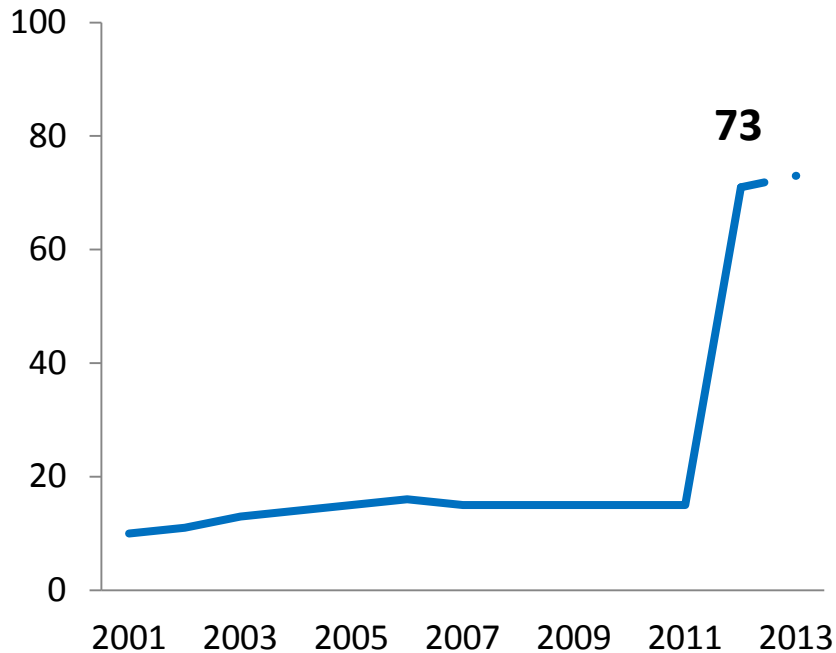


## Number of NJ Students, millions

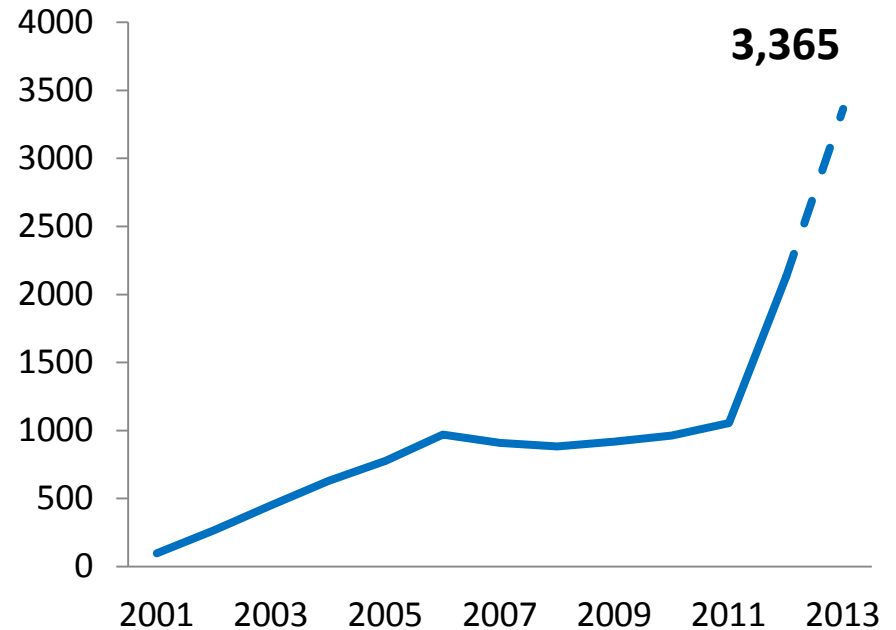


# Enrollment in inter-district choice has increased, but program remains small

## Number of Choice Districts

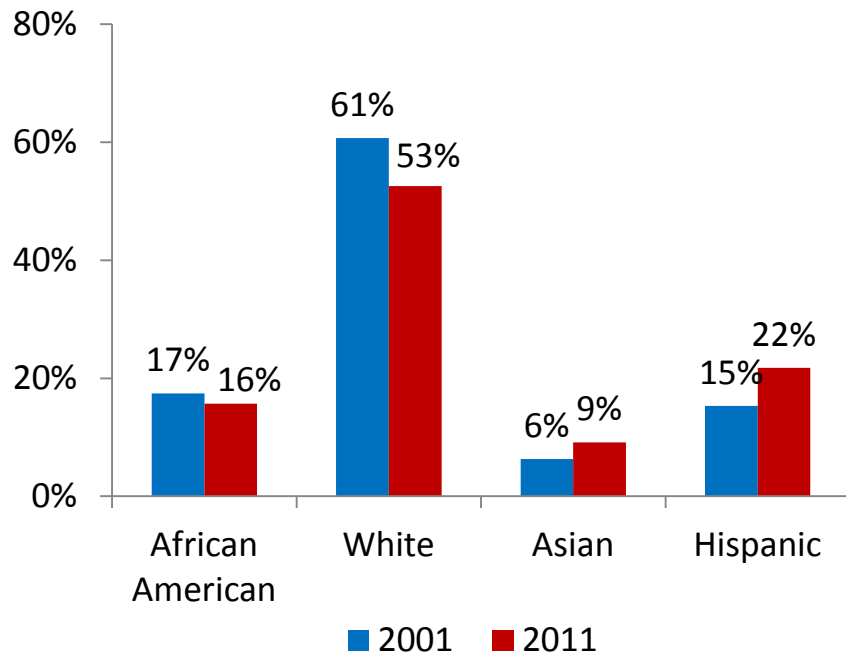


## Number of Inter-District Choice Students

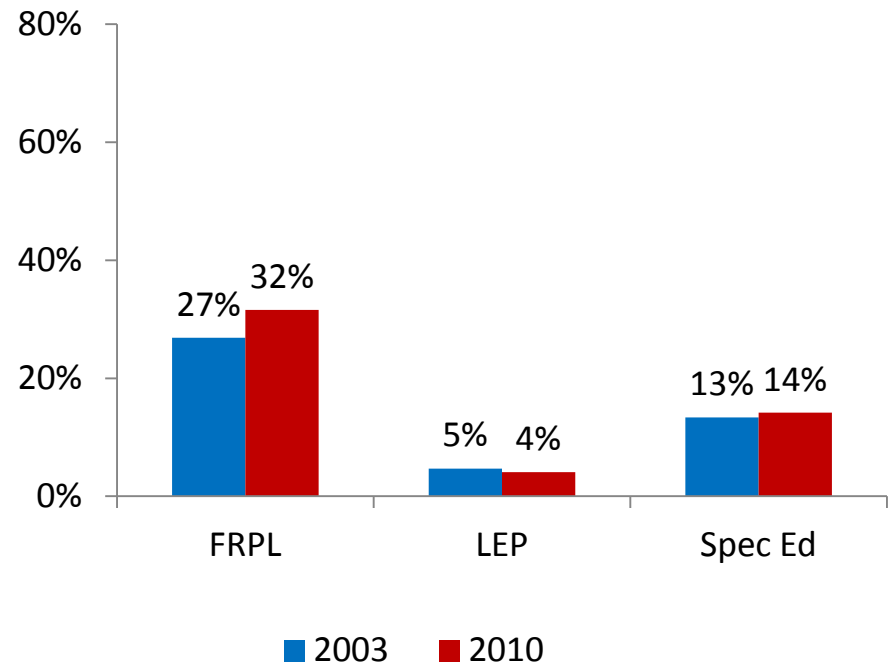


# Increase in Hispanic students, fewer White and African American students

## Statewide Enrollment by Race



## Statewide Enrollment by FRPL, LEP, SpEd





# Student Performance

# New Jersey has relatively high standards, as measured by NJASK

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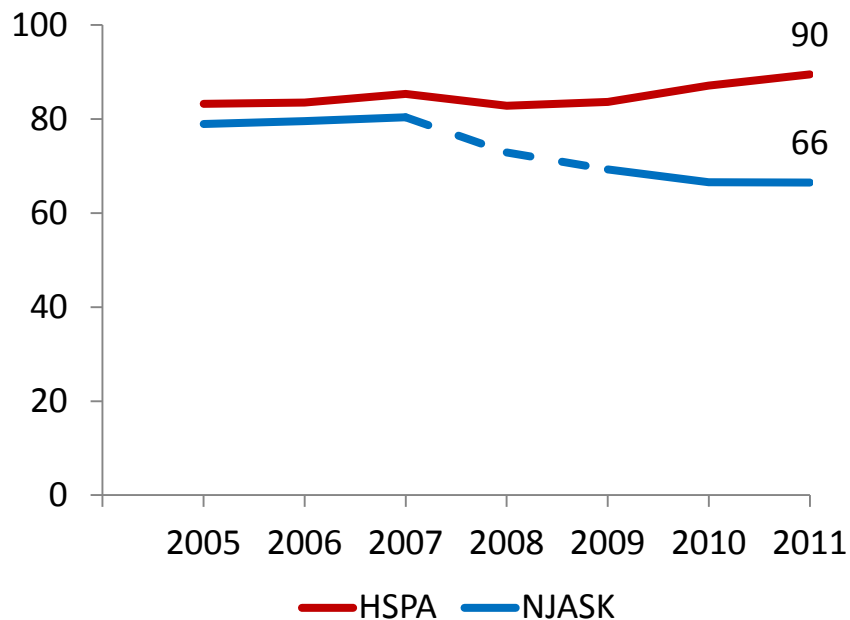
Standards on state tests	National ranking
4 <sup>th</sup> grade – LAL	3
8 <sup>th</sup> grade - LAL	30
4 <sup>th</sup> grade – Math	12
8 <sup>th</sup> grade – Math	17



# Consistently high performance on NJASK and HSPA

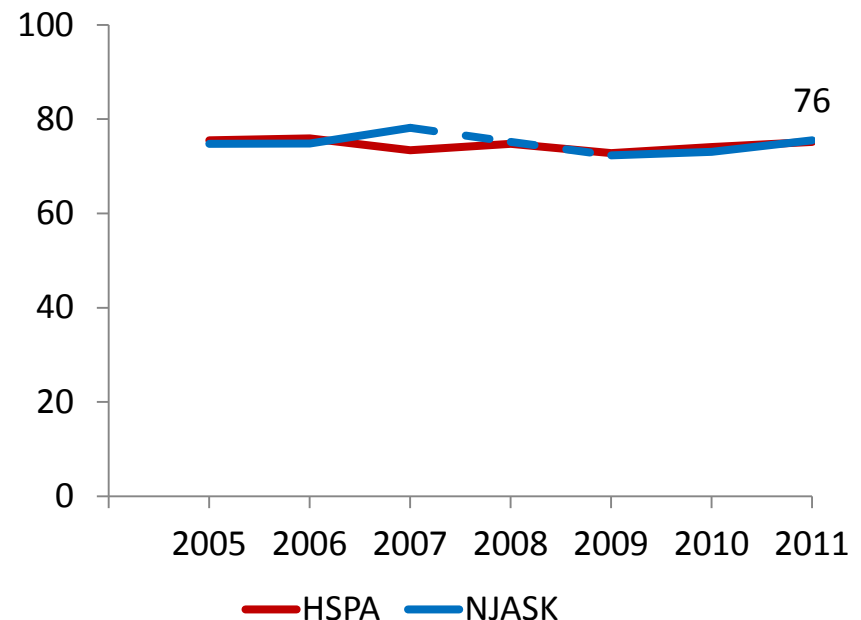
## LAL Performance

% proficient and above



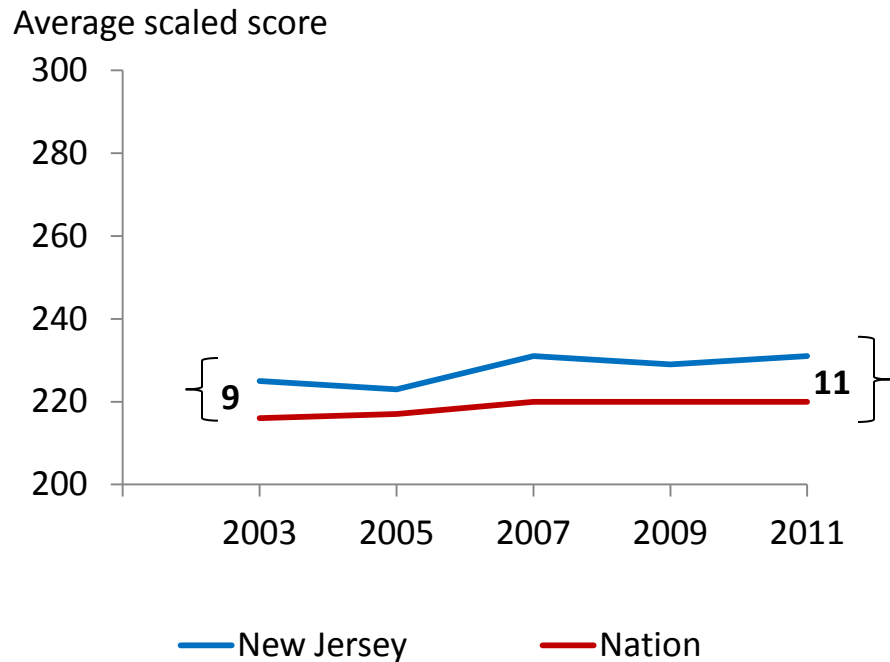
## Math Performance

% proficient and above

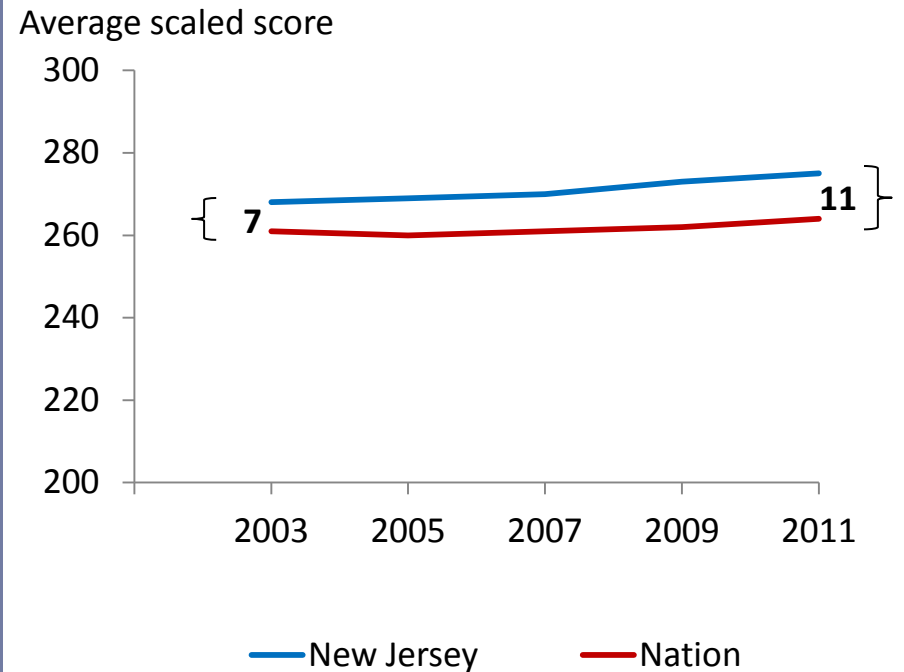


# On NAEP, NJ outperforms the nation

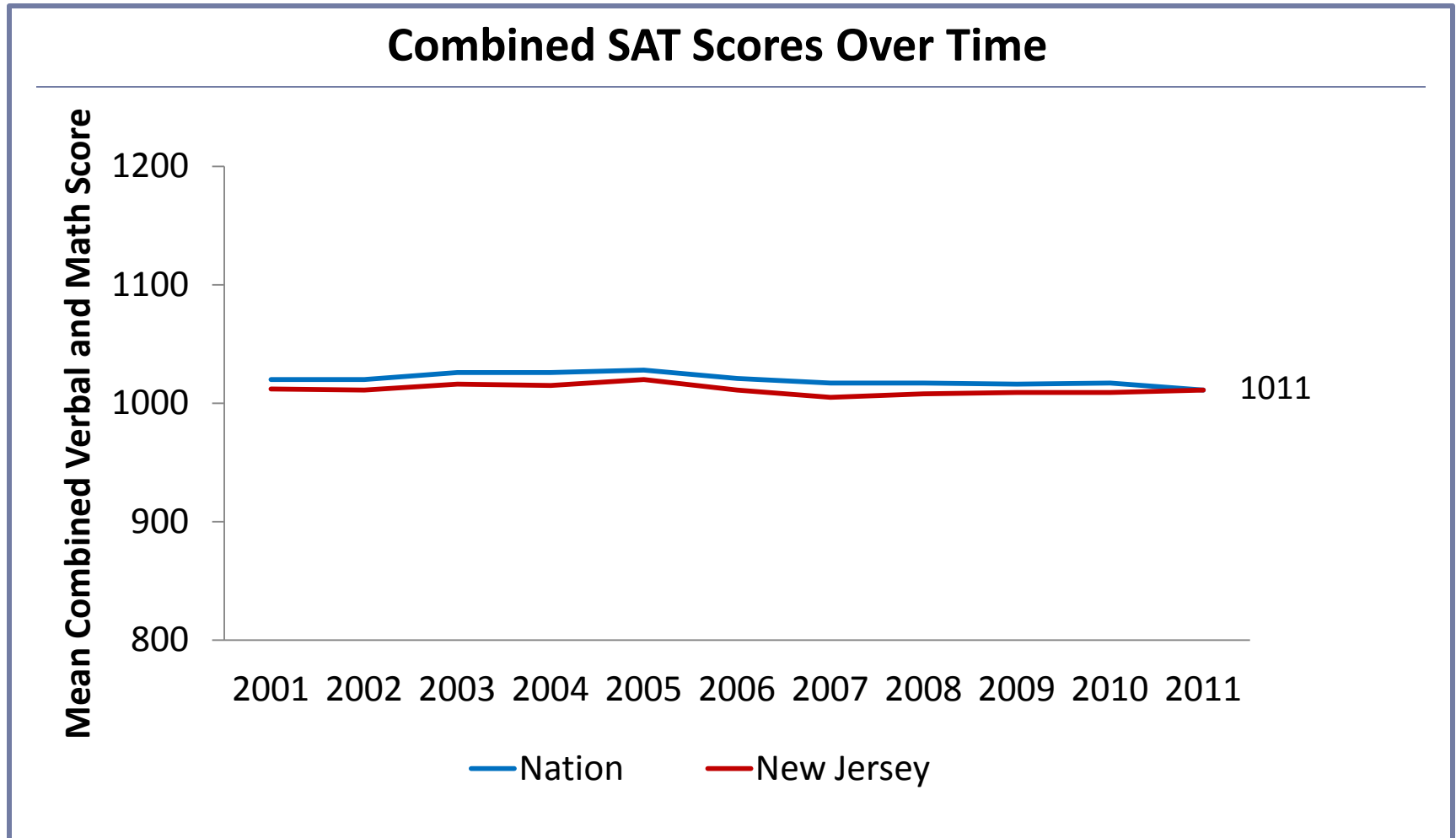
## NAEP Reading 4<sup>th</sup> Performance



## NAEP Reading 8<sup>th</sup> Performance



# NJ matches national averages on SAT scores



## More students taking AP tests

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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%

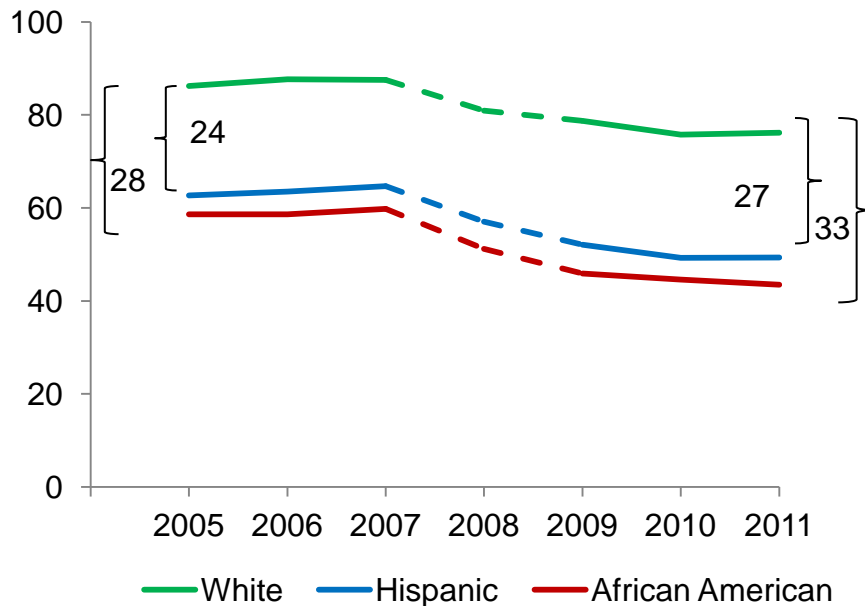


# Achievement gaps

# NJASK racial gaps have remained constant

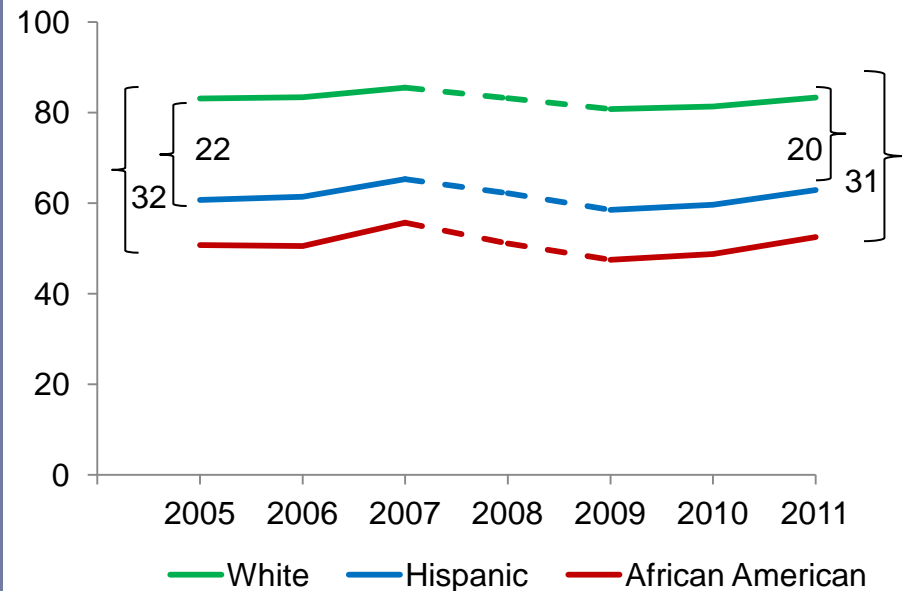
## NJASK LAL Proficiency by Race

% proficient and above



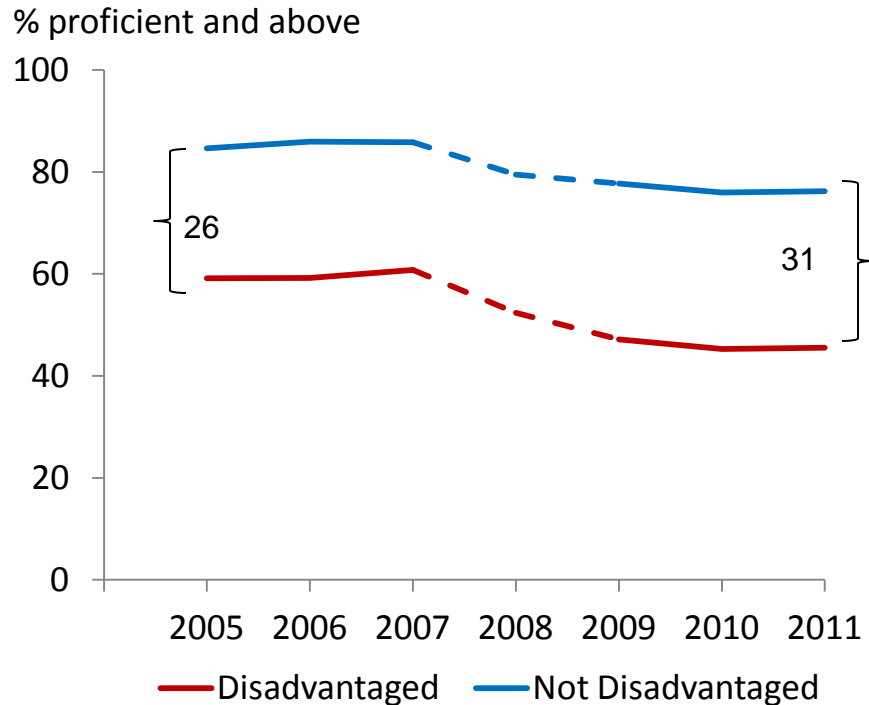
## NJASK Math Proficiency by Race

% proficient and above

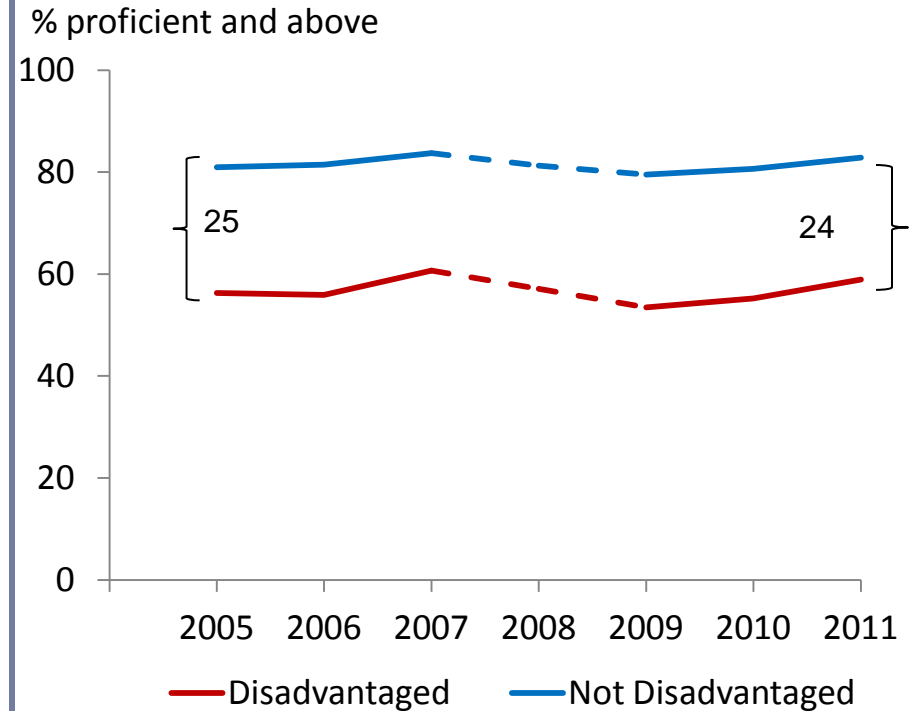


# NJASK gaps have remained constant for economically disadvantaged students

## NJASK LAL Proficiency by FRPL eligibility



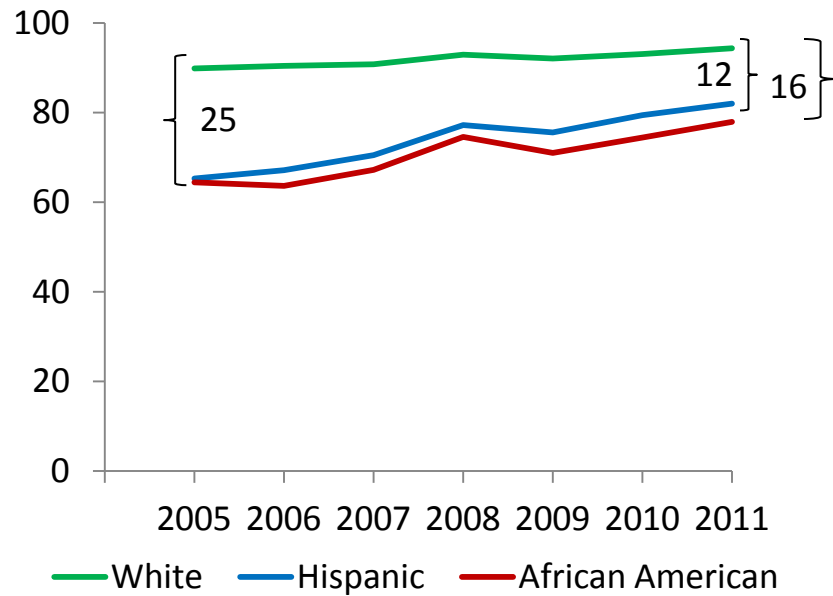
## NJASK Math Proficiency by FRPL eligibility



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

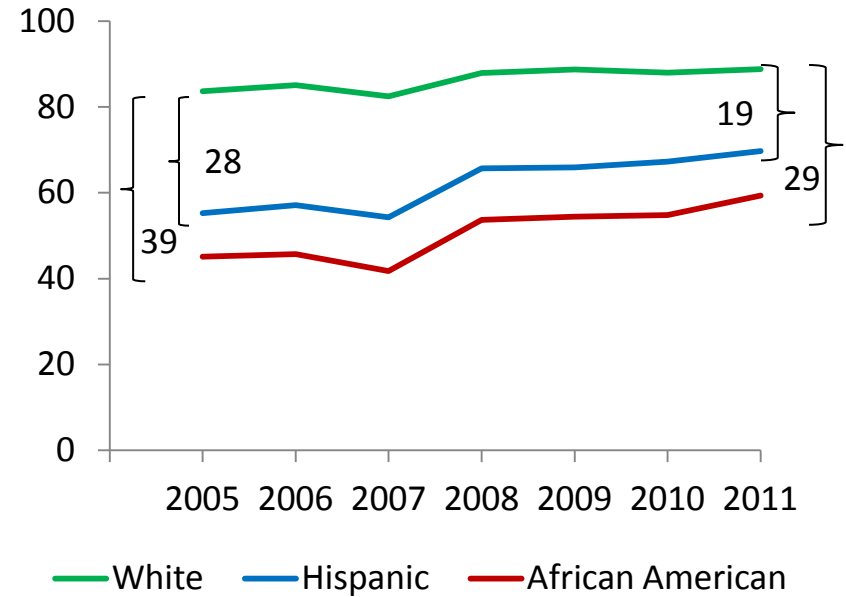
## HSPA LAL Proficiency by Race

% proficient and above



## HSPA Math Proficiency by Race

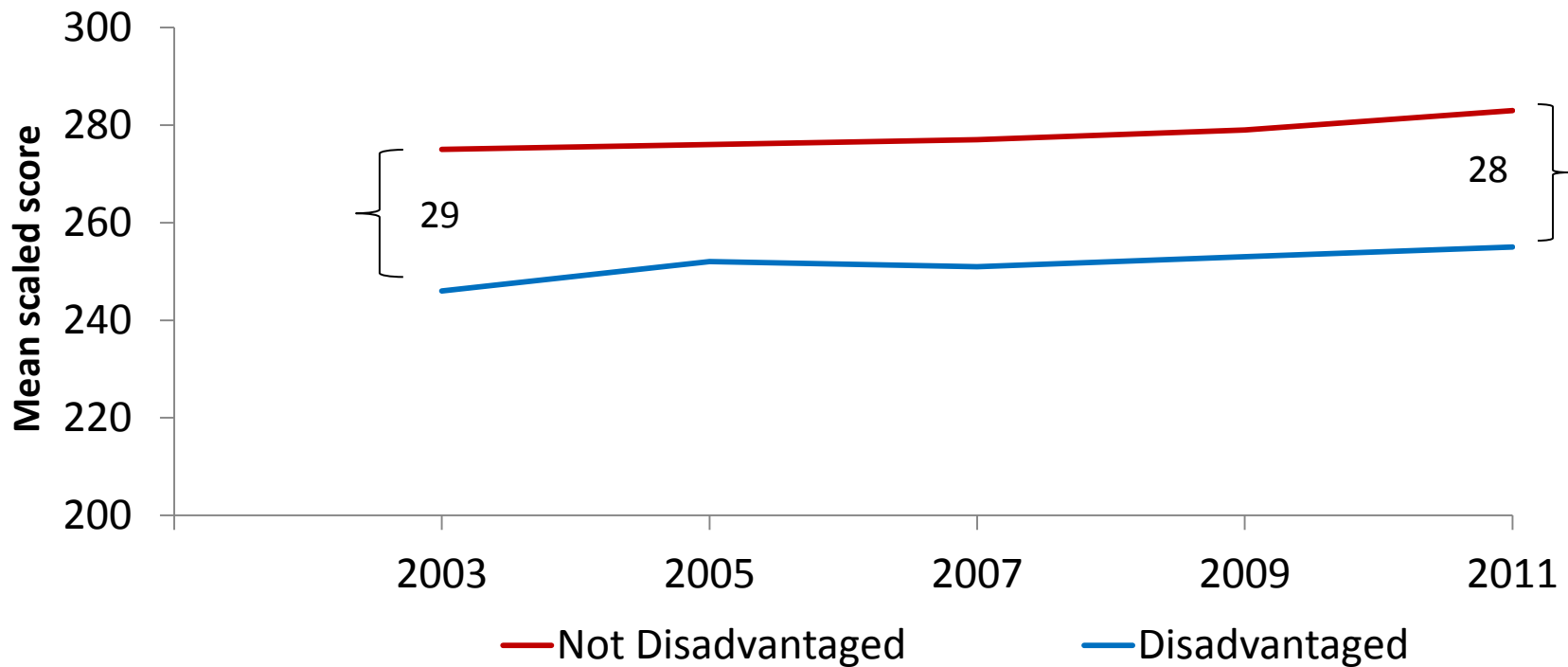
% proficient and above





# NAEP gaps persist in 8<sup>th</sup> grade reading

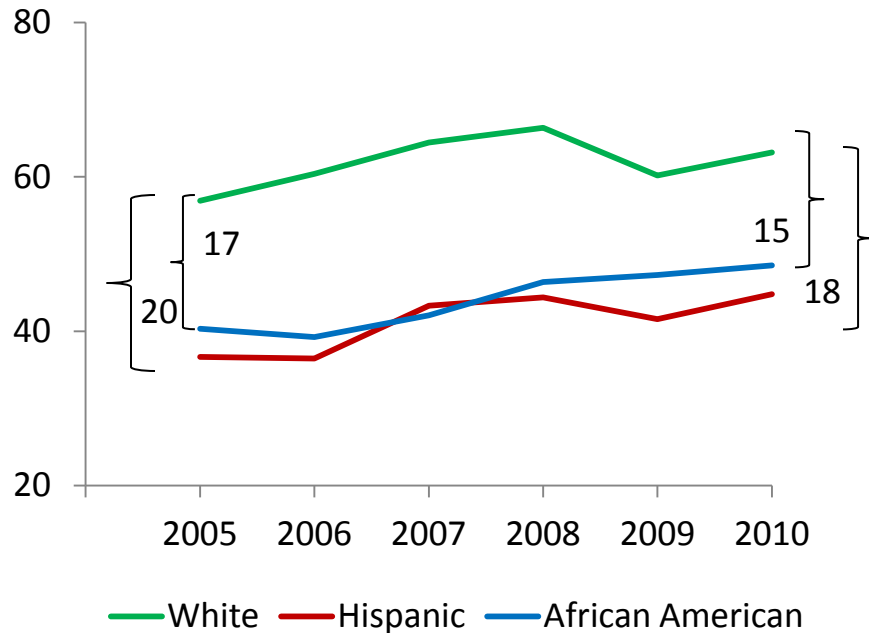
## NAEP Reading 8<sup>th</sup> Grade Performance by FRPL Eligibility



# White students are more likely to take the SAT and AP

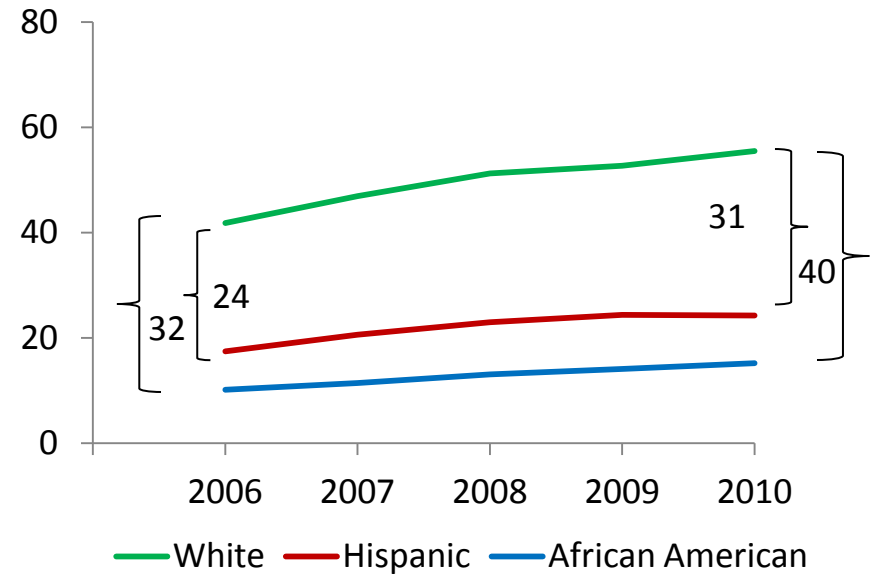
## SAT Participation by Race

Percent of seniors taking SAT



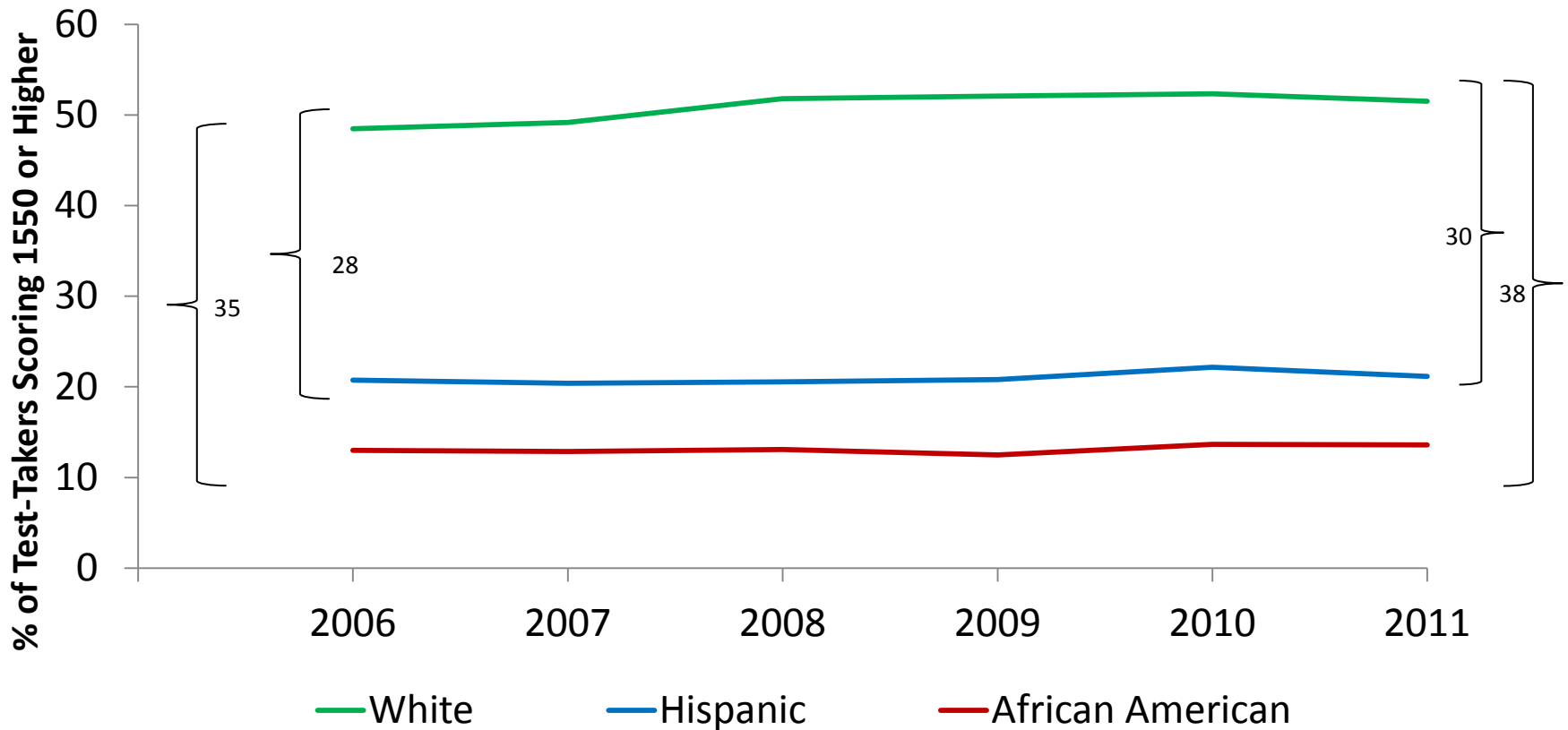
## AP Participation by Race

Percent taking at least 1 AP



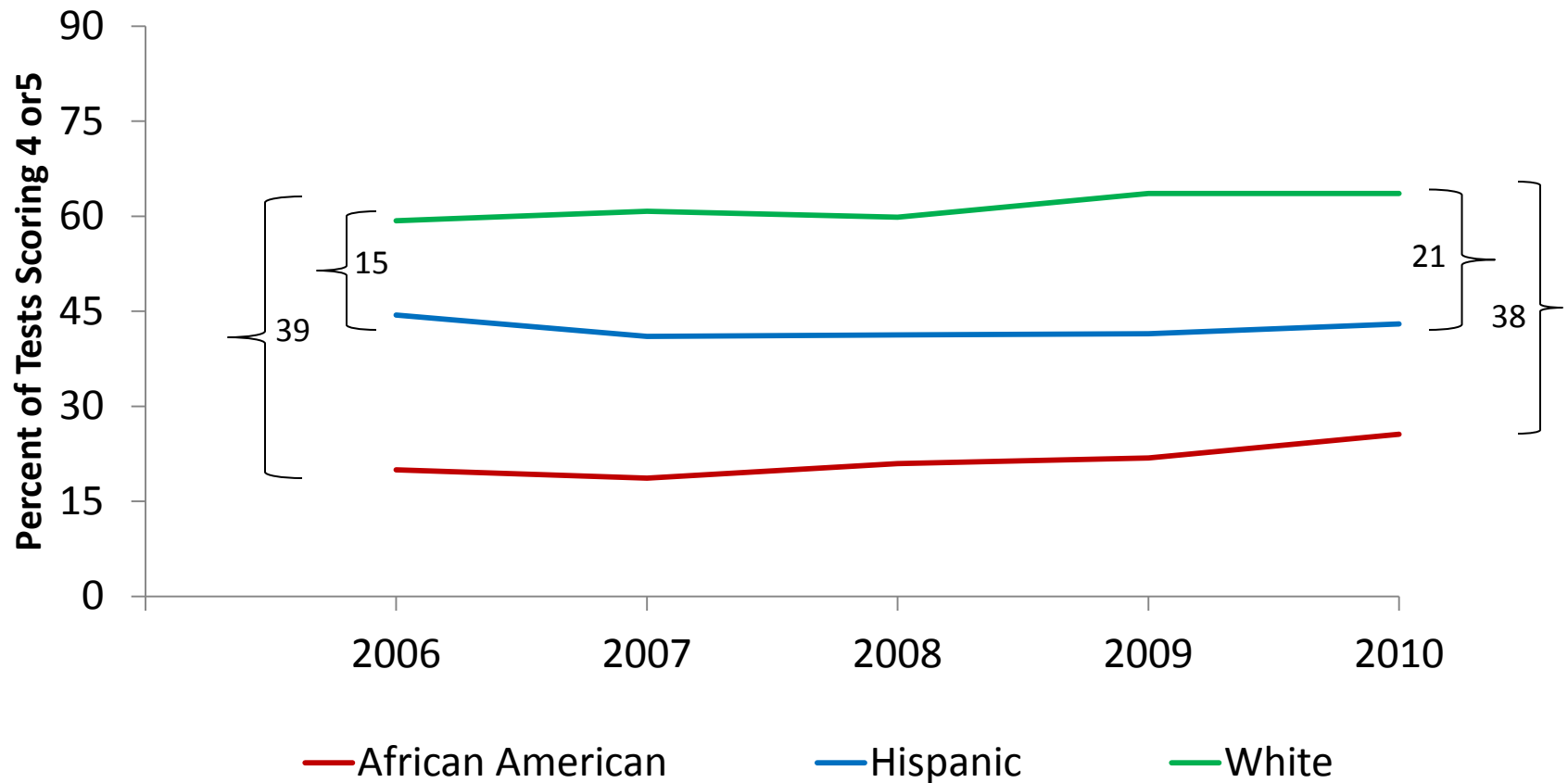
# SAT “college readiness” gap has increased over time

Percent of Test Takers Meeting College Benchmarks



# AP racial gaps persist over time

Percent of Students Scoring 4 or 5 on AP



# Significant number of NJ students need college remediation

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## Bergen Community College (2009-10)

<b>91%</b>	Students tested into remedial math or English
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## Essex County Community College (2007-08)

<b>89.5%</b>	Students tested into remedial math
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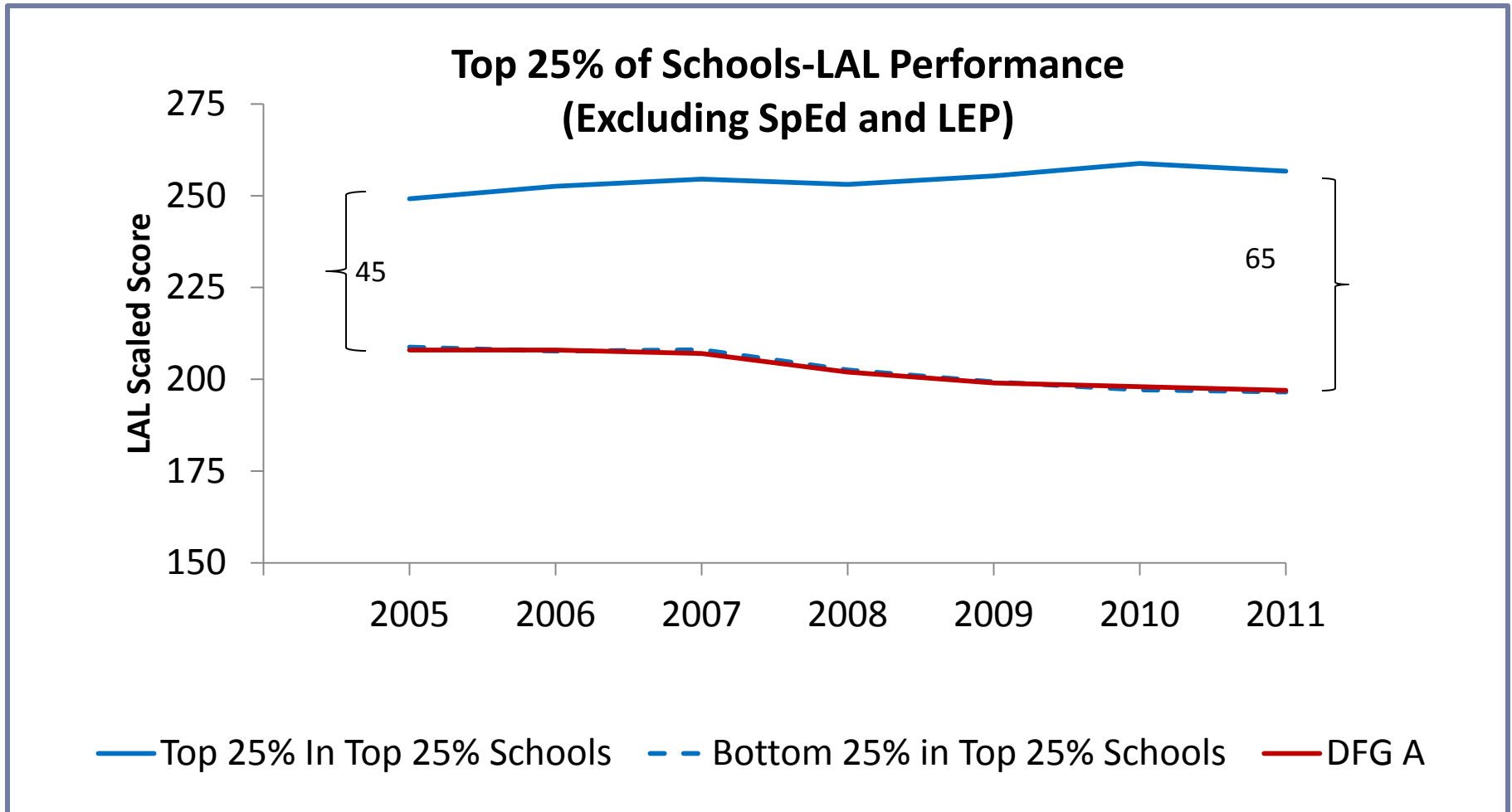
<b>58.2%</b>	Students tested into remedial reading
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<b>89.2%</b>	Students tested into remedial writing
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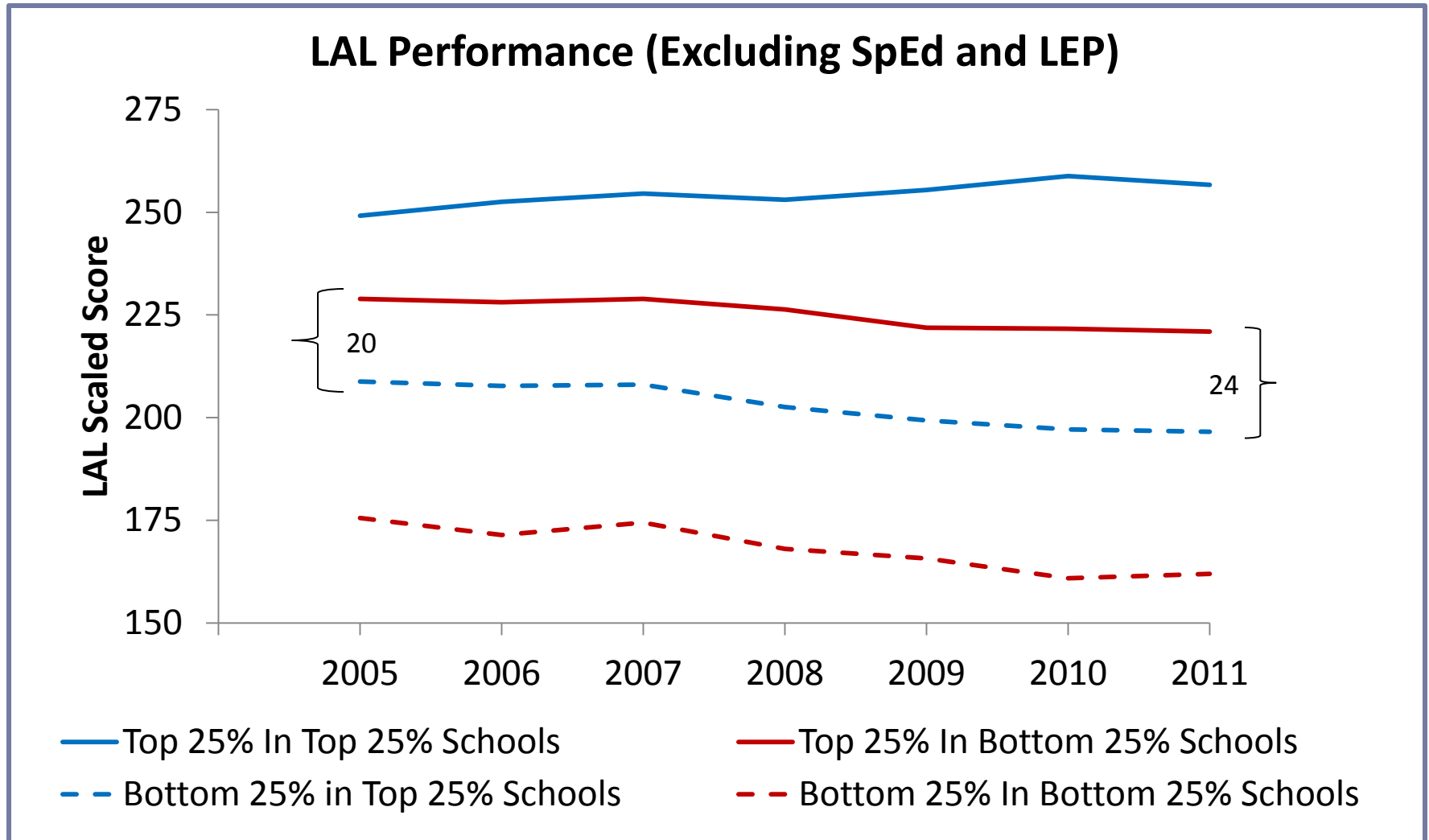
## Union County College (2009-10)

<b>61.2%</b>	Full-time, first-year students enrolled in at least one remedial class
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# Large within-school achievement gaps persist in top 25% of schools

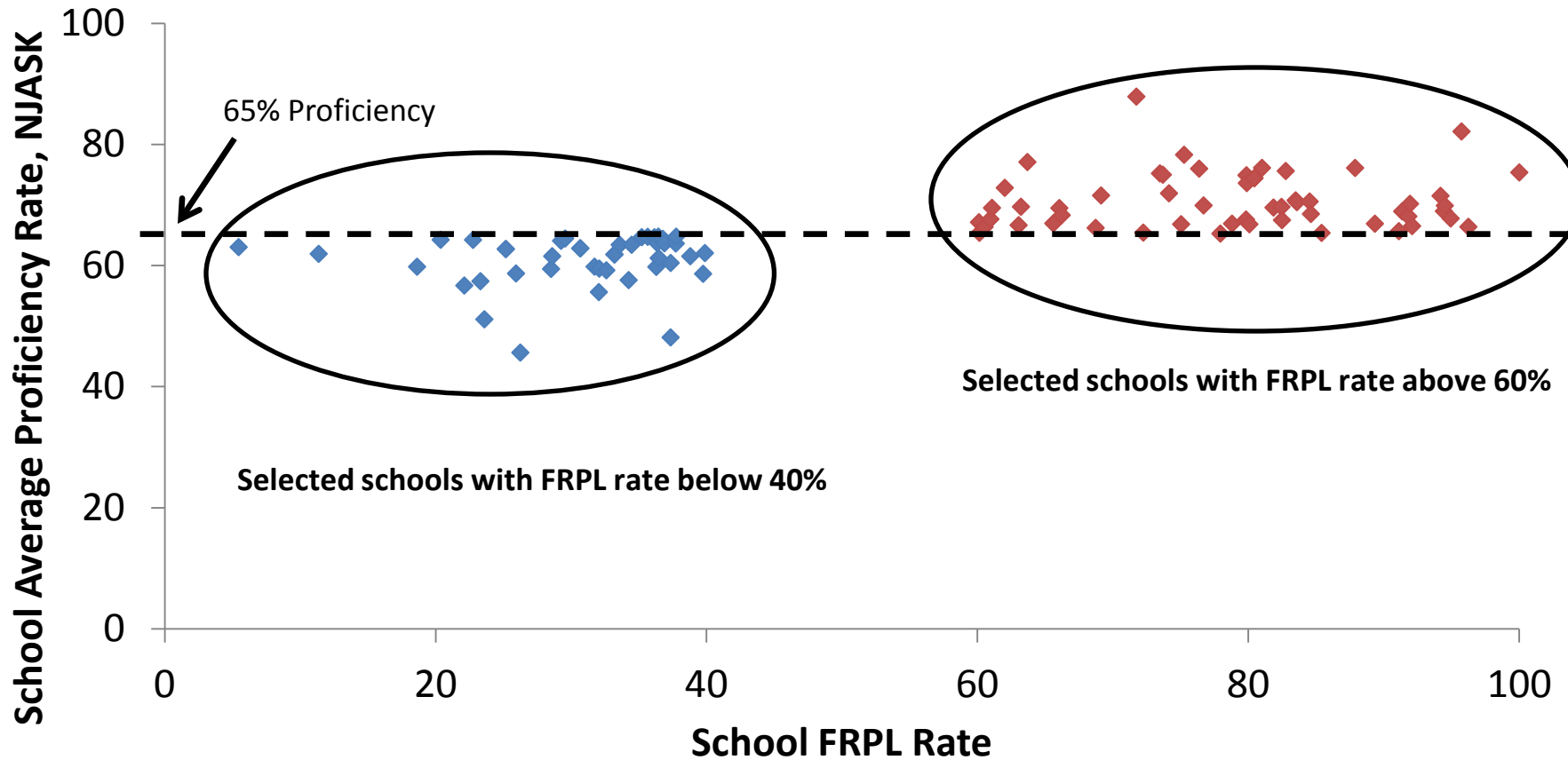


# Top 25% of students in lower-performing schools outperform bottom 25% of students in higher-performing schools



# Many high-poverty schools outperform low-poverty schools

## Selected School FRPL Rate and Proficiency





## Focus on 3<sup>rd</sup> grade reading proficiency

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37,000

- ▶ Number of 3<sup>rd</sup> 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%

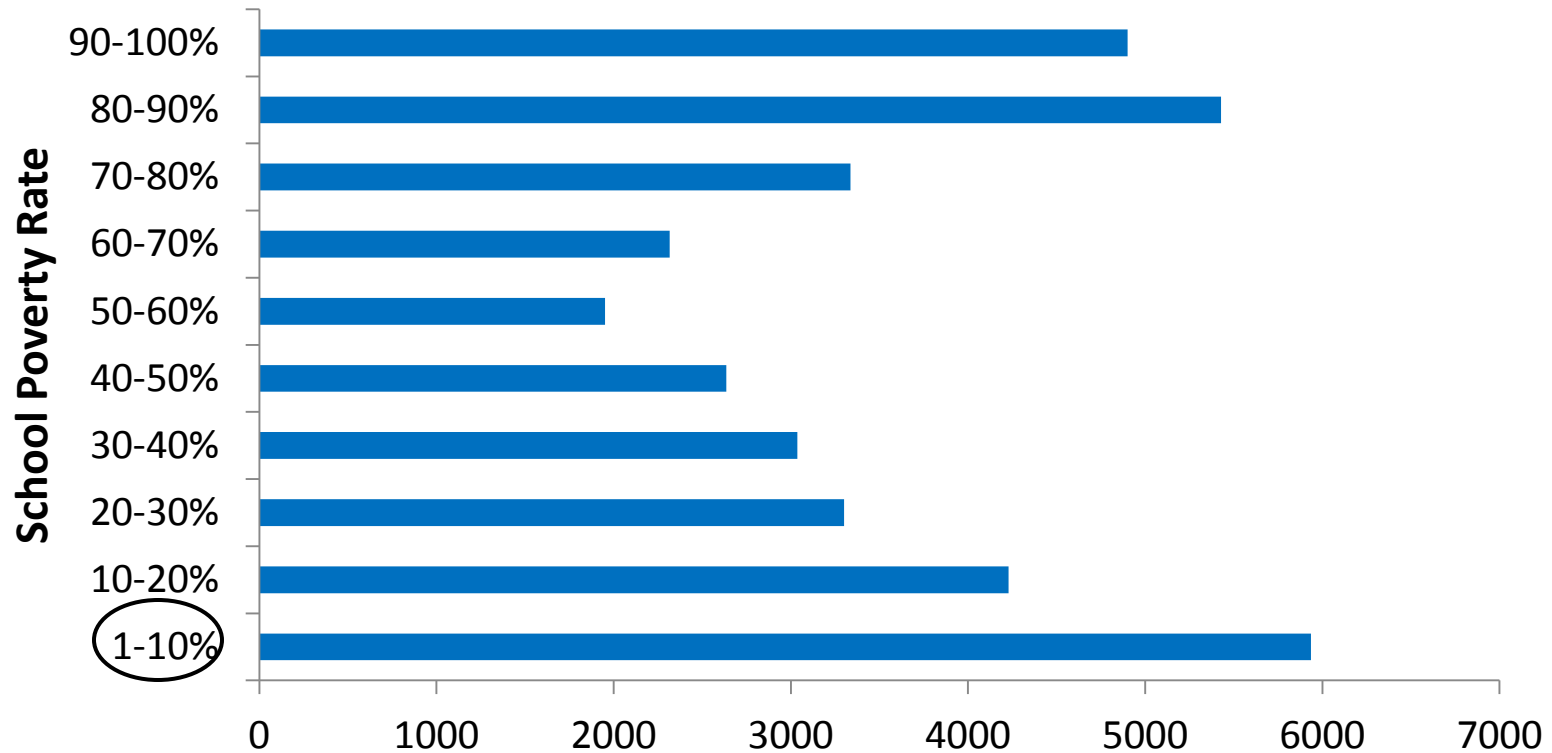
- ▶ Percentage of these students educated in our five largest urban districts

43%

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

# 3<sup>rd</sup> grade reading proficiency a statewide issue

**Number of 3rd Graders Not Reading on Grade Level**



# Diversity not a driver of international competitiveness

Math performance of white students by U.S. state compared to students in other countries



# 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
<b>State</b>	<b>253</b>	<b>11%</b>	<b>\$17,836</b>

# 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
3 <sup>rd</sup> grade reading proficiency	22%	63%
8 <sup>th</sup> grade reading proficiency	41%	82%

# Shifting the achievement gap conversation

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

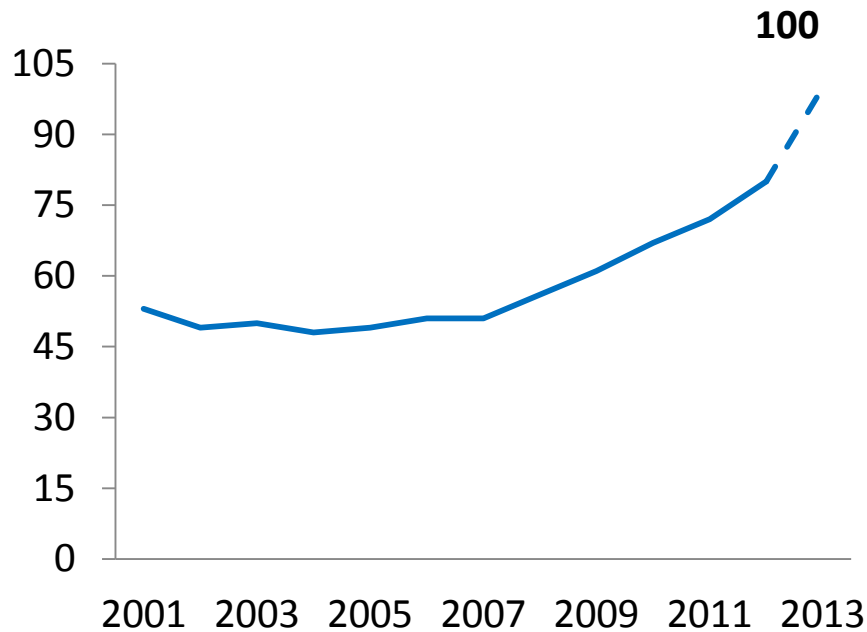


# Deeper look at charter schools

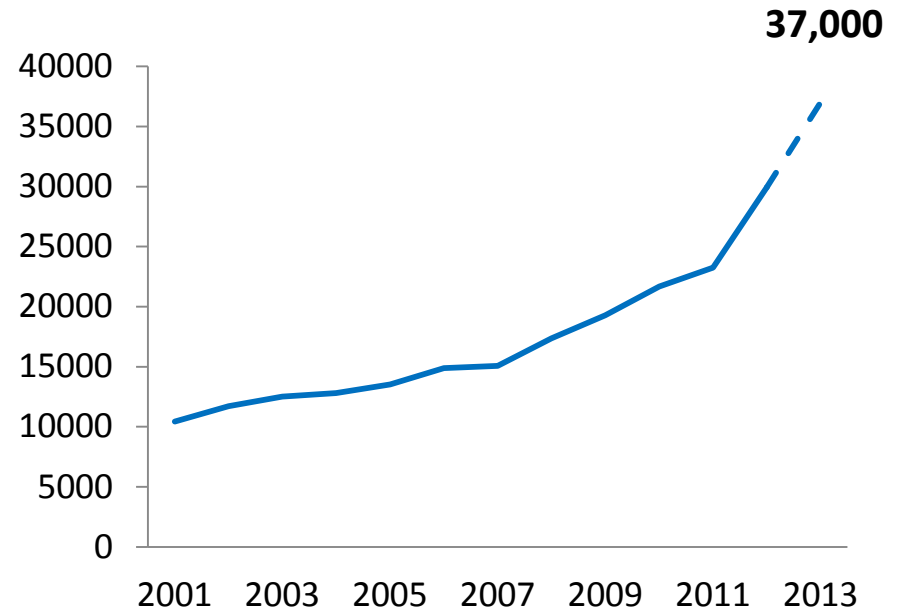


# Charter schools have increased, but remain 2% of total students

## Number of Charter Schools



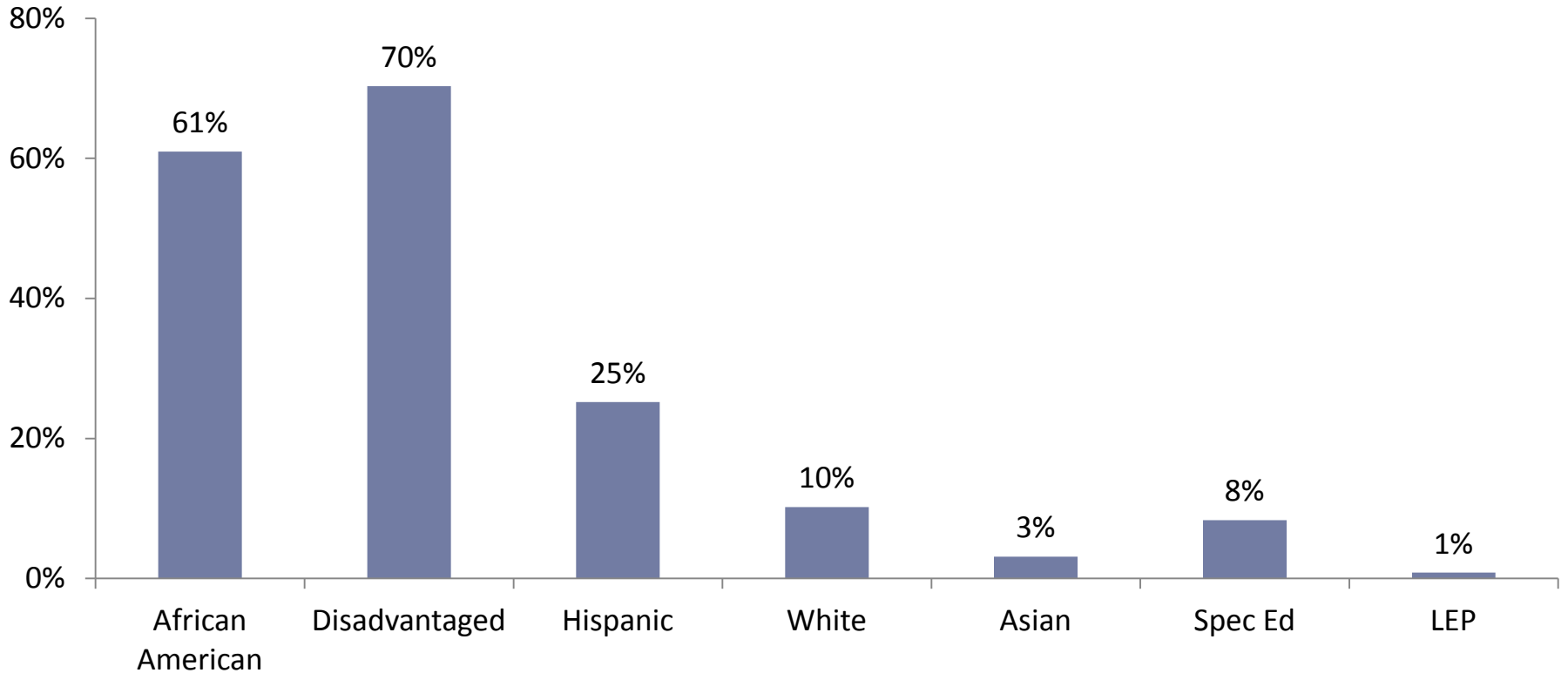
## Total Charter Enrollment



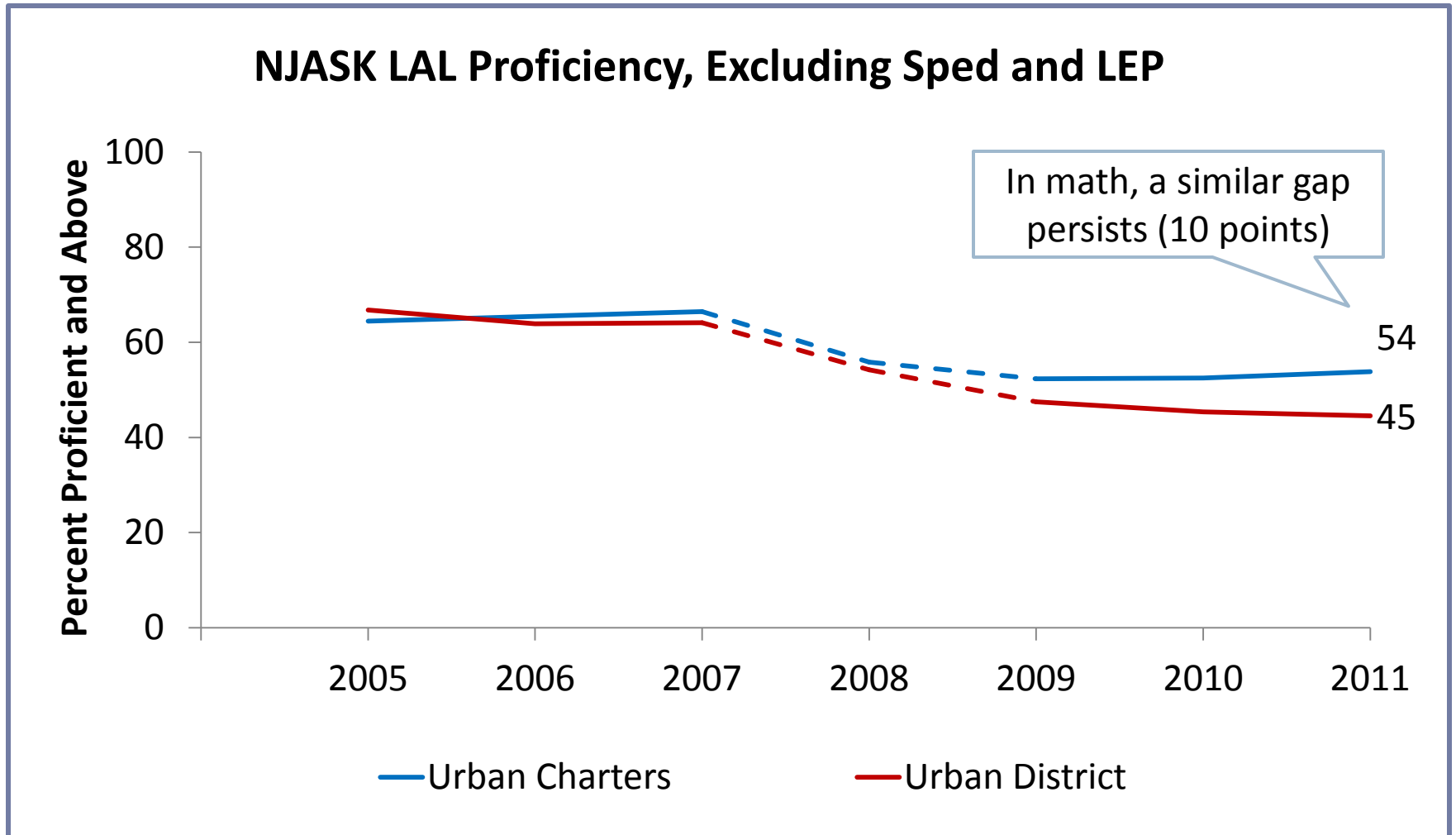


# Charter students are disproportionately African American and Hispanic

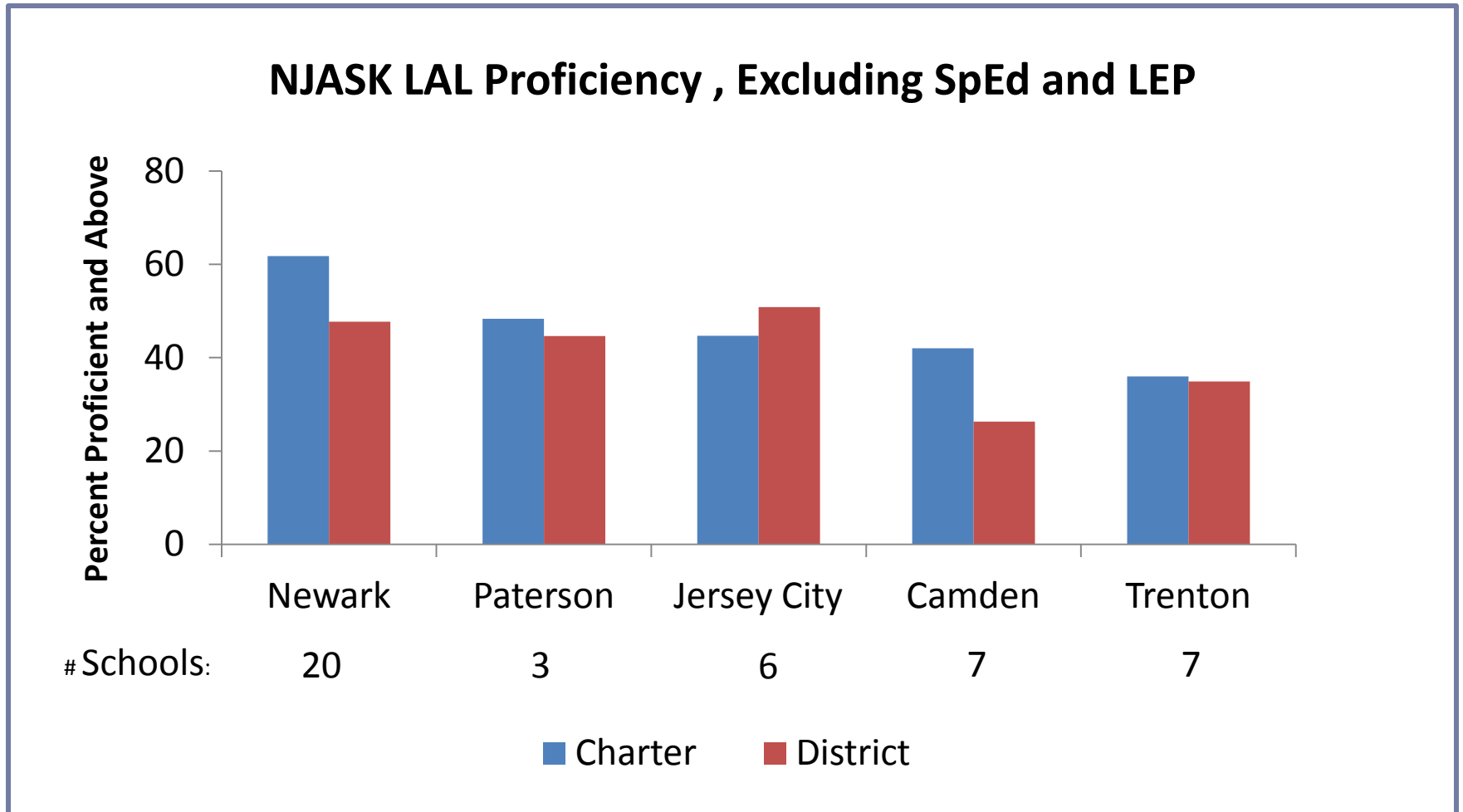
**Demographics of Charter Schools**



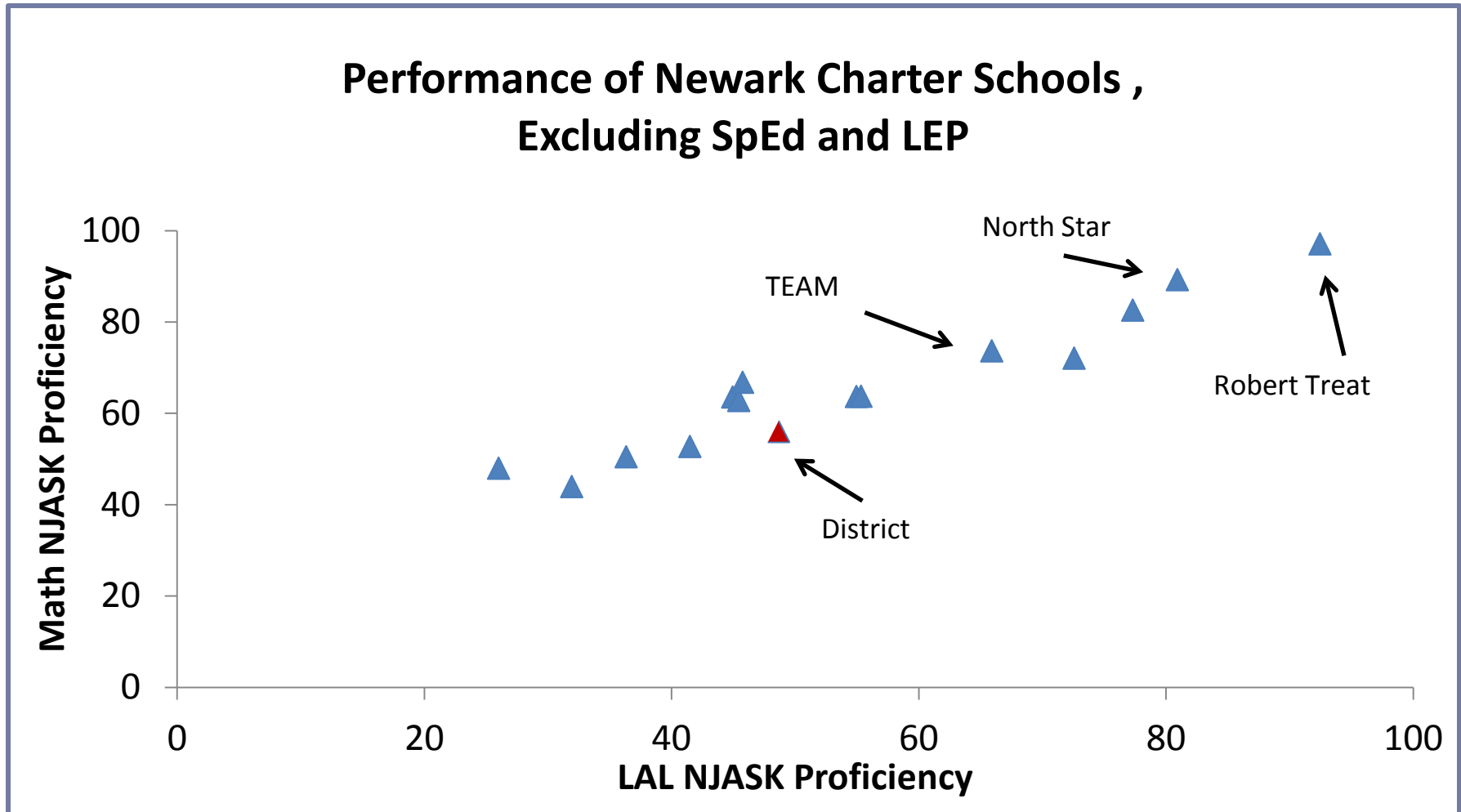
# Urban charter schools outperform their districts



# Urban charter school performance varies by district



# Charter school performance varies even within districts



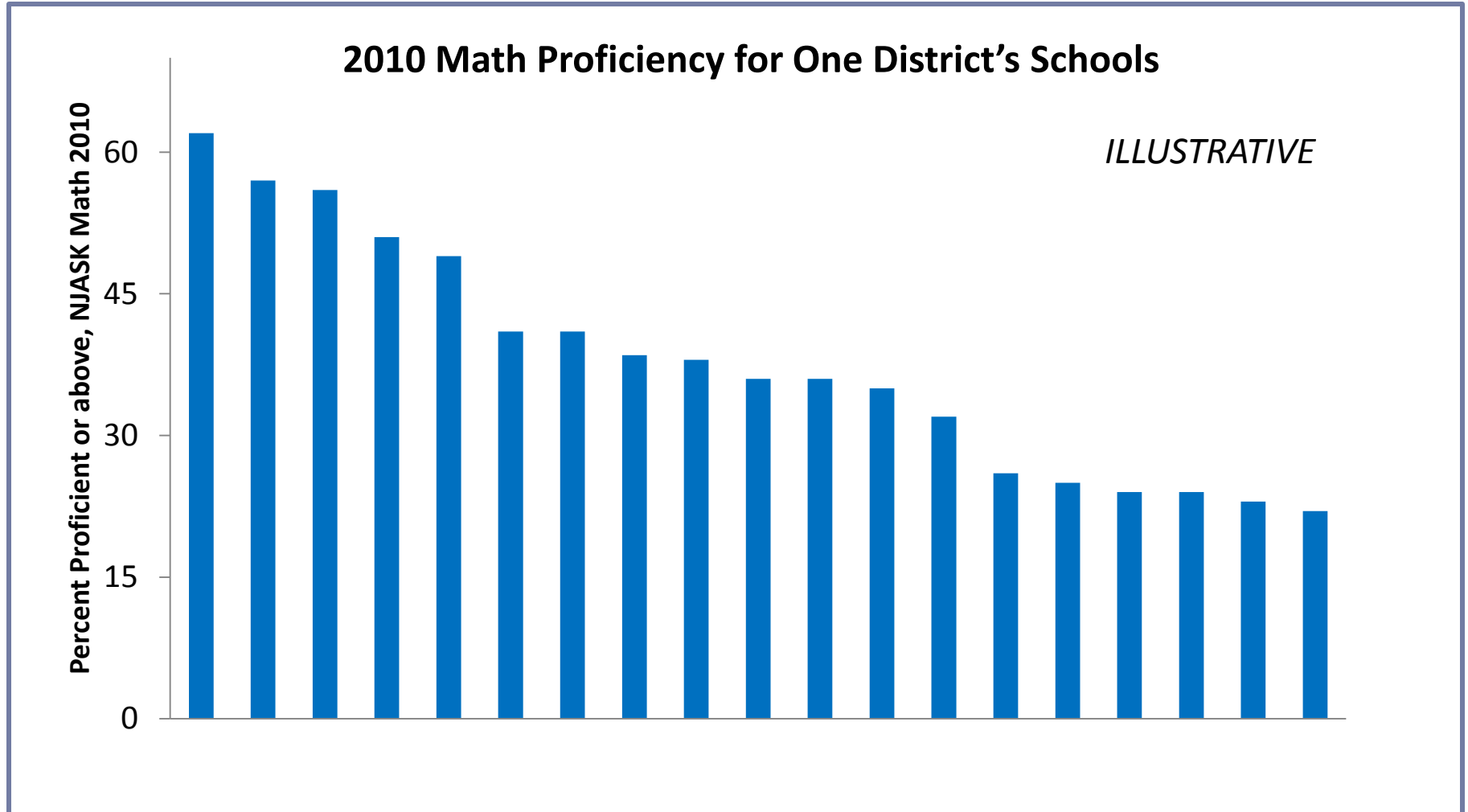
# Student Growth Percentiles (SGP)

# What are Student Growth Percentiles?

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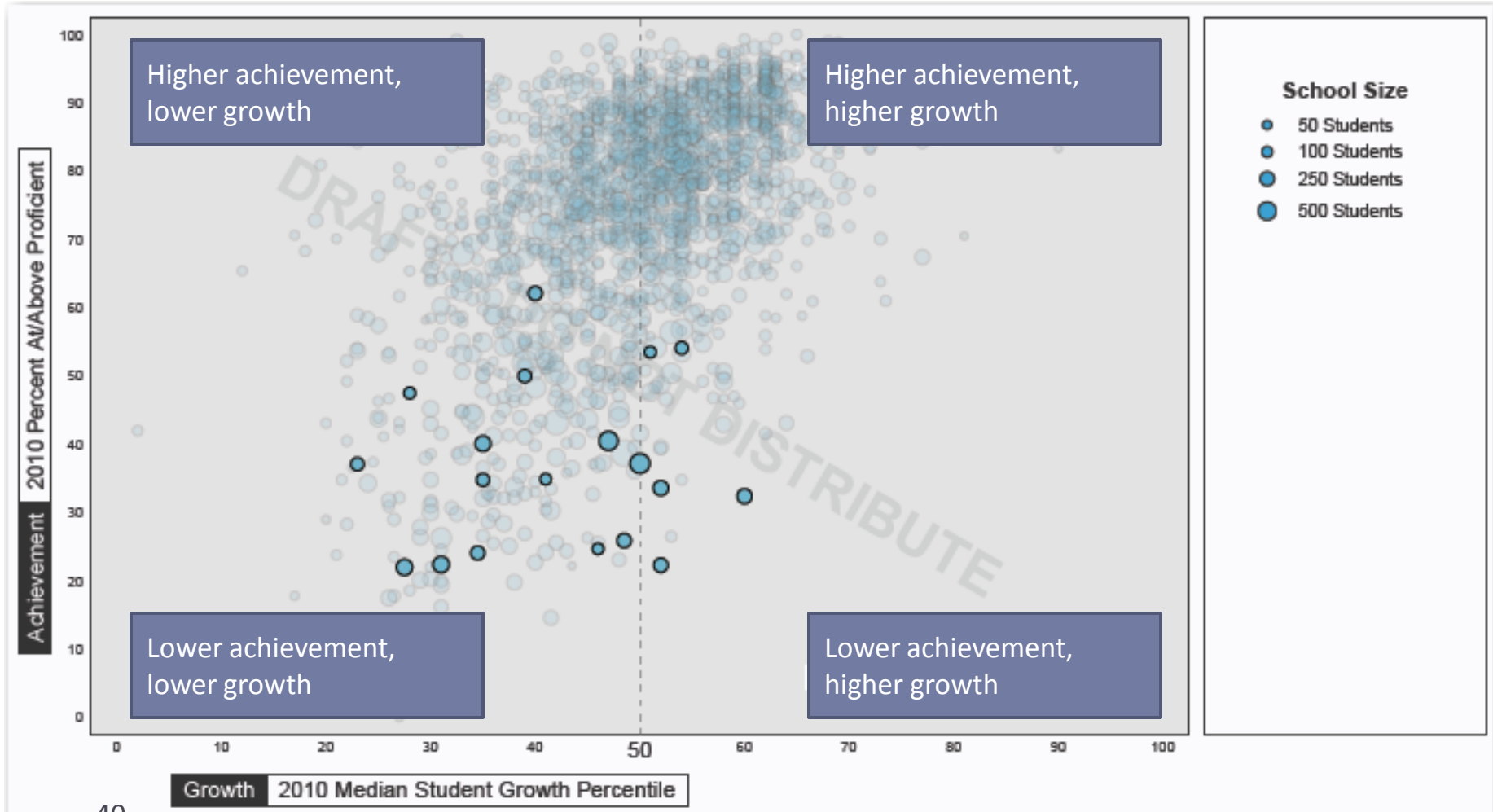
- ▶ New Jersey has adopted the Student Growth Percentile (SGP) methodology
- ▶ SGPs illustrate the annual growth of a student relative to a group of academic peers with a similar achievement history
- ▶ Status *and* Growth = Performance
- ▶ New Jersey is changing the key question from, “Who’s proficient 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



# New understanding of performance: growth

ILLUSTRATIVE







# NJDOE priorities

# NJDOE refocusing to support student achievement

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- ▶ **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

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- ▶ 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

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- ▶ 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

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

# Definition of Priority and Focus Schools

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## ▶ Priority – School-wide Measures

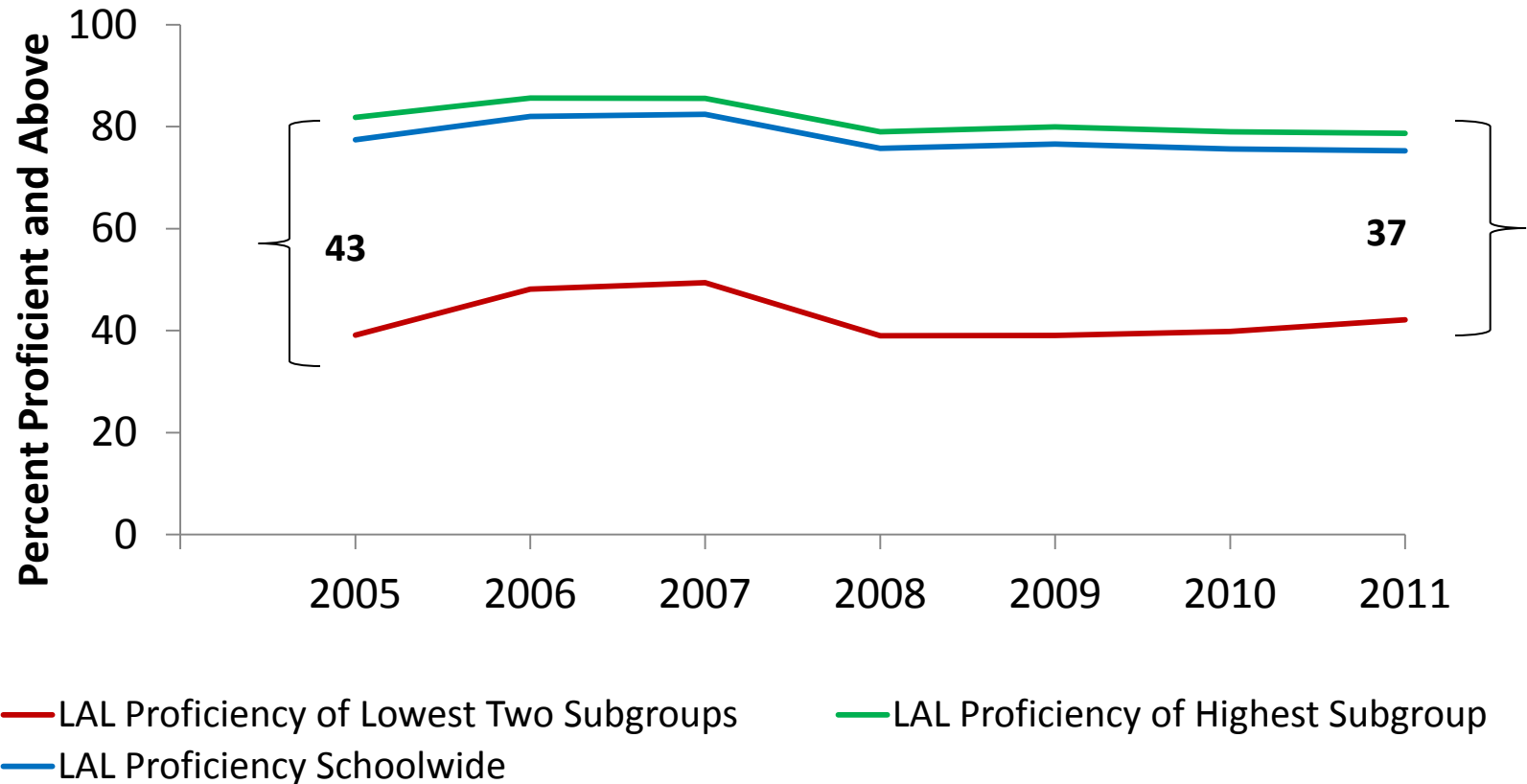
- ▶ Schools in the bottom 5% of schools statewide on assessments and graduation rates, who are also NOT demonstrating high growth.
- ▶ SIG schools

## ▶ 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

## Focus Schools: Within-School LAL Proficiency Gaps





# Other Schools

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- ▶ **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:	<b>Focus</b>		
Rationale:	<b>Achievement Gaps</b>		
Change since last year:	 Improvement	 No change	 Decline

# Data-rich environment

- ▶ Focus on school-level metrics

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

# 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 %	Adjusted Cohort Count <sup>1</sup>		Graduated		Transfer Out - Unverified		Transfer In		On-Track Continuing		Off-Track Continuing		Active Student: Status Unknown		Dropout		Excluded From Cohort <sup>2</sup>	
	$\frac{\text{Graduated}}{\text{Adjusted Cohort Count}}$	# 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																			



# Academics

# Academics priorities

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- ▶ 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?

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## 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
<b>WHAT</b> Students need to Learn		<b>HOW</b> We can best Instruct		<b>WHEN</b> Do we know students have learned
Standard	Student Learning Objectives	Instruction	Formative Assessments	Summative/Formative
CCSS Standard 1	SLO #1 SLO #2	<ul style="list-style-type: none"> <li>• Model Lessons</li> <li>• Model Tasks</li> <li>• Engaging Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Effective checks for understanding</li> <li>• Teacher-designed formative assessments</li> </ul>	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

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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

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- ▶ 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

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# 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



Troubling achievement gaps

Current evaluations are subjective and fail to impact teaching practice

50% of college students never graduate

# Progress to Date and Upcoming Milestones

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**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

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

# Next steps for teacher evaluation

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## 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***

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Budget

# Overall numbers

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- ▶ 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

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- ▶ 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

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

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

## Not just what you spend...

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- ▶ 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.

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# Question and Answer