State Performance Report

February 27, 2018

ESSA Requirements v. No Child Left Behind

	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:** • Each in grades 3-8; and • Once in grades **10**-12 **Science:** • Once in elementary; • Once in middle; and • Once in high school	**ELA/Math:** • Each in grades 3-8; and • Once in grades **9**-12 **Science:** • Once in elementary; • Once in middle; and • 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: 1. Academic proficiency; 2. Graduation rates for high school; 3. Academic growth or another statewide indicator of academic progress for K-8; 4. Progress toward English language proficiency; and 5. At least one other state-determined indicator of school quality or student success.

Accountability Indicators

Table 4: New Jersey's ESSA Accountability Indicators

Required Indicator	New Jersey's Measure(s)	Description
Academic Achievement	Proficiency rates on annual statewide assessments	Percentage of students in the school who meet grade-level standards on annual statewide assessment in ELA/L and mathematics (grades 3 to 10)
Academic Progress *(applicable to elementary and middle schools)*	Student growth percentile (SGP)	Median SGP, which shows students' growth from one year to the next in ELA/L (grades 4-8) and mathematics (grades 4-7)
Graduation Rate *(applicable to high schools)*	Four-year and five-year graduation rates	Using the adjusted cohort methodology, percentage of students who graduate: • within four years of entering ninth grade; and • within five years of entering ninth grade
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)
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 % or more of the days that he or she was "in membership" at a school.

Annual Accountability Targets

- Annual targets were calculated through the year 2030 for all districts, schools and student groups, based on the **2015-2016** PARCC Scores.

- Annual targets were calculated to ensure that the 2030 long-term goal of 80% proficiency would be met by all schools and student groups.

- Hilltop 2016-2017 schoolwide targets:

  ELA   80%

  Math   78.4%

- Mountain View 2016-2017 schoolwide targets:

  ELA   79.7%

  Math   70.3%

2016-2017

PARCC Proficiency Indicator Score Percentiles

ELA 2016-2017

- Grade 8: 34/652 schools (**94.7**)
- Grade 7: 32/722 (**95.6**)
- Grade 6: 164/848 (**80.7**); 285/1242 (**77.1**) as 5th graders in 2016
- Grade 5: 58/1247 (**95.3**)
- Grade 4: 188/1336 (**85.9**)
- Grade 3:   86/1367 (**93.7**)

Math 2016-2017

- Grade 7: 70/733 (**90.5**)
- Grade 6: 61/847 (**92.7**)
- Grade 5: 6/1247 (**99.5**)
- Grade 4: 123/1336 (**90.8**)
- Grade 3: 230/1367 (**83.2**)

Academic Progress Indicator (SGP)

- Academic progress is measured with schools' median SGP on statewide ELA/L and mathematics assessments.

- 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),

- The NJDOE uses SGP to show growth from the prior year for ELA/L in grades four through eight and for mathematics in grades four through seven.

- Mathematics in grades four through seven is used because a significant portion of eighth graders take Algebra I rather than the eighth-grade mathematics assessment.

- SGPs are calculated based on the performance of all students in all applicable tested grades and the performance of student groups.

- SGP is also used in the annual evaluation of teachers and administrators

School Performance Report (SGP)

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

60+ Exceeds Target,   **40-59.5** Met Target   <u>under</u> **40**- Did <u>not</u> meet target

Hilltop

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	49	50	Met Target	73.5	56	50	Exceeds Target

A students' SGP falls between 1 and 99 and can be grouped into three levels: **Low growth under 35, Typical growth 35-65** and **High growth greater than 65**.

Schoolwide Typical Growth in ELA and High Growth in Math

Mountain View

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	49	50	Met Target	48	56	50	Met Target

Typical Growth in ELA in grades 5, 6, 7 and 8

Typical Growth in Math in grades 5 and 6

Low Growth in Math in grade 7

SPED subgroup did not meet target in ELA, however exceeded target in Math

Feedback		Response from NJDOE
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.	**New Jersey Principal and Supervisor's Association (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.

School Summative Score and Summative Rating

For schools with less than 20 English learners

Measures	January 2018 Identify First Cohort (Preliminary)
Academic achievement	35 %
Academic progress or graduation rate	50 %
English language proficiency	N/A
Chronic absenteeism	15 %

School Summative Rating and Summative Score

(The "Hidden Score" nj.com)

Hilltop

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	91	17.5%
Mathematics Proficiency	93	17.5%
English Language Arts Growth	67	25%
Mathematics Growth	97	25%
Chronic Absenteeism	98	15%
Progress Towards English Language Proficiency (coming 2018)		
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.9
Summative Rating: Percentile rank of Summative Score		97th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

Mountain View

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	95	17.5%
Mathematics Proficiency	97	17.5%
English Language Arts Growth	28	25%
Mathematics Growth	59	25%
Chronic Absenteeism	93	15%
Progress Towards English Language Proficiency (coming 2018)		
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.1
Summative Rating: Percentile rank of Summative Score		79th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

NJDOE Ranking

- Approximately 2200 schools were ranked together utilizing <u>different metrics</u>. Ranking did not sort by type or grade-level: Charter schools, Technical and Vocational schools, Academies, high school, middle school and elementary schools, one school-school districts with varying grade-spans are all compared to develop the NJDOE ranking.

- "In a trendy but controversial new rating system, New Jersey education officials have <u>for the first time</u> assigned a score of 1 to 100 to each of the state's more than 2,000 public schools." –A. Clark and C. Astudillo, NJ.com

- "<u>Burying the simplified scores was intentional</u>. The new ratings consider important factors the state uses to determine which schools need the most help (a federal requirement), but they don't capture the complete picture of a school." Peter Shulman, a former assistant education commissioner under Gov. Chris Christie.

- In a statement, the state Department of Education said it designed the new ratings to comply with the Every Student Succeeds Act, the new federal education law that replaced No Child Left Behind. The law requires states to "meaningfully differentiate" schools' performance based on a variety of metrics and publish that information on school report cards, said Julie Woods, a policy analyst for the Education Commission of the States, which tracks state policy.

- "Whether the state intended parents to see the new ratings or not, the scores are too dependent on standardized tests." To understand how a school is performing and what it needs to better serve students, we need to look at it holistically, not simply assign it a number that tells very little about what is actually happening in that school."–S. Baker, spokesman for the New Jersey Education Association

Hilltop

RANK	COUNTY	DISTRICT	SCHOOL	GRADES	ELA Actual/Target	MA Actual/ Target	SumRat	SumSco
1	HUNTERDON	FLEMINGTON-RARITAN RE	Barley Sheaf Elementary School	3rd-4th	80.7/75.5	78.6/80	100	*93.8
2	BERGEN	CLOSTER BORO	Hillside Elementary School	3rd-4th	80.8/80	75.6/80	100	*92.8
3	SOMERSET	HILLSBOROUGH TWP	Woods Road Elementary School	3rd-4th	82.5/77.4	82/75.6	99	92.2
4	SOMERSET	HILLSBOROUGH TWP	Sunnymead Elementary School	3rd-4th	82.6/80	76.9/79.1	99	*89.8
5	MONMOUTH	WEST LONG BRANCH BOR	Betty McElmon Elementary	3rd-4th	77.6/60.4	82.6/56	99	89.3
6	UNION	SCOTCH PLAINS-FANWOO	Evergreen Elementary School	3rd-4th	79.8/74.4	74.7/75.1	98	89.2
7	MORRIS	ROXBURY TWP	Jefferson Elementary School	3rd-4th	71.7/61.9	70/54.9	98	89
8	BERGEN	OLD TAPPAN BORO	T. Baldwin Demarest Elementary S	3rd-4th	80.5/73.9	76.6/71.7	98	88.8
9	MORRIS	MENDHAM TWP	Mendham Township Elementary S	3rd-4th	88.3/80	83.4/80	98	88.5
10	MORRIS	MENDHAM BORO	HILLTOP SCHOOL	3rd-4th	81.1/80	76.2/78.4	97	87.9

K-4 Elementary Schools
10 out of 116
Actual v. Target

Mountain View

RANK	COUNTY	DISTRICT	SCHOOL	Actual/Target E	Actual/Target	SumRat	SumSc
1	MONMOUTH	LITTLE SILVER BORO	Markham Place	88.5/80	78.9/77.9	97	87.1
2	MORRIS	MENDHAM TWP	Mendham Township Middle School	93.8/80	83.8/80	94	83.1
3	HUNTERDON	UNION TWP	Union Township Middle School	82.4/80	69/67.1	93	*82.9
4	HUNTERDON	TEWKSBURY TWP	Old Turnpike School	84.8/77.7	65.7/68.9	93	82.7
5	CAPE MAY	AVALON BORO	Avalon Elementary School	84.6/72.1	73.1/63.6	93	*82.3
6	CHARTERS	Pride Academy Charter Sc	Pride Academy Charter School	63.1/65.9	41.7/42.2	93	81.9
7	BERGEN	CLOSTER BORO	Tenakill Middle School	88.8/80	79.7/76.3	92	*81.1
8	ATLANTIC	MARGATE CITY	Eugene A. Tighe Middle School	84.1/80	79.5/77.8	91	*80.2
9	BERGEN	MONTVALE BORO	Fieldstone Middle School	83.6/76.8	58.9/61	88	*77.8
10	HUNTERDON	LEBANON TWP	Woodglen School	77.6/73.8	63.3/59.8	88	*77.3
11	MIDDLESEX	METUCHEN BORO	Edgar Middle School	79.8/75.2	61.4/59.2	85	*75.3
12	BERGEN	DEMAREST BORO	Demarest Middle School	88.1/80	84.4/79.8	85	*75
13	UNION	SCOTCH PLAINS-FANWOO	Terrill Middle School	82.2/77.1	72.1/68.8	83	72.6
14	PASSAIC	LITTLE FALLS TWP	Little Falls Township Public School # 1	77.2/71.4	59./57.8	81	71
15	ATLANTIC	VENTNOR CITY	Ventnor Middle School	68.7/61.3	53.7/49.3	80	70.2
16	ESSEX	VERONA BORO	Henry B. Whitehorne Middle School	68.7/60.3	56.8/49.2	80	*69.8
17	MORRIS	MENDHAM BORO	MOUNTAIN VIEW	84.4/79.7	79.6/70.3	79	69.1

All 5-8 Middle Schools
17 out of 67
Actual vs. Target

Timeline

- **June 24, 2017**: PARCC Student Scores(only) Released to Districts

- **July 17, 2017**: District Summaries Released

- **July 28, 2017**: District Summary of Schools Released*

- **August 17, 2017**: Evidence Statement Analysis Released

- **August- September, 2017**: Goals Established

- **August 30-31, 2017**: ALL PARCC data shared with teachers; including explanations

- **September 26, 2017**: PARCC presentation at BOE meeting

- **September and October, 2017**: In-house Link-it Assessments Administered

- **September/October 2017** that students are identified for Encore, Encore sessions begin

- **December 2017**: School Performance Released to Districts

Highlights
Other Data Points

- 100% ELA participation; only 2 students missed math(illness) district-wide

- 84.6 % of students met expectations in Algebra; increase of 34% (50.6% in 2016)

- All students met expectations in Geometry

- Articulation with High School (9th grade MP1 grades, writing and work samples in SS and Science).

- Classroom sets of Chromebooks in grades 3-8 allow students immediate and ongoing access to an online writing platform resulting in real-time feedback

Looking Ahead

- Ongoing and real-time use of LinkIt online assessment to identify student and program needs (Encore, Title I program, growth and progress towards proficiency and curriculum impact) in math and ELA

- Continued review of areas identified during August analysis of PARCC scores along with progress of corresponding action plans.

- Utilization of various online practice tools, including pilots of FrontRow (math) and Lightsail (reading).

- Preparations to share district and student level data with staff on August 23rd including:

  LinkIt "year-end" scores and item analysis in math and reading;

  student reading levels;

  FrontRow and Lightsail progress;

  student data and progress in Encore (Mt View) and Title I (Hilltop);

  data and progress detailed by the Intervention Specialist;

  PARCC scores and info; and "student summaries" which provide teachers with details about each student, ie., "what should you know about _____ to support his/her learning"