



Identification as a School in Need of *Comprehensive* Support and Improvement:

South Amboy
Middle High School

1/29/18



Presentation Overview

This presentation will cover the following topics:

- Background information about the *Every Student Succeeds Act (ESSA)*
- How schools are identified for support and improvement
- Next steps for our school and collaboration



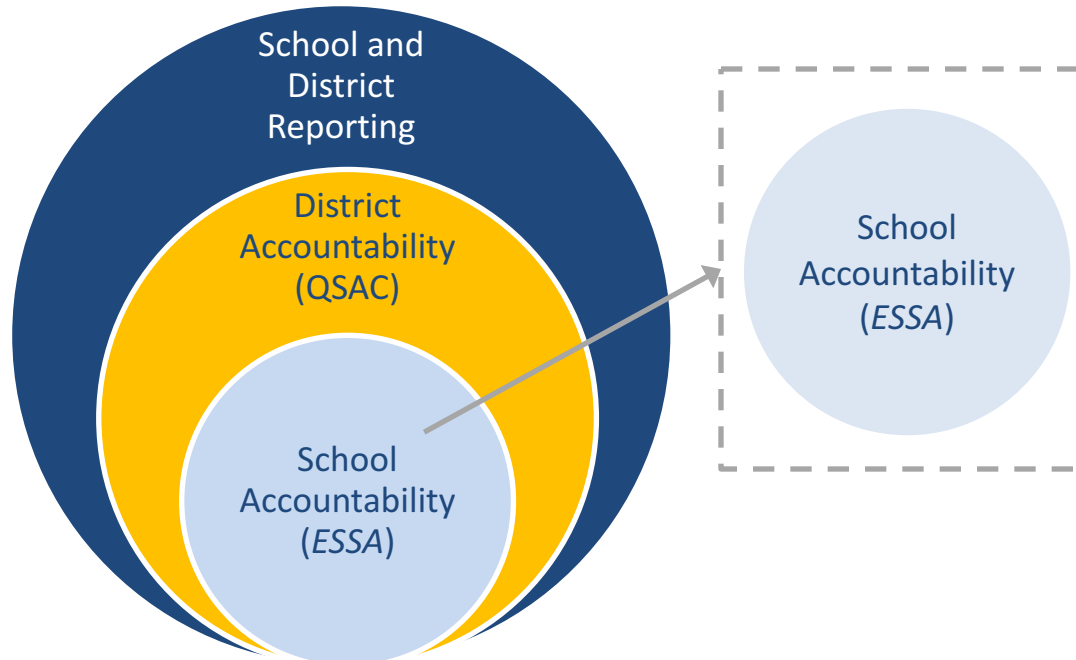
Every Student Succeeds Act (*ESSA*)

- On August 9, 2017, the U.S. Department of Education approved New Jersey's *ESSA* State Plan, which was **developed in collaboration with stakeholders from across New Jersey.**
- The plan emphasizes New Jersey's collective expectation that **all students have equal access to high-quality educational experiences so they may all reach their greatest potential.**
- To fulfill this promise to our students, the New Jersey Department of Education (NJDOE) is obligated by federal law, and New Jersey's *ESSA* State Plan, **to identify schools in need of comprehensive and targeted support and improvement.**



ESSA School Accountability: Overview

School accountability in *ESSA* is just one of the New Jersey accountability systems meant to improve student access to high-quality education programs. Its role is to identify our schools most in need of support and improvement.





How Was Our School Identified?

- **New Jersey's *ESSA* school accountability system** provides a formula to determine a performance score, which is based on various measures of progress (accountability indicators).
- **Our school has been identified** based on its relative low performance using these measures.



What is a Comprehensive School?

- Schools performing **at or below fifth percentile of all Title I schools**
- High schools with a **graduation rate less than 67%**



What are *ESSA*'s Accountability Indicators?

The **accountability indicators** in the *ESSA* State Plan **measure the progress of schools** as they prepare students for a **successful life after high school**. Stakeholders, including NJ parents and educators statewide, provided input into New Jersey's ***ESSA* State Plan**.



Accountability Indicators: *Weighting* (2016-2017)

Each indicator is weighted to determine a summative score for the school.

ESSA Requirement	NJ State Plan Indicator	Weighting*
Academic Progress (Elementary/Middle Schools) and Graduation Rate (HS)	Student Growth Percentile/ Graduation Rate	50%
Academic Achievement	PARCC/DLM Proficiency	+
		35%
Additional Measure of School Quality or Student Success	Chronic Absenteeism	+
		15%
Progress Towards English Language Proficiency	Progress to English Language Proficiency (ELP)	+
		0%
		=
		100%

*Accountability for Progress towards English Language Proficiency will begin with the calculations in 2017-2018.



Accountability Indicators: *Weighting*

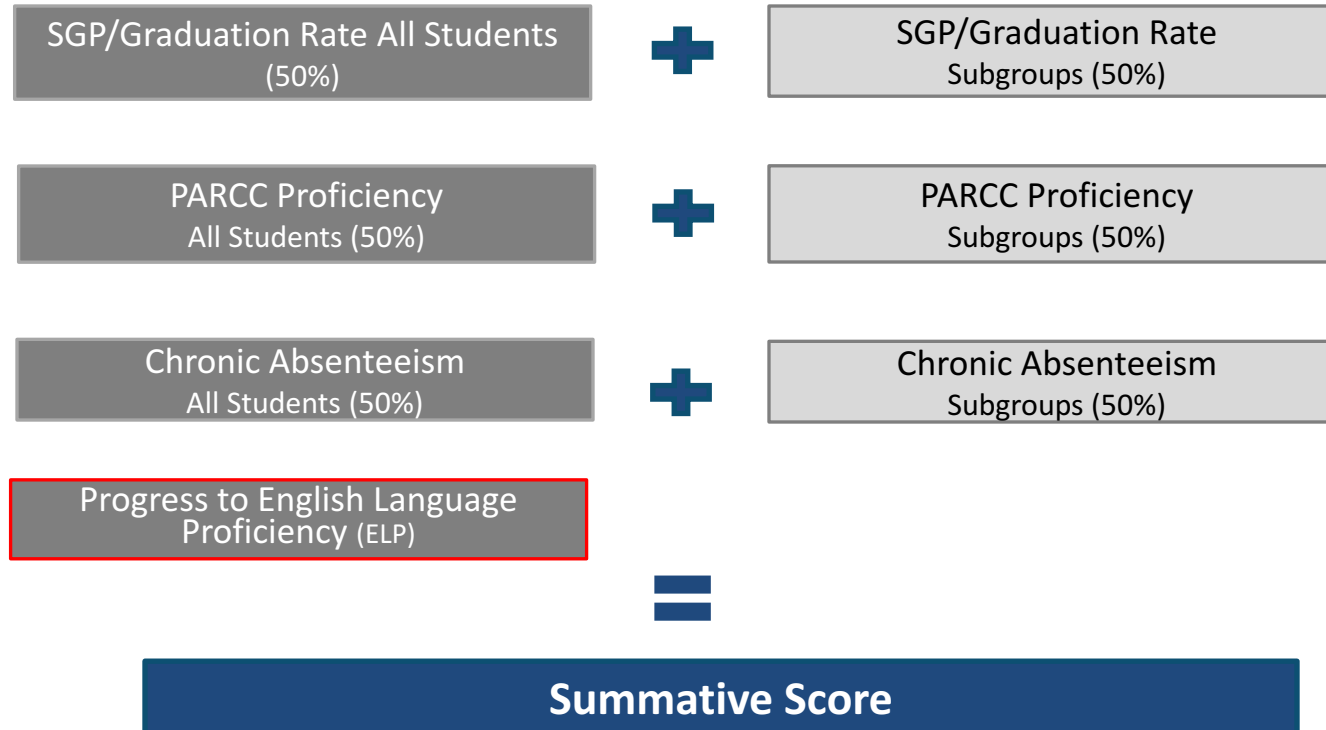
Each indicator is weighted to determine a summative score for the school.

ESSA Requirement	NJ State Plan Indicator	Weighting*
Academic Progress (Elementary/Middle Schools) and Graduation Rate (HS)	Student Growth Percentile/ Graduation Rate	40%
		+
Academic Achievement	PARCC/DLM Proficiency	30%
		+
Additional Measure of School Quality or Student Success	Chronic Absenteeism	10%
		+
Progress Towards English Language Proficiency	Progress to English Language Proficiency (ELP)*	20%
		=
		100%



Accountability Indicators: *Subgroup Weighting*

Within each indicator, student groups and total population are weighted equally to determine the school's summative score





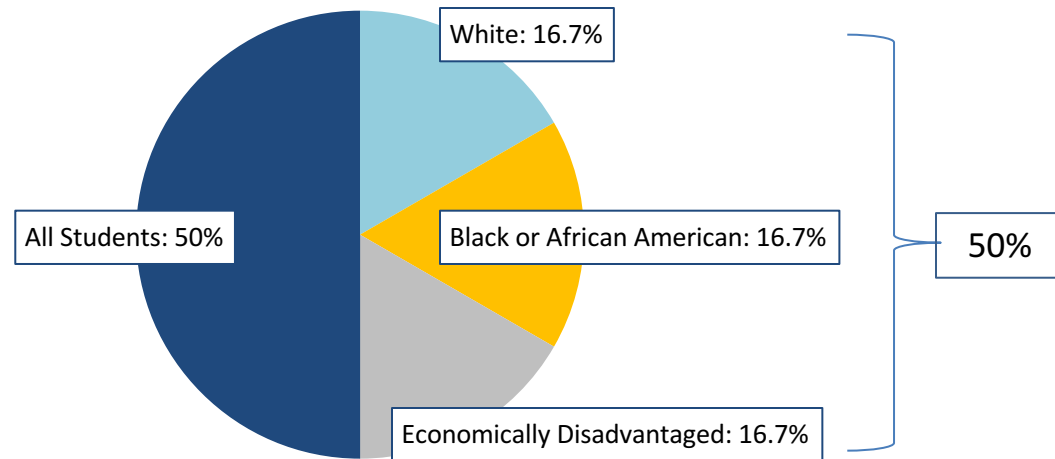
Accountability Indicators: *Subgroup Weighting*

Example of School Subgroup Weighting: Math Proficiency

The below example illustrates how the subgroup weighting works. All subgroups are counted equally. Note that students can be in more than one subgroup (e.g. White and Economically Disadvantaged).

TOTAL POPULATION		1000
All Students	White	700
	Black/African American	300

SUBGROUPS		
All Subgroups	Economically Disadvantaged Students	150
	White Students	700
	Black/African American Students	300





Reminder: Participation Rate Requirement

Use of participation rates has changed considerably from *NCLB* to *ESSA*. The law requires states to factor participation into the measure of Academic Achievement.

Under 1111(c)(4)(E) of ESSA, all states are required annually to measure the achievement of at least 95% of all students in each student subgroup. When measuring, calculating and reporting proficiency rates, states are required to include either a denominator equal to 95% of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments.

For schools that fail to achieve 95% participation, any student below the 95% threshold will therefore be counted as “not proficient” in the calculation of proficiency rates, even though they did not take the exam.

Example – School B* has:

- 1,000 students registered to take statewide assessments;
- 800 valid scores students (80% participation rate); and
- 600 students who are proficient.

School B’s denominator is 950 (95% x 1000) and its **proficiency rate is 63.2% (600/950)** (Note, proficiency rate is **not**: $600/800 = 75\%$)

* See this example and more in the NJDOE’s [ESSA Accountability Profiles Companion Guide](#)



Data Card

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	4.3	0.125
Mathematics Proficiency	12.8	0.125
English Language Arts Growth	4.3	0.151
Mathematics Growth	11.4	0.151
Graduation – 4-Year	6.4	0.151
Graduation – 5-Year	8.9	0.151
Chronic Absenteeism	40.4	0.15
Summative Score: Sum of all indicator scores multiplied by indicator weights		12.8
Summative “Cut” Score: Score below which schools were identified for Comprehensive Support and Improvement		19.55
Summative Rating: Percentile rank of Summative Score		0



Schools Identified As In Need of Support and Improvement

Comprehensive schools

80 schools in which the summative rating, including 50% subgroup performance, was in the 5th percentile of schools for that school type

- 11 high schools; 67 non-high schools; 2 mixed configuration schools
- 36 were either focus or priority schools under the ESEA waiver

Targeted schools

79 schools in which a subgroup performed relative to the statewide subgroup as low as comprehensive schools performed relative to the state for that school type

- 13 high schools; 63 non-high schools; 4 mixed configuration schools
- 22 were either focus or priority schools under the ESEA waiver



What Happens Next?

Schools identified for support and improvement work in partnership with their education community of parents, families, educators, and community members throughout the year to:

- ✓ **Assess needs** related to the areas of weakness
- ✓ **Identify strategies and resources** that can impact improvement
- ✓ **Create an Annual School Plan** that will outline specific steps
- ✓ **Outline a timeline for completion** of those steps
- ✓ **Understand the steps** needed to be removed from status