

COUNCIL OF NEW JERSEY GRANTMAKERS
Harnessing Philanthropy's Potential

Making Sense of Recent Federal Education Policy: Understanding the Implications for NJ

Thursday, March 30

The webinar will begin shortly.

To hear the audio, please call 866.740.1260
and use access code: 3412022

Register for these upcoming CNJG programs:

- **Federal Policy webinars:**
 - **Healthcare - April 6 @ 3:00 pm**
 - **Environment – April 13 @ 4:00 pm [+ in-person meeting April 27]**
 - **NEA/NEH/CPB – April 20 @ 4:00 pm**
 - **Media – April 27 @ 4:00 pm**
 - **Housing – May 4 @ 4:00 pm**
 - **Tax Reform – May 11 @ 4:00 pm**

Alex Nock



- 25 years of experience in Federal education, disability, labor and health policy
- Served as the Democratic deputy staff director for the U.S. House Committee on Education and Labor.
- Led numerous reauthorizations while working on Capitol Hill, including the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, the Workforce Investment Act, the Higher Education Act, and Federal child nutrition laws.

Brief Overview of ESSA



Reuters / Jonathan Ernst

- Obama signed ESSA in December 2015
- ESSA shifts power away from the Federal government to States
- Obama Administration Regulations + State Plans

New Administration



- Betsy DeVos confirmed as Education Secretary
- Same submission deadlines for States
- New State plan process
- Congressional repeal of Obama admin regulations
- Forthcoming guidance



Associated Press / Molly Riley

What is on Horizon for Federal Education



- Trump “skinny budget” for FY2018 calls for \$9.2 billion in cuts to Department of Education
 - Focus on expanding both public and private school choice-related initiatives
 - Cuts to teacher professional development and afterschool programs
- Full FY2018 Budget expected in May/June
- FY2017 Budget still in process



BOB MORRISON



- **Founder & CEO of Quadrant Arts Education Research**
- **Co-Director of the NJ Arts Education Partnership**
- **On Board of NJ School Boards Association**
- **On NJDOE'S ESSA Stakeholders and Accountability workgroups**



Every Student Succeeds Act (ESSA) in New Jersey



NJ Department of Education (NJDOE) State Plan Overview



ESSA State Plan Requirements

The purpose of *ESEA*, as reauthorized by *ESSA*, is to provide all students the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. By answering a series of questions posed by the U.S. Department of Education, the NJDOE will lay out publicly how New Jersey will meet or already is meeting the following *ESSA* requirements:



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement



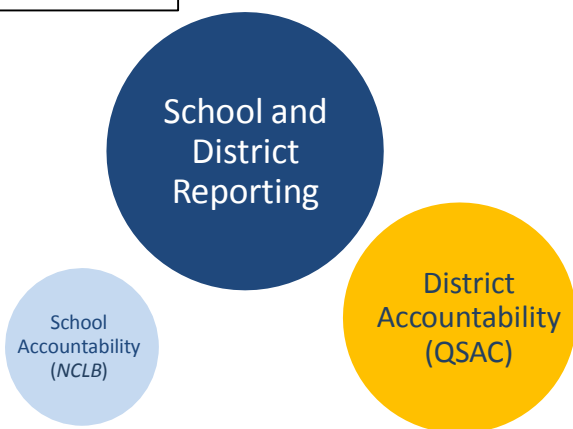
Support all students, educators, schools and districts



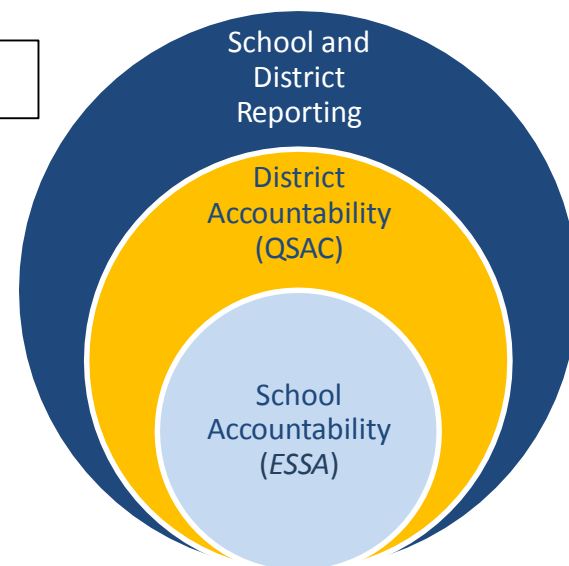
Aligning New Jersey's Accountability and Support Systems

New Jersey will use the shift from *NCLB* to *ESSA* as an opportunity to align its accountability and support systems to more accurately and fairly measure student, school and district performance.

Current:



Path forward:



Through this realignment and redesign, New Jersey will:

- Ensure that accountability supports and systems are aligned but not duplicated
- Remove overly burdensome practices that do not directly support student success
- Provide communities with a more comprehensive overview of their district's and school's attributes



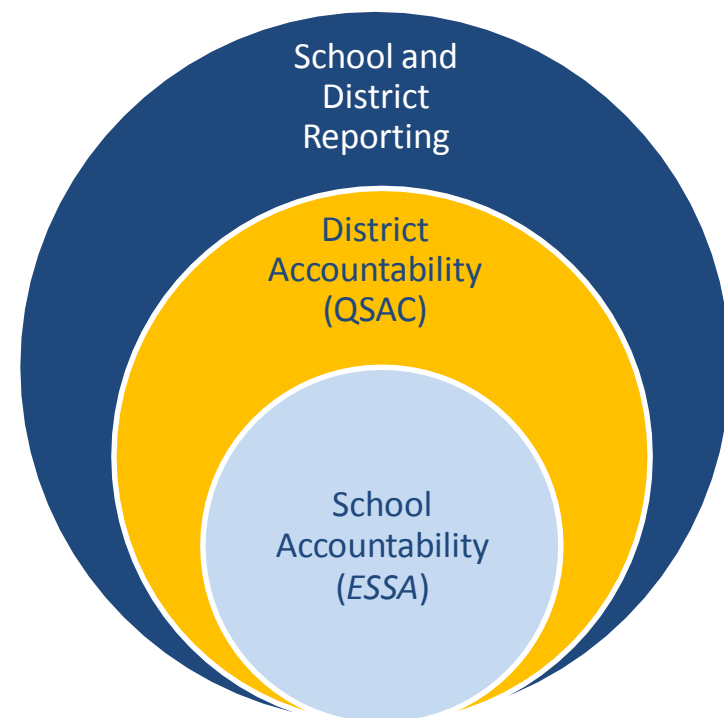


Using Different Indicators Appropriately

Across each of these three accountability systems, indicators should be used appropriately to evaluate how schools and districts are providing New Jersey students with the educational opportunities they deserve.

Aligning these accountability systems requires an understanding of what each system is intended for, and then identify appropriate indicators for each particular system:

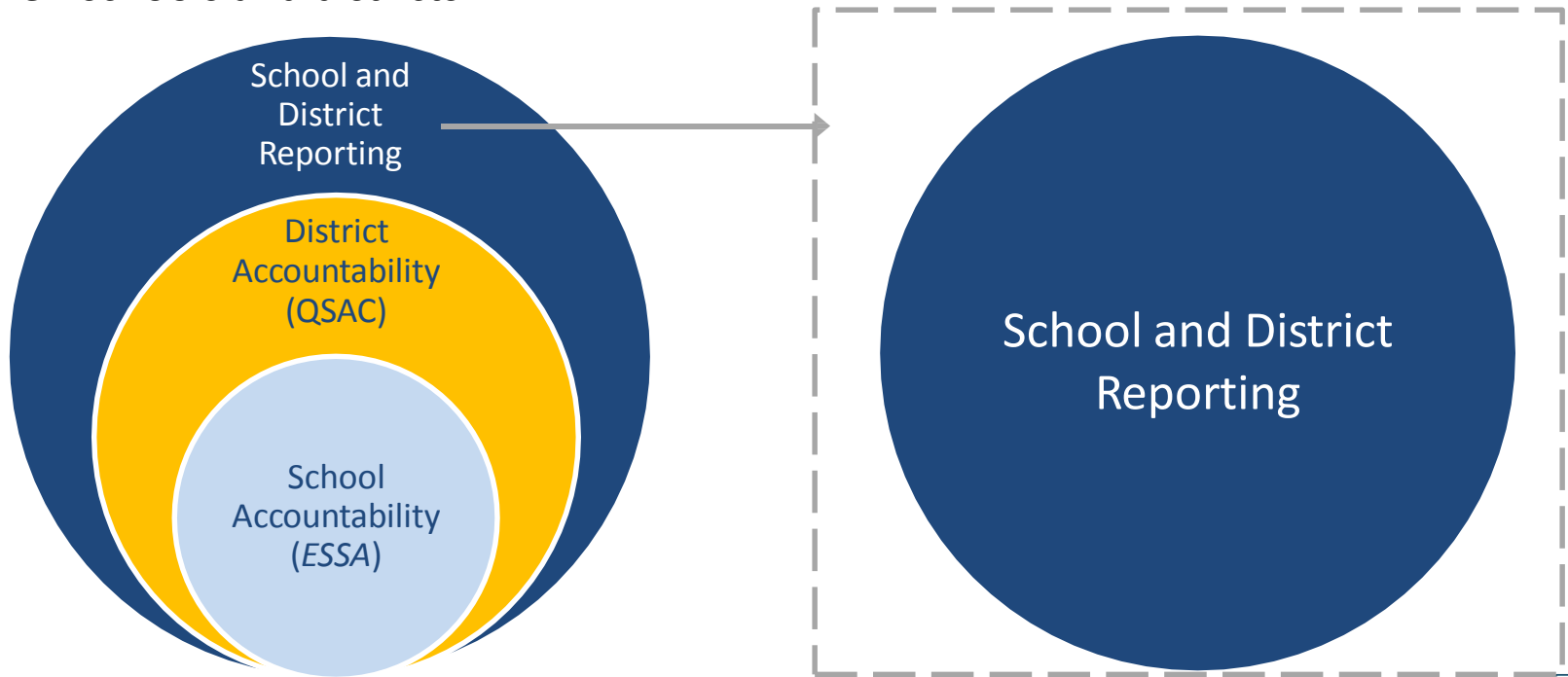
- School accountability in *ESSA* is just one piece of New Jersey's school and district accountability and, specifically, its role is to identify schools in need of support and improvement.
- Indicators that are more within the control of a district should be considered for QSAC rather than *ESSA*.
- School and district reporting may be a more logical fit for indicators that are important for the public to know about, but should not lead directly to state action.





School and District Reporting: Overview

The NJDOE believes that the most extensive form of accountability is driven by communities. School and district reports provide information that stakeholders – students, parents, and community members – can use to identify the needs of students and schools. *ESSA* requires many new pieces of data to be collected and publicly reported, but New Jersey is committed to developing reports that provide stakeholders with a broader picture of their schools and districts.





School and District Reporting: Enhancements



In *ESSA*, states must produce yearly report cards that explain the state accountability system and report on many new data elements.



In response to stakeholder feedback, as well as changes to reporting requirements in *ESSA*, the NJDOE will make significant enhancements to performance reports beginning this year in order to provide user-friendly yet robust information to empower communities. These enhancements include:

- Improved visuals and usability
- Translation of reports into languages other than English
- New district-level reports provided by the state
- District accountability (QSAC) and student accountability (*ESSA*) integration in reports
- Functionality to easily compare schools and districts
- Better guidance on how to effectively use the reports
- Broader set of indicators to inform and empower students, parents, and communities based on stakeholder feedback (*see next slide for details*)





School and District Reporting: Enhancements (continued)

The NJDOE will work to provide communities across the state with a broader set of indicators to inform and empower students, parents, and communities

2015-2016 School Year (Released Spring 2017)

- Demographics
- Academic Performance
- Graduation Rate
- Chronic absenteeism
- Suspensions and expulsions
- Dropout rate
- Visual and performing arts
- CTE concentrators
- Dual enrollment
- AP/IB participation
- Faculty attendance
- Student/Teacher ratio
- Post-secondary enrollment

Additions for 2016-2017 and 2017-2018

- Full-day Pre-K and K access
- Preschool enrollment
- In-school vs. out-of-school suspensions
- Post-secondary outcomes
- Per-pupil expenditures
- Teacher experience
- Teacher credentials
- Incidences of violence, school-related arrests, referrals to law enforcement
- Additional subgroups: homeless, military-connected, and foster care students
- Performance on ACCESS for ELLs 2.0

2018-19 and Beyond

★ What else should NJDOE report on?

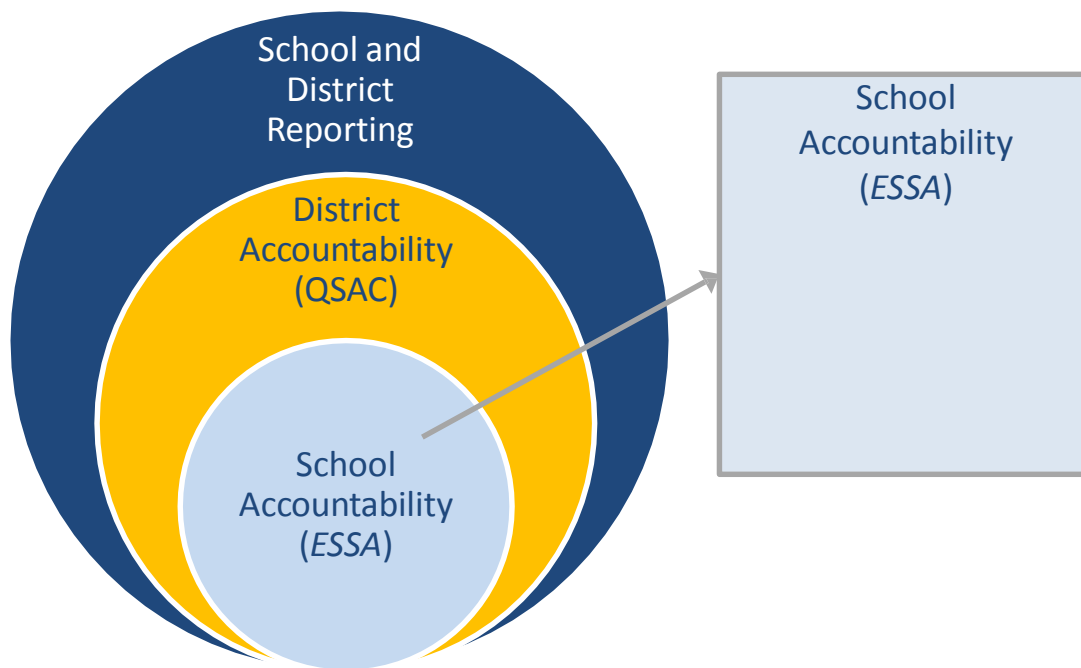


ESSA School Accountability: Overview

As discussed in Part 1, School Accountability in *ESSA* is just one of the New Jersey accountability systems, and, in particular, its role is to identify our schools in need of support and improvement.

The following pages will outline New Jersey's *ESSA* school accountability proposals in the areas below:

- Additional measure of school quality and student success
- Weights of each indicator
- Incorporating subgroups into each indicator
- Minimum n-size
- Participation rate
- Graduation rate
- English Learners





ESSA School Accountability: Summary of Proposal

Below is a summary of New Jersey’s proposed indicators to meet the *ESSA* requirements for school accountability.

Academic Achievement	PARCC/DLM Proficiency	Percent of students in the school who meet/exceed grade-level standards on each required annual statewide assessment	Percent of students in the school who meet/exceed grade-level standards on English Language Arts 9 and 10, Algebra 1 and 2, and Geometry
Academic Progress (Elementary/Middle Schools) and Graduation Rate (HS)	Student Growth Percentile/ Graduation Rate	Student Group Percentile (SGP): Metric that measures students’ growth on the annual statewide assessment compared to other students in their academic peer group	Graduation Rate: Percent of students who graduate in 4 years and percent of students who graduate in 5 years
Additional Measure of School Quality or Student Success	Chronic Absenteeism	Percent of students who are not present 10% or more of their total enrolled school days	Percent of students who are not present 10% or more of their total enrolled school days
Progress Towards English Language Proficiency	Progress to English Language Proficiency (ELP)	English learners must demonstrate growth of approximately one level on the ACCESS for ELLs test per year for up to five years depending on a student's starting point	English learners must demonstrate growth of approximately one level on the ACCESS for ELLs test per year for a up to five years depending on a student's starting point



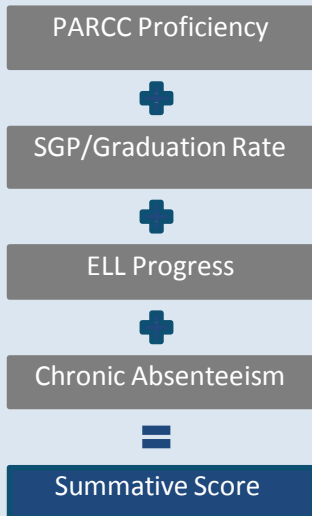


Identifying Schools in Need of Support and Improvement



ESSA Requirements for Comprehensive Support and Improvement (CSI)

Step 1: All schools receive a summative score



Step 2: Schools are ranked in order of their score. The bottom 5% of Title I schools are identified in need of comprehensive support.



Bottom 5%



Step 3: Additionally, schools with graduation rates less than 67% and schools who have been designated as in need of targeted support for more than 3 years are identified in need of comprehensive support.

Bottom 5%; <67% Graduation Rate; >3 Years in Targeted

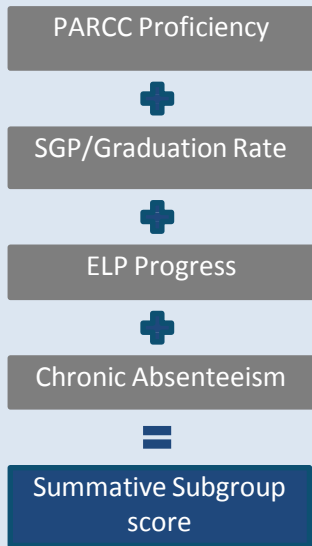




Identifying Schools in Need of Support and Improvement

ESSA Requirements for Targeted Support and Improvement (TSI)

Step 1: Each subgroup of students (racial, ethnic and economic status) in each school is given a summative score.

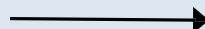


Step 2: Subgroup scores are compared to the “cutoff score” that puts a school into the bottom 5% of Title I schools (see previous slide).



Bottom 5% “cutoff score”

Step 3: Any school with a subgroup score at or below the bottom 5% of all schools are designated as in need of targeted support and improvement.



Bottom 5% “cutoff score” and “Consistently Underperforming”

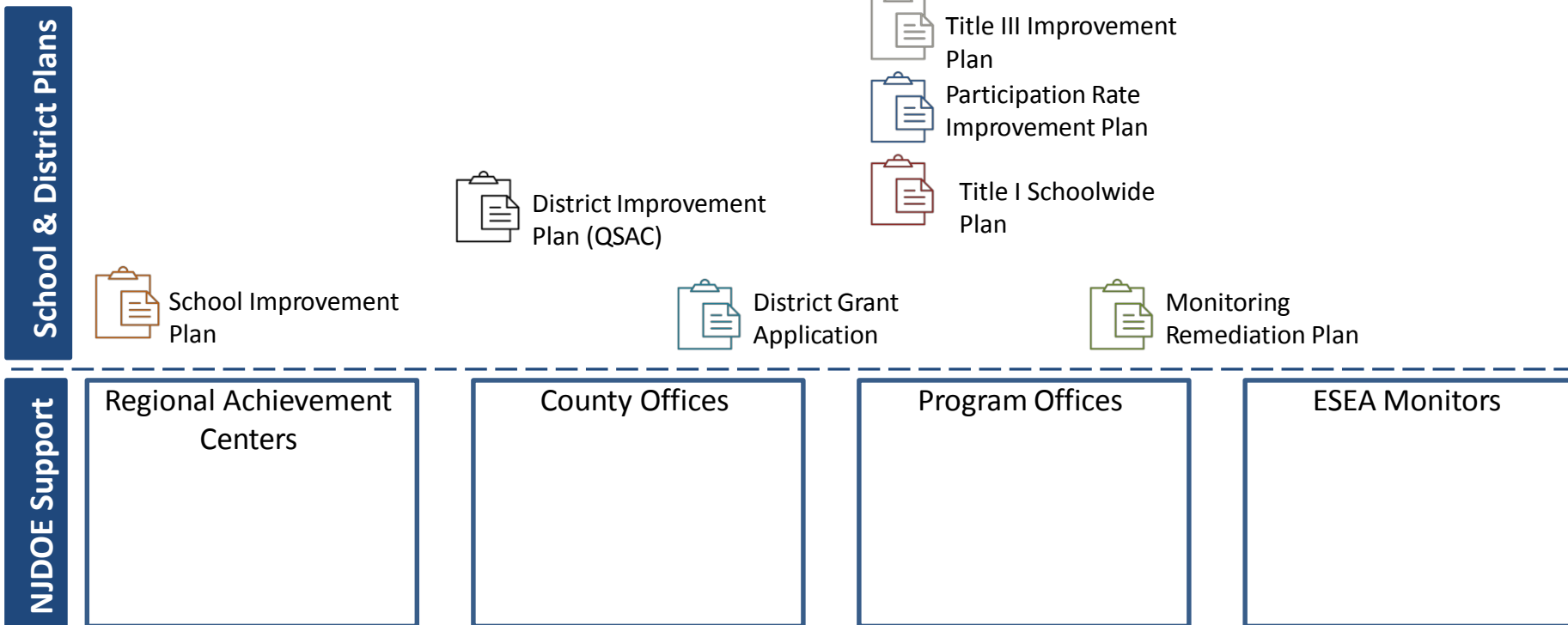
Step 4: In addition to the schools identified by the “cutoff score”, those who are deemed “consistently underperforming” (as previously defined) are also designated as needing targeted support.





Aligning Plans, Supports and Resources

To focus on the most critical needs of students and reduce burden on schools and districts, NJDOE will aim to align or eliminate duplicative reporting requirements, create a cohesive set of supports from our state entities, and provide more timely and relevant data, tools and resources to our educators.



ELC EDUCATION LAW CENTER

DAVID SCIARRA: EXECUTIVE DIRECTOR

PRACTICING CIVIL RIGHTS LAWYER SINCE 1978

SINCE 1996, DAVID HAS LITIGATED TO ENFORCE ACCESS FOR LOW-INCOME AND MINORITY CHILDREN TO AN EQUAL AND ADEQUATE EDUCATION UNDER STATE AND FEDERAL LAW

COUNSEL TO THE PLAINTIFF STUDENTS IN NJ'S

LANDMARK ABBOTT V. BURKE





FY18 SCHOOL FUNDING & EMERGING FEDERAL IMPACTS

David Sciarra
Education Law Center

Proposed K-12 State Aid

- Proposed increase: \$3 million (.04%) over last year
- Formula not run, SFRA aid categories are flat
- Only increases are:
 - Choice Aid
 - Host District Support Aid

SFRA Underfunding

- Aid notices only provide updated enrollment projections, no calculation of adequacy budget
- Unable to estimate underfunding of formula without more info
- Ballpark estimate: Fully funding the formula would probably cost about \$1 billion of additional state aid
- Would bring cumulative underfunding since 2010 to over \$9 billion

- \$55 million total to 130 districts
- \$1.35 million increase
 - ▣ 61 districts given additional aid for enrollment increases
 - ▣ Everyone else flat, even if enrollment declined

Host District Support Aid

- Compensates districts for excess payments to charter schools
 - ▣ State calculates charter payments based on older revenue and enrollment data
 - ▣ Negatively impacts districts with enrollment growth and flat revenues

Host District Support Aid

- \$27.7 million total to 76 districts
- \$1.79 million increase
- 85% of total goes to Newark

- Projected charter enrollment up 20% at 54,000
- Charters have been insulated from declining per pupil revenues in some districts (due to enrollment growth, higher need students, flat revenues)
- Many sending districts required to use per pupils levels in calculations that are higher than what is actually available
- Partially off-set by Host District Support Aid
- State is providing additional “Adjustment Aid” directly to charters

Charter Adjustment Aid

- Ensures charters receive no less, in total or per pupil, than they did in FY17
- \$41 million total
- \$6 million increase over FY17

- Total aid is flat at \$655.5 million
- Of the 143 districts receiving preschool aid:
 - 49 districts gain
 - 59 lose
 - 35 are flat

- Aid changes result from:
 - ▣ projected enrollment growth or decline
 - ▣ changes in enrollment by provider type (in district, private provider, Head Start)
- Preschool per pupil aid was not adjusted for inflation, same rate since FY14

Other Budget Proposals

- \$1 million pilot demonstration of Opportunity Scholarship Act
- Similar proposal rejected every year

School Funding Proposals

- Governor challenged Legislature to work with him to rewrite the school funding formula in 100 days
- Senate President Sweeney has proposed tweaking the SFRA by:
 - ▣ removing adjustment aid and redistributing
 - ▣ adding \$100 million each year over 5 years
- Assembly Speaker Prieto supports tweaking formula, but not adjustment aid proposal

Federal Policy in the Trump Era



- Hands off on ESSA Plan implementation
- Civil rights enforcement severely curtailed
- Cuts in federal funding (e.g., after school)
- More funds to spur charter growth
- Federal funds to spur voucher programs
- Fake news on public school failure
- State firewall to protect equity and education rights



Download presentation here:

<https://goo.gl/jOPSUO>