Performance Targets
New Jersey Department of Education
ESEA Waiver

Dr. Penny MacCormack, Superintendent of Schools
Montclair Board of Education
March 18, 2013
What is the ESEA?

- Elementary and Secondary Education Act (1965)
- No Child Left Behind (2001)
- Access to Quality Education
- Establishes Standards for Accountability (Annual Yearly Progress - 2001)
What is the ESEA Waiver?

- Waiver Process in absence of reauthorization of ESEA
- USDOE approved a waiver in November 2011 allowing the NJDOE to:
  - Eliminate Annual Yearly Progress (AYP)
  - Support the implementation of Common Core State Standards
  - Identify & support the lowest performing schools and schools with the greatest achievement gaps (Priority, Focus) Spring 2012
  - Develop Progress Targets for sub-groups (Spring 2012) and annually report results (Spring 2013)
  - Develop District/School report cards for College & Career Readiness (Spring 2013)
  - Improve teacher effectiveness
NJ ESEA Waiver: Spring 2012

- Schools Classified as:
  - **Priority** - Lowest-performing five percent of schools
  - **Focus** – Schools with low graduation rate, large sub-group gaps (43.5+ points) or lowest sub-group performance
  - **Reward** – Highest performance or highest progress schools in the state

- **Focus Schools (Spring 2012)**
  - Glenfield Middle School
  - Charles H. Bullock Elementary School
**NJDOE Performance Targets**

- Designed to reduce, by half, the percentage of students who are not proficient within six years.
- Baseline data = NJ ASK 2010-2011

**Example**

Determine Gap

Baseline-74.6%

100 - 74.6 = 25.4%

Determine 6-year Target

25.4 + 2 = 27.4%

Determine Annual Increment

12.7 + 6 = 18.7%

Determine Annual Targets

74.6 + 2.1 = 76.7%

<table>
<thead>
<tr>
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<th></th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>78.8</td>
<td>80.9</td>
<td>83</td>
<td>85.1</td>
<td>87.2</td>
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</table>
This table presents the participation and performance determinations for this district under New Jersey's Elementary and Secondary Act Waiver.

### District Performance - Language Arts Literacy

<table>
<thead>
<tr>
<th>Subgroup</th>
<th># Enrolled</th>
<th>% Not Tested</th>
<th>Met Participation</th>
<th>Total Valid Scores</th>
<th>% Proficient</th>
<th>Target</th>
<th>Met Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>3,625</td>
<td>0.5</td>
<td>YES</td>
<td>3,406</td>
<td>79.5</td>
<td>82.5</td>
<td>NO</td>
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<tr>
<td>White</td>
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<td>0.4</td>
<td>YES</td>
<td>1,764</td>
<td>60.4</td>
<td>90</td>
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<tr>
<td>Black</td>
<td>1,239</td>
<td>0.8</td>
<td>YES</td>
<td>1,178</td>
<td>62.6</td>
<td>66.9</td>
<td>NO</td>
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<tr>
<td>Hispanic</td>
<td>306</td>
<td>0.3</td>
<td>YES</td>
<td>285</td>
<td>73.4</td>
<td>81.5</td>
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<tr>
<td>American Indian</td>
<td>250</td>
<td>0.0</td>
<td>-</td>
<td>244</td>
<td>89.4</td>
<td>88.2</td>
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</tr>
<tr>
<td>Two or More Races</td>
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<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Students with Disabilities</td>
<td>632</td>
<td>0.8</td>
<td>YES</td>
<td>599</td>
<td>46.8</td>
<td>52.8</td>
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<tr>
<td>Limited English Proficiency</td>
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<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>520</td>
<td>1.2</td>
<td>YES</td>
<td>482</td>
<td>57.3</td>
<td>59.5</td>
<td>YES*</td>
</tr>
</tbody>
</table>

### District Performance - Mathematics

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<td>NO</td>
</tr>
<tr>
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<td>0.4</td>
<td>YES</td>
<td>1,765</td>
<td>93.7</td>
<td>90</td>
<td>MET GOAL</td>
</tr>
<tr>
<td>Black</td>
<td>1,239</td>
<td>0.7</td>
<td>YES</td>
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<tr>
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<td>YES</td>
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<td>77.5</td>
<td>80.8</td>
<td>YES*</td>
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<td>0.0</td>
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<td>-</td>
</tr>
<tr>
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<td>YES</td>
<td>479</td>
<td>57.4</td>
<td>63.6</td>
<td>NO</td>
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Only includes full year students for performance (Time in School < Year students are removed).
'-' indicates too few students to determine (N<40 for Participation and N<30 for Performance).

- **MET GOAL** Met Performance Goal of 90%
- **YES** Met Progress Target or Participation Rate
- **YES*** Met Progress Target (Confidence Interval applied)
- **NO** Missed Progress Target or Participation Rate

*Title I Accountability System*
**Spring 2013 Performance Target Report**

- Schools in NJ missing Performance Targets (not deemed Focus or Priority) must develop Improvement Plans
  - Districts to document strategies for closing achievement gaps
  - Title I schools to set funds aside to meet subgroup academic needs
  - Plans to be approved by the Board of Education
  - Plans to be made available to community via district website
Montclair Schools Status: Spring 2013

- Progress targets not met:
  - Hillside Elementary School
  - Mount Hebron Middle School
  - Northeast Elementary School
  - Renaissance at Rand Middle School

- Reward School: High Performance
  - Watchung Elementary School
ACTION PLANS FOR PROGRESS TARGETS NOT MET

District-wide Initiatives to Support Student Achievement

Identifying Student Needs:
- Develop/Implement quality CCSS aligned curriculum & resources
- Develop/Implement CCSS aligned interim assessments

Addressing Student Needs:
- Allow teachers time to plan together and use data (common assessments) to inform instruction
- Assignment of staff and instructional time to target student needs (common assessment data)
- Professional development on data analysis & intervention planning