



FACT SHEET

New Jersey Accountability

By Samantha Batel and Laura Jimenez August 2017

TABLE 1
New Jersey accountability scorecard

Design model	Performance index				
Summative classifications	Percentile ranking				
School classification indicators	Indicator weights				
	2018-19 school year		2019-20 school year		
	Elementary and middle schools	High schools	Elementary and middle schools	High schools	
Academic achievement					
Subject(s)	Measure(s)				
English language arts and math	Percent proficient	35.0%	35.0%	30.0%	30.0%
Student growth					
Subject(s)	Measure(s)				
English language arts and math*	Median student growth percentile	50.0%	—	40.0%	—
English learner progress					
Percentage of students making expected progress		—	—	20.0%	20.0%
Early warning					
Chronic absenteeism		15.0%	15.0%	10.0%	10.0%
Persistence					
Four- and six-year graduation rates		—	50.0%	—	40.0%
College and career readiness					
		—	—	—	—
Enrichment and environment					
		—	—	—	—

*For eighth grade, a school's student growth percentile will be based on only English language arts.

Notes: A school's summative determination will be an average of all student scores and subgroup scores. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

TABLE 2
New Jersey timeline to identify and intervene in schools

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	Collect data to run preliminary identification of comprehensive and targeted support schools*	2022-23
2018-19	<ul style="list-style-type: none"> November: Provide final notification of identification; direct schools to use the remainder of the school year to plan interventions Review and approve applications for school improvement funds** 	2023-24
2019-20	<ul style="list-style-type: none"> Identify second cohort of comprehensive and targeted support schools Launch tiered district and school support system 	2024-25
2020-21	Continue operation of tiered district and school support system	2025-26
2021-22	<ul style="list-style-type: none"> Determine if schools met improvement targets by end of school year Determine which schools subject to more intensive improvement strategies 	2026-27

*The 2017-18 school year is the first for which New Jersey will have all data from all required performance indicators available to calculate school identification results.

**Absent more information from New Jersey, improvement funds may be distributed to districts in the summer of the 2017-18 school year to support intervention implementation the following school year.

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TABLE 3
New Jersey school improvement funding

Grant structure and amounts

Competitive grants	TBD
Formula grants	TBD
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 4
New Jersey school identification details

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate*	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups*	—
Low-performing subgroups*	—

*New Jersey will identify one cohort of schools for improvement in November 2019 and a new cohort of schools in January 2019.

Sources: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017); U.S. Department of Education, Accountability Under Title I, Part A of the ESEA: Frequently Asked Questions (2017), available at <https://www2.ed.gov/programs/titleiparta/eseatitleiaccountabilityfaqs.pdf>.

A selection of New Jersey's key school improvement strategies

- A tiered system of support, providing the most intense services to districts with highest-need schools
- Establishment of district and school leadership teams to oversee implementation of strategies
- Ensuring alignment of implementation plans between districts and schools

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