



The *Every Student Succeeds Act (ESSA)* and Measures of School and Student Success

Performance Reporting

What's in this document?

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All Stakeholders can Play a Role:

Families and in-school personnel, including teachers, often have the best understanding of what impacts students the most, and know what information and action is needed in order to better serve all students.

Advocates, researchers, and philanthropists can support decision makers by pointing to research-based recommendations for action and supporting attention to conditions that disproportionately affect our highest-need students.

School and district leaders and other policy-focused stakeholders are often best positioned to support a systems-based understanding of the issues, to connect stakeholders and encourage their participation in shaping and implementing education policy.

Ask a Question or Submit a Comment!

The New Jersey Department of Education is seeking input from educators, parents, community members, and other stakeholders. Email essa@doe.state.nj.us if you would like your voice heard on any aspect of this system.



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ESSA What does ESSA Say?

School Performance & Progress Requirements: Performance Reports and Data Reporting

The information required for state and district performance reports – required annually under ESSA – includes:

- **Long-term goals** and measures of interim progress – for all students and student subgroups on all accountability indicators;
- **N-size:** the minimum number of students for subgroup tracking and reporting;
- **A system for meaningfully differentiating** among schools based on all of the accountability indicators, the specific weights applied to each indicator, the criteria used to determine how schools are identified for – and exited from – Comprehensive and Targeted Support & Improvement status, and a list of the list of identified schools;*
- **Performance of all students and student subgroups on statewide tests** (ELA, mathematics, and science) disaggregated by: economic disadvantage, each major racial and ethnic group, gender, disability, English learner (EL) and migrant status, homeless, foster care, and military connection.
- **4-year high school graduation rates** and extended year rates, if applicable;
- **Educator equity:** The professional qualifications of teachers overall and in high-poverty schools compared to low-poverty schools, including: the percentage of inexperienced teachers, principals and other school leaders; teachers with emergency credentials; and teachers who are teaching out of subject;
- **Measures of school quality, climate, and safety**, which may include data reported as part of the U.S. Department of Education’s Civil Rights Data Collection; and
- **Early childhood data**, including the percentage of students enrolled in preschool programs.

What Does a Performance Report Do?

Performance Reports are designed to help families, schools, districts, and the state better support students through clear presentation of school data.

For example:

- **to help families** ensure their children are getting an excellent education and provide tools for families to best advocate for their student’s needs;
- **to help school leaders** understand where gaps exist so that they might make more informed decisions about how to better support their staff and students;
- **to help districts and the state** understand how best to intervene in struggling schools and model schools that are improving quickly or performing very well;
- **to hold schools and districts – and all stakeholders – accountable to the students they serve;**

Presentation: States will need to ensure that performance reports are **presented in an understandable and uniform format** that is developed in consultation with parent and family stakeholders, and in a language parents and families can understand.

* ESSA requires that states and districts identify Comprehensive Support and Improvement Schools (*the lowest-performing 5% of Title I schools and high schools with graduation rates at or below 67%*); Targeted Support and Improvement Schools (*schools with any student subgroup that is “consistently under-performing”*); and Additional Targeted Support Schools (*schools where any subgroup is performing at the level of the lowest-performing 5% of all Title I schools*).



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What Does New Jersey Do Now?

Performance & Progress Requirements: Performance Reports and Data Reporting

New Jersey's performance reports include the following data for all schools:

- Enrollment/demographics
- Select data on course participation
- Rates of chronic absenteeism
- *Accountability Indicator 1*: Academic Achievement and progress (in the form of Student Growth Percentiles (SGPs) for all students and student subgroups)
- *Accountability Indicator 2*: College and career readiness, including SAT, ACT, AP, IB data
- *Accountability Indicator 3*: Graduation and post-secondary enrollment data

Additionally, school performance reports do not include an overall rating (such as A-F), but do include:

- a ranking on annual performance reports as compared to schools statewide and to “peer” schools (schools/districts with similar demographics);
- whether statewide targets were met or not met according to all four accountability indicators; and
- a comparison to the previous year's performance (improvement, decline, or no change)

Take a Look at the Current NJ School Performance reports at
<http://www.nj.gov/education/pr/1415/nav/county/>

New Jersey's **district performance** is tracked and supported through the Quality Single Accountability Continuum (QSAC). QSAC requires that every public school district in New Jersey convene every three years to assess their performance in five key areas:

- instruction and program
- fiscal management
- governance
- personnel
- operations management



Questions to Consider

- Should the performance reports include an overall rating (such as A-F)? If yes, what might that look like? If not, why not? How might school performance reporting maintain both transparency and comparability?
- Under ESSA, schools will be identified as in need of “Comprehensive” or “Targeted” support and improvement based on school performance on the accountability indicators. For the purposes of reporting, should New Jersey consider including a spectrum of performance categories to capture the range of overall school performance throughout the state?
- Performance reports must include the indicators chosen for school accountability, but may also include others. What kinds of indicators might be well suited for public reporting, that should not be included in the accountability system?
- What measures of school quality, climate, and safety should be included in statewide reporting? Early childhood data? Should any of these measures be included in New Jersey's accountability system?
- New Jersey performance reports also need to include information on educator equity, including teacher and school leader qualifications as compared between schools statewide. How might this data be designed to support professional development, school accountability, and student success?
- Reporting requirements offer an opportunity to begin gathering new or better data on students, including information about student subgroups. Given this, what information might be useful to consider as part of this new reporting system?



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Additional Resources

The Alliance for Excellent Education

[Data Dashboards: Accounting for What Matters](#) | January 29, 2015

[Alliance for Excellent Education: New Jersey](#) | 2016

The American Federation of Teachers

[Accountability Fact Sheet](#) | 2016

Council of Chief State School Officers

[Critical Area Outline on Accountability](#) | March 29, 2016

[Chief Council of State School Officers: New Jersey](#) | 2016

Education Trust

[Students Can't Wait: Indicators: What to Include in School Ratings](#) | July 2016

[The Education Trust: New Jersey Academic Performance](#) | 2016

Fordham Institute

[High Stakes for High Achievers: State Accountability in the Age of ESSA](#) | August 31, 2016

Learning Policy Institute

[Redesigning School Accountability and Support: Progress in Pioneering States](#) | April 5, 2016

National Council of La Raza

[What the Every Student Succeeds Act Means for Latino Students and English Learners](#) | February 10, 2016

The National Education Association

[ESSA Implementation Opportunity Dashboard Tool](#) | 2016