

Keypoint Public Schools

A Strategic Review

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Presentation

- QSAC
- 2012-2013 District & Merit Goals
- NCLB Waiver/State Based Accountability System
 - Education Transformation Task Force
 - New school accountability system
 - Measures of student performance & outcomes
 - Student Growth Percentiles (SGPs)/School –level progress targets
 - Graduation rate
 - College readiness scores (early 2013)
 - Post-secondary enrollment (early 2013)
- Common Core/PARCC
- EE4NJ

QSAC 2012

- **QSAC Spring 2009 & QSAC Spring 2012**
- **I & P 79-86**
- **Fiscal 96-100**
- **Operations 86-95**
- **Governance 89-100**
- **Personnel 100-100**





2012-2013 District Goals

Goal 1

➤ Initiate and complete a comprehensive analysis of the District's K-12 math programs.

Goal 2

➤ Create a new district evaluation system, for teachers and administrators, to increase student achievement.

Goal 3

➤ To successfully implement balanced literacy classrooms in grades K through Grade 8 focusing on targeted grade levels based on NJASK 2011-2012 scores.

Goal 4

➤ Complete an analysis of district athletic field and create a plan for field improvement.

2012-2013 Proposed Merit Goals

2012-2013 Proposed Quantitative Merit Goals 3.33% Compensation Per Goal \$4,373

- **Advanced Placement Scores**
 - There will be an increase in the number of students that score a 3 or better on the English Composition Grade 11 and English Literature Grade 12 advanced placement tests sponsored by College Board.
 - 70% score 3 or better would yield \$4,373
 - 60% score 3 or better would yield \$2,915
 - 50% score 3 or better would yield \$1,457
- **NJASK 6**
 - Tying directly to our LA initiatives in Grade 6 student growth percentile on the NJASK in LA will be higher for students in like schools.
 - 5% increase \$4,373
 - 4% increase \$2,915
 - 3% increase \$1,457
- **Common Core Standards**
 - The Superintendent of Schools (Chief School Administrator) will successfully complete certification as a “Black Belt” of the Common Core Standards by August 2013. This certification will assist with the district’s curricular alignment to the rigor of the new standards and ensure that all students are college and career ready upon graduation.

2012-2013 Proposed Qualitative Merit Goals 2.5% Compensation Per Goal \$3,283

- **Grade 8**
 - Develop an action plan to restructure Keyport Schools with the first priority being relocating the 8th grade to Central School.

New Jersey's State Accountability System

NJ Education Task Force Report 2011

- 428 recommendations
- 46 changes to statute
 - Areas:
 - Academic
 - Talent
 - Performance
 - Innovation





Focus, Reward, & Priority Schools


History

- In February, New Jersey was one of the first states in the country to receive a waiver from certain provisions of NCLB ([NJ One of Ten to Get NCLB Waiver](#), February 9, 2012). Successful states were required to develop and implement a State-based accountability system for all of its LEAs and all Title I schools that provided differentiated recognition, accountability, and support based on the schools' performance, including the academic achievement (in at least reading/language arts and mathematics) and graduation rates of all students and all subgroups of students, and also based on how such performance has changed over time.

Priority Schools (lowest performing schools)

- Priority schools
 - interventions dovetail around most of the interventions or "turnaround strategies" schools that have accepted School Improvement or SIG grants have been operating under for the last two years. These include teacher interventions, longer school days, and even the replacement of staff.





Focus Schools

(schools with achievement gaps)

- Focus schools are defined as those schools at the bottom 10 percent in terms of the achievement gaps between the highest- and lowest-performing student groups over three years. For these schools, interventions differ based upon the identified achievement gap issue. The types of Focus schools are:
 - High schools with a 2011 graduation rate lower than **75%**.
 - Schools with the largest in-school proficiency gap between the highest-performing subgroup and the combined proficiency of the two lowest-performing subgroups. Schools in this category have a proficiency gap between these subgroups of **43.5** percentage points or higher.
 - Schools whose two lowest-performing subgroups rank among the lowest combined proficiency rates in the state. Schools in this category have an overall proficiency rate for these lowest-performing subgroups of **29.2%** or lower.



Reward Schools

- In addition, the flexibility allows the State to “reward” schools with outstanding student achievement or growth over the past three years. There are 112 Reward Schools. Reward Schools with high poverty concentrations will also be rewarded with cash: \$100,000 each. The types of Reward Schools are—
 - Schools that are the highest-performing in the state, in terms of school-wide proficiency, subgroup proficiency, and graduation rates.
 - Schools that have high levels of student growth, measured using their median Student Growth Percentiles (SGP) over time.
 - Reward Schools will also be recognized through public recognition and will have the opportunity to share successful practices with educators across the state.



Regional Achievement Centers

Through New Jersey's approved federal waiver from provisions of the Elementary and Secondary Education Act (ESEA), the RACs represent the Department's most ambitious, focused effort to date to improve student achievement across the state:

- Shift focus from all schools to low performing schools
 - Significant resources aligned with proven turnaround principles
 - State resources and activities coordinated to support RACs
 - 7 RAC locations in New Jersey
-
- The Department is undergoing a fundamental shift from a system of primarily oversight and monitoring to service delivery and support.



Student Growth Percentiles SGPs

- Calculated by comparing a student's achievement to his/her academic peers in grades 4-8 in Math & LA.
 - Students with similar NJASK histories
 - No demographic groups
 - Gender
 - Ethnicity
 - ELL
 - SE
 - Academic peer commonality
 - Same grade
 - Same test
 - Have achieved similar results for past tests

School-level progress targets

- 6 year targets
 - 100%-subgroup
 - Example
 - $100\% - 60\% = 40\%$
 - 40% divided by 6 = 6.6% per year
- Yearly targets
 - 95% Participation
 - 90% Performance



Graduation Rate

Beginning in 2011, the New Jersey Department of Education implemented a new adjusted cohort graduation rate calculation.

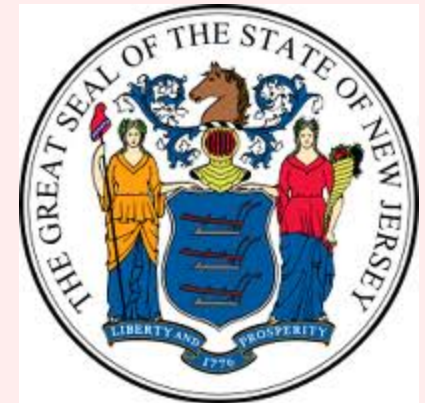
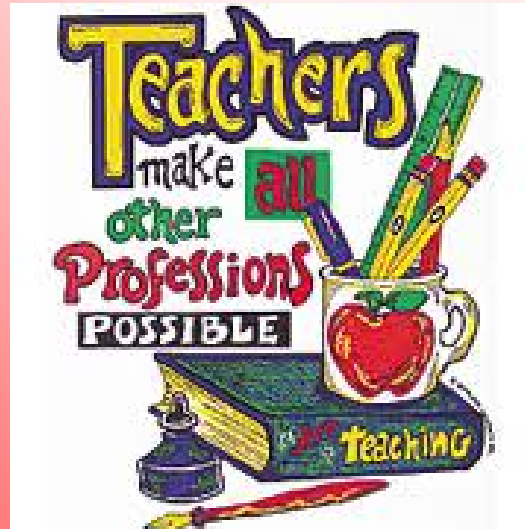


Graduation Rate

Class of 2012

- Freshmen 2008-2009, Sophomores 2009-2010, Juniors 2010-2011, & Seniors 2011-2012
- Adjusted Cohort Count
 - Graduated
 - Transferred out-unverified
 - Transferred in
 - On track continuing
 - Off track continuing
 - Status unknown
 - Dropouts

Enter ...EE4NJ: Effective Educators for New Jersey



Educator Evaluation in NJ

Measures of Effective Teaching (MET)

In January 2012, the Bill and Melinda Gates Foundation released new findings from Measures of Effective Teaching (MET) initiative, a research project of unprecedented scope involving 3,000 teachers in six school districts across the country.

The findings explain the need to develop research-based evaluation systems that could unleash the untapped potential in the nation's teaching force.



EE4NJ Goals

- Universal vision of highly effective teaching based on common language & clear expectations
- Yield accurate and differentiated levels of performance
- Provide timely, actionable, data-driven feedback
- Provide targeted PD to support growth
- Use multiple measures of performance

EE4NJ Timelines

- **October 31st**
 - District Evaluation Advisory Committee (DEAC)
- **December 31st**
 - Adoption of state approved evaluation instruments for teachers and principals
- **January 31st -**
 - Test & refine framework
- **February 1st**
 - Form School Improvement Panel (SIP)
- **July 1st**
 - Train teachers on framework for 2013 implementation
- **August 31st**
 - Train evaluators

EE4NJ Goals


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S-1455 Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act

August 2012

- Based on summative evaluations
- Tenure awarded only after two years of effective or highly-effective ratings, given on evaluations after year one mentoring has been completed. Attainment of tenure will take four years instead of three years, while providing a year of mentoring for all new teachers
- Revocation of tenure will be predicated on effectiveness and tenure charges will automatically be brought against teachers and principals after two consecutive years without a rating of effective or highly-effective
- Mandated, research-based mentoring in a teacher's first year
- Professional development plans will be tied to evaluations
- Corrective action plans will be mandatory when a teacher is rated ineffective or partially ineffective providing the opportunity for improvement before tenure charges are brought for ineffectiveness.



Multiple Measures Teachers

- Teachers in State Assessed Grades LAL & Math
 - NJASK 35-45%
 - School-wide Student Benchmarks 5-10%
 - Other Student Performance Measure 0-10%
 - Classroom Observation 40-45%
 - Other Measures of Practice 5-10%
- Teachers in Non-State Assessed Grades LAL & Math
 - School-wide Student Benchmarks 5-10%
 - Student Performance Measure 10-45%
 - Classroom Observation 45-80%
 - Other Measures of Practice 5-10%

The Four Domains of Charlotte Danielson

- Planning & Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities





Observations/Evaluations

- Tenured Observations Core Teachers & Non-Core
 - 4/2
- Non tenured Observations Core Teachers/Non-Core
 - 5/3
- Summative
 - Non tenured April 30th
 - Tenured June 30th
 - Mid-Year Evaluation required for any teaching staff member who received partially effective or ineffective rating

Multiple Measures Principals

- Measures of effective practice: 40%-Educational Leadership Policy Standards: ISLLC 2008
- Differential retention of effective teachers contribute 10% of the principal evaluation
- Aggregated growth of all students on statewide assessments for all subjects and grades. This measure should comprise 35% of the total evaluation.
- Every principal should also be measured on at least one school-specific goal, such as high school graduation rate increase. This measure or combination of measures would comprise 15% of the total evaluation.

Common Core/PARCC

Partnership for the Assessment of Readiness for
College and Careers

What is the Common Core Initiative?

- An initiative sponsored by the [National Governors Association](#) (NGA) and the [Council of Chief State School Officers](#) (CCSSO).
- Not a Federal DOE mandate - THEY HAVE BEEN VOLUNTARILY ADOPTED by Nearly ALL STATES to Improve School Outcomes
- "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them."
- Additionally, "The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers," which will place American students in a position in which they can compete in a global economy

Implementation of Common Core State Standards

Model Curriculum 1.0

- Developed by over 200 educators with DOE leaders
- “Un-wrapped” standards into student learning objectives (SLOs)
- Organized SLOs into six-week instructional units
- Developed unit assessments to measure each SLO

Model Curriculum 2.0

- Leverage educator input to refine model curriculum & unit assessments
- Identify model lessons from the field
- Identify high-quality open-education resources
- Make available a comprehensive, formative assessment item bank
- Support on-going quality professional development to Priority & Focus Schools
- Develop innovative approaches to state-wide PD for the implementation of CCSS

Common Core Standards Shifts Impact Assessments

6 Shifts in ELA Literacy

Common Core Implementation

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

Common Core Assessments

| | |
|--------|----------------------------------------------------------------|
| 1 & 2: | Non-fiction Texts Authentic Texts |
| 3: | Higher Level of Text Complexity Paired Passages |
| 4&5: | Focus on command of evidence from text: rubrics and prompts |
| 6: | Academic Vocabulary |

6 Shifts in Mathematics

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Applications
6. Dual Intensity

| | |
|----------|-----------------------|
| 1: | Intensive Focus |
| 2: | Linking Back |
| 4, 5, 6: | Mathematical Modeling |

Assessment Transition Timeline

“Transitional Assessments”



Spring 2012

NJ ASK
Aligned to
NJCCCS

Spring 2013

NJ ASK
Aligned to the
CCSS
50% NJCCCS
50 % Common
Core

Spring 2014

NJ ASK
Aligned to the
CCSS
100% Common
Core

SY 2014-15

Full
administration
of PARCC
assessments

Partnership for the Assessment of Readiness for College and Careers (PARCC)

Goal #1: Create High Quality Assessments

Priority Purposes of PARCC Assessments:

1. Determine whether students are college- and career-ready or on track
2. Assess the full range of the Common Core Standards, including standards that are difficult to measure
3. Measure the full range of student performance, including the performance of high and low performing students
4. Provide data during the academic year to inform instruction, interventions and professional development
5. Provide data for accountability, including measures of growth
6. Incorporate innovative approaches throughout the system

PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11

BEGINNING
OF YEAR

END
OF YEAR

2 Optional Assessments/Flexible Administration

Diagnostic Assessment

- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

Mid-Year Assessment

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

Performance-Based Assessment (PBA)

- Extended tasks
- Applications of concepts and skills
- Required

End-of-Year Assessment

- Innovative, computer-based items
- Required

Speaking And Listening Assessment

- Locally scored
- Non-summative, required

Partnership for the Assessment of Readiness for College and Careers (PARCC)

Goal #2: Build a Pathway to College and Career Readiness

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- 12th-grade bridge courses
- PD for educators


K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS



Partnership for the Assessment of Readiness for College and Careers (PARCC)

Goal #3: Support Educators in the Classroom

**INSTRUCTIONAL TOOLS TO
SUPPORT IMPLEMENTATION**

**PROFESSIONAL DEVELOPMENT
MODULES**

K-12 Educator

**TIMELY STUDENT ACHIEVEMENT
DATA**

**EDUCATOR-LED TRAINING TO SUPPORT
“PEER-TO-PEER” TRAINING**

Partnership for the Assessment of Readiness for College and Careers (PARCC)
Goal #4: Develop 21st Century, Technology-Based Assessments

PARCC's assessment will be computer-based and leverage technology in a range of ways:

- Item Development
 - Develop innovative tasks that engage students in the assessment process
- Administration
 - Reduce paperwork, increase security, reduce shipping/receiving & storage
 - Increase access to and provision of accommodations for SWDs and ELLs
- Scoring
 - Make scoring more efficient by combining human and automated approaches
- Reporting
 - Produce *timely* reports of students performance throughout the year to inform instructional, interventions, and professional development