



# Identification as a School in Need of Targeted Support and Improvement: Starting Community Conversations

Toms River Regional Schools  
March 13, 2019

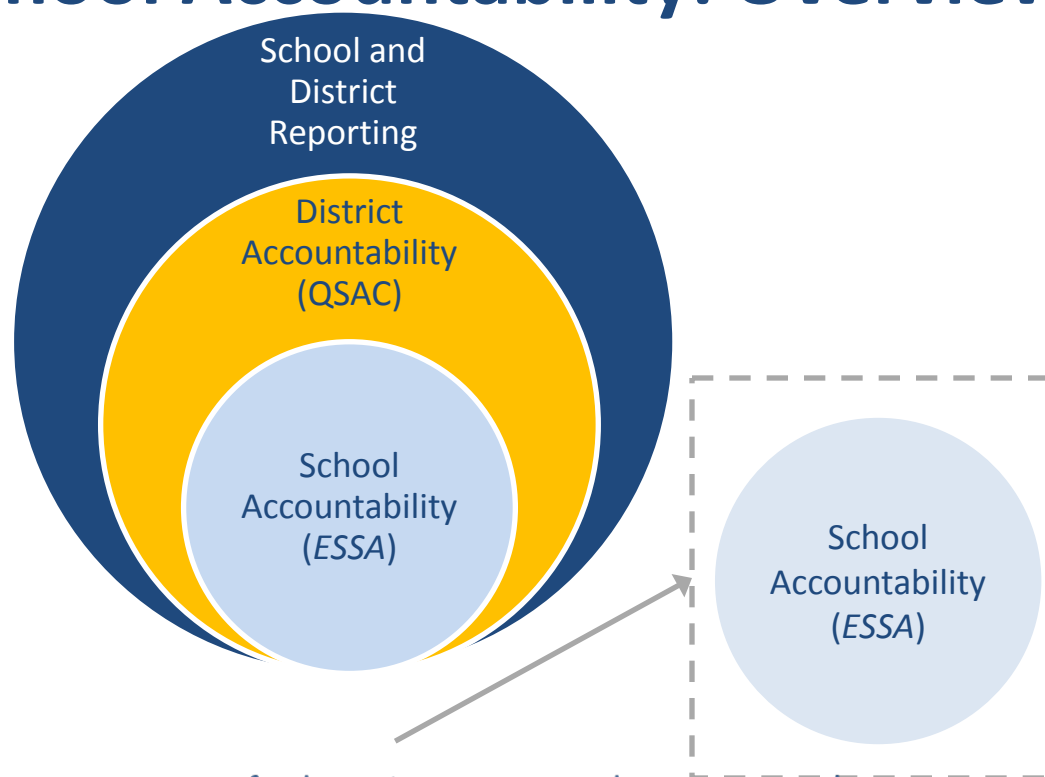


# Presentation Overview

- *Every Student Succeeds Act (ESSA)*
- How schools are identified for support and improvement
- Next steps for our schools and collaboration



# ESSA School Accountability: Overview



- On August 9, 2017, the U.S. Department of Education approved New Jersey's *ESSA* State Plan
  - all students have equal access to high-quality educational experiences
  - Obligated to identify schools in need of comprehensive and/or **targeted support and improvement**



## What is a Targeted Support and Improvement School?

- Schools with a subgroup performing **at or below the bottom 5%** threshold of Title I schools
- Schools with one or more subgroups who are **consistently** underperforming



# How Are Schools Identified?

- A formula determines a performance score based on various measures of progress
  - ESSA Accountability Profile Indicators
    - Academic Achievement
    - Academic Growth
    - Graduation Rate
    - English Language Proficiency
    - Chronic Absenteeism



# Accountability Indicators: *Weighting*

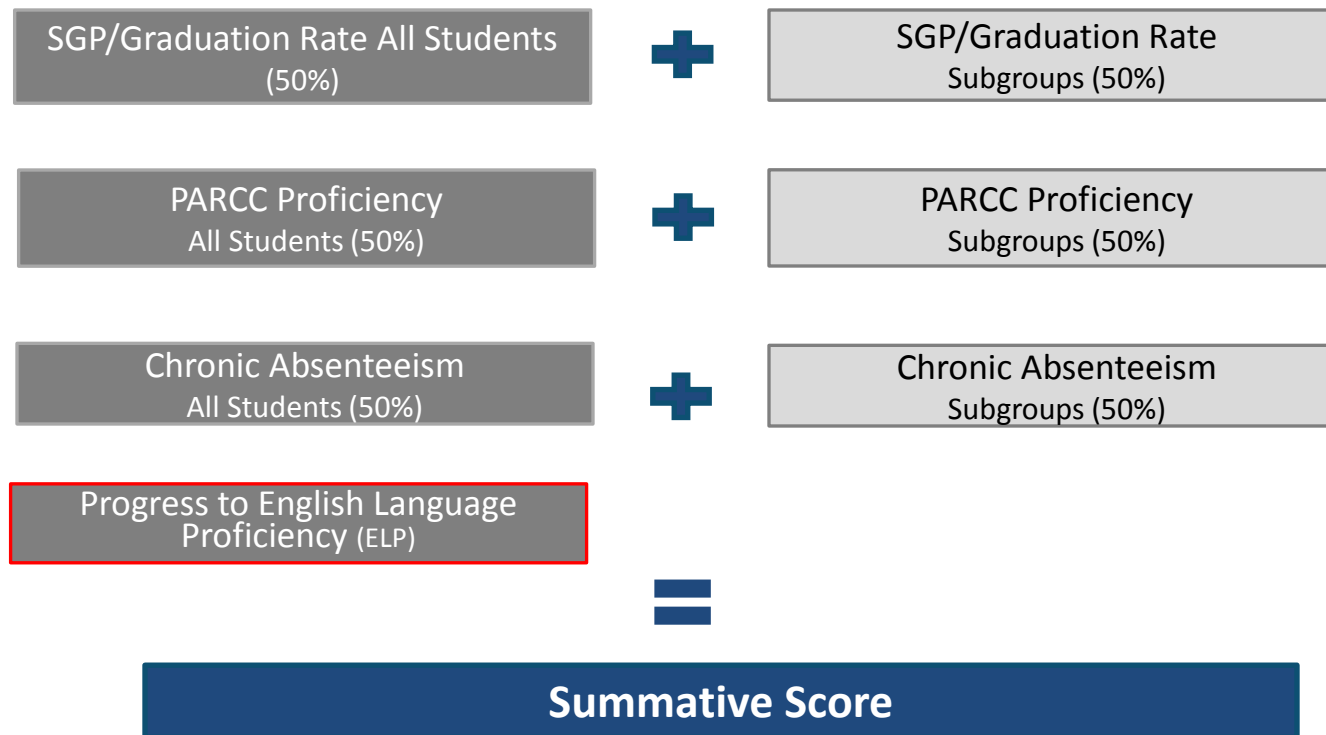
Each indicator is weighted to determine a summative score for the school.

ESSA Requirement	NJ State Plan Indicator	Weighting*
Academic Progress (Elementary/Middle Schools) and Graduation Rate (HS)	Student Growth Percentile/ Graduation Rate	40%
		+
Academic Achievement	PARCC/DLM Proficiency	30%
		+
Additional Measure of School Quality or Student Success	Chronic Absenteeism	10%
		+
Progress Towards English Language Proficiency	Progress to English Language Proficiency (ELP)*	20%
		=
		100%



# Accountability Indicators: *Subgroup Weighting*

Within each indicator, student groups and total population are weighted equally to determine the school's summative score





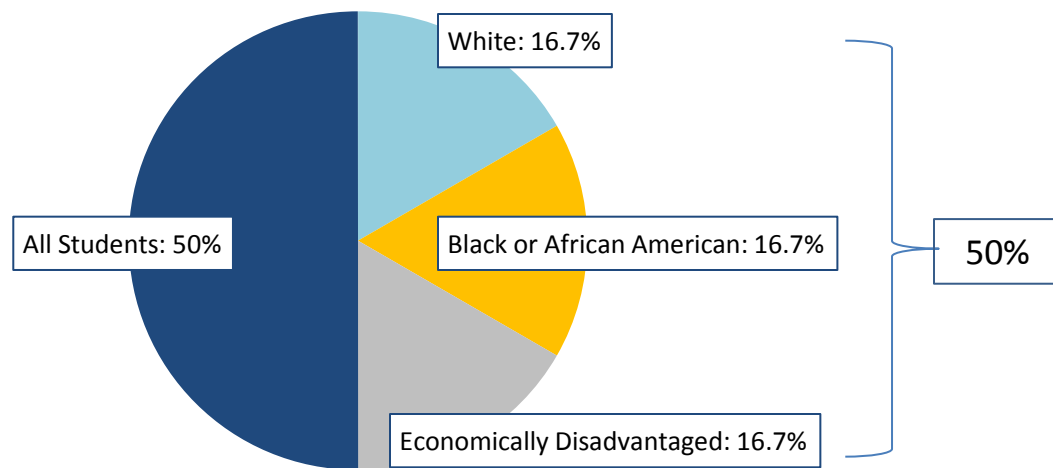
# Accountability Indicators: *Subgroup Weighting*

## Example of School Subgroup Weighting: Math Proficiency

The below example illustrates how the subgroup weighting works. All subgroups are counted equally. Note that students can be in more than one subgroup (e.g. White and Economically Disadvantaged).

TOTAL POPULATION		1000
All Students	White	700
	Black/African American	300

SUBGROUPS		
All Subgroups	Economically Disadvantaged Students	150
	White Students	700
	Black/African American Students	300







# Identified Schools

- Toms River Intermediate East
  - Targeted Support and Improvement (TSI)
  
- Toms River Intermediate South
  - Targeted Support and Improvement (TSI)



# What Happens Next?

- ✓ **Assess needs**
- ✓ **Identify strategies and resources**
- ✓ **Create an Annual School Plan**
- ✓ **Outline a timeline for completion**
- ✓ **Work towards positive status change**



# Stakeholders and Involvement

- Stakeholders
  - District Leaders
  - School Leaders
  - Staff
  - Parents/family members
  - Community
- Involvement
  - Be informed
  - Volunteer for committees
  - Attend school functions
  - Communication



# How Will This Impact Our Children?

- How does this impact the school for the rest of this school year and beyond?
- How will the content and curriculum of **WHAT** my children learn and **HOW** they are learning change?
- How soon can we have this designation removed and what are the steps?



## Resources

- Visit *NJ's ESSA State Plan* website:  
[www.state.nj.us/education/ESSA](http://www.state.nj.us/education/ESSA)
- **School Performance Reports:**  
[www.state.nj.us/education](http://www.state.nj.us/education).
- NJ Department of Education ESSA team:  
[essa@doe.state.nj.us](mailto:essa@doe.state.nj.us)