



**National
Urban League**

State: New Jersey

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: August 9, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • New Jersey’s long-term goal is to have 80 percent of all students, and all subgroups, meet or exceed grade-level expectations by 2030 in both English Language Arts and in math. • The state has chosen chronic absenteeism as its School Quality and Student Success (SQSS) indicator. • The state takes into account whether subgroups miss interim targets when identifying schools for support and provides a timetable for how these will progress to gap closure and the overall goal. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • New Jersey’s system of annual meaningful differentiation includes all students and all subgroups and three distinct levels of performance aligned with long-term goals. • New Jersey will be using an n-size of 20. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • New Jersey’s definitions of “targeted support and improvement” (TSI) and “additional targeted support and improvement” (ATSI) are meaningfully different from one another, but trigger intervention based poor performance on all indicators rather than a subset of indicators. • The New Jersey Department of Education (NJDOE) will offer tools and model of needs assessments and planning that are aligned with accountability indicators where schools struggled and are required for schools in “comprehensive support and improvement” (CSI). 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • The NJDOE discusses various initiatives in support of a commitment to resource equity, including redesign school performance reports, collaboration across Community Based Organizations and other partners, and the readoption of N.J.A.C.6A:7, Managing for Equality and Equity in Education. The state should consider inclusion of an equity indicator in its accountability system. • The state does not intend to use the Title I 7% set aside. • The NJDOE is to be commended for annual resource reviews of its own spending and of LEAs. • Although the state plans to report per pupil spending separate from report cards, (a troublesome trend we've noticed in other states) New Jersey at least commits to including a statement on report cards indicating when the spending data will be available. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • The NJDOE defines ineffective, inexperienced, and out-of-field teachers, and has provided strategies for reducing the rates at which these teachers teach minority and low-income students. • The state should, however, articulate its strategy for cultural competence training for teachers, school and district leaders, how it plans to prioritize teacher and principal pipeline diversity, and consider using the Title II 3% set aside for these efforts. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • New Jersey engaged in a robust engagement process in the development of their state plan that included public meetings, surveys, small group meetings, technical assistance sessions, and targeted feedback. • New Jersey’s Plan outlines stakeholder suggestions, the context in which they were collected and the state's response, whether they integrated feedback, will consider, beyond the scope, etc. Comments also shaped the stakeholder engagement process. • The state also outlines its plan for continuous improvement. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • The New Jersey Tiered System of Supports and the New Jersey Positive Behavior Support in Schools (NJPBSIS) training includes a focus on improving school climate and behavioral supports. • The state is also encouraging local education agencies (LEAs) to use Title I—A funds to implement interventions and professional development to address bullying, harassment, and questionable discipline practices. • The state should place stronger emphasis on the need to address exclusionary discipline practices. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • New Jersey’s plan articulated how they intended to use Title I funding to create or expand equitable access to early childhood learning. • New Jersey’s plan also articulated the use of Title II funding to expand professional development for early learning capacity building. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • The state’s redesigned school performance reports will continue to report on performance in Advanced Placement (AP)/International Baccalaureate (IB) courses, visual and performing arts, and college and career readiness. • The state should consider an indicator of college and career readiness in their accountability system beyond graduation rates. • New Jersey is counting any student below the 95% participation threshold as “not proficient.” 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • The NJDOE describes the use of Title IV funds for 21st Century Learning Centers (CCLCs) and other out of school time learning opportunities. • The state should explore ways to dedicate Title I funding to this purpose as well. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • New Jersey describes limited science, technology, engineering, and math (STEM) and career and technical education (CTE) initiatives beyond access to college and career readiness through their school performance reports and STEM foci in their 21st CCLCs. • The NJDOE is developing social emotional learning competencies and support materials to promote positive school climates and approaches to behavior. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> • New Jersey has developed a robust set of data systems that include the Teacher Certification Information system (TCIS), Educator Preparation Provider Performance Reports, AchieveNJ, and the Statewide Longitudinal Data System (SLDS). 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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- The state's system of annual meaningful differentiation uses a score based on percentiles and a 100-point scale.
- New Jersey's school performance reports already include a range of data in addition to the summative rating and are undergoing a redesign with a two-year timeline to incorporate other elements as suggested by a range of stakeholders.

Overall Rating

Excellent