



Every Student Succeeds Act (ESSA) in New Jersey

New Jersey Department of Education

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Agenda

Introduction

ESSA in Context

ESSA and New Jersey's ESSA State Plan

Getting Involved





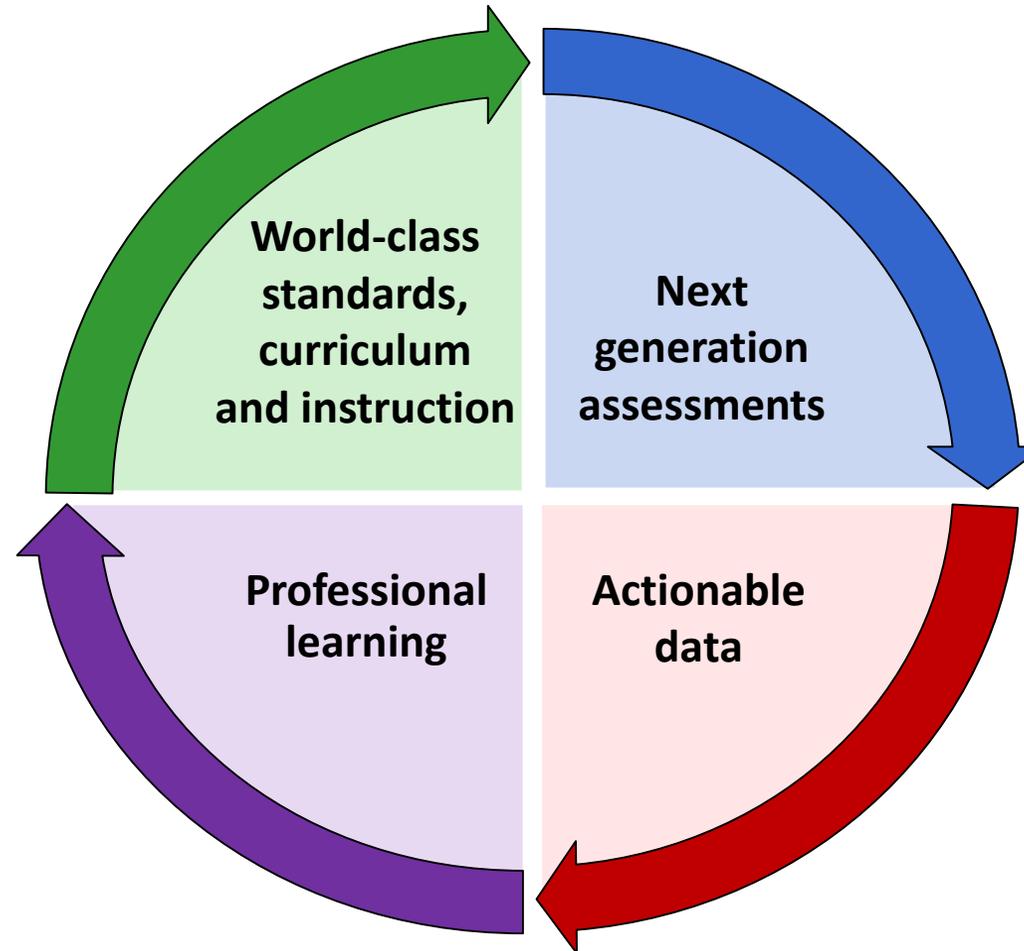
Purpose for the Work: Students



The New Jersey Department of Education (NJDOE) **supports** schools and districts to **ensure** New Jersey's 1.4 million students have equitable access to **high quality** education and that they achieve **academic excellence**.



Our Systematic Approach to Post-secondary Readiness for Every Student





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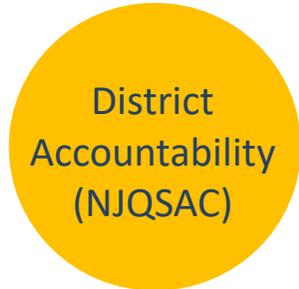


Defining New Jersey's Accountability Systems

Accountability for education in New Jersey is defined through three primary accountability systems, each with a unique purpose and set of requirements.



School Reporting



District
Accountability
(NJQSAC)

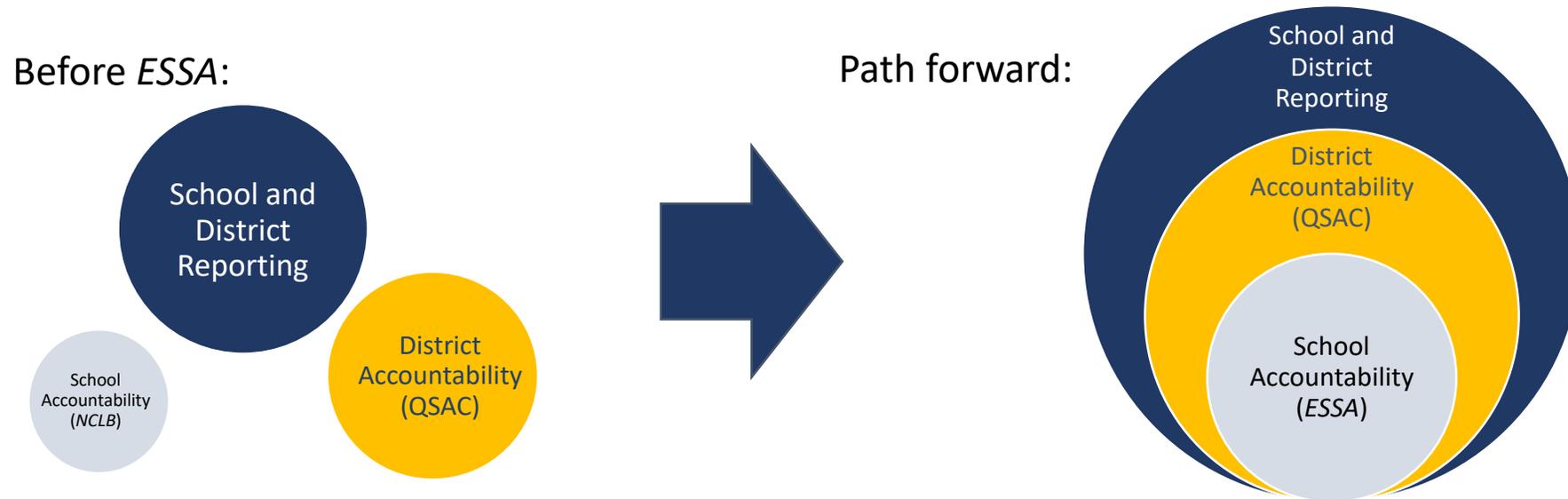


School
Accountability
(ESSA)

Purpose	Description
 <p>To promote transparency and provide access to the information that communities need to make informed decisions</p>	<ul style="list-style-type: none"> • School reports are designed and developed by the NJDOE and include federal mandates; districts release their own reports • Reports include indicators of college and career readiness, post-secondary enrollment data, AP enrollment, SAT/ACT scores and participation rates, and/or rates of chronic absenteeism
 <p>To ensure all students are provided with a thorough and efficient education by identifying districts that need improvement and supports</p>	<ul style="list-style-type: none"> • State-mandated system • 84 separate performance indicators across five key component areas
 <p>To improve student access to high-quality education by identifying the schools most in need of improvement and supports</p>	<ul style="list-style-type: none"> • Federally mandated system • Indicators include academic proficiency, English Language Learners' progress toward proficiency, academic progress/growth or graduation rates, measures of school success

Aligning New Jersey's Supports (1 of 2)

New Jersey has used the shift from *NCLB* to *ESSA* as an opportunity to align its accountability and support systems to more accurately and fairly measure student, school and district performance.



Through this realignment and redesign, New Jersey has worked to:

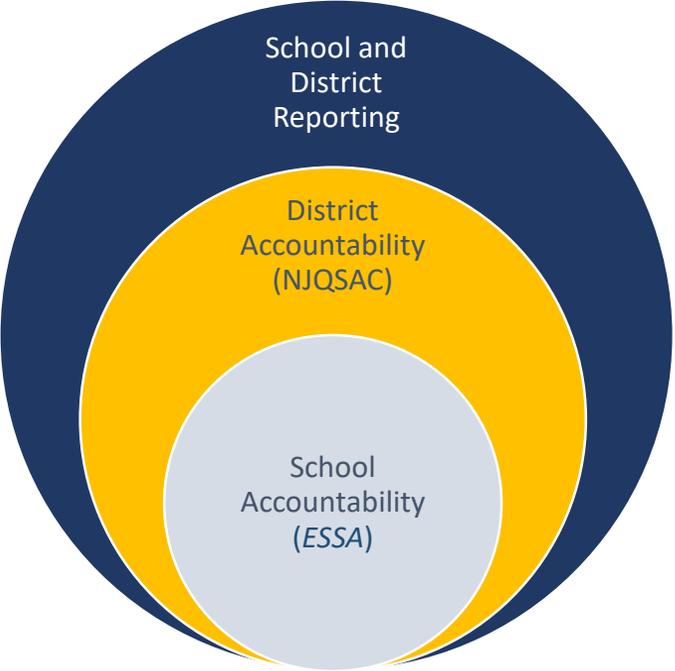
- Ensure that accountability and supports systems are aligned but not duplicated
- Remove overly burdensome practices that do not directly support student success
- Provide communities with a more comprehensive overview of their district's and school's attributes



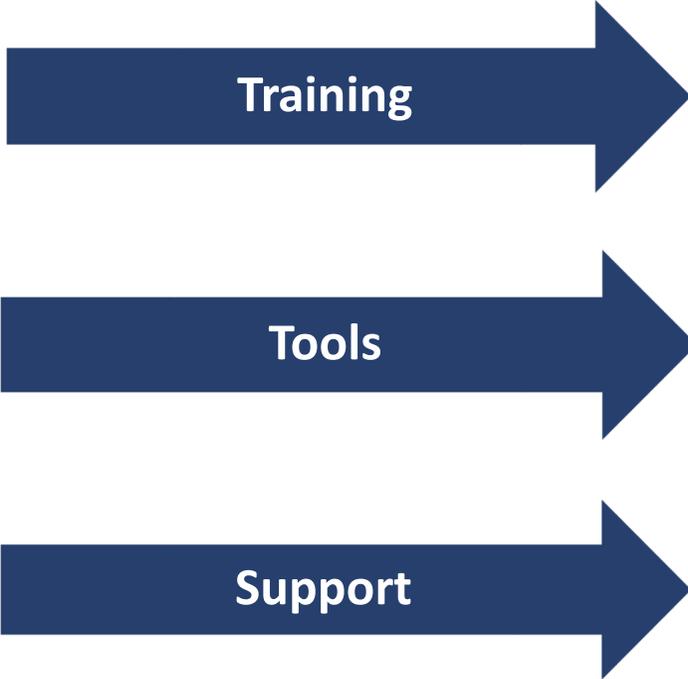
Aligning New Jersey's Supports (2 of 2)

Supports, whether it be strategic training or tools, are also being aligned, differentiated and specified to student needs as we implement the plan.

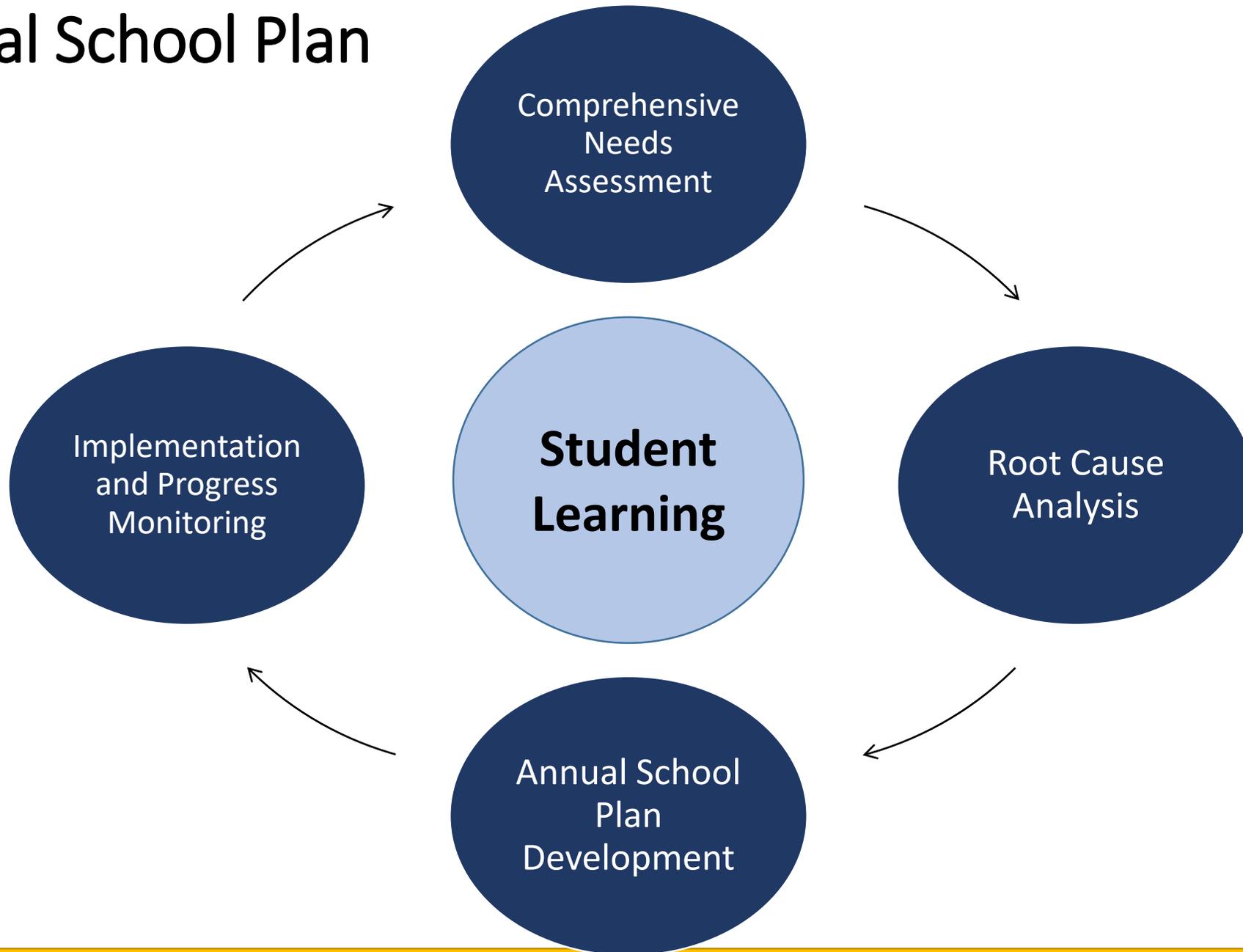
Step One: Clarify and Align Accountability Systems



Step Two: Aligned in Implementation and Support



Annual School Plan





Questions?





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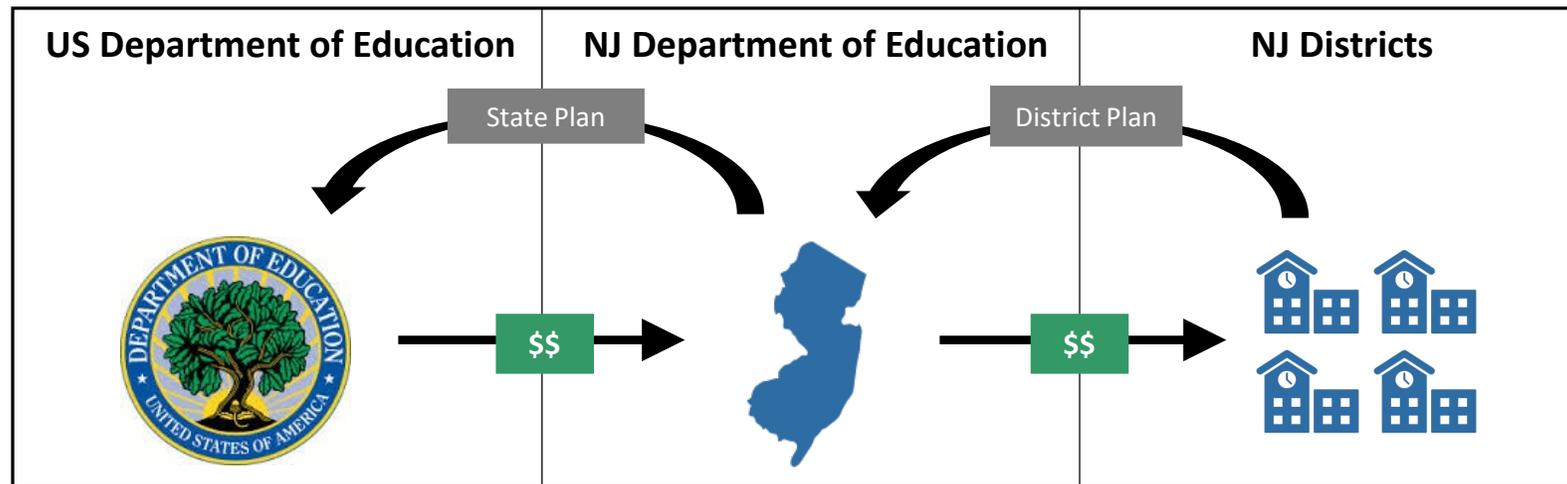


Introduction: The *Every Student Succeeds Act (ESSA)*

The *Every Student Succeeds Act (ESSA)* replaces *No Child Left Behind (NCLB)* and reauthorizes the *Elementary and Secondary Education Act (ESEA)* of 1965. *ESSA* is meant to ensure that all students have equitable access to high-quality educational resources and opportunities, as well as to close educational achievement gaps.

To Receive Funding:

- Each state must submit to the U.S. Department of Education every several years and each district then applies to the state every year.



Changes from *NCLB* to *ESSA*



	<i>NCLB</i> Requirements	<i>ESSA</i> Requirements
Student Standards	Required state to set rigorous standards for all students aligned with college and career skills.	No significant change
Assessments	ELA/Math: In each of grades 3-8, once in grades 10-12. Science: Once in elementary; once in middle; and once in high school.	No significant change
Long-Term Goals	Federal government set universal long-term academic proficiency goals; states set graduation rate goals.	States must set long-term academic proficiency, graduation rate, and English language proficiency goals.
Accountability	Focused primarily on academic proficiency; also included graduation rates for high schools and attendance for elementary/middle schools.	Requires academic proficiency; graduation rates for high school; academic progress for K-8; progress toward English language proficiency; at least one other indicator of school quality or student success.
Low-Performing Schools	Required annually to identify schools in need of improvement if it failed to make its annual yearly progress (AYP) for two consecutive years; federally established, school-centered consequences.	Changes to criteria, timeline, and labels. Will now identify schools in need of “comprehensive support and improvement” (overall low performance) and “targeted support and improvement” (low subgroup performance). States establish supports with larger role for districts.
School District Plans	School districts applied annually to the state for funding.	No major changes made to this procedure or timeline for submission; minor changes to stakeholder engagement requirements.





ESSA State Plan Requirements

As a reminder New Jersey's state plan outlines how the NJDOE will meet or already is meeting the ESSA requirements but should not be seen as representative of all NJDOE work in these areas:



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement



Support all students, educators, schools and districts

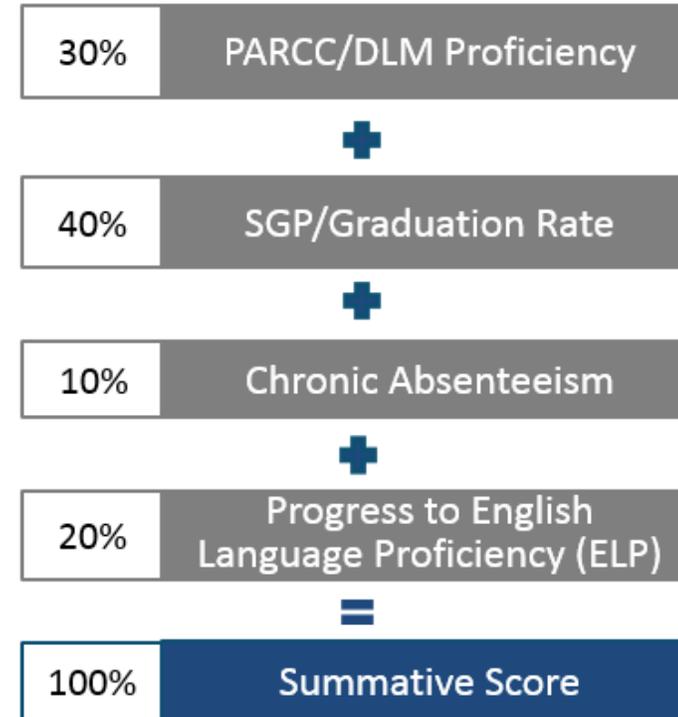


ESSA School Accountability: NJ ESSA State Plan

Below is a summary of New Jersey’s indicators to meet the ESSA requirements for school accountability.

ESSA Requirement	NJ State Plan
Academic Achievement	PARCC/DLM Proficiency
Academic Progress (Elementary/Middle Schools) and Graduation Rate (HS)	Student Growth Percentile/ Graduation Rate
Additional Measure of School Quality or Student Success	Chronic Absenteeism
Progress Towards English Language Proficiency	Progress to English Language Proficiency (ELP)

Schools who meet minimum n-size for English Learners*



*Schools without EL populations will be weighted at 35% for proficiency, 50% for SGP/graduation rate, and 15% for chronic absenteeism.



Accountability Indicators: Subgroup Weighting (1 of 2)



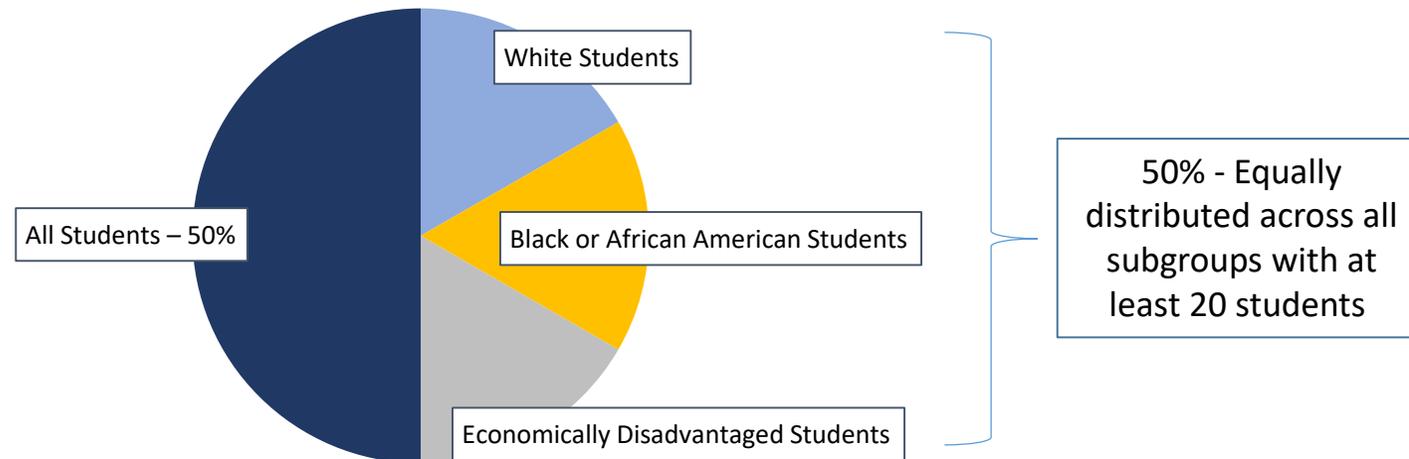
Example of School Subgroup Weighting: Math Proficiency

School has a total enrollment of 1,000 students:

- 690 students are White (69%), 300 students are Black or African American (30%), 10 students are Hispanic (1%)
- 150 students are Economically Disadvantaged (15%), 15 students are Students with Disabilities (1.5%)
- Students may be counted in more than one subgroup (e.g. White and Economically Disadvantaged)

When calculating the indicator scores:

- 50% of the score will be based on the Total Student group
- 50% of the score will be based on the average of all the student subgroups with at least 20 students
 - Equally split across the White, Black or African American, and Economically Disadvantaged subgroups
 - The Hispanic and Students with Disabilities subgroups have fewer than 20 students, so they will not be included in the subgroup calculations.





Questions?





Fiscal Opportunities for Districts Under ESSA

- New funding stream: Title IVA (Safe and Healthy Schools, Well-Rounded Education, Access to Technology)
- Expanded use of funds (particularly in Title I, Title II)
 - Samples of new language in Title I : CTE, AP/IB, Early College, Counseling/Mental Health, Support for students in non-core subjects, etc.)
 - Examples of new language in Title II: Training to address issues related to school conditions for student learning (e.g. safety, drug abuse, chronic absenteeism); Development of programs to recruit, hire and retain effective teachers)
- More flexible definition of supplement not supplant in Title I
- Ability to become a schoolwide Title I program with less than 40% poverty
- Expanded stakeholder engagement opportunities
- Expanded transferability (moving funds from one title to another based on student needs)





Overview: Title by Title Impact on Funding

	Major Changes to Funding	District Planning
Title I, Part A	<ul style="list-style-type: none">• State set-aside increased from 4% to 7%• Nonpublic share calculated from full allocation before any school district set-asides	Due to larger state set-aside, plan for 80% of previous year's allocation
Title II, Part A	<ul style="list-style-type: none">• Hold Harmless eliminated: annual allocation based on formula:<ul style="list-style-type: none">• 80% distributed based on students living in poverty• 20% distributed based on total student population• Nonpublic allocation: no longer allows for class-size reduction expenditures to be left out of calculation of nonpublic share	Plan about 85% of previous year's allocation (consider nonpublic share and losing hold harmless)
Title III, Part A	<ul style="list-style-type: none">• Minor changes to how immigrant population calculated	Plan about 85% of previous year's allocation
Title IV, Part A	<ul style="list-style-type: none">• Newly reauthorized funding stream, will provide bump in funding to some school districts	For rough estimate of Title IV allocation, divide your Title I allocation by 30





School Use of Title I Funds

Schools receiving Title I, Part A funds must design and implement programs to support eligible Title I students using one of two models:

	Schoolwide Model	Targeted-Assistance Model
Which schools are eligible to operate this model?	Any school with at least 40 percent poverty or any school below 40 percent poverty with a waiver issued by the state	Any Title I school that does not operate a schoolwide program
Which students can be served by this model?	All students in the school, particularly those of students struggling to meet state academic standards	Programs and services must be provided to students who: <ul style="list-style-type: none">• Are failing, or at risk of failing, to meet state standards• Participated in certain federally-funded preschool programs• Received services under the Migrant Education Program• Are in a local institution for neglected or delinquent children or are attending a community day program• Are homeless





Uses of Title I Funds – New Language

ESSA lists **additional allowable uses of Title I, Part A funds**, which include:

- Counseling
- School-based mental health programs
- Mentoring services
- Strategies to improve students' skills outside academic subject areas
- Schoolwide tiered model to prevent and address problem behavior, early-intervening services (IDEA coordination)
- Preparation for and awareness of post-secondary education and workforce opportunities (career and technical education)
- Advanced Placement, International Baccalaureate exams (preparation for, test fees)
- Dual or concurrent enrollment, or early-college high schools





Title IV, Part A: Purpose and Background

The purpose of Title IV, Part A under *ESSA* is to increase student achievement by:

- Providing all students with a **well-rounded education**;
- Fostering **safe, healthy, supportive, and drug free environments** that support student academic achievement; and
- Increasing access to personalized, rigorous learning experiences supported by the **use of technology** to improve the academic achievement and digital literacy of all students.

Background: Title IV, Part A is newly established in *ESSA* (it is not the same as it was under *NCLB*)

- The purpose of the funding source and the allowable uses have expanded





School District Use of Title IV, Part A Funds

Provide a Well-Rounded Education	Improve the Use of and Access to Technology
<ul style="list-style-type: none"> • College and career guidance and counseling programs • Accelerated learning programs • Programs and activities to improve instruction and student engagement across multiple disciplines (e.g. visual and performing arts, STEAM, health and physical education, civics, economics, etc.) • Programs and activities that promote volunteerism and community involvement 	<ul style="list-style-type: none"> • Provide educators, school leaders and administrators with the necessary professional learning tools, devices, content and resources. • Build technological capacity and infrastructure • Develop innovative strategies for the delivery of specialized or rigorous academic courses or curricula • Carry out blended learning projects • Provide professional development in the use of technology • Provide students in rural, remote and underserved areas with access and resources to high quality digital learning experiences <p>Note: There is a 15% cap applied to technology infrastructure for all grant awardees</p>
Improve School Conditions for Student Learning	
<ul style="list-style-type: none"> • Drug and violence prevention activities • School-based mental health services and partnership programs that: <ul style="list-style-type: none"> ○ Integrate health and safety practices into school or athletic programs ○ Support a healthy, active lifestyle ○ Help prevent bullying and harassment ○ Improve instructional practices for developing relationship-building skills ○ Provide mentoring and school counseling to all students ○ Establish or improve school dropouts and re-entry programs ○ Establish learning environments and enhance students' effective learning skills • High quality training for school personnel related to emergency and crisis situations • Child abuse awareness and prevention programs • Design and implement a plan to reduce exclusionary discipline practices in schools • Designate a school or Local Education Agency site resource coordinator to provide resources and support to schools and community partners 	





Special Rules

- The amount of money a district receives in Title IV determines how it must spend its funding:
 - **If receiving less than \$10,000**, a school district must form a consortium in order to use funds
 - **If receiving \$10,000 - \$29,999**, a school district may spend its funds on any allowable activities
 - **If receiving at least \$30,000**, a school district must spend funds for activities across all three programmatic areas: well-rounded education, safe and healthy schools, and technology
 - At least 20% on well-rounded education activities and programs
 - At least 20% on safe and healthy school activities and programs
 - A portion on effective use of technology activities and programs
- Districts may not use more than 15% of Title IV, Part A funds to purchase technology infrastructure

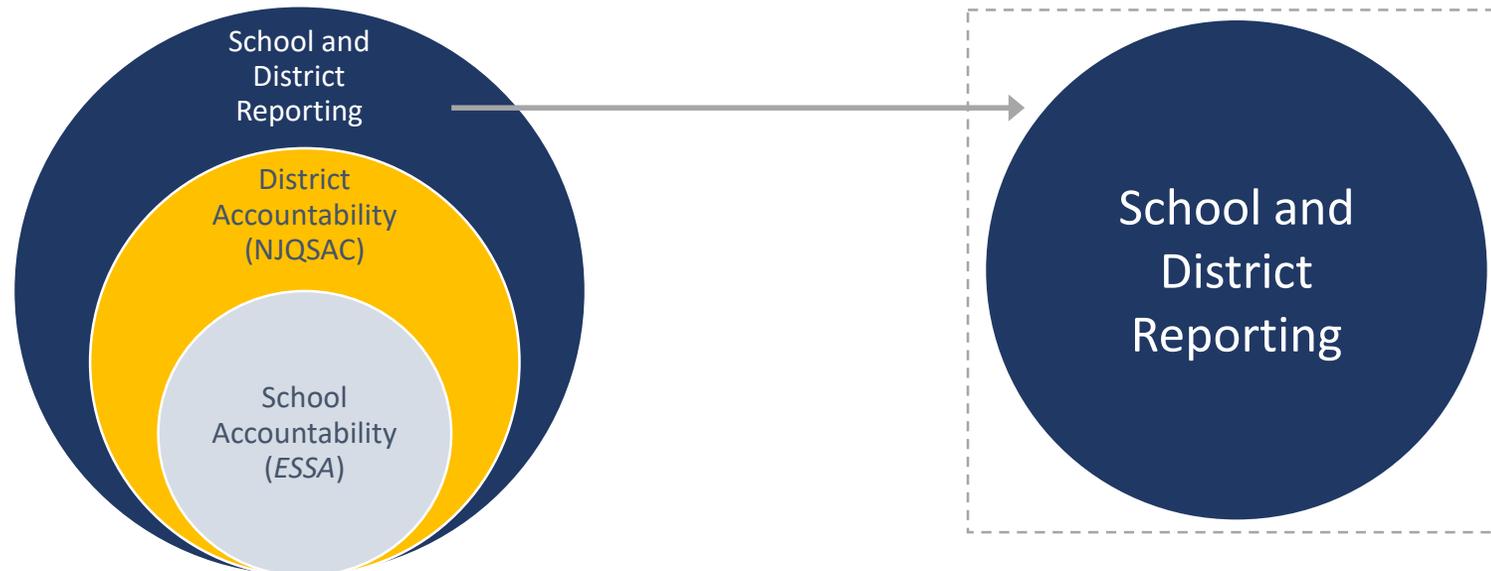




School and District Reporting: Overview

The NJDOE believes that the most extensive form of accountability is driven by communities. School and district reports should promote transparency and provide access to the information that communities need to make informed decisions and drive improvements in school performance and students outcomes.

ESSA requires many new pieces of data to be collected and publicly reported, but New Jersey is committed to developing reports that provide stakeholders with a broader picture of their schools and districts.



2017-18 Performance Reports

- NJDOE expects to release **2017-18 Performance Reports** by early March 2019.
- Improvements have been made to the **Summary Reports** to reflect stakeholder feedback and to make the reports easier to read and understand.
- **New data** will be added, including additional information on:
 - Discipline
 - Teachers and Administrators
 - Career and Technical Education
 - Dual Enrollment
- The 2017-18 Reports will include updated lists of schools identified as requiring **Comprehensive and Targeted Support** and will include the new **Progress to English Language Proficiency Indicator**.



Summary Reports





New Jersey K-8 School

2016-2017

County: County
District: District
Principal: Principal Name
Street Address
City, State Zip
[School Website](#)
(555)555-5555

Total students: 627

Grades offered: PK-08
Teachers – average years experience: 12
Student/Teacher Ratio: 10:1

Students with Disabilities: 14%
Economically Disadvantaged: 0%
English Language Learners: 4%

Are students on track for success?

English

Students meeting/exceeding expectations on state assessment



School 73.2%
(Showing Progress: 60-80%, Excelling: 81-100%)

Math

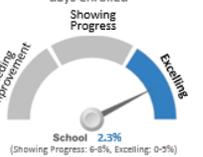
Students meeting/exceeding expectations on state assessment



School 72.1%
(Showing Progress: 60-80%, Excelling: 81-100%)

Chronic Absenteeism

Students absent for 10% or more of days enrolled



School 2.3%
(Showing Progress: 0-5%, Excelling: 6-8%)

How much are students learning?

Median Student Growth Percentile

Each student gets a student growth percentile for English (4th to 8th grade) and Math (4th to 7th grade) from 1 to 99 that explains their progress compared to students who had similar test scores in the past.

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile is the percentile in the middle of that list.

English



School 49
(Showing Progress: 40-60, Excelling: 61-99)

Math



School 66.5
(Showing Progress: 40-60, Excelling: 61-99)

School Highlights



- Curriculum includes Reading and Writing Workshop format, Everyday Math, and Knowing Science.
- Technology is part of each school day, with students utilizing a 2:1 initiative.
- Our chorus performed at the American Young Voices Concert at the Prudential Center in Newark.

How to use this report?

- 1 **Learn More:** This report provides an overview of school performance. Learn more about your school by viewing the [full performance report](#)
- 2 **Ask Questions:** Use the contact information included above to reach out to your school and ask how they are working to improve school performance and student outcomes.
- 3 **Get Involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent groups.



New Jersey High School

2016-2017

County: County
District: District
Principal: Principal Name
Street Address
City, State Zip
[School Website](#)
(555)555-5555

Total students: 1,916

Grades offered: 9-12
Teachers – average years experience: 9
Student/Teacher Ratio: 11:1

Students with Disabilities: 16%
Economically Disadvantaged: 69%
English Language Learners: 8%

Are students on track for success?

English

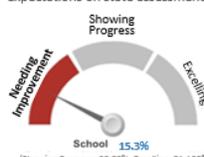
Students meeting/exceeding expectations on state assessment



School 33.2%
(Showing Progress: 30-80%, Excelling: 81-100%)

Math

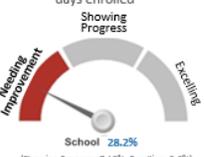
Students meeting/exceeding expectations on state assessment



School 15.3%
(Showing Progress: 60-80%, Excelling: 81-100%)

Chronic Absenteeism

Students absent for 10% or more of days enrolled



School 28.2%
(Showing Progress: 7-10%, Excelling: 0-6%)

Are students graduating?

4-year Graduation Rate



School 76%
(Showing Progress: 90-95%, Excelling: 96-100%)

Are students going to college?

Graduates enrolled in college 16 months after graduation



School College Enrollment

- 2-year College 30.1%
- 4-year College 35.1%

(State: College Enrollment: 76.6%, 2-year: 26.0%, 4-year: 30.8%)

School Highlights



- Small graduation cohorts and individualized instruction in all grades 9-12.
- Courses that expand the world-wide web with access to countless curriculum options through virtual schooling.
- Intellectual and compassionate staff that recognize students as driven, engaged and forward thinking.

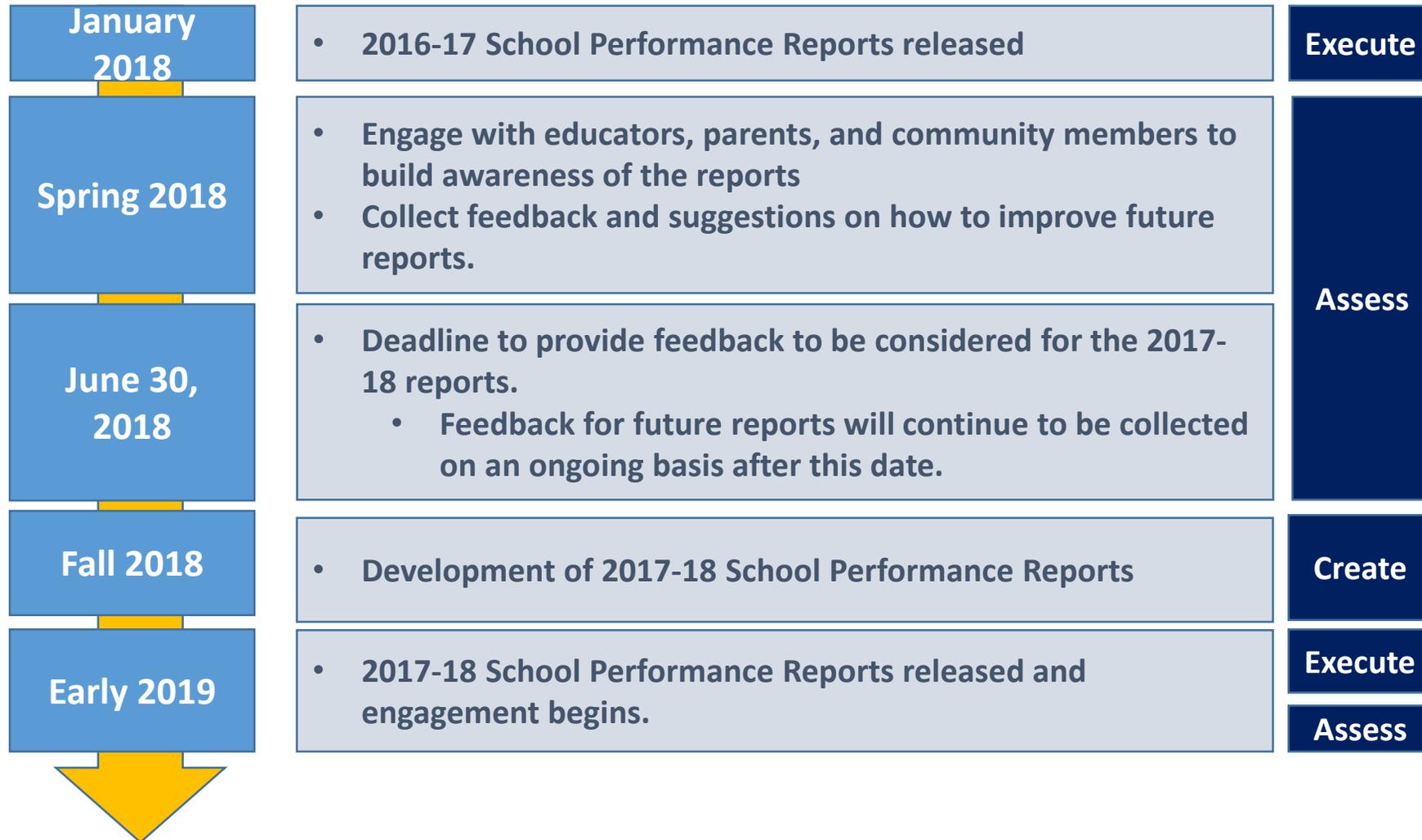
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Outreach Timeline





Support/Questions/Feedback

- Resource documents and webinars are available on the performance reports homepage – www.njschooldata.org
 - Reference Guide, FAQ, Summary Report Guide, Parent Webinar
- If you have any questions about the reports, please contact reportcard@doe.nj.gov
- If you want to provide feedback on the reports, please take our [feedback survey](#).





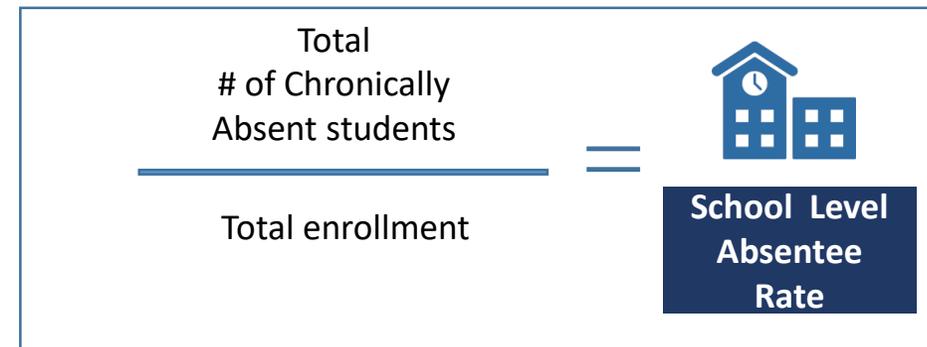
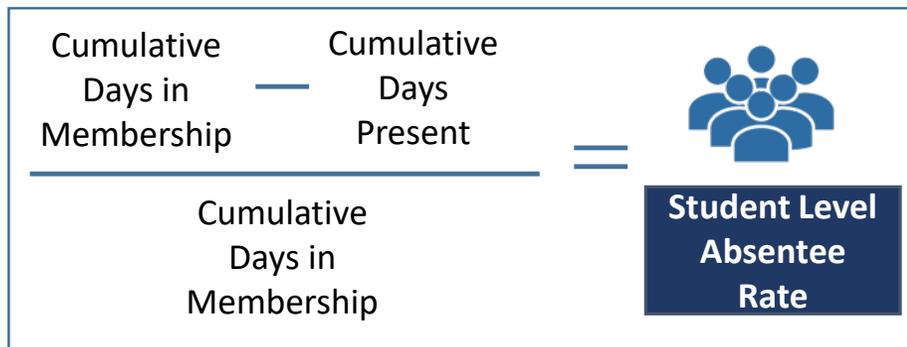
Chronic Absenteeism

New Jersey will use chronic absenteeism as the measure for the new indicator of school quality and student success during the first year of New Jersey's school accountability system under *ESSA*. Chronic absenteeism is the percentage of students who are not present **10% or more** of the total enrolled school days.

Rationale

- ✓ Supported by stakeholders
- ✓ Research based/linked to student outcomes
- ✓ Actionable at a school level
- ✓ Data available and allowable under *ESSA*

How it's Measured



Addressing Chronic Absenteeism

The NJDOE will continue to develop resources and supports to assist schools and districts in reducing rates of chronic absenteeism.

Current resources:

- › [Chronic absenteeism guidance](#) on the NJDOE website
- › Updated chronic absenteeism [website](#)
- › [Updated School Register](#) to clarify reporting requirements and align terminology with NJ SMART
- › New “at-risk” reports available through NJ SMART
- › For questions, contact: attendance@doe.nj.gov

Coming soon:

- › Identifying and sharing best practices
- › Online modules on data collection and reporting, prevention and intervention, and more





Chronic Absenteeism





Questions?





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Engagement: Informing Accountability Systems

The NJDOE engaged in as many conversations as possible with representatives from different communities that have diverse perspectives to help form our accountability systems.

Creating the *ESSA* State Plan

- **5,300 survey responses**
- **80 invited organizations** in focus group
- Over **90** in-person meetings
- Over **400 districts** represented in training
- Over **160 communities** represented
- **4** regional public sessions with more than **140 attendees**
- During the comment period:
- Engaged with **1600 additional community members**
- Hosted or attended **39 additional meetings**
- Received **255 survey responses**



Creating Performance Reports

- **4,600 survey responses**
- Formed the New Jersey Accountability Committee
- Hosted focus groups with principals, teachers, and parents and met with district staff
- Attended parent roundtable meetings in partnership with SPAN in **10 different counties** and met with more than **100 parents**

Informing District Accountability

- Received formal feedback from **50** districts and **6** professional organizations
- Attended superintendent roundtables in **every county**
- Hosted **6** regional district leader focus groups with **160** district and school leaders



Stakeholder Engagement Requirements Under *ESSA*: Overview

The law requires districts and, in some cases, schools to engage a variety of stakeholders as part of the annual application process, specifically, stakeholders should be consulted regarding:

- Student needs;
- The *ESSA*-funded programs, activities, and strategies the district and its schools should implement to address those needs; and
- The impact and effectiveness of *ESSA*-funded programs, activities, and strategies.



Stakeholder Engagement Requirements under *ESSA*

ESSA Requirements	
Title I <i>(receiving funds)</i>	The Local Education Agency (LEA) plan must be “developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, ” and others including parent and family engagement, and HS to college transitions.
Targeted Assistance Program	An LEA must describe “how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, ” will identify the eligible children most in need. The school must “[implement] strategies to increase the involvement of parent of eligible children.
Schoolwide	A school must consult with parents, administrators, paraprofessionals, and specialized instructional support personnel and others. Plan must be “available to the district, parents, and public.”
Title II <i>(receiving funds)</i>	An LEA must “meaningfully consult with teachers, principals, other school leaders, paraprofessionals and others to meet the purpose of this title” and “seek advice” from them “regarding how best to improve the [LEA’s] activities to meet the purpose of the title.
Title III <i>(receiving funds)</i>	An LEA must describe the promotion of “parent, family, and community engagement in the education of English learners” and “contain assurances the eligible entity consulted with teachers, researchers, school administrators, ” and others to develop and implement the plan.
Title IV <i>(receiving funds)</i>	Continued consultation with “ parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, and local government representatives ” to implement and improve the plan.





Context

- Stakeholder engagement takes place in most districts already for budgets and various initiatives to ensure buy-in and strong implementation
- Similarly, it is important to conduct stakeholder engagement for the development and implementation of district's *ESEA* plan
- Different than some initiatives, *ESEA* has specific requirements for stakeholder engagement in order for districts to receive funding





Stakeholder Engagement Requirements in *ESSA*

- *ESSA* has many specific requirements for stakeholder engagement as districts develop their *ESEA* plans across all Titles (outlined on the next slide)
- *ESSA* focuses on “timely” and “meaningful” consultation as defined below in guidance from the US Department of Education:
 - **Timely consultation:** The US Department of Education emphasizes in its stakeholder engagement guidance that “meaningful engagement starts at the beginning of the process, **when initial planning is getting started**; not at the end, when a plan is nearing completion”¹
 - **Meaningful consultation:** While specific to the state plan, proposed federal regulations emphasize that meaningful consultation must include a **diverse, representative group of stakeholders; be transparent; and take place at multiple points** during the design, development and implementation of the plan¹

¹USED Policy Letter, June 23, 2016:

<http://www2.ed.gov/policy/elsec/guid/secletter/160622.html>





Specific Requirements

The following chart lists the minimum stakeholder engagement requirements for developing and implementing the district's ESSA plan:

Stakeholders	Title IA	Title IIA	Title III	Title IVA
CITATION	1112(a)(1)(A), 1112(b)(7-10)	2102(b)(3)(A) & 2102(b)(2)(D)	3116(b)(4)(C)	4106(c)(1&2)
Teachers	X	X	X	X
Principals	X	X	X	X
Other School Leaders	X	X	X	X
Parents/Family Members	X	X	X	X
Paraprofessionals	X	X		
Specialized Instructional Support Personnel	X	X		X
Administrators	X		X	
Other Appropriate School Personnel	X	X		
Nonpublic Schools	X	X	X	X
Community Partners/Community-Based Organizations/Community Members	X	X	X	X
Researchers			X	
Early childhood education programs (where applicable)	X			
Institutions of higher education (where applicable)	X		X	
Employers (where applicable)	X			
Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)				X
Indian tribes or tribal organizations (where applicable)				X
Other Stakeholders/Other Organizations with Relevant Experience		X	X	
Public or private entities			X	





Additional Stakeholders to Consider

- In addition to involving required stakeholders, the NJDOE recommends you consider some or all of the following as you create district plans:
 - Mayors, local school board members, other locally elected officials
 - Parents from geographically diverse areas, perspectives, and backgrounds who are representative of *all* students served by the district
 - Students (primarily at the secondary-level)
 - Civil rights and advocacy groups
 - Business leaders
 - Other related state and local governmental bodies (e.g. health and human services)
 - Philanthropic community
 - GED and workforce programs
 - Teacher preparation programs
 - Other districts (to form consortia and for sharing best practices)



Questions?

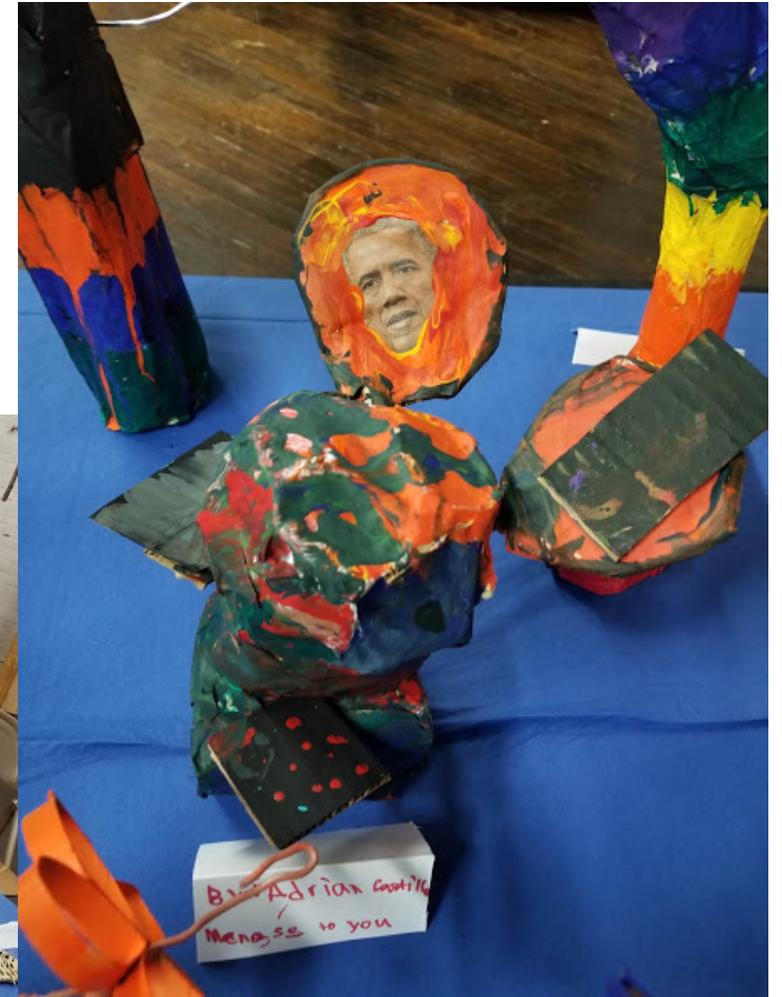


Getting Involved

Rosie Grant, Executive Director
Paterson Education Fund



Paterson Arts Education Taskforce





Arts Integration

Routines That Rock

Sing a song of on-time

Song tune: Jingle Bells
(Parent-created lyrics)

Up we get, sleepyhead
Up and on our way.
It's 8 o'clock, time to rock
Success is a blink away, hey!

Hair is brushed, teeth are clean,
And your bag is ready to go.
It's Head Start at 9, then breakfast time,
So you're brain can know and grow.





Restorative Practices





Questions?



Thank You and Contacts

Please contact NJDOE staff directly for the following comments or inquiries:

NJQSAC: QSAC@doe.nj.gov

Chronic Absenteeism: attendance@doe.nj.gov

ESSA

- See New Jersey's State Plan: <http://www.state.nj.us/education/ESSA/>
- Questions or concerns: ESSA@doe.nj.gov

Performance Reports

- School Performance Reports: www.njschooldata.org
- Questions or concerns: reportcard@doe.nj.gov

