STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Mission

- The New Jersey Department of Education (NJDOE), Office of Charter Schools (OCS) provides **New Jersey families** with **quality schools**. OCS authorizes charter schools consistent with **national best practice** in charter school authorizing, offering school operators **autonomy** and opportunities for **innovation** in exchange for **accountability** for **student outcomes**.

Authorizer Overview

- NJDOE is the **state education agency** and **sole authorizer** of charter schools in New Jersey.
- **Commissioner of Education,** appointed by the **Governor**, has **final authority** in the approval, opening, monitoring and renewal of charters in New Jersey.
- Currently, **9 employees** solely dedicated to **authorizing.**

Charter School Data

- **89** charter schools serving **over 40,000** students, approximately **3%** of the public school students in the state.
- Most of our NJ's charter schools are in our **urban centers** such as Newark, Jersey City and Camden.
- **54%** of charter seats are **high-quality** based on the standards within the Performance Framework (2013-14 Data)

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Core Value #1

Focus on student outcomes: We use the Performance Framework to focus everyone's attention on student achievement; all other considerations are secondary.

Differentiated Oversight

• A school's academic performance and number of years of operation drives oversight.

• Each member of the authorizing team is a liaison to a set number of schools.

• Monitoring is aligned to the revamped Organizational Performance Framework.

• Depending on the level of monitoring a school receives, organizational framework reports will be limited to certain areas of performance.

Charter School Academic Tiers

Tier 1
- Replication or Expansion
(Schools must demonstrate consistent academic success and capacity to grow)

Tier 2
- Intervention Considered

Tier 3
- Site Visits
- Board Meetings
- Probation / Remedial Plan
- Non-Renewal or Revocation

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Performance Area 1:
Education Program & Capacity

- Mission / Key Design Elements
- Curriculum
- Instruction
- Assessment
- Organizational Capacity

Performance Area 2:
School Culture & Climate

- School Environment
- Family & Community Engagement

Performance Area 3:
Board Governance

- Capacity
- Compliance

Performance Area 4:
Access & Equity

- Recruitment, Admissions, Attrition, Suspension / Expulsion
- Special Education
- English Language Learners

Performance Area 5:
Compliance

- NJSMART
- EpiCenter
- Financial Management
- Other

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Renewal Process 2015-16

School Status	Approximate Length	Site Visit Components
Tier 1 Schools	2-3 Hours	• 2 Reviewers • Interviews with board president, school leader, special education staff and ESL/bilingual staff • Classroom walk-throughs • **Collection of Best Practices** • Document Review • Abbreviated Site Visit Summary • End of Day Debrief (Optional)
No Tier, Tier 2, Tier 3 or Probation Schools	Full Day	• 4-8 Reviewers • Interviews with board of trustees, school leader, teachers, data administrator, special education staff, ESL/bilingual staff, parents and students • Classroom Observations • Document Review • Comprehensive Site Visit Summary • End of Day Debrief

Key Considerations for New Jersey

• How do we prioritize our limited resources to more effectively oversee schools?

• What information do you actually use to make a high-stakes authorizing decision?

• How much will Year 1 of PARCC data inform decision making?

Resources

Contact Name	Email
Harry Lee, Director	**harold.lee@doe.state.nj.us**

Resources:

☐ **Organizational Performance Framework**

http://www.nj.gov/education/chartsch/accountability/
OrganizationalPerformanceFramework_NJDOE_08132015.pdf

☐ **Renewal Site Visit Protocol**

http://www.nj.gov/education/chartsch/accountability/RenewalSiteVisitProtocolpdf.pdf

☐ **Access and Equity Guidance**

http://www.nj.gov/education/chartsch/equity/guidelines.pdf

ASD At A Glance

ASD is a statewide school district created to dramatically improve the bottom 5% of TN Schools

Overall District:

- Mission: Bottom 5% to Top 25%
- Public neighborhood turnaround schools
- 4th year as a district
- Expanded from 6 → 16 → 23 → 29 schools (Currently 2 in Nashville, 27 in Memphis)
- Serving 10,000 students

School Portfolio:

- Operator types: Experienced, new and district-run
- School Models: Traditional, Project Based Learning, Montessori, Independent Learning
- Turnaround types: Full transformation, phase-in or new start
- Accountability Models: Non-Tested Grades (K2), Alternative Education, Elementary and Middle Grades (K8), High School Grades (K12)

Our Approach:
Autonomy balanced with Accountability

- Set mission-aligned, feasible and transparent goals around outcomes that drive the district's replication and revocation decisions

- Allow decision-making about inputs to happen at the operator level; create opt-in, not opt-out choices for operators

- Monitor with minimal intrusion

ASD School Performance Framework
(K2, K8, K12, Alt Ed)

FINANCE

These metrics **ensure operators are financially responsible and viable**. An operator must meet 100% of financial metrics. Failure to do so would result in an automatic "Does Not Meet" for all schools.

STUDENT AND FAMILY RIGHTS

These accountability items **ensure school compliance with significant legal obligations**. Egregious noncompliance will result in a "Does Not Meet" for all schools.

ACADEMIC COMPOSITE SCORE

These metrics **ensure operators are on track to the top 25% in the state and are serving students well**. An operator must earn 50 points to approach, 70 points to meet, and 90 points to exceed expectations.

SCHOOL ACTIONS

EXPANSION

REPLICATION

REPLACEMENT

The Old Process: Monitoring

- What we used to do:
    - Beginning of year, mid-year and end of year accountability meetings led by the Accountability team at the ASD were held for each school individually
    - Schools were required to submit progress to goal data and reflections prior to mid-year meetings
    - School Quality Reviews led by the ASD occurred once each year for all schools to provide an outside perspective on qualitative factors (no accountability attached)
    - Special Education Programmatic Reviews occurred annually, with recommendations provided

The New Process: Ensuring Transparent Goals

Optional	Required
Group training on the School Performance Framework (SPF) is provided for all schools and operators in the summer

Office hours with individual operators and the accountability team to dig into performance and target data occur in the fall | Operators receive an end of year performance report (for prior year) and Baseline targets report (for current year) is provided for each school in the fall

Operators attend one Fall Accountability Meeting in which we discuss the past year's SPF performance and targets for the current year. Operators have the option of an ASD-led, Operator-led or joint working session meeting style. |

The New Process: Monitoring with Minimal Intrusion

- What we do now:
  - The Finance, Student and Family Rights and Portfolio Analysis team each independently monitor one section of the performance framework and provide progress-to-goal reports to operators. They jointly facilitate performance meetings
  - Mid-year performance meetings to discuss improvement plans are required if:
    - An operator is in its 3rd year and has failed the prior year, or
    - An operator is failing the Finance or S&FR section in the Fall.
    - Operators can "opt in" to a mid-year meeting if they are not required

Oversight in Student and Family Rights

Document Collection	Audit	Cumulative Data
• Collected at BOY • Performance Results shared in MY Meetings	• Conducted in November • Performance Results shared in MY Meetings	• Collected throughout year • Performance Results available at EOY

Oversight in Student and Family Rights

Occurs After…	ASD Action		Communication
Mid-Year Performance	Send Notice of Concern		Annually (Jan)
1st year of Noncompliance of Individual Item(s)	Require Corrective Action Plan		Annually (July)
2nd year of Noncompliance of Individual Item(s)	Probationary Period	Conduct Responsive Monitoring	EOY Year 2 (July)
		Decision to Pause Replication	Year 3 September
3rd year of Noncompliance of Individual Item(s)		Decision to Revoke Charter	Year 4 September
Egregious Violations* (incl. 25% (6+) noncompliant items in one school year)		Decision to Pause Replication	Annually (Sept)

***Egregious Noncompliance** defined as "grossly negligent act(s) that deny access to education, lead to significant student harm, and/or invalidate accountability results."

Next Considerations for the ASD

- How will Year 1 of new Common Core-aligned assessment data impact confidence in our current SPF goals, and therefore accountability and monitoring structure?

- In what way can we structure early grade accountability as an indicator of tested grade accountability (K2 v K8, Pre-K), either for our phase-in schools with non-tested grades or all schools serving early grades?

Resources

Contact Name	Email
Kristina Catani, ASD Director of Portfolio Analysis & Planning	Kristina.catani@tn-asd.org

Resources:

☐ **School Performance Framework Interactive Tool**

☐ **ASD New Schools Site**

ASD School Performance Framework

These metrics **ensure operators are financially responsible and viable**. An operator must meet 100% of financial metrics. Failure to do so would result in an automatic "Does Not Meet" for all schools.

FINANCE	STUDENT & FAMILY RIGHTS	ACADEMIC COMPOSITE SCORE
Measured at the Operator Level	Measured at the School Level	Measured at the School Level
CURRENT RATIO	ACCESS	MISSION
CASH ON HAND	ENROLLMENT	SCHOOL PROGRESS
AUDIT	LEADERSHIP	STUDENT PROGRESS
	HEALTH/SAFETY	EQUITY
	VOICE	GATEWAY
		CULTURE
		REMANDED STUDENTS