

SENATE, No. 2154

STATE OF NEW JERSEY 216th LEGISLATURE

INTRODUCED JUNE 9, 2014

Sponsored by:

Senator JEFF VAN DREW

District 1 (Atlantic, Cape May and Cumberland)

Senator ROBERT M. GORDON

District 38 (Bergen and Passaic)

Senator SHIRLEY K. TURNER

District 15 (Hunterdon and Mercer)

Co-Sponsored by:

Senators Lesniak, O'Toole, Sarlo, Codey, Doherty, P.Barnes, III, Beck, Gill, Bateman and Pennacchio

SYNOPSIS

Creates Education Reform Review Task Force; delays certain uses of certain assessments and certain changes to teacher evaluation system.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 7/11/2014)

1 AN ACT concerning education reform and initiatives, and
2 supplementing P.L.2012, c.26 (C.18A:6-117 et al.) and chapter
3 7C of Title 18A of the New Jersey Statutes.

4
5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*

7
8 1. As used in P.L. , c. (C.) (pending before the Legislature
9 as this bill), “PARCC assessments” means the assessments
10 developed by the consortium of states known as the Partnership for
11 Assessment of Readiness for College and Careers.

12
13 2. a. There is established the Education Reform Review Task
14 Force. The purpose of the task force shall be to review the
15 implementation of the common core state standards in English-
16 language arts and mathematics, the use of PARCC assessments, the
17 implementation and potential effects of the teacher and principal
18 evaluation systems established pursuant to P.L.2012, c.26
19 (C.18A:6-117 et al.), and issues related to the use of certain student
20 data.

21 b. The task force shall consist of the following 15 members:

22 (1) the Commissioner of Education, or the commissioner’s
23 designee, who shall serve ex officio;

24 (2) eight members appointed by the Governor, one upon the
25 recommendation of the American Federation of Teachers New
26 Jersey, one upon the recommendation of the New Jersey
27 Association of School Administrators, one upon the
28 recommendation of the New Jersey Association for Supervision and
29 Curriculum Development, one upon the recommendation of the
30 New Jersey Council of County Vocational Schools, one upon the
31 recommendation of the New Jersey Education Association, one
32 upon the recommendation of the New Jersey Principals and
33 Supervisors Association, one upon the recommendation of the New
34 Jersey School Boards Association, and one, who has demonstrated
35 expertise in special education instruction and curriculum, upon the
36 recommendation of the Statewide Parent Advocacy Network;

37 (3) three public members appointed by the Senate President, one
38 of whom is the parent or guardian of a student enrolled in a New
39 Jersey public school, one of whom has demonstrated expertise in
40 language arts literacy instruction and curriculum, and one of whom
41 has demonstrated expertise in mathematics instruction and
42 curriculum; and

43 (4) three public members appointed by the Speaker of the
44 General Assembly, one of whom is the parent or guardian of a
45 student enrolled in a New Jersey public school, one of whom has
46 demonstrated expertise in language arts literacy instruction and
47 curriculum, and one of whom has demonstrated expertise in
48 mathematics instruction and curriculum.

1 c. Appointments to the task force shall be made within 30 days
2 of the effective date of P.L. , c. (C.) (pending before the
3 Legislature as this bill). Vacancies in the membership of the task
4 force shall be filled in the same manner as the original
5 appointments were made. Members of the task force shall serve
6 without compensation, but shall be reimbursed for necessary
7 expenditures incurred in the performance of their duties as members
8 of the task force within the limits of funds appropriated or
9 otherwise made available to the task force for its purposes.

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11 3. The task force shall organize as soon as practicable
12 following the appointment of its member, but no later than 60 days
13 after the appointment of the members. The task force shall choose
14 one member of the task force to serve as the chairperson. The task
15 force shall also appoint a secretary who need not be a member of
16 the task force.

17

18 4. The Department of Education shall provide such
19 stenographic, clerical, and other assistance, and such professional
20 staff as the task force requires to carry out its work. The task force
21 shall also be entitled to call to its assistance and avail itself of the
22 services of the employees of any State, county, or municipal
23 department, board, bureau, commission, or agency as it may require
24 and as may be available for its purposes.

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26 5. The task force shall evaluate the implementation of the
27 common core state standards in English-language arts and
28 mathematics, the use of PARCC assessments, the implementation
29 and potential effect of the teacher and principal evaluation systems
30 developed pursuant to P.L.2012, c.26 (C.18A:6-117 et al.), and
31 issues related to the use of student data. The evaluation shall
32 include, but need not be limited to, the following:

33 a. a description of actions taken by the State to date to
34 implement the common core state standards and a timeline of any
35 subsequent actions to be taken;

36 b. a comparison of the common core state standards in English-
37 language arts and mathematics to the core curriculum content
38 standards in language arts literacy and mathematics that existed
39 prior to the adoption of the common core state standards;

40 c. an estimate of the full cost for school districts to deliver to
41 students the common core state standards, including those costs
42 already incurred by school districts and those to be incurred in the
43 future;

44 d. an analysis of student performance on the State assessments
45 prior to the 2012-2013 school year and in the 2012-2013 and
46 subsequent school years; the analysis shall assess changes in the
47 assessment results among different racial and ethnic groups and
48 different economic groups;

- 1 e. a review of school districts' current technological capacity in
2 relation to the capacity recommended for the administration of
3 PARCC assessments, and an estimate of costs that school districts
4 will incur to achieve the technological capacity recommended for
5 administering PARCC assessments;
 - 6 f. an estimate of the difference in short-term and long-term
7 costs incurred by the State for the development, administration, and
8 scoring of the current assessments and the PARCC assessments;
 - 9 g. an estimate of the difference between the current State
10 assessments and the PARCC assessments in the amount of time that
11 students spend taking State-required standardized assessments;
 - 12 h. the availability and feasibility of mechanisms, other than
13 standardized assessments, to assess student, school, and district
14 progress towards meeting State standards;
 - 15 i. the number of school districts that use each of the
16 commercially-available teacher and principal evaluation rubrics and
17 the number of districts that use locally-developed teacher or
18 principal evaluation rubrics that have been approved by the
19 commissioner;
 - 20 j. an analysis of the distribution of teachers' and principals'
21 ratings across the four defined annual rating categories in the 2013-
22 2014 school year, including a disaggregation by the evaluation
23 rubric;
 - 24 k. a statistical analysis correlating teachers' and principals'
25 evaluations under the rubric used by the school district in the 2013-
26 2014 school year and the measures of student growth determined
27 for the teachers and principals in the same school year;
 - 28 l. an estimate of the costs incurred by school districts during
29 the implementation of the teacher and principal evaluation systems
30 including, but not limited to, the cost of purchasing a commercially-
31 available teacher and principal evaluation rubrics, professional
32 development costs, and costs of hiring supervisory employees to
33 perform teacher observations; and
 - 34 m. an evaluation of issues related to the use and data mining of
35 student and family personal data and a student's right to privacy.
36 The task force shall consider, but not be limited to, data related to
37 learning disabilities, student behavior, political affiliation, religious
38 affiliation, and medical history.
- 39
- 40 6. The task force shall issue a final report to the Governor, and
41 to the Legislature pursuant to section 2 of P.L.1991, c.164
42 (C.52:14-19.1), no later than one year after the task force organizes.
43 Prior to issuing its final report, the task force shall hold at least four
44 public hearings, with at least one public hearing in each of the
45 northern, central, and southern regions of the State, to gather
46 information regarding the implementation of the common core state
47 standards, the PARCC assessments, the teacher and principal
48 evaluation systems, and alternative forms of assessment. The task

1 force shall expire on the 30th day after the issuance of its final
2 report.

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4 7. Notwithstanding the provisions of P.L.2012, c.26 (C.18A:6-
5 117 et al.) or any other section of law or regulation to the contrary,
6 the annual summative evaluation rating of a teaching staff member
7 for any school year shall not include any student growth percentile
8 prior to the submission of the final report by the Education Reform
9 Review Task Force pursuant to section 6 of P.L. , c. (C.)
10 (pending before the Legislature as this bill), or two years after the
11 effective date of that act, whichever occurs later.

12 As used in this section, “student growth percentile” means a
13 specific metric for measuring individual student progress on
14 Statewide assessments by tracking how much a student’s test scores
15 have changed relative to other students Statewide with similar
16 scores in previous years.

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18 8. During the two school years beginning after the effective
19 date of P.L. , c. (C.) (pending before the Legislature as this bill),
20 a school district shall have the option of administering the PARCC
21 assessment online, using a pencil and paper format, or a
22 combination of the two formats.

23
24 9. The Department of Education shall not use the PARCC
25 assessment to satisfy the provisions of P.L.1979, c.241 (C.18A:7C-
26 1 et seq.), or for any other student or school accountability
27 purposes, including the inclusion on a student’s transcripts or in the
28 report disseminated pursuant to P.L.1995, c.235 (C.18A:7E-1 et
29 seq.), prior to the submission of the final report by the Education
30 Reform Review Task Force pursuant to section 6 of P.L. , c. (C.)
31 (pending before the Legislature as this bill), or two years after the
32 effective date of that act, whichever occurs later.

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34 10. This act shall take effect immediately.

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STATEMENT

39 This bill establishes the Education Reform Review Task Force to
40 analyze the implementation of the adoption of the common core
41 state standards, the use of assessments developed by the Partnership
42 for Assessment of Readiness for College and Careers (PARCC
43 assessments), the implementation and effects of the teacher
44 evaluation system, and the use of certain student data. The task
45 force will have 15 members, including the Commissioner of
46 Education, or a designee, serving ex officio, and eight members
47 appointed by the Governor, including one member each upon the
48 recommendation of the following organizations: the American

1 Federation of Teachers New Jersey, the New Jersey Association of
2 School Administrators, the New Jersey Association for Supervision
3 and Curriculum Development, the New Jersey Council of County
4 Vocational Schools, the New Jersey Education Association, the
5 New Jersey Principals and Supervisors Association, the New Jersey
6 School Boards Association, and the Statewide Parent Advocacy
7 Network. The Senate President and the Speaker of the General
8 Assembly would each appoint three public members including a
9 parent or guardian of a student enrolled in a New Jersey public
10 school, an individual with expertise in language arts literacy
11 instruction and curriculum, and an individual with expertise in
12 mathematics instruction and curriculum. The bill requires the task
13 force to issue a final report within one year of organizing.

14 The bill also stipulates that the student growth percentile (a
15 measure of how much a student's test score has changed relative to
16 other students who have a similar test score history) may not be
17 used in a teacher's or principal's summative evaluation until the
18 task force submits its final report, or two years after the bill's
19 effective date, whichever occurs later. Similarly, the bill also states
20 that the PARCC assessments may not be used as the high school
21 graduation requirement and other school and student accountability
22 purposes until the task force submits its final report, or two years
23 after the bill's effective date, whichever occurs later. Under the
24 bill, a school district would have the option of administering the
25 PARCC assessment online, using a pencil and paper format, or a
26 combination of the two, in the two school years following the bill's
27 enactment.