



Education Reform Starts Early

Lessons from New Jersey's PreK-3rd Reform Efforts

November 2010

New Jersey's Abbott School Districts

	Abbott Districts	New Jersey
No. of school districts	31	591
K-12 student enrollment	272,692	1,317,623
Preschool enrollment (3- and 4-year-olds)	39,808	47,004
<i>Abbott Average: 1,284; Range: 144 (Salem) to 6,110 (Newark)</i>		
Percentage of all New Jersey students enrolled in Abbott districts	20.6%	
Student demographics		
African American	40.2%	16.7%
<i>Abbott Range: 1% (West New York) to 95% (East Orange)</i>		
Latino(a)	44.6%	18.4%
<i>Abbott Range: 1% (East Orange) to 96% (Union City)</i>		
White	12.2%	56.7%
<i>Abbott Range: 0% (3 districts) to 90% (Gloucester)</i>		
Asian	2.7%	7.8%
<i>Abbott Range: 0% (7 districts) to 15% (Jersey City)</i>		
Students eligible for free or reduced-price lunch	68.3%	26.5%
<i>Abbott Range: 27% (Neptune) to 93% (Union City)</i>		
Students with limited proficiency in English	13.4%	5.1%
<i>Abbott Range: 0% (Millville) to 35% (Union City)</i>		
Students with disabilities	13.4%	12.9%
<i>Abbott Range: 0% (Irvington) to 20% (Millville)</i>		
Student Achievement		
4th-graders proficient on NJ ASK Language Arts Exam	60.8%	80.3%
<i>Abbott Range: 40% (Salem) to 77% (Garfield)</i>		
4th-graders proficient on NJ ASK Math Exam	65.8%	82.7%
<i>Abbott Range: 48% (Trenton) to 84% (Union City and West New York)</i>		



Source: Education Law Center, Abbott Indicators District Profiles 2007, <http://www.edlawcenter.org/ELCPublic/AbbottProfile.htm>

Timeline of Abbott Decisions

- 1981 – Education Law Center files Abbott v. Burke
- 1988 – Abbott I ruling
- 1996 – Comprehensive Education Improvement and Financing Act (CEIFA) passed in response to Abbott I
- 1997 – N.J. Supreme Court rules CEIFA unconstitutional (Abbott IV)
- 1998 – N.J. Supreme Court mandates additional resources for children in Abbott districts, including pre-k (Abbott V)
- 2000 – N.J. Supreme Court mandates quality requirements for Abbott pre-k programs (Abbott VI)
- 2003 – N.J. Supreme Court allows State Department of Education to pursue a new approach in implementing Abbott at the elementary school level (Abbott X)
- 2008 – School Funding Reform Act (SFRA) passed
- 2009 – N.J. Supreme Court upholds SFRA, contingent on continued funding



Ensuring High-Quality Pre-K in New Jersey's Abbott Districts



Abbott VI Quality Requirements

- Qualified teachers with at least a bachelor's degree and P-3 certification
- Maximum class size of 15, with 1 teacher and 1 aide in each classroom
- Developmentally appropriate curriculum



New Jersey Tools Supporting Quality

- Abbott VI Quality Requirements
- Regulatory Code
- Preschool Teaching and Learning Standards
- Preschool Program Implementation Guidelines



Ensuring Quality in Abbott Pre-k Programs

- Developmentally Appropriate Curriculum
- Qualified Teachers
- Use of Data



Qualified Teachers

- Abbott VI mandated that all Abbott pre-k teachers have bachelor's degree and P-3 certification by 2004
 - 13 Teacher preparation programs offering P-3 certification
 - Scholarships
 - Alternate Route to Certification



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- Improved teacher compensation
- Intensive, Common Professional Development
- Master Teachers



Use of Data for Continuous Improvement

- Child level: Authentic, performance-based assessment
- Classroom/Provider level: Reliable observational measures of classroom quality (ECERS-R)
- District level: Self Assessment and Validation System (SAVS)
- State level: Independent research evaluation



Abbott Pre-K is Producing Results

- Participation in Abbott Pre-k produces statistically significant gains in receptive vocabulary, math, and literacy at kindergarten entry.
- Participating in two years of Abbott Pre-k produces greater effects than one year.
- Significant effects in receptive vocabulary and math persist through the end of second grade.
- Study did not detect significant effects of Abbott pre-k participation on literacy at the end of second grade. But both Abbott Pre-k participants and non-participants scored near national norms on literacy measures.



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<i>Effect Sizes</i>	Longitudinal				
	RDD	K Entry	K End	1 st	2 nd
PPVT					
Year 1	.28	.21	.22	.18	.22
Year 2		.42	.41	.38	.40
WJ Applied Problems					
Year 1	.36	.20	.13	.18	.24
Year 2		.34	.29	.26	.44
Literacy					
Year 1	.56 ^a	.29 ^a	0 ^a		.16 ^b
Year 2		.31 ^a	.14 ^a		.20 ^b

Note. ^a Kindergarten literacy was measured using the Pre-CTOPP.
^b Second grade literacy was measured by WJ subtest Passage Comprehension



Literacy by 3rd Grade

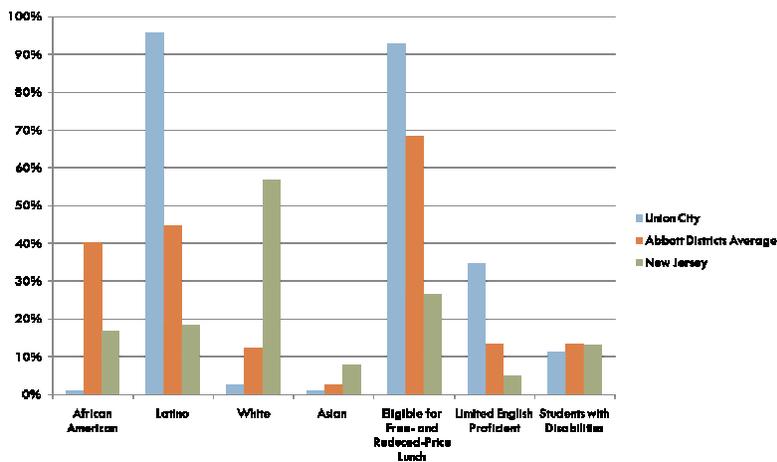


Components of Intensive Early Literacy

- Continuous assessment of students' reading progress and needs
- 90-minute, uninterrupted language arts/literacy block in K-3
- Emphasis on small-group instruction in reading, writing, technology
- A library in every K-3 classroom with at least 300 titles
- Full-day kindergarten
- Class sizes no larger than 21 students in grades K-3
- Effective support and additional time for students with disabilities and English language learners
- Intensive teacher professional development in the elements of intensive early literacy
- Regular opportunities for teachers to collaboratively discuss and analyze student work, assessment results, and interim measures
- Use of literacy coaches

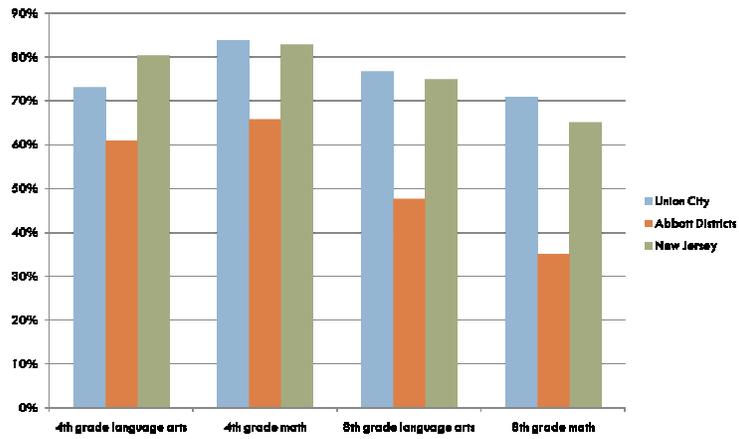


Case in Point: Union City

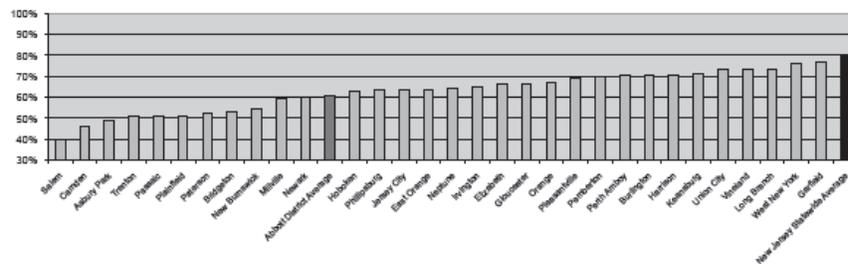


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Student Achievement on New Jersey State Assessment



Percent of 4th Graders at Grade Level in Reading (NJASK)



Source: Education Law Center, Abbott Indicators District Profiles (Newark, N.J.: Education Law Center, 2007). Data from 2007 New Jersey Assessment of



