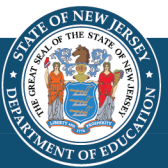


New Jersey Department of Education



Advisory Committee for Federally Funded Programs

Division of Educational Services
May 19, 2023



AGENDA



Advisory Committee for Federally Funded Programs

TEAMS Chat Box Monitor

Mr. Clark Coe, Project Specialist
Office of the Executive Director/Deputy Assistant Commissioner
Division of Educational Services

Moderator's Welcome

Dr. A. Charles Wright, Executive Director/Deputy Assistant Commissioner
Division of Educational Services

Greetings

Ms. Kathy Ehling, Assistant Commissioner
Division of Educational Services

Review of March 17, 2022, ACFFP Meeting
Highlights

Dr. A. Charles Wright, Executive Director/Deputy Assistant Commissioner
Division of Educational Services

Federal Updates Office of Strategic Operations

Ms. Aida Epifanio, Federal Liaison
Office of Strategic Operation

ARP ESSER State Plan Public Comment

Ms. Lisa Haberl, Executive Director
Office of Assistant Commissioner

ESSA Implementation Updates

.



NEXT MEETING

Friday, September 22, 2023



Call To Order

Dr. A. Charles Wright,
Executive Director/Deputy Assistant Commissioner
Division of Educational Services

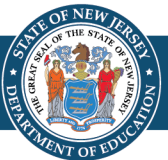




Quote



“ The Elementary and Secondary Education Act was signed into law on April 11, 1955, by President Lyndon Baines Johnson, who believed that full educational opportunity should be our first national goal. “You can find the worst condition that you run into in Alabama, Mississippi, Louisiana, or South Carolina, and if you could just take that one illustration and get it on radio and get it on television and get it in the pulpit’s, get it in meetings, get it, and get it in every place you can. Pretty soon, the fellow that didn’t do anything but follow will say, well, that’s not fair. “ President Lyndon B. Johnson to Dr. Martin Luther King, Jr. , January 15, 1955, which shortly thereafter led to President Johnson’s crusade on the War on Poverty, ultimately leading to the enactment of the Elementary and Secondary Education Act.





Greetings

Ms. Kathy Ehling

Assistant Commissioner

Division of Educational Services





Review

March 17, 2023

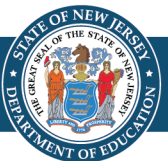
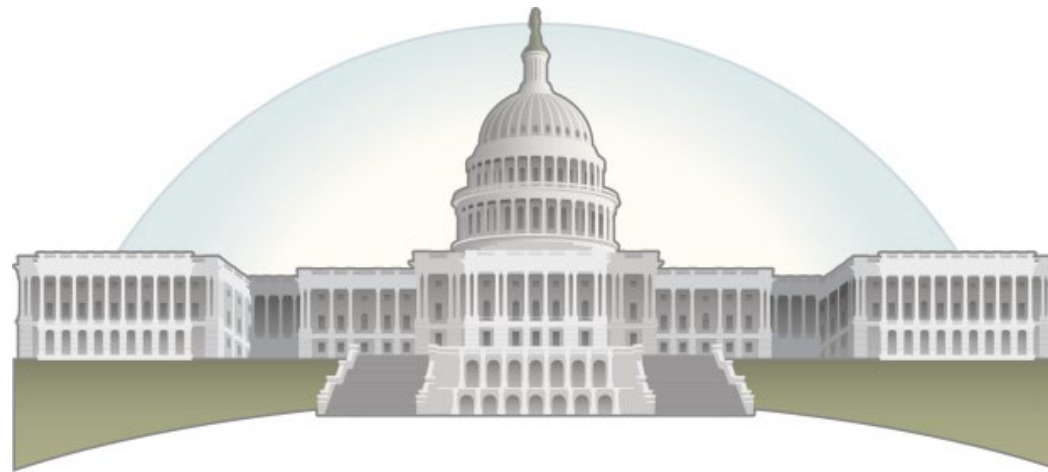
Meeting Notes

New Jersey Department of Education



Advisory Committee for Federally Funded Programs (ACFFP)

May 2023 Federal Update



Federal Update Agenda



- Reminder: ESSER funds expenditures
- FY 2024 Budget Request for the U.S. Department of Education
- Raise the Bar Updates
- National K–12 Supports
- U.S. Presidential Scholars 2023





ESSER Reminders



- ESSER funds (CARES, CRRSA, ARP): additional funding to support local educational agencies (LEAs) in preparing for and responding to the impact of COVID-19 on educators, students, and families.
 - **September 2023:** deadline to obligate all ESSER II funds.
 - **September 2024:** deadline to obligate ARP ESSER funds.
- Allowable uses, accounting guidance and other resources:
<https://www.nj.gov/education/esser/resources/>
- **Maximizing Federal Funds:**
<https://www.nj.gov/education/federal/funding/index.shtml>
- [**NJDOE Federal Funding Dashboard**](#) (updated twice a month)





President Biden's Budget Request for FY 2024



- [President Biden's Budget Request for FY 2024](#) was recently released, the budget proposes **\$90.0 billion in new discretionary Budget Authority, a \$10.8 billion or 13.6 percent increase from the fiscal year 2023 enacted level.** No programs were eliminated or consolidated. Some highlights include:
 - \$20.5 billion for Title I, a **\$2.2 billion increase** above the fiscal year 2023 enacted level.
 - \$18.2 billion for special education programs, with \$16.3 billion for IDEA, Part B, a **\$2.7 billion increase** over the fiscal year 2023 enacted level.
 - \$578 million toward President Biden's goal of doubling the number of certified school-based counselors, psychologists, social workers, and other mental health professionals.
 - \$3 billion in educator preparation, development, and leadership, **an increase of \$342 million** over fiscal year 2023 enacted levels.
 - \$1.2 billion for English Language Acquisition grants, a **\$305 million** increase over the fiscal year 2023 enacted level.



Raise the Bar Updates



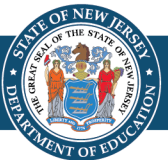
- [Raise the Bar: Lead the World](#): USED's vision and priorities for 2023
- The key focus areas include:
 - [Achieve Academic Excellence](#)
 - [Boldly Improve Learning Conditions](#)
 - [Create Pathways for Global Engagement](#)



SY 22-23 National K-12 Supports



- [National Center on Safe Supportive Learning Environments \(NCSSLE\)](#): hosts webinars, conferences, and learning events on a wide variety of topics related to improving conditions for learning.
- [Unlocking Career Success](#): interagency initiative that reimagines how our nation's high schools prepare all students to thrive in their future careers.
- [Overdeck Family Foundation Family Engagement Learning Series](#): USED partnership with Carnegie Foundation of New York and Overdeck Family Foundation establishing a Family Engagement Learning Series.
- [Engage Every Student Initiative](#): helps communities use ARP funds, alongside other state and local funds, to ensure that every child who wants a spot in a high-quality out-of-school time program has one.
- [National Partnership for Student Success](#): aims to recruit 250,000 new tutors and mentors to help catch students up academically and thrive. Additionally, NJDOE has launched a counterpart effort, the [New Jersey Partnership for Student Success](#).



Six New Jersey Students Named 2023 U.S. Presidential Scholars



- U.S. Secretary of Education Miguel Cardona recently announced the 59th class of U.S. Presidential Scholars, recognizing 161 high school seniors for their accomplishments in academics, the arts, and career and technical education fields.
 - NJ – Bridgewater – Andrew C. Noviello, Lawrenceville School, Lawrenceville, New Jersey.
 - NJ – Cedar Knolls – Ian Liu, Packer Collegiate Institute, Brooklyn, New York.
 - *NJ – Cherry Hill – Christopher Y. Shin, Cherry Hill High School East, Cherry Hill, New Jersey. (*U.S. Presidential Scholar in Arts)
 - NJ – Ho-Ho-Kus – Sebastián N. Anderson, Northern Highlands Regional High School, Allendale, New Jersey.
 - NJ – Howell – Camryn Nicole Bartone, Freehold Township High School, Freehold, New Jersey.
 - NJ – Mountain Lakes – Katherine Chen, Mountain Lakes High School, Mountain Lakes, New Jersey.





New Jersey Department of Education



Section D.1 Amendment To The ARP ESSER State Plan

Public Comment

Title 1 Community of Practice

Ms. Lisa Haberl, Executive Director



ARP ESSER State Plan Amendment



- NJDOE proposes the enclosed amendment of Section D.1 of the State's ARP ESSER plans to the US Department of Education.
- Section D focuses on *Maximizing State-Level Funds to Support Students*, and Part 1 responds to the Academic Impact of Lost Instructional Time.
- With data and stakeholder input, NJDOE established the Accelerated Learning Coaching and Educator Support Grant and earmarked funds for assessments in 2021.
- The proposed changes redirect the funds for assessments to funding foundational literacy initiatives for early learners.

State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund

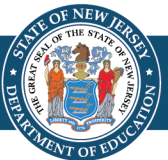


U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.



Proposed State Amendment



Amendment Excerpt:

Additionally, but separately from the Acceleration Coach and Educator Support grant program, the NJDOE will use funds reserved under section 2001(f)(1) of the ARP to support the costs of ~~assessments designed to measure student readiness to engage with grade-level learning, including the Start Strong assessments and a Kindergarten Readiness Assessment.~~ **professional learning initiatives to bolster foundational literacy and research-based student supports.** ~~This assessment is an~~ **These initiatives are important tool strategies** in the State and LEA's approach to implementing evidence-based interventions to address the academic impact of lost instructional time. As outlined in section A.3, various data on the ~~academic, social, emotional, and mental health~~ needs of students will be available to NJDOE to help continuously evaluate and **respond to** the State's **evolving** educational needs.



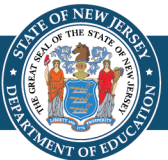


Summary



The New Jersey Department of Education (NJDOE) plans to submit an amendment to Section D.1 of the State's ARP ESSER plans to the United States Department of Education (USDE) to fund foundational literacy initiatives for early learners.

The NJDOE welcomes your thoughts as a part of gathering public commentary and feedback on the proposed amendment.



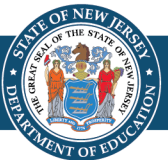


Prospective Programs For Funding



The **Reading Acceleration Professional Integrated Development (RAPID)** Initiative will support and bolster foundational literacy. This Initiative will target literacy in early elementary grades (Kindergarten through Grade 3). The Department will identify vendors with the capacity to provide professional development opportunities for New Jersey educators and to create professional development resources targeting learning acceleration in early literacy.

The **Reading Acceleration Professional Integrated Development (RAPID) Plus** Initiative will support and bolster literacy in upper elementary grades (Grades 4 through 6). The Department will partner through Memorandums of Understanding with institutes of higher education (IHE) with the capacity to provide professional development opportunities for New Jersey educators and to create resources targeting learning acceleration in literacy.





Thank You!



New Jersey Department of Education Website
nj.gov/education

Email questions and comments to:
esser@doe.nj.gov

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ESSA Implementation



New Jersey Department of Education



ESEA Nonpublic Consultation

Constance Webster, PhD
ESEA Nonpublic Ombudsman
Office of Nonpublic School Services
Division of Field Support and Services





Nonpublic Consultation



- Consultation is the key to successful implementation of federal equitable service requirements.
- Begins in the Spring prior to the upcoming school year.
- The goal of consultation is agreement between the local education agency and nonpublic school officials on how to provide equitable and effective programs for eligible nonpublic school children, staff and families.



Nonpublic Enrollment Report



- To be eligible for ESEA Title funds a nonpublic school MUST be registered with the state and MUST complete the Nonpublic Enrollment Report (NPER) every year.
- Nonpublic student enrollment is taken from the (NPER) and used as part of the calculation to determine the equitable share for Titles II, Part A, III, III Immigrant, and IV.
- Eligibility for Title I, Part A is not dependent on completion of the NPER.
- If the NPER is not complete, a nonpublic school will not receive an equitable share of ESEA Titles funds for that grant year.



ESEA Nonpublic Consultation Toolkit



- The ESEA Nonpublic Consultation toolkit provides LEAs and Nonpublic school personnel all necessary resources for successful consultation:
- Nonpublic Equitable Services (nj.gov)



Nonpublic Consultation Deadlines



*Can an LEA set a deadline for nonpublic schools to indicate intent to participate? **Yes***

- An LEA may set a reasonable deadline, taking into consideration nonpublic schools' schedules, to indicate their intent to participate.
- An LEA should provide clear and sufficient notice of the deadline, identifying potential consequences for not meeting the deadline, and give adequate time for nonpublic schools to respond.



Nonpublic Consultation Deadlines



What should an LEA do if a nonpublic does not respond to multiple consultation requests?

- An LEA must retain documentation showing proof that multiple attempts to engage the nonpublic school in consultation were made. This can include the following:
 - Read receipt email;
 - Certified letter; or
 - Phone log.

Upon request, an LEA must provide access to this documentation.





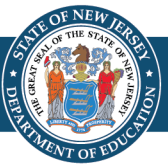
New Jersey Department of Education



The Every Student Succeeds Act (ESSA)

Office of Supplemental Educational Programs Updates


May 2023



New ESSA Website



The screenshot shows the homepage of the ESSA website. At the top, it says 'Department of Education' and 'Every Student Succeeds Act (ESSA) in New Jersey'. Below this is a navigation bar with 'ESSA', 'Annual School Planning', and 'Resources'. A large banner image shows diverse students in a classroom. Below the banner is a breadcrumb trail: 'Home / Every Student Succeeds Act (ESSA) in New Jersey'. The main content area includes an introductory paragraph about ESSA replacing NCLB, a section on the ESSA State Plan, and a list of ESSA provisions. On the right side, there are three sidebar sections: 'ESSA Related Policies' (listing Constitutional Prayer, ESEA Complaint Policy, Student Rights, and Unsafe School Choice), 'Technical Assistance' (listing Division of Educational Services and a request form), and 'Contact Us' (providing address, phone, and email for the Office of Supplemental Educational Programs). At the bottom, there are five icons with labels: 'NJ ESSA State Plan', 'ESSA Programs', 'ESSA FAQ', 'ESSA Nonpublic Ombudsman', and 'ESSA Accountability'.

- Technical Assistance Request Form
- Student Records and Rights
- ESSA Programs
 -  Title II, Part A - Supporting Effective Instruction
 - Title IV, Part A - Student support and academic enrichment
- Title I, Part A
 - [Parent & Family Engagement](#)
 - [Educational Stability for Children in Foster Care](#)
- ESSA FAQ





Office Hours



ESEA Program	2023 Office Hours/Topic
Title I – occurring Tuesday’s	May 23 (Newly Identified Schoolwide Schools – Part 1) June 7 (Newly Identified Schoolwide Schools – Part 2)
Title III – occurring Friday’s	May 2 (Parent Refusals); May 16 (Title III and Title III Immigrant); May 30 (Sheltered Instruction); June 13 (Charter Schools Info Session); June 27 (Open Topic)
Title IX/EHCY – occurring Thursday’s (Homeless)	May 25 (Open to 5 Regional Grantees & 600+ District Homeless Liaisons) June 22 (Open to 5 Regional Grantees & 600+ District Homeless Liaisons)



Resources for Specialized Populations

Ensuring Equity to Close Achievement Gaps



Office of Supplemental Educational Programs

Overview

The degree of unfinished learning caused by the pandemic will differ by student, subject, and grade—affecting math more than reading, younger grades more than older, and students already lacking adequate supports more than others. Research supports two ways schools can give students the opportunities and supports they need to complete unfinished learning: targeted intensive tutoring and expanded learning time ([Expanded Learning Time: A Strategy to Solve Unfinished Learning](#), March 2021). The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Funds allocated to districts are meant for disadvantaged students who fall behind their peers who are not impacted in the same way. Title I, Part A funds provide access to both academic and non-academic opportunities to help identified students meet challenging, State academic standards.

Data and Statistics



Participation Data

Number of students in school wide and targeted assistance programs by race/ethnicity over time



Promising Practices

1 **"2021 Learning Acceleration Resources Guide" from the National Institute for Excellence in Teaching (NIET)**

These tools provide guidance, strategies, and templates to help school teams and individual educators target areas of need and deepen student understanding and ownership of learning.



2 **Accelerating Student Learning with High-Dosage Learning**

Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically. Although high-dosage tutoring is an excellent strategy for addressing COVID-19 learning loss, students most likely to benefit from high-dosage tutoring are the least likely to have adequate access without direct school or district action. The pandemic substantially widened socioeconomic gaps in parents' searches for online learning resources during spring 2020. Wealthy families also are more likely to hire professional tutors to combat learning loss, exacerbating gaps. Students from lower-income families and schools likely will require additional attention and tutoring resources given lower levels of access to and engagement with supplemental learning tools.

Student Support and Accountability Programs (USED)

Educational Stability Resource

Foster Care Transition Toolkit (USED)

Parent and Family Engagement

Parent and family engagement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.



Title I, Part A: Parent and Family Engagement Handbook (TEA)



The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

Reducing Barriers for Students Experiencing Homelessness



Office of Supplemental Educational Programs

Overview

Students have experienced loss, illness, economic hardships, disrupted learning, trauma, and stress as a result of the COVID-19 pandemic. While COVID-19 has touched all students, it has deepened pre-existing inequities facing students of color, students from low-income backgrounds, multilingual learners, students with disabilities, LGBTQI+ students, **students experiencing homelessness**, and other underserved students. These challenges can have a direct impact on student learning and growth. The American Rescue Plan (ARP) provides states, districts, and schools with significant federal resources to implement evidence-based strategies to accelerate learning through integrated and targeted supports, instructional approaches, tutoring, and high-quality out-of-school time.

Promising Practices

1 **Maximizing Federal Funds to Support Learning Acceleration (NJDOE)**

The Maximizing Federal Funds website provides school and school district leaders, Local Educational Agencies (LEAs), grant administrators, educators, and other stakeholders with information about how different Federal funds may be used to meet their specific, identified needs. This resource is best used within LEA's cycle of continual improvement. On a continual basis, LEAs in collaboration with diverse stakeholders identify students' needs, particularly the needs of the most vulnerable and those most impacted by COVID-19. Once these needs are identified, the examples can provide ideas and inspiration about how to best use ARP-ESSER money and how to pair it with more sustainable Federal funding streams to have the most positive and lasting impacts on students and schools.

2 **National Student Support Accelerator A Tutoring Connection**

Using ARP-HCY Funds to Build a Program High-Impact Tutoring: Equitable and Effective Learning Acceleration

3 **Institute on Community Integration (University of Minnesota)**

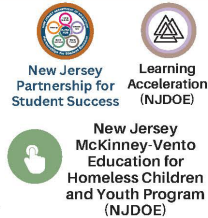
As schools continue to adapt their learning environments, maintaining connections to students has been challenging. Check & Connect recognizes that relationships are paramount and that students need the mentor's support now more than ever. In response to this changing environment, the Check & Connect team has developed the [Online Mentoring Guide](#). This guide offers strategies for fostering online relationships, planning conversations around school, and facilitating online interventions.



National Center for Homeless Education

Data and Statistics
Only 64% of homeless students graduate from high school.

Homeless students are **87%** more likely to drop out of school than their stably housed peers.



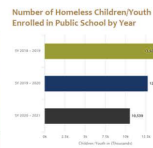
Resources

Using ARP Funding for High Impact Tutoring

Effective Facilitation of Tutoring (Video)

Check & Connect: A mentoring intervention to improve student engagement

Number of Homeless Children and Youth Enrolled in Public School by Year



Supporting Migrant Students



Office of Supplemental Educational Programs

Overview

The NJDOE's [Migrant Education Program](#) ensures that all migrant students reach challenging academic standards and graduate with a high school diploma. Migrant students already face challenges because they are constantly relocating from one place to another for work. Frequent moves, language barriers, and lack of resources make it difficult for these students to learn. Research shows that the worldwide closure of schools has deeply impacted the already underserved and disadvantaged migrant student population. Preparing educators with effective instructional strategies to meet the needs for all migrant students is one way to help address this issue. The learning doorway defines accelerated learning as a comprehensive, innovative, proven methodology that greatly increases our capacity to learn, problem-solve and create. ([www.learningdoorway.com](#), 2009) According to the [New Jersey Department of Education's Learning Acceleration Guide](#), "the goal of learning acceleration extends beyond recovering the ground lost to COVID-19; it must be viewed as a long-term, comprehensive framework that anchors districts' academic, social, and behavioral interventions to the common purpose of promoting global competitiveness for all students".



Resources

Migrant Education Program

Learning Acceleration Principles (NJDOE)

Office of Migrant Education (USED)

College Assistance Migrant Program (CAMP): Assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an Institute of Higher Education.

High School Equivalency Program (HEP): Helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training.

Promising Practices

1 **Comprehensive Center Network Guide to Accelerated Learning**

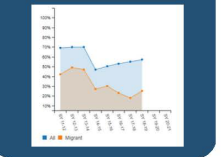
This guide walks you through the process of what accelerated is and what it is not. It evolves into resources and strategies that are turn-key at the local district level. The guide concludes with exemplars from across the nation and insight on their approaches to recovery success.

2 **Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs**

This resource highlights seven key challenges to providing school- or program-based mental health support across early childhood, K-12 schools, and higher education settings, and also presents seven corresponding recommendations.

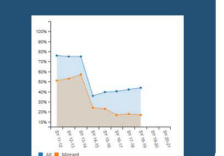
Performance Data

for Language Arts in New Jersey



Performance Data

for Mathematics in New Jersey



Pandemic Learning Reveals the Value of High-Quality Instructional Materials to Educator-Family-Student Partnerships (Principal 4)

Expanding the required dimensions of "high-quality" instructional materials, this resource provides focuses on how to be educative for families, tech-enabled, and culturally responsive while creating systems and structures to improve upon learning experiences.



New Jersey Department of Education

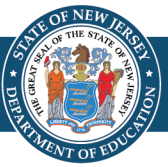


ESEA Complaint Policy

Ad Hoc Committee

Update

May 2023

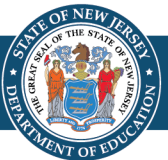




Preliminary Work – Status Update



- ESEA Complaint Policy and Procedures
 - Revise Content:
 - Updating, eliminating duplicative text
 - Format and Ease of Use:
 - Table with required elements; template to complete; graphic organizer; steps for parents and families
 - Summer Survey:
 - Input on proposed revisions to content, format, and ease of use





2021-2022 School Performance Report and Graduation Data

Ms. Jessica Merville, Director

Office of Performance Management





2021-2022 Report Release



- School performance reports for the 2021-2022 school year were released on April 5, 2023.
- The reports included all data available prior to the pandemic, except for median student growth percentiles (mSGPs).
 - The NJDOE expects to resume reporting on mSGPs in the 2022-2023 reports.
 - The 2021-2022 reports link to the alternate growth measure (RSIM) used for 2021-2022 accountability.
- While some data is comparable to pre-pandemic performance, other data elements continue to be impacted. The NJDOE recommends caution in comparing data from 2019-2020 to 2021-2022 across years.

School Performance Reports



The School Performance Reports can be used as a tool to help evaluate whether all students have equitable access to a high-quality education. Use these reports to:

- **Learn more** about a school or district
- **Start conversations** with school community members
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Available Data



- The 2021-2022 reports include a wide variety of data:

Data Included	
Student enrollment and demographics	Apprenticeship
Statewide assessment participation and performance	Chronic Absenteeism
DLM and ACCESS for ELLs assessment participation	Discipline and incident data
PSAT, SAT, and ACT participation/performance	School day information
AP/IB course and test information	Device ratios
Dual enrollment participation	Teacher/administrator experience, retention, demographics
Course participation	Staff counts and staff to student ratios
Career and Technical Education (CTE) information	Teachers by subject area
Seal of Biliteracy	School-level per-pupil expenditures
Graduation rates and pathways	Schools identified for comprehensive/targeted support
Dropout rates	District and school narratives
Postsecondary enrollment	Accountability scores and identification/exit status

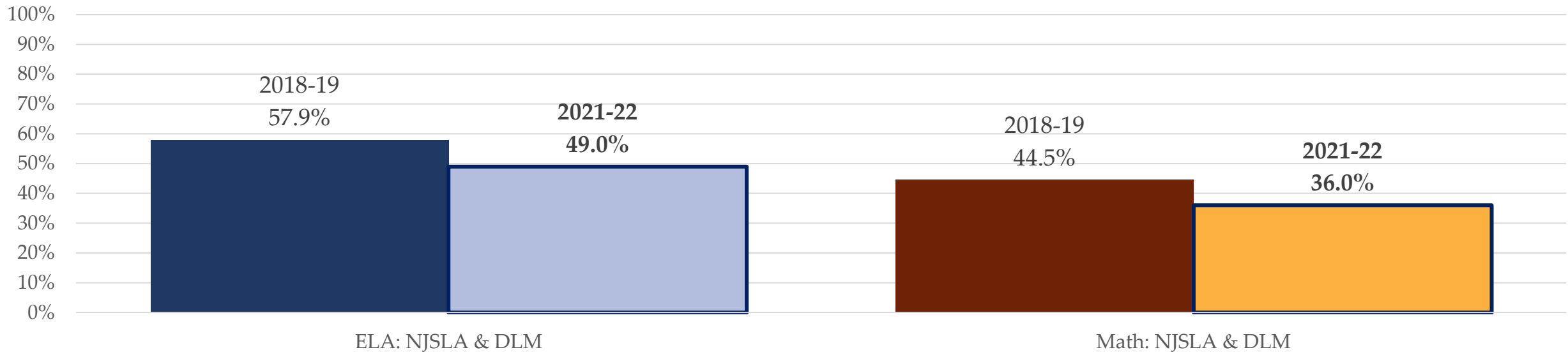


Statewide Assessment Performance



- The schoolwide proficiency rates in the performance reports show the percentage of students scoring at Level 4 or 5 on the NJSLA assessment and Level 3 or 4 on the DLM assessment.

Percentage of Students Meeting or Exceeding Expectations

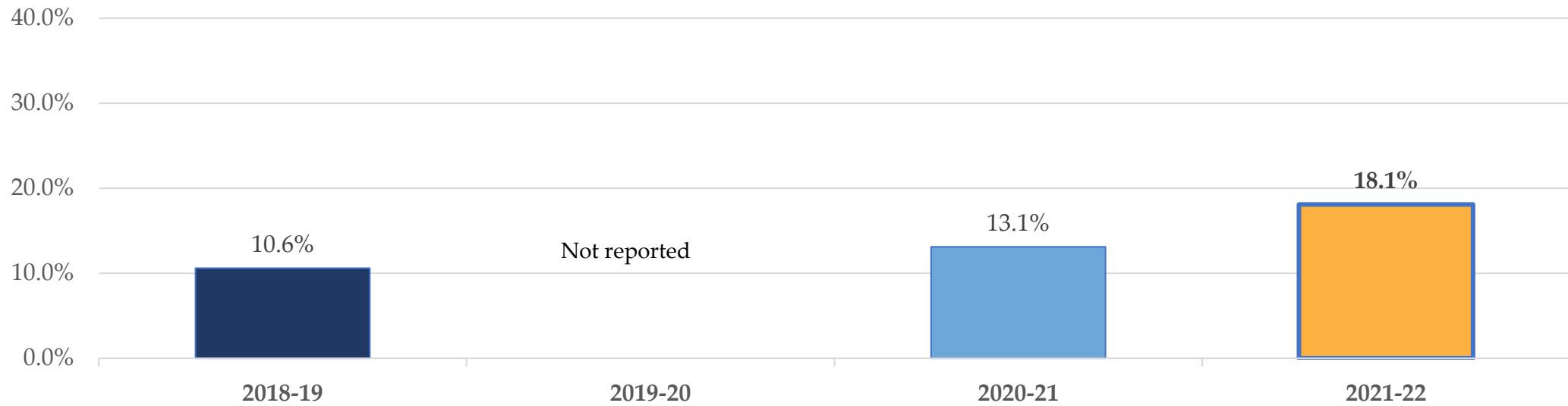


Chronic Absenteeism Rates



- Increases in 2021-2022 chronic absenteeism rates may have been due to more students staying home in the event of sickness or exposure to COVID-19.
- Attendance Works estimates that chronic absenteeism rates nationally may have doubled in 2021-2022 compared to before the pandemic.

Statewide Chronic Absenteeism Rates

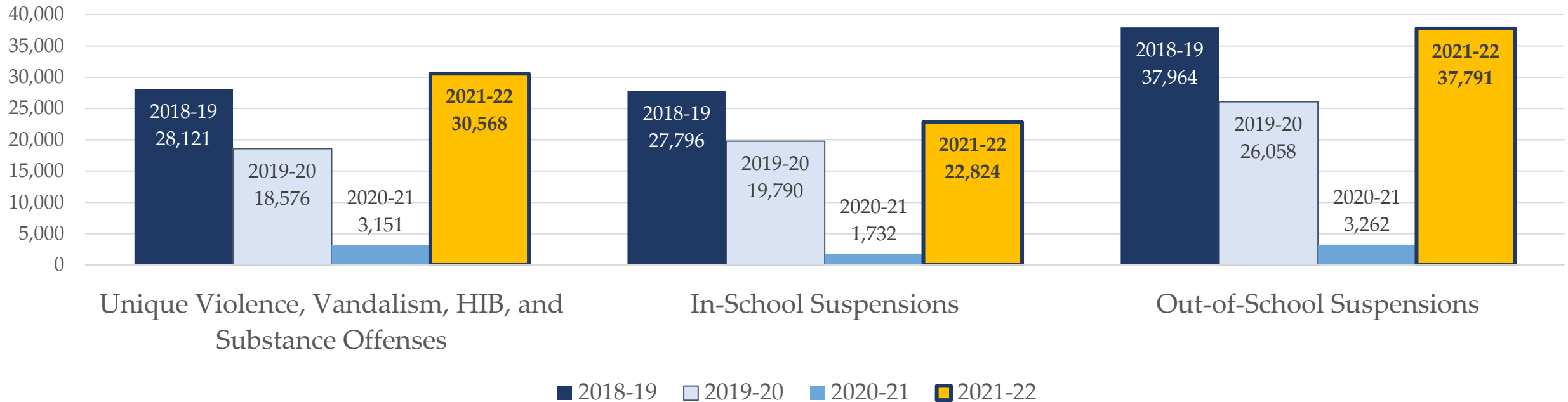




Discipline Data



- The number of incidents and removals dropped in 2019-2020 due to school closures in spring 2020 and again in 2020-2021 because many districts were fully or mostly remote.

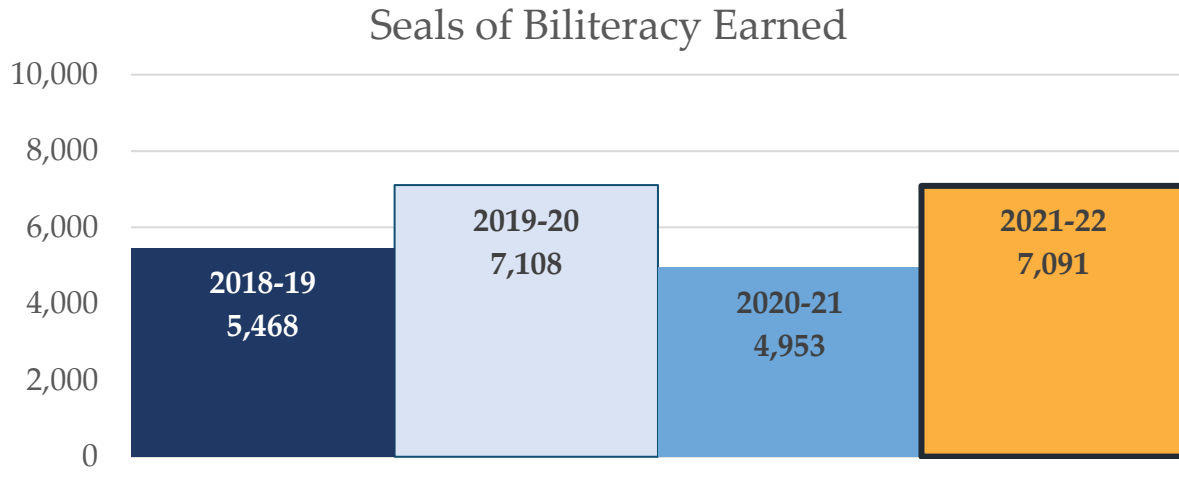
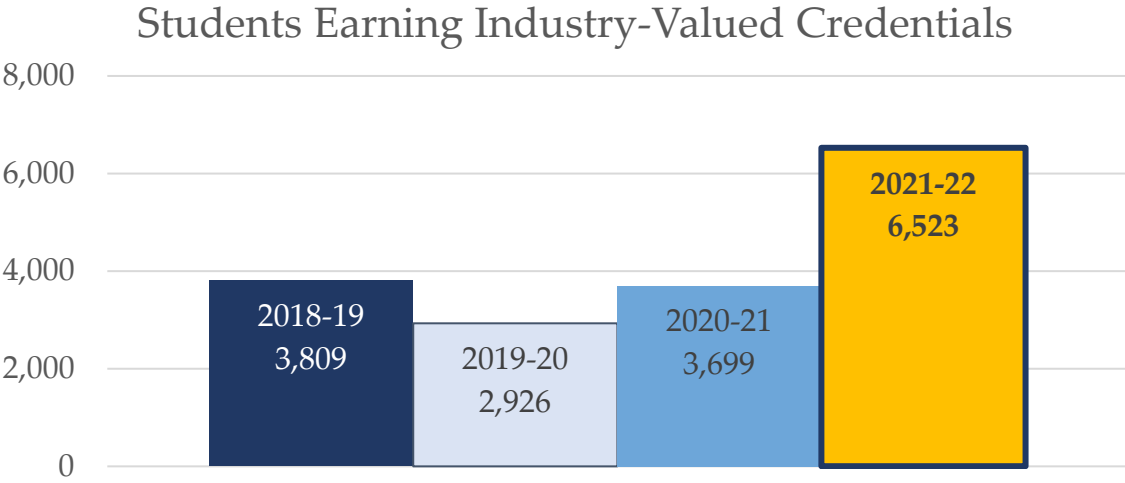




Measures with 2021-2022 Increases



- Two areas that saw either return to pre-pandemic levels or large increase were industry-valued credentials and the Seal of Biliteracy.





Graduation Requirements



- In New Jersey, students must meet state course requirements, local attendance requirements, and state graduation assessment requirements to graduate.
- State regulations also allow the Individualized Education Program (IEP) team of a student with a disability to exempt a student from the above requirements and allow the student to satisfy the assessment requirements by meeting alternate requirements.
- Federal graduation regulations require that all students included as graduates in the federal graduation rate must have met the same graduation requirements.
- As a result of a federal performance review by the U.S. Department of Education (USED), the NJDOE began reporting two versions of the graduation rate in 2021:

State Rate:

Includes all students who receive a state-endorsed diploma

Federal Rate:

Students with disabilities who do not meet all graduation requirements are not included as graduates

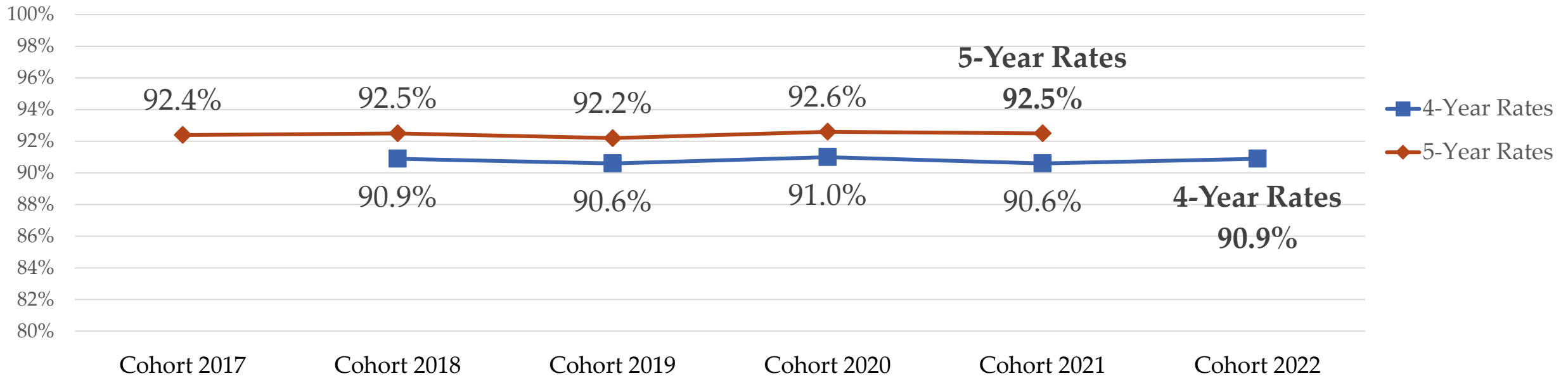


2022 Graduation Rates – State Version



- Four-year and five-year graduation rates have remained relatively stable over the last five years.
- These rates reflect the state calculation and include all students who graduated.

Four-Year and Five-Year Graduation Rate Trends



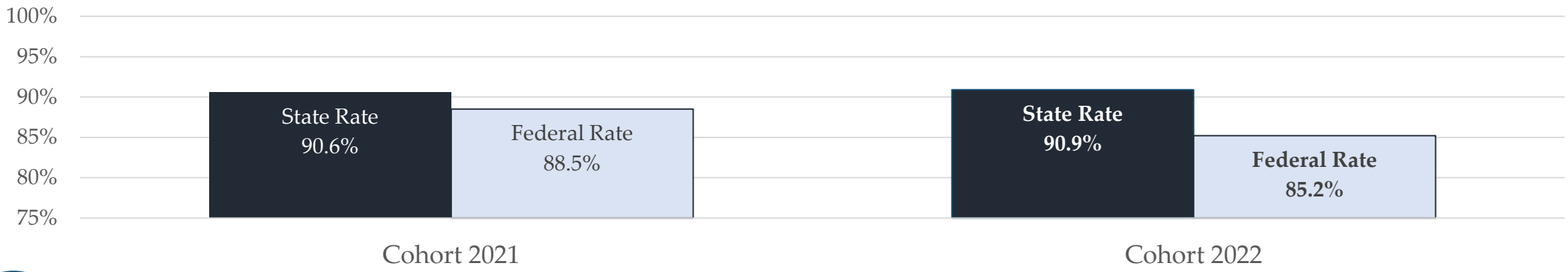


Federal Graduation Rates



- In 2021, graduation assessment requirements were waived, so only students with disabilities who did not meet course or attendance requirements were excluded as graduates.
- In 2022, graduation assessment requirements were back in place, so any student with disabilities who did not meet course, attendance, **or assessment requirements** was excluded as a graduate, which resulted in a lower federal rate.

State and Federal Four-Year Graduation Rates





ESSA Accountability Identification



- Under the federal waiver that NJDOE received in March 2021, states were required to assure that they would identify schools for comprehensive and targeted support and improvement in fall 2022, using data from the 2021-2022 school year.
- The 2021-2022 School Performance Reports include the status of all schools for the 2023-2024 school year based on the fall 2022 identification and exit process, as well as the summative percentile rankings used in the process.



ESSA Identification Summary



- Under ESSA, states must identify the lowest-performing 5% of Title I schools for comprehensive support and improvement and additional schools for targeted support.
- Of 274 schools in comprehensive or targeted status for the 2022-2023 school year:
 - 180 schools (65%) will exit status as of June 30, 2023
 - 94 schools (34%) will remain in status for the 2023-2024 school year
- 170 schools (about 7% of all schools) have been newly identified for comprehensive or targeted support for the 2023-2024 school year.
- 264 schools total (about 10% of all schools) will receive comprehensive or targeted support for the 2023-2024 school year.



ESSA Accountability Resources



- School Performance Reports include the status of all schools, performance across accountability indicators, and summative ratings.
- The [NJDOE Title I Accountability page](#) includes additional data and resources related to the accountability system:
 - ESSA Accountability Profiles and Companion Guide
 - Accountability Workbooks and Technical Guide that provide data and explain how summative ratings were calculated and how schools were identified
 - Performance data cross-tabulated by student group
 - 2021-2022 Alternate Growth Data: Relative School Improvement Measure (RSIM)



Thank You!



New Jersey Department of Education: nj.gov/education

School Performance Reports: www.njschooldata.org

Office of Performance Management:

reportcard@doe.nj.gov

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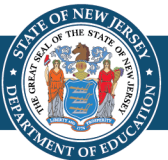




Office of Assessment

Mr. John Boczany, Director

Office of Assessments





Discontinuation of Start Strong Assessments



- With the successful reinstatement of the NJSLA in the spring of 2022, the New Jersey Department of Education (NJDOE) discontinued the Start Strong assessments effective fall 2023.
- NJDOE is grateful to the education community for their partnership in successfully implementing the Start Strong assessment over this period.
 - [Discontinuation of Start Strong Assessments](#)





Spring 2023 Assessments



- The spring 2023 Assessment schedule is available on the Assessment website.
 - [Statewide Assessment Testing Schedule 2022-23](#)
- Spring Assessments include:
 - New Jersey Student Learning Assessment for English Language Arts, Mathematics, and Science
 - NJSLA – ELA/M/Science (ends June 2, 2023)
 - New Jersey Graduation Proficiency Assessment (NJGPA) (concluded)
 - Dynamic Learning Maps (DLM) (ends May 26, 2023)
 - ACCESS and Alternate Access for ELLs (concluded)
 - National Assessment of Educational Progress (NAEP) (concluded)





New Jersey Student Learning Assessment (NJSLA)



- The department has introduced a new method for handling paper-based tests for the Spring 2023 test administration cycle. Districts administering the secure paper version (i.e., regular paper, Braille, or Large Print) of the NJSLA are required to transcribe student responses directly into TestNav by creating Transcription test sessions.
 - The benefits of this new process allows districts to transcribe student responses as soon as the student has completed testing
 - Improves the departments commitment to providing student test results to the field in a timely manner
- Districts must refer to the guidance document on creating "Transcription" test sessions located on the [New Jersey Assessments Resource Center](#) > **Educator Resources** > **Test Administration Resources** > **Testing Resources**.
- Districts are also strongly encouraged to refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for administration guidance.
- The deadline to transcribe NJSLA paper tests into TestNav must be completed no later than June 2, 2023.



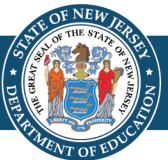
What is NAEP?



NEW JERSEY

NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

- National Assessment of Educational Progress
- Began in 1969
- Administered by the National Center for Education Statistics (NCES)
 - NCES selects the schools and students for participation
- **State** NAEP every odd year (10-20,000 NJ students assessed total)
- **National** NAEP even year (approximately 3,000 students assessed in NJ)





Once a School is Selected (NAEP)



- Title I Schools **MUST** participate per National Education Statistics Act of 1994: **Shall participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.**
- No NAEP=No Title I Money
- School coordinator works with NAEP State Coordinator then NAEP field staff
- Parents can elect not to have their children participate



Assessment Resources



- The [New Jersey Assessments Resource Center](#) website contains resources for:
 - Administering the assessments
 - Content resources
 - Practice tests
 - Parent Resources
 - Released items (Digital Item Library)





Thank You!



New Jersey Department of Education: nj.gov/education

assessment@doe.nj.gov

(609) 376-3960

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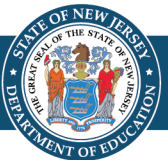
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Thank You!



New Jersey Department of Education Website
nj.gov/education

Questions may be submitted to:

Advisory Committee for Federally Funded Programs

ACFFP@doe.nj.gov

Remember to mark you calendar for the next ACFFP meeting Scheduled for
Friday, September 22, 2023

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