



NEW JERSEY DEPARTMENT  
OF CHILDREN AND FAMILIES

## New Jersey Department of Children and Families Policy Manual

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**SUBJECT:** Recording and Reporting of Student Progress and Performance

**EFFECTIVE DATE:** March 9, 1999

**REVISED:** May 29, 2001

### A. OBJECTIVE

To assure for each student in a Department of Children and Families (DCF) education program the appropriate recording of progress towards the educational program requirements aligned with the Core Curriculum Content Standards (CCCS) or the Core Curriculum Content Standards for Students with Severe Disabilities (CCCSSSD) and delineated in the student's Individualized Education Program (IEP)/Individualized Program Plan (IPP) and the timely reporting of that progress and the performance on Statewide assessments to the student, the parent(s) guardian(s)/adult student, and the Local Education Agency (LEA).

### B. STANDARDS

1. In adherence with NJAC 6:9-2.5, the student, the parent(s)/guardians(s)/adult student, and the LEA shall be notified at appropriate times during the school year of the student's progress towards meeting the CCCS or CCCSSSD as outlined in his/her IEP/IPP including high school graduation requirements for secondary students.
2. In accordance with NJAC 6A:8-4 and NJAC 6A:14-4.11, students in DCF education programs shall participate in Statewide assessments, and the information regarding student performance on those Statewide assessments shall be properly disseminated.

3. For each student leaving a DCF education program, an educational progress report shall be transmitted to the responsible district board of education pursuant to NJAC 6:9-2.5.

## **C. PROCEDURES**

1. The Education Supervisor (ES) or designee at each DCF education program shall be responsible for the development of a progress report/report card to be utilized for documenting and reporting student progress and performance.
  - a. The appropriate Regional Administrator (RA) or Office of Education Administrator (OOEA) shall review and approve the developed progress report/report card.
  - b. When progress reports/report cards are revised by a program, the new format shall be forwarded to the RA or OOEA for his/her review and approval.
  - c. Each program's progress report/report card shall minimally include:
    - 1) school and student identifying information, including the school year and the student's date of birth, current grade level and LEA;
    - 2) record of attendance;
    - 3) progress towards the proficiencies aligned with the CCCS or the CCCSSSD as stipulated in the student's IEP/IPP;
    - 4) progress towards goals and objectives in a student's IEP which are not addressed in conjunction with the student's coursework [3) above];
      - (a) This progress may be documented directly on the student's report card/progress report utilizing various formats such as a code system or comment section; or
      - (b) This progress may be documented on the TIE IEP Progress Report which shall be attached to the student's report card/progress report.
    - 5) progress towards high school graduation requirements for secondary students;
    - 6) the area(s) of student deficiencies requiring remediation, as appropriate;
    - 7) behavioral issues, as appropriate; and
    - 8) a recommendation regarding student promotion, as appropriate.
2. The ES or designee shall provide the student/adult student, as appropriate, and the parent(s)/guardian(s) with student progress reports/report cards quarterly

during the school term and at the conclusion of the extended school year summer session.

- a. The ES or designee shall provide an opportunity for parent conferences to review each student's progress and/or address student deficiencies/ areas requiring remediation.
3. At least annually, the ES or designee shall forward progress reports/report cards to the student's LEA to assure credit for work completed and inclusion in the student's cumulative record.
4. The DCF Secondary School Record (See Attachment 1) which is located in the IEP (Additional Student Information) section of the TIE program shall be maintained by the ES or designee on the TIE system to document student achievement for all non-classified and classified secondary students in grades nine through graduation for whom the Office of Education (OOE) provides child study services.
  - a. Prior to forwarding a DCF Secondary School Record to the LEA, the record shall be carefully reviewed, and a printed copy of the record indicating a student's achievement while he/she participated in a DCF education program shall be stamped with the DCF OOE seal.
  - b. The ES or designee at each DCF education program shall be responsible for the operation and security of the DCF OOE seal which shall be maintained in a locked cabinet when not in use.
  - c. If the DCF OOE seal is lost, the ES or designee shall immediately notify the appropriate RA or OOEA.
5. The Summary Transcript in the Supervisor of Educational Programs and Child Study Team Case Manager Letters and Forms Manual shall be utilized primarily to compile a comprehensive secondary school record of achievement for a state responsible student eligible for graduation.
  - a. The Summary Transcript shall not be stamped with the DCF OOE seal when the information on the transcript includes a student's achievement in an educational placement other than a DCF education program.
6. According to the schedule prescribed by the Department of Education, DCF education programs shall administer the applicable Statewide assessments which include: the Elementary School Proficiency Assessment (ESPA); the Grade Eight Proficiency Assessment (GEPA); the High School Proficiency Assessment (HSPA); the Special Review Assessment (SRA); and the Alternate Proficiency Assessment (APA).
  - a. Appropriate accommodations or modifications to the Statewide assessment system shall be provided for Limited English Proficient (LEP) stu-

dents eligible for State testing and for students with disabilities as determined by the IEP team.

- b. Students with disabilities shall participate in Statewide assessments in accordance with NJAC 6A:14-4.11.
  - 1) If the IEP team determines that a student with a disability shall not participate in all or part of a particular Statewide assessment because of the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the Statewide assessment and the student cannot complete any of the questions on the assessment in a subject area with or without accommodations, the student's IEP shall include a statement of why the assessment is not appropriate for the student and a statement of how the student shall be assessed.
  - 2) A student with a disability may participate in the SRA for the HSPA when the IEP team determines that the student requires an alternate format to demonstrate the knowledge and skills measured by the HSPA.
  - 3) In accordance with DOE guidelines, students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities shall be administered the APA which will measure the progress of students with severe disabilities toward achieving the CCCSSSD.
- c. The DCF-OOE shall maintain an accurate record of each student's performance on Statewide Assessments.
  - 1) The OOE Test Coordinator shall report the results of Statewide assessments to the DCF education programs within 30 days of the receipt of information from the Department of Education.
  - 2) An individual student's report of performance on a Statewide assessment shall be maintained in the student's educational record, and the label for the HSPA shall be adhered to the DCF Secondary School Record, as appropriate, or other prominent place in the student record. If the student's responsible district board of education requests the original HSPA label be sent to them, a copy of the HSPA label shall be placed in student's record.
  - 3) A copy of the Individual Student Report shall also be provided to the student and parent(s) or guardian(s) in a timely manner.
- d. Students who score below the established levels of student proficiency in any content area of a Statewide Assessment shall be provided appropriate instruction to improve their skills and knowledge.

- e. Following the 11<sup>th</sup> grade, a student who has not demonstrated proficiency on one or more sections of the HSPA shall be provided the opportunity to demonstrate such competence through both repeated administrations of the HSPA and the SRA process as outlined in OOE Policy #19, High School Graduation Requirements.
  - f. LEP students who require an alternate format to demonstrate knowledge and skills measured by the HSPA may be administered the SRA in their native language which includes passage of an English fluency assessment approved by the DOE or may be administered the SRA in English with appropriate accommodations.
7. For each student leaving a DCF education program, an educational progress report shall be forwarded to the responsible district board of education/State facility program, as appropriate, in accordance with NJAC 6:9-2.5.
- a. An educational progress report shall minimally include the following information maintained in the mandated student records which shall be forwarded to the responsible district board of education/State facility program, as appropriate, after a student's discharge in accordance with the Supervisor of Educational Programs and Child Study Team Case Manager Letters and Forms Manual:
    - 1) IEP/IPP;
    - 2) Program Progress Report/Report Card;
    - 3) Statewide assessment information and diagnostic findings; and
    - 4) DCF OOE Secondary School Record, as appropriate.
  - b. The appropriate letter from the Supervisor of Educational Programs and Child Study Team Case Manager Letters and Forms Manual shall accompany the mandated student records being returned to the responsible district board of education/State facility, as appropriate, and shall indicate the student's basic identifying information, a designated contact person and the enclosure of the materials comprising the educational progress report.

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**Note: This is a reproduction of a signed document. The original document is on file with the DCF Office of Education.**