



STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: June 2, 2021
To: Chief School Administrators, Charter School and Renaissance School Project Leads
Route To: Directors of Curriculum Directors of Special Services, Principals, Teachers
From: Lisa J. Gleason, Ed.D., Assistant Commissioner
Division of Academics and Performance

Release of Local Education Agencies' Interim Assessment Data Collection

As part of the New Jersey Department of Education's (Department) commitment to ensuring that all students are making meaningful growth toward grade-level standards, this year the Department collected data regarding participation in and performance on local interim assessments from all Local Educational Agencies (LEAs). As detailed in the Department's February 25, 2021 [broadcast](#), local interim assessment data help provide a snapshot of student learning during this school year. The purpose of this collection was to obtain mid-year assessment data (resulting from local interim assessments administered between November 16, 2020 and February 19, 2021) to report on whether students were below, at, or above grade level, with "grade level" referencing the LEA's expectations of student mastery of the New Jersey Student Learning Standards (NJSLS) at a designated point in time.

Each LEA relied on local English language arts (ELA), mathematics, and science interim assessment data to report student progress through a Department-provided template. Data were disaggregated districtwide by student group. Specifically, the Department collected data reflecting progress on:

- ELA: K-10
- Mathematics: K-8; Algebra I, II and Geometry
- Science: K-11; Chemistry, Biology, Physics, Earth and Space Science

The Department would discourage comparisons between the interim assessment data described above and data regarding student performance on previous administrations of the New Jersey Student Learning Assessment or other statewide assessments. Statewide assessments serve a different purpose and are administered under different conditions than local interim assessments. Comparisons between these data sets would not yield meaningful takeaways regarding trends in student learning over time. The variety of instructional models under which local interim assessments were administered and the variety of assessment types utilized by LEAs around the State prevent any reasonable comparisons.

Statewide interim assessment data disaggregated by student group may be found in the tables below. Note that these are the same data that the Department will include in its American Rescue Plan Act Elementary and Secondary School Emergency Relief (ARP ESSER) Fund State Plan, a draft of which the Department [released](#) for public comment on May 24, 2021 and which the Department will submit to the U.S. Department of Education by June 7, 2021. The Department is accepting public comment on its draft ARP ESSER Fund State Plan until June 3, 2021.

The statewide aggregate data indicates learning gaps between major racial and ethnic groups, as well as within historically vulnerable student groups. This data further reinforces the Department's commitment to providing the necessary supports and guidance to LEAs in using their local data to identify trends, gaps, and opportunities to address the unique needs of student populations, provide grade level content, and ensure all students have

equitable access to high-quality instruction and rich learning experiences. The Department is in the process of analyzing more detailed reports of local interim assessment data and will present additional information at the upcoming June State Board of Education meeting.

NJDOE Interim Assessment Data Collection English Language Arts Statewide Results				
Student Population Group	# Participant Scores Reported	% Below Grade Level	% At Grade Level	% Above Grade Level
All Students	945,969	37%	38%	25%
White	399,076	27%	44%	29%
Black or African American	137,804	51%	33%	16%
Hispanic	258,797	52%	31%	17%
Asian	104,514	18%	38%	44%
American Indian or Alaska Native	2,000	37%	42%	22%
Native Hawaiian or Pacific Islander	2,209	29%	43%	28%
Two or More Races	41,569	32%	40%	28%
Economically Disadvantaged	296,835	54%	30%	16%
English Learners	70,719	65%	22%	12%
Students with Disabilities	130,878	57%	31%	13%
Migrant Students	365	48%	35%	16%
Military-Connected Students	5,810	34%	47%	18%
Homeless Students	4,584	62%	27%	11%

**NJDOE Interim Assessment Data Collection
Mathematics
Statewide Results**

Student Population Group	# Participant Scores Reported	% Below Grade Level	% At Grade Level	% Above Grade Level
All Students	1,016,551	37%	38%	24%
White				
White	434,095	28%	45%	27%
Black or African American				
Black or African American	146,154	56%	30%	14%
Hispanic				
Hispanic	279,335	52%	31%	17%
Asian				
Asian	108,588	16%	37%	47%
American Indian or Alaska Native				
American Indian or Alaska Native	2,130	36%	40%	24%
Native Hawaiian or Pacific Islander				
Native Hawaiian or Pacific Islander	2,456	31%	43%	26%
Two or More Races				
Two or More Races	43,793	34%	40%	26%
Economically Disadvantaged				
Economically Disadvantaged	317,875	55%	29%	16%
English Learners				
English Learners	77,560	60%	24%	16%
Students with Disabilities				
Students with Disabilities	142,572	55%	31%	14%
Migrant Students				
Migrant Students	400	54%	31%	15%
Military-Connected Students				
Military-Connected Students	6,221	33%	50%	17%
Homeless Students				
Homeless Students	4,902	61%	28%	11%

**NJDOE Interim Assessment Data Collection
Science
Statewide Results**

Student Population Group	# Participant Scores Reported	% Below Grade Level	% At Grade Level	% Above Grade Level
All Students	793,852	21%	45%	33%
White				
White	352,619	13%	51%	36%
Black or African American				
Black or African American	99,191	37%	40%	23%
Hispanic				
Hispanic	206,353	34%	41%	24%
Asian				
Asian	97,951	8%	41%	52%
American Indian or Alaska Native				
American Indian or Alaska Native	1,476	22%	47%	32%
Native Hawaiian or Pacific Islander				
Native Hawaiian or Pacific Islander	2,257	19%	45%	35%
Two or More Races				
Two or More Races	34,005	18%	48%	34%
Economically Disadvantaged				
Economically Disadvantaged	223,175	38%	38%	24%
English Learners				
English Learners	50,511	42%	35%	22%
Students with Disabilities				
Students with Disabilities	113,331	33%	45%	22%
Migrant Students				
Migrant Students	345	31%	43%	26%
Military-Connected Students				
Military-Connected Students	5,373	18%	60%	22%
Homeless Students				
Homeless Students	3,437	46%	37%	17%

To further support LEAs in addressing academic and social emotional gaps between the 2020-2021 and 2021-2022 school years through robust summer programming, the Department has released the [2021 Summer Learning Resource Guide](#), as well as [guidance for Extended School Year \(ESY\)](#). Please contact DOERoadForward@doe.nj.gov if you have any questions or need additional information.

c: Members, State Board of Education
 Angelica Allen-McMillan, Ed.D., Acting Commissioner of Education
 NJDOE Staff

Statewide Parent Advocacy Network
 NJ LEE Group
 Garden State Coalition of Schools