New Jersey Department of Education

Advisory Committee for Federally Funded Programs

Division of Educational Services
May 17, 2024

AGENDA

Advisory Committee for Federally Funded Programs

TEAMS Chat Box Monitor	Ms. Leslie Sansone Office of the Executive Director
Greetings	Dr. A. Charles Wright, Executive Director/Deputy Assistant Commissioner Division of Educational Services
Review of September 22nd ACFFP Meeting Highlights	Dr. A. Charles Wright, Executive Director/Deputy Assistant Commissioner
Introducing the New ACFFP Webpage	Ms. Peggy Porche, Planning Associate Office of the Executive Director Division of Educational Services
Federal Update	Ms. Aida Epifanio, Federal Liaison Office of Strategic Operations
ESSA State Plan Revision Project and Key Proposal	Ms. Leslie Franks-McRae, Director Office of Supplemental Educational Services NJDOE Staff

Call To Order & Greetings

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

Review of ACFFP Meeting Highlights March 22, 2023

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

Federal Update

Ms. Aida Epifanio, Federal Liaison
Office of Strategic Operations

Agenda

- Reminder: ESSER funds expenditures

- New Final Title IX Regulations

- NJ Semifinalists for US Presidential Scholars

- National K–12 Supports

Federal Budget Updates

- In late March, Congress reached a funding deal for the U.S. Department of Education for the remainder of the FY23-24.

- USED will receive $79.1 billion for the FY that lasts through Sept. 30, which includes a cut of about $100 million to the U.S. Department of Education's budget even as it provides small increases to key K-12 programs, including increases of $20m each to Title I grants and IDEA.

New Final Title IX Regulations

- ED recently released updated Title IX regulations on protections against sex discrimination.

- The new regulations include a new definition of sexual harassment and new procedures for investigating Title IX violations.

- The final regulations are effective on August 1, 2024, and apply to complaints of sex discrimination regarding alleged conduct that occurs on or after that date.

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Six New Jersey Students announced as U.S. Presidential Scholars

USED recently announced the U.S. Presidential Scholars which recognizes high school seniors for their accomplishments in academics, the arts, and career & technical education fields.

Congratulations to the following NJ Students:

- Iris Hur, Paramus - Bergen County Academies

- Gabrielle Liberman, Summit - Kent Place School

- Pranav Sitaraman, Edison - Middlesex County Academy for Science Math & Engineering

- Nicholas Yoo, Ramsey - Delbarton School

- Selina S. Zhang, Annandale - North Hunterdon High School

- Harmony Zhu, Cresskill - The Brearley School
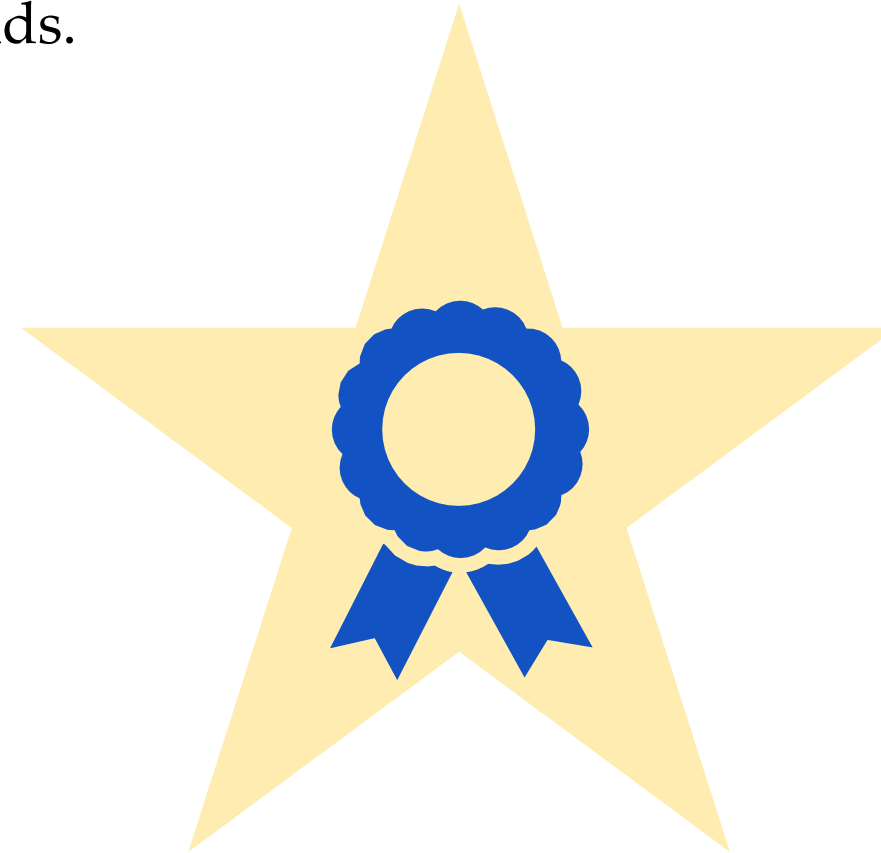
SY 23-24 National K-12 Supports

- **FAFSA Resources:** USED has developed resources intended to help with the Free Application for Federal Student Aid (FAFSA) submission, including: a toolkit for students and families, a toolkit for counselors and educators, general tips, a need-to-know document and a federal aid estimator among other resources.

- **"Toolkit for the Promotion of Voter Participation for Students":** resources for educational institutions to help them identify and implement actions to assist eligible students with voter registration and voting.

Thank you!

ESSA State Plan Revision Project and Key Proposals

April 2024 Overview

- **I** •Background
- **II** •Project Overview
- **III** •ESSA System of Support & Accountability
- **IV** •Key Proposals
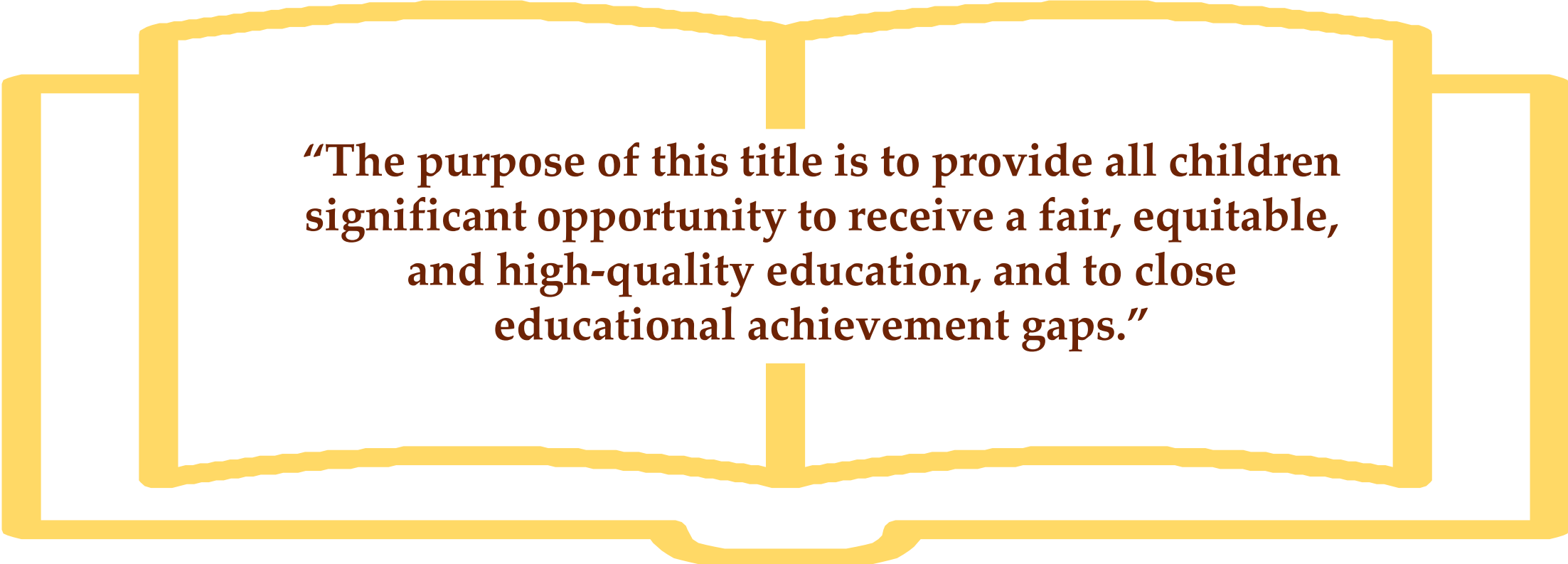- **V** •Next Steps

Background

Background: Federal Law

In 2015, The Elementary and Secondary Education Act (ESEA) of 1965 was reauthorized by the Every Student Succeeds Act (ESSA) (Replacing No Child Left Behind Act).

"The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."

Background: NJ ESSA State Plan

To close opportunity gaps, the ESSA State Plan **outlines how the New Jersey Department of Education (NJDOE) will meet the following ESSA requirements:**

- Establish state standards, set academic goals, and assess progress toward those goals for all students and schools;

- Measure and report performance of all students, schools, and districts;

- Identify and support schools in need of improvement; and

- Support all students, educators, schools, and districts.

The ESSA State Plan:

- Describes New Jersey's approach to improve school and district accountability.

- Was approved by United States Department of Education (USED) in 2017 and updated in 2023.

See the Approved ESSA State Plan for additional context.

Reasons for Changes to ESSA State Plan

Redlined Version Updated 2023

- COVID-19 Addendum
- 2019 USED Performance Review of ESSA State Plan
- USED Review of Migrant Education Program
- General assessment updates

Amendments to be Submitted in 2024

- New Information
- Accuracy
- Alignment
- Expand/Enhance

Key Strategies for Student Supports

To ensure student groups who have historically been disadvantaged are **provided the educational supports they need to thrive**, New Jersey's ESEA State Plan will describe how the NJDOE will improve systems of support. This **continuous improvement** aims to better...

Focus resources on student populations who need and deserve the most assistance.

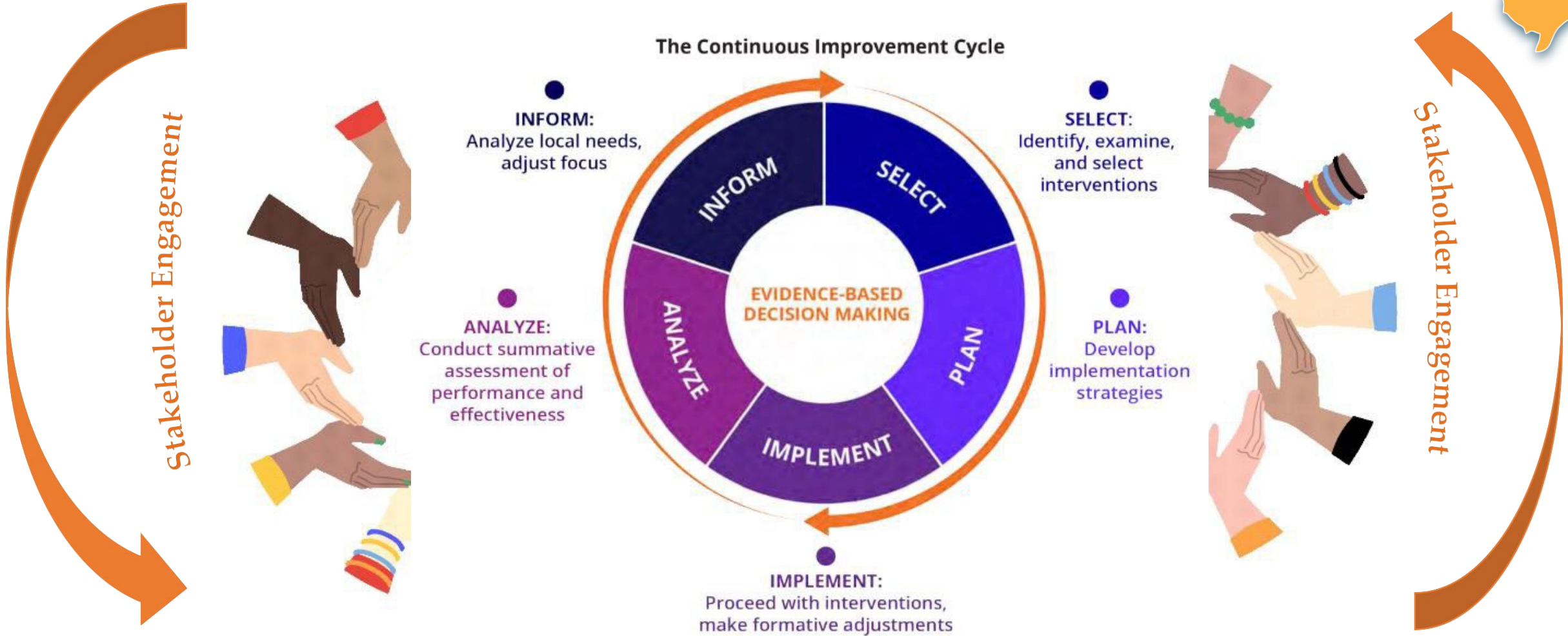Using fair, transparent, and meaningful metrics, identify what schools/districts need the most support.

Support those LEAs to identify and provide the appropriate interventions their students need through a process of continuous improvement.

Recruit, prepare, retain, and support educators to ensure all students have access to high quality teachers.
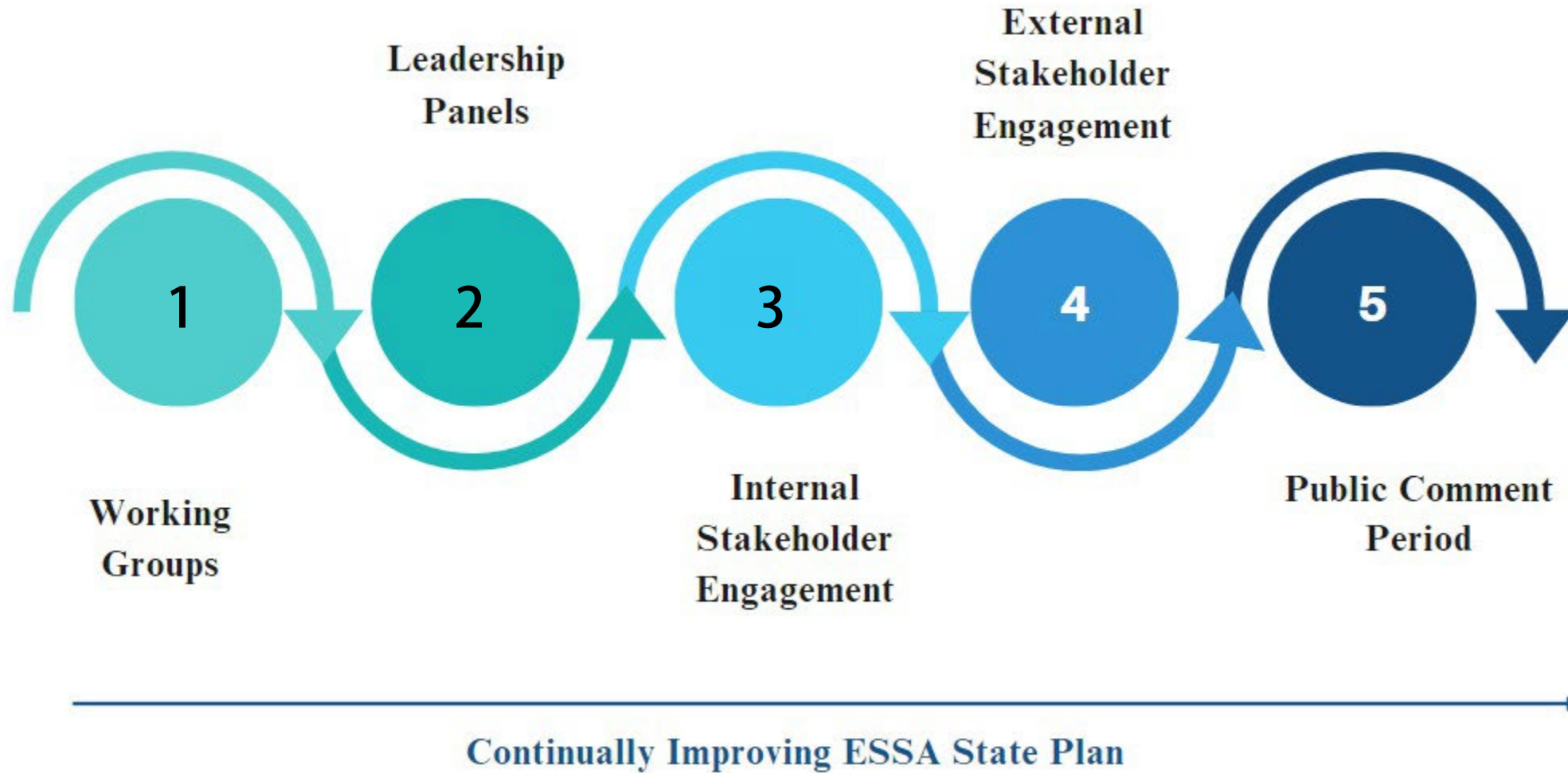
Continuous Improvement Cycle Model

The Continuous Improvement Cycle

Stakeholder Engagement

INFORM:
Analyze local needs, adjust focus

SELECT:
Identify, examine, and select interventions

ANALYZE:
Conduct summative assessment of performance and effectiveness

PLAN:
Develop implementation strategies

INFORM

SELECT

ANALYZE

PLAN

IMPLEMENT

EVIDENCE-BASED DECISION MAKING

IMPLEMENT:
Proceed with interventions, make formative adjustments

Stakeholder Engagement

Project Overview

Development Process

Leadership Panels

External Stakeholder Engagement

1 — Working Groups

2

3 — Internal Stakeholder Engagement

4

5 — Public Comment Period

Continually Improving ESSA State Plan

New Jersey System of Support and Accountability

Categories of Supports Mandated by ESSA

Accountability and Support

States must use the ESSA accountability system to identify schools in need of support as well as the level of support they require.

Identified schools receive intensive help; this assistance includes additional fiscal support and coaching provided by NJDOE through the Office of Comprehensive Support.

Accountability (Examples)

ESSA school accountability is one type of accountability system that the NJDOE leads...

NJ Quality School Accountability Continuum (QSAC)	School Performance Reports (and ESSA School Profiles)	Charter School Accountability Framework	Federal Monitoring

State Fiscal Monitoring	Special Education Monitoring	ESSA School Accountability

New Jersey Indicators Broken Down

Category	Indicator	Grade Level Configuration		
		Elementary and Middle School	Mixed	High School
Academic Progress	ELA Growth (mSGP)	X	X	-
	Math Growth (mSGP)	X	X	-
Academic Achievement	ELA Proficiency	X	X	X
	Math Proficiency	X	X	X
Graduation Rate	Four-Year Graduation Rate	-	X	X
	Five-Year Graduation Rate	-	X	X
English Language Proficiency (ELP) Progress	English Language Progress	X	X	X
School Quality/Student Success	Chronic Absenteeism	X	X	X

Accountability Data is the Tip of the Iceberg

Identify schools for support (CSI, TSI, and ATSI)

- Academic Achievement
- Academic Progress
- Graduation Rate
- Progress in English Language Proficiency
- School Quality Student Success

Understand what students need for success and evaluate effectiveness of educational practices

- Discipline Data
- School Performance Reports
- Monthly Attendance Reports
- Depression Screeners
- Local Formative Assessments and Benchmark Data

Categories of Supports Mandated by ESSA

Under ESSA, New Jersey is required to use the data described in the State Plan to identify schools in need of support or improvement. Associated calculations and supports are organized within the following systems to identify schools in need of:

Comprehensive Support and Improvement (CSI)

Title I schools with a summative score in the bottom five percent of Title I schools, high schools with a federal four-year graduation rate of 67% or less, or Title I schools identified for additional targeted support and improvement for three or more consecutive years

Targeted Support and Improvement (TSI)

Schools with at least one student group that missed annual targets and performed below the state average for all available indicators for two years in a row

Additional Targeted Support and Improvement (ATSI)

Schools with at least one student group with a summative score that would be in the bottom five percent of Title I schools
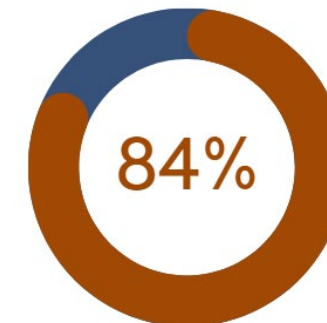
Success of Intense Supports

Of the 100 schools statewide with the highest increase in summative ratings from 2017-18 to 2021-22 (i.e. top 4% of all schools), 26 received comprehensive or targeted support from the NJDOE.

65% of all eligible schools exited status as of June 30, 2023.

65%

84% of comprehensive schools saw increases in their summative ratings.

84%

Key Proposals: Related to Identifying Schools in Need of Support

ESSA State Plan Long-Term Goals

Section 1 of New Jersey's ESSA State Plan establishes goals described as ambitious and achievable.

Academic Achievement Long-Term Goals	By 2032*, 80% of students will meet or exceed grade-level expectations on the statewide English language arts (ELA) and mathematics assessments.
Graduation Rate Long-Term Goals	By 2032*, 95% of students will graduate within four years of entering 9th grade and 96% of students will graduate within five years of entering 9th grade.
Annual Targets	For both academic achievement and graduation rate, each school and student group has individualized interim targets based on their own baseline data.

*The timeline for long-term goals was shifted from 2030 to 2032 based on the approved COVID-19 State Plan Addendum.

Current Annual Target

Goal:
80%

10-year target:
64%

5-year target:
50%

Baseline:
40%

Baseline   2021   2026   2030
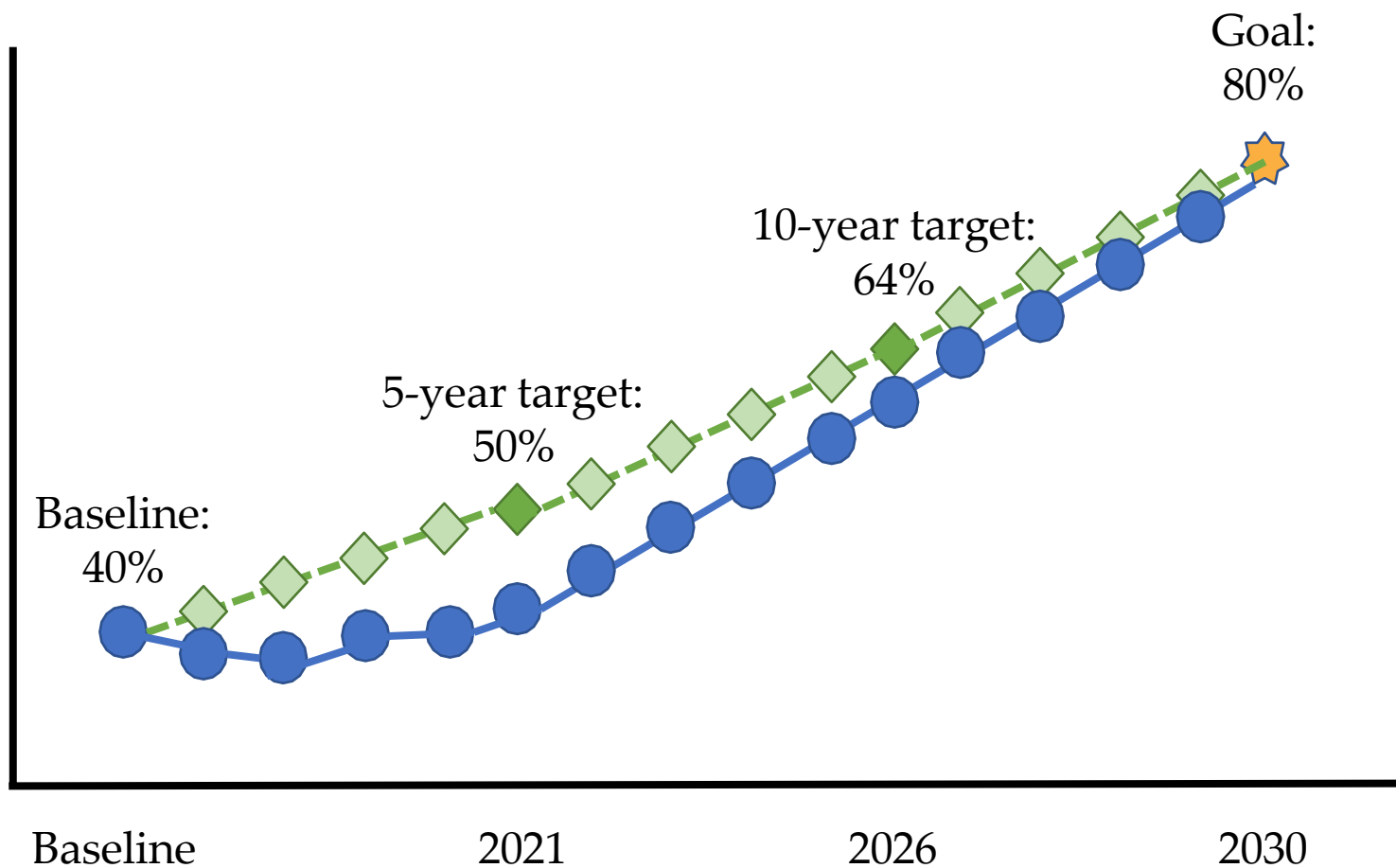
The purpose of the annual targets is to measure whether schools and student groups are on track to meet long-term goals.

The current plan does not have any mechanism to adjust targets during the 13-year period.

Long Term Goals and Targets Proposal

NJDOE proposes to redefine the long-term goals and targets of the ESSA and adjust the target status categories.

Redefine Goals:

Future Goals: Define future goals, separate from ESSA long term goals that reflect the state's ultimate goal for each indicator.

New ESSA Long-Term Goals: Close the gaps between baseline performance and future goals by a set percentage every five years.

Sustainability Plan: Every six years, create a new long-term goal to close the gap between the new baseline and future goal for the next six years.

Long Term Goals and Targets Proposal

The NJDOE proposes to redefine the long-term goals and targets of the ESSA and make adjustments to the target status categories.

Update Targets:

Updated Annual Targets: The annual targets for years one through five will be set initially based on the annual amount of progress required to reach the long-term goal in six years, with progress equally distributed across the six years.

Target Adjustments: Was the annual target met?
- Yes, the subsequent targets remain the same.
- No, the remaining annual targets through year five will be adjusted to reflect the annual amount of progress required to reach the long-term goal in the remaining years.

ESSA Indicators & Requirements

All accountability indicators must allow for meaningful differentiation, be valid, reliable, comparable, and available statewide.

Academic Achievement	Academic Progress	Graduation Rate	Progress in English Language Proficiency	School Quality Student Success
For all public schools in the state, a measure of proficiency on the annual assessments required under ESSA.	For public elementary and secondary schools that are not high schools, a measure of student growth.	For public high schools in the state, measure the four-year adjusted cohort graduation rate; and at the state's discretion, the extended year cohort graduation rate.	For public schools in the state, measure progress in achieving English language proficiency, as defined by the state, within a state-determined timeline for all English learners.	For all public schools in the state, include not less than one indicator of school quality or student success.

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ESSA Academic Achievement

For all public schools in the state, a measure of proficiency on the annual assessments is required under ESSA.

ESSA requires states to annually measure, for all students and separately for each student group, academic achievement as measured by proficiency on the statewide annual assessment.

In New Jersey, this includes students taking the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics as well as students with the most significant intellectual disabilities taking the Dynamic Learning Maps (DLM) assessment.

State Discretion in ESSA

States are provided discretion when determining how to measure proficiency.

New Jersey, like many other states, currently uses "percent proficient" as its measure of academic achievement. For example:

$$\frac{\textbf{Number of Students who Score 4 or 5}}{\textbf{Total Number of Test Takers}} = \textbf{Percent (\%) Proficient}$$

Academic Achievement (Proficiency) Proposal

Some states use an index-based system that awards points based on the performance level where a student scores. Examples include Connecticut, New York, and Vermont.

- NJDOE is proposing to over the next year, explore an index-based measure of proficiency for the academic achievement indicator.

- The NJDOE plans to **test this metric** using **2024-2025 school year data**. It will not be factored into the accountability system but will be reported publicly. Following a successful test and evaluation, this indicator may be then used within each school's summative rating.
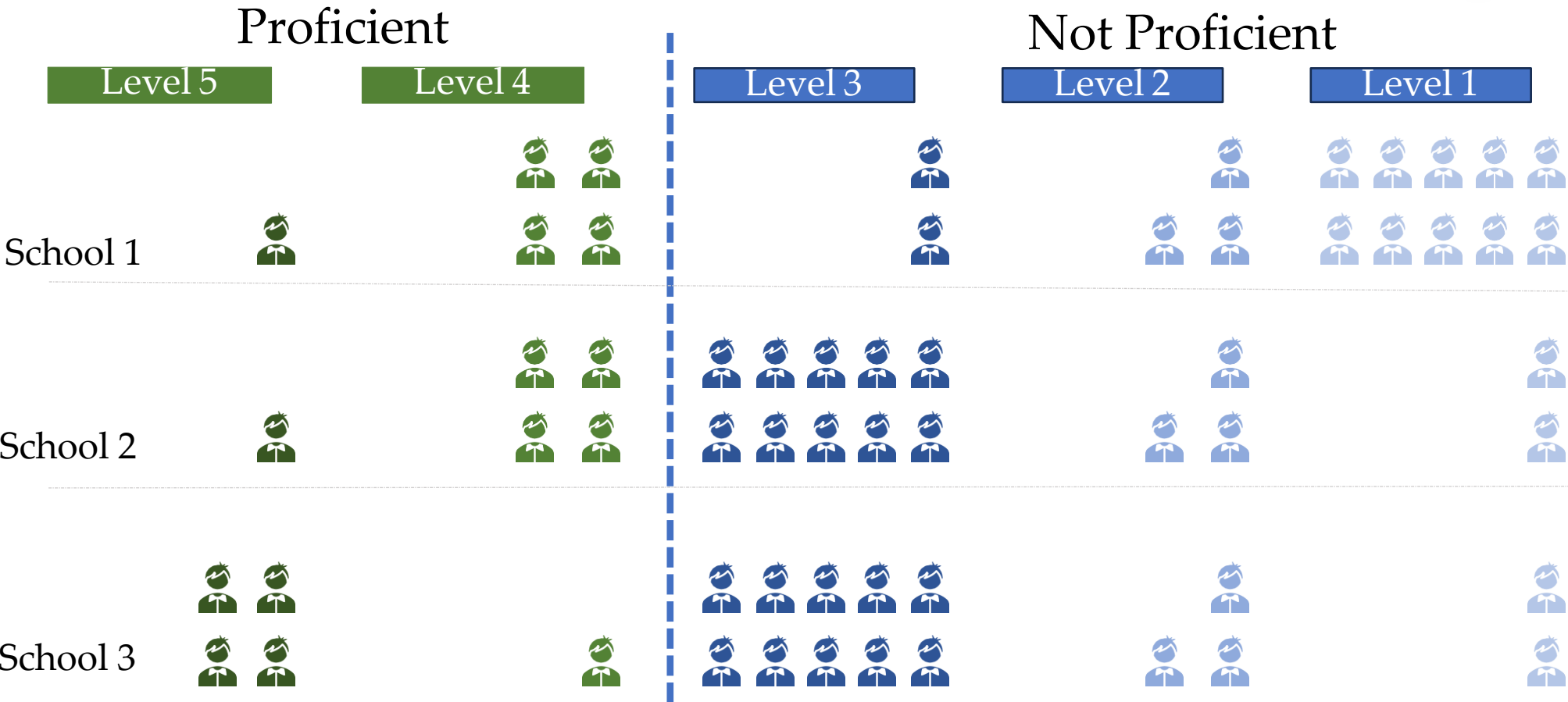
Academic Achievement (Proficiency) Proposal

An index-based metric would award points based on the performance level (rather than only awarding students who score a "5" or "4" on the statewide assessment.

Proficient   Not Proficient

Each school still has 25 percent of its student body scoring proficient, but now we can see the distribution across each performance level.

An index-based measure of proficiency would better capture this nuance.

ESSA Indicators & Requirements

All accountability indicators must allow for meaningful differentiation, be valid, reliable, comparable, and available statewide.

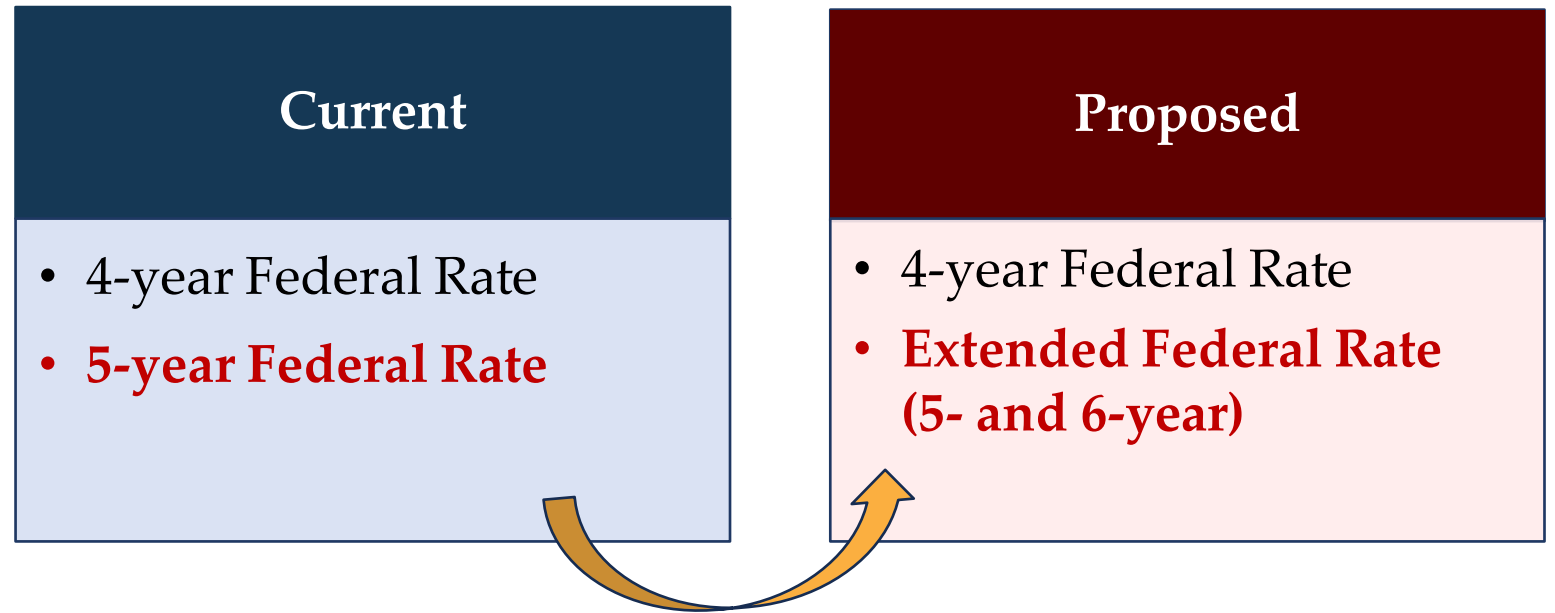| Academic Achievement	Academic Progress	Graduation Rate	Progress in English Language Proficiency	School Quality Student Success
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Graduation Rate Proposal

For all public high schools, states must measure the four-year adjusted cohort graduation rate. States *may* include an extended year cohort graduation rate in their accountability system. Students must meet the same state-level graduation requirements to be counted as a graduate.

The Graduation Rate proposal aims to utilize both the six-year and five-year adjusted cohort graduation rate as indicators for the extended cohort graduation rate.

Current	Proposed
• 4-year Federal Rate • **5-year Federal Rate**	• 4-year Federal Rate • **Extended Federal Rate (5- and 6-year)**

ESSA Indicators & Requirements

All accountability indicators must allow for meaningful differentiation, be valid, reliable, comparable, and available statewide.

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School Quality/Student Success

For all public schools in the state, include not less than one indicator of school quality or student success.

ESSA requires this indicator to have less weight when compared to the aggregation of the academic indicators. The indicator must allow for disaggregation by student group, be applicable to all schools in a particular grade span, and be supported by research.

With input from stakeholders, the NJDOE selected chronic absenteeism for this indicator. As described in the New Jersey's ESSA state plan, this indicator is measured by the percentage of a school's students or district's students who are chronically absent in grades K-12.
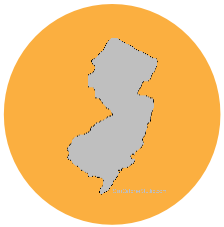
High School Persistence Metric Proposal

Student Persistence = Persistence would include all students who graduated (either state or federal) as well as those students who remain enrolled.

NJDOE is proposing to add a second School Quality/Student Success Indicator; High School Persistence, to New Jersey's ESSA accountability system.

New Jersey is proposing the inclusion of a second SQSS indicator, high school persistence, to the accountability system with an initial weight of **0%** for the 2024-2025 school year. Conceptually this indicator can be thought of as a "non-dropout rate".

Key Proposals (cont.): Additional Improvements and Research

Equitable Access to High Quality Teaching

Title I Requirements:

✓ States must ensure low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

✓ States must identify the measures the State will use to evaluate and publicly report the progress of the State in addressing any disproportionality.

2021-2022 Statewide Report Card

Category	Percentage of Students Overall	Percentage of Low Income Students in Title I Schools	Percentage of Non-Low Income Students in Non-Title I Schools	Percentage of Minority Students in Title I Schools	Percentage of Non-Minority Students in Non-Title I Schools
Students taught by one or more teachers who are out-of-field	13.64%	18.96%	8.86%	17.55%	8.87%
Students taught by one or more ineffective teacher					
Students taught by one or more inexperienced teacher	77.79%	79.22%	75.99%	79.62%	75.16%
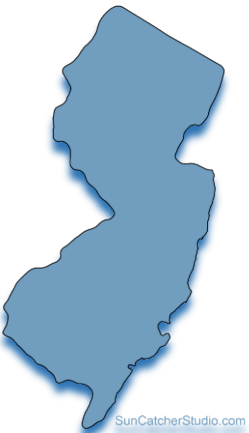
Definition of "Inexperienced" Proposal

The NJDOE proposes to redefine an inexperienced teacher and to adjust the formula for calculating students' rates of having inexperienced teachers:

- Current definition: "An educator with fewer than four years of prior experience within a given LEA."

- Current calculation: If a student has at least one inexperienced teacher, they are identified as having an "inexperienced teacher", even if they have four other "experienced teachers."

- **Proposed definition: An educator with fewer than four years of prior experience.**

- **Proposed calculation: The rate of students who have an "inexperienced teacher" will be calculated using increments of "less than one" to account for students having multiple teachers with varying levels of experience.**

Rationale: The proposed definition recognizes that teachers move school districts, therefore not all non-tenured teachers have the same experience level. The metric will provide a more accurate depiction of the landscape of students taught by inexperienced educators.

ESSA Plan Section 3: Assessments

ESSA requires states to provide its criteria for determining what "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.
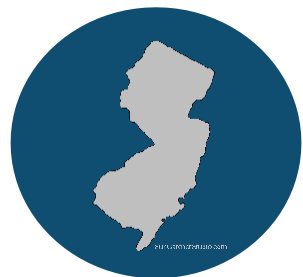
Currently, New Jersey offers mathematics and science assessments in both English and Spanish.

The criteria for determining which languages are provided on the assessment is currently:
1. The most common language other than English spoken by the tested multilingual learner population; and
2. Any native language other than English that is present in the multilingual learner population for three or more years, spoken:
   a. By more than five percent of the total tested student population overall or in a given grade span; or
   b. By more than 20 percent of the total tested student population in a given county.
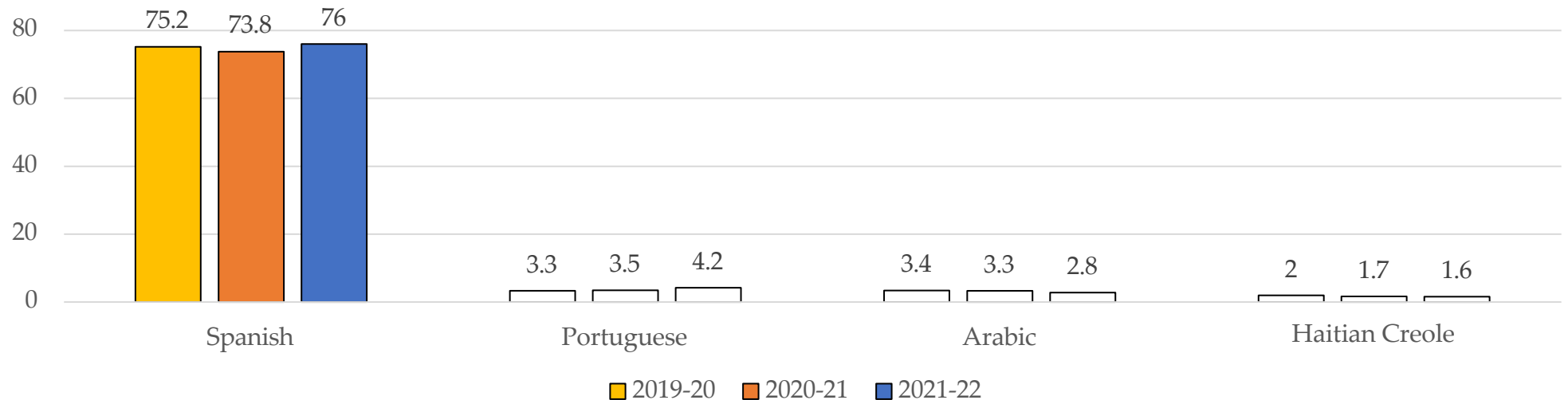
Assessments Proposal

This proposal aims to remove the county level criteria for determining languages other than English in which to offer the assessments in to ensure an equitable translation policy. Additionally, the NJDOE is proposing to establish a working group to review and propose new metrics to help inform which languages to offer the assessments and ensure an equitable translation policy.

In 2021-22 there were 106,326 Multilingual Learners in New Jersey.

Percent of Languages Other Than English Spoken at Home by the Multilingual Learner Population for the State

	2019-20	2020-21	2021-22
Spanish	75.2	73.8	76
Portuguese	3.3	3.5	4.2
Arabic	3.4	3.3	2.8
Haitian Creole	2	1.7	1.6

English Language Proficiency Indicator Progress Study

For public schools in the state, measure progress in achieving English language proficiency, as defined by the state, within a state-determined timeline for all English learners (or multilingual learners).

The NJDOE is working with the Regional Educational Labs (REL) to review and research alternate ways to measure progress in achieving English Language Proficiency as well as explore other growth models that meet the requirements for this metric.

Key Considerations to Study

- **Grade-Level Observation**: Growth may be related to grade level

- **Impact of Time Observation**: Progress in language proficiency tends to slow over time. On average, students tend to show more growth in the first few years, after which, growth tends to level off.

- **Program Impact Observation**: Students in different programs (Dual-Language or Structured English Immersion) tend to progress differently. By not considering the program model it may be more difficult to determine what a school's contribution is to a student's progress.
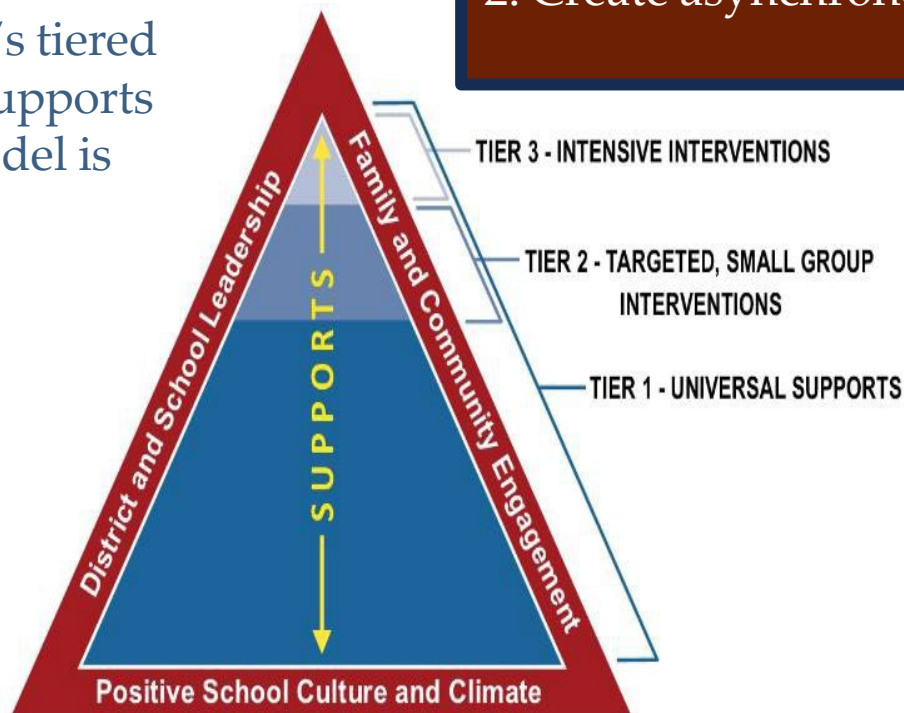
Expand and Scale Supports for NJTSS

1. Develop the NJTSS Technical Manual.

2. Create asynchronous training opportunities.

3. Host/Develop communities of practice.

4. Integrate with the Office of Comprehensive Support.

New Jersey's tiered system of supports (NJTSS) model is designed to support all students.

TIER 3 - INTENSIVE INTERVENTIONS

TIER 2 - TARGETED, SMALL GROUP INTERVENTIONS

TIER 1 - UNIVERSAL SUPPORTS

District and School Leadership

Family and Community Engagement

SUPPORTS

Positive School Culture and Climate

Key Updates: Special Title Programs

Title I, Part C: Education of Migratory Children

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

Education for Homeless Children and Youth

Title I, Part C:
Education of Migratory Children

Background: Legislative Mandate

The Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, requires the State Education Department to identify and address the unique educational and supportive needs of migratory children **and** their families. This is based primarily on the implementation of a statewide Comprehensive Needs Assessment (CNA)

every three years and the development of strategies as evidenced in the State Migrant Service Delivery Plan (SDP) in response to such needs, as a condition for receiving federal funding under Title I, Part C – Education of Migratory Children.

Background: Federal Law

A child is a "migratory child" and is eligible for MEP services if:

1. The child is between 3 than 21* years of age; *and*
   a. the child is entitled to a free public education (through grade 12) under state law, or
   b. the child is not yet at a grade level at which the LEA provides a free public education; *and*

2. The child made a **qualifying move** in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*

3. With regard to the qualifying move identified, above, the child moved due to economic necessity from one residence to another residence, *and*
   a. From one school district to another; or
   b. In a state that is comprised of a single school district, has moved from one administrative area to another with such district; or
   c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

* between the ages of 3 and 22 (i.e., have not had a 22nd birthday) are counted for state funding purposes

ESSA State Plan Updates

Further Clarifies the Dissemination of Title I, Part C Funding	Two strategically located Local Operating Agencies (LOAs) are selected every three years through a competitive grant process.
Includes the Scope of the Continuous Improvement Cycle	The triennial Comprehensive Needs Assessment and Service Delivery Plan defines strategies to ensure the unique needs of migratory students, including preschoolers, are being met.
Incorporates the Measurable Program Outcomes (MPOs)	Area 1: ELA and Mathematics Area 2: School Readiness Area 3: High School Graduation and OSY Achievement Area 4: Support Services

Title III, Part A, Subpart 1:
English Language Acquisition and Language Enhancement

Background: Federal Law

Federal Title III Section 3102 [20 U.S.C. 6812] includes provisions to ensure:

ELLs and immigrant students succeed academically;

Are provided a high quality language instruction educational program (LIEP); and

Meet both state academic standards and develop English language proficiency.

Background: State Regulations

1998, New rules (N.J.A.C. 6A:15) corresponding to State law

2003, 2008, 2016: readoptions

2014: amendments

2022: Every Student Succeeds Act (ESSA) amendments

2023: Amendments and readoption

N.J.A.C. 6A:15 – General Changes

The adopted changes are reflected in the State Plan:

Definitions: Changed English language learner (ELL) to Multilingual learner (ML);

Identification: Included preschool students as part of the identification of MLs;

Program Design:

- Connected Chapter 15 to Chapters 7 (Managing for Equality and Equity), 8 (Standards & Assessment), 9 (Professional Standards); and
- Established the use of an umbrella term "language instruction educational program" (LIEP); and

Educator Capacity: Ensured all teachers and administrators have the skills to teach all students.

Education for
Homeless Children and Youth

McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

Background: Federal Law

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act (42 U.S.C. § 11431 et seq.; hereafter referred to as the McKinney Vento Act) describes the rights and services to which all children and youth experiencing homelessness are entitled.

The law also specifies the responsibilities of SEAs, LEAs and schools to ensure that these students receive a free, appropriate public education and to remove barriers to their school access, attendance, and success.

Who are the Homeless?

Lack a fixed, regular, and adequate nighttime residence . . .

1. Living in emergency or transitional shelters
2. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason **(doubled-up)**
3. Living in hotels or motels (due to lack of adequate alternative accommodations)
4. Living in cars, parks, travel trailers, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
5. Abandoned in hospitals, or awaiting foster care placement
6. **Migratory children living in above circumstances**

ESSA State Plan Updates

Further clarifies:

Updated the ispute Resolution Process	Unresolved LEA or parental disputes of homelessness and/or enrollment are forwarded to the Executive County Superintendent, who in consultation with the EHCY Coordinator, decides the child's status within 5 business days.
Focus on Continual Technical Assistance	Intensive technical assistance focused on Homeless Counts Data Workbooks; weekly Office Hours; and monthly collaborative learning sessions with regional grantees and County staff to ensure resolutions within the 5-business day mandate.
Improved Monitoring Process and Support	Annual monitoring of selected regional grantees and LEAs for compliance with the McKinney-Vento Act. The process includes LEAs both with and without EHCY and Title I, Part A subgrants.

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Time for Questions

ESSA Implementation

Office of Supplemental Educational Programs

ACFFP May 2024 Update

Title I, Part D, Subsection 2 Program Highlights

Ms. Francine Stromberg,
Program Development Specialist
Office of Fiscal and Data Services
Division of Educational Services
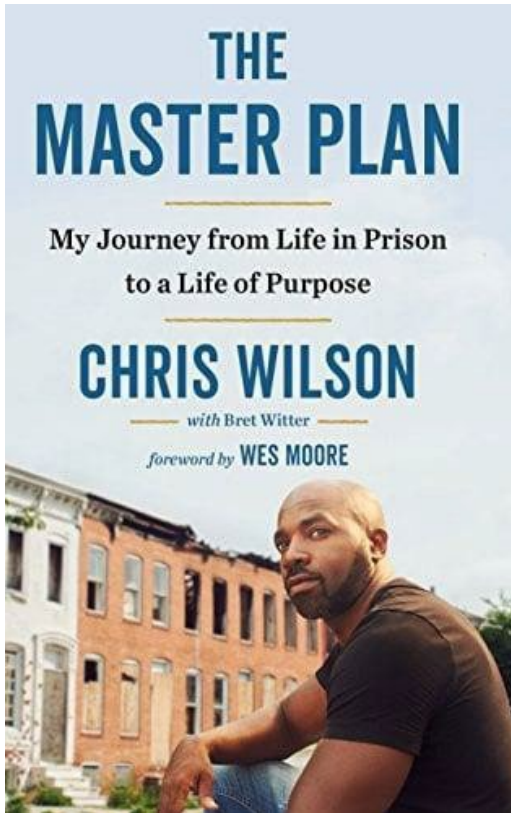
The Chris Wilson Foundation

Chris Wilson Video

The Master Plan

- 15 Week Course
- Book • Workbook • Therapeutic Group
- Two Facilitators:
  - One is certified through the Chris Wilson Foundation.
  - One who has experienced incarceration.
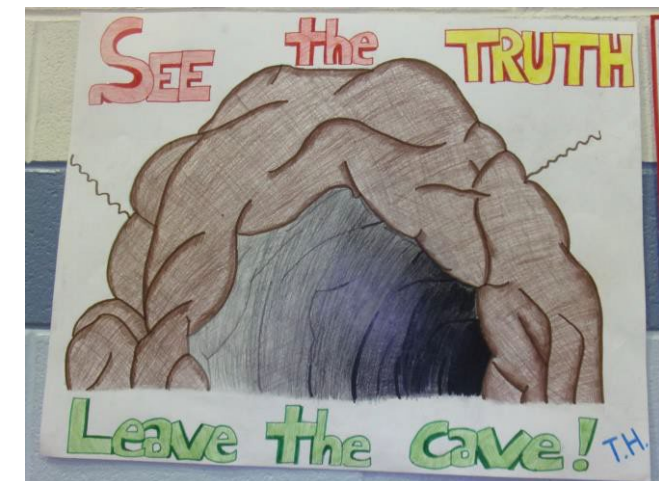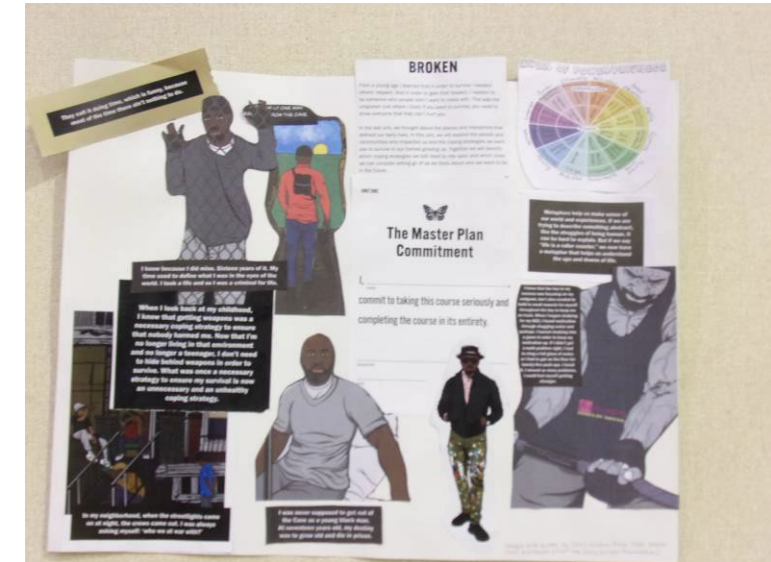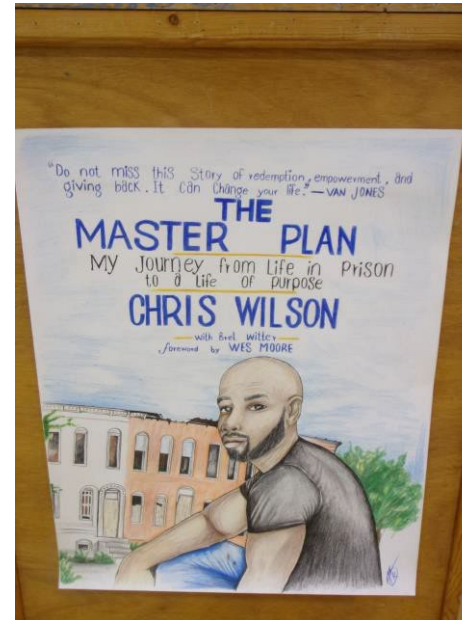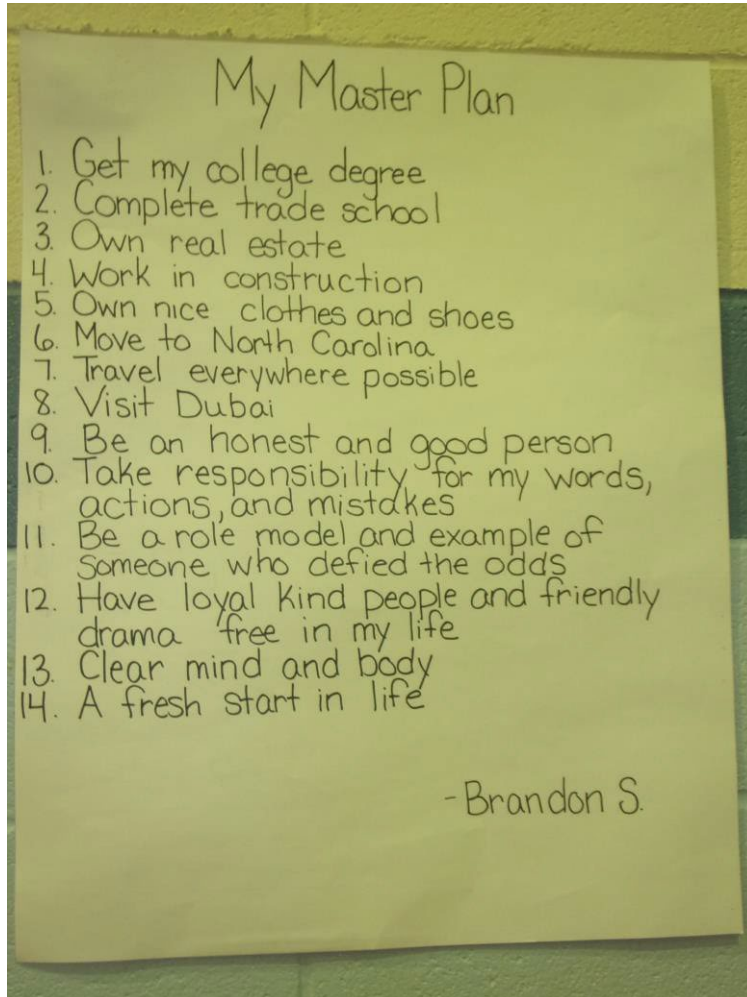
Student Testimonial

When I was home on the bracelet, I got my diploma, got a job, and went to trade school. I had to come back to jail because I got waived up as an adult from my juvenile case. It made me think… what was the point of all my hard work? Trying to prove to the system that I'm not my charge and for them just to throw me in a cage again and forget about me in the adult system? But this program and The Master Plan book inspired me to keep going with my trade and schooling and not to give up on what I want to succeed in.

A couple of weeks ago, I was told I will be released in a couple of months, most likely April. This is perfect timing. I realize I need to keep going. I'm done staying back and I'm writing and living my own Master Plan.

*G.A., MP 2022, MCJDC

Graduation

My Master Plan

1. Get my college degree
2. Complete trade school
3. Own real estate
4. Work in construction
5. Own nice clothes and shoes
6. Move to North Carolina
7. Travel everywhere possible
8. Visit Dubai
9. Be an honest and good person
10. Take responsibility for my words, actions, and mistakes
11. Be a role model and example of someone who defied the odds
12. Have loyal kind people and friendly drama free in my life
13. Clear mind and body
14. A fresh start in life

-Brandon S.

"Do not miss this story of redemption, empowerment, and giving back. It can change your life." — VAN JONES

THE MASTER PLAN
My Journey from Life in Prison to a Life of Purpose
CHRIS WILSON
with Bret Witter
foreword by WES MOORE

Federal Grants Update

Office of Grants Management

Division of Business and Financial Services

Jill Dobrowansky, Office of Grants Management

ARP-ESSER III

- Project Period ends 9/30/2024.

- Final Expenditure Reports are expected to be released in July - August. Multiple TA and Office Hours are being scheduled to support LEAs in the end of program close-out.

- Federal Grant [Important Dates Broadcast Memo](#) 3.2024

ESEA – IDEA - Perkins

- Project Period Ends:

  o Perkins Secondary & Post-Secondary 6/30/2024

  o ESEA & IDEA 9/30/2024

- Final Expenditure Reports are expected to be released in July - August. Multiple TA and Office Hours are being scheduled to support LEAs in the end of program close-out.

- Federal Grant [Important Dates Broadcast Memo](#) 3.2024

- FY25 Applications in Development & Testing

Office of Grants Management

Contact Information

[EWEG Help Desk](#)

[ESSER Help Desk](#)

Office of Comprehensive Support

Mr. Azan Waddell,
Office of
Comprehensive Support
Division of Field Support and Services

Historical School Improvement Award (SIA) Allotments

SIA Funding Fiscal Year (FY) 2018 – 2024

Budget Year	District Set-aside	# Districts Funded
2018	$24,141,884	78
2019	$24,094,367	118
2020	$24,347,775	124
2021	$24,502,618	131
2022	$21,689,682	131
2023	$27,789,456	131
2024	$30,916,441	111

Accomplishments of Support

Identified Schools	Non-identified Schools
Increase of 6.9 percentile points	Decrease of 7.3 percentile points

- Of the 98 Comprehensive schools with summative ratings in both fall 2022 and fall 2023, 64 of the 98 (65%) saw an increase in summative rating between these two identification cycles with an average increase of 9.6 percentile points. Altogether, 23 of these Comprehensive schools (23%) saw an average increase of 10 or more percentile points.

- Of the 151 Targeted schools with summative ratings in both fall 2022 and fall 2023, 93 of the 151 (62%) saw an increase in summative rating between these two identification cycles with an average increase of 18.7 percentile points. Altogether, 59 of these Targeted schools (39% of all Targeted schools) saw an increase of 10 percentile points or more.

- While accounting for just 10.6% of schools with summative ratings in both fall 2022 and fall 2023, identified schools accounted for 15% of the 100 schools with the largest increases in summative rating between these two identification cycles.

OCS Data Literacy Trainings

- Envisioned as an opportunity to bring together our more than 220 Comprehensive and Targeted Schools
- Collaborative effort between our operational data team and field data specialists

- Five sessions annually with a variety of topics including:
  - Actionable Data
  - Chronic Absenteeism
  - Data Cleanliness
  - Data Dashboards
  - ESSA Exit Criteria
  - Improving vs. Exiting Schools
  - Progress Monitoring
  - School Performance Reports

  **Exited School Presentation
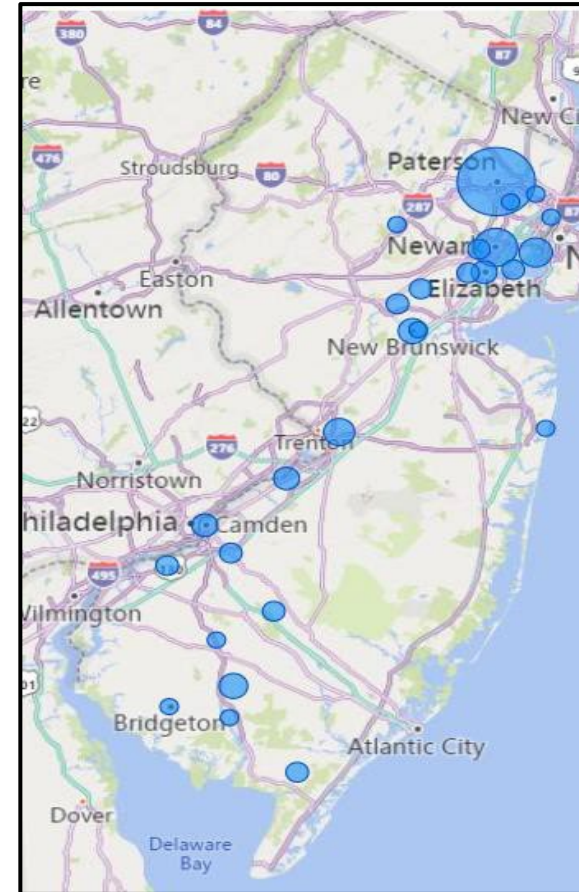
Data Literacy Trainings

Over 80 participants per session and as many as 140 Participants

More than 40 Districts

49% Principals
20% Assistant Principals
12% District Administrators

ATSI & TSI Identification Summary

65 newly identified ATSI schools in 17 counties

54 newly identified TSI schools in 14 counties

ATSI & TSI Exit Summary

63% (n=96) of Targeted (both ATSI & TSI) schools will exit status

14% (n=22) will maintain the same status

90% (n=9) of current TSI schools will exit

CSI Identification Summary

36 new CSI identified schools in 15 counties

4 schools escalated from ATSI to CSI due to consistently underperforming student groups for 3 or more consecutive years

18 of 142 schools escalated from ATSI to CSI

CSI Exit Summary

Roughly 59% (n=155) of all eligible schools will exit status

21% (n=5) of current CII schools will exit from status completely; 9% (n=2) exit to ATSI or TSI

48% (n=54) of CSI schools are eligible to exit status and an additional 10% (n=11) are eligible to have their status reduced to TSI or ATSI

57% (n=8) of CSI Probation schools (n=14), unless otherwise re-identified as CSI, identified as ATSI or TSI (n=3) are eligible to exit in June 2024, as result of updated guidance from the USED

Overall, 58% (n=65) of current CSI have shown improvement that warrant removal or reduction of their current ESSA designation

Trends for Exiting Level 3 Schools

Evidence of shared leadership and consistent (weekly, bi weekly, monthly) progress monitoring of ASP

Functional problem of practice PLCs

Incentives, celebration, and recognition of student achievement

High quality data analysis and coaching to inform student groupings and teaching strategies

Common formative assessments and diagnostics

Establishing culture of inquiry: regular non evaluative learning walks, and instructional "look fors"

Small group instruction and differentiation services/applications

Systems for parental engagement & communication

School based instructional coaching support

SEL support for students (counseling, PBSIS, restorative practices, surveys)

Attendance committees/counselor

Focus on systems, operational, and organizational improvement

SIA Allowable Use Guidance

[Title I, Part A, Section 1003 School Improvement Award (SIA) Allowable Use Guidance](#)

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Thank You!

**Remember to mark your calendar for the next ACFFP meeting scheduled for
Hybrid on Friday, September 20, 2024**

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