



New Jersey Department of Education

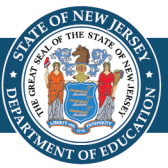


2020-2021 School Performance Reports and Graduation Data Release

Office of Performance Management

Division of Educational Services

April 2022





Agenda



- Review data impacts in 2020-2021 School Performance Reports
- Present 2021 graduation rates and data
- Federal assessment reporting requirements
- Discuss release of reports/graduation data



Overview – Data Impacts



- While we saw impacts of COVID-19 in the 2019-2020 reports that we released last April, the impacts we see in the 2020-2021 reports that will be released in the coming months are much more widespread.
- These impacts are mainly a result of federal waivers, cancellations of statewide assessments, and changes to administrations of national assessments due to the pandemic.

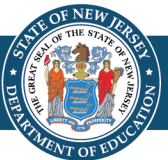


Federal Waivers



The New Jersey Department of Education (NJDOE) received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements under the Every Student Succeeds Act (ESSA). These waivers removed the following requirements for 2019-2020 and 2020-2021:

- Calculation of indicator scores and summative scores/ratings;
- Measurement of progress toward long-term goals and measures of interim progress for accountability indicators; and
- Identification of schools for comprehensive and targeted support and improvement.





Statewide Assessments



- The NJDOE used the administration of the Start Strong assessment in fall 2021 to satisfy the federal statewide general assessment requirements for English language arts (ELA), mathematics, and science for the 2020-2021 school year.
- The NJDOE administered the ACCESS for ELLs and Dynamic Learning Maps (DLM) assessments in spring 2021.



Data Missing from 2020-2021 Reports



Due to the COVID pandemic, and resulting assessment cancellations and federal waivers, the 2020-2021 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance on the NJSLA;
- Student growth data (median student growth percentiles);
- Progress toward English language proficiency (ELP); and
- ESSA summative ratings, indicator scores, and status in meeting annual targets or standards.



Data Impacted by COVID-19



The reported data measures where there were the biggest impacts from COVID-19 for 2020-2021 are:

Data Measure:

- ACCESS for ELLs and DLM Participation
- PSAT, SAT, and ACT Participation
- Advanced Placement (AP) and International Baccalaureate (IB) Participation/Performance
- Industry-Valued Credentials
- Seal of Biliteracy
- Postsecondary Enrollment
- Chronic Absenteeism
- Discipline
- Graduation Rates/ Pathways

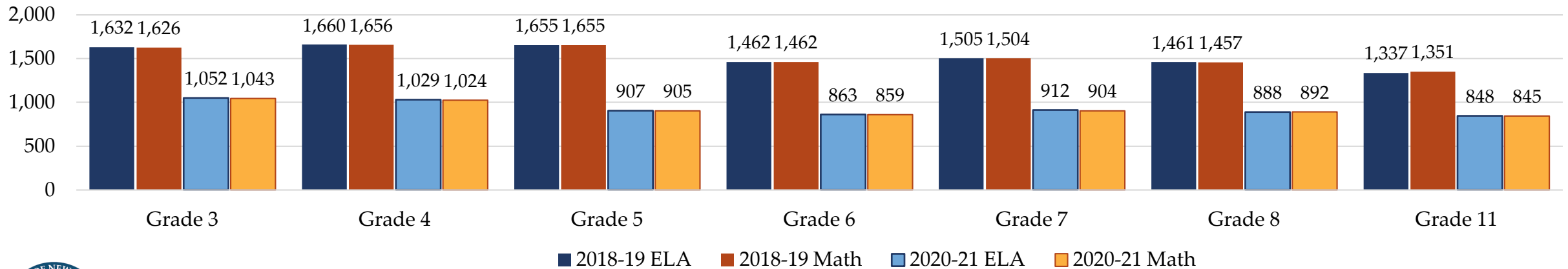


Dynamic Learning Maps (DLM)



- In spring 2020, the Dynamic Learning Maps (DLM) assessment was cancelled, along with all statewide assessments.
- In spring 2021, the DLM was administered in-person only, not remotely, and the number of students testing was almost 40% lower than in 2018-2019.
- The 2020-2021 School Performance Reports include DLM participation numbers, not performance on the assessment. This differs from a typical year. In a typical year, proficiency data in the SPR combines NJSLA and DLM.

DLM Testers by Grade





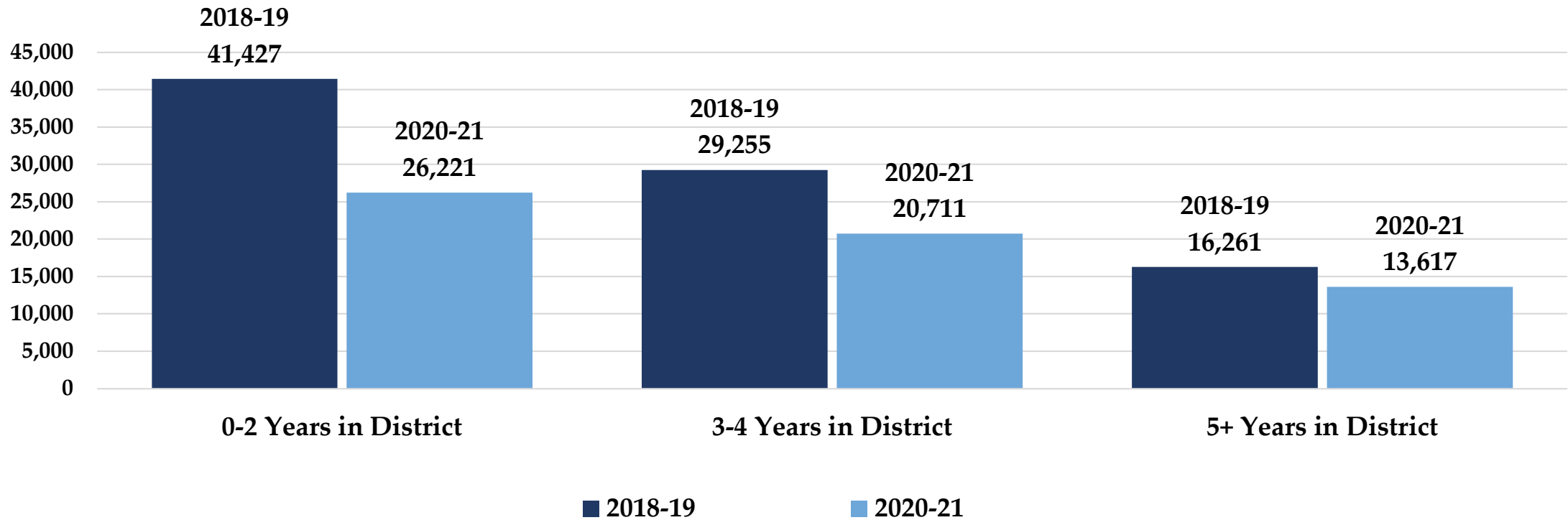
ACCESS for ELLs



- The ACCESS for ELLs assessment was also cancelled for most students in 2019-2020.
- Similar to the DLM, the 2020-2021 ACCESS for ELLs assessment was also administered in-person only, not remotely, and, as a result, the number of testers was lower in 2020-2021 than in previous years.



Access for ELLs Testers by Years in District



ACCESS for ELLs Performance by Years in District



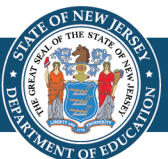
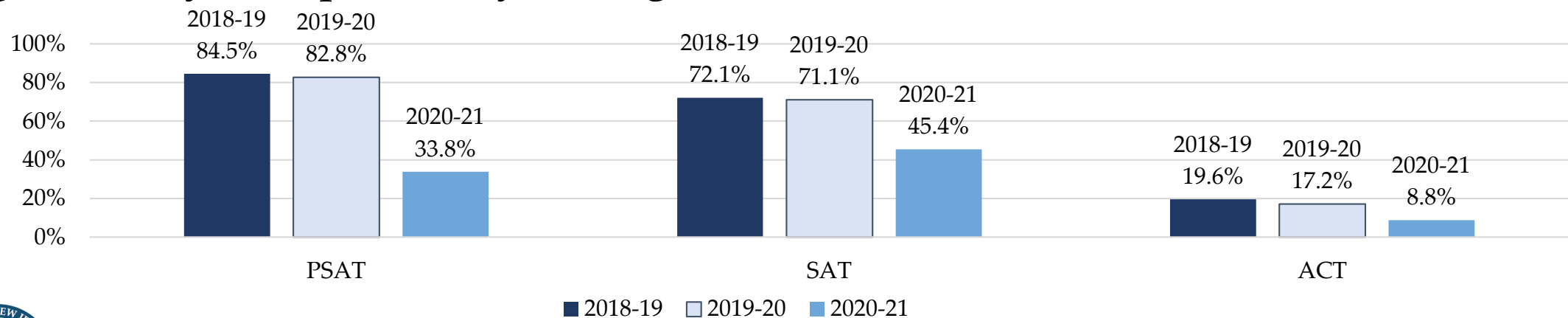
Year	Years in State	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
2020-21	0-2	*	*
2020-21	3-4	89.6%	10.4%
2020-21	5 or more	86.6%	13.4%
2018-19	0-2	*	*
2018-19	3-4	89.6%	10.4%
2018-19	5 or more	85.6%	14.4%



PSAT, SAT, and ACT Participation



- Participation rates on these tests were slightly lower in 2019-2020, but we saw a much bigger drop in 2020-2021.
- Some national administrations of these tests were cancelled from spring 2020 through fall 2021, some test centers had limited testing capacity, and some colleges and universities made these tests optional for admissions.
- The number of students nationwide taking the SAT and PSAT dropped significantly as reported by College Board.



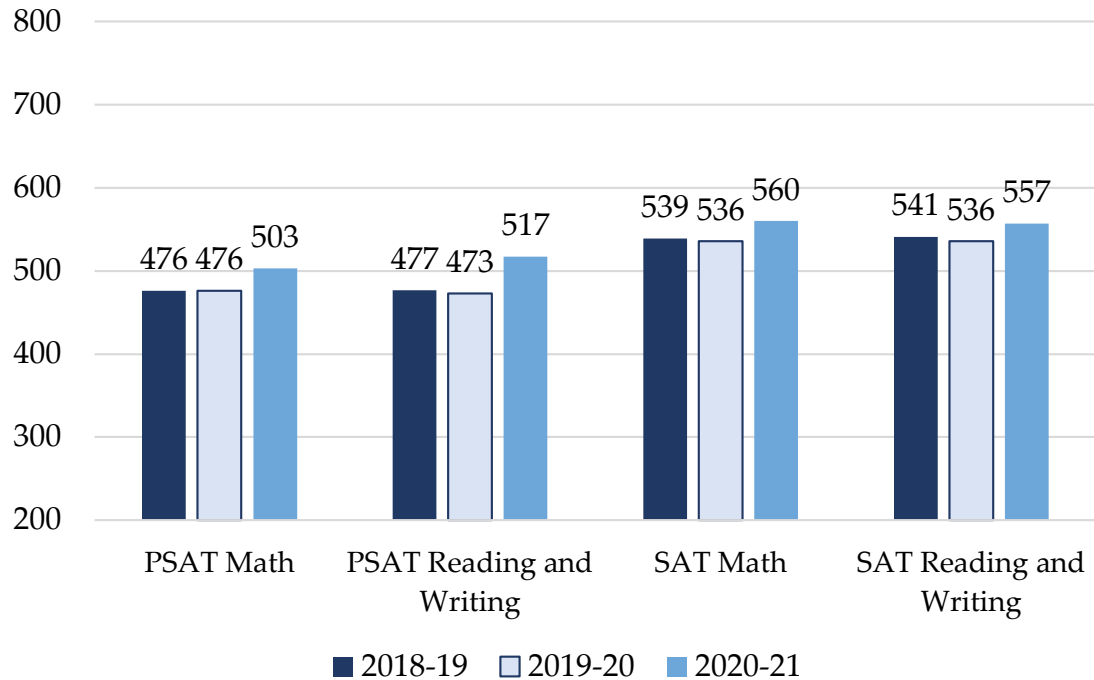


PSAT, SAT, and ACT Performance

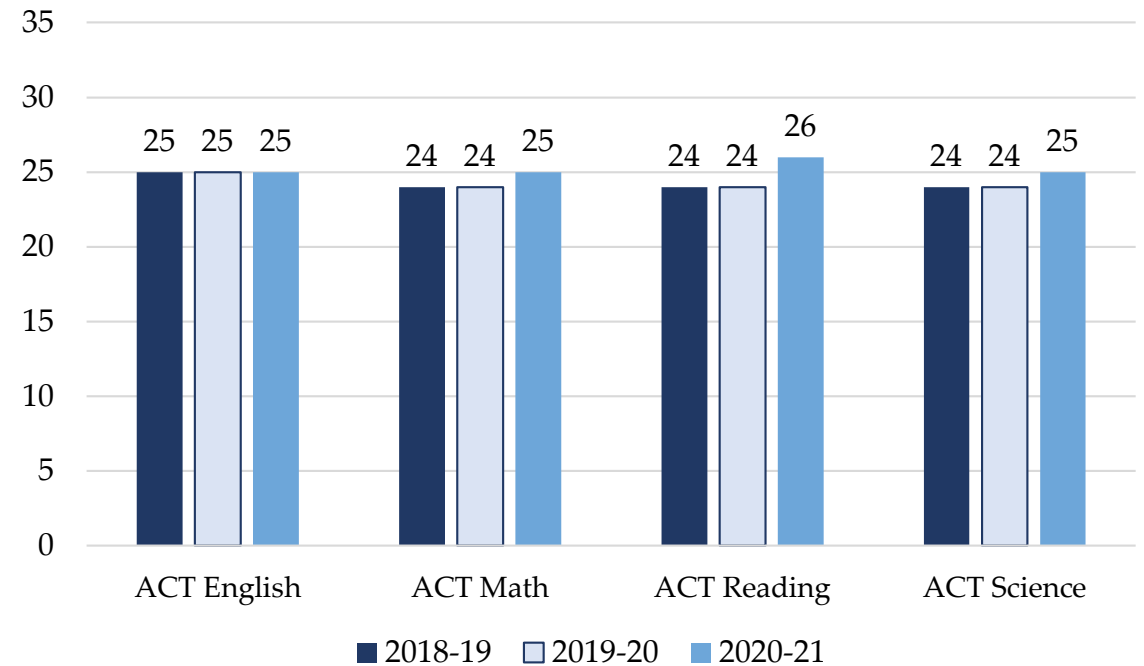


While participation was lower, performance improved in 2020-2021.

PSAT and SAT Average Scores



ACT Average Scores



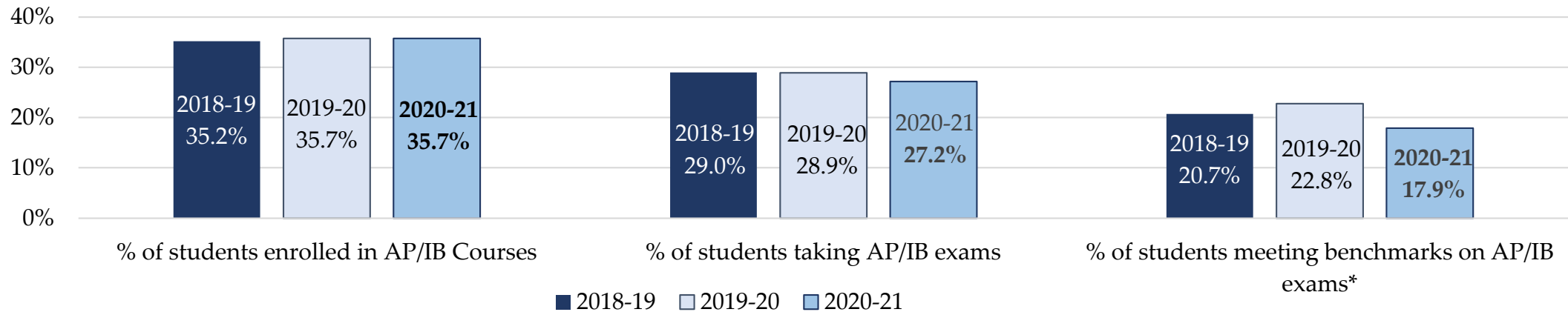


AP and IB Exam Performance



- Participation in AP and IB courses has remained relatively consistent since 2018-2019.
- There was a slight decrease in participation in exams in 2020-2021 and a larger decrease in the percentage of students meeting benchmarks on the AP/IB exams (scores of at least 3 on AP and 4 on IB exams) in 2020-2021.

AP/IB Participation and Performance



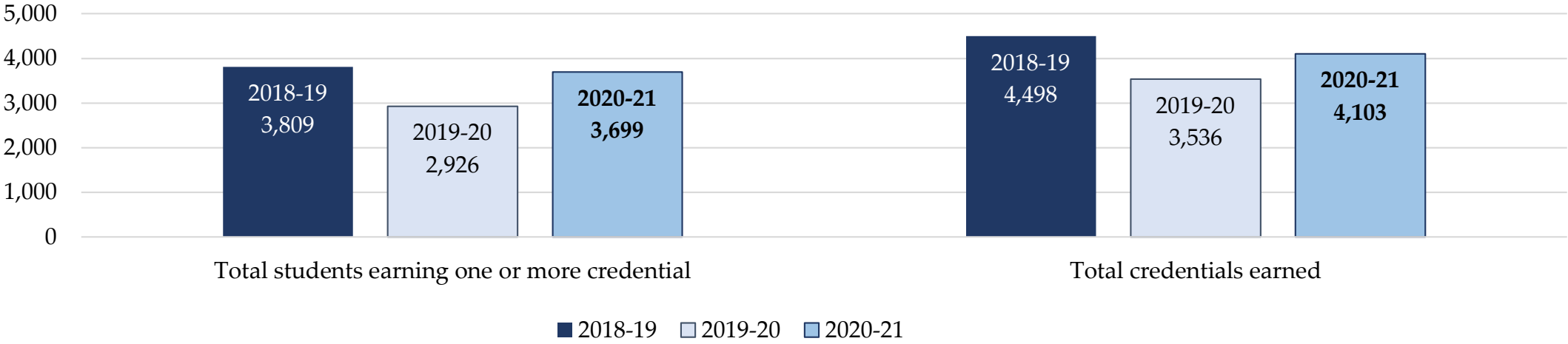


Industry-Valued Credentials



- Many high school students may not have been able to take the Technical Skills Assessments (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020 or spring 2021. Many TSAs can only be administered in-person, as they require students to demonstrate specific hands-on skills.
- The impact appears to have been larger in 2019-2020. Numbers have increased for 2020-2021 but are still slightly below 2018-2019.

Industry-Valued Credentials

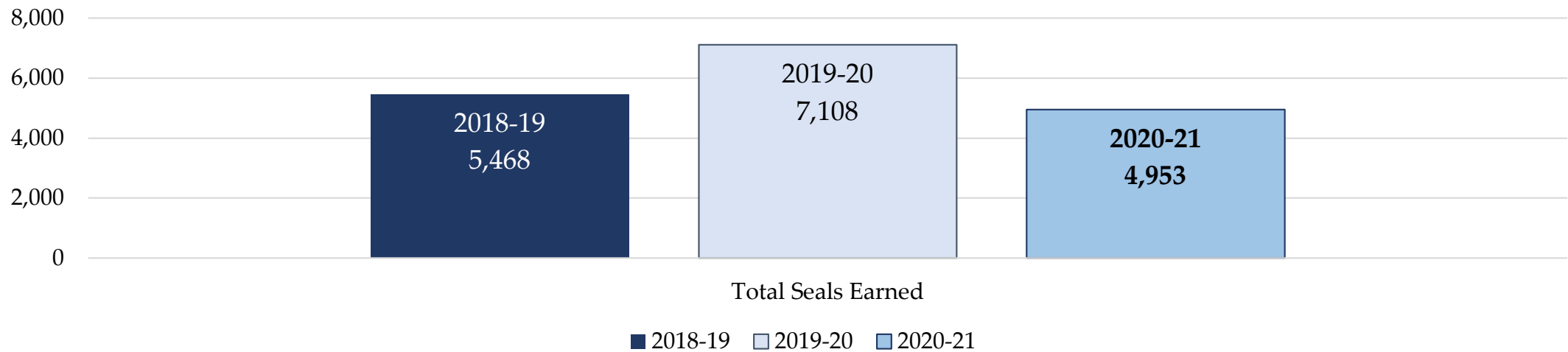




Seal of Biliteracy



- Most students have completed Seal of Biliteracy requirements by March of their senior year, so 2019-2020 numbers at the state-level were not impacted by COVID-19.
- 2020-2021 did see a decline in the number of students earning a seal. The 2020-2021 decrease in the number of Seals awarded is attributed to the cancellation of some of the statewide assessments and the shift to a remote option used to demonstrate language proficiency. Consequently, districts had a shorter turnaround period for establishing remote proctoring of language proficiency assessments.

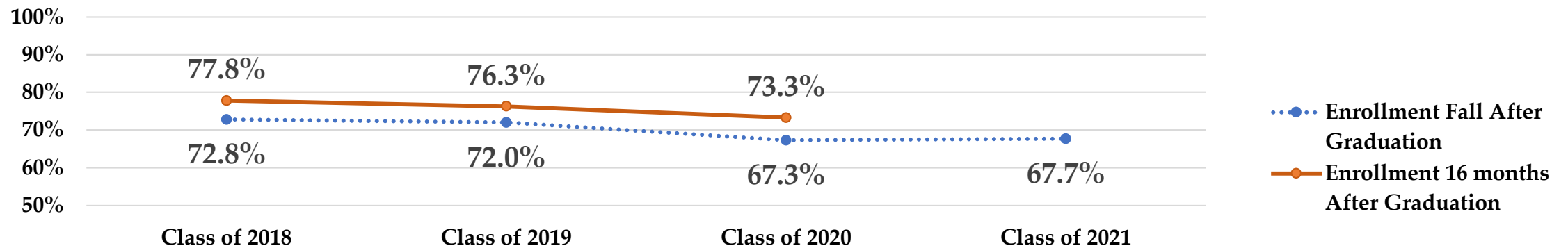


Postsecondary Enrollment



- The National Student Clearinghouse (NSC) reported that undergraduate enrollment was down in fall 2020 and that enrollment is down even further in fall 2021.
- For the class of 2020, the fall enrollment rates dropped by almost 5%, but by fall 2021, the decrease from previous years was not as large.
- For the class of 2021, the fall enrollment is steady with class of 2020 enrollment.

Postsecondary Enrollment Rates





Chronic Absenteeism



- For the 2019-2020 school year, districts were instructed by the NJDOE to consider students as present when in a remote environment unless they were certain the student was not participating in any learning activities.
- For the 2020-2021 school year, districts were directed to abide by the existing definition of present in code but also to use a variety of methods to measure instructional contact time for students in remote learning environments.



Chronic Absenteeism (continued)

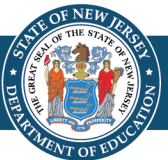
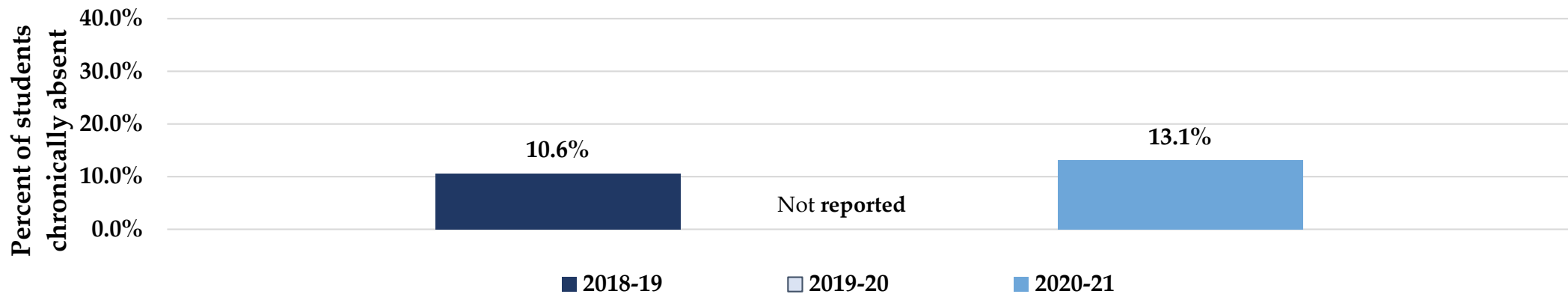


Because districts were given greater flexibilities in measuring instructional contact time for students in remote environments, and because the number of days students spent in in-person and remote environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts for the 2020-2021 school year. These factors also demand caution in comparing 2020-2021 chronic absenteeism rates to rates from previous school years at the school-, district-, and state-levels.

Chronic Absenteeism Rates



- Chronic Absenteeism rates for 2019-2020 were not reported due to a federal waiver.
- The 2020-2021 chronic absenteeism rate of 13.1% includes both in-person and remote instruction.
- Because of the comparability issues of the data for 2020-2021, the school and district reports will not include comparisons to the statewide rates.

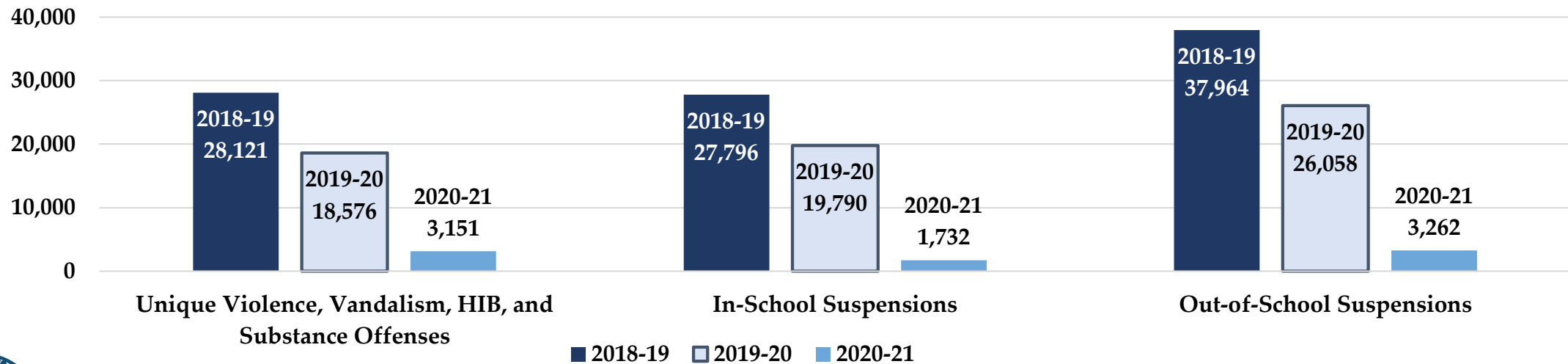




Discipline Data



- The number of incidents and removals dropped 2019-2020 due to school closures in spring 2020.
- A much larger decrease was reported in the 2020-2021 data, which may be because many districts were fully or mostly remote during the school year.



Comparing Past Discipline Data



- Historically, most reported incidents require that students were in the physical presence of one another or in the presence of a school district employee who could observe and report the incident. Most HIB incidents are reported to occur on school grounds.
- Since many schools provided remote or hybrid instruction in 2020-2021:
 - Violent incidents decreased nearly 90% compared to 2018-2019
 - HIB incidents decreased nearly 65% compared to 2018-2019

Incident Type	2018-19 Incidents	2019-20 Incidents	2020-21 Incidents
Violence	2,594	1,782	292
Weapons	617	339	103
Vandalism	465	294	60
Substances	2,528	1,535	333
Harassment, Intimidation, Bullying (HIB)	716	563	245
Other Incidents Leading to Removal	879	482	121





Overview: Graduation Rates

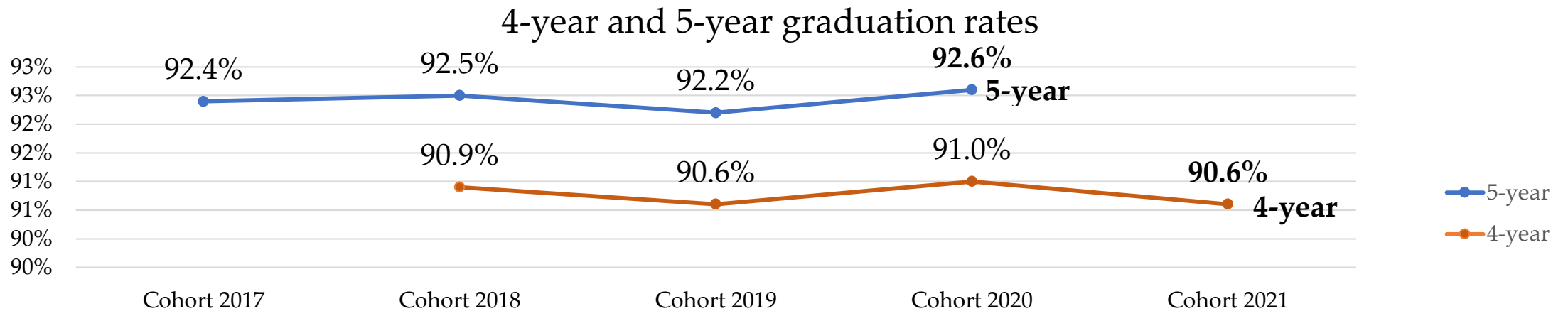


- Graduation assessment requirements were waived for the classes of 2020 and 2021 through state executive orders, but students were required to meet all course, curriculum, and local attendance requirements for graduation.
- The NJDOE was required to make changes to federal graduation rate requirements beginning in 2021 by USED to exclude students with disabilities who did not meet course and/or attendance requirements because of modifications or exemptions in their IEPs as graduates.
- As a result, the NJDOE will report two versions of the graduation rate starting with the 2020-2021 school year for each school and district that has a graduating cohort:
 - A **state version** includes all graduates and is comparable to previously reported graduation;
 - A **federal version** as per USED, to exclude students due to modifications or exemptions in their IEP's.

Graduation Rates – State Version



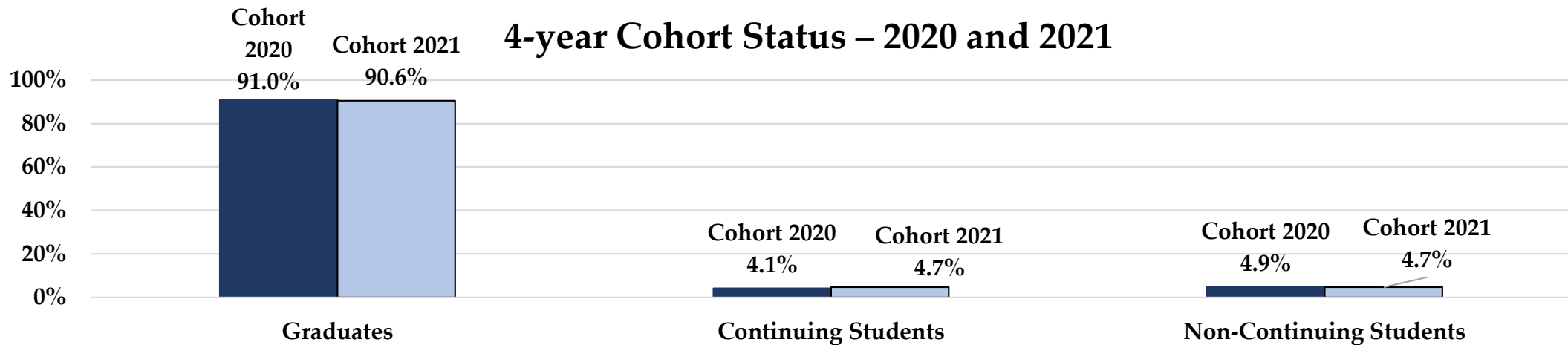
- The 2021 four-year graduation rate dipped slightly to 90.6%, which is the same as the 2019 four-year rate.
- The five-year graduation rate for cohort 2020 saw a slight increase, close to the five-year rate for cohort 2018.



Graduation Cohort Status



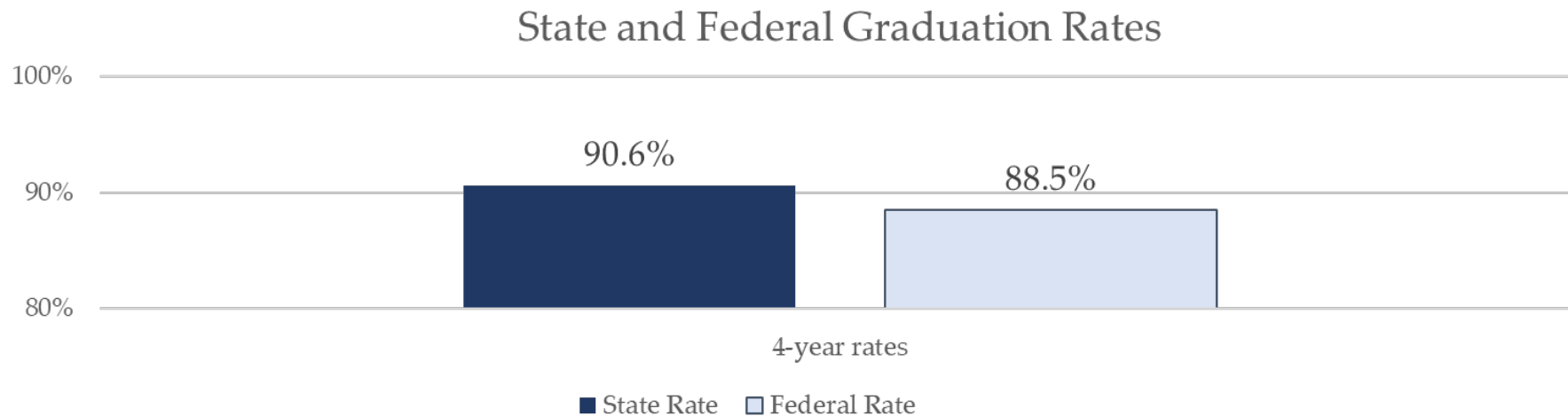
- While the percentage of students in the four-year cohort who graduated dropped slightly this year, the percentage of students who dropped out or are no longer enrolled decreased slightly, and the percentage of students who are continuing (taking longer than four-years to graduate) increased.
- This may indicate that because of the pandemic, more students need additional time to graduate.



Federal Graduation Rates



- Statewide, approximately 2,200 graduates were reported as not meeting either the course and/or attendance graduation requirements because of modifications or exemptions in their IEPs.
- This resulted in a federal graduation rate of 88.5%, 2.1% lower than the state version of the graduation rate of 90.6%, which includes all graduates.

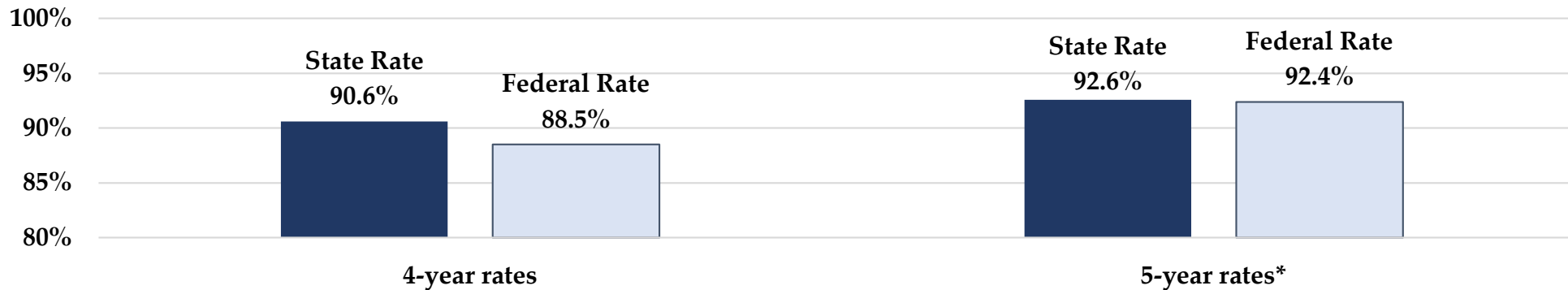


Federal Graduation Rates (continued)



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State and Federal Graduation Rates



*This change only impacts students graduating starting in 2021, so in the five-year rate all 2020 graduates are included, regardless of IEP modifications or exemptions.



Federal Graduation Rate Impacts



- For the students with disabilities student group, the 2021 four-year federal graduation rate is 67.0%, compared to 79% when all graduates are included.
- 63.1% of high schools have a federal rate that is lower than their state rate, with only about 5% of schools seeing a difference of more than 10%.
- ESSA requires that any high school with a four-year graduation rate at or below 67% be identified for comprehensive support and improvement (CSI). The federal graduation rate must be used for ESSA school accountability and so we may see a slight increase in the number of schools identified in this category next year.
- 2021 is only the first phase of the required changes, starting in 2022, the NJDOE must also exclude any students who do not meet the state assessment requirements and instead meet alternate requirements specified in their IEPs.



Graduation Assessment Pathways



- As noted, graduation assessment requirements were waived for the classes of 2020 and 2021 through state executive orders.
- Students in the class of 2021 had fewer opportunities to take substitute competency tests because of administration cancellations and limited testing center capacity, so there was a decrease in students using substitute competency tests to meet the assessment requirements and increases in the percentages of students utilizing the waiver option in 2021.

Graduation Pathway	ELA 2020	Math 2020	ELA 2021	Math 2021
Statewide Assessment	61.4%	58.1%	59.8%	59.0%
Substitute Competency	24.3%	23.9%	17.1%	16.5%
Portfolio Appeals	2.2%	3.1%	0.6%	0.5%
Alternate Req. in IEP	5.0%	5.7%	3.9%	4.1%
Waiver per EO (did not meet assessment requirements)	7.0%	9.1%	18.6%	19.9%





Overview: Assessment Reporting



- Under ESSA, states are required to report on assessment participation and performance at each achievement level for ELA, mathematics, and science.
- To meet the public reporting requirements for 2020-2021, the NJDOE will need to publicly report the Fall 2021 Start Strong results.
- These results will not be included directly in the School Performance Reports, both for contractual reasons and to avoid comparisons with the standard NJSLA results.
- Instead, these results will be posted through spreadsheets on the [NJDOE website](#), and the School Performance Reports will include links to those spreadsheets.





Start Strong Reporting



- The Start Strong results will be reported for each school, district, and the state overall for ELA, Mathematics, and Science.
- Data will be reported by grade and by student group.
- The results will include:
 - Participation on the assessment
 - Percentage of students at level 1, 2, and 3
- The goal would be to have this data posted for the release of the School Performance Reports, but if it is not ready, a link could be added at a later date.



2020-2021 Changes to Reports



To summarize, we are adding:

- Data that was missing in 2019-2020 due to COVID-19, which includes DLM and ACCESS for ELLs data, chronic absenteeism, and device ratios;
- AP/IB and dual enrollment participation by student group;
- Work-based learning participation;
- Federal graduation rates (required modification to graduation calculations);
- Six-year graduation rates;
- Apprenticeship data;
- Additional staff data, including staff counts and information about teachers by subject area;
- Links to Start Strong results; and
- Links to opportunity to learn data, including access to devices and internet connectivity and student learning environment (I.e., in-person, remote, hybrid, or combination) (required by our March 2021 federal waiver).

Thank You!



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