

Elementary and Secondary Education Act (ESEA) FY 2022

Evaluation Meeting 2020 – 2021
Planning Meeting 2021 – 2022

September 14, 2022

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Every Student Succeeds Act (ESSA)

- Introduction: The Every Student Succeeds Act (ESSA) replaces No Child Left Behind (NCLB) and reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965. ESSA is meant to ensure that all students have equitable access to high-quality educational resources and opportunities, as well as to close educational achievement gaps.

A Unified Vision for What All Students Deserve

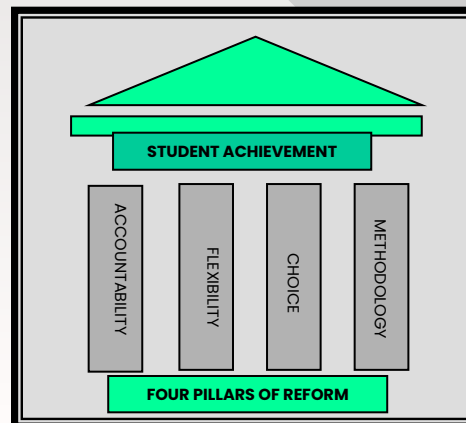
- Conversations across the state revealed a common goal; for each and every student to achieve his or her greatest potential through safe and healthy educational experiences that adequately challenge, support and prepare them for success beyond high school. To realize this collective vision, New Jersey must close its significant achievement gaps and ensure that all students are provided the opportunities they deserve.

Aligning New Jersey's Accountability and Support Systems

- Through this realignment and redesign, New Jersey will:
- Ensure that accountability and supports systems are aligned but not duplicated
- Remove overly burdensome practices that do not directly support student success
- Provide communities with a more comprehensive overview of their district's and school's attributes

ESSA Overview

- Key Principles to Student Achievement
 - Accountability – Annual assessments in reading, math and *science in grades 3-8
 - Flexibility – Options for how funds are used
 - Methodology – Scientifically based and proven methods and programs



ESSA Overview



- Performance Goals and Indicators
- Set rigorous standards for all students aligned with The NJ Student Learning Standards and college and career skills.
- ELA/Math: In each of grades 3-8; and Once in grades 9-12
- Science: Once in elementary-Grade 5; once in middle- Grade 8; and once in high school- Grade 11.
- States must set long-term academic proficiency, graduation rate, and English language proficiency goals.
- **Accountability:** Academic growth on statewide tests or another statewide indicator of academic progress for K-8; progress toward English language proficiency; and at least one other state-determined indicator of school quality or student success.

Covered Programs

- Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement; Immigrants
- Title IV A- Student Support and Academic Enrichment

TARGETED ASSISTANCE (TA)

ESEA § 1115

- Title I funds “target” lowest- performing students.
- Entrance and exit criteria based on multiple, objective, and uniform criteria
- Children who have the greatest academic need receive Title I services
- Districts may need to prioritize the student selection to provide a meaningful program

Targeted Assistance Programs (TAS)

Essential Components

- Assist students in reaching state standards
- Based on effective means for improving student achievement
- Ensure appropriate planning
- Use instructional strategies effectively by utilizing pull-out and offering in-class support or extended day and summer programs
- Coordinate with and support regular education programs such as pupil services (counseling, mentoring) and transition programs
- Offer instruction by highly qualified staff
- Provide professional development
- Use strategies to increase parental involvement

Title I, Part A: Current Program



- Targets Literacy and Mathematics support for at-risk students in grades 1-2 in public and private schools. Coordinates with state and local instructional programs.
- Serves eligible regular education, special education, and LEP students.
- Assists students in reaching proficiency in state standards.
- Provides parent involvement and training activities.

Title I, Part A - Assessment

- Statewide assessment program NJSLA Spring 2022
- English Language Development Assessment (ACCESS for ELLs).
- National Assessment of Educational Progress (NAEP) participation required for invited districts. Reading and Math grade 4.



Title I, Part A - Improvement

Title I monies were committed to early intervention by serving students in grades 1-2 in 2020-2021.

Approximately, 99 students in 1st and 2nd grade received literacy support and 52 students in 1st and 2nd grade received math support.

Title I monies were committed to providing a morning Reading and Math tutoring program.

Title I monies were committed for purchasing Sonday System kits for phonics instruction, Leveled Literacy Intervention kits for grades 1 and 2.

Monies were committed for professional development.

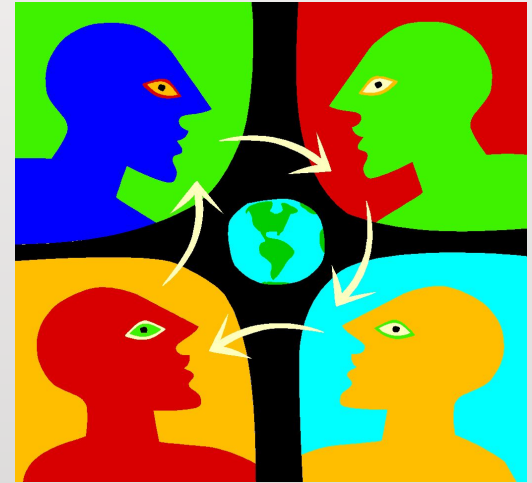
Title 1, Part A- Family Engagement

- During the 2021-2022 SY, parents will have the opportunity to participate in parent engagement activities.

Title III

- Includes discretionary bilingual education and Emergency Immigrant Program funds.
- Districts must be eligible for \$10,000 in funding or must form a consortium.
- District also addressed ELLs and parents through Title I.

Application Process



- Lay the foundation to ensure required coordination and consultation.
- Conduct a needs assessment. Consider accomplishments relative to established measurable objectives.
- Develop a program plan.
- Plan professional development activities relevant to the program goals.
- Ensure parent/community involvement

Parent Resources

Just for Parents

Parents have a critical role in ensuring their child's successful academic achievement. Tailored to your specific needs, you can find guidance, publications, options and information all in one place.

Family Portal

ESSA in NJ

Publications for Parents

- Especially for Parents
- Questions Parents Ask About Schools

More Options for Parents

- My Child's Academic Success: Tools for Student Success
- Parent Tools

News Parents Can Use

- 14 Activities: Building Capacity for Parental Involvement

TITLE III

ESL Education

Opportunity for Input

