

New Jersey Department of Education



New Jersey Dynamic Learning Maps (DLM) Assessment Coordinator Training 2021-2022

Division of Teaching and Learning Services

New Jersey
Department of Education

Office of Assessments

December 2021

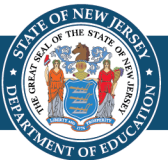




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Purpose and Guidelines



- This presentation's purpose is to:
 - Assist districts, particularly assessment coordinators, in preparing for the Dynamic Learning Maps (DLM) spring assessment.
 - Communicate basic information on the DLM and the role and responsibilities of District and School Assessment Coordinators.
- Guidelines:
 - Please review this presentation with all appropriate staff in your district and ensure that all required tasks are completed.
 - Additional presentations for Assessment Coordinators and teachers serving as Test Administrators, and Data Managers are also available on the NJ DLM website.



Alternate Assessment in New Jersey



- Alternate assessments measure performance of students with the most significant intellectual disabilities on grade-level linked skills based on state standards.
- Alternate assessments also ensure that all New Jersey students are included in the State's accountability system.
- The DLM assessments in English language arts (ELA), mathematics, and science assess Essential Elements which are aligned to the New Jersey Student Learning Standards (NJSLS); the DLM is the alternate to the NJ general assessments for all subjects.





Dynamic Learning Maps (DLM)



- NJ uses the DLM **Year-End (YE)** model in ELA, mathematics and science.
- ELA and math are administered in grades 3 through 8 and grade 11.
- Science is administered in grades 5, 8, and 11.



Test Window for ELA, Math, and Science



- The NJ DLM test administration window is April 1 to May 27, 2022.
 - Districts should begin testing early enough to ensure completion during the testing window.
- The testing window includes time to:
 - accommodate students who are assessed in three subject areas and/or were absent early in the testing window; and
 - accommodate school breaks, holidays, emergency closures, etc.



DLM Computer Adaptive Testing



The DLM assessment is one type of computer adaptive assessment.

The computer adaptive process for the DLM includes the following steps:

1. A student first takes a small set of items, called a testlet. The level of items in the first testlet are generated based on the responses to the First Contact (FC) survey.
2. The system scores the items, then takes into account the level of difficulty of the test items and the student's performance (correct or incorrect answers).
3. Based on the student's performance, another testlet is selected. The next testlet contains new items that are around the same level, somewhat easier, or somewhat harder than the last testlet.
4. This process continues until the testlets address all Essential Elements in the YE test blueprint.



Obtaining NJ DLM Information



- The [NJ DLM webpage](#) provides all resources including:
- NJ required training presentations and test manuals;
- A link to required Moodle teacher training;
- Links to the online DLM Kite Portals; and
- Test security agreements.
- Please note: Districts must regularly check the NJ DLM webpage for manual and training material updates as these are reposted when revised.





Subscribe to Test Updates



- DLM test information is also delivered via the DLM Test Updates system.
- You may sign up for automatic email updates on the [DLM webpage](#).
- The screenshot below shows the “Test Updates” section:

Subscribe to DLM Test Updates

Get test updates via email
[Subscribe automatically](#)  →

Automatic subscription not working?
[Subscribe manually](#)  →

Subscribe once and forget it! No need to re-subscribe each year. Just let us know if your email address changes.

[Unsubscribe from test updates](#) 

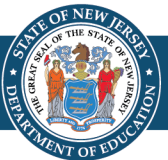




DLM Year-End (YE) Model Policies



- New Jersey uses the Year-End model (YE) as its summative assessment in the spring.
 - [New Jersey made the Instructionally Embedded Model \(IE\) available](#) for use in the fall of 2021; the IE window closes at the end of December 2021.
 - At the end of the special fall IE administration window, the NJDOE will erase the rosters and student data in the Educator Portal system and revert to the customary steps regarding data from NJ SMART and data verification required for the spring 2022 DLM administration.
- Policies specific to New Jersey take precedence over DLM's YE information.
- Always use the [NJ DLM webpage](#) as your starting page for information.





Kite System – Student Portal



- Kite is DLM’s platform used for testing and data collection.
 - Kite Student Portal is used for testing.
 - It requires a DLM assigned student login ID and password for the administration of testlets.
 - It uses DLM special “demo” login IDs and passwords to administer practice testlets.



Kite System – Educator Portal



- The [Kite Educator Portal](#):
 - is used for data collection;
 - requires district staff login IDs and passwords;
 - stores student enrollment, subject rosters, First Contact survey and Personal Needs and Preferences Profile, etc.;
 - delivers test information pages (TIPs), number of student testlets available, etc.; and
 - provides student test tickets for each student included on a test roster.
 - The test ticket provides student login IDs and passwords.
 - The test ticket will be needed when administering tests in Kite Student Portal.



Student Participation Decisions and Process



Determining Who Participates in Alternate Assessments



- Students with the most significant intellectual disabilities are the only students who participate in the DLM.
- Participation decisions are based on the [DLM participation guidelines](#).
- Whether students can participate in the DLM is determined by the Individualized Education Program (IEP) team.
 - Individuals such as district/school administrators, teachers, and parents not on the IEP team may not make a participation decision.

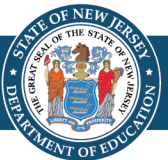


Determining Who Participates in Alternate Assessments, Continued



Student participation cannot be based on:

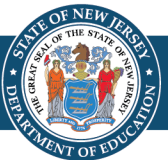
- Educational environment or instructional setting
- Low reading level/achievement level
- Anticipated student's disruptive behavior or emotional distress of the student
- Expected poor performance on the general education assessment
- Impact of student scores on accountability system
- Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication - AAC) to participate in assessment process
- Administrator decision



Role of Administrators in the DLM Participation Decision Process



- District administrators must ensure the IEP team has all of the information needed and applicable participation guidelines available when the IEP team is making these decisions.
- An administrator must sign each completed Participation Guidelines form.
 - The administrator should be the person who oversees the IEP process and student instructional programs.
 - The sending school administrator must sign these forms, as the sending districts is always responsible for developing the IEP of the student, and DLM participation decisions are made by the IEP team.





Participation Criteria



- The [Participation Guidelines form](#) is found on the NJ DLM webpage and should be used when determining who is participating in the DLM for the 2021-22 school year.
- The IEP team must refer to the Participation Guidelines when making decisions regarding statewide assessment.



Participation Criteria, Continued



- The next four slides are meant to assist IEP teams in clarifying which students with significant intellectual disabilities will participate in alternate assessments.
- IEP teams should keep these criteria in mind when answering the questions included in the DLM participation guidelines.



Clarifying Question 1



Is the nature of the student's intellectual disability severe?

- The answer to this question is “yes” if:
 - The student's general level of intellectual functioning is *significantly below the grade level expectations* for his or her same-aged peers and the student requires *substantial modifications to the grade level curriculum*; **and**
 - The student requires *more intensive direct instruction than his or her peers* to acquire knowledge and skills in the grade level curriculum; **and**
 - The student requires *more extensive systems of support* in order to participate in the grade level curriculum.



Clarifying Question 2



Is the student's intellectual disability so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment?

- While all students are to be instructed in the NJSLS for their grade level, students with more significant intellectual disabilities typically receive instruction in the knowledge and skills at a *less complex level* than that measured by the general statewide assessment.
- Upon reviewing the sample test forms, if the student is not receiving any instruction at the same skill level, then the answer to this question is “yes.”



Clarifying Question 3



Is the student's intellectual disability so severe that the student cannot complete any of the types of questions on the general statewide assessment in the content area, even with accommodations and modifications?

- After reviewing the sample test forms and questions for each content area of the general assessment and the state approved testing accommodations and modifications, if it is determined that the student is not able to complete any types of questions even with accommodations and supports, then the answer to this question is “yes.”



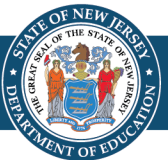
Clarifying Question 4



Is the student's Individualized Education Program (IEP) aligned with grade level NJSLS through modified expectations?

- The answer to this question is “yes” if:
 - The student is receiving grade level instruction at a *significantly modified and less complex level* than their grade level peers; **and**
 - The student may need *more extensive systems of support*, as identified in the IEP, in order to access the curriculum.

The answer to all four clarifying questions on the previous four slides must be “yes” to assess a student with the DLM.

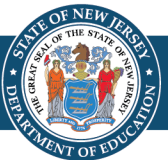




Participation Guidelines Form



- An **administrator** must sign each completed Participation Guidelines form.
 - The administrator should be the person who oversees the IEP process and student instructional programs.
 - The sending school administrator must sign these forms, as the sending districts is always responsible for developing the IEP of the student, and DLM participation decisions are made by the IEP team.
 - *A teacher may not sign the Participation Guidelines forms.*
- A signed copy of the Participation Guidelines form must be placed in the student's confidential cumulative folder.
- The Participation Guidelines form will remain in district, and may be reviewed during an IEP meeting, audit or NJDOE visit.





A Note on Participation Decisions



- Students with the most significant intellectual disabilities may only take one state assessment per each content area (ELA, mathematics, or science).
 - A student may not take the general assessment and an alternate assessment in the same content area.
- Typically, a student takes an alternate assessment in each content area.
- Rarely, a student participates in an alternate assessment in one/some content area(s) and the general assessment with accommodations in the other content area(s).
 - For example, student takes ELA alternate assessment/DLM but takes math and science general assessment.



IEP Documentation and Participation



- Most IEPs were updated last year for 2021-2022.
- Any reference to the DLM and/or “alternate assessment” is acceptable.
- If an IEP needs to be updated related to state assessments, please do so immediately.

Grade-Level Policies



English Language Learners (ELLs) and the ELA DLM Assessment



- Grades 3 to 12:
 - If a student entered the United States after June 1 of the calendar year prior to the test administration and is currently enrolled in a language assistance program, this ELL student is exempt from taking the DLM ELA assessment.
 - Students must still participate in all other applicable DLM assessments.





Retained Students



- Retained students will take applicable DLM assessments in their current grade, even if they took DLM in the same grade-level last year.
 - Students in grades 3, 4, 6, 7, will take only ELA and math.
 - Students in grades 5, 8 and 11 will take ELA, math, and science.
- Students in grade 11 who took the DLM and received a performance level on their individual student score report for ELA, math, and science do not take the DLM test again.
 - This is true regardless of the test result, as score report results on the high school DLM do not affect the ability to graduate.



Students Who Did Not Test in Grade 11 During Spring 2021 Administration



Current grade 12 students who did not participate in the spring 2021 administration of the DLM when in grade 11 are encouraged, but not required, to participate in the spring 2022 administration.



Students Sent Out of State



- When a student's home district is paying tuition for the student to attend a school outside of New Jersey, determine the following:
 - Is the out-of-state school administering the DLM?
 - If the answer is "yes," the NJ student must participate in the DLM. The student's teacher at the attending school will administer the DLM.
 - Is the state where the student attends school administering a different alternate assessment?
 - If the answer is "yes," this student will not test at all but must be added to the home school's DLM enrollment and roster files. They count as a non-participant in the accountability reports.
 - Is the out-of-state placement a neighboring state, and can the sending district send someone to administer the DLM?
 - If the answer is "yes," the student will participate in the DLM.

Homebound and Medical Facilities



Can Participate

If a student is ill and **is receiving instruction** at home or in a medical facility, and the district can provide:

- A certified test administrator with a login ID and password;
- A laptop or tablet that has the Kite application installed; and
- A secure network connection, then the student will participate in the DLM computer-based assessment.

Unable to Participate

If a student is ill and is **not receiving instruction** at home or in a medical facility, the student will not participate in the DLM.

- A student might not be receiving instruction due to a medically fragile state, persistent vegetative state (PVS), attendance at a psychiatric facility, etc.
- This student must be added to the DLM enrollment and roster files.
- DTCs should utilize exit code 11 for these students.



Testing of Students Receiving Instruction in Unapproved Schools, Part 1

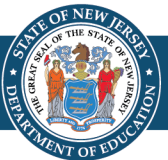


- Students with the most significant intellectual disabilities whose IEP team determines participation in the DLM is appropriate must be tested.
- The sending district must send a test administrator to the unapproved school to administer the test.
- The sending district must provide a test administrator with a login ID and password and a laptop or tablet that has the Kite application installed.

Testing of Students Receiving Instruction in Unapproved Schools, Part 2



- The student's special education teacher at the private school must assist the sending district educator during the DLM administration. This ensures the student is working with a familiar instructor and that the student receives the appropriate supports based on their needs.
- The First Contact survey and Personal Needs and Preferences Profile will be completed by the sending district; however, district staff must confer with the attending school to ensure accurate survey responses.
- Manipulatives will be provided by the attending school. The sending district may need to assist in the provision of necessary materials.



District-Level Roles and Responsibilities





Roles and Responsibilities



- There are three types of DLM district-level roles:
 - Assessment Coordinator
 - Technology Representative
 - Data Manager
- The Chief School Administrator must assign district administrators or specialized professionals to the three DLM district-level roles.
 - For example, Principals, Director of Guidance, Director of Special Education, Information (IT) Specialist, etc.
- These roles may not be assigned to teachers, support staff, non-professional staff, etc.
- Only **TWO** staff may have the District Test Coordinator role designation in Educator Portal per district.



Roles and Responsibilities, Continued (1)



Role	Educator Portal Role Name	Responsibility	Relevant Resources
Assessment Coordinator	<ul style="list-style-type: none"> District Test Coordinator (DTC) for district-Level Building Test Coordinator (BTC) at individual school level 	Oversees and assists teachers in their roles including conducting training, answering questions, and monitoring all aspects of testing	See DLM site for required Assessment Coordinator manual and other necessary documents
Technology Representative	District User (DUS)	Oversees computer and other technology device components to ensure district technology readiness and implementation (IT staff)	See DLM site for Technology Specifications manual and other necessary documents
Data Manager	District Test Coordinator (DTC)	District administrator who collects and delivers all necessary data files to DLM including User, Enrollment, and Roster files Reviews and updates accurate data records for all testing purposes	See DLM site for Data Management manual and other necessary documents



Roles and Responsibilities, Continued (2)



- The fourth DLM role is the Test Administrator
- Teachers instructing students with the most significant intellectual disabilities fulfill this role.
- Responsibilities include:
 - Administering assessments to students
 - Completing the First Contact and Personal Needs and Preferences Profile for each student
 - These surveys collect information about the student's skill levels, communication system, accessibility needs, etc.
 - Surveys cannot be completed online until February 2022; however, paper copies of the surveys may be produced.
 - Reviewing test administration manual, accessibility manual and other necessary documents

District and School Assessment Coordinators





School Assessment Coordinators

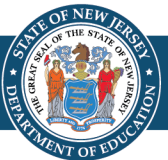


- The District Assessment Coordinator or Chief School Administrator must select a School Assessment Coordinator for each school administering the NJ DLM.
 - This role in the DLM Educator Portal system is called the Building Test Coordinator (BTC).
 - The district Data Manager will assign the Kite Educator Portal account for each School Assessment Coordinator.

School Assessment Coordinator Responsibilities



- The School Assessment Coordinator:
 - Schedules training for teachers;
 - Is the direct liaison for teacher questions;
 - Is the district point of contact for test activities;
 - Ensures the correct students are assessed;
 - Interacts with District Data Manager and Technology Representative to ensure all tasks are completed;
 - Utilizes NJ DLM website, reviews materials, and disseminates information to staff;
 - Reviews [DLM Assessment Coordinator Manual](#) and other required documents; and
 - Contacts DLM help desk when DLM documents do not provide clear answers to district questions.





NJ DLM Webpage Information



- The [NJ DLM webpage](#) contains resources and training materials for District and School Assessment Coordinators
- NJ-specific DLM forms and training documents may be located by using the filtering options by Role, Resource, or Content Area. Documents are in alphabetical order, and NJ-specific documents have “New Jersey” in front of each resource name and can be searched for accordingly.





Required Manual Review



Manuals for Assessment Coordinator's required reading are:

- [Assessment Coordinator Manual](#) – designed for Assessment Coordinators
- [Accessibility Manual](#) – designed for Assessment Coordinators and your teachers
- [Test Administration Manual](#) – designed for Assessment Coordinators and your teachers





Conduct Teacher Training



- Assessment Coordinators must conduct training using:
 - NJ Teacher Training PowerPoint, provided on the [NJ DLM webpage](#), and;
 - DLM New and Returning Test Administrator Training provided on the [DLM Moodle website](#).
- Teachers who are new test administrators will review four modules and take four post-tests.
- Teachers who are returning test administrators will review one module and take a multi-part post-test.
- Please note that teachers must participate in training during school hours and may not have students present when viewing the training materials or taking the post-tests.
- **NOTE:** Test administrators who utilized the DLM IE testlets in fall 2021 and passed all the required training in the fall do not need to repeat the Moodle training for the spring 2022 administration.





DLM Moodle Access



- [Moodle](#) is the DLM platform used to provide the mandatory DLM teacher training modules required by NJ. This is in addition to the NJ produced teacher training presentation.
- You must conduct and oversee the training of teachers using both the NJ teacher training materials and the Moodle platform.



DLM Required Training for Teachers Who Completed Spring 2021 DLM Training

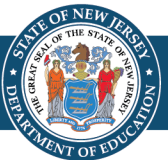


- In Moodle, the DLM required training for teachers who administered the DLM last year is one self-directed module titled *Returning Test Administrator Training – Review of the DLM Alternate Assessment System*.
- The required module is approximately 75 minutes.
- After viewing the module, the teacher must independently complete and pass the post-test.
- Teachers may take the post-test repeatedly if needed in order to pass.

DLM Required Training for Teachers Who Did Not Complete Spring 2021 DLM Training



- In Moodle, the DLM required training for teachers who did not administer the DLM last year is four modules.
 - Part 1 – *About the DLM System*
 - Part 2 – *Understanding and Delivering Testlets*
 - Part 3 – *Test Administration and Scoring*
 - Part 4 – *Preparing to Administer the Assessment*
- These modules are approximately 2.5 hours.
- After viewing each module, the teacher must independently complete and pass the post-tests.
- There is also an optional module in Moodle entitled Personal Learning Profile Training, which provides more information about completing a student's Personal Needs and Preferences (PNP) Profile and First Contact survey.
 - There is no post-test for this module.
 - This module is also available on DLM's website to view at any time.

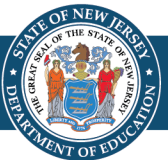




Scheduling Teacher Training



- Assessment Coordinators must identify teachers required to participate, generate a teacher training schedule, and implement training. This training can be completed in-person or virtually.
- Be sure to:
- Create an agenda, gather training materials and inform those teachers in need of training;
- Ensure all materials are downloaded prior to the selected training day(s); and
- Have a sign-in sheet for all teachers to verify attendance and completion of the training.





DLM Teacher Training



- Assessment Coordinators may conduct group training virtually or in-person, followed by teachers individually logging in to Moodle to independently take the post-test(s).
 - This type of training is called **Facilitated Training**.
 - A Facilitator Guide for Training is available for Assessment Coordinator's review and use in Moodle.
- If you are training everyone as a group, you may use your login ID to access the materials.



Teacher Training – One Group



- Assessment Coordinators may choose to conduct group training by presenting all test administrators the facilitated New Test Administrators modules.
- Allowing all teachers to review the four modules provides full coverage of the training topics as a refresher for returning test administrators and as new information for new test administrators.
- Reminder: Even if teachers train as a group, teachers must separately login to Moodle and independently take the post-test(s).
- New teachers must click on “Facilitated training” to access the post-test(s).
- Returning teachers will not have a facilitated option. They will need to play the self-directed returning module video then proceed to the multi-part post-test for returning test administrators.



Teacher Training – Two Groups



- You may also train teachers in two separate groups, split by New and Returning Test Administrators.
- Select the Facilitated Training modules for new test administrators or the self-directed module for returning test administrators.
- Reminder that even if you train teachers in groups, teachers must login to Moodle separately and independently take the post-test(s).
- New test administrators must click on Facilitated Training in order to access the post-test(s). Returning test administrators will not have a facilitated option, only self-directed.



How To Access the Facilitator's Guide

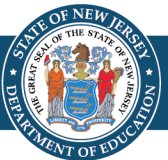


- Assessment Coordinators must use the login ID and password that is used for the Educator Portal.
- Login to the DLM Moodle training site prior to conducting training, as the password may need to be updated.
- The District Data Manager will provide a login ID if one is not yet assigned.
 - After receiving a new Educator Portal login account, it may take 48 hours before a Moodle login account is active. Therefore, please ensure Moodle login access prior to the selected teacher training date.

Teacher Training – Individually



- You may choose to assign a time for each teacher to separately view the applicable module(s) and take the post-test(s).
- Teachers will need to login into Moodle using their login ID and password then select Self-Directed training.
 - The District Data Manager will provide a teacher's login ID if one is not yet assigned.
 - After receiving a new Educator Portal login account, it may take 48 hours before a Moodle login account is active.
- Assessment Coordinators must monitor the status of individual teacher training to ensure completion.





Additional Resources



Resource	Audience	Overview
<u>Educator Portal User Guide</u>	Assessment Coordinators, teachers, and other staff	Provides information on Kite Educator Portal
<u>Guide to Practice Activities and Released Testlets</u>	Assessment Coordinators, teachers, and test administrators	Provides information on DLM practice and non-secure testlets
<u>District Staff Training Resources</u>	Assessment Coordinators and other staff	Provides short videos on topics including Assessment Coordinator role
<u>Educator Resources for ELA and Math</u>	Assessment Coordinators, teachers, and other staff	Provides test blueprint information and skill statements for ELA and Math
<u>Educator Resources for Science</u>	Assessment Coordinators, teachers, and other staff	Provides test blueprint information and skill statements for Science
<u>Educator Resource Videos</u>	Assessment Coordinators, teachers, and other staff	Provides short videos on topic, including Kite Student Portal



Student Surveys





Teachers Complete Student Surveys



- From February 14 to March 18, 2022 all test administrators must complete two surveys for each student assigned to their subject test roster.
 - The First Contact (FC) survey collects info on student learner characteristics. Survey responses inform the linkage level of test items selected for the first testlet in each subject.
 - Additional information on the FC survey is found in the [Test Administration Manual](#).
 - The Personal Needs and Preferences (PNP) Profile collects info on the supports a student requires during testing.
 - Additional information on the PNP profile is found in the [Accessibility Manual](#).

School Preparation





Instruction and Testing



- The DLM assessments in English language arts (ELA), mathematics, and science assess Essential Elements (EEs), which are aligned to the New Jersey Student Learning Standards (NJSLS).
- School program staff must review the Essential Elements provided on the DLM website early in the school year and implement individualized instruction related to the Essential Elements throughout the year.
- The Essential Elements are skill statements written to reflect the standards at an appropriate level for students with the most significant intellectual disabilities.
- Use of the Essential Elements (skill statements) and the Year-End test blueprint will guide instruction by assisting in the selection of individualized targeted skills related to the NJSLS. The use of these documents will help prepare students for the DLM assessment.



School Program Preparation



- Teachers must be given the name and contact info for the School Assessment Coordinator.
- Links to the DLM test blueprints for all subjects, and info on how to use the ELA and math learning maps for student's instruction should be provided to teachers in district.
 - Science learning maps are still in development.
- Students who will be taking the DLM should be delivered instruction and activities on a computer or other device recurrently.



General Information



- A list of manipulatives that may be needed for testing for each grade level will be available in February 2022.
 - Appropriate substitutions may be made, if necessary, based on the EEs and node descriptions. More information on the process of selecting substitutions will be available in February 2022.
- Practice tests are currently available and should be utilized in order to give the student experience with the online test prior to the spring assessment.
 - The DLM Test Administration manual will provide sample test login IDs and passwords for practice testing.



Professional Development Modules



- DLM professional development modules:
 - support the design and delivery of instruction.
 - are optional teacher modules are different from the mandatory NJ DLM required training modules.
 - contain various instructional information useful for classrooms and school programs. Topics are broad and include information about alternate pencils (writing topic), algebraic thinking, predictable chart writing, place value, etc.
- See the DLM PD webpage for more information about the professional development modules, including [Frequently Asked Questions](#).

More Information and Phone Contacts





Additional Information



- Presentations addressing administration procedures (Preparation Parts 1 and 2, also posted on the [NJ DLM website](#)) must be viewed by Assessment Coordinators and teachers before administering the test.
- Districts must follow all NJ test policies outlined in all presentations.
- Districts must download and view these presentations as they become available.



For More Information on Kite



- For DLM questions regarding Kite Educator Portal, Moodle or Kite Student Portal please contact the DLM Help Desk.
- Phone: 1-855-277-9751 (toll free)
- Email DLM-support@ku.edu
- Do not include student Personally Identifiable Information (PII) other than the last 4 digits ONLY of a Student Identification (SID) numbers.
 - This includes the Kite Chat located in Educator Portal. DLM Support can provide a link to a secure site if additional student PII is needed.
- Do include specific references to manuals/training materials when requesting clarification or assistance.

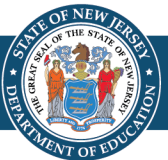




For More Information



- Staff with questions about login IDs, enrollment and roster files, score reports, state organizational table, data issues, technology questions, test design, training, test administration, accessibility, etc., should contact:
 - Office of Assessments: Assessment@doe.nj.gov
 - Office of Special Education Policy and Dispute Resolution: oseinfo@doe.nj.gov
- Please review the DLM materials prior to emailing the Office of Assessments and indicate what page(s) in the materials your questions reference. This will facilitate a timely response.





Accountability Information



- Find accountability information on the [NJDOE Title I webpage](#) as well as the [US Department of Education Title I webpage](#).
- If you have questions after reviewing the Accountability information, please call the NJDOE Office of Title I at 609-376-9080.



Thank You!



New Jersey Department of Education: nj.gov/education

Questions or comments?

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