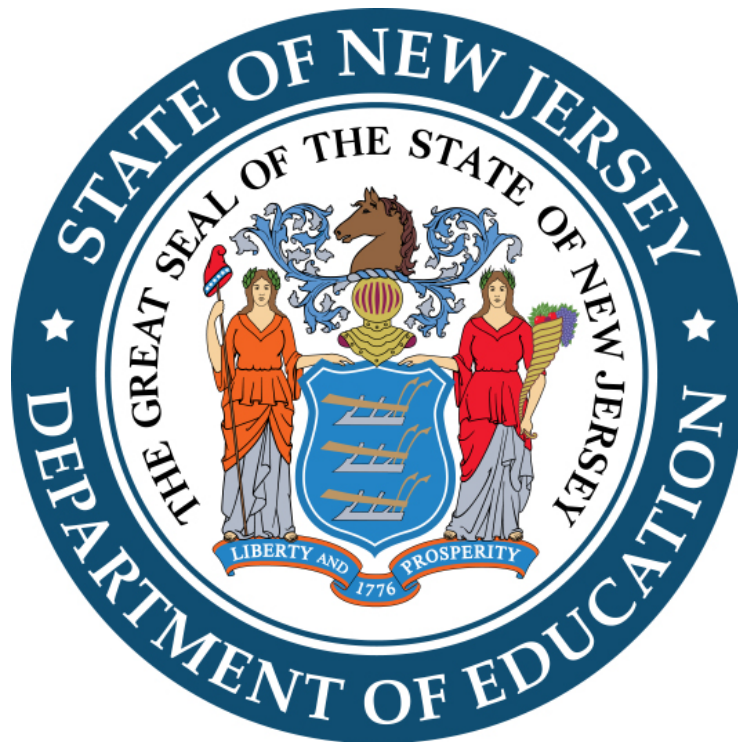


2021-2022 Technical Guide to Every Student Succeeds Act (ESSA) Summative Ratings and the Identification of Schools in Need of Support and Improvement



New Jersey Department of Education

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## Introduction

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### ESSA and New Jersey's ESSA State Plan

The mission of the New Jersey Department of Education (NJDOE) is to support schools, educators, and districts to ensure all of New Jersey's 1.4 million students have equitable access to high-quality education and achieve academic excellence. New Jersey's ESSA accountability system helps the NJDOE identify what schools and districts need more support with making sure all students are prepared for postsecondary success.

The Every Student Succeeds Act (ESSA) was passed in December 2015 with bipartisan Congressional support. It replaced the No Child Left behind Act (NCLB) of 2001 and reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. As part of the reauthorization, all states were required to develop a state plan. [New Jersey's ESSA State Plan](#) and its [ESSA overview](#) describe how the state will identify which schools need the most comprehensive and targeted support and how the state would then provide the support in a differentiated manner. As part of this process, ESSA requires states to meaningfully differentiate how schools are performing and to identify schools in need of support and improvement.

Throughout the 2016-2017 school year, the NJDOE collaborated with stakeholders from across the state to develop, within the legal confines of ESSA, the ESSA accountability system. Through this collaboration, the NJDOE developed its process for meaningful differentiation based on stakeholder input about indicators, weights, and desired outcomes. Additionally, NJDOE's technical advisory committee provided technical guidance. For example, the technical advisory committee suggested the NJDOE could ensure the nominal weights match the effective weights in the summative scores by converting performance values to z-scores.

Identifying schools in need of the most support is just one of many steps in ensuring New Jersey students receive the high-quality education they deserve. For more information, see the [NJDOE ESSA webpage](#).

New Jersey's ESSA state plan lays out a plan for the NJDOE to identify schools for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) for low performing student groups every three years. States are also required to annually identify schools for targeted support and improvement (TSI) for consistently underperforming student groups.

The NJDOE last identified schools in January 2019, based on data from the 2017-2018 school year. The next identification was planned for January 2022. However, due to the COVID-19 pandemic, New Jersey was approved for both a [March 2020 waiver](#) and a [March 2021 waiver](#) that removed accountability-related requirements under ESSA for the 2019-2020 and 2020-2021 school years, respectively. The waived requirements included the:

- Calculation of indicator scores and summative scores;
- 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 based on data from these two school years.

New Jersey also received approval to make a one-time change to the identification timeline through the [COVID-19 State Plan Addendum](#), which was approved in April 2022. Under the approved Addendum, the

NJDOE will identify schools for comprehensive and additional targeted support and improvement in both fall 2022, based on data from the 2021-2022 school year, and again in fall 2023, based on data from the 2022-2023 school year. The NJDOE expects to resume identifying and exiting schools every three years after the fall 2023 identification.

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### Using this Guide

This technical guide provides schools, districts, and the public a transparent explanation of the methodology used to identify schools in need of comprehensive or targeted support and improvement. This guide contains separate sections for each type of support with an overview and a methodology section. The methodology section was written so that a data specialist can follow the steps and replicate the results using specialized software. Each step is followed by a “Looking at the Data” section that walks the reader through the accompanying comprehensive and targeted worksheet files, found on the [NJDOE Accountability page](#), allowing nontechnical readers to understand the identification process.

The accountability worksheet files include school and student group-level data that is released by the NJDOE annually in the ESSA Accountability Profiles, also available on the NJDOE Accountability page. The data is also released to parents, community members, and other stakeholders through the [New Jersey School Performance Reports](#). The [2021-22 ESSA Accountability Profiles Companion Guide](#) provides details on how each of the indicators in the accountability system is calculated.

Data in the accountability worksheet files is limited to include data for regular schools and full-time vocational schools that are currently operational. The U.S. Department of Education defines a regular school as “a public elementary/secondary school that does not focus primarily on vocational, special, or alternative education, although it may provide these programs in addition to a regular curriculum,” including charter schools. A vocational school is defined as “a school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical, or professional occupations.” Students who attend alternative programs, such as a special services district, will be included in the accountability results at their resident school or district.

Values in the chronic absenteeism data columns in the worksheet files differ from the data in the Accountability Profiles because the worksheets reflect non-chronic absenteeism rates (i.e., the chronic absenteeism rate subtracted from 100). This was necessary to align chronic absenteeism with the other data elements, in which a higher number reflects higher performance.

## Schools in Need of Comprehensive Support and Improvement (CSI)

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### Comprehensive Support and Improvement Identification

A school is identified for comprehensive support and improvement if any of the following three criteria apply:

1. Its summative score is at or below the bottom fifth percentile of Title I schools (i.e., the cut score);
2. It has a four-year federal graduation rate at or below 67 percent; or
3. It is a Title I school and has been identified for additional targeted support and improvement (ATSI) for a low performing student group for three or more consecutive years.

Schools are identified for comprehensive support and improvement based on their performance relative to the performance of the fifth percentile of Title I schools. Schools are identified to receive support regardless of whether they receive Title I funding.

Schools are typically identified for comprehensive support every three years. However, timelines have shifted due to the COVID-19 pandemic and related waivers and the approved Addendum.

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## Comprehensive Support and Improvement Methodology

The methodology for calculating the summative score by which schools are identified for comprehensive support and improvement for schools reviewed under the standard identification methodology is as follows:

### 1. Determine school configuration

Each school configuration type has unique requirements. School configuration is derived based on the following criteria. Schools will be identified as a:

- a. Mixed configuration school (Mixed) if data is available for at least five of the following six indicators: four-year graduation rate, five-year graduation rate, English Language Arts (ELA) proficiency, math proficiency, ELA growth, and math growth;
- b. Elementary/Middle school (Elementary) if the school does not have a four-year graduation rate or five-year graduation rate, but has at least three of the following four data elements: ELA proficiency, math proficiency, ELA growth, and math growth; or
- c. High school (High) if the school does not have ELA growth or math growth but has at least three of the following four data elements: ELA proficiency, math proficiency, four-year graduation rate, and five-year graduation rate.

Schools with fewer than three academic indicators (i.e., four-year graduation rate, five-year graduation rate, ELA proficiency, math proficiency, ELA growth, and math growth) are not included in the standard identification process but will instead be reviewed through an alternate methodology. Schools will be included in the calculation of individual indicator scores for which they have data available, and configuration will be determined based on available data and grades served. See the alternate methodologies section of this document for more information about the methodologies used.

### 🔍 Looking at the Data

In the Comprehensive file, Summative worksheet, Columns A through C contain school identifiers. Column D indicates the type of methodology used. Schools with “Standard Identification” in this column will follow the standard methodology covered in this guide. Columns E through L contain school data for the total student group from the 2022 ESSA Accountability Profiles. Data for an indicator is only included if data was available for at least 20 students. The data in columns E through L was used to derive the school configuration based on the criteria detailed above in Step 1. The school configuration is reflected in Column M.

### 2. Convert scores to z-scores, within configuration

To facilitate accurate comparisons within each school configuration (i.e., Elementary, High School, and Mixed), the indicators for each student group under consideration (the total student group and nine student groups) are converted to z-scores. A z-score is a standardized score that indicates how many standard deviations an element is from the mean. The indicators are ELA

proficiency, math proficiency, ELA growth, math growth, four-year graduation rate, five-year graduation rate, progress toward English language proficiency (ELP), and chronic absenteeism. If a school is missing a data point (e.g., data is available for fewer than 20 students), the missing value is disregarded when the values are converted to z-scores.

When calculating the z-scores, all race/ethnicity groups are combined to calculate the standardized z-score. For the economically disadvantaged, students with disabilities, English learners, and total student groups, the z-scores are calculated separately for each student group.

In general, z-scores are calculated within a school configuration. However, for graduation rate, the z-scores are calculated across all schools with graduation rates with both High and Mixed configurations since only high schools have graduation rates. Similarly, for growth, the z-scores are calculated across all schools with growth data with both Elementary and Mixed configurations since only elementary and middle schools have growth data.

### Q **Looking at the Data**

In the Comprehensive file, there are separate worksheets for each of the eight indicators. On each indicator worksheet other than Progress Towards ELP, columns A through C contain school identifiers and column D contains the school's configuration (from step 1). Columns E through N contain the schools' actual values of the indicator from the 2022 ESSA Accountability Profiles for each of the nine student groups and the total student group. Data for an indicator is only included if the data was available for at least 20 students. Columns O through X contain the z-score conversions of the data from columns E through N.

The format of the worksheet for the Progress toward English Language Proficiency ("ELP") indicator differs slightly from the rest because this indicator is only used for the English Learners student group and the total student group. Therefore, the ELP worksheet contains only ten columns. Columns A through D mirror those of the other indicators. Columns E through F contain the schools' actual values of the indicator from the 2022 ESSA Accountability Profile for the English Learner student group and the total student group only. Columns G and H contain the z-score conversions of the data from columns E and F.

The format of the Modified Summative and Elementary School Linking tabs are described in more detail in the alternative methodologies section of this document.

### **3. Calculate indicator scores**

For each indicator:

- a. Calculate the average student group z-score for each indicator by totaling the nine student group z-scores and dividing by the number of student groups with z-scores.
  - i. Any student groups that had data for fewer than 20 students will not have a z-score and will not be included in this average.
- b. Average the z-score for the total student group with the average student group z-score.
  - i. If there is no average student group z-score the z-score for the total student group will be used in place of this average. This would occur if no student group had data for at least 20 students or for the ELP indicator, which is not calculated for student groups other than the English Learner student group.
- c. Convert this average to a percentile ranking, by configuration, and round to the nearest hundredth.

- i. For graduation rate, the percentile ranking is calculated across the High and Mixed configuration schools combined, instead of individually within the High and Mixed configurations.
  - ii. For ELA and math growth, the percentile ranking is calculated across the Elementary and Mixed configuration schools combined, instead of individually within the Elementary and Mixed configurations.
- d. This percentile is the final indicator score.

**Looking at the Data**

On each indicator worksheet other than Progress Towards ELP in the comprehensive file, column Y contains the sum of the student group z-scores from columns O through W. Column Z contains the count of student groups. Column AA contains the average student group z-score. Column AB contains the average of the average student group z-score (column AA) and the total student group z-score (column X). Column AC reflects column AB converted to a percentile ranking, by configuration. As previously noted, the worksheet for the ELP indicator has fewer columns, and the indicator score is in column I, not column AC.

**4. Look up weights for each indicator**

Weights are determined based on school configuration and whether the ELP indicator is available. Weights for each school configuration are provided in the following three tables (Tables 1–3):

**Table 1: Elementary/Middle School Weights**

Indicator	Weight (ELP missing)	Weight (ELP available)
<b>ELA Growth</b>	0.25	0.20
<b>Math Growth</b>	0.25	0.20
<b>ELA Proficiency</b>	0.175	0.15
<b>Math Proficiency</b>	0.175	0.15
<b>ELP</b>	n/a	0.20
<b>Chronic Absenteeism</b>	0.15	0.10

**Table 2: High School Weights**

Indicator	Weight (ELP missing)	Weight (ELP available)
<b>ELA Proficiency</b>	0.175	0.15
<b>Math Proficiency</b>	0.175	0.15
<b>Four-Year Graduation Rate</b>	0.25	0.20
<b>Five-Year Graduation Rate</b>	0.25	0.20
<b>ELP</b>	n/a	0.20
<b>Chronic Absenteeism</b>	0.15	0.10

**Table 3: Mixed Configuration School Weights**

Indicator	Weight (ELP missing)	Weight (ELP available)
ELA Growth	0.15	0.125
Math Growth	0.15	0.125
ELA Proficiency	0.125	0.10
Math Proficiency	0.125	0.10
Four-Year Graduation Rate	0.15	0.125
Five-Year Graduation Rate	0.15	0.125
ELP	-	0.20
Chronic Absenteeism	0.15	0.10

These weights apply only to schools falling under the standard identification. See the alternate methodology section for information about weights used under other methodologies.

**Q Looking at the Data**

Look at the Summative worksheet. The indicator scores from column AC of each indicator worksheet (column I on the ELP worksheet) have been copied to columns N through U on the Summative worksheet. Columns V through AC contain the weights for each indicator (some weights were adjusted; see next step). If a school was reviewed through an alternate methodology, no weights will appear on the Summative tab.

**5. Adjust indicator weights**

When schools are missing indicator scores, the weight for each academic indicator will need to be adjusted to evenly redistribute the weight of the missing data to the other available academic indicators. A school's academic denominator, ELP indicator, and chronic absenteeism indicator tell us which adjustments are needed.

- a. Generate the academic denominator by totaling the weight values for the academic indicators (i.e., ELA growth, math growth, ELA proficiency, math proficiency, four-year graduation rate, five-year graduation rate).
- b. If one of the academic indicators is missing, the weights on the academic indicators will need to be adjusted:
  - i. If the ELP indicator is missing, and the academic denominator is below 0.85, adjust the weight for each academic indicator by dividing its current weight by the academic denominator and multiplying the result by 0.85.
  - ii. If the ELP indicator is available, and the academic denominator is below 0.70, adjust the weight for each academic indicator by dividing its current weight by the academic denominator and multiplying the result by 0.70.
- c. If the chronic absenteeism indicator is missing, the weights on academic indicators will need to be adjusted. If adjustments were already made due to a missing academic indicator, start with the adjusted weights in this step.
  - i. If both the ELP indicator and chronic absenteeism indicators are missing, adjust the weight for each academic indicator by dividing its current weight by 0.85.



- ii. If the ELP indicator is available but the chronic absenteeism indicator is missing, adjust the weight for each academic indicator by dividing its current weight by 0.875.

🔍 **Looking at the Data**

On the Summative worksheet, there is a weight-adjustment flag in column AD. A “Y” value in this field indicates that there is a missing indicator score and the weights in columns V through AC were adjusted according to the rules above.

**6. Generate summative scores**

- a. Multiply each indicator score by its respective weight to create a value for each indicator.
- b. Add the values for all indicators together. This number represents the school’s summative score out of 100 points.

🔍 **Looking at the Data**

On the Summative worksheet, the values obtained by multiplying each indicator by its respective weight are contained in columns AE through AL. Adding these values together generates the summative score in column AM.

**7. Determine the cut scores used to identify schools in need of comprehensive support and improvement**

The cut scores are determined by identifying the fifth percentile for Title I schools, by school configuration.

- a. Within each school configuration and for Title I schools only, convert the summative scores to percentile rankings
- b. Identify the summative score of the school at the fifth percentile. This will be the cut score for the configuration

🔍 **Looking at the Data**

On the Summative worksheet, column AN indicates whether a school received Title I funding for the 2021-22 school year. The following steps will help easily identify the cut-score in the Excel file:

1. Filter the dataset for Standard Identification schools only (column D has a value of “Standard Identification”)
2. Filter the dataset to include only Title I schools (column AN has a value of “Y”)
3. Filter the dataset to include only one configuration (column M)
4. Sort by summative score (column AM) and assign a rank to each summative score from lowest to highest
5. Calculate the percentile ranking for each summative score by subtracting 1 from the school’s rank and then dividing by the total number of scores minus 1
6. Find the school with the largest percentile ranking that is less than or equal to 5.00
7. Round the summative score for that school up to the nearest hundredth
8. That will be the cut-score for the school configuration

## 8. Identify schools in need of comprehensive support and improvement

- a. All elementary/middle schools, regardless of Title I status, with summative scores at or below the elementary/middle school cut score require comprehensive support and improvement.
- b. All high schools, regardless of Title I status, with summative scores at or below the high school cut score require comprehensive support and improvement
- c. All mixed configuration schools, regardless of Title I status, with summative scores at or below the mixed configuration school cut score require comprehensive support and improvement
- d. All high schools and mixed configuration schools, regardless of Title I status, with four-year federal graduation rates at or below 67 percent require comprehensive support and improvement.

### 🔍 Looking at the Data

On the Summative worksheet, the summative score is in column AM. The cut score used for the configuration is in column AO. The four-year federal graduation rate is in column I.

## 9. Calculate summative determinations

The summative determinations are the percentile rankings of the summative scores. The summative determination, or ranking, provides a measure of how schools are performing across all indicators in the accountability system as compared to other schools in the state in the same configuration.

- a. Convert summative scores to percentile rankings, by configuration, and round to the nearest hundredth

### 🔍 Looking at the Data

On the Summative worksheet, the summative determination is in column AR. Summative determinations, or rankings, will only appear for schools reviewed under the Standard Identification methodology.

## Schools in Need of Additional Targeted Support and Improvement (ATSI) for Low-Performing Student Groups

### Additional Targeted Support and Improvement for Low-Performing Student Groups Identification

A school is identified for additional targeted support and improvement for a low-performing student group if it has a student group with a summative score at or below the bottom fifth percentile of Title I schools (i.e., if the student group were its own school, its summative score would qualify for comprehensive support).

Schools are typically identified for additional targeted support every three years. However, timelines have shifted due to the COVID-19 pandemic and related waivers and the approved Addendum.

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## Additional Targeted Support and Improvement for Low-Performing Student Group Methodology

The following methodology is used to identify schools for additional targeted support and improvement for a low-performing student group:

### 1. Determine school configuration for each student group

School configurations are redefined for each student group. In most cases, student groups will have the same configuration as the school. However, some student groups may be missing data for an indicator even though it is available for the total school.

For example, if a student group in a mixed configuration school has both proficiency data elements and both growth data elements, but does not have graduation rate data, this student group's performance is considered among the performance of elementary/middle schools because they have similar data elements available (i.e., if the student group were its own school, it would be an elementary/middle school).

This step is necessary to ensure that the data for a student group is compared to other schools with similar data available. School configuration is derived for each student group based on the following criteria. Student groups will be identified as:

- a. Mixed configuration if data is available for at least five of the following six data elements: four-year graduation rate, five-year graduation Rate, ELA proficiency, math proficiency, ELA growth, and math growth
- b. Elementary/Middle configuration (Elementary) if the student group does not have four-year graduation rate or five-year graduation rate, but has three or more of the following four data elements: ELA proficiency, math proficiency, ELA growth, and math growth
- c. High school configuration (High) if the student group does not have ELA growth or math growth, but has at least three of the following four data elements: ELA proficiency, math proficiency, four-year graduation rate, and five-year graduation rate

Student groups with fewer than three indicators are not included in the standard identification process and will not have a summative score calculated. Student groups will be included in the calculation of individual indicator scores for which they have data available, and configuration will be determined based on available data and grades served.

### Looking at the Data

In the *Targeted* file, there are separate worksheets for each student group. On any student group worksheet, Columns A through C contain school identifiers. Column D contains the Student Group name. Columns E through L contain the actual values of each indicator from the 2022 ESSA Accountability Profiles for the student group referenced in column D and the worksheet title.

Columns E through L were used to derive the student group's school configuration based on the criteria detailed above in Step 1. The student group's school configuration is reflected in Column M. This workbook only includes student group data for a school if there was data for at least 20 students. This means that some schools will not appear on all student group tabs.

## 2. Calculate indicator scores for each student group

Converting the scores for the indicators to percentiles provides a standardized measure across the different indicators.

- a. Within each student group and each school configuration, convert the scores for each of the eight indicators (i.e., ELA proficiency, math proficiency, ELA growth, math growth, four-year graduation rate, five-year graduation rate, ELP, chronic absenteeism) to percentile rankings
  - i. For graduation rate, the percentile ranking is calculated across the High and Mixed configuration student groups combined, instead of individually within the High and Mixed configurations.
  - ii. For ELA and math growth, the percentile ranking is calculated across the Elementary and Mixed configuration student groups combined, instead of individually within the Elementary and Mixed configurations.
  - iii. The ELP indicator applies only to the English Learners student group
- b. Round it to the nearest hundredth
- c. This value will be the student group indicator score for each indicator

### 🔍 Looking at the Data

On each student group worksheet in the targeted file, the indicator scores are provided in columns N through U. These are the percentile rankings of the data in columns E through L. The ELP Progress indicator score (column T) will be blank on all student group tabs except for the English Learners tab.

## 3. Look up weights for each indicator for each student group

Weights are determined based on a student group's school configuration and whether the ELP indicator is available for the student group. The same weights are used for student groups that were used at the school level.

See step 4 in the Comprehensive Support and Improvement Identification section of this guide for the weight tables for each student group configuration. The ELP indicator will only be available for the English Learners student group, so the second column in the tables will not apply to other student groups.

### 🔍 Looking at the Data

On each of the student group worksheets in the targeted file, Columns V through AC contain the weights for each indicator (some weights were adjusted; see next step).

## 4. Adjust indicator weights

When a student group is missing indicator scores, the weight for each academic indicator will need to be adjusted to evenly redistribute the weight of the missing data to the other available academic indicators. A student group's academic denominator, ELP indicator, and chronic absenteeism indicator tell us which adjustments are needed.

- a. Generate the academic denominator by totaling the weight values for the academic indicators (i.e., ELA growth, math growth, ELA proficiency, math proficiency, four-year graduation rate, five-year graduation rate)
- b. If one of the academic indicators is missing, the weights on the academic indicators will need to be adjusted:

- i. If the ELP indicator is missing, and the academic denominator is below 0.85, adjust the weight for each academic indicator by dividing its current weight by the academic denominator and multiplying the result by 0.85.
  - ii. If the ELP indicator is available, and the academic denominator is below 0.70, adjust the weight for each academic indicator by dividing its current weight by the academic denominator and multiplying the result by 0.70.
- c. If the chronic absenteeism indicator is missing, the weights on academic indicators will need to be adjusted. If adjustments were already made due to a missing academic indicator, start with the adjusted weights in this step.
  - i. If both the ELP indicator and chronic absenteeism indicator are missing, adjust the weight for each academic indicator by dividing its current weight by 0.85.
  - ii. If the ELP indicator is available, but the chronic absenteeism indicator is missing, adjust the weight for each academic indicator by dividing its current weight by 0.875.

**🔍 Looking at the Data**

On each of the student group worksheets in the targeted file, there is a weight adjustment flag in column AD. The flag indicates that weights in columns V through AC were adjusted according to the rules above.

**5. Generate summative scores for each student group**

For each student group:

- a. Multiply each indicator by its respective weight
- b. Add them together
- c. The sum represents the student group's summative score out of 100 points

**🔍 Looking at the Data**

On the student group worksheets in the targeted file, the values obtained by multiplying each indicator by its respective weight are contained in columns AE through AL. Adding these values generates the student group summative score in column AM.

**6. Identify schools in need of targeted support and improvement for low-performing student groups**

The cut scores that were used to identify schools for comprehensive support and improvement will be used to identify schools in need of additional targeted support and improvement for low-performing student groups. Any student group with a summative score below the cut score for the given configuration is identified as a low-performing student group. See step 7 in the Comprehensive Methodology section of this guide to see how the cut scores were determined for each configuration.

**🔍 Looking at the Data**

On each student group worksheet in the targeted file, the cut score used is contained in column AO, this is the same cut score used to identify schools needing comprehensive support and improvement. If the value of the summative score in column AM is less than or equal to the cut score in column AO, the student group is identified as a low-performing student group (column AN).

On the Summary worksheet tab, the status for each student group for the ATSI identification is shown in columns D through L. Column M shows whether the school has been identified for ATSI status and if a school was identified, column N lists the student group(s) identified as low-performing.

## **Schools in Need of Targeted Support and Improvement (TSI) for Consistently Underperforming Student Groups**

### Targeted Support and Improvement for Consistently Underperforming Student Groups Identification

Schools will be annually identified for targeted support and improvement for consistently underperforming student groups if one or more student groups:

1. Missed interim targets for all available indicators for two consecutive years\*, and
2. Performed below the state average for all available indicators for two consecutive years.

\*Schools are typically identified for targeted support and improvement status based on performance across two consecutive years of data. However, for the identification done in fall 2022, two consecutive years of data was not available for all indicators. The NJDOE received approval through the COVID-19 State Plan Addendum to use 2018-19 and 2021-22 data instead of two consecutive years for the fall 2022 identification only.

Schools will be identified annually using the methodology outlined in the following section.

### Targeted Support and Improvement for Consistently Underperforming Student Groups Methodology

The following methodology is used to identify schools for targeted support and improvement for consistently underperforming student groups:

#### **1. Determine if a student group will be included**

Consistent with the methodology used to calculate school and student group scores, the NJDOE will only review a student group for targeted support and improvement for consistently underperforming student group status if there is sufficient data for review. Student groups will be identified as:

- a. Mixed configuration if data is available for at least five of the following six data elements in both years of data: four-year graduation rate, five-year graduation Rate, ELA proficiency, math proficiency, ELA growth, and math growth;
- b. Elementary/Middle configuration (Elementary) if the student group does not have four-year graduation rate or five-year graduation rate but has three or more of the following four data elements in both years of data: ELA proficiency, math proficiency, ELA growth, and math growth; and
- c. High school configuration (High) if the student group does not have ELA growth or math growth but has at least three of the following four data elements in both years of data: ELA proficiency, math proficiency, four-year graduation rate, and five-year graduation rate.

## 2. Determine if all targets were missed for two consecutive years

Using the Met Target (Academic Achievement, Graduation Rate, and English Language Progress toward Proficiency), Met Standard (Academic Progress), and Met State Average (Chronic Absenteeism) flags in the 2019 and 2022 ESSA Accountability Profiles (both found on [ESSA Accountability page](#) under School & District Accountability data), student groups that missed all targets for a student group for both 2018-19 and 2021-22 are identified. Only the “Target Not Met” status is counted when identifying missed targets. The following target statuses count as meeting targets:

- a. Academic achievement: “Met Target”, “Met Target with Confidence Interval applied”, and “Met Goal”
- b. Academic growth: “Met Standard” and “Exceeds Standard”
- c. Graduation rate: “Met Target” and “Met Goal”
- d. Chronic absenteeism: “Met State Average”
- e. English language progress toward proficiency: “Met Target” and “Met Target within Standard Deviation”

## 3. Determine if identified student groups are below the state average

Any student groups that missed targets for 2018-19 and 2021-22 must also be below the state average to be identified as a consistently underperforming student group.

The target used for the academic progress indicator is based on a state standard. Any student group that did not meet the state standard is below the state average. The annual targets for chronic absenteeism and English language progress toward proficiency were defined based on the state average, so any student groups that did not meet those targets are below the state average.

The annual targets for Academic Achievement and Graduation Rate were developed individually for each school and student group based on 2015-16 baseline performance, so it is possible that a student group missed the annual target for these indicators but was still performing above the state average. The state averages used for 2021-22 are:

- a. 2021-22 ELA federal proficiency rate: 49.0%
- b. 2021-22 Math federal proficiency rate: 36.0%
- c. Cohort 2021 four-year federal graduation rate: 88.5%
- d. Cohort 2021 five-year federal graduation rate: 92.4%

Any student groups that missed all targets for 2018-19 and 2021-22 and were below the state averages for Academic Achievement and Graduation Rate for 2021-22 for all available indicators were identified as consistently underperforming student groups.

### Looking at the Data

On the Summary tab of the targeted file, the status for TSI identification for each of the nine student groups is summarized in columns O through W. The column for each student group shows Yes if that group missed all interim targets for 2018-19 and 2021-22 and was below the state average. Column X shows whether any student groups in each school were identified as consistently underperforming student groups. If a school was identified, column Y lists the names of the student group(s) that were consistently underperforming.

## Alternate Methodologies

As noted above, schools with fewer than three academic indicators (i.e., four-year graduation rate, five-year graduation rate, ELA proficiency, math proficiency, ELA growth, and math growth) were not included in the standard identification process but were instead reviewed through an alternate methodology.

Indicator scores were still calculated using the methodologies covered in the comprehensive support and improvement section of this guide. However, instead of using summative scores to determine if schools required comprehensive support and improvement, an alternate methodology was used. The alternate methodology used, when a summative score cannot be calculated, was based on the available data and the grades served by each school.

### 🔍 Looking at the Data

On the Summative worksheet in the comprehensive file, the identification methodology is contained in column D. Any school with an identification methodology that is not “Standard Identification” was reviewed using an alternate methodology.

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## Modified Summative Score

For schools where either ELA or math proficiency data was available, but there was no graduation rate or growth data, a modified summative score was calculated using available data (i.e., ELA proficiency, math proficiency, ELP, and chronic absenteeism).

### 1. Determine school configuration and calculate indicator scores

The calculation of the school configuration, z-scores, and indicator scores follows the same methodology outlined in the Comprehensive Support and Improvement methodology above. This means schools in this category were still compared to all other schools with the same configuration when calculating z-scores and indicator scores, not just schools using this alternate methodology.

### 🔍 Looking at the Data

In the Comprehensive file, Modified Summative worksheet, Columns A through C contain school identifiers. This worksheet only includes schools that were reviewed using the Modified Summative Scores alternate methodology. Columns D through G contain school data for the total student group from the 2022 ESSA Accountability Profiles for the proficiency, ELP, and chronic absenteeism indicators only, since graduation and growth data were not available for these schools. The school configuration is reflected in Column H. The indicator scores are included in columns I through L.

### 2. Determine the weights for each indicator

Since growth and graduation data was not available, the weights used to calculate the modified score were adjusted to distribute the weights across proficiency, ELP, and chronic absenteeism. The weights used to calculate the modified summative score are provided in the following table (Table 4).



**Table 4: Modified Summative Score Weights**

Indicator	Weight (ELP missing)	Weight (ELP available)
ELA Growth	n/a	n/a
Math Growth	n/a	n/a
ELA Proficiency	0.425	0.35
Math Proficiency	0.425	0.35
Four-Year Graduation Rate	n/a	n/a
Five-Year Graduation Rate	n/a	n/a
ELP	n/a	0.20
Chronic Absenteeism	0.15	0.10

**Looking at the Data**

On the Modified Summative worksheet, the weights for each indicator are in columns M through P.

**3. Generate modified summative scores**

- a. Multiply each indicator score by its respective weight to create a value for each indicator.
- b. Add the values for all indicators together. This number represents the school’s modified summative score out of 100 points.

**Looking at the Data**

On the Modified Summative worksheet, the values obtained by multiplying each indicator by its respective weight are contained in columns Q through T. Adding these values together generates the modified summative score in column U.

**4. Determine the cut scores used to identify schools in need of comprehensive support and improvement**

States are required to identify at least five percent of Title I schools for comprehensive support and improvement. The cut scores used for the modified summative methodology were determined by identifying the fifth percentile for Title I schools.

- a. Determine how many Title I schools must be identified to identify at least five percent of Title I schools.
- b. Identify the cut-score needed to identify at least five percent of Title I schools.

**Looking at the Data**

On the Modified Summative worksheet, column V indicates whether a school received Title I funding for the 2021-2022 school year. The following steps will help easily identify the cut-score in the Excel file:

1. Filter the dataset to include only Title I schools (column V has a value of “Y”) and determine the total number of Title I schools.
2. Calculate five percent of that total number of Title I schools and round up to the nearest whole number.
3. Sort by modified summative score (column U) and determine what the cut-score would need to be to identify at least five percent of Title I schools.

4. For example, if there are 100 Title I schools on the modified summative score tab, we would need to identify at least 5 schools in this category. You would sort by modified summative score and find the school with the fifth lowest modified summative score and use that as the cut-score.

**5. Identify schools in need of comprehensive support and improvement**

- e. All schools on the Modified Summative tab, regardless of Title I status, with a summative score at or below the cut-score determined in step 4 above require comprehensive support and improvement.

**🔍 Looking at the Data**

On the Modified Summative worksheet, column W indicates whether a school was identified for Comprehensive support based on a modified summative score.

### Elementary School Linking

Elementary schools in which no grade level is assessed under the state’s academic assessment system, e.g., schools serving only grades PK through 2, did have any proficiency or growth data available. These schools were linked to their respective receiving schools that have assessed grade levels and were treated as a single unit for school accountability purposes.

The schools that these elementary schools were linked to are based on where students attend after leaving the PK–2 school. These schools may have been linked to one or multiple receiving schools, depending on the enrollment patterns in the district.

**1. Determine linked receiving school**

Historical NJ SMART enrollment data was used to determine where students attend after enrolling in the PK–2 elementary school. Schools were linked to either one or multiple schools in the district that offer grade levels that are assessed (starting with grade 3).

**🔍 Looking at the Data**

In the Comprehensive file, Elementary School Linking worksheet, columns A through C contain school identifiers. This worksheet only includes schools that were reviewed using the Elementary School Linking alternate methodology. Columns D through F contain the county district school (CDS) codes for the linked elementary schools. If a school had more than three predominant receiving schools, all elementary schools in the district were reviewed.

**2. Identify schools in need of comprehensive support and improvement**

If any of the linked elementary schools were identified for comprehensive support and improvement, the PK–2 elementary school will be identified for comprehensive support and improvement as well.

**🔍 Looking at the Data**

In the Comprehensive file, Elementary School Linking worksheet, column G indicates the CDS code of any school(s) identified for comprehensive support and improvement. Column H indicates if this school has been identified for comprehensive support and improvement through the elementary school linking alternate methodology.

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## High Schools: Combined High Schools and Graduation Rate Only

If high school enrollment in a district is split between two high schools, with one school serving grade 9 (i.e., proficiency data is available) and another school serving grade 12 (i.e., graduation rate data is available), data for the two schools was combined and the schools were treated as a single unit for school accountability purposes.

High schools that have graduation data available but no proficiency data, that cannot be linked to another school with proficiency data, will be identified for comprehensive support and improvement if they have either a four-year federal graduation rate of 67% or lower or a five-year federal graduation rate of 68% or lower.

### **Looking at the Data**

In the Comprehensive file, Summative worksheet, column D indicates the identification methodology. If the methodology is “Graduation Rate”, a school will be identified for comprehensive support and improvement if the 4-Year graduation rate (column I) is 67% or lower or the 5-Year graduation rate (column J) is 68% or lower. A status of “Comprehensive, Grad” will be listed in the ESSA Status columns (column AP and AQ).

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## Comprehensive Review

If a school could not be reviewed through the standard methodology or any of the alternate methodologies listed above, the school was reviewed based on a comprehensive review of all available data. This may include ELP data, chronic absenteeism data, data for other indicators if data is available but for fewer than the required twenty students, and other data available for the school or district. The status of the school will be determined by the NJDOE.

### **Looking at the Data**

In the Comprehensive file, Summative worksheet, column D indicates the identification methodology. If the methodology is “Comprehensive Review”, a comprehensive review of data was done by the NJDOE. Indicator scores may have been calculated for ELP Progress and chronic absenteeism (columns T and U). The ESSA Status (Overall Identification) column (column AQ) will indicate whether a school was identified for comprehensive support and improvement based on a comprehensive review.