

New Jersey Department of Education
Office of Title I
Understanding Your Annual Progress Targets

As approved in New Jersey's *Elementary and Secondary Education Act (ESEA)* Flexibility Waiver Request, the New Jersey Department of Education (Department) is transitioning to a new accountability system that provides a more accurate analysis of student achievement. One component of this system is the calculation of Annual Progress Targets, which are indicators to measure schools' progress toward meeting the State proficiency benchmark of 90%.

Districts are encouraged to read the State's approved waiver application, which may be found on the United States Department of Education's web site at <http://www.ed.gov/esea/flexibility/requests>. The application provides information on New Jersey's comprehensive plan to move the state forward in ensuring that all children, regardless of life circumstances, graduate from high school ready for college and career.

To more fully explain how the Department calculates Progress Targets, this document outlines each step in the process.

Calculating Annual Progress Targets

The following process is applied to each content area—language arts literacy and mathematics for each school. You may access the *Progress Target Calculator Worksheet* at <http://www.nj.gov/education/title1/accountability/> to help guide you through this process.

Part I. Preliminary Data Checks

Step 1: 95% Participation

In concert with the call for inclusion, we must ensure the participation of all students in the state assessments. Participation results are considered for student subgroups of 40 or more. Time in school less than a year does not apply. Only those students who received a valid test score or APA level are considered participating. Therefore, first ask the following questions:

- Did 95% of all students enrolled in the school participate in the assessment, including limited English proficient (LEP) and special education students?
- Did 95% of all students within each student subgroup participate in the assessment? (Subgroups include: racial/ethnic groups, economically disadvantaged, students with disabilities and LEP students.)

If a 95% participation rate was not achieved (answer "no" to either question), then the school has not met the target for participation.

Step 2: Participation Averaging

- Schools that missed for participation alone are considered for participation averaging. Did 95% of all students on average over three years participate in the assessments?

If the answer is yes, then the school met the target participation rate.

Part II. Conditions Applied to Test Scores

Step 1: Statistically Significant

Student subgroups with fewer than 30 students are not statistically significant in the calculations. Only student groups with 30 or more students are considered.

Full flexibility is applied for LEP students. Scores for former LEP students who have exited English language instructional programs within the last two years are included in the calculations for the LEP subgroup.

Ask these questions:

- Are the results for subgroups with less than 30 students included in the calculation?
- Are the results for all subgroups with 30 or more students reported?
- Is the LEP student flexibility applied?

Step 2: Student Mobility and Home School

Because accountability applies to schools and districts and is a measure of their annual performance, the results of students who were *not* enrolled for a full academic year are eliminated from the reported score lists. Codes on the student assessment booklets are used to identify student that have not been in the district a full academic year. The test scores from these newly enrolled or mobile students are not included when state performance data are analyzed for Progress Targets. However, these students are included in the calculation of schools' participation rate. A student is considered in school less than a year (TIS<1) if the student has changed his/her residence and changed their school, that is, moved into the district or moved within the district, by July 1.

- TIS<1 does **not** apply if the residence of the student did not change, but the assigned school changed, either due to new school construction, district reconfiguration, or natural progression of grade span or intra district choice option.
- TIS<1 applies if the residence of the student did not change, but the assigned school changed due to a charter school, private school, private transfer or inter-district school choice option.

Special education and LEP students are to be counted for accountability purposes in their home school. This applies to those students in an out-of-district placement or an in-district program in other than their home school. The home school must be coded on the student's test booklet.

The following questions should be asked:

- Are the results of all students who enrolled after July 1, and met the TIS criteria, eliminated from the proficiency calculations?
- Are special education and LEP students who attend other than their neighborhood school (i.e., out-of-district placement or in-district program) counted in their home school?

For High School grade span only:

Step 3: High School Banking

High school students may participate in three administrations of the grade 11 state assessments (HSPA) to score proficient. The first administration is in the spring of grade 11. Students who do not score proficient in either/both content areas may retake the test in the fall of the following year. Students who still do not achieve proficient scores may retake the test again in the spring of the following year.

High School banking is as follows:

Initial test administration: Spring of the 11th grade

2nd test administration: The following fall

3rd test administration: The following spring

After the initial administration of the test, the eligible student population will be determined (based on student IDs) and segregated into four groups (two groups per content area – English Language Arts and Math):

1st - Students who scored Advanced Proficient and Proficient

2nd - Students who scored Partially Proficient or who did not participate (NP)

Students in the first group are banked as having completed testing.

Students in the second group are given a chance to retest in the fall. Those scoring Advanced Proficient or Proficient are moved from the second group to the first group and banked.

Students scoring Partially Proficient or who did not participate in the initial or 2nd test administration are given an additional opportunity to test in the spring.

Once the results of the spring test are determined, the Progress Target analysis is performed for the entire eligible student population.

All scores from the three administrations for each cohort are used for the Progress Target calculation for the school.

The Participation Rate for each content area is determined by dividing the number of students who tested by the entire eligible student population.

The Performance Rate for each content area is determined by dividing the count of students scoring Advanced Proficient/Proficient after all three administrations of the test by the count of the entire eligible student population with valid test scores.

Following is an example of the High School Banking: Baseline used 2010 Banked Cohort

Class of 2012

Test Administration	Grade Tested	% of Students Tested	Date Tested	% Scoring Proficient
First	10	100%	Spring 2011	50%
Second	11	50%	Fall 2011	25%
Third	11	25%	Spring 2012	5%
Total Proficient				80%

Using the example above, 80% of the students are proficient; 20% are not proficient. These numbers are used to calculate the school's meeting its Progress Targets.

Step 4: Meeting Progress Targets

For its new accountability system under the ESEA Flexibility Waiver, New Jersey selected the goal of closing half of its achievement gap within six years and calculated Progress Targets for the state, districts, schools and subgroups based on closing this gap in equal increments each year.

The Progress Targets were set in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years.

The proficiency rates based on the following assessments were used as the starting point for setting the Progress Targets (Baseline data; For Grades 3-8, the NJASK Assessment for school year 2010-11 and for High School, the HSPA Banked Cohort 2010 (SPR 10, OCT 10 retested and SPR 11 retested).

For example, if the 'all students' group is currently demonstrating a proficiency rate of 40 percent, the methodology would take the 60 percent point gap between 100 percent proficiency and the current rate ($100 - 40 = 60$) and then divide the gap in half to determine the target for the sixth year – a gain of 30 percentage points ($60 / 2 = 30$).

Then, the 30-percentage point gain is divided into six equal increments ($30/6 = 5$) so that annual targets can be set. Thus, the school in this example begins this process with a rate of 40 percent and is then expected to move to proficiency rates of 45 percent, 50 percent, 55 percent, 60 percent, 65 percent, and finally 70 percent in each of the following years of the six-year period.

The Department also determined that for the highest performing schools and subgroups, this will likely present unreasonable increments as the performance targets approach 100 percent proficiency with the result of identifying schools at the absolute top of the performance level as failing to meet their performance targets. The Department therefore established that schools and subgroups could meet expectations by either reaching their individually determined performance targets or a proficiency rate of 90 percent. This rate will increase to 95 percent in 2015.

The Department will report the results each year in the New Jersey School Performance Report. Schools, districts, and staff from the Department's Regional Achievement Centers will use this data to inform their school-specific strategies for improvement.

Step 5: 95% Confidence Interval

A confidence interval (CI) is a statistical method to minimize the risk of falsely identifying any marginal school as not meeting the Progress Target, a confidence interval at 95% probability is applied to the actual results for the total population as well as each student subgroup for each content area as an additional criterion for meeting Progress Targets.

To calculate a confidence interval using actual test results for the total and each subgroup, perform the following computations:

1. Calculate the Percent Proficient (p). Add the number of Proficient and Advanced Proficient results and divide by the number of Valid Test Results (N).
2. Calculate CI. The factor for 95% confidence (Z_{95}) is 1.96.
The formula is $1.96 \times \sqrt{\frac{p(1-p)}{N}}$
3. Find the Upper Limit of Confidence = p plus CI.
4. Compare the Upper Limit of Confidence to the Yearly Target.
 - a. If the Upper Limit of Confidence equals or exceeds the Yearly Target, Progress Target is met.
 - b. If the Upper Limit of Confidence is less than the Yearly Target, Progress Target is not met.

Example:

Valid Test Results	50
Proficient Test Results	20
Advanced Proficient Test Results	5
Yearly Target (GR 11 – Math)	86%

Calculation

1. $(20 + 5)/50 = 25/50 = .5 = 50\%$
2. $CI = 1.96 \times \text{Square Root } (.5 \times (1 - .5) / 50)$
 $= 1.96 \times \text{Square Root } (.25 / 50)$
 $= 1.96 \times \text{Square Root } .005$

$$= 1.96 \times .0707$$

$$= .1386$$

$$= 13.86\%$$

$$3. \quad 50\% + 13.86\% = 63.86\%$$

$$4. \quad 63.86\% < 86\% = \text{Progress Target is } \underline{\text{Not}} \text{ Met}$$

Part III. Review of Test Results

Step 1: Test Results for All Students

- Actual student targets for the total enrollment and all student subgroups must be met. Calculations use aggregated test data; subgroup numbers are based on the aggregated data and compared to the Progress Targets.

IEP exempt status for special education students applies to graduation requirements only; it does not apply to Progress Target calculations.

The key questions to ask when looking at student performance data are as follows:

- Does the “total population” pass rate attain the participation target?
- Does *each* of the following student subgroups with 30 or more students attain the benchmark? (**Note:** For the racial/ethnicity student subgroup, any combination of Hispanic coding, i.e., Hispanic and White, students are counted in the Hispanic category only.)
 - White students
 - African-American students
 - Hispanic students
 - Asian/Pacific Islander students
 - Native American/Indian students
 - Other racial group students
 - Economically disadvantaged students
 - Students with disabilities
 - Limited English proficient students

To make the Progress Target, the *total population and all student subgroups must meet the annual target.*

Part IV. Secondary Measures

Secondary measures are built into the *final* calculation of the Progress Targets, which uses final data; they are not applied to the preliminary calculations. Standards for these measures must be met by the total school population in order to make the Annual Progress target.

The secondary measure for high schools is follows:

- Graduation rate: Total and all subpopulation
 - Statewide Goal: 90%

- Annual Targets:
 - 4 year target 75%
 - 5 year target 85%

➤ Did the school's graduation rate meet the goal or targets?

The secondary measure for Middle and Elementary schools is as follows:

- Attendance rate data are applied at the elementary and middle school level only. The ASSA report provides the Average Daily Attendance (ADA) data used for the attendance calculation.

Ask the following questions related to the secondary measure for the elementary and middle school grade span:

- Did the Average Daily Attendance for the school year reported on the ASSA meet or exceed 90%?

If the answer is "no," the school did not meet its Progress Target.

s:\esea flexibility amo's\2013\understanding accountability.doc