

**New Jersey Department of Education
Office of Supplemental Educational Programs**

***Understanding Your Annual Elementary and Secondary Education Act
(ESEA) 2016 Accountability Profiles***

As part of New Jersey's *Elementary and Secondary Education Act (ESEA)* accountability system, the New Jersey Department of Education (Department) annually compares the state assessment performance and participation rates for each school and district. Additionally, the Department's system of accountability incorporates the measures of graduation rate for high schools and attendance rate for elementary and middle schools. Districts are required to develop an action plan for improvement when accountability measures are not met in their schools or district wide.

Annually, the Department prepares ESEA Accountability Profiles (profiles) to report district-level and school-level performance, participation, graduation rate and attendance rate data. This document describes how the Department derived the results reported on the profiles for your district and school(s). The 2016 profiles include: 1) the participation rate data (number of enrolled students, the percent not tested and whether the participation rate was met by subgroup); 2) performance data (total number of valid scores and the percent of students meeting the standards by subgroup); 3) attendance rate data, and 4) graduation rate data (percent of students and whether the rate was met by subgroup).

Statewide Assessments Used in the Developing the Profiles

Data for all tested grades in a school (or district for district-level data) are aggregated for calculations of performance and participation rates. School rates are calculated combining all tested grades or courses in a content area. Measures are calculated for each subgroup for English Language Arts/Literacy (ELA/L) and Mathematics and include students who participated in:

- PARCC ELA/L grades 3-10
- PARCC Mathematics grades 3-8 and end-of course assessments for Algebra I, Algebra II and Geometry
- Dynamic Learning Maps ELA/L and Mathematics 3-8 and high school
- Only students who received a valid score on the PARCC or DLM are considered as participating in the state assessments. Students who were coded as "voids" on their score reports are included in the denominator for participation rate calculations but not in the numerator. They do not count as participating.
- In the calculation of performance, students coded as "voids" are not included in the numerator or the denominator for the calculation of performance.

Student Subgroups

The *ESEA* Profiles provide disaggregated accountability data for the content areas of ELA/L and Mathematics. Data are disaggregated for the following student subgroups:

- All students combined (referred to as “schoolwide” in the school level profiles)
- White students
- Black (African-American students)
- Hispanic students*
- American Indian (Native American/American Indian students)
- Asian (Asian/Pacific Islander students)
- Two or More Races (default subgroup if student’s race/ethnicity is not coded)
- Students with disabilities
- English language learners
- Economically disadvantaged students

* Students who are coded Hispanic in combination with any other racial/ethnic designation are counted in the Hispanic subgroup calculations only.

Part I. Calculation of Participation Rates

Calculating the Annual Participation Rates

Targets: The participation rate goal for each school and district in each content area is 95% for each subgroup for each content area as established in the *ESEA*.

Participation Rate Calculation: The participation rate for each content area is determined by dividing the number of students who tested and received a valid score on the PARCC assessments or DLM by the entire eligible student population. See below:

% PARTICIPATION	MATH	ELA/L
Participation Rate Grades 3-8*	Number of students who received a valid score <i>(PARCC grades 3-8, including Algebra I, Algebra II and Geometry, DLM)</i>	Number of students who received a valid score <i>(PARCC grades 3-8, DLM)</i>
	All students enrolled in the tested grade or course <i>(PARCC grades 3-8, including Algebra I, Algebra II and Geometry, DLM)</i>	All students enrolled in the tested grade <i>(PARCC grades 3-8, DLM)</i>
% PARTICIPATION	MATH	ELA/L
Participation Rate High School	Number of students who received a valid score <i>(PARCC grades 9-10, including Algebra I, Algebra II, and Geometry, DLM)</i>	Number of students who received a valid score <i>(PARCC grades 9-10, DLM)</i>
	All students enrolled in a tested grade and course <i>(PARCC grades 9-10, including Algebra I, Algebra II, and Geometry) and DLM eligible students</i>	All students enrolled in the tested grade <i>(PARCC grades 9-10) and DLM eligible students</i>

* School and district participation rates include all students in tested grades/tested courses in a school/district.

Key Points:

- The minimum subgroup size for *participation* calculations is 40. A dash (-) appears on the profiles if the group size is less than 40.
- To have a valid score, a student must have attained either Levels 1-5 on the PARCC or performance category 1-4 on the DLM.
- Participation rate calculations include students enrolled in a school/district for less than one year (TIS>1).

Calculating Participation Averages: If the current year's participation rate for a subgroup does not meet the 95% target, an alternate participation rate is calculated using the last three years of data.

Criteria for Meeting Participation Targets: A district/school has met its participation goal for each subgroup, if either the district's/school's annual participation rate or the average participation rate meets the 95% goal.

Part II: Calculating Performance

Calculating Annual Performance

Performance is calculated at the school and district level in the content areas ELA/L and mathematics for each subgroup with at least 40. Results from the PARCC and the DLM assessments are included.

The percent of students meeting standards for each content area is determined by dividing the count of students earning a performance level 4 or 5 on the PARCC, or scoring in performance category 3 or 4 on the DLM by the count of the entire eligible student population with valid test scores.

For Grades 3-5 Mathematics and Grades 3-8 English Language Arts Literacy (ELA/L):

School/district performance rates include the results of those students who participate in grade level assessment for Math and ELA/L.

For Grades 6-8 Mathematics:

School/district performance rates include the results of those students who participate in their grade level PARCC or DLM assessment or end-of-course assessment in Algebra 1 and 2 and Geometry.

For High School Grades 9-10 only:

School/district performance rates include the results of those high school students who participate in any of the following End of Course Exams: **English Language Arts Literacy (ELA/L) 9, ELA/L 10, Algebra I, Geometry, and Algebra II.**

Targets: The Department will establish annual targets for performance data using the 2017 assessment data.

Key Points:

- The minimum subgroup size for *performance* calculations is 30. A dash (-) appears on the profiles if the group size is less than 30.
- Meeting standards includes *the students* in performance levels 4 and 5 in PARCC and scoring in performance category 3 and 4 in DLM.
- Performance calculations do not include students enrolled in the district/school for less than one year (TIS>1).

Part III. Conditions Applied to Test Scores

Applying ESEA Flexibility to Performance Rates

Unlike school and district PARCC and DLM assessment summary reports, *ESEA Accountability Profiles* are developed applying the following condition:

- Full flexibility is applied for English language learners (ELLs). Scores for former ELLs who were identified as ELL at some time in the prior two years, but who no longer meet the state definition of ELL are included in the ELL subgroup in the profiles.

Applying Student Mobility and Home School Conditions

Time in School

The assessment data from students who were enrolled in their school for less than a full academic year (TIS<1) are not included in the calculation of *performance*, but they are included in the calculation of *participation rates*. Any student enrolling in a school or district for the first time on or after July 1 and up to the test administration date is not considered enrolled in the school or district for a full academic year.

- 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.

Students with IEPs who have been exempt from meeting the high school assessment proficiency requirement are included in the calculation of both the participation and performance rates.

Part IV. Secondary Measures: Graduation (HS) and Attendance (ES, MS)

Graduation Rate Standards:

High schools must meet the graduation rate standards for their total population and for each subgroup. Districts must meet the standard for all their high school students and subgroups. The goal and targets* are:

- Graduation rate: Total and all subpopulation
 - Statewide Goal: 90%
 - Annual Targets:
 - Four-year graduation rate target is 81%.
 - Five-year graduation rate target is 85%.
- Schools/Districts that meet any target (above) are considered meeting the graduation standard.

*The 2016 *ESEA* profiles reflect the 2015 four-year graduation rate and the 2014 five-year rate in its calculations.

Attendance Rate:

Elementary and middle schools must meet the attendance rate standard for their total population and for each subgroup. Districts must meet the standard for all their elementary and middle school students and for each subgroup. The standard is determined as follows:

- Attendance rate data* are applied at the elementary and middle school level only. The School Register Summary (SRS) provides the Average Daily Attendance (ADA) data used for the attendance calculation.
- ADA for the school year reported on the SRS must meet or exceed 90%.

*The 2016 profiles utilized the SY 2014-15 attendance rate data.