

2008 ACCOUNTABILITY GLOSSARY OF TERMS

Adequate Yearly Progress (AYP)

AYP is a series of performance goals that every school, school district, and the state as a whole must achieve within time frames specified by law in order to meet the 100% proficiency goal of the federal *No Child Left Behind Act* (NCLB). AYP applies to all public schools, including Title I and non-Title I schools. Non-Title I schools must make AYP for *No Child Left Behind*, but they are not subject to the rewards and sanctions under Title I.

To make AYP, each school and district must meet the following criteria:

- **95% Participation:** The total student population and each student subgroup with more than 40 students must have a participation rate of 95% or above on state assessments.
- **Meet or Exceed Proficiency:** Annually, the total student population and each student subgroup must meet the state's measurable AYP goals regarding the percentage of students scoring proficient or better on the state assessments. For performance calculations, subgroups must have a minimum of 30 students.
- **Secondary Measure:** Each school, school district, and the state as a whole must show progress on an additional measure (graduation/drop-out rate for high school and attendance rate for elementary and middle schools).

Alternate Proficiency Assessment (APA)

A test designed for those students with disabilities who are unable to participate in the general statewide assessments.

AYP Benchmarks

AYP goals are set by the state and approved by the USDE. Also called Annual Measurable Objectives (AMOs), they refer to the percentage of students in grades 3 through 8 and grade 11 who performed at the proficient achievement level or better on the annual state tests in language arts literacy and mathematics (NJ ASK and HSPA). In order to meet AYP goals, the total school population, as well as the student subgroups, is expected to meet or exceed the following percentages.

Content Area	Grade Span	Starting Point 2003	2005-2007	2008-2010	2011-2013	2014
Language Arts Literacy	Elementary (Grades 3-5)	68	75	73	86	100
	Middle School (Grades 6-8)	58	66	72	86	100
	High School (Grade 11)	73	79	85	92	100

Content Area	Grade Span	Starting Point 2003	2005-2007	2008-2010	2011-2013	2014
Mathematics	Elementary (Grades 3-5)	53	62	69	84	100
	Middle School (Grades 6-8)	39	49	61	80	100
	High School (Grade 11)	55	64	74	86	100

AYP Restart

To accommodate schools that have been significantly reconfigured, New Jersey allows for restarting the AYP “clock” under certain circumstances. The school must meet the following criteria: 1) The reconfigured school must now serve grade levels that are at least 50% different than the grade levels the school previously served *and* 2) The school’s staff must now include 50% or less of the previous staff.

Confidence Interval

A confidence interval (CI) is a statistical method to minimize the risk of aberrations in the actual test results at a specific point in time. To protect against identifying any marginal school as not making AYP, 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.

A CI of 75% is applied for safe harbor calculations.

Consolidated State Accountability Workbook

Each state was required to submit a workbook to the USDE in January 2003 detailing the implementation of its single accountability system as regulated by the NCLB legislation. Revisions may be submitted annually to the USDE for review and approval. The entire document with incorporated revisions is posted on the NJDOE Web site at www.nj.gov/education/title1/accountability/.

Corrective Action

A school that misses AYP four consecutive years in the same content area is considered in corrective action. Certain school improvement interventions apply to Title I schools, including a comprehensive review by a school support team to help the school assess and address the areas that contributed to the school being in improvement status.

District in Need of Improvement (DINI)

A district that does not make AYP in all grade spans—elementary, middle, and high school—for two consecutive years in either the language arts literacy or mathematics content area is designated a DINI.

Early Warning

Schools that do not make AYP for one year are in “early warning” status. No federal sanctions are imposed. If a school does not made AYP for two consecutive years, in the same content area, it is identified as a “school in need of improvement.”

Economically Disadvantaged

The term refers to a child who is determined by a state educational agency or school district as low-income. Low-income status is based on the data used to determine student eligibility for free or reduced-price lunches under the National School Lunch Act.

Elementary and Secondary Education Act (ESEA)

ESEA was first enacted in 1965. It is the principal federal law affecting K-12 education. The law was reauthorized in 1994 as the *Improving America’s Schools Act (IASA)* and again in 2001 as the *No Child Left Behind Act (NCLB)*. The law is scheduled for reauthorization again in 2008 or 2009.

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 or do not participate in taking the test may retake the test in the fall of the following year (grade 12). Students who still do not achieve proficient scores in the fall may retake the test in the coming spring (grade 12).

All scores from the three administrations for each cohort are used for the AYP calculation for the school. No more than three administrations are allowed for each student. If a students repeats grade 12, the student may not retake the test again for AYP purposes.

High School Proficiency Assessment (HSPA)

The New Jersey academic proficiency assessment administered to students in grade 11 (or grade 12 for banking purposes). For AYP purposes, students with disabilities are required to take the HSPA.

Indicators

Criteria to analyze the total student population and each of the student subgroups are used to measure student performance in each of the content areas. Primary indicators include AYP proficiency and participation rate of 95% or more. The attendance rate for elementary and middle schools and graduation/drop-out rate for high schools are applied as secondary indicators. There are a total of 40 primary indicators and one secondary indicator (attendance or graduation/drop-out rate). If a school misses any indicators, the school did not make AYP.

Limited English Proficient (LEP)

LEP refers to students whose native language is other than English. These students have sufficient difficulty speaking, reading, writing, or understanding the English language, as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

Minimum “n” Size

The “n” is the minimum number of students who must be in a subgroup before AYP is calculated for that subgroup. For proficiency the n is 30 for all subgroups; for participation the n is 40.

No Child Left Behind (NCLB)

NCLB is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), which is the principal federal education legislation that affects K-12 schools.

New Jersey Assessment of Skills and Knowledge (NJ ASK)

The New Jersey academic proficiency assessment administered annually to students in grades 3 through 8.

Participation Averaging

When calculating AYP, participation averaging is applied in certain cases. This calculation applies a multiyear participation rate average of three years, providing the school meets all of its proficiency targets. If a school is making AYP for all its subgroups and generally has a high participation rate, but in one year a particular subgroup’s participation rate drops slightly below 95%, that school or LEA may be able to make AYP if its multiyear participation rate average for three years is at least 95%.

Participation Rate

The percentage of students in a school or district who take the state assessments. To make AYP, the participation rate must be at least 95%.

Restructuring

If a Title I school does not make AYP for five years, it must prepare a plan for restructuring. The plan will be implemented the following year if the school misses AYP again. Restructuring must address alternative governance and other major changes to the school’s operations.

School in Need of Improvement (SINI)

This is the status used to identify schools that did not meet the state’s definition of “Adequate Yearly Progress” for two or more consecutive years. Certain interventions apply to Title I schools including parental notification, developing improvement plans, and offering parent options, among others. Non-Title I schools in SINI status must provide notification to their parents.

Safe Harbor

Safe Harbor is the calculation method that may enable a school to make AYP when student subgroups do not meet performance targets. It is a calculation based on performance that indicates significant progress. To achieve safe harbor, the percentage of students who scored partially proficient the previous year must decrease by at least 10%. The calculation is applied to each student subgroup that did not meet performance targets. A 75% confidence interval is applied to safe harbor.

Students with Disabilities

This is one of the student subgroups that must be reported for AYP. This subgroup includes students with Individualized Education Plans (IEPs). The student performance count for this subgroup is 30, as it is for all subgroups. These students are required to take the state assessments. IEP-exempt students for the HSPA must take the test, but are not required to pass for graduation.

Student Subgroup

Student groups must be disaggregated using assessment data. In addition to the Total Student Population, assessment data are provided for the following subgroups: Students with Disabilities, Limited English Proficient, White, African-American, Asian/Pacific Islander, American Indian/Native American, Hispanic, Economically Disadvantaged, and Other.

Time in School

The test scores from newly enrolled or mobile students are not included when state performance data are analyzed for AYP. 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.
- 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 school choice option transfer change.

Title I Unified Plan

Schools in need of improvement and Title I schools operating approved schoolwide programs are required to develop a Title I Unified Plan and submit it with their NCLB Consolidated Application. It is considered the plan of record for efforts to improve the quality of teaching and learning in the school. By providing a framework for analyzing problems and addressing instructional issues, the plan assists schools in their effort to increase student proficiency levels. The Unified Plan for each school must be comprehensive, highly structured, and focused on instruction. Schools that have received CAPA reviews must include their prioritized recommendations in the Unified Plan.