

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

***Understanding Your Annual Elementary and Secondary Education Act  
(ESEA) 2015 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 to establish progress targets. Additionally, the Department's system of accountability incorporates the secondary accountability 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 targets are not met in their schools or district wide. Districts are encouraged to read *New Jersey's Elementary and Secondary Education Act Flexibility Request*, which may be found on the United States Department of Education's web site at <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/nj.html>. The flexibility request provides information on New Jersey's comprehensive plan to move the state forward towards ensuring that all children, regardless of life circumstances, graduate from high school ready for college and career.

District-level and school-level performance, participation, graduation rate and attendance rate data used for accountability are reported to districts annually in the *ESEA Accountability Profiles*. The purpose of this document is to describe how the Department derived the results reported on the profiles for your district and school(s). The profiles for 2015 include: 1) the participation rate data (number of enrolled students, the percent not tested and whether the participation rate was met by subgroup); and 2) performance data (total number of valid scores and the percent of students meeting the standards by subgroup; and 3) attendance and 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 1 and 2 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.

## Part I. Calculation of Participation Rates

### Calculating the Annual Participation Rates

Participation data are provided in the profiles for each content area (English Language Arts/Literacy or Mathematics) for each “subgroup” including:

- 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
- Students with disabilities
- Limited English proficient students
- Economically disadvantaged students

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

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

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

**Key Points:**

- The minimum group 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.

**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.

<b>Part II: Calculating Performance</b>
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**Calculating Annual Performance**

Performance is calculated for each subgroup listed in Part 1 for each content area at the school and district level. 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.

**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:** Since 2015 is a baseline year, the profiles include the number of students who have met the standards. Targets for 2016-17 will be set using this year's data.

**Key Points:**

- The minimum group 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.

### 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 English language learner are included in the limited English proficiency subgroup in the profiles.

#### **Applying Student Mobility and Home School Conditions**

##### **Time in School**

The test scores 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 will not have been 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)

The standards for graduation rate must be met by each high school for the total school population and for each subgroup and districtwide for all high school students and each subgroup across all high schools.

#### **Graduation rate standards for high schools are as follows:**

- Graduation rate: Total and all subpopulation
  - Statewide Goal: 90%
  - Annual Targets:
    - Four-year graduation rate target is 78%.
    - Five-year graduation rate target is 85%.

- Schools/Districts that meet any target (above) are considered meeting the graduation standard.

Source: The 2015 profiles utilized the 2014 4-year graduation rate and the 2013 5-year rate in its calculations.

The standards for attendance rate must be met by each elementary and middle school for the total school population and for each subgroup and districtwide for all elementary and middle school students and each subgroup across the district.

**The attendance rate standard for middle and elementary schools/districts is 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%.

Source: The 2015 profiles utilized the SY 2013-14 attendance rate in its calculations