

# New Jersey Department of Education

## ESEA Flexibility Waiver 2014 Progress Targets

### KEY POINTS

#### State Assessments: High School, NJASK 3-8, Alternate Proficiency Assessment (APA)

- Data for all grades are aggregated for Progress Target calculations. Progress Targets are calculated separately for total students and each subgroup for English Language Arts and Mathematics.
- Original baseline and Progress Targets for grades 3-8 utilized the 2011 Assessment results. High school Progress Targets utilized the 2010 banked cohort (Spr. 2010, Oct 2010, Spr. 2011). If prior year data are not available, a new baseline will be determined based on current data for any subpopulation n-size $\geq$ 30.
- Results for students who enrolled after July 1<sup>st</sup> are included in the participation calculations. Results for students with “voids” are included in the participation calculations.
- For proficiency calculations, results for students enrolled after July 1<sup>st</sup> is not included. For more information, see [http://www.nj.gov/education/title1/accountability/amo/time\\_in\\_school.shtml](http://www.nj.gov/education/title1/accountability/amo/time_in_school.shtml).
- Alternate Proficiency Assessment (APA) results for proficiency have been added to the special education and other subgroup calculations. Only students who received a valid score or an Alternate Proficiency Assessment (APA) level are considered to be participating in the state assessments; all other students are considered not participating.
- For Limited English proficient (LEP) students, the full flexibility of the law is applied. Results for students who have exited from English language instructional programs are included for up to two years.
- For the racial/ethnicity student subgroup, any combination of Hispanic coding, i.e., Hispanic and White students, is counted in the Hispanic category only.
- High School Banking has been applied to the proficiency calculations. For Progress Target determinations, high school students may participate in up to three administrations of the assessment.
- For participation calculations, the student count is 40, that is, subgroups with 40 or more students are calculated. For proficiency calculations, the student count is 30 for all student subgroups.
- Participation averaging has been applied to schools that met all their proficiency targets, but miss their participation target.
- Safe harbor no longer applies.

- A 95% confidence interval (CI) is applied to all proficiency measures for both the total school and student subgroup performance as additional criteria in determining meeting Progress Targets.
- The proficiency results of IEP exempt special education students are included in the calculation for Progress Targets; the exemption refers to graduation requirements only.
- Secondary measures are built into the calculation of the Progress Targets. Standards for these measures must be met by the total school population and each subgroup with 30 or more students.
- The secondary measure for high schools is the Graduation rate: The 2013 4-yr graduation rate and the 2012 5-year graduation rate is utilized in the determination of meeting the following targets:

Total and all subpopulations

- Statewide Goal: 90%
- Annual Targets:
  - 4 year target 78% \* target increase in 2014, or
  - 5 year target 85%
- The secondary measure for elementary and middle schools is the attendance rate: The 2013 attendance rate is utilized in the determination of meeting the following target:

Total and all subpopulations

- Average Daily Attendance for the school year reported on the SRS meet or exceeds 90% (Attendance results will be included in final profile)
- Schools that miss any targets (indicated in red on the profile) must develop an Action Plan. The Department will send Action Plan guidance shortly.