

Understanding Accountability: Progress Targets



**NEW JERSEY DEPARTMENT OF EDUCATION
SELECTED OPTION A UNDER PRINCIPAL 2B
OF THE ESEA FLEXIBILITY, SET AMBITIOUS
BUT ACHIEVABLE ANNUAL MEASURABLE
OBJECTIVES.**

Progress Targets



- Under Option A, 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.
- Proficiency rates based on the following assessments were used as the starting point for setting the baseline.
 - Grades 3-8 – NJASK Assessment 2010-11
 - High School –HSPA Banked Cohort 2010

Proficiency Goal



- **The six-year goal (2016–2017) for the percentage of proficient students is determined by:**
 - Calculating the percentage of students who are not proficient;
 - Dividing that percentage in half; and
 - Subtracting it from 100 percent.
- **Annual progress targets are set in equal increments toward a goal of reducing by half the percentage of students, in the “all students” group and each subgroup, who are not proficient within six years.**



Example

- Calculate the percentage of students who are partially proficient.
 - The 'all students' group is currently demonstrating a proficiency rate of 40%
 - $(100 - 40 = 60)$ 60% is the partially proficient rate
- Divide the partially proficient rate in half; and
 - $(60\% / 2 = 30\%)$
- Subtract it from 100 to determine the six year goal.
 - $(100\% - 30\% = 70\%)$ 70% proficient is required by 2016-17
- Annual progress targets are set in 6 equal increments toward a goal of reducing by half the percentage of students.
 - $(30\% / 6 = 5\%$ each year)
- The school in this example begins this process with a proficiency rate of 40% and is then expected to move to proficiency rates of 45%, 50%, 55%, 60%, 65%, and finally 70% in each of the following years of the six-year period.

Conditions Applied



- Separate progress targets are determined for the state, each district, school, and subgroup in Language Arts Literacy and Math.
- Progress targets are calculated on aggregated scores for all students and each subgroup utilizing assessment results for grades 3-8 and 11.
- Aggregate all students – not by grade spans.
- A minimum “N” size of 30 applies for all students and for each subgroup.

Subgroups



- All Students
- Students with Disabilities
- Economically Disadvantaged
- Limited English Proficient
- African American
- Asian
- Hispanic
- Native American
- White
- Two or More Races

Highest Performing Schools and Subgroups



- The NJDOE determined that for the highest performing schools and subgroups, such a process will likely present unreasonable targets.
- The NJDOE established that schools and subgroups could meet expectations by either reaching their individually determined progress targets or a proficiency goal of 90 percent. This rate will be increased to 95 percent in 2015.

ESEA Waiver - Annual Progress Targets

CDS CODE :	Baseline Year TITLE I Status : Yes
DISTRICT :	Baseline Year DFG : CD
SCHOOL :	Baseline Year Grade Range : 6-8

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and subgroups could meet expectations either by meeting the statewide proficiency rate of 80 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 85 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%)	2012-2013 Target (%)	2013-2014 Target (%)	2014-2015 Target (%)	2015-2016 Target (%)	2016-2017 Target (%)
Schoolwide	342	72.8	2.3	75.1	77.4	79.7	82	84.3	86.6
White	228	81.7	1.5	83.2	84.7	86.2	87.7	89.2	90
Black	41	48.7	4.3	53	57.3	61.6	65.9	70.2	74.5
Hispanic	31	51.6	4	55.6	59.6	63.6	67.6	71.6	75.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	36	65.7	2.9	68.6	71.5	74.4	77.3	80.2	83.1
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	64	33.3	5.6	38.9	44.5	50.1	55.7	61.3	66.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	86	48.2	4.3	52.5	56.8	61.1	65.4	69.7	74

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%)	2012-2013 Target (%)	2013-2014 Target (%)	2014-2015 Target (%)	2015-2016 Target (%)	2016-2017 Target (%)
Schoolwide	342	76.9	1.9	78.8	80.7	82.6	84.5	86.4	88.3
White	228	80.7	1.6	82.3	83.9	85.5	87.1	88.7	90
Black	41	65.9	2.9	68.8	71.7	74.6	77.5	80.4	83.3
Hispanic	31	64.5	3	67.5	70.5	73.5	76.5	79.5	82.5
American Indian	-	-	-	-	-	-	-	-	-
Asian	36	80	1.7	81.7	83.4	85.1	86.8	88.5	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	64	46.3	4.5	50.8	55.3	59.8	64.3	68.8	73.3
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	86	63.5	3.1	66.6	69.7	72.8	75.9	79	82.1

Participation Rate



- 95% Participation rate is required for meeting the progress targets.
- Participation rates are determined for all students and for each subgroup for LAL and Math.
- Participation Averaging is applied if the school misses only the participation rate, then an average of three years of participation is calculated and utilized as the participation rate.

Meeting Expectations



- Annual proficiency is compared to annual progress targets.
- Calculate the percent Proficient:
 - Add the number of Proficient and Advanced Proficient results and divide by the number of Valid Test results.
- Yearly performance must meet or exceed the determined annual progress target or reach the proficiency goal of 90 percent. This rate will be increased to 95 percent in 2015.

Meet Expectations (con't)



- 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.

Meet Expectations (con't)



- If a proficiency goal of 90 percent is reached then subgroup met goal. **(MET GOAL)**
- If proficiency meets or exceeds the determined annual progress target subgroup met target. **(YES)**
- If the target is within the CI then subgroup met target with (CI) conditions. **(YES*)**
- If the proficiency the CI is below the target then expectations are not met. **(NO)**

Flexibility Applied



- Only full year students are included in performance measures; students who are in school less than a year are removed (TIS < YR).
- Former Limited English Proficient students, who have left the program within 2 years, are considered.
- Alternate Proficiency Assessment results are included.

ESEA Waiver - Preliminary School Profiles 2012

CDS CODE :
 DISTRICT :
 SCHOOL :

This table presents the participation and performance determinations for this school under New Jersey's Elementary and Secondary Act Waiver

School Performance - Language Arts Literacy

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	363	0.3	YES	251	74.1	75.1	YES*
White	226	0.0	YES	162	82.1	83.2	YES*
Black	60	0.0	YES	38	55.3	53	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	2.1	YES	34	47.1	38.9	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	0.8	YES	79	59.5	52.5	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	363	0.3	YES	251	74.1	78.8	YES*
White	226	0.0	YES	162	78.4	82.3	YES*
Black	60	0.0	YES	38	57.9	68.8	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	2.1	YES	34	61.8	50.8	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	0.8	YES	79	59.5	66.6	YES*

Only includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Title I
 Accountability
 System

MET GOAL Met Performance Goal of 90%

YES* Met Progress Target (Confidence Interval applied)

YES Met Progress Target or Participation Rate

NO Missed Progress Target or Participation Rate

10/9/2012

Proficiency Greater than 90%



- If baseline proficiency is 90% or greater, the increment is not determined.
- All annual targets are set at the statewide goal of 90%, after 2015 increased to 95%.
- Baseline proficiency is not recalculated if performance falls below 90% in subsequent years; school must meet the 90% target.
- Current progress target table would indicate “-” for increment and max of 90% is set as the target.

N < 30



- **Progress targets are not determined for subgroups less than 30 students.**
 - In a case where a minimum n-size = 2 , results are not reliable.
- **Establish new baseline targets once the population reaches minimum n-size = 30.**
- **Reports would indicate “-” for the subgroups with no increment or target determined.**

Resources



- **Understanding Accountability:**
<http://www.nj.gov/education/title1/accountability/progress/12/understanding.pdf>
- titleone@doe.state.nj.us
- RAC@doe.state.nj.us