

2017-18 School Performance Reports - FAQ

The following are frequently asked questions (FAQ) and answers related to the School Performance Reports.

1. Where can I view the School Performance Reports?

A. Visit the <u>NJ School Performance Reports website</u> to see the 2017-18 School Performance Reports, school reports for prior years, the database and additional supplemental guidance.

2. Where does the information in the School Performance Reports come from?

A. Most of the information in the School Performance Reports is reported to the New Jersey Department of Education (NJDOE) by school districts. This includes student enrollment data, discipline data, graduation rates, school and district narratives and absentee reports.

Statewide assessment results and the results of other external exams (SAT, PSAT, ACT, AP, and IB) are received directly from outside vendors (such as College Board, ACT, and IB).

Postsecondary enrollment rates come from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide. This data is not based on district-reported data.

3. What does an *, **, N, and a † mean in a table in the report?

- A. These symbols help the NJDOE protect student privacy. New Jersey developed guidelines to protect student privacy under the federal Family Educational Rights Privacy Act (FERPA). New Jersey's Data Privacy Rules or the School Performance Reports Reference Guide provide more information about data privacy rules.
 - An * indicates that data was only available for fewer than 10 students or the data represents a small percentage of students. There may be some additional cases where the data was kept private because the data could be used to potentially identify individual students.
 - An ** indicates that data was not available for a minimum of 20 students, the required number for a student group to be included in New Jersey's Every Student Succeeds Act (ESSA) accountability system. This will only appear in sections of the report related to ESSA accountability.
 - A **N** indicates that no data was available to report. This happens when there are no students enrolled in a particular student group or if no data was submitted by the district.
 - A † indicates that there is a table specific note below the table.

4. What is the difference between the "Detail" and "Summary" School Performance Reports?

A. The "Summary" School Performance Reports were designed to provide parents, educators and communities a one-page summary of how a school or district is performing and preparing students for college and careers relative to the state. The "Summary" reports are only available for reports from the 2016-17 and 2017-18 school years.

The "Detail" School Performance Reports contain more specific and detailed information about schools and districts to present a comprehensive picture of school performance. The "Detail" reports are available for all school years from 2011-12 to present.



5. Where does the data reported in the Narrative section of the School Performance Reports come from? Why do some Narratives not include certain categories?

A. The Narrative data is collected directly from school districts. This section allows schools and districts the opportunity to share highlights, achievements and other important information about programs, activities and services that are offered in their own words. Schools and districts can choose the categories that they want to include in their reports, so the reports only show the categories where information was provided.

6. Why would the school enrollment on the reports be different from the enrollment data on the NJDOE website?

A. Enrollment data reported on the NJDOE website is based on fall enrollment (collected on October 15, 2017), while enrollment data reported on the School Performance Reports is based on end of year enrollment (collected on June 29, 2018).

7. Were first-year English Language Learners (ELLs) exempt from taking the state assessment in English Language Arts/Literacy (ELA) and mathematics?

A. All ELL students who entered school in the United States on or after June 1 of the prior school year may have been exempt from participating in the ELA/L section of the state assessments but were still required to take the mathematics section. First-year ELL high school students were required to participate in the ELA/L state assessment with the appropriate English Language test accommodations only if they needed to take the assessment to meet graduation requirements.

More information about ELLs and the state assessment can be found in NJDOE's Bilingual/ESL Education FAQ.

8. Why are the number of testers in the schoolwide state assessment data in the Academic Achievement section not equal to the sum of testers across the grade-level and end-of-course test data?

- A. There are several reasons why the schoolwide testers may not equal the sum of testers across the grade-level and end-of-course tables:
 - Schoolwide totals are used for accountability purposes and exclude students that have been enrolled in the school for less than half a year. The grade-level and end-of-course test data include all students.
 - Schoolwide totals include students taking the Dynamic Learning Maps (DLM) alternate
 assessment for students with the most significant cognitive disabilities in ELA and
 mathematics. The grade-level and end-of-course test data do not include students who
 take the DLM alternate assessment.
 - Schoolwide totals only include students in grades 3 through 10.

9. Does the state assessment data include both fall and spring administrations?

A. Yes, state assessment results include both fall and spring administrations. However, results from the summer administrations are not included.

10. Did the SAT participation and performance calculations change for 2017-18?

A. The SAT participation and performance data in the 2017-18 reports is based on a new cohort file provided by College Board, the administrator of the SAT. The data is based on 12th graders taking the SAT in 2017-18 or prior school years. If students took the SAT multiple times, the most recent scores were used. Participation rates are calculated by taking the number of 12th graders who took the assessment one or more times and dividing by the total end-of-year enrollment for grade 12.



The SAT participation and performance data in the 2016-17 reports was based on results provided by College Board for the 2016-17 and 2015-16 school year assessments. The data was based on 12th graders taking the SAT in 2016-17 and 2015-16. If students took the SAT multiple times, the highest score was used.

This change was made to align our state reporting with College Board's reporting and more accurately report the percentages of students taking the SAT exam.

Additionally, any SAT test taken prior to the March 2016 administration was scored on the old SAT test's 2400-point scale. For the 2017-18 reports, all old SAT test scores were converted to reflect the new SAT test's 1600-point scale, using the <u>concordance tables supplied by the College Board</u>. Concordance tables show the relationship between two scores on different assessments that measure similar (but not the same) concepts or constructs. These concordance tables (linked above) are used to compare scores on the old SAT form to the new SAT form.

11. How was PSAT participation and performance calculated? What does it mean that the benchmarks vary by grade?

A. Like the 2016-17 reports, the PSAT calculations for the 2017-18 School Performance Reports only include students taking the PSAT 10 and PSAT NMSQT tests in the 2017-18 school year. The PSAT 8/9 is not included because it is a different test. PSAT calculations in the 2015-16 reports and prior included students taking the PSAT 8/9 test as well.

PSAT participation in the 2017-18 reports is calculated by taking the number of students taking the PSAT 10 and PSAT NMSQT tests in the 2017-18 school year and dividing by the total end-of-year enrollment for grades 10 and 11. Students typically take the PSAT 10 in grade 10 and the PSAT NMSQT in grades 10 or 11.

PSAT performance in the 2017-18 reports is calculated based on the test scores of students taking the PSAT 10 and PSAT NMSQT during the 2017-18 school year.

College Board has defined separate benchmarks for grades 10 and 11 so there is not a single benchmark for this test like there is for the SAT or ACT. The benchmark each student is expected to meet is based on their reported expected graduation date.

12. How was ACT participation and performance calculated?

A. ACT participation and performance is calculated similarly to the SAT. The 2017-18 School Performance Reports show participation and performance based on 12th graders taking the ACT within the last four years. Therefore, if a student took the ACT as a high school senior, junior, sophomore, or freshman, he/she will be included in the ACT participation and performance data. ACT performance data is also calculated based on the most recent scores.

Students may choose to take only the SAT, only the ACT, or both tests. If a student took both tests, they will be counted in the participation and performance calculations for both tests.

13. How was chronic absenteeism information calculated?

A. School districts report the number of days each student is present during the year ("Cumulative Days Present") and the total number of days each student is enrolled during the school year ("Cumulative Days in Membership"). A student is considered chronically absent if he or she is not present for 10% or more of the days in which he or she is enrolled at a school during the school year.



Each student's absentee rate is calculated as the total "Cumulative Days in Membership" minus "Cumulative Days Present" divided by "Cumulative Days in Membership." If a student's absentee rate is equal to or greater than 10%, the student is chronically absent.

 $\frac{\text{Cumulative Days in Membership - Cumulative Days Present}}{\text{Cumulative Days in Membership}} = \frac{180 - 161}{180} = 10.\overline{5}\% \text{ (Chronically Absent)}$

For example, if a student was present 161 days out of a 180-day school year, during which time they were enrolled for all 180 days, they would be considered chronically absent with an absenteeism rate of 10.5%.

The school or district chronic absenteeism rate is calculated by taking the number of chronically absent students in grades K-12 and dividing by the total number of students in grades K-12 enrolled at the school or district. Refer to the <u>Guidance for Reporting Student Absences and Calculating Chronic Absenteeism</u> for more information.

For the three tables in the Chronic Absenteeism section, students are included in the calculations only if they meet the following criteria:

- a. They were enrolled in the school at the end of the school year;
- b. They were enrolled at the school for 45 or more days; and
- c. They were in grades K to 12.

Chronic absenteeism is calculated based on a student's accountable school, not attending school. In about 95% of all cases, the attending and accountable school are the same but there are rare instances where the accountable school may not be the attending school. For example, a student attending an approved private school for students with disabilities (APSSD) will have his or her attendance reported by the public school he or she would otherwise attend. If a student cannot be assigned to an accountable school for any reason, the student will be assigned to a district and included in a district report but not in an individual school report.

14. How is the Faculty Attendance percentage calculated?

A. Faculty covers teachers and other certificated, educational support services staff (any non-administrators who are certified). Faculty Attendance data is collected by the districts. School districts provide the NJDOE the total number of days faculty were present at school and the total number of possible days faculty should have attended school. The NJDOE calculates the Faculty Attendance percentage by dividing the total number of days faculty were present by the total number of possible days.

Approved professional days, personal days, staff training days, bereavement days, jury duty and absences are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

15. How were the indicators in the *ESSA* accountability system determined and how were the indicator scores and summative scores and ratings calculated?

A. Throughout the 2016-17 school year, stakeholders from across the state collaborated with the NJDOE to develop, within the legal confines of *ESSA*, the *ESSA* accountability system that is reported on in the 2017-18 School Performance Reports. More information about New Jersey's approved *ESSA* State Plan is available on the NJDOE's *ESSA* website.



More information about how indicator scores and summative scores and ratings were calculated can be found in NJDOE's ESSA accountability resources.

16. Who should I contact if I have questions or would like to provide feedback or suggested improvements to the report?

A. NJDOE welcomes public feedback. Please fill out our <u>feedback survey</u>. You can also email <u>reportcard@doe.nj.gov</u> with feedback or any questions.

17. Where can I find additional information?

- A. Click the links below to learn more about each of the topics listed:
 - ACCESS for ELLS 2.0 English Language Proficiency test
 - ACT data
 - Advanced Placement (AP) courses/tests
 - Attendance/Absenteeism data
 - Career and Technical Education (CTE)
 - Demographics and enrollment
 - DLM alternate assessment
 - Dual Enrollment
 - Dropout rates
 - Graduation pathways
 - Graduation rates
 - International Baccalaureate (IB) courses/tests
 - Length of school day
 - NJDOE Finance District Report Search
 - New Jersey Digital Learning and Assessment
 - New Jersey's ESSA state plan
 - New Jersey User-Friendly Budgets
 - New Jersey Student Learning Standards
 - PARCC assessment
 - Postsecondary Enrollment
 - PSAT/SAT data
 - Seal of Biliteracy
 - Staff Certification
 - Structured Learning Experiences (SLE)
 - Student Growth Percentiles (SGP)
 - Suspensions and expulsions
 - Violence, Vandalism, and Substance Abuse
 - Visual and Performing Arts