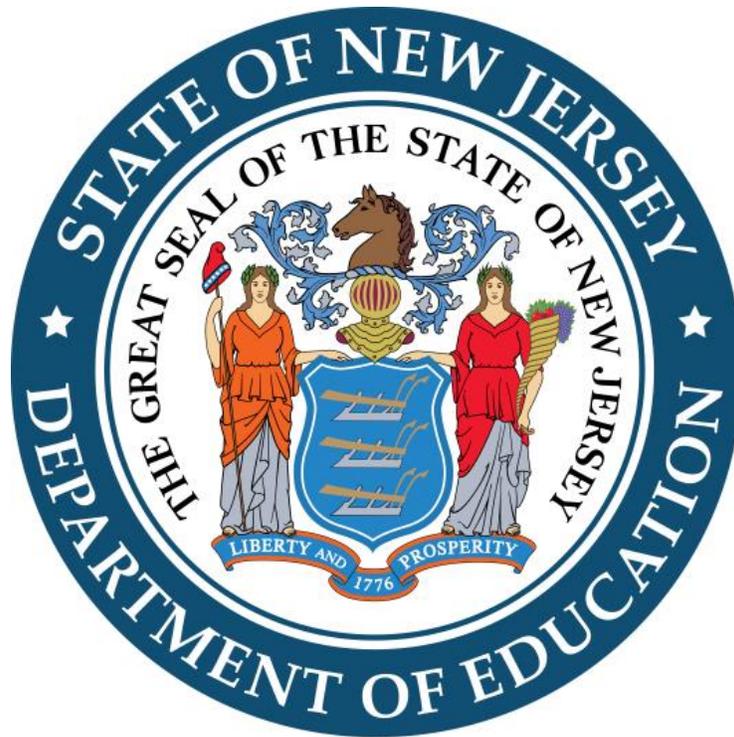


New Jersey Department of Education

Every Student Succeeds Act (ESSA)

Accountability Profiles

Companion Guide



November 2023

Introduction

The Every Student Succeeds Act (ESSA) was passed in December 2015 with bipartisan congressional support. It replaced the No Child Left Behind Act (NCLB) of 2002 and reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. Despite some key changes in the law, the purpose remains the same: to ensure all students have equitable access to high-quality educational resources and opportunities, and to close educational achievement gaps.

Annually, the New Jersey Department of Education (NJDOE) issues Accountability Profiles which enable schools and districts to review their progress toward achieving the intent of the law. School and district data for specific indicators are compared to annual targets and standards and reported by student group to identify gaps. This document describes the accountability requirements and the data included in the Accountability Profiles to enable schools and districts to review and understand their data and begin to identify areas of need for planning.

New Jersey's Accountability System

Accountability Requirements under ESSA

ESSA requires states to use a set of indicators to measure the performance of all schools for the purposes of identifying schools in need of support and improvement. These indicators were revised with the implementation of the ESSA. The indicators that are required for Accountability under ESSA are:

- Academic Achievement (all schools);
- Graduation Rate (high schools only);
- Academic Progress (elementary and middle schools only);
- Progress toward English language proficiency (all schools); and
- At least one measure of School Quality or Student Success (all schools)

All accountability measures must:

- Be supported by research showing that performance and/or progress are likely to increase;
- Allow for meaningful differentiation of schools; and
- Be disaggregated by student group.

Uses of ESSA Accountability Profiles Data

Under ESSA, states are required to identify schools in need of support and improvement. New Jersey uses the data contained in the Accountability Profiles to identify schools in the categories outlined in Table 1.

Table 1: Categories for Support and Improvement

Category	Frequency*	Description
Comprehensive Support and Improvement (CSI): Overall Low Performing	Every 3 years	Title I schools with a summative score in the bottom 5% of Title I schools
Comprehensive Support and Improvement (CSI): Low Graduation Rate	Every 3 years	High Schools with a four-year graduation rate of 67% or less
Comprehensive Support and Improvement (CSI): Chronically Low Performing	Every 3 years (Starting 2022-2023)	Title I schools identified as additional targeted support and improvement for three or more consecutive years
Targeted Support and Improvement: Consistently Underperforming Student Group (TSI)	Annually	Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row.
Additional Targeted Support and Improvement: Low Performing Student Group (ATSI)	Every 3 years	Schools with one or more student groups with a summative score that would be in the bottom 5% of Title I schools.

*The frequency of identification provided in the table above reflects the timeline outlined in [New Jersey's ESSA](#) state plan. Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USDE) in both [March 2020](#) and [March 2021](#) that waived accountability-related requirements under ESSA for the 2019-2020 and 2020-2021 school years. As a result of these waivers, any school that was identified for comprehensive or targeted support during the 2019-2020 school year retained the same status for the 2021-2022 and 2022-2023 school years and continued to receive support and interventions from the NJDOE. No new schools were identified for status during the 2020-2021 or 2021-2022 school years.

New Jersey also received approval for its [COVID-19 State Plan Addendum](#) which allowed for a one-time change in the frequency with which New Jersey identified schools for CSI and ATSI status. The NJDOE identified schools in these categories in both fall 2022 and again in fall 2023. It will then resume the original frequency of every three years. The NJDOE resumed annually identifying schools for TSI status in fall 2022.

The data provided in the Accountability Profiles is used to calculate summative scores and identify schools for CSI and ATSI status. Additional information regarding the calculation of the summative score can be found in the New Jersey's ESSA state plan. Each student group's status in meeting interim targets, as provided in the Accountability Profiles, is used to identify schools for TSI status.

Indicators Included in New Jersey's ESEA Accountability System

The following indicators (Table 2) are incorporated into New Jersey's ESSA accountability system and are used to determine the schools in need of support and improvement as described above:

Table 2: New Jersey's ESSA Accountability Indicators

Required Indicator	New Jersey's Measures	Description
Academic Achievement	Proficiency rates on statewide assessments	Percentage of students in the school who meet grade-level standards on the annual statewide assessments (NJSLA and DLM) in ELA and mathematics.
Academic Progress (Elementary and middle schools only)	Median student growth percentile (mSGP)*	mSGP measures students' growth from one year to the next in ELA (grades 4–8) and mathematics. (Grades 4–7)
Graduation Rate (High schools only)	Four-year and five-year graduation rates	Using the adjusted cohort methodology, percentage of students who graduate with four and five years of entering grade 9.
Progress Toward English Language Proficiency (ELP)	Progress on the ACCESS for ELLs	Percentage of English learners making expected progress from one year to the next on the ACCESS for ELLs summative assessment (K–12)
School Quality or Student Success	Chronic absenteeism	Percentage of the school's students who are chronically absent. Chronically absent is defined as not present for 10 percent or more of the days a student was "in membership" at a school.

* As a note, an alternate measure of academic progress, the Relative School Improvement Measure (RSIM), was used for 2021-2022 only due to mSGPs not being calculated for the 2019-2020, 2020-2021, or 2021-2022 school years.

Key Information for Accountability Profiles

Student Groups

The ESSA Accountability Profiles provide disaggregated accountability data for the following student groups:

- All students (referred to as "All Students" in the school level profiles);
- Economically disadvantaged students (i.e., eligible for free or reduced lunch program);
- Students with disabilities (i.e., students currently receiving special education services);
- English Learners¹ (i.e., students who have been identified as being in need of English language learner services and/or a program including students being served in a language assistance program and students whose parents have refused language assistance program services);
- American Indian or Alaska Native students;

¹ On July 12, 2023, the New Jersey State Board of Education adopted changes to requirements for Bilingual Education. One of these changes included shifting to asset-based language to recognize the assets students and their families bring to school and academic learning and success. As a result, the NJDOE will use the term multilingual learner instead of English learner moving forward in state documents. However, to align with federal requirements and the current ESSA state plan, the NJDOE will continue to use the term English learner in documents related to federal accountability.

- Asian, Native Hawaiian, or other Pacific Islander students;
- Black or African American students;
- Hispanic or Latino students (of any race);
- White students; and
- Two or More Races (also includes students whose race/ethnicity is not coded).

The racial and ethnic student groups are consistent with the requirements for federal reporting according to the most recent federal guidance published in the Federal Register ([72 Fed. Reg. 59267](#)).

Minimum *N*-Size

The minimum number of students (*n*-size) required for calculations and accountability purposes is twenty (20). This *n*-size applies to calculations at district, school, and student group levels for all indicators. An asterisk (*) appears on the profile if the group size is less than 20.

Statewide Assessment Data Included in the Profiles

Statewide assessment data for students in each grade 3–8 and once in high school is aggregated to calculate participation and proficiency rates in each content area: English Language Arts (ELA) and mathematics. Rates are calculated for all students in a school or district and for each student group (meeting the minimum *n*-size) in a school or district and include students who participated in:

- NJSLA ELA grades 3–9 (fall and spring testers)
- NJSLA Mathematics (fall and spring testers):
 - All students in grades 3–8
 - NJSLA Algebra I end-of-course assessments: Grades 7–12
 - NJSLA Geometry and Algebra II end-of-course assessments only for:
 - Students in grades 7–8
 - Students in grades 9–12 who took Algebra I in middle school and who are taking their first high school mathematics assessment
- Dynamic Learning Maps ELA/Mathematics 3–8 and high school

ESSA Accountability Profile

The 2023 ESSA Accountability Profiles provide a graphic representation of each school’s and each district’s status on the accountability indicators of:

- Academic Achievement;
- Academic Progress;
- Graduation Rate;
- School Quality (Chronic Absenteeism); and
- English Language Progress to Proficiency (ELP).

Figure 1: Sample ESSA Accountability Profile

**New Jersey Department of Education
2022-23 ESSA Accountability Profile**

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
County		District			School	

Annually, the New Jersey Department of Education (NJDOE) issues Accountability Profiles which enable schools and districts to review their progress toward achieving the intent of the ESSA law. Schools and districts can 1) review the data for accuracy; and 2) begin to identify areas of need. Data for specific indicators are compared to annual targets and standards, and are reported by student group to identify gaps. With the implementation of ESSA, these accountability profiles have been modified to provide additional data to analyze student performance and progress, and to meet ESSA accountability requirements.

Report Navigation: On the Overview page (first tab), select a County and District from the drop-down boxes above. These two selections provide a district level report in the table below that contain a summary of all the ESSA indicators. Please note the School drop-down box is set to "DISTRICT LEVEL [888]" for this district level report. To view a school level report, select a school from the School drop-down box. The data in the table below will update for the selected school. Use the navigation tabs on the top of the report to view specific indicator data - Participation Rate, Academic Achievement, etc., for either district or school level data.

IMPORTANT: After a specific school has been selected, the table must be reset to view a different district or county report. To reset, you can either 1) select DISTRICT LEVEL 888 in the School drop-down box, or 2) click the **Reset** icon below the table. On the Overview page, a new County and District can be selected.

Download a report: Select the download icon on the top right corner of the report. Next, select the PDF file format option. Next, set Page Size to **Tabloid** and Orientation to **Landscape**. These settings will download a properly formatted report.

Student Group	ELA Participation: Met Annual Target	Math Participation: Met Target	ELA Academic Achievement: Met Annual Target	Math Academic Achievement: Met Annual Target	ELA Academic Progress: Met Annual Target	Math Academic Progress: Met Annual Target	4-year Graduation Rate: Met Annual Target	5-year Graduation Rate: Met Annual Target	School Quality: Met State Average	ELP: Met Annual Target
All Students	Met Target	Met Target	Not Met	Not Met	Met Target	Met Target	Met Target	Met Target	Not Met	
American Indian	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	
Asian/Pacific Islander	Met Target	Met Target	Met with CI	Not Met	Exceeds Standard	Met Target	Met Goal	Met Target	Met Target	
Black or African American	Not Met	Not Met	Not Met	Met Target	Met Target	Met Target	Not Met	Met Target	Not Met	
Economically Disadvantaged	Met Target	Met Target	Not Met	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met	
English Language Learners	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met	Met Target	Met with CI
Hispanic	Met Target	Met Target	Not Met	Not Met	Met Target	Met Target	Met Target	Not Met	Met Target	
Students with Disabilities	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target	Met Target	Met Target	
Two or More Races	Met Target	Not Met	Not Met	Not Met	Met Target	Met Target	Below N-size	Below N-size	Not Met	
White	Met Target	Met Target	Met with CI	Met with CI	Not Met	Below N-size	Met Target	Not Met	Not Met	

Overview Tab

The Overview tab of the profiles shows, for each student group, the performance on all indicators. For each indicator, it shows whether the student group was below *N*-size, did not meet the target, met the target, met the target within a confidence interval, met the goal, or exceeded the target. Each row represents a different student group, and each column represents a different indicator.

Participation Rate Tab

The minimum *n*-size for participation rate is 20 students enrolled. If fewer than 20 students are enrolled, data is suppressed (blank) and decisions will appear as "Below *N*-size".

Number of Students Enrolled

The number of students in tested grades in each student group as reported by the district in the final NJSLA Fall/Spring and DLM summative files. This also includes any students in grade 12 who did not take Algebra I, or a qualified exception, in high school. (See the Academic Achievement section for details on qualified exceptions.)

Time In School < Year Enrolled Number

The number of students in tested grades who enrolled in the school on or after December 1, 2022 (students enrolled for less than half a year). These students are included in participation rates but will be excluded from the academic achievement indicator.

Participation Rate

The percentage of students in tested grades, as reported by the district in the final NJSLA Fall/Spring and DLM summative files, who participated in the state assessment. If any grade 12 students were identified as not having taken Algebra I, or a qualified exception, in high school, they will be included as non-participants in the participation rate.

Met 95% Standard

Indicates whether at least 95% of students enrolled for each student group participated in the statewide assessment.

Academic Achievement Tab

All measures on the academic achievement tab only include students who enrolled prior to December 1, 2022 (Time in School < Year).

The minimum *n*-size for academic achievement is 20 valid scores (denominator). If the denominator is less than 20, data is suppressed (blank) and decisions will appear as “Below *N*-size” in the profile.

Denominator (at least 95% of full-year enrollment)

- If the school met the 95% standard for participation, this denominator reflects the number of students with valid scores in the final NJSLA Fall/Spring and DLM summative files.
- If the school did not meet the 95% standard, the denominator reflects 95% of students enrolled in tested grades.

% of Testers Met/Exceeded Expectations

The percentage of students who scored at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM.

Annual Target

The percentage of the students who are expected to score at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM to ensure the school meets the long-term academic achievement goal of 80% by 2032.

Met Target

Indicates whether the percentage of students in the student group who scored at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM met the annual target. It will show “Met Goal” if the student group’s performance is 80% or higher, “Met Target” if the student group’s performance is greater than or equal to the annual target, “Met with CI” if the student group’s performance met the annual target within a 90% confidence interval, or “Not Met” if the student group’s performance fell below the annual target.

Academic Progress Tab

The minimum *n*-size for academic progress is 20 students with median student growth percentiles. This only includes students enrolled prior to December 1, 2022, with valid NJSLA scores for both 2021-2022

and 2022-2023. This includes students in grades 4 through 8 for ELA and students in grades 4 through 7 for mathematics. If the number of students with mSGPs is less than 20, data is suppressed (blank) and decisions appear as "Below *N*-size" in the profiles.

Median Student Growth Percentile

The median student growth percentile of students in the student group for ELA and mathematics.

Met Standard (40 to 59.5), Exceeds (≥ 60)

Indicates whether the student group met the state standard (mSGP between 40 and 59.5), exceeded the state standard (mSGP of 60 or higher), or did not meet the state standard (mSGP below 40).

Graduation Rate Tab

The minimum *n*-size for graduation is an adjusted cohort of 20 students. Annual adjustments are made each year to the adjusted cohort for verified transfers in and out.

Four-Year Graduation Rate

Cohort 2022 Four-Year Graduation Rate

The percentage of Cohort 2022 students in the group who graduated within four years of entering ninth grade, or by the end of the 2021-2022 school year. Cohort 2022 students entered ninth grade in the 2018-2019 school year.

Annual Target

The percentage of Cohort 2022 students in the group who were expected to graduate within four years in order to meet the long-term four-year graduation rate goal of 95% by 2032.

Met Target

Indicates whether the Cohort 2022 four-year graduation rate met the annual target. The profile will show "Met Goal" if the graduation rate is 95% or higher, "Met Target" if the graduation rate is greater than or equal to the annual target, or "Not Met" if the graduation rate is below the annual target.

Five-Year Graduation Rate

Cohort 2021

The percentage of Cohort 2021 students in the group who graduated within five years of entering high school, or by the end of the 2021-2022 school year. Cohort 2021 students entered ninth grade in the 2017-2018 school year.

Annual Target

The percentage of Cohort 2021 students in the group who were expected to graduate within five years in order to meet the long-term five-year graduation rate goal of 96% by 2032.

Met target

Indicates whether the Cohort 2021 five-year graduation rate met the annual target. The profile will show “Met Goal” if the graduation rate is 96% or higher, “Met Target” if the graduation rate is greater than or equal to the annual target, or “Not Met” if the graduation rate is below the annual target.

School Quality Tab

Chronically Absent (%)

The percentage of K through 12 students who were absent for 10% or more of the days for which they were enrolled in the school (based on students enrolled at the end of the school year with at least 45 days in membership).

State Average (%)

A statewide chronic absenteeism rate is calculated by averaging the chronic absenteeism rates across all grades in a given school. As a result, the state average is unique based on a particular school’s grade configuration.

Met State Average

Indicates whether the student group’s rate of chronic absenteeism was below or above the state average for schools with the same grade configuration (e.g., for a school with grades 9 through 12, the chronic absenteeism rate would be compared to the average rate of all students across the state in grades 9 through 12). The designation of “Not Met” indicates the student group’s rate was above the state average. The designation of “Met Target” indicates the student group’s rate was at or below the state average.

English Language Progress to Proficiency Tab

The minimum *n*-size for English Language Progress to Proficiency is 20 students. This includes English learners in grades K through 12 who have scored proficient (score of 4.5 or greater) in the first year of ACCESS for ELLs test administration or students who have ACCESS for ELLs scores for the 2022-2023 school year and one or more prior years.

Progress Toward English Language Proficiency

The percentage of English learners in the school who demonstrated the expected amount of growth on the ACCESS for ELLs assessment or scored proficient (score of 4.5 or greater) in the first year of ACCESS for ELLs test administration.

Annual Target

The percentage of English learners who would need to have demonstrated the expected amount of growth on the ACCESS for ELLs assessment to reach the long-term goal by 2024-2025.

Met Target

Indicates whether the percentage of English Learners in grades K-12 that demonstrated the expected amount of growth on the ACCESS for ELLs met the annual target. It will show “Met Goal” if the ELP value is at or above the long-term goal, “Met Target” if the ELP value is greater than or equal to the annual target, “Met with CI” if the ELP value met the annual target within a 90% confidence interval, or “Not Met” if the ELP value is below the annual target.

Academic Achievement

Definition

Pursuant to Section 1111(c)(4)(B)(i)(I) of ESSA, the academic achievement indicator must reflect schools’ grade-level academic proficiency rates on statewide English Language Art (ELA) and mathematics assessments. In New Jersey’s school accountability system proficiency rates are calculated as the percentage of students meeting or exceeding grade-level standards on statewide assessments, including alternate assessments for students with the most significant intellectual disabilities, adjusted for participation pursuant to Section 1111(c)(4)(E) of ESSA (i.e., proficiency rates).

Purpose

The academic achievement indicator measures student mastery of the New Jersey Student Learning Standards (NJSLS). These standards reflect the skills and knowledge that students need to achieve postsecondary success. Thus, this indicator informs the degree to which schools and school districts are successfully implementing appropriate strategies and interventions in ELA and mathematics to prepare their students to succeed in their chosen path after graduation.

Calculation

Students Exempt from Calculation

All English learners (ELs) in grades 3 through 12 will participate in the statewide assessment in ELA and mathematics at the age-appropriate grade level or in the appropriate end-of-course assessment with the following exception: Any recently arrived ELs enrolling in a U.S. school after June 1 of the prior school year will be excluded from one administration of the ELA assessment described in Section 1111(b)(2)(B)(v)(I) of ESSA. This is outlined on page 61 of New Jersey’s ESSA state plan.

The NJDOE excludes any student enrolled for less than half a year (on or after December 1), from the calculation of the academic achievement indicator for ELA and mathematics. Students who are enrolled for at least half a year, (i.e., enrolled before December 1) are referred to as “time-in-school eligible” students in the following sections.

The column entitled, “Time in School < Yr Enrolled” on the profile will list the number of students who were enrolled less than half a year and are excluded from the academic achievement indicator calculation.

Students in grades 9 through 12 who are taking a re-test of the high school mathematics assessment will only be included in the calculation of the academic achievement indicator if their score meets or exceeds expectations (a score of 4 or 5 on the NJSLA).

Calculating Participation Rates

Pursuant to Section 1111(b)(2)(B)(v) of ESSA, states must administer statewide assessments in ELA and mathematics in each grade 3 through 8 and at least once in grades 9 through 12. New Jersey requires students to take the NJSLA or DLM in both ELA and mathematics in each grade 3 through 8. In high school, students are required to take the NJSLA ELA grade 9 assessment (or DLM ELA in grade 11) and all students must take the Algebra I end-of-course state assessment in high school, with the following exceptions:

- Students who take the DLM in high school; and
- Students who took the Algebra I state assessment in middle school:
 - Students who have not taken both Geometry and Algebra II in middle school must take either Geometry or Algebra II in high school;
 - Students who take Algebra I or Geometry in grade 6 must take the grade 6 mathematics assessment (Math 6) and the Algebra I assessment to meet the ESSA high school mathematics requirement.
 - As a result, students who take Algebra I, Geometry, and Algebra II in middle school will not take an NJSLA assessment during high school, but the end-of-course assessment results from grade 6 will be used for high school accountability purposes when the student is in grade 9.
 - The Math 6 assessment results will be used the year the student is in grade 6.

Students who take Algebra I or Geometry in grade 6 will be required to take an assessment in grades 7 and 8.

- If a student enrolls in Geometry or Algebra II in grade 7 or 8, they will take the corresponding end-of-course assessment that year.
- If a student enrolls in another advanced mathematics course that is not aligned to an end-of-course assessment in grade 7 or 8, the student may be required to take an end-of-grade assessment to meet the federal testing requirement.

Students who register for an assessment but do not take the assessment will be counted as non-participants in the calculation of the academic achievement indicator in the given year.

Grade 12 students in 2022-2023 will be considered to have met the high school testing requirements if they:

- Took the required mathematics assessment in high school;
- Took all three high school end-of-course mathematics courses in middle school;
- Were enrolled in Algebra I, Geometry, or Algebra II during the 2019-2020 school year (as they did not have the opportunity to assess due to the statewide assessment cancellation);

- Were enrolled in Algebra I, Geometry, or Algebra II during the 2020-2021 school year and took the Start Strong Assessment in Fall 2021; or
- Were enrolled in Algebra I, Geometry, or Algebra II during the 2020-2021 school year but were not enrolled during the administration of the Start Strong assessment at the beginning of the 2021-2022 school year (as they did not have the opportunity to assess due to the spring 2021 statewide summative assessment being cancelled).

Starting in 2021-2022, any grade 12 students who did not meet the high school testing requirements, as described above, and have not already been included as a high school non-participant in previous years, will be included in the denominator of the participation calculation but will not be included in the numerator as participants, to ensure that all students are accounted for in accountability calculations once in high school.

The denominator for the participation calculation is based on the number of students registered for the included assessments. For end-of-grade assessments, this should align with the grade level enrollment because all students are required to test in each grade 3 through 8 for mathematics and each grade 3 through 9 for ELA, except for the following qualified exceptions:

- Grade 9 students repeating a course who have previously passed the associated assessment;
- Newly arrived ELs in grades 3 through high school who enrolled in a United States school after June of the prior school year may be excluded from taking the ELA component of the NJSLA in the current school year, but not from taking the mathematics component of the NJSLA;
- Students with the most significant intellectual disabilities who qualify for the Dynamic Learning Maps (DLM) assessment, as specified in their Individual Education Program (IEP), are exempt from taking the NJSLA, but these students must register for the DLM; and
- Students undergoing a medical emergency are exempt from taking the NJSLA.

The NJDOE will review registration data in the spring to ensure that all students, except for qualified exceptions, are registered for the assessment. If students are not registered, they may be added into the denominator of the participation calculation.

Participation will be measured to ensure that students take these required assessments in the ways outlined in Table 3.

Table 3: Participation Assessments and Calculation

Subject Area	Assessments Included	Numerator	Denominator
ELA	<ul style="list-style-type: none"> NJSLA ELA: Grades 3–9 DLM ELA: Grades 3–8, 11 	All students with valid scores on included assessments for the current year	All students registered for included assessments
Mathematics	<ul style="list-style-type: none"> NJSLA Mathematics 3–8 NJSLA Algebra I: Grades 7–12 NJSLA Geometry and Algebra II only for: <ul style="list-style-type: none"> Students in grades 7–8 Students in grades 9–12 who took Algebra I in middle school and who are taking their first high school assessment DLM Mathematics: Grades 3–8,11 <p>Note: Beginning in 2024-2025 (the year the 2021-2022 6th graders reach grade 9), this will be adjusted to include:</p> <ul style="list-style-type: none"> NJSLA Algebra I or Geometry results for current 9th graders who took the assessment in 6th grade 	All students with valid scores on included tests for the current year	<ul style="list-style-type: none"> All students registered for included assessments in the current year Grade 12 students who did not meet the high school testing requirements (see above)

Calculating Proficiency

New Jersey’s measure of academic achievement represents the percentage of students meeting or exceeding grade-level standards on statewide assessments, including alternate assessments for students with the most significant intellectual disabilities. On the NJSLA, a score of 4 indicates the student has “met the standard” and a score of 5 indicates that the student has “exceeded the standard.” On the DLM, a score of 3 indicates the student is “at target” and a score of 4 indicates that the student is “advanced”. See the [NJDOE state assessment](#) webpage for more information regarding the scoring of statewide assessments.

Under 1111€(4)(E) of ESSA, all states are required annually to measure the achievement of at least 95% of all students in each student group. When measuring, calculating, and reporting proficiency rates for schools or student groups, states are required to include either a denominator equal to 95% of all students or the number of students participating in the assessments. For schools that fail to achieve 95%

participation, the proficiency rate would be adjusted to account for 95% of students as required by 1111(c)(4)(E) of ESSA.

For schools or student groups that have a participation rate of 95% or more, based on the participation calculation in Table 3, the standard calculation of proficiency is outlined in Table 4.

Table 4: Proficiency Assessments and Calculation (>95% Participation)

Subject Area	Assessments Included	Numerator	Denominator
ELA	<ul style="list-style-type: none"> • NJSLA ELA: Grades 3–9 • DLM ELA: Grades 3–8, 11 	All time-in-school eligible students with: <ul style="list-style-type: none"> • Scores of 4 or 5 on the NJSLA • Scores of 3 or 4 on the DLM 	All time-in-school eligible students with valid scores on included assessments
Mathematics	<ul style="list-style-type: none"> • NJSLA Mathematics 3–8 • NJSLA Algebra I: Grades 7–12 • NJSLA Geometry and Algebra II only for: <ul style="list-style-type: none"> ○ Students in grades 7–8 ○ Students in grades 9–12 who took Algebra I in middle school and who are taking their first high school assessment • DLM Mathematics: Grades 3–8, 11 <p>Note: Beginning in 2024-2025 (the year that the 2021-2022 6th graders reach grade 9), this will be adjusted to include:</p> <ul style="list-style-type: none"> • NJSLA Algebra I or Geometry results for current 9th graders who took the assessment in 6th grade 	All time-in-school eligible students with: <ul style="list-style-type: none"> • Scores of 4 or 5 on the NJSLA • Scores of 3 or 4 on the DLM 	All time-in-school eligible students with valid scores on included assessments

For schools or student groups that have a participation rate that is less than 95%, based on the participation calculation in Table 3, a secondary check of the participation rate for time-in-school eligible students will be calculated. This would use the calculation described in Table 3, but only include time-in-school eligible students. If the participation rate for time-in-school eligible students is 95% or higher, then the standard proficiency calculation in Table 4 is used. If the participation rate for time-in-school-eligible students is less than 95%, then the adjusted calculation of proficiency described in Table 5 is used.

Table 5: Proficiency Assessments and Calculation (<95% participation)

Subject Area	Assessments Included	Numerator	Denominator
ELA	<ul style="list-style-type: none"> • NJSLA ELA: Grades 3–9 • DLM ELA: Grades 3–8, 11 	All time-in-school eligible students with: <ul style="list-style-type: none"> • Scores of 4 or 5 on the NJSLA • Scores of 3 or 4 on the DLM 	95% of time-in-school eligible students registered for the included assessments
Mathematics	<ul style="list-style-type: none"> • NJSLA Mathematics 3–8 • NJSLA Algebra I: Grades 7–12 • NJSLA Geometry and Algebra II only for: <ul style="list-style-type: none"> ○ Students in grades 7–8 ○ Students in grades 9–12 who took Algebra I in middle school and who are taking their first high school assessment • DLM Mathematics: Grades 3–8, 11 <p>Note: Beginning in 2024-2025 (the year that the 2021-2022 6th graders reach grade 9), this will be adjusted to include:</p> <ul style="list-style-type: none"> • NJSLA Algebra I or Geometry results for current 9th graders who took the assessment in 6th grade 	All time-in-school eligible students with: <ul style="list-style-type: none"> • Scores of 4 or 5 on the NJSLA • Scores of 3 or 4 on the DLM 	95% of <ul style="list-style-type: none"> • Time-in-school eligible students registered for the included assessments; plus • Grade 12 students who did not meet the high school testing requirements (see above)

Academic Achievement Examples

The following examples reflect school-level scenarios. The same rules apply for district-level calculations and for each student group’s proficiency calculation. This means a school may meet the participation requirement for all students and not require an adjustment to the denominator, but some student groups within the school may not meet the participation requirement and will require an adjustment to the denominator. Similarly, a school or student group may meet the participation requirement for assessments in one content area and not the other.

Example 1

School A has 1,000 students registered to take statewide assessments, all of whom meet the time-in-school criterion. School A has valid scores for 960 students and 700 are proficient. All students in grade 12 took the required assessment in high school. School A’s participation rate is 96% (960 ÷ 1000).

Since the school's participation rate is above 95%, their proficiency rate is calculated by dividing the number of proficient students by the number of test-takers. School A's denominator would be 960. The proficiency rate would be 700 divided by 960, or 72.9%.

Example 2

School B has 1,000 students registered to take statewide assessments, all of whom meet the time-in-school criterion. School B has valid scores for 800 students and 600 are proficient. There are 10 students in grade 12 who did not take the required assessment in high school and have never been included as non-participants in high school. School B's participation rate is 79.2% (800/1010). The denominator is the 1,000 students registered plus the 10 students in grade 12 who did not take the required assessment in high school.

Since the school's participation rate is below 95%, their proficiency rate is calculated by dividing the number of proficient students by the number of registered test-takers multiplied by 95%. School B's denominator would be 95% of 1010, or 959.5. School B's proficiency rate would be 600 divided by 959.5, or 62.5%.

Example 3

School C has 1,000 students registered to take statewide assessments. School C has valid scores for 800 students and 600 are proficient. All students in grade 12 took the required assessment in high school. School C's participation rate is 80%. However, School C experienced high mobility this year and many students do not meet the time-in-school criterion for inclusion in the proficiency rate calculation. Thus, participation must be recalculated based on students who meet the time-in-school criterion to determine their proficiency rate.

School C has 820 students who meet the time in school criterion. Of these students, 785 have valid scores, and 500 are proficient. The participation rate for students who meet the time-in-school criterion is 95.7%. Since the participation rate for students meeting the time in school criterion is over 95%, School C's proficiency rate can be calculated by dividing the number of proficient scores for students meeting the time in school criterion by the number of valid scores for students meeting the time in school criterion.

School C's denominator would be 785. School C's proficiency rate would be 500 divided by 785, or 63.7%.

Note: If the participation rate for students meeting the time-in-school criterion was below 95%, the denominator would be adjusted to reflect 95% of students meeting the time-in-school criterion.

Long-Term Goal and Annual Targets

New Jersey's long-term goal for academic achievement is that by 2032, at least 80% of all students and at least 80% of students in each group in each tested grade will meet or exceed grade-level expectations on the statewide ELA and mathematics assessments. Building upon the NJSLS and early successes with NJSLA and DLM, NJDOE and stakeholders sought to set ambitious, but achievable, goals for schools and

students. Accomplishing this goal will mean that the number of students demonstrating grade-level proficiency in ELA and mathematics (as currently indicated by achieving a Level 4 or 5 score on the NJSLA and Level 3 and 4 on the DLM) across the state will nearly double and will close New Jersey’s achievement gaps.

Due to COVID-19, New Jersey received approval through the [COVID-19 State Plan Addendum](#) to shift the timeline for long-term goals and measurements of interim progress forward by two years. As a result, the timeline to meet long-term goals was shifted from 2030 to 2032 and the interim target for 2019-2020 became the target for 2021-2022. All subsequent interim targets were shifted forward by two years.

Annual targets have been calculated through the year 2032 for all districts, schools, and student groups, based on performance during the 2015-2016 administration of the statewide assessments. Baseline proficiency rates for 2015-2016 may differ from the rates reported in the 2015-2016 Accountability Profiles. This is due to the federal requirement, under ESSA, that proficiency rates be adjusted to account for participation below 95%, as described above.

Beginning in 2016-2017, the NJDOE expanded the English learner student group to include former English learners for up to four years after exit from bilingual/ESL services. Baseline rates for the English learner student group were calculated based on student group data that was confirmed in the 2015-2016 data and reflect the performance of English learners including former English learners for up to two years after exiting services.

Annual targets were calculated to ensure that the long-term goal would be met while differentiating by baseline performance. Although schools and student groups have different starting points and annual targets, the long-term goal is the same for all schools and student groups.

Annual targets and long-term goals for all districts, schools, and student groups reflecting the shift are available on the [NJDOE’s Accountability page](#) under 2023 Accountability data.

Proficiency Annual Target Example

School A’s ELA proficiency rate in 2015-2016 was 40%. The long-term goal of 80% must be achieved by the 2031-2032 school year. School A must make progress toward the goal (i.e., “goal progress”) of 40 percentage points to reach the long-term goal. School A’s annual target for ELA in the 2016-17 school year is 42%, which represents 5% of the progress necessary to reach the long-term goal.

$$\text{Year 1 Annual Target} = \text{Baseline} + 5\% \text{ Goal Progress} = 40.0 + (0.05 \times 40.0) = 42.0$$

Table 6: District and School Proficiency Annual Targets

Target Measure	Calculation	School A Example Target
Baseline	2015-16 Performance	40.0%
Target 1 (2016–2017)	Baseline + 5% Goal Progress	42.0%
Target 2 (2017–2018)	Baseline + 10% Goal Progress	44.0%
Target 3 (2018–2019)	Baseline + 15% Goal Progress	46.0%
Target 4 (2021–2022)*	Baseline + 20% Goal Progress	48.0%
Target 5 (2022–2023)	Baseline + 25% Goal Progress	50.0%
Target 6 (2023–2024)	Baseline + 32% Goal Progress	52.8%
Target 7 (2024–2025)	Baseline + 39% Goal Progress	55.6%
Target 8 (2025–2026)	Baseline + 46% Goal Progress	58.4%
Target 9 (2026–2027)	Baseline + 53% Goal Progress	61.2%
Target 10 (2027–2028)	Baseline + 60% Goal Progress	64.0%
Target 11 (2028–2029)	Baseline + 70% Goal Progress	68.0%
Target 12 (2029–2030)	Baseline + 80% Goal Progress	72.0%
Target 13 (2030–2031)	Baseline + 90% Goal Progress	76.0%
Target 14 (2031–2032)	Goal: 80.0%	80.0%

*Note that starting with Target 4, all interim targets have been shifted forward by two years compared to the targets outlined prior to 2019–2020.

Confidence Interval Example

When determining whether a school or student group has met the annual target, a confidence interval of 90% is applied to the actual proficiency results for the school and each student group. If a school or student group does not meet the annual target, but meets the target with the confidence interval applied, the school profile will show “Met with CI” in the Met Target field.

School A’s ELA proficiency rate in 2021-2022 was 41.5% and the school had 100 valid scores for ELA. A 90% confidence interval is applied to this proficiency rate when checking if annual targets are met.

$$90\% \text{ Confidence Interval} = \text{Proficiency Rate} \pm 1.65 \times \sqrt{\frac{\text{Proficiency Rate} \times (1 - \text{Proficiency Rate})}{\text{Number of Valid Scores}}}$$

School A’s confidence interval would be:

$$\text{School A} = 0.415 \pm 1.65 \times \sqrt{\frac{0.415 \times (1 - 0.415)}{100}} = 0.415 \pm (1.65 \times 0.049) = 0.415 \pm 0.081$$

This would result in a confidence interval of 33.4% to 49.6%. Since the annual target for 2021-2022 (Target 4) is 48.0% and it falls within this confidence interval, the annual target is met with a 90% confidence interval applied.

Academic Progress

Definition

Academic progress is measured by median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a student growth percentile (SGP) that measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

Purpose

Academic progress indicates whether schools are successfully implementing strategies and interventions that foster individual students' academic growth, as measured by performance on statewide assessments relative to their performance on the prior year statewide assessment (i.e., student growth percentiles). While the achievement indicator informs schools and districts of the percentage of students who have learned what is expected for their grade, academic progress is designed to enable schools to determine how much progress has been made from year to year.

Using SGPs, schools can determine which students at every level of proficiency have made progress from year to year, when compared to their academic peers.

Calculation

A student growth percentile (SGP) is a percentile ranking from 1 to 99 which explains a student's academic progress compared to their academic peers.

To calculate the median student group percentile (mSGP) for a group of students, the SGPs for all students in the group are ordered from smallest to largest. The mSGP for the group is the percentile in the middle of that list. If there are an even number of students in the group, the two middle scores will be averaged to get the mSGP.

For ELA, the mSGP is based on the SGPs of all students in grades four through eight. For mathematics, the mSGP is based on the SGPs of all students in grades four through seven. Grade 8 SGPs are not included for the mathematics mSGP because a significant percentage of grade 8 students take Algebra I, rather than the eighth-grade mathematics assessment.

More information about how SGPs and mSGPs are calculated, including a video explaining the calculation, can be found on the [NJDOE's Student Growth page](#).

Academic Progress Example

School A has 15 students in grades four through eight. These students have the following SGPs:

Table 7: Student Growth Percentiles (SGP) Example

Student #	Grade Level	ELA SGP	Math SGP
1	4	31	58
2	4	36	73
3	4	55	54
4	5	75	48
5	5	46	33
6	5	53	68
7	6	22	25
8	6	85	70
9	6	64	75
10	7	39	33
11	7	43	46
12	7	52	53
13	8	68	27
14	8	62	62
15	8	50	67

To calculate the ELA mSGP, the ELA SGPs for all students in grades 4 through 8 would be ordered from smallest to largest.

Table 8: ELA SGP Example

Order from smallest to largest	ELA SGPs from smallest to largest
1	22
2	31
3	36
4	39
5	43
6	46
7	50
8	52
9	53
10	55
11	62
12	64
13	68
14	75
15	85

There are 15 students, so the SGP in the middle of the list would be the 8th smallest SGP of 52, so the ELA mSGP is 52.

To calculate the mSGP for mathematics, the mathematics SGPs for all students in grades 4 through 7 would be ordered from smallest to largest. The SGPs for students 13, 14, and 15 would not be included since the mathematics mSGP does not include grade 8.

Table 9: Mathematics SGPs Example

Order from smallest to largest	Math SGPs from smallest to largest
1	25
2	33
3	33
4	46
5	48
6	53
7	54
8	58
9	68
10	70
11	73
12	75

There are 12 students in grades four through seven, which is an even number. In this case, the mSGP is calculated by averaging the two middle SGPs, 53 and 54. The mathematics mSGP would be 53.5.

Long-Term Goal and Annual Target

The academic progress indicator is unique in that its long-term goal and annual targets are the same. Since SGP is a normative measure in which students’ progress is compared to their academic peers annually, the annual target is the same for each student group.

The long-term goal and annual target for academic progress for all schools and student groups is based on a standard set by the state. Schools and student groups with an mSGP between 40 and 59.5 are considered to have met the standard. Schools and student groups with an mSGP of 60 or higher are considered to have exceeded the standard, and schools and student groups with an mSGP below 40 are considered to have not met the standard.

Graduation Rate

Definition

Pursuant to 1111(c)(4)(B)(iii)(I)(bb) of ESSA, graduation rates must reflect the percentage of students who graduate within four years of entering ninth grade (“the four-year adjusted cohort graduation rate”) and may reflect an extended year adjusted cohort graduation rate. At the strong request of stakeholders, NJDOE includes in the graduation rate indicator the percentage of students who graduate within five years of entering ninth grade. The four-year and five-year graduation rates are weighed equally in the final summative rating. Including the five-year graduation rate allows New Jersey to maintain high standards for all students while recognizing it is important for some students to take additional time to master academic standards.

Under section 8101(43) of ESSA, a “regular high school diploma” is defined as the standard diploma awarded to the preponderance of students in a State that is fully aligned with the State’s standards. Under current New Jersey State regulations, in the appropriate circumstances, a student’s Individualized Education Program (IEP) team may waive certain requirements for graduation. Students with disabilities who meet alternate requirements for any graduation requirement in their IEPs have historically received the same State-endorsed diploma as those students who satisfy all graduation requirements.

A Performance Review conducted by USDE in October 2019 concluded that students with disabilities who receive a high school diploma but have not met the state’s graduation assessment, course, or attendance requirements due to a modification or exemption in their IEP may not be included in the adjusted cohort graduation rate calculation as graduates. This change took place starting with graduates for the 2020-2021 school year.

Purpose

The graduation rate of a school is an indicator of whether school districts are monitoring student progress toward graduation and implementing the necessary best practices and interventions to facilitate students’ successful completion of high school within four and five years.

Calculation

The calculation of the four-year and five-year graduation rates is based on the adjusted cohort graduation rate (ACGR) calculation methodology and aligned with federal requirements. Both four-year and five-year graduation rates are calculated for each district, school, and student group. For ESSA accountability, the NJDOE uses graduation rates from the prior school year. For accountability for the 2022-2023 school year, the Cohort 2022 four-year and Cohort 2021 five-year graduation rates, reflecting data as of August 31, 2022, are used for the graduation indicators.

The adjusted cohort graduation rate calculation divides the number of students who graduated in the specified number of years (either four years or five years) by the number of students in the adjusted cohort. The adjusted cohort is the number of students who entered ninth grade either four or five years earlier, with adjustments made each year to account for transfers in and out.

Due to the federal Performance Review in October 2019, the NJDOE began calculating two versions of the adjusted cohort graduation rate in 2021. The “state version” of the graduation rate reflects the same methodology as previously used and includes all students who receive a state-endorsed diploma as graduates. The “federal version” of the graduation rate aligns with ESSA requirements and does not include students with disabilities who did not meet all graduation requirements because of an exemption or modification in their IEP as graduates. The ESSA accountability profiles will include the “federal version” of the graduation rate.

For the 2022 graduation rates that will be used for 2022-2023 accountability, any students with disabilities who did not meet the state course requirements, local attendance requirements, and/or the state graduation assessment requirements because of an exemption or modification in their IEP were not included as graduates in the calculation of the “federal version” of the graduation rate.

The 2022 federal graduation rates are the first year that students with disabilities who did not meet graduation assessment requirements will be excluded. This is because the graduation assessment requirements were waived for all students who graduated with the class of 2021.

For more details about the calculation of the adjusted cohort graduation, see [An Introduction to the Adjusted Cohort Graduation Rate Calculation in New Jersey](#).

Long-Term Goal and Annual Targets

New Jersey’s long-term goal for graduation is that by 2032, at least 95% of all students and at least 95% of students in each student group will graduate within four years of entering ninth grade. In addition, at least 96% of all students and at least 96% of students in each group will graduate within five years of entering ninth grade.

Due to COVID-19, New Jersey received approval through the COVID-19 State Plan Addendum to shift the timeline for long-term goals and measurements of interim progress forward by two years. As a result, the timeline to meet long-term goals was shifted from 2030 to 2032 and the interim target for 2019-2020 became the target for 2021-2022. All subsequent interim targets were also shifted forward by two years.

Annual targets have been calculated through the year 2032 for all districts, schools, and student groups based on four-year graduation rates for students in Cohort 2015 and five-year graduation rates for students in Cohort 2014. If baseline data was not available for the four-year cohort or the five-year cohort, annual targets will be based on the first year that data was available after that cohort. Annual targets were calculated to ensure that the 2030 long-term goal would be met while differentiating by baseline performance. Although schools and student groups have different starting points and annual targets, the long-term goal is the same for all schools and student groups.

Additionally, because the NJDOE was required to make changes to graduation rate calculations beginning with the Cohort 2021 four-year and Cohort 2020 five-year graduation rates based on the federal performance review, an adjustment was made to Target 5 for 2022-2023 to account for the difference in the calculation between the baseline graduation rate and the 2022 graduation rates. The

original Target 5 that was previously calculated was adjusted based on the percentage of students with disabilities who did not meet the graduation course, attendance, and/or assessment requirements in each student group. The maximum adjustment made to any school or student group target is equal to the statewide percentage of students with disabilities who did not meet course, attendance, or assessment requirements for the given student group. See tables 10 and 11 below for the statewide percentage differences. Similar adjustments were made to Target 4 for 2021-2022 and targets for future years may be adjusted, as necessary, to account for differences between the baseline ACGR calculations and the actual calculations used for the given school year.

Table 10: Statewide Differences between Cohort 2022 Federal and State Four-Year Graduation Rates

Student Group	State Calculation: Cohort 2022 Four-year Rate	Federal Calculation: Cohort 2022 Four-year Rate	Difference (Cap on Target 5 Adjustments)
All Students	90.9%	85.2%	5.6%
Asian, Native Hawaiian, or Pacific Islander	97.1%	95.9%	1.2%
American Indian or Alaska Native	92.0%	84.8%	7.2%
Black or African American	85.8%	77.8%	8.0%
Hispanic	84.9%	79.3%	5.6%
White	95.0%	89.1%	5.9%
Two or More Races	90.6%	84.3%	6.3%
Economically Disadvantaged Students	85.4%	78.7%	6.7%
Students with Disabilities	80.5%	48.5%	32.0%
English Learners	71.9%	70.3%	1.6%

Table 11: Statewide Differences between Cohort 2021 Federal and State Five-Year Graduation Rates

Student Group	State Calculation: Cohort 2021 Five-year Rate	Federal Calculation: Cohort 2021 Five-year Rate	Difference (Cap on Target 5 Adjustments)
All Students	92.5%	89.9%	2.5%
Asian, Native Hawaiian, or Pacific Islander	97.6%	97.0%	0.6%
American Indian or Alaska Native	94.5%	91.3%	3.1%
Black or African American	87.7%	83.8%	3.9%
Hispanic	87.5%	84.6%	2.9%
White	95.9%	93.6%	2.3%
Two or More Races	93.0%	89.7%	3.3%
Economically Disadvantaged Students	87.6%	84.3%	3.4%
Students with Disabilities	83.5%	69.0%	14.5%
English Learners	78.3%	77.1%	1.2%

Annual targets and long-term goals for all districts, schools, and student groups reflecting the two-year shift and the adjustment to the 2022-2023 targets are available on the [NJDOE's Accountability page](#) under 2023 Accountability data.

Example of Graduation Annual Target Calculation

School A’s baseline four-year graduation rate for Cohort 2015 was 85%. The long-term goal of 95% must be achieved by the 2031-2032 school year. School A must make progress of 10 percentage points to meet the long-term goal.

School A’s annual target for Year 1 was 85.5%, which represents having made 5% of the progress necessary to reach the long-term goal, based on its baseline performance.

The same methodology may be applied to determine annual targets toward the five-year graduation rate goal of 96%.

Table 12: Graduation Rate Annual Targets

Target	Cohort Used for Four-Year Graduation Rate	Cohort Used for Five-Year Graduation Rate	Annual Target Calculation	School A Four-Year Example
Baseline	Cohort 2015	Cohort 2014	4-Year Graduation Rate	85%
Target 1 (2016–2017)	Cohort 2016	Cohort 2015	Baseline + 5% Goal Progress	85.5%
Target 2 (2017–2018)	Cohort 2017	Cohort 2016	Baseline + 10% Goal Progress	86.0%
Target 3 (2018–2019)	Cohort 2018	Cohort 2017	Baseline + 15% Goal Progress	86.5%
Target 4 (2021–2022)*	Cohort 2021	Cohort 2018	Baseline + 20% Goal Progress	87.0%
Target 5 (2022–2023)	Cohort 2022	Cohort 2021	Baseline + 25% Goal Progress	87.5%
Target 6 (2023–2024)	Cohort 2023	Cohort 2022	Baseline + 32% Goal Progress	88.2%
Target 7 (2024–2025)	Cohort 2024	Cohort 2023	Baseline + 39% Goal Progress	88.9%
Target 8 (2025–2026)	Cohort 2025	Cohort 2024	Baseline + 46% Goal Progress	89.6%
Target 9 (2026–2027)	Cohort 2026	Cohort 2025	Baseline + 53% Goal Progress	90.3%
Target 10 (2027–2028)	Cohort 2027	Cohort 2026	Baseline + 60% Goal Progress	91.0%
Target 11 (2028–2029)	Cohort 2028	Cohort 2027	Baseline + 70% Goal Progress	92.0%
Target 12 (2029–2030)	Cohort 2029	Cohort 2028	Baseline + 80% Goal Progress	93.0%
Target 13 (2030–2031)	Cohort 2030	Cohort 2029	Baseline + 90% Goal Progress	94.0%
Goal (2031–2032)	Cohort 2031	Cohort 2030	Long-term Goal (95% for four-year, 96% for five-year)	95.0%

*Note that starting with Target 4, all interim targets were shifted forward by two years compared to the targets outlined prior to 2019–2020.

Example of Adjustment to 2022-2023 Targets

School A's target for 2022-2023 in the example above is 87.5%. This was initially the 2020-2021 target calculated based on the Cohort 2015 baseline. Due to the change in the calculation of graduation rates starting with Cohort 2021, some schools and student groups will receive an adjusted target for 2022-2023.

To determine the adjustment made to the 2022-2023 target, the NJDOE looked at the percentage of students with disabilities in Cohort 2022 who graduated but did not meet either course, attendance, and/or assessment requirements because of a modification or exemption in their IEP.

School A had 100 students in Cohort 2022 and 88 students graduated in four years. Three of the graduates were students with disabilities who did not meet either state course requirements or state assessment requirements for graduation because of a modification or exemption in their IEP. The state version of Cohort 2022's four-year graduation rate would be 88%, because it includes all graduates. The federal version of Cohort 2022's four-year graduation rate would be 85% (i.e., $84 \div 100$), because it does not include the students with disabilities who did not meet course, attendance, and/or assessment requirements.

An adjustment would be made to School A's 2022-2023 graduation target to reduce it by 3% (the difference between the state and federal version of the adjusted cohort graduation rate). The updated 2022-2023 target in the example above would be 84.5% ($87.5\% - 3\%$) and School A will be reported as having met its target for 2022-2023.

If School A had six students with disabilities who did not meet state course requirements for graduation, the difference between the state and federal versions of the graduation rate would have been 6%. Since 6% is greater than the statewide difference for the "all students" group, the adjustment to the 2022-2023 target would have been capped at 5.6%, which is the statewide difference.

Progress toward English Language Proficiency (ELP)

Definition

To establish student-level targets for English Language Proficiency, the NJDOE uses a student's initial level of English language proficiency. Starting with the 2017-2018 assessment cycle, for currently identified English learners in grade K through grade 12, the NJDOE defines increases in the percentage of all English learners making progress in achieving English language proficiency as measured by the assessments described in Section 1111(b)(2)(G) of ESSA, as "English language learners that demonstrate a pre-determined level of cumulative growth within five years or English language learners that meet the specified cut score of 4.5 within the established timeframe that is consistent with the student's English language proficiency level at the time of identification as measured by the assessment described in Section 1111(b)(2)(G)". Thus, the NJDOE will consider a student's English language proficiency level at the time of the first administration of the ACCESS for ELLs to determine the number of years that a student has to reach proficiency and set measurements of interim progress accordingly.

Purpose

The Progress toward English language proficiency (ELP) calculation for a school is an indicator of whether schools are creating an environment in which an appropriate percentage of their English learners are progressing toward English language proficiency at the rate established in New Jersey's ESSA state plan.

Calculation

All grade K–12 English learners are expected to meet an ELP score of 4.5, the proficient cut score on the ACCESS for ELLs test, within the established timeframe. If a K–12 student meets a 4.5 or higher in their initial year of administration, they are counted as proficient for the ELP indicator for that year. English learners in grades K through 12 who have an ACCESS for ELLs score in the current year, have at least one prior ACCESS for ELLs score, and have demonstrated the expected amount of growth on the ACCESS for ELLs assessment are also counted as proficient for the ELP indicator.

If an English learner remains in status and continues to take the ACCESS for ELLs test after the established timeframe (determined based on their initial level of English language proficiency), the student will continue to be included in the calculation of the ELP indicator and the student's yearly growth target will be set at 4.5.

For students who were identified as English learners during the 2019-2020 or 2020-2021 school years who did not take the ACCESS for ELLs because of COVID-19 disruptions or did not complete a sufficient number of domains, their first complete administration will be used as a baseline score. As a result, any students identified as English learners during the 2019-2020 or 2020-2021 school years who took their first complete ACCESS for ELLs assessment in the 2021-2022 school year will have 2021-2022 as their baseline score for the ELP indicator.

When calculating yearly student-level growth targets, expected growth is rounded up from the hundredth place to the nearest tenth. To view information about the specific methods used to calculate student-level progress toward proficiency, see page 53 through 55 of New Jersey's ESSA state plan.

Schools with an *n*-size of 20 or more eligible English learners are included in accountability calculations for this indicator. For these schools, the number of English learners meeting the ELP progress target will be divided by the total number of English learners to determine the percentage of English learners making progress to proficiency and used for accountability.

Example of ELP Calculation

School A serves students in grades Kindergarten through five. School A has a total of 26 English learners who either scored proficient in their first year taking the ACCESS for ELLs or have ACCESS for ELLs scores for the 2022-2023 school year and one more prior year.

Of the 26 students, three students scored proficient in their first year taking the ACCESS for ELLs and seven students demonstrated the expected amount of growth on the ACCESS for ELLs assessment.

The progress toward English language proficiency (ELP) rate for this school would be calculated by dividing the number of students who either scored proficient in their first year taking the ACCESS for ELLs or demonstrated the expected amount of growth by the total number of students who either scored proficient in their first year taking the ACCESS for ELLs or have ACCESS for ELLs scores for the 2022-2023 school year and one or more prior years.

School A's denominator would be 26. School A's ELP rate would be 10 divided by 26, or 38.5%.

Long Term Goal and Annual Target

The long-term goal for the ELP indicator is stratified based on the grades served in each school or district. This is because research has shown that younger students tend to attain English language proficiency at faster rates than older students.

The long-term goals were initially set for the 2022-2023 school year with an ambitious goal of one percentage point per year growth from baseline data from 2017-2018. The NJDOE received approval through the [COVID-19 State Plan Addendum](#) to shift the timeline for long-term goals ahead by two years to 2024-2025. The NJDOE is committed to revisiting the long-term goal and annual growth targets after 2024, once additional longitudinal data is available.

For the first three years that the ELP indicator was calculated (2018 through 2022, due to waiver of accountability in 2020 and 2021), the NJDOE set the annual target to be equivalent to the state average for the percentage of English learners in grades K through 12 who had either scored proficient in the first year of test administration or demonstrated the expected amount of growth on the ACCESS for ELLs assessment.

The NJDOE has made a change to the annual targets for 2022-2023 and 2023-2024 based on guidance from USDE and to align to the targets outlined in the ESSA state plan. Initially, annual targets were set to reflect a one percentage point increase and the long-term goals reflected a five-percent increase over the baseline. The 2021-2022 school year was the first year many students took the ACCESS for ELLs assessment since the start of the COVID-19 pandemic. In response to the unprecedented nature of the pandemic and the unique challenges English learners experience during this time, the interim targets starting with the 2022-2023 school year were adjusted to account for significant changes in the percentage of students meeting their expected growth-to-target and actual performance for the 2021-2022 school year. The following table outlines the stratified long-term goals and annual targets based on grades served.

Table 13: Long-Term Goals and Annual Targets by Level

Level	Baseline (2017-2018)	2022-2023 Target	2023-2024 Target	2024-2025 Goal
Statewide	50.5%	31.4%	41.0%	55.5%
Schools or districts serving only grades up to and including grade 5	60.7%	45.5%	53.6%	65.7%
Schools and districts serving grades above 5	46.8%	27.4%	37.2%	51.8%

The ESSA Accountability profiles will indicate whether a school met the annual target. If a school performs at or above the 2024-2025 goal during the 2022-2023 school year, the school will be listed as “Met Goal” in the profile.

Additionally, when determining whether a school has met the annual target, a confidence interval of 90% is applied to the actual ELP results for the school. If a school does not meet the annual target, but meets the target with the confidence interval applied, the school profile will show “Met with CI” in the Met Target field. All categories, except “Not Met,” will be considered as having met the target for the purpose of accountability determinations.

Example

In the previous example, School A had a total of 26 English learners who either scored proficient in their first year taking the ACCESS for ELLs or have ACCESS for ELLs scores for the 2022-2023 school year and one more prior year. School A’s ELP rate is 38.5%.

School A’s target for 2022-2023 in the table above is 45.5%. Since the school’s ELP rate is below the 2022-2023 target, a 90% confidence interval is applied to determine if the annual target was met.

$$90\% \text{ Confidence Interval} = \text{ELP Rate} \pm 1.65 \times \sqrt{\frac{\text{ELP Rate} \times (1 - \text{ELP Rate})}{\text{Number of Valid Scores}}}$$

School A’s confidence interval would be:

$$\text{School A} = 0.385 \pm 1.65 \times \sqrt{\frac{0.385 \times (1 - 0.385)}{100}} = 0.385 \pm (1.65 \times 0.095) = 0.385 \pm 0.157$$

This would result in a confidence interval of 22.7% to 54.1%. Since the annual target for 2022-2023 is 45.5% and it falls within this confidence interval, the annual target is met with a 90% confidence interval applied.

School Quality/Student Success: Chronic Absenteeism

Definition

An indicator of school quality or student success is required under ESSA. With input from stakeholders, the NJDOE selected chronic absenteeism for this indicator. As described in the New Jersey's ESSA state plan, this indicator is measured by the percentage of a school's students or district's students who are chronically absent in grades Kindergarten through 12.

A student is considered chronically absent when they are not present for 10% or more of the days that they were "in membership" at a school. For the 2022-2023 school year, only students enrolled at the end of the school year and in membership at a school for 45 or more days will be included in the school chronic absenteeism rate calculation for accountability purposes. In future years, schools will be accountable for any student who had 45 days in membership at that school, regardless of whether that student was enrolled at the end of the year.²

Chronic absenteeism is applied to a student's accountable school, not attending school. (Note: for over 95% of students, the attending and accountable school are the same school, but it should be noted that in some instances, these schools may differ, and it is the accountable school that is held responsible for a student's chronic absenteeism.) A student who cannot be assigned to an accountable school for any reason can be assigned to a district and hence, included in a district profile but not a school profile.

Purpose

Chronic absenteeism provides important information about a school's culture and climate. In addition, it is widely acknowledged that students who are in school are likely to be learning more than those who are absent. The measure of chronic absenteeism is an indicator of whether students are regularly attending school. Chronic absenteeism is actionable at the school level. When concerns with student attendance are identified, there are many actions schools can take to reverse the trend. Resources on strategies for addressing chronic absenteeism and guidance for reporting attendance are available on the NJDOE's [Attendance, Truancy, and Chronic Absenteeism](#) webpage.

Calculation

Student Level Chronic Absenteeism Rate

Each student's absentee rate is calculated based on the fields of Number of Days Present and Number of Days Absent collected in NJ SMART. Number of Days Absent (A) are divided by the sum of Number of Days Present (P) and Number of Days Absent (A), which is the student's cumulative days in membership.

¹ Districts were asked to submit attendance data for inactive students (students who transferred out of district at any point during of the school year) in SID Management for the 2022-2023 school year. After reviewing the data, NJDOE determined additional instruction was necessary for districts on the proper submission of attendance data for these inactive students. The 2022-2023 data on chronic absenteeism continues to only include students who are enrolled at a school at the end of the school year and have 45 or more days in membership.

$$\text{Student Absentee Rate} = A \div (P + A)$$

If the student-level absentee rate is equal to or greater than 10%, the student is chronically absent.

Examples of Student-level Chronic Absenteeism Calculation

- Student A's record in NJ SMART reflects 4 days absent (A) and 176 days present (P). The calculation to determine if Student A's absentee rate is $4 \div (176 + 4)$ or 2.2%. Student A is not chronically absent.
- Student B's record in NJSMART reflects 30 days absent (A) and 150 days present (P). The calculation to determine Student B's absentee rate is $30 \div (30 + 150)$ or 16.7%. Student B is chronically absent.

School-level chronic absenteeism

The school-level chronic absenteeism rate is calculated by dividing the number of chronically absent students during the school year by the total number of students enrolled in the school.

Example of School-Level Chronic Absenteeism Calculation

Anytown Elementary School had 350 students enrolled who were in membership for 45 days or more. At the school there are 15 students with an absentee rate greater than or equal to 10%. The school's chronic absenteeism rate is $15 \div 350$ or 4.3%.

Long-Term Goal and Annual Target

Under ESSA, there is no long-term goal or annual target for chronic absenteeism. Instead, each school's chronic absenteeism rate is compared to a calculated state average according to the school's grade configuration. Each student group in the school is compared to the same state average, based on the school's grade configuration.

The state average chronic absenteeism rate for each school is calculated by averaging the rates for all students for the grades served by the school. The chronic absenteeism rates for the state overall and for each grade have not yet been publicly released, but they were used to calculate the state averages that appear in the 2023 profiles.

While about half of New Jersey schools can be neatly divided into elementary (K–5), middle (6–8) or high (9–12) schools, the other half of schools have different grade configurations. Since there are many unique school grade configurations in the state and chronic absenteeism rates vary by grade, the calculation of a state average chronic absenteeism rate considers the grades offered at a school. The State Average to which schools are compared is calculated by averaging the chronic absenteeism rate for each grade offered at the school. Consequently, each grade configuration has its own state average chronic absenteeism rate. The grade configuration used for each school is based on data submitted to the New Jersey Directory of Schools, or CDS. The following are a few examples for calculating the state average for chronic absenteeism. This process is used regardless of the school's grade configurations.

Chronic Absenteeism State Average Examples

For all schools with grades 9 through 12, the state average is derived by summing up the chronic absenteeism rate for grades 9 through 12. For example, if the grade 9 state average was 15.0, the grade 10 state average was 16.0, the grade 11 state average was 17.0, and the grade 12 state average was 20.0, the state average for grade 9-12 would be calculated by summing up the grade level averages and dividing by four (the number of grades). In this example, the state average for any school with grades 9 through 12 would be: $15.0 + 16.0 + 17.0 + 20.0 = 68.0$ divided by four = 17.0. This is just an example using sample grade level rates. The actual grade level averages for the 2022-2023 school year were used to calculate the state averages that appear in the profiles.

For a less common configuration, assume a school consists of students in grades 3 through 7. The state average is derived by summing up the chronic absenteeism rate for grade 3 through 7, similar to the example for grades 9 through 12 above. The sum of the state averages for grades 3 through 7 would be divided by five (the number of grades in the school). Any school serving grades 3 to 7 would have the same state average based on the 2022-2023 school year rates for grades 3 through 7.

To determine whether a school met the state average, the school's actual chronic absenteeism rate is then compared to the state average chronic absenteeism rate based on the grade configuration of the school. If a school's actual chronic absenteeism rate is equal to or below the state average based on its grade configuration, the school would show "Met Target" in the profile. If the school's actual chronic absenteeism rate is above the state average based on its grade configuration, it would show "Not Met" in the profile.

For example, if a school with grades 9 through 12 had a chronic absenteeism rate of 10.4%, this is below the sample state average of 17.0% for grades 9 through 12 from the example above, and hence, under "Met State Average" in the profiles, the school would receive a "Met Target".

Frequently Asked Questions (FAQ)

1. What does "Met with Confidence Interval" mean?

When determining whether a school or student group has met the annual target for academic achievement or progress toward English proficiency, a confidence interval of 90% is applied to the actual performance results for the school and each student group. If a school or student group does not meet the annual target, but meets the target with the confidence interval applied, the school will show "Met with CI" in the Met Target field of the accountability profiles. Schools that meet the target with the confidence interval applied are considered as having met the target for accountability calculations. See the Academic Achievement and Progress toward English Language Proficiency sections of this document for more details on how the confidence interval is calculated. A confidence interval is only used for the Academic achievement and Progress toward English language proficiency indicators.

2. How do the requirements for the students included in each indicator differ?

There are different rules applied to determine which students are included in the calculations for each of the five indicators.

Academic Achievement

Calculations only include students who have attended the same school for at least half a year. This means that students who enrolled in the school on December 1 or later of the current year (based on data submitted in NJ SMART SID Management) are excluded from calculations. These results include both spring and fall testers, they do not include summer testers.

Academic Progress

Students only receive an SGP if they have taken two consecutive NJSLA assessments. mSGP calculations only include students in grades four through eight for ELA and four through seven for mathematics. Students who either take the DLM assessment or have been retained in a grade level will not receive an SGP. Additionally, students who enrolled in the school on December 1 or later of the current year (based on data submitted in NJ SMART SID Management) are excluded from mSGP calculations.

Graduation

Calculations for graduate rate follow the adjusted cohort graduation rate methodology. Some students may be excluded from the graduation cohort for special circumstances, such as transfer out of state/country or the death of a student. These special circumstances are reported using student exit codes in NJ SMART SID Management.

Progress toward English Language Proficiency (ELP)

Calculations include students who have either received a score of 4.5 or higher in their first year of taking the ACCESS for ELLs assessment and students who took the ACCESS for ELLs assessment in 2022-2023 and have at least one prior ACCESS score.

Chronic Absenteeism

Calculations only include students who were active at the end of the school year and have at least 45 days in membership (based on the number of days present and days absent reported in NJ SMART SID Management).

3. What years of data are used for each of the indicators in the 2023 Accountability Profiles?

- **Academic Achievement:** 2022-2023 statewide assessment results
- **Academic Progress:** 2022-2023 median student growth percentiles
- **Graduation:** Cohort 2022's four-year graduation rate and Cohort 2021's five-year graduation rate, as reported as of August 31, 2022. Note that graduation data is based on a year lag due to the data availability (2023 graduation rates will not be finalized until the end of November 2023).

- **Progress toward English Language Proficiency:** Based on the amount of growth shown on the 2022-2023 administration of the ACCESS for ELLs assessment.
- **Chronic Absenteeism:** 2022-2023 school year attendance data

4. Why might data be reported for indicators on the NJDOE website or in the School Performance Reports for a student group but not in the Accountability Profiles?

The minimum *n*-size for accountability is 20 students, so data will only appear in the accountability profiles for student groups where there is data for at least 20 students. The *n*-size used for reporting is 10 students, so in other reports, data may be reported for student groups where there is data for at least 10 students.

5. Are former English learners included in the English learner student group in the accountability profiles?

Academic Achievement and Academic Progress

Former English learners are included in the English learner student group for four years after reclassification.

Graduation

Student groups are based on whether a student was in English learner status at any time since entering the cohort, which is typically in ninth grade. Therefore, students that are not English learners at the time of graduation may be included.

Progress toward English Language Proficiency

Only current English learners are included because former English learners do not take the ACCESS for ELLs assessment.

Chronic Absenteeism

Only current English learners are included.