New Jersey Department of Education

2025 Every Student Succeeds Act (ESSA) Profiles Companion Guide

November 2025

Table of Contents

Introduction....4

New Jersey's Accountability System....4

New Jersey's ESSA State Plan....4

Accountability Requirements under ESSA....5

New Jersey's ESSA Indicators....5

ESSA Identification....6

Accountability Student Groups....6

Minimum N-Size....7

Statewide Assessment Data Used for Accountability....7

ESSA Profiles....8

Academic Achievement....10

Definition....10

Purpose....10

Data Source....11

Calculation....11

Long-Term Goal and Annual Targets....16

ESSA Profiles: ELA and Math Participation Tabs....19

ESSA Profiles: ELA and Math Proficiency Tabs....21

Academic Progress....22

Definition....22

Purpose....22

Data Source....22

Calculation....23

Long-Term Goal and Annual Target....25

ESSA Profiles: ELA and Math Growth Tabs....25

Graduation Rates....26

Definition....26

Purpose....27

Data Source....27

Calculation....28

Long-Term Goal and Annual Targets....29

ESSA Profiles: 4 Year Graduation, 5 Year Graduation, and 6 Year Graduation Tabs 31
Progress toward English Language Proficiency (ELP) 32
Definition 32
Purpose 33
Data Source 33
Calculation 33
Long Term Goal and Annual Target 34
ESSA Profiles: Progress to English Lang. Proficiency Tab 36
School Quality/Student Success: Chronic Absenteeism 37
Definition 37
Purpose 37
Data Source 37
Calculation 38
Long-Term Goal and Annual Target 38
ESSA Profiles: Chronic Absenteeism Tab 40
School Quality/Student Success: High School Persistence 41
Definition 41
Purpose 41
Data Source 41
Calculation 42
Long-Term Goal and Annual Target 42
ESSA Profiles: High School Persistence Tab 42
ESSA Profiles: Resources Tab 43
Frequently Asked Questions (FAQ) 44

Note for people using screen readers: The complex equations might not be read correctly in the PDF. Consequently, for complex equations, the word version is presented first followed by the equation editor version. Each word version begins with the phrase: "word version."

Introduction

This companion guide provides an overview of Every Student Succeeds Act (ESSA) federal requirements and New Jersey's ESSA state plan, detailed information about how the NJDOE calculates ESSA accountability indicators and targets, and information on how to use the ESSA Profiles.

The New Jersey Department of Education (NJDOE) releases the ESSA Profiles each fall to give schools and districts an opportunity to review performance on all ESSA Accountability indicators. School and district data for specific indicators are compared to annual targets and standards and reported by student group to identify gaps. The ESSA profiles enable schools and districts to review and understand their data and begin to identify areas of need for planning.

New Jersey's Accountability System

New Jersey's ESSA State Plan

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.

New Jersey's initial ESSA state plan was approved by the United States Department of Education (USED) in 2017. In December 2023, an updated redlined amended version of the 2017 ESSA State Plan was approved by USED. The redlined version reflected changes related to the 2019 New Jersey Performance Review Report and corrective action plan, revisions made per the COVID-19 State Plan Addendum, and revisions made as the result of a 2017 USED Migrant Education Program monitoring and corrective action plan.

In 2024, the NJDOE reviewed and revised the 2017 ESSA state plan in consultation with cross-agency staff, researchers, and New Jersey stakeholders. In May 2025, the updated State Plan was approved by USED. For more details about the changes in the amended 2024 New Jersey ESSA State Plan, see the NJDOE ESSA State Plan webpage.

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.

New Jersey's ESSA Indicators

The indicators in Table 1 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 1: New Jersey's ESSA Accountability Indicators

Required Indicator	New Jersey's Measures	Description
Academic Achievement	Proficiency rates on statewide assessments	The 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, five-year, and six-year graduation rates	Using the adjusted cohort methodology, the percentage of students who graduate within four, five, and six years of entering grade 9.
Progress Toward English Language Proficiency (ELP)	Progress on the ACCESS for ELLs	The Percentage of multilingual 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	The Percentage of the school's K–12 students who are chronically absent, meaning not present for 10 percent or more of the days a student was enrolled at a school.
School Quality or Student Success	High School Persistence	The percentage of students in the six-year adjusted cohort who either graduate with a state-endorsed diploma within six years of entering high school or remain actively enrolled through the end of year six.

ESSA Identification

Under ESSA, states are required to identify schools in need of support and improvement. New Jersey uses the data contained in the ESSA Profiles to identify schools in the categories outlined in Table 2.

Table 2: 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	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 Table 2 reflects the timeline outlined in New Jersey's ESSA state plan. As a result of the COVID-19 pandemic, identification timelines were adjusted and did not follow the standard frequency. The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year. The standard identification timeline has now resumed, and the next CSI and ATSI identification is scheduled for fall 2026 based on data from the 2025-2026 school year. TSI identification will continue to occur annually.

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

Accountability Student Groups

Under ESSA, states are required to report data for all indicators both at the school and district level and disaggregated by student group. The NJDOE reports all 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)

- Multilingual Learners[1] (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
- Asian, Native Hawaiian, or other Pacific Islander students
- Black or African American students
- Hispanic or Latino students (of any race)
- White students
- 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). In the School Performance reports, data may also be reported by additional student groups, such as students experiencing homelessness, students in foster care, migrant students, and military-connected students.

Minimum N-Size

States are required to define the minimum number of students that is necessary to carry out accountability calculations, which is called the minimum n-size. The NJDOE has defined the minimum n-size for accountability purposes to be 20. This n-size applies to accountability calculations at district, school, and student group levels for all indicators. The ESSA profiles will show "Below N-size" on the Overview page if a student group does not meet the minimum n-size of 20 and will not display information for those groups on the Performance tabs.

The NJDOE has separately defined the minimum n-size for reporting to be 10 students. This means that if the n-size for a student group is between 10 and 19, the data may be reported in the School Performance Reports, but it will not appear in the ESSA profiles or be used for accountability purposes.

Statewide Assessment Data Used for Accountability

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

[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.

- 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

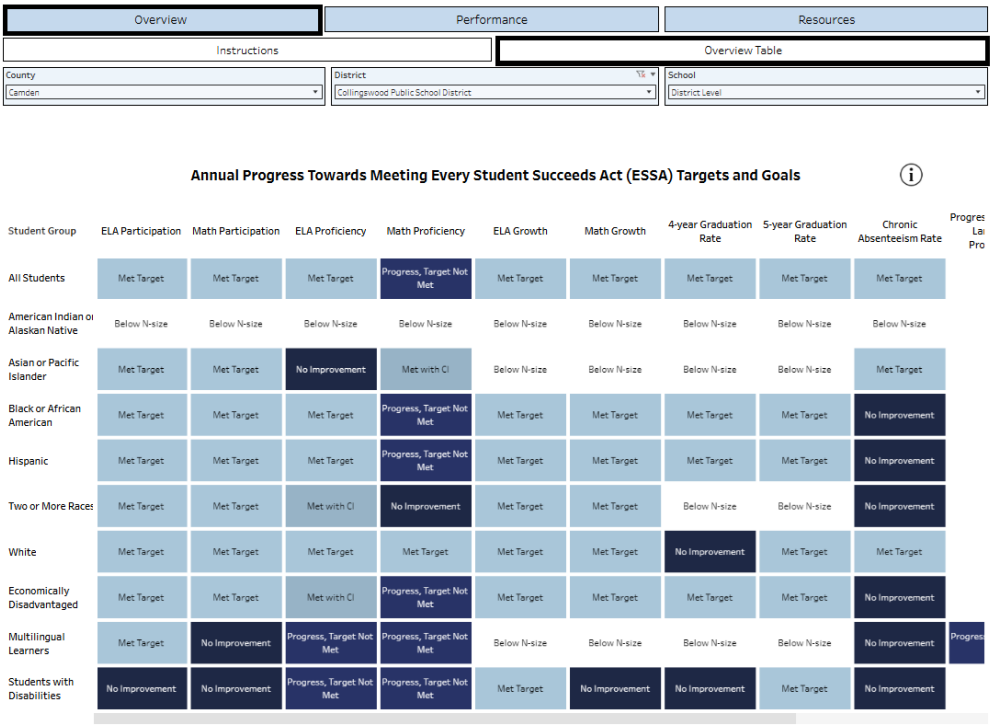
ESSA Profiles

The ESSA Profiles provide data on how the accountability student groups in each school and district performed on each ESSA accountability indicator. The ESSA Profiles allow LEAs to easily compare performance across schools in a district, relative to annual targets and standards, and compared to prior year performance. The resources tab can help LEAs get an early start on identifying evidence-based practices for each indicator and download their data in an Excel workbook. The profiles open on an Instructions page, which details how to navigate, understand, and download a profile. Instructions are also available on each page when users hover the mouse over the information icon.

On each performance data tab in the profiles, dropdowns are available to select the county, district, and school(s) of interest. The school dropdown menu allows users to select a single school or a combination schools to view on the same page. The only data page that does not offer a multiple school view feature is the overview table.

The overview table, displayed in Figure 1, can be viewed by clicking Overview from the main menu and then clicking Overview Table from the sub-menu below. This table displays the status of each student group's performance against the annual target or standard for each indicator as well as for assessment participation. Each row represents a different student group, and each column represents a different indicator. For accountability purposes, there must be at least 20 students included in the calculation for a student group to be held accountable. The overview table shows "Below N-Size" and does not provide data when there are fewer than 20 students in the student group.

Figure 1: ESSA Profile Overview Tab



To view performance on the ESSA accountability indicators, select "Performance" from the main menu. The sub-menu below the main menu will list the five main indicator areas: Growth, Proficiency, Graduation, School Quality, and Progress toward ELP. Select one of these options to see performance data tabs for the indicators in that area. Each performance tab provides the following data (see Figure 2):

N-size (Participation and Proficiency Only)

The number of students included in the calculation. This can be found in the data label at the end of each blue bar. If the n-size is below 20 for any student group, no data will appear in the profiles for that indicator.

Rate or mSGP

The 2024-2025 performance of the group on the selected indicator. The blue bars show the student group performance rate or value. The rate is displayed in the data label at the end of the blue bar and in the tool tip, when you hover over a bar with your mouse.

Target

The annual target or standard set to ensure progress toward meeting the long-term goal. The target for each student group is represented by the vertical line in each row and can also be found in the tool tip.

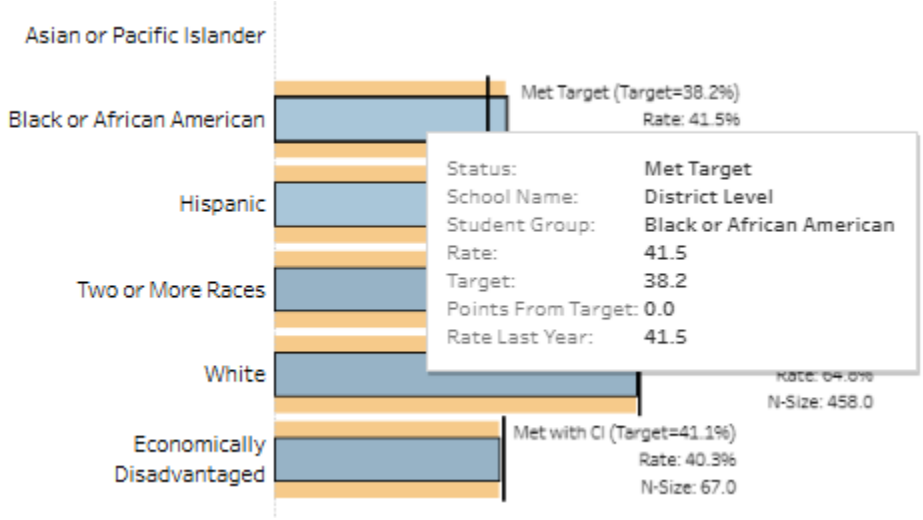
Status

An indication of the student group's performance compared to the target. The shade of the blue bar indicates the status, with darker colors indicating that targets were not met and lighter colors indicating that targets were met (see the legend at the top of the profile tab). The status is also shown in the data label at the end of the blue bar and in the tool tip.

Rate Last Year

The group's performance on the selected indicator for 2023-2024. This is represented by the gold bar in the background and can also be found in the tool tip.

Figure 2: Performance Graph Example (Proficiency)



The following sections of this guide will provide information about each of the ESSA accountability indicators, how they are calculated, the goals and targets that are used, and how the indicator is reported in the ESSA Profiles.

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 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 post-secondary success. 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.

Data Source

The NJDOE uses the final summative files for the New Jersey Student Learning Assessment (NJSLA) from both the fall and spring administrations and the final summative file for the Dynamic Learning Maps (DLM) assessment as the source for both participation and proficiency calculations.

The NJDOE also uses district-reported student data and course data reported to the state longitudinal data system (NJ SMART through 2024-2025, NJSLEDS starting with 2025-2026) to determine which students are included in accountability calculations and verify whether assessment records will be included for accountability purposes.

The NJDOE shares student-level accountability assessment data with districts through the ESSA Homeroom folder each fall. This file allows districts to review the students that the NJDOE identified to be excluded from accountability calculations.

Calculation

Students Exempt from Calculation

All multilingual learners (MLs) in grades 3 through 8 and high school 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 MLs 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 in 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. The NJDOE identified when a student enrolled in a school using the school entry date reported in NJ SMART SID Management end-of-year snapshot. This will change to NJSLEDS starting with the 2025-2026 school year. 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.

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 corresponding end-of-course 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.

The 2024-2025 process is the first year that grade 6 Algebra I scores will be included for grade 9 students who took Algebra I in grade 6 during the 2021-2022 school year. These scores will only be added for active grade 9 students who did not repeat the Algebra I assessment in grade 7 or 8. The students' current 2024-2025 demographic information will be used in the 2024-2025 assessment data. Students will be included in school-level accountability calculations only if the student still attends the same school. If the student attends a different school in the district, the results will be included in the district-level accountability calculations but not any school-level calculations. If the student attends a different district, the results will only be included in state-level accountability calculations and not in any school- or district-level calculations.

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 2024-2025 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).

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, are 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 MLs 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	• 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	• NJSLA Mathematics 3–8
	• NJSLA Algebra I: Grades 7–12
	• NJSLA Geometry and Algebra II 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 assessment
	• DLM Mathematics: Grades 3–8, 11
	• 2021-2022 NJSLA Algebra I results for grade 9 students who took Algebra I in grade 6
		All students with valid scores on included tests for the current year	• All students registered for included assessments in the current year
			• Grade 12 students who did not meet the high school testing requirements (see above)
			• Grade 9 students who took the Algebra I assessment in grade 6

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(c)(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	• NJSLA ELA: Grades 3–9 • DLM ELA: Grades 3–8, 11	All time-in-school eligible students with: • 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	• NJSLA Mathematics 3–8
	• NJSLA Algebra I: Grades 7–12
	• NJSLA Geometry and Algebra II 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 assessment
	• DLM Mathematics: Grades 3–8, 11
	• 2021-2022 NJSLA Algebra I results for grade 9 students who took Algebra I in grade 6
		All time-in-school eligible students with:
		• 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	• NJSLA ELA: Grades 3–9 • DLM ELA: Grades 3–8, 11	All time-in-school eligible students with: • 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	• NJSLA Mathematics 3–8 • NJSLA Algebra I: Grades 7–12 • NJSLA Geometry and Algebra II 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 assessment • DLM Mathematics: Grades 3–8, 11 • 2021-2022 NJSLA Algebra I results for grade 9 students who took Algebra I in grade 6	All time-in-school eligible students with: 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; • Grade 12 students who did not meet the high school testing requirements (see above); plus • Grade 9 students who took Algebra I in grade 6

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%, which is 800 divided by 1,010. 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 approved ESSA plan establishes "future goals" that are separate from ESSA long-term goals. These future goals reflect the State's ultimate goal for each indicator and are used to establish ESSA long-term goals. For academic achievement, the NJDOE established a future goal that 100% of students will meet or exceed expectations on the statewide ELA and mathematics assessments. The long-term goal for each district, school, and student group is to close the gap between baseline performance and the future goal by 20% every six years.

After six years, the NJDOE will set new long-term goals to close the gap between the new baseline and future goal by 20% over the following six years.

Annual targets are initially calculated based on the annual amount of progress required to reach the long-term goal in six years, with progress equally distributed across the six years. A district, school, or student group that misses their annual target will have their future annual targets adjusted to reflect their most recent performance. This adjustment helps to ensure that annual targets remain ambitious, realistic, and attainable. Note that, unlike annual targets, once a long-term goal is set, it will remain the long-term goal until the next six-year cycle begins in 2029-2030.

Each district, school, and student group's long-term goals and annual targets will be unique based on their 2022-2023 baseline assessment performance. While the methodology used to calculate the long term goal is the same, each group will have a different long-term goal reflecting a 20% closure of the gap between the group's unique baseline performance and the future goal of 100% proficiency.

A spreadsheet with both the long-term goals and annual targets for all districts, school, and student groups, which includes adjustments to the 2024-2025 targets based on whether 2023-2024 targets were met, is available on the NJDOE's Accountability page under 2025 Accountability data.

Proficiency Annual Target Example

School A's ELA proficiency rate from 2022-2023 was 40%. The long-term goal for this school will be to close the gap between the 2022-2023 baseline proficiency of 40% and the future goal of 100% proficiency by 20% over six years. The baseline gap is 60%, so a 20% reduction would be to reduce the gap to 48%. To get this you take the baseline gap (60%) and subtract 20% of that gap (12%). To reduce the gap to 48%, the school's proficiency would need to increase to 52% (100 – 48). School A's 2028-2029 long-term goal is 52% proficiency.

The initial annual targets would be the amount of annual progress needed to reach 52% proficiency by 2028-2029, equally distributed across the six years. Since the school's goal is to increase proficiency by 12% over six years, that means the annual target for each year will be a 2% increase in proficiency. That means the school's 2023-2024 annual target for ELA proficiency would be 42%.

Table 6: District and School Proficiency Annual Targets Example

Target Measure	Calculation	School A Example Target
Baseline	2022-2023 Performance	40.0%
2028-2029 Long-Term Goal	20% reduction in the gap between 2022-2023 baseline and the future goal of 100% proficiency	52.0%
Target 1 (2023-2024)	Baseline + 1/6 of difference between baseline and long-term goal	42.0%
Target 2 (2024-2025)*	Baseline + 1/3 of difference between baseline and long-term goal	44.0%
Target 3 (2025-2026)*	Baseline + 1/2 of difference between baseline and long-term goal	46.0%

Target Measure	Calculation	School A Example Target
Target 4 (2026-2027)*	Baseline + 2/3 of difference between baseline and long-term goal	48.0%
Target 5 (2027-2028)*	Baseline + 5/6 of difference between baseline and long-term goal	50.0%

*Note that approved ESSA Plan, annual targets starting with year 2 may be adjusted if a student group does not meet the annual target established for the prior year. The NJDOE will publish adjusted annual targets for future years annually once proficiency results are publicly released each year.

In this example, if School A's actual 2023-2024 performance was only 41.0%, targets 2 through 5 would be adjusted to represent the amount of annual progress needed to reach the long-term goal of 52% by 2028-2029. The remaining gap between the 2023-2024 actual performance of 41.0% and the 2028-2029 long-term goal of 52% is 11.0%. There are five remaining years until 2028-2029, so the required amount of annual progress would be 2.2%. The following table outlines what the updated annual targets would be for years 2 through 5.

Table 7: Adjusted Annual Targets Example

Target Measure	Calculation	School A Original Target	School A Adjusted Targets
2023-2024 Actual Performance	2023-2024 Proficiency Rate	41.0%	n/a
Target 2 (2024-2025)	2023-2024 Actual Performance + 1/5 of difference between 2023-2024 Actual Performance and long-term goal	44.0%	42.2%
Target 3 (2025-2026)	2023-2024 Actual Performance + 2/5 of difference between 2023-2024 Actual Performance and long-term goal	46.0%	44.4%
Target 4 (2026-2027)	2023-2024 Actual Performance + 3/5 of difference between 2023-2024 Actual Performance and long-term goal	48.0%	46.6%
Target 5 (2027-2028)	2023-2024 Actual Performance + 4/5 of difference between 2023-2024 Actual Performance and long-term goal	50.0%	48.8%
2028-2029 Long-Term Goal		52.0%	52.0%

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 2024-2025 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.

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

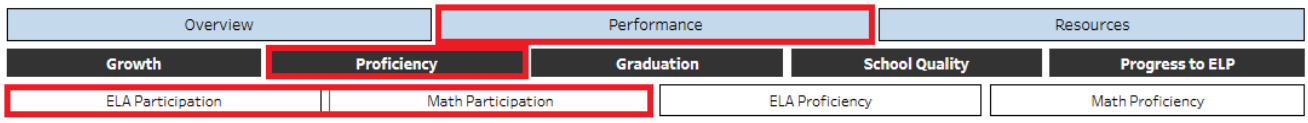
School A's confidence interval would be:

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

This would result in a confidence interval of 33.4% to 49.6%. Since the adjusted annual target for 2024-2025 (Target 2) was 42.2%, and it falls within this confidence interval, the annual target was met with a 90% confidence interval applied.

ESSA Profiles: ELA and Math Participation Tabs

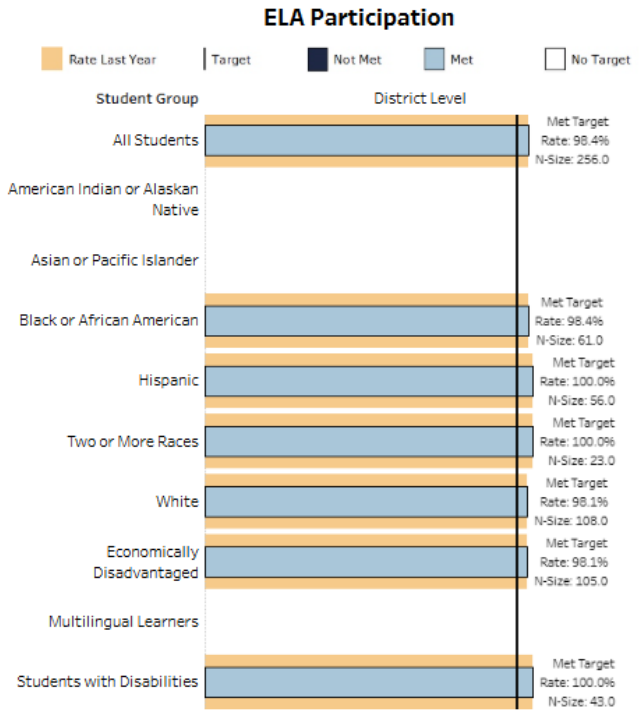
Figure 3: ELA and Math Participation Tabs



To view ELA and math participation in the ESSA profiles, click on "Performance" from the main menu and select Proficiency from the sub-menu. There will be options to select ELA Participation or Math Participation in the third navigation row. By default, the page will show performance for the district and all schools in the district. The school dropdown menu allows users to select a single school or a combination of schools.

The ELA and math participation tabs show participation rates for all student groups and whether student groups have participation rates of at least 95%. 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".

Figure 4: ELA Participation Tab Example



N-Size

For ELA and Math participation, the n-size represents 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.

For math participation, this also includes any students in grade 12 who did not take Algebra I, or a qualified exception, in high school. It also includes students in grade 9 who took the Algebra I assessment in grade 6 during the 2021-2022 school year. Additionally, some students who registered for and/or took high school end of course assessments may have been excluded if it was determined that they were not required to take an assessment in 2024-2025. See the "Calculating Participation Rates" section for details on qualified exceptions and included assessments.

The minimum N-size for both ELA and math participation is 20 students. Data are not displayed for student groups of less than 20.

Rate

For both ELA and math participation, the rate is 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.

Target

The target for both ELA and math participation tabs is 95% for all student groups because ESSA requires that states annually measure the achievement of at least 95% of all students in each student group.

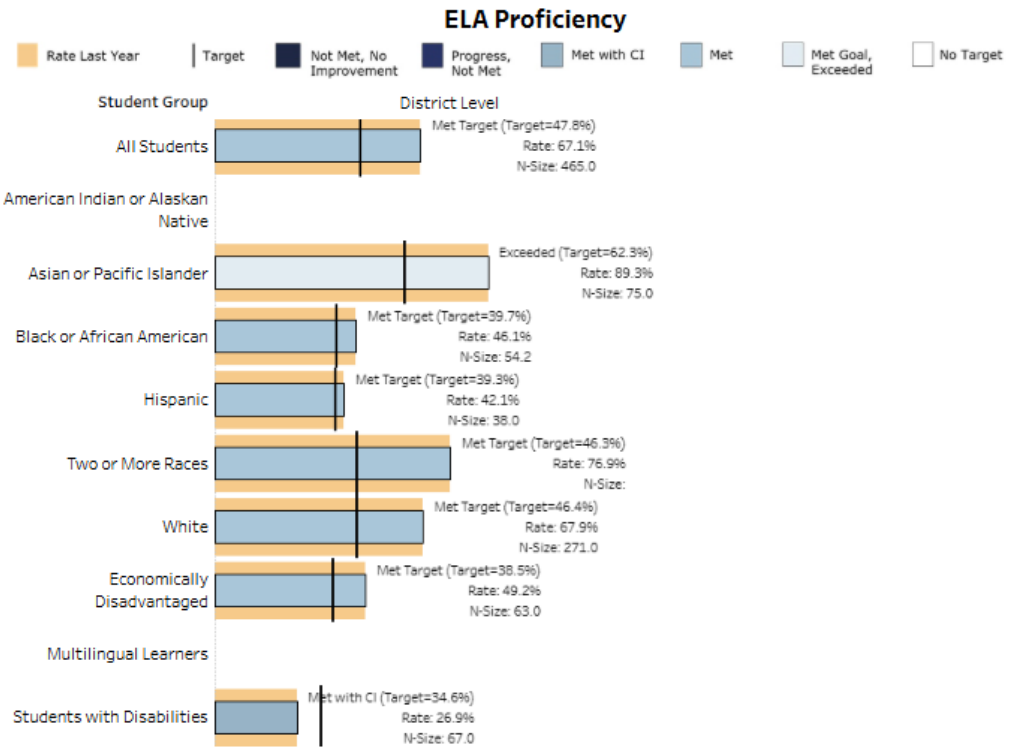
Status

Status will be “Met Target” if the participation rate for the student group is at least 95% or “Not Met” if the participation rate is below 95%.

ESSA Profiles: ELA and Math Proficiency Tabs

The ELA and Math proficiency tabs show the federal proficiency rates for both ELA and Mathematics and whether student groups met their annual targets for the 2024-2025 school year. All measures on the ELA and math proficiency tabs only include students who enrolled prior to December 1, 2024.

Figure 5: ELA Proficiency Tab Example



N-Size

If a student group’s participation rate was 95% or higher, the n-size reflects the number of students with valid scores in the final NJSLA Fall/Spring and DLM summative files. If a student group’s participation rate was below 95%, the n-size reflects 95% of students enrolled in tested grades. The n-size is the denominator used for the calculation of the federal proficiency rate.

Rate

The percentage of students who met or exceeded expectations on the statewide assessment, which means that they scored at either Level 4 or 5 on the NJSLA or Level 3 or 4 on the DLM.

Target

This is the ESSA annual target for the 2024-2025 school year, which is the percentage of the students who were 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 amended long-term academic achievement goal by 2028-2029.

Status

Status will be “Met Goal” if the student group’s performance was 80% or higher, “Met Target” if the student group’s performance was 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, “Progress, Target Not Met” if the student group’s performance did not meet the annual target within a 90% confidence interval but performance is greater than 2023-2024 performance, “No Improvement” if the student group’s performance was equal to or less than 2023-2024 performance, and “Not Met, No Prior Rate” if the student group’s performance did not meet the annual target within a 90% confidence interval and there was not 2023-2024 performance to compare.

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.

Data Source

The NJDOE uses the final spring summative files for the New Jersey Student Learning Assessment (NJSLA) as the source of data for the Academic Progress indicators. For the 2024-2025 process, the NJDOE used the school entry date reported in NJ SMART SID Management in the end-of-year snapshot to determine when students entered the school and whether they will be included in accountability calculations. The NJDOE will use data reported in NJSLEDS Student Management starting with the 2025-2026 school year.

The NJDOE shares student-level accountability growth data with districts through the ESSA Homeroom folder each fall. This file allows districts to review which students are included in or excluded from accountability calculations.

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 can be found on the NJDOE's Understanding Median Student Growth Percentiles webpage.

Academic Progress Example

School A has 15 students in grades four through eight, with the SGPs shown in Table 7.

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, as shown in Table 8.

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, as shown in Table 9. 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

Order from smallest to largest	Math SGPs from smallest to largest
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.

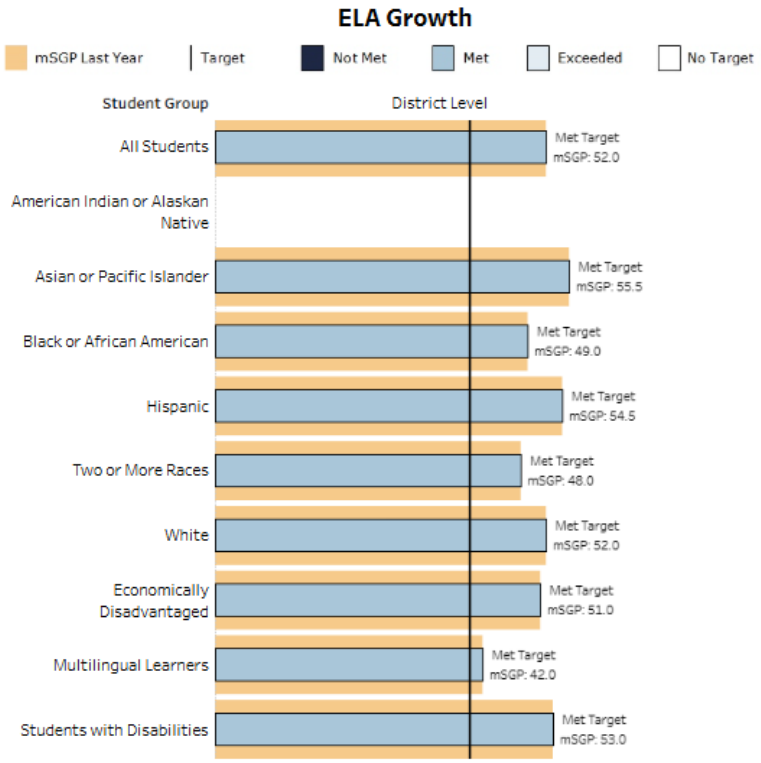
The long-term goal and annual target for academic progress for all schools and student groups is based on a standard set by the state. Schools and student groups with an mSGP between 40 and 59.5 are considered to have met the standard. Schools and student groups with an mSGP of 60 or higher are considered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

ESSA Profiles: ELA and Math Growth Tabs

The ELA and Math Growth tabs show the ELA and mathematics mSGPs for each student group and indicate whether the student group has met the state standard for the 2024-2025 school year.

Growth data will not appear for schools or districts that only serve high school grades or only serve grades 3 and below.

Figure 6: ELA Growth Tab Example



The minimum n-size for academic progress is 20 students with median student growth percentiles. If the number of students with mSGPs is less than 20, data will not appear for that student group in the profiles.

mSGP

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

Target

The NJDOE defined the standard for academic progress as an mSGP of at least 40. An mSGP of 60 is considered to have exceeded the standard.

Status

Status will be “Exceeded” if the student group mSGP is 60 or higher, “Met Target” if the student group mSGP is between 40 and 59.5, or “Not Met” if the student group mSGP is below 40.

Graduation Rates

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 the five-year adjusted cohort graduation rate, and starting with 2024-2025, the six-year adjusted cohort graduation rate. The five-year rate is the percentage of students who graduate within five years of entering ninth grade, and the six-year rate is the percentage of students who graduate within six years of entering ninth

grade. The four-year graduation rate accounts for 50% of the weight of the indicator when calculating the summative score, and the five- and six-year rates account for 25% each. Including the five- and six-year graduation rates allow 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 USED 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, five, or six years.

Data Source

The rates used for accountability purposes are lagged by one year. For 2024-2025, the NJDOE used data reported by districts in NJ SMART SID Management as of August 2024 to calculate the four-year, five-year, and six-year graduation rates. The NJDOE has a Graduation Appeals process that takes place each fall. The final graduation rates that are used for accountability purposes are reflective of all approved appeals from fall 2024.

Districts can review their federal graduation rates in NJSLEDS using the Graduation Cohort Profile Report. To view the graduation rates in NJSLEDS that align with the graduation rates included in the ESSA Profiles, districts should use the following filters:

District Type = Accountable
Cohort = 2024 (four-year), 2023 (five-year), or 2022 (six-year)
Rate = Official 4-Year, Official 5-Year, or Official 6-Year

A new Graduation Student-Level Report is also available in NJSLEDS where districts can review the individual student-level data used to calculate the federal graduation rates, including cohort status, accountable school, ELA and Math graduation pathway indicators, and IEP graduation fields. To view the student-level data in NJSLEDS that align with the graduation rates in the ESSA Profiles, districts should use the following filters:

School Type = Accountable
Cohort = 2024 (four-year), 2023 (five-year), or 2022 (six-year)
Rate = Official 4-Year, Official 5-Year, or Official 6-Year

If a district submitted an appeal in fall 2025 that would impact the four-year graduation rate for Cohort 2024, the five-year graduation rate for Cohort 2023, or the six-year graduation rate for Cohort 2022, the district should contact performancemanagement@doe.nj.gov to ensure that approved 2025 appeals are incorporated into the graduation rates used for the 2025 ESSA Profiles. The NJDOE will default to using the finalized graduation rates from fall 2024 unless contacted by the district.

Calculation

The calculation of the four-year, five-year, and six-year graduation rates is based on the adjusted cohort graduation rate (ACGR) calculation methodology and aligned with federal requirements. The four-year, five-year, and six-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 2024-2025 school year, the Cohort 2024 four-year, Cohort 2023 five-year, and Cohort 2022 six-year graduation rates, reflecting data as of August 31, 2024, inclusive of all approved appeals from fall 2024, 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, five years, or six years) by the number of students in the adjusted cohort. The adjusted cohort is the number of students who entered ninth grade either four, five, or six years earlier, with adjustments made each year to account for transfers in and out.

The NJDOE calculated two versions of the adjusted cohort graduation rate. The "state version" of the graduation rate 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 Profiles show the "federal version" of the graduation rate.

For the 2024 graduation rates that are being used for 2024-2025 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 of modification in their IEP were not included as graduates in the calculation of the "federal version" of the graduation rate.

As a note, since the five-year and six-year graduation rates include students who graduated prior to the 2023-2024 school year, there were no graduation assessment requirements for any students who graduated with the class of 2023, but students graduating with that class were required to meet all other State and local graduation requirements. As a result, no students who graduated during the 2023-2024 school year, regardless of graduation cohort, were excluded from the federal graduates count due to not meeting graduation assessment requirements.

For more details about the calculation of the adjusted cohort graduation, see the Introduction to the Adjusted Cohort Graduation Rate or the Understanding Adjusted Cohort Graduation rates webpage.

Long-Term Goal and Annual Targets

New Jersey's approved ESSA plan establishes "future goals" that are separate from ESSA long-term goals. These future goals reflect the State's ultimate goal for each indicator and are used to determine long-term goals. For graduation rate, the NJDOE established a future goal that 95% of students will graduate in four years, 96% of students will graduate in five years, and 97% of students will graduate in six years.

The long-term goal for each district, school, and student group is to close the gap between baseline performance and the future goal by 25% every six years. After six years, the NJDOE will set new long-term goals to close the gap between the new baseline and the future goals by 25% over the following six years.

Annual targets were initially calculated based on the annual amount of progress required to reach the long-term goal in six years, with progress equally distributed across the six years. A district, school, or student group that misses their annual target will have their future annual targets adjusted to reflect their most recent performance. This adjustment helps to ensure that annual targets remain ambitious, realistic, and attainable. Note that, unlike annual targets, once a long-term goal is set, it will remain the long-term goal until the next six-year cycle begins in 2029-2030.

Each district, school, and student group's long-term goals and annual targets will be unique based on Cohort 2022 baseline graduation rates. The NJDOE will use Cohort 2022 as the baseline for the four-year, five-year, and six-year graduation rates. While the methodology used to calculate the long-term goal is the same for each group, each group will have a different long-term goal reflecting a 25% closure of the gap between the group's unique baseline graduation rate and the future goals.

The NJDOE uses lagged graduation rates for ESSA Accountability, so the 2025 ESSA Profiles use Cohort 2024 four-year rates, Cohort 2023 five-year rates, and Cohort 2022 six-year rates. Since Cohort 2022 is used as the baseline, six-year targets will not be included in the 2025 ESSA Profiles, and six-year targets will be established starting with Cohort 2023 in fall 2026.

A spreadsheet with both the long-term goals and annual targets for all districts, school, and student groups, which includes adjustments to the four-year graduation targets based on whether Cohort 2023 (2023-2024) four-year targets were met, is available on the NJDOE's Accountability page under 2025 Accountability data.

Example of Graduation Annual Target Calculation

School A's baseline four-year graduation rate for Cohort 2022 was 85%. The long-term goal for this school will be to close the gap between the Cohort 2022 four-year graduation rate of 85% and the future goal of 95% four-year graduation rate by 25% over six years. The baseline gap is 10%, so a 25% reduction would be to reduce the gap to 7.5%. To get this, you take the baseline gap (10%) and subtract 25% of that gap (2.5%). To reduce the gap to 7.5%, the four-year graduation rate would need to increase to 87.5% (95 – 7.5). School A's Cohort 2028 long-term goal is a four-year graduation rate of 87.5%.

The initial annual targets would be the amount of annual progress needed to reach a four-year graduation rate of 87.5% in six years, equally distributed across the six years. Since the school's goal is to increase the four-year graduation rate by 2.5% over six years, that means the annual target will be approximately a 0.42 percent increase each year. That means School A's Cohort 2023 annual target for four-year graduation rate is 85.4%.

Table 10: Graduation Rate Annual Targets Example

Target	Cohort Used for Four-Year Graduation Rate	Annual Target Calculation	School A Four-Year Example
Baseline	Cohort 2022	4-Year Graduation Rate	85%
Cohort 2028 Long-Term Goal	Cohort 2028	25% reduction in the gap between Cohort 2022 baseline and the future goal of 95%	87.5%
Target 1 (Cohort 2023)	Cohort 2023	Baseline + 5% Goal Progress	85.4%
Target 2 (Cohort 2024)*	Cohort 2024	Baseline + 10% Goal Progress	85.8%
Target 3 (Cohort 2025)*	Cohort 2025	Baseline + 15% Goal Progress	86.3%
Target 4 (Cohort 2026)*	Cohort 2026	Baseline + 20% Goal Progress	86.7%
Target 5 (Cohort 2027)*	Cohort 2027	Baseline + 25% Goal Progress	87.1%

*Note that under the approved ESSA Plan, annual targets starting with year 2 (Cohort 2024) may be adjusted if a student group does not meet the annual target for the prior year. The NJDOE will publish adjusted annual targets for future years annually once proficiency results are publicly released each year.

In this example, if the actual Cohort 2023 graduation rate was 85.2%, and target 1 was not met, targets 2 through 5 would be adjusted

In this example, if the actual Cohort 2023 graduation rate was only 85.2% (below Target 1, 85.4%), targets 2 through 5 would be adjusted to represent the amount of annual progress needed to reach the long-term goal of 87.5% by Cohort 2028. The remaining gap between the Cohort 2023 actual graduation rate of 85.2% and the Cohort 2028 long-term goal of 87.5% is 2.3%. There are five remaining years until Cohort 2028, so the required amount of annual progress would be 0.46%. The following table outlines what the updated annual targets would be for years 2 through 5.

Table 7: Adjusted Annual Targets Example

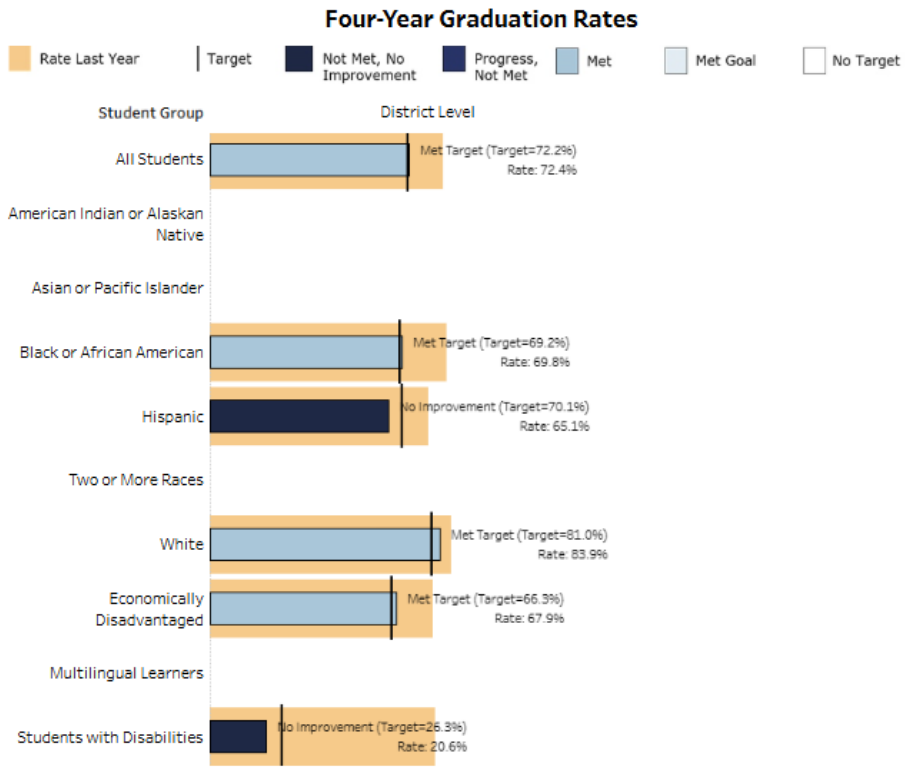
Target Measure	Calculation	School A Original Targets	School A Adjusted Targets
Cohort 2023 Actual Graduation Rate	Cohort 2023 Graduation Rate	85.2%	n/a
Target 2 (Cohort 2024)	Cohort 2023 Actual Graduation Rate + 1/5 of difference between Cohort 2023 Actual Graduation Rate and long-term goal	85.8%	85.7%
Target 3 (Cohort 2025)	2023-2024 Actual Performance + 2/5 of difference between 2023-2024 Actual Performance and long-term goal	86.3%	86.1%
Target 4 (Cohort 2026)	2023-2024 Actual Performance + 3/5 of difference between 2023-2024 Actual Performance and long-term goal	86.7%	86.6%

Target Measure	Calculation	School A Original Targets	School A Adjusted Targets
Target 5 (Cohort 2027)	2023-2024 Actual Performance + 4/5 of difference between 2023-2024 Actual Performance and long-term goal	87.1%	87.0%
Cohort 2028 Long-Term Goal		87.5%	87.5%

ESSA Profiles: 4 Year Graduation, 5 Year Graduation, and 6 Year Graduation Tabs

The 4 Year Graduation, 5 Year Graduation, and 6 Year Graduation tabs in the ESSA Profiles show four-year, five-year, and six-year federal adjusted cohort graduation rates by student group and whether the student group met the annual target for the 2024-2025 school year. Please note that since Cohort 2022 will be used as the baseline, six-year targets will not be included in the 2025 ESSA Profiles, and six-year targets will be established starting with Cohort 2023 in fall 2026. For ESSA Accountability, graduation rates from the prior year are used. For the 2024-2025 ESSA Profiles, the rates used are Cohort 2024 four-year rates, Cohort 2023 five-year rates, and Cohort 2022 six-year rates.

Figure 7: Four-Year Graduation Rate Tab Example



N-Size

The minimum n-size for graduation is an adjusted cohort of 20 students. No data will appear on this tab for elementary or middle schools. Data will not appear for any student groups with an adjusted cohort below 20 students.

Rate

On the 4 Year Graduation tab, this is the Cohort 2024 four-year federal adjusted cohort graduation rate. This is the percentage of Cohort 2024 students who graduated within four years of entering ninth grade, or by the end of the 2023-2024 school year. Cohort 2024 students entered ninth grade in the 2020-2021 school year.

On the 5 Year Graduation tab, this is the Cohort 2023 five-year federal adjusted cohort graduation rate. This is the percentage of Cohort 2023 students who graduated within five years of entering high school, or by the end of the 2023-2024 school year. Cohort 2023 students entered ninth grade in the 2019-2020 school year.

On the 6-Year Graduation tab, this is the Cohort 2022 six-year federal adjusted cohort graduation rate. This is the percentage of Cohort 2022 students who graduated within six years of entering high school, or by the end of the 2023-2024 school year. Cohort 2022 students entered ninth grade in the 2018-2019 school year.

Target

For the four-year graduation rate, this is the annual target for four-year graduation rates. This represents the percentage of Cohort 2024 students who were expected to graduate within four years to be on track to meet the long-term four-year graduation rate goal for Cohort 2028.

For the five-year graduation rate, this is the annual target for five-year graduation rates. This represents the percentage of Cohort 2023 students who were expected to graduate within five years to be on track to meet the long-term five-year graduation rate goal for Cohort 2028.

For the six-year graduation rate, there will be no targets included in the 2025 Profiles. This is because Cohort 2022 will be used as the baseline for establishing the long-term goal and annual targets for six-year graduation rates.

Status

The status will be “Met Goal” if the graduation rate is at or above the future goal (95% for four-year, 96% for five-year), “Met Target” if the graduation rate is greater than or equal to the annual target, “Progress, Target not Met” if the graduation rate is below the annual target but the graduation rate is greater than the prior year graduation rate, “No Improvement” if the graduation rate is below the annual target and the graduation rate stayed the same or declined compared to the prior year rate, or “Not Met, No Prior Rate” if the graduation rate is below the annual target and there is not prior year rate to compare.

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 multilingual learners in grade K through grade 12, the NJDOE defines increases in the percentage of all multilingual learners making progress in achieving English language proficiency as measured by the assessments described in Section 1111(b)(2)(G) of ESSA, as multilingual learners who “demonstrate a pre-determined level of cumulative growth within five years” or “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.

The Progress toward English language proficiency indicator measures the percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs assessment or who were taking the ACCESS for ELLs for the first time and scored proficient (composite score of 4.5 or greater).

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 multilingual learners are progressing toward English language proficiency at the rate established in New Jersey's ESSA state plan.

Data Source

The NJDOE uses the final ACCESS for ELLs summative file, along with historical ACCESS for ELLs summative files and previously calculated student growth targets to calculate the Progress toward ELP indicator.

The NJDOE shares student-level progress toward ELP data with districts through the ESSA Homeroom folder each fall. This file allows districts to review student-level growth to target calculations and see which multilingual learners are included in accountability calculations.

Calculation

All grade K–12 multilingual 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 progress toward ELP indicator for that year. Multilingual 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 progress toward ELP indicator.

If a multilingual 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 progress toward ELP indicator and the student's yearly growth target will be set at 4.5.

For students who were identified as multilingual 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 all four domains, their first complete administration will be used as a baseline score. As a result, any students identified as multilingual 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 progress toward 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 New Jersey's ESSA state plan.

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

Example of Progress toward ELP Calculation

School A serves students in grades Kindergarten through five. School A has a total of 26 multilingual learners who either scored proficient in their first year taking the ACCESS for ELLs or have ACCESS for ELLs scores for the 2024-2025 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 2024-2025 school year and one or more prior years.

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

Long Term Goal and Annual Target

The approved ESSA State plan includes updated long-term goals and annual targets for progress toward ELP, however the NJDOE did not change the methodology used to establish the long-term goals or annual targets. The NJDOE will continue to establish separate long-term goals and annual targets based on the grades served in each school or district because research has shown that younger students tend to attain English language proficiency at faster rates than older students.

Under the approved ESSA State plan, long-term goals have been set based on 2022-2023 baseline performance and a one percentage point increase each year for six years. As a result, the 2028-2029 long-term goals are 49.0% for schools and LEAs serving up to grade 5 and 27.7% for schools and LEA serving above grade 5. The annual targets for each group will be based on the one-percentage point increase each year over statewide baseline performance for the group of schools and LEAs. All schools within the two groups will have the same long-term goal and targets. This is different from academic achievement and graduation rate where groups have unique goals and targets based on their individual baseline performance.

Table 11: Long-Term Goals and Annual Targets by Level

Level	Baseline (2022-2023)	2023-2024 Target	2024-2025 Target	2025-2026 Target	2026-2027 Target	2027-2028 Target	2028-2029 Goal
Statewide	28.6%	29.6%	30.6%	31.6%	32.6%	33.6%	34.6%
Schools or LEAs serving only grades up to and including grade 5	43.0%	44.0%	45.0%	46.0%	47.0%	48.0%	49.0%
Schools and LEAs serving above grade 5	21.7%	22.7%	23.7%	24.7%	25.7%	26.7%	27.7%

If a school performs at or above the 2028-2029 goal during the 2024-2025 school year, the school's status in meeting the target will be "met goal." If the school performs at or above the target but below the 2028-2029 goal, the status will be "met target." Additionally, when determining whether a school has met the annual target, a confidence interval of 90% is applied to the actual Progress toward 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's status will be "met with confidence interval." If a school does not meet the target with the confidence interval applied but shows improved performance from the prior year, the status will be "Progress, Target not Met." If a school does not meet the target with the confidence interval applied and performs at or below the prior year performance, the status will be "No Improvement". If a school does not meet the target with the confidence interval applied and there is not prior year rate to compare, the status will be "Not Met, No Prior Rate." All categories, except for "Progress, Target not Met", "No Improvement", and "Not Met, No Prior Rate" 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 multilingual learners who either scored proficient in their first year taking the ACCESS for ELLs or have ACCESS for ELLs scores for the 2024-2025 school year and one more prior year. School A's Progress toward ELP rate is 38.5%.

School A's target for 2024-2025 in the table above is 45.0% since it only serves grades K through 5. Since the school's ELP rate is below the 2024-2025 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:

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

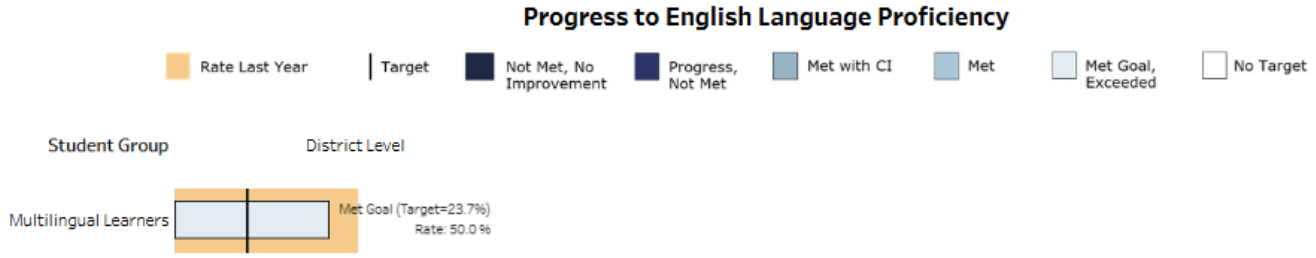
This would result in a confidence interval of 22.7% to 54.1%. Since the annual target for 2024-2025 is 45.0% and it falls within this confidence interval, the annual target is met with a 90% confidence interval applied.

ESSA Profiles: Progress to English Lang. Proficiency Tab

The Progress to ELP tab in the ESSA Profiles shows the progress toward ELP measure for multilingual learners in the school or district and whether the annual target for 2024-2025 was met.

This accountability indicator is only measured for the multilingual learner student group. The minimum n-size for Progress toward ELP is 20 students. If the n-size for a group is below 20, no data will appear in the profiles.

Figure 8: Progress toward English Language Proficiency Tab Example



Rate

The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs assessment or who were taking the ACCESS for ELLs for the first time and scored proficient (score of 4.5 or greater).

Target

For schools or districts serving only grades up to and including grade 5, the amended target for 2024-2025 is 45.0% and the long-term goal for 2028-2029 is 49.0%. For schools and districts serving above grade 5, the target for 2024-2025 is 23.7% and the long-term goal for 2028-2029 is 27.7%.

Status

The status will be “Met Goal” if the rate is above the 2028-2029 amended long-term goal, “Met Target” if the rate is greater than or equal to the amended annual target, “Met with CI” if the rate met the annual target with a 90% confidence interval applied, “Progress, Target not Met” if the rate did not meet the target with a 90% confidence interval applied but performance improved from the prior year, “No Improvement” if the rate did not meet the target with a 90% confidence interval applied and performance did not improve from the prior year, and “Not Met, No Prior Rate” if the rate did not meet the target with a 90% confidence interval applied and there is not prior year rate to compare.

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 their total days present or absent. The approved ESSA state plan changed the minimum number of days present or absent to be included in chronic absenteeism calculations from 45 days to 90 days. Additionally, starting with the 2024-2025 school year, the NJDOE included all students with 90 or more days present or absent during the 2024-2025 school year in chronic absenteeism rate calculations, whether or not the student was active at the end of the school year.

This will be the first year that students who were not active at the end of the school year are included in chronic absenteeism calculations. In the case that a student had 90 days present or absent at more than one school, only the more recent record will be used in accountability calculations to ensure that students are only included once in accountability calculations.

Chronic absenteeism rates are calculated based on accountable school, not attending school. 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.

Data Source

For the 2024-2025 school year, the NJDOE used student attendance data reported in NJ SMART SID Management as of the end-of-year snapshot to calculate the chronic absenteeism rates used for the school quality indicator. Starting with 2025-2026, data reported in NJSLEDS Student Management will be used.

The NJDOE shares student-level chronic absenteeism data with districts through the ESSA Homeroom folder each fall. This file allows districts to review student-level attendance data and see which students were included in accountability calculations.

Calculation

Student Level Absentee 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. The Number of State Excused Absences is not included in the calculation of a student's absentee rate. Number of Days Absent (*A*) are divided by the sum of Number of Days Present (*P*) and Number of Days Absent (*A*).

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

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

Examples of Student-level Absentee Rate Calculations

- Student A's record reflects 4 days absent (*A*) and 176 days present (*P*). The calculation to determine Student A's absentee rate is 4 ÷ (176 + 4) or 2.2%. Student A is not chronically absent.
- Student B's record reflects 30 days absent (*A*) and 150 days present (*P*). The calculation to determine Student B's absentee rate is 30 ÷ (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 accountable to the school.

Example of School-Level Chronic Absenteeism Calculation

There are 350 students accountable to School B who had at least 90 days present or absent. Of these 350 students, 15 have an absentee rate greater than or equal to 10%. The school's chronic absenteeism rate is 15 ÷ 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 2025 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 4 = 17.0. This is just an example using sample grade level rates. The actual grade level averages for the 2024-2025 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 2024-2025 school year rates for grades 3 through 7.

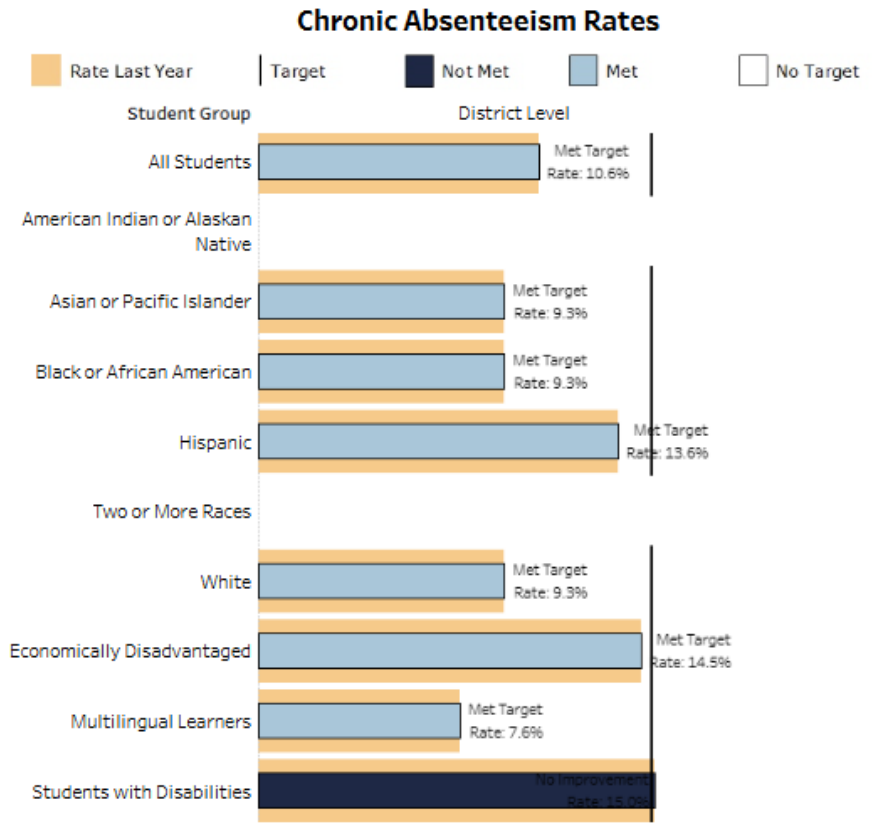
To determine whether a school met the state average, the school's actual chronic absenteeism rate is then compared to the state average chronic absenteeism rate based on the grade configuration of the school. If a school's actual chronic absenteeism rate is equal to or below the state average based on 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, and hence, under "Met State Average" in the profiles, the school would receive a "Met Target".

ESSA Profiles: Chronic Absenteeism Tab

The Chronic Absenteeism tab in the ESSA Profiles can be found under School Quality. This tab shows the percentage of students in each student group who were chronically absent for the 2024-2025 school year and whether that percentage is at or below the state average for the same grade levels served by the school or district.

Figure 8: Chronic Absenteeism Tab Example



The chronic absenteeism rates are based on K–12 students who had at least 90 total days present or absent. Pre-Kindergarten students are not included in the chronic absenteeism rates.

Rate

The percentage of students who were chronically absent, which is 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.

Target

The statewide chronic absenteeism rate for students enrolled in the grades served by the school. For example, for a school with grades 9–12, the target would be the statewide chronic absenteeism rate for students in grades 9–12. Targets are the same for all student groups within a school or district.

Status

A status of “Not Met” indicates the student group’s rate was above the target. A status of “Met Target” indicates the student group’s rate was at or below the state average.

School Quality/Student Success: High School Persistence

Definition

With input from stakeholders, the NJDOE has added High School Persistence as a second measure of school quality/student success starting with the 2024-2025 process. As described in the New Jersey's ESSA state plan, this indicator is measured by the percentage of students in a graduation cohort who graduate within six years of entering high school or remain actively enrolled through the end of year six.

Purpose

Studies have shown that students who remain in school tend to have more favorable outcomes later in life. Higher rates of employment, better-paying jobs, and a reduced risk of incarceration are just some of the differences that have been observed. Including an accountability measure that credits schools for their work in keeping students engaged and enrolled will ultimately help focus attention on students who need the most support, as these students often have the highest probability of dropping out. Students with a higher risk of dropping out tend to face more adversity than their peers and have multiple risk factors such as higher rates of chronic absenteeism, lower academic performance, higher rates of mobility, and siblings who have also dropped out. By including a measure of high school persistence, the NJDOE is making it clear that improvements in student persistence are precipitated by improvements in both academic and non-academic areas, and that a focus on persistence will encourage behaviors aimed at proactively supporting students within these areas.

Data Source

The NJDOE uses the same data source used for six-year graduation rate to calculate the High School Persistence Rate. The High School Persistence indicator is based on lagged data, similar to the graduation rate indicators, so for the 2024-2025 accountability process, Cohort 2022 data as of August 31, 2024 (the official six-year data) was used to calculate the high school persistence rate.

Districts can review graduation cohort data in NJSLEDS using the Graduation Cohort Profile report. After opening this report, to view the data that aligns with the Cohort 2022 high school persistence rates included in the ESSA Profiles, districts should use the following filters:

District Type = Accountable
Cohort = 2022
Rate = Official 6-Year

While this report doesn't show the calculated persistence rate, the persistence rate is equal to the sum of the Graduated (All Graduated), On-Track Continuing, Off-Track Continuing, and Active Student – Status Unknown rates.

If a district submitted an appeal in fall 2025 that would impact the graduation or enrollment status of a student in Cohort 2022 as of August 2024, the district should contact performancemanagement@doe.nj.gov to ensure that approved 2025 appeals are incorporated into the high school persistence rates used for the 2025 ESSA Profiles. The NJDOE will default to using the finalized graduation date from fall 2024 unless contacted by the district.

Calculation

The high school persistence indicator will be calculated as the percentage of students in the six-year adjusted cohort who either:

1. Graduate with a State-endorsed diploma within six years of entering high school, including graduating students with disabilities who did not meet all State graduation requirements due to a modification or exemption in their IEP; or
2. Remain actively enrolled through the end of year six.

This measure will only apply to high schools, and it will be based on the same group of students, the Cohort 2022 six-year adjusted cohort, that is used for the six-year adjusted cohort graduation rate.

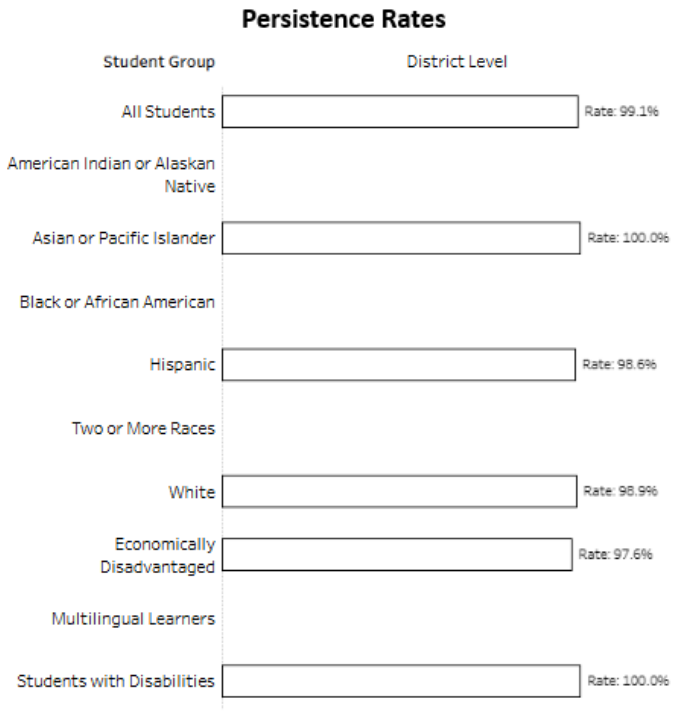
Long-Term Goal and Annual Target

In the approved ESSA plan, high school persistence has been added as a new indicator, but it will not factor into a school's annual meaningful differentiation, meaning that it will have zero weight in the calculation of summative scores, and the NJDOE will not measure a school's annual progress toward long-term goals for this indicator. The NJDOE has not defined a long-term goal or annual targets for high school persistence at this time. The NJDOE will work with stakeholders over the coming years to determine the appropriate weight and long-term goals for this indicator, but they will not be used until the ESSA plan is amended.

ESSA Profiles: High School Persistence Tab

The High School Persistence tab in the ESSA Profiles can also be found under School Quality. It shows the percentage of Cohort 2022 students in each student group who either graduated with a State-endorsed diploma within six years of entering high school (by August 31, 2024) or remained actively enrolled through the end of the 2023-2024 school year.

Figure 9: Persistence Rate Tab Example



Rate

The high school persistence rate for Cohort 2022, which is the percentage of students who either graduated with a state-endorsed diploma by August 31, 2024 or remained actively enrolled through the end of the 2023-2024 school year.

The High School Persistence tab does not include targets or status since long-term goals and annual targets have not been established for this indicator. Since there are no targets, the bars all appear white for this year, since the shades of blue used on the other tabs

ESSA Profiles: Resources Tab

This section provides links to resources for each indicator and makes it possible to download the profile data in a spreadsheet.

Clicking “Resources” brings users to a table of resources, displayed below in Table 14, that is meant to act as a starting point for discussions of evidence-based practices that might meet the needs identified in the profiles and be implemented with ESSA funds. District administrators are not restricted to the non-exhaustive collection of resources presented here. However, interventions funded by Federal funds must be evidence-based. We encourage administrators to engage collaboratively with stakeholders to select interventions that, to the extent practical, are supported by the strongest level of evidence available and are appropriate for the needs identified. We offer guidance on how to facilitate meaningful stakeholder engagement to support educators in this effort.

Table 12: Table of Resources

Indicator	Grade Span	Resources
Academic Achievement: ELA Proficiency	K–5	Improving Reading Comprehension in Kindergarten Through 3rd Grade
Academic Achievement: ELA Proficiency	6–8	Providing Reading Interventions for Students in Grades 4–9
Academic Achievement: ELA Proficiency	9–12	What Works Clearinghouse Strategies to Support Literacy: 9–12
Academic Achievement: Math Proficiency	K–5	Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
Academic Achievement: Math Proficiency	6–12	Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students
Graduation Rates and High School Persistence Rate	9–12	Preventing Dropout in Secondary Schools
School Quality or Student Success: Chronic Absenteeism Rate	PreK–12	Data-based Decision Making for Addressing Chronic Absenteeism
Progress Toward English Language Proficiency (ELP)	K–8	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
Progress Toward English Language Proficiency (ELP)	9–12	What Works Clearinghouse Strategies to Support Literacy: 9–12, English Learners

Clicking “Data Download” allows users to view their selected district or school’s data in a table format. To download this table, click the download icon in the lower right-hand corner, select “Crosstab” and the desired file format (Excel or CSV) and then click “Download.”

Frequently Asked Questions (FAQ)

1. How is Accountable School or District Determined?

For ESSA Accountability calculations, students are assigned to their accountable school or district. In about 95% of cases, a student’s accountable school is the same as their attending school. However, for some students the accountable school is different from the school they attend.

The NJSLEDS Reporting Responsibilities document outlines different enrollment scenarios and explains which district is responsible for reporting data in NJSLEDS and which school/district is the accountable school/district.

For the 2024-2025 school year, LEAs reported both the testing school and district and the accountable school and district in the NJ SMART State Assessment Registration submission. LEAs then had the opportunity to update and clean their data in the various assessment portals in spring 2025. The NJDOE uses the reported accountable school information in the assessment portals to assign the accountable school for Academic Achievement, Academic Progress, and Progress toward ELP.

For chronic absenteeism and graduation, the NJDOE used the data submitted in NJ SMART SID Management to calculate the accountable school and district. The methodology used to determine the accountable school and district is outlined in the Graduation Accountable Rules User Guide.

In some cases, the NJDOE may not have been able to calculate the accountable school for a student due to reporting errors in NJ SMART SID Management. In these cases, a student may be assigned to an accountable district but not a specific school. The student would be included in district-level accountability calculations but not any individual school calculations. If districts have students where an accountable school could not be calculated, they should review the data that was reported in NJ SMART during the 2024-2025 school year to determine if there are errors in their submission.

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 (ELA and Math Proficiency)

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 the school entry date submitted in NJ SMART SID Management as of the end-of-year snapshot) are excluded from calculations. These results include both spring and fall testers, they do not include summer testers.

Academic Progress (ELA and Math Growth)

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 the school entry date submitted in NJ SMART SID Management as of the end-of-year snapshot) are excluded from mSGP calculations.

Graduation (4-Year, 5-Year, and 6-Year Rates)

Calculations for graduation rates 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 that were reported in NJ SMART SID Management. The School Exit Withdrawal Codes and Graduation Cohort Status Overview document explains how the different school exit withdrawal codes are used when calculating graduation rates.

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 2024-2025 and have at least one prior ACCESS score.

Chronic Absenteeism

Calculations include any students who had at least 90 days present or absent. The total days present or absent is calculated by adding together the number of days present and the number of days absent that were reported in NJ SMART SID Management as of the end-of-year snapshot.

3. What years of data are used for each of the indicators in the 2025 ESSA Profiles?

Academic Achievement indicators use 2024-2025 statewide assessment results.

Academic Progress indicators use 2024-2025 median student growth percentiles.

Graduation indicators use data from the prior school year. For the 2025 ESSA Profiles**,** Cohort 2024's four-year graduation rate, Cohort 2023's five-year graduation rate, and Cohort 2022's six-year graduation rate are used. Data from the prior year is used for this indicator due to data availability (current year graduation rates are not typically finalized until November or December, but the ESSA profiles are typically released by early November).

The Progress toward English Language Proficiency indicator is based on the amount of growth shown on the 2024-2025 administration of the ACCESS for ELLs assessment.

The chronic absenteeism indicator is based on 2024-2025 school year attendance data.

The high school persistence indicator, like the graduation indicators, uses data from the prior school year. The high school persistence indicator is based on six-year data for Cohort 2022, which is the same group of students used for the six-year graduation indicator.

4. 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 language 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 ESSA 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.

5. 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 ESSA Profiles?

The minimum n-size for accountability is 20 students, so data will only appear in the ESSA 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.

6. Are former multilingual learners included in the multilingual learner student group in the ESSA Profiles?

Academic Achievement and Academic Progress

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

Graduation

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

Progress toward English Language Proficiency

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

Chronic Absenteeism

Only current multilingual learners are included in the multilingual learner student group for chronic absenteeism.

High School Persistence

Since the high school persistence data is based on the same student data used for the six-year graduation indicator, this means that multilingual learners for this indicator reflect any students who were identified as multilingual learners at any time since entering the cohort.