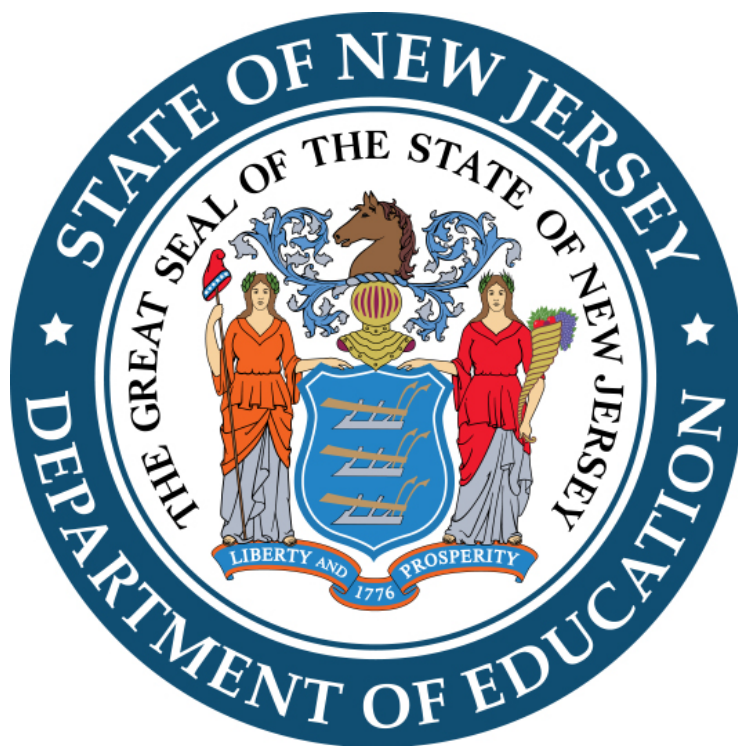


New Jersey Department of Education

Every Student Succeeds Act (ESSA)

Accountability Profiles

Companion Guide



October 2022

Introduction

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

Annually, the New Jersey Department of Education (NJDOE) issues Accountability Profiles which enable schools and districts to review their progress toward achieving the intent of the law. School and district data for specific indicators are compared to annual targets and standards are reported by student group to identify gaps. With the implementation of the ESSA, these Accountability Profiles have been modified to provide additional data for schools and districts to analyze student performance and progress and to meet ESSA accountability requirements. The purpose of this document is to describe the accountability requirements and the data included in the Accountability Profiles to enable schools and districts to review the data for accuracy and begin to identify areas of need for planning.

New Jersey's Accountability System

Accountability Requirements under ESSA

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

The indicators that are required for Accountability under ESSA are:

- Academic Achievement (all schools)
- Graduation Rate (high schools only)
- Academic Progress (elementary and middle schools only)
- Progress toward English language proficiency (all schools)
- School Quality of Student Success Indicator (all schools)
 - Must include at least one indicator in this category

All accountability measures must:

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

Uses of ESSA Accountability Profiles Data

Under ESSA, New Jersey is required to use the data contained in the Accountability Profiles to identify schools in need of support or improvement. Categories and associated calculations and supports have changed from the prior system under NCLB (Priority and Focus Schools) to Schools in Need of

Comprehensive Support and Improvement (CSI) and Schools in Need of Targeted Support and Improvement (TSI) as shown in Table 1 below:

Table 1: Categories for Support and Improvement

Category	Frequency	Description
Comprehensive Support and Improvement (CSI): Overall Low Performing	Every 3 years*	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* (Will start in 2023)	Title I schools identified as ATSI for three or more consecutive years
Targeted Support and Improvement: Consistently Underperforming Student Group (TSI)	Annually*	Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row.
Additional Targeted Support and Improvement: Low Performing Student Group (ATSI)	Every 3 years*	Schools with one or more student groups with a summative score that would be in the bottom 5% of Title I schools.

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

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

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

Indicators Included in New Jersey's ESEA Accountability System

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

Table 2: New Jersey's ESSA Accountability Indicators

Required Indicator	New Jersey's Measures	Description
Academic Achievement	Proficiency rates on annual statewide assessments	Percentage of students in the school who meet grade-level standards on the annual statewide assessments in ELA and mathematics.
Academic Progress (applicable to elementary and middle schools)	2021-2022 school year only*: Relative School Improvement Measure <i>Standard measure</i> (not applicable for the 2021-2022 school year): Median student growth percentile (mSGP)	The Relative School Improvement Measure (RSIM) is based on a school's aggregate scale score improvement on the statewide assessments in ELA and mathematics, when comparing prior year performance to 2021-2022 performance. Schools are then assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. (Grades 3–8) mSGP measures students' growth from one year to the next in ELA (grades 4-8) and mathematics. (Grades 4–7)
Graduation Rate (applicable to high schools)	Four-year and five-year graduation rates	Using the adjusted cohort methodology, percentage of students who graduate: <ul style="list-style-type: none"> • within four years of entering ninth grade; and • within five years of entering ninth grade
Progress Toward Achieving English Language Proficiency (ELP)	Progress on the ACCESS for ELLs 2.0	Percentage of English learners making expected progress from one year to the next on the ACCESS for ELLs 2.0 summative assessment (K–12)
School Quality or Student Success	Chronic absenteeism	Percentage of the school's students who are chronically absent. Chronically absent is defined as not present for 10 percent or more of the days that he or she was "in membership" at a school.

*The measure of academic progress for elementary and middle schools in New Jersey's ESSA state plan is mSGP, which relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles (SGPs). Due to the cancellation of the New Jersey Student Learning Assessment (NJSLA) in both 2019-2020 and 2020-2021, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The NJDOE received approval in the COVID-19 State Plan Addendum to use an alternative method to calculate academic progress for the 2021-2022 school year. The NJDOE will use

the RSIM measure for 2021-2022 ESSA School Accountability and resume measuring academic progress through mSGPs for the 2022-2023 school year.

Key Information for Accountability Profiles

Student Subgroups

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

- All students (referred to as “schoolwide” in the school level profiles);
- Economically disadvantaged students (i.e., eligible for free or reduced lunch program);
- Students with disabilities (i.e., students currently receiving special education services);
- English language learners, including former English language learners for four years after reclassification;
- 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; and
- Two or More Races (also includes students whose race/ethnicity is not coded).

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

Minimum N-Size

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

**Note, that for proficiency, the minimum n-size is based on the number of valid test scores.*

Statewide Assessment Data Included in the Profiles

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

- NJSLA ELA grades 3–9 (fall and spring testers)
- NJSLA Mathematics (fall and spring testers):
 - All students in grades 3–8
 - NJSLA Algebra I end-of-course assessments: Grades 7–12
 - NJSLA Geometry and Algebra II end-of-course assessments only for:

- Students in grades 7–8
- Students in grades 9–12 who took Algebra I in middle school and who are taking their first high school mathematics assessment
- Dynamic Learning Maps ELA/Mathematics 3–8 and high school
- ACCESS for ELLs Assessment grades K–12
 - ACCESS for ELLs assessment is used for ELP calculation only, not academic achievement

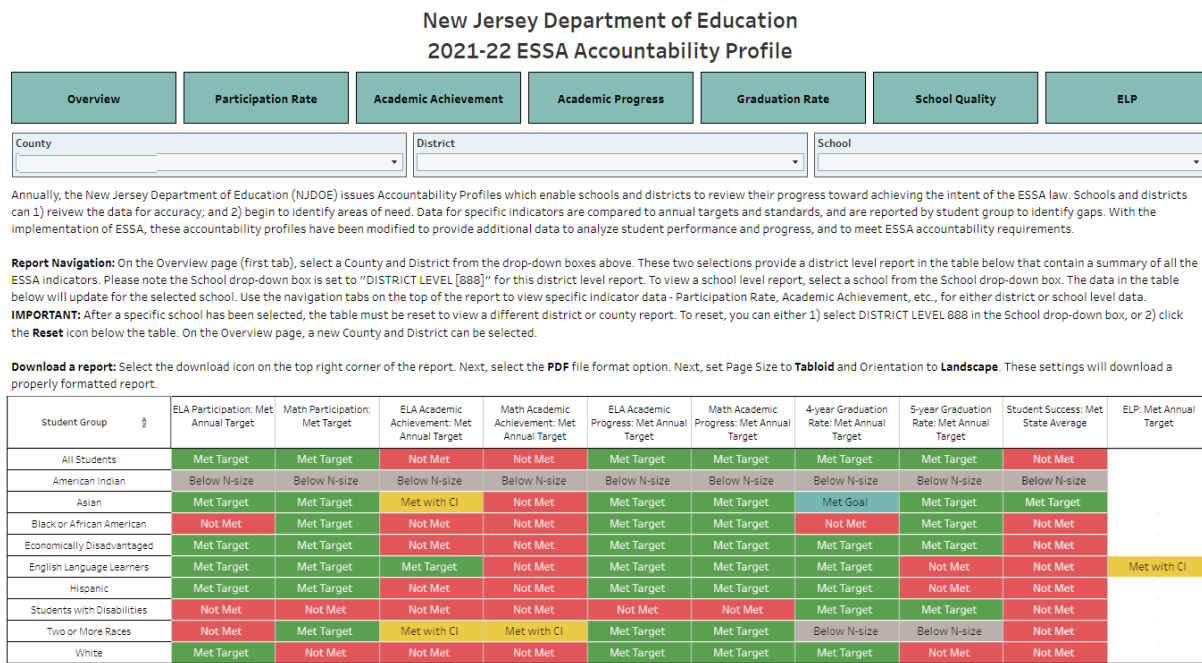
ESSA Accountability Profile

The 2022 ESSA Accountability Profiles provide a graphic representation of each school's and each district's status on the accountability indicators of:

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

Figure 1, below, is a sample profile followed by a brief description of what is included for each indicator.

Figure 1: Sample ESSA Accountability Profile



Overview

The Overview shows, for each student group, the performance on all indicators. For each indicator, it will show whether the student group was below n -size, did not meet the target, met the target, met the target either within a standard deviation or within a confidence interval, met the goal, or exceeded the target.

Participation Rate

Students Enrolled

The number of students in tested grades in each student group as reported by the district in the final NJSLA Fall/Spring and DLM summative files. Starting in 2022, this will also include any students in grade 12 who did not take Algebra I, or a qualified exception, in high school. (See the Academic Achievement section for details on qualified exceptions)

Non-Tested Rate

The percentage of students in tested grades, as reported by the district in the final NJSLA Fall/Spring and DLM summative files that did not participate in the state assessment. Starting in 2022, this percentage will also include any students in grade 12 who did not take Algebra I, or a qualified exception, in high school.

Time In School < Year Enrolled

The number of students in tested grades who have not attended the same school for at least half a year. The date of December 1 was set for determining partial attendance.

Met 95% Standard

Indicates whether at least 95% of students in the student group that are enrolled in tested grades as reported by the district in final NJSLA Fall/Spring and DLM summative files and being enrolled prior to December 1 participated in the statewide assessment.

Academic Achievement (NJSLA/DLM)

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

- If the school met the 95% standard, this denominator reflects the number of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year.
- If the school did not meet the 95% standard, this number reflects 95% of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year.

% of Testers Proficient

The percentage of the student group enrolled in tested grades prior to December 1st which scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM.

Annual Target

The percentage of the student group that is expected to score at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM to ensure the school meets the long-term academic achievement goal of 80%.

Met Target

Indicates whether the percentage of students in the student group who scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM meets the annual target.

Academic Progress

Academic Progress (Relative School Improvement Measure)

The student group's percentile rank when comparing the group's relative improvement in average scale score from prior years to 2021-2022 when compared to schools with similar prior year performance. This Alternate Growth Measure replaces median Student Growth Percentile as the measure for academic progress for 2021-2022 only.

Met Target (≥ 15), Exceeds (≥ 85)

Indicates whether the student group met the annual target (Relative School Improvement Measure ≥ 15 and < 85) or exceeded the target (Relative School Improvement Measure ≥ 85).

Graduation Rate

Four-Year Graduation Rate

- **Cohort 2021:** The percentage of Cohort 2021 students in the group who graduated within four years of entering ninth grade, or by the end of the 2020-21 school year. Cohort 2021 students are students who entered ninth grade in the 2017-18 school year. Annual adjustments are made each year to account for transfers in and out.
- **Annual Target:** The percentage of Cohort 2021 students in the group who were expected to graduate within four years in order to meet the long-term four-year graduation rate goal of 95%.
- **Met target:** Indicates whether the Cohort 2021 four-year graduation rate met the annual target.

Five-Year Graduation Rate

- **Cohort 2020:** The percentage of Cohort 2020 students in the group who graduated within five years of entering high school, or by the end of the 2020-21 school year. Cohort 2020 students are students who entered ninth grade in the 2016-2017 school year. Annual adjustments are made each year to account for transfers in and out.

- **Annual Target:** The percentage of Cohort 2020 students in the group who were expected to graduate within five years in order to meet the long-term five-year graduation rate goal of 96%.
- **Met target:** Indicates whether the Cohort 2020 five-year graduation rate met the annual target.

School Quality/Student Success: Chronic Absenteeism

Chronic Absenteeism Rate

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

Chronic Absenteeism State Average

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

Met State Average

Indicates whether the student group's rate of chronic absenteeism was below or above the state average for schools with the same grade configuration (e.g., for a school with grades 9 through 12, the chronic absenteeism rate would be compared to the average rate of all students across the state in grades 9 through 12). The designation of "N" indicates the student group's rate was above the state average. A designation of "Y" indicates the student group's rate was at or below the state average.

English Language Progress to Proficiency

Progress Toward English Language Proficiency

The percentage of English language learners (ELLs) in the school that demonstrated the expected amount of growth on the ACCESS for ELLs assessment. Students included are ELLs who have scored proficient (score of 4.5 or greater) in the first year of test administration or students who have an ACCESS for ELLs score for the 2021-22 school year and have a score in one or more prior year(s).

Annual Targets

This is equivalent to the state average for the percentage of ELLs in grades K through 12 who have scored proficient in the first year of test administration, and the percentage of ELLs in grades K–12 who have two or more ACCESS for ELLs scores that have demonstrated the expected amount of growth on the ACCESS for ELLs assessment.

ELP Stratification

Separate annual targets are derived for two groups of schools – those that contain no students above grade 5 and all other schools. As stated in the ESSA state plan, New Jersey will review, and, if appropriate, revise its baseline percentage, long-term goal, and interim targets as growth data from the updated ACCESS for ELLs assessment becomes available.

Met Target

Indicates whether the percentage of ELLs in grades K–12 that demonstrated the expected amount of growth on the ACCESS for ELLs meets or exceeds the annual target.

Exceeds Target

Indicates whether the percentage of ELLs in grades K–12 that demonstrated the expected amount of growth on the ACCESS for ELLs exceeds the annual target by more than one standard deviation.

Academic Achievement

Definition

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

Purpose

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

Calculation

Students Exempt from Calculation

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

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

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

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

Calculating Participation Rates

Pursuant to Section 1111(b)(2)(B)(v) of ESSA, states are required to 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 in grade 6 were required, starting in 2021-2022, to take both the grade 6 mathematics assessment (Math 6) and the Algebra I assessment to meet the ESSA high school mathematics requirement.
 - As a result, students who take Algebra I, Geometry, and Algebra II in middle school will not take an NJSLA assessment during high school, but the end-of-course assessment results from grade 6 will be used for high school accountability purposes when the student is in grade 9
 - The Math 6 assessment results will be used the year the student is in grade 6.
 - Students who take Geometry in grade 6 are required, starting in 2022-2023, to take both the grade 6 mathematics assessment (Math 6) and the Geometry assessment to meet the ESSA high school mathematics requirement.
 - If a student enrolls in Algebra II in grade 7 or 8, they will take the Algebra II end-of-course assessment that year.
 - If a student is enrolled in another advanced mathematics course that is not aligned to an end-of-course assessment in grade 7, the student will be required to take the Math 7 end-of-grade assessment.
 - If a student is enrolled in another advanced mathematics course that is not aligned to an end-of-course assessment in grade 8, the student will be required to take the Algebra I end-of-course assessment.
 - The Geometry assessment results from grade 6 will be used when the student is in grade 9.

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

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

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

- Grade 9 students repeating a course who have previously passed the associated assessment;
- Newly arrived ELLs 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 following ways (Table 3):

Table 3: Participation Assessments and Calculation

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

Calculating Proficiency

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

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

For schools or student groups that have a participation rate of 95% or more, based on the participation calculation in the section above, the standard calculation of proficiency would be as follows (Table 4):

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

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

For schools or student groups that have a participation rate that is less than 95%, based on the participation calculation above, a secondary check of the participation rate for time-in-school eligible students will be calculated. This would use the calculation described in the section above for participation, 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 above would be used. If the participation rate for time-in-school eligible students is less than 95%, then the adjusted calculation of proficiency would be as follows (Table 5):

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

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

Academic Achievement Examples

The following examples reflect school-level scenarios. The same rules apply for district-level calculations and for each student group's proficiency calculation. Thus, a school may meet the participation requirement for all students and not require an adjustment to the denominator, while 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% ($960 \div 1000$).

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: 960

School A's Proficiency Rate: $700 / 960 = 72.9\%$

Example 2

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

Since the school's participation rate is below 95%, their proficiency rate is calculated by dividing the number of proficient students by the number of registered test-takers multiplied by 95%.

School B's Denominator: $95\% \times 1010 = 959.5$

School B's proficiency rate: $600 / 959.5 = 62.5\%$

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: 785

School C's Proficiency Calculation: $500 / 785 = 63.7\%$

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

Long-Term Goal

New Jersey's ESSA plan states that by 2030, at least 80% of all students and at least 80% of students in each group in each tested grade will meet or exceed grade-level expectations on the statewide ELA and mathematics assessments. Building upon the NJSLS and early successes with NJSLA and DLM, NJDOE and stakeholders sought to set ambitious, but achievable, goals for schools and students. A goal of 80% of all students and each student group meeting grade-level expectations by 2030 is realistic, yet ambitious, as it considers the more rigorous academic standards implemented in New Jersey. Accomplishing this goal will mean that the number of students demonstrating grade-level proficiency in ELA and mathematics (as currently indicated by achieving a Level 4 or 5 score on a NJSLA assessment and Level 3 and 4 on the DLM) across the state will nearly double and will close New Jersey's achievement gaps.

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

Annual Targets

Annual targets were initially calculated through the year 2030 for all districts, schools, and student groups, based on performance during the 2015-2016 administration of the statewide assessments. Baseline proficiency rates for 2015-2016 may differ from the rates reported in the 2015-2016 Accountability Profiles. This is due to the federal requirement, under *ESSA*, that proficiency rates be adjusted to account for participation below 95%, as described above.

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

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

New Jersey received waivers from USDE in both March 2020 and March 2021 that waived the requirement to measure progress toward long-term goals and measures of interim progress for the 2019-2020 and 2020-2021 school years. As a result, all previously established targets, starting with 2019-2020 have been shifted forward by two years. Annual targets and long-term goals for all districts, schools, and student groups reflecting the shift are available on the [NJDOE's Accountability page](#) under 2022 Accountability data.

Proficiency Annual Target Example

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

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

Table 6: District and School Proficiency Annual Targets

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

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

Factor in the Confidence Interval

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 Y* in the Met Target field.

Example

School A's ELA proficiency rate in 2021-22 was 41.5% and the school had 100 valid scores for ELA. A 90% confidence interval is applied to this proficiency rate when checking if annual targets are met.

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

School A's confidence interval would be:

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

This would result in a confidence interval of 33.4% to 49.6%. Since the annual target for 2021-22 (Target 4) is 48.0% and it falls within this confidence interval, the annual target is met with a 90% confidence interval applied.

Academic Progress

Definition

New Jersey's ESSA state plan outlines that academic progress will be measured with schools' 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).

The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-2020 and 2020-2021, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. As noted earlier in this document, New Jersey received approved through the COVID-19 State Plan Addendum, to use an alternative method to calculate academic progress for the 2021-2022 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022.

For 2021-2022, the NJDOE will measure academic progress in ELA and mathematics using the Relative School Improvement Measure (RSIM). RSIM is based on a school's aggregate scale score improvement on the NJSLA in ELA and mathematics, when comparing prior year performance to 2021-2022 performance. Schools are assigned a percentile based on their improvement as compared to schools with similar prior year performance.

The NJDOE plans to resume the measurement of academic progress through mSGPs in 2022-2023.

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.

The RSIM measure that the NJDOE is using for 2021-2022 is meant to measure how schools are performing in 2021-2022 compared to schools who performed similarly prior to the COVID-19 pandemic.

Calculation

As noted above, the NJDOE will be using an alternative measure of academic progress for the 2021-2022 school year. The alternate measure of growth for 2021-2022, RSIM, uses scale scores from the NJSLA in 2017-2018, 2018-2019 and 2021-2022. The average scale scores for each school will include any NJSLA scores for students in grades 3 through 8. Only students who had been enrolled for at least half the given school year (i.e., before December 1) are included in the calculation. A separate RSIM will be calculated for ELA and for mathematics.

First, a prior year performance average is calculated. This is based on a weighted average of 2017-2018 and 2018-2019 average scale scores. If fewer than 20 scores are available for either year, that year will not be included in the prior year performance average. For example, if a school only has scores for 15 students in 2017-2018 but has scores for 20 students in 2018-2019, only 2018-2019 will be used to calculate the prior year performance average.

The average scale score for 2017-2018 and 2018-2019 is calculated as follows:

Average Scale Score = Average scale score of all students in grades 3–8 who took the NJSLA

The prior year performance is calculated using the 2017-2018 and 2018-2019 Average Scale scores and the number of valid scores in 2017-2018 (N_{17-18}) and 2018-2019 (N_{18-19}):

$$\text{Prior Year Performance} = \frac{(\text{2017-18 Average Scale Score} \times N_{17-18}) + (\text{2018-19 Average Scale Score} \times N_{18-19})}{N_{17-18} + N_{18-19}}$$

Next, each school will be grouped with other schools that had similar prior year performance. These groups are assigned so that the range of scores within each group is similar. This means that some groups will have more schools included than other groups. The range of scores within each group may also differ. For example, you may have one group of 75 schools with prior year performance ranging from 680 to 720 and another group with 250 schools with prior year performance ranging from 750 to 760.

The change in average scale score is calculated for each school. The 2021-22 average scale score is calculated the same way as the 2017-2018 and 2018-2019 average scale score. The average scale score change is calculated as follows:

$$\text{Average Scale Score Change} = 2021\text{-}22 \text{ Average Scale Score} - \text{Prior Year Performance}$$

Finally, within each group of schools with similar prior year performance, the schools are ranked based on their average scale change and assigned a percentile rank based on their ranking. For example, if a school receives a percentile rank of 60, that means that the school's average scale score change from the prior year average to the 2021-2022 average was better than 60% of other schools that had similar prior year performance.

The percentile rank will be the performance value for the RSIM measure.

The same process will be applied to each district, school, and student group. When calculating the RSIM for a student group, student groups are grouped with other student groups with similar prior year performance.

When calculating the RSIM for economically disadvantaged students, students with disabilities, and English language learners (ELLs):

- Prior year performance is calculated the same way it is calculated at the school level but filtered only for students in that student group.
- The student group is then grouped with the same student group for other schools. For example, a school's students with disabilities student group would be grouped with students with disabilities student groups from other schools. A school's ELLs student group would be grouped with ELLs student groups from other schools.
- Within the group of like student groups, the average scale score change is ranked, and the student groups are assigned percentile ranks. The percentile rank will be the student group's RSIM.

When calculating the RSIM for race and ethnicity student groups, all race and ethnicity student groups are combined. So instead of only comparing a school's Black or African American student group to Black or African American student groups at other schools, a school's Black or African American student would be compared to White, Hispanic, Black or African American, Asian/Pacific Islander, American Indian or Alaska Native, and Two or More Races student groups both in the school at all other schools.

Example

School A has a 2017-2018 average scale score of 750 for ELA based on 50 valid scores and 710 for mathematics based on 47 valid scores.

School A has a 2018-2019 average scale score of 735 for ELA based on 48 valid scores and 715 for mathematics based on 47 valid scores.

These averages reflect the schoolwide average for students in grades 3–8.

The prior year performance for ELA and mathematics is calculated using a weighted average of the 2017-2018 and 2018-19 average scale scores.

The ELA Prior Year Performance = $[(750 \times 50) + (735 \times 48)] / (50 + 48) = 742.7$

The Mathematics Prior Year Performance = $[(710 \times 47) + (715 \times 47)] / (47 + 47) = 712.5$

School A has a 2021-2022 average scale score of 740 for ELA and 705 for mathematics. School A's change in average scale score from the prior year average to 2021-2022 is -2.7 for ELA (740 - 742.7) and -7.5 for mathematics (705 - 712.5).

To calculate RSIM for School A, School A will be grouped with schools who had similar prior year performance, separately for ELA and for mathematics.

For ELA, School A's change in average ELA score of -2.7 was better than 84% of all other schools who had similar prior year ELA scores, so School A's RSIM performance for ELA will be 84.

For mathematics, School A's change in average mathematics score of -7.5 was better than 73% of all other schools who had similar prior year mathematics scores, so School A's RSIM performance for mathematics will be 73.

Long-Term Goal and Annual Target

The annual target for RSIM will be 15. A percentile rank of less than 15 will be designated as "not met standard". A percentile rank between 15 and 85 will be designated as "met standard". A percentile rank of 85 or higher will be designated as "exceeds standard".

Graduation Rate

Definition

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

Under section 8101(43) of ESSA, a "regular high school diploma" is defined as the standard diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards. Under current New Jersey State regulations, in the appropriate circumstances, a student's Individualized Education Program (IEP) team may waive certain requirements for graduation. Students with disabilities

who meet alternate requirements for any graduation requirement in their IEPs have historically received the same State-endorsed diploma as those students who satisfy all graduation requirements.

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

Purpose

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

Calculation

The calculation of the four-year and five-year graduation rates are based on the adjusted cohort graduation rate calculation methodology and aligned with federal requirements. Both four-year and five-year graduation rates are calculated for each district, each school, and each subgroup. For ESSA Accountability, graduation rates from the prior school year are used. For accountability for the 2021-2022 school year, the Cohort 2021 four-year and Cohort 2020 five-year graduation rates, reflecting data as of August 31, 2021, are used for the graduation indicators.

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

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

For the 2021 graduation rates that will be used for 2021-2022 accountability, any students with disabilities who did not meet the state course requirements and/or the attendance requirements for graduation because of an exemption or modification in their IEP were not included as graduates in the calculation of the "federal version" of the graduation rate.

For the 2022 graduation rates that will be used for 2022-2023 accountability, any students with disabilities who did not meet the state course requirements, attendance requirements, or assessment requirements for graduation will not be included as graduates in the calculation of the "federal version" of the graduation rate.

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

Long-Term Goal

New Jersey's approved ESSA plan states that by 2030, at least 95% of all students and at least 95% of students in each student group will graduate within four years of entering ninth grade. In addition, at least 96% of all students and at least 96% of students in each group will graduate within five years of entering ninth grade.

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

Annual Targets

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

New Jersey received waivers from USDE in both March 2020 and March 2021 that waived the requirement to measure progress toward long-term goals and measures of interim progress for the 2019-2020 and 2020-2021 school years. As a result, all previously established targets, starting with 2019-2020 have been shifted forward by two years.

Additionally, because the NJDOE was required to make changes to graduation rate calculations beginning with the Cohort 2021 four-year and Cohort 2020 five-year graduation rates based on the federal performance review, an adjustment was made to Target 4 for 2021-2022 to account for the difference in the calculation between the baseline graduation rate and the 2021 graduation rates. The original Target 4 that was previously calculated was adjusted based on the percentage of students with disabilities who did not meet the course and/or attendance requirements in each student group. The maximum adjustment made to any school or student group target is equal to the statewide percentage of students with disabilities who did not meet course and/or attendance requirements for the given student group, see table 7 below for the statewide percentage differences. Targets for future years may be adjusted, as necessary, to account for differences between the baseline ACGR calculations and the actual calculations used for the given school year.

Table 7: Statewide Differences between Cohort 2021 Four-Year Graduation Rate State and Federal Calculation

Student Group	State Calculation: Cohort 2021 Four-year Rate	Federal Calculation: Cohort 2021 Four-year Rate	Difference (Cap on Target 4 Adjustments)
All Students	90.6%	88.5%	2.1%
Asian, Native Hawaiian, or Pacific Islander	97.0%	96.5%	0.5%
American Indian or Alaska Native	89.9%	87.6%	2.3%
Black or African American	84.6%	81.4%	3.1%
Hispanic	84.5%	82.2%	2.3%
White	94.8%	92.9%	2.0%
Two or More Races	90.9%	88.3%	2.5%
Economically Disadvantaged Students	84.8%	82.1%	2.7%
Students with Disabilities	79.0%	67.0%	12.0%
English Learners	73.6%	72.8%	0.8%

Annual targets and long-term goals for all districts, schools, and student groups reflecting the two-year shift and the adjustment to the 2021-2022 targets are available on the [NJDOE's Accountability page](#) under 2022 Accountability data.

Example of Annual Target Calculation

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

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

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

Table 8: District and School Graduation Rate Annual Targets

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

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

Example of Adjustment to 2021-2022 Targets

School A’s target for 2021-2022 in the example above is 87.0%. This was initially the 2019-2020 target calculated based on the Cohort 2015 baseline. Due to the change in the calculation of graduation rates starting with Cohort 2021, some schools and student groups will receive an adjusted target for 2021-2022.

To determine the adjustment made to the 2021-2022 target, the NJDOE looked at the percentage of students with disabilities in Cohort 2021 who graduated but did not meet either course and/or attendance requirements because of a modification or exemption in their IEP.

School A had 100 students in Cohort 2021 and 87 students graduated in four years. Two of the graduates were students with disabilities who did not meet state course requirements for graduation

because of a modification or exemption in their IEP. The state version of Cohort 2021's four-year graduation rate would be 87%, because it includes all graduates. The federal version of Cohort 2021's four-year graduation rate would be 85% (i.e., $85 \div 100$), because it does not include the students with disabilities who did not meet course and/or attendance requirements.

An adjustment would be made to School A's 2021-2022 graduation target to reduce it by 2% (the difference between the state and federal version of the adjusted cohort graduation rate). The updated 2021-2022 target in the example above would be 85% ($87\% - 2\%$) and School A will be reported as having met its target for 2021-2022.

If School A had three students with disabilities who did not meet state course requirements for graduation, the difference between the state and federal versions of the graduation rate would have been 3%. Since 3% is greater than the statewide difference for the "all students" group, the adjustment to the 2021-2022 target would have been capped at 2.1%, which is the statewide difference.

Progress toward English Language Proficiency (ELP)

Definition

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

Purpose

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

Calculation

All grade K–12 ELLs are expected to meet an ELP score of 4.5, the proficient cut score on the ACCESS for ELLs test, within the established timeframe. If a K–12 student meets a 4.5 or higher in their initial year of administration, they are counted as proficient for the ELP indicator. ELLs in grades K through 12 who have an ACCESS 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 ELL assessment are also counted as proficient for the ELP indicator.

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

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

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

Annual Target

For the first four years that the ELP indicator is calculated (2018 through 2023, due to waiver of accountability in 2020 and 2021), the annual target will be equivalent to the state average for the percentage of ELLs in grades K through 12 who have scored proficient in the first year of test administration and the percentage of ELLs in grades K through 12 who have demonstrated the expected amount of growth on the ACCESS for ELLs assessment. After 2023, targets and long-term goals will be established based on the collection and analysis of historical data.

Schools with an *n*-size of 20 or more eligible ELLs are included in accountability calculations for this indicator. For these schools, the number of ELLs meeting the ELP progress target will be divided by the total number of ELLs to determine the percentage of ELL's making progress to proficiency and used for accountability. Because of the significant difference in the percentage of ELLs who made progress by grade, two separate targets are established. One target is for schools ending with 5th grade or lower and a second target is for all other schools. Examples of schools ending with 5th grade or lower include schools serving grades K–5 schools, grades PreK–3, or grades 4–5, etc. Examples of all other schools include schools serving grades PreK–8, grades 9–12, grades K–12, and grades 5–8 schools, etc.

Table 9, below, shows the mean percentage of ELLs meeting progress for schools with a *n*-size ≥ 20 under the two configurations. The mean percentage for the K-5 schools is 60.7% with a standard deviation of 14.6% compared to all other schools with a percentage of 46.8% and a standard deviation of 17.0%. Using the mean and standard deviation, four performance categories are created for each of the two school configuration types: Exceeds (E), Met (Y), Met within 1 Standard Deviation (Y*), and Not Met (N).

Table 9: Mean and Standard Deviation of ELP Measure by School Type

School Type	Mean	Std. Dev.
Schools ending with grade 5 or lower	41.4	17.9
All Other Schools	22.5	14.4
All Districts	35.9	16.5

The performance rating a school receives is determined by the mean and standard deviation in the school type category. A rating of Not Met (N) is given if performance is below the mean minus one standard deviation. A rating of Target Met within a SD (Y*) is given if performance is below the mean but within one standard deviation. A rating of Target Met (Y) is given if performance is above the mean, but not more than one standard deviation above the mean. A rating of Target Exceeded is given if performance is greater than one standard deviation above the mean.

Table 10: ELP Indicator Performance Rating Ranges by School Type

School Type	Target Not Met (N)	Target Met within a SD (Y*)	Target Met (Y)	Target Exceeded (E)
Schools ending with grade 5 or lower	< 23.5%	23.5–41.4%	41.4–59.3%	>59.3%
All Other Schools	<8.1%	8.1–22.5%	22.5–36.9%	>36.9%
All Districts	<19.4%	19.4–35.9%	35.9–52.4%	>52.4%

All categories, except Target Not Met (N), will be considered as having met the target for the purpose of accountability determinations.

Long-Term Goals

For the ELP indicator, New Jersey’s long-term goal is that by 2025, 55.5% of English learners in the state will make expected annual progress toward attaining English language proficiency. NJDOE initially defined this goal as 85% by 2023 in the New Jersey ESSA state plan, but it was revised, as noted in the plan, once the results of the updated ACCESS for ELLs assessment became available. After extensive stakeholder feedback and data analysis during the drafting of the state plan, NJDOE decided on a once percent per year growth target.

Additionally, due to COVID-19, New Jersey received approval through the COVID-19 State Plan Addendum to shift the timeline for long-term goals and measurements of interim progress forward by two years. As a result, the timeline to meet long-term goals was shifted from 2022-2023 to 2024-2025.

Under the current longitudinal model, the population of English learners included in the growth data will change each year for the first several years, therefore meeting the annual growth target may be challenging and may not be achievable. NJDOE, along with stakeholders, will evaluate student performance, demographic changes, and other factors, such as updated assessment instruments to determine whether to sustain its existing growth targets or set new ones.

Table 11: Statewide Baseline and Annual Targets for ELP Indicator

Baseline (2017-2018)	2018-2019 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Goal
50.5%	51.5%	52.5%	53.5%	54.5%	55.5%

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 being measured by the percentage of a school's students or district's students who are chronically absent in K–12 grade levels. A student is considered chronically absent when he or she is not present for 10% or more of the days that that he or she was "in membership" at a school. For the 2017-18 school year, only students who were enrolled at the end of the school year and were in membership at school for 45 or more days will be considered in the school chronic absenteeism rate calculation for accountability purposes. In future years, schools will be accountable for any student who had 45 days in membership at that school, regardless of whether that student was enrolled at the end of the year.¹ Chronic absenteeism is applied to a student's accountable school, not attending school. (Note: for over 95% of students, the attending and accountable school are the same school, but it should be noted that in some instances, these schools may differ, and it is the accountable school that is held responsible for a student's chronic absenteeism.) A student who cannot be assigned to an accountable school for any reason can be assigned to a district and hence, included in a district profile but not a school profile.

Purpose

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

¹ Districts were asked to submit attendance data for inactive students (students who transferred out of district at any point during of the school year) in SID Management for the 2021-22 school year. After reviewing the data, NJDOE determined additional instruction was necessary for districts on the proper submission of attendance data for these inactive students. The 2021-22 data on chronic absenteeism continues to only include students who are enrolled at a school at the end of the school year and have 45 or more days in membership.

Calculation

Student Level Chronic Absenteeism Rate

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

$$(A)/(P + A)$$

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

Examples of Student-level Chronic Absenteeism Calculation

- Student A's record in NJ SMART reflects 4 days absent (A) and 176 days present (P). The calculation to determine if Student A's absentee rate is $4/(176+4)$ or 2%. Student A is not chronically absent.
- Student B's record in NJSMART reflects 30 days absent (A) and 150 days present (P). The calculation to determine Student B's absentee rate is $30/(30+150)$ or 16.7%. Student B is chronically absent.

School-level chronic absenteeism

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

Example of School-Level Chronic Absenteeism Calculation

Anytown Elementary School has an enrollment of 350 students who were in membership for 45 days or more. At the school there are 15 students with an absentee rate equal to or greater than 10%. The school's chronic absenteeism rate is $15 \div 350$ or 4.2%.

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 the calculated state average according to the school's grade configuration (see explanation below). Each student group is also compared to the state average.

State Average — Total and Student Groups

Comparing Chronic Absenteeism to the State Average

A chronic absenteeism rate is calculated for each student according to the formula outlined in the prior section. Subsequently, a chronic absenteeism rate for the state is calculated by averaging the rates for all students in a given grade configuration. The chronic absenteeism rates for the state overall and for each grade are listed in Table 12 below.

Table 12: Statewide Chronic Absenteeism Rates by Grade Level

Grade Level	Chronic Absenteeism (%)	Number of Students (N)
Total*	18.1	1,295,531
PK**	44.9	74,683
KG	24.7	89,860
1	19.4	92,038
2	17.3	94,027
3	15.8	95,108
4	15.2	96,527
5	14.6	98,195
6	15.6	99,412
7	16.4	102,914
8	17.1	104,823
9	17.6	110,757
10	18.2	103,257
11	19.3	101,654
12	24.1	106,959

* Includes all K–12 students with 45 days in membership or more.

** PK not included in any chronic absenteeism calculations.

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 numerous unique school grade configurations in the state, and chronic absenteeism rates vary by grade, the calculation of a state average chronic absenteeism rate takes into consideration 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 state average for chronic absenteeism for districts is calculated similarly (The grade information for a school is based on data submitted to the *New Jersey Directory of Schools*). 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.

Examples

For all schools with grades 9 to 12, the state average is derived by summing up the chronic absenteeism rate for grades 9 through 12. In the table above, the rates for those grades are summed accordingly ($17.6+18.2+19.3+24.1=79.2$). This sum is then divided by the number of grades offered in the school (there are four grades in a school with grades 9 to 12). The result ($79.2 \div 4=19.8$) is the state average for all schools with grades 9 to 12.

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 in the chart above

($15.8+15.2+14.6+15.6+16.4=77.6$) and then dividing this by the number of grades in the school (there are 5 grades in a school with grades 3 to 7). The result ($40.9 \div 5=8.2$) is the state average for all schools that include only grades 3 to 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 receive a Y. If the school's actual chronic absenteeism rate is above the state average based on its grade configuration, it would receive an N.

For example, if a high school's chronic absenteeism rate was 10.4%, this is below the state average of 14.9%, and hence, under "Met State Average", the school would receive a Y.

Frequently Asked Questions (FAQ)

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

When determining whether a school or student group has met the annual target for academic achievement, 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 will show Y* in the Met Target field. Schools that meet the target with the confidence interval applied are considered as having met the target for accountability calculations. See the Academic Achievement section of this document for more details on how the confidence interval is calculated. A confidence interval is only used for the Academic achievement indicator.

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

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

- **Academic Achievement:** Calculations only include students who have attended the same school for at least half a year. This means that students who enrolled in the school on December 1 or later of the current year (based on data submitted in NJ SMART SID Management) are excluded from calculations. These results include both spring and fall testers, they do not include summer testers.
- **Academic Progress:** For 2021-22 the NJDOE will be using an alternative measure of academic progress which calculates a school's change in average scale scores between 2021-2022 and prior year performance. All students in grades 3–8 who have attended the same school for at least half a year will be included in the average scale score calculation for the given year. For other years, the NJDOE uses mSGPs to measure academic progress. Students only receive an SGP if they have taken two consecutive NJSLA assessments. Only students in grades 4-8 receive an ELA SGP and only students in grades 4–7 receive a mathematics SGP. Students who take a DLM assessment and students who have been

retained in a grade level will not receive an SGP. Additionally, SGPs are only included for students who have attended the same school for at least half a year.

- **Graduation:** Calculations for graduate rate follow the adjusted cohort graduation rate methodology. Some students may be excluded from the graduation cohort for special circumstances, such as transfer out of state/country or the death of a student. These special circumstances reported using student exit codes in NJ SMART SID Management.
- **Progress toward English Language Proficiency (ELP):** Calculations include students who have either received a score of 4.5 or higher in their first year of taking the ACCESS for ELLs 2.0 assessment and students who took the ACCESS for ELLs assessment in 2021-22 and have at least one prior ACCESS score.
- **Chronic Absenteeism:** Calculations only include students who were active at the end of the school year and have at least 45 days in membership (based on the number of days present and days absent reported in NJ SMART SID Management).

3. What years of data are used for each of the indicators in the 2022 Accountability Profiles?

- **Academic Achievement:** Based on 2021-22 statewide assessment results
- **Academic Progress:** Based on 2021-22 statewide assessment results (compared to prior year statewide assessment results from 2017-2018 and/or 2018-2019)
- **Graduation:** Based on Cohort 2021's four-year graduation rate and Cohort 2020's five-year graduation rate, as reported as of August 31, 2021. Note that graduation data is based on a year lag due to the data availability (2022 graduation rates will not be finalized until the end of November 2022).
- **Progress toward English Language Proficiency:** Based on the amount of growth shown on the 2021-22 administration of the ACCESS for ELLs assessment
- **Chronic Absenteeism:** Based on attendance during the 2021-22 school year

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

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

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

- **Academic Achievement and Academic Progress:** Former English learners are included in the English learner student group for four years after reclassification.
- **Graduation:** Student groups are based on whether a student was in English learner status at any time since entering the cohort, which is typically in ninth grade. Therefore, students that are not English learners at the time of graduation may be included.
- **Progress toward English Language Proficiency:** Only current English learners are included because former English learners would not be taking the ACCESS for ELLs assessment.
- **Chronic Absenteeism:** Only current English learners are included.