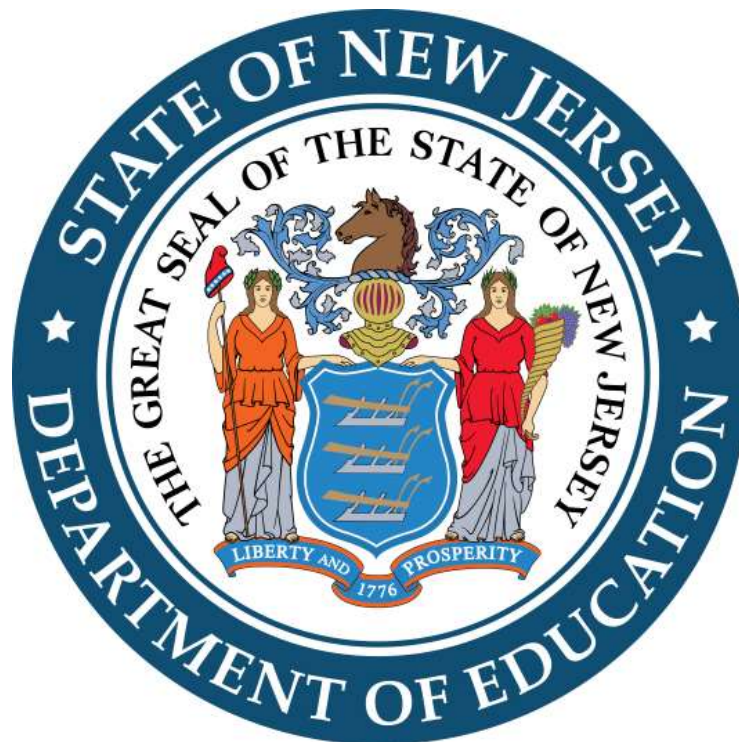


New Jersey Department of Education

Every Student Succeeds Act (ESSA)

Accountability Profiles

Companion Guide



November 2017

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.

As part of the reauthorization, all states were required to develop a [state plan](#) for how states will identify what schools are in need of the most comprehensive and targeted support. Throughout the 2016-2017 school year stakeholders from across the state collaborated with the New Jersey Department of Education (NJDOE) to develop, within the legal confines of *ESSA*, the *ESSA* accountability system described in this document.

Annually, the New Jersey Department of Education (NJDOE) issues Accountability Profiles that enable schools and districts to review their progress toward achieving the intent of the law. School and district data for specific indicators are compared to annual targets and standards and reported by student group to identify gaps. With the implementation of *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 new accountability requirements and the data included in the Accountability Profiles to enable schools and districts to 1) review the data for accuracy; and 2) begin to identify areas where supports and interventions are needed.

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 *ESSA*. Table 1 shows the required indicators under *ESSA*.

Table 1: *ESSA* Required Indicators

Elementary and Middle School	High School	New <i>ESSA</i> Indicators
<ul style="list-style-type: none">Academic Achievement	<ul style="list-style-type: none">Academic AchievementGraduation Rate	<ul style="list-style-type: none">Academic Progress for elementary and middle schoolsProgress toward English language proficiencyAt least one additional indicator of school quality or student success

States' accountability measures must:

- Be supported by research showing that performance and/or progress are likely to increase student achievement
- Allow for meaningful differentiation
- Be disaggregated by subgroup
- Be valid and reliable across all schools in a particular grade span

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 2:

Table 2: Criteria for Identification of Schools

Schools in Need of Comprehensive Support and Improvement (CSI)	Schools in Need of Targeted Support and Improvement (TSI)
<ul style="list-style-type: none"> • Bottom 5% of Title I Schools; • Schools with less than 67% graduation rate; and • Schools who have been designated as in need of targeted support for more than 3 years are identified in need of comprehensive support. 	<ul style="list-style-type: none"> • Schools where one or more student groups perform at or below the bottom 5% of schools; and • Schools with student groups who are “consistently underperforming” as defined by the state

For targeted support and improvement schools, Table 3 shows how New Jersey defines consistently underperforming

Table 3: New Jersey’s Definition of “Consistently Underperforming”

Elementary and Middle Schools	High Schools
<p>Each school that, for two consecutive years, has at least one subgroup of students, which:</p> <ul style="list-style-type: none"> • Falls below its interim targets in academic achievement; • Falls below a pre-determined level in academic progress; <i>and</i> • For each indicator, falls below the state average for all students 	<p>Each school that, for two consecutive years, has at least one student group, which:</p> <ul style="list-style-type: none"> • Falls below its interim targets in academic achievement and graduation rate; and • For each indicator, falls below the state average for all students.

The data provided in the Accountability Profiles will be used to calculate summative scores for each school to identify those school in need of comprehensive or targeted support. Additional information regarding the calculation of the summative score may be found in the [New Jersey ESSA State Plan](#)

Indicators Included in New Jersey’s ESEA Accountability System

The indicators in Table 4 are incorporated into New Jersey’s accountability system under ESSA and will be used to determine the schools in need of support and improvement:

Table 4: New Jersey’s ESSA Accountability Indicators

Required Indicator	New Jersey’s Measure(s)	Description
Academic Achievement	Proficiency rates on annual statewide assessments	Percentage of students in the school who meet grade-level standards on annual statewide assessment in ELA/L and mathematics (grades 3 to 10)
Academic Progress <i>(applicable to elementary and middle schools)</i>	Student growth percentile (SGP)	Median SGP, which shows students’ growth from one year to the next in ELA/L (grades 4-8) and mathematics (grades 4-7)
Graduation Rate <i>(applicable to high schools)</i>	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 *	English learner 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 % or more of the days that he or she was “in membership” at a school.

*English language proficiency progress is a new indicator. Data will be reflected in the profiles for the first time next year.

Key Information for 2017 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 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. A dash (-) 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 students required to take statewide assessments, not the number of valid test scores.*

Statewide Assessment Data Included in the Profiles

Statewide assessment data for students in grades 3-10 is aggregated to calculate participation and proficiency rates in each content area: English Language Arts/Literacy (ELA/L) 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:

- PARCC ELA/L grades 3-10
- PARCC Mathematics grades 3-8 and end-of-course assessments for Algebra I, Algebra II, and Geometry taken by students in grades 3-10
- Dynamic Learning Maps ELA/L and Mathematics 3-8 and high school

Participation Rate

Use of participation rates has changed considerably under the reauthorized *ESEA*. The participation rate itself is no longer an indicator itself, but rather the law requires states to factor participation into the measure of Academic Achievement as follows:

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 subgroup. When measuring, calculating, and reporting proficiency rates, states are required to include either a denominator equal to 95% of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments. For schools that fail to achieve 95% participation, any

student below the 95% threshold will therefore be counted as “not proficient” in the calculation of proficiency rates even though they did not take the exam.

The use of student participation in the statewide assessment as a factor in the calculation of a school’s proficiency rate represents a significant shift from *NCLB*.

2017 ESSA Accountability Profile

The 2017 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, and
- School Quality/Student Success (chronic absenteeism).*

*English language proficiency progress data will be included in the profiles next year.

The Profiles display detailed information on each indicator. Appendix A provides a sample Accountability Profile that illustrates the detailed information associated with each indicator. This information includes:

Participation Rate

- **Students Enrolled:** The number of students in tested grades in each student group, as reported by the district in the 2016 State Assessment Registration Submission.
- **Non-tested Rate:** The percentage of students in tested grades, as reported by the district in the 2016 State Assessment Registration Submission who did not participate in the state assessment.
- **Time In School < Year Enrolled:** The number of students in tested grades entering after July 1, 2016, as reported by the district in the 2016 State Assessment Registration Submission.
- **Met 95% Standard:** Indicates whether at least 95% of students in the student group who are enrolled in tested grades and reported by the district in the 2016 State Assessment Registration Submission as being enrolled prior to July 1, 2016 participated in the statewide assessment.

Academic Achievement (PARCC/DLM)

- **Denominator (at least 95% of full-year enrollment)**
 - If the school *met* the 95% standard, this number 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* 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.

- **Proficient Full-Year students only:** The percentage of the student group enrolled in tested grades prior to July 1, 2016 who scored at either Level 4 or 5 on the PARCC 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 PARCC 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 PARCC assessment or Level 3 or 4 on the DLM meets the annual target.

Academic Progress

- **Median SGP:** The median Student Growth Percentile of students in the group on the statewide assessment.
- **Met Standard (40-59.5) Exceeds (60):** Indicates whether the student group met the standard of an mSGP of 40-59.5 or exceeded the standard with an mSGP ≥ 60 .

Graduation Rate

- **Four-Year Graduation Rate**
 - **2015-16 Grad Rate:** The percentage of students in the group who entered the ninth grade in the 2012-13 school year (less any students who were removed from the cohort) who graduated within four years or at the end of the 2015-16 school year.
 - **Annual Target:** The percentage of students in the group assigned to the graduation cohort who were expected to graduate at the end of the 2015-16 school year to meet the long-term graduation rate goal of 95%.
 - **Met target:** Indicates whether the percentage of students in the group assigned to the graduation cohort and expected to graduate at the end of the 2015-2016 school year met the annual target.
- **Five-Year Graduation Rate**
 - **2014-15 Grad Rate:** The percentage of students in the group who entered the ninth grade in the 2010-11 school year (less any students who were removed from the cohort) who graduated within five years or at the end of the 2014-15 school year.

- *Annual Target*: The percentage of students in the group assigned to the graduation cohort who did not graduate at the end of four years, and who were expected to graduate within five years or at the end of the 2014-2015 school year to meet the long-term graduation rate goal of 96%.
- *Met target*: Indicates whether the percentage of students in the group assigned to the graduation cohort who did not graduate at the end of four years, but were expected to graduate within five years or at the end of the 2014-2015 school year met the annual target.

ELP Progress

- This indicator will be calculated beginning in the 2017-2018 school year and included in next year's profiles.

School Quality/Student Success: Chronic Absenteeism

- **Chronic Absenteeism**
 - *Chronically absent*: The percentage of students in the subgroup who were absent for more than 10% of the days for which they were enrolled in the school (based on students enrolled at the end of the school year with at least 45 days in membership).
 - *State Average*: The statewide average of students enrolled in the grades represented in the school who were absent for more than 10% of the days for which they were enrolled.
 - *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" on the Accountability Profile 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.

Understanding Each of the Accountability Indicators

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/Literacy (ELA/L) 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 alternative 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). Proficiency rates are calculated based on the assessment results of all students in grades three through 10 and the performance of all student subgroups. Students ‘meet the standard’ on PARCC by scoring at level ‘4.’ Students ‘exceed the standard’ on PARCC by scoring at level ‘5.’ Students ‘meet’ the standard on DLM by scoring at level 3 and ‘exceed the standard’ by scoring at level 4. For more information regarding the scoring of state assessments, see the NJDOE’s [Assessments webpage](#).

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 students will be prepared to succeed in their chosen path after graduation. Schools and school districts can use this indicator measure to help determine if they are successfully implementing appropriate strategies and interventions in ELA/L and mathematics to prepare their students.

Calculation

Students Exempt from Calculation:

Students who have been enrolled in the school for less than a full year (after July 1, 2016) are not required to participate in statewide assessments, and first-year English language learners in grades K-8 who enroll after July 1, 2016 are exempt from taking the ELA/L assessment. As a result, these students are not included in the calculation of academic achievement proficiency rates for accountability in either the numerator or denominator (this applies to ELA/L only for English language learners). The column entitled ‘Time in School < Yr Enrolled’ on the Accountability Profile lists the number of students exempt from taking the assessment for each school or district as a result of not meeting the time-in-school criterion.

Factoring in Participation Rate

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, states are required to include either a denominator equal to 95% of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments. For schools that fail to achieve 95% participation, any student below the 95% threshold will therefore be counted as “not proficient” in the calculation of proficiency rates even though they did not take the exam.

The methodology the NJDOE uses for calculating proficiency rates for the academic achievement indicator differs for schools and student groups based on whether they met minimum participation requirements:

- If 95% or more of all students in a school or student group (regardless of time in school status) received a valid score on either the PARCC or DLM, proficiency is calculated by dividing the

number of proficient scores of students meeting the time-in-school criterion by the number of valid scores of students meeting the time-in-school criterion (i.e., not exempt for time in school less than a year). (See Example 1)

- If less than 95% of all students in a school or student group (regardless of time in school status) received valid scores (i.e. participation rate was below 95%), participation rates are calculated based on students meeting the time-in-school criterion.
 - If 95% or more of students meeting the time-in-school criterion in a district or student group received a valid score, proficiency is calculated by dividing the number of proficient scores of students meeting the time-in-school criterion by the number of valid scores of students meeting the time-in-school criterion. (Example 2)
 - If less than 95% of time-in-school eligible students in a district or student group received a valid score, proficiency is calculated by dividing the number of proficient scores of students meeting the time-in-school criterion by 95% of the number of students meeting the time-in-school criterion enrolled in the district. (See Example 3)

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, and vice versa. 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. The school'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: 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. The school's participation rate is 80% (800/1000).

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: $95\% \times 1000 = 950$

School B's proficiency rate: $600/950 = 63.2\%$

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. The school’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 approved 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/L and mathematics assessments. Building upon the NJSLS and early successes with PARCC and DLM, the 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/L and mathematics (as currently indicated by achieving a Level 4 or 5 score on a PARCC assessment and Level 3 and 4 on the DLM) across the state will nearly double and will close New Jersey’s achievement gaps.

Annual Targets

Annual targets were calculated through the year 2030 for all districts, schools and student groups, based on performance during the 2015-16 administration of the statewide assessments. Baseline proficiency rates for 2015-16 may differ from the rates reported in the 2015-16 Accountability Profiles. This is due to the new federal requirement that proficiency rates be adjusted to account for participation below 95%, as previously described. For consistency, the 2015-16 baseline rates were calculated using the same methodology as the 2016-17 rates.

Beginning in 2016-17, 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 2015-16 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 2030 long-term goal would be met while differentiating for 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. A description of how annual targets are calculated and an example are in Table 5:

Table 5: District and School State Assessment Annual Accountability Targets

Baseline	2015-16 Performance
Year 1 (2016-17):	Baseline + 5% Goal Progress
Year 2 (2017-18):	Baseline + 10% Goal Progress
Year 3 (2018-19):	Baseline + 15% Goal Progress
Year 4 (2019-20):	Baseline + 20% Goal Progress
Year 5 (2020-21):	Baseline + 25% Goal Progress
Year 6 (2021-22):	Baseline + 32% Goal Progress
Year 7 (2022-23):	Baseline + 39% Goal Progress
Year 8 (2023-24):	Baseline + 46% Goal Progress
Year 9 (2024-25):	Baseline + 53% Goal Progress
Year 10 (2025-26):	Baseline + 60% Goal Progress
Year 11 (2026-27):	Baseline + 70% Goal Progress
Year 12 (2027-28):	Baseline + 80% Goal Progress
Year 13 (2028-29):	Baseline + 90% Goal Progress
Year 14 (2029-30):	Goal: 80.0%

Example:

School A’s ELA/L proficiency rate in 2015-16 was 40%. The long-term goal of 80% must be achieved by the 2029-2030 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/L in the 2016-17 school year is 42%, which represents 5% of the progress necessary to reach the long-term goal.

$$\text{Baseline} + 5\% \text{ Goal Progress} = \text{Year 1 Annual Target}$$

$$40.0 + (.05 * 40.0) = 42.0$$

The rest of School A’s ELA/L Academic Achievement annual targets are listed in Table 6.

Table 6: Sample School’s Baseline Data and Annual Targets

Base-line	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
40.0	42.0	44.0	46.0	48.0	50.0	52.8	55.6	58.4	61.2	64.0	68.0	72.0	76.0	80.0

Definition

Academic progress is measured with schools' median SGP on statewide ELA/L and mathematics assessments. As the SGP describes a student's academic progress from one year to the next compared to other students with similar prior test scores (academic peers), the NJDOE uses SGP to show growth from the prior year for ELA/L in grades four through eight and for mathematics in grades four through seven. Mathematics in grades four through seven is used because a significant portion of eighth graders take Algebra I rather than the eighth-grade mathematics assessment. SGPs are calculated based on the performance of all students in all applicable tested grades and the performance of student groups.

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

Calculation

Calculations reflect the median SGP (mSGP) for all students and for students in each subgroup. Academic Progress is calculated separately for ELA/L and for mathematics. More information about mSGP can be found on the NJDOE's [SGP webpage](#).

Long-Term Goal and Annual Target

The academic progress indicator is unique in that its long-term goal and its annual targets are the same. Since SGP is a normative measure in which students' progress is compared to their academic peers on an annual basis, the annual target is the same for each student group each year. The long-term goal and annual target for academic progress for all schools and student groups is a median SGP of 40. A median SGP of 60 or more means a student group in a school or district "exceeds standard" for academic progress. Schools and student groups with a median SGPs between 40 and 59.5 will be designated as "met standard" while an mSGP below 40 indicates a school/student group has "not met standard" for academic progress in the specified content area.

Definition

Pursuant to 1111(c)(4)(B)(iii)(l)(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.

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. Graduation rates are calculated for each district, each school, and each subgroup. More information about the adjusted cohort graduation rate calculation can be found on the NJDOE’s [Graduation Rate webpage](#).

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.

Annual Targets

Annual targets were calculated through the year 2030 for all districts, schools and student groups, based on four-year graduation rates for students in the 2014-15 cohort and five-year graduation rates for students in the 2013-2014 cohort. Annual targets were calculated to ensure that the 2030 long-term goal would be met while differentiating for 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. A description of how annual targets are calculated and an example are in Table 7:

Table 7: District and School Graduation Rate Annual Targets

	Four-Year Rate	Five-Year Rate
Baseline:	2014-15 4-Year Graduation Rate	2013-14 5-Year Graduation Rate
Year 1:	Baseline + 5% Goal Progress	Baseline + 5% Goal Progress
Year 2:	Baseline + 10% Goal Progress	Baseline + 10% Goal Progress
Year 3:	Baseline + 15% Goal Progress	Baseline + 15% Goal Progress
Year 4:	Baseline + 20% Goal Progress	Baseline + 20% Goal Progress
Year 5:	Baseline + 25% Goal Progress	Baseline + 25% Goal Progress
Year 6:	Baseline + 32% Goal Progress	Baseline + 32% Goal Progress
Year 7:	Baseline + 39% Goal Progress	Baseline + 39% Goal Progress
Year 8:	Baseline + 46% Goal Progress	Baseline + 46% Goal Progress
Year 9:	Baseline + 53% Goal Progress	Baseline + 53% Goal Progress
Year 10:	Baseline + 60% Goal Progress	Baseline + 60% Goal Progress
Year 11:	Baseline + 70% Goal Progress	Baseline + 70% Goal Progress
Year 12:	Baseline + 80% Goal Progress	Baseline + 80% Goal Progress
Year 13:	Baseline + 90% Goal Progress	Baseline + 90% Goal Progress
Goal – Year 14:	95.0%	96%

Example:

School A’s baseline four-year graduation rate (for school year 2014-2015) was 85%. The long-term goal of 95% must be achieved by the 2029-2030 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.

$$\text{Baseline} + 5\% \text{ Goal Progress} = \text{Year 1 Annual Target}$$

$$85.0 + (.05 * 10.0) = 85.5$$

The rest of School A’s annual targets are listed in the following chart.

Table 8: Sample School’s Annual Graduation Rate Targets

Base -line	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
85.0	85.5	86.0	86.5	87.0	87.5	88.2	88.9	89.6	90.3	91.0	92.0	93.0	94.0	95.0

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

Definition

School quality or student success is a required indicator under *ESSA*. With input from stakeholders, the NJDOE selected chronic absenteeism for this indicator. As described in the New Jersey *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 2016-17 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. Chronic absenteeism is applied to a student’s accountable school, not attending school. (Note: for more than 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. When concerns with student attendance are identified, there are many actions schools can take to reverse the trend. Resources on strategies for addressing chronic absenteeism and guidance for reporting attendance are available on the NJDOE’s [Attendance, Truancy and Chronic Absenteeism webpage](#).

Calculation

Student-level absentee rate: Each student’s absentee rate is calculated based on the fields of Cumulative Days Present and Cumulative Days in Membership collected in NJ SMART (see the NJDOE’s [Chronic Absenteeism Guidance](#) for definitions). Cumulative Days Present (P) is subtracted from the Cumulative Days in Membership (M), and this number is divided by the Cumulative Days in Membership (M).

$$(M - P)/M$$

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

Examples:

- Student A’s record in NJ SMART reflects Cumulative Days in Membership (M) as 180 and Cumulative Days Present as 176. The calculation to determine if Student A’s absentee rate is $(180-176)/180$ or 2%. Student A is not chronically absent.
- Student B’s record in NJSMART reflects Cumulative Days in Membership (M) as 180 and Cumulative Days Present as 150. The calculation to determine Student B’s absentee rate is $(180-150)/180$ 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:

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 $15/350$ or 4.2%.

Long-Term Goal and Annual Target

Under ESSA, there is no requirement for a 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 in Figure 5). 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 (10.3%) and for each grade are listed in the table in Table 9.

Table 9: New Jersey Chronic Absenteeism Rates, 2016-17

	Chronic Absenteeism (%)	Students (n)
Total*	10.3	1,327,541
Grade		
PK**	30.6	72,632
KG	12.5	93,180
1	9	97,968
2	7.8	100,971
3	7.2	102,813
4	7	104,622
5	6.9	103,366
6	8	102,479
7	8.7	104,555
8	9.5	104,523
9	10.9	105,846
10	12.1	103,342
11	14	100,988
12	20.1	102,888
* 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. There are 61 unique school grade configurations in the state. Therefore, in calculating a state average chronic absenteeism rate, the grades offered at a school are considered and the rate 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 are 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 Figure 5, the rates for those grades are summed accordingly (10.9+12.1+14.0+20.1=57.1). 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 (57.1/4=14.3) 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 in Figure 5 ($7.2+7.0+6.9+8.0+8.7=37.8$) 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 ($37.8/5=7.6$) 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 14.3%, and hence, under "Met State Average," the school would receive a **Y**.

Appendix A: Sample ESSA Accountability Profile

	Participation Rate				Academic Achievement (PARCC/DLM)				Academic Progress			
	Students Enrolled #	Non-tested Rate %	Time in School- Yr Enrolled #	Met (95%) Standard Y	Denominator (At least 95% of full-year enrollment) #	Proficient Full-Year students only %	Annual Target %	Met Target Y	Median SGP** %	Met standard (40-59.5) Exceeds (>=60) Y		
English Language Arts / Literacy												
Schoolwide	364	0.3	0	Y	363.0	23.3	18.7	Y	54.0	Y		
White				-				-		-		
Hispanic	26	0.0	0	Y	26.0	26.9	24.6	Y		-		
Black or African American	287	0.0	0	Y	287.0	21.9	18.3	Y	52.0	Y		
Asian				-				-		-		
American Indian				-				-		-		
Two or More Races	50	2.0	0	Y	49.0	30.6			66.0	E		
Economically Disadvantaged	300	0.3	0	Y	299.0	25.7	18.9	Y	56.0	Y		
Students with Disabilities	77	0.3	0	Y	76.0	13.2			40.5	Y		
English Language Learners*				-						-		
Mathematics												
Schoolwide	363	0.3	0	Y	362.0	18.3	14.4	Y	51.0	Y		
White				-				-		-		
Hispanic	26	0.0	0	Y	26.0	15.4	20.3	Y*		-		
Black or African American	286	0.0	0	Y	286.0	17.8	13.9	Y	50.0	Y		
Asian				-				-		-		
American Indian				-				-		-		
Two or More Races	50	2.0	0	Y	49.0	24.5			58.0	Y		
Economically Disadvantaged	300	0.3	0	Y	299.0	19.7	14.7	Y	53.0	Y		
Students with Disabilities	76	0.3	0	Y	76.0	10.3			39.0	N		
English Language Learners*				-						-		
Graduation Rate (High School only)												
	Four-Year Graduation Rate			Five-Year Graduation Rate			ELP Progress (2018)			School Quality / Student Success		
	2015-16 Grad rate	Annual Target	Met Target	2014-15 Grad Rate	Annual Target	Met Target				Chronic Absenteeism		
										Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide										28.9	8.5	N
White												-
Hispanic										36.7	8.5	N
Black or African American										28.1	8.3	N
Asian												-
American Indian												-
Two or More Races												-
Economically Disadvantaged										28.0	8.5	N
Students with Disabilities										32.3	8.5	N
English Language Learners*												-