



2018-19 Statewide Progress toward Long-Term Accountability Goals

Date: 6/22/20

Overview of New Jersey's Long-Term Goals

The *Every Student Succeeds Act (ESSA)* requires states to set long-term goals for academic achievement, high school graduation rates and progress toward English Language Proficiency. *ESSA* also requires states to set interim targets to ensure all students and student groups are making progress toward attaining the long-term goals.

To fulfill *ESSA* requirements, the New Jersey Department of Education (NJDOE) has created long-term goals that are both ambitious and achievable. Each proposed long-term goal has annual interim targets to provide guideposts to determine if steady progress is being made toward the long-term goal.

For academic achievement, New Jersey's goal is that by 2030 at least 80% of all students and each student group will meet or exceed grade-level expectations on the statewide English language arts (ELA) and mathematics assessments.

For graduation rates, New Jersey's goal is that by 2030 at least 95% of all students and each student group will graduate within four years and at least 96% of all students and each student group will graduate within five years.

For both academic achievement and graduation rates, NJDOE uses each school's baseline data (both for all students and for each student group) to determine unique annual targets to ensure each school and each student group within each school is on pace to achieve the long-term goal by 2030. The annual targets for each school and student group for academic achievement and graduation rate are available on the [NJDOE ESSA Accountability webpage](#).

For progress toward English language proficiency (ELP), New Jersey's goal is that by 2023, 55.5% of English learners in the state will make expected annual progress toward attaining English language proficiency. NJDOE initially defined this goal as 86% in the [state ESSA plan](#), but it was revised, as noted in the plan, once the results of the updated ACCESS for ELLs 2.0 assessment became available. After extensive stakeholder feedback and data analysis during the drafting of the state plan, NJDOE decided on a one percent per year growth target. Under the current longitudinal model, the population of English learners included in the growth data will change each year for the first five 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, at the conclusion of the five-year period to determine whether to sustain its existing growth targets or set new ones.

The [New Jersey School Performance Reports](#) include the status in meeting annual targets and long-term goals for each school, district, and student group for each indicator. This document shows New Jersey's statewide progress toward the long-term goals defined in the state plan. More details about how each of these indicators is calculated can be found in the [Companion Guide for 2019 ESSA Profiles](#).

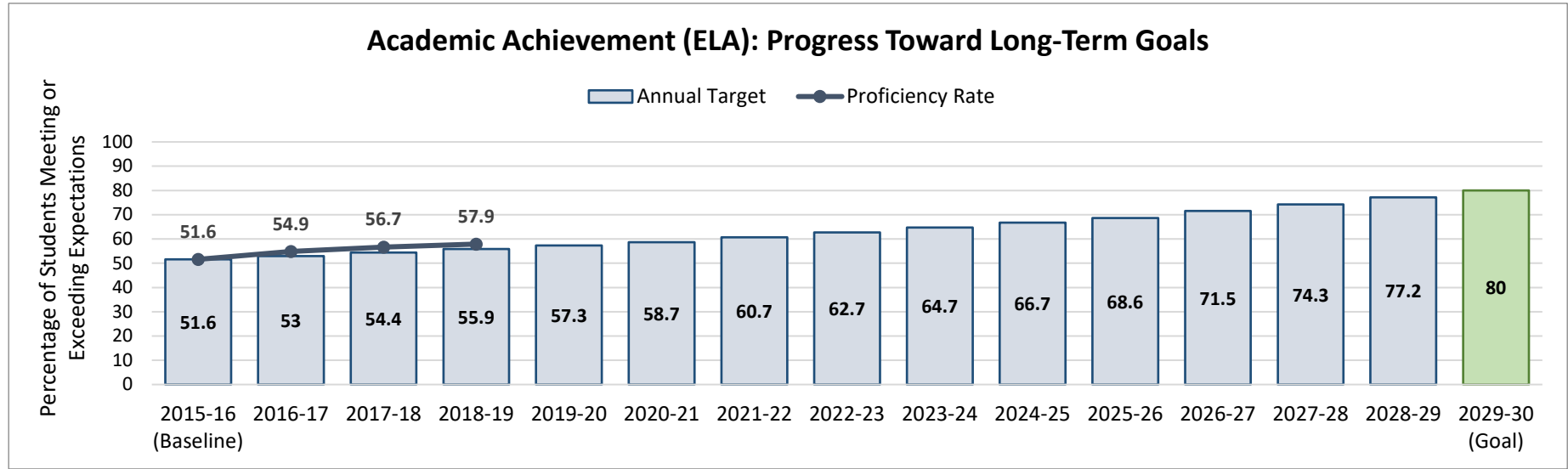
Target Adjustments as a Result of COVID-19

On March 27, 2020, the United States Department of Education (USED) approved NJDOE's request to waiver statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to school closures related to the novel Coronavirus disease (COVID-19). Under this waiver, NJDOE expects to shift all targets by one year so that 2019-20 targets become the targets for 2020-21. Once final decisions regarding annual targets have been made, updated targets for each school, district, and student group will be shared with districts.

Please note, as this document reflects the state's progress for the 2018-19 school year, the targets in this document reflect the targets as defined at the time, without adjustments made as a result of COVID-19 and the federal waiver.

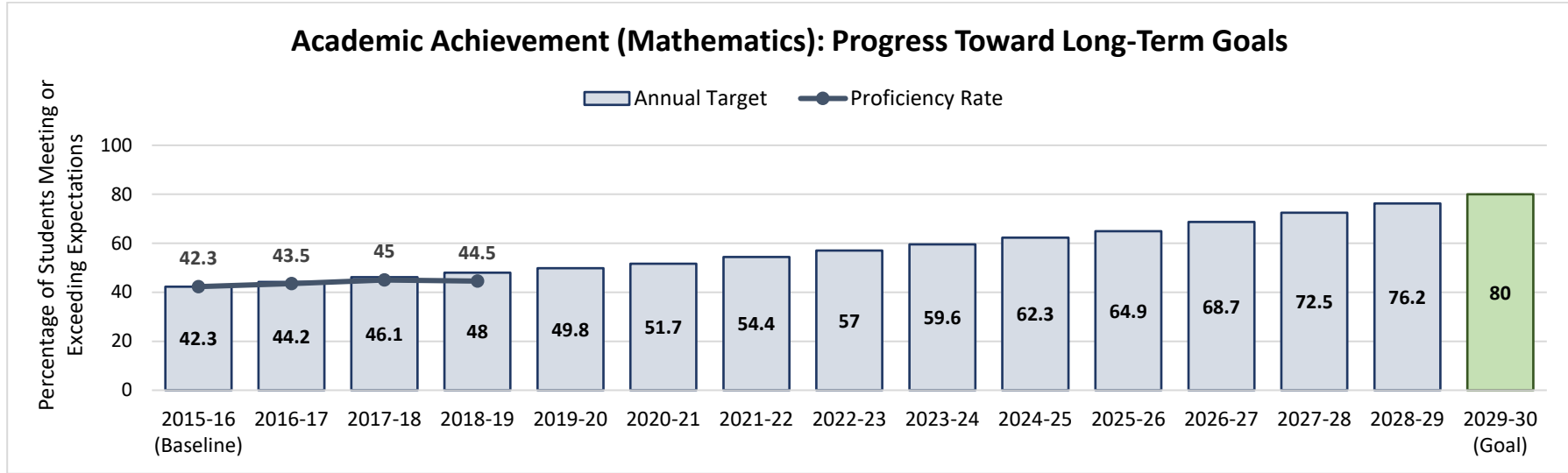
Academic Achievement Targets

English Language Arts (ELA) Proficiency



Student Group	Baseline (2015-16)	2016-17 ELA Target	2017-18 ELA Target	2018-19 ELA Target	2016-17 ELA Proficiency	2017-18 ELA Proficiency	2018-19 ELA Proficiency	2016-17 ELA Status	2017-18 ELA Status	2018-19 ELA Status
All Students	51.6	53	54.4	55.9	54.9	56.7	57.9	Met Target	Met Target	Met Target
White	58.8	59.9	60.9	62	63.9	65.6	66.9	Met Target	Met Target	Met Target
Hispanic	37.2	39.3	41.5	43.6	39.8	42.5	43.9	Met Target	Met Target	Met Target
Black or African American	31.9	34.3	36.7	39.1	35.2	37.3	38.5	Met Target	Met Target	Not Met
Asian, Native Hawaiian, or Pacific Islander	78	78.1	78.2	78.3	80.7	82.3	82.9	Met Goal	Met Goal	Met Goal
American Indian or Alaska Native	48.7	50.3	51.8	53.4	53.7	52.7	56	Met Target	Met Target	Met Target
Two or More Races	57.9	59	60.1	61.2	54.9	63.4	64.4	Not Met	Met Target	Met Target
Economically Disadvantaged Students	33.5	35.8	38.2	40.5	36.2	38.5	40	Met Target	Met Target	Not Met
Students with Disabilities	18.2	21.3	24.4	27.5	20.4	21.6	22.7	Not Met	Not Met	Not Met
English Learners	18.9	22	25	28.1	25.2	27.3	29.3	Met Target	Met Target	Met Target

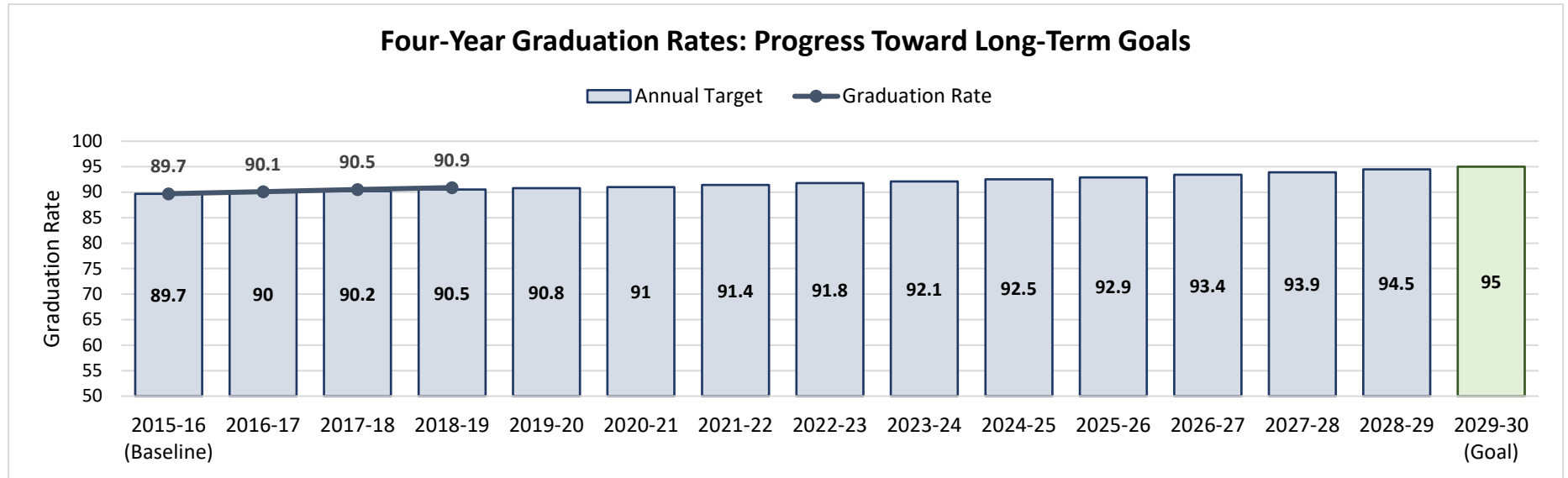
Mathematics Proficiency



Student Group	Baseline (2015-16)	2016-17 Math Target	2017-18 Math Target	2018-19 Math Target	2016-17 Math Proficiency	2017-18 Math Proficiency	2018-19 Math Proficiency	2016-17 Math Status	2017-18 Math Status	2018-19 Math Status
All Students	42.3	44.2	46.1	48	43.5	45	44.5	Not Met	Not Met	Not Met
White	49.3	50.8	52.4	53.9	52.4	54.1	54.1	Met Target	Met Target	Met Target
Hispanic	27.2	29.8	32.5	35.1	27.6	29.2	28.8	Not Met	Not Met	Not Met
Black or African American	20.8	23.8	26.7	29.7	21.7	23.4	23	Not Met	Not Met	Not Met
Asian, Native Hawaiian, or Pacific Islander	74.6	74.9	75.1	75.4	75.6	77	76.5	Met Target	Met Target	Met Target
American Indian or Alaska Native	38.7	40.8	42.8	44.9	42.5	42.5	42.7	Met Target	Not Met	Not Met
Two or More Races	49.5	51	52.5	54.1	44.9	53	53.3	Not Met	Met Target	Not Met
Economically Disadvantaged Students	24.6	27.4	30.1	32.9	25.1	26.6	26.3	Not Met	Not Met	Not Met
Students with Disabilities	15.5	18.7	22	25.2	16.4	17.1	17.4	Not Met	Not Met	Not Met
English Learners	21.6	24.5	27.4	30.4	23.3	24.6	25	Not Met	Not Met	Not Met

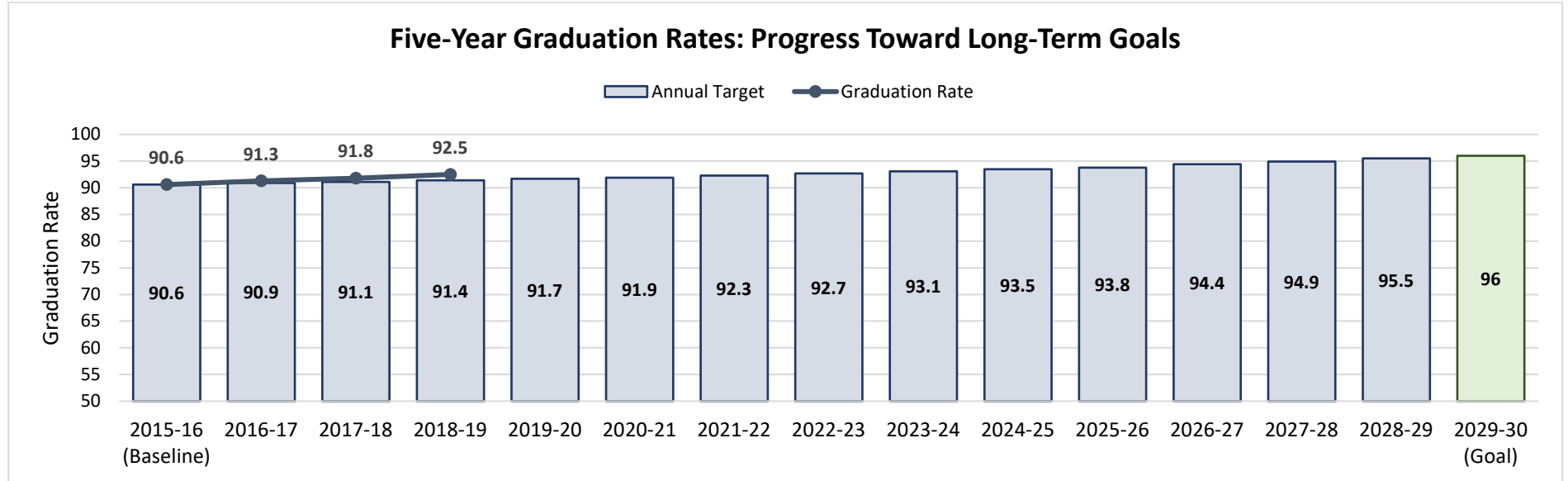
Graduation Rate Targets

Four-Year Graduation Rates



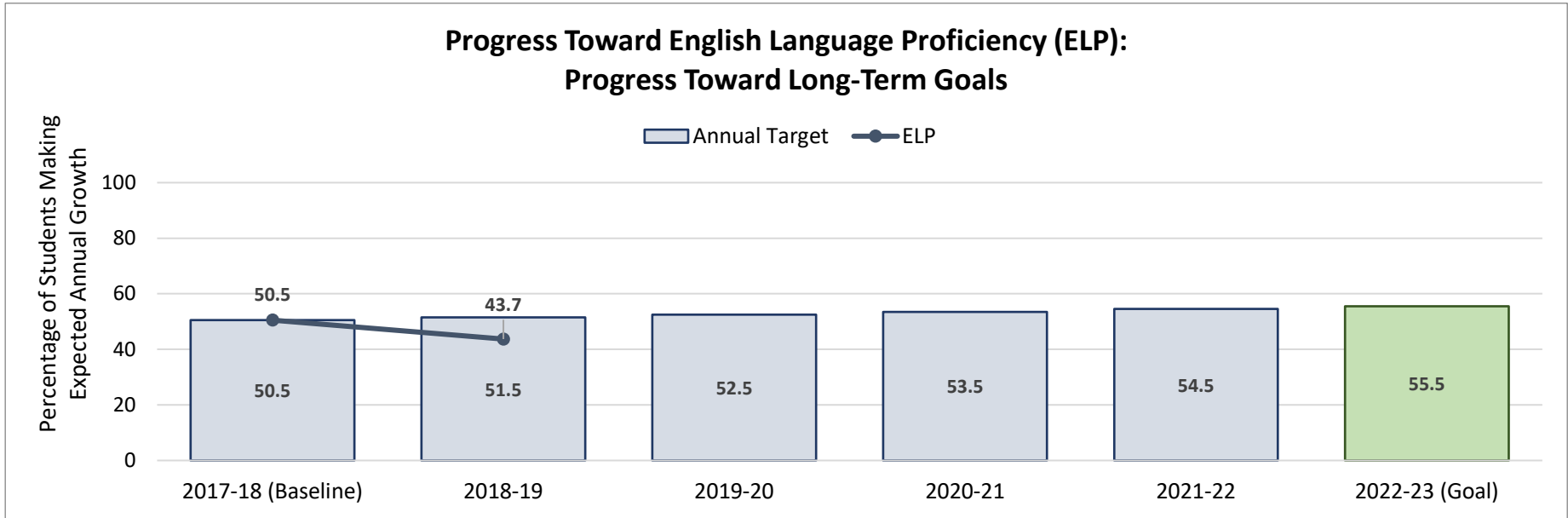
Student Group	Baseline (Cohort 2015)	Cohort 2016 4YR Target	Cohort 2017 4YR Target	Cohort 2018 4YR Target	Cohort 2016 4YR Rate	Cohort 2017 4YR Rate	Cohort 2018 4YR Rate	Cohort 2016 4YR Status	Cohort 2017 4YR Status	Cohort 2018 4YR Status
All Students	89.7	90	90.2	90.5	90.1	90.5	90.9	Met Target	Met Target	Met Target
White	94	94.1	94.1	94.2	94.2	94.5	95	Met Target	Met Target	Met Goal
Hispanic	82.8	83.4	84	84.6	83.3	84.3	84.8	Not Met	Met Target	Met Target
Black or African American	81.5	82.2	82.8	83.5	82.1	83.4	84.2	Not Met	Met Target	Met Target
Asian, Native Hawaiian, or Pacific Islander	96.3	95	95	95	96.7	96.6	97	Met Goal	Met Goal	Met Goal
American Indian or Alaska Native	88.6	88.9	89.2	89.6	83.2	92.3	86.5	Not Met	Met Target	Not Met
Two or More Races	89	89.3	89.6	89.9	91.7	91.9	92	Met Target	Met Target	Met Target
Economically Disadvantaged Students	81.7	82.4	83	83.7	82.7	83.9	84.6	Met Target	Met Target	Met Target
Students with Disabilities	78	78.8	79.7	80.5	78.8	78.8	80.1	Met Target	Not Met	Not Met
English Learners	74	75.1	76.1	77.1	74.7	76.1	75.8	Not Met	Not Met	Not Met

Five-Year Graduation Rates



Student Group	Baseline (Cohort 2014)	Cohort 2015 5YR Target	Cohort 2016 5YR Target	Cohort 2017 5YR Target	Cohort 2015 5YR Rate	Cohort 2016 5YR Rate	Cohort 2017 5YR Rate	Cohort 2015 5YR Status	Cohort 2016 5YR Status	Cohort 2017 5YR Status
All Students	90.6	90.9	91.1	91.4	91.3	91.8	92.5	Met Target	Met Target	Met Target
White	94.5	94.6	94.7	94.7	94.9	95.1	95.7	Met Target	Met Target	Met Target
Hispanic	84	84.6	85.2	85.8	85.5	86.3	87.3	Met Target	Met Target	Met Target
Black or African American	82.7	83.4	84	84.7	84.5	85.3	86.8	Met Target	Met Target	Met Target
Asian, Native Hawaiian, or Pacific Islander	97	96	96	96	97.2	97.5	97.8	Met Goal	Met Goal	Met Goal
American Indian or Alaska Native	87.9	88.3	88.7	89.1	90.2	86.6	94.2	Met Target	Not Met	Met Target
Two or More Races	93.3	93.4	93.6	93.7	91.9	93.7	93.9	Not Met	Met Target	Met Target
Economically Disadvantaged Students	83.1	83.7	84.4	85	84.6	85.6	87	Met Target	Met Target	Met Target
Students with Disabilities	80.8	81.6	82.3	83.1	81.4	82.1	83.5	Not Met	Not Met	Met Target
English Learners	77.2	78.1	79.1	80	79.9	79.7	81.8	Met Target	Met Target	Met Target

Progress toward English Language Proficiency Targets



Student Group	Baseline (2017-18)	2018-19 Target	2018-19 ELP	2018-19 Status
English Learners	50.5	51.5	43.7	Not Met