



Topic: Accountability Long Term Goals

Contents

Topic: Accountability Long Term Goals	1
What the Law requires.....	2
Peer Review Criteria.....	2
Montana Long-term Goals.....	5
Feedback on Previously Submitted Long Term Goals.....	9
Summary of Long-term Goals from Submitted State Plans.....	10
AZ	10
CO.....	10
CT	11
DE.....	11
DC.....	11
IL.....	11
LA	12
ME	12
MA.....	13
MI	13
NV.....	14
NJ.....	14
NM	15
ND	15
OR.....	15
TN.....	15
VT	15

What the Law requires

The statewide accountability system shall be based on the challenging State academic standards for reading or language arts and mathematics to improve student achievement and school success. In designing such as system the state shall:

- Establish ambitious **state-designed long-term goals**, which shall include measurements of interim progress toward meeting such goals to include at minimum improved academic achievement, as measured by proficiency on the annual assessments; high school graduation rates, including the four-year adjusted graduation rate, and at the State’s discretion, the extended-year adjusted cohort graduation rate

Peer Review Criteria

	<i>Long Term Goals</i>	<i>Measurements of Interim Progress</i>
General criteria for each category of goal	<ul style="list-style-type: none"> • Does the SEA identify and describe long-term goals for each subgroup of students? • Does the SEA’s description include baseline data for all students and for each subgroup of students? • Does the SEA’s description include the timeline for meeting the long-term goals? • Is the timeline the same multi-year length of time for all students and for each subgroup of students? • Are the long-term goals ambitious? 	
A.4.iii.a.1: Long-term academic achievement goals	<ul style="list-style-type: none"> • Does the SEA identify (i.e., by providing a numeric measure) and describe the long-term goals for all students for improved academic achievement, as measured by grade-level proficiency on the annual statewide reading/language arts and mathematics assessments (which must apply the same academic achievement standards to all public school students in the State, except those with most significant cognitive disabilities)? 	<ul style="list-style-type: none"> • Does the SEA provide measurements of interim progress toward meeting the long-term goals for all students? • Does the SEA provide measurements of interim progress toward meeting the long-term goals for each subgroup of students?
A.4.iii.a.3: Improvement necessary to close statewide proficiency gaps	<ul style="list-style-type: none"> • Do the long-term goals and measurements of interim progress for academic achievement take into account the improvement necessary for subgroups of students who are behind in reaching those goals to make significant progress in closing 	

	Long Term Goals	Measurements of Interim Progress
	<p>statewide proficiency gaps, such that the State’s long-term goals require greater rates of improvement for subgroups of students that are lower achieving?</p>	
<p>A.4.iii.b.1: Long-term goals for four-year adjusted cohort graduation rate</p>	<ul style="list-style-type: none"> • Does the SEA identify and describe the long-term goals for the four-year adjusted cohort graduation rate for all students? • Does the SEA identify and describe the long-term goals for the four-year adjusted cohort graduation rate for each subgroup of students? • If applicable (<i>i.e.</i>, if the SEA chooses, at its discretion, to establish long-term goals for one or more extended-year rates), does the SEA identify and describe the long-term goals for each extended-year adjusted cohort graduation rate for all students? 	<ul style="list-style-type: none"> • Does the SEA provide measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate for all students? • Does the SEA provide measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate for each subgroup of students?
<p>A.4.iii.b.4: Improvement necessary to close statewide graduation rate gaps</p>	<ul style="list-style-type: none"> • Do the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary for subgroups of students who are behind in reaching those goals to make significant progress in closing statewide graduation rate gaps, such that the State’s long term goals require greater rates of improvement for subgroups of students that graduate from high school at lower rates? 	
<p>A.4.iii.c: Long Term Goals for English Language Proficiency</p>	<ul style="list-style-type: none"> • Does the SEA identify and describe the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment? 	<ul style="list-style-type: none"> • Does the SEA provide measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency?

Montana Long-term Goals

Academic Achievement

Previously Submitted				
<p>The OPI lists the long term goals for the first four indicators in the process outlined below, except for 11th grade ACT measure. Since the ACT is a normed test, year to year results may not be consistent (i.e., a college readiness score may change based on the testing population). A 22 may be college ready in 2014 but not in 2015. The OPI expects to concentrate on closing the gap between “all students” average scale scores. The OPI has listed the 2016 statewide average (SWA) for each indicator and will compare school performance against the SWA for all students and each subgroup of students each year. Interim progress measures have also been listed and will be examined yearly and long term progress will examine outcomes at the end of three years compared to the starting SWA.</p>				
Subgroups**	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	3- 47.9% (2016) 4- 48.7% (2016) 5- 48.6% (2016) 6- 51.4% (2016) 7- 52.0% (2016) 8- 50.5% (2016) 11- 18.6% (2016) All-	4- 53.7% (2020) 5- 53.6% (2020) 6- 56.4% (2020) 7- 59.0% (2020) 8- 57.5% (2020) 11- All- 54.8% (2020)	3- 49.5% (2016) 4- 43.8% (2016) 5- 36.6% (2016) 6- 39.4% (2016) 7- 40.5% (2016) 8- 36.1% (2016) 11- All- 41.1% (2016)	3- 59.5% (2020) 4- 53.8% (2020) 5- 46.6% (2020) 6- 49.4% (2020) 7- 49.5% (2020) 8- 45.1% (2020) 11- All- 47.1% (2020)
Economically disadvantaged students*	3- 36.1% (2016) 4- 36.5% (2016) 5- 37.2% (2016) 6- 38.2% (2016) 7- 37.6% (2016) 8- 37.3% (2016) 11- 16.4% (2016)	3- 39.1% (2020) 4- 39.5% (2020) 5- 40.2% (2020) 6- 41.2% (2020) 7- 40.6% (2020) 8- 40.3% (2020)	3- 37.7% (2016) 4- 32.0% (2016) 5- 25.5% (2016) 6- 27.1% (2016) 7- 27.8% (2016) 8- 23.6% (2016)	3- 42.7% (2020) 4- 37.0% (2020) 5- 30.5% (2020) 6- 32.1% (2020) 7- 38.8% (2020) 8- 34.6% (2020) 11-
Subgroups**	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
Children with disabilities*	3- 21.6% (2016) 4- 18.2% (2016) 5- 15.3% (2016) 6- 12.8% (2016) 7- 13.7% (2016) 8- 12.6% (2016) 11- 16.4% (2016)	3- 24.6% (2020) 4- 21.2% (2020) 5- 18.3% (2020) 6- 15.8% (2020) 7- 16.7% (2020) 8- 15.6% (2020) 11-	3- 22.7% (2016) 4- 16.7% (2016) 5- 12.4% (2016) 6- 10.3% (2016) 7- 9.2% (2016) 8- 9.0% (2016) 11-	3- 25.7% (2020) 4- 19.7% (2020) 5- 15.4% (2020) 6- 13.3% (2020) 7- 18.2% (2020) 8- 18.0% (2020) 11-

Previously Submitted				
English learners*	3- 10.1% (2016)	3- 16.1% (2020)	3- 15.1% (2016)	3- 18.1% (2020)
	4- 14.1% (2016)	4- 20.1% (2020)	4- 13.4% (2016)	4- 16.4% (2020)
	5- 7.0% (2016)	5- 13.0% (2020)	5- 4.0% (2016)	5- 7.0% (2020)
	6- 6.5% (2016)	6- 12.5% (2020)	6- 5.3% (2016)	6- 8.3% (2020)
	7- 5.7% (2016)	7- 18.7% (2020)	7- 4.4% (2016)	7- 10.4% (2020)
	8- 7.4% (2016)	8- 20.4% (2020)	8- 5.4% (2016)	8- 11.4% (2020)
	11- 11.2% (2016)	11-	11-	11-

Proposed

English Language Arts		Baseline (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)	Year 6 (2022)
All Students	5.0%	50.1%	52.6%	55.1%	57.4%	59.6%	61.7%	63.7%
	7.5%	50.1%	53.9%	57.4%	60.7%	63.7%	66.5%	69.1%
Economically Disadvantaged	5.0%	37.1%	40.4%	43.5%	46.4%	49.2%	51.9%	54.4%
	7.5%	37.1%	42.0%	46.4%	50.6%	54.4%	57.9%	61.2%
Children With Disabilities	5.0%	16.1%	20.5%	24.7%	28.7%	32.5%	36.1%	39.5%
	7.5%	16.1%	22.6%	28.6%	34.2%	39.4%	44.2%	48.6%
English Learners	5.0%	8.3%	13.2%	18.0%	22.5%	26.8%	31.0%	34.9%
	7.5%	8.3%	15.5%	22.3%	28.6%	34.5%	39.9%	44.9%
White	5.0%	55.1%	57.4%	59.6%	61.7%	63.7%	65.7%	67.5%
	7.5%	55.1%	58.5%	61.7%	64.7%	67.4%	70.0%	72.3%
American Indian	5.0%	23.7%	27.7%	31.5%	35.2%	38.6%	41.9%	45.0%
	7.5%	23.7%	29.6%	35.1%	40.2%	44.9%	49.3%	53.3%

Mathematics		Baseline (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)	Year 6 (2022)
All Students	5.0%	41.8%	44.8%	47.6%	50.3%	52.9%	55.3%	57.6%
	7.5%	41.8%	46.2%	50.3%	54.1%	57.7%	60.9%	63.9%
Economically Disadvantaged	5.0%	29.8%	33.4%	36.8%	40.1%	43.2%	46.2%	49.0%
	7.5%	29.8%	35.1%	40.1%	44.7%	49.0%	53.0%	56.6%
Children With Disabilities	5.0%	14.9%	19.4%	23.6%	27.7%	31.5%	35.2%	38.7%
	7.5%	14.9%	21.5%	27.6%	33.3%	38.6%	43.4%	47.9%
English Learners	5.0%	8.6%	13.5%	18.3%	22.8%	27.1%	31.3%	35.2%
	7.5%	8.6%	15.8%	22.6%	28.9%	34.7%	40.1%	45.2%
White	5.0%	46.6%	49.3%	52.0%	54.5%	56.8%	59.1%	61.2%
	7.5%	46.6%	50.7%	54.5%	58.0%	61.2%	64.2%	67.0%
American Indian	5.0%	17.8%	22.1%	26.2%	30.1%	33.8%	37.4%	40.7%
	7.5%	17.8%	24.2%	30.1%	35.6%	40.6%	45.3%	49.6%

Graduation Rate

Previously Submitted		
Rate for 4-year cohort graduation rate. It was determined not applicable for MT to establish long-term goals for extended-year cohorts		
Subgroup	Baseline (data and year)	Long-term goal data and year)
All students	86.0% (2015)	91.0% (2020)
Economically disadvantaged students	76.9% (2015)	81.9% (2020)

Previously Submitted			
Children with disabilities	75.2%	80.2%	
English learners	62.2%	67.2%	

Proposed

		Baseline (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)	Year 6 (2022)
All Students	5.0%	85.6%	86.5%	87.3%	88.1%	88.8%	89.5%	90.1%
	7.5%	85.6%	86.9%	88.0%	89.0%	90.0%	90.8%	91.6%
Economically Disadvantaged	5.0%	76.4%	77.9%	79.2%	80.5%	81.7%	82.8%	83.9%
	7.5%	76.4%	78.4%	80.3%	82.0%	83.6%	85.0%	86.4%
Children With Disabilities	5.0%	77.8%	79.4%	80.9%	82.3%	83.6%	84.9%	86.0%
	7.5%	77.8%	79.9%	81.9%	83.7%	85.3%	86.8%	88.2%
English Learners	5.0%	58.7%	61.9%	64.8%	67.6%	70.3%	72.7%	75.1%
	7.5%	58.7%	62.9%	66.7%	70.2%	73.5%	76.4%	79.1%
White	5.0%	87.3%	88.1%	88.9%	89.6%	90.3%	91.0%	91.6%
	7.5%	87.3%	88.4%	89.5%	90.4%	91.3%	92.1%	92.9%
American Indian	5.0%	65.6%	67.9%	70.0%	72.1%	74.0%	75.8%	77.6%
	7.5%	65.6%	68.7%	71.6%	74.3%	76.7%	79.0%	81.0%

English Language Proficiency

Previously Submitted		
Subgroup	Baseline (data and year)	Long-term goal data and year)
English Learners	45% (2016)	52.5% (2020)

Proposed

		Baseline (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)	Year 6 (2022)
All Students	5.0%	44.6%	47.8%	50.9%	53.8%	56.6%	59.2%	61.7%
	7.5%	44.6%	49.2%	53.5%	57.4%	61.1%	64.4%	67.6%

Feedback on Previously Submitted Long Term Goals

From Education Northwest:

The law states that states must establish ambitious, state-designed long-term goals, which shall include measurements of interim progress. The current plan specifies that all schools and districts should aspire to improve every year on the required indicators, using the statewide average (SWA) as the bar. Some peer reviewers might argue that setting the goal for all schools at the statewide average (SWA) does not meet the definition of ambitious or long-term. For example, if the percentage of proficient/advanced students drops by 2 percentage points from 2019-2020, this would mean that the achievement goal would also therefore decline. The Montana state plan also includes a statewide goal for 2020 that is an increase from baseline of between 6 and 10 percentage points. This absolute goal provides a stable metric for the state as a whole to strive for, but is inconsistent with the language regarding the statewide average. Typically, these goals should be set based on a longer-term vision of overall performance for Montana. For example, if you believe that the current percent of students proficient/advanced in mathematics is too low, what is an ambitious target to attain in five years? Additionally, as noted on page 8, the data modeling projected smaller gains for economically disadvantaged students, children with disabilities and English learners; peer reviewers may question whether these goals addresses the spirit of the law, which is to accelerate performance for lower performing students.

The goals for English Learners are more specific, measurable and focused on growth. However, these goals may also not be ambitious enough. The goal of 52.5% of ELs growing by .5 on the composite score seems to suggest 48% of ELs won't grow at all.

Summary of Long-term Goals from Submitted State Plans

	Academic Achievement	Graduation Rate	EL Proficiency
AZ	<p>Long-Term Goal #1: By 2027-2028, close proficiency gaps by at least 50 percent.</p> <ul style="list-style-type: none"> The proficiency gap is defined as the difference between 90 percent proficiency and baseline subgroup proficiency. Subgroups who close the proficiency gap by 50 percent prior to 2027-2028 must continue to show proficiency gains; thus, the rationale for setting an "at least" measure for this goal. <p>Long-Term Goal #2: By 2039-2040, all subgroups must reach at least 90 percent proficiency on ELA and mathematics statewide assessments.</p> <ul style="list-style-type: none"> Continue setting MTPs every three years until all subgroups reach 90 percent proficiency. Subgroups who meet 90 percent proficiency prior to 2039-2040 must continue to show improvement gains; thus, the rationale for setting an "at least" measure for this goal. 	90% graduation rate by 2030	60% of students will be identified as making progress towards proficiency by 2028
CO	<p>The cut-score for meeting state achievement expectations has historically been set at the 50th percentile of the baseline distribution. To meet the Every Student Succeeds Act (ESSA) requirements for setting long-term goals, CDE analyzed historical data using this baseline percentile ranking methodology to determine the average amount of improvement across the state and within schools over varying time frames. The average percentile rank change per year was -.05 for reading and +.02 in mathematics. Colorado stakeholders generally preferred a timeline of five to seven years to achieve long-term goals, so CDE has settled on six years to achieve the 53rd percentile on the baseline distribution with interim progress checks every two years. Currently only one year of assessment data was used to set the baseline percentile rank distribution and all disaggregated groups will be held to the same set of interim targets. In future years, once additional results have become available, the baseline distribution and subsequent interim targets and long-term goals may need to be revised.</p>	90.3% in six years	15% of English learners will meet criteria for proficiency in 2024 (compared to baseline of 12%)

	Academic Achievement	Graduation Rate	EL Proficiency
CT	<p>CT established growth targets for all students in grades 4-8. The metric used for the goal is average percentage of growth targets achieved by all students.</p> <p>The goal is for 100% of students to achieve their growth targets by 2029-2030.</p>	<p>94% of all students will graduate from high school in four years by 2029-2030</p>	<p>CT is establishing growth targets for all students who are ELs. The metric used for the goal is average percentage of growth targets achieved by all EL students. The goal is for 100% of EL students to achieve their growth targets by 2029-2030.</p>
DE	<p>Cut in half the percentage of students not proficient on ELA and math exams by 2030.</p>	<p>Cut in half the percentage of students not graduation from high school in four years (i.e., increase percentage graduation from 84.3 to 92.1)</p>	<p>The DDOE will implement a growth-to-target model with an indicator index and label that allows partial credit for progress toward growth goals. The adoption of this model allows schools to receive credit for both exceeding the growth target and to receive partial credit for increases toward the expected long-term goals, which will extend to 2030</p> <p>Percent of students who are ELs meeting growth targets will reach 77.1% by 2030</p> <p>Average percent of growth targets attained by students who are ELs will reach 98% by 2030</p>
DC	<p>85% of all students and subgroups will score a 4 or 5 on the PARCC exam by 2038-2039.</p>	<p>90% of students will graduate high school after four years by 2038-2039.</p>	<p>DC is adopting a modified version of the WIDA growth-to-target model that will take into account starting language proficiency level and, eventually, other student level factors, such as grade. Students at each identified level will be given predetermined annual interim growth goals. Depending on starting level achieved on the initial <i>baseline exam</i>, students will have a certain number of years to reach level 5, with a maximum of five years. Students with a baseline exam result of level 1 have the most time to grow to proficient; these students will have five years after their initial ACCESS for ELLs 2.0 administration to achieve proficiency level 5.</p> <p>The goal is for 85% of ELs to meet individual growth goals by 2038-2039</p>
IL	<p>90% of all students and student subgroups will be proficient in ELA and math in grades 3, 5, and 9 by 2032.</p>	<p>90% of all students and student subgroups will graduate high school by 2032.</p>	<p>63% of English learner students will demonstrate progress of improving at least one proficiency level from the prior year by 2025.</p>

	Academic Achievement			Graduation Rate	EL Proficiency
LA	Annual average improvement of 2.5 percentage points for all students and student subgroups on state ELA and math tests between 2018 and 2025.			90% of all students and student subgroups will graduate high school by 2025.	90% of English learner students will achieve growth targets by 2025.
ME	<i>Subgroup</i>	<i>ELA Goal: % proficient by 2030</i>	<i>Math Goal: % proficient 2030</i>	90% of all students and student subgroups will graduate high school in four years by 2030 or will maintain their current percentage (i.e., Asian currently 90.68), whichever is greater.	Average percent of growth targets attained by students who are ELs will reach 90% by 2030.
	All students	75.20	69.15		
	ED	68.3	62.13		
	CwDs	57.75	55.95		
	EL	57.93	56.32		
	AA	63.63	58.31		
	American Ind.	65.58	61.56		
	Asian	79.8	74.86		
	Hawaiian	74.73	73.68		
	White	75.81	69.67		
Hispanic	71.51	64.05			

	Academic Achievement	Graduation Rate	EL Proficiency																										
MA	<p>Massachusetts will be administering a new statewide assessment in grades 3-8 in the 2016-17 school year. Because baseline data from the new assessments will not be available until the summer of 2017, it is not possible for Massachusetts to determine final long-term goals for the state at this time. However, in the interim Massachusetts has set ambitious, long-term academic achievement goals for all students and all subgroups in English language arts, Mathematics and Science based on assessment results from the 2015-16 school year, and plans to apply the same methodology once Next-Generation MCAS results are available. The overall goal is consistent for all groups and subjects: reduce the proficiency gap by one-third over the next six years.</p>	<p>Increase graduation rate for all students and student subgroups by 5 percentage points by 2020. In addition to the four-year graduation rate, Massachusetts will use a modified version of the five-year graduation rate. A traditional calculation of the five-year graduation rate includes only students who have received a diploma within five years of entering the assigned cohort. MA proposes to use a rate that is equal to the sum of the percentage of students that have graduated within five years plus the percentage of students that are still enrolled in school after years. MA goals for “5-year graduation rate plus” by 2020:</p> <table border="1"> <thead> <tr> <th>Student group</th> <th>Long term goal</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>93.7</td> </tr> <tr> <td>ED students</td> <td>88.5</td> </tr> <tr> <td>CwD</td> <td>88</td> </tr> <tr> <td>English learners</td> <td>82.3</td> </tr> <tr> <td>High needs</td> <td>89.5</td> </tr> <tr> <td>AA/Black</td> <td>89.6</td> </tr> <tr> <td>Asian</td> <td>96.8</td> </tr> <tr> <td>Hispanic/Latino</td> <td>84.7</td> </tr> <tr> <td>AI/AN</td> <td>89.7</td> </tr> <tr> <td>Multi</td> <td>92.6</td> </tr> <tr> <td>Native</td> <td>89.2</td> </tr> <tr> <td>White</td> <td>96.0</td> </tr> </tbody> </table>	Student group	Long term goal	All students	93.7	ED students	88.5	CwD	88	English learners	82.3	High needs	89.5	AA/Black	89.6	Asian	96.8	Hispanic/Latino	84.7	AI/AN	89.7	Multi	92.6	Native	89.2	White	96.0	<p>Reduce the percentage of students not making sufficient progress towards English language proficiency by 50% over the next six years (i.e., increase from 61.8% to 81%)</p>
Student group	Long term goal																												
All students	93.7																												
ED students	88.5																												
CwD	88																												
English learners	82.3																												
High needs	89.5																												
AA/Black	89.6																												
Asian	96.8																												
Hispanic/Latino	84.7																												
AI/AN	89.7																												
Multi	92.6																												
Native	89.2																												
White	96.0																												
MI	<p>75% of schools and 75% of all student subgroups will reach proficiency targets on state exams in ELA, math, science, and social studies by 2024-2025.</p>	<p>75% of schools and 75% of student subgroups meet the 2016-2017 statewide graduation rates at the 75th percentile by 2024-2015.94.44% four-year rate. 96.49% five-year rate. 97% six-year rate</p>	<p>75% of schools will have 45.7% of English learner students achieve proficiency growth targets by 2024-2025.</p>																										

	Academic Achievement	Graduation Rate	EL Proficiency																																																																																																																																																																																																																																		
NV	<p>Grades 3-5</p> <table border="1"> <thead> <tr> <th>Sub-groups</th> <th>RLA Baseline (2016)</th> <th>RLA Longterm (2022)</th> <th>Math Baseline (2016)</th> <th>Math Longterm (2022)</th> </tr> </thead> <tbody> <tr><td>All</td><td>49.9%</td><td>63.1%</td><td>39.9%</td><td>55.8%</td></tr> <tr><td>E</td><td>37.9%</td><td>54.4%</td><td>28.8%</td><td>47.7%</td></tr> <tr><td>C w D</td><td>18.3%</td><td>39.9%</td><td>16.7%</td><td>38.8%</td></tr> <tr><td>ELs</td><td>31.7%</td><td>49.8%</td><td>25.1%</td><td>44.9%</td></tr> <tr><td>AA</td><td>39.6%</td><td>55.6%</td><td>29.6%</td><td>48.2%</td></tr> <tr><td>AI/AN</td><td>71.4%</td><td>78.9%</td><td>63.6%</td><td>73.3%</td></tr> <tr><td>Asian</td><td>33.0%</td><td>50.8%</td><td>21.1%</td><td>42.0%</td></tr> <tr><td>H/L</td><td>32.9%</td><td>50.7%</td><td>23.4%</td><td>43.7%</td></tr> <tr><td>White</td><td>50.9%</td><td>63.9%</td><td>39.7%</td><td>55.7%</td></tr> </tbody> </table> <p>Middle School</p> <table border="1"> <tbody> <tr><td>All</td><td>46.4%</td><td>60.6%</td><td>26%</td><td>45.6%</td></tr> <tr><td>E</td><td>35.1%</td><td>52.3%</td><td>17.4%</td><td>39.3%</td></tr> <tr><td>CwD</td><td>9.0%</td><td>33.1%</td><td>5.1%</td><td>30.2%</td></tr> <tr><td>EL</td><td>11.7%</td><td>35.1%</td><td>6.9%</td><td>31.6%</td></tr> <tr><td>H/L</td><td>36.0%</td><td>53.0%</td><td>17.5%</td><td>39.4%</td></tr> <tr><td>Asian</td><td>71.9%</td><td>79.3%</td><td>51.7%</td><td>64.5%</td></tr> <tr><td>AA</td><td>27.5%</td><td>46.7%</td><td>10.8%</td><td>34.4%</td></tr> <tr><td>Native</td><td>34.0%</td><td>51.5%</td><td>16.4%</td><td>38.6%</td></tr> <tr><td>Pacific</td><td>45.4%</td><td>59.9%</td><td>26.4%</td><td>45.9%</td></tr> <tr><td>Caucas</td><td>60.7%</td><td>71.1%</td><td>38.3%</td><td>54.7%</td></tr> <tr><td>Multi-</td><td>54.8%</td><td>66.8%</td><td>30.8%</td><td>49.1%</td></tr> </tbody> </table> <p>High School</p> <table border="1"> <tbody> <tr><td>All</td><td>68.6%</td><td>76.9%</td><td>34.0%</td><td>51.5%</td></tr> <tr><td>ED</td><td>58.7%</td><td>69.6%</td><td>23.5%</td><td>43.8%</td></tr> <tr><td>CwD</td><td>33.4%</td><td>51.0%</td><td>8.9%</td><td>33.0%</td></tr> <tr><td>EL</td><td>29.4%</td><td>48.1%</td><td>8.6%</td><td>32.8%</td></tr> <tr><td>Hispanic</td><td>63.1%</td><td>72.9%</td><td>24.6%</td><td>44.6%</td></tr> <tr><td>Asian</td><td>83.2%</td><td>87.7%</td><td>57.2%</td><td>68.5%</td></tr> <tr><td>AA</td><td>45.0%</td><td>59.6%</td><td>15.3%</td><td>37.8%</td></tr> <tr><td>Native</td><td>70.5%</td><td>78.3%</td><td>25.6%</td><td>45.3%</td></tr> <tr><td>Pacific</td><td>65.9%</td><td>74.9%</td><td>32.0%</td><td>50.0%</td></tr> <tr><td>Caucasi</td><td>77.2%</td><td>83.2%</td><td>43.4%</td><td>58.4%</td></tr> <tr><td>Multi-</td><td>73.9%</td><td>80.8%</td><td>38.5%</td><td>54.8%</td></tr> </tbody> </table>	Sub-groups	RLA Baseline (2016)	RLA Longterm (2022)	Math Baseline (2016)	Math Longterm (2022)	All	49.9%	63.1%	39.9%	55.8%	E	37.9%	54.4%	28.8%	47.7%	C w D	18.3%	39.9%	16.7%	38.8%	ELs	31.7%	49.8%	25.1%	44.9%	AA	39.6%	55.6%	29.6%	48.2%	AI/AN	71.4%	78.9%	63.6%	73.3%	Asian	33.0%	50.8%	21.1%	42.0%	H/L	32.9%	50.7%	23.4%	43.7%	White	50.9%	63.9%	39.7%	55.7%	All	46.4%	60.6%	26%	45.6%	E	35.1%	52.3%	17.4%	39.3%	CwD	9.0%	33.1%	5.1%	30.2%	EL	11.7%	35.1%	6.9%	31.6%	H/L	36.0%	53.0%	17.5%	39.4%	Asian	71.9%	79.3%	51.7%	64.5%	AA	27.5%	46.7%	10.8%	34.4%	Native	34.0%	51.5%	16.4%	38.6%	Pacific	45.4%	59.9%	26.4%	45.9%	Caucas	60.7%	71.1%	38.3%	54.7%	Multi-	54.8%	66.8%	30.8%	49.1%	All	68.6%	76.9%	34.0%	51.5%	ED	58.7%	69.6%	23.5%	43.8%	CwD	33.4%	51.0%	8.9%	33.0%	EL	29.4%	48.1%	8.6%	32.8%	Hispanic	63.1%	72.9%	24.6%	44.6%	Asian	83.2%	87.7%	57.2%	68.5%	AA	45.0%	59.6%	15.3%	37.8%	Native	70.5%	78.3%	25.6%	45.3%	Pacific	65.9%	74.9%	32.0%	50.0%	Caucasi	77.2%	83.2%	43.4%	58.4%	Multi-	73.9%	80.8%	38.5%	54.8%	<p>Nevada uses the 4-year graduation rate as well as the 5-year graduation rate in the accountability system.</p> <p>4-year Rate</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>Baseline (2016)</th> <th>Long-term (2022)</th> </tr> </thead> <tbody> <tr><td>All students</td><td>73.6%</td><td>84% (2022)</td></tr> <tr><td>ED</td><td>66.7%</td><td>81.0%</td></tr> <tr><td>Children</td><td>29.3%</td><td>60.0%</td></tr> <tr><td>English</td><td>42.6%</td><td>70.0%</td></tr> <tr><td>Hispanic</td><td>69.7%</td><td>82.0%</td></tr> <tr><td>Asian</td><td>87.9%</td><td>90.0%</td></tr> <tr><td>African</td><td>56.5%</td><td>75.0%</td></tr> <tr><td>Native</td><td>64.7%</td><td>80.0%</td></tr> <tr><td>Pacific</td><td>75.9%</td><td>86.0%</td></tr> </tbody> </table> <p>5-year Adjusted Cohort Graduation Rate (note, dates reflect original year class of)</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>Baseline (2015)</th> <th>Long-term Goal (2022)</th> </tr> </thead> <tbody> <tr><td>All students</td><td>72.0%</td><td>86%</td></tr> <tr><td>Economically disadvantaged</td><td>65.9%</td><td>83%</td></tr> <tr><td>Children with</td><td>29.1%</td><td>62%</td></tr> <tr><td>English</td><td>31.7%</td><td>72%</td></tr> <tr><td>Hispanic</td><td>64.2%</td><td>84%</td></tr> <tr><td>Asian</td><td>85.5%</td><td>92%</td></tr> <tr><td>African</td><td>56.5%</td><td>77%</td></tr> <tr><td>Native</td><td>52.9%</td><td>82%</td></tr> <tr><td>Pacific</td><td>76.1%</td><td>88%</td></tr> <tr><td>Caucasian</td><td>78.3%</td><td>91%</td></tr> <tr><td>Multi-race</td><td>77.6%</td><td>89%</td></tr> </tbody> </table>	Subgroup	Baseline (2016)	Long-term (2022)	All students	73.6%	84% (2022)	ED	66.7%	81.0%	Children	29.3%	60.0%	English	42.6%	70.0%	Hispanic	69.7%	82.0%	Asian	87.9%	90.0%	African	56.5%	75.0%	Native	64.7%	80.0%	Pacific	75.9%	86.0%	Subgroup	Baseline (2015)	Long-term Goal (2022)	All students	72.0%	86%	Economically disadvantaged	65.9%	83%	Children with	29.1%	62%	English	31.7%	72%	Hispanic	64.2%	84%	Asian	85.5%	92%	African	56.5%	77%	Native	52.9%	82%	Pacific	76.1%	88%	Caucasian	78.3%	91%	Multi-race	77.6%	89%	<p>NDE goal is that 90% of English learners will exit EL status within six years of initial EL identification and 90% of Long-term English learners will exit EL status by 2022. This will be measured by aggregating the number of English learners who achieve Nevada’s EL exit criteria over a six year period.</p>
	Sub-groups	RLA Baseline (2016)	RLA Longterm (2022)	Math Baseline (2016)	Math Longterm (2022)																																																																																																																																																																																																																																
	All	49.9%	63.1%	39.9%	55.8%																																																																																																																																																																																																																																
	E	37.9%	54.4%	28.8%	47.7%																																																																																																																																																																																																																																
	C w D	18.3%	39.9%	16.7%	38.8%																																																																																																																																																																																																																																
	ELs	31.7%	49.8%	25.1%	44.9%																																																																																																																																																																																																																																
	AA	39.6%	55.6%	29.6%	48.2%																																																																																																																																																																																																																																
	AI/AN	71.4%	78.9%	63.6%	73.3%																																																																																																																																																																																																																																
	Asian	33.0%	50.8%	21.1%	42.0%																																																																																																																																																																																																																																
	H/L	32.9%	50.7%	23.4%	43.7%																																																																																																																																																																																																																																
	White	50.9%	63.9%	39.7%	55.7%																																																																																																																																																																																																																																
	All	46.4%	60.6%	26%	45.6%																																																																																																																																																																																																																																
	E	35.1%	52.3%	17.4%	39.3%																																																																																																																																																																																																																																
	CwD	9.0%	33.1%	5.1%	30.2%																																																																																																																																																																																																																																
	EL	11.7%	35.1%	6.9%	31.6%																																																																																																																																																																																																																																
	H/L	36.0%	53.0%	17.5%	39.4%																																																																																																																																																																																																																																
	Asian	71.9%	79.3%	51.7%	64.5%																																																																																																																																																																																																																																
	AA	27.5%	46.7%	10.8%	34.4%																																																																																																																																																																																																																																
	Native	34.0%	51.5%	16.4%	38.6%																																																																																																																																																																																																																																
	Pacific	45.4%	59.9%	26.4%	45.9%																																																																																																																																																																																																																																
	Caucas	60.7%	71.1%	38.3%	54.7%																																																																																																																																																																																																																																
Multi-	54.8%	66.8%	30.8%	49.1%																																																																																																																																																																																																																																	
All	68.6%	76.9%	34.0%	51.5%																																																																																																																																																																																																																																	
ED	58.7%	69.6%	23.5%	43.8%																																																																																																																																																																																																																																	
CwD	33.4%	51.0%	8.9%	33.0%																																																																																																																																																																																																																																	
EL	29.4%	48.1%	8.6%	32.8%																																																																																																																																																																																																																																	
Hispanic	63.1%	72.9%	24.6%	44.6%																																																																																																																																																																																																																																	
Asian	83.2%	87.7%	57.2%	68.5%																																																																																																																																																																																																																																	
AA	45.0%	59.6%	15.3%	37.8%																																																																																																																																																																																																																																	
Native	70.5%	78.3%	25.6%	45.3%																																																																																																																																																																																																																																	
Pacific	65.9%	74.9%	32.0%	50.0%																																																																																																																																																																																																																																	
Caucasi	77.2%	83.2%	43.4%	58.4%																																																																																																																																																																																																																																	
Multi-	73.9%	80.8%	38.5%	54.8%																																																																																																																																																																																																																																	
Subgroup	Baseline (2016)	Long-term (2022)																																																																																																																																																																																																																																			
All students	73.6%	84% (2022)																																																																																																																																																																																																																																			
ED	66.7%	81.0%																																																																																																																																																																																																																																			
Children	29.3%	60.0%																																																																																																																																																																																																																																			
English	42.6%	70.0%																																																																																																																																																																																																																																			
Hispanic	69.7%	82.0%																																																																																																																																																																																																																																			
Asian	87.9%	90.0%																																																																																																																																																																																																																																			
African	56.5%	75.0%																																																																																																																																																																																																																																			
Native	64.7%	80.0%																																																																																																																																																																																																																																			
Pacific	75.9%	86.0%																																																																																																																																																																																																																																			
Subgroup	Baseline (2015)	Long-term Goal (2022)																																																																																																																																																																																																																																			
All students	72.0%	86%																																																																																																																																																																																																																																			
Economically disadvantaged	65.9%	83%																																																																																																																																																																																																																																			
Children with	29.1%	62%																																																																																																																																																																																																																																			
English	31.7%	72%																																																																																																																																																																																																																																			
Hispanic	64.2%	84%																																																																																																																																																																																																																																			
Asian	85.5%	92%																																																																																																																																																																																																																																			
African	56.5%	77%																																																																																																																																																																																																																																			
Native	52.9%	82%																																																																																																																																																																																																																																			
Pacific	76.1%	88%																																																																																																																																																																																																																																			
Caucasian	78.3%	91%																																																																																																																																																																																																																																			
Multi-race	77.6%	89%																																																																																																																																																																																																																																			
NJ	<p>By 2030, 80% of all students and subgroups in each tested grade will meet or exceed grade-level expectations on statewide ELA and math assessments.</p>	<p>95% of all students and all student subgroups will graduate within four-years of entering ninth grade. 96% of all students and all student subgroups will graduate within five-years.</p>	<p>By 2023, 86% of English learners in each school will make expected annual progress toward attaining ELP.</p>																																																																																																																																																																																																																																		

	Academic Achievement	Graduation Rate		EL Proficiency																																																																					
NM	Percent proficient by 2022 on the PARCC assessment <table border="1"> <thead> <tr> <th>Student group</th> <th>ELA goal by 2022</th> <th>Math goal by 2022</th> </tr> </thead> <tbody> <tr><td>All students</td><td>64.9</td><td>61.2</td></tr> <tr><td>ED</td><td>59.8</td><td>56.8</td></tr> <tr><td>SwD</td><td>50.0</td><td>50.1</td></tr> <tr><td>English learners</td><td>50.9</td><td>50.0</td></tr> <tr><td>Caucasian</td><td>75.2</td><td>72.2</td></tr> <tr><td>Hispanic</td><td>75.2</td><td>72.2</td></tr> <tr><td>Asian</td><td>83.7</td><td>84.7</td></tr> <tr><td>American Indian</td><td>57.4</td><td>53.4</td></tr> <tr><td>African American</td><td>62.4</td><td>56.9</td></tr> </tbody> </table>	Student group	ELA goal by 2022	Math goal by 2022	All students	64.9	61.2	ED	59.8	56.8	SwD	50.0	50.1	English learners	50.9	50.0	Caucasian	75.2	72.2	Hispanic	75.2	72.2	Asian	83.7	84.7	American Indian	57.4	53.4	African American	62.4	56.9	<table border="1"> <thead> <tr> <th>Student group</th> <th>Class of 2022 4-year goal</th> <th>Class of 2021 5-year goal</th> <th>Class of 2020 6-year goal</th> </tr> </thead> <tbody> <tr><td>All students</td><td>85</td><td>88</td><td>90</td></tr> <tr><td>ED</td><td>82</td><td>86</td><td>88</td></tr> <tr><td>SwD</td><td>79</td><td>83</td><td>86</td></tr> <tr><td>EL</td><td>82</td><td>86</td><td>89</td></tr> <tr><td>Caucasian</td><td>88</td><td>90</td><td>92</td></tr> <tr><td>Hispanic</td><td>84</td><td>87</td><td>89</td></tr> <tr><td>Asian</td><td>91</td><td>93</td><td>97</td></tr> <tr><td>AI/AN</td><td>79</td><td>85</td><td>88</td></tr> <tr><td>AA</td><td>78</td><td>83</td><td>88</td></tr> </tbody> </table>	Student group	Class of 2022 4-year goal	Class of 2021 5-year goal	Class of 2020 6-year goal	All students	85	88	90	ED	82	86	88	SwD	79	83	86	EL	82	86	89	Caucasian	88	90	92	Hispanic	84	87	89	Asian	91	93	97	AI/AN	79	85	88	AA	78	83	88	55% of English learners will meet yearly growth targets by 2022.
		Student group	ELA goal by 2022	Math goal by 2022																																																																					
		All students	64.9	61.2																																																																					
		ED	59.8	56.8																																																																					
		SwD	50.0	50.1																																																																					
		English learners	50.9	50.0																																																																					
		Caucasian	75.2	72.2																																																																					
		Hispanic	75.2	72.2																																																																					
		Asian	83.7	84.7																																																																					
		American Indian	57.4	53.4																																																																					
		African American	62.4	56.9																																																																					
Student group	Class of 2022 4-year goal	Class of 2021 5-year goal	Class of 2020 6-year goal																																																																						
All students	85	88	90																																																																						
ED	82	86	88																																																																						
SwD	79	83	86																																																																						
EL	82	86	89																																																																						
Caucasian	88	90	92																																																																						
Hispanic	84	87	89																																																																						
Asian	91	93	97																																																																						
AI/AN	79	85	88																																																																						
AA	78	83	88																																																																						
ND	Reduce the number of non-proficient students for all students and all student subgroups from the current baseline by 33% in 6 years.	90% of all students and all student subgroups will graduate in four years by 2023-2024. 93% of all students and all student subgroups will graduate in five or six years by 2023-2024.	72% of all students and all English learners will meet growth targets by 2023-2024.																																																																						
OR	80% of all students and all student subgroups will achieve a level 3 or level 4 on statewide assessments of ELA and math by 2024-2025.	90% of all students and subgroups will graduate in four years by 2025-2025. 93% of all students and subgroups will graduate in five years by 2024-2025.	Goals have not yet been set. Are awaiting baseline data from newly adopted assessment																																																																						
TN	<i>Overarching TN goals</i> 1) Tennessee will rank in the top half of states on the NAEP assessment by 2019. 75% of TN third graders will be proficient in reading by 2025.2) The average ACT composite score in TN will be 21 by 2020. 3) The majority TN high school graduates from class of 2020 the will earn a postsecondary certificate, diploma, or degree. <i>Academic achievement:</i> By 2024-2025 TN will achieve a 50% reduction in the number of students not meeting the on track or mastered level on the state’s annual ELA, math, and science assessments.	By 2025 TN will reach 95% graduation rate for all students. <table border="1"> <thead> <tr> <th>Student group</th> <th>2025 goal % graduation</th> </tr> </thead> <tbody> <tr><td>All students</td><td>95</td></tr> <tr><td>ED</td><td>93.7</td></tr> <tr><td>SwDs</td><td>87.7</td></tr> <tr><td>English learners</td><td>89.3</td></tr> <tr><td>African American</td><td>92.3</td></tr> <tr><td>AI/AN</td><td>94.1</td></tr> <tr><td>Asian etc</td><td>96.9</td></tr> <tr><td>Hispanic or Latino</td><td>92.9</td></tr> <tr><td>White</td><td>96.2</td></tr> </tbody> </table>	Student group	2025 goal % graduation	All students	95	ED	93.7	SwDs	87.7	English learners	89.3	African American	92.3	AI/AN	94.1	Asian etc	96.9	Hispanic or Latino	92.9	White	96.2	By 2024-2025, 75% of English learners will meet appropriate growth standard on the WIDA ACCESS.																																																		
Student group	2025 goal % graduation																																																																								
All students	95																																																																								
ED	93.7																																																																								
SwDs	87.7																																																																								
English learners	89.3																																																																								
African American	92.3																																																																								
AI/AN	94.1																																																																								
Asian etc	96.9																																																																								
Hispanic or Latino	92.9																																																																								
White	96.2																																																																								
VT	VT’s long-term goal is that by 2025, 100% of our schools will show an average scale score that is at the mid-point of the proficiency range for each grade level they serve for both ELA and math. This goal applies to all students and subgroups.	By 2025, 100% of VT schools will have 90% of their students graduate within 4-years. By 2025, 100% of VT schools will have 100% of their students graduate within 6-years.	100% of students achieving ELP within 5 years for level 1, 4 years for level 2, 3 years for level 3, 2 years for level 4.																																																																						