JerseyCAN

A Time to Act

COVID-19 Academic Slide in New Jersey

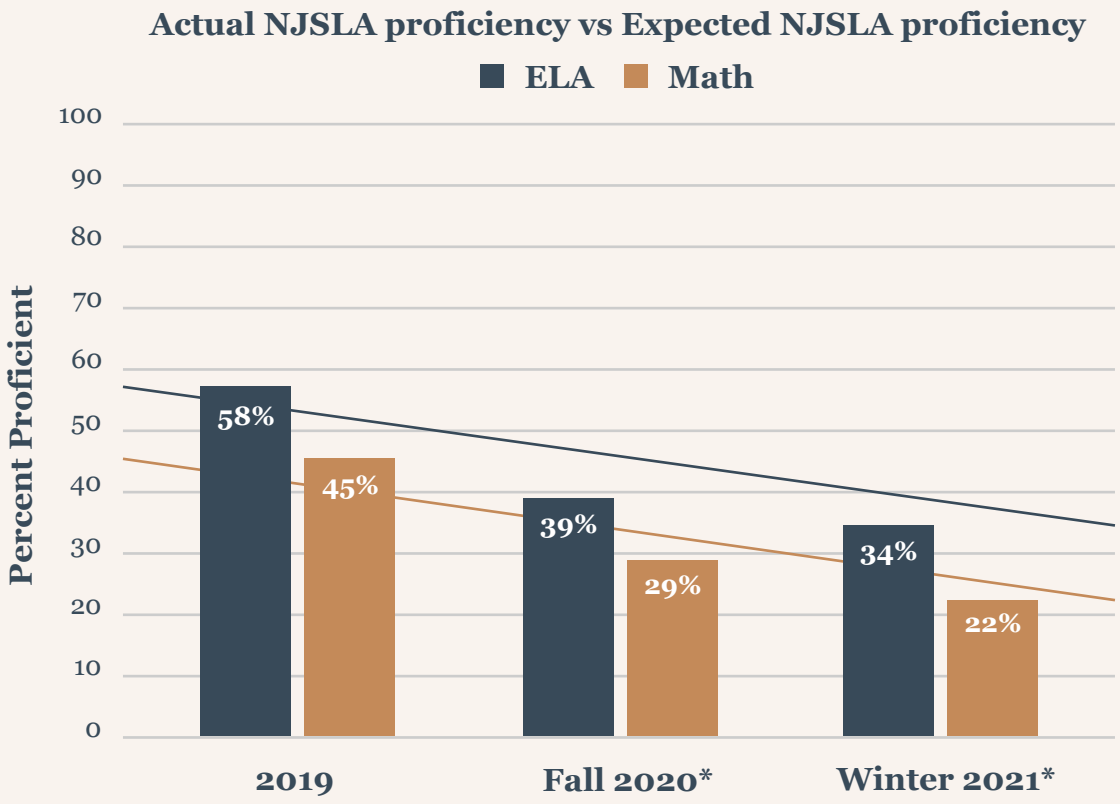
Fall 2020 - Winter 2021

Executive Summary

New Jersey was one of the earliest states hit by COVID-19 (hereinafter COVID), forcing all schools in our State to be shuttered from mid-March through June 2020. Now, more than half-way into the 2020-21 school year, some of our largest and neediest school districts are just welcoming students back to the classroom. With long-standing achievement gaps across our state and a digital divide that persisted for too long in New Jersey, COVID has the potential to drastically exacerbate the educational inequities in New Jersey for an entire generation of students. This study analyzes lost learning time during the first-half of the 2020-21 school year to project New Jersey's COVID slide —how students performed pre-pandemic to how they will perform due to COVID lost learning—in an effort to support our students' education recovery.

A Time to Act's Key Findings

- Based on estimated academic proficiency on the New Jersey State Learning Assessment (NJSLA), a majority of New Jersey's students in grades 3-8 at the start of the 2020-21 school year were not on grade level due to COVID.
- More students were pushed off course by Fall 2020 and the COVID slide continued because New Jersey's students achieved less than expected academic growth in the first half of the school year.



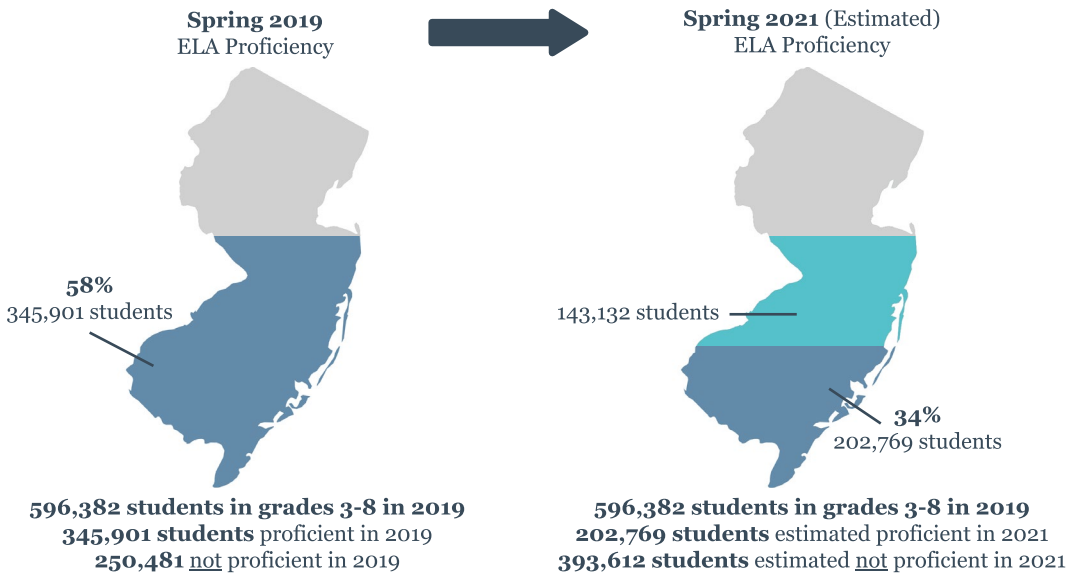
- In English Language Arts (ELA), it is estimated that academic proficiency dropped from 58% of students being proficient in Spring 2019 to 39% in Fall 2020 to only 34% of students being proficient by the middle of this school year.
- In Math, it is estimated that academic proficiency dropped from 45% of students being proficient in Spring 2019 to 29% at the start of the school year to only 22% of students being proficient mid-way through this year.

- Our study found that the COVID slide deepened for New Jersey students this year because, on average, students in grades 3-8 suffered less than expected growth in the first half of the school year from Fall 2020 to Winter 2021:

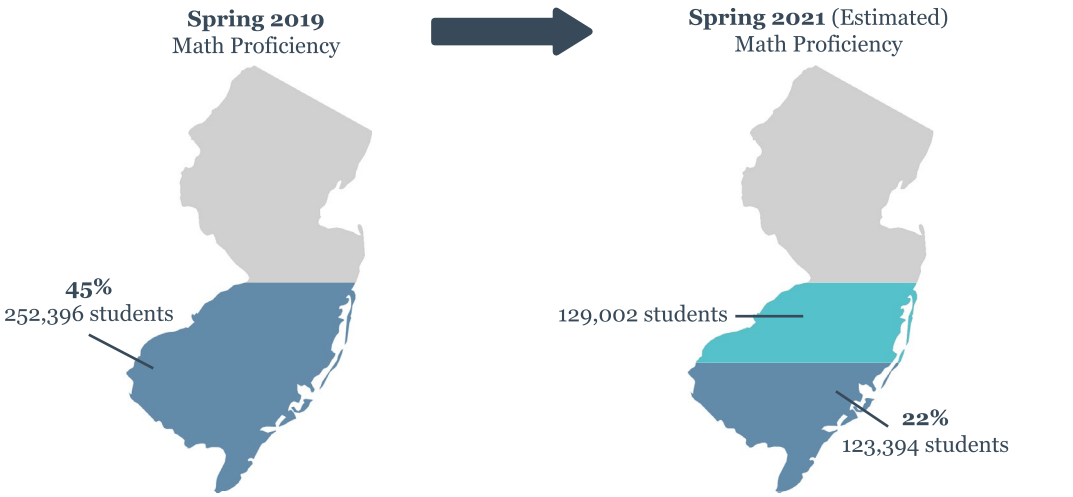
Student Group	Expected Learning Loss in Math	Expected Learning Loss in ELA
New Jersey Students	36%	30%
Economically Disadvantaged	43%	37%
English Language Learners	33%	37%
Students with IEPs	50%	44%
Black Students	50%	43%
Latinx Students	40%	37%

- **Now, only one-third of New Jersey students are expected to be academically proficient in ELA and less than one-fourth of our students are expected to be proficient in Math.**

These findings estimate that if state tests were given this Spring, 143,132 fewer NJ students in grades 3-8 would meet grade levels in ELA, bringing the total number of students not proficient to 393,613



These findings estimate that if state tests were given this Spring, 129,002 fewer NJ students in grades 3-8 would meet grade levels in Math, bringing the total number of students not proficient to 437,488



560,882 students in grades 3-8 in 2019
252,396 students proficient in 2019
308,486 not proficient in 2019

560,882 students in grades 3-8 in 2019
123,394 students estimated proficient in 2021
437,488 students estimated not proficient in 2021

It is no surprise that many students have slipped academically in the months since the start of the pandemic. Initial research from early in the pandemic forecasted staggering learning loss, particularly for low-income students. An early analysis by CREDO found that on average in New Jersey, there were at least 58 days of learning lost in reading and over 174 days lost in Math in Spring 2020. Furthermore, school closures eliminated other critical aspects of school beyond academic achievement, including critical social, emotional and economic support systems. According to a recent report from McKinsey, these academic, social and emotional gaps will have long-term economic impacts on students, estimating that the average US K-12 student will lose $61,000 to $82,000 in lifetime earnings, or an entire years' salary, due to the learning gaps exacerbated by COVID-19. These estimates are worse for Black and Hispanic students. Altogether, K-12 students are expected to lose $110 billion in annual earnings due to COVID 19-related school closures, with $98.8 billion of that due to loss of learning and $11.2 billion due to the increase in high-school dropouts.

Most notably, a Fall 2020 poll of parent perspectives in New Jersey demonstrates that parents are deeply concerned about their children's educational and emotional wellbeing during these difficult times. Indeed, the poll found that New Jersey parents' top concern was ensuring their child did not fall behind academically. Parents' second concern was their child's social and emotional well being. The poll also uncovered that parents of color and low-income parents were more likely to say that their child is fully remote learning.

A Time to Act represents the best information to date about the pandemic's impact on New Jersey student academic achievement. It provides valuable data for our communities to utilize when designing solutions to improve hybrid learning and accelerate the academic and social-emotional recovery of students, particularly those who were already the most at risk of academic failure.

About This Report

This report highlights the COVID academic slide in New Jersey to support further conversations about education recovery—to get students back on track and to continue to close achievement and opportunity gaps in New Jersey. It looks at the lost student learning time that has occurred during the first-half of the 2020-21 school year for students in grades 3-8 to see the impact of COVID on student learning. Knowing that lost learning time will continue to affect student proficiency, this report also projects how New Jersey students would perform on a Spring statewide assessment—the New Jersey Student Learning Assessment (NJSLA)—if NJSLA were administered in Spring 2021. Our dataset includes more than 18,000 students in grades 3-8, cross-sector with Fall 2020 and Winter 2021 assessment data from 15 New Jersey school districts and public charter schools across New Jersey. JerseyCAN thanks the participant school districts for their data, EmpowerK12 for their rigorous data analysis and the New Jersey Children's Foundation for funding this report.

About the Assessments Utilized in this Report

This section contains information about the two assessments we received from schools: NWEA Measures of Academic Progress (MAP) and i-Ready Diagnostic.

NWEA Measures of Academic Progress (MAP) measures what students know and what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency.

i-Ready Diagnostic (i-Ready) is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.

About the Organizations Supporting this Report

JerseyCAN: The New Jersey Campaign for Achievement Now is a nonprofit organization that advocates for all students across the state to have access to high-quality schools. We work to improve policies and programs to support equity and excellence in New Jersey education.

EmpowerK12 is a nonprofit specializing in education data systems, strategic analysis and research and improvement science best practices that translate data into action. The organization released a similar study of Fall COVID slide data for the District of Columbia in December 2020.

The New Jersey Children's Foundation is a nonprofit organization aimed at promoting a fact-based discussion about public education in New Jersey. Its mission is to invest in people, programs and partnerships that will improve public education systems by putting the interests of children first.

Study Context: How COVID has Impacted New Jersey Education

To fully understand the Fall baseline assessment data and the estimated changes in outcomes illuminated by this report, we must step back and understand the pandemic's toll on economic and social-emotional welfare of New Jersey students and families.

What Happened with New Jersey Schools when the Pandemic Reached the US in March

The Spring 2020 school closures and stay-at-home orders in response to the coronavirus outbreak brought unprecedented changes in New Jersey during the 2019-20 school year. With little time to prepare, students, families and educators shifted to distance learning, adopting new models of instruction and learning tools. As learning moved to a virtual space, existing differences in academic achievement, language fluency and ability, as well as inequalities in technology, internet access, income and other resources, were amplified. This sparked concern about widening achievement gaps and altered social-emotional well-being, in addition to health and financial concerns related to the pandemic.

The start of the 2020-21 school year brought an inconsistent delivery of education across the state, with some students returning full-time to the classroom, some students hybrid and other students learning fully remote. An October 2020 poll conducted by Global Strategy Group for JerseyCAN and the New Jersey Children's Foundation found that in Fall 2020, 52% of all parents said that they had at least one child participating in remote learning full-time. However, when we looked at this in more detail, 70% percent of Black parents, 61% of Latinx parents and 72% of low-income families said that their child was remote learning full-time. Low-income parents (56%) and parents of color were also less likely to report having the option of hybrid learning when compared to their White (76%) or more affluent peers (73%). These notable differences in the options presented to students during the pandemic appear to reflect the fact that COVID had a disproportionate impact on low-income communities and communities of color.

Now, with vaccine availability having been expanded to educators in New Jersey, many large urban districts have plans to bring students back into classrooms. Recent CDC guidance reducing the spacing between student desks from six feet to three feet should also allow for more students to receive in-person instruction for more time each week. **With the ability to bring more of our students back into our schools for learning, now is the time to understand where they are academically and embark on implementing research-based, proven strategies to get them back on track.**

COVID Academic Slide Analysis Methodology

Using data from more than 18,000 students in grades 3-8 from public schools across the state that completed the NWEA MAP Growth and i-Ready Diagnostic this past Fall and Winter, we examined three primary research questions:

1. How has student academic growth changed since schools shifted to distance learning due to the pandemic?
2. Based on the 2020-21 achievement data, how many students are on-track to score proficient on the NJSLA this Spring?
3. Do results differ between student demographic groups?

There are multiple ways to analyze the data using different metrics that have contrasting nuanced interpretations addressing the central research questions. We focus on the following metric types:

- **Percent of typical Fall-to-Winter growth met.** Both NWEA MAP and i-Ready provide students with a nationally-normed "expected growth" value based on how they performed in Fall. Normally, the average New Jersey student earns as much growth as expected, attaining 100% of the growth target. We analyze how that growth is different this year, and then translate those differences into months of instructional based on a 5-month academic half year.
- **On-track for NJSLA proficiency.** We examine the percent of sample students whose Fall and Winter NWEA MAP scores put them on-track to earning NJSLA proficiency this Spring. NWEA produced a study showing strong links between MAP scores and NJSLA scores. Since our sample districts serve a different demographic makeup than the state overall, we applied rigorous mathematical controls to ensure estimates were reflective of all New Jersey.
- **Average national percentile rank changes.** Fall national studies focused on change in average percentile rank from last year to this year. Essentially, they compared how Fall scores would have ranked in the pre-COVID 2019-20 school year. We also analyze changes in percentile rank for key student groups.

This year's test administration windows were unlike any other with nearly all students completing baseline assessments independently from home. Very few students in our sample completed their assessment in-person at school. Given the uniqueness of testing from home, we rigorously analyzed test participation data as well as test characteristic data provided by vendors, including length of time taken and rapid guessing rates throughout the assessment. **Our goal was to identify and narrow the sample down to a group of students whose test characteristics were reflective of a valid and reliable administration like most of the regular in-person tests taken at school.**

About the Study Sample and Participation

We received Fall and Winter 2020-21 assessment data for more than 18,000 students from 15 school districts across the state. Since our sample demographics and historical academic performance by race, disability status, English learner status, and socioeconomic status differ slightly from the state student population, we applied coefficients in our model at the demographic level (i.e. economically disadvantaged, non-economically disadvantaged, students with disabilities, students without disabilities, English learners, non-English learners, Asian, Black, Hispanic/Latino, and White) to better estimate the impact of COVID at the state level.

Sample & State Demographics

Student Group	Sample	State
Asian	2	10
Black	36	15
Econ Disad	81	37
ELL	20	7
Latinx	53	30
Non-Econ Disad	19	63
SwD	17	17
White	9	42

Assessment Participation Rates

In NWEA's Fall 2020 brief, researchers noted that participation in this Fall's MAP Growth assessment administration window was lower than normal and not evenly spread among schools serving different demographics for the 4.4 million students. Across subjects and grades, untested students were disproportionately ethnic/racial minority students, students with lower achievement in Fall 2019 and students in schools with higher concentrations of socioeconomically-disadvantaged students.

We analyzed the participation data of our New Jersey sample and found similar participation rates but not similar patterns across student groups. While most students, regardless of demographic status, participated in Fall and Winter assessments at schools that administered them, approximately one-quarter of students are missing from the Winter data.

ELA Participation Rates

Econ Disad Status	Fall 2020	Winter 20-21	N-size
Econ Disad	93%	75%	15767
Not Econ Disad	85%	68%	5442
All Students	**92%**	**74%**	**21209**

ELL Status	Fall 2020	Winter 20-21	N-size
ELL	95%	82%	3384
Not ELL	90%	71%	16618

Disability Status	Fall 2020	Winter 20-21	N-size
IEP	91%	75%	3253
No IEP	92%	73%	17304

Race/Ethnicity	Fall 2020	Winter 20-21	N-size
Asian	95%	30%	820
Black	91%	69%	7697
Latinx	95%	78%	9774
Others	71%	73%	214
White	73%	79%	2052

Math Participation Rates

Econ Disad Status	Fall 2020	Winter 20-21	N-size
Econ Disad	92%	75%	15767
Not Econ Disad	84%	68%	5442
All Students	**90%**	**73%**	**21209**

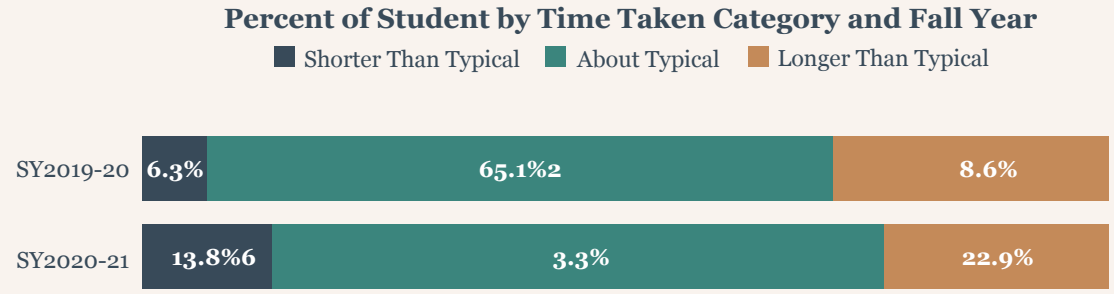
ELL Status	Fall 2020	Winter 20-21	N-size
ELL	96%	82%	3384
Not ELL	89%	70%	16618

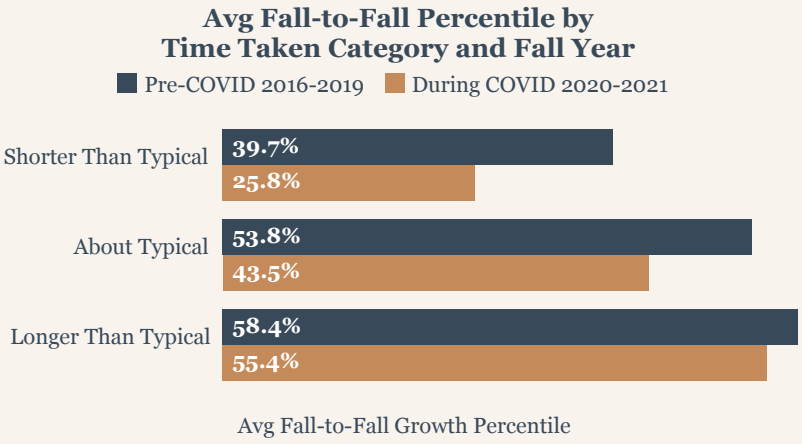
Disability Status	Fall 2020	Winter 20-21	N-size
IEP	88%	74%	3253
No IEP	91%	72%	17304

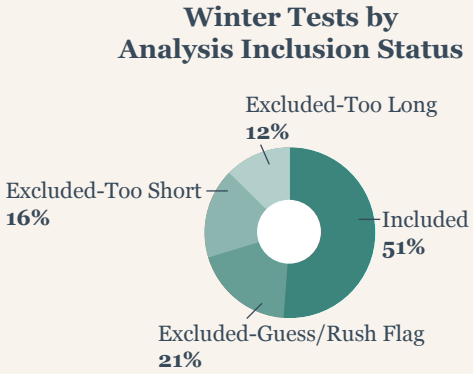
Race/Ethnicity	Fall 2020	Winter 20-21	N-size
Asian	96%	29%	820
Black	89%	68%	7697
Latinx	94%	78%	9774
Others	72%	74%	214
White	74%	79%	2052

Impact of Remote Administration on Student Test Characteristics

We analyzed test-taking characteristics from MAP and i-Ready to see how these administration challenges might have impacted the data to help us narrow the student sample to students whose test scores were more likely to represent accurate portrayals of their skills. Both computer-adaptive assessments provide data on test duration and on the amount of rapid guessing. Students this Fall tended to take less time to complete their tests from home than the time they normally needed at school. They also tended to guess more often. Students who took atypical amounts of time and rapidly guessed at different rates demonstrated growth rates that proved to be significantly different than those students with typical test data. **Therefore, our analyses focus only on students with typical test administration data in Fall and Winter.** Graphs and charts for all tested students, regardless of test characteristics, can be found in the appendix. In the next section of this report, we provide an aggregate look at the impact of the pandemic on student proficiency and growth.







Differences in Prior Achievement between the Sample and the State

When estimating the broader impact of the pandemic on statewide achievement, we analyzed differences in pre-pandemic proficiency rates among our sample schools and statewide proficiency by student group. Differences can lead to over or underestimates of statewide numbers if they are not accounted for in calculations, so we mathematically controlled for participating districts' prior NJSLA achievement to increase the estimate's predictive validity.

We find that the average school in our sample had proficiency rates that were often higher than statewide averages in 2018-19. Since there is variation in historical proficiency between the sample and state, we apply mathematical adjustments to model parameters to account for pre-pandemic achievement differences.

Sample & State NJSLA Proficiency

Group	Sample		State	
Student Group	ELA	Math	ELA	Math
Asian	89	84	83	78
Black	33	29	38	24
Econ Disad	41	37	40	27
ELL	24	27	15	18
Latinx	42	38	44	30
Non-Econ Disad	53	48	68	55
SwD	23	25	22	20
White	62	49	67	53

The "COVID slide" impact on NJ students in grades 3-8

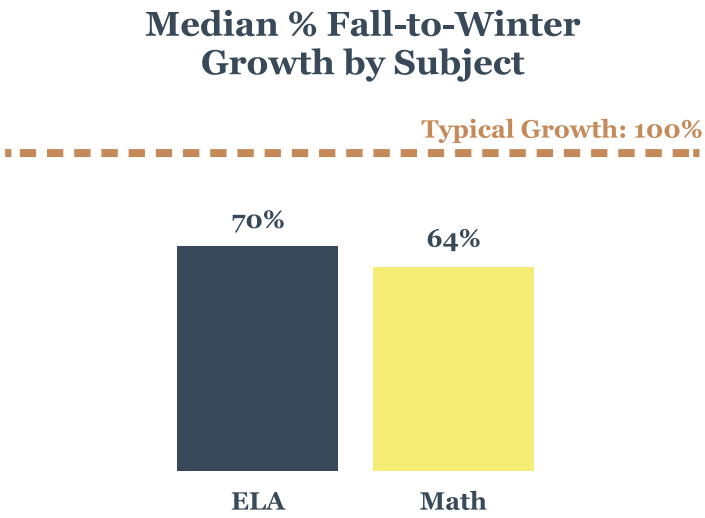
Computer-adaptive diagnostic assessments have been utilized by New Jersey schools for many years as a tool to understand baseline student knowledge as they return from the summer break. The tests allow educators to better understand their students' skills regardless of their actual grade level. While these tests have traditionally been administered in school settings, they are also assessments most easily adapted to remote learning delivery.

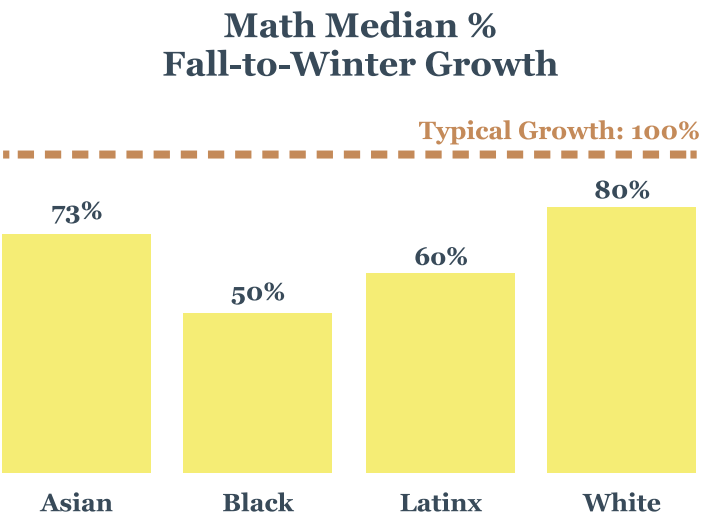
The Impact of COVID Slide in Months of Instruction

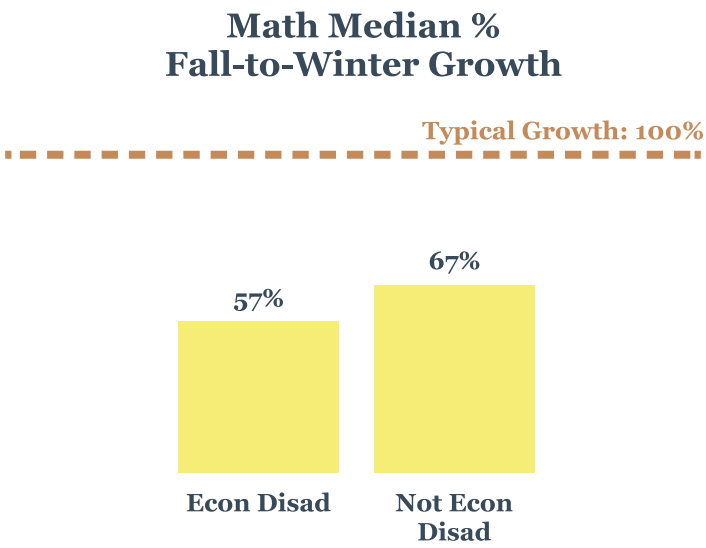
The computer adaptive assessments also provide expected Fall-to-Winter growth in terms of scale score points for each student. These expectations are set by finding the average growth for students in the same grade starting with the same baseline score. For example, a sixth grade student scoring 220 in the Fall is expected to make four points of growth on the Math test by Winter.

We analyze the aggregate average percent of typical growth during the first five instructional months of the first half of the school year to understand how much learning was actually attained compared to a normal year. Students in grades 3-8 this Fall lost, on average, 30% of learning in ELA and 36% of learning in Math.

The academic slide this year brought on by COVID was not spread evenly across student groups.







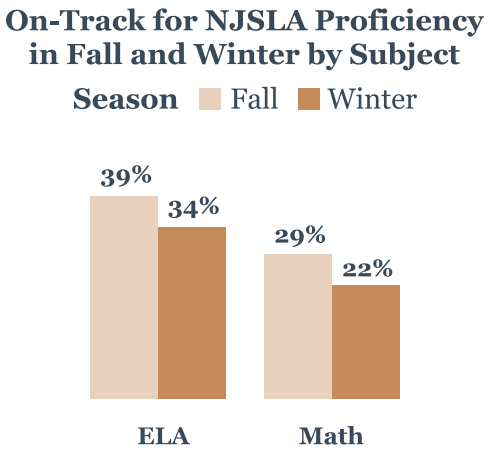
Economically Disadvantaged students lost an average of 43% of expected learning in Math and 37% in ELA as compared to their more affluent peers. English Language learners on average lost 33% of learning in Math and 37% of learning in ELA. Students with IEPs on average lost 50% of learning in Math and 44% of learning in ELA. New Jersey's low-income Black and Latinx students are falling even further behind their peers. Black students lost 50% of expected learning in Math and 43% in ELA. Latinx students lost 40% of learning in Math and 37% in ELA.

Percent of Students On-Track for NJSLA Proficiency as of this Fall and Winter

MAP results are predictive of NJSLA outcomes. The tests offer similar rigor and are aligned to the Common Core standards like the NJSLA. NWEA MAP published a linking study that establishes what score students need in the Fall and Winter to be on-track to achieve NJSLA proficiency by the Spring.

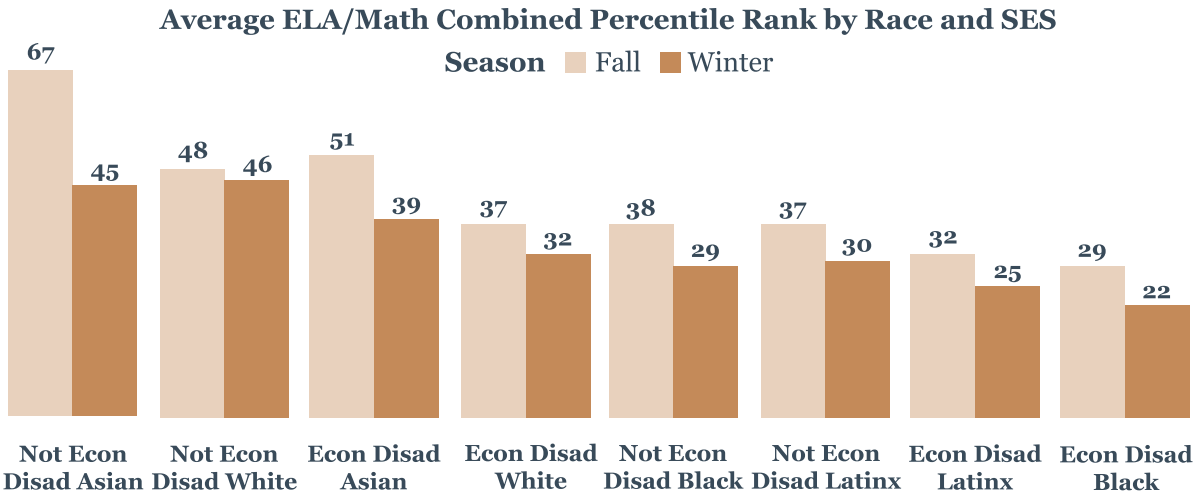
For the statewide NJSLA proficiency estimates, we began by utilizing students in our sample with typical testing characteristics, applied student group weights to reflect the state population and added Mathematical coefficients to control for prior achievement at schools in our sample. Changes in percent on-track for proficiency for New Jersey's students are based on the sample's Fall to Winter growth data from MAP. Most of the proficiency losses occurred in Spring and summer at the onset of the pandemic, and New Jersey's proficiency drops are similar to anticipated drops projected by national studies. Most of the proficiency losses occurred in Spring and summer at the onset of the pandemic.

In Spring 2019, 58% of New Jersey students in grades 3-8 were proficient in ELA and 45% were proficient in Math. As of this Winter, if students were to take the NJSLA this Spring for the grade in which they are enrolled, we expect only 34% would meet or exceed expectations in ELA and only 22% would meet or exceed expectations in Math. This means, in ELA, New Jersey students may have a 24 percentile point drop in academic proficiency and a 23 percentile point drop in statewide Math proficiency. The margin of error in the estimates is approximately 5 percentile points.



Difference in Average Percentiles from Prior Assessment Periods

NWEA's national brief on COVID slide from the Fall focused on how average student achievement percentiles changed from Fall 2019 to Fall 2020, utilizing a set of national norms established before the pandemic. This metric provides another way to see how New Jersey students' achievement slid compared to a normal school year and compared to a national dataset. On average, New Jersey students in grades 3-8 with similar test characteristics dropped five to seven percentiles from the start of the school year to mid-year.



For example, if a student group has an average percentile ranking of 60 from Fall 2019, then that student group outperformed 60% of students nationwide in the same grade on average. An average percentile of 35 in Fall 2020 means that those students outperform 35% of students in the same group pre-COVID.

Achievement percentile drops differed across student groups in our sample. Students of color, particularly those from low-income families, tended to have the largest drops in achievement percentile rank. Therefore, one takeaway from this information is that **New Jersey Black and Latinx students, regardless of economic status, have fallen furthest behind in grade level proficiency.**

Summary of Key Points from Fall and Winter Assessments

Here are our key takeaways from the computer-adaptive diagnostic data:

- Students experienced significant academic slide this Fall, demonstrating academic growth at only 70% of typical growth from Fall to Winter in ELA, 64% in Math and 46% in science.
- The Fall 2020 to Winter 2021 slide is in addition to the heavy academic loss that occurred between mid-March 2020 and beginning of the year testing in September.
- Nearly two out of every five students who were previously proficient in ELA on the NJSLA are no longer on-track.
- About one out of every two students who were proficient in Math in Spring 2019 are not meeting or exceeding expectations anymore.
- Economically disadvantaged students are disproportionately more likely to demonstrate learning loss this Fall and Winter.

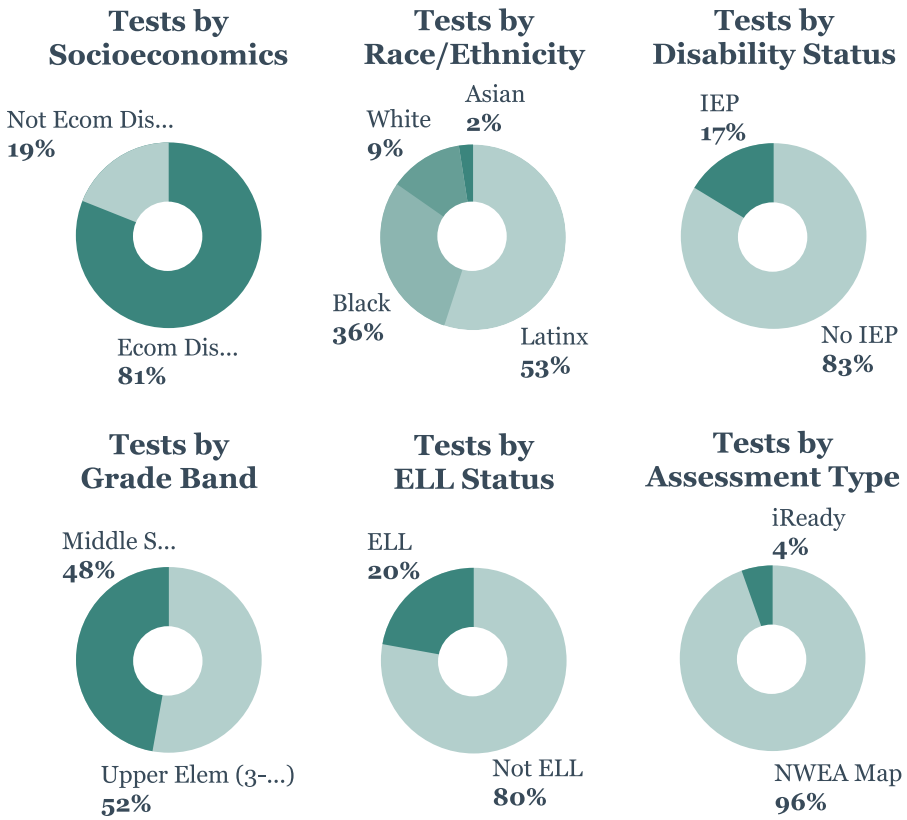
Conclusion

A Time to Act is a critically important snapshot of the effect of the pandemic on New Jersey student learning. As we move into year two of the pandemic, we must act now to stem the COVID slide for our students and get them back on track. JerseyCAN recommends that stakeholders and policymakers consider the following solutions to help accelerate student learning for our students.

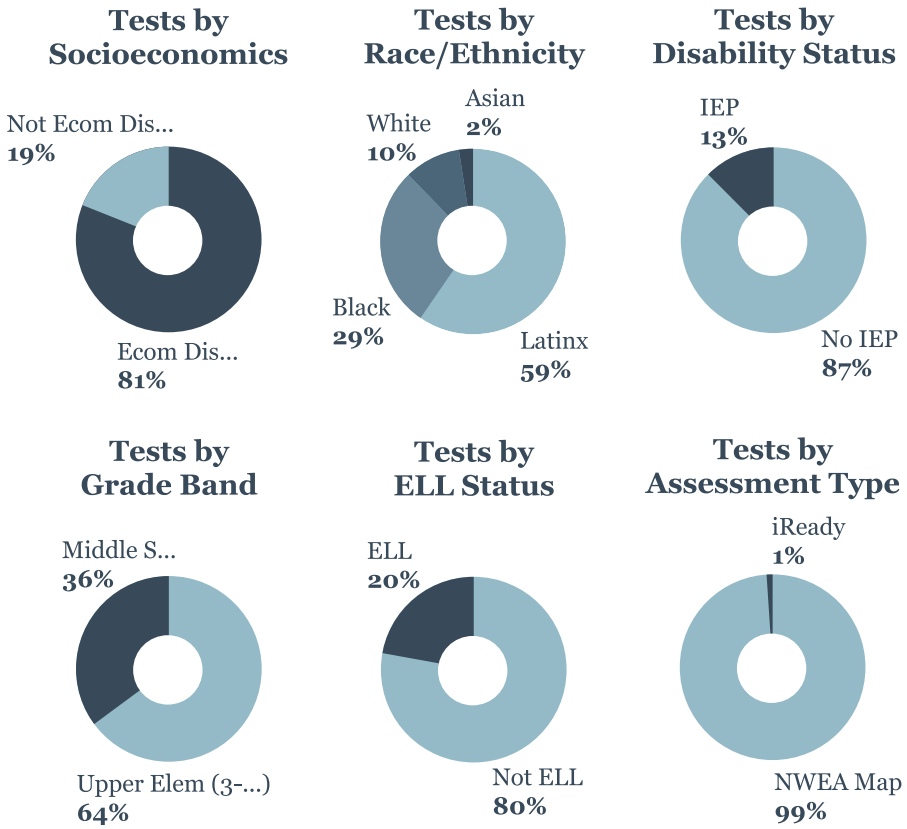
- Urgently prioritize the adoption and statewide implementation of extensive summer programming so that we can stem the COVID slide now and further stop more students from falling behind;
- Adopt and implement personalized, research-based solutions for accelerating student learning like high-dosage tutoring;
- Allow parents to exercise their choice to retain or hold back their child, if desired, to provide additional time to students for learning and the provision of social and emotional supports;
- Incentivize all districts to adopt high-quality instructional materials that are aligned to statewide assessments, which can provide teachers and parents with ongoing information about student academic growth and that can project proficiency on NJSLA; and
- Administer statewide assessments in Spring 2022 that are comparable to those administered in Spring 2019 to establish a new baseline from which to measure student growth moving forward and to also enable comparisons to pre-pandemic statewide proficiency.

COVID Academic Slide Analysis Appendices

Additional Assessment Participation Data



Sample Data



Study Inclusion Status by Demographic and Grade

Analysis Inclusion Rates for Fall

RaceShort	Excluded-Guess/Rush Flag	Excluded-Too Long	Excluded-Too Short	Included
Asian	**8.16%**	**15.36%**	**9.42%**	**67.05%**
Econ Disad	13.25%	14.30%	11.99%	60.46%
Not Econ Disad	5.93%	15.83%	8.29%	69.95%
Black	**20.29%**	**23.88%**	**11.07%**	**44.77%**
Econ Disad	20.98%	22.97%	11.56%	44.48%
Not Econ Disad	16.79%	28.44%	8.57%	46.21%
Latinx	**15.92%**	**16.17%**	**14.11%**	**53.80%**
Econ Disad	16.17%	16.34%	14.00%	53.49%
Not Econ Disad	14.56%	15.24%	14.69%	55.50%
Others	**11.50%**	**24.50%**	**9.88%**	**54.13%**
Econ Disad	16.14%	25.48%	9.77%	48.62%
Not Econ Disad	4.86%	23.10%	10.03%	62.01%
White	**14.30%**	**10.70%**	**16.95%**	**58.05%**
Econ Disad	17.52%	10.07%	19.15%	53.27%
Not Econ Disad	10.08%	11.54%	14.06%	64.33%
Total	**17.09%**	**18.48%**	**13.12%**	**51.32%**

Analysis Inclusion Rates for Winter

RaceShort	Excluded-Guess/Rush Flag	Excluded-Too Long	Excluded-Too Short	Included
Asian	**8.76%**	**21.74%**	**7.99%**	**61.51%**
Econ Disad	9.25%	15.66%	7.64%	67.45%
Not Econ Disad	7.65%	35.69%	8.78%	47.88%
Black	**17.52%**	**26.43%**	**8.70%**	**47.35%**
Econ Disad	18.04%	25.06%	9.11%	47.79%
Not Econ Disad	14.58%	34.17%	6.37%	44.89%
Latinx	**15.25%**	**19.42%**	**10.58%**	**54.75%**
Econ Disad	15.49%	19.41%	10.27%	54.83%
Not Econ Disad	13.91%	19.51%	12.30%	54.29%
Others	**9.06%**	**40.43%**	**4.72%**	**45.79%**
Econ Disad	9.69%	36.12%	4.63%	49.56%
Not Econ Disad	8.18%	46.36%	4.85%	40.61%
White	**12.60%**	**21.56%**	**11.42%**	**54.42%**
Econ Disad	17.45%	11.96%	14.69%	55.90%
Not Econ Disad	7.78%	31.12%	8.16%	52.94%
Total	**15.63%**	**22.24%**	**9.94%**	**52.18%**

Analysis Inclusion Rates for Fall

IEP	Excluded-Guess/Rush Flag	Excluded-Too Long	Excluded-Too Short	Included
IEP	21.30%	13.95%	18.83%	45.91%
No IEP	16.59%	19.46%	12.05%	51.90%
Total	**17.36%**	**18.56%**	**13.15%**	**50.93%**

Analysis Inclusion Rates for Winter

IEP	Excluded-Guess/Rush Flag	Excluded-Too Long	Excluded-Too Short	Included
IEP	20.34%	18.76%	14.64%	46.27%
No IEP	15.01%	22.96%	9.04%	52.99%
Total	**15.90%**	**22.26%**	**9.97%**	**51.87%**

Analysis Inclusion Rates for Fall

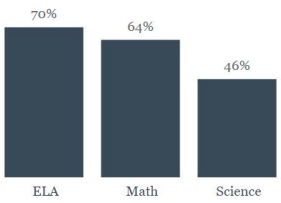
NWEAGradeLevel	Excluded-Guess/Rush Flag	Excluded-Too Long	Excluded-Too Short	Included
3	14.94%	6.15%	23.22%	55.68%
4	16.35%	9.52%	17.10%	57.03%
5	19.21%	14.39%	11.35%	55.05%
6	18.93%	18.02%	12.92%	50.13%
7	19.17%	19.92%	10.46%	50.45%
8	18.84%	24.80%	7.67%	48.69%
Total	**17.99%**	**15.22%**	**13.84%**	**52.95%**

Analysis Inclusion Rates for Winter

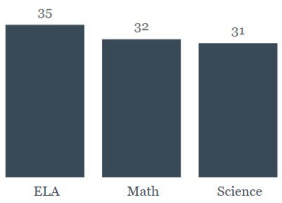
NWEAGradeLevel	Excluded-Guess/Rush Flag	Excluded-Too Long	Excluded-Too Short	Included
3	16.74%	6.77%	17.64%	58.85%
4	16.58%	12.05%	13.29%	58.08%
5	16.41%	19.87%	7.44%	56.28%
6	17.26%	21.24%	9.69%	51.81%
7	16.67%	27.69%	7.26%	48.38%
8	5.73%	32.62%	8.49%	53.17%
Total	**16.62%**	**18.49%**	**10.60%**	**54.28%**

State Estimates for Students with Typical Test Characteristics

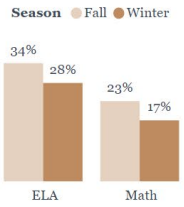
Median % Fall-to-Winter Growth by Subject



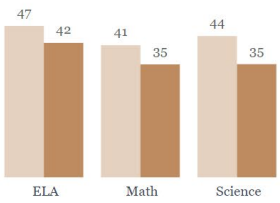
Median Fall-to-Winter Growth Percentile by Subject



On-Track for NJSLA Proficiency in Fall and Winter by Subject

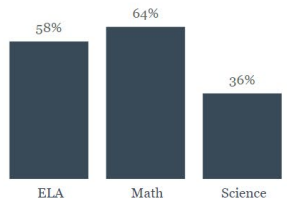


Average Percentile in Fall and Winter by Subject

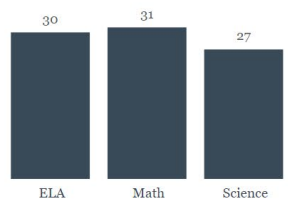


State Estimates for All Students in Sample Regardless of Test Characteristics

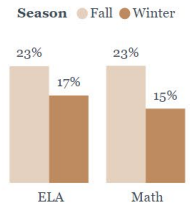
Median % Fall-to-Winter Growth by Subject



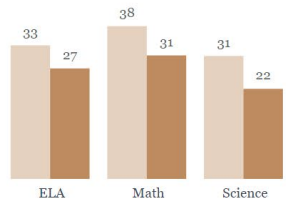
Median Fall-to-Winter Growth Percentile by Subject



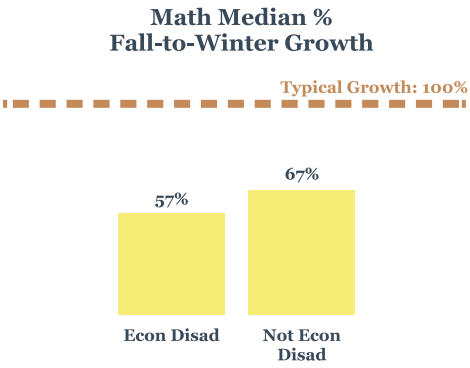
On-Track for NJSLA Proficiency in Fall and Winter by Subject

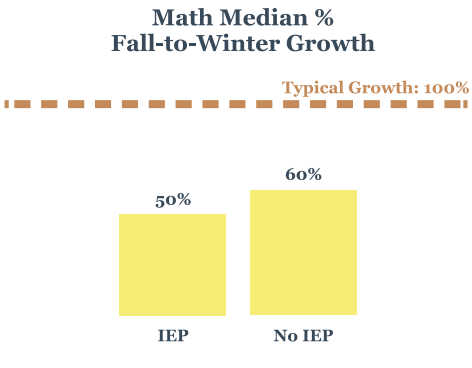


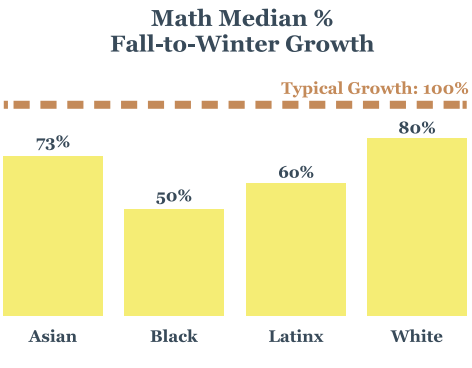
Average Percentile in Fall and Winter by Subject



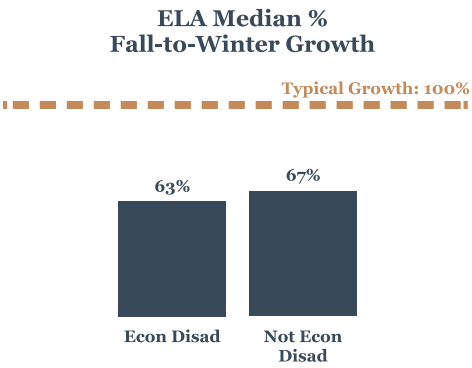
Math: Fall to Winter Median Growth Percentiles

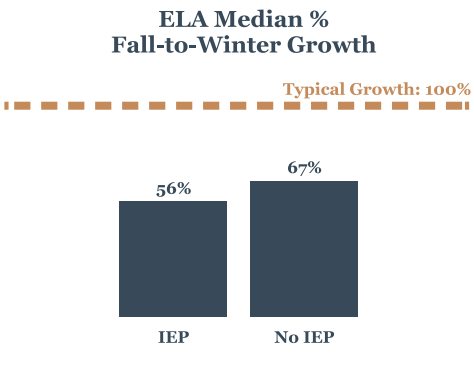


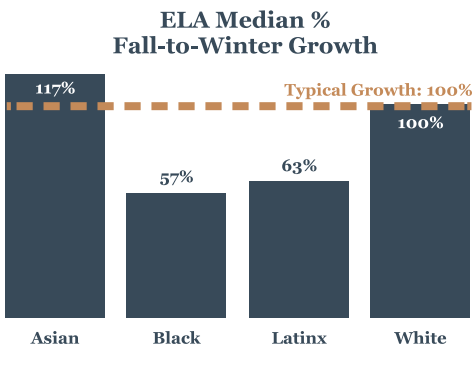




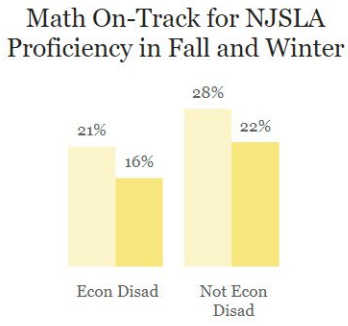
ELA: Fall to Winter Median Growth Percentiles

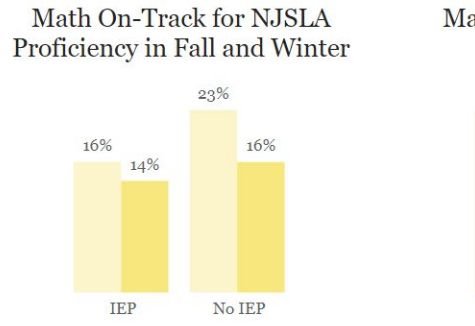


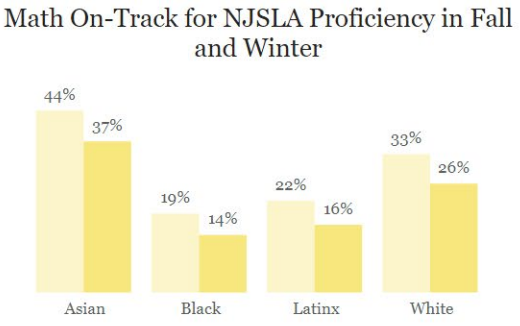


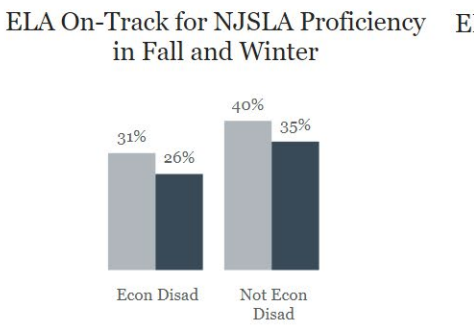


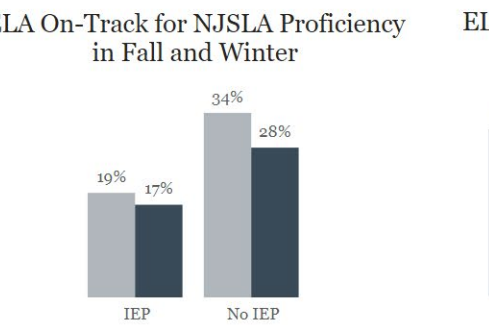
NJSLA On-Track Rates – for both Math and ELA

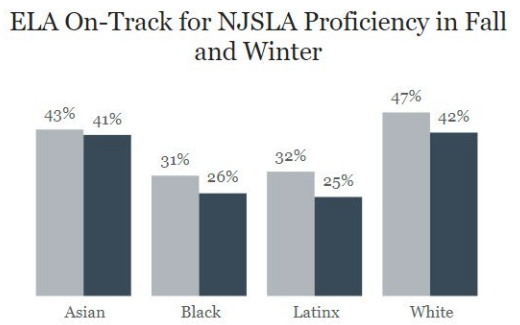






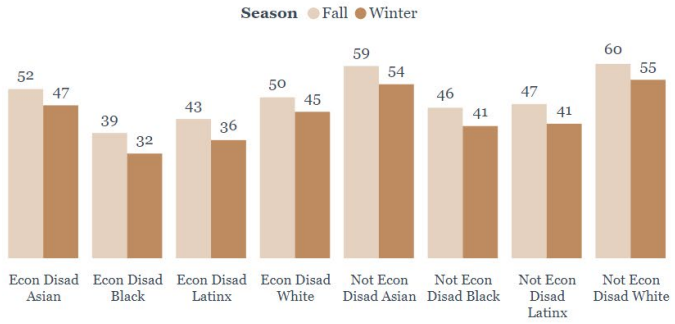




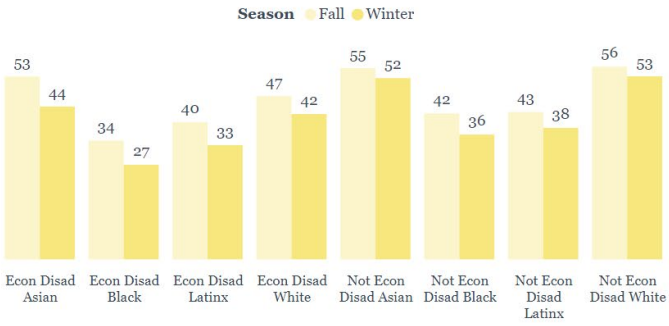


Average Percentile Rank by Subject – Students w/ Good Test Characteristics

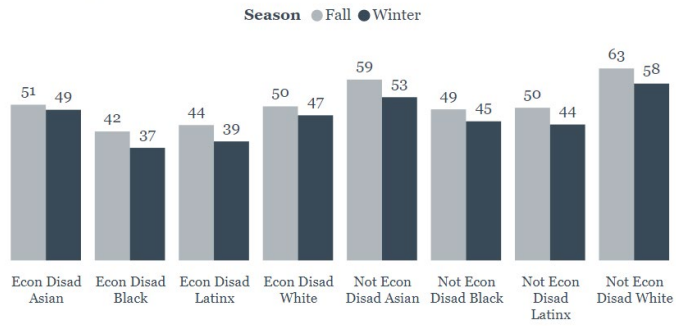
Average ELA/Math Combined Percentile Rank by Race and SES



Average Math Percentile Rank by Race and Socioeconomic Status

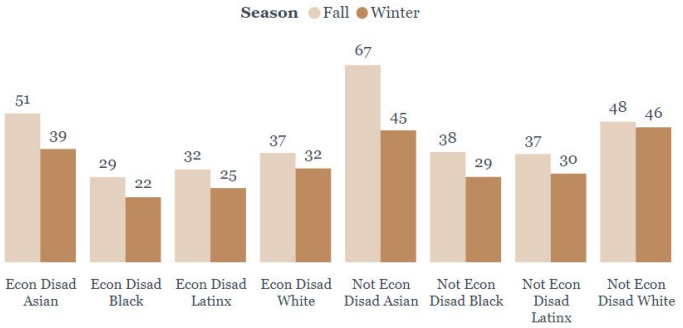


Average ELA Percentile Rank by Race and Socioeconomic Status

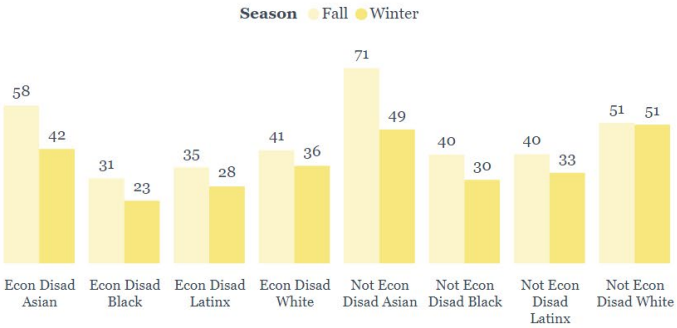


Average Percentile Rank by Subject – All Students Regardless of Test Char.

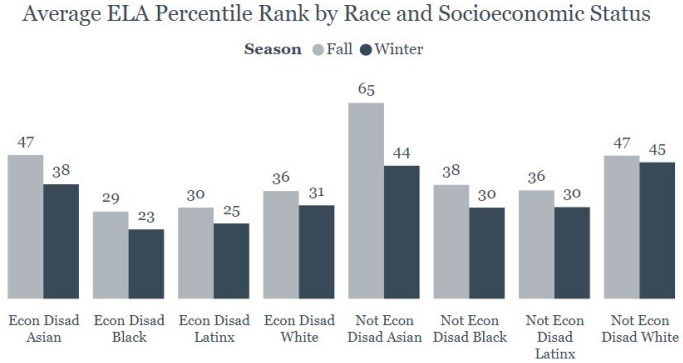
Average ELA/Math Combined Percentile Rank by Race and SES



Average Math Percentile Rank by Race and Socioeconomic Status



Average ELA Percentile Rank by Race and Socioeconomic Status



This study was made possible through the generous support of the New Jersey Children's Foundation.