# Interpretation Guide to the 2020–21Statewide Assessment Results

 

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This guide is provided to give essential background and factors to consider when interpreting California’s 2020–21 statewide assessment results. Tables and charts reflecting state level data are included with accompanying analyses.

## Consider the Context When Reviewing the 2020–2021 Statewide Assessment Results

The 2019–20 and 2020–21 school years presented unprecedented challenges for communities, educators, students, and parents/guardians. The schooling experience was disrupted and different from any other year due to the impacts of the novel coronavirus disease 2019 (COVID-19) pandemic. The collection of evidence regarding student academic performance was no exception in this disruption. Although the federal testing requirement was waived for the 2019–20 school year, the US Department of Education (ED) informed states that, for the 2020–21 school year, they were required to administer statewide academic assessments in English language arts/literacy (ELA), mathematics, and science as well as the English language proficiency assessments. Furthermore, states were required to report the assessment results to parents/guardians, educators, and the public about student performance. With those requirements, however, the ED provided states the following flexibilities to support the administration of assessments:

* Administering a shortened version of statewide assessments
* Offering remote administration, where feasible
* Extending the testing window to the greatest extent practicable

The California State Board of Education (SBE) and the California Department of Education (CDE) took full advantage of all the flexibilities offered, recognizing the challenges local education agencies (LEAs) faced in administering the state assessments during the pandemic. While the CDE made available all assessments within the California Assessment of Student Performance and Progress (CAASPP) and the Initial and Summative English Language Proficiency Assessments for California (ELPAC) and supported LEAs in the administration of these assessments, the SBE and CDE recognized that for some LEAs, administration of the designated state assessments could prove an insurmountable challenge. This was true because most districts were in remote learning until well into the spring. Many students lacked computers with secure browsers that would allow remote administration of the test, and many more experienced problems with bandwidth that made testing remotely infeasible.

Therefore, to maximize the collection of evidence of student performance, LEAs that could not viably administer the CAASPP tests were required to administer local assessments that met specific criteria approved by the SBE during its March 2021 meeting. The SBE required that local assessments meet the following criteria:

* Aligned with California Common Core State Standards for ELA and mathematics.
* Available to assess students in grades three through eight and grade eleven.
* Uniformly administered across a grade level, grade span, school, or district.
* Produce results that can be reported to parents/guardians and educators about individual students, and to the public by school and by district, disaggregated by student subgroup.

Please note that only the results of the CAASPP and ELPAC are reported on the Test Results for California’s Assessments website at <https://caaspp-elpac.cde.ca.gov/>. LEAs are required to report their local assessment results on the School Accountability Report Card.

Prior to the SBE’s March 2021 decision, the SBE and the CDE worked with California policymakers, advocacy groups, and parents/guardians to gather feedback regarding testing during the 2020–21 school year. While most interest holders felt that traditional standardized testing with the state’s summative tests would be impossible, many also expressed a strong interest in receiving some kind of assessment data to determine how students fared during the pandemic and to help identify areas to target resources and supports during the summer and following school year.

### Suggested Guidance for Interpretation of the 2020–21 Aggregated Results

While making direct comparisons to the 2020–21 test results from prior years is not advisable, comparisons and inferences are best examined in the context of the unique environment for each school and district. In administrations prior to the COVID-19 pandemic, more than 3.2 million students (over 95 percent of eligible students) were assessed for ELA and mathematics; however, in 2020–21, less than 25 percent of students completed the statewide assessments in all the subject areas. As a result, it is not possible to know whether differences in the scores from this year as compared to previous years are a function of differences in the population of test takers or differences in the teaching and learning that have occurred. Similarly, where there are low participation rates overall or for particular student groups, accurate inferences will be difficult to make.

Educators, parents/guardians, and community partners are always encouraged to use a variety of data when making decisions, or making inferences about education programs and policies, but in this time of disrupted data, these cautions are even more critical. The lower and uneven participation rates require that data interpretations regarding the 2020–21 ELA, mathematics, and science assessment results be made with explicit caution, keeping in mind the specific context and conditions of the learning experience at that school and district. Transparency during this time is imperative; therefore, the CDE provides the data tables that follow for informational purposes.

## CAASPP Results

CAASPP results include results for the following assessment programs:

* Smarter Balanced Summative Assessments for ELA and mathematics
* California Science Test
* California Alternate Assessments for ELA, mathematics, and science
* California Spanish Assessment

### Smarter Balanced Summative Assessments for ELA and Mathematics

The Smarter Balanced Summative Assessments for ELA and mathematics are administered to students in grades three through eight and grade eleven. They are designed to measure students’ mastery of the Common Core State Standards in ELA and mathematics. Students in grade eleven were encouraged to take advantage of the statewide assessment to demonstrate through the Early Assessment Program their readiness for college-level coursework in English and mathematics for placement as a first-time freshman in the appropriate general education English and mathematics courses once they enroll at the California State University.

#### ELA Scores and Results

The ELA assessment areas include reading, writing, listening and speaking, and research/inquiry. The results from each area are combined to form an overall ELA score. Table 1 provides the number of students enrolled by grade assessed, number of students who received scores, the percentage of students who scored within each achievement level for ELA, and the percentage of students who have met (Level 3) or exceeded (Level 4) the standard for that grade level. The participation rate for the ELA assessment was 23.5 percent.

Table 1. 2021 ELA Results—Number and Percent of Students, by Achievement Level

| Group | Number of Students Enrolled | Number with Scores | Percent Standard Not Met: Level 1 | Percent Standard Nearly Met: Level 2 | Percent Standard Met: Level 3 | Percent Standard Exceeded: Level 4 | Percent Met or Exceeded (Levels 3 + 4) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students | 3,133,896 | 736,192 | 28.30 | 22.69 | 27.59 | 21.42 | 49.01 |
| Grade 3 | 432,992 | 80,031 | 36.43 | 23.78 | 19.63 | 20.16 | 39.79 |
| Grade 4 | 440,260 | 82,496 | 37.87 | 20.64 | 20.39 | 21.09 | 41.48 |
| Grade 5 | 442,335 | 84,166 | 33.32 | 20.23 | 25.47 | 20.98 | 46.45 |
| Grade 6 | 433,526 | 87,259 | 30.41 | 26.03 | 27.37 | 16.20 | 43.57 |
| Grade 7 | 452,852 | 96,799 | 26.85 | 23.19 | 33.15 | 16.80 | 49.95 |
| Grade 8 | 460,669 | 98,300 | 27.62 | 25.01 | 31.24 | 16.14 | 47.38 |
| Grade 11 | 471,262 | 207,141 | 19.42 | 21.33 | 30.17 | 29.07 | 59.24 |
| Females | 1,528,922 | 364,279 | 23.87 | 22.32 | 29.37 | 24.44 | 53.81 |
| Males | 1,604,333 | 371,742 | 32.65 | 23.05 | 25.85 | 18.45 | 44.30 |
| American Indian or Alaska Native | 14,020 | 4,797 | 41.96 | 25.45 | 22.14 | 10.44 | 32.58 |
| Asian | 297,958 | 72,831 | 11.67 | 13.30 | 28.05 | 46.98 | 75.03 |
| Black or African American | 165,336 | 29,900 | 41.22 | 25.00 | 22.68 | 11.11 | 33.79 |
| Filipino | 65,657 | 16,218 | 11.99 | 18.07 | 34.17 | 35.76 | 69.93 |
| Hispanic or Latino | 1,744,168 | 376,430 | 36.65 | 25.71 | 25.23 | 12.41 | 37.64 |
| Native Hawaiian or Pacific Islander | 13,924 | 3,369 | 33.21 | 23.51 | 28.17 | 15.11 | 43.28 |
| White | 672,986 | 192,088 | 18.95 | 20.92 | 31.85 | 28.28 | 60.13 |
| Two or More Races | 159,847 | 40,559 | 19.92 | 19.59 | 30.14 | 30.34 | 60.48 |
| Economically Disadvantaged | 1,853,363 | 408,452 | 38.11 | 25.50 | 24.41 | 11.98 | 36.39 |
| English Learner | 557,267 | 113,475 | 65.28 | 23.41 | 9.30 | 2.01 | 11.31 |
| Students with Disability | 387,234 | 77,291 | 63.97 | 20.55 | 11.06 | 4.42 | 15.48 |

Tables 2 and 3 display ELA aggregate results by mean scale scores for students who took the test in 2019 and 2021, respectively, matched with their previous years’ results (i.e., matched cohort). The demographic information of the 2020–21 matched cohort is available in the appendix.

Table 2 provides the number of students in each matched cohort and the mean scale scores for that cohort by grade administered in 2018–19. For instance, table 2 displays 2550 mean scale score for students in grade seven who were administered the ELA assessment in 2018–19. In 2017–18, those same students were administered the ELA assessment in grade six and had a 2522 mean scale score. In grade five, administered in 2016–17, the same students had a mean scale score of 2492, and so forth.

Note that some data, denoted by an N/A, is not available. For example, a grade five student in 2019 was not eligible to test in 2014–15 or 2015–2016 as they were in grades one and two; therefore, no test data is available for those students. Because students do not take the assessment in grades nine and ten, the years they were in those grade levels also are denoted by an N/A.

Table 2. ELA Mean Scale Scores, Grades Five Through Eight and Grade Eleven (in 2018–19) Matched Cohorts

| **Administration Year** | **Grade 5 Cohort**423,975 Students | **Grade 6 Cohort**414,178 Students | **Grade 7 Cohort**413,962 Students | **Grade 8 Cohort**404,695 Students | **Grade 11 Cohort**376,956 Students |
| --- | --- | --- | --- | --- | --- |
| 2014–15 | N/A | N/A | 2404 | 2447 | 2537 |
| 2015–16 | N/A | 2415 | 2456 | 2498 | 2566 |
| 2016–17 | 2416 | 2457 | 2492 | 2522 | N/A |
| 2017–18 | 2465 | 2498 | 2522 | 2547 | N/A |
| 2018–19 | 2504 | 2527 | 2550 | 2564 | 2603 |

N/A = data is not available.

Table 3 provides the number of students in each matched cohort and the mean scale scores for that cohort by grade administered in 2020–21. Note that due to the suspension of testing in 2019–20, no results are available.

Table 3. ELA Mean Scale Scores, Grades Five Through Eight and Grade Eleven (in 2020–21) Matched Cohorts

| **Administration Year** | **Grade 5 Cohort**79,502 Students | **Grade 6 Cohort**79,735 Students | **Grade 7 Cohort**85,854 Students | **Grade 8 Cohort**84,849 Students | **Grade 11 Cohort**172,130 Students |
| --- | --- | --- | --- | --- | --- |
| 2014–15 | N/A | N/A | N/A | N/A | 2496 |
| 2015–16 | N/A | N/A | N/A | 2418 | 2531 |
| 2016–17 | N/A | N/A | 2420 | 2461 | 2556 |
| 2017–18 | N/A | 2427 | 2470 | 2501 | 2575 |
| 2018–19 | 2428 | 2470 | 2509 | 2531 | N/A |
| 2019–201 | N/A | N/A | N/A | N/A | N/A |
| 2020–21 | 2491 | 2513 | 2546 | 2556 | 2611 |

1Due to the suspension of testing for the COVID-19 pandemic, no results are available.

N/A = data is not available.

Figures 1 through 5 display the ELA mean scale scores by matched cohort grade. Using the data provided in tables 2 and 3, the following figures graphically display the changes in the mean scores by matched cohort for 2019 and 2021.

Figure 1, which uses data from Table 2 and Table 3, compares the mean scale scores in ELA for the grade five matched cohorts. *Refer to the* [*Alternative Text for Figure 1*](#_Alternative_Text_for) *for a description of this line graph.*

Figure 1. ELA Mean Scale Scores for Grade Five Matched Cohorts

Figure 2, which uses data from Table 2 and Table 3, compares the mean scale scores in ELA for the grade six matched cohorts. *Refer to the* [*Alternative Text for Figure 2*](#_Alternative_Text_for_1) *for a description of this line graph.*

Figure 2. ELA Mean Scale Scores for Grade Six Matched Cohorts

Figure 3, which uses data from Table 2 and Table 3, compares the mean scale scores in ELA for the grade seven matched cohorts. *Refer to the* [*Alternative Text for Figure 3*](#_Alternative_Text_for_2) *for a description of this line graph.*

Figure 3. ELA Mean Scale Scores for Grade Seven Matched Cohorts

Figure 4, which uses data from Table 2 and Table 3, compares the mean scale scores in ELA for the grade eight matched cohorts. *Refer to the* [*Alternative Text for Figure 4*](#_Alternative_Text_for_3) *for a description of this line graph.*

Figure 4. ELA Mean Scale Scores for Grade Eight Matched Cohorts

Figure 5, which uses data from Table 2 and Table 3, compares the mean scale scores in ELA for the grade eleven matched cohorts. *Refer to the* [*Alternative Text for Figure 5*](#_Alternative_Text_for_4) *for a description of this line graph.*

Figure 5. ELA Mean Scale Scores for Grade Eleven Matched Cohorts

Table 4 summarizes the mean gain in the ELA scale scores between the same pairs of grades in 2019 and 2021, allowing a comparison between a pre-pandemic cohort and the current cohort. Because students did not test in spring 2020, it is possible only to calculate differences in mean scale scores two grades apart. In addition, students do not participate in statewide assessments for ELA in grades nine and ten. The grade eleven cohort can be compared only to the most recent test, which was taken in grade eight. Because of psychometric issues with vertical scales spanning multiple grades, interpreting gains two or more grades apart must be done with caution. The gains seen in Table 4 give a general sense of how mean score gains changed between the 2019 and the 2021 cohorts. Those changes should be interpreted as estimates only. The table illustrates that the mean gain in scores across grades was greater for each 2019 cohort than for the 2021 cohorts.

It is important to note that this method does not account for differences in the population of test takers in 2019 and 2021. It is merely one approach to evaluating student achievement in 2021 compared to a pre-pandemic student group.

Table 4. ELA Mean Scale Score Gains by Matched Cohorts

|  |  |  |
| --- | --- | --- |
| **Grade Pairs** | **Mean Gain for 2019 Cohort**  | **Mean Gain for 2021 Cohort**  |
| From grade 3 to 5 | 88 | 63 |
| From grade 4 to 6 | 70 | 43 |
| From grade 5 to 7 | 58 | 37 |
| From grade 6 to 8 | 42 | 25 |
| From grade 8 to 11 | 66 | 55 |

#### Mathematics Scores and Results

The mathematics assessment areas include concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. The results from each area are combined to form an overall mathematics score. Table 5 provides the number of students enrolled by grade assessed, number of students who received scores, the percentage of students who scored within each achievement level for mathematics, and the percentage of students who have met (Level 3) or exceeded (Level 4) the standard for that grade level. The participation rate for the mathematics assessment was 23.7 percent.

Table 5. 2021 Mathematics Results—Number and Percent of Students, by Achievement Level

| **Group** | **Number of Students Enrolled** | **Number with Scores** | **Percent Standard Not Met: Level 1** | **Percent Standard Nearly Met: Level 2** | **Percent Standard Met: Level 3** | **Percent Standard Exceeded: Level 4** | **Percent Met or Exceeded (Levels 3 + 4)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students | 3,133,896 | 744,490 | 40.74 | 25.50 | 17.98 | 15.78 | 33.76 |
| Grade 3 | 432,992 | 85,279 | 37.02 | 23.24 | 23.41 | 16.33 | 39.74 |
| Grade 4 | 440,260 | 87,805 | 34.93 | 29.19 | 21.15 | 14.75 | 35.87 |
| Grade 5 | 442,335 | 89,405 | 44.10 | 25.81 | 14.26 | 15.83 | 30.09 |
| Grade 6 | 433,526 | 87,369 | 41.77 | 27.47 | 15.67 | 15.09 | 30.76 |
| Grade 7 | 452,852 | 96,830 | 38.99 | 26.58 | 18.09 | 16.34 | 34.43 |
| Grade 8 | 460,669 | 97,840 | 46.20 | 22.98 | 14.01 | 16.81 | 30.82 |
| Grade 11 | 471,262 | 199,962 | 41.08 | 24.56 | 18.85 | 15.51 | 34.36 |
| Females | 1,528,922 | 367,916 | 40.46 | 26.49 | 18.20 | 14.85 | 33.05 |
| Males | 1,604,333 | 376,403 | 41.00 | 24.53 | 17.77 | 16.69 | 34.46 |
| American Indian or Alaska Native | 14,020 | 4,719 | 55.75 | 25.62 | 11.80 | 6.82 | 18.62 |
| Asian | 297,958 | 72,854 | 14.76 | 16.44 | 21.65 | 47.14 | 68.79 |
| Black or African American | 165,336 | 30,810 | 57.47 | 24.58 | 12.39 | 5.56 | 17.95 |
| Filipino | 65,657 | 16,350 | 20.45 | 26.95 | 25.94 | 25.65 | 52.59 |
| Hispanic or Latino | 1,744,168 | 381,472 | 52.92 | 26.71 | 14.00 | 6.37 | 20.37 |
| Native Hawaiian or Pacific Islander | 13,924 | 3,463 | 45.54 | 27.63 | 17.01 | 9.82 | 26.83 |
| White | 672,986 | 193,664 | 27.82 | 26.70 | 23.74 | 21.74 | 45.48 |
| Two or More Races | 159,847 | 41,158 | 27.92 | 24.67 | 22.71 | 24.70 | 47.41 |
| Economically Disadvantaged | 1,853,363 | 412,800 | 53.50 | 26.18 | 13.65 | 6.67 | 20.32 |
| English Learner | 557,267 | 115,702 | 72.64 | 18.95 | 6.19 | 2.22 | 8.41 |
| Students with Disability | 387,234 | 78,383 | 74.13 | 15.08 | 6.61 | 4.18 | 10.79 |

Tables 6 through 7 display mathematics aggregate results by mean scale scores for students who took the test in 2019 and 2021, respectively, matched with their previous years’ results (i.e., matched cohort). The demographic information of the 2020–21 matched cohort is available in the appendix.

Table 6 provides the number of students in each matched cohort and the mean scale scores for that cohort by grade administered in 2018–19. Note that some data, denoted by an N/A, is not available. For example, a grade five student was not eligible to test in 2014–15 or 2015–2016 (grades one and two); therefore, no test data is available.

Table 6. Mathematics Mean Scale Scores, Grade Five Through Eight and Grade Eleven (in 2018–19) Matched Cohorts

| **Administration Year** | **Grade 5 Cohort**425,240 Students | **Grade 6 Cohort**414,750 Students | **Grade 7 Cohort** 413,450 Students | **Grade 8 Cohort** 403,909 Students | **Grade 11 Cohor**t375,239 Students |
| --- | --- | --- | --- | --- | --- |
| 2014–15 | N/A | N/A | 2417 | 2455 | 2525 |
| 2015–16 | N/A | 2426 | 2462 | 2487 | 2549 |
| 2016–17 | 2429 | 2464 | 2488 | 2512 | N/A |
| 2017–18 | 2469 | 2492 | 2514 | 2527 | N/A |
| 2018–19 | 2497 | 2516 | 2529 | 2543 | 2569 |

N/A = data is not available.

Table 7 provides the number of students in each matched cohort and the mean scale scores for that cohort by grade administered in 2020–21. Note that due to the suspension of testing in 2019–20, no results are available.

Table 7. Mathematics Mean Scale Scores, Grade Five Through Eight and Grade Eleven (in 2020–21) Matched Cohorts

| **Administration Year** | Grade 5 Cohort84,731 Students | Grade 6 Cohort79,965 Students | Grade 7 Cohort86,050 Students | Grade 8 Cohort84,504 Students | Grade 11 Cohort166,187 Students |
| --- | --- | --- | --- | --- | --- |
| 2014–15 | N/A | N/A | N/A | N/A | 2489 |
| 2015–16 | N/A | N/A | N/A | 2429 | 2522 |
| 2016–17 | N/A | N/A | 2433 | 2469 | 2541 |
| 2017–18 | N/A | 2435 | 2474 | 2496 | 2560 |
| 2018–19 | 2439 | 2477 | 2502 | 2522 | N/A |
| 2019–201 | N/A | N/A | N/A | N/A | N/A |
| 2020–21 | 2474 | 2495 | 2518 | 2524 | 2581 |

1Due to the suspension of testing for the COVID-19 pandemic, no results are available.

N/A = data is not available

Figures 6 through 10 display the mathematics mean scale scores by matched cohort grade. Using the data in tables 6 and 7, the figures that follow graphically display the changes in the mean scores by matched cohort for 2019 and 2021.

Figure 6, which uses data from Table 6 and Table 7, compares the mean scale scores in mathematics for the grade five matched cohorts. *Refer to the* [*Alternative Text for Figure 6*](#_Alternative_Text_for_5) *for a description of this line graph.*

Figure 6. Mathematics Mean Scale Scores for Grade Five Matched Cohorts

Figure 7, which uses data from Table 6 and Table 7, compares the mean scale scores in mathematics for the grade six matched cohorts. *Refer to the* [*Alternative Text for Figure 7*](#_Alternative_Text_for_6) *for a description of this line graph.*

Figure 7. Mathematics Mean Scale Scores for Grade Six Matched Cohorts

Figure 8, which uses data from Table 6 and Table 7, compares the mean scale scores in mathematics for the grade seven matched cohorts. *Refer to the* [*Alternative Text for Figure 8*](#_Alternative_Text_for_7) *for a description of this line graph.*

Figure 8. Mathematics Mean Scale Scores for Grade Seven Matched Cohorts

Figure 9, which uses data from Table 6 and Table 7, compares the mean scale scores in mathematics for the grade eight matched cohorts. *Refer to the* [*Alternative Text for Figure 8*](#_Alternative_Text_for_7) *for a description of this line graph.*

Figure 9. Mathematics Mean Scale Scores for Grade Eight Matched Cohorts

Figure 10, which uses data from Table 6 and Table 7, compares the mean scale scores in mathematics for the grade eleven matched cohorts. *Refer to the* [*Alternative Text for Figure 10*](#_Alternative_Text_for_8) *for a description of this line graph.*

Figure 10. Mathematics Mean Scale Scores for Grade Eleven Matched Cohorts

Table 8 summarizes the mean gain in the mathematics scale scores between the same pairs of grades in 2019 and 2021, allowing a comparison between a pre-pandemic cohort and the current cohort. Because students did not test in spring 2020, it is possible only to calculate differences in mean scale scores two grades apart. In addition, students do not participate in statewide assessments for mathematics in grades nine and ten. The grade eleven cohort can be compared only to the most recent test, which was taken in grade eight. Because of psychometric issues with vertical scales spanning multiple grades, interpreting gains two or more grades apart must be done with caution. The gains seen in Table 8 give a general sense of how mean score gains changed between the 2019 and the 2021 cohorts. Those changes should be interpreted as estimates only. The table illustrates that the mean gain in scores across grades was greater for each 2019 cohort than for the 2021 cohorts, with the smallest differential at the grade eleven level.

It is important to note that this method does not account for differences in the population of test takers in 2019 and 2021. It is merely one approach to evaluating student achievement in 2021 compared to a pre-pandemic student group.

Table 8. Mathematics Mean Scale Score Gains by Matched Cohorts

| **Grade Pairs** | **Mean Gain for 2019 Cohort** | **Mean Gain for 2021 Cohort** |
| --- | --- | --- |
| From grade 3 to 5 | 68 | 35 |
| From grade 4 to 6 | 52 | 18 |
| From grade 5 to 7 | 41 | 16 |
| From grade 6 to 8 | 31 | 2 |
| From grade 8 to 11 | 44 | 40 |

### California Science Test Scores and Results

The California Science Test (CAST) is administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). It is aligned with the California Next Generation Science Standards and is designed to measure what students should know and be able to do in science and understand about how science works in the natural world. This assessment uses questions that bring together science content, practices, and concepts and covers all three science domains: Earth and Space Sciences, Life Sciences, and Physical Sciences. The results from each content area are combined to form an overall science score.

Table 9 provides the number of students enrolled by grade assessed, number of students who received scores, percentage of students who scored within each achievement level for science, and percentage of students who have met (Level 3) or exceeded (Level 4) the standard for that grade level. Only 16.4 percent of eligible students participated in the CAST.

Table 9. 2021 CAST Results—Number and Percent of Students by Achievement Level

| Group | Number of Students Enrolled | Number with Scores | Percent Standard Not Met: Level 1 | Percent Standard Nearly Met: Level 2 | Percent Standard Met: Level 3 | Percent Standard Exceeded: Level 4 | Percent Met or Exceeded (Levels 3 + 4) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students | 1,498,177 | 245,028 | 18.19 | 53.10 | 20.63 | 8.09 | 28.72 |
| Grade 5 | 442,335 | 62,240 | 21.93 | 48.32 | 19.80 | 9.94 | 29.74 |
| Grade 8 | 460,669 | 75,002 | 21.02 | 51.96 | 18.10 | 8.92 | 27.02 |
| Grade 10 | 7,609 | 2,270 | 10.40 | 54.80 | 23.22 | 11.59 | 34.81 |
| Grade 11 | 177,238 | 43,791 | 13.87 | 54.63 | 24.27 | 7.22 | 31.49 |
| Grade 12 | 410,326 | 61,725 | 14.32 | 58.14 | 21.84 | 5.70 | 27.54 |
| All High School | 595,173 | 107,786 | 14.06 | 56.65 | 22.85 | 6.44 | 29.29 |
| Females | 733,925 | 121,627 | 15.94 | 56.11 | 20.69 | 7.26 | 27.95 |
| Males | 763,863 | 123,334 | 20.41 | 50.13 | 20.56 | 8.90 | 29.46 |
| American Indian or Alaska Native | 6,874 | 1,703 | 24.02 | 57.37 | 15.38 | 3.23 | 18.61 |
| Asian | 143,580 | 25,055 | 6.29 | 33.59 | 33.01 | 27.11 | 60.12 |
| Black or African American | 77,965 | 8,848 | 30.49 | 55.22 | 11.98 | 2.31 | 14.29 |
| Filipino | 35,349 | 6,189 | 7.67 | 49.60 | 31.93 | 10.79 | 42.72 |
| Hispanic or Latino | 826,941 | 126,912 | 23.93 | 59.59 | 13.98 | 2.50 | 16.48 |
| Native Hawaiian or Pacific Islander | 6,852 | 927 | 20.39 | 60.52 | 15.64 | 3.45 | 19.09 |
| White | 331,883 | 63,855 | 11.56 | 48.81 | 28.08 | 11.56 | 39.64 |
| Two or More Races | 68,733 | 11,539 | 12.70 | 46.73 | 27.38 | 13.20 | 40.58 |
| Economically Disadvantaged | 865,103 | 437,509 | 24.39 | 58.72 | 14.20 | 2.68 | 16.88 |
| English Learner | 199,162 | 30,500 | 46.00 | 51.56 | 2.17 | 0.27 | 2.44 |
| Students with Disability | 178,043 | 24,845 | 45.39 | 46.81 | 6.01 | 1.80 | 7.81 |

### California Alternate Assessments for ELA and Mathematics Scores and Results

The California Alternate Assessments (CAAs) are for students with the most significant cognitive disabilities. The CAAs for ELA and mathematics are aligned with alternate achievement standards—called the Core Content Connectors—and linked to the Common Core State Standards for ELA and mathematics.

#### CAA for ELA Scores and Results

The ELA section of the CAA program includes subsections on reading (e.g., literacy, informational, vocabulary, and foundational) and writing. The results from each subsection are combined to form an overall ELA score. Table 10 provide the number of students enrolled by grade assessed, number of students who received scores, percentage of students who scored within each achievement level for CAA for ELA, and percentage of students who were proficient. Students are considered proficient on the CAA for ELA if they have achieved a Level 3 for that grade level. The participation rate for the CAA for ELA was 35.0 percent.

Table 10. 2021 CAA for ELA Test Results—Number and Percent of Students by Achievement Level

| Group | Number of Students Enrolled | Number with Scores | Percent Level 1: Limit Understanding | Percent Level 2: Foundational Understanding | Percent Level 3: Understanding |
| --- | --- | --- | --- | --- | --- |
| All Students | 31,777 | 11,118 | 46.52 | 36.81 | 16.67 |
| Grade 3 | 4,027 | 1,581 | 49.46 | 27.89 | 22.64 |
| Grade 4 | 4,437 | 1,701 | 56.14 | 30.92 | 12.93 |
| Grade 5 | 4,701 | 1,694 | 51.24 | 29.75 | 19.01 |
| Grade 6 | 4,552 | 1,653 | 44.53 | 40.59 | 14.88 |
| Grade 7 | 4,680 | 1,582 | 42.23 | 37.93 | 19.85 |
| Grade 8 | 4,789 | 1,547 | 40.85 | 48.03 | 11.12 |
| Grade 11 | 4,591 | 1,360 | 39.04 | 44.71 | 16.25 |
| Females | 10,231 | 3,484 | 47.01 | 36.68 | 16.30 |
| Males | 21,546 | 7,634 | 46.29 | 36.87 | 16.83 |
| American Indian or Alaska Native | 168 | 82 | 39.02 | 39.02 | 21.95 |
| Asian | 2,765 | 904 | 53.65 | 36.06 | 10.29 |
| Black or African American | 2,379 | 699 | 46.64 | 36.62 | 16.74 |
| Filipino | 772 | 245 | 53.06 | 37.96 | 8.98 |
| Hispanic or Latino | 18,228 | 5,897 | 45.06 | 37.95 | 16.99 |
| Native Hawaiian or Pacific Islander | 124 | 41 | 53.66 | 31.71 | 14.63 |
| White | 5,947 | 2,716 | 46.61 | 35.64 | 17.75 |
| Two or More Races | 1,394 | 534 | 47.57 | 31.27 | 21.16 |
| Economically Disadvantaged | 20,302 | 6,813 | 42.61 | 38.63 | 18.76 |
| English Learner | 9,454 | 2,604 | 46.66 | 36.90 | 16.44 |

#### CAA for Mathematics Scores and Results

The mathematics section of the CAA program includes subsections (e.g., mathematical operations, geometry, ratio and proportional relationships, function, equations, etc.) that are combined to form an overall mathematics score. Table 11 provide the number of students enrolled by grade assessed, number of students who received scores, percentage of students who scored within each achievement level for CAA for mathematics, and percentage of students who were proficient. Students are considered proficient on the CAA for mathematics if they have achieved a Level 3 for that grade level. The participation rate for the CAA for mathematics was 34.5 percent.

Table 11. 2021 CAA for Mathematics Test Results—Number and Percent of Students by Achievement Level

| Group | Number of Students Enrolled | Number with Scores | Percent Level 1: Limit Understanding | Percent Level 2: Foundational Understanding | Percent Level 3: Understanding |
| --- | --- | --- | --- | --- | --- |
| All Students | 31,777 | 10,973 | 63.64 | 27.23 | 9.13 |
| Grade 3 | 4,027 | 1,561 | 70.21 | 23.77 | 6.02 |
| Grade 4 | 4,437 | 1,685 | 68.37 | 25.82 | 5.82 |
| Grade 5 | 4,701 | 1,672 | 65.91 | 28.77 | 5.32 |
| Grade 6 | 4,552 | 1,630 | 63.07 | 26.81 | 10.12 |
| Grade 7 | 4,680 | 1,562 | 56.34 | 31.31 | 12.36 |
| Grade 8 | 4,789 | 1,527 | 59.00 | 26.65 | 14.34 |
| Grade 11 | 4,591 | 1,336 | 61.68 | 27.54 | 10.78 |
| Females | 10,231 | 3,445 | 65.64 | 26.33 | 8.13 |
| Males | 21,546 | 7,528 | 62.77 | 27.64 | 9.59 |
| American Indian or Alaska Native | 168 | 78 | 55.13 | 35.90 | 8.97 |
| Asian | 2,765 | 891 | 65.88 | 24.35 | 9.76 |
| Black or African American | 2,379 | 684 | 63.30 | 27.49 | 9.21 |
| Filipino | 772 | 245 | 67.35 | 24.90 | 7.76 |
| Hispanic or Latino | 18,228 | 5,822 | 63.83 | 27.65 | 8.52 |
| Native Hawaiian or Pacific Islander | 124 | 41 | 68.29 | 19.51 | 12.20 |
| White | 5,947 | 2,681 | 62.48 | 27.38 | 10.15 |
| Two or More Races | 1,394 | 531 | 63.28 | 26.74 | 9.98 |
| Economically Disadvantaged | 20,302 | 6,707 | 61.37 | 29.28 | 9.35 |
| English Learner | 9,454 | 2,567 | 65.29 | 26.14 | 8.57 |

### California Spanish Assessment Scores

The California Spanish Assessment (CSA) is an optional test presented in Spanish to assess the California Common Core State Standards *en Español*. The CSA consists of reading, writing mechanics, and listening sections that are combined to form an overall CSA score. Table 12 provides the number of students registered by grade assessed, number of students tested, number of students who received scores, and the mean scale score. Over 41 percent of registered students participated in the CSA.

Table 12. 2021 CSA Test Results—Number of Students and Mean Scale Score, by Grade

| Group | Number of Students Registered1 | Number of Students Tested2 | Number Students with Scores3 | Mean Scale Score |
| --- | --- | --- | --- | --- |
| All Students | 13,848 | 5,714 | 5,683 | N/A |
| Grade 3 | 3,066 | 1,222 | 1,213 | 343.9 |
| Grade 4 | 2,778 | 1,054 | 1,052 | 444.8 |
| Grade 5 | 2,371 | 918 | 916 | 545.1 |
| Grade 6 | 1,662 | 952 | 948 | 649.4 |
| Grade 7 | 1,292 | 734 | 729 | 742.3 |
| Grade 8 | 1,137 | 572 | 572 | 845.5 |
| Grade 9 | 422 | 118 | 114 | 940.0 |
| Grade 10 | 385 | 73 | 72 | 942.0 |
| Grade 11 | 450 | 47 | 43 | 941.4 |
| Grade 12 | 285 | 24 | 24 | 949.1 |
| High School | 1,542 | 262 | 253 | 941.7 |

1Total number of students who were registered to take the CSA.

2Total number of students who took the CSA.

3Total number of students who completed the CSA and responded to enough questions to generate a score.

## ELPAC Results

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that LEAs administer a state test of ELP to eligible students in kindergarten through grade twelve.

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student's level of ELP.

### Initial ELPAC Results

The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so they can obtain the support they need to do well in school while receiving instruction in all school subjects. Table 13 provides the number of students enrolled by grade assessed, number of students who received scores, and percentage of students who scored within each performance level for the Initial ELPAC. Students are considered to have well developed language skills if they have achieved an initial fluent English proficient level for that grade level. The participation rate for the Initial ELPAC was 98.2 percent.

Table 13. 2021 Initial ELPAC Test Results—Number and Percent of Students by Performance Level

| Grade | Number of Students Enrolled | Number of Students Tested Who Received Scores | Percent of Students in Novice English Learner Level | Percent of Students in Intermediate English Learner Level | Percent of Students in Initial Fluent English Proficient Level |
| --- | --- | --- | --- | --- | --- |
| All Students | 158,957 | 156,050 | 59.15 | 20.58 | 20.27 |
| K | 125,386 | 123,857 | 60.06 | 21.77 | 18.16 |
| 1 | 5,803 | 5,606 | 50.62 | 20.34 | 29.04 |
| 2 | 3,341 | 3,236 | 49.13 | 20.89 | 29.98 |
| 3 | 3,024 | 2,894 | 62.82 | 16.00 | 21.18 |
| 4 | 2,606 | 2,508 | 59.37 | 12.92 | 27.71 |
| 5 | 2,324 | 2,245 | 54.83 | 12.52 | 32.65 |
| 6 | 2,329 | 2,240 | 52.59 | 17.32 | 30.09 |
| 7 | 2,301 | 2,209 | 56.32 | 15.62 | 28.07 |
| 8 | 2,014 | 1,960 | 55.36 | 15.10 | 29.54 |
| 9 | 4,145 | 3,914 | 61.34 | 11.70 | 26.95 |
| 10 | 2,555 | 2,397 | 60.83 | 13.52 | 25.66 |
| 11 | 1,953 | 1,849 | 56.25 | 14.28 | 29.48 |
| 12 | 1,176 | 1,135 | 47.14 | 17.27 | 35.59 |

### Summative ELPAC Results

The purpose of the Summative ELPAC is to measure progress toward ELP, assist in providing EL programs and services, and inform reclassification decisions. The Summative ELPAC is aligned with the 2012 California English Language Development Standards for listening, speaking, reading, and writing. Table 14 provides the number of students enrolled by grade assessed, number of students who received scores, and percentage of students who scored within each performance level for the Summative ELPAC. Students are considered to have well-developed language skills if they have achieved a Level 4 for that grade level. The participation rate for the Summative ELPAC was 89.4 percent.

Table 14. 2021 Summative ELPAC Test Results—Number and Percent of Students by Performance Level

| Grade | Number of Students Enrolled | Number of Students Tested Who Received Scores | Percent of Students in Level 1 | Percent of Students in Level 2 | Percent of Students in Level 3 | Percent of Students in Level 4 |
| --- | --- | --- | --- | --- | --- | --- |
| All Students | 1,099,517 | 983,022 | 19.79 | 32.57 | 33.66 | 13.98 |
| K | 129,658 | 118,161 | 20.91 | 35.50 | 30.15 | 13.44 |
| 1 | 115,808 | 106,511 | 27.98 | 33.12 | 29.09 | 9.81 |
| 2 | 113,211 | 104,808 | 16.44 | 31.28 | 40.33 | 11.96 |
| 3 | 114,864 | 109,093 | 18.24 | 37.74 | 32.63 | 11.39 |
| 4 | 101,312 | 96,259 | 16.30 | 32.92 | 37.51 | 13.28 |
| 5 | 86,772 | 82,597 | 15.49 | 33.76 | 34.88 | 15.87 |
| 6 | 81,899 | 76,560 | 17.43 | 30.79 | 35.27 | 16.52 |
| 7 | 74,001 | 67,704 | 17.16 | 29.27 | 33.92 | 19.65 |
| 8 | 65,610 | 59,785 | 17.82 | 27.97 | 34.85 | 19.36 |
| 9 | 64,985 | 51,823 | 22.13 | 32.02 | 33.43 | 12.42 |
| 10 | 58,567 | 45,052 | 22.35 | 28.38 | 33.29 | 15.97 |
| 11 | 48,423 | 36,434 | 25.65 | 32.42 | 28.57 | 13.36 |
| 12 | 44,407 | 28,235 | 28.11 | 28.74 | 28.33 | 14.82 |

The CAASPP and ELPAC results are available to the public on the CDE Test Results for California’s Assessments website at <https://caaspp-elpac.cde.ca.gov/>.

## Appendix: Demographic Information for the 2020–21 Test Takers Who Are in the Matched Cohorts

**English Language Arts/Literacy (ELA)**

Table 15. Demographic Information for the ELA Grade Five (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 79,502 | 100.00 | 442,335 | 100.00 | 17.97 |
| Male | 40,306 | 50.70 | 225,757 | 51.04 | 17.85 |
| Female | 39,194 | 49.30 | 216,545 | 48.95 | 18.10 |
| American Indian or Alaska Native | 612 | 0.77 | 1,921 | 0.43 | 31.86 |
| Asian | 7,398 | 9.31 | 41,964 | 9.49 | 17.63 |
| Native Hawaiian or Other Pacific Islander | 371 | 0.47 | 1,896 | 0.43 | 19.57 |
| Filipino | 1,371 | 1.72 | 8,908 | 2.01 | 15.39 |
| Hispanic or Latino | 39,388 | 49.54 | 246,898 | 55.82 | 15.95 |
| Black or African American | 2,840 | 3.57 | 23,494 | 5.31 | 12.09 |
| White | 22,576 | 28.40 | 93,964 | 21.24 | 24.03 |
| Two or more races | 4,946 | 6.22 | 23,290 | 5.27 | 21.24 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 14,130 | 17.77 | 84,499 | 19.10 | 16.72 |
| English only | 49,848 | 62.70 | 262,737 | 59.40 | 18.97 |
| Reclassified fluent English proficient | 12,772 | 16.07 | 77,652 | 17.56 | 16.45 |
| Initially fluent English proficient | 2,751 | 3.46 | 17,175 | 3.88 | 16.02 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | \* | \* | 131 | 0.03 | \* |
| English classification—No Response | \* | \* | 141 | 0.03 | \* |
| Economically disadvantaged | 43,668 | 54.93 | 265,352 | 59.99 | 16.46 |
| Not economically disadvantaged | 35,834 | 45.07 | 176,983 | 40.01 | 20.25 |
| Migrant education | 721 | 0.91 | 3,653 | 0.83 | 19.74 |
| Not migrant education | 78,781 | 99.09 | 438,682 | 99.17 | 17.96 |
| Military | 849 | 1.07 | 5,518 | 1.25 | 15.39 |
| Not military | 78,653 | 98.93 | 436,817 | 98.75 | 18.01 |
| Homeless | 1,701 | 2.14 | 15,975 | 3.61 | 10.65 |
| Not homeless | 77,801 | 97.86 | 426,360 | 96.39 | 18.25 |

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Table 16. Demographic Information for the ELA Grade Six (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 79,735 | 100.00 | 433,526 | 100.00 | 18.39 |
| Male | 40,731 | 51.08 | 222,635 | 51.35 | 18.29 |
| Female | 38,991 | 48.90 | 210,817 | 48.63 | 18.50 |
| American Indian or Alaska Native | 544 | 0.68 | 1,887 | 0.44 | 28.83 |
| Asian | 7,127 | 8.94 | 40,355 | 9.31 | 17.66 |
| Native Hawaiian or Other Pacific Islander | 410 | 0.51 | 1,907 | 0.44 | 21.50 |
| Filipino | 1,441 | 1.81 | 8,862 | 2.04 | 16.26 |
| Hispanic or Latino | 40,780 | 51.14 | 243,088 | 56.07 | 16.78 |
| Black or African American | 3,365 | 4.22 | 22,951 | 5.29 | 14.66 |
| White | 21,330 | 26.75 | 92,024 | 21.23 | 23.18 |
| Two or more races | 4,738 | 5.94 | 22,452 | 5.18 | 21.10 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 13,452 | 16.87 | 79,422 | 18.32 | 16.94 |
| English only | 48,601 | 60.95 | 251,865 | 58.10 | 19.30 |
| Reclassified fluent English proficient | 14,925 | 18.72 | 84,459 | 19.48 | 17.67 |
| Initially fluent English proficient | 2,754 | 3.45 | 17,526 | 4.04 | 15.71 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | \* | \* | 140 | 0.03 | \* |
| English classification—No Response | \* | \* | 114 | 0.03 | \* |
| Economically disadvantaged | 44,759 | 56.13 | 260,092 | 59.99 | 17.21 |
| Not economically disadvantaged | 34,976 | 43.87 | 173,434 | 40.01 | 20.17 |
| Migrant education | 624 | 0.78 | 3,208 | 0.74 | 19.45 |
| Not migrant education | 79,111 | 99.22 | 430,318 | 99.26 | 18.38 |
| Military | 644 | 0.81 | 4,841 | 1.12 | 13.30 |
| Not military | 79,091 | 99.19 | 428,685 | 98.88 | 18.45 |
| Homeless | 1,804 | 2.26 | 14,722 | 3.40 | 12.25 |
| Not homeless | 77,931 | 97.74 | 418,804 | 96.60 | 18.61 |

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Table 17. Demographic Information for the ELA Grade Seven (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 85,854 | 100.00 | 452,852 | 100.00 | 18.96 |
| Male | 43,655 | 50.85 | 233,054 | 51.46 | 18.73 |
| Female | 42,181 | 49.13 | 219,688 | 48.51 | 19.20 |
| American Indian or Alaska Native | 579 | 0.67 | 1,983 | 0.44 | 29.20 |
| Asian | 7,720 | 8.99 | 42,621 | 9.41 | 18.11 |
| Native Hawaiian or Other Pacific Islander | 424 | 0.49 | 2,071 | 0.46 | 20.47 |
| Filipino | 1,869 | 2.18 | 9,476 | 2.09 | 19.72 |
| Hispanic or Latino | 45,170 | 52.61 | 254,330 | 56.16 | 17.76 |
| Black or African American | 3,395 | 3.95 | 24,062 | 5.31 | 14.11 |
| White | 22,022 | 25.65 | 96,188 | 21.24 | 22.89 |
| Two or more races | 4,675 | 5.45 | 22,121 | 4.88 | 21.13 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 12,139 | 14.14 | 71,661 | 15.82 | 16.94 |
| English only | 50,516 | 58.84 | 258,823 | 57.15 | 19.52 |
| Reclassified fluent English proficient | 20,130 | 23.45 | 103,592 | 22.88 | 19.43 |
| Initially fluent English proficient | 3,069 | 3.57 | 18,507 | 4.09 | 16.58 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | 0 | 0.00 | 155 | 0.03 | 0.00 |
| English classification—No Response | 0 | 0.00 | 114 | 0.03 | 0.00 |
| Economically disadvantaged | 48,333 | 56.30 | 268,110 | 59.20 | 18.03 |
| Not economically disadvantaged | 37,521 | 43.70 | 184,742 | 40.80 | 20.31 |
| Migrant education | 602 | 0.70 | 3,324 | 0.73 | 18.11 |
| Not migrant education | 85,252 | 99.30 | 449,528 | 99.27 | 18.96 |
| Military | 676 | 0.79 | 5,127 | 1.13 | 13.19 |
| Not military | 85,178 | 99.21 | 447,725 | 98.87 | 19.02 |
| Homeless | 1,836 | 2.14 | 13,909 | 3.07 | 13.20 |
| Not homeless | 84,018 | 97.86 | 438,943 | 96.93 | 19.14 |

Table 18. Demographic Information for the ELA Grade Eight (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 84,849 | 100.00 | 460,669 | 100.00 | 18.42 |
| Male | 43,268 | 50.99 | 236,342 | 51.30 | 18.31 |
| Female | 41,555 | 48.98 | 224,161 | 48.66 | 18.54 |
| American Indian or Alaska Native | 592 | 0.70 | 2,179 | 0.47 | 27.17 |
| Asian | 7,519 | 8.86 | 42,974 | 9.33 | 17.50 |
| Native Hawaiian or Other Pacific Islander | 414 | 0.49 | 2,130 | 0.46 | 19.44 |
| Filipino | 1,866 | 2.20 | 9,630 | 2.09 | 19.38 |
| Hispanic or Latino | 44,968 | 53.00 | 257,242 | 55.84 | 17.48 |
| Black or African American | 3,477 | 4.10 | 24,342 | 5.28 | 14.28 |
| White | 21,730 | 25.61 | 100,258 | 21.76 | 21.67 |
| Two or more races | 4,283 | 5.05 | 21,914 | 4.76 | 19.54 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 10,166 | 11.98 | 63,388 | 13.76 | 16.04 |
| English only | 49,139 | 57.91 | 259,668 | 56.37 | 18.92 |
| Reclassified fluent English proficient | 22,559 | 26.59 | 118,456 | 25.71 | 19.04 |
| Initially fluent English proficient | 2,985 | 3.52 | 18,911 | 4.11 | 15.78 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | 0 | 0.00 | 128 | 0.03 | 0.00 |
| English classification—No Response | 0 | 0.00 | 118 | 0.03 | 0.00 |
| Economically disadvantaged | 47,834 | 56.38 | 272,263 | 59.10 | 17.57 |
| Not economically disadvantaged | 37,015 | 43.62 | 188,406 | 40.90 | 19.65 |
| Migrant education | 638 | 0.75 | 3,480 | 0.76 | 18.33 |
| Not migrant education | 84,211 | 99.25 | 457,189 | 99.24 | 18.42 |
| Military | 715 | 0.84 | 5,586 | 1.21 | 12.80 |
| Not military | 84,134 | 99.16 | 455,083 | 98.79 | 18.49 |
| Homeless | 1,857 | 2.19 | 14,696 | 3.19 | 12.64 |
| Not homeless | 82,992 | 97.81 | 445,973 | 96.81 | 18.61 |

Table 19. Demographic Information for the ELA Grade Eleven (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 172,130 | 100.00 | 471,262 | 100.00 | 36.53 |
| Male | 84,434 | 49.05 | 240,216 | 50.97 | 35.15 |
| Female | 87,627 | 50.91 | 230,844 | 48.98 | 37.96 |
| American Indian or Alaska Native | 818 | 0.48 | 2,321 | 0.49 | 35.24 |
| Asian | 18,419 | 10.70 | 45,740 | 9.71 | 40.27 |
| Native Hawaiian or Other Pacific Islander | 693 | 0.40 | 2,211 | 0.47 | 31.34 |
| Filipino | 4,577 | 2.66 | 12,139 | 2.58 | 37.70 |
| Hispanic or Latino | 97,293 | 56.52 | 257,572 | 54.66 | 37.77 |
| Black or African American | 6,339 | 3.68 | 24,550 | 5.21 | 25.82 |
| White | 37,715 | 21.91 | 106,734 | 22.65 | 35.34 |
| Two or more races | 6,276 | 3.65 | 19,995 | 4.24 | 31.39 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 10,199 | 5.93 | 46,627 | 9.89 | 21.87 |
| English only | 87,192 | 50.65 | 252,358 | 53.55 | 34.55 |
| Reclassified fluent English proficient | 66,116 | 38.41 | 148,480 | 31.51 | 44.53 |
| Initially fluent English proficient | 8,623 | 5.01 | 23,320 | 4.95 | 36.98 |
| Adult English learner | 0 | 0.00 | 201 | 0.04 | 0.00 |
| English classification—To be determined | 0 | 0.00 | 158 | 0.03 | 0.00 |
| English classification—No Response | 0 | 0.00 | 118 | 0.03 | 0.00 |
| Economically disadvantaged | 99,451 | 57.78 | 266,682 | 56.59 | 37.29 |
| Not economically disadvantaged | 72,679 | 42.22 | 204,580 | 43.41 | 35.53 |
| Migrant education | 1,072 | 0.62 | 3,157 | 0.67 | 33.96 |
| Not migrant education | 171,058 | 99.38 | 468,105 | 99.33 | 36.54 |
| Military | 1,911 | 1.11 | 6,191 | 1.31 | 30.87 |
| Not military | 170,219 | 98.89 | 465,071 | 98.69 | 36.60 |
| Homeless | 3,725 | 2.16 | 13,962 | 2.96 | 26.68 |
| Not homeless | 168,405 | 97.84 | 457,300 | 97.04 | 36.83 |

**Mathematics**

Table 20. Demographic Information for the Mathematics Grade Five (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 84,731 | 100.00 | 442,335 | 100.00 | 19.16 |
| Male | 43,007 | 50.76 | 225,757 | 51.04 | 19.05 |
| Female | 41,721 | 49.24 | 216,545 | 48.95 | 19.27 |
| American Indian or Alaska Native | 620 | 0.73 | 1,921 | 0.43 | 32.27 |
| Asian | 7,788 | 9.19 | 41,964 | 9.49 | 18.56 |
| Native Hawaiian or Other Pacific Islander | 417 | 0.49 | 1,896 | 0.43 | 21.99 |
| Filipino | 1,499 | 1.77 | 8,908 | 2.01 | 16.83 |
| Hispanic or Latino | 42,430 | 50.08 | 246,898 | 55.82 | 17.19 |
| Black or African American | 3,336 | 3.94 | 23,494 | 5.31 | 14.20 |
| White | 23,376 | 27.59 | 93,964 | 21.24 | 24.88 |
| Two or more races | 5,265 | 6.21 | 23,290 | 5.27 | 22.61 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 15,010 | 17.71 | 84,499 | 19.10 | 17.76 |
| English only | 52,996 | 62.55 | 262,737 | 59.40 | 20.17 |
| Reclassified fluent English proficient | 13,866 | 16.36 | 77,652 | 17.56 | 17.86 |
| Initially fluent English proficient | 2,858 | 3.37 | 17,175 | 3.88 | 16.64 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | \* | \* | 131 | 0.03 | \* |
| English classification—No Response | \* | \* | 141 | 0.03 | \* |
| Economically disadvantaged | 46,576 | 54.97 | 265,352 | 59.99 | 17.55 |
| Not economically disadvantaged | 38,155 | 45.03 | 176,983 | 40.01 | 21.56 |
| Migrant education | 765 | 0.90 | 3,653 | 0.83 | 20.94 |
| Not migrant education | 83,966 | 99.10 | 438,682 | 99.17 | 19.14 |
| Military | 849 | 1.00 | 5,518 | 1.25 | 15.39 |
| Not military | 83,882 | 99.00 | 436,817 | 98.75 | 19.20 |
| Homeless | 2,088 | 2.46 | 15,975 | 3.61 | 13.07 |
| Not homeless | 82,643 | 97.54 | 426,360 | 96.39 | 19.38 |

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Table 21. Demographic Information for the Mathematics Grade Six (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 79,965 | 100.00 | 433,526 | 100.00 | 18.45 |
| Male | 40,912 | 51.16 | 222,635 | 51.35 | 18.38 |
| Female | 39039 | 48.82 | 210817 | 48.63 | 18.52 |
| American Indian or Alaska Native | 553 | 0.69 | 1,887 | 0.44 | 29.31 |
| Asian | 7,048 | 8.81 | 40,355 | 9.31 | 17.46 |
| Native Hawaiian or Other Pacific Islander | 404 | 0.51 | 1,907 | 0.44 | 21.19 |
| Filipino | 1,413 | 1.77 | 8,862 | 2.04 | 15.94 |
| Hispanic or Latino | 40,918 | 51.17 | 243,088 | 56.07 | 16.83 |
| Black or African American | 3,311 | 4.14 | 22,951 | 5.29 | 14.43 |
| White | 21,615 | 27.03 | 92,024 | 21.23 | 23.49 |
| Two or more races | 4,703 | 5.88 | 22,452 | 5.18 | 20.95 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 13,676 | 17.10 | 79,422 | 18.32 | 17.22 |
| English only | 48,627 | 60.81 | 251,865 | 58.10 | 19.31 |
| Reclassified fluent English proficient | 14,958 | 18.71 | 84,459 | 19.48 | 17.71 |
| Initially fluent English proficient | 2,701 | 3.38 | 17,526 | 4.04 | 15.41 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | \* | \* | 140 | 0.03 | \* |
| English classification—No Response | \* | \* | 114 | 0.03 | \* |
| Economically disadvantaged | 44,804 | 56.03 | 260,092 | 59.99 | 17.23 |
| Not economically disadvantaged | 35,161 | 43.97 | 173,434 | 40.01 | 20.27 |
| Migrant education | 620 | 0.78 | 3,208 | 0.74 | 19.33 |
| Not migrant education | 79,345 | 99.22 | 430,318 | 99.26 | 18.44 |
| Military | 645 | 0.81 | 4,841 | 1.12 | 13.32 |
| Not military | 79,320 | 99.19 | 428,685 | 98.88 | 18.50 |
| Homeless | 1,799 | 2.25 | 14,722 | 3.40 | 12.22 |
| Not homeless | 78,166 | 97.75 | 418,804 | 96.60 | 18.66 |

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Table 22. Demographic Information for the Mathematics Grade Seven (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 86,050 | 100.00 | 452,852 | 100.00 | 19.00 |
| Male | 43,833 | 50.94 | 233,054 | 51.46 | 18.81 |
| Female | 42,202 | 49.04 | 219,688 | 48.51 | 19.21 |
| American Indian or Alaska Native | 571 | 0.66 | 1,983 | 0.44 | 28.79 |
| Asian | 7,611 | 8.84 | 42,621 | 9.41 | 17.86 |
| Native Hawaiian or Other Pacific Islander | 426 | 0.50 | 2,071 | 0.46 | 20.57 |
| Filipino | 1,849 | 2.15 | 9,476 | 2.09 | 19.51 |
| Hispanic or Latino | 45,459 | 52.83 | 254,330 | 56.16 | 17.87 |
| Black or African American | 3,278 | 3.81 | 24,062 | 5.31 | 13.62 |
| White | 22,194 | 25.79 | 96,188 | 21.24 | 23.07 |
| Two or more races | 4,662 | 5.42 | 22,121 | 4.88 | 21.07 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 12,463 | 14.48 | 71,661 | 15.82 | 17.39 |
| English only | 50,400 | 58.57 | 258,823 | 57.15 | 19.47 |
| Reclassified fluent English proficient | 20,152 | 23.42 | 103,592 | 22.88 | 19.45 |
| Initially fluent English proficient | 3,035 | 3.53 | 18,507 | 4.09 | 16.40 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | 0 | 0.00 | 155 | 0.03 | 0.00 |
| English classification—No Response | 0 | 0.00 | 114 | 0.03 | 0.00 |
| Economically disadvantaged | 48,477 | 56.34 | 268,110 | 59.20 | 18.08 |
| Not economically disadvantaged | 37,573 | 43.66 | 184,742 | 40.80 | 20.34 |
| Migrant education | 604 | 0.70 | 3,324 | 0.73 | 18.17 |
| Not migrant education | 85,446 | 99.30 | 449,528 | 99.27 | 19.01 |
| Military | 665 | 0.77 | 5,127 | 1.13 | 12.97 |
| Not military | 85,385 | 99.23 | 447,725 | 98.87 | 19.07 |
| Homeless | 1,853 | 2.15 | 13,909 | 3.07 | 13.32 |
| Not homeless | 84,197 | 97.85 | 438,943 | 96.93 | 19.18 |

Table 23. Demographic Information for the Mathematics Grade Eight (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 84,504 | 100.00 | 460,669 | 100.00 | 18.34 |
| Male | 43,091 | 50.99 | 236,342 | 51.30 | 18.23 |
| Female | 41,387 | 48.98 | 224,161 | 48.66 | 18.46 |
| American Indian or Alaska Native | 562 | 0.67 | 2,179 | 0.47 | 25.79 |
| Asian | 7,368 | 8.72 | 42,974 | 9.33 | 17.15 |
| Native Hawaiian or Other Pacific Islander | 408 | 0.48 | 2,130 | 0.46 | 19.15 |
| Filipino | 1,851 | 2.19 | 9,630 | 2.09 | 19.22 |
| Hispanic or Latino | 44,937 | 53.18 | 257,242 | 55.84 | 17.47 |
| Black or African American | 3,322 | 3.93 | 24,342 | 5.28 | 13.65 |
| White | 21,804 | 25.80 | 100,258 | 21.76 | 21.75 |
| Two or more races | 4,252 | 5.03 | 21,914 | 4.76 | 19.40 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 10,345 | 12.24 | 63,388 | 13.76 | 16.32 |
| English only | 48,739 | 57.68 | 259,668 | 56.37 | 18.77 |
| Reclassified fluent English proficient | 22,496 | 26.62 | 118,456 | 25.71 | 18.99 |
| Initially fluent English proficient | 2,924 | 3.46 | 18,911 | 4.11 | 15.46 |
| Adult English learner | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English classification—To be determined | 0 | 0.00 | 128 | 0.03 | 0.00 |
| English classification—No Response | 0 | 0.00 | 118 | 0.03 | 0.00 |
| Economically disadvantaged | 47,769 | 56.53 | 272,263 | 59.10 | 17.55 |
| Not economically disadvantaged | 36,735 | 43.47 | 188,406 | 40.90 | 19.50 |
| Migrant education | 656 | 0.78 | 3,480 | 0.76 | 18.85 |
| Not migrant education | 83,848 | 99.22 | 457,189 | 99.24 | 18.34 |
| Military | 713 | 0.84 | 5,586 | 1.21 | 12.76 |
| Not military | 83,791 | 99.16 | 455,083 | 98.79 | 18.41 |
| Homeless | 1,870 | 2.21 | 14,696 | 3.19 | 12.72 |
| Not homeless | 82,634 | 97.79 | 445,973 | 96.81 | 18.53 |

Table 24. Demographic Information for the Mathematics Grade Eleven (in 2020–21) Matched Cohort

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demographics | Number of Test Takers in the Matched Cohort | Percent of Test Takers in the Matched Cohort | Number of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 | Percent of Students Enrolled in 2020–21 Who Are in the Matched Cohort |
| All | 166,187 | 100.00 | 471,262 | 100.00 | 35.26 |
| Male | 81,720 | 49.17 | 240,216 | 50.97 | 34.02 |
| Female | 84,400 | 50.79 | 230,844 | 48.98 | 36.56 |
| American Indian or Alaska Native | 767 | 0.46 | 2,321 | 0.49 | 33.05 |
| Asian | 18,185 | 10.94 | 45,740 | 9.71 | 39.76 |
| Native Hawaiian or Other Pacific Islander | 656 | 0.39 | 2,211 | 0.47 | 29.67 |
| Filipino | 4,479 | 2.70 | 12,139 | 2.58 | 36.90 |
| Hispanic or Latino | 93,776 | 56.43 | 257,572 | 54.66 | 36.41 |
| Black or African American | 6,090 | 3.66 | 24,550 | 5.21 | 24.81 |
| White | 36,222 | 21.80 | 106,734 | 22.65 | 33.94 |
| Two or more races | 6,012 | 3.62 | 19,995 | 4.24 | 30.07 |
| Unknown | 0 | 0.00 | 0 | 0.00 | 0.00 |
| English learner | 10,009 | 6.02 | 46,627 | 9.89 | 21.47 |
| English only | 83,551 | 50.28 | 252,358 | 53.55 | 33.11 |
| Reclassified fluent English proficient | 64,254 | 38.66 | 148,480 | 31.51 | 43.27 |
| Initially fluent English proficient | 8,373 | 5.04 | 23,320 | 4.95 | 35.90 |
| Adult English learner | 0 | 0.00 | 201 | 0.04 | 0.00 |
| English classification—To be determined | 0 | 0.00 | 158 | 0.03 | 0.00 |
| English classification—No Response | 0 | 0.00 | 118 | 0.03 | 0.00 |
| Economically disadvantaged | 96,086 | 57.82 | 266,682 | 56.59 | 36.03 |
| Not economically disadvantaged | 70,101 | 42.18 | 204,580 | 43.41 | 34.27 |
| Migrant education | 1,025 | 0.62 | 3,157 | 0.67 | 32.47 |
| Not migrant education | 165,162 | 99.38 | 468,105 | 99.33 | 35.28 |
| Military | 1,848 | 1.11 | 6,191 | 1.31 | 29.85 |
| Not military | 164,339 | 98.89 | 465,071 | 98.69 | 35.34 |
| Homeless | 3,568 | 2.15 | 13,962 | 2.96 | 25.56 |
| Not homeless | 162,619 | 97.85 | 457,300 | 97.04 | 35.56 |

# Accessibility Information Appendix

## Alternative Text for Figure 1

Figure 1 is a line graph showing the mean scale scores in ELA for the two cohort groups: the students who were in grade five in 2019 and the students who were in grade five in 2021. In grade three, the mean scale score for the 2021 cohort is slightly higher than the 2019 mean scale score. There is no score for the 2021 cohort in grade four. In grade five, the 2021 cohort mean scale score dips below the 2019 cohort mean scale score.

## Alternative Text for Figure 2

Figure 2 is a line graph showing the mean scale scores in ELA for the two cohort groups: the students who were in grade six in 2019 and the students who were in grade six in 2021. In grade three and grade four, the mean scale scores for the 2021 cohort are slightly higher than the 2019 mean scale scores. There is no score for the 2021 cohort in grade five. In grade six, the 2021 cohort mean scale score dips below the 2019 cohort mean scale score.

## Alternative Text for Figure 3

Figure 3 is a line graph showing the mean scale scores in ELA for the two cohort groups: the students who were in grade seven in 2019 and the students who were in grade seven in 2021. In grades three through five, the mean scale scores for the 2021 cohort are slightly higher than the 2019 mean scale scores. There is no score for the 2021 cohort in grade six. In grade seven, the 2021 cohort mean scale score dips slightly below the 2019 cohort mean scale score.

## Alternative Text for Figure 4

Figure 4 is a line graph showing the mean scale scores in ELA for the two cohort groups: the students who were in grade eight in 2019 and the students who were in grade eight in 2021. In grade three, only the 2021 cohort has scores. In grades four through six, the mean scale scores for the 2021 cohort are slightly higher than the 2019 mean scale scores, with the closest delta occurring in grade five. There is no score for the 2021 cohort in grade seven. In grade eight, the 2021 cohort mean scale score dips slightly below the 2019 cohort mean scale score.

## Alternative Text for Figure 5

Figure 5 is a line graph showing the mean scale scores in ELA for the two cohort groups: the students who were in grade eleven in 2019 and the students who were in grade eleven in 2021. The 2021 cohort has grades starting from grade five, whereas the 2019 cohort has grades starting from grade seven. In grades seven through eight, the mean scale scores for the 2021 cohort are higher than the 2019 mean scale scores, with the closest delta occurring in grade eight. Neither cohort has scores in grades nine and ten. In grade eleven, the 2021 cohort mean scale score remains higher than the 2019 cohort mean scale score.

## Alternative Text for Figure 6

Figure 6 is a line graph showing the mean scale scores in mathematics for the two cohort groups: the students who were in grade five in 2019 and the students who were in grade five in 2021. In grade three, the mean scale score for the 2021 cohort is slightly higher than the 2019 mean scale score. There is no score for the 2021 cohort in grade four. In grade five, the 2021 cohort mean scale score dips below the 2019 cohort mean scale score.

## Alternative Text for Figure 7

Figure 7 is a line graph showing the mean scale scores in mathematics for the two cohort groups: the students who were in grade six in 2019 and the students who were in grade six in 2021. In grade three and grade four, the mean scale scores for the 2021 cohort are slightly higher than the 2019 mean scale scores. There is no score for the 2021 cohort in grade five. In grade six, the 2021 cohort mean scale score dips below the 2019 cohort mean scale score.

## Alternative Text for Figure 8

Figure 8 is a line graph showing the mean scale scores in mathematics for the two cohort groups: the students who were in grade seven in 2019 and the students who were in grade seven in 2021. In grades three through five, the mean scale scores for the 2021 cohort are higher than the 2019 mean scale scores. There is no score for the 2021 cohort in grade six. In grade seven, the 2021 cohort mean scale score dips slightly below the 2019 cohort mean scale score.

## Alternative Text for Figure 9

Figure 9 is a line graph showing the mean scale scores in mathematics for the two cohort groups: the students who were in grade eight in 2019 and the students who were in grade eight in 2021. In grade three, only the 2021 cohort has scores. In grades four through six, the mean scale scores for the 2021 cohort are slightly higher than the 2019 mean scale scores. There is no score for the 2021 cohort in grade seven. In grade eight, the 2021 cohort mean scale score dips below the 2019 cohort mean scale score. The mean scale score for the 2021 cohort in grade eight appears parallel to the mean scale score for the 2021 cohort in grade six.

## Alternative Text for Figure 10

Figure 10 is a line graph showing the mean scale scores in mathematics for the two cohort groups: the students who were in grade eleven in 2019 and the students who were in grade eleven in 2021. The 2021 cohort has grades starting from grade five, whereas the 2019 cohort has grades starting from grade seven. In grades seven through eight, the mean scale scores for the 2021 cohort are higher than the 2019 mean scale scores, with the closest delta occurring in grade eight. Neither cohort has scores in grades nine and ten. In grade eleven, the 2021 cohort mean scale score remains higher than the 2019 cohort mean scale score.