# Georgia Milestones 2020-2021 State Summary Report

Georgia Department of Education

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# Georgia Milestones 2020-2021 State Summary Report

## Executive summary

This report presents the state-level results of the 2020-2021 administration of the Georgia Milestones End-of-Grade (EOG) and End-of-Course (EOC) assessments. Due to the COVID-19 pandemic, the percent of enrolled students tested was lower in 2020-2021 than in a typical year. Achievement trends were also disrupted due to pandemic-related learning disruptions. This report provides an overview of the standard and supplemental technical evaluation steps completed this year and summarizes state-level achievement with disaggregations included by grade, content area, course, and demographic subgroups.

Overall, around 70% of Georgia students enrolled in grades with an EOG assessment participated in Georgia Milestones in 2020-2021, with the percentage varying widely across individual systems and schools. Participation is mostly consistent across demographic subgroups, with the exception of racial/ethnic groups where there is greater variability. Across grades, the percentage ranges from a high of 79% in grade 3 to a low of 55% in high school. Achievement in 2020-2021 on Georgia Milestones likewise demonstrates an expected deviation from Georgia's history of increasing achievement, with varying impact across grades. Across content areas, slightly larger decreases are observed for Mathematics as compared to English Language Arts, though this varies by system, school, grade, and student group. At the state level, there is an observed decrease in the percent of students at or above the Developing Learner level from 2019 to 2021, ranging from 2 percentage points to 15 percentage points. While overall state performance is slightly lower, performance varies across systems and schools, and trends vary by demographic subgroup. Given the magnitude of learning disruptions experienced this school year, these decreases in performance are not particularly large. Based on the prior historical trend, with sustained academic recovery efforts, we can expect a similar rate of increased achievement in the coming years as we return to educational environments with fewer disruptions to student learning.

System and school leaders and other stakeholders using the achievement outcomes from the Georgia Milestones 2020-2021 administrations are encouraged to:

1. Consider the percentage of the total population tested and take extra caution in interpretation in cases where a low percentage of the enrolled student population was tested at a given school or system;
2. Consider the representativeness and prior achievement of the tested population and take extra caution in interpretation in cases where differences indicate the students who did test this year may not be representative of the total student population;
3. Avoid punitive or accountability applications of these outcomes; and
4. Contextualize any changes in achievement with any local complexities systems and schools may have faced within this last year (e.g., mode of instruction, enrollment rates, attendance rates).

Overall, the 2020-2021 results meet the rigorous reliability standards of the Georgia Milestones assessment program and are valid when interpreted in context: as one measure of students' achievement towards mastery of the state's academic content standards in the face of unprecedented challenges.

# Georgia Milestones 2020-2021 State Summary Report

## Overview

This report presents the state-level results of the 2020-2021 administration of the Georgia Milestones End-of-Grade (EOG) and End-of-Course (EOC) assessments. There were no modifications to Georgia Milestones related to the nature of the pandemic. Critical aspects of Georgia Milestones remain consistent despite the interruptions in learning, including: the academic content standards, the achievement standards, the administration format, and the scoring procedures and data-quality criteria. However, some key factors have changed, which necessitates caution and context when interpreting individual or summary scores: many students received virtual instruction following interruptions and closures; opportunity to learn has been variably reduced due to health and safety measures implemented in the past year; the contribution of EOC scores to final course grades has been reduced in weight; in many places EOG scores were not utilized for student promotion and retention decisions, and fewer students participated in this year's administrations as compared to prior years. The state-level outcomes presented here are accompanied by guidance on interpreting and using scores from this atypical year locally. Learning disruptions in the past year differentially affected systems and regions in Georgia, and consideration of unique local context is necessary when using results and making comparisons of local outcomes to state summaries. This report provides an overview of the percent of enrolled students tested and the research completed to evaluate the representativeness of this year's testing outcomes.

## Technical evaluation

Before reporting scores this year, outcomes were evaluated against a multitude of data quality and model fit technical criteria. Psychometric plans for ensuring all reported scores are valid and reliable in this atypical year were developed based on recommendations from Georgia's Assessment Technical Advisory Committee (TAC), the Council of Chief State School Officers (CCSSO), and the National Center for the Improvement of Educational Assessment (NCIEA) and were evaluated in detail and approved by Georgia's assessment TAC. Several cycles of standard operational psychometric analyses were completed and supplemented by additional quality-control steps designed to identify and mitigate any potential instability from this year's learning disruptions. These cycles were monitored by an external evaluator, a member of Georgia's assessment TAC.

The four primary considerations for evaluating the results for each examination were: reliability, data-model fit, representative sampling, and impact on achievement-level classification decisions. Total test reliability by form was a top consideration, and this was compared against rigorous reliability criteria, as well as the reliability outcomes from prior administrations. This year's results indicated an average reliability above .9 across content areas and forms. This level of reliability is considered excellent and is comparable to historic reliability for this program. Data-model fit was evaluated, and any misfit was flagged using the same flagging criteria as in typical operational years. For all grade/content areas/courses, fit was excellent, with rates of misfit being at or below rates identified in prior years. All data were evaluated to ensure stability and quality, using unchanged rigorous criteria for item precision and fit. When evaluating the sample, in addition to ensuring the data were sufficient to produce stable estimates, the representativeness of the sample by gender, ethnicity/race, grade, and region/ RESA was closely monitored, and most groups were found to be within 5% of the distribution observed in prior years. This indicates mostly consistent representativeness, despite a reduction in the total sample, though some demographic differences were observed as compared to prior years in the area of region

and ethnicity, with slightly lower representation from metro areas for the Spring 2021 administrations in particular. While all sample criteria were met to produce valid and reliable individual scores, this does necessitate caution when interpreting summary scores, such as summaries by school, system, and region.

For further information on the technical evaluation of Georgia's assessments this year, see the score evaluation and interpretation briefs on the 2020-2021 Georgia assessment results page.

## Percent of enrolled students tested

Given the pandemic-related conditions experienced in Georgia during the 2020-2021 school year, we observed a lower percent of enrolled students tested. Table 1 presents the percent of enrolled students in grades 3 through 8 who completed End-of-Grade assessments in Spring 2021. Higher percentages of enrolled students tested are observed for lower grades, and overall, mostly consistent rates are observed across content areas. Overall, around 70% of Georgia students enrolled in grades with EOG tests participated in assessment in 2020-2021, with this percentage varying widely across systems and schools, with some systems and schools testing 100% of enrolled students, and some with under 10% of enrolled students tested. See the Georgia Milestones system and school aggregate reports on the 2020-2021 Georgia assessment results page for further information on the percent of enrolled students assessed by system and school.

*Table 1. Percent of enrolled grade 3-8 students tested in 2021*

| | ELA | Mathematics | Science | Social Studies |
|---|---|---|---|---|
| Grade 3 | 79% | 79% | | |
| Grade 4 | 78% | 78% | | |
| Grade 5 | 77% | 76% | 76% | |
| Grade 6 | 69% | 69% | | |
| Grade 7 | 65% | 65% | | |
| Grade 8 | 61% | 60% | 61% | 60% |

Table 2 presents the percent of students enrolled in a course with a required EOC assessment tested in 2020-2021. The test rates represent the full year, inclusive of Fall/Winter 2020 administrations as well as Spring 2021. Higher test rates were observed for Fall/Winter 2020 (around 80% across courses) as compared to Spring 2021 (around 60% across courses). Note that the rates in Table 2 include middle school students enrolled in a course with a required EOC. Test rates observed for EOCs in 2020-2021 are consistent with the trend observed with grades 3-8, where the percent of enrolled students tested decreases for upper grades.

*Table 2. Percent of students enrolled in a course with a required EOC assessment tested in 2020-2021*

| Course | Percent of enrolled students tested |
|---|---|
| Algebra I | 60% |
| American Literature & Composition | 58% |
| Biology | 59% |
| Coordinate Algebra | 62% |
| Physical Science | 62% |
| United States History | 55% |

*Note: As of Spring 2021, the high school Physical Science assessment is only administered to 8th grade students enrolled in the high school Physical Science course and is completed in place of the 8th grade Science EOG.*

To appropriately contextualize aggregated results, the percentage of enrolled students who were tested is reported with all aggregate scores. System and schools with a low percentage of enrolled students tested should interpret summary scores with additional caution as these summary scores may not well-represent the larger population. When examining the percent of enrolled students tested by subgroup (gender, race/ethnicity, English learner status, disability status), we see mostly consistent results, with most categories being within about 5% of each other, with the exception of race/ethnicity, where a pattern of a lower percent of enrolled Black/African American students tested is observed across grades and content areas, as compared to other race/ethnicity groups. Note that due to the demographic and regional population distribution of Georgia, this reduced percent of enrolled Black/African American students tested intersects with the reduced percent of enrolled Metro area students tested. Pandemic-related learning environment disruptions differentially impacted regions in our state, and this context is important to consider when interpreting the percent of students tested by demographic subgroup, as well as the achievement outcomes for this year by demographic subgroup. See Appendix A for further information on the percent of enrolled students tested by demographic subgroup.

The 2020-2021 administration conditions were monitored to ensure appropriate standardization with maximum allowable flexibility to support administration during a pandemic. Georgia Milestones assessments were administered online, in schools, under typical administration conditions. All student accessibility features and required accommodation supports remained available, consistent with typical years. Following administration, student testing time was evaluated and found to be consistent with expected ranges and maximums. Collectively, outcomes from this year's administration indicate a relatively consistent student testing experience, despite the lower percentage of enrolled students tested.

## Additional evaluation of summary scores

To further evaluate the generalizability of summary scores from this year, we examined the achievement history of the tested students to identify, if present, any differences indicating the students who did test this year may not be representative of the total population. This analysis was completed for all available matched grades (grades 3-6 in 2019 to grades 5-8 in 2021), and the research plan was evaluated by Georgia's assessment TAC.

Achievement in 2019 served as a baseline for prior achievement, and two groups were identified: Group A) students who tested in 2021 (i.e. the tested population) and Group B) students who did not test in 2021 but were enrolled (i.e. the non-tested population). For

summary scores from 2020-2021 administrations to be generalizable at the state, system, and school level, we must evaluate whether the students who tested this year (Group A) are representative of the full population (Group A plus Group B). Thus, this research evaluates whether the 2019 achievement of Group A differs from the full population of 2019 testers. For example, we can examine the 2019 6th grade ELA and Mathematics achievement of the group of 8th grade students who tested in 2021. This can be compared to the total 2019 6th grade ELA and Mathematics achievement. If it was found that a much higher or much lower rate of Beginning Learners, for example, were observed in Group A as compared to the total group, we would have cause to question whether the 8th graders who tested in 2021 are representative of their full state, system, or school, based on prior achievement.

Outcomes of this research indicate that, at the state level, students who completed Georgia Milestones in 2020-2021 are representative of the full state, based on prior achievement. While the percent of enrolled students tested is lower during this atypical year, the prior achievement of the group who tested, where available, does not meaningfully differ from the total group's prior achievement: Specifically, in all applicable grades/content areas, the difference in prior achievement level distribution between the group who tested this year and the total prior sample is within 3 percent. Continuing our example, this means there is less than a 3 percent difference between the percentage of *all* 2019 6th graders who were Beginning Learners in ELA and the percentage of 2019 6th graders who were Beginning Learners in ELA who then proceeded to complete the 8th grade Georgia Milestones assessments this year.

While results at the state level indicated the students who tested are representative of the full population based on prior achievement, results for systems and schools vary. Representativeness asterisks by grade band are reported for systems and schools with public summary scores where additional caution may be needed in generalizing outcomes to the full system or school. Further, this representativeness should be taken in context with the percent of enrolled students tested, and other known local complexities (mode of instruction, enrollment rates, attendance rates). Summary scores for systems and schools for whom the tested population of students may not be representative of the full population are noted in public reports and should be interpreted with additional caution.

## Summary of achievement

Summaries of achievement from 2020-2021 are reported with the percent of enrolled students tested and with asterisks where representativeness research indicates students who tested this year may not be representative of the full population based on prior achievement. Table 3 presents achievement by grade and content area for students who completed Georgia Milestones EOG assessments in Spring 2021; Table 4 presents achievement by course for students who completed Georgia Milestones EOC assessments in 2020-2021.

Achievement in 2020-2021 on Georgia Milestones demonstrates an expected deviation from Georgia's history of increasing achievement. Table 5 presents the summary of achievement on EOG assessments from Spring 2017 through Spring 2021; Table 6 presents the summary of achievement on EOC assessments from Spring 2017 through Spring 2021 (note: 2021 results include Fall/Winter 2020 administrations). While performance has decreased as compared to achievement measured two years prior in 2019, it may be helpful to consider the magnitude of decrease in the context of prior two-year gaps. For example, in 3rd grade ELA, we observe a 6 percentage point decrease in students achieving Proficient and above as compared to 2019. The magnitude of this

difference – that is, the degree of change – is the same as the change rate between 2017 and 2019, though in a negative rather than positive direction. Based on the prior historical trend, with sustained academic recovery efforts, we can expect a similar rate of increased achievement in the coming years as we return to educational environments with fewer disruptions to student learning.

At the state level, there is an observed decrease in the percent of students at or above the Developing Learner level from 2019 to 2021, ranging from 2 percentage points to 15 percentage points. While overall state performance is slightly lower, performance varies across systems and schools. Additional information on student performance in the state and by system and school can be found in the state, system, and school aggregate reports on the GaDOE assessment results website. Note that due to the cancelation of Spring 2020 testing in response to the COVID-19 pandemic, achievement data for Spring 2020 are not available.

When considering achievement by subgroup, it is helpful to consider these results in the context of achievement in prior years. Achievement changes by subgroup vary for this year, across grades, content areas, courses, and the impact of this year on achievement did not result in a consistent pattern or degree of decreased achievement. While comparisons across years must be made with caution, using the context of this year's pandemic-related learning disruptions, achievement in prior years provides some reference for whether any disparity in achievement observed is unique to this year. Students with disabilities had relatively fewer achievement decreases as compared to students without disabilities; English learners had relatively fewer achievement decreases as compared to students not classified as English learners; and achievement changes by gender are similar and unpatterned. Achievement decreases did vary by race/ethnicity, with Black and Hispanic students demonstrating slightly higher declines in achievement as compared to other racial/ethnic subgroups. However, achievement changes by race/ethnicity must be interpreted with the context of percent of enrolled students tested, which varies across group, and intersects with the regional differences in pandemic-related learning disruptions See Appendix B for further information on achievement by demographic subgroup.

*Table 3. Spring 2021 EOG - Achievement level distributions*

| Grade | Content Area | Number of Students | % Tested | % Beginning Learner | % Developing Learner | % Proficient Learner | % Distinguished Learner |
|---|---|---|---|---|---|---|---|
| 3 | English Language Arts | 97,496 | 79 | 38 | 26 | 25 | 11 |
| | Mathematics | 97,162 | 79 | 24 | 37 | 28 | 10 |
| 4 | English Language Arts | 97,138 | 78 | 32 | 32 | 26 | 11 |
| | Mathematics | 96,767 | 78 | 25 | 32 | 30 | 13 |
| 5 | English Language Arts | 97,467 | 77 | 27 | 34 | 33 | 6 |
| | Mathematics | 97,134 | 76 | 33 | 33 | 22 | 13 |
| | Science | 96,734 | 76 | 35 | 27 | 29 | 10 |
| 6 | English Language Arts | 91,727 | 69 | 31 | 27 | 33 | 9 |
| | Mathematics | 91,421 | 69 | 31 | 39 | 22 | 8 |
| 7 | English Language Arts | 88,812 | 65 | 30 | 31 | 32 | 7 |
| | Mathematics | 88,309 | 65 | 26 | 38 | 25 | 12 |
| 8 | English Language Arts | 83,232 | 61 | 25 | 33 | 32 | 9 |
| | Mathematics | 81,371 | 59 | 33 | 35 | 22 | 10 |
| | Science | 59,627 | 60 | 46 | 27 | 20 | 7 |
| | Social Studies | 81,542 | 60 | 26 | 39 | 26 | 9 |

*Table 4. 2020-2021 EOC - Achievement level distributions*

| Content Area | Number of Students | % Tested | % Beginning Learner | % Developing Learner | % Proficient Learner | % Distinguished Learner |
|---|---|---|---|---|---|---|
| Algebra I | 83,168 | 60 | 39 | 31 | 24 | 6 |
| American Literature & Composition | 66,102 | 58 | 35 | 35 | 27 | 2 |
| Biology | 85,489 | 59 | 33 | 26 | 30 | 10 |
| Coordinate Algebra | 11,192 | 62 | 38 | 33 | 23 | 6 |
| Physical Science | 23,203 | 62 | 25 | 22 | 39 | 14 |
| United States History | 59,861 | 55 | 35 | 36 | 25 | 5 |

*Table 5. EOG – Summary of achievement 2017-2021*

| Grade | Content Area | Number of Students | | | | % Tested | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017 | 2018 | 2019 | 2021 | 2021 | 2017 | 2018 | 2019 | 2021 | 2017 | 2018 | 2019 | 2021 |
| 3 | English Language Arts | 136,165 | 134,162 | 129,231 | 97,496 | 79 | 70 | 67 | 71 | 62 | 36 | 37 | 42 | 36 |
| | Mathematics | 136,744 | 134,084 | 129,156 | 97,162 | 79 | 80 | 83 | 82 | 76 | 42 | 46 | 52 | 38 |
| 4 | English Language Arts | 135,638 | 136,228 | 133,547 | 97,138 | 78 | 73 | 73 | 75 | 69 | 42 | 41 | 42 | 37 |
| | Mathematics | 136,235 | 136,134 | 133,486 | 96,767 | 78 | 82 | 84 | 82 | 75 | 45 | 47 | 49 | 43 |
| 5 | English Language Arts | 132,869 | 137,152 | 136,513 | 97,467 | 77 | 74 | 76 | 76 | 73 | 38 | 41 | 45 | 39 |
| | Mathematics | 133,496 | 137,102 | 136,458 | 97,134 | 76 | 75 | 75 | 76 | 67 | 37 | 39 | 41 | 35 |
| | Science | 133,261 | 136,906 | 136,269 | 96,734 | 76 | 69 | 70 | 70 | 65 | 39 | 39 | 43 | 38 |
| 6 | English Language Arts | 129,451 | 133,021 | 136,673 | 91,727 | 69 | 70 | 69 | 74 | 69 | 40 | 39 | 46 | 42 |
| | Mathematics | 129,851 | 132,890 | 136,626 | 91,421 | 69 | 76 | 76 | 78 | 69 | 38 | 38 | 40 | 30 |
| 7 | English Language Arts | 129,015 | 130,420 | 133,259 | 88,812 | 65 | 71 | 71 | 72 | 70 | 37 | 38 | 39 | 39 |
| | Mathematics | 129,065 | 129,840 | 132,796 | 88,309 | 65 | 78 | 77 | 78 | 74 | 42 | 43 | 43 | 36 |
| 8 | English Language Arts | 127,630 | 125,086 | 124,745 | 83,232 | 61 | 79 | 79 | 80 | 75 | 42 | 43 | 47 | 41 |
| | Mathematics | 105,534 | 104,741 | 103,388 | 81,371 | 59 | 76 | 75 | 73 | 67 | 34 | 34 | 35 | 32 |
| | Science | 96,505 | 96,512 | 94,788 | 59,627 | 60 | 57 | 61 | 62 | 54 | 29 | 30 | 32 | 27 |
| | Social Studies | 126,936 | 128,869 | 130,182 | 81,542 | 60 | 75 | 77 | 78 | 74 | 39 | 41 | 41 | 35 |

*Table 6. EOC - Summary of achievement 2017-2021*

| Content Area | Number of Students | | | | % Tested | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 2018 | 2019 | 2021 | 2021 | 2017 | 2018 | 2019 | 2021 | 2017 | 2018 | 2019 | 2021 |
| American Literature & Composition | 101,517 | 99,809 | 97,588 | 66,102 | 58 | 81 | 80 | 80 | 65 | 49 | 47 | 47 | 30 |
| Coordinate Algebra | 24,500 | 18,587 | 17,951 | 11,192 | 62 | 70 | 70 | 69 | 62 | 31 | 32 | 34 | 29 |
| Algebra I | 103,276 | 106,329 | 106,106 | 83,168 | 60 | 71 | 72 | 73 | 61 | 35 | 38 | 41 | 30 |
| Biology | 107,875 | 103,845 | 104,640 | 85,489 | 59 | 70 | 72 | 71 | 67 | 45 | 49 | 49 | 41 |
| Physical Science | 87,544 | 77,889 | 75,060 | 23,203 | 62 | 67 | 73 | 74 | 75 | 39 | 43 | 47 | 53 |
| United States History | 97,576 | 98,088 | 93,028 | 59,861 | 55 | 75 | 76 | 78 | 65 | 45 | 47 | 48 | 30 |

*Notes:*
*Due to rounding, percentages may not total to 100%.*
*2021 results include outcomes from the Fall/Winter 2020 and Spring 2021 EOC administrations. Prior years include Spring EOC administrations only.*
*% Tested indicates the percent of students who took the assessment out of the students who were enrolled.*
*Beginning in 2020-2021, Physical Science is only administered to 8th grade students enrolled in the High School Physical Science course.*

## Interpretation and local guidance

When interpreting summaries of Georgia Milestones achievement from 2020-2021 remember the following:

Individual student results should be interpreted as one measure of a student's mastery of the knowledge and skills outlined in Georgia's academic content standards. These scores are most meaningful when considered in the context of learning and any associated extenuating factors. For example, a student's performance may classify them as a Developing Learner, indicating the student mastered some, but not all, of the academic content standards. However, these scores cannot indicate whether the student had the opportunity to learn *all* of the content standards or whether, due to pandemic-related learning disruptions, the student only had the opportunity to learn *some* of the content standards. In the context of the pandemic, many school districts had to prioritize which content standards could be delivered. The Georgia Milestones assessments were designed to measure achievement following instruction on all of the state's academic content standards.

Summaries of results by student group, school, system, and state should likewise be interpreted as one measure of mastery of the knowledge and skills outlined in the state's academic content standards. These scores should not be used as a part of a longitudinal trend analysis without including context of this year's pandemic and associated learning disruptions, and varying access to instruction. Any difference in outcomes as compared to prior years cannot be interpreted in isolation from the impact of pandemic-related disruptions to teaching and learning. Additionally, participation rates and representativeness across demographic subgroups should be considered, and extra caution should be taken when interpreting a summary of achievement which comprises a low percentage of enrolled students tested or comprises an unrepresentative sample based on demographics or prior achievement.

Additionally, system and school leaders and other stakeholders using these data are encouraged to:

1. Consider the percentage of the total population tested and take extra caution in interpretation in cases where a low percentage of the enrolled student population was tested at a given school or system; and
2. Consider the representativeness and prior achievement of the tested population and take extra caution in interpretation in cases where differences indicate the students who did test this year may not be representative of your total student population; and
3. Avoid punitive or accountability applications of these outcomes; and
4. Contextualize any changes in achievement with any local complexities your systems and schools may have faced within this last year (e.g. mode of instruction, enrollment rates, attendance rates).

While this atypical year marks a deviation from Georgia's trend of increased achievement, these decreases are relatively minor given the magnitude of learning disruptions students and educators experienced this school year. As we return to educational environments with fewer disruptions to learning, and engage in academic recovery efforts, these decreases are likely to be recovered. Even though Georgia's participation rates are lower than in past years, these assessment results present an opportunity (in combination with other data) to inform the type of supports students, educators, and schools need to be successful. Overall, these results meet the rigorous reliability standards of the Georgia Milestones

assessment program and are valid when interpreted in context: as one measure of a student's achievement towards mastery of the state's academic content standards in the face of unprecedented challenges.

# Appendix A

Percent of enrolled students tested by demographic subgroup

*Table 7. Percent of enrolled grade 3-8 students tested in 2021 by gender*

| | ELA | | Mathematics | | Science | | Social Studies | |
|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Grade 3 | 79 | 79 | 79 | 78 | | | | |
| Grade 4 | 77 | 78 | 77 | 77 | | | | |
| Grade 5 | 76 | 76 | 76 | 76 | 76 | 75 | | |
| Grade 6 | 70 | 68 | 70 | 68 | | | | |
| Grade 7 | 67 | 63 | 66 | 63 | | | | |
| Grade 8 | 63 | 58 | 61 | 57 | 61 | 57 | 61 | 57 |

*Table 8. Percent of students enrolled in a course with a required EOC assessment tested in 2020-2021 by gender*

| Course | Percent of enrolled students tested | |
|---|---|---|
| | Male | Female |
| Algebra I | 60 | 59 |
| American Literature & Composition | 59 | 56 |
| Biology | 59 | 57 |
| Coordinate Algebra | 59 | 60 |
| Physical Science | 63 | 58 |
| United States History | 57 | 53 |

*Table 9. Percent of enrolled grade 3-8 students tested in 2021 by race/ethnicity*

| | ELA | | | | | | | Mathematics | | | | | | | Science | | | | | | | Social Studies | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | Hispanic | American Indian or Alaska Native | Multiracial | Native Hawaiian or Other Pacific Islander | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Native Hawaiian or Other Pacific Islander | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Native Hawaiian or Other Pacific Islander | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Native Hawaiian or Other Pacific Islander | Asian | White |
| Grade 3 | 63 | 84 | 73 | 80 | 73 | 78 | 91 | 63 | 84 | 73 | 79 | 73 | 78 | 91 | | | | | | | | | | | | | | |
| Grade 4 | 61 | 83 | 68 | 79 | 72 | 79 | 91 | 61 | 83 | 67 | 78 | 70 | 79 | 90 | | | | | | | | | | | | | | |
| Grade 5 | 60 | 82 | 71 | 77 | 65 | 76 | 89 | 59 | 82 | 71 | 77 | 65 | 76 | 89 | 59 | 81 | 70 | 76 | 64 | 76 | 89 | | | | | | | |
| Grade 6 | 52 | 75 | 64 | 69 | 65 | 67 | 84 | 52 | 74 | 65 | 69 | 65 | 68 | 84 | | | | | | | | | | | | | | |
| Grade 7 | 47 | 71 | 59 | 66 | 56 | 63 | 80 | 47 | 71 | 60 | 66 | 54 | 62 | 80 | | | | | | | | | | | | | | |
| Grade 8 | 45 | 65 | 54 | 60 | 57 | 52 | 75 | 44 | 64 | 51 | 58 | 55 | 47 | 73 | 44 | 66 | 51 | 60 | 52 | 56 | 75 | 43 | 64 | 52 | 59 | 54 | 52 | 74 |

*Table 10. Percent of students enrolled in a course with a required EOC assessment tested in 2020-2021 by race/ethnicity*

| Course | Percent of enrolled students tested | | | | | | |
|---|---|---|---|---|---|---|---|
| | Black | Hispanic | American Indian or Alaska Native | Multiracial | Native Hawaiian or Other Pacific Islander | Asian | White |
| Algebra I | 47 | 59 | 59 | 59 | 53 | 56 | 73 |
| American Literature & Composition | 48 | 57 | 52 | 58 | 54 | 44 | 68 |
| Biology | 48 | 58 | 61 | 59 | 55 | 41 | 70 |
| Coordinate Algebra | 45 | 63 | 42 | 63 | 44 | 57 | 80 |
| Physical Science | 42 | 58 | 59 | 56 | 76 | 52 | 74 |
| United States History | 46 | 55 | 53 | 54 | 47 | 45 | 64 |

*Table 11. Percent of enrolled grade 3-8 students tested in 2021 by English learner status*

| | ELA | | Mathematics | | Science | | Social Studies | |
|---|---|---|---|---|---|---|---|---|
| | EL | Not EL | EL | Not EL | EL | Not EL | EL | Not EL |
| Grade 3 | 84 | 78 | 84 | 77 | | | | |
| Grade 4 | 84 | 76 | 83 | 76 | | | | |
| Grade 5 | 82 | 75 | 82 | 75 | 82 | 74 | | |
| Grade 6 | 75 | 68 | 75 | 68 | | | | |
| Grade 7 | 71 | 64 | 71 | 64 | | | | |
| Grade 8 | 67 | 60 | 67 | 58 | 69 | 59 | 66 | 59 |

*Note: EL= English Learner*

*Table 12. Percent of students enrolled in a course with a required EOC assessment tested in 2020-2021 by English learner status*

| Course | Percent of enrolled students tested | |
|---|---|---|
| | EL | Not EL |
| Algebra I | 57 | 60 |
| American Literature & Composition | 57 | 57 |
| Biology | 57 | 58 |
| Coordinate Algebra | 56 | 60 |
| Physical Science | 59 | 60 |
| United States History | 55 | 55 |

*Note: EL= English Learner*

*Table 13. Percent of enrolled grade 3-8 students tested in 2021 by student with disability status*

| | ELA | | Mathematics | | Science | | Social Studies | |
|---|---|---|---|---|---|---|---|---|
| | SWD | Not SWD | SWD | Not SWD | SWD | Not SWD | SWD | Not SWD |
| Grade 3 | 79 | 79 | 79 | 78 | | | | |
| Grade 4 | 78 | 77 | 78 | 77 | | | | |
| Grade 5 | 76 | 76 | 76 | 76 | 76 | 75 | | |
| Grade 6 | 69 | 69 | 69 | 69 | | | | |
| Grade 7 | 66 | 65 | 65 | 65 | | | | |
| Grade 8 | 62 | 60 | 62 | 59 | 62 | 59 | 61 | 59 |

*Note: SWD= Student With Disability*

*Table 14. Percent of students enrolled in a course with a required EOC assessment tested in 2020-2021 by student with disability status*

| Course | Percent of enrolled students tested | |
|---|---|---|
| | SWD | Not SWD |
| Algebra I | 56 | 60 |
| American Literature & Composition | 58 | 57 |
| Biology | 58 | 58 |
| Coordinate Algebra | 53 | 60 |
| Physical Science | 57 | 60 |
| United States History | 57 | 54 |

*Note: SWD= Student With Disability*

# Appendix B

Achievement by demographic subgroup

*Table 15. Spring 2021 EOG - Achievement level distributions by gender*

| Grade | Content Area | % Beginning Learner | | % Developing Learner | | % Proficient Learner | | % Distinguished Learner | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female | Male | Female |
| 3 | English Language Arts | 41 | 34 | 26 | 26 | 23 | 26 | 10 | 13 |
| | Mathematics | 24 | 25 | 36 | 39 | 29 | 27 | 12 | 9 |
| 4 | English Language Arts | 36 | 27 | 32 | 32 | 24 | 28 | 9 | 13 |
| | Mathematics | 25 | 26 | 30 | 34 | 31 | 30 | 15 | 10 |
| 5 | English Language Arts | 30 | 23 | 34 | 34 | 30 | 36 | 5 | 8 |
| | Mathematics | 33 | 32 | 30 | 35 | 22 | 22 | 15 | 11 |
| | Science | 36 | 34 | 25 | 28 | 29 | 29 | 10 | 9 |
| 6 | English Language Arts | 36 | 26 | 27 | 27 | 30 | 37 | 7 | 11 |
| | Mathematics | 32 | 29 | 38 | 40 | 22 | 22 | 9 | 8 |
| 7 | English Language Arts | 35 | 24 | 30 | 31 | 29 | 36 | 5 | 9 |
| | Mathematics | 26 | 25 | 36 | 40 | 25 | 24 | 13 | 11 |
| 8 | English Language Arts | 30 | 19 | 34 | 33 | 29 | 36 | 7 | 12 |
| | Mathematics | 35 | 31 | 33 | 37 | 21 | 22 | 11 | 9 |
| | Science | 46 | 45 | 26 | 28 | 20 | 21 | 8 | 6 |
| | Social Studies | 27 | 26 | 37 | 41 | 26 | 25 | 10 | 8 |

*Table 16. EOG – Summary of achievement 2019-2021 by gender*

| Grade | Content Area | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 |
| | | Male | | Female | | Male | | Female | |
| 3 | English Language Arts | 68 | 59 | 74 | 66 | 38 | 33 | 46 | 39 |
| | Mathematics | 82 | 76 | 83 | 75 | 52 | 41 | 51 | 36 |
| 4 | English Language Arts | 71 | 64 | 79 | 73 | 37 | 33 | 48 | 41 |
| | Mathematics | 82 | 75 | 83 | 74 | 52 | 46 | 47 | 40 |
| 5 | English Language Arts | 72 | 70 | 81 | 77 | 40 | 35 | 50 | 44 |
| | Mathematics | 74 | 67 | 77 | 68 | 41 | 37 | 40 | 33 |
| | Science | 68 | 64 | 72 | 66 | 42 | 39 | 43 | 38 |
| 6 | English Language Arts | 69 | 64 | 79 | 74 | 40 | 37 | 52 | 48 |
| | Mathematics | 76 | 68 | 80 | 71 | 38 | 31 | 41 | 30 |
| 7 | English Language Arts | 66 | 65 | 88 | 76 | 33 | 34 | 45 | 45 |
| | Mathematics | 76 | 74 | 80 | 75 | 42 | 38 | 44 | 35 |
| 8 | English Language Arts | 75 | 70 | 85 | 81 | 40 | 36 | 55 | 48 |
| | Mathematics | 70 | 65 | 76 | 69 | 32 | 32 | 37 | 31 |
| | Science | 61 | 54 | 64 | 55 | 33 | 28 | 32 | 27 |
| | Social Studies | 77 | 73 | 80 | 74 | 41 | 36 | 40 | 33 |

*Table 17. Spring 2021 EOC - Achievement level distributions by gender*

| Content Area | % Beginning Learner | | % Developing Learner | | % Proficient Learner | | % Distinguished Learner | |
|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Algebra I | 42 | 35 | 28 | 32 | 22 | 26 | 7 | 7 |
| American Literature & Composition | 43 | 33 | 33 | 35 | 22 | 30 | 2 | 3 |
| Biology | 36 | 30 | 24 | 27 | 29 | 32 | 11 | 11 |
| Coordinate Algebra | 39 | 36 | 32 | 35 | 23 | 24 | 7 | 5 |
| Physical Science | 26 | 24 | 20 | 24 | 38 | 40 | 16 | 12 |
| United States History | 33 | 36 | 33 | 38 | 28 | 23 | 6 | 3 |

*Table 18. EOC - Summary of achievement 2019-2021 by gender*

| Content Area | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|
| | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 |
| | Male | | Female | | Male | | Female | |
| Algebra I | 69 | 58 | 77 | 65 | 38 | 29 | 44 | 33 |
| American Literature & Composition | 76 | 57 | 84 | 67 | 42 | 24 | 52 | 33 |
| Biology | 69 | 64 | 77 | 70 | 47 | 40 | 50 | 43 |
| Coordinate Algebra | 65 | 61 | 74 | 64 | 31 | 30 | 36 | 29 |
| Physical Science | 73 | 74 | 75 | 76 | 47 | 54 | 45 | 52 |
| United States History | 79 | 67 | 77 | 64 | 52 | 34 | 45 | 26 |

*Table 19. Spring 2021 EOG - Achievement level distributions by race/ethnicity*

| Grade | Content Area | % Beginning Learner | | | | | | % Developing Learner | | | | | | % Proficient Learner | | | | | | % Distinguished Learner | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White |
| 3 | English Language Arts | 55 | 48 | 42 | 31 | 16 | 25 | 25 | 28 | 18 | 28 | 19 | 27 | 16 | 19 | 26 | 28 | 34 | 32 | 4 | 6 | 14 | 13 | 31 | 16 |
| | Mathematics | 41 | 30 | 27 | 19 | 8 | 12 | 40 | 43 | 34 | 39 | 20 | 35 | 16 | 22 | 25 | 31 | 37 | 38 | 3 | 5 | 14 | 11 | 35 | 15 |
| 4 | English Language Arts | 47 | 40 | 38 | 28 | 12 | 19 | 32 | 35 | 29 | 33 | 21 | 31 | 17 | 20 | 22 | 28 | 34 | 34 | 4 | 6 | 12 | 11 | 33 | 16 |
| | Mathematics | 42 | 32 | 26 | 22 | 8 | 13 | 36 | 36 | 36 | 33 | 16 | 29 | 19 | 26 | 25 | 33 | 37 | 40 | 3 | 6 | 13 | 12 | 40 | 19 |
| 5 | English Language Arts | 41 | 36 | 26 | 20 | 11 | 15 | 36 | 37 | 32 | 35 | 20 | 33 | 21 | 25 | 40 | 38 | 46 | 43 | 2 | 3 | 3 | 7 | 23 | 9 |
| | Mathematics | 53 | 40 | 33 | 28 | 11 | 18 | 33 | 36 | 37 | 35 | 17 | 33 | 12 | 18 | 18 | 24 | 30 | 30 | 3 | 6 | 12 | 13 | 42 | 18 |
| | Science | 54 | 44 | 31 | 28 | 14 | 21 | 27 | 28 | 32 | 28 | 18 | 27 | 17 | 23 | 31 | 32 | 40 | 38 | 3 | 5 | 5 | 12 | 28 | 14 |
| 6 | English Language Arts | 47 | 40 | 26 | 25 | 11 | 20 | 28 | 29 | 32 | 27 | 15 | 26 | 22 | 27 | 35 | 38 | 44 | 42 | 3 | 4 | 6 | 10 | 31 | 12 |
| | Mathematics | 50 | 37 | 30 | 26 | 9 | 18 | 38 | 42 | 39 | 41 | 21 | 40 | 10 | 17 | 22 | 24 | 33 | 31 | 2 | 4 | 9 | 9 | 38 | 12 |
| 7 | English Language Arts | 44 | 38 | 27 | 25 | 10 | 20 | 32 | 32 | 34 | 31 | 17 | 30 | 21 | 26 | 32 | 36 | 46 | 41 | 2 | 3 | 8 | 8 | 27 | 9 |
| | Mathematics | 43 | 32 | 24 | 20 | 7 | 14 | 41 | 43 | 38 | 40 | 17 | 36 | 13 | 20 | 27 | 26 | 31 | 33 | 3 | 5 | 12 | 13 | 44 | 17 |
| 8 | English Language Arts | 38 | 33 | 25 | 19 | 10 | 16 | 36 | 36 | 36 | 34 | 19 | 32 | 22 | 26 | 29 | 36 | 41 | 39 | 4 | 5 | 10 | 11 | 29 | 13 |
| | Mathematics | 53 | 40 | 28 | 28 | 11 | 20 | 34 | 37 | 41 | 37 | 22 | 36 | 11 | 18 | 18 | 24 | 29 | 30 | 3 | 5 | 13 | 11 | 38 | 14 |
| | Science | 64 | 52 | 43 | 39 | 26 | 32 | 23 | 27 | 32 | 28 | 24 | 30 | 11 | 17 | 17 | 24 | 30 | 28 | 2 | 4 | 8 | 8 | 20 | 11 |
| | Social Studies | 42 | 35 | 29 | 21 | 10 | 16 | 40 | 41 | 42 | 41 | 28 | 38 | 15 | 19 | 20 | 29 | 38 | 33 | 3 | 5 | 9 | 9 | 24 | 13 |

*Table 20. EOG - Summary of achievement 2019-2021 by race/ethnicity*

| Grade | Content Area | % Developing Learner and Above | | | | | | | | | | | | % Proficient Learner and Above | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2019 | | | | | | 2021 | | | | | | 2019 | | | | | | 2021 | | | | | |
| | | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White |
| 3 | English Language Arts | 58 | 64 | 74 | 78 | 88 | 74 | 45 | 52 | 58 | 69 | 84 | 75 | 27 | 31 | 43 | 50 | 69 | 56 | 20 | 25 | 40 | 41 | 65 | 48 |
| | Mathematics | 73 | 80 | 80 | 87 | 96 | 91 | 59 | 70 | 73 | 81 | 92 | 88 | 35 | 45 | 50 | 58 | 72 | 66 | 19 | 27 | 39 | 42 | 72 | 53 |
| 4 | English Language Arts | 63 | 71 | 76 | 81 | 91 | 86 | 53 | 60 | 62 | 72 | 88 | 81 | 28 | 35 | 46 | 48 | 73 | 56 | 21 | 26 | 34 | 39 | 67 | 50 |
| | Mathematics | 72 | 81 | 84 | 87 | 95 | 91 | 58 | 68 | 74 | 78 | 92 | 87 | 31 | 44 | 50 | 55 | 83 | 65 | 22 | 32 | 38 | 45 | 77 | 59 |
| 5 | English Language Arts | 66 | 72 | 77 | 83 | 91 | 86 | 59 | 64 | 74 | 80 | 89 | 85 | 31 | 36 | 44 | 53 | 74 | 59 | 23 | 28 | 43 | 45 | 69 | 52 |
| | Mathematics | 63 | 73 | 72 | 81 | 94 | 86 | 47 | 60 | 67 | 72 | 89 | 82 | 24 | 34 | 42 | 47 | 79 | 55 | 15 | 24 | 30 | 37 | 72 | 48 |
| | Science | 55 | 66 | 72 | 77 | 90 | 83 | 46 | 56 | 69 | 72 | 86 | 79 | 26 | 36 | 40 | 51 | 74 | 59 | 20 | 28 | 36 | 44 | 68 | 52 |
| 6 | English Language Arts | 63 | 68 | 73 | 80 | 90 | 84 | 53 | 60 | 74 | 75 | 89 | 80 | 32 | 38 | 46 | 54 | 77 | 60 | 25 | 31 | 41 | 48 | 75 | 54 |
| | Mathematics | 65 | 77 | 83 | 84 | 95 | 89 | 50 | 63 | 70 | 74 | 91 | 82 | 22 | 33 | 41 | 45 | 79 | 54 | 12 | 21 | 31 | 33 | 71 | 43 |
| 7 | English Language Arts | 61 | 65 | 71 | 78 | 89 | 83 | 56 | 62 | 73 | 75 | 90 | 80 | 25 | 29 | 39 | 44 | 70 | 52 | 23 | 29 | 40 | 44 | 73 | 50 |
| | Mathematics | 65 | 75 | 77 | 82 | 94 | 89 | 57 | 68 | 76 | 80 | 93 | 86 | 24 | 36 | 40 | 47 | 78 | 59 | 16 | 25 | 39 | 39 | 75 | 50 |
| 8 | English Language Arts | 72 | 74 | 80 | 86 | 92 | 89 | 62 | 67 | 75 | 81 | 90 | 84 | 34 | 37 | 48 | 54 | 75 | 61 | 26 | 31 | 39 | 47 | 70 | 52 |
| | Mathematics | 62 | 71 | 76 | 77 | 82 | 85 | 47 | 60 | 72 | 72 | 89 | 80 | 22 | 29 | 33 | 39 | 61 | 49 | 14 | 23 | 31 | 35 | 67 | 44 |
| | Science | 51 | 55 | 58 | 69 | 79 | 76 | 36 | 48 | 57 | 61 | 74 | 68 | 21 | 24 | 30 | 38 | 56 | 46 | 13 | 21 | 25 | 32 | 50 | 39 |
| | Social Studies | 67 | 73 | 77 | 83 | 92 | 88 | 58 | 65 | 71 | 79 | 90 | 84 | 25 | 32 | 39 | 45 | 72 | 54 | 18 | 24 | 29 | 38 | 62 | 46 |

*Table 21. Spring 2021 EOC - Achievement level distributions by race/ethnicity*

| Content Area | % Beginning Learner | | | | | | % Developing Learner | | | | | | % Proficient Learner | | | | | | % Distinguished Learner | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White |
| Algebra I | 56 | 47 | 37 | 35 | 11 | 28 | 28 | 31 | 33 | 31 | 18 | 32 | 14 | 19 | 24 | 27 | 35 | 31 | 2 | 3 | 6 | 7 | 37 | 9 |
| American Literature & Composition | 52 | 45 | 37 | 33 | 31 | 27 | 32 | 34 | 35 | 35 | 29 | 35 | 15 | 19 | 26 | 29 | 35 | 34 | 1 | 1 | 1 | 2 | 5 | 3 |
| Biology | 51 | 40 | 41 | 27 | 14 | 21 | 26 | 27 | 23 | 26 | 17 | 25 | 19 | 26 | 32 | 33 | 38 | 39 | 4 | 6 | 4 | 14 | 31 | 15 |
| Coordinate Algebra | 55 | 49 | - | 27 | 22 | 19 | 31 | 33 | - | 40 | 25 | 35 | 13 | 15 | - | 26 | 32 | 35 | 1 | 2 | - | 7 | 21 | 11 |
| Physical Science | 41 | 45 | 24 | 20 | 10 | 15 | 25 | 24 | 20 | 26 | 15 | 22 | 29 | 26 | 49 | 39 | 45 | 47 | 5 | 5 | 7 | 15 | 29 | 17 |
| United States History | 50 | 40 | 29 | 30 | 27 | 23 | 34 | 36 | 34 | 37 | 34 | 36 | 14 | 21 | 32 | 28 | 32 | 34 | 2 | 3 | 5 | 5 | 7 | 7 |

*Table 22. EOC - Summary of achievement 2019-2021 by race/ethnicity*

| | % Developing Learner and Above | | | | | | | | | | | | % Proficient Learner and Above | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Content Area | 2019 | | | | | | 2021 | | | | | | 2019 | | | | | | 2021 | | | | | |
| | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White | Black | Hispanic | American Indian or Alaska Native | Multiracial | Asian | White |
| Algebra I | 59 | 69 | 77 | 77 | 94 | 83 | 44 | 53 | 63 | 65 | 89 | 72 | 24 | 34 | 44 | 45 | 81 | 54 | 16 | 22 | 30 | 34 | 72 | 40 |
| American Literature & Composition | 69 | 76 | 82 | 87 | 90 | 90 | 48 | 55 | 63 | 67 | 69 | 73 | 30 | 38 | 46 | 55 | 71 | 64 | 16 | 20 | 27 | 31 | 40 | 37 |
| Biology | 57 | 64 | 79 | 78 | 91 | 85 | 49 | 60 | 59 | 73 | 86 | 79 | 31 | 39 | 55 | 56 | 79 | 65 | 23 | 32 | 36 | 47 | 69 | 54 |
| Coordinate Algebra | 57 | 66 | 70 | 78 | 82 | 87 | 45 | 51 | - | 73 | 78 | 81 | 19 | 28 | 40 | 42 | 52 | 56 | 14 | 17 | - | 33 | 53 | 46 |
| Physical Science | 59 | 69 | 72 | 80 | 92 | 86 | 59 | 55 | 76 | 80 | 90 | 85 | 28 | 39 | 47 | 53 | 78 | 61 | 34 | 31 | 56 | 54 | 74 | 64 |
| United States History | 67 | 75 | 78 | 84 | 89 | 89 | 50 | 60 | 71 | 70 | 73 | 77 | 32 | 41 | 50 | 52 | 71 | 63 | 16 | 24 | 37 | 33 | 39 | 41 |

*Table 23. Spring 2021 EOG - Achievement level distributions by English learner status*

| Grade | Content Area | % Beginning Learner | | % Developing Learner | | % Proficient Learner | | % Distinguished Learner | |
|---|---|---|---|---|---|---|---|---|---|
| | | EL | Not EL | EL | Not EL | EL | Not EL | EL | Not EL |
| 3 | English Language Arts | 52 | 35 | 27 | 26 | 17 | 26 | 5 | 13 |
| | Mathematics | 32 | 22 | 42 | 37 | 20 | 30 | 6 | 11 |
| 4 | English Language Arts | 43 | 29 | 34 | 31 | 18 | 27 | 6 | 12 |
| | Mathematics | 34 | 23 | 35 | 31 | 24 | 32 | 7 | 14 |
| 5 | English Language Arts | 39 | 24 | 36 | 34 | 22 | 35 | 3 | 7 |
| | Mathematics | 42 | 31 | 34 | 33 | 17 | 23 | 7 | 14 |
| | Science | 47 | 32 | 27 | 27 | 21 | 30 | 5 | 11 |
| 6 | English Language Arts | 48 | 28 | 29 | 26 | 20 | 36 | 2 | 10 |
| | Mathematics | 43 | 28 | 41 | 39 | 13 | 24 | 3 | 9 |
| 7 | English Language Arts | 50 | 27 | 33 | 30 | 16 | 35 | 1 | 8 |
| | Mathematics | 41 | 23 | 42 | 37 | 14 | 26 | 3 | 13 |
| 8 | English Language Arts | 57 | 22 | 32 | 34 | 10 | 34 | 1 | 10 |
| | Mathematics | 59 | 30 | 30 | 36 | 8 | 23 | 2 | 11 |
| | Science | 73 | 43 | 18 | 28 | 8 | 22 | 2 | 7 |
| | Social Studies | 56 | 24 | 34 | 39 | 9 | 27 | 1 | 10 |

*Note: EL= English Learner*

*Table 24. EOG – Summary of achievement 2019-2021 by English learner status*

| Grade | Content Area | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 |
| | | EL | | Not EL | | EL | | Not EL | |
| 3 | English Language Arts | 55 | 48 | 73 | 65 | 18 | 22 | 45 | 39 |
| | Mathematics | 74 | 68 | 84 | 78 | 36 | 26 | 54 | 41 |
| 4 | English Language Arts | 58 | 57 | 77 | 71 | 17 | 24 | 45 | 39 |
| | Mathematics | 73 | 66 | 83 | 77 | 30 | 31 | 51 | 46 |
| 5 | English Language Arts | 45 | 61 | 79 | 76 | 8 | 25 | 48 | 42 |
| | Mathematics | 54 | 58 | 77 | 69 | 14 | 24 | 43 | 37 |
| | Science | 40 | 53 | 72 | 68 | 13 | 26 | 45 | 41 |
| 6 | English Language Arts | 25 | 52 | 76 | 72 | 6 | 22 | 48 | 46 |
| | Mathematics | 46 | 57 | 80 | 72 | 9 | 16 | 41 | 33 |
| 7 | English Language Arts | 22 | 50 | 74 | 73 | 3 | 17 | 40 | 43 |
| | Mathematics | 42 | 59 | 80 | 77 | 10 | 17 | 44 | 39 |
| 8 | English Language Arts | 28 | 43 | 82 | 78 | 4 | 11 | 49 | 44 |
| | Mathematics | 42 | 41 | 75 | 70 | 10 | 10 | 46 | 34 |
| | Science | 21 | 27 | 64 | 57 | 6 | 10 | 33 | 29 |
| | Social Studies | 31 | 44 | 80 | 76 | 4 | 10 | 42 | 37 |

*Note: EL= English Learner*

*Table 25. Spring 2021 EOC - Achievement level distributions by English learner status*

| Content Area | % Beginning Learner | | % Developing Learner | | % Proficient Learner | | % Distinguished Learner | |
|---|---|---|---|---|---|---|---|---|
| | EL | Not EL | EL | Not EL | EL | Not EL | EL | Not EL |
| Algebra I | 65 | 36 | 22 | 32 | 10 | 25 | 2 | 7 |
| American Literature & Composition | 75 | 33 | 21 | 36 | 4 | 29 | 0 | 3 |
| Biology | 69 | 31 | 20 | 27 | 10 | 32 | 2 | 11 |
| Coordinate Algebra | 70 | 33 | 22 | 35 | 7 | 25 | 1 | 7 |
| Physical Science | 70 | 22 | 17 | 23 | 11 | 41 | 2 | 14 |
| United States History | 68 | 32 | 24 | 36 | 7 | 26 | 1 | 5 |

*Note: EL= English Learner*

*Table 26. EOC - Summary of achievement 2019-2021 by English learner status*

| Content Area | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|
| | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 |
| | EL | | Not EL | | EL | | Not EL | |
| Algebra I | 38 | 35 | 74 | 64 | 13 | 12 | 42 | 32 |
| American Literature & Composition | 28 | 25 | 82 | 67 | 4 | 4 | 49 | 32 |
| Biology | 27 | 31 | 73 | 69 | 9 | 12 | 51 | 43 |
| Coordinate Algebra | 38 | 30 | 72 | 67 | 9 | 8 | 36 | 32 |
| Physical Science | 29 | 30 | 75 | 78 | 9 | 13 | 48 | 55 |
| United States History | 36 | 32 | 80 | 68 | 9 | 8 | 50 | 31 |

*Note: EL= English Learner*

*Table 27. Spring 2021 EOG - Achievement level distributions by student with disability status*

| Grade | Content Area | % Beginning Learner | | % Developing Learner | | % Proficient Learner | | % Distinguished Learner | |
|---|---|---|---|---|---|---|---|---|---|
| | | SWD | Not SWD | SWD | Not SWD | SWD | Not SWD | SWD | Not SWD |
| 3 | English Language Arts | 65 | 34 | 21 | 27 | 11 | 26 | 3 | 13 |
| | Mathematics | 48 | 21 | 34 | 38 | 15 | 31 | 4 | 11 |
| 4 | English Language Arts | 62 | 27 | 25 | 33 | 10 | 28 | 3 | 12 |
| | Mathematics | 54 | 21 | 28 | 32 | 14 | 33 | 4 | 14 |
| 5 | English Language Arts | 61 | 22 | 28 | 35 | 10 | 36 | 1 | 7 |
| | Mathematics | 63 | 28 | 25 | 34 | 9 | 24 | 4 | 14 |
| | Science | 63 | 31 | 22 | 27 | 13 | 31 | 3 | 11 |
| 6 | English Language Arts | 71 | 25 | 20 | 28 | 9 | 37 | 1 | 10 |
| | Mathematics | 66 | 25 | 27 | 41 | 6 | 24 | 1 | 9 |
| 7 | English Language Arts | 71 | 24 | 21 | 32 | 8 | 36 | 1 | 8 |
| | Mathematics | 60 | 21 | 31 | 39 | 7 | 27 | 2 | 13 |
| 8 | English Language Arts | 63 | 19 | 28 | 34 | 8 | 35 | 1 | 11 |
| | Mathematics | 69 | 28 | 23 | 37 | 6 | 24 | 1 | 11 |
| | Science | 76 | 40 | 16 | 29 | 7 | 23 | 1 | 8 |
| | Social Studies | 60 | 22 | 30 | 40 | 9 | 28 | 2 | 10 |

*Note: SWD= Student With Disability*

*Table 28. EOG – Summary of achievement 2019-2021 by student with disability status*

| Grade | Content Area | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 |
| | | SWD | | Not SWD | | SWD | | Not SWD | |
| 3 | English Language Arts | 41 | 35 | 75 | 66 | 16 | 14 | 45 | 39 |
| | Mathematics | 54 | 52 | 86 | 79 | 25 | 19 | 55 | 42 |
| 4 | English Language Arts | 41 | 38 | 80 | 73 | 14 | 13 | 36 | 40 |
| | Mathematics | 52 | 46 | 86 | 79 | 21 | 18 | 53 | 47 |
| 5 | English Language Arts | 40 | 39 | 82 | 78 | 13 | 11 | 49 | 43 |
| | Mathematics | 40 | 37 | 81 | 72 | 13 | 13 | 45 | 38 |
| | Science | 39 | 37 | 74 | 69 | 18 | 16 | 46 | 42 |
| 6 | English Language Arts | 36 | 29 | 79 | 75 | 11 | 10 | 50 | 47 |
| | Mathematics | 43 | 34 | 83 | 75 | 11 | 7 | 44 | 33 |
| 7 | English Language Arts | 32 | 29 | 77 | 76 | 8 | 9 | 45 | 44 |
| | Mathematics | 42 | 40 | 83 | 79 | 11 | 9 | 47 | 40 |
| 8 | English Language Arts | 42 | 37 | 85 | 81 | 11 | 9 | 52 | 46 |
| | Mathematics | 41 | 31 | 79 | 72 | 10 | 7 | 39 | 35 |
| | Science | 30 | 24 | 68 | 60 | 10 | 8 | 36 | 31 |
| | Social Studies | 45 | 40 | 83 | 78 | 12 | 11 | 44 | 38 |

*Note: SWD= Student With Disability*

*Table 29. Spring 2021 EOC - Achievement level distributions by student with disability status*

| Content Area | % Beginning Learner | | % Developing Learner | | % Proficient Learner | | % Distinguished Learner | |
|---|---|---|---|---|---|---|---|---|
| | SWD | Not SWD | SWD | Not SWD | SWD | Not SWD | SWD | Not SWD |
| Algebra I | 73 | 34 | 20 | 31 | 6 | 27 | 1 | 8 |
| American Literature & Composition | 74 | 33 | 21 | 36 | 5 | 28 | 0 | 2 |
| Biology | 68 | 29 | 20 | 26 | 10 | 33 | 2 | 12 |
| Coordinate Algebra | 70 | 34 | 23 | 34 | 5 | 25 | 1 | 7 |
| Physical Science | 66 | 22 | 17 | 23 | 14 | 41 | 3 | 14 |
| United States History | 61 | 31 | 25 | 37 | 12 | 27 | 2 | 5 |

*Note: SWD= Student With Disability*

*Table 30. EOC - Summary of achievement 2019-2021 by student with disability status*

| Content Area | % Developing Learner and Above | | | | % Proficient Learner and Above | | | |
|---|---|---|---|---|---|---|---|---|
| | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 | 2019 | 2021 |
| | SWD | | Not SWD | | SWD | | Not SWD | |
| Algebra I | 34 | 27 | 77 | 66 | 9 | 7 | 45 | 35 |
| American Literature & Composition | 39 | 26 | 84 | 67 | 9 | 5 | 51 | 30 |
| Biology | 31 | 32 | 77 | 71 | 13 | 12 | 53 | 45 |
| Coordinate Algebra | 31 | 30 | 73 | 66 | 8 | 6 | 37 | 32 |
| Physical Science | 35 | 34 | 88 | 78 | 13 | 17 | 50 | 55 |
| United States History | 44 | 39 | 82 | 69 | 17 | 14 | 52 | 32 |

*Note: SWD= Student With Disability*