Administration of this year’s state assessment is one of a number of strategies that [DISTRICT] is employing to better understand how students who tested are performing academically as part of our COVID-19 recovery efforts. Information gleaned from the test scores will help us create a stronger and more equitable education system by helping identify priorities for accelerating learning opportunities for students. While the test results are an important temperature check on student learning, they cannot be interpreted without first understanding who was in school and who participated in the tests this year.

**Our Students and Participation in the Annual Assessment**

The federal Every Student Succeeds Act requires that 95 percent of students in every state participate in a state assessment in grades 3-8 and at least once in high school. However, due to the COVID-19 pandemic, the U.S. Department of Education waived all testing requirements in spring 2020 and allowed states to suspend accountability penalties if 95 percent of students did not participate during the spring 2021 testing window. There are considerable differences in participation rates across the schools in our district and in the state. It’s helpful when reviewing the findings to understand where there have been shifts in enrollment and test participation.

[IF APPLICABLE] As the information shows below, we had fewer students taking the assessment this year, which impacts how we understand the results.

|  |  |  |
| --- | --- | --- |
|  | **SY 2018-2019** | **SY 2020-2021** |
|  | *Number Enrolled* | *Percent Enrolled* | *Number Enrolled* | *Percent Enrolled*  |
| **Who was Enrolled in School?** |
| Overall |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| English Learners |  |  |  |  |
| Students Eligible for the National School Lunch Program |  |  |  |  |
| White |  |  |  |  |
| Black |  |  |  |  |
| Hispanic |  |  |  |  |
| Asian/Pacific Islander |  |  |  |  |
| Asian |  |  |  |  |
| Native Hawaiian/Other Pacific Islander |  |  |  |  |
| American Indian/Alaska Native |  |  |  |  |
| Two or More Races |  |  |  |  |
|  | Number of Participants | Participation Rate | Number of Participants | Participation Rate |
| **Who Took the End of Year Assessment?** |
| Overall |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| English Learners |  |  |  |  |
| Students Eligible for the National School Lunch Program |  |  |  |  |
| White  |  |  |  |  |
| Black |  |  |  |  |
| Hispanic |  |  |  |  |
| Asian/Pacific Islander |  |  |  |  |
| Asian |  |  |  |  |
| Native Hawaiian/Other Pacific Islander |  |  |  |  |
| American Indian/Alaska Native |  |  |  |  |
| Two or More Races |  |  |  |  |

[ALT: If a district does not want to display SY 2018-2019 data, below is an alternate way to display data for SY2020-2021.]

|  |  |  |
| --- | --- | --- |
|   | **SY 2020-21** **Students Enrolled** | **SY 2020-21** **Students Tested** |
|   | *Number Enrolled*  | *Percent Enrolled* | *Number*of Participants | *Participation Rate* |
| Overall  |   |   |   |   |
| Students with Disabilities  |   |   |   |   |
| English Learners  |   |   |   |   |
| Students Eligible for the National School Lunch Program  |   |   |   |   |
| White  |   |   |   |   |
| Black  |   |   |   |   |
| Hispanic  |   |   |   |   |
| Asian/Pacific Islander  |   |   |   |   |
| Asian  |   |   |   |   |
| Native Hawaiian/Other Pacific Islander  |   |   |   |   |
| American Indian/Alaska Native  |   |   |   |   |
| Two or More Races  |   |   |   |   |

**Factors Contributing to Our Students’ Learning Environment**

*[NOTE: We recommend adding in contextual information that helps describe experiences of the students in your district. This can include (but not be limited to) data that reflects where they experienced school (in-person, remote, hybrid), type of access to technology and/or the internet; where students took the assessment (in-person, remotely); as well as enrollment information (rate of student transfers, chronic absenteeism figures, and students unaccounted for in enrollment system). The example scenarios are provided to help illustrate how this additional context can be provided.]*

Students experienced various learning disruptions this school year, including (but not limited to) reduced instructional time, limited access to internet and technology to allow for full participation in remote learning, and a lack of learning supports such as tutoring and afterschool programming.

[EXAMPLE SCENARIOS]

1. Our schools operated on a hybrid schedule from August through the end of February with 90% of our students attending in-person learning two days per week, with 10% of students learning remotely the entire time. We operated in person from March 1 through the end of the school year, but 7% of our students continued to learn remotely through the end of the school year. Our district made sure that all students had Chromebooks for remote learning, but we are aware that approximately 10% of our students struggled with reliable internet access. Further, when learning remotely, only about half of our students had a quiet place to do their school learning.
2. For the first two terms of the school year, a majority of our students participated in remote learning. During that period, an estimated 20% of students lacked regular access to a computer device and/or broadband internet. In the final two terms of the school year, about 75% of students participated in in-person learning but nearly all our students had access to a computer device and broadband internet if they were participating in remote or hybrid learning. Our schools have seen a significant decline in the percentage of students taking the state assessment. During the 2018-2019 school year, 95% of our students took the state assessment. This school year, that percentage dropped to 35%. Among students who took the assessment, there were lower rates of English learners and students who qualify for the National School Lunch Program than two years prior.
3. When the school year started, 10% of our students were unaccounted for in the district’s enrollment system. Working together with local social service providers and philanthropies, the districts worked to locate these students through phone calls and home visits to bring them back into our schools or to make changes in the district’s enrollment system to show they had transferred. Similarly, through partnerships with local philanthropies and internal providers, the district was also able to reduce the percentage of students without access to computer devices and/or internal service to less than 1%. The increase in access to computer devices and broadband internet made a difference in access to learning as 5% of our students were still learning remotely in the fourth term – down from 85% at the start of the school year. Overall, about 95% percent of students took the state assessment this year, which is similar to two years ago when the assessment was last given.
4. Our schools started with remote learning in the fall but quickly shifted to 90% of students participating in hybrid learning by October – a figure that remained fairly consistent until the end of the school year. Under the model, students attended school in-person four days a week and learned remotely one day a week. During the 2018-2019 school year, 95% of our students took the state assessment. About 85% of students took the assessment this school year. However, unlike two years ago, about 15% took the state assessment remotely from their home instead of in-person at school.

**Our Students’ Assessment Findings**

Information gleaned from the assessment results will help us create a stronger and more equitable education system by identifying areas where we most need to accelerate learning opportunities for all students. They also may be used to track and address student recovery in the short and long term. To see assessment results, click [HERE]