

# Spring 2021 State Assessment Results

## Interpretation Considerations



### **COVID-19 Disrupted Learning for Many Students**

The COVID-19 pandemic had an impact on many aspects of education last year, including reducing or disrupting learning opportunities for some students, schools and districts. In addition, students across Colorado had to adapt to a variety of learning models over the course of the year, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content for students, and it's likely the impact of these learning disruptions was uneven within districts and across the state.

### **2021 State Assessment Results Provide Insight into Student Learning**

Spring 2021 state tests and expectations were consistent with tests from previous years. Because the scale scores and performance levels (e.g., approached expectations, met expectations, etc.) had the same meaning from previous years, results provide important insight into what individual students know and can do in relation to the grade-level expectations of the Colorado Academic Standards. Results for students who had a relatively typical testing experience may be able to be interpreted with reasonable confidence. For example, student scores at performance Levels "Met Expectations" or "Exceeded Expectations" are indicators of mastery of the standards.

State assessments provide point-in-time snapshots of what individual students know. It is important to take this year's circumstances and other available information about a student's learning into consideration when reviewing results. In addition, any significant difference in test administration conditions from past years should be considered on an individual basis.

### **Participation Information is Critical to Interpretation**

Participation information must be reviewed and taken into consideration thoughtfully when interpreting 2021 district and school results. This year's participation rates for districts, schools and student groups are significantly lower overall than in past years. As participation rates decrease and vary across student, school and district groups, challenges with interpreting results will increase. Depending on the specific school or district, some student groups will be overrepresented in the results and others may be underrepresented. Participation rates and how well the students who tested reflect the district/school as a whole vary greatly across the state this year. Participation information will indicate that in some cases, conclusions should be drawn with caution or completely avoided. Due to these factors and many more challenges experienced during the pandemic, for some districts, schools and student groups, this year's data will not support all of the cross-state comparisons and uses made with prior years' data. However, where appropriate, this year's results can be used as a temperature check to better address and track future COVID-19 school recovery efforts.



## Colorado Alternate Assessment (CoAlt) 2021 State Achievement Results Science

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Colorado state assessments are the only standards-based statewide indicators of student achievement. Spring 2021 results can be used as a temperature check to identify where the pandemic may have differentially impacted learning across Colorado student groups and as a baseline to support the evaluation of future COVID-19 recovery efforts.

COVID-19 Disrupted Learning for Many Students	2021 State Assessment Results Provide Insight into Student Learning	Participation Information is Critical to Interpretations
<ul style="list-style-type: none"> <li>• Students may have had reduced or disrupted learning opportunities</li> <li>• Students received instruction under in-person, remote and/or hybrid models</li> <li>• Schools may have adjusted or reduced covered content</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2021 tests did not change</li> <li>• Scale scores and performance levels hold the same meaning as previous years</li> <li>• Individual student results can be interpreted with reasonable confidence for students who had a relatively typical testing experience</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer students tested in 2021 and participation varied by group</li> <li>• Some student groups tested at a higher rate than other groups</li> <li>• For some districts, schools and student groups, this year's data will not support all of the cross-state comparisons and uses made with prior years' data</li> </ul>

### Overall Results

Report Category	Number of Valid Scores	Performance Level Information				
		Percent Emerging	Percent Approaching Target	Percent At Target	Percent Advanced	Percent At Target or Advanced
<b>Science Overall</b>						
Grade 08	349	12.3	57.9	25.5	4.3	29.8
High School	266	15.4	42.5	37.6	4.5	42.1

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### Science Results by Gender

Report Category	Number of Valid Scores	Performance Level Information				
		Percent Emerging	Percent Approaching Target	Percent At Target	Percent Advanced	Percent At Target or Advanced
<b>Science Grade 08</b>						
Male	215	15.3	55.8	23.3	5.6	28.8
Female	134	7.5	61.2	29.1	2.2	31.3
<b>Science High School</b>						
Male	174	13.8	40.8	40.2	5.2	45.4
Female	92	18.5	45.7	32.6	3.3	35.9

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### Science Results by Race/Ethnicity

Report Category	Number of Valid Scores	Performance Level Information				
		Percent Emerging	Percent Approaching Target	Percent At Target	Percent Advanced	Percent At Target or Advanced
<b>Science Grade 08</b>						
American Indian or Alaska Native	< 16	--	--	--	--	--
Asian	< 16	--	--	--	--	--
Black	19	--	--	--	--	31.6
Hispanic	159	11.9	60.4	23.9	3.8	27.7
White	143	12.6	54.5	28.7	4.2	32.9
Hawaiian/Pacific Islander	< 16	--	--	--	--	--
Two or More Races	< 16	--	--	--	--	--
Not Reported	< 16	--	--	--	--	--
<b>Science High School</b>						
American Indian or Alaska Native	< 16	--	--	--	--	--
Asian	< 16	--	--	--	--	--
Black	20	20.0	50.0	--	--	30.0
Hispanic	115	16.5	42.6	--	--	40.9
White	115	13.0	41.7	42.6	2.6	45.2
Hawaiian/Pacific Islander	< 16	--	--	--	--	--
Two or More Races	< 16	--	--	--	--	--
Not Reported	< 16	--	--	--	--	--

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### Science Results by Free/Reduced Lunch Status

Report Category	Number of Valid Scores	Performance Level Information				
		Percent Emerging	Percent Approaching Target	Percent At Target	Percent Advanced	Percent At Target or Advanced
<b>Science Grade 08</b>						
Free/Reduced Lunch Eligible	195	10.3	59.0	26.2	4.6	30.8
Not Free/Reduced Lunch Eligible	154	14.9	56.5	24.7	3.9	28.6
<b>Science High School</b>						
Free/Reduced Lunch Eligible	131	16.8	36.6	40.5	6.1	46.6
Not Free/Reduced Lunch Eligible	135	14.1	48.1	34.8	3.0	37.8

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### Science Results by Special Programs Status

Report Category	Number of Valid Scores	Performance Level Information				
		Percent Emerging	Percent Approaching Target	Percent At Target	Percent Advanced	Percent At Target or Advanced
<b>Science Grade 08</b>						
Title I	108	13.9	63.0	18.5	4.6	23.1
Not Title I	241	11.6	55.6	28.6	4.1	32.8
<b>Science High School</b>						
Title I	27	22.2	51.9	--	--	25.9
Not Title I	239	14.6	41.4	--	--	43.9

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### Science Results by Language Proficiency

Report Category	Number of Valid Scores	Performance Level Information				
		Percent Emerging	Percent Approaching Target	Percent At Target	Percent Advanced	Percent At Target or Advanced
<b>Science Grade 08</b>						
English Learner (EL)	48	18.8	62.5	12.5	6.3	18.8
EL: NEP (Not English Proficient)	39	--	--	--	--	--
EL: LEP (Limited English Proficient)	< 16	--	--	--	--	--
Not English Learner (Not EL)	301	11.3	57.1	27.6	4.0	31.6
Not EL: FEP (Fluent English Proficient), FELL (Former English Language Learner)	40	--	--	--	--	30.0
Not EL: PHLOTE, NA, Not Reported	261	--	--	--	--	31.8
<b>Science High School</b>						
English Learner (EL)	27	33.3	48.1	--	--	18.5
EL: NEP (Not English Proficient)	22	--	--	--	--	--
EL: LEP (Limited English Proficient)	< 16	--	--	--	--	--
Not English Learner (Not EL)	239	13.4	41.8	--	--	44.8
Not EL: FEP (Fluent English Proficient), FELL (Former English Language Learner)	28	--	--	--	--	32.1
Not EL: PHLOTE, NA, Not Reported	211	--	--	--	--	46.4

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### Science Results by Migrant Status

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		Percent Emerging	Percent Approaching Target	Percent At Target	Percent Advanced	Percent At Target or Advanced
<b>Science Grade 08</b>						
Migrant	< 16	--	--	--	--	--
Not Migrant	347	--	--	--	--	--
<b>Science High School</b>						
Migrant	< 16	--	--	--	--	--
Not Migrant	264	--	--	--	--	--

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