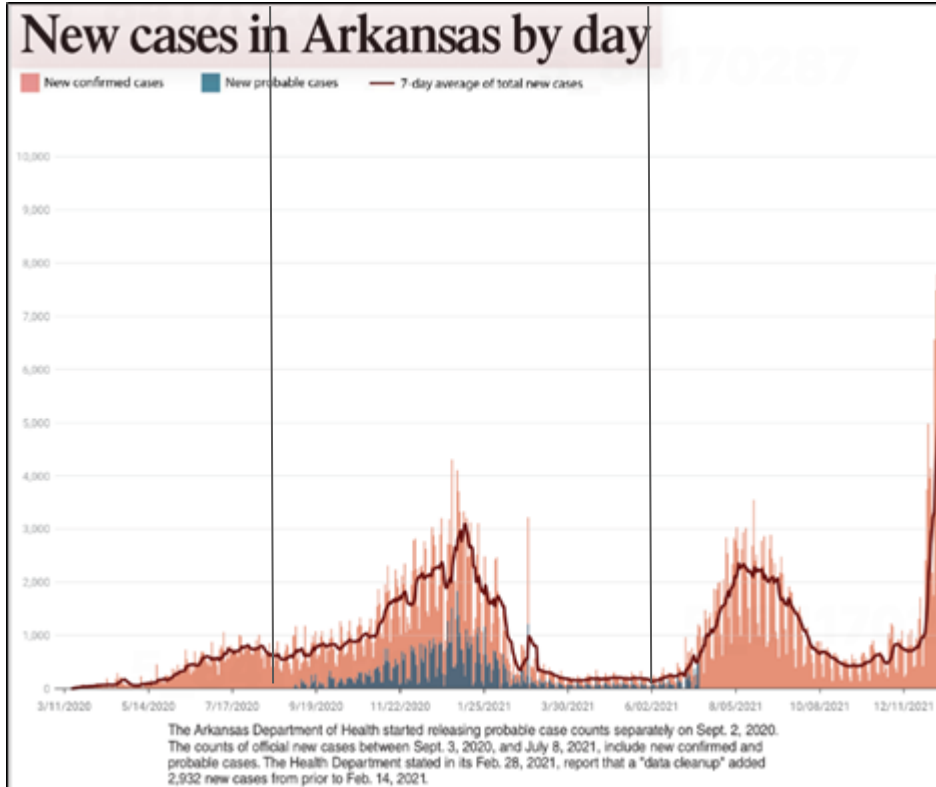




ESSA Year in Review 2021

School Year 2021 Unique in Many Ways



2021 school year started and finished during the first year of the COVID-19 Pandemic.



2021: Instructional Options Introduced

Instructional Option Cycle 2 2021	Frequency	Percent
1 – On-site/Traditional	295576	62.46
2 – Virtual/Remote Learning	115748	24.46
3 – Hybrid/Blended Learning	61882	13.08
Total	473206	
Instructional Option Cycle 7 2021	Frequency	Percent
1 – On-site/Traditional	327353	70.09
2 – Virtual/Remote Learning	83873	17.96
3 – Hybrid/Blended Learning	55802	11.95
Total	467028	

Table 25. 2021 and 2019 Number of Schools and Subgroups with Less Than 95% Tested

	2021			2019		
	ELA	MAT	SCI	ELA	MAT	SCI
1 All Students	107	91	100	14	14	14
2 Black/ African American	108	93	97	14	12	13
3 Hispanic/Latino	55	49	50	11	9	10
4 White	95	86	86	17	16	14
5 Economically Disadvantaged	128	114	120	15	15	15
6 English Learners	43	42	38	7	5	07
7 Students with Disabilities	207	190	211	35	30	335
Total Groups	743	665	702	113	101	108

Approximately 10.7%, 9.1%, and 10.0% of schools did not meet the 95% tested mark for the All students group for ELA, math, and science in 2021 compared to approximately 1% in 2019. By dividing the number of subgroups in Table 25 by the number of schools with tested grades and at least 15 students in the group you can figure the percent of schools testing less than 95% for all groups.

At the district level 10.4%, 8.9%, and 9.6% of districts did not meet the 95% tested mark. Almost double the number of schools and districts did not meet 95% tested mark for Students with Disabilities compared to the All Students group.

Table 26. 2021 and 2019 Number of Districts and Subgroups with Less Than 95% Tested

Subgroup	2021			2019		
	ELA	MAT	SCI	ELA	MAT	SCI
1 All	27	23	25	4	4	4
2 Black/ African American	29	25	27	5	5	5
3 Hispanic/Latino	20	19	20	1	0	1
4 White	28	22	24	6	6	6
5 Economically Disadvantaged	27	23	25	5	5	5
6 English Learners	10	8	9	3	3	3
7 Students with Disabilities	48	42	82	7	6	7
Total Groups	189	162	212	31	29	31

As mentioned previously, this impacts the comparability of the scores for these schools and districts and their subgroups since the students tested may not be representative of the actual student population. Before comparing school or district performance it will be important to know whether at least 95% of students were tested.



2021: Unique in Percent Tested Statistics

Excerpt from [Synthesis of Analyses Regarding COVID](#) presented to State Board of Ed February 2022.



2021 was a unique year in many ways

- 97% tested at state level
 - Waived state accountability for percent tested for 111 schools and 56 districts who missed the mark.
 - Anticipating a return to normal percent tested at school level in 2022.
 - 10 LEAs were required to write a participation plan due to failing to test at 95 percent for two consecutive years or more for all students or a student subgroup.



Percentage of Schools Improving or Declining		
Subgroup	Progress	
	Declined	Improved
All	88.21	11.79
Black/African American	87.25	12.75
Hispanic/Latino	81.03	18.97
White	85.25	14.75
Economically Disadvantaged	87.29	12.71
EL	84.59	15.41
SPED	72.73	27.27

As anticipated, most schools declined in ESSA School Index Score in 2021 compared to 2019.

However, a small percent improved in 2021 over 2019.

[2021 ESSA School Index Statistics](#)

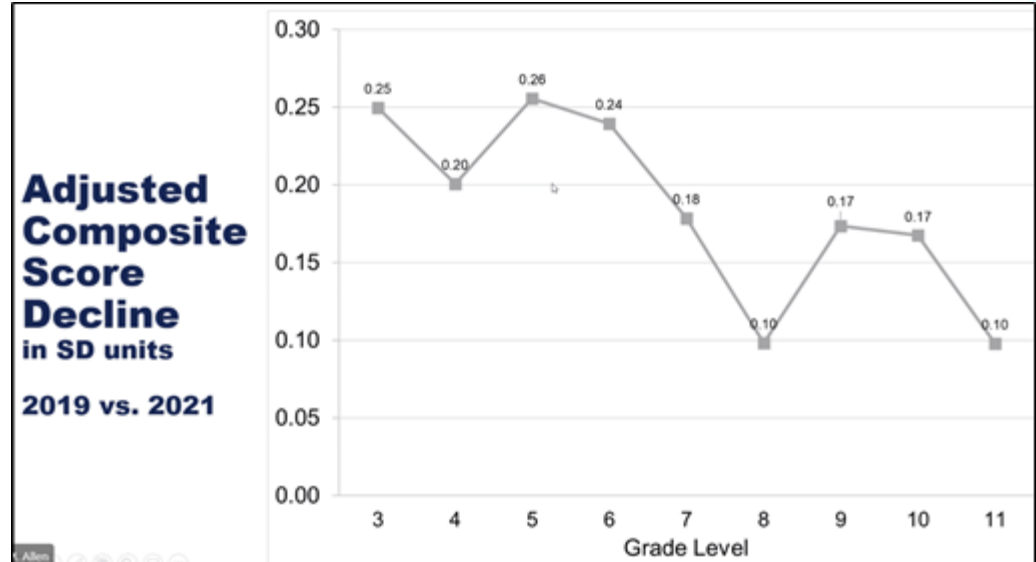


Achievement and Growth

Achievement declined in general: mean scale scores were down and percentages of students Ready/Exceeding declined.

Weighted achievement declined in general; however, some schools improved weighted achievement scores.

Value-added growth scores demonstrated their largest variation at the elementary level in 2021.





Graduation Rates

Schools' average 4-year adjusted cohort graduation rates were improved in 2021 ESSA School Index because they were 2020 rates (2020 rates due to lagged indicator).

- 2021 rates for the 2022 ESSA Index are relatively stable with some schools showing slight declines in 4-year rates but increases in 5-year rates.

Changes in Chronic Absence 2021



School Percent of Students at Low Risk for Chronic Absence						
Grade Span	Year	Number of Schools	Mean	Standard Deviation	Minimum	Maximum
1 - Elementary Level	2021	523	65.35	14.56	21.77	100.00
	2019	511	54.51	13.15	19.92	100.00
2 - Middle Level	2021	200	65.73	16.63	21.91	100.00
	2019	191	60.86	15.30	16.72	100.00
3 - High School Level	2021	312	68.08	19.26	12.07	100.00
	2019	303	62.25	16.38	9.52	100.00

School Percent of Students at Moderate Risk for Chronic Absence						
Grade Span	Year	Number of Schools	Mean	Standard Deviation	Minimum	Maximum
1 - Elementary Level	2021	523	19.99	6.60	0.00	35.71
	2019	511	30.73	7.75	0.00	47.35
2 - Middle Level	2021	200	19.00	7.30	0.00	33.52
	2019	191	25.08	8.49	0.00	43.96
3 - High School Level	2021	312	16.48	8.20	0.00	35.22
	2019	303	22.19	8.53	0.00	47.76

School Percent of Students at High Risk for Chronic Absence						
Grade Span	Year	Number of Schools	Mean	Standard Deviation	Minimum	Maximum
1 - Elementary Level	2021	523	14.66	10.23	0.00	56.60
	2019	511	14.76	7.39	0.00	47.30
2 - Middle Level	2021	200	15.27	11.04	0.00	52.68
	2019	191	14.06	8.44	0.00	44.87
3 - High School Level	2021	312	15.45	13.55	0.00	74.19
	2019	303	15.56	11.25	0.00	90.22

Percentage of students at low risk for chronic absence increased due to decrease in percentage of students at moderate risk.

Students at high risk for chronic absence remained same for elementary and increased slightly for middle and high school levels.



Other SQSS Components

Most other SQSS components demonstrated slight declines in 2021 compared to 2019, particularly high school level components.

We anticipate a rebound in 2022 to pre-Pandemic levels.

Specifics are available at [2021 ESSA School Index Statistics](#)