Examining English Learner Testing, Proficiency, and Growth: Before, During, and "After" the COVID-19 Pandemic

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WIDA

> **This report examines English learners' testing, proficiency, and growth during the four most recent academic years in order to shed light on the impact of the COVID-19 pandemic on ELs' educational outcomes.**

WIDA Research

WIDA advances academic language development and academic achievement for children and youth who are linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

The overarching goal of research at WIDA is to promote educational equity and academic achievement for linguistically and culturally diverse students.

To achieve this goal, we work in partnership with districts, states, and national experts to conduct research focused on understanding and explaining the educational experiences and outcomes of language learners. Through our research, we also aim to inform the decision-making needs of educators and policymakers who serve these children and youth.

The WIDA research team is housed within the Wisconsin Center for Education Research (WCER). Located at the highly ranked School of Education at the University of Wisconsin–Madison, WCER is one of the first and most productive education research centers in the world.

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Introduction

The purpose of this report is to shed light on the impact of the COVID-19 pandemic on English learner (EL) educational outcomes, specifically English language proficiency and development (growth) across time. The analysis draws on aggregated individual-level data from the ACCESS for ELLs Online assessment (hereafter referred to as ACCESS), taken annually by students identified as ELs across WIDA Consortium[1] (hereafter referred to as WIDA) member states. We present the number of tested ELs in WIDA states as well as their average proficiency and gain scores for the four academic years 2018–19 (2019), 2019–20 (2020), 2020–21 (2021) and 2021–22 (2022), contrasting students' outcomes "before," "during," and "after" the COVID-19 pandemic.[2] The report builds on earlier analyses that were presented in the WIDA report *Examining English Learner Testing, Proficiency and Growth: Before and Throughout the COVID-19 Pandemic,* published in October of 2021, by adding the latest ACCESS assessment data from 2022.[3]

The report is organized into three sections. First, we present the overall number of EL students tested in the four academic years from 2019 to 2022 across WIDA (Figure 1).[4] Next, we focus on EL proficiency. For these analyses, Figures 2-3 compare ELs' average composite scale scores across years by grade (for each of grades 1–12), both in terms of overall composite proficiency and within the individual language domains of Reading, Listening, Speaking, and Writing.[5]

The final section of the report examines English learners' growth, using average scale score gains across adjacent academic years for the three annual growth cycles of 2019–2020, 2020–2021, and 2021–2022. We present average gains by grade in overall composite score and also by individual domain scores (Figures 5-6). We also present a view of EL growth by grade-level cluster, broken down by overall composite score and individual domain scores, and we conclude by summarizing our findings (Figures 7-8). The demographic profile of the tested student population for some of the variables that WIDA collects is given in Appendix A. The data on EL testing, proficiency, and growth presented in the figures are available in Appendix B.

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1 The WIDA Consortium is currently comprised of 41 U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of a high-quality, culturally and linguistically appropriate system to support multilingual learners in K-12 contexts.
2 Most schools across the WIDA Consortium were able to complete their annual English language assessment of ELs (ACCESS for ELLs Online) just before COVID-19 forced schools to close in the spring of 2020.
3 Sahakyan, N. & Cook, H. G. (2021). Examining English Learner Testing, Proficiency, and Growth: Before and Throughout the COVID-19 Pandemic. (WIDA Research Report No. RR-2021-1). Wisconsin Center for Education Research. https://wida.wisc.edu/sites/default/files/resource/Report-Examining-English-Learner-Testing-Proficiency-Growth.pdf
4 To preserve the consistency of the examined student population, we excluded from the analysis a state that joined the WIDA Consortium in 2021.
5 Overall composite scale scores and scores for individual language domains range from 100 to 600. Scale scores are vertically scaled and therefore comparable across grades. Additionally, owing to the vertical scaling, year-to-year differences in scale scores represent the growth ELs achieve in the respective domains.

English Learner Testing

Across the WIDA Consortium, roughly 30% fewer English learner students were tested "during" the pandemic year of 2021 (i.e., the 2020-21 academic year) compared to the previous two academic years. The substantial number of untested ELs in 2021 is one of the factors making it difficult to estimate the "true" impact of the pandemic on average student scores. In 2022, however, as schools across the country resumed in-person instruction, the number of tested students returned to pre-pandemic levels. Figure 1 presents the number of tested ELs by grade for the four academic years.[6]

Figure 1: Number of ELs tested Online by grade

ENGLISH LEARNER TESTING
ACCESS Online
2019-2022

N (2019) = 1,541,116
N (2020) = 1,571,371
N (2021) = 1,103,374
N (2022) = 1,726,774
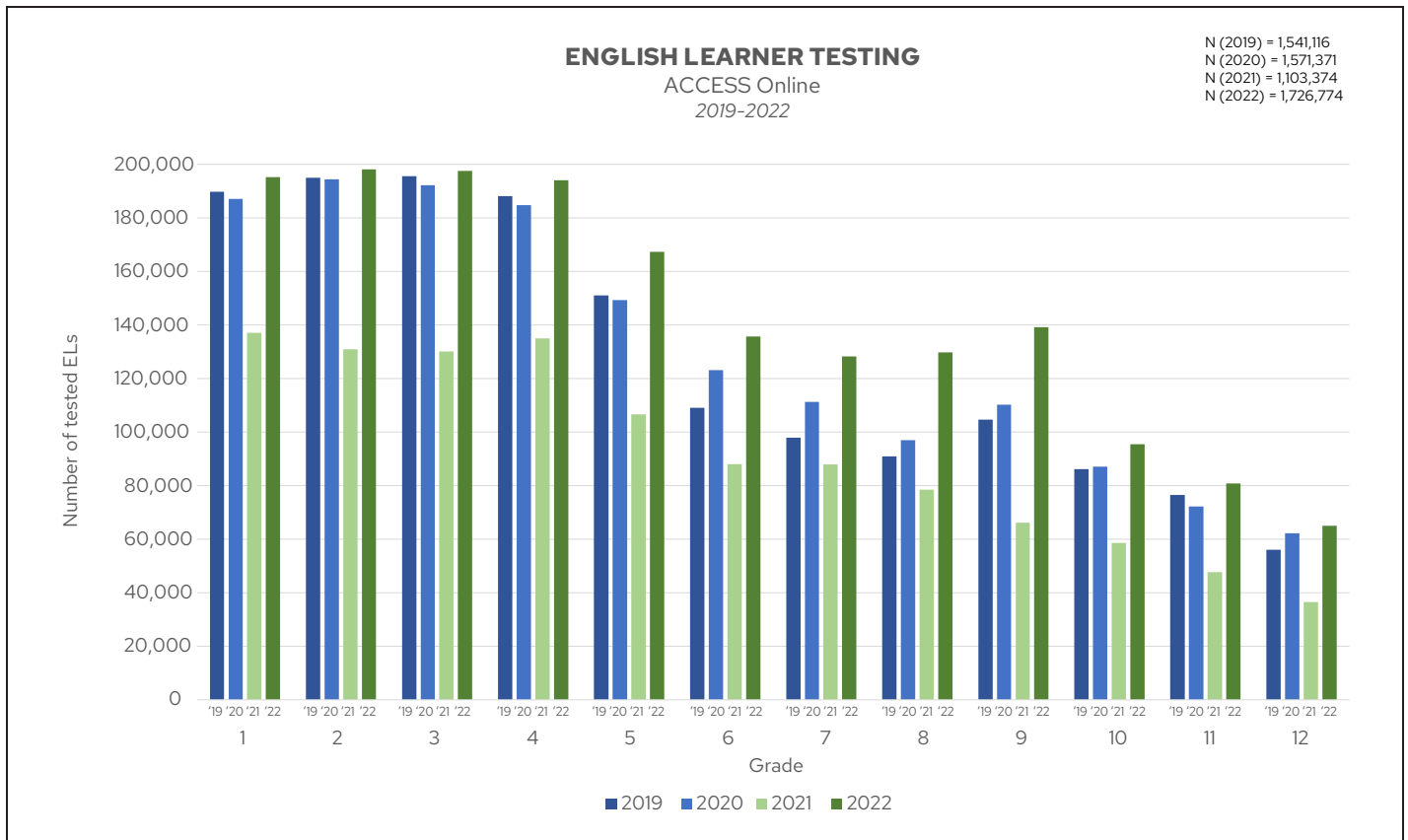
Notes: *The vertical bars in Figure 1 present the number of English learners with non-missing overall composite scale scores (indicating that the student completed all four domains of the ACCESS test), by grade, for each of the four academic years. In this figure and in the ones displaying EL proficiency, the two years prior to COVID-19 (2019 and 2020) are presented in shades of blue, while the two years "after" the pandemic began (2021 and 2022) are presented in shades of green. The lighter green shading for the 2021 academic year highlights that the averages for this year were calculated with a large number of missing students (over 400,000), prompting caution in interpreting the results for this year due to the higher uncertainty associated with samples that have a substantial proportion (about 30% overall) of "non-randomly" missing observations.*

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6 We advise caution in interpreting the 2021 estimates of average EL proficiency because of smaller sample sizes and the potential for students' test scores to be "missing not-at-random." For example, if districts and schools in 2021 focused on testing students who were closer to reclassification-level proficiency, the reported average proficiency for the "during the pandemic" year would be an overestimate. These concerns could also affect growth estimates from 2020 to 2021 and 2021 to 2022.

English Learner Proficiency

Figure 2 presents the average proficiency of ELs in each of the grades 1-12 and years 2019-2022, as measured by overall composite scale scores on the ACCESS online assessment. The shorter green bars representing the two years after the pandemic-forced school closures suggest that the negative effects of COVID-19 continue to persist. Test scores indicate that proficiency trended lower in each of grades 1-12, with larger declines in average overall composite scale scores recorded in the elementary grades (1-5).[7]

Figure 2: English learners' average overall composite proficiency by grade and year
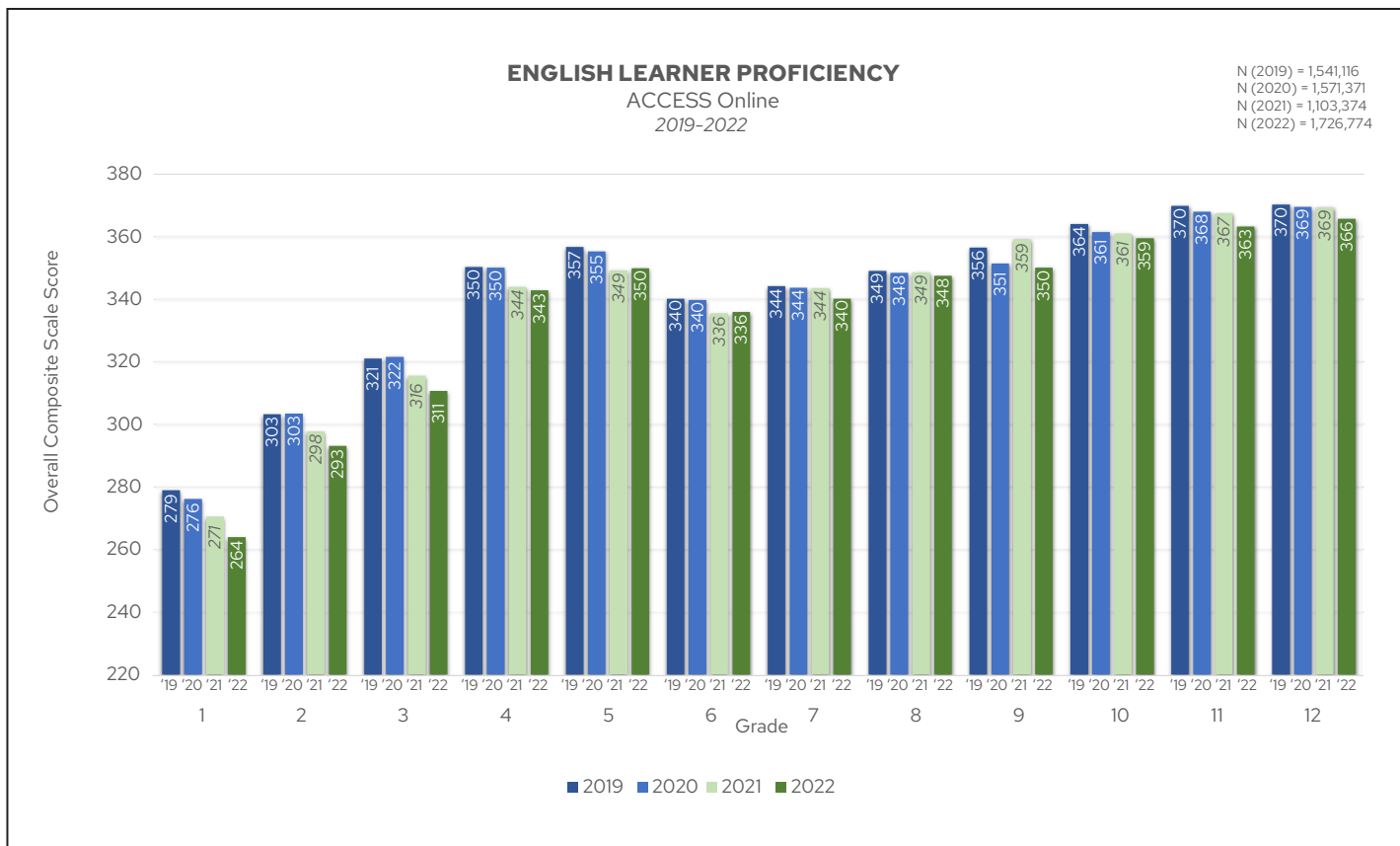
Notes: *The vertical bars in Figure 2 present the average overall composite proficiency of English learners, by grade, for the four academic years, as measured by grade-averaged overall composite scale scores. The lighter green shading and the italic font for the estimates of the 2021 academic year highlights that the averages for this year were calculated with a large number of missing students (over 400,000), prompting caution in interpreting the results due to the higher uncertainty associated with samples that have a substantial portion (about 30% overall) of "non-randomly" missing observations.*

For most grades there is a gradually decreasing trend in average scale scores from 2020 onward. Due to the concerns with the 2021 sample, it is difficult to ascertain whether this trend indicates a "true" and continuous decline of students' average proficiency, or whether we may be seeing some "bounce-back" from the pandemic at some grade levels. Understanding these patterns requires further research, which is already underway. Regardless of the accuracy of 2021

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7 This is especially concerning given that the largest proportions of ELs are enrolled in earlier grades (cf. Figure 1).

estimates, average scores in 2022 are based on the entire tested population of ELs enrolled in WIDA states (taking ACCESS Online), and these averages indicate that English learners' overall composite proficiency was substantially lower in 2022 than that in any of the the academic years 2017-2020.

Similarly, the four bar charts presented in Figure 3 present ELs' average proficiency in each of the language domains of Reading, Listening, Speaking, and Writing, as measured by the scale scores in these respective domains. Importantly, while scale scores are vertically scaled within domains and thus comparable across grades, they are not comparable across domains.

Figure 3: English learners' average proficiency by grade and year and domain
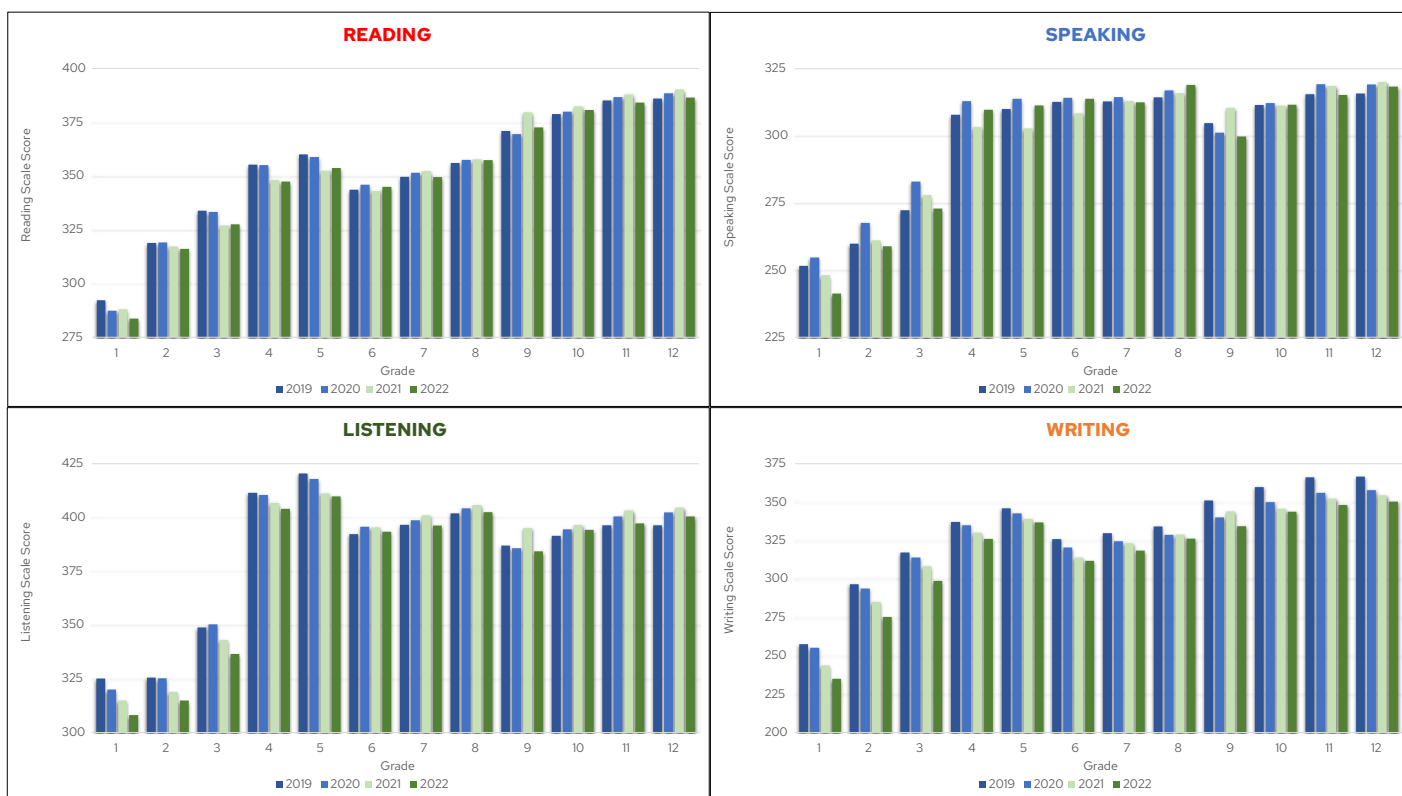
Notes: *The vertical bars in Figure 3 present the average proficiency of English Learners in the four individual language domains for the four academic years. EL proficiency is presented by grade, as measured by their average scale scores in Reading, Speaking, Listening and Writing. The lighter green shading and the italic font for the estimates of the 2021 academic year highlights that the average proficiency for this year was calculated with a large number of missing students (over 400,000), prompting caution in interpreting the results due to the higher uncertainty associated with samples that have a substantial proportion (about 30% overall) of "non-randomly" missing observations. The y-axis is different for each of the domains of Reading, Speaking, Listening, and Writing, reflecting that scale scores are not comparable across domains.*

Proficiency in Reading

The pre-pandemic average scale scores in Reading were largely consistent within grades. After 2020—in the two post-pandemic years of 2021 and 2022—Reading scale scores have trended lower in earlier grades (1-5). In higher grades, on the other hand, average Reading scores have caught up to pre-pandemic levels, and in grades 6, 8, and 10 even exceeded them. Except for grades 3, 5, and 6, average Reading scales scores in 2022 were generally slightly lower than those recorded in 2021.

Proficiency in Speaking

The pre-pandemic average scale scores in Speaking exhibited an increasing trend in the two pre-pandemic years (except for grade 9). Trends since the pandemic began have reversed for earlier grades, and Speaking scores in grades 1-3 were even lower in 2022 than those reported in 2021 for these grades. In most of the later grade levels, on the other hand, Speaking scores trended higher in 2022, catching up to pre-pandemic average speaking scores in grades 4-8, grade 10, and grade 12.

Proficiency in Listening

The pre-pandemic average scale scores in Listening exhibited a slightly increasing trend in most grades, except for grades 1, 4, 5, and 9. Average performance in Listening, however, has trended lower after the pandemic, especially for earlier grades (1-5), and average scores in 2022 were lower for all grades than those reported in 2021.

Proficiency in Writing

Writing scale scores exhibited a decreasing pattern even prior to 2021, and they have continued to decline since the pandemic began. Similar to findings reported for the domains of Speaking and Listening, the largest continuing declines in average Writing proficiency were recorded in earlier grades, especially grades 1-3. Writing scale scores were consistently lower in 2022 compared to pre-pandemic years, and also lower than scores reported in 2021.

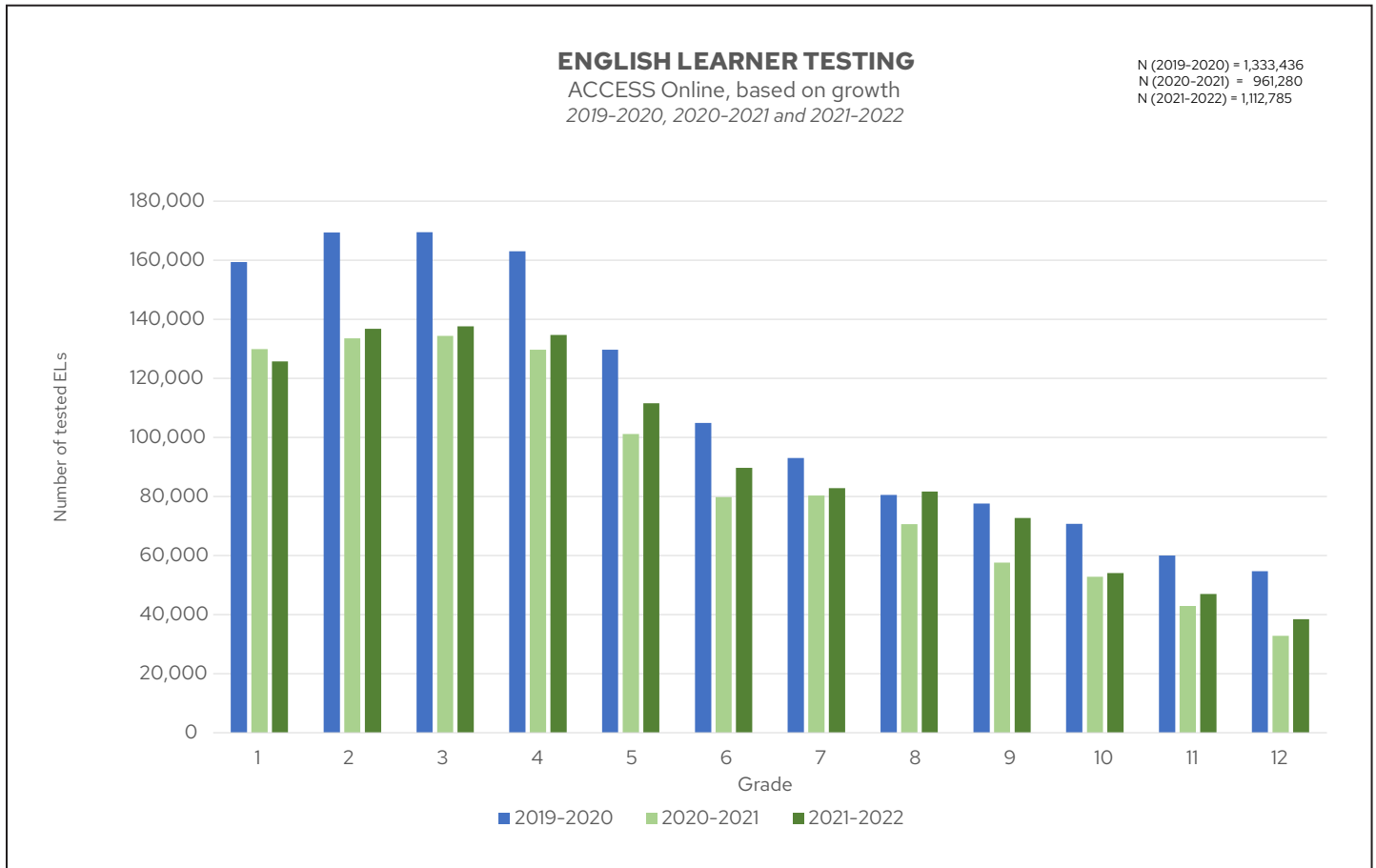## Summary of EL Proficiency in Individual Domains

The average scale scores presented in Figure 4 for the domains of Reading, Speaking, Listening, and Writing corroborate the trends of mostly declining post-pandemic overall composite scale scores reported in Figure 3. While there are important differences in the potential impact of the pandemic on average scale scores by grade and by individual domain, and likely by individual student subgroups, the data show that most of the declines were reported in elementary grades. Because the 2022 data are based on the complete population of English learners in WIDA, these findings do not suffer from potential sample bias due to "missing" (untested) students, and therefore they are more reliable and less prone to statistical error compared to the findings reported for 2021. While there is some positive news of average student performance in 2022 catching up to pre-pandemic levels for select grades and domains, it is nonetheless concerning for most English learners—especially those enrolled in earlier grades—that the average scores in individual language domains have continued to decline post-COVID-19.[8]

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8 Similar findings documenting a relatively larger impact of the pandemic in elementary grade levels, as well as in the Speaking domain, are reported in an Institute of Educational Statistics report that examines EL performance in Texas taking the TELPAS assessment (Hsin et al., 2022).

English Learner Growth by Grade

The four academic cycles of EL test scores provide three data points of annual EL growth estimates: from 2019 to 2020, or "pre-COVID-19;" from 2020 to 2021, or "during COVID-19;" and from 2021 to 2022, or "post-COVID-19." Importantly, both the "during COVID-19" and "post-COVID-19" growth estimates are affected by the substantial numbers of missing (untested) students in 2021, so we recommend caution in interpreting these numbers. Figure 4 presents the number of tested ELs in each of the grades 1-12 who have growth estimates from the academic years 2019 to 2022.

Figure 4: Number of tested ELs, ACCESS Online (based on growth)

ENGLISH LEARNER TESTING
ACCESS Online, based on growth
2019-2020, 2020-2021 and 2021-2022

N (2019-2020) = 1,333,436
N (2020-2021) = 961,280
N (2021-2022) = 1,112,785

Notes: *The vertical bars in Figure 4 present the number of English learners with two consecutive non-missing overall composite scale scores. In this and following figures representing growth, the growth estimate reported in the year prior to the pandemic (from 2019 to 2020) are presented in blue, while the "during COVID-19" (from 2020 to 2021) and "post-COVID-19" (from 2021 to 2022) growth estimates are colored in shades of green.*

Figure 4 confirms that the number of students who recorded the two consecutive assessments necessary for growth calculations was substantially lower both "during" and "after" the pandemic. This is due to the large number of "missing" (untested) students in 2021, as reported in Figure 1.

To evaluate the average annual growth achieved by English learners across WIDA, we use individual-level differences in ELs' overall composite scale scores across adjacent years, aggregating these to the year-by-grade level. Figure 5 presents the average annual growth demonstrated by ELs in each of the grades 1-12 throughout years 2019 to 2022, as measured by differences in overall composite scale scores on adjacent ACCESS Online assessments.

Figure 5: English learners' average growth by grade and growth cycle

ENGLISH LEARNER GROWTH
ACCESS Online
2019-2020, 2020-2021 and 2021-2022
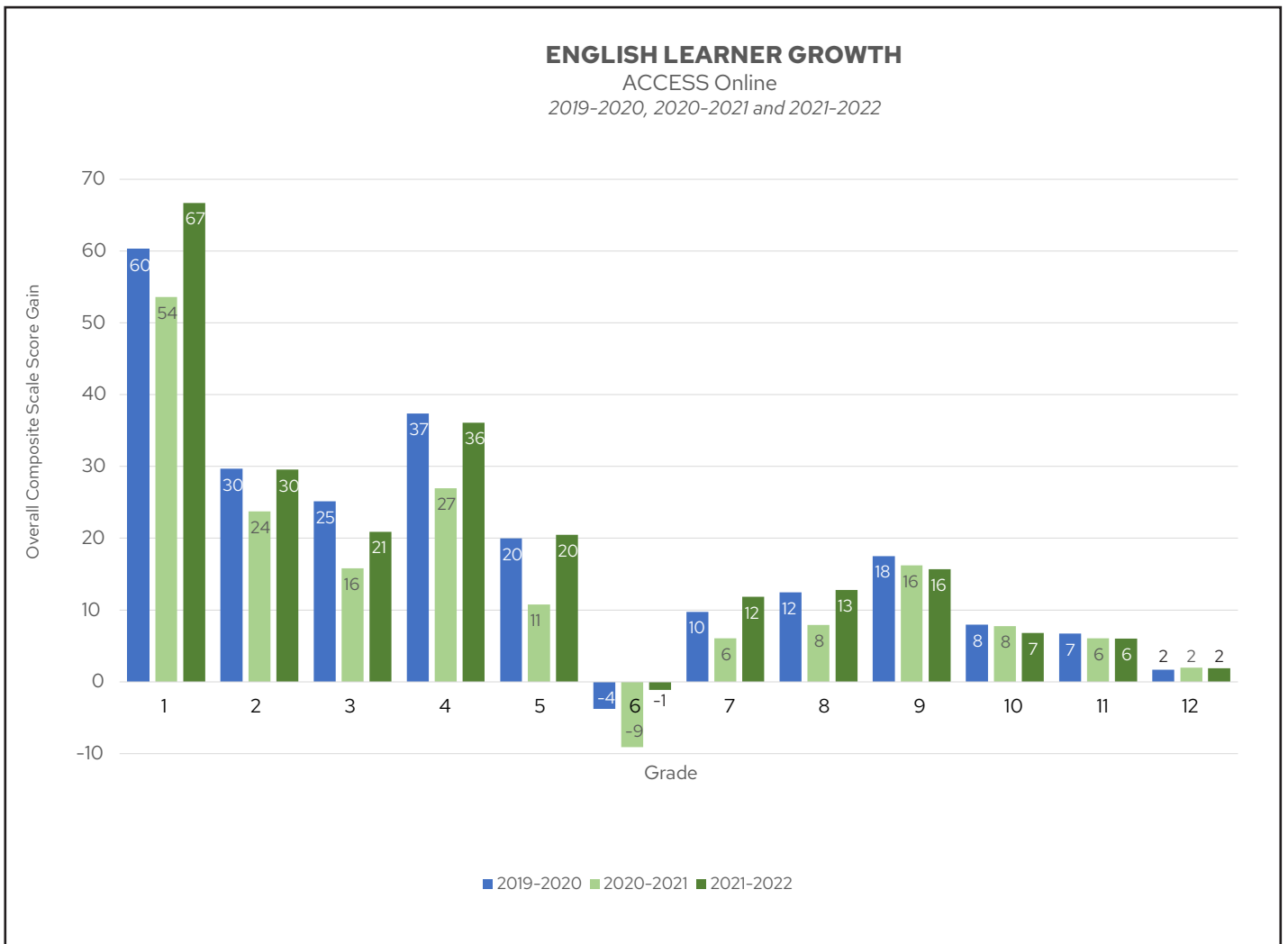
Notes: *The vertical bars in Figure 5 measure the average growth reported by students with two consecutive overall composite scale scores. The growth estimate reported in the year prior to the pandemic (from 2019 to 2020) is presented in blue, while the "during COVID-19" (from 2020 to 2021) and "post-COVID-19" (from 2021 to 2022) growth estimates are colored in shades of green. Interpreting grade 1 estimates for growth warrant additional caution, as these are based on overall scale score gains from a paper-based test (taken in kindergarten) to the Online test (taken in grade 1).*

The dark green bars measuring growth for the latest academic cycle show that, for most grades, average growth estimates are returning to pre-pandemic levels. While in some earlier grades the growth estimates appear even higher than they were prior to the pandemic, we suggest caution in interpreting these results, as smaller and potentially selective samples could potentially be distorting these estimates.
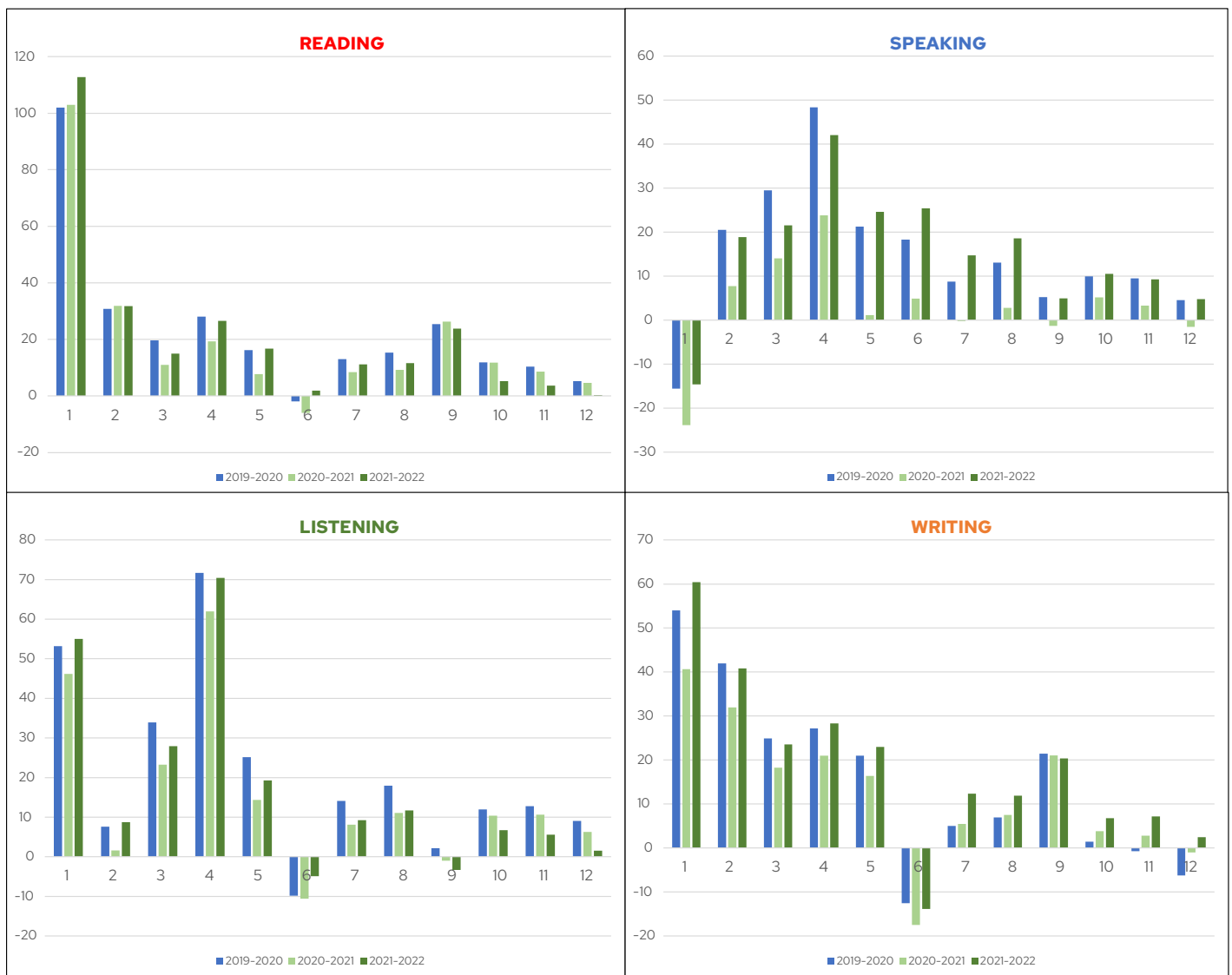
Figure 6: English learners' average growth by domain, grade, and growth cycle

Notes: *The vertical bars in Figure 6 measure the average growth reported by students with two consecutive scale scores in the respective individual language domains. The growth estimate reported in the year prior to the pandemic (from 2019 to 2020) is presented in blue, while the "during COVID-19" (from 2020 to 2021) and "post-COVID-19" (from 2021 to 2022) growth estimates are colored in shades of green. Interpreting grade 1 estimates for growth warrant additional caution, as these are based on overall scale score gains from a paper-based test (taken in kindergarten) to the Online test (taken in grade 1). The y-axis is different for each of the domains of Reading, Speaking, Listening, and Writing, reflecting that scale score gains are not comparable across domains. Grades 1-12 are presented on the x-axis.*

Growth in Reading

For earlier grades (1-8), growth estimates in Reading for the latest year (2021-2022) are higher than estimates from the previous year. In high school grades, on the other hand, growth estimates have continued to decline. Except for grades 1 and 2, average growth estimates for the Reading domain remain lower than in pre-pandemic levels.

Growth in Speaking

According to average estimates for the latest "post-pandemic" growth cycle, growth in Speaking increased substantially in all grades compared to growth reported "during the pandemic" in growth cycle 2020-2021.[9] Despite these substantial post-pandemic increases, average growth in Speaking scores for 2021-2022 approached pre-pandemic levels only in middle and high school grades, while remaining below pre-pandemic levels in elementary grades.

Growth in Listening

Average growth estimates in Listening were higher in the latest growth cycle for elementary and middle school grades, compared to elementary and middle school growth during the pandemic, but post-pandemic growth continued to decline in all high school grades. Growth estimates in Listening returned to pre-pandemic levels only in grades 1 and 2.

Growth in Writing

Following a steep decline in average Writing growth during the pandemic for grades 1-5, average post-pandemic growth estimates in Writing have returned to, and for some grades even exceeded, pre-pandemic levels. Average growth estimates in Writing were higher for 2021 to 2022 compared to pre-pandemic growth (2019 to 2020) in all middle and high school grades, except grades 6 and 9.

Summary of EL Growth in Individual Domains

Figure 6 presents a complex and multi-faceted high-level picture of the expectedly differential impact of COVID-19 on the language development trajectories for WIDA's highly heterogeneous and often vulnerable English learner population. Outlining by-grade and by-domain trends and differences in average growth estimates across the three growth cycles spanning the four-year "pre-", "during-", and "post-pandemic" timeline, Figure 6 provides preliminary descriptive evidence of some potential "recovery," at least for some grades and domains.

While the growth estimates presented above are based on very large samples of ELs taking the ACCESS Online test, it should be reiterated that (average) growth estimates, more so than proficiency estimates, are "contaminated" by the substantial number of "missing not-at-random" test scores during the pandemic year of 2021. Therefore, we urge caution in interpreting the results based on the growth estimates in Figure 6 (as well as Figures 7 and 8 in the next section), and we encourage states and districts to perform similar analyses for a more accurate representation and more nuanced understanding of their local contexts.
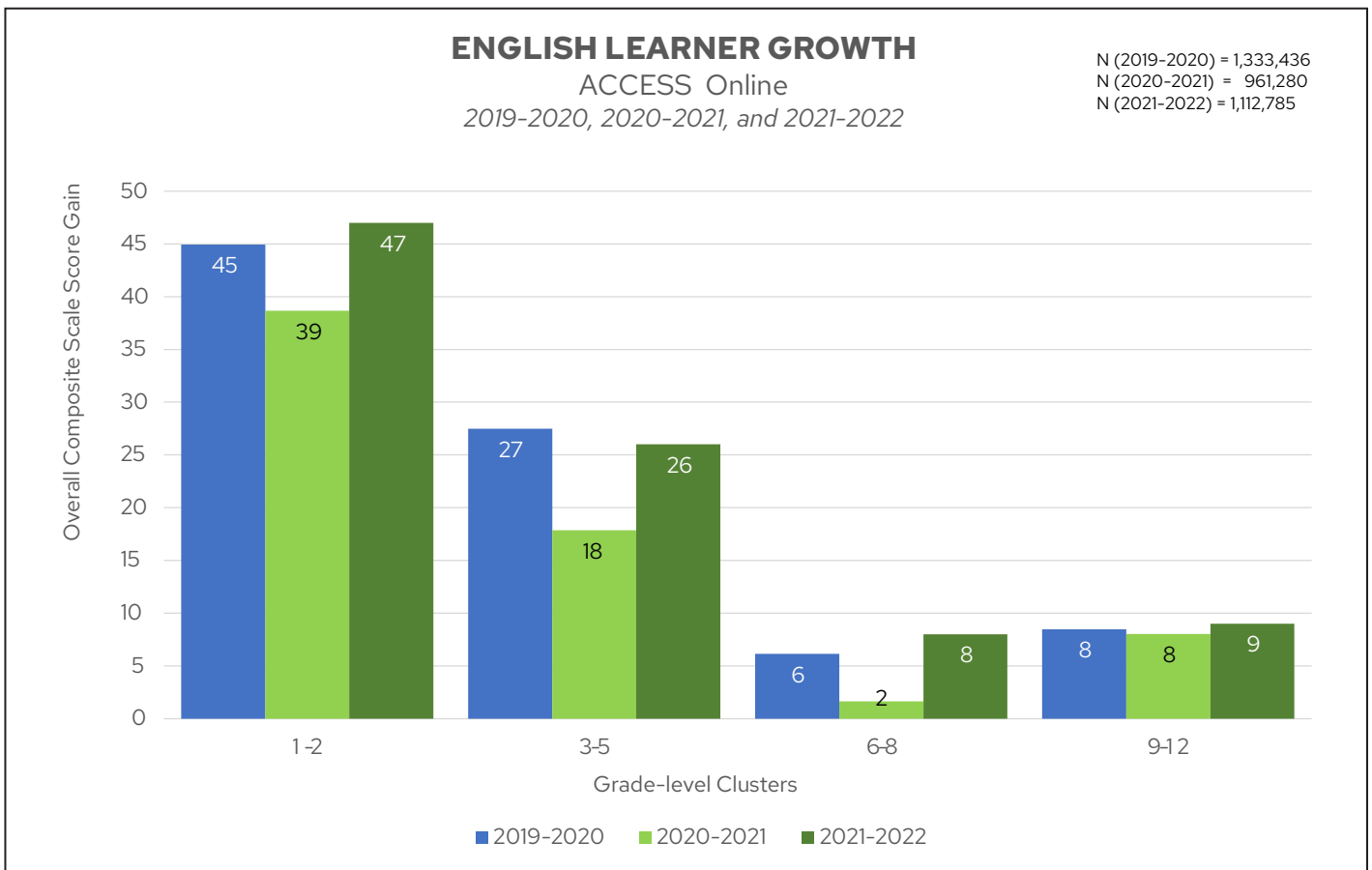
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9 Some of this bounce-back is expected, given the large declines recorded in "during the pandemic" estimates reported last year for academic years 2020 to 2021.

English Learner Growth by Grade-Level Cluster

Figure 7 presents the average annual growth demonstrated by ELs in each of four grade-level clusters (combining grades 1-2, 3-5, 6-8, and 9-12) for the three academic growth cycles from 2019 to 2022, as measured by differences in overall composite scale scores on adjacent ACCESS online assessments. As in prior figures, "pre-COVID-19" growth (from 2019 to 2020) is presented in blue, while "during COVID-19" growth (from 2020 to 2021) and "post-COVID-19" growth (from 2021 to 2022) are both colored in shades of green. The growth estimates for multiple grade levels are aggregated together to identify trends at the early elementary, late elementary, middle school, and high school levels.

The dark green bars measuring growth for the latest academic cycle show that, across all school levels, cluster-average composite scale score growth from 2021 to 2022 was similar to annual growth rates prior to the pandemic. Growth rates within the elementary and middle school grade clusters dipped during the pandemic, but appear to have largely returned to or exceeded pre-pandemic levels. More stable growth rates at the high school level, meanwhile, suggest that older students' overall scores may have been less affected by the pandemic. The short-term and long-term effects of the pandemic may not be clear until growth rates fully stabilize, however.

Figure 7: English learners' average growth by grade-level cluster and growth cycle

ENGLISH LEARNER GROWTH
ACCESS Online
2019-2020, 2020-2021, and 2021-2022

N (2019-2020) = 1,333,436
N (2020-2021) = 961,280
N (2021-2022) = 1,112,785

Notes: *The vertical bars in Figure 7 measure the average growth reported by students with two consecutive overall composite scale scores, aggregated to the grade-level cluster level. The growth estimates reported in the year prior to the pandemic (from 2019 to 2020) are presented in blue, while the "during COVID-19" (from 2020 to 2021) and "post-COVID-19" (from 2021 to 2022) growth estimates are colored in shades of green.*

Figure 8: English learners' average growth by domain, grade-level cluster, and growth cycle
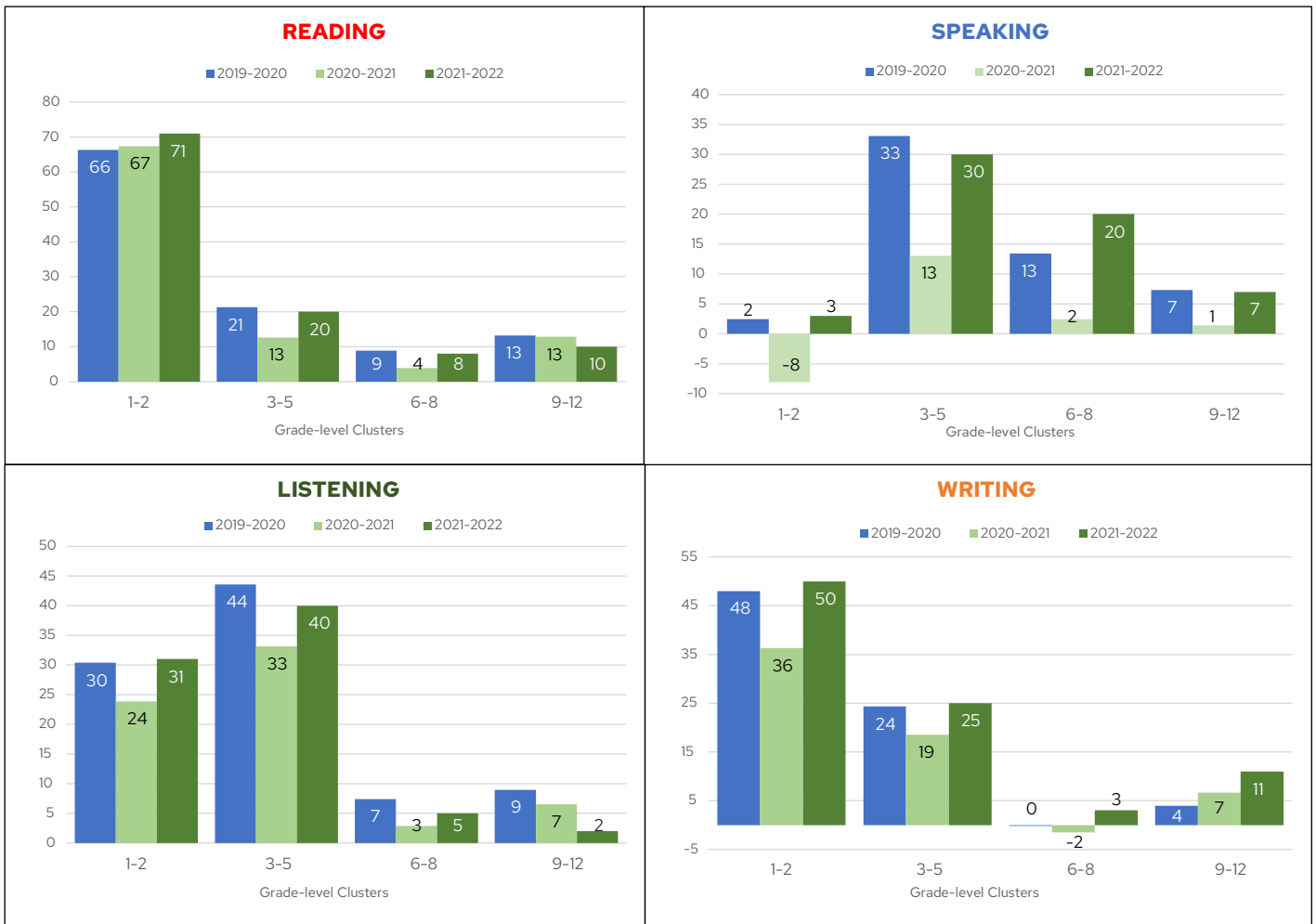
Notes: *The vertical bars in Figure 8 measure the growth reported by students with two consecutive scale scores in the respective individual language domains. The growth estimate reported in the year prior to the pandemic (from 2019 to 2020) is presented in blue, while the "during COVID-19" (from 2020 to 2021) and "post-COVID-19" (from 2021 to 2022) growth estimates are colored in shades of green. The y-axis is different for each of the domains of Reading, Speaking, Listening, and Writing, reflecting that scale score gains are not comparable across domains.*

Growth in Reading

For students in the early elementary grade-level cluster, growth estimates in Reading demonstrate a continually increasing trend from the "pre-COVID-19" through "post-COVID-19" growth cycles. The late elementary and middle school grade-level clusters both show reduced growth rates for "during COVID-19" and a return in the most recent cycle to pre-pandemic levels. High school growth rates appear to have been stable from "pre-COVID-19" to "during COVID-19," but they have dipped somewhat in the most recent cycle.

Growth in Speaking

Growth rates in Speaking were lower across all grade-level clusters "during COVID-19," especially in the elementary grades: early elementary students appear to have regressed on average in their Speaking scores, while late elementary students demonstrated the most drastic decline in growth rates during the pandemic. However, growth rates in the most recent cycle appear to have returned to pre-pandemic levels for early elementary students, as well as for high school students. Students in the late elementary grade-level cluster showed growth in Speaking nearly as high as in the cycle prior to the beginning of the pandemic, and the average growth for students in the middle school grade-level cluster outpaced pre-pandemic growth.

Growth in Listening

Growth rates in Listening were lower across all grade-level clusters "during COVID-19." Growth rates have returned to pre-pandemic levels for early elementary school students, but they remain somewhat lower than pre-pandemic growth rates in all other grade-level clusters. The trend for high school students has steadily decreased from "pre-COVID-19" to "post-COVID-19," as seen in the by-grade breakdown in Figure 6.

Growth in Writing

Both the early and late elementary school grade-level clusters demonstrate, in aggregate, the same steep declines in average Writing scale score growth "during COVID-19" found in Figure 6. The larger dip in scores for students in grade 6 appears to have outweighed the more stable growth rates in grades 7-8, however, as the grade-level cluster showed negative growth during the pandemic. All elementary and middle school grade-level clusters appear to have returned to pre-pandemic growth levels "post-COVID-19," while the high school grade-level cluster shows continually increasing growth across the three cycles represented here.

Summary of EL Growth in Individual Domains

Figure 8 provides evidence that students' English language skills were impacted differently across the several domains and grade-level clusters. Whereas the largest declines for early elementary school students "during COVID-19" were in productive skills (Speaking and Writing), for late elementary school students it was their scores in oral skills (Speaking and Listening) that declined most. Average growth for middle and high school students declined primarily in Speaking, though average growth rates in Listening also declined for students in those grade-level clusters (and continued to decline for high school students). Average Reading growth rates trended higher each cycle for early elementary students, and the same is true of average Writing growth rates for high school students. Keeping in mind that growth estimates are affected by the substantial number of non-randomly missing test scores during the pandemic year of 2020-21, Figure 8 may represent additional evidence of some "recovery" for certain grade-level clusters and language domains.

Conclusion

About 30% fewer English learner students were tested in academic year 2021 due to the COVID-19 pandemic compared to the previous two academic years. While extra caution is needed in interpreting average proficiency and growth estimates due to the substantial number of "missing" students, we join other researchers emphasizing the importance of using the collected data to support data-driven decisions especially in local contexts (Arnold & Crane, 2021). For students tested "during COVID-19," overall composite scores were lower than in the two years prior to the start of the pandemic; domain-specific scores were lower across the board for elementary school students, but average domain scale scores were slightly higher in high school students' receptive skills (Reading and Listening). In terms of average scale score gains, the largest declines "during COVID-19" were in productive skills (Speaking and Writing) for early elementary school students, and in oral skills (Speaking and Listening) for elementary and late elementary school students.

As student participation in assessment returns to pre-pandemic levels and the full population of current English learner students across WIDA takes the annual summative language assessment, there is evidence that, at least in some grades and language domains, students' proficiency and growth rates are starting to return to pre-pandemic levels. In many grades and domains, on the other hand, evidence points to a continuing impact of COVID-19 on students' English language development. Furthermore, because growth rates dipped substantially during the pandemic for early elementary, late elementary, and middle school grade-level clusters, growth in the most recent cycle would have had to exceed pre-pandemic levels for these students to "catch up" to where they likely would have been without the pandemic. Therefore, growth rate estimates in the post-pandemic cycle could be potentially inflated to the extent the student test scores were driven down (relative to students' true abilities) by the various challenges brought about by the ongoing pandemic in 2021.

Overall, our findings suggest that English learner students' performance on average has declined since the COVID-19 pandemic. We find evidence that elementary school students' average growth in Speaking has decreased since the pandemic began, and that average growth has also declined in the receptive skills (Reading and Listening) of students at the middle and high school level. Average growth in the Writing domain, meanwhile, has increased at all grade levels and even exceeded pre-pandemic growth for middle and high school students, though average scale scores still lag somewhat behind pre-pandemic averages.

As schools and students continue to recover from the pandemic, much remains to be explored regarding how COVID-19 affected student learning. Emerging research indicates not only that the impact of the pandemic on English learners persists, but importantly that there is a differential impact of the pandemic on various EL student subgroups, exacerbating the already-existing disparities within ELs' academic outcomes. For example, recent studies and reports suggest that students in urban districts, large districts, districts serving mostly students of color, districts with high concentrations of English learners and students receiving free or reduced-price lunch were provided less in-person instruction and exhibited worse outcomes (American Institutes for Research, 2021; Domingue et al., 2022; Korman et al., 2020). Therefore, state and local education agencies will benefit from more nuanced studies of such trends in local contexts, disaggregating student performance by demographic factors such as race/ethnicity, home language, and migrant or disability status, as well as accounting for socioeconomic factors that likely shaped the impact of the pandemic on all students, not just the vulnerable student subgroups. Recognizing the many ways that COVID-19 differentially disrupted our communities, a full account of its impact will be incomplete without attending to the role of context and the long-term consequences of exacerbated disadvantage.

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Appendix A: Demographic Profiles

WIDA collects demographic data for students who take ACCESS for ELLs, though individual WIDA Consortium member states may limit what data they collect. Demographic categories are as follows:

- **Ethnicity:** Hispanic/Latino; non-Hispanic/Latino.
- **Race:** American Indian/Alaskan Native; Asian American; Black/African American; Pacific Islander/Native Hawaiian; White.
- **Gender:** Male; Female.
- **Individualized Education Plan (IEP)** status.

Figure A1: Demographic profile of tested students
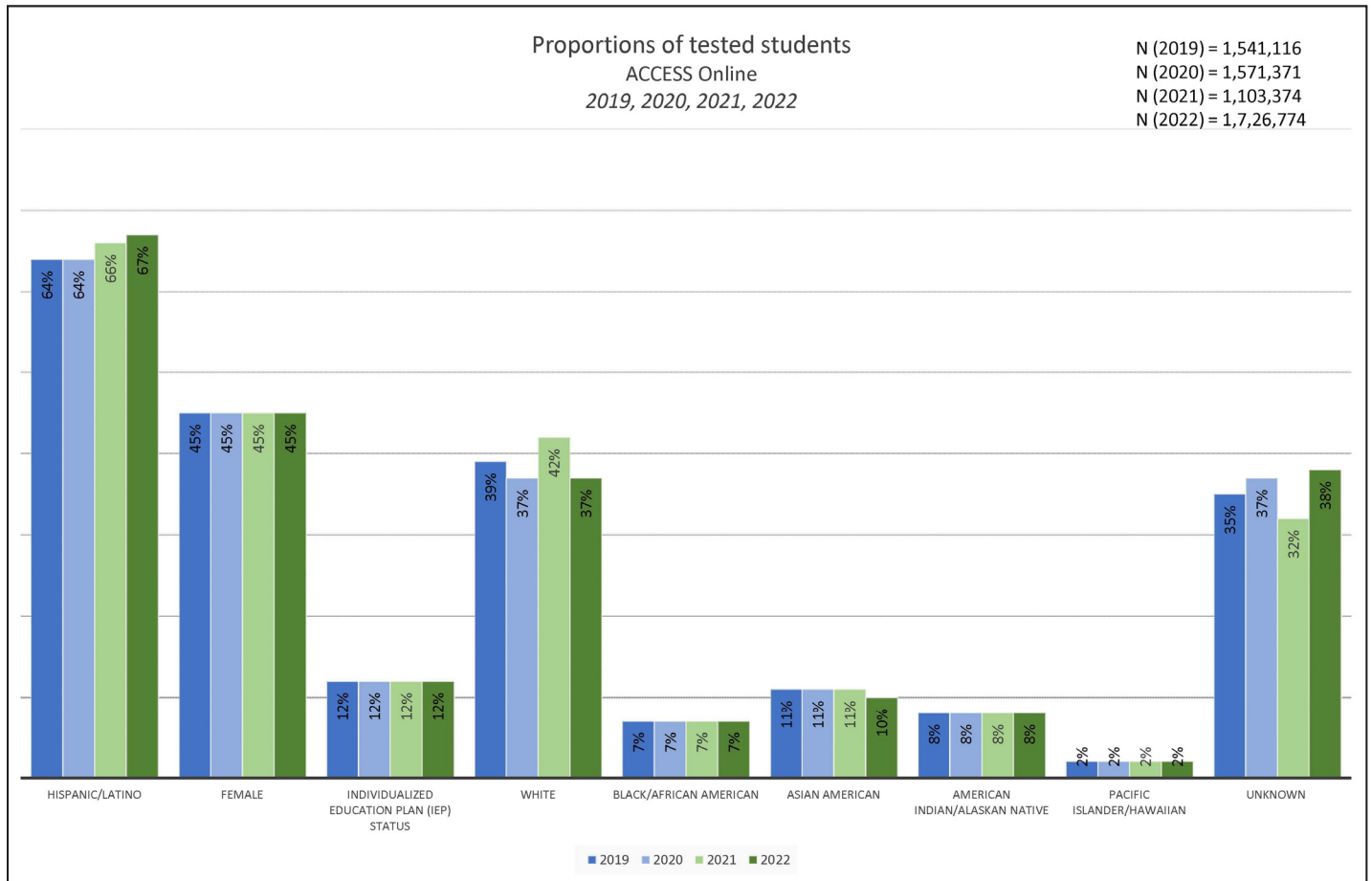
Notes: *The vertical bars in Figure A1 measure the proportion of tested students by their demographic profile. The estimates reported in the years prior to the pandemic (2019 and 2020) are presented in blue, while the "during COVID-19" (2021) and "post-COVID-19" (2022) estimates are colored in shades of green.*

Appendix B: Data and Tables

Table B1: EL Proficiency: Average scale scores and frequency of tested students by domain, grade, and year.

Year	Grade	Overall	Reading	Listening	Speaking	Writing	N
2019	1	279	292	325	252	258	189843
2019	2	303	319	326	260	297	195089
2019	3	321	334	349	272	317	195621
2019	4	350	355	412	308	337	188171
2019	5	357	360	421	310	346	151077
2019	6	340	344	392	313	326	109060
2019	7	344	350	397	313	330	97878
2019	8	349	356	402	314	334	90898
2019	9	356	371	387	305	351	104676
2019	10	364	379	391	311	360	86166
2019	11	370	385	396	315	366	76554
2019	12	370	386	396	316	367	56083
2020	1	276	287	320	255	255	187178
2020	2	303	319	325	268	294	194459
2020	3	322	333	350	283	314	192231
2020	4	350	355	411	313	335	184853
2020	5	355	359	418	314	343	149279
2020	6	340	346	396	314	320	123223
2020	7	344	352	399	314	325	111342
2020	8	348	358	404	317	329	97000
2020	9	351	370	386	301	340	110210
2020	10	361	380	394	312	350	87107
2020	11	368	387	401	319	356	72243
2020	12	369	388	402	319	358	62246
2021	1	270	288	315	247	243	149511
2021	2	298	318	320	261	284	152226
2021	3	316	327	343	278	308	151694
2021	4	343	348	406	302	329	145701
2021	5	349	352	411	302	338	114100
2021	6	335	343	395	307	314	91207
2021	7	343	352	401	312	323	91271
2021	8	348	358	406	315	329	80628

Year	Grade	Overall	Reading	Listening	Speaking	Writing	N
2021	9	359	379	395	309	344	70190
2021	10	360	382	396	310	345	62302
2021	11	367	388	403	317	352	50339
2021	12	369	390	404	319	354	37483
2022	1	264	284	308	241	235	209621
2022	2	293	316	315	259	275	212414
2022	3	311	328	337	273	299	210007
2022	4	343	347	404	310	326	204912
2022	5	350	354	410	311	337	177272
2022	6	336	345	393	314	312	144183
2022	7	340	350	396	312	318	136060
2022	8	348	357	403	319	326	137331
2022	9	350	373	384	300	334	147327
2022	10	359	381	394	312	344	102586
2022	11	363	384	397	315	348	87120
2022	12	366	386	401	318	350	70521

Table B2. EL Growth by Grade: Average Overall composite scale score gains and frequency of tested students.

DOMAIN	OVERALL COMPOSITE			N		
Grade	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
1	60	54	67	159,406	129,879	125,712
2	30	24	30	169,317	133,591	136,715
3	25	16	21	169,473	134,398	137,606
4	37	27	36	162,991	129,685	134,710
5	20	11	20	129,664	101,119	111,523
6	-4	-9	-1	104,873	79,808	89,698
7	10	6	12	93,070	80,282	82,815
8	12	8	13	80,555	70,676	81,665
9	18	16	16	77,653	57,668	72,731
10	8	8	7	70,737	52,844	54,070
11	7	6	6	60,066	42,914	47,063
12	2	2	2	54,750	32,776	38,477

Table B3. EL Growth by Domain and Grade-Cluster. Domain-specific scale score gains.

DOMAIN	READING			SPEAKING			LISTENING			WRITING		
Grade	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
1	102	103	113	-16	-24	-15	53	46	55	54	41	60
2	31	32	32	21	8	19	8	2	9	42	32	41
3	20	11	15	30	14	22	34	23	28	25	18	24
4	28	19	27	48	24	42	72	62	70	27	21	28
5	16	8	17	21	1	25	25	14	19	21	16	23
6	-2	-6	2	18	5	25	-10	-11	-5	-13	-17	-14
7	13	8	11	9	0	15	14	8	9	5	5	12
8	15	9	12	13	3	19	18	11	12	7	8	12
9	25	26	24	5	-1	5	2	-1	-3	21	21	20
10	12	12	5	10	5	10	12	10	7	1	4	7
11	10	9	4	10	3	9	13	11	6	-1	3	7
12	5	5	0	5	-2	5	9	6	2	-6	-1	2

Table B4. Proportions of tested students by demographic subgroup by year.

Subgroup / Year	Subgroup	2019	2020	2021	2022
Ethnicity	Hispanic/Latino	64%	64%	66%	67%
Gender	Female	45%	45%	45%	45%
Disability	Individualized Education Plan (IEP) status	12%	12%	12%	12%
Race	White	39%	37%	42%	37%
	Black/African American	7%	7%	7%	7%
	Asian American	11%	11%	11%	10%
	American Indian/Alaskan Native	8%	8%	8%	8%
	Pacific Islander/Hawaiian	2%	2%	2%	2%
	Missing	35%	37%	32%	38%

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