



# Report on 2024 State Assessment Results

## Introduction

The Wisconsin State Assessment System (WSAS) comprises four required assessments administered in the spring of each school year. Students in grades three through eight are assessed using the Wisconsin Forward Exam in the subject areas of English language arts and mathematics, while students in grades four and eight are also assessed in science while grades four, eight, and ten are assessed in social studies. Students in grades nine and ten are assessed using the PreACT in the subject areas of English, reading, mathematics, and science. Students in grade eleven are assessed on the ACT with writing in the subject areas of reading, English, mathematics, science, and writing. Additionally, students in all assessed grade levels with the most significant cognitive disabilities are administered an alternate state assessment called the Dynamic Learning Maps (DLM).

## 2023–2024 Changes

Data from the WSAS have undergone considerable changes with the release of the 2023–2024 results. The Department of Public Instruction changed the terminology used to describe student performance on the statewide assessments to move toward more asset-based language in reporting assessment results. The new performance levels are *Advanced*, *Meeting* (previously *Proficient*), *Approaching* (previously *Basic*), and *Developing* (previously *Below Basic*). The new terminology is found in all state reports.

In addition to the new terminology, a standard-setting process also took place over the summer to realign assessments with the newest version of the Wisconsin Academic Standards in ELA and mathematics. As a part of this process, new cut scores for the student performance levels were established for both the Wisconsin Forward Exam and the ACT.

Finally, the Wisconsin Forward Exam went through several test design updates in the spring of 2024 and, in turn, saw changes to how the data are reported. Of significance to



data analysis, student results from the Wisconsin Forward Exam are now reported using a four-digit scale score, compared to a three-digit scale score from previous years.

## **Implications**

Data changes within the WSAS have had a significant impact on interpretation of this year's results. Statewide standard setting and changes to cut scores means that the percentage of students reported in each of the performance levels should not be directly compared to percentages from past school years. Not only did the names of the levels change: the historical trend that allows for the analysis of the percentage of students at each level has been broken. Within MPS and across the state, there are larger-than-expected increases in the percentage of students meeting expectations (previously Proficient). The 2023–2024 data in many ways must be treated as a new baseline within ELA and mathematics. Therefore, data on the following pages are reported only for the 2023–2024 school year, with previous years' data reported only when appropriate.

Growth analysis is also impacted because of the change in scale score on the Wisconsin Forward Exam. Test metrics such as average scale score cannot be directly compared to past years when attempting to analyze growth in academic achievement. However, because Wisconsin high school assessments are national assessments beyond their use in Wisconsin (PreACT and ACT), their scales have not changed, allowing for comparisons across years to remain appropriate.

## **Summary of 2023–2024 WSAS Data**

The following summary of WSAS data is broken out into three sections: Wisconsin Forward Exam, high school assessments (PreACT and ACT), and DLM. The source of the data is the DPI WISEdash Public Portal and was made available to the public on October 8, 2024. Public results are reported for full academic year students, meaning tested students who are enrolled in the same school or district since the beginning of the school year.

Assessment results are reported as the percentage of students whose score falls within each of the four performance levels:



### **Advanced**

The student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on track for future learning.

### **Meeting**

The student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on track for future learning.

### **Approaching**

The student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on track for future learning.

### **Developing**

The student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards at their grade level needed to be on track for future learning.

The sum of the percentages within each row of the table may not always add up to 100% due to non-tested students, which may include parent opt-outs or students who did not complete a particular test.



## **Wisconsin Forward Exam**

The Wisconsin Forward Exam assesses student mastery of the Wisconsin Academic Standards of our elementary and middle school students as well as tenth-grade social studies. Due to the changes in the test and reporting, trend analysis is not available for ELA and mathematics. Therefore, the following summaries are focused on the percentage of students at each performance level for only the 2023–2024 school year.

### **Key Findings**

- Overall increases are evident in the percentage of students meeting expectations.
- The percentage of students meeting expectations in ELA gradually increases from third grade up to eighth grade.
- The percentage of students meeting expectations in math gradually decreases from third grade to sixth grade.
- Significant discrepancies remain across demographic groups.



2023–2024 Forward Exam Statewide ELA

	Advanced	Meeting	Approaching	Developing
<i>District</i>	3.3%	20.1%	31.5%	41.9%
<i>American Indian</i>	0.0%	22.0%	36.6%	39.0%
<i>Asian</i>	3.5%	27.8%	36.9%	30.1%
<i>Black</i>	1.1%	12.3%	30.5%	52.7%
<i>Hispanic</i>	2.3%	21.7%	33.3%	39.0%
<i>Pacific Islander</i>	5.9%	23.5%	35.3%	35.3%
<i>White</i>	17.0%	43.0%	21.4%	14.2%
<i>Two or More</i>	4.7%	27.6%	33.0%	33.0%
<i>Students w/Disabilities</i>	0.0%	5.0%	18.0%	72.4%
<i>Students w/o Disabilities</i>	4.0%	23.9%	34.9%	34.4%
<i>English Proficient</i>	4.0%	22.0%	31.0%	40.3%
<i>English Learner</i>	0.3%	11.7%	34.0%	49.3%
<i>Not Econ Disadvantaged</i>	11.5%	37.4%	28.0%	20.7%
<i>Econ Disadvantaged</i>	1.8%	17.0%	32.2%	45.7%
<i>Female</i>	4.0%	22.8%	33.4%	37.0%
<i>Male</i>	2.7%	17.6%	29.8%	46.6%



2023–2024 Forward Exam Statewide Math

	Advanced	Meeting	Approaching	Developing
<i>District</i>	3.9%	15.3%	26.7%	51.4%
<i>American Indian</i>	1.2%	12.2%	32.9%	51.2%
<i>Asian</i>	7.7%	26.1%	30.1%	35.5%
<i>Black</i>	1.3%	8.5%	22.8%	63.3%
<i>Hispanic</i>	2.9%	15.3%	30.9%	48.7%
<i>Pacific Islander</i>	5.9%	23.5%	11.8%	58.8%
<i>White</i>	15.4%	36.0%	27.6%	19.2%
<i>Two or More</i>	5.2%	19.1%	31.0%	42.6%
<i>Students w/Disabilities</i>	0.9%	3.9%	14.7%	76.1%
<i>Students w/o Disabilities</i>	4.6%	18.1%	29.7%	45.2%
<i>English Proficient</i>	4.5%	16.3%	26.1%	50.1%
<i>English Learner</i>	1.2%	10.7%	29.6%	57.1%
<i>Not Econ Disadvantaged</i>	11.7%	28.9%	29.0%	28.2%
<i>Econ Disadvantaged</i>	2.5%	12.8%	26.3%	55.5%
<i>Female</i>	2.8%	14.5%	28.0%	52.1%
<i>Male</i>	4.8%	16.0%	25.5%	50.7%



2023–2024 Forward Exam Statewide Science

	Advanced	Meeting	Approaching	Developing
<i>District</i>	5.5%	14.8%	30.3%	45.7%
<i>American Indian</i>	3.2%	9.7%	38.7%	45.2%
<i>Asian</i>	5.5%	22.5%	37.5%	33.8%
<i>Black</i>	1.4%	8.4%	27.6%	57.6%
<i>Hispanic</i>	4.9%	17.4%	33.5%	41.2%
<i>Pacific Islander</i>	0.0%	42.9%	14.3%	42.9%
<i>White</i>	27.7%	28.9%	26.6%	14.6%
<i>Two or More</i>	8.6%	21.1%	28.9%	37.0%
<i>Students w/Disabilities</i>	1.5%	4.8%	18.1%	70.0%
<i>Students w/o Disabilities</i>	6.5%	17.2%	33.2%	39.8%
<i>English Proficient</i>	6.4%	15.9%	29.3%	44.2%
<i>English Learner</i>	1.4%	9.8%	34.8%	52.1%
<i>Not Econ Disadvantaged</i>	16.9%	24.2%	29.8%	26.7%
<i>Econ Disadvantaged</i>	3.3%	13.0%	30.4%	49.3%
<i>Female</i>	4.6%	14.5%	31.7%	45.5%
<i>Male</i>	6.4%	15.1%	29.0%	45.8%



2023–2024 Forward Exam Statewide Social Studies

	Advanced	Meeting	Approaching	Developing
<i>District</i>	7.9%	19.0%	22.0%	40.9%
<i>American Indian</i>	6.8%	22.7%	18.2%	43.2%
<i>Asian</i>	9.9%	28.4%	26.0%	32.4%
<i>Black</i>	3.1%	12.6%	20.3%	49.4%
<i>Hispanic</i>	7.6%	22.2%	25.3%	38.1%
<i>Pacific Islander</i>	20.0%	10.0%	20.0%	50.0%
<i>White</i>	32.6%	31.7%	15.7%	15.8%
<i>Two or More</i>	11.5%	24.3%	22.9%	32.4%
<i>Students w/Disabilities</i>	1.8%	6.7%	13.6%	62.6%
<i>Students w/o Disabilities</i>	9.3%	21.8%	23.9%	35.9%
<i>English Proficient</i>	9.2%	19.9%	21.0%	38.8%
<i>English Learner</i>	2.1%	14.9%	26.3%	50.8%
<i>Not Econ Disadvantaged</i>	21.0%	27.7%	21.4%	24.2%
<i>Econ Disadvantaged</i>	5.4%	17.3%	22.1%	44.1%
<i>Female</i>	7.2%	19.7%	23.4%	39.7%
<i>Male</i>	8.6%	18.3%	20.6%	42.1%





*2023–2024 Forward Exam Statewide ELA by Grade Level*

	Advanced	Meeting	Approaching	Developing
3	3.0%	17.9%	31.0%	45.5%
4	2.8%	19.4%	30.0%	45.4%
5	3.1%	19.2%	33.6%	42.0%
6	3.8%	21.0%	29.2%	42.7%
7	3.3%	21.6%	33.6%	37.6%
8	3.8%	22.1%	31.6%	37.9%

*2023–2024 Forward Exam Statewide Math by Grade Level*

	Advanced	Meeting	Approaching	Developing
3	3.9%	18.7%	26.0%	49.4%
4	3.3%	16.0%	28.6%	49.9%
5	4.7%	13.7%	27.7%	52.6%
6	4.1%	13.1%	23.9%	55.8%
7	3.2%	15.8%	25.2%	52.0%
8	4.1%	14.0%	28.6%	48.8%

*2023–2024 Forward Exam Statewide Science by Grade Level*

	Advanced	Meeting	Approaching	Developing
4	5.0%	14.4%	33.0%	45.1%
8	6.0%	15.2%	27.4%	46.2%

*2023–2024 Forward Exam Statewide Social Studies by Grade Level*

	Advanced	Meeting	Approaching	Developing
4	9.2%	21.3%	22.8%	44.1%
8	9.0%	24.6%	25.3%	36.0%
10	5.5%	11.1%	17.8%	42.5%



## High School

Wisconsin high school assessments comprise both the PreACT in ninth and tenth grade and the ACT plus writing in eleventh grade. The following data are reported as part of the WSAS and therefore are reported for the subject areas of ELA, mathematics, and science. Performance-level breakdown is summarized for only the 2023–2024 school year; however, trend analysis is provided using the average test score for both ACT and PreACT.

### Key Findings

- Trends are relatively stagnant across high school.
- Grade-over-grade decreases in the percentage of students meeting expectations in math carries from elementary through high school.
- Test participation rates are lower in high school compared to elementary and middle school but follow attendance trends.
- There continue to be concerns with demographic-based achievement gaps.



2023–2024 ACT Statewide ELA

	Advanced	Meeting	Approaching	Developing
<i>District</i>	3.7%	14.5%	22.8%	38.1%
<i>American Indian</i>	0.0%	13.3%	26.7%	40.0%
<i>Asian</i>	5.0%	26.2%	31.4%	33.0%
<i>Black</i>	0.8%	6.9%	17.6%	45.3%
<i>Hispanic</i>	2.7%	18.4%	29.5%	34.5%
<i>Pacific Islander</i>				
<i>White</i>	22.5%	33.2%	17.4%	16.8%
<i>Two or More</i>	6.7%	13.3%	28.3%	30.0%
<i>Students w/Disabilities</i>	0.2%	2.6%	9.2%	58.3%
<i>Students w/o Disabilities</i>	4.4%	16.8%	25.3%	34.3%
<i>English Proficient</i>	4.5%	16.5%	21.7%	34.8%
<i>English Learner</i>	0.0%	5.3%	27.9%	53.7%
<i>Not Econ Disadvantaged</i>	12.9%	27.5%	21.5%	26.5%
<i>Econ Disadvantaged</i>	1.7%	11.6%	23.1%	40.7%
<i>Female</i>	3.4%	16.3%	24.7%	36.1%
<i>Male</i>	4.1%	12.8%	20.9%	40.1%



2023–2024 ACT Statewide Math

	Advanced	Meeting	Approaching	Developing
<i>District</i>	2.2%	8.8%	19.0%	49.6%
<i>American Indian</i>	0.0%	6.7%	20.0%	53.3%
<i>Asian</i>	3.7%	17.3%	25.9%	48.7%
<i>Black</i>	0.2%	3.2%	14.1%	53.8%
<i>Hispanic</i>	1.0%	11.1%	23.7%	49.7%
<i>Pacific Islander</i>	No data	No data	No data	No data
<i>White</i>	17.1%	24.6%	21.9%	26.6%
<i>Two or More</i>	1.7%	9.2%	23.3%	45.0%
<i>Students w/Disabilities</i>	0.3%	0.6%	9.0%	61.2%
<i>Students w/o Disabilities</i>	2.5%	10.4%	20.9%	47.4%
<i>English Proficient</i>	2.6%	10.2%	19.3%	45.8%
<i>English Learner</i>	0.0%	2.2%	17.7%	67.7%
<i>Not Econ Disadvantaged</i>	8.7%	19.0%	23.4%	37.7%
<i>Econ Disadvantaged</i>	0.7%	6.5%	18.0%	52.2%
<i>Female</i>	1.1%	7.8%	19.4%	52.5%
<i>Male</i>	3.3%	9.9%	18.7%	46.6%



2023–2024 ACT Statewide Science

	Advanced	Meeting	Approaching	Developing
<i>District</i>	2.8%	11.5%	20.3%	44.1%
<i>American Indian</i>	6.7%	6.7%	26.7%	40.0%
<i>Asian</i>	3.4%	22.0%	26.2%	44.0%
<i>Black</i>	0.2%	5.0%	17.1%	47.8%
<i>Hispanic</i>	2.0%	14.1%	24.3%	44.6%
<i>Pacific Islander</i>	No data	No data	No data	No data
<i>White</i>	19.5%	29.9%	17.1%	23.4%
<i>Two or More</i>	4.2%	10.8%	24.2%	38.3%
<i>Students w/Disabilities</i>	0.5%	1.6%	11.4%	56.2%
<i>Student' w/o Disabilities</i>	3.2%	13.4%	22.0%	41.8%
<i>English Proficient</i>	3.4%	12.9%	19.8%	41.0%
<i>English Learner</i>	0.0%	4.9%	22.7%	59.2%
<i>Not Econ Disadvantaged</i>	10.2%	22.6%	21.2%	34.0%
<i>Econ Disadvantaged</i>	1.1%	9.1%	20.1%	46.4%
<i>Female</i>	1.5%	11.2%	21.3%	46.1%
<i>Male</i>	4.1%	11.9%	19.4%	42.0%



*Average ACT Score Trend ELA*

	2021–2022	2022–2023	2023–2024
<i>District</i>	14.9	15.1	14.7
<i>American Indian</i>	No data	No data	13.1
<i>Asian</i>	15.5	16.5	16.0
<i>Black</i>	13.3	13.4	12.7
<i>Hispanic</i>	15.2	15.0	15.1
<i>Pacific Islander</i>	No data	No data	No data
<i>White</i>	20.9	21.1	20.7
<i>Two or More</i>	16.0	17.0	15.8
<i>Students w/Disabilities</i>	10.6	10.3	10.6
<i>Students w/o Disabilities</i>	15.7	16.0	15.4
<i>English Proficient</i>	15.5	15.6	15.2
<i>English Learner</i>	11.5	12.5	12.4
<i>Not Econ Disadvantaged</i>	18.1	18.1	18.0
<i>Econ Disadvantaged</i>	13.9	14.1	13.9
<i>Female</i>	15.5	15.7	15.0
<i>Male</i>	14.1	14.5	14.4



*Average ACT Score Trend Math*

	2021–2022	2022–2023	2023–2024
<i>District</i>	15.4	15.4	15.5
<i>American Indian</i>	No data	No data	14.8
<i>Asian</i>	16.3	16.2	16.4
<i>Black</i>	14.0	14.2	14.1
<i>Hispanic</i>	15.7	15.3	15.7
<i>Pacific Islander</i>	No data	No data	No data
<i>White</i>	19.6	19.6	20.1
<i>Two or More</i>	15.2	16.3	15.9
<i>Students w/Disabilities</i>	13.2	13.3	13.5
<i>Students w/o Disabilities</i>	15.8	15.7	15.8
<i>English Proficient</i>	15.6	15.6	15.8
<i>English Learner</i>	13.8	14.2	14.1
<i>Not Econ Disadvantaged</i>	17.5	17.2	17.9
<i>Econ Disadvantaged</i>	14.7	14.8	14.9
<i>Female</i>	15.3	15.0	15.1
<i>Male</i>	15.5	15.7	15.9



*Average ACT Score Trend Science*

	2021–2022	2022–2023	2023–2024
<i>District</i>	16.5	16.5	16.6
<i>American Indian</i>	No data	No data	16.3
<i>Asian</i>	17.3	17.7	17.6
<i>Black</i>	15.1	15.3	15.1
<i>Hispanic</i>	16.7	16.3	16.7
<i>Pacific Islander</i>	No data	No data	No data
<i>White</i>	21.2	21.0	21.3
<i>Two or More</i>	17.1	17.5	17.8
<i>Students w/Disabilities</i>	14.1	14.1	14.3
<i>Students w/o Disabilities</i>	16.9	16.9	17.0
<i>English Proficient</i>	16.8	16.7	16.9
<i>English Learner</i>	14.5	15.2	15.1
<i>Not Econ Disadvantaged</i>	18.9	18.6	19.1
<i>Econ Disadvantaged</i>	15.7	15.8	15.9
<i>Female</i>	16.5	16.3	16.2
<i>Male</i>	16.5	16.6	17.0





2023–2024 PreACT Statewide ELA

	Advanced	Meeting	Approaching	Developing
<i>District</i>	2.8%	14.1%	26.8%	25.9%
<i>American Indian</i>	6.8%	11.4%	18.2%	22.7%
<i>Asian</i>	4.9%	26.6%	30.8%	19.7%
<i>Black</i>	0.5%	7.5%	24.5%	28.7%
<i>Hispanic</i>	2.9%	17.6%	31.5%	26.4%
<i>Pacific Islander</i>	0.0%	11.1%	22.2%	66.75%
<i>White</i>	15.5%	35.2%	21.9%	12.3%
<i>Two or More</i>	6.3%	16.6%	27.8%	19.4%
<i>Students w/Disabilities</i>	0.2%	3.3%	21.9%	37.9%
<i>Students w/o Disabilities</i>	3.4%	16.6%	27.9%	23.1%
<i>English Proficient</i>	3.2%	15.4%	25.5%	24.4%
<i>English Learner</i>	0.5%	7.2%	33.5%	33.8%
<i>Not Econ Disadvantaged</i>	9.8%	28.6%	27.5%	17.4%
<i>Econ Disadvantaged</i>	1.6%	11.7%	26.7%	27.3%
<i>Female</i>	2.9%	15.5%	29.0%	23.9%
<i>Male</i>	2.7%	12.7%	24.7%	27.8%



2023–2024 PreACT Statewide Math

	Advanced	Meeting	Approaching	Developing
<i>District</i>	1.4%	11.8%	26.1%	31.4%
<i>American Indian</i>	2.3%	13.6%	18.2%	25.0%
<i>Asian</i>	3.4%	24.6%	32.1%	22.9%
<i>Black</i>	0.2%	5.7%	22.6%	34.2%
<i>Hispanic</i>	1.5%	14.2%	31.3%	32.8%
<i>Pacific Islander</i>	0.0%	0.0%	55.6%	44.4%
<i>White</i>	8.4%	32.8%	26.7%	17.4%
<i>Two or More</i>	2.2%	14.7%	25.6%	27.5%
<i>Students w/Disabilities</i>	0.1%	3.1%	20.1%	41.5%
<i>Students w/o Disabilities</i>	1.8%	13.8%	27.5%	29.1%
<i>English Proficient</i>	1.6%	12.8%	25.2%	29.9%
<i>English Learner</i>	0.5%	6.7%	31.1%	39.2%
<i>Not Econ Disadvantaged</i>	5.1%	26.0%	29.6%	23.8%
<i>Econ Disadvantaged</i>	0.8%	9.5%	25.6%	32.7%
<i>Female</i>	0.9%	11.3%	27.4%	32.8%
<i>Male</i>	2.0%	12.4%	24.9%	30.1%



*PreACT Average Score Grade 9 ELA*

	2022–2023	2023–2024
<i>District</i>	13.2	13.1
<i>American Indian</i>	No data	14.8
<i>Asian</i>	14.3	14.6
<i>Black</i>	12.1	12.0
<i>Hispanic</i>	13.4	13.3
<i>Pacific Islander</i>	No data	10.8
<i>White</i>	17.4	17.9
<i>Two or More</i>	14.8	14.1
<i>Students w/Disabilities</i>	11.5	11.3
<i>Students w/o Disabilities</i>	13.6	13.6
<i>English Proficient</i>	13.5	13.4
<i>English Learner</i>	11.9	12.1
<i>Not Econ Disadvantaged</i>	15.6	15.8
<i>Econ Disadvantaged</i>	12.7	12.6
<i>Female</i>	13.5	13.4
<i>Male</i>	13.0	12.9



*PreACT Average Score Grade 10 ELA*

	2022–2023	2023–2024
<i>District</i>	14.3	14.4
<i>American Indian</i>	No data	No data
<i>Asian</i>	15.5	15.7
<i>Black</i>	15.3	12.9
<i>Hispanic</i>	12.7	14.5
<i>Pacific Islander</i>	No data	No data
<i>White</i>	19.9	18.7
<i>Two or More</i>	15.3	16.3
<i>Students w/Disabilities</i>	11.7	11.8
<i>Students w/o Disabilities</i>	14.8	14.8
<i>English Proficient</i>	14.8	14.8
<i>English Learner</i>	12.5	12.3
<i>Not Econ Disadvantaged</i>	16.9	17.3
<i>Econ Disadvantaged</i>	13.6	13.7
<i>Female</i>	14.5	14.5
<i>Male</i>	14.2	14.2



*PreACT Average Score Grade 9 Math*

	2022–2023	2023–2024
<i>District</i>	14.6	14.7
<i>American Indian</i>	No data	15.7
<i>Asian</i>	15.5	15.6
<i>Black</i>	14.0	14.1
<i>Hispanic</i>	14.7	14.8
<i>Pacific Islander</i>	No data	13.8
<i>White</i>	16.4	16.9
<i>Two or More</i>	15.0	14.7
<i>Students w/Disabilities</i>	14.0	14.9
<i>Students w/o Disabilities</i>	14.7	13.9
<i>English Proficient</i>	14.6	14.8
<i>English Learner</i>	14.2	14.3
<i>Not Econ Disadvantaged</i>	15.5	16.0
<i>Econ Disadvantaged</i>	14.3	14.5
<i>Female</i>	14.4	14.6
<i>Male</i>	14.7	14.8



*PreACT Average Score Grade 10 Math*

	2022–2023	2023–2024
<i>District</i>	15.3	15.3
<i>American Indian</i>	14.6	No data
<i>Asian</i>	16.2	16.3
<i>Black</i>	14.3	14.5
<i>Hispanic</i>	15.3	15.4
<i>Pacific Islander</i>	No data	No data
<i>White</i>	19.0	17.5
<i>Two or More</i>	15.7	16.3
<i>Students w/Disabilities</i>	14.0	15.5
<i>Students w/o Disabilities</i>	15.5	14.1
<i>English Proficient</i>	14.5	15.5
<i>English Learner</i>	15.5	14.6
<i>Not Econ Disadvantaged</i>	16.8	16.6
<i>Econ Disadvantaged</i>	14.8	15.0
<i>Female</i>	15.0	15.1
<i>Male</i>	15.6	15.5



## **Dynamic Learning Maps**

The DLM assessments measure academic progress of students with significant cognitive disabilities. Students taking the DLM do so as an alternate assessment to their grade-level-specific state assessment (Forward Exam, ACT, and PreACT).

### Key Findings

- A smaller percentage of our students taking DLM is meeting expectations compared to students taking the general state assessments, but similar trends exist at the state level.
- Demographic discrepancies are less prevalent for students taking the DLM, suggesting that the special education needs of the students are the biggest contributing factor.



2023–2024 DLM Statewide ELA

	Advanced	Meeting	Approaching	Developing
<i>District</i>	0.2%	5.6%	23.9%	70.2%
<i>American Indian</i>	0.0%	0.0%	33.3%	66.7%
<i>Asian</i>	0.0%	0.0%	20.0%	80.0%
<i>Black</i>	0.0%	7.1%	26.0%	66.6%
<i>Hispanic</i>	0.5%	3.2%	21.8%	74.5%
<i>Pacific Islander</i>	0.0%	66.7%	0.0%	33.3%
<i>White</i>	0.0%	7.0%	25.6%	67.4%
<i>Two or More</i>	0.0%	0.0%	9.1%	90.9%
<i>English Proficient</i>	0.0%	5.6%	23.6%	70.5%
<i>English Learner</i>	1.3%	5.1%	25.6%	67.9%
<i>Not Econ Disadvantaged</i>	0.0%	8.9%	26.8%	64.2%
<i>Econ Disadvantaged</i>	0.2%	4.7%	22.8%	72.0%
<i>Female</i>	0.0%	6.1%	26.8%	67.2%
<i>Male</i>	0.3%	5.3%	22.5%	71.7%





2023–2024 DLM Statewide Math

	Advanced	Meeting	Approaching	Developing
<i>District</i>	1.0%	3.5%	20.4%	74.5%
<i>American Indian</i>	0.0%	0.0%	0.0%	100.0%
<i>Asian</i>	0.0%	2.9%	11.4%	85.7%
<i>Black</i>	1.3%	3.8%	21.7%	72.8%
<i>Hispanic</i>	1.1%	3.8%	21.2%	72.8%
<i>Pacific Islander</i>	0.0%	0.0%	66.7%	33.3%
<i>White</i>	0.0%	0.0%	14.0%	86.0%
<i>Two or More</i>	0.0%	9.1%	18.2%	72.7%
<i>English Proficient</i>	0.8%	2.9%	20.5%	75.2%
<i>English Learner</i>	2.6%	7.9%	19.7%	69.7%
<i>Not Econ Disadvantaged</i>	0.0%	2.5%	22.1%	75.4%
<i>Econ Disadvantaged</i>	1.3%	3.9%	19.6%	74.6%
<i>Female</i>	1.0%	4.0%	19.7%	75.3%
<i>Male</i>	1.0%	3.3%	20.8%	74.1%



2023–2024 DLM Statewide Science

	Advanced	Meeting	Approaching	Developing
<i>District</i>	1.6%	8.9%	17.4%	70.0%
<i>American Indian</i>	0.0%	0.0%	0.0%	100.0%
<i>Asian</i>	0.0%	0.0%	9.1%	90.9%
<i>Black</i>	0.0%	9.9%	20.8%	67.3%
<i>Hispanic</i>	5.0%	11.7%	11.7%	68.3%
<i>Pacific Islander</i>	No Data	No Data	No Data	No Data
<i>White</i>	0.0%	0.0%	25.0%	75.0%
<i>Two or More</i>	0.0%	0.0%	25.0%	75.0%
<i>English Proficient</i>	0.0%	6.9%	16.9%	73.8%
<i>English Learner</i>	10.0%	20.0%	20.0%	50.0%
<i>Not Econ Disadvantaged</i>	2.1%	14.6%	12.5%	68.8%
<i>Econ Disadvantaged</i>	1.5%	7.3%	17.5%	71.5%
<i>Female</i>	2.6%	7.8%	13.0%	75.3%
<i>Male</i>	0.9%	9.7%	20.4%	66.4%



2023–2024 DLM Statewide Social Studies

	Advanced	Meeting	Approaching	Developing
<i>District</i>	4.2%	18.4%	35.4%	39.2%
<i>American Indian</i>	0.0%	0.0%	100.0%	0.0%
<i>Asian</i>	0.0%	9.1%	54.5%	36.4%
<i>Black</i>	2.8%	20.8%	35.8%	38.7%
<i>Hispanic</i>	6.8%	20.3%	29.7%	37.8%
<i>Pacific Islander</i>	100.0%	0.0%	0.0%	0.0%
<i>White</i>	0.0%	7.7%	30.8%	61.5%
<i>Two or More</i>	0.0%	0.0%	60.0%	40.0%
<i>English Proficient</i>	3.3%	17.0%	36.3%	40.7%
<i>English Learner</i>	10.0%	26.7%	30.0%	30.0%
<i>Not Econ Disadvantaged</i>	1.8%	23.6%	41.8%	29.1%
<i>Econ Disadvantaged</i>	4.5%	16.7%	33.3%	42.9%
<i>Female</i>	1.3%	16.0%	44.0%	37.3%
<i>Male</i>	5.8%	19.7%	30.7%	40.1%