



NORTH CAROLINA
State Board of Education
Department of Public Instruction

---EXCERPTS FROM--- **Report to the North Carolina General Assembly**

One Year Later: A Recovery Analysis of Student Learning During the COVID-19 Pandemic

Findings from the third-party entity contract to collect, analyze, and report data related to overall impacts of COVID-19 on public school units.

*Excerpt created for the NC State Board of Education - May
2023 Planning and Work Session*

DPI Chronological Schedule, 2022-2023

**Submitted by the North Carolina Department of Public Instruction
and/or State Board of Education**, in conjunction with the EVAAS Team at
SAS

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

ERIC DAVIS

Chair: Charlotte – At-Large

JILL CAMNITZ

Greenville – Northeast Region

JOHN BLACKBURN

Linville – Northwest Region

ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

REGINALD KENAN

Rose Hill – Southeast Region

DONNA TIPTON-ROGERS

Brasstown – Western Region

MARK ROBINSON

Lieutenant Governor: High Point – Ex Officio

AMY WHITE

Garner – North Central Region

J. WENDELL HALL

Ahoskie – At-Large

DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

OLIVIA OXENDINE

Lumberton – Sandhills Region

JAMES FORD

At-Large

CATHERINE TRUITT

Superintendent & Secretary to the Board: Cary

VACANT

Southwest Region

NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Thomas Tomberlin, Director of Educator Recruitment and Support, NCDPI

6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax: (984) 236-2099

Visit us on the Web: www.dpi.nc.gov

Contents

1	Executive Summary.....	5
2	Data.....	7
2.1	Data Received	7
2.2	Business Rules	8
2.2.1	Missing Grade	8
2.2.2	Duplicate (Same) Scores	9
2.2.3	Students with Missing Districts or Schools for Some Scores but Not Others	9
2.2.4	Students with Multiple (Different) Scores in the Same Testing Administration.....	9
2.2.5	Students with Multiple Grade Levels in the Same Subject in the Same Year	9
2.2.6	Students with Records That Have Unexpected Grade Level Changes	9
2.2.7	Students with Records at Multiple Schools in the Same Test Period	9
2.2.8	Outliers	10
2.2.9	Membership.....	11
2.2.10	First Year English Learner	11
2.3	Characteristics of the Dataset Used for Analysis	11
3	Methods of Analysis.....	13
3.1	Overview.....	13
3.2	Determining Students' Projected Scores.....	14
3.3	Students' Actual Scores	18
3.4	Difference Between Students' Projected and Actual Scores	19
3.5	Conversion of Differences to Effect Sizes	19
3.6	Historical Comparisons	21
4	Results	23
4.1	Effect Size by Subject Grade	23
4.2	Effect Size by Subject Grade for Specific Groups	24
4.3	Effect Size by Subject Grade based on the Percentage of Remote Instruction.....	24
4.4	Correlations Between Observed and Projected Scores.....	25
5	Appendix A: Definitions of Student Identifiers and District/School Flags	27
5.1	A-F Performance Grades from 2018-19 School Year	27
5.2	Academically or Intellectually Gifted	27
5.3	Chronically Absent	27
5.4	Economically Disadvantaged Students	27
5.5	English Learners (EL).....	28
5.6	Entering Achievement by Quintile	28
5.7	Foster Student	28
5.8	Homeless.....	28
5.9	Migrant Student	29
5.10	Military Connected	29
5.11	Percentage of Economically Disadvantaged Students by Quintile.....	29
5.12	Percentage Connectivity	29
5.13	Percentage Remote in 2020-21 by Group.....	30
5.14	Public School Designation – Traditional and Charter	30

5.15	Race/Ethnicity	30
5.16	Sex.....	30
5.17	State Board of Education Region	30
5.18	Students with Disabilities	31
5.19	Urbanicity.....	31
6	Appendix B: Charts and Tables for the Statewide Results	32

1 Executive Summary

Last year, the North Carolina Department of Public Instruction (NCDPI) and SAS Institute Inc. (SAS) collaborated to leverage existing student assessment data and yield insight into how the pandemic disrupted student learning. The focus of the Impact Analysis was to identify the overall impact to the state as well as the subjects, grades, and student groups most affected by lost instructional time.

One year later, NCDPI and SAS revisited the Impact Analysis to understand students' recovery through the 2021-22 school year. Similar to last year's report, this report assesses student performance and disrupted instructional time by comparing students' pre-pandemic expected performance with their post-pandemic actual performance. Last year's report used 2020-21 assessment data to define students' post-pandemic actual performance, and this year's report uses 2021-22 assessment data as well.

By comparing the results from 2020-21 and 2021-22, the state can understand to what extent, on average, students regained ground lost during the pandemic.

This report focuses on two key questions at the state-level.

- **Question 1:** To what extent do students' pre-pandemic trajectories and their actual performance results from 2021-22 vary by subgroup and contextual factors?
- **Question 2:** How do any observed differences compare to 2020-21 as well as pre-pandemic historical trends?

Last year's Impact Analysis found that the extent of lost instructional time varied – and in some cases significantly – across different student groups. This year's Impact Analysis again incorporates additional data variables to investigate student performance and learning across targeted areas of exploration to assess differences patterns in learning:

- Across subjects and grades
- Across geographic regions and urbanicity indicators
- Across different student groups such as those in a specific demographic category or socioeconomic status
- According to students' entering achievement
- According to students' education delivery during the 2020-21 school year such as in person, virtual, etc.

More specifically, this analysis uses student projections to the 2021-22 school year, which represents their pre-pandemic expected performance based on the average schooling experience and then compares these projections to students' actual performance on the 2021-22 statewide assessments. A negative difference indicates that students did not perform as expected based on their pre-pandemic learning trajectories, and this information is disaggregated by subject, grade, district, school, and/or different demographic characteristics to identify whether certain student groups experienced bigger changes in expected performance than other student groups.

As mentioned above, this information is compared to results based on projections to the 2020-21 school year to assess recovery as well as pre-pandemic historical data (projections to the 2018 school year) to understand any pre-existing gaps.

This approach uses available all statewide assessment data at the student level so that the analysis represents a population study rather than a sample. Using these strategies offers NCDPI empirical results to monitor students' recovery during the 2021-22 school year.

The analysis presented below used the state's summative assessment data from end-of-grade (EOG), end-of-course (EOC), early grades (mCLASS), and college readiness (ACT) assessments. Where available, the analysis used data from prior years through the 2021-22 school years.

An overview of the findings from this analysis include:

- On average, at the state level, students showed signs of rebound for every subject, except English II which held constant. This was especially true for grades 3 and 4 in Reading, grades 6 and 8 in Math, as well as grade 8 and Biology in Science.
- Overall NC public school students showed greatest gains from 2021 to 2022 in middle and high school math.
- Overall, student distributions of effect sizes show a general trend from 2021 to 2022 of an increase in the proportion of students with positive effect size estimates for differences between predicted and actual scores on standardized assessments.
- In 2021-22, on average, students identified as economically disadvantaged underperformed projected scores compared to the general student population for all tested subjects except Reading in Grade 8. However, the magnitude of recovery for students identified as economically disadvantaged was greater for Reading Grades 3, 4, and 5 compared to the general student population.
- On average, Students with Disabilities' actual scores for 2022 were closer to predicted than the general student population.
- On average, Multilingual Learners actual scores for 2022 were closer to predicted than the general student population.
- On average, North Carolina students identified as chronically absent (22.6% of the tested student population in 2020-21 and 28.5% in 2021-22) showed academic recovery from the pandemic in Reading Grade 3, 4 and 5 but fell further behind the general student population in 2021-22, especially in Science Grade 8 and Biology; and Math in Grades 5, 6, 7, 8, and NC Math 1 and 3.
- On average, at the state level, students across all races/ethnicity (American Indian/Alaskan Native, Asian/Pacific Islander, Black, Hispanic, Two or More, White) showed signs of academic recovery for every subject, with the exception of Asian students in Reading Grades 3, 4, and 5; Black students in Reading Grades 6 and 7 and English II; Hispanic students in Reading Grade 7; and White students in English II.

The following sections provide more detail about the data used, methods of analysis, results, and interpretation of the results for the Impact Analysis. State-level student and aggregated files are provided separately to NCDPI and to individual LEAs via secure file transfer protocol accounts.

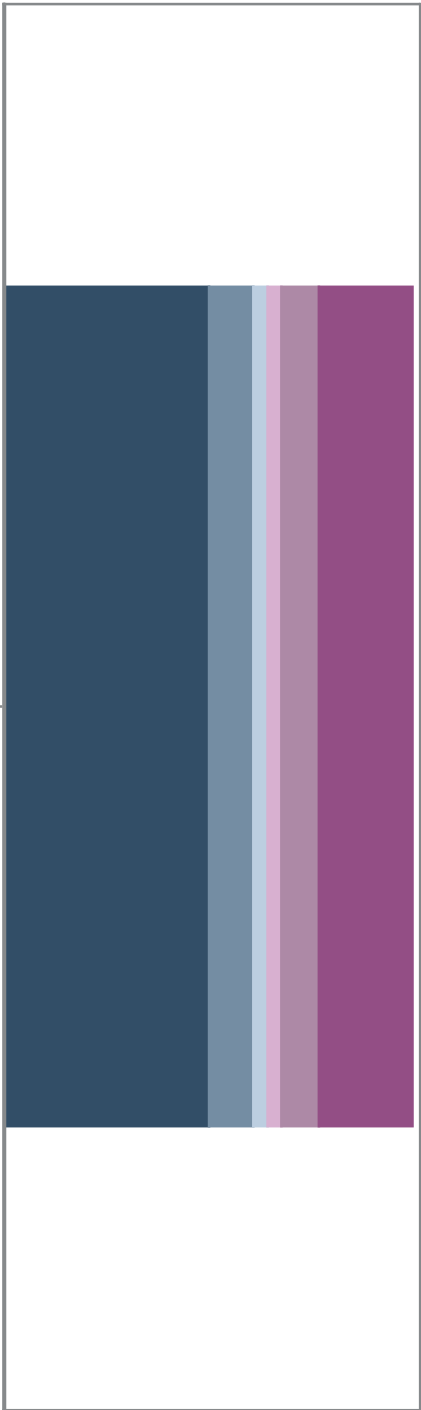
Excerpt from Appendix B: Charts and Tables for the Statewide Results

Charts and tables are presented for the following:

By Student Group	
Summary of All Tested Subjects.....	8
Sex.....	12
Race/Ethnicity.....	16
Economically Disadvantaged Students.....	20
Chronically Absent.....	24
Academically or Intellectually Gifted	28
Students with Disabilities	32
By School	
State Board of Education Region.....	36
Interactions	
Race/Ethnicity Split by Sex.....	40

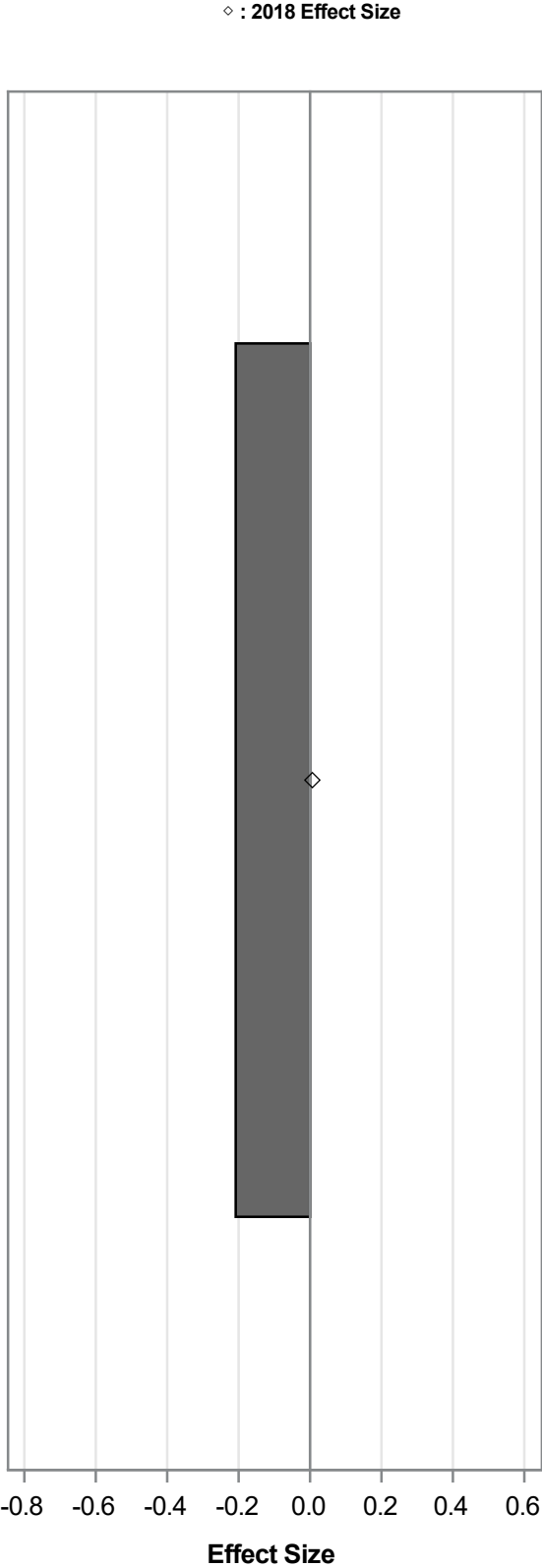
Effect Size by Subject/Grade with Distributions

2021 Student Distribution of Effect Size

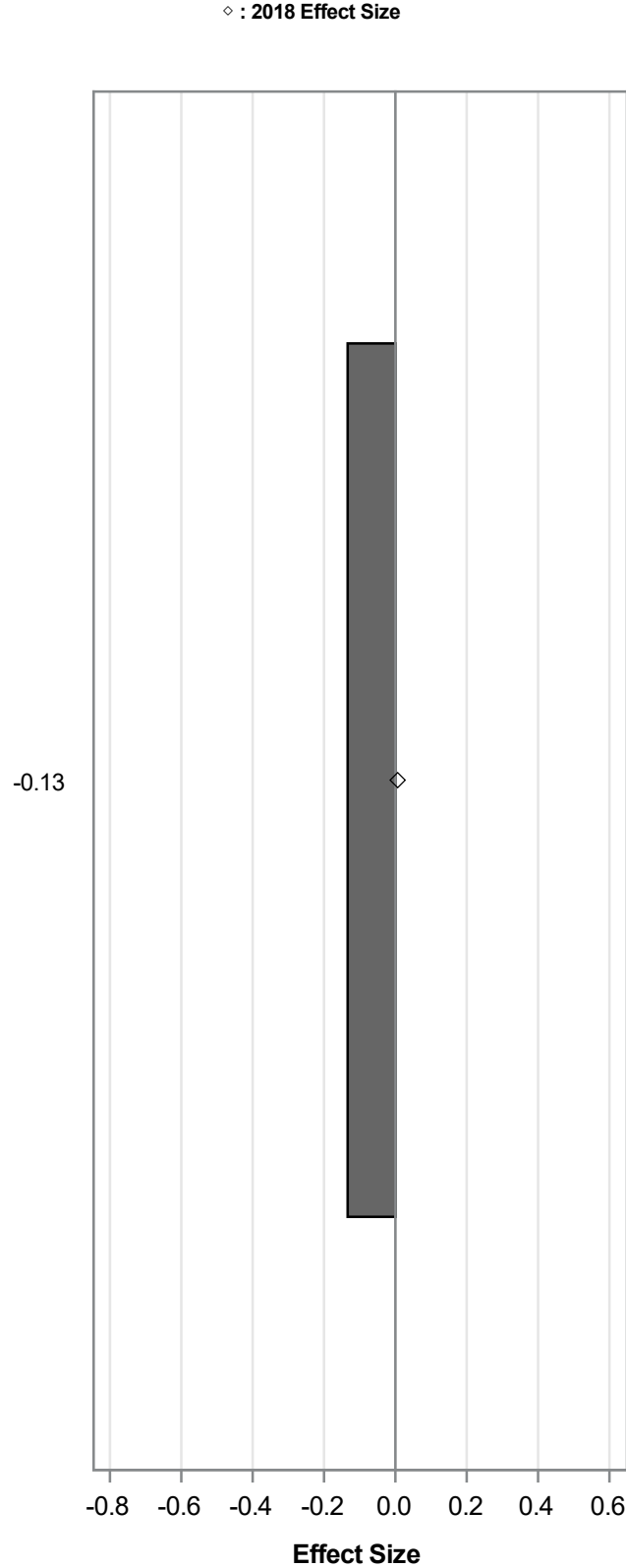


- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

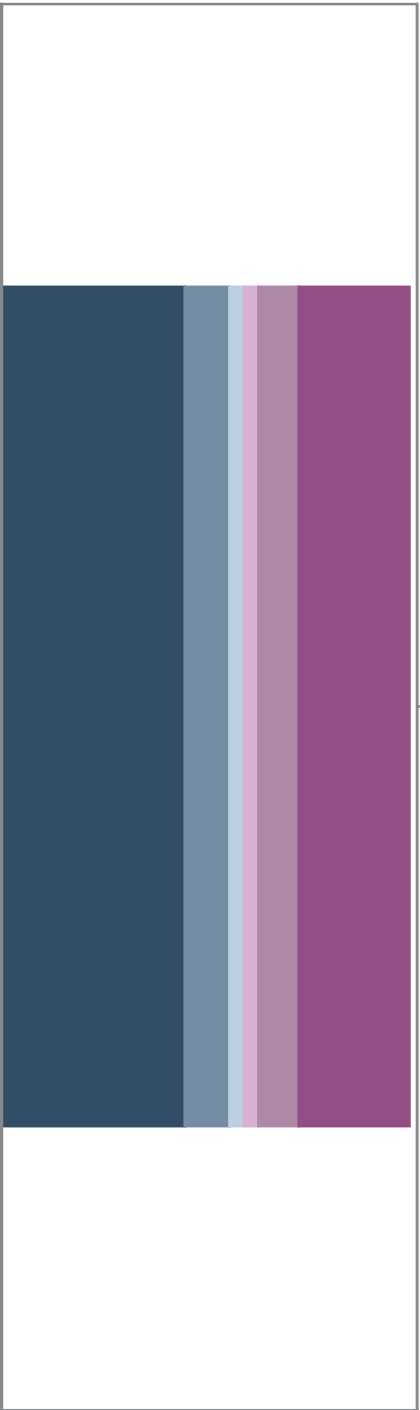
2021 Average Effect Size



2022 Average Effect Size



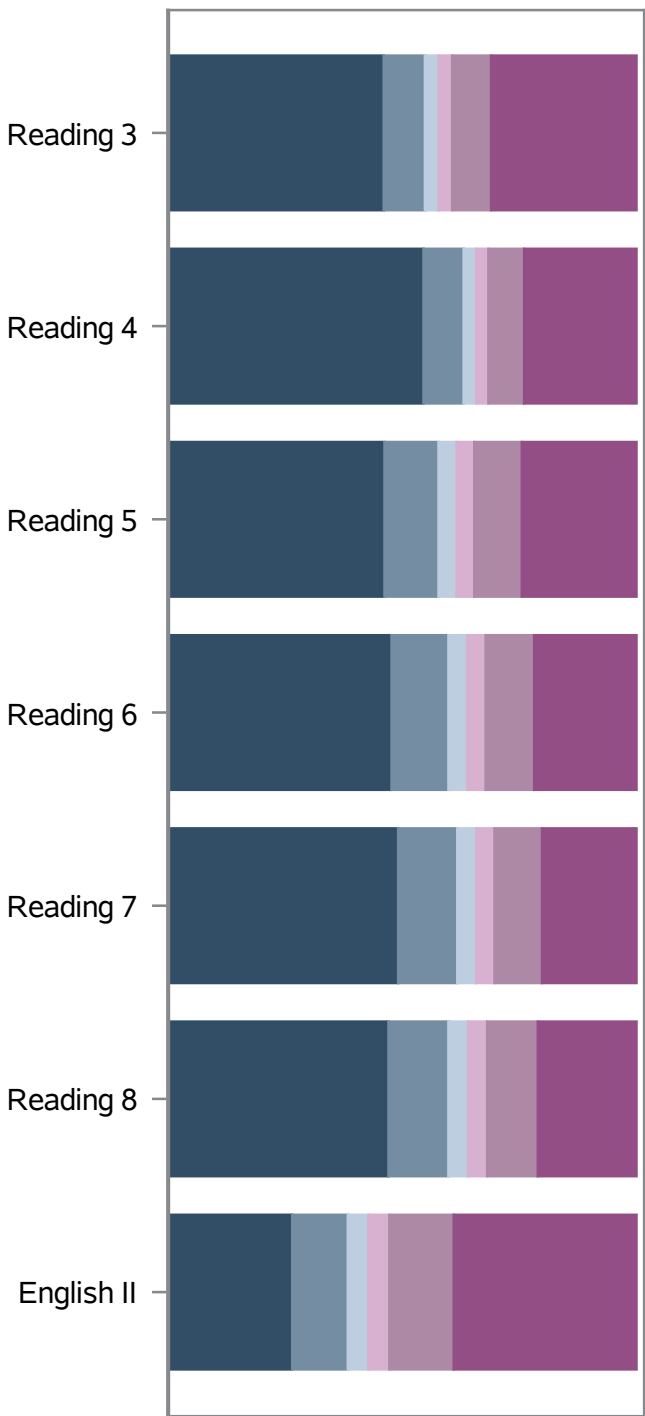
2022 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

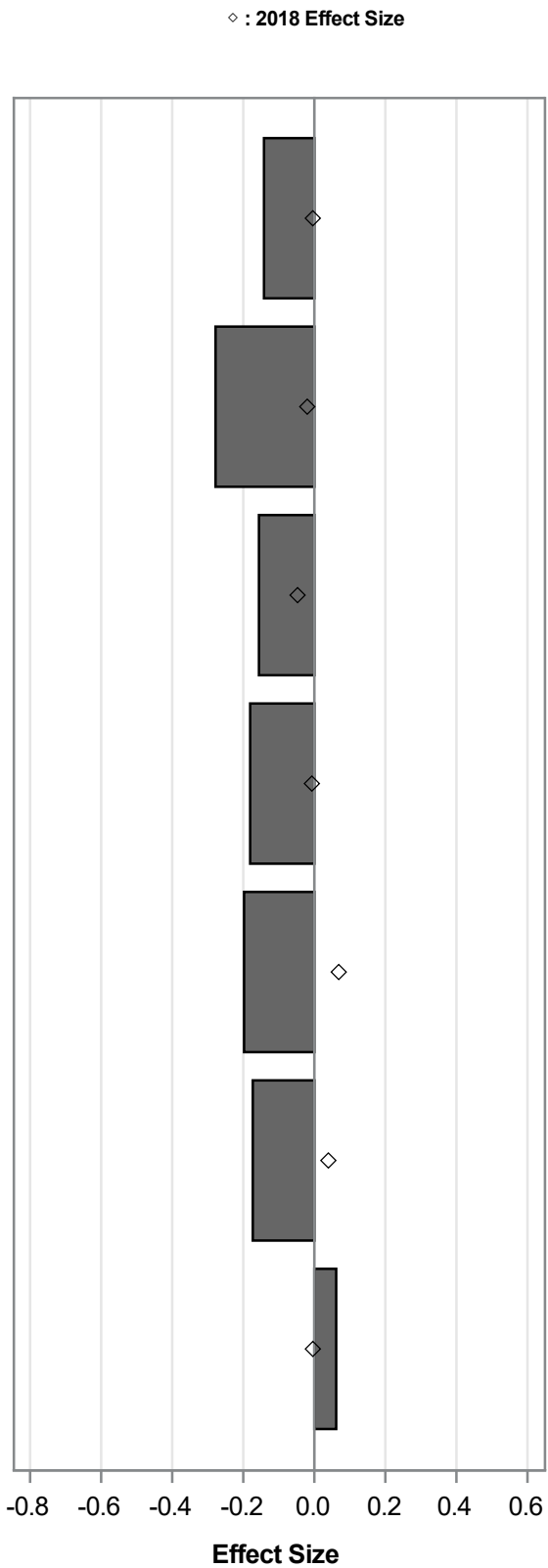
Effect Size by Subject/Grade with Distributions

2021 Student Distribution of Effect Size

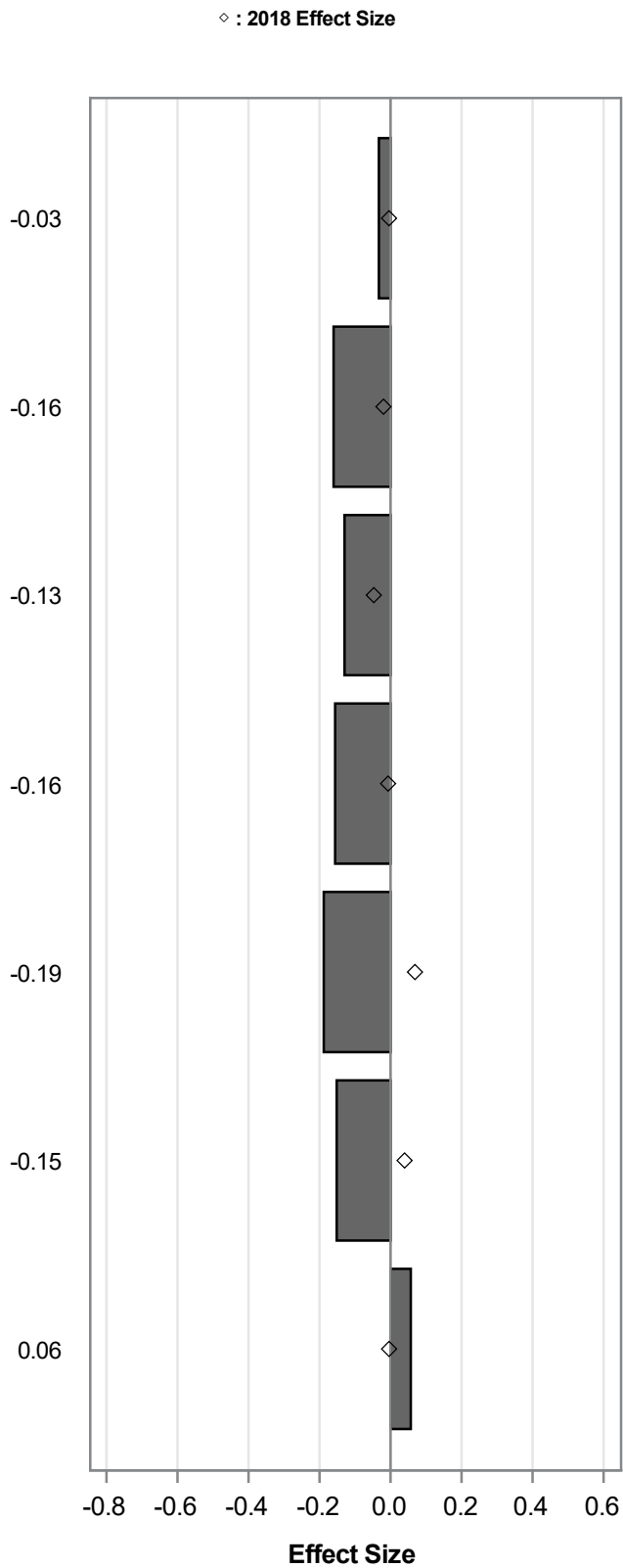


Levels:
Large Negative
Medium Negative
Small Negative
Small Positive
Medium Positive
Large Positive

2021 Average Effect Size



2022 Average Effect Size



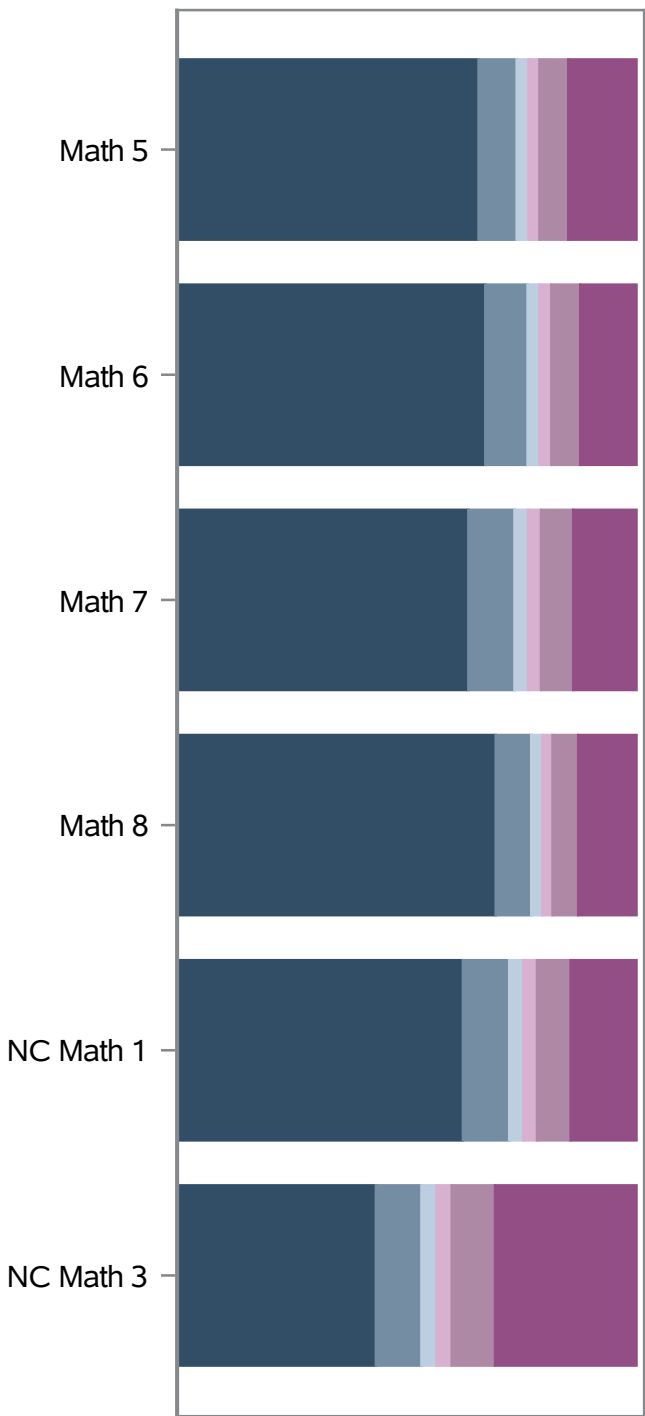
2022 Student Distribution of Effect Size



Levels:
Large Negative
Medium Negative
Small Negative
Small Positive
Medium Positive
Large Positive

Effect Size by Subject/Grade with Distributions

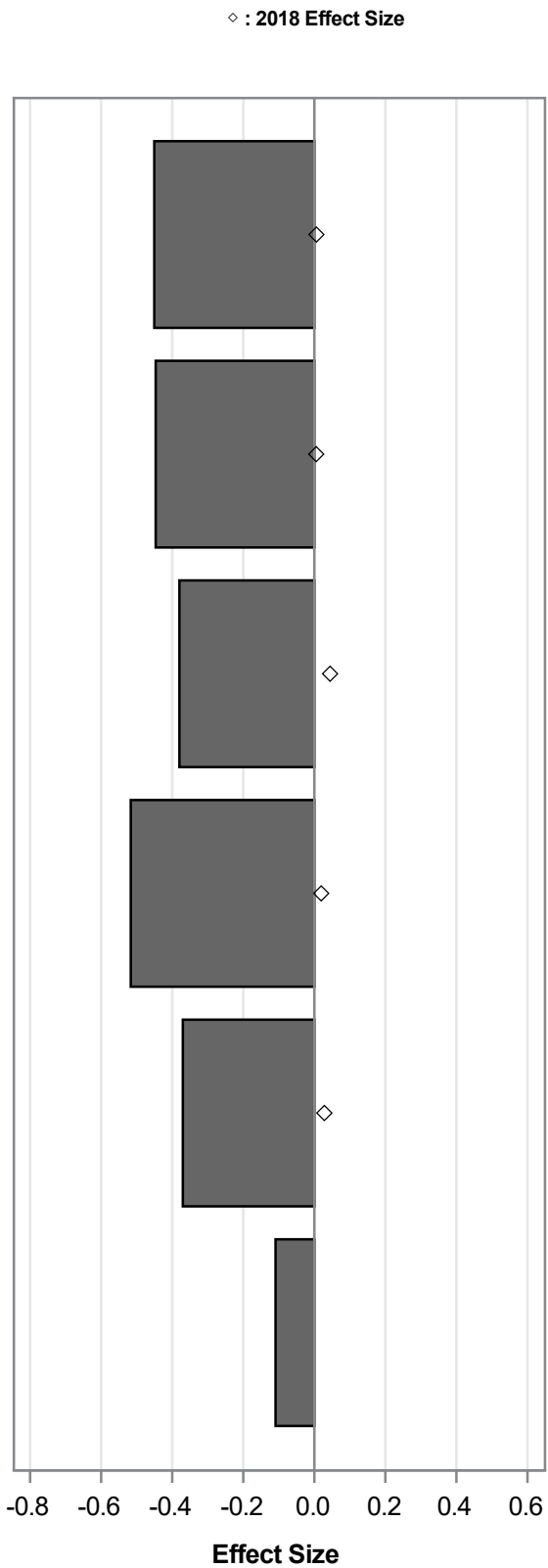
2021 Student Distribution of Effect Size



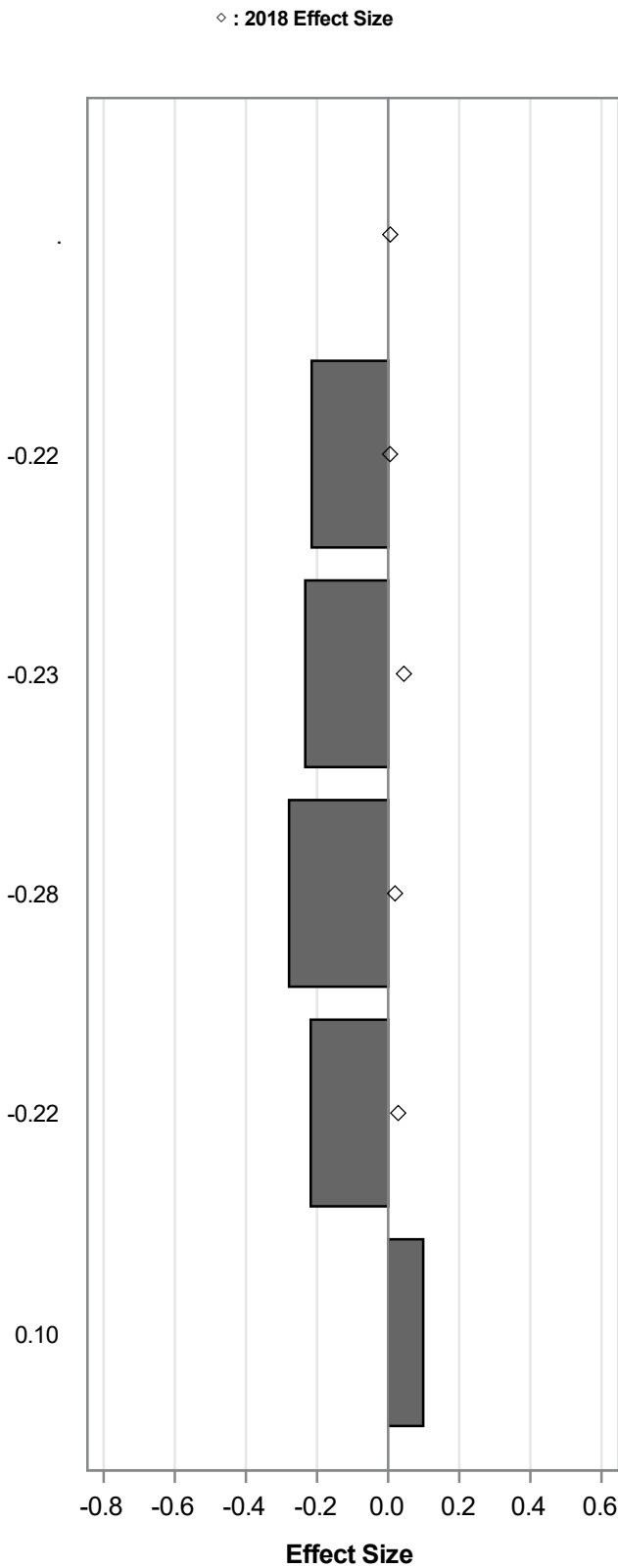
Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

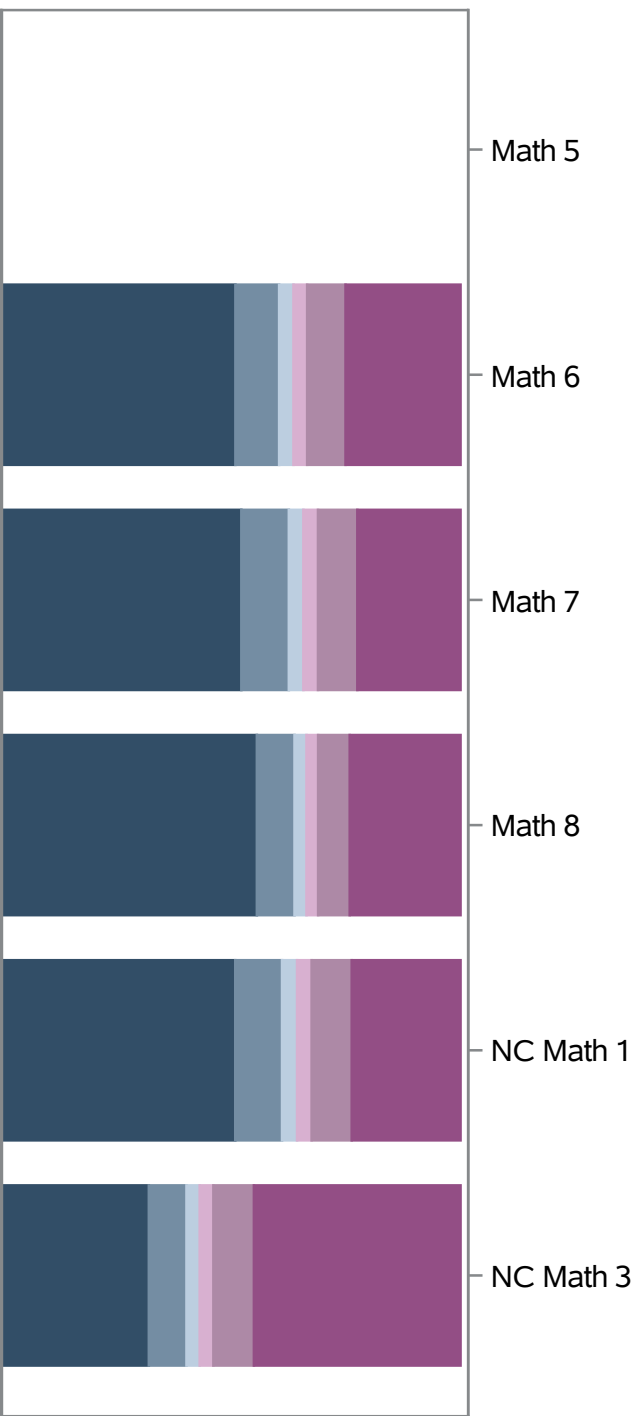
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size

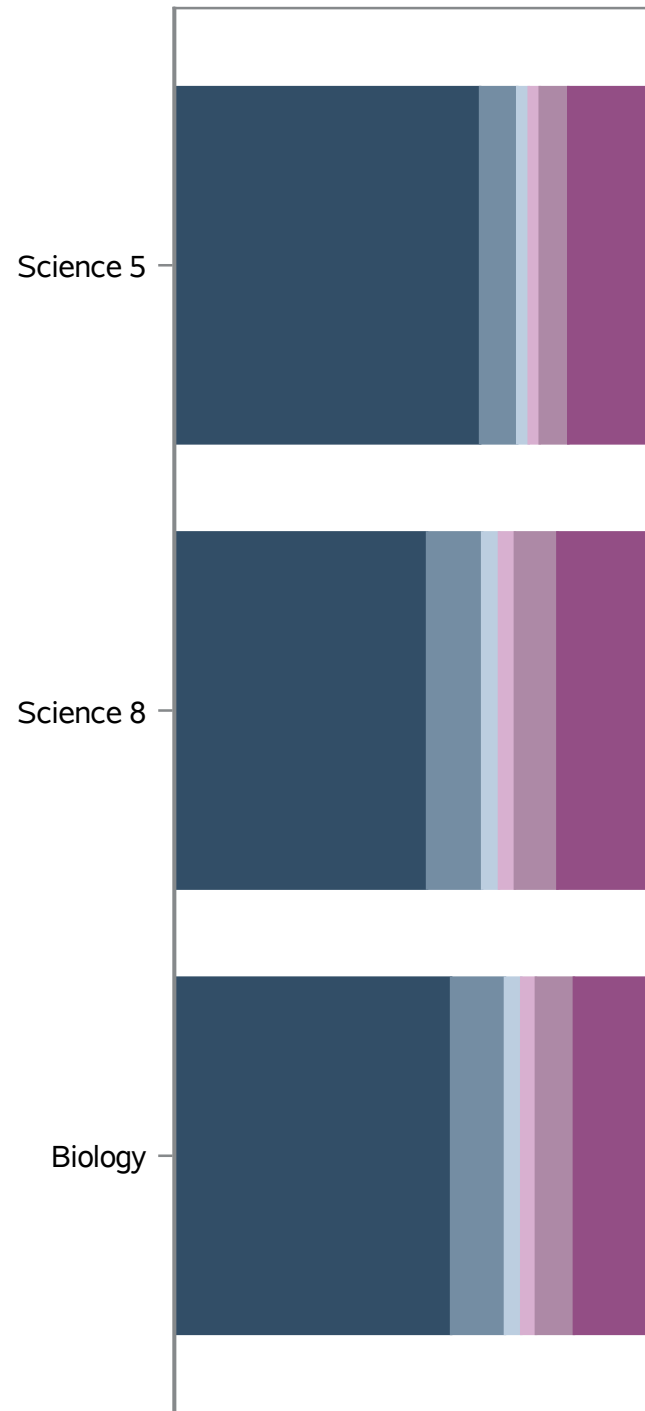


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Effect Size by Subject/Grade with Distributions

2021 Student Distribution of Effect Size

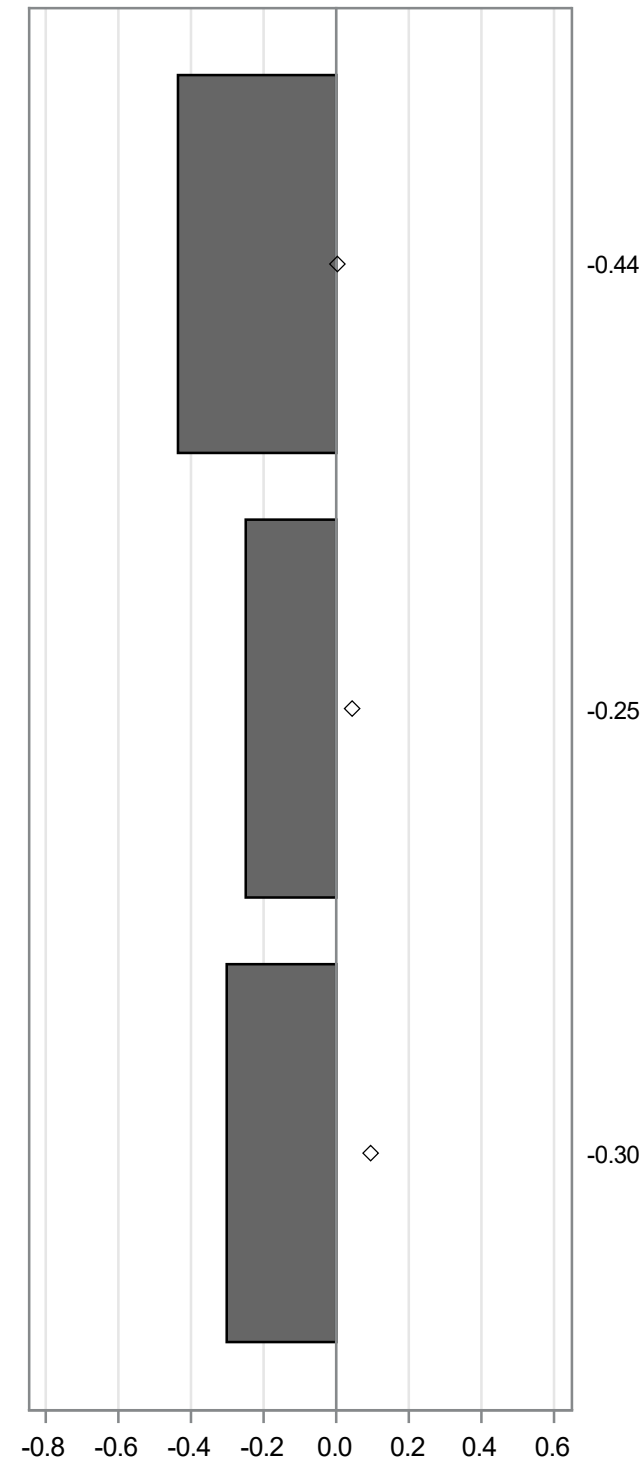


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

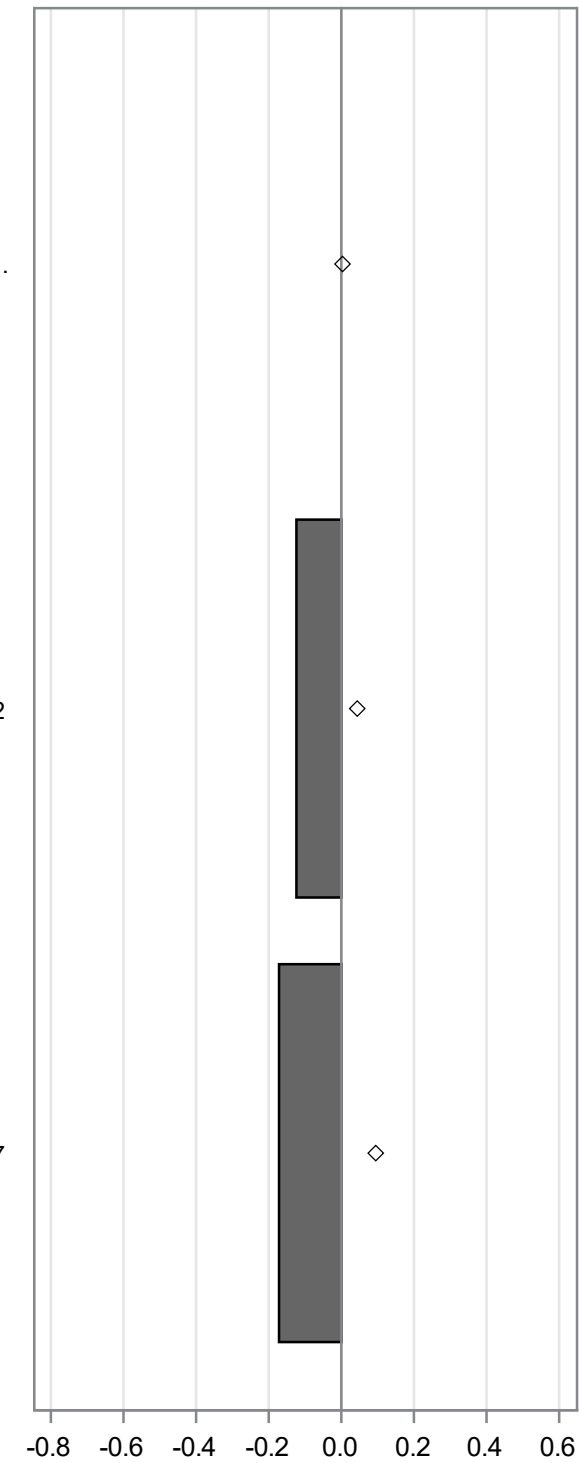
2021 Average Effect Size

◇ : 2018 Effect Size

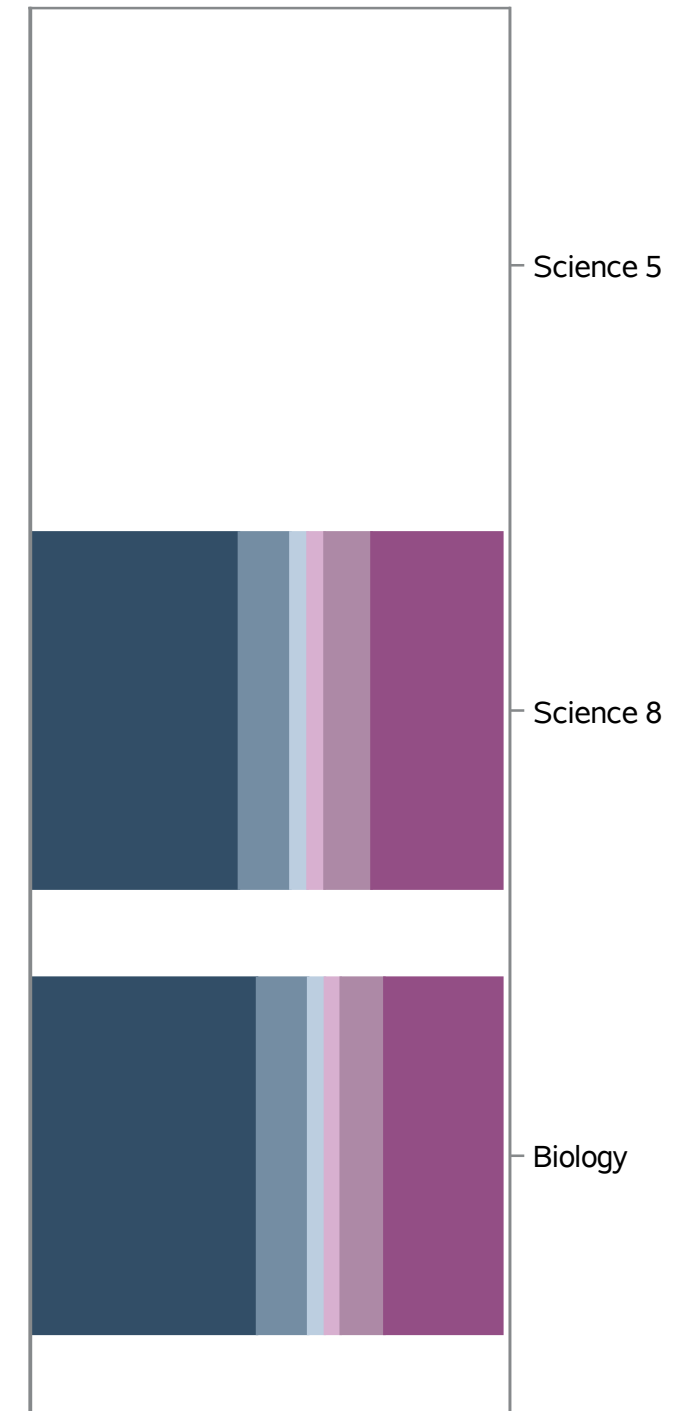


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size



Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Sex

2021 Student Distribution of Effect Size

2021 Average Effect Size

◇ : 2018 Effect Size

2022 Average Effect Size

◇ : 2018 Effect Size

2022 Student Distribution of Effect Size

All in Common

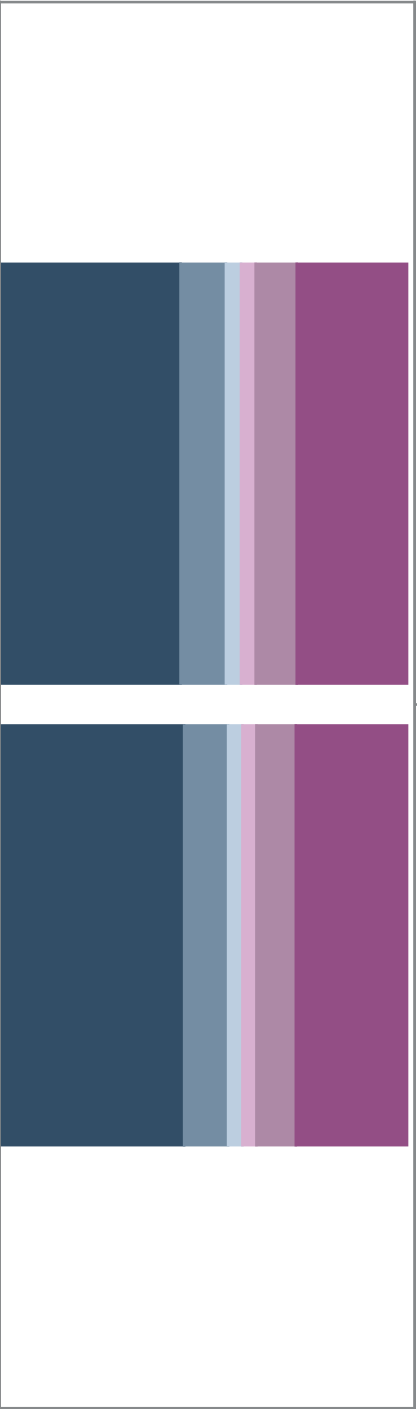
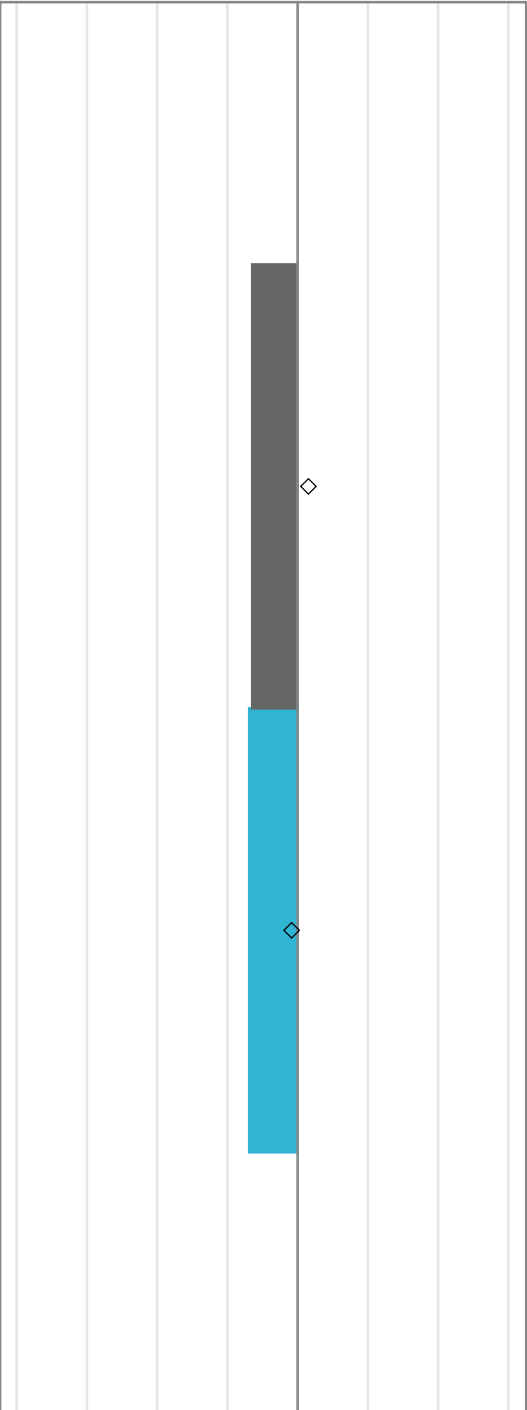
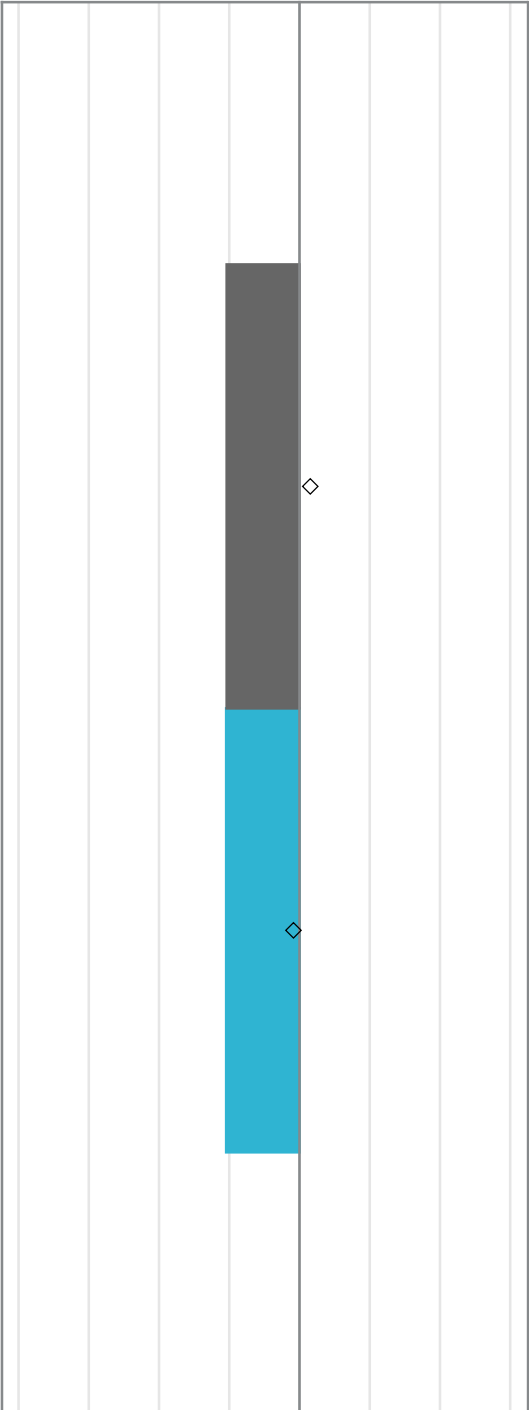
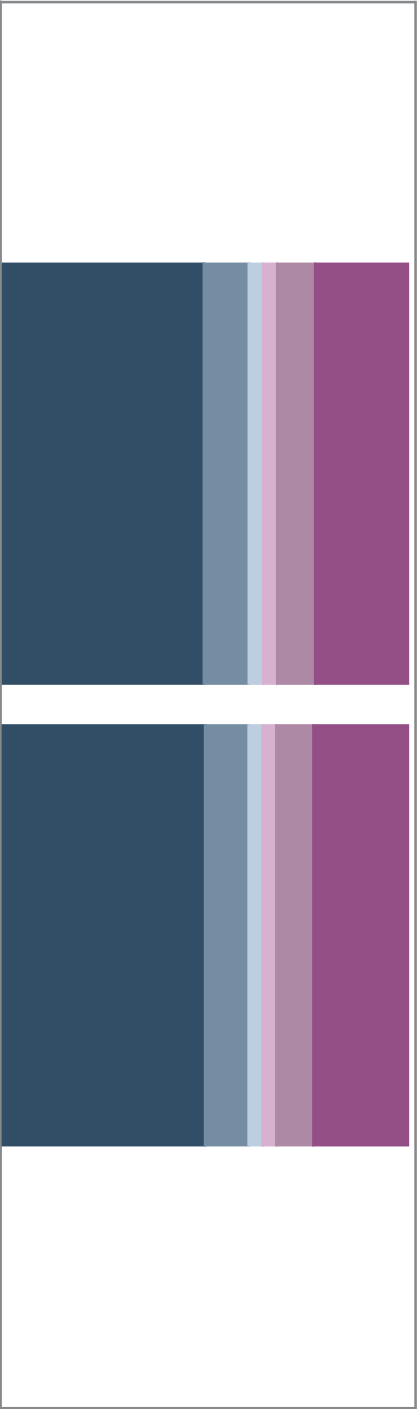
All in Common

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

- Effect Size
- F
 - M

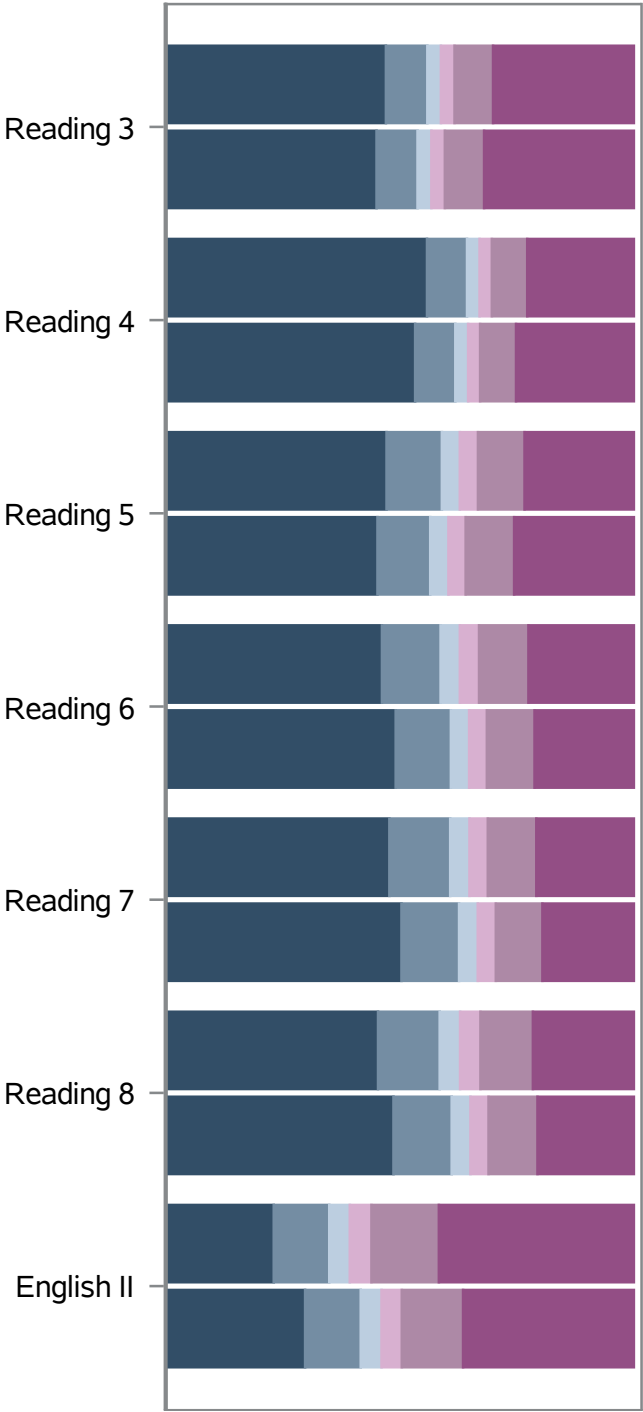
- Effect Size
- F
 - M

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive



Sex

2021 Student Distribution of Effect Size

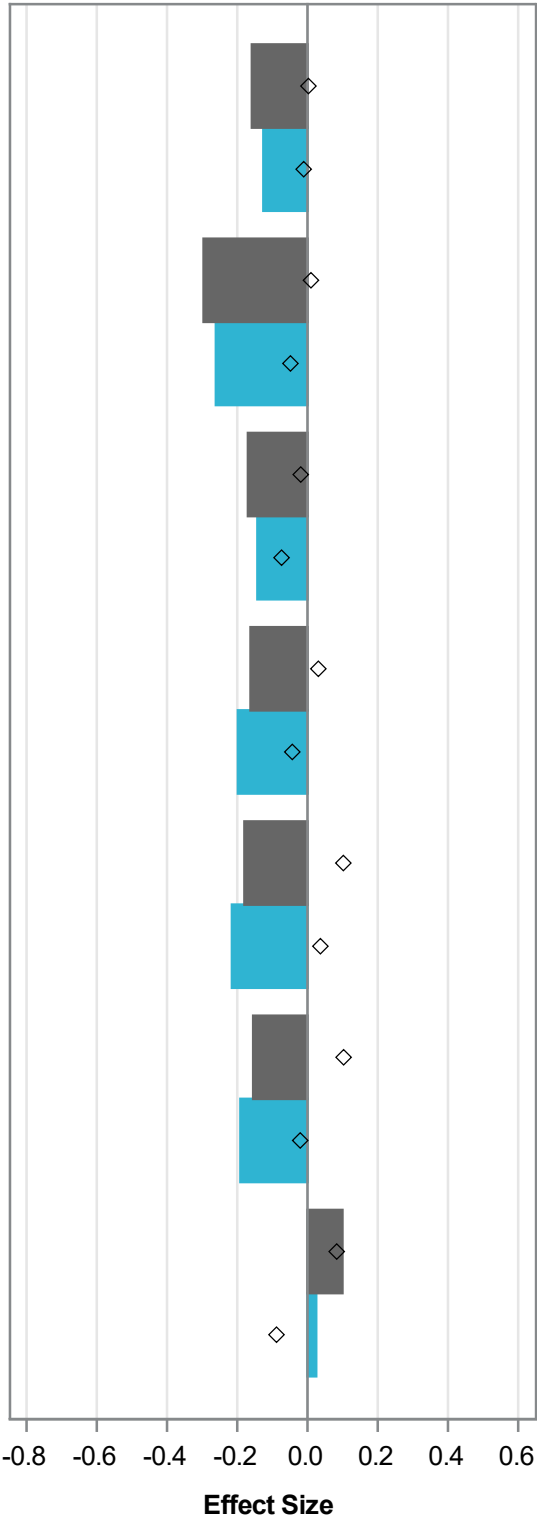


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

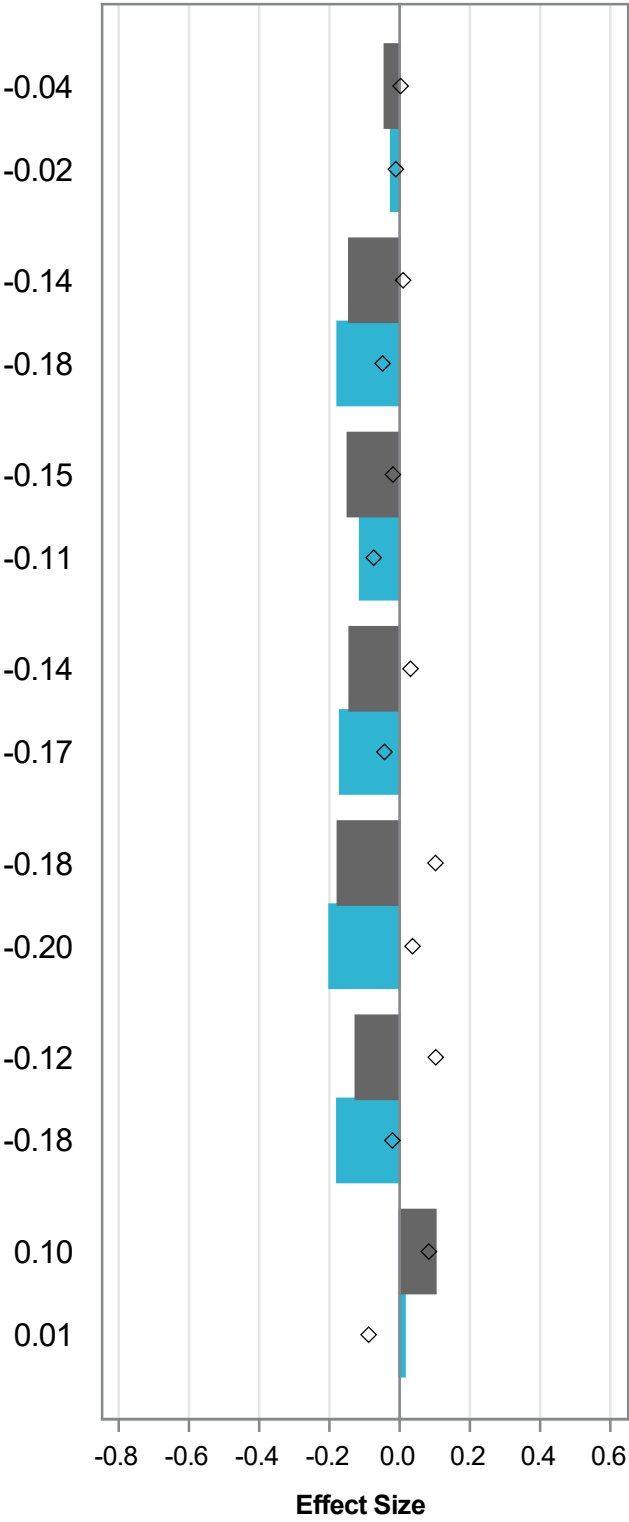
2021 Average Effect Size

◇ : 2018 Effect Size

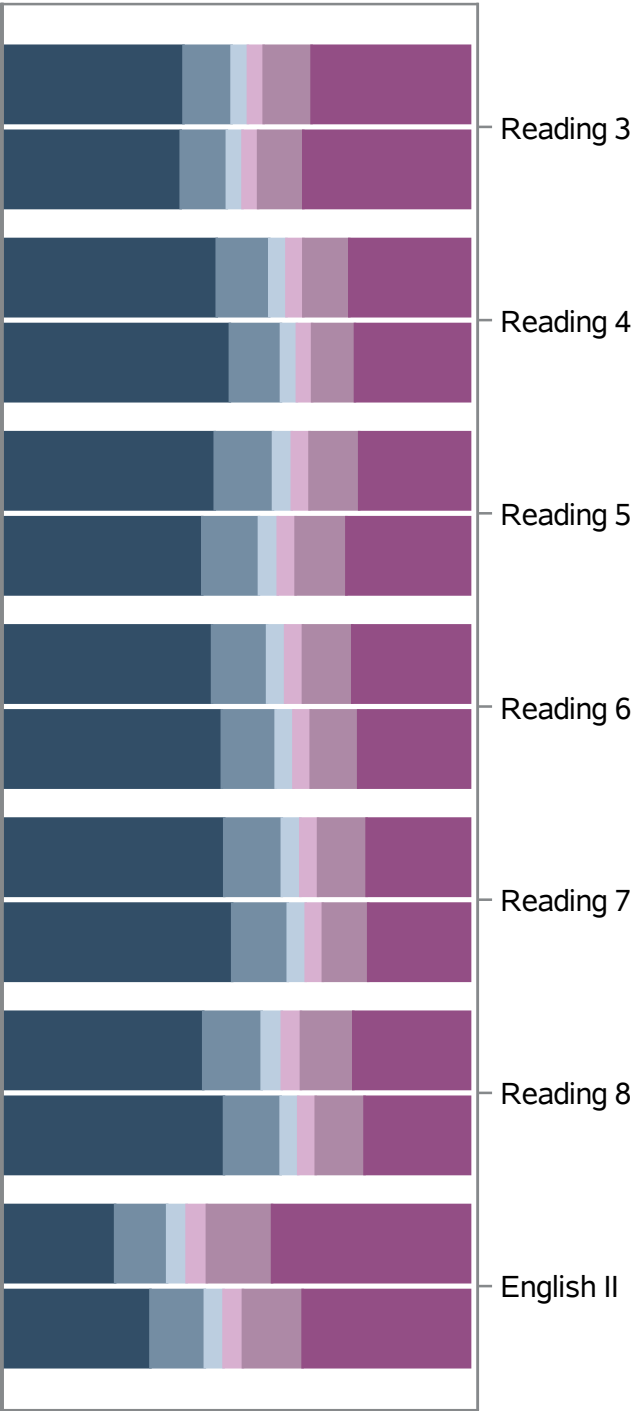


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size

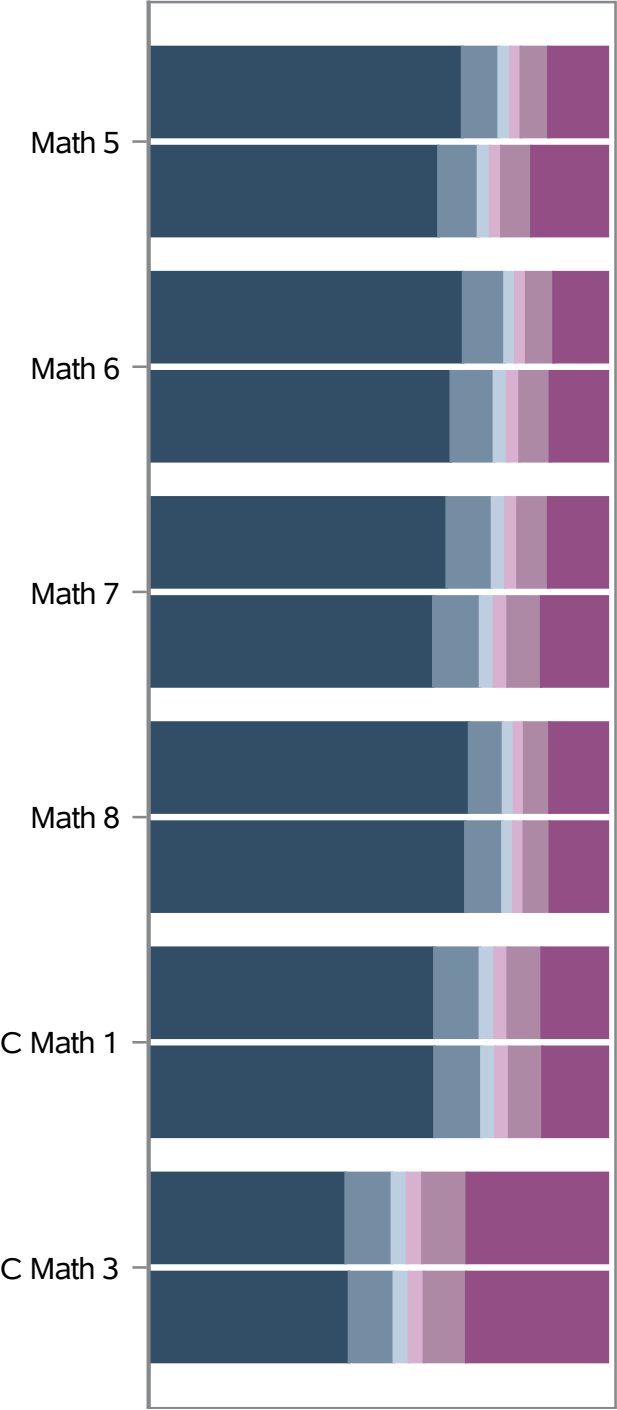


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Sex

2021 Student Distribution of Effect Size

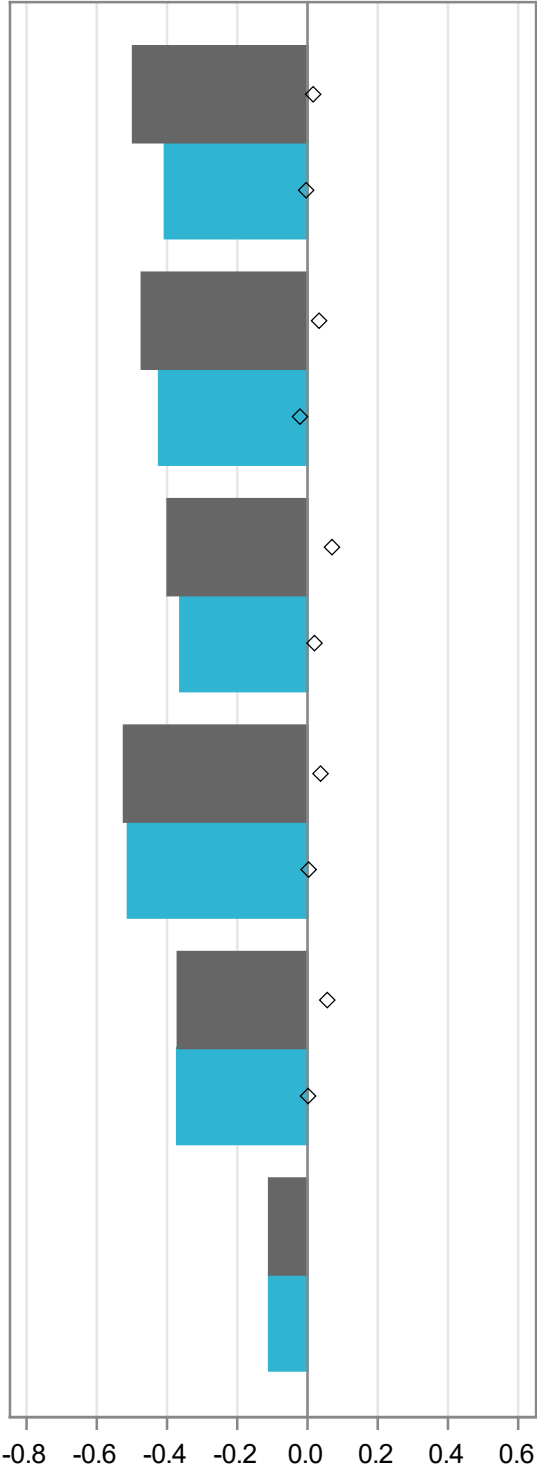


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

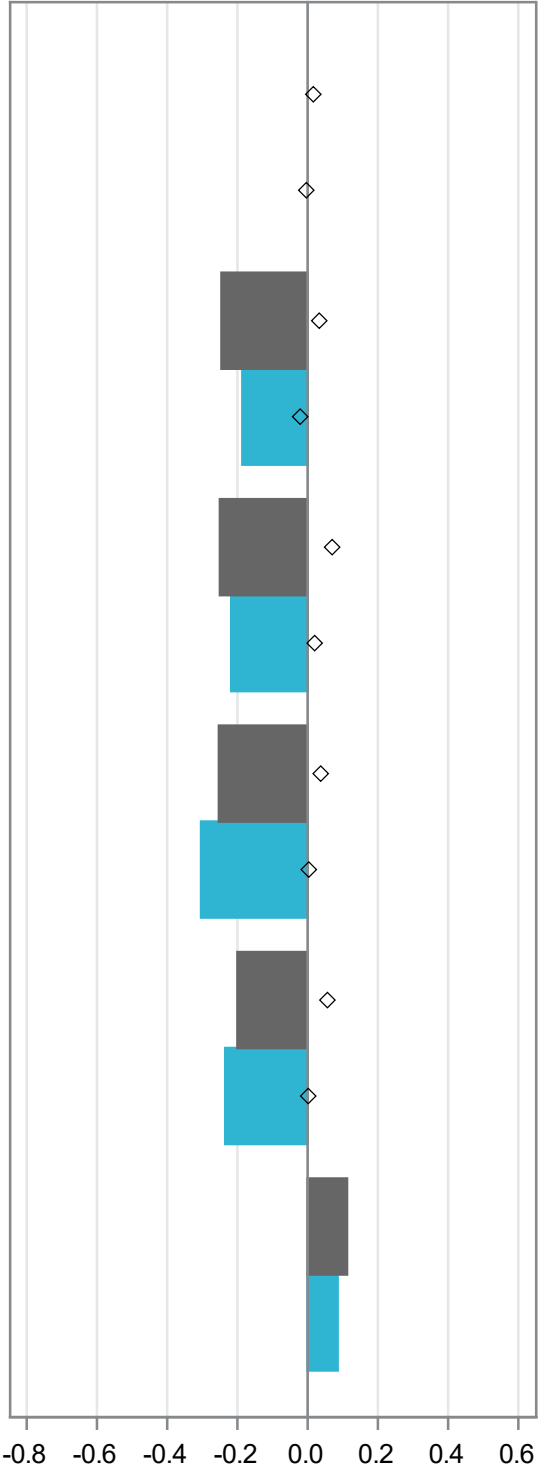


Effect Size

- F
- M

2022 Average Effect Size

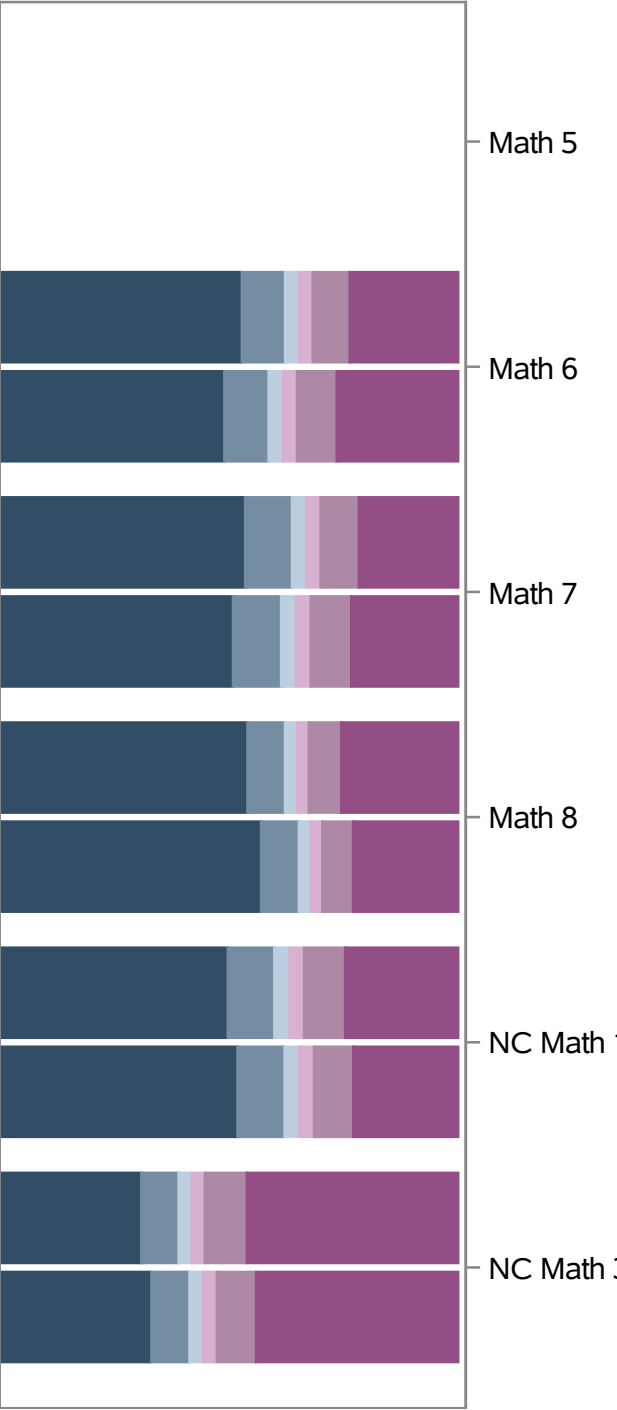
◇ : 2018 Effect Size



Effect Size

- F
- M

2022 Student Distribution of Effect Size

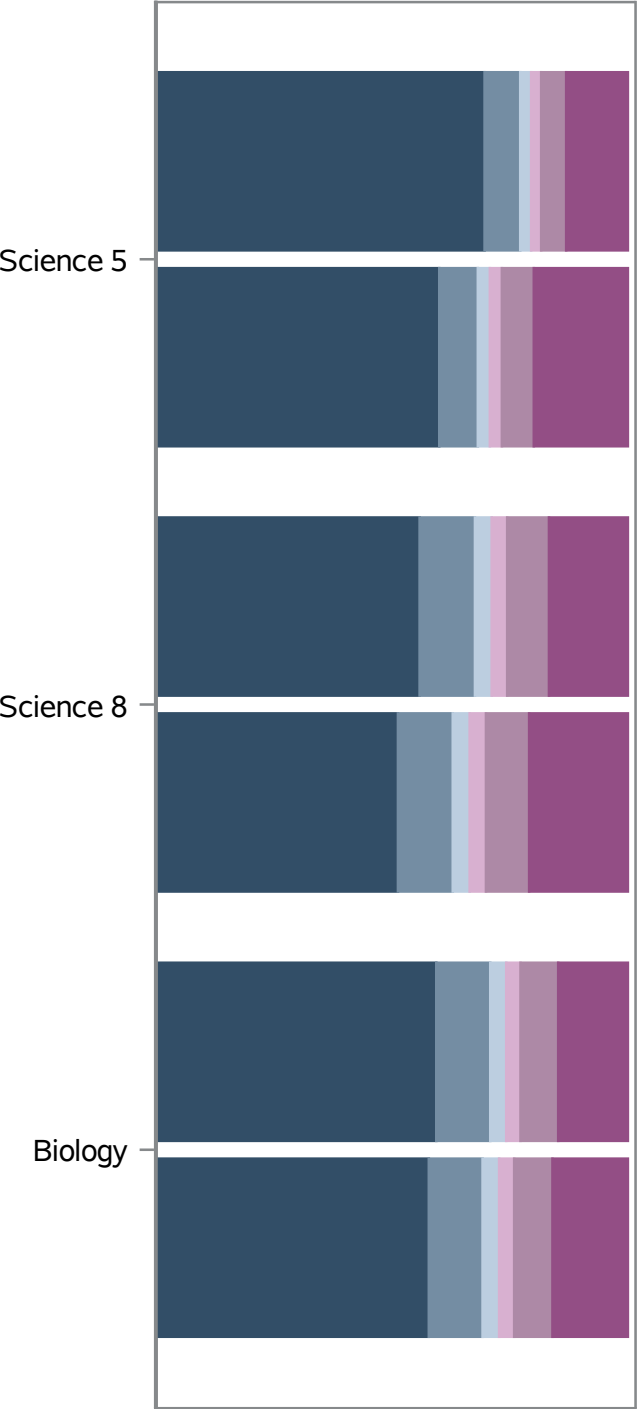


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Sex

2021 Student Distribution of Effect Size

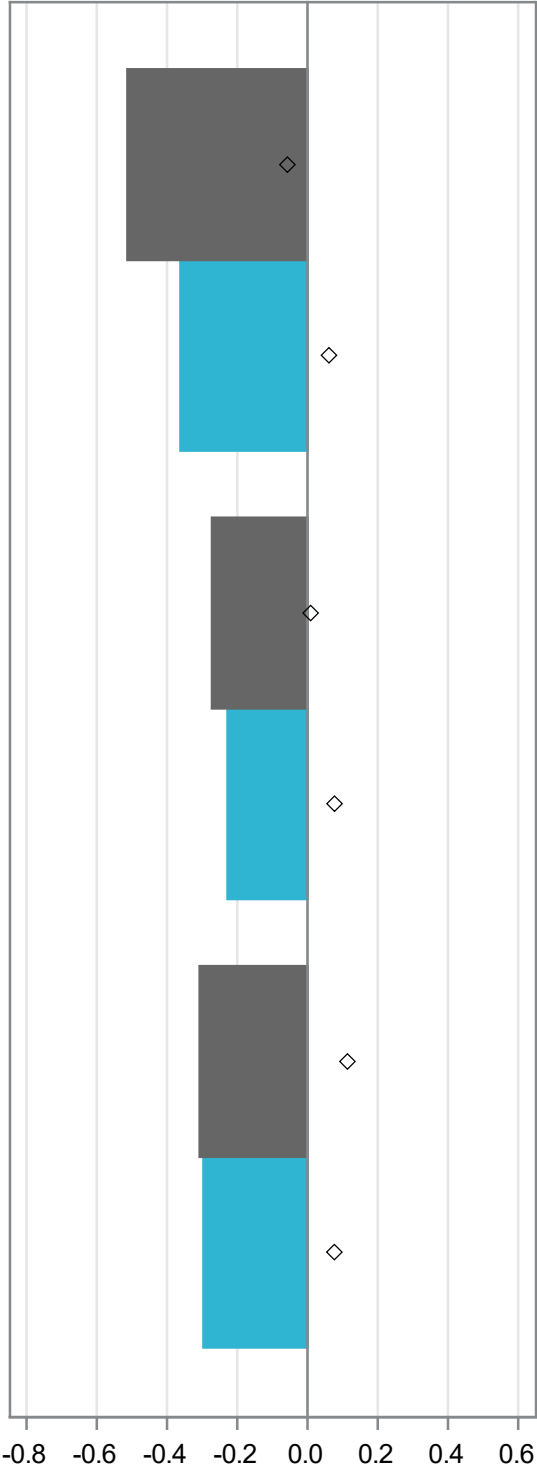


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

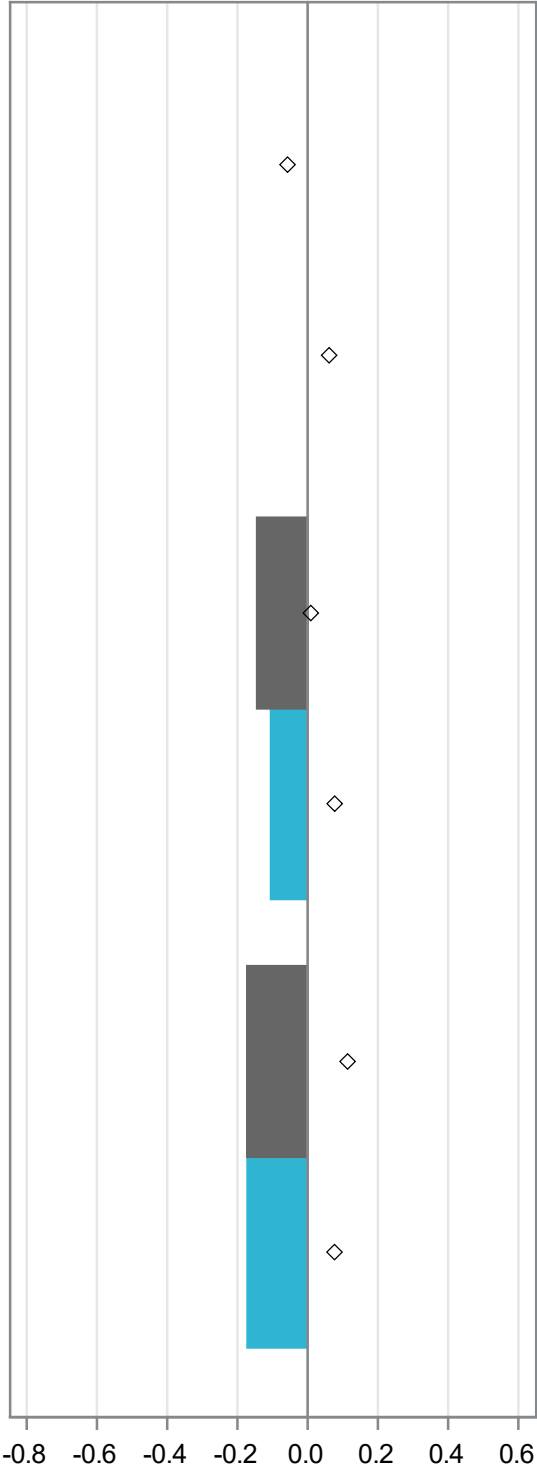


Effect Size

F
M

2022 Average Effect Size

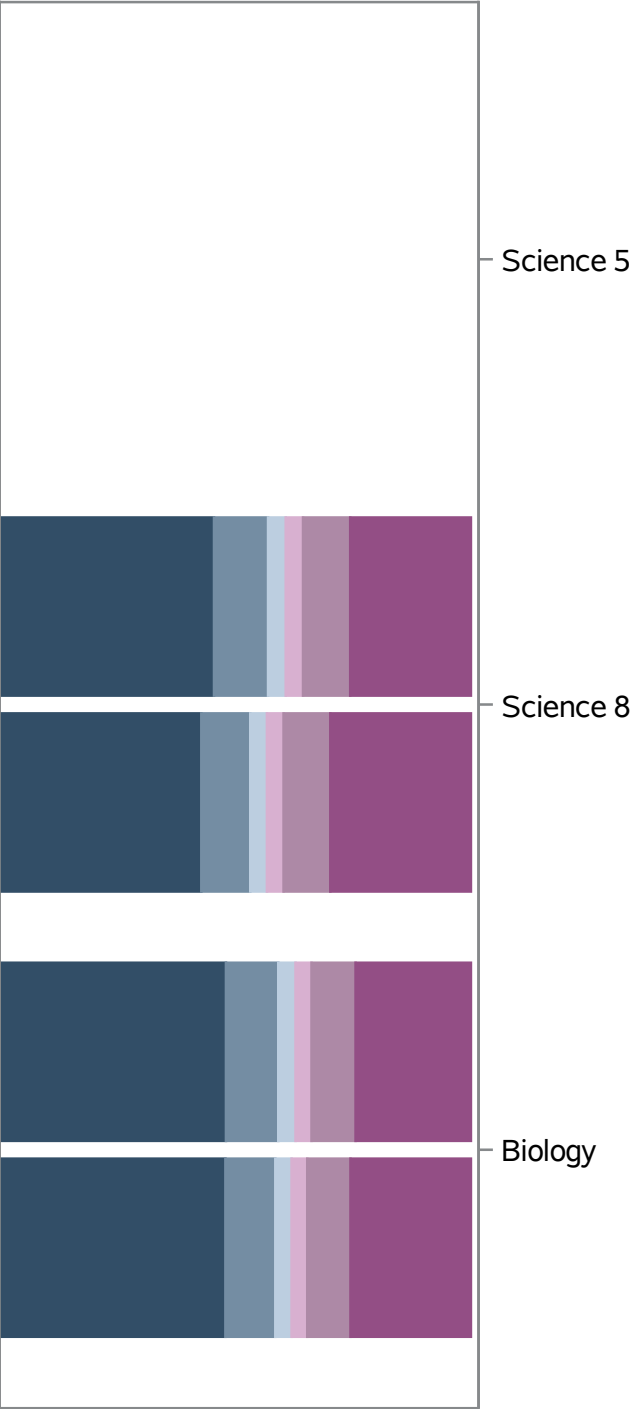
◇ : 2018 Effect Size



Effect Size

F
M

2022 Student Distribution of Effect Size

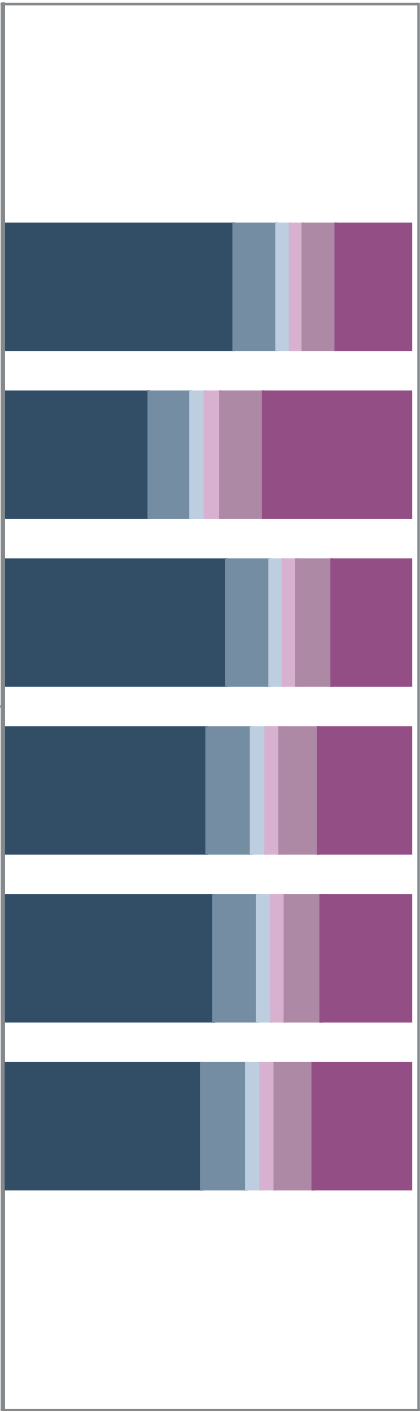


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race/Ethnicity

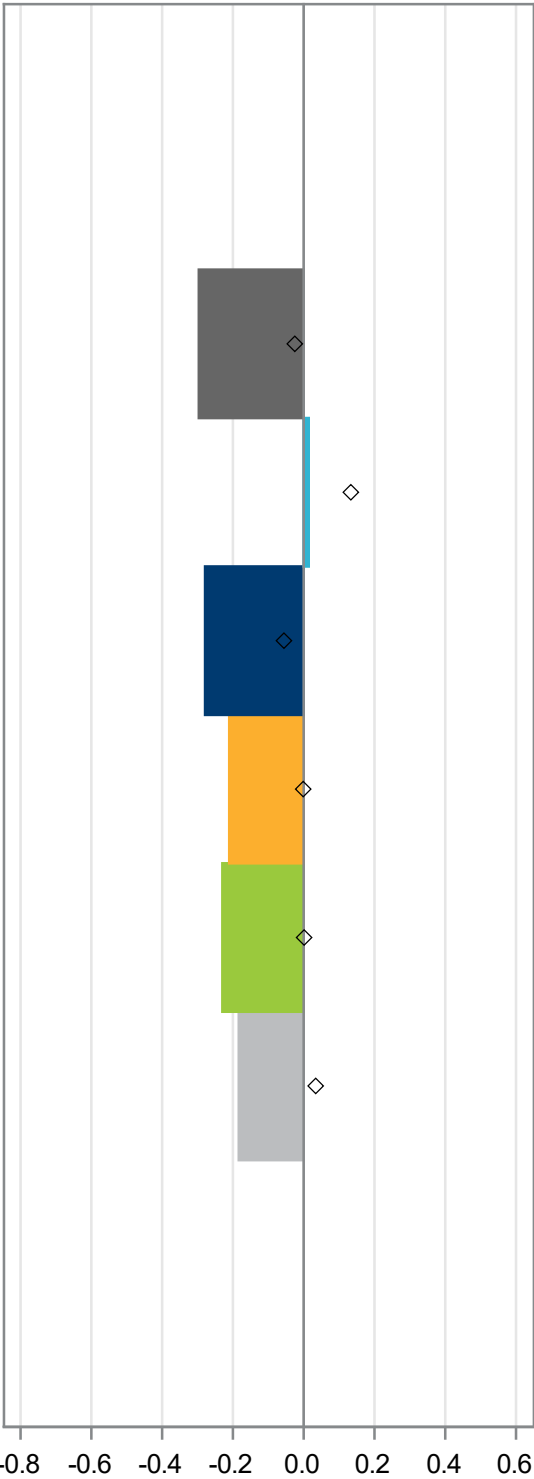
2021 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

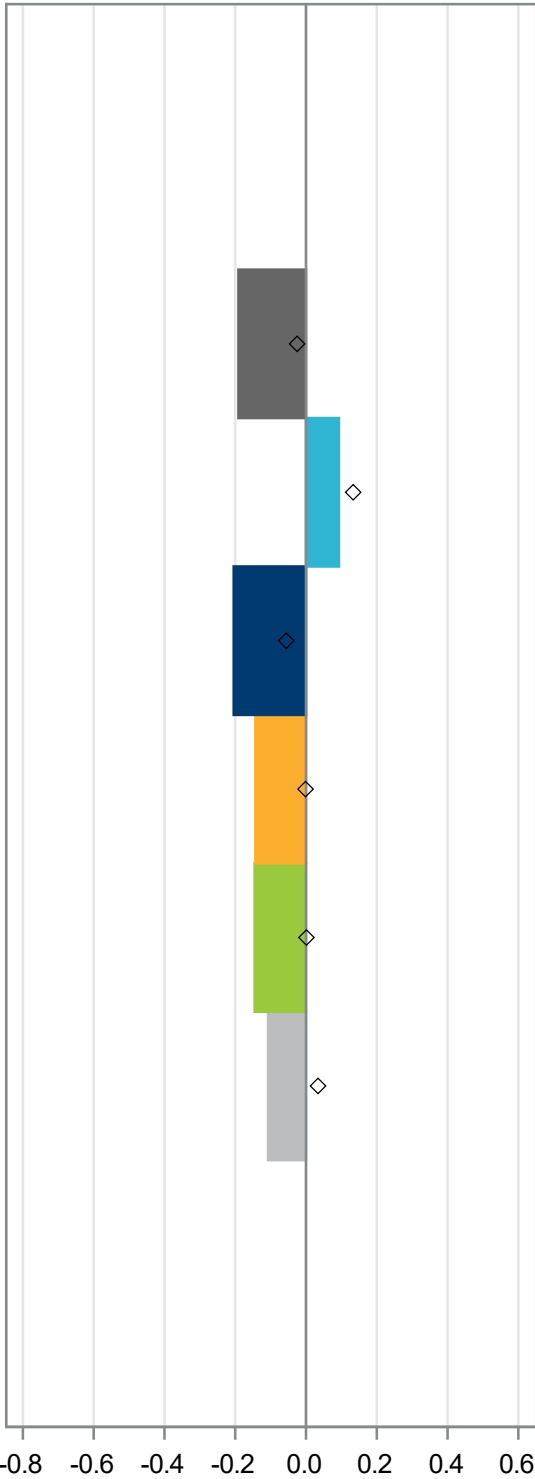
2021 Average Effect Size

◇ : 2018 Effect Size

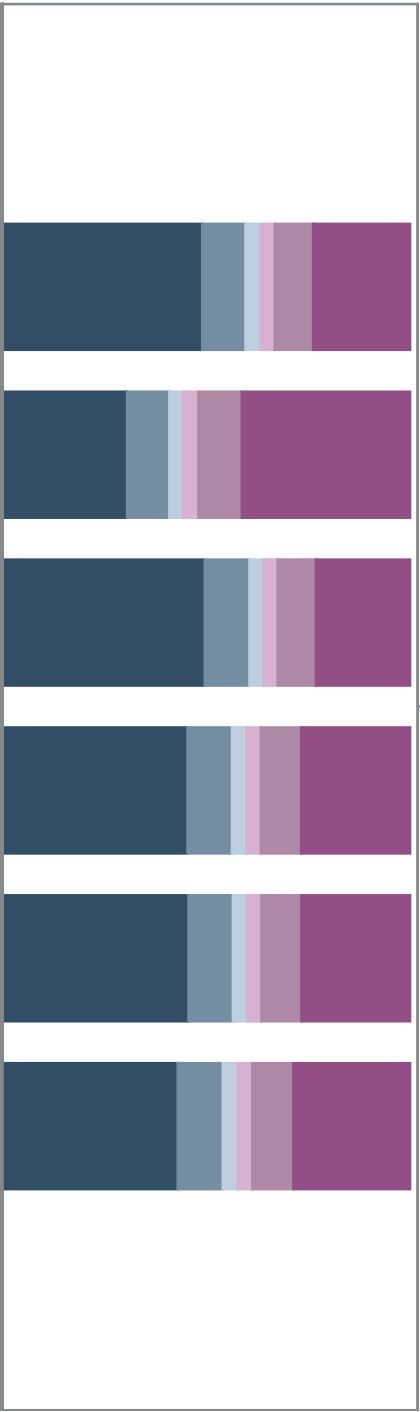


2022 Average Effect Size

◇ : 2018 Effect Size



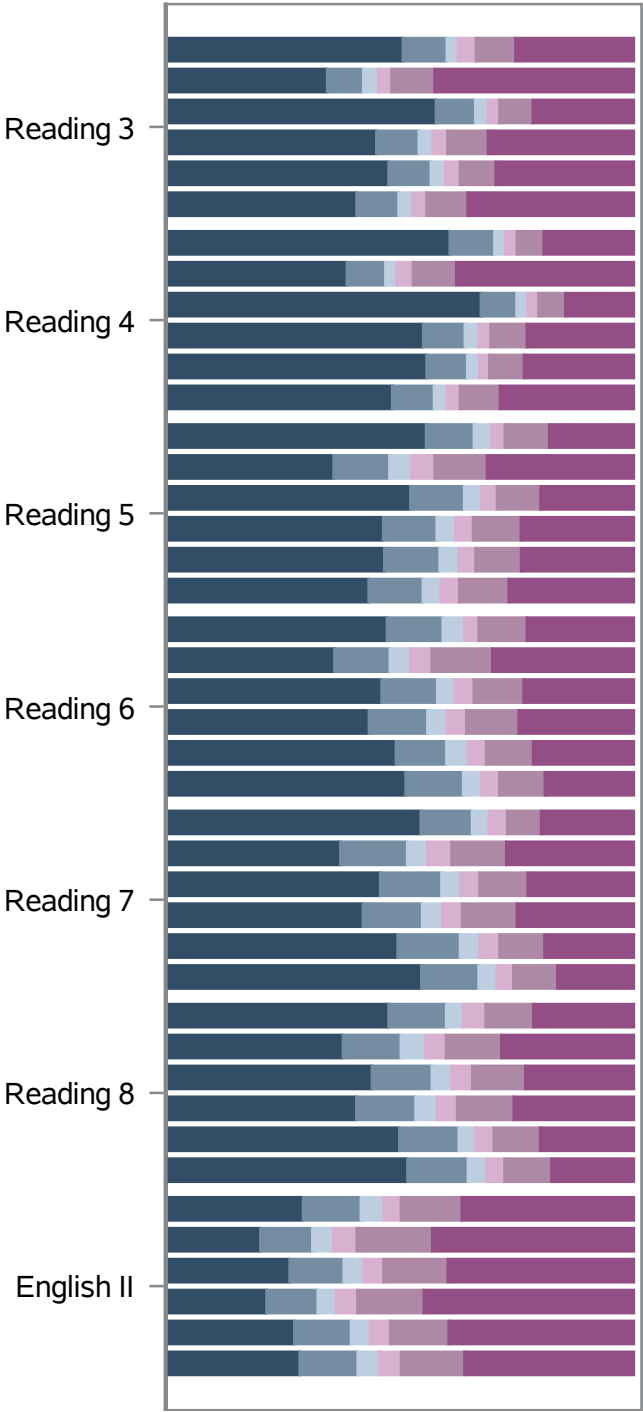
2022 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

Race/Ethnicity

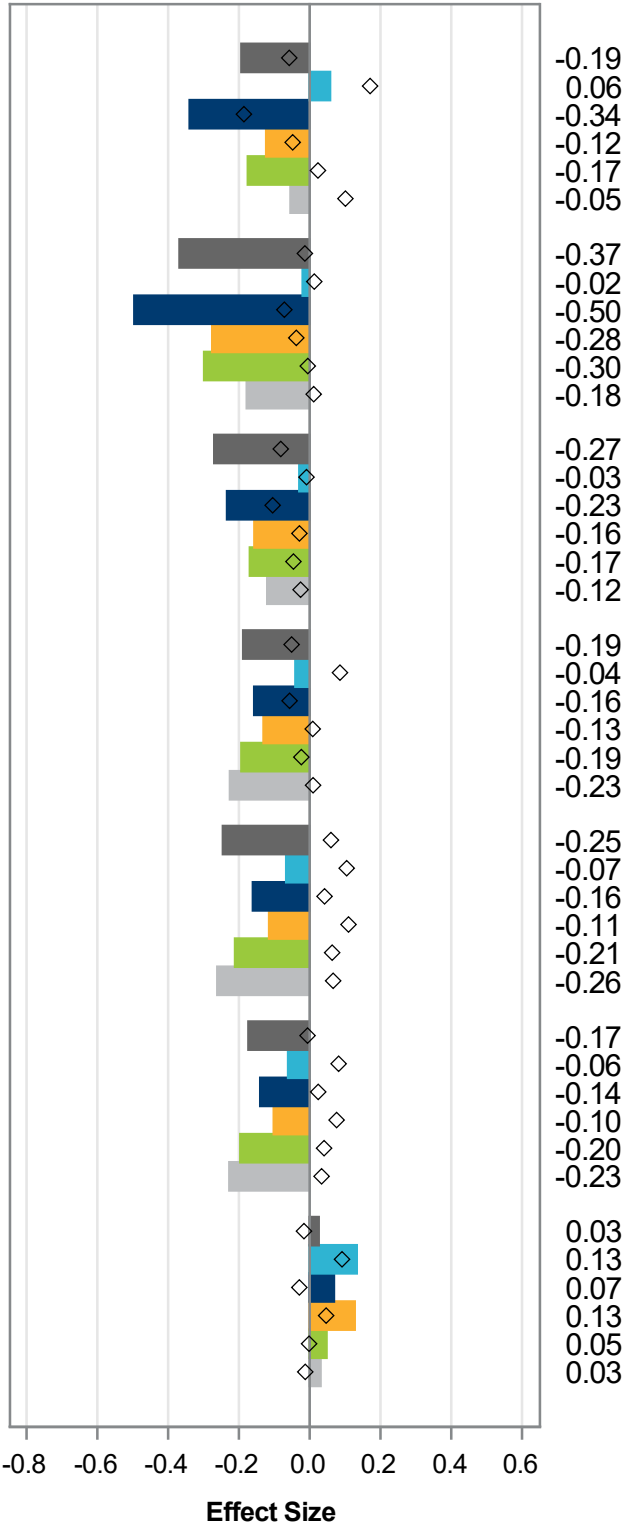
2021 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

2021 Average Effect Size

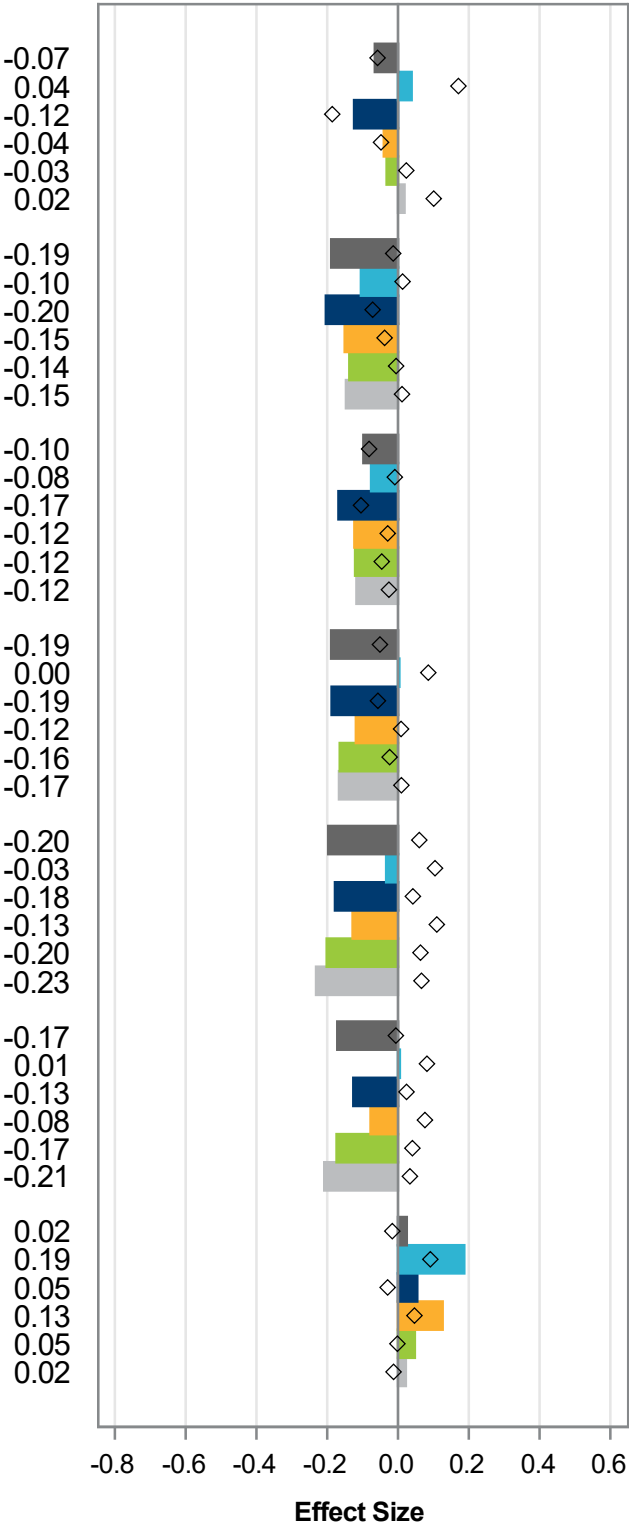
◇ : 2018 Effect Size



- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

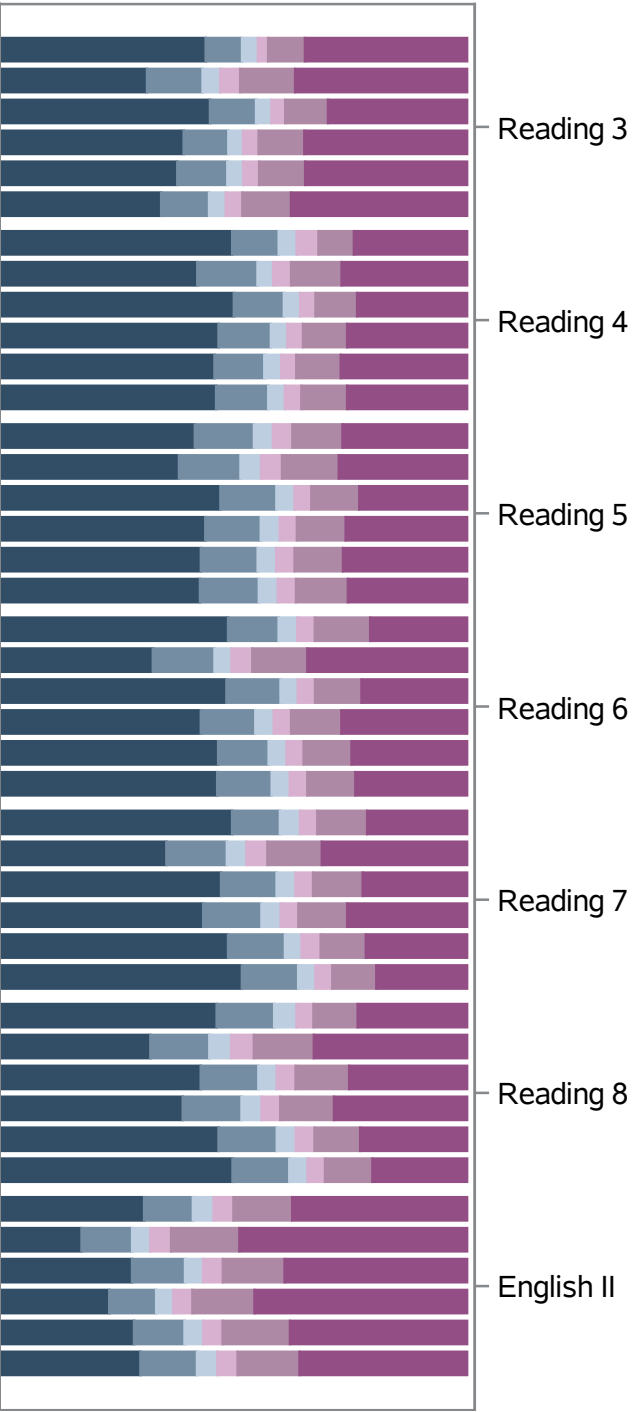
2022 Average Effect Size

◇ : 2018 Effect Size



- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

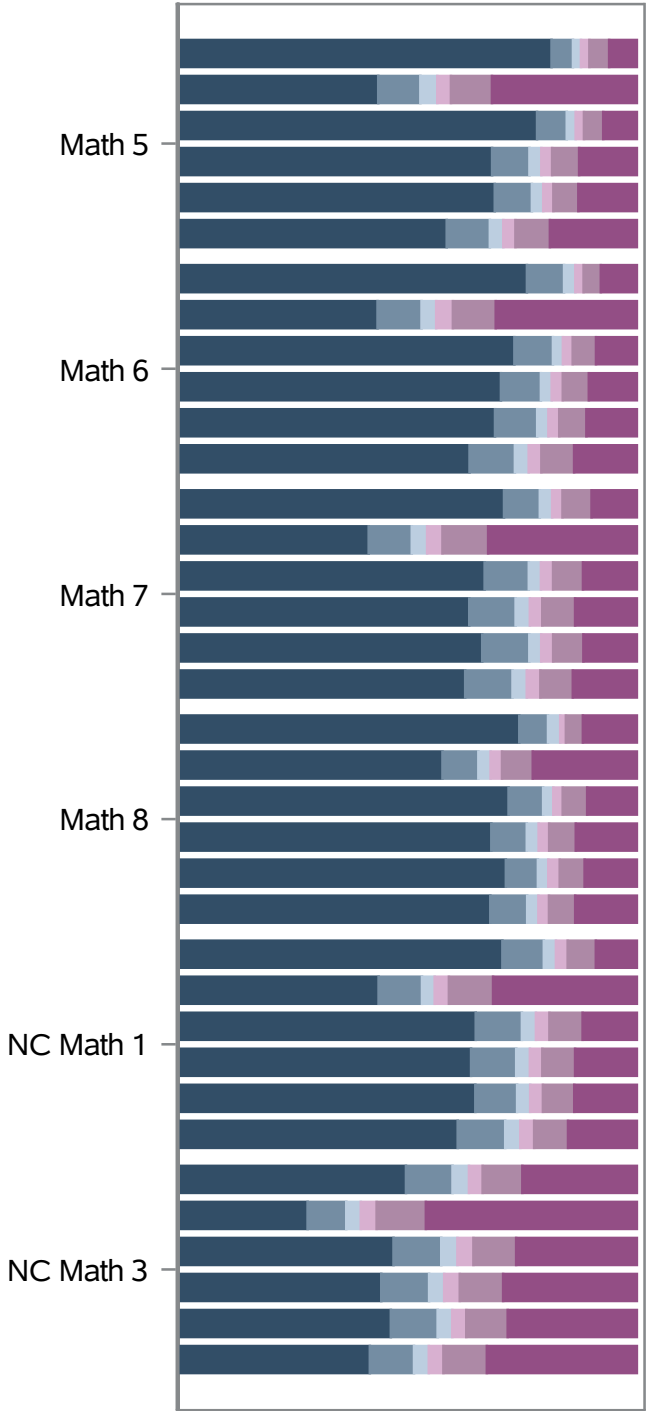
2022 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

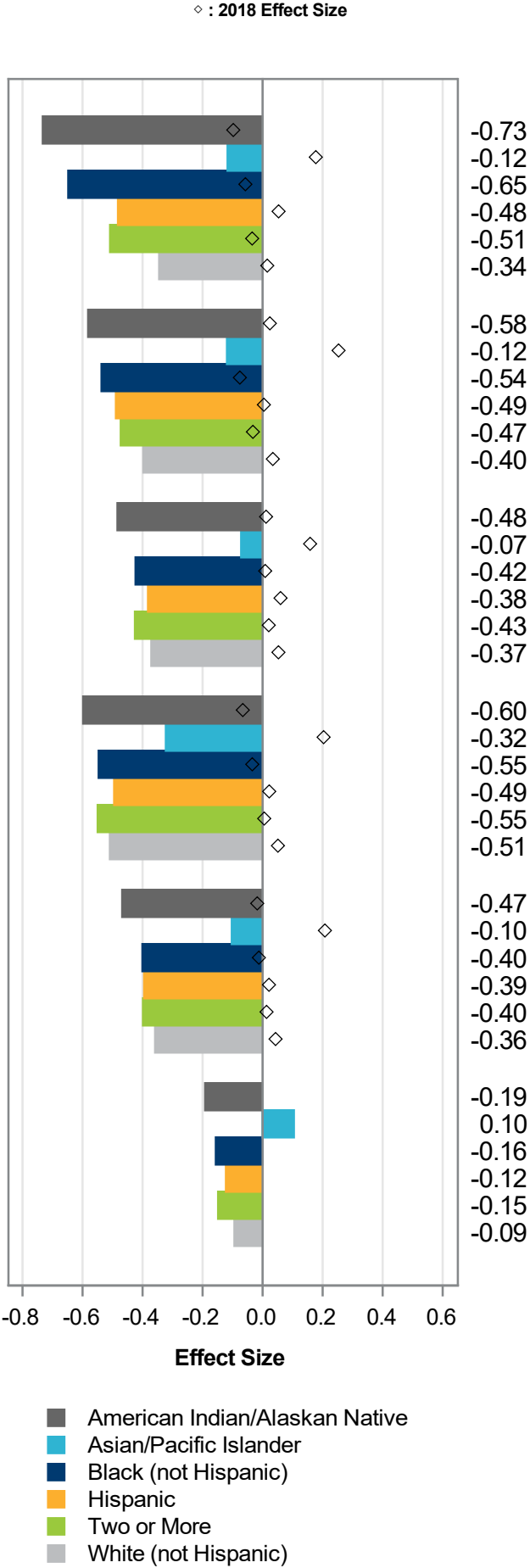
Race/Ethnicity

2021 Student Distribution of Effect Size

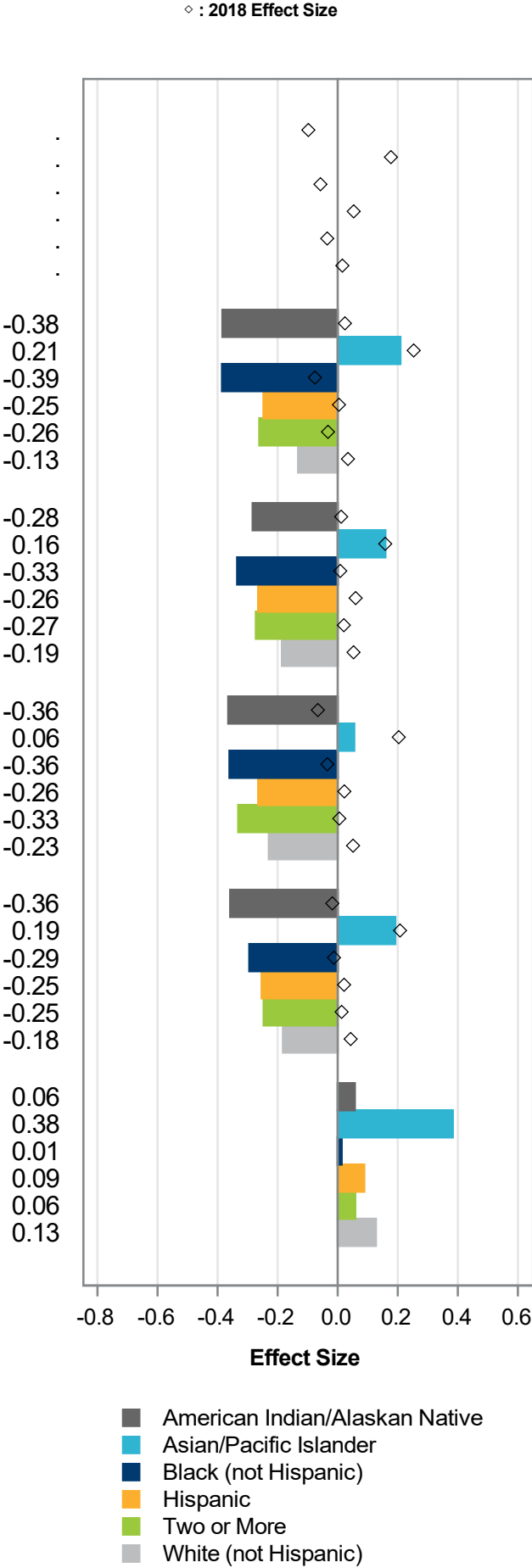


- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

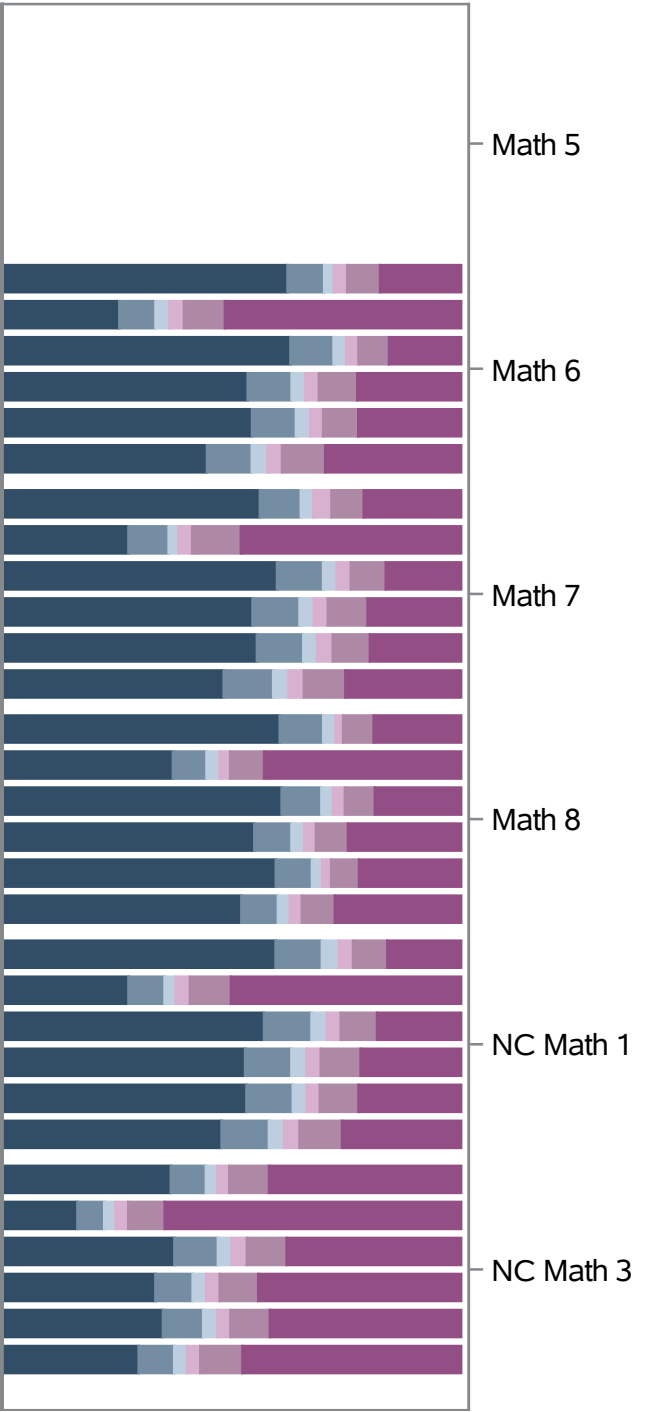
2021 Average Effect Size



2022 Average Effect Size



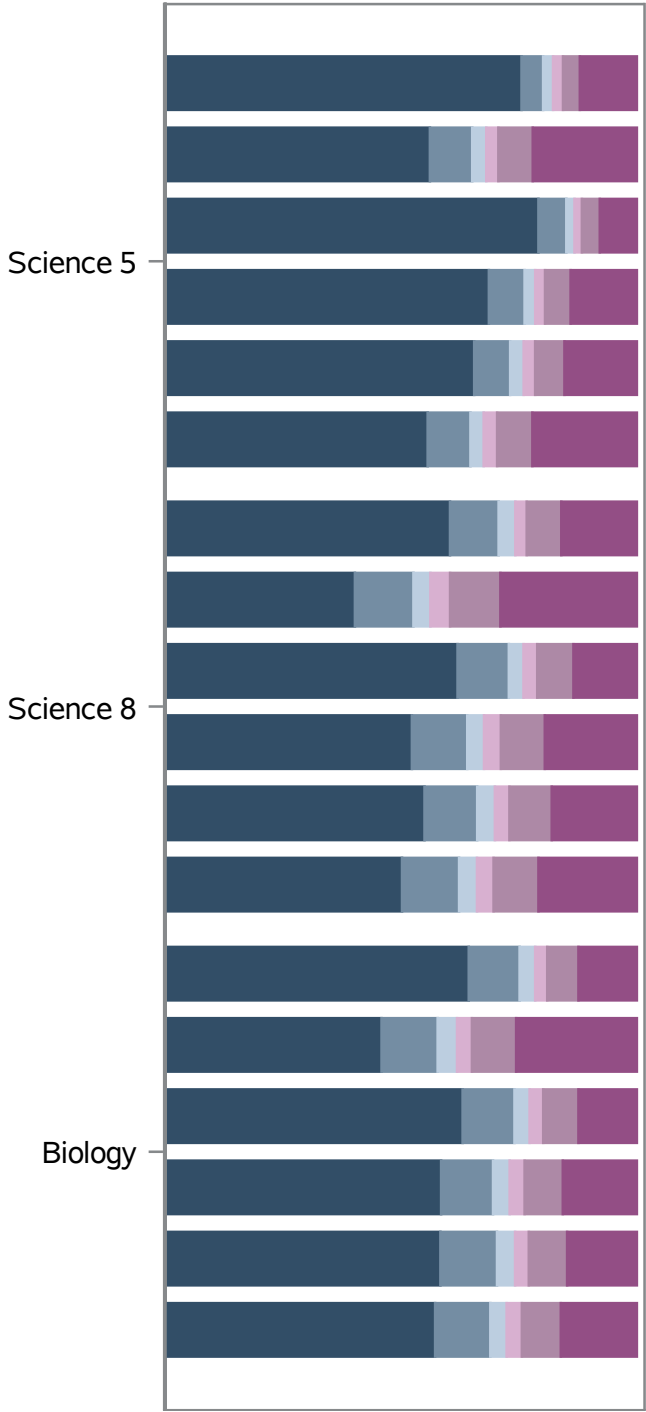
2022 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

Race/Ethnicity

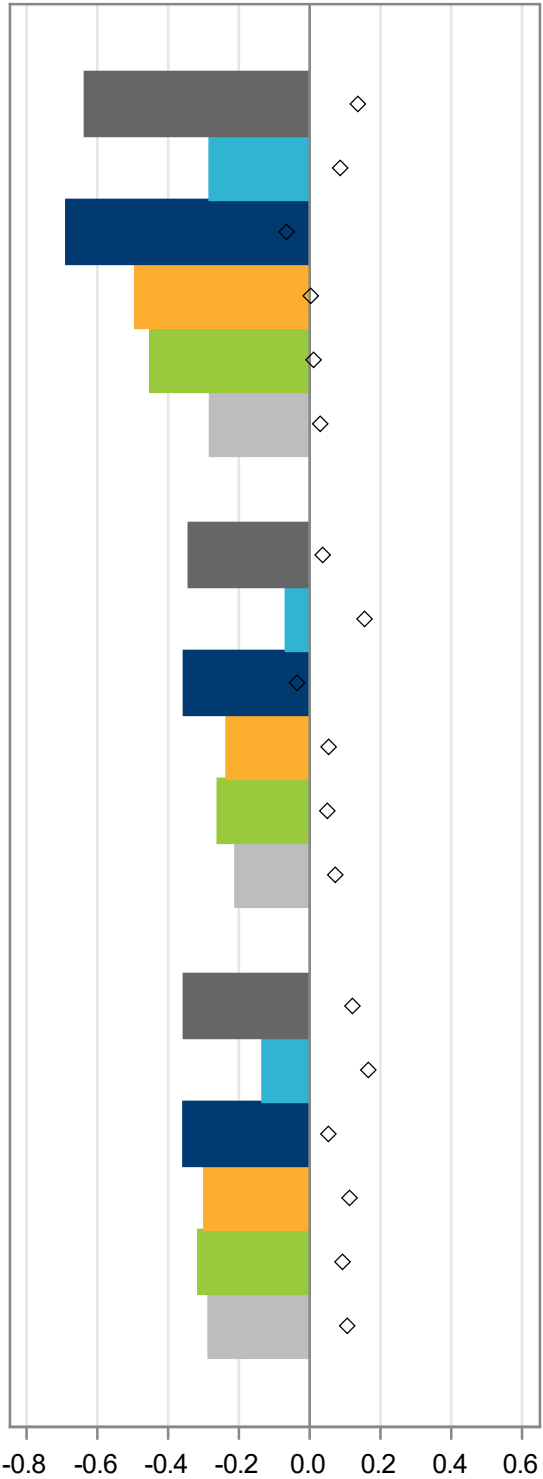
2021 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

2021 Average Effect Size

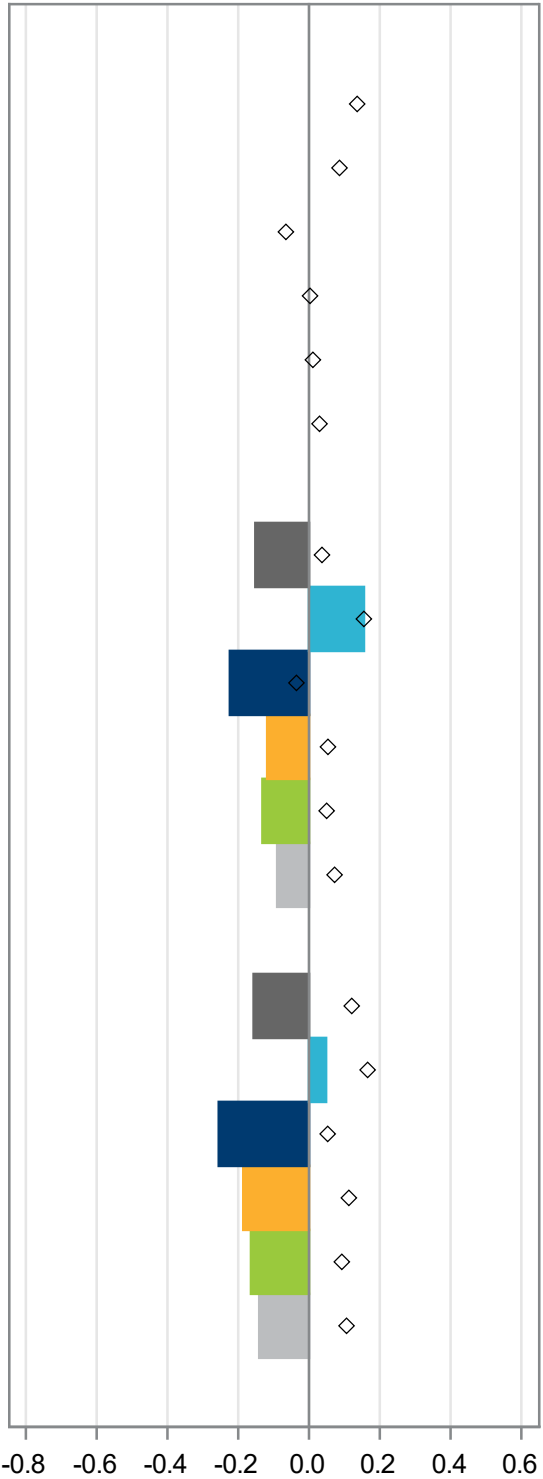
◇ : 2018 Effect Size



- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

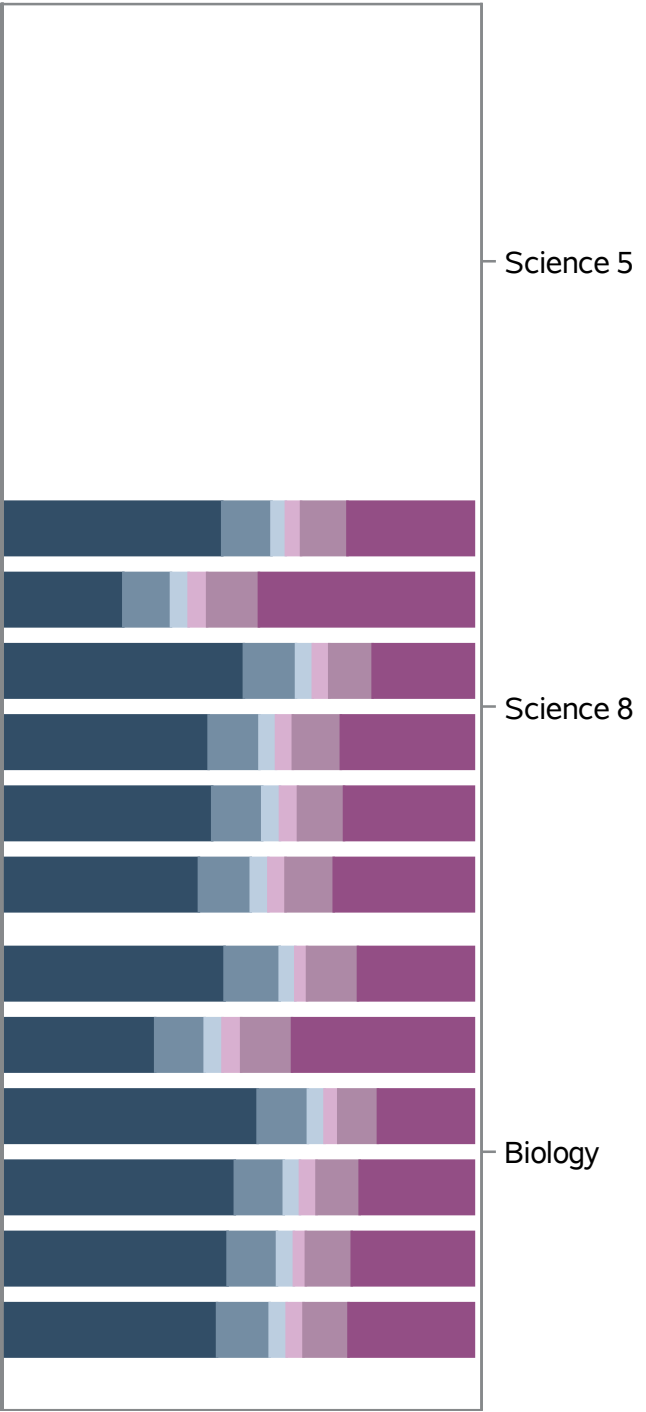
2022 Average Effect Size

◇ : 2018 Effect Size



- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

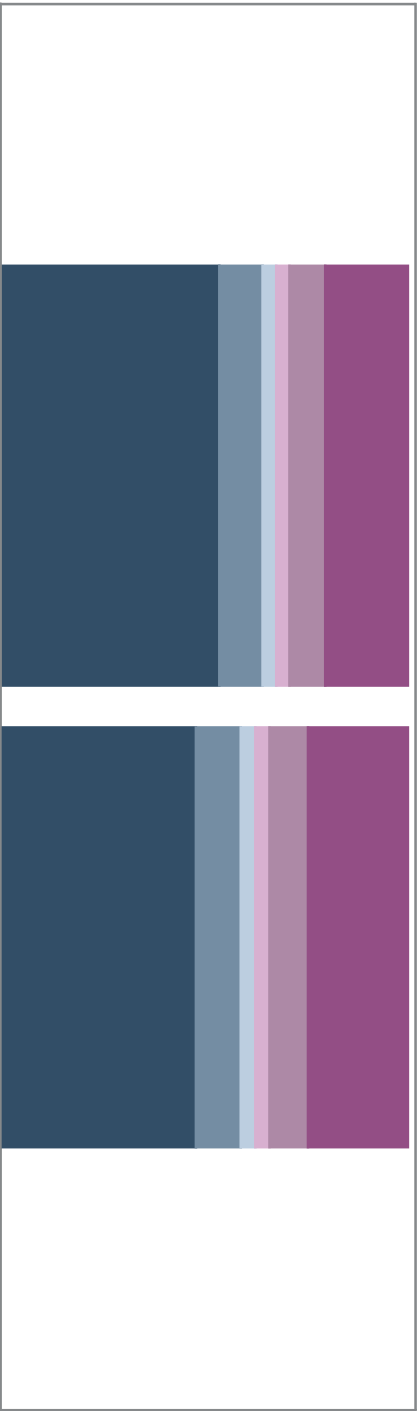
2022 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

Economically Disadvantaged Students

2021 Student Distribution of Effect Size

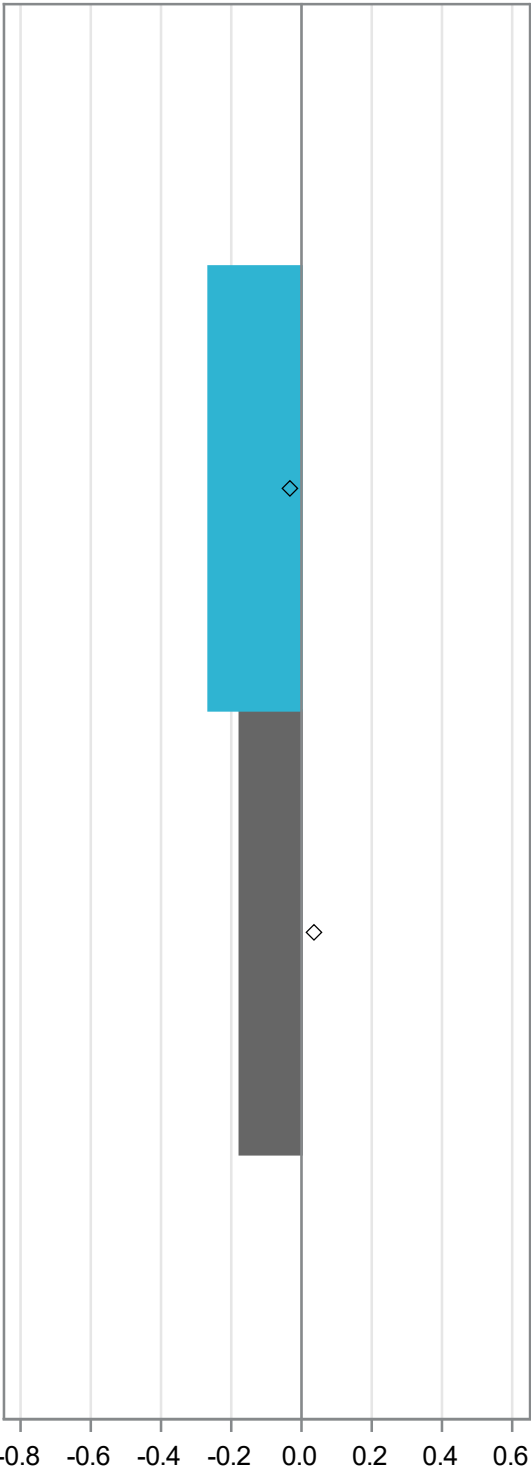


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

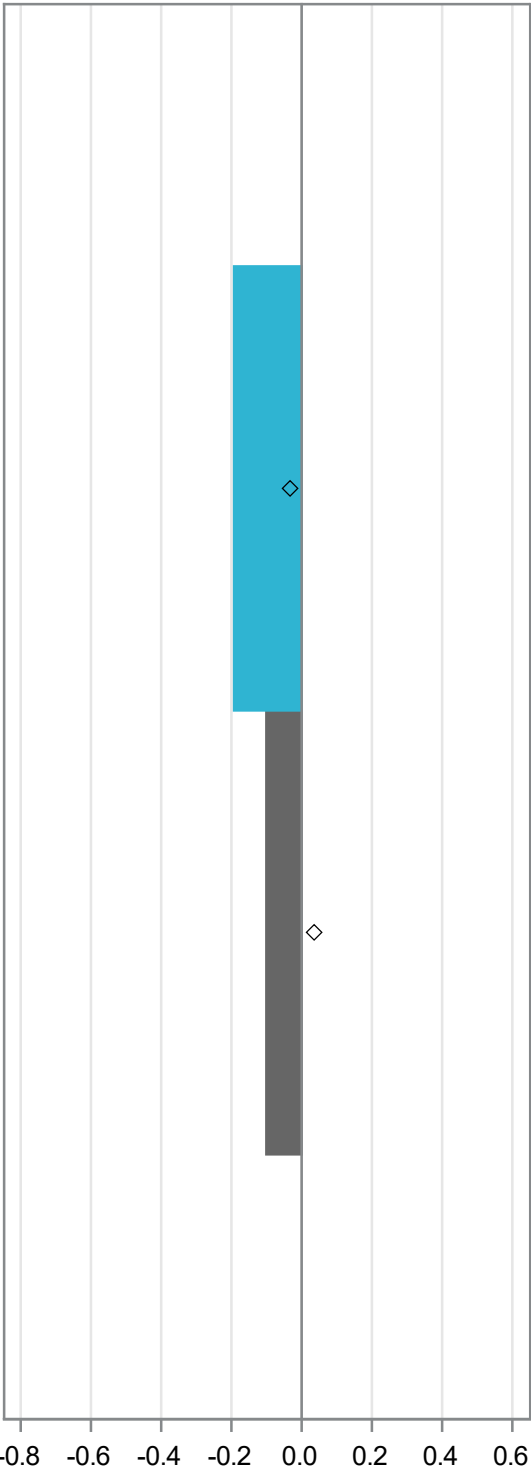


Effect Size

Identified as ED
Not Identified as ED

2022 Average Effect Size

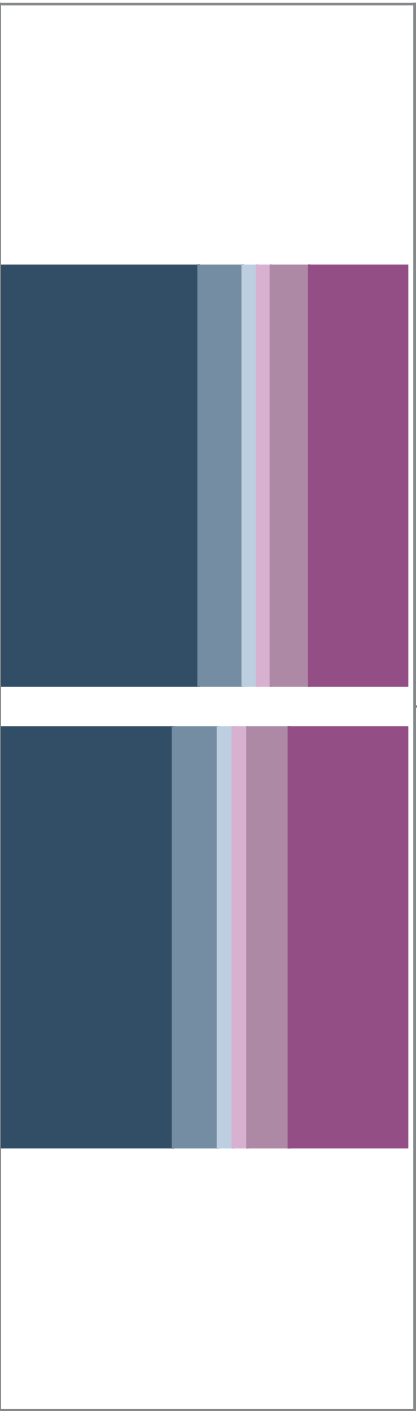
◇ : 2018 Effect Size



Effect Size

Identified as ED
Not Identified as ED

2022 Student Distribution of Effect Size

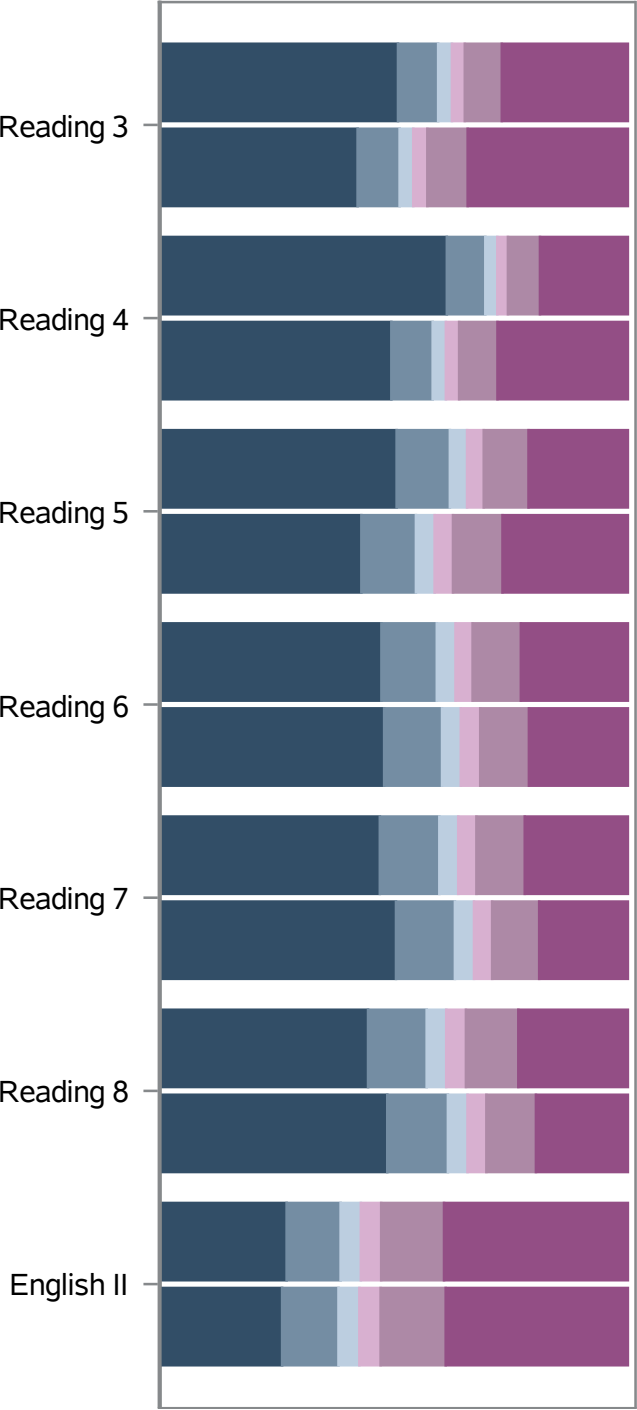


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Economically Disadvantaged Students

2021 Student Distribution of Effect Size

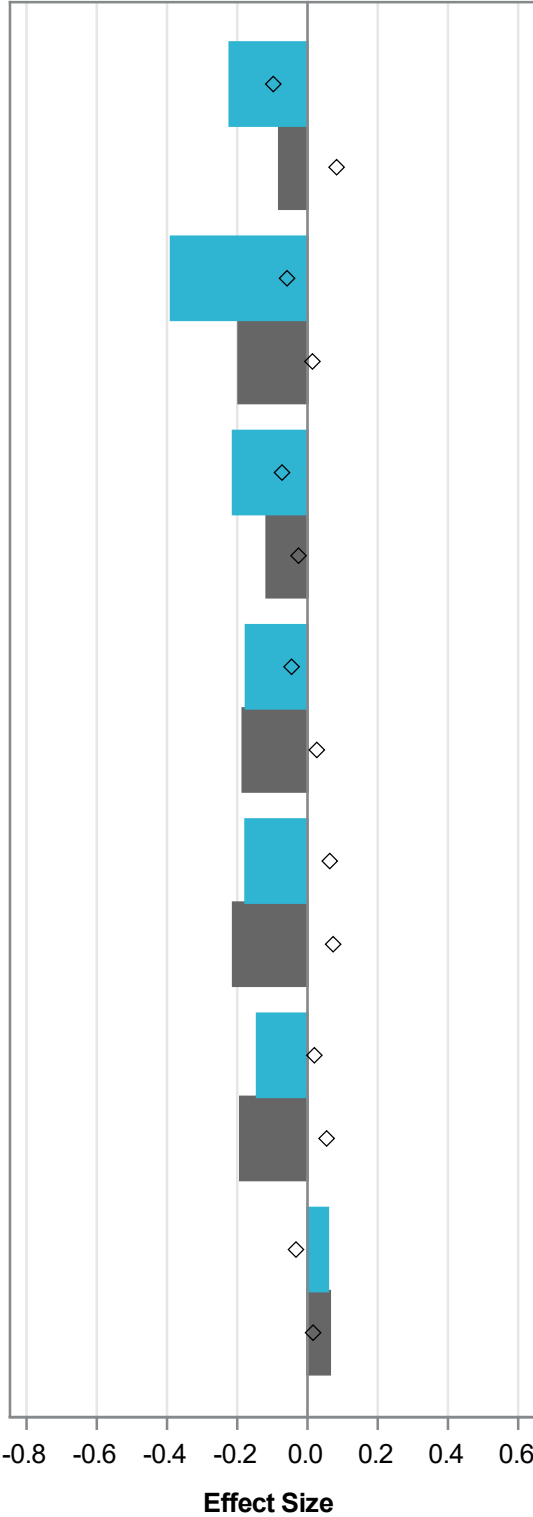


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

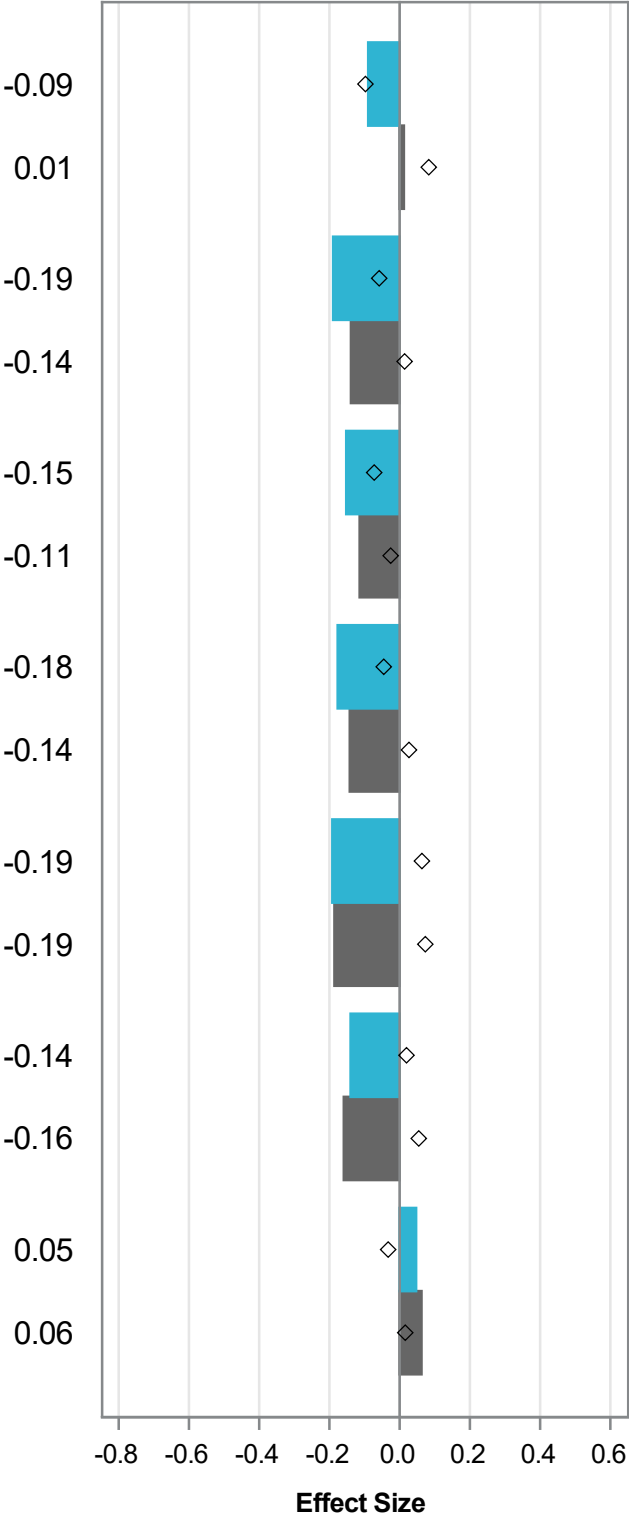
◇ : 2018 Effect Size



Identified as ED
Not Identified as ED

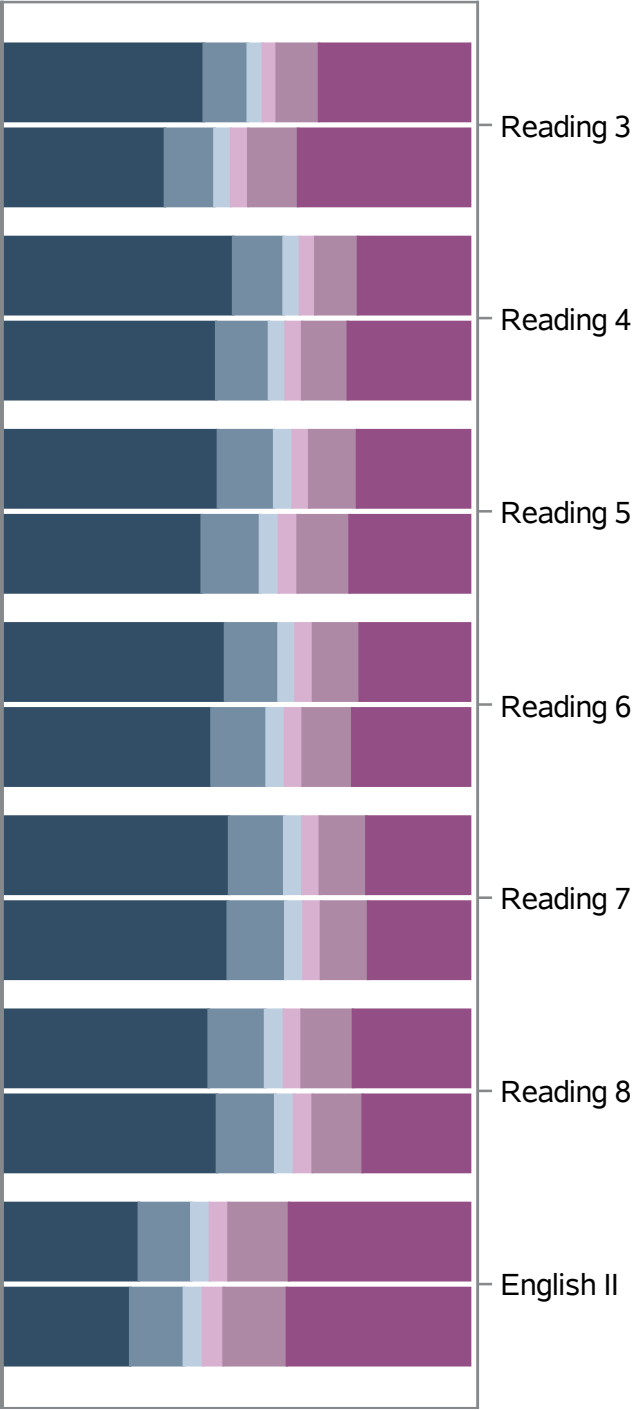
2022 Average Effect Size

◇ : 2018 Effect Size



Identified as ED
Not Identified as ED

2022 Student Distribution of Effect Size

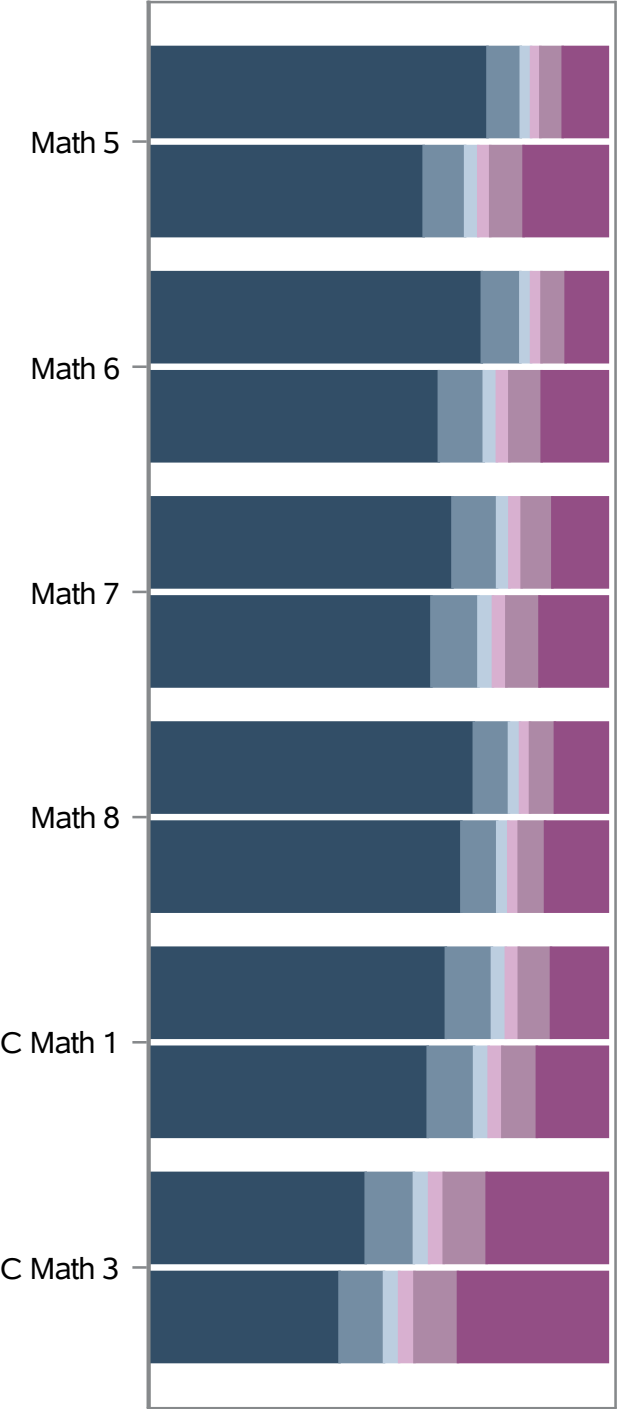


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Economically Disadvantaged Students

2021 Student Distribution of Effect Size

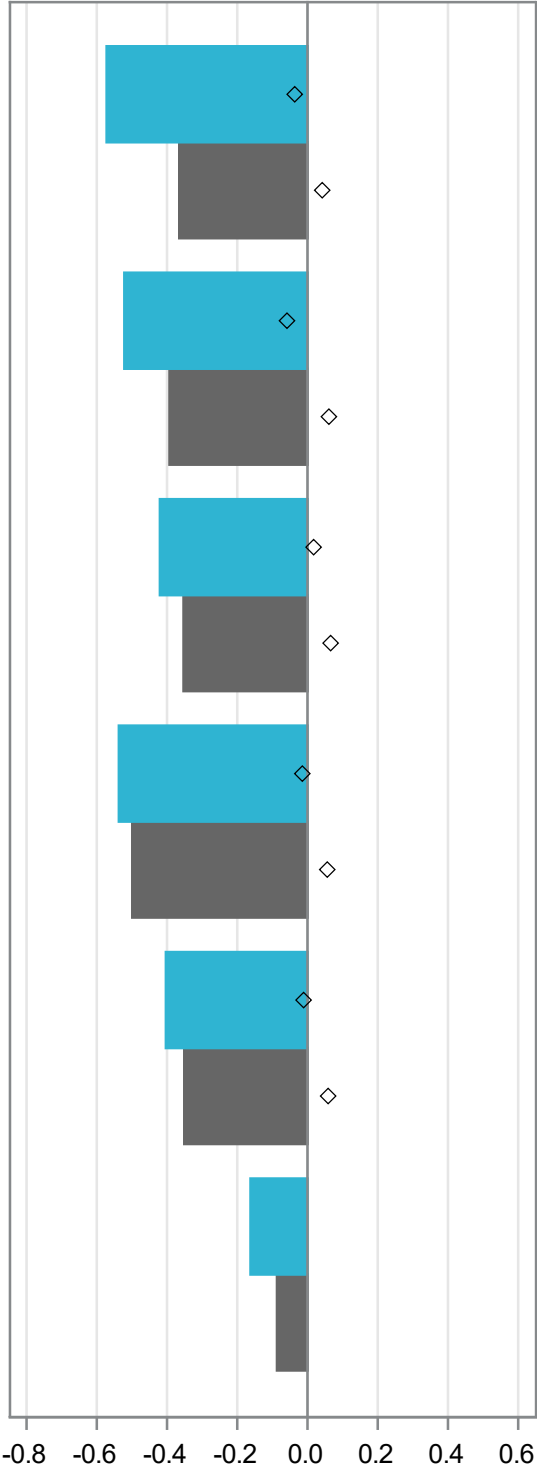


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

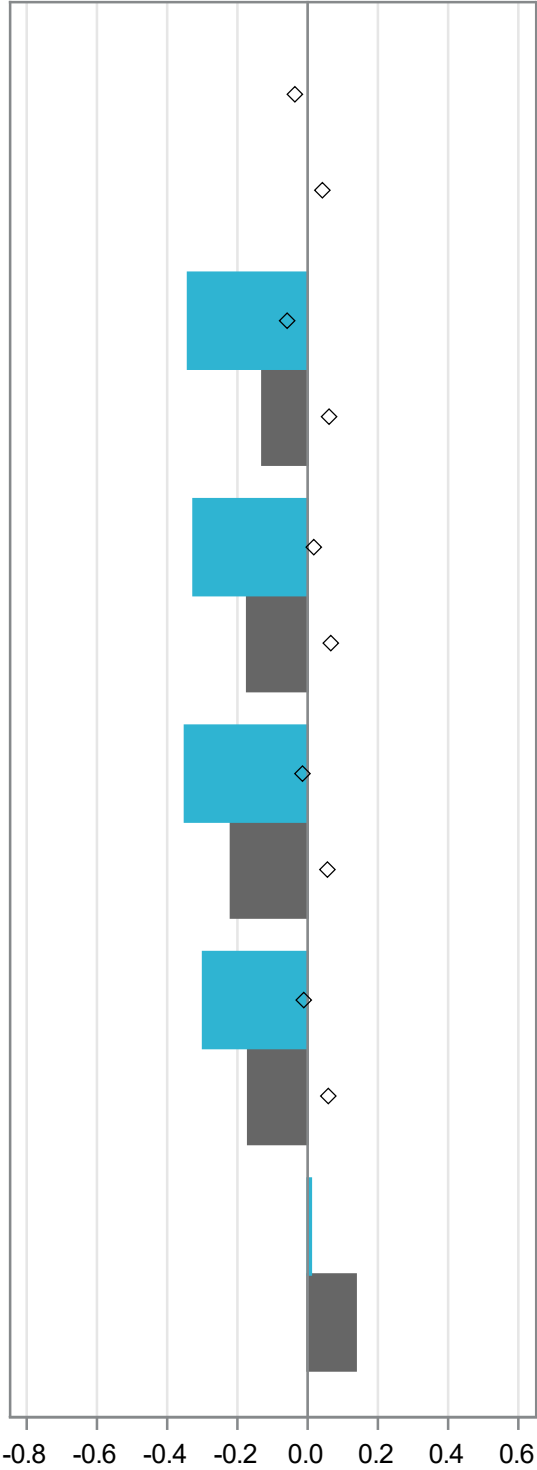


Effect Size

Identified as ED
Not Identified as ED

2022 Average Effect Size

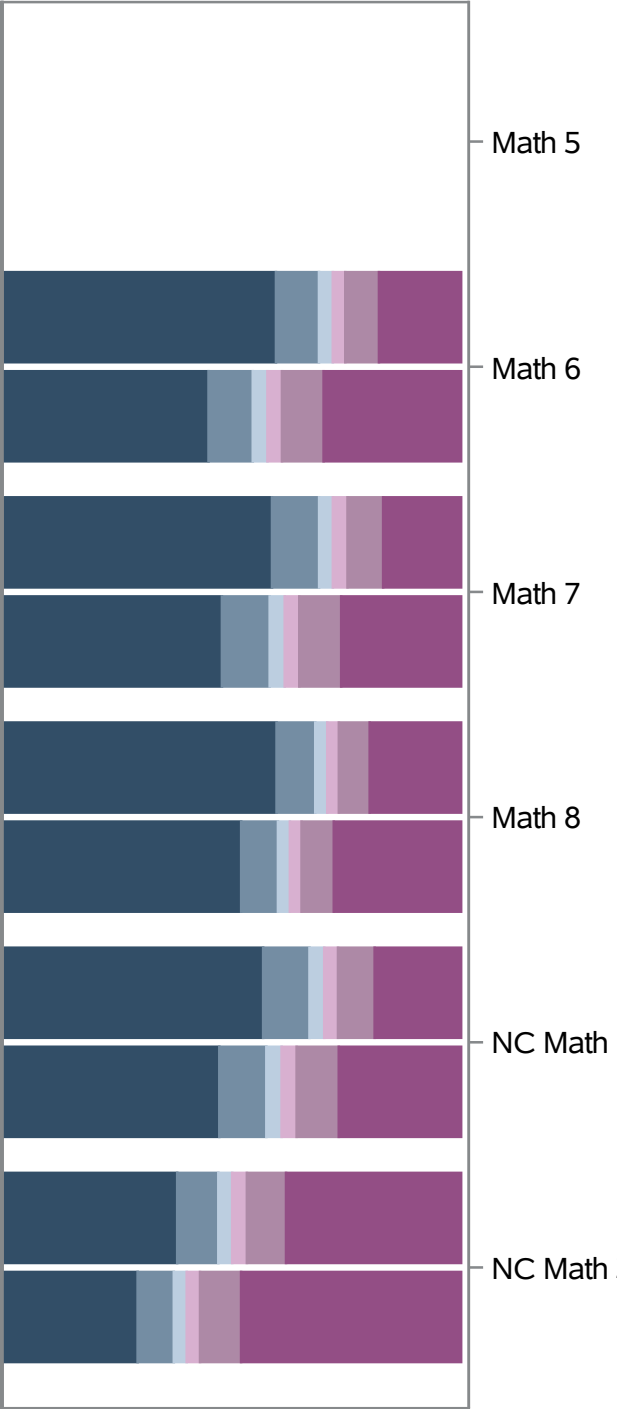
◇ : 2018 Effect Size



Effect Size

Identified as ED
Not Identified as ED

2022 Student Distribution of Effect Size

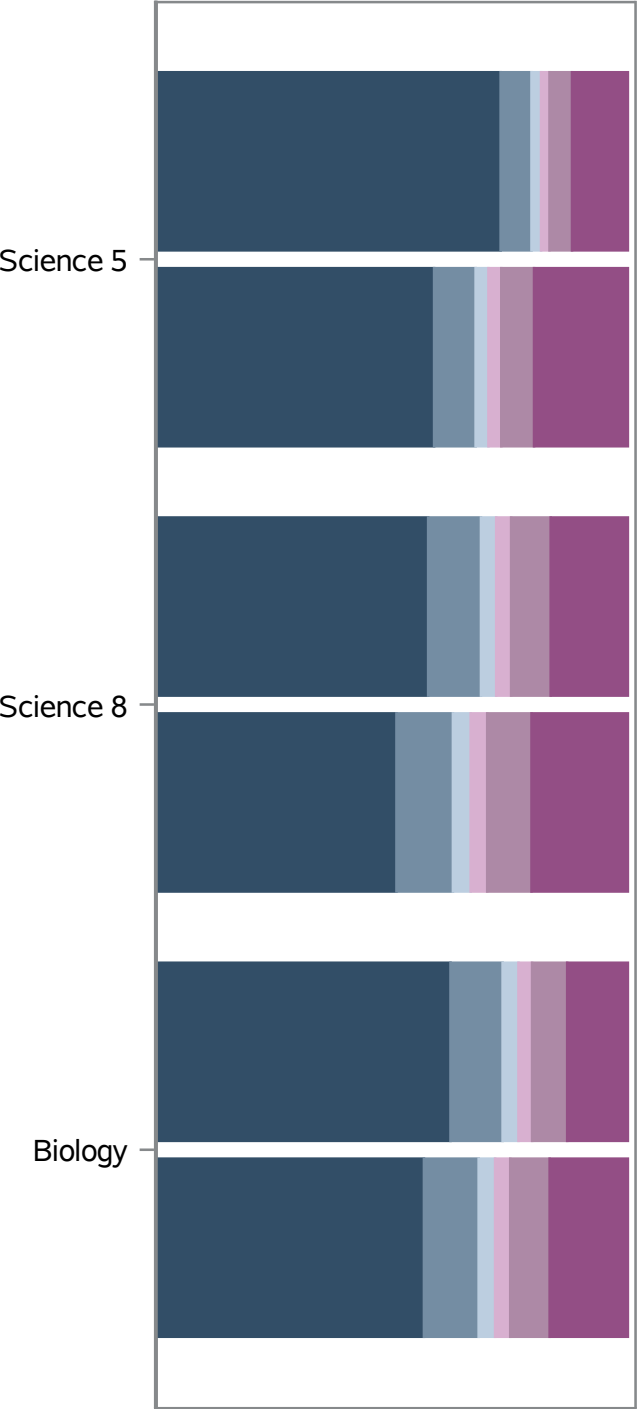


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Economically Disadvantaged Students

2021 Student Distribution of Effect Size

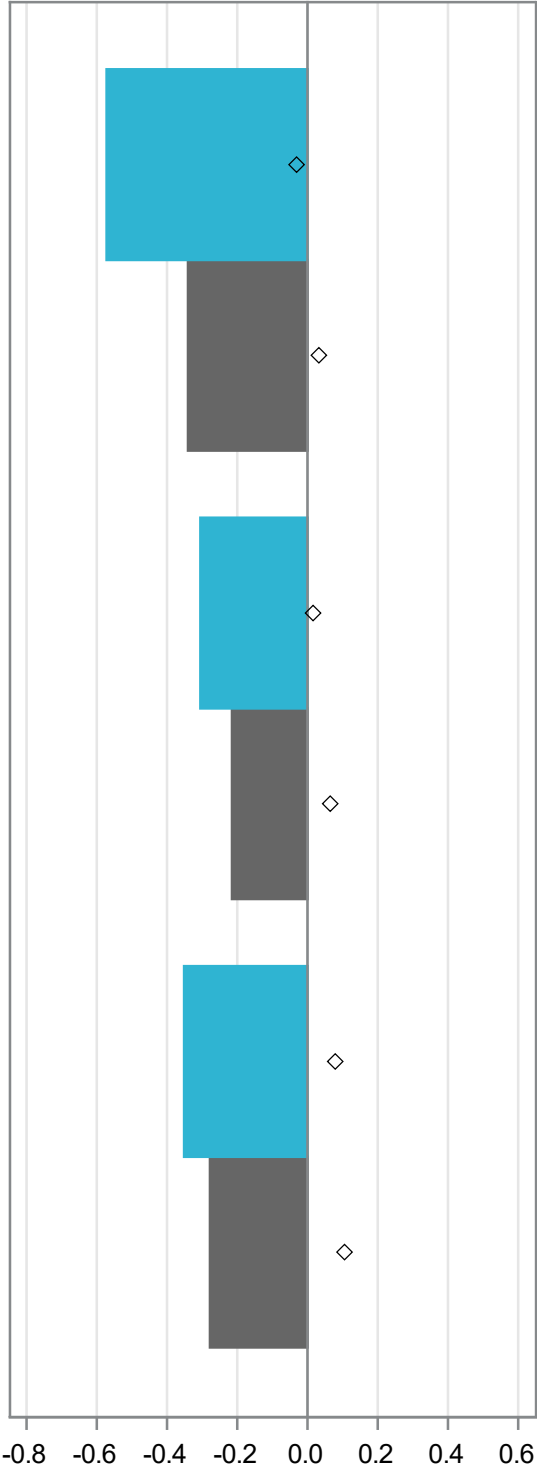


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

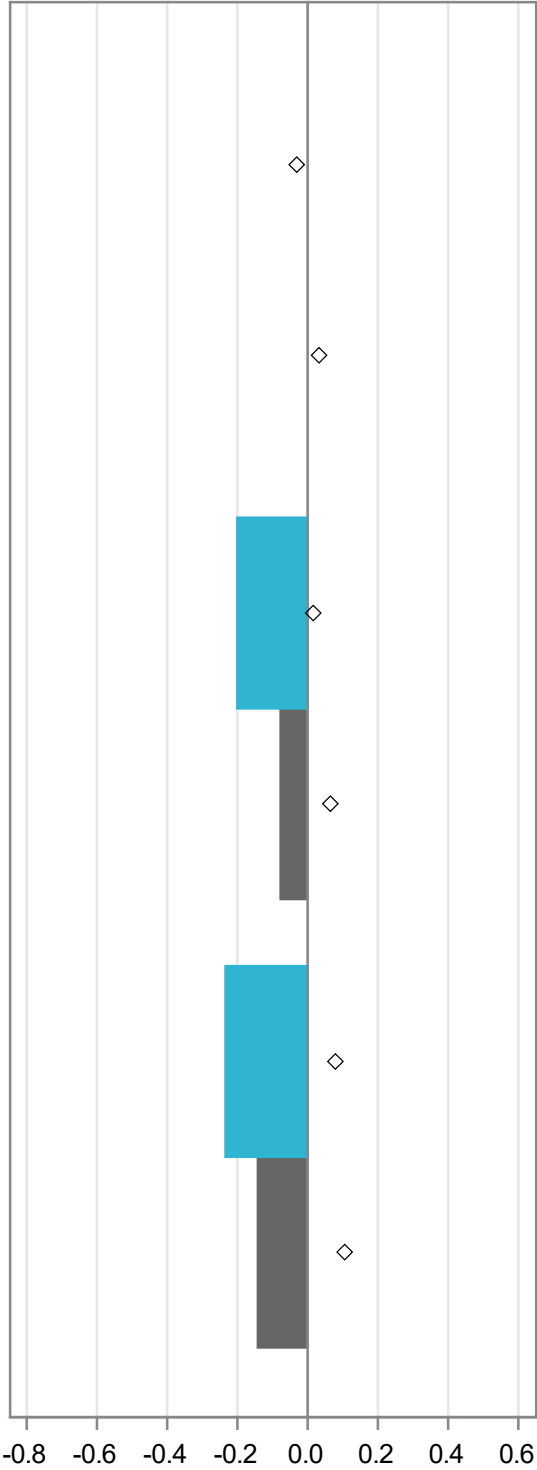


Effect Size

Identified as ED
Not Identified as ED

2022 Average Effect Size

◇ : 2018 Effect Size



Effect Size

Identified as ED
Not Identified as ED

2022 Student Distribution of Effect Size

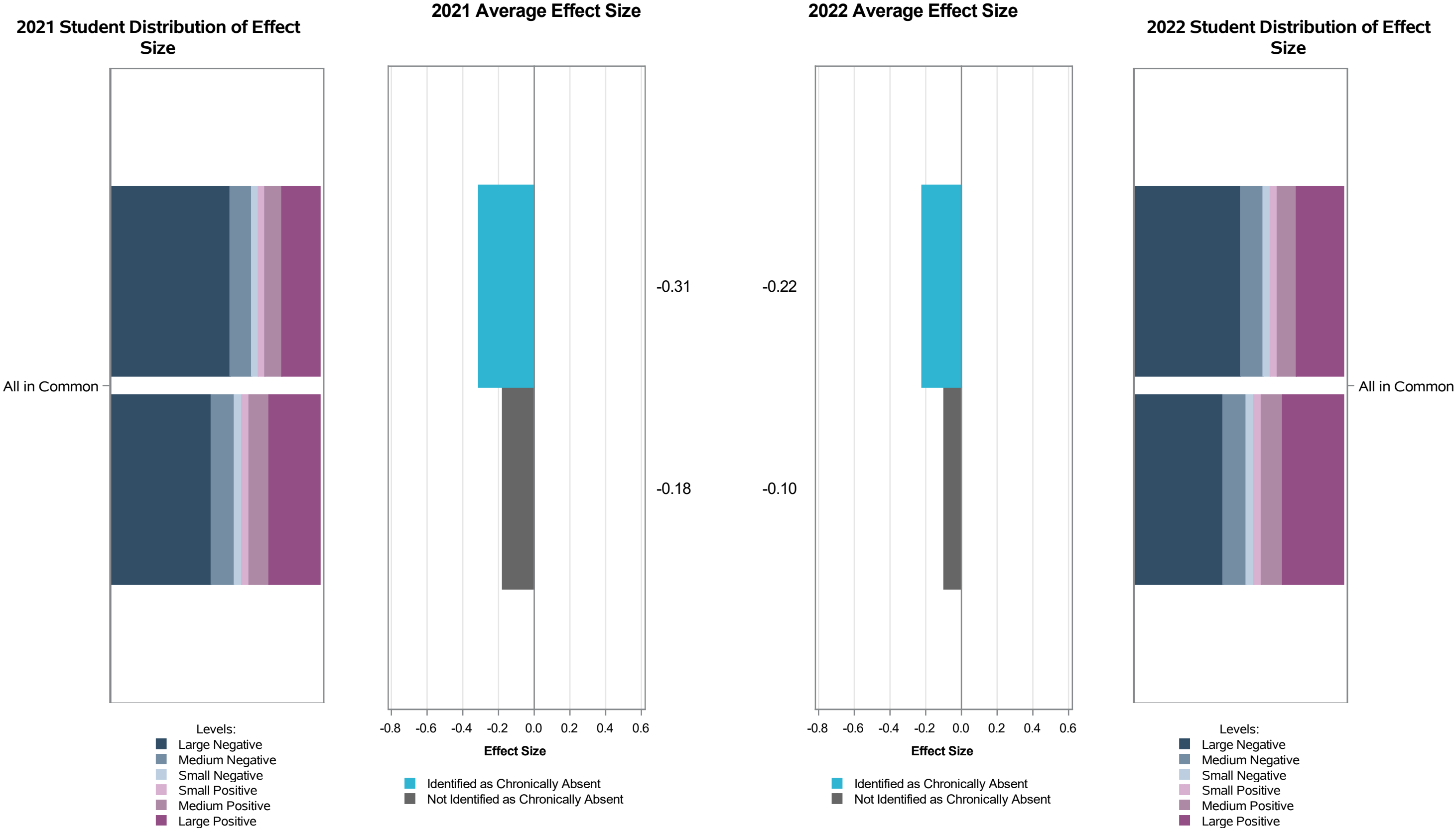


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Chronically Absent Students

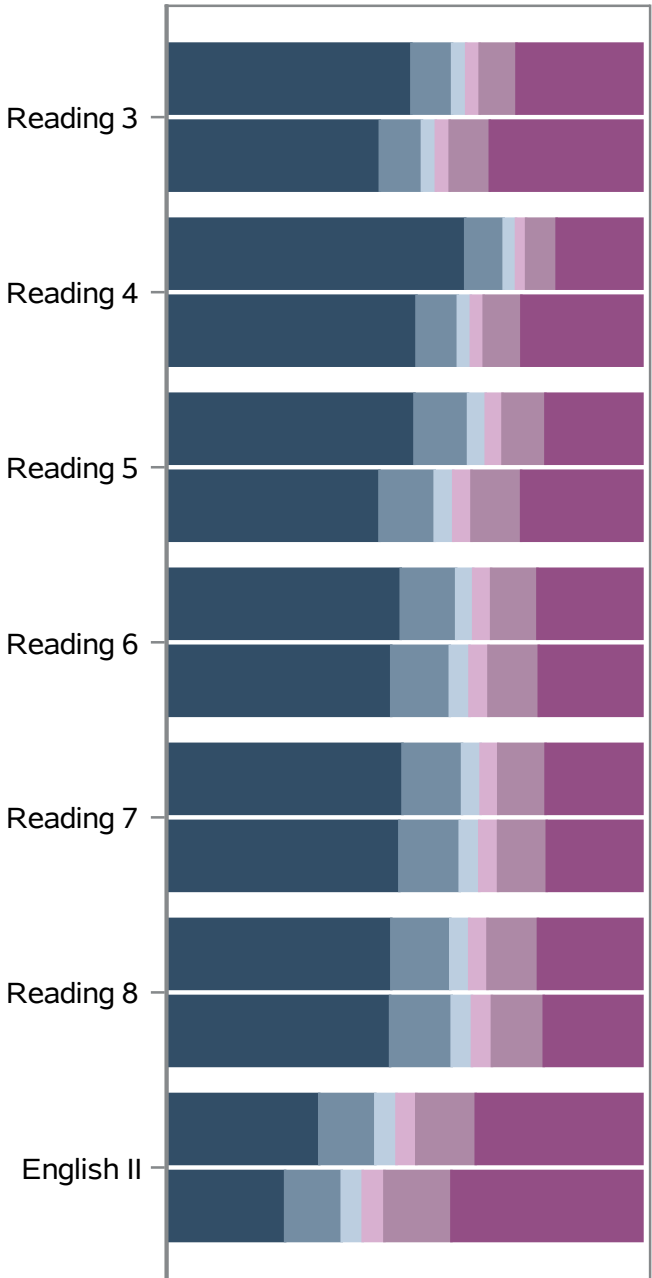
Student classification based on 2021 and 2022 data respectively



Chronically Absent Students

Student classification based on 2021 and 2022 data respectively

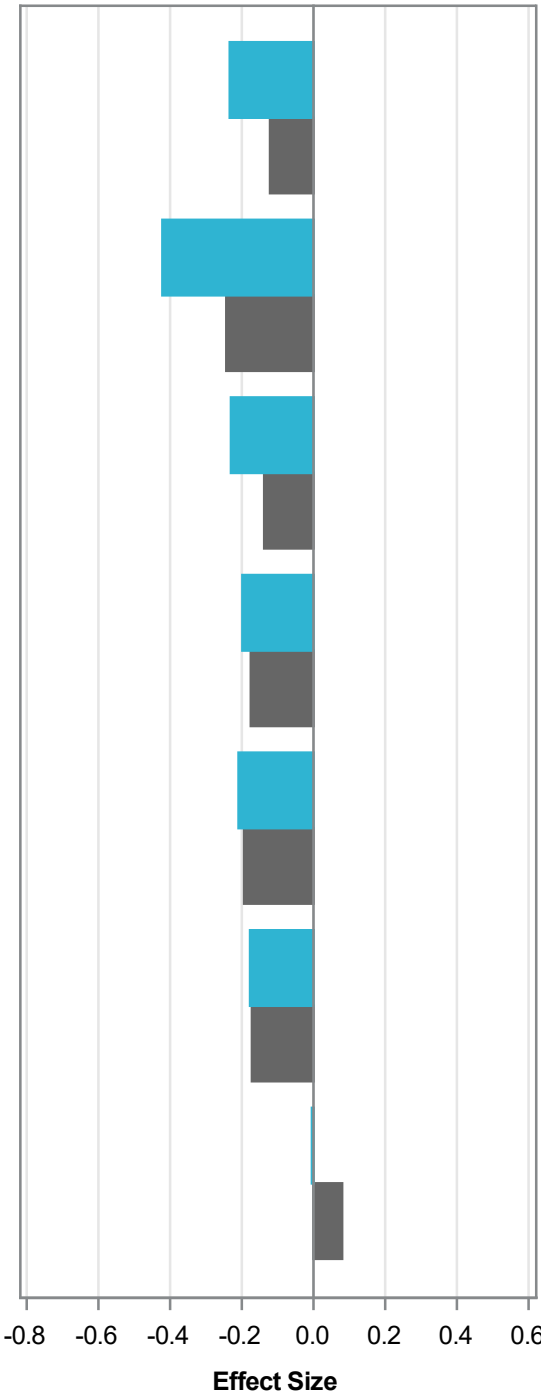
2021 Student Distribution of Effect Size



Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

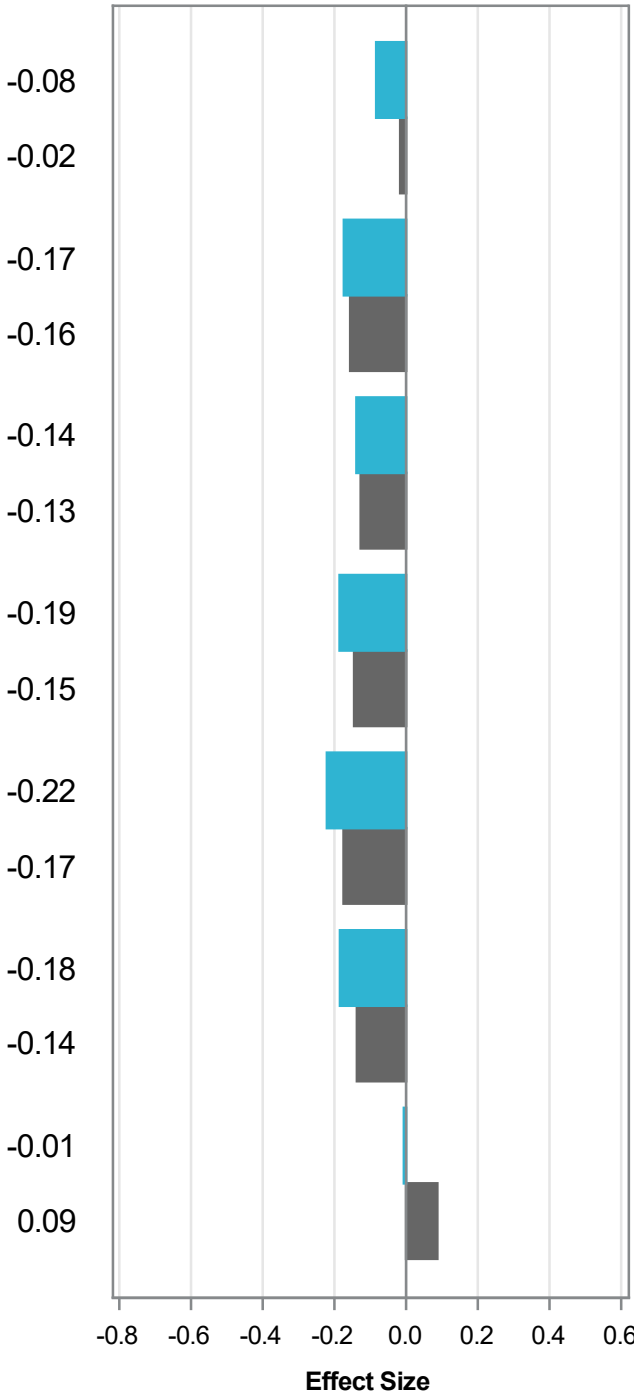
2021 Average Effect Size



Identified as Chronically Absent

Not Identified as Chronically Absent

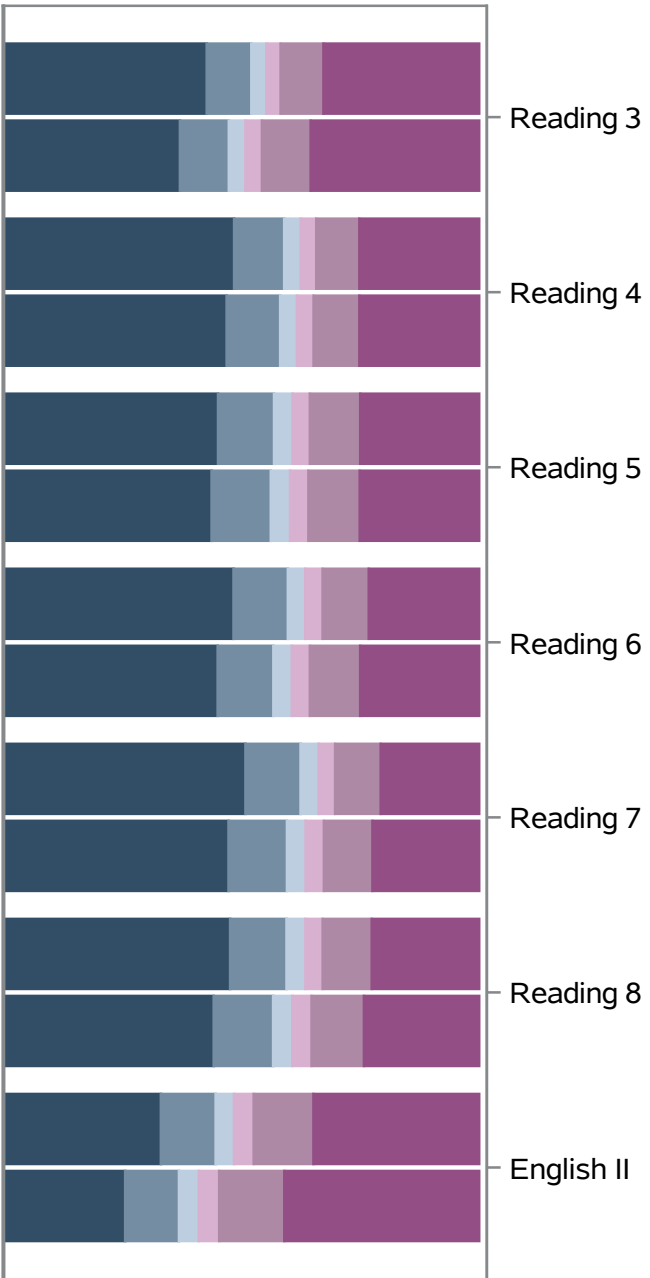
2022 Average Effect Size



Identified as Chronically Absent

Not Identified as Chronically Absent

2022 Student Distribution of Effect Size



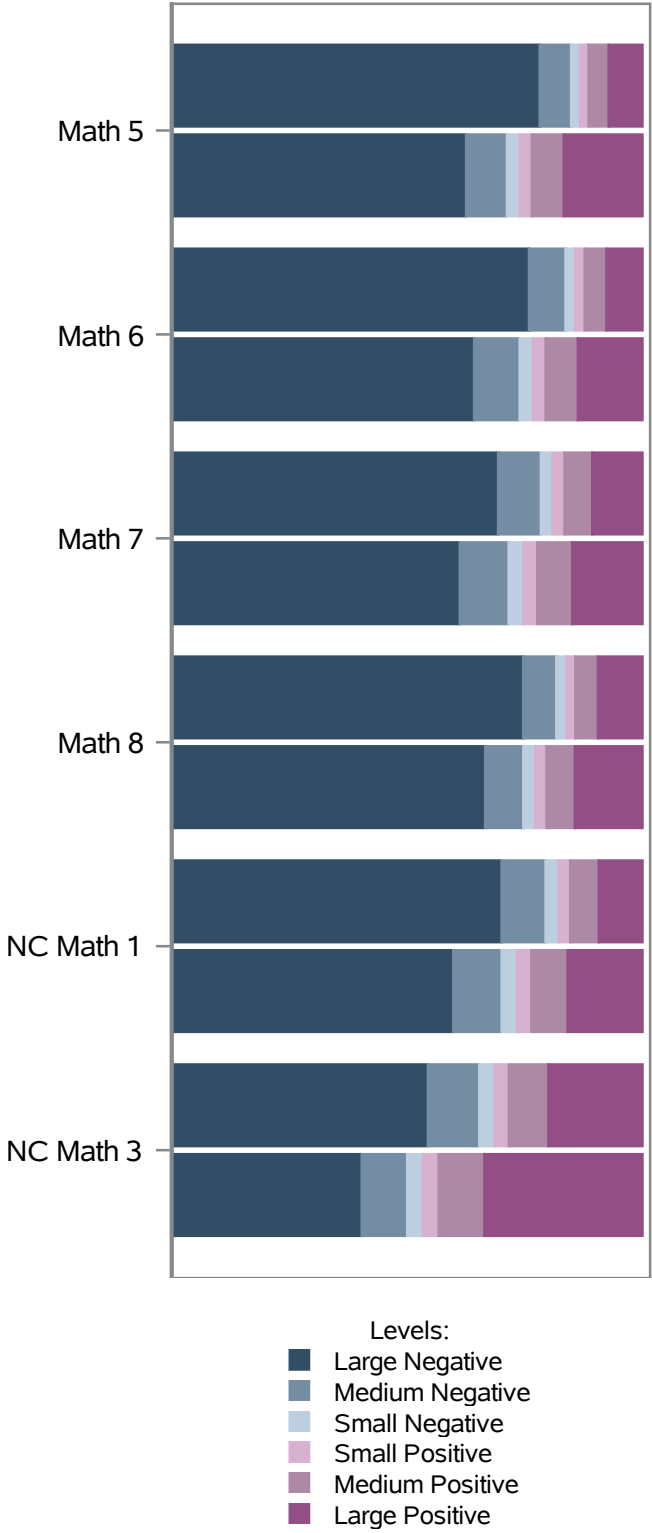
Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Chronically Absent Students

Student classification based on 2021 and 2022 data respectively

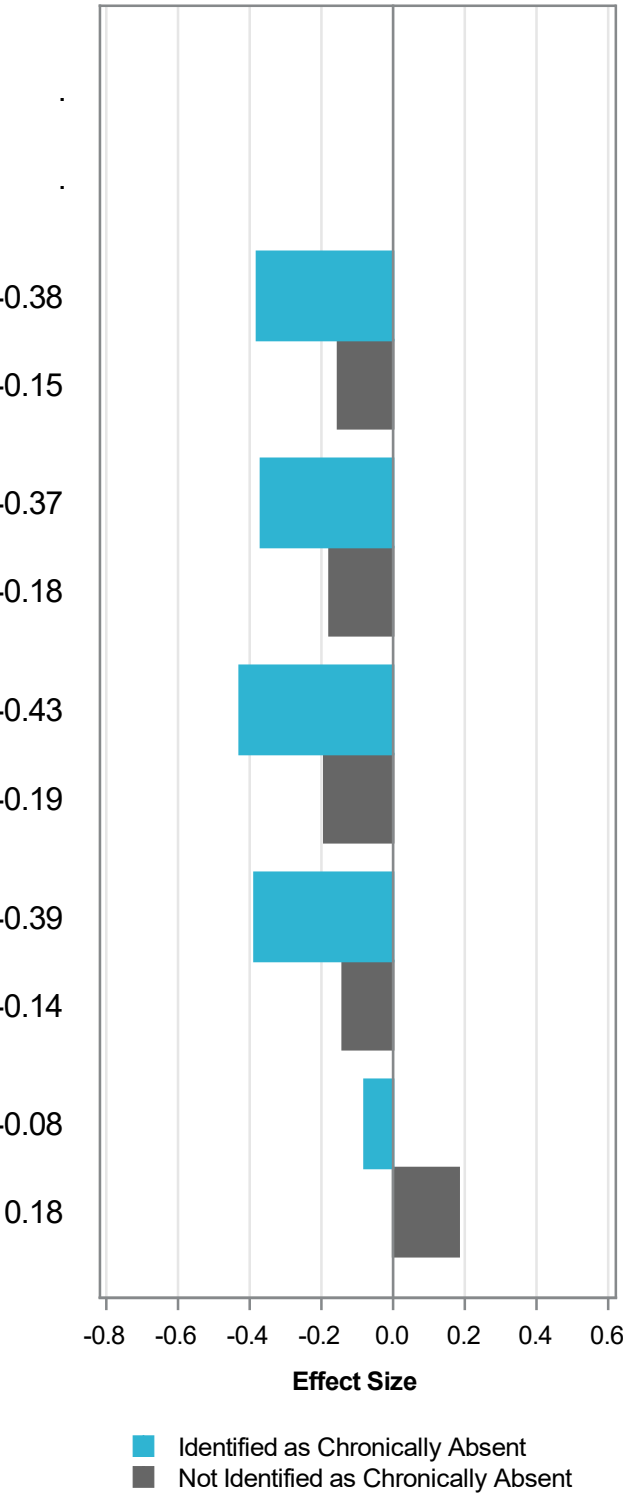
2021 Student Distribution of Effect Size



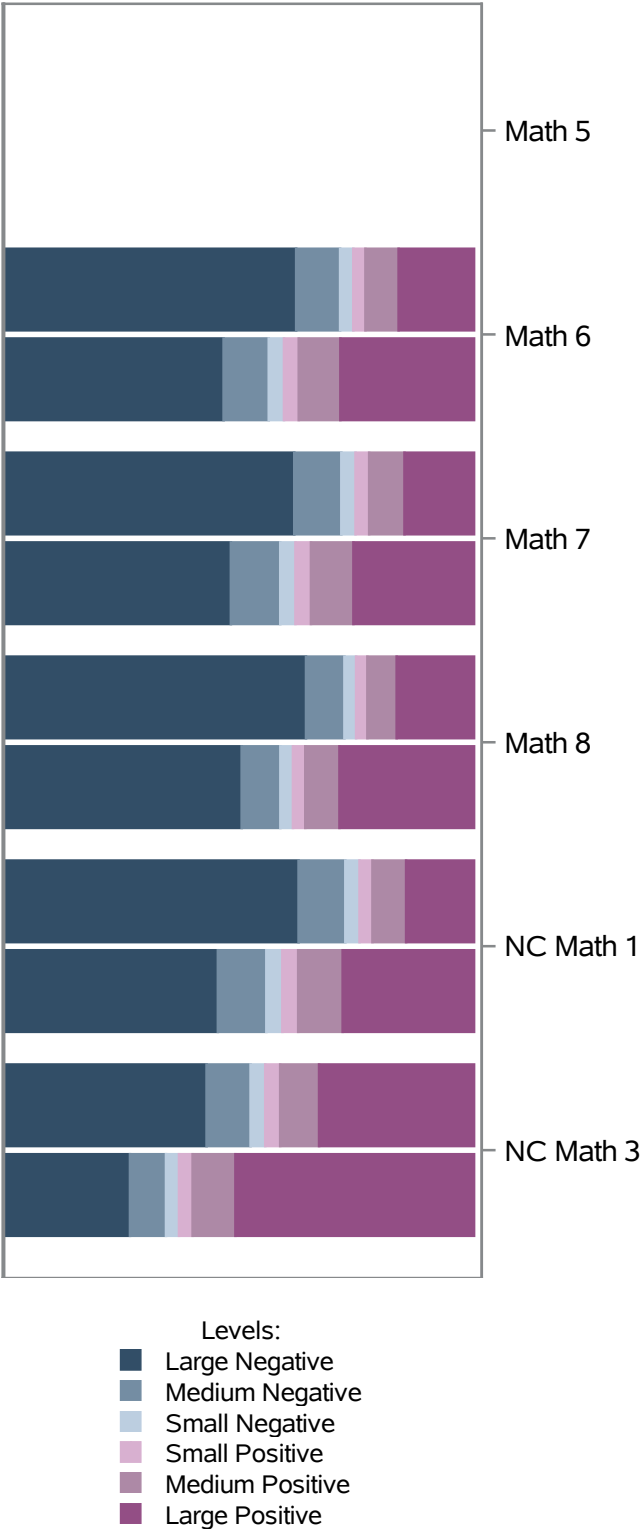
2021 Average Effect Size



2022 Average Effect Size



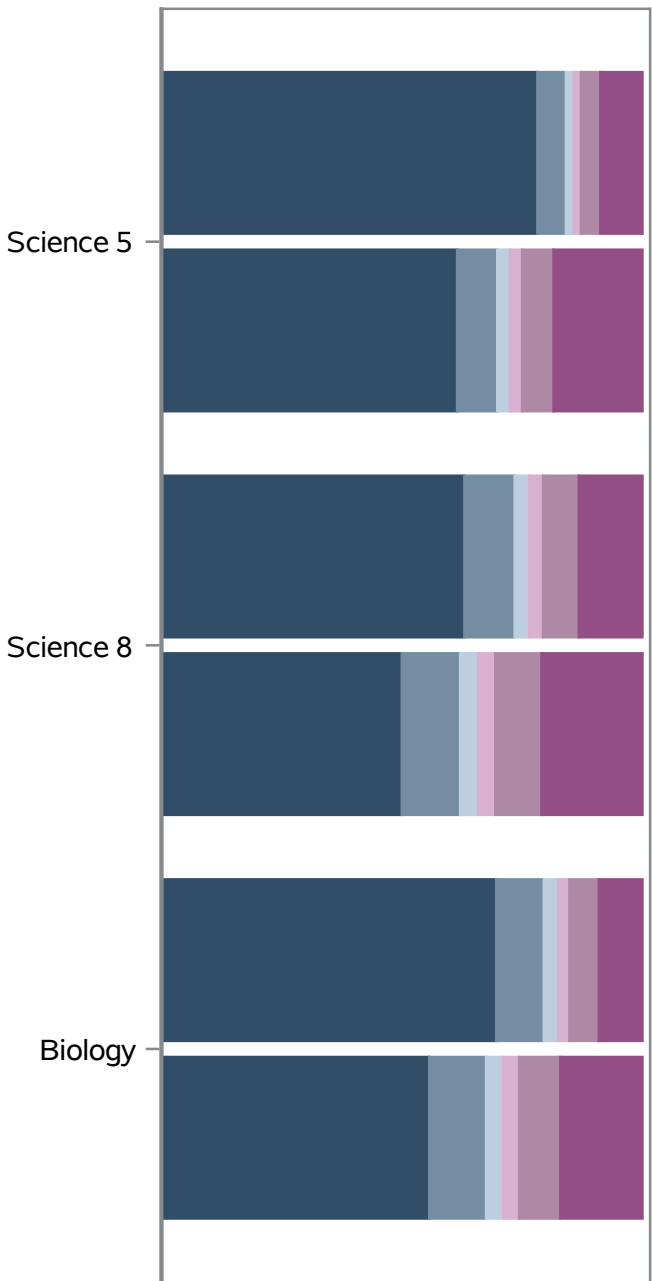
2022 Student Distribution of Effect Size



Chronically Absent Students

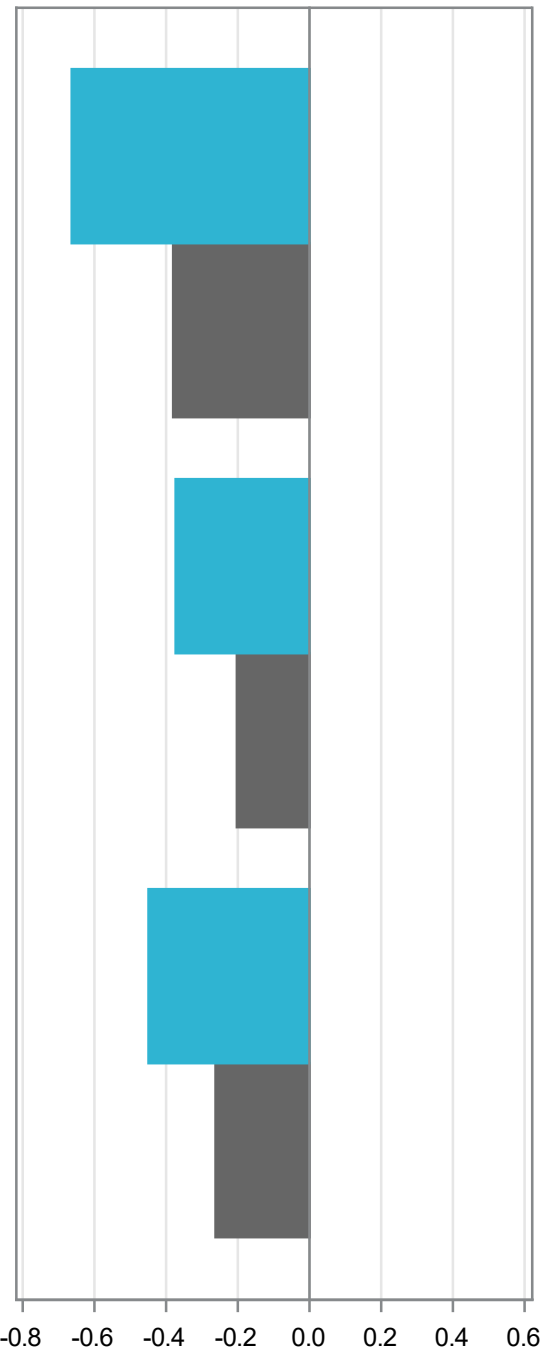
Student classification based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size



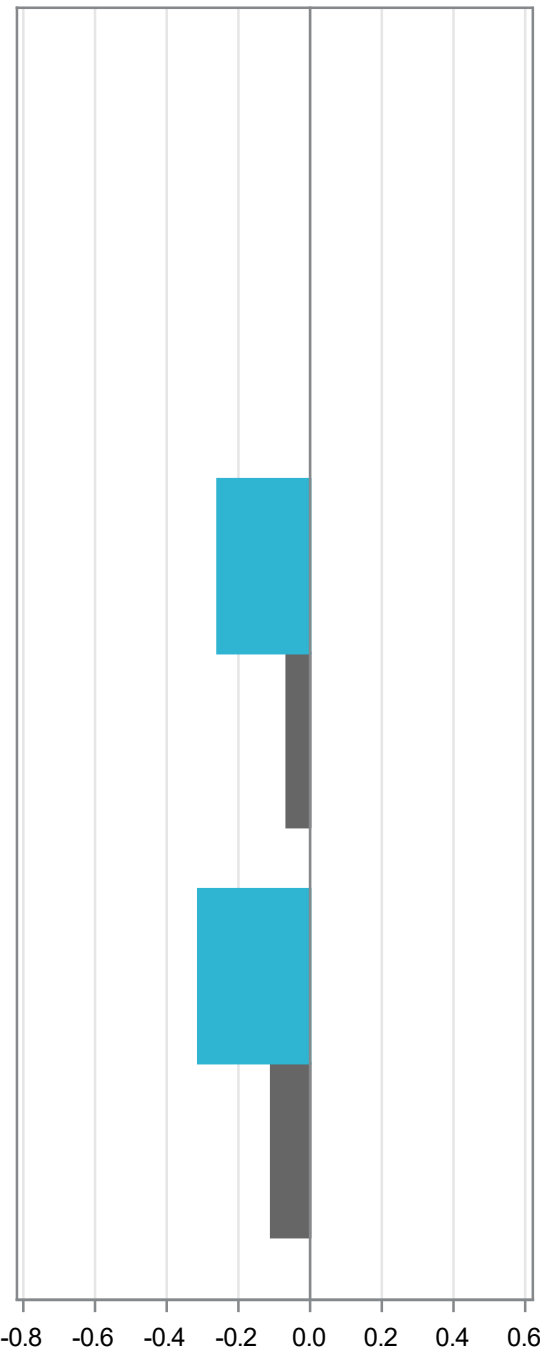
Levels:
Large Negative
Medium Negative
Small Negative
Small Positive
Medium Positive
Large Positive

2021 Average Effect Size



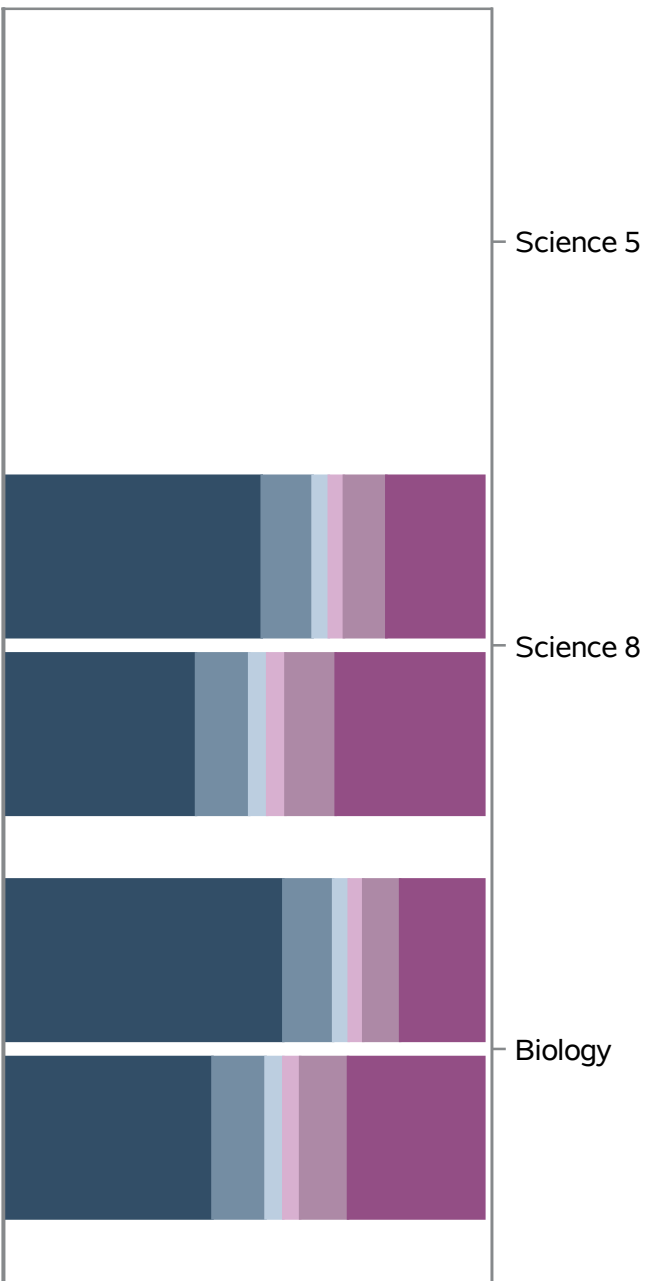
Effect Size
Identified as Chronically Absent
Not Identified as Chronically Absent

2022 Average Effect Size



Effect Size
Identified as Chronically Absent
Not Identified as Chronically Absent

2022 Student Distribution of Effect Size



Levels:
Large Negative
Medium Negative
Small Negative
Small Positive
Medium Positive
Large Positive

Academically or Intellectually Gifted Students

2021 Student Distribution of Effect Size

2021 Average Effect Size

◇ : 2018 Effect Size

2022 Average Effect Size

◇ : 2018 Effect Size

2022 Student Distribution of Effect Size

All in Common

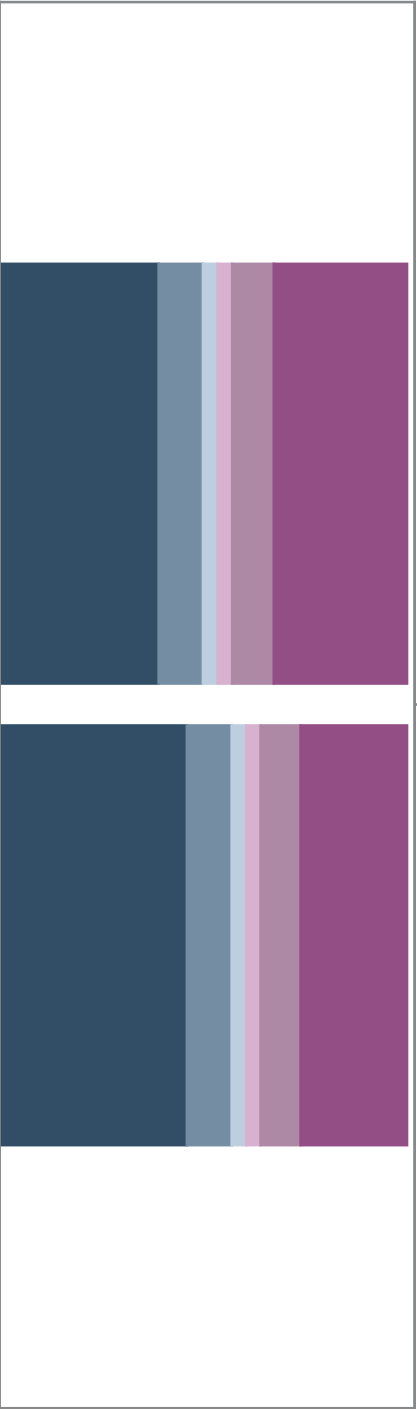
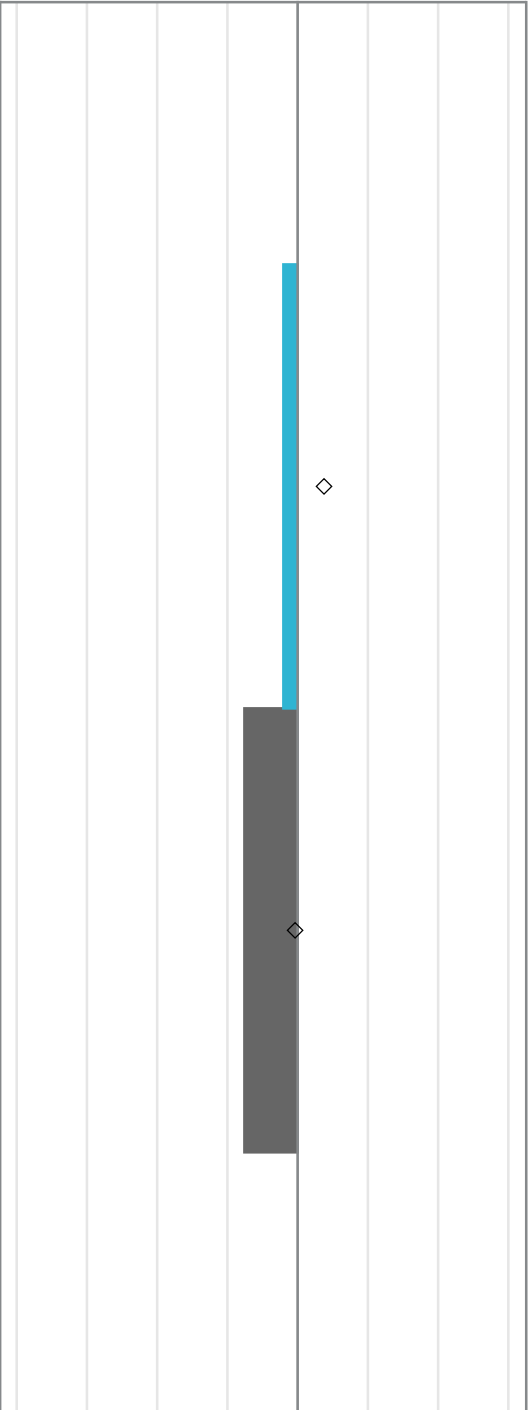
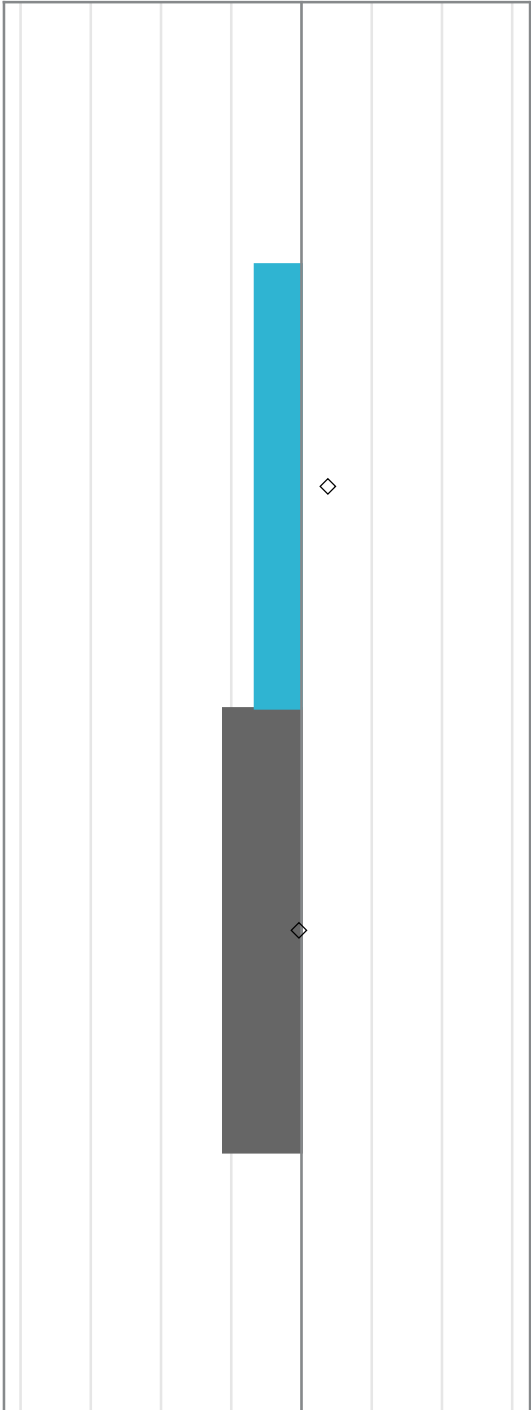
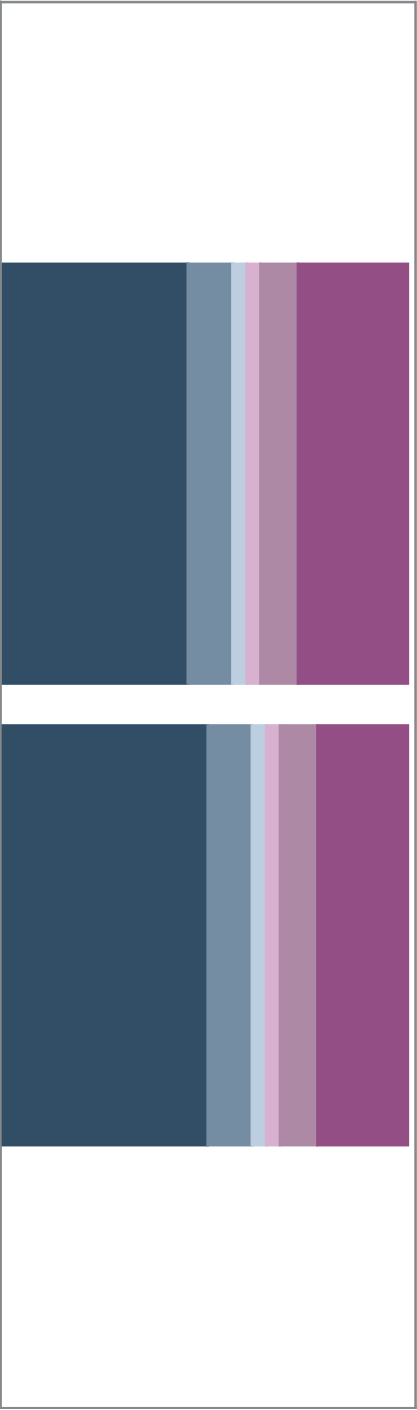
All in Common

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

- Identified as AIG
- Not Identified as AIG

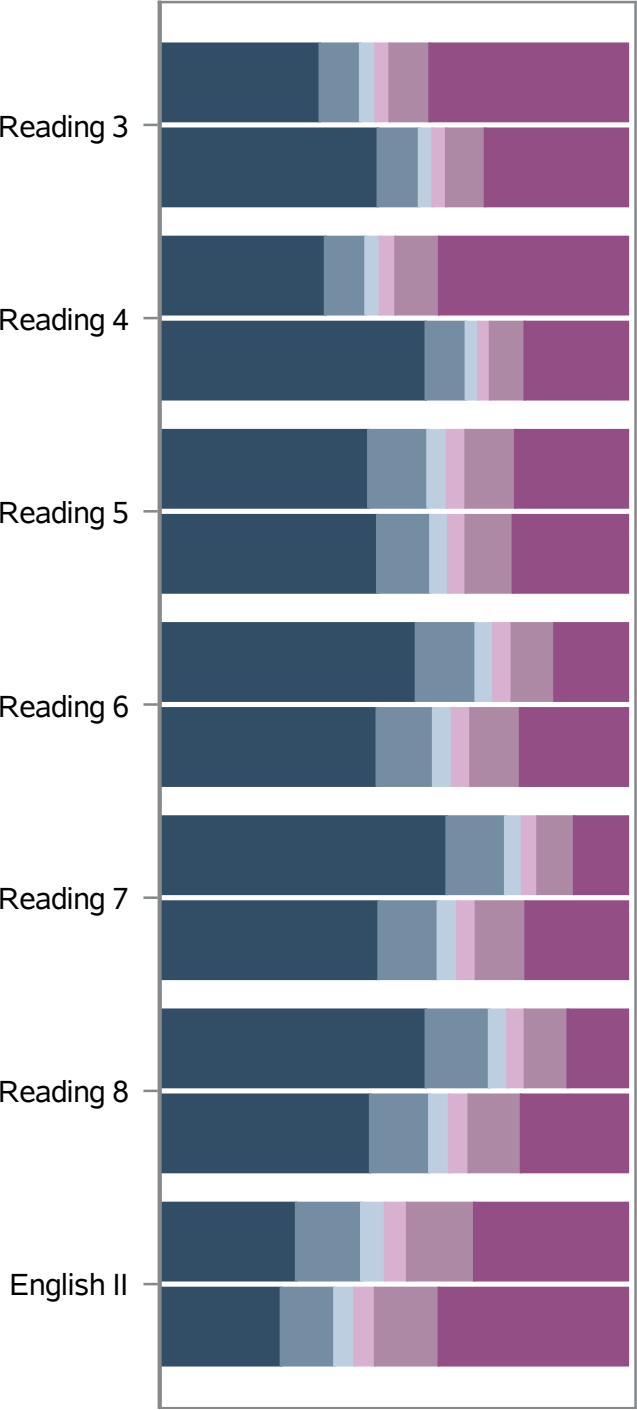
- Identified as AIG
- Not Identified as AIG

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive



Academically or Intellectually Gifted Students

2021 Student Distribution of Effect Size

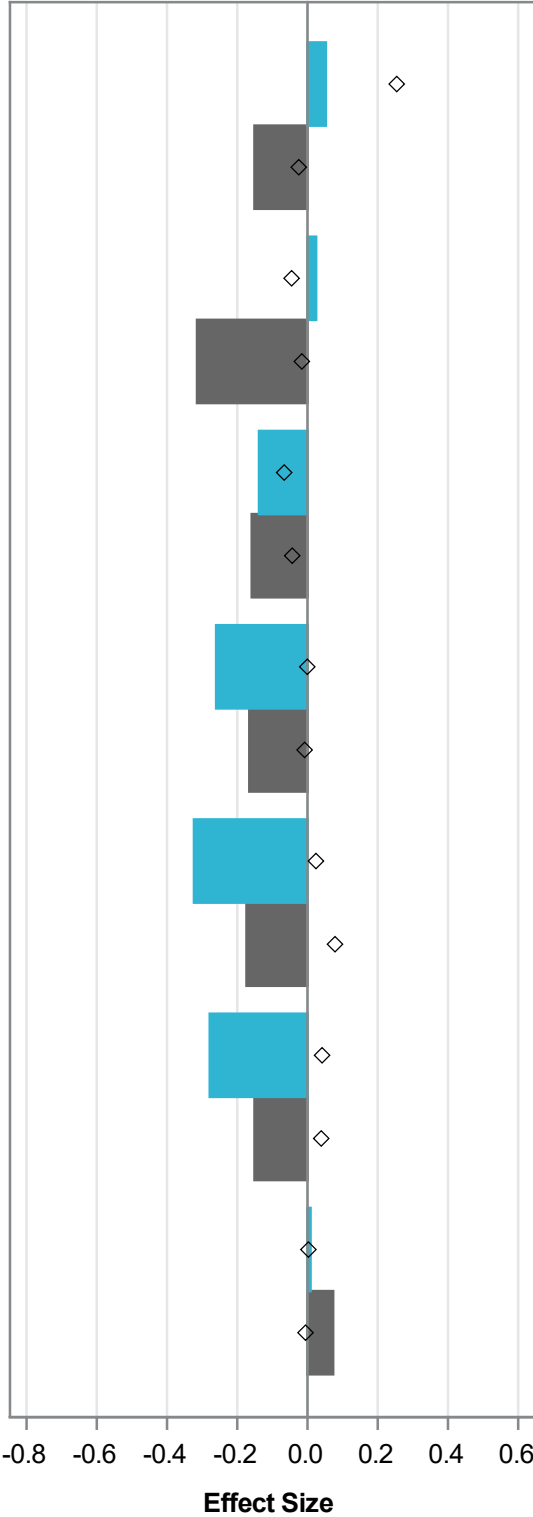


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

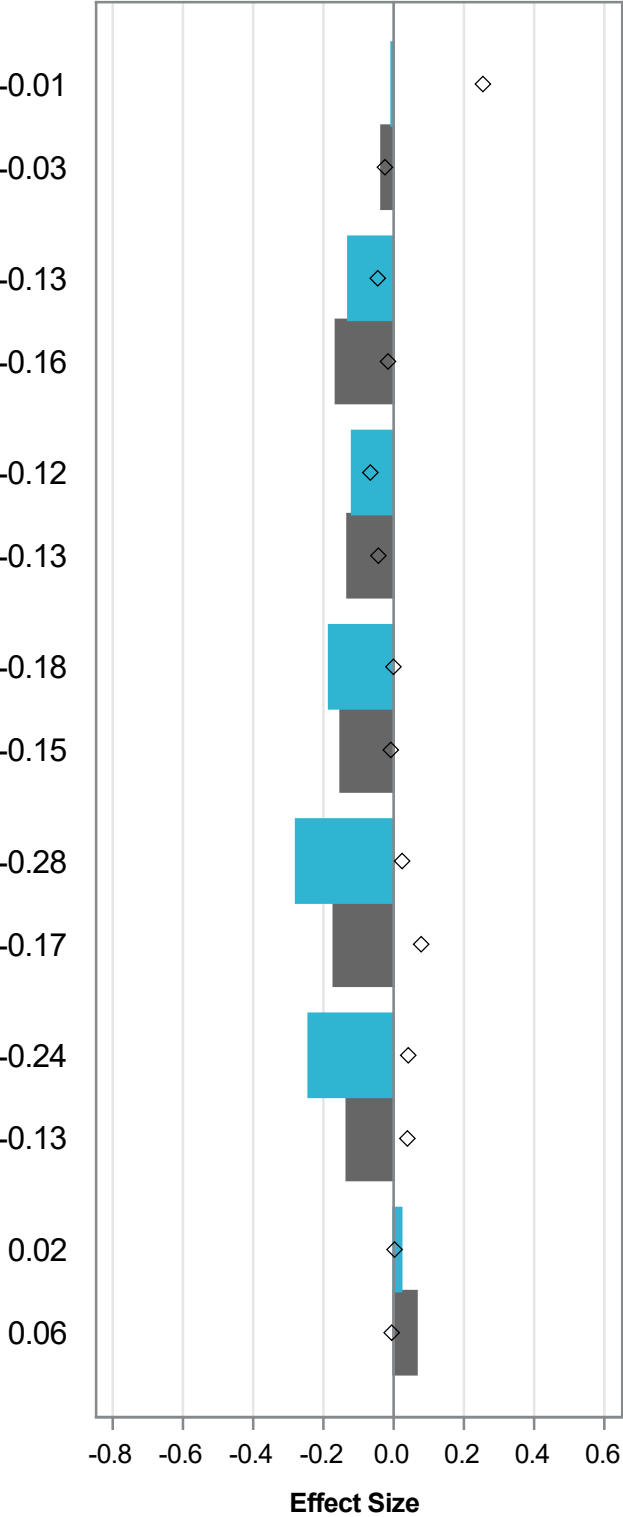


Effect Size

Identified as AIG
Not Identified as AIG

2022 Average Effect Size

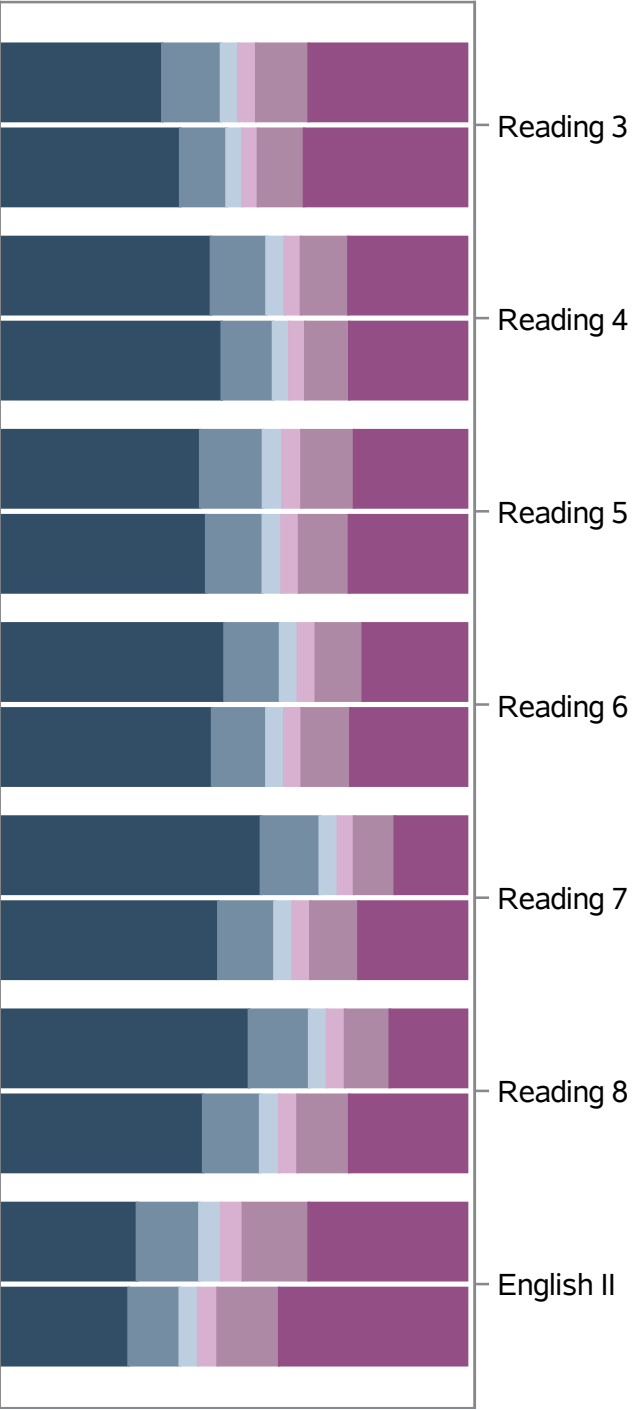
◇ : 2018 Effect Size



Effect Size

Identified as AIG
Not Identified as AIG

2022 Student Distribution of Effect Size

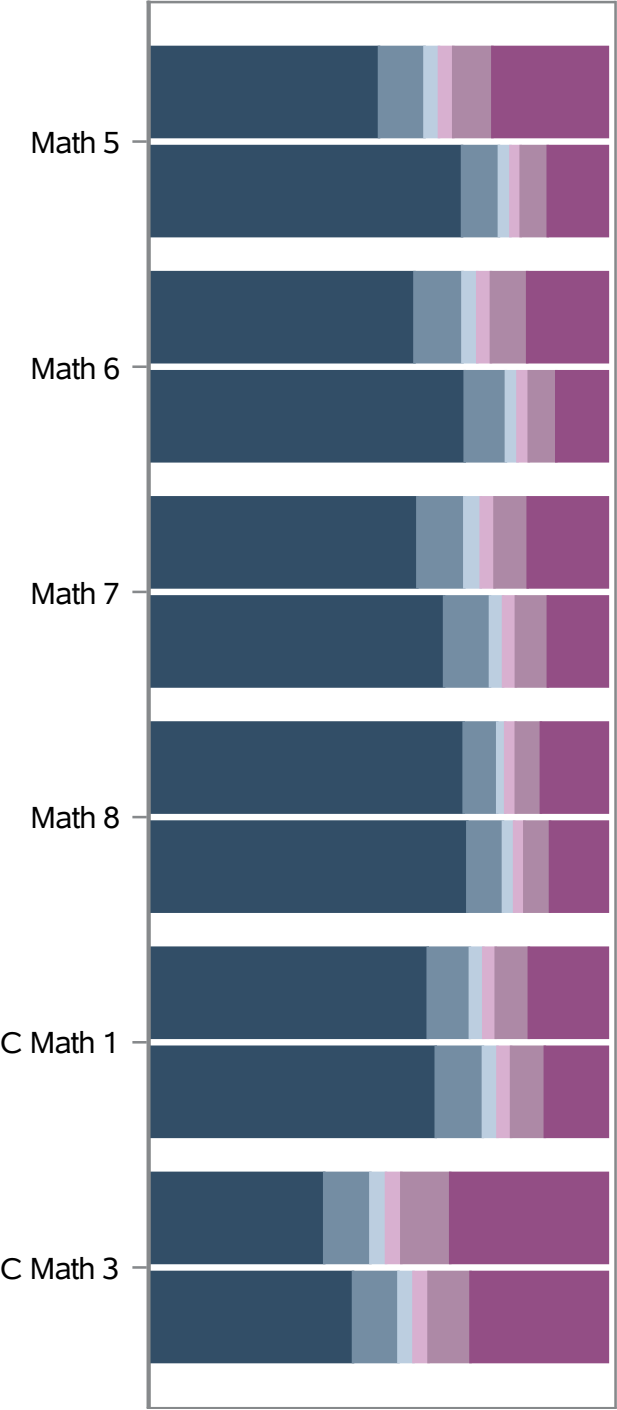


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Academically or Intellectually Gifted Students

2021 Student Distribution of Effect Size

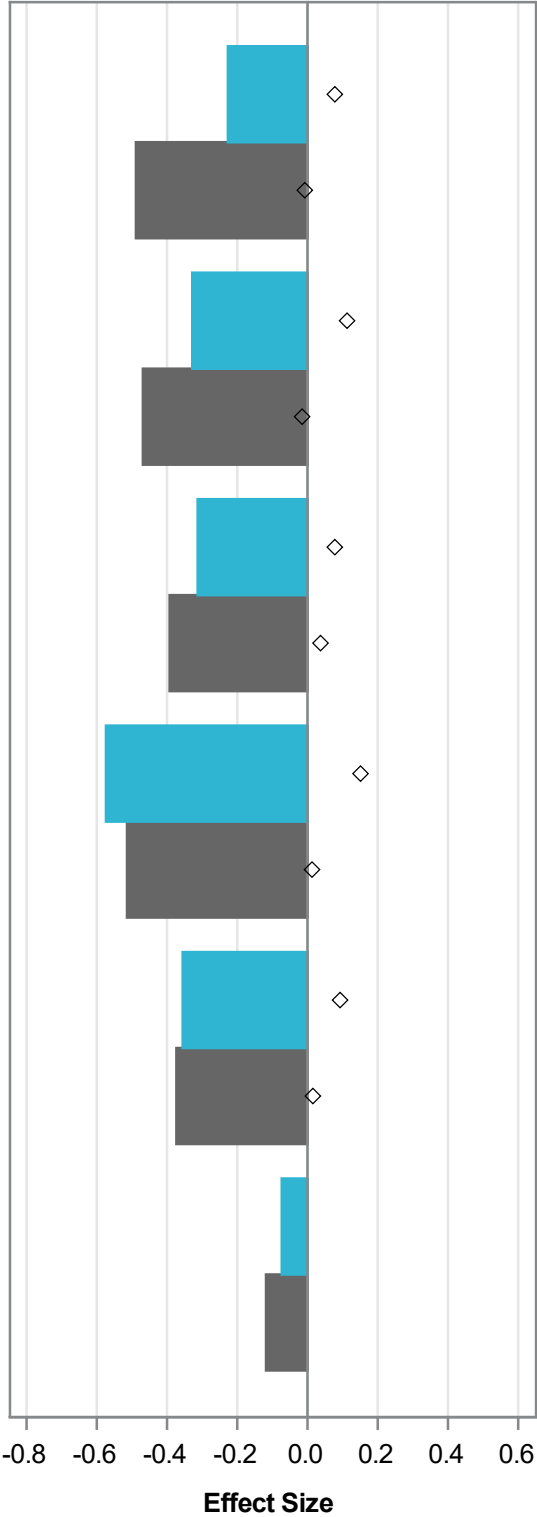


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

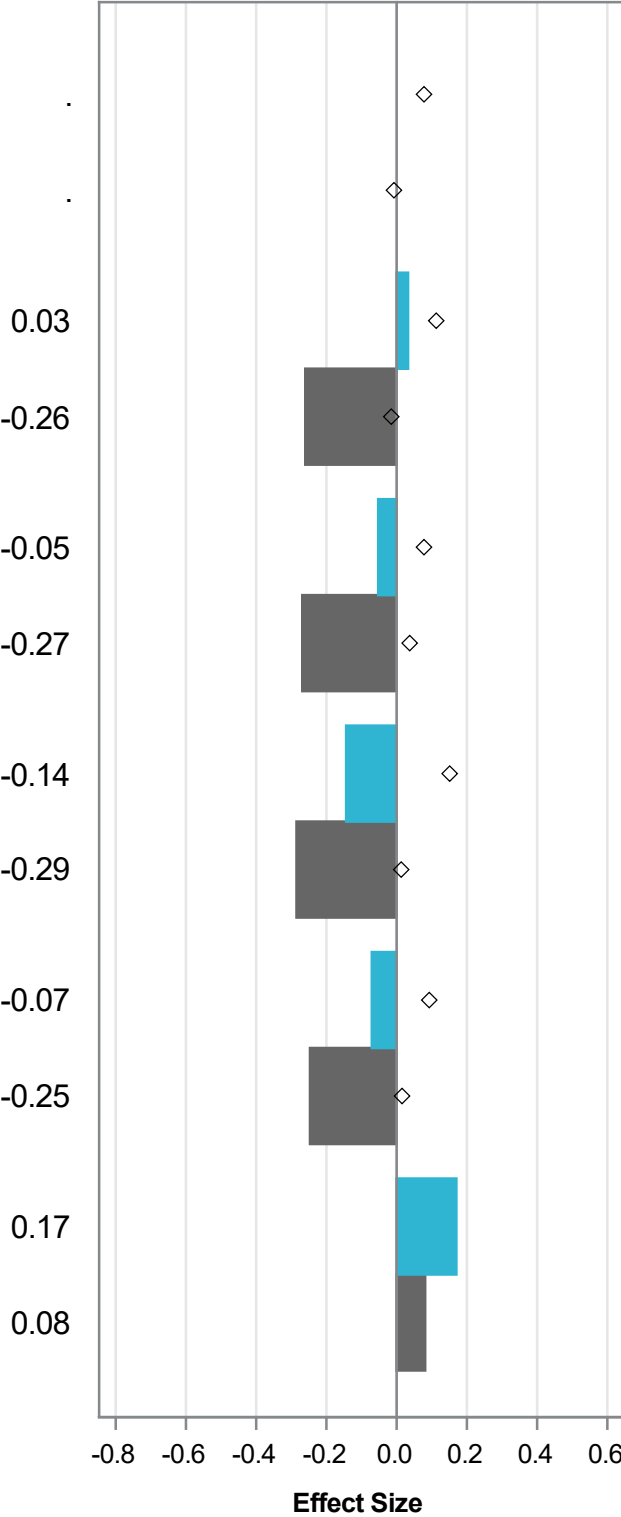
2021 Average Effect Size

◇ : 2018 Effect Size



2022 Average Effect Size

◇ : 2018 Effect Size

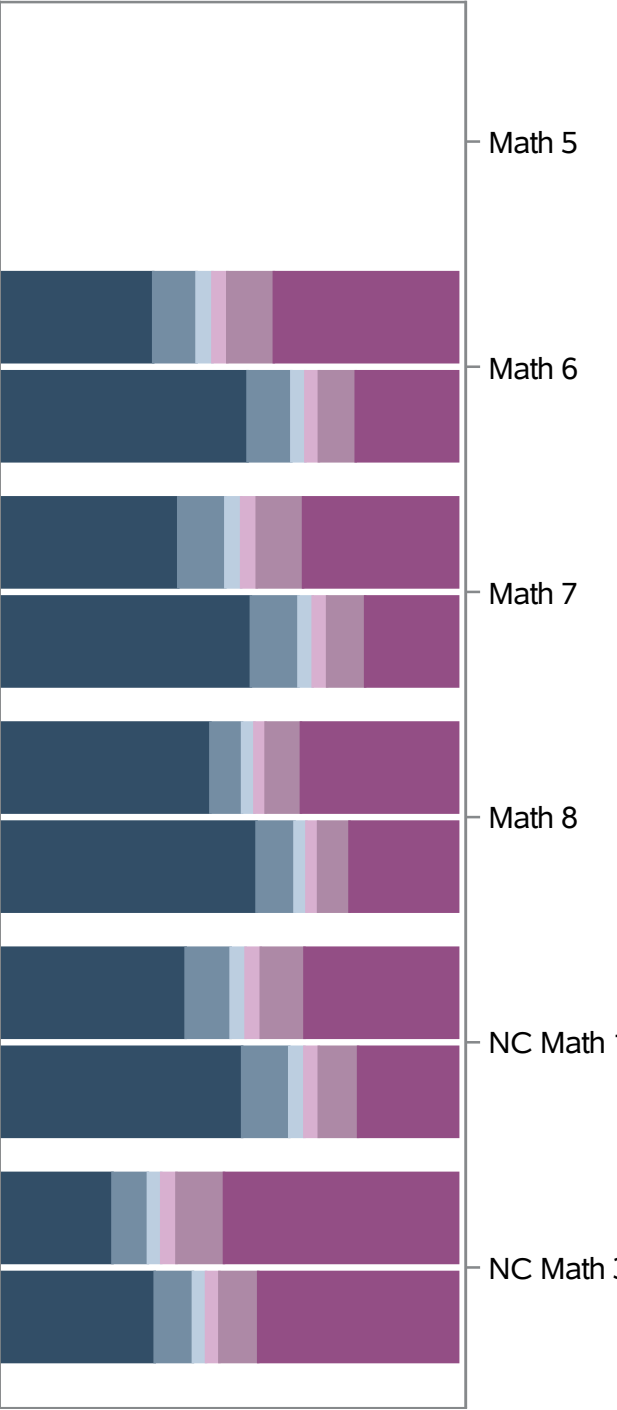


Effect Size

Identified as AIG

Not Identified as AIG

2022 Student Distribution of Effect Size

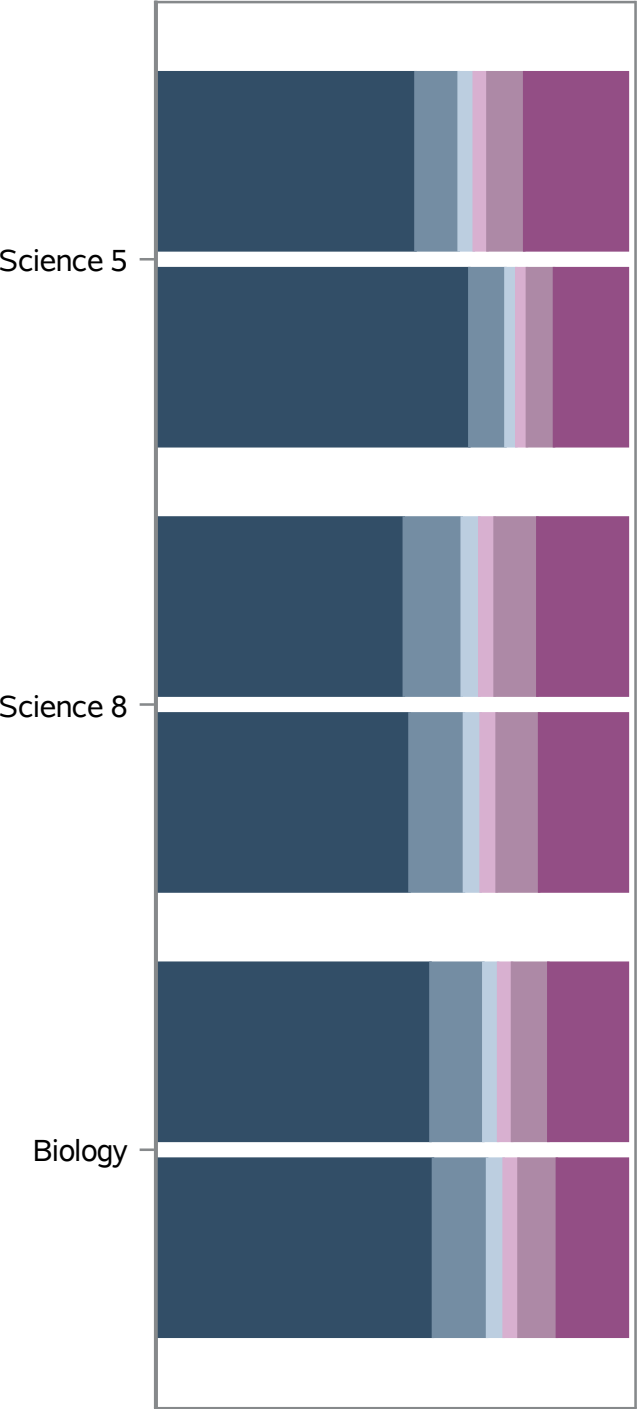


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Academically or Intellectually Gifted Students

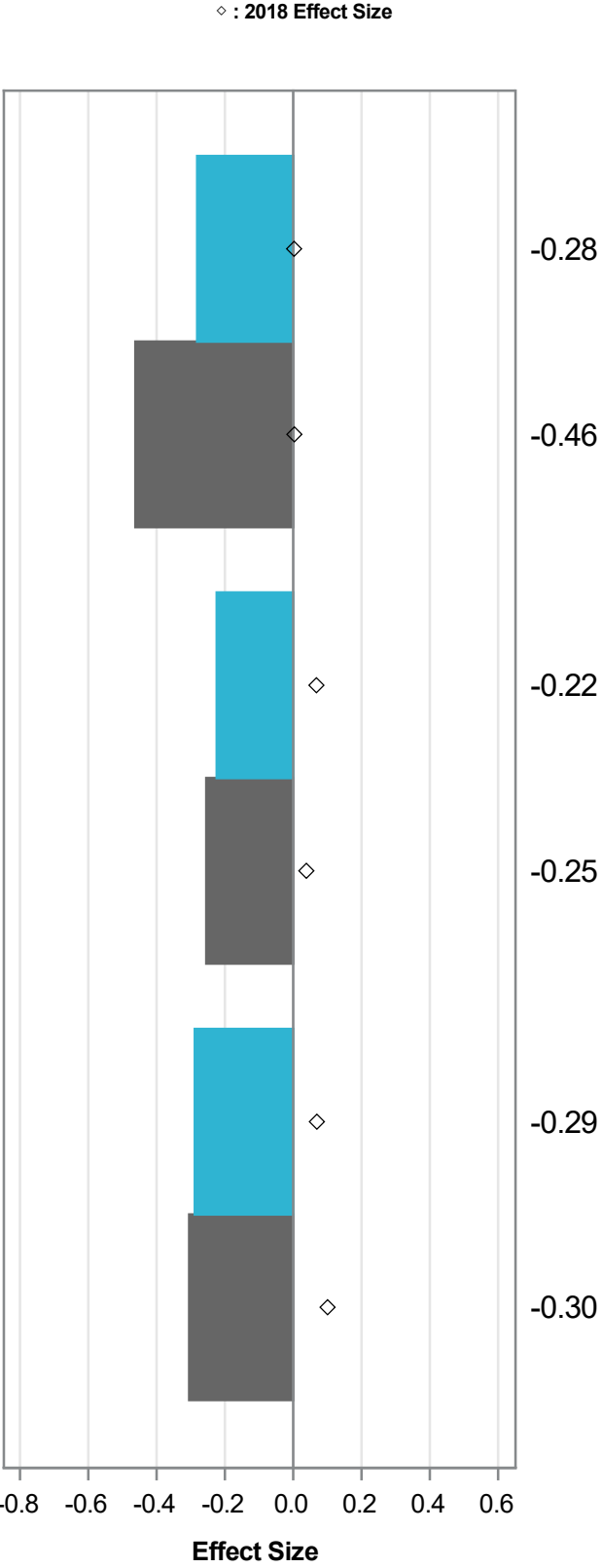
2021 Student Distribution of Effect Size



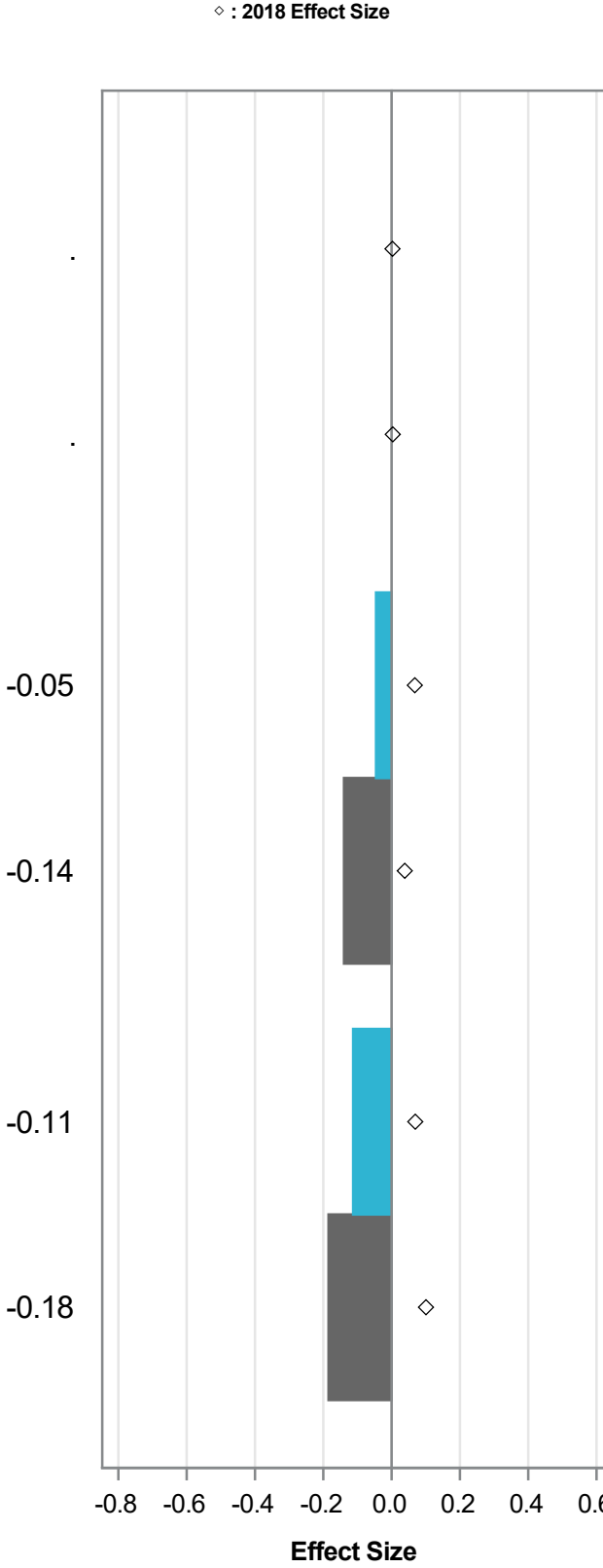
Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

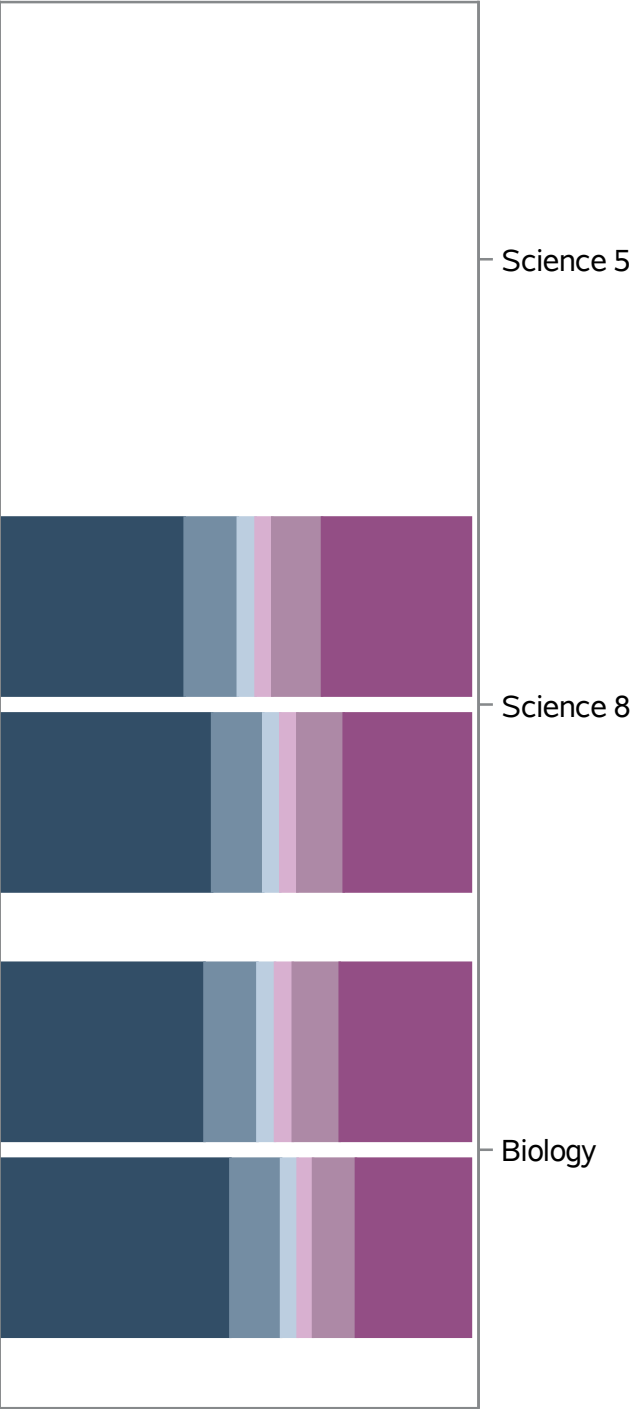
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size



Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

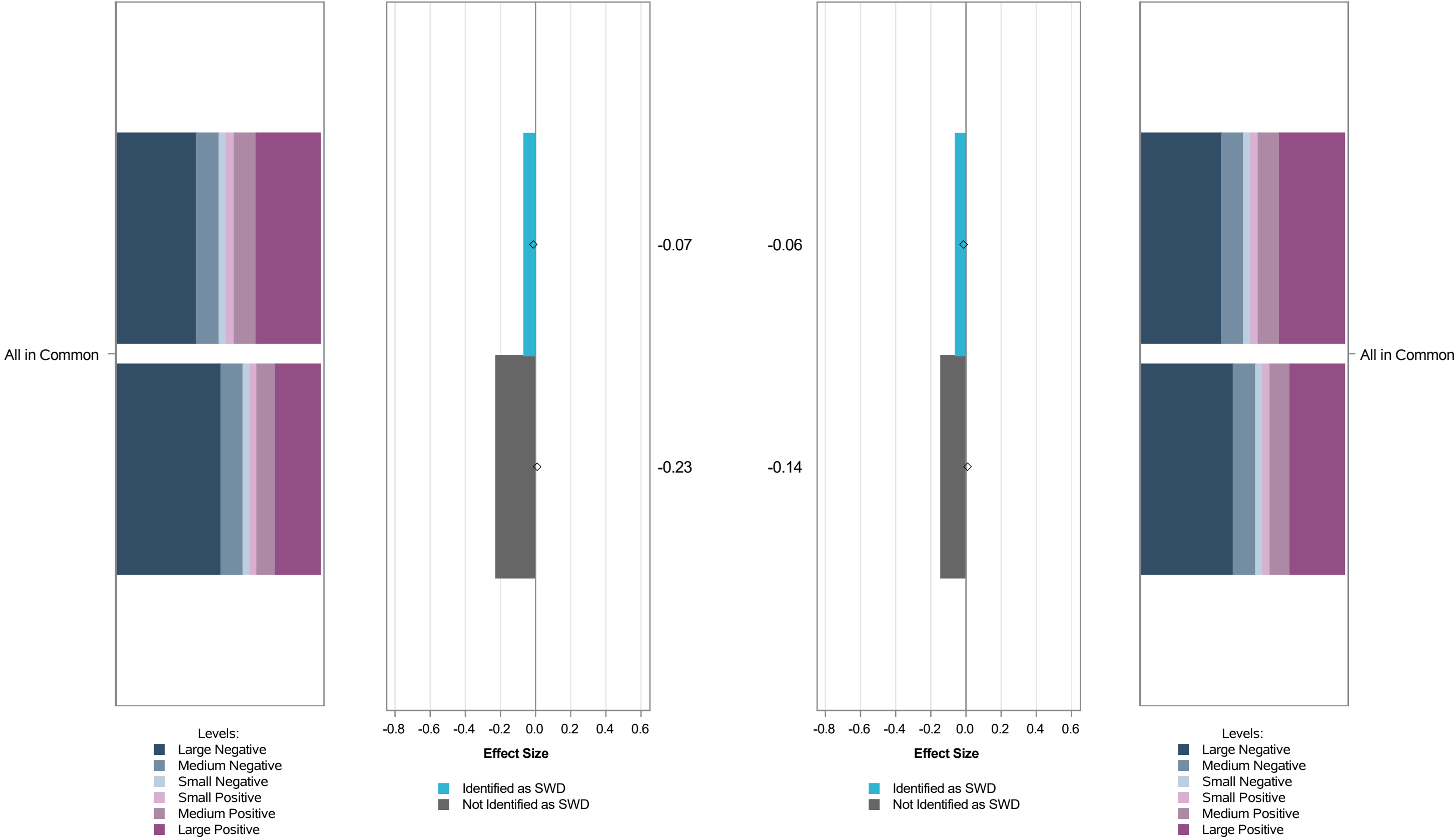
Students with Disabilities

2021 Student Distribution of Effect Size

2021 Average Effect Size

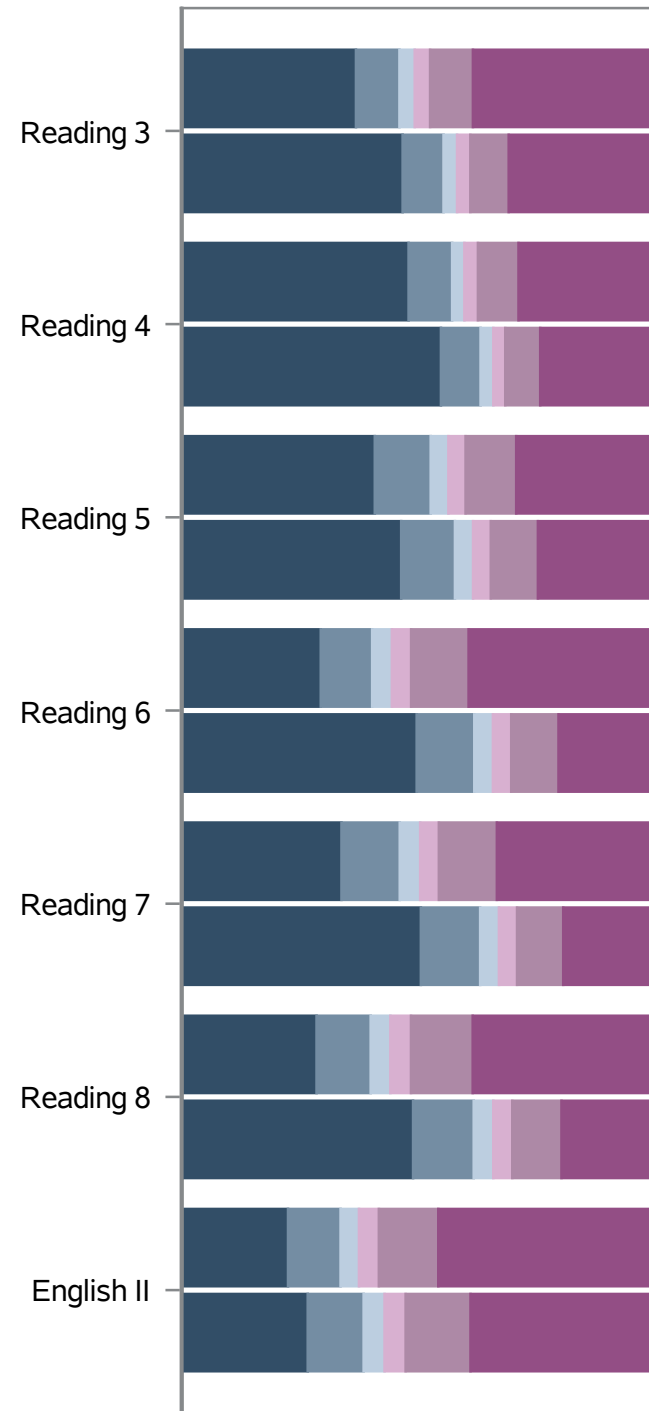
2022 Average Effect Size

2022 Student Distribution of Effect Size



Students with Disabilities

2021 Student Distribution of Effect Size

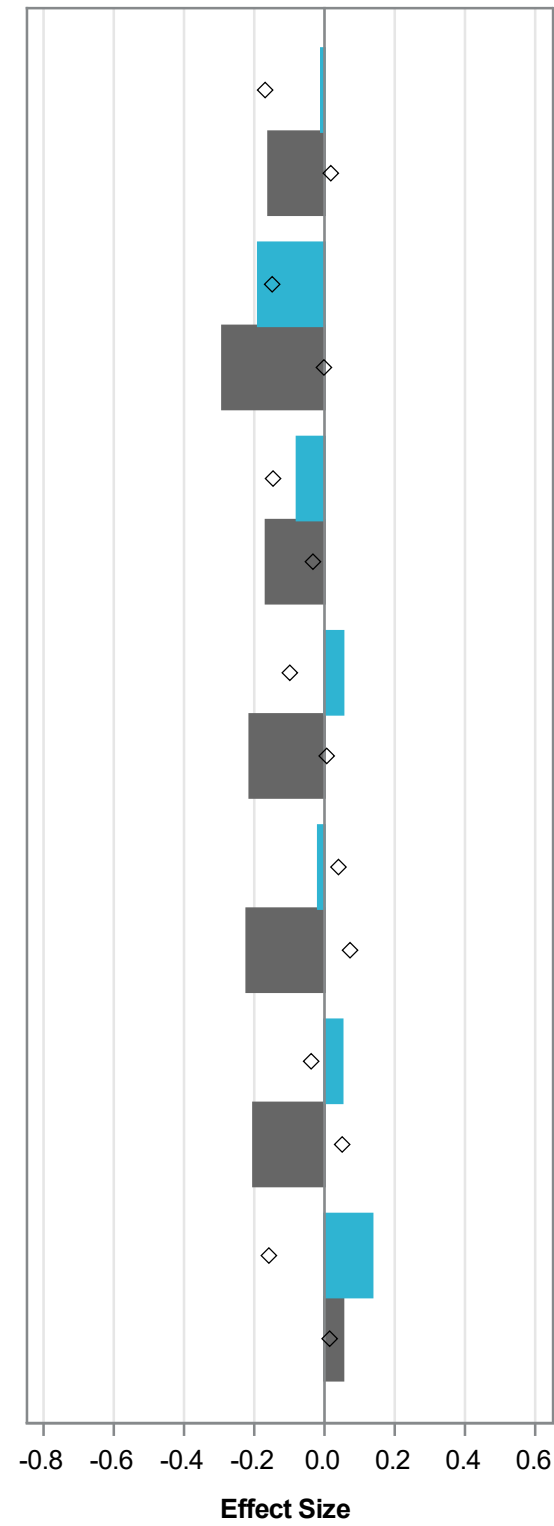


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

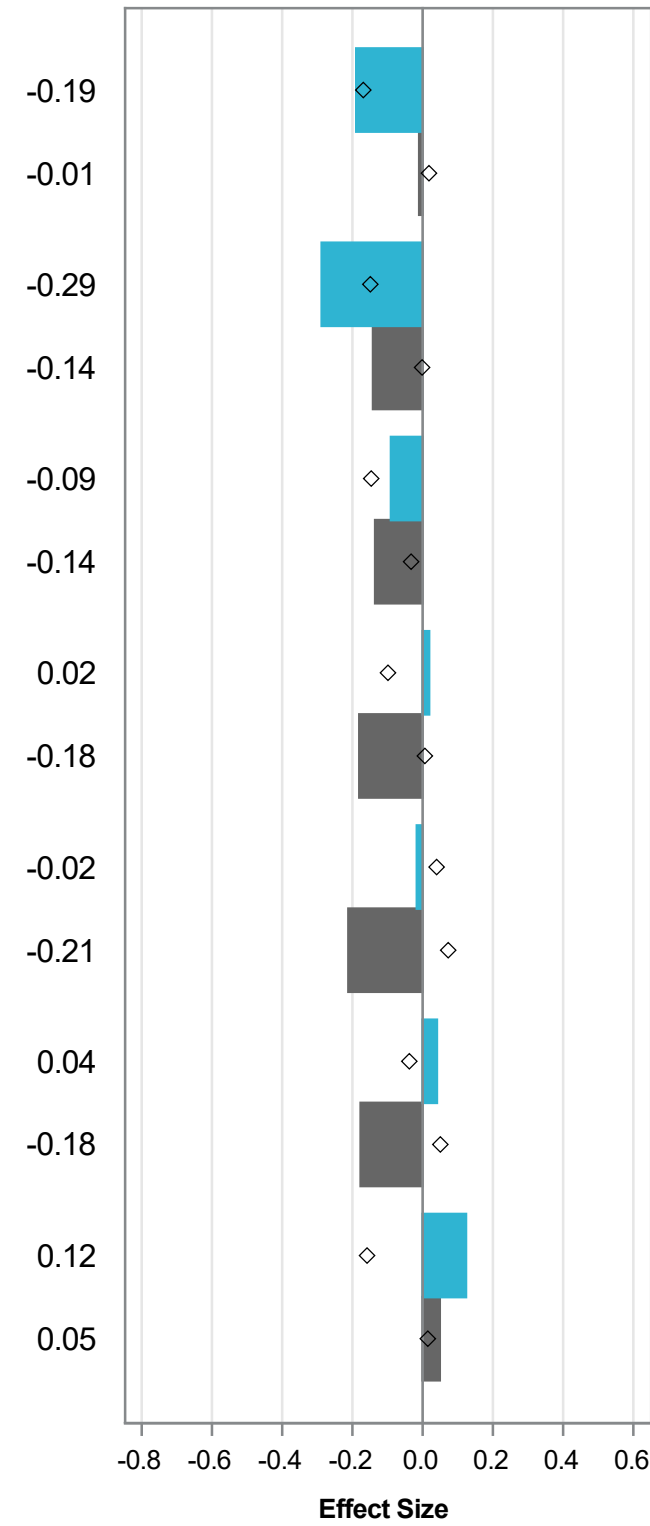
2021 Average Effect Size

◇ : 2018 Effect Size

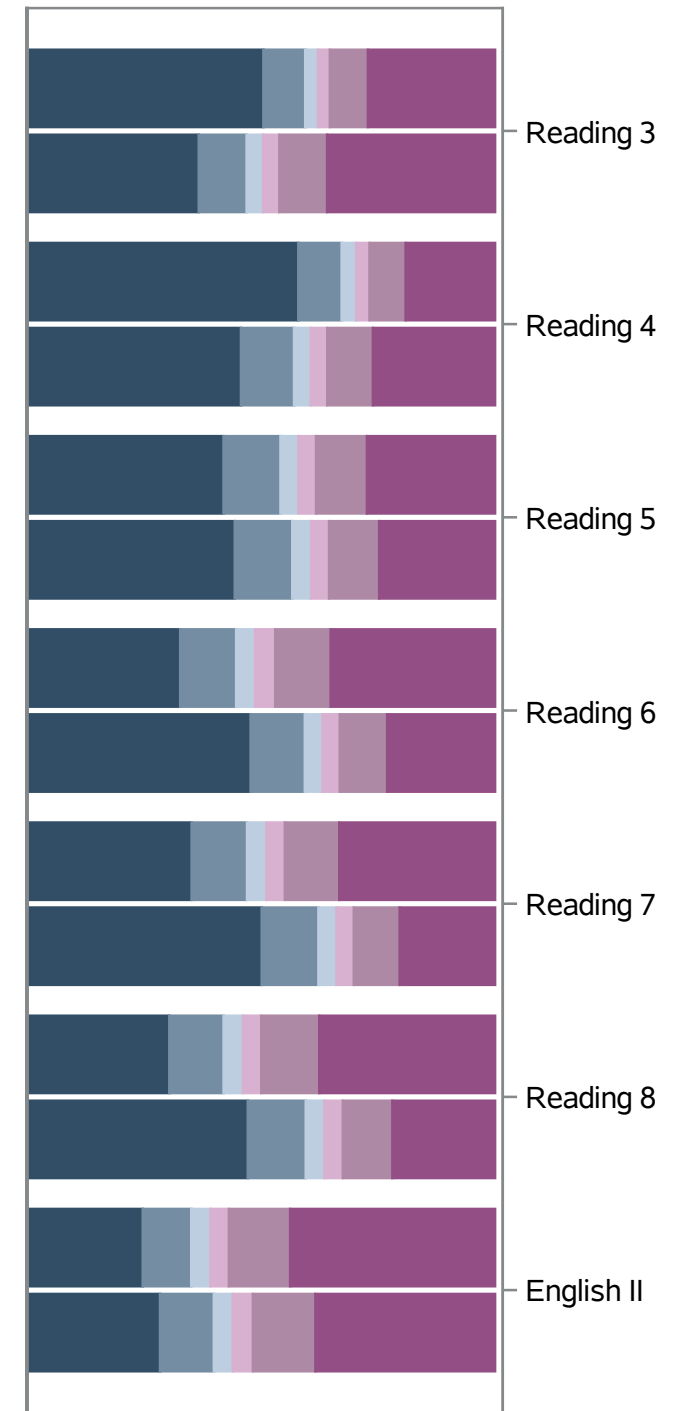


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size

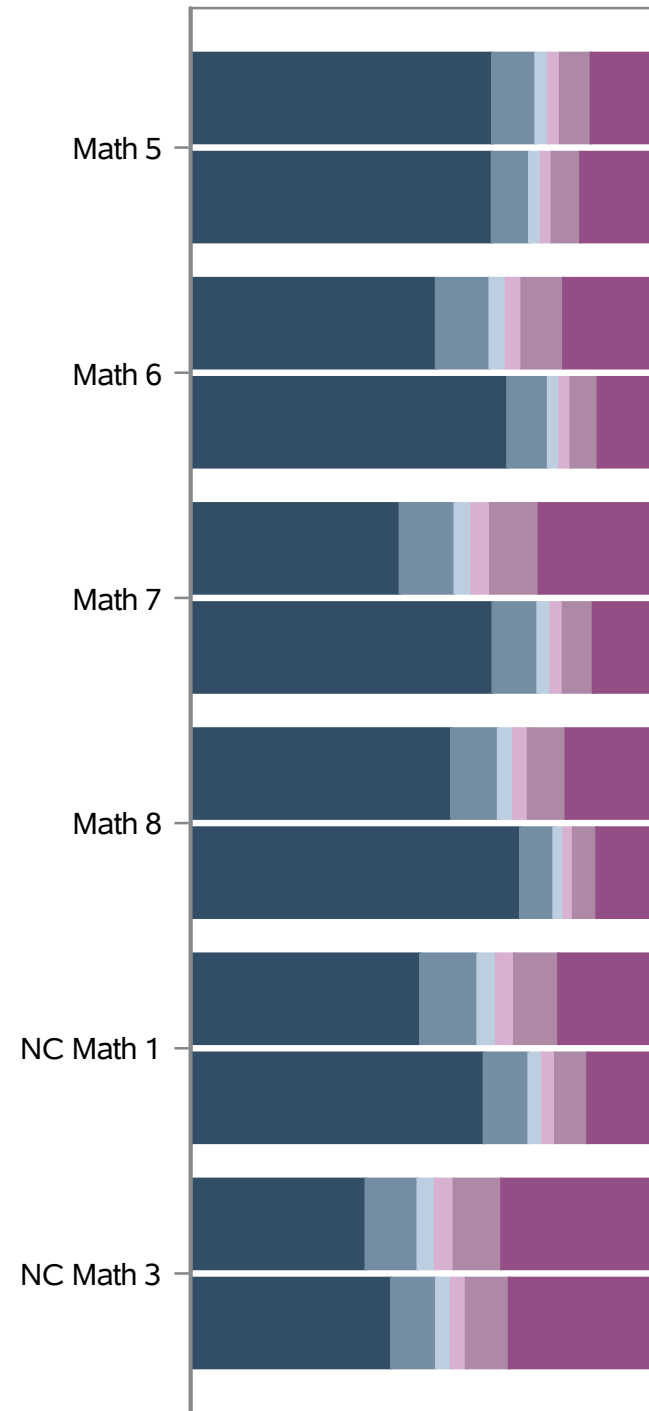


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Students with Disabilities

2021 Student Distribution of Effect Size

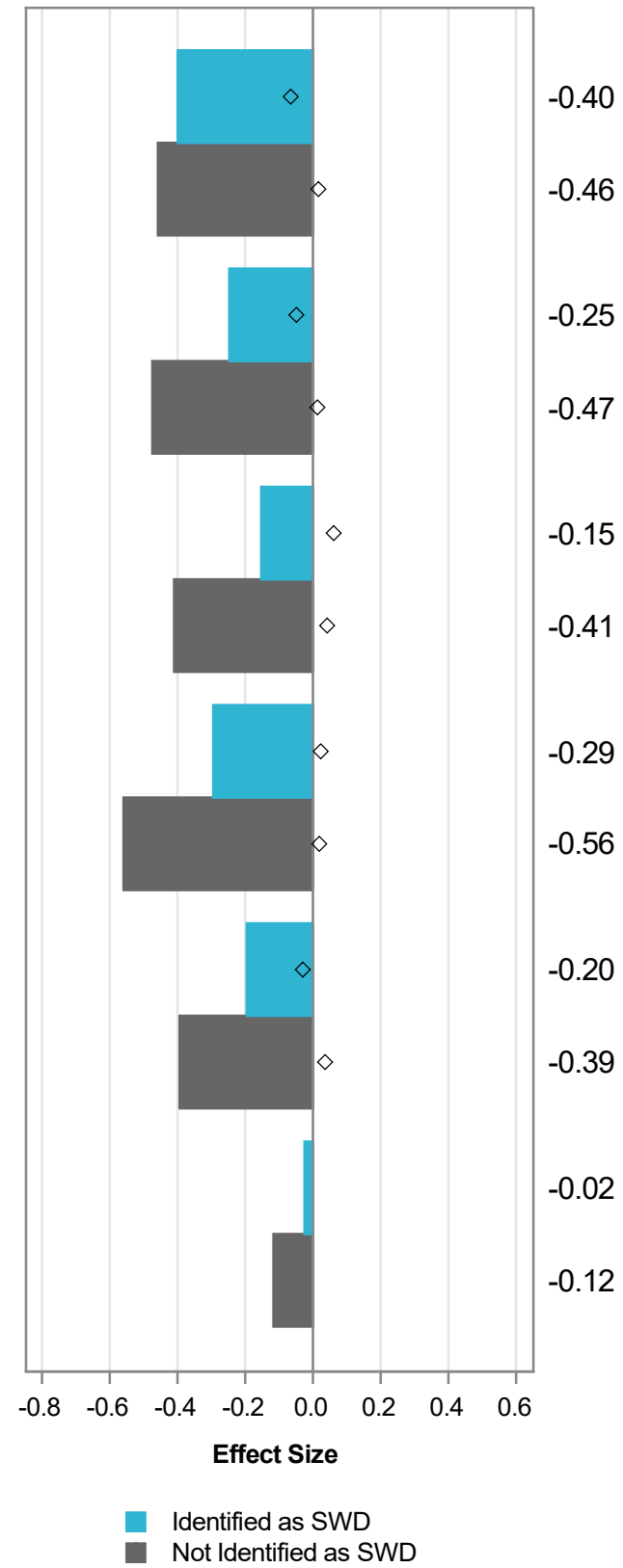


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

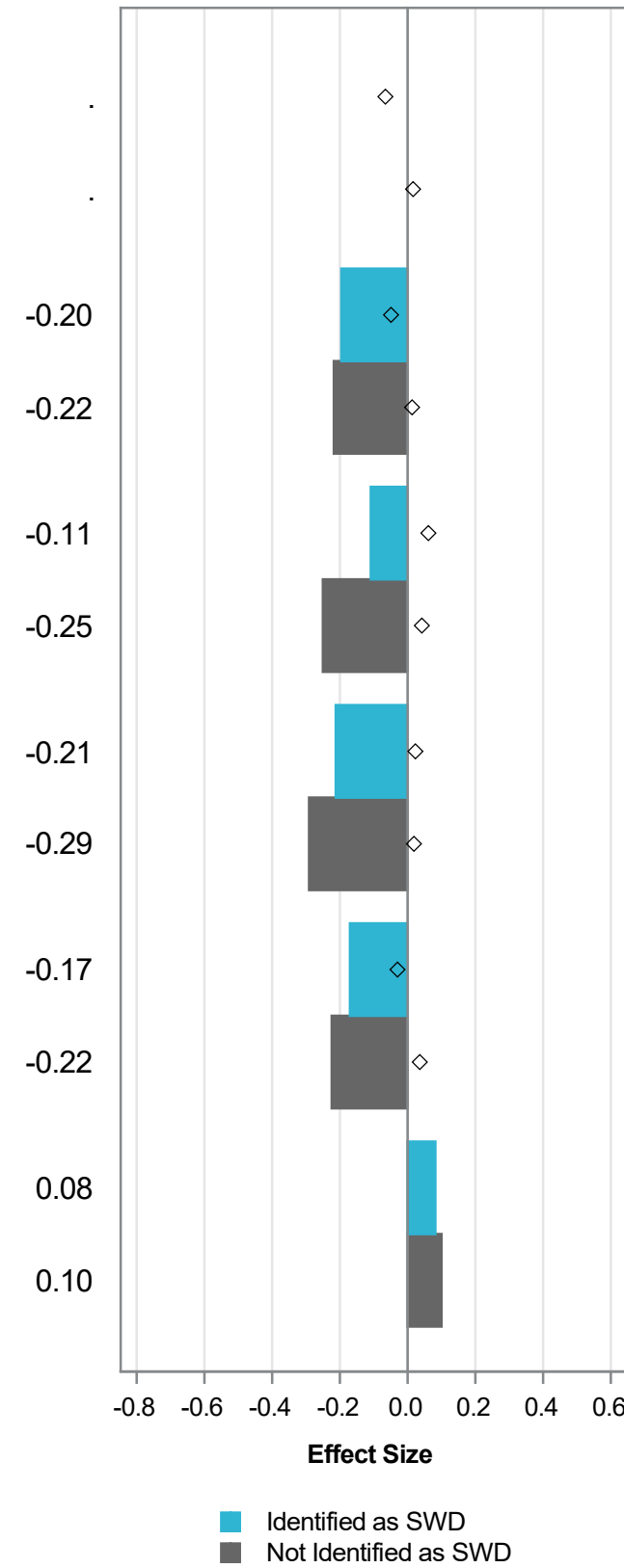
2021 Average Effect Size

◇ : 2018 Effect Size

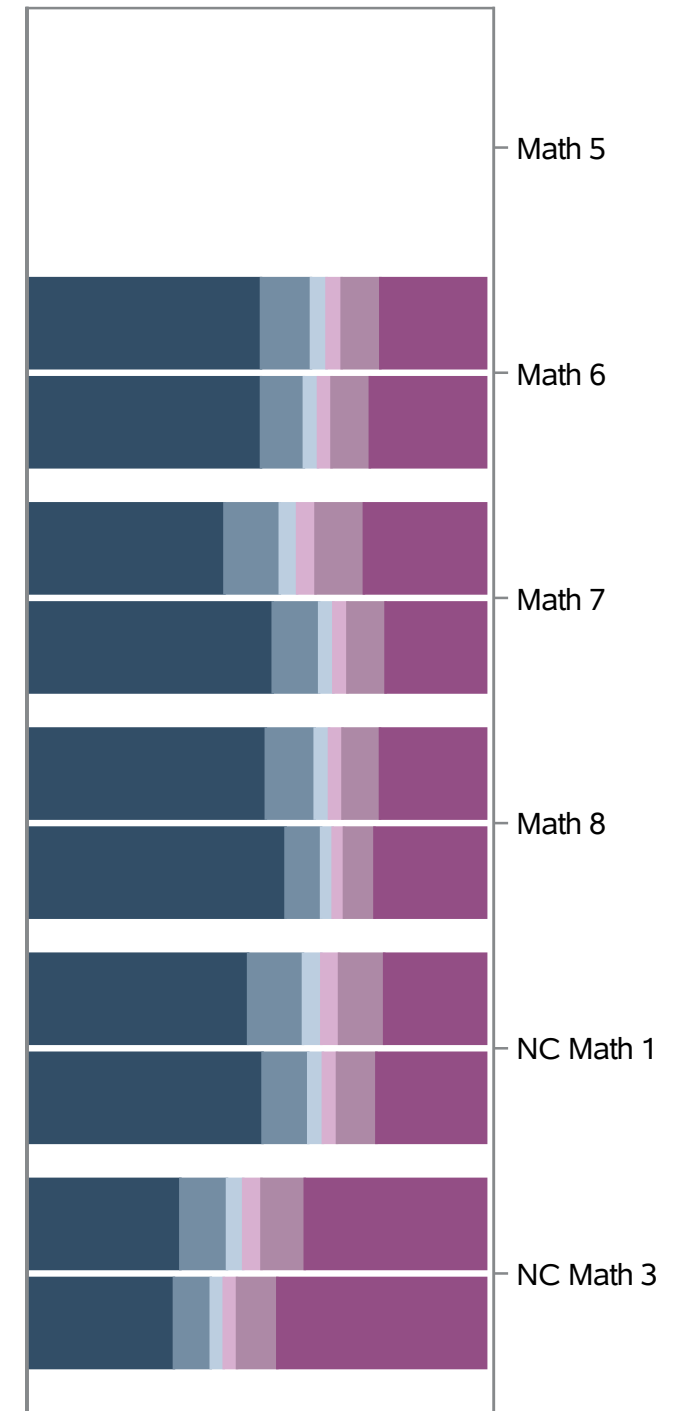


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size

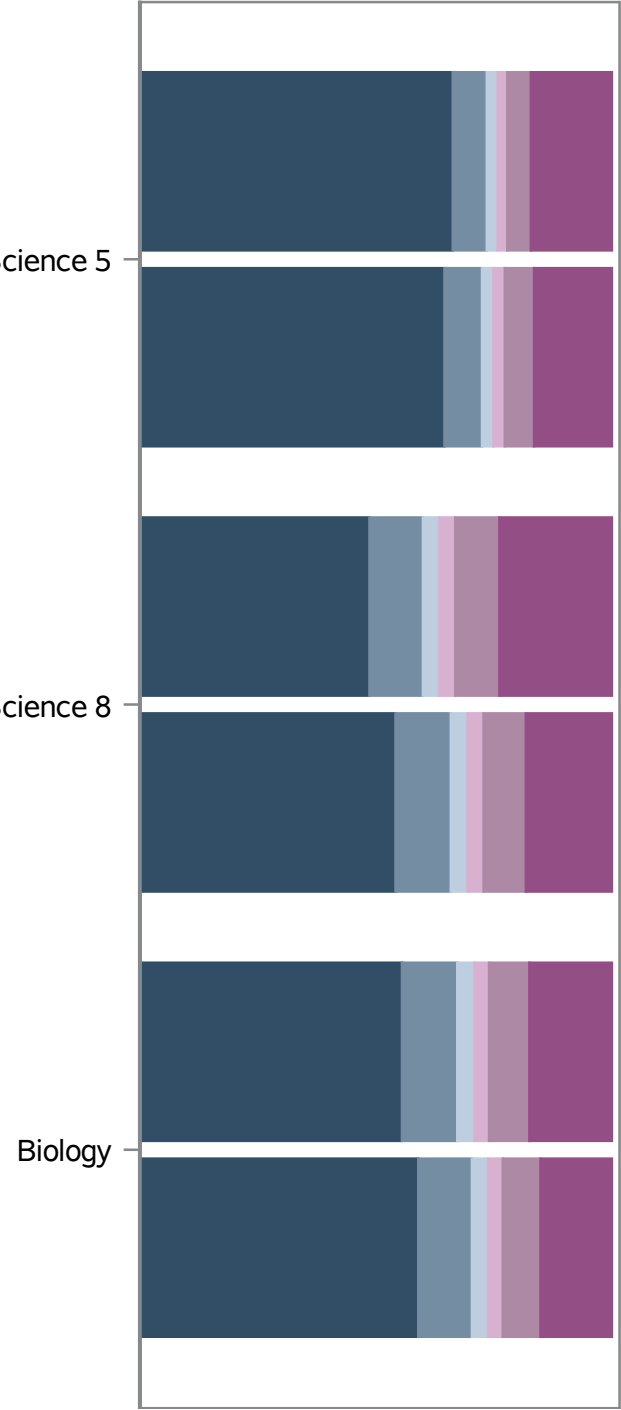


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Students with Disabilities

2021 Student Distribution of Effect Size

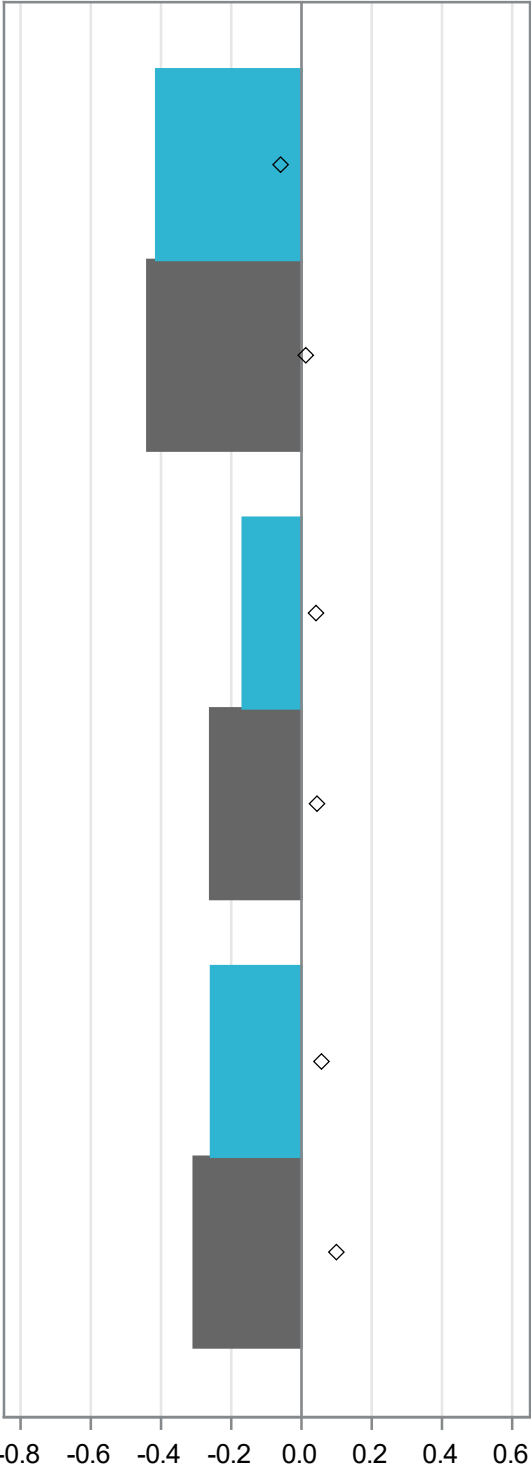


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

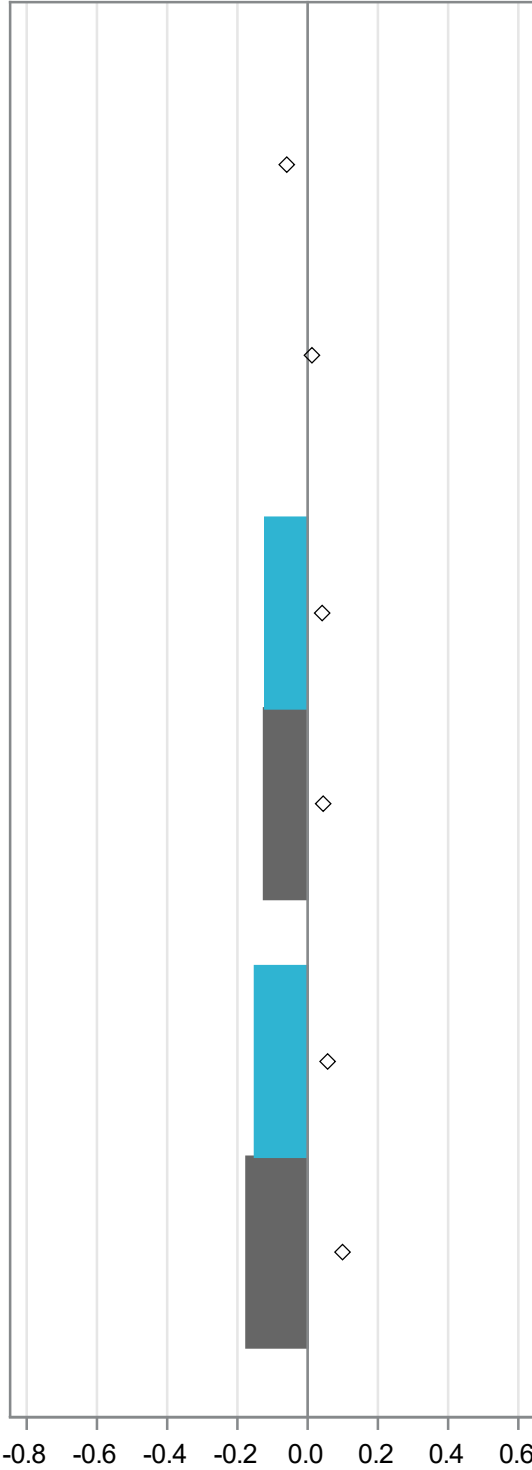


Effect Size

Identified as SWD
Not Identified as SWD

2022 Average Effect Size

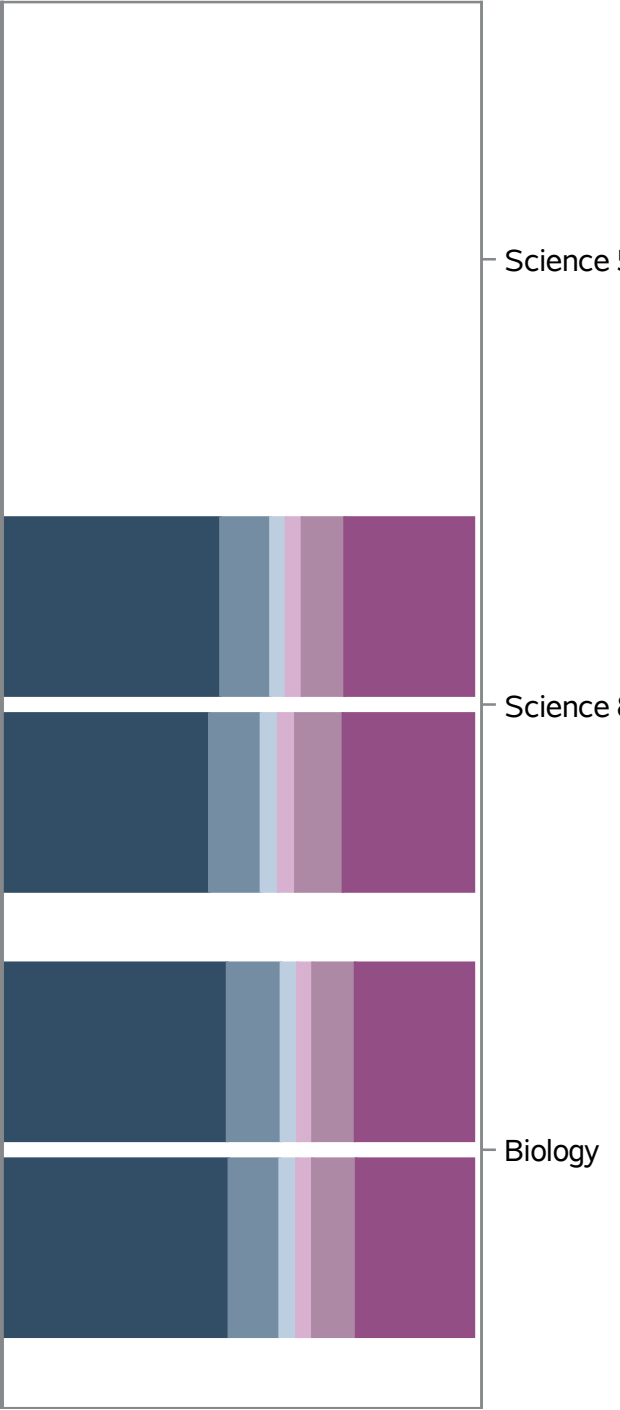
◇ : 2018 Effect Size



Effect Size

Identified as SWD
Not Identified as SWD

2022 Student Distribution of Effect Size



Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

SBE Region

District classification based on 2021 data with students' districts based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size

2021 Average Effect Size

◇ : 2018 Effect Size

2022 Average Effect Size

◇ : 2018 Effect Size

2022 Student Distribution of Effect Size

All in Common

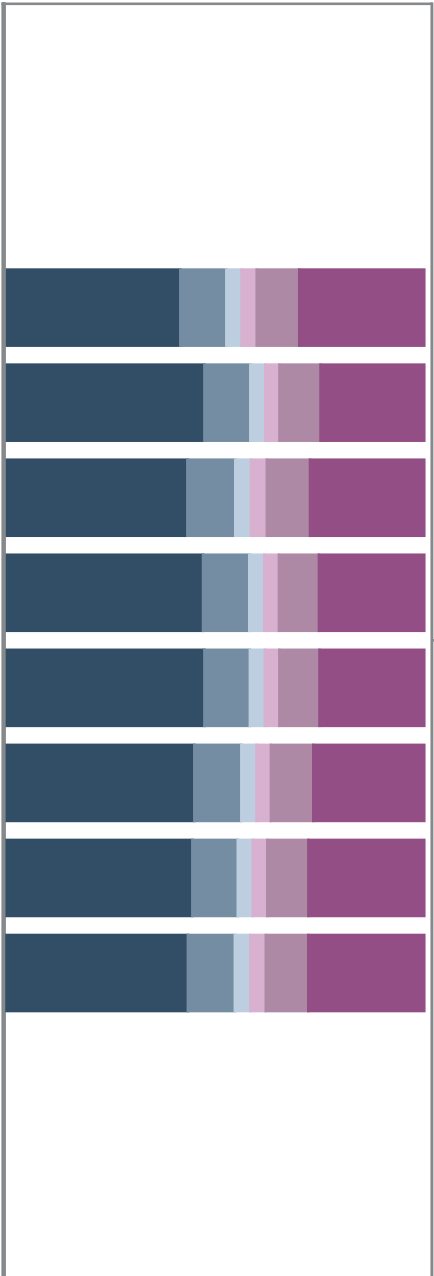
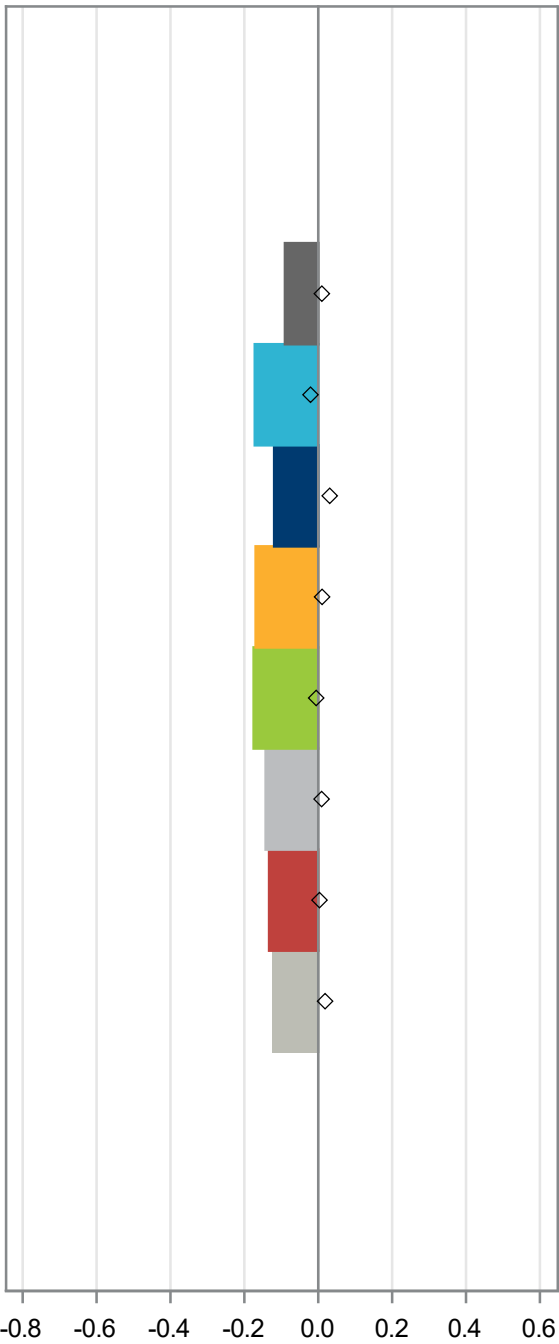
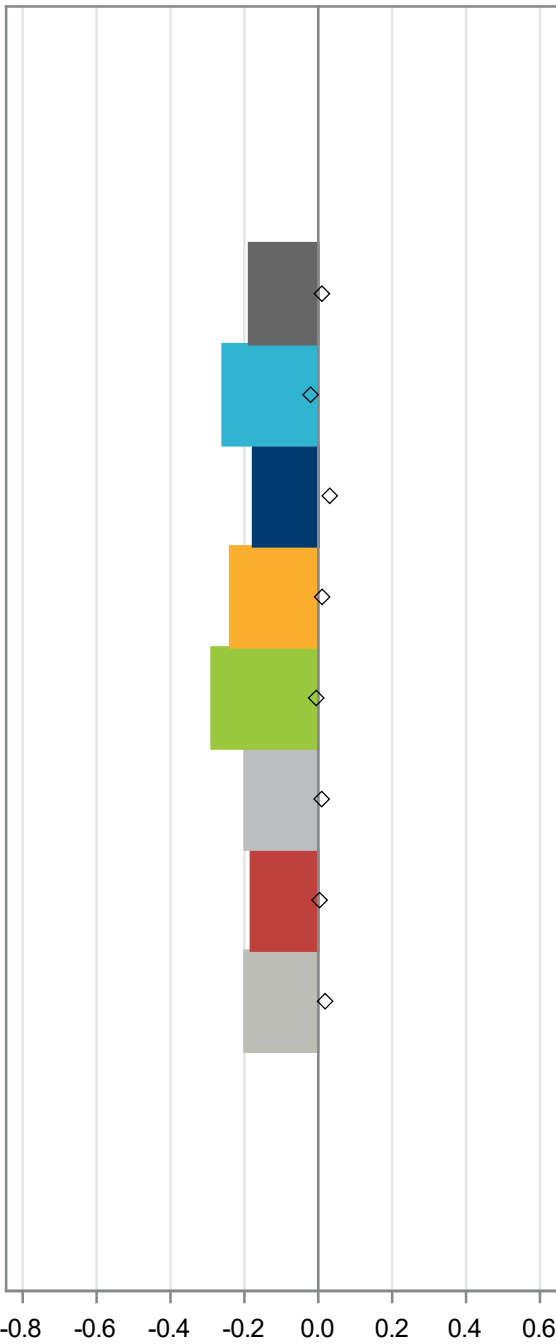
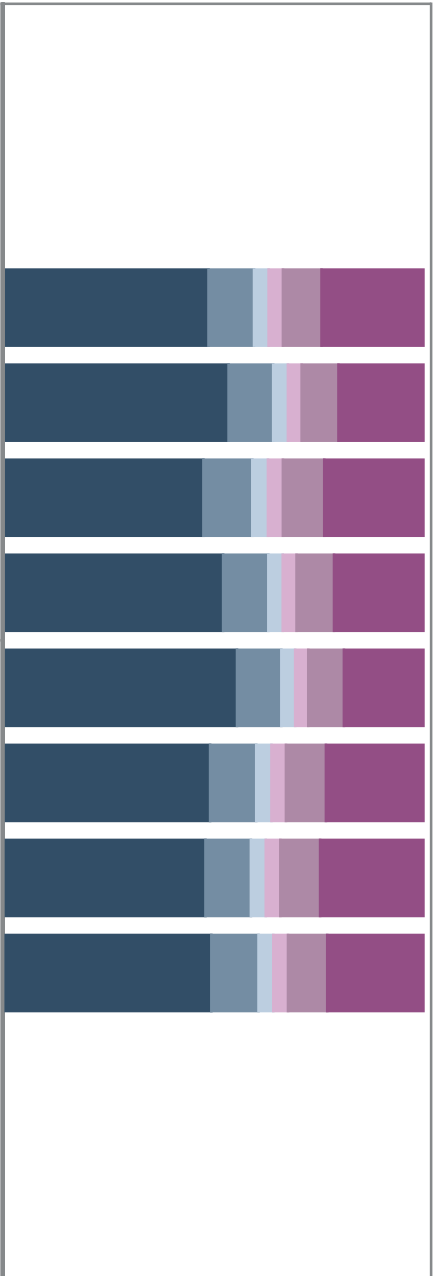
All in Common

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

- North Central
- Northeast
- Northwest
- Piedmont Triad
- Sandhills
- Southeast
- Southwest
- Western

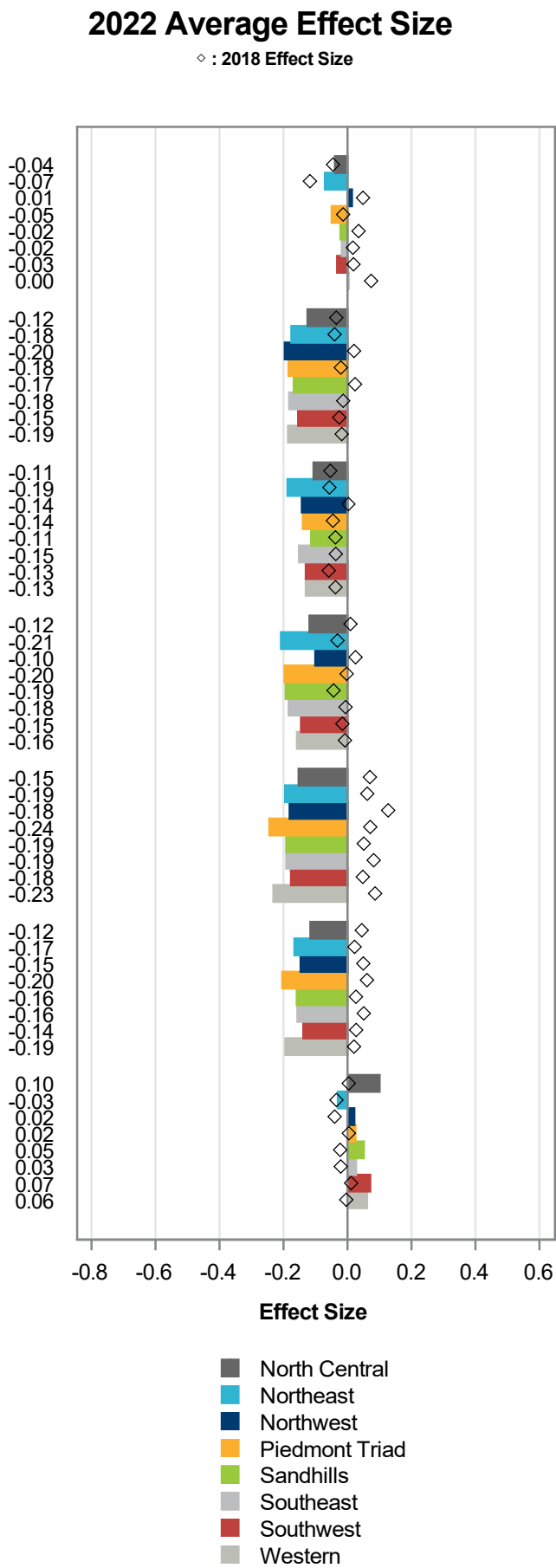
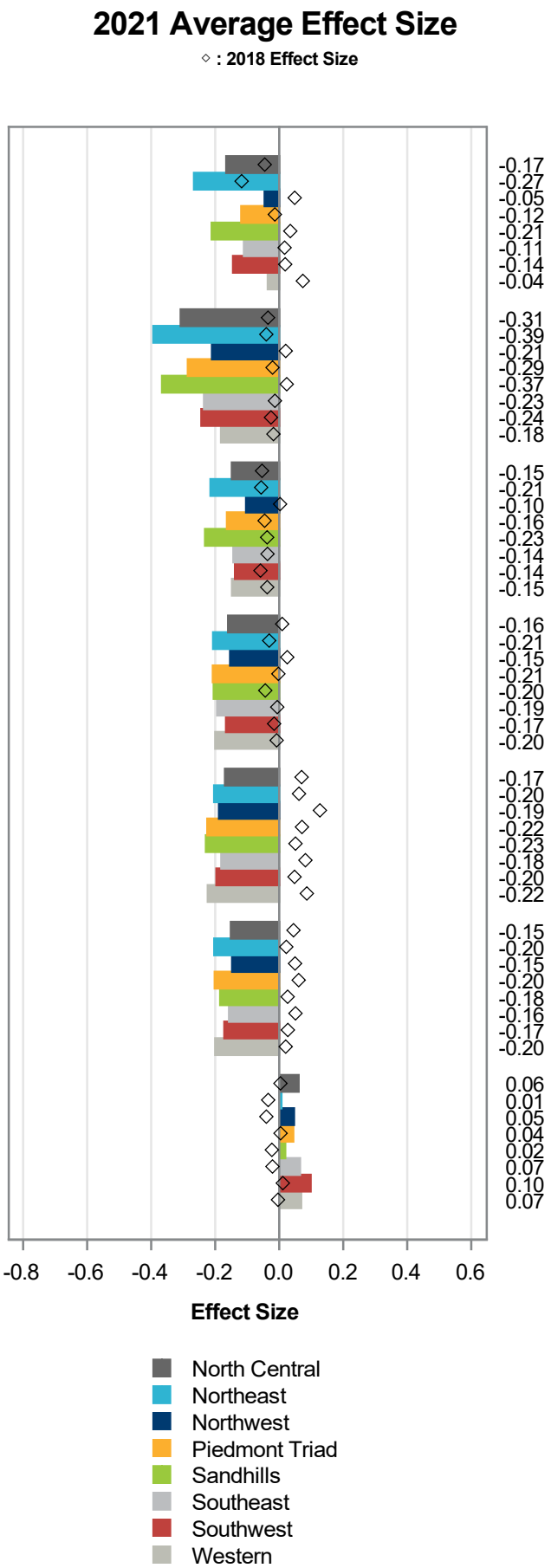
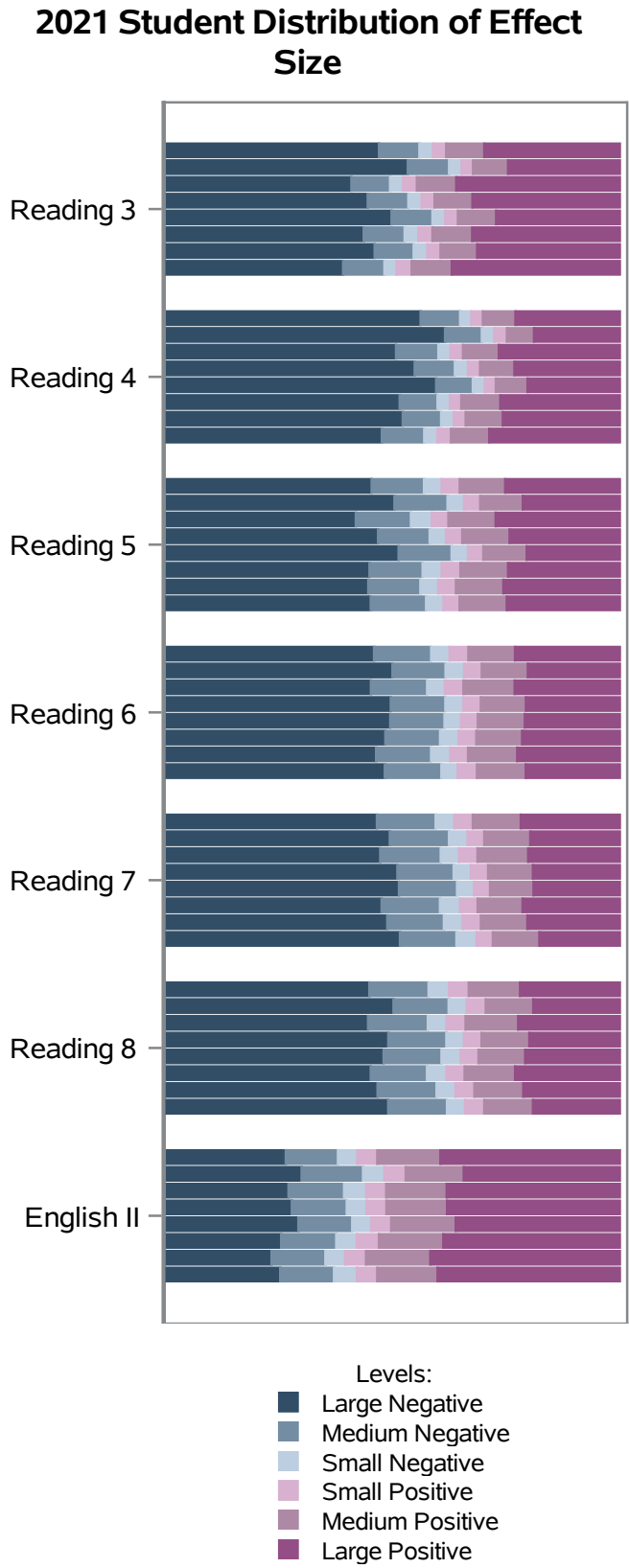
- North Central
- Northeast
- Northwest
- Piedmont Triad
- Sandhills
- Southeast
- Southwest
- Western

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive



SBE Region

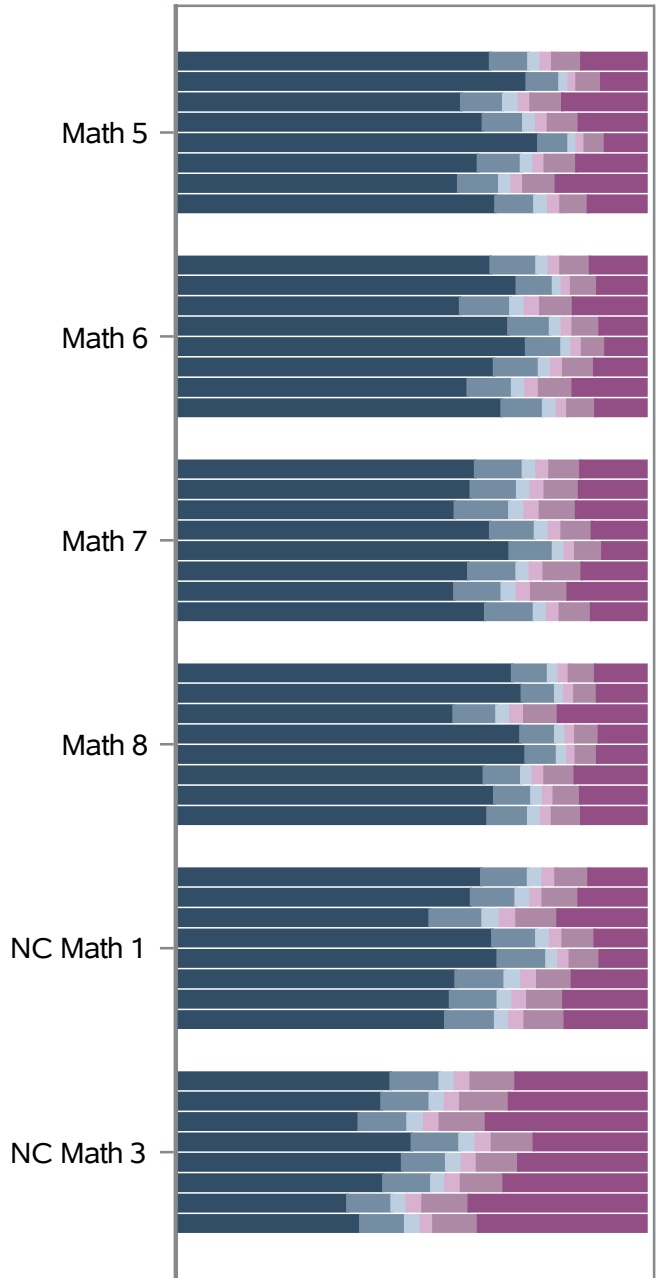
District classification based on 2021 data with students' districts based on 2021 and 2022 data respectively



SBE Region

District classification based on 2021 data with students' districts based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size

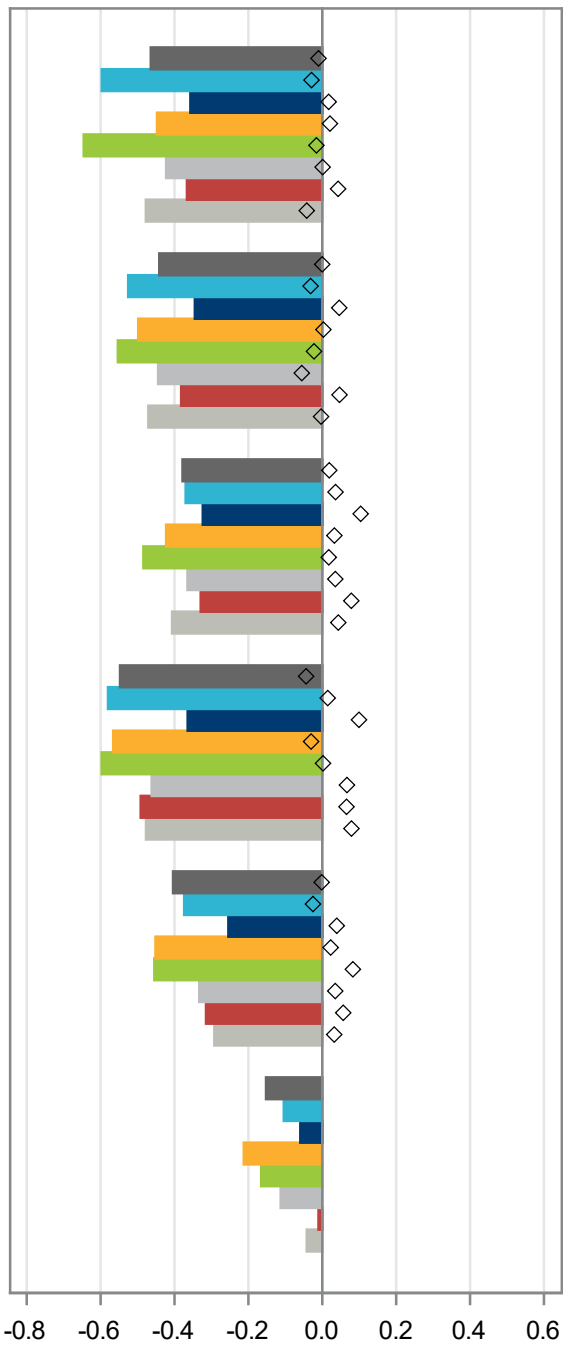


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size



North Central

Northeast

Northwest

Piedmont Triad

Sandhills

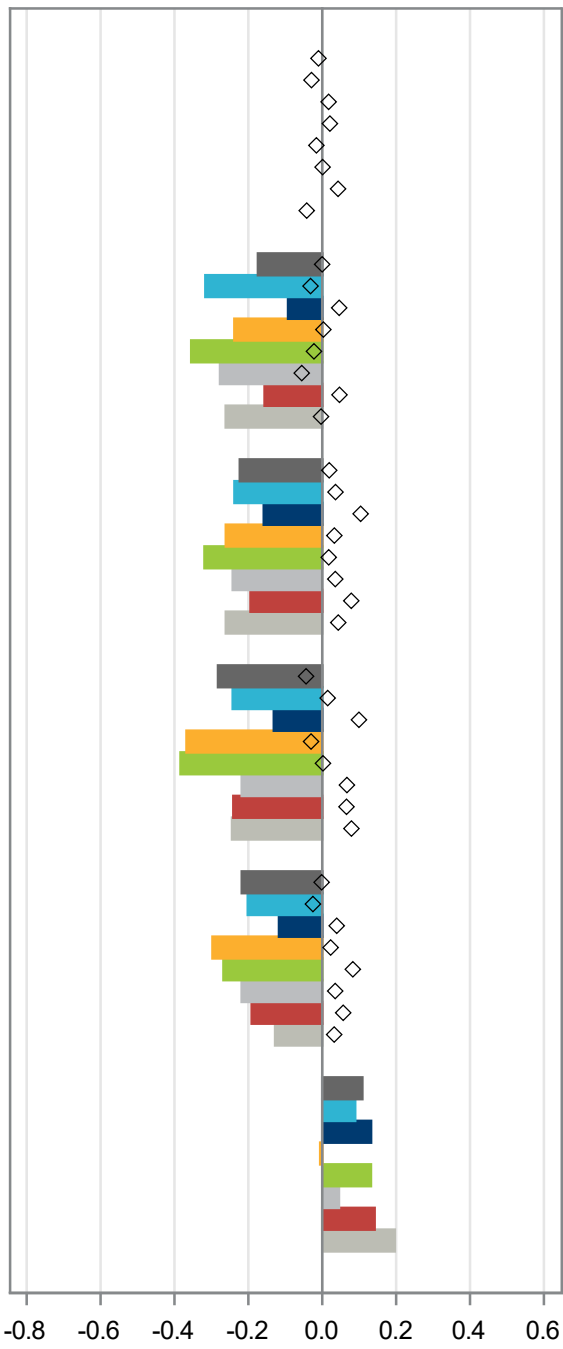
Southeast

Southwest

Western

2022 Average Effect Size

◇ : 2018 Effect Size



North Central

Northeast

Northwest

Piedmont Triad

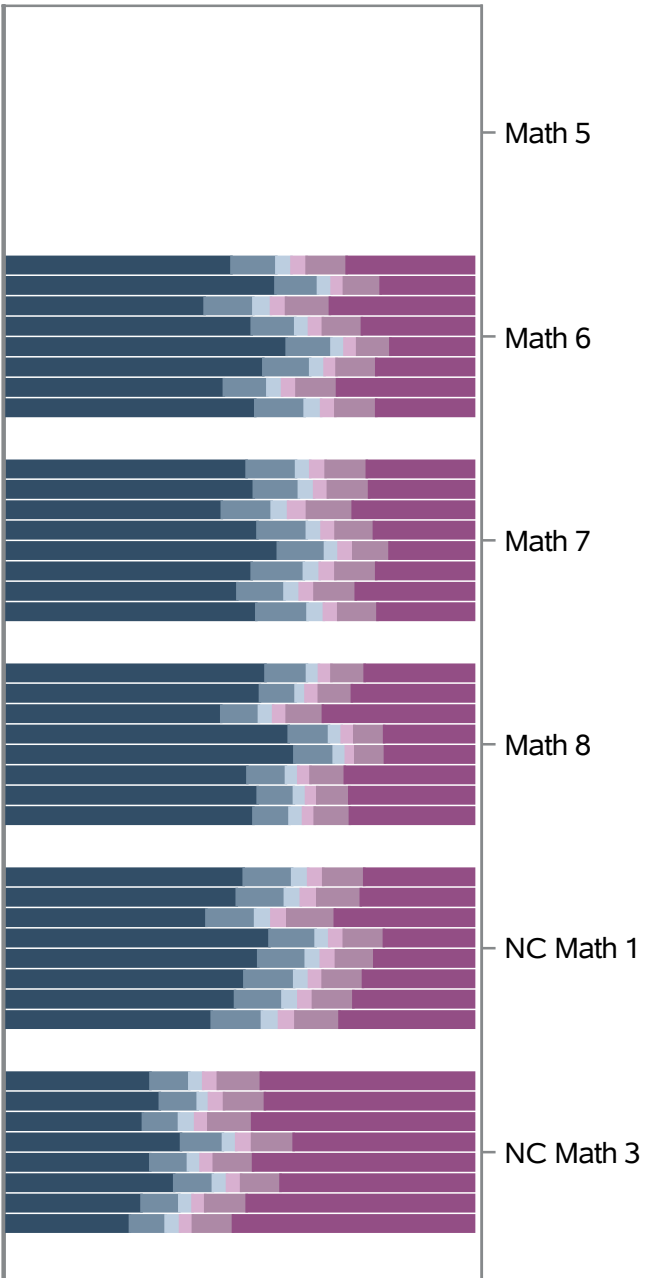
Sandhills

Southeast

Southwest

Western

2022 Student Distribution of Effect Size



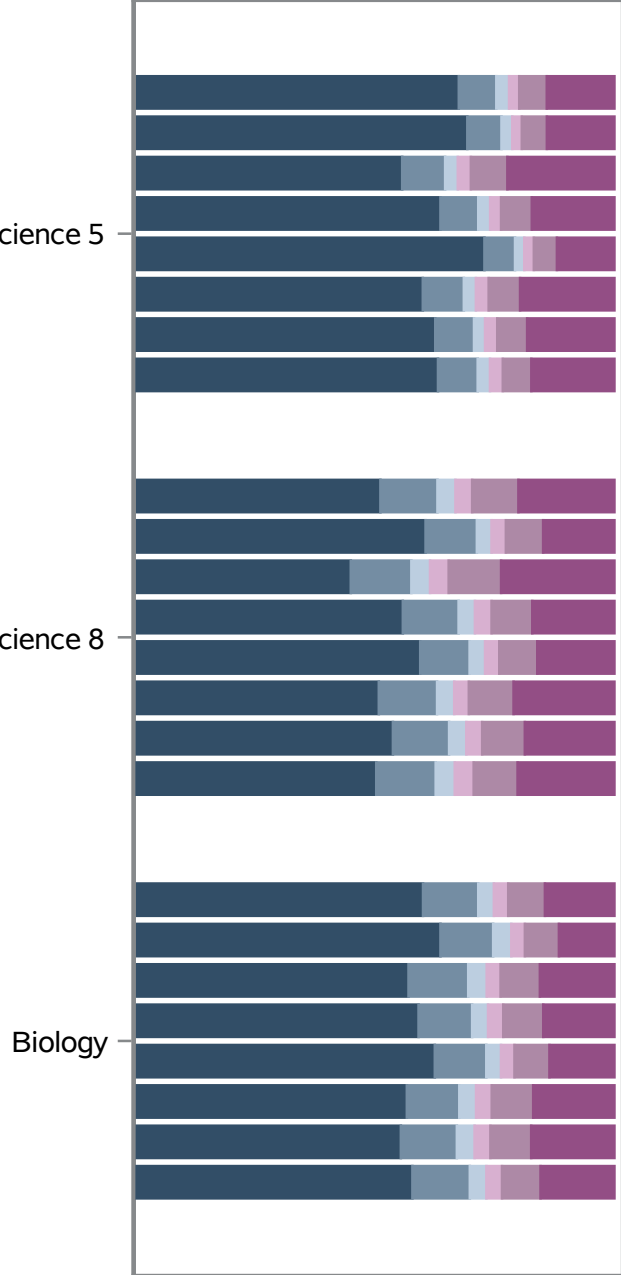
Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

SBE Region

District classification based on 2021 data with students' districts based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size

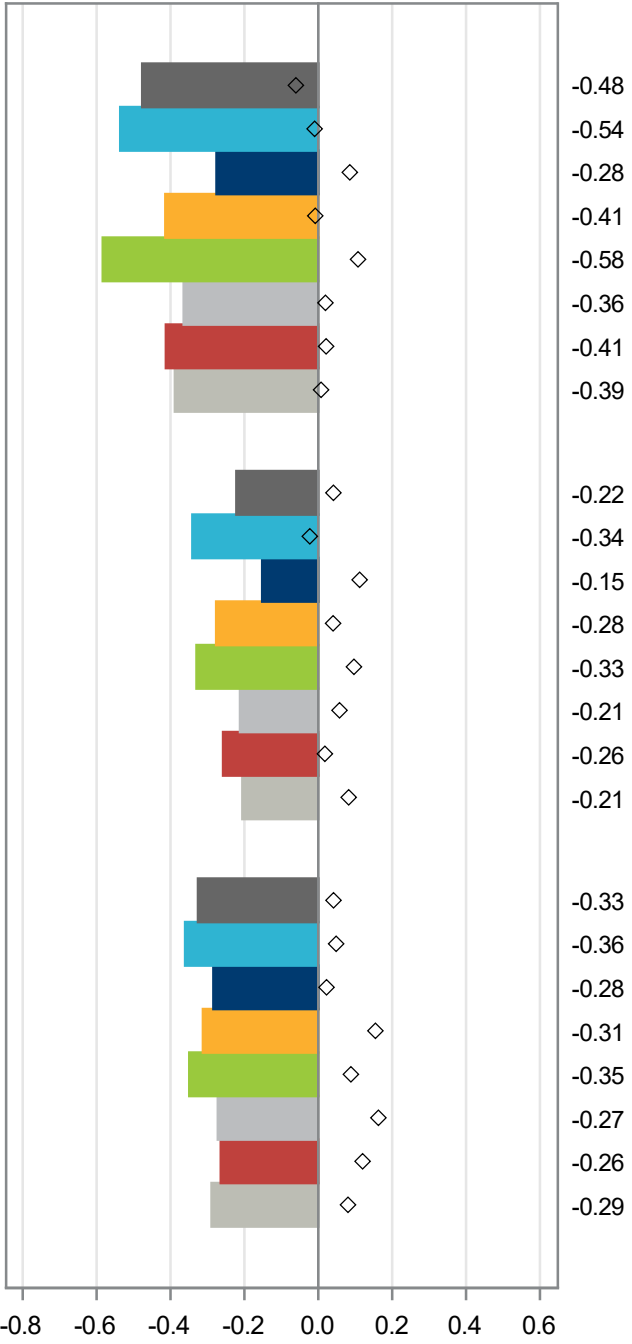


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

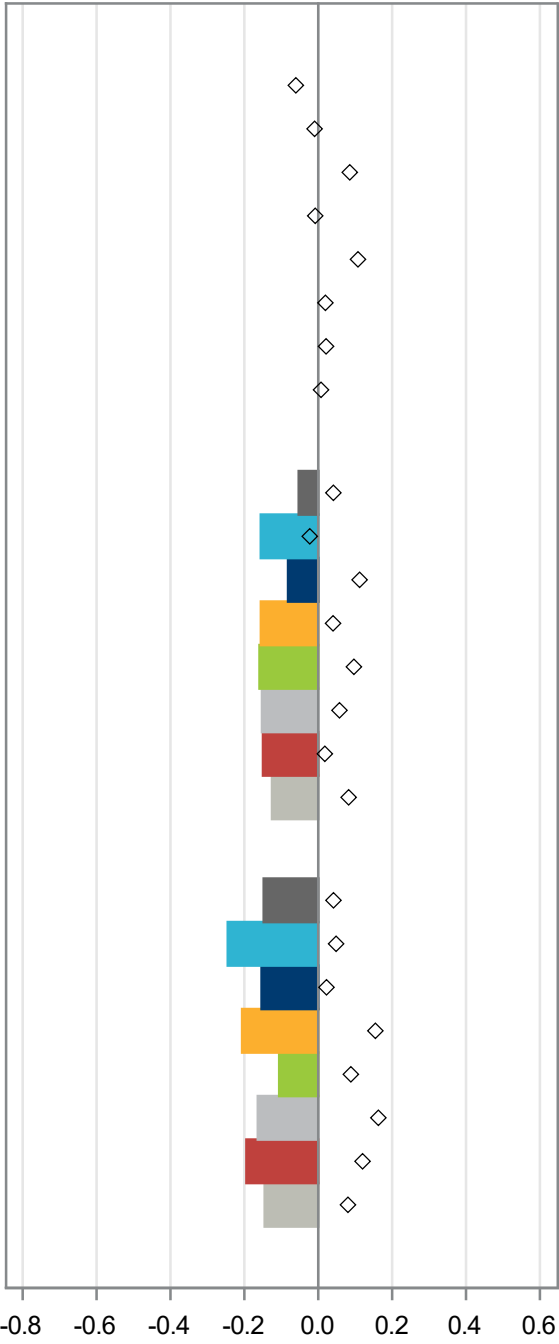


Effect Size

- North Central
- Northeast
- Northwest
- Piedmont Triad
- Sandhills
- Southeast
- Southwest
- Western

2022 Average Effect Size

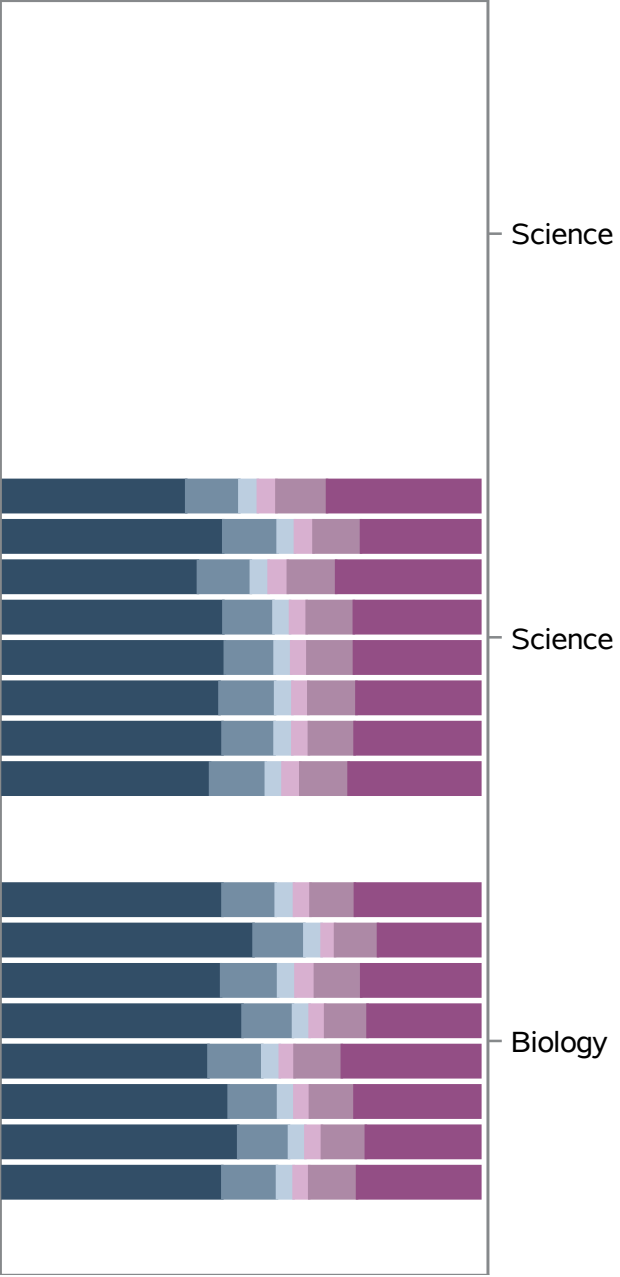
◇ : 2018 Effect Size



Effect Size

- North Central
- Northeast
- Northwest
- Piedmont Triad
- Sandhills
- Southeast
- Southwest
- Western

2022 Student Distribution of Effect Size



Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race/Ethnicity Split by Sex - F

2021 Student Distribution of Effect Size

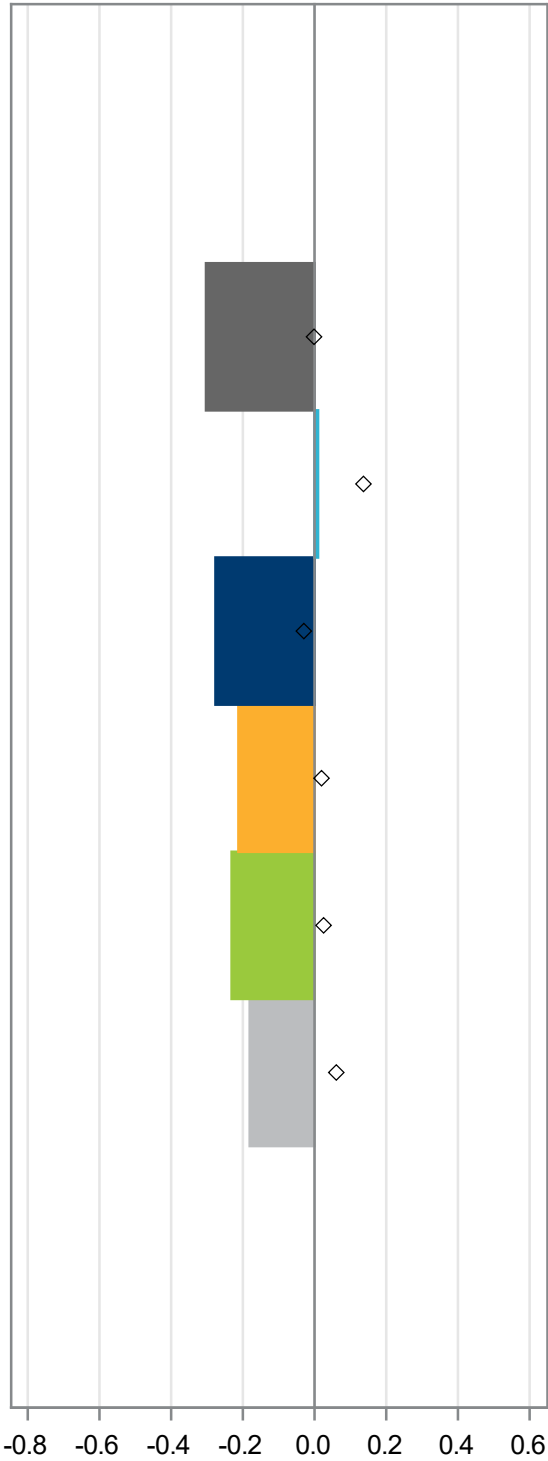


All in Common

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

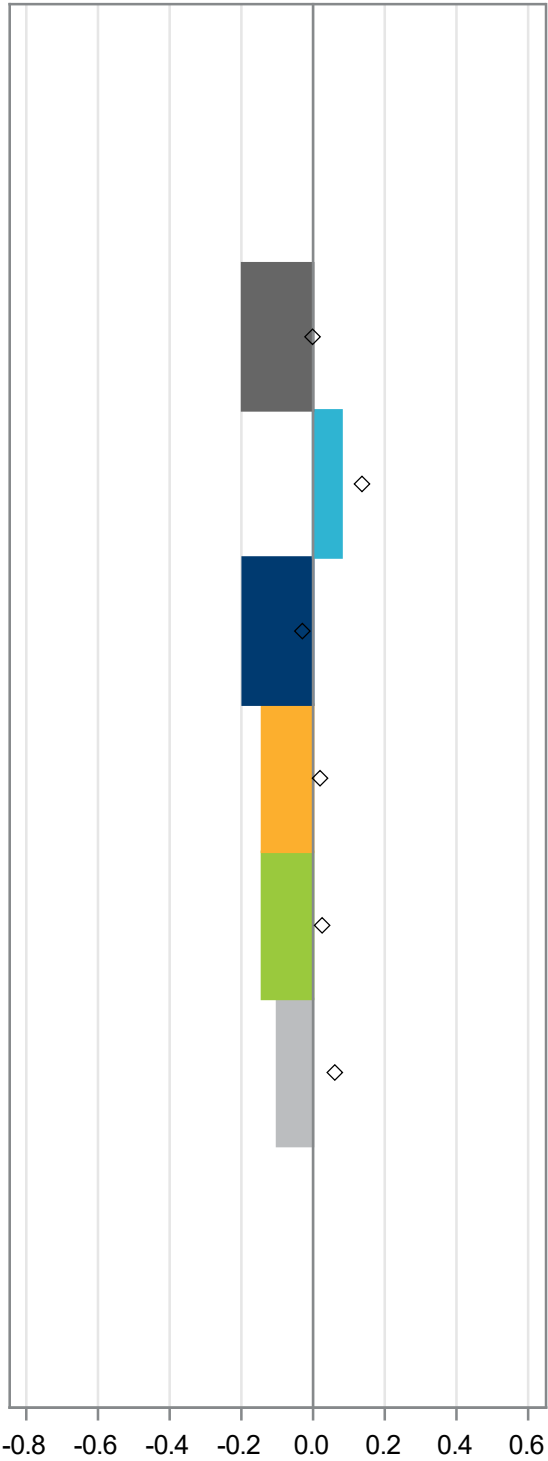


Effect Size

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

2022 Average Effect Size

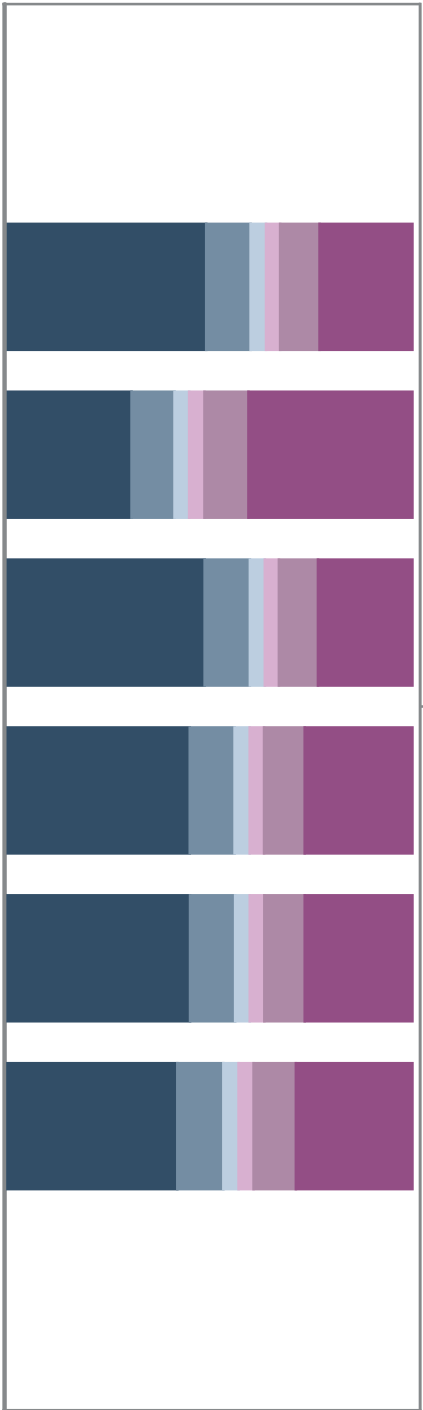
◇ : 2018 Effect Size



Effect Size

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

2022 Student Distribution of Effect Size



All in Common

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

Race/Ethnicity Split by Sex - M

2021 Student Distribution of Effect Size

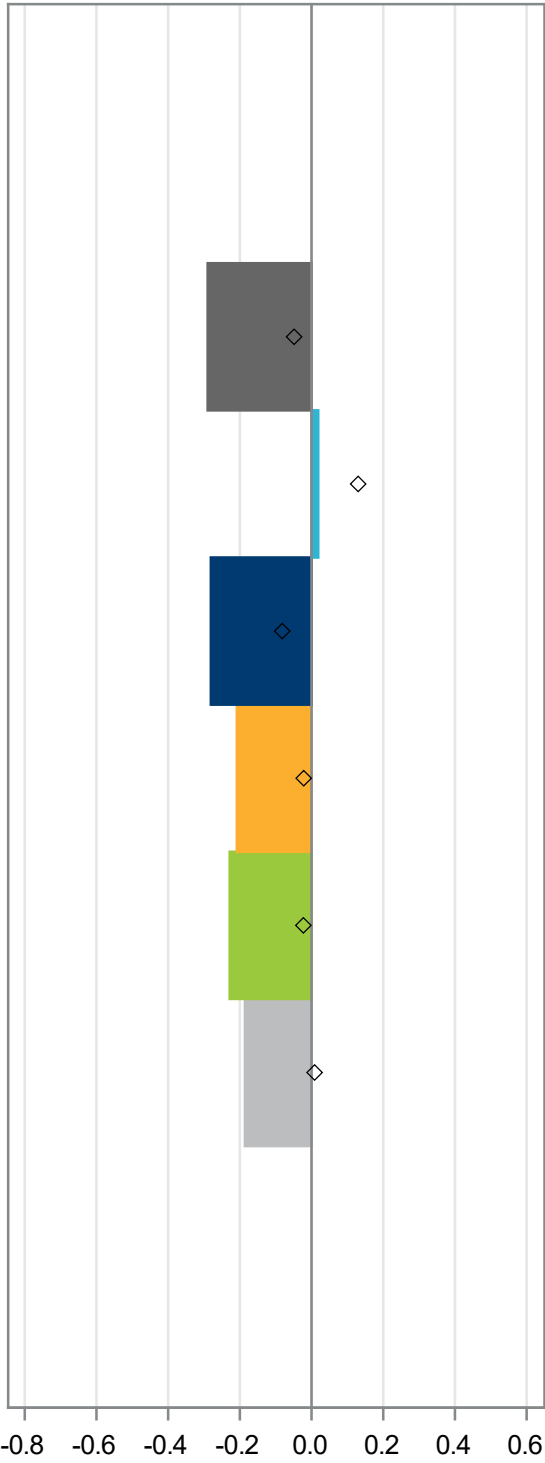


All in Common

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size

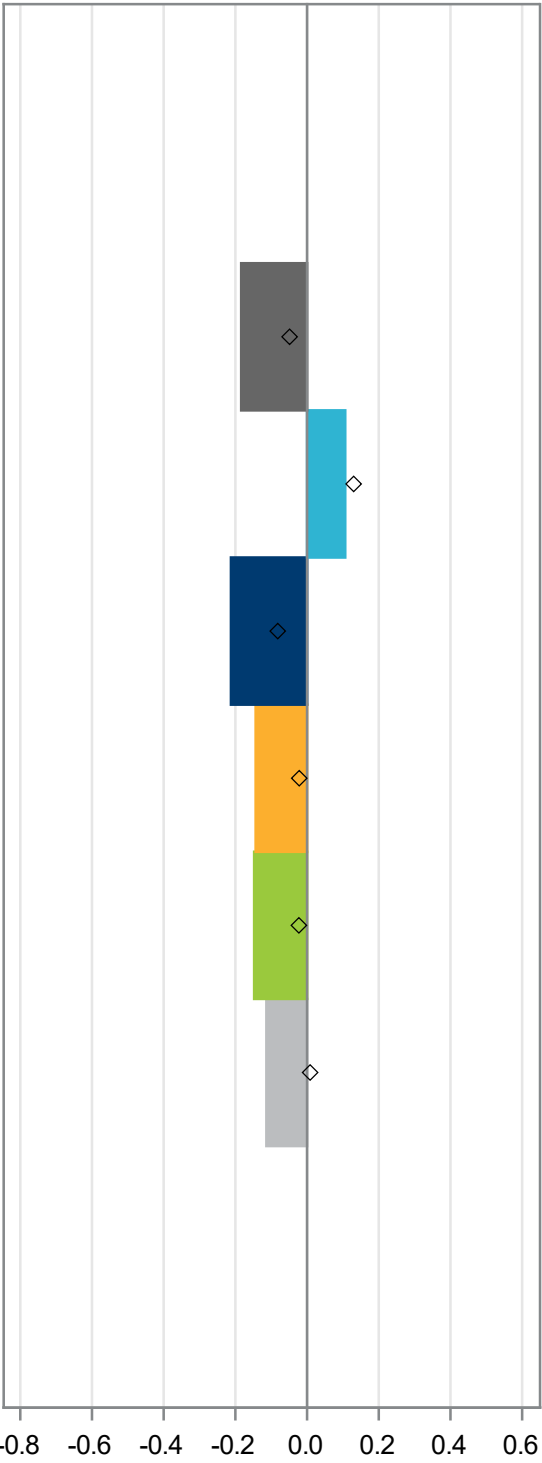


Effect Size

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

2022 Average Effect Size

◇ : 2018 Effect Size



Effect Size

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

2022 Student Distribution of Effect Size

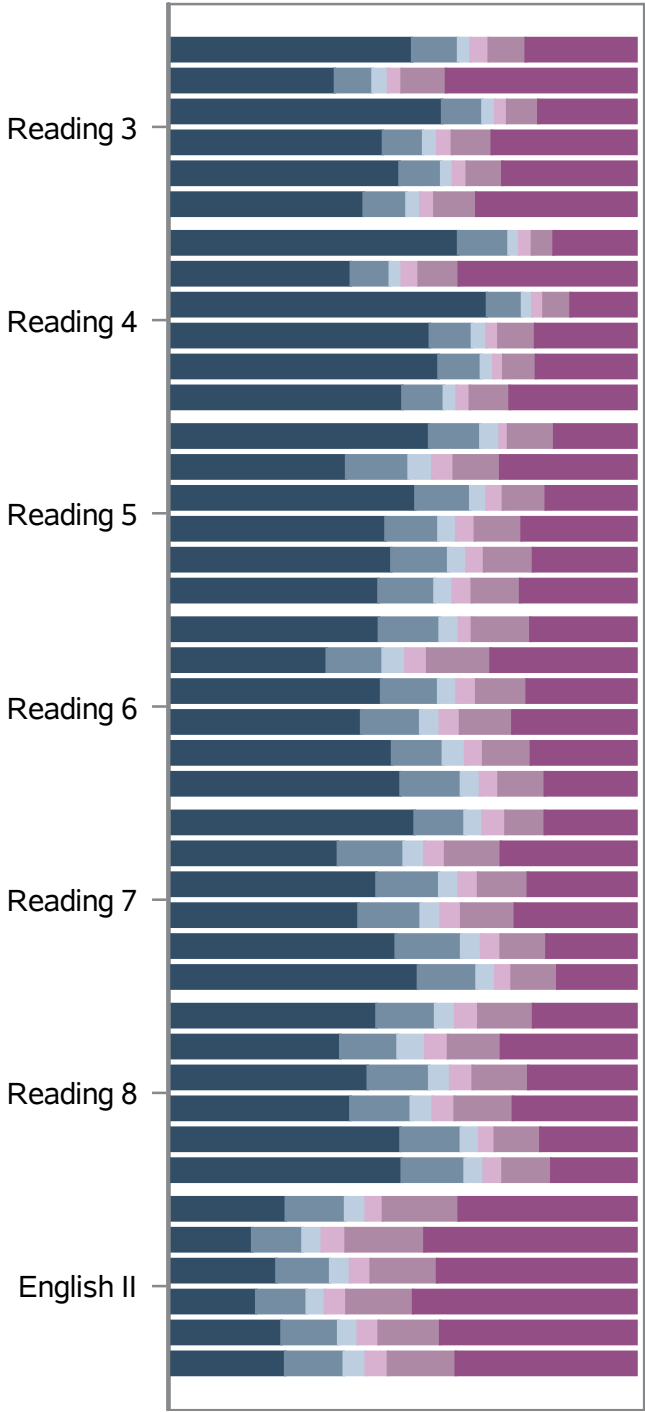


All in Common

- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

Race/Ethnicity Split by Sex - F

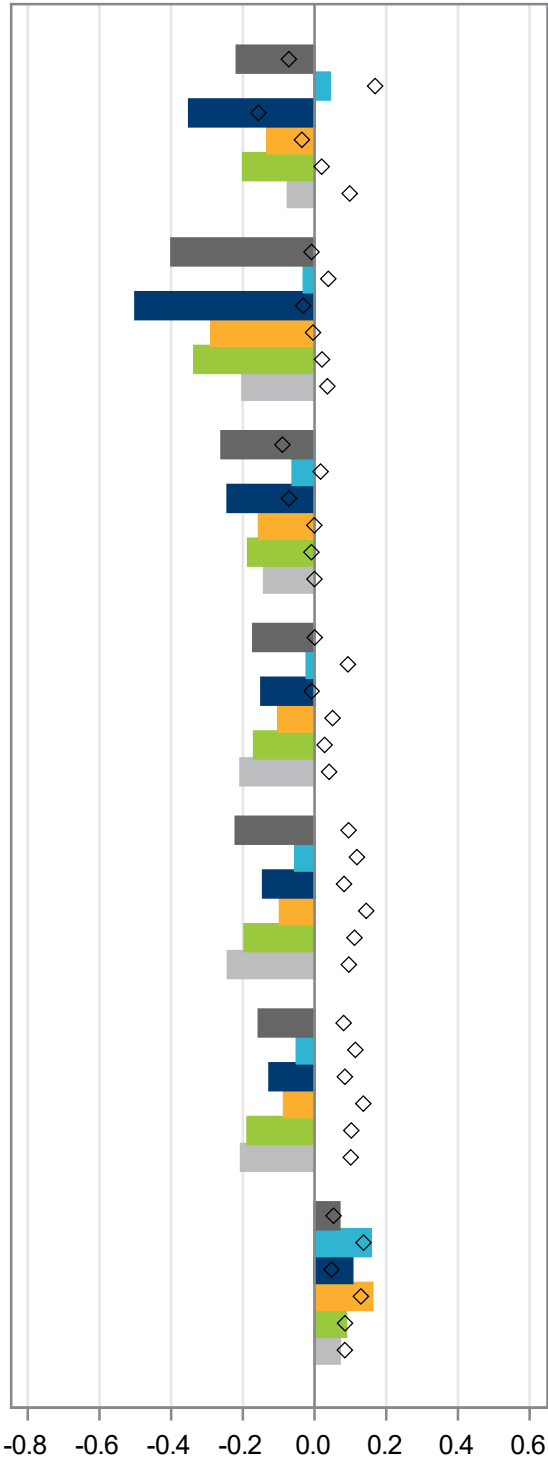
2021 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

2021 Average Effect Size

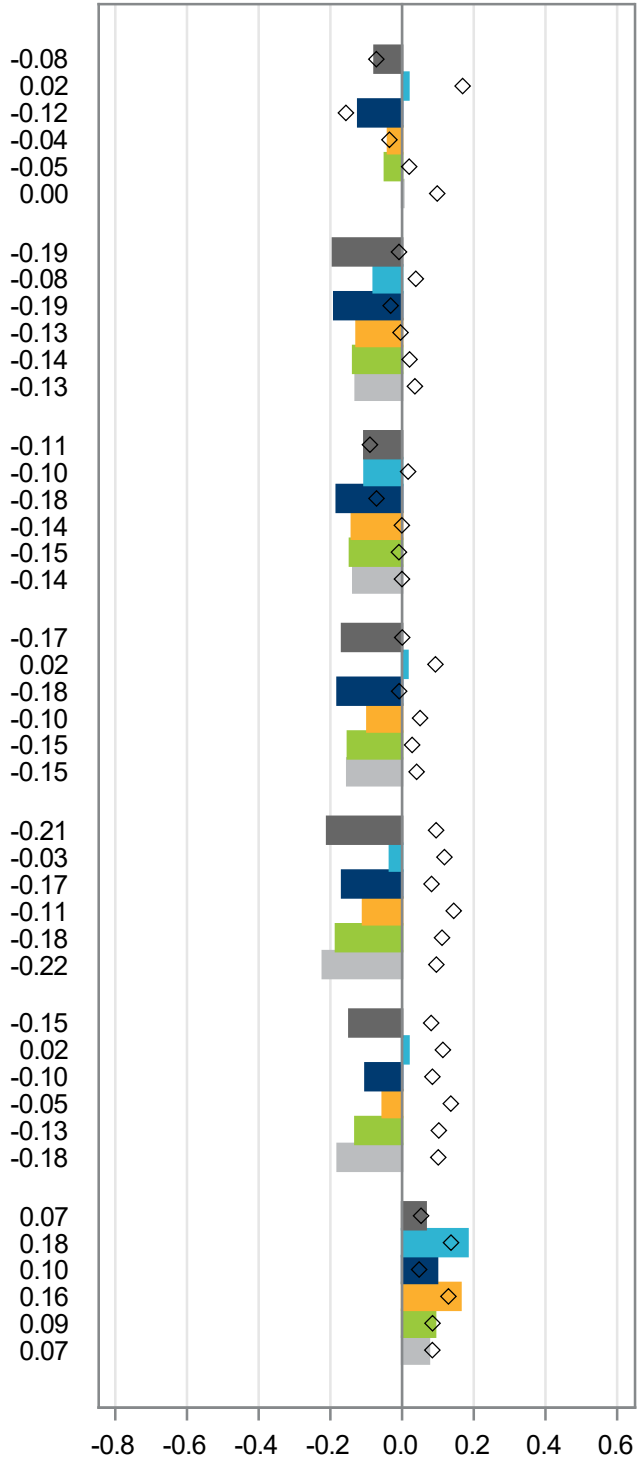
◇ : 2018 Effect Size



- Race/Ethnicity:
- American Indian/Alaskan Native
 - Asian/Pacific Islander
 - Black (not Hispanic)
 - Hispanic
 - Two or More
 - White (not Hispanic)

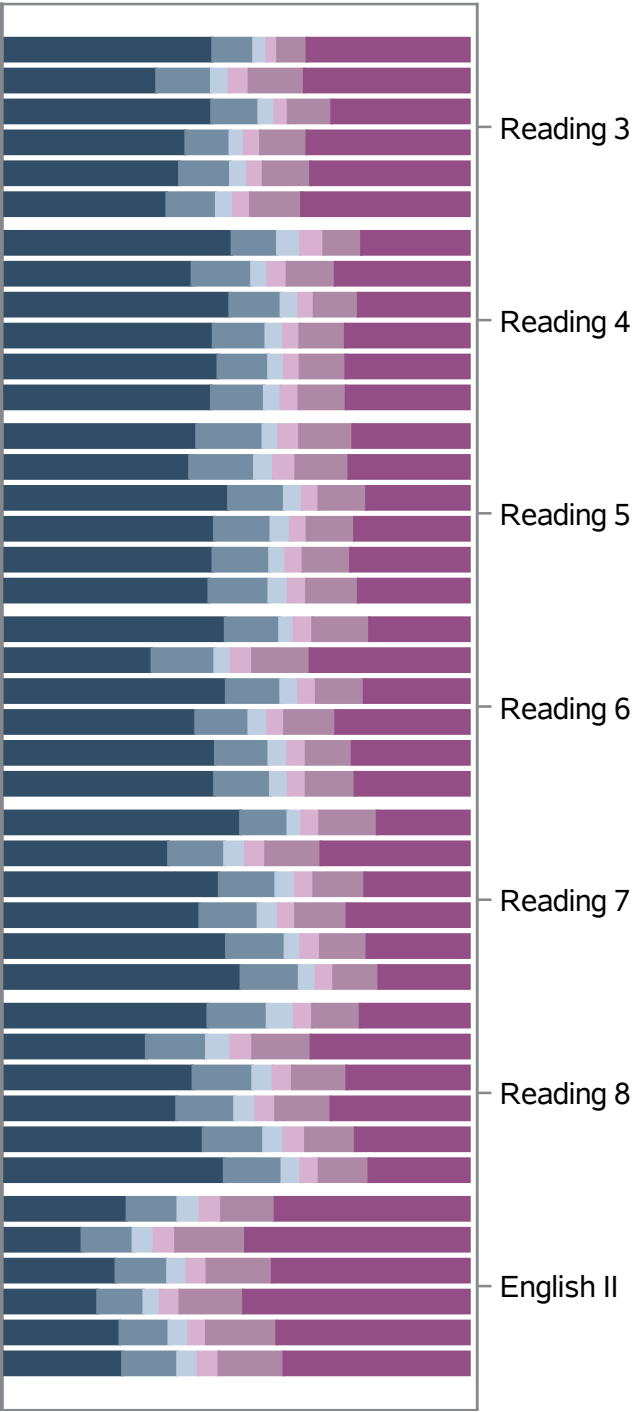
2022 Average Effect Size

◇ : 2018 Effect Size



- Race/Ethnicity:
- American Indian/Alaskan Native
 - Asian/Pacific Islander
 - Black (not Hispanic)
 - Hispanic
 - Two or More
 - White (not Hispanic)

2022 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

Race/Ethnicity Split by Sex - M

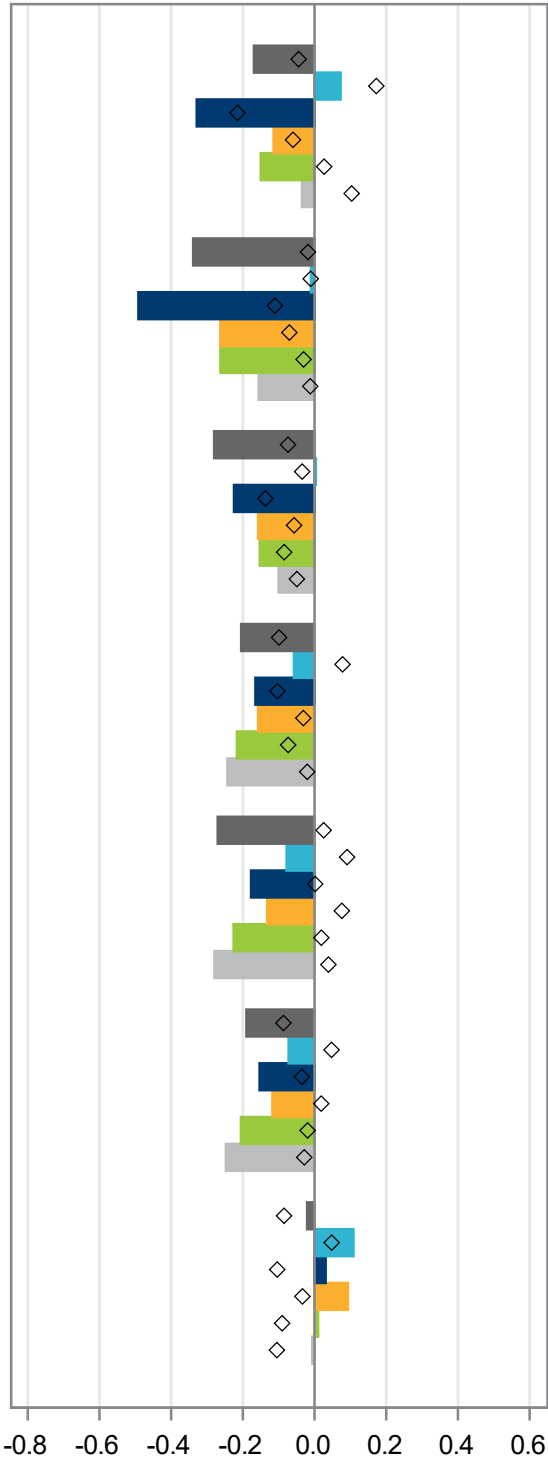
2021 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

2021 Average Effect Size

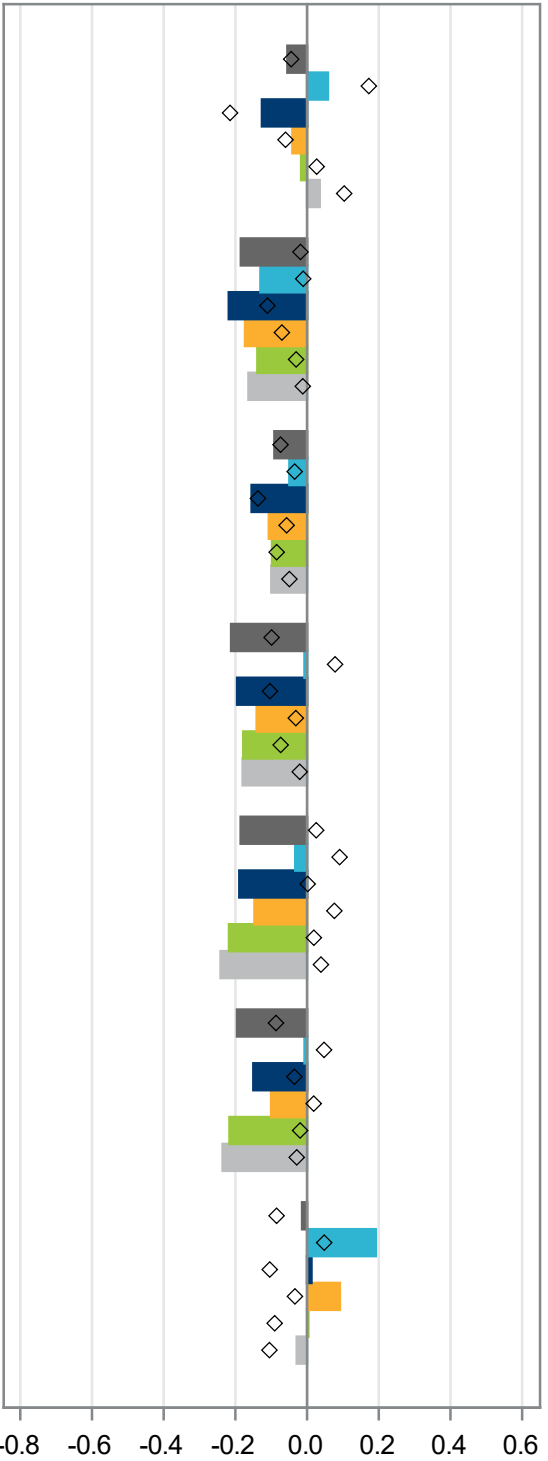
◇ : 2018 Effect Size



- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

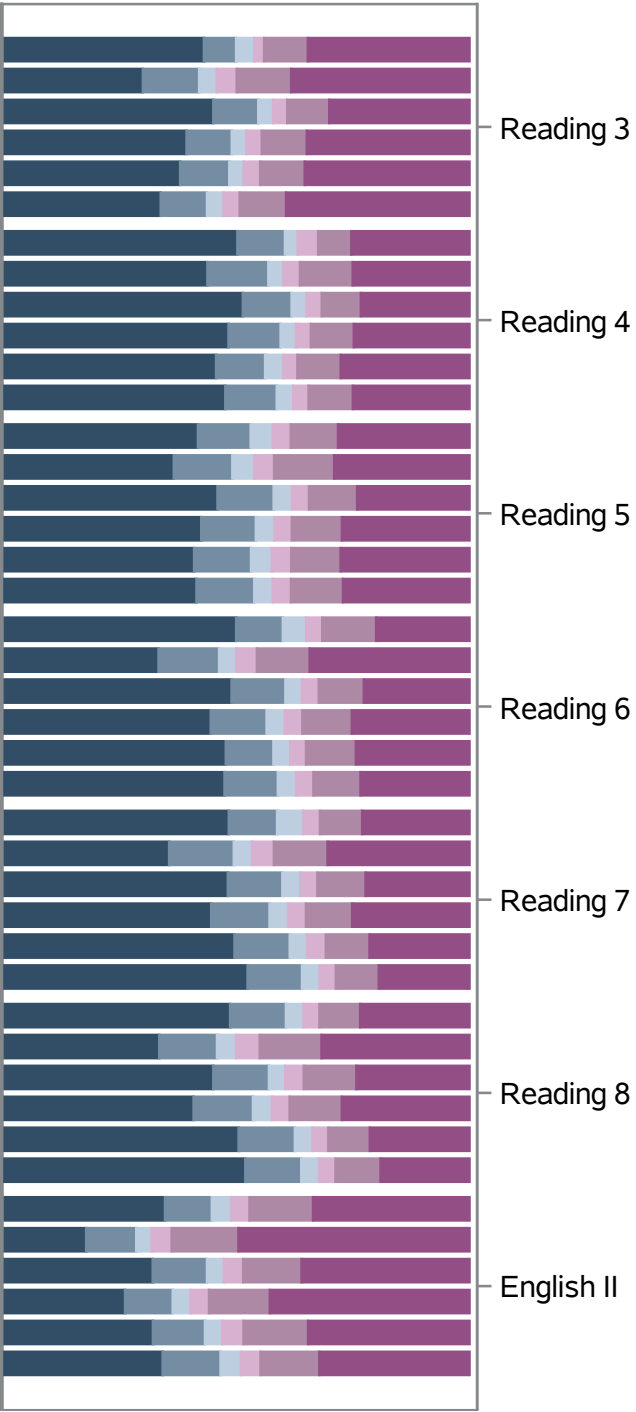
2022 Average Effect Size

◇ : 2018 Effect Size



- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

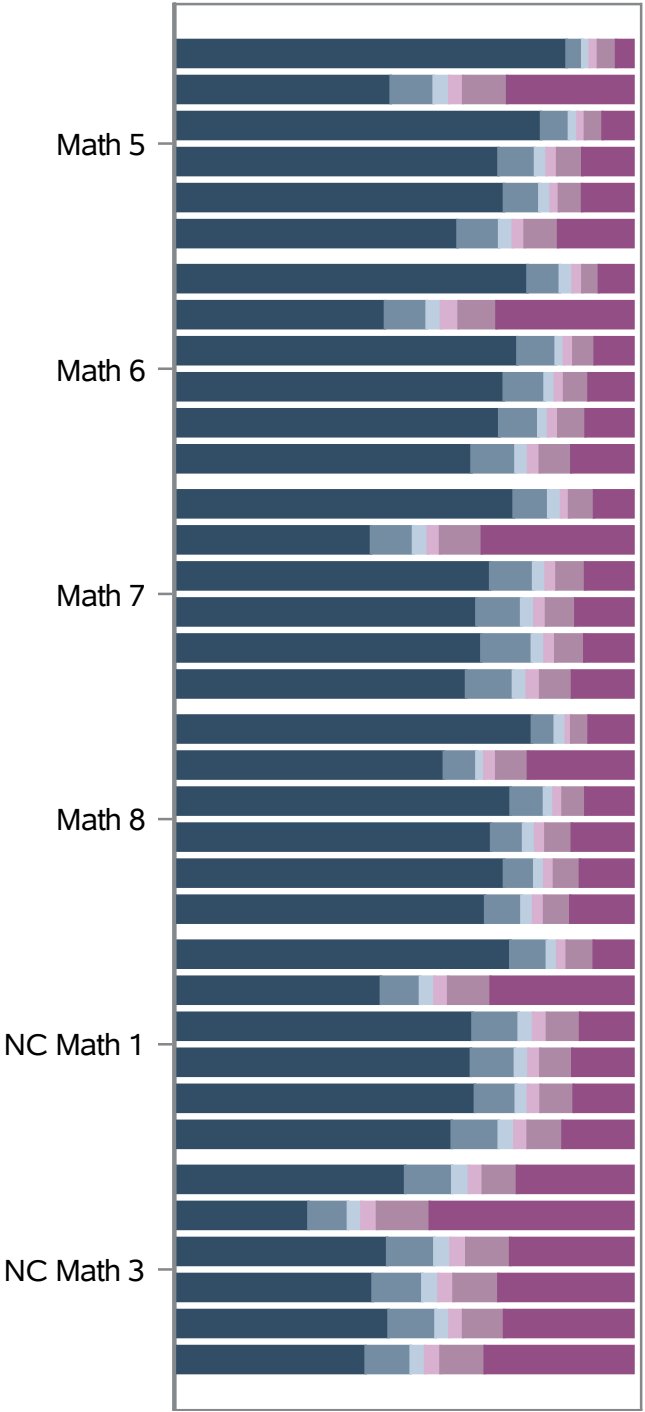
2022 Student Distribution of Effect Size



- Levels:
- Large Negative
 - Medium Negative
 - Small Negative
 - Small Positive
 - Medium Positive
 - Large Positive

Race/Ethnicity Split by Sex - F

2021 Student Distribution of Effect Size

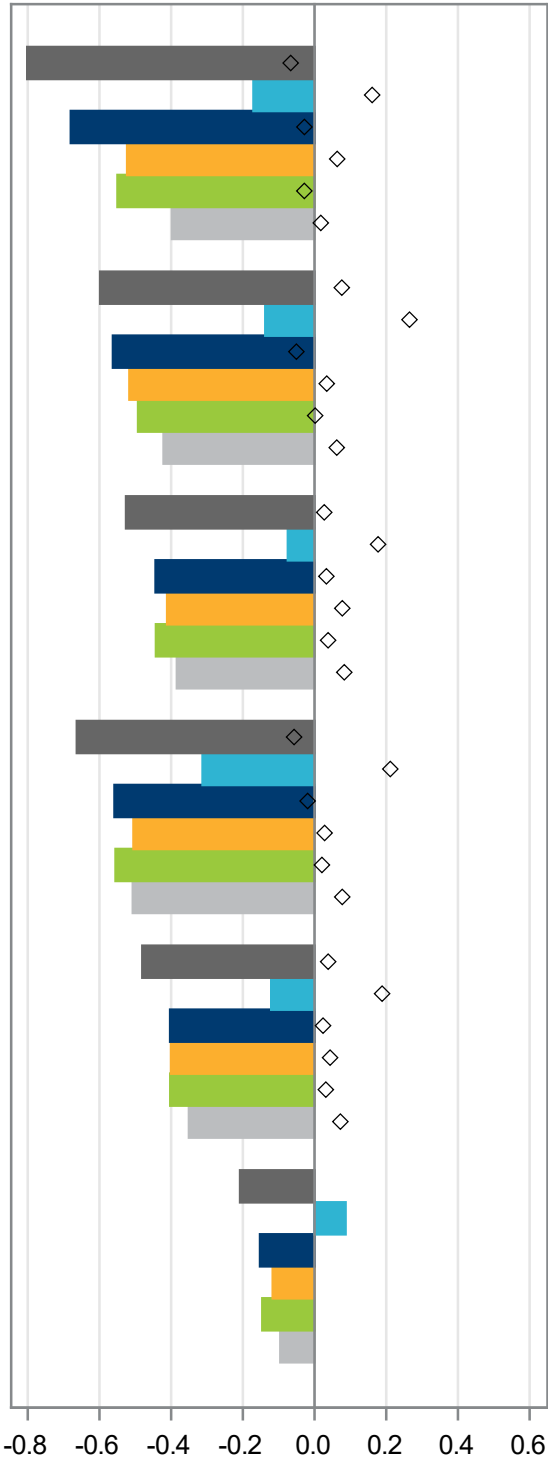


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size



American Indian/Alaskan Native

Asian/Pacific Islander

Black (not Hispanic)

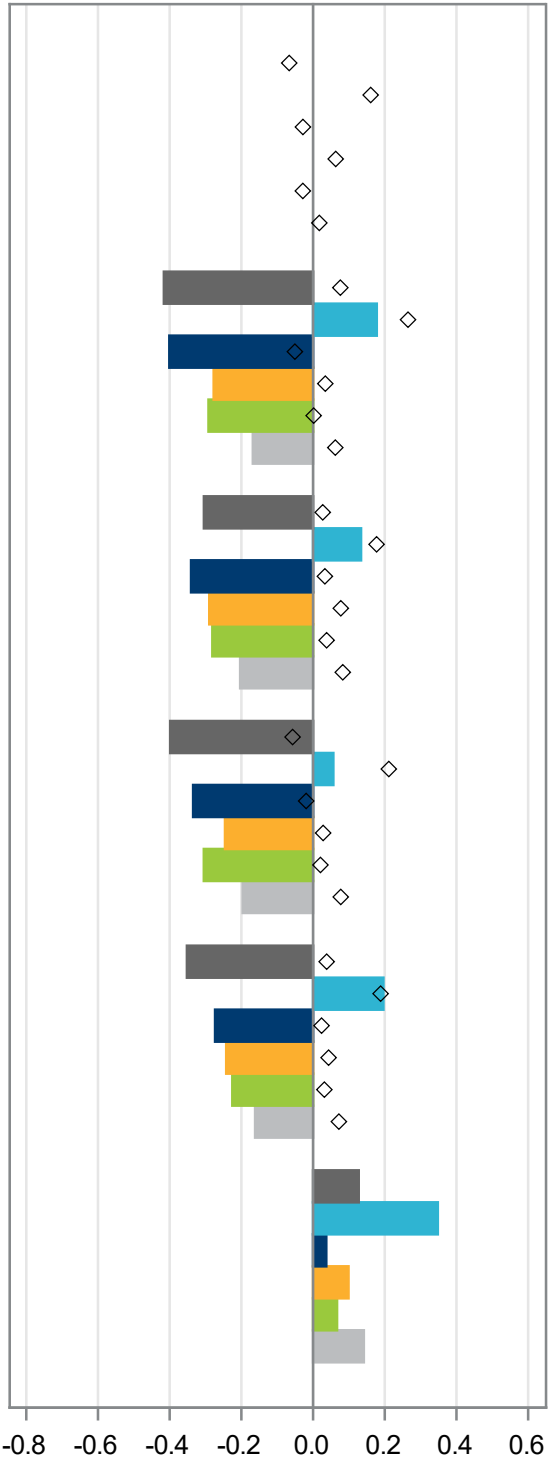
Hispanic

Two or More

White (not Hispanic)

2022 Average Effect Size

◇ : 2018 Effect Size



American Indian/Alaskan Native

Asian/Pacific Islander

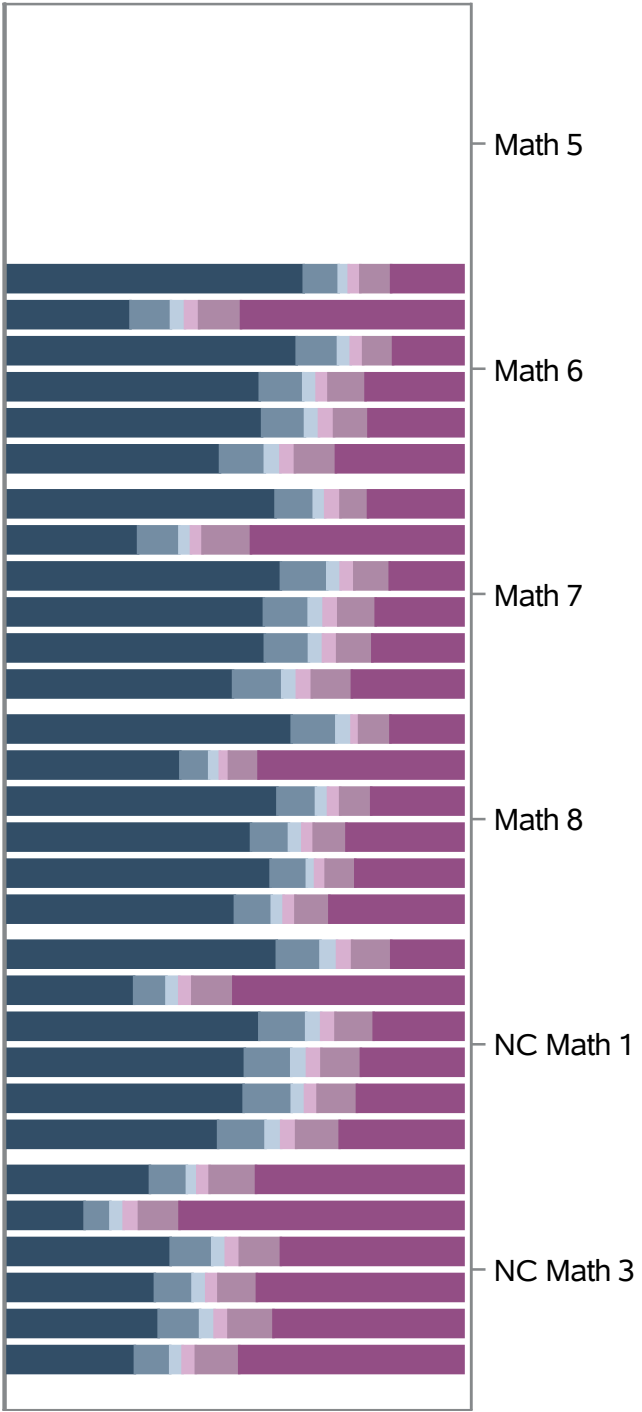
Black (not Hispanic)

Hispanic

Two or More

White (not Hispanic)

2022 Student Distribution of Effect Size

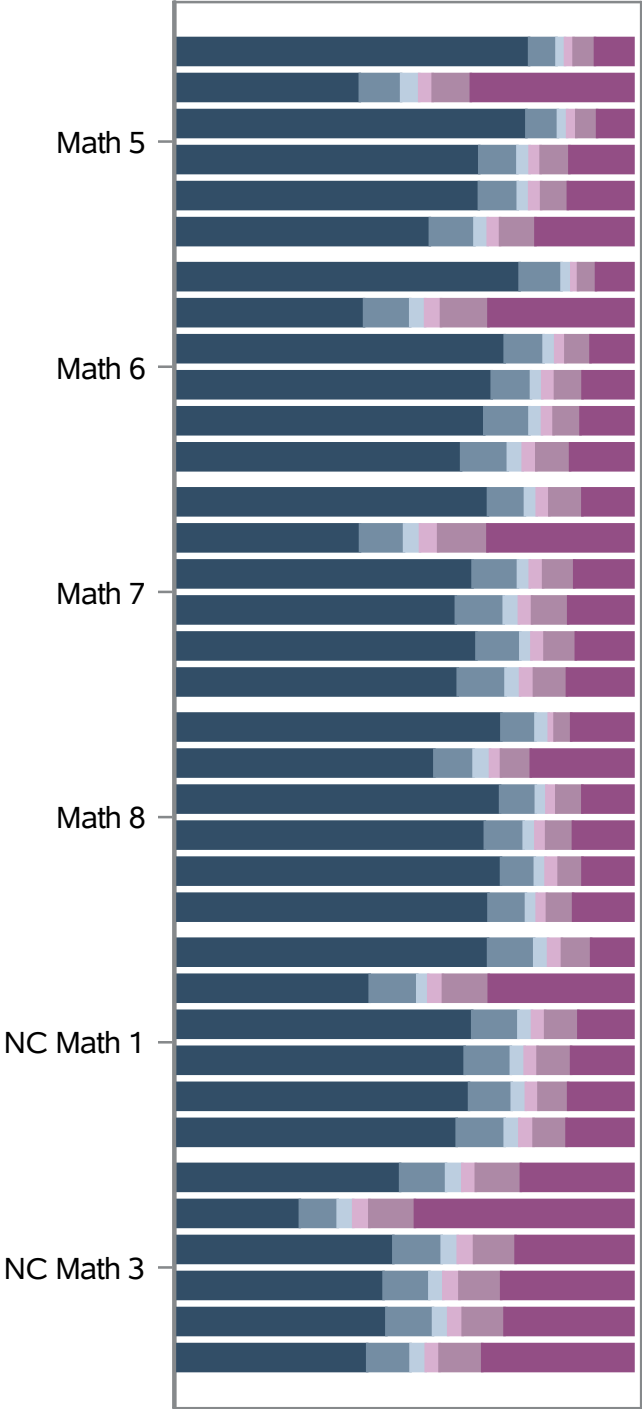


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race/Ethnicity Split by Sex - M

2021 Student Distribution of Effect Size

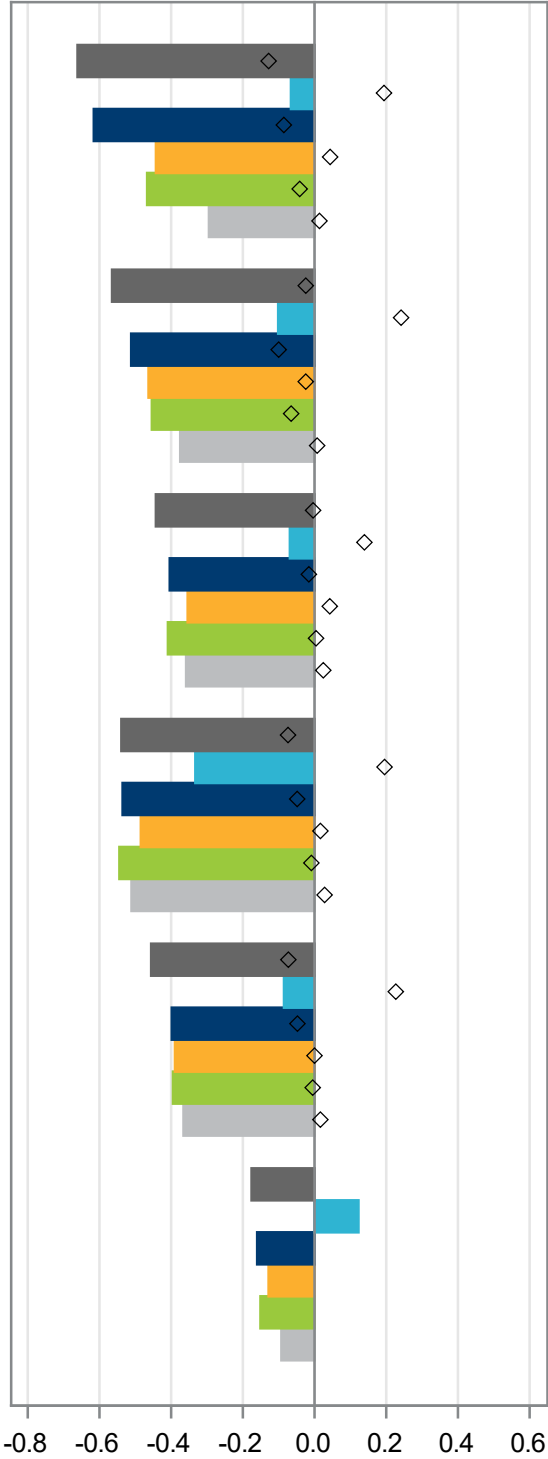


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

◇ : 2018 Effect Size



American Indian/Alaskan Native

Asian/Pacific Islander

Black (not Hispanic)

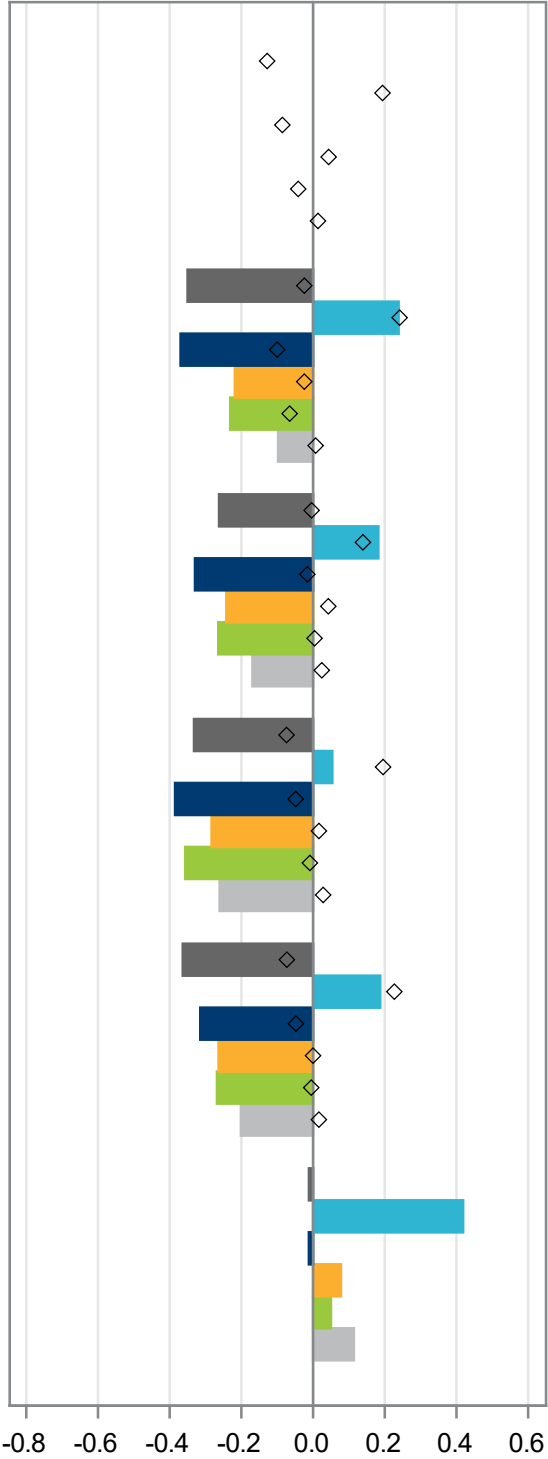
Hispanic

Two or More

White (not Hispanic)

2022 Average Effect Size

◇ : 2018 Effect Size



American Indian/Alaskan Native

Asian/Pacific Islander

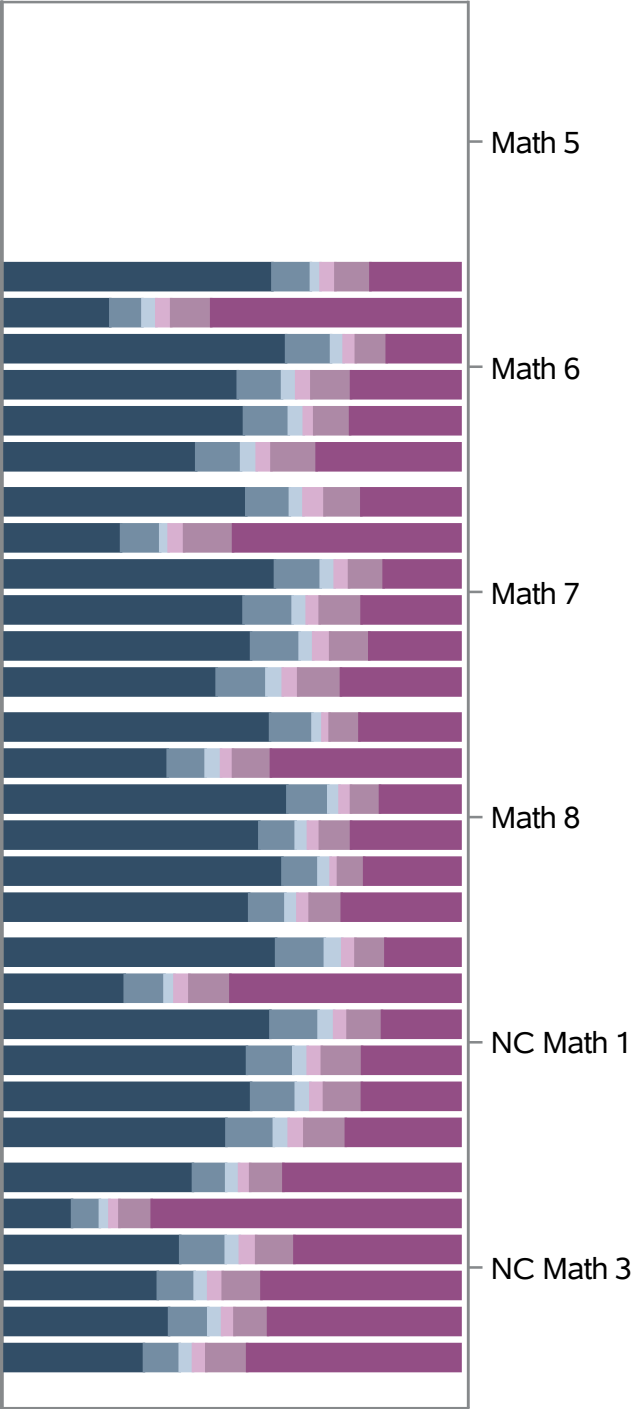
Black (not Hispanic)

Hispanic

Two or More

White (not Hispanic)

2022 Student Distribution of Effect Size

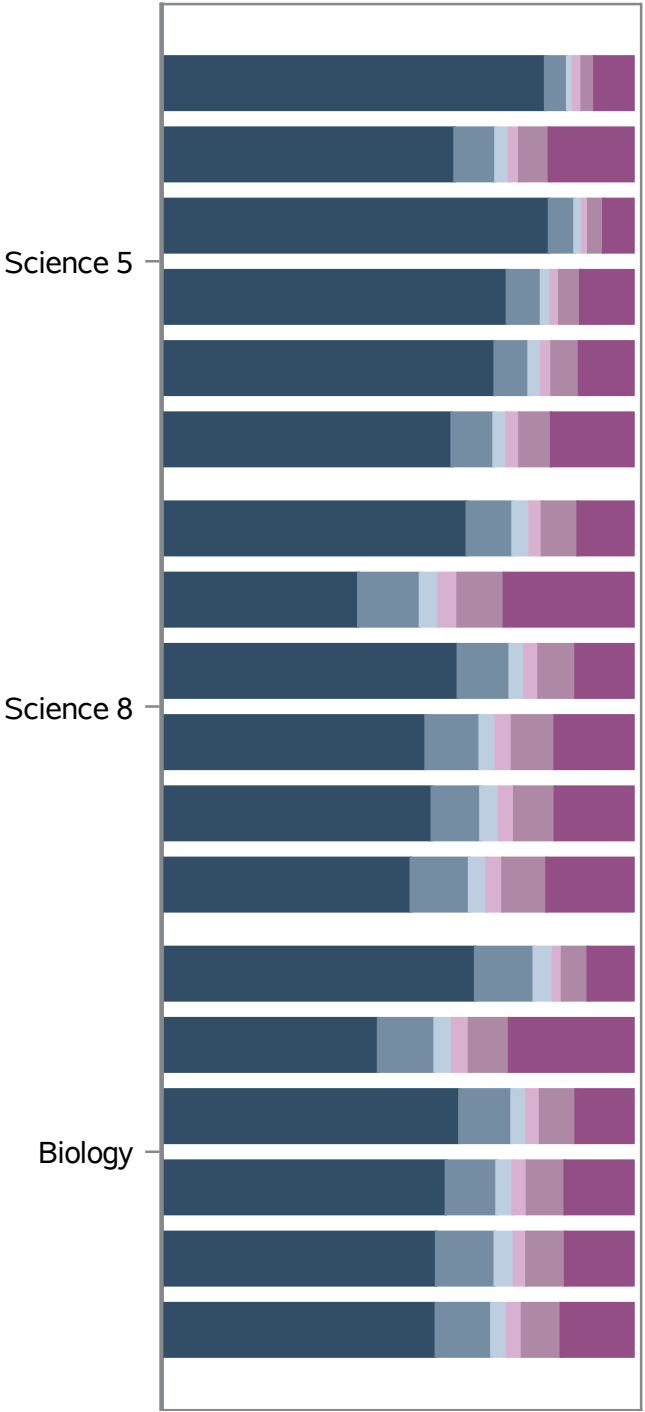


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race/Ethnicity Split by Sex - F

2021 Student Distribution of Effect Size

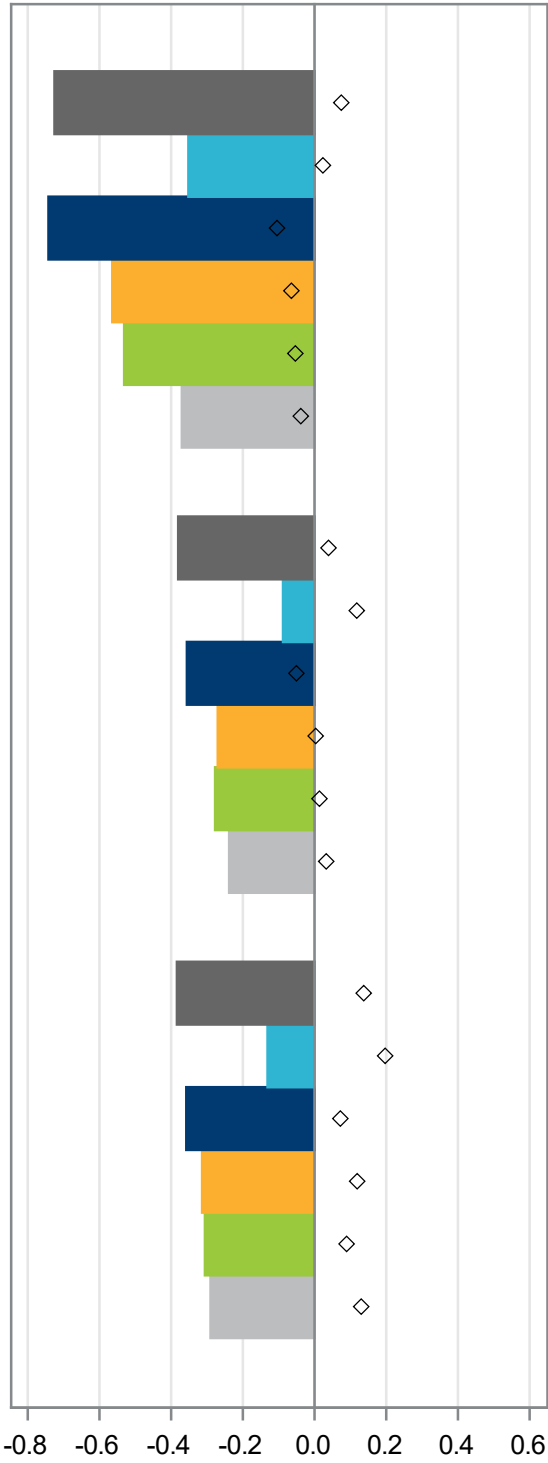


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

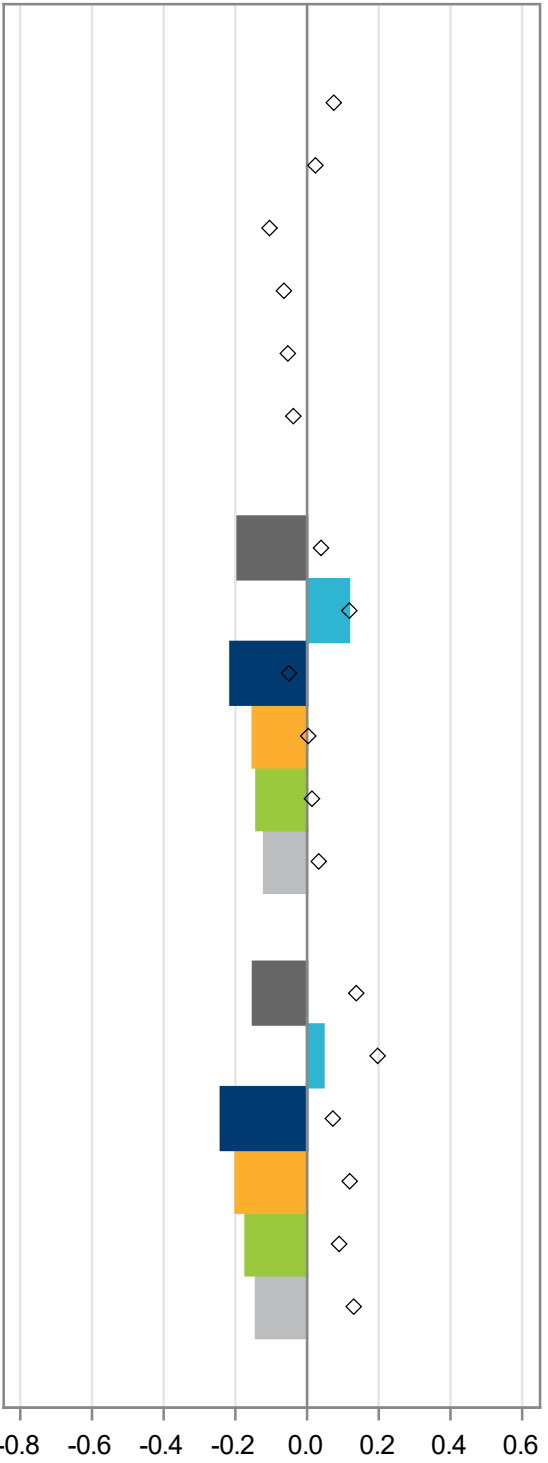
◇ : 2018 Effect Size



American Indian/Alaskan Native
Asian/Pacific Islander
Black (not Hispanic)
Hispanic
Two or More
White (not Hispanic)

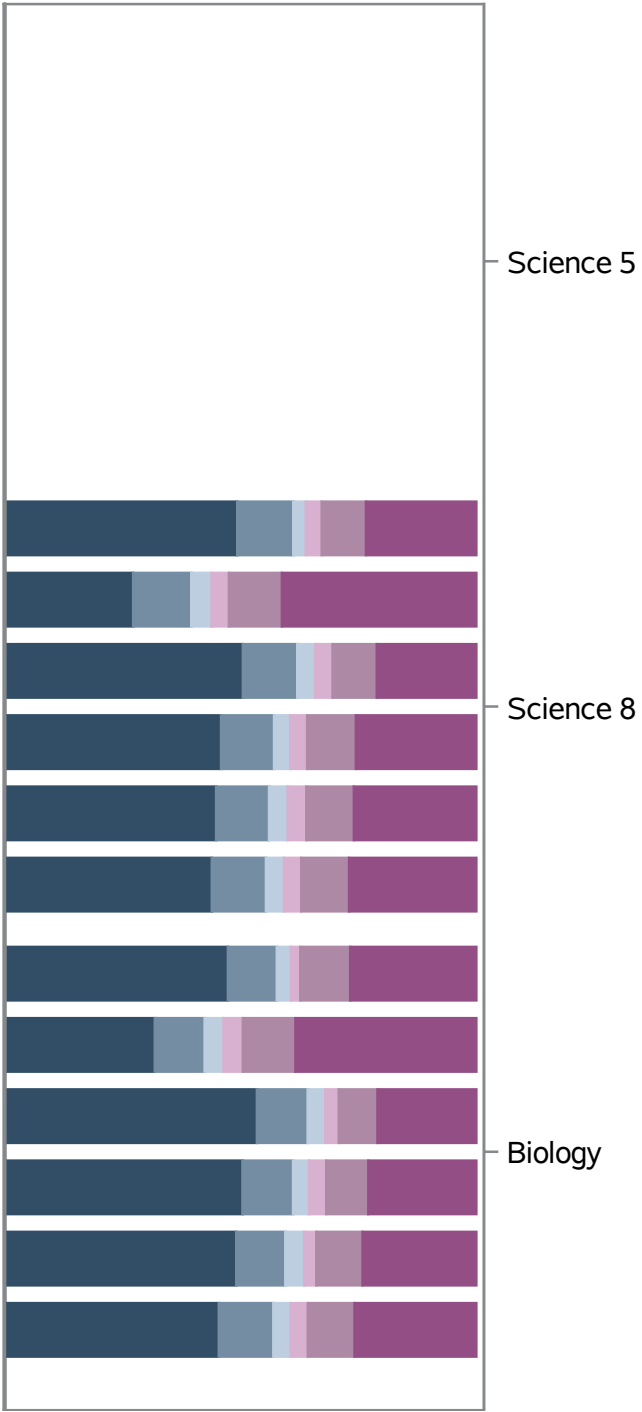
2022 Average Effect Size

◇ : 2018 Effect Size



American Indian/Alaskan Native
Asian/Pacific Islander
Black (not Hispanic)
Hispanic
Two or More
White (not Hispanic)

2022 Student Distribution of Effect Size

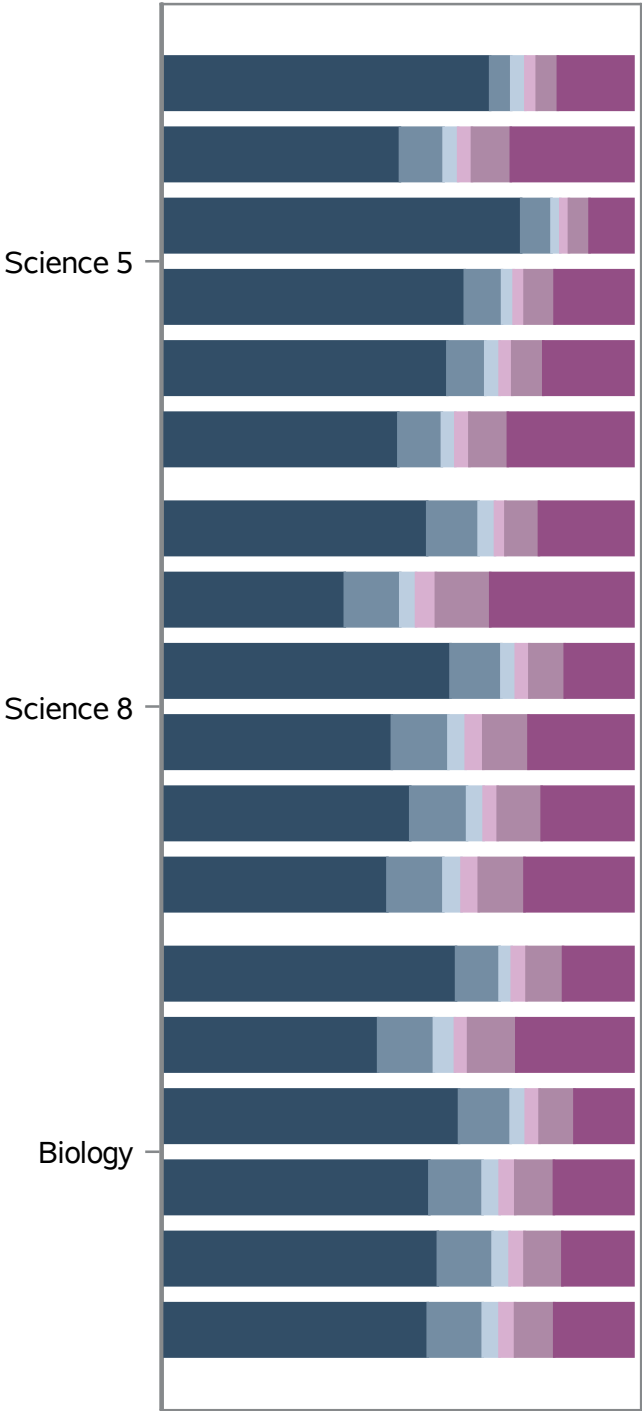


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race/Ethnicity Split by Sex - M

2021 Student Distribution of Effect Size

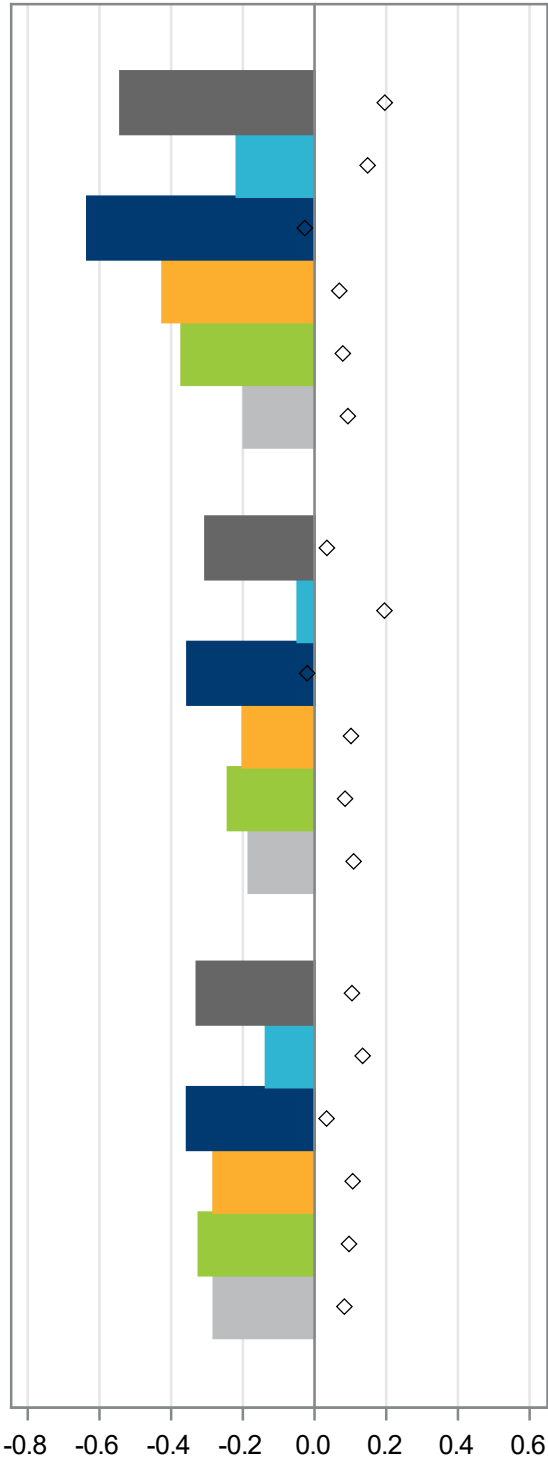


Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

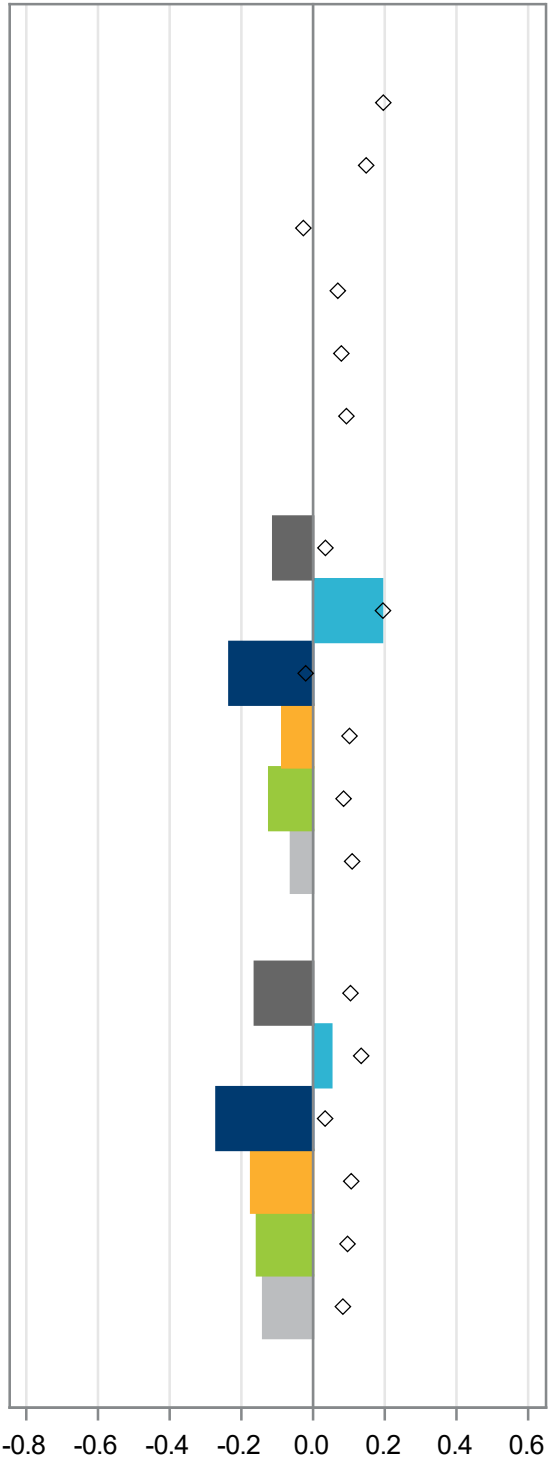
◇ : 2018 Effect Size



American Indian/Alaskan Native
Asian/Pacific Islander
Black (not Hispanic)
Hispanic
Two or More
White (not Hispanic)

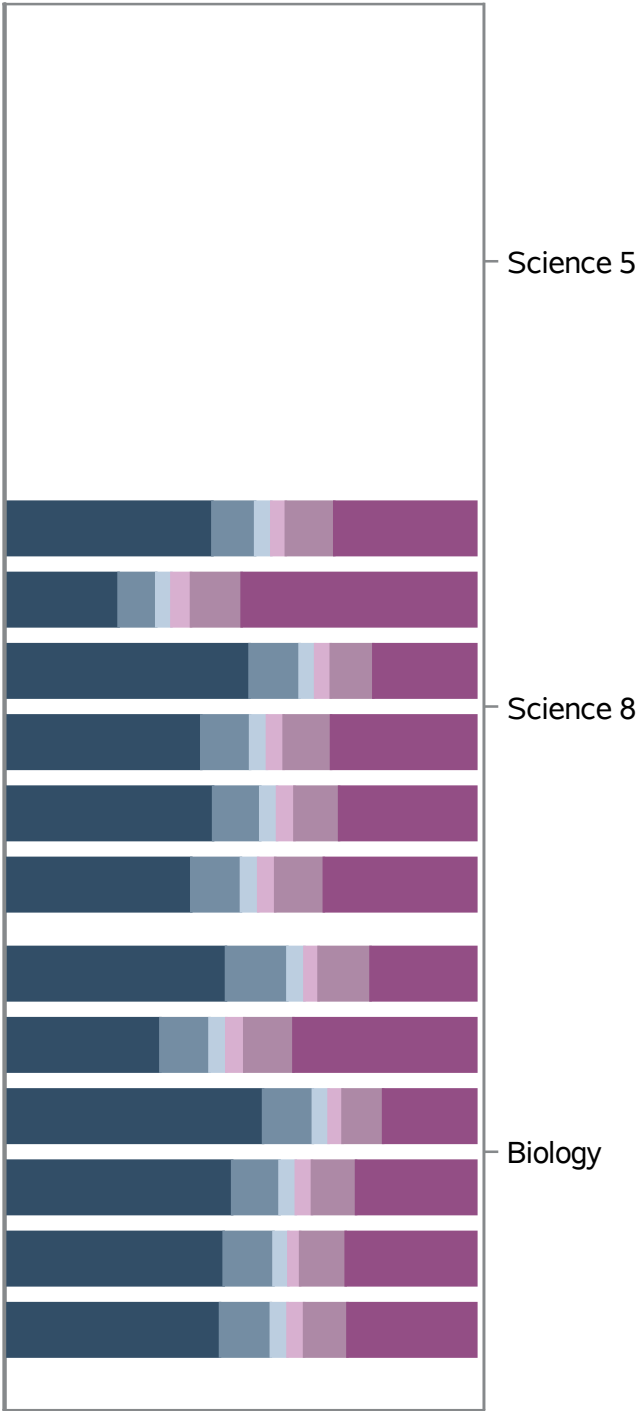
2022 Average Effect Size

◇ : 2018 Effect Size



American Indian/Alaskan Native
Asian/Pacific Islander
Black (not Hispanic)
Hispanic
Two or More
White (not Hispanic)

2022 Student Distribution of Effect Size



Levels:

- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive