NORTH CAROLINA
State Board of Education
Department of Public Instruction

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

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

DPI Chronological Schedule, 2022-2023

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

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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.

2 Data

2.1 Data Received

The analysis in this report leveraged student-level assessment data, where available, from 2007-2008 through the 2021-22 school year in order to compile a longitudinal data set based on the following assessments:

- EOG Mathematics in grades 3–8 (Note: grades 3-4 were used as predictors only; no projections were made to these assessments for 2020-21 or 2021-22. Grade 5 scores were only used as predictors for 2021-22 projections)
- BOG Reading in grade 3 (Note: These scores were used as predictors only; no projections were made to this assessment)
- EOG Reading in grades 3–8
- EOG Science in grades 5 and 8
- EOC Biology, English II, Math 1 and Math 3
- mCLASS in grades K-2 (used as predictors only)
- ACT assessments in English, Math, Reading, and Science

The state EOG tests are administered in the spring semester whereas the EOC assessments are typically given at the end of the fall and spring semesters with the occasional summer administration. The BOG Reading in grade 3 assessment is given at the start of the fall semester. The mCLASS assessments are administered in equal intervals three times throughout the year.

For each administration, SAS used the following student identifiers, assessment data, and district/school/student flags; definitions of these identifiers and flags are available in Appendix A:

- Student Identifiers
  - Student Last Name
  - Student First Name
  - Student Middle Initial
  - Student Date of Birth
  - Student Identification Number
- Assessment Information
  - Scale Score
  - Test Taken
  - Tested Grade
  - Test Semester
  - School Number
  - District Number
  - Administration Window
- Student Flags
  - Academically or Intellectually Gifted (Y, N)
  - Gender (M, F)
  - English Learners (EL) (Y, N)
  - Economically Disadvantaged Students (Y, N)

- Students with Disabilities (SWD) (Y, N)
- Student Experiencing Homelessness (Y, N)
- Military Connected (Y, N)
- Chronically Absent (Y, N)
- Foster Student (Y,N)
- Migrant Student (Y, N)
- Education Delivery in the 2020-21 School Year
  - In-Person/Remote Delivery
  - Number of Days Absent
- Race
  - American Indian/Alaskan Native
  - Asian/Pacific Islander
  - Black (not Hispanic)
  - Hispanic
  - Two or More Races
  - White (not Hispanic)
  - Other

- District/School Flags
  - School A-F Performance Grades in the 2018-19 School Year
  - School Designation (Public, Charter, Laboratory, Regional)
  - School Percentage Connectivity in the 2020-21 School Year
  - State Board Region
  - Urbanicity (City, City School, Rural, Suburb and Town)
  - Education Delivery in the 2020-21 School Year
    - Number of Days Hybrid/Blended
    - Number of Days In-Person
    - Number of Days Remote

SAS merged the individual student records over time using an algorithm that incorporated all student identifiers to create a longitudinal database that tracks individual students' performance across grade levels on state assessments each year. As explained in Section 3, student flags were not included in the analysis for determining students' projected performance but were used to aggregate students into different student groups for comparison. Furthermore, some student flags are used to generate school-level variables that indicate the school's concentration of student composition in the form of quartiles. For example, the student-level Economically Disadvantaged flag was used to create quartiles based on the percentage of the school's students who are considered Economically Disadvantaged.

2.2 Business Rules

In creating the longitudinal database, the following business rules were applied regarding student scores.

2.2.1 Missing Grade

In North Carolina, the grade used in the analyses and reporting is the tested grade, not the enrolled grade. If a grade is missing on an early grade or end-of-grade test record, then that record will be excluded from all analyses. The grade is required to include a student's score in the appropriate part of the models.

2.2.2 Duplicate (Same) Scores

If a student has a duplicate score for a particular subject and tested grade in a given testing period in a given school, then the extra score will be excluded from the analysis.

2.2.3 Students with Missing Districts or Schools for Some Scores but Not Others

If a student has a duplicate score with a missing district or school for a particular subject and grade or course in a given testing period, then the duplicate score that has a district and/or school will be included over the duplicate score that has the missing data.

2.2.4 Students with Multiple (Different) Scores in the Same Testing Administration

If a student has multiple scores in the same period for a particular subject and grade or course and the test scores are not the same, then those scores will be excluded from the analysis. If duplicate scores for a particular subject and tested grade in a given testing period are at different schools, then both scores will be excluded from the analysis. The highest composite combination of ACT subjects is used for ACT value-added and student college readiness projections. Note that if multiple scores are received for grade 3 Reading or Math across years, only the most recent score is used.

2.2.5 Students with Multiple Grade Levels in the Same Subject in the Same Year

A student should not have different tested grade levels in the same subject in the same year. If that is the case, then the student's records are checked to see whether the data for two separate students were inadvertently combined. If this is the case, then the student data are adjusted so that each unique student is associated with only the appropriate scores. If the scores appear to all be associated with a single unique student, then scores that appear inconsistent are excluded from the analysis. For the historical data based on K-2 scores, the analysis excludes K-2 students with a grade change.

2.2.6 Students with Records That Have Unexpected Grade Level Changes

If a student skips more than one grade level (e.g., moves from sixth in 2018 to ninth in 2019) or is moved back by one grade or more (i.e., moves from fourth in 2018 to third in 2019) in the same subject, then the student's records are examined to determine whether two separate students were inadvertently combined. If this is the case, then the student data is adjusted so that each unique student is associated with only the appropriate scores. These scores are removed from the analysis if it is the same student. Per NCDPI's decision, the analysis does not remove students with scores that appear to be associated with inconsistent grades. The analysis leaves students in the analysis at the tested grade that EVAAS receives from NCDPI.

2.2.7 Students with Records at Multiple Schools in the Same Test Period

If a student is tested at two different schools in a given testing period, then the student's records are examined to determine whether two separate students were inadvertently combined. If this is the case, then the student data is adjusted so that each unique student is associated with only the appropriate scores. When students have valid scores at multiple schools in different subjects, all valid scores are used at the appropriate school.

2.2.8 Outliers

Student assessment scores are checked each year to determine whether they are outliers in context with all the other scores in a reference group of scores from the individual student. These reference scores are weighted differently depending on proximity in time to the score in question. Scores are checked for outliers using related subjects as the reference group. For example, when searching for outliers for EOC Math test scores, all EOG and EOC Math subjects are examined simultaneously, and any scores that appear inconsistent, given the other scores for the student, are flagged. Outlier identification for college readiness assessments use all available college readiness data alongside state assessments in the respective subject area (e.g., Math subjects with EOC, EOG, and PSAT tests might be used to identify outliers with ACT). Lastly, K-2 data are used solely for outlier identification with K-2.

Scores are flagged in a conservative way to avoid excluding any student scores that should not be excluded. Scores can be flagged as either high or low outliers. It should also be noted that test scores within a year, subject and grade are normalized before checking begins. This helps mitigate any unnecessary flagging of outliers due to a year of assessments shifting across the state as might happen in 2021.

This process is part of a data quality procedure to ensure that no scores are used if they were, in fact, errors in the data, and the approach for flagging a student score as an outlier is fairly conservative. Again, students were expected to score lower in 2021 due to the pandemic, and this process is more about flagging data that might be erroneous.

Considerations included in outlier detection are:

- Is the score in the tails of the distribution of scores? Is the score very high or low achieving?
- Is the score “significantly different” from the other scores as indicated by a statistical analysis that compares each score to the other scores?
- Is the score also “practically different” from the other scores? Statistical significance can sometimes be associated with numerical differences that are too small to be meaningful.
- Are there enough scores to make a meaningful decision?

To decide whether student scores are considered outliers, all student scores are first converted into a standardized normal Z-score. Then each individual score is compared to the weighted combination of all the reference scores described above. The difference of these two scores provides a t-value of each comparison. Using this t-value, the models can flag individual scores as outliers.

There are different business rules for the low outliers and the high outliers, and this approach is more conservative when removing a very high-achieving score.

For low-end outliers, the rules are:

- The percentile of the score must be below 50.
- The t-value must be below -3.5 for EOGs in Math and Reading when determining the difference between the score in question and the weighted combination of reference scores (otherwise known as the comparison score). In other words, the score in question must be at least 3.5 standard deviations below the comparison score. For EOC and EOG Science assessments, the t-value must be below -4.0.

- The percentile of the comparison score must be above a certain value. This value depends on the position of the individual score in question but will range from 10 to 90 with the ranges of the individual percentile score.

For high-end outliers, the rules are:

- The percentile of the score must be above 50.
- The t-value must be above 4.5 for EOGs in Math and Reading when determining the difference between the score in question and the reference group of scores. In other words, the score in question must be at least 4.5 standard deviations above the comparison score. For EOC and EOG Science assessments, the t-value must be above 5.0.
- The percentile of the comparison score must be below a certain value. This value depends on the position of the individual score in question but will need to be at least 30 to 50 percentiles below the individual percentile score.
- There must be at least three scores in the comparison score average.

2.2.9 Membership

To include as many students as possible and given the research purpose of the analysis, students were not excluded based on membership, a designation based on student enrollment at a school and used for accountability purposes.

2.2.10 First Year English Learner

Given the research purpose of the analysis and need for historical data to calculate a pre-pandemic projection, students were excluded based on first year English Learner designation. Students who were flagged as English Learner after their first year were included in the analysis.

2.3 Characteristics of the Dataset Used for Analysis

Based on the business rules in this section and the analytic criteria outlined in the next section (such as the three-predictor minimum), 3,500,694 test records from 2021-22 out of a total 3,552,629 were included in this analysis, which is about 98.5%.

The table below provides a comparison of the student composition for students used in the analysis for the 2017-18 historical comparison as well as the 2020-21 and 2021-22 analyses. The percentages of students according to demographic/socioeconomic characteristics by year were calculated using subjects and grades that received measures in all three years (2018, 2021, and 2022).

Table 1: Percentage of Students According to Demographic/Socioeconomic Characteristics by Year

Student Identifier	2017-18	2020-21	2021-22
Academically or Intellectually Gifted	15.5%	14.7%	14.7%
Gender - Male	50.9%	50.8%	50.9%
English Learners	9.4%	8.9%	9.7%
Economically Disadvantaged Students	44.2%	38.7%	38.6%

Student Identifier	2017-18	2020-21	2021-22
Students with Disabilities (SWD)	11.6%	11.5%	11.7%
Student Experiencing Homelessness	0.9%	1.1%	1.4%
Military Connected	*Not available*	6.2%	6.4%
Migrant	*Not available*	0.1%	0.1%
Chronically Absent	*Not available*	22.6%	28.5%
Foster Student	*Not available*	0.5%	0.4%
Race - American Indian/Alaskan Native	1.2%	1.2%	1.1%
Race - Asian/Pacific Islander	3.2%	3.5%	3.7%
Race - Black (not Hispanic)	25.3%	24.6%	25.2%
Race – Hispanic	17.2%	19.1%	19.6%
Race – Two or More Races	4.3%	4.9%	5.1%
Race – White (not Hispanic)	48.9%	46.7%	45.3%

3 Methods of Analysis

3.1 Overview

The recovery analysis focuses on a comparison between students' projected 2022 performance prior to the pandemic with their actual 2022 performance. In order to provide this comparison, this analysis engaged in five key steps:

1. **The most recent cohort of students from the 2018-19 school year is used to establish the pre-pandemic experience.** A model is constructed with this cohort of students where the response variables are each individual subject and grade on the 2018-19 school year regressed on the prior testing histories of that students. Establishing the relationships of past tests to this current 2018-19 test determines the pre-pandemic experience or, in other words, an expected score on the response given a specific set of prior testing data.
2. **Students' prior assessment data (2018-19 and earlier) is used to establish a projected or expected score on a future assessment (2021-22).** This projection is based on the students' own prior testing history as well as how the cohort of students who just took the assessment prior to the pandemic performed. In other words, the students with testing data in 2021-22 use their previous tests (2018-19 and earlier) as independent variables in the model established in the step above. For example, a student who last tested as a third grader in 2018-19 might have a projected score of 548 on their summative assessment as a sixth grader in 2021-22.
3. **Projected scores represent students' expected or average progress trajectories prior to the pandemic.** Each student receives a projected score based on their prior testing history, which assumes that each student had an "average" schooling experience. An average schooling experience in this study is determined by the observed progress of students who took the assessment prior to the pandemic. Although schooling experiences inevitably vary across the state in any given year, the analysis uses the average schooling experience to avoid assumptions that certain students will have more than or less than the average schooling experience during the pandemic year and to avoid assumptions that students at individual schools would have the same schooling experience during and after the pandemic as they had prior to the pandemic.
4. **With assessment data from the 2021-2022 school year, it is possible to compare a student's trajectory prior to the pandemic to the student's current performance.** The student's projected score is compared to the current score for the same tested content area. Although the projected score is based on the average pre-pandemic schooling experience, the 2021-22 school year might be different because of the lost instructional time observed during the pandemic, even with subsequent recovery. This comparison indicates the extent to which lost instructional time remains after the 2021-22 school year and the extent to which students continue to diverge from their projected trajectory established prior to the pandemic.
5. **The individual student scores can be aggregated among students to assess the pandemic's continued impact on specific student groups.** This aggregation might yield insights into patterns among student subpopulations, subjects, and grades.

This approach was conducted for the most recent year of assessment data (2021-22 school year), last year's assessment data (2020-21), and pre-pandemic historical years to provide context for interpreting results. The historical analysis made projections to the 2017-18 and 2018-19 school years using prior test scores from 2016-17 and earlier school years to define the average schooling experience. The historical analysis considered multiple years as a comparison due to changes in the assessments' content standards and state administration policies.

The sections below provide a more technical explanation of the analytic approach as well as business rules. The Results section summarizes these differences and provides a few ways to contextualize and interpret them.

3.2 Determining Students' Projected Scores

As part of the current EVAAS reporting for NCDPI, SAS provides student projections to future statewide assessments, such as the EOG and EOC. This information indicates students' likely performance on future tests based on their prior performance given an "average" schooling experience, and the projections are a resource for educators to plan for students' future success.

The analysis for this report uses a similar methodology to provide student projections to their 2021-22 state assessments. The model provides a projected score for each student based on that student's prior testing performance and assuming the average schooling experience of the most recent cohort of test takers, which was defined prior to the pandemic.

This modeling approach offers the following statistical advantages:

- Projected scores based on multiple scores are more reliable estimates of where students might perform than just a single prior test score. They include more predictive information about students' future performance than the prior year's single score by incorporating multiple subjects, grades, and years of data.[1] This mitigates challenges with measurement error.
- The model does not require students to have all predictors or the same set of predictors as long as a student has at least three prior test scores in any subject and grade. This flexibility is critical in avoiding selection bias as more students can be included in the model itself, even if they have missing data.

These advantages are important features for creating reasonable expectations of student performance for the purposes of this analysis.

It should be noted that, historically in North Carolina and in the other states that use the SAS projection model, it is not necessary to add demographic or socioeconomic indicators into the projection model because, to the extent that these factors influence student performance, they are captured indirectly in the students' prior test scores. Other researchers have reported similar findings in their assessments of value-added models (which are similar to the projection model in their construction and use of prior test scores).

1 See, for example, data and results from Ohio's Growth Model Application and Information available at: https://www2.ed.gov/admins/lead/account/growthmodel/oh/index.html.

As a 2004 Education Trust study stated, specifically with regards to the SAS EVAAS value-added modeling, which again has a similar use of prior test scores to the projection model in this analysis:

> [I]f a student's family background, aptitude, motivation, or any other possible factor has resulted in low achievement and minimal learning growth in the past, all that is taken into account when the system calculates the teacher's contribution to student growth in the present.[2]

UCLA researchers Kilchan Choi, Pete Goldschmidt, and Kyo Yamashiro reported:

> First, adding in an adjustment for student SES (as measured by eligibility for free- or reduced-price lunch) adds very little once a student's initial status is controlled...This indicates that student initial status captures many of the effects that SES is attempting to measure. In other words, by controlling for initial status, the model already captures the preceding effects that SES might have on students.[3]

For this analysis, there is indication that specific student groups had different experiences during the pandemic that are related to their student characteristics. To investigate these differences, the projection model in this analysis does not include demographic or socioeconomic indicators. However, the aggregation of student residuals based on student characteristics will indicate their potential impact or relationship to lost instructional time.

More specifically, the projection model is an analysis of covariance (ANCOVA) model. The model parameters are established using the most recent cohort of test takers of that assessment prior to the pandemic. The response variable (y) is the observed score of students from the 2018-19 year, the covariates (x terms) are scores on tests the student has already taken up to that point, and the categorical variable is the school at which the student received instruction in the subject, grade, and year of the response variable (y). Algebraically, the model can be represented as follows for the i^{th} student.

$$y_i = \mu_y + \alpha_j + \beta_1(x_{i1} - \mu_1) + \beta_2(x_{i2} - \mu_2) + \cdots + \epsilon_i \quad (1)$$

The μ terms are means for the response and the predictor variables. α_j is the school effect for the j^{th} school, the school attended by the i^{th} student. The β terms are regression coefficients. Projections to the future are made by using this equation with estimates for the unknown parameters (μ terms, β terms). The parameter estimates (denoted with carets or "hats," e.g., $\hat{\mu}$, $\hat{\beta}$) are obtained using the cohort of test takers in the 2018-19 school year with their observed tests as the response variables. These estimates are then used to establish a projection for students based on the experiences of students in a normal year (2018-19) prior to the pandemic. The resulting projection equation for the i^{th} student is as follows:

$$\hat{y}_i = \hat{\mu}_y + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \cdots \quad (2)$$

The corresponding $\hat{\alpha}_j$term from equation (1) is omitted to assume the "average schooling experience" such that the average schooling experience equates to the average progress

2 Carey, Kevin. 2004. "The Real Value of Teachers: Using New Information About Teacher Effectiveness to Close the Achievement Gap." *Thinking K-16* 8(1):27.

3 Choi, Kilchan, Pete Goldschmidt, and Kyo Yamashiro. 2006. Exploring Models of School Performance: From Theory to Practice (CSE Report 673) Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), 24.

observed among the population of test-takers with the average school across the state from the 2018-19 school year for each tested content area.

To state again, parameter estimates (i.e., $\hat{\mu}$, $\hat{\beta}$) were derived using the 2018-19 cohort of test takers to create projections out to the 2021-2022 school year using data up through the 2018-19 data as predictors (x). For historical comparisons, parameter estimates (i.e., $\hat{\mu}$, $\hat{\beta}$) were derived using the 2016-17 cohort of test takers to create projections out to the 2017-18 school year using data up through the 2016-17 school year as predictors (x). They were also used to create projections out to the 2018-19 school year using data up through the 2017-18 school year.

Two difficulties must be addressed to implement the estimation and use of this model. First, not all students will have the same set of predictor variables due to missing test scores. Second, because this is an ANCOVA model with school as a random effect, the regression coefficients must be "pooled-within-school" regression coefficients. The strategy for dealing with missing predictors is to estimate the joint covariance matrix (C) of the response and the predictors. Let C be partitioned into response (y) and predictor (x) partitions, that is,

$$C = \begin{bmatrix} c_{yy} & c_{yx} \\ c_{xy} & C_{xx} \end{bmatrix} \quad (3)$$

This matrix is estimated using the Expectation Maximization algorithm for estimating covariance matrices in the presence of missing data provided by the Multiple Imputation procedure in SAS/STAT® (although no imputation is actually used). It should also be noted that, because this model is an ANCOVA model, *C* is a pooled-within school covariance matrix. This is accomplished by providing scores to the EM algorithm that are centered around group means (i.e., the group means are subtracted from the scores) rather than around grand means. Obtaining *C* is an iterative process since group means are estimated within the EM algorithm to accommodate missing data. Once new group means are obtained, another set of scores is fed into the EM algorithm again until *C* converges. This overall iterative EM algorithm is what accommodates the two difficulties mentioned above. The estimation only includes students who had a test score for the response variable in the most recent administration ***and*** who had at least three predictor variables. Given such a matrix, the vector of estimated regression coefficients for the projection equation (2) can be obtained as:

$$\hat{\beta} = C_{xx}^{-1} c_{xy} \quad (4)$$

This allows one to use whichever predictors a student has to get that student's projected y-value ($\hat{y}_i$). Specifically, the C_{xx} matrix used to obtain the regression coefficients ***for a particular student*** is that subset of the overall C matrix that corresponds to the set of predictors for which this student has scores. Once the parameter estimates for the projection equation have been obtained, projections can be made for any student with any set of predictor values. Again, to protect against bias due to measurement error in the predictors, projections are typically made only for students who have at least three available predictor scores.

The table below summarizes the data used to generate projections representing a pre-pandemic average schooling experience.

Table 2: Data Used to Determine Students' Projected Score in 2021-22

Projected score in SY21-22 on…	Prior years' data through SY18-19 used to calculate projected score
EOG Reading for grades 3–5	MCLASS K-2*
EOG Reading and Math for grades 6–8	EOG Reading and Math in grades 3–5** EOG Science in grade 5
EOG Science for grade 8	EOG Reading and Math in grades 3–5** EOG Science in grade 5
EOC Biology, English II, NC Math 1 and NC Math 3	EOG Reading and Math in grades 3–8*** EOG Science in grades 5 and 8***
ACT assessments in English, Math, Reading, and Science	EOG Reading and Math for grades 3–8 EOG Science in grades 5 and 8 EOC Biology, English II, Math 1 and Math 3

*Note: Projections were not made to EOG Math in grades 3–5 and EOG Science in grade 5 due to the available predictors of students who could receive projections in the 2018-19 school year.

**Note: Due to suspended assessments in the SY19-20, EOG Reading and Math scores were not available from grade 6 to make projections to SY21-22 EOG Reading, Math and Science in grade 8.

***Note: Due to suspended assessments in the SY19-20, EOG Math and Reading scores from grade 7 are not available to use as predictors for students who were enrolled in grade 7 in SY19-20 and took an EOC test in SY21-22. Students who take EOC Biology as sophomores do not include grade 8 predictors.

Table 3: Data Used to Determine Students' Projected Scores in 2020-21

Projected score in SY20-21 on…	Prior years' data through SY18-19 used to calculate projected score
EOG Reading for grades 3 and 4*	mCLASS in grades K-2 BOG Reading in grade 3
EOG Reading and Math for grades 5–8	EOG Reading and Math in grades 3–6** EOG Science in grade 5
EOG Science for grade 8	EOG Reading and Math in grades 3–6** EOG Science in grade 5
EOC Biology, English II, NC Math 1 and NC Math 3	EOG Reading and Math in grades 3–8*** EOG Science in grades 5 and 8***
ACT assessments in English, Math, Reading, and Science	EOG Reading and Math for grades 3–8 EOG Science in grades 5 and 8 EOC Biology, English II, Math 1 and Math 3

*Note: Projections were not made to EOG Math in grades 3 and 4 because the available predictors for the 2020-21

cohort of students were based solely in the Reading content area and were much lower in those subject/grades than they were for other subject/grades. More specifically, the correlation between predictors and actual scores for EOG Math in grades 3 and 4 was about 0.60 compared to 0.80 for most subjects and grades.

**Note: Due to suspended assessments in the SY19-20, EOG Reading and Math scores were not available from grade 7 to make projections to SY20-21 EOG Reading, Math and Science in grade 8.

***Note: Due to suspended assessments in the SY19-20, EOG Reading, Math and Science scores from grade 8 are not available to use as predictors for students who were enrolled in grade 8 in SY19-20 and took an EOC test in SY20-21.

In this analysis, student scores from the 2018-19 school year were used as the response to create the underlying parameter estimates in the projection equations. These parameter estimates define the relationships between prior tests or predictors and the response subject and grade. In other words, these relationships indicate how one test can provide information about where students are likely to score on another test. The set of predictors that were considered in each of these models are listed above in Tables 2 and 3. Once these parameter estimates were obtained, these models were used to create projected scores for the 2021-22 and 2020-21 school years using predictor test scores up through the 2018-19 school year. This creates a projected score for students who tested during the 2021-22 or 2020-21 school year that was based on experiences or relationships defined prior to the pandemic and their own individual set of prior testing history.

Based on empirical data, there are observed differences in the projection model for NC Math 1 depending on whether the student took that assessment in middle school or high school. As a result, there are two separate pools to establish the projections and parameters for NC Math 1: one based on middle school test takers and the other based on high school test takers.

Last, while last year's Impact Analysis could provide projections for EOG Reading starting in grade 3 and EOG Math starting in grade 5, this year's Impact Analysis provides projections starting in EOG grade 6 for Math and Reading. This is because the 2021-22 sixth graders are the first cohort of students to have sufficient prior testing history to receive projections based on their available test scores through the 2018-19 school year.

3.3 Students' Actual Scores

A student's actual score is the scale score that they obtained on the state summative assessment in the 2021-22 school year for the recovery analysis; last year's lost instructional time analysis used the scale scores from the 2020-21 school year, and the pre-pandemic historical analysis was based on the scale scores from the 2017-18 school year.

In EOG Reading, the standards were modified for the 2020-21 school year's assessment. Although that year's scale scores look different compared to prior years', it is our understanding that there were minimal changes to the EOG Reading content standards in the 2020-21 school year compared to previous years. Given this, the projected scores to the 2020-21 and 2021-22 school years were modified to be on the same scale as the 2020-21 and 2021-22 actual scores by subtracting 100 from the student's actual scale score. The hundreds place in the prior version was a 400, and it is a 500 in the new version. This place defines the version of the assessment.

3.4 Difference Between Students' Projected and Actual Scores

Because the projected scores and actual scores are in the same scaling units, the difference between them is a simple subtraction problem. *For each student, the difference is calculated as the actual score minus the projected score.*

A difference of zero indicates that a student scored where they were projected to score. A positive difference indicates that a student exceeded their projected score or, in other words, that the student made more progress than the average pre-pandemic schooling experience given their set of prior testing data. A negative difference indicates that a student fell short of their projected score or, in other words, that the student made less progress than the average pre-pandemic schooling experience given their set of prior testing data. The average schooling experience was defined by the most recent cohort of test-takers who took the test prior to the pandemic in the 2018-19 school year.

No conclusions should be drawn for individual students, but an aggregation of student results does provide a more robust indicator of how students' observed performance differed from their pre-pandemic projected scores. Typically and in non-pandemic years, the average schooling experience does not vary significantly from one year to the next. As a result, in a "normal" school year, the students in a state will, on average, score close to where they were projected to score, although this might not hold true for students in specific schools or student groups.

However, in this analysis the projected scores were based on the pre-pandemic average schooling experience. Thus, it is possible that some students fell short of their projected scores due to lost instructional time and to the pandemic's impact on student learning.

As noted above, some student flags are used to generate school-level variables that indicate the school's concentration of student composition in the form of quartiles. For example, the student-level Economically Disadvantaged flag was used to create quartiles based on the percentage of the school's students who are considered Economically Disadvantaged.

3.5 Conversion of Differences to Effect Sizes

In order to standardize the differences across grades and provide a more meaningful interpretation, the residual that is in the scaling units of the test is then divided by the standard deviation of the student-level achievement distribution based on the statewide distribution of student scores in a specific tested content area (like 2018-19 EOG Math in grade 7) to create an effect size. This effect size or "standardized residual" is helpful in interpreting results across grades.

With this standardized residual, it is possible to assess whether certain grades, schools, or student groups were disproportionately impacted. All of the results are expressed in terms of the effect size.

The effect size can be classified as small, medium, or large to assist with interpretation and whether any differences in student performance are meaningful. Various researchers have offered thoughts on what defines a small, medium, and large effect size.

- Cohen describes 0.20 as small, 0.50 as medium, and 0.80 as large (Cohen, Jacob. *Statistical Power Analysis for the Behavioral Sciences.* 2nd ed. Mahwah, NJ: Lawrence Erlbaum, 1988).

- Hattie describes an effect size of 0.40 as the average seen across all interventions, and 0.40 as the "hinge point" (Hattie, John, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* London: Routledge, 2008).
- Kraft suggested < 0.05 as small, 0.05 to 0.20 as medium, and > 0.20 as large based on the distributions of effect sizes and changes in achievement (Kraft MA. "Interpreting Effect Sizes of Education Interventions." *Educational Researcher*. 2020; 49 (4):241-253).

All of the researchers agree that it is important to interpret results within the distribution of actual results. In other words, what constitutes a small, medium, or large effect size is determined by what is observed in the actual results.

For a comparison, the table below provides school-level effect sizes based on a "typical" pre-pandemic school year for the state assessments (the 2018-19 school year). For example, an effect size of -0.11 in EOC Biology corresponds to the 30th percentile in a "typical" year while an effect size of -.30 corresponds to the 10th percentile in a "typical" year.

Table 4: Pre-Pandemic *School*-Level Effect Size Percentiles

	Percentile										
Assessment	**5**	**10**	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**95**
EOC Biology	-0.40	-0.30	-0.17	-0.11	-0.05	0.00	0.05	0.11	0.17	0.26	0.34
EOC English II	-0.33	-0.18	-0.10	-0.06	-0.02	0.01	0.05	0.07	0.11	0.16	0.24
EOC NC Math 1	-0.36	-0.27	-0.17	-0.11	-0.06	-0.01	0.04	0.10	0.16	0.28	0.38
EOC NC Math 3	-0.33	-0.26	-0.18	-0.13	-0.07	-0.01	0.04	0.11	0.17	0.28	0.40
EOG Math 4	-0.36	-0.28	-0.18	-0.10	-0.04	0.01	0.07	0.12	0.18	0.26	0.32
EOG Math 5	-0.30	-0.24	-0.16	-0.11	-0.05	0.00	0.04	0.09	0.15	0.24	0.32
EOG Math 6	-0.33	-0.25	-0.18	-0.11	-0.06	-0.01	0.04	0.09	0.16	0.26	0.35
EOG Math 7	-0.31	-0.22	-0.15	-0.10	-0.04	0.00	0.04	0.09	0.14	0.21	0.28
EOG Math 8	-0.49	-0.37	-0.24	-0.17	-0.09	0.00	0.07	0.14	0.21	0.35	0.48
EOG Reading 4	-0.22	-0.16	-0.10	-0.06	-0.03	0.00	0.03	0.07	0.11	0.17	0.22
EOG Reading 5	-0.20	-0.15	-0.10	-0.06	-0.03	0.00	0.03	0.07	0.10	0.15	0.19
EOG Reading 6	-0.23	-0.16	-0.10	-0.06	-0.03	0.00	0.03	0.06	0.11	0.17	0.20
EOG Reading 7	-0.22	-0.15	-0.09	-0.05	-0.03	0.00	0.03	0.06	0.10	0.15	0.21
EOG Reading 8	-0.22	-0.16	-0.10	-0.06	-0.02	0.01	0.03	0.06	0.09	0.14	0.19

This information can also be put into context of pre-pandemic student-level effect sizes. Table 5 below provides the average student-level effect size based on the 2018-19 school year. For example, an effect size of -0.23 in EOC Biology corresponds to the 30th percentile in a "typical" year while an effect size of -.60 corresponds to the 10th percentile in a "typical" year. Note that the student-level effect sizes have a broader range of values than the school-level effect sizes since the school effect sizes are averaged values.

Table 5: Pre-Pandemic Student-Level Effect Size Percentiles

	Percentile										
Assessment	**5**	**10**	**20**	**30**	**40**	**50**	**60**	**70**	**80**	**90**	**95**
EOC Biology	-0.80	-0.60	-0.38	-0.23	-0.10	0.02	0.15	0.28	0.43	0.66	0.86
EOC English II	-0.83	-0.62	-0.39	-0.23	-0.10	0.02	0.14	0.27	0.41	0.61	0.78
EOC NC Math 1	-0.76	-0.59	-0.38	-0.23	-0.11	0.00	0.12	0.24	0.38	0.57	0.73
EOC NC Math 3	-0.96	-0.75	-0.50	-0.31	-0.16	-0.01	0.13	0.28	0.45	0.68	0.86
EOG Math 4	-0.81	-0.62	-0.40	-0.25	-0.11	0.01	0.13	0.26	0.41	0.62	0.80
EOG Math 5	-0.81	-0.62	-0.40	-0.24	-0.11	0.01	0.13	0.26	0.41	0.61	0.79
EOG Math 6	-0.78	-0.59	-0.38	-0.23	-0.10	0.01	0.13	0.25	0.38	0.58	0.75
EOG Math 7	-1.04	-0.80	-0.53	-0.32	-0.15	0.01	0.17	0.34	0.54	0.81	1.02
EOG Math 8	-0.84	-0.64	-0.42	-0.26	-0.12	0.00	0.13	0.26	0.42	0.65	0.83
EOG Reading 4	-0.80	-0.62	-0.40	-0.25	-0.12	0.00	0.12	0.25	0.40	0.61	0.79
EOG Reading 5	-0.80	-0.60	-0.39	-0.23	-0.11	0.01	0.12	0.24	0.38	0.58	0.75
EOG Reading 6	-0.81	-0.61	-0.39	-0.24	-0.11	0.01	0.12	0.24	0.39	0.59	0.76
EOG Reading 7	-0.81	-0.61	-0.39	-0.23	-0.10	0.01	0.13	0.26	0.40	0.60	0.77
EOG Reading 8	-0.92	-0.71	-0.47	-0.29	-0.14	0.00	0.15	0.30	0.47	0.72	0.93

The analysis does not report statistical significance. This is a common statistical metric used to establish a confidence band around the likely range of values for an effect size. It is related to the number of students included in the analysis as well as other factors. Given the number of students included in the analysis, almost all differences in student performance are classified as statistically significant. Given the purpose of this research, the effect size is a more useful measure for determining the relevance of any differences in student performance.

3.6 Historical Comparisons

The analysis compares students' projected performance to their actual performance for four cohorts of students:

- 2021-22 actual performance based on predictors through the 2018-19 school year
- 2020-21 actual performance based on predictors through the 2018-19 school year
- 2018-19 actual performance based on predictors through the 2016-17 school year
- 2017-18 actual performance based on predictors through the 2016-17 school year

The method of analysis for the historical comparisons (2018-19 and 2017-18) is similar to what is described for the 2021-22 and 2020-21 comparisons above. However, there are some important differences for interpretation.

First, when interpreting the 2018-19 results as historical context, it is important to understand that Math standards changed. When standards change, there is often a one-year dip in state

achievement levels as educators and students adjust to the new standards. This is typically true in North Carolina as well as other states. In subsequent years, the achievement stays fairly consistent from year-to-year. In the 2018-19 comparison, students typically perform lower than projected across the EOG Math and Math 1 assessments, and this gap is likely due to the change in standards. These results should be interpreted as gaps in projected achievement for a year when standards changed in Math. For this reason, the 2018-19 results are not a focus of the 2022 report, and the 2017-18 results are used for historical comparison purposes.

In the 2017-18 school year, standards did not change, and the gap between projected and actual performance is fairly small across the EOG Math and Math 1 assessments. This year might be more comparable to the typical year of schooling where standard did not change than the more recent 2018-19 school year as standards did not change in the 2020-21 school year either.

Note that, historically, when standards change in Reading, there are fewer differences in student performance compared to Math. Given the smaller shift in content this year in Reading, there are not analytic concerns about the Reading comparison.

As a second difference to note for interpretation, there was a change in the policy for eighth-grade Math students in the 2017-18 school year. Prior to this year, eighth-grade students who were enrolled in NC Math 1 took both the EOG Math 8 test and the NC Math 1 test. Starting in the 2017-18 school year, eighth-grade students who were enrolled in NC Math 1 did not take the EOG Math 8 test, only the NC Math 1 test. For this reason, the 2018-19 comparison analysis removed these students from the projection model for EOG Math 8. In other words, these students' prior test scores were not used to establish parameters and the average schooling experience for the 2018-19 performance because those students did not actually take EOG Math 8 in the 2018-19 school year. These students tend to be relatively high achieving, so including them in the model when none of them took the test introduces a gap when comparing students' projected and actual performance.

Last, it should be noted that EOC NC Math 3 was fully implemented in 2019 (as opposed to NCFE Math 3), so there are no historical comparisons available, only the 2020-21 and 2021-22 results.

4 Results

A brief description of the information provided in the results is below, and results are provided in a separate document. This description will assist with interpretation. With the exception of correlations, actual results based on effect sizes are provided separately.

4.1 Effect Size by Subject Grade

The “Effect Size by Subject Grade” bar charts provide the average state-level effect size by assessed content area for the following years, where available:

- 2021-22 school year, on the *right* side of the page
- 2020-21 school year, on the *left* side of the page
- 2017-18 school year, the pre-pandemic historical comparison indicated on *both* the 2021-22 and 2020-21 bar charts with an open diamond circle

For context in interpretation, the 2022 and 2021 results are shown alongside the 2018 results. This enables users to assess whether there were pre-existing gaps prior to the 2021-22 and 2020-21 school years.

The **Y axis lists the available subjects and grades** as well as an overall “All Subjects” category.

The **X axis shows the average effect size** based on all student residuals for that subject/grade. As a reminder, the effect size is the standardized residual between students’ actual and projected score for a specific assessment. Each bar chart shows the average standardized residual for all students who took the assessment in the 2021-22 or 2020-21 school year. The X axis ranges from -0.8 to +0.6 since more of the data was negative due to the pandemic’s impact on student learning.

The **open diamond outlined in black shows the average effect size based on all student residuals for that subject/grade in the 2017-18 school year**. This open diamond is the pre-pandemic historical comparison, and it is on both the 2021-22 and 2020-21 bar charts to assess how results compare to pre-existing gaps. Note that this diamond is not available for some student groups, such as chronic absenteeism, military connected, foster students, migrant students, and remote quintiles.

In addition to the average effect size, the analysis presents the distribution of student-level effect sizes within each subject and grade or course. This distribution shows the proportion of students who have positive and negative effect sizes as well as whether those effect sizes are small, medium, or large. These categories are defined as follows:

- **Large negative:** the student effect size is less than -0.20
- **Medium negative:** the student effect size is -0.20 or greater and less than -0.05
- **Small negative:** the student effect size is -0.05 or greater but less than 0.0
- **Small positive:** the student effect size is between 0.0 or greater but less than +0.05
- **Medium positive:** the student effect size is +0.05 or greater but less than +0.20
- **Large positive:** the student effect size is +0.20 or greater

Every assessment includes students in every category, but the proportion of students within each category varies by assessment.

Similar information is provided in tables, with the addition of student counts. In these tables, the Count column represents the number of student records that were used in the analysis, i.e., the scores met all analytic criteria for inclusion, and there was sufficient data for an individual student to calculate the difference between the student's actual and projected score. The count and effect size were not displayed if there were fewer than 10 student records included in that specific result. In "All Subjects," an individual student can be included more than once if that student has records in multiple assessments, such as grade 5 EOG Math and grade 5 EOG Reading.

4.2 Effect Size by Subject Grade for Specific Groups

The "Effect Size by Subject Grade" bar charts are also provided based on whether a student has a specific student, school, or district flag. The interpretation is similar to what is described above; however, rather than present one bar chart per assessment, these graphics have two or more bar charts per assessment. For example, for a given assessment, there is an effect size based on all students who are considered English Learners next to an effect size based on all students who are not considered English Learners. Similar data is available for other student-level flags.

There are also results available for school- or district-level groupings, such as different designations for districts in tiered counties. For ease of interpretation, some school or district groupings are sometimes placed into quintiles or quartiles based on the percentage, with 1 representing the lowest percentage and 5 representing the highest percentage.

4.3 Effect Size by Subject Grade based on the Percentage of Remote Instruction

In contrast to the bar charts provided in Section 4.1, this set of graphs provided effect size by subject grade based on 20 (rather than five) categories based on students' reported percentage of remote instruction. There were twenty different categories, each spanning 5%. In other words, the first category represents students whose percentage of remote instruction spanned 0 to 5%, the second category represents students who percentage of remote instruction spanned 5 to 10%, etc. Each graph has a dot that represents the average effect size for the students in a specific category, and there is a trend line across all 20 categories.

The X axis indicates the 20 categories of students' reported percentage of remote instruction. Each category spans 5%.

The Y axis indicates the student-level effect size and ranges from -0.75 to +0.15.

When the Y axis equals zero, it means that the student-level effect size is zero and students' actual scores were the same as their projected scores. When a dot is below zero on the Y axis, it means that students' actual scores were, on average, lower than their expected score for that group. When a dot is above zero on the Y axis, it means that students' actual scores were, on average, higher than their expected scores for that group. In 2021, the distribution tends to be shifted below zero on the Y axis in most subjects and grades. The distribution also tends to be lower the greater the percentage of remote instruction, although the strength of that relationship varies by subject and grade.

The graph includes a trend line, which was weighted according to the number of student scores includes in the percentage group.

The analysis only included students whose total days ranged from 145 to 225.

4.4 Correlations Between Observed and Projected Scores

The correlation table below reports the correlation value between students' observed and projected scores for a given school year. For example, in the column "Correlation 2018," the correlation is based on students' actual scores from the 2017-18 school year and their projected scores to the 2017-18 school year. As a reminder, the projected score is based on the individual student's previous test scores prior to the 2017-18 school year and assumes the average schooling experience of students who tested in the 2016-17 school year.

The purpose of this information is to provide context about the predictive relationship between students' projected and observed scores in a given year. Correlations in 2018 were made one year out using the experience of the 2016-17 school year's test takers. Correlations for 2019 and 2021 are made two years out using the experience of the 2016-17 and 2018-19 school years' test takers respectively. Correlations for 2022 are made three years out using the experience of the 2018-19 school year's test takers. In some subjects, the correlation is slightly lower in 2021 and 2022 compared to 2018 and 2019. This is not only due to the projections being two or three years out but due to the experience during and before the pandemic being different as well as more volatility in individual student scores during the pandemic. Regardless, the correlations tend to be very strong across all years and subjects.

Table 6: Correlations between Students' Projected and Actual Scores in 2018, 2021, and 2022

Subject	Correlation 2018	Correlation 2021	Correlation 2022
Biology	0.86142	0.85611	0.82865
English II	0.86813	0.86481	0.84839
NC Math 1	0.86869	0.81108	0.80081
NC Math 3	.	0.81555	0.79116
Math Grade 5	0.86657	0.78619	.
Math Grade 6	0.87336	0.80623	0.78174
Math Grade 7	0.89681	0.81629	0.80449
Math Grade 8	0.80725	0.67042	0.67405
Reading Grade 3	0.73320	0.67861	0.75687
Reading Grade 4	0.85698	0.70192	0.81961
Reading Grade 5	0.86606	0.82272	0.84648
Reading Grade 6	0.87780	0.82419	0.80101
Reading Grade 7	0.87550	0.83668	0.80919

Subject	Correlation 2018	Correlation 2021	Correlation 2022
Reading Grade 8	0.87329	0.84262	0.82012
Science Grade 8	0.86010	0.84527	0.83042

5 Appendix A: Definitions of Student Identifiers and District/School Flags

NCDPI provided the following definitions of student identifiers and district/school flags.

5.1 A-F Performance Grades from 2018-19 School Year

This flag is defined by the state and is as follows:

“Every district and charter school receives an A-F letter grade based 80 percent on the school's achievement score (calculated using a composite method based on the sum of points earned by a school on all of the indicators measured for that school), and 20 percent on students' academic growth (compares the actual performance of the school's students to their expected performance based on a statewide statistical model). The letter grades are computed on a 15-point scale (85-100=A; 70-84=B; etc.).”

Source: Frequently Asked Questions | NC DPI

5.2 Academically or Intellectually Gifted

This flag is defined by state but identified by a Public School Unit (PSU), and there is one flag per student, regardless of subject, in the data received by SAS. The flag is defined as follows:

“Academically or Intellectually Gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or Intellectually Gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or Intellectually Gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.”

Source: Article 9B (N.C.G.S. § 115C-150.5) Article_9B.pdf (ncleg.net)

5.3 Chronically Absent

This flag is defined by the North Carolina State Board of Education and is as follows:

“‘Student Chronic Absentee’ is a student who is enrolled in a North Carolina public school for at least 10 school days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year.”

Source: View Policy ATND-004: Definition of Student Chronic Absenteeism Rate (eboardsolutions.com)

5.4 Economically Disadvantaged Students

This flag is defined as follows by the state:

“Any student identified by a PSU, meeting the criteria of Directly Certified, Categorically Eligible, or a method consistent with State or Federal guidance for financial assistance regardless of participation or eligibility in the National School Lunch Program.”

Source: Economically_Disadvantaged-Student_Guidance_20210630 V4.3 Final.pdf (govdelivery.com)

5.5 English Learners (EL)

This definition is given by the U.S. Department of Education, and the flag is defined as follows:

“The term English Learner (EL), when used with respect to an individual, means an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (ESEA Section 8101(20)) (“Non-Regulatory Guidance” 43).”

Source: ESL/Title III Program and ELD Standards Glossary - Google Docs

5.6 Entering Achievement by Quintile

Students are placed into one of five approximately evenly sized groups defined by students' projected score. Graph displays the average student-level effect size across all students in each quintile.

5.7 Foster Student

This flag is defined by the state and include students who are identified as being in the care of the foster system by the Department of Health and Human Services.

5.8 Homeless

This flag is based on the federal definition and is defined as follows.

“The term ‘homeless children and youths’--

A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

B. includes—

   (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

   (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*Per Title IX, Part A of the Every Student Succeeds Act, 'awaiting foster care placement' was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that 'covered states' have until December 10, 2017 to remove 'awaiting foster care placement' from their definition of homeless."

Source: McKinney-Vento Definition – National Center for Homeless Education

5.9 Migrant Student

This flag is based on the federal definition and is as follows:

"MIGRATORY CHILD.—The term ''migratory child'' means a child or youth who made a qualifying move in the preceding 36 months— (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher"

Source: Section 1309 of ESEA 1965 F:\COMP\EDII\EASEAO1.bel

5.10 Military Connected

This flag is defined by the state and is as follows:

- Parent serving on active duty
- Parent In the National Guard
- Parent In the U.S. Reserve
- A surviving dependent of a deceased service member

5.11 Percentage of Economically Disadvantaged Students by Quintile

Students are placed into one of five equally sized groups defined by the percentage of students identified as Economically Disadvantaged within each school or LEA. EDS is defined as, "Any student identified by a PSU, meeting the criteria of Directly Certified, Categorically Eligible, or a method consistent with State or Federal guidance for financial assistance regardless of participation or eligibility in the National School Lunch Program."

5.12 Percentage Connectivity

Schools are placed into one of five groups defined by the percent of students within each school that had home internet connectivity in 2020-2021: 0-20%, 20-40%, 40-60%, 60-80%, and 80-100%. Graph displays the average student-level effect size across students within schools in each range.

5.13 Percentage Remote in 2020-21 by Group

Students are placed into one of 20 groups defined by the number of days spent in remote instruction divided by the number of days the student was not absent in 2020-21 (0-5%, 5-10%, 10-15%, etc.). Note that there was not an equal number of students within each group. Graph displays the average student-level effect size across students within each group. The percentage of remote instruction was an annual metric provided by NCDPI, and the analysis only included students whose total days ranged from 145 to 225.

5.14 Public School Designation – Traditional and Charter

This flag is defined by the state and is as follows:

“Charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. State and local tax dollars are the primary funding sources for charter schools, which have open enrollment and cannot discriminate in admissions, associate with any religion or religious group, or charge-tuition. Charter schools operate with freedom from many of the regulations that govern district schools, but charter schools are held accountable through the State assessment and accountability system.” Info by Role | NC DPI

5.15 Race/Ethnicity

This flag is based on the federal definition and is defined as follows.

“Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins.” The Integrated Postsecondary Education Data System

5.16 Sex

This flag is based on the federal definition and is defined as follows:

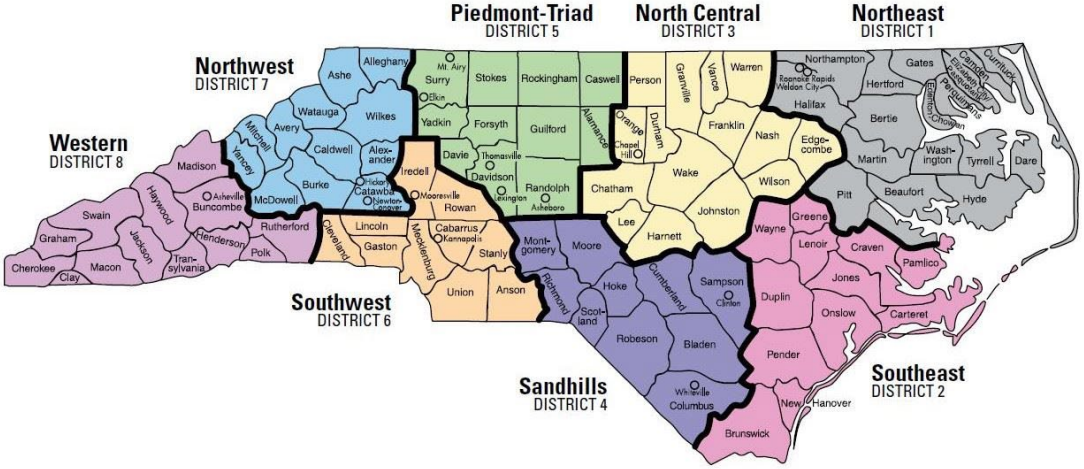
An indication that students are either female or male. fs052-17-3.docx (live.com)

5.17 State Board of Education Region

Geographically defined, set by the General Assembly, to create a “unified system of statewide support to North Carolina Local School Administrative Units.”

Regional Directors | NC DPI

State Board of Education | NC DPI



5.18 Students with Disabilities

This flag is based on the federal definition and is defined as follows.

“Those children evaluated as having any of the following impairments and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. There are local variations in the determination of disability conditions, and not all states use all reporting categories.”

Source: COE - Students With Disabilities (ed.gov)

5.19 Urbanicity

This flag is based on the federal definition and is defined as follows.

City: Territory inside an Urbanized Area and inside a Principal City

City School: 15 of the 115 NC school districts are administered through city instead of county governance structures.

Rural: Census-defined rural territory that is outside of an Urbanized Area, as well as rural territory that is outside of an Urban Cluster.

Suburb: Territory outside a Principal City and inside an Urbanized Area

Town: territory inside an Urban Cluster that is outside of an Urbanized area

For more guidance and specific definitions of phrases like “Urbanized area:” Locale Boundaries File Documentation

6 Appendix B: Charts and Tables for the Statewide Charter School Results

Charters and tables are presented for the following:

By Student Group

- Summary of All Tested Subjects
- Sex
- Race/Ethnicity
- Economically Disadvantaged Students
- Chronically Absent
- Academically or Intellectually Gifted
- Students with Disabilities
- Multilingual Learners
- Student Experiencing Homelessness
- Military Connected Students
- Foster Students
- Migrant Students
- Entering Achievement by Quintile

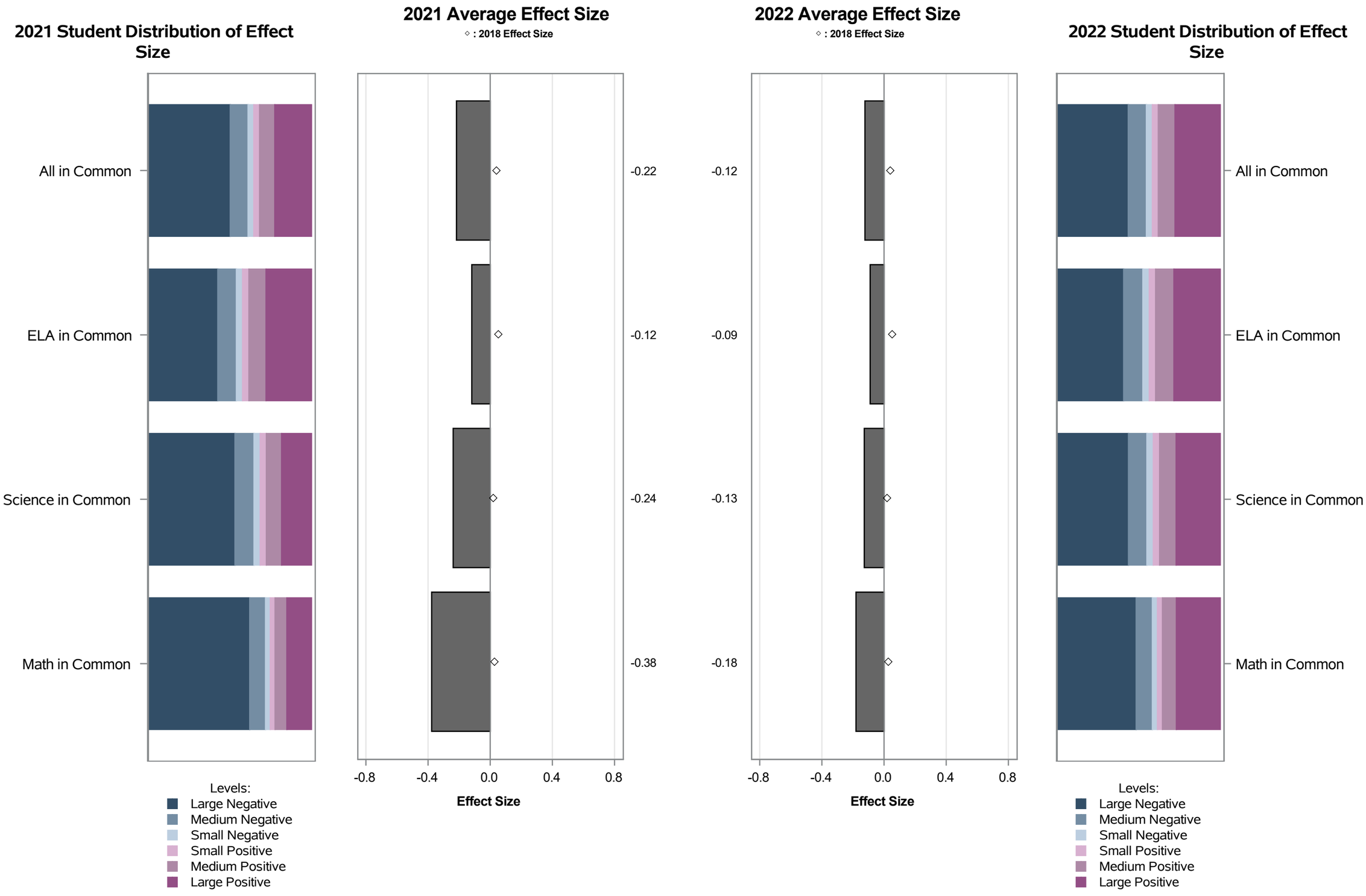
By School

- Urbanicity
- Percentage Connectivity
- 2021 Remote Days by Quintile
- School Designation
- State Board of Education Region
- A-F Grade

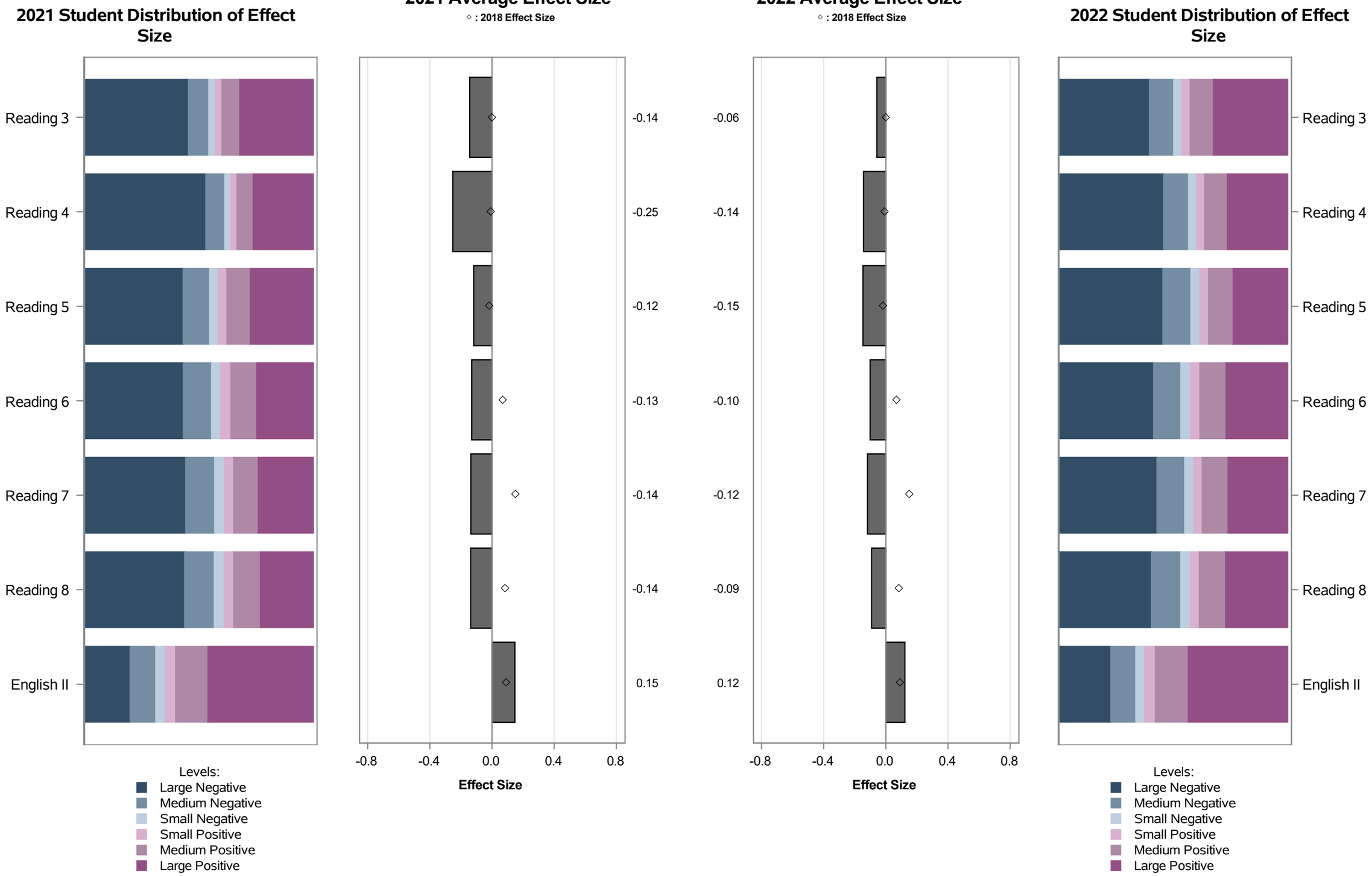
Interactions

- Race/Ethnicity Split by Sex
- Race/Ethnicity Split by EDS

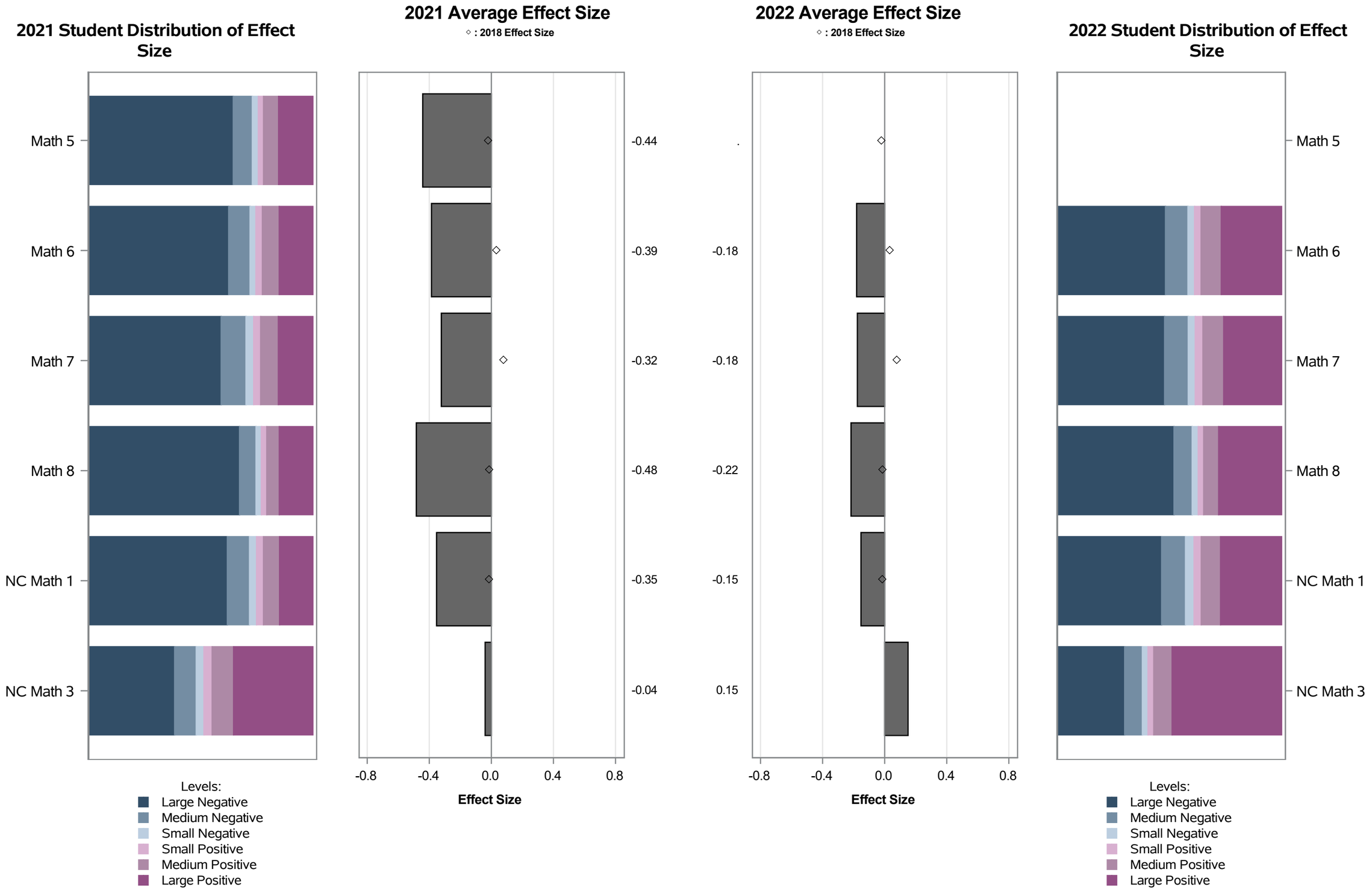
Effect Size by Subject/Grade with Distributions



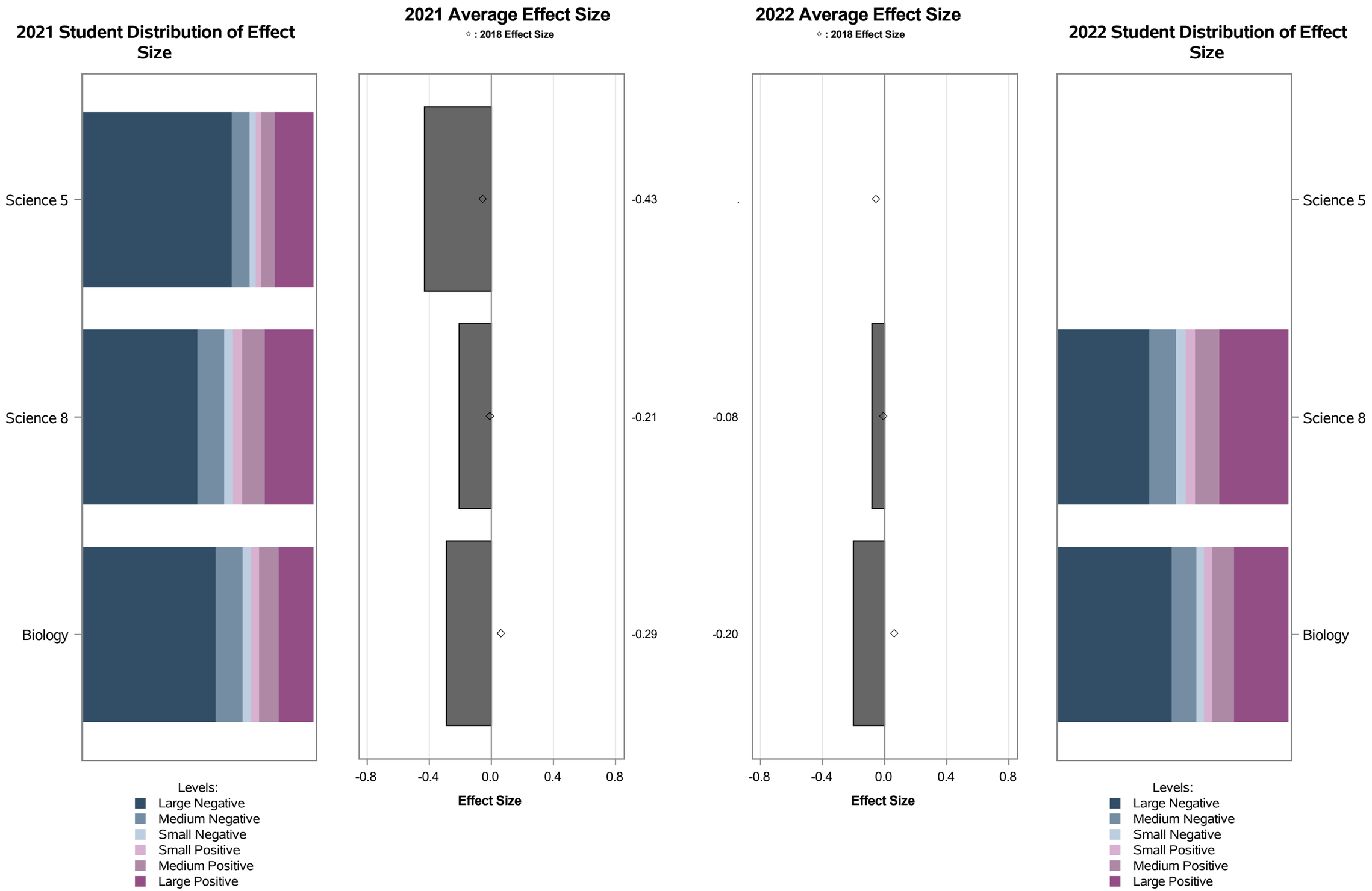
Effect Size by Subject/Grade with Distributions



Effect Size by Subject/Grade with Distributions



Effect Size by Subject/Grade with Distributions



Effect Size by Subject Grade - 2022

Assessment	Effect Size	Std Error of Effect Size	N
All in Common	-0.12	0.0017	107183
ELA in Common	-0.09	0.0021	58706
Science in Common	-0.13	0.0045	15134
Math in Common	-0.18	0.0034	33343
Reading 3	-0.06	0.0067	6936
Reading 4	-0.14	0.0064	7437
Reading 5	-0.15	0.0051	9715
Reading 6	-0.10	0.0051	10130
Reading 7	-0.12	0.0051	9566
Reading 8	-0.09	0.0050	9436
English II	0.12	0.0063	5486
Science 5	.	.	0
Science 8	-0.08	0.0056	9428
Biology	-0.20	0.0074	5706
Math 5	.	.	0
Math 6	-0.18	0.0061	10118
Math 7	-0.18	0.0058	9552
Math 8	-0.22	0.0088	6560
NC Math 1	-0.15	0.0069	7113
NC Math 3	0.15	0.0094	4934

Effect Size by Subject Grade - 2021

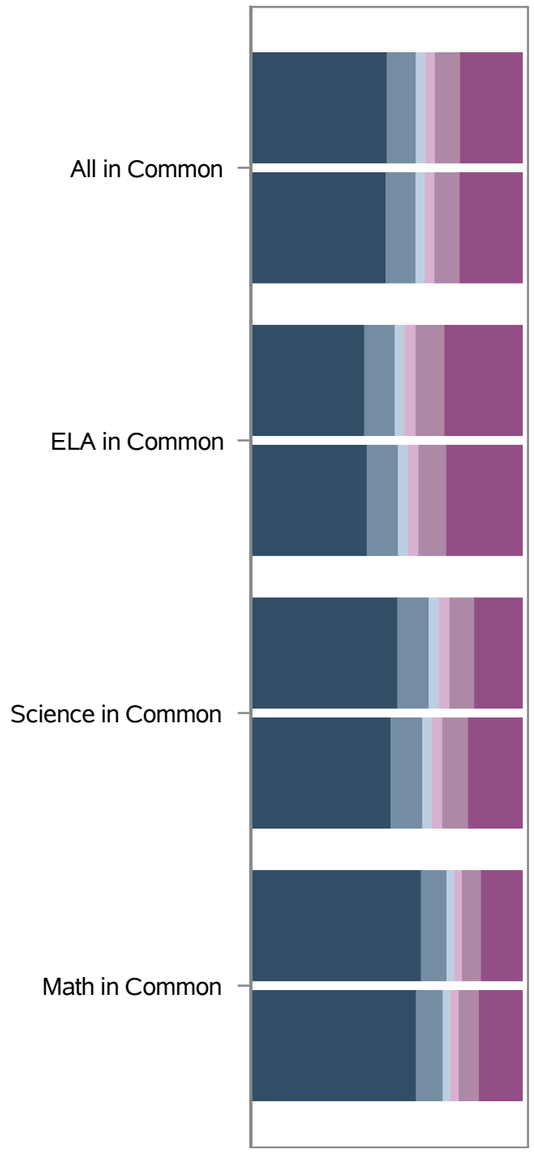
Assessment	Effect Size	Std Error of Effect Size	N
All in Common	-0.22	0.0018	101146
ELA in Common	-0.12	0.0024	55189
Science in Common	-0.24	0.0043	13850
Math in Common	-0.38	0.0031	32107
Reading 3	-0.14	0.0091	6244
Reading 4	-0.25	0.0090	6123
Reading 5	-0.12	0.0056	9302
Reading 6	-0.13	0.0050	9901
Reading 7	-0.14	0.0049	9735
Reading 8	-0.14	0.0051	8547
English II	0.15	0.0061	5337
Science 5	-0.43	0.0067	9269
Science 8	-0.21	0.0056	8626
Biology	-0.29	0.0066	5224
Math 5	-0.44	0.0065	9303
Math 6	-0.39	0.0056	9872
Math 7	-0.32	0.0053	9716
Math 8	-0.48	0.0086	5698
NC Math 1	-0.35	0.0064	6821
NC Math 3	-0.04	0.0085	4653

Effect Size by Subject Grade - 2018

Assessment	Effect Size	Std Error of Effect Size	N
All in Common	0.04	0.0017	88528
ELA in Common	0.05	0.0023	49464
Science in Common	0.02	0.0046	11895
Math in Common	0.03	0.0030	27169
Reading 3	-0.00	0.0090	5514
Reading 4	-0.01	0.0058	7808
Reading 5	-0.02	0.0055	7858
Reading 6	0.07	0.0049	8785
Reading 7	0.15	0.0051	7984
Reading 8	0.08	0.0056	7044
English II	0.09	0.0067	4471
Science 5	-0.06	0.0068	7762
Science 8	-0.01	0.0060	7069
Biology	0.06	0.0071	4826
Math 5	-0.02	0.0059	7845
Math 6	0.03	0.0053	8772
Math 7	0.08	0.0052	7977
Math 8	-0.01	0.0083	4322
NC Math 1	-0.02	0.0064	6098

Sex

2021 Student Distribution of Effect Size

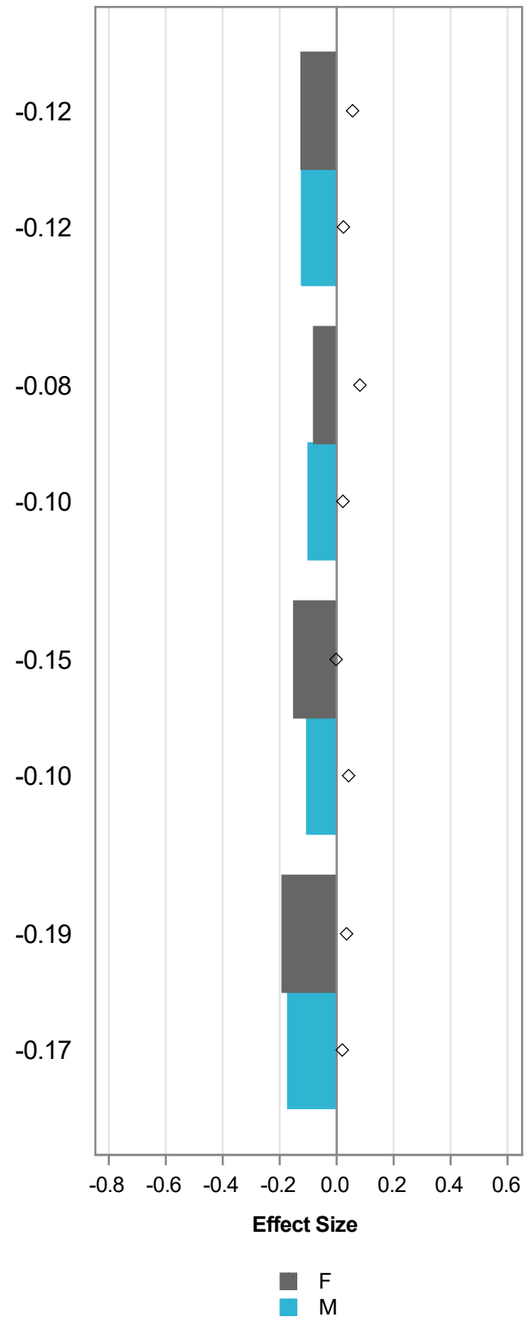


2021 Average Effect Size

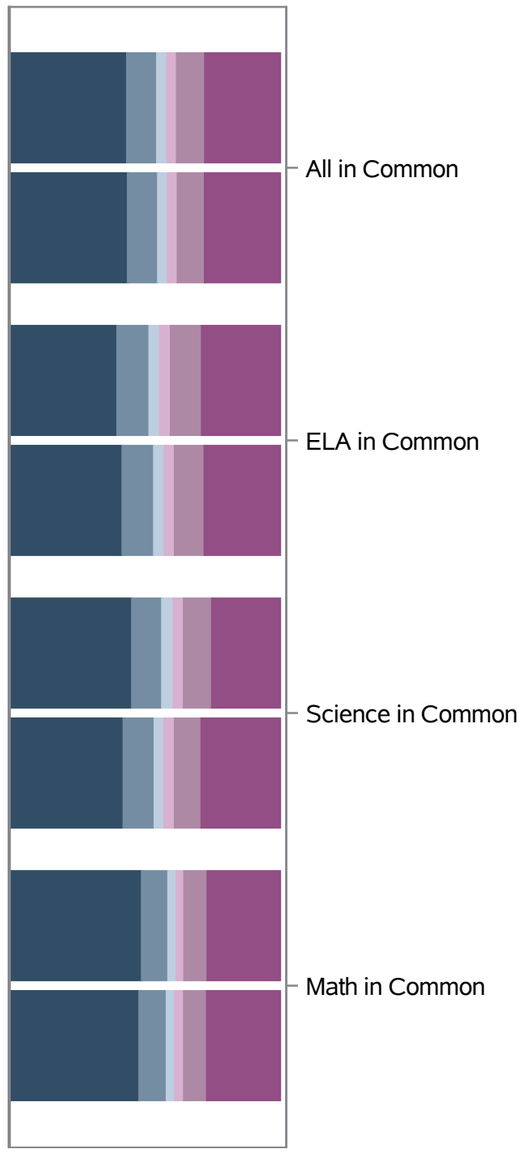
◇ : 2018 Effect Size

2022 Average Effect Size

◇ : 2018 Effect Size



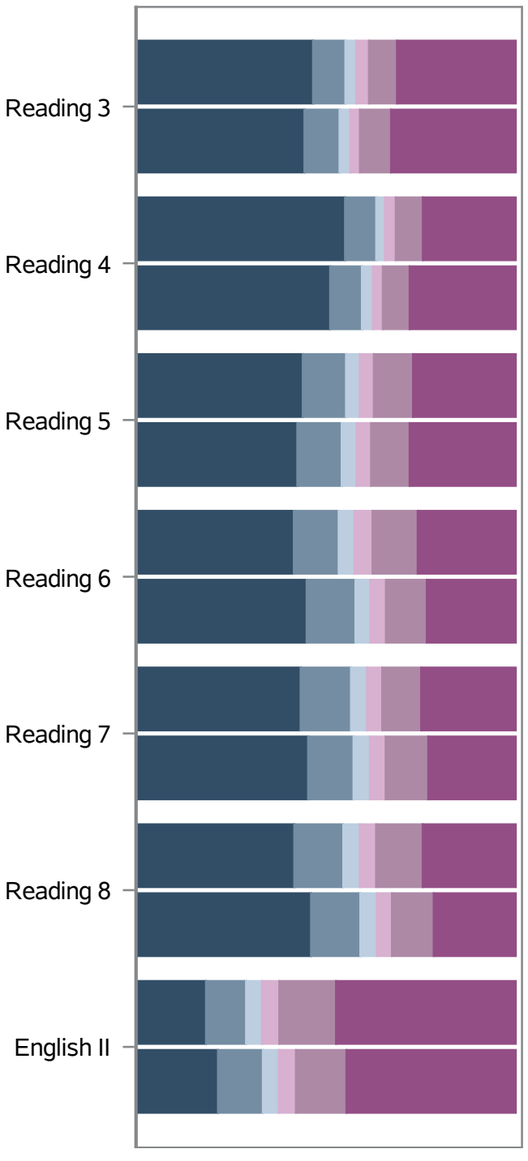
2022 Student Distribution of Effect Size



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

Sex

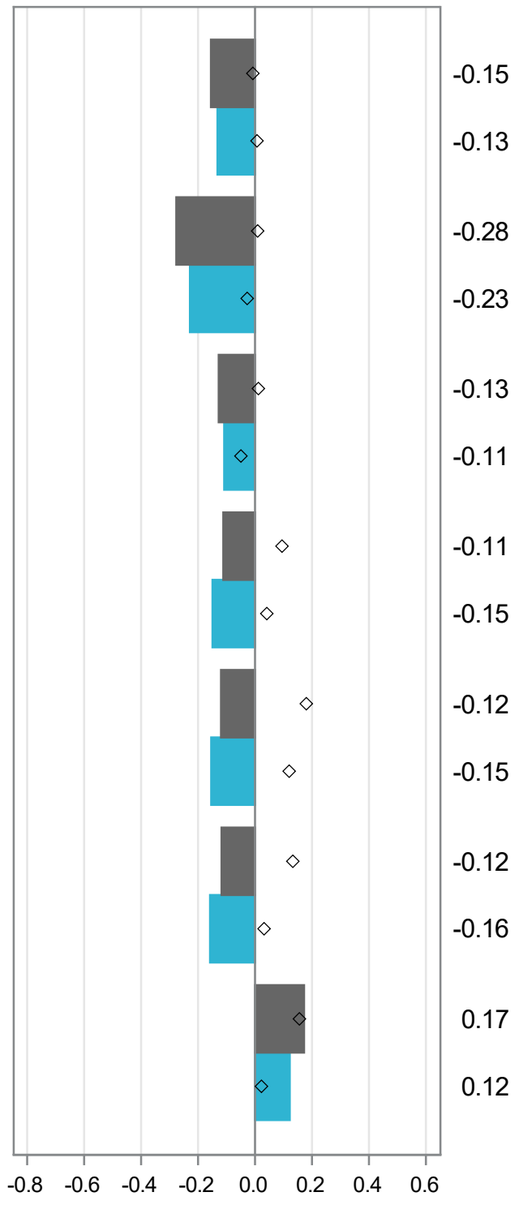
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

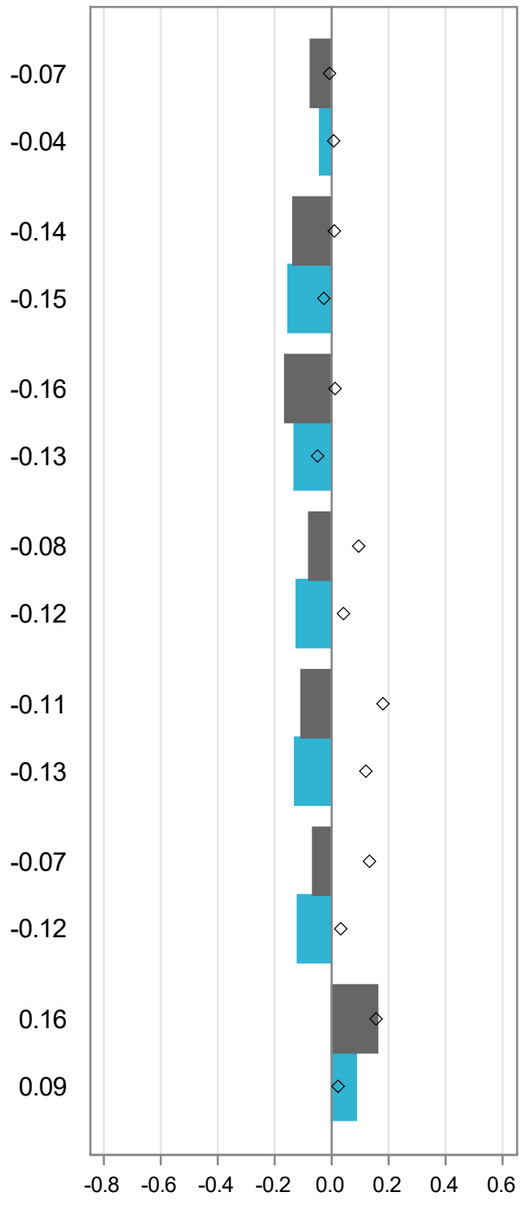
◇ : 2018 Effect Size



- F
- M

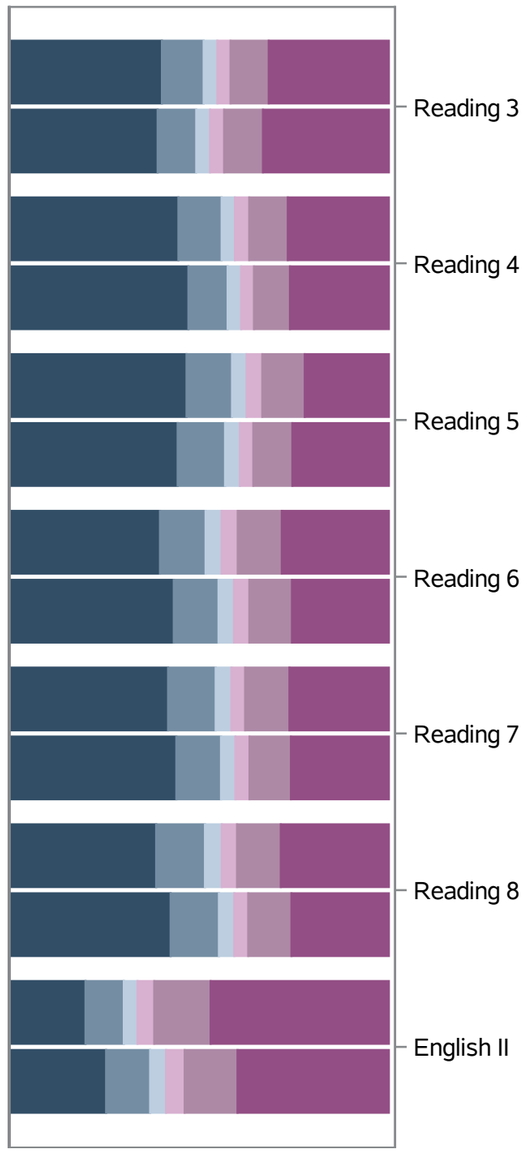
2022 Average Effect Size

◇ : 2018 Effect Size



- F
- M

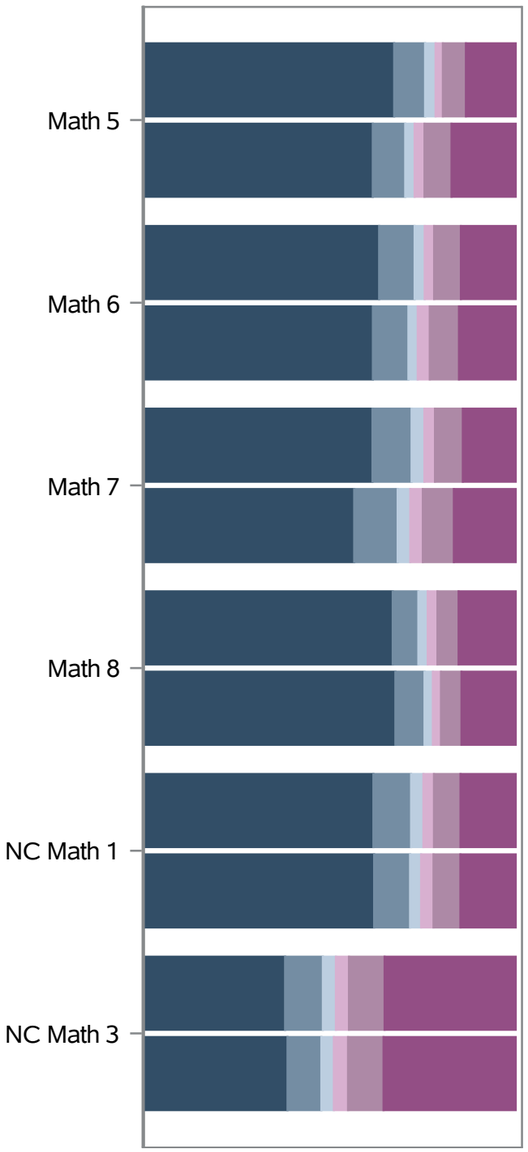
2022 Student Distribution of Effect Size



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

Sex

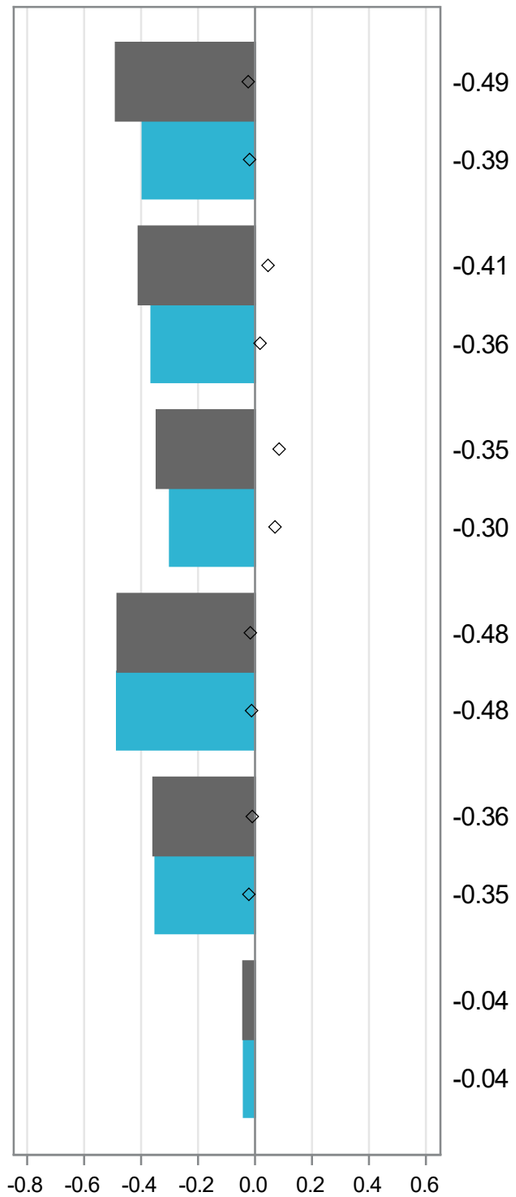
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

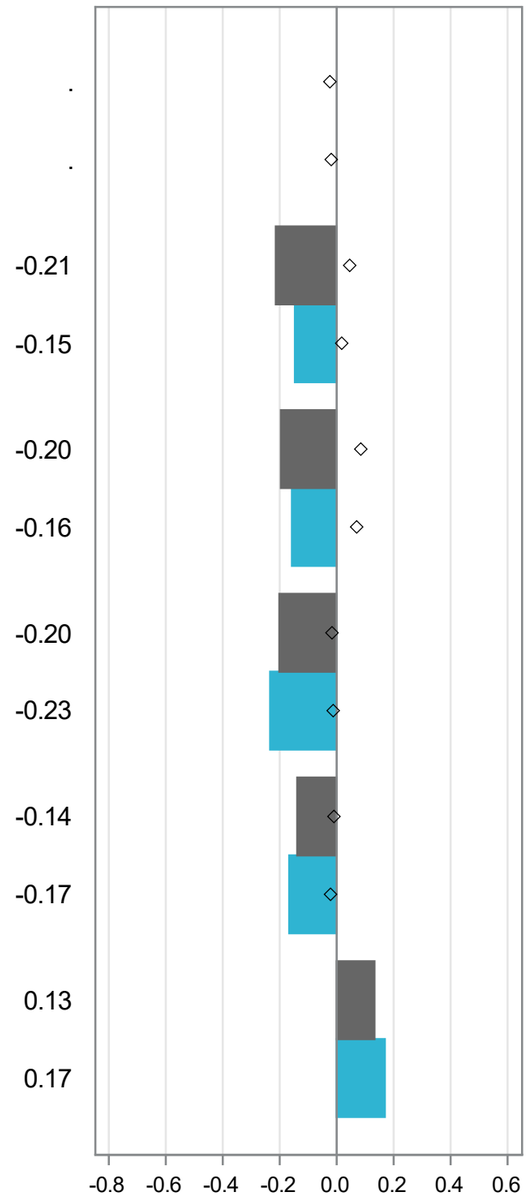
◇ : 2018 Effect Size



F
M

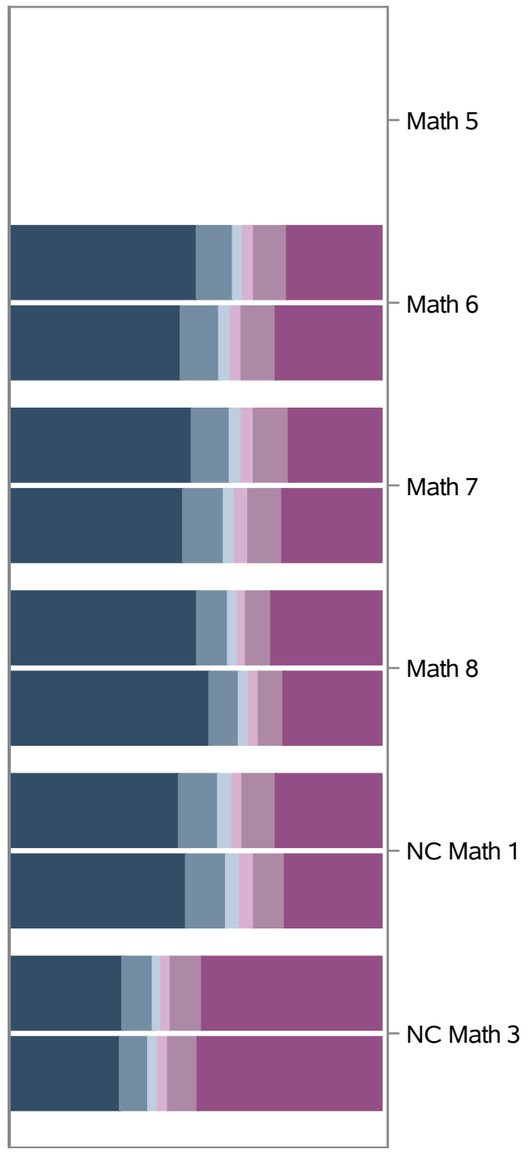
2022 Average Effect Size

◇ : 2018 Effect Size



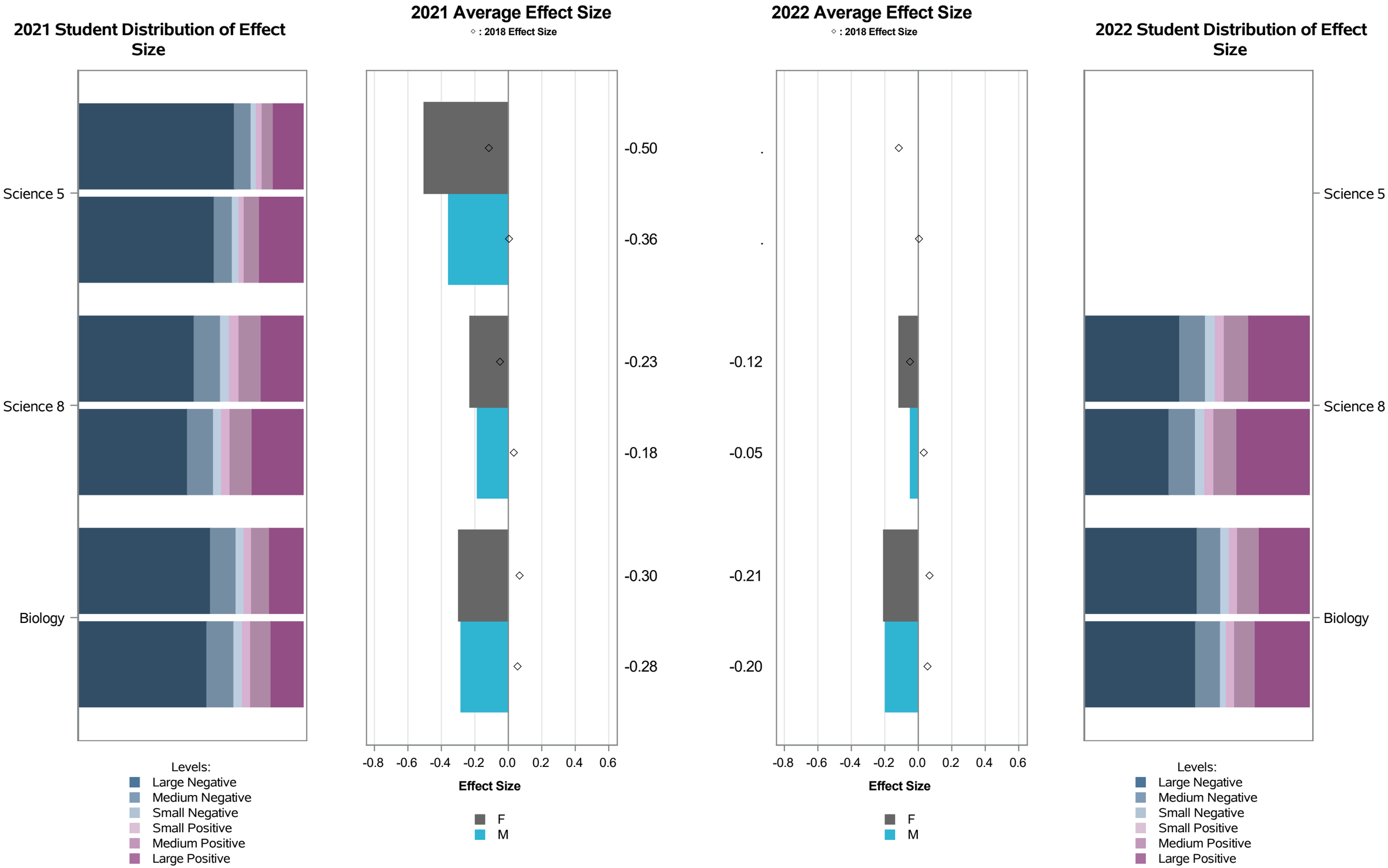
F
M

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
2021 Average Effect Size
◇ : 2018 Effect Size
2022 Average Effect Size
◇ : 2018 Effect Size
2022 Student Distribution of Effect Size
Science 5
Science 8
Biology
-0.50
-0.36
-0.23
-0.18
-0.30
-0.28
.
.
-0.12
-0.05
-0.21
-0.20
-0.8 -0.6 -0.4 -0.2 0.0 0.2 0.4 0.6
Effect Size
F
M
Levels:
Large Negative
Medium Negative
Small Negative
Small Positive
Medium Positive
Large Positive

Effect Size by Subject Grade - 2022

	Sex					
	F			M		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.124	0.0024	54046	-0.122	0.0024	53137
ELA in Common	-0.080	0.0030	29538	-0.099	0.0031	29168
Science in Common	-0.150	0.0061	7714	-0.104	0.0066	7420
Math in Common	-0.190	0.0048	16794	-0.171	0.0048	16549
Reading 3	-0.074	0.0093	3497	-0.041	0.0097	3439
Reading 4	-0.135	0.0088	3737	-0.152	0.0093	3700
Reading 5	-0.164	0.0071	4850	-0.131	0.0073	4865
Reading 6	-0.080	0.0070	5164	-0.123	0.0074	4966
Reading 7	-0.107	0.0071	4725	-0.129	0.0074	4841
Reading 8	-0.066	0.0069	4835	-0.119	0.0073	4601
English II	0.160	0.0086	2730	0.085	0.0091	2756
Science 5	.	.	.	.	.	.
Science 8	-0.115	0.0076	4833	-0.047	0.0082	4595
Biology	-0.207	0.0100	2881	-0.196	0.0108	2825
Math 5	.	.	.	.	.	.
Math 6	-0.214	0.0086	5158	-0.147	0.0087	4960
Math 7	-0.196	0.0084	4719	-0.157	0.0081	4833
Math 8	-0.201	0.0123	3376	-0.234	0.0126	3184
NC Math 1	-0.139	0.0100	3541	-0.167	0.0097	3572
NC Math 3	0.133	0.0128	2501	0.169	0.0137	2433

Effect Size by Subject Grade - 2021

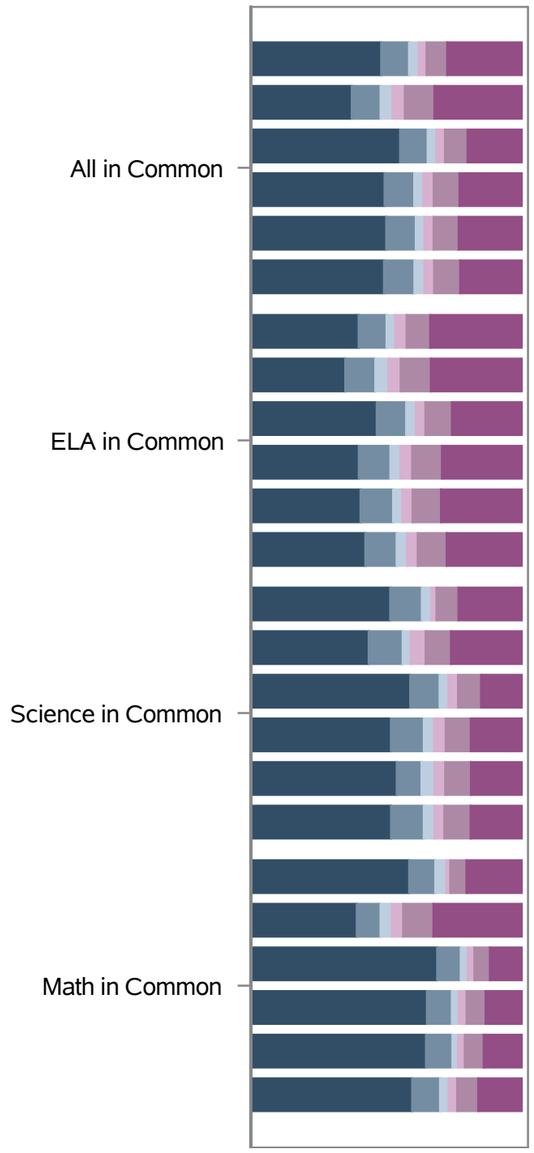
	Sex					
	F			M		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.221	0.0025	50833	-0.214	0.0025	50313
ELA in Common	-0.113	0.0033	27733	-0.125	0.0034	27456
Science in Common	-0.255	0.0059	7020	-0.221	0.0062	6830
Math in Common	-0.392	0.0045	16080	-0.362	0.0044	16027
Reading 3	-0.155	0.0130	3123	-0.132	0.0127	3121
Reading 4	-0.276	0.0125	3066	-0.229	0.0129	3057
Reading 5	-0.128	0.0078	4720	-0.108	0.0079	4582
Reading 6	-0.111	0.0070	4890	-0.149	0.0070	5011
Reading 7	-0.119	0.0067	4957	-0.154	0.0070	4778
Reading 8	-0.118	0.0071	4326	-0.158	0.0073	4221
English II	0.172	0.0085	2651	0.122	0.0087	2686
Science 5	-0.503	0.0092	4699	-0.356	0.0096	4570
Science 8	-0.230	0.0076	4358	-0.185	0.0081	4268
Biology	-0.297	0.0093	2662	-0.282	0.0094	2562
Math 5	-0.489	0.0092	4717	-0.395	0.0092	4586
Math 6	-0.409	0.0081	4876	-0.364	0.0077	4996
Math 7	-0.345	0.0073	4955	-0.299	0.0076	4761
Math 8	-0.483	0.0122	2902	-0.485	0.0123	2796
NC Math 1	-0.357	0.0093	3347	-0.350	0.0089	3474
NC Math 3	-0.041	0.0118	2422	-0.039	0.0121	2231

Effect Size by Subject Grade - 2018

	Sex					
	F			M		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.056	0.0023	44936	0.024	0.0024	43592
ELA in Common	0.082	0.0031	25061	0.022	0.0033	24403
Science in Common	-0.002	0.0063	6133	0.042	0.0066	5762
Math in Common	0.035	0.0042	13742	0.020	0.0043	13427
Reading 3	-0.008	0.0123	2785	0.007	0.0131	2729
Reading 4	0.009	0.0080	3962	-0.028	0.0084	3846
Reading 5	0.012	0.0076	3946	-0.050	0.0078	3912
Reading 6	0.095	0.0068	4446	0.041	0.0072	4339
Reading 7	0.180	0.0070	4026	0.120	0.0075	3958
Reading 8	0.133	0.0075	3624	0.032	0.0082	3420
English II	0.156	0.0092	2272	0.023	0.0095	2199
Science 5	-0.116	0.0093	3887	0.004	0.0098	3875
Science 8	-0.049	0.0082	3635	0.033	0.0087	3434
Biology	0.067	0.0098	2498	0.055	0.0103	2328
Math 5	-0.024	0.0082	3940	-0.019	0.0086	3905
Math 6	0.046	0.0075	4440	0.018	0.0074	4332
Math 7	0.085	0.0073	4024	0.070	0.0073	3953
Math 8	-0.016	0.0112	2215	-0.012	0.0122	2107
NC Math 1	-0.010	0.0089	3063	-0.022	0.0092	3035

Race/Ethnicity

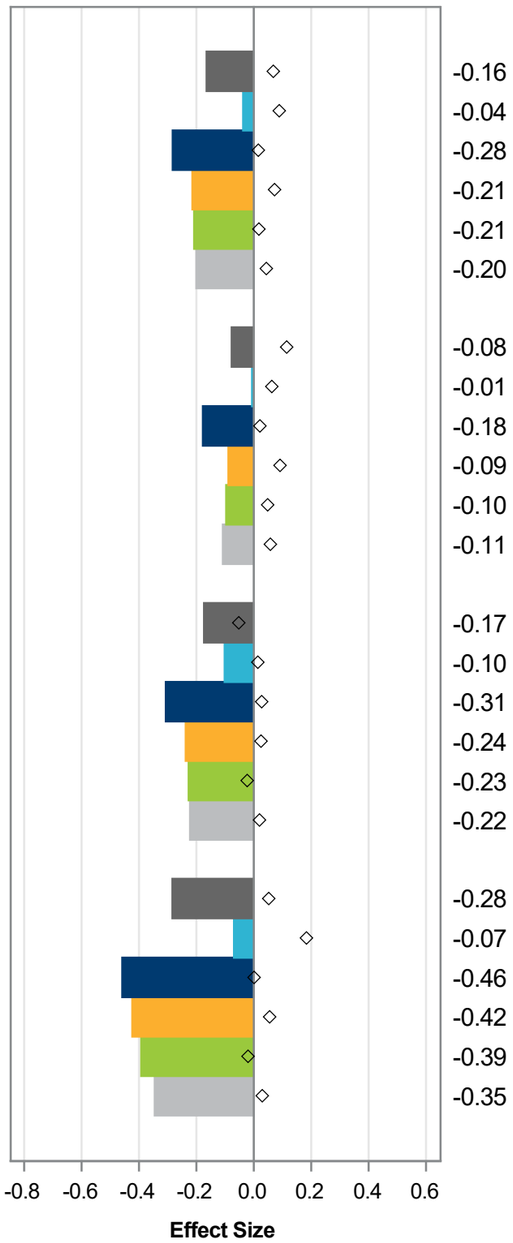
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

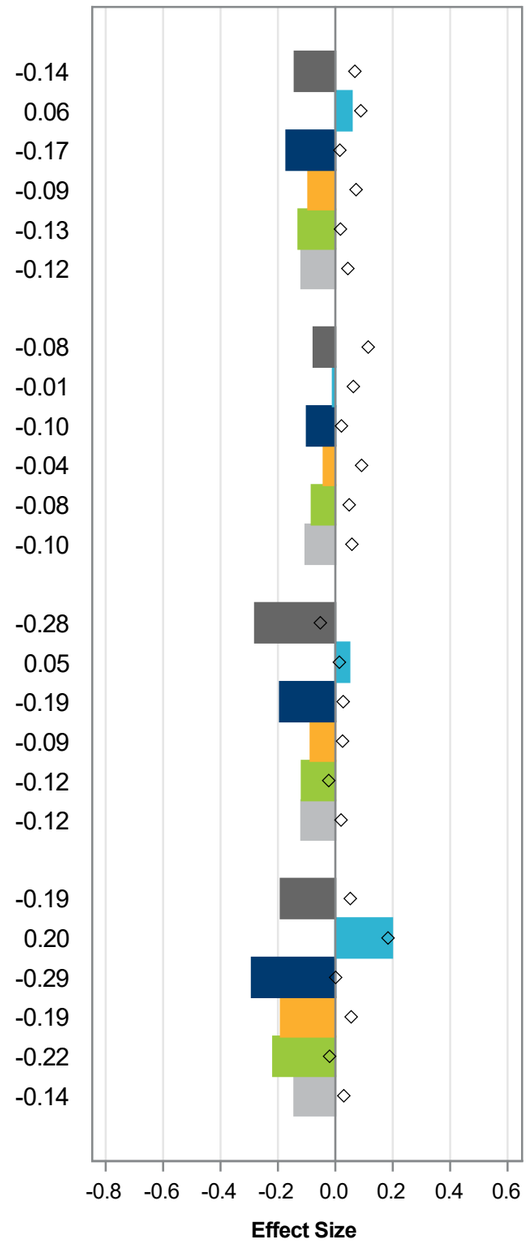
◇ : 2018 Effect Size



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

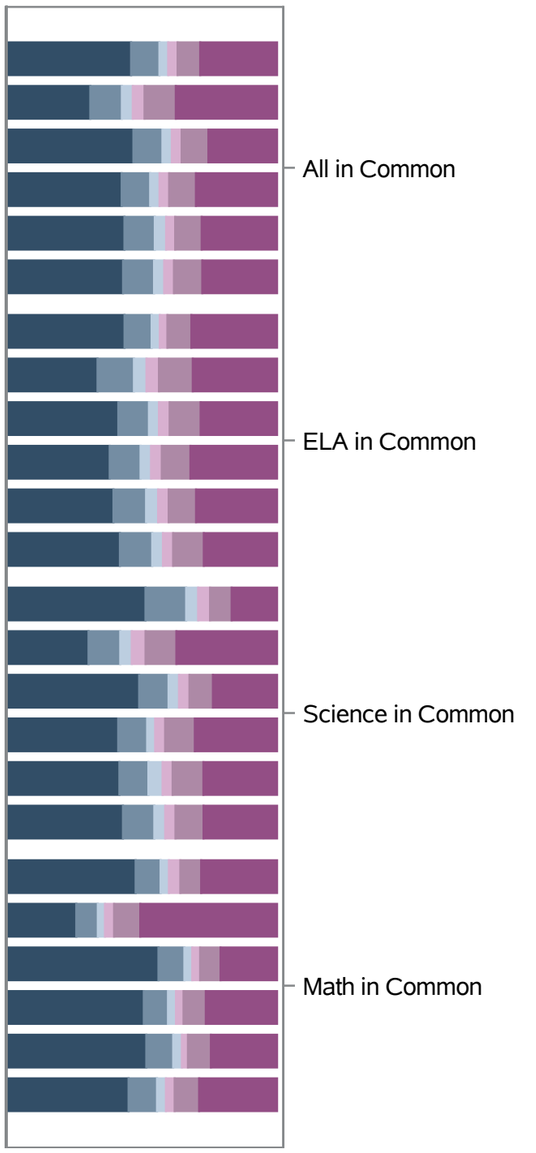
2022 Average Effect Size

◇ : 2018 Effect Size



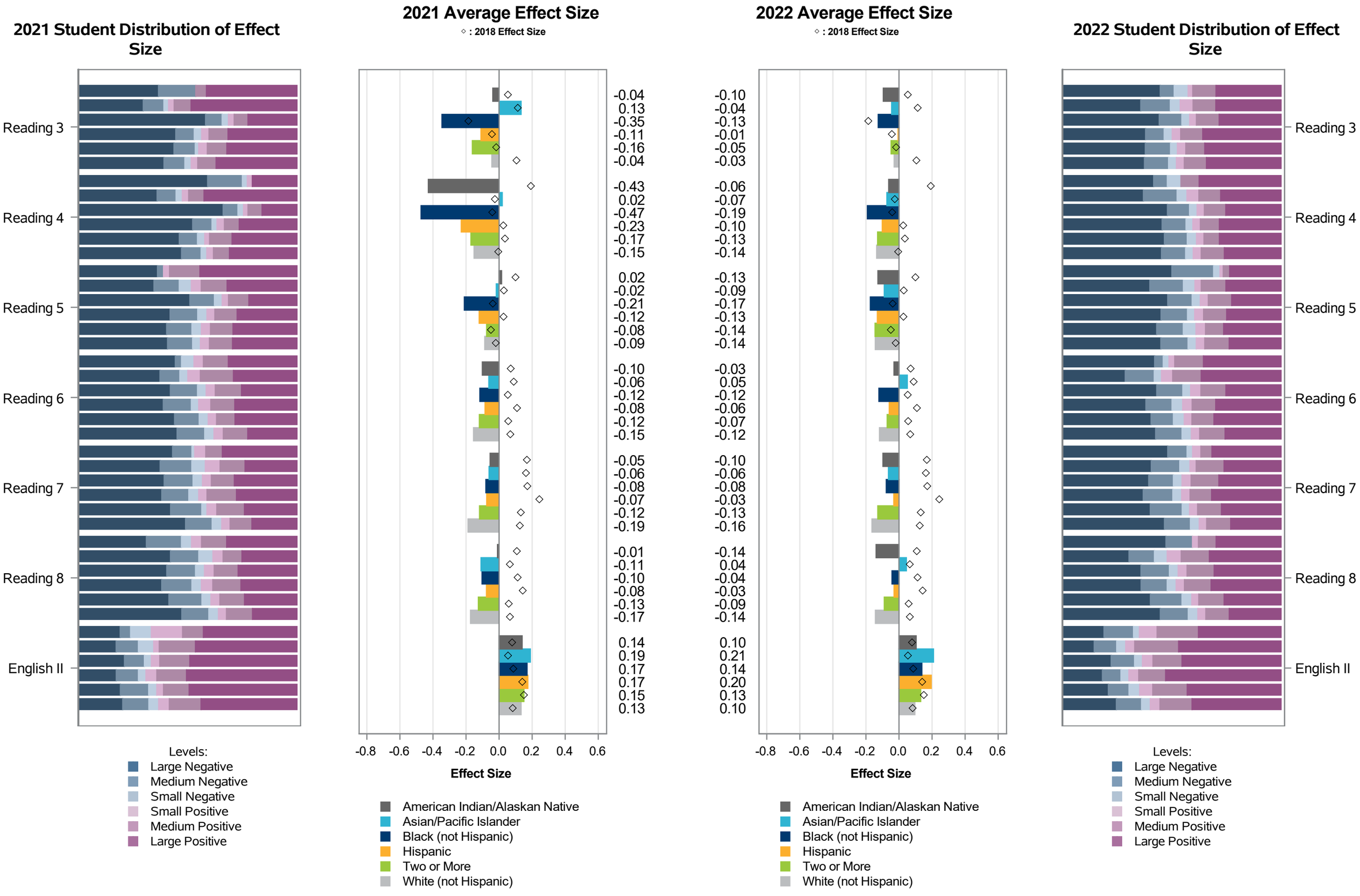
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

2022 Student Distribution of Effect Size



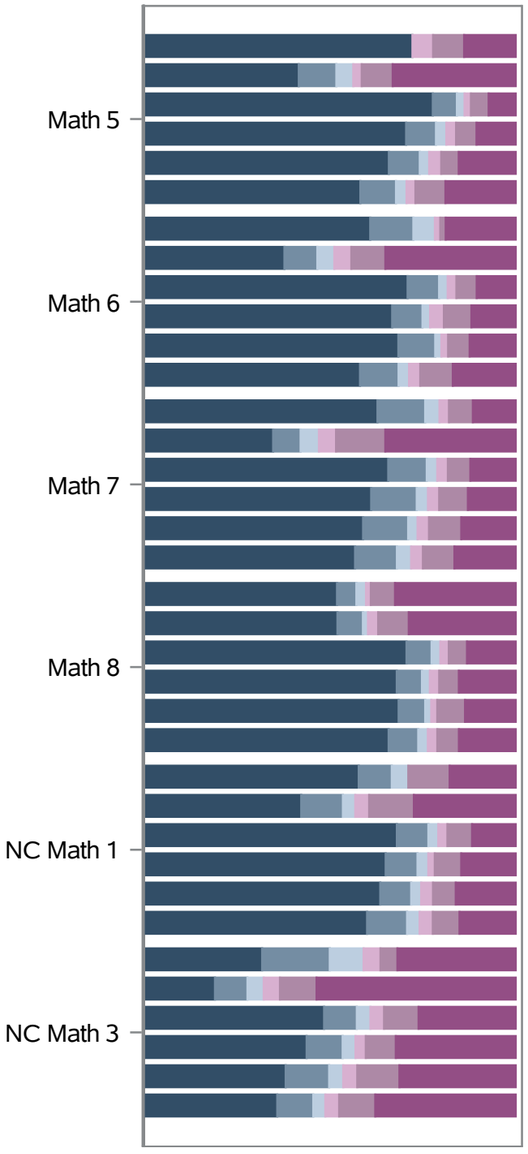
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race/Ethnicity



Race/Ethnicity

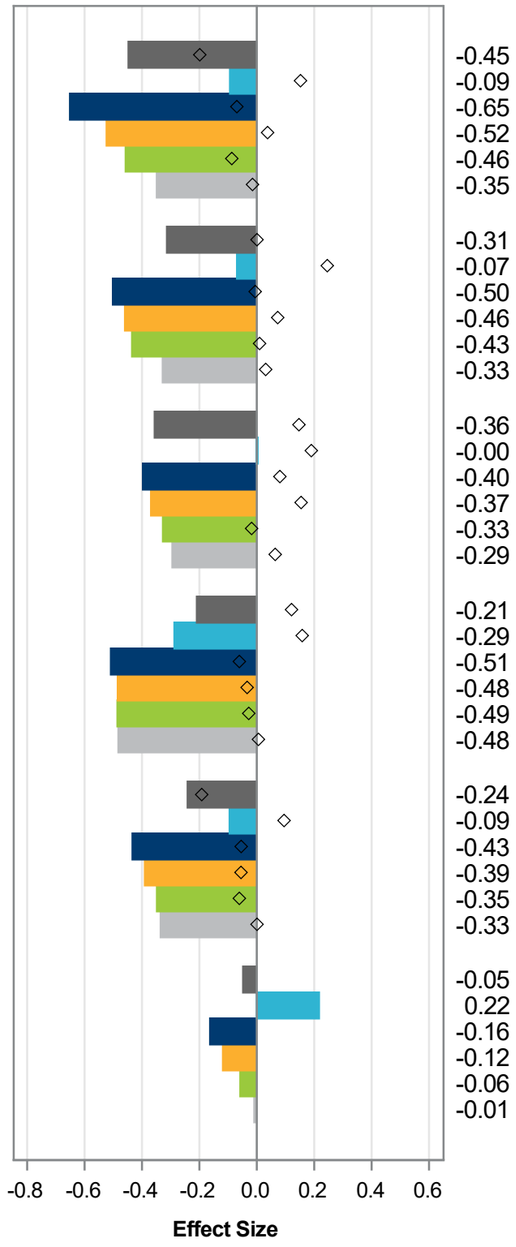
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

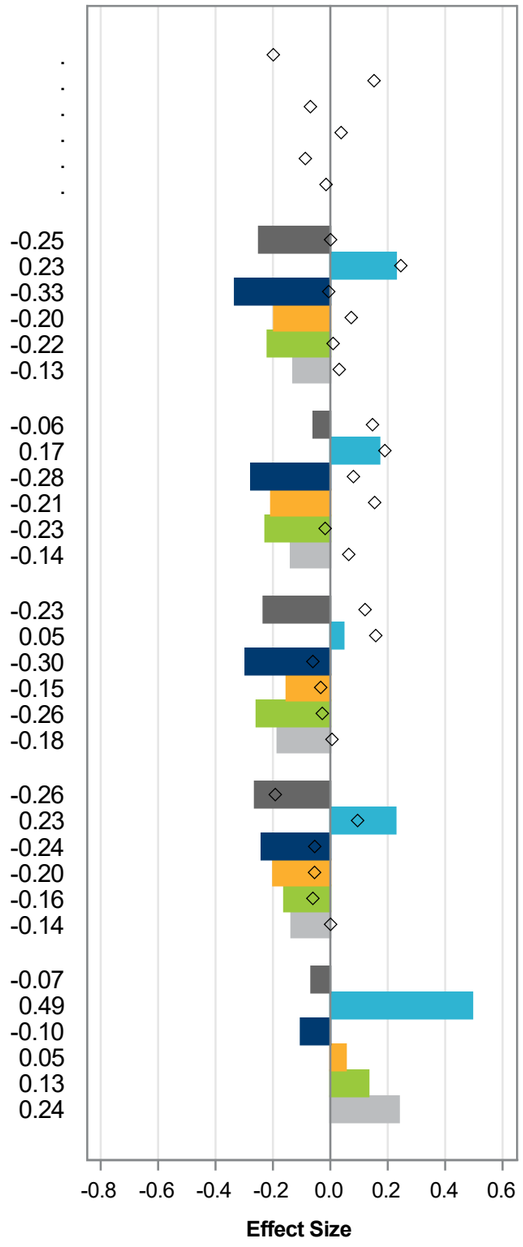
◇ : 2018 Effect Size



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

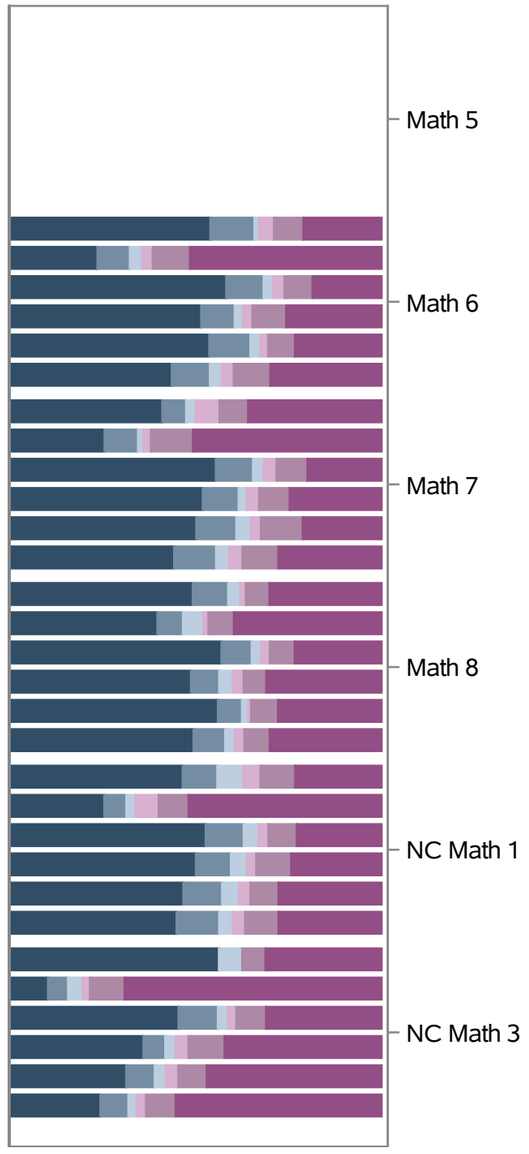
2022 Average Effect Size

◇ : 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

Effect Size by Subject Grade - 2022

	Race/Ethnicity																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.142	0.0209	802	0.057	0.0084	3954	-0.171	0.0034	27710	-0.094	0.0048	13836	-0.129	0.0070	6693	-0.118	0.0024	54188
ELA in Common	-0.076	0.0250	429	-0.009	0.0100	2271	-0.099	0.0042	15515	-0.041	0.0060	7572	-0.082	0.0088	3707	-0.104	0.0030	29212
Science in Common	-0.280	0.0488	113	0.049	0.0204	588	-0.193	0.0092	3680	-0.086	0.0129	1867	-0.117	0.0193	914	-0.119	0.0061	7972
Math in Common	-0.190	0.0441	260	0.198	0.0185	1095	-0.291	0.0065	8515	-0.190	0.0094	4397	-0.217	0.0138	2072	-0.143	0.0047	17004
Reading 3	-0.095	0.0780	47	-0.044	0.0274	288	-0.126	0.0127	2129	-0.006	0.0187	951	-0.048	0.0276	415	-0.029	0.0098	3106
Reading 4	-0.062	0.0832	48	-0.073	0.0295	311	-0.191	0.0121	2193	-0.101	0.0178	988	-0.129	0.0265	496	-0.135	0.0092	3401
Reading 5	-0.127	0.0478	68	-0.089	0.0236	416	-0.173	0.0104	2501	-0.131	0.0146	1221	-0.145	0.0206	639	-0.143	0.0070	4870
Reading 6	-0.030	0.0637	76	0.050	0.0239	391	-0.122	0.0101	2499	-0.059	0.0136	1354	-0.071	0.0216	625	-0.118	0.0072	5185
Reading 7	-0.097	0.0624	79	-0.064	0.0244	345	-0.077	0.0101	2465	-0.031	0.0142	1217	-0.128	0.0209	623	-0.163	0.0072	4837
Reading 8	-0.139	0.0600	74	0.045	0.0267	326	-0.042	0.0098	2449	-0.030	0.0136	1264	-0.089	0.0212	560	-0.143	0.0070	4763
English II	0.104	0.0732	37	0.209	0.0275	194	0.138	0.0129	1279	0.195	0.0191	577	0.131	0.0239	349	0.096	0.0085	3050
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.291	0.0601	74	0.092	0.0267	326	-0.139	0.0110	2441	-0.044	0.0156	1263	-0.070	0.0250	561	-0.073	0.0077	4763
Biology	-0.258	0.0845	39	-0.005	0.0313	262	-0.299	0.0163	1239	-0.174	0.0227	604	-0.192	0.0299	353	-0.186	0.0096	3209
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.249	0.0697	76	0.228	0.0323	390	-0.332	0.0119	2489	-0.196	0.0166	1352	-0.219	0.0241	626	-0.129	0.0084	5185
Math 7	-0.059	0.0748	78	0.171	0.0310	345	-0.276	0.0111	2463	-0.206	0.0162	1217	-0.226	0.0235	622	-0.138	0.0081	4827
Math 8	-0.233	0.1174	63	0.046	0.0770	73	-0.296	0.0149	2069	-0.153	0.0233	989	-0.257	0.0379	402	-0.184	0.0131	2964
NC Math 1	-0.263	0.0874	43	0.227	0.0359	287	-0.240	0.0148	1494	-0.199	0.0198	839	-0.161	0.0285	422	-0.136	0.0091	4028
NC Math 3	-0.066	0.2093	16	0.494	0.0386	204	-0.103	0.0195	1049	0.054	0.0310	495	0.133	0.0367	300	0.239	0.0120	2870

Effect Size by Subject Grade - 2021

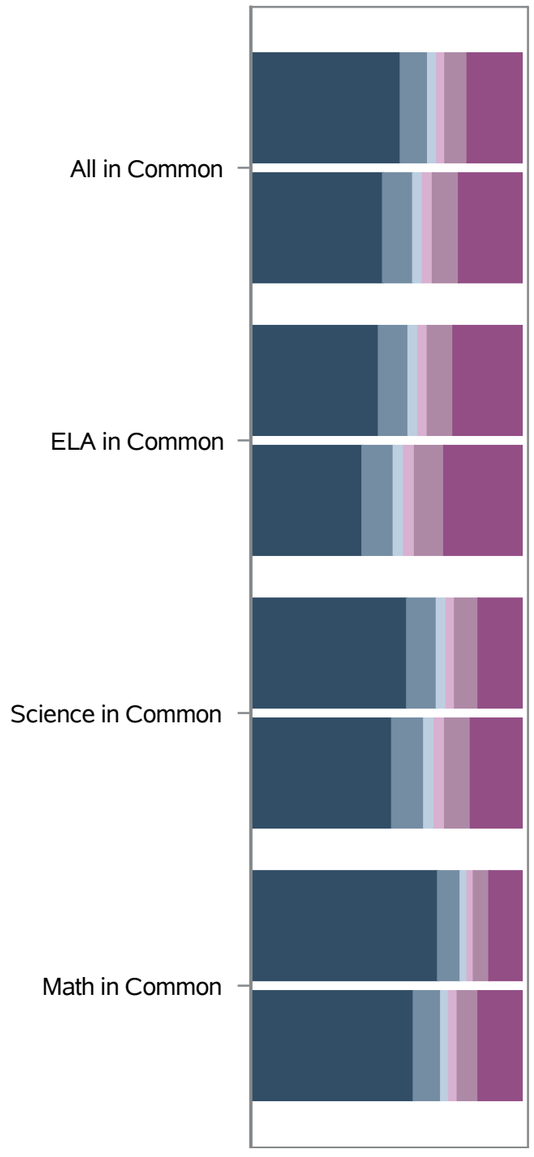
	Race/Ethnicity																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.164	0.0203	758	-0.037	0.0091	3398	-0.283	0.0036	25353	-0.214	0.0051	12454	-0.208	0.0074	5919	-0.200	0.0024	53264
ELA in Common	-0.077	0.0279	378	-0.006	0.0117	1961	-0.177	0.0049	14180	-0.088	0.0067	6898	-0.096	0.0099	3235	-0.108	0.0032	28537
Science in Common	-0.173	0.0491	111	-0.102	0.0232	470	-0.306	0.0091	3097	-0.237	0.0130	1596	-0.227	0.0181	809	-0.222	0.0056	7767
Math in Common	-0.284	0.0352	269	-0.069	0.0182	967	-0.458	0.0061	8076	-0.423	0.0090	3960	-0.392	0.0127	1875	-0.345	0.0043	16960
Reading 3	-0.038	0.0762	41	0.133	0.0443	233	-0.346	0.0164	1868	-0.110	0.0235	827	-0.162	0.0364	380	-0.044	0.0133	2895
Reading 4	-0.428	0.0967	44	0.019	0.0430	242	-0.472	0.0161	1802	-0.229	0.0246	825	-0.170	0.0357	360	-0.151	0.0130	2850
Reading 5	0.015	0.0831	36	-0.017	0.0243	397	-0.210	0.0111	2333	-0.121	0.0157	1186	-0.076	0.0234	553	-0.087	0.0077	4797
Reading 6	-0.101	0.0755	70	-0.062	0.0251	330	-0.116	0.0098	2532	-0.085	0.0141	1222	-0.119	0.0217	603	-0.155	0.0068	5144
Reading 7	-0.054	0.0558	79	-0.060	0.0219	324	-0.080	0.0098	2493	-0.075	0.0132	1260	-0.118	0.0203	553	-0.188	0.0067	5026
Reading 8	-0.010	0.0450	87	-0.109	0.0258	278	-0.103	0.0108	2090	-0.076	0.0147	1056	-0.125	0.0227	462	-0.173	0.0067	4574
English II	0.140	0.1163	21	0.189	0.0355	157	0.169	0.0144	1062	0.174	0.0194	522	0.150	0.0265	324	0.133	0.0076	3251
Science 5	-0.407	0.0999	36	-0.293	0.0300	397	-0.644	0.0133	2315	-0.482	0.0185	1185	-0.444	0.0273	550	-0.325	0.0090	4786
Science 8	-0.205	0.0570	86	-0.080	0.0304	280	-0.291	0.0113	2097	-0.195	0.0159	1064	-0.177	0.0250	473	-0.183	0.0075	4626
Biology	-0.066	0.0942	25	-0.133	0.0358	190	-0.339	0.0154	1000	-0.322	0.0220	532	-0.297	0.0252	336	-0.279	0.0084	3141
Math 5	-0.447	0.0946	36	-0.093	0.0304	396	-0.651	0.0121	2332	-0.523	0.0175	1184	-0.457	0.0268	554	-0.348	0.0091	4801
Math 6	-0.313	0.0703	69	-0.069	0.0309	328	-0.501	0.0108	2513	-0.459	0.0160	1216	-0.434	0.0213	605	-0.328	0.0077	5141
Math 7	-0.356	0.0526	78	-0.001	0.0304	325	-0.397	0.0102	2482	-0.368	0.0146	1258	-0.327	0.0217	553	-0.294	0.0073	5020
Math 8	-0.209	0.0769	77	-0.287	0.0892	73	-0.508	0.0152	1617	-0.484	0.0235	797	-0.485	0.0356	308	-0.482	0.0126	2826
NC Math 1	-0.241	0.0843	45	-0.095	0.0332	241	-0.433	0.0139	1464	-0.390	0.0205	689	-0.348	0.0280	409	-0.335	0.0083	3973
NC Math 3	-0.048	0.1283	22	0.217	0.0414	183	-0.163	0.0190	819	-0.118	0.0299	434	-0.057	0.0325	291	-0.009	0.0107	2904

Effect Size by Subject Grade - 2018

	Race/Ethnicity																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.068	0.0189	724	0.089	0.0087	2964	0.016	0.0035	21841	0.072	0.0054	8767	0.018	0.0077	4168	0.044	0.0022	50064
ELA in Common	0.115	0.0267	367	0.063	0.0111	1758	0.021	0.0046	12462	0.091	0.0070	5029	0.048	0.0102	2329	0.058	0.0030	27519
Science in Common	-0.052	0.0500	109	0.014	0.0248	404	0.027	0.0102	2635	0.025	0.0154	1065	-0.023	0.0216	538	0.020	0.0058	7144
Math in Common	0.052	0.0312	248	0.183	0.0163	802	0.001	0.0063	6744	0.055	0.0100	2673	-0.020	0.0137	1301	0.029	0.0039	15401
Reading 3	0.053	0.1491	23	0.113	0.0371	217	-0.186	0.0163	1581	-0.043	0.0248	623	-0.017	0.0428	251	0.105	0.0126	2819
Reading 4	0.192	0.0812	45	-0.026	0.0266	330	-0.041	0.0115	2000	0.026	0.0177	825	0.036	0.0267	359	-0.005	0.0079	4249
Reading 5	0.099	0.0823	39	0.029	0.0257	321	-0.038	0.0112	2068	0.027	0.0165	813	-0.049	0.0226	381	-0.020	0.0074	4236
Reading 6	0.070	0.0552	82	0.089	0.0234	311	0.053	0.0097	2332	0.108	0.0149	919	0.056	0.0227	424	0.068	0.0068	4717
Reading 7	0.168	0.0561	71	0.163	0.0296	216	0.171	0.0100	1983	0.244	0.0164	798	0.131	0.0243	372	0.126	0.0069	4544
Reading 8	0.108	0.0569	74	0.065	0.0305	230	0.112	0.0117	1590	0.143	0.0181	678	0.058	0.0251	337	0.066	0.0073	4135
English II	0.079	0.0836	33	0.054	0.0368	133	0.086	0.0150	908	0.140	0.0235	373	0.150	0.0287	205	0.082	0.0085	2819
Science 5	0.011	0.1042	38	-0.036	0.0338	318	-0.027	0.0139	2040	0.021	0.0216	804	-0.102	0.0304	375	-0.083	0.0090	4187
Science 8	-0.098	0.0570	73	-0.072	0.0314	230	0.011	0.0135	1593	0.007	0.0196	679	-0.044	0.0275	341	-0.012	0.0076	4153
Biology	0.040	0.0973	36	0.128	0.0382	174	0.053	0.0154	1042	0.058	0.0246	386	0.014	0.0349	197	0.064	0.0090	2991
Math 5	-0.199	0.0940	39	0.152	0.0266	320	-0.069	0.0119	2065	0.038	0.0192	811	-0.087	0.0275	380	-0.015	0.0079	4230
Math 6	0.001	0.0607	82	0.246	0.0265	311	-0.006	0.0108	2326	0.073	0.0171	915	0.010	0.0231	425	0.031	0.0069	4713
Math 7	0.147	0.0522	71	0.190	0.0275	215	0.080	0.0105	1983	0.154	0.0170	797	-0.018	0.0249	371	0.064	0.0068	4540
Math 8	0.121	0.0554	66	0.158	0.0646	59	-0.061	0.0165	1148	-0.034	0.0248	494	-0.028	0.0362	221	0.006	0.0111	2334
NC Math 1	-0.192	0.0837	29	0.095	0.0332	217	-0.054	0.0143	1287	-0.055	0.0233	467	-0.061	0.0302	284	0.001	0.0080	3814

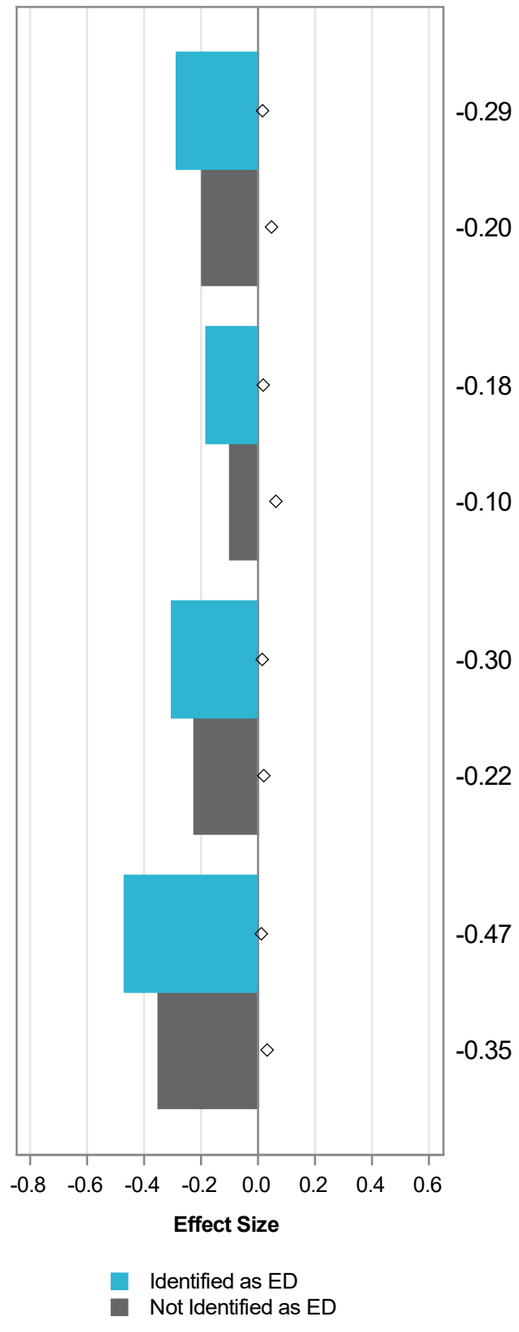
Economically Disadvantaged

2021 Student Distribution of Effect Size



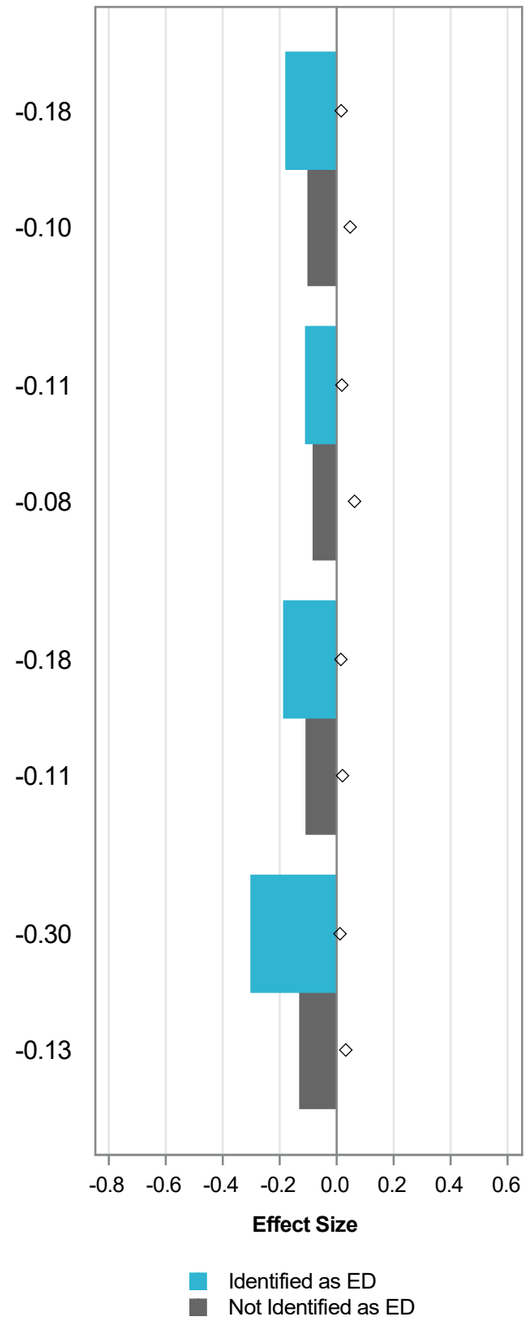
2021 Average Effect Size

◇ : 2018 Effect Size

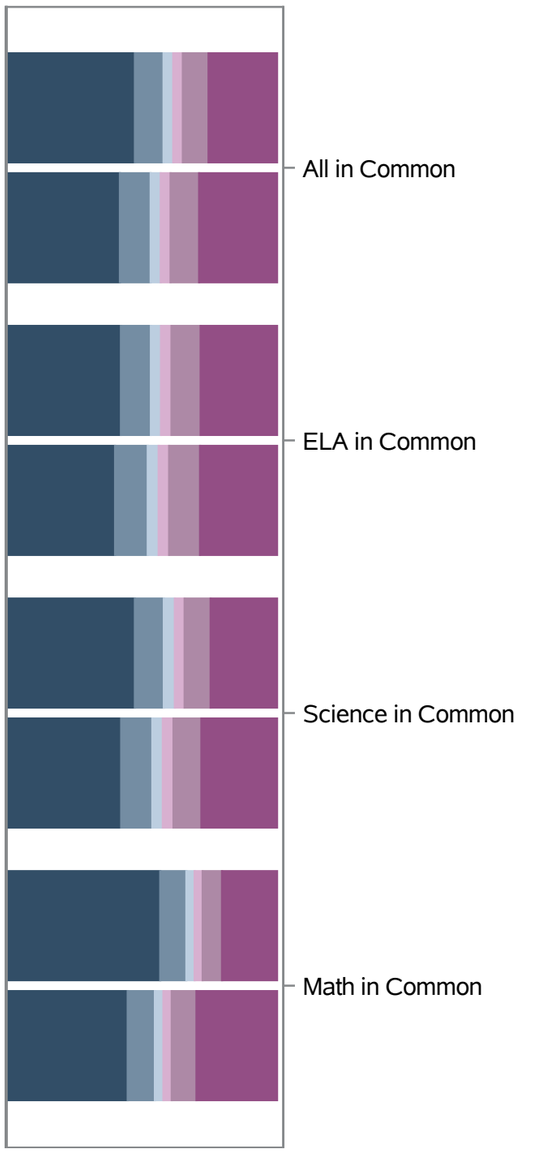


2022 Average Effect Size

◇ : 2018 Effect Size



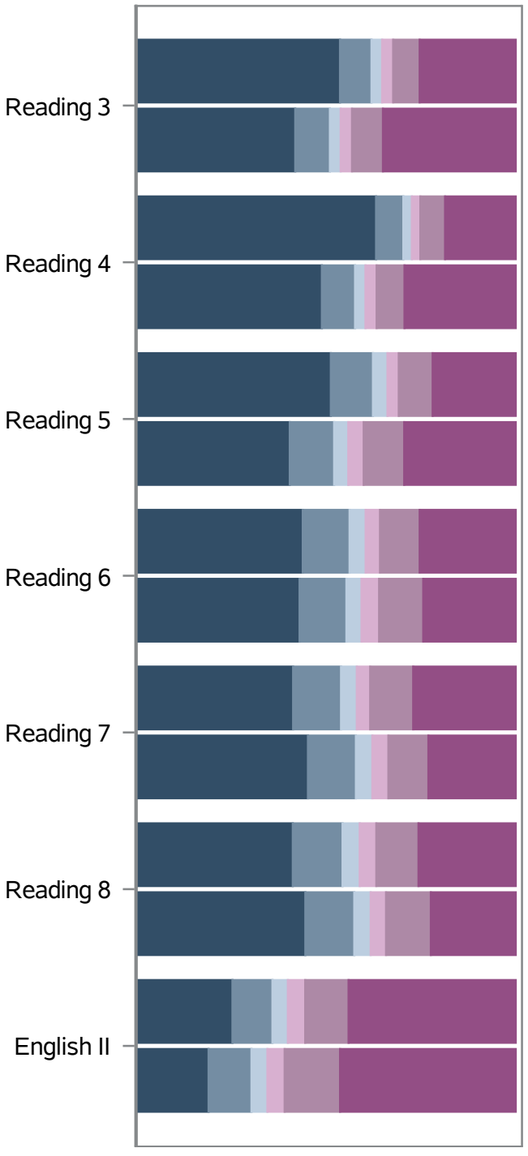
2022 Student Distribution of Effect Size



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

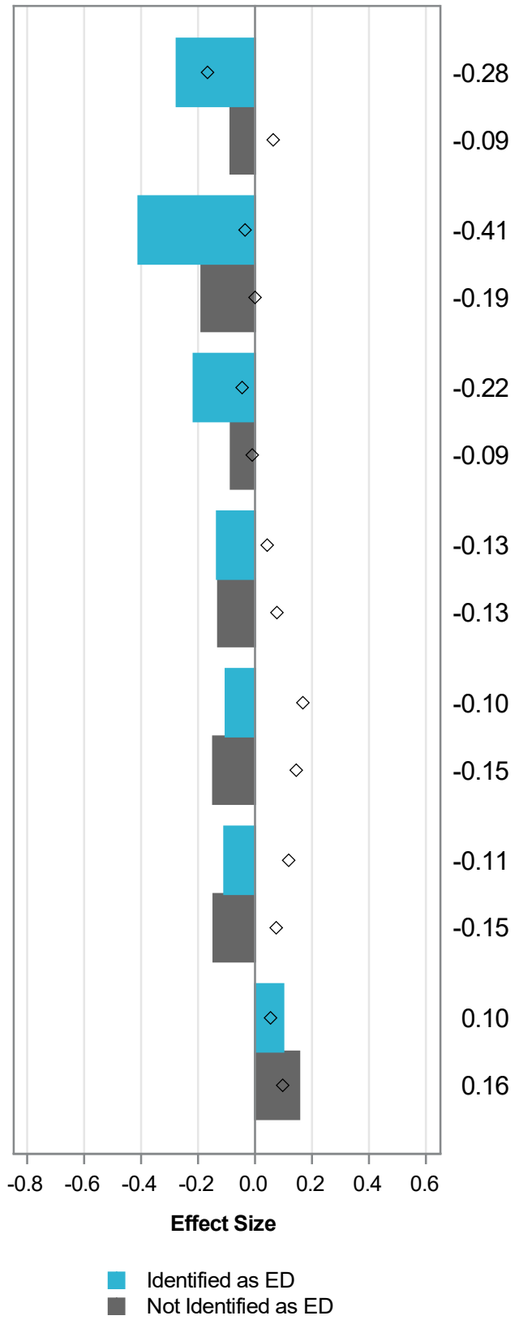
Economically Disadvantaged

2021 Student Distribution of Effect Size



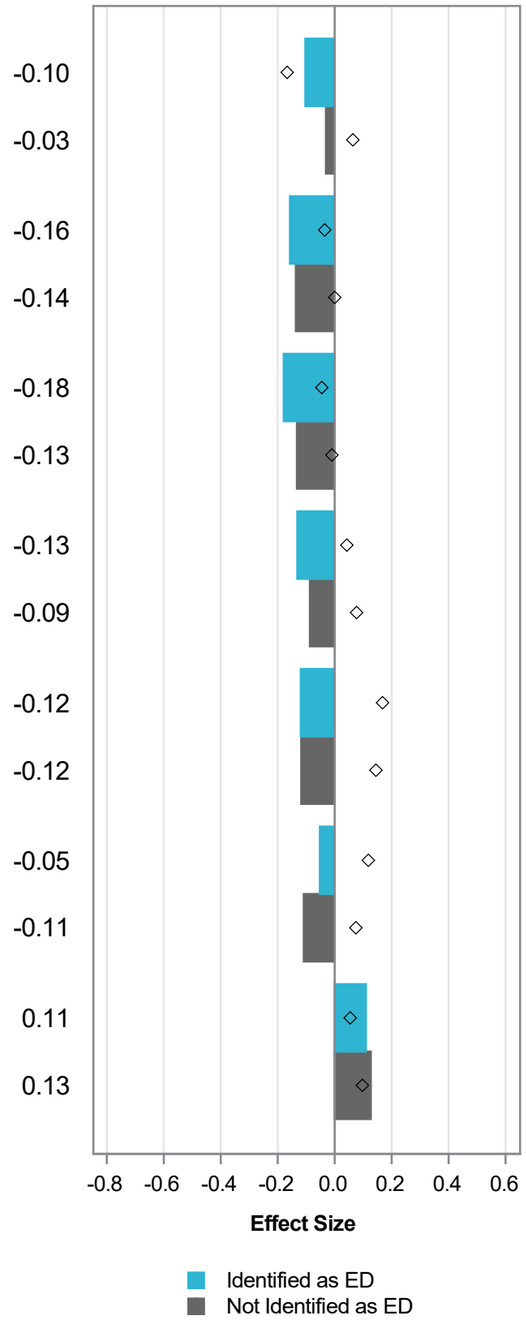
2021 Average Effect Size

◇ : 2018 Effect Size

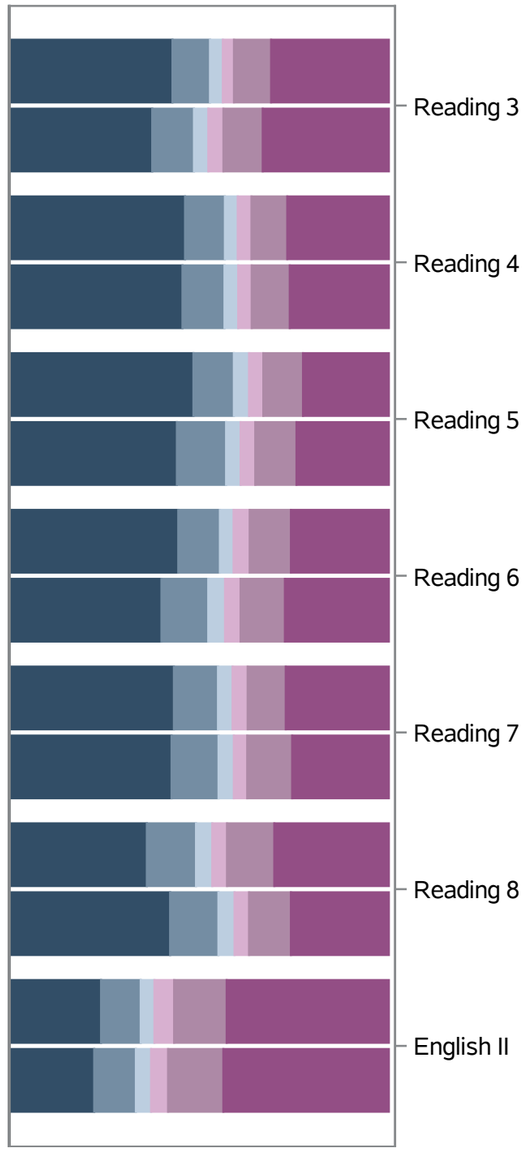


2022 Average Effect Size

◇ : 2018 Effect Size



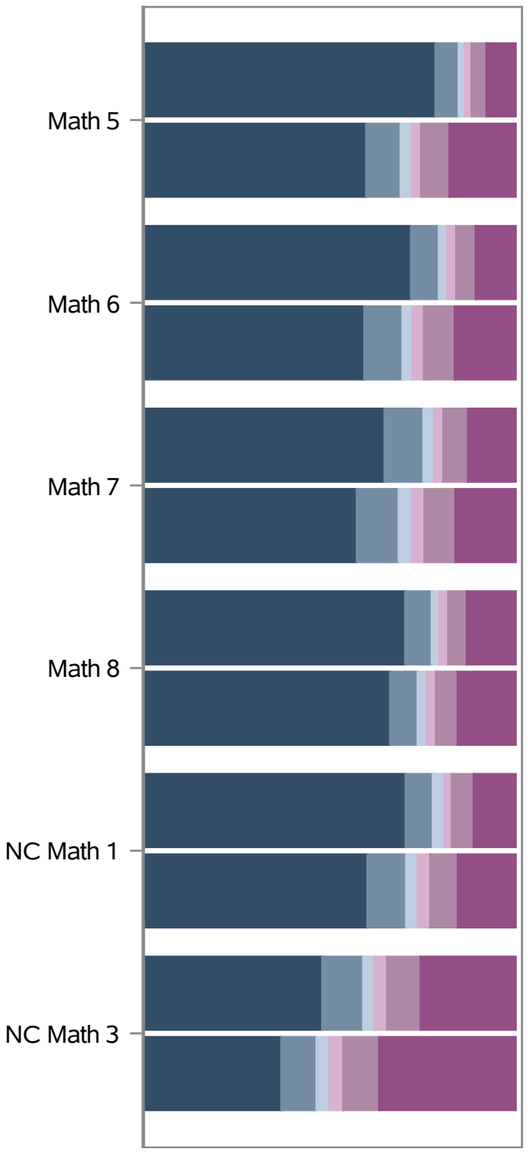
2022 Student Distribution of Effect Size



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

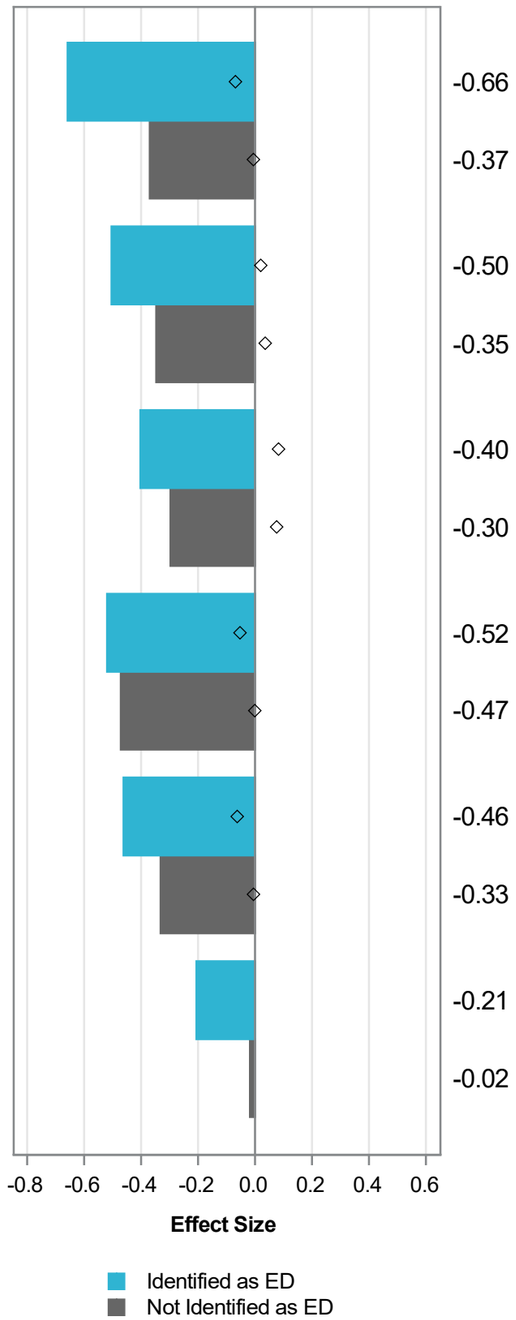
Economically Disadvantaged

2021 Student Distribution of Effect Size



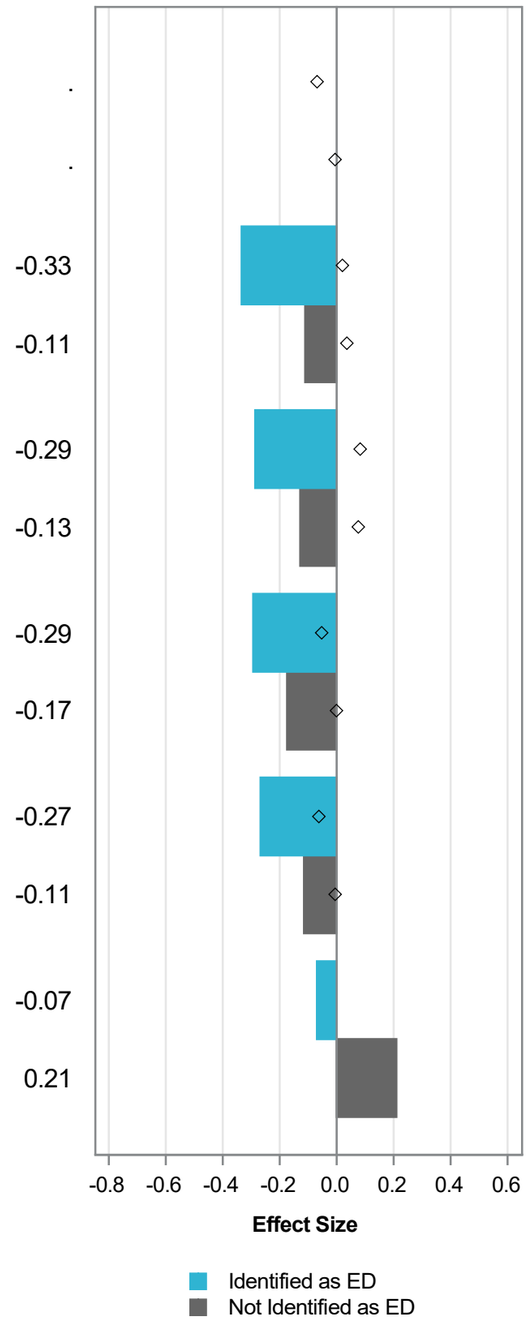
2021 Average Effect Size

◇ : 2018 Effect Size

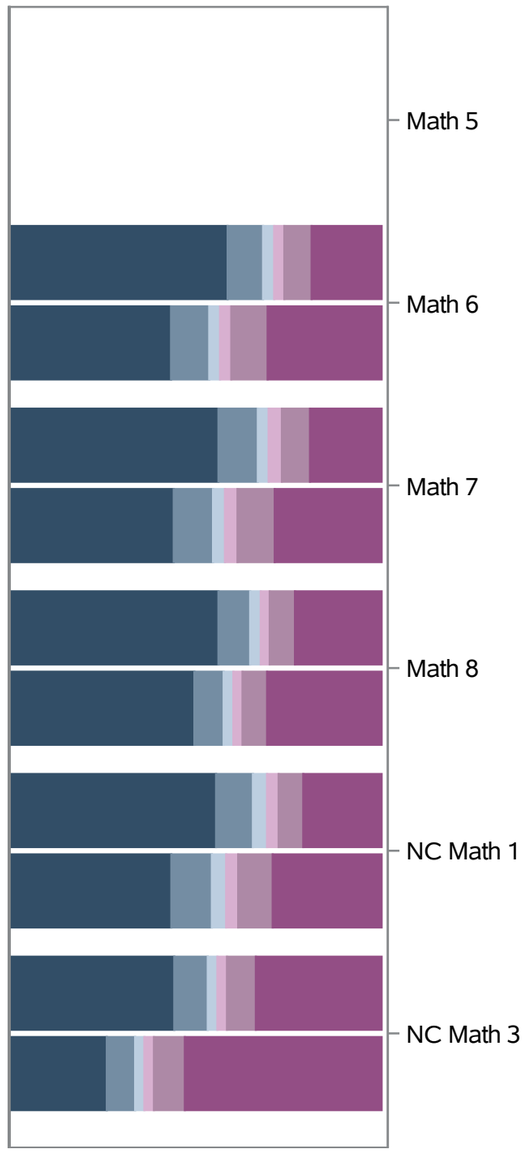


2022 Average Effect Size

◇ : 2018 Effect Size



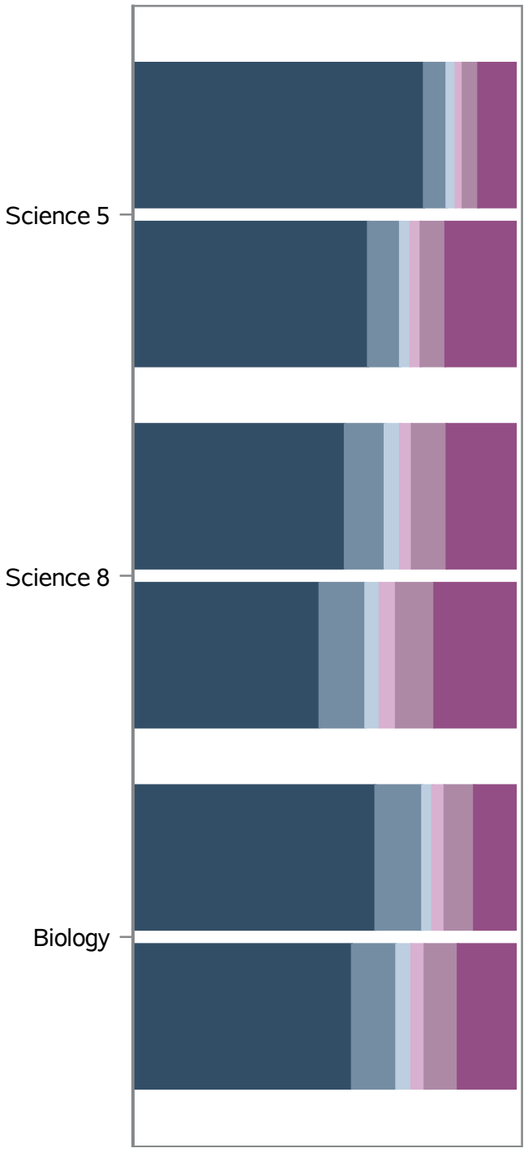
2022 Student Distribution of Effect Size



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

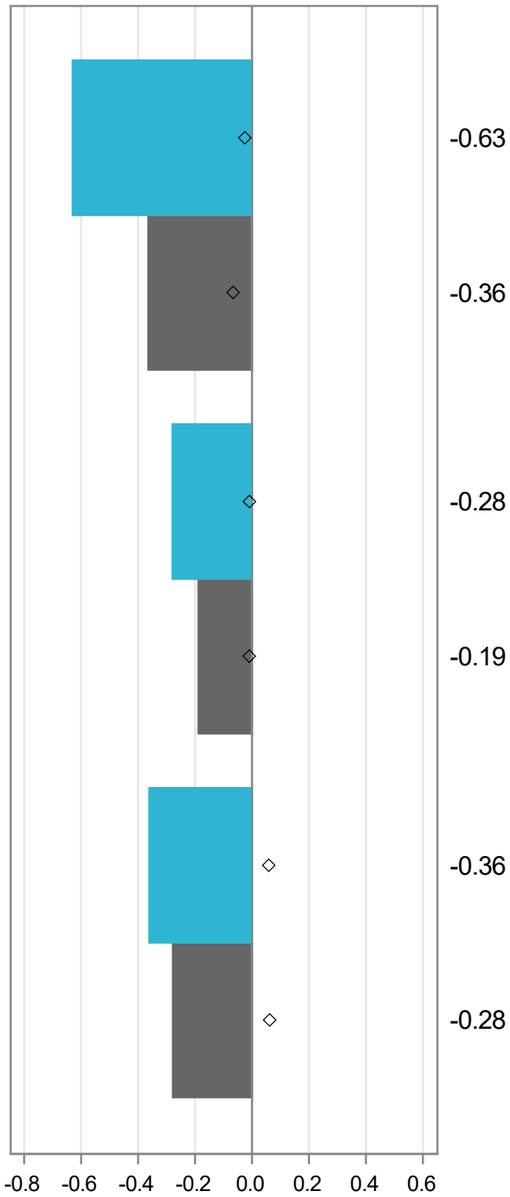
Economically Disadvantaged

2021 Student Distribution of Effect Size



2021 Average Effect Size

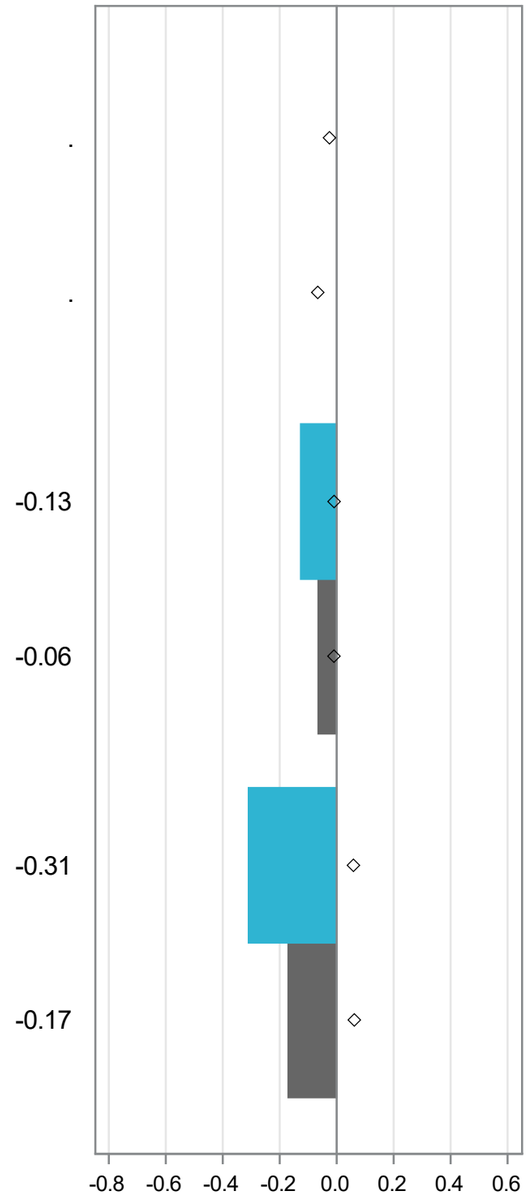
◇ : 2018 Effect Size



Identified as ED
Not Identified as ED

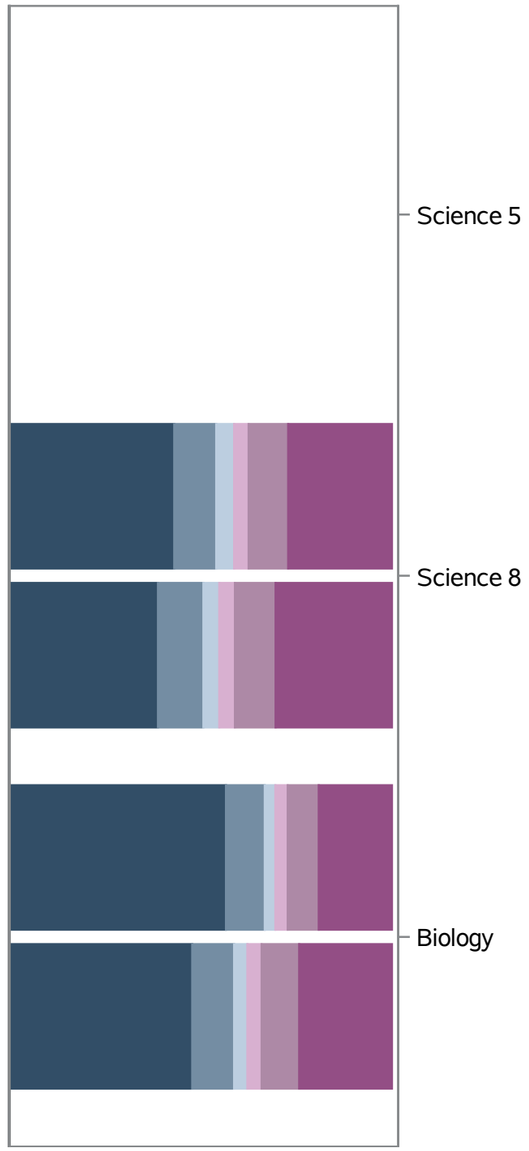
2022 Average Effect Size

◇ : 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

Effect Size by Subject Grade - 2022

	Economically Disadvantaged					
	Identified as ED			Not Identified as ED		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.177	0.0031	32840	-0.099	0.0020	74343
ELA in Common	-0.108	0.0039	18501	-0.081	0.0025	40205
Science in Common	-0.185	0.0088	4126	-0.106	0.0052	11008
Math in Common	-0.299	0.0060	10213	-0.128	0.0040	23130
Reading 3	-0.103	0.0116	2595	-0.031	0.0082	4341
Reading 4	-0.157	0.0112	2627	-0.136	0.0078	4810
Reading 5	-0.179	0.0093	3048	-0.133	0.0061	6667
Reading 6	-0.131	0.0093	3187	-0.087	0.0061	6943
Reading 7	-0.119	0.0096	2916	-0.117	0.0061	6650
Reading 8	-0.052	0.0094	2800	-0.109	0.0059	6636
English II	0.110	0.0131	1328	0.127	0.0071	4158
Science 5	.	.	.	.	.	.
Science 8	-0.125	0.0105	2795	-0.064	0.0066	6633
Biology	-0.309	0.0157	1331	-0.169	0.0083	4375
Math 5	.	.	.	.	.	.
Math 6	-0.334	0.0106	3181	-0.111	0.0074	6937
Math 7	-0.286	0.0103	2909	-0.128	0.0070	6643
Math 8	-0.293	0.0142	2357	-0.174	0.0111	4203
NC Math 1	-0.267	0.0138	1766	-0.115	0.0080	5347
NC Math 3	-0.069	0.0206	1044	0.210	0.0103	3890

Effect Size by Subject Grade - 2021

	Economically Disadvantaged					
	Identified as ED			Not Identified as ED		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.286	0.0038	23591	-0.196	0.0020	77555
ELA in Common	-0.181	0.0050	13519	-0.098	0.0027	41670
Science in Common	-0.303	0.0102	2604	-0.224	0.0047	11246
Math in Common	-0.468	0.0065	7468	-0.349	0.0036	24639
Reading 3	-0.275	0.0161	1890	-0.086	0.0109	4354
Reading 4	-0.409	0.0166	1781	-0.188	0.0106	4342
Reading 5	-0.216	0.0111	2350	-0.085	0.0064	6952
Reading 6	-0.134	0.0101	2478	-0.130	0.0057	7423
Reading 7	-0.103	0.0103	2381	-0.147	0.0055	7354
Reading 8	-0.108	0.0115	1852	-0.146	0.0057	6695
English II	0.099	0.0173	787	0.155	0.0065	4550
Science 5	-0.630	0.0133	2335	-0.364	0.0076	6934
Science 8	-0.279	0.0125	1852	-0.188	0.0062	6774
Biology	-0.361	0.0170	752	-0.278	0.0072	4472
Math 5	-0.658	0.0124	2352	-0.369	0.0075	6951
Math 6	-0.504	0.0109	2463	-0.347	0.0065	7409
Math 7	-0.402	0.0110	2370	-0.297	0.0060	7346
Math 8	-0.519	0.0162	1497	-0.471	0.0102	4201
NC Math 1	-0.462	0.0160	1138	-0.331	0.0070	5683
NC Math 3	-0.206	0.0236	563	-0.018	0.0090	4090

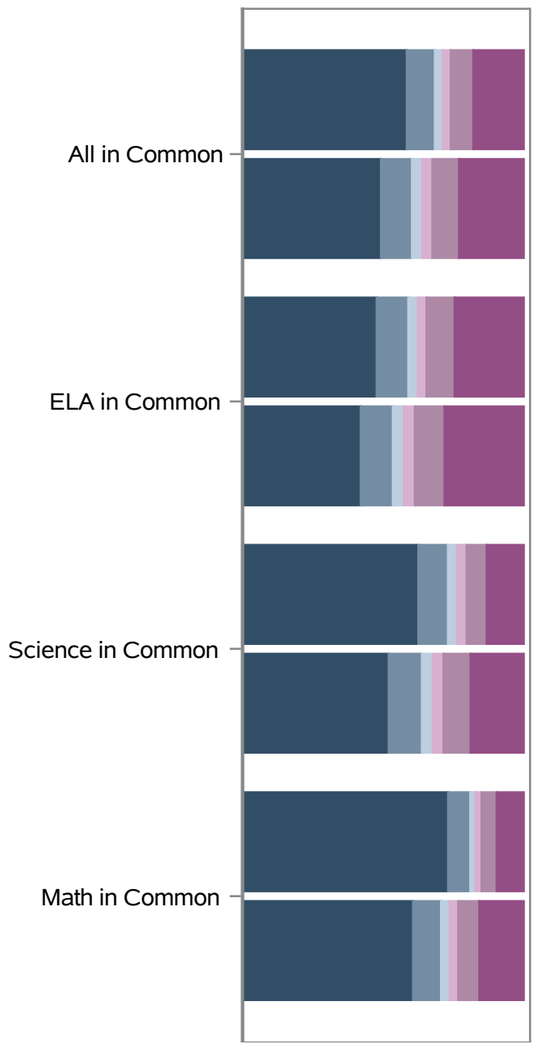
Effect Size by Subject Grade - 2018

	Economically Disadvantaged					
	Identified as ED			Not Identified as ED		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.016	0.0037	20410	0.047	0.0019	68118
ELA in Common	0.018	0.0049	11800	0.063	0.0025	37664
Science in Common	0.015	0.0108	2315	0.020	0.0051	9580
Math in Common	0.012	0.0066	6295	0.032	0.0034	20874
Reading 3	-0.167	0.0171	1536	0.064	0.0104	3978
Reading 4	-0.035	0.0120	1984	0.000	0.0066	5824
Reading 5	-0.045	0.0112	1969	-0.010	0.0063	5889
Reading 6	0.043	0.0104	2191	0.077	0.0056	6594
Reading 7	0.168	0.0106	1899	0.145	0.0059	6085
Reading 8	0.118	0.0126	1494	0.074	0.0062	5550
English II	0.054	0.0181	727	0.097	0.0072	3744
Science 5	-0.025	0.0145	1934	-0.066	0.0077	5828
Science 8	-0.009	0.0135	1503	-0.010	0.0066	5566
Biology	0.059	0.0179	812	0.062	0.0077	4014
Math 5	-0.069	0.0123	1963	-0.006	0.0068	5882
Math 6	0.020	0.0114	2185	0.036	0.0059	6587
Math 7	0.083	0.0110	1897	0.076	0.0059	6080
Math 8	-0.053	0.0168	1126	-0.001	0.0095	3196
NC Math 1	-0.063	0.0160	1087	-0.005	0.0069	5011

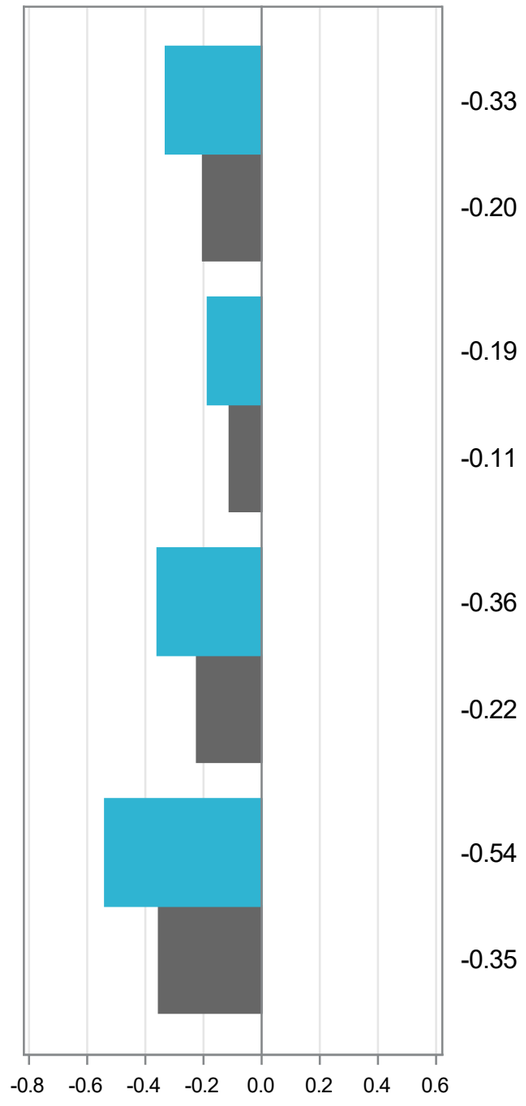
Chronic Absenteeism

Student classification based on 2021 and 2022 data respectively

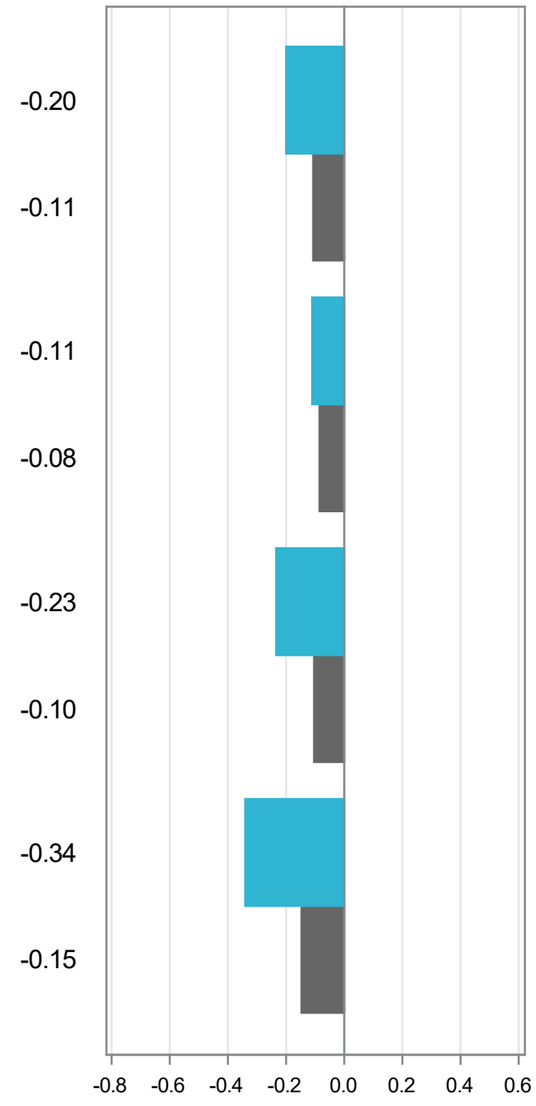
2021 Student Distribution of Effect Size



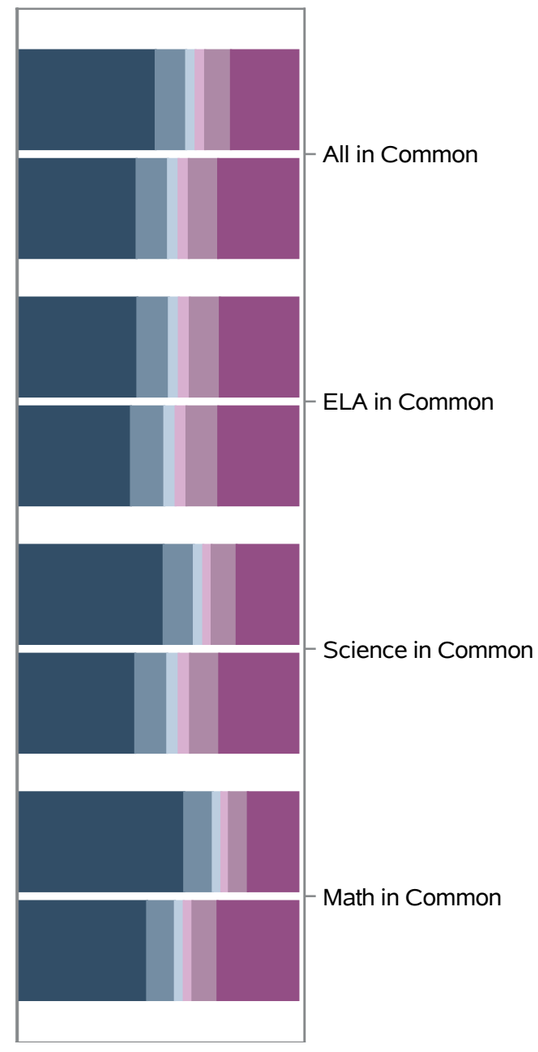
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size



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

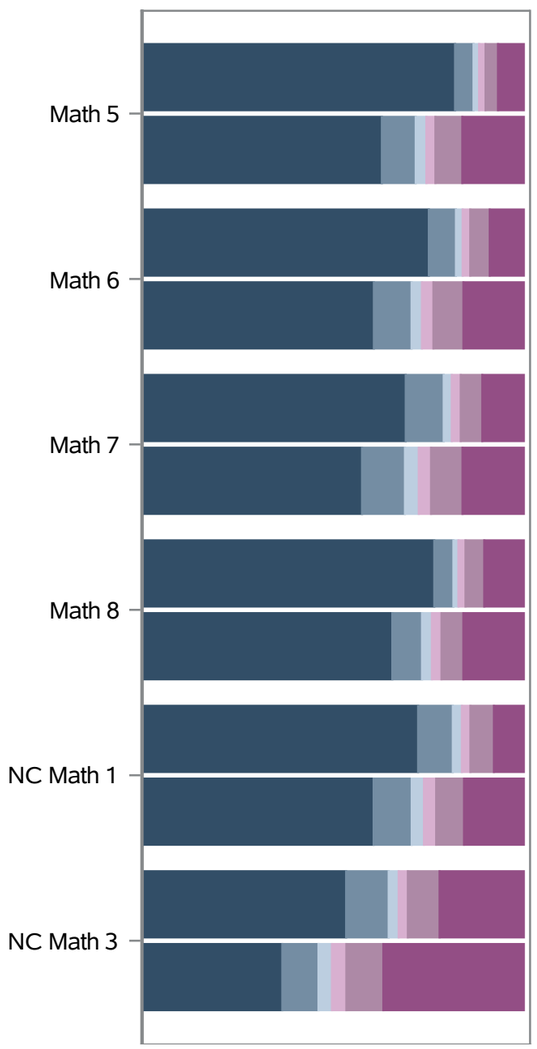
Chronic Absenteeism

Student classification based on 2021 and 2022 data respectively

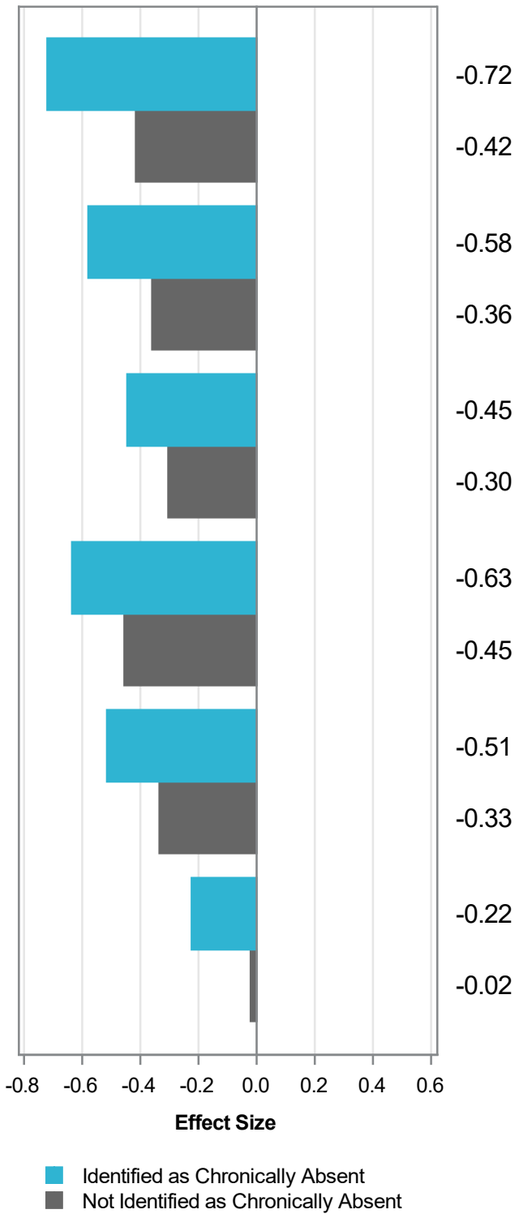
Chronic Absenteeism

Student classification based on 2021 and 2022 data respectively

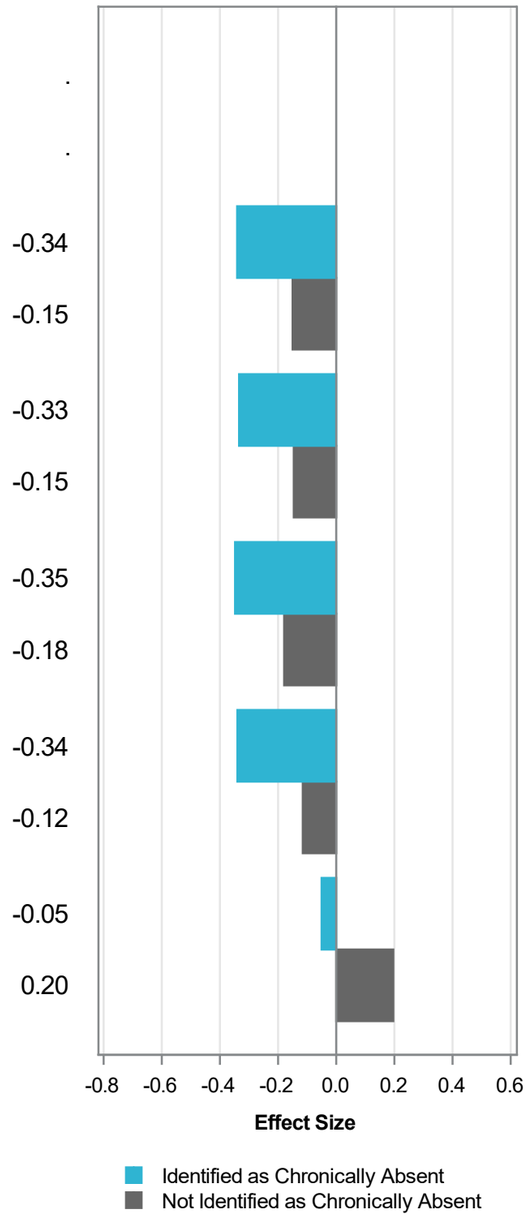
2021 Student Distribution of Effect Size



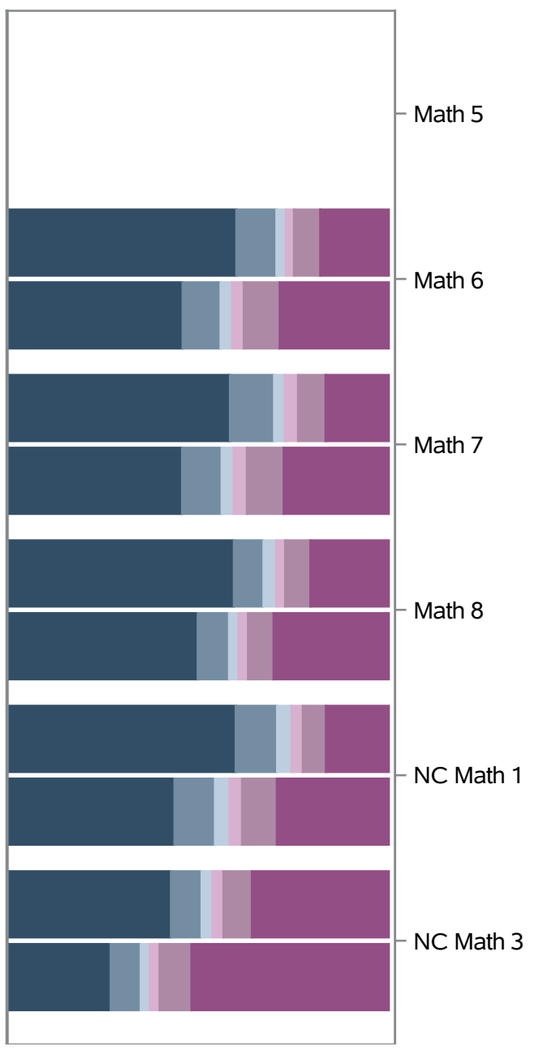
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size

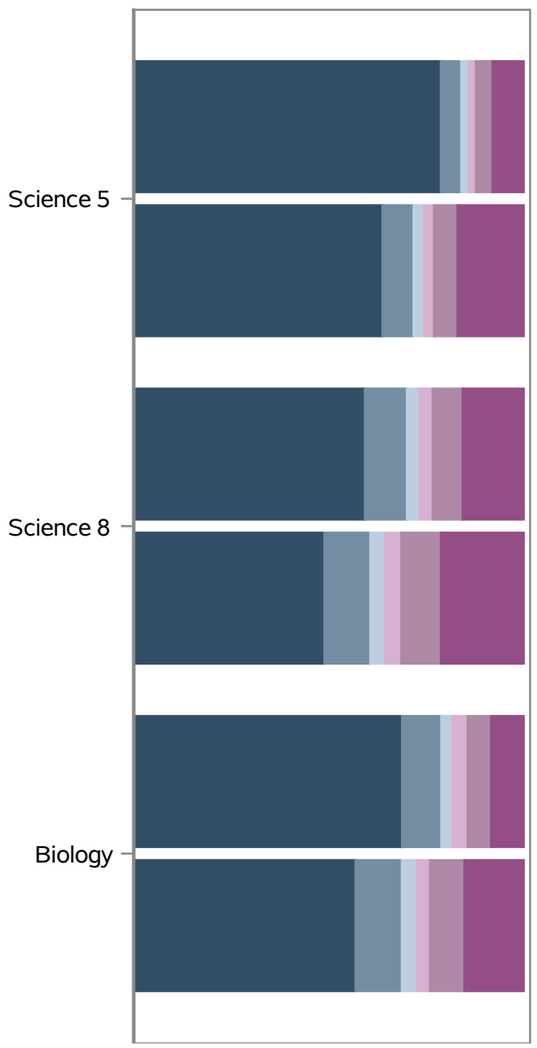


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Chronic Absenteeism

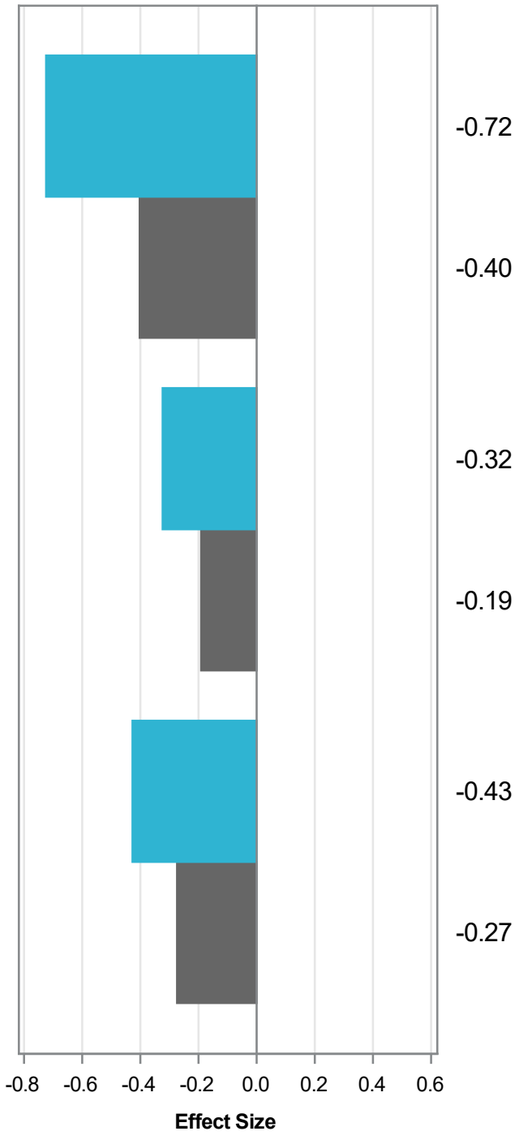
Student classification based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size



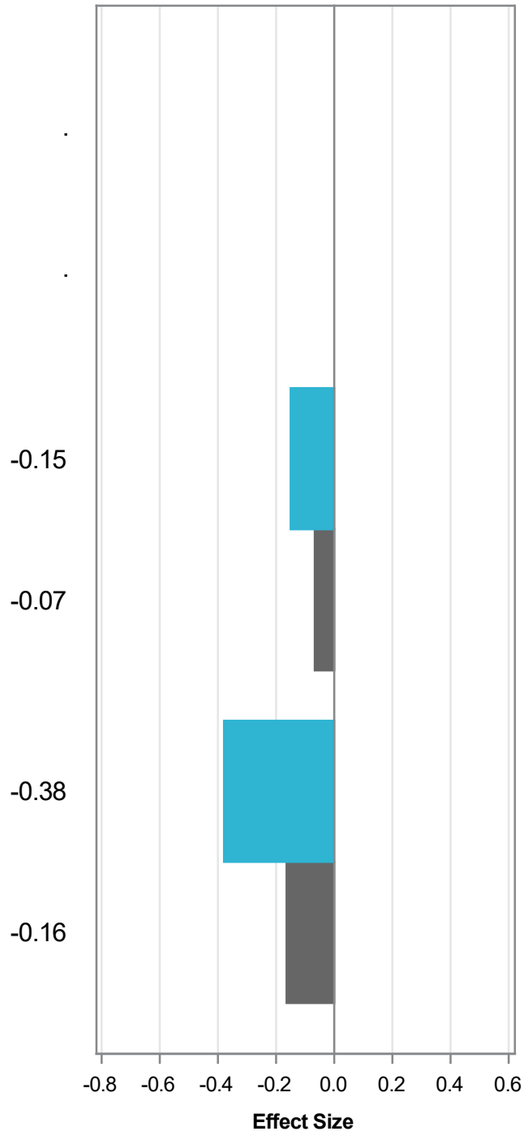
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size



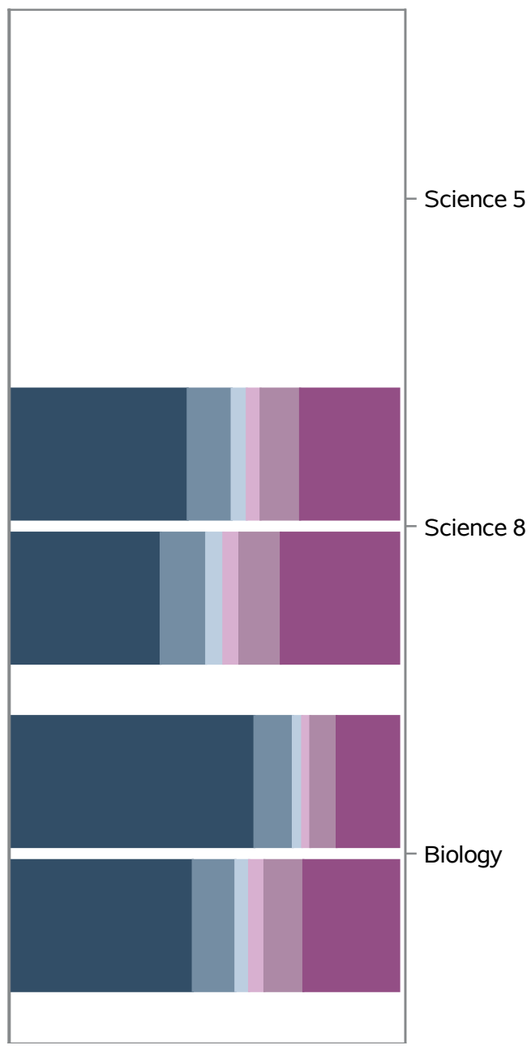
- Identified as Chronically Absent
- Not Identified as Chronically Absent

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

Effect Size by Subject Grade - 2022

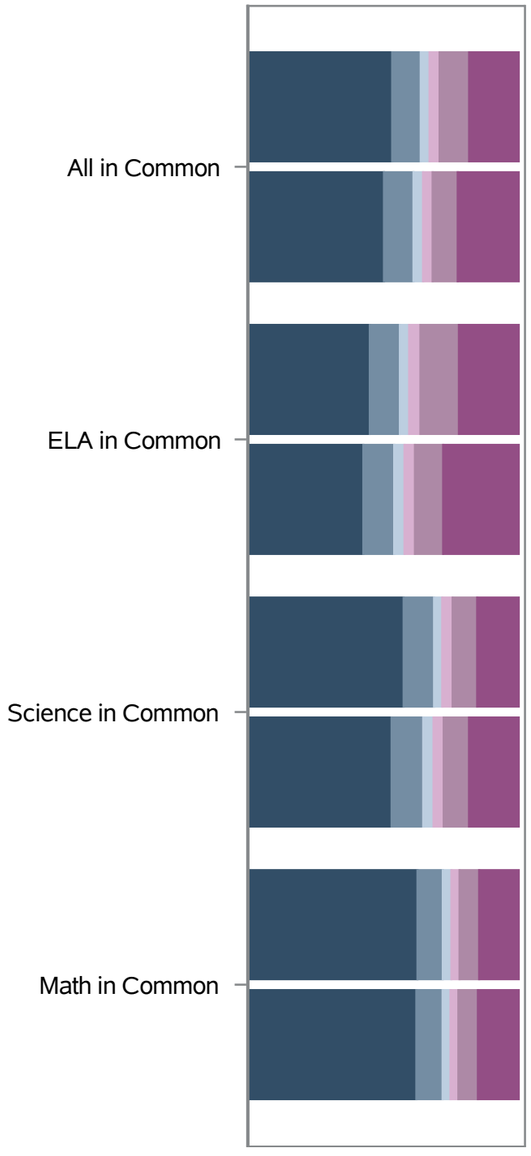
	Chronic Absenteeism					
	Identified as Chronically Absent			Not Identified as Chronically Absent		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.200	0.0042	18734	-0.107	0.0019	88449
ELA in Common	-0.110	0.0053	10196	-0.085	0.0023	48510
Science in Common	-0.234	0.0109	2730	-0.104	0.0049	12404
Math in Common	-0.341	0.0079	5808	-0.147	0.0037	27535
Reading 3	-0.099	0.0164	1294	-0.048	0.0074	5642
Reading 4	-0.146	0.0154	1437	-0.143	0.0071	6000
Reading 5	-0.162	0.0136	1500	-0.144	0.0055	8215
Reading 6	-0.129	0.0130	1633	-0.096	0.0055	8497
Reading 7	-0.145	0.0136	1532	-0.113	0.0056	8034
Reading 8	-0.104	0.0120	1733	-0.089	0.0055	7703
English II	0.065	0.0147	1067	0.136	0.0069	4419
Science 5	.	.	.	.	.	.
Science 8	-0.150	0.0135	1726	-0.067	0.0061	7702
Biology	-0.379	0.0176	1004	-0.164	0.0080	4702
Math 5	.	.	.	.	.	.
Math 6	-0.341	0.0148	1627	-0.150	0.0067	8491
Math 7	-0.334	0.0144	1528	-0.146	0.0063	8024
Math 8	-0.348	0.0176	1466	-0.179	0.0101	5094
NC Math 1	-0.340	0.0159	1187	-0.115	0.0076	5926
NC Math 3	-0.050	0.0218	910	0.196	0.0103	4024

Effect Size by Subject Grade - 2021

	Chronic Absenteeism					
	Identified as Chronically Absent			Not Identified as Chronically Absent		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.330	0.0054	11963	-0.202	0.0019	89183
ELA in Common	-0.185	0.0073	6240	-0.110	0.0025	48949
Science in Common	-0.358	0.0128	1623	-0.223	0.0045	12227
Math in Common	-0.539	0.0088	4100	-0.353	0.0033	28007
Reading 3	-0.322	0.0280	676	-0.122	0.0096	5568
Reading 4	-0.410	0.0277	614	-0.235	0.0095	5509
Reading 5	-0.240	0.0199	826	-0.106	0.0058	8476
Reading 6	-0.175	0.0149	1207	-0.124	0.0053	8694
Reading 7	-0.145	0.0143	1276	-0.135	0.0051	8459
Reading 8	-0.135	0.0149	1066	-0.138	0.0054	7481
English II	0.090	0.0210	575	0.154	0.0063	4762
Science 5	-0.724	0.0230	821	-0.402	0.0069	8448
Science 8	-0.323	0.0161	1076	-0.191	0.0059	7550
Biology	-0.427	0.0208	547	-0.274	0.0069	4677
Math 5	-0.720	0.0206	826	-0.415	0.0068	8477
Math 6	-0.579	0.0162	1196	-0.359	0.0059	8676
Math 7	-0.445	0.0144	1275	-0.304	0.0056	8441
Math 8	-0.635	0.0212	915	-0.455	0.0094	4783
NC Math 1	-0.515	0.0194	714	-0.334	0.0068	6107
NC Math 3	-0.224	0.0254	457	-0.020	0.0089	4196

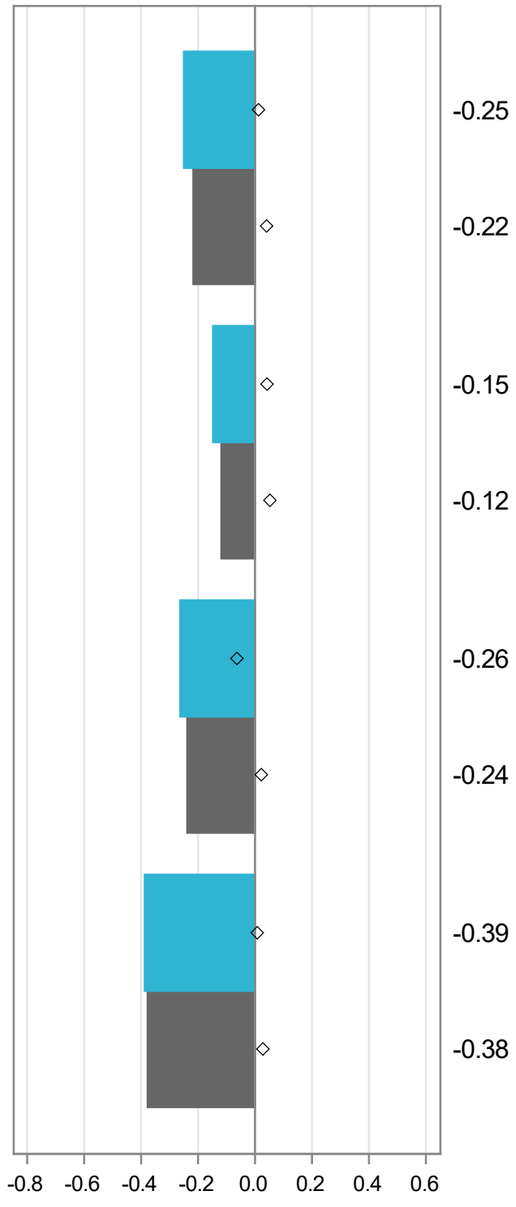
AIG Students

2021 Student Distribution of Effect Size



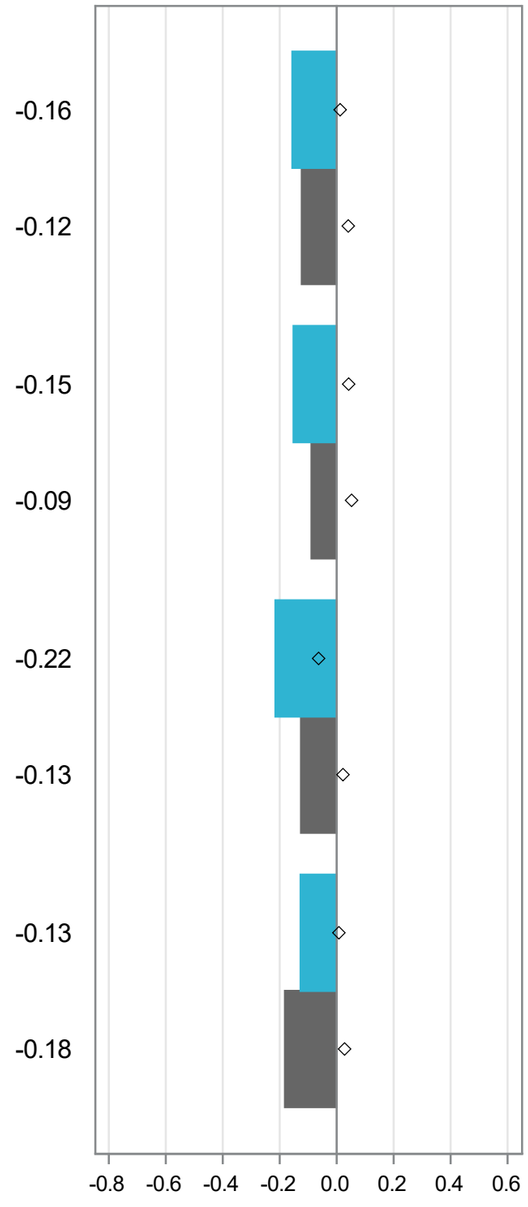
2021 Average Effect Size

◇ : 2018 Effect Size

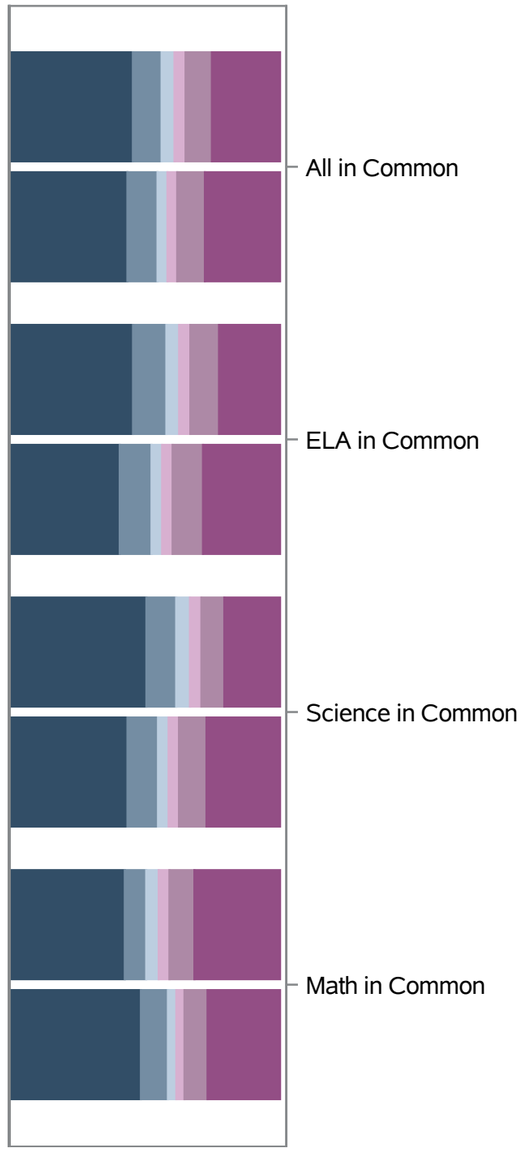


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size

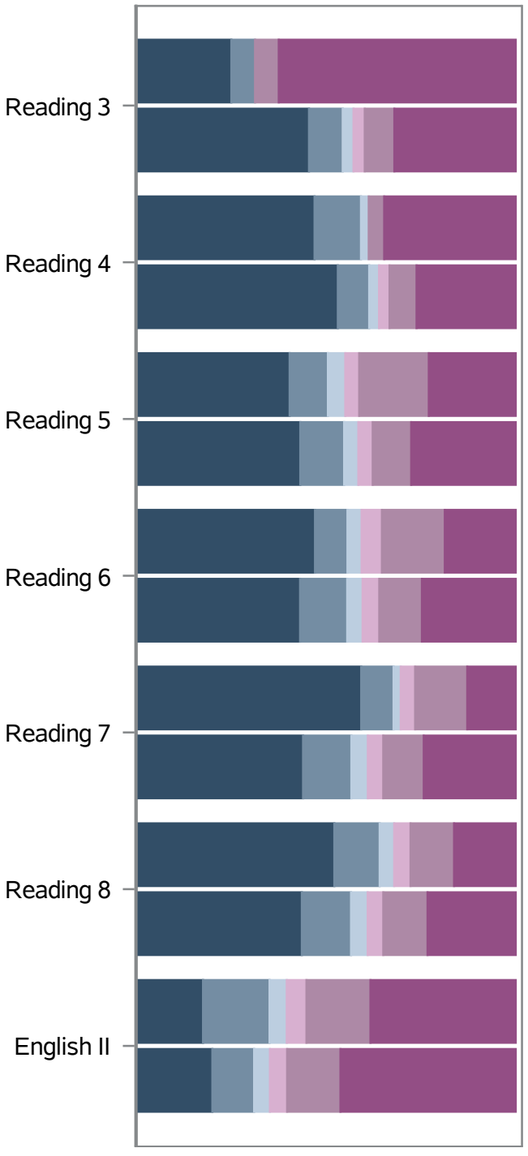


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Identified as AIG
Not Identified as AIG

AIG Students

2021 Student Distribution of Effect Size



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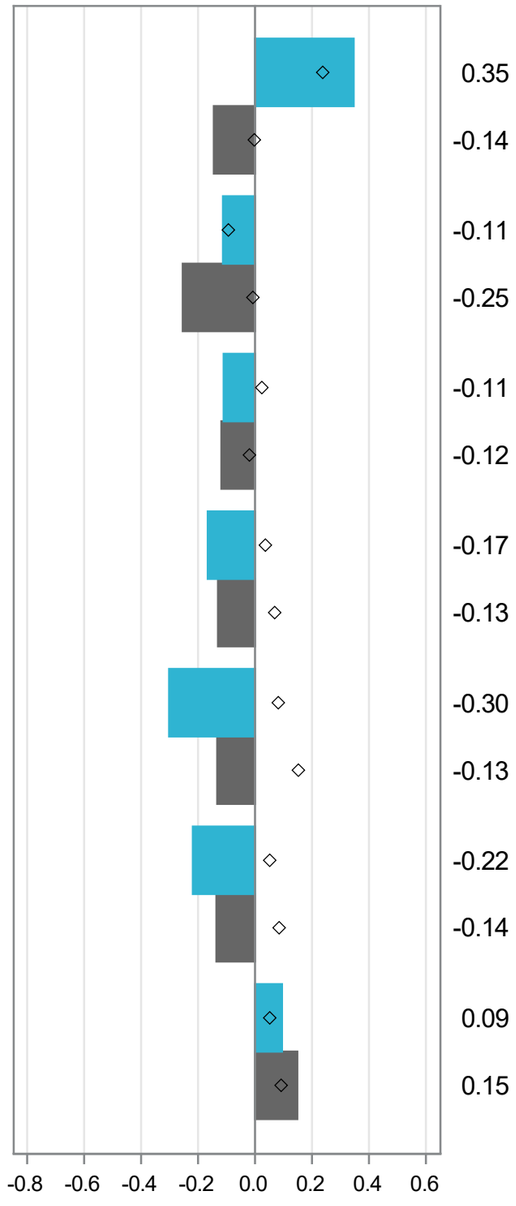
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

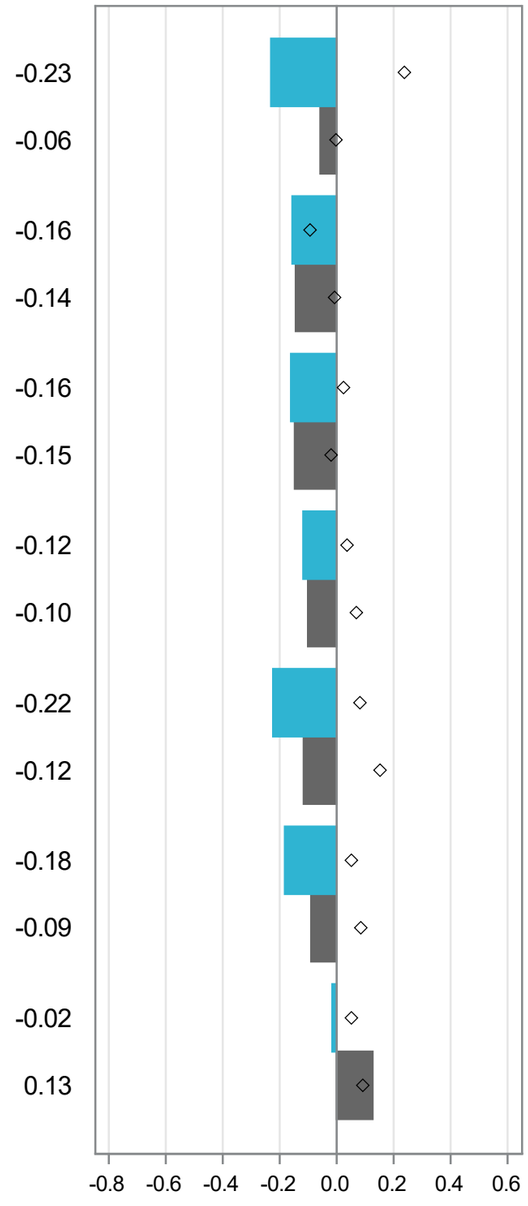
◇ : 2018 Effect Size



- Identified as AIG
- Not Identified as AIG

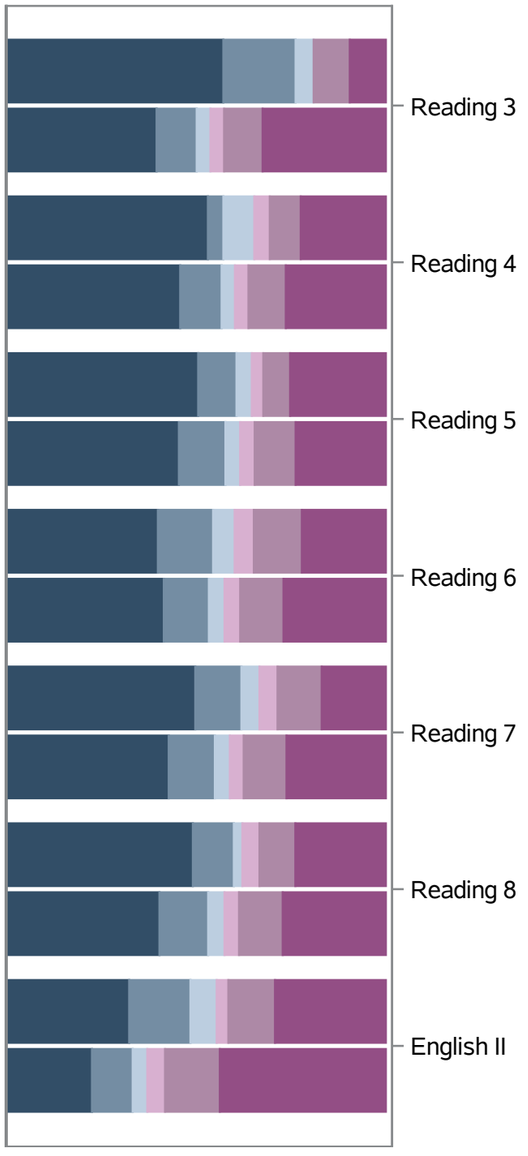
2022 Average Effect Size

◇ : 2018 Effect Size



- Identified as AIG
- Not Identified as AIG

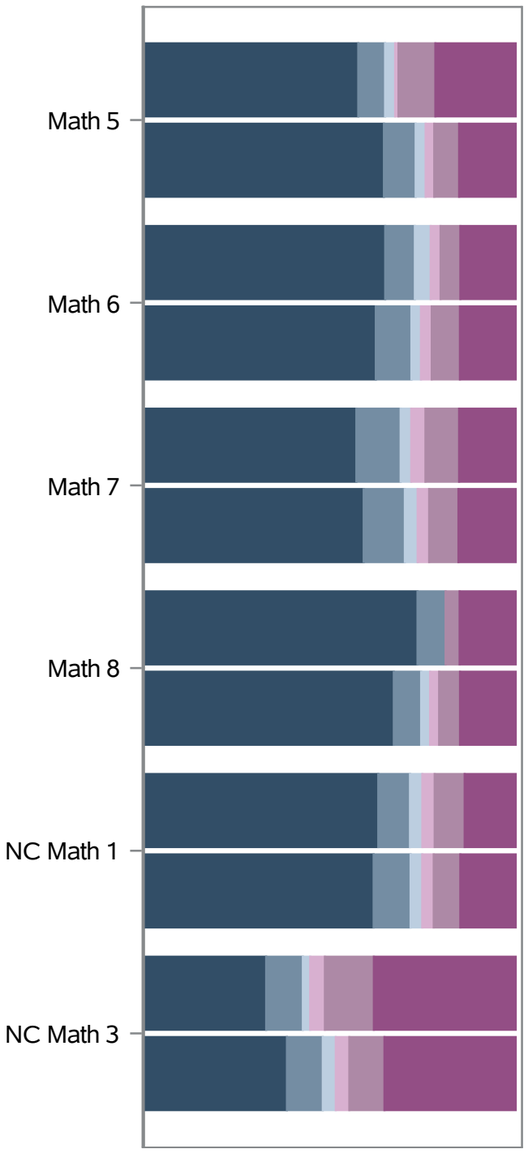
2022 Student Distribution of Effect Size



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

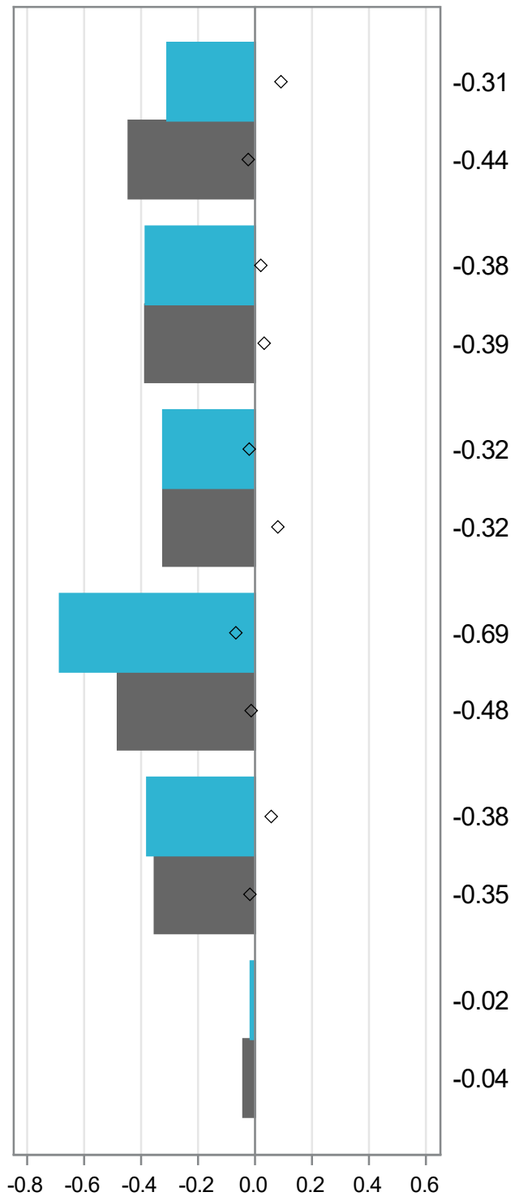
AIG Students

2021 Student Distribution of Effect Size



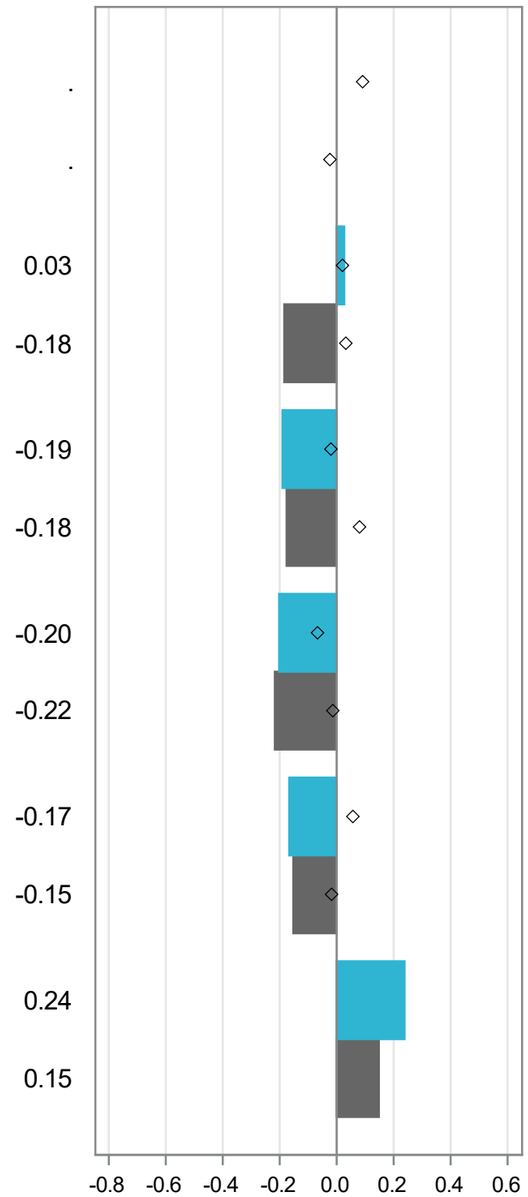
2021 Average Effect Size

◇ : 2018 Effect Size

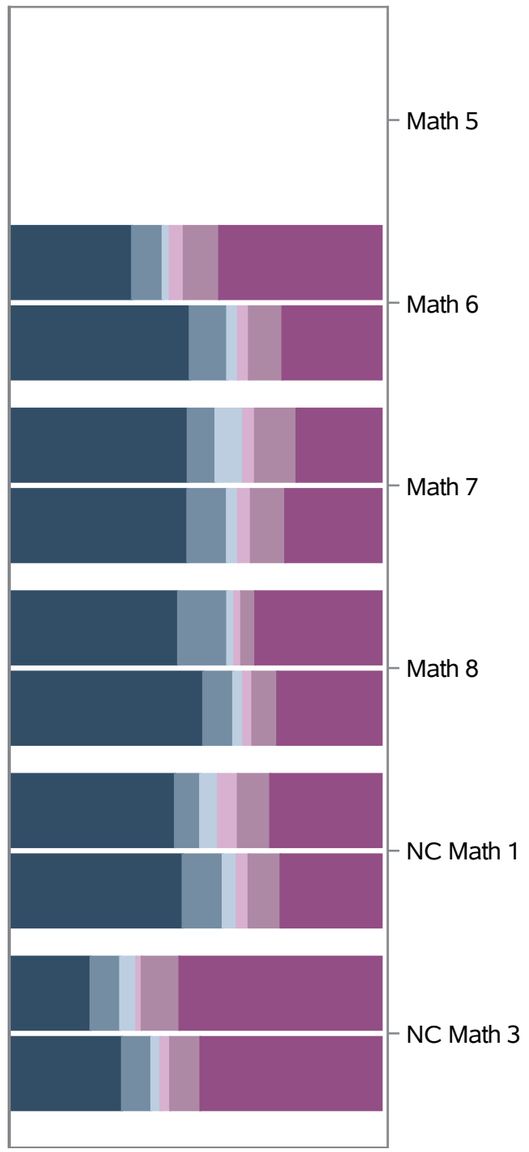


2022 Average Effect Size

◇ : 2018 Effect Size



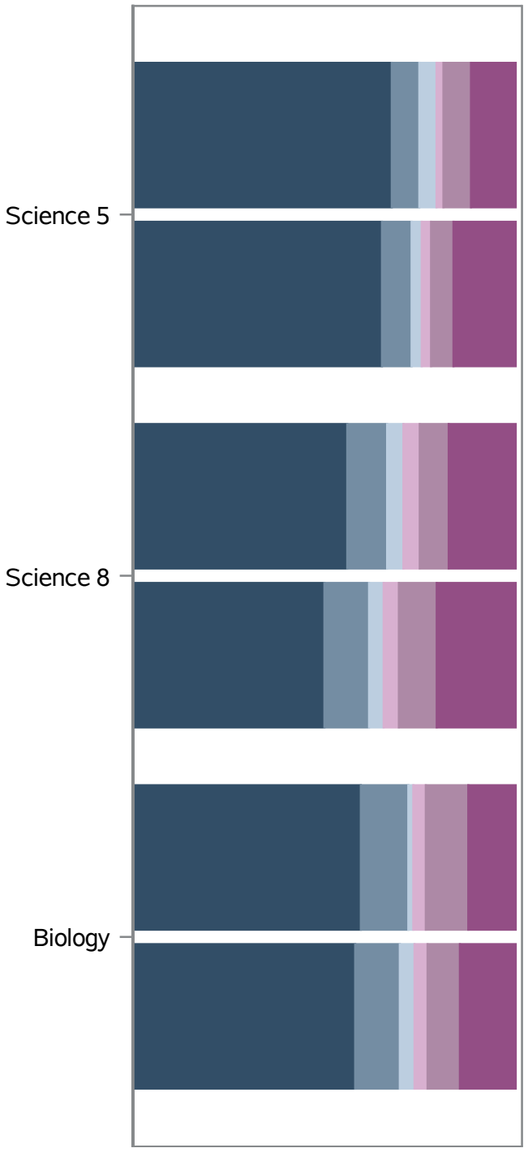
2022 Student Distribution of Effect Size



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

AIG Students

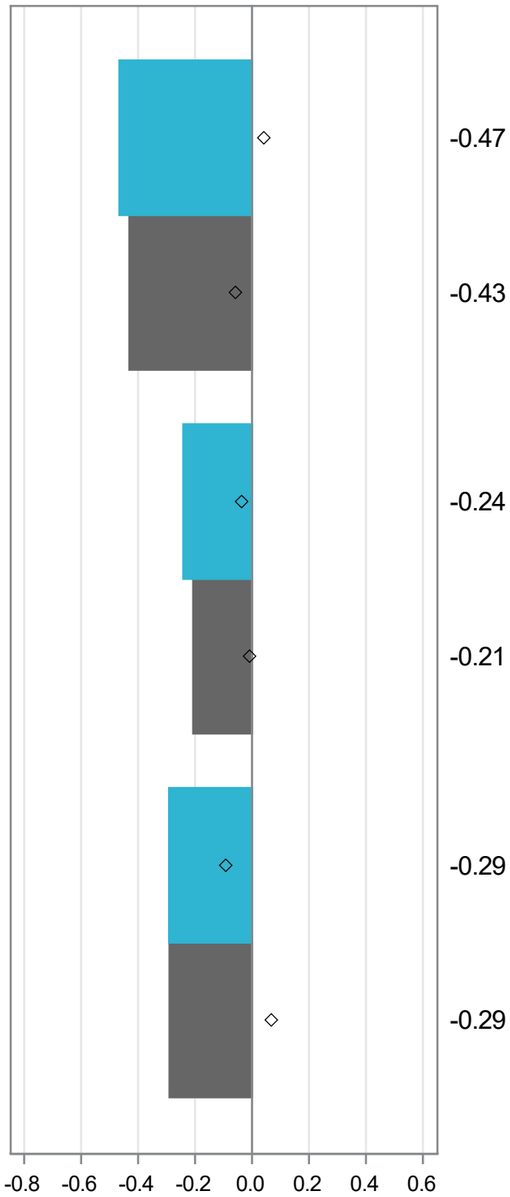
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

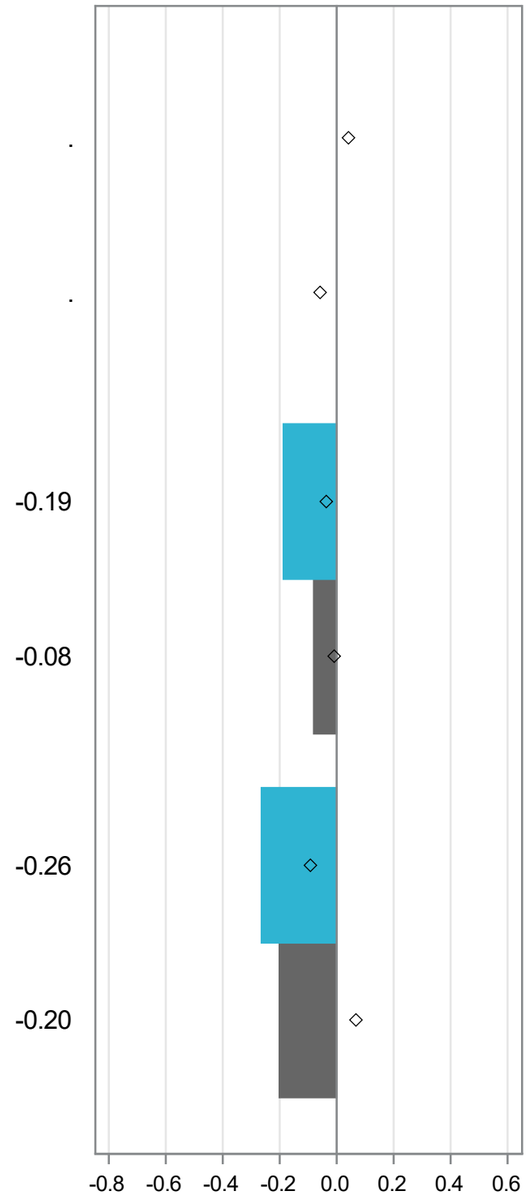
◇ : 2018 Effect Size



- Identified as AIG
- Not Identified as AIG

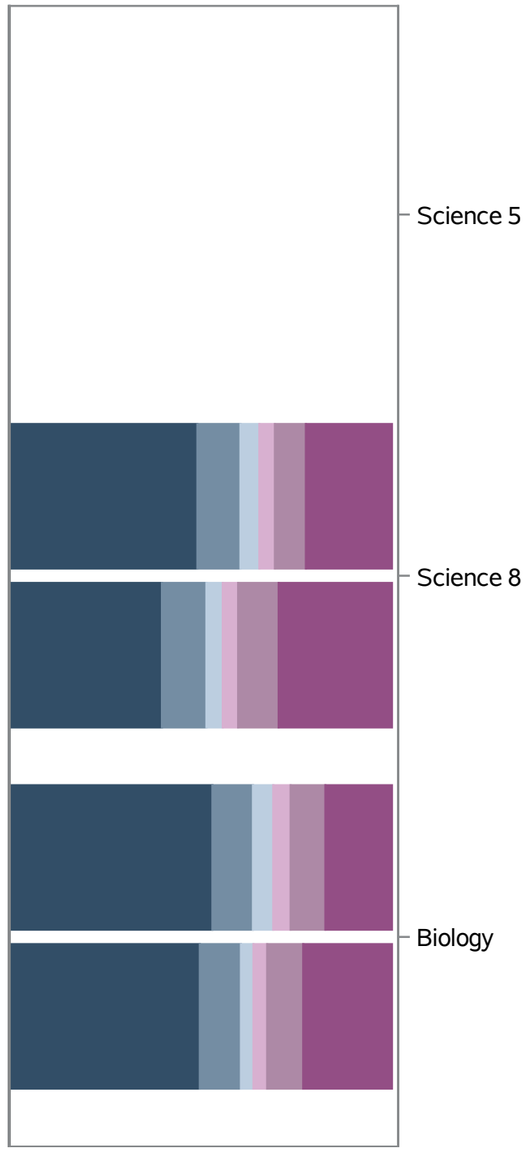
2022 Average Effect Size

◇ : 2018 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

Effect Size by Subject Grade - 2022

	AIG Students					
	Identified as AIG			Not Identified as AIG		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.156	0.0128	1828	-0.122	0.0017	105355
ELA in Common	-0.151	0.0161	868	-0.088	0.0022	57838
Science in Common	-0.215	0.0287	354	-0.125	0.0045	14780
Math in Common	-0.127	0.0259	606	-0.182	0.0034	32737
Reading 3	-0.230	0.0866	21	-0.057	0.0068	6915
Reading 4	-0.156	0.0705	49	-0.144	0.0064	7388
Reading 5	-0.160	0.0554	99	-0.147	0.0051	9616
Reading 6	-0.117	0.0367	158	-0.101	0.0051	9972
Reading 7	-0.223	0.0339	189	-0.116	0.0052	9377
Reading 8	-0.182	0.0335	222	-0.090	0.0051	9214
English II	-0.015	0.0330	130	0.126	0.0064	5356
Science 5	.	.	.	.	.	.
Science 8	-0.186	0.0355	222	-0.080	0.0057	9206
Biology	-0.263	0.0487	132	-0.200	0.0074	5574
Math 5	.	.	.	.	.	.
Math 6	0.027	0.0535	158	-0.184	0.0062	9960
Math 7	-0.190	0.0410	188	-0.176	0.0059	9364
Math 8	-0.202	0.1180	53	-0.217	0.0088	6507
NC Math 1	-0.167	0.0414	207	-0.152	0.0070	6906
NC Math 3	0.238	0.0519	138	0.148	0.0095	4796

Effect Size by Subject Grade - 2021

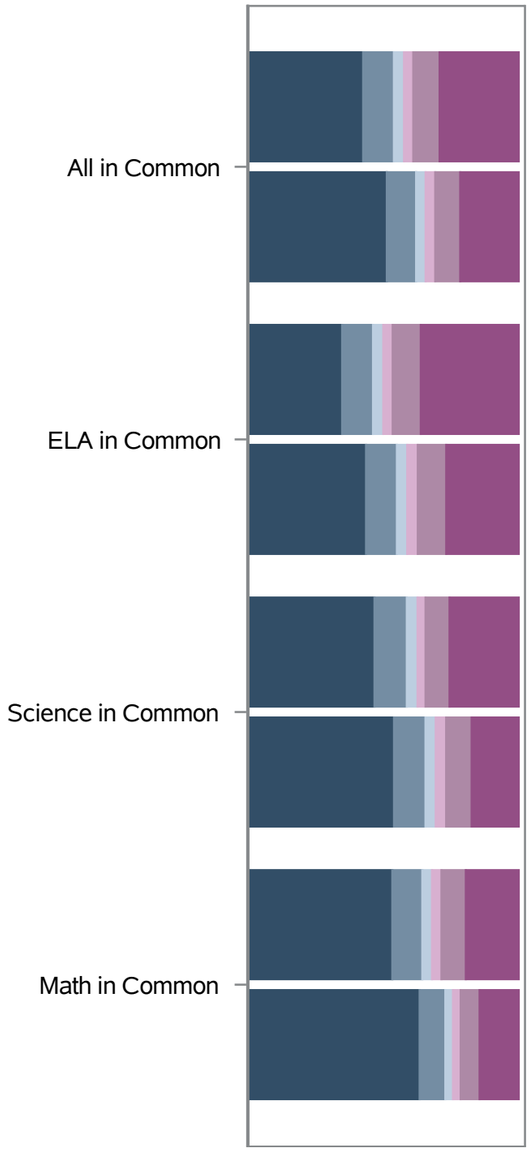
	AIG Students					
	Identified as AIG			Not Identified as AIG		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.250	0.0119	1961	-0.216	0.0018	99185
ELA in Common	-0.147	0.0163	935	-0.118	0.0024	54254
Science in Common	-0.262	0.0250	364	-0.238	0.0043	13486
Math in Common	-0.387	0.0218	662	-0.377	0.0032	31445
Reading 3	0.346	0.1449	16	-0.145	0.0091	6228
Reading 4	-0.112	0.1115	49	-0.254	0.0090	6074
Reading 5	-0.110	0.0456	109	-0.118	0.0056	9193
Reading 6	-0.166	0.0339	187	-0.130	0.0050	9714
Reading 7	-0.302	0.0332	211	-0.133	0.0049	9524
Reading 8	-0.218	0.0301	209	-0.135	0.0052	8338
English II	0.095	0.0331	154	0.148	0.0062	5183
Science 5	-0.466	0.0569	111	-0.430	0.0067	9158
Science 8	-0.241	0.0335	211	-0.207	0.0056	8415
Biology	-0.291	0.0372	153	-0.290	0.0067	5071
Math 5	-0.308	0.0584	111	-0.444	0.0066	9192
Math 6	-0.384	0.0384	188	-0.386	0.0057	9684
Math 7	-0.323	0.0366	210	-0.322	0.0053	9506
Math 8	-0.685	0.1072	53	-0.482	0.0087	5645
NC Math 1	-0.379	0.0366	211	-0.352	0.0066	6610
NC Math 3	-0.016	0.0518	152	-0.041	0.0086	4501

Effect Size by Subject Grade - 2018

	AIG Students					
	Identified as AIG			Not Identified as AIG		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.012	0.0103	2133	0.041	0.0017	86395
ELA in Common	0.042	0.0135	1093	0.052	0.0023	48371
Science in Common	-0.063	0.0276	395	0.022	0.0046	11500
Math in Common	0.008	0.0187	645	0.028	0.0030	26524
Reading 3	0.238	0.0682	47	-0.002	0.0090	5467
Reading 4	-0.093	0.0468	130	-0.007	0.0058	7678
Reading 5	0.024	0.0361	160	-0.020	0.0055	7698
Reading 6	0.036	0.0314	168	0.069	0.0050	8617
Reading 7	0.082	0.0293	220	0.152	0.0052	7764
Reading 8	0.052	0.0312	204	0.085	0.0057	6840
English II	0.052	0.0296	164	0.092	0.0069	4307
Science 5	0.041	0.0463	159	-0.058	0.0069	7603
Science 8	-0.037	0.0377	204	-0.009	0.0060	6865
Biology	-0.092	0.0404	191	0.068	0.0072	4635
Math 5	0.091	0.0388	159	-0.024	0.0060	7686
Math 6	0.020	0.0379	169	0.032	0.0053	8603
Math 7	-0.020	0.0305	218	0.080	0.0053	7759
Math 8	-0.067	0.0551	70	-0.013	0.0083	4252
NC Math 1	0.057	0.0357	188	-0.018	0.0065	5910

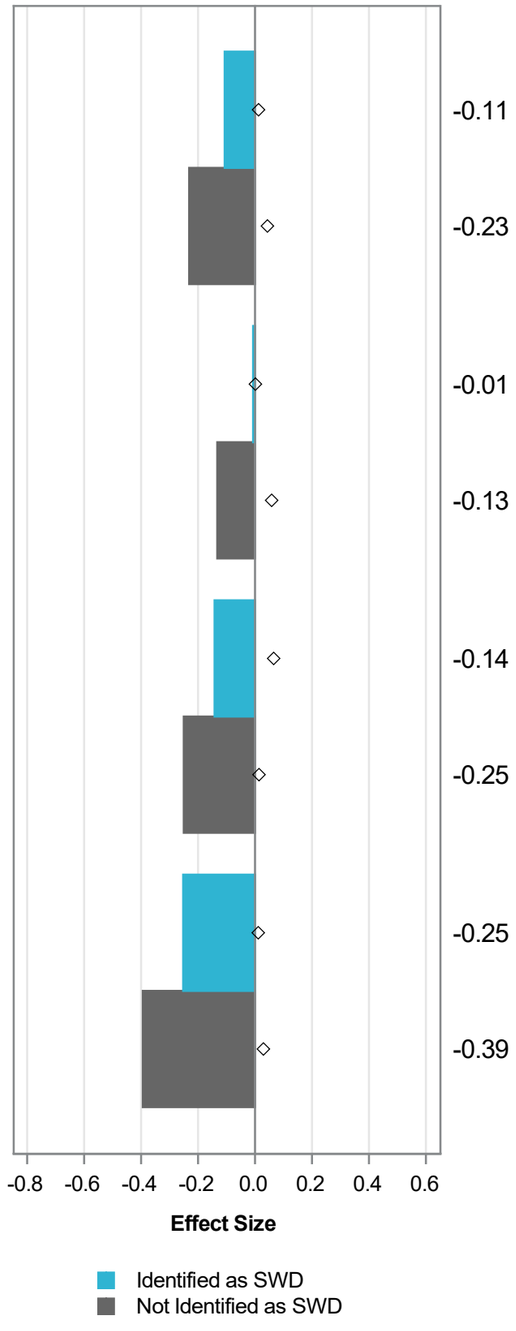
Students with Disabilities

2021 Student Distribution of Effect Size



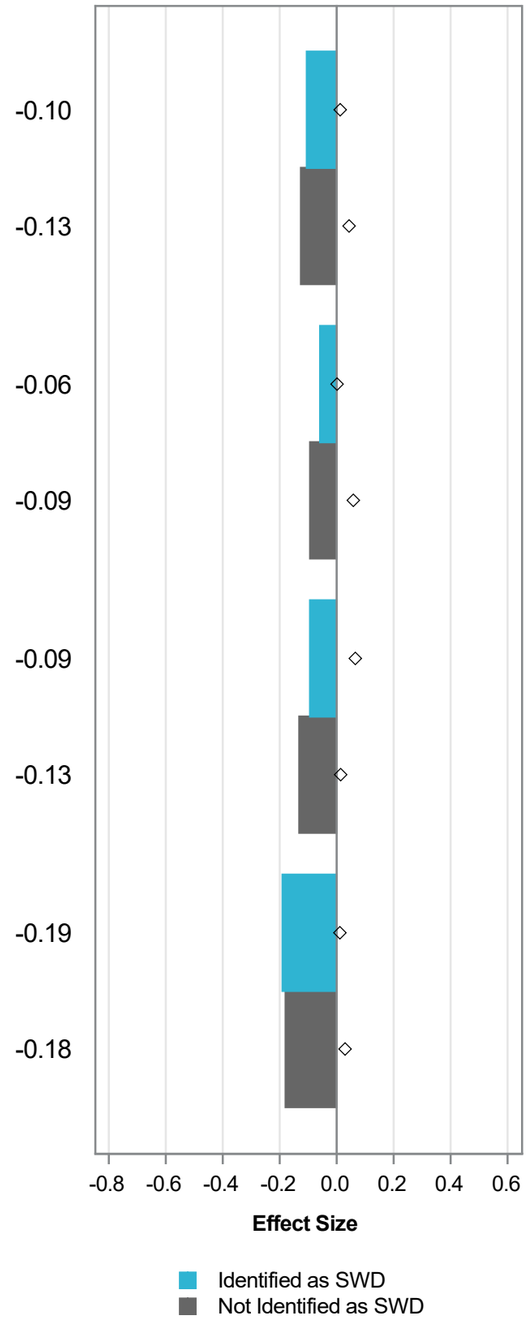
2021 Average Effect Size

◇ : 2018 Effect Size

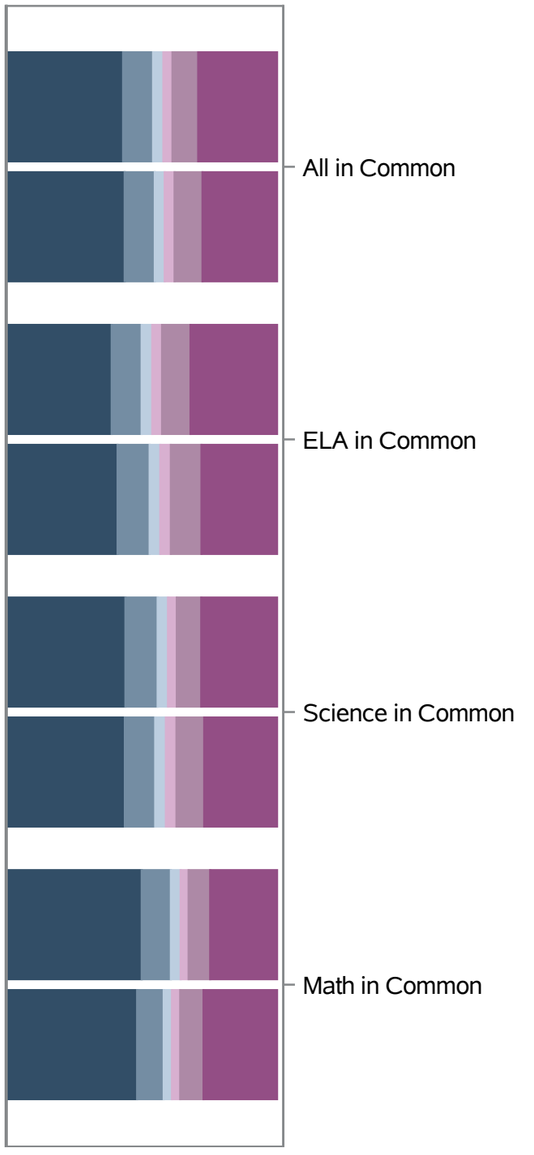


2022 Average Effect Size

◇ : 2018 Effect Size



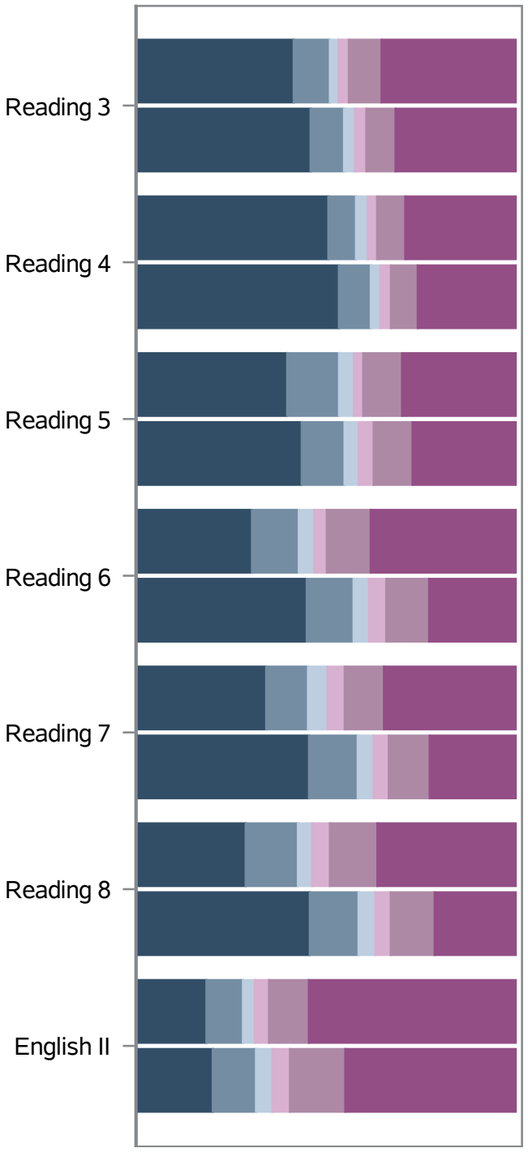
2022 Student Distribution of Effect Size



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

Students with Disabilities

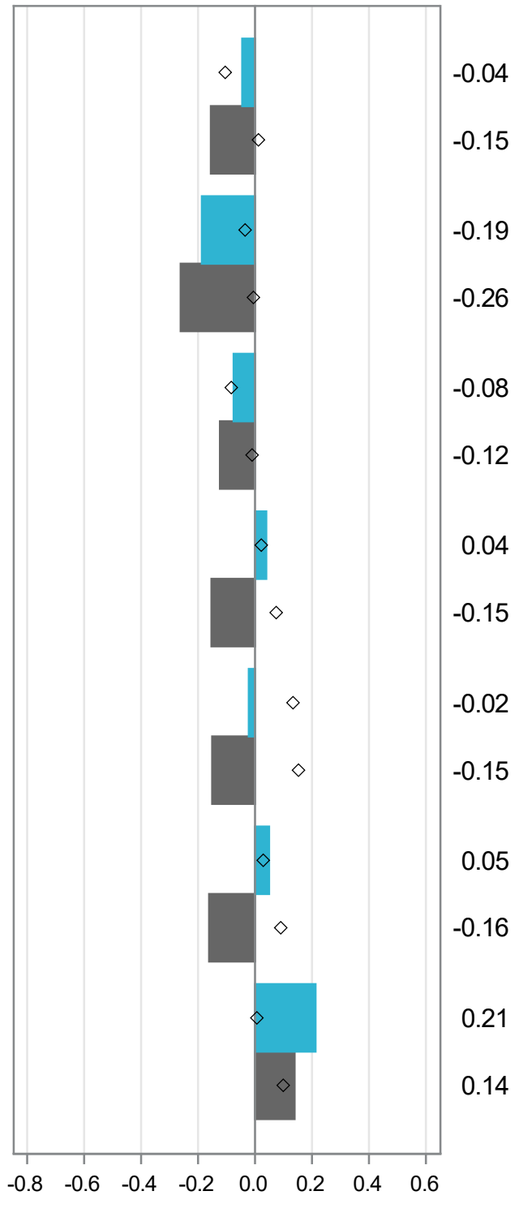
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

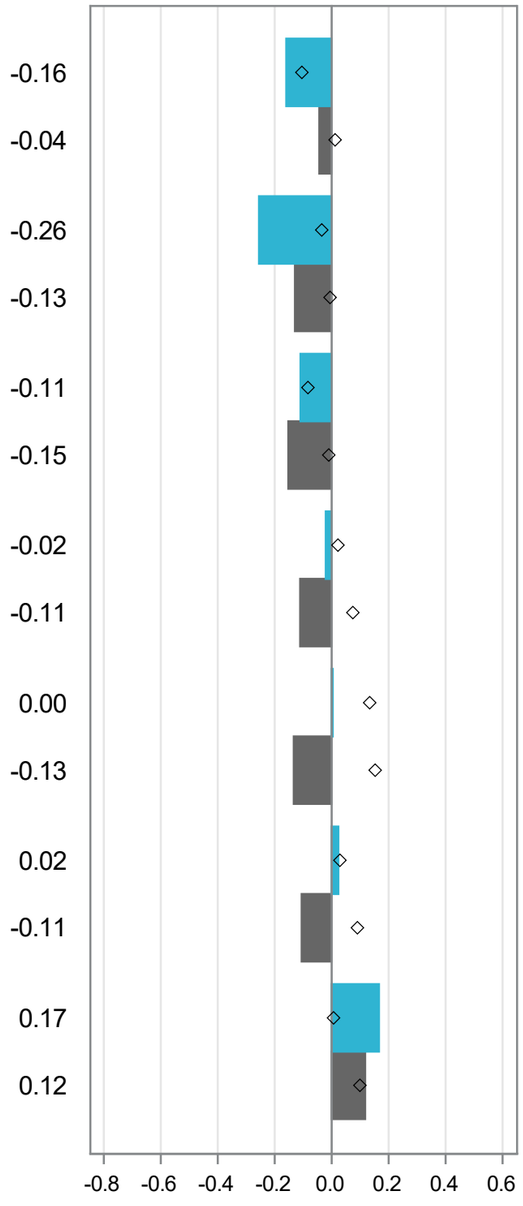
◇ : 2018 Effect Size



- Identified as SWD
- Not Identified as SWD

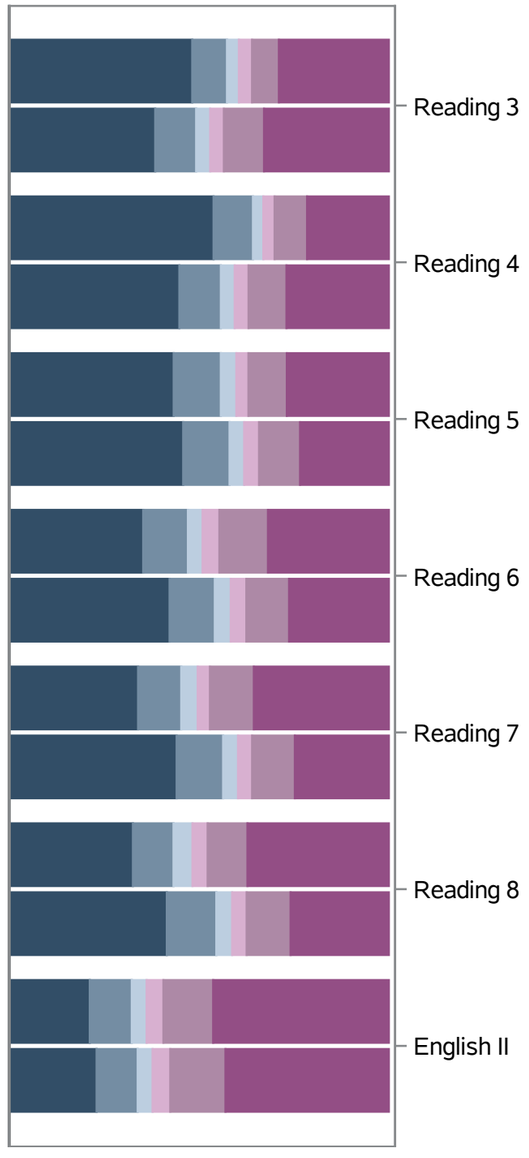
2022 Average Effect Size

◇ : 2018 Effect Size



- Identified as SWD
- Not Identified as SWD

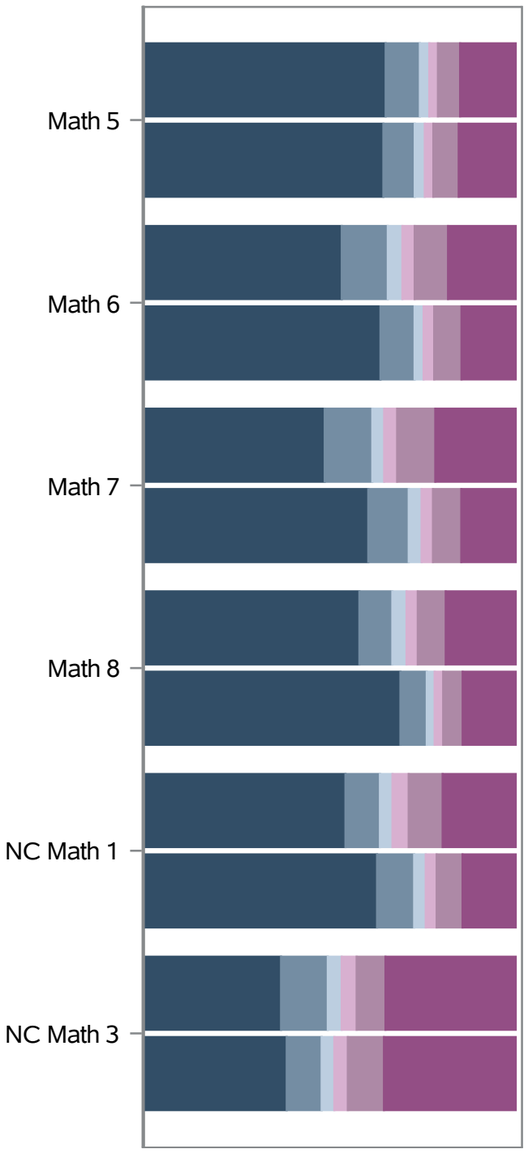
2022 Student Distribution of Effect Size



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

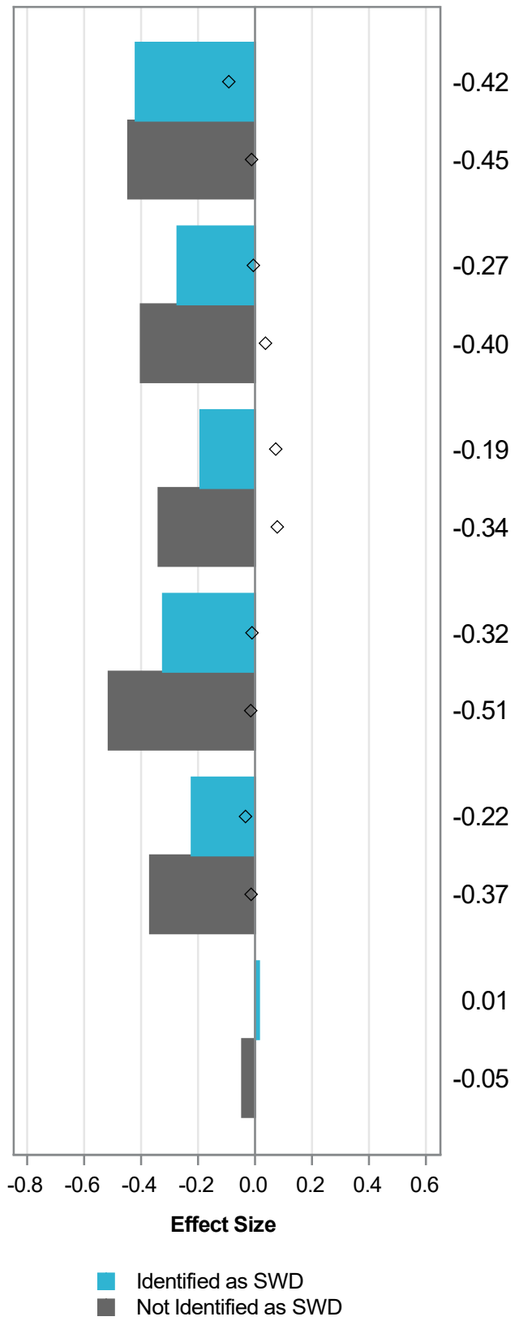
Students with Disabilities

2021 Student Distribution of Effect Size



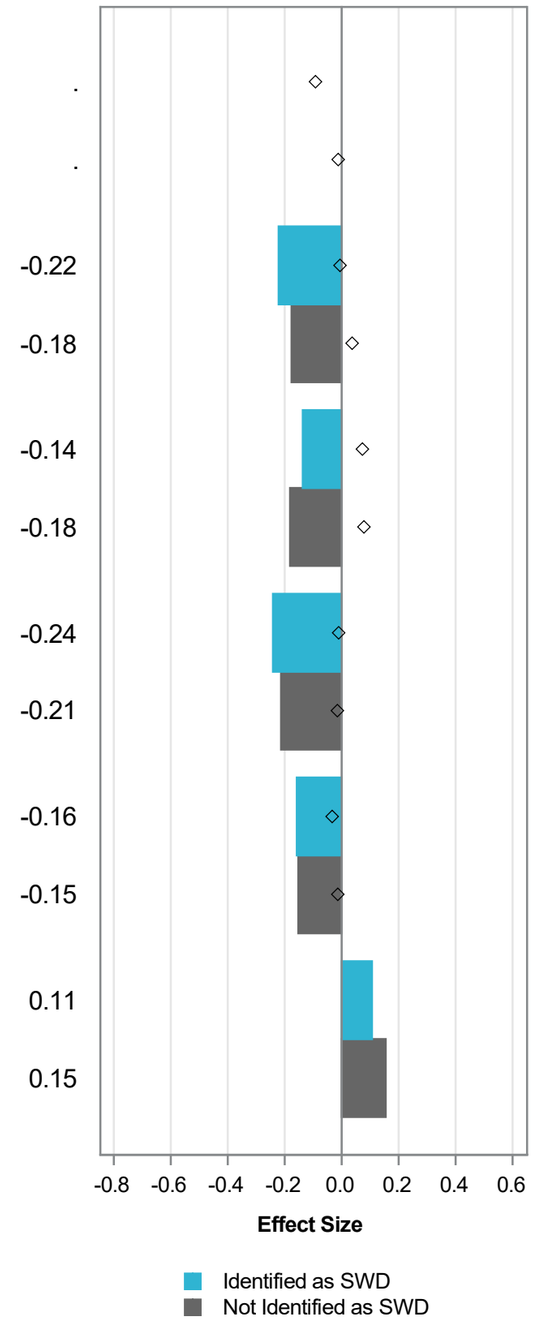
2021 Average Effect Size

◇ : 2018 Effect Size

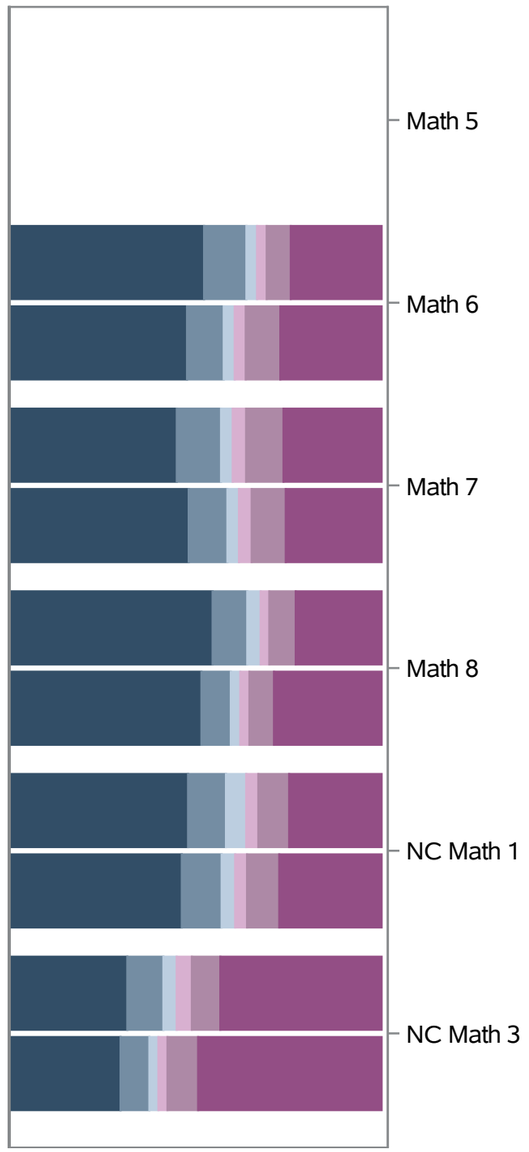


2022 Average Effect Size

◇ : 2018 Effect Size



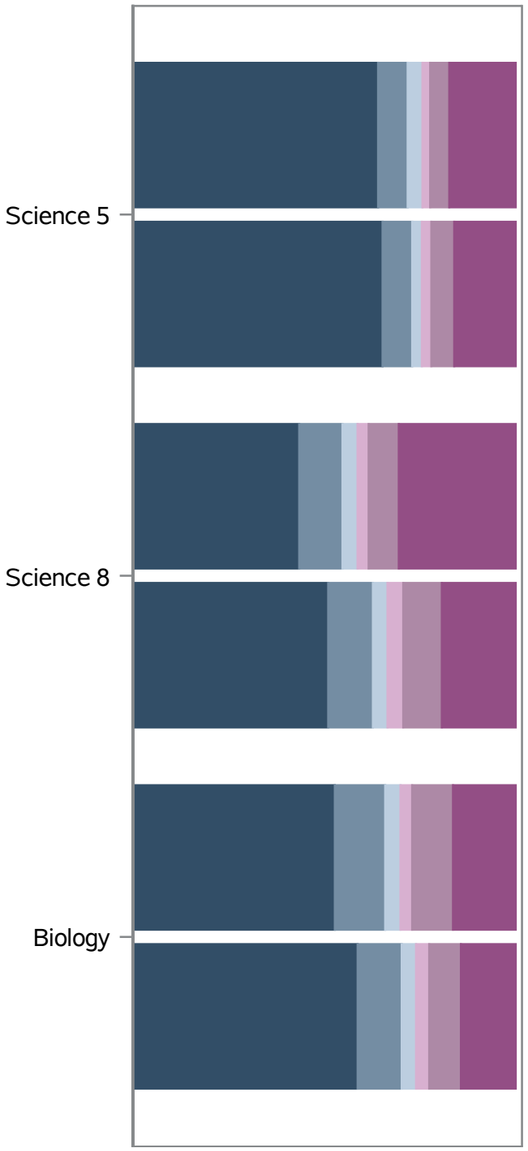
2022 Student Distribution of Effect Size



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

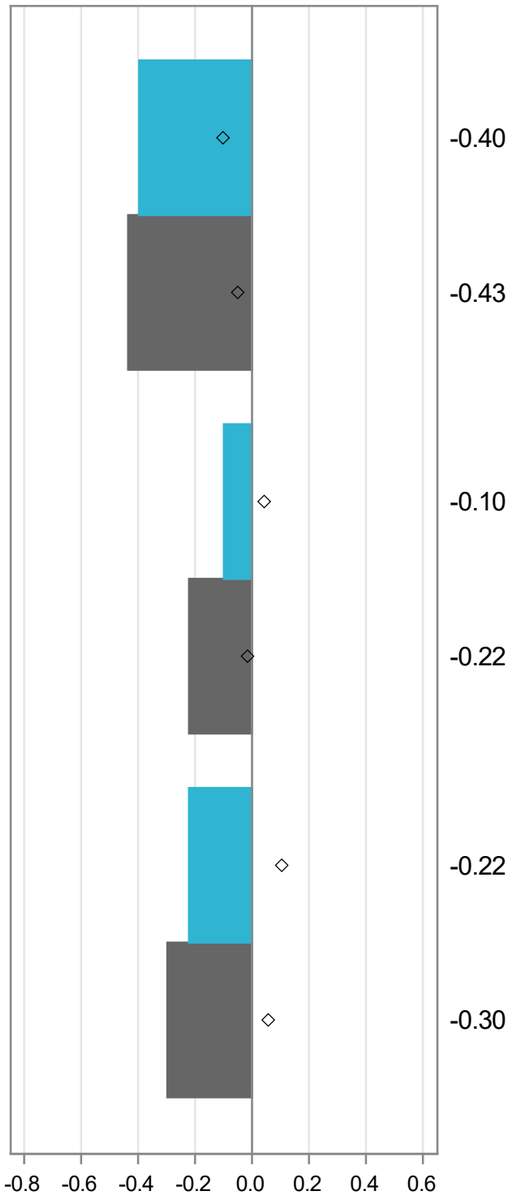
Students with Disabilities

2021 Student Distribution of Effect Size



2021 Average Effect Size

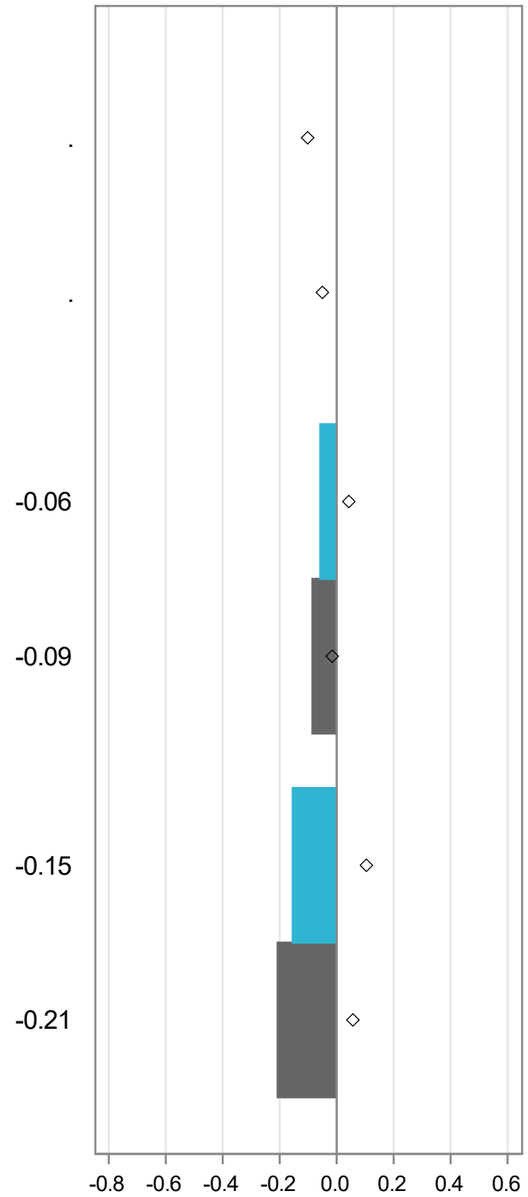
◇ : 2018 Effect Size



Identified as SWD
Not Identified as SWD

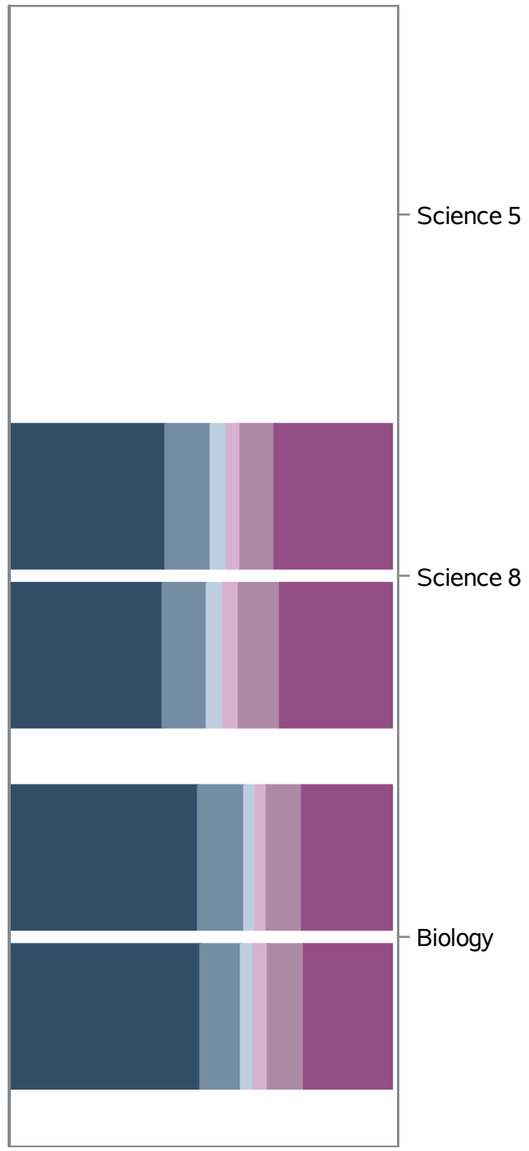
2022 Average Effect Size

◇ : 2018 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

Effect Size by Subject Grade - 2022

	Students with Disabilities					
	N			Y		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.125	0.0018	95127	-0.105	0.0051	12056
ELA in Common	-0.093	0.0022	52089	-0.058	0.0068	6617
Science in Common	-0.131	0.0047	13540	-0.093	0.0145	1594
Math in Common	-0.179	0.0036	29498	-0.190	0.0090	3845
Reading 3	-0.043	0.0070	6074	-0.159	0.0221	862
Reading 4	-0.129	0.0068	6561	-0.255	0.0195	876
Reading 5	-0.152	0.0054	8589	-0.109	0.0156	1126
Reading 6	-0.111	0.0054	9045	-0.021	0.0159	1085
Reading 7	-0.133	0.0054	8485	0.001	0.0157	1081
Reading 8	-0.105	0.0053	8436	0.023	0.0163	1000
English II	0.117	0.0066	4899	0.166	0.0198	587
Science 5	.	.	.	.	.	.
Science 8	-0.085	0.0058	8429	-0.057	0.0190	999
Biology	-0.207	0.0078	5111	-0.154	0.0219	595
Math 5	.	.	.	.	.	.
Math 6	-0.176	0.0065	9037	-0.221	0.0175	1081
Math 7	-0.181	0.0062	8468	-0.137	0.0160	1084
Math 8	-0.213	0.0097	5616	-0.241	0.0195	944
NC Math 1	-0.152	0.0074	6377	-0.157	0.0187	736
NC Math 3	0.154	0.0099	4542	0.106	0.0297	392

Effect Size by Subject Grade - 2021

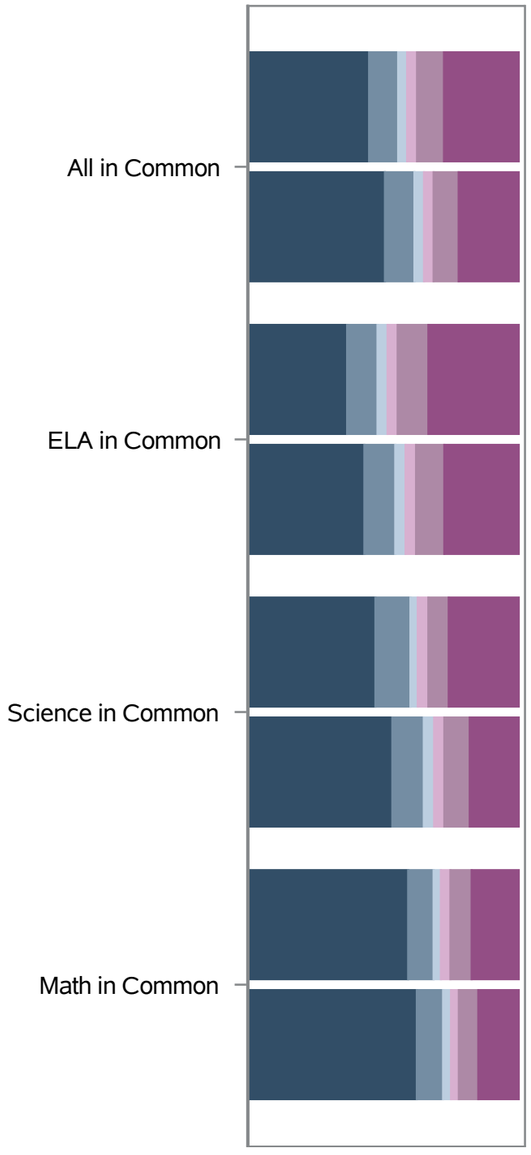
	Students with Disabilities					
	N			Y		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.231	0.0019	89743	-0.107	0.0053	11403
ELA in Common	-0.133	0.0025	49089	-0.007	0.0073	6100
Science in Common	-0.250	0.0045	12362	-0.142	0.0139	1488
Math in Common	-0.394	0.0034	28292	-0.252	0.0085	3815
Reading 3	-0.155	0.0097	5583	-0.045	0.0271	661
Reading 4	-0.261	0.0095	5423	-0.187	0.0279	700
Reading 5	-0.123	0.0058	8315	-0.075	0.0179	987
Reading 6	-0.153	0.0052	8751	0.039	0.0151	1150
Reading 7	-0.150	0.0051	8673	-0.022	0.0158	1062
Reading 8	-0.161	0.0053	7588	0.049	0.0152	959
English II	0.139	0.0064	4756	0.212	0.0194	581
Science 5	-0.435	0.0070	8286	-0.396	0.0214	983
Science 8	-0.221	0.0058	7662	-0.099	0.0183	964
Biology	-0.297	0.0070	4700	-0.221	0.0204	524
Math 5	-0.445	0.0070	8314	-0.419	0.0182	989
Math 6	-0.401	0.0060	8724	-0.272	0.0155	1148
Math 7	-0.339	0.0056	8653	-0.192	0.0148	1063
Math 8	-0.514	0.0095	4806	-0.323	0.0198	892
NC Math 1	-0.368	0.0069	6109	-0.222	0.0182	712
NC Math 3	-0.045	0.0089	4279	0.014	0.0265	374

Effect Size by Subject Grade - 2018

	Students with Disabilities					
	N			Y		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.044	0.0018	78575	0.012	0.0054	9953
ELA in Common	0.058	0.0024	43965	0.001	0.0074	5499
Science in Common	0.014	0.0048	10685	0.065	0.0154	1210
Math in Common	0.029	0.0032	23925	0.011	0.0090	3244
Reading 3	0.012	0.0094	4929	-0.105	0.0292	585
Reading 4	-0.006	0.0060	6944	-0.035	0.0197	864
Reading 5	-0.010	0.0057	6948	-0.083	0.0175	910
Reading 6	0.074	0.0052	7789	0.022	0.0160	996
Reading 7	0.153	0.0054	7023	0.133	0.0158	961
Reading 8	0.090	0.0059	6287	0.029	0.0182	757
English II	0.099	0.0069	4045	0.007	0.0248	426
Science 5	-0.050	0.0072	6864	-0.102	0.0210	898
Science 8	-0.016	0.0063	6307	0.043	0.0195	762
Biology	0.057	0.0074	4378	0.104	0.0249	448
Math 5	-0.012	0.0063	6935	-0.092	0.0176	910
Math 6	0.037	0.0056	7781	-0.006	0.0156	991
Math 7	0.078	0.0055	7019	0.073	0.0161	958
Math 8	-0.015	0.0090	3620	-0.011	0.0205	702
NC Math 1	-0.014	0.0067	5505	-0.033	0.0213	593

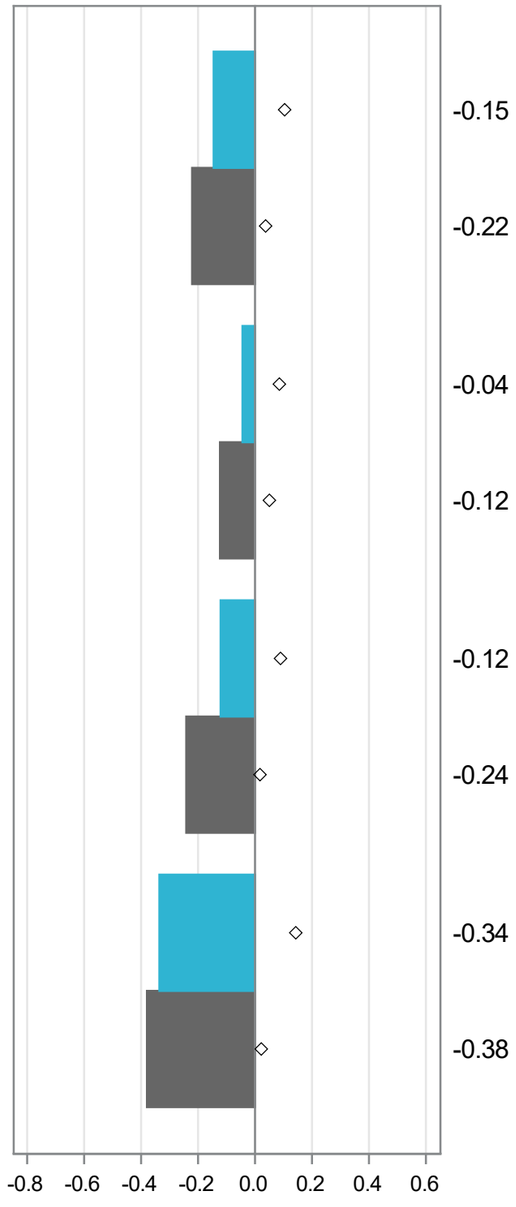
English Learners

2021 Student Distribution of Effect Size



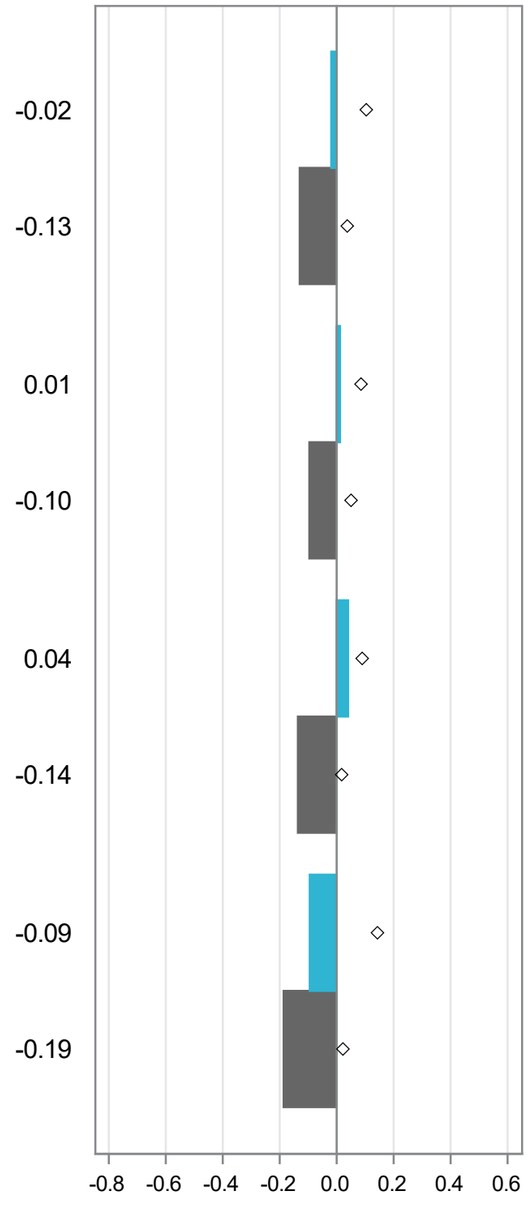
2021 Average Effect Size

◇ : 2018 Effect Size

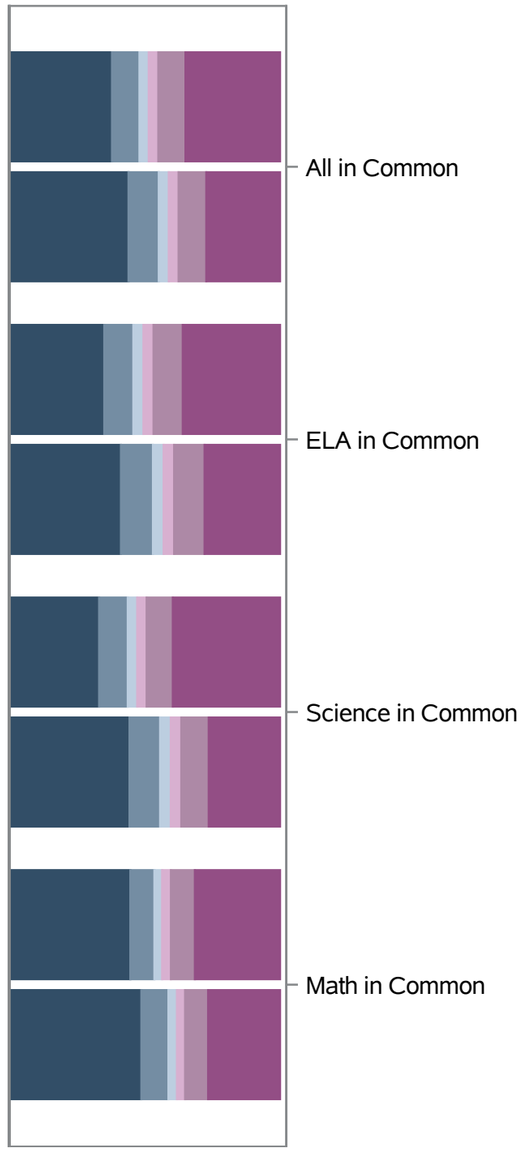


2022 Average Effect Size

◇ : 2018 Effect Size



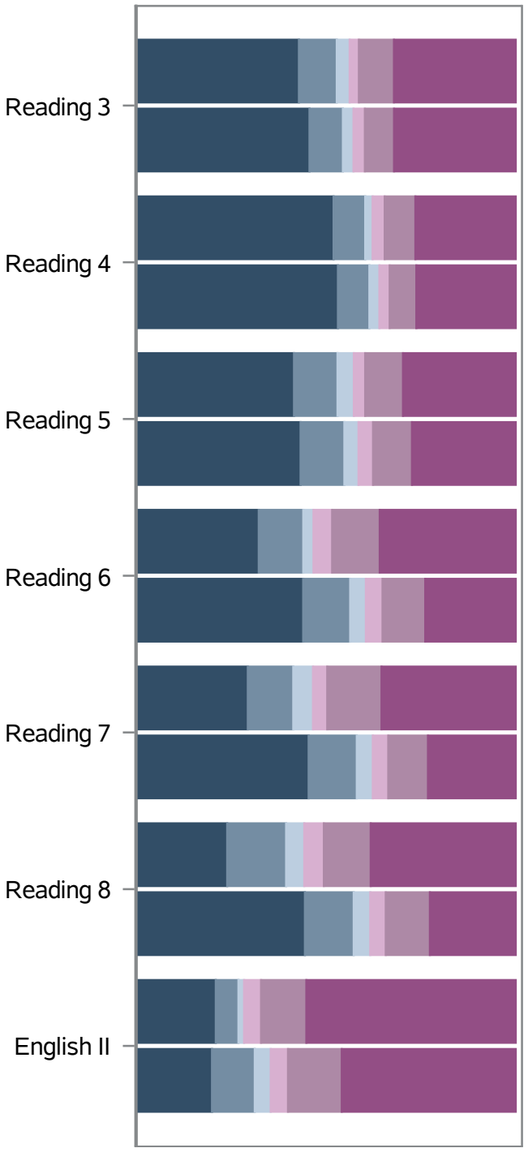
2022 Student Distribution of Effect Size



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

English Learners

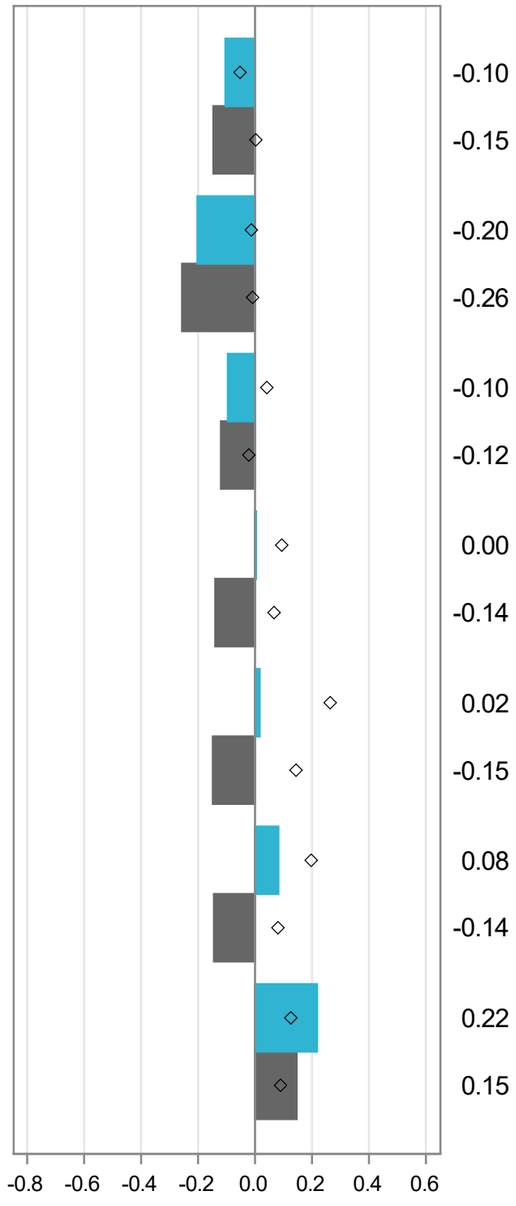
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

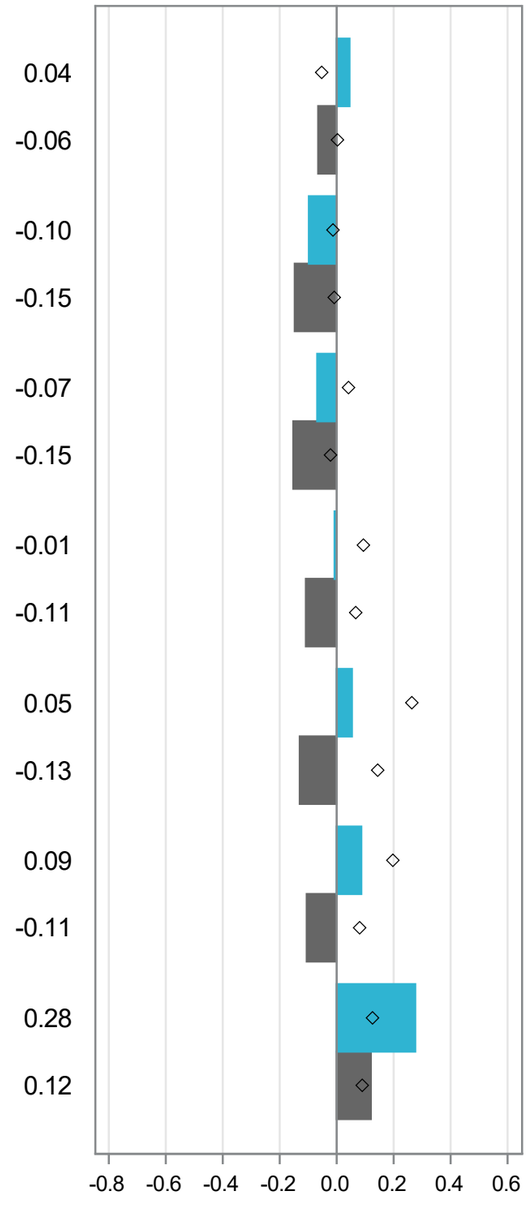
◇ : 2018 Effect Size



- Identified as EL
- Not Identified as EL

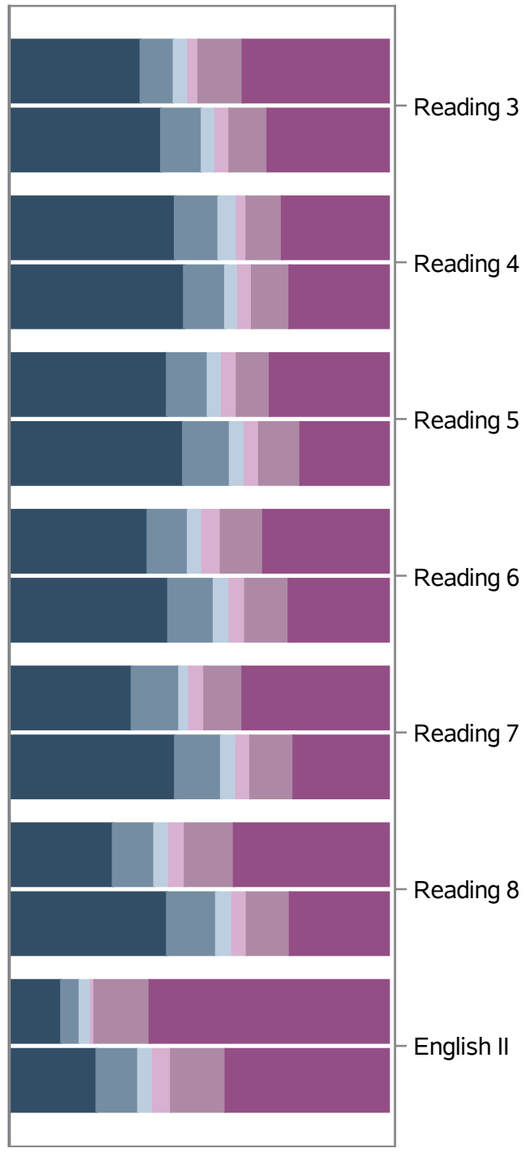
2022 Average Effect Size

◇ : 2018 Effect Size



- Identified as EL
- Not Identified as EL

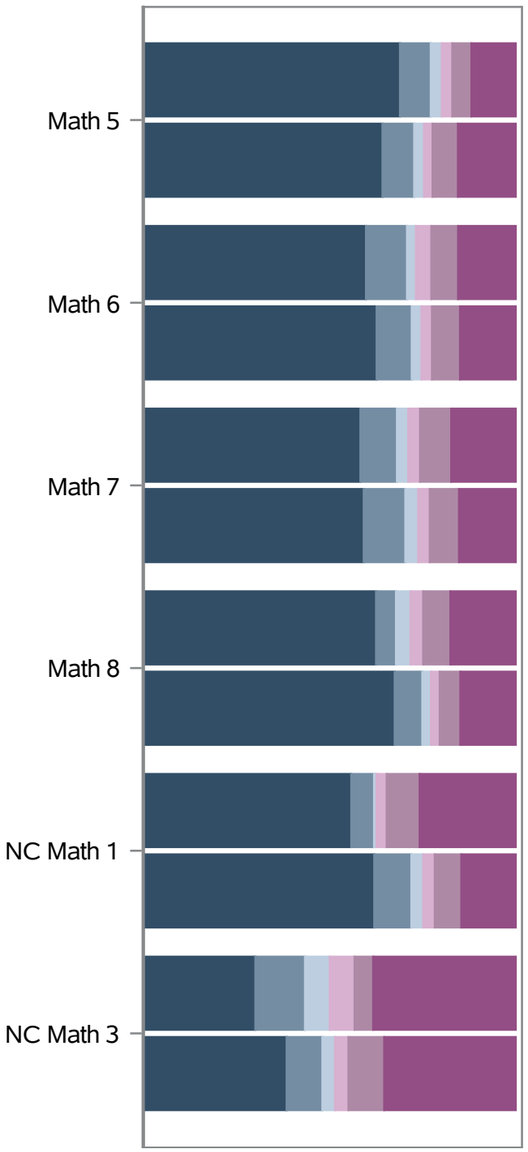
2022 Student Distribution of Effect Size



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

English Learners

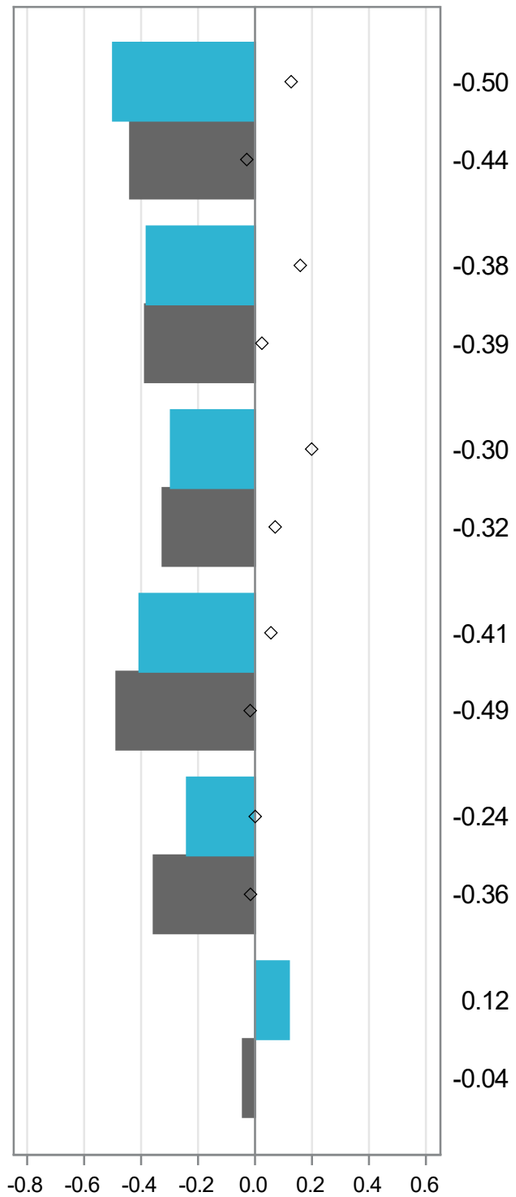
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

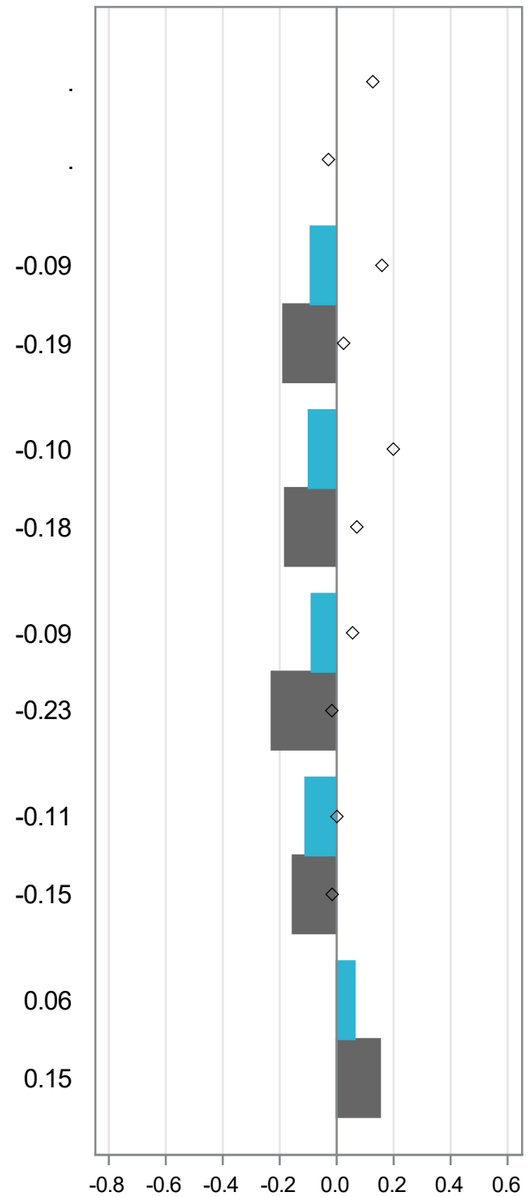
◇ : 2018 Effect Size



- Identified as EL
- Not Identified as EL

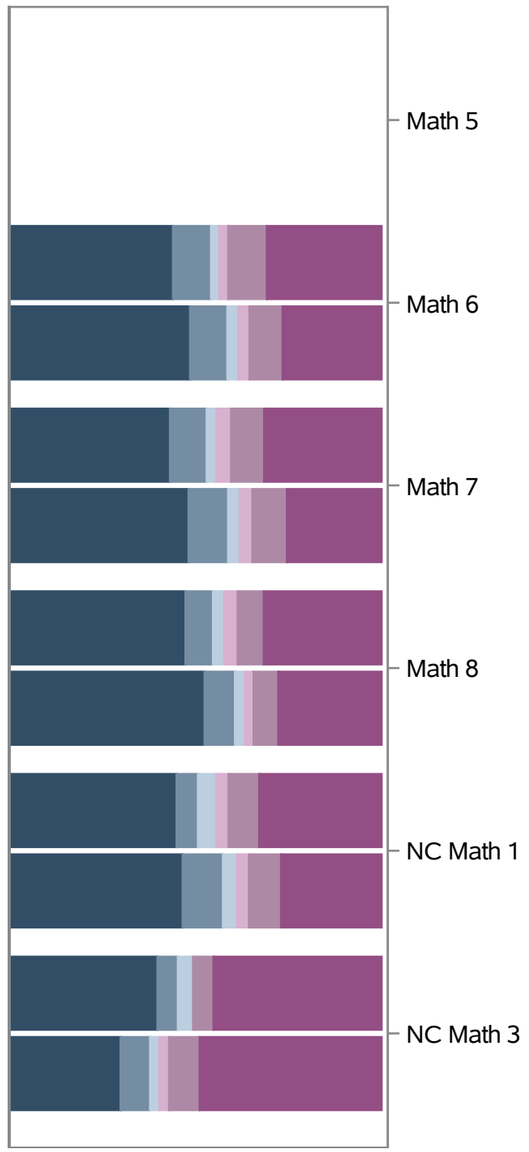
2022 Average Effect Size

◇ : 2018 Effect Size



- Identified as EL
- Not Identified as EL

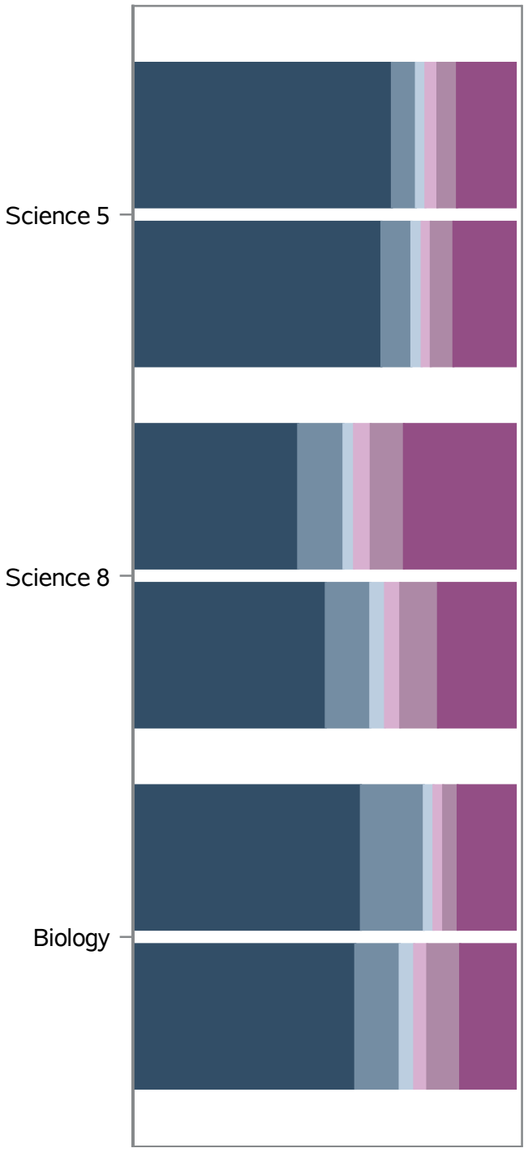
2022 Student Distribution of Effect Size



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

English Learners

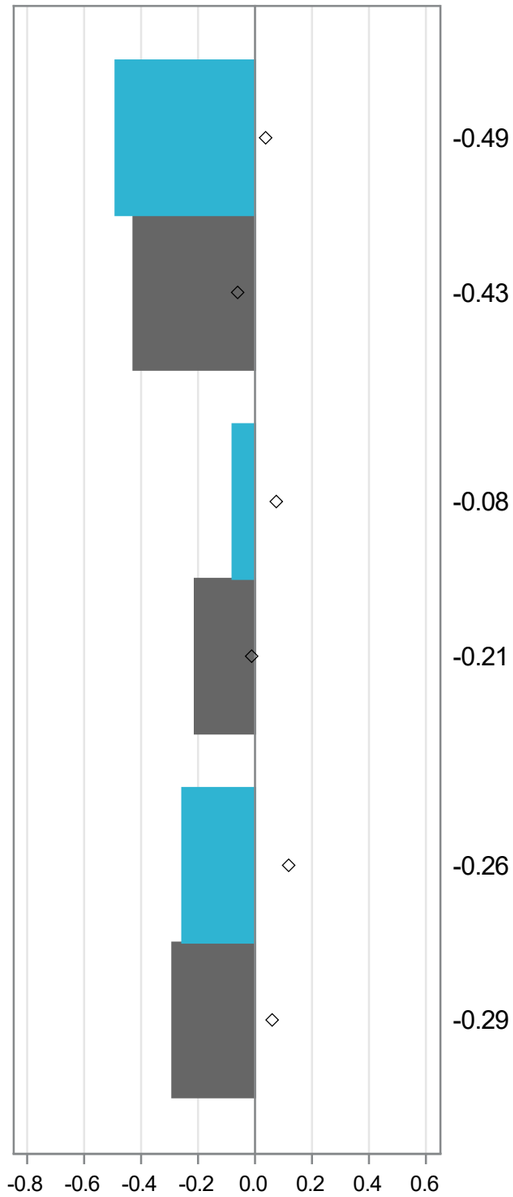
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

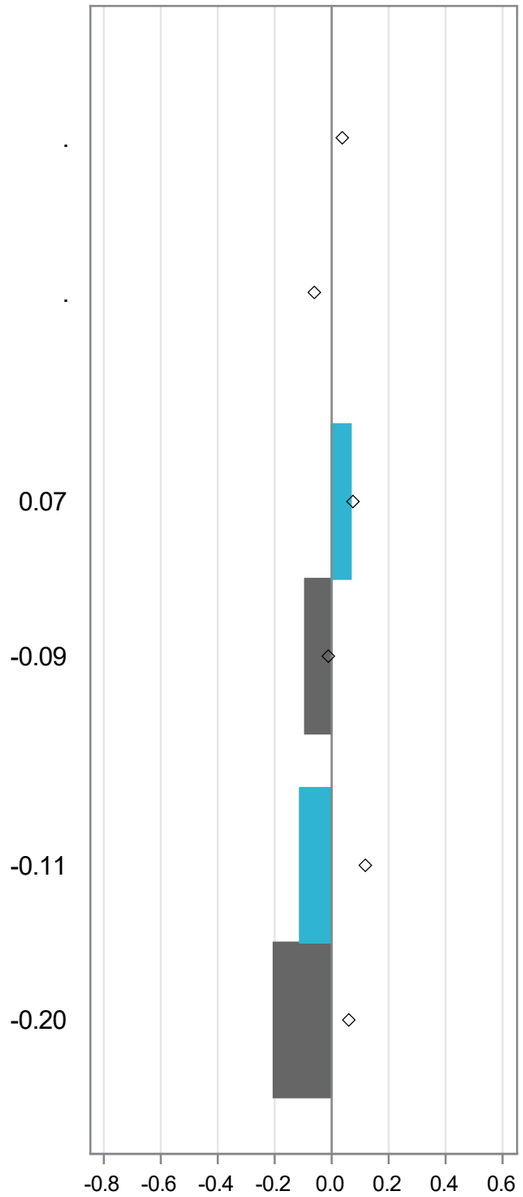
◇ : 2018 Effect Size



- Identified as EL
- Not Identified as EL

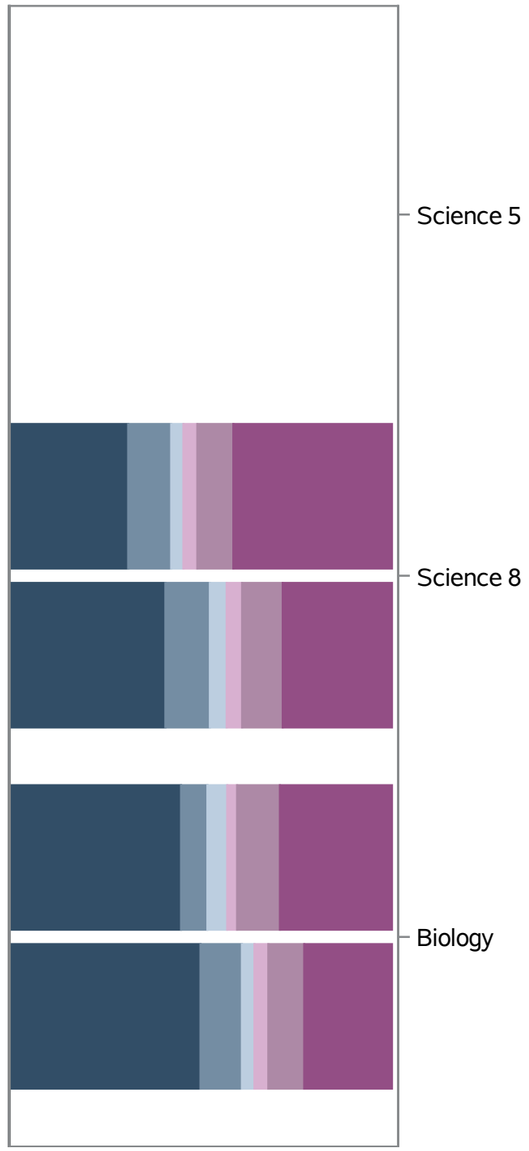
2022 Average Effect Size

◇ : 2018 Effect Size



- Identified as EL
- Not Identified as EL

2022 Student Distribution of Effect Size



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

Effect Size by Subject Grade - 2022

	English Learners					
	Identified as EL			Not Identified as EL		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.019	0.0071	6493	-0.130	0.0017	100690
ELA in Common	0.012	0.0088	3628	-0.096	0.0022	55078
Science in Common	0.040	0.0214	774	-0.136	0.0046	14360
Math in Common	-0.095	0.0137	2091	-0.186	0.0035	31252
Reading 3	0.045	0.0277	446	-0.065	0.0069	6490
Reading 4	-0.098	0.0238	514	-0.147	0.0067	6923
Reading 5	-0.068	0.0215	586	-0.152	0.0052	9129
Reading 6	-0.007	0.0195	715	-0.108	0.0053	9415
Reading 7	0.053	0.0210	606	-0.130	0.0053	8960
Reading 8	0.086	0.0193	658	-0.105	0.0052	8778
English II	0.276	0.0430	103	0.120	0.0063	5383
Science 5	.	.	.	.	.	.
Science 8	0.067	0.0230	658	-0.093	0.0057	8770
Biology	-0.111	0.0562	116	-0.204	0.0074	5590
Math 5	.	.	.	.	.	.
Math 6	-0.091	0.0235	713	-0.188	0.0063	9405
Math 7	-0.098	0.0230	608	-0.181	0.0060	8944
Math 8	-0.088	0.0299	527	-0.228	0.0092	6033
NC Math 1	-0.110	0.0411	243	-0.154	0.0070	6870
NC Math 3	0.063	0.0883	73	0.152	0.0094	4861

Effect Size by Subject Grade - 2021

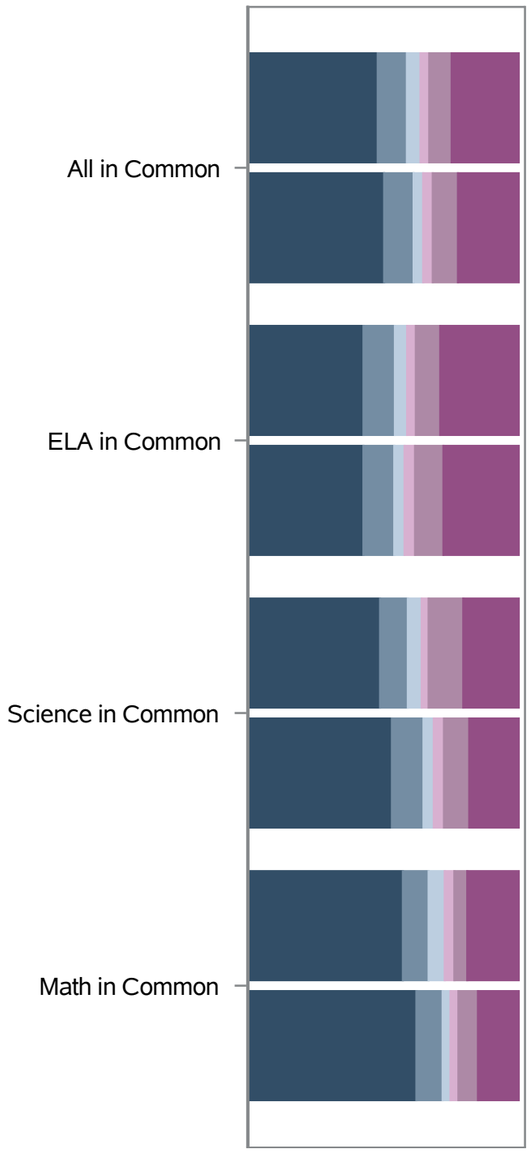
	English Learners					
	Identified as EL			Not Identified as EL		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.145	0.0082	5063	-0.221	0.0018	96083
ELA in Common	-0.044	0.0102	3061	-0.123	0.0024	52128
Science in Common	-0.121	0.0305	332	-0.241	0.0043	13518
Math in Common	-0.336	0.0141	1670	-0.379	0.0032	30437
Reading 3	-0.104	0.0339	411	-0.146	0.0094	5833
Reading 4	-0.202	0.0337	408	-0.256	0.0093	5715
Reading 5	-0.095	0.0220	602	-0.120	0.0057	8700
Reading 6	0.002	0.0200	630	-0.140	0.0051	9271
Reading 7	0.016	0.0181	692	-0.148	0.0050	9043
Reading 8	0.082	0.0304	251	-0.144	0.0051	8296
English II	0.218	0.0538	67	0.146	0.0061	5270
Science 5	-0.490	0.0268	605	-0.427	0.0069	8664
Science 8	-0.079	0.0370	253	-0.211	0.0056	8373
Biology	-0.255	0.0458	79	-0.290	0.0067	5145
Math 5	-0.498	0.0246	604	-0.438	0.0068	8699
Math 6	-0.380	0.0230	626	-0.386	0.0058	9246
Math 7	-0.295	0.0202	692	-0.325	0.0055	9024
Math 8	-0.406	0.0475	205	-0.487	0.0088	5493
NC Math 1	-0.239	0.0492	147	-0.356	0.0065	6674
NC Math 3	0.119	0.0767	60	-0.042	0.0085	4593

Effect Size by Subject Grade - 2018

	English Learners					
	Identified as EL			Not Identified as EL		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.104	0.0083	3808	0.037	0.0017	84720
ELA in Common	0.086	0.0104	2319	0.050	0.0023	47145
Science in Common	0.089	0.0314	290	0.017	0.0046	11605
Math in Common	0.143	0.0152	1199	0.022	0.0031	25970
Reading 3	-0.053	0.0344	309	0.003	0.0093	5205
Reading 4	-0.013	0.0242	445	-0.009	0.0060	7363
Reading 5	0.041	0.0237	379	-0.022	0.0056	7479
Reading 6	0.094	0.0197	502	0.067	0.0051	8283
Reading 7	0.264	0.0217	420	0.144	0.0053	7564
Reading 8	0.197	0.0365	189	0.081	0.0057	6855
English II	0.126	0.0520	75	0.090	0.0068	4396
Science 5	0.037	0.0330	376	-0.061	0.0069	7386
Science 8	0.075	0.0400	191	-0.012	0.0060	6878
Biology	0.118	0.0501	99	0.060	0.0072	4727
Math 5	0.127	0.0274	377	-0.029	0.0061	7468
Math 6	0.159	0.0235	502	0.024	0.0054	8270
Math 7	0.199	0.0232	419	0.071	0.0053	7558
Math 8	0.056	0.0488	152	-0.017	0.0084	4170
NC Math 1	0.001	0.0486	126	-0.016	0.0064	5972

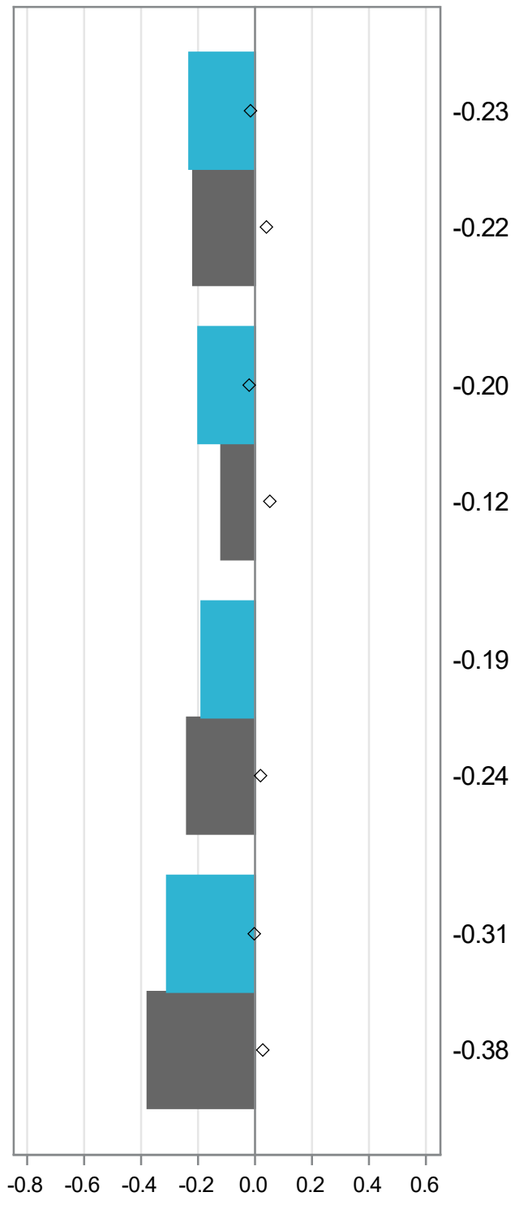
Homeless

2021 Student Distribution of Effect Size



2021 Average Effect Size

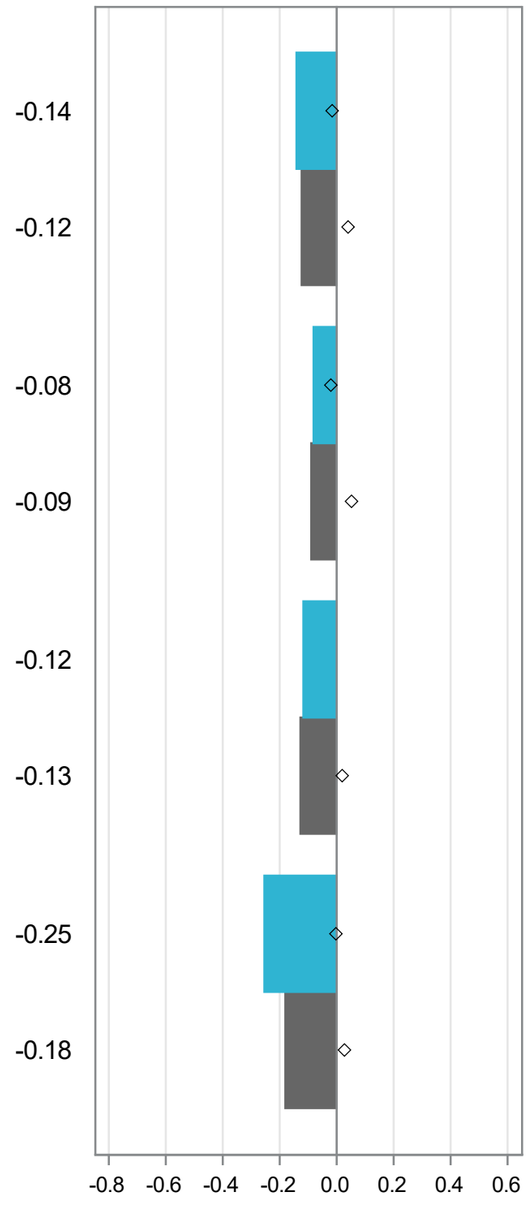
◇ : 2018 Effect Size



Identified as Homeless
Not Identified as Homeless

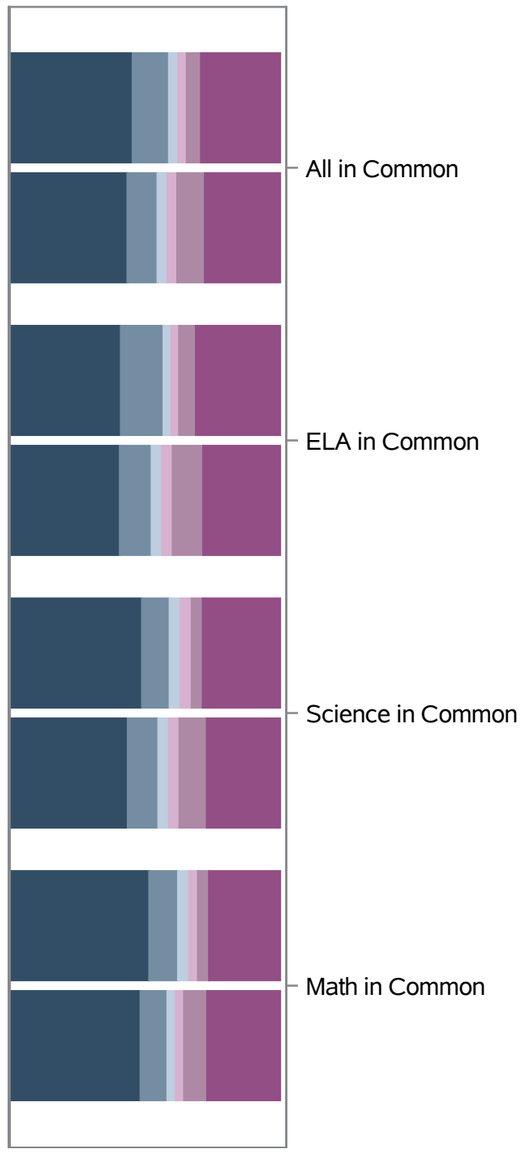
2022 Average Effect Size

◇ : 2018 Effect Size



Identified as Homeless
Not Identified as Homeless

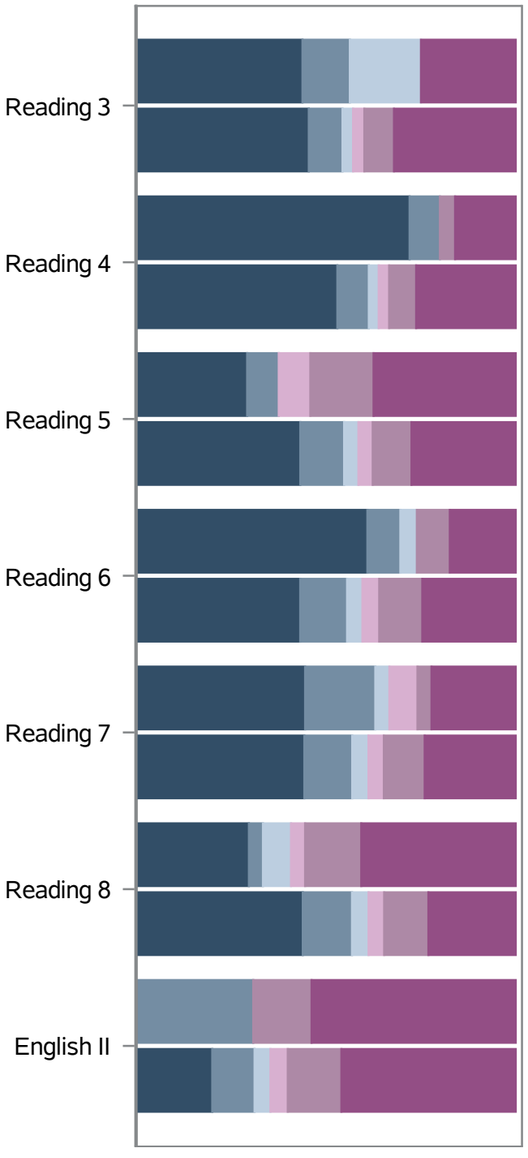
2022 Student Distribution of Effect Size



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

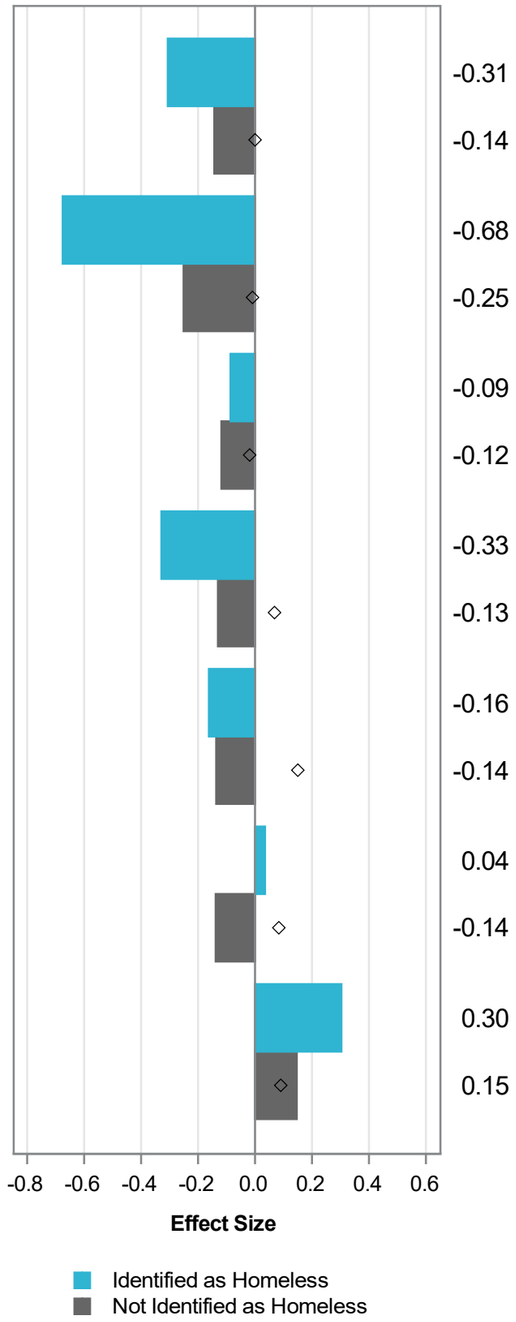
Homeless

2021 Student Distribution of Effect Size



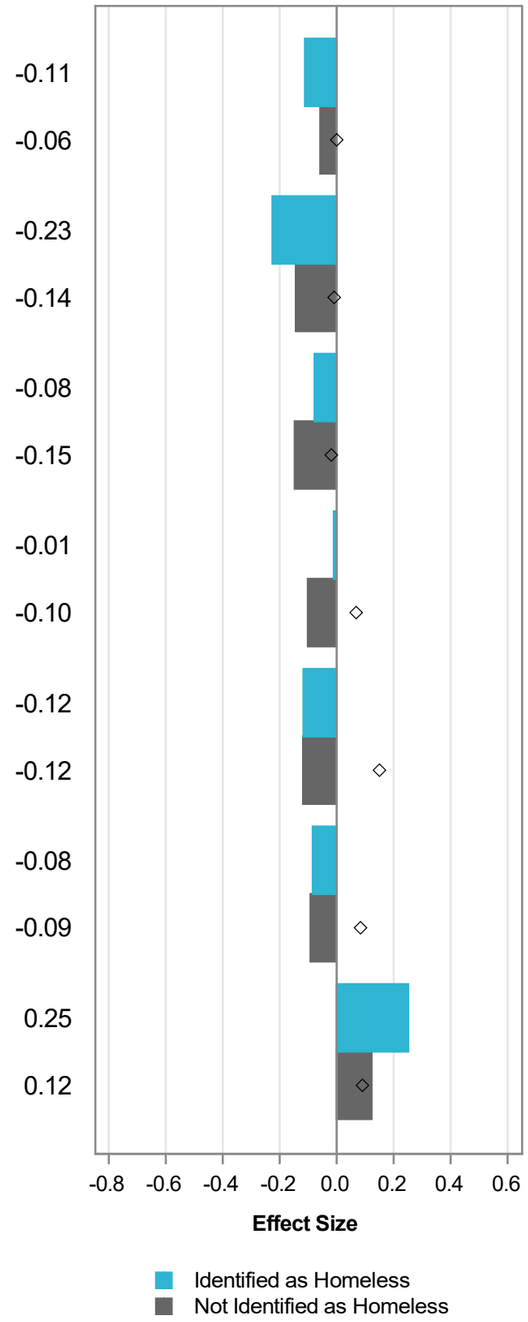
2021 Average Effect Size

◇ : 2018 Effect Size

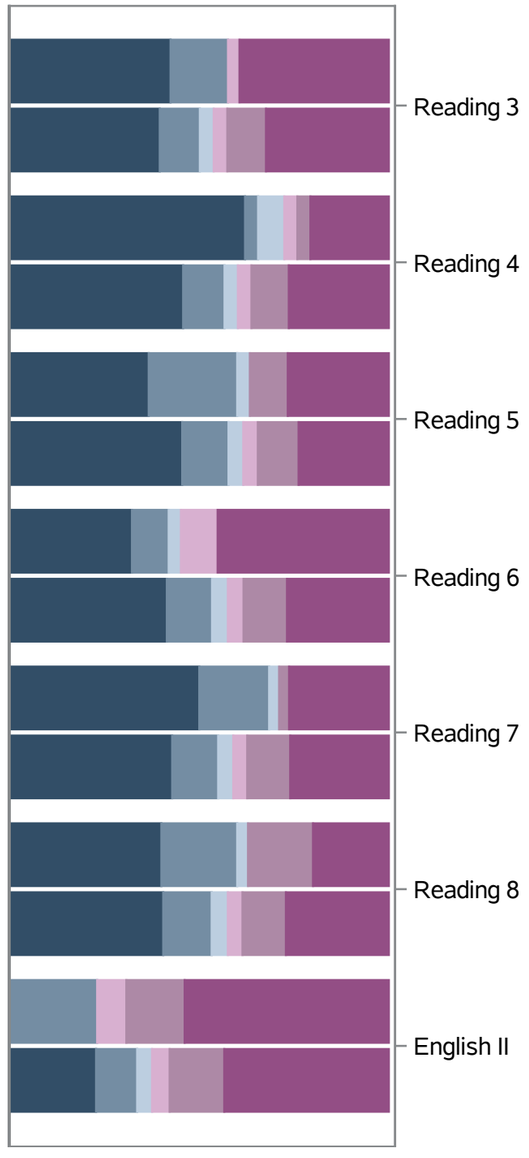


2022 Average Effect Size

◇ : 2018 Effect Size



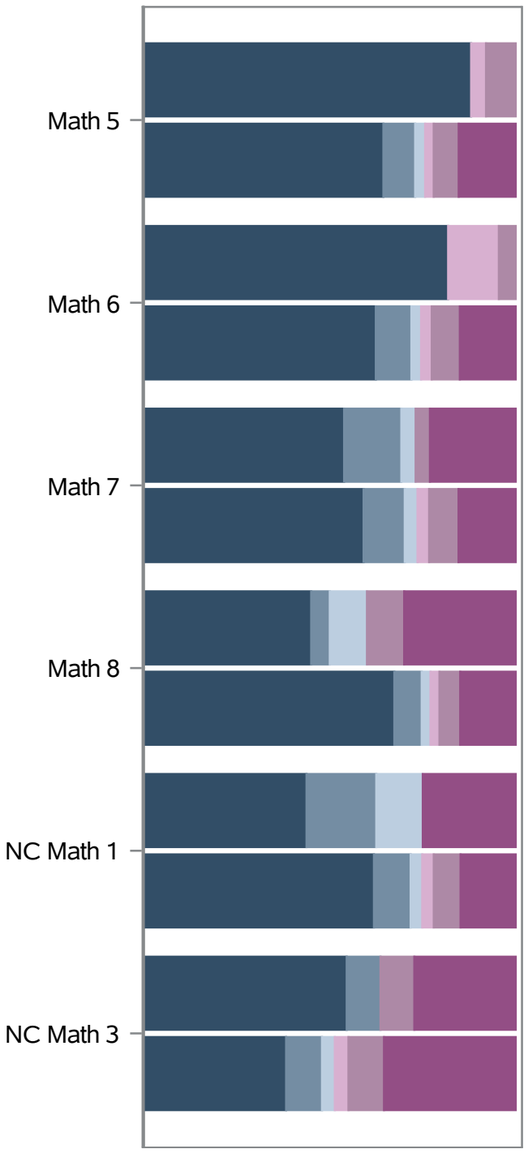
2022 Student Distribution of Effect Size



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

Homeless

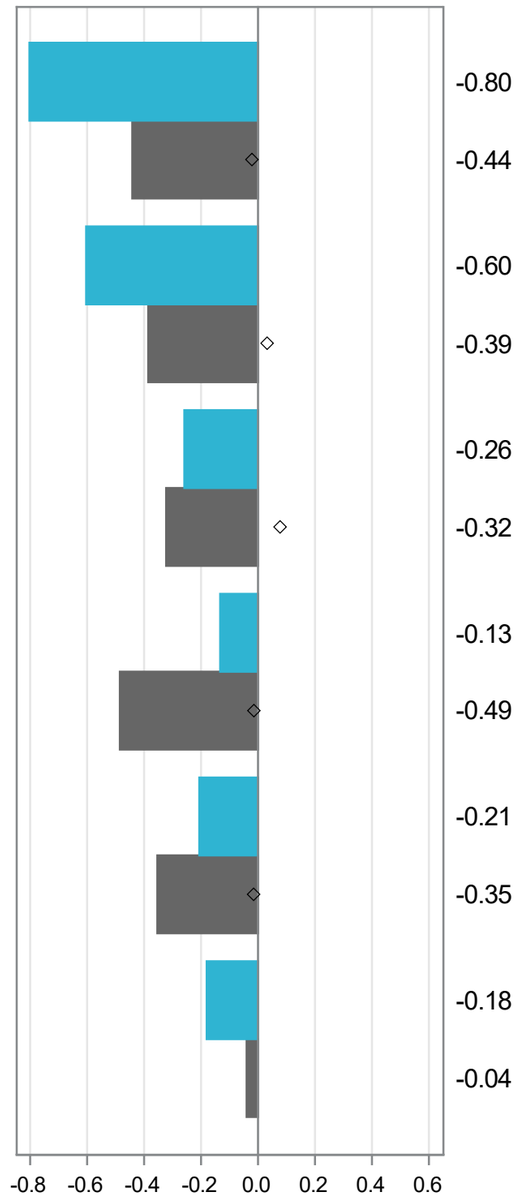
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

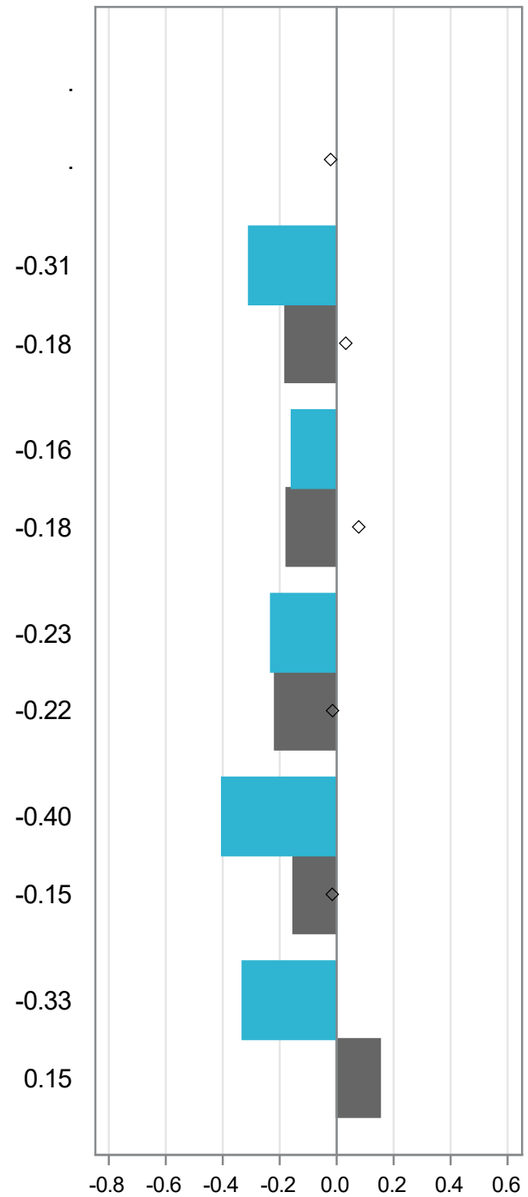
◇ : 2018 Effect Size



- Identified as Homeless
- Not Identified as Homeless

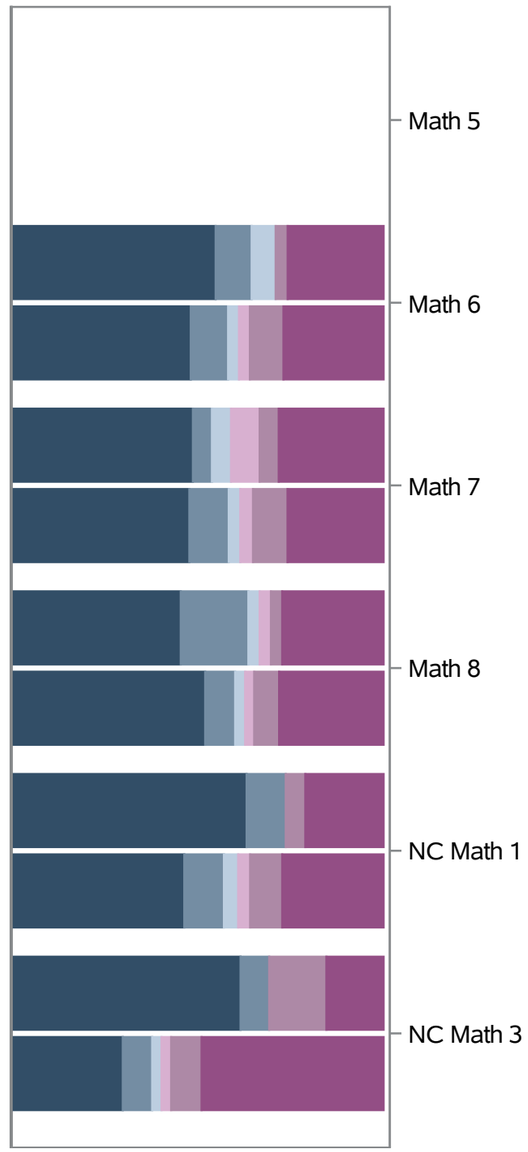
2022 Average Effect Size

◇ : 2018 Effect Size



- Identified as Homeless
- Not Identified as Homeless

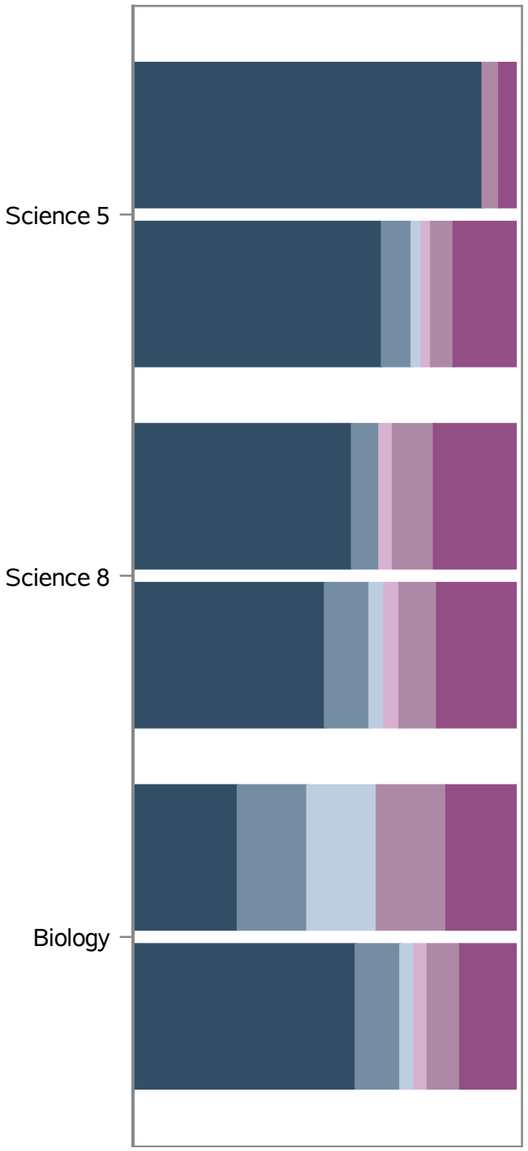
2022 Student Distribution of Effect Size



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

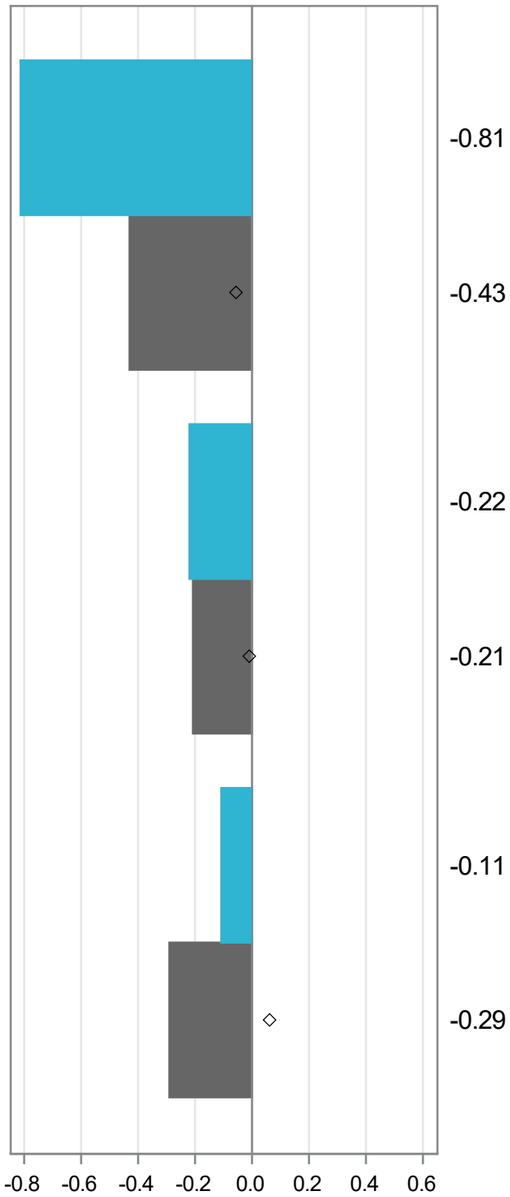
Homeless

2021 Student Distribution of Effect Size



2021 Average Effect Size

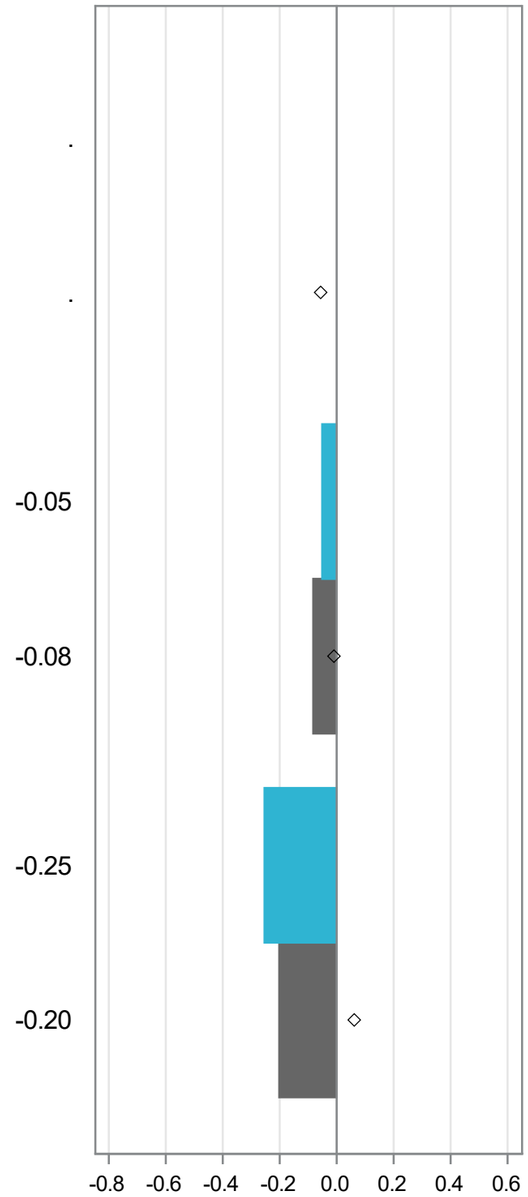
◇ : 2018 Effect Size



Identified as Homeless
Not Identified as Homeless

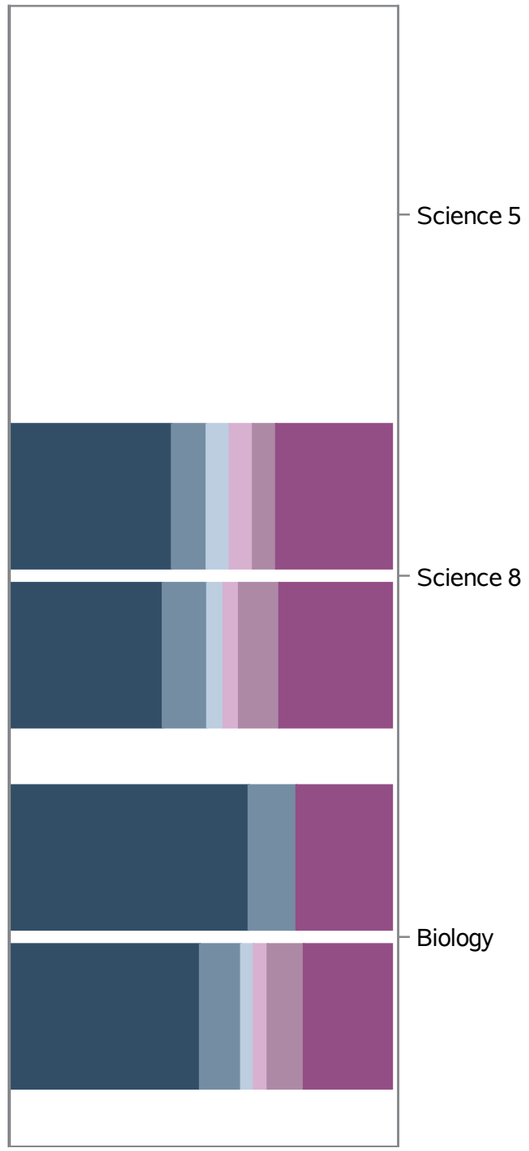
2022 Average Effect Size

◇ : 2018 Effect Size



Identified as Homeless
Not Identified as Homeless

2022 Student Distribution of Effect Size



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

Effect Size by Subject Grade - 2022

	Homeless					
	Identified as Homeless			Not Identified as Homeless		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.141	0.0291	380	-0.123	0.0017	106803
ELA in Common	-0.081	0.0382	209	-0.089	0.0021	58497
Science in Common	-0.117	0.0774	49	-0.127	0.0045	15085
Math in Common	-0.254	0.0532	122	-0.180	0.0034	33221
Reading 3	-0.111	0.1036	33	-0.058	0.0068	6903
Reading 4	-0.226	0.1159	29	-0.143	0.0064	7408
Reading 5	-0.078	0.0961	30	-0.147	0.0051	9685
Reading 6	-0.010	0.1061	31	-0.101	0.0051	10099
Reading 7	-0.117	0.0882	38	-0.118	0.0052	9528
Reading 8	-0.084	0.0821	35	-0.092	0.0050	9401
English II	0.251	0.0936	13	0.122	0.0063	5473
Science 5	.	.	.	.	.	.
Science 8	-0.051	0.0980	33	-0.082	0.0056	9395
Biology	-0.253	0.1212	16	-0.202	0.0074	5690
Math 5	.	.	.	.	.	.
Math 6	-0.308	0.1084	31	-0.180	0.0061	10087
Math 7	-0.158	0.0959	39	-0.176	0.0058	9513
Math 8	-0.231	0.1018	33	-0.217	0.0088	6527
NC Math 1	-0.403	0.1262	19	-0.152	0.0069	7094
NC Math 3	-0.330	0.1835	13	0.152	0.0094	4921

Effect Size by Subject Grade - 2021

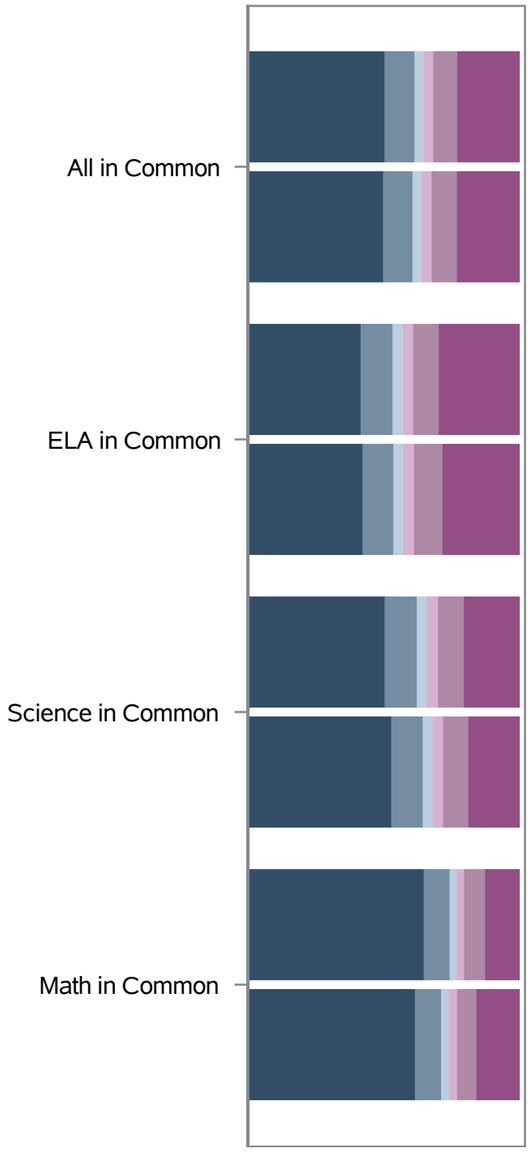
	Homeless					
	Identified as Homeless			Not Identified as Homeless		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.231	0.0352	278	-0.217	0.0018	100868
ELA in Common	-0.199	0.0511	155	-0.118	0.0024	55034
Science in Common	-0.188	0.0785	39	-0.239	0.0043	13811
Math in Common	-0.309	0.0577	84	-0.377	0.0031	32023
Reading 3	-0.306	0.1791	16	-0.143	0.0091	6228
Reading 4	-0.675	0.1504	25	-0.251	0.0090	6098
Reading 5	-0.086	0.1245	24	-0.118	0.0056	9278
Reading 6	-0.329	0.1271	23	-0.130	0.0050	9878
Reading 7	-0.162	0.0874	27	-0.136	0.0049	9708
Reading 8	0.035	0.0923	27	-0.138	0.0051	8520
English II	0.303	0.1034	13	0.147	0.0061	5324
Science 5	-0.813	0.1043	23	-0.430	0.0067	9246
Science 8	-0.220	0.0880	28	-0.207	0.0056	8598
Biology	-0.108	0.1702	11	-0.290	0.0066	5213
Math 5	-0.803	0.1243	25	-0.441	0.0065	9278
Math 6	-0.603	0.0870	22	-0.385	0.0056	9850
Math 7	-0.259	0.0975	26	-0.323	0.0053	9690
Math 8	-0.133	0.1294	20	-0.485	0.0087	5678
NC Math 1	-0.206	0.1351	16	-0.353	0.0065	6805
NC Math 3	-0.180	0.1605	11	-0.040	0.0085	4642

Effect Size by Subject Grade - 2018

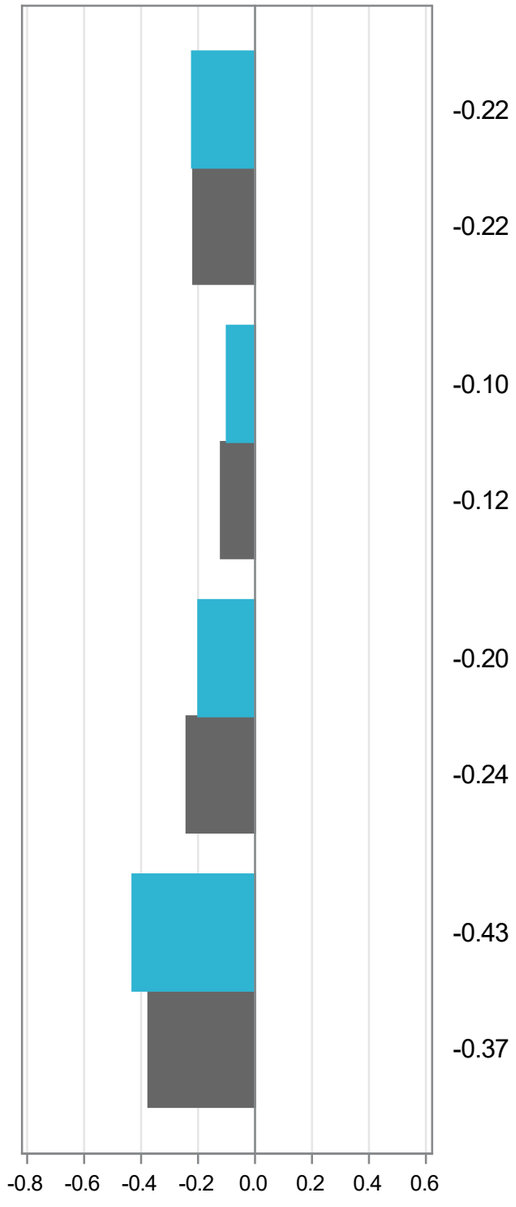
	Homeless					
	Identified as Homeless			Not Identified as Homeless		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.016	0.0682	58	0.040	0.0017	88470
ELA in Common	-0.021	0.0974	33	0.052	0.0023	49431
Science in Common	.	.	.	0.019	0.0046	11886
Math in Common	-0.003	0.1362	16	0.027	0.0030	27153
Reading 3	.	.	.	0.000	0.0090	5511
Reading 4	.	.	.	-0.009	0.0058	7800
Reading 5	.	.	.	-0.019	0.0055	7851
Reading 6	.	.	.	0.068	0.0049	8783
Reading 7	.	.	.	0.150	0.0051	7977
Reading 8	.	.	.	0.084	0.0056	7040
English II	.	.	.	0.090	0.0067	4469
Science 5	.	.	.	-0.056	0.0068	7756
Science 8	.	.	.	-0.010	0.0060	7065
Biology	.	.	.	0.062	0.0071	4821
Math 5	.	.	.	-0.021	0.0059	7838
Math 6	.	.	.	0.032	0.0053	8770
Math 7	.	.	.	0.077	0.0052	7970
Math 8	.	.	.	-0.015	0.0083	4319
NC Math 1	.	.	.	-0.015	0.0064	6094

Military Connected

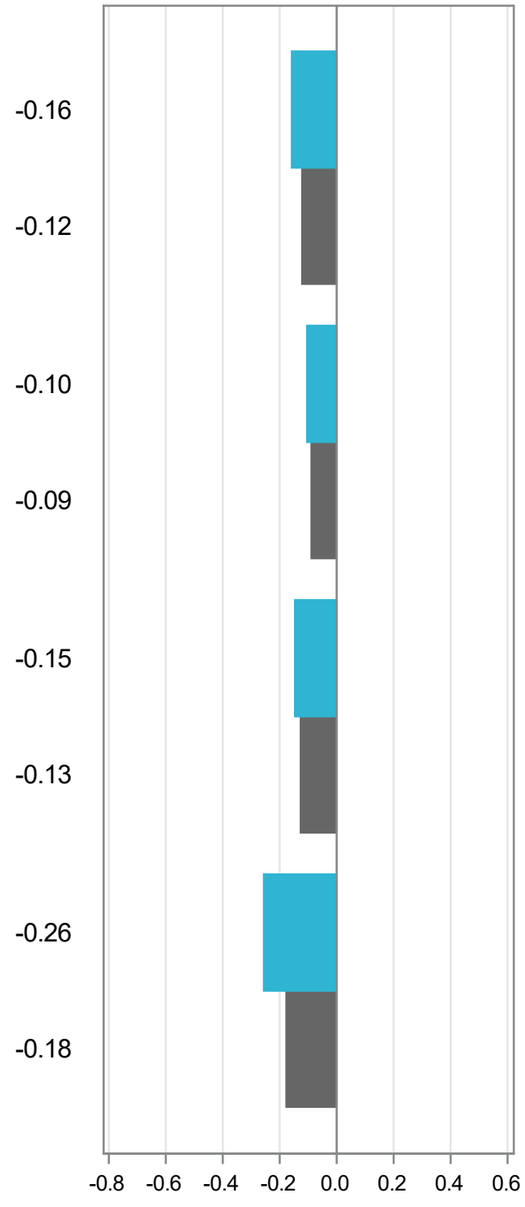
2021 Student Distribution of Effect Size



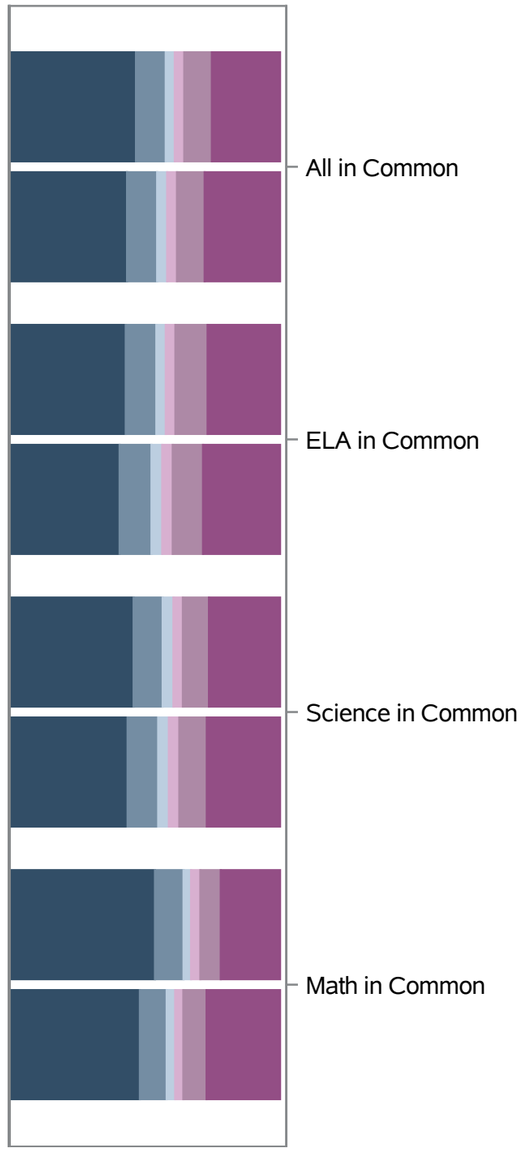
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size



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

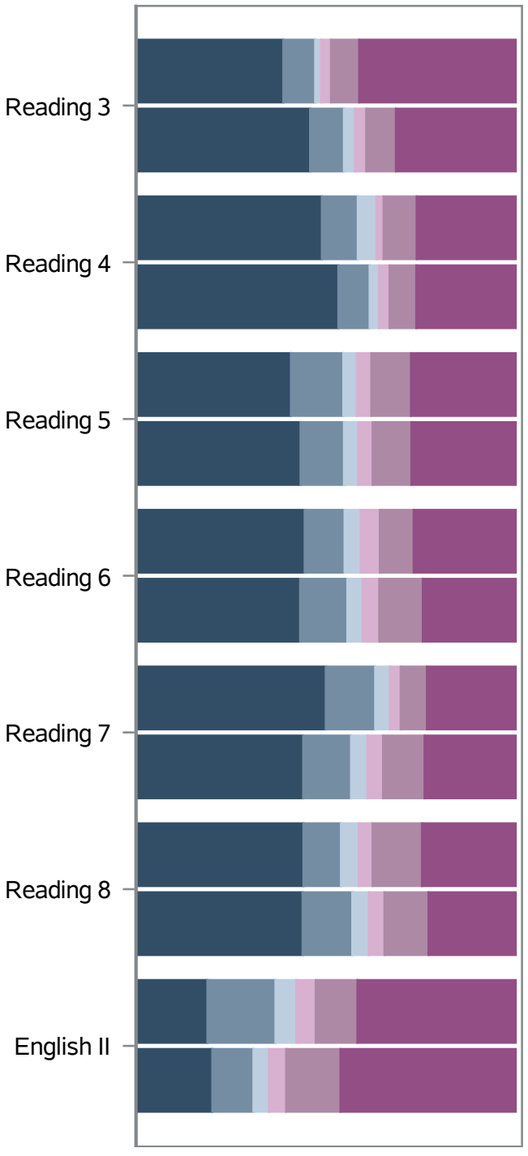
Identified as Military Connected
Not Identified as Military Connected

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

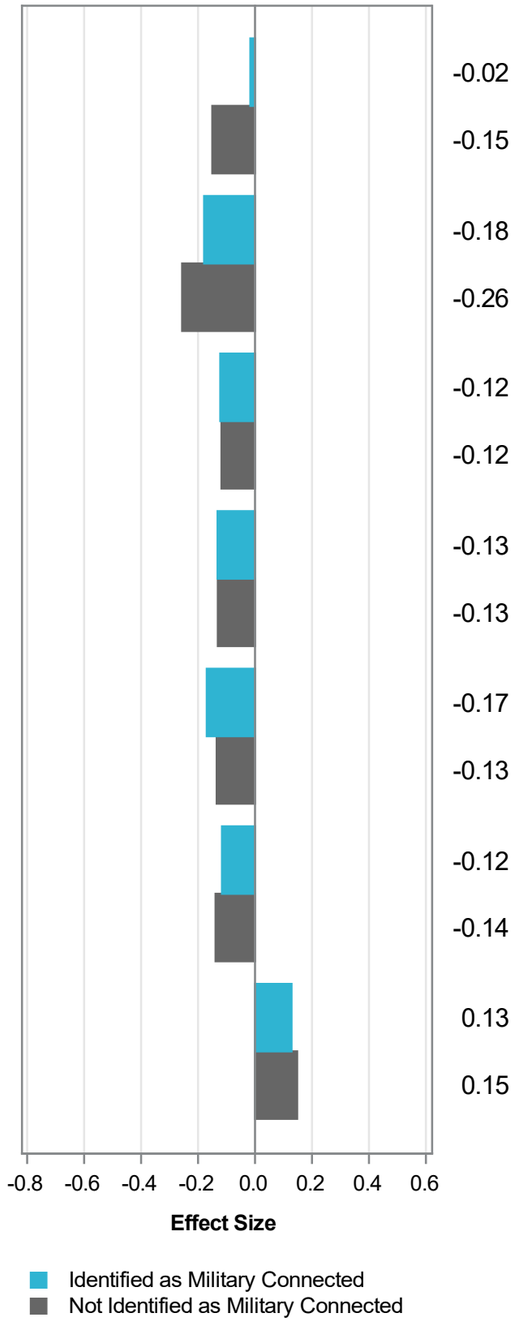
Identified as Military Connected
Not Identified as Military Connected

Military Connected

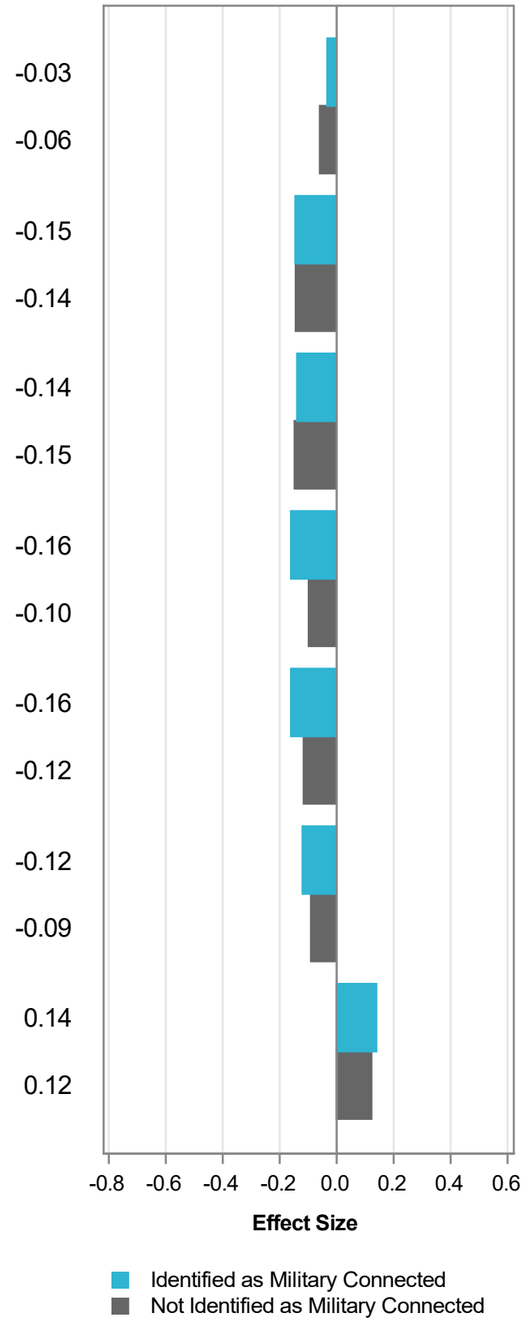
2021 Student Distribution of Effect Size



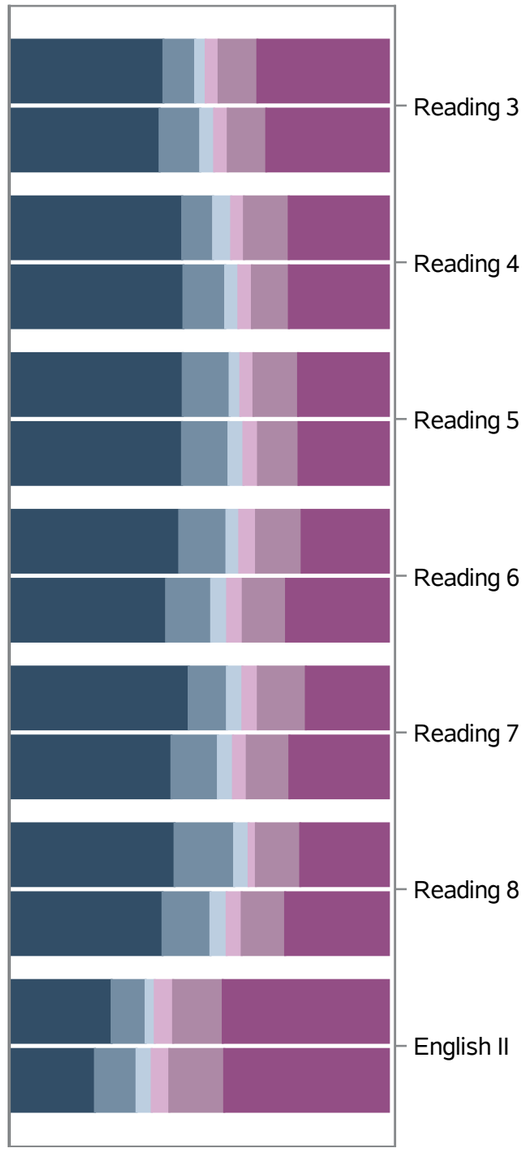
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size



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

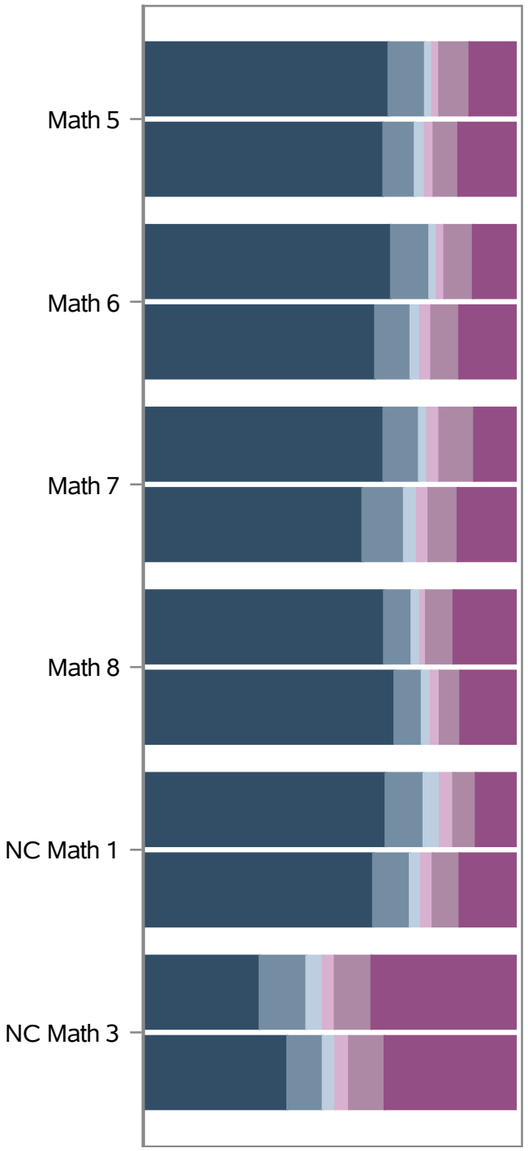
Identified as Military Connected
Not Identified as Military Connected

Identified as Military Connected
Not Identified as Military Connected

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

Military Connected

2021 Student Distribution of Effect Size

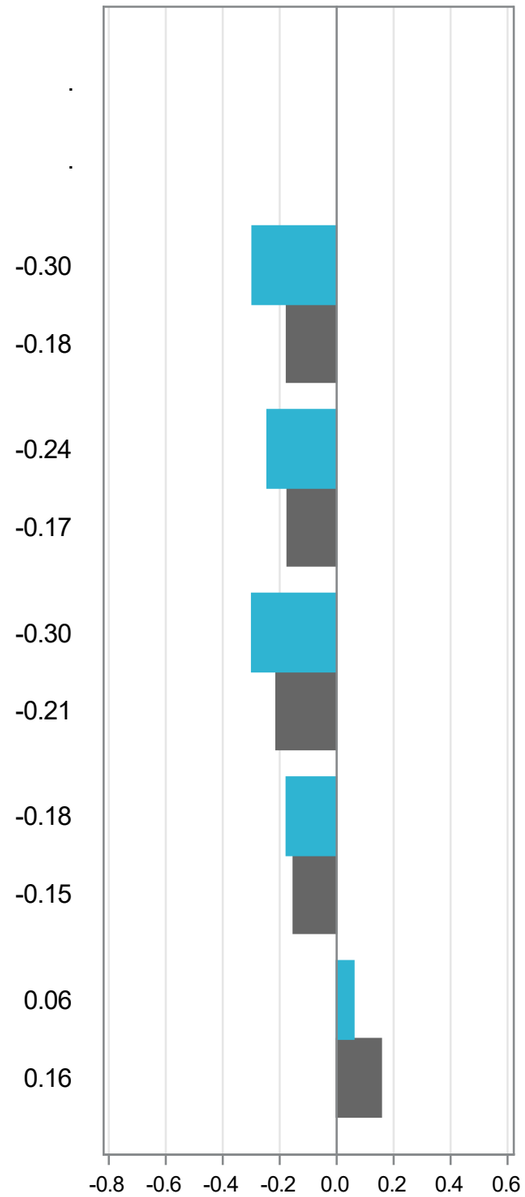


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size

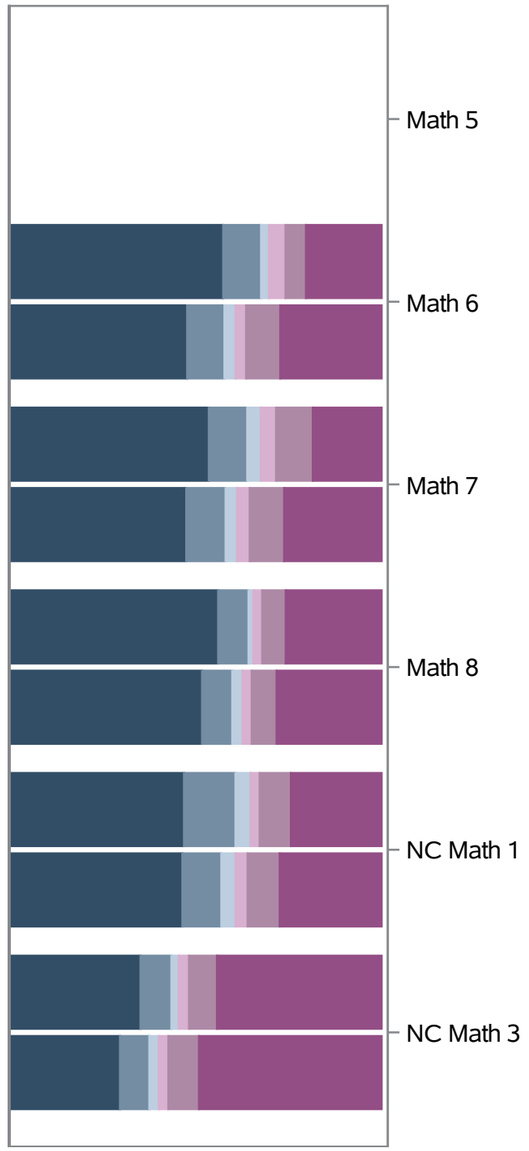
- Identified as Military Connected
- Not Identified as Military Connected

2022 Average Effect Size



- Identified as Military Connected
- Not Identified as Military Connected

2022 Student Distribution of Effect Size



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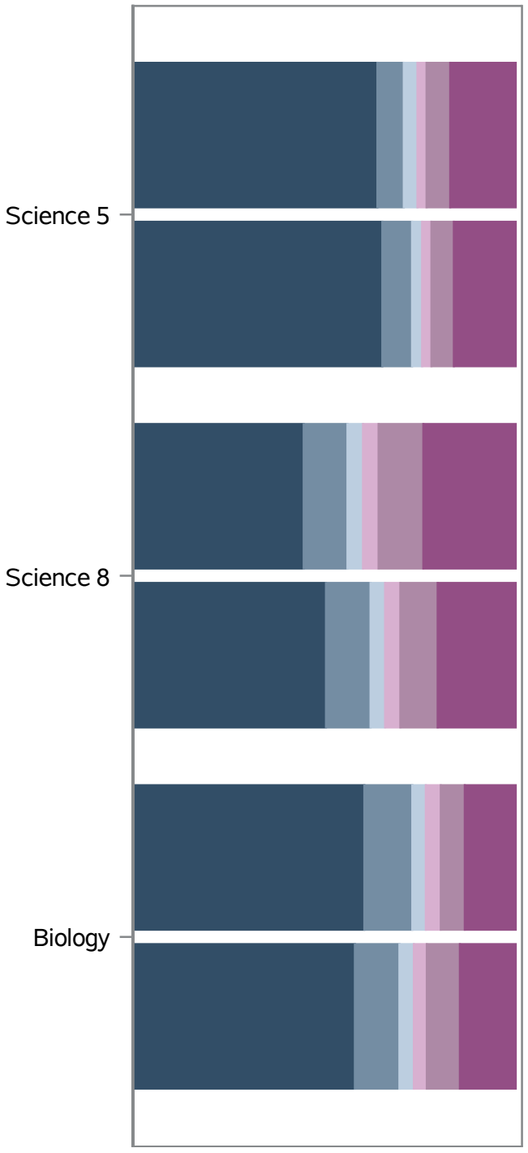
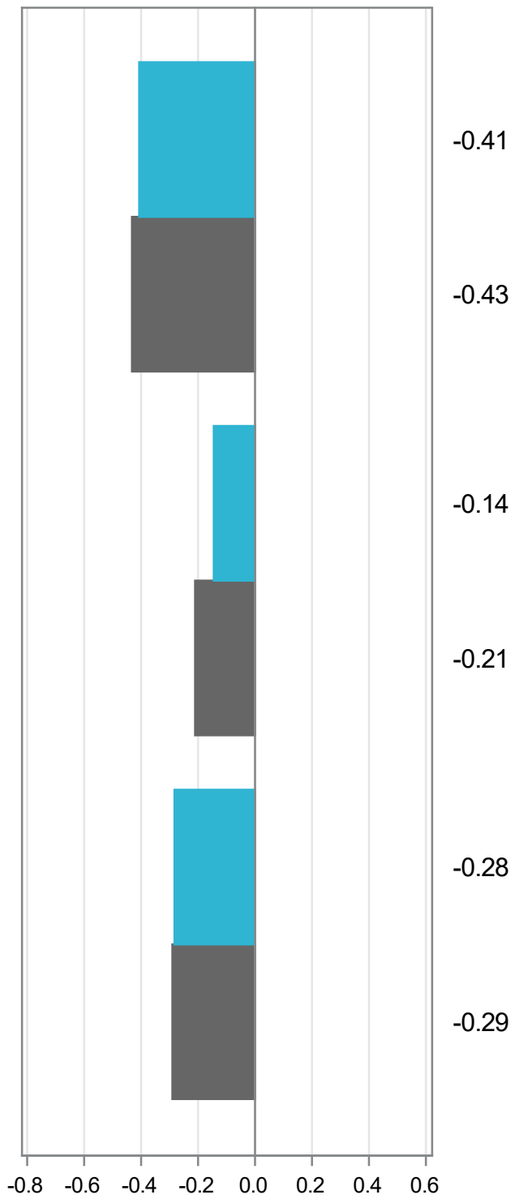
- Small Positive
- Medium Positive
- Large Positive

Military Connected

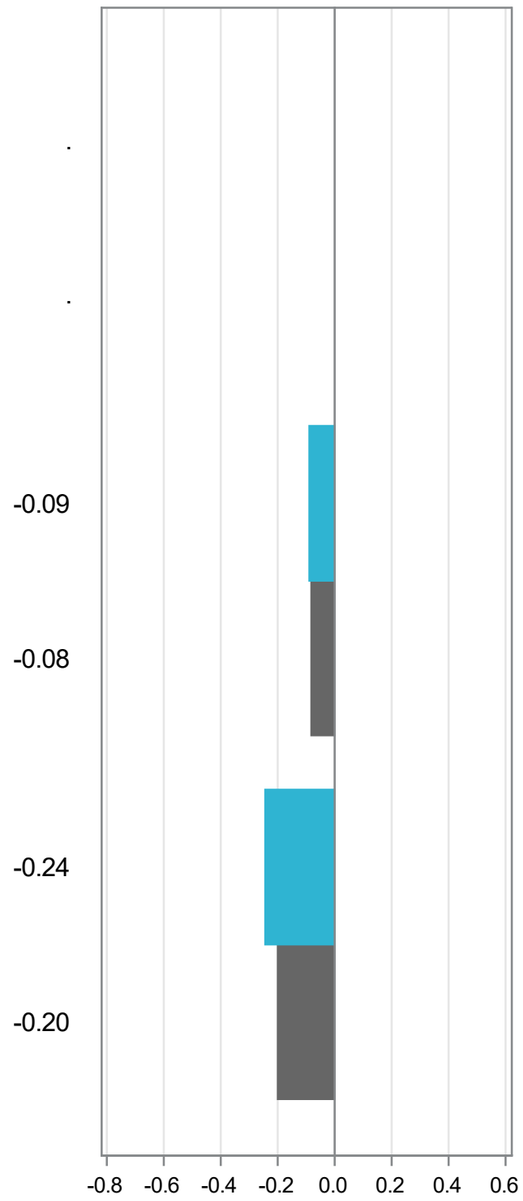
2021 Student Distribution of Effect Size



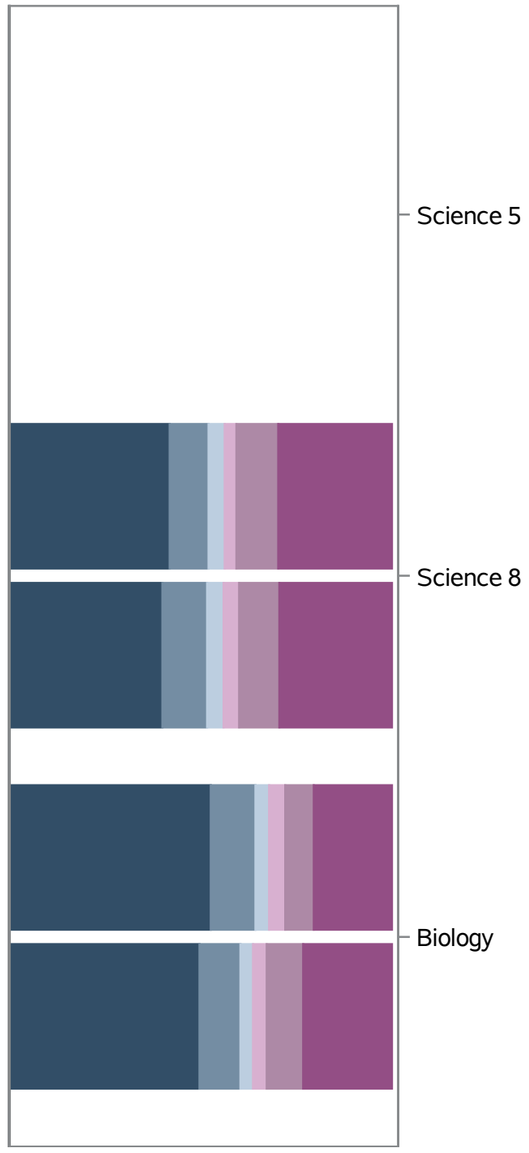
2021 Average Effect Size



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 - 2022

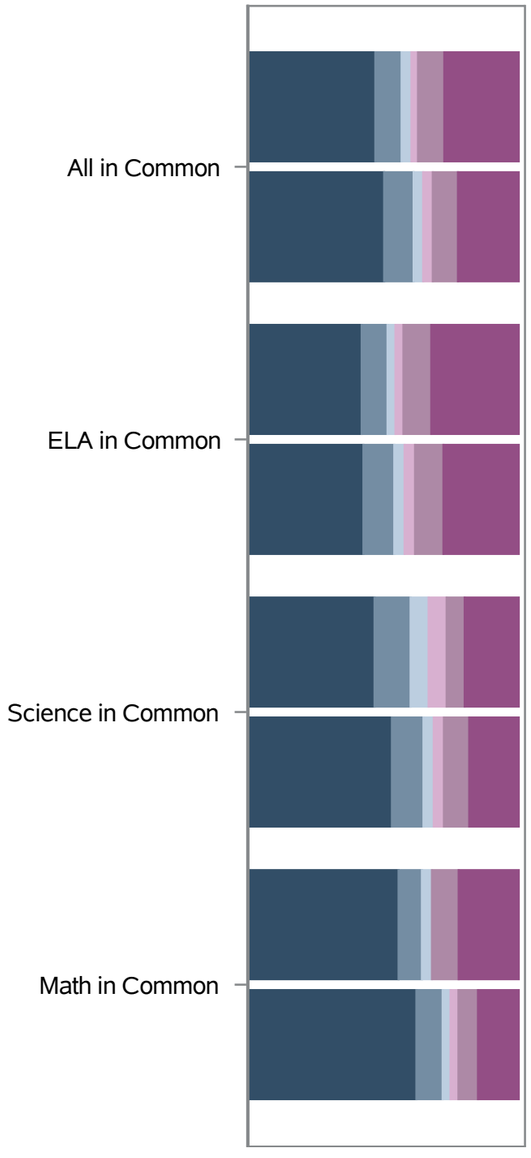
	Military Connected					
	Identified as Military Connected			Not Identified as Military Connected		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.157	0.0075	5439	-0.121	0.0017	101744
ELA in Common	-0.104	0.0097	2924	-0.089	0.0022	55782
Science in Common	-0.146	0.0188	829	-0.126	0.0046	14305
Math in Common	-0.255	0.0145	1686	-0.177	0.0035	31657
Reading 3	-0.033	0.0320	323	-0.059	0.0069	6613
Reading 4	-0.145	0.0297	356	-0.144	0.0066	7081
Reading 5	-0.139	0.0240	493	-0.148	0.0052	9222
Reading 6	-0.160	0.0239	474	-0.098	0.0052	9656
Reading 7	-0.160	0.0222	466	-0.116	0.0053	9100
Reading 8	-0.120	0.0208	522	-0.090	0.0052	8914
English II	0.139	0.0293	290	0.122	0.0064	5196
Science 5	.	.	.	.	.	.
Science 8	-0.089	0.0231	521	-0.082	0.0058	8907
Biology	-0.244	0.0316	308	-0.199	0.0076	5398
Math 5	.	.	.	.	.	.
Math 6	-0.296	0.0266	472	-0.175	0.0063	9646
Math 7	-0.243	0.0237	465	-0.173	0.0060	9087
Math 8	-0.297	0.0371	380	-0.212	0.0091	6180
NC Math 1	-0.176	0.0292	369	-0.151	0.0071	6744
NC Math 3	0.059	0.0421	253	0.156	0.0096	4681

Effect Size by Subject Grade - 2021

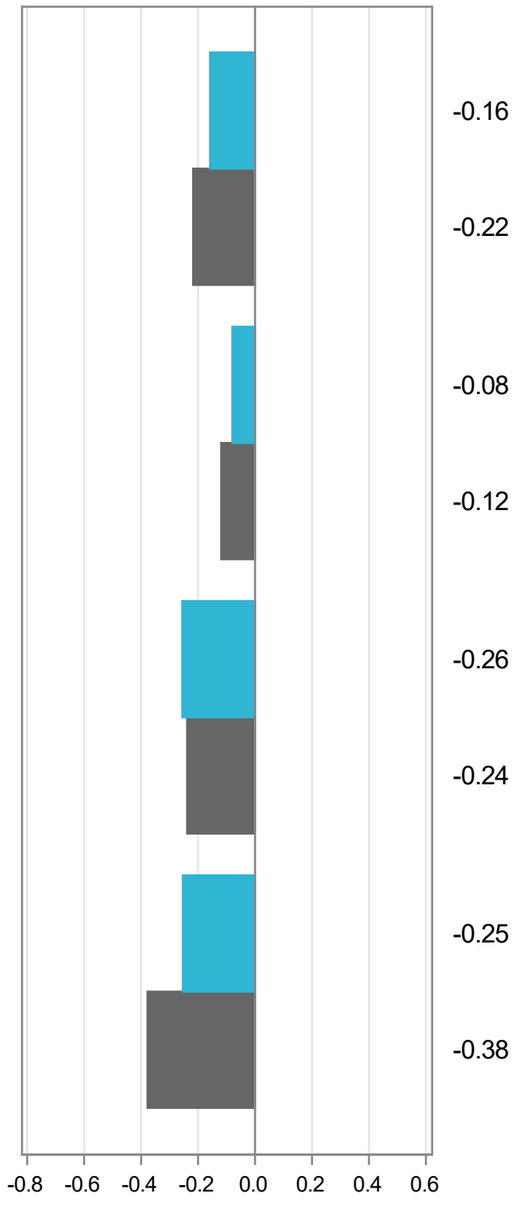
	Military Connected					
	Identified as Military Connected			Not Identified as Military Connected		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.221	0.0080	4891	-0.217	0.0018	96255
ELA in Common	-0.099	0.0106	2636	-0.120	0.0024	52553
Science in Common	-0.199	0.0196	648	-0.240	0.0044	13202
Math in Common	-0.430	0.0137	1607	-0.374	0.0032	30500
Reading 3	-0.016	0.0407	310	-0.150	0.0093	5934
Reading 4	-0.179	0.0390	264	-0.256	0.0092	5859
Reading 5	-0.122	0.0264	420	-0.118	0.0057	8882
Reading 6	-0.131	0.0236	494	-0.131	0.0051	9407
Reading 7	-0.169	0.0216	491	-0.135	0.0050	9244
Reading 8	-0.116	0.0236	384	-0.139	0.0052	8163
English II	0.128	0.0261	273	0.148	0.0063	5064
Science 5	-0.407	0.0319	420	-0.432	0.0068	8849
Science 8	-0.145	0.0268	393	-0.210	0.0057	8233
Biology	-0.283	0.0273	255	-0.290	0.0068	4969
Math 5	-0.465	0.0306	418	-0.441	0.0067	8885
Math 6	-0.453	0.0248	495	-0.382	0.0058	9377
Math 7	-0.388	0.0228	492	-0.319	0.0054	9224
Math 8	-0.492	0.0412	257	-0.483	0.0088	5441
NC Math 1	-0.414	0.0271	363	-0.350	0.0066	6458
NC Math 3	0.006	0.0383	183	-0.042	0.0087	4470

Foster Students

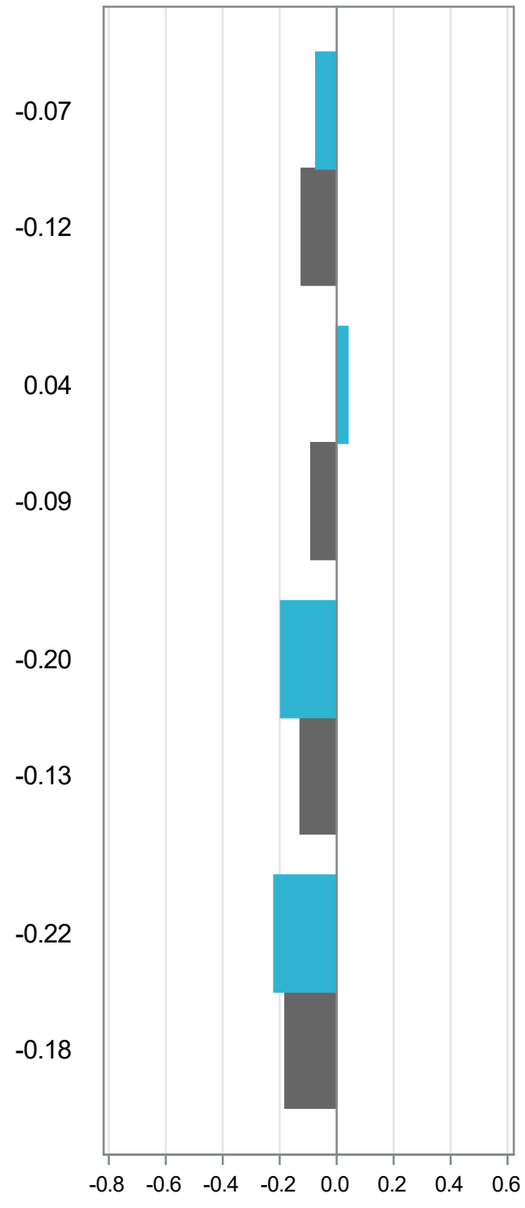
2021 Student Distribution of Effect Size



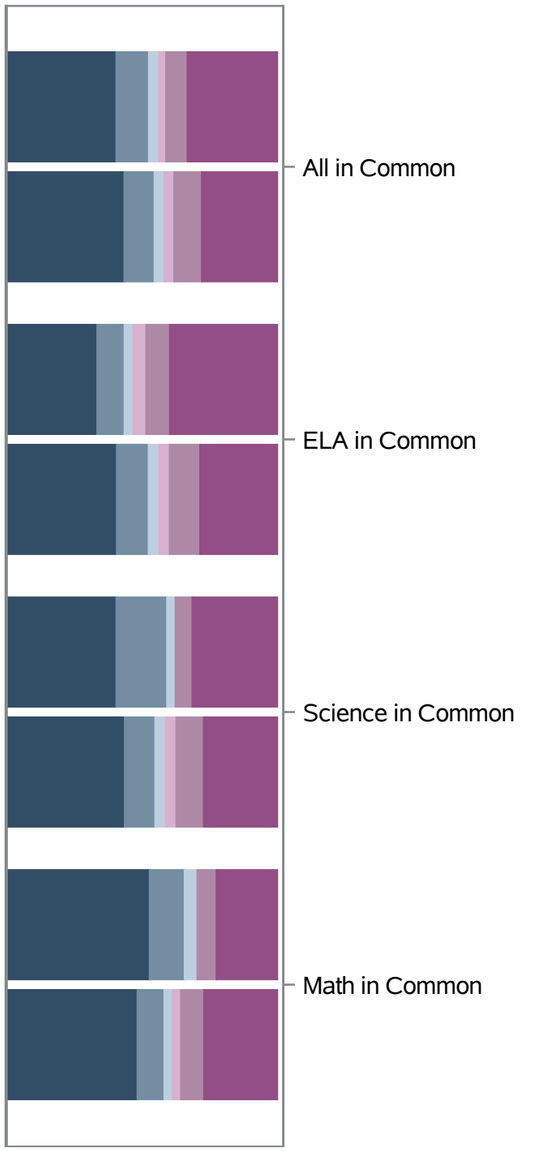
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size

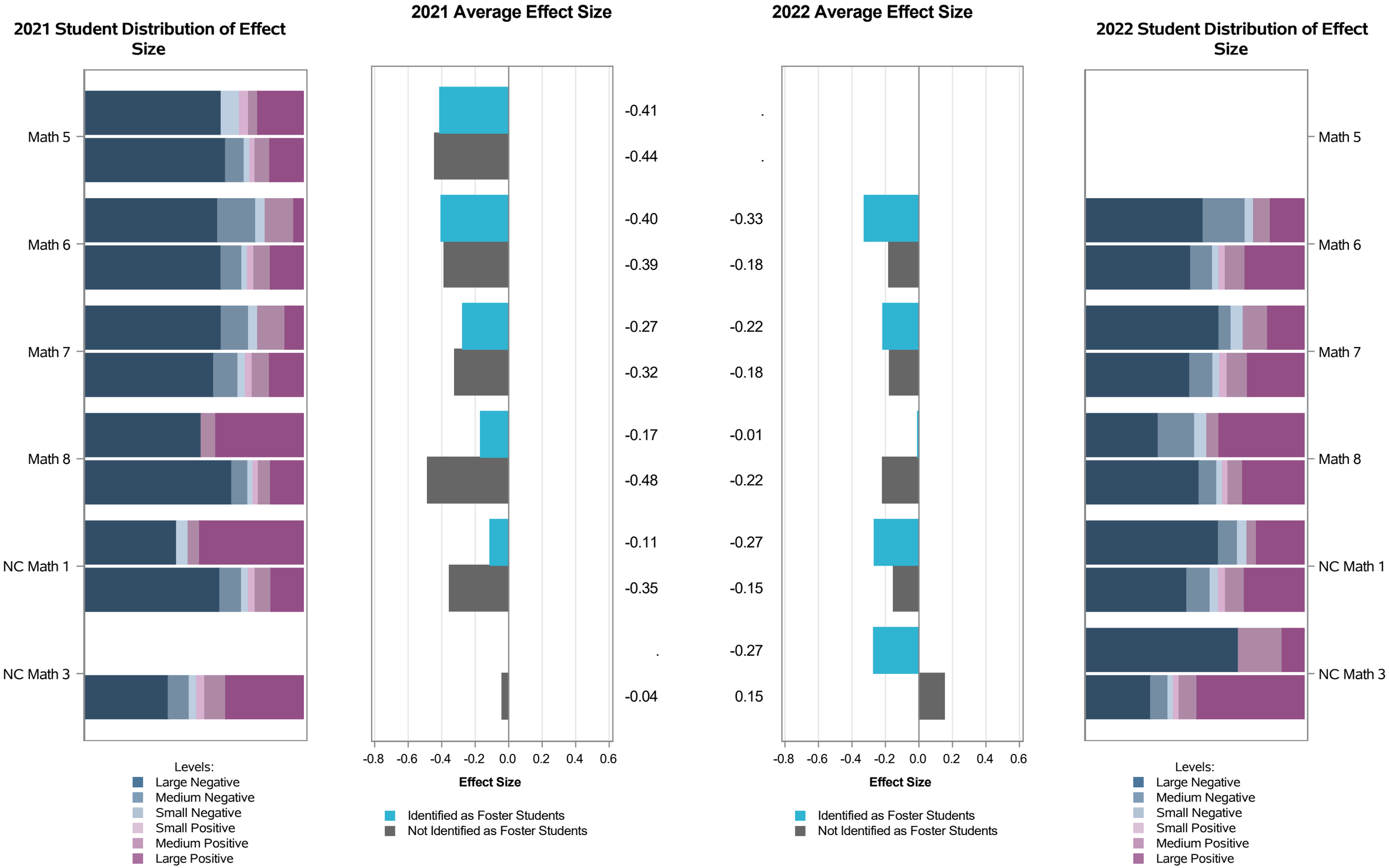


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Identified as Foster Students
Not Identified as Foster Students

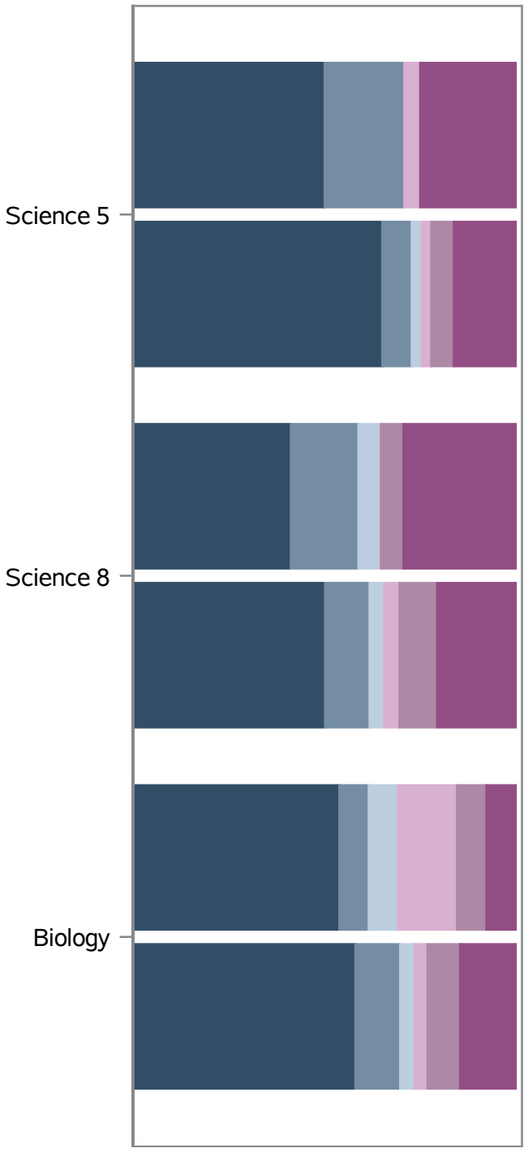
Foster Students

Foster Students

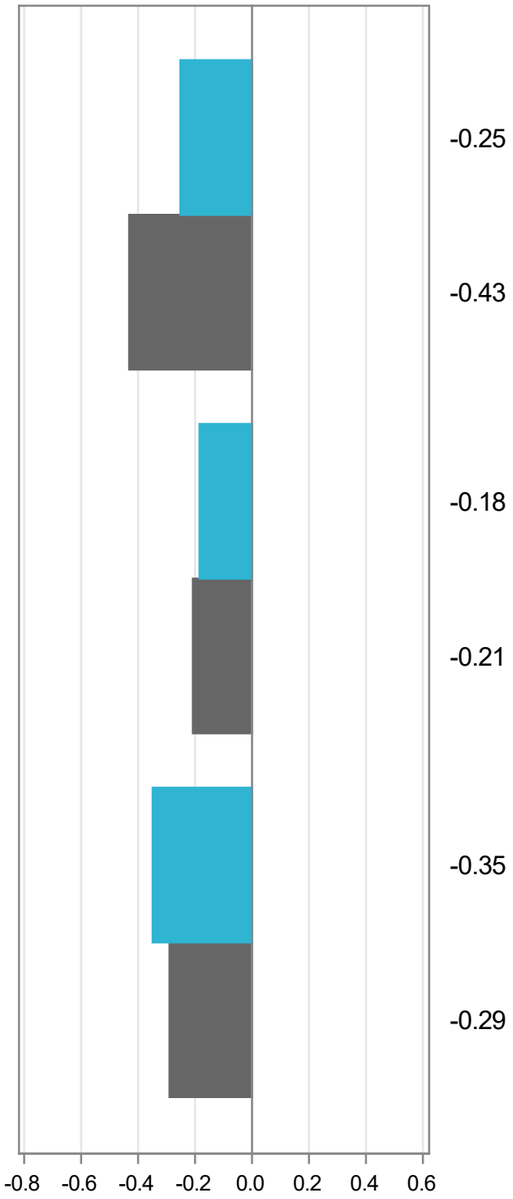


Foster Students

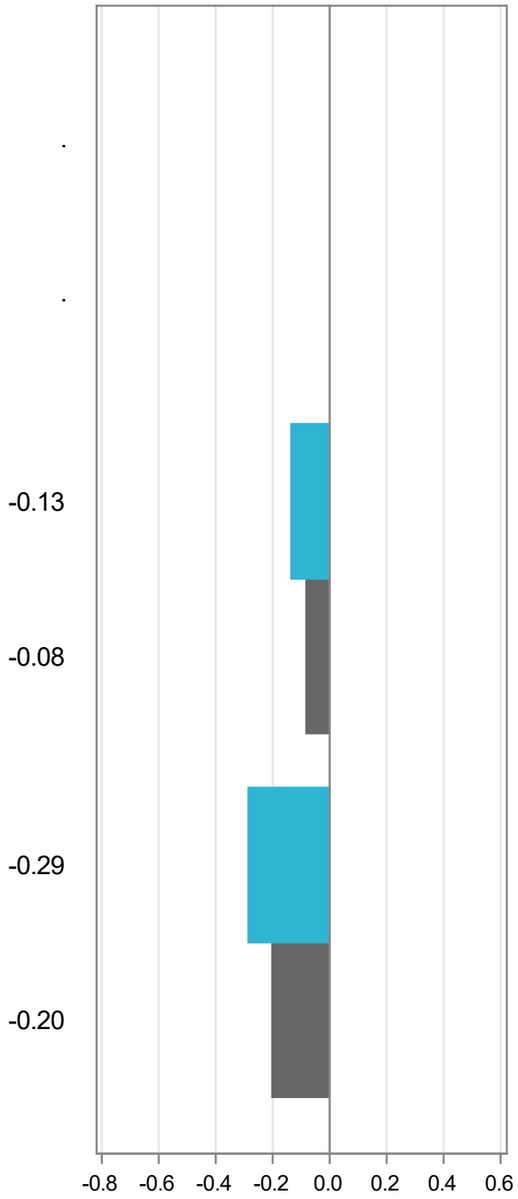
2021 Student Distribution of Effect Size



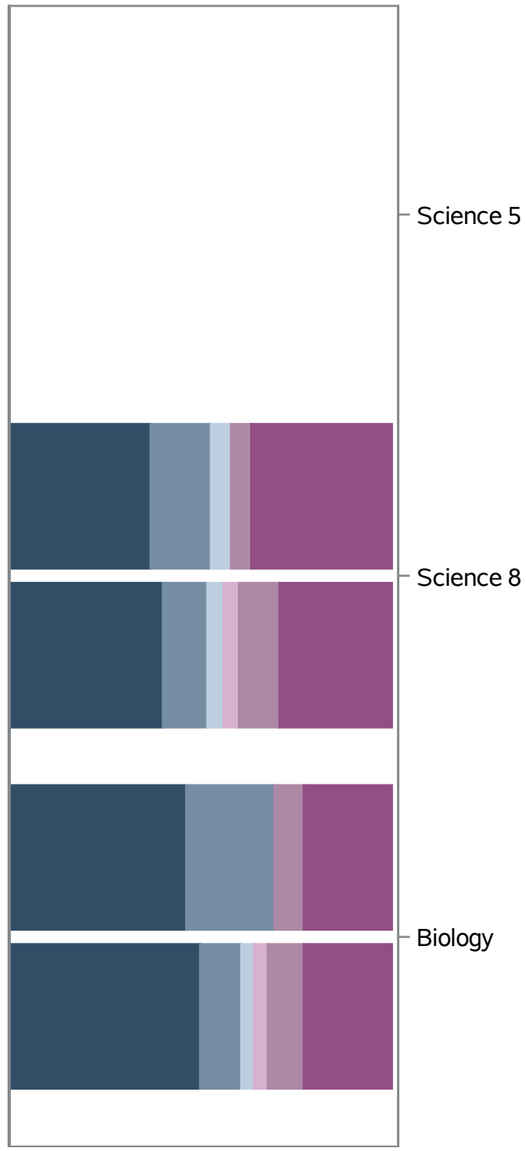
2021 Average Effect Size



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 - 2022

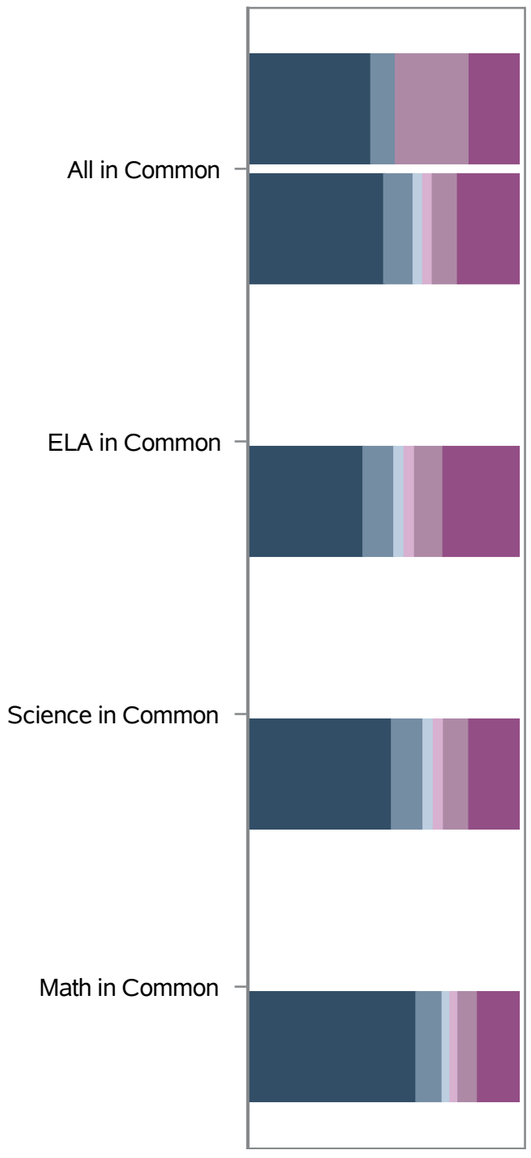
	Foster Students					
	Identified as Foster Students			Not Identified as Foster Students		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.072	0.0356	266	-0.123	0.0017	106917
ELA in Common	0.038	0.0461	149	-0.090	0.0021	58557
Science in Common	-0.196	0.1183	32	-0.127	0.0045	15102
Math in Common	-0.219	0.0586	85	-0.180	0.0034	33258
Reading 3	0.014	0.1207	27	-0.058	0.0068	6909
Reading 4	-0.024	0.1270	24	-0.144	0.0064	7413
Reading 5	0.110	0.1173	16	-0.148	0.0051	9699
Reading 6	0.027	0.0809	26	-0.101	0.0051	10104
Reading 7	-0.156	0.1476	18	-0.118	0.0052	9548
Reading 8	0.142	0.1386	18	-0.092	0.0050	9418
English II	0.186	0.1279	20	0.122	0.0063	5466
Science 5	.	.	.	.	.	.
Science 8	-0.135	0.1486	19	-0.082	0.0056	9409
Biology	-0.285	0.1987	13	-0.202	0.0074	5693
Math 5	.	.	.	.	.	.
Math 6	-0.327	0.0889	26	-0.180	0.0061	10092
Math 7	-0.216	0.1380	18	-0.176	0.0058	9534
Math 8	-0.008	0.1335	18	-0.217	0.0088	6542
NC Math 1	-0.267	0.1168	23	-0.152	0.0069	7090
NC Math 3	-0.271	0.1726	10	0.152	0.0094	4924

Effect Size by Subject Grade - 2021

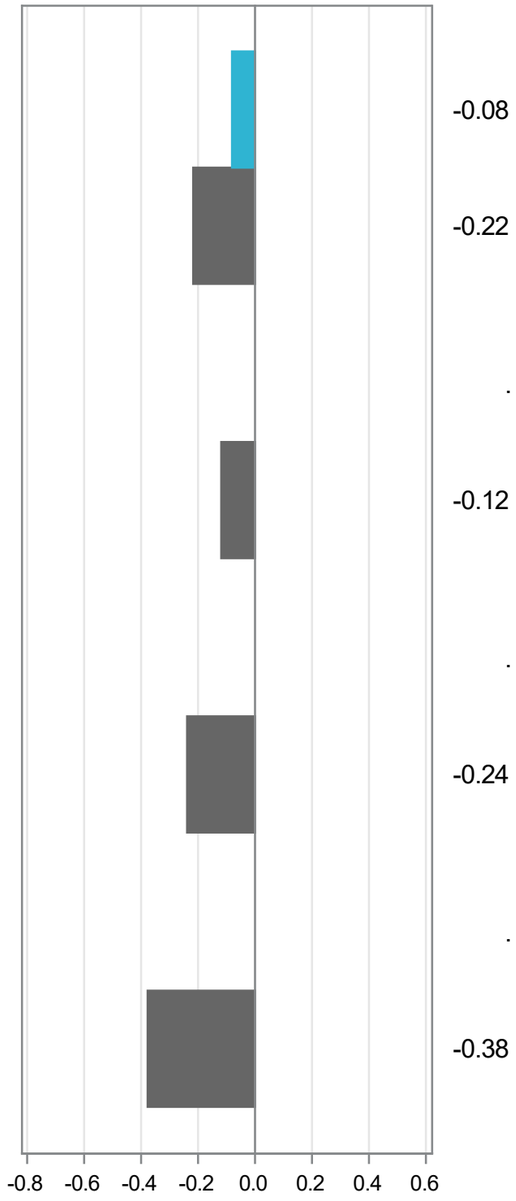
	Foster Students					
	Identified as Foster Students			Not Identified as Foster Students		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.158	0.0362	247	-0.217	0.0018	100899
ELA in Common	-0.080	0.0502	136	-0.119	0.0024	55053
Science in Common	-0.256	0.0947	30	-0.238	0.0043	13820
Math in Common	-0.253	0.0607	81	-0.377	0.0031	32026
Reading 3	0.012	0.1577	20	-0.144	0.0091	6224
Reading 4	-0.477	0.1868	16	-0.252	0.0090	6107
Reading 5	0.030	0.1121	24	-0.118	0.0056	9278
Reading 6	-0.141	0.1116	24	-0.131	0.0050	9877
Reading 7	0.031	0.0778	23	-0.137	0.0049	9712
Reading 8	0.013	0.1159	17	-0.138	0.0051	8530
English II	-0.141	0.1830	12	0.148	0.0061	5325
Science 5	-0.251	0.1047	24	-0.431	0.0067	9245
Science 8	-0.184	0.1400	17	-0.208	0.0056	8609
Biology	-0.349	0.1206	13	-0.290	0.0066	5211
Math 5	-0.412	0.1263	24	-0.442	0.0065	9279
Math 6	-0.404	0.0969	23	-0.386	0.0056	9849
Math 7	-0.275	0.0684	24	-0.323	0.0053	9692
Math 8	-0.168	0.2130	15	-0.485	0.0087	5683
NC Math 1	-0.112	0.1323	19	-0.354	0.0065	6802
NC Math 3	.	.	.	-0.040	0.0085	4646

Migrant Students

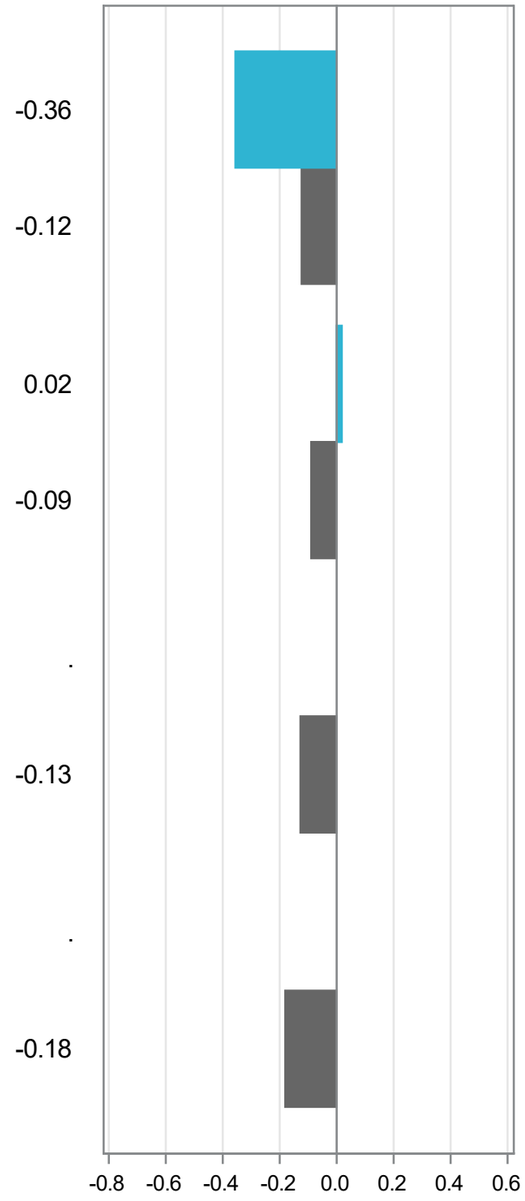
2021 Student Distribution of Effect Size



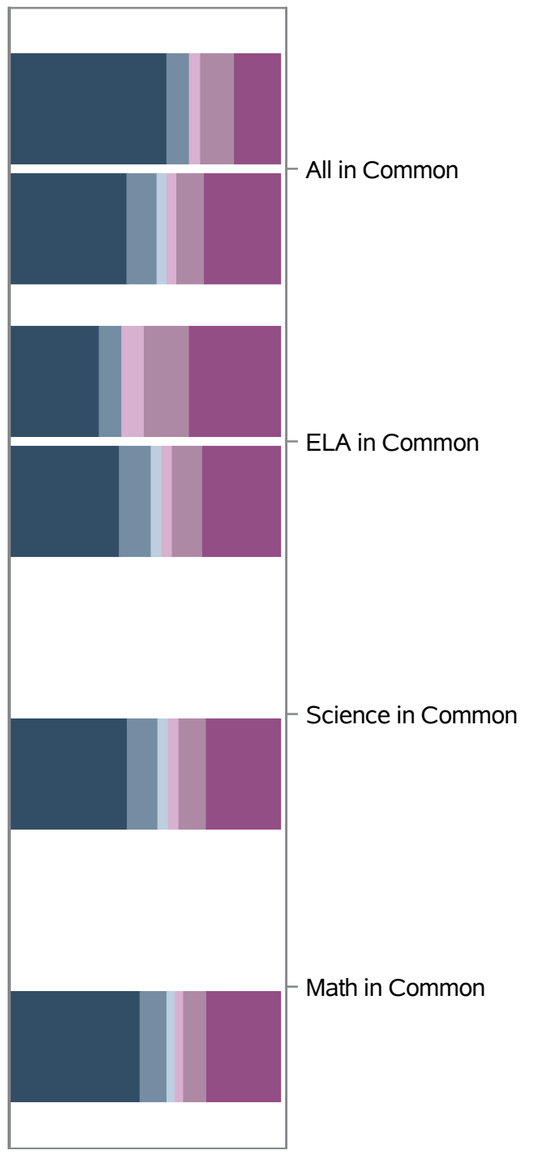
2021 Average Effect Size



2022 Average Effect Size



2022 Student Distribution of Effect Size



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

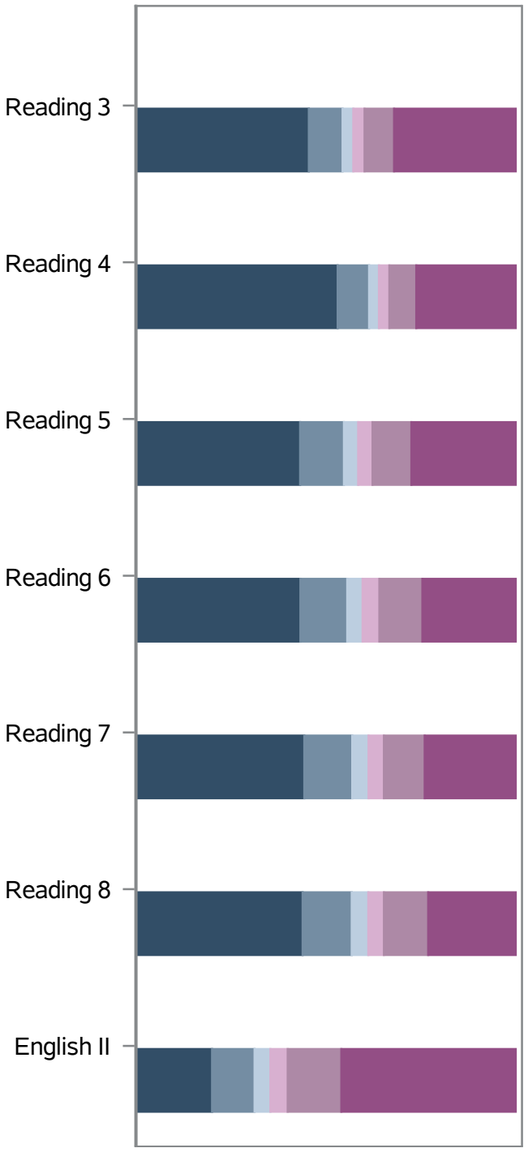
Identified as Migrant Students
Not Identified as Migrant Students

Identified as Migrant Students
Not Identified as Migrant Students

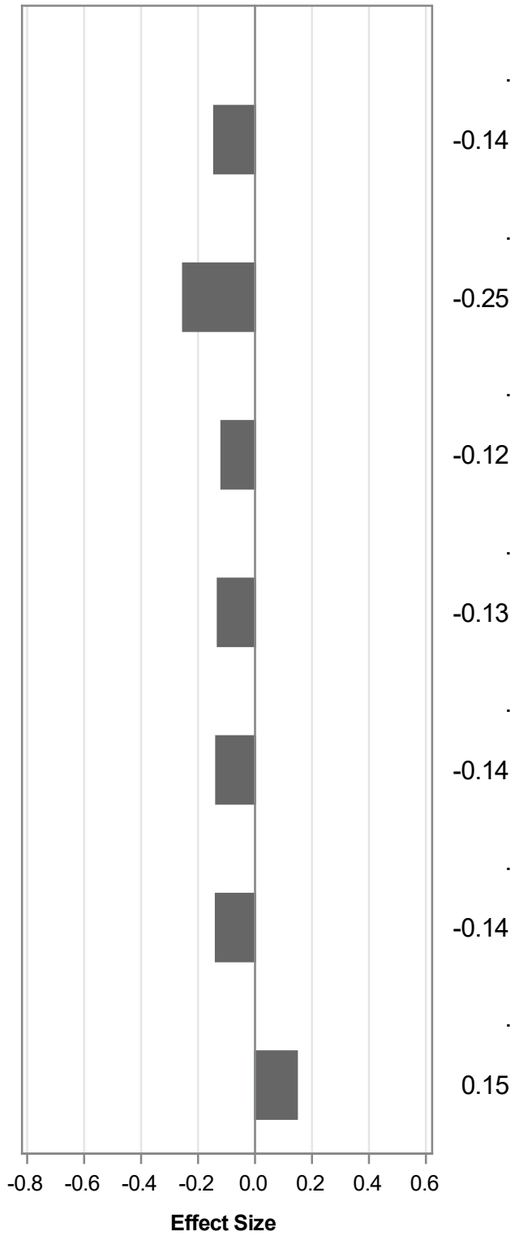
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Migrant Students

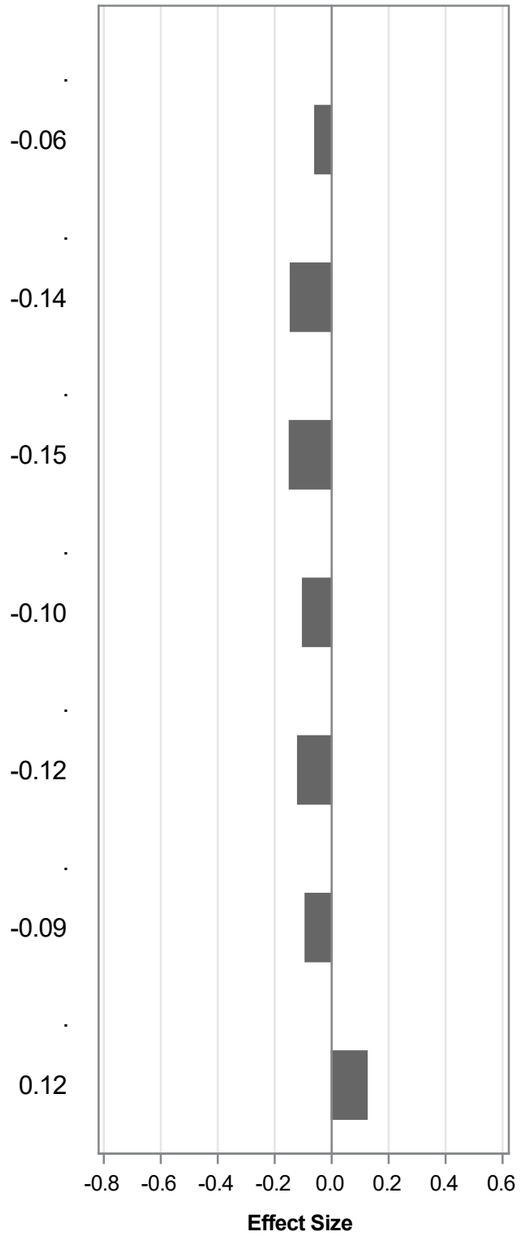
2021 Student Distribution of Effect Size



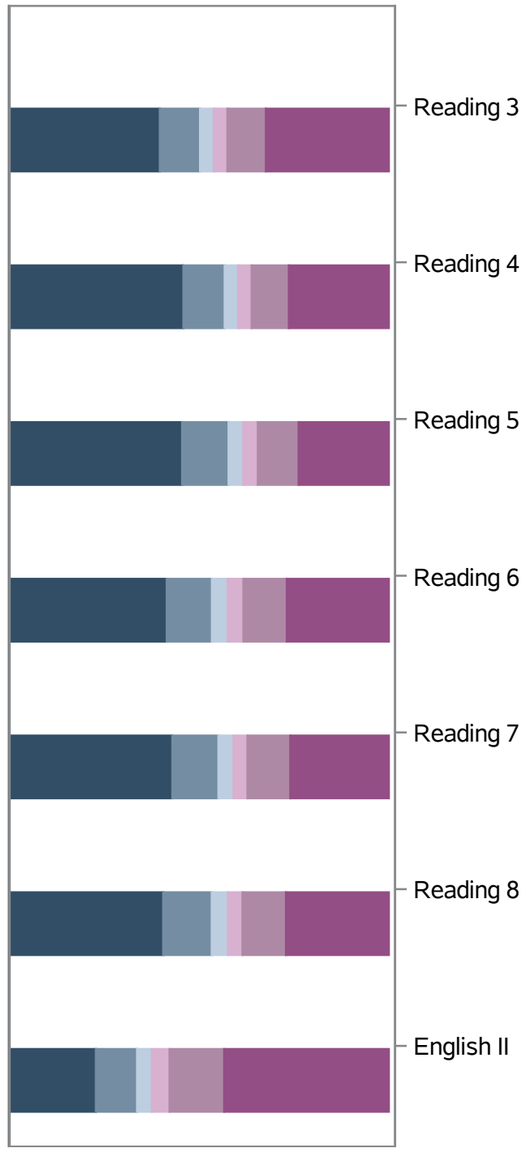
2021 Average Effect Size



2022 Average Effect Size



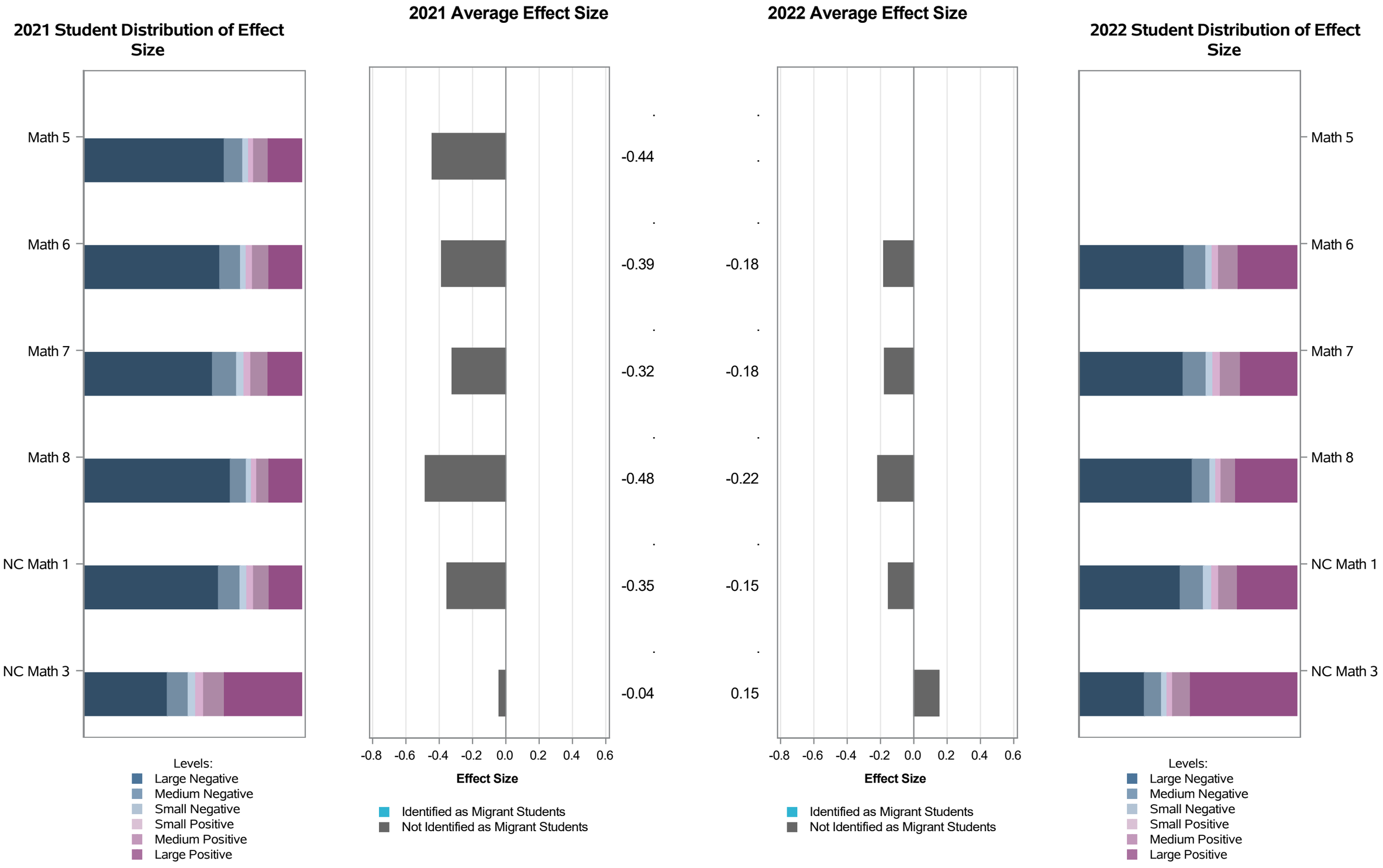
2022 Student Distribution of Effect Size



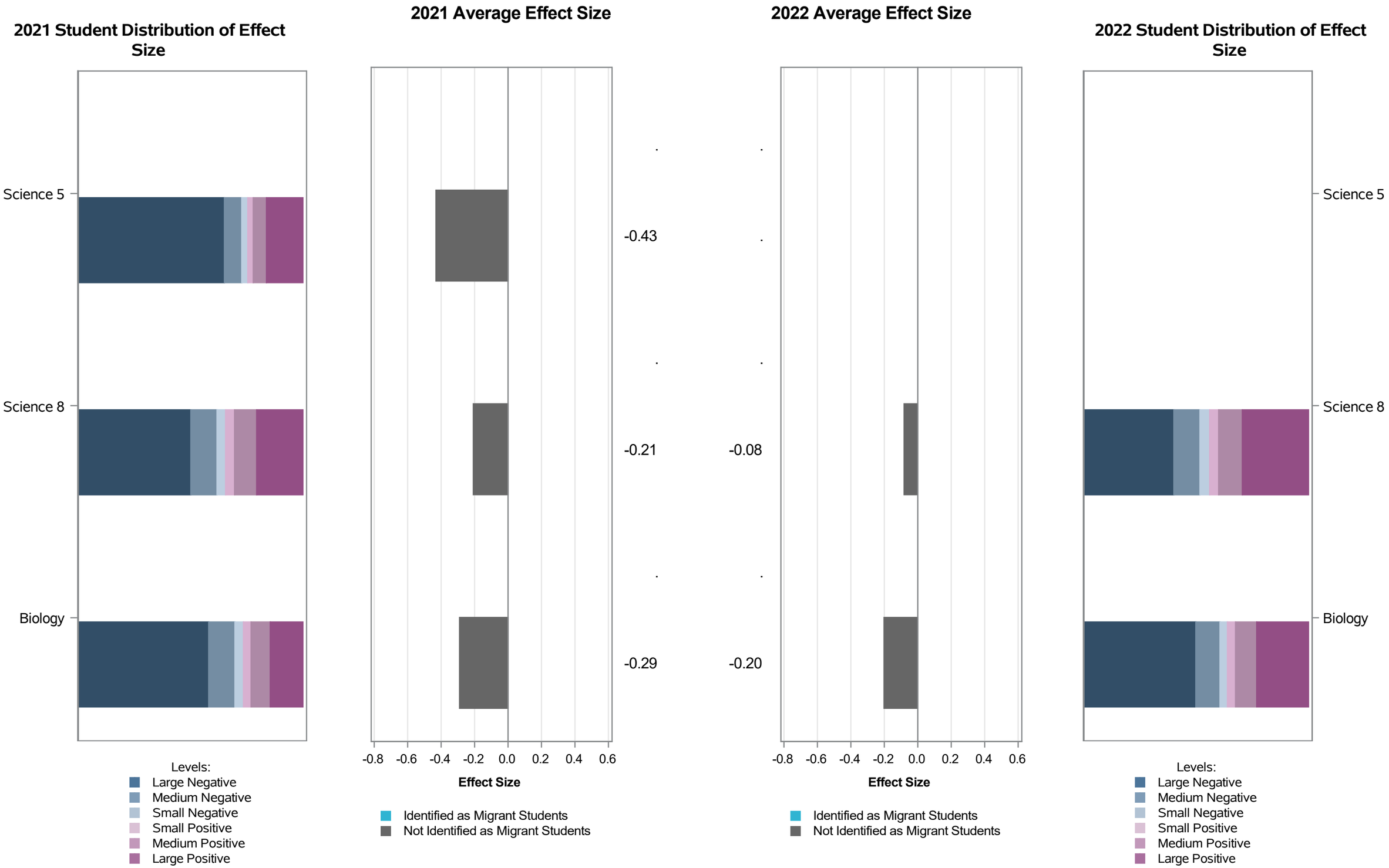
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Identified as Migrant Students
Not Identified as Migrant Students

Migrant Students



Migrant Students



Effect Size by Subject Grade - 2022

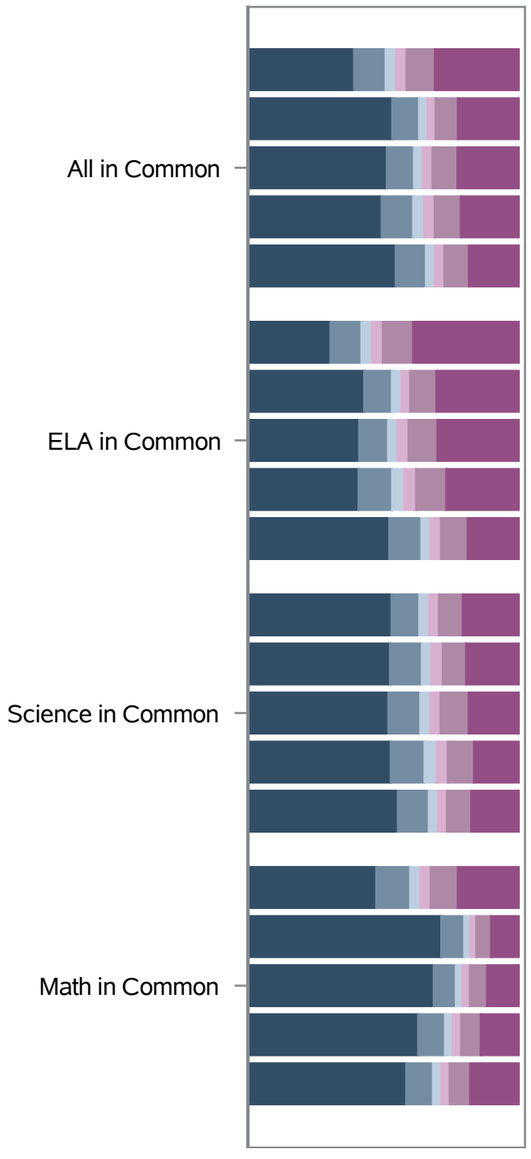
	Migrant Students					
	Identified as Migrant Students			Not Identified as Migrant Students		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.356	0.1111	24	-0.123	0.0017	107159
ELA in Common	0.018	0.1166	12	-0.089	0.0021	58694
Science in Common	.	.	.	-0.127	0.0045	15131
Math in Common	.	.	.	-0.180	0.0034	33334
Reading 3	.	.	.	-0.058	0.0067	6935
Reading 4	.	.	.	-0.144	0.0064	7434
Reading 5	.	.	.	-0.147	0.0051	9714
Reading 6	.	.	.	-0.101	0.0051	10129
Reading 7	.	.	.	-0.118	0.0051	9563
Reading 8	.	.	.	-0.092	0.0050	9433
English II	.	.	.	0.123	0.0063	5486
Science 5	.	.	.	.	.	.
Science 8	.	.	.	-0.082	0.0056	9425
Biology	.	.	.	-0.202	0.0074	5706
Math 5	.	.	.	.	.	.
Math 6	.	.	.	-0.181	0.0061	10117
Math 7	.	.	.	-0.176	0.0058	9549
Math 8	.	.	.	-0.217	0.0088	6557
NC Math 1	.	.	.	-0.152	0.0069	7111
NC Math 3	.	.	.	0.151	0.0094	4934

Effect Size by Subject Grade - 2021

	Migrant Students					
	Identified as Migrant Students			Not Identified as Migrant Students		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.081	0.1308	11	-0.217	0.0018	101135
ELA in Common	.	.	.	-0.119	0.0024	55182
Science in Common	.	.	.	-0.239	0.0043	13850
Math in Common	.	.	.	-0.377	0.0031	32103
Reading 3	.	.	.	-0.143	0.0091	6242
Reading 4	.	.	.	-0.252	0.0090	6123
Reading 5	.	.	.	-0.118	0.0056	9301
Reading 6	.	.	.	-0.131	0.0050	9898
Reading 7	.	.	.	-0.136	0.0049	9734
Reading 8	.	.	.	-0.138	0.0051	8547
English II	.	.	.	0.147	0.0061	5337
Science 5	.	.	.	-0.431	0.0067	9268
Science 8	.	.	.	-0.207	0.0056	8626
Biology	.	.	.	-0.290	0.0066	5224
Math 5	.	.	.	-0.442	0.0065	9302
Math 6	.	.	.	-0.386	0.0056	9869
Math 7	.	.	.	-0.322	0.0053	9715
Math 8	.	.	.	-0.484	0.0086	5698
NC Math 1	.	.	.	-0.353	0.0064	6821
NC Math 3	.	.	.	-0.040	0.0085	4653

Entering Achievement Quintile

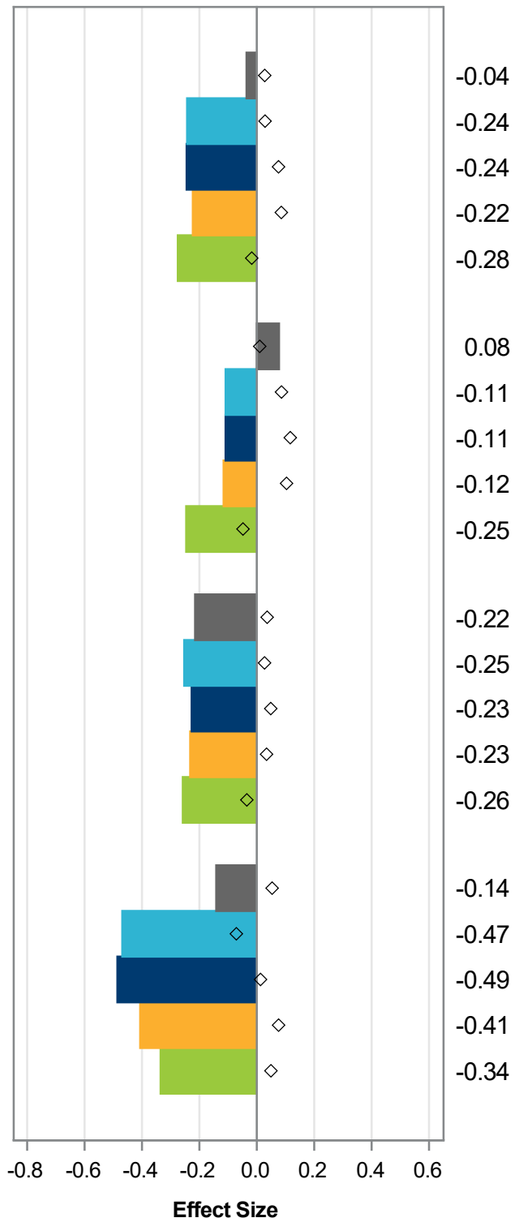
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

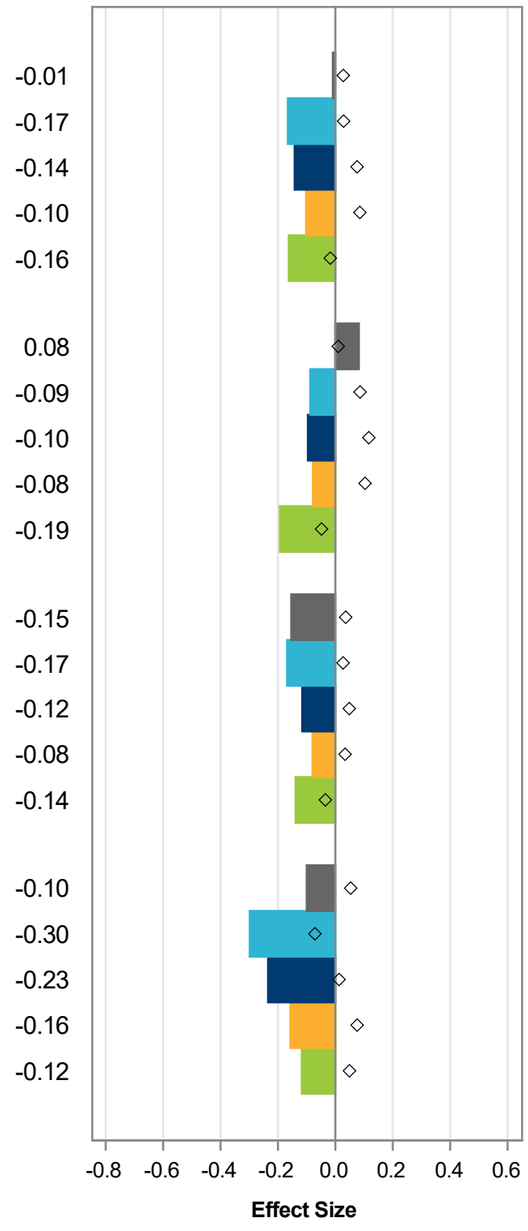
◇ : 2018 Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

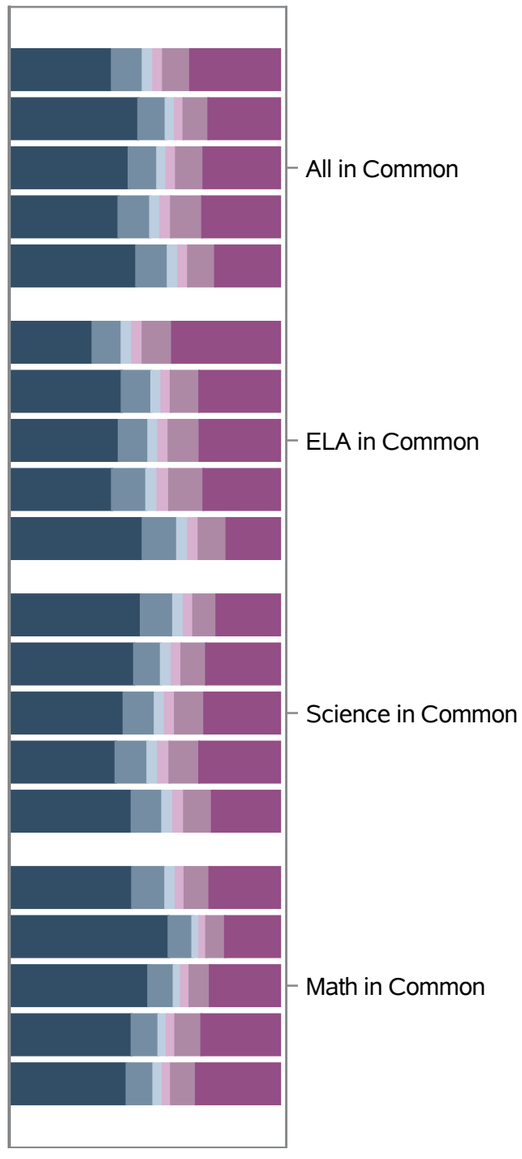
2022 Average Effect Size

◇ : 2018 Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

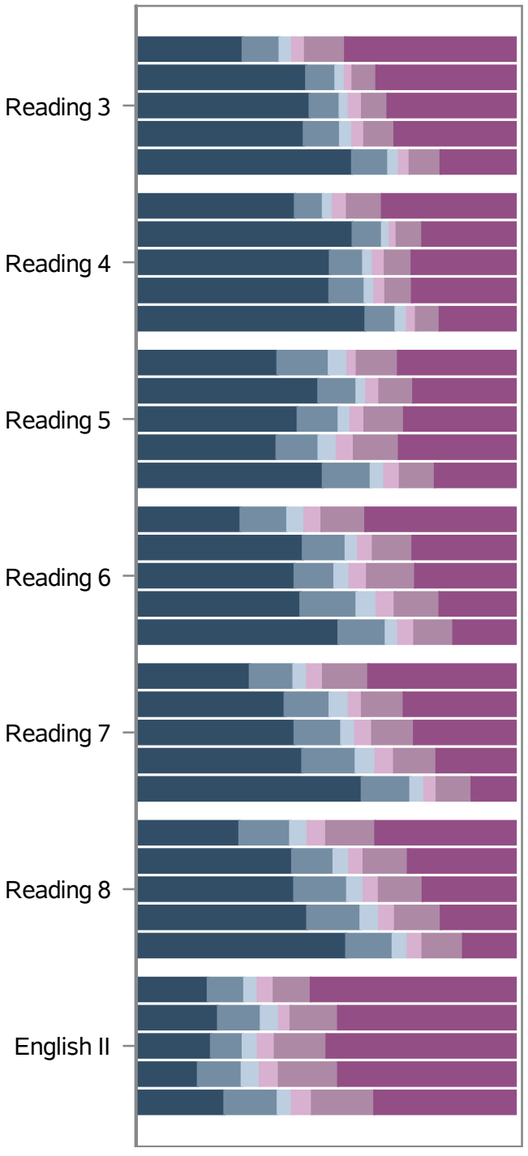
2022 Student Distribution of Effect Size



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

Entering Achievement Quintile

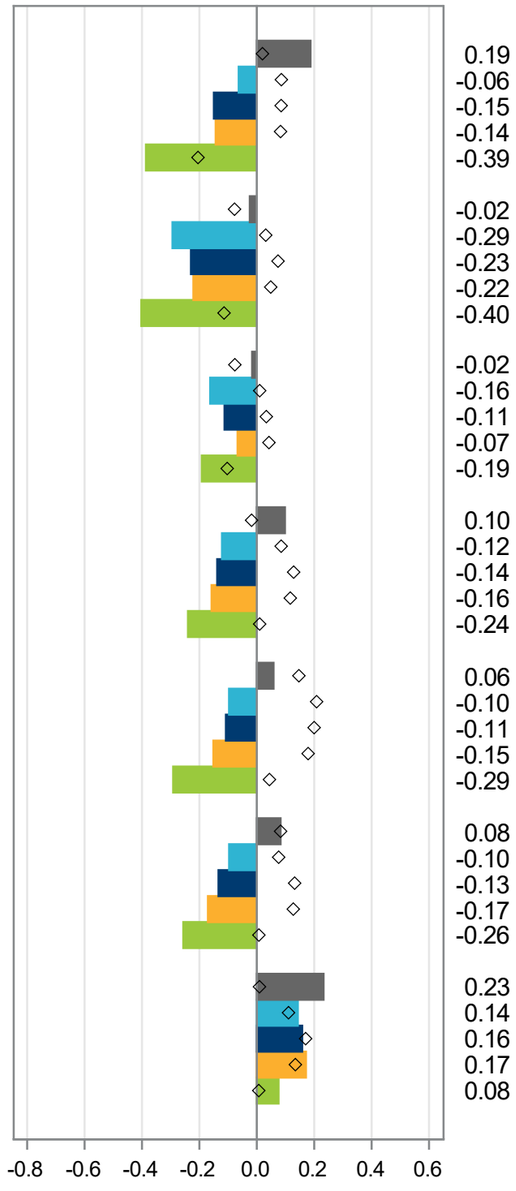
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

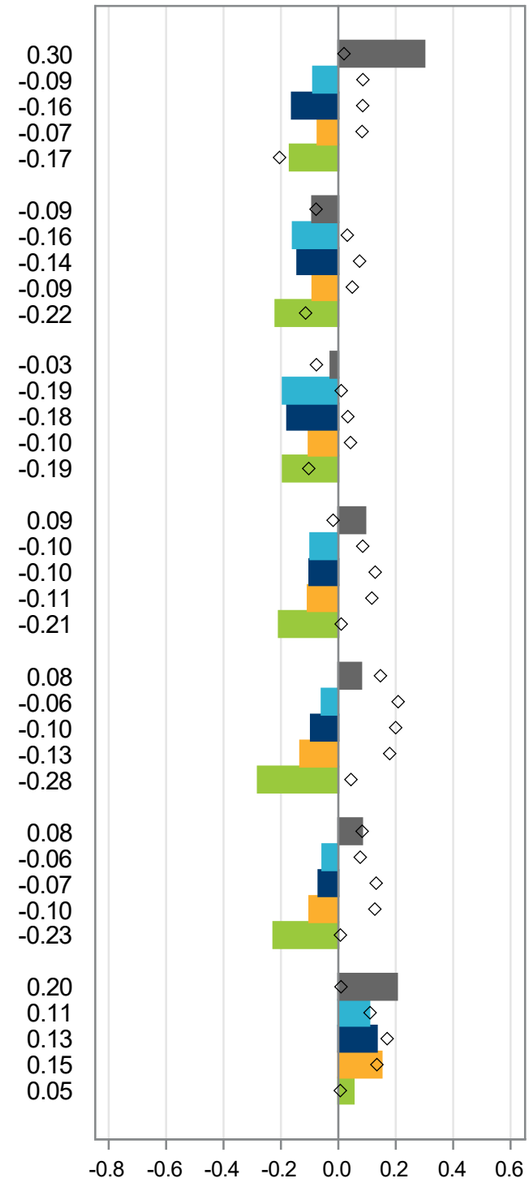
◇ : 2018 Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

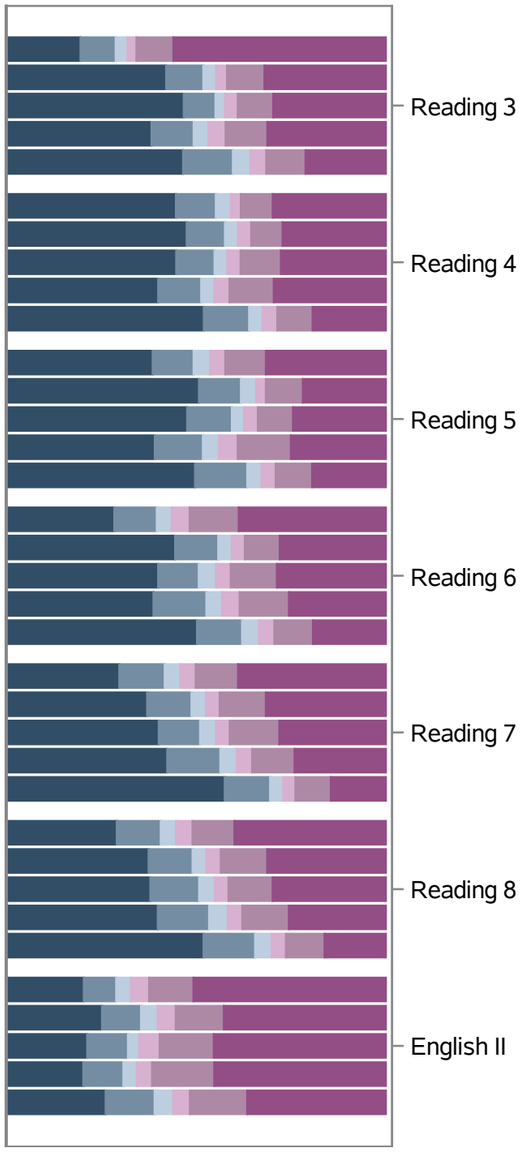
2022 Average Effect Size

◇ : 2018 Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

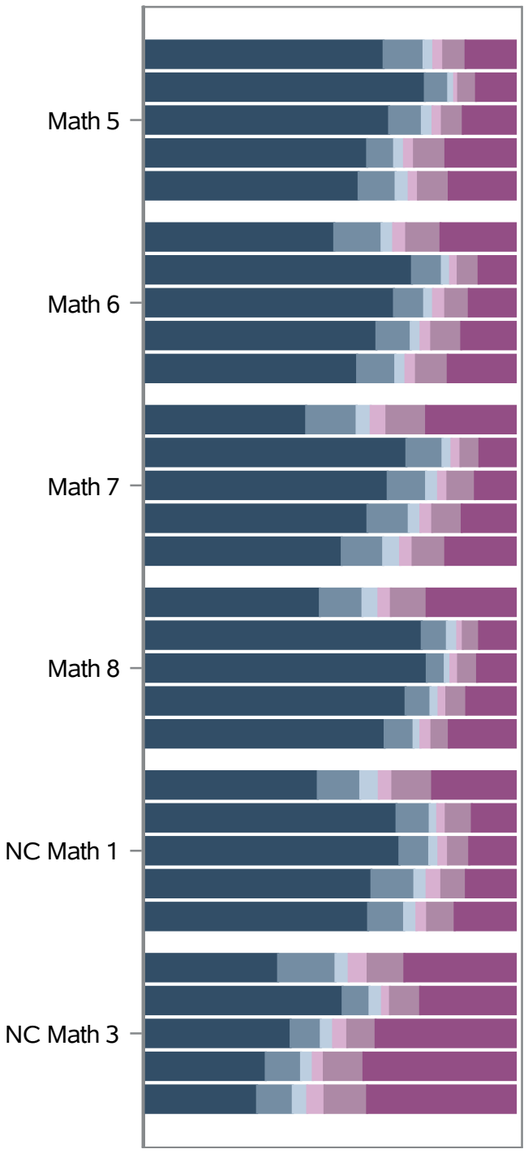
2022 Student Distribution of Effect Size



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

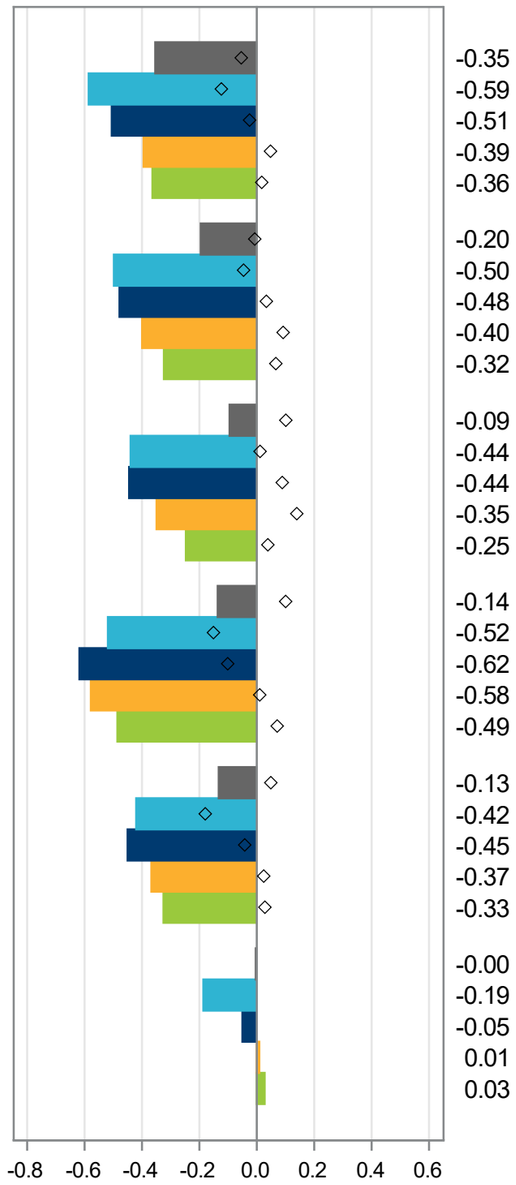
Entering Achievement Quintile

2021 Student Distribution of Effect Size



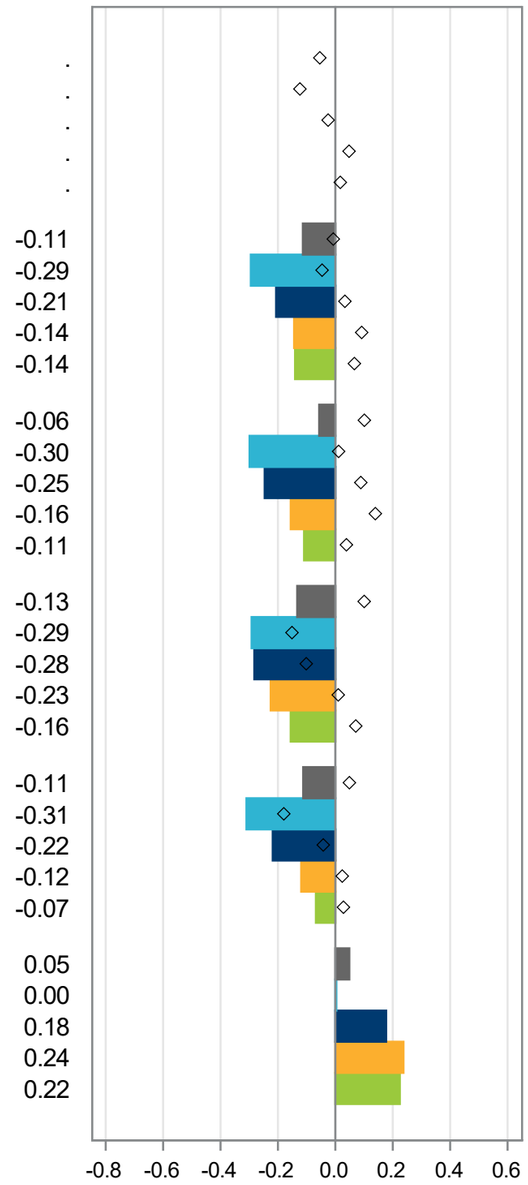
2021 Average Effect Size

◇ : 2018 Effect Size

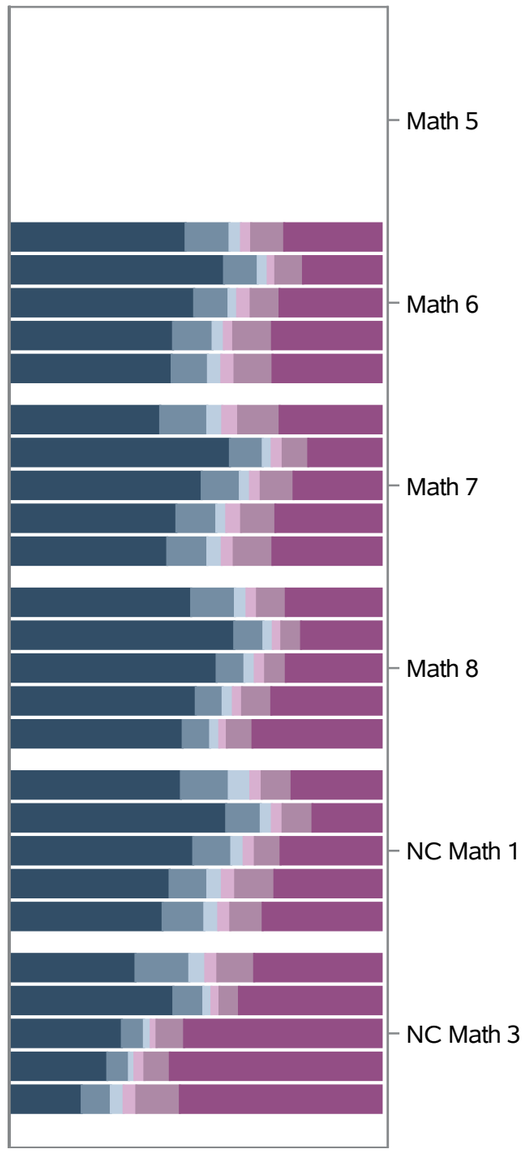


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size



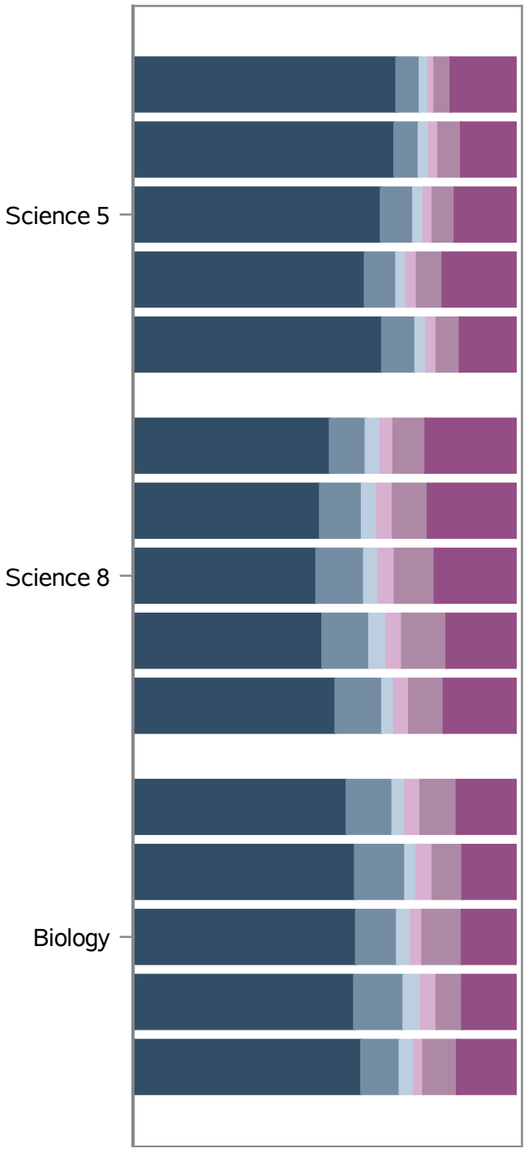
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

1 (Lowest)
2
3
4
5 (Highest)

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

Entering Achievement Quintile

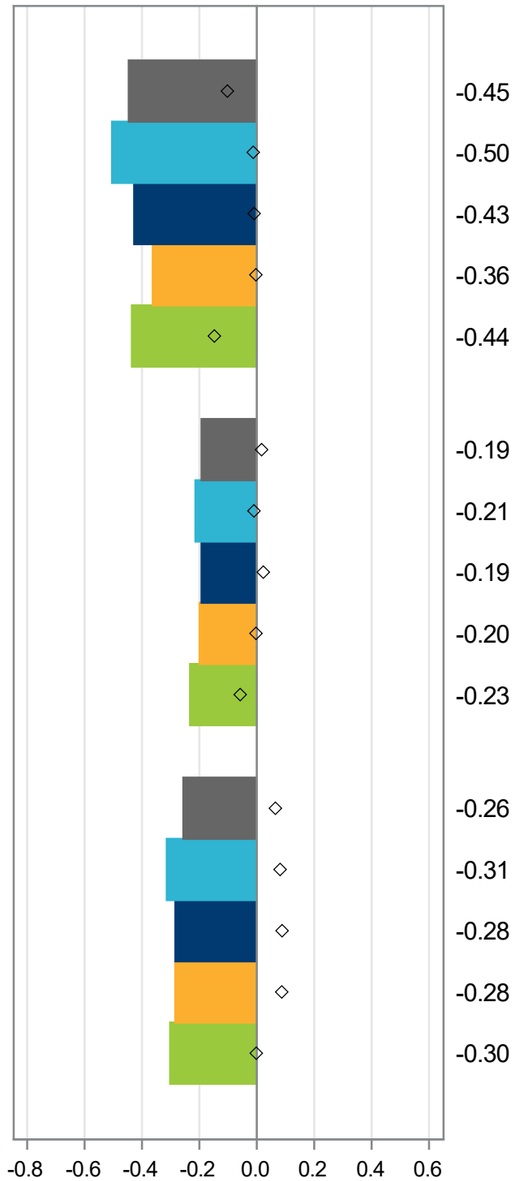
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

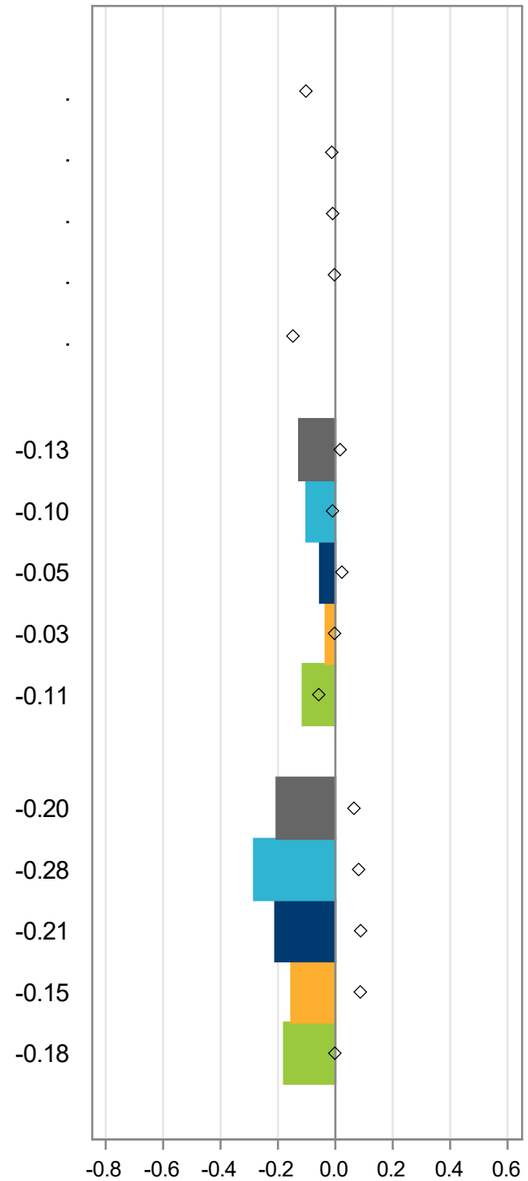
◇ : 2018 Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

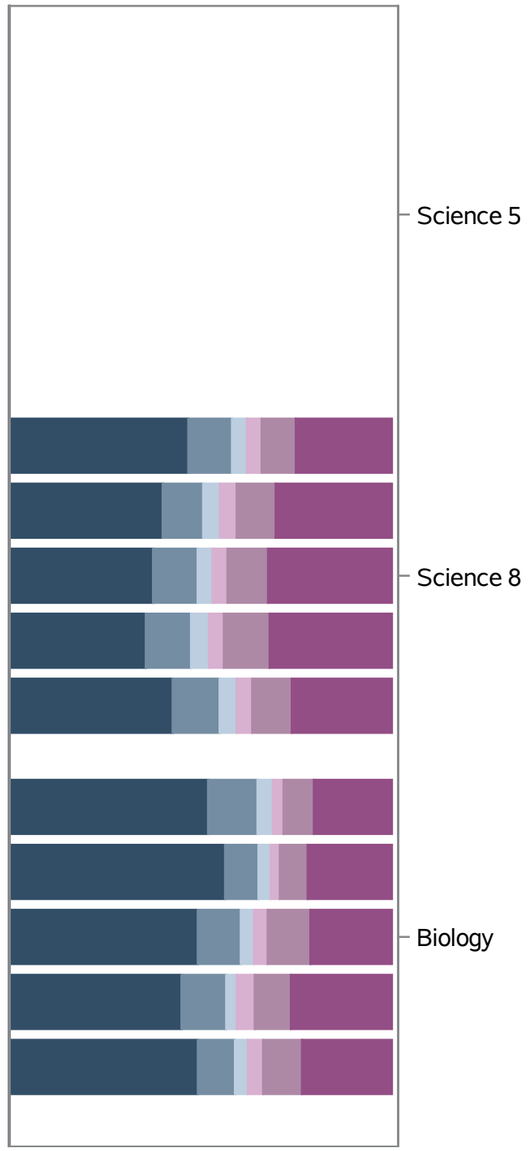
2022 Average Effect Size

◇ : 2018 Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

2022 Student Distribution of Effect Size



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

Effect Size by Subject Grade - 2022

	Entering Achievement Quintile														
	1 (Lowest)			2			3			4			5 (Highest)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.009	0.0043	15030	-0.165	0.0041	19156	-0.142	0.0039	22233	-0.102	0.0035	24830	-0.162	0.0033	25934
ELA in Common	0.082	0.0058	8145	-0.087	0.0054	10358	-0.096	0.0049	12049	-0.078	0.0042	13749	-0.193	0.0039	14405
Science in Common	-0.154	0.0121	2074	-0.168	0.0112	2766	-0.115	0.0100	3259	-0.080	0.0090	3524	-0.138	0.0087	3511
Math in Common	-0.100	0.0071	4811	-0.298	0.0075	6032	-0.234	0.0076	6925	-0.157	0.0074	7557	-0.117	0.0073	8018
Reading 3	0.300	0.0164	1078	-0.088	0.0178	1154	-0.162	0.0173	1293	-0.072	0.0122	1683	-0.169	0.0110	1728
Reading 4	-0.091	0.0175	1095	-0.159	0.0166	1329	-0.143	0.0143	1543	-0.090	0.0129	1720	-0.219	0.0118	1750
Reading 5	-0.027	0.0141	1281	-0.193	0.0131	1672	-0.178	0.0120	1968	-0.103	0.0101	2288	-0.193	0.0090	2506
Reading 6	0.094	0.0128	1374	-0.098	0.0123	1848	-0.101	0.0112	2141	-0.106	0.0105	2301	-0.207	0.0100	2466
Reading 7	0.079	0.0133	1372	-0.058	0.0127	1685	-0.095	0.0115	1972	-0.133	0.0103	2172	-0.280	0.0094	2365
Reading 8	0.083	0.0135	1277	-0.055	0.0123	1708	-0.069	0.0116	1913	-0.101	0.0100	2250	-0.226	0.0091	2288
English II	0.204	0.0189	668	0.108	0.0164	962	0.134	0.0133	1219	0.150	0.0125	1335	0.053	0.0113	1302
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.126	0.0154	1355	-0.101	0.0138	1747	-0.053	0.0127	1962	-0.034	0.0109	2182	-0.114	0.0108	2182
Biology	-0.205	0.0191	719	-0.283	0.0185	1019	-0.209	0.0157	1297	-0.154	0.0152	1342	-0.179	0.0146	1329
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.113	0.0135	1497	-0.295	0.0136	1908	-0.207	0.0133	2230	-0.144	0.0134	2311	-0.140	0.0137	2172
Math 7	-0.056	0.0117	1472	-0.299	0.0131	1791	-0.246	0.0132	2049	-0.155	0.0129	2097	-0.109	0.0125	2143
Math 8	-0.133	0.0165	994	-0.292	0.0188	1224	-0.282	0.0200	1258	-0.225	0.0205	1414	-0.156	0.0193	1670
NC Math 1	-0.112	0.0157	848	-0.310	0.0162	1109	-0.218	0.0168	1388	-0.119	0.0143	1735	-0.068	0.0132	2033
NC Math 3	0.049	0.0196	677	0.001	0.0220	918	0.177	0.0214	1147	0.237	0.0217	1082	0.225	0.0172	1110

Effect Size by Subject Grade - 2021

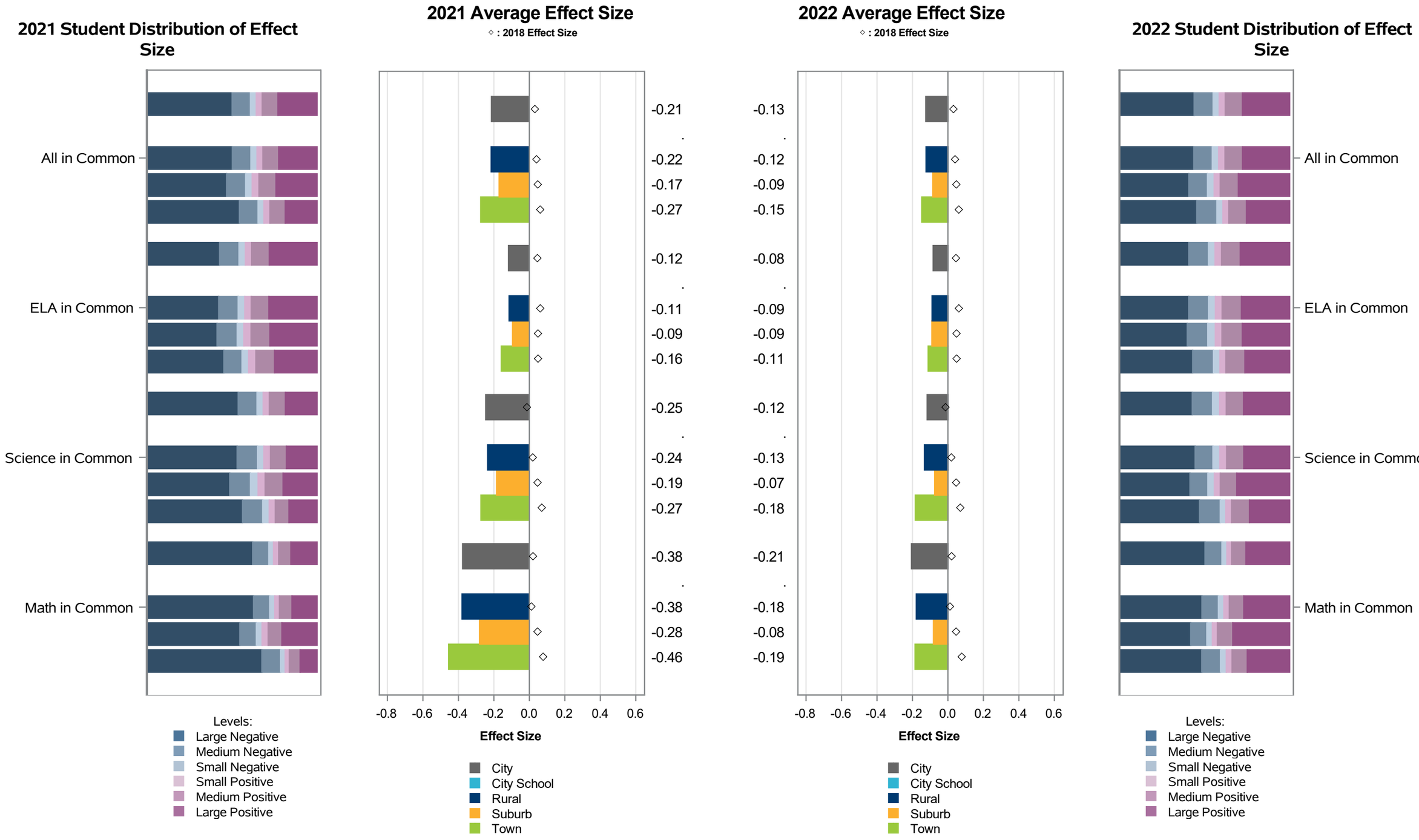
	Entering Achievement Quintile														
	1 (Lowest)			2			3			4			5 (Highest)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.036	0.0043	14338	-0.243	0.0043	18112	-0.244	0.0040	21069	-0.223	0.0037	23072	-0.275	0.0035	24555
ELA in Common	0.077	0.0060	7568	-0.109	0.0058	9884	-0.109	0.0053	11460	-0.116	0.0047	12647	-0.246	0.0046	13630
Science in Common	-0.215	0.0118	1925	-0.253	0.0110	2463	-0.227	0.0090	2949	-0.232	0.0085	3180	-0.258	0.0085	3333
Math in Common	-0.141	0.0064	4845	-0.469	0.0066	5765	-0.486	0.0070	6660	-0.406	0.0069	7245	-0.335	0.0069	7592
Reading 3	0.187	0.0198	852	-0.063	0.0209	1194	-0.150	0.0206	1254	-0.143	0.0180	1422	-0.386	0.0187	1522
Reading 4	-0.024	0.0232	867	-0.294	0.0211	1111	-0.229	0.0193	1289	-0.221	0.0185	1355	-0.402	0.0184	1501
Reading 5	-0.016	0.0147	1233	-0.162	0.0140	1690	-0.112	0.0127	1936	-0.067	0.0112	2132	-0.192	0.0104	2311
Reading 6	0.098	0.0123	1420	-0.121	0.0122	1766	-0.138	0.0113	2058	-0.158	0.0100	2217	-0.240	0.0093	2440
Reading 7	0.058	0.0126	1383	-0.097	0.0123	1781	-0.108	0.0108	1949	-0.151	0.0095	2288	-0.291	0.0088	2334
Reading 8	0.083	0.0133	1158	-0.096	0.0127	1448	-0.133	0.0113	1792	-0.170	0.0103	1978	-0.256	0.0092	2171
English II	0.233	0.0187	655	0.143	0.0162	894	0.158	0.0131	1182	0.171	0.0121	1255	0.076	0.0109	1351
Science 5	-0.446	0.0182	1278	-0.504	0.0159	1697	-0.427	0.0149	1987	-0.362	0.0139	2133	-0.435	0.0129	2174
Science 8	-0.192	0.0155	1240	-0.214	0.0146	1498	-0.192	0.0117	1829	-0.199	0.0112	1941	-0.233	0.0107	2118
Biology	-0.256	0.0177	685	-0.314	0.0163	965	-0.283	0.0140	1120	-0.284	0.0130	1239	-0.302	0.0141	1215
Math 5	-0.354	0.0135	1416	-0.586	0.0140	1752	-0.505	0.0145	2065	-0.394	0.0146	2110	-0.364	0.0146	1960
Math 6	-0.195	0.0117	1573	-0.498	0.0119	1854	-0.478	0.0125	2133	-0.399	0.0124	2157	-0.324	0.0123	2155
Math 7	-0.095	0.0103	1585	-0.440	0.0108	1864	-0.445	0.0120	1988	-0.349	0.0115	2169	-0.247	0.0116	2110
Math 8	-0.136	0.0162	864	-0.519	0.0168	1005	-0.618	0.0183	1116	-0.578	0.0201	1195	-0.486	0.0188	1518
NC Math 1	-0.133	0.0148	823	-0.420	0.0153	1042	-0.450	0.0147	1423	-0.367	0.0129	1724	-0.325	0.0129	1809
NC Math 3	-0.004	0.0175	650	-0.186	0.0177	927	-0.050	0.0198	999	0.009	0.0188	1044	0.027	0.0181	1033

Effect Size by Subject Grade - 2018

	Entering Achievement Quintile														
	1 (Lowest)			2			3			4			5 (Highest)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.028	0.0049	11711	0.029	0.0044	15300	0.076	0.0037	18458	0.085	0.0033	20807	-0.018	0.0031	22252
ELA in Common	0.010	0.0069	6421	0.086	0.0059	8454	0.117	0.0049	10289	0.104	0.0044	11548	-0.048	0.0041	12752
Science in Common	0.036	0.0145	1421	0.027	0.0117	2033	0.049	0.0097	2580	0.034	0.0089	2923	-0.035	0.0088	2938
Math in Common	0.053	0.0078	3869	-0.071	0.0078	4813	0.013	0.0069	5589	0.076	0.0060	6336	0.049	0.0056	6562
Reading 3	0.020	0.0254	736	0.086	0.0239	925	0.085	0.0199	1165	0.083	0.0174	1238	-0.205	0.0158	1450
Reading 4	-0.078	0.0183	1010	0.031	0.0140	1344	0.074	0.0129	1594	0.049	0.0113	1783	-0.114	0.0104	2077
Reading 5	-0.076	0.0161	1076	0.010	0.0148	1320	0.033	0.0121	1538	0.042	0.0105	1895	-0.103	0.0098	2029
Reading 6	-0.018	0.0147	1206	0.085	0.0124	1594	0.128	0.0105	1848	0.117	0.0098	1960	0.010	0.0093	2177
Reading 7	0.147	0.0152	1094	0.208	0.0128	1387	0.200	0.0110	1656	0.179	0.0102	1858	0.044	0.0097	1989
Reading 8	0.083	0.0177	826	0.076	0.0149	1142	0.132	0.0119	1530	0.127	0.0109	1727	0.007	0.0103	1819
English II	0.009	0.0236	473	0.110	0.0197	742	0.170	0.0147	958	0.134	0.0120	1087	0.007	0.0108	1211
Science 5	-0.102	0.0193	1115	-0.012	0.0170	1370	-0.009	0.0155	1560	-0.003	0.0136	1792	-0.148	0.0124	1925
Science 8	0.017	0.0184	849	-0.010	0.0156	1211	0.023	0.0127	1558	-0.003	0.0116	1722	-0.058	0.0113	1729
Biology	0.065	0.0233	572	0.081	0.0174	822	0.088	0.0150	1022	0.087	0.0136	1201	-0.002	0.0140	1209
Math 5	-0.054	0.0152	1211	-0.123	0.0151	1445	-0.025	0.0139	1607	0.048	0.0116	1776	0.017	0.0111	1806
Math 6	-0.007	0.0131	1384	-0.046	0.0136	1682	0.033	0.0119	1807	0.092	0.0104	1913	0.066	0.0102	1986
Math 7	0.101	0.0137	1231	0.011	0.0137	1443	0.089	0.0118	1720	0.139	0.0098	1851	0.039	0.0096	1732
Math 8	0.101	0.0200	598	-0.151	0.0190	760	-0.101	0.0192	905	0.010	0.0177	1019	0.071	0.0155	1040
NC Math 1	0.049	0.0187	656	-0.180	0.0175	928	-0.042	0.0151	1157	0.024	0.0122	1553	0.028	0.0111	1804

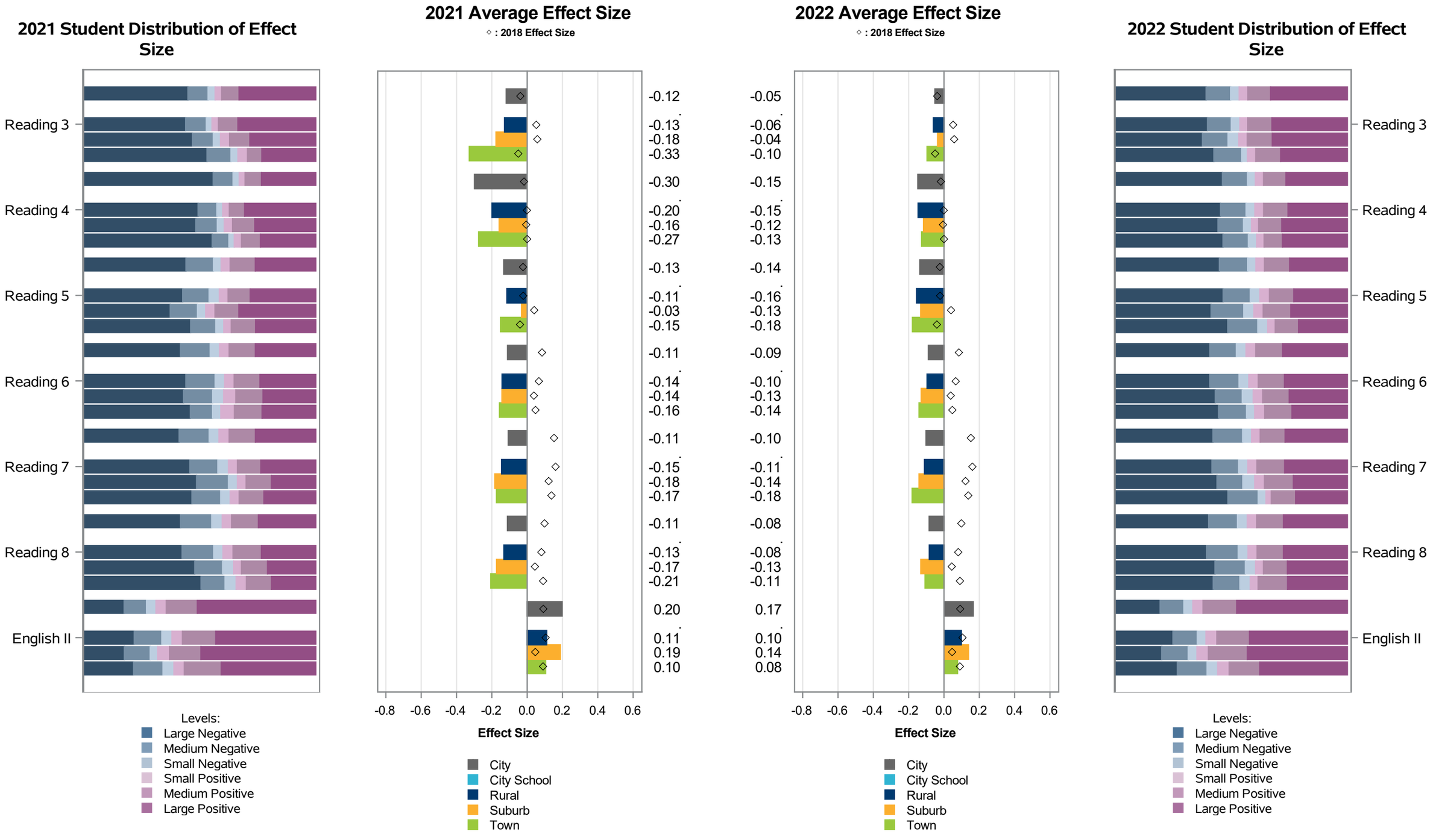
Urbanicity

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



Urbanicity

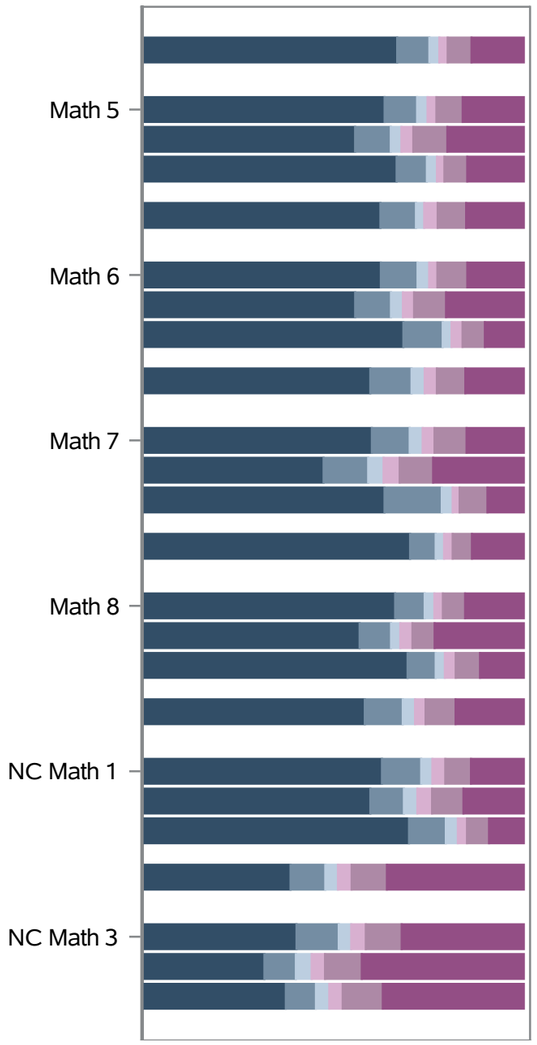
District classification based on 2021 data with students' districts based on 2021 and 2022 data respectively



Urbanicity

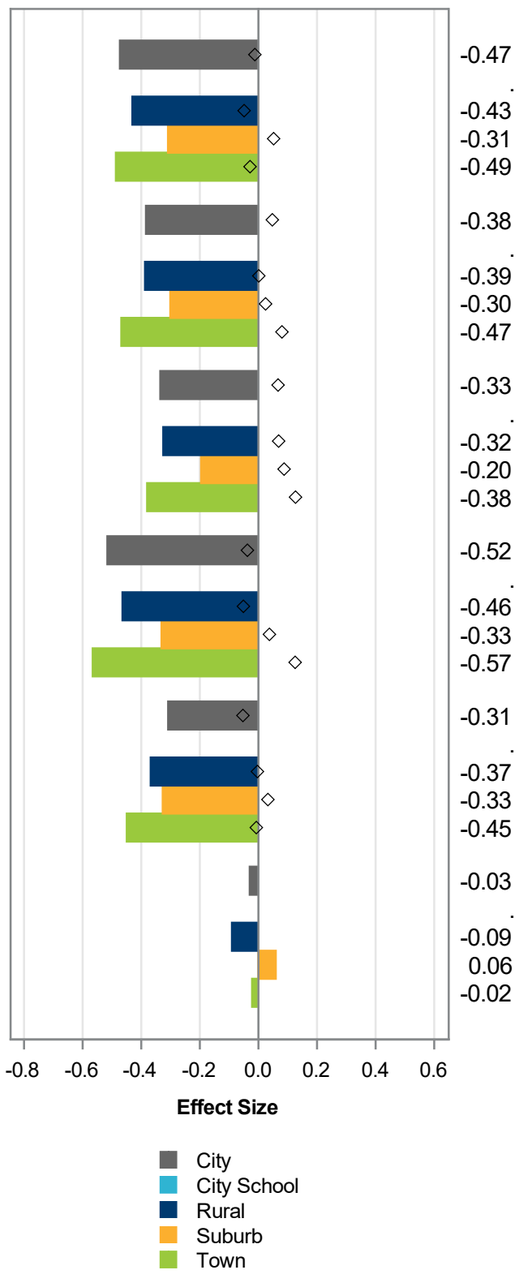
District classification based on 2021 data with students' districts based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size



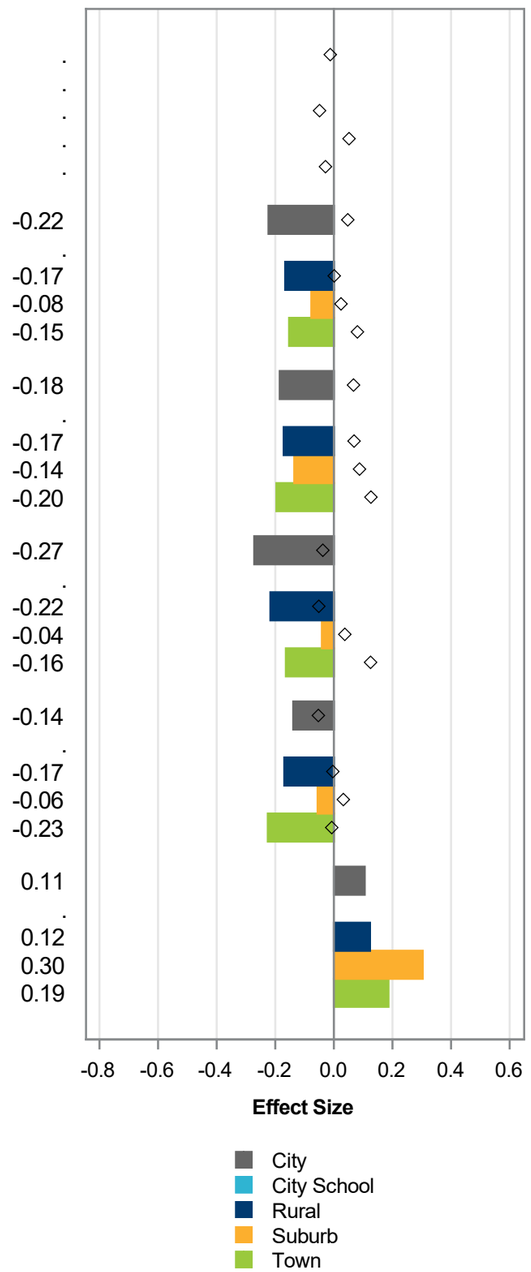
2021 Average Effect Size

◇ : 2018 Effect Size

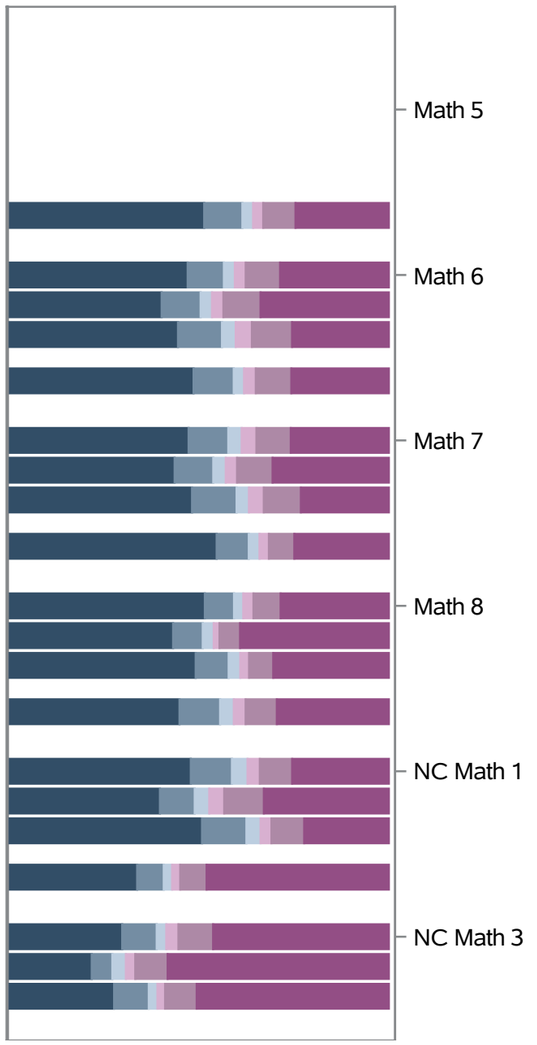


2022 Average Effect Size

◇ : 2018 Effect Size



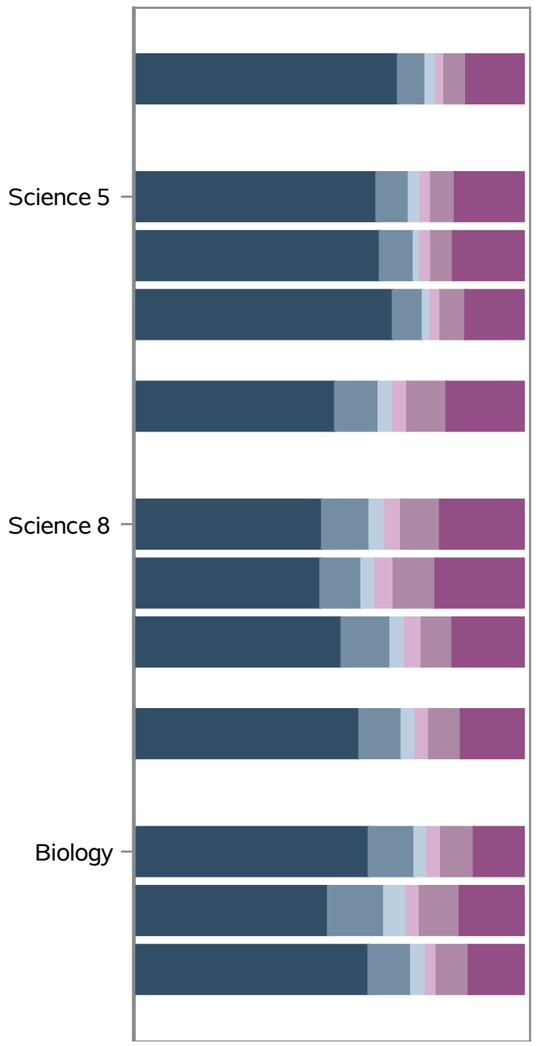
2022 Student Distribution of Effect Size



Urbanicity

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

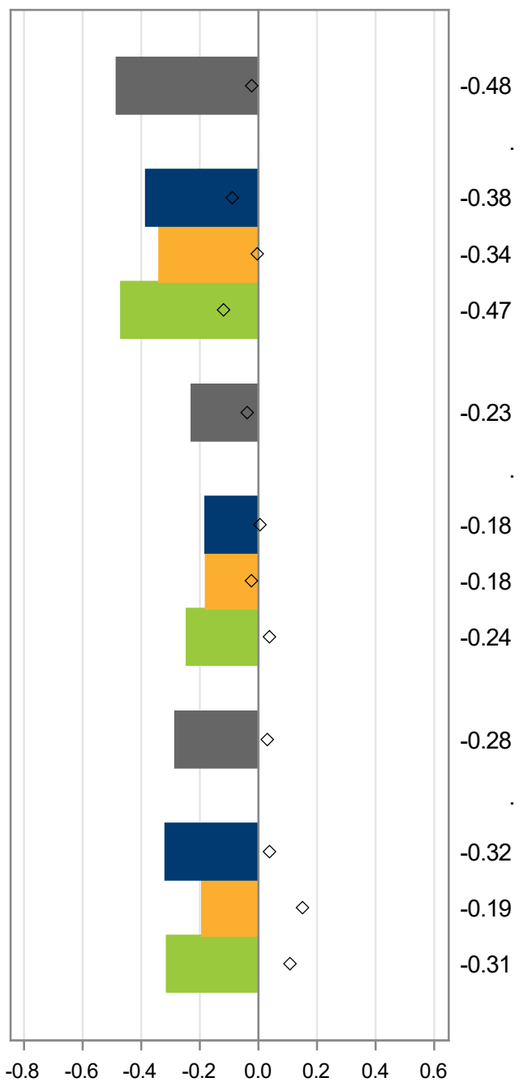
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

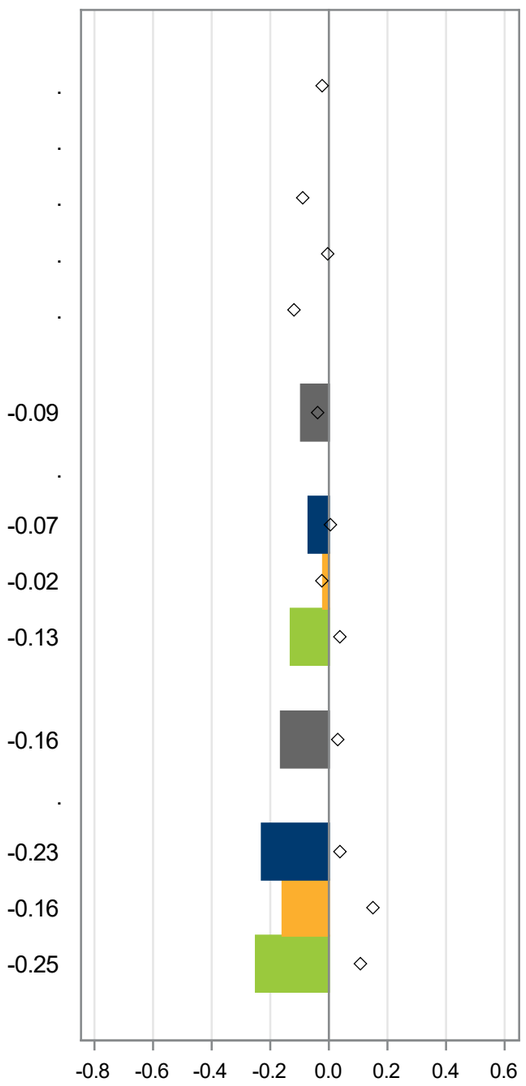
◇ : 2018 Effect Size



- City
- City School
- Rural
- Suburb
- Town

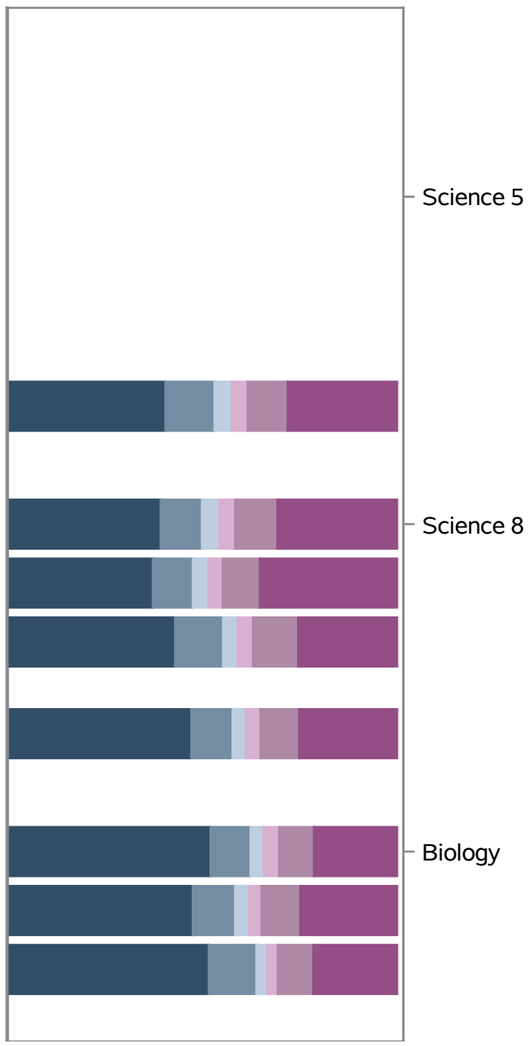
2022 Average Effect Size

◇ : 2018 Effect Size



- City
- City School
- Rural
- Suburb
- Town

2022 Student Distribution of Effect Size



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

Effect Size by Subject Grade - 2022

	Urbanicity											
	City			Rural			Suburb			Town		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.125	0.0026	45611	-0.123	0.0028	38522	-0.085	0.0055	10696	-0.148	0.0049	12354
ELA in Common	-0.083	0.0033	25808	-0.089	0.0036	21063	-0.090	0.0068	5560	-0.112	0.0064	6275
Science in Common	-0.117	0.0070	5921	-0.133	0.0075	5504	-0.075	0.0135	1664	-0.184	0.0123	2045
Math in Common	-0.206	0.0053	13882	-0.178	0.0055	11955	-0.082	0.0111	3472	-0.186	0.0092	4034
Reading 3	-0.052	0.0098	3372	-0.060	0.0112	2511	-0.037	0.0262	436	-0.096	0.0219	617
Reading 4	-0.148	0.0093	3596	-0.147	0.0105	2698	-0.116	0.0255	492	-0.127	0.0211	651
Reading 5	-0.137	0.0078	4349	-0.156	0.0082	3575	-0.132	0.0162	924	-0.179	0.0174	867
Reading 6	-0.089	0.0078	4494	-0.096	0.0086	3517	-0.129	0.0156	1034	-0.142	0.0154	1085
Reading 7	-0.102	0.0078	4140	-0.111	0.0087	3364	-0.142	0.0163	980	-0.181	0.0147	1082
Reading 8	-0.084	0.0077	4000	-0.083	0.0086	3312	-0.131	0.0155	1002	-0.107	0.0140	1122
English II	0.165	0.0105	1857	0.098	0.0104	2086	0.139	0.0166	692	0.077	0.0165	851
Science 5	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.095	0.0084	3993	-0.069	0.0096	3313	-0.020	0.0176	1001	-0.130	0.0160	1121
Biology	-0.164	0.0127	1928	-0.229	0.0117	2191	-0.158	0.0206	663	-0.249	0.0190	924
Math 5	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.223	0.0094	4482	-0.166	0.0103	3516	-0.077	0.0199	1037	-0.153	0.0170	1083
Math 7	-0.185	0.0091	4131	-0.171	0.0096	3364	-0.135	0.0191	977	-0.196	0.0161	1080
Math 8	-0.272	0.0133	2714	-0.217	0.0144	2433	-0.041	0.0329	592	-0.164	0.0243	821
NC Math 1	-0.139	0.0120	2555	-0.169	0.0108	2642	-0.055	0.0212	866	-0.225	0.0174	1050
NC Math 3	0.105	0.0171	1592	0.123	0.0146	1946	0.303	0.0248	648	0.186	0.0241	748

Effect Size by Subject Grade - 2021

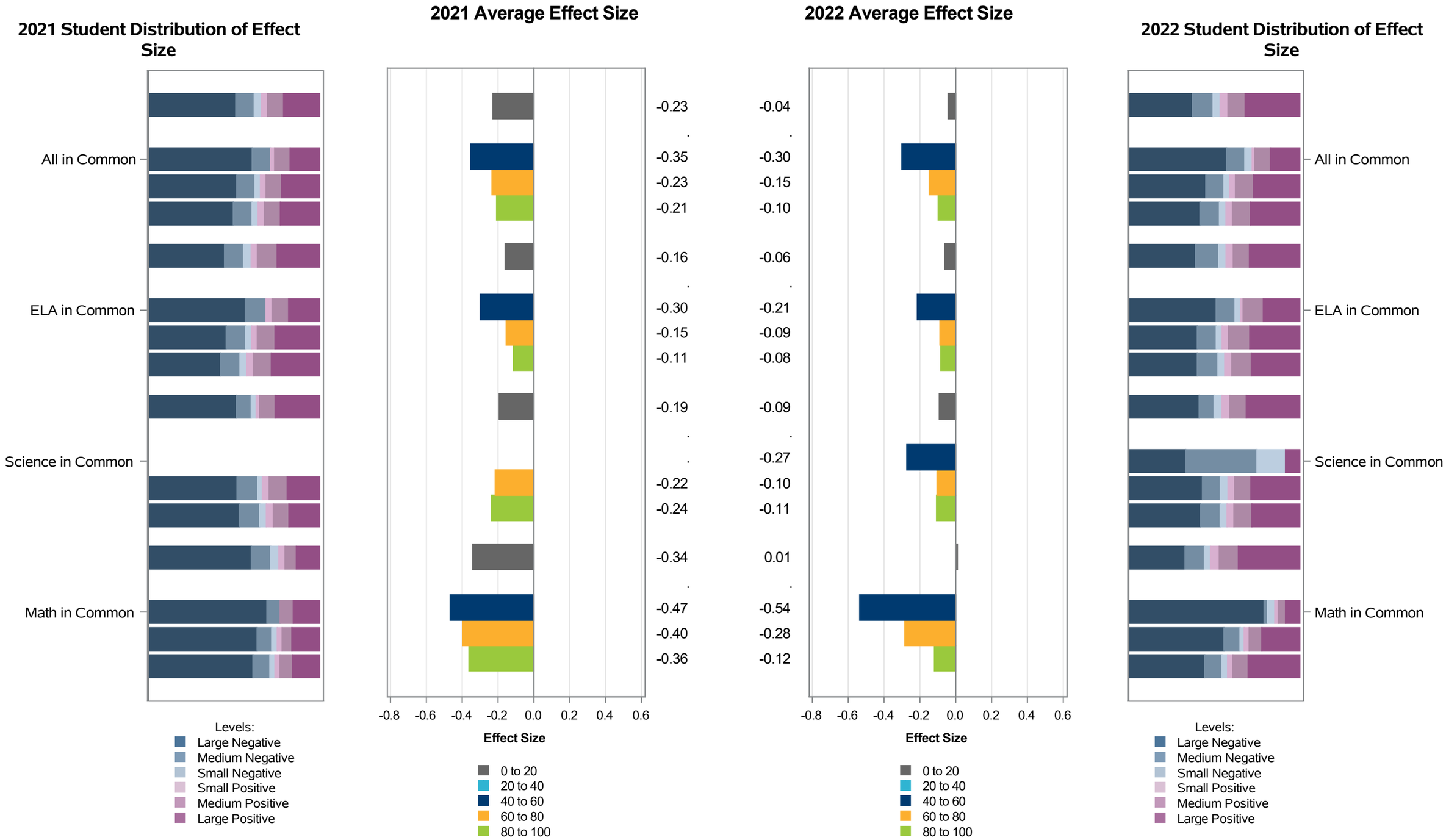
	Urbanicity											
	City			Rural			Suburb			Town		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.214	0.0028	41399	-0.215	0.0029	37817	-0.171	0.0054	10164	-0.274	0.0051	11766
ELA in Common	-0.118	0.0037	23505	-0.114	0.0039	20467	-0.095	0.0072	5189	-0.158	0.0069	6028
Science in Common	-0.246	0.0071	5029	-0.235	0.0069	5362	-0.185	0.0121	1607	-0.273	0.0119	1852
Math in Common	-0.376	0.0050	12865	-0.379	0.0051	11988	-0.281	0.0101	3368	-0.455	0.0086	3886
Reading 3	-0.119	0.0129	3084	-0.128	0.0154	2270	-0.176	0.0341	356	-0.328	0.0305	534
Reading 4	-0.298	0.0126	3033	-0.199	0.0154	2239	-0.158	0.0353	335	-0.275	0.0304	516
Reading 5	-0.133	0.0083	4057	-0.115	0.0092	3479	-0.032	0.0179	897	-0.151	0.0181	869
Reading 6	-0.111	0.0076	4210	-0.142	0.0083	3618	-0.143	0.0153	991	-0.157	0.0150	1082
Reading 7	-0.107	0.0074	4110	-0.145	0.0081	3479	-0.183	0.0152	990	-0.174	0.0143	1156
Reading 8	-0.112	0.0082	3368	-0.132	0.0082	3204	-0.173	0.0152	910	-0.206	0.0142	1065
English II	0.198	0.0112	1643	0.111	0.0095	2178	0.188	0.0160	710	0.105	0.0150	806
Science 5	-0.484	0.0102	4034	-0.384	0.0108	3481	-0.338	0.0208	895	-0.469	0.0219	859
Science 8	-0.228	0.0088	3397	-0.181	0.0089	3233	-0.180	0.0174	921	-0.245	0.0160	1075
Biology	-0.284	0.0120	1632	-0.317	0.0104	2129	-0.192	0.0160	686	-0.313	0.0177	777
Math 5	-0.473	0.0097	4064	-0.430	0.0108	3473	-0.309	0.0207	897	-0.487	0.0222	869
Math 6	-0.384	0.0087	4196	-0.387	0.0091	3610	-0.301	0.0183	990	-0.468	0.0165	1076
Math 7	-0.335	0.0082	4104	-0.325	0.0087	3468	-0.196	0.0176	992	-0.380	0.0135	1152
Math 8	-0.516	0.0138	2175	-0.464	0.0134	2284	-0.331	0.0306	534	-0.566	0.0247	705
NC Math 1	-0.308	0.0113	2390	-0.368	0.0101	2626	-0.327	0.0180	852	-0.449	0.0167	953
NC Math 3	-0.030	0.0157	1449	-0.090	0.0131	1866	0.059	0.0207	654	-0.022	0.0230	684

Effect Size by Subject Grade - 2018

	Urbanicity														
	City			City School			Rural			Suburb			Town		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.031	0.0028	34026	.	.	.	0.040	0.0027	33668	0.047	0.0050	9654	0.061	0.0044	11180
ELA in Common	0.045	0.0036	19878	.	.	.	0.061	0.0037	18609	0.049	0.0069	5067	0.049	0.0061	5910
Science in Common	-0.014	0.0083	3950	.	.	.	0.019	0.0073	4677	0.046	0.0122	1465	0.070	0.0110	1803
Math in Common	0.021	0.0050	10198	.	.	.	0.011	0.0048	10382	0.046	0.0090	3122	0.078	0.0081	3467
Reading 3	-0.039	0.0124	2694	.	.	.	0.052	0.0154	2116	0.058	0.0406	261	-0.050	0.0272	443
Reading 4	-0.018	0.0089	3346	.	.	.	-0.002	0.0096	2864	-0.006	0.0183	800	-0.000	0.0173	798
Reading 5	-0.024	0.0085	3307	.	.	.	-0.022	0.0090	2928	0.040	0.0169	763	-0.040	0.0161	860
Reading 6	0.084	0.0076	3604	.	.	.	0.066	0.0084	3229	0.038	0.0155	921	0.047	0.0135	1031
Reading 7	0.152	0.0083	3044	.	.	.	0.161	0.0081	3075	0.122	0.0168	862	0.137	0.0144	1003
Reading 8	0.098	0.0095	2526	.	.	.	0.081	0.0091	2670	0.044	0.0160	874	0.090	0.0143	974
English II	0.092	0.0130	1357	.	.	.	0.104	0.0105	1727	0.046	0.0184	586	0.090	0.0146	801
Science 5	-0.023	0.0107	3271	.	.	.	-0.089	0.0111	2882	-0.004	0.0212	761	-0.119	0.0196	848
Science 8	-0.038	0.0105	2531	.	.	.	0.005	0.0098	2686	-0.024	0.0152	876	0.038	0.0146	976
Biology	0.030	0.0134	1419	.	.	.	0.038	0.0110	1991	0.150	0.0197	589	0.108	0.0166	827
Math 5	-0.012	0.0093	3303	.	.	.	-0.049	0.0097	2924	0.052	0.0182	762	-0.029	0.0177	856
Math 6	0.047	0.0085	3597	.	.	.	0.001	0.0087	3226	0.024	0.0152	920	0.080	0.0147	1029
Math 7	0.067	0.0084	3039	.	.	.	0.069	0.0083	3074	0.088	0.0161	862	0.127	0.0146	1002
Math 8	-0.038	0.0140	1542	.	.	.	-0.051	0.0125	1739	0.037	0.0264	513	0.125	0.0223	528
NC Math 1	-0.053	0.0117	2020	.	.	.	-0.004	0.0099	2343	0.032	0.0180	827	-0.007	0.0153	908

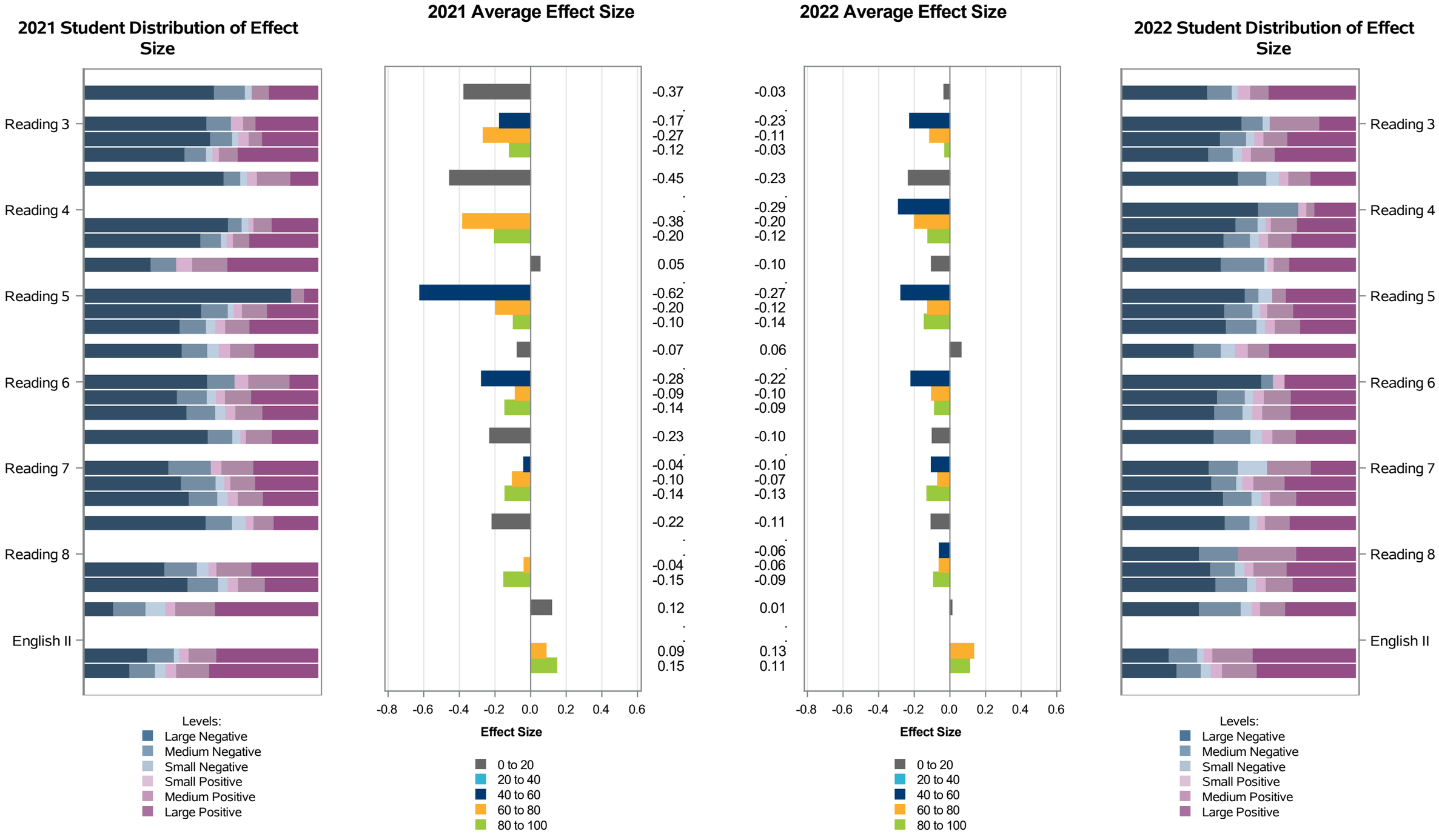
Percentage Connectivity

School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively



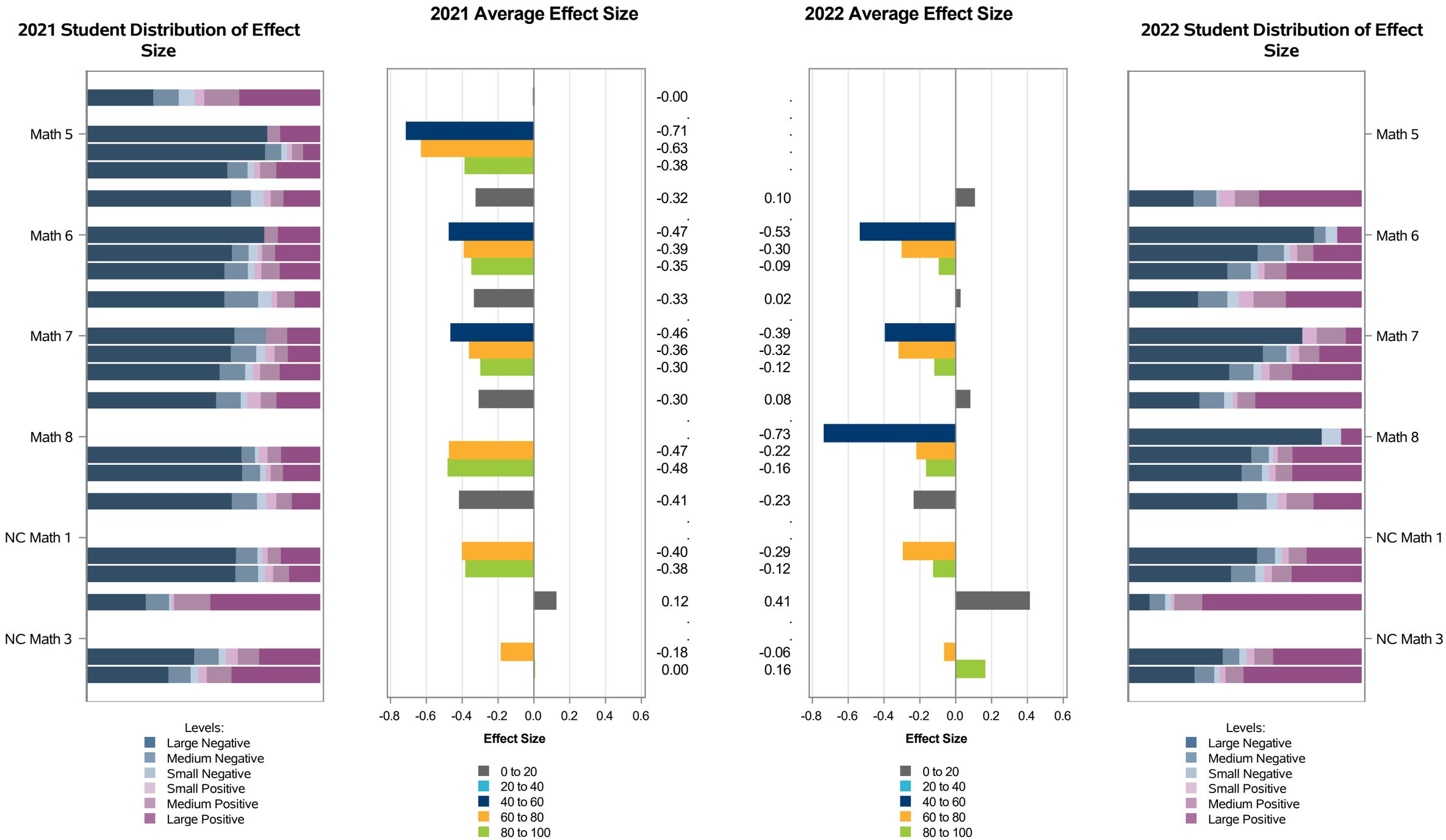
Percentage Connectivity

School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively



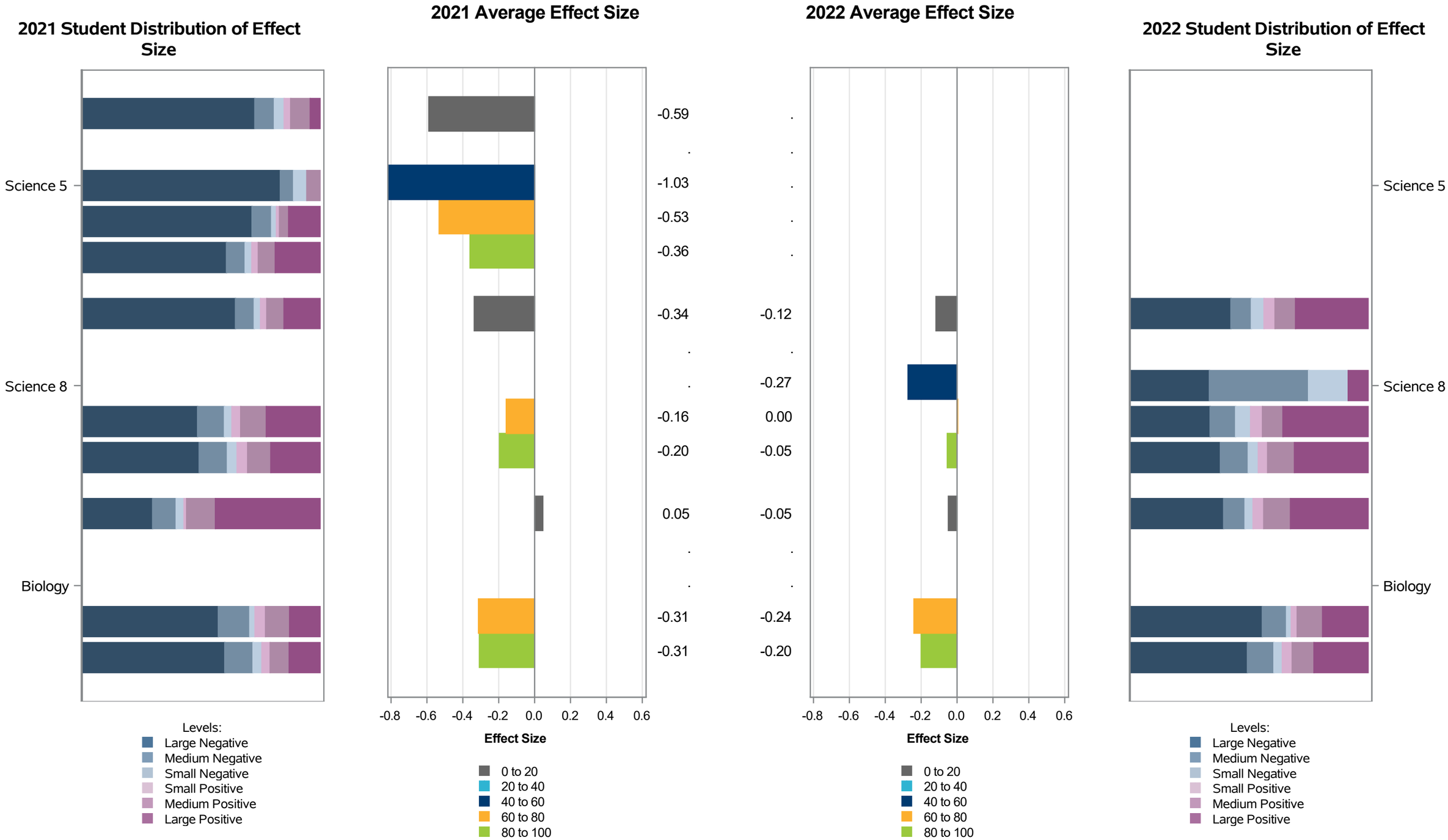
Percentage Connectivity

School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively



Percentage Connectivity

School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively



Effect Size by Subject Grade - 2022

	Percentage Connectivity											
	0 to 20			40 to 60			60 to 80			80 to 100		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.042	0.0139	1553	-0.300	0.0392	187	-0.148	0.0070	6411	-0.098	0.0024	50533
ELA in Common	-0.061	0.0181	783	-0.214	0.0449	127	-0.088	0.0088	3604	-0.084	0.0031	28018
Science in Common	-0.092	0.0408	240	-0.273	0.1191	12	-0.104	0.0186	926	-0.107	0.0065	6965
Math in Common	0.009	0.0245	530	-0.536	0.0834	48	-0.284	0.0139	1881	-0.119	0.0049	15550
Reading 3	-0.033	0.0572	76	-0.225	0.0943	33	-0.113	0.0256	510	-0.028	0.0093	3565
Reading 4	-0.233	0.0699	74	-0.288	0.0979	29	-0.199	0.0247	528	-0.123	0.0089	3767
Reading 5	-0.103	0.0603	75	-0.275	0.1515	17	-0.124	0.0197	612	-0.143	0.0075	4545
Reading 6	0.062	0.0405	164	-0.218	0.0929	20	-0.103	0.0207	590	-0.086	0.0075	4741
Reading 7	-0.099	0.0365	159	-0.104	0.0976	16	-0.068	0.0238	489	-0.129	0.0074	4523
Reading 8	-0.105	0.0379	151	-0.058	0.1402	12	-0.060	0.0226	522	-0.091	0.0073	4441
English II	0.011	0.0517	84	.	.	.	0.133	0.0238	353	0.110	0.0095	2436
Science 5	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.117	0.0493	151	-0.273	0.1191	12	0.000	0.0249	523	-0.054	0.0080	4439
Biology	-0.048	0.0715	89	.	.	.	-0.240	0.0263	403	-0.200	0.0108	2526
Math 5	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	0.104	0.0425	163	-0.532	0.1426	20	-0.299	0.0244	593	-0.091	0.0088	4737
Math 7	0.024	0.0456	159	-0.392	0.1068	16	-0.316	0.0249	488	-0.116	0.0084	4519
Math 8	0.078	0.0571	104	-0.733	0.1831	12	-0.217	0.0337	411	-0.162	0.0126	3020
NC Math 1	-0.232	0.0485	104	.	.	.	-0.292	0.0295	389	-0.123	0.0102	3274
NC Math 3	0.410	0.0508	75	.	.	.	-0.061	0.0392	309	0.162	0.0134	2279

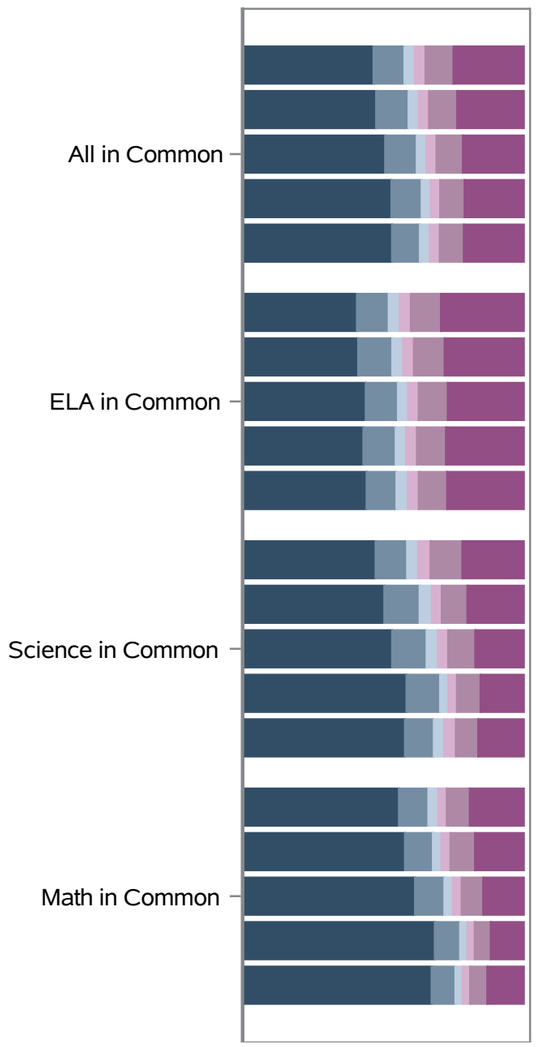
Effect Size by Subject Grade - 2021

	Percentage Connectivity											
	0 to 20			40 to 60			60 to 80			80 to 100		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.229	0.0137	1594	-0.353	0.0509	122	-0.234	0.0081	5021	-0.208	0.0025	49901
ELA in Common	-0.160	0.0199	791	-0.299	0.0621	83	-0.154	0.0105	2915	-0.114	0.0034	27541
Science in Common	-0.193	0.0332	243	.	.	.	-0.216	0.0205	608	-0.236	0.0060	6795
Math in Common	-0.341	0.0222	560	-0.467	0.0873	39	-0.396	0.0150	1498	-0.362	0.0045	15565
Reading 3	-0.374	0.0846	68	-0.174	0.1513	19	-0.265	0.0335	405	-0.118	0.0124	3414
Reading 4	-0.454	0.0877	70	.	.	.	-0.381	0.0334	412	-0.202	0.0122	3353
Reading 5	0.052	0.0624	73	-0.622	0.0992	18	-0.197	0.0220	543	-0.096	0.0080	4476
Reading 6	-0.075	0.0400	164	-0.275	0.1231	17	-0.086	0.0238	449	-0.144	0.0071	4724
Reading 7	-0.229	0.0382	171	-0.038	0.0670	22	-0.102	0.0221	472	-0.143	0.0069	4715
Reading 8	-0.216	0.0366	151	.	.	.	-0.036	0.0236	381	-0.150	0.0072	4303
English II	0.117	0.0477	94	.	.	.	0.086	0.0315	253	0.146	0.0087	2556
Science 5	-0.589	0.0701	73	-1.034	0.1343	18	-0.532	0.0266	547	-0.360	0.0096	4459
Science 8	-0.336	0.0375	152	.	.	.	-0.158	0.0262	381	-0.196	0.0077	4341
Biology	0.046	0.0546	91	.	.	.	-0.313	0.0319	227	-0.308	0.0094	2454
Math 5	-0.002	0.0753	73	-0.711	0.1477	18	-0.627	0.0241	544	-0.383	0.0095	4483
Math 6	-0.322	0.0393	164	-0.472	0.1459	17	-0.388	0.0287	448	-0.346	0.0082	4710
Math 7	-0.331	0.0370	172	-0.463	0.1092	22	-0.359	0.0244	456	-0.296	0.0076	4709
Math 8	-0.305	0.0604	104	.	.	.	-0.471	0.0405	258	-0.478	0.0123	2851
NC Math 1	-0.414	0.0478	120	.	.	.	-0.398	0.0310	336	-0.379	0.0090	3295
NC Math 3	0.123	0.0581	90	.	.	.	-0.182	0.0390	218	0.001	0.0119	2271

Student Level Remote Days Quintile

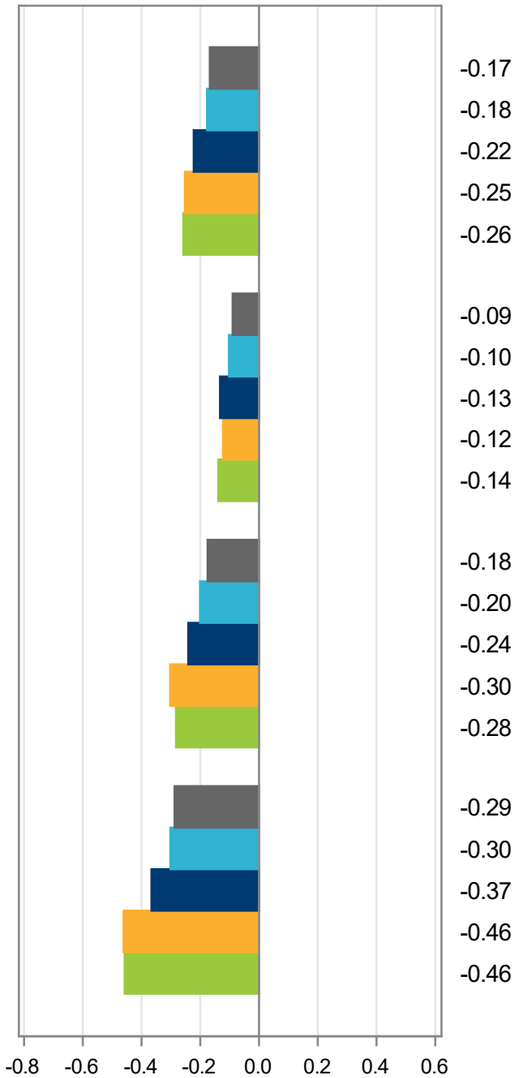
Student classification based on 2021 data

2021 Student Distribution of Effect Size



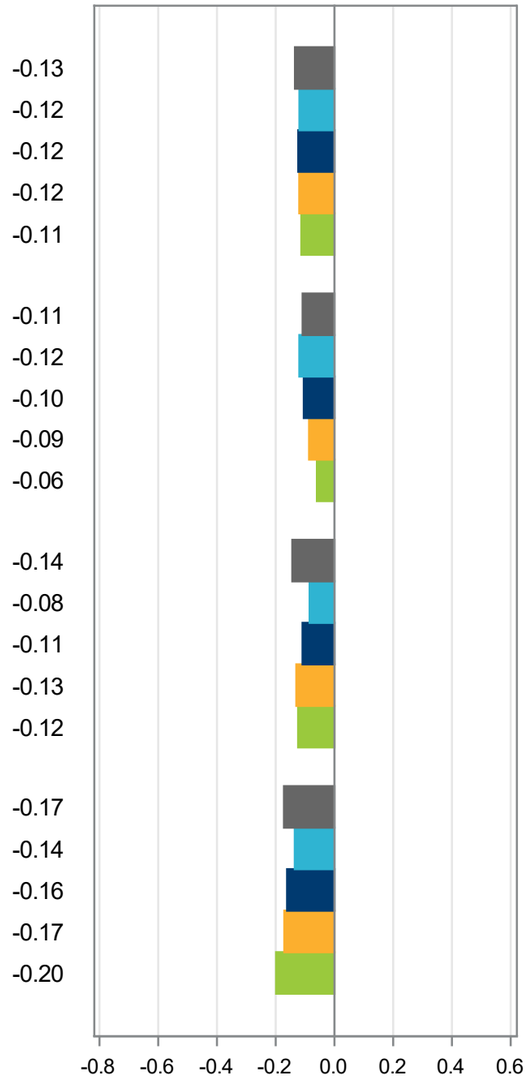
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

2021 Average Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

2022 Average Effect Size



- 1 (Lowest)
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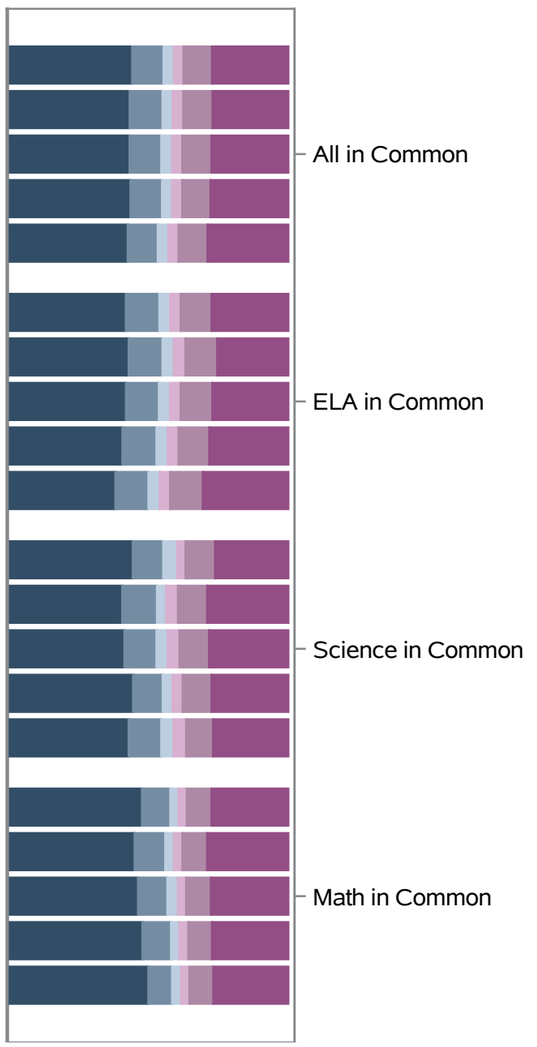
- 5 (Highest)

2022 Student Distribution of Effect Size



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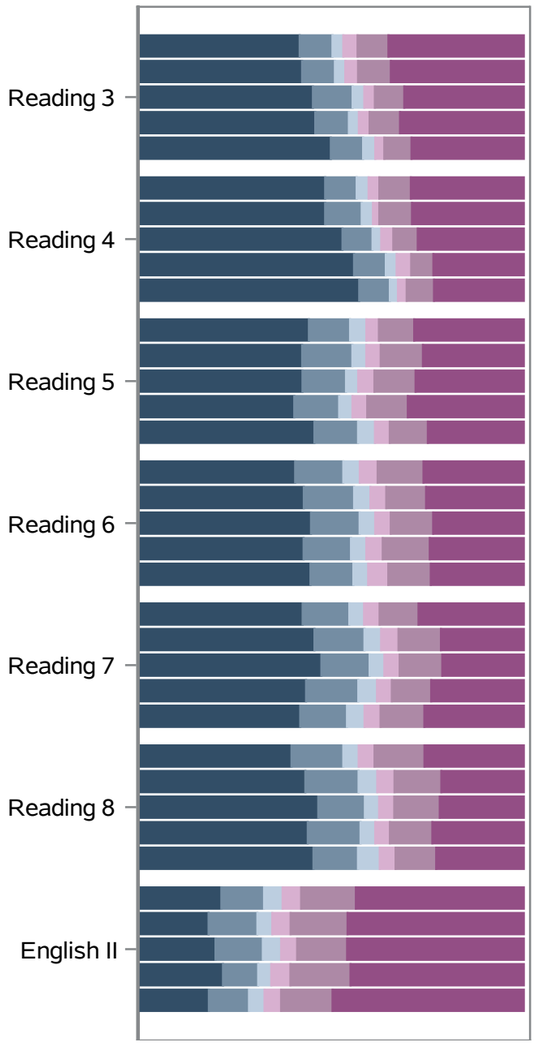
Student Level Remote Days Quintile

Student classification based on 2021 data

2021 Student Distribution of Effect Size



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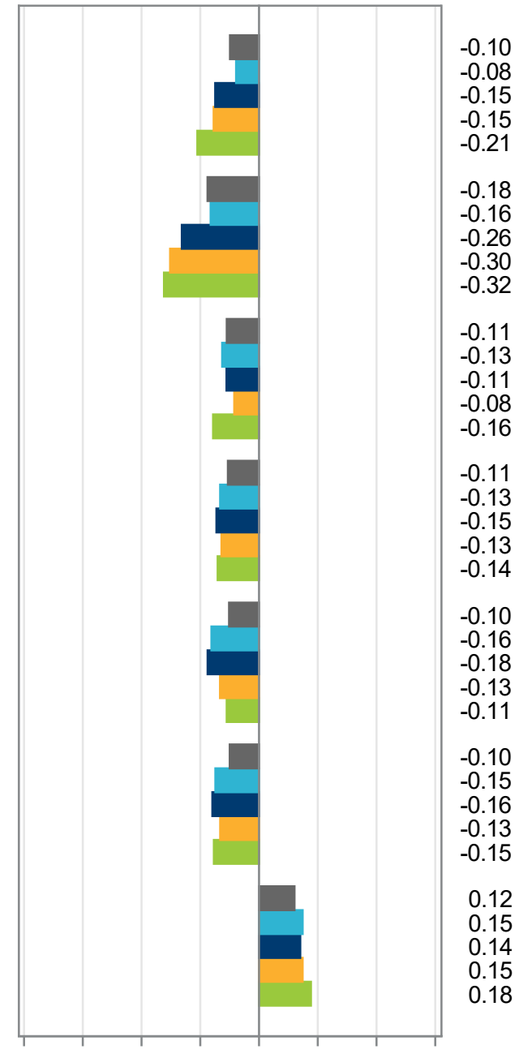
2021 Average Effect Size



- 1 (Lowest)
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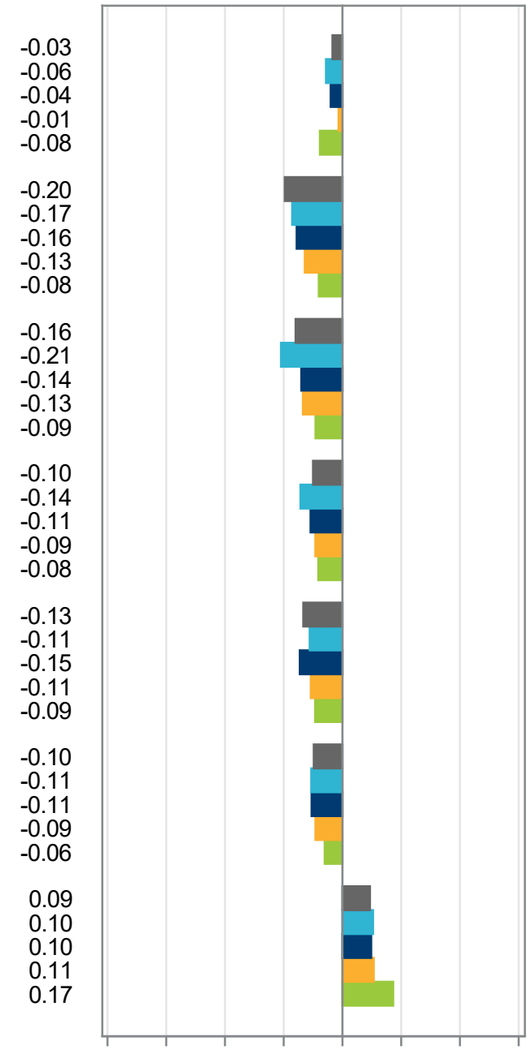
- 3
- 4
- 5 (Highest)

2022 Average Effect Size



- 1 (Lowest)
- 2
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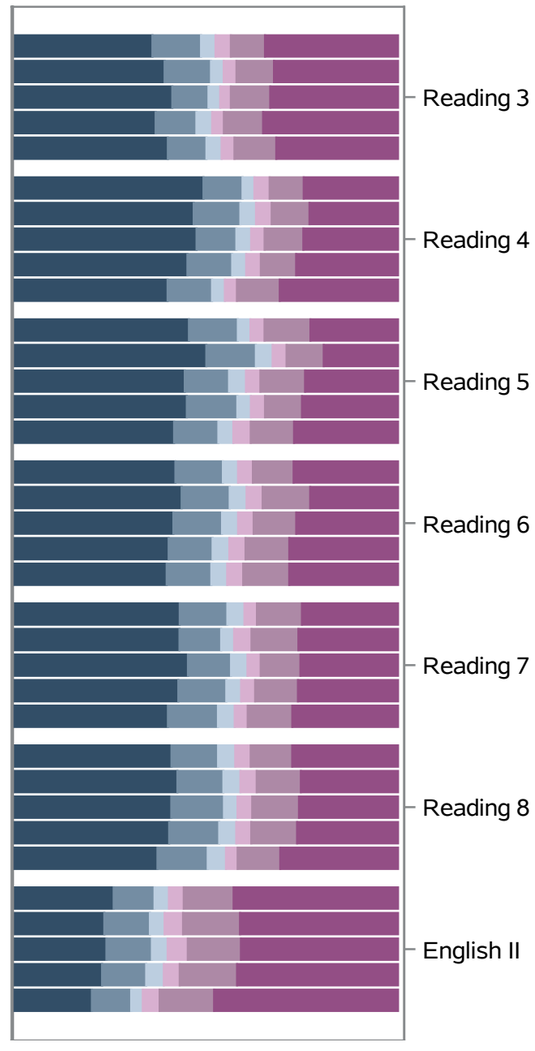
- 4
- 5 (Highest)

2022 Student Distribution of Effect Size



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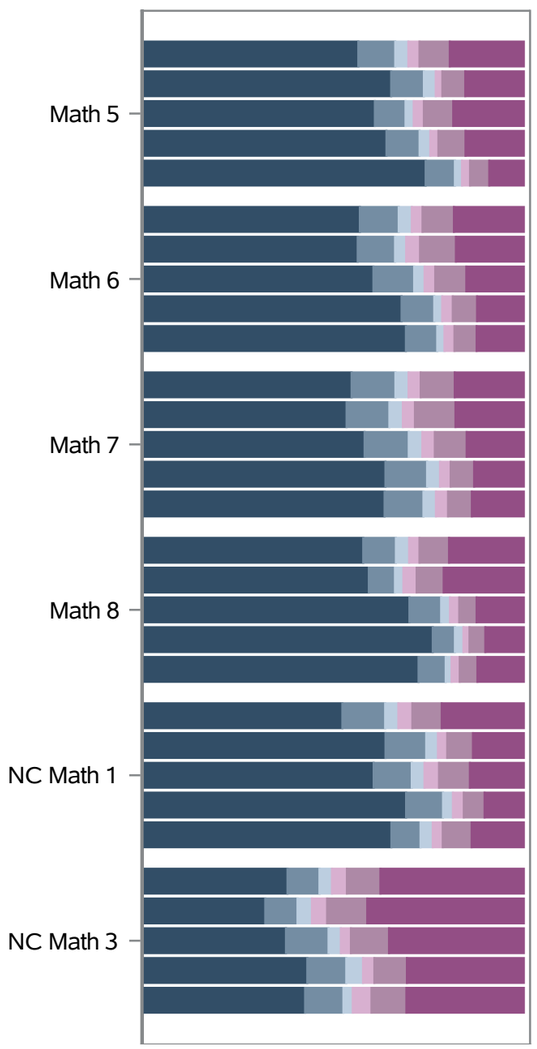
Student Level Remote Days Quintile

Student classification based on 2021 data

2021 Student Distribution of Effect Size



Levels:
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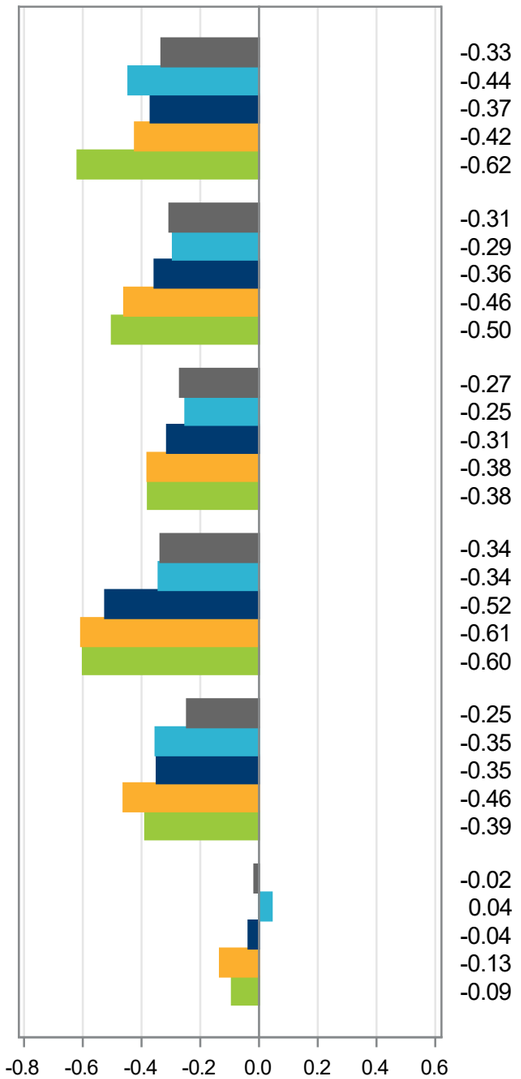
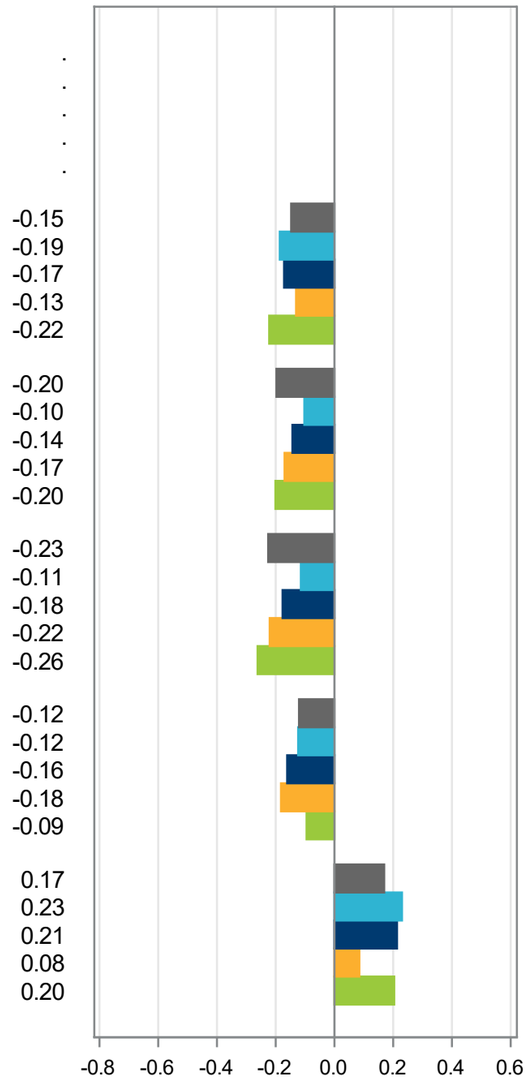
2021 Average Effect Size



1 (Lowest)
2
3
4
5 (Highest)

2022 Average Effect Size



1 (Lowest)
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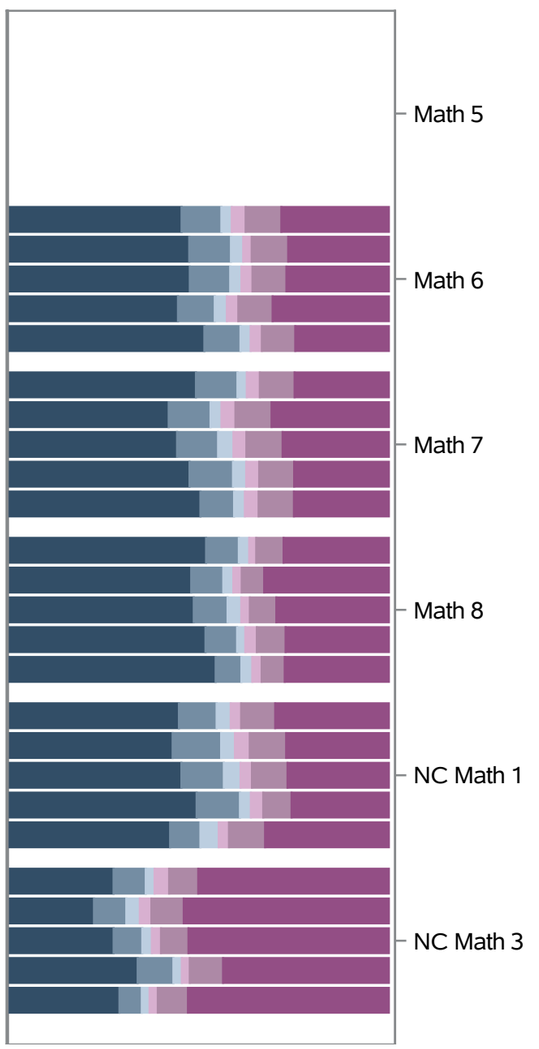
3
4
5 (Highest)

2022 Student Distribution of Effect Size



Levels:
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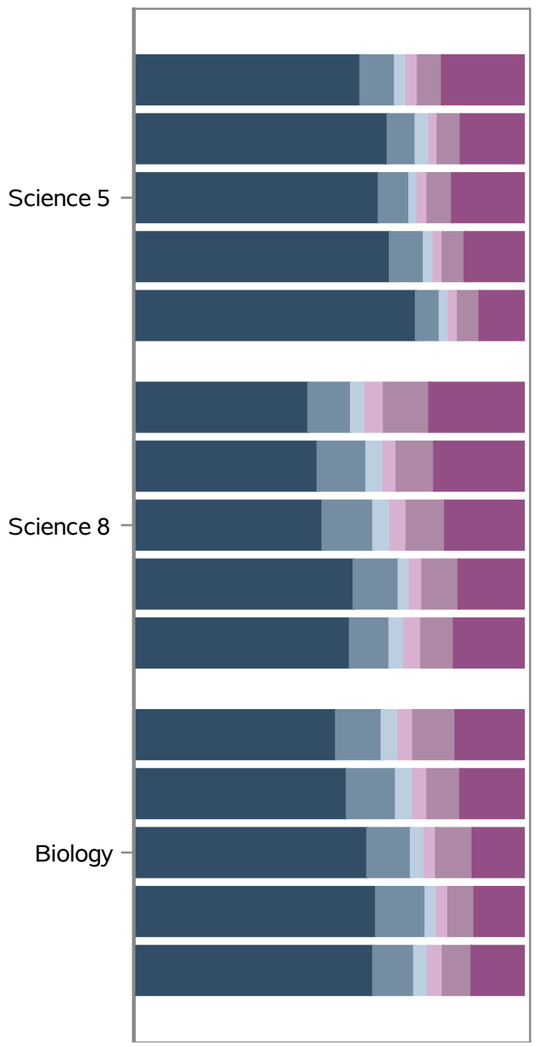
Student Level Remote Days Quintile

Student classification based on 2021 data

2021 Student Distribution of Effect Size



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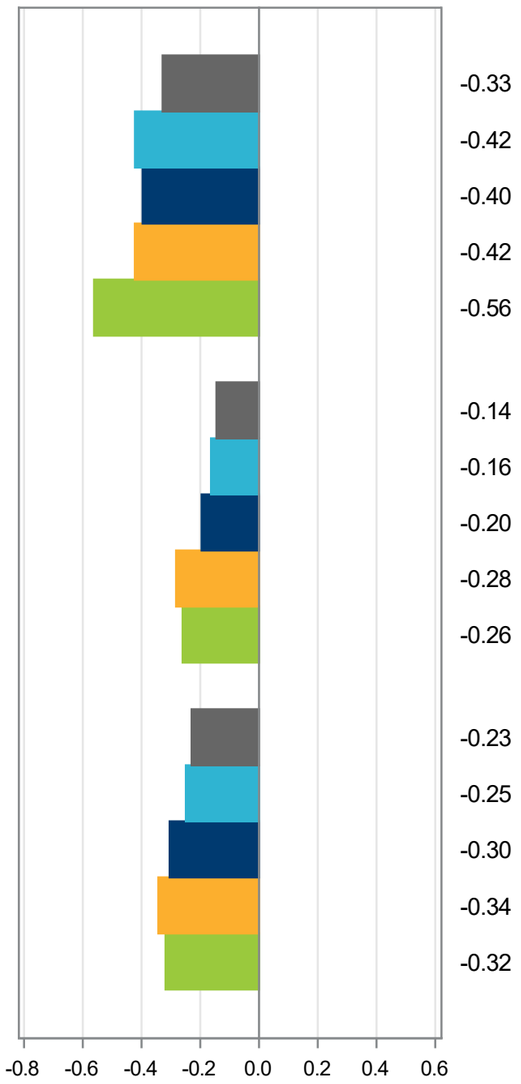
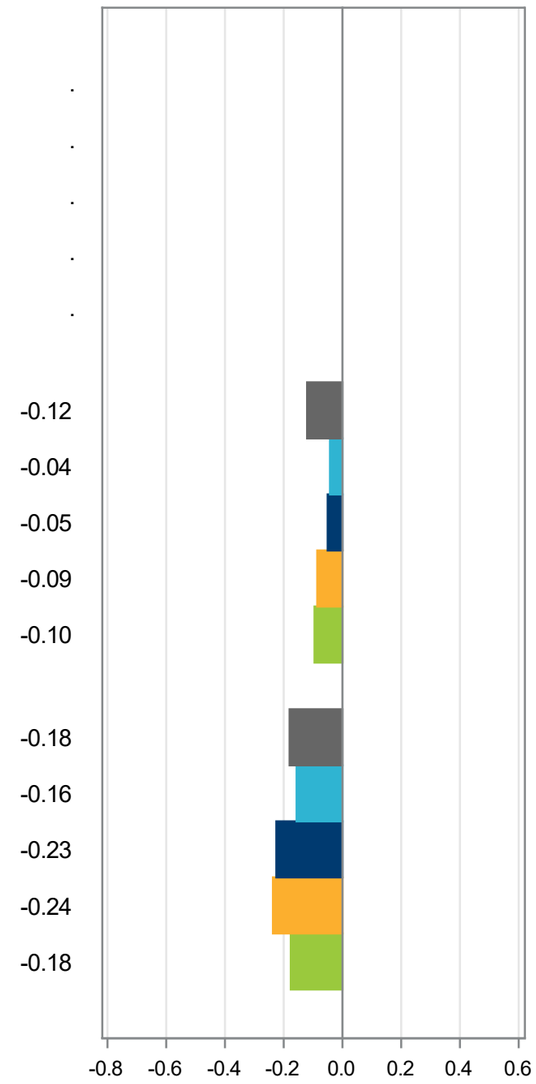
2021 Average Effect Size



- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

2022 Average Effect Size



- 1 (Lowest)
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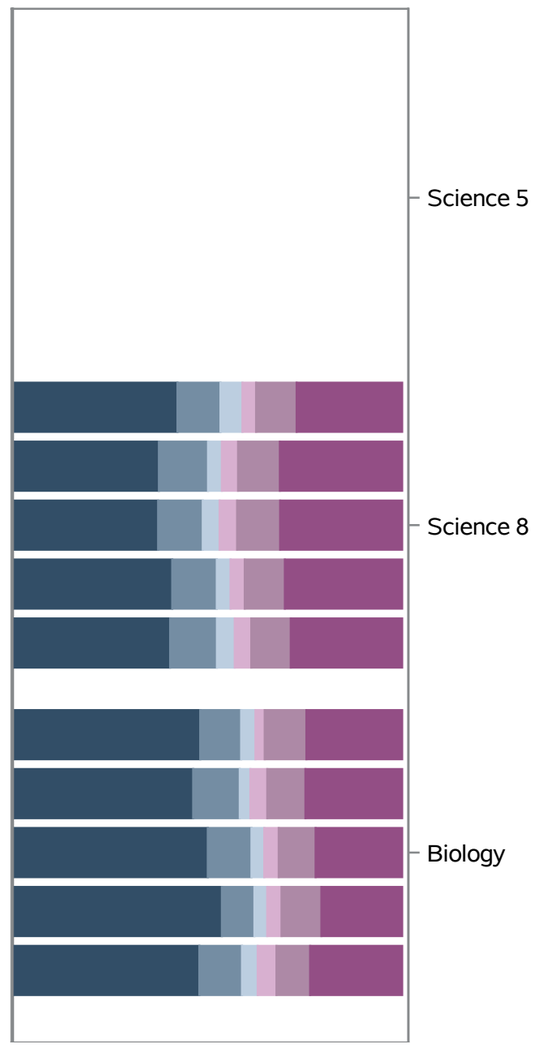
- 3
- 4
- 5 (Highest)

2022 Student Distribution of Effect Size



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

Effect Size by Subject Grade - 2022

	Student Level Remote Days Quintile														
	1 (Lowest)			2			3			4			5 (Highest)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.134	0.0041	17902	-0.119	0.0044	15739	-0.123	0.0039	20413	-0.120	0.0039	20581	-0.113	0.0039	20725
ELA in Common	-0.108	0.0053	9396	-0.120	0.0055	8365	-0.104	0.0049	10976	-0.086	0.0048	11107	-0.060	0.0048	11304
Science in Common	-0.143	0.0108	2604	-0.085	0.0110	2369	-0.109	0.0102	2910	-0.130	0.0106	2717	-0.124	0.0105	2810
Math in Common	-0.172	0.0079	5902	-0.135	0.0087	5005	-0.161	0.0075	6527	-0.171	0.0074	6757	-0.199	0.0078	6611
Reading 3	-0.034	0.0264	453	-0.056	0.0222	606	-0.040	0.0218	724	-0.013	0.0206	757	-0.077	0.0197	839
Reading 4	-0.196	0.0158	1165	-0.171	0.0155	1132	-0.156	0.0140	1434	-0.128	0.0135	1627	-0.081	0.0136	1657
Reading 5	-0.160	0.0115	1806	-0.209	0.0125	1494	-0.140	0.0112	2028	-0.135	0.0113	1907	-0.092	0.0112	1976
Reading 6	-0.100	0.0123	1761	-0.143	0.0127	1533	-0.109	0.0120	1829	-0.092	0.0113	2141	-0.082	0.0108	2211
Reading 7	-0.133	0.0122	1757	-0.112	0.0135	1398	-0.145	0.0113	2066	-0.108	0.0114	1873	-0.093	0.0114	1842
Reading 8	-0.098	0.0124	1596	-0.106	0.0125	1492	-0.105	0.0110	1938	-0.092	0.0109	1928	-0.060	0.0116	1817
English II	0.094	0.0168	858	0.104	0.0169	710	0.098	0.0154	957	0.107	0.0157	874	0.173	0.0147	962
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.120	0.0140	1595	-0.042	0.0136	1491	-0.050	0.0121	1938	-0.086	0.0125	1926	-0.095	0.0129	1815
Biology	-0.180	0.0168	1009	-0.156	0.0183	878	-0.225	0.0181	972	-0.237	0.0198	791	-0.176	0.0181	995
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.147	0.0142	1762	-0.186	0.0153	1527	-0.172	0.0142	1831	-0.131	0.0136	2135	-0.222	0.0134	2207
Math 7	-0.197	0.0131	1755	-0.103	0.0155	1395	-0.143	0.0124	2063	-0.170	0.0128	1877	-0.201	0.0137	1836
Math 8	-0.226	0.0210	1141	-0.114	0.0239	951	-0.177	0.0202	1196	-0.221	0.0180	1450	-0.262	0.0204	1259
NC Math 1	-0.121	0.0168	1244	-0.124	0.0168	1132	-0.161	0.0153	1437	-0.182	0.0158	1295	-0.095	0.0170	1309
NC Math 3	0.169	0.0237	734	0.230	0.0222	790	0.213	0.0220	917	0.085	0.0240	768	0.203	0.0229	835

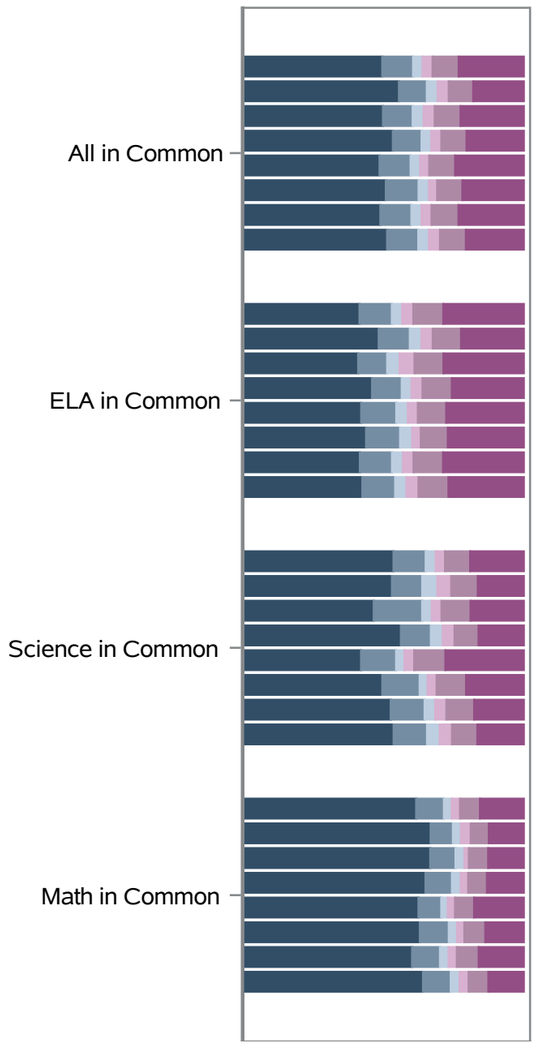
Effect Size by Subject Grade - 2021

	Student Level Remote Days Quintile														
	1 (Lowest)			2			3			4			5 (Highest)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.168	0.0040	19175	-0.177	0.0042	17116	-0.222	0.0038	21488	-0.252	0.0040	21105	-0.258	0.0040	20638
ELA in Common	-0.090	0.0054	10174	-0.102	0.0055	9438	-0.133	0.0051	11695	-0.123	0.0052	11762	-0.139	0.0054	11401
Science in Common	-0.175	0.0100	2577	-0.201	0.0100	2468	-0.241	0.0092	2888	-0.303	0.0098	2696	-0.283	0.0094	2799
Math in Common	-0.288	0.0070	6424	-0.302	0.0077	5210	-0.366	0.0065	6905	-0.461	0.0068	6647	-0.457	0.0072	6438
Reading 3	-0.099	0.0223	999	-0.078	0.0204	1116	-0.149	0.0192	1284	-0.154	0.0197	1432	-0.210	0.0205	1363
Reading 4	-0.175	0.0218	1008	-0.165	0.0195	1097	-0.263	0.0188	1373	-0.303	0.0201	1322	-0.324	0.0206	1283
Reading 5	-0.110	0.0129	1779	-0.126	0.0133	1552	-0.111	0.0128	1762	-0.084	0.0120	2033	-0.156	0.0116	2076
Reading 6	-0.106	0.0112	2009	-0.132	0.0127	1511	-0.145	0.0103	2301	-0.128	0.0108	2065	-0.141	0.0112	1952
Reading 7	-0.102	0.0116	1793	-0.162	0.0119	1642	-0.175	0.0103	2117	-0.133	0.0101	2185	-0.110	0.0108	1953
Reading 8	-0.100	0.0117	1629	-0.149	0.0123	1383	-0.159	0.0119	1678	-0.132	0.0111	1782	-0.154	0.0115	1680
English II	0.121	0.0144	957	0.149	0.0124	1137	0.140	0.0131	1180	0.148	0.0148	943	0.177	0.0138	1094
Science 5	-0.328	0.0159	1778	-0.422	0.0160	1551	-0.396	0.0154	1756	-0.423	0.0137	2009	-0.562	0.0139	2075
Science 8	-0.145	0.0127	1654	-0.163	0.0140	1390	-0.195	0.0123	1681	-0.282	0.0124	1789	-0.260	0.0122	1713
Biology	-0.230	0.0161	923	-0.249	0.0140	1078	-0.304	0.0138	1207	-0.343	0.0160	907	-0.318	0.0145	1086
Math 5	-0.332	0.0147	1776	-0.445	0.0160	1550	-0.369	0.0149	1766	-0.422	0.0139	2026	-0.618	0.0134	2085
Math 6	-0.305	0.0124	2002	-0.293	0.0140	1511	-0.356	0.0112	2295	-0.459	0.0120	2055	-0.501	0.0130	1947
Math 7	-0.269	0.0125	1793	-0.251	0.0126	1639	-0.313	0.0110	2107	-0.380	0.0110	2180	-0.378	0.0118	1952
Math 8	-0.336	0.0183	1213	-0.342	0.0233	861	-0.524	0.0189	1033	-0.606	0.0177	1256	-0.600	0.0190	1166
NC Math 1	-0.245	0.0146	1416	-0.352	0.0146	1199	-0.348	0.0136	1470	-0.461	0.0152	1156	-0.387	0.0147	1373
NC Math 3	-0.016	0.0210	766	0.043	0.0166	1159	-0.036	0.0180	1021	-0.133	0.0205	774	-0.092	0.0193	897

SBE Region

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

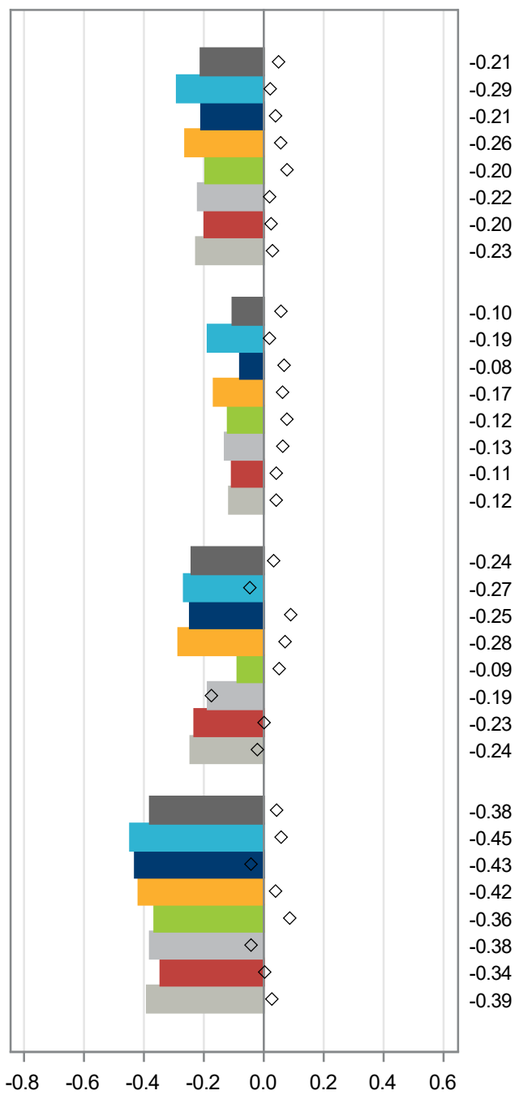
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

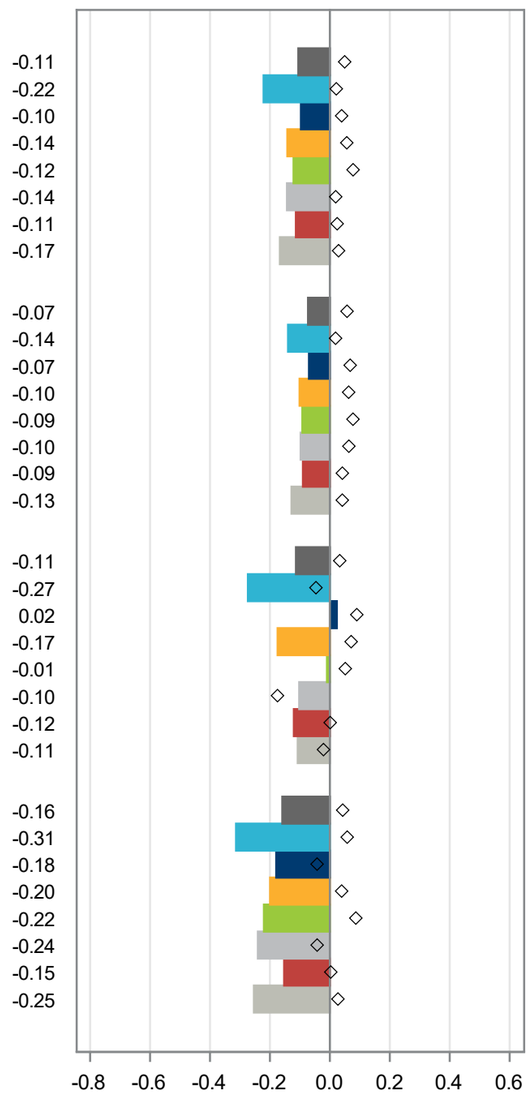
◇ : 2018 Effect Size



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

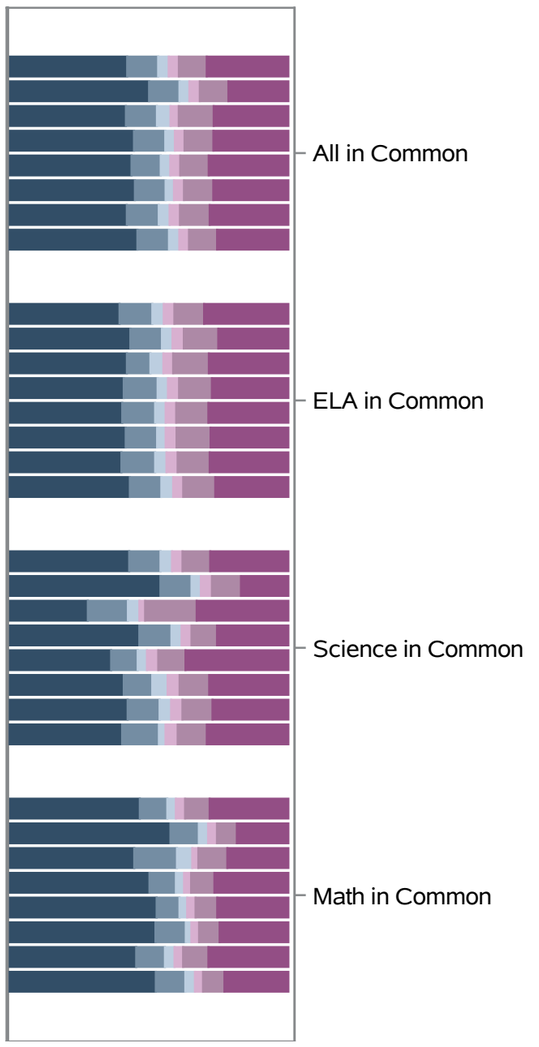
2022 Average Effect Size

◇ : 2018 Effect Size



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

2022 Student Distribution of Effect Size



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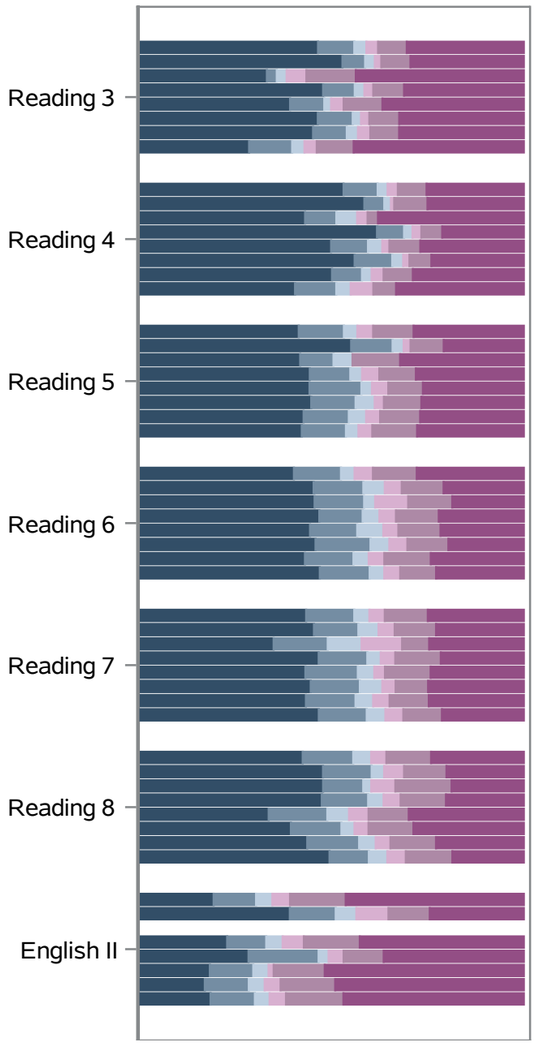
SBE Region

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

2021 Student Distribution of Effect Size



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- Medium Positive
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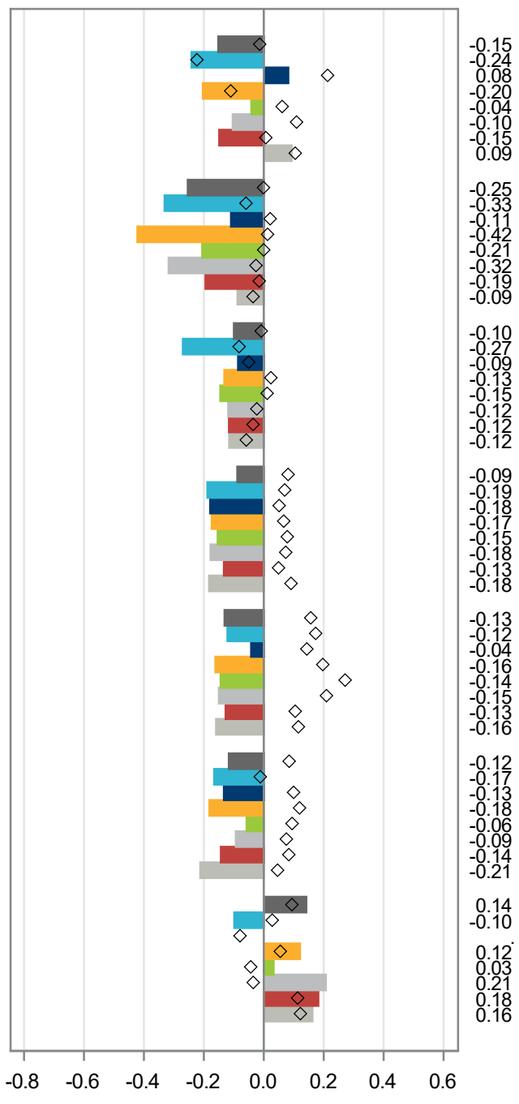
2021 Average Effect Size

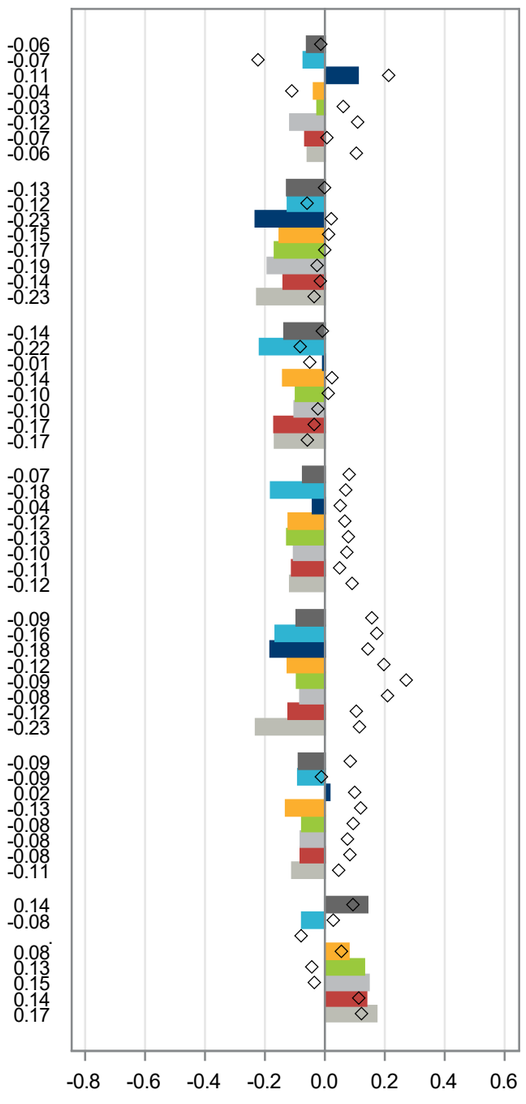
◇ : 2018 Effect Size



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

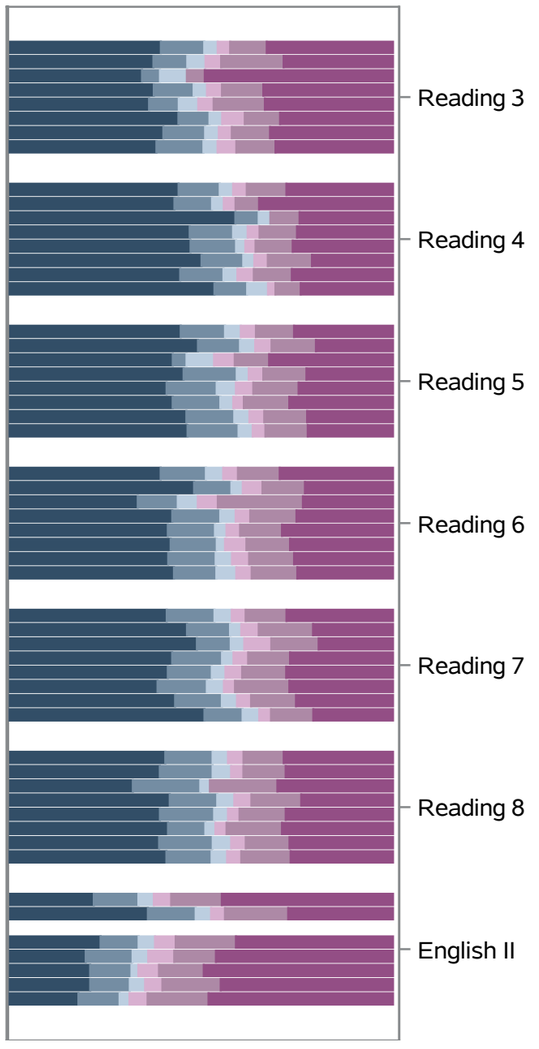
2022 Average Effect Size

◇ : 2018 Effect Size



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

2022 Student Distribution of Effect Size



Levels:
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- Small Positive
- Medium Positive
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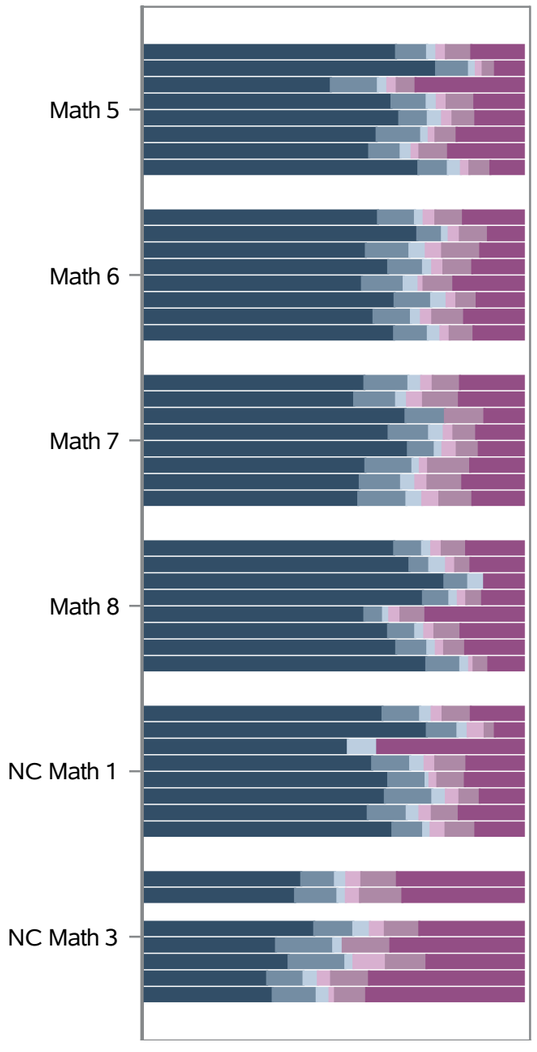
SBE Region

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

2021 Student Distribution of Effect Size



Levels:
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- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
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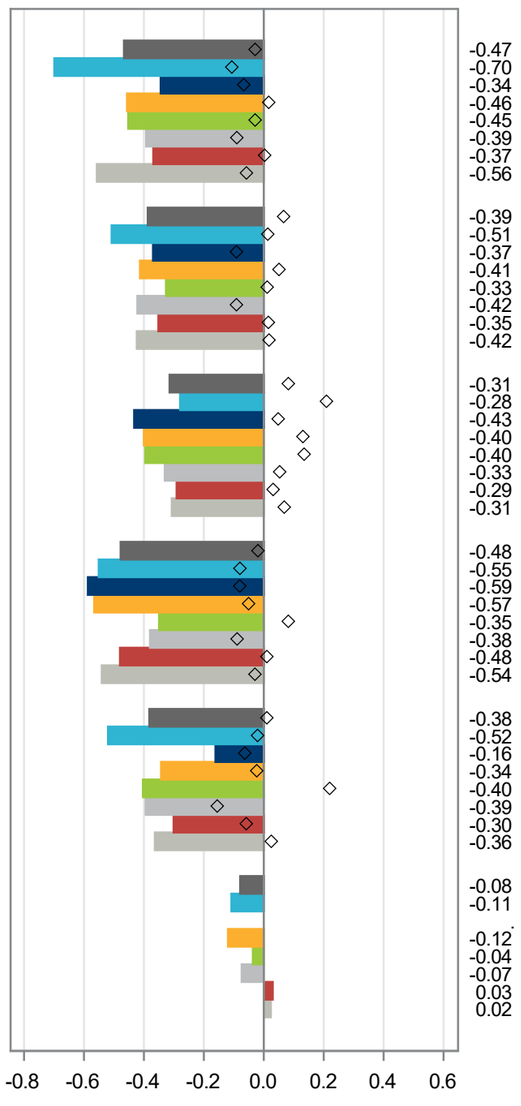
2021 Average Effect Size

◇ : 2018 Effect Size

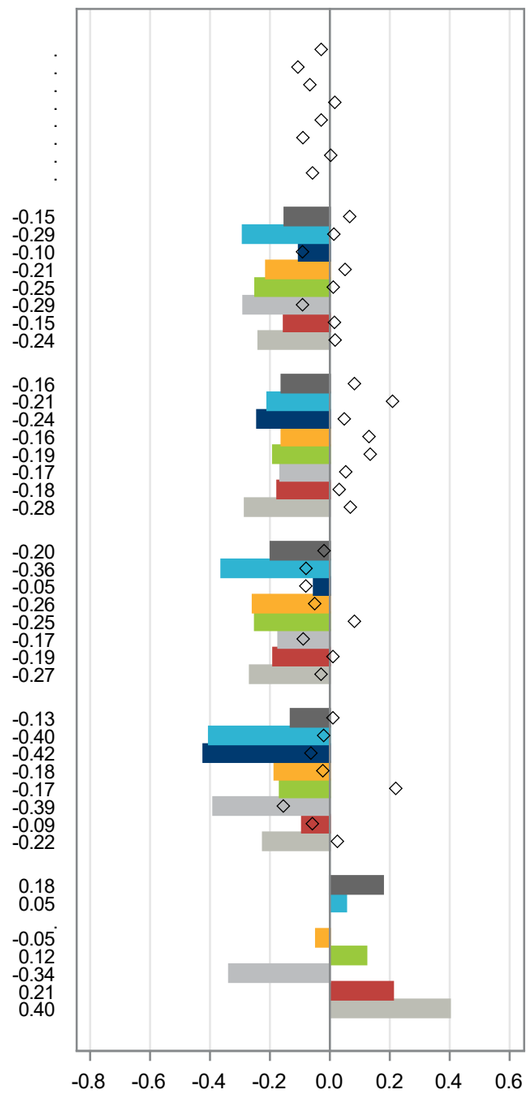


Effect Size

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

2022 Average Effect Size

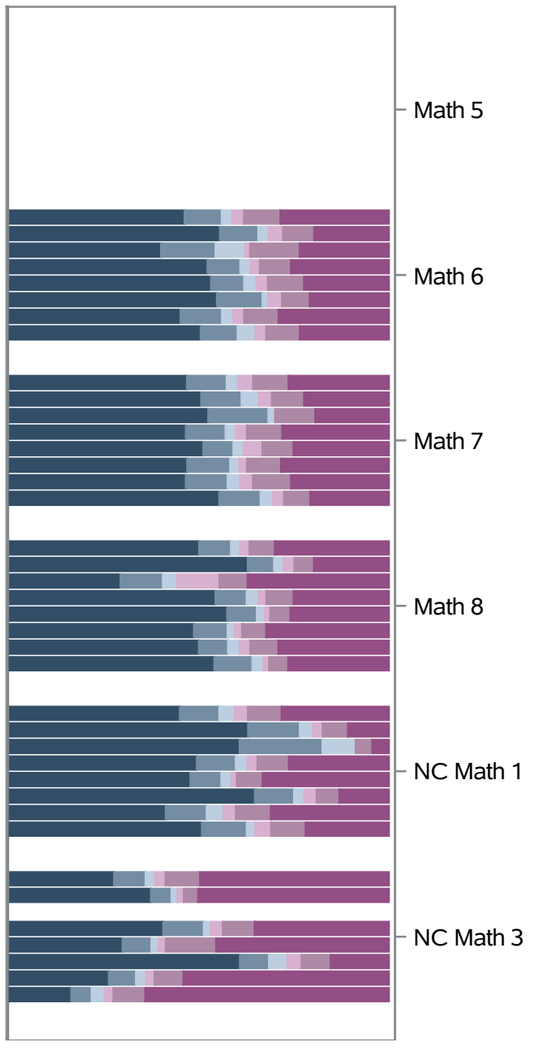
◇ : 2018 Effect Size



Effect Size

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

2022 Student Distribution of Effect Size



Levels:
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- Small Positive
- Medium Positive
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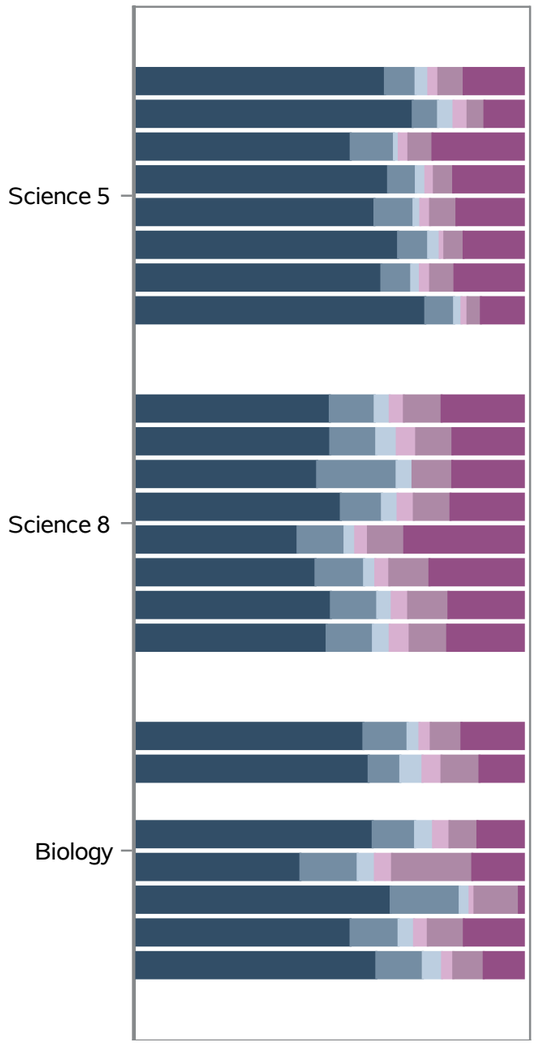
SBE Region

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

2021 Student Distribution of Effect Size



Levels:
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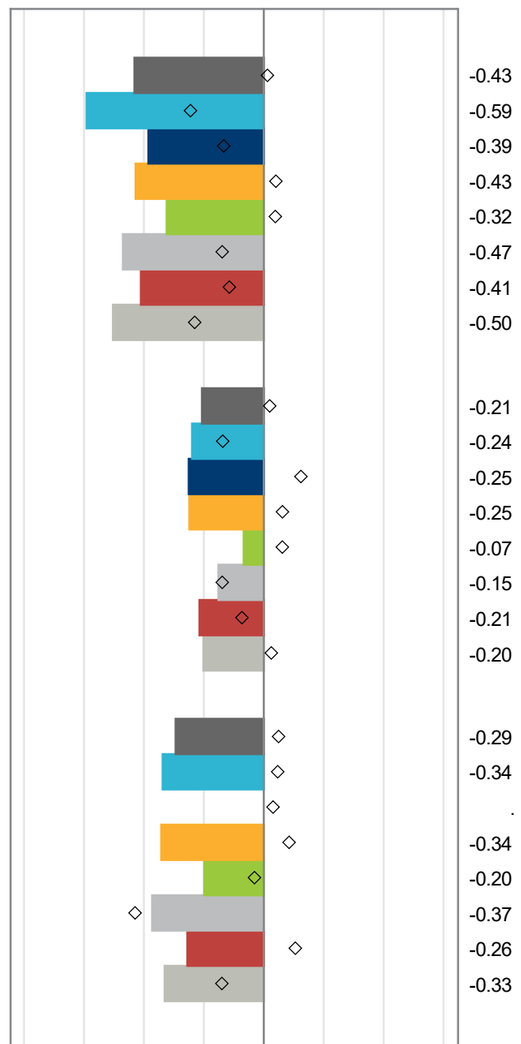
2021 Average Effect Size

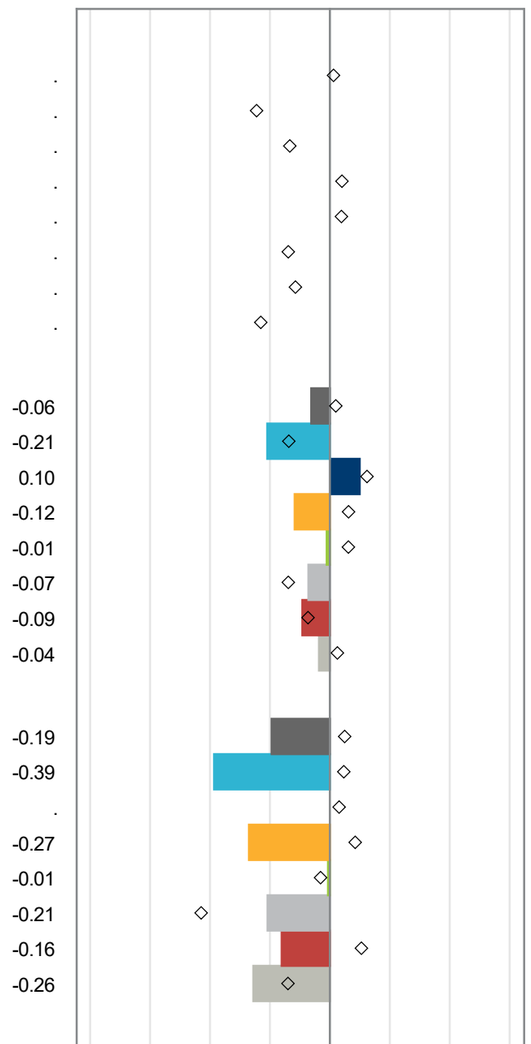
◇ : 2018 Effect Size



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

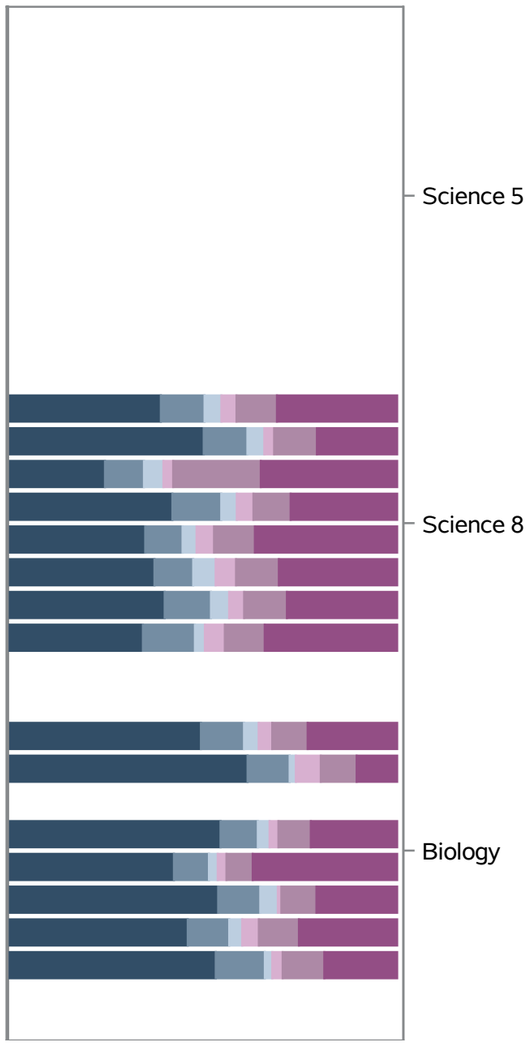
2022 Average Effect Size

◇ : 2018 Effect Size



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

2022 Student Distribution of Effect Size



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

Effect Size by Subject Grade - 2022

	SBE Region														
	North Central			Northeast			Northwest			Piedmont Triad			Sandhills		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.105	0.0029	38908	-0.221	0.0083	4223	-0.096	0.0233	579	-0.142	0.0045	15722	-0.121	0.0091	3940
ELA in Common	-0.073	0.0036	21232	-0.139	0.0114	2079	-0.070	0.0296	346	-0.101	0.0056	8641	-0.092	0.0109	2341
Science in Common	-0.113	0.0074	5657	-0.273	0.0195	687	0.023	0.0911	49	-0.174	0.0122	2126	-0.010	0.0295	425
Math in Common	-0.159	0.0057	12019	-0.313	0.0146	1457	-0.179	0.0407	184	-0.199	0.0090	4955	-0.220	0.0185	1174
Reading 3	-0.060	0.0113	2498	-0.071	0.0438	148	0.110	0.1022	43	-0.037	0.0172	1073	-0.025	0.0290	376
Reading 4	-0.127	0.0112	2539	-0.124	0.0501	164	-0.231	0.0687	66	-0.151	0.0163	1165	-0.167	0.0265	416
Reading 5	-0.135	0.0088	3440	-0.217	0.0289	330	-0.006	0.0592	56	-0.140	0.0131	1349	-0.097	0.0250	400
Reading 6	-0.073	0.0086	3681	-0.180	0.0289	372	-0.040	0.0545	77	-0.121	0.0132	1477	-0.126	0.0280	369
Reading 7	-0.095	0.0084	3502	-0.165	0.0244	377	-0.182	0.0791	57	-0.124	0.0138	1445	-0.094	0.0268	370
Reading 8	-0.087	0.0085	3480	-0.090	0.0224	438	0.015	0.0851	40	-0.130	0.0132	1332	-0.076	0.0271	336
English II	0.142	0.0102	2092	-0.076	0.0319	250	.	.	.	0.079	0.0159	800	0.131	0.0578	74
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.062	0.0094	3477	-0.209	0.0243	437	0.100	0.0930	40	-0.117	0.0144	1332	-0.010	0.0325	336
Biology	-0.194	0.0117	2180	-0.386	0.0316	250	.	.	.	-0.270	0.0214	794	-0.006	0.0693	89
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.151	0.0105	3676	-0.291	0.0292	368	-0.103	0.0586	77	-0.213	0.0158	1476	-0.249	0.0300	370
Math 7	-0.161	0.0096	3496	-0.208	0.0253	379	-0.243	0.0771	57	-0.161	0.0156	1441	-0.190	0.0298	370
Math 8	-0.197	0.0151	2322	-0.362	0.0322	392	-0.053	0.1126	27	-0.257	0.0247	894	-0.250	0.0434	285
NC Math 1	-0.130	0.0115	2525	-0.403	0.0283	318	-0.422	0.1028	23	-0.185	0.0184	1144	-0.167	0.0574	149
NC Math 3	0.177	0.0155	1778	0.054	0.0465	186	.	.	.	-0.046	0.0231	742	0.122	0.0848	53

Effect Size by Subject Grade - 2022

	SBE Region								
	Southeast			Southwest			Western		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.143	0.0083	4286	-0.113	0.0030	33799	-0.167	0.0074	5726
ELA in Common	-0.097	0.0104	2441	-0.090	0.0037	18611	-0.128	0.0096	3015
Science in Common	-0.102	0.0236	493	-0.120	0.0077	4888	-0.107	0.0199	809
Math in Common	-0.240	0.0160	1352	-0.153	0.0060	10300	-0.253	0.0139	1902
Reading 3	-0.116	0.0333	273	-0.066	0.0117	2279	-0.058	0.0352	246
Reading 4	-0.191	0.0317	314	-0.138	0.0107	2514	-0.226	0.0357	259
Reading 5	-0.102	0.0216	509	-0.169	0.0089	3057	-0.167	0.0213	574
Reading 6	-0.104	0.0243	468	-0.110	0.0089	3086	-0.116	0.0211	600
Reading 7	-0.082	0.0252	383	-0.122	0.0092	2876	-0.230	0.0221	556
Reading 8	-0.081	0.0251	382	-0.081	0.0089	2882	-0.109	0.0215	546
English II	0.146	0.0411	112	0.138	0.0104	1917	0.172	0.0291	234
Science 5	.	.	.	.	.	.	.	.	.
Science 8	-0.072	0.0274	382	-0.092	0.0098	2877	-0.036	0.0241	547
Biology	-0.208	0.0451	111	-0.161	0.0121	2011	-0.255	0.0334	262
Math 5	.	.	.	.	.	.	.	.	.
Math 6	-0.289	0.0261	468	-0.154	0.0110	3083	-0.238	0.0249	600
Math 7	-0.165	0.0283	382	-0.175	0.0105	2874	-0.284	0.0247	553
Math 8	-0.172	0.0375	317	-0.189	0.0157	1982	-0.267	0.0382	341
NC Math 1	-0.389	0.0388	185	-0.093	0.0118	2361	-0.223	0.0264	408
NC Math 3	-0.336	0.0539	105	0.211	0.0157	1799	0.400	0.0353	263

Effect Size by Subject Grade - 2021

	SBE Region														
	North Central			Northeast			Northwest			Piedmont Triad			Sandhills		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.211	0.0030	36877	-0.290	0.0096	3355	-0.209	0.0237	586	-0.262	0.0047	14490	-0.195	0.0092	3997
ELA in Common	-0.104	0.0039	20020	-0.187	0.0130	1714	-0.079	0.0308	339	-0.167	0.0064	7929	-0.120	0.0119	2280
Science in Common	-0.241	0.0071	5162	-0.266	0.0249	445	-0.246	0.0681	58	-0.285	0.0113	2003	-0.088	0.0252	433
Math in Common	-0.380	0.0053	11695	-0.446	0.0162	1196	-0.430	0.0389	189	-0.418	0.0083	4558	-0.365	0.0166	1284
Reading 3	-0.152	0.0153	2137	-0.241	0.0714	119	0.082	0.1102	39	-0.203	0.0258	915	-0.042	0.0375	339
Reading 4	-0.254	0.0145	2215	-0.331	0.0682	116	-0.109	0.1387	37	-0.422	0.0256	869	-0.205	0.0401	324
Reading 5	-0.100	0.0094	3346	-0.270	0.0325	279	-0.086	0.0643	81	-0.132	0.0151	1275	-0.145	0.0263	402
Reading 6	-0.088	0.0081	3653	-0.188	0.0267	341	-0.179	0.0600	70	-0.174	0.0130	1468	-0.154	0.0253	386
Reading 7	-0.131	0.0082	3548	-0.121	0.0235	382	-0.042	0.0529	57	-0.161	0.0123	1380	-0.144	0.0247	397
Reading 8	-0.117	0.0085	3113	-0.165	0.0273	309	-0.133	0.0554	48	-0.181	0.0132	1223	-0.057	0.0251	355
English II	0.142	0.0101	2008	-0.098	0.0368	168	.	.	.	0.121	0.0155	799	0.033	0.0521	77
Science 5	-0.432	0.0112	3332	-0.591	0.0387	277	-0.385	0.0836	81	-0.428	0.0186	1274	-0.324	0.0280	400
Science 8	-0.206	0.0092	3132	-0.239	0.0304	322	-0.250	0.0764	49	-0.248	0.0148	1222	-0.067	0.0283	365
Biology	-0.294	0.0110	2030	-0.337	0.0420	123	.	.	.	-0.342	0.0175	781	-0.199	0.0496	68
Math 5	-0.467	0.0108	3353	-0.699	0.0384	278	-0.344	0.0784	81	-0.456	0.0168	1279	-0.452	0.0285	402
Math 6	-0.387	0.0093	3642	-0.508	0.0296	340	-0.370	0.0575	70	-0.413	0.0149	1456	-0.326	0.0279	386
Math 7	-0.314	0.0089	3544	-0.279	0.0262	382	-0.433	0.0712	58	-0.400	0.0140	1377	-0.396	0.0263	398
Math 8	-0.478	0.0148	2035	-0.551	0.0419	250	-0.587	0.0835	48	-0.566	0.0229	722	-0.349	0.0418	306
NC Math 1	-0.382	0.0110	2474	-0.520	0.0312	224	-0.161	0.1388	13	-0.343	0.0170	1003	-0.403	0.0409	194
NC Math 3	-0.079	0.0140	1822	-0.108	0.0482	135	.	.	.	-0.119	0.0220	664	-0.036	0.0820	43

Effect Size by Subject Grade - 2021

	SBE Region								
	Southeast			Southwest			Western		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.220	0.0082	4469	-0.198	0.0031	31986	-0.226	0.0073	5386
ELA in Common	-0.130	0.0110	2479	-0.106	0.0042	17594	-0.116	0.0098	2834
Science in Common	-0.187	0.0218	496	-0.232	0.0073	4522	-0.245	0.0181	731
Math in Common	-0.380	0.0141	1494	-0.345	0.0056	9870	-0.390	0.0127	1821
Reading 3	-0.103	0.0442	232	-0.149	0.0149	2275	0.093	0.0484	188
Reading 4	-0.317	0.0450	246	-0.195	0.0150	2129	-0.088	0.0468	187
Reading 5	-0.119	0.0231	504	-0.116	0.0099	2830	-0.115	0.0217	585
Reading 6	-0.178	0.0227	471	-0.133	0.0090	2932	-0.182	0.0211	580
Reading 7	-0.150	0.0225	463	-0.127	0.0088	2929	-0.159	0.0195	579
Reading 8	-0.093	0.0224	412	-0.143	0.0092	2607	-0.212	0.0212	480
English II	0.207	0.0440	151	0.182	0.0098	1892	0.162	0.0261	235
Science 5	-0.470	0.0282	505	-0.410	0.0123	2819	-0.503	0.0233	581
Science 8	-0.151	0.0245	417	-0.215	0.0099	2631	-0.202	0.0226	488
Biology	-0.373	0.0396	79	-0.255	0.0107	1891	-0.331	0.0291	243
Math 5	-0.393	0.0273	505	-0.369	0.0122	2823	-0.557	0.0246	582
Math 6	-0.422	0.0260	470	-0.352	0.0101	2932	-0.424	0.0229	576
Math 7	-0.330	0.0240	462	-0.291	0.0093	2917	-0.307	0.0213	578
Math 8	-0.380	0.0316	337	-0.480	0.0156	1742	-0.541	0.0373	258
NC Math 1	-0.394	0.0328	225	-0.301	0.0108	2279	-0.364	0.0253	409
NC Math 3	-0.074	0.0648	47	0.030	0.0135	1729	0.024	0.0379	208

Effect Size by Subject Grade - 2018

	SBE Region														
	North Central			Northeast			Northwest			Piedmont Triad			Sandhills		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.049	0.0028	32227	0.021	0.0086	3398	0.039	0.0207	612	0.056	0.0045	12730	0.078	0.0090	3159
ELA in Common	0.057	0.0037	17771	0.019	0.0118	1765	0.068	0.0279	382	0.063	0.0061	6904	0.077	0.0117	1905
Science in Common	0.033	0.0076	4701	-0.046	0.0207	529	0.090	0.0663	60	0.071	0.0115	1785	0.051	0.0313	303
Math in Common	0.043	0.0051	9755	0.058	0.0155	1104	-0.043	0.0324	170	0.039	0.0082	4041	0.087	0.0158	951
Reading 3	-0.014	0.0144	1938	-0.223	0.0795	81	0.213	0.0818	71	-0.110	0.0249	711	0.061	0.0362	319
Reading 4	-0.001	0.0094	2843	-0.059	0.0340	219	0.021	0.0771	53	0.013	0.0165	997	-0.000	0.0273	325
Reading 5	-0.008	0.0091	2767	-0.082	0.0273	280	-0.050	0.0514	82	0.024	0.0154	1061	0.011	0.0258	323
Reading 6	0.081	0.0082	3027	0.070	0.0260	349	0.051	0.0594	68	0.067	0.0132	1278	0.079	0.0244	363
Reading 7	0.157	0.0090	2768	0.173	0.0244	348	0.144	0.0605	54	0.197	0.0132	1137	0.271	0.0271	265
Reading 8	0.085	0.0090	2604	-0.012	0.0299	268	0.100	0.0871	38	0.119	0.0145	1083	0.094	0.0299	268
English II	0.094	0.0108	1824	0.028	0.0291	220	-0.079	0.1482	16	0.055	0.0177	637	-0.044	0.0788	42
Science 5	0.012	0.0118	2738	-0.245	0.0299	276	-0.134	0.0780	80	0.040	0.0193	1054	0.039	0.0321	315
Science 8	0.020	0.0104	2613	-0.137	0.0287	268	0.124	0.0807	38	0.062	0.0150	1087	0.062	0.0321	269
Biology	0.049	0.0110	2088	0.047	0.0288	261	0.031	0.1167	22	0.085	0.0181	698	-0.031	0.1165	34
Math 5	-0.029	0.0103	2762	-0.107	0.0295	279	-0.067	0.0597	82	0.016	0.0162	1059	-0.029	0.0274	322
Math 6	0.066	0.0093	3022	0.013	0.0255	349	-0.091	0.0498	68	0.051	0.0143	1279	0.011	0.0254	363
Math 7	0.082	0.0090	2766	0.209	0.0272	348	0.048	0.0587	54	0.131	0.0131	1136	0.135	0.0293	265
Math 8	-0.019	0.0136	1671	-0.080	0.0665	87	-0.080	0.0620	35	-0.051	0.0227	596	0.082	0.0362	206
NC Math 1	0.010	0.0103	2296	-0.021	0.0278	320	-0.063	0.1552	13	-0.023	0.0175	1030	0.220	0.0392	117

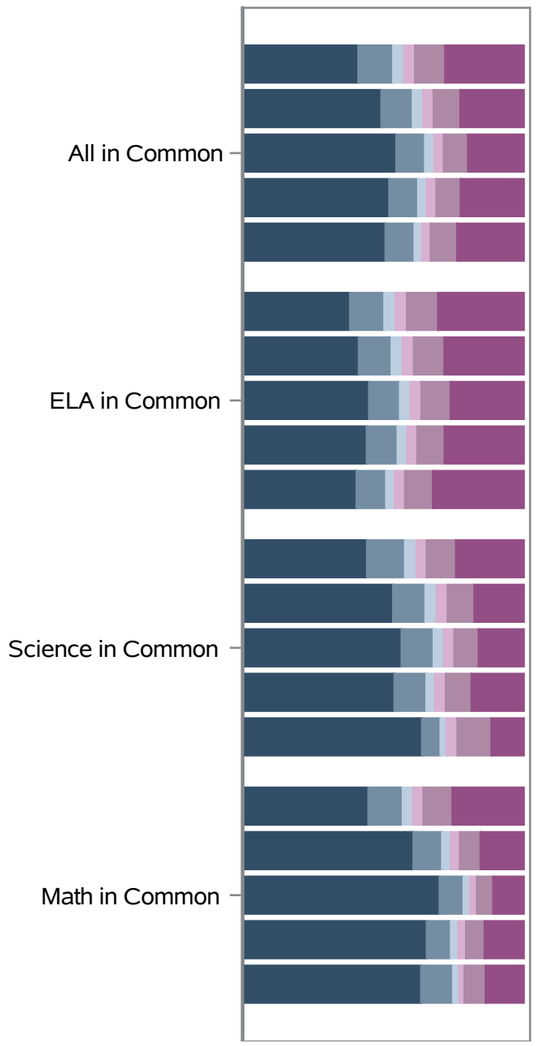
Effect Size by Subject Grade - 2018

	SBE Region								
	Southeast			Southwest			Western		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.019	0.0088	3699	0.024	0.0030	27627	0.029	0.0068	5076
ELA in Common	0.063	0.0111	2444	0.042	0.0040	15444	0.042	0.0094	2849
Science in Common	-0.175	0.0299	226	0.001	0.0079	3649	-0.021	0.0193	642
Math in Common	-0.042	0.0156	1029	0.003	0.0052	8534	0.027	0.0115	1585
Reading 3	0.109	0.0332	484	0.007	0.0163	1705	0.105	0.0458	205
Reading 4	-0.026	0.0236	490	-0.015	0.0105	2363	-0.036	0.0237	518
Reading 5	-0.023	0.0231	438	-0.036	0.0099	2407	-0.058	0.0222	500
Reading 6	0.073	0.0234	433	0.049	0.0089	2753	0.091	0.0201	514
Reading 7	0.209	0.0235	379	0.105	0.0090	2568	0.115	0.0206	465
Reading 8	0.075	0.0334	197	0.084	0.0100	2126	0.046	0.0234	460
English II	-0.035	0.0914	23	0.113	0.0111	1522	0.122	0.0282	187
Science 5	-0.139	0.0277	434	-0.115	0.0118	2375	-0.231	0.0238	490
Science 8	-0.139	0.0314	198	-0.073	0.0101	2135	0.025	0.0226	461
Biology	-0.430	0.0805	28	0.105	0.0122	1514	-0.140	0.0361	181
Math 5	-0.090	0.0239	439	0.003	0.0107	2402	-0.058	0.0218	500
Math 6	-0.091	0.0246	430	0.015	0.0091	2747	0.018	0.0191	514
Math 7	0.053	0.0253	379	0.031	0.0089	2564	0.068	0.0202	465
Math 8	-0.089	0.0403	146	0.010	0.0144	1337	-0.029	0.0340	244
NC Math 1	-0.155	0.0514	74	-0.058	0.0109	1886	0.025	0.0249	362

A-F Grade

School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively

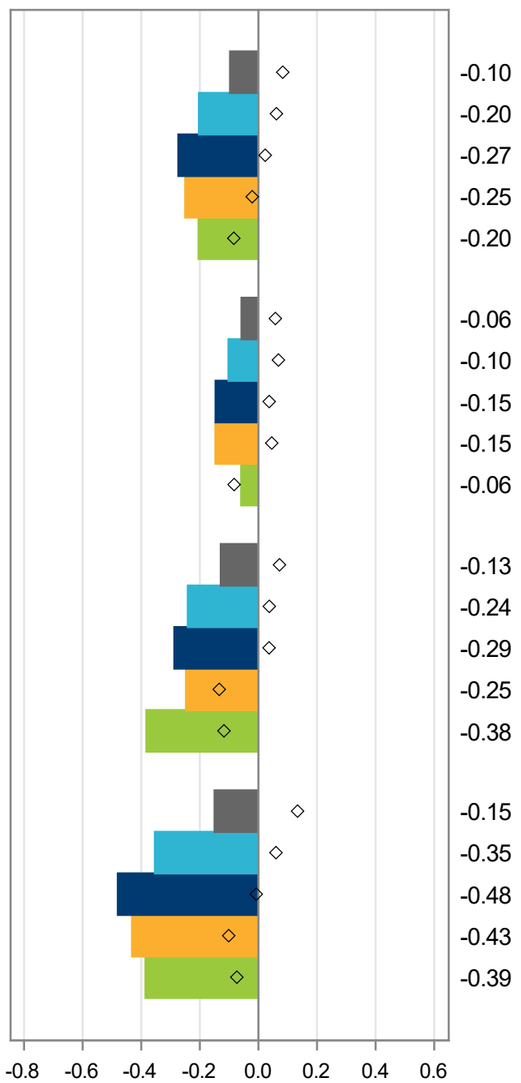
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

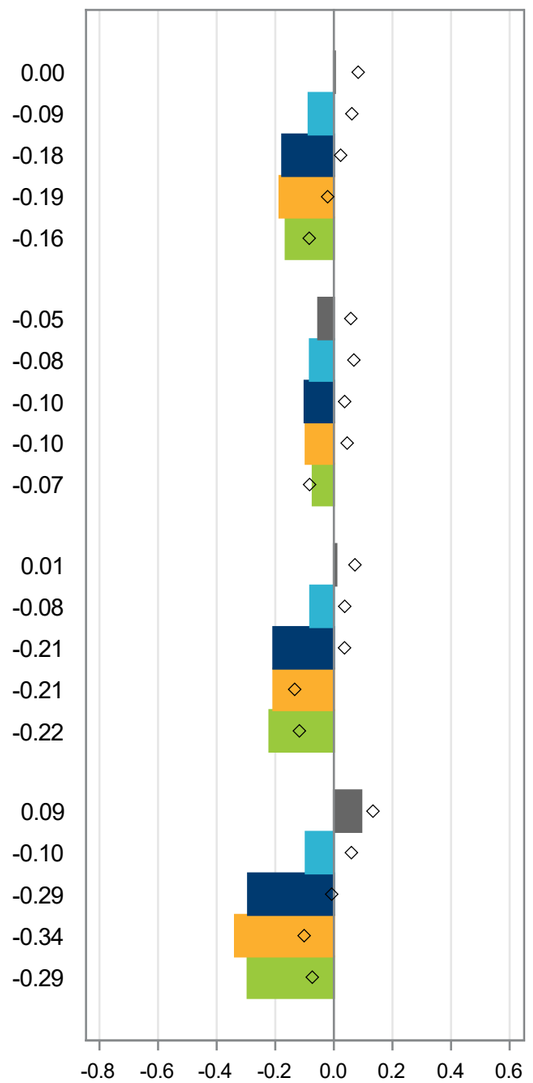
◇ : 2018 Effect Size



- A
- B
- C
- D
- F

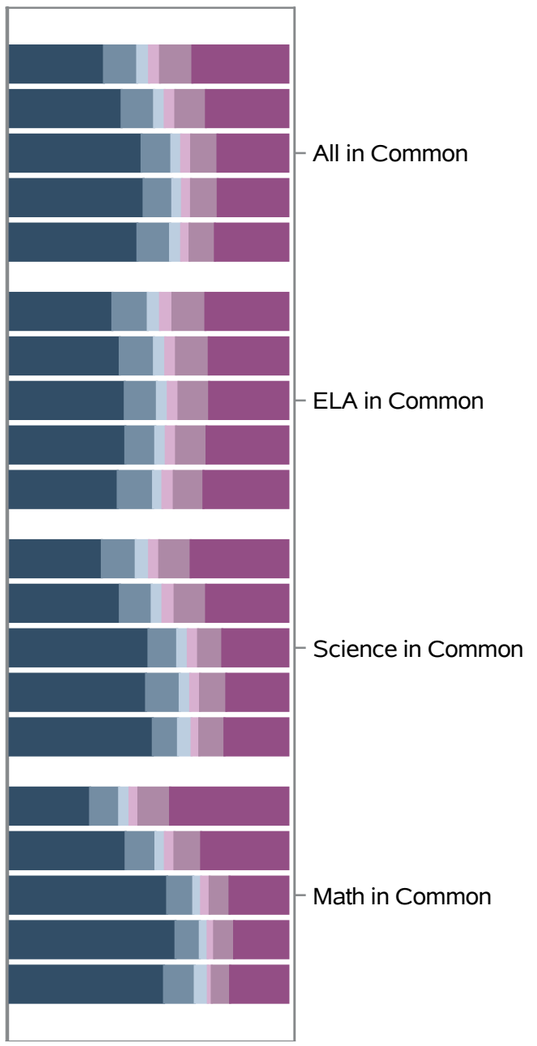
2022 Average Effect Size

◇ : 2018 Effect Size



- A
- B
- C
- D
- F

2022 Student Distribution of Effect Size

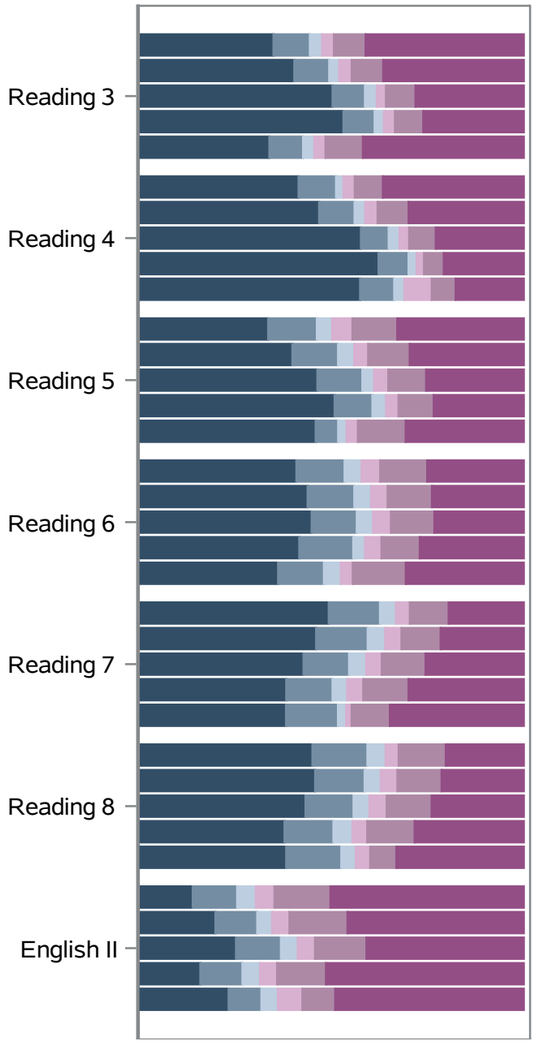


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

A-F Grade

School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size



Levels:
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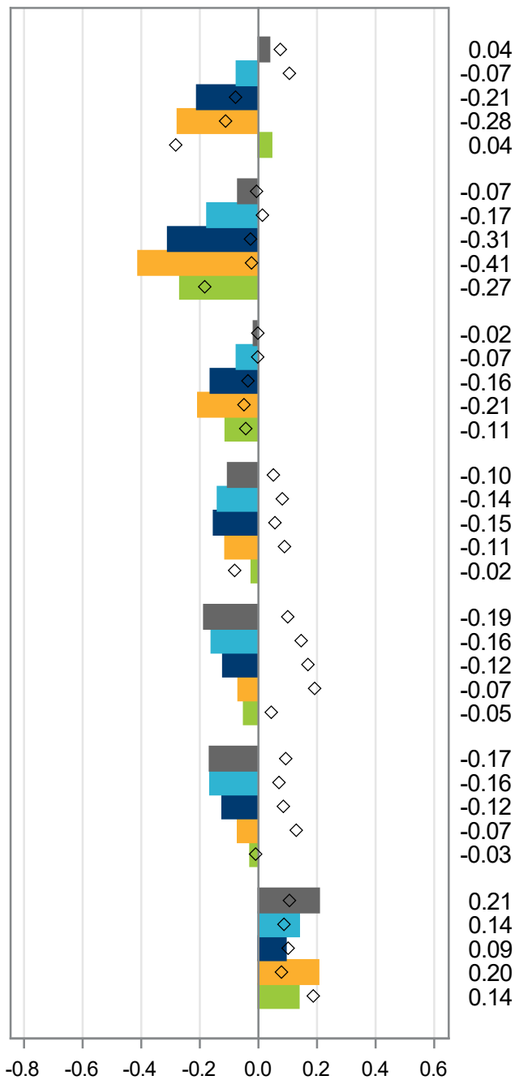
- Large Positive

2021 Average Effect Size

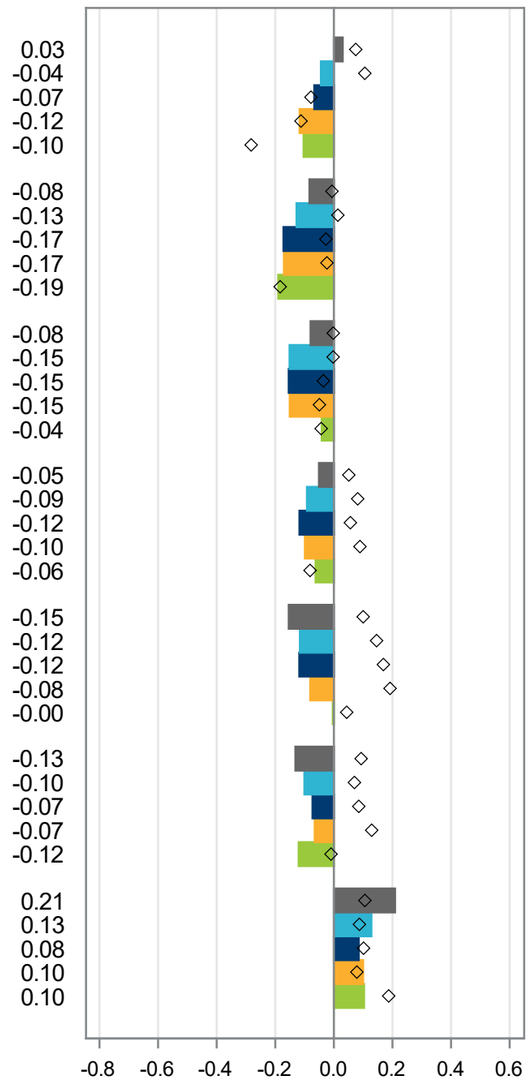
◇ : 2018 Effect Size



- A
- B
- C
- D
- F

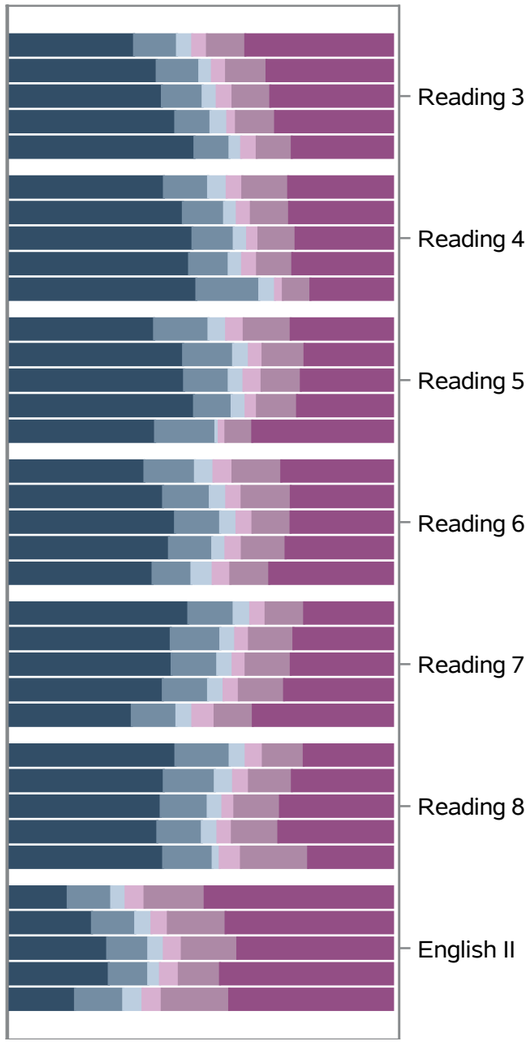
2022 Average Effect Size

◇ : 2018 Effect Size



- A
- B
- C
- D
- F

2022 Student Distribution of Effect Size

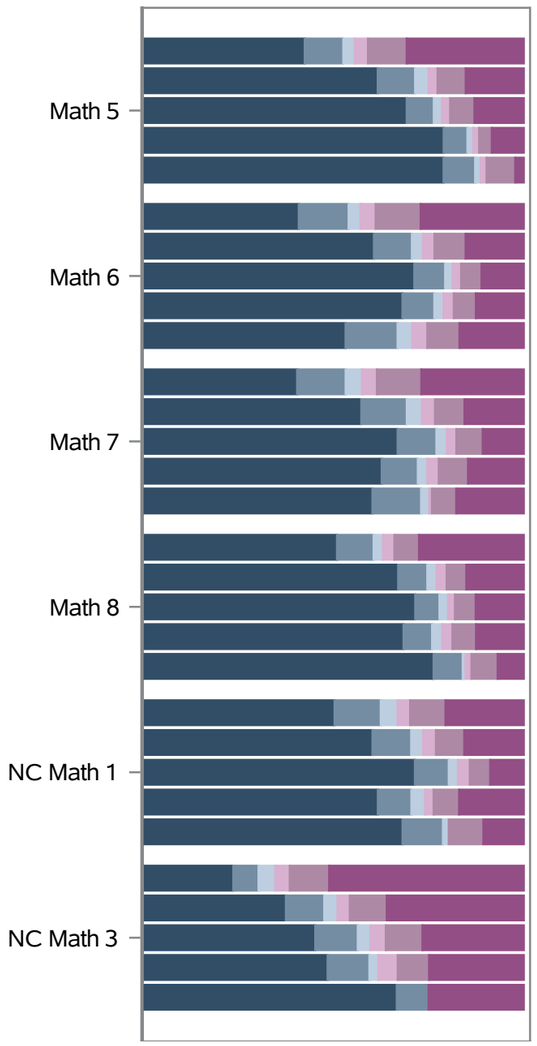


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

A-F Grade

School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size



Levels:
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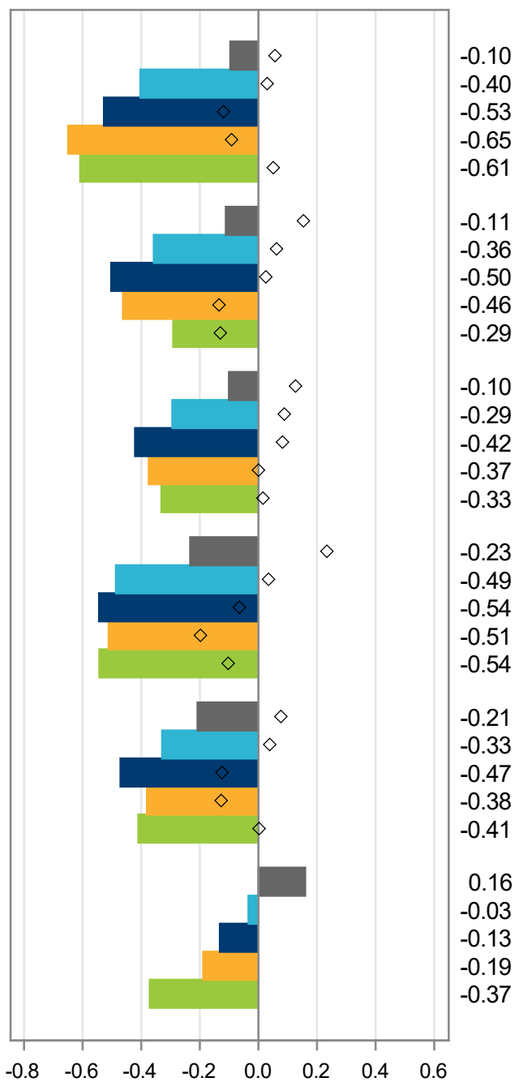
- Medium Positive
- Large Positive

2021 Average Effect Size

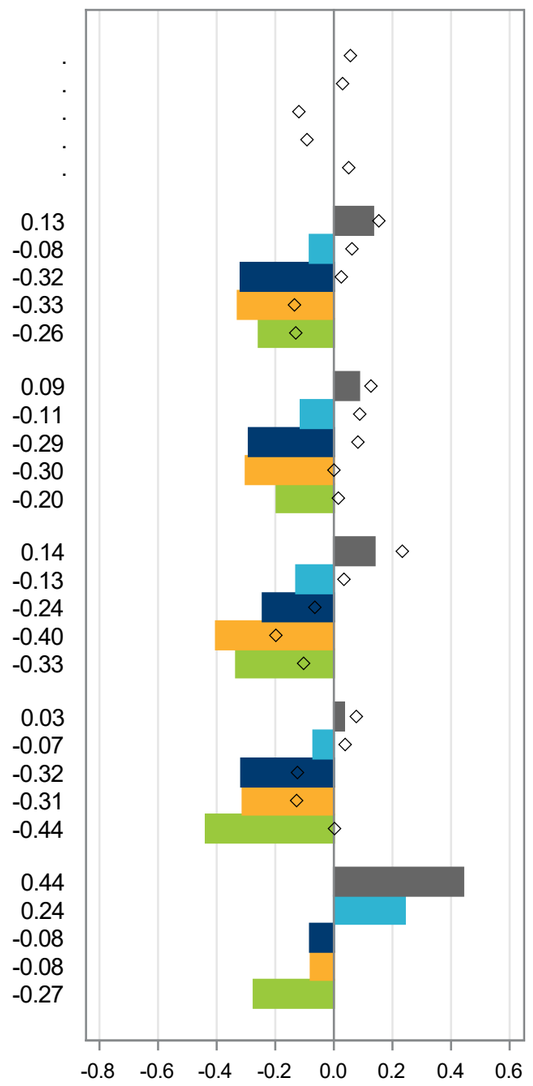
◇ : 2018 Effect Size



- A
- B
- C
- D
- F

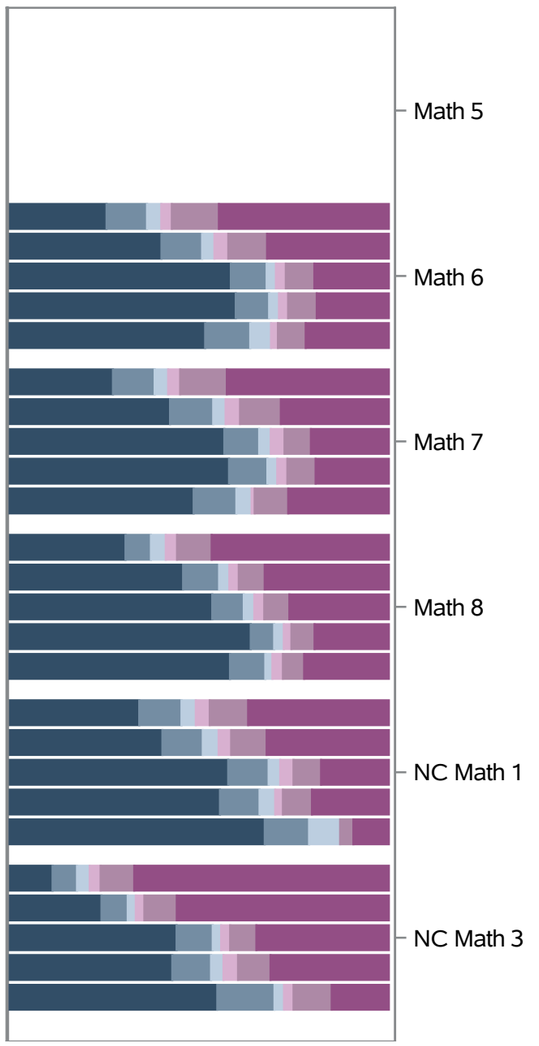
2022 Average Effect Size

◇ : 2018 Effect Size



- A
- B
- C
- D
- F

2022 Student Distribution of Effect Size

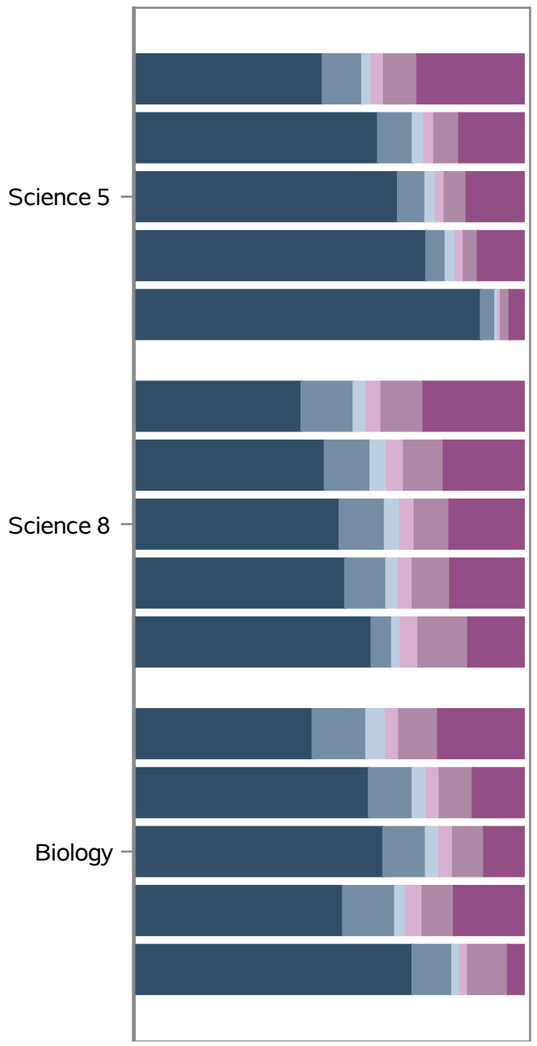


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

A-F Grade

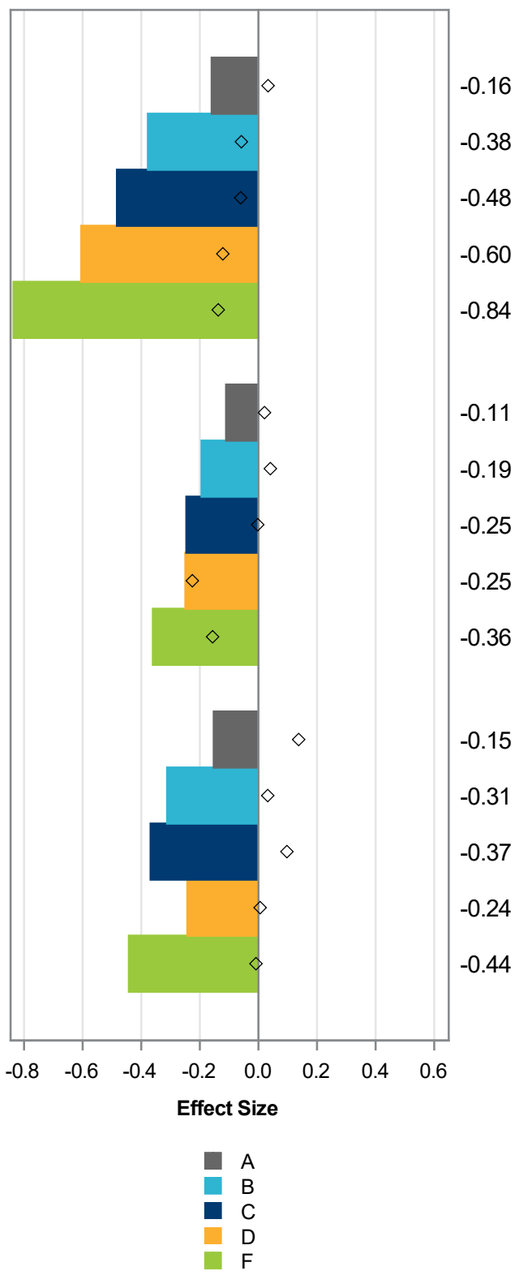
School classification based on 2021 data with students' schools based on 2021 and 2022 data respectively

2021 Student Distribution of Effect Size



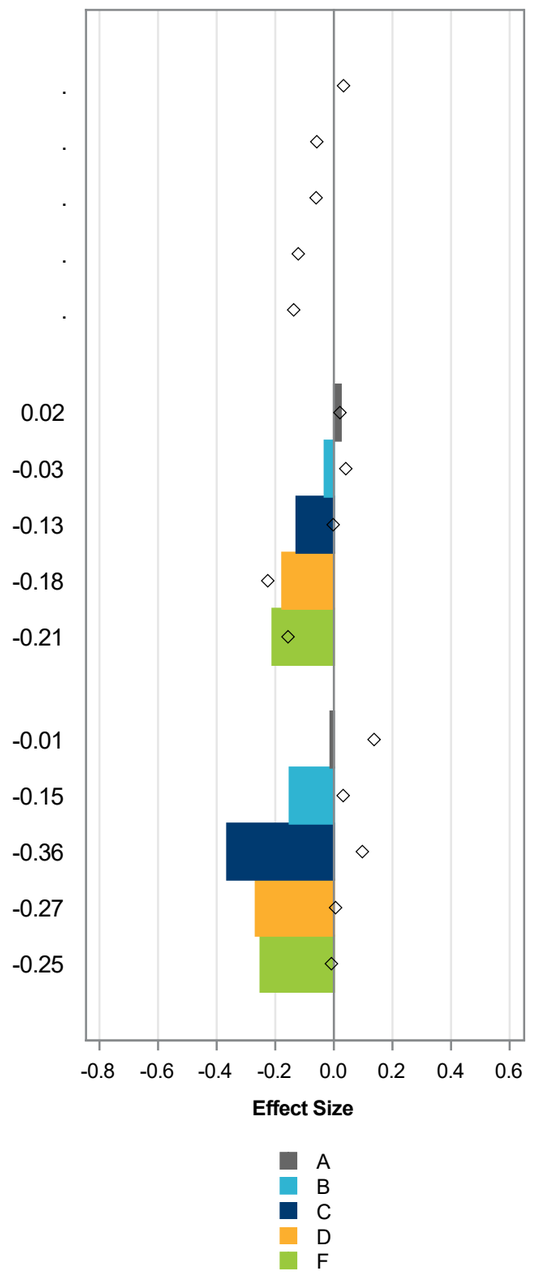
2021 Average Effect Size

◇ : 2018 Effect Size

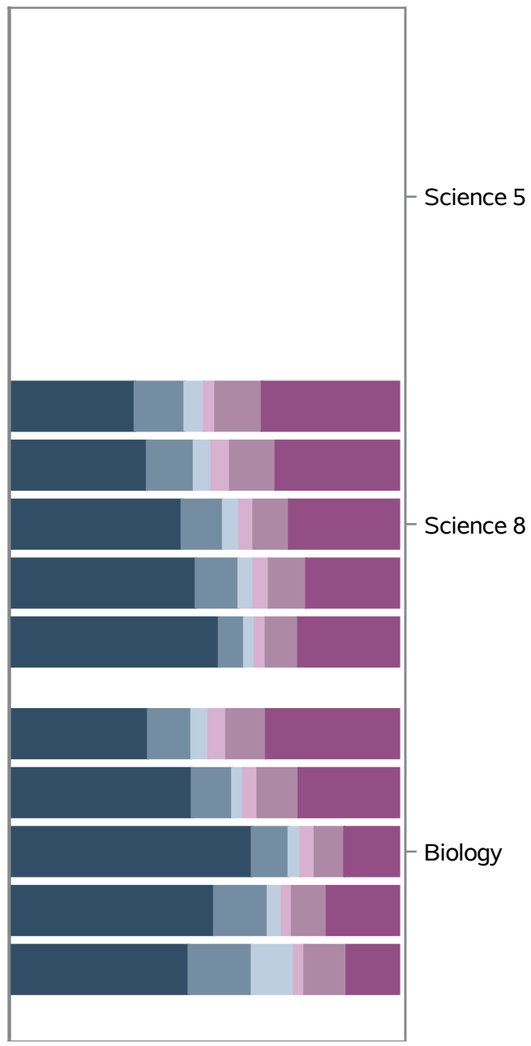


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size



Effect Size by Subject Grade - 2022

	A-F Grade														
	A			B			C			D			F		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.001	0.0044	14360	-0.086	0.0027	40748	-0.176	0.0033	29728	-0.185	0.0046	16113	-0.164	0.0160	1265
ELA in Common	-0.053	0.0056	7741	-0.082	0.0034	21950	-0.100	0.0041	16145	-0.096	0.0057	8957	-0.072	0.0210	691
Science in Common	0.009	0.0104	2270	-0.081	0.0069	6061	-0.207	0.0090	4058	-0.206	0.0119	2194	-0.220	0.0484	145
Math in Common	0.094	0.0088	4349	-0.096	0.0052	12737	-0.293	0.0063	9525	-0.337	0.0089	4962	-0.294	0.0272	429
Reading 3	0.030	0.0180	835	-0.044	0.0114	2317	-0.067	0.0130	1828	-0.117	0.0177	1193	-0.103	0.0611	99
Reading 4	-0.083	0.0171	890	-0.127	0.0107	2546	-0.172	0.0125	2046	-0.170	0.0164	1236	-0.190	0.0650	98
Reading 5	-0.079	0.0136	1247	-0.151	0.0082	3712	-0.154	0.0095	2660	-0.151	0.0140	1414	-0.041	0.0513	115
Reading 6	-0.051	0.0134	1335	-0.092	0.0083	3760	-0.117	0.0096	2853	-0.099	0.0135	1550	-0.062	0.0535	109
Reading 7	-0.154	0.0135	1301	-0.116	0.0082	3607	-0.118	0.0100	2665	-0.081	0.0136	1440	-0.004	0.0433	121
Reading 8	-0.131	0.0129	1300	-0.101	0.0081	3565	-0.073	0.0097	2704	-0.065	0.0130	1462	-0.120	0.0497	109
English II	0.209	0.0144	833	0.128	0.0092	2443	0.085	0.0127	1389	0.100	0.0197	662	0.103	0.0577	40
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	0.023	0.0137	1299	-0.031	0.0087	3565	-0.128	0.0110	2702	-0.176	0.0146	1459	-0.210	0.0589	108
Biology	-0.011	0.0158	971	-0.151	0.0111	2496	-0.364	0.0147	1356	-0.267	0.0203	735	-0.250	0.0819	37
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	0.134	0.0153	1337	-0.082	0.0095	3759	-0.318	0.0115	2846	-0.328	0.0158	1544	-0.256	0.0509	110
Math 7	0.086	0.0148	1299	-0.113	0.0090	3603	-0.290	0.0112	2663	-0.301	0.0150	1431	-0.195	0.0472	125
Math 8	0.139	0.0318	540	-0.129	0.0148	2193	-0.243	0.0149	2176	-0.402	0.0192	1303	-0.334	0.0649	108
NC Math 1	0.035	0.0168	1173	-0.070	0.0100	3182	-0.316	0.0130	1840	-0.311	0.0231	684	-0.437	0.0502	86
NC Math 3	0.441	0.0189	873	0.242	0.0137	2177	-0.081	0.0187	1223	-0.079	0.0271	559	-0.274	0.0772	40

Effect Size by Subject Grade - 2021

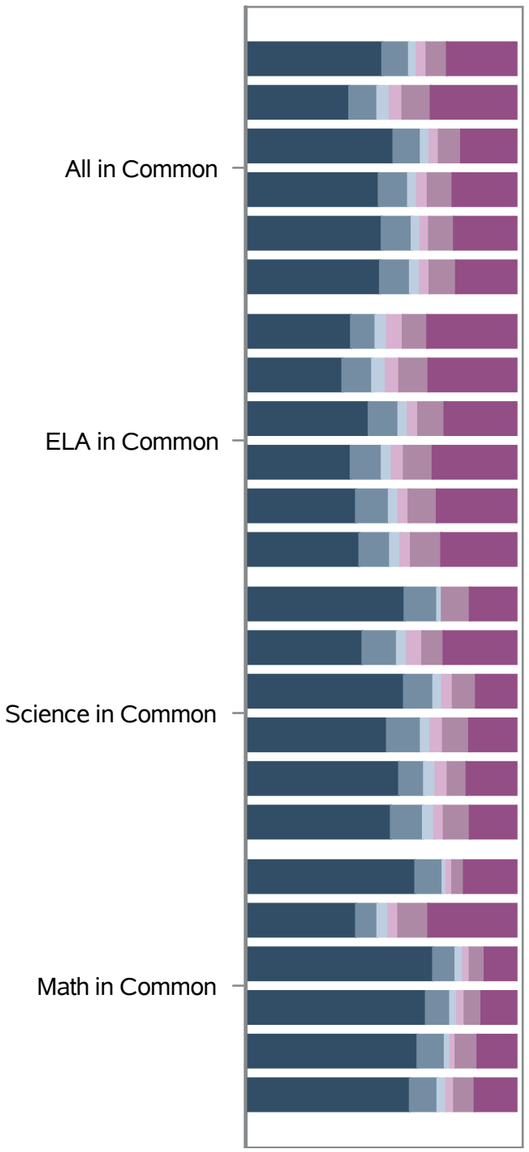
	A-F Grade													
	A			B			C			D			F		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.097	0.0043	14146	-0.203	0.0028	39710	-0.273	0.0034	27329	-0.250	0.0048	15117	-0.204	0.0150	1508
ELA in Common	-0.058	0.0059	7630	-0.102	0.0037	21137	-0.146	0.0046	14869	-0.147	0.0065	8452	-0.059	0.0195	834
Science in Common	-0.128	0.0098	2231	-0.241	0.0065	5875	-0.287	0.0086	3544	-0.247	0.0123	1847	-0.382	0.0395	182
Math in Common	-0.150	0.0082	4285	-0.353	0.0049	12698	-0.480	0.0058	8916	-0.431	0.0082	4818	-0.385	0.0252	492
Reading 3	0.037	0.0224	816	-0.074	0.0164	2100	-0.210	0.0175	1631	-0.276	0.0218	1077	0.044	0.0631	103
Reading 4	-0.070	0.0223	823	-0.175	0.0156	2056	-0.309	0.0172	1590	-0.410	0.0225	1093	-0.267	0.0643	113
Reading 5	-0.016	0.0145	1203	-0.074	0.0086	3647	-0.163	0.0107	2564	-0.206	0.0156	1326	-0.112	0.0496	137
Reading 6	-0.104	0.0129	1288	-0.139	0.0080	3788	-0.152	0.0096	2743	-0.113	0.0133	1501	-0.024	0.0387	160
Reading 7	-0.186	0.0127	1302	-0.160	0.0076	3718	-0.121	0.0093	2761	-0.068	0.0128	1517	-0.050	0.0417	141
Reading 8	-0.166	0.0128	1269	-0.165	0.0078	3496	-0.123	0.0098	2336	-0.070	0.0138	1253	-0.028	0.0445	133
English II	0.207	0.0131	929	0.138	0.0091	2332	0.093	0.0131	1244	0.205	0.0178	685	0.137	0.0602	47
Science 5	-0.160	0.0171	1193	-0.377	0.0102	3637	-0.483	0.0128	2555	-0.605	0.0183	1329	-0.836	0.0473	136
Science 8	-0.110	0.0135	1272	-0.194	0.0084	3531	-0.246	0.0109	2355	-0.249	0.0153	1269	-0.360	0.0497	133
Biology	-0.153	0.0142	959	-0.311	0.0100	2344	-0.368	0.0137	1189	-0.243	0.0204	578	-0.442	0.0578	49
Math 5	-0.096	0.0168	1204	-0.403	0.0100	3646	-0.527	0.0125	2563	-0.649	0.0165	1332	-0.608	0.0414	133
Math 6	-0.111	0.0142	1286	-0.357	0.0088	3785	-0.503	0.0105	2738	-0.462	0.0145	1487	-0.291	0.0470	154
Math 7	-0.101	0.0138	1305	-0.294	0.0081	3714	-0.421	0.0098	2746	-0.374	0.0136	1510	-0.331	0.0443	141
Math 8	-0.233	0.0282	604	-0.486	0.0142	2133	-0.544	0.0152	1766	-0.511	0.0196	1014	-0.543	0.0508	131
NC Math 1	-0.208	0.0151	1090	-0.329	0.0096	3066	-0.471	0.0122	1666	-0.380	0.0205	807	-0.410	0.0565	66
NC Math 3	0.159	0.0180	891	-0.034	0.0125	2190	-0.131	0.0172	979	-0.188	0.0254	516	-0.371	0.1530	12

Effect Size by Subject Grade - 2018

	A-F Grade													
	A			B			C			D			F		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.083	0.0039	13727	0.061	0.0025	37312	0.023	0.0034	23137	-0.021	0.0048	12664	-0.084	0.0145	1456
ELA in Common	0.058	0.0054	7453	0.068	0.0034	20825	0.037	0.0045	12997	0.045	0.0063	7226	-0.083	0.0187	864
Science in Common	0.072	0.0099	2100	0.037	0.0069	5123	0.036	0.0090	3024	-0.134	0.0143	1426	-0.118	0.0507	164
Math in Common	0.133	0.0071	4174	0.060	0.0044	11364	-0.007	0.0061	7116	-0.101	0.0082	4012	-0.074	0.0248	428
Reading 3	0.075	0.0230	623	0.106	0.0147	2132	-0.078	0.0161	1702	-0.112	0.0220	926	-0.282	0.0528	131
Reading 4	-0.007	0.0153	1031	0.014	0.0086	3432	-0.027	0.0112	2137	-0.024	0.0165	1067	-0.183	0.0432	141
Reading 5	-0.002	0.0132	1191	-0.002	0.0084	3356	-0.036	0.0107	1938	-0.049	0.0147	1226	-0.043	0.0460	147
Reading 6	0.051	0.0120	1318	0.081	0.0075	3677	0.056	0.0098	2254	0.089	0.0133	1368	-0.081	0.0388	164
Reading 7	0.100	0.0130	1249	0.146	0.0079	3279	0.169	0.0101	2034	0.192	0.0133	1281	0.044	0.0441	126
Reading 8	0.093	0.0131	1168	0.070	0.0084	3042	0.085	0.0112	1840	0.129	0.0161	860	-0.010	0.0519	120
English II	0.106	0.0136	873	0.087	0.0096	1907	0.101	0.0138	1092	0.079	0.0249	498	0.187	0.0940	35
Science 5	0.033	0.0158	1181	-0.058	0.0103	3321	-0.061	0.0141	1913	-0.121	0.0181	1203	-0.137	0.0495	144
Science 8	0.021	0.0131	1177	0.041	0.0090	3048	-0.002	0.0115	1849	-0.226	0.0177	860	-0.157	0.0598	121
Biology	0.137	0.0150	923	0.032	0.0107	2075	0.097	0.0142	1175	0.006	0.0226	566	-0.008	0.0947	43
Math 5	0.056	0.0142	1188	0.030	0.0086	3355	-0.119	0.0122	1929	-0.092	0.0164	1226	0.051	0.0480	147
Math 6	0.154	0.0126	1315	0.062	0.0076	3677	0.025	0.0109	2254	-0.135	0.0142	1359	-0.130	0.0415	163
Math 7	0.127	0.0120	1248	0.088	0.0079	3280	0.082	0.0106	2033	0.000	0.0139	1277	0.015	0.0420	124
Math 8	0.234	0.0240	470	0.034	0.0123	1767	-0.065	0.0153	1256	-0.198	0.0208	696	-0.103	0.0489	119
NC Math 1	0.077	0.0135	1141	0.039	0.0095	2640	-0.124	0.0131	1573	-0.127	0.0194	680	0.002	0.1058	22

Race Split by Sex - F

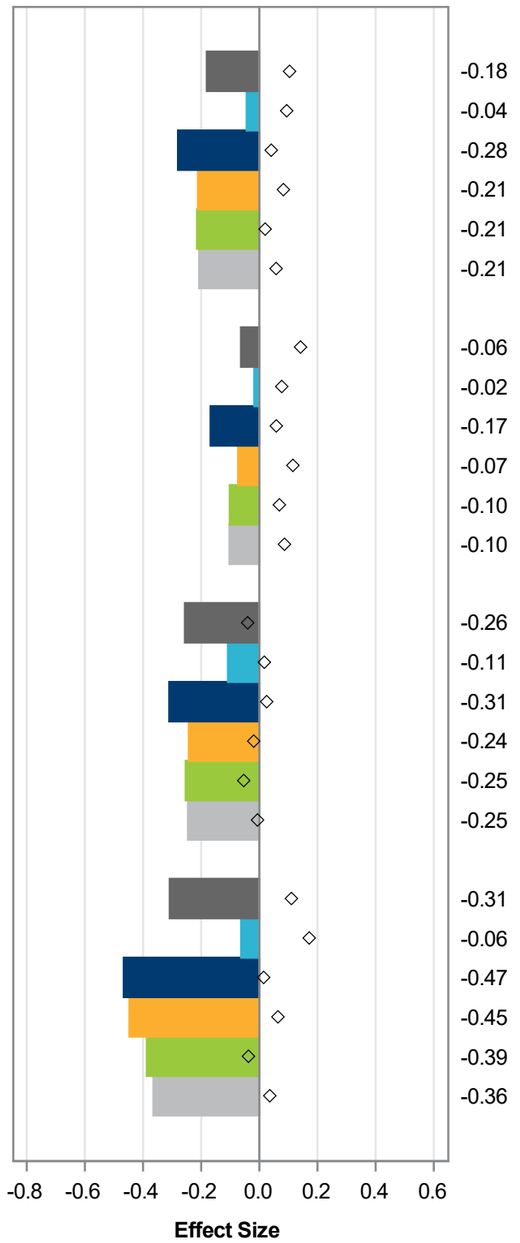
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

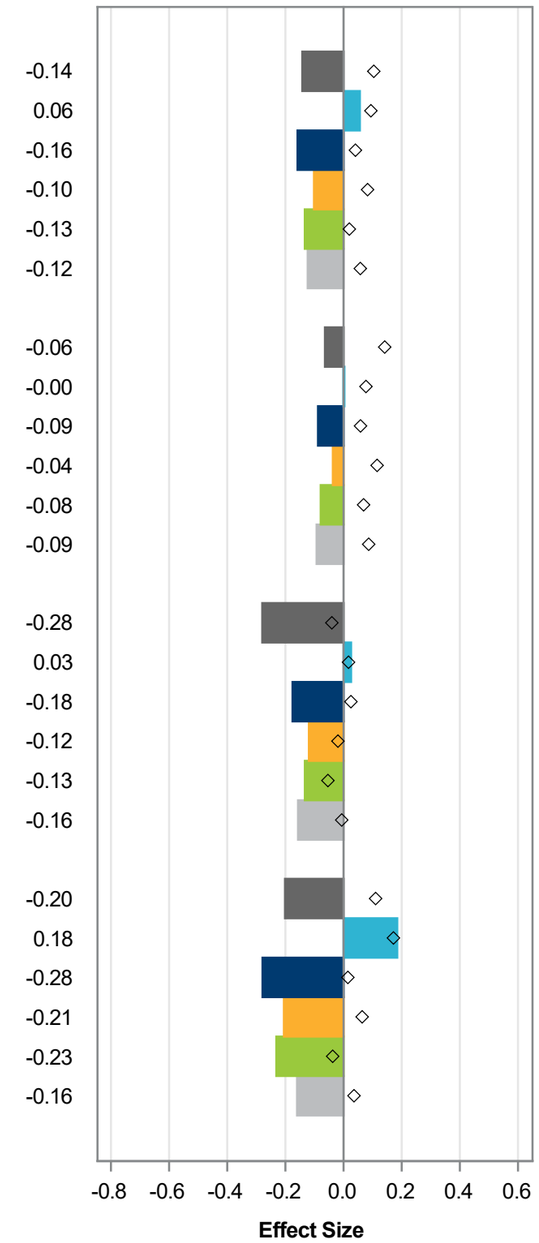
◇ : 2018 Effect Size



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

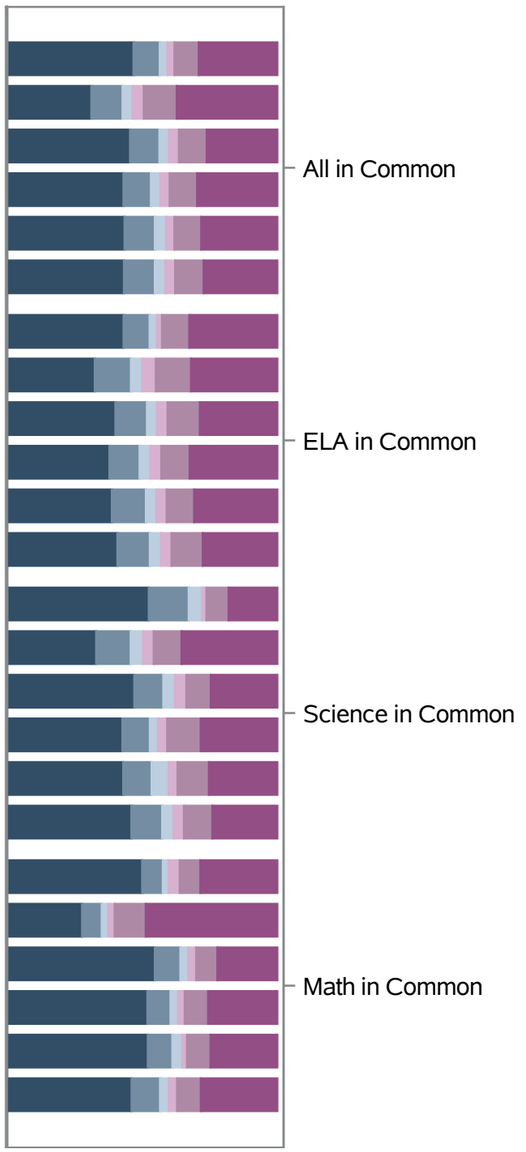
2022 Average Effect Size

◇ : 2018 Effect Size



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

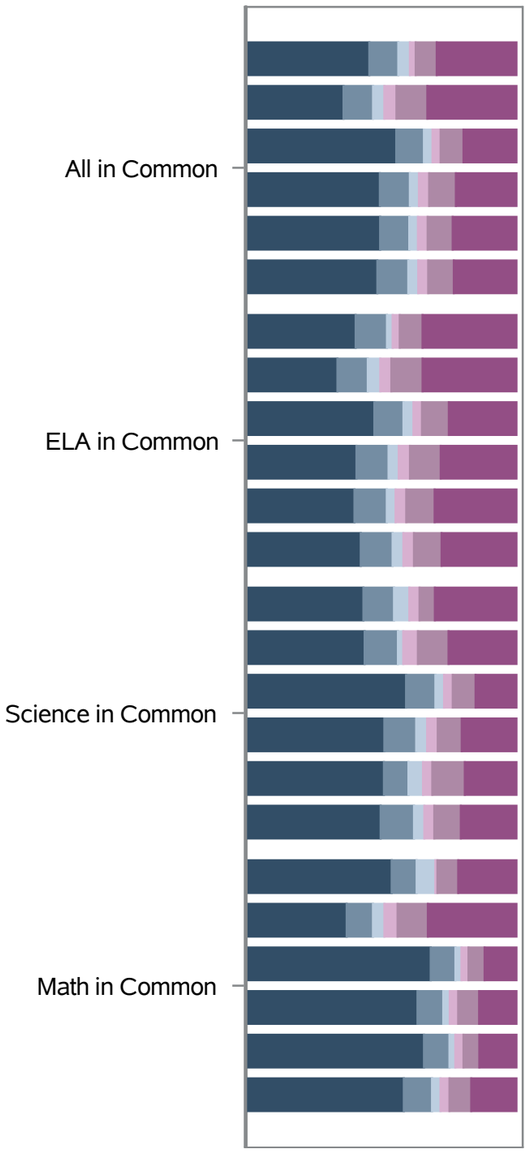
2022 Student Distribution of Effect Size



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

Race Split by Sex - M

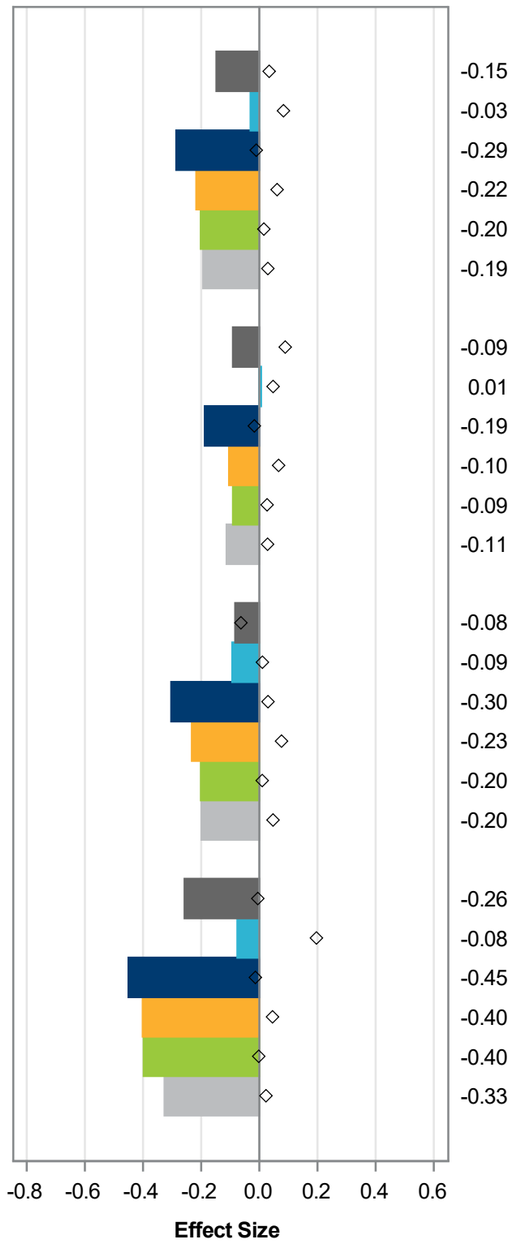
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

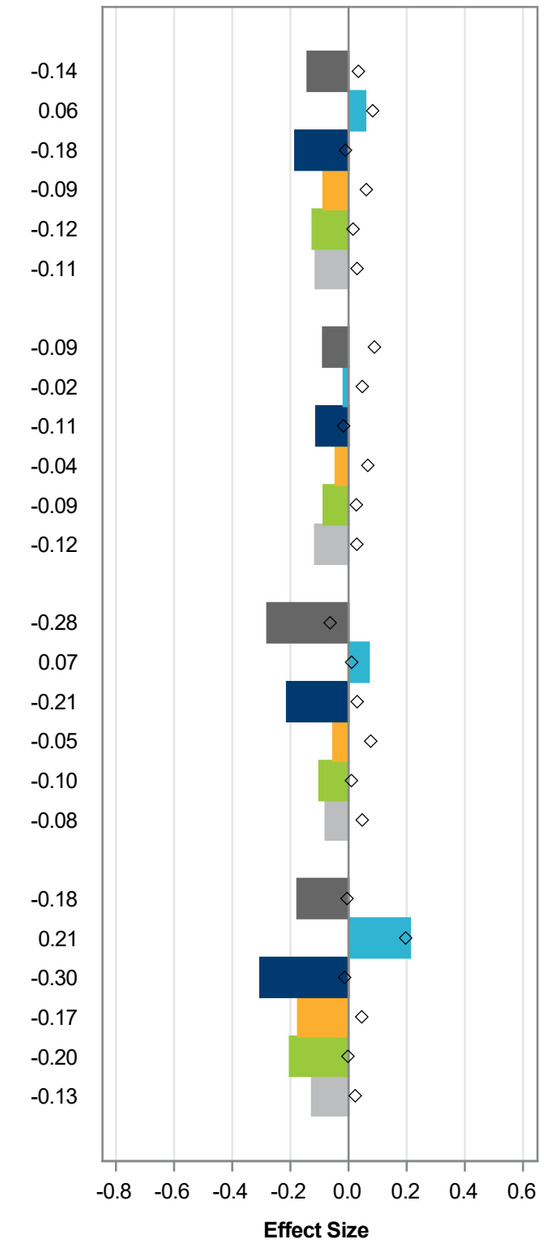
◇ : 2018 Effect Size



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

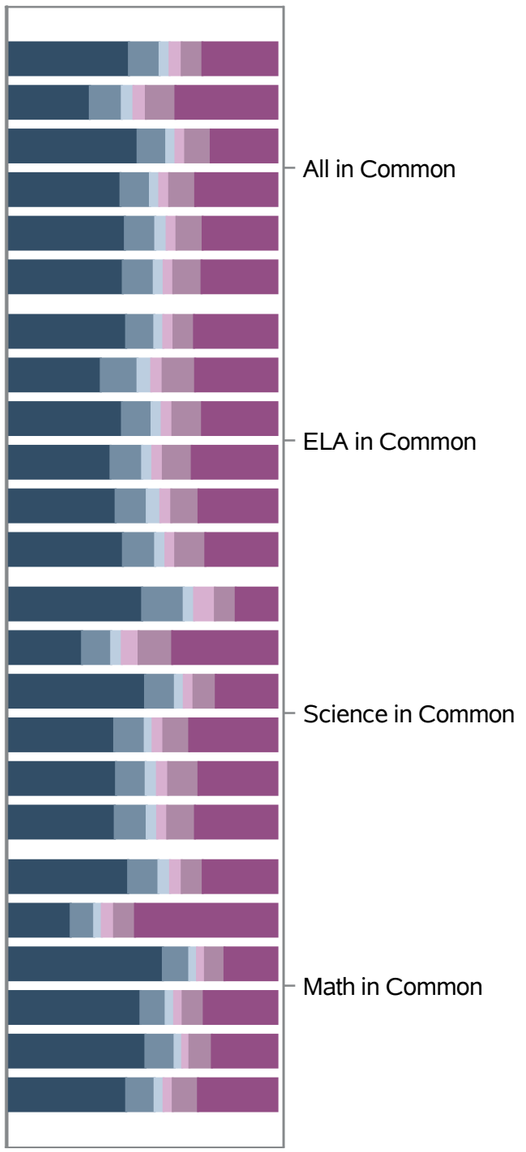
2022 Average Effect Size

◇ : 2018 Effect Size



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

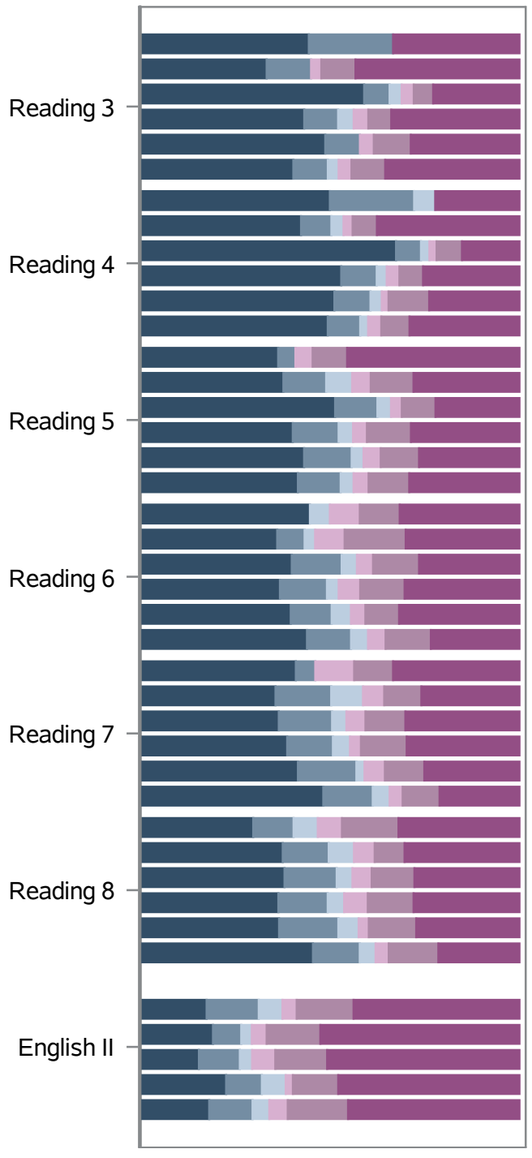
2022 Student Distribution of Effect Size



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

Race Split by Sex - F

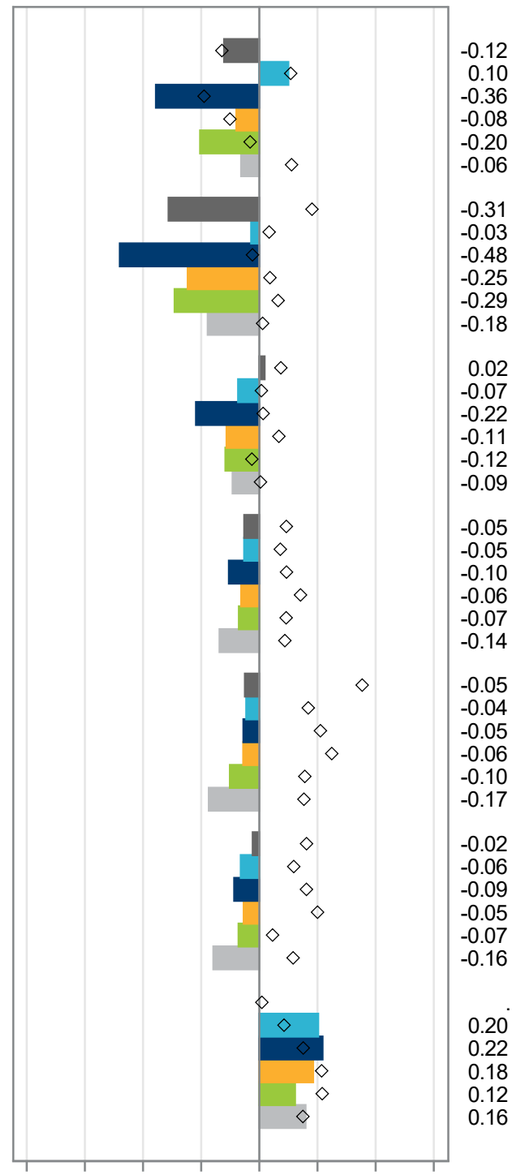
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

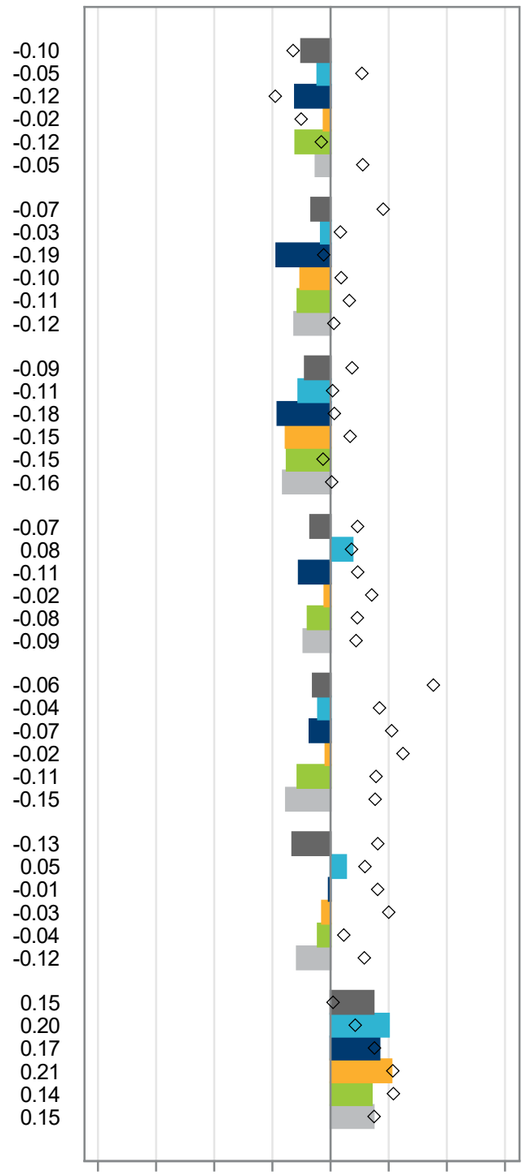
◇ : 2018 Effect Size



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

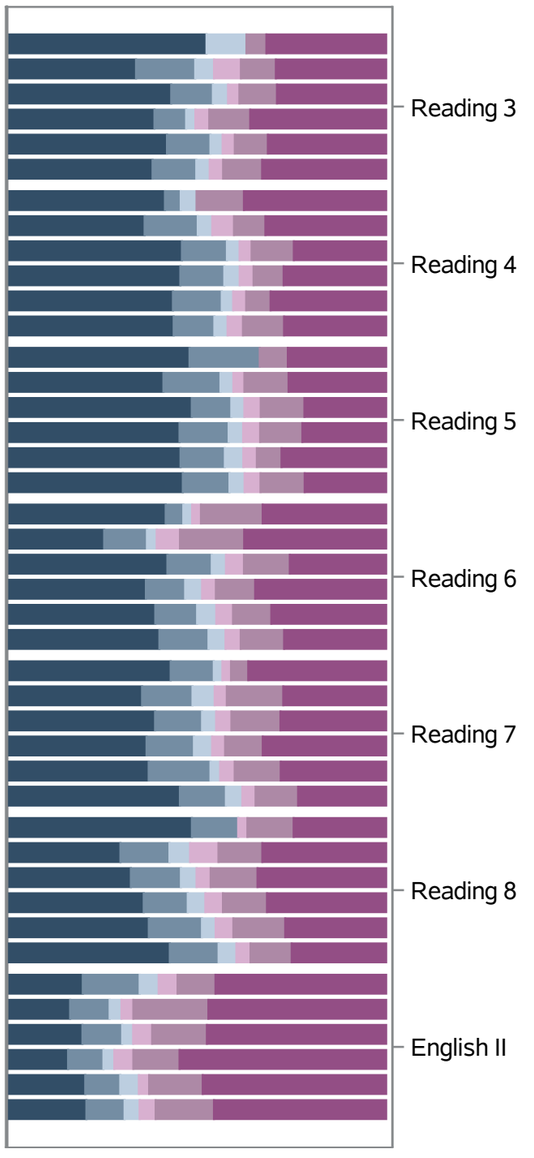
2022 Average Effect Size

◇ : 2018 Effect Size



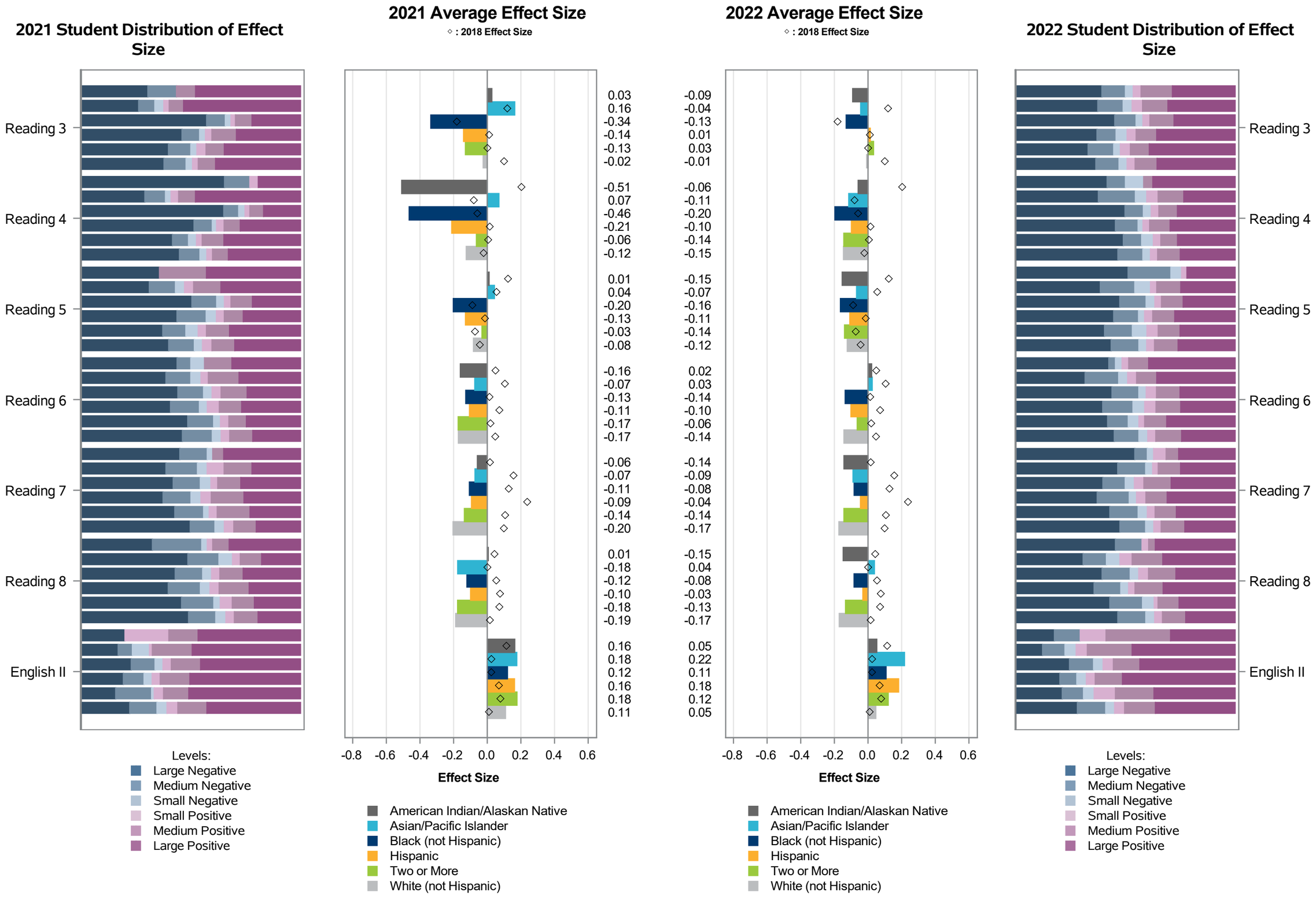
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

2022 Student Distribution of Effect Size



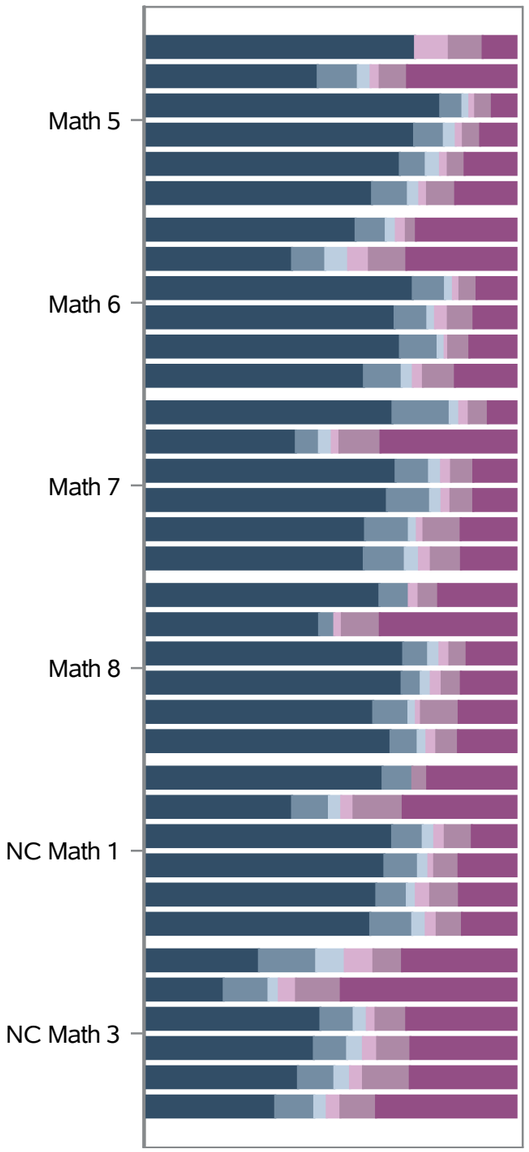
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race Split by Sex - M



Race Split by Sex - F

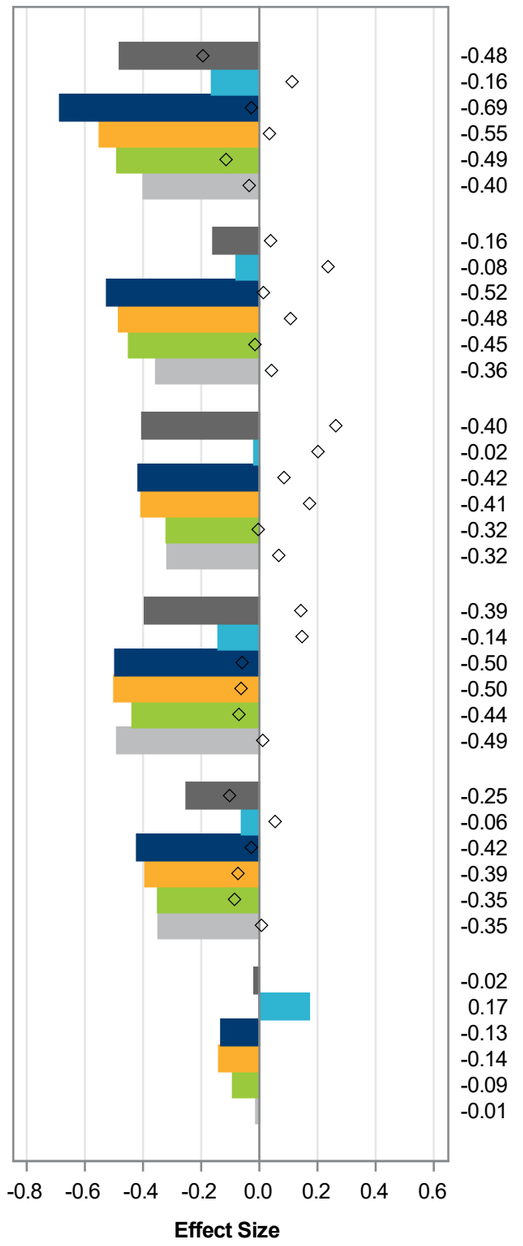
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

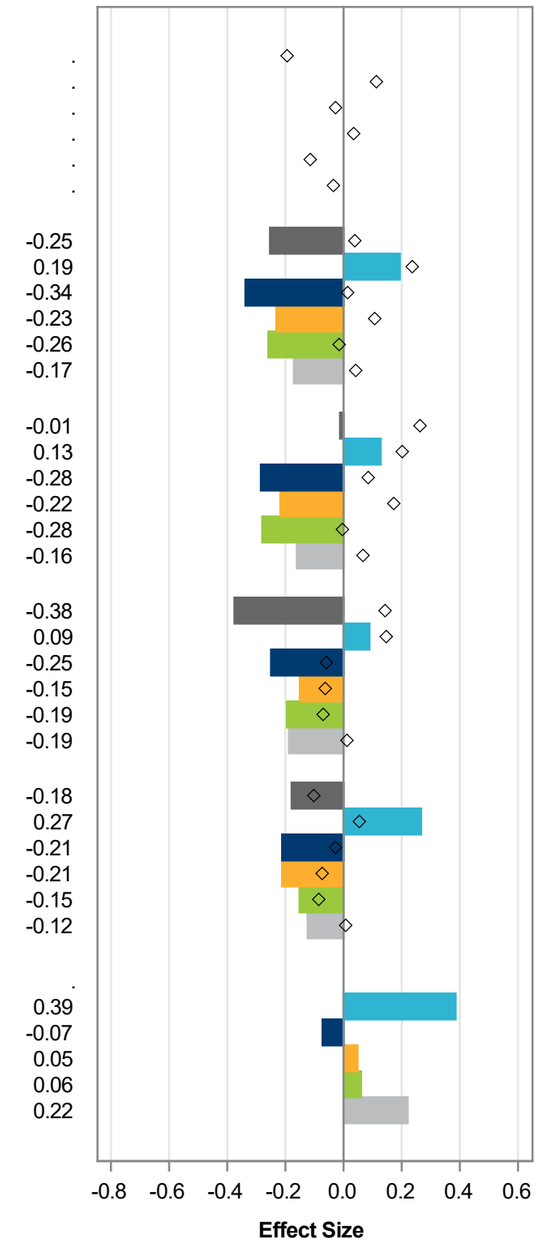
◇ : 2018 Effect Size



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

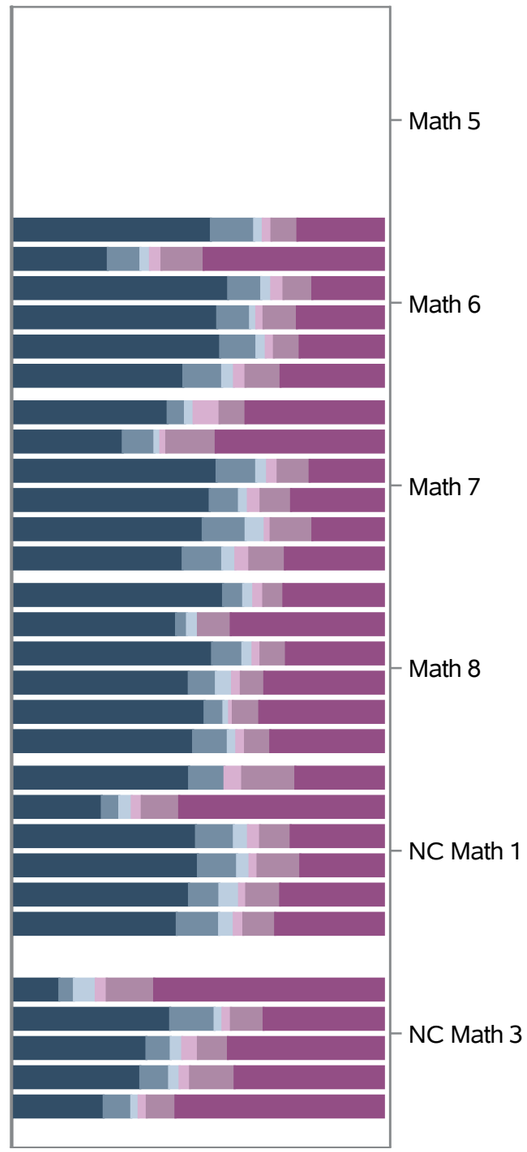
2022 Average Effect Size

◇ : 2018 Effect Size



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

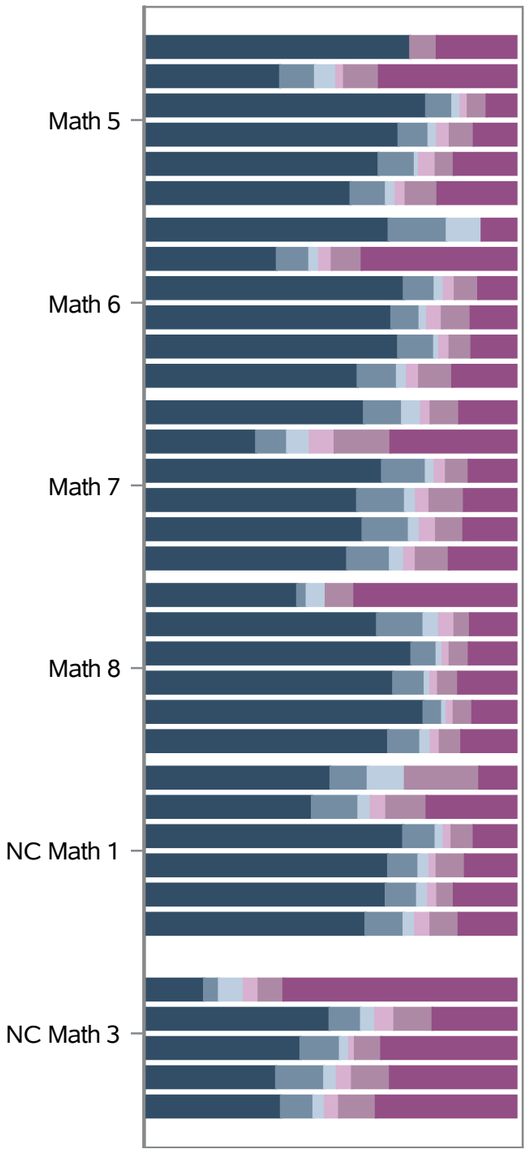
2022 Student Distribution of Effect Size



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

Race Split by Sex - M

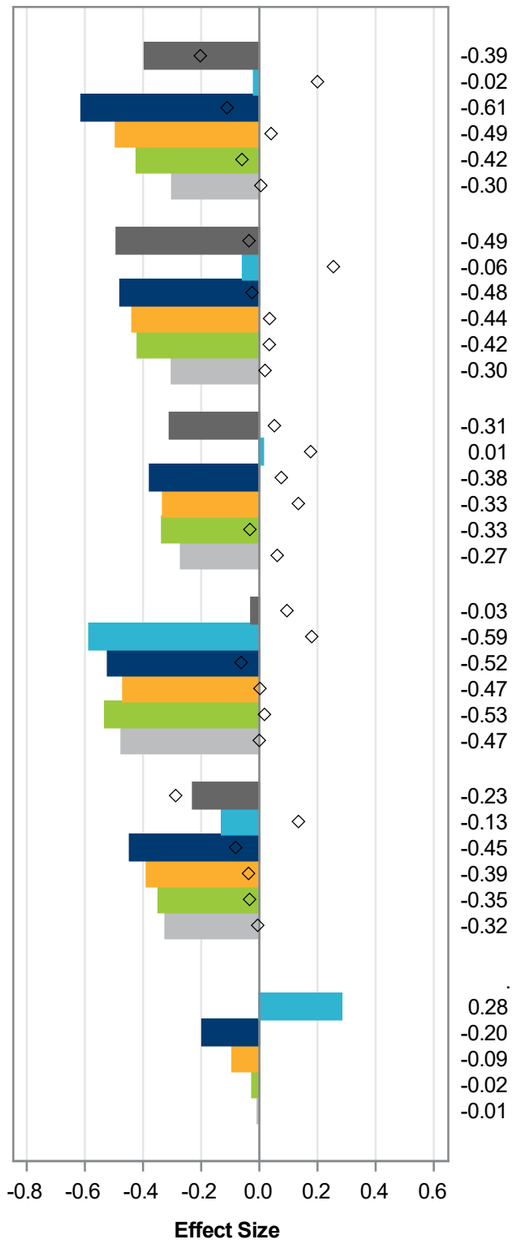
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

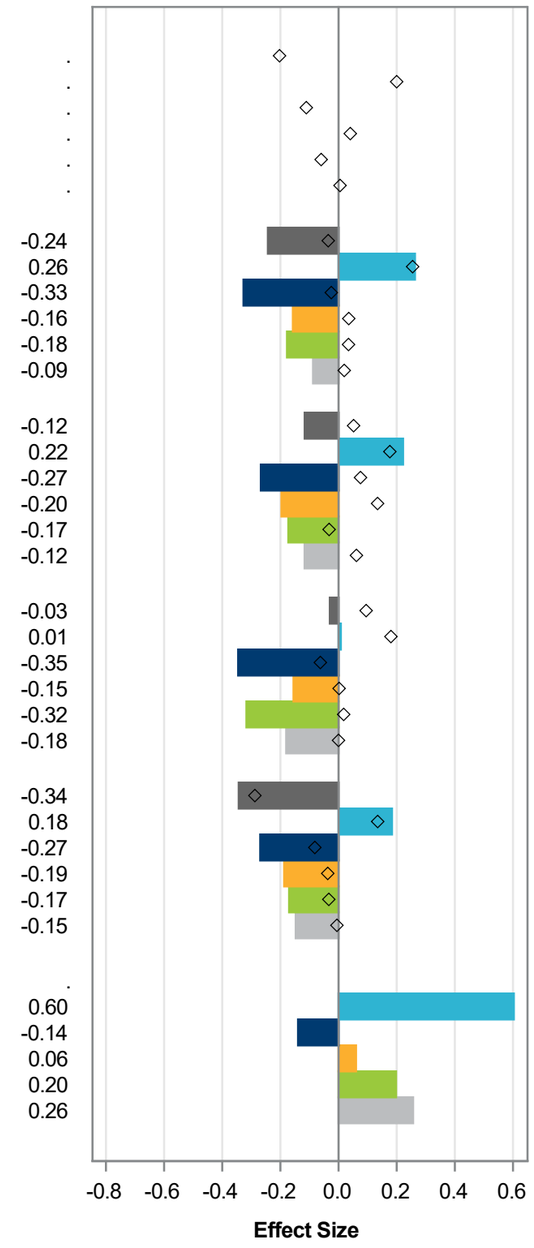
◇ : 2018 Effect Size



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

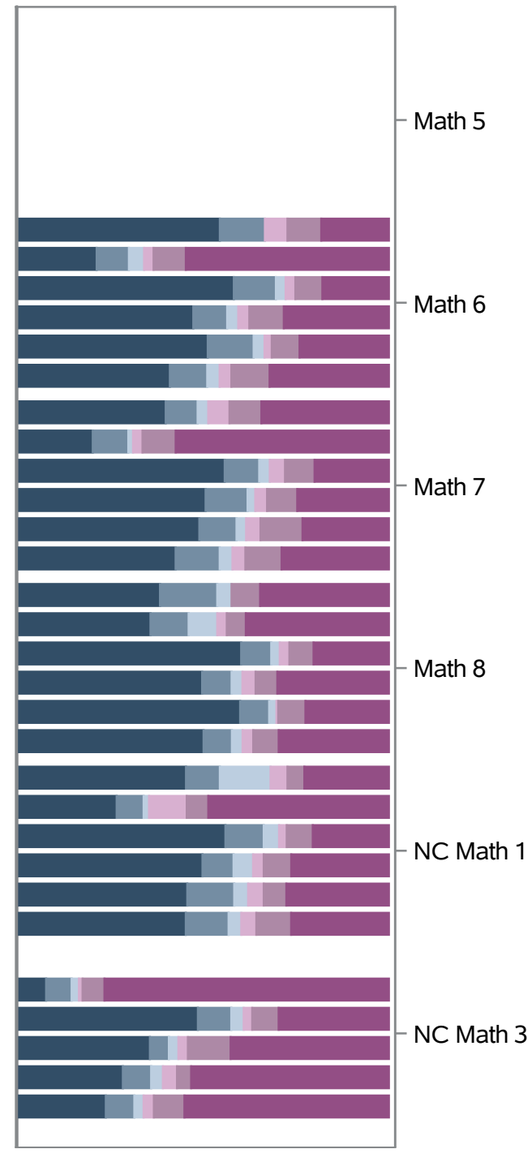
2022 Average Effect Size

◇ : 2018 Effect Size



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

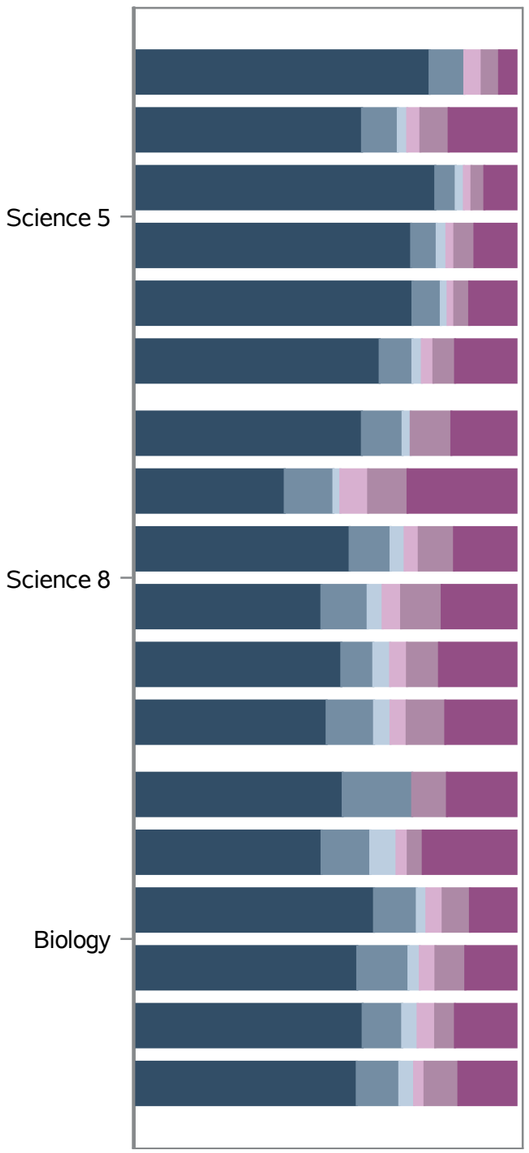
2022 Student Distribution of Effect Size



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

Race Split by Sex - F

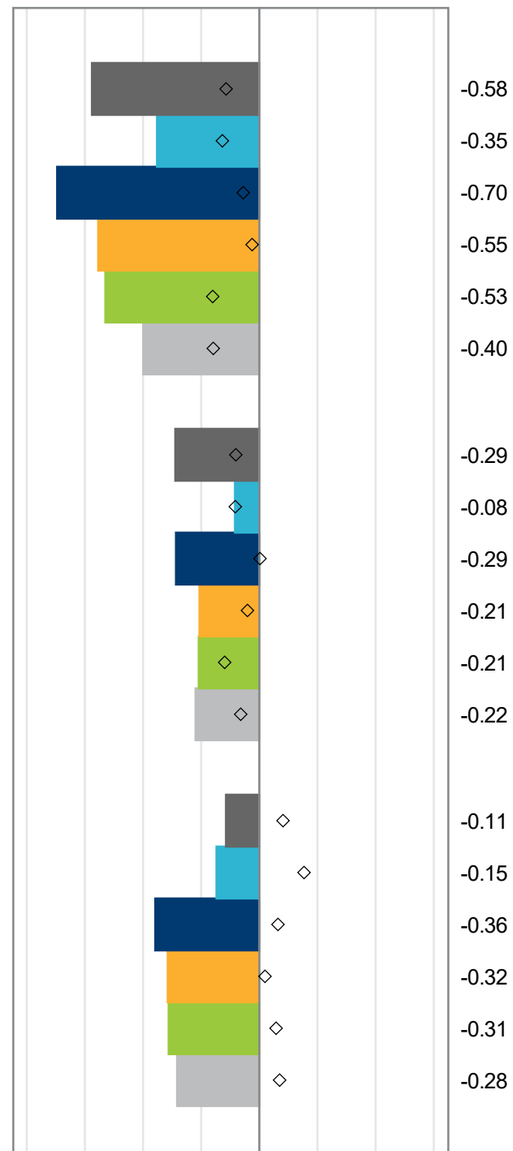
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

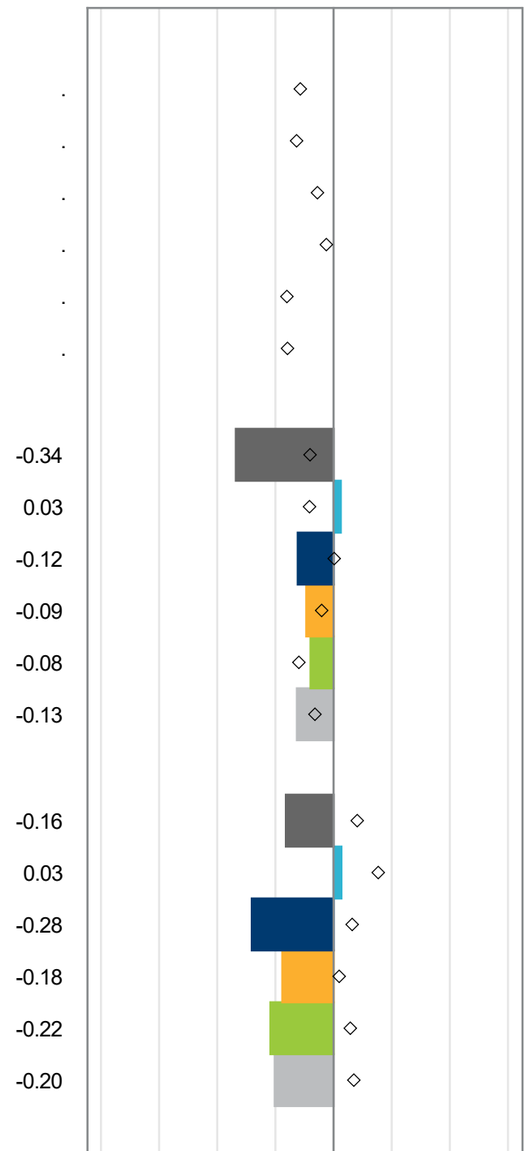
◇ : 2018 Effect Size



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

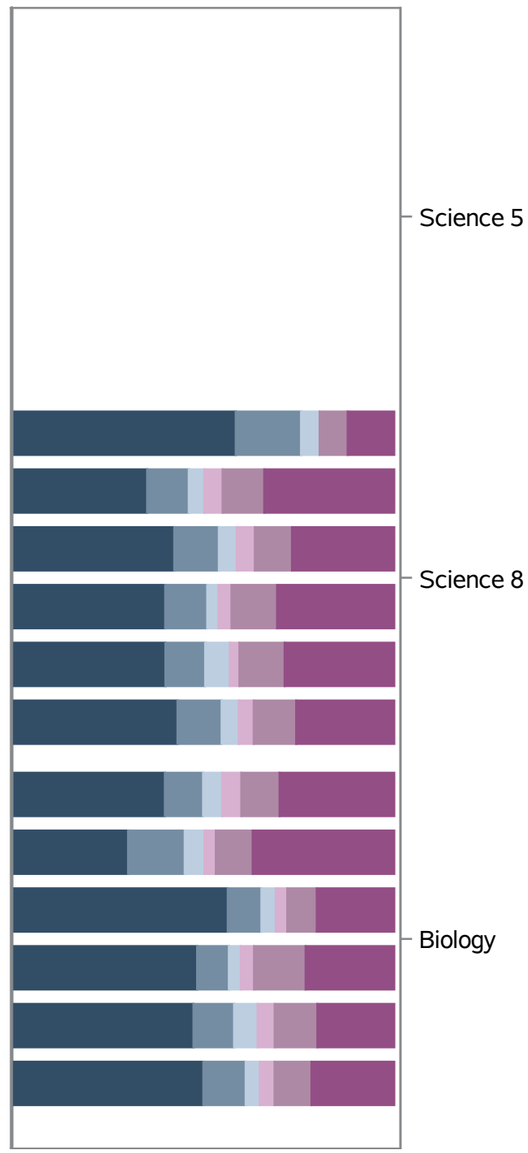
2022 Average Effect Size

◇ : 2018 Effect Size



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

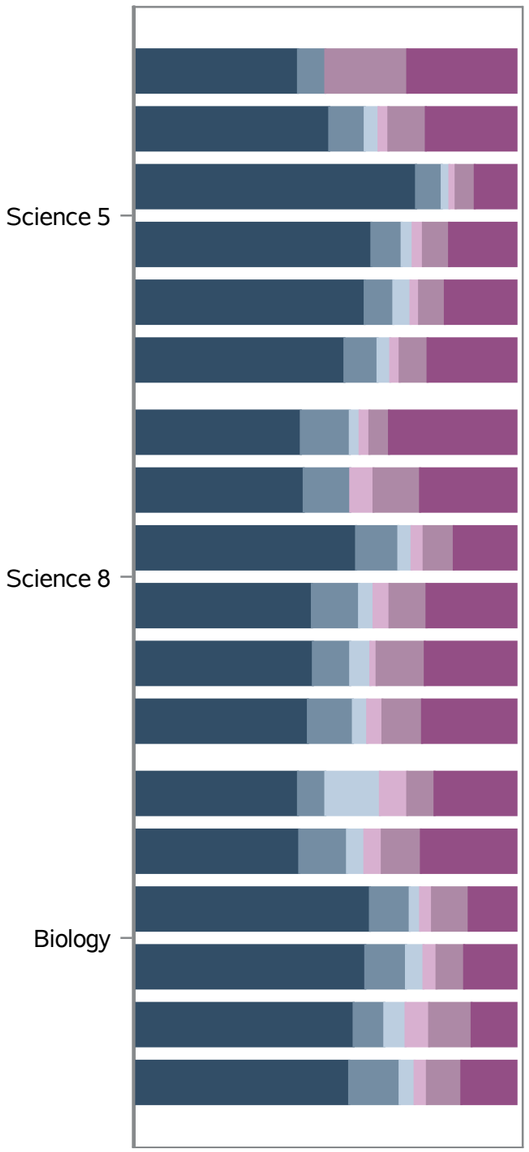
2022 Student Distribution of Effect Size



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

Race Split by Sex - M

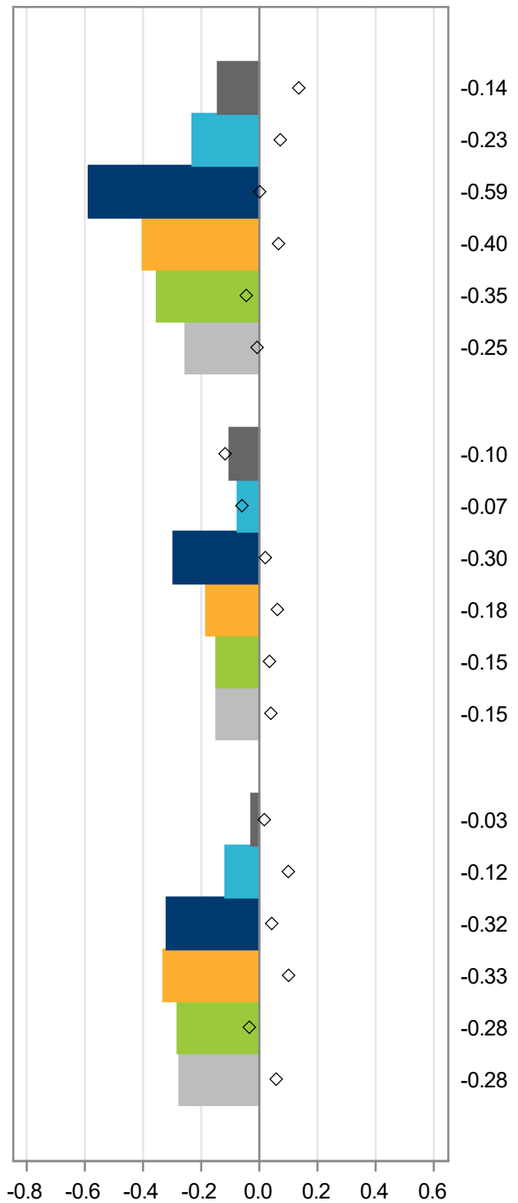
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

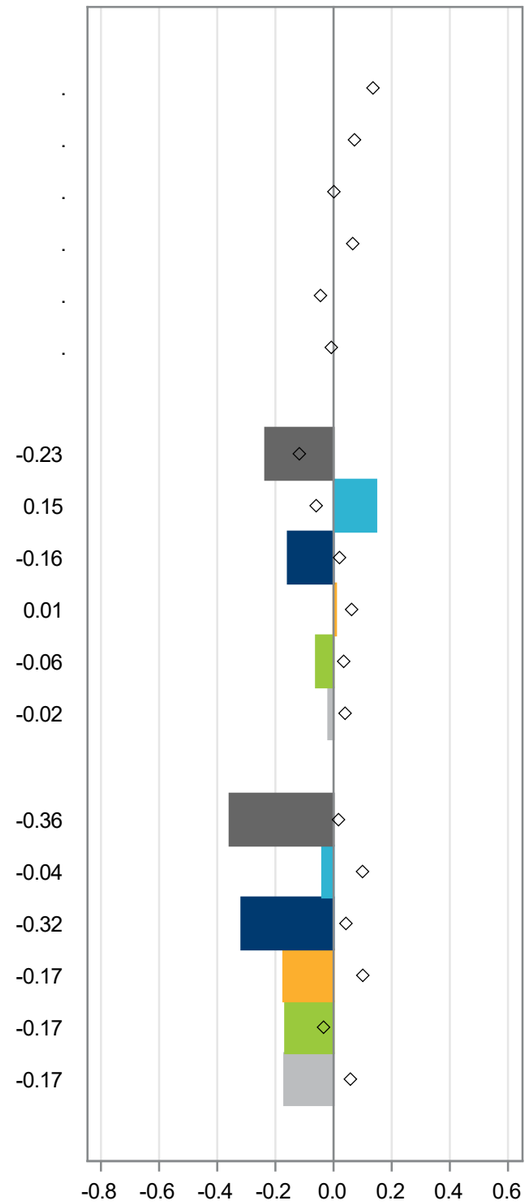
◇ : 2018 Effect Size



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

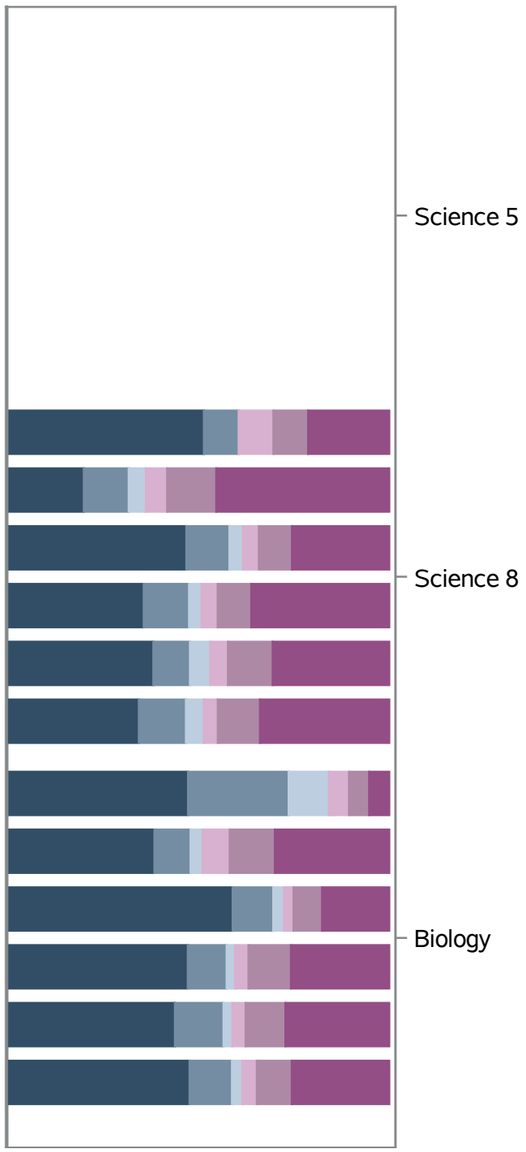
2022 Average Effect Size

◇ : 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

Effect Size by Subject Grade - Race Split by Sex - F - 2022

	Race Split by Sex																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.14	0.0274	423	0.06	0.0121	1977	-0.16	0.0047	14328	-0.10	0.0067	6986	-0.13	0.0098	3344	-0.12	0.0033	26988
ELA in Common	-0.06	0.0342	218	-0.00	0.0142	1130	-0.09	0.0058	8002	-0.04	0.0083	3818	-0.08	0.0121	1851	-0.09	0.0042	14519
Science in Common	-0.28	0.0665	61	0.03	0.0291	282	-0.18	0.0126	1922	-0.12	0.0179	937	-0.13	0.0262	458	-0.16	0.0081	4054
Math in Common	-0.20	0.0539	144	0.18	0.0270	565	-0.28	0.0092	4404	-0.21	0.0133	2231	-0.23	0.0195	1035	-0.16	0.0067	8415
Reading 3	-0.10	0.1259	19	-0.05	0.0368	141	-0.12	0.0171	1101	-0.02	0.0259	492	-0.12	0.0382	218	-0.05	0.0138	1526
Reading 4	-0.07	0.1124	24	-0.03	0.0426	157	-0.19	0.0167	1105	-0.10	0.0245	494	-0.11	0.0366	233	-0.12	0.0126	1724
Reading 5	-0.09	0.0687	27	-0.11	0.0335	206	-0.18	0.0142	1276	-0.15	0.0207	603	-0.15	0.0289	308	-0.16	0.0099	2430
Reading 6	-0.07	0.0797	43	0.08	0.0341	195	-0.11	0.0140	1307	-0.02	0.0188	715	-0.08	0.0285	317	-0.09	0.0099	2587
Reading 7	-0.06	0.0818	44	-0.04	0.0322	188	-0.07	0.0136	1267	-0.02	0.0200	587	-0.11	0.0289	313	-0.15	0.0102	2326
Reading 8	-0.13	0.0750	41	0.05	0.0395	147	-0.01	0.0133	1288	-0.03	0.0187	648	-0.04	0.0286	278	-0.12	0.0096	2433
English II	0.15	0.1150	20	0.20	0.0419	96	0.17	0.0178	658	0.21	0.0263	279	0.14	0.0350	184	0.15	0.0115	1493
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.34	0.0823	41	0.03	0.0409	147	-0.12	0.0149	1286	-0.09	0.0214	648	-0.08	0.0341	279	-0.13	0.0105	2432
Biology	-0.16	0.1108	20	0.03	0.0416	135	-0.28	0.0229	636	-0.18	0.0322	289	-0.22	0.0402	179	-0.20	0.0127	1622
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.25	0.0913	43	0.19	0.0499	194	-0.34	0.0169	1304	-0.23	0.0228	714	-0.26	0.0346	318	-0.17	0.0119	2585
Math 7	-0.01	0.1025	43	0.13	0.0424	188	-0.28	0.0156	1267	-0.22	0.0233	588	-0.28	0.0331	312	-0.16	0.0118	2321
Math 8	-0.38	0.1205	37	0.09	0.1191	34	-0.25	0.0213	1067	-0.15	0.0328	509	-0.19	0.0530	197	-0.19	0.0182	1532
NC Math 1	-0.18	0.0949	21	0.27	0.0517	149	-0.21	0.0207	766	-0.21	0.0286	420	-0.15	0.0398	208	-0.12	0.0132	1977
NC Math 3	.	.	.	0.39	0.0518	102	-0.07	0.0261	569	0.05	0.0400	260	0.06	0.0520	142	0.22	0.0168	1421

Effect Size by Subject Grade - Race Split by Sex - M - 2022

	Race Split by Sex																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.14	0.0319	379	0.06	0.0117	1977	-0.18	0.0049	13382	-0.09	0.0068	6850	-0.12	0.0101	3349	-0.11	0.0034	27200
ELA in Common	-0.09	0.0367	211	-0.02	0.0142	1141	-0.11	0.0062	7513	-0.04	0.0086	3754	-0.09	0.0127	1856	-0.12	0.0043	14693
Science in Common	-0.28	0.0725	52	0.07	0.0286	306	-0.21	0.0134	1758	-0.05	0.0186	930	-0.10	0.0284	456	-0.08	0.0090	3918
Math in Common	-0.18	0.0729	116	0.21	0.0252	530	-0.30	0.0092	4111	-0.17	0.0133	2166	-0.20	0.0196	1037	-0.13	0.0065	8589
Reading 3	-0.09	0.1012	28	-0.04	0.0405	147	-0.13	0.0188	1028	0.01	0.0270	459	0.03	0.0392	197	-0.01	0.0138	1580
Reading 4	-0.06	0.1251	24	-0.11	0.0405	154	-0.20	0.0176	1088	-0.10	0.0258	494	-0.14	0.0380	263	-0.15	0.0135	1677
Reading 5	-0.15	0.0656	41	-0.07	0.0332	210	-0.16	0.0151	1225	-0.11	0.0206	618	-0.14	0.0293	331	-0.12	0.0100	2440
Reading 6	0.02	0.1045	33	0.03	0.0334	196	-0.14	0.0146	1192	-0.10	0.0196	639	-0.06	0.0325	308	-0.14	0.0104	2598
Reading 7	-0.14	0.0968	35	-0.09	0.0372	157	-0.08	0.0150	1198	-0.04	0.0201	630	-0.14	0.0303	310	-0.17	0.0102	2511
Reading 8	-0.15	0.0984	33	0.04	0.0363	179	-0.08	0.0143	1161	-0.03	0.0199	616	-0.13	0.0310	282	-0.17	0.0102	2330
English II	0.05	0.0865	17	0.22	0.0362	98	0.11	0.0187	621	0.18	0.0277	298	0.12	0.0322	165	0.05	0.0124	1557
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.23	0.0882	33	0.15	0.0348	179	-0.16	0.0162	1155	0.01	0.0225	615	-0.06	0.0367	282	-0.02	0.0112	2331
Biology	-0.36	0.1275	19	-0.04	0.0470	127	-0.32	0.0231	603	-0.17	0.0321	315	-0.17	0.0444	174	-0.17	0.0145	1587
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.24	0.1093	33	0.26	0.0412	196	-0.33	0.0168	1185	-0.16	0.0243	638	-0.18	0.0332	308	-0.09	0.0119	2600
Math 7	-0.12	0.1100	35	0.22	0.0453	157	-0.27	0.0156	1196	-0.20	0.0224	629	-0.17	0.0332	310	-0.12	0.0111	2506
Math 8	-0.03	0.2241	26	0.01	0.1011	39	-0.35	0.0209	1002	-0.15	0.0332	480	-0.32	0.0540	205	-0.18	0.0189	1432
NC Math 1	-0.34	0.1450	22	0.18	0.0495	138	-0.27	0.0211	728	-0.19	0.0275	419	-0.17	0.0409	214	-0.15	0.0126	2051
NC Math 3	.	.	.	0.60	0.0554	102	-0.14	0.0292	480	0.06	0.0481	235	0.20	0.0514	158	0.26	0.0171	1449

Effect Size by Subject Grade - Race Split by Sex - F - 2021

	Race Split by Sex																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.18	0.0285	385	-0.04	0.0124	1769	-0.28	0.0051	12923	-0.21	0.0074	6216	-0.21	0.0105	2948	-0.21	0.0034	26592
ELA in Common	-0.06	0.0385	188	-0.02	0.0159	1008	-0.17	0.0068	7230	-0.07	0.0095	3477	-0.10	0.0141	1596	-0.10	0.0045	14234
Science in Common	-0.26	0.0701	58	-0.11	0.0308	267	-0.31	0.0124	1603	-0.24	0.0182	806	-0.25	0.0257	401	-0.25	0.0078	3885
Math in Common	-0.31	0.0493	139	-0.06	0.0254	494	-0.47	0.0086	4090	-0.45	0.0131	1933	-0.39	0.0179	951	-0.36	0.0061	8473
Reading 3	-0.12	0.1276	18	0.10	0.0666	111	-0.36	0.0232	940	-0.08	0.0337	416	-0.20	0.0586	164	-0.06	0.0188	1474
Reading 4	-0.31	0.1472	18	-0.03	0.0560	125	-0.48	0.0221	900	-0.25	0.0360	417	-0.29	0.0505	168	-0.18	0.0181	1438
Reading 5	0.02	0.1160	22	-0.07	0.0333	204	-0.22	0.0153	1228	-0.11	0.0215	629	-0.12	0.0330	287	-0.09	0.0110	2350
Reading 6	-0.05	0.1018	38	-0.05	0.0326	180	-0.10	0.0137	1269	-0.06	0.0205	584	-0.07	0.0294	315	-0.14	0.0097	2504
Reading 7	-0.05	0.0793	39	-0.04	0.0315	143	-0.05	0.0133	1273	-0.06	0.0183	623	-0.10	0.0287	279	-0.17	0.0093	2600
Reading 8	-0.02	0.0594	47	-0.06	0.0346	165	-0.09	0.0149	1083	-0.05	0.0211	530	-0.07	0.0307	224	-0.16	0.0093	2277
English II	.	.	.	0.20	0.0466	80	0.22	0.0208	537	0.18	0.0255	278	0.12	0.0392	159	0.16	0.0104	1591
Science 5	-0.58	0.1053	22	-0.35	0.0425	203	-0.70	0.0182	1215	-0.55	0.0249	628	-0.53	0.0384	283	-0.40	0.0125	2348
Science 8	-0.29	0.0774	47	-0.08	0.0386	165	-0.29	0.0154	1084	-0.21	0.0224	537	-0.21	0.0358	227	-0.22	0.0102	2298
Biology	-0.11	0.1662	11	-0.15	0.0509	102	-0.36	0.0209	519	-0.32	0.0309	269	-0.31	0.0361	174	-0.28	0.0119	1587
Math 5	-0.48	0.1101	22	-0.16	0.0433	204	-0.69	0.0171	1225	-0.55	0.0239	625	-0.49	0.0376	287	-0.40	0.0130	2354
Math 6	-0.16	0.0995	37	-0.08	0.0383	179	-0.52	0.0155	1259	-0.48	0.0236	583	-0.45	0.0303	316	-0.36	0.0113	2502
Math 7	-0.40	0.0673	39	-0.02	0.0490	145	-0.42	0.0143	1268	-0.41	0.0206	621	-0.32	0.0300	280	-0.32	0.0098	2602
Math 8	-0.39	0.1015	38	-0.14	0.1097	49	-0.50	0.0212	821	-0.50	0.0337	408	-0.44	0.0522	148	-0.49	0.0178	1438
NC Math 1	-0.25	0.1331	25	-0.06	0.0463	121	-0.42	0.0198	742	-0.39	0.0300	321	-0.35	0.0393	207	-0.35	0.0120	1931
NC Math 3	-0.02	0.1379	13	0.17	0.0535	108	-0.13	0.0279	426	-0.14	0.0381	236	-0.09	0.0464	144	-0.01	0.0151	1495

Effect Size by Subject Grade - Race Split by Sex - M - 2021

	Race Split by Sex																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.15	0.0289	373	-0.03	0.0134	1629	-0.29	0.0051	12430	-0.22	0.0071	6238	-0.20	0.0105	2971	-0.19	0.0034	26672
ELA in Common	-0.09	0.0404	190	0.01	0.0171	953	-0.19	0.0070	6950	-0.10	0.0093	3421	-0.09	0.0140	1639	-0.11	0.0046	14303
Science in Common	-0.08	0.0669	53	-0.09	0.0353	203	-0.30	0.0134	1494	-0.23	0.0184	790	-0.20	0.0255	408	-0.20	0.0081	3882
Math in Common	-0.26	0.0505	130	-0.08	0.0262	473	-0.45	0.0086	3986	-0.40	0.0124	2027	-0.40	0.0180	924	-0.33	0.0060	8487
Reading 3	0.03	0.0924	23	0.16	0.0591	122	-0.34	0.0232	928	-0.14	0.0328	411	-0.13	0.0461	216	-0.02	0.0188	1421
Reading 4	-0.51	0.1281	26	0.07	0.0657	117	-0.46	0.0234	902	-0.21	0.0334	408	-0.06	0.0492	192	-0.12	0.0186	1412
Reading 5	0.01	0.1169	14	0.04	0.0350	193	-0.20	0.0161	1105	-0.13	0.0229	557	-0.03	0.0329	266	-0.08	0.0107	2447
Reading 6	-0.16	0.1134	32	-0.07	0.0390	150	-0.13	0.0140	1263	-0.11	0.0194	638	-0.17	0.0319	288	-0.17	0.0096	2640
Reading 7	-0.06	0.0796	40	-0.07	0.0304	181	-0.11	0.0143	1220	-0.09	0.0189	637	-0.14	0.0288	274	-0.20	0.0097	2426
Reading 8	0.01	0.0695	40	-0.18	0.0379	113	-0.12	0.0156	1007	-0.10	0.0205	526	-0.18	0.0330	238	-0.19	0.0097	2297
English II	0.16	0.1469	15	0.18	0.0541	77	0.12	0.0195	525	0.16	0.0297	244	0.18	0.0357	165	0.11	0.0110	1660
Science 5	-0.14	0.1791	14	-0.23	0.0418	194	-0.59	0.0195	1100	-0.40	0.0273	557	-0.35	0.0382	267	-0.25	0.0128	2438
Science 8	-0.10	0.0823	39	-0.07	0.0492	115	-0.30	0.0166	1013	-0.18	0.0225	527	-0.15	0.0350	246	-0.15	0.0109	2328
Biology	-0.03	0.1108	14	-0.12	0.0501	88	-0.32	0.0229	481	-0.33	0.0313	263	-0.28	0.0352	162	-0.28	0.0117	1554
Math 5	-0.39	0.1757	14	-0.02	0.0420	192	-0.61	0.0172	1107	-0.49	0.0258	559	-0.42	0.0381	267	-0.30	0.0125	2447
Math 6	-0.49	0.0906	32	-0.06	0.0502	149	-0.48	0.0150	1254	-0.44	0.0219	633	-0.42	0.0299	289	-0.30	0.0104	2639
Math 7	-0.31	0.0810	39	0.01	0.0381	180	-0.38	0.0145	1214	-0.33	0.0205	637	-0.33	0.0316	273	-0.27	0.0107	2418
Math 8	-0.03	0.1088	39	-0.59	0.1367	24	-0.52	0.0217	796	-0.47	0.0328	389	-0.53	0.0485	160	-0.47	0.0179	1388
NC Math 1	-0.23	0.0951	20	-0.13	0.0476	120	-0.45	0.0194	722	-0.39	0.0282	368	-0.35	0.0400	202	-0.32	0.0115	2042
NC Math 3	.	.	.	0.28	0.0648	75	-0.20	0.0257	393	-0.09	0.0471	198	-0.02	0.0457	147	-0.01	0.0151	1409

Effect Size by Subject Grade - Race Split by Sex - F - 2018

	Race Split by Sex																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.10	0.0260	353	0.09	0.0120	1545	0.04	0.0048	11163	0.08	0.0075	4537	0.02	0.0107	2133	0.06	0.0031	25205
ELA in Common	0.14	0.0371	178	0.08	0.0152	911	0.06	0.0063	6343	0.12	0.0097	2569	0.07	0.0140	1192	0.09	0.0042	13868
Science in Common	-0.04	0.0712	52	0.02	0.0346	218	0.03	0.0136	1378	-0.02	0.0210	570	-0.05	0.0310	278	-0.01	0.0081	3637
Math in Common	0.11	0.0417	123	0.17	0.0230	416	0.01	0.0087	3442	0.06	0.0137	1398	-0.04	0.0193	663	0.04	0.0055	7700
Reading 3	-0.13	0.1957	14	0.11	0.0432	116	-0.19	0.0213	804	-0.10	0.0345	302	-0.03	0.0558	141	0.11	0.0178	1408
Reading 4	0.18	0.1107	22	0.03	0.0381	158	-0.02	0.0156	1010	0.04	0.0240	413	0.06	0.0354	183	0.01	0.0109	2176
Reading 5	0.07	0.1121	19	0.01	0.0378	175	0.01	0.0152	1029	0.07	0.0227	406	-0.03	0.0322	190	0.00	0.0103	2127
Reading 6	0.09	0.0657	40	0.07	0.0328	155	0.09	0.0138	1152	0.14	0.0211	481	0.09	0.0310	211	0.09	0.0091	2407
Reading 7	0.35	0.0786	32	0.17	0.0412	116	0.21	0.0132	1043	0.25	0.0222	418	0.16	0.0332	187	0.15	0.0095	2230
Reading 8	0.16	0.0727	40	0.12	0.0407	126	0.16	0.0158	860	0.20	0.0240	366	0.05	0.0335	173	0.12	0.0098	2059
English II	0.01	0.1453	11	0.08	0.0521	65	0.15	0.0197	445	0.21	0.0345	183	0.22	0.0366	107	0.15	0.0117	1461
Science 5	-0.11	0.1219	19	-0.13	0.0450	172	-0.06	0.0192	1010	-0.02	0.0321	401	-0.16	0.0416	186	-0.16	0.0120	2099
Science 8	-0.08	0.0781	39	-0.08	0.0441	126	0.00	0.0177	862	-0.04	0.0271	366	-0.12	0.0388	175	-0.06	0.0104	2067
Biology	0.08	0.1635	13	0.15	0.0526	92	0.06	0.0210	516	0.02	0.0329	204	0.06	0.0497	103	0.07	0.0125	1570
Math 5	-0.19	0.1359	19	0.11	0.0379	175	-0.03	0.0163	1027	0.03	0.0270	405	-0.11	0.0374	190	-0.03	0.0109	2124
Math 6	0.04	0.0837	40	0.24	0.0377	155	0.01	0.0157	1151	0.11	0.0242	479	-0.02	0.0334	212	0.04	0.0097	2403
Math 7	0.26	0.0671	32	0.20	0.0404	115	0.08	0.0147	1043	0.17	0.0233	418	-0.00	0.0352	186	0.07	0.0097	2230
Math 8	0.14	0.0723	36	0.15	0.0810	39	-0.06	0.0221	600	-0.06	0.0319	271	-0.07	0.0474	115	0.01	0.0153	1154
NC Math 1	-0.10	0.1087	15	0.05	0.0462	107	-0.03	0.0194	648	-0.07	0.0308	230	-0.09	0.0423	150	0.01	0.0113	1913

Effect Size by Subject Grade - Race Split by Sex - M - 2018

	Race Split by Sex																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.03	0.0273	371	0.08	0.0126	1419	-0.01	0.0051	10678	0.06	0.0078	4230	0.02	0.0111	2035	0.03	0.0032	24859
ELA in Common	0.09	0.0384	189	0.05	0.0162	847	-0.02	0.0068	6119	0.07	0.0102	2460	0.03	0.0150	1137	0.03	0.0043	13651
Science in Common	-0.06	0.0708	57	0.01	0.0353	186	0.03	0.0153	1257	0.08	0.0223	495	0.01	0.0300	260	0.05	0.0083	3507
Math in Common	-0.01	0.0460	125	0.20	0.0232	386	-0.01	0.0089	3302	0.05	0.0146	1275	-0.00	0.0195	638	0.02	0.0055	7701
Reading 3	.	.	.	0.12	0.0627	101	-0.18	0.0247	777	0.01	0.0352	321	0.00	0.0667	110	0.10	0.0180	1411
Reading 4	0.20	0.1208	23	-0.08	0.0368	172	-0.06	0.0170	990	0.01	0.0259	412	0.01	0.0400	176	-0.02	0.0113	2073
Reading 5	0.12	0.1227	20	0.05	0.0337	146	-0.09	0.0164	1039	-0.01	0.0238	407	-0.07	0.0317	191	-0.04	0.0105	2109
Reading 6	0.05	0.0885	42	0.10	0.0336	156	0.01	0.0136	1180	0.07	0.0209	438	0.02	0.0329	213	0.05	0.0100	2310
Reading 7	0.02	0.0713	39	0.16	0.0428	100	0.13	0.0152	940	0.24	0.0242	380	0.11	0.0355	185	0.10	0.0099	2314
Reading 8	0.04	0.0896	34	0.00	0.0453	104	0.05	0.0173	730	0.08	0.0270	312	0.07	0.0376	164	0.02	0.0107	2076
English II	0.11	0.1039	22	0.02	0.0521	68	0.02	0.0221	463	0.07	0.0312	190	0.08	0.0439	98	0.01	0.0120	1358
Science 5	0.14	0.1675	19	0.07	0.0498	146	0.00	0.0201	1030	0.07	0.0288	403	-0.04	0.0441	189	-0.01	0.0131	2088
Science 8	-0.12	0.0845	34	-0.06	0.0445	104	0.02	0.0207	731	0.06	0.0282	313	0.03	0.0380	166	0.04	0.0108	2086
Biology	0.02	0.1236	23	0.10	0.0558	82	0.04	0.0225	526	0.10	0.0366	182	-0.03	0.0487	94	0.06	0.0129	1421
Math 5	-0.20	0.1336	20	0.20	0.0365	145	-0.11	0.0172	1038	0.04	0.0272	406	-0.06	0.0402	190	0.01	0.0114	2106
Math 6	-0.04	0.0884	42	0.25	0.0374	156	-0.02	0.0148	1175	0.04	0.0242	436	0.03	0.0319	213	0.02	0.0098	2310
Math 7	0.05	0.0749	39	0.18	0.0368	100	0.08	0.0149	940	0.13	0.0249	379	-0.03	0.0351	185	0.06	0.0095	2310
Math 8	0.09	0.0867	30	0.18	0.1092	20	-0.06	0.0248	548	0.00	0.0388	223	0.02	0.0552	106	-0.00	0.0160	1180
NC Math 1	-0.29	0.1275	14	0.13	0.0477	110	-0.08	0.0210	639	-0.04	0.0349	237	-0.03	0.0430	134	-0.01	0.0112	1901

Race Split by Economically Disadvantaged - N

2021 Student Distribution of Effect Size

All in Common

ELA in Common

Science in Common

Math in Common

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

2021 Average Effect Size

◇ : 2018 Effect Size

American Indian/Alaskan Native	-0.13
Asian/Pacific Islander	-0.03
Black (not Hispanic)	-0.26
Hispanic	-0.19
Two or More	-0.19
White (not Hispanic)	-0.19
American Indian/Alaskan Native	-0.06
Asian/Pacific Islander	-0.00
Black (not Hispanic)	-0.15
Hispanic	-0.06
Two or More	-0.09
White (not Hispanic)	-0.10
American Indian/Alaskan Native	-0.11
Asian/Pacific Islander	-0.10
Black (not Hispanic)	-0.27
Hispanic	-0.23
Two or More	-0.21
White (not Hispanic)	-0.22
American Indian/Alaskan Native	-0.23
Asian/Pacific Islander	-0.05
Black (not Hispanic)	-0.45
Hispanic	-0.40
Two or More	-0.37
White (not Hispanic)	-0.33

-0.8 -0.6 -0.4 -0.2 0.0 0.2 0.4 0.6

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	-0.12
Asian/Pacific Islander	0.07
Black (not Hispanic)	-0.14
Hispanic	-0.08
Two or More	-0.10
White (not Hispanic)	-0.11
American Indian/Alaskan Native	-0.08
Asian/Pacific Islander	-0.01
Black (not Hispanic)	-0.07
Hispanic	-0.03
Two or More	-0.07
White (not Hispanic)	-0.10
American Indian/Alaskan Native	-0.25
Asian/Pacific Islander	0.06
Black (not Hispanic)	-0.17
Hispanic	-0.08
Two or More	-0.06
White (not Hispanic)	-0.11
American Indian/Alaskan Native	-0.13
Asian/Pacific Islander	0.22
Black (not Hispanic)	-0.24
Hispanic	-0.17
Two or More	-0.16
White (not Hispanic)	-0.11

-0.8 -0.6 -0.4 -0.2 0.0 0.2 0.4 0.6

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

ELA in Common

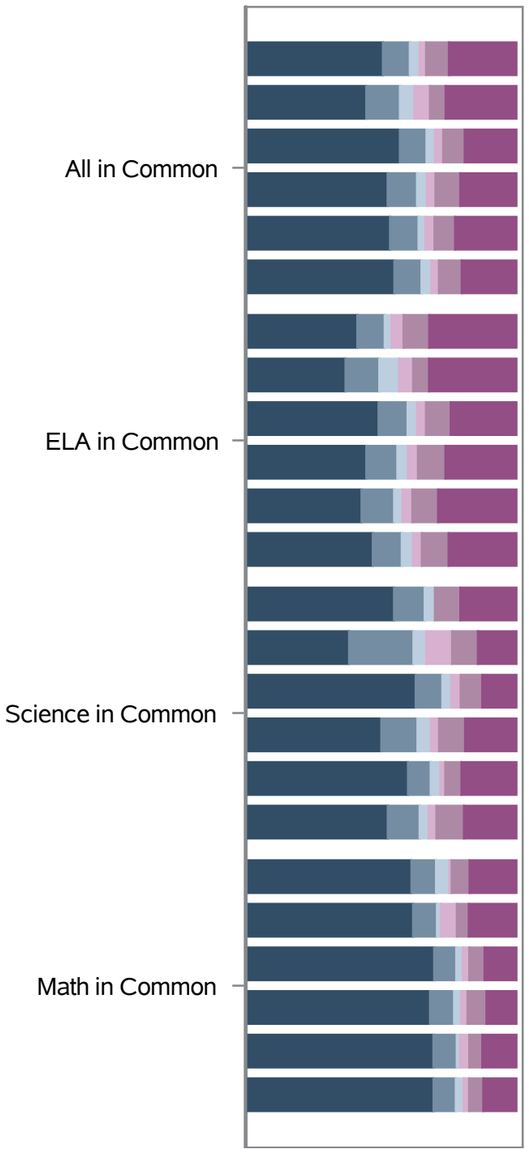
Science in Common

Math in Common

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

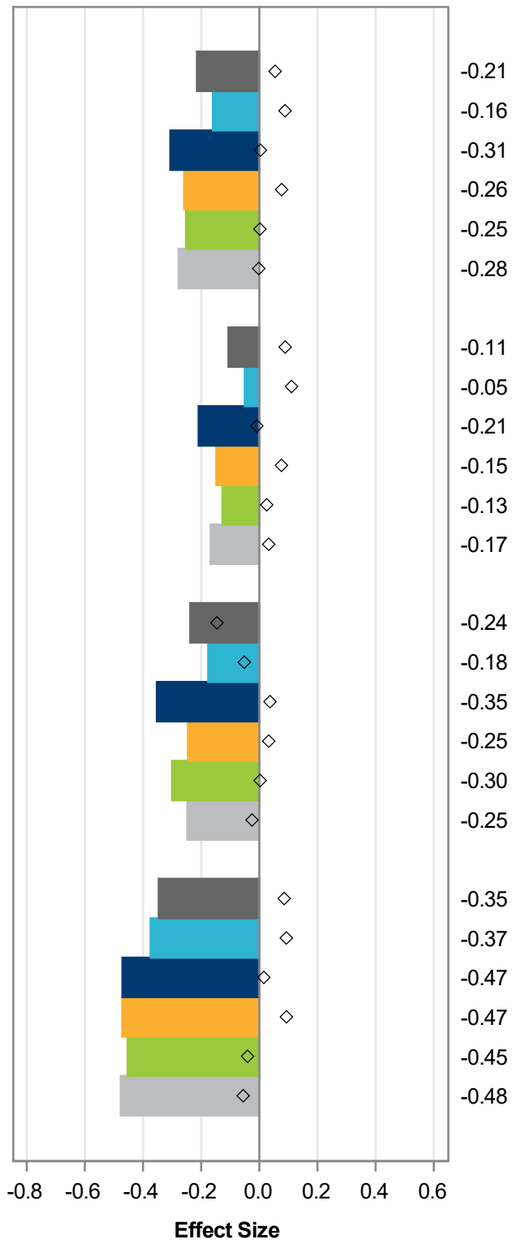
Race Split by Economically Disadvantaged - Y

2021 Student Distribution of Effect Size



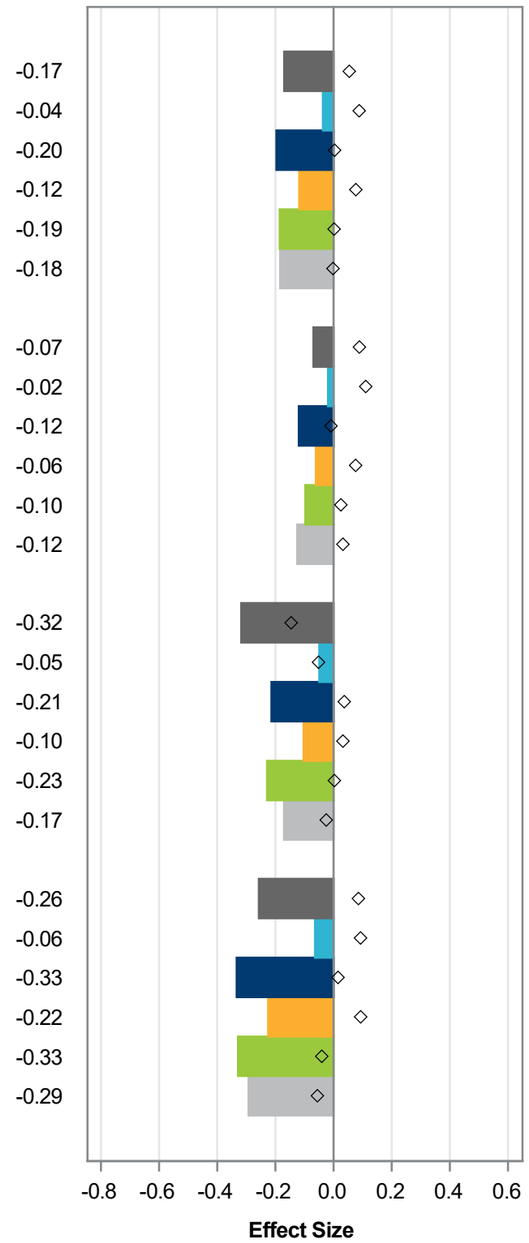
2021 Average Effect Size

◇ : 2018 Effect Size

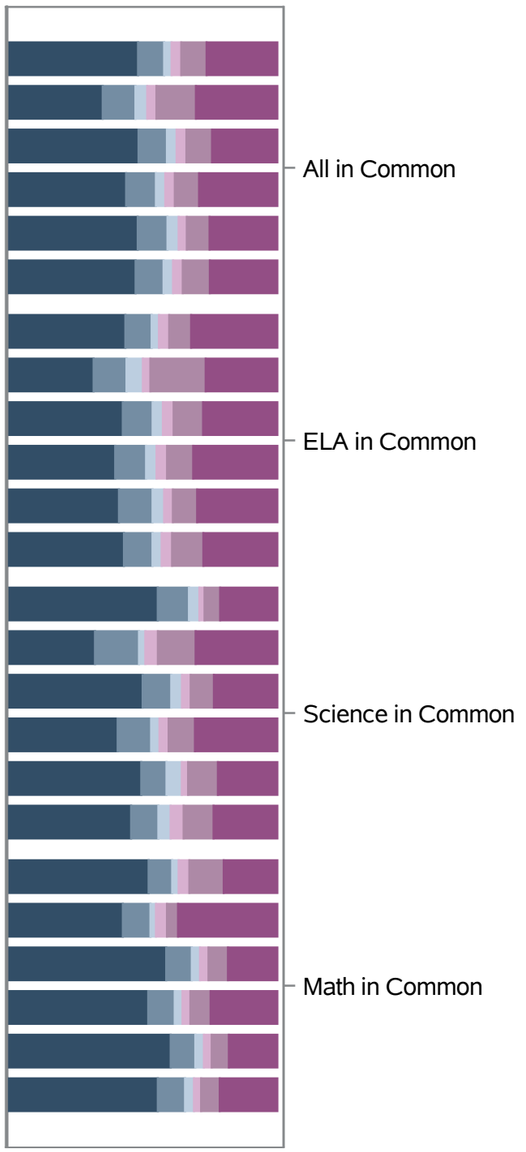


2022 Average Effect Size

◇ : 2018 Effect Size



2022 Student Distribution of Effect Size

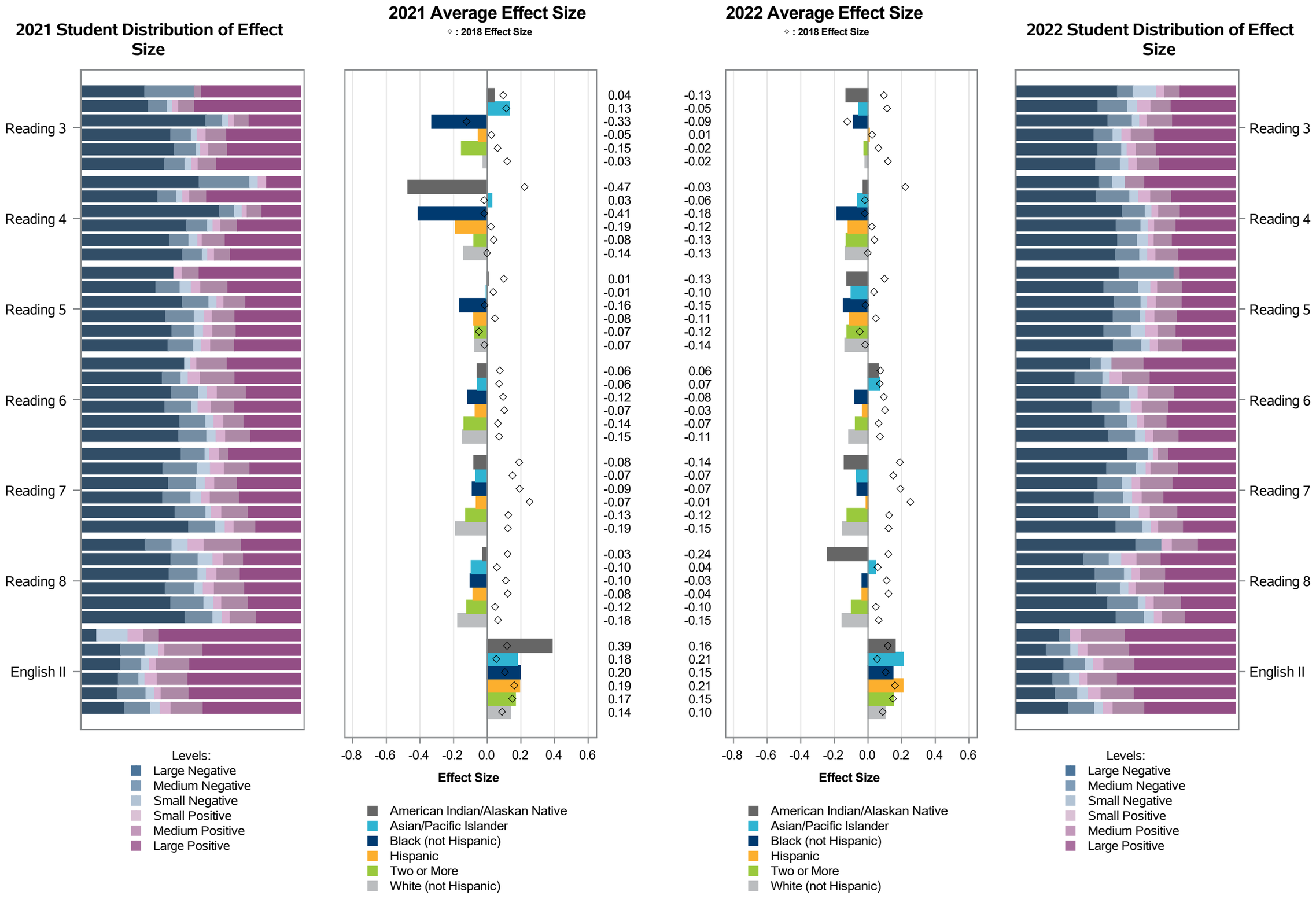


Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

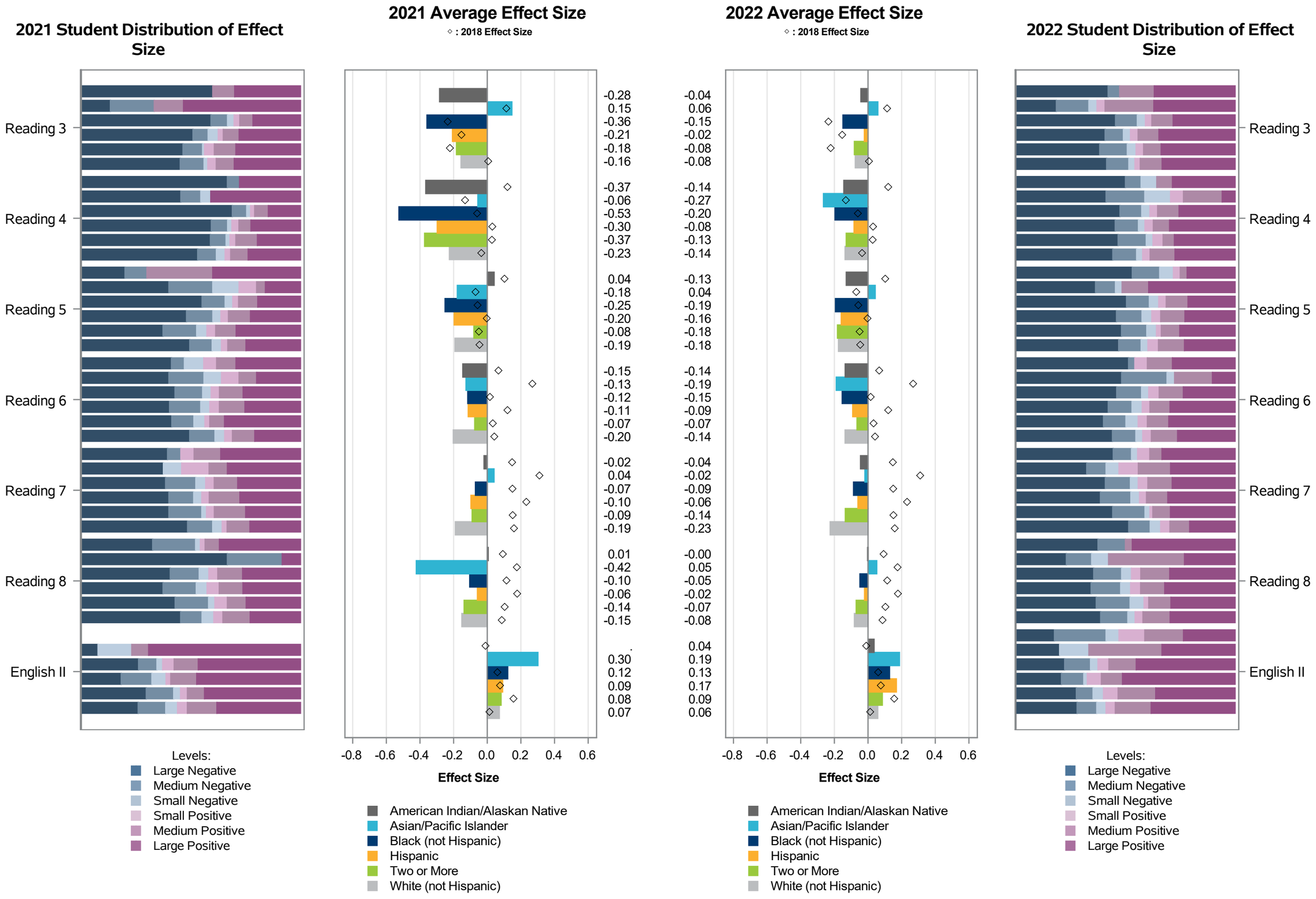
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

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

Race Split by Economically Disadvantaged - N

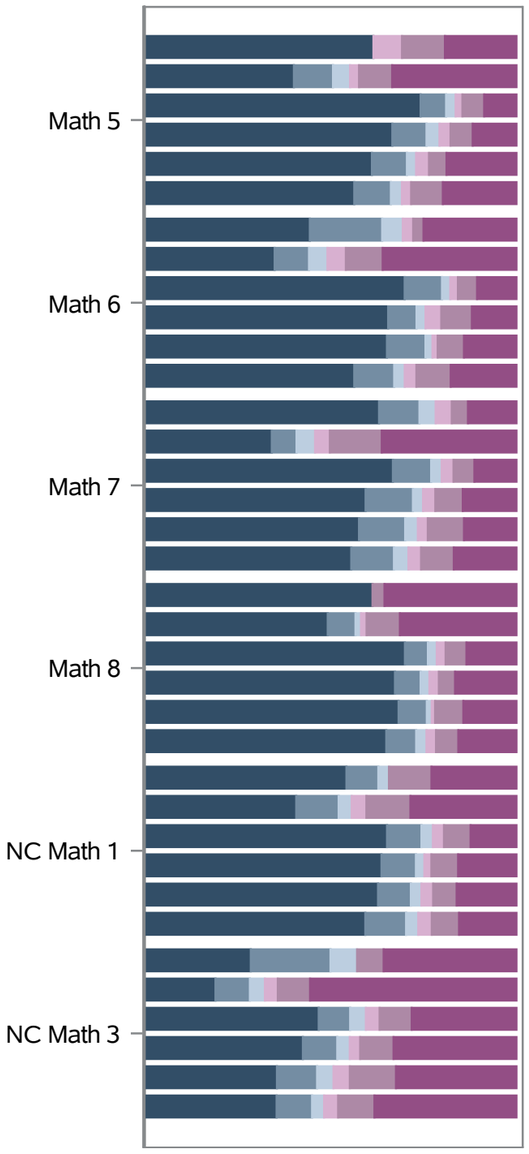


Race Split by Economically Disadvantaged - Y



Race Split by Economically Disadvantaged - N

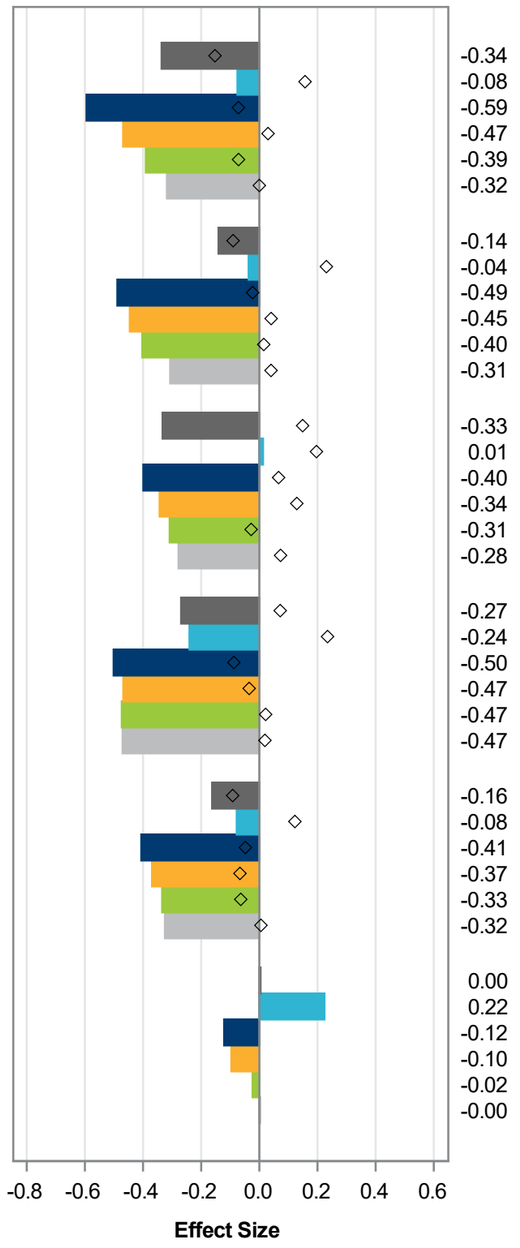
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

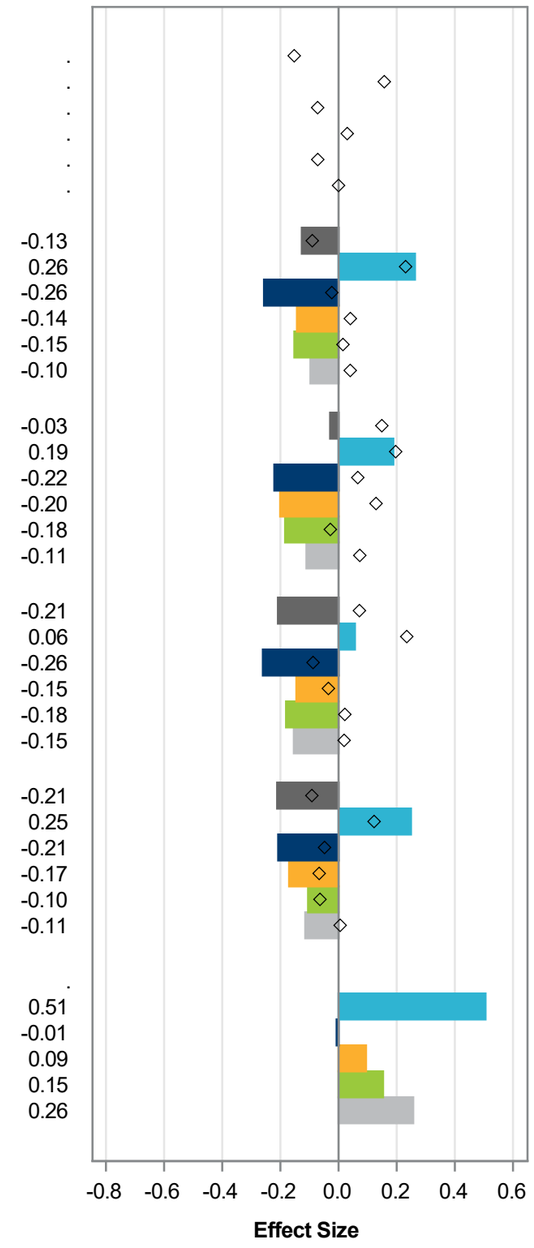
◇ : 2018 Effect Size



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

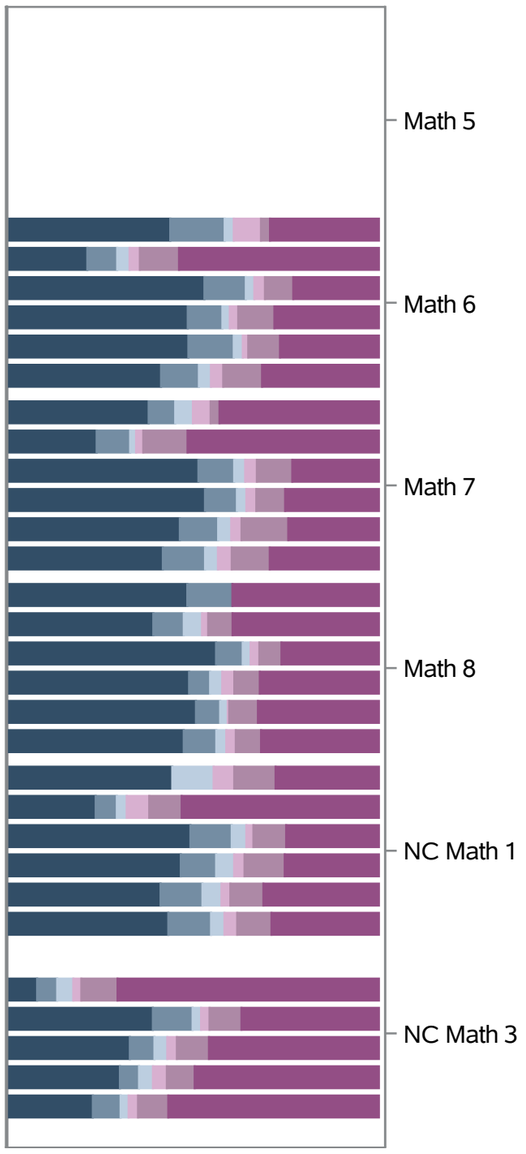
2022 Average Effect Size

◇ : 2018 Effect Size



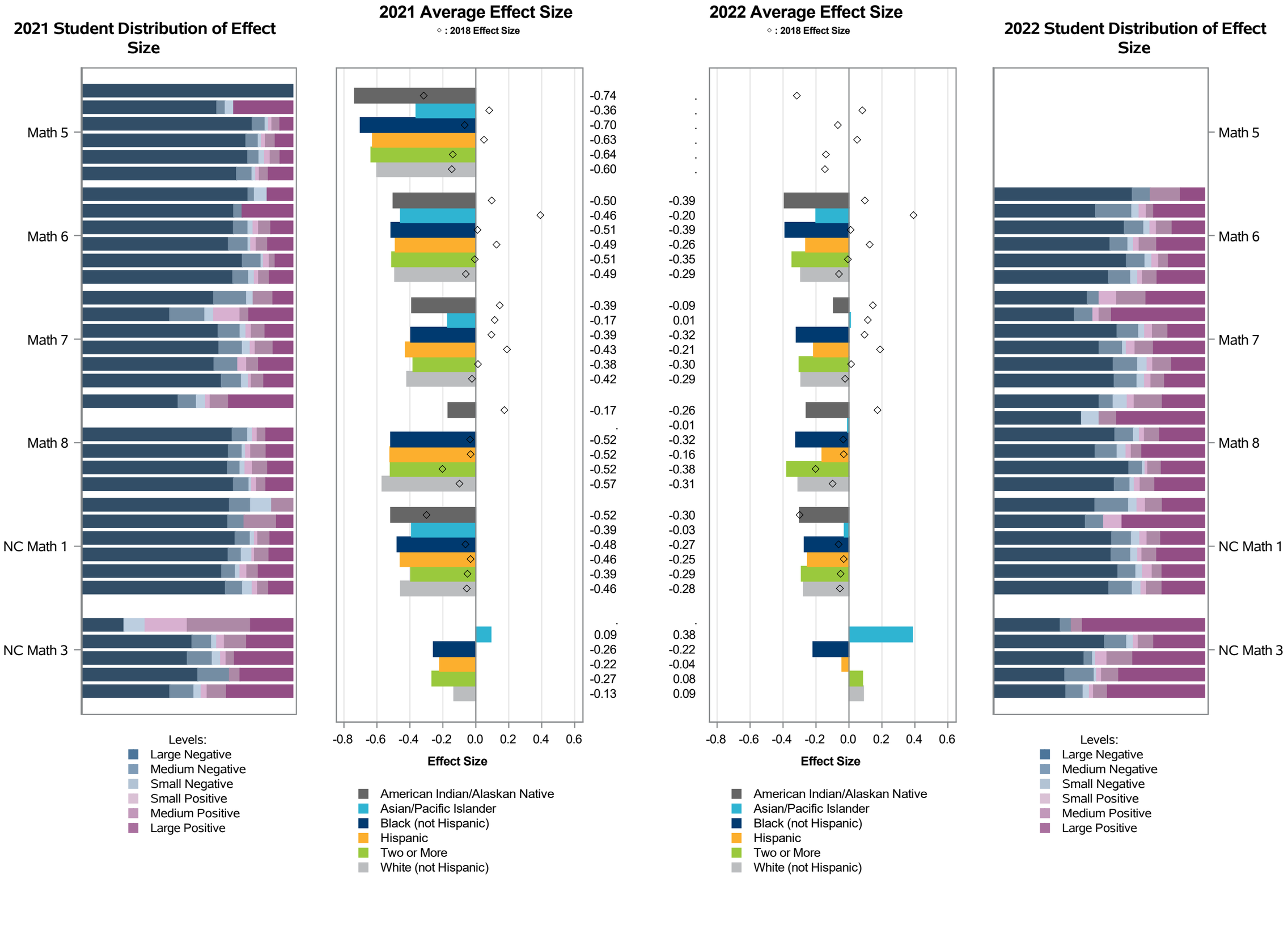
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black (not Hispanic)
- Hispanic
- Two or More
- White (not Hispanic)

2022 Student Distribution of Effect Size



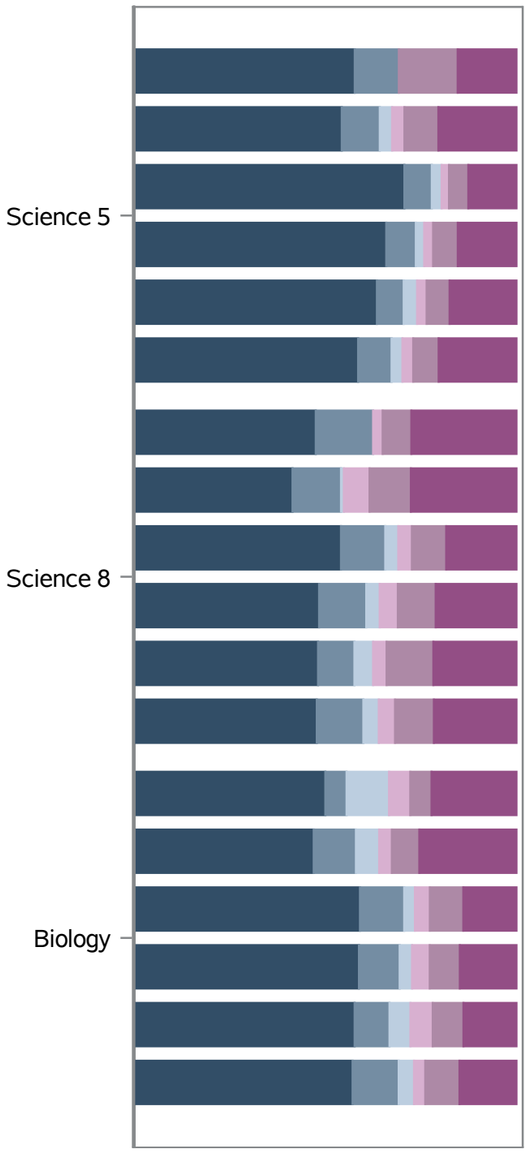
Levels:
- Large Negative
- Medium Negative
- Small Negative
- Small Positive
- Medium Positive
- Large Positive

Race Split by Economically Disadvantaged - Y



Race Split by Economically Disadvantaged - N

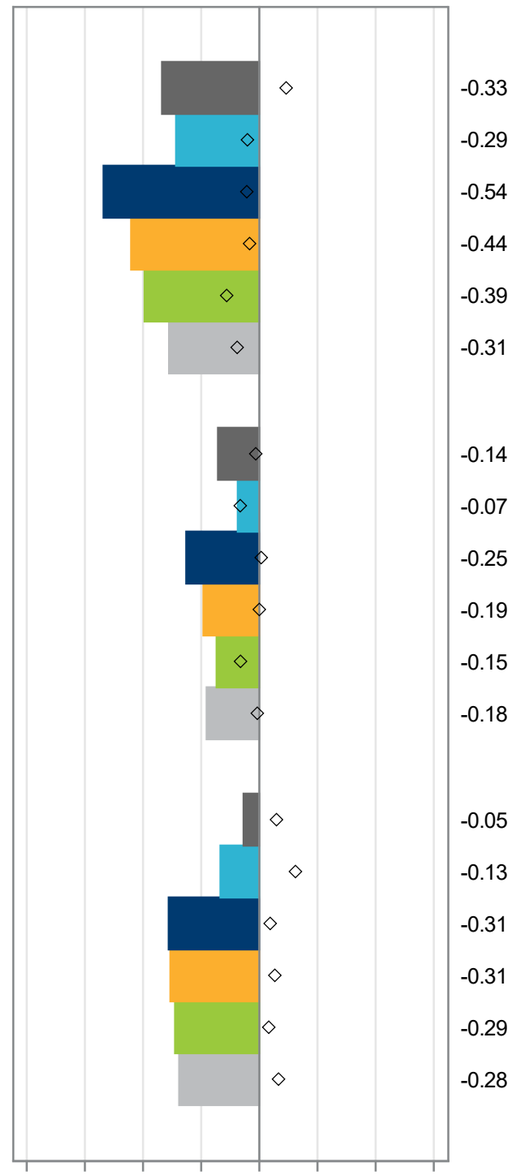
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

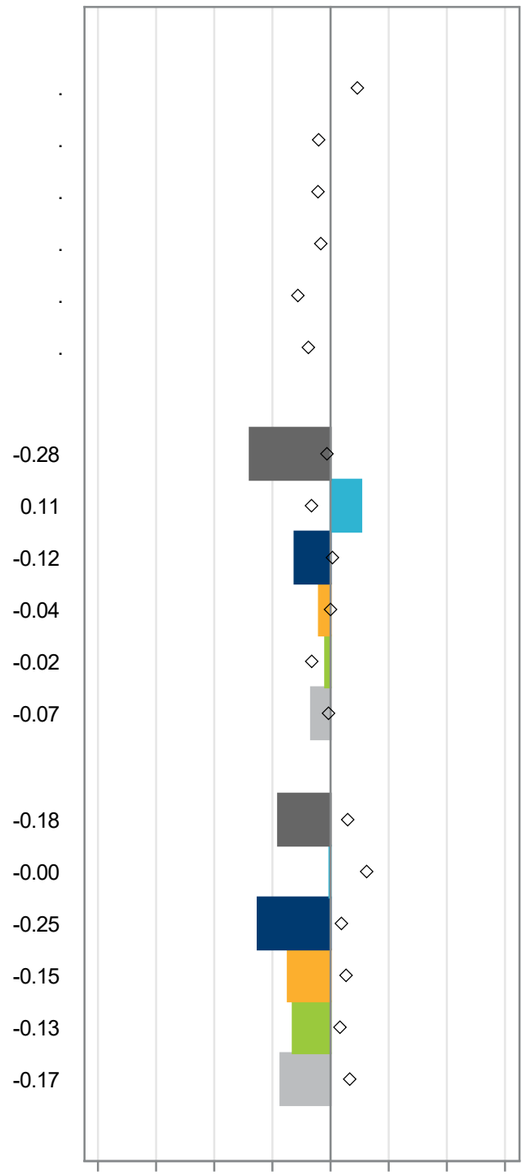
◇ : 2018 Effect Size



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

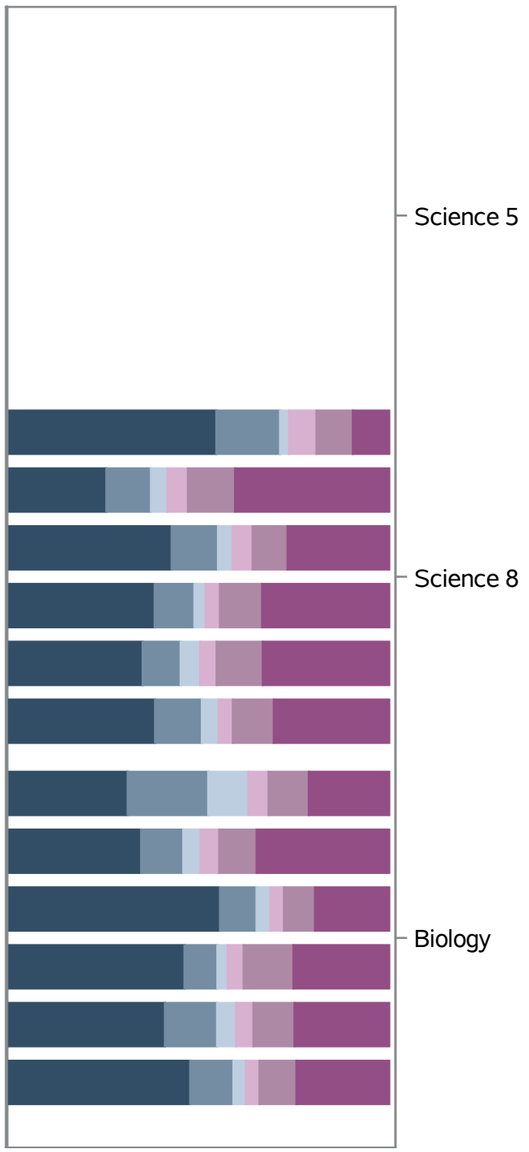
2022 Average Effect Size

◇ : 2018 Effect Size



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

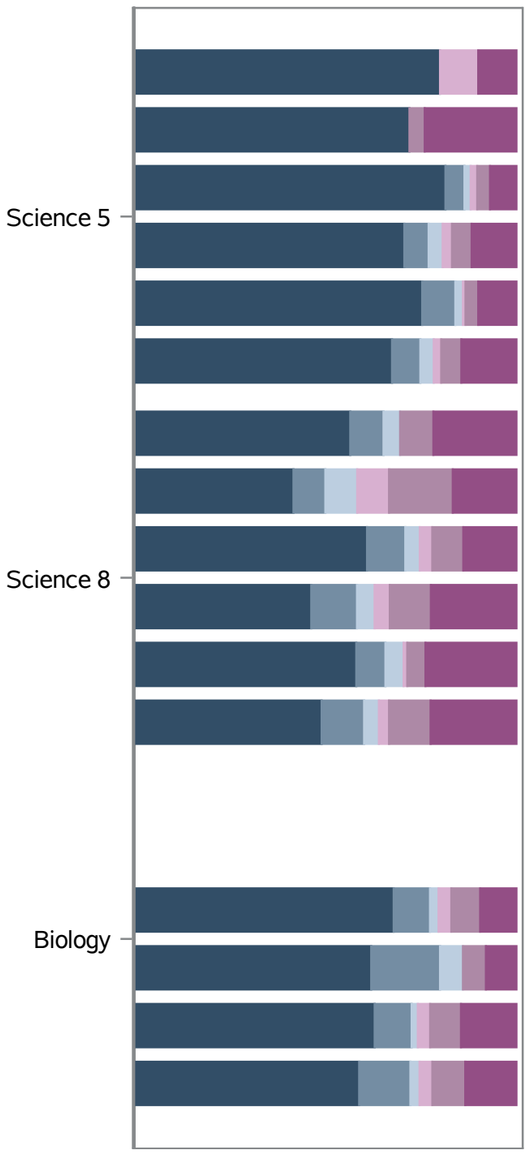
2022 Student Distribution of Effect Size



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

Race Split by Economically Disadvantaged - Y

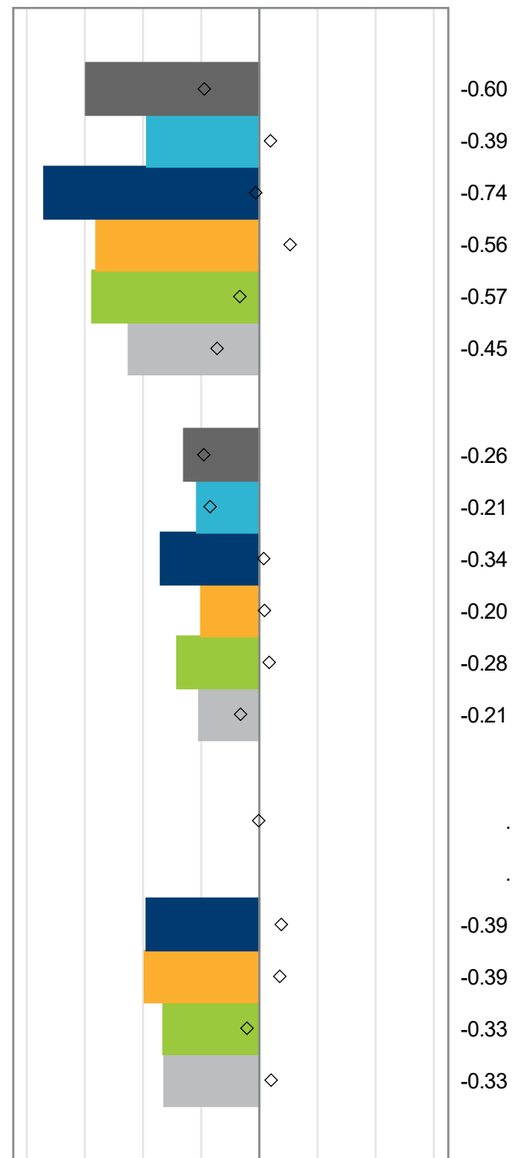
2021 Student Distribution of Effect Size



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

2021 Average Effect Size

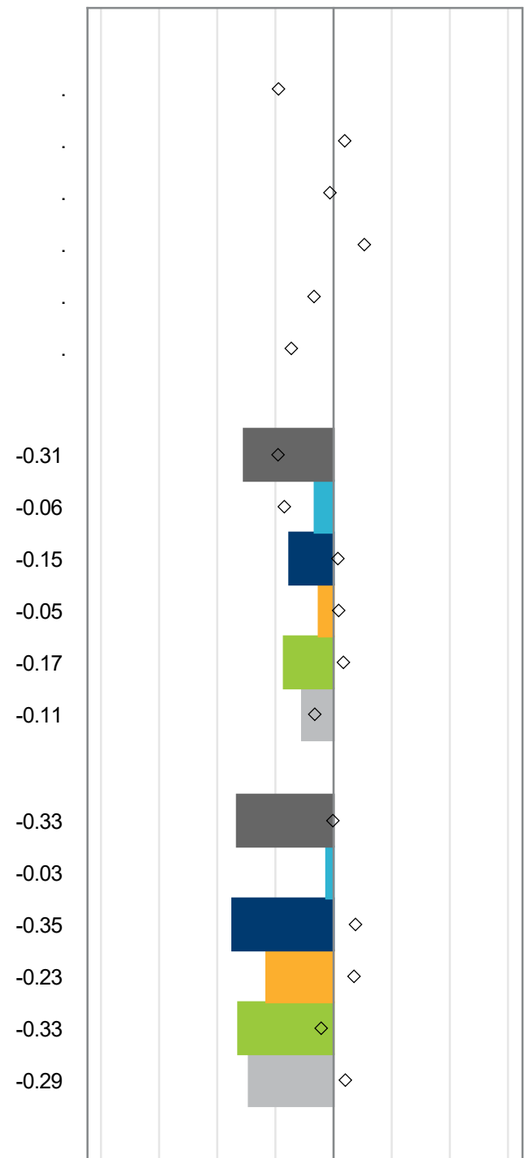
◇ : 2018 Effect Size



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

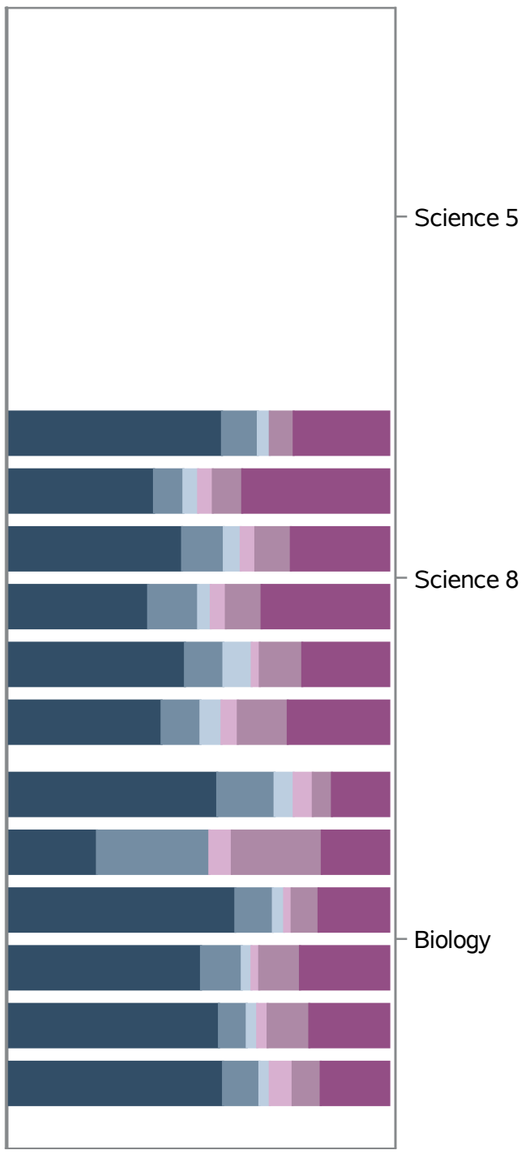
2022 Average Effect Size

◇ : 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

Effect Size by Subject Grade - Race Split by Economically Disadvantaged - N - 2022

	Race Split by Economically Disadvantaged																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.12	0.0297	439	0.07	0.0088	3632	-0.14	0.0050	12155	-0.08	0.0063	8138	-0.10	0.0085	4340	-0.11	0.0025	45639
ELA in Common	-0.08	0.0344	244	-0.01	0.0104	2090	-0.07	0.0063	6658	-0.03	0.0078	4369	-0.07	0.0107	2379	-0.10	0.0032	24465
Science in Common	-0.25	0.0619	61	0.06	0.0212	545	-0.17	0.0132	1733	-0.08	0.0163	1186	-0.06	0.0229	614	-0.11	0.0065	6869
Math in Common	-0.13	0.0688	134	0.22	0.0193	997	-0.24	0.0098	3764	-0.17	0.0125	2583	-0.16	0.0171	1347	-0.11	0.0050	14305
Reading 3	-0.13	0.1074	28	-0.05	0.0290	261	-0.09	0.0194	801	0.01	0.0251	518	-0.02	0.0360	240	-0.02	0.0108	2493
Reading 4	-0.03	0.0923	34	-0.06	0.0303	294	-0.18	0.0184	882	-0.12	0.0244	515	-0.13	0.0336	301	-0.13	0.0101	2784
Reading 5	-0.13	0.0595	36	-0.10	0.0238	383	-0.15	0.0159	1071	-0.11	0.0193	704	-0.12	0.0257	413	-0.14	0.0076	4060
Reading 6	0.06	0.0952	41	0.07	0.0246	362	-0.08	0.0155	1054	-0.03	0.0174	753	-0.07	0.0265	410	-0.11	0.0078	4323
Reading 7	-0.14	0.0919	43	-0.07	0.0258	311	-0.07	0.0150	1084	-0.01	0.0186	710	-0.12	0.0245	399	-0.15	0.0077	4103
Reading 8	-0.24	0.0709	42	0.04	0.0280	300	-0.03	0.0145	1107	-0.04	0.0178	779	-0.10	0.0242	372	-0.15	0.0075	4036
English II	0.16	0.1169	20	0.21	0.0288	179	0.15	0.0178	659	0.21	0.0235	390	0.15	0.0272	244	0.10	0.0090	2666
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.28	0.0743	42	0.11	0.0277	300	-0.12	0.0161	1105	-0.04	0.0202	779	-0.02	0.0304	372	-0.07	0.0083	4035
Biology	-0.18	0.1135	19	-0.00	0.0326	245	-0.25	0.0228	628	-0.15	0.0274	407	-0.13	0.0342	242	-0.17	0.0102	2834
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.13	0.1080	41	0.26	0.0331	361	-0.26	0.0187	1051	-0.14	0.0225	751	-0.15	0.0292	410	-0.10	0.0091	4323
Math 7	-0.03	0.1133	42	0.19	0.0328	311	-0.22	0.0165	1082	-0.20	0.0216	711	-0.18	0.0290	398	-0.11	0.0087	4099
Math 8	-0.21	0.1848	33	0.06	0.0796	61	-0.26	0.0230	893	-0.15	0.0317	584	-0.18	0.0496	246	-0.15	0.0146	2386
NC Math 1	-0.21	0.1441	18	0.25	0.0375	264	-0.21	0.0209	738	-0.17	0.0242	537	-0.10	0.0348	293	-0.11	0.0097	3497
NC Math 3	.	.	.	0.51	0.0375	185	-0.01	0.0262	571	0.09	0.0365	348	0.15	0.0436	214	0.26	0.0126	2563

Effect Size by Subject Grade - Race Split by Economically Disadvantaged - Y - 2022

	Race Split by Economically Disadvantaged																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.17	0.0289	363	-0.04	0.0293	322	-0.20	0.0045	15555	-0.12	0.0074	5698	-0.19	0.0122	2353	-0.18	0.0062	8549
ELA in Common	-0.07	0.0362	185	-0.02	0.0364	181	-0.12	0.0057	8857	-0.06	0.0093	3203	-0.10	0.0153	1328	-0.12	0.0079	4747
Science in Common	-0.32	0.0776	52	-0.05	0.0736	43	-0.21	0.0128	1947	-0.10	0.0212	681	-0.23	0.0347	300	-0.17	0.0170	1103
Math in Common	-0.26	0.0537	126	-0.06	0.0612	98	-0.33	0.0087	4751	-0.22	0.0142	1814	-0.33	0.0229	725	-0.29	0.0118	2699
Reading 3	-0.04	0.1129	19	0.06	0.0789	27	-0.15	0.0166	1328	-0.02	0.0281	433	-0.08	0.0429	175	-0.08	0.0229	613
Reading 4	-0.14	0.1805	14	-0.27	0.1173	17	-0.20	0.0161	1311	-0.08	0.0259	473	-0.13	0.0431	195	-0.14	0.0227	617
Reading 5	-0.13	0.0776	32	0.04	0.1097	33	-0.19	0.0137	1430	-0.16	0.0224	517	-0.18	0.0342	226	-0.18	0.0181	810
Reading 6	-0.14	0.0797	35	-0.19	0.0843	29	-0.15	0.0133	1445	-0.09	0.0214	601	-0.07	0.0373	215	-0.14	0.0188	862
Reading 7	-0.04	0.0823	36	-0.02	0.0742	34	-0.09	0.0137	1381	-0.06	0.0220	507	-0.14	0.0385	224	-0.23	0.0196	734
Reading 8	-0.00	0.0992	32	0.05	0.0917	26	-0.05	0.0132	1342	-0.02	0.0211	485	-0.07	0.0411	188	-0.08	0.0194	727
English II	0.04	0.0816	17	0.19	0.0973	15	0.13	0.0188	620	0.17	0.0328	187	0.09	0.0480	105	0.06	0.0257	384
Science 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Science 8	-0.31	0.1004	32	-0.06	0.0981	26	-0.15	0.0150	1336	-0.05	0.0245	484	-0.17	0.0432	189	-0.11	0.0205	728
Biology	-0.33	0.1253	20	-0.03	0.1138	17	-0.35	0.0231	611	-0.23	0.0405	197	-0.33	0.0572	111	-0.29	0.0295	375
Math 5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Math 6	-0.39	0.0778	35	-0.20	0.1142	29	-0.39	0.0153	1438	-0.26	0.0244	601	-0.35	0.0411	216	-0.29	0.0210	862
Math 7	-0.09	0.0952	36	0.01	0.0923	34	-0.32	0.0148	1381	-0.21	0.0243	506	-0.30	0.0395	224	-0.29	0.0206	728
Math 8	-0.26	0.1427	30	-0.01	0.2456	12	-0.32	0.0196	1176	-0.16	0.0340	405	-0.38	0.0575	156	-0.31	0.0292	578
NC Math 1	-0.30	0.1107	25	-0.03	0.1150	23	-0.27	0.0209	756	-0.25	0.0344	302	-0.29	0.0480	129	-0.28	0.0256	531
NC Math 3	.	.	.	0.38	0.1990	19	-0.22	0.0283	478	-0.04	0.0582	147	0.08	0.0684	86	0.09	0.0375	307

Effect Size by Subject Grade - Race Split by Economically Disadvantaged - N - 2021

	Race Split by Economically Disadvantaged																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.13	0.0266	426	-0.03	0.0093	3173	-0.26	0.0049	13181	-0.19	0.0062	8646	-0.19	0.0084	4392	-0.19	0.0025	47737
ELA in Common	-0.06	0.0357	220	-0.00	0.0120	1825	-0.15	0.0067	7117	-0.06	0.0080	4688	-0.09	0.0113	2373	-0.10	0.0034	25447
Science in Common	-0.11	0.0683	58	-0.10	0.0237	449	-0.27	0.0121	1788	-0.23	0.0151	1170	-0.21	0.0199	642	-0.22	0.0058	7139
Math in Common	-0.23	0.0474	148	-0.05	0.0186	899	-0.45	0.0082	4276	-0.40	0.0107	2788	-0.37	0.0148	1377	-0.33	0.0045	15151
Reading 3	0.04	0.0860	31	0.13	0.0456	218	-0.33	0.0247	834	-0.05	0.0297	522	-0.15	0.0450	268	-0.03	0.0144	2481
Reading 4	-0.47	0.1159	26	0.03	0.0445	220	-0.41	0.0233	835	-0.19	0.0314	515	-0.08	0.0415	248	-0.14	0.0138	2498
Reading 5	0.01	0.1104	26	-0.01	0.0253	372	-0.16	0.0161	1096	-0.08	0.0192	777	-0.07	0.0271	403	-0.07	0.0081	4278
Reading 6	-0.06	0.1040	36	-0.06	0.0264	305	-0.12	0.0138	1270	-0.07	0.0174	834	-0.14	0.0250	424	-0.15	0.0072	4554
Reading 7	-0.08	0.0658	46	-0.07	0.0224	300	-0.09	0.0135	1267	-0.07	0.0156	879	-0.13	0.0225	413	-0.19	0.0071	4449
Reading 8	-0.03	0.0594	41	-0.10	0.0259	266	-0.10	0.0146	1135	-0.08	0.0175	732	-0.12	0.0252	357	-0.18	0.0070	4164
English II	0.39	0.0991	14	0.18	0.0359	144	0.20	0.0173	680	0.19	0.0217	429	0.17	0.0279	260	0.14	0.0078	3023
Science 5	-0.33	0.1156	26	-0.29	0.0307	372	-0.54	0.0190	1088	-0.44	0.0231	775	-0.39	0.0316	400	-0.31	0.0095	4273
Science 8	-0.14	0.0821	40	-0.07	0.0310	268	-0.25	0.0151	1148	-0.19	0.0189	738	-0.15	0.0275	368	-0.18	0.0077	4212
Biology	-0.05	0.1255	18	-0.13	0.0368	181	-0.31	0.0200	640	-0.31	0.0250	432	-0.29	0.0277	274	-0.28	0.0086	2927
Math 5	-0.34	0.1134	26	-0.08	0.0310	371	-0.59	0.0178	1094	-0.47	0.0218	773	-0.39	0.0314	404	-0.32	0.0094	4283
Math 6	-0.14	0.0879	36	-0.04	0.0310	303	-0.49	0.0150	1264	-0.45	0.0196	828	-0.40	0.0258	425	-0.31	0.0082	4553
Math 7	-0.33	0.0713	46	0.01	0.0317	301	-0.40	0.0135	1264	-0.34	0.0174	880	-0.31	0.0246	411	-0.28	0.0076	4444
Math 8	-0.27	0.1339	31	-0.24	0.0930	67	-0.50	0.0214	840	-0.47	0.0284	551	-0.47	0.0419	224	-0.47	0.0135	2488
NC Math 1	-0.16	0.0958	35	-0.08	0.0340	228	-0.41	0.0177	908	-0.37	0.0229	529	-0.33	0.0317	317	-0.32	0.0086	3666
NC Math 3	0.00	0.1727	14	0.22	0.0434	173	-0.12	0.0230	568	-0.10	0.0332	358	-0.02	0.0346	250	-0.00	0.0110	2727

Effect Size by Subject Grade - Race Split by Economically Disadvantaged - Y - 2021

	Race Split by Economically Disadvantaged																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	-0.21	0.0311	332	-0.16	0.0389	225	-0.31	0.0053	12172	-0.26	0.0093	3808	-0.25	0.0152	1527	-0.28	0.0078	5527
ELA in Common	-0.11	0.0445	158	-0.05	0.0489	136	-0.21	0.0070	7063	-0.15	0.0118	2210	-0.13	0.0203	862	-0.17	0.0102	3090
Science in Common	-0.24	0.0702	53	-0.18	0.1114	21	-0.35	0.0138	1309	-0.25	0.0250	426	-0.30	0.0429	167	-0.25	0.0217	628
Math in Common	-0.35	0.0523	121	-0.37	0.0704	68	-0.47	0.0090	3800	-0.47	0.0165	1172	-0.45	0.0246	498	-0.48	0.0133	1809
Reading 3	-0.28	0.1432	10	0.15	0.1904	15	-0.36	0.0220	1034	-0.21	0.0380	305	-0.18	0.0609	112	-0.16	0.0347	414
Reading 4	-0.37	0.1701	18	-0.06	0.1621	22	-0.53	0.0221	967	-0.30	0.0392	310	-0.37	0.0650	112	-0.23	0.0364	352
Reading 5	0.04	0.0929	10	-0.18	0.0775	25	-0.25	0.0152	1237	-0.20	0.0266	409	-0.08	0.0462	150	-0.19	0.0241	519
Reading 6	-0.15	0.1108	34	-0.13	0.0796	25	-0.12	0.0140	1262	-0.11	0.0239	388	-0.07	0.0430	179	-0.20	0.0208	590
Reading 7	-0.02	0.0982	33	0.04	0.0954	24	-0.07	0.0141	1226	-0.10	0.0245	381	-0.09	0.0453	140	-0.19	0.0211	577
Reading 8	0.01	0.0673	46	-0.42	0.1492	12	-0.10	0.0161	955	-0.06	0.0272	324	-0.14	0.0515	105	-0.15	0.0237	410
English II	.	.	.	0.30	0.1631	13	0.12	0.0252	382	0.09	0.0419	93	0.08	0.0713	64	0.07	0.0312	228
Science 5	-0.60	0.1942	10	-0.39	0.1363	25	-0.74	0.0182	1227	-0.56	0.0307	410	-0.57	0.0528	150	-0.45	0.0267	513
Science 8	-0.26	0.0790	46	-0.21	0.1568	12	-0.34	0.0168	949	-0.20	0.0293	326	-0.28	0.0579	105	-0.21	0.0276	414
Biology	.	.	.	.	.	.	-0.39	0.0238	360	-0.39	0.0444	100	-0.33	0.0614	62	-0.33	0.0338	214
Math 5	-0.74	0.1401	10	-0.36	0.1318	25	-0.70	0.0165	1238	-0.63	0.0289	411	-0.64	0.0486	150	-0.60	0.0287	518
Math 6	-0.50	0.1032	33	-0.46	0.1306	25	-0.51	0.0155	1249	-0.49	0.0278	388	-0.51	0.0371	180	-0.49	0.0218	588
Math 7	-0.39	0.0780	32	-0.17	0.1001	24	-0.39	0.0153	1218	-0.43	0.0264	378	-0.38	0.0458	142	-0.42	0.0230	576
Math 8	-0.17	0.0926	46	.	.	.	-0.52	0.0214	777	-0.52	0.0417	246	-0.52	0.0677	84	-0.57	0.0360	338
NC Math 1	-0.52	0.1552	10	-0.39	0.1333	13	-0.48	0.0222	556	-0.46	0.0454	160	-0.39	0.0596	92	-0.46	0.0309	307
NC Math 3	.	.	.	0.09	0.0949	10	-0.26	0.0333	251	-0.22	0.0676	76	-0.27	0.0887	41	-0.13	0.0447	177

Effect Size by Subject Grade - Race Split by Economically Disadvantaged - N - 2018

	Race Split by Economically Disadvantaged																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.08	0.0253	402	0.09	0.0089	2762	0.03	0.0048	10847	0.07	0.0067	5451	0.02	0.0086	3170	0.05	0.0023	45486
ELA in Common	0.13	0.0347	213	0.06	0.0114	1640	0.05	0.0064	6023	0.10	0.0088	3104	0.06	0.0114	1764	0.06	0.0031	24920
Science in Common	0.02	0.0653	63	0.02	0.0253	383	0.02	0.0138	1430	0.02	0.0188	709	-0.03	0.0245	418	0.02	0.0060	6577
Math in Common	0.02	0.0444	126	0.19	0.0163	739	-0.01	0.0086	3394	0.03	0.0126	1638	-0.01	0.0153	988	0.04	0.0041	13989
Reading 3	0.09	0.1896	14	0.11	0.0385	207	-0.12	0.0238	701	0.02	0.0310	386	0.06	0.0491	181	0.12	0.0133	2489
Reading 4	0.22	0.0979	32	-0.02	0.0274	310	-0.02	0.0165	912	0.02	0.0223	489	0.04	0.0292	266	-0.00	0.0082	3815
Reading 5	0.10	0.0925	28	0.04	0.0262	300	-0.02	0.0163	971	0.05	0.0208	496	-0.05	0.0253	294	-0.02	0.0078	3800
Reading 6	0.07	0.0749	42	0.07	0.0241	282	0.09	0.0135	1103	0.10	0.0186	569	0.06	0.0266	315	0.07	0.0070	4283
Reading 7	0.19	0.0802	35	0.15	0.0307	199	0.19	0.0139	988	0.25	0.0219	458	0.13	0.0271	281	0.12	0.0072	4124
Reading 8	0.12	0.0816	39	0.06	0.0309	215	0.11	0.0160	822	0.12	0.0217	422	0.05	0.0274	267	0.06	0.0076	3785
English II	0.12	0.0908	23	0.05	0.0378	127	0.10	0.0194	526	0.16	0.0272	284	0.15	0.0323	160	0.09	0.0085	2624
Science 5	0.09	0.1181	27	-0.04	0.0347	297	-0.04	0.0198	960	-0.03	0.0258	491	-0.11	0.0346	291	-0.08	0.0094	3762
Science 8	-0.01	0.0757	38	-0.07	0.0327	215	0.01	0.0188	822	-0.00	0.0253	422	-0.06	0.0304	270	-0.01	0.0079	3799
Biology	0.06	0.1191	25	0.12	0.0383	168	0.04	0.0201	608	0.05	0.0280	287	0.03	0.0410	148	0.07	0.0093	2778
Math 5	-0.15	0.1156	28	0.16	0.0274	299	-0.07	0.0176	970	0.03	0.0233	495	-0.07	0.0321	293	-0.00	0.0082	3797
Math 6	-0.09	0.0833	42	0.23	0.0269	282	-0.02	0.0153	1100	0.04	0.0211	568	0.02	0.0259	316	0.04	0.0072	4279
Math 7	0.15	0.0779	35	0.20	0.0290	198	0.07	0.0147	989	0.13	0.0219	458	-0.03	0.0287	280	0.07	0.0071	4120
Math 8	0.07	0.0855	34	0.23	0.0602	51	-0.09	0.0230	570	-0.03	0.0317	300	0.02	0.0370	172	0.02	0.0117	2069
NC Math 1	-0.09	0.1041	15	0.12	0.0322	208	-0.05	0.0183	735	-0.07	0.0292	312	-0.06	0.0336	220	0.01	0.0082	3521

Effect Size by Subject Grade - Race Split by Economically Disadvantaged - Y - 2018

	Race Split by Economically Disadvantaged																	
	American Indian/Alaskan Native			Asian/Pacific Islander			Black (not Hispanic)			Hispanic			Two or More			White (not Hispanic)		
Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
All in Common	0.05	0.0285	322	0.09	0.0392	202	0.00	0.0050	10994	0.08	0.0090	3316	0.00	0.0169	998	-0.00	0.0079	4578
ELA in Common	0.09	0.0419	154	0.11	0.0470	118	-0.01	0.0066	6439	0.08	0.0118	1925	0.03	0.0225	565	0.03	0.0106	2599
Science in Common	-0.15	0.0766	46	-0.05	0.1176	21	0.04	0.0150	1205	0.03	0.0266	356	0.00	0.0461	120	-0.03	0.0221	567
Math in Common	0.09	0.0439	122	0.09	0.0807	63	0.02	0.0091	3350	0.09	0.0164	1035	-0.04	0.0306	313	-0.06	0.0137	1412
Reading 3	.	.	.	0.11	0.1240	10	-0.24	0.0221	880	-0.15	0.0402	237	-0.22	0.0816	70	0.01	0.0397	330
Reading 4	0.12	0.1488	13	-0.13	0.1121	20	-0.06	0.0160	1088	0.03	0.0288	336	0.03	0.0603	93	-0.04	0.0260	434
Reading 5	0.10	0.1801	11	-0.07	0.1202	21	-0.06	0.0155	1097	-0.00	0.0271	317	-0.05	0.0504	87	-0.05	0.0226	436
Reading 6	0.07	0.0824	40	0.27	0.0863	29	0.02	0.0139	1229	0.12	0.0248	350	0.03	0.0435	109	0.04	0.0241	434
Reading 7	0.15	0.0796	36	0.31	0.1107	17	0.15	0.0144	995	0.23	0.0246	340	0.15	0.0537	91	0.16	0.0233	420
Reading 8	0.09	0.0801	35	0.18	0.1491	15	0.11	0.0172	768	0.18	0.0319	256	0.10	0.0608	70	0.09	0.0258	350
English II	-0.01	0.1855	10	.	.	.	0.06	0.0234	382	0.08	0.0463	89	0.16	0.0632	45	0.01	0.0411	195
Science 5	-0.19	0.2102	11	0.04	0.1461	21	-0.01	0.0196	1080	0.11	0.0375	313	-0.07	0.0641	84	-0.15	0.0286	425
Science 8	-0.19	0.0842	35	-0.17	0.1084	15	0.01	0.0192	771	0.02	0.0311	257	0.03	0.0633	71	-0.06	0.0272	354
Biology	-0.00	0.1760	11	.	.	.	0.08	0.0238	434	0.07	0.0512	99	-0.04	0.0661	49	0.04	0.0372	213
Math 5	-0.32	0.1591	11	0.08	0.1121	21	-0.07	0.0162	1095	0.05	0.0329	316	-0.14	0.0519	87	-0.15	0.0260	433
Math 6	0.10	0.0870	40	0.39	0.1092	29	0.01	0.0152	1226	0.13	0.0289	347	-0.01	0.0500	109	-0.06	0.0248	434
Math 7	0.15	0.0709	36	0.11	0.0863	17	0.09	0.0148	994	0.19	0.0269	339	0.01	0.0500	91	-0.02	0.0238	420
Math 8	0.17	0.0695	32	.	.	.	-0.03	0.0237	578	-0.03	0.0398	194	-0.20	0.0956	49	-0.10	0.0329	265
NC Math 1	-0.30	0.1306	14	.	.	.	-0.06	0.0228	552	-0.03	0.0384	155	-0.05	0.0680	64	-0.05	0.0306	293