

Recovery Analysis Report:

Top Takeaways & FAQ

Disclaimer: This briefing document is meant to serve as a quick snapshot, only highlighting the key findings from the full report as compiled by the Office of Learning Recovery and Acceleration. The full report can be found [here](#).

Please email communications@dpi.nc.gov if you need assistance.

Top Takeaways

Statewide Summary:

- On average, at the state level, students showed signs of academic recovery for every subject, except English II, which held constant.
 - Students in grades 3 and 4 in Reading; Grades 6 and 8 in Math; and Grade 8 in Biology and Science had the largest gains from 2021 to 2022.
- Overall NC public school students showed greatest gains from 2020-21 to 2021-22 in middle and high school math.
- Overall, distributions of effect sizes show a general trend from 2021 to 2022 of an increase in the percent of students with positive effect size estimates.

Five Key Takeaways:

1. 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.
2. On average, Students with Disabilities' actual scores for 2022 were closer to predicted than the general student population.
3. On average, Multilingual Learners' actual scores for 2022 were closer to predicted than the general student population.
4. 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 Grades 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.
5. 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.

Next Steps:

The agency has shared these findings with all eight education regions through evidence-based strategic planning sessions held February 20 through March 29. These sessions allowed for education regions to review statewide and regional data with agency staff in addition to assessing specific regional, or district-level, data.

The regional sessions also provided time for technical assistance, allowing three hours of in-person meetings for a team of district leaders to come together and put the data into practice, see where progress has been made, and understand how the data can drive additional resources or supports.

FAQs**Q. What is the purpose of the Recovery Analysis Report?**

- This report is to understand the long-term impact of the pandemic on student learning, as well as where students have made gains and closed gaps since the 2020-21 report.
- Through the strategic planning regional meetings, the data will be used by districts as part of their planning efforts, helping them to identify interventions for continued recovery and acceleration.

Q. How can the state track academic recovery at the student-level?

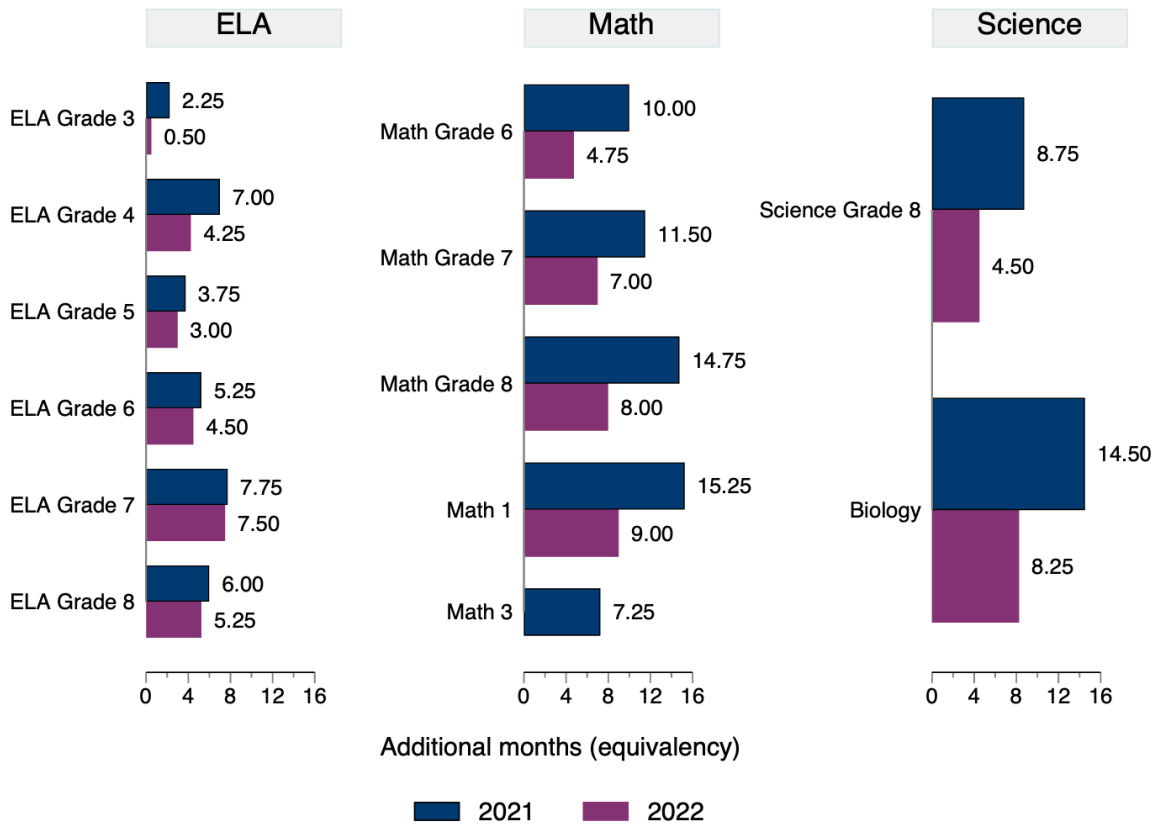
- Last year, the North Carolina Department of Public Instruction (NCDPI) and SAS Institute Inc. (SAS) collaborated to leverage existing student assessment data and yield insight into how the pandemic disrupted student learning. The focus of the Impact Analysis was to identify the overall impact to the state as well as 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 for the 2021-22 school year. 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 have recovered academically since the pandemic.

Q. How was this report conducted? What does it tell us?

- This analysis uses student projections from 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.
- 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.

Q. What are the primary differences we are seeing from 2020-21 school year to the 2021-22 school year?

- There is notable recovery that has occurred since the 2021-22 report. See “Top Takeaways” at the top of this document for a more detailed explanation.



Q. What do the distributions mean?

- 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.

Q. Why are there not results for EOG Math in grades 3-5 and EOG Science in grade 5 while there are results for EOG Reading in grades 3-5?

- Students' test scores from mCLASS in grades K-2 through 2018-19 were used to project student performance on EOG Reading in grades 3-5 for the 2020-21 and 2021-22 school years. In comparing the historical mCLASS test scores with the 2020-21 and 2021-22 EOG Math and EOG Science test scores, there was a much lower predictive relationship in those subjects and grades than what was observed with EOG Reading. The analysis requires historical test scores to have a predictive relationship with students' future performance. As a result, to ensure reliability of results, the analysis does not include EOG Math and EOG Science results in those early grades where mCLASS is the only historical assessment available.

Q. How does this Recovery Analysis Report differ from EOG and EOC scores?

- This Recovery Analysis Report compares students' projected 2021-22 school year scores on state End-of-Grade and End-of-Course exams with their actual scores for the 2021-22 school year. This analysis was based on individual student-level data instead of aggregate samples of students.
- The accountability results for the 2021-22 school year were presented to the State Board of Education in [September](#) and show percentages of students who met grade level proficiency.
- This new report presents the difference between where we expected individual students to perform and how they actually performed. Both pieces of information provide local educators with a more complete picture of the impact of the pandemic on student performance.

Q. What will be shared with the districts? When will it be shared?

- The agency's partnership with SAS allows for statewide summary data and also PSU-level analysis. Schools will have access to their own data at the district, school and student level. Districts and schools will have school-level summaries via the closed portal.
- As these district-level reports contain district-and school-level data, interested parties should connect with the district / charter PIO or communications officer.

Q. Is this report the first of its kind?

- Last year's report, the 2020-21 COVID-19 Impact Analysis of Lost Instructional Time, was the first of its kind in the state and one of the first nationally. The current report, the Recovery Analysis Report, builds on last year's findings, which was released in March 2022.
 - Last year's press release (2020-21 data) can be found [here](#).
 - Last year's FAQ (2020-21 data) can be found [here](#).
 - Last year's summary page (2020-21 data) of key findings can be found [here](#).
 - Last year's full report (2020-21 data) can be found [here](#).