

A Landscape Analysis of K-12 Education Outcomes in Western North Carolina

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Introduction

The Dogwood Health Trust (DHT) is committed to dramatically improving the health and well-being of all people and communities in Western North Carolina (NC). DHT advances this aim through its work and philanthropy in four strategic priority areas: education, economic opportunity, housing, and health and wellness.

To inform its future investments in K-12 education, DHT commissioned the Education Policy Initiative at Carolina (EPIC), a research initiative within the Department of Public Policy at UNC Chapel Hill, to complete a landscape analysis of K-12 schools in Western NC. EPIC is a team of quantitative and qualitative scholars that engage in education research and evaluation projects on educator preparation and the educator workforce, whole child outcomes, whole school interventions, and post-secondary access and success. EPIC's mission is to conduct rigorous and responsive education research and evaluation that informs practice and policy for the betterment of students, educators, schools, and communities. EPIC aims to engage in this work in close partnership with practitioners and policymakers to ensure high-quality and equitable learning opportunities for our nation's youth. EPIC's partnership with DHT exemplifies this mission to engage with stakeholders to benefit outcomes and opportunities for K-12 students.

The purpose of this landscape analysis is to provide DHT and their community partners/stakeholders with data on the K-12 students, educators, and schools in DHT's 18-county priority area and comparison data from other parts of the state. These K-12 data can highlight strengths in the region's K-12 schools and opportunities for DHT to better promote the well-being of Western NC residents through future investments and programs. This report also serves as a companion to other reports recently released by DHT and its research partners—i.e. a report on housing in Western NC by Bowen National Research and a report on early childhood care providers and personnel by Child Care Services Association. Through engaging with research partners to generate key findings and engaging with community partners to disseminate and discuss these findings, DHT is working to improve the health and well-being of Western NC communities.

The remainder of this landscape analysis report is organized as follows. First, the EPIC team details the data used in this report, including the data sources, years of data, and data measures, and the comparisons made, both within the DHT priority region and between the DHT priority region and other parts of NC. Next, the EPIC team highlights key findings regarding student demographics, achievement, engagement with school, and educational attainment; educator demographics, credentials, and outcomes; and investments in student support personnel (e.g. counselors, social workers) in schools. Finally, the EPIC team summarizes the implications of the landscape analysis for K-12 schools in Western NC and for DHT and its investments.

Background

Data Sources

The data in this landscape analysis come from administrative records provided by the North Carolina Department of Public Instruction (NCDPI). These data cover all K-12 public school students, personnel, and schools across NC. In particular, these data include the following:

- Student demographics and program participation measures (e.g. economically-disadvantaged, receiving Limited English Proficient services)
- Student test scores on End-of-Grade (EOG) exams, End-of-Course (EOC) exams, and the ACT
- Student course grades (for middle and high school students) and the grade point average (GPA) for graduating students
- Student attendance records
- Student disciplinary records
- Educator demographics
- Educator credentials (e.g. years of experience, graduate degree, National Board Certification)
- Educator employment records (i.e. schools worked in, positions held, and full-time equivalency status)
- Educator ratings from the North Carolina Educator Evaluation System (NCEES)
- Teacher value-added from the Education Value-Added Assessment System (EVAAS)
- School characteristics, including school level (e.g. elementary school), school rurality (i.e. urban, suburban, town, rural), and aggregated student demographics (e.g. percent students of color, percent low-income students)

Data Years

For this landscape analysis of K-12 education in Western NC, we use NCDPI administrative data from five school years: 2013-14, 2014-15, 2017-18, 2018-19, and 2020-21. We pool data from 2013-14 and 2014-15 together and consider it an ‘early period’ for analysis. Likewise, we group data from 2017-18 and 2018-19 together and consider it a ‘middle period’ for analysis. These are also the two school years immediately preceding the outbreak of the COVID-19 pandemic. Finally, we examine data from 2020-21, the most recent year in which student-level data are available from NCDPI.¹ In much of our reporting of results, we prioritize data from 2020-21 or changes in data measures between the early/middle period and 2020-21,² as these data may more accurately depict current strengths and areas for improvement in the DHT priority region. Identifying these strengths and areas for improvement may directly transfer to the priorities of DHT in its investments and programs in Western NC.

¹ Due to the COVID-19 pandemic and its impact on the administration of student tests and school accountability reporting, teacher EVAAS estimates are not available from the 2020-21 year.

² Student level data from 2021-22 will not be available for reporting by EPIC until Spring 2023.

Data Measures

As part of this landscape analysis, we report outcomes in eight categories: (1) K-12 student demographics; (2) K-12 student achievement; (3) K-12 student engagement with school; (4) K-12 student educational attainment; (5) educator demographics; (6) educator credentials; (7) educator outcomes; and (8) investments in student support personnel in schools. Below, we list out the outcome measures for each category.

K-12 Student Demographics

- Student Race/Ethnicity
- Economically Disadvantaged Student
- Limited English Proficiency
- Students with Disabilities
- Academically and Intellectually Gifted

K-12 Student Achievement

- Standardized³ EOG exam scores and proficiency rates in elementary grades math (3-5)
- Standardized EOG exam scores and proficiency rates in elementary grades reading (3-5)
- Standardized EOG exam scores and proficiency rates in 5th grade science
- Standardized EOG exam scores and proficiency rates in middle grades math (6-8)
- Standardized EOG exam scores and proficiency rates in middle grades reading (6-8)
- Standardized EOG exam scores and proficiency rates in 8th grade science
- Standardized EOC exam scores and proficiency rates in Math 1
- Standardized EOC exam scores and proficiency rates in English II
- Standardized EOC exam scores and proficiency rates in Biology
- ACT composite scores from the statewide ACT administration
- Course grades (0-4 scale)⁴ for middle and high school students
- GPA for graduating students

K-12 Student Engagement with School

- Days absent
- Percent of students chronically absent
- Percent of students receiving an in-school or out-of-school suspension during the year
- Percent of students attending a new/different school relative to the prior year

K-12 Student Educational Attainment

- Percent of students retained in grade
- Percent of students who dropped out
- Percent of students who graduated
- Percent of high school students enrolled in an AP/IB course

³ Standardized test scores have a statewide mean of zero and a standard deviation of one, such that negative scores are below a average for the state and positive scores are above a average for the state.

⁴ All grades are assigned to a four point scale where A=4, B=3, C=2, D=1, and F=0.

- Percent of high school students dual-enrolled in high school and a post-secondary institution

Educator Demographics

- Percent teachers, assistant principals, principals, and student support personnel of color
- Percent female teachers, assistant principals, and principals
- Average teacher, assistant principal, and principal age

Educator Credentials

- Percent of teachers prepared traditionally prepared in-state, traditionally prepared out-of-state, or prepared through an alternative entry/residency program
- Years of experience (as a teacher, principal, or assistant principal)
- Percent holding (currently or ever) National Board Certification
- Percent holding a graduate degree
- Standardized licensure exam scores

Educator Outcomes

- Average evaluation ratings (for teachers, assistant principals, and principals) on the NCEES
- Standardized EVAAS estimates for teachers
- Percent of teachers that will return to teach in NC public schools, in their current school district, and in their current school in the following year
- Percent of assistant principals that will return to serve as an assistant principal in NC public schools, in their current school district, and in their current school in the following year
- Percent of assistant principals that will be promoted into a principalship position in NC public schools, in their current school district, and in their current school in the following year
- Percent of school principals that will return to serve as a principal in NC public schools, in their current school district, and in their current school in the following year

Investments in Student Support Personnel

- Number of full-time equivalent counselors per 1,000 students at a school
- Number of full-time equivalent social workers per 1,000 students at a school
- Number of full-time equivalent school psychologists per 1,000 students at a school
- Number of full-time equivalent support personnel (i.e. counselors, social workers, and school psychologists) per 1,000 students at a school

Comparisons for Descriptive Analyses

In this landscape analyses, we compare K-12 education outcomes across geography, time, and student/school subgroups.

Geographically, we start by comparing outcomes for the students, educators, and schools in the 18 county DHT priority region⁵ with (1) other students, educators, and schools in seven other Western NC counties that are not part of the DHT priority area (labeled as Other Western NC in the Key Findings section)⁶ and (2) all other students, educators, and schools in the rest of the state (labeled as All Other NC LEAs in the Key Findings section). This allows us to compare outcomes in the DHT priority area to outcomes in other, geographically proximate school districts and to outcomes for students, educators, and schools outside of Western NC. As a further geographic comparison, we separately report education outcomes for each of the three subregions in the DHT priority area: the Western DHT subregion, consisting of Cherokee, Clay, Graham, Jackson, Macon, and Swain counties; the Central DHT subregion, consisting of Buncombe, Haywood, Henderson, Madison, and Transylvania counties; and the Eastern DHT subregion, consisting of Avery, Burke, McDowell, Mitchell, Polk, Rutherford, and Yancey counties. Reporting outcomes for these three subregions, which differ from each other in a number of important ways, allows us to provide more granular data to inform DHT decision making. Lastly, we also report education outcomes, separately, for each of the 19 school districts in the DHT priority region.

Beyond geographic comparisons, we also compare education outcomes across time. That is, we compare outcomes in the early (2013-14, 2014-15) or middle (2017-18, 2018-19) period to more recent outcomes from the 2020-21 school year. Specifically, we calculate and report the change in outcome measures between an earlier period and the most recent year. We can make these comparisons between the DHT priority area and other parts of the state and/or within the DHT priority area.

Finally, we make comparisons based on the characteristics of K-12 students and schools. That is, for student-level data (e.g. EOG/EOC exam scores), we report outcomes across all students and outcomes, separately, based on student demographics and program participation. This student subgroup reporting also includes geographic comparisons (e.g. DHT priority area vs. Western NC) and comparisons across time. This reporting allows us to assess how outcomes differ for students who may have had very different home and schooling experiences. Within the DHT priority region, we also report how student and educator outcomes vary by school level (i.e. elementary school, middle school, high school), school rurality (i.e. city and suburb versus rural and town), and school percent low-income.

All these geographic, time, and student/school subgroup data are available in a full set of appendix tables to this report. Given the large amount of data and comparisons in these tables, this report contains a smaller number of key findings, as identified by EPIC. In identifying these key findings, EPIC considered strengths and areas for improvement in the DHT region; ways in which outcomes meaningfully differed across geography, time, and/or subgroups; and how outcomes connected to prior research and/or to broader education efforts in NC. Our intention is to help direct the attention of DHT and their community partners to places in which additional resources can strengthen the education landscape in Western NC.

⁵ There are 19 school districts in the 18 county DHT priority area, as Buncombe County Schools also includes Asheville City Schools. The DHT priority area also includes schools located in the Qualla Boundary. Data for schools in the Qualla Boundary are not available from NCDPI, and thus, are not a part of this landscape analysis report.

⁶ These seven counties (school districts) are Alexander, Alleghany, Ashe, Caldwell, Catawba, Watauga, and Wilkes.

Key Findings

K-12 Student Demographics

Figure 1 shows the racial/ethnic composition of schools in the DHT region compared to the racial/ethnic composition of schools in Other Western NC LEAs and All Other NC LEAs. This comparison will allow us to consider how demographics influence differences in student outcomes between the DHT region and comparison groups as we proceed through the report. The majority of students in the DHT region are White (71.63 percent). This is a much larger proportion of White students than All Other NC LEAs (42.52 percent) but similar to Other Western NC public school populations. Among Students of Color in the DHT region, Hispanic students make up the largest group at 15.91 percent of the student population in 2020-21. This proportion is a bit less than the proportion of Hispanic students in the rest of the state (19.88 percent). Black students, at 4.98 percent of the population of students in the DHT region, make up a smaller portion of the student body than All Other NC LEAs (27.36 percent) but similar to Other Western NC LEAs (4.08 percent). Asian students, Native American/American Indian students, and multiracial students each make up less than five percent of the student population in the DHT region overall.

Figure 1: Racial/Ethnic Composition of DHT LEAs, Other Western NC LEAs, and All Other NC LEAs - in 2020-21

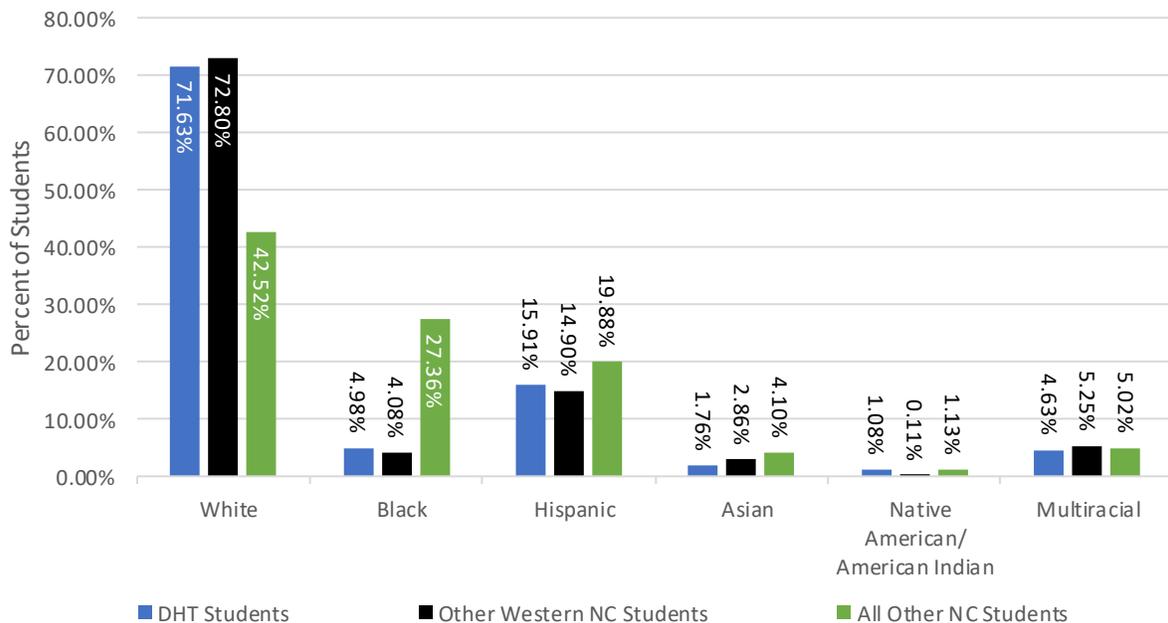
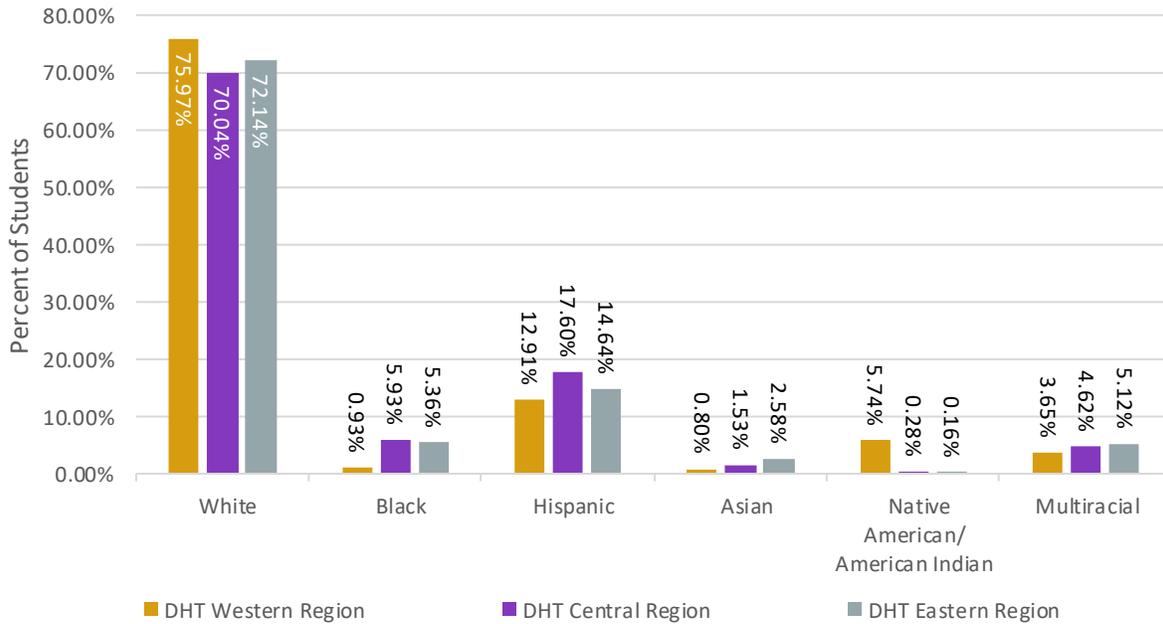


Figure 2 displays the racial/ethnic composition of the three DHT subregions in the 2020-21 school year. The percentage of White students is slightly higher in the Western subregion and slightly lower in the Central subregion but varies relatively little across the three subregions. The composition of the population of students of color across the three subregions is more varied. The Central and Eastern subregions are more similar, though the Eastern region has slightly fewer Black and Hispanic students and slightly more Asian and Multiracial students. The Western region, however, has very few Black students (0.93 percent) and somewhat fewer Hispanic students (12.91

percent) than the other subregions. The Western region is home to the largest population of Native American/American Indian students (5.74 percent). This characteristic of the Western region reflects the presence of the Qualla Boundary and a substantial representation of the Eastern Band of the Cherokee in the Western subregion of the DHT region.

Figure 2: Racial/Ethnic Composition of DHT LEAs across DHT Subregions - in 2020-21



Change over time in the racial/ethnic composition of the DHT region is represented in Figure 3. The percentage of White students has declined from 76.30 percent to 71.63 percent from the early period of our data (2013-14, 2014-15) to the late period (2020-21). The proportion of Hispanic students has grown from 11.76 percent to 15.91 percent. The relative size of other racial/ethnic groups within the DHT region has remained small and relatively stable.

Figure 3: Racial/Ethnic Composition of LEAs in the DHT Region Over Time

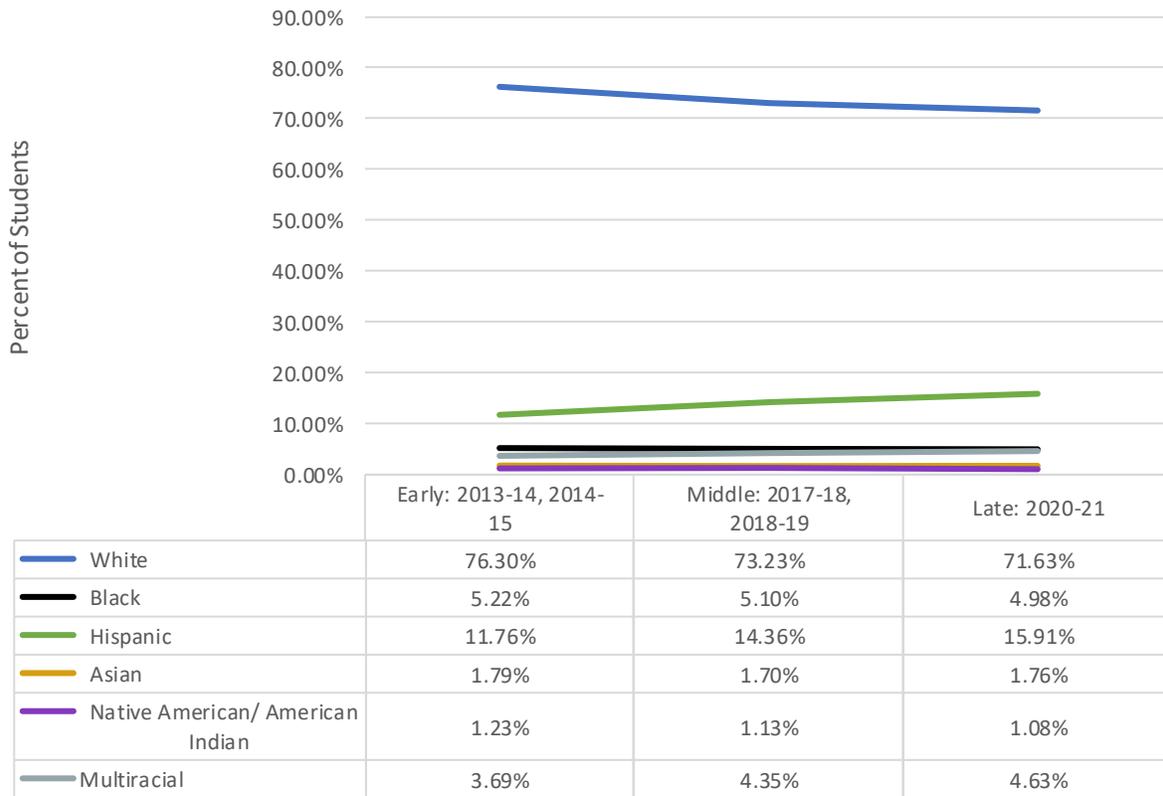


Figure 4 displays the percentage of students within the DHT region, Other Western NC LEAs, and All Other NC LEAs that are identified as belonging to particular student subgroups, including economically disadvantaged, limited English proficiency, students with disabilities, and Academically and Intellectually Gifted (AIG). More students (43.44 percent) in the DHT region were identified as economically disadvantaged in the 2020-21 school year than in other areas of the state (38.50 percent), though the proportion was similar in Other Western NC LEAs (43.10 percent). Students in the DHT region were also less likely to be identified as limited English proficiency, more likely to be identified as a student with a disability, and more likely to be identified as academically and intellectually gifted than students in comparison LEAs.

Figure 5 shows the same student characteristics for the three DHT subregions. The Eastern region has more economically disadvantaged students (47.58 percent) than the other two subregions. The Central region has slightly more students identified as limited English proficiency and slightly fewer students identified as having a disability. The Western region has the fewest students identified as academically and intellectually gifted. Again, these differences in student populations will be considered as we discuss differences in student outcomes in the following sections.

Figure 4: Student Characteristics and Program Participation in DHT LEAs, Other Western NC LEAs, and All Other NC LEAs - in 2020-21

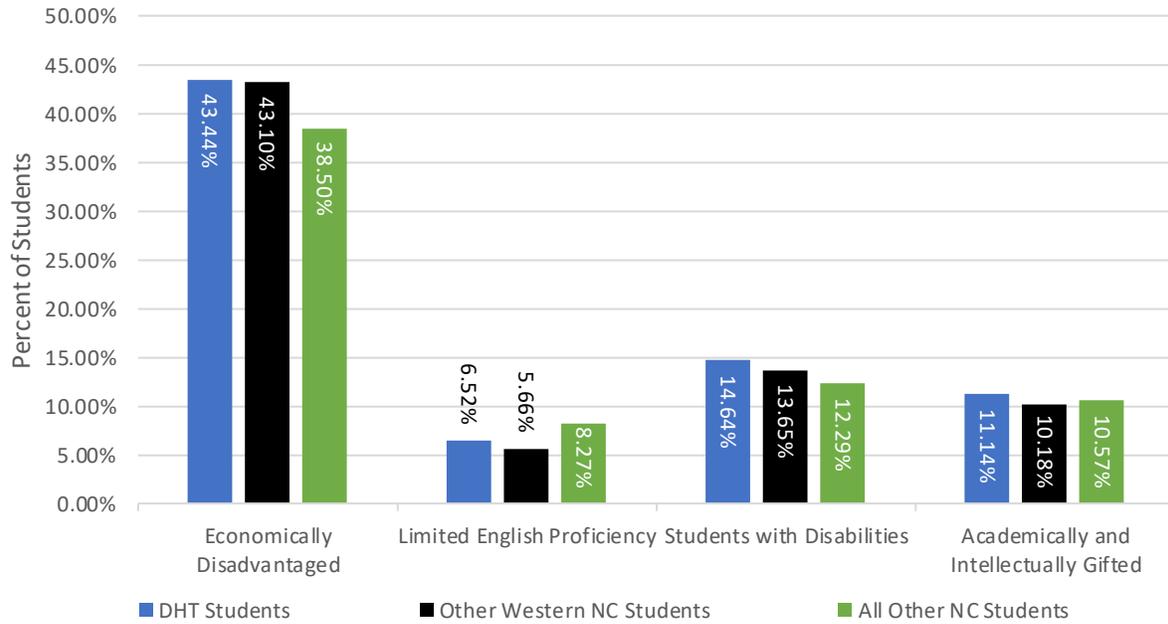
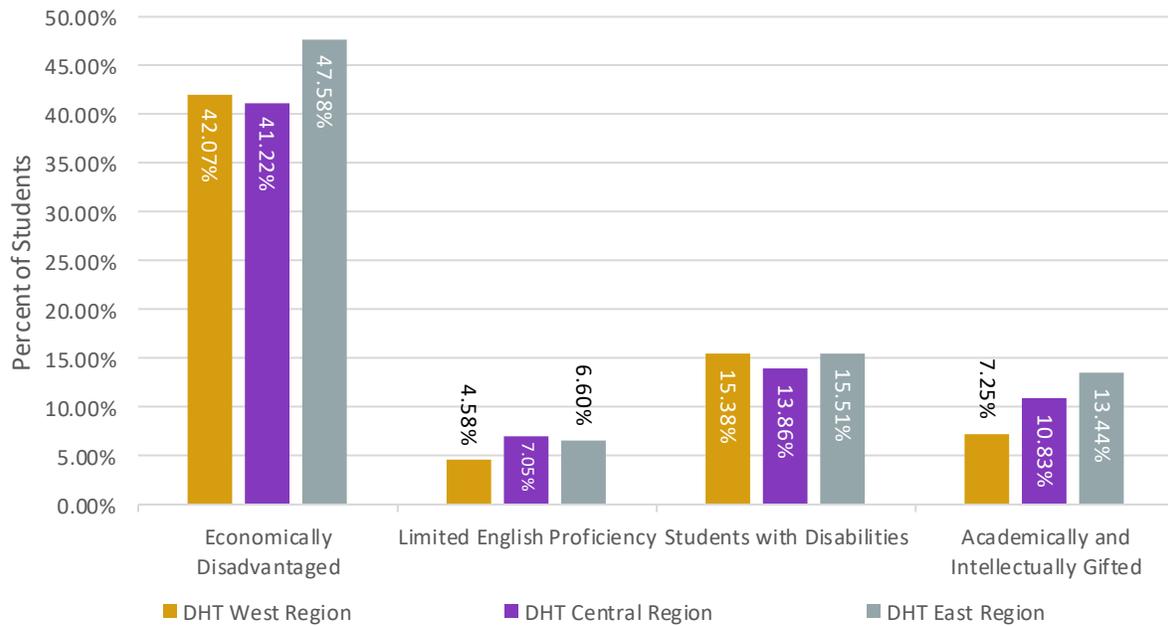


Figure 5: Student Characteristics and Program Participation in DHT LEAs by DHT Subregions - in 2020-21



K-12 Student Achievement

State standardized test scores serve as a primary measure of student achievement – that is End of Grade (EOG) tests in math and reading in grades 3 to 8, EOG tests in science in grades 5 and 8, and End of Course (EOC) tests associated with high school level courses in Math I, English II, and Biology. Student performance in each of these tests can be measured multiple ways. As such, the analysis for this report examines test scores in two ways. First, test scores are converted to standardized scores which have a mean of zero and a standard deviation of one within each test and year. This measure allows a comparison of groups on a scale that doesn't change across years. However, this measure is less intuitive, so we also examine test score proficiency – that is the percentage of students taking a particular test who score above the threshold set by the state for proficiency on that test. An advantage of this measure is that it is more intuitive and allows for changes over time in test scores across the whole state. A disadvantage is that it does not represent differences in score distributions above or below the proficiency threshold. The patterns we find are similar across both test score measures, so in this section we display figures using the proficiency measure. Tables including both measures can be found in the appendix.

Figure 6 shows the percentage of students meeting proficiency for elementary grades (3-5) test scores over time for LEAs in the DHT region, Other Western NC LEAs, and All Other NC LEAs. In general, proficiency rates in the DHT region are very similar to those in Other Western NC LEAs and somewhat higher than in All Other NC LEAs. Statewide, all groups of LEAs saw steep reductions in proficiency rates in the 2020-21 school year as a result of the COVID-19 pandemic (Kuhfeld, Soland, & Lewis, 2022; NCSBE, 2022). In the DHT region, proficiency on elementary grades math EOGs fell from 63.04 percent in the middle time period (2017-18, 2018-19) to 43.96 percent in the most recent year (2020-21). Likewise, proficiency on elementary grades reading EOGs fell from 57.34 percent to 46.07 percent, and proficiency on 5th grade science EOGs fell from 73.59 percent to 57.83 percent.

Students in the DHT region continued to outperform students in other parts of the state, though the proficiency rates in the DHT region in the 2020-21 school year fell slightly more than those in Other Western NC LEAs. Regardless of the widespread nature of the reductions in proficiency in the 2020-21 school year (Kuhfeld, Soland, & Lewis, 2022; NCSBE, 2022), these losses in academic skills remain an important concern for schools in the DHT region as well as the rest of the state.

Figure 6: Change over Time in Elementary Grades (3-5) Test Proficiency for DHT Region, Other Western NC LEAs, and All Other NC LEAs

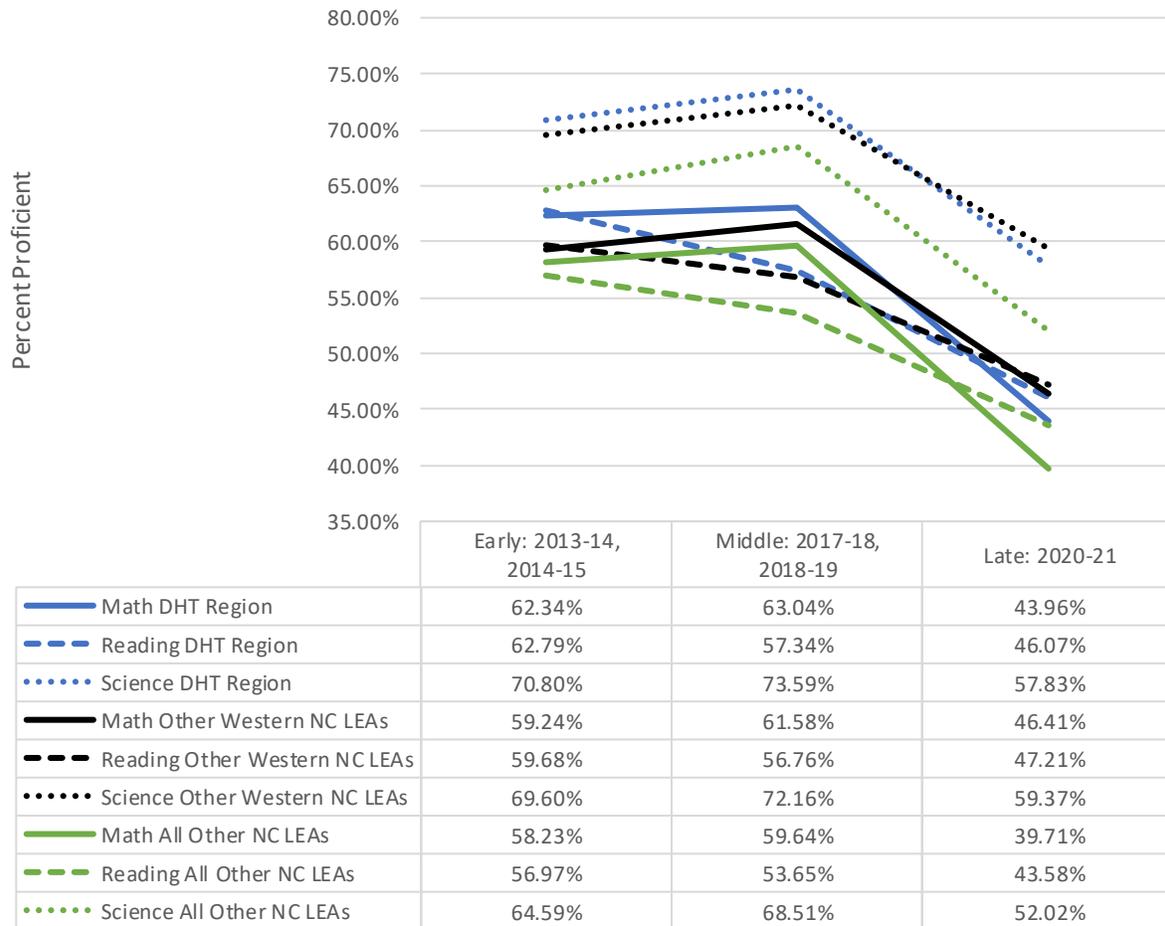
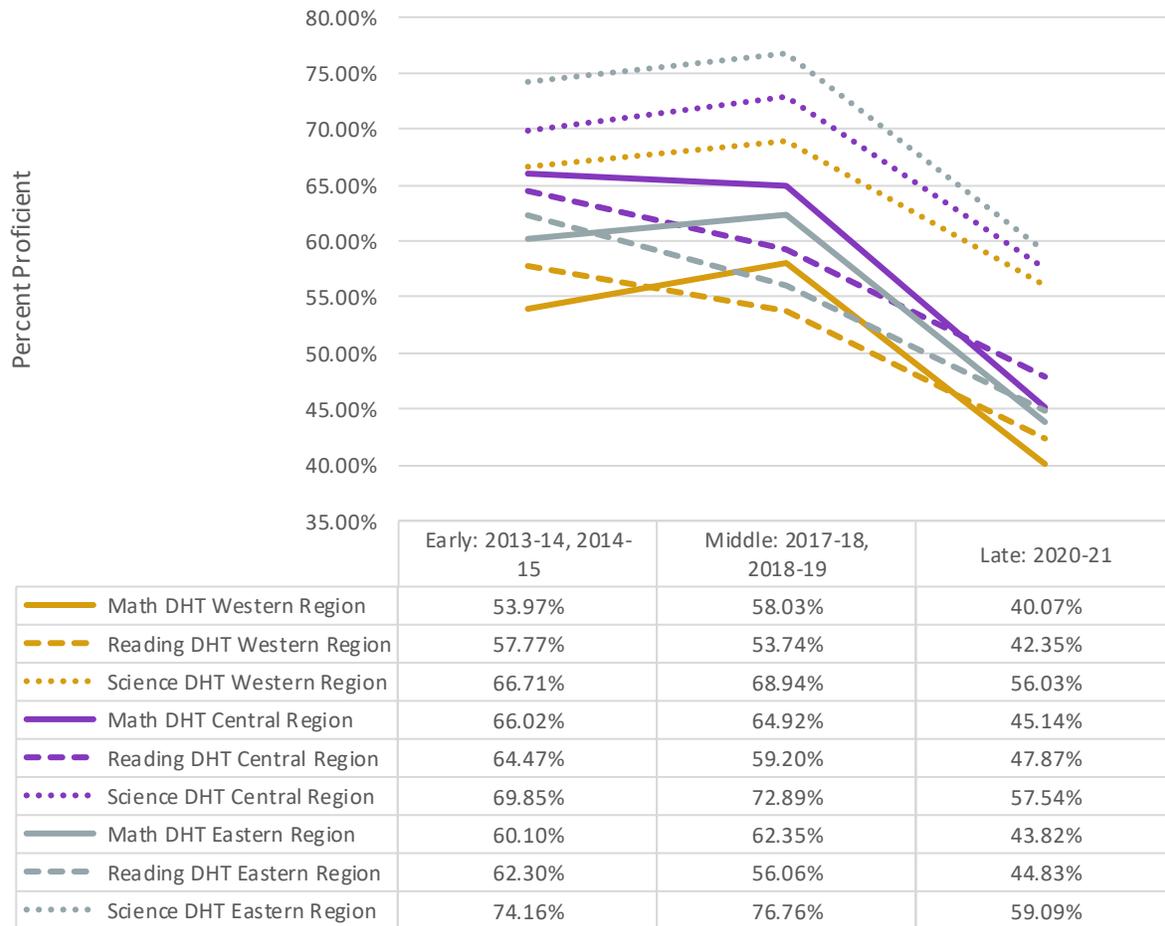


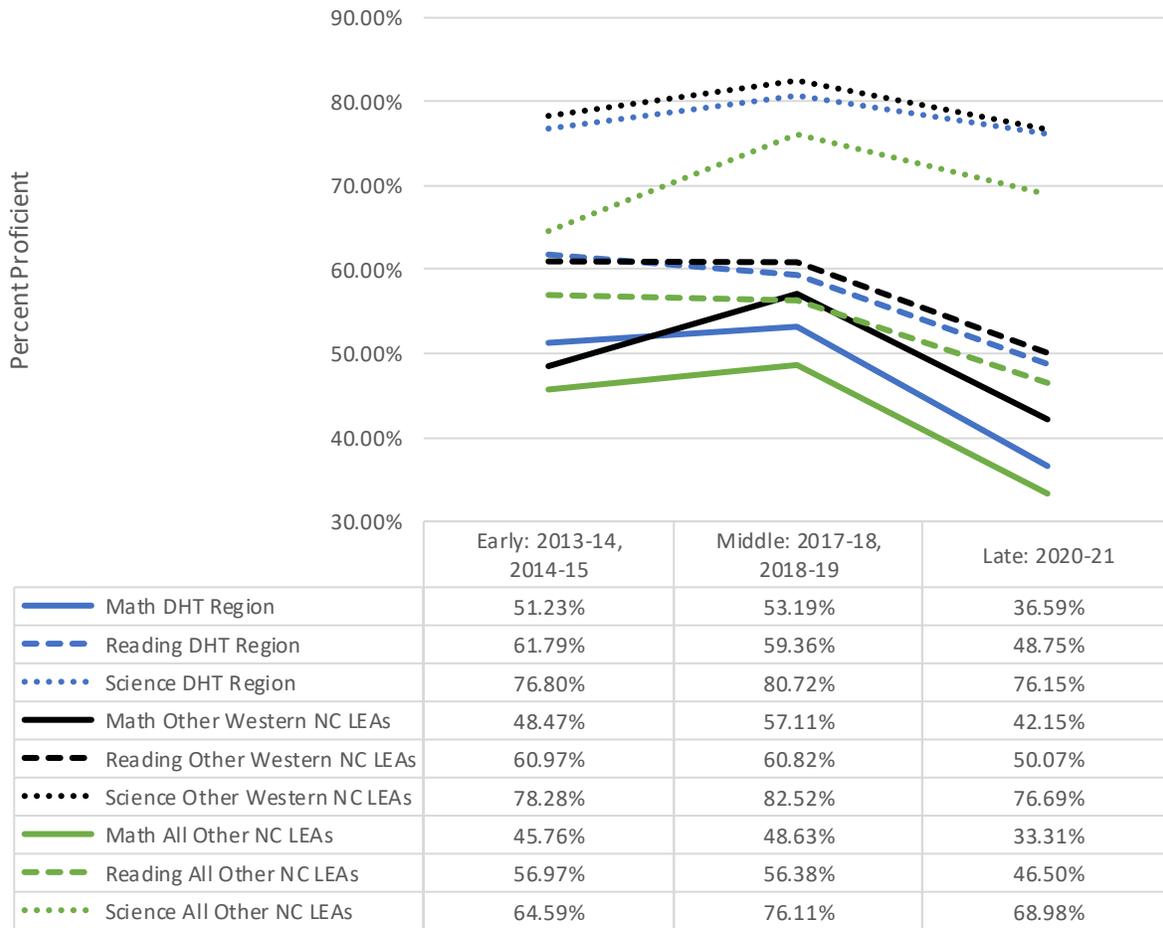
Figure 7 shows changes over time in proficiency on elementary grades (3-5) EOG scores for the three DHT subregions. The Western region has the lowest proficiency rates in all tested elementary subjects while the Central region has the highest proficiency rates in reading and math, and the Eastern region has the highest proficiency rates in 5th grade science. Overtime, however, these performance gaps between the subregions have narrowed. All three subregions experienced reductions in proficiency rates in the 2020-21 school year relative to pre-pandemic. The Western region saw smaller reductions in test scores in 5th grade science and in math relative to the Central region, resulting in the narrowing of between-region gaps.

Figure 7: Change over Time in Elementary Grades (3-5) Test Proficiency for DHT Subregions



Middle school EOG proficiency rates for LEAs in the DHT region, Other Western NC LEAs, and All Other NC LEAs are represented in Figure 8. Similar to elementary grades tests scores, the DHT region has similar proficiency rates to Other Western NC LEAs in 8th grade science and middle school reading. In middle school math, Other Western NC students have higher proficiency than DHT region students in the last two time periods. In the late time period (2020-21), 42.15 percent of middle schoolers in Other Western NC LEAs were proficient in math while just 36.59 percent of DHT region students were proficient. Students in the DHT region have higher proficiency rates than students in All Other NC LEAs across all three subjects and across time. As seen with elementary grades test scores, proficiency rates fell in the late period for all groups of LEAs due to the disruptions created by the pandemic. These reductions in proficiency rates were similar across the DHT region and the two comparison groups.

Figure 8: Change over Time in Middle Grades Test Proficiency for DHT Region, Other Western NC LEAs, and All Other NC LEAs



Data on proficiency rates on middle school tests for the three DHT subregions (Figure 9) show that middle school students have the highest proficiency rates in 8th grade science followed by reading and then math. Overall math proficiency rates are relatively low. Across subjects, the Central region has higher proficiency rates than the other two subregions, although the differences in proficiency rates are relatively small, particularly in 8th grade science. In the early period, proficiency gaps between the Western subregion and the other DHT subregions were substantially larger in math and science (up to 12 percentage points). However, those gaps have narrowed substantially with the largest current proficiency rate gap at less than six percentage points.

Figure 9: Change over Time in Middle Grades Test Proficiency for DHT Subregions

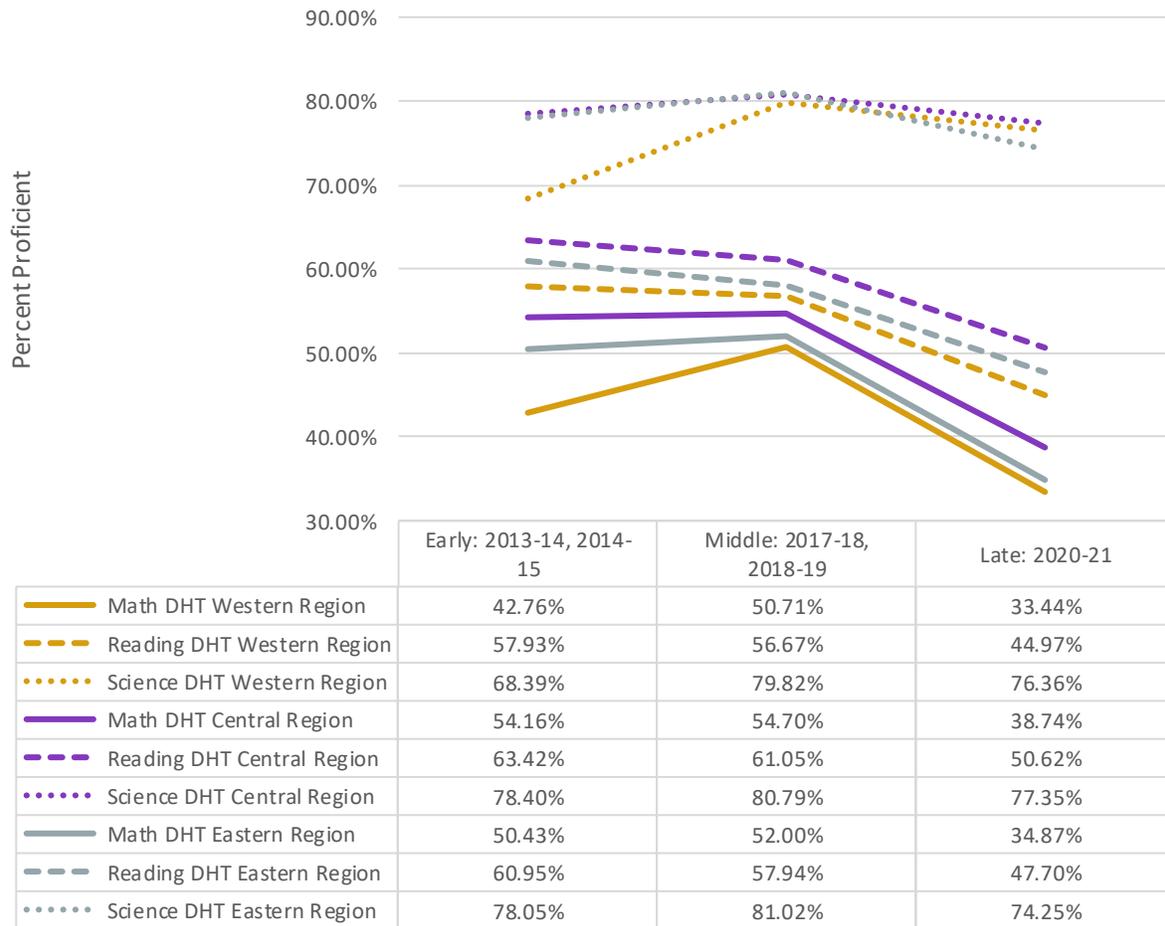


Figure 10 shows the change over time in proficiency on high school subject EOC tests for LEAs in the DHT region and the two comparison groups of LEAs. Unlike EOGs, EOCs are tied to particular courses rather than particular grade levels. This means that students may take the same EOC in different grades. Nearly all students take the English II and Biology EOCs at some point during grades 9 to 12. However, a substantial number of students take the Math I EOC before high school, generally in grades 7 or 8.

Data in Figure 10 shows that EOC proficiency rates fell for all three subjects and all three groups of LEAs in the 2020-21 school year. Reductions in proficiency rates were particularly pronounced for Math I. As seen in elementary and middle school, students in the DHT region had similar proficiency rates to students in Other Western NC LEAs in the 2020-21 school year on English II and Biology EOCs. However, proficiency rates for students in the DHT region were much lower than students in Other Western NC LEAs in Math I for the 2020-21 school year (44.88 percent compared to 54.60 percent). However, this difference was driven by Math I proficiency rates in Other Western NC LEAs remaining substantially higher in 2020-21 than in all other LEAs across the state.

Figure 10: Change over Time in High School Course Test Proficiency for DHT Region, Other Western NC LEAs, and All Other NC LEAs

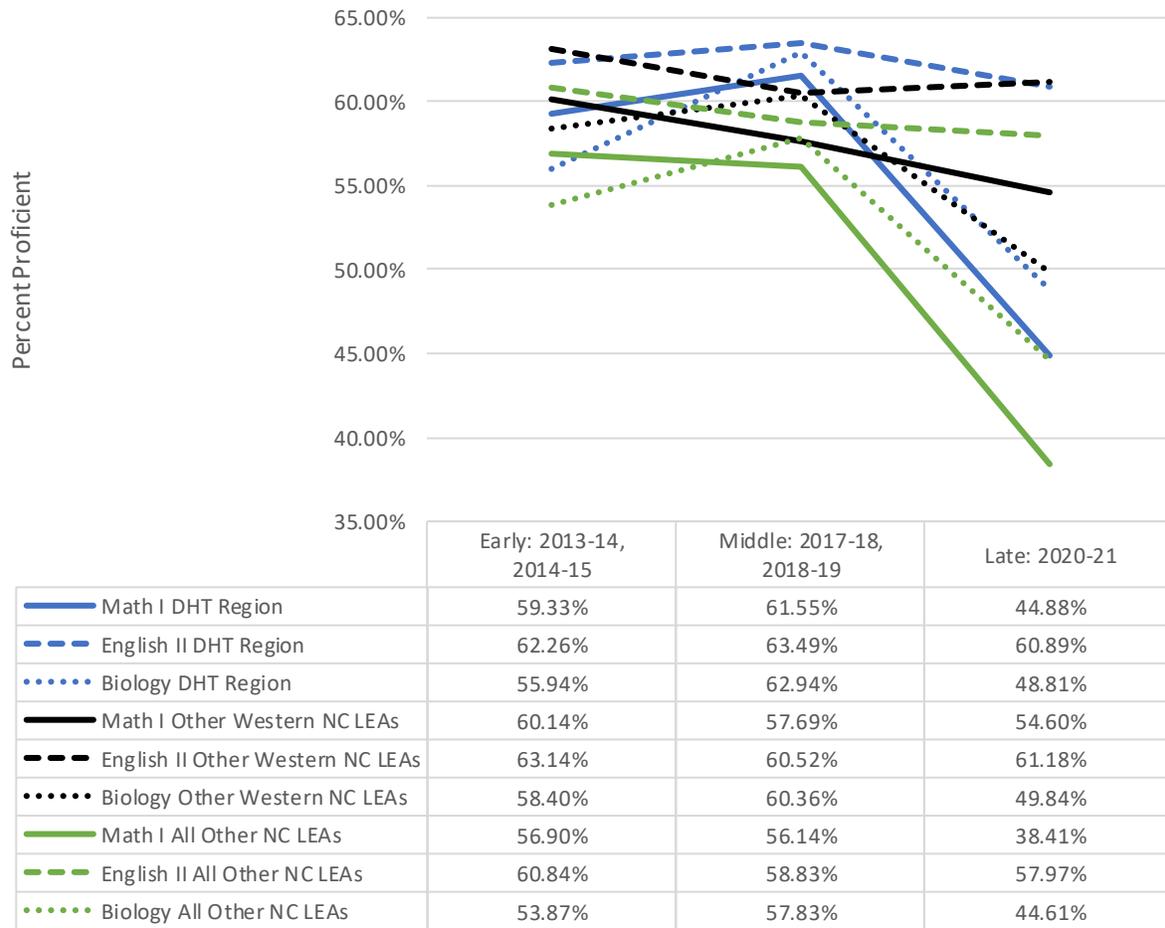
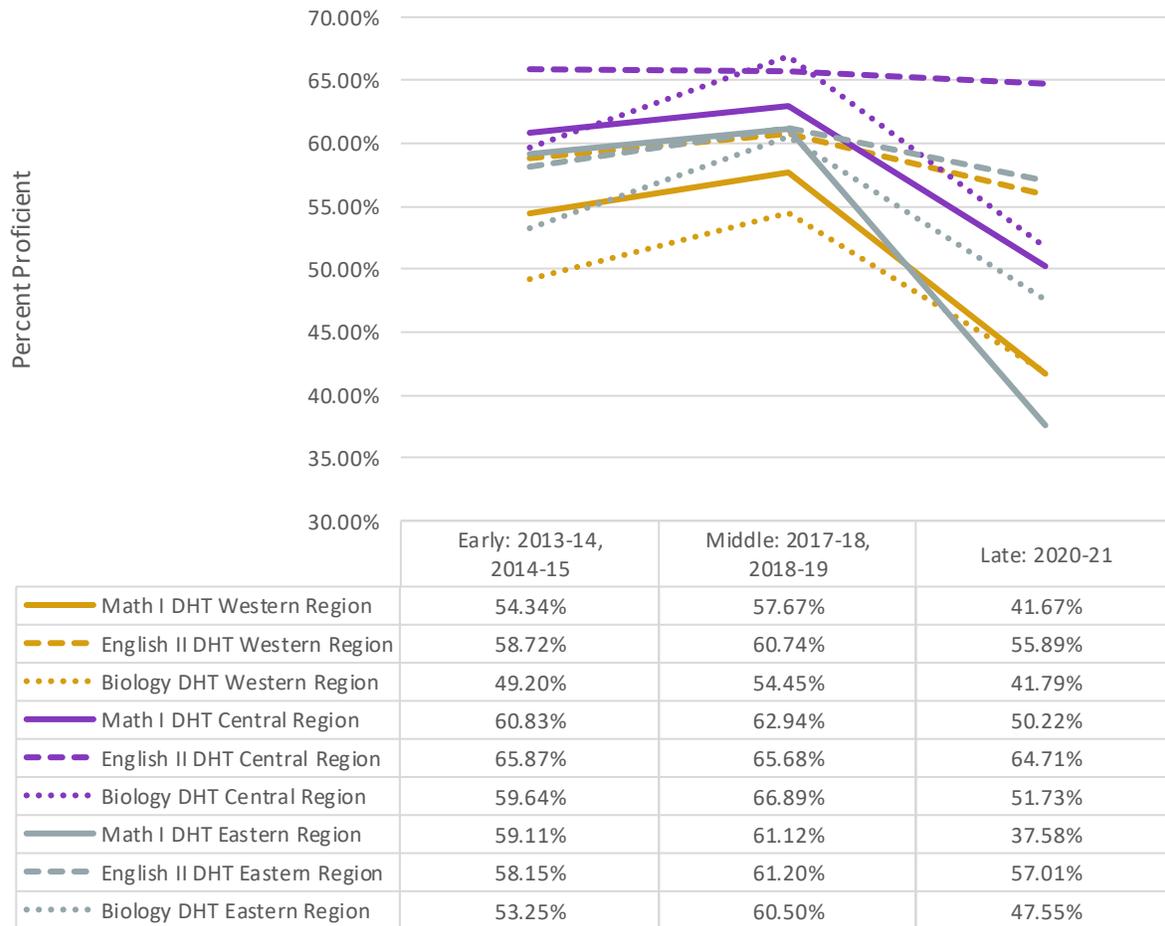


Figure 11 shows high school EOC test score proficiency in the three DHT subregions over time. Proficiency rates fell in all three subject areas in the 2020-21 school year for each DHT subregion. For Math I and English II, test score proficiency fell more in the East and Western subregions than in the Central subregion, widening existing proficiency gaps between the regions. Math I proficiency rates were particularly negatively impacted in the Eastern region, where they fell from 59.11 percent in the early period (2013-14, 2014-15) to 37.58 percent in the late period (2020-21). This reduction of proficiency rates of almost 22 percentage points was greater than the approximately 10 percentage point and approximately 13 percentage point reductions in proficiency in the Central and Western regions, respectively. Proficiency rates in English II fell significantly less than the other two EOC subjects.

Figure 11: Change over Time in High School Course Test Proficiency for DHT Subregions



In addition to differences between the DHT region and other LEAs in the state and differences between subregions, there are important differences in test scores between subgroups of students within the DHT region. Figure 12 and Figure 13 show the differences in elementary grades test score proficiency rates between student racial/ethnic groups and student subgroups with different characteristics and different program participation in the most recent year (2020-21). As shown in Figure 12, White students had the highest test proficiency rates with 49.64 percent in math, 52.66 percent in reading, and 65.17 percent in science. All groups of students of color had lower test score proficiency, with the lowest proficiency rates among Black students (16.79 percent in math, 21.96 percent in reading, and 25.76 percent in science). Hispanic, American Indian, and Multiracial students had proficiency rates falling between those of White and Black students.

Figure 13 shows that the proficiency rates of economically disadvantaged students, limited English proficiency students, and students with disabilities were lower than the average proficiency rate for all students. In particular, limited English proficiency students had extremely low proficiency rates in reading and 5th grade science (12.88 percent and 15.66 percent). Scores for limited English proficiency students were somewhat higher in math, though still less than half the proficiency rate of students overall. Students with disabilities had extremely low proficiency rates in math and reading (13.60 and 12.05 percent) with somewhat higher scores in 5th grade science, although

again, these scores lag substantially compared to other students. Academically and intellectually gifted students had the highest proficiency rates of any subgroup, with the highest proficiency of 97.65 percent for 5th grade science.

Figure 12: Percent Proficient on Elementary Grades (3-5) Tests in DHT Region by Race/Ethnicity - in 2020-21

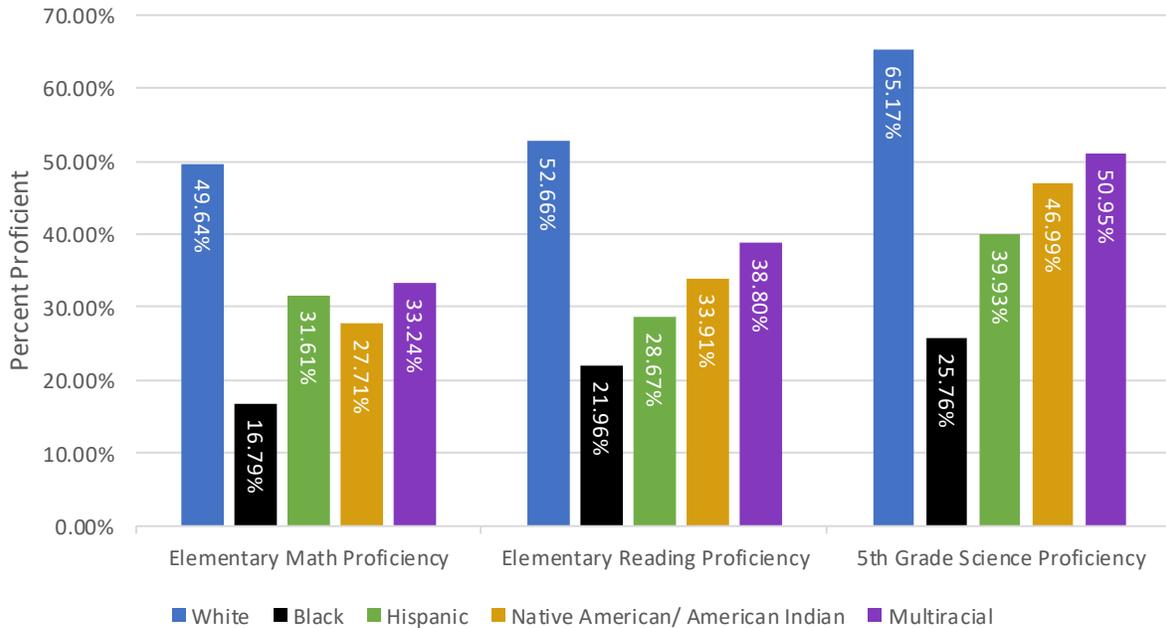
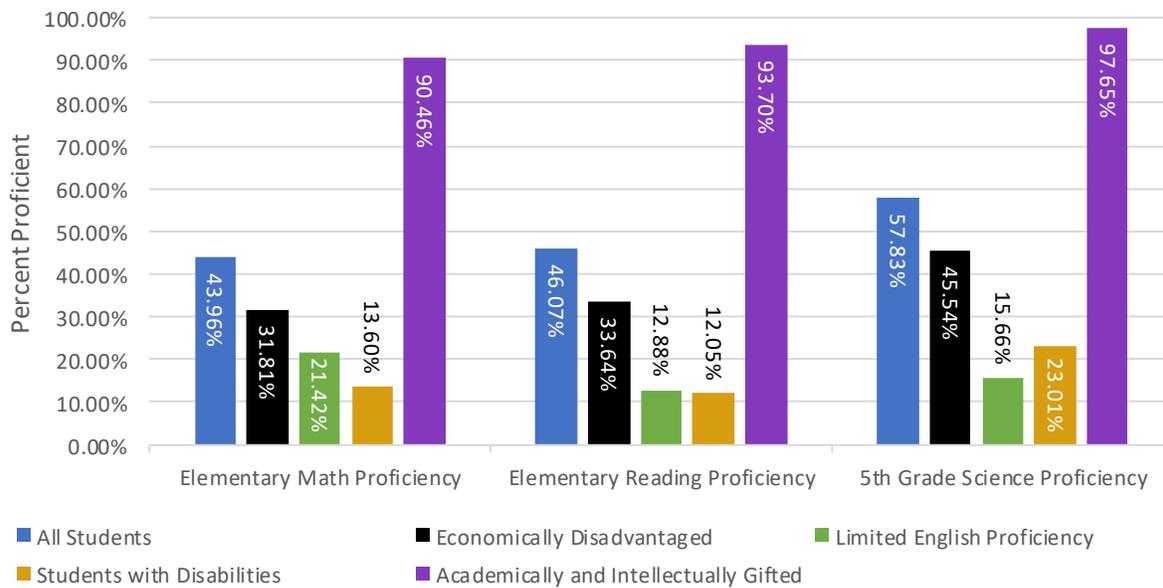


Figure 13: Percent Proficient on Elementary Grades (3-5) Tests in DHT Region by Student Characteristics and Program Participation - in 2020-21



Similar subgroup proficiency rates for middle grades EOG tests are shown in Figure 14 and Figure 15. The relative patterns of proficiency rates by racial/ethnic groups in Figure 14 are similar to those seen for elementary grades EOG tests, but the size of the gaps in proficiency between groups are smaller. On middle school math EOGs, for example, the difference in proficiency rates between White students (40.67 percent proficient) and Black students (14.81 percent proficient) is approximately 24 percentage points. The comparable gap on elementary grades math EOGs is nearly 33 percentage points. However, the absolute level of proficiency for students of color on middle grades math and reading EOGs is quite low. Fewer than a quarter of Black middle grades students in the DHT region are proficient.

Figure 15 shows the middle grades EOG proficiency rates for subgroups by student characteristics and program participation. Proficiency rates for limited English proficiency students and students with disability in middle grades math (9.92 percent and 8.10 percent) and middle grades reading (5.60 percent and 10.26 percent) are extremely low. Regardless of comparisons, the low proficiency rates for these groups are concerning and suggest a need for more support. Scores for academically and intellectually gifted students, on the other hand, are quite high. More than 85 percent of academically and intellectually gifted students were proficient in all middle grade subjects, and the proficiency rate (99.05 percent) for 8th grade science is nearly 100 percent.

Figure 14: Percent Proficient on Middle Grade Tests in DHT Region by Race/Ethnicity - in 2020-21

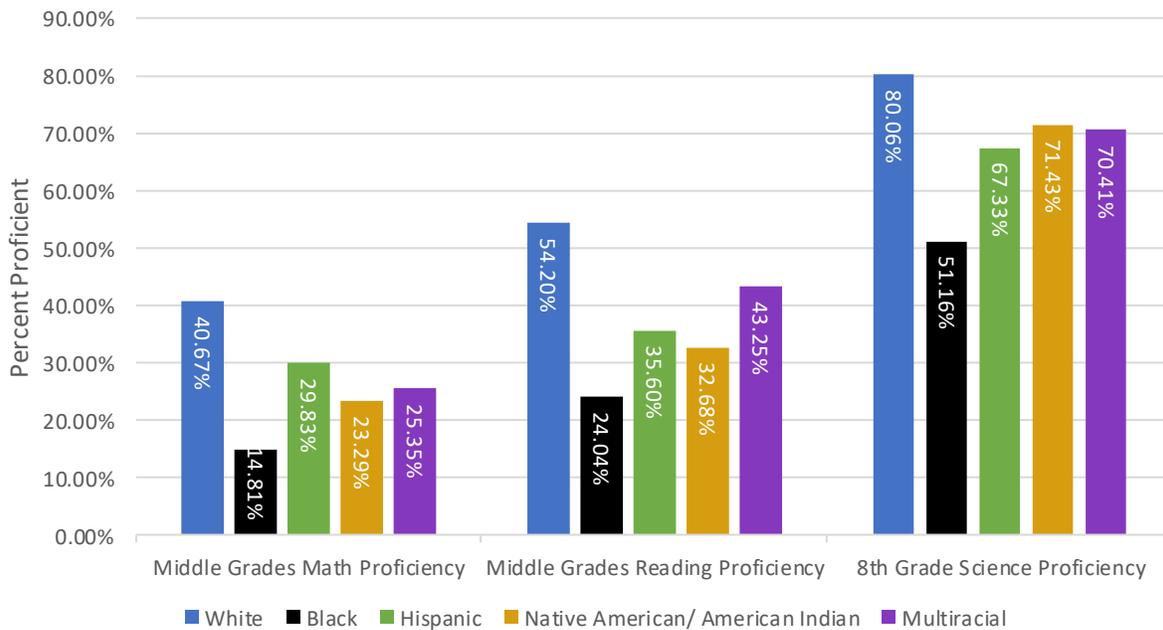


Figure 15: Percent Proficient on Middle Grades Tests in DHT Region by Student Characteristics and Program Participation- in 2020-21

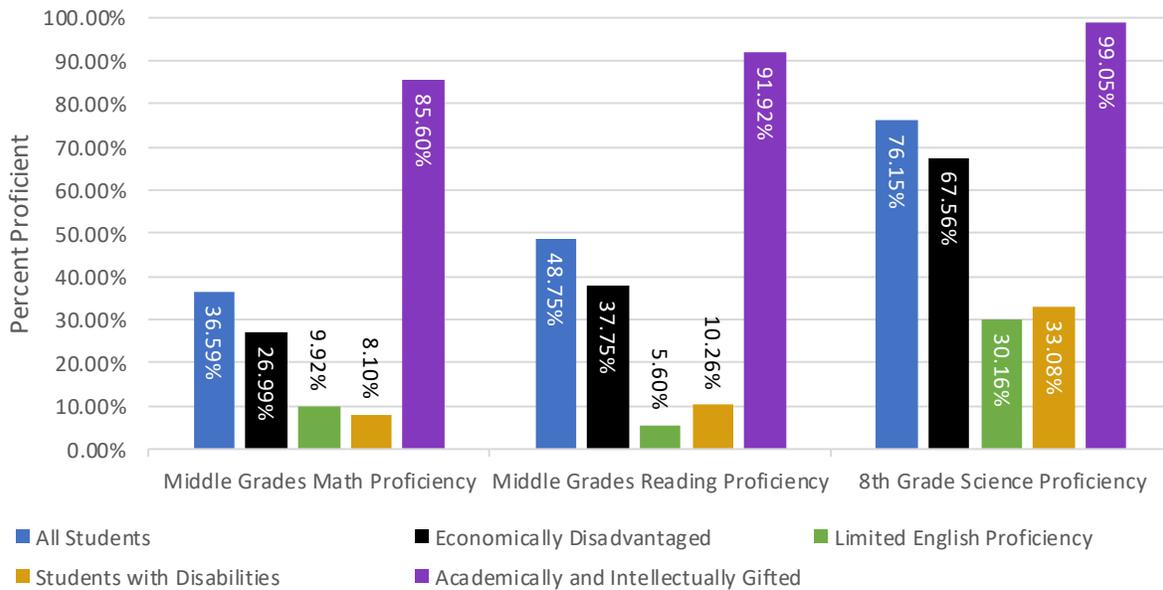


Figure 16 and Figure 17 show the percent proficient on high school course EOCs across subgroups by race/ethnicity, student characteristics, and program participation. Similar to elementary and middle school tests, White students have higher proficiency rates on high school EOC exams than other racial/ethnic groups. Black students, again, have the lowest proficiency rates with particularly low proficiency in Math 1 (17.07 percent) and Biology (23.48 percent). Limited English proficiency students and students with disabilities had very low proficiency rates in all EOC subjects. Limited English proficiency students had proficiency rates of 9.43 percent in Math I, 6.07 percent in English II, and 5.69 percent in Biology. Students with disabilities had proficiency rates of 6.79 percent in Math I, 12.55 percent in English II, and 9.63 percent in Biology. Proficiency rates for academically and intellectually gifted students were greater than 85 percent across all EOC courses.

Taken together, these analyses of test scores by student subgroups in the DHT region suggest a need to particularly focus on the test score performance for Black students, limited English proficiency students, and students with disabilities.

Figure 16: Percent Proficient on High School Course Tests in DHT Region by Race/Ethnicity - in 2020-21

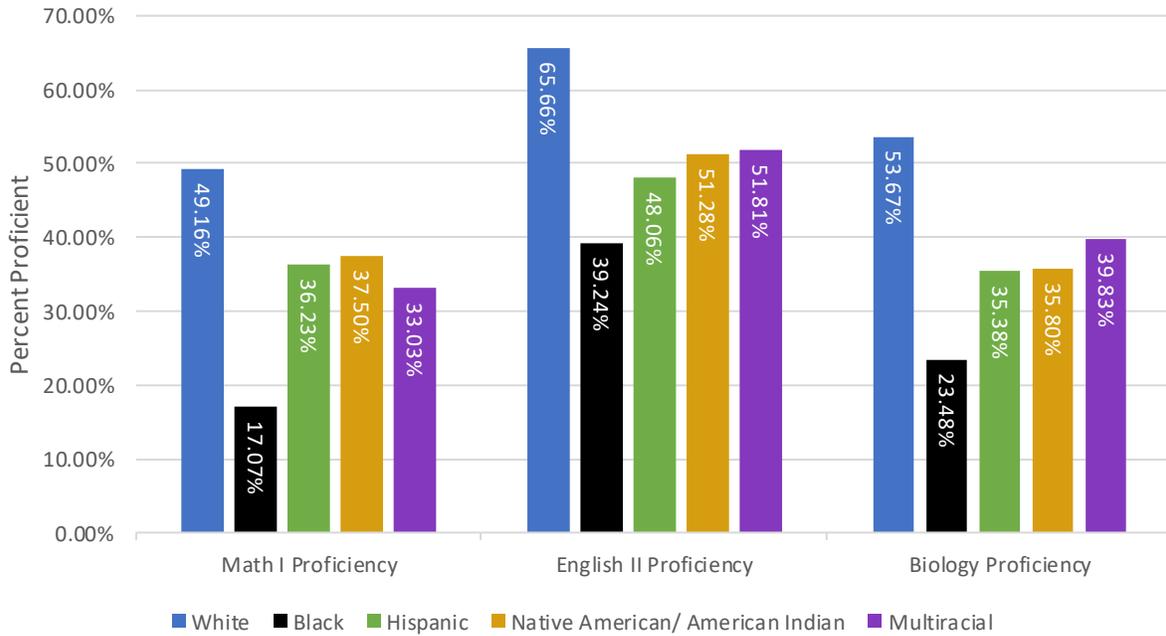
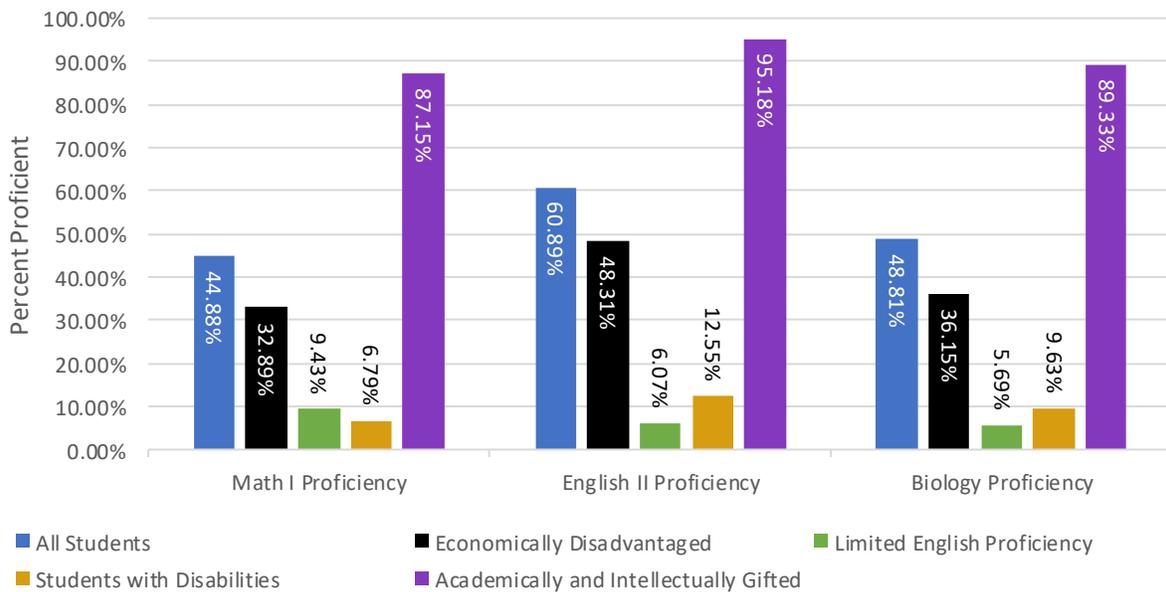


Figure 17: Percent Proficient on High School Course Tests in DHT Region by Student Characteristics and Program Participation- in 2020-21



Highlight: Students with Disabilities and Limited English Proficiency

Students with disabilities face unique challenges in the DHT region that are worth attention. Here we highlight some key findings related to students with disabilities:

- Students with disabilities have *very low* proficiency rates on state tests across all grade levels and subjects; fewer than 15 percent of students with disabilities score proficient in math and reading in middle and elementary school and on all high school EOCs.
- In particular, students with disabilities have very low proficiency rates on standardized math tests. Only 6.87 percent of students with disabilities scored proficient on the Math I EOC in 2020-21.
- Students with disabilities also have lower grades than the average student in the DHT region and are very unlikely to be enrolled in AP/IB courses or dual enrollment courses.
- Students with disabilities are more likely to be retained in grade than any other subgroup in the DHT region and are more likely to be suspended than most other groups of students.
- However, students with disabilities are no more likely to be absent from school, suggesting that negative outcomes are not due to disengagement from school.

These results suggest a need for more resources to address the unique needs of students with disabilities in the DHT region.

The population of students with Limited English Proficiency in the DHT region has been growing over time. In the 2020-21 school year, 6.52 percent of students in the region were identified as limited English Proficiency. Some key areas of potential concern for these students include:

- Students with limited English proficiency have low proficiency scores on state exams across all subjects and grades with particularly low scores in reading/English and at older grades.
- These students also have lower average grades than any other subgroup except students with disabilities and are unlikely to be enrolled in advanced high school classes.
- However, students identified as Limited English Proficiency show evidence of very high levels of school engagement. These students are less likely to be suspended, less likely to be retained in grade, and less likely to drop out of school than most other subgroups.

These findings suggest that there may be opportunities to build on the strong engagement of students with Limited English proficiency to create opportunities for higher levels of achievement.

Figure 18, Figure 19, and Figure 20 further break down test score proficiency by DHT subregion for selected student subgroups. Specifically, we focus on proficiency rates for the three largest racial/ethnic subgroups in each subregion. Figure 18 shows test score proficiency for White, American Indian, and Hispanic students in the Western region. Across all tests, White students have higher proficiency rates than American Indian and Hispanic students. The gaps in proficiency between White and American Indian students range from nearly 11 percentage points in Math I

and English II to approximately 19 percentage points in elementary math and middle grades reading. Gaps between White and Hispanic students are smaller than those for White and American Indian students in most subjects. Gaps between White and Hispanic students range from about 4 percentage points in 8th grade science and middle grades math to approximately 22 percentage points in 5th grade science. Hispanic students slightly outperform White students on the Math I EOC.

Figure 18: Percent Proficient on State Tests in DHT Western Region by Selected Subgroups - in 2020-21

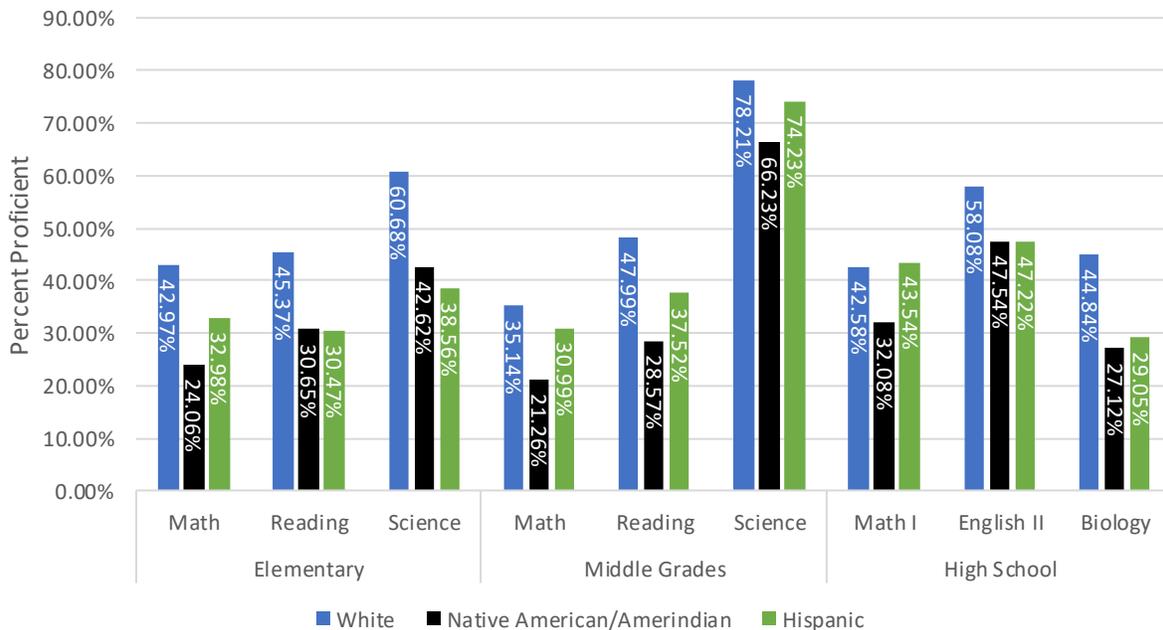
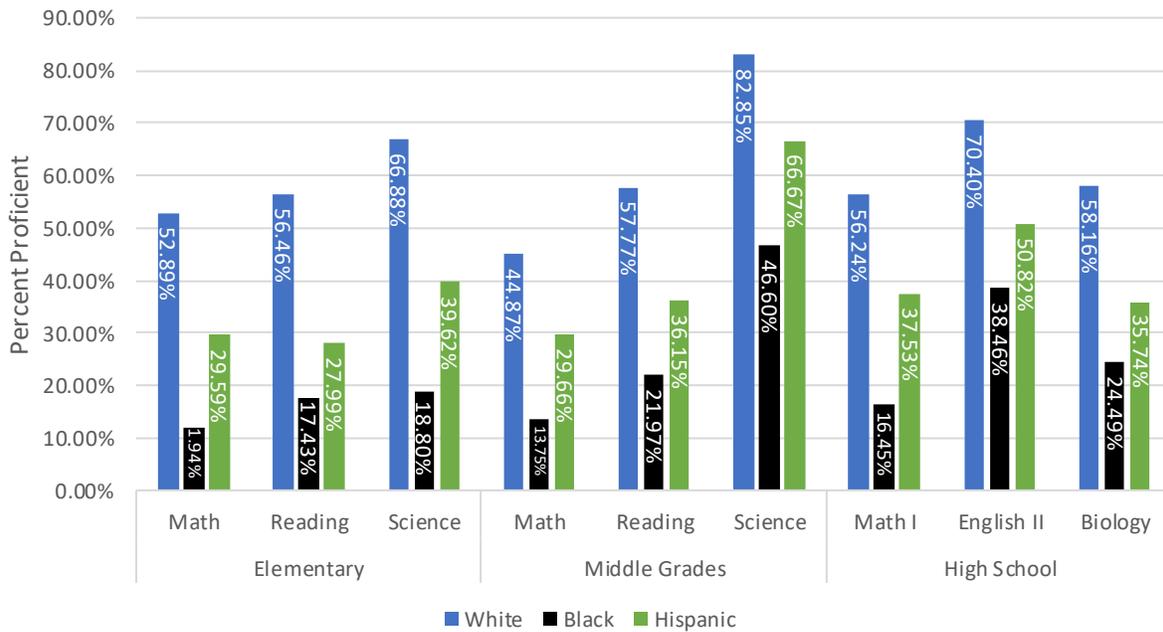


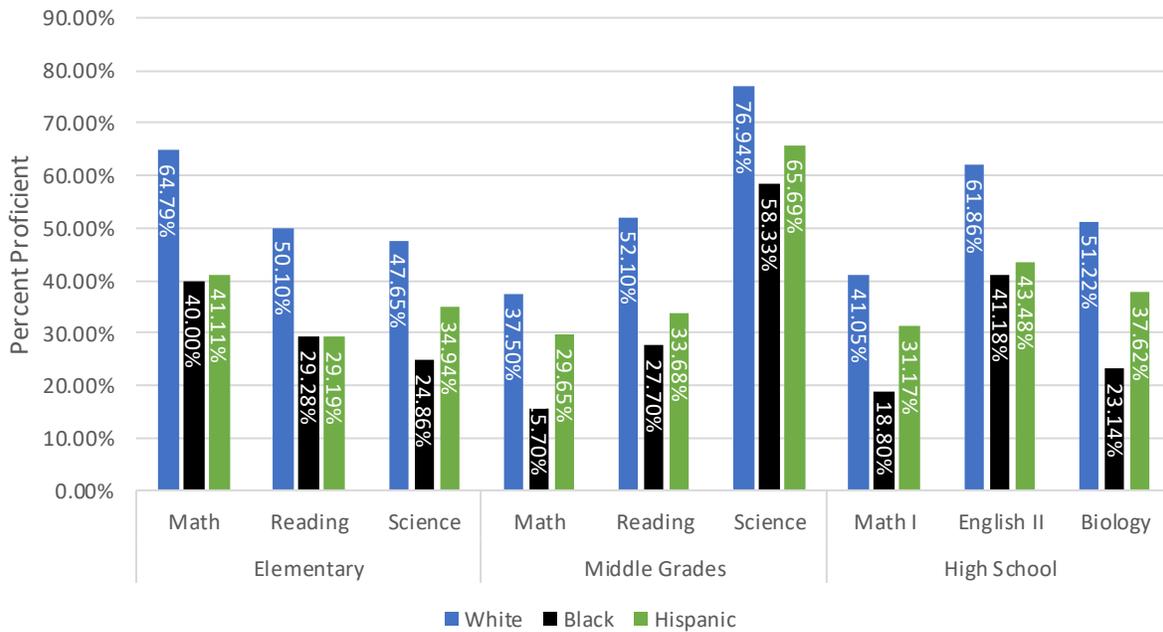
Figure 19 shows proficiency rates for White, Black, and Hispanic students in the Central subregion of the DHT region. White students have higher proficiency rates than Black and Hispanic students on all EOG and EOC tests. Hispanic students have higher proficiency rates than Black students across school levels and subjects. The proficiency gaps between White and Black students range from approximately 32 percentage points in English II to 40 percentage points in Math I. These proficiency gaps of greater than 30 percentage points between White and Black students on all tests represent a key area of need in the Central region. Gaps between White and Hispanic students ranged between 15 percentage points in middle grades math and nearly 30 percentage points in elementary grades reading. Although smaller than the gaps between White and Black students, these proficiency gaps are substantial.

Figure 19: Percent Proficient on State Tests in DHT Central Region by Selected Subgroups - in 2020-21



In Figure 20, proficiency gaps between White, Black, and Hispanic students in the Eastern region are displayed. Although White students have higher proficiency rates than Black and Hispanic students across all tests, the proficiency gaps are much smaller than those in the Central region. The largest proficiency gap in the Eastern region is a nearly 28 percentage point gap between White and Black students for the Biology EOC. This proficiency gap is smaller than the smallest gap between White and Black students in the Central region. Other gaps in the Eastern region are smaller, with the smallest proficiency gap being the 8 percentage point gap between White and Hispanic students on middle grades math.

Figure 20: Percent Proficient on State Tests in DHT Eastern Region by Selected Subgroups - in 2020-21



As another set of measures of student achievement, we examine course grades in middle and high school and unweighted GPA for graduating students. Grades and GPA are measured on a four-point scale to ensure comparability across schools. Figure 21 shows our course grade and GPA measures for the DHT region overall, Other Western NC LEAs, All Other NC LEAs, and the DHT subregions. For all course grade and GPA measures, the DHT region had slightly higher average grades than students in All Other NC LEAs but similar grades to comparison students in Other Western NC LEAs. Middle school grades averaged 3.10 or about a B grade; grades in high school averaged a bit lower at 2.94, and graduate GPAs averaged 3.07. Grade measures were similar across the DHT subregions with all averaging around a B grade.

Figure 21: Course Grades in DHT Region, Other Western NC LEAs, and All Other NC LEAs - in 2020-21

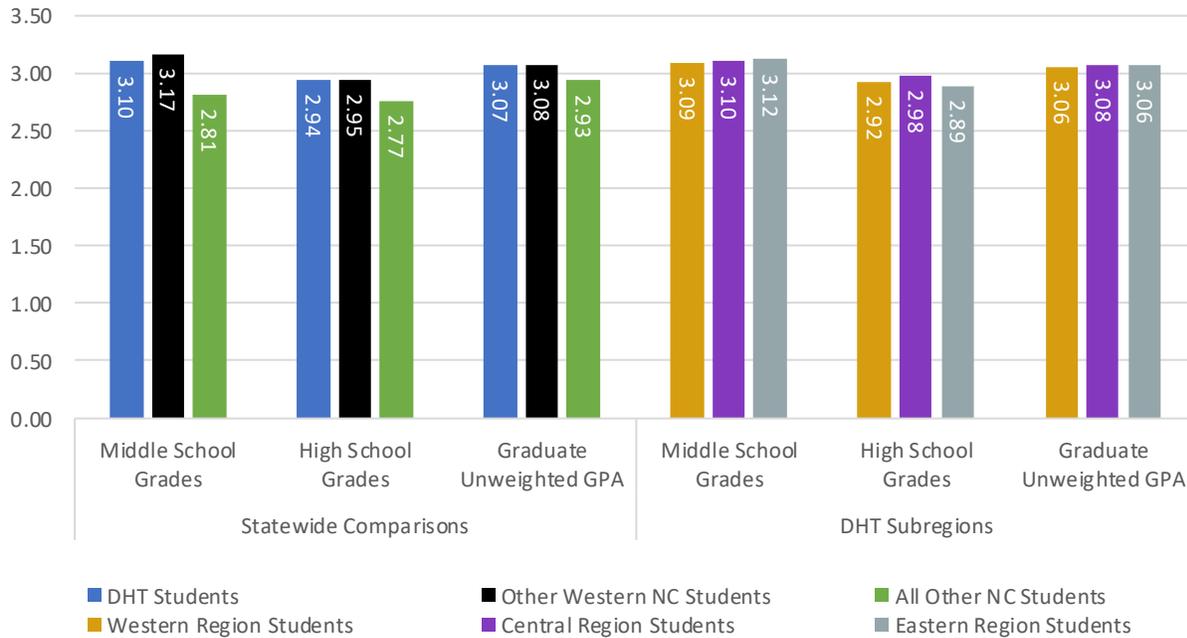


Figure 22 shows differences in the grade measures by school poverty within the DHT region in the most recent year (2020-21).⁷ Grades at high poverty schools were significantly lower than those in low poverty schools. High poverty schools had average middle school grades of 2.93, about a B, while average middle school grades in low poverty schools were 3.36, about a B+. In high school, high poverty schools had average high school grades of about a C+ (2.28), while low poverty schools had average high school grades of 3.08, about a B. Graduate GPAs average 2.42, about a C+, in high poverty schools and 3.16 in low poverty schools, between a B and a B+. These differences in grades may have meaningful consequences on student outcomes such as admissions to college.

⁷ We identify school poverty based on the percentage of low-income students, as reported by NCDPI. High-poverty schools are those in the top quartile (statewide) for the percentage of low-income students; low-poverty schools are in the bottom quartile (statewide) for the percentage of low-income students.

Figure 22: Course Grades by School Poverty in the DHT Region – in 2020-21

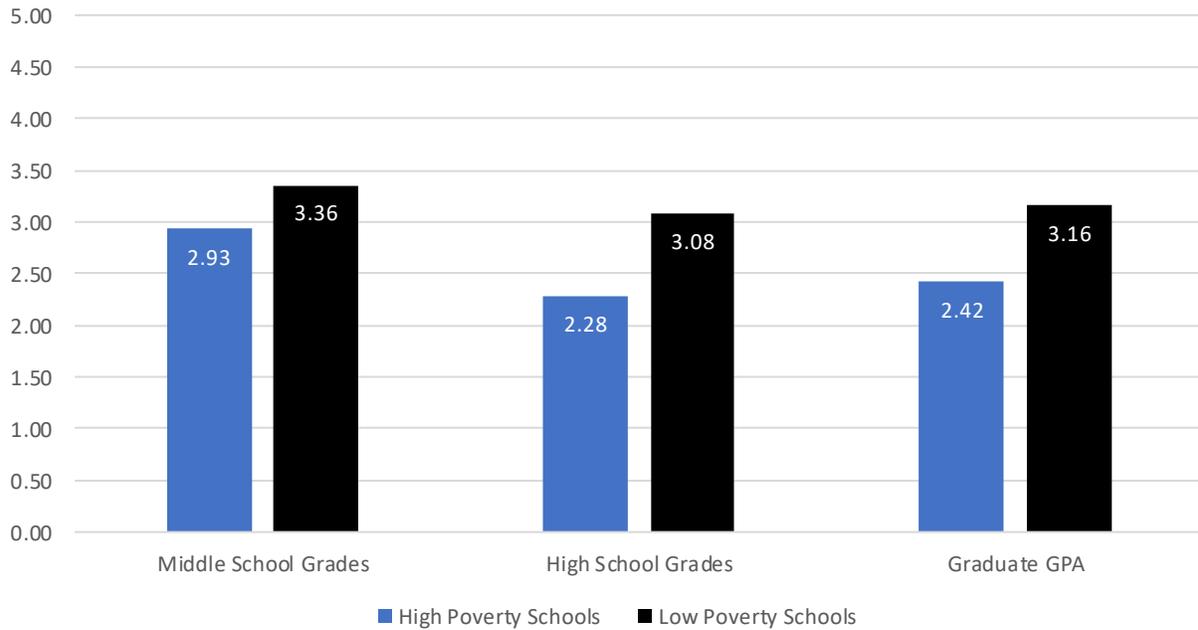


Figure 23 and Figure 24 display course grade outcomes in the DHT region in the 2020-21 school year by race/ethnicity, student characteristics, and program participation. Figure 23 shows that White students have higher average grades than students of color in middle school, high school, and at graduation. Gaps in grades between White students and Black and American Indian students are particularly large. At graduation, Black and American Indian students have unweighted GPAs that average around a C+ compared to a B for all students. However, these differences are smaller than the difference between low and high poverty schools.

In Figure 24, academically and intellectually gifted students in the DHT region have substantially higher course grade outcomes than other subgroups or the average for all students. Grade outcomes for these high achieving students average between a B+ and an A-. Limited English proficiency students and students with disabilities have lower average grades than the average across all students in the DHT region.

Figure 23: Course Grades in DHT Region by Race/Ethnicity - in 2020-21

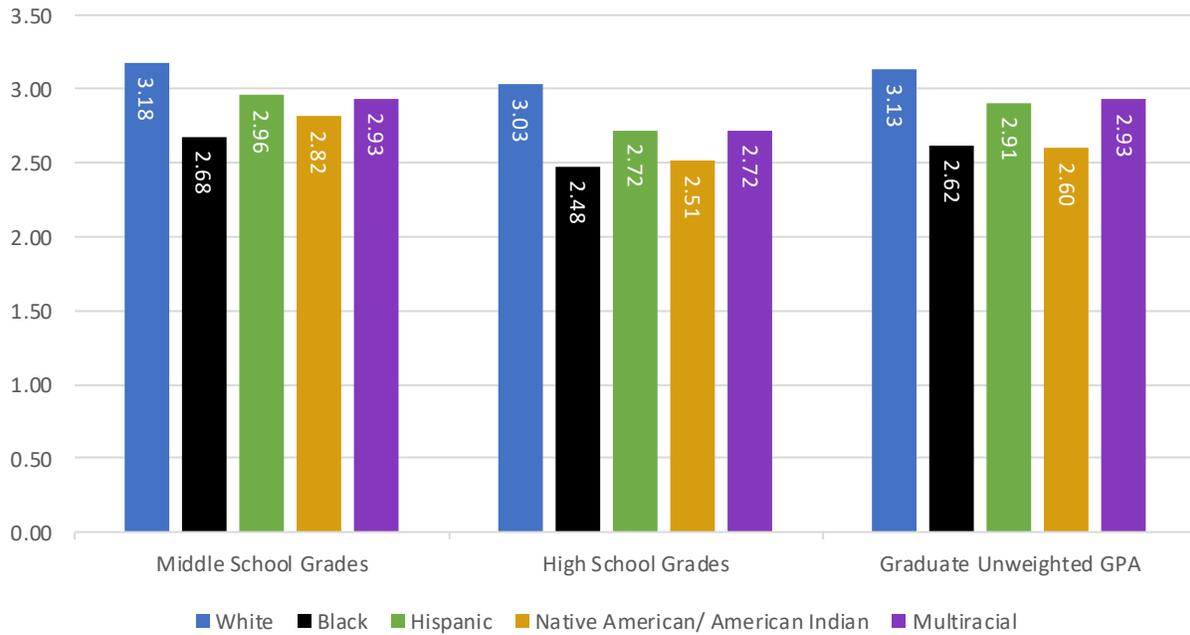
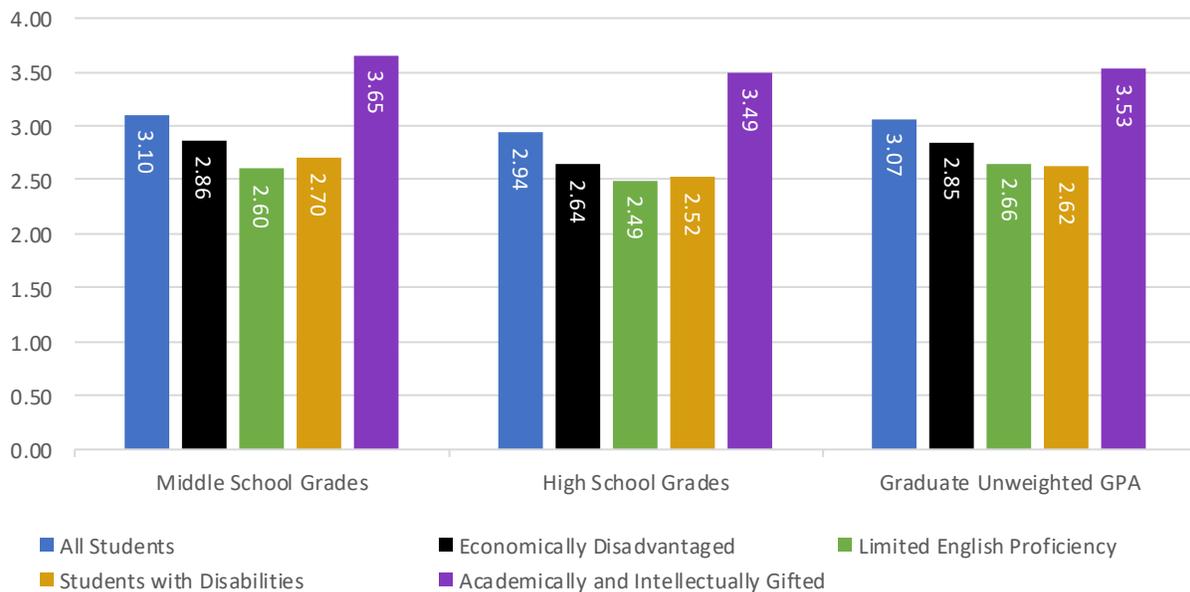


Figure 24: Course Grades in DHT Region by Student Characteristics and Program Participation- in 2020-21



K-12 Student Engagement with School

While achievement, as measured by test scores and grades, is a key measure of student success in school, student engagement is also important. Engagement is particularly important following the disruption of the COVID-19 pandemic (Jones et al., 2021; Nathwani et al., 2021). In this section, we examine absences and suspensions as major measures of engagement. Tables in the appendix also look mobility as a measure of engagement. The two measures of attendance we consider are days absent (i.e. the number of days that a student was out for any reason during the school year) and the percent of students who are chronically absent. Chronic absences are measured as missing 10 percent or more of school days. Suspension is measured as the percent of students who were suspended in school or out of school at least once during a given school year.

Figure 25 displays the change over time in days absent and the percent chronically absent for students in the DHT region, Other Western NC LEAs, and All Other NC LEAs. Over time, absences and the percent of students chronically absent has increased for all groups. In the DHT region, days absent increased from 6.6 days absent in the early period (2013-14, 2014-15) to 12.81 days absent in the late period (2020-21) and the percent chronically absent increased from 5.47% to 22.06%. In particular, there was a steep increase in absences between the middle period (2017-18, 2018-19) and the late period (2020-21). While this increase occurred for all groups, Other Western NC LEAs had smaller increases in absences than LEAs in the DHT region or statewide. Throughout our study period, absence measures for the DHT region remained similar to those for All Other NC LEAs. Although the increase in absences in the DHT region is by no means unique, it still represents a meaningful concern about student engagement. In 2020-21, approximately one in five students was chronically absent. This loss of school time is likely to impact student learning and success in school.

Figure 25: Change over Time in Absences for DHT Region, Other Western NC LEAs, and All Other NC LEAs

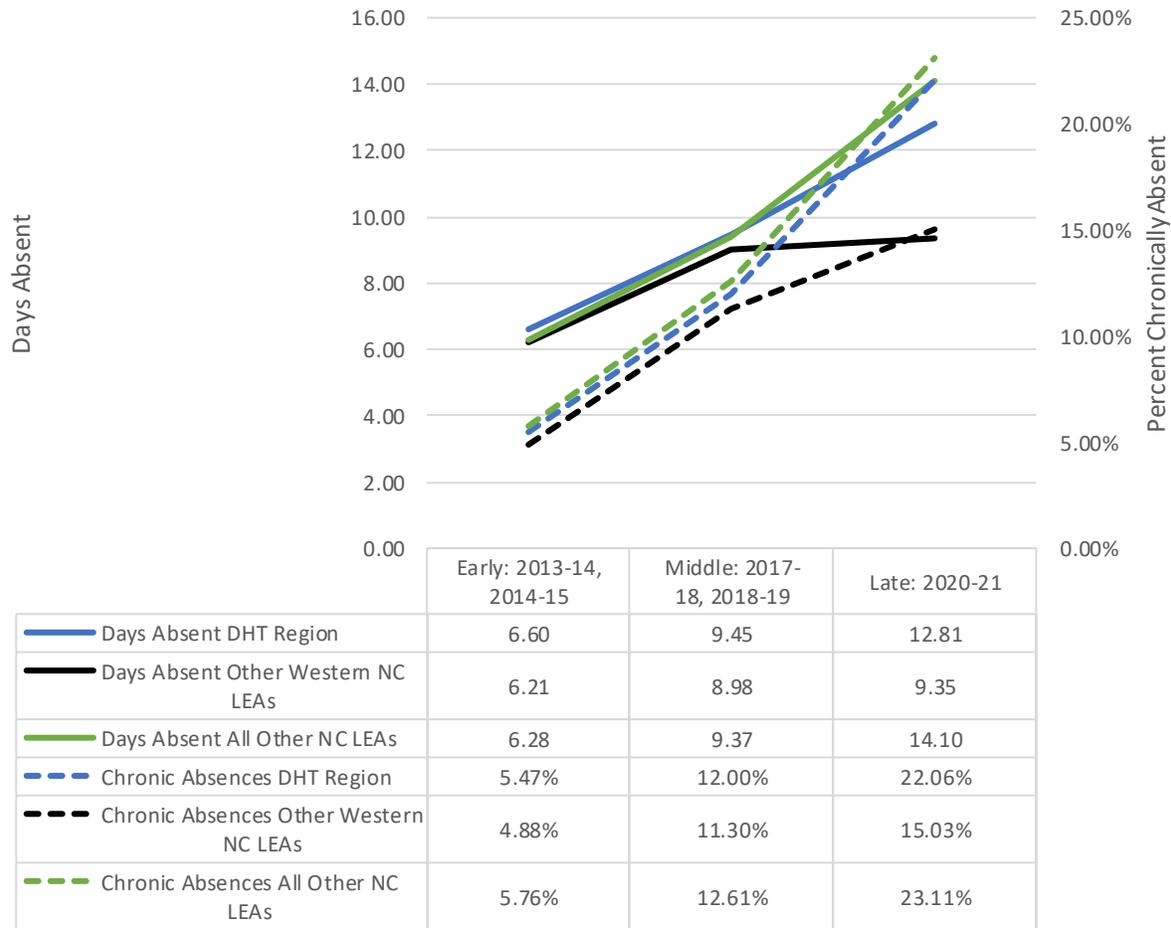
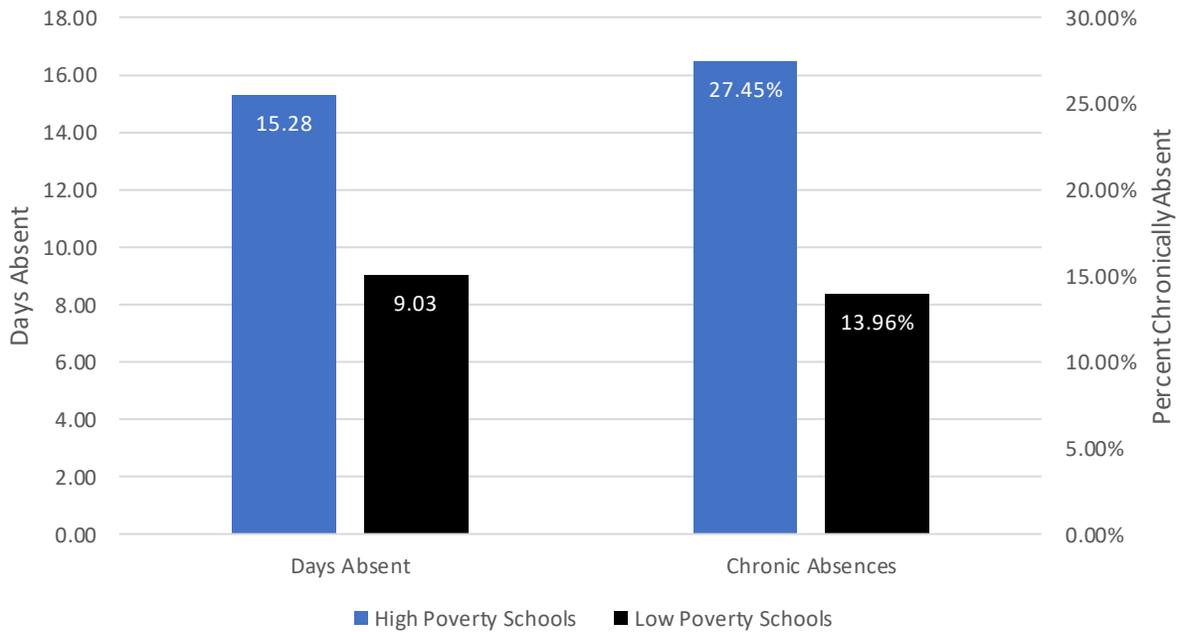


Figure 26 compares absence outcomes for low poverty schools in the DHT region to high poverty schools in the DHT region in the 2020-21 school year. The concern about absenteeism is much more significant for high poverty schools where the average number of days missed was 15.28 and more than a quarter of students were chronically absent. Although chronic absenteeism is much lower in low poverty schools (13.96 percent of students), this still represents higher rates of missed days and more chronically absent students than the typical school pre-pandemic.

Figure 26: Absences by School Poverty in the DHT Region – in 2020-21



To better understand how absences vary across groups of students, Figure 27 shows absence outcomes by student race/ethnicity, student characteristics, and program participation in the 2020-21 school year. The number of days absent and the percent of students chronically absent was notably higher for Black students than any other subgroup of students. Black students in the DHT region missed an average of 20.17 days of school and 36.69 percent of Black students were chronically absent in 2020-21. On the other end, academically and intellectually gifted students have much lower absences than other groups. Academically and intellectually gifted students in the DHT region averaged 7.17 days absent in 2020-21 and only about 10 percent of this subgroup were chronically absent. For other groups, the average number of days absent range between 11.70 for White students and 16.98 for economically disadvantaged students. This translates to 19.60 percent of White students and 31.12 percent of economically disadvantaged students being chronically absent.

Figure 27: Absences in DHT Region by Race/Ethnicity, Student Characteristics, and Program Participation- in 2020-21

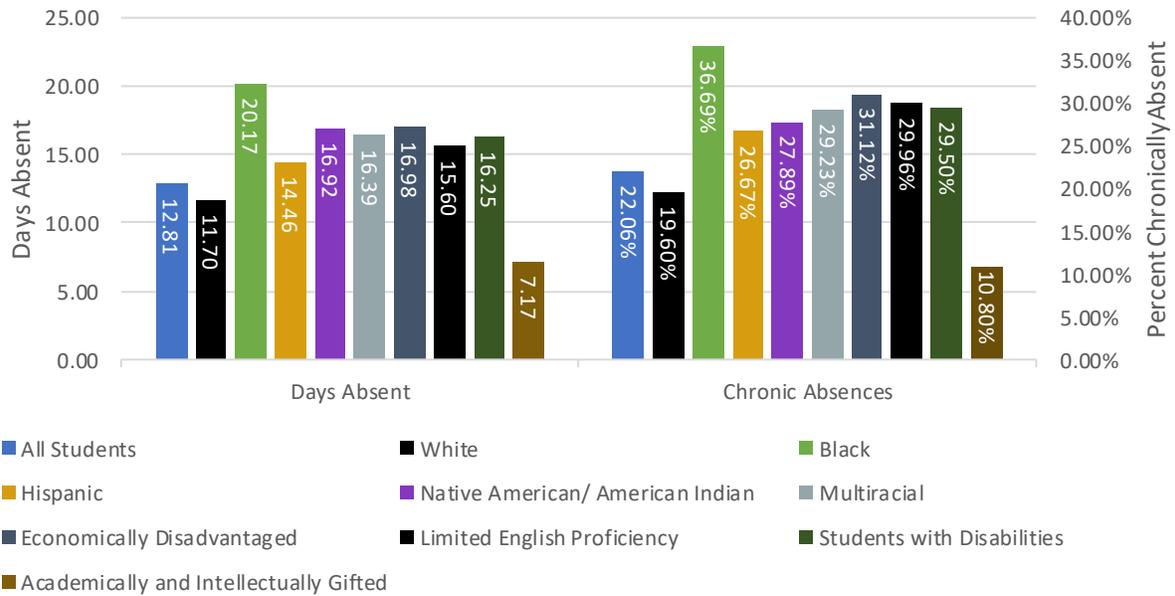


Figure 28 shows the percent of students that were suspended, on average, each school year for LEAs in the DHT Region, Other Western NC LEAs, and All Other NC LEAs as well as DHT subregions. For suspensions, we focus on the middle time period (2017-18 and 2018-19) because school discipline in the 2020-21 school year was distinct from all other school years due to the widespread remote schooling of students. On average, in the middle period, 5.28 percent of students in schools in the DHT region were suspended from school. Suspensions in the DHT region, as in all LEAs statewide, are more common in middle and high school than in elementary school (see Appendix tables for the frequency of suspensions by school level). Compared to other Western NC LEAs, DHT region LEAs had a somewhat higher rate of suspensions, though a lower rate of suspensions than the average in other parts of the state. Within the DHT region, the Western subregion had notably lower suspension rates than the other two subregions (3.70 percent) with the Central subregion having the highest rate of suspensions (5.83 percent).

Figure 29 further breaks down suspension rates within DHT subregions by race/ethnicity and program participation. Notably, the suspension rates for Black students are substantially higher than all other subgroups in the Central and Eastern DHT subregions. Black students in the Central DHT region were suspended at more than three times the rate of other racial/ethnic subgroups within the region. This is a finding worth substantial attention given that suspension from school is correlated with a range of other adverse academic outcomes (Leban & Masterson, 2022; Ibrahim et al., 2021; Hwang & Domina, 2021; Noltemeyer, Ward, & McLoughlin, 2015). American Indian students in the Western subregion as well as economically disadvantaged students and students with disabilities in all three subregions also have higher rates of suspensions than other students.

Figure 28: Percent of Students Suspended in DHT Region, Other Western NC LEAs, and All Other NC LEAs – Middle Period

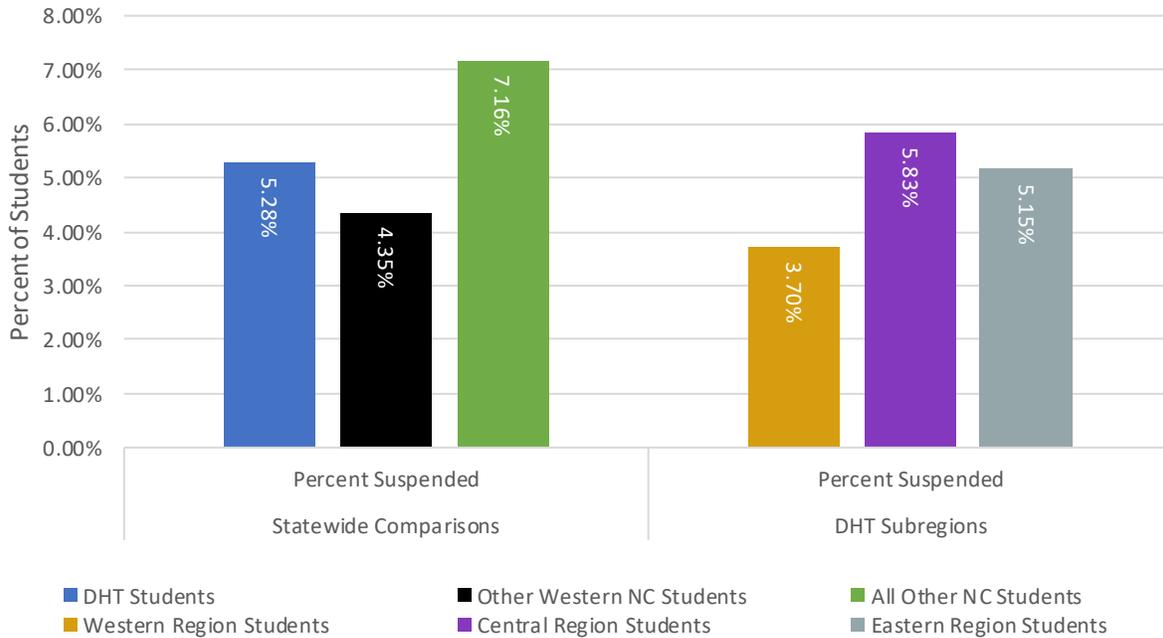
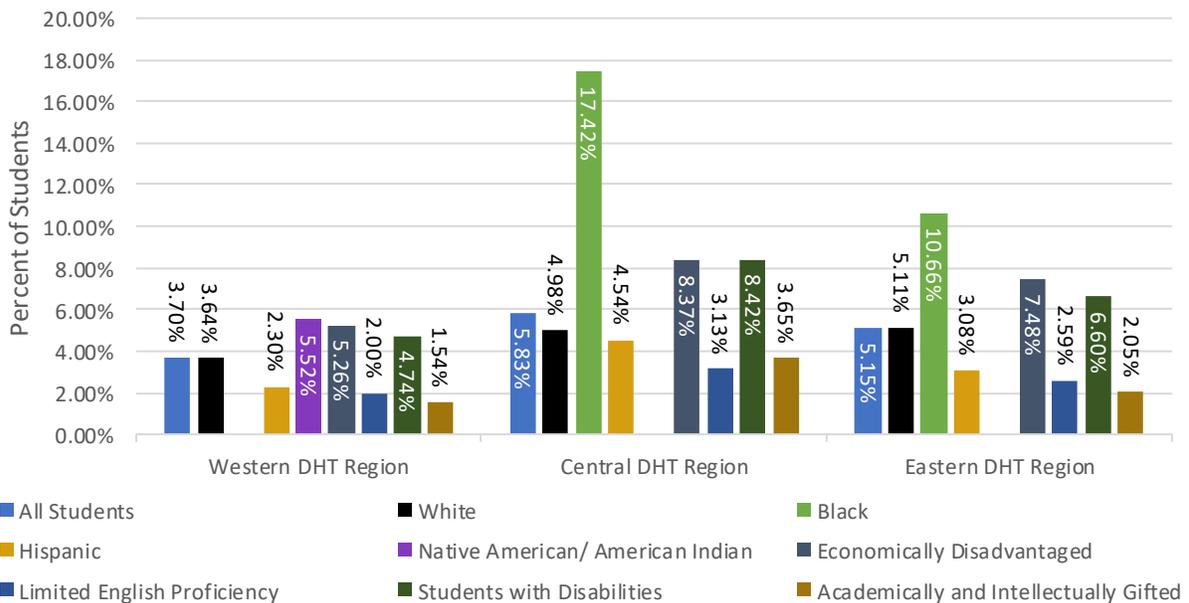


Figure 29: Percent of Students Suspended by DHT Subregion, Race/Ethnicity, Student Characteristics, and Program Participation- in 2020-21



K-12 Student Educational Attainment

The final area for which we examine student outcomes is educational attainment. Among the measures we include for educational attainment are measures of advanced course taking, retention in grade, dropout, and graduation.

Advanced course taking is measured as the percentage of high school students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses as well as the percentage of students dual enrolled at a community college or four-year college while in high school. Figure 30 shows these advanced course taking measures for the DHT region overall, Other Western NC LEAs, All Other NC LEAs, and the three DHT subregions. Overall, 7.82 percent of high school students in the DHT region were enrolled in AP or IB courses in the 2020-21 school year, while 12.00 percent were enrolled in dual enrollment courses. The rate of AP/IB course taking in the DHT region is below that of All Other NC LEAs though above that in Other Western NC LEAs. Dual enrollment, on the other hand, is more common in the DHT region than in All Other NC LEAs, but less common than in schools in Other Western NC LEAs.

Figure 30: Advanced Course Taking in DHT Region, Other Western NC LEAs, and All Other NC LEAs - in 2020-21

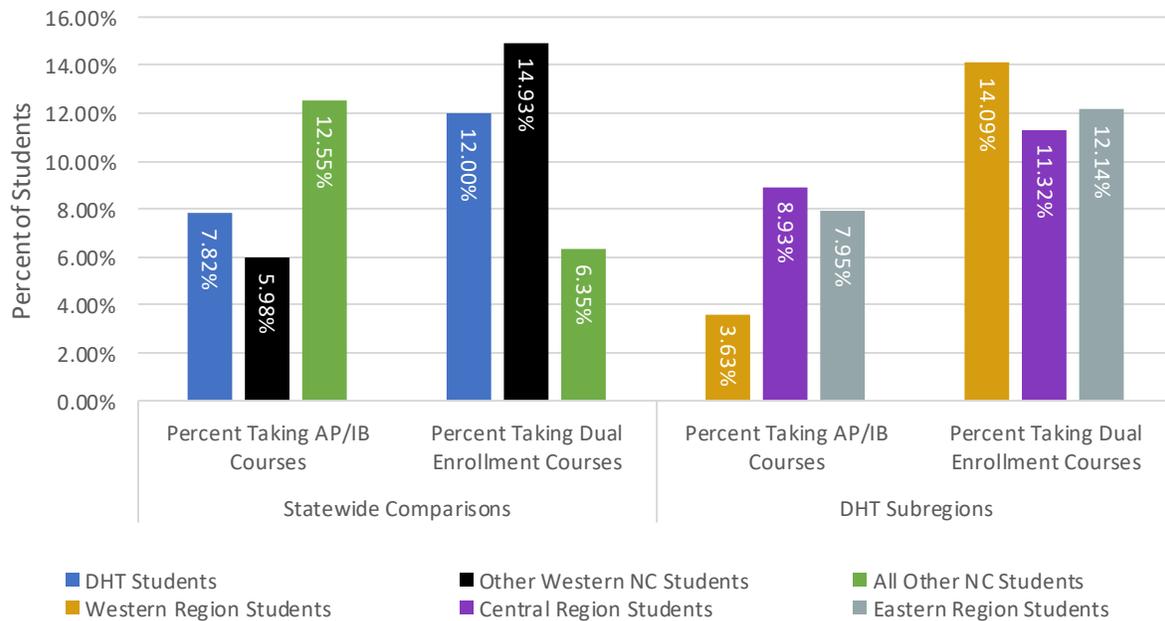


Figure 31 shows the rate of advanced course taking by school poverty level in the DHT region in the most recent year (2020-21). Opportunities to take advanced courses are more common at low poverty schools than at high poverty schools. Almost no students (0.36 percent) in high poverty high schools in the DHT region were enrolled in AP or IB courses. Dual enrollment is somewhat higher at these schools (5.42 percent) but falls short of the rate of dual enrollment in low poverty high schools (20.70 percent). These differences represent meaningful differences in the opportunities that students have in different schools in the DHT region.

Figure 32 shows the percentage of students, by subgroup, taking AP/IB or dual enrollment courses in the DHT region in the 2020-21 school year. Among student subgroups, academically and intellectually gifted students had the highest rate of AP/IB or a dual enrollment course taking. Advanced course taking was lower for all groups of students of color compared to White students and extremely low for students identified as limited English proficiency and students with disabilities.

Figure 31: Advanced Course Taking by School Poverty in the DHT Region – in 2020-21

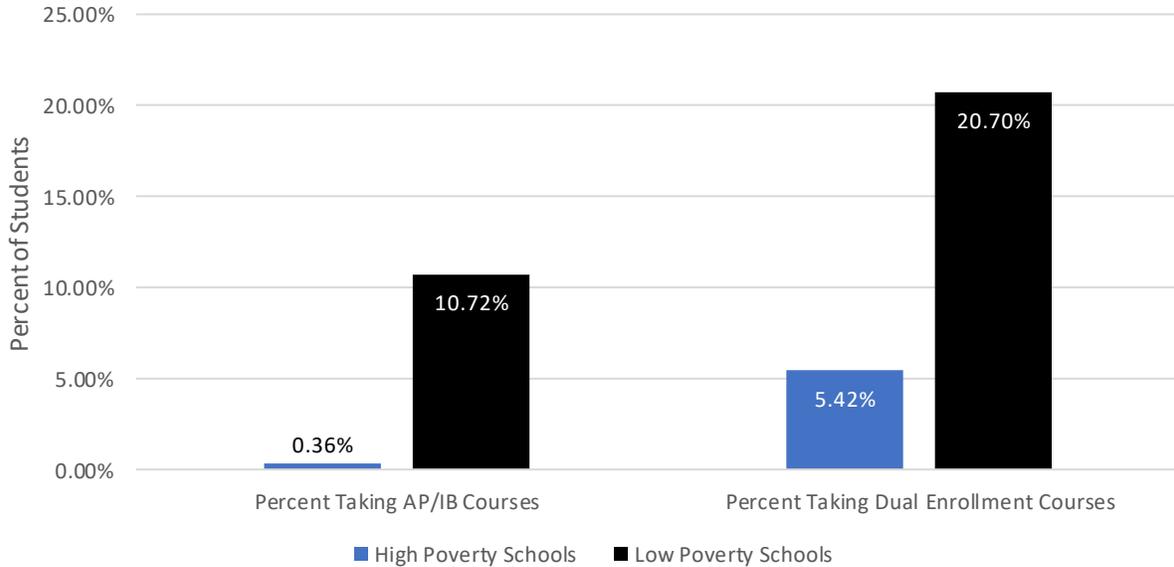
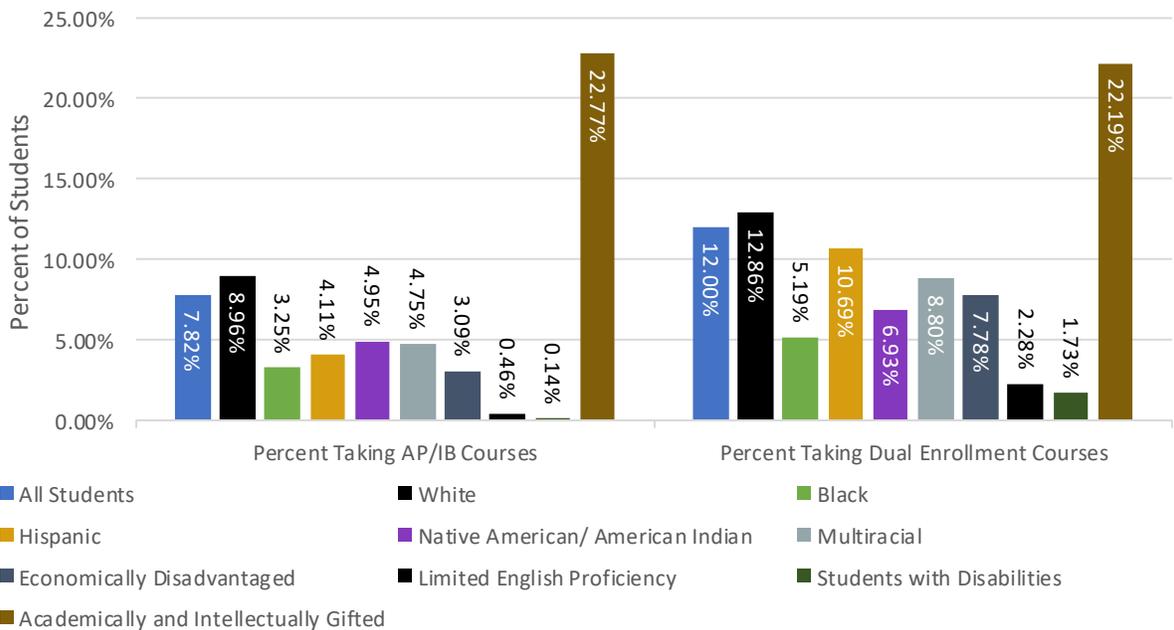


Figure 32: Advanced Course Taking in DHT Region by Race/Ethnicity, Student Characteristics, and Program Participation- in 2020-21



Highlight: Students of Color

Throughout this report, nearly all student outcomes show persistent and meaningful gaps between White students and students of color. While this pattern is not unique to the DHT region, it reflects an unmet need for resources and supports to assist students and communities of color. Some key findings related to outcomes for students of color include:

- Students of color have lower test scores and lower rates of test score proficiency than White students across *all state tests* (EOGs and EOCs). These gaps are particularly large for American Indian students in the Western DHT region and for Black students in the Central and Eastern DHT region.
- Gaps in test scores between Black and White students in the Central DHT region are *very large* compared to Black-White test scores in other parts of Western NC and in other parts of the state. These gaps are driven by very low scores for Black students rather than particularly high performance for White students.
- Black students and American Indian students also have notably lower grades than White students or the average of all students within the DHT region.
- Student engagement for students of color also lags behind that for White students. Black students, in particular, stand out as having higher rates of absences, chronic absences, and suspensions.
- Black students in the Eastern DHT region are suspended at *more than twice* the average rate for all students, and Black students in the Central DHT region are suspended at *more than three times* the average rate for all students. This is an area of substantial concern given the correlation between suspension and other negative outcomes.
- All students of color and particularly Black students are less likely than their peers to be enrolled in advanced courses in high school.
- Black students and American Indian students are more likely than White students to be retained in grade, and American Indian students are more likely to drop out of high school than their peers.

Taken together, these findings highlight the need for substantial work in the DHT region to close opportunity gaps for students of color.

In addition to advanced course taking, we examine retention in grade, drop out, and graduation as a further set of educational attainment outcomes. Figure 33 shows the change over time in retention in grade and dropout rates for students in the DHT Region, Other Western NC LEAs, and All Other NC LEAs. Students in all three groups saw a substantial increase in grade level retention and drop out in the late period (2020-21). These changes are likely an impact of the COVID-19 pandemic. Retention in grade in the DHT region in the early and middle periods was lower than retention in All Other NC LEAs but higher than in Other Western NC LEAs. However, in the recent period, retention in the DHT region did not increase as quickly as in comparison groups such that retention rates were essentially the same in the DHT region and Other Western NC LEAs (2.93 and 2.94 percent) and substantially lower than in All Other NC LEAs (3.92 percent). Dropout rates have also increased in all three groups of LEAs in the most recent period (2020-21) compared to the two earlier periods. In the earlier periods, dropout rates in the DHT region were higher than in Other Western NC LEAs but slightly lower than in All Other NC LEAs. However, substantial

increases in dropout rates in the DHT region resulted in higher dropout rates than either of the comparison groups in the 2020-21 school year. In the 2020-21 school year, the dropout rate in the DHT region was 6.64 percent. This dropout rate is quite high compared to comparison groups and historical dropout rates in the DHT region (4.11 percent in the early period and 4.06 percent in the middle period) and is an area that should receive attention.

Figure 33: Change over Time in Retention in Grade and Drop Out for DHT Region, Other Western NC LEAs, and All Other NC LEAs

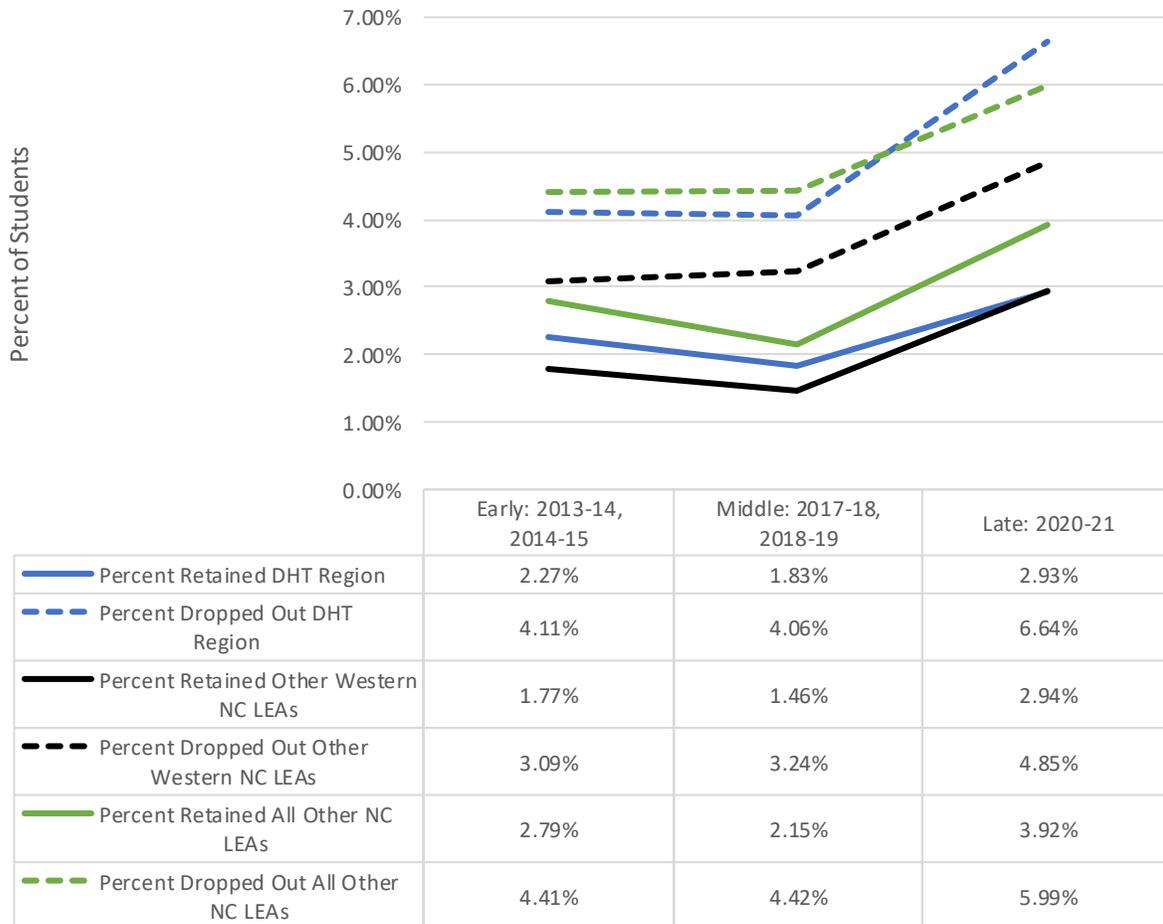


Figure 34 shows the changes in the graduation rate over time in the DHT region and the two comparison regions. Graduation rates changed relatively little over time and were similar across the three groups of LEAs. The graduation rate in the DHT region increased a small amount from 86.97 percent in the early period (2013-14, 2014-15) to 89.76 percent in the late period (2020-21). This compares favorably to the most recent graduation rates of 87.55 percent in Other Western NC LEAs and 88.82 percent in All Other NC LEAs.

Figure 34: Change over Time in Cohort Graduation Rates for DHT Region, Other Western NC LEAs, and All Other NC LEAs

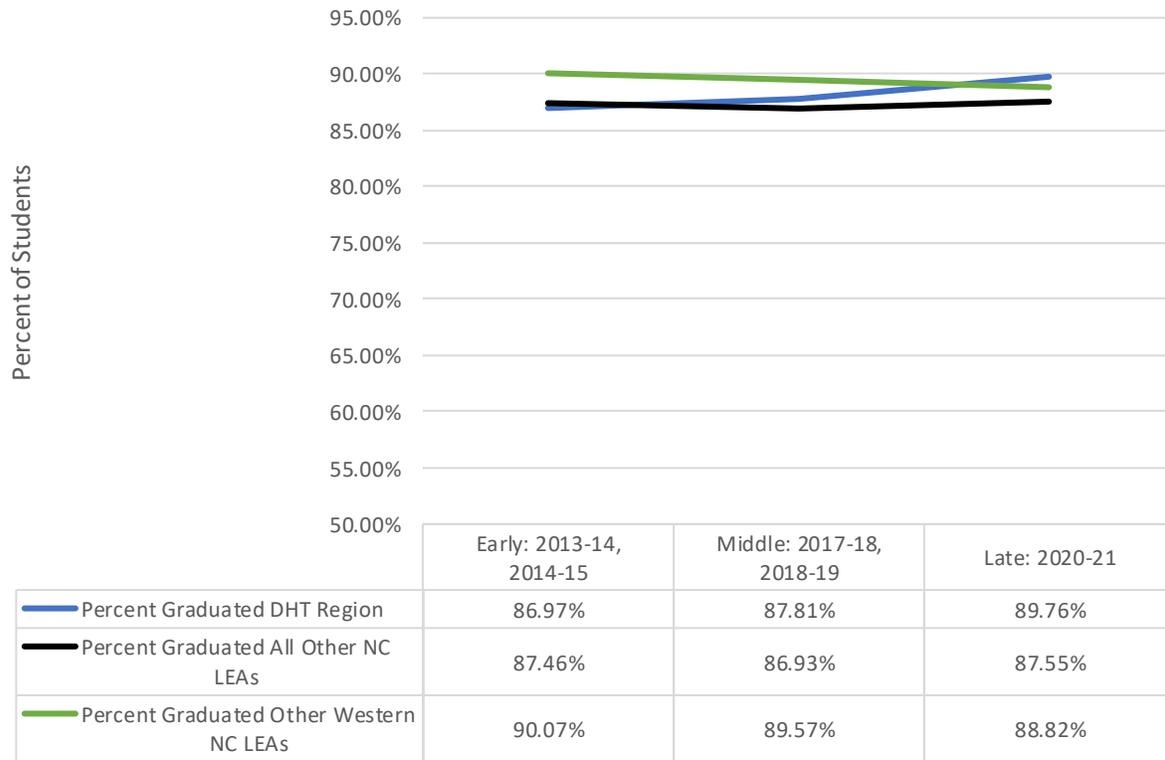


Figure 35 shows differences in retention in grade, dropout rates, and graduation rates between schools with different poverty levels in the DHT region in the 2020-21 school year. Retention in grade in this most recent period was nearly twice as high for high poverty schools (4.86 percent of students) in the DHT region compared to low poverty schools in the DHT region (2.79 percent of students). Dropout rates – 7.91 percent in high poverty schools and 6.76 percent in low poverty schools – were also different between groups. Differences in graduation rates between high poverty and low poverty schools in the DHT region in 2020-21 were quite large. Graduation rates for low poverty schools were very high with over 93 percent of students graduating. In contrast, only 75.25 percent of students in high poverty schools in the DHT region graduated with their cohort in 2020-21.

Figure 35: Percent Retained in Grade, Dropped Out, and Graduated by School Poverty in the DHT Region – in 2020-21

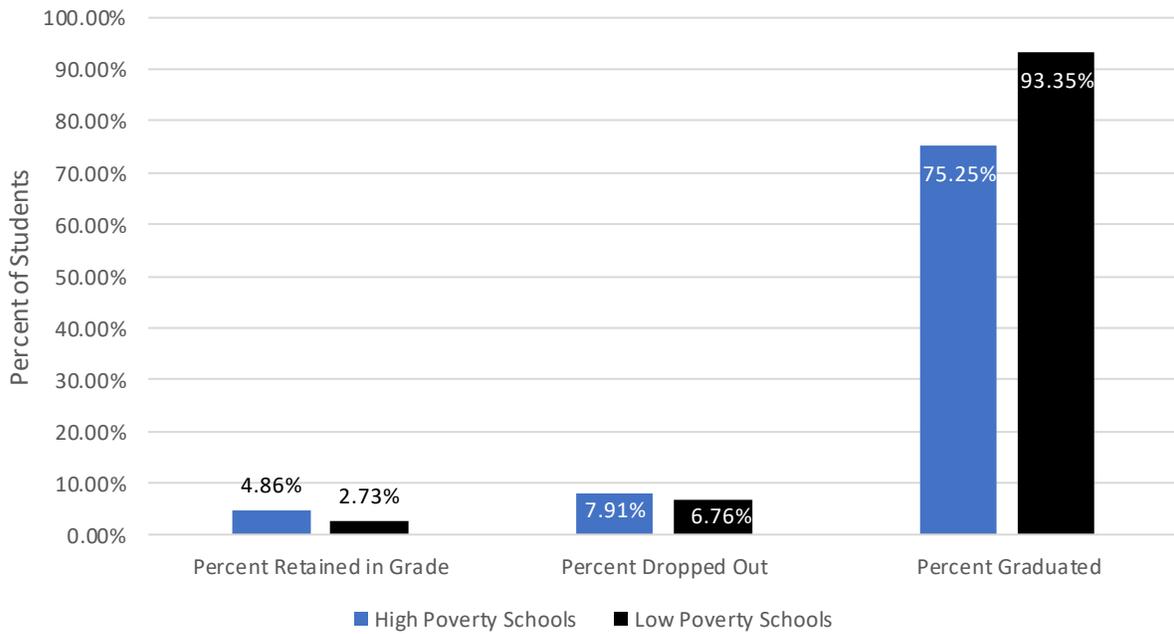
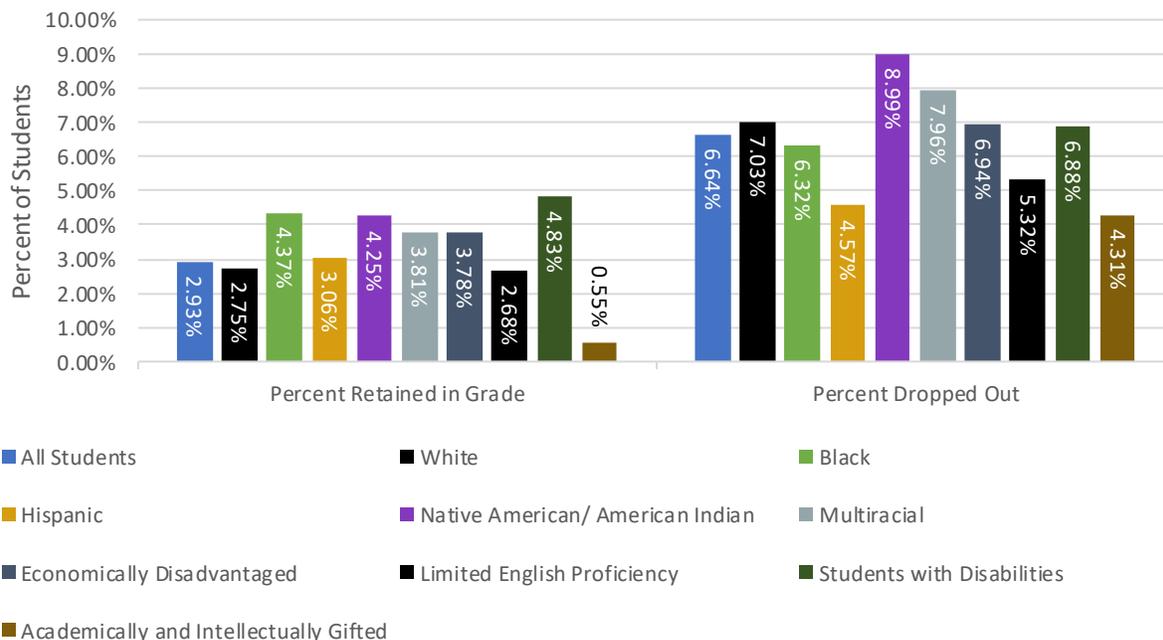


Figure 36 shows differences in retention in grade and dropout rates in the DHT region by student race/ethnicity, student characteristics, and program participation in the late period (2020-21). Retention in grade was highest for students with disabilities (4.83 percent), Black students (4.37 percent), and American Indian students (4.25 percent) and lowest for academically and intellectually gifted students (0.55 percent). The patterns for dropout rates in 2020-21 differed from those for retention in grade. American Indian students, Multiracial students, and White students had the highest dropout rates among student subgroups in the DHT region at 8.99, 7.96, and 7.03 percent, respectively. Graduation rates between subgroups (available in appendix tables) varied relatively little compared to these other measures of educational attainment. Although the variation across student subgroups is worth attention, it is less substantial that the variation between low and high poverty schools in the DHT region. The increase in retention in grade and dropout rates for all student groups during the COVID-19 pandemic is also noteworthy and an area for concern.

Figure 36: Percent Retained in Grade and Dropped Out in DHT Region by Race/Ethnicity, Student Characteristics, and Program Participation- in 2020-21



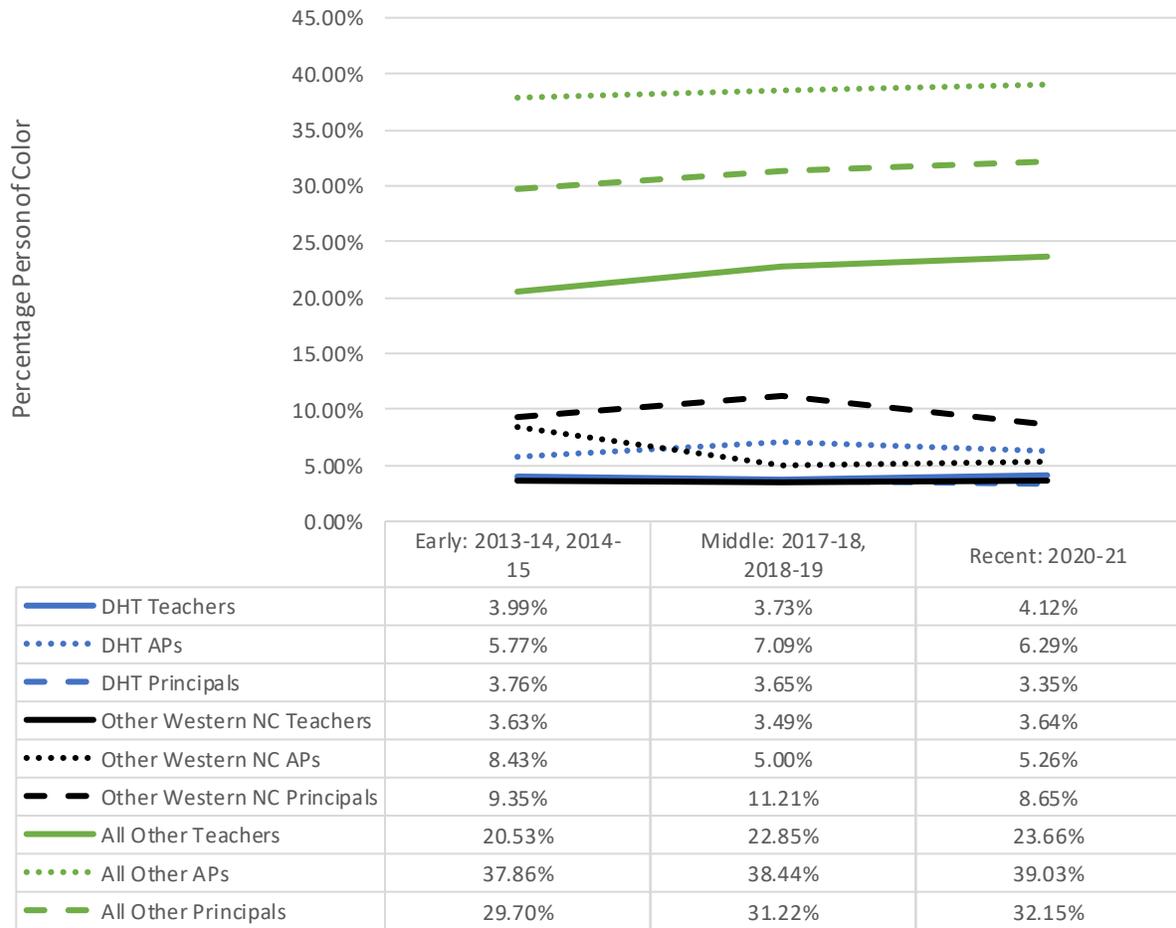
Educator Demographics

As displayed in Figure 37, there are relatively few teachers, assistant principals, and principals of color in the DHT region. This has changed very little over time, even as the percentage of students of color rises in the DHT region and throughout the state. Specifically, Figure 37 shows that in our early period (2013-14, 2014-15), 3.99 percent of teachers, 5.77 percent of assistant principals, and 3.76 percent of principals in the DHT region were people of color. By 2020-21 those values were 4.12 percent (teachers), 6.29 percent (assistant principals), and 3.35 percent (principals), respectively.⁸ During this time period, the percent students of color in the DHT region increased from 23.70 percent to 28.37 percent. Quite simply, the demographics of the educator workforce in the DHT region do not match the demographics of the K-12 student population in the DHT region and this difference is widening over time.

While the percentage of teachers of color in the DHT region is comparable to the percentage of teachers of color in Other Western NC LEAs, there are fewer principals of color in the DHT region than in Other Western NC LEAs. For example, in 2020-21, 3.35 percent of DHT region principals, relative to 8.65 percent of Other Western NC principals, were people of color. Not surprisingly, there are large differences in the percentage of educators of color in the DHT region compared with All Other NC LEAs.

⁸ There are modest differences in the percent teachers of color by DHT subregion. In particular, the DHT Central and DHT Eastern subregions have a slightly higher teacher of color percentage than the DHT Western subregion.

Figure 37: Percentage Teachers and School Administrators of Color in DHT Region, Other Western NC LEAs, and All Other North Carolina LEA



The lack of teachers and administrators of color in the DHT region may adversely influence outcomes for students and schools. Scholarship shows that educators of color are effective (Cheng & Halpin, 2016), especially at promoting desired academic outcomes for students of color (Dee, 2004; Egalite & Kisida, 2018; Joshi, Doan, & Springer, 2018; Lindsay & Hart, 2017; Redding, 2019; Gershenson et al., 2018). Recruiting and hiring more educators of color is a promising approach to improve student perceptions and attitudes, engagement with school, achievement, and educational attainment. Furthermore, working as the sole or one of few educators of color in a school can often adversely impact the retention of educators of color (Carver-Thomas, 2018). As such, diversifying the educator workforce in the DHT region may also be a way to promote the retention of more educators of color.

Figure 38: Percentage Student Support Personnel of Color in DHT Region, Other Western NC LEAs, and All Other North Carolina LEA

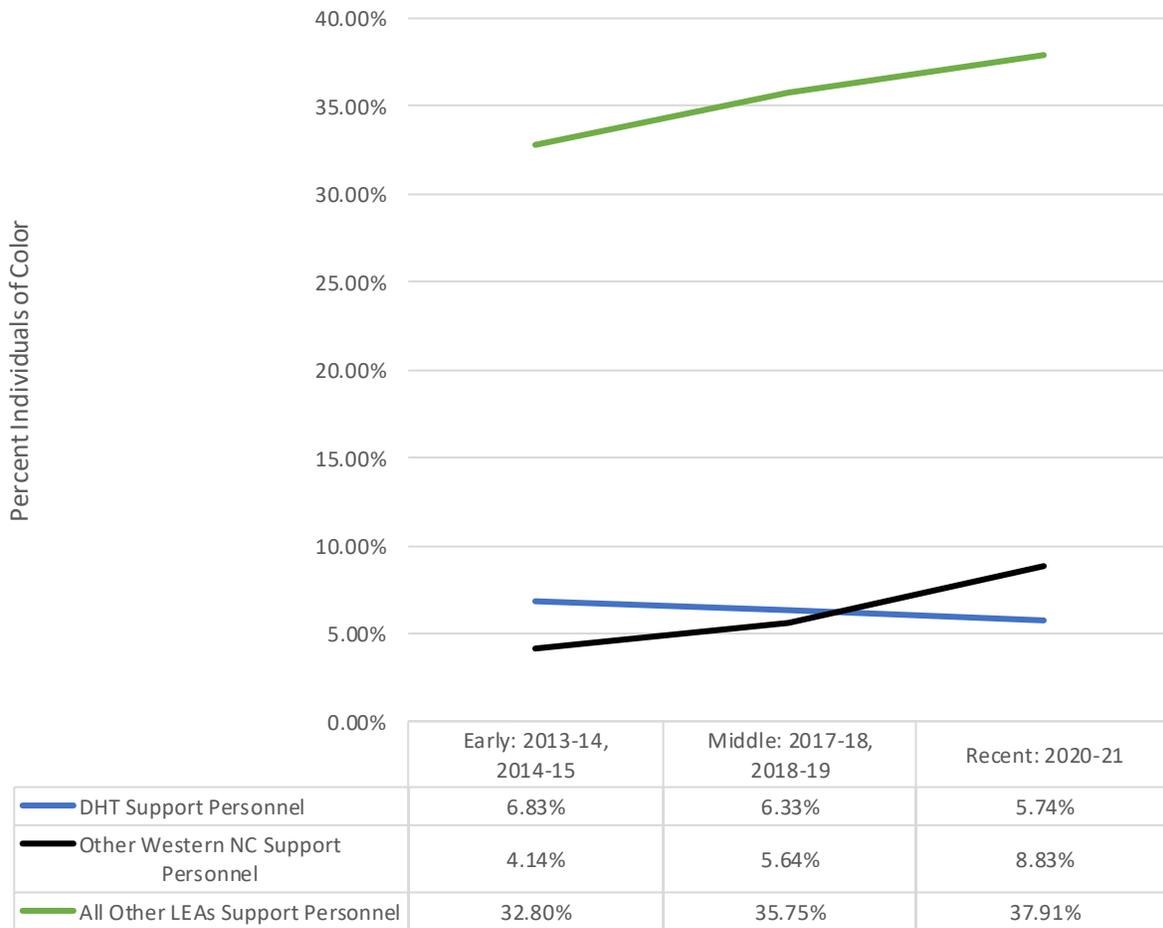
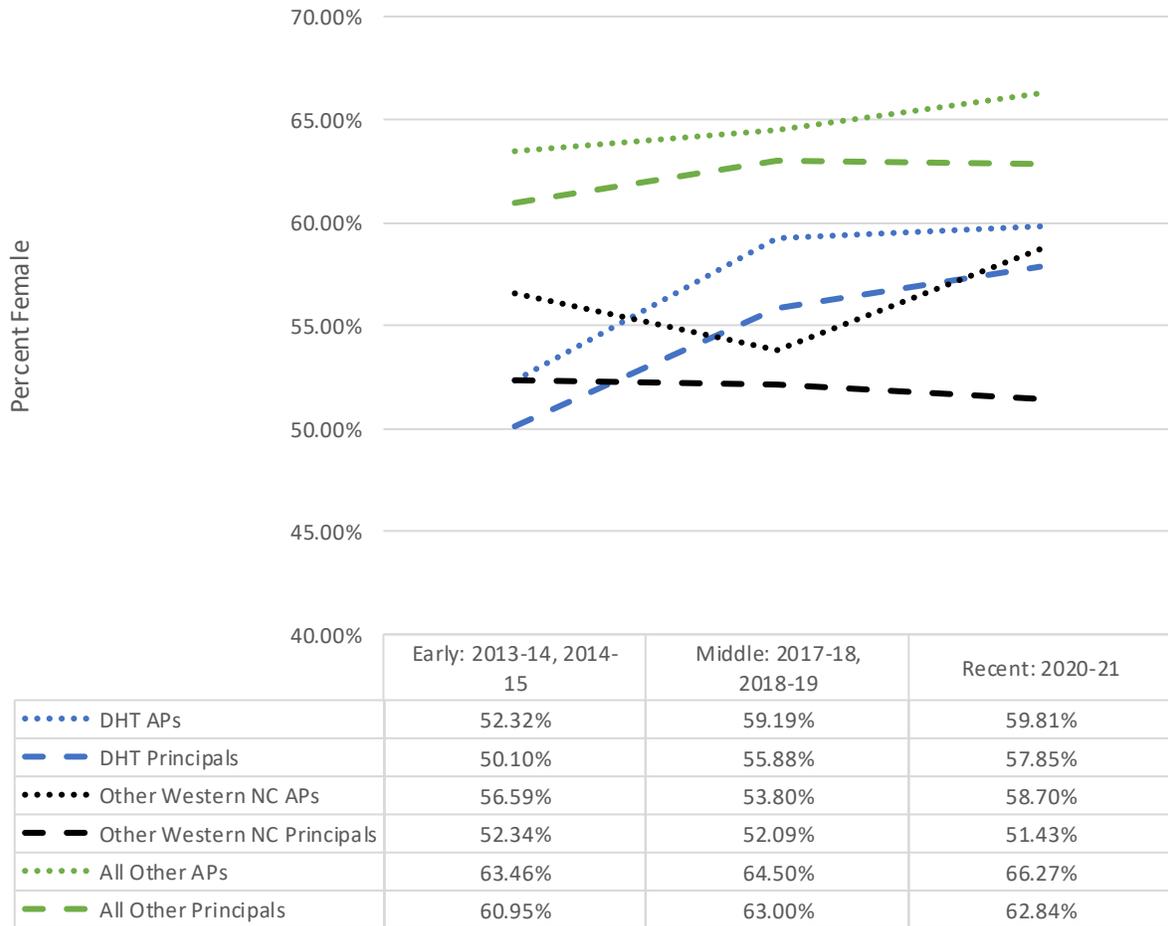


Figure 38 shows that there are very few student support personnel—i.e. counselors, social workers, school psychologists—of color in the DHT region. In particular, the percentage of support personnel of color has actually dropped in the DHT region throughout our study period, from 6.83 percent to 5.74 percent, while it has increased in Other Western NC LEAs and All Other NC LEAs. As with the teacher and school administrator workforce, the demographics of the student support personnel workforce in the DHT region does not match the demographics of the student population and the gaps between the two are widening over time.

Beyond racial/ethnic diversity in the educator workforce, Figure 39 displays data on the percentage of female school administrators (assistant principals and principals) in the DHT region, Other Western NC LEAs, and All Other NC LEAs. In the most recent year (2020-21), the DHT region had a higher percentage of female assistant principals and female principals than Other Western NC LEAs. Noteworthy, here, is the increase in female principals in the DHT region—from 50 percent to nearly 58 percent—during our study period. However, there is still a lower percentage of female school administrators in the DHT region than in All Other NC LEAs. For example, in 2020-21, 60 percent of assistant principals in the DHT region were female relative to 66 percent

in All Other NC LEAs. Females make up nearly 80 percent of the teacher workforce in the DHT region and remain underrepresented in school leadership positions.

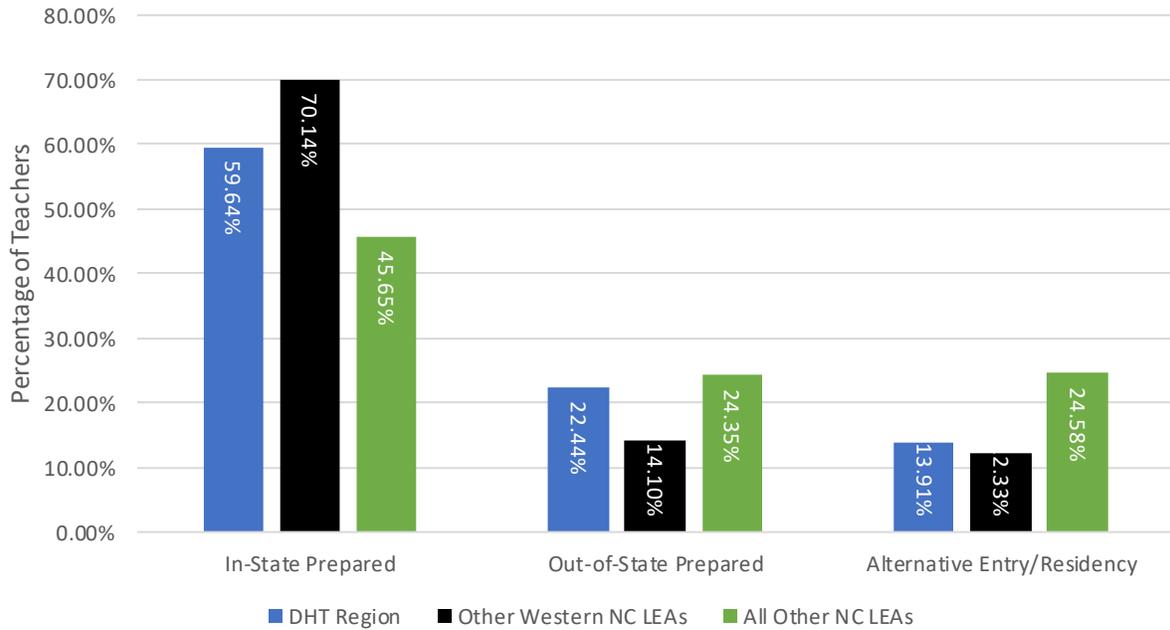
Figure 39: Percentage of Female School Administrators in DHT Region, Other Western NC LEAs, and All Other North Carolina LEAs



Educator Credentials

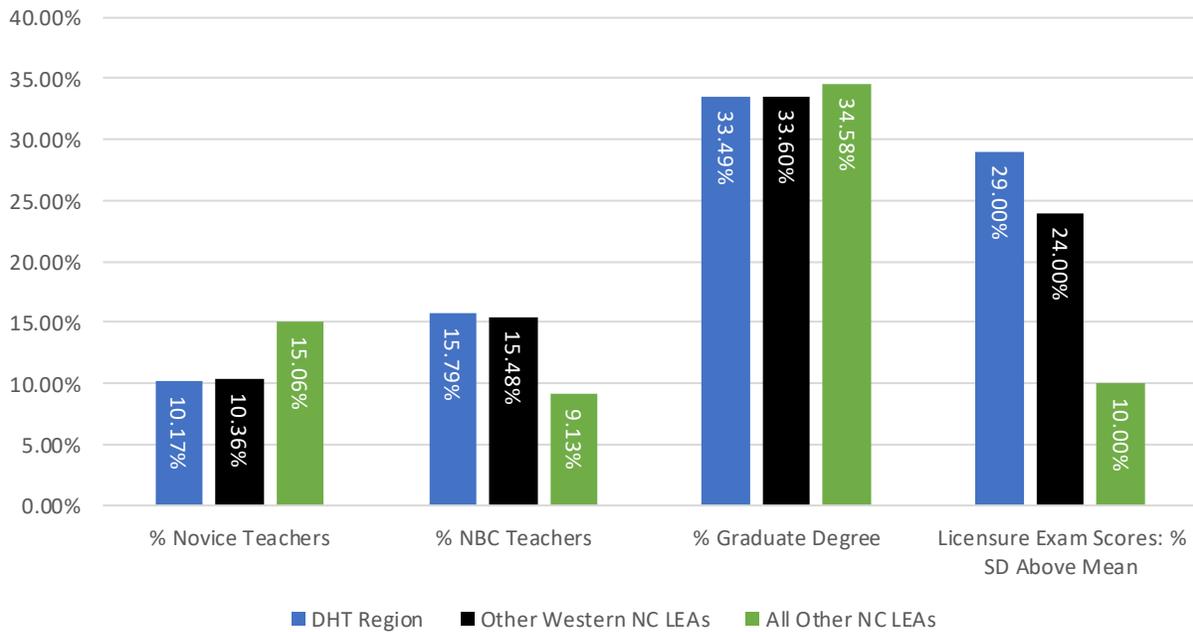
Regarding teacher credentials, Figure 40 and Figure 41 indicate that, overall, the DHT region has a well-credentialed workforce. Figure 40 shows (using data from 2020-21) that 60 percent of DHT region teachers are traditionally prepared in-state, 22 percent come from an out-of-state institution, and 14 percent enter teaching through an alternative or residency pathway. Importantly, the DHT region has a higher percentage of in-state prepared teachers (and a lower percentage of alternative entry/residency teachers) than All Other NC LEAs. This matters given research showing that, on average, in-state prepared teachers are more effective and more likely to stay in teaching in NC; alternative entry/residency teachers are, on average, less effective and less likely to stay in NC (Bastian & Henry, 2015; Bastian, 2019a). Given the demographics of the DHT teacher workforce, it is worth noting, however, that alternative and residency pathways bring more educators of color into the teaching profession (Bastian, 2019a).

Figure 40: Percentage of Teachers with Different Routes of Preparation in 2020-21



Relative to All Other NC LEAs, Figure 41 shows that the DHT region has a lower percentage of novice teachers (i.e. less than three years of experience) and a higher percentage of Nationally Board Certified (NBC) teachers. In particular, in 2020-21, 10 percent of the DHT region teachers were novices and 16 percent were NBC, compared to 15 percent and nine percent in All Other NC LEAs, respectively. Once again, this matters since, on average, novice teachers are less effective and more likely to exit teaching, while NBC teachers are more effective and more likely to stay in teaching (Bastian, 2019b; Henry, Bastian, & Fortner, 2011). Other data from teacher licensure exams indicate that teachers in the DHT region have higher licensure exam scores, by approximately 20 percent of a standard deviation, than teachers in All Other NC LEAs.

Figure 41: Teacher Credentials—Novice, NBC, Graduate Degree, and Licensure Exam Scores—in 2020-21



When examining these teacher credentials by characteristics of schools, we find that high poverty schools in the DHT region have a higher percentage of novice teachers, a lower percentage of NBC teachers, a lower percentage of teachers with a graduate degree, and teachers with lower average licensure exam scores than low poverty schools in the DHT region. For example, Figure 42 shows that in low-poverty schools in the DHT region nearly 20 percent of teachers are NBC; conversely, in high-poverty schools in the DHT region only 12 percent of teachers are NBC. This finding is consistent with prior research showing that students of color and economically disadvantaged students have less access to well-credentialed teachers (Goldhaber, Lavery, & Theobald, 2015). Other data from within the DHT region indicate that teachers working in schools in city/suburb locations have higher average licensure exam scores than peers working in schools in rural/town locations.

Figure 42: Differences in Teacher Credentials Within the DHT Region

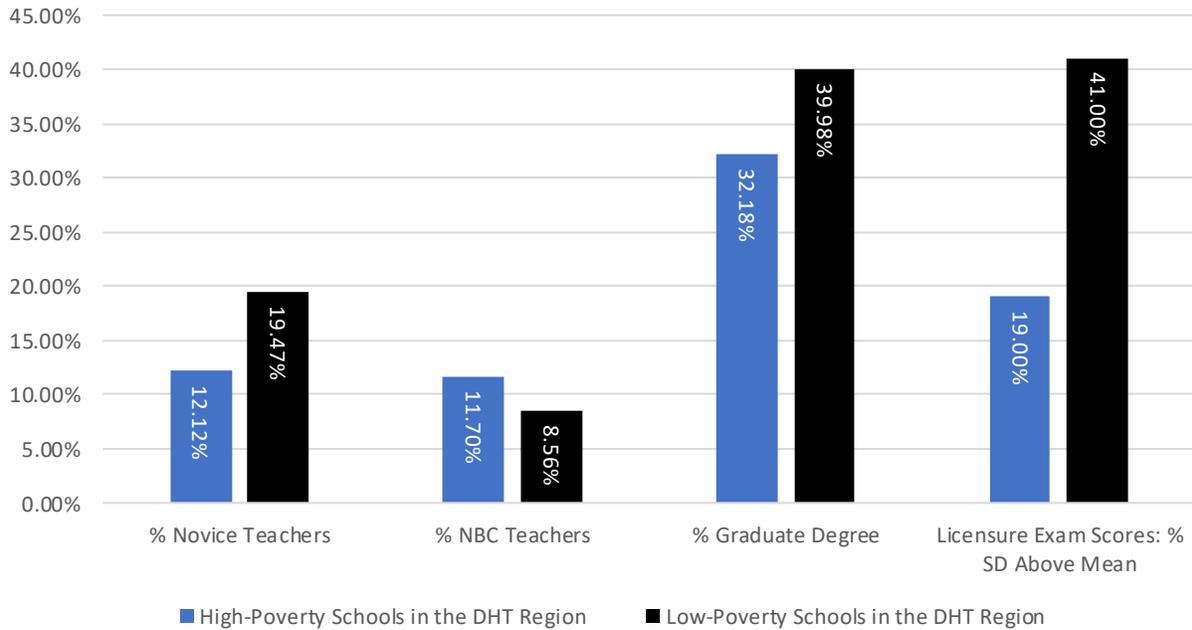
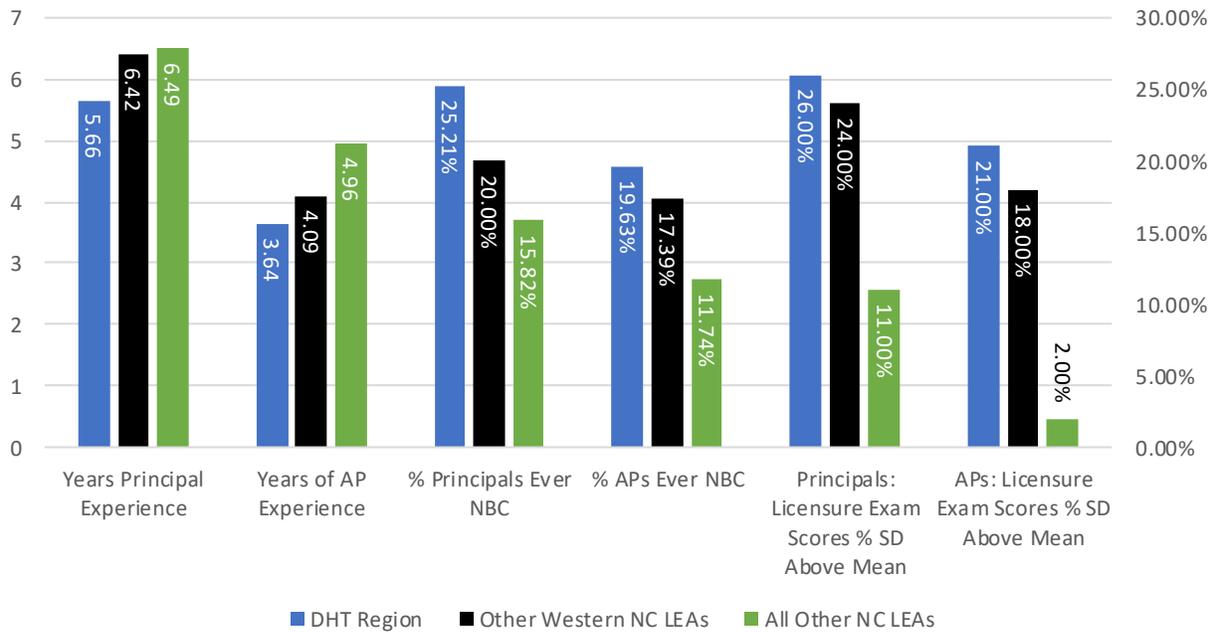


Figure 43 displays data (from the 2020-21 school year) on the credentials of school administrators (assistant principals and principals) in the DHT region, in Other Western NC LEAs, and in All Other NC LEAs. Here, a primary takeaway is that the DHT region has well-credentialed school administrators, especially in comparison to school administrators in All Other NC LEAs. In particular, school administrators in the DHT region are more likely to have previously held NBC and have much higher licensure exam scores than school administrators in All Other NC LEAs. For example, 25 percent of DHT region principals versus 16 percent of All Other NC LEA principals have held NBC. In the DHT region, the rate of principals having once held NBC has increased from 14 percent in our early period to 25 percent in the most recent year. This suggests that in the DHT region NBC may be an important characteristic of those who chose to enter the school leader pipeline and/or those hired for school principal positions.

Figure 43: School Administrator Credentials—Years of Experience, Ever NBC, and Licensure Exam Scores—in 2020-21



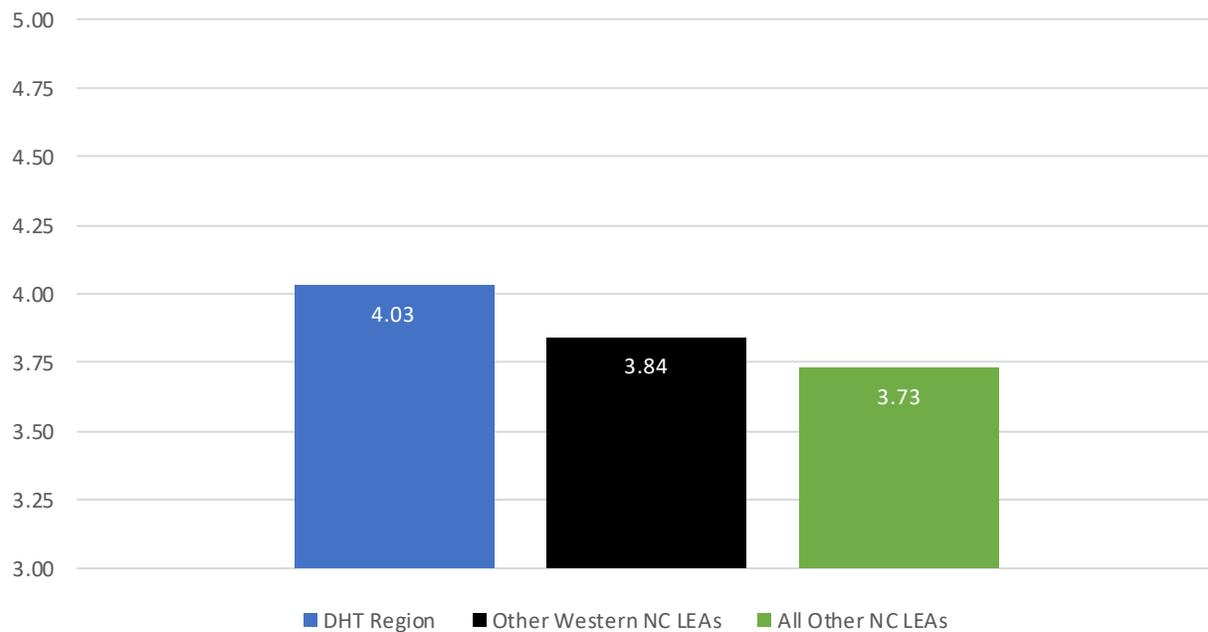
Educator Outcomes

Figure 44 displays teachers’ average evaluation ratings from NCEES, where principals rate teachers from 1-5: not demonstrated (1), developing (2), proficient (3), accomplished (4), and distinguished (5). In 2020-21, teachers in the DHT region had an average rating of ‘accomplished’ and earned higher evaluation ratings than peers in Other Western NC LEAs (by 0.20 points) and peers in All Other NC LEAs (by 0.30 points).⁹ The difference in ratings between DHT region and Other Western NC LEA teachers is approximately the same size as the rating difference between first and second-year teachers; the difference in ratings between DHT region and All Other NC LEA teachers is approximately the same size as the rating difference between first and third-year teachers.¹⁰ It is unclear whether these differences in teacher evaluation ratings reflect true differences in teacher instructional quality or whether there are systematic differences in rating practices across different regions.

⁹ In our early and middle analysis periods, DHT region teachers also earned higher evaluation ratings than peers in Other Western NC LEAs and All Other NC LEAs, however, the magnitude of differences was less than in 2020-21.

¹⁰ Within the DHT region, evaluation ratings are higher, on average, for teachers in the DHT Central region.

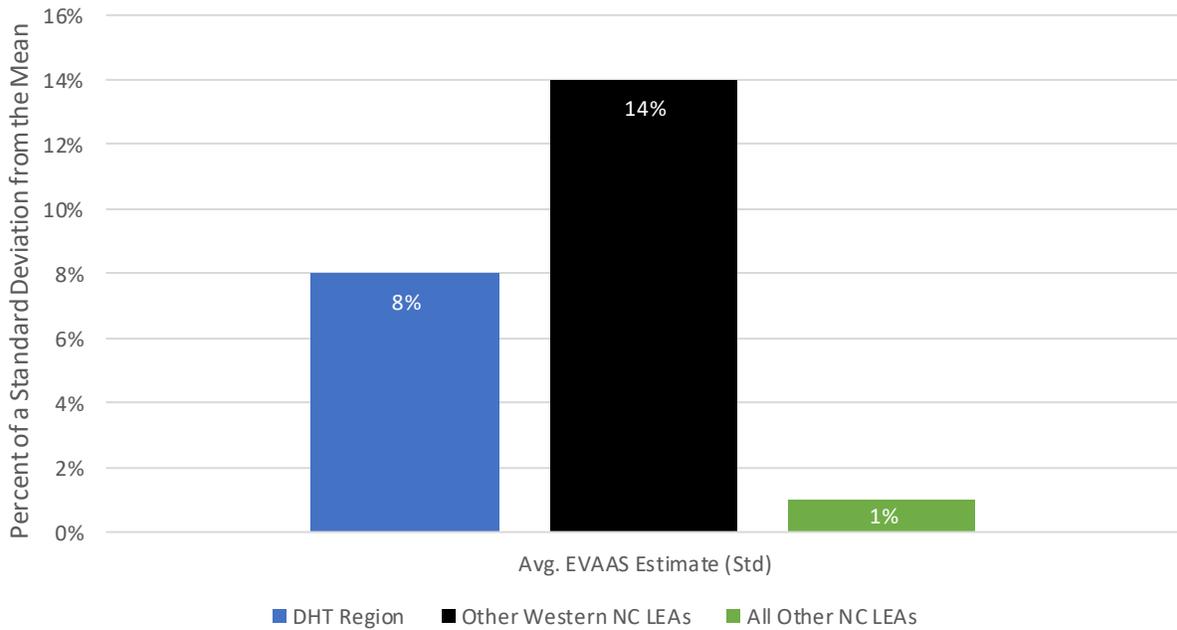
Figure 44: Average Teacher NCEES Ratings in 2020-21



Our other teacher performance outcome is EVAAS, which measures teachers' contributions to student achievement growth. Given COVID-19, these data are not available in 2020-21. As such, Figure 45 displays average EVAAS estimates (standardized) from our middle analysis period (2017-18 and 2018-19). Here, we find that differences between teachers in different geographic regions are relatively modest in magnitude. Specifically, teachers in the DHT region have slightly higher EVAAS estimates than peers in All Other NC LEAs and slightly lower EVAAS estimates than peers in Other Western NC LEAs.¹¹ Differences in EVAAS estimates by DHT subregion (Western, Central, Eastern) are also modest in size.

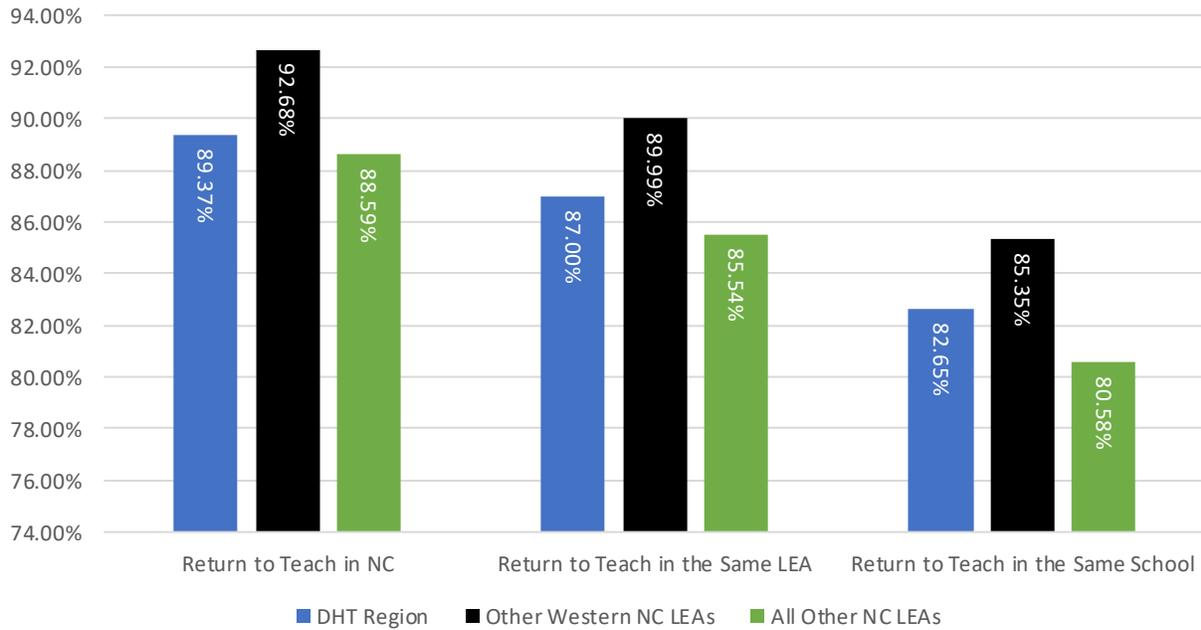
¹¹ This pattern of results is also true when examining EVAAS estimates from our early period (2013-14 and 2014-15).

Figure 45: Average Teacher EVAAS Estimates (Standardized) from 2017-18 and 2018-19



Data (Figure 46) from the most recent year (2020-21) show that 89.37 percent of DHT region teachers will return to teach in NC public schools in the following year, 87.00 percent will return to teach in the same NC public school LEA in the following year, and 82.65 percent will return to teach in the same school in the following year. These retention rates are slightly higher than for teachers in All Other NC LEAs but slightly lower than for teachers in Other Western NC LEAs. Retention rates in the most recent year also differ by DHT subregion, with the Western DHT subregion having lower retention rates (to the state, to the LEA, and to the school) than teachers in the Central and Eastern DHT subregions.

Figure 46: Average Teacher Retention Rates in 2020-21

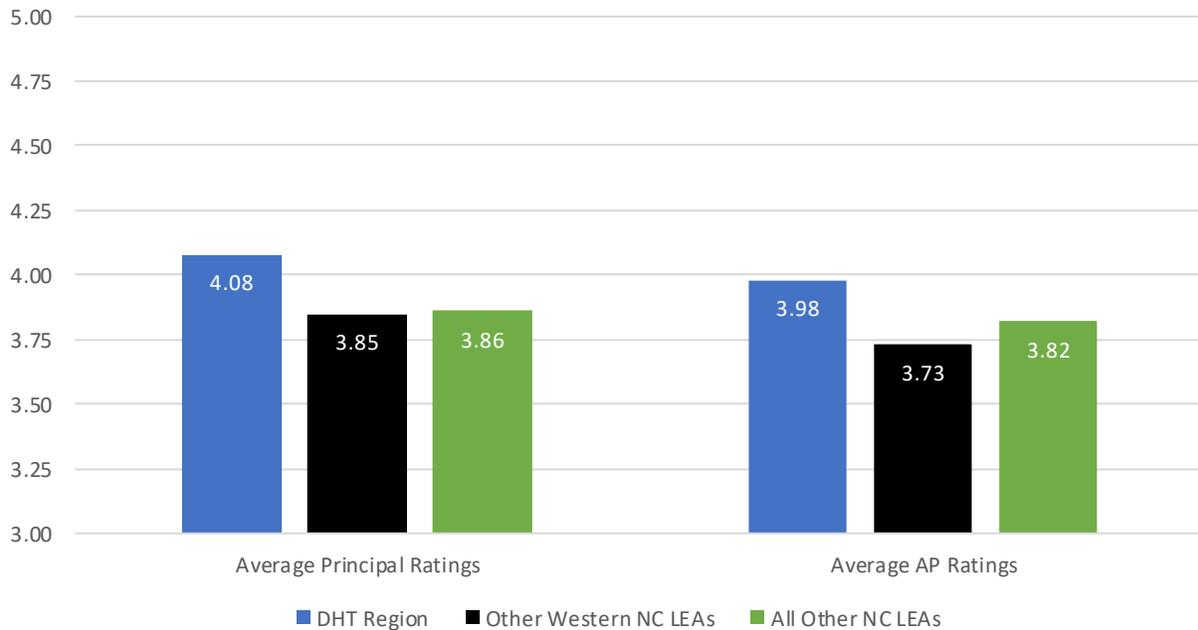


Data from our teacher credential analyses indicated that teachers at high-poverty schools in the DHT region were less well-credentialed (e.g. lower percentage with NBC, lower licensure exam scores), on average, than their peers at low-poverty schools. This result continues when considering teacher outcome measures in high and low-poverty schools in the DHT region. On average, teachers in high-poverty schools in the DHT region have NCEES ratings 0.20 points lower and EVAAS estimates 12 percent of a standard deviation lower than their peers at low-poverty schools. These differences are approximately the same in magnitude as the differences in NCEES ratings and EVAAS estimates between first and second year teachers. Likewise, teachers at high-poverty schools in the DHT region are five percentage points less likely to return to teach in the same school in the following year than their peers at low-poverty schools in the DHT region. These results are consistent with statewide work on the equitable distribution of teachers in NC (Bastian, 2021) and signal that low-income students and students of color in the DHT region do not have equal access to high-quality instruction.

Like the NCEES results for DHT region teachers, Figure 47 shows that school administrators in the DHT region also earn higher evaluation ratings than assistant principals and principals in Other Western NC LEAs and All Other NC LEAs. For example, in 2020-21, principals in the DHT region earned average NCEES ratings of 4.08 (just above accomplished), while those in Other Western NC LEAs and All Other NC LEAs earned ratings of 3.85 and 3.86, respectively. These differences between school administrators in the DHT region and school administrators in our comparison groups have remained consistent over time, regardless of whether we examine data from the early, middle, or most recent period. Within the DHT priority area, there are meaningful differences in school administrator ratings by DHT subregion. Specifically, assistant principals and principals in the Central DHT region earn the highest evaluation ratings, with those in the Eastern DHT region earning the lowest ratings. The gaps between these evaluation ratings—comparing Central to

Eastern DHT regions—is approximately 0.50 rating points. Again, it is unclear whether these differences in administrator ratings reflect true differences in school leadership quality or whether there are systematic differences in rating practices across different regions.

Figure 47: Average NCEES Ratings for School Administrators (2020-21)



Regarding principal retention, data (Figure 48) from the most recent year (2020-21), show that 85.95 percent of DHT region principals will return as a principal in NC in the following year, 85.12 percent will return as a principal in the same LEA, and 78.51 percent will return as a principal in the same school. These values are several percentage points lower than the respective retention rates for principals in Other Western NC LEAs and for principals in All Other NC LEAs. For instance, in the most recent year, the within state, within district, and within school retention rates for principals in Other Western NC LEAs are 89.52, 87.62, and 80.00, respectively. Two further points about principal retention are of note: (1) in prior years (i.e. our early and middle periods), principal retention in the DHT region was comparable to or higher than principal retention in our comparison groups and (2) principal retention in the Western DHT region is much lower than in the Central and Eastern regions.

Figure 48: School Principal Retention Rates in 2020-21

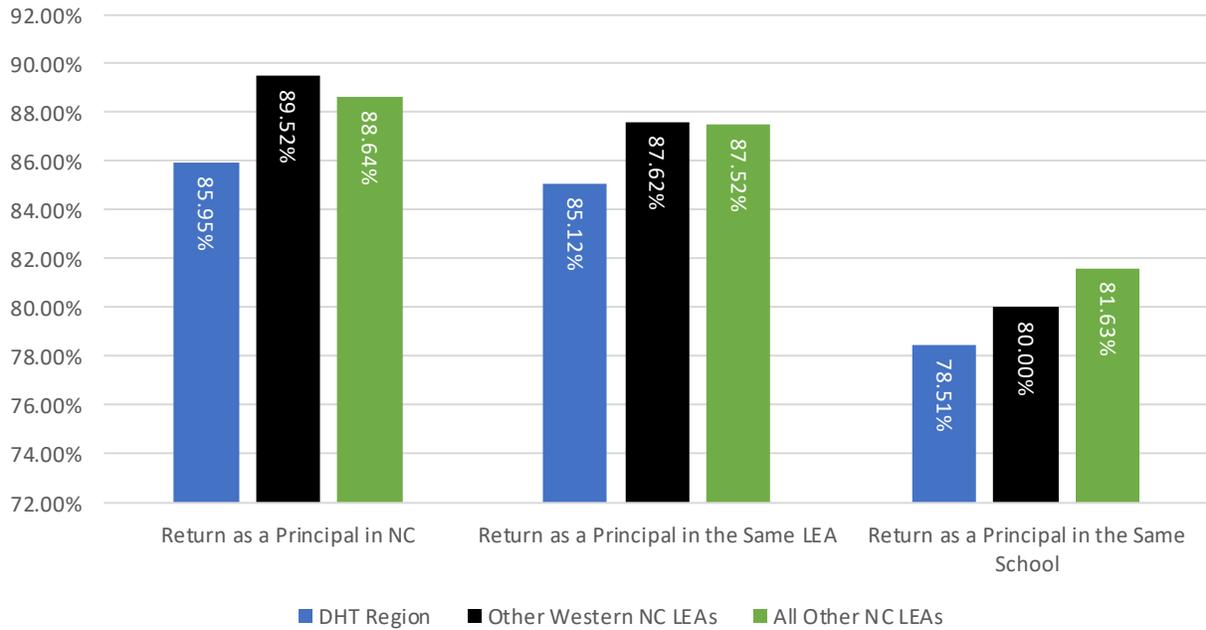
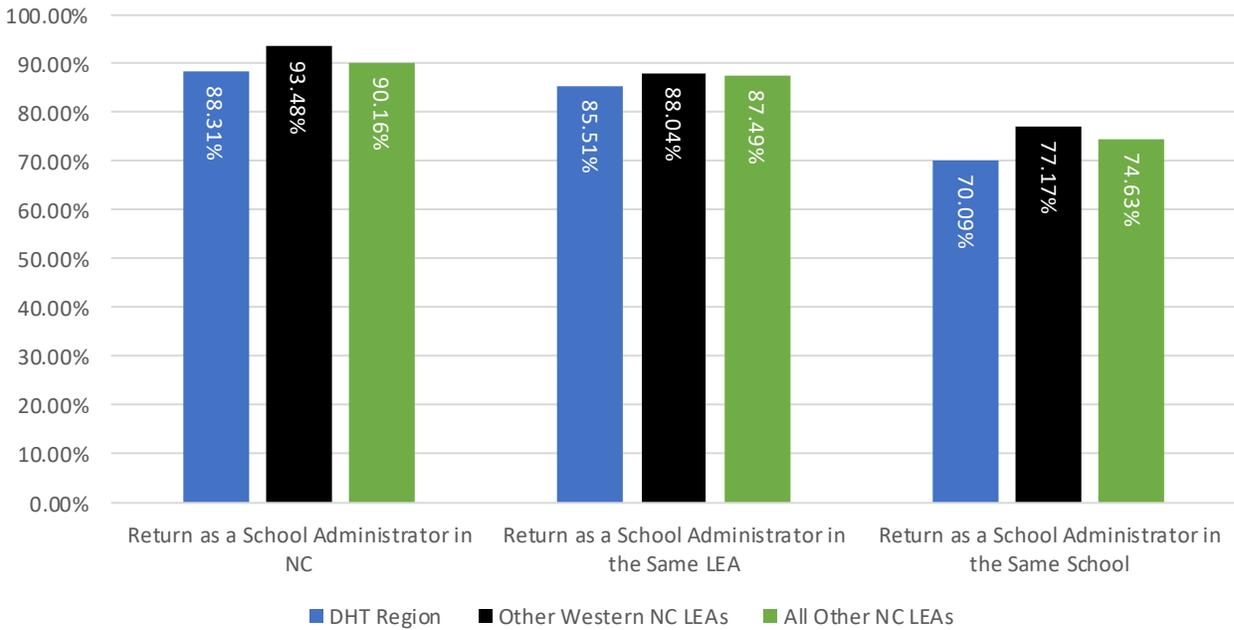


Figure 49 displays data on the retention of assistant principals in the DHT region, in Other Western NC LEAs, and in All Other NC LEAs. Specifically, Figure 49 presents data on whether assistant principals will return to any school administrator position—assistant principal or principal—in the following year. Overall, among DHT region assistant principals in 2020-21, 88.31 percent returned to a school administrator position in NC, 85.51 percent returned to a school administrator position in the same LEA, and 70.09 percent returned to a school administrator position in the same school. These retention values are lower than those for assistant principals in Other Western NC LEAs and All Other NC LEAs. Within these assistant principal retention rates, it is worth noting that a higher percentage of assistant principals in the DHT region, relative to our comparison groups, moved into a school principal position in NC in the following year.

Figure 49: Assistant Principal Retention Rates in 2020-21



Finally, similar to the results for teachers, we find that school administrator outcomes differ within the DHT region based on school poverty. In high poverty schools in the DHT region, principals and assistant principals earn lower evaluation ratings than their peers in low poverty schools (Figure 50). These differences are large in magnitude. For instance, in 2020-21, assistant principals in low-poverty schools earned average evaluation ratings of 4.31 while assistant principals in high-poverty schools earned average ratings of 3.74. There are also large differences in retention rates by school poverty (Figure 51). Nearly 88 percent of principals in low-poverty schools in the DHT region return as a principal in that school in the following year. The comparable retention rate is 78.57 percent in high-poverty schools. As with the data on the inequitable distribution of teachers, these outcomes for school administrators highlight the ways in which low-income students have less access to the high-quality educational resources that can further their development.

Figure 50: School Administrator Evaluation Ratings by School Poverty in the DHT Region

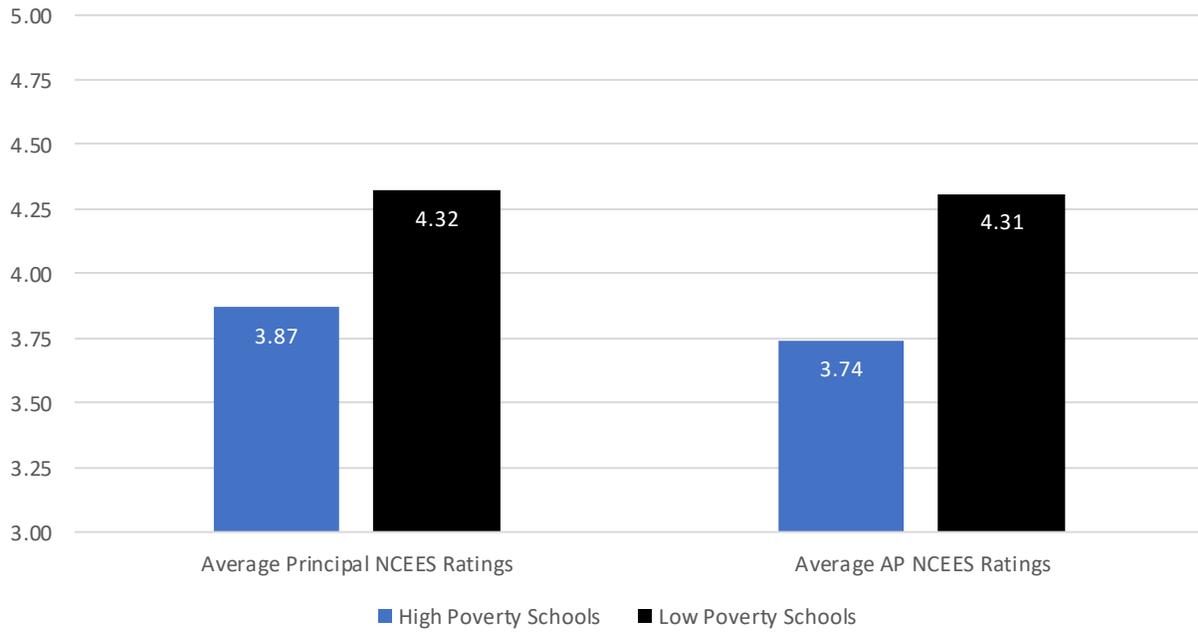
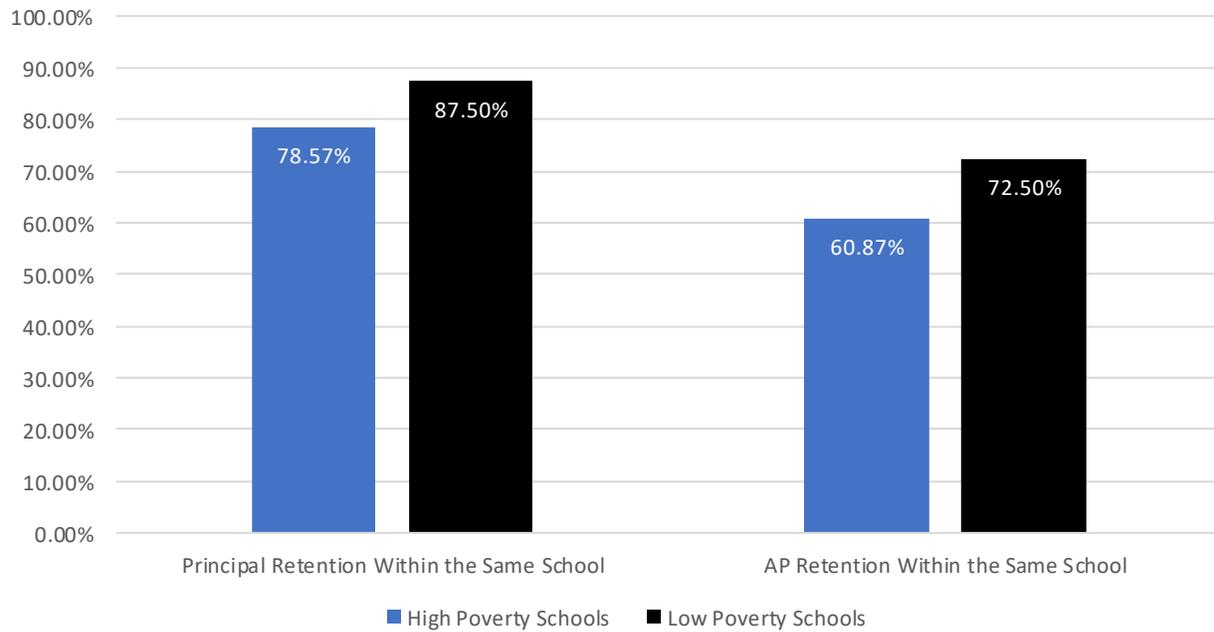


Figure 51: School Administrator Within-School Retention by School Poverty in the DHT Region



Highlight: High Poverty Schools

In the DHT region, there are concerns with the student achievement, engagement, and educational attainment outcomes in high-poverty schools. Likewise, there is evidence that well-credentialed and effective educators are not equitably distributed to high-poverty schools. Here, we highlight some key findings in the DHT region.

- Student achievement (both average EOG/EOC scores and proficiency rates) is much lower in high-poverty schools. For example, in the DHT region, proficiency rates on EOG exams in high-poverty schools are typically 15-20 percentage points lower than in low-poverty schools; for some EOC exams, the difference in proficiency rates is approximately 40 percentage points between low- and high-poverty schools.
- Students in high-poverty schools earn much lower course grades and have lower GPAs at graduation than their peers in low-poverty schools.
- Students in high-poverty schools average many more days absent and are two times more likely than peers in low-poverty schools to be chronically absent.
- Students in high-poverty schools have graduation rates 18 percentage points lower than peers in low-poverty schools. Students in high-poverty schools are also much less likely to take AP/IB courses or dual-enrollment courses.
- Educators (teachers and school administrators) in high-poverty schools have less experience, are less likely to hold NBC, and have lower licensure exam scores.
- Educators in high-poverty schools earn lower evaluation ratings, have lower EVAAS estimates (teachers), and are less likely to return to the school in the following year. For example, relative to teachers in low-poverty schools, teachers in high-poverty schools in the DHT region have evaluation ratings 0.27 points lower, EVAAS estimates 12 percent of a standard deviation lower, and are seven percentage points less likely to return to the school in the following year.

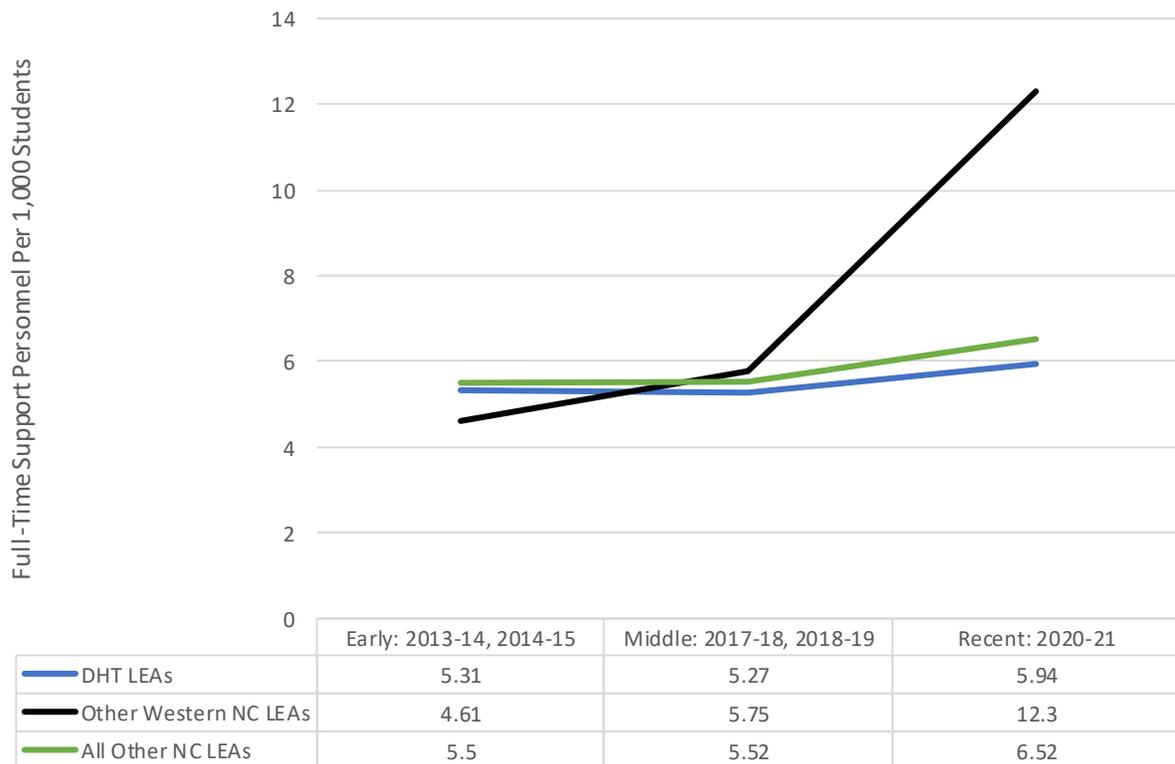
Overall, these data highlight the need for NC and districts in the DHT region to address long-standing inequities in outcomes and educational opportunities.

Investments in Student Support Personnel

Using employment and licensure records from the NCDPI, we calculated ratios for the number of full-time student support personnel (i.e. counselors, social workers, and school psychologists) per 1,000 students. These personnel are vital to the social-emotional well-being, school engagement, and academic success of K-12 students (Carey & Dimmitt, 2012; Castleman & Goodman, 2018; Domina, Akos, Bastian, & Godwin, 2022; Reback, 2010a, 2010b; Woods & Domina, 2014). Data from Figure 52 illustrate that the number of full-time support personnel per 1,000 students has increased across NC—DHT region, Other Western NC LEAs, All Other NC LEAs—in the most recent year. When examining data for counselors, social workers, and school psychologists, separately, we find that this increase in personnel is due to a rise in the number of counselors and social workers. The number of full-time school psychologists per 1,000 students has remained constant or decreased during our study period. This stagnation in school psychologist staffing may

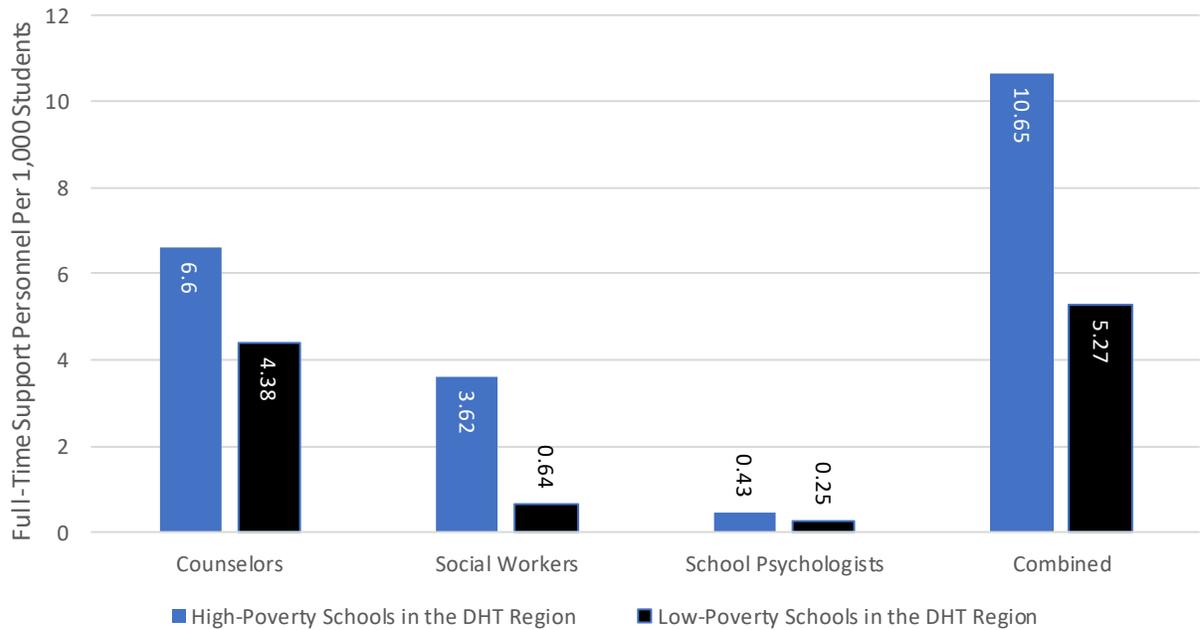
present challenges to identifying students for and providing students with exceptional services. Overall, the increase in full-time support personnel may be the result of schools directing federal ESSER funds towards these positions. As such, it is unclear whether these positions will remain, long-term. The rise in support personnel is very sharp in Other Western NC LEAs and more modest in the DHT region and in All Other NC LEAs. In 2020-21, schools in the DHT region, relative to Other Western NC LEAs and All Other NC LEAs, have the lowest number of support personnel per 1,000 students.

Figure 52: Full-Time Support Personnel (Counselors, Social Workers, School Psychologists) Per 1000 Students



These student support personnel ratios vary substantially within the DHT region. In particular, the ratios are highest in the DHT Western region and lowest in the DHT Eastern region. This pattern holds across the early, middle, and recent time points of our landscape analysis. For instance, in 2020-21, there were 7.23, 6.19, and 5.01 full-time support personnel per 1,000 students, respectively, in the DHT Western, Central, and Eastern regions. As shown in Figure 53, these ratios also vary by school poverty levels. High-poverty schools in the DHT region have more counselors, social workers, and school psychologists (per 1,000 students) than low-poverty schools in the DHT region. For example, high-poverty schools average 3.62 full-time social workers per 1,000 students, while low-poverty schools average 0.64 full-time social workers per 1,000 students. This finding is consistent with prior work across NC (Bastian, Akos, Domina, & Griffard, 2019) and indicates that DHT region LEAs invest more support personnel resources into schools where students need additional supports.

Figure 53: Full-Time Support Personnel Per 1,000 Students (2020-21)



Summary and Implications

Improving the health and well-being of Western NC communities necessitates having data on strengths and areas of need. This landscape analysis fulfills this need by examining data on K-12 students and educators in the DHT priority region over time and relative to students and educators in Other Western NC LEAs and All Other NC LEAs. From our descriptive analyses of student and educator data in NC, three key takeaways emerge.

First, across student outcomes, data from the 2020-21 school year show the severe impacts of the COVID-19 pandemic on student learning, engagement with school, and educational attainment. On every NC EOG and EOC exam, student proficiency rates in the DHT region (and across all of NC) were down in the 2020-21 school year. Compared to test score outcomes before the pandemic (2017-18, 2018-19), drops in proficiency rates ranged from 2.6 percentage points in English II to 19.1 percentage points in elementary grades math. In general, math is an area of significant concern in the DHT region, as math proficiency rates fell by 19.1 percentage points on elementary grades EOG exams, 16.6 percentage points on middle grades EOG exams, and 16.7 percentage points on the Math 1 EOC exam. School level data from 2021-22, recently released by NCDPI, show some increases in proficiency, however, there is still a significant need to improve student learning outcomes. In the 2020-21 year, there were also sharp increases in the average number of days absent and in the percentage of students chronically absent. For example, in the DHT region, the average number of days absent increased from 9.45 in our middle data period to 12.81 in the 2020-21 year. Regarding educational attainment, in the 2020-21 year there were increases in the percentage of retained in grade and dropped out students in the DHT region. Furthermore, there were decreases in the percentage of high school students taking advanced and dual enrollment

courses in the DHT region. A key role for Dogwood Health Trust, in working with community partners across Western NC, will be helping local schools, students, and educators recover from the pandemic.

Second, regarding educators, data indicate that teachers and school administrators in the DHT region are well-credentialed and have outcomes that are generally comparable to or better than educators in other parts of the state. In particular, educators in the DHT region are often more likely to hold NBC and to have higher licensure exam scores than educators in our comparison groups. Likewise, educators in the DHT region earn higher evaluation ratings. A primary concern is the lack of racial/ethnic diversity in the educator workforce in the DHT region. The percentage of teachers, school administrators, and support personnel of color is low, has not meaningfully increased over time, and is not keeping up with the changing K-12 student demographics in Western NC. Importantly, supporting the diversity of the educator workforce in Western NC may also be a way to address significant gaps in outcomes between students of color and their White peers.

A final takeaway from this landscape analysis is the stark differences in student outcomes and opportunities within the DHT region based on student, school, and regional characteristics. Quite simply, across nearly every subgroup comparison, students of color or students in high-poverty schools had worse outcomes and less access to well-credentialed and effective educators. An illustrative example to highlight is Black students and especially Black students in the Central DHT region. These students have very low test proficiency rates, have lower course grades, higher rates of absenteeism and exclusionary discipline, and lower levels of educational attainment. There were also sizable differences in student outcomes and educator data by school poverty status. Students attending high-poverty schools in the DHT region are not receiving the same educational experience as their peers in lower-poverty schools. As NC continues to emerge from the pandemic, there are long-standing inequities in K-12 education opportunities, experiences, and outcomes that the Dogwood Health Trust can help address in Western NC.

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Appendix Tables for All Student and Educator Outcomes

K-12 Student Demographics

Appendix Table 1: Student Demographics in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Race/Ethnicity						
White	76.30%	80.34%	74.85%	76.73%	77.83%	47.59%
Black	5.22%	1.09%	6.11%	5.70%	4.25%	28.62%
Hispanic	11.76%	8.80%	13.45%	10.47%	11.61%	15.64%
American Indian	1.23%	6.49%	0.35%	0.25%	0.16%	1.41%
Multi-race	3.69%	2.39%	3.80%	4.11%	3.46%	3.64%
Male	51.82%	52.22%	51.58%	52.00%	51.25%	51.34%
Economically Disadvantaged	53.73%	59.08%	52.57%	53.17%	51.53%	49.66%
Limited English Proficiency	4.67%	2.92%	5.23%	4.59%	4.26%	6.12%
Students with Disabilities	16.27%	16.49%	15.39%	17.54%	14.64%	13.77%
Academically and Intellectually Gifted	13.75%	8.75%	14.87%	14.23%	13.46%	13.21%
Middle Period (2018, 2019)						
Race/Ethnicity						
White	73.23%	76.99%	71.75%	73.81%	74.58%	44.68%
Black	5.11%	1.09%	6.04%	5.51%	4.14%	27.54%
Hispanic	14.36%	11.78%	15.95%	13.06%	13.80%	18.37%
American Indian	1.13%	5.97%	0.30%	0.20%	0.11%	1.21%
Multi-race	4.34%	3.29%	4.39%	4.76%	4.59%	4.46%
Male	51.83%	51.94%	51.46%	52.36%	51.10%	51.32%
Economically Disadvantaged	50.54%	51.36%	49.26%	52.19%	47.92%	45.05%
Limited English Proficiency	5.81%	4.01%	6.33%	5.83%	5.09%	7.41%
Students with Disabilities	15.33%	15.82%	14.41%	16.55%	14.28%	12.53%
Academically and Intellectually Gifted	12.54%	7.75%	13.01%	14.00%	11.46%	11.37%
Recent Period (2021)						
Race/Ethnicity						
White	71.64%	75.94%	70.06%	72.14%	72.81%	42.52%
Black	4.98%	0.92%	5.93%	5.37%	4.07%	27.36%
Hispanic	15.91%	12.92%	17.60%	14.63%	14.92%	19.88%
American Indian	1.07%	5.73%	0.28%	0.16%	0.11%	1.13%
Multi-race	4.63%	3.68%	4.59%	5.13%	5.23%	5.02%
Male	51.57%	51.65%	50.99%	52.46%	51.03%	51.27%
Economically Disadvantaged	43.44%	42.04%	41.23%	47.60%	43.10%	38.50%
Limited English Proficiency	6.52%	4.57%	7.06%	6.58%	5.65%	8.27%
Students with Disabilities	14.65%	15.37%	13.86%	15.57%	13.63%	12.29%
Academically and Intellectually Gifted	11.14%	7.25%	10.83%	13.43%	10.19%	10.57%

Appendix Table 2: Student Demographics by LEA in the DHT Region (2020-21)

LEA Name	White	Black	Hispanic	American Indian	Multi-race	Male	EDS	LEP	EC	AIG
Avery County Schools	82.62%	0.16%	13.90%	0.16%	2.33%	53.42%	51.45%	7.94%	17.17%	9.91%
Buncombe County Schools	67.30%	7.08%	19.10%	0.30%	4.50%	50.75%	41.04%	8.35%	12.44%	11.64%
Asheville City Schools	63.17%	18.07%	9.10%	0.23%	7.71%	49.84%	34.52%	2.47%	11.41%	22.87%
Burke County Schools	65.22%	4.37%	18.34%	0.16%	5.72%	52.14%	53.30%	9.75%	14.45%	15.62%
Cherokee County Schools	85.78%	1.77%	6.57%	0.75%	4.48%	51.05%	36.59%	1.28%	16.61%	7.78%
Clay County Schools	89.00%	0.47%	7.44%	0.55%	2.29%	51.66%	44.54%	4.03%	16.30%	5.30%
Graham County Schools	77.34%	0.43%	4.60%	15.93%	1.19%	53.58%	53.66%	1.96%	15.42%	4.68%
Haywood County Schools	85.86%	1.05%	8.88%	0.53%	2.87%	51.51%	39.15%	2.92%	17.93%	11.74%
Henderson County Schools	63.04%	3.87%	26.25%	0.16%	4.64%	51.42%	42.70%	10.15%	13.96%	6.07%
Jackson County Schools	68.07%	1.03%	17.27%	7.41%	4.70%	51.45%	40.78%	6.60%	15.29%	9.12%
Macon County Schools	75.54%	0.73%	20.29%	0.29%	2.50%	52.18%	41.94%	7.38%	13.77%	5.44%
Madison County Schools	92.31%	0.32%	4.59%	0.09%	2.41%	52.22%	43.74%	1.71%	16.31%	9.18%
McDowell County Schools	77.03%	3.40%	14.15%	0.19%	4.24%	53.14%	52.07%	6.15%	16.22%	10.05%
Mitchell County Schools	84.69%	0.39%	12.61%	0.00%	1.69%	51.72%	43.28%	5.85%	17.33%	14.35%
Polk County Schools	76.58%	5.54%	12.93%	0.00%	4.68%	50.14%	37.39%	3.96%	14.01%	14.55%
Rutherford County Schools	69.80%	11.94%	10.29%	0.14%	7.43%	52.80%	40.20%	2.57%	16.55%	13.29%
Swain County Schools	66.43%	0.38%	5.72%	21.14%	5.78%	50.52%	44.74%	1.09%	16.73%	10.03%
Transylvania County Schools	78.40%	4.15%	10.71%	0.30%	5.93%	50.61%	48.03%	4.00%	16.17%	7.77%
Yancey County Schools	82.66%	0.25%	15.20%	0.46%	1.27%	53.34%	40.90%	6.94%	15.25%	11.88%

Appendix Table 3: Student Demographics by School Characteristics in the DHT Region

	White	Black	Hispanic	American Indian	Multi-race	Male	EDS	LEP	EC	AIG
DHT Region, All Years										
Urbanicity										
City/Suburb	70.94%	6.47%	16.42%	0.33%	4.23%	51.33%	49.81%	6.51%	14.64%	13.58%
Rural/Town	76.71%	4.00%	11.35%	1.89%	4.08%	52.16%	53.19%	4.69%	16.44%	11.63%
Statewide Poverty Quartiles										
Quartile 1 (Lowest Poverty)	75.76%	7.43%	9.73%	0.42%	4.63%	50.33%	36.04%	2.42%	12.94%	19.65%
Quartile 2	77.25%	4.61%	11.51%	0.85%	4.00%	51.75%	47.69%	3.79%	14.89%	15.20%
Quartile 3	73.83%	4.04%	14.61%	1.77%	3.89%	52.08%	59.90%	6.66%	17.01%	8.81%
Quartile 4 (Highest Poverty)	61.25%	7.36%	23.82%	1.37%	4.81%	52.91%	61.55%	12.56%	17.49%	4.76%
DHT Region, 2021 Only										
Urbanicity										
City/Suburb	68.45%	6.31%	18.68%	0.29%	4.60%	50.96%	40.63%	7.52%	13.58%	11.13%
Rural/Town	74.40%	3.83%	13.50%	1.75%	4.66%	52.10%	45.89%	5.66%	15.58%	11.15%
Statewide Poverty Quartiles										
Quartile 1 (Lowest Poverty)	75.20%	6.28%	11.35%	0.21%	4.97%	49.93%	29.51%	2.99%	11.65%	18.17%
Quartile 2	74.03%	4.38%	14.73%	0.87%	4.42%	51.41%	39.48%	4.94%	14.06%	14.04%
Quartile 3	70.39%	4.43%	17.55%	1.11%	4.37%	52.10%	50.52%	8.37%	15.84%	7.23%
Quartile 4 (Highest Poverty)	62.84%	6.87%	20.90%	2.73%	5.63%	52.69%	53.75%	10.86%	16.98%	3.96%

K-12 Student Achievement

Appendix Table 4: Elementary Grades Student Achievement in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Math Std. Score	0.06	-0.15	0.15	0.00	-0.01	0.00
Math % Proficient	62.34%	53.97%	66.02%	60.10%	59.24%	58.23%
Read Std. Score	0.11	0.00	0.15	0.08	0.05	-0.01
Read % Proficient	62.79%	57.77%	64.47%	62.30%	59.68%	56.97%
Science Std. Score	0.12	0.01	0.11	0.19	0.08	-0.01
Science % Proficient	70.80%	66.71%	69.85%	74.16%	69.60%	64.59%
Middle Period (2018, 2019)						
Math Std. Score	0.05	-0.09	0.11	0.02	0.02	0.00
Math % Proficient	63.04%	58.03%	64.92%	62.35%	61.58%	59.64%
Read Std. Score	0.07	-0.02	0.12	0.03	0.05	-0.01
Read % Proficient	57.34%	53.74%	59.20%	56.06%	56.76%	53.65%
Science Std. Score	0.11	-0.01	0.11	0.17	0.05	-0.01
Science % Proficient	73.59%	68.94%	72.89%	76.76%	72.16%	68.51%
Recent Period (2021)						
Math Std. Score	0.08	-0.01	0.11	0.06	0.14	-0.01
Math % Proficient	43.96%	40.07%	45.14%	43.82%	46.41%	39.71%
Read Std. Score	0.04	-0.04	0.09	0.01	0.08	-0.01
Read % Proficient	46.07%	42.35%	47.87%	44.83%	47.21%	43.58%
Science Std. Score	0.11	0.08	0.10	0.15	0.16	-0.01
Science % Proficient	57.83%	56.03%	57.54%	59.09%	59.37%	52.02%

Appendix Table 5: Elementary Grades Student Achievement by LEA in the DHT Region (2020-21)

LEA Name	Math Std. Score	Math % Proficient	Read Std. Score	Read % Proficient	Science Std. Score	Science % Proficient
Avery County Schools	0.08	42.31%	0.03	47.18%	0.22	62.50%
Buncombe County Schools	0.00	40.25%	0.02	45.30%	-0.06	51.02%
Asheville City Schools	-0.12	36.79%	0.18	51.77%	0.12	60.42%
Burke County Schools	-0.02	40.72%	-0.05	42.02%	0.15	58.77%
Cherokee County Schools	0.02	41.21%	-0.01	43.36%	0.27	68.20%
Clay County Schools	0.22	50.21%	0.14	49.36%	0.35	70.73%
Graham County Schools	-0.30	23.08%	-0.37	29.15%	-0.02	52.50%
Haywood County Schools	0.43	59.56%	0.20	52.33%	0.35	68.11%
Henderson County Schools	0.22	48.38%	0.12	48.64%	0.23	61.42%
Jackson County Schools	-0.17	32.53%	-0.16	37.20%	-0.16	44.40%
Macon County Schools	0.10	47.16%	0.06	47.43%	0.11	56.04%
Madison County Schools	0.28	51.16%	0.26	56.25%	0.49	73.38%
McDowell County Schools	-0.13	34.71%	-0.09	42.22%	-0.01	52.48%
Mitchell County Schools	0.17	46.99%	-0.07	40.16%	0.05	60.68%
Polk County Schools	0.57	66.44%	0.45	64.03%	0.42	69.48%
Rutherford County Schools	0.13	47.41%	0.04	45.16%	0.19	59.85%
Swain County Schools	0.05	42.24%	-0.03	43.97%	0.02	52.14%
Transylvania County Schools	-0.02	40.80%	-0.07	42.02%	-0.15	48.64%
Yancey County Schools	0.24	50.25%	0.14	49.51%	0.16	63.12%

Appendix Table 6: Elementary Grades Student Achievement by School Characteristics in the DHT Region

	Math Std. Score	Math % Proficient	Read Std. Score	Read % Proficient	Science Std. Score	Science % Proficient
DHT Region, All Years						
Urbanicity						
City/Suburb	0.13	61.90%	0.12	59.04%	0.11	68.82%
Rural/Town	-0.01	56.84%	0.04	56.00%	0.12	70.31%
Statewide Poverty Quartiles						
Quartile 1 (Lowest Poverty)	0.42	71.92%	0.41	70.06%	0.45	80.05%
Quartile 2	0.19	65.17%	0.22	63.56%	0.23	73.47%
Quartile 3	-0.01	56.50%	0.02	55.25%	0.06	67.77%
Quartile 4 (Highest Poverty)	-0.09	53.23%	-0.10	49.74%	-0.02	64.91%
DHT Region, 2021 Only						
Urbanicity						
City/Suburb	0.11	45.16%	0.09	47.89%	0.10	57.47%
Rural/Town	0.05	42.87%	0.00	44.41%	0.12	58.14%
Statewide Poverty Quartiles						
Quartile 1 (Lowest Poverty)	0.43	58.23%	0.39	61.75%	0.42	71.98%
Quartile 2	0.19	48.74%	0.22	53.78%	0.25	63.39%
Quartile 3	-0.01	40.16%	-0.05	41.86%	0.02	53.45%
Quartile 4 (Highest Poverty)	0.01	41.08%	-0.09	40.13%	0.08	56.66%

Appendix Table 7: Elementary Grades Math Test Scores and Changes in Math Test Scores by Student Characteristics

EOG Math Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.21	0.05	0.29	0.14	0.22	0.38
Black	-0.57	-0.16*	-0.70	-0.36	-0.43	-0.53
Hispanic	-0.19	-0.18	-0.24	-0.11	-0.07	-0.28
American Indian	-0.27	-0.33	-0.08*	0.14*	-	-0.47
Multi-race	-0.16	-0.17	-0.18	-0.13	0.01	-0.05
Male	0.12	0.02	0.17	0.09	0.20	0.03
Female	0.03	-0.05	0.05	0.03	0.08	-0.05
Economically Disadvantaged	-0.20	-0.22	-0.22	-0.15	-0.14	-0.44
Limited English Proficiency	-0.42	-0.27	-0.50	-0.34	-0.36	-0.51
Students with Disabilities	-0.64	-0.68	-0.64	-0.63	-0.53	-0.67
Academically and Intellectually Gifted	1.19	1.07	1.26	1.14	1.30	1.30
Change from Early to Recent in EOG Math Scores (Std)						
White	0.06	0.14	0.03	0.07	0.14	0.07
Black	-0.10	0.29*	-0.17	0.02	0.14	-0.05
Hispanic	0.01	0.27	-0.08	0.10	0.25	-0.05
American Indian	0.13	0.14	-0.03*	0.28*	-	-0.07
Multi-race	-0.01	0.20	-0.11	0.06	0.19	-0.08
Male	0.08	0.18	0.03	0.11	0.22	0.04
Female	-0.04	0.10	-0.10	0.01	0.07	-0.06
Economically Disadvantaged	-0.03	0.10	-0.11	0.04	0.11	-0.08
Limited English Proficiency	0.10	0.41	-0.02	0.21	0.31	0.05
Students with Disabilities	-0.02	0.07	-0.07	0.01	-0.02	0.04
Academically and Intellectually Gifted	0.08	0.11	0.09	0.11	0.15	0.13

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 8: Elementary Grades Math Proficiency Rates and Changes in Math Proficiency Rates by Student Characteristics

EOG Math Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	49.64%	42.97%	52.89%	47.65%	50.19%	56.84%
Black	16.79%	25.93% *	11.94%	24.86%	20.53%	17.54%
Hispanic	31.61%	32.98%	29.59%	34.94%	37.56%	27.86%
American Indian	27.71%	24.06%	38.71% *	53.85%*	-	20.45%
Multi-race	33.24%	35.94%	32.02%	34.08%	41.20%	37.58%
Male	45.76%	42.01%	47.42%	44.84%	48.62%	41.30%
Female	42.06%	38.04%	42.80%	42.69%	44.18%	38.06%
Economically Disadvantaged	31.81%	30.33%	30.60%	34.02%	33.86%	21.19%
Limited English Proficiency	21.42%	27.05%	18.20%	24.84%	22.97%	18.01%
Students with Disabilities	13.60%	11.84%	13.82%	14.09%	18.97%	13.51%
Academically and Intellectually Gifted	90.46%	83.49%	91.03%	91.17%	93.08%	91.03%
Change from Early to Recent in EOG Math Proficiency Rates						
White	-16.65%	-14.26%	-18.04%	-15.51%	-12.90%	-14.61%
Black	-21.62%	-11.91% *	-24.19%	-17.62%	-13.70%	-20.81%
Hispanic	-20.57%	-6.26%	-25.37%	-16.17%	-8.64%	-21.60%
American Indian	-14.79%	-15.02%	-20.02% *	-0.70% *	-	-21.28%
Multi-race	-20.04%	-7.98%	-24.46%	-17.21%	-10.70%	-21.87%
Male	-15.84%	-12.13%	-18.05%	-13.89%	-9.91%	-16.45%
Female	-21.06%	-15.72%	-23.81%	-18.85%	-15.80%	-20.64%
Economically Disadvantaged	-21.38%	-15.91%	-25.35%	-18.06%	-14.91%	-22.45%
Limited English Proficiency	-16.32%	0.52%	-22.44%	-10.59%	-8.20%	-17.02%
Students with Disabilities	-19.07%	-15.56%	-20.89%	-17.85%	-18.08%	-15.54%
Academically and Intellectually Gifted	-7.40%	-13.68%	-7.75%	-5.03%	-5.34%	-6.67%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs. – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 9: Elementary Grades Reading Test Scores and Changes in Reading Test Scores by Student Characteristics

EOG Reading Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.19	0.02	0.28	0.13	0.18	0.35
Black	-0.55	-0.11*	-0.67	-0.35	-0.41	-0.40
Hispanic	-0.38	-0.30	-0.36	-0.35	-0.33	-0.38
American Indian	-0.20	-0.27	0.13*	0.10*	-	-0.43
Multi-race	-0.11	-0.05	-0.09	-0.14	0.00	0.03
Male	0.00	-0.10	0.05	-0.04	0.05	-0.05
Female	0.09	0.01	0.13	0.06	0.11	0.04
Economically Disadvantaged	-0.24	-0.27	-0.25	-0.21	-0.18	-0.40
Limited English Proficiency	-0.74	-0.59	-0.79	-0.72	-0.59	-0.71
Students with Disabilities	-0.86	-0.93	-0.86	-0.84	-0.72	-0.83
Academically and Intellectually Gifted	1.18	1.03	1.28	1.11	1.24	1.19
Change from Early to Recent in EOG Reading Scores (Std)						
White	-0.03	-0.05	-0.01	-0.06	0.02	0.02
Black	-0.18	0.21*	-0.24	-0.09	-0.03	0.02
Hispanic	-0.01	0.15	-0.04	-0.02	0.22	0.04
American Indian	0.03	0.02	0.08*	0.12*	-	-0.04
Multi-race	-0.09	-0.01	-0.08	-0.12	0.04	-0.05
Male	-0.04	-0.02	-0.04	-0.05	0.07	0.03
Female	-0.09	-0.06	-0.09	-0.09	-0.01	-0.03
Economically Disadvantaged	-0.11	-0.09	-0.14	-0.09	0.02	-0.02
Limited English Proficiency	0.03	0.21	-0.02	0.07	0.32	0.14
Students with Disabilities	-0.14	-0.15	-0.13	-0.16	-0.14	0.01
Academically and Intellectually Gifted	0.10	-0.01	0.16	0.10	0.14	0.13

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 10: Elementary Grades Reading Proficiency Rates and Changes in Reading Proficiency Rates by Student Characteristics

EOG Reading Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	52.66%	45.37%	56.46%	50.10%	51.91%	59.21%
Black	21.96%	33.33% *	17.43%	29.28%	23.57%	26.10%
Hispanic	28.67%	30.47%	27.99%	29.19%	35.35%	29.34%
American Indian	33.91%	30.65%	45.16% *	53.85% *	-	25.93%
Multi-race	38.80%	43.75%	38.20%	37.92%	41.88%	45.31%
Male	44.86%	40.19%	46.96%	43.65%	45.99%	41.89%
Female	47.34%	44.63%	48.80%	46.13%	48.45%	45.34%
Economically Disadvantaged	33.64%	32.26%	33.02%	35.02%	35.53%	26.34%
Limited English Proficiency	12.88%	17.96%	11.67%	13.22%	16.91%	14.07%
Students with Disabilities	12.05%	9.00%	12.75%	12.43%	16.33%	12.95%
Academically and Intellectually Gifted	93.70%	88.99%	95.27%	93.00%	94.41%	93.04%
Change from Early to Recent in EOG Reading Proficiency Rates						
White	-15.41%	-16.13%	-14.25%	-16.87%	-12.89%	-12.44%
Black	-20.19%	-16.67% *	-21.86%	-17.13%	-14.37%	-12.99%
Hispanic	-14.43%	-4.94%	-16.24%	-14.31%	-3.99%	-11.75%
American Indian	-12.95%	-12.73%	-14.52% *	-12.82% *	-	-15.96%
Multi-race	-18.09%	-13.70%	-19.60%	-17.48%	-11.75%	-15.55%
Male	-15.38%	-14.91%	-15.23%	-15.76%	-10.71%	-12.22%
Female	-18.13%	-16.01%	-18.04%	-19.19%	-14.25%	-14.58%
Economically Disadvantaged	-19.16%	-16.75%	-20.36%	-18.72%	-12.81%	-15.03%
Limited English Proficiency	-11.27%	-3.38%	-13.63%	-9.58%	-2.77%	-8.48%
Students with Disabilities	-17.34%	-17.55%	-16.93%	-17.80%	-17.21%	-12.67%
Academically and Intellectually Gifted	-3.75%	-7.95%	-2.60%	-3.72%	-3.63%	-3.62%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 11: Elementary Grades Science Test Scores and Changes in Science Test Scores by Student Characteristics

EOG Science Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.28	0.18	0.32	0.27	0.27	0.41
Black	-0.59	-	-0.76	-0.27	-0.50	-0.53
Hispanic	-0.29	-0.31	-0.31	-0.25	-0.13	-0.32
American Indian	-0.15	-0.23	-0.10*	-	-	-0.43
Multi-race	-0.05	0.03*	-0.11	0.00	0.14	0.01
Male	0.15	0.12	0.14	0.18	0.23	0.02
Female	0.07	0.03	0.06	0.11	0.09	-0.05
Economically Disadvantaged	-0.15	-0.20	-0.20	-0.06	-0.10	-0.44
Limited English Proficiency	-0.82	-0.62	-0.93	-0.72	-0.69	-0.82
Students with Disabilities	-0.69	-0.68	-0.73	-0.64	-0.66	-0.82
Academically and Intellectually Gifted	1.20	1.18	1.24	1.16	1.20	1.14
Change from Early to Recent in EOG Science Scores (Std)						
White	0.04	0.09	0.07	-0.01	0.08	0.09
Black	-0.13	-	-0.15	0.00	-0.06	-0.06
Hispanic	0.02	0.18	0.03	-0.06	0.24	0.01
American Indian	0.02	-0.05	0.08*	-	-	-0.12
Multi-race	-0.02	0.27*	-0.08	-0.03	0.21	-0.08
Male	-0.02	0.07	-0.02	-0.07	0.12	0.00
Female	0.00	0.06	0.00	-0.02	0.05	0.00
Economically Disadvantaged	-0.03	-0.04	-0.03	-0.06	0.06	-0.07
Limited English Proficiency	0.17	0.43	0.14	0.10	0.33	0.21
Students with Disabilities	-0.08	-0.03	-0.06	-0.14	-0.15	-0.05
Academically and Intellectually Gifted	0.18	0.17	0.21	0.14	0.16	0.11

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 12: Elementary Grades Science Proficiency Rates and Changes in Science Proficiency Rates by Student Characteristics

EOG Science Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	65.17%	60.68%	66.88%	64.79%	64.23%	70.95%
Black	25.76%	-	18.80%	40.00%	30.94%	28.71%
Hispanic	39.93%	38.56%	39.62%	41.11%	43.75%	38.73%
American Indian	46.99%	42.62%	53.33%*	-	-	35.79%
Multi-race	50.95%	50.00%*	48.77%	54.24%	61.38%	53.26%
Male	59.35%	57.86%	59.34%	60.02%	62.86%	53.62%
Female	56.25%	54.13%	55.78%	58.04%	55.72%	50.36%
Economically Disadvantaged	45.54%	42.74%	43.70%	49.14%	47.95%	33.23%
Limited English Proficiency	15.66%	25.00%	11.87%	18.37%	17.22%	16.62%
Students with Disabilities	23.01%	21.83%	21.79%	25.27%	23.11%	19.17%
Academically and Intellectually Gifted	97.65%	95.18%	98.82%	96.89%	95.65%	95.85%
Change from Early to Recent in EOG Science Proficiency Rates						
White	-10.32%	-9.52%	-8.76%	-12.88%	-10.23%	-6.95%
Black	-18.73%	-	-19.12%	-14.00%	-12.64%	-17.12%
Hispanic	-13.14%	-8.35%	-11.48%	-18.57%	-6.36%	-13.76%
American Indian	-13.01%	-15.12%	-8.57%*	-	-	-18.08%
Multi-race	-13.78%	-0.85%*	-15.89%	-14.45%	-0.81%	-15.54%
Male	-13.08%	-10.73%	-12.50%	-15.08%	-8.13%	-12.06%
Female	-12.77%	-10.47%	-11.99%	-15.07%	-12.49%	-13.08%
Economically Disadvantaged	-16.58%	-17.32%	-15.73%	-18.65%	-11.62%	-17.09%
Limited English Proficiency	-9.20%	3.85%	-9.56%	-14.18%	-3.34%	-5.93%
Students with Disabilities	-16.78%	-16.10%	-16.44%	-17.71%	-21.13%	-14.70%
Academically and Intellectually Gifted	-1.00%	-2.03%	0.15%	-2.12%	-2.86%	-1.98%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 13: Middle Grades Student Achievement in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Math Std. Score	0.10	-0.07	0.17	0.07	0.06	-0.01
Math % Proficient	51.23%	42.76%	54.16%	50.43%	48.47%	45.76%
Read Std. Score	0.10	0.01	0.15	0.08	0.09	-0.01
Read % Proficient	61.79%	57.93%	63.42%	60.95%	60.97%	56.14%
Science Std. Score	0.09	-0.17	0.16	0.10	0.07	-0.01
Science % Proficient	76.80%	68.39%	78.40%	78.05%	78.28%	72.29%
Course Grades	3.14	3.11	3.14	3.15	3.17	2.90
Middle Period (2018, 2019)						
Math Std. Score	0.08	0.02	0.11	0.06	0.20	-0.01
Math % Proficient	53.19%	50.71%	54.70%	52.00%	57.11%	48.63%
Read Std. Score	0.05	-0.02	0.09	0.01	0.09	-0.01
Read % Proficient	59.36%	56.67%	61.05%	57.94%	60.82%	56.38%
Science Std. Score	0.09	0.00	0.12	0.08	0.11	-0.01
Science % Proficient	80.72%	79.82%	80.79%	81.02%	82.52%	76.11%
Course Grades	3.14	3.13	3.13	3.15	3.18	2.87
Recent Period (2021)						
Math Std. Score	0.08	0.01	0.12	0.06	0.24	-0.02
Math % Proficient	36.59%	33.44%	38.74%	34.87%	42.15%	33.31%
Read Std. Score	0.04	-0.05	0.09	0.01	0.07	-0.01
Read % Proficient	48.75%	44.97%	50.62%	47.70%	50.07%	46.50%
Science Std. Score	0.13	0.08	0.17	0.07	0.14	-0.01
Science % Proficient	76.15%	76.36%	77.35%	74.25%	76.69%	68.98%
Course Grades	3.10	3.09	3.10	3.12	3.17	2.81

Appendix Table 14: Middle Grades Student Achievement by LEA in the DHT Region (2020-21)

LEA Name	Math Std. Score	Math % Proficient	Read Std. Score	Read % Proficient	Science Std. Score	Science % Proficient	Course Grades
Avery County Schools	0.31	46.44%	0.09	51.68%	0.19	75.69%	3.35
Buncombe County Schools	0.13	39.59%	0.06	49.30%	0.14	75.42%	3.07
Asheville City Schools	-0.13	32.28%	0.17	52.28%	0.19	75.30%	3.20
Burke County Schools	0.13	37.20%	0.01	47.68%	0.10	74.17%	3.20
Cherokee County Schools	0.05	35.13%	-0.02	46.08%	0.13	75.93%	3.26
Clay County Schools	0.06	33.83%	0.04	47.93%	0.16	75.28%	2.91
Graham County Schools	-0.23	24.27%	-0.25	37.39%	0.07	74.70%	2.88
Haywood County Schools	0.17	40.42%	0.05	50.06%	0.33	82.64%	3.10
Henderson County Schools	0.15	38.64%	0.12	51.92%	0.17	78.12%	3.11
Jackson County Schools	-0.09	29.04%	-0.16	41.43%	0.03	74.36%	2.73
Macon County Schools	0.07	36.71%	0.01	48.72%	0.08	77.72%	3.23
Madison County Schools	0.20	40.96%	0.21	56.04%	0.12	78.15%	3.10
McDowell County Schools	-0.07	28.75%	-0.07	45.43%	-0.04	70.78%	3.28
Mitchell County Schools	0.03	35.64%	0.01	49.65%	0.09	76.81%	3.02
Polk County Schools	0.13	40.28%	0.32	59.87%	0.33	86.58%	3.13
Rutherford County Schools	-0.12	27.92%	-0.07	43.31%	-0.08	70.97%	2.87
Swain County Schools	0.11	36.34%	-0.04	42.68%	0.01	79.05%	3.19
Transylvania County Schools	-0.02	34.82%	0.06	50.53%	0.09	76.49%	3.15
Yancey County Schools	0.35	48.35%	0.14	52.89%	0.45	81.60%	3.09

Appendix Table 15: Middle Grades Student Achievement by School Characteristics in the DHT Region

	Math Std. Score	Math % Proficient	Read Std. Score	Read % Proficient	Science Std. Score	Science % Proficient	Course Grades
DHT Region, All Years							
Urbanicity							
City/Suburb	0.15	52.00%	0.12	60.03%	0.16	79.45%	3.13
Rural/Town	0.04	46.93%	0.03	56.88%	0.04	77.10%	3.13
Statewide Poverty Quartiles							
Quartile 1 (Lowest Poverty)	0.39	61.31%	0.35	69.80%	0.41	85.65%	3.33
Quartile 2	0.18	53.06%	0.15	61.73%	0.17	80.34%	3.19
Quartile 3	0.00	45.49%	-0.01	55.05%	0.02	76.25%	3.06
Quartile 4 (Highest Poverty)	-0.12	41.27%	-0.17	48.68%	-0.16	68.49%	2.93
DHT Region, 2021 Only							
Urbanicity							
City/Suburb	0.13	38.94%	0.09	50.39%	0.18	77.38%	3.10
Rural/Town	0.04	34.68%	0.00	47.39%	0.08	75.13%	3.11
Statewide Poverty Quartiles							
Quartile 1 (Lowest Poverty)	0.34	47.49%	0.32	61.12%	0.29	80.18%	3.36
Quartile 2	0.16	40.02%	0.13	52.49%	0.21	78.86%	3.16
Quartile 3	0.00	33.07%	-0.05	44.95%	0.05	74.41%	2.87
Quartile 4 (Highest Poverty)	-0.11	29.35%	-0.18	39.38%	-0.07	67.17%	2.93

Appendix Table 16: Middle Grades Math Test Scores and Changes in Math Test Scores by Student Characteristics

EOG Math Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.17	0.05	0.25	0.11	0.30	0.33
Black	-0.46	-0.41*	-0.51	-0.37	-0.24	-0.45
Hispanic	-0.06	-0.06	-0.06	-0.05	0.09	-0.23
American Indian	-0.22	-0.30	0.19*	-	0.16*	-0.42
Multi-race	-0.13	-0.06	-0.15	-0.12	0.02	-0.05
Male	0.09	0.03	0.12	0.07	0.24	-0.01
Female	0.07	-0.02	0.12	0.04	0.24	-0.03
Economically Disadvantaged	-0.14	-0.15	-0.13	-0.13	-0.03	-0.39
Limited English Proficiency	-0.55	-0.59	-0.54	-0.54	-0.50	-0.63
Students with Disabilities	-0.64	-0.67	-0.64	-0.61	-0.58	-0.70
Academically and Intellectually Gifted	1.14	1.11	1.25	1.03	1.43	1.25
Change from Early to Recent in EOG Math Scores (Std)						
White	0.00	0.09	-0.01	-0.02	0.17	0.03
Black	0.00	-0.11*	-0.07	0.12	0.23	0.03
Hispanic	0.04	0.16	0.02	0.04	0.32	0.01
American Indian	0.06	0.01	0.31*	-	0.26*	-0.02
Multi-race	-0.05	0.07	-0.12	0.00	0.16	-0.04
Male	0.04	0.15	0.00	0.04	0.22	0.04
Female	-0.08	-0.01	-0.10	-0.08	0.14	-0.05
Economically Disadvantaged	0.01	0.10	-0.01	0.00	0.18	0.01
Limited English Proficiency	0.18	0.10	0.18	0.20	0.34	0.19
Students with Disabilities	0.10	0.15	0.07	0.12	0.13	0.12
Academically and Intellectually Gifted	-0.01	0.07	0.04	-0.05	0.29	0.10

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 17: Middle Grades Math Proficiency Rates and Changes in Math Proficiency Rates by Student Characteristics

EOG Math Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	40.67%	35.14%	44.87%	37.50%	45.31%	48.18%
Black	14.81%	25.71% *	13.75%	15.70%	23.14%	15.23%
Hispanic	29.83%	30.99%	29.66%	29.65%	33.66%	24.08%
American Indian	23.29%	21.26%	33.33% *	-	31.58% *	15.22%
Multi-race	25.35%	27.19%	23.55%	27.04%	34.97%	31.67%
Male	37.17%	34.44%	39.33%	35.36%	42.93%	33.77%
Female	35.97%	32.36%	38.13%	34.33%	41.32%	32.82%
Economically Disadvantaged	26.99%	25.72%	27.80%	26.44%	30.29%	17.56%
Limited English Proficiency	9.92%	5.73%	10.32%	10.77%	12.60%	8.44%
Students with Disabilities	8.10%	7.00%	8.45%	8.10%	10.19%	6.94%
Academically and Intellectually Gifted	85.60%	85.67%	89.61%	81.41%	90.54%	87.81%
Change from Early to Recent in EOG Math Proficiency Rates						
White	-13.79%	-9.14%	-13.57%	-15.67%	-6.45%	-11.21%
Black	-10.94%	-9.23% *	-12.97%	-7.57%	-1.68%	-10.31%
Hispanic	-12.98%	-5.04%	-13.77%	-14.30%	-1.99%	-11.78%
American Indian	-8.72%	-9.40%	-7.76% *	-	-9.80% *	-13.91%
Multi-race	-18.41%	-12.53%	-21.21%	-16.03%	-3.68%	-13.06%
Male	-12.02%	-5.22%	-12.89%	-13.30%	-4.09%	-10.81%
Female	-17.39%	-13.65%	-18.05%	-17.97%	-8.61%	-14.16%
Economically Disadvantaged	-13.62%	-8.50%	-14.10%	-15.14%	-5.79%	-11.62%
Limited English Proficiency	-3.70%	-5.38%	-3.31%	-3.55%	2.05%	-3.54%
Students with Disabilities	-7.64%	-5.57%	-8.47%	-7.22%	-6.54%	-7.43%
Academically and Intellectually Gifted	-8.79%	-6.96%	-6.02%	-11.59%	-4.10%	-5.42%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 18: Middle Grades Reading Test Scores and Changes in Reading Test Scores by Student Characteristics

EOG Reading Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.16	0.01	0.26	0.09	0.15	0.31
Black	-0.52	-0.54*	-0.59	-0.38	-0.30	-0.39
Hispanic	-0.26	-0.25	-0.25	-0.27	-0.19	-0.28
American Indian	-0.27	-0.36	0.10*	-	-0.16*	-0.42
Multi-race	-0.11	-0.13	-0.14	-0.08	-0.04	0.02
Male	-0.04	-0.13	0.01	-0.06	-0.01	-0.09
Female	0.12	0.03	0.17	0.09	0.16	0.08
Economically Disadvantaged	-0.22	-0.22	-0.21	-0.22	-0.19	-0.39
Limited English Proficiency	-0.96	-0.93	-0.98	-0.92	-0.90	-0.93
Students with Disabilities	-0.89	-0.91	-0.89	-0.89	-0.90	-0.92
Academically and Intellectually Gifted	1.09	1.03	1.24	0.95	1.15	1.12
Change from Early to Recent in EOG Reading Scores (Std)						
White	-0.04	-0.04	-0.01	-0.07	-0.03	0.00
Black	-0.07	-0.25*	-0.11	0.02	0.02	0.05
Hispanic	0.00	-0.01	-0.02	0.04	0.09	0.03
American Indian	-0.01	-0.04	0.03*	-	-0.01*	0.01
Multi-race	-0.09	-0.13	-0.13	-0.01	-0.02	-0.02
Male	-0.05	-0.02	-0.05	-0.05	-0.01	0.02
Female	-0.08	-0.10	-0.08	-0.08	-0.03	0.00
Economically Disadvantaged	-0.07	-0.05	-0.06	-0.08	-0.02	0.00
Limited English Proficiency	0.10	0.07	0.06	0.19	0.21	0.20
Students with Disabilities	-0.06	0.01	-0.06	-0.07	-0.15	0.01
Academically and Intellectually Gifted	0.03	0.02	0.12	-0.05	0.11	0.09

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 19: Middle Grades Reading Proficiency Rates and Changes in Reading Proficiency Rates by Student Characteristics

EOG Reading Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	54.20%	47.99%	57.77%	52.10%	53.70%	60.32%
Black	24.04%	22.86% *	21.97%	27.70%	31.97%	29.81%
Hispanic	35.60%	37.52%	36.15%	33.68%	38.97%	34.92%
American Indian	32.68%	28.57%	51.35% *	-	42.11% *	29.05%
Multi-race	43.25%	42.15%	42.60%	44.39%	45.67%	47.32%
Male	45.73%	41.44%	47.68%	44.87%	46.56%	43.40%
Female	51.98%	48.73%	53.64%	50.91%	53.78%	49.74%
Economically Disadvantaged	37.75%	38.30%	37.81%	37.44%	38.53%	29.71%
Limited English Proficiency	5.60%	8.13%	4.86%	6.00%	8.18%	7.69%
Students with Disabilities	10.26%	8.60%	10.49%	10.72%	10.04%	10.27%
Academically and Intellectually Gifted	91.92%	93.07%	95.27%	87.80%	94.92%	92.23%
Change from Early to Recent in EOG Reading Proficiency Rates						
White	-12.13%	-12.38%	-11.21%	-12.99%	-11.26%	-9.85%
Black	-13.41%	-18.81% *	-13.93%	-11.99%	-10.48%	-7.90%
Hispanic	-9.16%	-7.74%	-9.55%	-8.92%	-5.34%	-8.27%
American Indian	-12.65%	-15.02%	-0.70% *	-	-6.17% *	-9.24%
Multi-race	-11.14%	-12.33%	-12.45%	-8.88%	-9.21%	-11.12%
Male	-12.44%	-12.23%	-12.37%	-12.34%	-10.74%	-9.36%
Female	-13.63%	-13.71%	-13.37%	-13.97%	-10.88%	-9.87%
Economically Disadvantaged	-13.41%	-11.51%	-13.46%	-14.18%	-10.93%	-10.41%
Limited English Proficiency	-3.91%	-2.64%	-5.85%	-1.08%	-0.91%	-1.85%
Students with Disabilities	-11.37%	-10.68%	-12.35%	-10.11%	-15.79%	-9.51%
Academically and Intellectually Gifted	-4.72%	-3.07%	-1.88%	-8.21%	-1.99%	-3.18%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 20: Middle Grades Science Test Scores and Changes in Science Test Scores by Student Characteristics

EOG Science Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.25	0.15	0.34	0.16	0.23	0.34
Black	-0.50	-	-0.58	-0.38	-0.36	-0.49
Hispanic	-0.18	-0.13	-0.18	-0.19	-0.15	-0.28
American Indian	-0.07	-0.18	0.36*	-	-	-0.44
Multi-race	-0.10	-0.25*	-0.06	-0.10	-0.09	0.02
Male	0.15	0.13	0.19	0.10	0.13	-0.02
Female	0.10	0.02	0.16	0.05	0.14	-0.01
Economically Disadvantaged	-0.12	-0.05	-0.11	-0.17	-0.10	-0.44
Limited English Proficiency	-0.93	-0.83*	-0.90	-1.00	-0.99	-1.00
Students with Disabilities	-0.83	-0.73	-0.82	-0.88	-0.78	-0.92
Academically and Intellectually Gifted	1.09	1.01	1.20	0.96	1.10	1.06
Change from Early to Recent in EOG Science Scores (Std)						
White	0.07	0.25	0.06	-0.01	0.08	0.02
Black	0.03	-	-0.02	0.08	0.07	-0.01
Hispanic	0.05	0.34	0.00	0.05	0.11	0.00
American Indian	0.50	0.50	0.35*	-	-	-0.02
Multi-race	-0.04	-0.16*	0.02	-0.09	0.01	-0.02
Male	0.01	0.26	-0.03	-0.04	0.02	-0.05
Female	0.07	0.24	0.06	0.00	0.11	0.04
Economically Disadvantaged	0.03	0.32	0.02	-0.08	0.06	-0.05
Limited English Proficiency	-0.03	0.22*	-0.06	-0.08	-0.01	0.00
Students with Disabilities	-0.10	0.22	-0.15	-0.17	-0.07	-0.10
Academically and Intellectually Gifted	0.09	0.19	0.14	0.03	0.15	0.08

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 21: Middle Grades Science Proficiency Rates and Changes in Science Proficiency Rates by Student Characteristics

EOG Science Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	80.06%	78.21%	82.85%	76.94%	80.38%	82.36%
Black	51.16%	-	46.60%	58.33%	55.94%	51.13%
Hispanic	67.33%	74.23%	66.67%	65.69%	66.29%	60.16%
American Indian	71.43%	66.23%	88.89%*	-	-	51.89%
Multi-race	70.41%	61.11%*	71.15%	71.92%	67.36%	72.16%
Male	75.73%	76.58%	76.40%	74.38%	75.62%	68.25%
Female	76.61%	76.13%	78.32%	74.10%	77.77%	69.74%
Economically Disadvantaged	67.56%	72.00%	68.03%	64.92%	68.82%	53.13%
Limited English Proficiency	30.16%	35.00%*	31.08%	26.42%	27.27%	25.58%
Students with Disabilities	33.08%	42.44%	31.74%	30.61%	34.79%	29.27%
Academically and Intellectually Gifted	99.05%	100.00%	99.17%	98.63%	99.38%	98.53%
Change from Early to Recent in EOG Science Proficiency Rates						
White	-0.16%	6.65%	0.33%	-3.82%	-0.55%	-1.80%
Black	-1.31%	-	-4.27%	2.08%	-6.73%	-4.12%
Hispanic	0.16%	15.19%	-2.16%	-1.18%	-1.91%	-3.92%
American Indian	22.11%	19.41%	29.63%*	-	-	-6.09%
Multi-race	-0.62%	-4.85%*	1.12%	-2.16%	-3.91%	-3.37%
Male	-1.83%	7.12%	-3.06%	-3.81%	-2.25%	-4.35%
Female	0.64%	8.88%	1.09%	-3.79%	-0.92%	-2.24%
Economically Disadvantaged	-1.53%	15.96%	-1.80%	8.84%	-2.26%	-6.02%
Limited English Proficiency	-5.42%	5.83%*	-5.92%	-8.65%	-2.69%	-5.80%
Students with Disabilities	-9.48%	8.92%	-13.18%	-12.57%	-9.22%	-9.08%
Academically and Intellectually Gifted	0.37%	1.99%	0.23%	0.17%	-0.20%	0.12%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 22: Middle Grades Course Grades and Changes in Course Grades by Student Characteristics

Course Grades	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	3.18	3.14	3.20	3.15	3.23	3.15
Black	2.68	2.73*	2.64	2.74	2.82	2.43
Hispanic	2.96	2.97	2.89	3.08	2.96	2.53
American Indian	2.82	2.70	3.16*	3.53*	2.89*	2.51
Multi-race	2.93	2.90	2.86	3.05	2.99	2.73
Male	2.99	2.96	2.99	3.02	3.04	2.68
Female	3.22	3.23	3.22	3.23	3.30	2.95
Economically Disadvantaged	2.86	2.83	2.82	2.93	2.90	2.36
Limited English Proficiency	2.60	2.41	2.54	2.75	2.54	2.08
Students with Disabilities	2.70	2.73	2.69	2.71	2.75	2.33
Academically and Intellectually Gifted	3.65	3.71	3.68	3.60	3.77	3.59
Change from Early to Recent in Course Grades						
White	-0.01	0.01	-0.01	-0.02	0.01	-0.02
Black	-0.11	-0.31*	-0.11	-0.10	-0.05	-0.10
Hispanic	-0.07	-0.09	-0.08	-0.06	-0.05	-0.14
American Indian	-0.09	-0.16	0.04*	0.56*	-0.28*	-0.15
Multi-race	-0.08	-0.04	-0.14	0.00	-0.06	-0.14
Male	-0.02	-0.02	-0.03	0.00	0.01	-0.06
Female	-0.05	-0.02	-0.06	-0.06	-0.03	-0.10
Economically Disadvantaged	-0.10	-0.12	-0.13	-0.07	-0.09	-0.25
Limited English Proficiency	-0.31	-0.60	-0.27	-0.31	-0.32	-0.41
Students with Disabilities	-0.16	-0.09	-0.17	-0.16	-0.17	-0.24
Academically and Intellectually Gifted	-0.05	-0.05	-0.03	-0.07	0.00	-0.08

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 23: High School Student Achievement in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Math I Std. Score	0.04	-0.08	0.09	0.01	0.07	-0.01
Math I % Proficient	59.33%	54.34%	60.83%	59.11%	60.14%	56.90%
English II Std. Score	0.02	-0.06	0.12	-0.09	0.04	-0.003
English II % Proficient	62.26%	58.72%	65.87%	58.15%	63.14%	60.84%
Biology Std. Score	0.03	-0.11	0.11	-0.04	0.10	-0.005
Biology % Proficient	55.94%	49.20%	59.64%	53.25%	58.40%	53.87%
ACT Composite Score	18.67	18.35	19.04	18.23	18.62	18.50
Course Grades	2.88	2.88	2.89	2.86	2.9	2.71
Graduating/Senior GPA
Middle Period (2018, 2019)						
Math I Std. Score	0.069	-0.01	0.11	0.04	-0.003	-0.004
Math I % Proficient	61.55%	57.67%	62.94%	61.12%	57.69%	56.14%
English II Std. Score	0.09	-0.00957	0.16234	0.03063	0.03	-0.01
English II % Proficient	63.49%	60.74%	65.68%	61.20%	60.52%	58.83%
Biology Std. Score	0.08	-0.12	0.17	0.04	0.02	-0.01
Biology % Proficient	62.94%	54.45%	66.89%	60.50%	60.36%	57.83%
ACT Composite Score	18.82	18.13	19.27	18.40	18.55	18.38
Course Grades	2.94	2.95	2.96	2.91	2.98	2.78
Graduating/Senior GPA	3.05	3.03	3.06	3.03	3.06	2.88
Recent Period (2021)						
Math I Std. Score	0.11	0.02	0.21	-0.03	0.32	-0.02
Math I % Proficient	44.88%	41.67%	50.22%	37.58%	54.60%	38.41%
English II Std. Score	0.06	-0.02	0.13	-0.04	0.05	-0.01
English II % Proficient	60.89%	55.89%	64.71%	57.01%	61.18%	57.97%
Biology Std. Score	0.08	-0.06	0.14	0.04	0.11	-0.01
Biology % Proficient	48.81%	41.79%	51.73%	47.55%	49.84%	44.61%
ACT Composite Score	18.25	17.90	18.56	17.89	17.94	18.22
Course Grades	2.94	2.92	2.98	2.89	2.95	2.77
Graduating/Senior GPA	3.07	3.06	3.08	3.06	3.08	2.93

Appendix Table 24: High School Student Achievement by LEA in the DHT Region (2020-21)

LEA Name	Math I Std. Score	Math I % Proficient	English II Std. Score	English II % Proficient	Biology Std. Score	Biology % Proficient	ACT Composite Score	Course Grades	Graduating GPA
Avery County Schools	0.14	47.65%	0.03	65.38%	-0.03	47.26%	17.01	3.08	3.25
Buncombe County Schools	0.21	49.86%	0.11	63.31%	0.14	51.25%	18.66	2.99	3.07
Asheville City Schools	-0.15	32.00%	0.16	65.81%	-0.06	48.00%	20.27	3.07	3.16
Burke County Schools	-0.07	34.59%	-0.07	55.09%	0.08	49.49%	18.24	2.96	3.09
Cherokee County Schools	-0.16	33.72%	-0.02	53.52%	-0.12	37.30%	18.28	2.99	3.12
Clay County Schools	-0.05	39.13%	-0.12	53.47%	0.09	50.49%	17.99	3.11	3.20
Graham County Schools	-0.10	35.14%	-0.39	41.76%	-0.34	27.47%	17.45	2.87	2.97
Haywood County Schools	0.25	52.84%	0.08	63.49%	0.28	54.73%	19.22	2.87	3.03
Henderson County Schools	0.27	52.27%	0.14	66.09%	0.15	52.74%	17.74	3.00	3.12
Jackson County Schools	0.09	46.50%	0.10	60.58%	0.06	46.31%	18.89	2.80	3.11
Macon County Schools	0.24	50.16%	0.06	60.06%	-0.07	42.90%	17.34	2.96	3.04
Madison County Schools	0.18	52.02%	0.11	62.64%	-0.11	38.79%	17.64	2.86	2.93
McDowell County Schools	-0.15	33.05%	0.08	62.26%	0.00	46.53%	17.47	2.76	3.11
Mitchell County Schools	-0.02	36.99%	-0.06	56.41%	0.17	51.30%	18.05	2.71	3.27
Polk County Schools	0.27	51.55%	0.30	68.79%	0.27	58.43%	19.09	2.92	3.08
Rutherford County Schools	-0.14	33.57%	-0.18	51.95%	-0.26	33.41%	17.72	2.79	2.90
Swain County Schools	-0.18	34.67%	-0.09	52.53%	-0.11	40.40%	17.16	2.86	2.86
Transylvania County Schools	0.32	56.15%	0.31	70.63%	0.23	58.40%	18.17	2.93	3.00
Yancey County Schools	0.45	60.14%	0.01	55.03%	0.46	63.58%	17.08	3.17	3.02

Appendix Table 25: High School Student Achievement by School Characteristics in the DHT Region

	Math I Std. Score	Math I % Proficient	English II Std. Score	English II % Proficient	Biology Std. Score	Biology % Proficient	ACT Composite Score	Course Grades	Graduating GPA
DHT Region, All Years									
Urbanicity									
City/Suburb	0.13	59.87%	0.15	65.94%	0.15	61.32%	19.13	2.93	3.08
Rural/Town	0.01	55.69%	-0.02	59.46%	-0.02	53.93%	18.23	2.88	3.03
Statewide Poverty Quartiles									
Quartile 1 (Lowest Poverty)	0.03	56.27%	0.28	70.49%	0.21	64.24%	19.99	3.04	3.14
Quartile 2	0.02	55.57%	0.03	61.85%	0.06	57.74%	18.35	2.92	3.08
Quartile 3	0.30	68.63%	-0.22	51.30%	-0.19	46.40%	17.14	2.84	2.88
Quartile 4 (Highest Poverty)	-0.37	36.17%	-0.78	26.85%	-0.86	15.98%	14.37	2.41	2.27
DHT Region, 2021 Only									
Urbanicity									
City/Suburb	0.21	49.72%	0.12	64.38%	0.14	51.86%	18.64	2.99	3.09
Rural/Town	0.01	40.53%	0.00	57.80%	0.02	46.09%	17.90	2.90	3.05
Statewide Poverty Quartiles									
Quartile 1 (Lowest Poverty)	0.12	46.09%	0.33	71.89%	0.25	57.81%	19.72	3.08	3.16
Quartile 2	0.02	40.41%	-0.01	58.51%	0.06	47.79%	17.76	2.91	3.08
Quartile 3	0.52	64.78%	-0.26	46.54%	-0.26	32.83%	16.84	2.89	2.94
Quartile 4 (Highest Poverty)	-0.19	33.09%	-0.56	31.67%	-0.61	16.47%	15.34	2.28	2.42

Appendix Table 26: High School Math 1 Test Scores and Changes in Math 1 Test Scores by Student Characteristics

EOC Math 1 Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.20	0.05	0.35	0.04	0.40	0.30
Black	-0.51	-0.65*	-0.50	-0.52	-0.20	-0.48
Hispanic	-0.10	0.04S	-0.08	-0.17	0.03	-0.26
American Indian	-0.24	-0.36	0.12*	-	-	-0.44
Multi-race	-0.16	-0.16*	-0.01	-0.39	0.13	-0.07
Male	0.07	-0.03	0.15	-0.03	0.27	-0.05
Female	0.15	0.06	0.28	-0.03	0.37	0.01
Economically Disadvantaged	-0.17	-0.19	-0.08	-0.29	0.00	-0.43
Limited English Proficiency	-0.71	-0.59*	-0.67	-0.79	-0.61	-0.74
Students with Disabilities	-0.73	-0.76	-0.69	-0.77	-0.69	-0.79
Academically and Intellectually Gifted	1.09	0.96	1.21	0.96	1.32	1.10
Change from Early to Recent in EOC Math 1 Scores (Std)						
White	0.10	0.06	0.18	-0.02	0.26	0.01
Black	0.05	0.07*	0.06	0.02	0.21	0.00
Hispanic	0.12	0.45	0.11	0.00	0.27	-0.01
American Indian	0.15	0.11	0.26*	-	-	-0.05
Multi-race	-0.05	0.15*	0.09	-0.30	0.19	-0.07
Male	0.07	0.13	0.11	-0.01	0.25	0.00
Female	0.07	0.05	0.16	-0.08	0.24	-0.03
Economically Disadvantaged	0.07	0.13	0.16	-0.08	0.23	-0.03
Limited English Proficiency	0.19	0.24*	0.26	0.06	0.21	0.10
Students with Disabilities	0.16	0.17	0.18	0.13	0.21	0.10
Academically and Intellectually Gifted	0.06	-0.08	0.12	0.02	0.21	0.08

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 27: High School Math 1 Proficiency Rates and Changes in Math 1 Proficiency Rates by Student Characteristics

EOC Math 1 Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	49.16%	42.58%	56.24%	41.05%	58.38%	52.85%
Black	17.07%	9.09% *	16.45%	18.80%	27.69%	18.88%
Hispanic	36.23%	43.54%	37.53%	31.17%	40.00%	28.15%
American Indian	37.50%	32.08%	50.00% *	-	-	20.85%
Multi-race	33.03%	33.33% *	41.67%	20.18%	47.09%	36.18%
Male	42.38%	38.24%	46.49%	37.52%	52.49%	37.23%
Female	47.62%	45.25%	54.33%	37.66%	56.59%	39.65%
Economically Disadvantaged	32.89%	14.19%	28.37%	12.01%	39.74%	20.63%
Limited English Proficiency	9.43%	15.00% *	12.15%	3.88%	16.91%	8.69%
Students with Disabilities	6.79%	7.69%	8.05%	4.49%	9.38%	7.29%
Academically and Intellectually Gifted	87.15%	85.52%	89.57%	84.18%	94.47%	84.59%
Change from Early to Recent in EOC Math 1 Proficiency Rates						
White	-13.21%	-14.49%	-8.28%	-20.43%	-4.29%	-17.02%
Black	-17.75%	-21.21% *	-19.04%	-15.37%	-10.21%	-17.37%
Hispanic	-12.67%	1.63%	-11.04%	-20.95%	-8.07%	-19.60%
American Indian	-4.20%	-6.48%	0.00% *	-	-	-20.23%
Multi-race	-18.68%	-10.30% *	-11.39%	-31.15%	-9.53%	-20.95%
Male	-14.82%	-13.47%	-12.67%	-19.01%	-4.74%	-17.56%
Female	-13.85%	-11.86%	-8.11%	-24.12%	-6.61%	-19.44%
Economically Disadvantaged	-14.73%	-11.14%	-9.86%	-23.47%	-7.94%	-19.37%
Limited English Proficiency	-8.06%	-6.54% *	-3.44%	-15.92%	-2.45%	-10.34%
Students with Disabilities	-10.50%	-7.01%	-10.92%	-11.38%	-6.04%	-10.92%
Academically and Intellectually Gifted	-8.98%	-10.85%	-7.24%	-10.83%	-2.23%	-11.09%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 28: High School English II Test Scores and Changes in English II Test Scores by Student Characteristics

EOC English II Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.18	0.03	0.28	0.09	0.14	0.29
Black	-0.49	-0.41*	-0.53	-0.44	-0.45	-0.41
Hispanic	-0.28	-0.26	-0.24	-0.37	-0.28	-0.28
American Indian	-0.19	-0.21	-0.01*	-	-	-0.37
Multi-race	-0.16	-0.07*	-0.12	-0.26	-0.10	0.03
Male	-0.09	-0.18	-0.02	-0.18	-0.05	-0.13
Female	0.21	0.14	0.28	0.12	0.15	0.12
Economically Disadvantaged	-0.25	-0.28	-0.20	-0.31	-0.23	-0.42
Limited English Proficiency	-1.21	-1.08*	-1.20	-1.26	-1.06	-1.16
Students with Disabilities	-1.04	-1.02	-1.03	-1.05	-1.06	-1.02
Academically and Intellectually Gifted	0.99	1.14	1.07	0.85	1.04	0.99
Change from Early to Recent in EOC English II Scores (Std)						
White	0.06	0.04	0.05	0.10	0.04	0.00
Black	0.07	0.39*	0.02	0.12	0.02	0.01
Hispanic	0.06	0.18	0.07	0.01	-0.02	0.00
American Indian	0.05	0.09	0.09*	-	-	0.04
Multi-race	-0.05	0.03*	-0.10	-0.01	-0.12	-0.04
Male	0.04	0.08	0.02	0.03	0.07	0.02
Female	0.02	-0.01	0.00	0.07	-0.05	-0.03
Economically Disadvantaged	0.02	-0.01	0.04	0.01	0.02	-0.02
Limited English Proficiency	0.15	0.23*	0.14	0.14	0.31	0.15
Students with Disabilities	-0.01	0.08	-0.04	-0.01	-0.02	-0.01
Academically and Intellectually Gifted	0.01	0.18	0.00	-0.01	0.07	0.04

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 29: High School English II Proficiency Rates and Changes in English II Proficiency Rates by Student Characteristics

EOC English II Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	65.66%	58.08%	70.40%	61.86%	64.88%	71.03%
Black	39.24%	30.00% *	38.46%	41.18%	38.29%	40.35%
Hispanic	48.06%	47.22%	50.82%	43.48%	47.29%	47.00%
American Indian	51.28%	47.54%	71.43% *	-	-	42.75%
Multi-race	51.81%	50.00% *	56.18%	45.61%	57.43%	60.02%
Male	54.18%	49.25%	57.57%	51.03%	57.82%	53.14%
Female	67.85%	62.46%	71.99%	63.51%	64.88%	62.88%
Economically Disadvantaged	48.31%	45.81%	50.93%	45.59%	50.00%	40.41%
Limited English Proficiency	6.07%	7.50% *	6.71%	4.84%	14.06%	8.57%
Students with Disabilities	12.55%	10.20%	14.46%	10.74%	13.26%	14.31%
Academically and Intellectually Gifted	95.18%	97.11%	96.21%	93.29%	97.33%	94.66%
Change from Early to Recent in EOC English II Proficiency Rates						
White	23.43%	-3.24%	-0.38%	-0.08%	24.21%	25.02%
Black	3.56%	15.71% *	1.26%	6.43%	-2.31%	-3.28%
Hispanic	1.97%	6.21%	2.77%	-0.42%	-4.14%	-3.21%
American Indian	-2.53%	-3.13%	9.52% *	-	-	-0.79%
Multi-race	-4.77%	-5.10% *	-4.05%	-6.05%	-7.59%	-3.95%
Male	-1.46%	-0.98%	-1.72%	-1.43%	0.80%	-1.81%
Female	-1.45%	-5.60%	-0.67%	-0.89%	-4.74%	-4.06%
Economically Disadvantaged	-2.09%	-4.47%	-1.22%	-2.40%	-1.74%	-4.32%
Limited English Proficiency	-0.10%	1.94% *	-0.05%	-0.38%	10.57%	0.91%
Students with Disabilities	-5.58%	-4.98%	-4.40%	-7.65%	-5.03%	-5.34%
Academically and Intellectually Gifted	-1.12%	1.14%	-1.11%	-1.52%	0.17%	-1.11%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 30: High School Biology Test Scores and Changes in Biology Test Scores by Student Characteristics

EOC Biology Scores (Std)	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	0.20	0.02	0.29	0.14	0.20	0.32
Black	-0.56	-0.57*	-0.58	-0.52	-0.40	-0.49
Hispanic	-0.24	-0.39	-0.23	-0.20	-0.23	-0.31
American Indian	-0.23	-0.36	0.02*	-	-	-0.32
Multi-race	-0.17	-0.23*	-0.14	-0.20	-0.10	0.03
Male	0.05	-0.10	0.11	0.03	0.12	-0.04
Female	0.11	-0.02	0.17	0.06	0.10	0.02
Economically Disadvantaged	-0.21	-0.31	-0.15	-0.25	-0.20	-0.46
Limited English Proficiency	-1.07	-1.19*	-1.06	-1.04	-0.99	-1.07
Students with Disabilities	-0.93	-0.98	-0.88	-0.98	-0.92	-0.96
Academically and Intellectually Gifted	0.96	0.95	1.04	0.86	1.02	0.98
Change from Early to Recent in EOC Biology Scores (Std)						
White	0.15	0.08	0.07	0.09	0.12	0.11
Black	0.05	0.17*	0.04	0.06	0.05	0.00
Hispanic	0.08	0.10	0.00	0.23	-0.01	-0.04
American Indian	-0.08	-0.18	0.08*	-	-	0.02
Multi-race	-0.04	0.14*	-0.10	-0.02	-0.03	-0.02
Male	0.02	0.02	0.00	0.07	0.02	-0.03
Female	0.08	0.09	0.06	0.11	-0.01	0.02
Economically Disadvantaged	0.02	0.00	0.05	-0.02	-0.06	-0.05
Limited English Proficiency	0.17	0.07*	0.15	0.27	0.26	0.07
Students with Disabilities	-0.10	-0.09	-0.11	-0.09	-0.11	-0.09
Academically and Intellectually Gifted	0.05	0.08	0.06	0.04	0.03	0.01

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 31: High School Biology Proficiency Rates and Changes in Biology Proficiency Rates by Student Characteristics

EOC Biology Proficiency Rates	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	53.67%	44.84%	58.16%	51.22%	54.28%	59.06%
Black	23.48%	9.09% *	24.49%	23.14%	27.81%	24.26%
Hispanic	35.38%	29.05%	35.74%	37.62%	34.96%	31.80%
American Indian	35.80%	27.12%	53.33% *	-	-	30.30%
Multi-race	39.83%	42.50% *	40.54%	37.82%	36.36%	46.27%
Male	48.30%	41.51%	51.31%	46.92%	49.45%	43.62%
Female	49.33%	42.09%	52.14%	48.20%	50.23%	45.61%
Economically Disadvantaged	36.15%	30.48%	39.24%	34.34%	36.31%	25.45%
Limited English Proficiency	5.69%	2.27% *	6.33%	6.33%	8.00%	7.13%
Students with Disabilities	9.63%	7.24%	11.81%	7.28%	9.33%	10.51%
Academically and Intellectually Gifted	89.33%	91.16%	90.59%	87.02%	90.84%	87.39%
Change from Early to Recent in EOC Biology Proficiency Rates						
White	12.87%	-6.24%	-6.66%	-5.66%	-0.78%	18.21%
Black	-4.02%	-25.69% *	-0.01%	-8.13%	-4.33%	-8.94%
Hispanic	-4.84%	-3.65%	-7.48%	0.97%	-9.27%	-11.06%
American Indian	-10.96%	-18.39%	2.11% *	-	-	-10.82%
Multi-race	-10.00%	5.46% *	-12.25%	-11.10%	-15.42%	-8.91%
Male	-7.75%	-7.42%	-8.35%	-6.89%	-8.93%	-9.97%
Female	-6.48%	-7.41%	-7.48%	-4.42%	-8.19%	-8.54%
Economically Disadvantaged	-8.52%	-10.95%	-6.72%	-10.15%	-11.66%	-11.63%
Limited English Proficiency	-0.85%	-1.43% *	-0.60%	-0.19%	2.64%	-4.20%
Students with Disabilities	-10.74%	-11.81%	-9.94%	-11.63%	-11.21%	-9.86%
Academically and Intellectually Gifted	-3.93%	-2.22%	-3.86%	-4.37%	-4.93%	-5.36%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 32: High School ACT Scores and Changes in ACT Scores by Student Characteristics

ACT Scores	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	18.81	18.24	19.28	18.31	18.43	19.98
Black	15.20	-	14.91	15.51	14.89	15.19
Hispanic	16.22	15.83	16.20	16.42	16.11	16.22
American Indian	17.33	17.19	16.55*	-	-	15.87
Multi-race	17.40	17.84*	17.39	17.25	17.12	18.19
Male	17.89	17.34	18.27	17.55	17.40	18.02
Female	18.61	18.49	18.84	18.25	18.42	18.40
Economically Disadvantaged	16.68	16.93	16.71	16.51	16.24	15.54
Limited English Proficiency	12.98	13.39*	12.95	12.90	12.88	12.99
Students with Disabilities	13.87	13.67	13.95	13.80	13.48	13.82
Academically and Intellectually Gifted	23.53	23.85	24.18	22.50	24.00	24.28
Change from Early to Recent in ACT Scores						
White	-0.24	-0.31	-0.35	-0.35	-0.66	-0.17
Black	-0.14	-	-0.32	0.07	-0.98	-0.44
Hispanic	-0.23	-0.33	-0.31	0.00	-0.53	-0.40
American Indian	-0.47	-0.48	-1.55*	-	-	-0.63
Multi-race	-0.42	-0.41*	-0.75	-0.03	-0.53	-0.45
Male	-0.27	-0.44	-0.26	-0.22	-0.76	-0.15
Female	-0.58	-0.45	-0.71	-0.46	-0.66	-0.41
Economically Disadvantaged	-0.37	-0.16	-0.40	-0.43	-0.93	-0.54
Limited English Proficiency	0.25	0.58*	0.36	-0.07	-0.05	-0.03
Students with Disabilities	-0.45	-0.81	-0.28	-0.60	-0.84	-0.62
Academically and Intellectually Gifted	-0.90	-0.50	-0.70	-1.30	-0.11	0.04

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 33: High School Course Grades and Changes in Course Grades by Student Characteristics

Course Grades	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	3.03	2.98	3.09	2.94	3.02	3.06
Black	2.48	3.14*	2.42	2.51	2.50	2.40
Hispanic	2.72	2.80	2.70	2.75	2.69	2.46
American Indian	2.51	2.38	-	-	-	2.51
Multi-race	2.72	2.53*	2.79	2.65	2.66	2.71
Male	2.82	2.81	2.85	2.76	2.80	2.61
Female	3.08	3.04	3.11	3.02	3.08	2.92
Economically Disadvantaged	2.64	2.66	2.66	2.60	2.60	2.30
Limited English Proficiency	2.49	2.30*	2.46	2.61	2.60	2.15
Students with Disabilities	2.52	2.55	2.54	2.49	2.52	2.32
Academically and Intellectually Gifted	3.49	3.56	3.52	3.42	3.55	3.48
Change from Early to Recent in Course Grades						
White	0.08	0.07	0.13	0.05	0.05	0.07
Black	0.01	0.37*	0.01	0.00	-0.08	0.05
Hispanic	-0.02	0.04	-0.02	-0.04	-0.05	-0.01
American Indian	-0.05	-0.16	-	-	-	0.04
Multi-race	-0.01	-0.25*	0.05	-0.05	-0.10	0.01
Male	0.10	0.12	0.12	0.06	0.04	0.07
Female	0.03	-0.04	0.06	0.00	-0.02	0.04
Economically Disadvantaged	-0.02	-0.03	0.02	-0.08	-0.09	-0.08
Limited English Proficiency	-0.06	-0.28*	-0.07	0.03	0.10	-0.01
Students with Disabilities	-0.01	0.10	0.02	-0.08	-0.09	0.02
Academically and Intellectually Gifted	0.03	0.00	0.06	-0.01	0.01	0.07

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

K-12 Student Engagement with School

Appendix Table 34: Student Engagement with School in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Days Absent	6.60	7.66	6.41	6.43	6.21	6.28
% Chronically Absent	5.47%	7.91%	4.72%	5.55%	4.88%	5.76%
% Suspended	4.54%	3.15%	4.85%	4.68%	3.86%	6.90%
% Mobility	12.10%	12.14%	11.90%	12.40%	9.02%	14.81%
Middle Period (2018, 2019)						
Days Absent	9.45	10.73	9.03	9.52	8.98	9.37
% Chronically Absent	12.00%	15.45%	10.73%	12.39%	11.30%	12.61%
% Suspended	5.28%	3.70%	5.83%	5.15%	4.35%	7.16%
% Mobility	12.18%	12.74%	12.08%	12.09%	9.18%	15.38%
Recent Period (2021)						
Days Absent	12.81	13.16	12.61	12.95	9.35	14.10
% Chronically Absent	22.06%	22.91%	21.00%	23.34%	15.03%	23.11%
% Suspended	-	-	-	-	-	-
% Mobility	9.92%	11.31%	10.06%	9.04%	8.61%	13.26%

Appendix Table 35: Student Engagement with School by LEA in the DHT Region (2020-21)

LEA Name	Days Absent	% Chronically Absent	% Suspended ⁺	% Mobility
Avery County Schools	11.62	20.43%	3.05%	8.93%
Buncombe County Schools	15.81	26.96%	6.23%	10.91%
Asheville City Schools	8.50	13.61%	6.99%	9.70%
Burke County Schools	12.58	23.80%	4.88%	8.51%
Cherokee County Schools	16.64	33.10%	4.69%	12.17%
Clay County Schools	5.71	8.15%	1.06%	21.34%
Graham County Schools	8.82	12.11%	3.40%	7.53%
Haywood County Schools	10.26	16.82%	5.32%	8.77%
Henderson County Schools	9.59	14.58%	5.42%	9.34%
Jackson County Schools	20.51	37.96%	4.50%	11.17%
Macon County Schools	8.77	12.43%	2.74%	10.58%
Madison County Schools	11.07	18.73%	5.80%	9.28%
McDowell County Schools	15.62	30.28%	4.92%	8.06%
Mitchell County Schools	11.63	22.00%	3.52%	8.88%
Polk County Schools	9.22	15.14%	3.91%	9.84%
Rutherford County Schools	14.41	23.54%	7.41%	10.86%
Swain County Schools	11.40	18.71%	4.69%	7.52%
Transylvania County Schools	14.13	25.87%	4.16%	10.73%
Yancey County Schools	8.21	12.75%	3.39%	7.34%

Note: ⁺Suspension data for the 2020-21 school year is not comparable to other years, so all tables include data from the 2017-18 and 2018-19 school years instead of the 2020-21 school years.

Appendix Table 36: Student Engagement with School-by-school Characteristics in the DHT Region

	Days Absent	% Chronically Absent	% Suspended⁺	% Mobility
DHT Region, All Years				
School Level				
Elementary	8.03	9.00%	2.14%	13.72%
Middle	9.44	12.15%	7.27%	11.89%
High	9.57	13.63%	7.17%	9.06%
Urbanicity				
City/Suburb	12.57	20.76%	5.38%	11.82%
Rural/Town	13.01	23.19%	4.21%	11.62%
Statewide Poverty Quartiles				
Quartile 1 (Lowest Poverty)	7.56	8.59%	5.34%	9.78%
Quartile 2	8.85	11.25%	4.93%	10.42%
Quartile 3	8.85	10.95%	3.97%	11.92%
Quartile 4 (Highest Poverty)	10.07	14.15%	5.84%	19.03%
DHT Region, 2021 Only				
School Level				
Elementary	11.31	19.30%	2.31%	12.42%
Middle	14.44	25.41%	7.47%	10.06%
High	13.66	23.39%	6.96%	6.91%
Urbanicity				
City/Suburb	12.57	20.76%	5.52%	10.05%
Rural/Town	13.01	23.19%	4.26%	9.80%
Statewide Poverty Quartiles				
Quartile 1 (Lowest Poverty)	9.03	13.96%	5.55%	8.69%
Quartile 2	12.95	22.08%	4.84%	8.41%
Quartile 3	13.47	23.79%	4.18%	10.77%
Quartile 4 (Highest Poverty)	15.28	27.45%	5.77%	14.81%

Note: ⁺Suspension data for the 2020-21 school year is not comparable to other years, so all tables include data from the 2017-18 and 2018-19 school years instead of the 2020-21 school years.

Appendix Table 37: Student Days Absent and Changes in Days Absent by Student Characteristics

Days Absent	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	11.70	12.67	10.97	12.33	8.81	9.45
Black	20.17	18.49	21.37	18.22	13.46	19.57
Hispanic	14.46	13.57	15.04	13.71	10.40	17.61
American Indian	16.92	17.17	16.68	13.51	11.21	21.12
Multi-race	16.39	15.58	16.69	16.24	12.26	14.92
Male	13.58	13.67	13.47	13.72	9.84	15.10
Female	11.98	12.62	11.72	12.09	8.83	13.04
Economically Disadvantaged	16.98	15.75	17.80	16.35	12.17	21.54
Limited English Proficiency	15.60	14.36	16.38	14.69	10.35	19.08
Students with Disabilities	16.25	14.38	16.72	16.44	11.45	18.47
Academically and Intellectually Gifted	7.17	9.69	6.02	8.00	5.67	6.28
Change from Early to Recent in Days Absent						
White	4.88	4.99	4.42	5.50	2.43	3.12
Black	13.86	11.83	14.64	12.61	7.74	13.19
Hispanic	9.11	7.44	9.53	8.97	4.73	11.45
American Indian	7.36	7.06	8.75	6.71	4.85	12.85
Multi-race	9.40	7.18	9.58	9.76	5.77	8.26
Male	6.97	5.98	7.07	7.26	3.58	8.80
Female	5.39	4.98	5.30	5.71	2.68	6.78
Economically Disadvantaged	9.47	7.23	10.46	9.07	5.02	14.22
Limited English Proficiency	10.77	9.27	11.19	10.54	5.27	13.31
Students with Disabilities	8.55	5.71	9.18	8.93	4.23	10.69
Academically and Intellectually Gifted	1.98	3.66	0.83	3.04	0.88	1.26

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 38: Student Chronically Absent and Changes in Chronically Absent by Student Characteristics

Percent Chronically Absent	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	19.60%	21.91%	17.51%	21.69%	13.42%	14.40%
Black	36.69%	39.86%	38.14%	33.91%	26.18%	33.12%
Hispanic	26.67%	23.57%	27.06%	27.22%	18.03%	29.77%
American Indian	27.89%	28.60%	24.16%	26.42%	19.23%	34.59%
Multi-race	29.23%	30.59%	28.77%	29.45%	23.71%	25.29%
Male	23.63%	24.27%	22.65%	24.86%	15.97%	24.77%
Female	20.39%	21.45%	19.29%	21.67%	14.05%	21.35%
Economically Disadvantaged	31.12%	29.07%	31.68%	31.18%	22.39%	37.16%
Limited English Proficiency	29.96%	25.49%	30.66%	30.20%	17.54%	32.90%
Students with Disabilities	29.50%	26.30%	29.56%	30.89%	20.20%	31.34%
Academically and Intellectually Gifted	10.80%	15.19%	8.50%	12.63%	6.84%	8.74%
Change from Early to Recent in Percent Chronically Absent						
White	13.97%	14.20%	12.84%	15.57%	8.30%	9.20%
Black	30.86%	34.26%	31.39%	29.56%	22.03%	26.39%
Hispanic	22.86%	17.82%	23.34%	23.93%	13.90%	24.09%
American Indian	15.52%	14.73%	16.71%	20.80%	13.81%	24.15%
Multi-race	22.68%	20.29%	22.00%	24.12%	18.17%	18.66%
Male	18.09%	16.17%	17.93%	19.19%	10.89%	18.89%
Female	14.99%	13.75%	14.57%	16.23%	9.38%	15.73%
Economically Disadvantaged	23.48%	18.75%	24.76%	23.76%	15.41%	28.71%
Limited English Proficiency	27.06%	21.68%	27.63%	27.80%	14.41%	27.69%
Students with Disabilities	21.05%	15.38%	21.86%	22.42%	12.75%	21.69%
Academically and Intellectually Gifted	8.18%	11.08%	6.09%	10.07%	4.58%	5.72%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 39: Student Suspensions and Changes in Student Suspensions by Student Characteristics

Percent Student Suspended	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Middle (2018, 2019)						
White	4.81%	3.64%	4.98%	5.11%	4.09%	4.22%
Black	14.65%	6.23%	17.42%	10.66%	10.47%	13.71%
Hispanic	3.82%	2.30%	4.54%	3.08%	3.52%	5.08%
American Indian	5.76%	5.52%	7.14%	5.80%	2.73%	12.22%
Multi-race	8.16%	6.18%	9.47%	6.90%	7.41%	8.36%
Male	7.60%	5.26%	8.37%	7.48%	6.56%	9.79%
Female	2.78%	2.00%	3.13%	2.59%	2.05%	4.39%
Economically Disadvantaged	7.23%	4.74%	8.42%	6.60%	6.04%	11.03%
Limited English Proficiency	2.90%	1.54%	3.65%	2.05%	2.73%	4.35%
Students with Disabilities	9.28%	6.13%	10.43%	9.10%	6.55%	12.35%
Academically and Intellectually Gifted	2.51%	2.02%	2.37%	2.83%	2.14%	2.33%
Change from Early to Middle in Percent Suspended						
White	0.67%	0.51%	0.83%	0.50%	0.47%	0.36%
Black	2.12%	1.52%	2.94%	0.69%	1.42%	0.40%
Hispanic	0.71%	0.15%	0.94%	0.57%	0.15%	0.25%
American Indian	0.66%	1.07%	-0.36%	-1.69%	-2.51%	-0.06%
Multi-race	0.89%	1.77%	0.95%	0.66%	1.23%	1.01%
Male	1.10%	0.60%	1.55%	0.68%	0.74%	0.37%
Female	0.33%	0.50%	0.37%	0.20%	0.24%	0.16%
Economically Disadvantaged	0.40%	0.03%	0.85%	-0.14%	0.14%	-0.33%
Limited English Proficiency	0.09%	0.47%	0.15%	-0.01%	-0.83%	-0.98%
Students with Disabilities	0.32%	0.25%	0.55%	0.11%	-0.65%	-1.07%
Academically and Intellectually Gifted	0.33%	0.88%	0.30%	0.22%	0.81%	0.19%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 40: Student Mobility and Changes in Student Mobility by Student Characteristics

Percent Student Mobility	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	11.36%	11.26%	10.95%	12.04%	8.15%	11.88%
Black	16.16%	19.94%	17.97%	12.79%	13.67%	18.70%
Hispanic	12.31%	12.19%	12.00%	13.00%	10.26%	14.51%
American Indian	15.98%	16.72%	12.63%	14.94%	10.14%	13.23%
Multi-race	13.96%	16.99%	13.69%	13.56%	12.18%	16.47%
Male	12.21%	12.38%	11.93%	12.57%	9.20%	15.02%
Female	11.98%	11.89%	11.87%	12.21%	8.82%	14.58%
Economically Disadvantaged	12.90%	12.88%	12.32%	13.82%	10.95%	16.20%
Limited English Proficiency	16.60%	13.79%	17.00%	16.66%	15.52%	20.68%
Students with Disabilities	12.39%	11.90%	12.17%	12.89%	10.93%	15.18%
Academically and Intellectually Gifted	5.38%	3.96%	5.24%	5.99%	2.40%	4.82%
Change from Early to Recent in Percent Student Mobility						
White	-1.81%	-0.07%	-1.48%	-3.17%	-0.38%	-0.30%
Black	-4.29%	-1.68%	-5.01%	-3.35%	-2.55%	-3.61%
Hispanic	-2.64%	-1.22%	-2.27%	-3.96%	-0.14%	-1.18%
American Indian	-7.32%	-7.55%	-6.21%	-8.42%	4.45%	-2.06%
Multi-race	0.76%	0.25%	2.17%	-1.36%	3.15%	1.85%
Male	-2.29%	-1.22%	-1.90%	-3.39%	-0.76%	-1.77%
Female	-2.06%	-0.41%	-1.77%	-3.31%	-0.02%	-1.33%
Economically Disadvantaged	-1.58%	-0.34%	-0.90%	-3.12%	-0.22%	-1.18%
Limited English Proficiency	-4.53%	-0.83%	-3.84%	-6.77%	-1.86%	-4.61%
Students with Disabilities	-3.06%	-1.88%	-3.12%	-3.46%	-1.86%	-2.44%
Academically and Intellectually Gifted	-1.39%	-0.67%	-0.25%	-3.12%	1.20%	0.55%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

K-12 Student Educational Attainment

Appendix Table 41: Student Educational Attainment in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
% Retained in Grade	2.27%	3.13%	2.04%	2.23%	1.77%	2.79%
% Dropped Out	4.11%	4.79%	4.36%	3.41%	3.09%	4.41%
% Graduated	86.97%	87.52%	87.15%	86.42%	90.07%	87.46%
% High School Students with AP/IB Course	12.17%	7.10%	14.18%	11.22%	10.90%	17.40%
% High School Students Dual-Enrolled	13.07%	17.80%	10.77%	14.61%	13.74%	7.07%
Middle Period (2018, 2019)						
% Retained in Grade	1.83%	2.30%	1.75%	1.74%	1.46%	2.15%
% Dropped Out	4.06%	4.96%	4.22%	3.40%	3.24%	4.42%
% Graduated	87.81%	90.19%	90.27%	83.04%	89.57%	86.93%
% High School Students with AP/IB Course	9.65%	5.00%	11.16%	9.35%	7.92%	14.57%
% High School Students Dual-Enrolled	12.81%	15.52%	11.71%	13.33%	14.67%	7.23%
Recent Period (2021)						
% Retained in Grade	2.93%	3.77%	2.56%	3.12%	2.94%	3.92%
% Dropped Out	6.64%	6.97%	7.14%	5.69%	4.85%	5.99%
% Graduated	89.76%	89.01%	91.73%	87.00%	88.82%	87.55%
% High School Students with AP/IB Course	7.82%	3.63%	8.93%	7.95%	5.98%	12.55%
% High School Students Dual-Enrolled	12.00%	14.09%	11.32%	12.14%	14.93%	6.35%

Appendix Table 42: Student Educational Attainment by LEA in the DHT Region (2020-21)

LEA Name	% Retained in Grade	% Dropped Out	% Graduated	% High School Students with AP/IB Course	% High School Students Dual-Enrolled
Avery County Schools	3.11%	6.12%	90.79%	6.75%	7.42%
Buncombe County Schools	2.59%	7.33%	92.09%	9.34%	12.43%
Asheville City Schools	2.24%	7.44%	90.06%	14.92%	6.61%
Burke County Schools	2.04%	4.22%	90.73%	11.69%	6.57%
Cherokee County Schools	3.01%	7.81%	85.72%	2.81%	22.85%
Clay County Schools	4.84%	7.23%	93.39%	0.53%	4.27%
Graham County Schools	5.10%	6.09%	92.09%	4.10%	10.38%
Haywood County Schools	3.51%	6.40%	91.19%	5.61%	12.74%
Henderson County Schools	2.16%	7.10%	92.82%	9.57%	8.27%
Jackson County Schools	1.55%	7.06%	94.47%	4.52%	13.73%
Macon County Schools	4.92%	6.38%	85.49%	4.55%	16.19%
Madison County Schools	2.56%	7.15%	91.78%	3.50%	34.37%
McDowell County Schools	0.97%	5.53%	71.55%	7.02%	22.81%
Mitchell County Schools	2.23%	6.77%	90.62%	3.75%	18.27%
Polk County Schools	3.80%	7.61%	89.69%	6.32%	15.00%
Rutherford County Schools	6.40%	7.07%	90.17%	5.55%	13.34%
Swain County Schools	4.94%	7.21%	88.48%	2.86%	2.68%
Transylvania County Schools	2.40%	7.22%	88.27%	5.99%	3.93%
Yancey County Schools	3.20%	6.02%	92.19%	4.58%	4.75%

Appendix Table 43: Student Educational Attainment by School Characteristics in the DHT Region

	% Retained in Grade	% Dropped Out	% Graduated	% High School Students with AP/IB Course	% High School Students Dual-Enrolled
DHT Region, All Years					
Urbanicity					
City/Suburb	1.98%	4.83%	89.63%	13.09%	10.60%
Rural/Town	2.42%	4.34%	86.35%	8.87%	14.83%
Statewide Poverty Quartiles					
Quartile 1 (Lowest Poverty)	2.49%	5.30%	91.77%	17.11%	17.58%
Quartile 2	2.21%	4.75%	89.09%	11.43%	12.69%
Quartile 3	1.97%	3.77%	76.70%	6.98%	10.77%
Quartile 4 (Highest Poverty)	2.80%	5.83%	65.22%	3.01%	8.35%
DHT Region, 2021 Only					
Urbanicity					
City/Suburb	2.57%	7.14%	91.98%	9.41%	10.75%
Rural/Town	3.24%	6.21%	87.87%	6.41%	13.11%
Statewide Poverty Quartiles					
Quartile 1 (Lowest Poverty)	2.73%	6.76%	93.35%	10.72%	20.70%
Quartile 2	3.45%	6.96%	89.74%	7.27%	8.85%
Quartile 3	1.85%	5.85%	81.36%	3.41%	4.91%
Quartile 4 (Highest Poverty)	4.86%	7.91%	75.25%	0.36%	5.42%

Appendix Table 44: Student Retained in Grade and Changes in Retained in Grade by Student Characteristics

Percent Retained in Grade	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	2.75%	3.75%	2.41%	2.78%	2.67%	2.67%
Black	4.37%	4.92%	3.09%	6.49%	3.86%	5.19%
Hispanic	3.06%	3.49%	2.67%	3.62%	3.99%	5.27%
American Indian	4.25%	4.20%	4.48%	4.44%*	6.67%*	3.93%
Multi-race	3.81%	4.79%	3.47%	3.94%	3.48%	4.06%
Male	3.37%	4.33%	2.97%	3.55%	3.29%	4.56%
Female	2.46%	3.17%	2.14%	2.66%	2.58%	3.25%
Economically Disadvantaged	3.78%	4.82%	3.42%	3.85%	4.02%	5.87%
Limited English Proficiency	2.68%	3.72%	2.58%	2.51%	3.81%	5.07%
Students with Disabilities	4.83%	4.70%	5.34%	4.17%	4.70%	6.92%
Academically and Intellectually Gifted	0.55%	0.63%	0.36%	0.76%	0.61%	0.80%
Change from Early to Recent in Percent Retained in Grade						
White	0.63%	0.85%	0.55%	0.64%	0.92%	0.74%
Black	0.92%	2.12%	-0.07%	2.51%	1.82%	1.26%
Hispanic	0.69%	-0.28%	0.42%	1.54%	2.19%	1.76%
American Indian	-0.52%	-0.99%	1.53%	0.76%*	3.31%*	0.25%
Multi-race	1.06%	1.63%	0.55%	1.54%	1.40%	1.37%
Male	0.64%	0.74%	0.49%	0.82%	0.97%	1.10%
Female	0.69%	0.55%	0.56%	0.96%	1.38%	1.16%
Economically Disadvantaged	1.08%	1.81%	0.64%	1.41%	1.80%	2.11%
Limited English Proficiency	-0.06%	-0.19%	-0.39%	0.51%	1.33%	0.13%
Students with Disabilities	0.81%	0.22%	1.04%	0.74%	1.11%	1.26%
Academically and Intellectually Gifted	0.29%	0.54%	0.18%	0.32%	0.48%	0.56%

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 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 45: Student Dropped Out and Changes in Dropped Out by Student Characteristics

Percent Dropped Out	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	7.03%	6.99%	7.52%	6.32%	5.04%	6.35%
Black	6.32%	6.20%	7.67%	3.96%	3.21%	5.60%
Hispanic	4.57%	4.98%	4.96%	3.66%	4.14%	5.46%
American Indian	8.99%	10.04%	4.96%	2.17% *	8.16% *	5.40%
Multi-race	7.96%	8.24%	9.14%	6.24%	6.33%	7.15%
Male	6.61%	7.01%	7.12%	5.64%	4.97%	6.19%
Female	6.67%	6.91%	7.17%	5.76%	4.73%	5.77%
Economically Disadvantaged	6.94%	7.82%	7.68%	5.58%	5.24%	5.93%
Limited English Proficiency	5.32%	5.59%	5.90%	4.25%	4.52%	6.17%
Students with Disabilities	6.88%	6.94%	7.55%	5.92%	4.55%	6.51%
Academically and Intellectually Gifted	4.31%	2.76%	5.31%	3.45%	2.91%	3.92%
Change from Early to Recent in Percent Dropped Out						
White	3.00%	2.45%	3.19%	2.95%	2.07%	1.97%
Black	2.21%	0.61%	2.90%	1.08%	-0.28%	1.40%
Hispanic	0.46%	0.31%	0.76%	-0.06%	0.66%	1.04%
American Indian	1.89%	2.89%	-1.98%	-4.76% *	1.29% *	2.14%
Multi-race	3.85%	2.54%	4.77%	2.89%	3.21%	2.41%
Male	2.40%	2.23%	2.58%	2.19%	1.70%	1.56%
Female	2.67%	2.14%	2.99%	2.38%	1.84%	1.60%
Economically Disadvantaged	3.20%	3.32%	3.71%	2.56%	2.09%	2.07%
Limited English Proficiency	-0.33%	1.70%	-0.45%	-0.64%	-0.12%	0.43%
Students with Disabilities	2.76%	1.94%	3.13%	2.58%	0.95%	1.80%
Academically and Intellectually Gifted	2.01%	0.83%	2.54%	1.84%	1.54%	1.50%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 46: Student Graduated and Changes in Graduated by Student Characteristics

Percent Graduated	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	89.70%	88.91%	91.85%	86.79%	88.95%	89.35%
Black	89.39%	87.53% *	90.58%	87.65%	87.37%	85.20%
Hispanic	89.96%	89.21%	91.56%	87.22%	88.62%	86.06%
American Indian	90.57%	90.47%	90.86% *	91.14%*	88.66% *	86.68%
Multi-race	89.51%	88.28%	91.43%	86.93%	88.20%	87.87%
Male	89.42%	88.70%	91.58%	86.39%	88.59%	87.23%
Female	90.12%	89.34%	91.88%	87.65%	89.05%	87.87%
Economically Disadvantaged	88.61%	88.20%	90.68%	85.91%	88.24%	85.63%
Limited English Proficiency	89.31%	89.43%	90.78%	86.79%	87.19%	84.01%
Students with Disabilities	87.76%	87.74%	90.95%	83.21%	87.79%	83.44%
Academically and Intellectually Gifted	90.84%	90.62%	92.72%	88.33%	89.95%	90.61%
Change from Early to Recent in Percent Graduated						
White	2.75%	1.23%	4.69%	0.52%	-1.07%	0.97%
Black	2.99%	-2.25% *	3.74%	2.17%	-2.58%	-0.79%
Hispanic	2.53%	0.70%	4.22%	0.09%	-1.29%	-0.85%
American Indian	6.05%	6.21%	5.62% *	5.98%*	-2.33% *	-0.67%
Multi-race	3.22%	2.62%	4.79%	1.03%	-1.87%	0.51%
Male	2.53%	1.42%	4.58%	-0.14%	-1.29%	0.00%
Female	3.06%	1.54%	4.57%	1.34%	-1.21%	0.17%
Economically Disadvantaged	2.18%	1.50%	4.27%	-0.38%	-1.69%	-0.54%
Limited English Proficiency	1.69%	-0.92%	4.14%	-1.67%	-2.09%	-2.28%
Students with Disabilities	1.52%	2.31%	4.20%	-2.66%	-0.41%	-2.21%
Academically and Intellectually Gifted	2.75%	0.62%	4.81%	0.56%	-0.55%	1.40%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs. – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 47: Student Enrollment in AP/IB and Changes in AP/IB Enrollment by Student Characteristics

Percent Enrolled in AP/IB Course	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	8.96%	3.87%	10.48%	9.03%	6.79%	16.60%
Black	3.25%	6.82% *	2.89%	3.54%	1.66%	6.58%
Hispanic	4.11%	1.99%	4.52%	4.11%	2.83%	7.73%
American Indian	4.95%	5.04%	4.35% *	5.26% *	7.69% *	5.69%
Multi-race	4.75%	0.00%	6.05%	4.27%	5.06%	10.98%
Male	6.46%	2.62%	7.58%	6.41%	4.97%	10.58%
Female	9.25%	4.69%	10.33%	9.60%	6.99%	14.60%
Economically Disadvantaged	3.09%	1.80%	3.26%	3.37%	2.52%	5.17%
Limited English Proficiency	0.46%	0.00%	0.54%	0.46%	0.36%	1.89%
Students with Disabilities	0.14%	0.00%	0.22%	0.07%	0.24%	1.04%
Academically and Intellectually Gifted	22.77%	13.79%	23.96%	23.53%	17.40%	32.11%
Change from Early to Recent in Percent Enrolled in AP/IB Course						
White	-4.23%	-3.64%	-5.27%	-2.85%	-5.10%	-6.40%
Black	-2.64%	2.79% *	-3.20%	-2.17%	-3.08%	-2.53%
Hispanic	-3.89%	-1.20%	-3.60%	-5.34%	-2.75%	-3.60%
American Indian	-1.77%	-1.20%	-5.24% *	-0.07% *	0.74% *	-3.21%
Multi-race	-4.22%	-5.03%	-4.70%	-2.96%	-3.40%	-5.68%
Male	-3.71%	-3.08%	-4.27%	-3.11%	-4.15%	-4.07%
Female	-5.06%	-3.95%	-6.32%	-3.47%	-5.75%	-5.68%
Economically Disadvantaged	-3.13%	-2.06%	-3.69%	-2.84%	-2.49%	-3.00%
Limited English Proficiency	-2.10%	-2.04%	-1.91%	-2.41%	-0.95%	-2.65%
Students with Disabilities	-1.45%	-0.86%	-1.73%	-1.31%	-1.73%	-2.31%
Academically and Intellectually Gifted	-14.95%	-14.37%	-15.96%	-13.28%	-16.26%	-15.91%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Appendix Table 48: Student Enrollment in Dual Enrollment Courses and Changes in Dual Enrollment by Student Characteristics

Percent Taking a Dual Enrollment Course	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Recent, 2021 Only						
White	12.86%	14.75%	12.23%	12.94%	15.17%	7.63%
Black	5.19%	2.27% *	5.09%	5.60%	7.78%	4.72%
Hispanic	10.69%	13.95%	9.68%	11.43%	14.95%	5.66%
American Indian	6.93%	5.46%	10.87% *	15.79% *	15.38% *	5.78%
Multi-race	8.80%	11.24%	8.20%	8.94%	10.27%	5.97%
Male	8.94%	11.17%	8.32%	8.92%	11.24%	4.65%
Female	15.20%	17.15%	14.43%	15.57%	18.66%	8.11%
Economically Disadvantaged	7.78%	8.93%	7.82%	7.24%	10.80%	4.54%
Limited English Proficiency	2.28%	4.17%	1.49%	3.00%	1.44%	0.82%
Students with Disabilities	1.73%	2.93%	1.53%	1.56%	1.27%	0.78%
Academically and Intellectually Gifted	22.19%	26.60%	22.41%	20.69%	30.99%	12.69%
Change from Early to Recent in Percent Taking a Dual Enrollment Course						
White	-1.04%	-3.64%	0.60%	-2.36%	1.15%	-0.77%
Black	-0.78%	-6.20% *	1.06%	-3.21%	0.23%	-0.43%
Hispanic	-0.47%	-5.08%	0.78%	-1.53%	1.30%	-1.00%
American Indian	-2.86%	-3.80%	1.60% *	-0.21% *	4.95% *	-0.23%
Multi-race	-0.91%	0.83%	0.16%	-3.15%	0.83%	-0.70%
Male	-0.84%	-3.11%	0.36%	-1.70%	0.75%	-0.51%
Female	-1.40%	-4.52%	0.70%	-3.37%	1.54%	-0.96%
Economically Disadvantaged	-2.44%	-4.99%	-0.62%	-3.91%	0.53%	-1.17%
Limited English Proficiency	-2.72%	-7.13%	-2.46%	-2.10%	-3.69%	-1.59%
Students with Disabilities	-2.29%	-3.10%	-1.83%	-2.61%	-3.14%	-1.21%
Academically and Intellectually Gifted	-3.10%	-10.28%	1.36%	-8.20%	2.00%	-1.16%

Note: * indicates a statistic based on fewer than 50 students. Statistics based on small numbers of students may not be stable over time and may not represent the overall performance of LEAs.
 – outcomes with fewer than 10 students are not included to maintain the privacy of students.

Educator Demographics

Appendix Table 49: Teacher Demographics in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Female	77.21%	78.15%	76.17%	78.41%	77.71%	79.85%
Minority	3.99%	2.45%	4.36%	4.12%	3.63%	20.53%
Age	41.06	40.69	41.02	41.29	40.56	39.97
Middle Period (2018, 2019)						
Female	77.21%	77.97%	76.09%	78.65%	77.57%	79.77%
Minority	3.73%	2.70%	4.06%	3.72%	3.49%	22.85%
Age	41.61	41.39	41.52	41.85	41.13	40.53
Recent Period (2021)						
Female	76.79%	78.24%	75.64%	75.64%	78.72%	79.50%
Minority	4.12%	3.23%	4.89%	4.89%	3.64%	23.66%
Age	42.04	41.98	42.00	42.00	41.23	41.06

Appendix Table 50: Teacher Demographics by LEA in the DHT Region

LEA Name	Early (2014, 2015)			Middle (2018, 2019)			Recent (2021)		
	Female	Person of Color	Age	Female	Person of Color	Age	Female	Person of Color	Age
Avery County Schools	79.08%	1.74%	41.62	78.17%	0.91%	42.25	76.97%	0.72%	41.99
Buncombe County Schools	75.16%	4.11%	41.17	74.86%	4.01%	41.56	75.30%	4.50%	42.10
Asheville City Schools	69.97%	12.92%	40.35	73.89%	11.54%	42.17	72.22%	11.76%	42.39
Burke County Schools	77.36%	5.06%	40.89	77.29%	4.37%	41.16	75.60%	3.53%	41.91
Cherokee County Schools	76.13%	1.58%	41.57	74.54%	2.42%	42.33	76.19%	3.29%	42.99
Clay County Schools	86.87%	0.00%	42.57	83.08%	0.00%	42.50	85.42%	1.18%	41.77
Graham County Schools	74.44%	2.22%	40.70	82.32%	2.73%	40.63	80.65%	2.44%	42.89
Haywood County Schools	78.35%	3.00%	39.56	78.18%	2.45%	40.39	75.75%	3.16%	41.00
Henderson County Schools	77.89%	3.98%	41.71	77.56%	3.57%	41.40	76.54%	5.26%	41.84
Jackson County Schools	80.04%	3.13%	39.15	78.92%	3.50%	40.56	80.39%	4.59%	41.46
Macon County Schools	77.60%	1.87%	41.50	79.00%	1.73%	42.40	77.51%	1.36%	42.75
Madison County Schools	76.90%	1.84%	41.88	76.49%	1.44%	43.24	75.82%	1.90%	42.90
McDowell County Schools	79.45%	4.49%	41.48	82.43%	3.10%	42.41	81.04%	2.69%	42.75
Mitchell County Schools	76.22%	1.30%	41.63	76.98%	2.07%	42.14	76.12%	0.87%	41.93
Polk County Schools	78.06%	2.34%	43.58	77.75%	4.58%	44.68	77.91%	4.00%	44.05
Rutherford County Schools	79.91%	5.26%	41.08	78.20%	4.97%	41.33	79.88%	5.42%	41.79
Swain County Schools	75.95%	5.84%	38.80	73.99%	5.90%	38.40	73.47%	6.92%	39.00
Transylvania County Schools	79.09%	1.43%	40.91	77.36%	1.30%	41.75	78.78%	2.42%	42.61
Yancey County Schools	77.90%	1.99%	40.28	79.57%	1.54%	41.45	78.00%	0.73%	41.13

Appendix Table 51: Teacher Demographics by School Characteristics in the DHT Region

	Female	Person of Color	Age
DHT Region, All Years			
School Level			
Elementary	91.47%	3.54%	41.13
Middle	71.16%	3.60%	41.62
High	58.05%	4.73%	41.93
Urbanicity			
City/Suburb	75.78%	4.70%	41.34
Rural/Town	78.20%	3.25%	41.59
Statewide Poverty Quartiles			
Quartile 1 (Lowest Poverty)	66.79%	4.42%	42.08
Quartile 2	71.69%	4.11%	41.69
Quartile 3	83.38%	3.09%	41.03
Quartile 4 (Highest Poverty)	86.33%	5.15%	41.48
DHT Region, 2021 Only			
School Level			
Elementary	91.85%	3.80%	41.49
Middle	70.98%	3.79%	42.35
High	57.01%	4.90%	42.70
Urbanicity			
City/Suburb	75.26%	5.25%	41.90
Rural/Town	77.97%	3.16%	42.18
Statewide Poverty Quartiles			
Quartile 1 (Lowest Poverty)	68.46%	4.43%	42.54
Quartile 2	70.42%	4.43%	42.43
Quartile 3	83.89%	3.34%	41.51
Quartile 4 (Highest Poverty)	85.13%	4.94%	41.83

Appendix Table 52: School Administrator Demographics in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Principal Female	50.10%	39.13%	52.61%	52.81%	52.34%	60.95%
Principal Minority	3.76%	2.17%	1.90%	6.82%	9.35%	29.70%
Principal Age	46.84	47.96	47.33	45.69	45.20	45.65
AP Female	52.32%	53.33%	49.74%	55.81%	56.59%	63.46%
AP Minority	5.77%	0.00%	8.29%	3.97%	8.43%	37.86%
AP Age	43.78	43.89	43.70	43.86	42.52	42.27
Middle Period (2018, 2019)						
Principal Female	55.88%	52.27%	57.94%	55.17%	52.09%	63.00%
Principal Minority	3.65%	0.00%	5.61%	3.05%	11.21%	31.22%
Principal Age	46.38	46.31	47.16	45.47	46.33	45.72
AP Female	59.19%	60.00%	58.95%	59.29%	53.80%	64.50%
AP Minority	7.09%	1.89%	9.17%	5.31%	5.00%	38.44%
AP Age	43.40	41.07	43.63	44.08	41.93	43.00
Recent Period (2021)						
Principal Female	57.85%	57.45%	58.33%	57.47%	51.43%	62.84%
Principal Minority	3.35%	0.00%	5.56%	2.35%	8.65%	32.15%
Principal Age	46.74	48.36	47.06	45.46	45.81	46.69
AP Female	59.81%	60.71%	59.54%	60.00%	58.70%	66.27%
AP Minority	6.29%	5.26%	6.00%	7.50%	5.26%	39.03%
AP Age	43.32	41.18	43.99	42.80	42.63	43.77

Appendix Table 53: Principal Demographics by LEA in the DHT Region

LEA Name	Early (2014, 2015)			Middle (2018, 2019)			Recent (2021)		
	Female	Person of Color	Age	Female	Person of Color	Age	Female	Person of Color	Age
Avery County Schools	44.44%	0.00%	42.89	25.00%	0.00%	42.81	-	-	-
Buncombe County Schools	56.47%	3.53%	48.44	61.80%	6.74%	48.84	61.36%	4.55%	49.23
Asheville City Schools	62.50%	6.25%	50.31	63.16%	31.58%	48.32	80.00%	30.00%	46.60
Burke County Schools	62.50%	12.50%	44.63	64.15%	5.88%	44.08	65.38%	3.85%	45.85
Cherokee County Schools	50.00%	0.00%	48.73	57.14%	0.00%	44.18	50.00%	0.00%	48.13
Clay County Schools	-	-	-	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-	-	-	-
Haywood County Schools	60.61%	0.00%	46.39	63.33%	0.00%	46.00	60.00%	0.00%	45.20
Henderson County Schools	50.00%	0.00%	45.41	50.00%	0.00%	45.24	50.00%	4.17%	45.67
Jackson County Schools	77.78%	0.00%	47.28	72.22%	0.00%	48.22	-	-	-
Macon County Schools	18.18%	9.09%	49.91	36.36%	0.00%	48.23	54.55%	0.00%	51.00
Madison County Schools	38.46%	0.00%	43.62	58.33%	0.00%	42.83	-	-	-
McDowell County Schools	80.00%	4.00%	45.08	74.07%	7.41%	45.70	78.57%	7.14%	44.64
Mitchell County Schools	28.57%	0.00%	48.79	42.86%	0.00%	48.36	-	-	-
Polk County Schools	50.00%	0.00%	55.50	41.67%	0.00%	47.00	-	-	-
Rutherford County Schools	29.73%	10.81%	43.84	38.89%	0.00%	46.00	50.00%	0.00%	45.28
Swain County Schools	30.00%	0.00%	45.20	-	-	-	-	-	-
Transylvania County Schools	27.78%	0.00%	48.56	44.44%	0.00%	47.33	-	-	-
Yancey County Schools	62.50%	0.00%	47.75	81.25%	0.00%	47.44	-	-	-

Note: – outcomes with fewer than 10 observations are not included to maintain the privacy of school personnel.

Appendix Table 54: Assistant Principal Demographics by LEA in the DHT Region

LEA Name	Early (2014, 2015)			Middle (2018, 2019)			Recent (2021)		
	Female	Person of Color	Age	Female	Person of Color	Age	Female	Person of Color	Age
Avery County Schools	-	-	-	-	-	-	-	-	-
Buncombe County Schools	47.96%	6.12%	44.89	58.88%	5.61%	45.55	60.00%	8.33%	45.98
Asheville City Schools	45.83%	29.17%	42.83	68.18%	45.45%	42.23	62.50%	9.09%	43.75
Burke County Schools	52.94%	2.04%	45.94	58.97%	7.69%	45.21	71.43%	7.14%	41.38
Cherokee County Schools	-	-	-	57.14%	0.00%	43.93	-	-	-
Clay County Schools	-	-	-	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-	-	-	-
Haywood County Schools	64.00%	8.00%	42.88	57.69%	0.00%	37.19	57.14%	0.00%	37.79
Henderson County Schools	43.33%	3.33%	40.87	56.36%	9.09%	44.04	53.33%	4.76%	42.07
Jackson County Schools	42.86%	0.00%	42.14	80.00%	0.00%	44.33	-	-	-
Macon County Schools	-	-	-	61.54%	8.33%	36.69	-	-	-
Madison County Schools	-	-	-	-	-	-	-	-	-
McDowell County Schools	70.59%	5.88%	41.88	63.16%	0.00%	45.74	-	-	-
Mitchell County Schools	-	-	-	-	-	-	-	-	-
Polk County Schools	20.00%	11.11%	48.90	-	-	-	-	-	-
Rutherford County Schools	52.63%	5.26%	41.84	57.89%	7.89%	41.26	43.75%	13.33%	37.75
Swain County Schools	-	-	-	-	-	-	-	-	-
Transylvania County Schools	50.00%	0.00%	46.90	61.54%	0.00%	42.92	-	-	-
Yancey County Schools	-	-	-	-	-	-	-	-	-

Note: – outcomes with fewer than 10 observations are not included to maintain the privacy of school personnel.

Appendix Table 55: School Administrator Demographics by School Characteristics in the DHT Region

	Principal Female	Principal Minority	Principal Age	AP Female	AP Minority	AP Age
DHT Region, All Years						
School Level						
Elementary	62.44%	2.74%	46.65	72.93%	8.73%	42.41
Middle	45.30%	4.57%	46.21	55.67%	6.36%	44.68
High	40.91%	5.36%	46.97	47.09%	4.96%	43.41
Urbanicity						
City/Suburb	58.21%	4.40%	47.44	55.42%	9.00%	43.72
Rural/Town	51.22%	3.28%	46.16	58.17%	3.64%	43.32
Statewide Poverty Quartiles						
Quartile 1 (Lowest Poverty)	51.91%	8.08%	46.81	50.30%	9.68%	43.56
Quartile 2	49.37%	1.93%	47.16	50.68%	5.06%	42.88
Quartile 3	55.93%	3.96%	46.00	69.58%	4.80%	44.24
Quartile 4 (Highest Poverty)	59.80%	3.82%	46.98	57.65%	12.99%	44.41
DHT Region, 2021 Only						
School Level						
Elementary	68.46%	3.88%	46.82	75.00%	4.17%	43.50
Middle	46.30%	3.70%	45.78	56.06%	8.16%	43.70
High	44.83%	1.79%	47.45	52.27%	6.45%	42.91
Urbanicity						
City/Suburb	60.22%	6.45%	47.38	58.33%	6.59%	43.75
Rural/Town	56.38%	1.37%	46.34	61.70%	5.88%	42.77
Statewide Poverty Quartiles						
Quartile 1 (Lowest Poverty)	56.25%	3.23%	46.56	60.00%	3.33%	43.98
Quartile 2	50.63%	5.13%	47.42	52.17%	8.82%	42.33
Quartile 3	61.80%	2.27%	45.74	77.97%	6.52%	44.71
Quartile 4 (Highest Poverty)	64.29%	2.38%	47.71	43.48%	0.00%	42.57

Appendix Table 56: Student Support Personnel Demographics in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Female	83.94%	86.56%	83.01%	84.37%	90.02%	87.86%
Minority	6.83%	4.93%	6.52%	8.48%	4.14%	32.80%
Age	42.91	44.96	42.36	42.92	42.75	42.64
Middle Period (2018, 2019)						
Female	87.32%	91.04%	85.87%	88.23%	88.72%	88.71%
Minority	6.33%	4.27%	6.32%	7.56%	5.64%	35.75%
Age	42.99	42.92	42.52	43.99	42.01	42.49
Recent Period (2021)						
Female	87.26%	93.86%	84.82%	88.54%	89.49%	88.68%
Minority	5.74%	5.67%	6.40%	4.50%	8.83%	37.91%
Age	42.79	42.59	42.81	42.85	41.91	42.40

Appendix Table 57: Student Support Personnel Demographics by LEA in the DHT Region

LEA Name	Early (2014, 2015)			Middle (2018, 2019)			Recent (2021)		
	Female	Person of Color	Age	Female	Person of Color	Age	Female	Person of Color	Age
Avery County Schools	75.00%	8.97%	47.24	87.46%	0.00%	42.41	80.88%	0.00%	43.03
Buncombe County Schools	80.04%	5.22%	42.49	84.76%	4.23%	43.26	83.87%	4.37%	43.78
Asheville City Schools	81.88%	31.91%	38.70	80.45%	30.40%	39.78	82.93%	31.93%	41.42
Burke County Schools	89.53%	12.17%	43.40	89.93%	15.71%	44.20	90.23%	9.53%	42.74
Cherokee County Schools	89.76%	0.00%	44.05	94.94%	0.00%	43.00	100.00%	0.00%	44.10
Clay County Schools	-	-	-	-	-	-	-	-	-
Graham County Schools	55.71%	0.00%	50.71	68.94%	0.00%	47.81	-	-	-
Haywood County Schools	94.85%	0.00%	43.51	92.43%	4.07%	42.87	84.35%	0.00%	42.79
Henderson County Schools	76.43%	2.26%	44.06	79.35%	1.34%	43.20	77.84%	0.32%	41.78
Jackson County Schools	93.94%	11.53%	45.11	97.32%	14.65%	42.24	100.00%	14.73%	43.87
Macon County Schools	96.19%	0.00%	42.34	96.11%	0.00%	39.48	98.73%	0.00%	37.78
Madison County Schools	89.25%	0.00%	42.61	100.00%	0.00%	42.39	100.00%	0.00%	42.04
McDowell County Schools	82.73%	9.09%	39.98	85.84%	0.00%	43.27	90.90%	0.00%	43.29
Mitchell County Schools	78.40%	0.00%	40.43	75.32%	0.00%	42.86	-	-	-
Polk County Schools	75.98%	6.31%	38.33	88.94%	11.06%	39.51	89.18%	0.00%	40.94
Rutherford County Schools	85.13%	7.52%	44.31	90.96%	6.99%	47.04	84.29%	3.93%	45.26
Swain County Schools	82.96%	11.36%	43.04	76.33%	0.00%	45.04	72.70%	13.65%	43.25
Transylvania County Schools	100.00%	13.59%	38.62	100.00%	6.65%	38.93	100.00%	7.75%	40.08
Yancey County Schools	82.98%	0.00%	45.19	85.79%	0.00%	43.21	-	-	-

Note: – outcomes with fewer than 10 observations are not included to maintain the privacy of school personnel.

Appendix Table 58: Student Support Personnel Demographics by School Characteristics in the DHT Region

	Female	Person of Color	Age
DHT Region, All Years			
School Level			
Elementary	90.07%	6.30%	42.84
Middle	82.08%	5.31%	43.53
High	82.88%	7.13%	42.64
Urbanicity			
City/Suburb	82.75%	6.38%	42.78
Rural/Town	89.13%	6.40%	43.03
Statewide Poverty Quartiles			
Quartile 1 (Lowest Poverty)	82.90%	8.92%	42.63
Quartile 2	86.48%	6.55%	43.52
Quartile 3	86.93%	4.65%	42.13
Quartile 4 (Highest Poverty)	84.93%	7.45%	43.44
DHT Region, 2021 Only			
School Level			
Elementary	90.55%	5.76%	41.67
Middle	83.85%	2.72%	44.47
High	85.29%	7.16%	42.95
Urbanicity			
City/Suburb	82.64%	6.13%	43.03
Rural/Town	91.63%	4.94%	42.50
Statewide Poverty Quartiles			
Quartile 1 (Lowest Poverty)	82.73%	12.45%	42.35
Quartile 2	89.03%	4.66%	43.41
Quartile 3	87.56%	2.36%	41.93
Quartile 4 (Highest Poverty)	86.30%	7.21%	43.38

Educator Credentials

Appendix Table 59: Teacher Credentials in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
In State Preparation	61.91%	65.63%	59.09%	64.58%	69.79%	50.19%
Out of State Preparation	22.79%	19.99%	26.85%	17.76%	15.17%	26.81%
Alternative Licensing	10.64%	10.40%	9.23%	12.96%	9.80%	17.33%
Teaching Experience	12.74	12.29	12.51	13.31	13.13	11.84
Novice Teacher	14.77%	16.90%	15.27%	13.00%	13.45%	18.42%
National Board Certified	17.74%	16.52%	19.19%	16.04%	17.30%	11.13%
Graduate Degree	36.81%	36.46%	37.33%	36.15%	37.22%	36.66%
Licensure Exams (Std)	0.28	0.25	0.37	0.17	0.22	0.11
Middle Period (2018, 2019)						
In State Preparation	60.44%	62.61%	57.17%	64.63%	70.99%	47.51%
Out of State Preparation	22.96%	20.91%	27.26%	17.04%	14.19%	25.10%
Alternative Licensing	12.51%	13.27%	11.09%	14.43%	10.99%	21.87%
Teaching Experience	13.38	12.93	13.00	14.22	13.86	12.28
Novice Teacher	11.07%	12.20%	10.96%	10.69%	10.53%	15.92%
National Board Certified	15.43%	14.52%	16.66%	13.91%	15.45%	9.46%
Graduate Degree	35.00%	34.40%	35.71%	34.16%	35.41%	35.68%
Licensure Exams (Std)	0.29	0.25	0.37	0.17	0.23	0.10
Recent Period (2021)						
In State Preparation	59.64%	61.77%	56.67%	63.58%	70.14%	45.65%
Out of State Preparation	22.44%	20.82%	26.66%	16.13%	14.10%	24.35%
Alternative Licensing	13.91%	13.85%	12.49%	16.35%	12.33%	24.58%
Teaching Experience	13.90	13.59	13.55	14.65	14.12	12.64
Novice Teacher	10.17%	11.30%	10.25%	9.45%	10.36%	15.06%
National Board Certified	15.79%	14.17%	17.15%	14.33%	15.48%	9.13%
Graduate Degree	33.49%	32.63%	34.70%	31.88%	33.60%	34.58%
Licensure Exams (Std)	0.29	0.23	0.37	0.19	0.24	0.10

Appendix Table 60: Teacher Credentials by LEA in the DHT Region in the Early Period

LEA Name	In State Preparation	Out of State Preparation	Alternative Licensing	Teacher Experience	Novice Teacher	National Board Certified	Graduate Degree	Licensure Exam Scores (Std)
Avery County Schools	75.28%	14.20%	4.83%	14.01	13.92%	13.92%	36.65%	0.16
Buncombe County Schools	59.98%	27.56%	7.69%	12.65	15.08%	20.29%	38.16%	0.38
Asheville City Schools	50.23%	35.11%	9.77%	11.28	17.48%	19.15%	40.43%	0.46
Burke County Schools	63.78%	16.03%	16.39%	13.40	11.75%	16.50%	38.16%	0.17
Cherokee County Schools	64.69%	23.08%	8.68%	12.78	14.99%	18.15%	43.79%	0.09
Clay County Schools	61.11%	24.24%	9.09%	14.16	10.61%	20.20%	50.51%	0.24
Graham County Schools	75.42%	10.06%	6.70%	13.30	15.00%	17.22%	32.22%	0.06
Haywood County Schools	68.03%	15.56%	10.62%	11.70	18.87%	18.68%	32.99%	0.27
Henderson County Schools	54.81%	30.13%	10.37%	12.98	13.60%	20.56%	37.40%	0.38
Jackson County Schools	67.19%	17.38%	12.11%	10.34	22.27%	15.63%	33.01%	0.35
Macon County Schools	63.62%	22.45%	10.06%	12.77	14.86%	15.33%	32.97%	0.29
Madison County Schools	68.75%	14.06%	11.72%	12.22	13.54%	7.03%	43.23%	0.27
McDowell County Schools	65.98%	13.42%	13.77%	12.48	13.15%	13.27%	34.35%	0.16
Mitchell County Schools	80.46%	12.05%	3.58%	14.27	9.77%	24.10%	30.94%	0.23
Polk County Schools	39.39%	45.27%	10.23%	14.43	12.24%	17.86%	50.77%	0.30
Rutherford County Schools	63.99%	18.19%	13.99%	13.00	15.98%	13.33%	33.15%	0.12
Swain County Schools	65.99%	17.01%	14.29%	11.90	20.75%	14.97%	30.61%	0.38
Transylvania County Schools	54.58%	32.39%	9.68%	13.35	13.71%	17.40%	32.86%	0.47
Yancey County Schools	70.14%	13.52%	10.70%	13.12	12.11%	22.25%	28.17%	0.24

Appendix Table 61: Teacher Credentials by LEA in the DHT Region in the Middle Period

LEA Name	In State Preparation	Out of State Preparation	Alternative Licensing	Teacher Experience	Novice Teacher	National Board Certified	Graduate Degree	Licensure Exam Scores (Std)
Avery County Schools	74.78%	12.32%	8.50%	14.81	10.53%	12.87%	38.30%	0.20
Buncombe County Schools	58.62%	26.64%	10.03%	13.01	10.59%	17.53%	36.00%	0.38
Asheville City Schools	44.59%	40.46%	10.26%	12.33	14.39%	16.81%	41.74%	0.53
Burke County Schools	65.39%	15.91%	15.78%	14.00	12.09%	15.00%	35.49%	0.16
Cherokee County Schools	59.27%	24.22%	13.39%	12.99	12.66%	15.23%	39.63%	0.14
Clay County Schools	57.44%	24.10%	14.36%	14.71	8.21%	15.90%	41.54%	0.08
Graham County Schools	68.85%	15.85%	9.29%	12.68	12.02%	17.49%	28.96%	0.07
Haywood County Schools	65.86%	17.07%	12.45%	12.78	11.81%	18.52%	29.83%	0.29
Henderson County Schools	54.11%	30.16%	11.98%	12.99	11.15%	16.76%	35.15%	0.35
Jackson County Schools	67.50%	17.88%	12.31%	12.05	15.36%	12.86%	35.51%	0.36
Macon County Schools	62.31%	22.77%	11.85%	13.72	9.08%	14.62%	31.38%	0.28
Madison County Schools	66.48%	15.49%	11.83%	13.60	7.61%	6.20%	43.38%	0.28
McDowell County Schools	65.67%	13.02%	14.40%	14.31	9.99%	11.02%	32.84%	0.16
Mitchell County Schools	77.93%	11.03%	7.59%	14.70	11.00%	16.84%	24.05%	0.17
Polk County Schools	41.55%	44.50%	9.92%	15.98	7.24%	16.89%	46.65%	0.29
Rutherford County Schools	61.34%	16.53%	19.23%	13.61	12.32%	11.39%	31.65%	0.13
Swain County Schools	60.22%	16.79%	20.07%	11.46	15.64%	13.09%	27.64%	0.38
Transylvania County Schools	52.98%	30.56%	12.66%	13.79	8.84%	14.26%	33.94%	0.47
Yancey County Schools	72.95%	13.68%	9.73%	13.99	4.55%	19.70%	30.00%	0.24

Appendix Table 62: Teacher Credentials by LEA in the DHT Region in the Recent Period

LEA Name	In State Preparation	Out of State Preparation	Alternative Licensing	Teacher Experience	Novice Teacher	National Board Certified	Graduate Degree	Licensure Exam Scores (Std)
Avery County Schools	73.03%	12.50%	9.87%	15.06	11.18%	13.82%	36.18%	0.27
Buncombe County Schools	58.19%	25.97%	10.92%	13.56	10.43%	17.42%	34.96%	0.37
Asheville City Schools	44.57%	39.00%	13.37%	12.40	12.15%	14.64%	40.06%	0.48
Burke County Schools	64.09%	15.62%	17.62%	14.52	10.70%	14.53%	34.74%	0.18
Cherokee County Schools	58.89%	24.11%	13.83%	13.80	12.02%	13.95%	38.37%	0.16
Clay County Schools	53.13%	27.08%	15.63%	14.64	10.42%	12.50%	35.42%	0.05
Graham County Schools	66.30%	17.39%	10.87%	13.77	11.70%	17.02%	25.53%	0.03
Haywood County Schools	64.40%	18.00%	13.20%	13.75	10.34%	22.66%	30.42%	0.34
Henderson County Schools	53.29%	29.50%	14.14%	13.54	9.59%	16.99%	33.77%	0.35
Jackson County Schools	67.83%	16.28%	13.18%	13.03	11.63%	15.50%	33.72%	0.35
Macon County Schools	61.14%	22.89%	11.75%	14.28	9.01%	14.71%	31.23%	0.25
Madison County Schools	66.67%	13.89%	13.33%	13.77	11.54%	8.79%	39.56%	0.32
McDowell County Schools	62.65%	13.24%	16.78%	14.64	7.53%	13.18%	32.24%	0.19
Mitchell County Schools	76.12%	8.96%	10.45%	15.35	8.21%	11.19%	21.64%	0.13
Polk County Schools	48.54%	36.26%	11.70%	15.88	6.98%	19.19%	40.70%	0.34
Rutherford County Schools	60.16%	15.54%	21.31%	14.26	11.09%	12.67%	27.13%	0.13
Swain County Schools	60.27%	16.44%	20.55%	11.86	14.97%	10.20%	26.53%	0.28
Transylvania County Schools	53.99%	29.35%	13.41%	14.55	7.91%	14.75%	33.81%	0.46
Yancey County Schools	71.52%	15.89%	9.27%	14.17	5.30%	19.87%	27.15%	0.22

Appendix Table 63: Teacher Credentials by School Characteristics in the DHT Region

	In State Prep	Out of State Prep	Alt. Entry	Teach Exp	Novice	NBC	Graduate Degree	Licensure Exams (Std)
DHT Region, All Years								
School Level								
Elementary	68.41%	23.01%	6.28%	12.85	12.90%	15.48%	33.44%	0.26
Middle	55.46%	25.86%	15.50%	12.98	13.21%	15.30%	37.22%	0.29
High	52.63%	20.18%	18.80%	14.07	10.96%	18.90%	37.46%	0.33
Urbanicity								
City/Suburb	57.67%	27.33%	10.45%	12.84	12.80%	18.53%	36.07%	0.37
Rural/Town	63.59%	18.98%	13.34%	13.56	12.04%	14.70%	34.95%	0.22
Statewide Poverty Quartiles								
Quartile 1 (Lowest Poverty)	53.05%	26.37%	14.37%	13.74	10.98%	21.73%	41.62%	0.41
Quartile 2	58.18%	22.58%	14.05%	13.67	11.40%	18.52%	35.56%	0.31
Quartile 3	65.39%	21.68%	9.95%	12.85	13.47%	13.59%	33.42%	0.24
Quartile 4 (Highest Poverty)	64.23%	23.03%	9.33%	12.46	13.78%	12.88%	34.66%	0.22
DHT Region, 2021 only								
School Level								
Elementary	67.70%	22.14%	7.86%	13.27	11.31%	14.18%	30.94%	0.26
Middle	53.54%	26.57%	17.51%	13.71	10.30%	14.80%	36.47%	0.29
High	51.79%	19.59%	20.54%	15.09	8.21%	19.33%	35.43%	0.33
Urbanicity								
City/Suburb	56.37%	27.17%	12.34%	13.47	10.36%	17.80%	34.61%	0.37
Rural/Town	62.53%	18.39%	15.19%	14.29	10.00%	14.09%	32.66%	0.22
Statewide Poverty Quartiles								
Quartile 1 (Lowest Poverty)	52.50%	26.25%	15.77%	14.28	8.56%	19.47%	39.98%	0.41
Quartile 2	57.03%	22.30%	15.41%	14.58	8.64%	18.71%	33.68%	0.32
Quartile 3	63.93%	21.60%	12.08%	13.30	11.92%	12.54%	31.30%	0.24
Quartile 4 (Highest Poverty)	63.86%	21.18%	12.01%	13.16	11.70%	12.12%	32.18%	0.19

Appendix Table 64: School Administrator Credentials in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Principal Ever NBC	13.93%	16.30%	13.27%	13.48%	16.36%	9.85%
Principal Experience	5.61	5.08	5.86	5.60	5.52	5.52
Principal Licensure Exam (Std)	0.14	0.17	0.23	0.03	0.15	0.03
AP Ever NBC	20.44%	22.22%	18.65%	22.48%	16.48%	13.44%
AP Experience	3.29	2.98	3.35	3.32	3.49	3.74
AP Licensure Exam (Std)	0.19	0.26	0.14	0.24	0.14	0.02
Middle Period (2018, 2019)						
Principal Ever NBC	20.80%	21.59%	19.63%	21.84%	17.67%	14.27%
Principal Experience	5.43	4.74	5.52	5.67	6.61	5.74
Principal Licensure Exam (Std)	0.22	0.40	0.20	0.17	0.21	0.10
AP Ever NBC	24.43%	25.45%	24.89%	23.01%	17.30%	13.22%
AP Experience	3.17	1.40	3.35	3.66	3.44	4.26
AP Licensure Exam (Std)	0.17	0.31	0.17	0.09	0.15	0.01
Recent Period (2021)						
Principal Ever NBC	25.21%	27.66%	26.85%	21.84%	20.00%	15.82%
Principal Experience	5.66	5.36	5.81	5.62	6.42	6.49
Principal Licensure Exam (Std)	0.26	0.37	0.25	0.22	0.24	0.11
AP Ever NBC	19.63%	21.43%	19.85%	18.18%	17.39%	11.74%
AP Experience	3.64	1.96	4.00	3.65	4.09	4.96
AP Licensure Exam (Std)	0.21	0.19	0.26	0.11	0.18	0.02

Appendix Table 65: School Administrator Credentials by LEA in the DHT Region in the Early Period

LEA Name	Principal Ever NBC	Principal Experience	Principal Licensure Exam (Std)	AP Ever NBC	AP Experience	AP Licensure Exam (Std)
Avery County Schools	0.00%	5.94	0.15	-	-	-
Buncombe County Schools	7.06%	5.88	0.34	13.27%	4.46	0.20
Asheville City Schools	37.50%	6.25	0.28	20.83%	2.00	0.20
Burke County Schools	12.50%	4.61	0.10	23.53%	2.86	0.27
Cherokee County Schools	13.33%	5.20	0.13	-	-	-
Clay County Schools	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-
Haywood County Schools	12.12%	4.27	0.09	28.00%	1.56	0.17
Henderson County Schools	21.74%	6.13	0.06	26.67%	2.67	-0.14
Jackson County Schools	33.33%	4.78	0.44	42.86%	2.93	0.24
Macon County Schools	18.18%	4.82	0.02	-	-	-
Madison County Schools	15.38%	3.38	0.26	-	-	-
McDowell County Schools	28.00%	4.72	-0.03	17.65%	1.88	0.40
Mitchell County Schools	7.14%	4.29	-0.22	-	-	-
Polk County Schools	0.00%	11.17	0.71	0.00%	5.20	0.36
Rutherford County Schools	13.51%	6.24	0.03	26.32%	4.39	0.02
Swain County Schools	0.00%	2.50	0.28	-	-	-
Transylvania County Schools	0.00%	9.39	0.37	10.00%	1.70	0.08
Yancey County Schools	25.00%	5.50	-0.39	-	-	-

Note: – outcomes with fewer than 10 observations are not included to maintain the privacy of school personnel.

Appendix Table 66: School Administrator Credentials by LEA in the DHT Region in the Middle Period

LEA Name	Principal Ever NBC	Principal Experience	Principal Licensure Exam (Std)	AP Ever NBC	AP Experience	AP Licensure Exam (Std)
Avery County Schools	6.25%	7.31	0.07	-	-	-
Buncombe County Schools	7.87%	6.02	0.33	22.43%	4.93	0.13
Asheville City Schools	26.32%	4.05	-0.02	18.18%	2.27	-0.13
Burke County Schools	26.42%	4.38	0.18	12.82%	3.36	0.05
Cherokee County Schools	32.14%	3.00	0.26	28.57%	0.93	0.11
Clay County Schools	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-
Haywood County Schools	20.00%	4.37	0.19	50.00%	1.27	0.55
Henderson County Schools	30.43%	5.43	0.06	18.18%	2.04	0.20
Jackson County Schools	27.78%	6.00	0.56	26.67%	2.27	0.49
Macon County Schools	9.09%	5.41	0.35	23.08%	0.77	0.54
Madison County Schools	33.33%	5.33	0.38	-	-	-
McDowell County Schools	18.52%	5.70	0.17	42.11%	2.37	0.35
Mitchell County Schools	14.29%	5.21	0.17	-	-	-
Polk County Schools	16.67%	8.50	0.41	-	-	-
Rutherford County Schools	19.44%	6.22	0.23	23.68%	4.39	-0.10
Swain County Schools	-	-	-	-	-	-
Transylvania County Schools	33.33%	6.89	0.07	30.77%	2.31	0.33
Yancey County Schools	43.75%	5.31	-0.07	-	-	-

Note: – outcomes with fewer than 10 observations are not included to maintain the privacy of school personnel.

Appendix Table 67: School Administrator Credentials by LEA in the DHT Region in the Recent Period

LEA Name	Principal Ever NBC	Principal Experience	Principal Licensure Exam (Std)	AP Ever NBC	AP Experience	AP Licensure Exam (Std)
Avery County Schools	-	-	-	-	-	-
Buncombe County Schools	11.36%	7.11	0.27	18.33%	5.82	0.14
Asheville City Schools	50.00%	2.60	-0.04	43.75%	1.88	0.61
Burke County Schools	30.77%	3.69	0.24	14.29%	3.24	0.03
Cherokee County Schools	37.50%	5.38	0.19	-	-	-
Clay County Schools	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-
Haywood County Schools	33.33%	4.53	0.51	21.43%	2.21	0.31
Henderson County Schools	29.17%	6.42	0.11	10.00%	2.83	0.27
Jackson County Schools	-	-	-	-	-	-
Macon County Schools	9.09%	7.09	0.41	-	-	-
Madison County Schools	-	-	-	-	-	-
McDowell County Schools	14.29%	6.36	0.25	-	-	-
Mitchell County Schools	-	-	-	-	-	-
Polk County Schools	-	-	-	-	-	-
Rutherford County Schools	22.22%	5.83	0.26	6.25%	3.31	-0.05
Swain County Schools	-	-	-	-	-	-
Transylvania County Schools	-	-	-	-	-	-
Yancey County Schools	-	-	-	-	-	-

Note: – outcomes with fewer than 10 observations are not included to maintain the privacy of school personnel.

Appendix Table 68: School Administrator Credentials by School Characteristics in the DHT Region

	Principal Ever NBC	Principal Experience	Principal Licensure Exam (Std)	AP Ever NBC	AP Experience	AP Licensure Exam (Std)
DHT Region, All Years						
School Level						
Elementary	18.70%	5.34	0.21	24.06%	2.55	0.28
Middle	22.65%	5.52	0.19	19.33%	3.68	0.11
High	16.43%	6.07	0.19	22.33%	3.56	0.18
Urbanicity						
City/Suburb	17.51%	5.64	0.21	21.30%	3.59	0.18
Rural/Town	19.73%	5.51	0.19	22.51%	3.03	0.19
Statewide Poverty Quartiles						
Quartile 1 (Lowest Poverty)	20.61%	6.05	0.18	21.21%	3.59	0.19
Quartile 2	18.14%	6.20	0.21	23.08%	3.42	0.23
Quartile 3	15.89%	5.29	0.19	20.63%	3.12	0.17
Quartile 4 (Highest Poverty)	26.63%	4.54	0.21	21.18%	2.91	0.01
DHT Region, 2021 Only						
School Level						
Elementary	24.62%	5.52	0.27	28.33%	3.13	0.39
Middle	27.78%	5.13	0.23	15.15%	3.82	0.09
High	24.14%	6.45	0.28	17.05%	3.86	0.18
Urbanicity						
City/Suburb	23.66%	6.03	0.23	20.00%	4.13	0.25
Rural/Town	26.17%	5.42	0.28	19.15%	3.03	0.16
Statewide Poverty Quartiles						
Quartile 1 (Lowest Poverty)	21.88%	6.59	0.25	17.50%	3.55	0.32
Quartile 2	30.38%	6.08	0.27	23.91%	3.74	0.30
Quartile 3	20.22%	5.13	0.27	16.95%	3.61	0.04
Quartile 4 (Highest Poverty)	28.57%	5.26	0.23	13.04%	3.52	0.11

Educator Outcomes

Appendix Table 69: Teacher Outcomes in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Average Evaluation Ratings	3.89	3.80	3.91	3.90	3.77	3.66
Average Standardized EVAAS Estimates	0.05	0.11	0.05	0.00	0.17	0.01
Return to Teach in NC	89.90%	89.30%	88.56%	92.27%	91.93%	87.64%
Return to Teach in District	87.57%	86.91%	86.14%	90.11%	88.95%	83.68%
Return to Teach in School	83.98%	83.01%	82.99%	85.97%	85.64%	78.94%
Middle Period (2018, 2019)						
Average Evaluation Ratings	3.96	3.92	4.02	3.87	3.81	3.68
Average Standardized EVAAS Estimates	0.08	0.03	0.09	0.09	0.14	0.01
Return to Teach in NC	90.90%	91.47%	90.45%	91.34%	92.30%	88.68%
Return to Teach in District	88.75%	89.32%	88.34%	89.12%	89.13%	85.22%
Return to Teach in School	84.11%	84.30%	84.82%	82.86%	86.06%	79.92%
Recent Period (2021)						
Average Evaluation Ratings	4.03	3.97	4.09	3.97	3.84	3.73
Average Standardized EVAAS Estimates	*	*	*	*	*	*
Return to Teach in NC	89.37%	87.44%	89.11%	90.81%	92.68%	88.59%
Return to Teach in District	87.00%	84.40%	86.88%	88.55%	89.99%	85.54%
Return to Teach in School	82.65%	80.69%	83.26%	82.62%	85.35%	80.58%

Note: * teacher EVAAS estimates are not available in the 2020-21 year.

Appendix Table 70: Teacher Outcomes by LEA in the DHT Region in the Early Period

LEA Name	Average Evaluation Ratings	Average Standardized EVAAS Estimates	Return to Teach in NC	Return to Teach in District	Return to Teach in School
Avery County Schools	4.00	0.26	96.88%	94.03%	90.63%
Buncombe County Schools	4.02	-0.05	88.13%	86.23%	83.31%
Asheville City Schools	3.69	0.01	87.39%	83.28%	81.46%
Burke County Schools	3.79	0.09	92.70%	90.56%	86.71%
Cherokee County Schools	3.83	0.04	90.14%	89.15%	81.66%
Clay County Schools	4.00	0.23	88.89%	87.88%	85.35%
Graham County Schools	3.74	0.09	92.22%	90.56%	87.22%
Haywood County Schools	3.70	-0.01	89.78%	86.62%	82.90%
Henderson County Schools	3.84	0.23	88.77%	86.45%	83.00%
Jackson County Schools	3.48	0.16	86.52%	81.84%	79.10%
Macon County Schools	4.02	0.23	90.56%	88.54%	85.60%
Madison County Schools	4.19	0.14	92.45%	90.63%	86.20%
McDowell County Schools	3.76	-0.30	92.18%	89.91%	81.75%
Mitchell County Schools	4.10	0.23	91.21%	90.23%	84.69%
Polk County Schools	4.09	0.17	88.78%	86.48%	83.67%
Rutherford County Schools	3.93	-0.17	91.51%	89.13%	87.21%
Swain County Schools	3.87	-0.17	88.44%	85.37%	82.31%
Transylvania County Schools	3.98	0.22	86.82%	84.01%	80.84%
Yancey County Schools	4.19	0.30	92.96%	91.55%	88.17%

Appendix Table 71: Teacher Outcomes by LEA in the DHT Region in the Middle Period

LEA Name	Average Evaluation Ratings	Average Standardized EVAAS Estimates	Return to Teach in NC	Return to Teach in District	Return to Teach in School
Avery County Schools	4.10	0.21	91.52%	88.30%	76.90%
Buncombe County Schools	4.11	0.13	90.34%	88.56%	84.67%
Asheville City Schools	3.84	0.04	86.61%	83.48%	80.91%
Burke County Schools	3.60	0.06	91.66%	89.66%	82.16%
Cherokee County Schools	3.74	0.01	91.38%	88.81%	75.41%
Clay County Schools	4.10	0.18	90.77%	89.74%	88.21%
Graham County Schools	3.85	0.04	95.08%	94.54%	92.35%
Haywood County Schools	3.79	0.12	91.69%	89.09%	84.48%
Henderson County Schools	3.98	0.05	90.70%	88.85%	85.85%
Jackson County Schools	3.76	0.04	90.21%	86.56%	85.22%
Macon County Schools	4.09	0.10	92.77%	91.85%	88.92%
Madison County Schools	4.29	0.15	95.21%	90.70%	88.73%
McDowell County Schools	3.78	0.21	91.04%	88.40%	82.09%
Mitchell County Schools	4.18	0.21	92.78%	91.75%	88.66%
Polk County Schools	4.20	0.24	90.88%	88.74%	84.99%
Rutherford County Schools	3.97	-0.07	91.22%	89.45%	86.18%
Swain County Schools	4.05	-0.24	89.09%	85.82%	81.09%
Transylvania County Schools	4.02	0.02	89.89%	88.63%	85.38%
Yancey County Schools	4.28	0.10	90.00%	86.36%	76.06%

Appendix Table 72: Teacher Outcomes by LEA in the DHT Region in the Recent Period

LEA Name	Average Evaluation Ratings	Average Standardized EVAAS Estimates	Return to Teach in NC	Return to Teach in District	Return to Teach in School
Avery County Schools	4.14	*	93.42%	88.16%	81.58%
Buncombe County Schools	4.21	*	88.37%	85.96%	81.98%
Asheville City Schools	3.83	*	85.91%	82.60%	81.49%
Burke County Schools	3.75	*	91.94%	89.96%	82.69%
Cherokee County Schools	3.85	*	83.72%	83.33%	77.13%
Clay County Schools	4.17	*	88.54%	84.38%	81.25%
Graham County Schools	3.92	*	87.23%	85.11%	79.79%
Haywood County Schools	3.91	*	89.46%	86.88%	82.50%
Henderson County Schools	4.03	*	90.96%	89.32%	85.62%
Jackson County Schools	3.80	*	86.05%	80.62%	78.29%
Macon County Schools	4.06	*	90.09%	86.79%	84.38%
Madison County Schools	4.22	*	87.91%	85.16%	82.97%
McDowell County Schools	3.96	*	91.29%	89.41%	85.18%
Mitchell County Schools	4.28	*	86.57%	85.07%	79.10%
Polk County Schools	4.24	*	87.21%	84.88%	83.14%
Rutherford County Schools	4.01	*	89.90%	87.72%	81.39%
Swain County Schools	4.09	*	89.80%	87.07%	82.99%
Transylvania County Schools	4.13	*	91.73%	91.01%	87.05%
Yancey County Schools	4.29	*	92.05%	89.40%	82.78%

Note: * teacher EVAAS estimates are not available in the 2020-21 year.

Appendix Table 73: Teacher Outcomes by School Characteristics in the DHT Region

	Average Evaluation Ratings	Average Standardized EVAAS Estimates	Return to Teach in NC	Return to Teach in District	Return to Teach in School
DHT Region, All Years					
School Level					
Elementary	3.97	0.12	90.41%	88.47%	83.96%
Middle	3.88	0.03	89.69%	86.97%	82.18%
High	3.95	-0.02	90.20%	87.74%	84.63%
Urbanicity					
City/Suburb	3.97	0.07	89.28%	87.02%	83.60%
Rural/Town	3.92	0.06	90.96%	88.69%	83.98%
Statewide Poverty Quartiles					
Quartile 1 (Lowest Poverty)	4.06	0.13	89.89%	88.12%	85.66%
Quartile 2	3.96	0.06	90.60%	88.05%	84.62%
Quartile 3	3.91	0.06	90.09%	87.83%	83.22%
Quartile 4 (Highest Poverty)	3.87	0.01	89.56%	87.64%	80.68%
DHT Region, 2021 Only					
School Level					
Elementary	4.06	*	89.30%	87.01%	82.40%
Middle	3.97	*	88.75%	85.99%	80.14%
High	4.05	*	89.86%	87.66%	84.98%
Urbanicity					
City/Suburb	4.08	*	88.91%	86.58%	82.90%
Rural/Town	3.99	*	89.70%	87.28%	82.35%
Statewide Poverty Quartiles					
Quartile 1 (Lowest Poverty)	4.19	*	88.99%	87.11%	85.42%
Quartile 2	4.05	*	90.72%	88.16%	84.92%
Quartile 3	4.00	*	88.67%	85.89%	80.46%
Quartile 4 (Highest Poverty)	3.92	*	87.46%	86.10%	78.47%

Note: * teacher EVAAS estimates are not available in the 2020-21 year.

Appendix Table 74: School Administrator Outcomes in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Principal Evaluation Ratings	4.05	3.76	4.10	4.03	3.85	3.81
Return as Principal in NC	85.24%	80.43%	83.41%	89.89%	84.11%	86.25%
Return as Principal in LEA	84.62%	80.43%	81.99%	89.89%	82.71%	84.78%
Return as Principal in School	79.63%	75.00%	75.83%	86.52%	74.30%	77.73%
AP Evaluation Ratings	3.84	3.35	3.92	3.84	3.74	3.68
Return as AP in NC	74.39%	51.11%	75.65%	80.62%	74.18%	79.00%
Return as AP in LEA	73.30%	48.89%	74.61%	79.84%	72.53%	77.00%
Return as AP in School	66.76%	46.67%	68.39%	71.32%	65.38%	66.90%
AP to Principal in NC	15.26%	22.22%	14.51%	13.95%	17.03%	9.11%
AP to Principal in LEA	14.17%	20.00%	12.95%	13.95%	14.84%	8.00%
AP to Principal in School	4.36%	6.67%	3.11%	5.43%	1.65%	2.04%
Middle Period (2018, 2019)						
Principal Evaluation Ratings	4.04	3.96	4.19	3.80	3.85	3.81
Return as Principal in NC	86.55%	80.68%	88.79%	86.78%	86.05%	88.05%
Return as Principal in LEA	85.71%	79.55%	87.38%	86.78%	83.26%	86.41%
Return as Principal in School	77.31%	77.27%	82.71%	70.69%	71.16%	79.74%
AP Evaluation Ratings	3.96	3.85	4.11	3.69	3.70	3.72
Return as AP in NC	78.59%	63.64%	84.28%	74.34%	80.54%	83.23%
Return as AP in LEA	77.08%	61.82%	82.53%	73.45%	79.46%	81.06%
Return as AP in School	67.76%	60.00%	72.49%	61.95%	70.81%	70.14%
AP to Principal in NC	12.34%	23.64%	8.30%	15.04%	13.51%	7.31%
AP to Principal in LEA	11.84%	21.82%	7.86%	15.04%	12.43%	6.34%
AP to Principal in School	3.53%	12.73%	0.87%	4.42%	3.78%	2.07%
Recent Period (2021)						
Principal Evaluation Ratings	4.08	4.08	4.26	3.78	3.85	3.86
Return as Principal in NC	85.95%	78.72%	87.04%	88.51%	89.52%	88.64%
Return as Principal in LEA	85.12%	76.60%	87.04%	87.36%	87.62%	87.52%
Return as Principal in School	78.51%	68.09%	82.41%	79.31%	80.00%	81.63%
AP Evaluation Ratings	3.98	3.82	4.14	3.65	3.73	3.82
Return as AP in NC	75.23%	67.86%	77.10%	74.55%	83.70%	82.80%
Return as AP in LEA	73.36%	67.86%	75.57%	70.91%	80.43%	81.22%
Return as AP in School	66.82%	67.86%	69.47%	60.00%	75.00%	72.39%
AP to Principal in NC	13.08%	17.86%	10.69%	16.36%	9.78%	7.36%
AP to Principal in LEA	12.15%	17.86%	9.16%	16.36%	7.61%	6.27%
AP to Principal in School	3.27%	3.57%	3.05%	3.64%	2.17%	2.24%

Appendix Table 75: School Administrator Outcomes by LEA in the DHT Region in the Early Period

LEA Name	Principal Evaluation Ratings	Return as Principal in NC	Return as Principal in LEA	Return as a Principal in School	AP Evaluation Ratings	Return as AP in NC	Return as AP in LEA	Return as AP in School	AP to Principal in NC	AP to Principal in LEA	AP to Principal in School
Avery County Schools	4.08	94.44%	94.44%	94.44%	-	-	-	-	-	-	-
Buncombe County Schools	4.24	84.71%	83.53%	78.82%	4.15	81.63%	81.63%	75.51%	12.24%	11.22%	3.06%
Asheville City Schools	3.43	87.50%	87.50%	87.50%	3.24	75.00%	75.00%	54.17%	0.00%	0.00%	0.00%
Burke County Schools	3.91	89.29%	89.29%	80.36%	3.86	78.43%	76.47%	70.59%	15.69%	15.69%	7.84%
Cherokee County Schools	-	76.67%	76.67%	63.33%	-	-	-	-	-	-	-
Clay County Schools	-	-	-	-	-	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-	-	-	-	-	-
Haywood County Schools	3.92	84.85%	84.85%	72.73%	3.79	68.00%	60.00%	60.00%	20.00%	16.00%	0.00%
Henderson County Schools	4.07	84.78%	82.61%	78.26%	3.82	70.00%	70.00%	66.67%	26.67%	26.67%	6.67%
Jackson County Schools	3.79	77.78%	77.78%	77.78%	3.20	50.00%	42.86%	42.86%	7.14%	7.14%	0.00%
Macon County Schools	-	90.91%	90.91%	90.91%	-	-	-	-	-	-	-
Madison County Schools	4.64	76.92%	69.23%	53.85%	-	-	-	-	-	-	-
McDowell County Schools	3.38	88.00%	88.00%	84.00%	3.01	82.35%	82.35%	64.71%	11.76%	11.76%	5.88%
Mitchell County Schools	-	71.43%	71.43%	71.43%	-	-	-	-	-	-	-
Polk County Schools	4.43	83.33%	83.33%	83.33%	.	70.00%	70.00%	70.00%	10.00%	10.00%	0.00%
Rutherford County Schools	4.22	94.59%	94.59%	94.59%	3.96	81.58%	81.58%	71.05%	10.53%	10.53%	2.63%
Swain County Schools	3.45	80.00%	80.00%	80.00%	-	-	-	-	-	-	-
Transylvania County Schools	4.12	72.22%	72.22%	66.67%	4.25	60.00%	60.00%	60.00%	20.00%	10.00%	10.00%
Yancey County Schools	4.38	100.00%	100.00%	100.00%	-	-	-	-	-	-	-

Note: – outcomes with fewer than 10 observations are not included to maintain the privacy of school personnel.

Appendix Table 76: School Administrator Outcomes by LEA in the DHT Region in the Middle Period

LEA Name	Principal Evaluation Ratings	Return as Principal in NC	Return as Principal in LEA	Return as a Principal in School	AP Evaluation Ratings	Return as AP in NC	Return as AP in LEA	Return as AP in School	AP to Principal in NC	AP to Principal in LEA	AP to Principal in School
Avery County Schools	-	93.75%	93.75%	75.00%	-	-	-	-	-	-	-
Buncombe County Schools	4.37	89.89%	88.76%	83.15%	4.22	88.79%	88.79%	78.50%	5.61%	5.61%	0.93%
Asheville City Schools	3.79	89.47%	84.21%	84.21%	3.59	68.18%	54.55%	40.91%	13.64%	13.64%	4.55%
Burke County Schools	3.38	79.25%	79.25%	50.94%	3.27	69.23%	69.23%	48.72%	25.64%	25.64%	5.13%
Cherokee County Schools	-	75.00%	75.00%	75.00%	-	57.14%	57.14%	57.14%	21.43%	21.43%	7.14%
Clay County Schools	-	-	-	-	-	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-	-	-	-	-	-
Haywood County Schools	4.05	86.67%	83.33%	73.33%	4.01	80.77%	76.92%	61.54%	15.38%	15.38%	0.00%
Henderson County Schools	4.16	93.48%	93.48%	93.48%	4.01	89.09%	89.09%	81.82%	7.27%	7.27%	0.00%
Jackson County Schools	4.03	77.78%	72.22%	72.22%	3.60	46.67%	46.67%	46.67%	33.33%	26.67%	13.33%
Macon County Schools	4.00	100.00%	100.00%	100.00%	4.06	92.31%	84.62%	76.92%	0.00%	0.00%	0.00%
Madison County Schools	4.21	75.00%	75.00%	66.67%	-	-	-	-	-	-	-
McDowell County Schools	3.67	88.89%	88.89%	70.37%	4.29	78.95%	78.95%	73.68%	15.79%	15.79%	5.26%
Mitchell County Schools	-	92.86%	92.86%	92.86%	-	-	-	-	-	-	-
Polk County Schools	-	91.67%	91.67%	83.33%	-	-	-	-	-	-	-
Rutherford County Schools	4.21	91.67%	91.67%	86.11%	4.00	73.68%	71.05%	65.79%	7.89%	7.89%	5.26%
Swain County Schools	-	-	-	-	-	-	-	-	-	-	-
Transylvania County Schools	4.02	83.33%	83.33%	77.78%	4.43	76.92%	76.92%	69.23%	7.69%	7.69%	0.00%
Yancey County Schools	4.33	81.25%	81.25%	68.75%	-	-	-	-	-	-	-

Appendix Table 77: School Administrator Outcomes by LEA in the DHT Region in the Recent Period

LEA Name	Principal Evaluation Ratings	Return as Principal in NC	Return as Principal in LEA	Return as a Principal in School	AP Evaluation Ratings	Return as AP in NC	Return as AP in LEA	Return as AP in School	AP to Principal in NC	AP to Principal in LEA	AP to Principal in School
Avery County Schools	-	-	-	-	-	-	-	-	-	-	-
Buncombe County Schools	4.43	88.64%	88.64%	84.09%	4.44	81.67%	80.00%	71.67%	6.67%	5.00%	0.00%
Asheville City Schools	4.00	100.00%	100.00%	100.00%	3.66	68.75%	62.50%	62.50%	12.50%	6.25%	6.25%
Burke County Schools	3.91	88.46%	88.46%	69.23%	3.52	71.43%	61.90%	42.86%	14.29%	14.29%	0.00%
Cherokee County Schools	-	93.75%	87.50%	62.50%	-	-	-	-	-	-	-
Clay County Schools	-	-	-	-	-	-	-	-	-	-	-
Graham County Schools	-	-	-	-	-	-	-	-	-	-	-
Haywood County Schools	4.20	93.33%	93.33%	93.33%	4.06	78.57%	78.57%	78.57%	7.14%	7.14%	0.00%
Henderson County Schools	4.18	75.00%	75.00%	66.67%	3.93	70.00%	70.00%	60.00%	20.00%	20.00%	6.67%
Jackson County Schools	-	-	-	-	-	-	-	-	-	-	-
Macon County Schools	4.06	81.82%	81.82%	81.82%	-	-	-	-	-	-	-
Madison County Schools	-	-	-	-	-	-	-	-	-	-	-
McDowell County Schools	-	85.71%	85.71%	78.57%	-	-	-	-	-	-	-
Mitchell County Schools	-	-	-	-	-	-	-	-	-	-	-
Polk County Schools	-	-	-	-	-	-	-	-	-	-	-
Rutherford County Schools	3.63	100.00%	100.00%	100.00%	3.87	93.75%	93.75%	87.50%	0.00%	0.00%	0.00%
Swain County Schools	-	-	-	-	-	-	-	-	-	-	-
Transylvania County Schools	-	-	-	-	-	-	-	-	-	-	-
Yancey County Schools	-	-	-	-	-	-	-	-	-	-	-

Appendix Table 78: School Administrator Outcomes by School Characteristics in the DHT Region

	Principal Evaluation Ratings	Return as Principal in NC	Return as Principal in LEA	Return as a Principal in School	AP Evaluation Ratings	Return as AP in NC	Return as AP in LEA	Return as AP in School	AP to Principal in NC	AP to Principal in LEA	AP to Principal in School
School Level											
Elementary	4.03	86.89%	86.60%	78.50%	3.86	77.07%	75.94%	65.41%	12.41%	11.28%	4.51%
Middle	4.00	85.04%	83.76%	76.07%	3.85	73.00%	72.00%	64.67%	14.00%	13.67%	3.33%
High	4.16	84.27%	82.87%	80.42%	4.01	78.16%	76.21%	70.15%	14.08%	13.11%	3.64%
Urbanicity											
City/Suburb	4.16	87.53%	86.43%	81.62%	4.04	80.47%	78.90%	70.61%	10.85%	10.06%	1.97%
Rural/Town	3.95	85.00%	84.46%	76.76%	3.77	71.76%	70.49%	63.48%	16.56%	15.71%	5.73%
Statewide Poverty Quartiles											
Quartile 1 (Lowest Poverty)	4.11	88.55%	87.79%	84.73%	4.17	79.39%	78.18%	69.09%	10.30%	9.70%	1.21%
Quartile 2	4.21	84.63%	83.38%	79.85%	3.89	77.83%	75.34%	68.33%	13.80%	12.90%	5.20%
Quartile 3	3.93	86.02%	85.81%	77.33%	3.87	72.03%	71.68%	63.99%	16.08%	15.03%	3.50%
Quartile 4 (Highest Poverty)	3.95	86.43%	85.43%	74.37%	3.75	76.47%	76.47%	68.24%	10.59%	10.59%	2.35%
DHT Region, 2021 Only											
School Level											
Elementary	4.08	86.92%	86.92%	77.69%	3.96	80.00%	80.00%	71.67%	8.33%	8.33%	3.33%
Middle	3.93	85.19%	81.48%	77.78%	3.77	77.27%	77.27%	66.67%	12.12%	12.12%	3.03%
High	4.24	84.48%	84.48%	81.03%	4.15	70.45%	65.91%	63.64%	17.05%	14.77%	3.41%
Urbanicity											
City/Suburb	4.28	87.10%	87.10%	82.80%	4.15	76.67%	75.00%	68.33%	10.83%	9.17%	2.50%
Rural/Town	3.89	85.23%	83.89%	75.84%	3.72	73.40%	71.28%	64.89%	15.96%	15.96%	4.26%
Statewide Poverty Quartiles											
Quartile 1 (Lowest Poverty)	4.32	87.50%	87.50%	87.50%	4.31	77.50%	75.00%	70.00%	10.00%	7.50%	2.50%

	Principal Evaluation Ratings	Return as Principal in NC	Return as Principal in LEA	Return as a Principal in School	AP Evaluation Ratings	Return as AP in NC	Return as AP in LEA	Return as AP in School	AP to Principal in NC	AP to Principal in LEA	AP to Principal in School
Quartile 2	4.25	82.28%	81.01%	77.22%	4.04	73.91%	70.65%	66.30%	17.39%	16.30%	6.52%
Quartile 3	3.93	86.52%	86.52%	76.40%	3.79	77.97%	77.97%	67.80%	10.17%	10.17%	0.00%
Quartile 4 (Highest Poverty)	3.87	90.48%	88.10%	78.57%	3.74	69.57%	69.57%	60.87%	8.70%	8.70%	0.00%

Investments in Student Support Personnel

Appendix Table 79: Student Support Personnel Ratios in the Early, Middle, and Recent Periods

	DHT Region Overall	Western DHT	Central DHT	Eastern DHT	Other Western NC LEAs	All Other NC LEAs
Early Period (2014, 2015)						
Counselor Ratio (Per 1,000 students)	3.70	4.88	3.37	3.54	3.55	3.68
Social Worker Ratio (Per 1,000 Students)	0.87	0.97	0.95	0.71	0.86	1.19
Psychologist Ratio (Per 1,000 Students)	0.75	1.41	0.88	0.25	0.21	0.63
Overall Support Personnel Ratio (Per 1,000 Students)	5.31	7.26	5.21	4.50	4.61	5.50
Middle Period (2018, 2019)						
Counselor Ratio (Per 1,000 students)	3.82	5.19	3.70	3.37	4.31	3.74
Social Worker Ratio (Per 1,000 Students)	0.97	1.11	1.19	0.63	1.26	1.19
Psychologist Ratio (Per 1,000 Students)	0.48	0.52	0.64	0.25	0.19	0.59
Overall Support Personnel Ratio (Per 1,000 Students)	5.27	6.83	5.53	4.24	5.75	5.52
Recent Period (2021)						
Counselor Ratio (Per 1,000 students)	4.15	5.71	4.11	3.45	8.36	4.54
Social Worker Ratio (Per 1,000 Students)	1.35	1.17	1.48	1.27	3.76	1.48
Psychologist Ratio (Per 1,000 Students)	0.44	0.35	0.59	0.29	0.18	0.50
Overall Support Personnel Ratio (Per 1,000 Students)	5.94	7.23	6.19	5.01	12.30	6.52

Appendix Table 80: Student Support Personnel Ratios by LEA in the DHT Region

LEA Name	Early (2014, 2015)				Middle (2018, 2019)				Recent (2021)			
	Counselor	Social Worker	Psychologist	Overall	Counselor	Social Worker	Psychologist	Overall	Counselor	Social Worker	Psychologist	Overall
Avery County Schools	5.00	1.34	0.00	6.34	4.85	0.52	0.52	5.90	3.02	3.78	0.00	6.80
Buncombe County Schools	3.81	1.14	0.81	5.76	3.99	1.23	0.87	6.08	5.00	2.10	1.07	8.17
Asheville City Schools	2.95	1.30	0.50	4.76	5.06	3.62	0.37	9.04	3.95	1.88	0.84	6.68
Burke County Schools	3.26	0.63	0.00	3.89	2.52	1.10	0.00	3.62	2.98	1.70	0.70	5.39
Cherokee County Schools	8.19	0.74	2.94	11.87	8.49	0.76	0.00	9.25	8.74	0.28	0.00	9.03
Clay County Schools	1.44	0.00	0.81	2.25	2.37	0.00	0.00	2.37	3.16	0.76	0.00	3.92
Graham County Schools	3.89	1.88	0.85	6.62	3.38	1.73	1.07	6.17	3.65	1.48	1.06	6.19
Haywood County Schools	3.04	0.72	1.32	5.07	3.01	0.86	0.43	4.31	3.39	1.31	0.00	4.71
Henderson County Schools	2.72	0.08	0.97	3.77	2.84	0.06	0.49	3.40	2.95	0.01	0.00	2.96
Jackson County Schools	4.53	2.02	0.86	7.42	4.89	2.14	0.76	7.79	5.94	3.08	0.00	9.03
Macon County Schools	3.63	0.14	0.62	4.39	3.33	0.17	0.84	4.33	4.76	0.17	1.13	6.06
Madison County Schools	2.42	1.80	0.00	4.22	3.48	0.85	0.00	4.33	3.53	0.81	0.00	4.35
McDowell County Schools	3.52	0.64	0.25	4.40	3.82	0.48	0.17	4.47	3.93	0.57	0.00	4.50

LEA Name	Early (2014, 2015)				Middle (2018, 2019)				Recent (2021)			
	Counselor	Social Worker	Psychologist	Overall	Counselor	Social Worker	Psychologist	Overall	Counselor	Social Worker	Psychologist	Overall
Mitchell County Schools	3.50	0.00	0.00	3.50	2.70	0.00	0.00	2.70	2.62	0.00	0.00	2.62
Polk County Schools	3.95	0.00	0.00	3.95	5.22	0.00	0.00	5.22	4.91	0.00	0.00	4.91
Rutherford County Schools	3.36	0.48	0.65	4.50	3.02	0.04	0.64	3.71	3.78	0.91	0.42	5.11
Swain County Schools	2.73	1.32	1.30	5.35	3.00	1.90	0.59	5.49	3.28	2.01	0.00	5.29
Transylvania County Schools	4.70	1.82	1.29	7.81	4.21	1.94	0.94	7.09	4.50	2.49	0.86	7.85
Yancey County Schools	3.26	2.14	0.84	6.24	3.59	1.80	0.44	5.84	3.39	1.18	0.00	4.57

Appendix Table 81: Student Support Personnel Ratios by School Characteristics in the DHT Region

	Counselor	Social Worker	Psychologist	Overall
DHT Region, All Years				
School Level				
Elementary	3.06	0.89	0.73	4.68
Middle	3.95	0.98	0.27	5.19
High	5.55	1.31	0.47	7.33
Urbanicity				
City/Suburb	3.62	1.07	0.74	5.42
Rural/Town	3.99	0.97	0.47	5.43
Statewide Poverty Quartiles				
Quartile 1 (Lowest Poverty)	4.22	0.77	0.45	5.44
Quartile 2	3.38	0.82	0.46	4.66
Quartile 3	3.31	0.61	0.58	4.50
Quartile 4 (Highest Poverty)	5.87	2.53	0.91	9.31
DHT Region, 2021 Only				
School Level				
Elementary	3.56	0.86	0.63	5.04
Middle	4.17	1.91	0.23	6.31
High	5.53	1.94	0.21	7.67
Urbanicity				
City/Suburb	4.11	1.43	0.60	6.14
Rural/Town	4.17	1.30	0.33	5.80
Statewide Poverty Quartiles				
Quartile 1 (Lowest Poverty)	4.38	0.64	0.25	5.27
Quartile 2	3.64	1.18	0.44	5.27
Quartile 3	3.42	0.72	0.50	4.64
Quartile 4 (Highest Poverty)	6.60	3.62	0.43	10.65



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