Part 3: Analysis of South Carolina's Fall-to-Winter 2021 NWEA MAP Formative Data

Key Findings

1. Less than 3 out of 10 South Carolina students in grades 3 through 8 are projected to meet grade level proficiency in mathematics and ELA/reading.
2. Fall-to-winter growth is far below what is expected by normed growth projections in all grades for reading and in all grades except 5 and 8 in mathematics.
3. While the overall COVID slide has been most dramatic in mathematics, Cohort percentile declines in fall-to-winter were most dramatic in reading.
4. Achievement gaps do not appear to have widened during fall-to-winter 2021. However, vulnerable student populations are likely missing from the sample.

Recommendations

1. Focus on student catch up growth in addition to annual growth.
2. Consider increased academic offerings and the re-organization and addition of instructional time.
3. Emphasize acceleration rather than remediation.

Analysis of South Carolina's Fall-to-Winter 2021 NWEA MAP Data

The South Carolina General Assembly passed Act 142 to authorize the expenditure of federal funds disbursed to the state in the Coronavirus Aid, Relief, and Economic Security (CARES) Act, and to specify the manner in which funds may be expended. Section 5 of Act 142 requires districts to administer student assessments in reading and mathematics and directs the EOC to evaluate the pandemic's impact on student learning:

> *(D) School districts are required to utilize the additional instructional days and to assess each student enrolled in 4K through eighth grade in reading and mathematics. The assessment shall utilize a pre- and post-formative assessment from the state-approved list.*
>
> *(E) All students will be assessed during the first two weeks of school to identify students needing additional support and the support to be provided. All students will be assessed again prior to the end of the 2020 Calendar Year to measure the impact of the intervention provided. The results of the pre- and post-assessments must be submitted to the Department of Education which, in turn, must provide the information to the Education Oversight Committee for evaluation of the pandemic's impact on student learning and the impact of the interventions on student learning.*

SOUTH CAROLINA'S FORMATIVE ASSESSMENT DATA

Since the COVID-19 pandemic necessitated the closure of schools across the nation in March 2020, education systems have been working to meet the needs of schools, families and students. The effects on student achievement were projected to be far-reaching and exacerbate long-standing opportunity gaps.

The Education Oversight Committee (EOC) worked closely with NWEA, an Oregon non-profit organization that provides MAP Growth assessments, to conduct an analysis of the impact on South Carolina students. MAP Growth was administered by 67 South Carolina public school districts – the most widely used formative assessment in fall 2020 and winter 2021. Formative assessments like MAP Growth are typically given multiple times during a school year and provide educators with feedback to guide instructional decisions. MAP Growth is given to students across the country and provides national norms that compare scores against the performance of a statistically selected group of test takers who have taken the test.

In addition to normative information, MAP Growth results allow for projections of student performance levels on SC READY. These projections are based on a linking study using spring 2019 data to derive RIT cut scores on the MAP Growth assessments that correspond to the SC READY performance levels. A child's RIT scale score measures what students know and their growth over time, regardless of their grade level. The linking study was recently updated to incorporate the new 2020 NWEA MAP growth norms. This

information allows educators to identify students at risk of failing to meet state proficiency standards early in the year.[1]

Summary of Part 1: South Carolina's Fall 2020 Formative Assessment Findings

In Part 1 of the EOC's Review of Remote Learning's Impact on South Carolina's Students, the following findings from the fall 2020 administration of NWEA MAP were discussed at length:

1. On average, 7 out of 10 South Carolina students in grades 3 through 8 were projected not to meet grade level proficiency standards in mathematics and English Language Arts.
2. The COVID slide was most dramatic for students in mathematics and at the elementary level.
3. Although COVID slide declines were not as dramatic as in mathematics, overall South Carolina reading achievement remains low.
4. Significant achievement gaps among historically underachieving students and their higher achieving peers continue to exist but did not appear to have widened during emergency remote learning according to fall 2020 formative assessment results. However, it is important to note that vulnerable student populations may be missing from the student sample.
5. Substantially larger percentages of South Carolina students decreased in their achievement quartile standing from 2019 to 2020, both for reading and for mathematics, though more so for mathematics.

Figures D1 and D2 add to the analysis of the impact of emergency remote learning in fall of 2020. These figures show the total percentage of students in South Carolina within each grade who moved up one quintile or more ("Gainers," green), stayed in the same achievement quintile from one school year to the next ("Maintainers," blue), or moved down one quintile or more ("Sliders," red). The left side of both figures, showing winter 2019/fall 2019 show pre-COVID shifts while the right side of both figures reflect the impact of emergency remote learning, which occurred post-COVID.

In reading (Figure D1), the percentage of students who were Gainers, Maintainers or Sliders was more similar between winter / fall 2019 and winter / fall 2020. However, there were more Sliders in reading in all grades shown, with grades 3 through 5 being the most negatively impacted.

[1] NWEA. (2020). Linking study report: Predicting performance on the South Carolina College-and Career-Ready Assessments (SC READY) based on NWEA MAP Growth scores. Portland, OR: Author. https://www.nwea.org/content/uploads/2020/07/SC-MAP-Growth-Linking-Study-Report-2020-07-23.pdf

In contrast, nearly twice as many students moved down a quintile in math this year as compared to the previous year, as shown in in Figure D2. Grades 3 through 6 were the most dramatically impacted with over one-third of students identified as Sliders.

Figure D1. Percentage of South Carolina students who shifted their relative position in the reading test percentile distribution comparing winter 2019 to fall 2019 vs. winter 2020 to fall 2020.

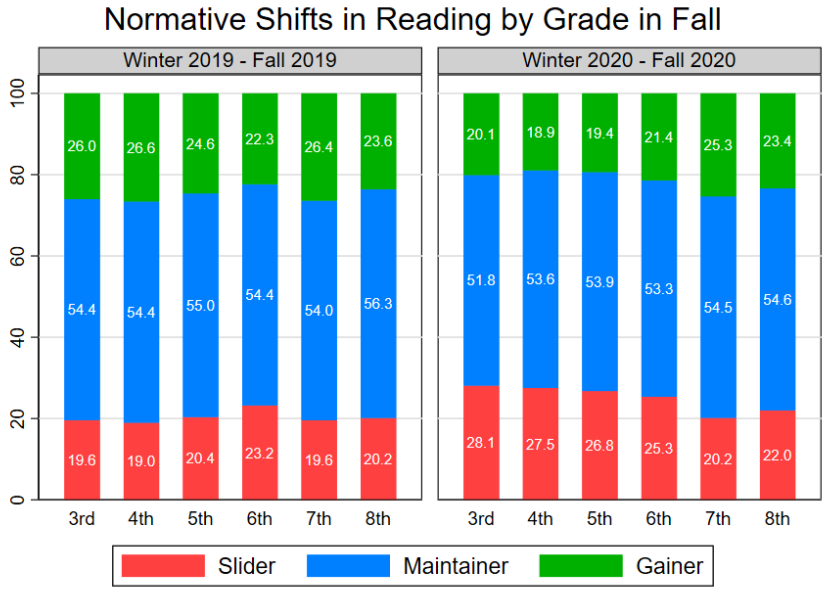
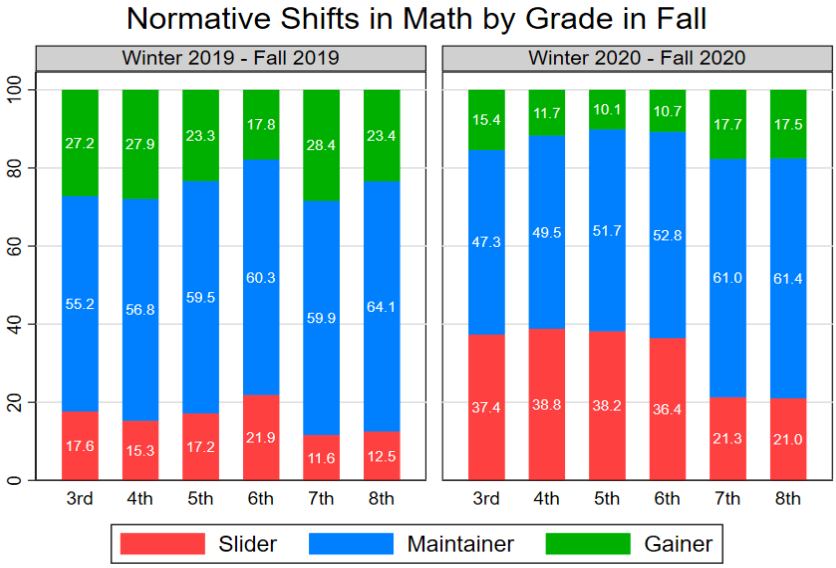


Figure D2. Percentage of South Carolina students who shifted their relative position in the math test percentile distribution comparing winter 2019 to fall 2019 vs. winter 2020 to fall 2020.



Part 3: South Carolina's Students Tested in NWEA MAP Winter 2021

The following analyses are based on a sample of over 230,670 South Carolina students from 67 school districts tested using NWEA MAP in winter 2020. This represents an increase from 224,430 students in the fall 2020 administration of NWEA MAP in South Carolina (see Appendix A).

This increase in the availability of data in South Carolina to inform decision making is an exception to the national trend. NWEA reported that the number of students testing in the winter 2021 session nationally was nearly half of what it was in the winter 2020 testing session. This increase in South Carolina is due, in part, to Act 142 which required districts to administer formative assessments in fall 2020 and winter 2021.

Analyses

Analyses to demonstrate changes in achievement in winter 2021 were conducted using three different measures: 1) the projected percentage of South Carolina students who will be proficient (achieve the level of meets or exceeds) in English/Language Arts (ELA) and Mathematics as measured by the SC READY assessments; 2) the median percentile rank of South Carolina students with respect to norms for the NWEA-MAP reading and mathematics assessments; and 3) RIT score gains from fall-to-winter.

The predicted percentages of South Carolina students who meet state standards were obtained for students in grades 3 through 8 using the NWEA linking study.[2] Median percentile ranks are obtained with respect to NWEA MAP national norms and are available for all grades for fall, winter, and spring testing.

South Carolina's Fall 2020 to Winter 2021 Formative Assessment Findings

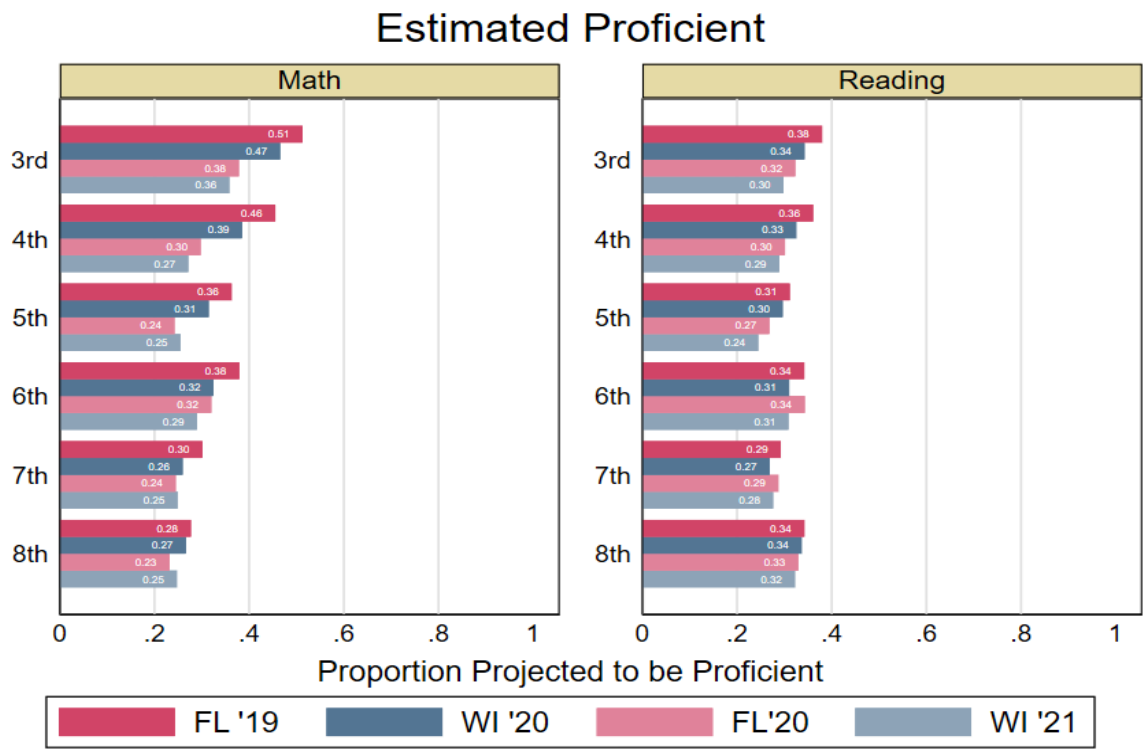
Key Finding: Less than 3 out of 10 South Carolina students in grades 3 through 8 are projected to meet grade level proficiency in mathematics and ELA/reading.

Key Finding: Using projected growth norms, fall-to-winter growth is far below what is expected in all grades for reading and in all grades except 5 and 8 in mathematics.

[2] NWEA. (2020). Linking study report: Predicting performance on the South Carolina College-and Career-Ready Assessments (SC READY) based on NWEA MAP Growth scores. Portland, OR: Author. https://www.nwea.org/content/uploads/2020/07/SC-MAP-Growth-Linking-Study-Report-2020-07-23.pdf

Figure D3 presents the percentages of South Carolina students projected to be proficient using NWEA MAP data from fall 2019, winter 2020, fall 2020, and winter 2021. One caution in interpreting these data is that there are differences in the definitions of proficiency by grade level on SC READY.

Figure D3. Percentage of South Carolina Students Projected to be Proficient based on MAP Testing – Fall 2019, Winter 2020, Fall 2020, and Winter 2021



In reading, there is a decrease in the percentage of South Carolina students projected to be proficient in all grade levels based on scores in winter 2021 compared to fall 2020. In mathematics, a decrease in the percentage of South Carolina students projected to be proficient occurs for grades 3, 4, and 6. It should be noted that there are also declines in projected proficiency in winter 2020 compared to fall 2019, a year not impacted by COVID.

The decline in percentage of students projected to be proficient in mathematics is not as large from fall-to-winter 2021 as from fall 2019 to fall 2020. However, only for grades 5, 7, and 8 in mathematics is the projected percent proficient larger in winter 2021 than in fall 2020.

Figure D4 presents the median RIT gains in reading and mathematics for South Carolina students in fall 2019 to winter 2020 and compares those to the median RIT gains from fall 2020 to winter 2021. In reading, the RIT growth experienced by South Carolina students from fall 2020 to winter 2021 is less than the growth experienced by South Carolina students in the same period in 2019-2020, a non-COVID year. In mathematics, students

in grade 3, 4, 5, and 8 have experienced more RIT growth from fall 2020 to winter 2021 than students in the same period in 2019-2020.

Figure D4. South Carolina Median RIT Gains in Reading and Mathematics from Fall 2019 to Winter 2020 and Fall 2020 to Winter 2021.

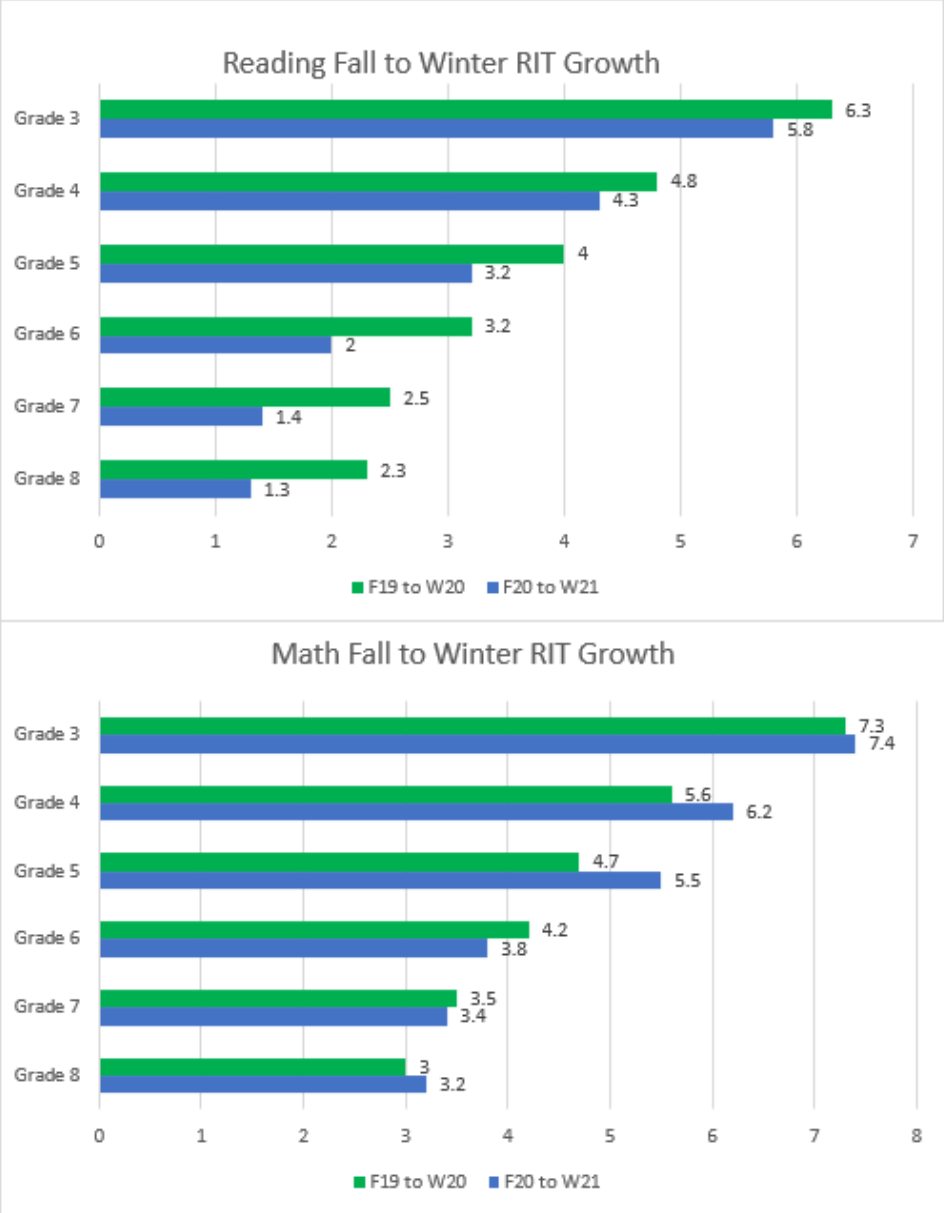
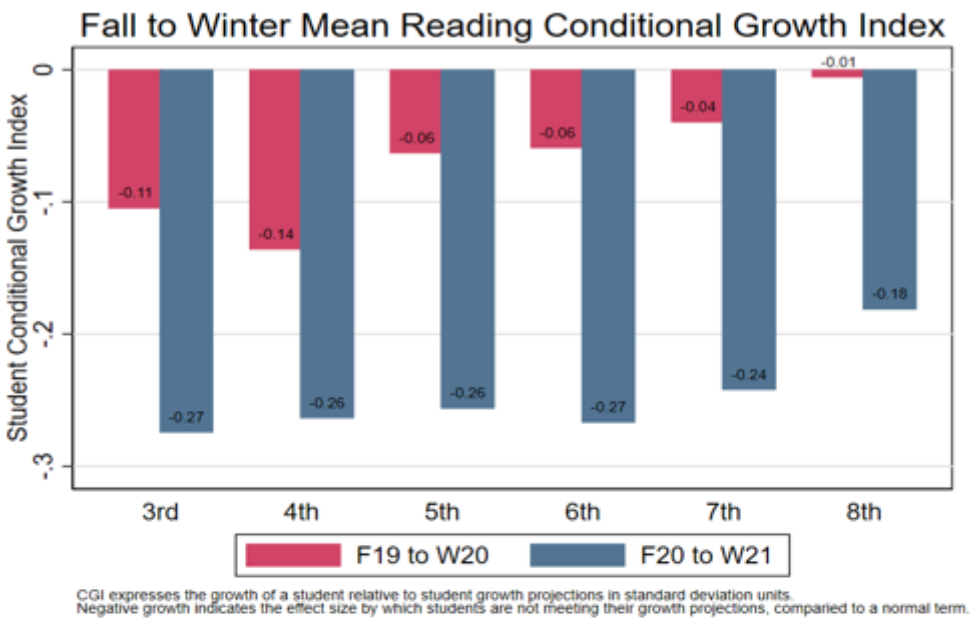
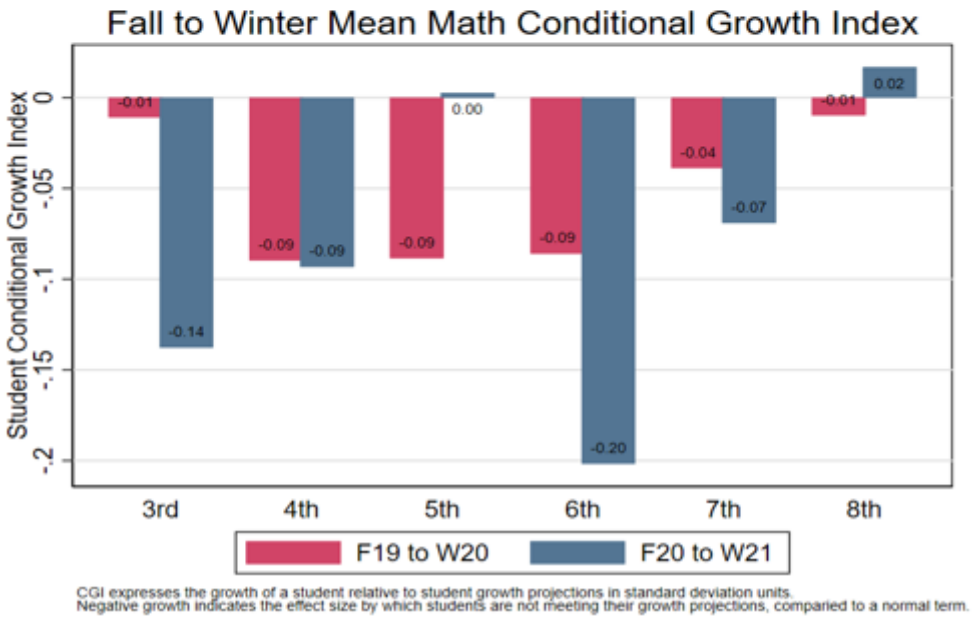


Figure D5 presents the fall-to-winter Conditional Growth Index (CGI). This concept expresses the growth (the RIT gains from fall to winter) of a student relative to student growth projections; in essence, how much individual student growth deviates from the student growth norms This provides the distance a student is from what is expected

relative to other students. In other words, a CGI of 0.0 indicates that a student's observed growth was the same as a student's projected growth. This is the expectation for the overall student population. A positive CGI would indicate that student growth was greater than similar students in the NWEA norm group, while a negative CGI would indicate the opposite.

Figure D5. Fall-to-Winter Conditional Growth Index





In reading, while students had a negative CGI in the prior fall-to-winter, it was about half the effect size as this fall-to-winter. This is an indication that not only were students

starting lower, but they fell short of the projected growth for the term. The CGI in reading of more than -.2 in grades 3 through 7 indicates that student growth was more than two-tenths of a standard deviations below average relative to other similar students.

In mathematics, the points of concern would be grades 3 and 6. In grade 6, the CGI of -.2 indicates that student growth was two-tenths of a standard deviations below average relative to other similar students. As a positive, the average growth in fall 2020 to winter 2021 in grades 5 and 8 are above expected growth.

In summary, actual student growth has lagged significantly behind growth projections, especially in reading at all grade levels and in all grade levels except grade 5 and 8 in mathematics. In other words, students started the school year behind and grew less than expected during the fall, resulting in students being even further behind in winter 2021.

South Carolina's Winter 2021 Cohort

Analyses were conducted using only those South Carolina students who were tested in all administrations from fall 2019 through winter 2021, not including spring 2019 at which time many students did not test due to COVID-19. The following analyses include results from a sample of over 120,766 South Carolina students across 67 school districts (see Appendix B).

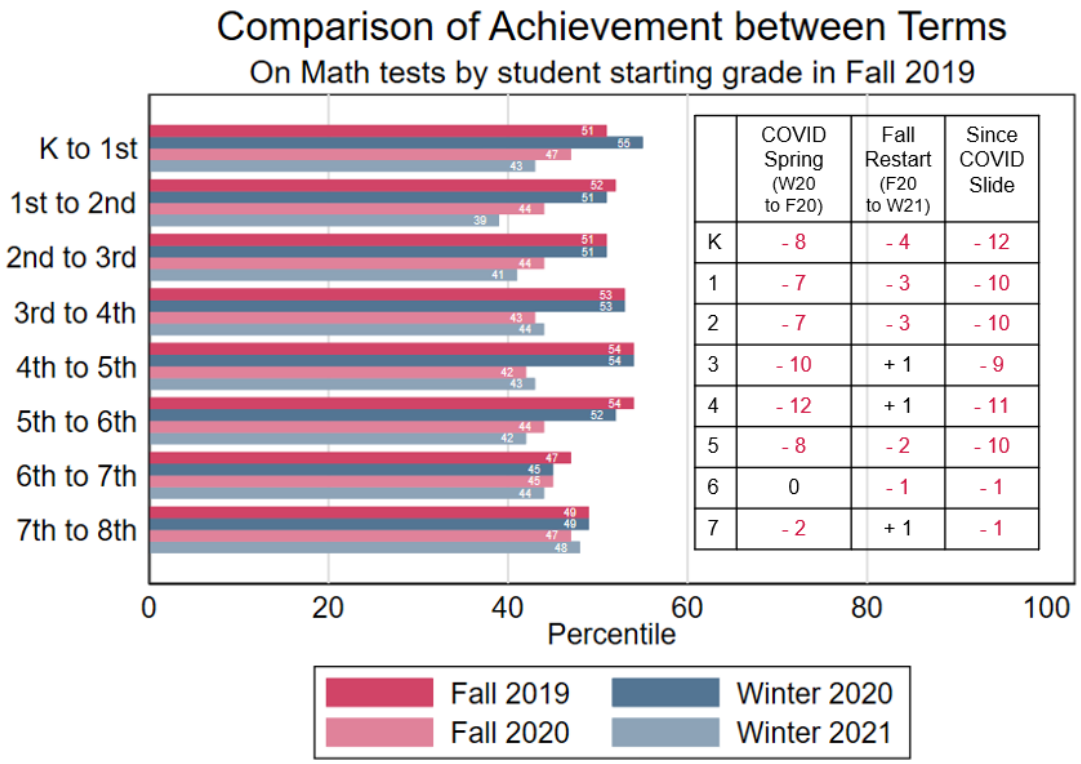
South Carolina's Winter 2021 Cohort Formative Assessment Findings

Key Finding: Cohort percentile declines were most dramatic in fall-to-winter in reading. The overall COVID slide has been most dramatic in mathematics.

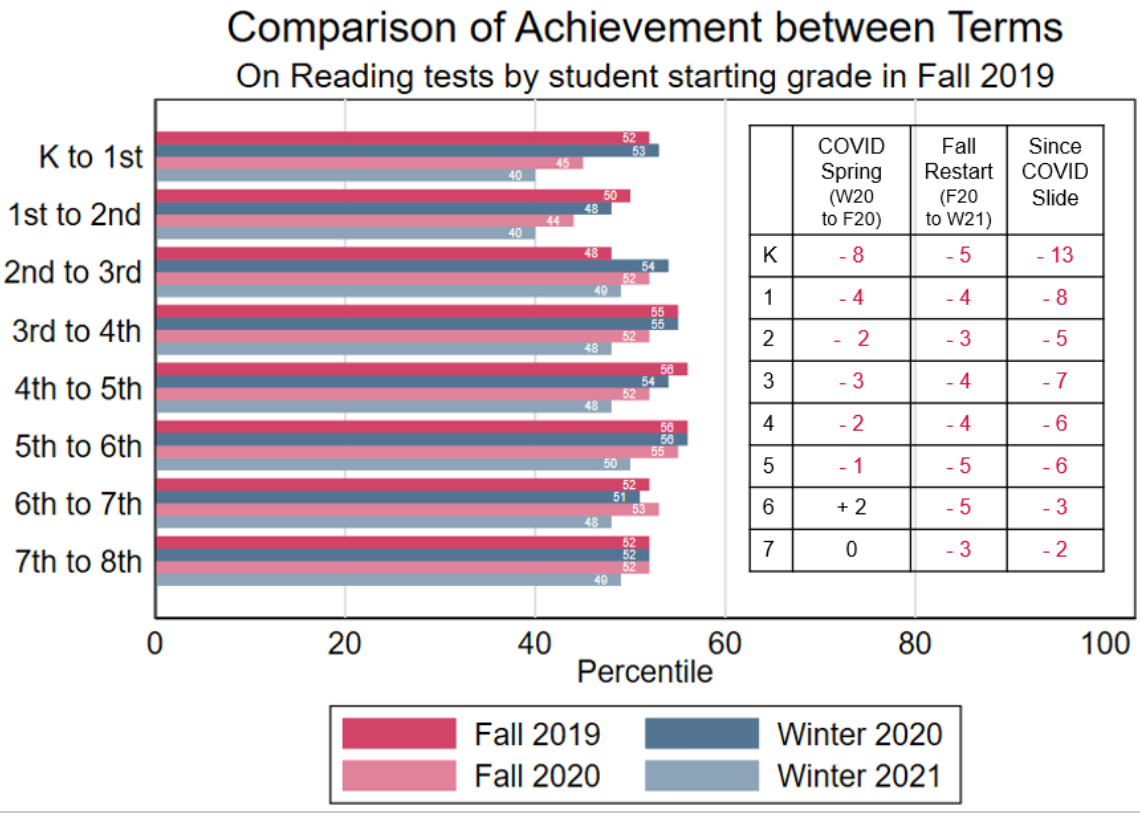
In Figure D6, the median percentile ranks are provided for South Carolina students in the Winter 2021 Cohort. In mathematics, for grades K through 5, the differences between the winter 2020 and the fall 2020 (COVID Spring) median percentile ranks range from no percentile decrease to a 12-percentile decrease. The difference between fall 2020 and winter 2021 (Fall Restart) median math percentile ranks in grades K through 5 range from a decrease of 4 to an increase of 1 percentile. Thus, in mathematics, the largest declines occur in COVID Spring (winter 2020 to fall 2020, with smaller drops in Fall Restart (fall 2020 to winter 2021).

In reading, the largest differences from winter 2020 to fall 2020 are in Kindergarten and grade 1, with a decline of 8 and 4 percentile points respectively. The difference decreases as grade level increases to no difference in grade 7, with grade 6 as an anomaly where the median percentile is higher in 2020 than in 2019. The declines in percentile rank in reading persist between fall 2020 and winter 2021 (Fall Restart) with all grade levels demonstrating a decline, many as large or larger than the decline experienced in the COVID Spring of emergency remote learning. Therefore, reading achievement seems to have neither stabilized nor yet entered a period of recovery.

Figure D6. Median Percentile Rank for South Carolina Winter Cohort



	COVID Spring (W20 to F20)	Fall Restart (F20 to W21)	Since COVID Slide
K	- 8	- 4	- 12
1	- 7	- 3	- 10
2	- 7	- 3	- 10
3	- 10	+ 1	- 9
4	- 12	+ 1	- 11
5	- 8	- 2	- 10
6	0	- 1	- 1
7	- 2	+ 1	- 1



	COVID Spring (W20 to F20)	Fall Restart (F20 to W21)	Since COVID Slide
K	- 8	- 5	- 13
1	- 4	- 4	- 8
2	- 2	- 3	- 5
3	- 3	- 4	- 7
4	- 2	- 4	- 6
5	- 1	- 5	- 6
6	+ 2	- 5	- 3
7	0	- 3	- 2

Student Achievement by Subgroups in South Carolina 2021 Winter Cohort

Key Finding: **Significant achievement gaps among historically underachieving students and their higher achieving peers continue to exist but do not appear to have widened during fall 2020 to winter 2021. <u>However, vulnerable student populations are likely missing from the sample.</u>**

Table D1 presents the median percentile rank in reading and mathematics for five student subgroups of the South Carolina 2021 Winter Cohort: African American, Hispanic, Pupils in Poverty (PIP), Non-PIP, and White. The change in percentile ranking for each of these subgroups between winter 2020 and winter 2021 (the COVID period) is also noted in the table. See Appendix C for student subgroup counts.

Table D1. Median Reading and Mathematics Percentile Rank by Student Subgroup

Demographic	Median Percentile Rank - Reading					Median Percentile Rank - Math				
	F19	W20	F20	W21	W20 / W21 Change	F19	W20	F20	W21	W20 / W21 Change
Grade: 3rd to 4th										
African American	42	42	39	33	- 9	38	37	30	28	- 9
Hispanic	39	40	37	35	- 5	41	43	34	36	- 7
Pupils in Poverty	45	45	42	38	- 7	43	43	34	34	- 9
Non-PIP	72	73	69	68	- 5	71	72	62	62	- 10
White	65	67	62	61	- 6	65	66	54	56	- 10
Grade: 4th to 5th										
African American	41	40	37	31	**- 9**	36	36	29	27	- 9
Hispanic	45	43	41	39	- 4	46	46	36	36	- 10
Pupils in Poverty	46	45	42	38	- 7	43	43	33	32	**- 11**
Non-PIP	73	72	71	69	- 3	73	71	61	65	- 6
White	68	67	64	63	- 4	68	66	54	58	- 8
Grade: 5th to 6th										
African American	41	41	39	33	- 8	36	36	29	27	- 9
Hispanic	44	44	44	38	- 6	47	46	37	36	- 10
Pupils in Poverty	46	46	44	39	- 7	43	43	34	33	- 10
Non-PIP	73	71	69	67	- 4	70	69	60	60	- 9
White	68	67	65	63	- 4	65	64	54	54	- 10
Grade: 6th to 7th										
African American	35	35	36	31	- 4	30	29	30	28	- 1
Hispanic	42	42	44	40	- 2	47	46	37	36	**- 10**
Pupils in Poverty	41	41	42	37	- 4	37	35	36	34	- 1
Non-PIP	70	69	70	68	- 1	65	65	63	64	- 1
White	65	64	63	62	- 2	63	63	59	60	- 3
Grade: 7th to 8th										
African American	36	36	37	32	- 4	31	32	33	33	+ 1
Hispanic	45	46	45	45	- 1	43	42	41	43	+ 1
Pupils in Poverty	41	41	41	38	- 3	38	38	37	38	0
Non-PIP	70	69	68	68	- 1	67	68	64	64	**- 4**
White	65	64	63	62	- 2	63	63	59	60	- 3

Significant achievement gaps among historically underachieving students and their higher achieving peers continue to exist. The difference between the highest achieving subgroup and the lowest in reading ranges from 34 to 37 percentile points depending on the grade level. In mathematics, the achievement gap ranges from 31 to 38 percentile points depending on the grade level. In both reading and mathematics, the percentile rank of the highest achieving subgroup is more than double the percentile rank of the lowest achieving subgroup.

Yet, in most instances, the gaps do not seem to have widened during the COVID period between winter 2020 and winter 2021. For example, see grade 3 mathematics. The decline for African American students was 9 percentile points, 7 for Hispanic students, 9 for pupils in poverty (PIP), 10 for non-PIP students, and 10 for white students. There are a few areas noted on Table D1 in bold where there was a difference of at least 5 percentile points between the subgroup declines: African American students in grade 4 to 5 in reading, Pupils in Poverty in grade 4 to 5 in mathematics, Hispanic students in grade 6 to 7 in mathematics, and Non-PIP students in grade 7 to 8 mathematics.

Caution should be taken against overinterpreting these results. As in the national COVID analysis, students missing from the sample could cause the actual effect of the COVID-19 slide to be underestimated. Preliminary analysis of the South Carolina sample does indicate that fewer students were tested in schools with higher percentages of pupils in poverty and with higher percentages of minority students. Continued monitoring of student data is necessary to determine the impact on the achievement of vulnerable student populations across South Carolina.

Recommendations

Fullan, Quinn, Drummy, and Gardner (2020) have presented the pandemic's impact on education as a three-phase process.[3] Phase 1: Disruption occurred during spring 2020 as the pandemic disrupted schools and shifted instruction to remote learning. Phase 2: Transition was the attempt to reopen schools during school year 2020-21. Phase 3: Reimagining is not a guarantee, but an opportunity to build back better. Intentionally planning for this next phase is what is required of education system leaders now.

Further work will be needed to provide support, increased instructional time, and targeted, high quality interventions to students. There will also be a need to collect and transparently report student data around opportunities to learn as well as academic achievement in order to guide curriculum and instruction and support students. The following recommendations are made in response to the findings of this report related to the impacts of COVID-19 school closures on student achievement but are applicable to other long-term school closures.

[3] Fullan, M., Quinn, J., Drummy, M., & Gardner M. (2020). *Education reimagined: The future of learning*. https://edudownloads.azureedge.net/msdownloads/Microsoft-EducationReimagined-Paper.pdf

1. **Focus on student catch up growth in addition to annual growth.** Each student should be expected to achieve annual growth each year of their schooling experience. Annual growth only results in students maintaining their current level. Unfortunately, looking at the conditional growth index shown in Figure D5, that expectation is not the reality in South Carolina. Worse, given the percentile declines experienced during COVID, if South Carolina students only make annual growth each year, they will never fully recover. Instead, schools will need to work to deliver annual growth plus catch-up growth in order for students to recover and meet grade level standards. **The primary driver of catch-up growth is increased instructional time and high-quality instruction.**
2. **Consider increased academic offerings and the re-organization and addition of instructional time.** The instruction of students who are meeting grade level standards and those students significantly below grade level and requiring catch-up growth must be different. It is only after 2-3 years of comprehensive instruction of more than 200 minutes per day that these students begin to cross the threshold of grade-level performance at the 50th percentile (Fielding, Kerr, and Rosier, 2007)[4].

   District and school leaders should work to analyze school schedules to guarantee that below grade-level students are receiving at least 200 minutes of daily instruction in mathematics and literacy (for a daily total of at least 400 minutes).

   District leaders should also work to reconsider school year calendars. Perhaps the utility of the agrarian educational calendar has come to an end. School calendars could instead be organized to provide 9-week instructional quarters followed by focused periods of acceleration for below-grade level students.

   At the very least, districts should work to provide additional face-to-face instructional opportunities during the summer as well as throughout the school year for below-grade level students to receive the additional instructional time and high-quality instruction necessary to achieve catch-up growth.
3. **Emphasize acceleration rather than remediation.** Remediation is generally not an effective strategy for students who are behind academically. While students are trying to catch up academically, the curriculum continues to move forward leaving students further behind. An alternative to remediation is acceleration: an approach to instruction that has two requirements: 1) paring down the curriculum to focus on the essential content standards, and 2) reducing the amount of time spent on review and instead providing supports to access on grade level mastery of standards.

[4] Fielding, L., Kerr, N., Rosier, P. (2007). *Annual growth, catch-up growth: Annual growth for all students, catch up growth for those who are behind*. The New Foundation Press.

Appendix A

Number of Test Counts in Analysis

Table D2. Number of Reading Tests by Grade and Term

grade	term							
	FL '18	**WI '19**	**SP '19**	**FL '19**	**WI '20**	**SP '20**	**FL'20**	**WI '21**
	Counts	Counts	Counts	Counts	Counts	Counts	Counts	Counts
K	18091	15420	20373	12682	13131	814	9787	11426
1st	24414	19709	28613	18754	17188	1609	22015	22747
2nd	33677	31057	34025	29592	29614	5088	29737	30416
3rd	33096	28790	33547	31326	25345	5556	26712	27436
4th	34426	26460	34524	31062	23140	5338	26889	27577
5th	34992	31755	35059	32889	30357	5056	27074	27783
6th	33285	20635	31345	33170	20697	4391	26801	27667
7th	30209	18865	28972	33260	20619	4909	27435	27837
8th	28786	26068	27054	30568	24720	4863	27980	28020
Total	270976	218759	273512	253303	204811	37624	224430	230909

Table D3. Number of Math Tests by Grade and Term

grade	term							
	FL '18	**WI '19**	**SP '19**	**FL '19**	**WI '20**	**SP '20**	**FL'20**	**WI '21**
	Counts	Counts	Counts	Counts	Counts	Counts	Counts	Counts
K	18256	15126	20742	12600	13226	677	13738	15693
1st	24674	19340	29153	18982	17488	1233	26154	26657
2nd	33976	29914	34220	30365	29719	3249	30033	30398
3rd	33120	25098	33190	31283	23275	3819	26871	27374
4th	34760	26011	34734	31051	22932	4043	27031	27649
5th	34676	31349	34358	32852	29903	4033	27254	27787
6th	32763	20538	30649	33232	20307	2450	27177	27919
7th	30465	18923	28970	33275	20201	3283	27707	28133
8th	29019	26104	27353	30336	24170	3732	27983	28060
Total	271709	212403	273369	253976	201221	26519	233948	239670

Appendix B

Winter 2021 Cohort Student Counts

Table D4. Cohort Student Count by Term – Reading

	Fall 2018	Fall 2019	Fall 2020
K	8288	8288	8288
1st	12533	12533	12533
2nd	20708	20708	20708
3rd	20022	20022	20022
4th	19422	19422	19422
5th	20090	20090	20090
6th	19703	19703	19703

Table D5. Cohort Student County by Term – Math

	Fall 2018	Fall 2019	Fall 2020
K	8774	8774	8774
1st	13695	13695	13695
2nd	21055	21055	21055
3rd	19865	19865	19865
4th	19973	19973	19973
5th	20586	20586	20586
6th	19792	19792	19792

Appendix C

Student Cohort Subgroup Counts

Table D6. Math Count for African American Students by Winter-to-Winter Terms

	Winter 2020	Winter 2021
3rd to 4th	5667	5667
4th to 5th	5733	5733
5th to 6th	5432	5432
6th to 7th	5337	5337
7th to 8th	5040	5040

Table D7. Math Count for African American Students by Fall-to-Fall Terms

	Fall 2019	Fall 2020
3rd to 4th	5924	5924
4th to 5th	6012	6012
5th to 6th	5945	5945
6th to 7th	5811	5811
7th to 8th	5558	5558

Table D8. Reading Count for African American Students by Winter-to-Winter Terms

	Winter 2020	Winter 2021
3rd to 4th	5965	5965
4th to 5th	5736	5736
5th to 6th	5302	5302
6th to 7th	5265	5265
7th to 8th	4928	4928

Table D9. Reading Count for African American Students by Fall-to-Fall Terms

	Fall 2019	Fall 2020
3rd to 4th	6245	6245
4th to 5th	5975	5975
5th to 6th	5822	5822
6th to 7th	5717	5717
7th to 8th	5491	5491

Table D10. Math Count for Hispanic Students by Winter-to-Winter Terms

	Winter 2020	Winter 2021
3rd to 4th	1674	1674
4th to 5th	1703	1703
5th to 6th	1520	1520
6th to 7th	1479	1479
7th to 8th	1529	1529

Table D11. Math Count for Hispanic Students by Fall-to-Fall Terms

	Fall 2019	Fall 2020
3rd to 4th	1729	1729
4th to 5th	1737	1737
5th to 6th	1599	1599
6th to 7th	1559	1559
7th to 8th	1668	1668

Table D12. Reading Count for Hispanic Students by Winter-to-Winter Terms

	Winter 2020	Winter 2021
3rd to 4th	1845	1845
4th to 5th	1690	1690
5th to 6th	1500	1500
6th to 7th	1452	1452
7th to 8th	1516	1516

Table D13. Reading Count for Hispanic Students by Fall-to-Fall Terms

	Fall 2019	Fall 2020
3rd to 4th	1906	1906
4th to 5th	1732	1732
5th to 6th	1596	1596
6th to 7th	1521	1521
7th to 8th	1648	1648

Table D14. Math Count for White Students by Winter-to-Winter Terms

	Winter 2020	Winter 2021
3rd to 4th	8058	8058
4th to 5th	7953	7953
5th to 6th	7621	7621
6th to 7th	6742	6742
7th to 8th	6713	6713

Table D15. Math Count for White Students by Fall-to-Fall Terms

	Fall 2019	Fall 2020
3rd to 4th	8276	8276
4th to 5th	8182	8182
5th to 6th	8033	8033
6th to 7th	7083	7083
7th to 8th	7120	7120

Table D16. Reading Count for White Students by Winter-to-Winter Terms

	Winter 2020	Winter 2021
3rd to 4th	8909	8909
4th to 5th	8023	8023
5th to 6th	7825	7825
6th to 7th	6659	6659
7th to 8th	6690	6690

Table D17. Reading Count for White Students by Fall-to-Fall Terms

	Fall 2019	Fall 2020
3rd to 4th	9164	9164
4th to 5th	8232	8232
5th to 6th	8219	8219
6th to 7th	7007	7007
7th to 8th	7115	7115