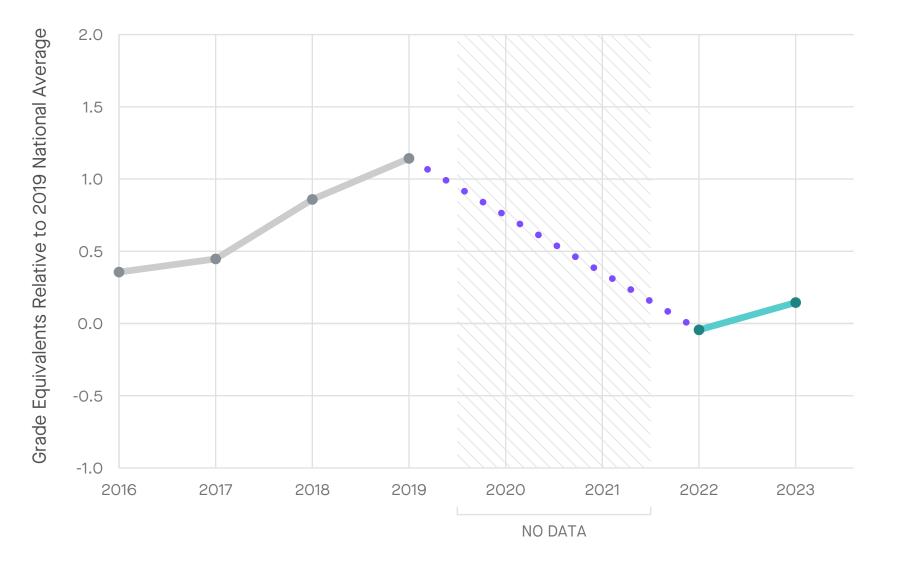
## Montville School District, CT

## Math Performance, Grades 3–8, 2016–2023



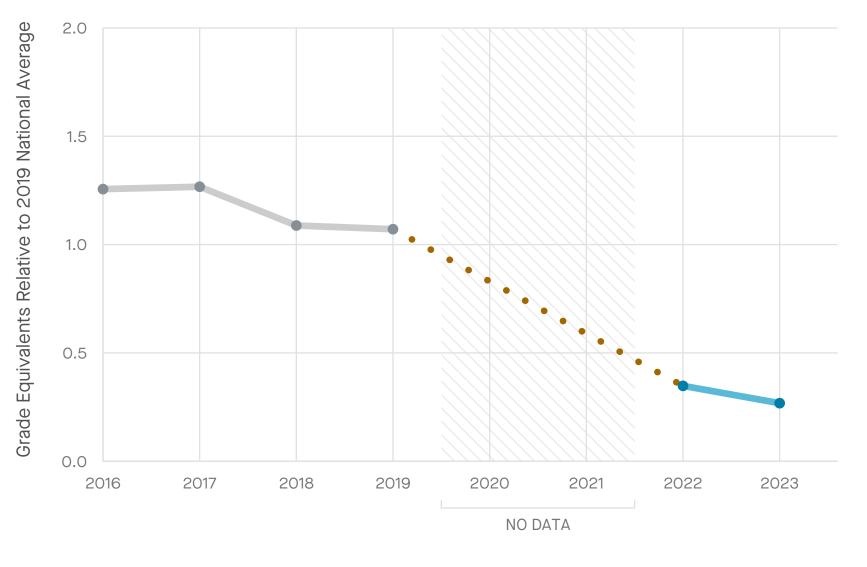
Year

#### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

2019 Average	1.14
2022 Average	-0.04
2023 Average	0.14
2019-2022 Change	-1.19
2022-2023 Change	+0.19
Since 2019	

D



Year

Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

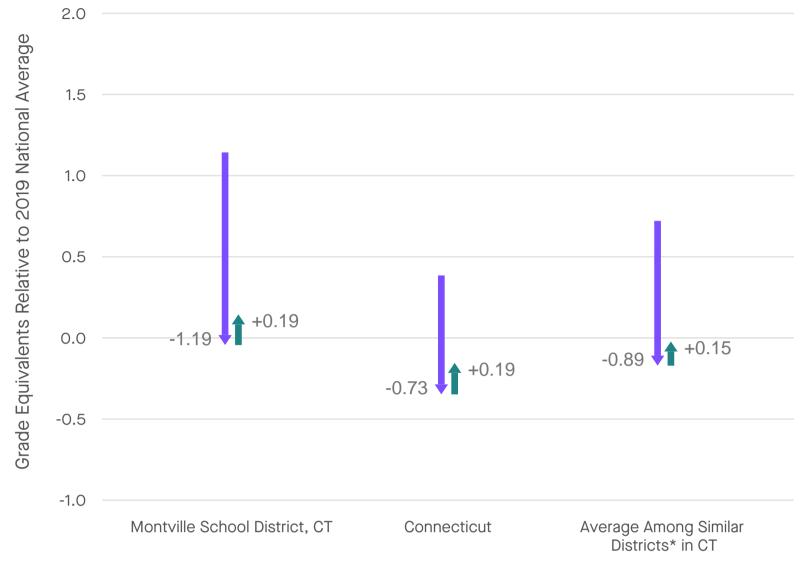
2019 Average	1.07
2022 Average	0.35
2023 Average	0.27
2019-2022 Change	
2022-2023 Change	<b>-</b> 0.08
Since 2019	<b>↓</b> -0.80

LEARN MORE ABOUT THIS AND OTHER DISTRICTS AT <u>EDOPPORTUNITY.ORG/RECOVERY</u> FOR MORE INFORMATION ON RECOVERY EFFORTS AND INDIVIDUAL STATE PRESS RELEASES, PLEASE VISIT <u>EDUCATIONRECOVERYSCORECARD.ORG</u>



## Montville School District, CT

Math Performance in Montville School District vs. Connecticut and Similar Districts, Grades 3-8, 2019-2023

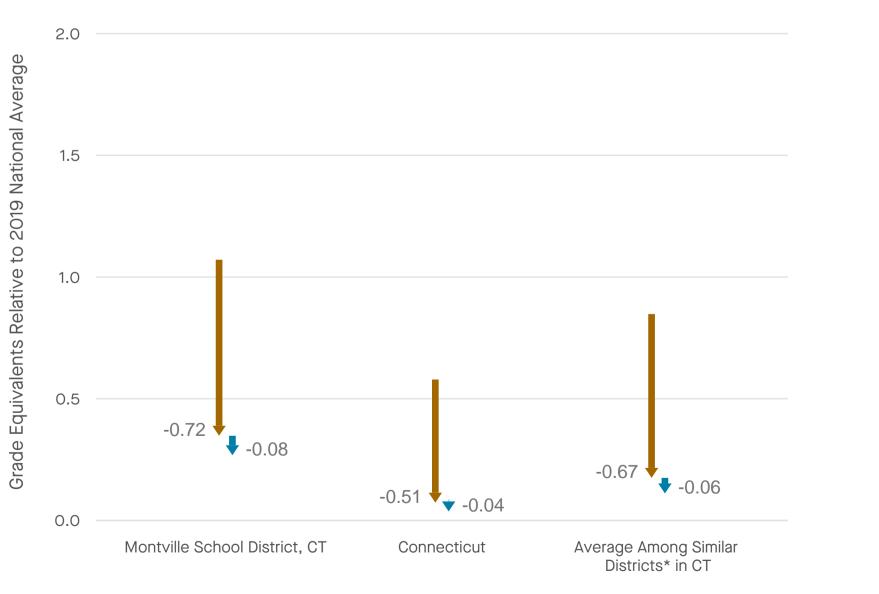


<sup>(</sup>Groton School District, Newington School District, East Lyme School District, Killingly School District, Griswold School District)

Average Math Scores and Trends in Scores in Grade Level Equivalents Relative to the 2019 National Average

	Montville School District, CT	Connecticut	Similar Districts* in Connecticut
2019 Average	1.14	0.39	0.72
2022 Average	-0.04	-0.35	-0.17
2023 Average	0.14	-0.15	-0.02
2019-2022 Change	-1.19	+ -0.73	-0.89
2022-2023 Change	+0.19	+0.19	+0.15
2019-2023 Change	-1.00	<b>↓</b> -0.54	•-0.74

\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.



(Groton School District, Newington School District, East Lyme School District, Killingly School District, Griswold School District) Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	Montville School District, CT	Connecticut	Similar Districts* in Connecticut
2019 Average	1.07	0.58	0.85
2022 Average	0.35	0.07	0.17
2023 Average	0.27	0.04	O.11
2019-2022 Change		-0.51	-0.67
2022-2023 Change	↓ -0.08	➡ -0.04	<b>↓</b> -0.06
2019-2023 Change	-0.80	•-0.54	-0.74

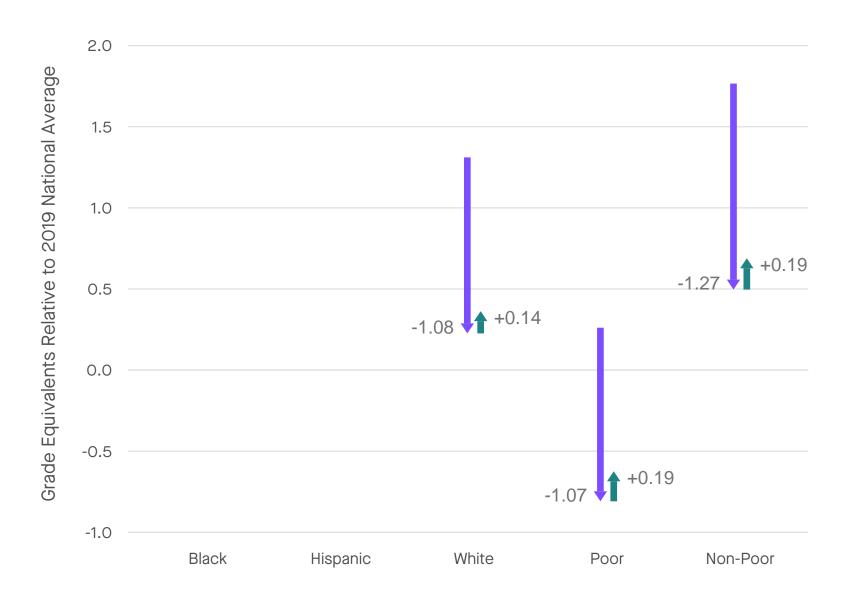
\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.

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## Montville School District, CT

## Math Performance by Subgroup, Grades 3–8, 2019–2023

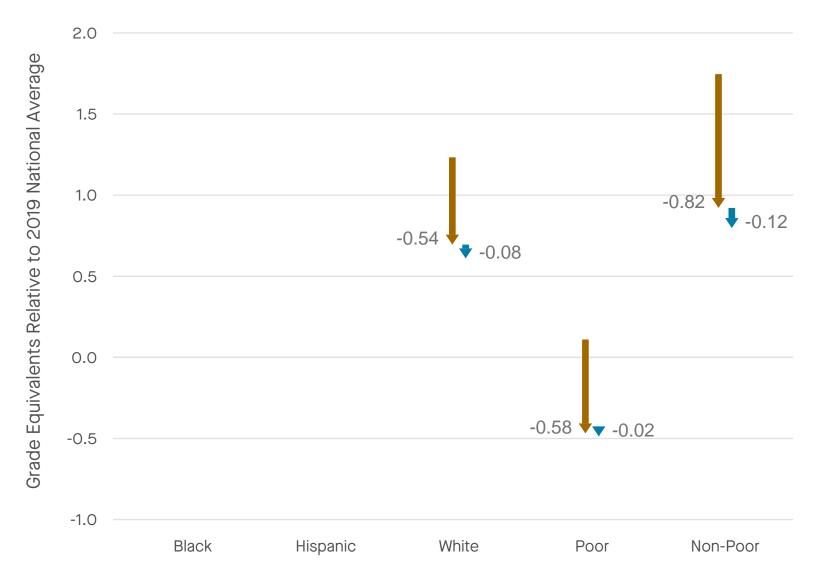


#### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	Black H	ispanic	White	Poor No	n-Poor
2019 Average	N/A	N/A	1.31	0.26	1.77
2022 Average	N/A	N/A	0.23	-0.81	0.50
2023 Average	N/A	N/A	0.36	-0.62	0.69
2019-2022 Change	N/A	N/A	-1.08	-1.07	-1.27
2022-2023 Change	N/A	N/A	+0.14	+0.19	+0.19
2019-2023 Change	N/A	N/A	-0.95	-0.89	-1.08

Reading Performance by Subgroup, Grades 3-8, 2019-2023



### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

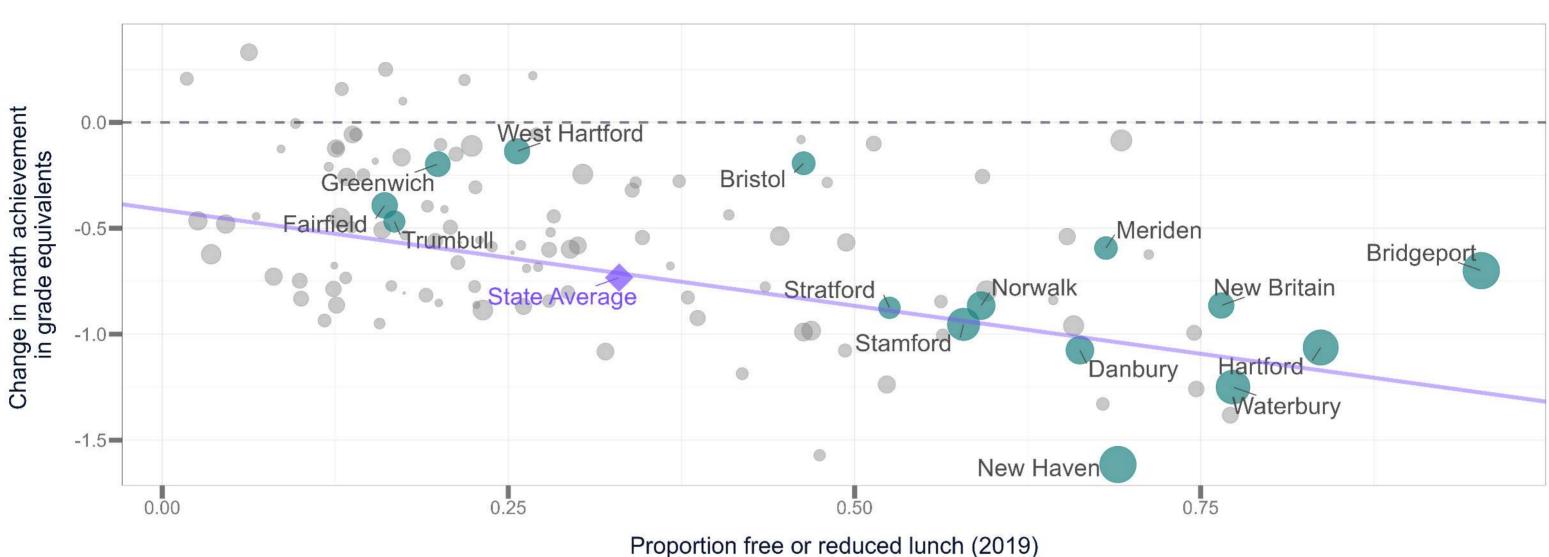
	Black H	lispanic	White	Poor No	n-Poor
2019 Average	N/A	N/A	1.23	0.11	1.75
2022 Average	N/A	N/A	0.69	-0.47	0.92
2023 Average	N/A	N/A	0.61	-0.49	0.80
2019-2022 Change	N/A	N/A	-0.54	-0.58	-0.82
2022-2023 Change	N/A	N/A	-0.08	-0.02	-0.12
2019-2023 Change	N/A	N/A	-0.62	-0.60	-0.95

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# **Connecticut Report on Covid Recovery**

Change in Math Achievement 2019-2022



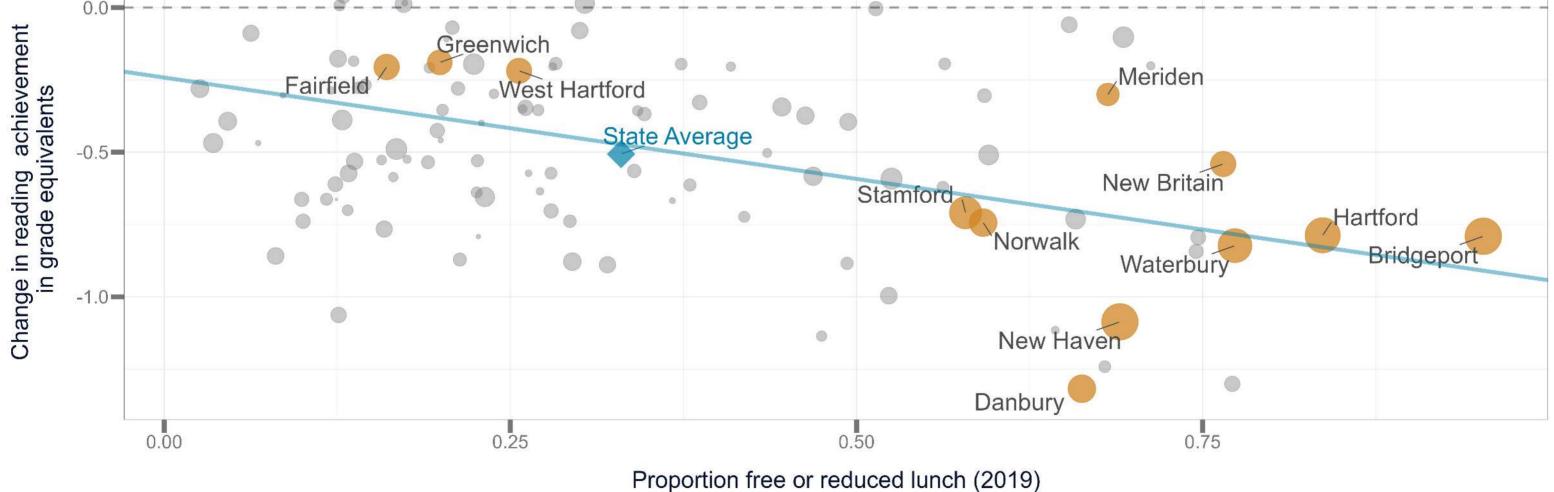
by proportion FRPL in Connecticut districts

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2019-2022 by proportion FRPL in Connecticut districts





Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress.

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For details on the methodology see https://edopportunity.org/methods.

#### Meriden New Britain Bristol Greenwich Trumbull State Average Danbury Waterbury Norwalk Bridgeport Hartford Change in math achievement in grade equivalents Fairfield Stratford 0.0 New Haven Hartford Stamford -0.5 -1.0= -1.5= 0.25 0.75 0.50 0.00 Proportion free or reduced lunch (2019)

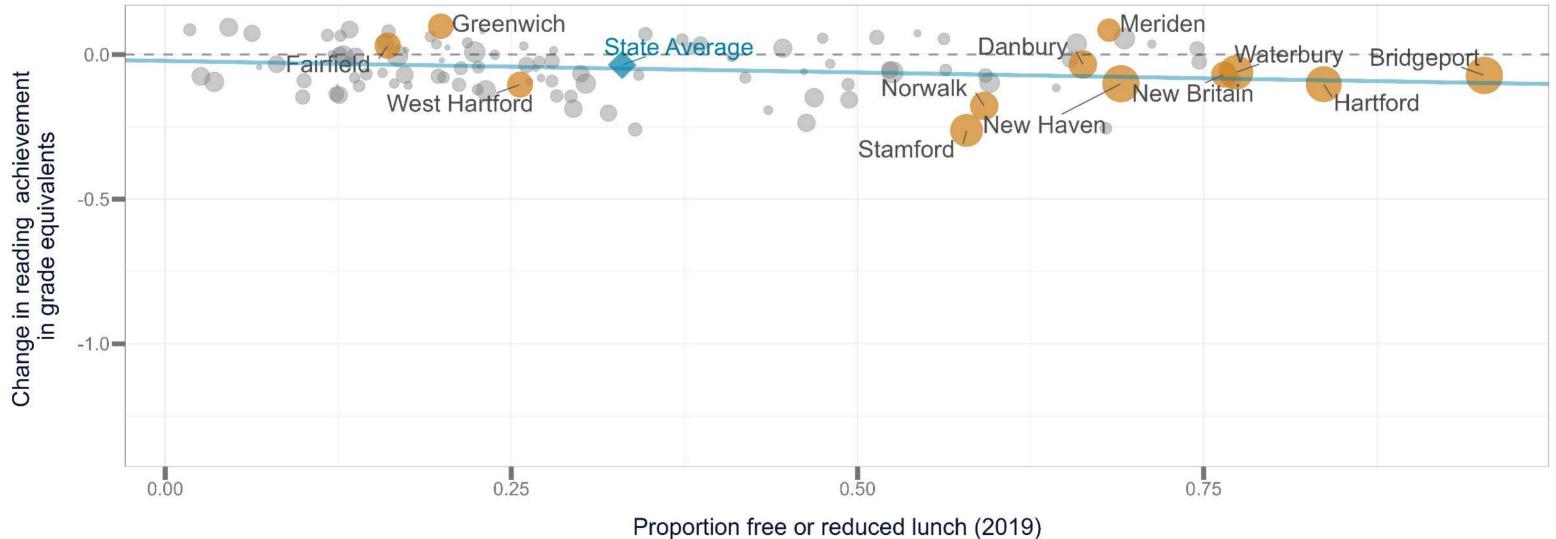
Change in Math Achievement 2022-2023

by proportion FRPL in Connecticut districts

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

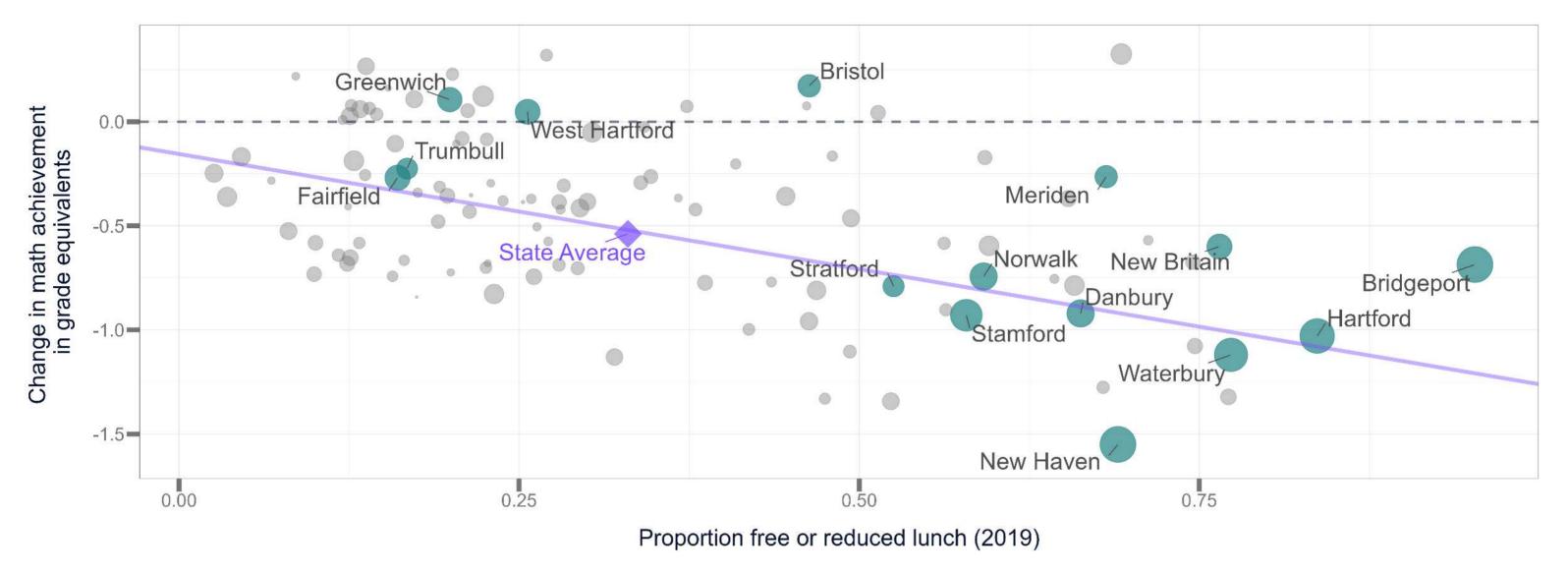
Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

## **Change in Reading Achievement 2022-2023** by proportion FRPL in Connecticut districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

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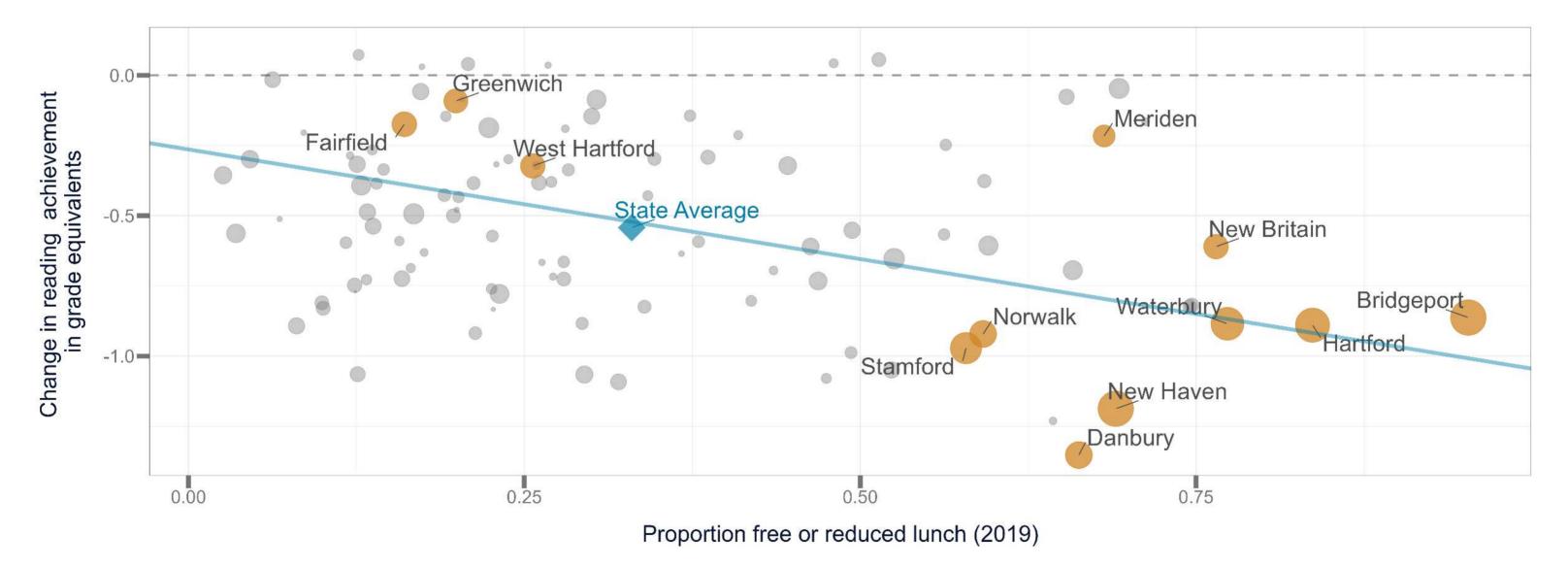


## Change in Math Achievement 2019-2023 by proportion FRPL in Connecticut districts

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 500 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2019-2023 by proportion FRPL in Connecticut districts

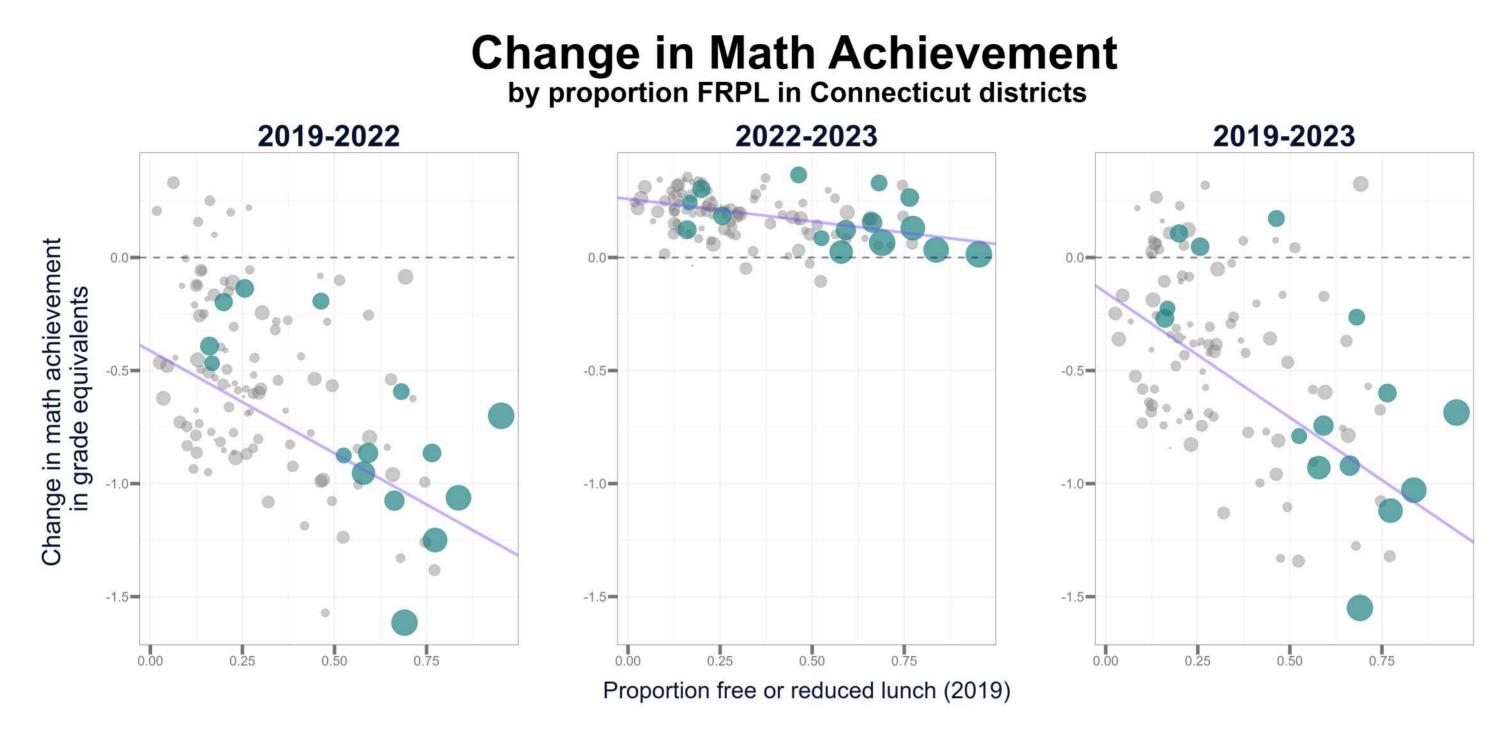


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.

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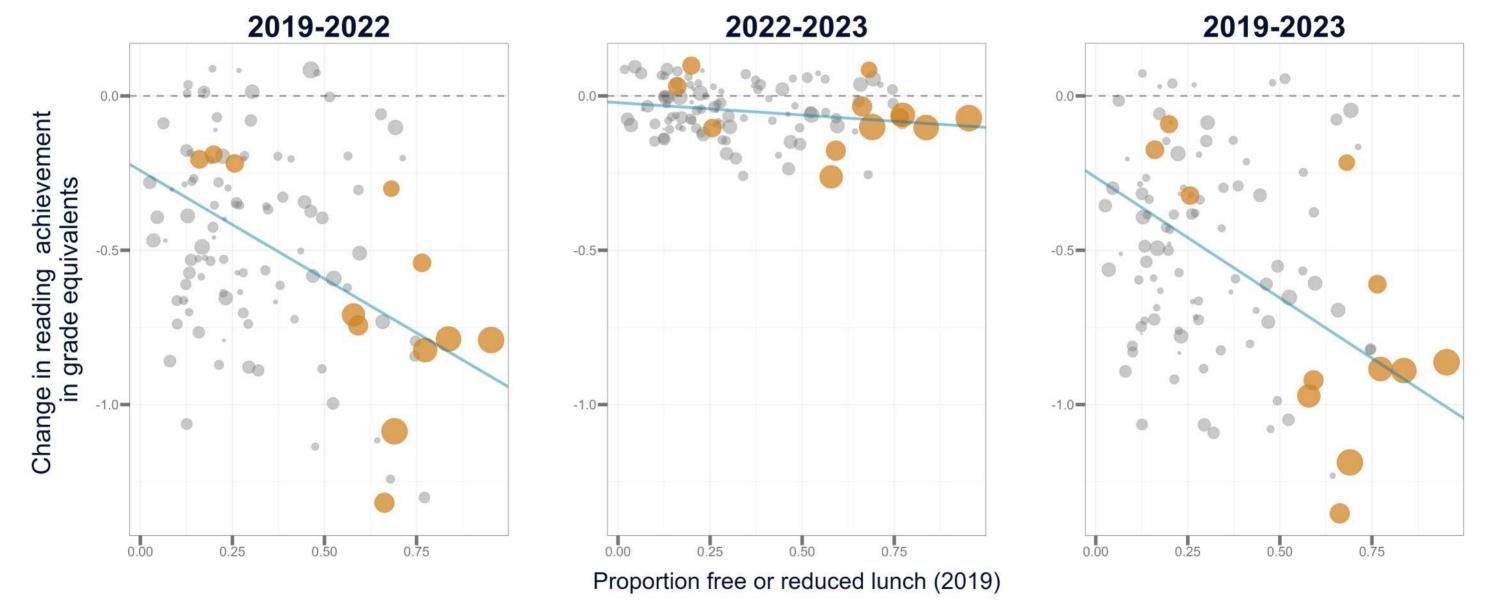


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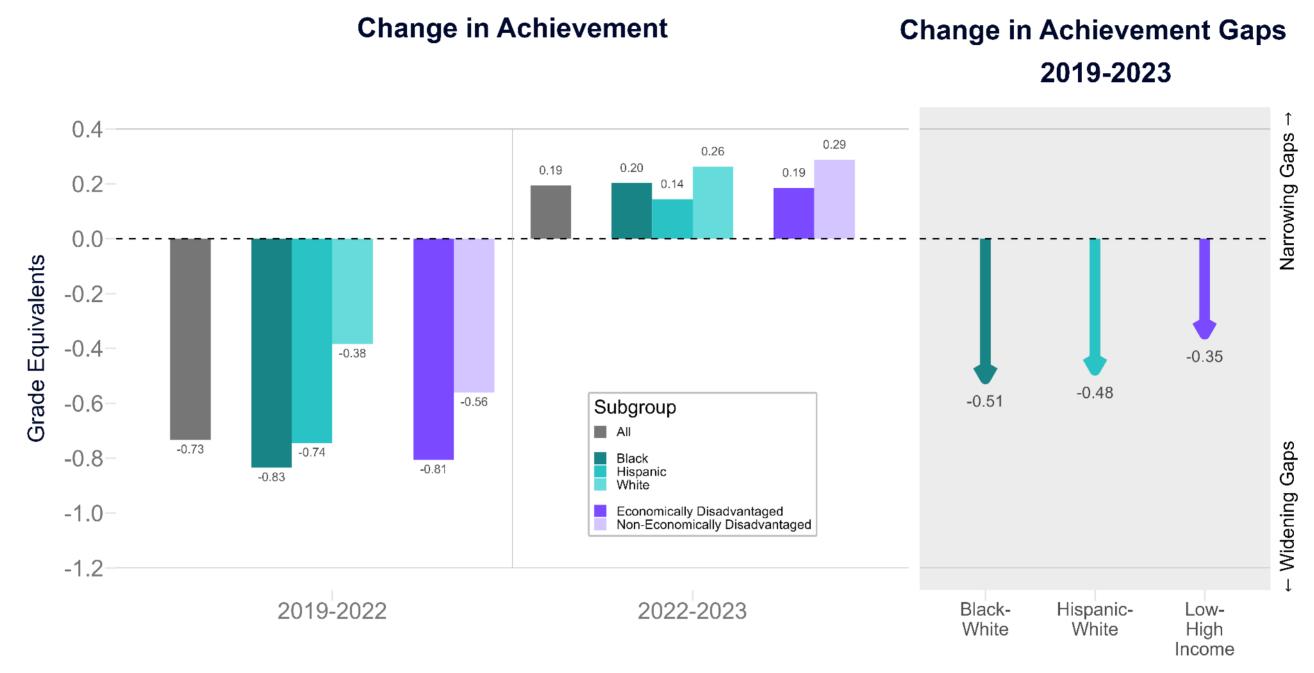
# Change in Reading Achievement by proportion FRPL in Connecticut districts



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## **Connecticut Math Achievement** By Race and Economic Status



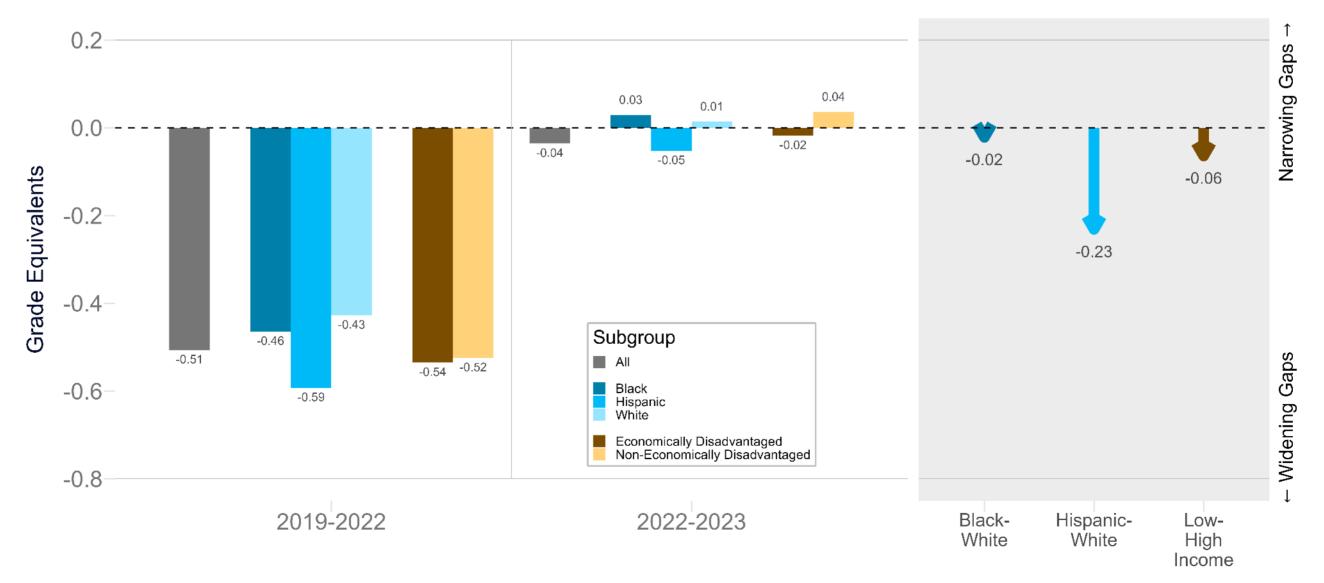
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assesment of Educational Progress. For details on the methodology, see https://edopportunity.org/methods/.

## **Connecticut Reading Achievement** By Race and Economic Status

### **Change in Achievement**

**Change in Achievement Gaps** 

2019-2023



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assesment of Educational Progress. For details on the methodology, see https://edopportunity.org/methods/.