Math Performance, Grades 3-8, 2016-2023

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

- **2019 Average**: 0.62
- **2022 Average**: 0.30
- **2023 Average**: 0.39
- **2019-2022 Change**: -0.32
- **2022-2023 Change**: +0.09
- **Since 2019**: -0.23

Reading Performance, Grades 3-8, 2016-2023

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

- **2019 Average**: 0.82
- **2022 Average**: 0.62
- **2023 Average**: 0.48
- **2019-2022 Change**: -0.20
- **2022-2023 Change**: -0.14
- **Since 2019**: -0.34
Math Performance in Farmington Public School District vs. Michigan and Similar Districts, Grades 3-8, 2019-2023

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

<table>
<thead>
<tr>
<th></th>
<th>Farmington Public School District, MI</th>
<th>Michigan</th>
<th>Similar Districts* in Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 Average</td>
<td>0.62</td>
<td>-0.29</td>
<td>0.91</td>
</tr>
<tr>
<td>2022 Average</td>
<td>0.30</td>
<td>-0.80</td>
<td>0.35</td>
</tr>
<tr>
<td>2023 Average</td>
<td>0.39</td>
<td>-0.73</td>
<td>0.50</td>
</tr>
<tr>
<td>2019-2022 Change</td>
<td>-0.32</td>
<td>-0.51</td>
<td>-0.57</td>
</tr>
<tr>
<td>2022-2023 Change</td>
<td>+0.09</td>
<td>+0.07</td>
<td>+0.16</td>
</tr>
<tr>
<td>2019-2023 Change</td>
<td>-0.23</td>
<td>-0.44</td>
<td>-0.41</td>
</tr>
</tbody>
</table>

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

Reading Performance in Farmington Public School District vs. Michigan and Similar Districts, Grades 3-8, 2019-2023

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

<table>
<thead>
<tr>
<th></th>
<th>Farmington Public School District, MI</th>
<th>Michigan</th>
<th>Similar Districts* in Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 Average</td>
<td>0.82</td>
<td>-0.06</td>
<td>1.10</td>
</tr>
<tr>
<td>2022 Average</td>
<td>0.62</td>
<td>-0.51</td>
<td>0.71</td>
</tr>
<tr>
<td>2023 Average</td>
<td>0.48</td>
<td>-0.51</td>
<td>0.72</td>
</tr>
<tr>
<td>2019-2022 Change</td>
<td>-0.20</td>
<td>-0.45</td>
<td>-0.39</td>
</tr>
<tr>
<td>2022-2023 Change</td>
<td>-0.14</td>
<td>+0.01</td>
<td>+0.01</td>
</tr>
<tr>
<td>2019-2023 Change</td>
<td>-0.34</td>
<td>-0.44</td>
<td>-0.38</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Poor</th>
<th>Non-Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 Average</td>
<td>-1.12</td>
<td>N/A</td>
<td>1.10</td>
<td>-1.13</td>
<td>1.31</td>
</tr>
<tr>
<td>2022 Average</td>
<td>-1.57</td>
<td>N/A</td>
<td>0.82</td>
<td>-1.38</td>
<td>0.97</td>
</tr>
<tr>
<td>2023 Average</td>
<td>-1.55</td>
<td>N/A</td>
<td>0.93</td>
<td>-1.43</td>
<td>1.10</td>
</tr>
<tr>
<td>2019–2022 Change</td>
<td>-0.45</td>
<td>N/A</td>
<td>-0.28</td>
<td>-0.25</td>
<td>-0.34</td>
</tr>
<tr>
<td>2022–2023 Change</td>
<td>+0.02</td>
<td>N/A</td>
<td>+0.12</td>
<td>-0.05</td>
<td>+0.14</td>
</tr>
<tr>
<td>2019–2023 Change</td>
<td>-0.43</td>
<td>N/A</td>
<td>-0.17</td>
<td>-0.30</td>
<td>-0.20</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Poor</th>
<th>Non-Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 Average</td>
<td>-0.64</td>
<td>N/A</td>
<td>1.25</td>
<td>-0.82</td>
<td>1.47</td>
</tr>
<tr>
<td>2022 Average</td>
<td>-1.25</td>
<td>N/A</td>
<td>1.14</td>
<td>-1.07</td>
<td>1.29</td>
</tr>
<tr>
<td>2023 Average</td>
<td>-1.11</td>
<td>N/A</td>
<td>1.00</td>
<td>-1.14</td>
<td>1.11</td>
</tr>
<tr>
<td>2019–2022 Change</td>
<td>-0.61</td>
<td>N/A</td>
<td>-0.12</td>
<td>-0.25</td>
<td>-0.18</td>
</tr>
<tr>
<td>2022–2023 Change</td>
<td>+0.14</td>
<td>N/A</td>
<td>-0.13</td>
<td>-0.06</td>
<td>-0.18</td>
</tr>
<tr>
<td>2019–2023 Change</td>
<td>-0.47</td>
<td>N/A</td>
<td>-0.25</td>
<td>-0.31</td>
<td>-0.35</td>
</tr>
</tbody>
</table>
Michigan Report on Covid Recovery

Change in Math Achievement 2019-2022
by proportion FRPL in Michigan 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 600 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 Michigan 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 600 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 Math Achievement 2022-2023
by proportion FRPL in Michigan districts

Change in reading achievement in grade equivalents

Change in Reading Achievement 2022-2023
by proportion FRPL in Michigan 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 600 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 Math Achievement
by proportion FRPL in Michigan 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. 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. Blue 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
by proportion FRPL in Michigan 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. 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. Orange points represent districts with at least 800 tested students per grade. The regression line displays the overall trend within the state.
For details on the methodology see https://edopportunity.org/methods.
Michigan Math Achievement
By Race and Economic Status

Change in Achievement

Change in Achievement Gaps 2019-2023

Subgroup
- All
- Black
- Hispanic
- White
- Economically Disadvantaged
- Non-Economically Disadvantaged

2019-2022
2022-2023

Black-White
Hispanic-White
Low-High Income

-0.30
-0.18
-0.26

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

Michigan Reading Achievement
By Race and Economic Status

Change in Achievement

Change in Achievement Gaps 2019-2023

Subgroup
- All
- Black
- Hispanic
- White
- Economically Disadvantaged
- Non-Economically Disadvantaged

2019-2022
2022-2023

Black-White
Hispanic-White
Low-High Income

-0.24
-0.18
-0.22

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