Gwinn Area Community Schools, MI

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 -1.32
2022 Average -1.92
2023 Average -1.88
2019-2022 Change -0.60
2022-2023 Change +0.04
Since 2019 -0.56

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 -1.31
2022 Average -1.71
2023 Average -1.60
2019-2022 Change -0.40
2022-2023 Change +0.12
Since 2019 -0.28


## Math Performance in Gwinn Area Community Schools vs. Michigan and Similar Districts, Grades 3-8, 2019-2023

<table>
<thead>
<tr>
<th>Year</th>
<th>Gwinn Area Community Schools, MI</th>
<th>Michigan</th>
<th>Average Among Similar Districts* in MI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>-1.32</td>
<td>-0.29</td>
<td>-0.71</td>
</tr>
<tr>
<td>2022</td>
<td>-1.92</td>
<td>-0.80</td>
<td>-0.91</td>
</tr>
<tr>
<td>2023</td>
<td>-1.88</td>
<td>-0.73</td>
<td>-0.91</td>
</tr>
</tbody>
</table>

2019-2022 Change: **-0.60**
2022-2023 Change: **+0.04**
2019-2023 Change: **-0.56**

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

## Average Math Scores and Trends in Scores

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<tr>
<td>2019</td>
<td>-1.31</td>
<td>-0.06</td>
<td>-0.47</td>
</tr>
<tr>
<td>2022</td>
<td>-1.71</td>
<td>-0.51</td>
<td>-0.69</td>
</tr>
<tr>
<td>2023</td>
<td>-1.60</td>
<td>-0.51</td>
<td>-0.65</td>
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2019-2022 Change: **-0.40**
2022-2023 Change: **+0.12**
2019-2023 Change: **-0.28**

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## Reading Performance in Gwinn Area Community Schools vs. Michigan and Similar Districts, Grades 3-8, 2019-2023

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2019-2022 Change: **-0.40**
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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>N/A</td>
<td>N/A</td>
<td>-1.17</td>
<td>-1.67</td>
<td>-0.54</td>
</tr>
<tr>
<td>2022 Average</td>
<td>N/A</td>
<td>N/A</td>
<td>-1.66</td>
<td>-2.24</td>
<td>-1.21</td>
</tr>
<tr>
<td>2023 Average</td>
<td>N/A</td>
<td>N/A</td>
<td>-1.59</td>
<td>-2.24</td>
<td>-1.09</td>
</tr>
<tr>
<td>2019-2022 Change</td>
<td>N/A</td>
<td>N/A</td>
<td>-0.50</td>
<td>-0.57</td>
<td>-0.67</td>
</tr>
<tr>
<td>2022-2023 Change</td>
<td>N/A</td>
<td>N/A</td>
<td>+0.07</td>
<td>-0.00</td>
<td>+0.13</td>
</tr>
<tr>
<td>2019-2023 Change</td>
<td>N/A</td>
<td>N/A</td>
<td>-0.43</td>
<td>-0.57</td>
<td>-0.54</td>
</tr>
</tbody>
</table>

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

Average Reading Scores and Trends in Scores
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<tr>
<td>2019 Average</td>
<td>N/A</td>
<td>N/A</td>
<td>-1.22</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2022 Average</td>
<td>N/A</td>
<td>N/A</td>
<td>-1.60</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2023 Average</td>
<td>N/A</td>
<td>N/A</td>
<td>-1.49</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2019-2022 Change</td>
<td>N/A</td>
<td>N/A</td>
<td>-0.39</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2022-2023 Change</td>
<td>N/A</td>
<td>N/A</td>
<td>+0.11</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2019-2023 Change</td>
<td>N/A</td>
<td>N/A</td>
<td>-0.27</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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</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.

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Change in Math Achievement 2022-2023
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Michigan Math Achievement
By Race and Economic Status

Change in Achievement

Change in Achievement Gaps
2019-2023

Black-White  Hispanic-White  Low-High Income

Narrowing Gaps

Widening Gaps

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