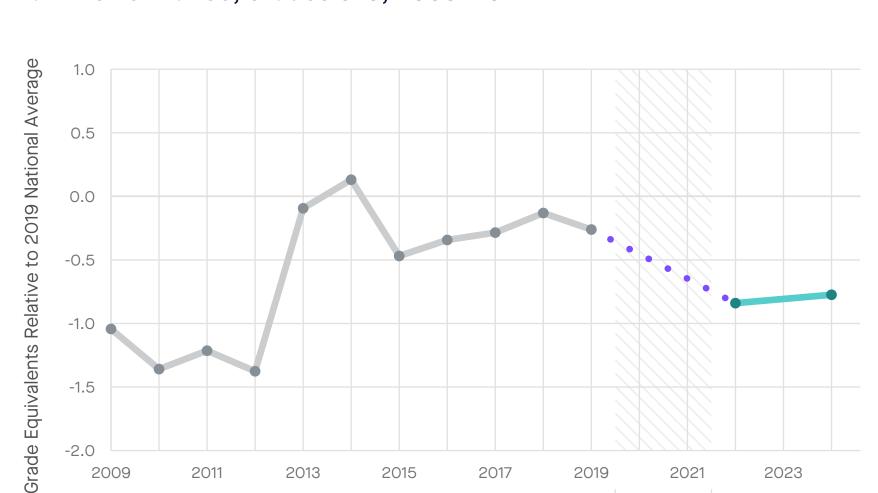
Math Performance, Grades 3-8, 2009-2024



2015

2017

2019

2021

PANDEMIC DATA GAP

2023

Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

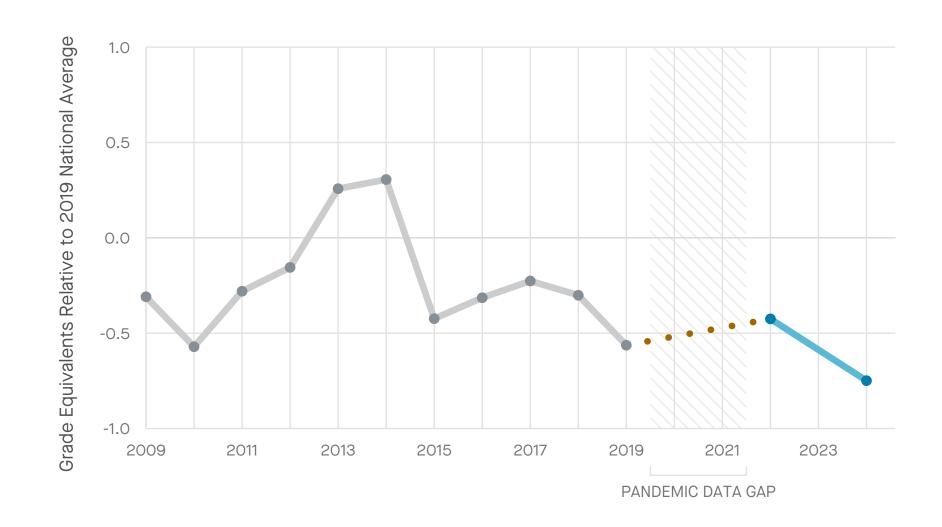
| 2019 Average | -0.26 |
|------------------|-------|
| 2022 Average | -0.84 |
| 2024 Average | -0.77 |
| 2019-2022 Change | -0.58 |
| 2022-2024 Change | +0.07 |
| Since 2019 | -0.51 |

Reading Performance, Grades 3-8, 2009-2024

2013

2011

2009

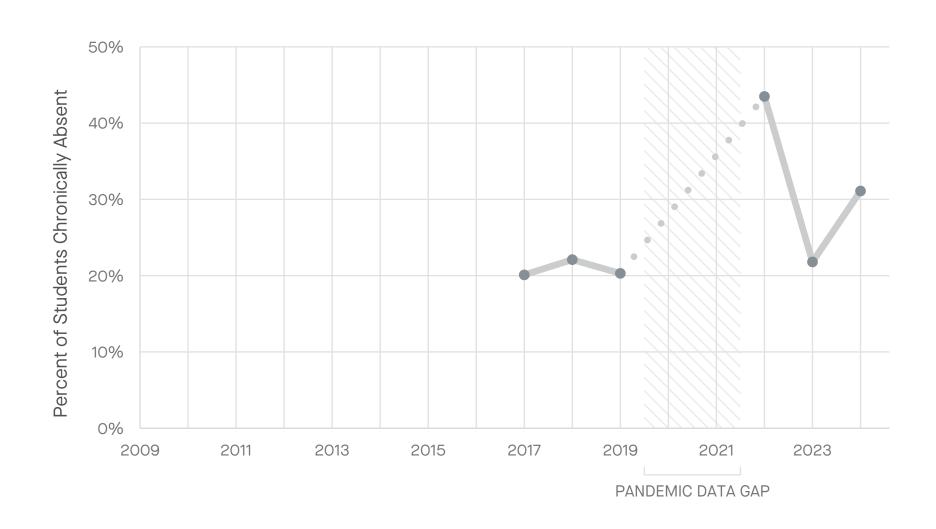


Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average | -0.56 |
|------------------|-------|
| 2022 Average | -0.42 |
| 2024 Average | -0.75 |
| 2019-2022 Change | +0.14 |
| 2022-2024 Change | -0.32 |
| Since 2019 | -0.19 |

Absenteeism, Grades 3-8, 2009-2024



Absenteeism

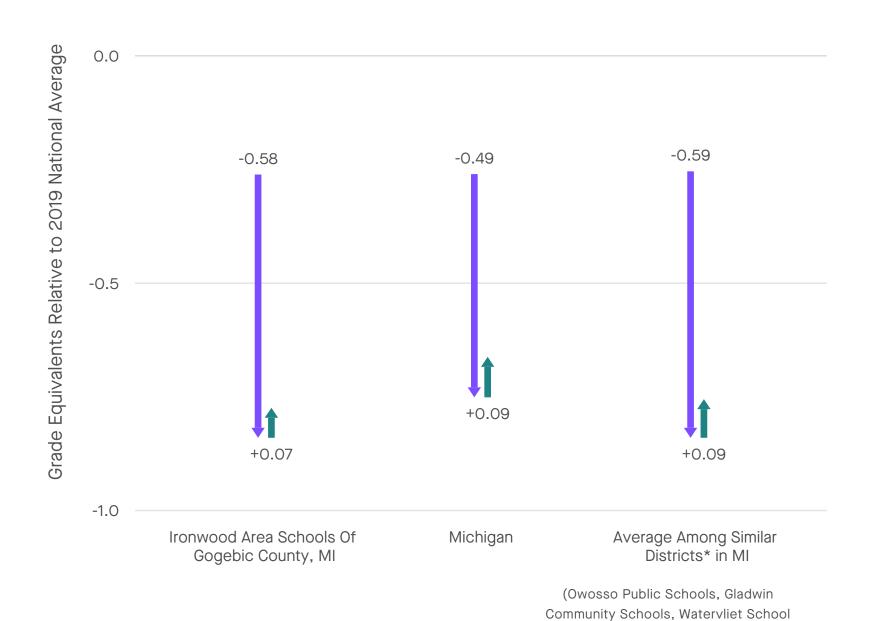
| 2019-2023 Change | +0.01 |
|------------------|-------|
| Since 2009 | N/A |

Absenteeism data courtesy of Nat Malkus, American **Enterprise Institute**



Math Performance in Ironwood Area Schools Of Gogebic County vs. Michigan and Similar Districts, Grades 3-8, 2019-2024





Average Math Scores and Trends in Scores

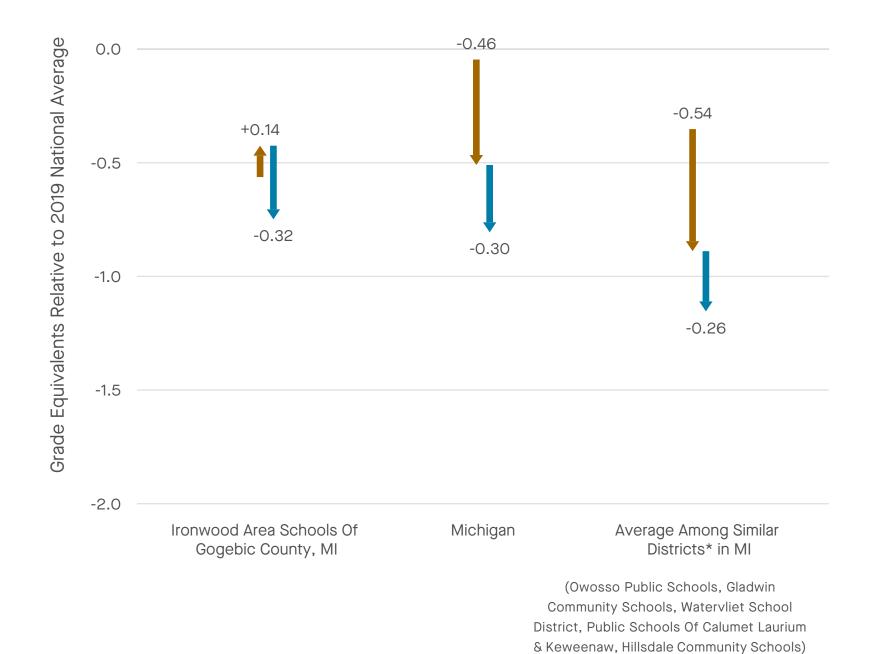
in Grade Level Equivalents Relative to the 2019 National Average



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

Reading Performance in Ironwood Area Schools Of Gogebic County vs. Michigan and Similar Districts, Grades 3-8, 2019-2024

District, Public Schools Of Calumet Laurium & Keweenaw, Hillsdale Community Schools)



Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

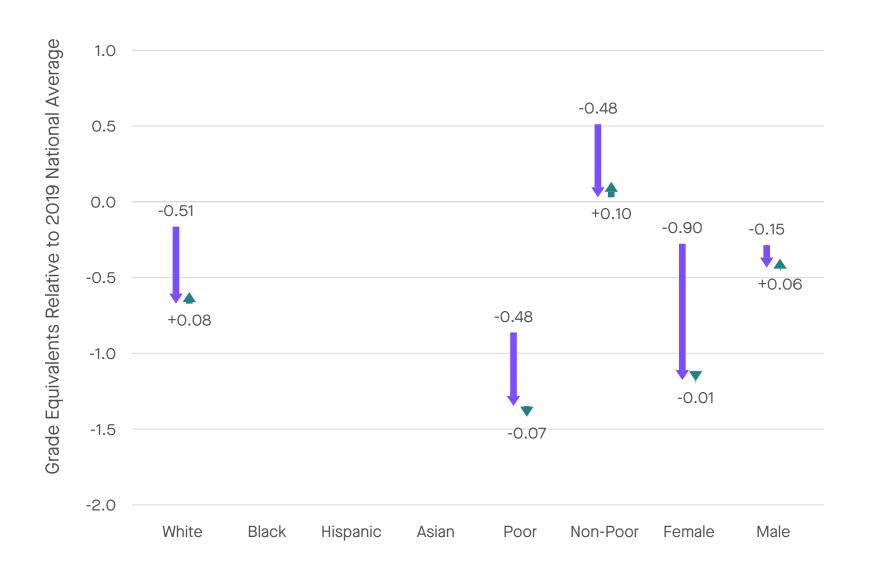
| | 2079 A ^{Ver3} 9e | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|------------------------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| Ironwood Area Schools Of Gogebio County, MI | : -0.56 | -0.42 | -0.75 | O .14 | -0.32 | ↓ -0.19 |
| Michigan | -0.05 | -0.51 | -0.81 | -0.46 | -0.30 | ↓ -0.76 |
| Similar Districts* in Michigan | -0.35 | -0.89 | -1.15 | ▼ -0.54 | ↓ -0.26 | -0.80 |

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



Math Performance by Subgroup, Grades 3-8, 2019-2024



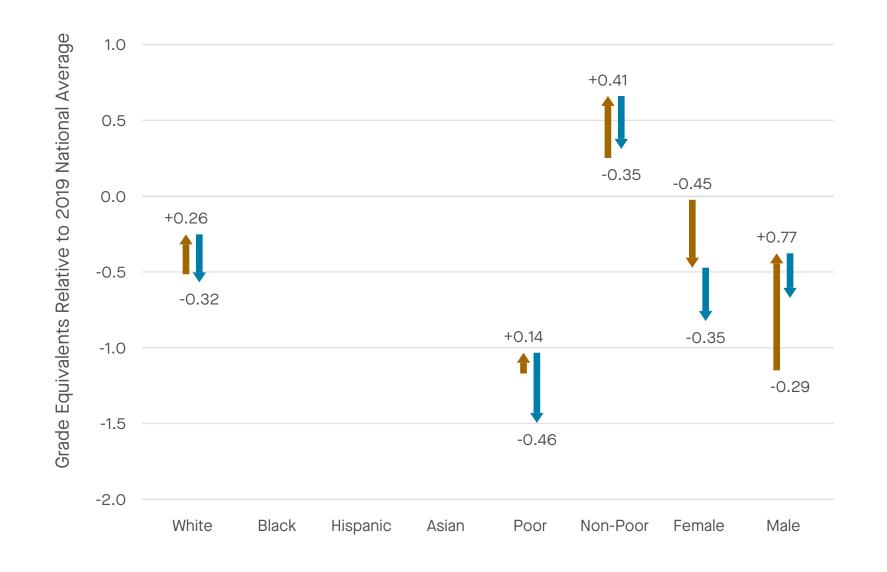


Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 AVerage | 2024 Average | 2019.22 Change | 2022-24 Change | 2019,24 Change |
|----------|-----------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| White | -0.16 | -0.67 | -0.60 | -0.51 | ♠ 0.08 | - 0.43 |
| Black | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A |
| Poor | -0.86 | -1.35 | -1.42 | -0.48 | -0.07 | ↓ -0.56 |
| Non-Poor | 0.51 | 0.03 | 0.13 | -0.48 | • 0.10 | ↓ -0.38 |
| Female | -0.28 | -1.18 | -1.18 | -0.90 | -0.01 | -0.91 |
| Male | -0.29 | -0.43 | -0.38 | -0.15 | • 0.06 | -0.09 |

Reading Performance by Subgroup, Grades 3-8, 2019-2024



Average Reading Scores and Trends in Scores

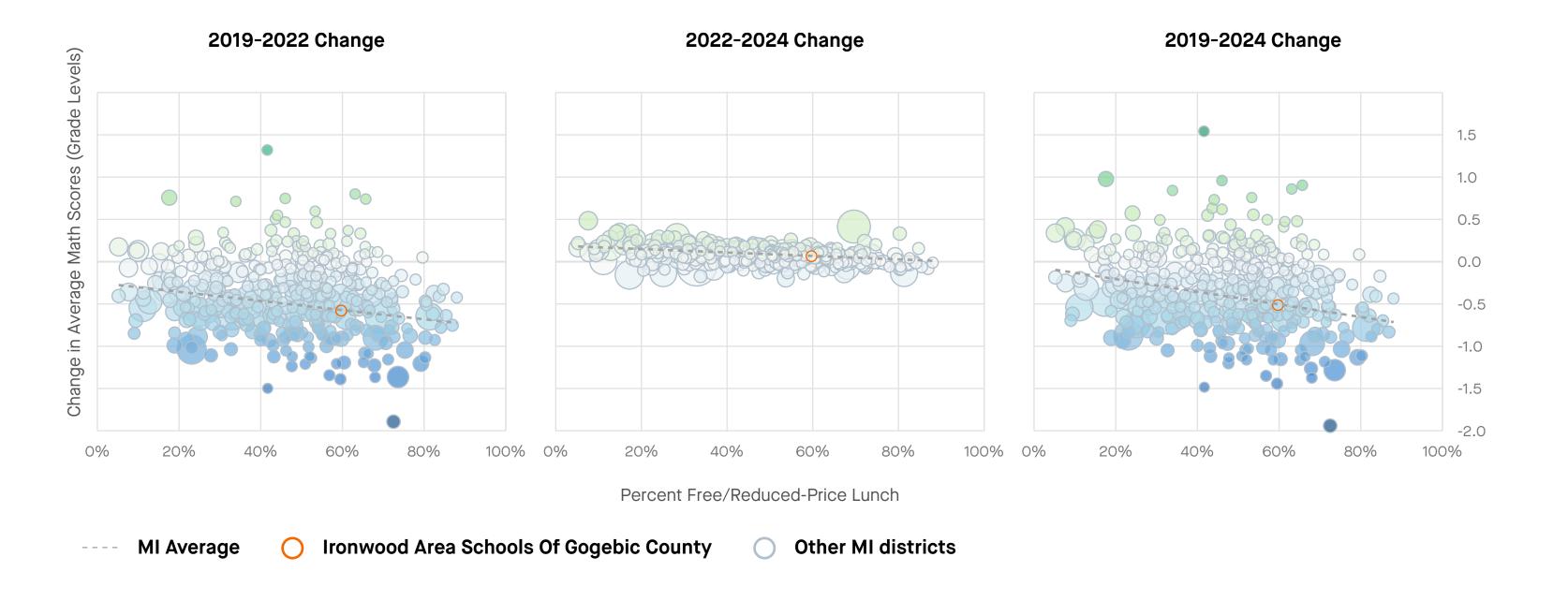
in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 AV6/398 | 2024 Average | 2019, 22 Change | 2022-24 Change | 2019-24 Change |
|----------|-----------------|-----------------|-----------------|--------------------|-------------------|-------------------|
| White | -0.52 | -0.25 | -0.57 | ♠ 0.26 | -0.32 | ▼ -0.05 |
| Black | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A |
| Poor | -1.17 | -1.03 | -1.50 | O .14 | -0.46 | -0.33 |
| Non-Poor | 0.25 | 0.66 | 0.31 | • 0.41 | -0.35 | ♠ 0.06 |
| Female | -0.02 | -0.47 | -0.82 | -0.45 | -0.35 | -0.80 |
| Male | -1.15 | -0.38 | -0.67 | • 0.77 | -0.29 | ♠ 0.48 |

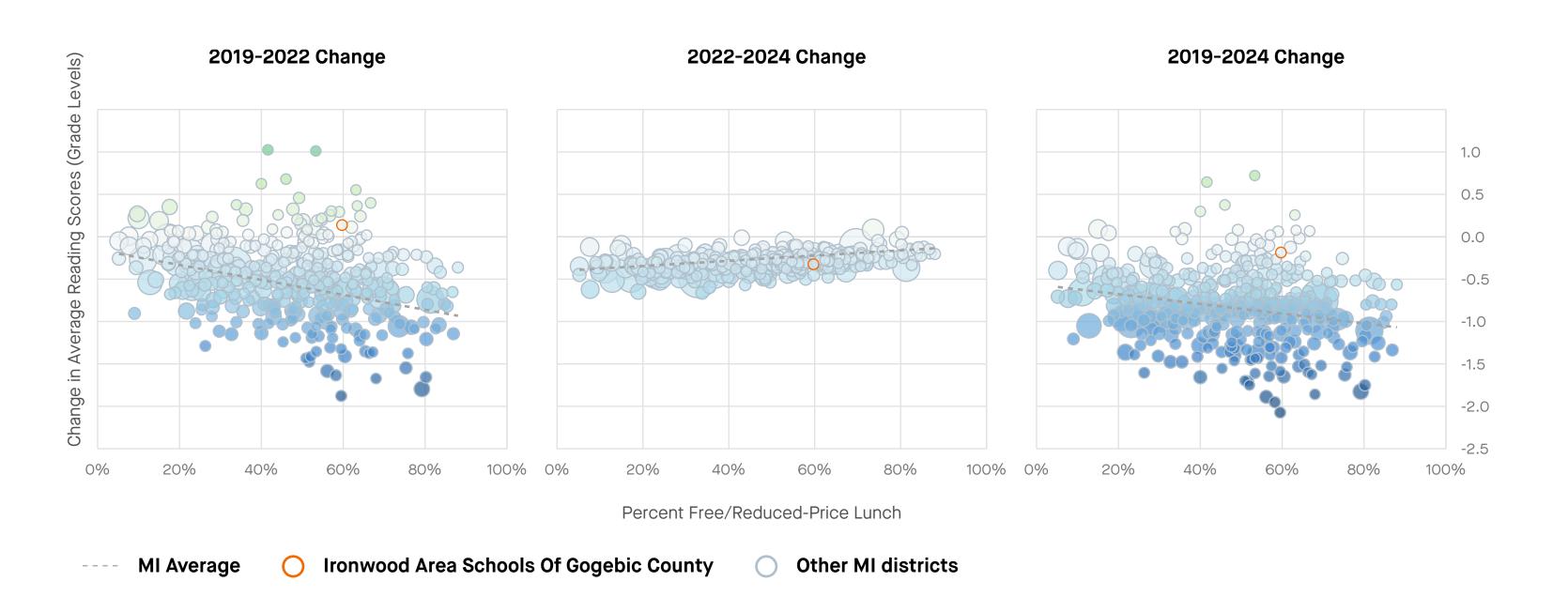


Change in Math Performance in Michigan Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024





Change in Reading Performance in Michigan Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024

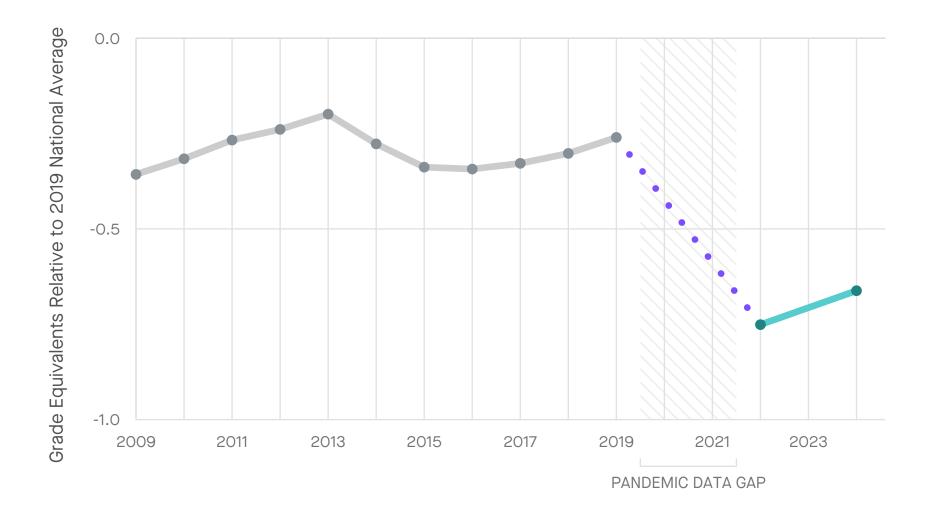




Michigan

Math Performance, Grades 3-8, 2009-2024



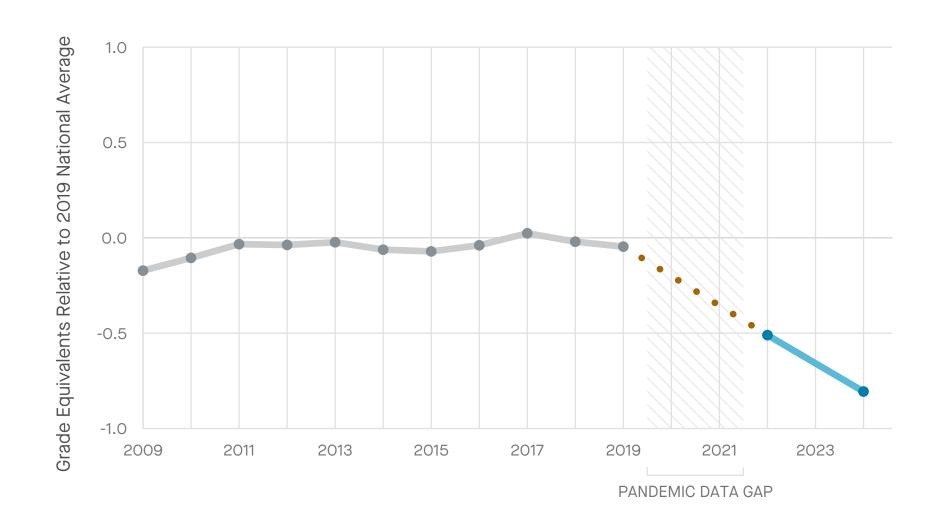


Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average | -0.26 |
|------------------|-------|
| 2022 Average | -0.75 |
| 2024 Average | -0.66 |
| 2019-2022 Change | -0.49 |
| 2022-2024 Change | +0.09 |
| Since 2019 | -0.40 |

Reading Performance, Grades 3-8, 2009-2024

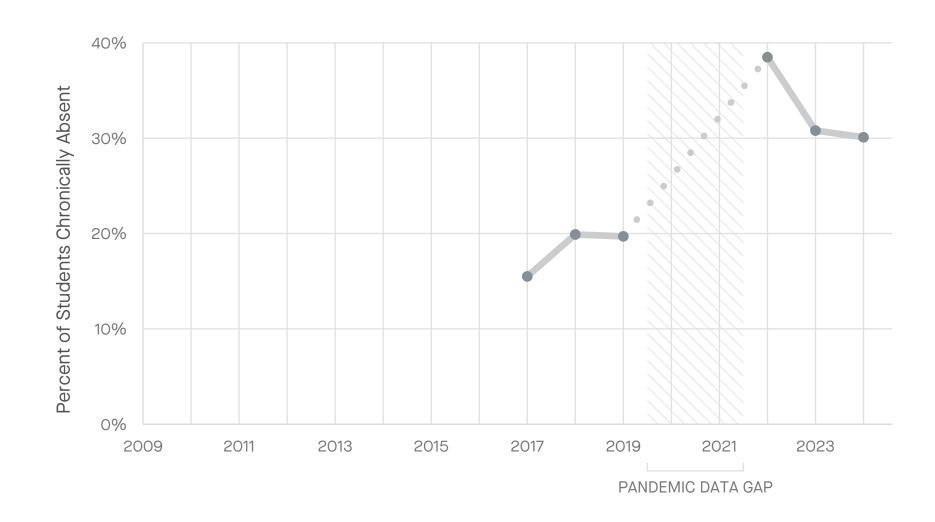


Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average | -0.05 |
|------------------|-------|
| 2022 Average | -0.51 |
| 2024 Average | -0.81 |
| 2019-2022 Change | -0.46 |
| 2022-2024 Change | -0.30 |
| Since 2019 | -0.76 |

Absenteeism, Grades 3-8, 2009-2024



Absenteeism

| 2019-2023 Change | +0.11 |
|------------------|-------|
| Since 2009 | N/A |

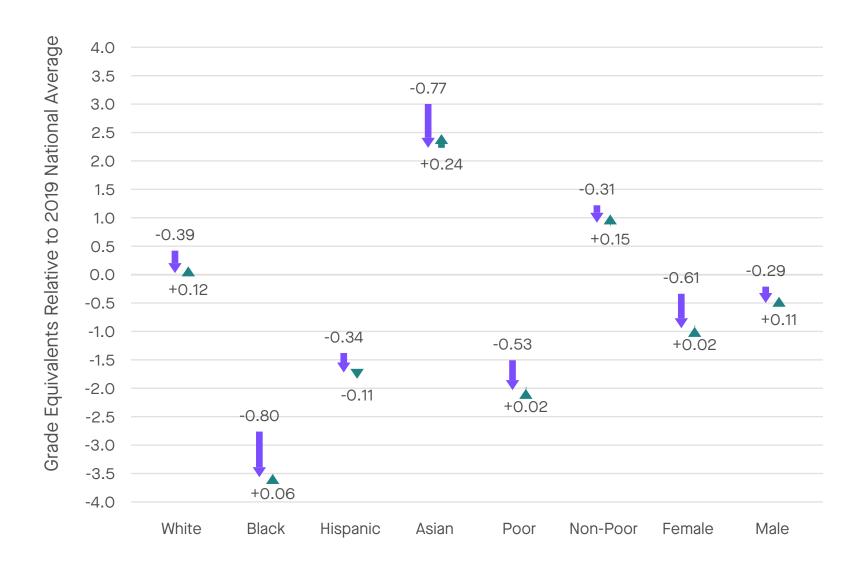
Absenteeism data courtesy of Nat Malkus, American Enterprise Institute



Michigan

Math Performance by Subgroup, Grades 3-8, 2019-2024



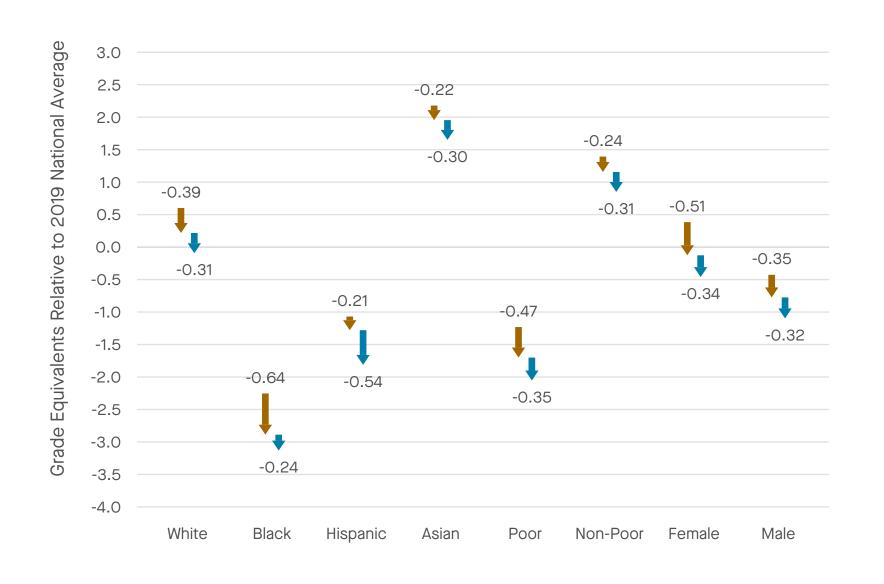


Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| | 2079 Average | 2022 AVEVES | 2024 AV61398 | 2019-22 Change | 2022,24 Change | 2019-24 Change |
|----------|-----------------|----------------|-----------------|-------------------|-------------------|-------------------|
| White | 0.42 | 0.03 | 0.14 | -0.39 | ♠ 0.12 | ▼ -0.28 |
| Black | -2.76 | -3.56 | -3.51 | -0.80 | • 0.06 | ▼ -0.75 |
| Hispanic | -1.38 | -1.72 | -1.83 | -0.34 | ▼ -0.11 | ▼ -0.46 |
| Asian | 3.00 | 2.23 | 2.47 | -0.77 | ♠ 0.24 | ▼ -0.53 |
| Poor | -1.51 | -2.03 | -2.01 | -0.53 | ♠ 0.02 | ▼ -0.50 |
| Non-Poor | 1.22 | 0.91 | 1.06 | -0.31 | • 0.15 | ↓ -0.16 |
| Female | -0.34 | -0.94 | -0.92 | -0.61 | ♠ 0.02 | ▼ -0.58 |
| Male | -0.21 | -0.50 | -0.39 | -0.29 | • 0.11 | -0.18 |

Reading Performance by Subgroup, Grades 3-8, 2019-2024



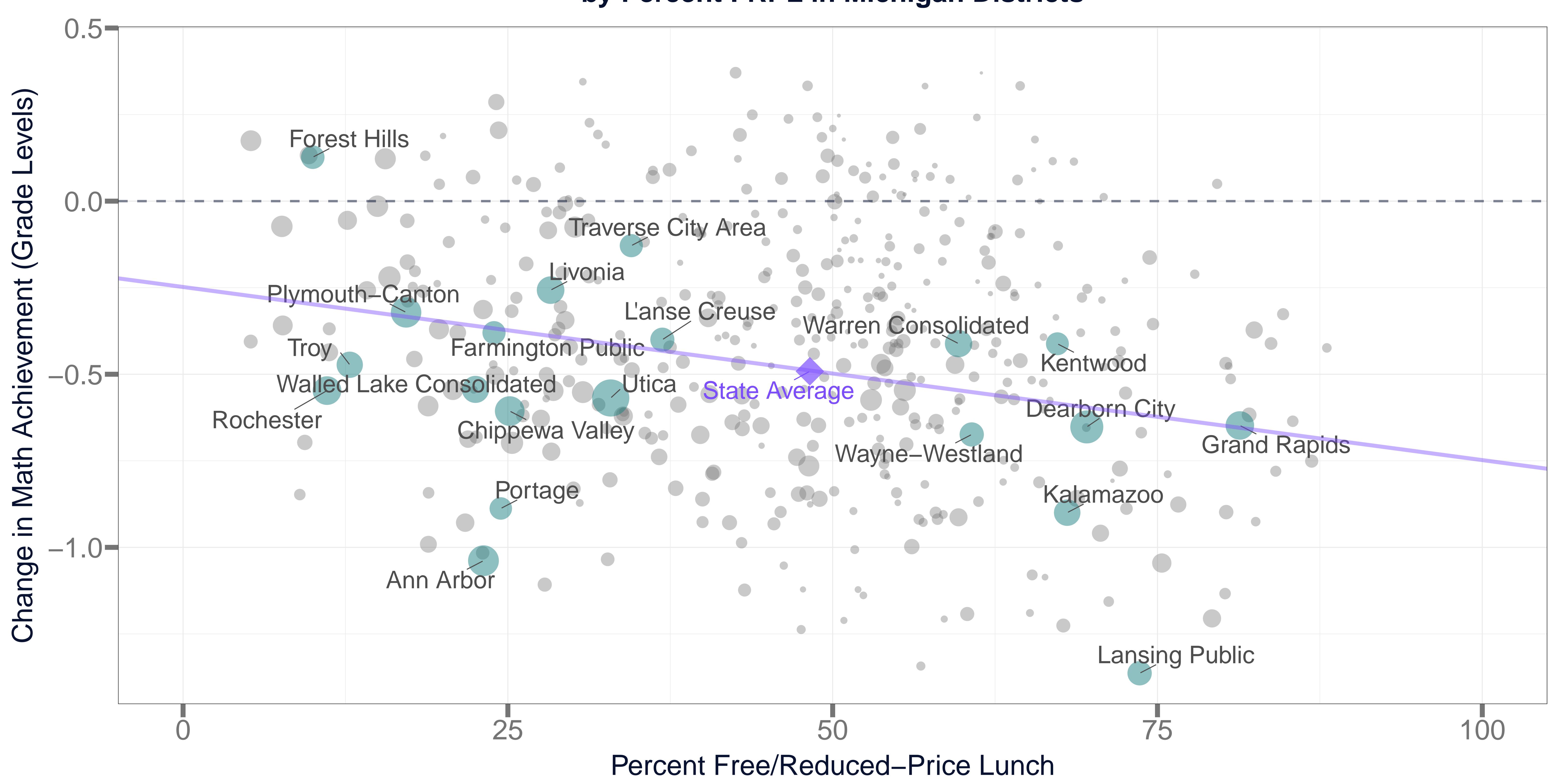
Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| | 2079 A ^{VO} 19 | 2022 AVR/298 | 2024 Average | 2019-22 Change | 2022-24 Change | 2079-24 Change |
|----------|----------------------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| White | 0.60 | 0.22 | -0.10 | -0.39 | -0.31 | ▼ -0.70 |
| Black | -2.25 | -2.89 | -3.13 | -0.64 | -0.24 | -0.88 |
| Hispanic | -1.07 | -1.28 | -1.81 | -0.21 | -0.54 | -0.74 |
| Asian | 2.18 | 1.96 | 1.65 | -0.22 | -0.30 | -0.53 |
| Poor | -1.23 | -1.70 | -2.05 | -0.47 | -0.35 | ▼ -0.82 |
| Non-Poor | 1.39 | 1.16 | 0.85 | -0.24 | -0.31 | -0.55 |
| Female | 0.39 | -0.13 | -0.46 | -0.51 | -0.34 | -0.85 |
| Male | -0.43 | -0.78 | -1.10 | -0.35 | → -0.32 | ▼ -0.67 |

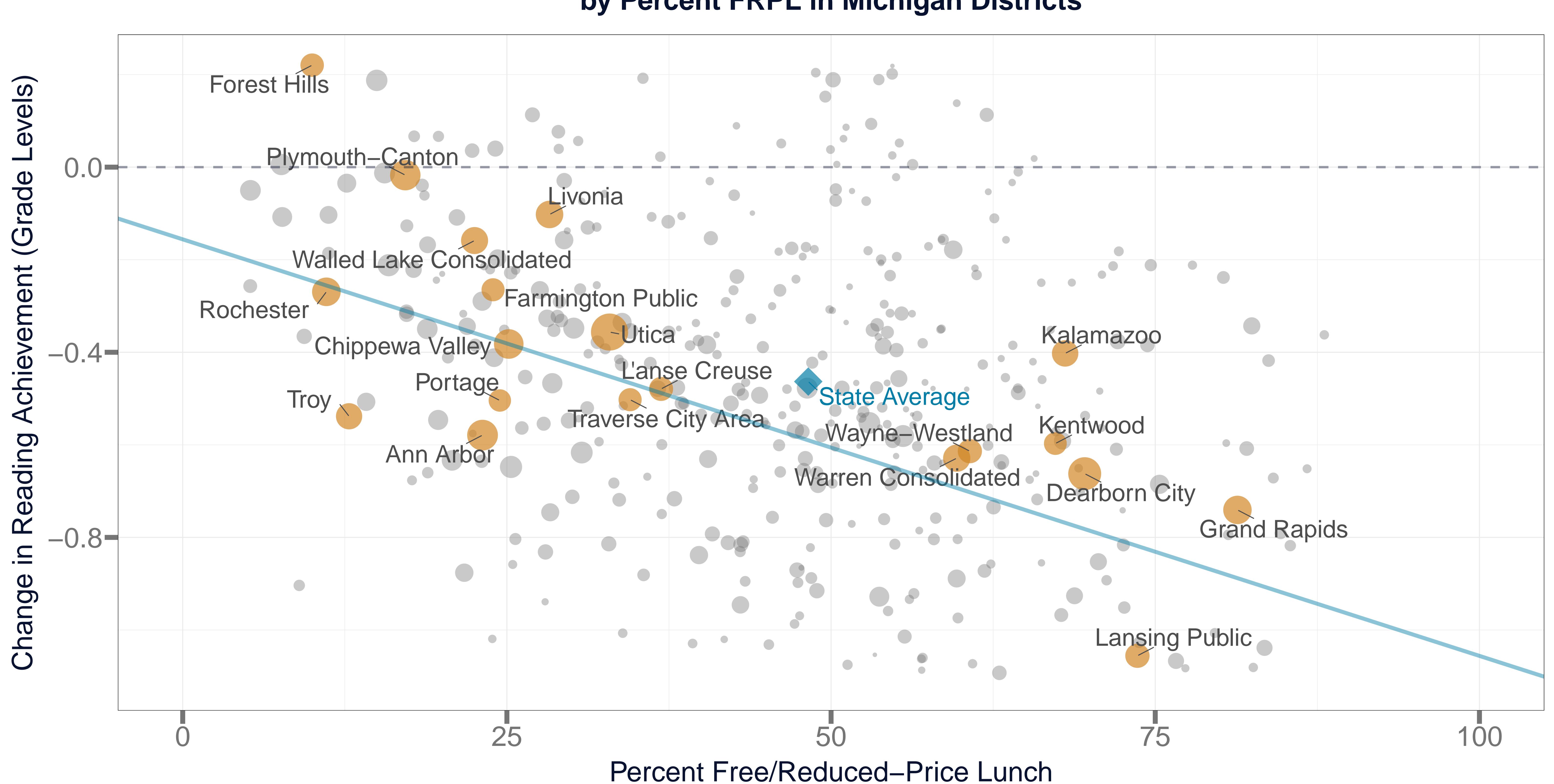


Change in Math Achievement 2019–2022 by Percent FRPL in Michigan Districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

Change in Reading Achievement 2019–2022 by Percent FRPL in Michigan Districts

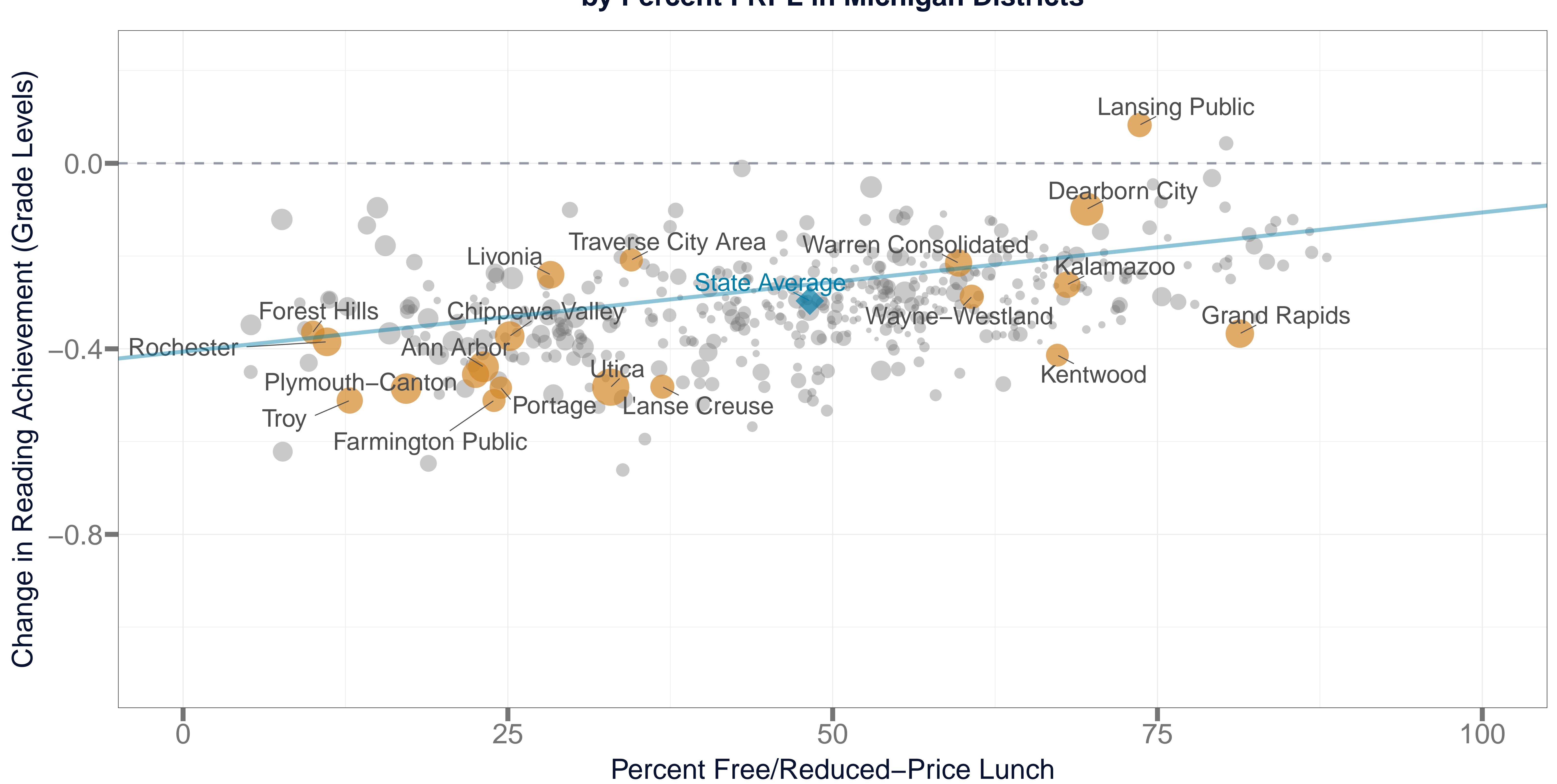


Change in Math Achievement 2022–2024 by Percent FRPL in Michigan Districts

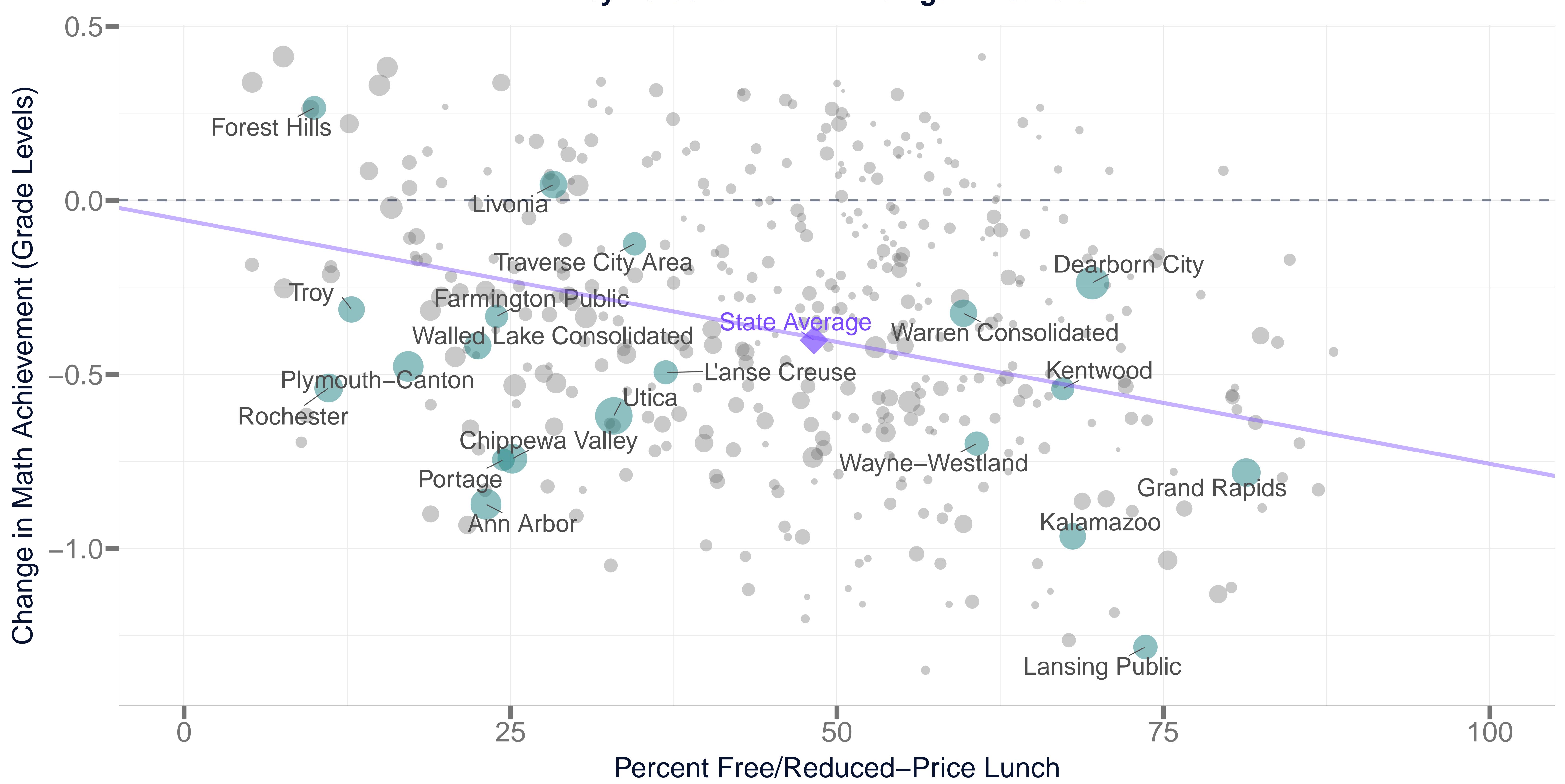


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

Change in Reading Achievement 2022–2024 by Percent FRPL in Michigan Districts

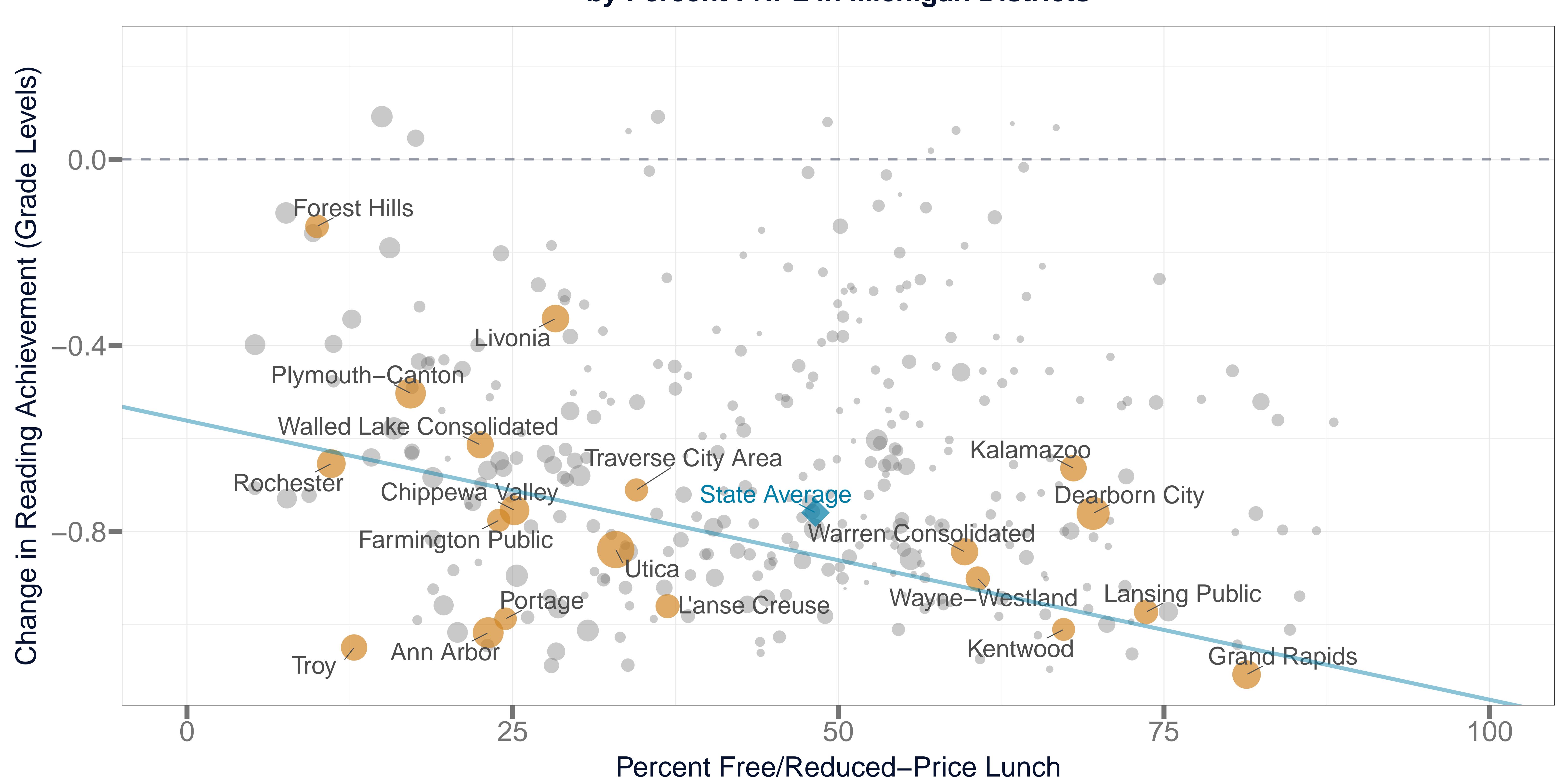


Change in Math Achievement 2019–2024 by Percent FRPL in Michigan Districts

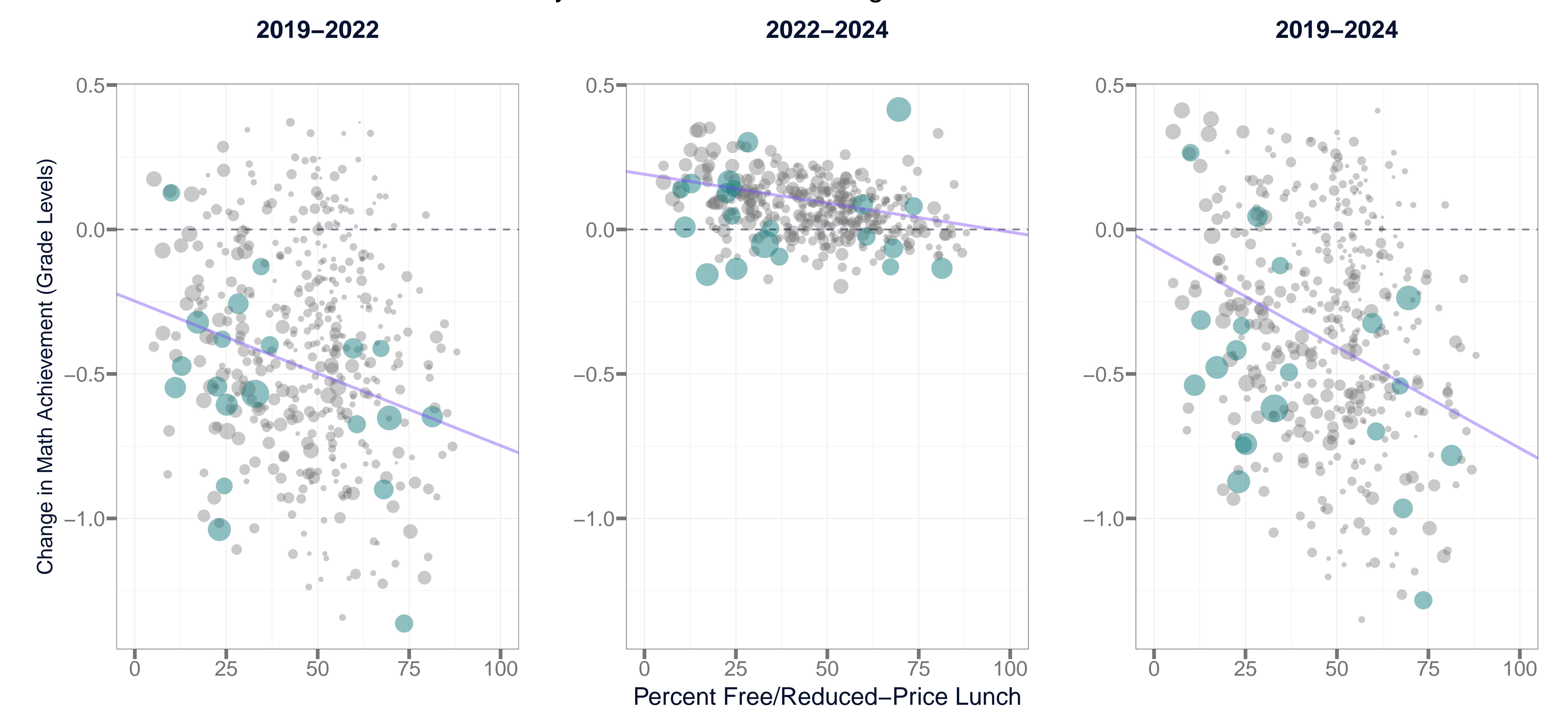


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

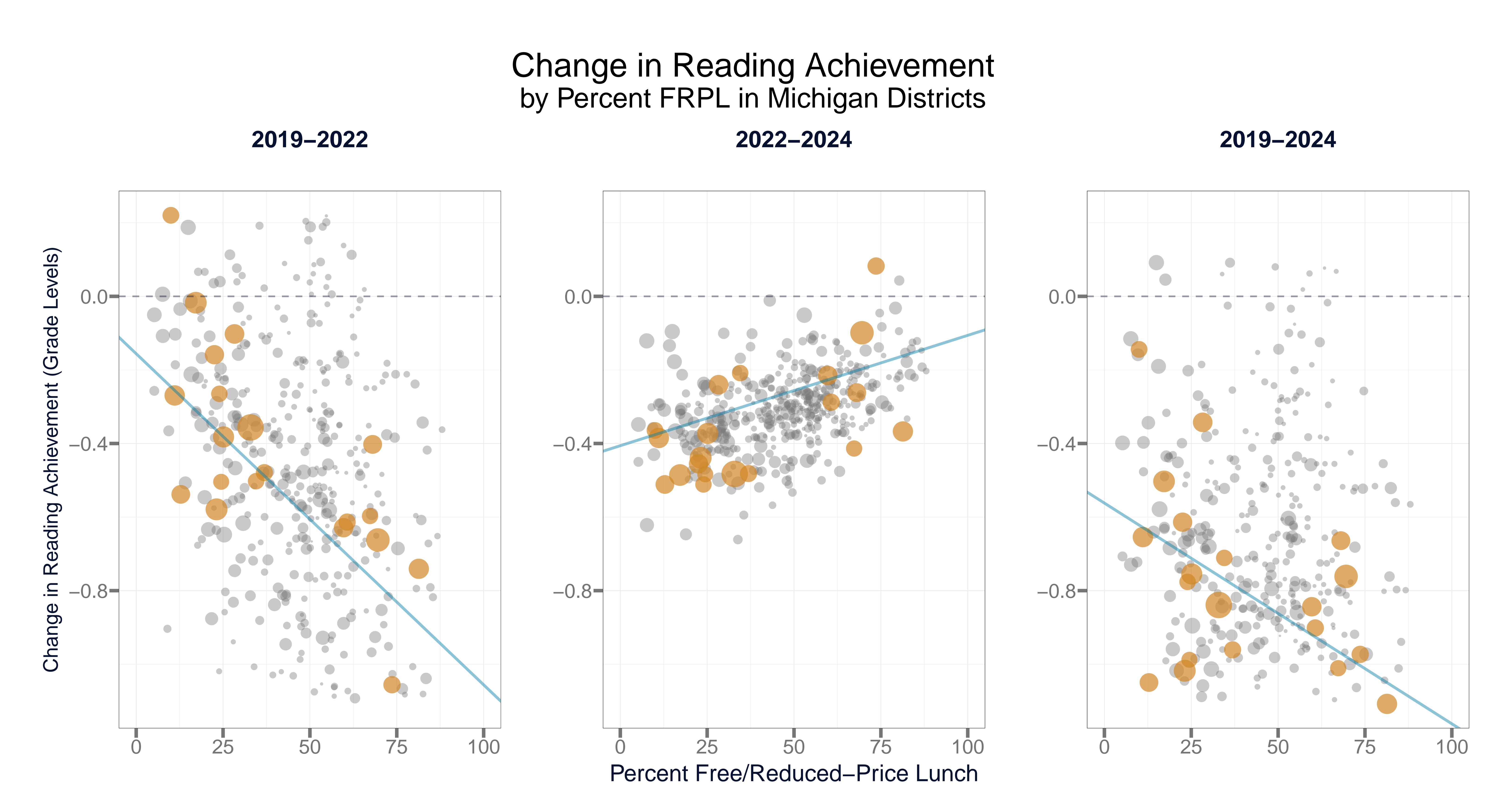
Change in Reading Achievement 2019–2024 by Percent FRPL in Michigan Districts



Change in Math Achievement by Percent FRPL in Michigan Districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.



Change in Chronic Absenteeism 2019–2023 by Percent FRPL in Michigan Districts

