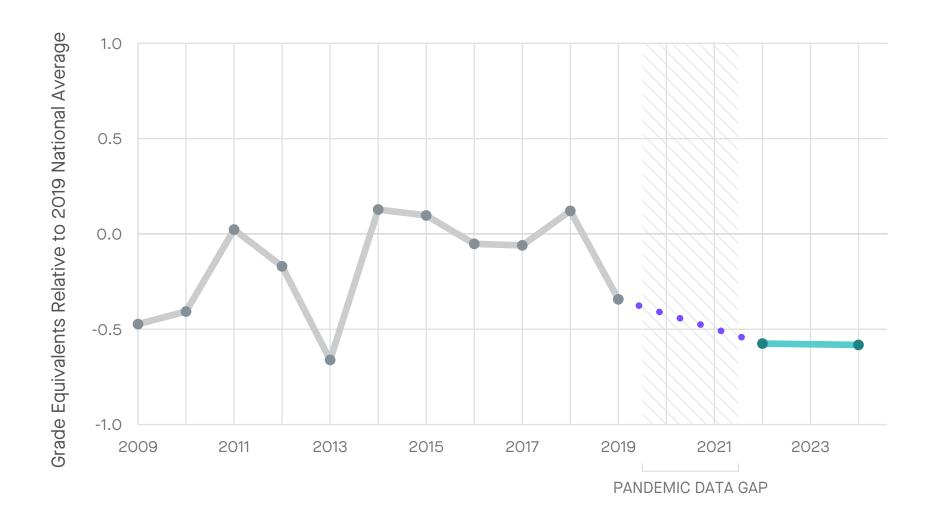
### Math Performance, Grades 3-8, 2009-2024

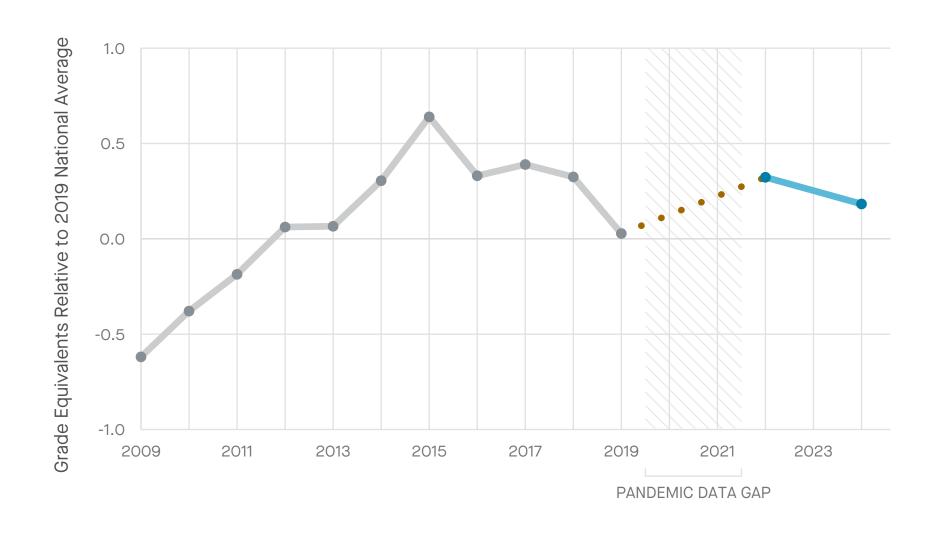


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | -0.34 |
|------------------|-------|
| 2022 Average     | -0.57 |
| 2024 Average     | -0.58 |
| 2019-2022 Change | -0.23 |
| 2022-2024 Change | -0.01 |
| Since 2019       | -0.24 |

### Reading Performance, Grades 3-8, 2009-2024

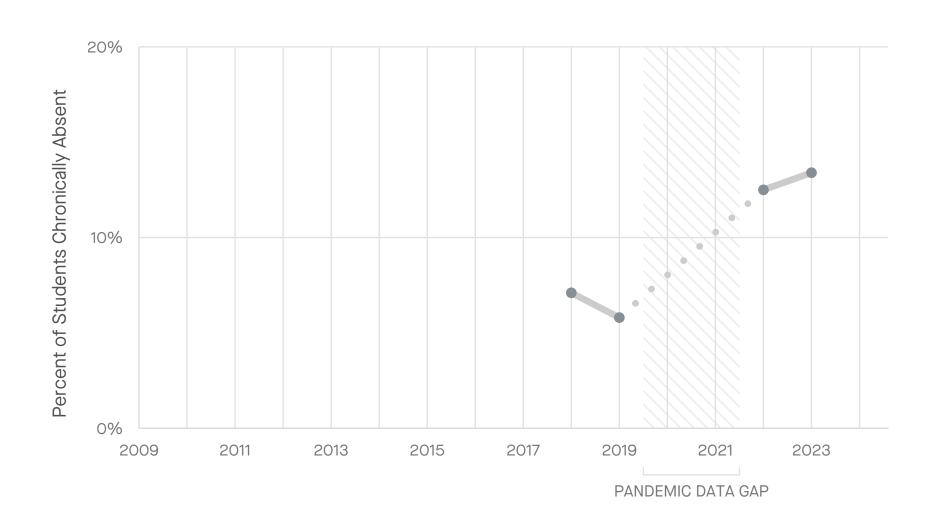


### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | 0.03  |
|------------------|-------|
| 2022 Average     | 0.32  |
| 2024 Average     | 0.18  |
| 2019-2022 Change | +0.29 |
| 2022-2024 Change | -0.14 |
| Since 2019       | +0.15 |

### Absenteeism, Grades 3-8, 2009-2024



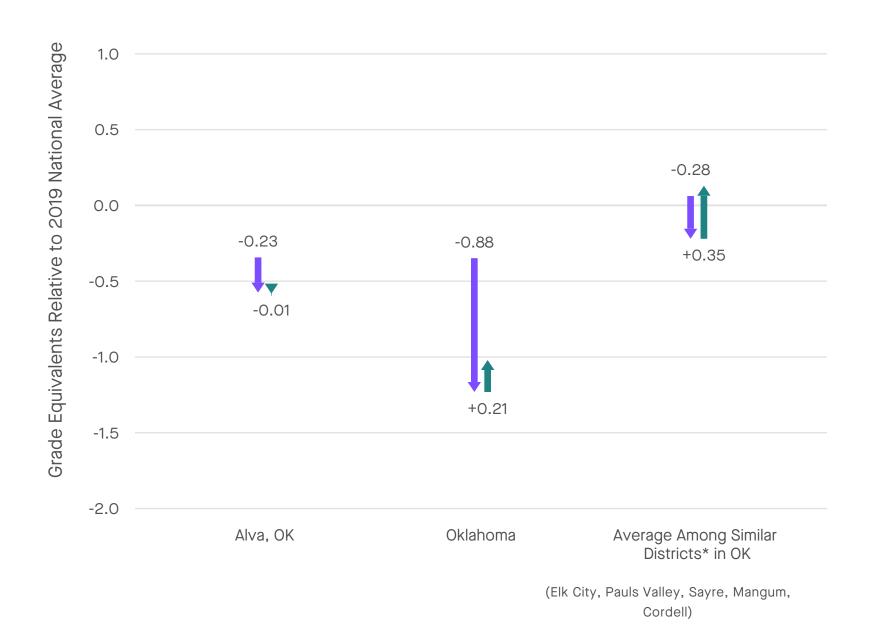
### **Absenteeism**

| 2019-2023 Change | +0.08 |
|------------------|-------|
| Since 2009       | N/A   |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute



## Math Performance in Alva vs. Oklahoma and Similar Districts, Grades 3-8, 2019-2024



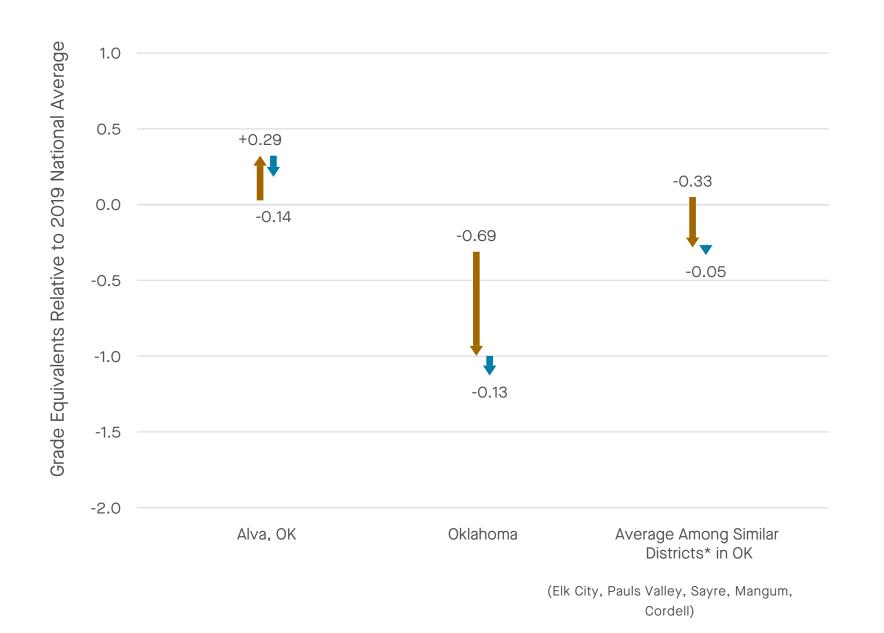
### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|                                  | 2019<br>4Verage   | 2022<br>AVer3ge | 2024<br>Average | 2019-22<br>Change | 2022-24<br>Change | 2019-24<br>Change |
|----------------------------------|-------------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| Alva, OK                         | -0.34             | -0.57           | -0.58           | -0.23             | -0.01             | <b>▼</b> -0.24    |
| Oklahoma                         | -0.35             | -1.23           | -1.02           | -0.88             | • 0.21            | <b>▼</b> -0.67    |
| Similar Districts* i<br>Oklahoma | n <sub>0.06</sub> | -0.22           | 0.13            | -0.28             | • 0.35            | ♠ 0.07            |

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

## Reading Performance in Alva vs. Oklahoma and Similar Districts, Grades 3-8, 2019-2024



### **Average Reading Scores and Trends in Scores**

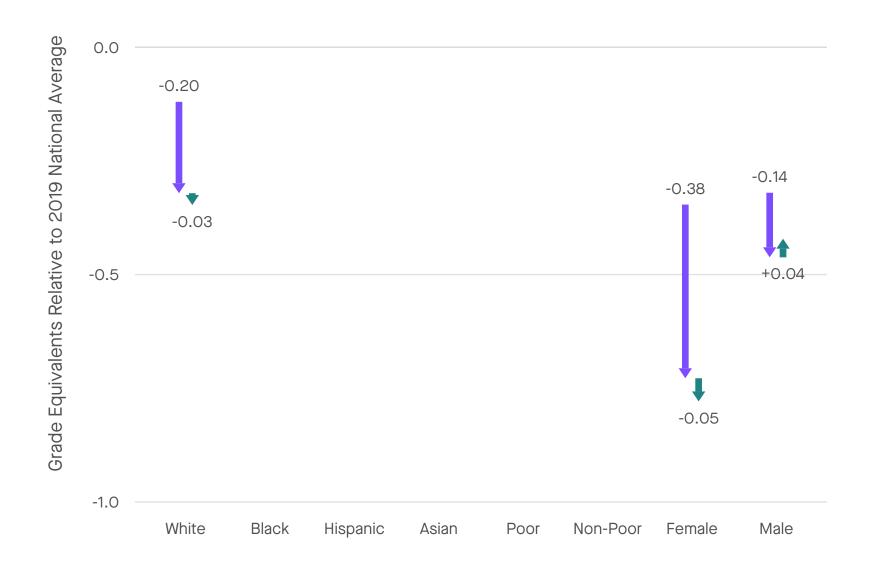
in Grade Level Equivalents Relative to the 2019 National Average

|                                  | 2079<br>Average          | 2022<br>AVETAGE | 2024<br>Average | 2018,22<br>Change | 2022.24<br>Change | 2079-24<br>Change |
|----------------------------------|--------------------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| Alva, OK                         | 0.03                     | 0.32            | 0.18            | ♠ 0.29            | -0.14             | ♠ 0.15            |
| Oklahoma                         | -0.31                    | -1.00           | -1.13           | -0.69             | -0.13             | <b>▼</b> -0.82    |
| Similar Districts* i<br>Oklahoma | <b>n</b> <sub>0.05</sub> | -0.28           | -0.33           | -0.33             | -0.05             | <b>▼</b> -0.38    |

\*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

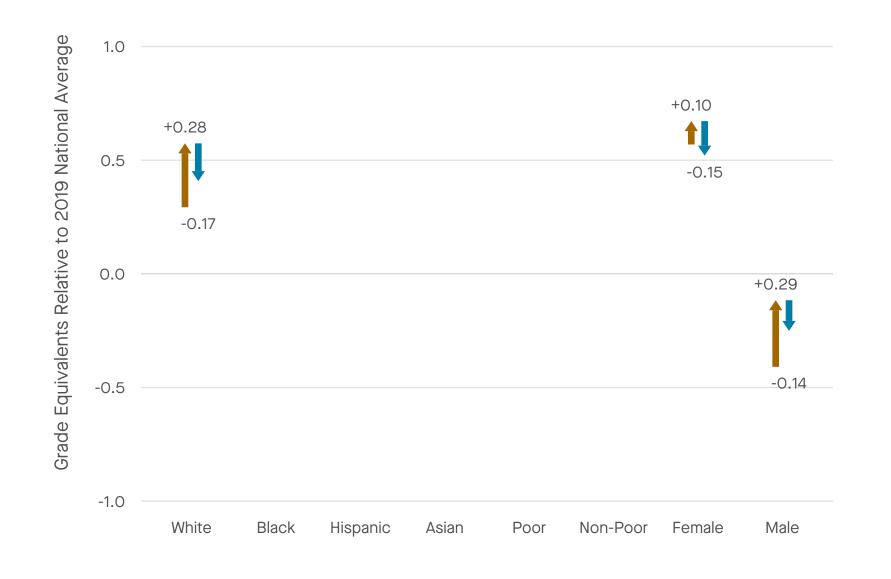


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|          | 2079<br>AVerage | 2022<br>AVE/298 | 2024<br>A <sup>Ver3</sup> 9e | 2019.22<br>Change | 2022-24<br>Change | 2079-24<br>Change |
|----------|-----------------|-----------------|------------------------------|-------------------|-------------------|-------------------|
| White    | -0.12           | -0.32           | -0.35                        | -0.20             | -0.03             | -0.23             |
| 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     | N/A             | N/A             | N/A                          | N/A               | N/A               | N/A               |
| Non-Poor | N/A             | N/A             | N/A                          | N/A               | N/A               | N/A               |
| Female   | -0.35           | -0.73           | -0.78                        | -0.38             | -0.05             | -0.43             |
| Male     | -0.32           | -0.46           | -0.42                        | -0.14             | • 0.04            | <b>-</b> 0.10     |

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



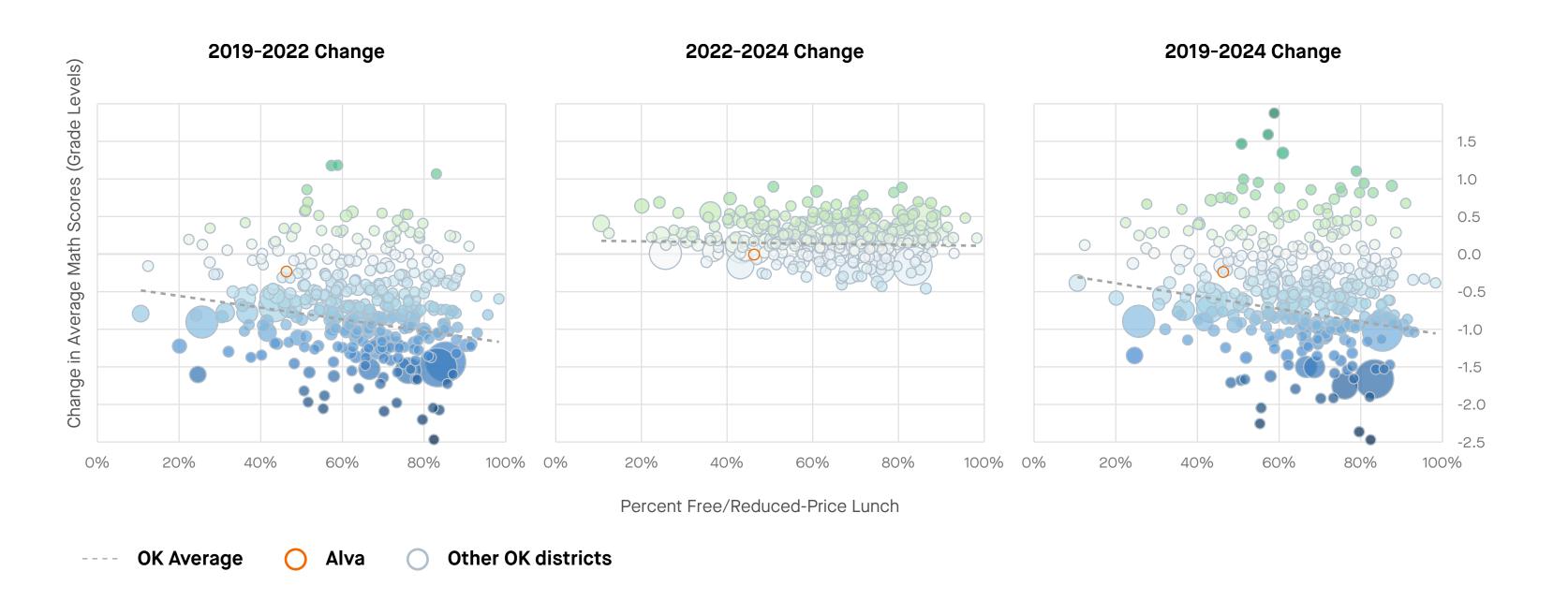
### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

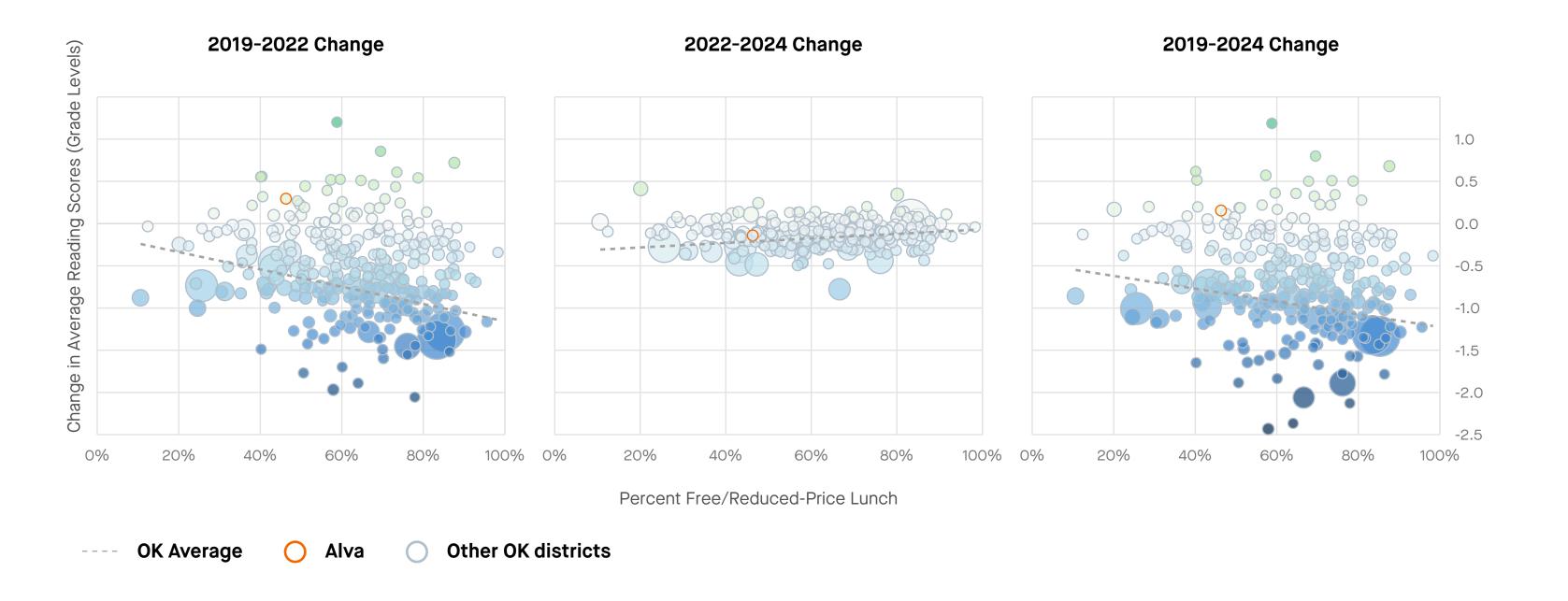
|          | 2019<br>AVEF396 | 2022<br>AV6/398 | 2024<br>Average | 2019-22<br>Change | 2022-24<br>Change | 2019-24<br>Change |
|----------|-----------------|-----------------|-----------------|-------------------|-------------------|-------------------|
| White    | 0.29            | 0.57            | 0.41            | ♠ 0.28            | -0.17             | ♠ 0.12            |
| 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     | N/A             | N/A             | N/A             | N/A               | N/A               | N/A               |
| Non-Poor | N/A             | N/A             | N/A             | N/A               | N/A               | N/A               |
| Female   | 0.57            | 0.67            | 0.52            | • 0.10            | -0.15             | -0.05             |
| Male     | -0.41           | -0.12           | -0.25           | ♠ 0.29            | -0.14             | • 0.16            |



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



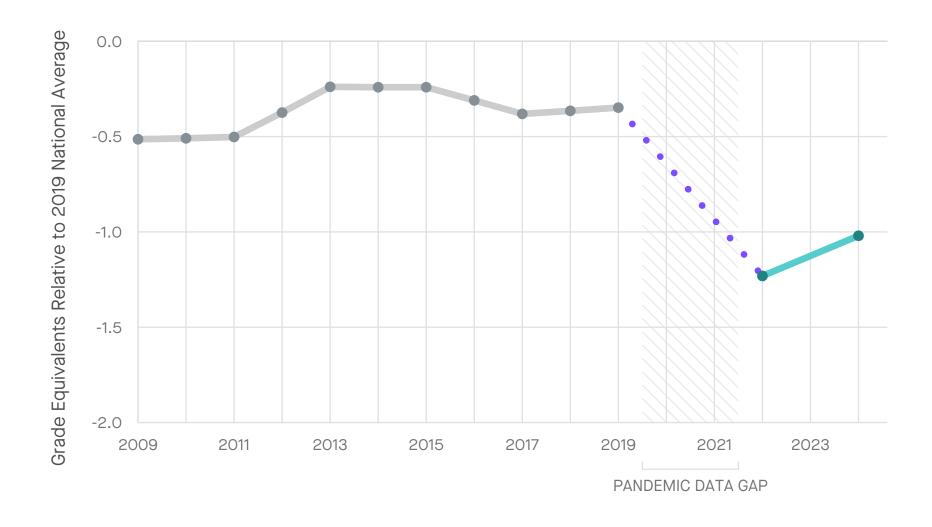
Change in Reading Performance in Oklahoma Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024





## Oklahoma

### Math Performance, Grades 3-8, 2009-2024

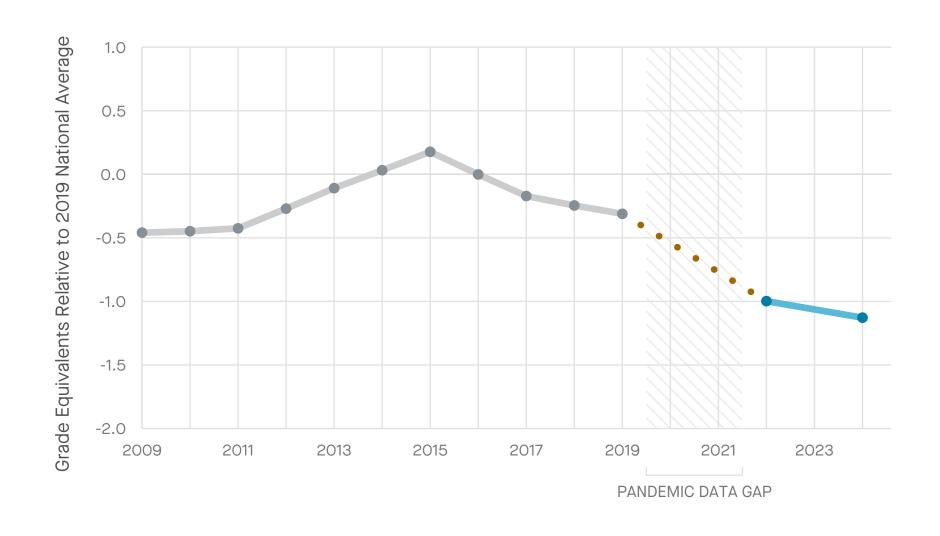


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | -0.35 |
|------------------|-------|
| 2022 Average     | -1.23 |
| 2024 Average     | -1.02 |
| 2019-2022 Change | -0.88 |
| 2022-2024 Change | +0.21 |
| Since 2019       | -0.67 |

### Reading Performance, Grades 3-8, 2009-2024

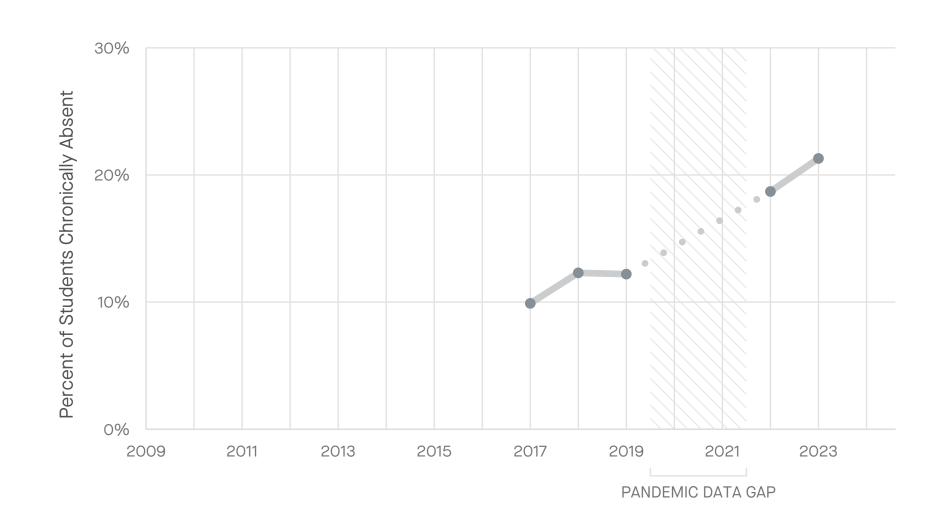


### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

| 2019 Average     | -0.31 |
|------------------|-------|
| 2022 Average     | -1.00 |
| 2024 Average     | -1.13 |
| 2019-2022 Change | -0.69 |
| 2022-2024 Change | -0.13 |
| Since 2019       | -0.82 |

### Absenteeism, Grades 3-8, 2009-2024



### Absenteeism

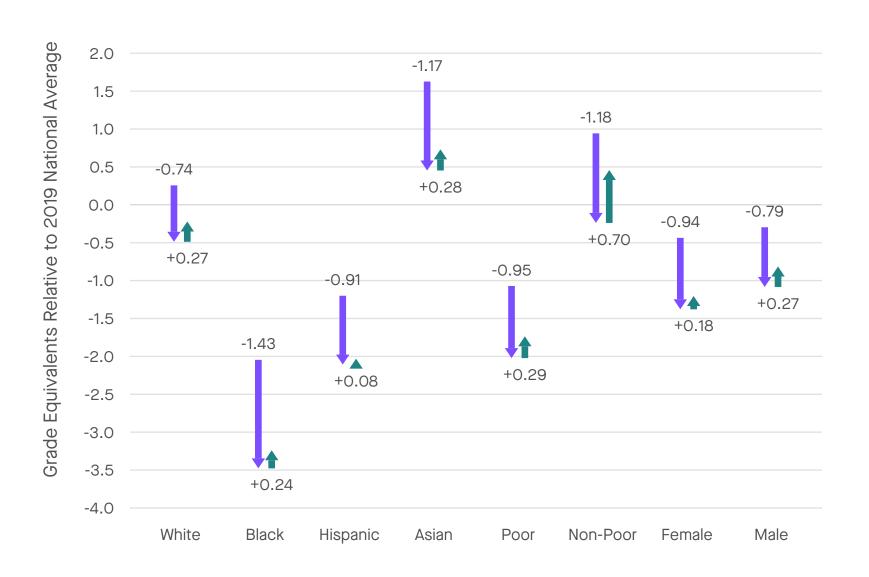
| 2019-2023 Change | +0.09 |
|------------------|-------|
| Since 2009       | N/A   |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute



## Oklahoma

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

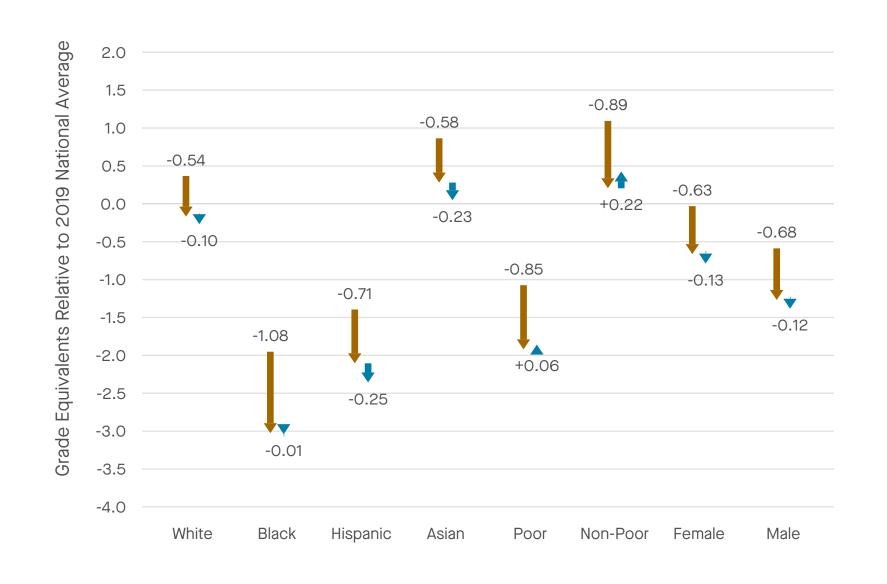


### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|          | 2079<br>AV67398 | 2022<br>4V67398 | 2024<br>A <sup>V6/3</sup> 96 | 2019.22<br>Change | 2022,24<br>Change | 2019524<br>Change |
|----------|-----------------|-----------------|------------------------------|-------------------|-------------------|-------------------|
| White    | 0.26            | -0.49           | -0.22                        | -0.74             | ♠ 0.27            | <b>▼</b> -0.48    |
| Black    | -2.05           | -3.48           | -3.24                        | -1.43             | ♠ 0.24            | <b>▼</b> -1.19    |
| Hispanic | -1.20           | -2.11           | -2.03                        | -0.91             | ♠ 0.08            | -0.83             |
| Asian    | 1.63            | 0.45            | 0.73                         | -1.17             | ♠ 0.28            | <b>↓</b> -0.90    |
| Poor     | -1.07           | -2.02           | -1.74                        | -0.95             | ♠ 0.29            | -0.66             |
| Non-Poor | 0.94            | -0.24           | 0.46                         | -1.18             | ♠ 0.70            | <b>▼</b> -0.48    |
| Female   | -0.44           | -1.38           | -1.20                        | -0.94             | ♠ 0.18            | <b>↓</b> -0.77    |
| Male     | -0.30           | -1.08           | -0.81                        | -0.79             | ♠ 0.27            | -0.52             |

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



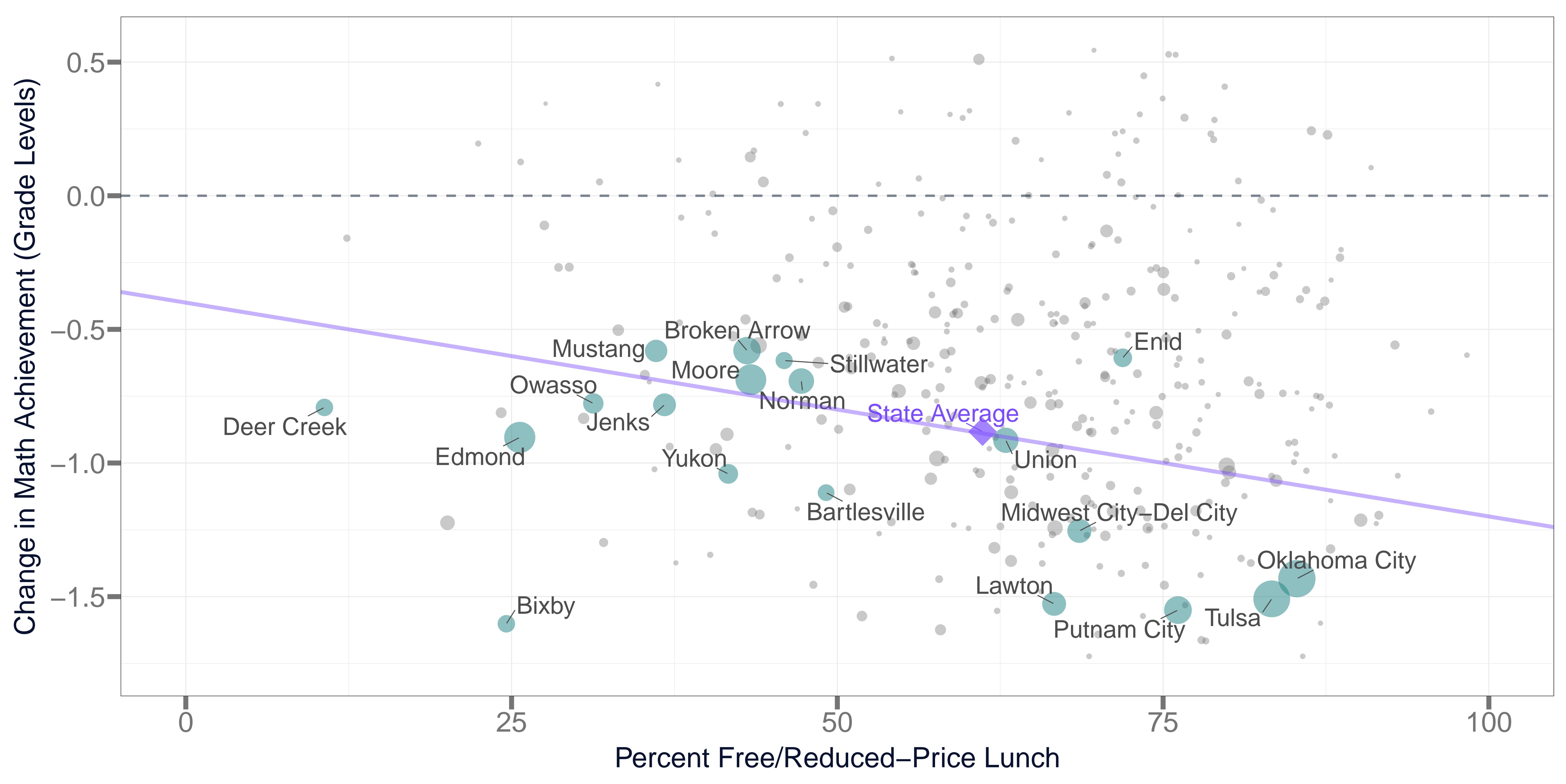
### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

|          | 2019<br>4 <sup>1</sup> 6 <sup>13</sup> 98 | 2022<br>AV61398 | 2024<br>A <sup>Verage</sup> | 2019.22<br>Change | 2022,24<br>Change | 2019,24<br>Change |
|----------|---|-----------------|-----------------------------|-------------------|-------------------|-------------------|
| White    | 0.37                                      | -0.17           | -0.27                       | -0.54             | -0.10             | -0.64             |
| Black    | -1.95                                     | -3.03           | -3.04                       | -1.08             | -0.01             | <b>-1.09</b>      |
| Hispanic | -1.40                                     | -2.10           | -2.36                       | -0.71             | -0.25             | -0.96             |
| Asian    | 0.86                                      | 0.28            | 0.05                        | -0.58             | -0.23             | ▼ -0.82           |
| Poor     | -1.07                                     | -1.92           | -1.86                       | -0.85             | • 0.06            | <b>▼</b> -0.78    |
| Non-Poor | 1.09                                      | 0.20            | 0.43                        | -0.89             | ♠ 0.22            | <b>▼</b> -0.67    |
| Female   | -0.03                                     | -0.66           | -0.79                       | -0.63             | -0.13             | <b>▼</b> -0.76    |
| Male     | -0.59                                     | -1.27           | -1.39                       | -0.68             | -0.12             | -0.80             |

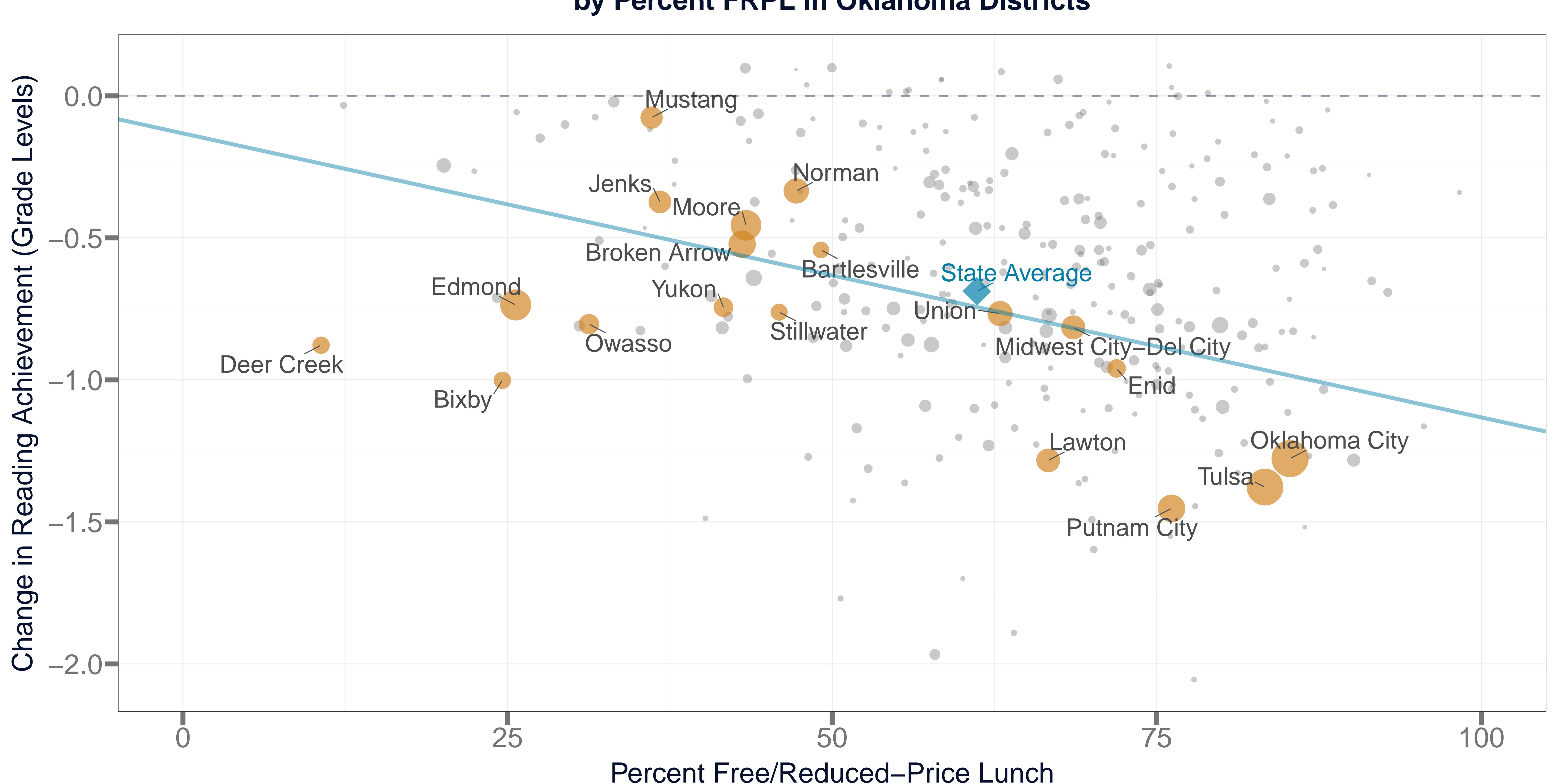


## Change in Math Achievement 2019–2022 by Percent FRPL in Oklahoma Districts

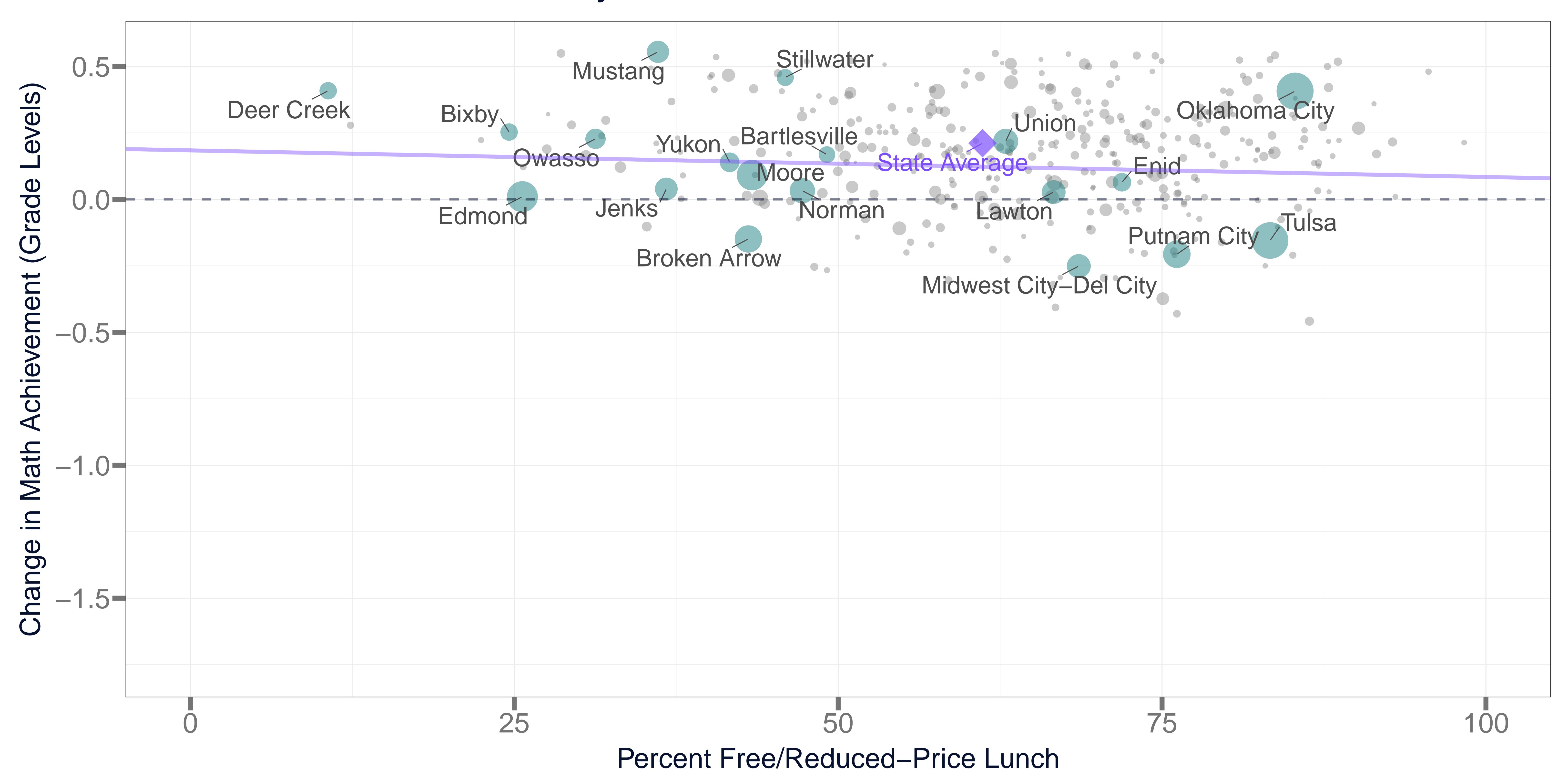


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2019–2022 by Percent FRPL in Oklahoma Districts

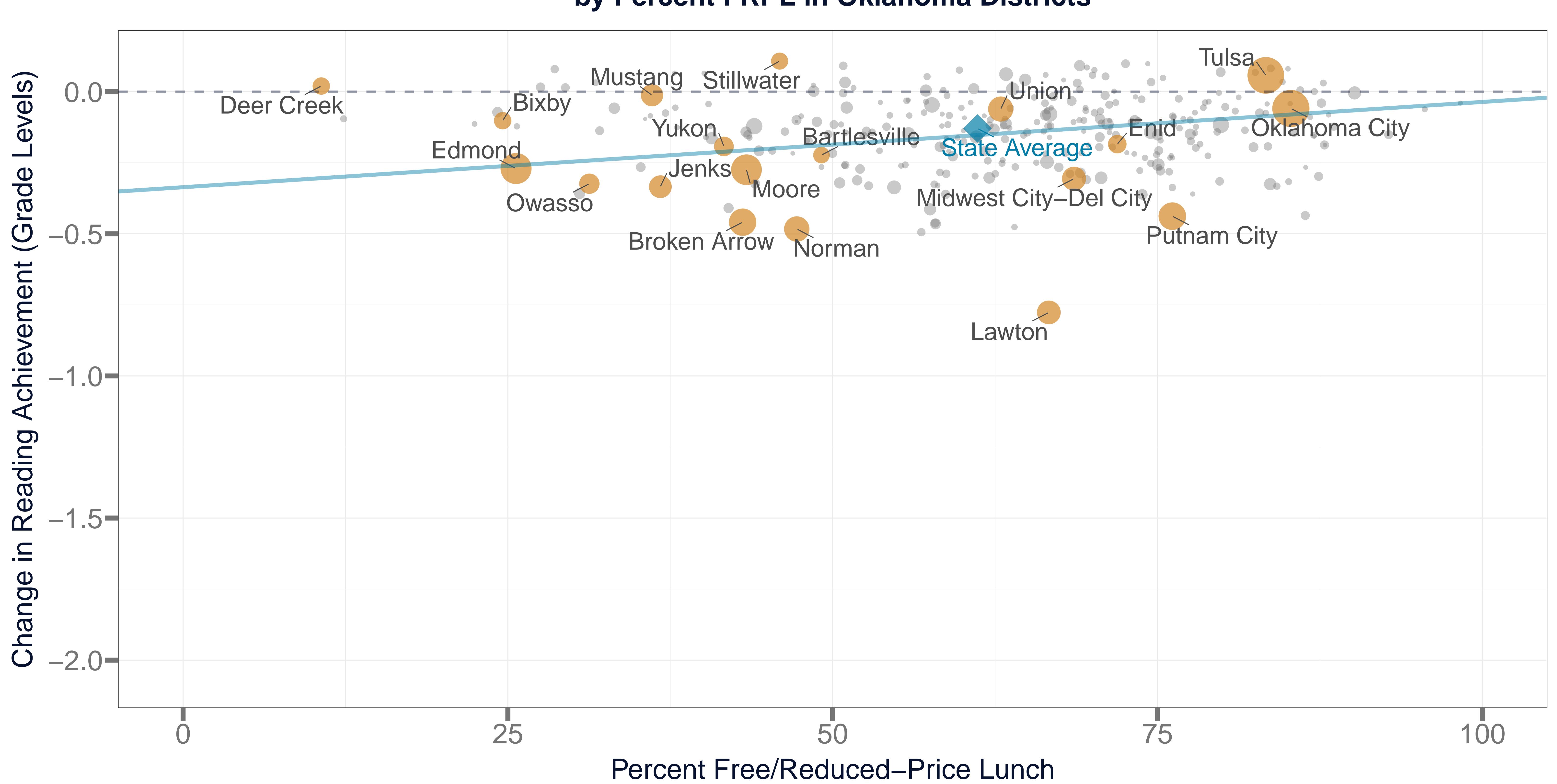


## Change in Math Achievement 2022–2024 by Percent FRPL in Oklahoma Districts

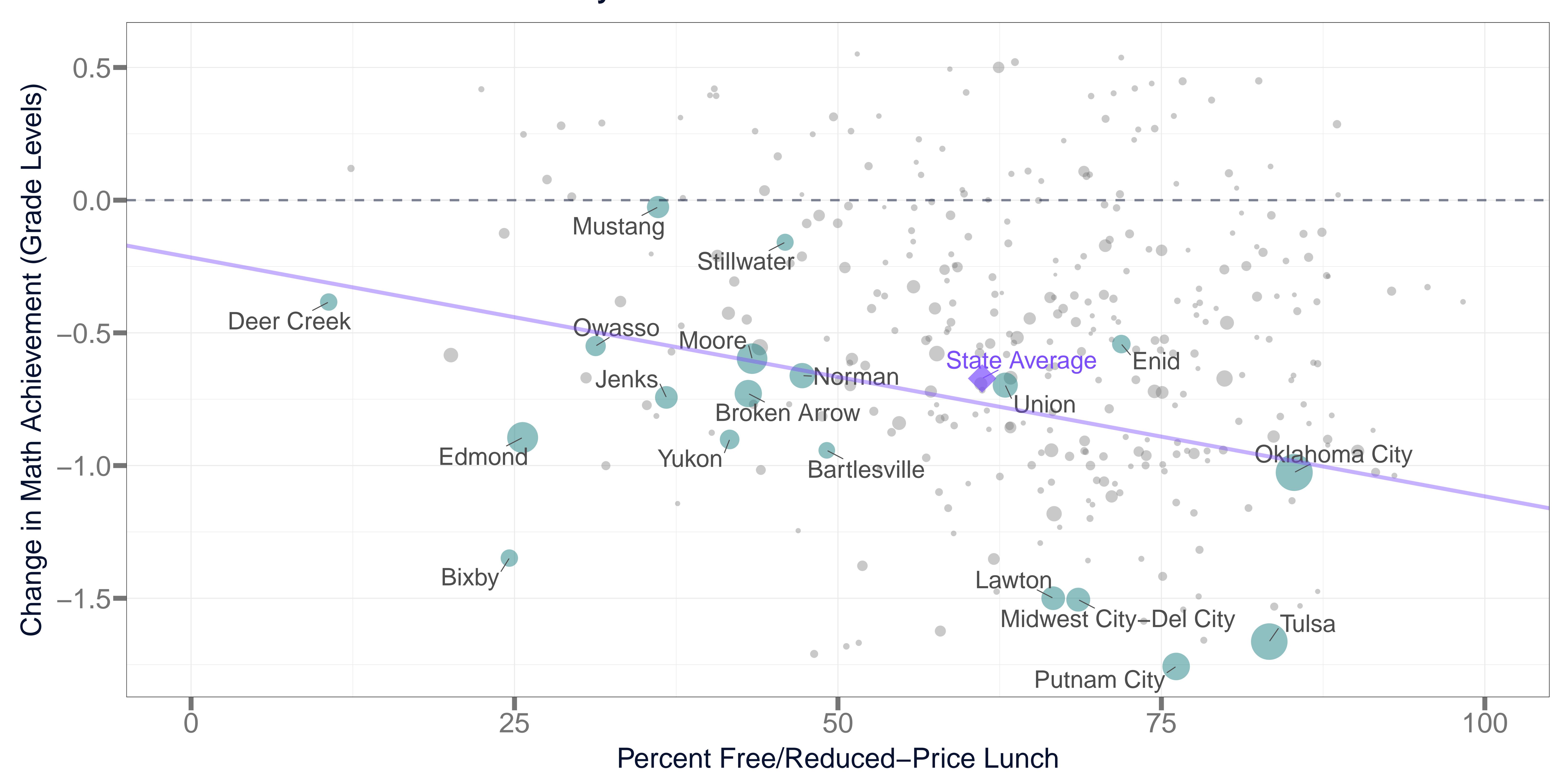


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

# Change in Reading Achievement 2022–2024 by Percent FRPL in Oklahoma Districts

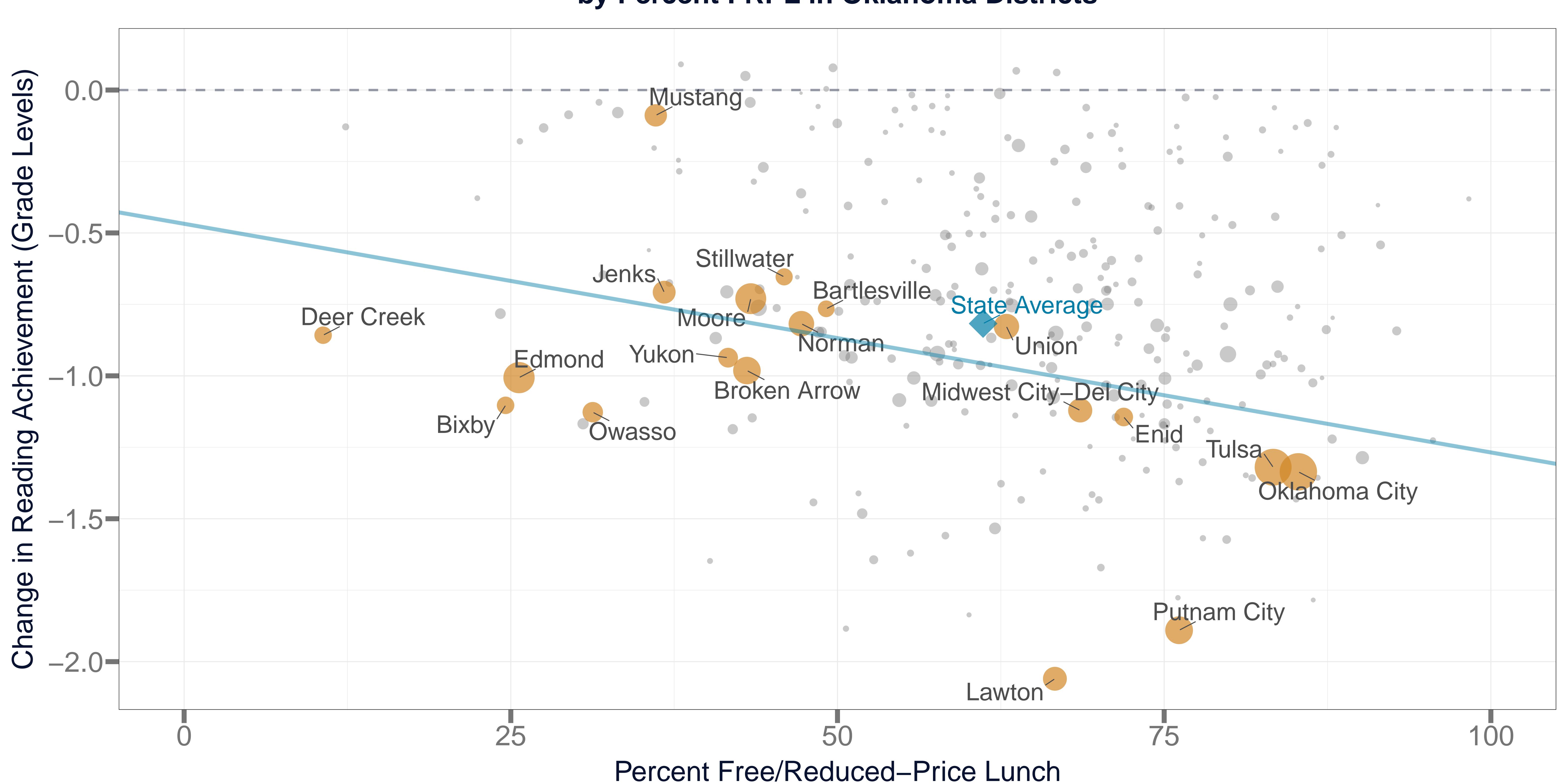


## Change in Math Achievement 2019–2024 by Percent FRPL in Oklahoma Districts

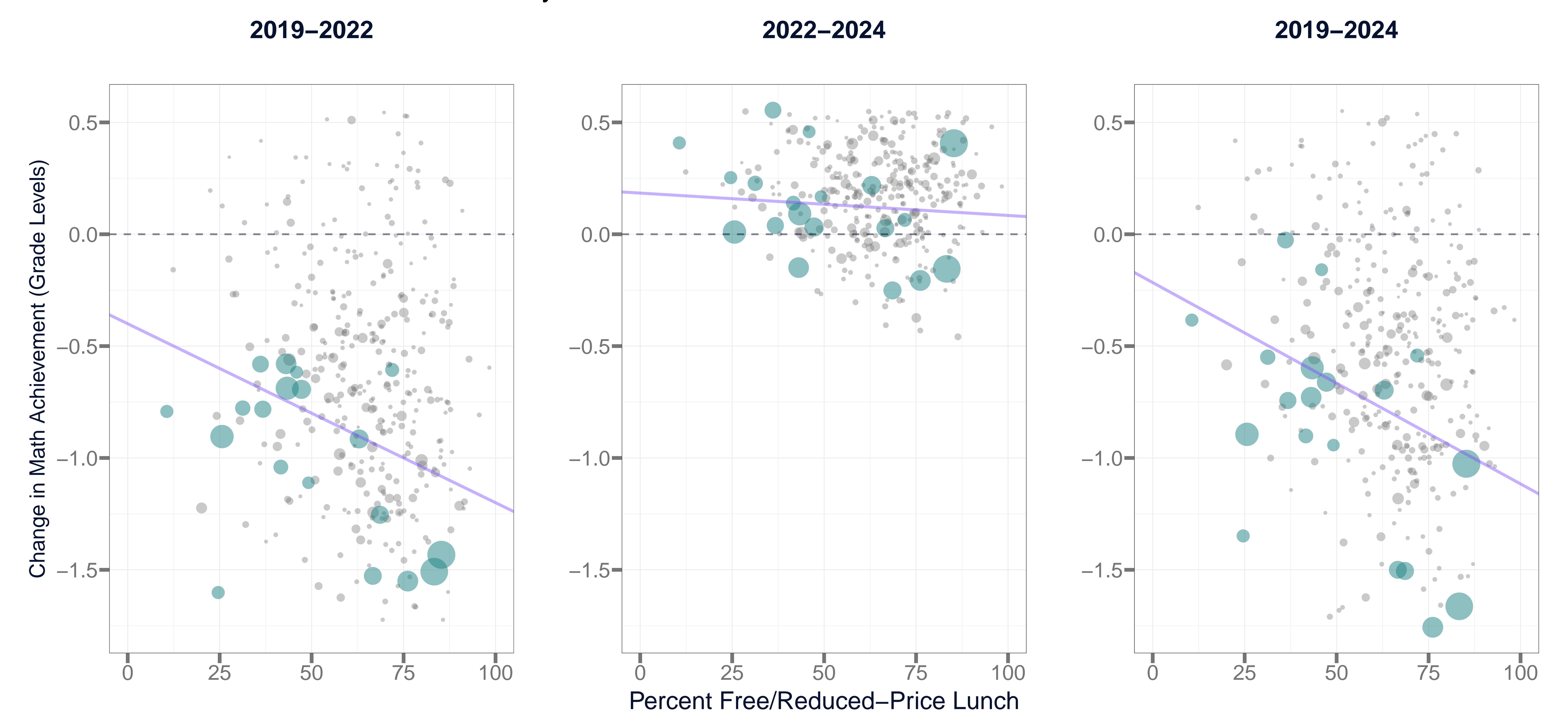


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

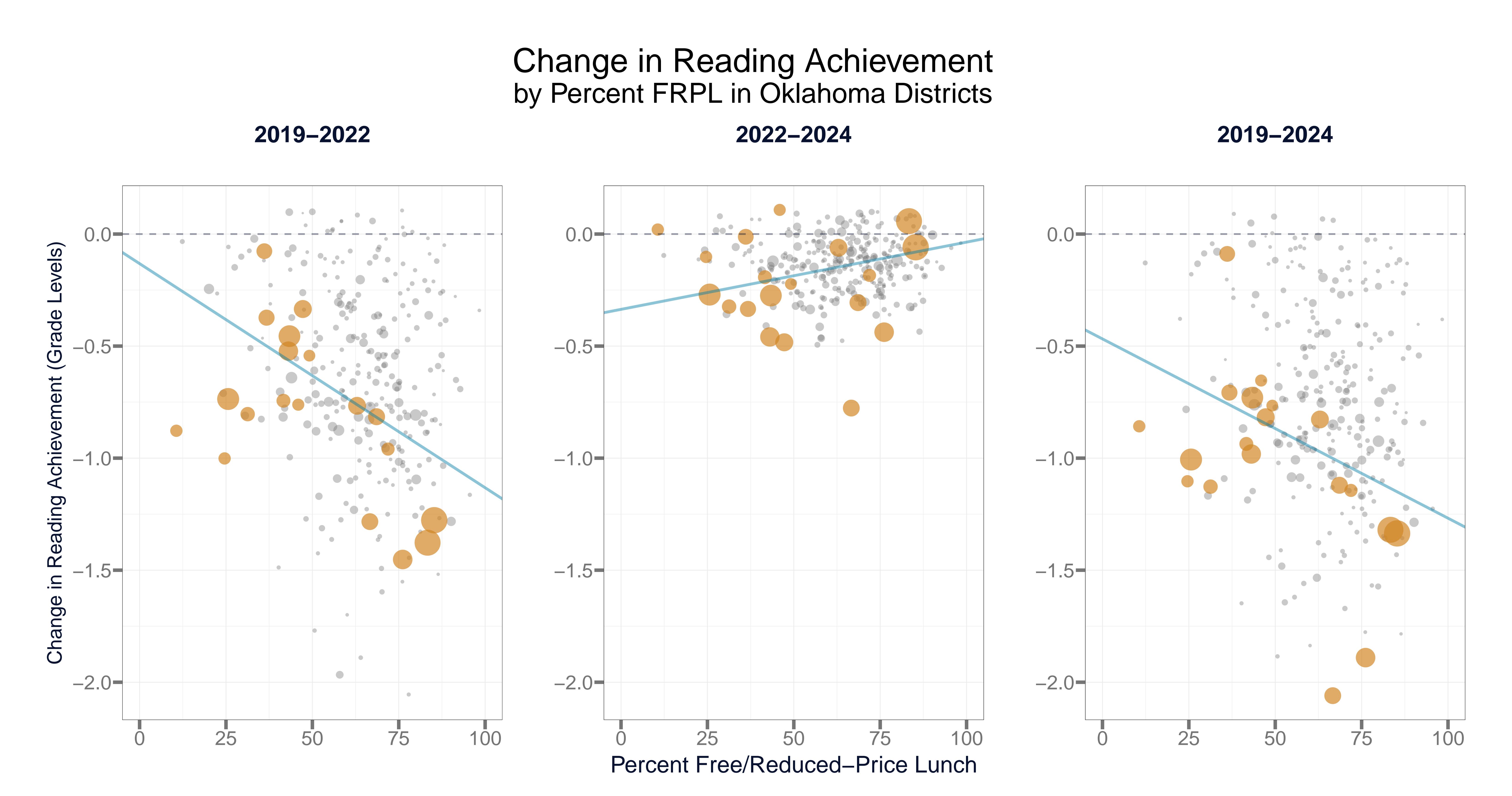
## Change in Reading Achievement 2019–2024 by Percent FRPL in Oklahoma Districts



## Change in Math Achievement by Percent FRPL in Oklahoma 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 Oklahoma Districts

