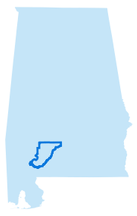
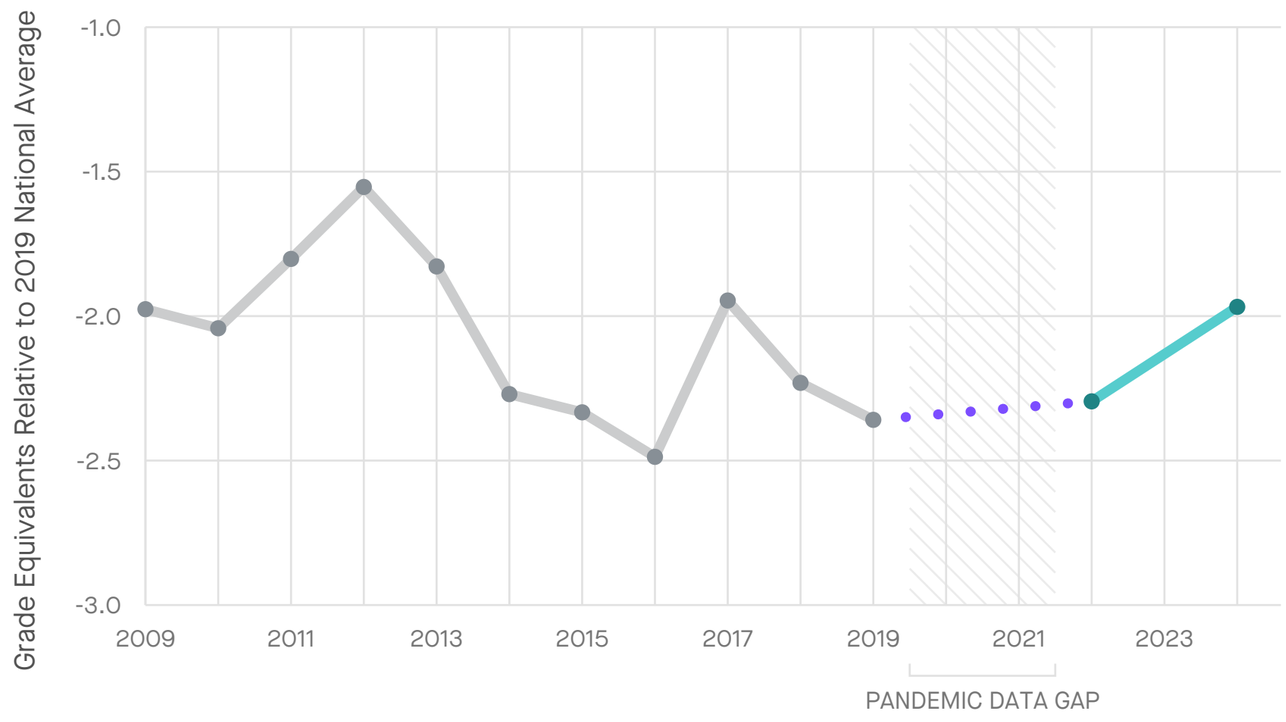
# Monroe County, AL



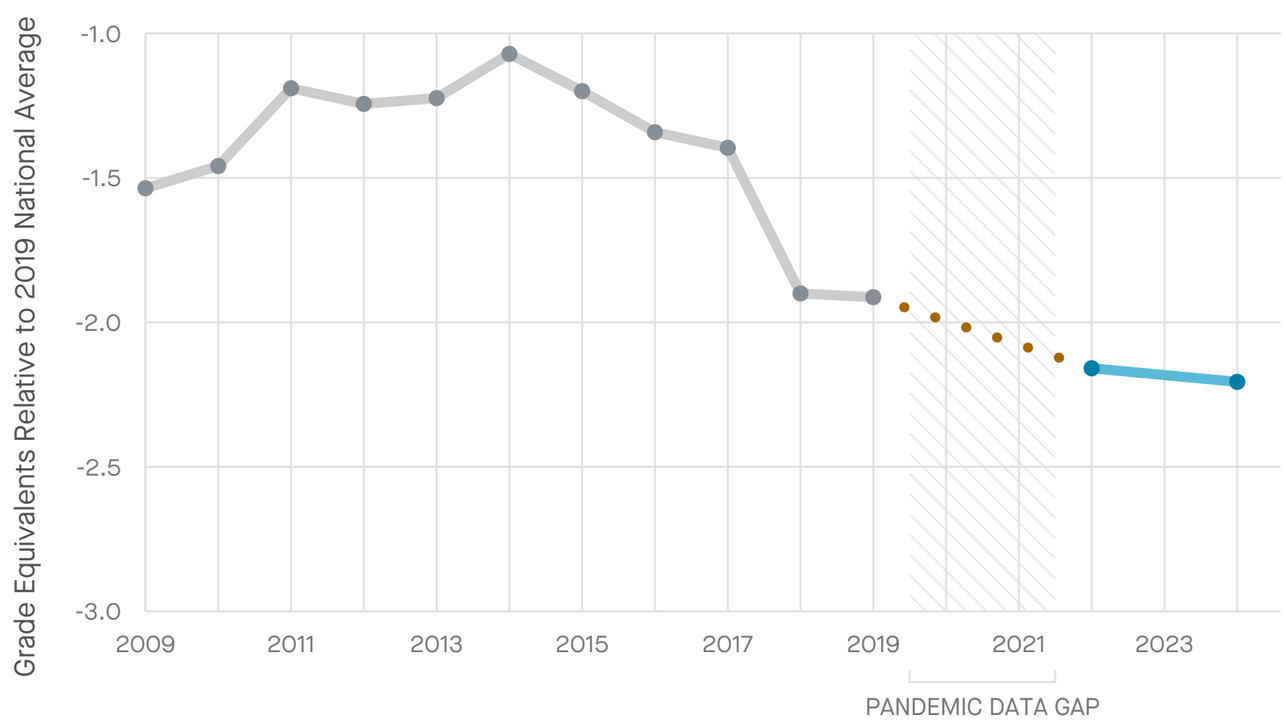
## Math Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -2.36 |
| **2022 Average** | -2.29 |
| **2024 Average** | -1.97 |
| **2019-2022 Change** | +0.06 |
| **2022-2024 Change** | +0.33 |
| **Since 2019** | +0.39 |

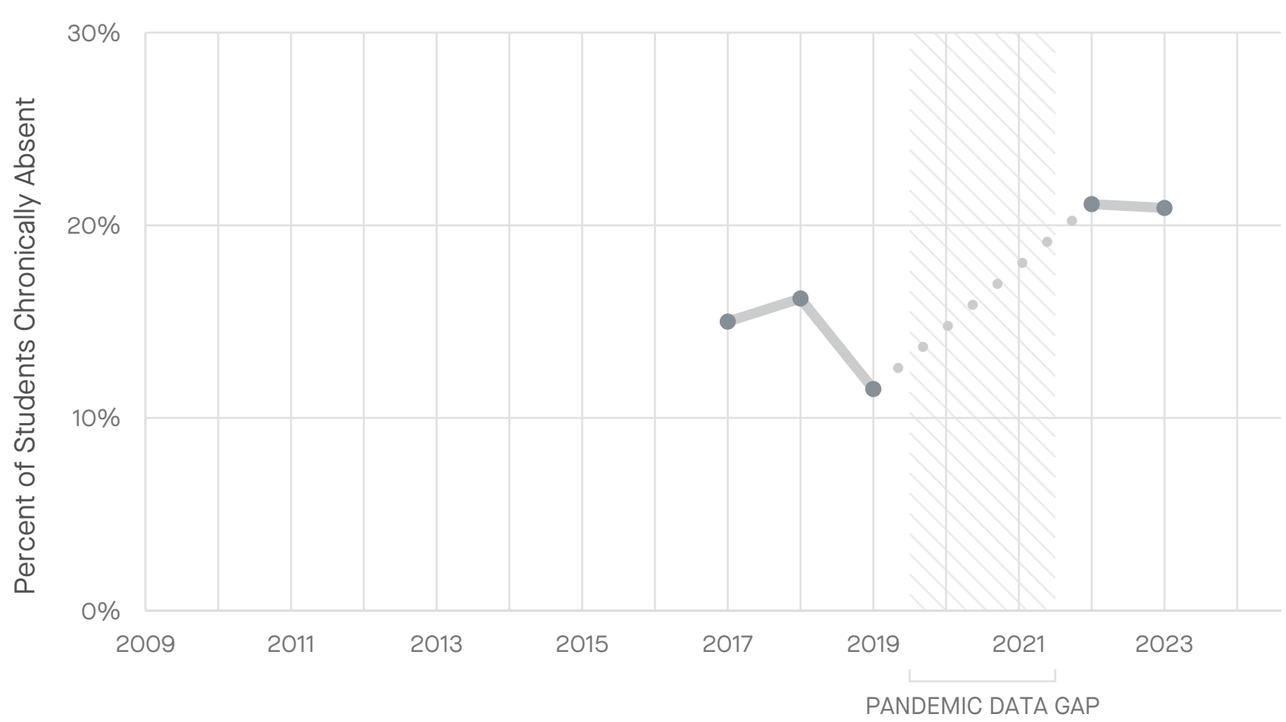
## Reading Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -1.91 |
| **2022 Average** | -2.16 |
| **2024 Average** | -2.21 |
| **2019-2022 Change** | -0.25 |
| **2022-2024 Change** | -0.05 |
| **Since 2019** | -0.29 |

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

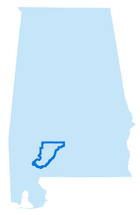



**Absenteeism**

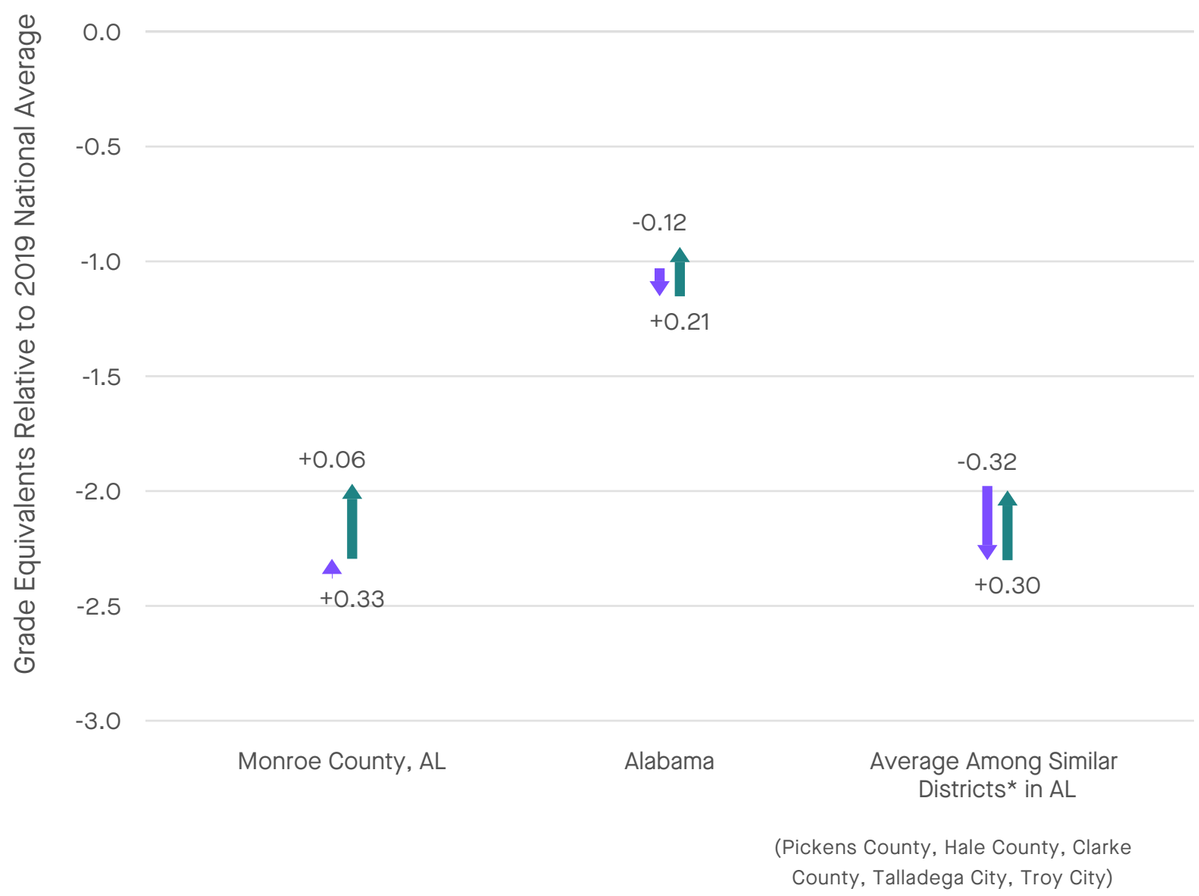
| | |
|---|---|
| **2019-2023 Change** | +0.09 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Monroe County, AL



## Math Performance in Monroe County vs. Alabama and Similar Districts, Grades 3-8, 2019-2024



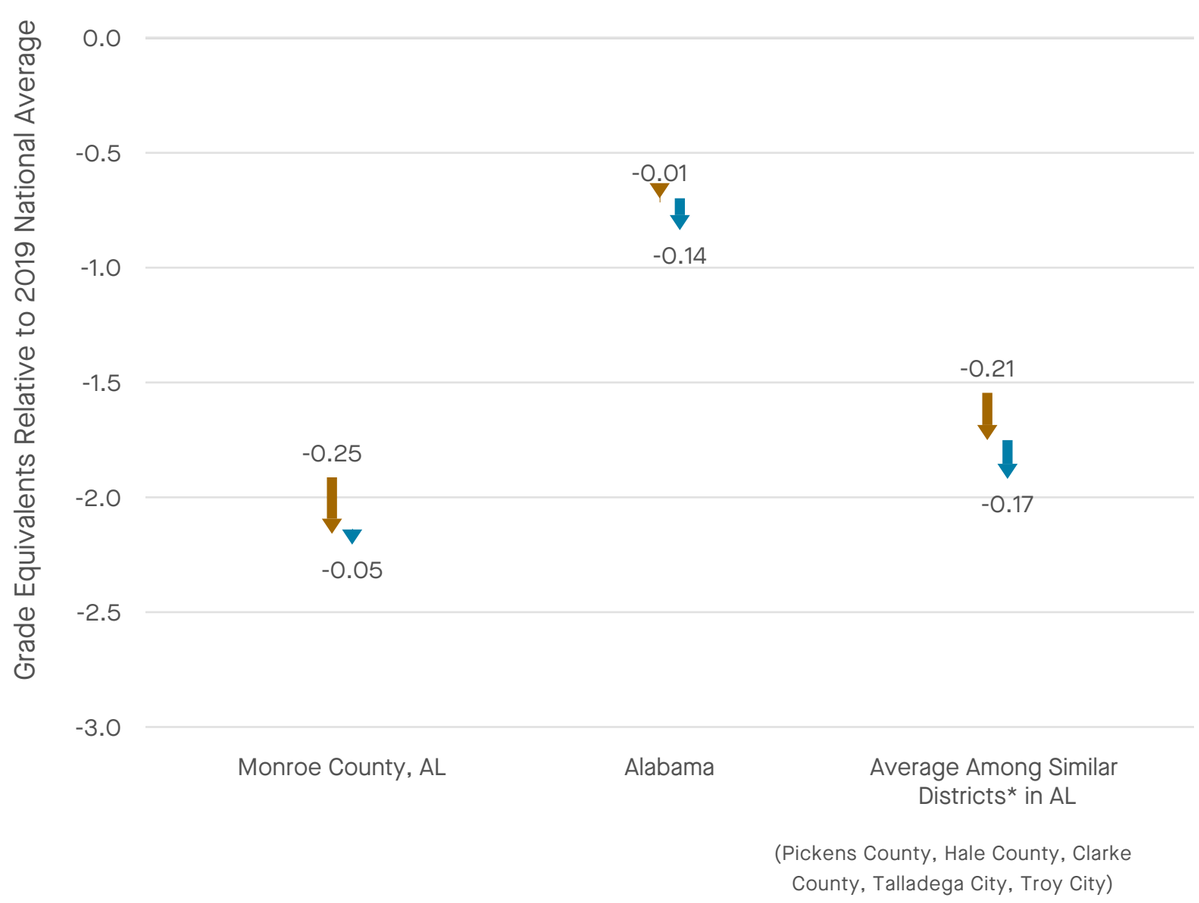

### Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **Monroe County, AL** | -2.36 | -2.29 | -1.97 | ↑ 0.06 | ↑ 0.33 | ↑ 0.39 |
| **Alabama** | -1.03 | -1.15 | -0.94 | ↓ -0.12 | ↑ 0.21 | ↑ 0.09 |
| **Similar Districts* in Alabama** | -1.98 | -2.30 | -2.00 | ↓ -0.32 | ↑ 0.30 | ↓ -0.02 |

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

## Reading Performance in Monroe County vs. Alabama and Similar Districts, Grades 3-8, 2019-2024



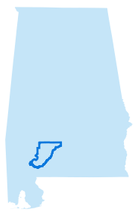

### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

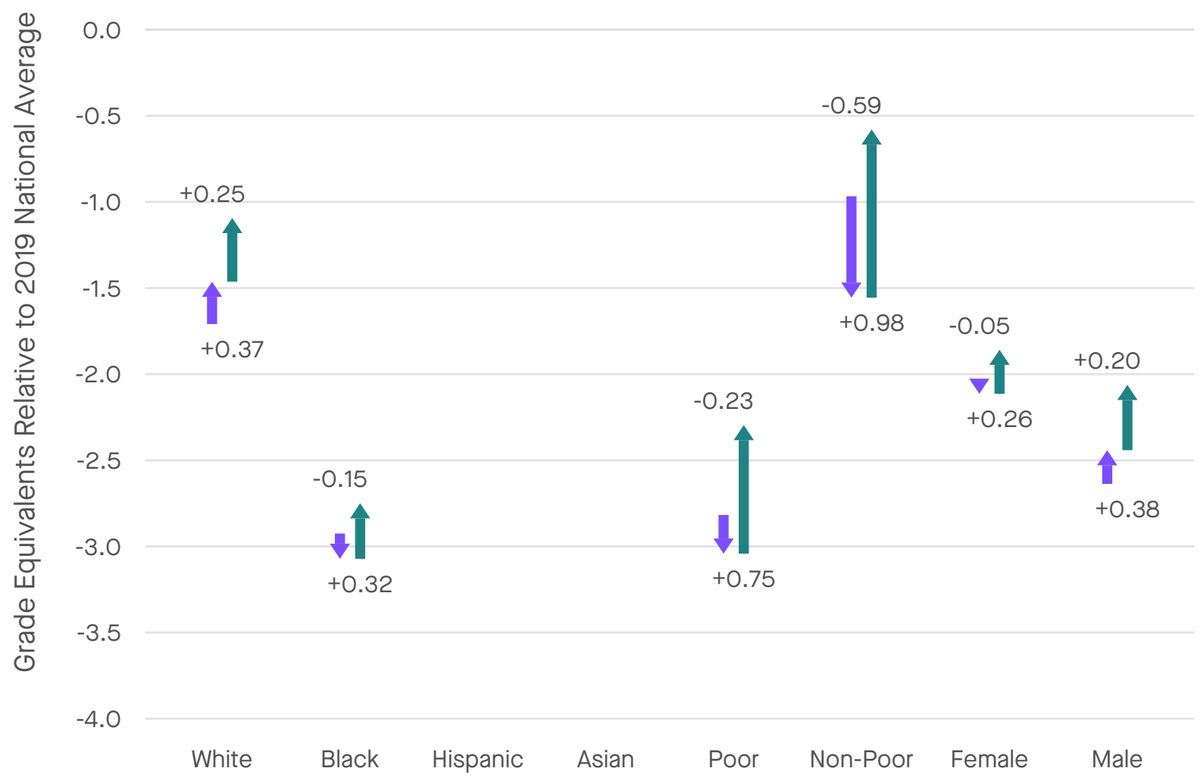
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **Monroe County, AL** | -1.91 | -2.16 | -2.21 | ↓ -0.25 | ↓ -0.05 | ↓ -0.29 |
| **Alabama** | -0.69 | -0.70 | -0.84 | ↓ -0.01 | ↓ -0.14 | ↓ -0.14 |
| **Similar Districts* in Alabama** | -1.54 | -1.75 | -1.92 | ↓ -0.21 | ↓ -0.17 | ↓ -0.38 |

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

# Monroe County, AL



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

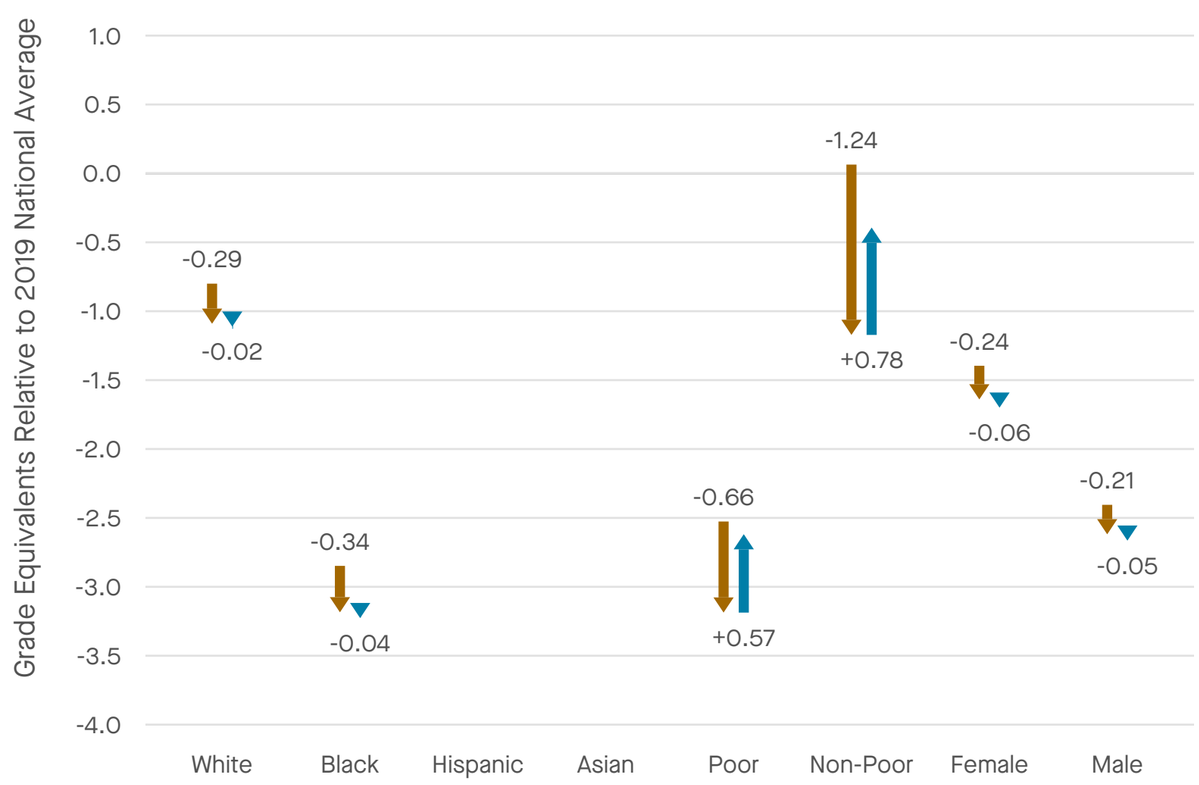



**Average Math Scores and Trends in Scores**

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** | -1.71 | -1.46 | -1.09 | ↑ 0.25 | ↑ 0.37 | ↑ 0.62 |
| **Black** | -2.92 | -3.07 | -2.75 | ↓ -0.15 | ↑ 0.32 | ↑ 0.18 |
| **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** | -2.82 | -3.04 | -2.29 | ↓ -0.23 | ↑ 0.75 | ↑ 0.52 |
| **Non-Poor** | -0.97 | -1.56 | -0.58 | ↓ -0.59 | ↑ 0.98 | ↑ 0.39 |
| **Female** | -2.07 | -2.11 | -1.86 | ↓ -0.05 | ↑ 0.26 | ↑ 0.21 |
| **Male** | -2.64 | -2.44 | -2.06 | ↑ 0.20 | ↑ 0.38 | ↑ 0.57 |

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

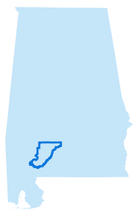



**Average Reading Scores and Trends in Scores**

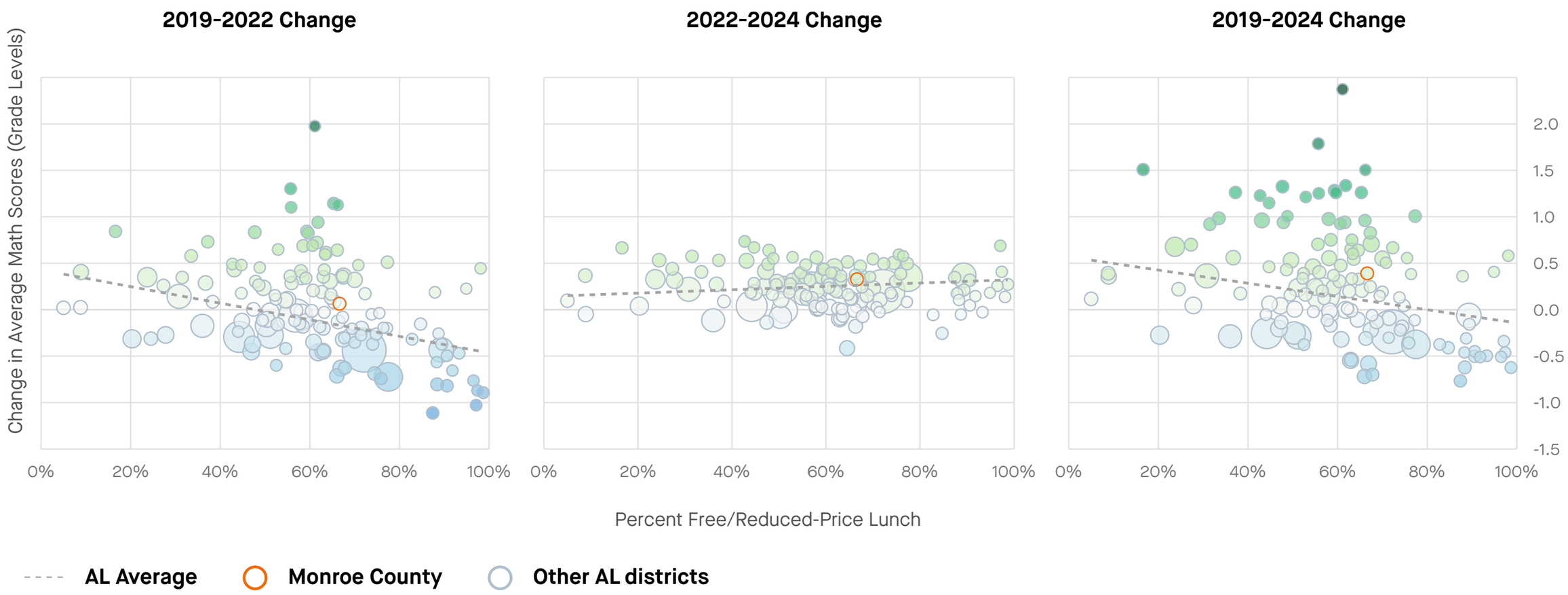
in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | -0.80 | -1.09 | -1.11 | ↓ -0.29 | ↓ -0.02 | ↓ -0.31 |
| **Black** | -2.85 | -3.19 | -3.23 | ↓ -0.34 | ↓ -0.04 | ↓ -0.38 |
| **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** | -2.53 | -3.19 | -2.62 | ↓ -0.66 | ↑ 0.57 | ↓ -0.09 |
| **Non-Poor** | 0.06 | -1.17 | -0.39 | ↓ -1.24 | ↑ 0.78 | ↓ -0.46 |
| **Female** | -1.40 | -1.64 | -1.70 | ↓ -0.24 | ↓ -0.06 | ↓ -0.30 |
| **Male** | -2.40 | -2.62 | -2.67 | ↓ -0.21 | ↓ -0.05 | ↓ -0.26 |

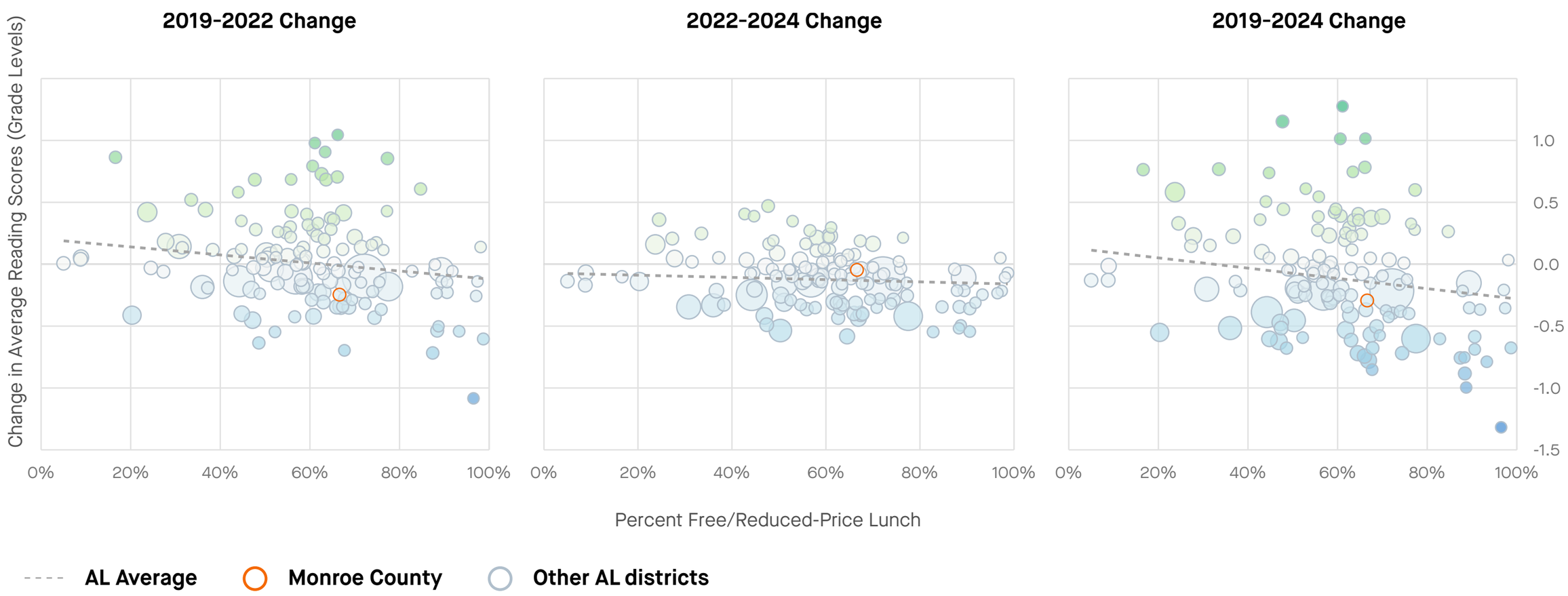
# Monroe County, AL



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



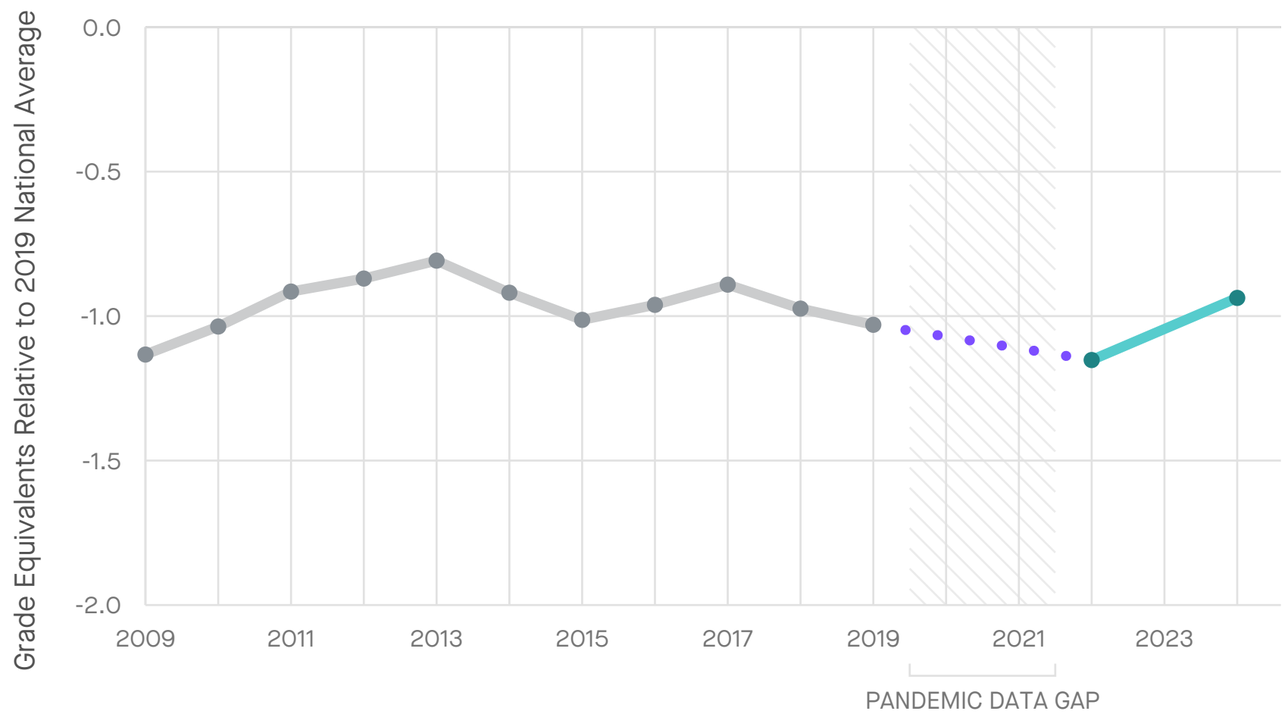

## Change in Reading Performance in Alabama Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024



# Alabama



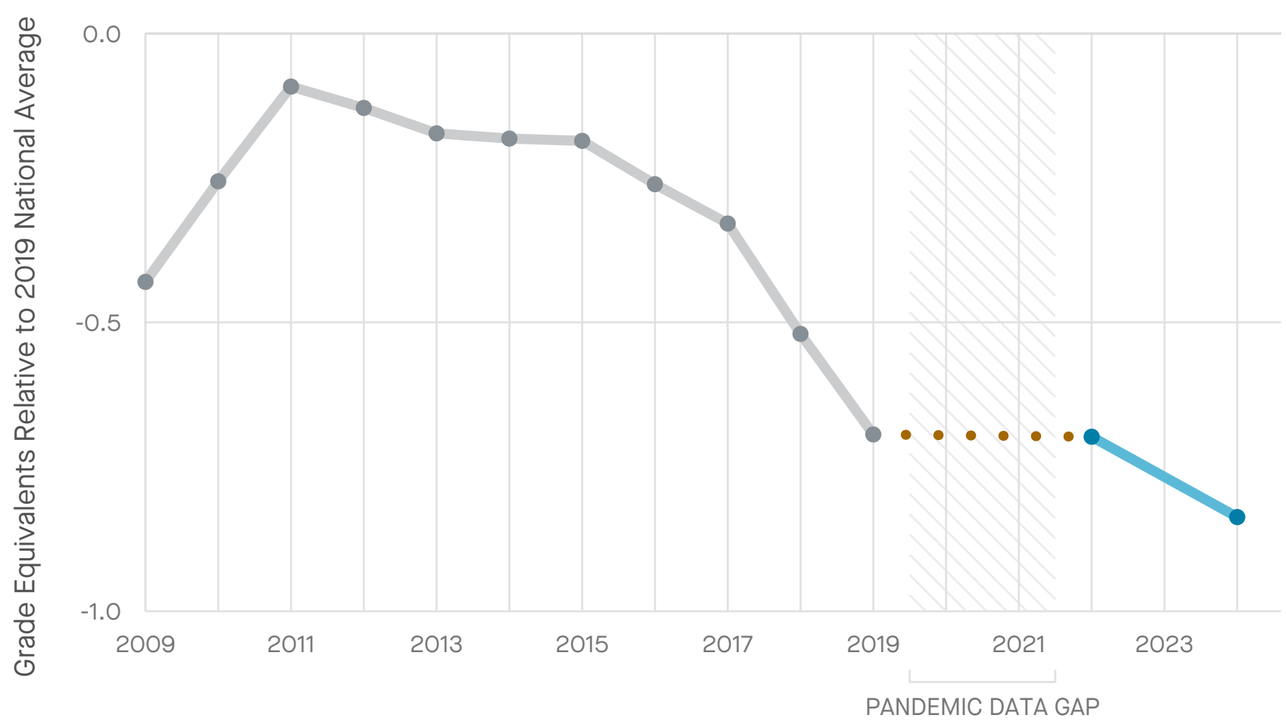
## Math Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -1.03 |
| **2022 Average** | -1.15 |
| **2024 Average** | -0.94 |
| **2019-2022 Change** | -0.12 |
| **2022-2024 Change** | +0.21 |
| **Since 2019** | +0.09 |

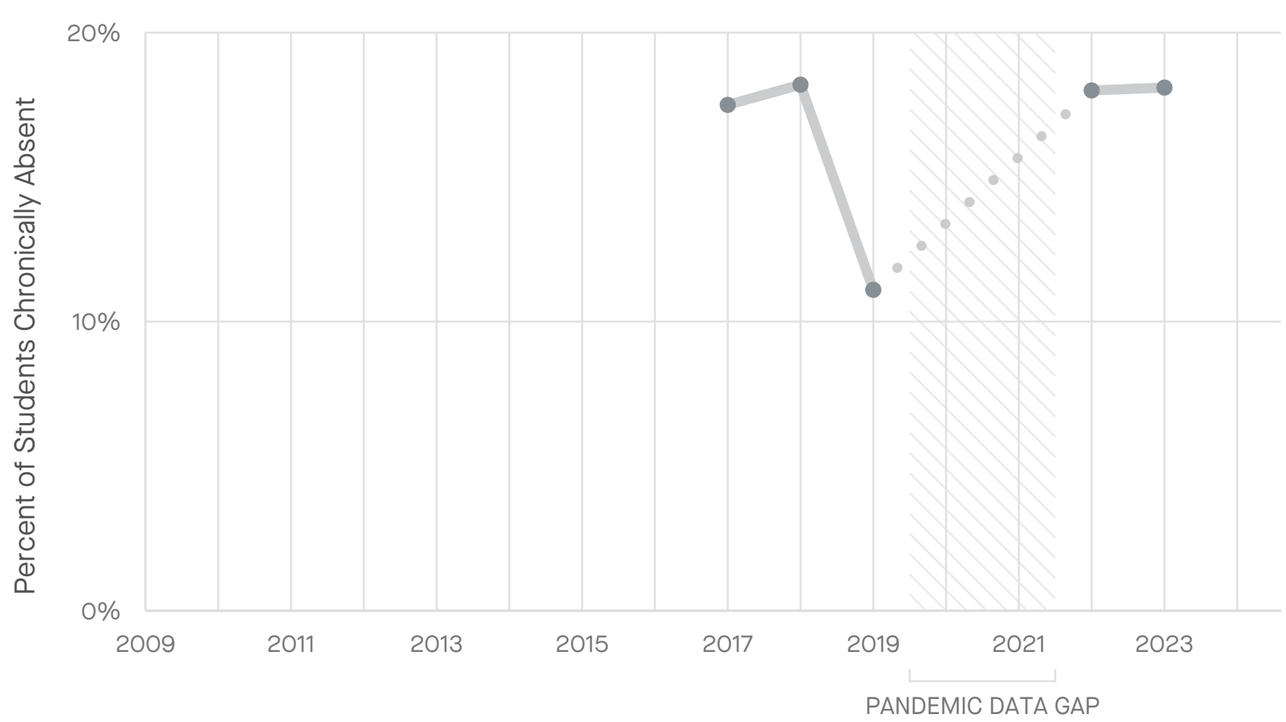
## Reading Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -0.69 |
| **2022 Average** | -0.70 |
| **2024 Average** | -0.84 |
| **2019-2022 Change** | -0.01 |
| **2022-2024 Change** | -0.14 |
| **Since 2019** | -0.14 |

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




**Absenteeism**

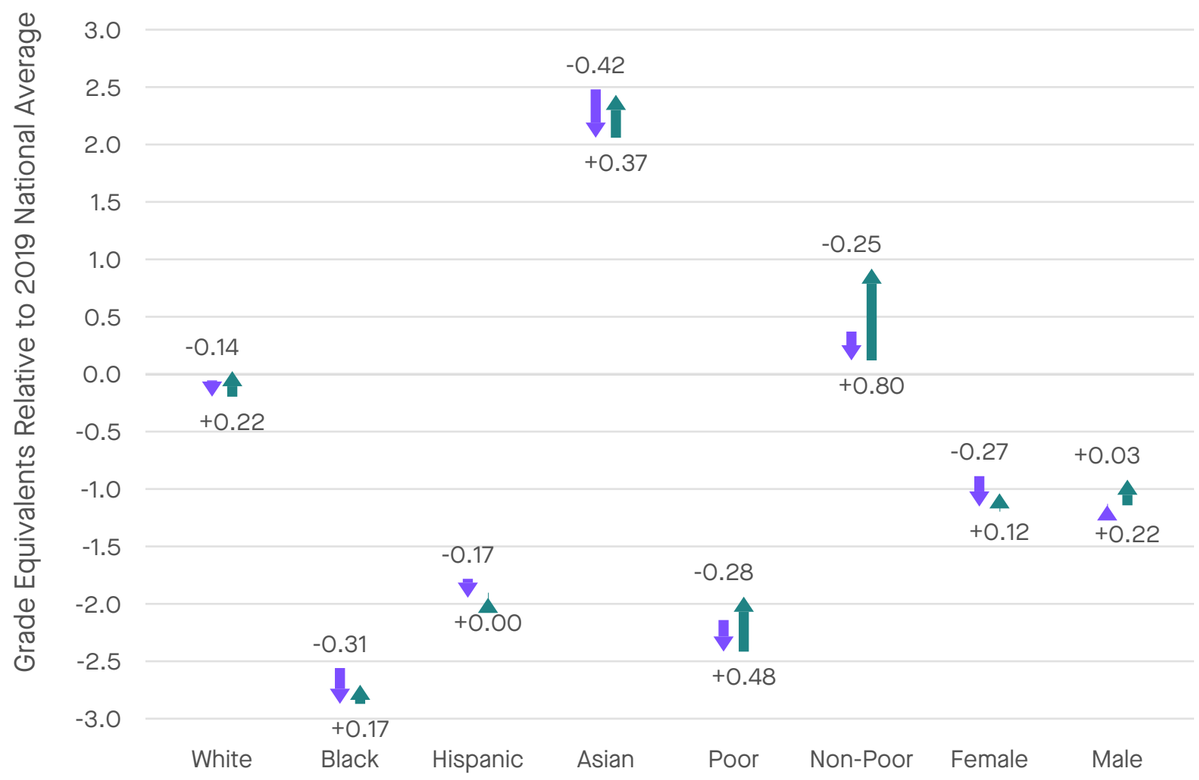
| | |
|---|---|
| **2019-2023 Change** | +0.07 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Alabama



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

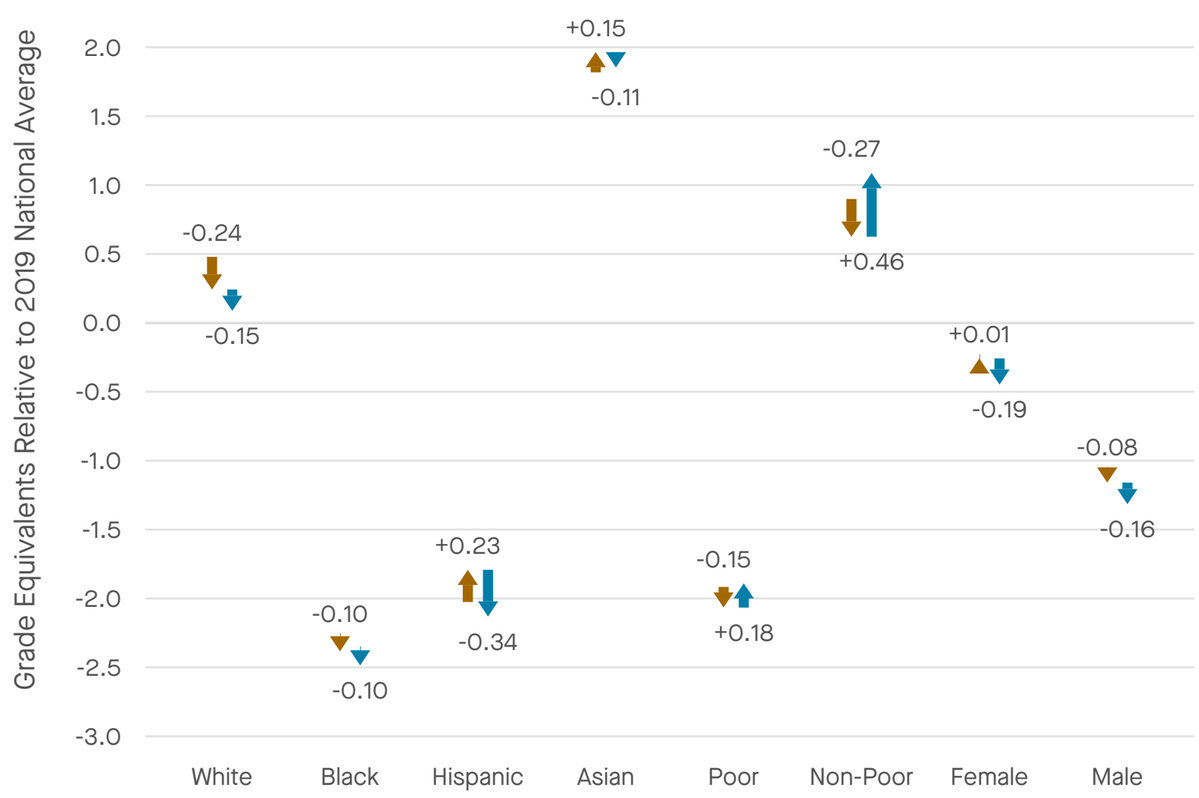



### Average Math Scores and Trends in Scores

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** | -0.05 | -0.20 | 0.03 | ↓ -0.14 | ↑ 0.22 | ↑ 0.08 |
| **Black** | -2.56 | -2.87 | -2.70 | ↓ -0.31 | ↑ 0.17 | ↓ -0.14 |
| **Hispanic** | -1.78 | -1.95 | -1.95 | ↓ -0.17 | ↑ 0.00 | ↓ -0.17 |
| **Asian** | 2.48 | 2.06 | 2.43 | ↓ -0.42 | ↑ 0.37 | ↓ -0.05 |
| **Poor** | -2.14 | -2.42 | -1.94 | ↓ -0.28 | ↑ 0.48 | ↑ 0.20 |
| **Non-Poor** | 0.37 | 0.12 | 0.92 | ↓ -0.25 | ↑ 0.80 | ↑ 0.55 |
| **Female** | -0.89 | -1.15 | -1.04 | ↓ -0.27 | ↑ 0.12 | ↓ -0.15 |
| **Male** | -1.17 | -1.14 | -0.92 | ↑ 0.03 | ↑ 0.22 | ↑ 0.25 |

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

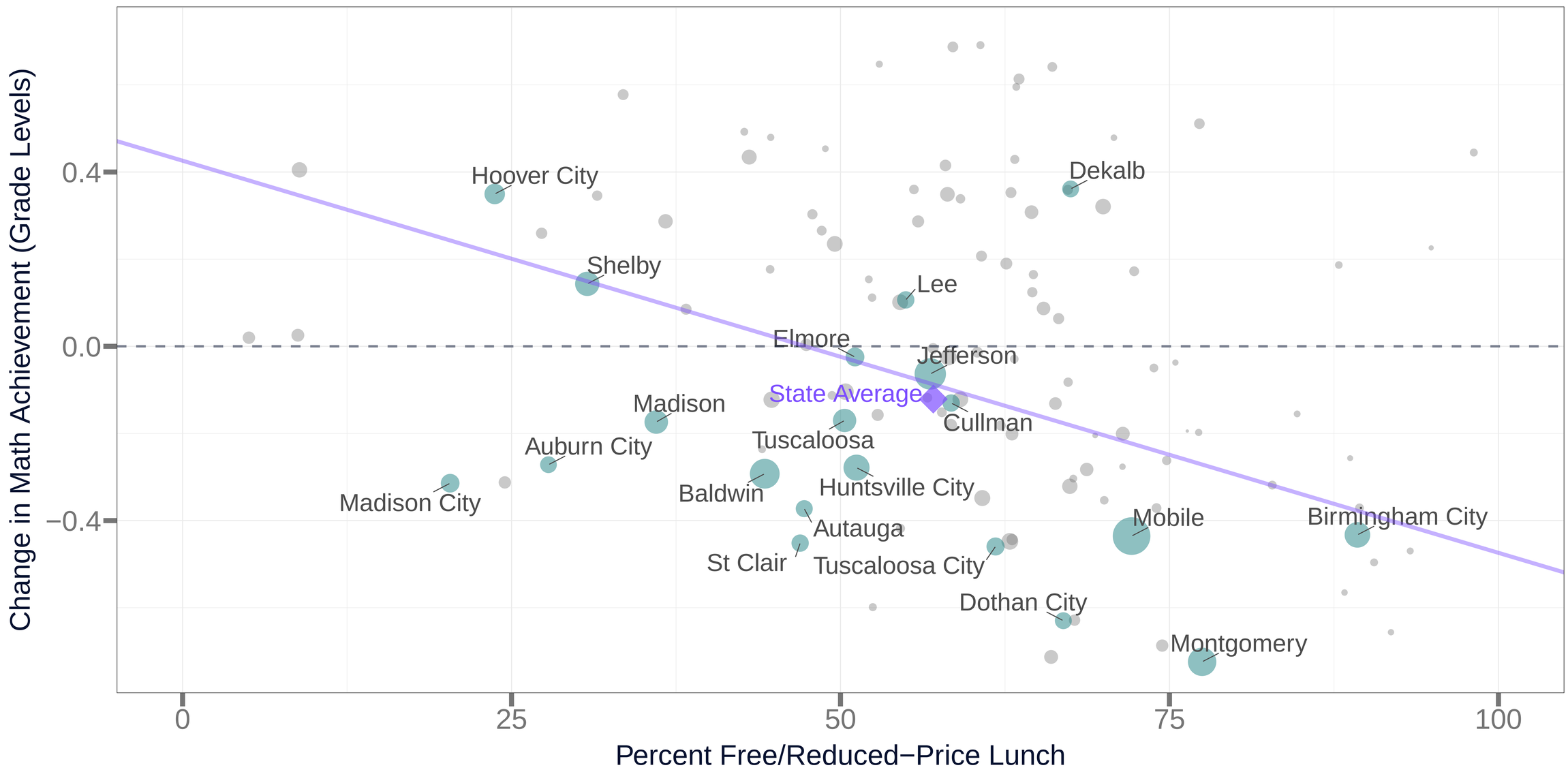



### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

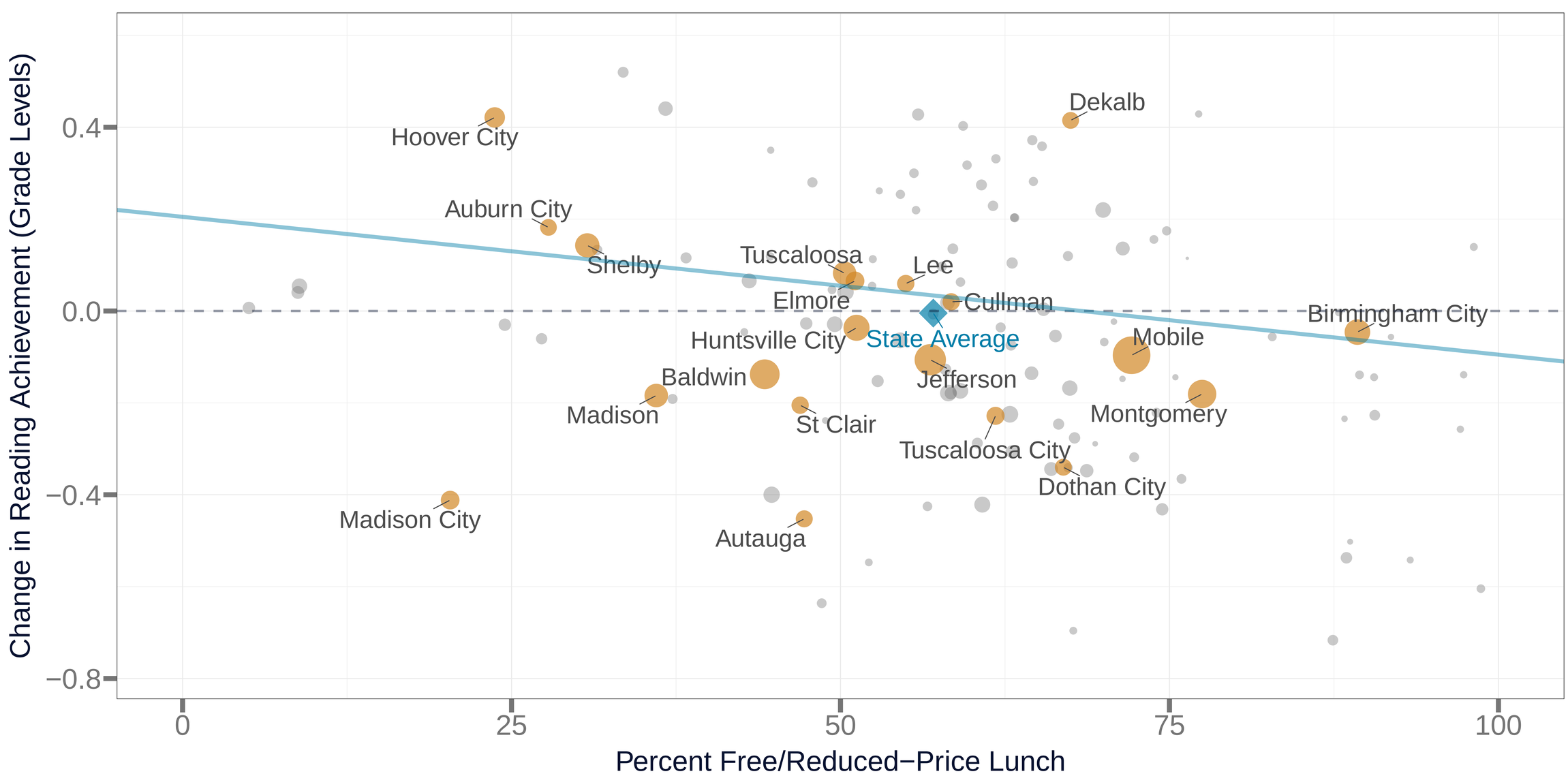
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 0.48 | 0.24 | 0.09 | ↓ -0.24 | ↓ -0.15 | ↓ -0.39 |
| **Black** | -2.29 | -2.38 | -2.49 | ↓ -0.10 | ↓ -0.10 | ↓ -0.20 |
| **Hispanic** | -2.03 | -1.79 | -2.13 | ↑ 0.23 | ↓ -0.34 | ↓ -0.11 |
| **Asian** | 1.82 | 1.97 | 1.85 | ↑ 0.15 | ↓ -0.11 | ↑ 0.04 |
| **Poor** | -1.92 | -2.07 | -1.89 | ↓ -0.15 | ↑ 0.18 | ↑ 0.03 |
| **Non-Poor** | 0.90 | 0.63 | 1.09 | ↓ -0.27 | ↑ 0.46 | ↑ 0.19 |
| **Female** | -0.27 | -0.26 | -0.45 | ↑ 0.01 | ↓ -0.19 | ↓ -0.18 |
| **Male** | -1.08 | -1.16 | -1.32 | ↓ -0.08 | ↓ -0.16 | ↓ -0.24 |

## Change in Math Achievement 2019−2022
### by Percent FRPL in Alabama Districts



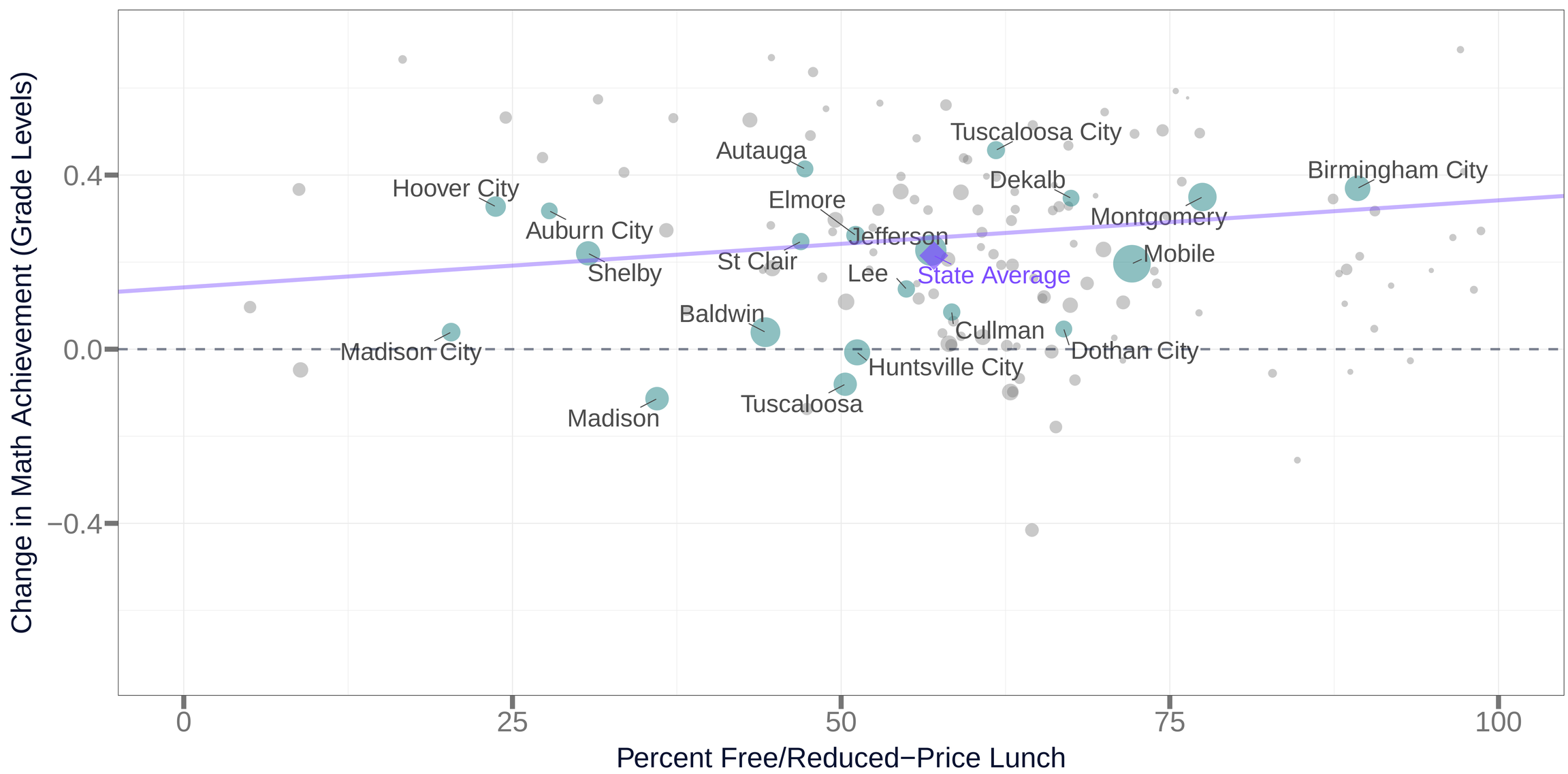

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2019−2022
### by Percent FRPL in Alabama Districts



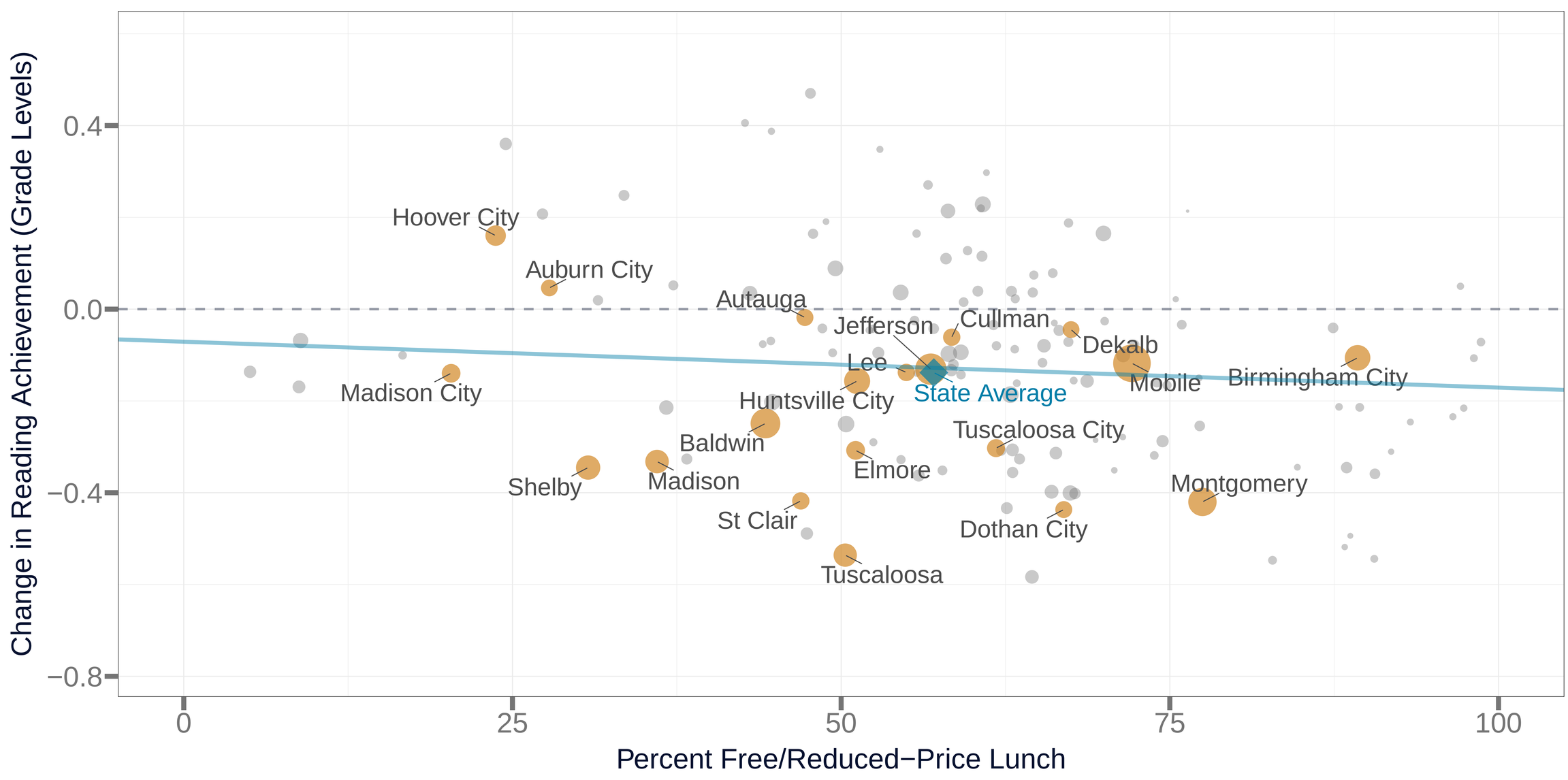

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Math Achievement 2022−2024
### by Percent FRPL in Alabama Districts



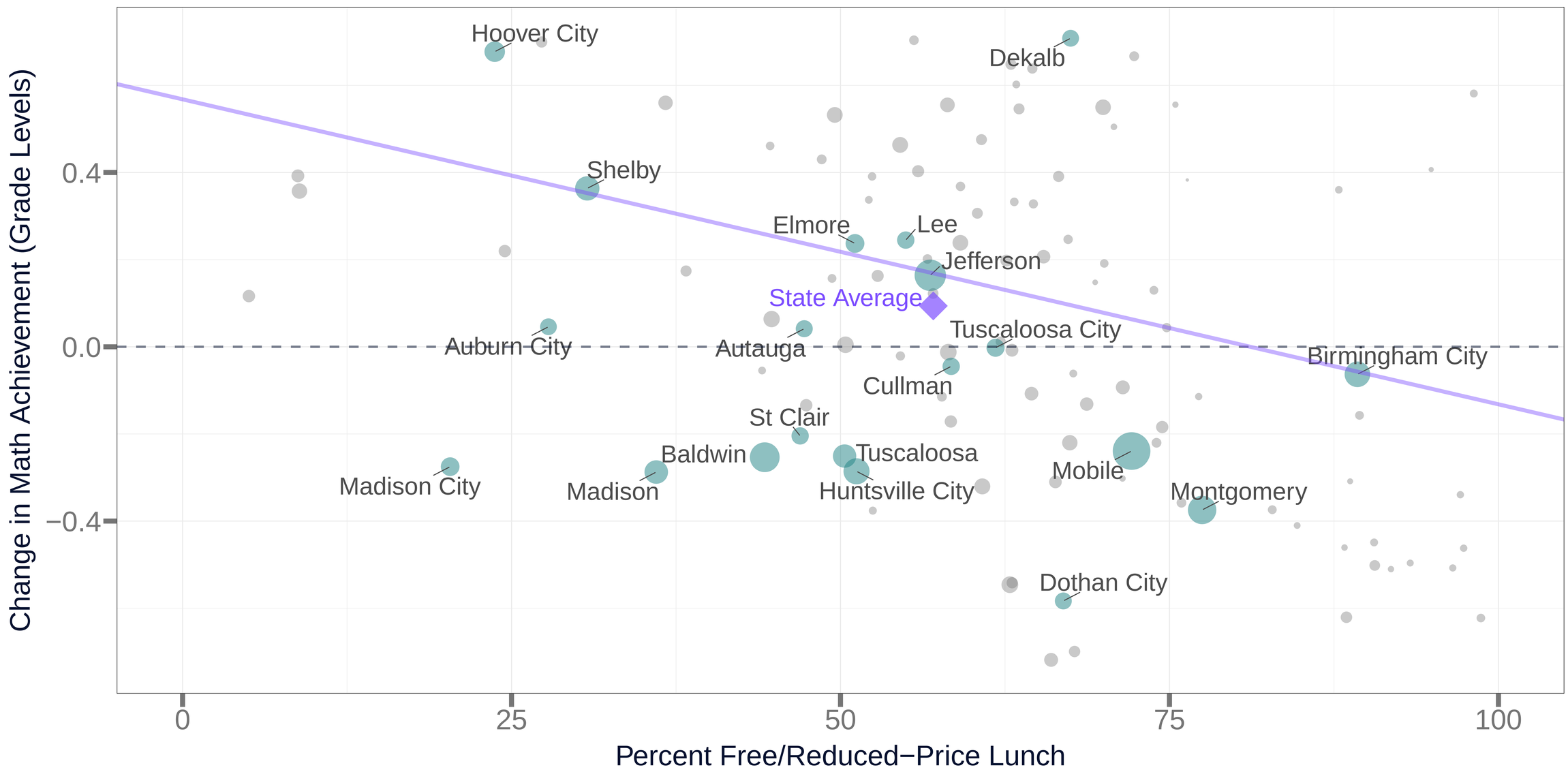

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2022−2024
### by Percent FRPL in Alabama Districts



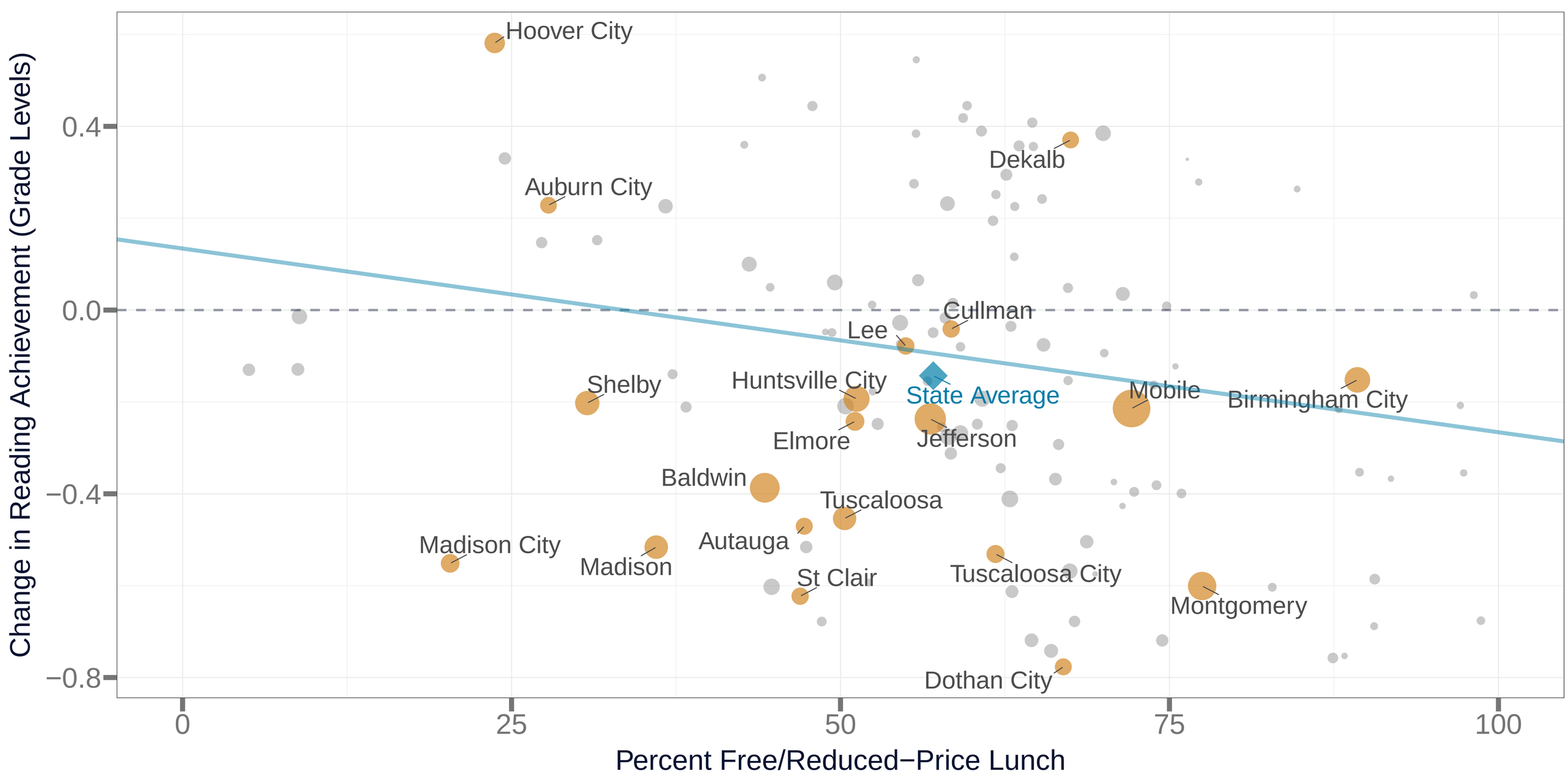

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Math Achievement 2019−2024
### by Percent FRPL in Alabama 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 Alabama Districts

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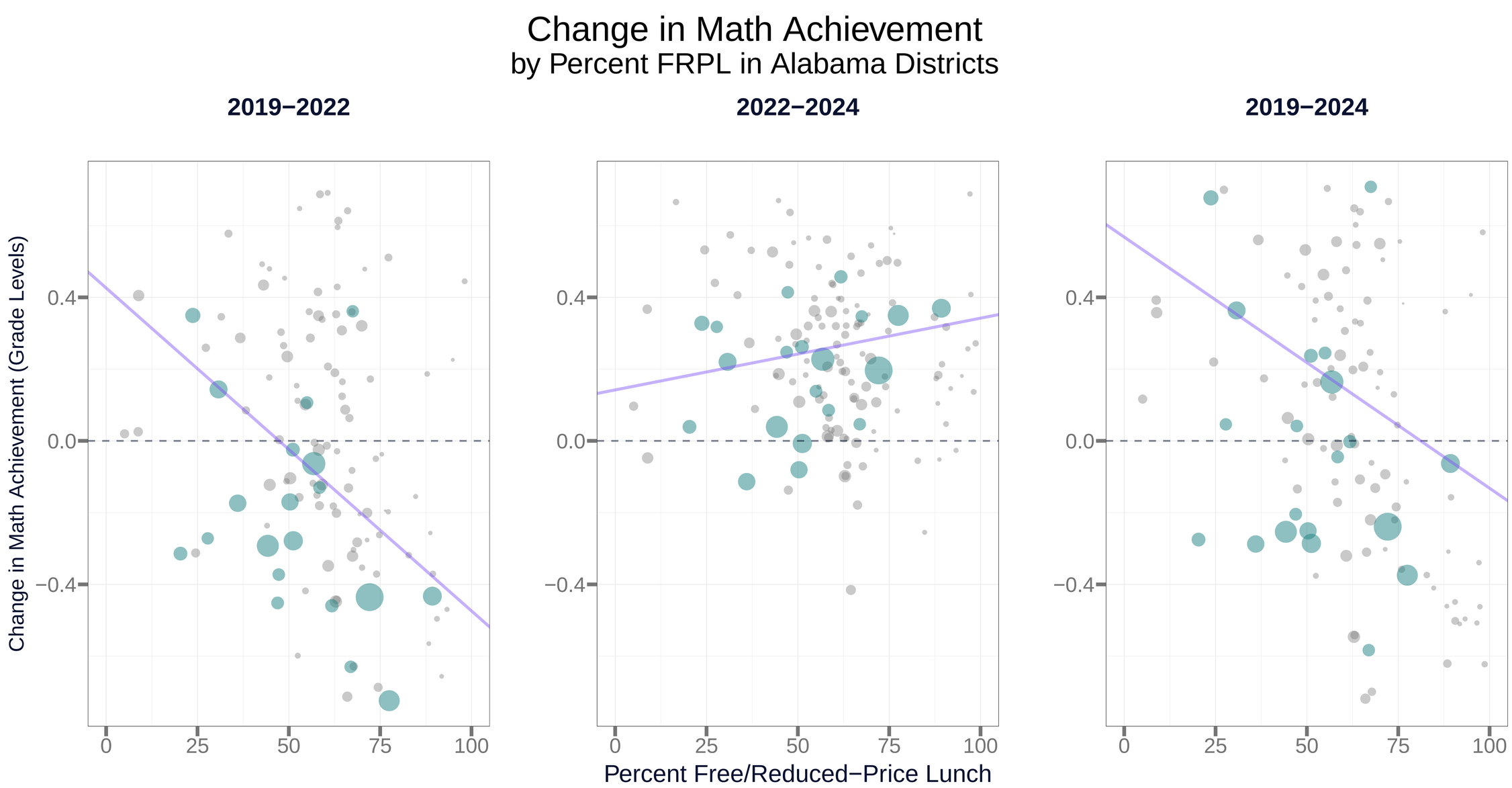
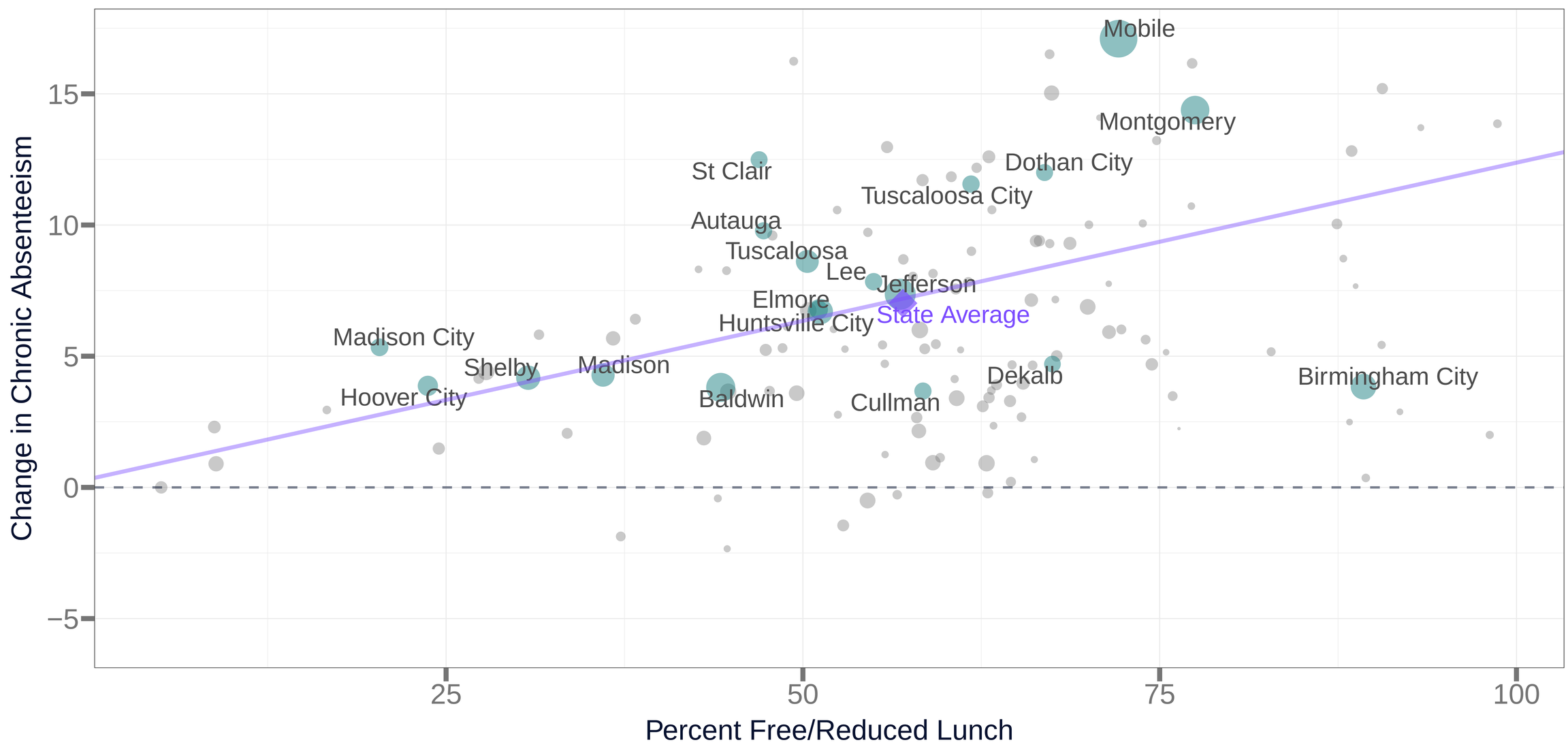



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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 Alabama Districts




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