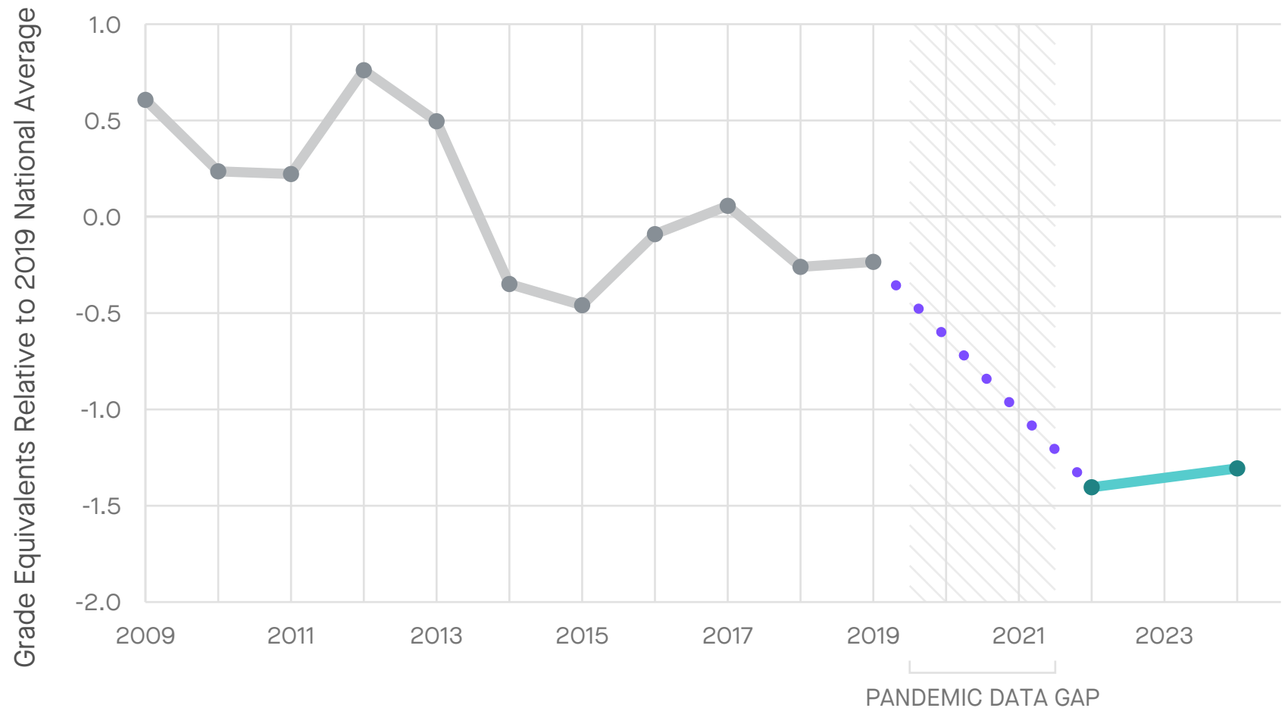
# Community ISD, TX



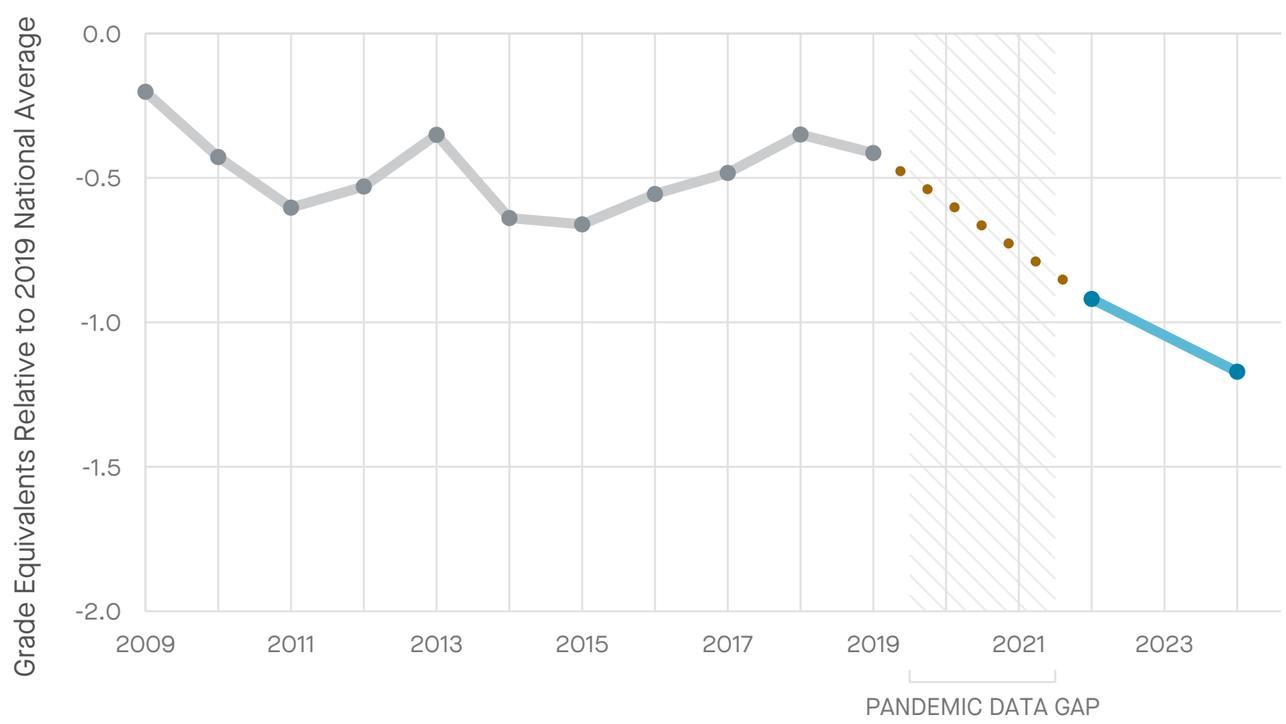
## Math Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -0.23 |
| **2022 Average** | -1.40 |
| **2024 Average** | -1.31 |
| **2019-2022 Change** | -1.17 |
| **2022-2024 Change** | +0.10 |
| **Since 2019** | -1.07 |

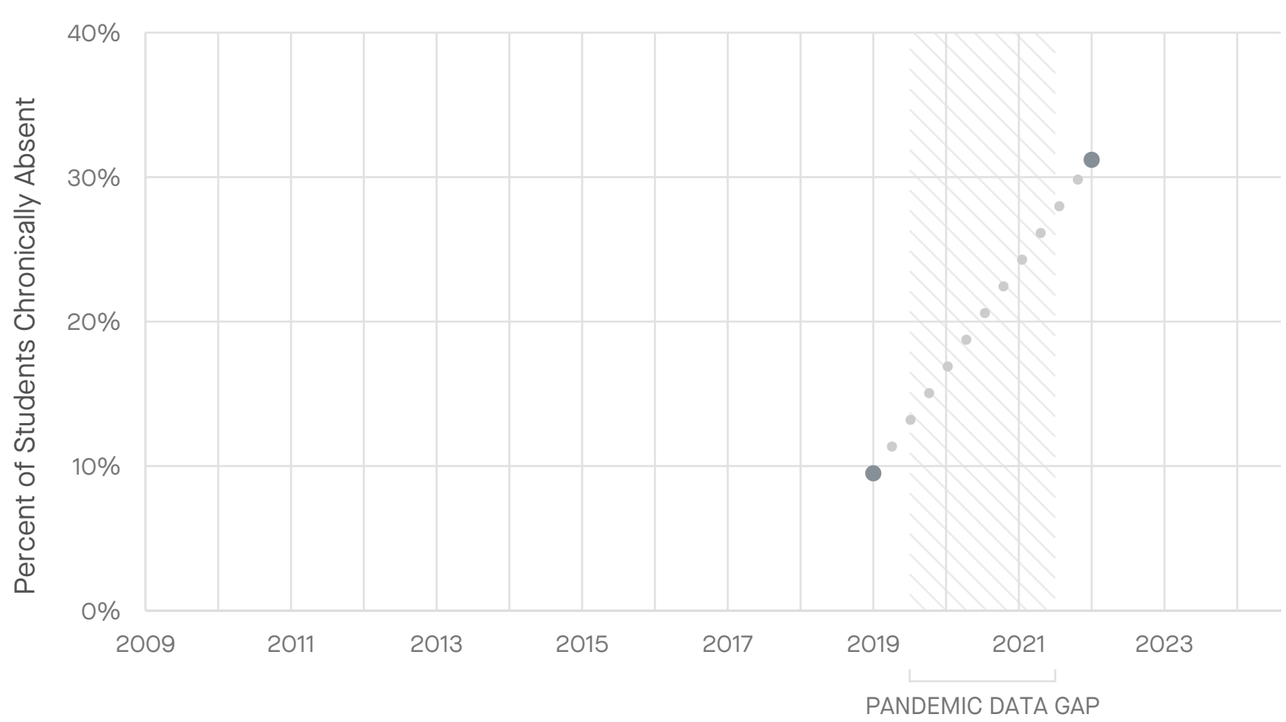
## Reading Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -0.41 |
| **2022 Average** | -0.92 |
| **2024 Average** | -1.17 |
| **2019-2022 Change** | -0.51 |
| **2022-2024 Change** | -0.25 |
| **Since 2019** | -0.76 |

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




**Absenteeism**

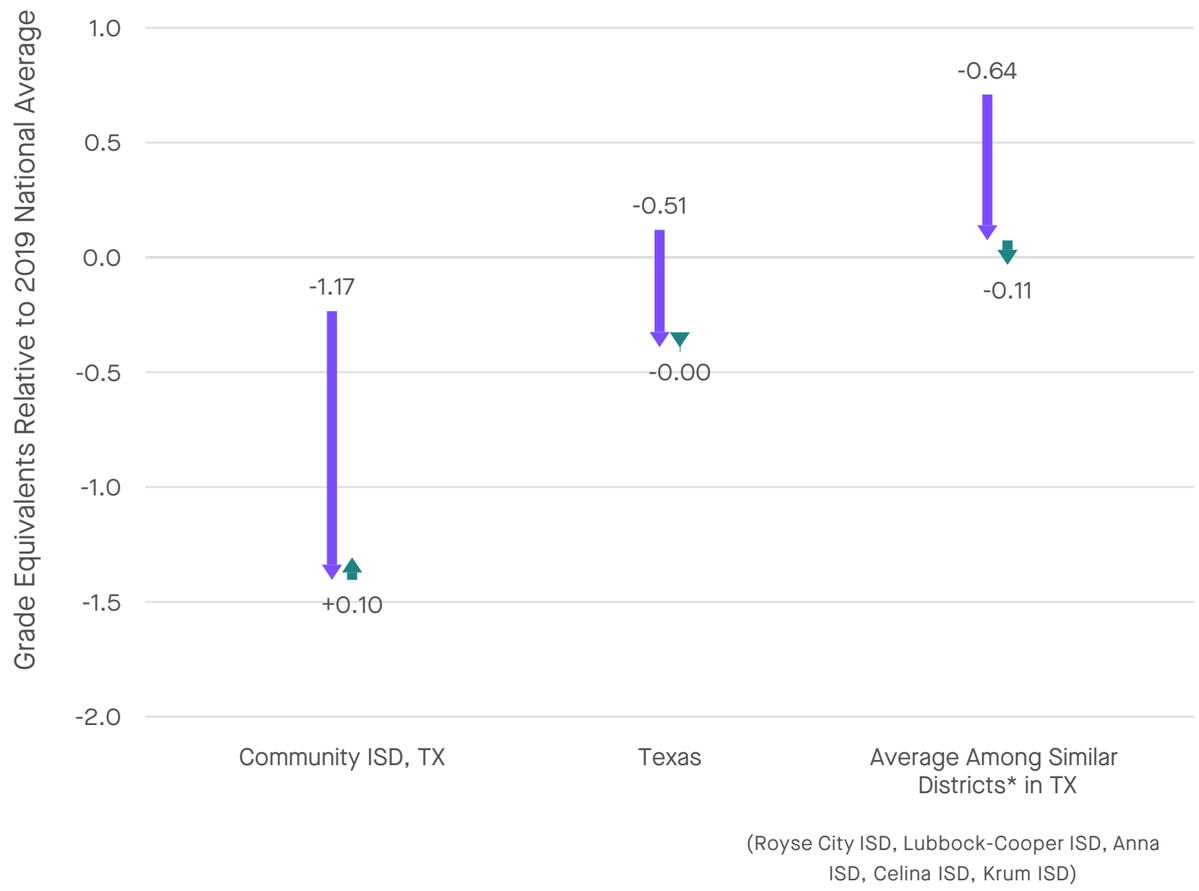
| | |
|---|---|
| **2019-2023 Change** | +0.22 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Community ISD, TX



## Math Performance in Community ISD vs. Texas and Similar Districts, Grades 3-8, 2019-2024



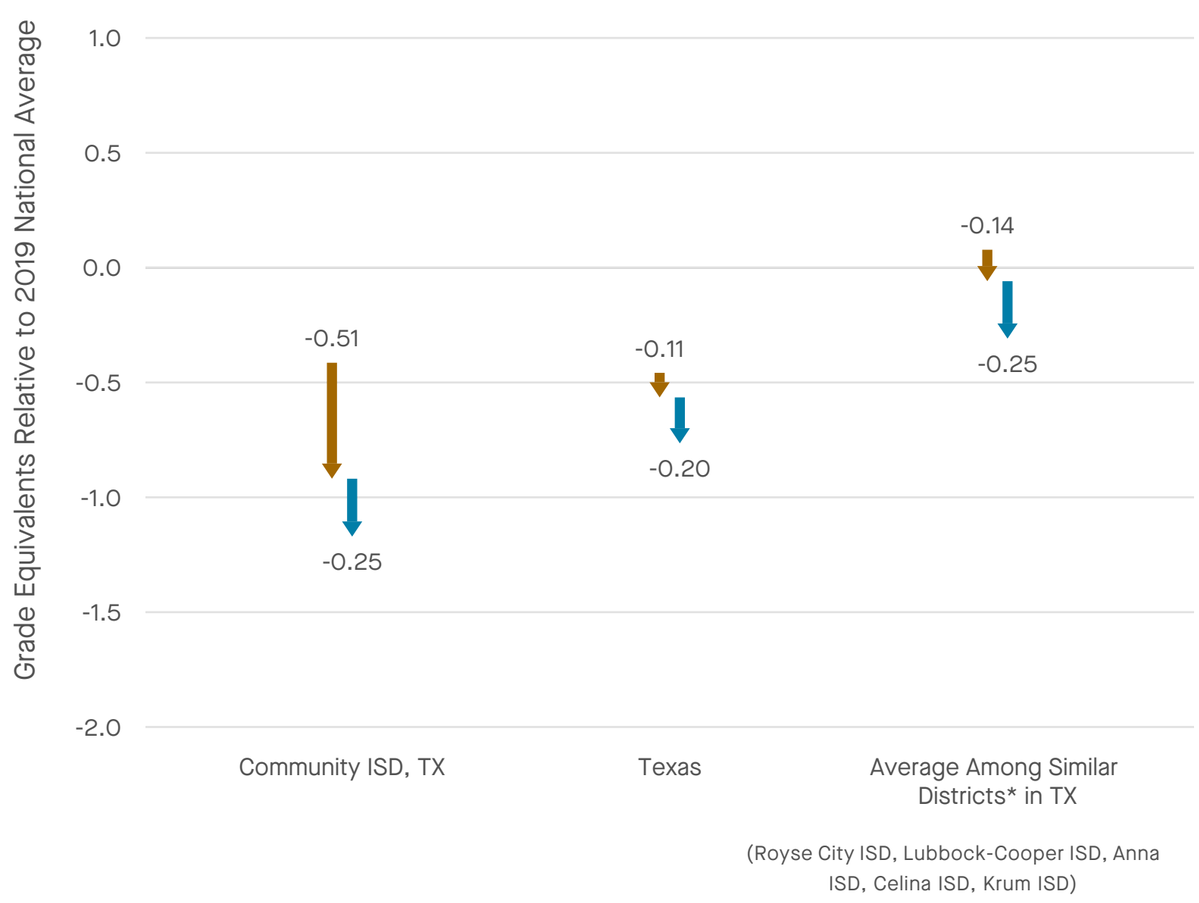

**Average Math Scores and Trends in Scores**

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 |
|---|---|---|---|---|---|---|
| **Community ISD, TX** | -0.23 | -1.40 | -1.31 | ↓ -1.17 | ↑ 0.10 | ↓ -1.07 |
| **Texas** | 0.12 | -0.39 | -0.39 | ↓ -0.51 | ↓ -0.00 | ↓ -0.51 |
| **Similar Districts* in Texas** | 0.71 | 0.07 | -0.03 | ↓ -0.64 | ↓ -0.11 | ↓ -0.74 |

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

## Reading Performance in Community ISD vs. Texas 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

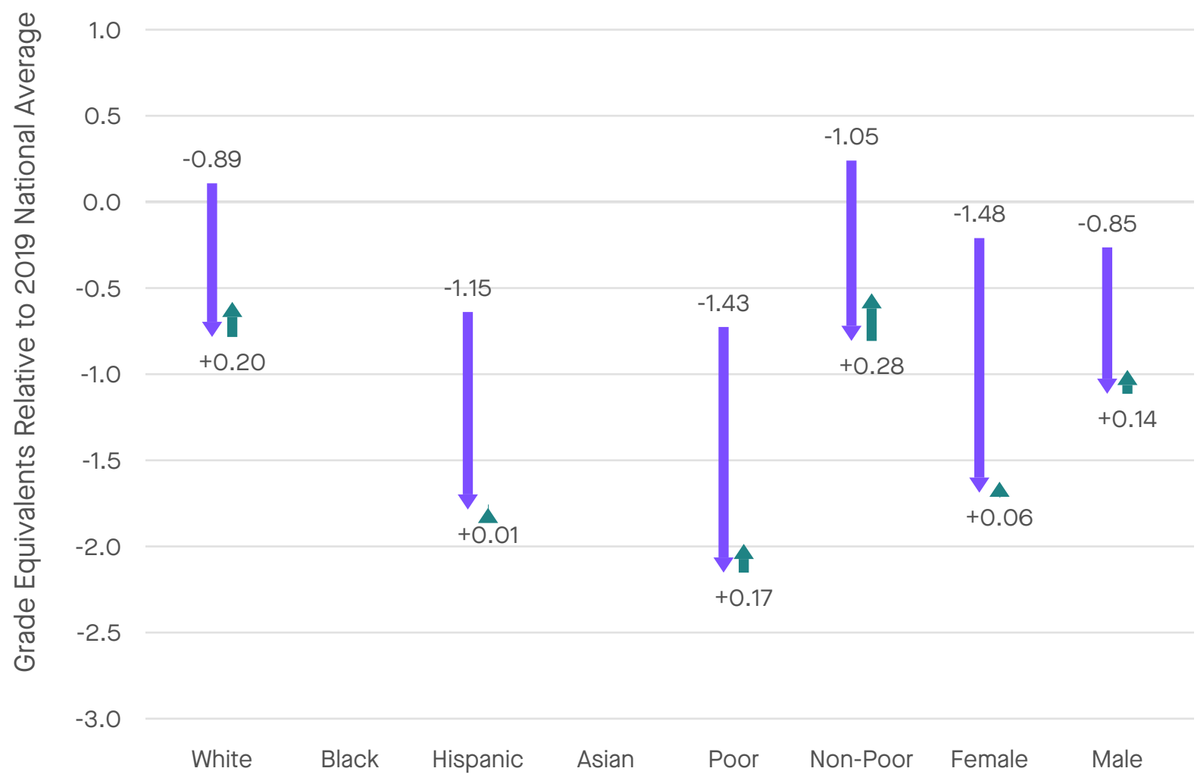
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **Community ISD, TX** | -0.41 | -0.92 | -1.17 | ↓ -0.51 | ↓ -0.25 | ↓ -0.76 |
| **Texas** | -0.46 | -0.57 | -0.76 | ↓ -0.11 | ↓ -0.20 | ↓ -0.31 |
| **Similar Districts* in Texas** | 0.08 | -0.06 | -0.31 | ↓ -0.14 | ↓ -0.25 | ↓ -0.39 |

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

# Community ISD, TX



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

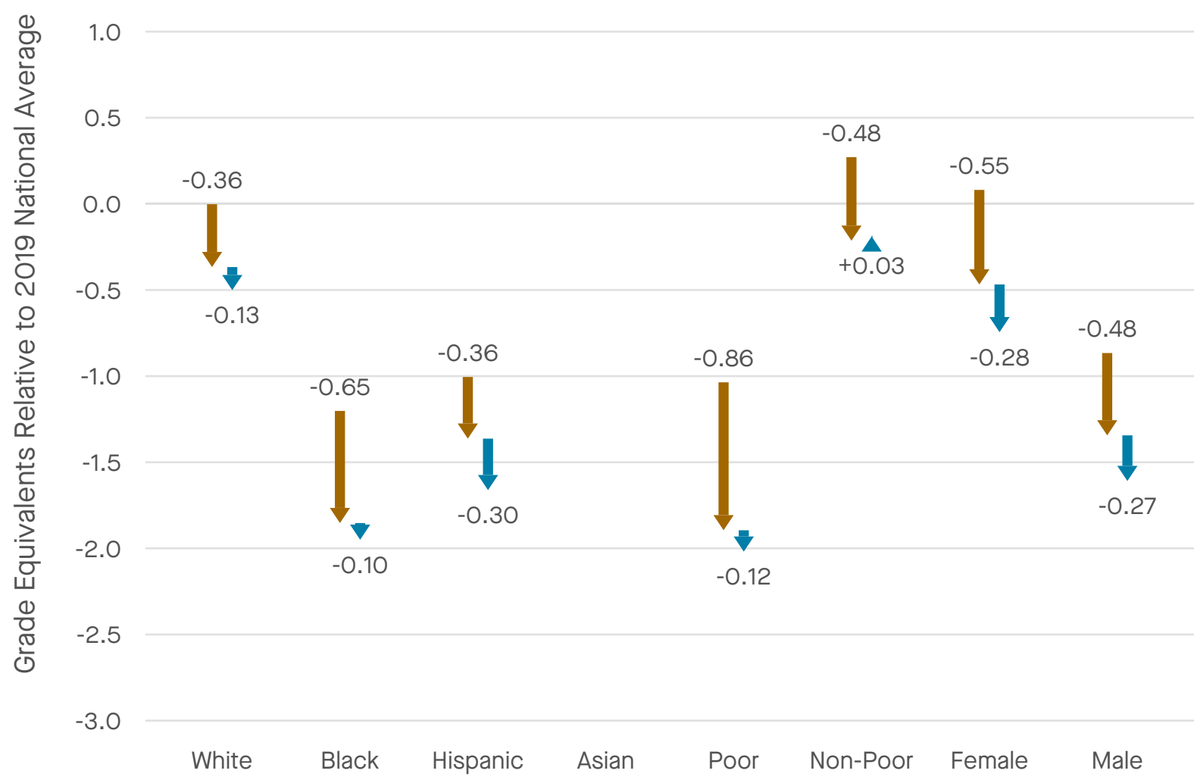



**Average Math Scores and Trends in Scores**

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** | 0.11 | -0.78 | -0.58 | ↓ -0.89 | ↑ 0.20 | ↓ -0.69 |
| **Black** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Hispanic** | -0.64 | -1.79 | -1.78 | ↓ -1.15 | ↑ 0.01 | ↓ -1.14 |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | -0.73 | -2.15 | -1.99 | ↓ -1.43 | ↑ 0.17 | ↓ -1.26 |
| **Non-Poor** | 0.24 | -0.81 | -0.53 | ↓ -1.05 | ↑ 0.28 | ↓ -0.77 |
| **Female** | -0.21 | -1.69 | -1.62 | ↓ -1.48 | ↑ 0.06 | ↓ -1.41 |
| **Male** | -0.26 | -1.11 | -0.97 | ↓ -0.85 | ↑ 0.14 | ↓ -0.71 |

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




**Average Reading Scores and Trends in Scores**

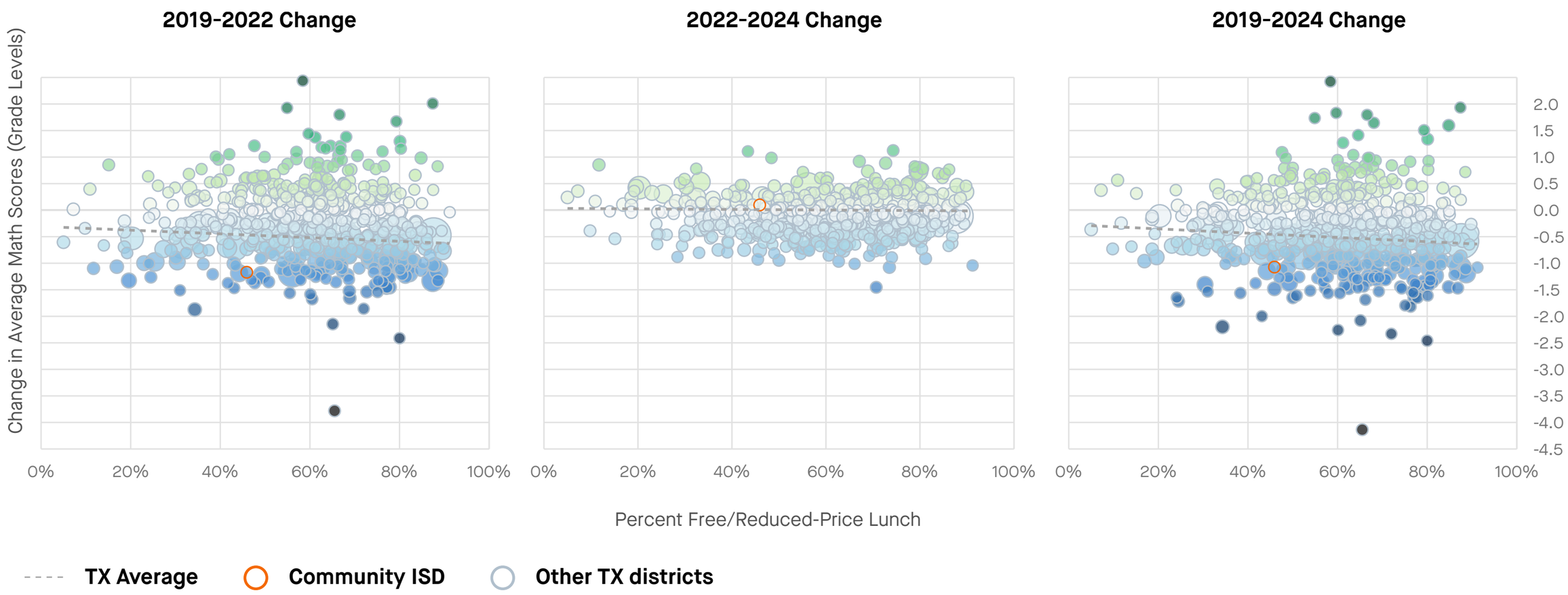
in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | -0.00 | -0.37 | -0.50 | ↓ -0.36 | ↓ -0.13 | ↓ -0.50 |
| **Black** | -1.20 | -1.85 | -1.95 | ↓ -0.65 | ↓ -0.10 | ↓ -0.75 |
| **Hispanic** | -1.00 | -1.36 | -1.66 | ↓ -0.36 | ↓ -0.30 | ↓ -0.66 |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | -1.04 | -1.90 | -2.02 | ↓ -0.86 | ↓ -0.12 | ↓ -0.98 |
| **Non-Poor** | 0.27 | -0.21 | -0.19 | ↓ -0.48 | ↑ 0.03 | ↓ -0.46 |
| **Female** | 0.08 | -0.47 | -0.74 | ↓ -0.55 | ↓ -0.28 | ↓ -0.83 |
| **Male** | -0.87 | -1.34 | -1.61 | ↓ -0.48 | ↓ -0.27 | ↓ -0.74 |

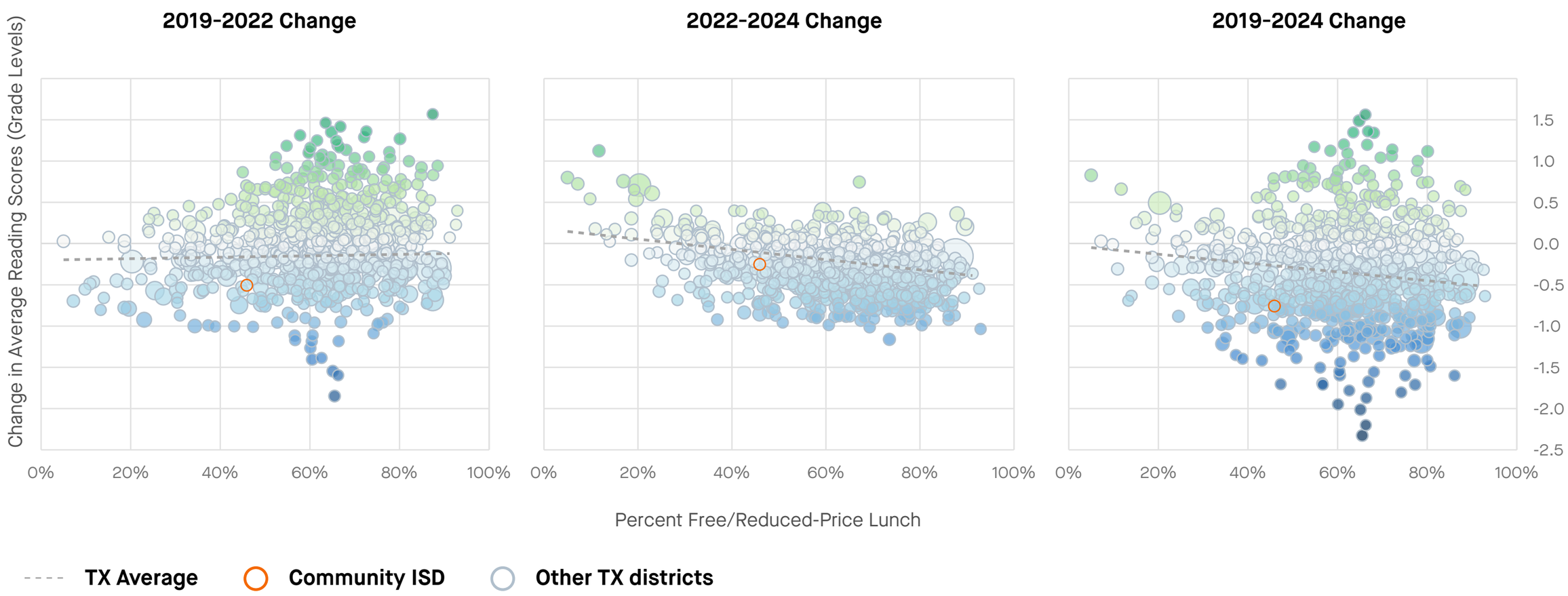
# Community ISD, TX



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



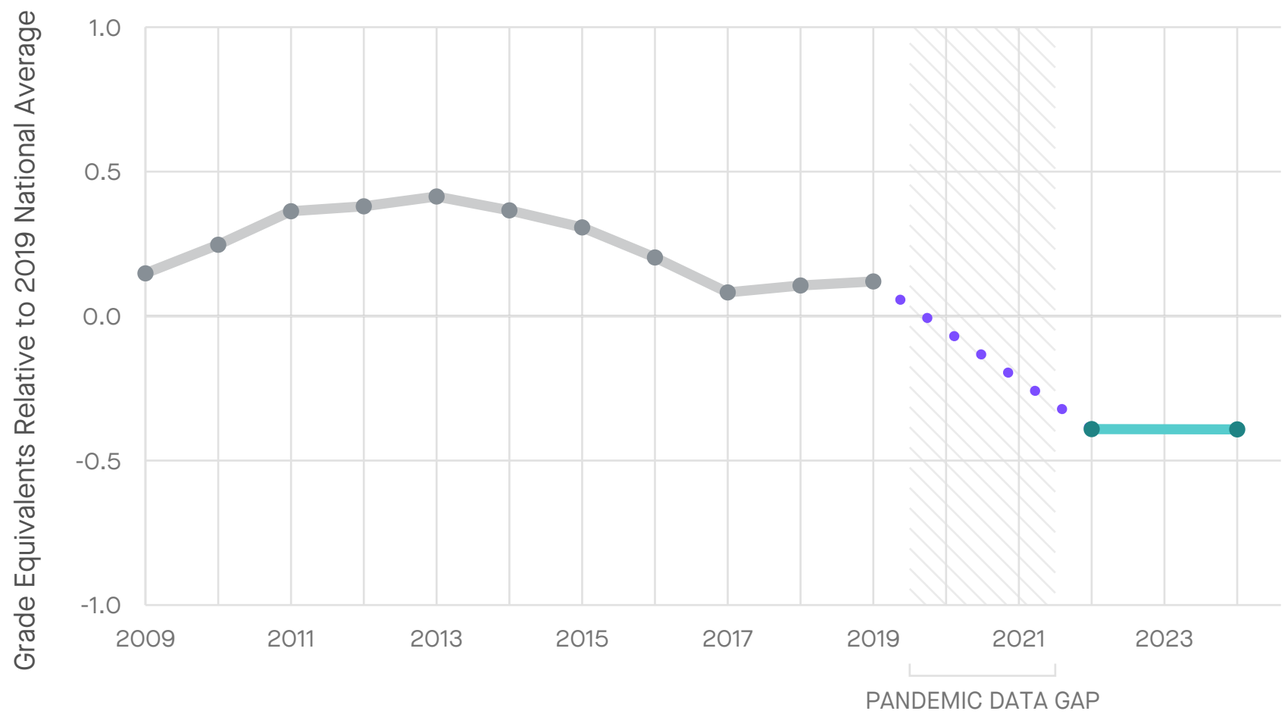

## Change in Reading Performance in Texas Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024



# Texas



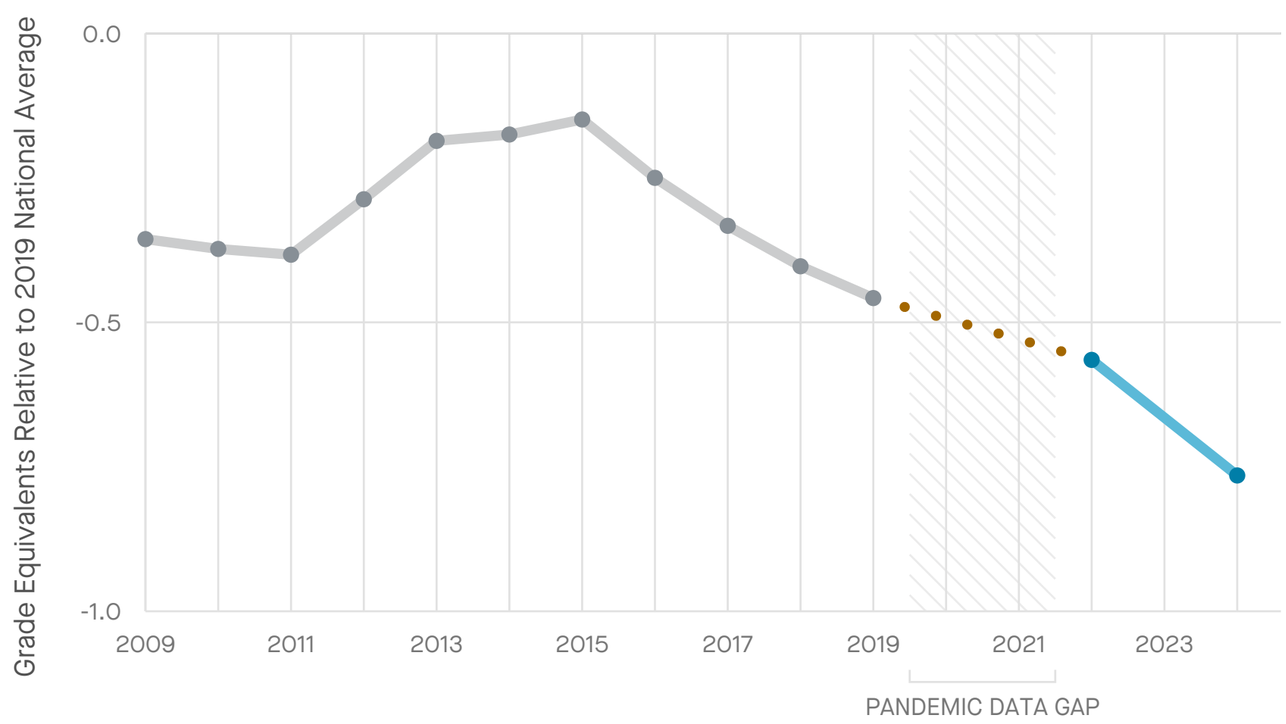
## Math Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | 0.12 |
| **2022 Average** | -0.39 |
| **2024 Average** | -0.39 |
| **2019-2022 Change** | -0.51 |
| **2022-2024 Change** | -0.00 |
| **Since 2019** | -0.51 |

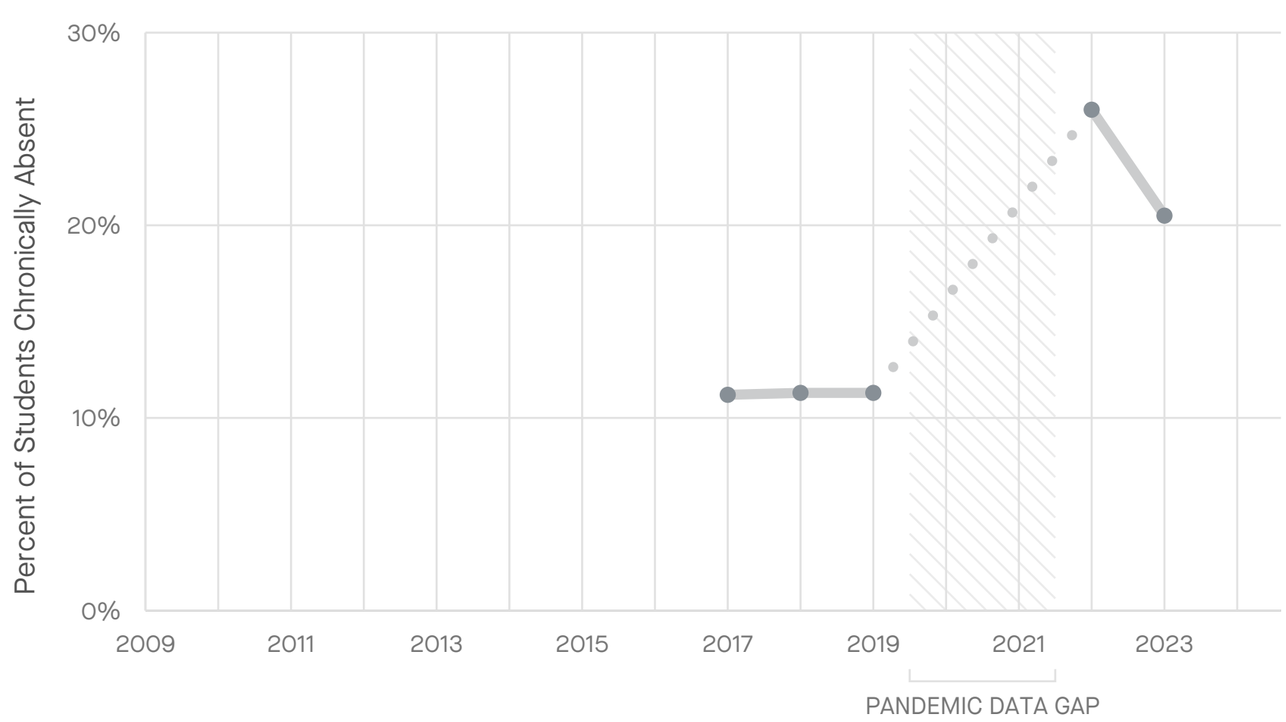
## Reading Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -0.46 |
| **2022 Average** | -0.56 |
| **2024 Average** | -0.77 |
| **2019-2022 Change** | -0.11 |
| **2022-2024 Change** | -0.20 |
| **Since 2019** | -0.31 |

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




**Absenteeism**

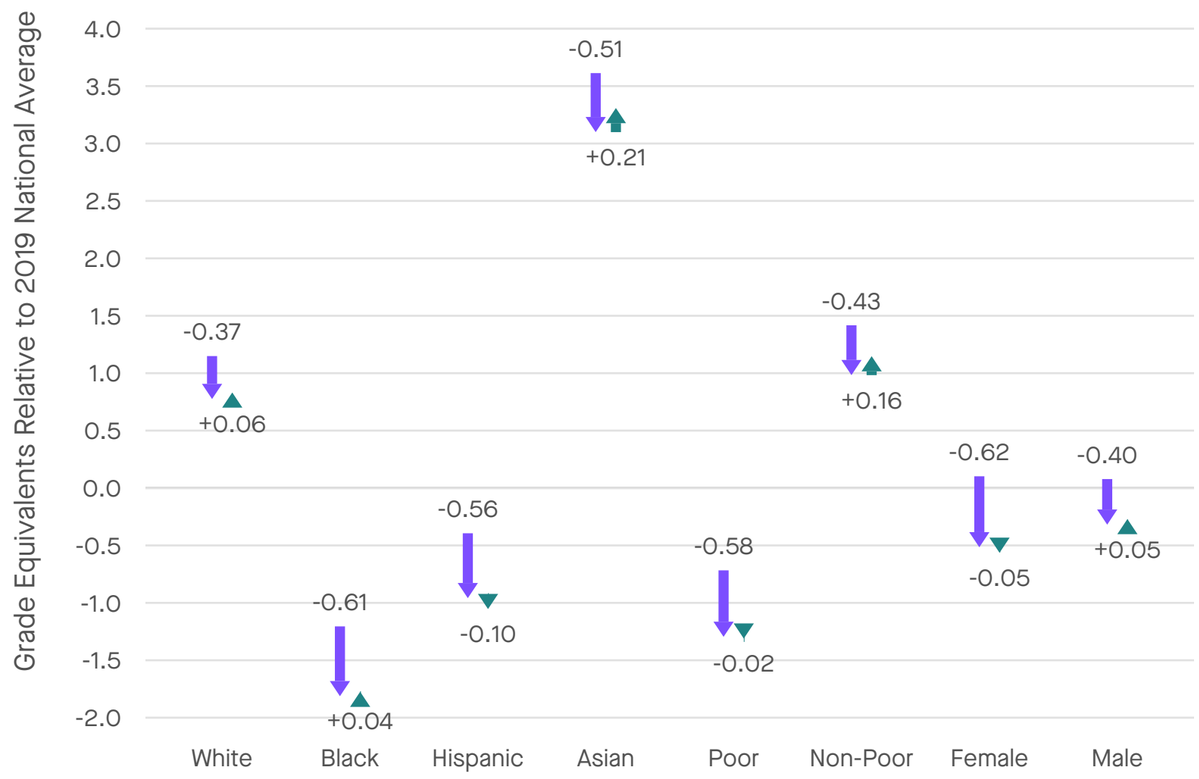
| | |
|---|---|
| **2019-2023 Change** | +0.09 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Texas



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

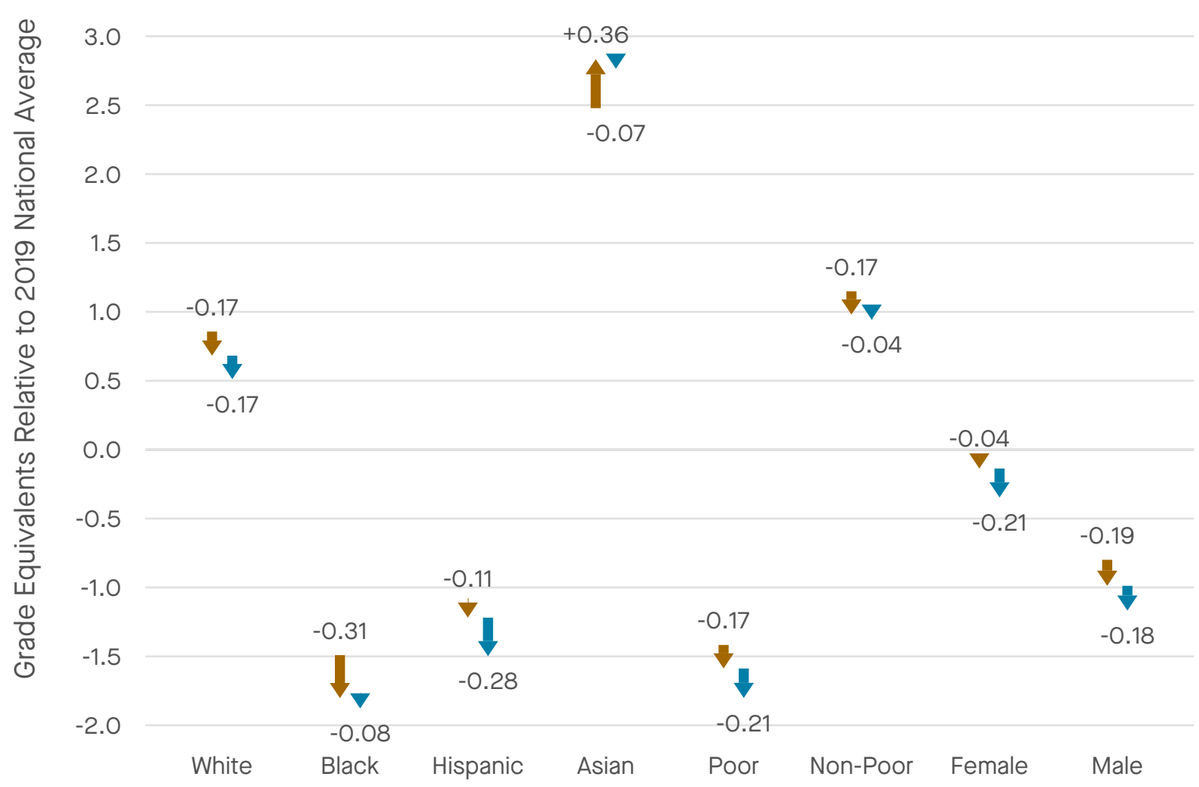



### Average Math Scores and Trends in Scores

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** | 1.15 | 0.78 | 0.83 | ↓ -0.37 | ↑ 0.06 | ↓ -0.32 |
| **Black** | -1.21 | -1.81 | -1.77 | ↓ -0.61 | ↑ 0.04 | ↓ -0.57 |
| **Hispanic** | -0.39 | -0.96 | -1.05 | ↓ -0.56 | ↓ -0.10 | ↓ -0.66 |
| **Asian** | 3.61 | 3.10 | 3.31 | ↓ -0.51 | ↑ 0.21 | ↓ -0.30 |
| **Poor** | -0.72 | -1.30 | -1.31 | ↓ -0.58 | ↓ -0.02 | ↓ -0.59 |
| **Non-Poor** | 1.42 | 0.98 | 1.15 | ↓ -0.43 | ↑ 0.16 | ↓ -0.27 |
| **Female** | 0.10 | -0.52 | -0.56 | ↓ -0.62 | ↓ -0.05 | ↓ -0.67 |
| **Male** | 0.08 | -0.32 | -0.27 | ↓ -0.40 | ↑ 0.05 | ↓ -0.35 |

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

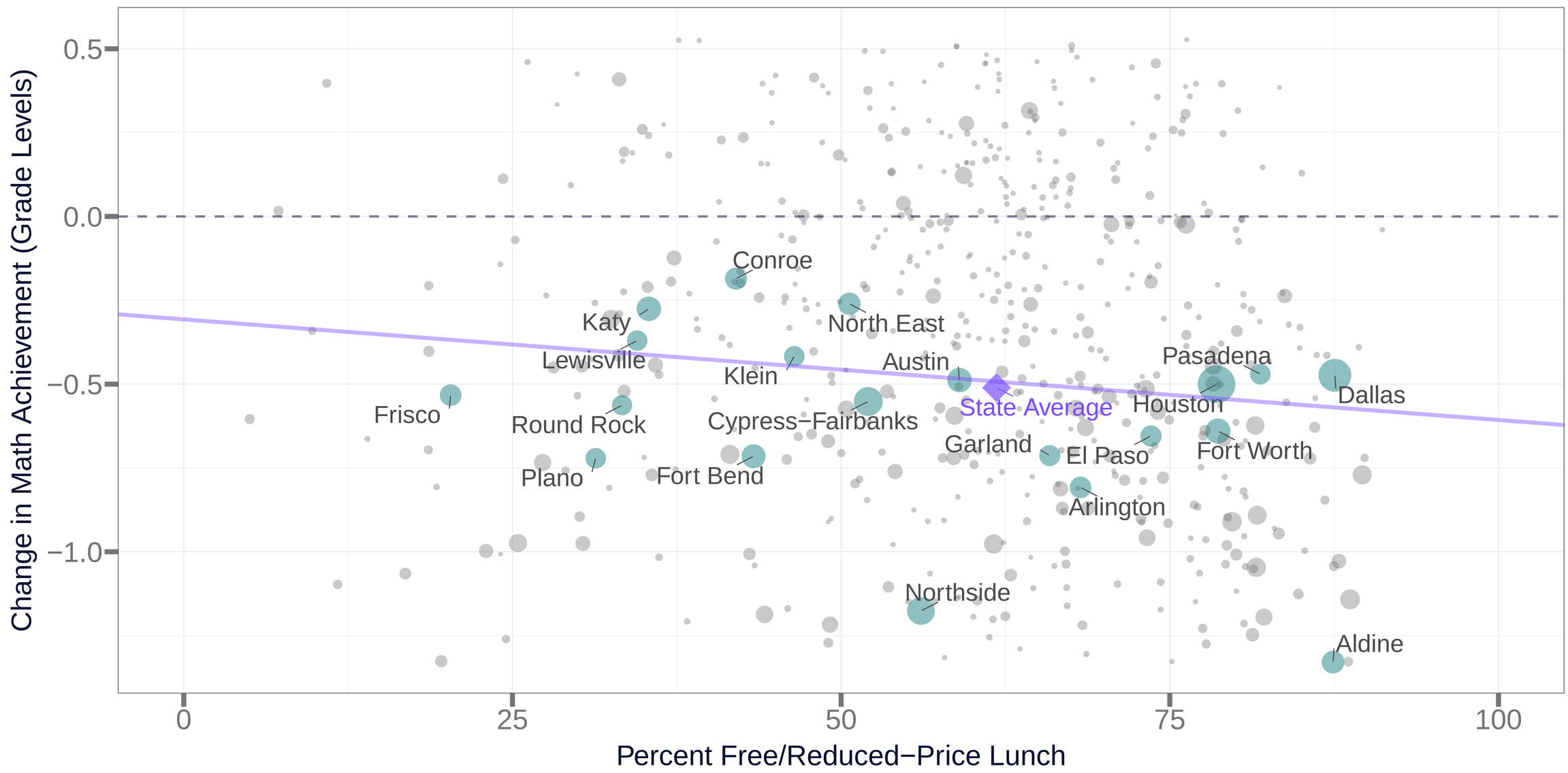



### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

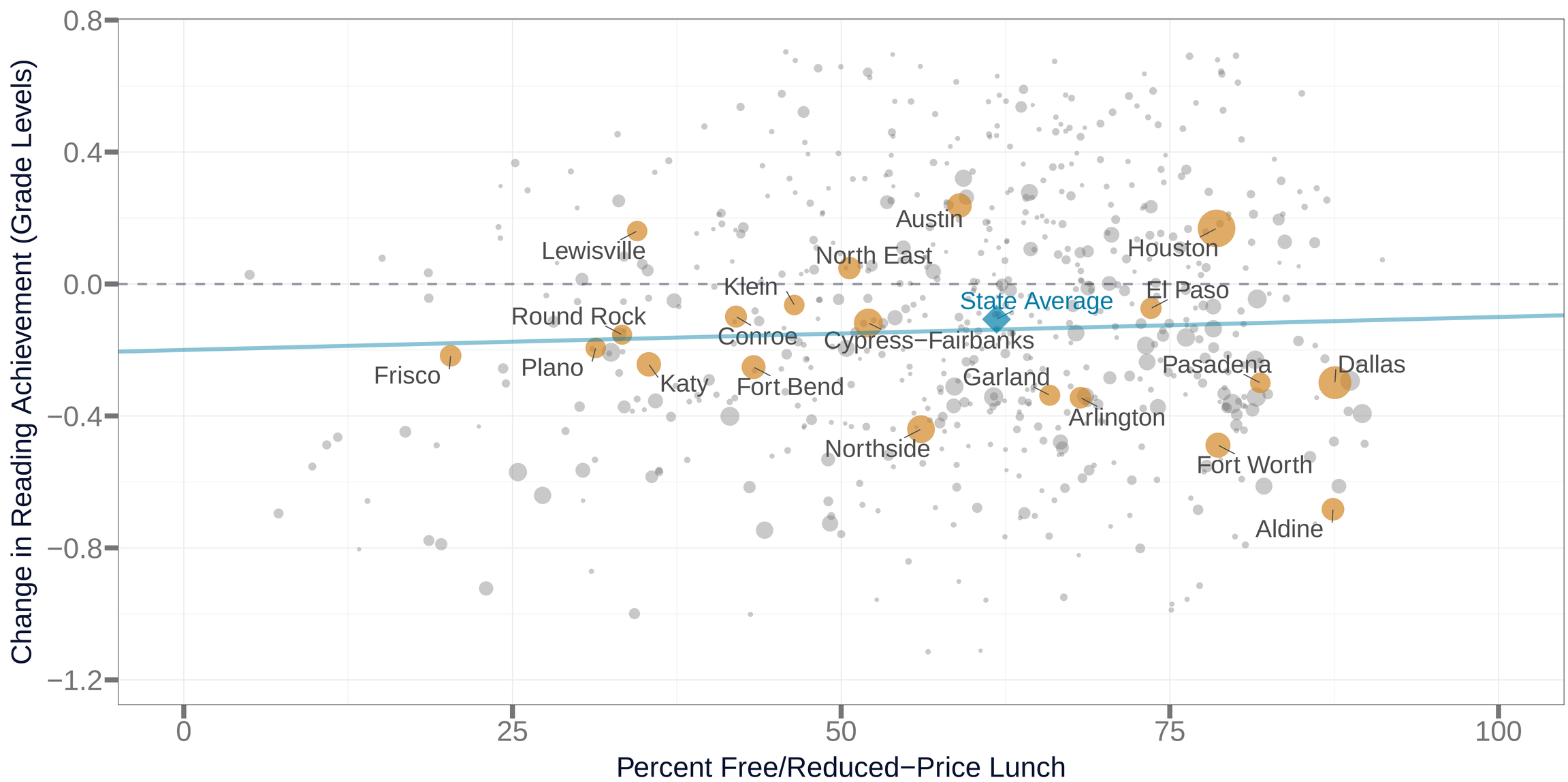
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 0.86 | 0.68 | 0.51 | ↓ -0.17 | ↓ -0.17 | ↓ -0.35 |
| **Black** | -1.49 | -1.80 | -1.88 | ↓ -0.31 | ↓ -0.08 | ↓ -0.39 |
| **Hispanic** | -1.11 | -1.22 | -1.50 | ↓ -0.11 | ↓ -0.28 | ↓ -0.39 |
| **Asian** | 2.48 | 2.83 | 2.76 | ↑ 0.36 | ↓ -0.07 | ↑ 0.29 |
| **Poor** | -1.42 | -1.59 | -1.80 | ↓ -0.17 | ↓ -0.21 | ↓ -0.39 |
| **Non-Poor** | 1.15 | 0.98 | 0.94 | ↓ -0.17 | ↓ -0.04 | ↓ -0.21 |
| **Female** | -0.10 | -0.14 | -0.35 | ↓ -0.04 | ↓ -0.21 | ↓ -0.25 |
| **Male** | -0.80 | -0.99 | -1.17 | ↓ -0.19 | ↓ -0.18 | ↓ -0.37 |

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



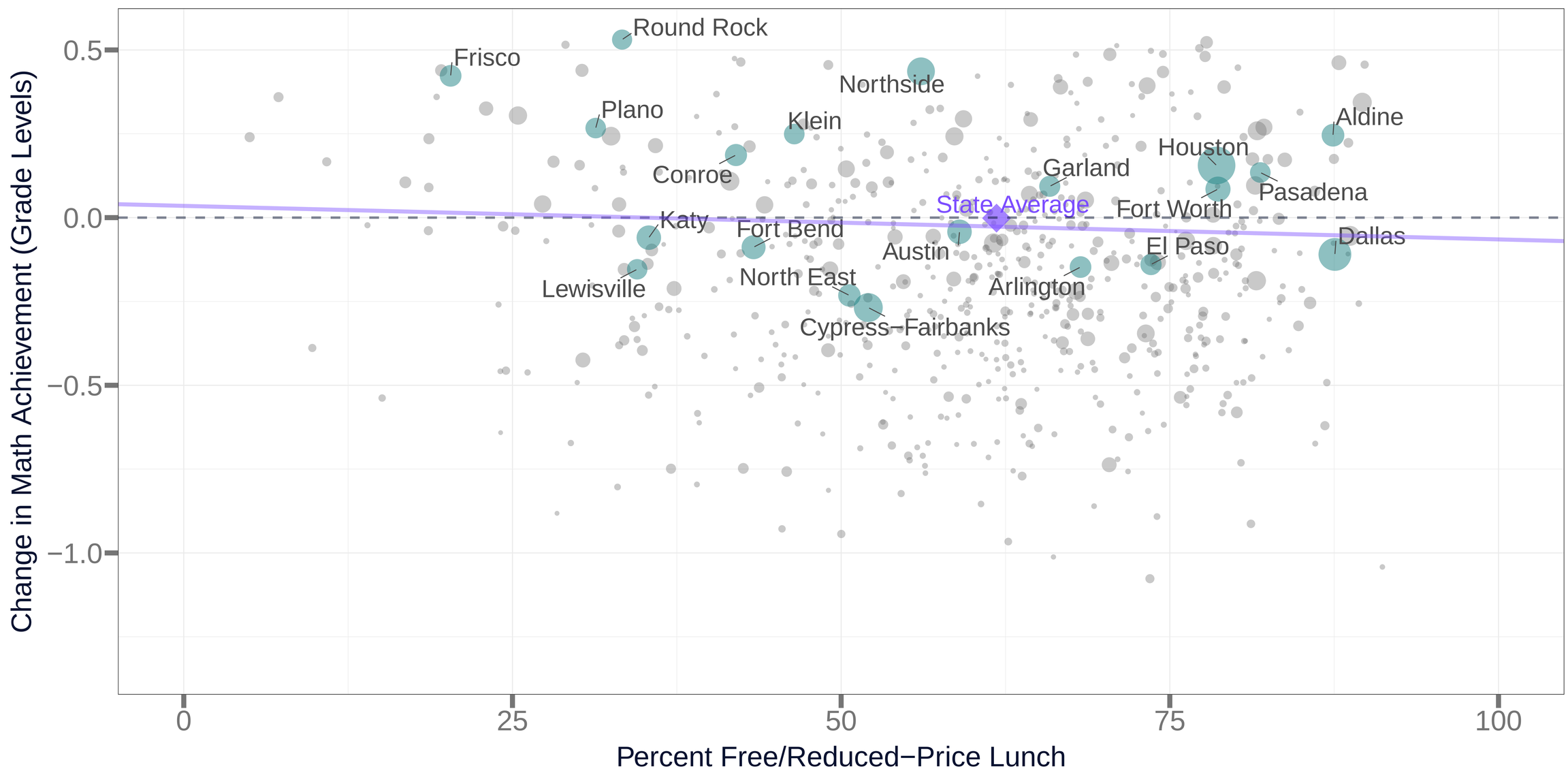

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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



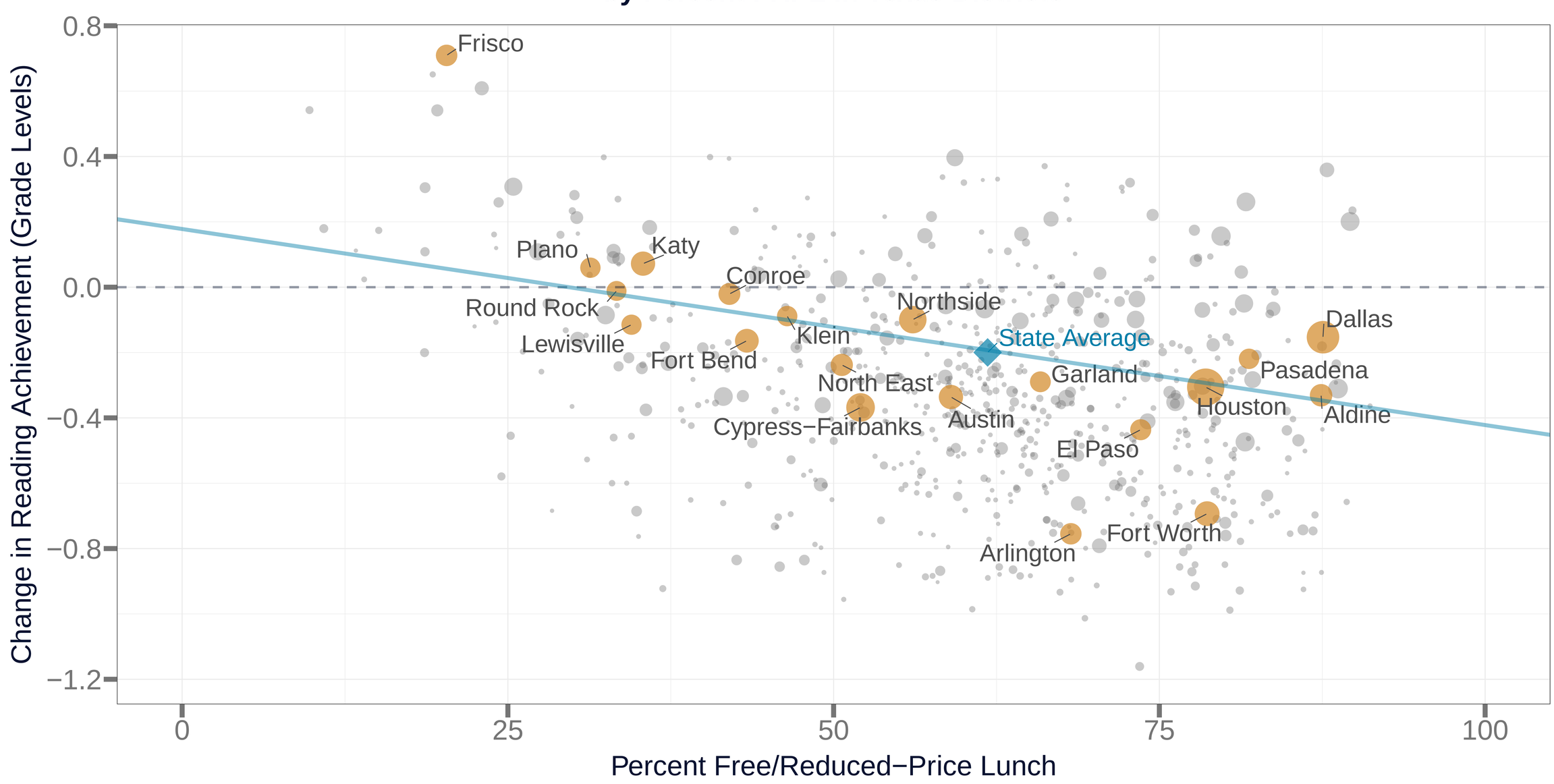

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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



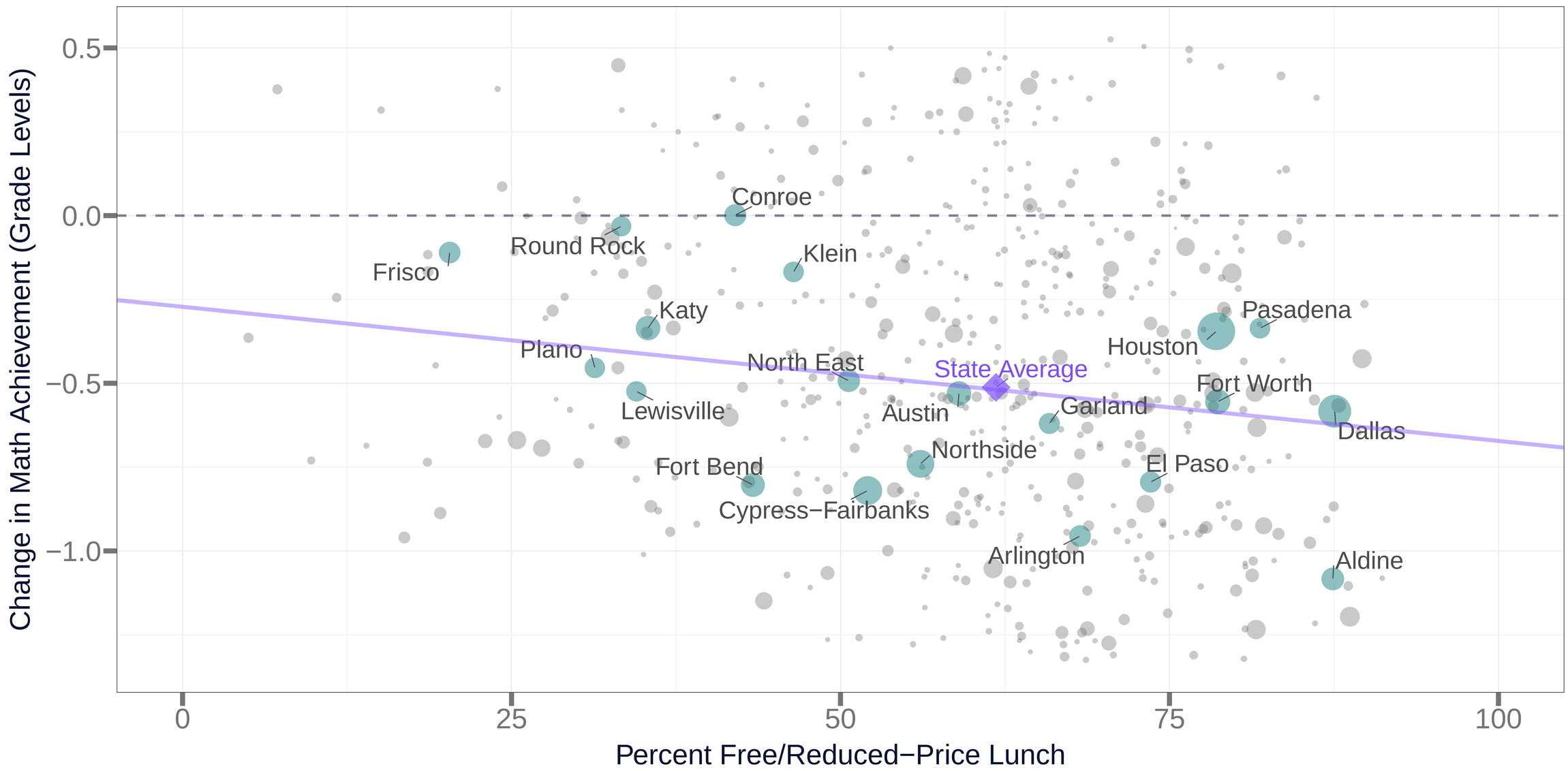

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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

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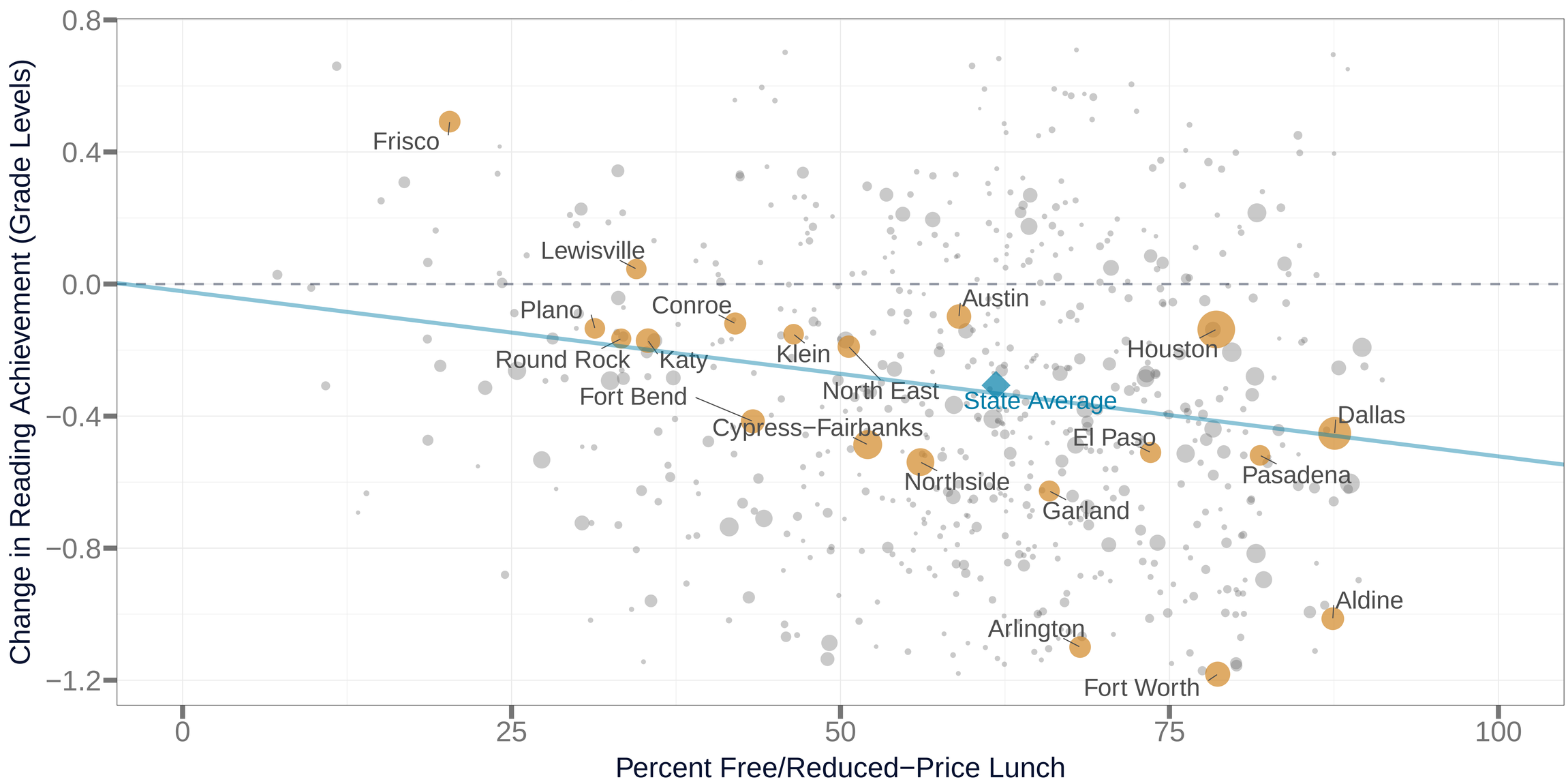
## Change in Reading Achievement 2019−2024
### by Percent FRPL in Texas Districts

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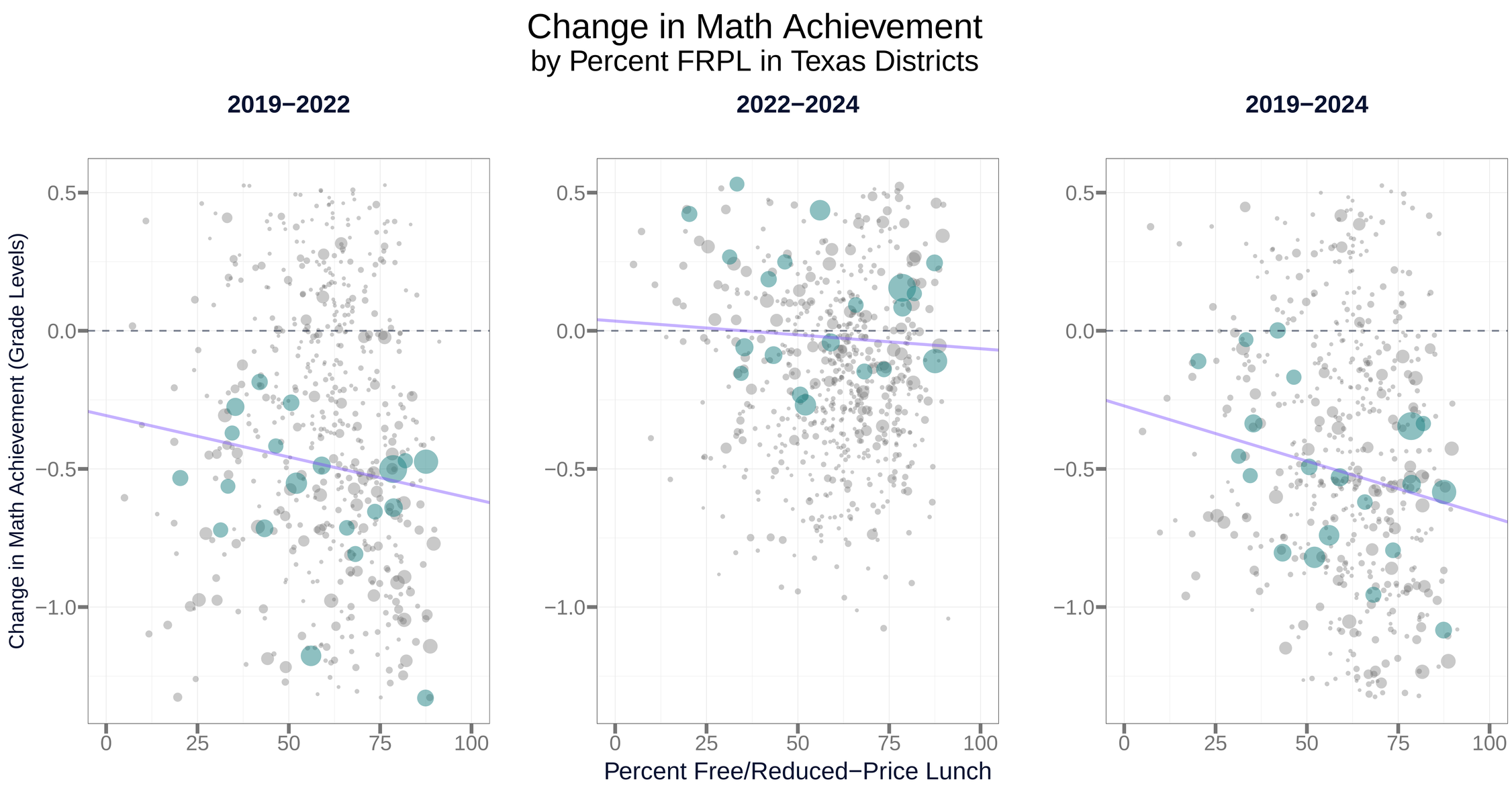
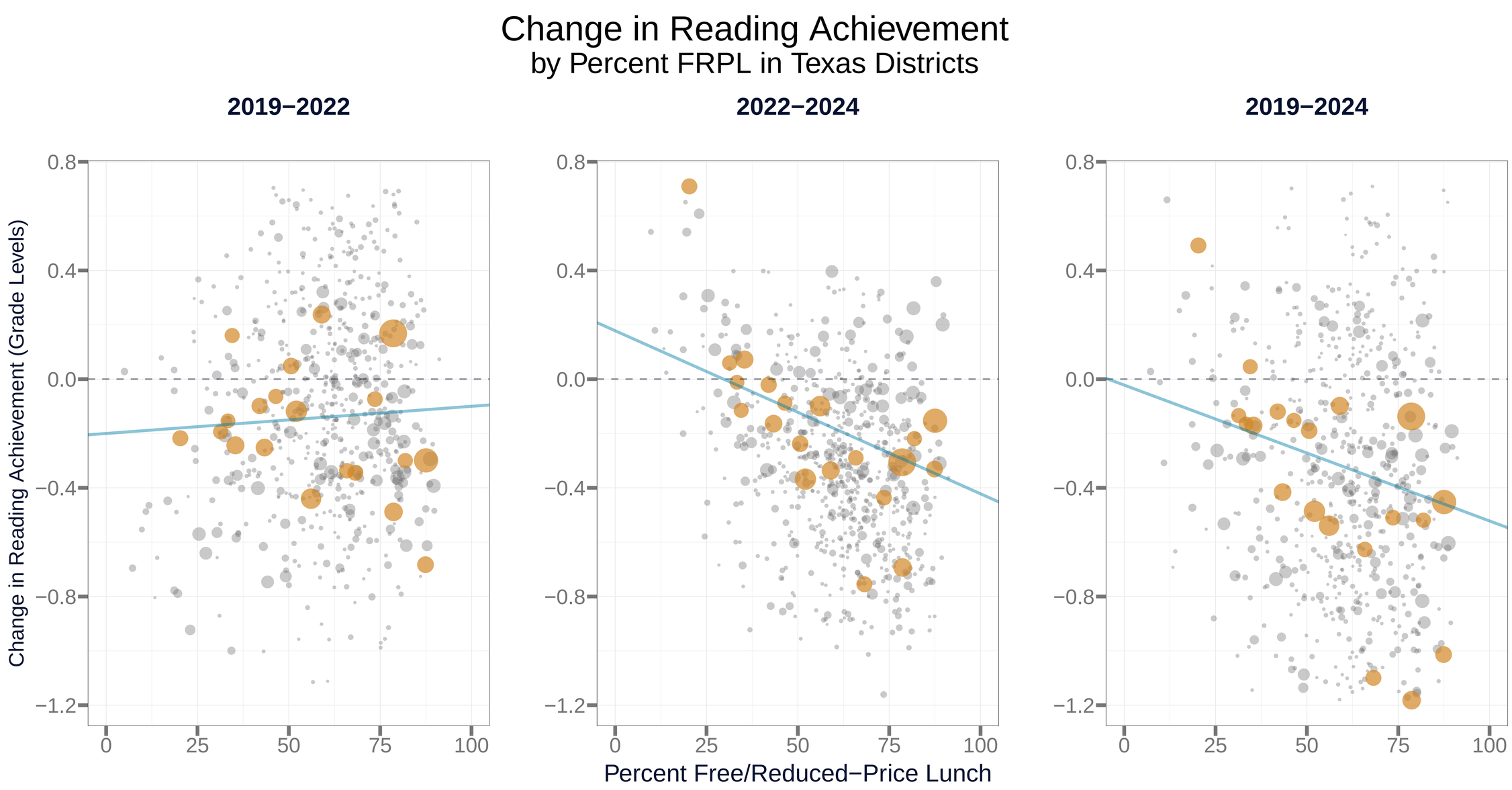



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.




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