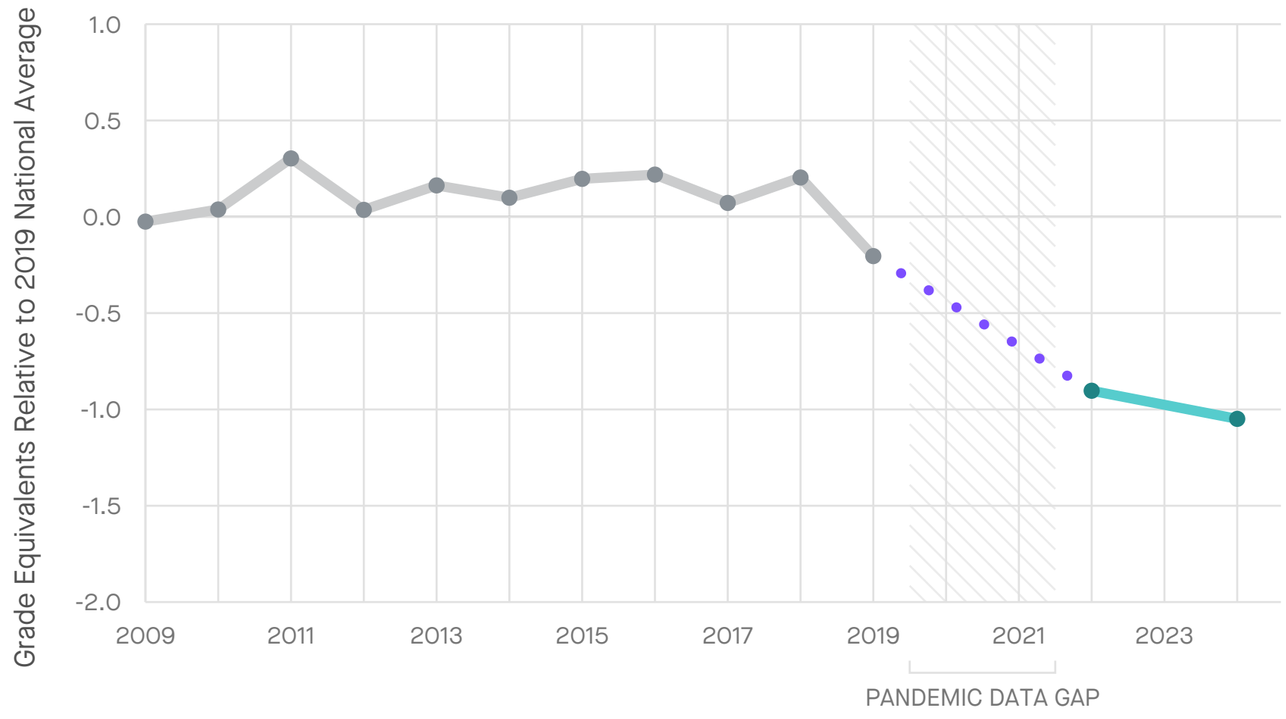
# Floresville ISD, TX



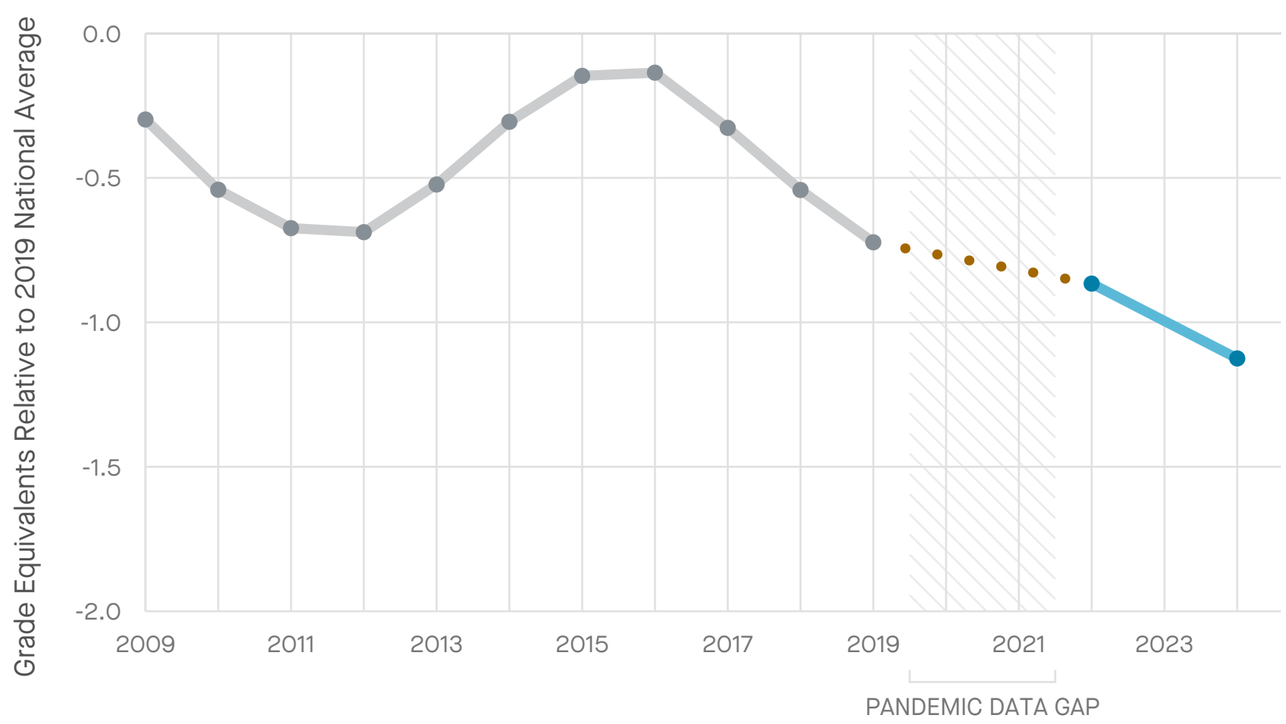
## Math Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -0.20 |
| **2022 Average** | -0.90 |
| **2024 Average** | -1.05 |
| **2019-2022 Change** | -0.70 |
| **2022-2024 Change** | -0.15 |
| **Since 2019** | -0.84 |

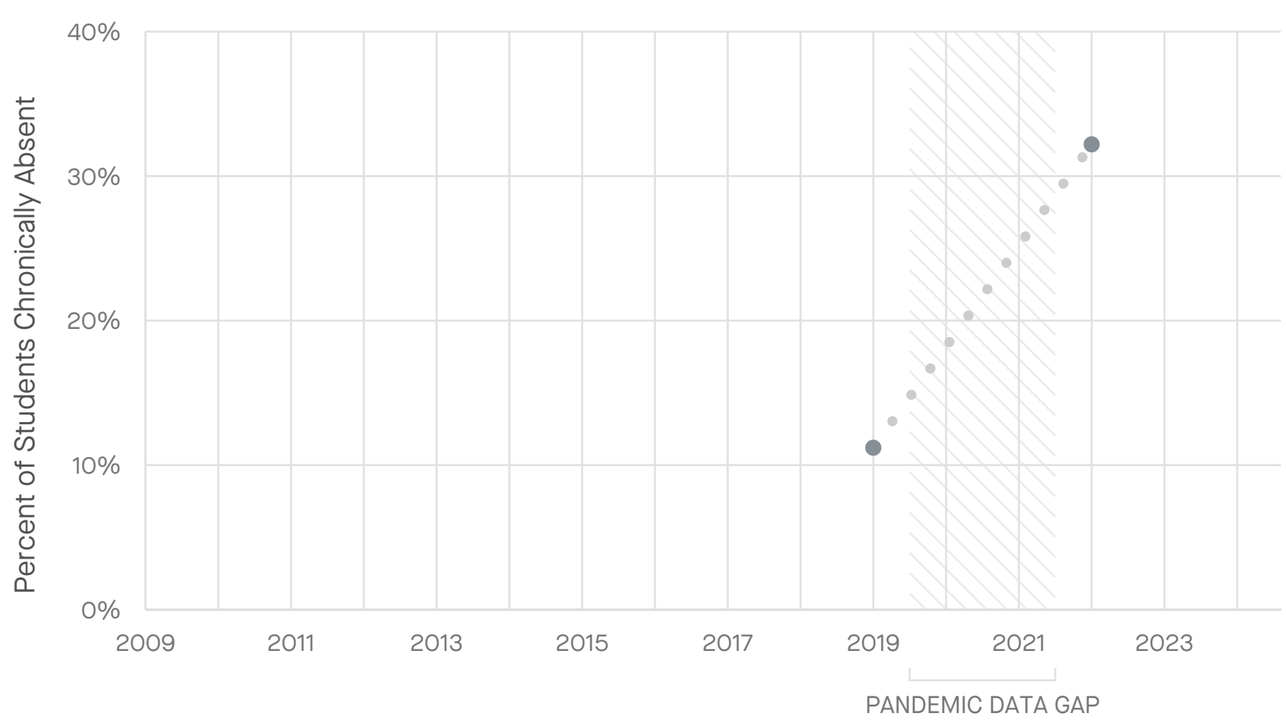
## Reading Performance, Grades 3-8, 2009-2024




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

| | |
|---|---|
| **2019 Average** | -0.72 |
| **2022 Average** | -0.87 |
| **2024 Average** | -1.13 |
| **2019-2022 Change** | -0.14 |
| **2022-2024 Change** | -0.26 |
| **Since 2019** | -0.40 |

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




**Absenteeism**

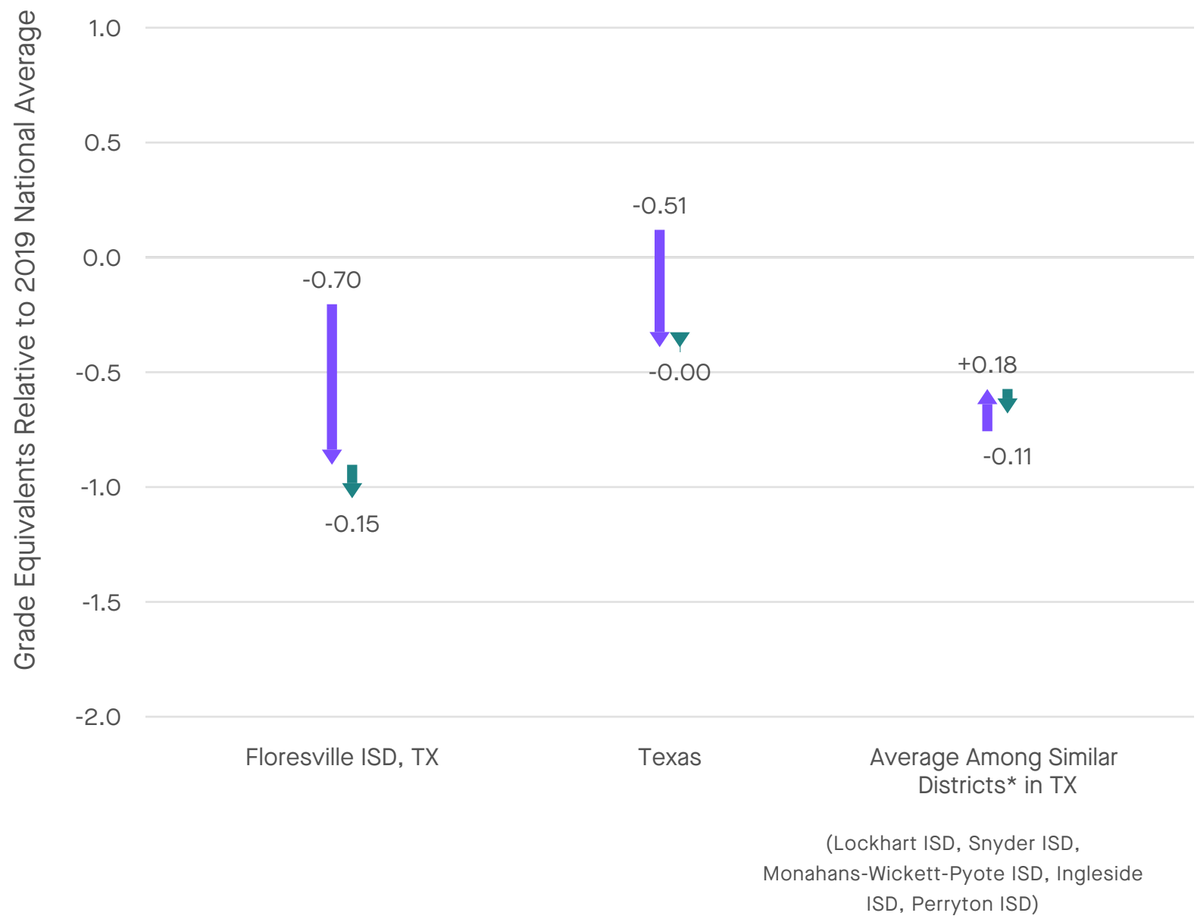
| | |
|---|---|
| **2019-2023 Change** | +0.21 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Floresville ISD, TX



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



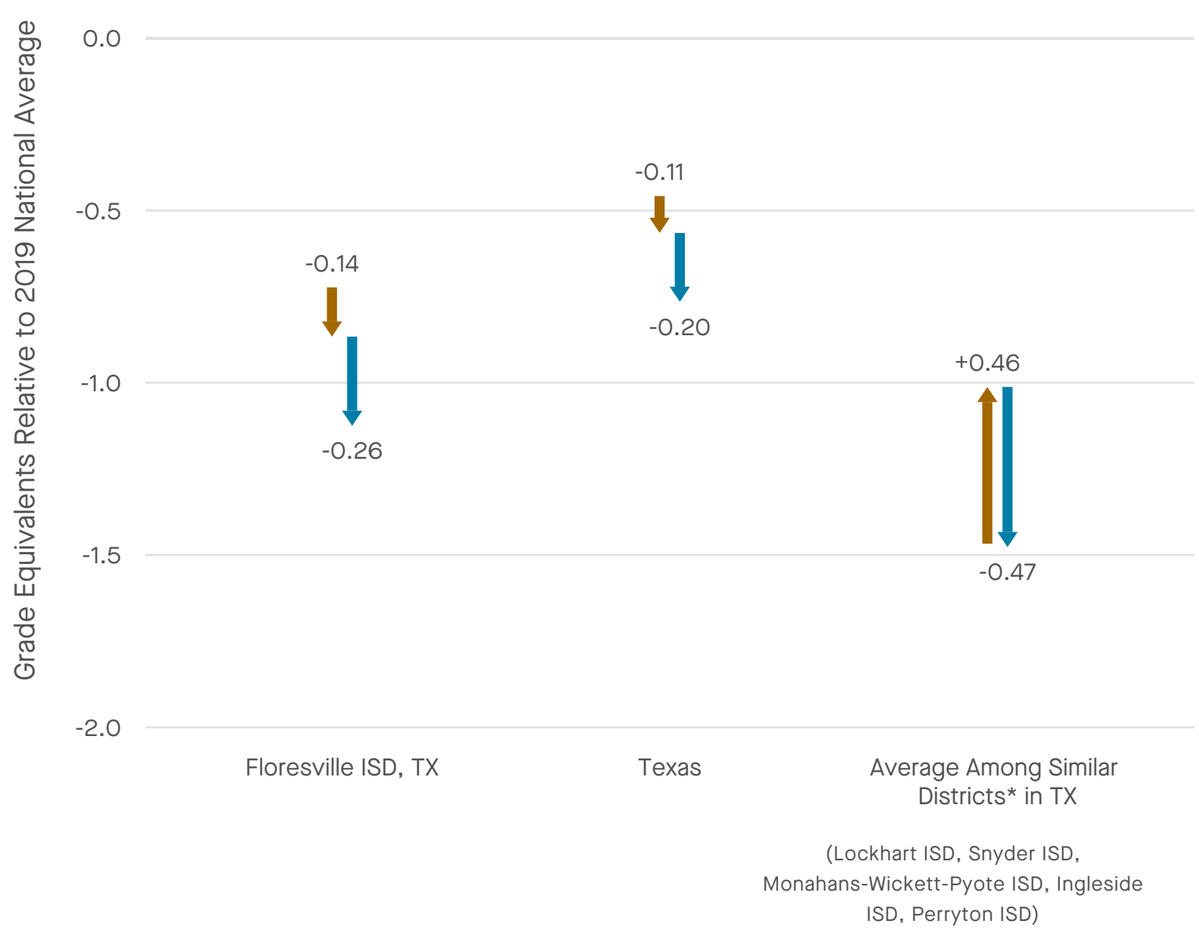

**Average Math Scores and Trends in Scores**

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 |
|---|---|---|---|---|---|---|
| **Floresville ISD, TX** | -0.20 | -0.90 | -1.05 | ↓ -0.70 | ↓ -0.15 | ↓ -0.84 |
| **Texas** | 0.12 | -0.39 | -0.39 | ↓ -0.51 | ↓ -0.00 | ↓ -0.51 |
| **Similar Districts* in Texas** | -0.76 | -0.57 | -0.68 | ↑ 0.18 | ↓ -0.11 | ↑ 0.08 |

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

## Reading Performance in Floresville 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

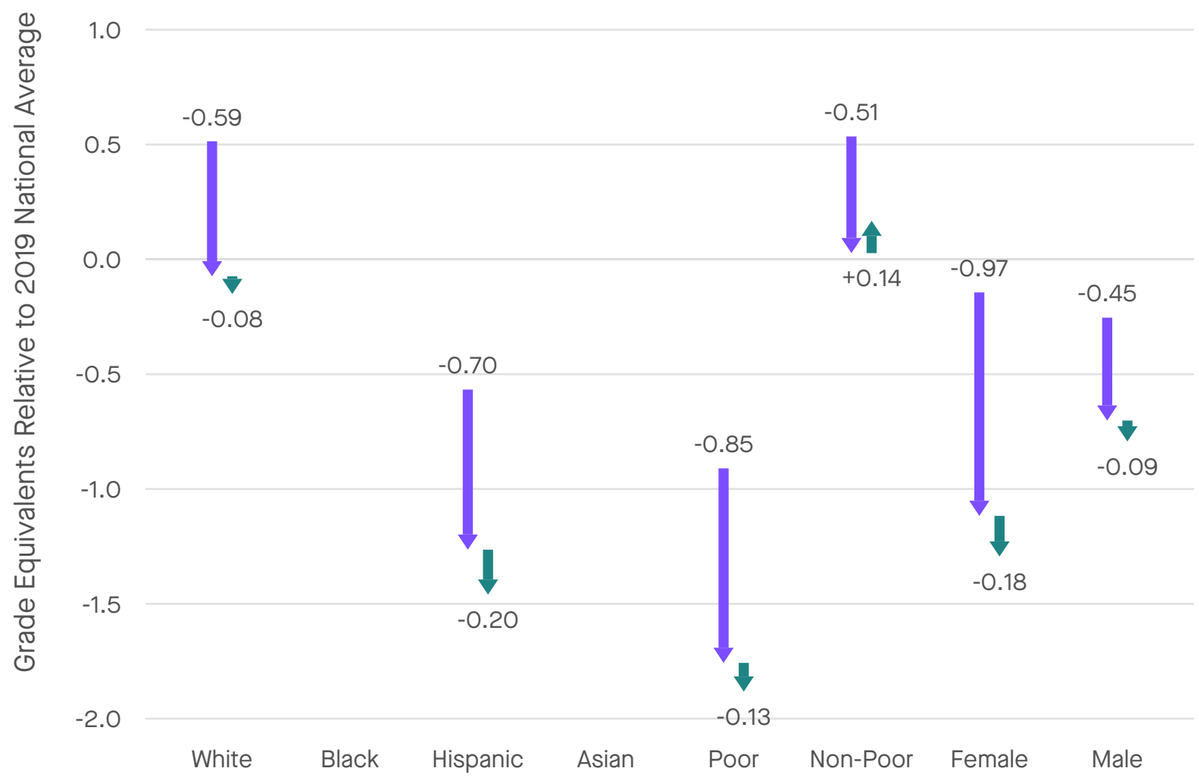
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **Floresville ISD, TX** | -0.72 | -0.87 | -1.13 | ↓ -0.14 | ↓ -0.26 | ↓ -0.40 |
| **Texas** | -0.46 | -0.57 | -0.76 | ↓ -0.11 | ↓ -0.20 | ↓ -0.31 |
| **Similar Districts* in Texas** | -1.47 | -1.01 | -1.48 | ↑ 0.46 | ↓ -0.47 | ↓ -0.01 |

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

# Floresville ISD, TX



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

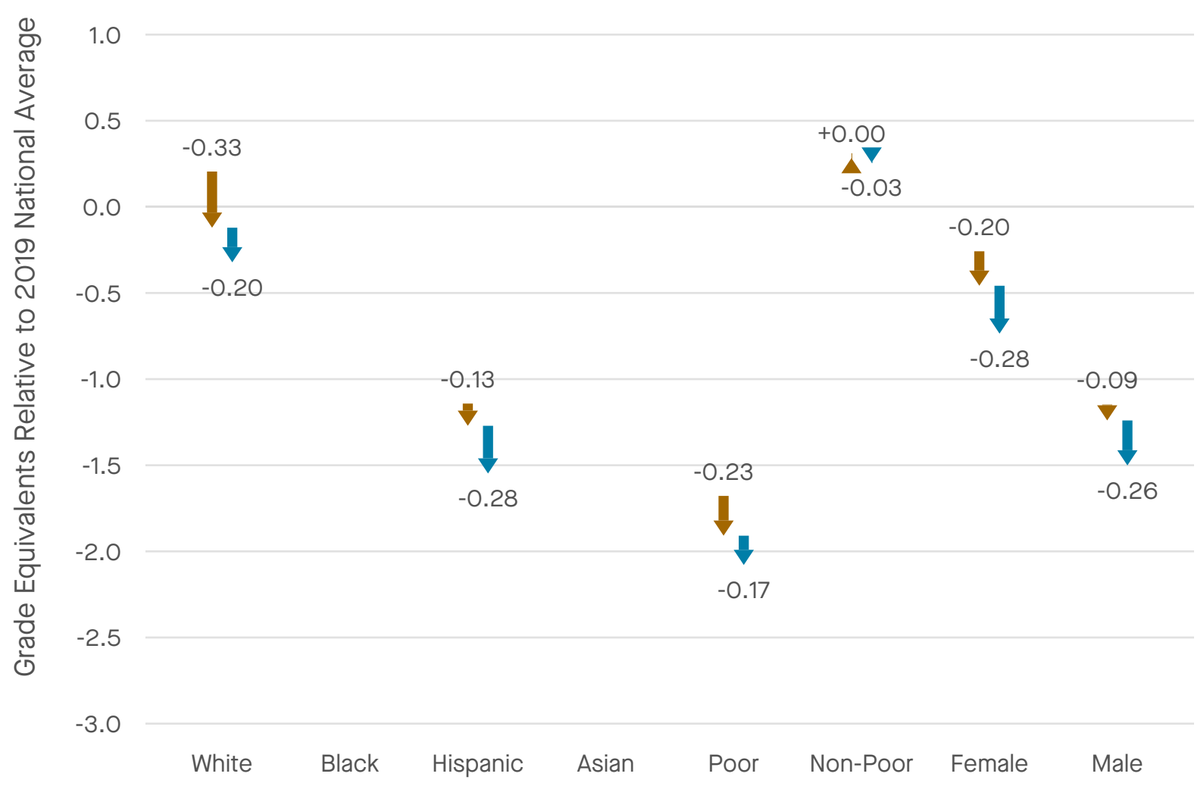



### Average Math Scores and Trends in Scores

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** | 0.51 | -0.07 | -0.15 | ↓ -0.59 | ↓ -0.08 | ↓ -0.67 |
| **Black** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Hispanic** | -0.57 | -1.26 | -1.46 | ↓ -0.70 | ↓ -0.20 | ↓ -0.89 |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | -0.91 | -1.76 | -1.88 | ↓ -0.85 | ↓ -0.13 | ↓ -0.97 |
| **Non-Poor** | 0.54 | 0.03 | 0.17 | ↓ -0.51 | ↑ 0.14 | ↓ -0.37 |
| **Female** | -0.14 | -1.12 | -1.29 | ↓ -0.97 | ↓ -0.18 | ↓ -1.15 |
| **Male** | -0.25 | -0.70 | -0.79 | ↓ -0.45 | ↓ -0.09 | ↓ -0.54 |

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




### Average Reading Scores and Trends in Scores

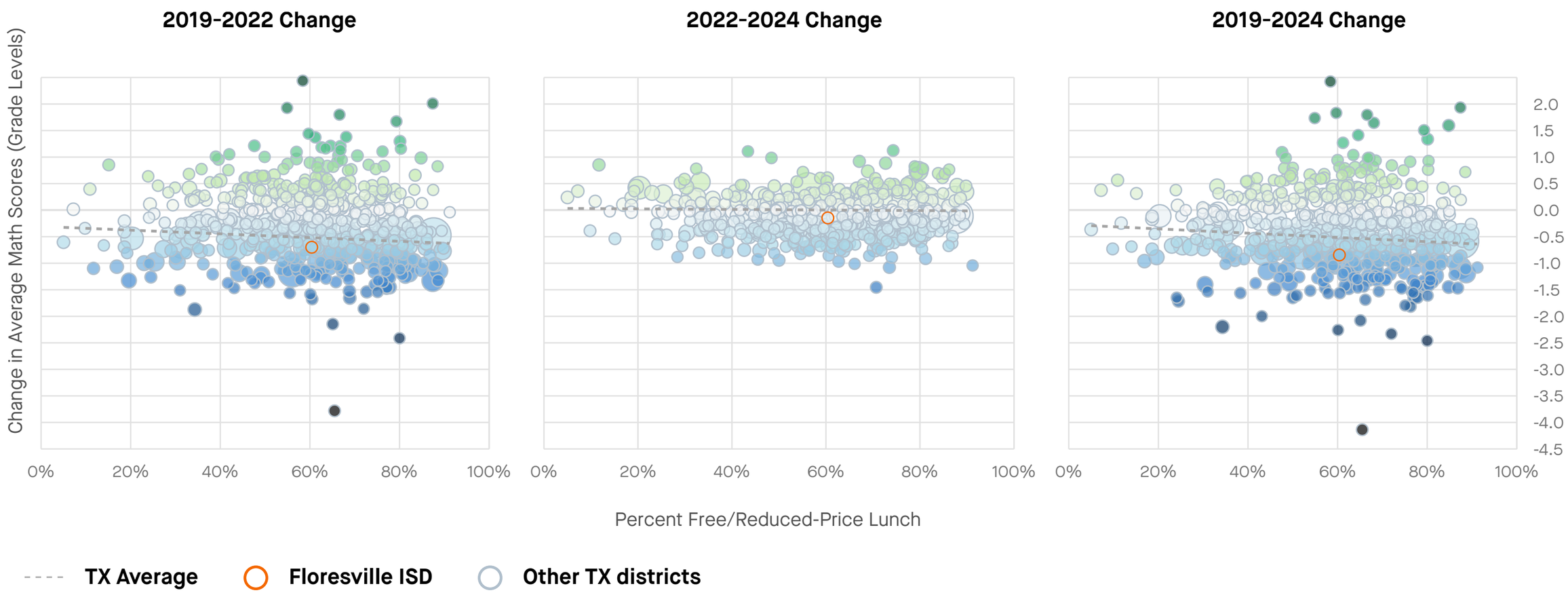
in Grade Level Equivalents Relative to the 2019 National Average

| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 0.20 | -0.12 | -0.32 | ↓ -0.33 | ↓ -0.20 | ↓ -0.53 |
| **Black** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Hispanic** | -1.14 | -1.27 | -1.55 | ↓ -0.13 | ↓ -0.28 | ↓ -0.41 |
| **Asian** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Poor** | -1.68 | -1.91 | -2.08 | ↓ -0.23 | ↓ -0.17 | ↓ -0.40 |
| **Non-Poor** | 0.28 | 0.28 | 0.26 | ↑ 0.00 | ↓ -0.03 | ↓ -0.03 |
| **Female** | -0.26 | -0.46 | -0.74 | ↓ -0.20 | ↓ -0.28 | ↓ -0.48 |
| **Male** | -1.15 | -1.24 | -1.50 | ↓ -0.09 | ↓ -0.26 | ↓ -0.35 |

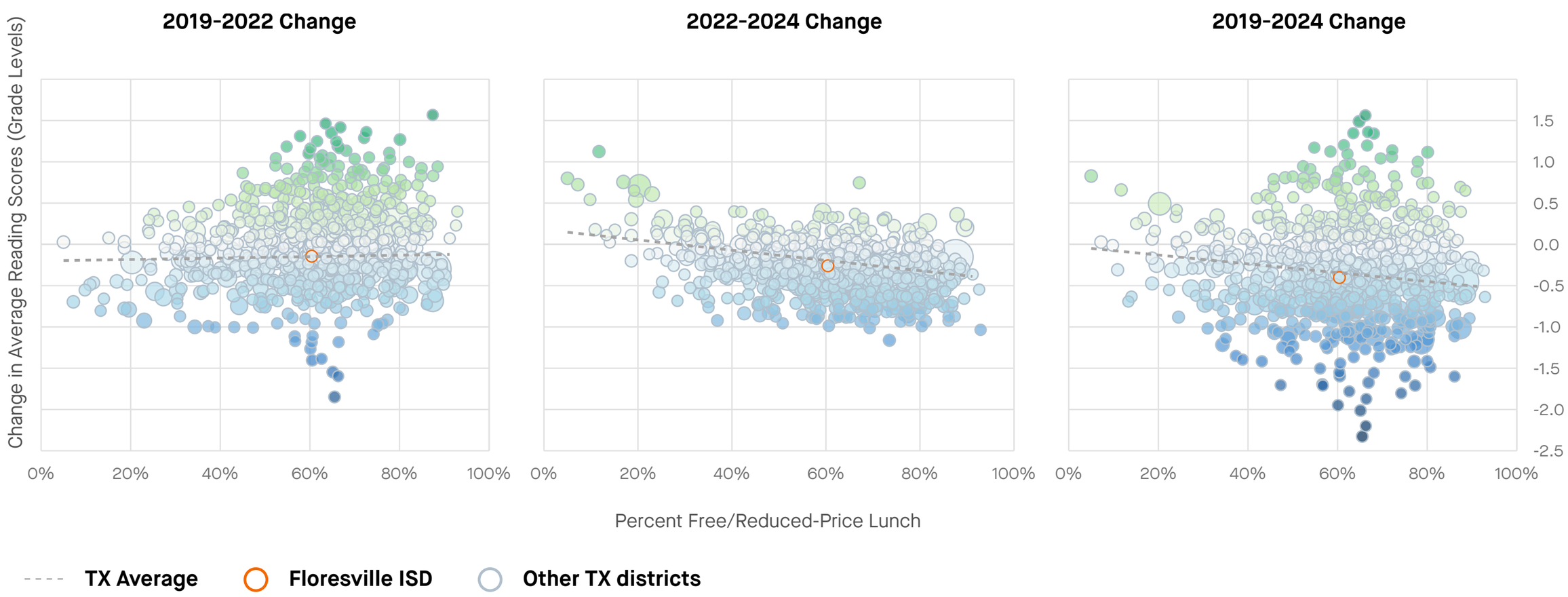
# Floresville ISD, TX



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



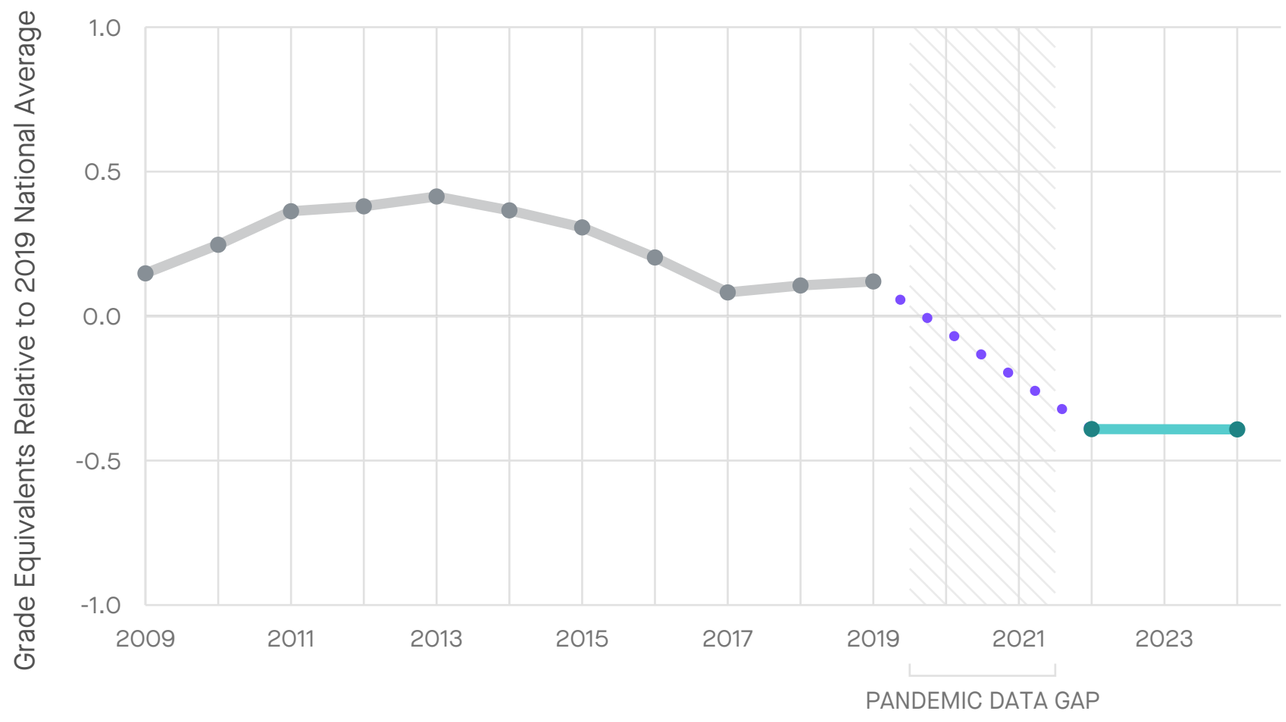

## Change in Reading Performance in Texas Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024



# Texas



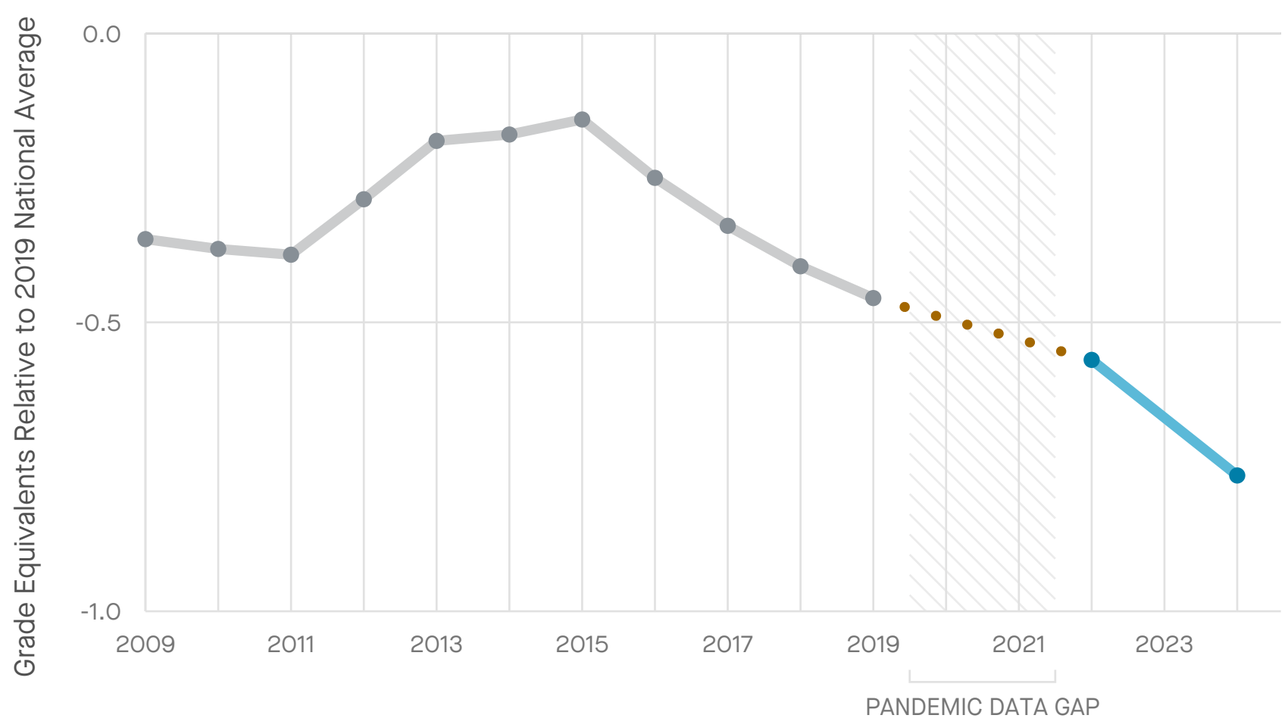
## Math Performance, Grades 3-8, 2009-2024




**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 |

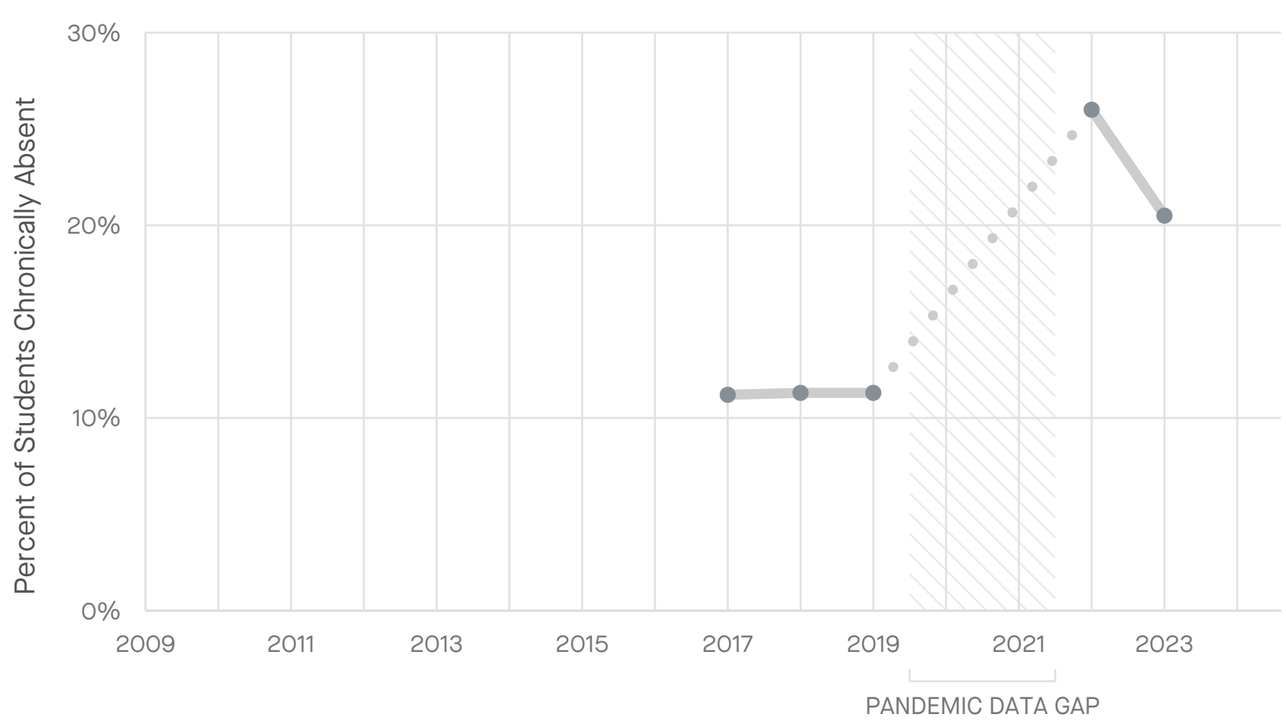
## Reading Performance, Grades 3-8, 2009-2024




**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**

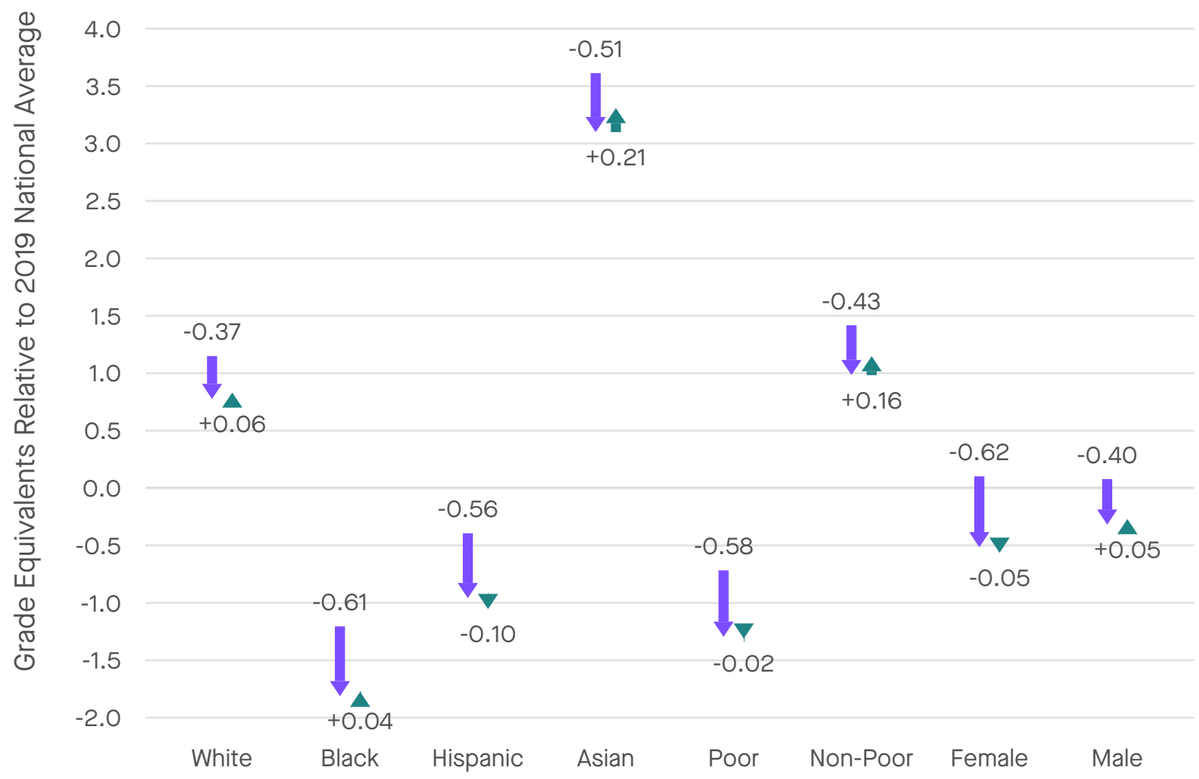
| | |
|---|---|
| **2019-2023 Change** | +0.09 |
| **Since 2009** | N/A |

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute

# Texas



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

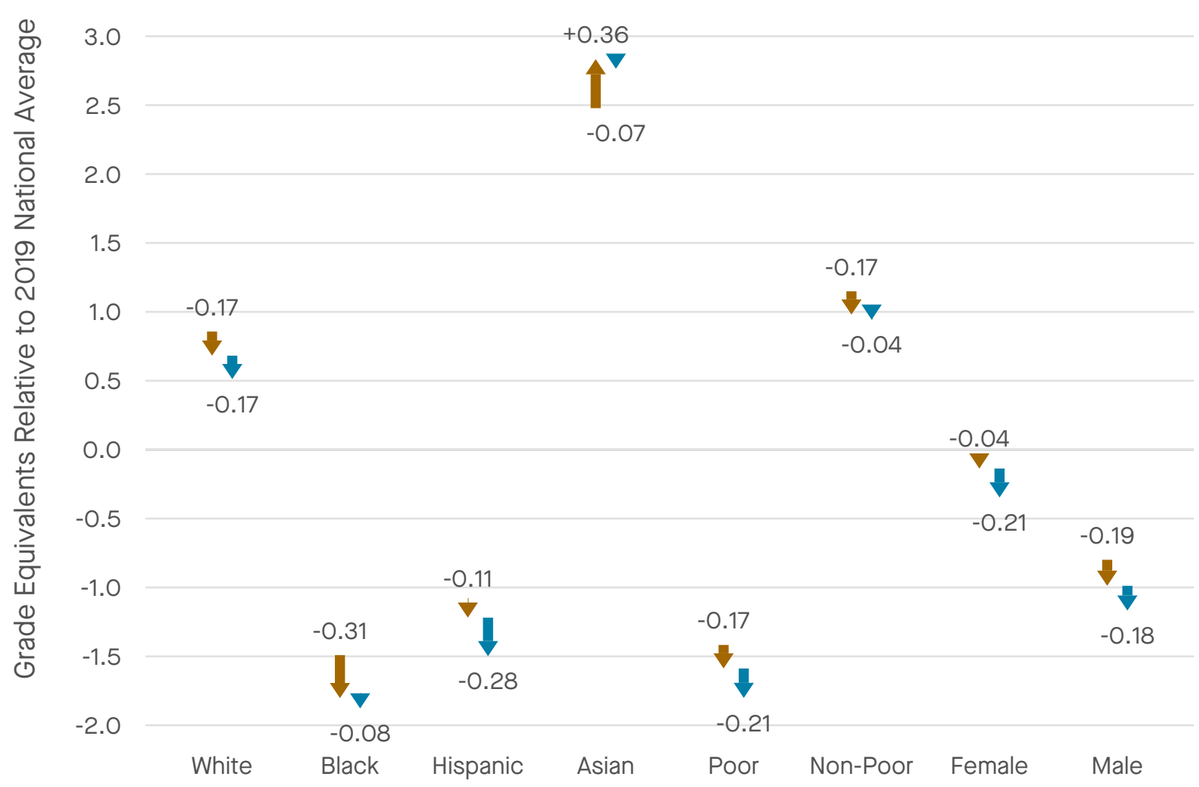



### Average Math Scores and Trends in Scores

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

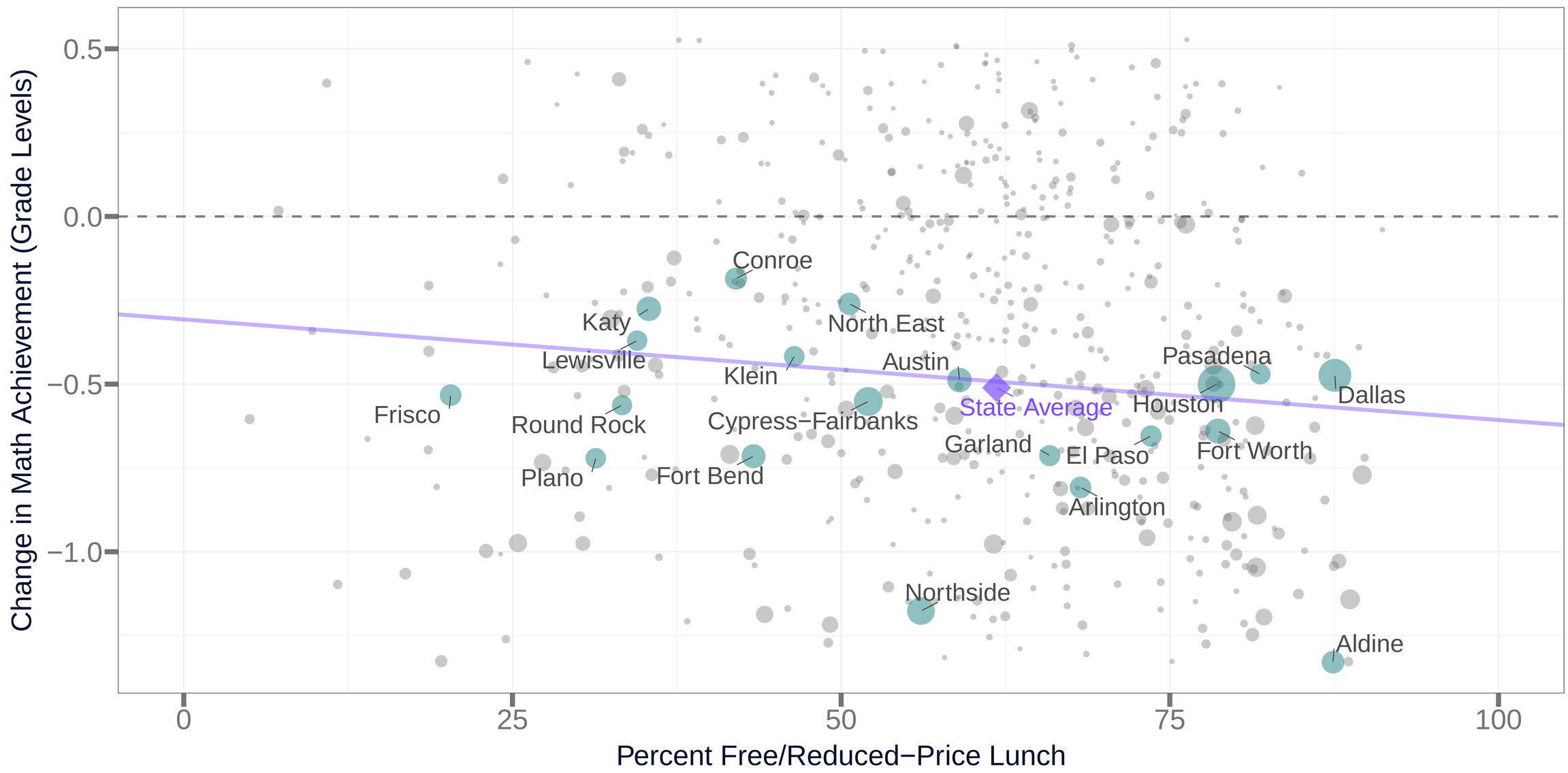



### Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

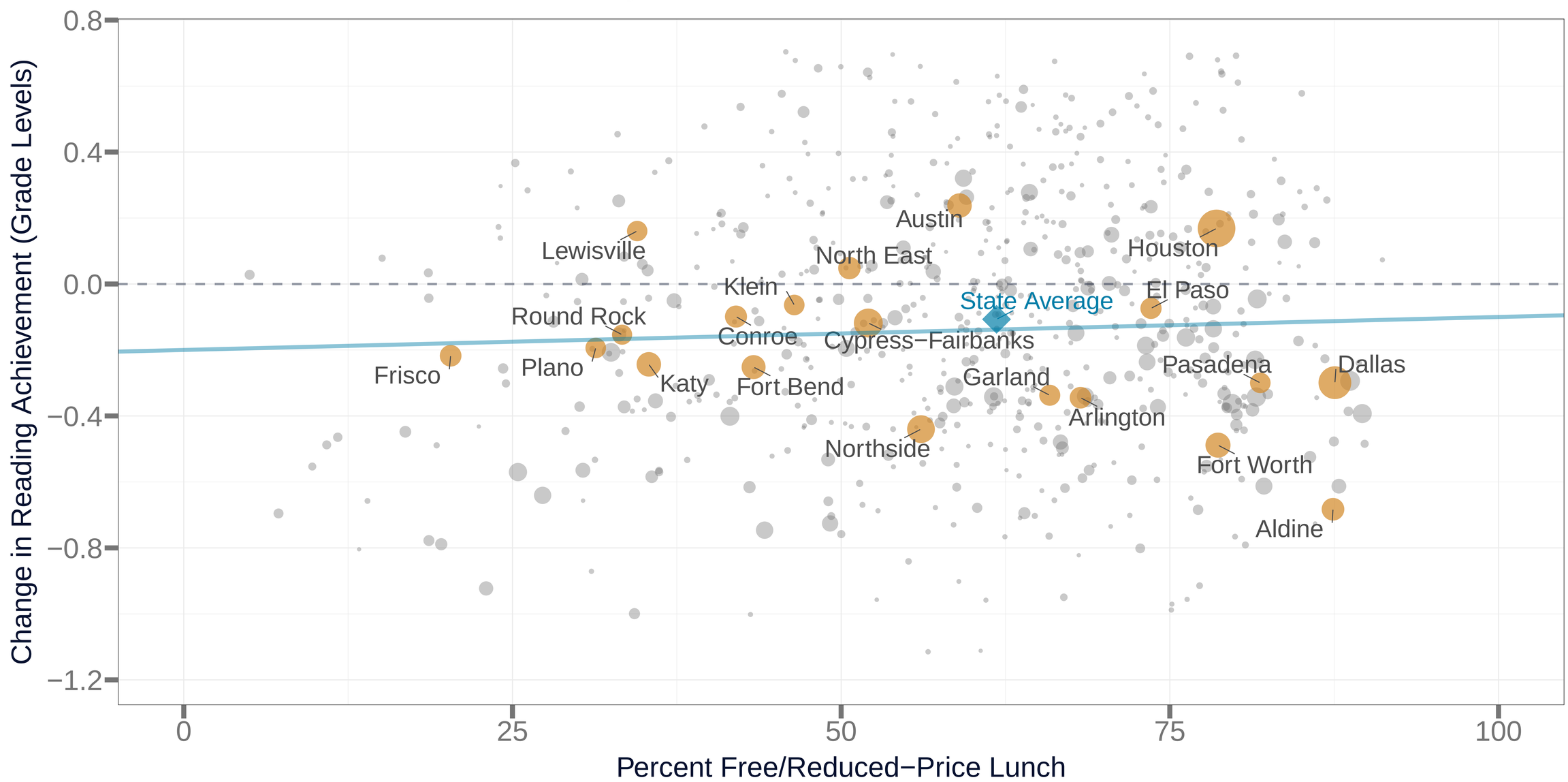
| | 2019 Average | 2022 Average | 2024 Average | 2019-22 Change | 2022-24 Change | 2019-24 Change |
|---|---|---|---|---|---|---|
| **White** | 0.86 | 0.68 | 0.51 | ↓ -0.17 | ↓ -0.17 | ↓ -0.35 |
| **Black** | -1.49 | -1.80 | -1.88 | ↓ -0.31 | ↓ -0.08 | ↓ -0.39 |
| **Hispanic** | -1.11 | -1.22 | -1.50 | ↓ -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



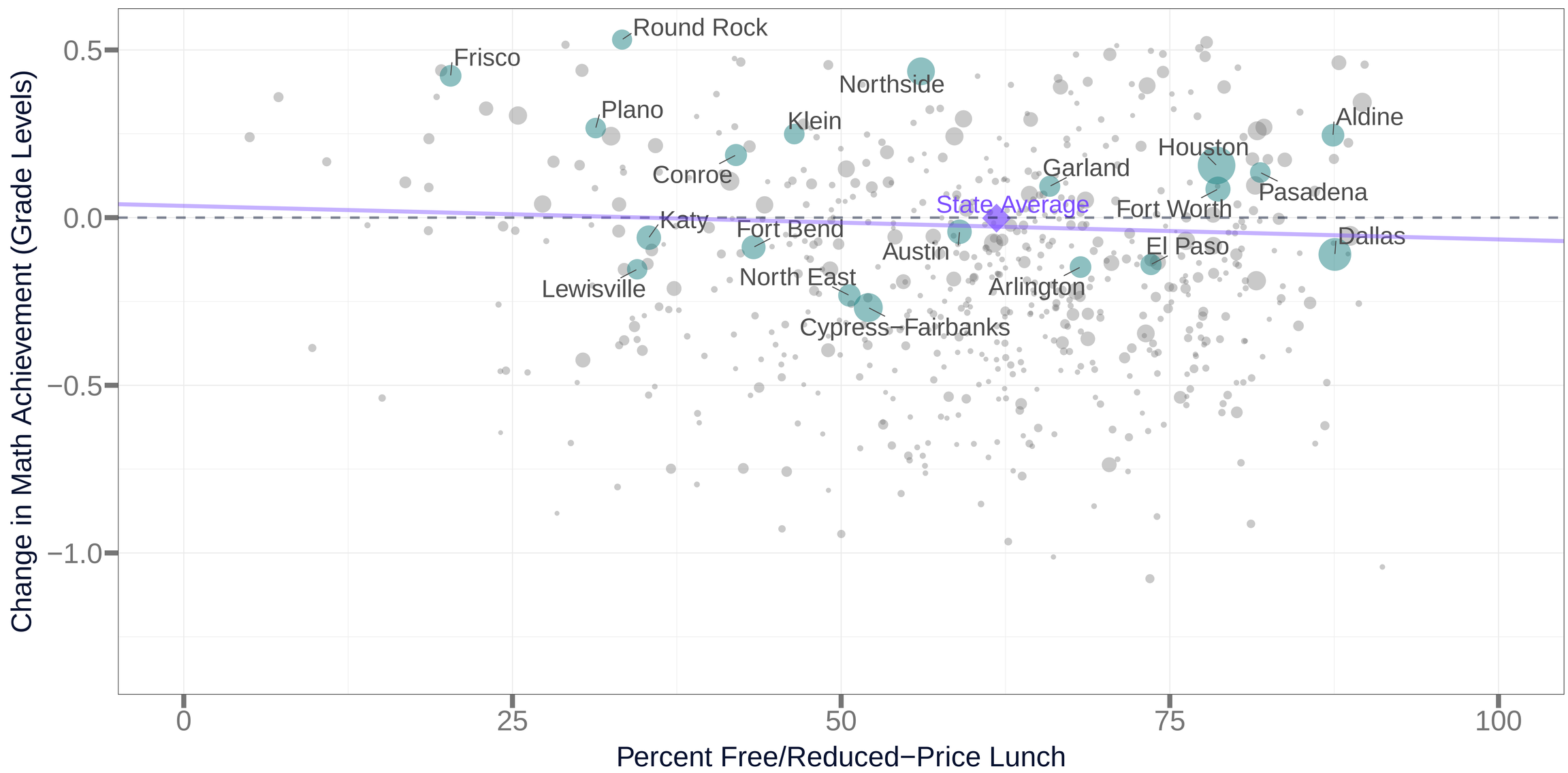

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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



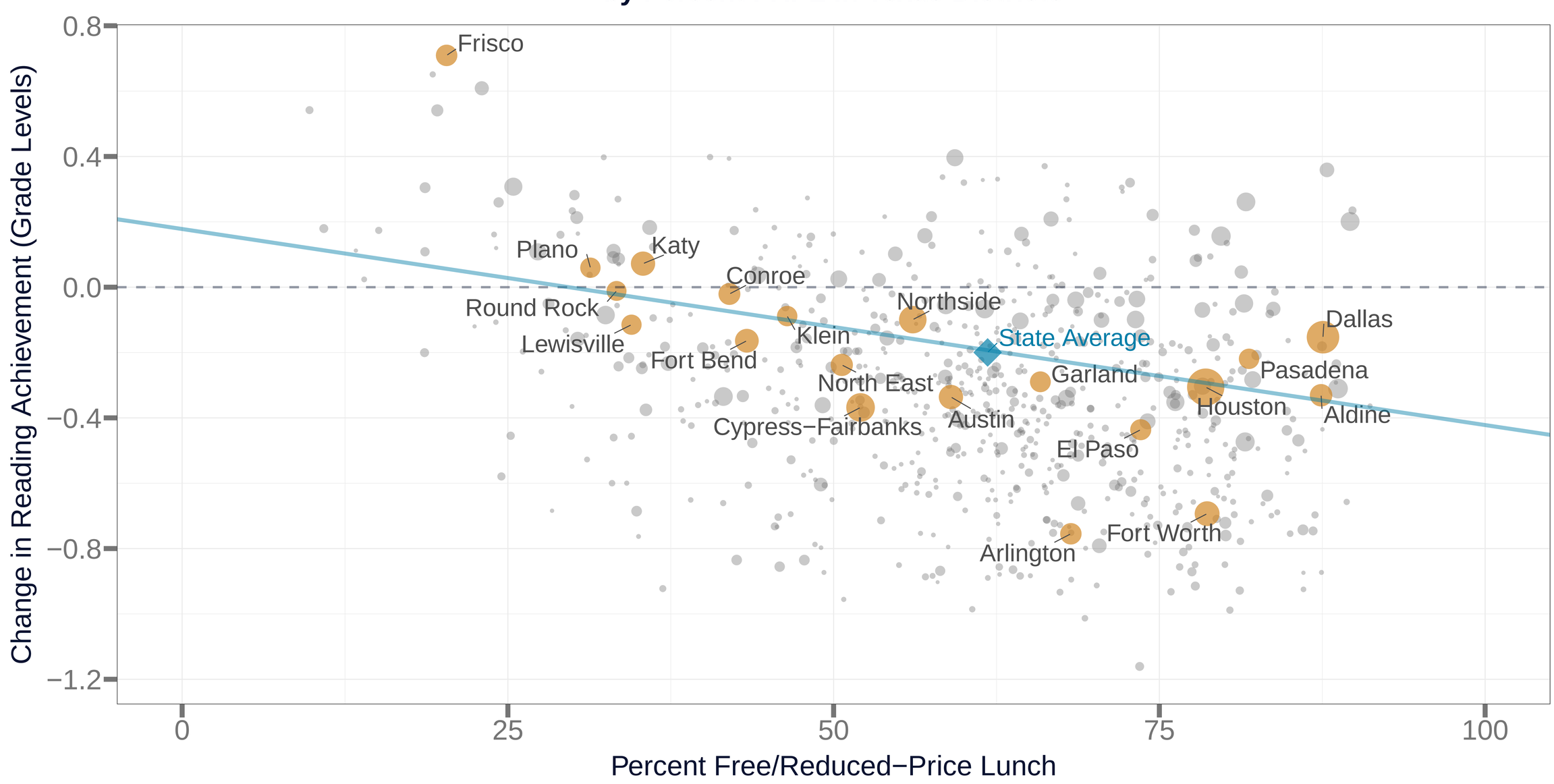

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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



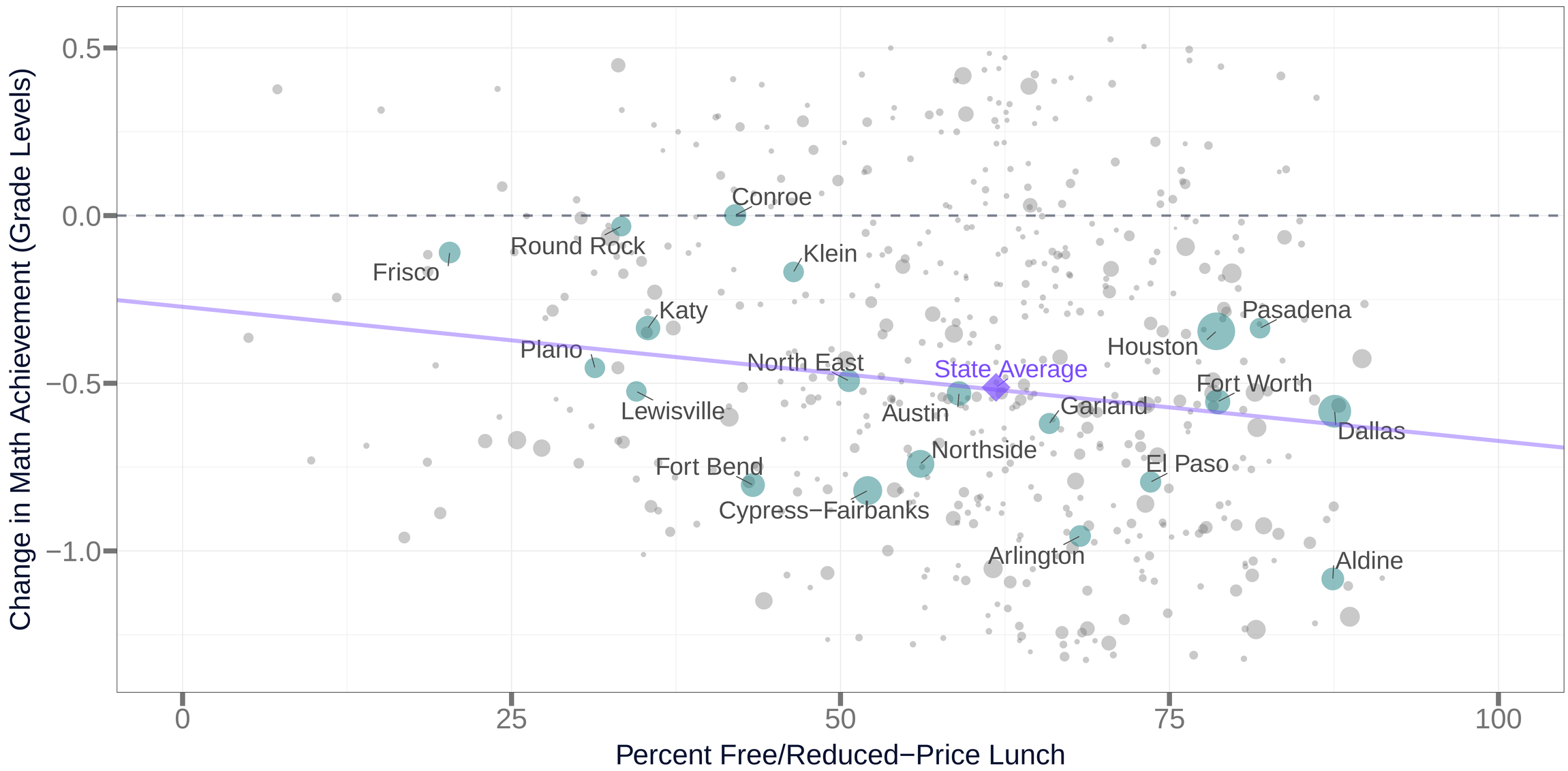

Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

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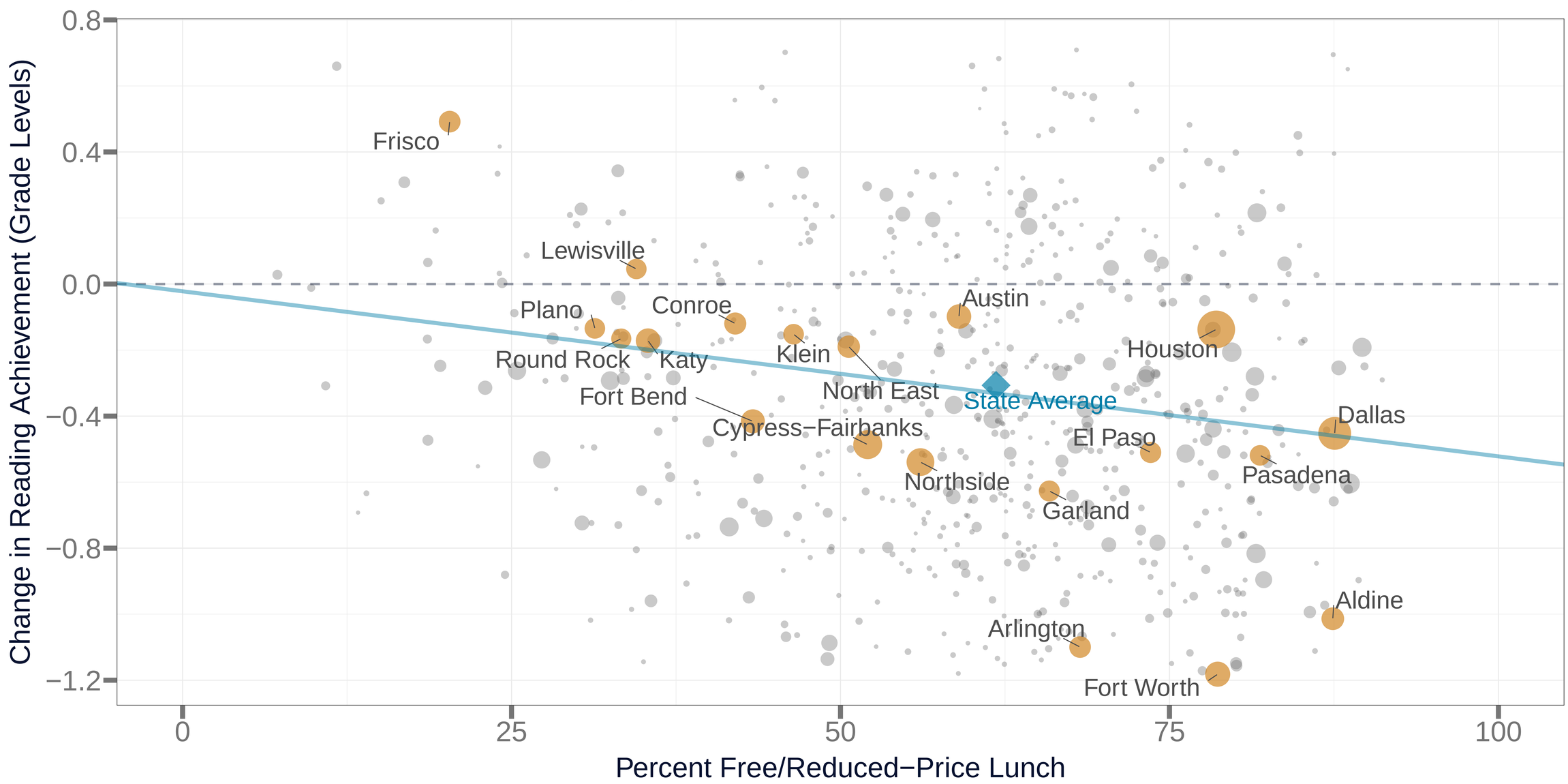
## Change in Reading Achievement 2019−2024
### by Percent FRPL in Texas Districts

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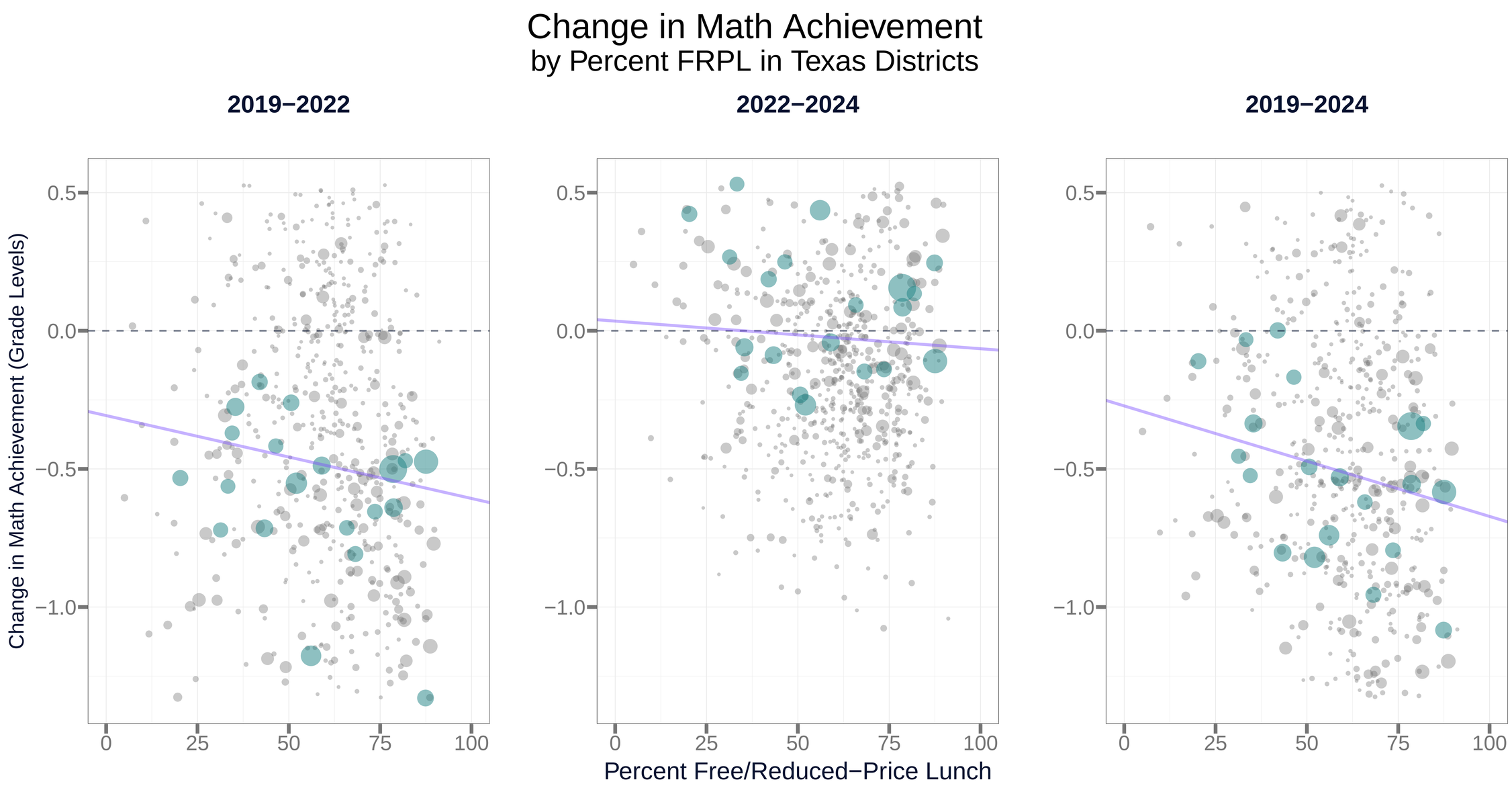
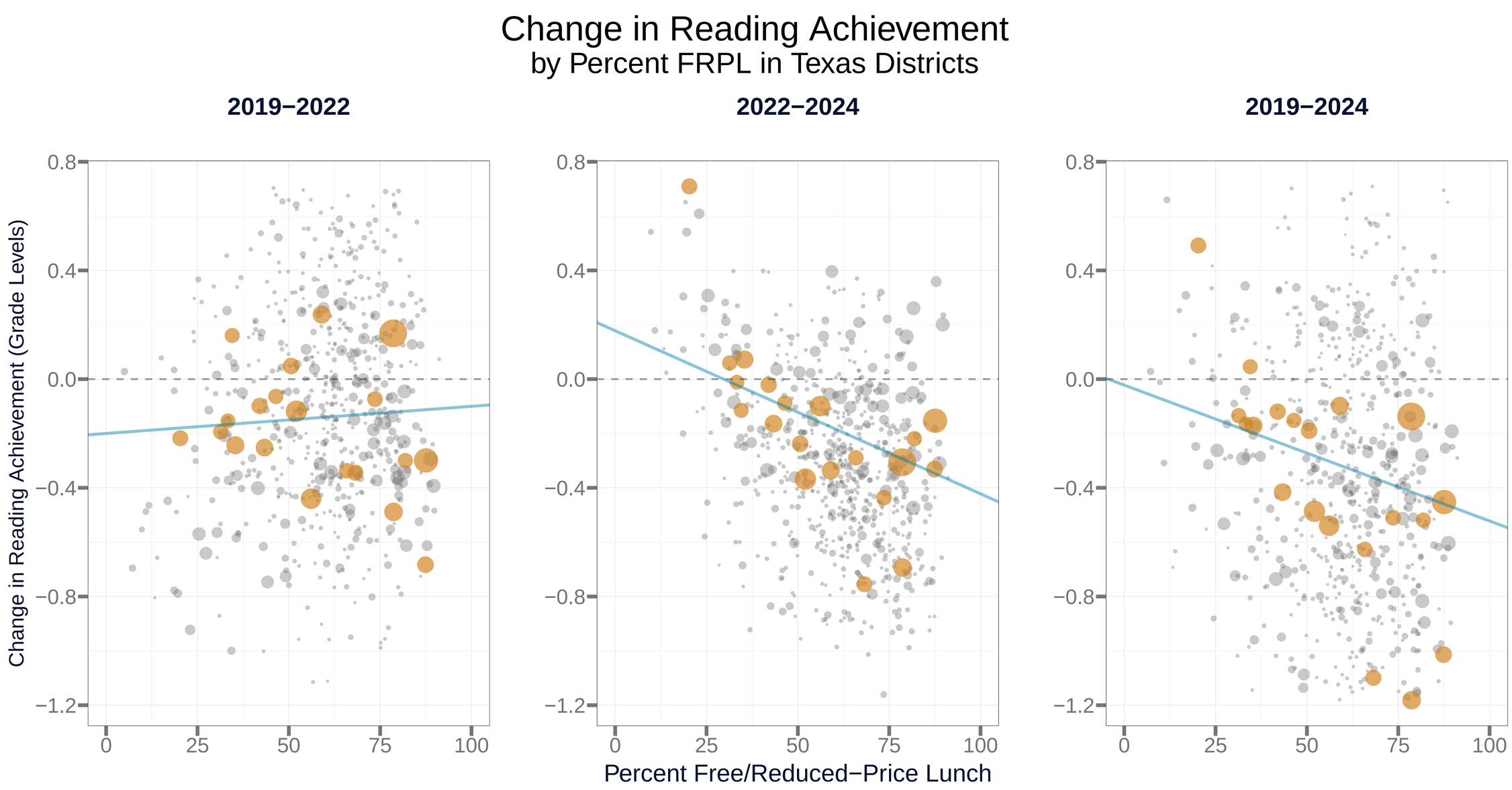



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.




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