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Trends in Academic Performance in Dayton, Tennessee

VERSION 2025.1

This report summarizes district-level educational outcomes using data from the Stanford Education Data Archive (SEDA) from 2009-2025. Figures may contain gaps where source data are unavailable.

For more information, please visit edopportunity.org

Report created by the Educational Opportunity Project at Stanford University in collaboration with the Education Scorecard at Harvard University, using data provided by the National Center for Education Statistics and the Education Data Center. See final page for full information on data sources.



Dayton, Tennessee



Average Grade 3-8 Test Scores, 2022-2025, by District Socioeconomic Status

Average test scores in grades 3-8 reflect the set of educational opportunities available to students in the district, including those provided by their families, preschools, neighborhoods, and elementary and middle schools.



Note: each bubble is a U.S. school district, with size proportional to district enrollment. Districts in Tennessee are highlighted. District socioeconomic status is a composite measure of a district's average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate. Test scores are measured in grade levels relative to the 2019 national average.

Average Test Scores and Trends, 2022-2025

ALL STUDENTS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
Dayton	-0.18	0.07
Similar Districts Avg.*	-0.12	-0.07
Tennessee	-0.32	0.00

Test scores are reported in grade level units, relative to the 2019 national average. For example, the first row above reads: "Students in Dayton performed 0.18 grade levels below the 2019 national average. Test scores in Dayton have been changing at a rate of +0.07 grade levels/year since 2022."

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Dayton are Unicoi County, Etowah, Athens, Manchester, and McKenzie.

STUDENT SUBGROUPS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
White	0.17	0.10
Black	N/A	N/A
Hispanic	-1.90	N/A
Asian	N/A	N/A
Poor	-1.35	N/A
Non-Poor	0.41	0.00
Female	0.09	0.05
Male	-0.41	0.08



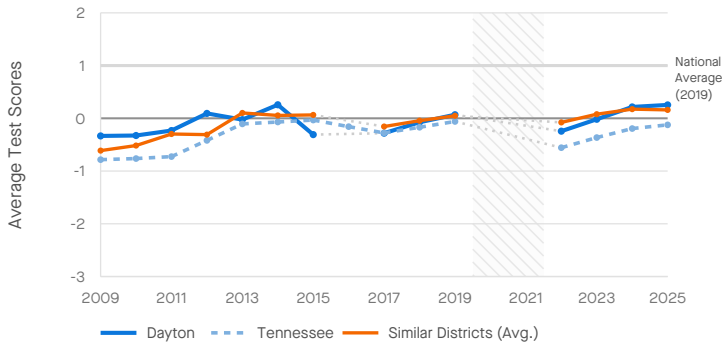
Dayton, Tennessee

Trends in Average Grade 3-8 Test Scores, 2009-2025, by Subject and Student Subgroup

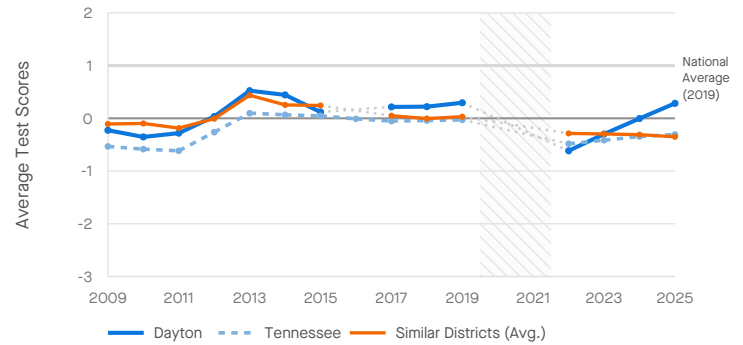


Trends in test scores may reflect changes in school quality, changes in demographics, and/or changes in out-of-school educational opportunities.

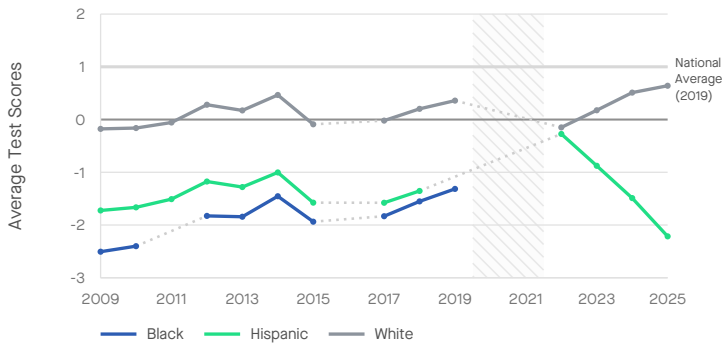
Trend in Math Scores (All Students)



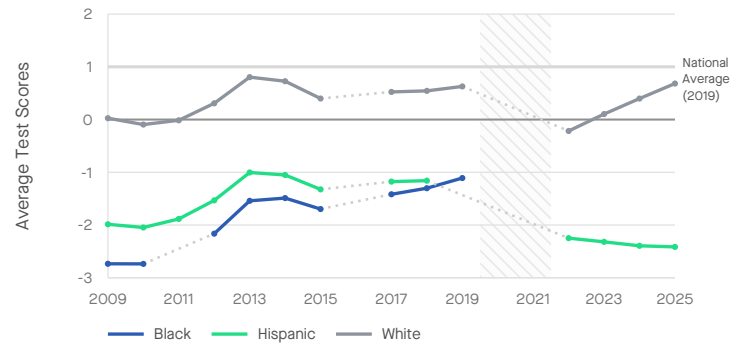
Trend in Reading Scores (All Students)



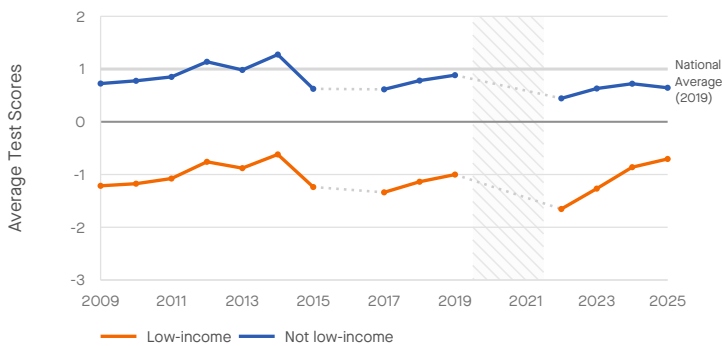
Trend in Math Scores, by Student Race/Ethnicity



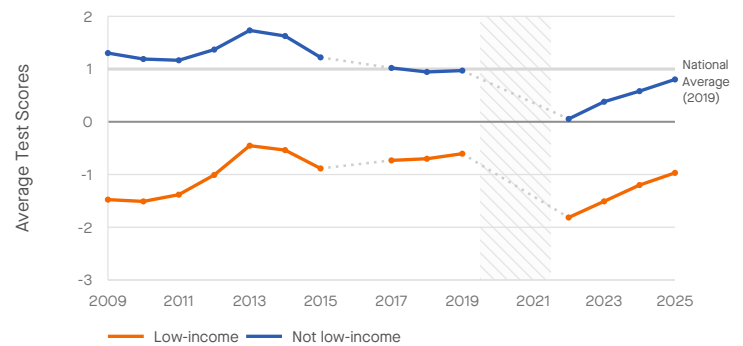
Trend in Reading Scores, by Student Race/Ethnicity



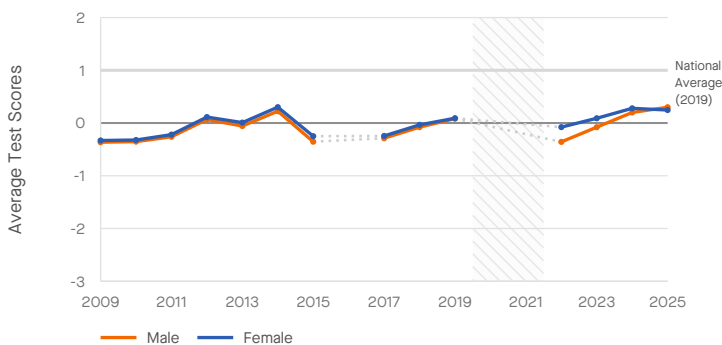
Trend in Math Scores, by Student Income Level



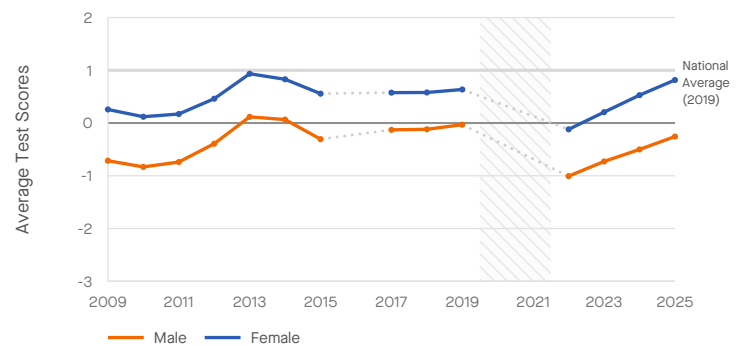
Trend in Reading Scores, by Student Income Level



Trend in Math Scores, by Student Gender



Trend in Reading Scores, by Student Gender

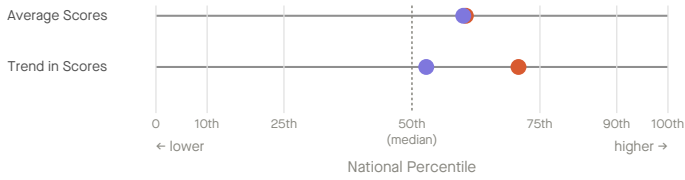


Dayton, Tennessee

Academic Performance Rankings, 2022-2025, Relative to Other Districts in the U.S.



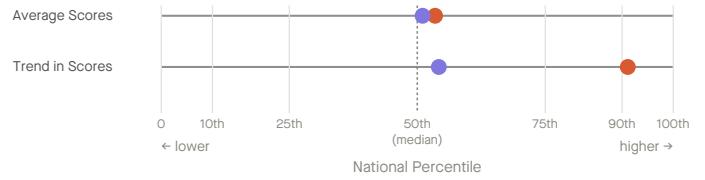
Math Ranks



	Average	Trend
Dayton	4,029 / 10,205 (61st pct)	1,597 / 5,468 (71st pct)
Similar Districts Avg.	4,081 / 10,205 (60th pct)	2,582 / 5,468 (53rd pct)

Dayton ranked higher than 61% of districts nationwide in average math performance during the 2022-25 school years (4,029th of 10,205 districts with available data).

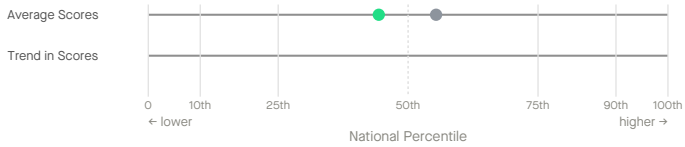
Reading Ranks



	Average	Trend
Dayton	4,688 / 10,076 (53rd pct)	505 / 5,673 (91st pct)
Similar Districts Avg.	4,934 / 10,076 (51st pct)	2,598 / 5,673 (54th pct)

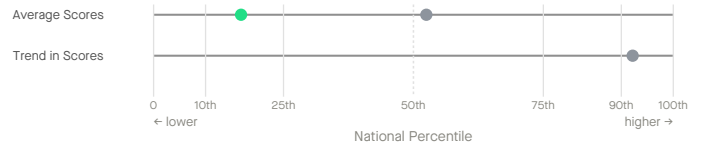
Dayton ranked higher than 53% of districts nationwide in average reading performance during the 2022-25 school years (4,688th of 10,076 districts with available data).

Math Ranks by Race/Ethnicity



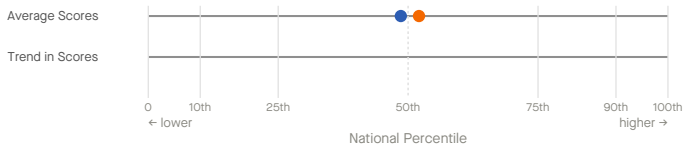
	Average	Trend
White	3,886 / 8,707 (55th pct)	N/A
Hispanic	2,551 / 4,583 (44th pct)	N/A

Reading Ranks by Race/Ethnicity



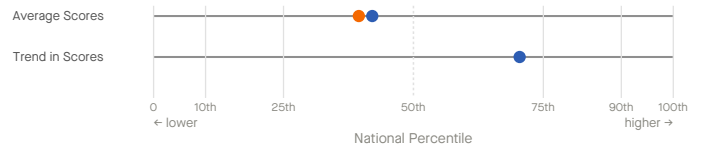
	Average	Trend
White	4,175 / 8,785 (52nd pct)	309 / 3,941 (92nd pct)
Hispanic	3,878 / 4,662 (17th pct)	N/A

Math Ranks by Income



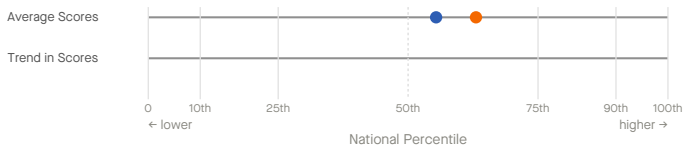
	Average	Trend
Low-income	4,252 / 8,875 (52nd pct)	N/A
Not low-income	4,364 / 8,489 (49th pct)	N/A

Reading Ranks by Income



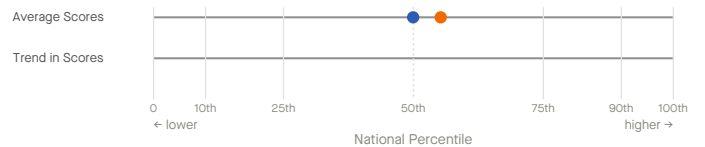
	Average	Trend
Low-income	5,438 / 8,987 (39th pct)	N/A
Not low-income	4,980 / 8,596 (42nd pct)	980 / 3,311 (70th pct)

Math Ranks by Gender



	Average	Trend
Female	3,144 / 8,509 (63rd pct)	N/A
Male	3,792 / 8,497 (55th pct)	N/A

Reading Ranks by Gender



	Average	Trend
Female	3,881 / 8,670 (55th pct)	N/A
Male	4,332 / 8,652 (50th pct)	N/A

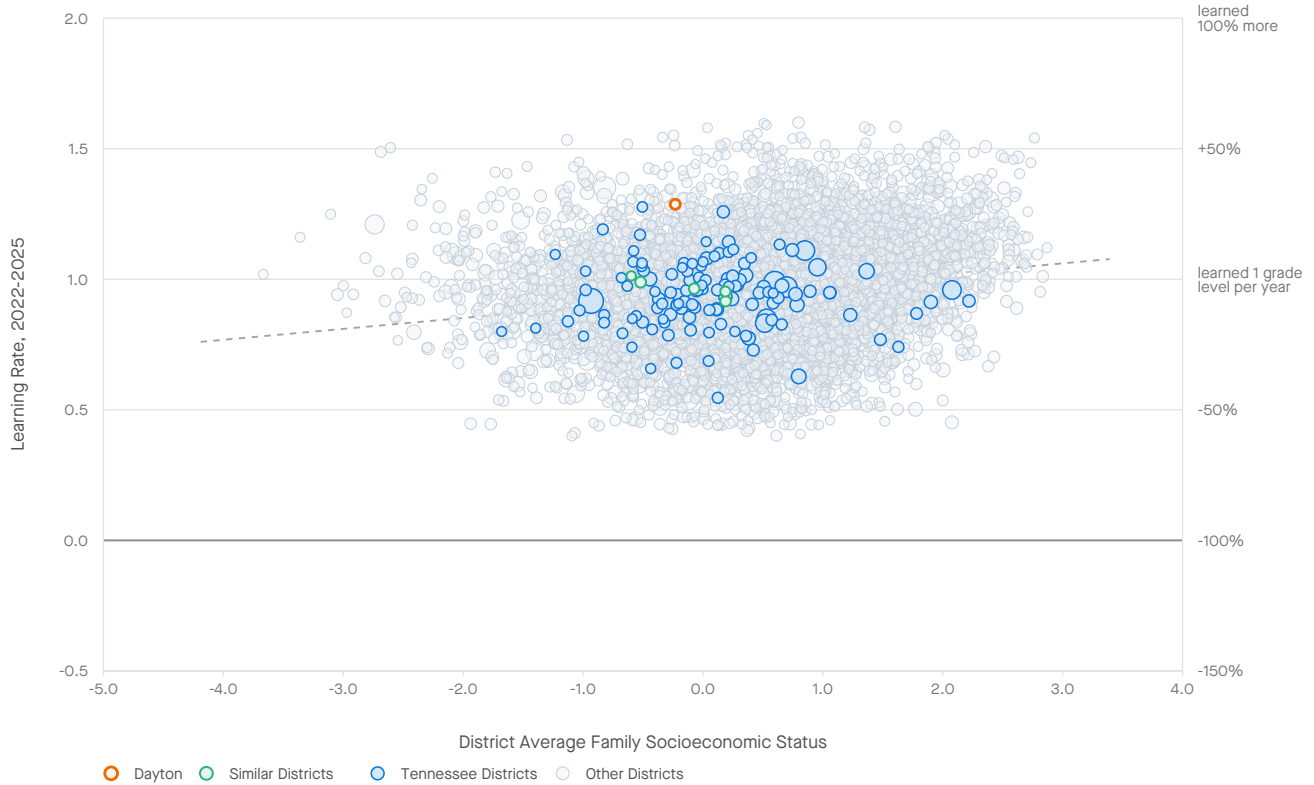


Dayton, Tennessee

Average Grades 3-8 Learning Rates, 2022-2025, by District Socioeconomic Status



Learning rates measure how much students' scores improve as they progress from grade to grade. They are a better indicator of school quality than average test scores, which are influenced by a range of experiences outside of school.



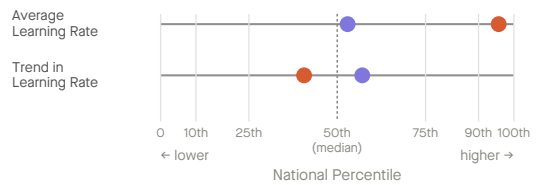
Note: each bubble is a U.S. school district, with size proportional to district enrollment. Districts in Tennessee are highlighted. District socioeconomic status is a composite measure of a district's average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate.

Learning Rates and Trends, 2022-2025

Learning Rate Rankings

ALL STUDENTS

	2022-2025 Learning Rate	2022-2025 Trend in Learning Rates
Dayton	1.29	-0.02
Similar Districts Avg.*	0.96	0.00
Tennessee	0.95	-0.01



Learning rates are measured in grade levels of skills gained per year and are averaged over math and reading. The national average learning rate is 1.0. For example, the first row above reads: "Students in Dayton learned an average of 1.29 grade levels/year during 2022-2025. Learning rates in Dayton have been changing at a rate of -0.02 grade levels/year since 2022."

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Dayton are Unicoi County, Etowah, Athens, Manchester, and McKenzie.

	Average	Trend
Dayton	352 / 8,147 (96th pct)	3,602 / 6,065 (41st pct)
Similar Districts Avg.	3,835 / 8,147 (53rd pct)	2,604 / 6,065 (57th pct)

Dayton ranked higher than 96% of districts nationwide in average learning rates during the 2022-25 school years (352nd of 8,147 districts with available data).



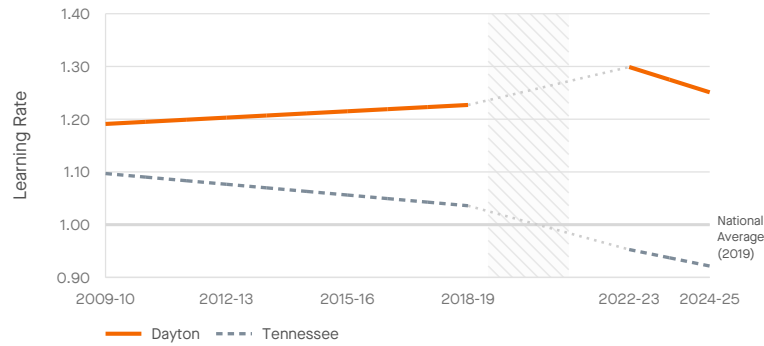
Dayton, Tennessee

Trends in Average Grade 3-8 Learning Rates, 2009-2025, by Student Subgroup

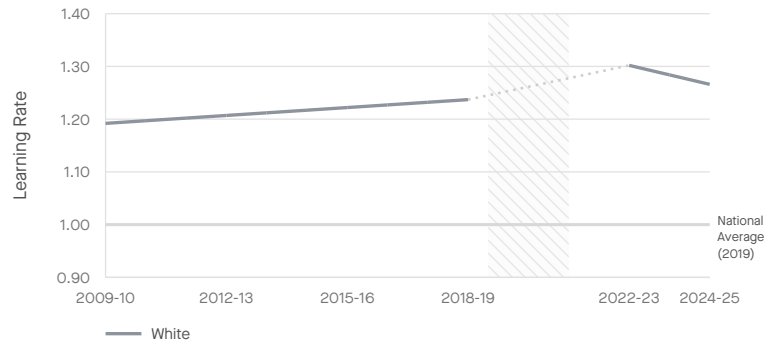


Trends in learning rates measure how annual learning rates change over time. They are a better indicator of changes in school quality than trends in average test scores, which are influenced by a range of experiences outside of school.

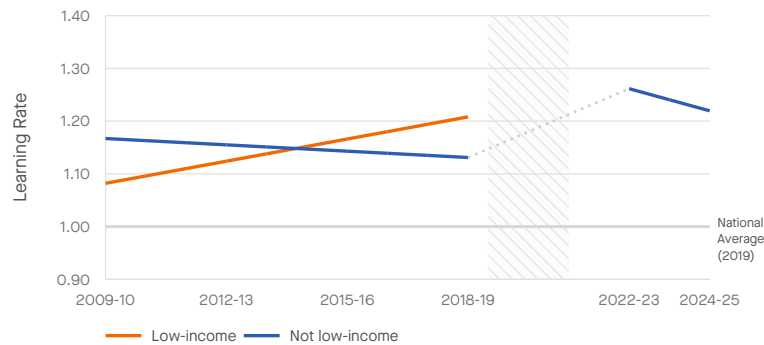
Trend in Learning Rates (All Students)



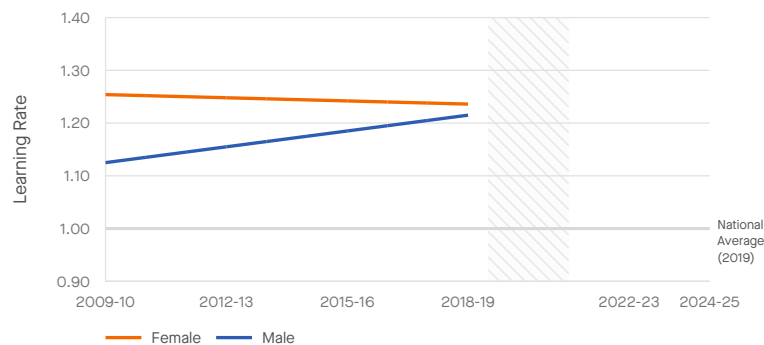
Trend in Learning Rates, by Student Race/Ethnicity



Trend in Learning Rates, by Student Income Level



Trend in Learning Rates, by Student Gender



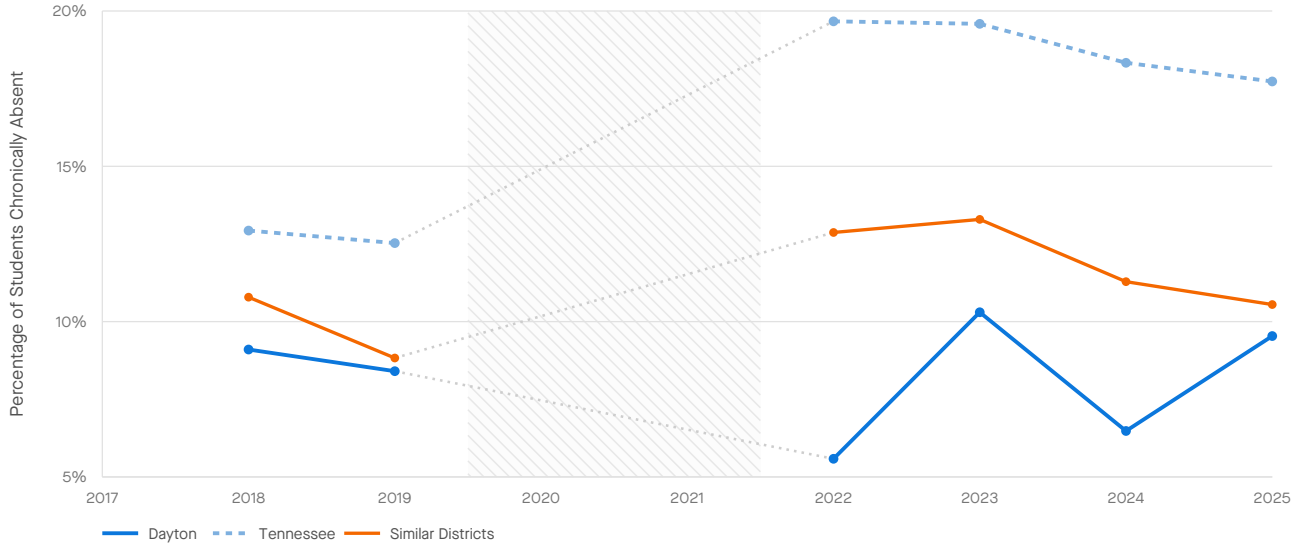
Dayton, Tennessee

Trends in Chronic Absenteeism



Chronic absenteeism rates indicate the proportion of students who were absent 10% or more of the school year.

Trends in Chronic Absenteeism



Trends in Chronic Absenteeism

ALL STUDENTS

	2017-2019 Avg. Chronic Absenteeism	2022-2025 Avg. Chronic Absenteeism	Change
Dayton	8.8	8.0	-0.8
Similar Districts Avg.*	9.2	12.0	+2.8
Tennessee	12.7	18.8	+6.1

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Dayton are Unicoi County, Etowah, Athens, Manchester, and McKenzie.

Absenteeism data courtesy of [Nat Malkus, American Enterprise Institute](#).



Dayton, Tennessee



Changes in Average Math Scores in Tennessee Districts, 2019-2025 and 2022-2025, by District Free/Reduced-Price Lunch Eligibility Rate

Change in Math Scores, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average

Change in Math Scores, 2022-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average



Dayton, Tennessee



Changes in Average Reading Scores in Tennessee Districts, 2019-2025 and 2022-2025, by District Free/Reduced-Price Lunch Eligibility Rate

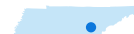
Change in Reading Scores, 2019-2025



Change in Reading Scores, 2022-2025



Dayton, Tennessee



Change in Chronic Absenteeism in Tennessee Districts, 2019-2025, by District Free/Reduced-Price Lunch Eligibility Rate

Change in Chronic Absenteeism, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average





Notes & Acknowledgments

This report summarizes academic performance in Dayton from 2008-09 through 2024-25, using data from the Stanford Education Data Archive (SEDA). SEDA is a national database of U.S. academic performance produced by the Educational Opportunity Project at Stanford University. The SEDA data are based on the standardized accountability tests in math and reading language arts (RLA) administered by each state to all public-school students in grades 3-8.

The raw test score data used to construct the SEDA 2022-2025 estimates here were graciously provided to us by Emily Oster and Clare Halloran at the [Education Data Center](#). The raw test score data used to construct the SEDA 2009-2019 estimates are available through the [EDFacts](#) data system at the U.S. Department of Education, and were provided to us by the National Center for Education Statistics (NCES). Detailed NAEP data used to harmonize test scores across states was provided by NCES and the National Assessment Governing Board. Chronic absenteeism data were provided by [Nat Malkus at the American Enterprise Institute](#). Funding to construct and analyze SEDA was provided by the Gates Foundation. Funding for the Education Scorecard was provided by the Carnegie Corporation of New York, Bloomberg Philanthropies, Joyce Foundation, Kenneth C. Griffin and Citadel Catalyst. The findings and opinions expressed in our research and reported here are those of the authors alone; they do not represent the views of any of the above organizations.

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