



GENERATED ON APRIL 28, 2026

Trends in Academic Performance in Winona ISD, Texas

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.

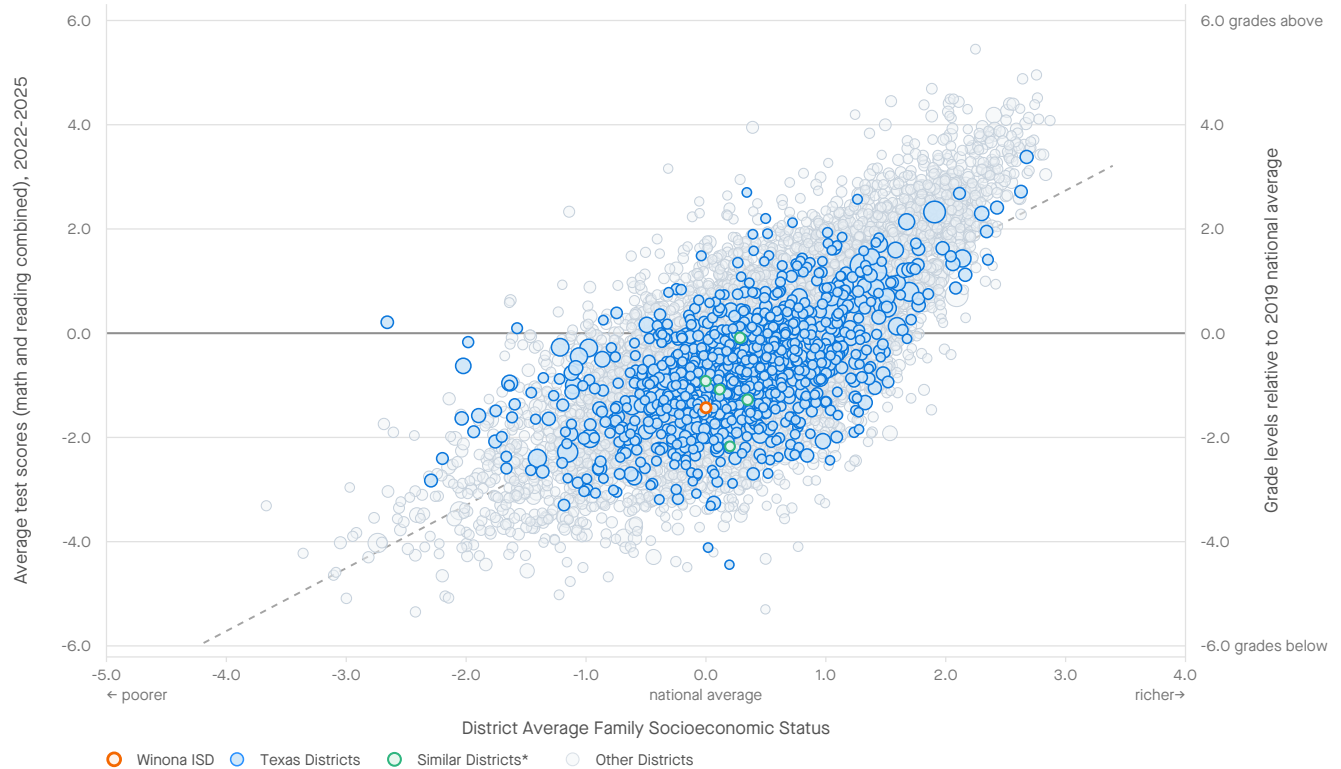


Winona ISD, Texas



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 Texas 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
Winona ISD	-1.43	-0.30
Similar Districts Avg.*	-0.95	-0.16
Texas	-0.51	-0.02

Test scores are reported in grade level units, relative to the 2019 national average. For example, the first row above reads: "Students in Winona ISD performed 1.43 grade levels below the 2019 national average. Test scores in Winona ISD have been changing at a rate of -0.30 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 Winona ISD are Tatum ISD, Kerens ISD, Anahuac ISD, Somerville ISD, and West Rusk County Consolidated ISD.

STUDENT SUBGROUPS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
White	-1.01	N/A
Black	-2.65	N/A
Hispanic	-1.38	-0.32
Asian	N/A	N/A
Poor	-1.69	-0.37
Non-Poor	-0.16	N/A
Female	-1.19	-0.27
Male	-1.66	-0.33



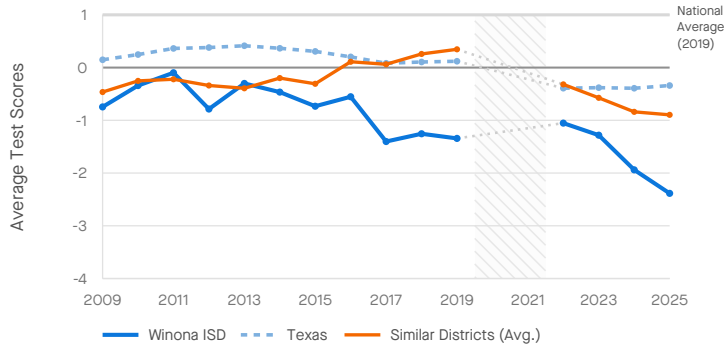
Winona ISD, Texas

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

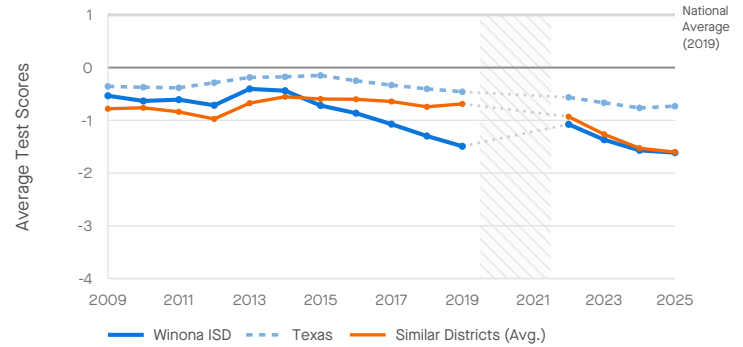


Trends in test scores may reflect changes in school quality, changes in demographics, and/or changes in out-of-school educational opportunities.

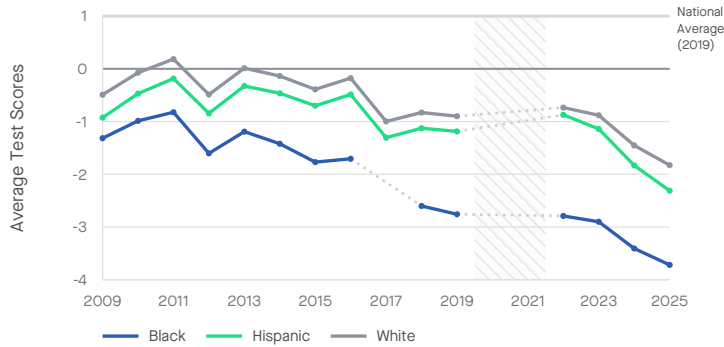
Trend in Math Scores (All Students)



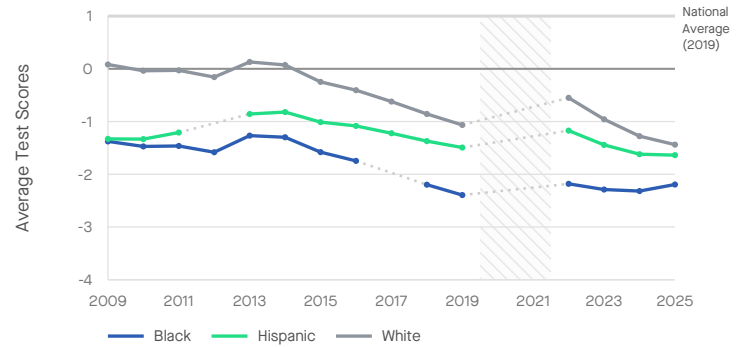
Trend in Reading Scores (All Students)



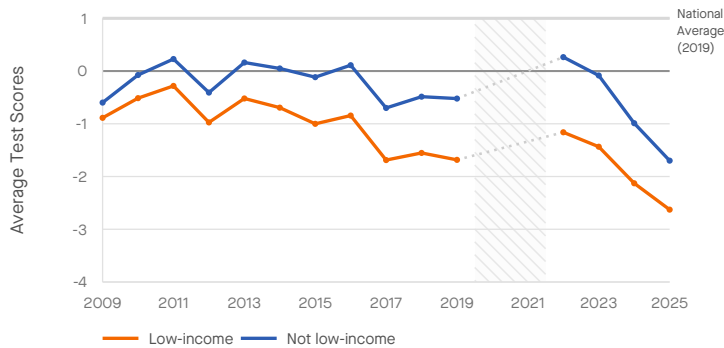
Trend in Math Scores, by Student Race/Ethnicity



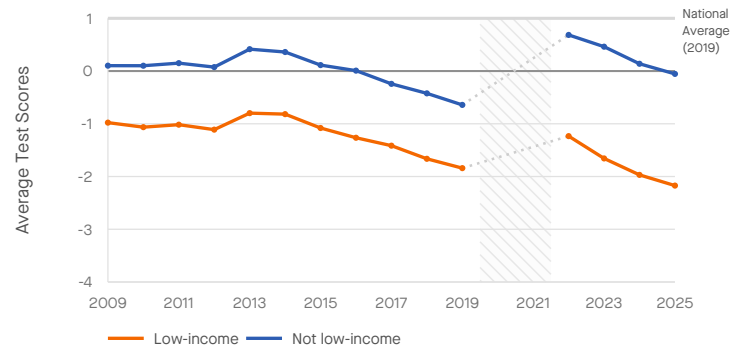
Trend in Reading Scores, by Student Race/Ethnicity



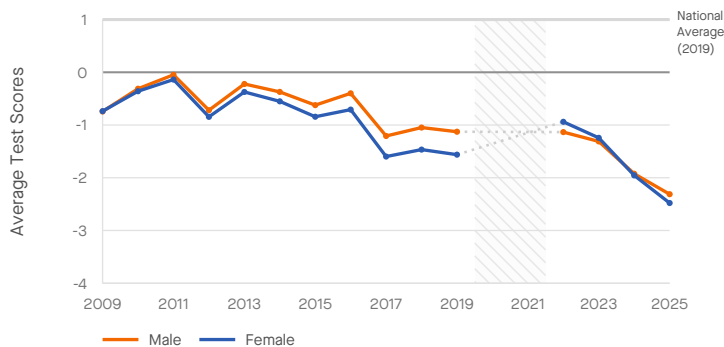
Trend in Math Scores, by Student Income Level



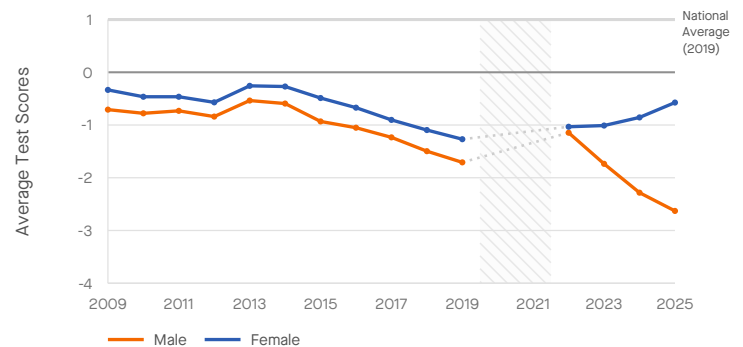
Trend in Reading Scores, by Student Income Level



Trend in Math Scores, by Student Gender



Trend in Reading Scores, by Student Gender

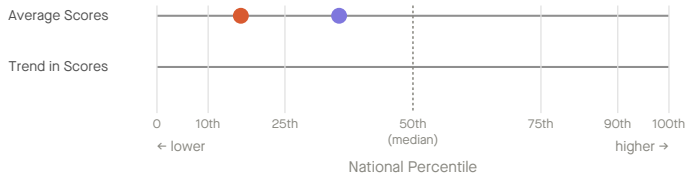


Winona ISD, Texas

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



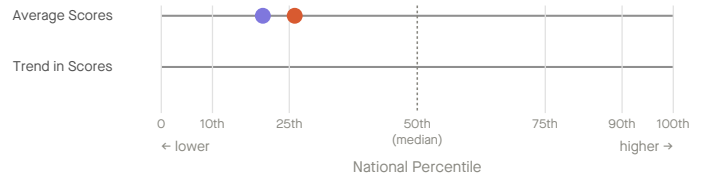
Math Ranks



	Average	Trend
● Winona ISD	8,533 / 10,205 (16th pct)	N/A
● Similar Districts Avg.	6,575 / 10,205 (36th pct)	N/A

Winona ISD ranked higher than 16% of districts nationwide in average math performance during the 2022-25 school years (8,533rd of 10,205 districts with available data).

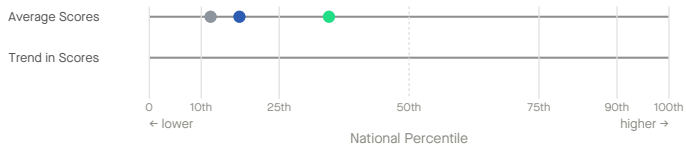
Reading Ranks



	Average	Trend
● Winona ISD	7,451 / 10,076 (26th pct)	N/A
● Similar Districts Avg.	8,077 / 10,076 (20th pct)	N/A

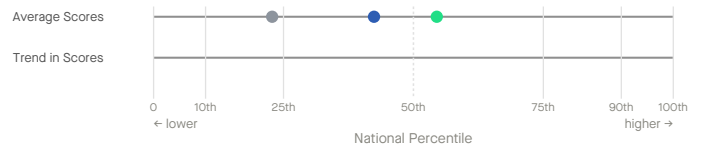
Winona ISD ranked higher than 26% of districts nationwide in average reading performance during the 2022-25 school years (7,451st of 10,076 districts with available data).

Math Ranks by Race/Ethnicity



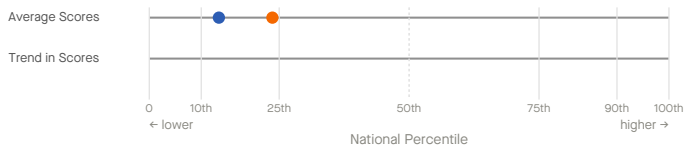
	Average	Trend
● White	7,680 / 8,707 (12th pct)	N/A
● Black	2,073 / 2,508 (17th pct)	N/A
● Hispanic	2,999 / 4,583 (35th pct)	N/A

Reading Ranks by Race/Ethnicity



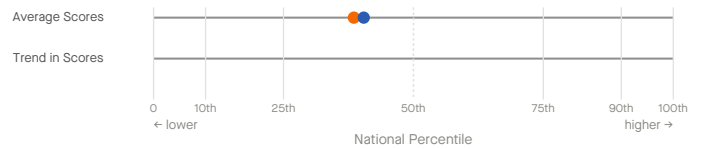
	Average	Trend
● White	6,781 / 8,785 (23rd pct)	N/A
● Black	1,523 / 2,644 (42nd pct)	N/A
● Hispanic	2,122 / 4,662 (54th pct)	N/A

Math Ranks by Income



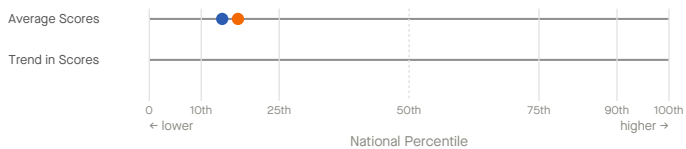
	Average	Trend
● Low-income	6,773 / 8,875 (24th pct)	N/A
● Not low-income	7,352 / 8,489 (13th pct)	N/A

Reading Ranks by Income



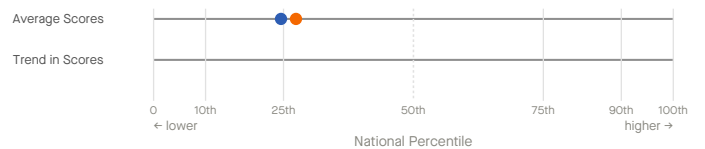
	Average	Trend
● Low-income	5,524 / 8,987 (39th pct)	N/A
● Not low-income	5,121 / 8,596 (40th pct)	N/A

Math Ranks by Gender



	Average	Trend
● Female	7,057 / 8,509 (17th pct)	N/A
● Male	7,305 / 8,497 (14th pct)	N/A

Reading Ranks by Gender



	Average	Trend
● Female	6,295 / 8,670 (27th pct)	N/A
● Male	6,531 / 8,652 (25th pct)	N/A

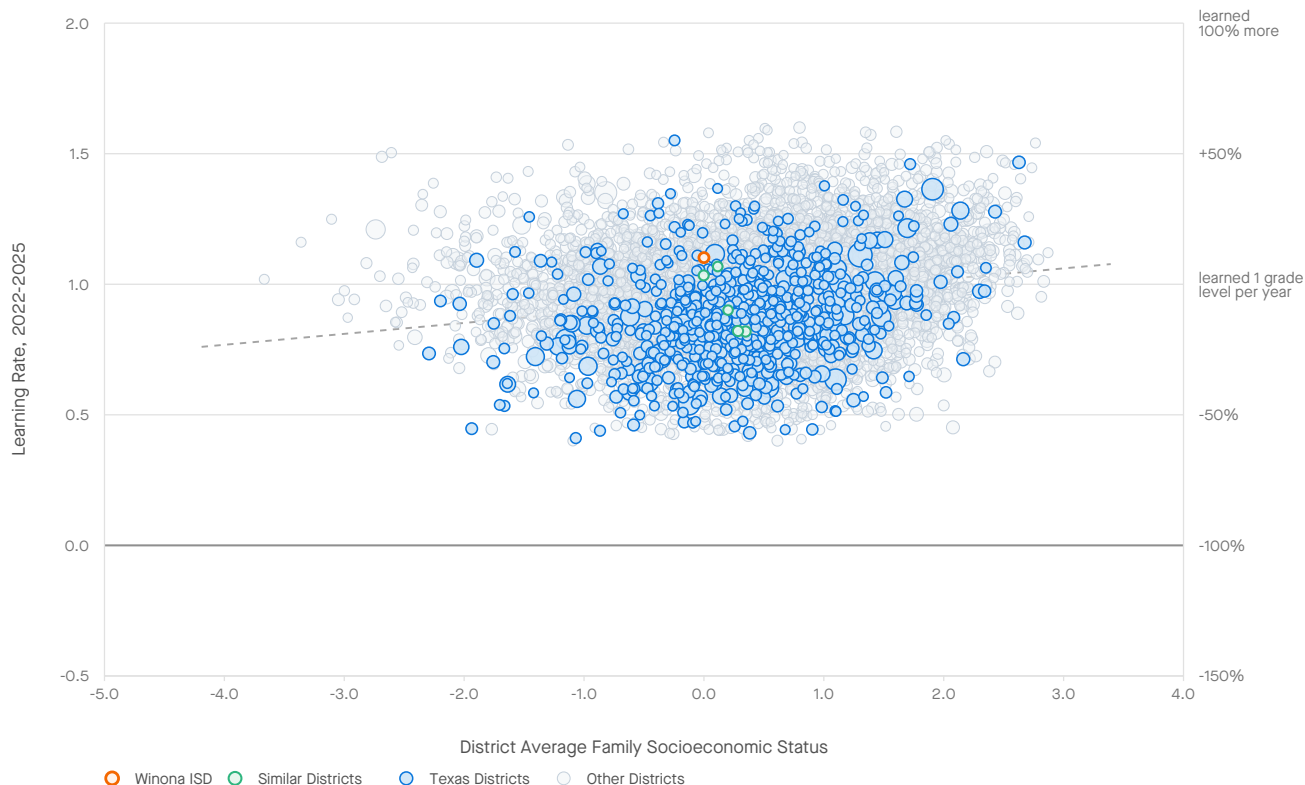


Winona ISD, Texas



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 Texas 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

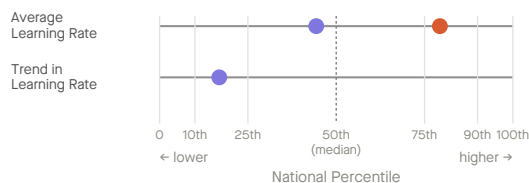
ALL STUDENTS

	2022-2025 Learning Rate	2022-2025 Trend in Learning Rates
Winona ISD	1.10	N/A
Similar Districts Avg.*	0.90	-0.06
Texas	0.86	-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.

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Winona ISD are Tatum ISD, Kerens ISD, Anahuac ISD, Somerville ISD, and West Rusk County Consolidated ISD.

Learning Rate Rankings



	Average	Trend
Winona ISD	1,684 / 8,147 (79th pct)	N/A
Similar Districts Avg.	4,535 / 8,147 (44th pct)	5,041 / 6,065 (17th pct)

Winona ISD ranked higher than 79% of districts nationwide in average learning rates during the 2022-25 school years (1,684th of 8,147 districts with available data).



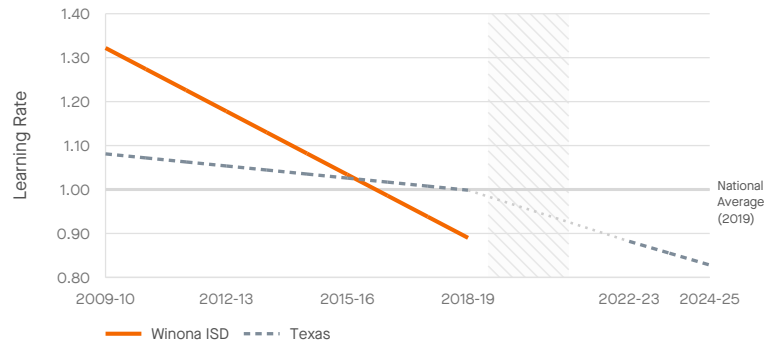
Winona ISD, Texas



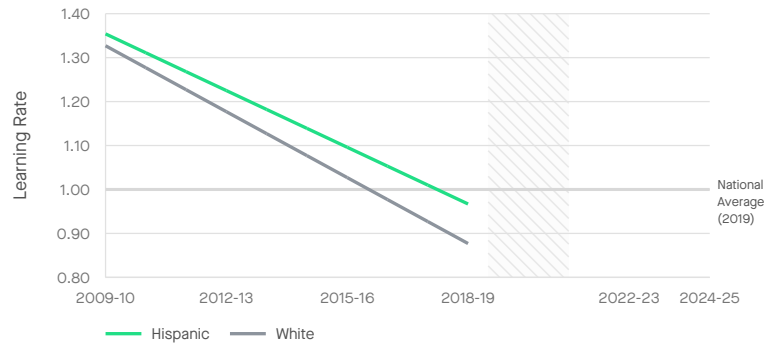
Trends in Average Grade 3-8 Learning Rates, 2009-2025, by Student Subgroup

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.

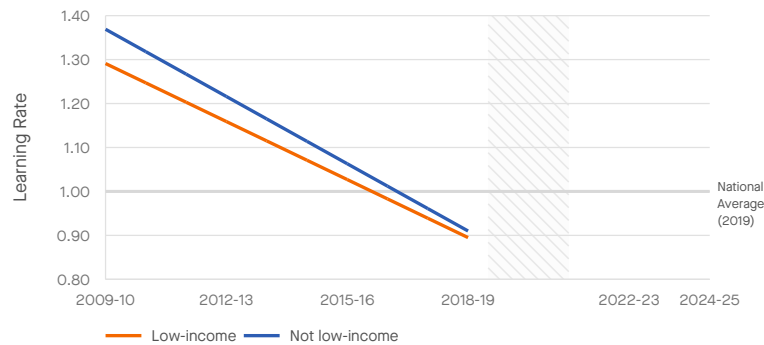
Trend in Learning Rates (All Students)



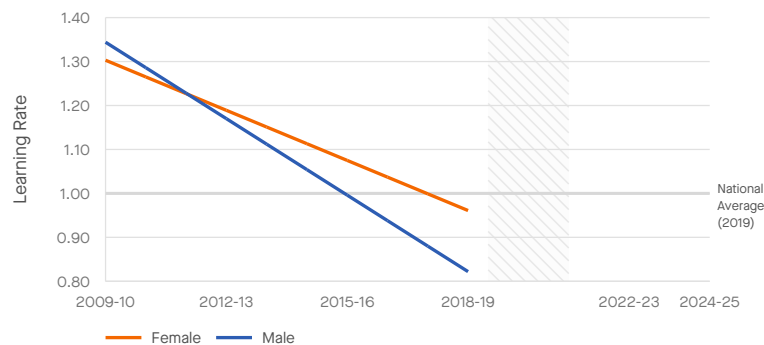
Trend in Learning Rates, by Student Race/Ethnicity



Trend in Learning Rates, by Student Income Level



Trend in Learning Rates, by Student Gender



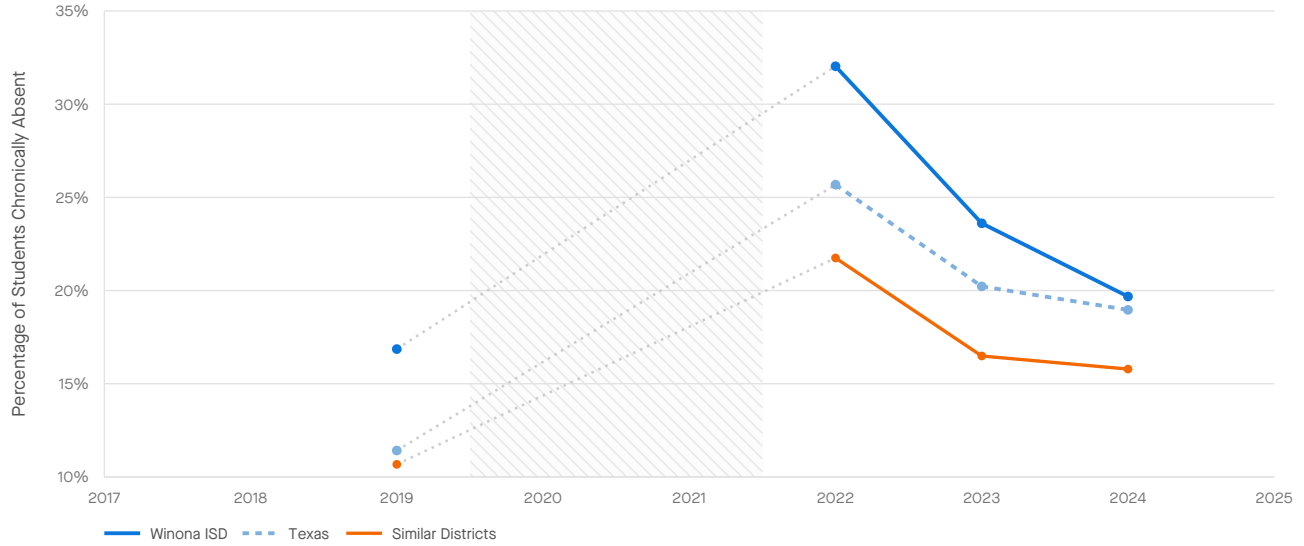
Winona ISD, Texas



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
Winona ISD	16.9	25.1	+8.2
Similar Districts Avg.*	10.7	18.0	+7.3
Texas	11.4	21.6	+10.2

*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Winona ISD are Tatum ISD, Kerens ISD, Anahuac ISD, Somerville ISD, and West Rusk County Consolidated ISD.

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





Changes in Average Math Scores in Texas 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





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

Change in Reading Scores, 2019-2025



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● Largest Districts ◆ State Average

Change in Reading Scores, 2022-2025



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

● Largest Districts ◆ State Average





Change in Chronic Absenteeism in Texas Districts, 2019-2024, by District Free/Reduced-Price Lunch Eligibility Rate

Change in Chronic Absenteeism, 2019-2024



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

○ Largest Districts ◆ State Average





Notes & Acknowledgments

This report summarizes academic performance in Winona ISD 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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