Council of the Great City Schools®

# ACADEMIC KEY PERFORMANCE INDICATORS

## 2018 REPORT

# Academic Key Performance Indicators

By the

Council of the Great City Schools


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# INTRODUCTION

Over the years, the nation's large urban school districts have consistently learned from the progress of their peer districts across the country. Great City School districts that have embraced the challenge of educating America's urban children have recognized the value of benchmarking their performance and growth against the progress of others.

In 2002, the board of directors of the Council of the Great City Schools (Council) authorized what became known as the Performance Measurement and Benchmarking Project to develop and implement key performance indicators across the member school districts in operations, business services, finances, human resources, and technology. These performance indicators in operations have evolved over the years and are now reported annually by the Council in its *Managing for Results in America's Great City Schools* series. However, one critical element was not included in these annual reports: academic performance.

In the same year, 2002, six member districts of the Council began participating voluntarily in the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress. The purpose of this participation was to gauge performance across state lines, compare progress, and ascertain what reforms seemed to be working. As of 2017, there will be 27 Council member districts participating in TUDA. Of course, not all Council member districts are eligible for TUDA, and TUDA results do not provide all the academic comparisons that member districts would like to make.

Because of that information gap, the board of directors took the next step in authorizing the development of ***Academic*** Key Performance Indicators (KPIs) in October 2014. To put the board's wishes into place, teams of educators from Council member districts came together to begin drafting initial indicators in general instruction, special education, English language learners, and a number of academic cost-indicators. A lengthy list of potential indicators developed by the teams was refined and narrowed to a smaller set for piloting in 2015. Eight member districts participated in the pilot.

Based on the pilot, data-collection surveys and the indicators themselves were further refined, and all Council member districts were asked to participate in a full-scale pilot of the Academic Key Performance Indicators in 2016. A third pilot was conducted in 2017 and included the collection of data across three school years. The 2018 report presents an updated set of data through school year 2016-17. This report presents a number of different ways that member districts can analyze the data themselves by disaggregating results, showing trends, and combining variables. An electronic system is under development by which members will be able to do this on-line.

In the meantime, this report focuses on the data collection and analysis of the following Academic KPIs:

- Pre-K enrollment relative to Kindergarten enrollment
- Percent of 4th and 8$^{th}$ graders proficient in reading and math on NAEP
- Algebra I completion rates for credit by grade 9
- Ninth grade course failure rates — at least one core course
- Ninth graders with B average (GPA) or better
- Absentee rates by grade level
- Suspension rates
- Instructional days missed per student due to suspensions
- AP participation rates
- AP-equivalent participation rates

- AP exam pass rates
- Early college enrollment
- Four-year graduation rate

Because this report is still under development, the data presented should be viewed cautiously. Districts will need to review and discuss the results, fine tune their survey responses, and certify that their results are accurate. In the meantime, districts should use these preliminary results to ask questions and assess their overall progress.

# METHODOLOGY AND ANALYSIS

## A. Methodology

***Developing the KPIs***

This pilot study sought to answer the following questions:

1. Is it feasible to develop Academic KPIs and collect data on them across member urban school districts?
2. Are comparisons between districts on academic performance measures valid and reliable?
3. Do districts collect and maintain requested KPI data in a way that they can retrieve and format them?
4. Are data collection tools clear and easy to use?
5. Do the results of data analysis provide valuable insights into district academic performance and student achievement?
6. How should the indicators be refined going forward?

To answer these questions, Council staff organized a process to develop and collect KPIs in three phases. The first phase involved the development of academic performance and cost KPIs. The second phase involved a small pilot of performance and cost KPIs in eight districts. These district included Albuquerque, Atlanta, Austin, Baltimore, Houston, Los Angeles, Kansas City (MO), and Milwaukee. The final phase assessed the viability of collecting comparable performance indicators across all Council member districts.

During the first phase, three advisory groups were formed and convened to develop the academic and cost indicators. These groups included administrators from Council member districts in the areas of curriculum and instruction, English language learners, and special education. Representatives from each area formed three homogeneous advisory groups. After several meetings, the groups submitted a list of potential KPIs on academic indicators as well as financial expenditure indicators in each area. Finally, a literature review was conducted to identify variables that predicted student outcomes and could be used to formulate KPIs, and to identify past efforts by others to benchmark performance and costs.

The indicators and costs were then reviewed by a team of general education, special education, English language learner, finance, and research department representatives to determine the feasibility of collecting comparable data across districts. The review included the relative value of each indicator, the data collection burden of the indicator, and the ability to disaggregate the data by student group (e.g., ELL, students with disabilities, ethnicity, gender, etc.). The original list of KPIs was then narrowed from 200 key performance indicators to approximately 58 performance and cost measures.

During phase two of the process, the Council team piloted the data collection instruments and the KPI definitions in 2015 with the eight member school districts listed above. Throughout the piloting process, data-collection tools and definitions were continuously revised based on feedback from participating districts and results from an initial data analysis effort.

Phase three of the pilot involved a full-scale data-collection effort to assess the viability of the indicators across a larger number of Council member districts. After revising indicator definitions and the survey instrument based on the pilot, the Council team developed two methodologies by which to collect the data. The first methodology involved an on-line survey, and the second methodology involved Excel data sheets that district staff could populate with their information. The purpose of this phase of the work was to test the potential of collecting academic performance indicators across all districts. The cost indicators

developed in phase 1 and phase 2 were deferred to future data collection efforts, while the Council devoted the work to the performance indicators.

The current phase of the work, which has resulted in this report, involved updating the indicators and working with member districts on the accuracy of their data across multiple years.

The remaining sections of this report illustrate the potential use of the performance indicators across all member districts. The data are based on results from about 50 member districts. Not all member districts completed all KPIs, but the charts and tables summarize the data from all respondents.

# B. Analysis

***Organizing and Presenting the Data***

The analysis presented here is divided into four sections: 1) elementary achievement indicators, 2) secondary achievement indicators, 3) attendance indicators, and 4) disciplinary indicators. In this report, we include sample charts only to illustrate the viability of the Key Performance Indicators. Not all data were presented or analyzed, but the future online system will allow for extensive analysis.

Finally, data are reported here by district using codes. For each one, these codes correspond to the codes used in the non-instructional KPIs. In the graphs, each bar represents a responding school district.

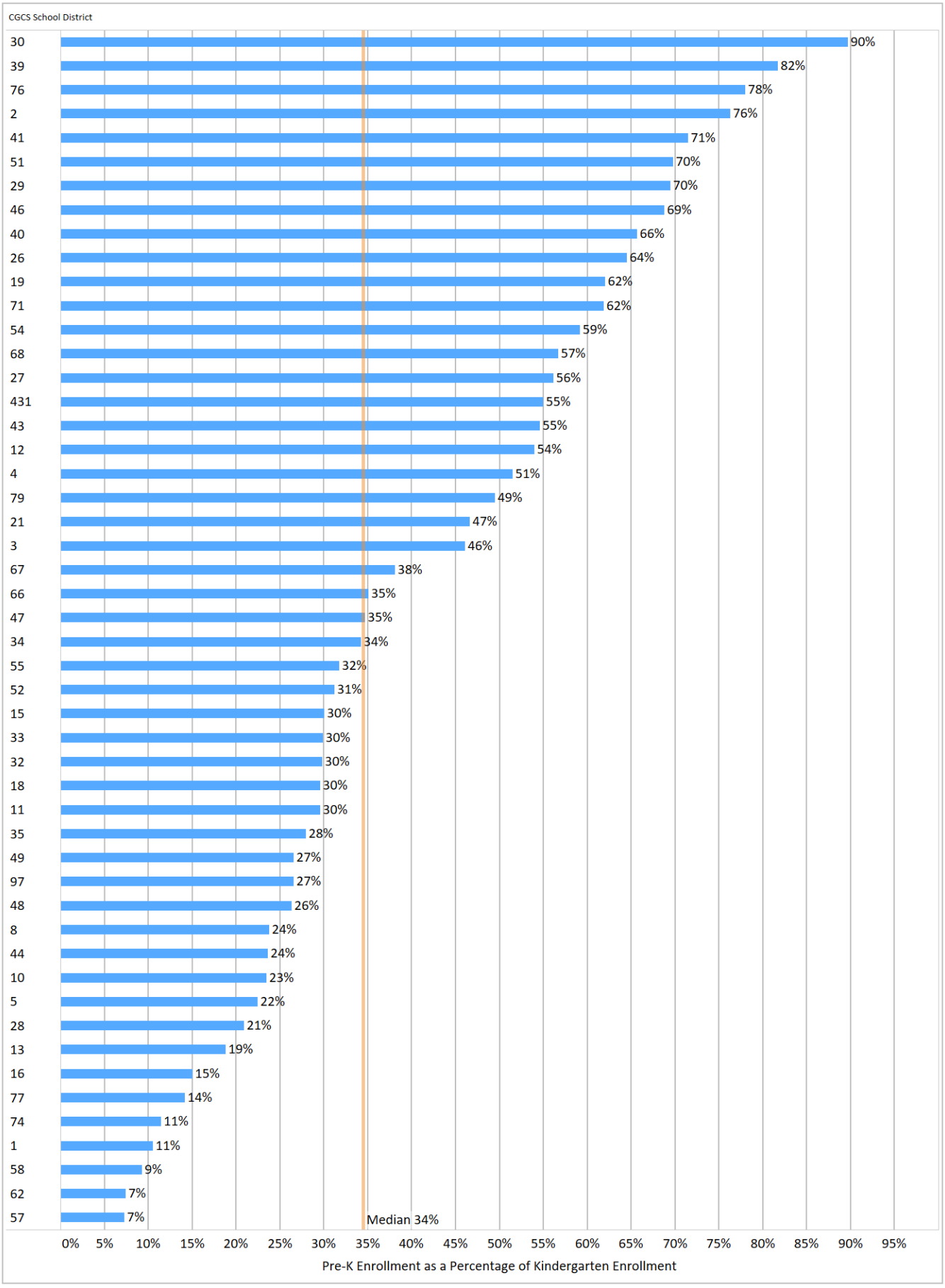
## Elementary Achievement Indicators

Two elementary achievement indicators were used in all phases of this project. The first focused on Pre-K and Kindergarten students, and the second focused on the percentage of fourth and eighth grade students who were proficient on the National Assessment of Educational Progress (NAEP) reading and math assessments. Data on the percent of students below basic were also reported. All NAEP data are found in the second half of this report.

The KPI team developed another KPI from the data submitted. The current early childhood KPI divides the pre-K enrollment reported on the KPI data survey by the kindergarten enrollment. This gives a preliminary proxy measure of the size of districts' pre-K program relative to kindergarten enrollment. The Council is transitioning to a new measure of this KPI in 2018, and we have held this measure constant for this report. Data reflect results from the 2015-16 school year.

Figures 1.1 to 1.18 show the relationship between Pre-K and Kindergarten enrollments and how they have changed between 2013-14 and 2015-16. The data are also disaggregated by a number of demographic variables.

*Figure 1.1. Pre-K Enrollment as a Percent of Kindergarten Enrollment, 2015-16*

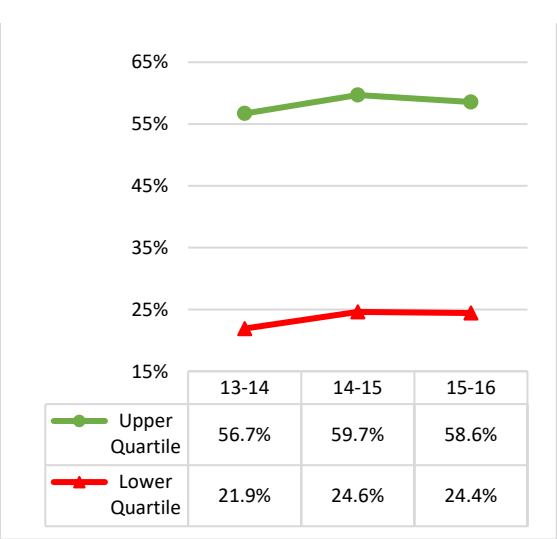


## Pre-K Enrollment as a Percent of Kindergarten Enrollment

Note: Higher values and larger increases are desired

- Figure 1.1: Total number of pre-K students divided by total number kindergarten students.
- Figure 1.2: Percentage point difference in the ratio of pre-K to kindergarten students by district between 2013-14 and 2015-16.
- Figure 1.3: Upper and lower quartile change in the percent of pre-K to kindergarten students.

*Figure 1.3. Trends in the Percent of Pre-K to Kindergarten Enrollment by Quartile, 2013-14 to 2015-16*




| | 13-14 | 14-15 | 15-16 |
|---|---|---|---|
| Upper Quartile | 56.7% | 59.7% | 58.6% |
| Lower Quartile | 21.9% | 24.6% | 24.4% |

### Best Quartile for Overall Performance (2015-16)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

*Figure 1.2. Percentage Change in Pre-K Enrollment Relative to Kindergarten Enrollment, 2013-14 to 2015-16*

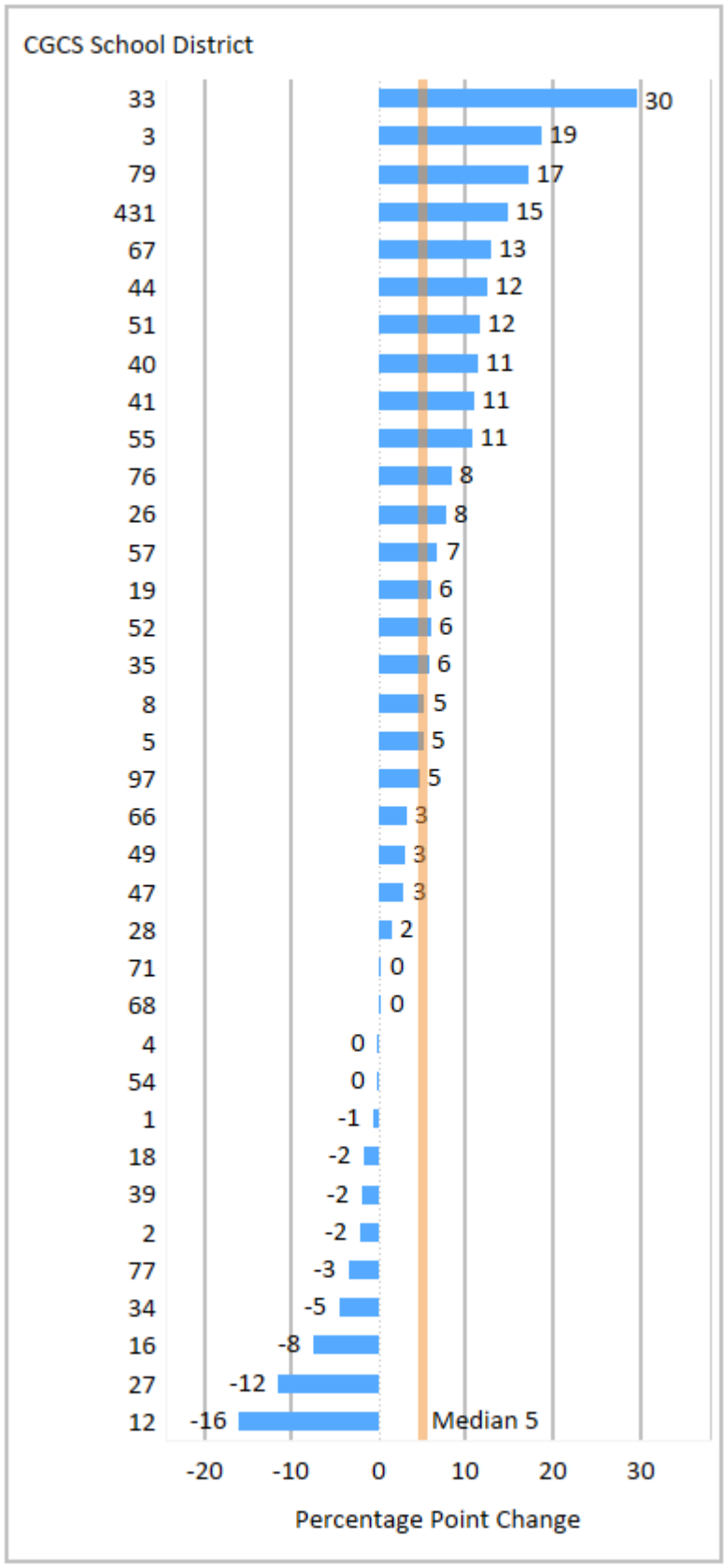
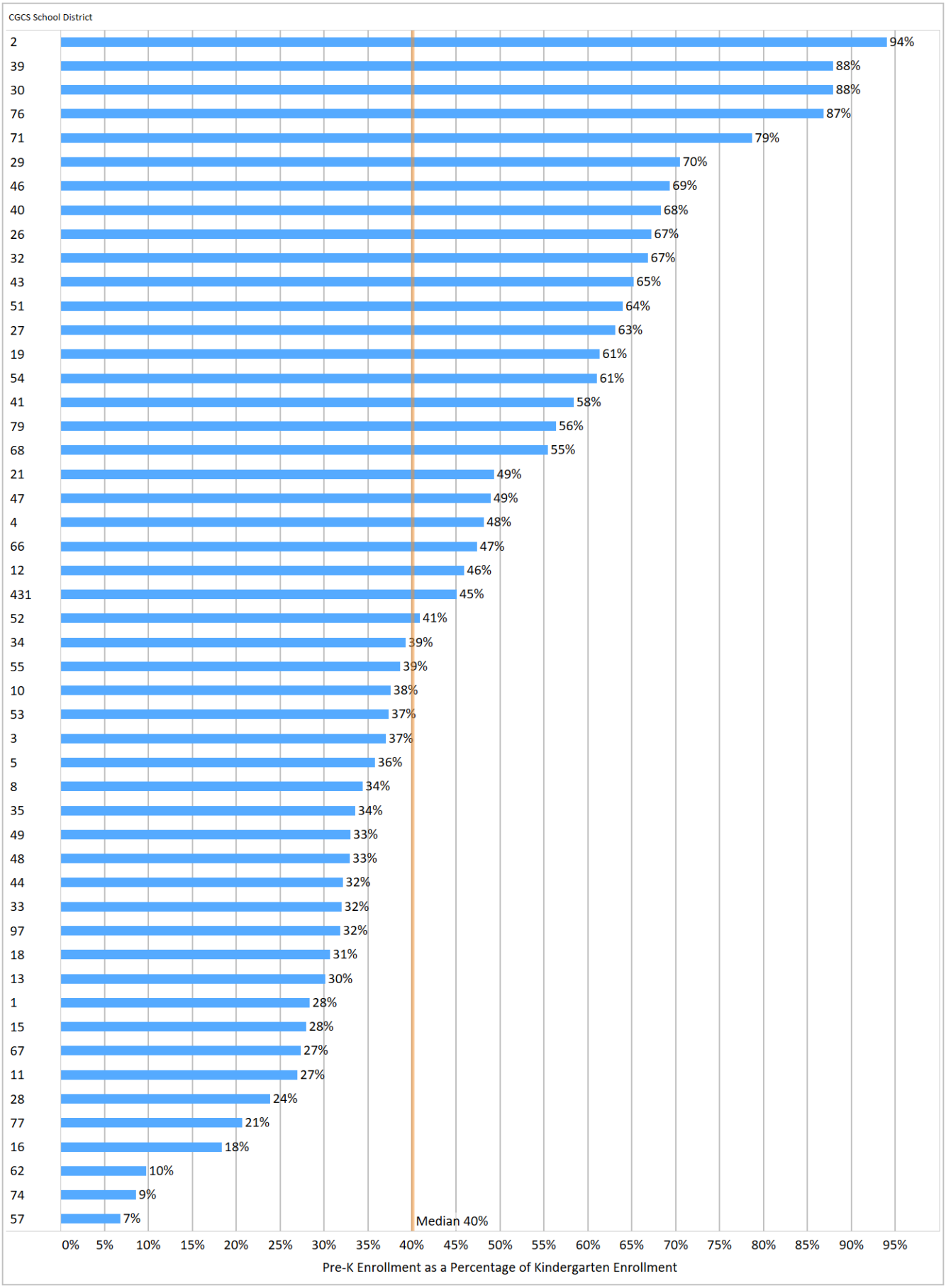


*Figure 1.4. Pre-K Enrollment of Black Males as a Percent of Kindergarten Enrollment of Black Males, 2015-16*

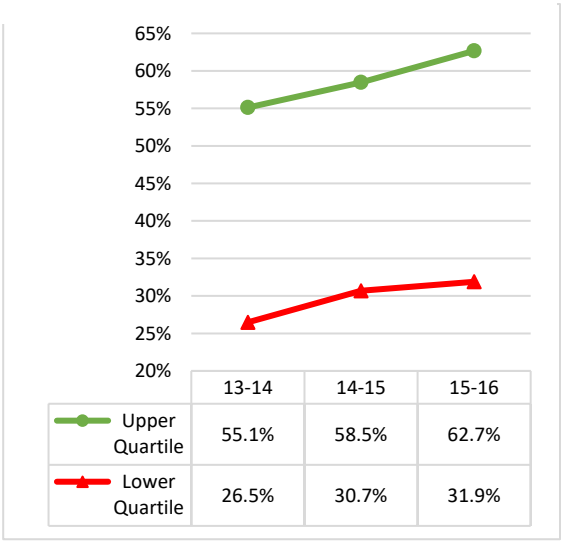


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Males

Note: Higher values and larger increases are desired

- Figure 1.4: Total number of Black male pre-K students divided by total number of Black male kindergarten students.
- Figure 1.5: Percentage point difference in the ratio of pre-K to kindergarten Black male students by district between 2013-14 and 2015-16.
- Figure 1.6: Upper and lower quartile change in the percentage of Black male pre-K to kindergarten students.

*Figure 1.6. Trends in the Percent of Pre-K to Kindergarten Black Male Enrollment by Quartile, 2013-14 to 2015-16*




| | 13-14 | 14-15 | 15-16 |
|---|---|---|---|
| Upper Quartile | 55.1% | 58.5% | 62.7% |
| Lower Quartile | 26.5% | 30.7% | 31.9% |

### Best in Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

*Figure 1.5. Percentage Change in Black Male Pre-K Enrollment Relative to Black Male Kindergarten Enrollment, 2013-14 to 2015-16*

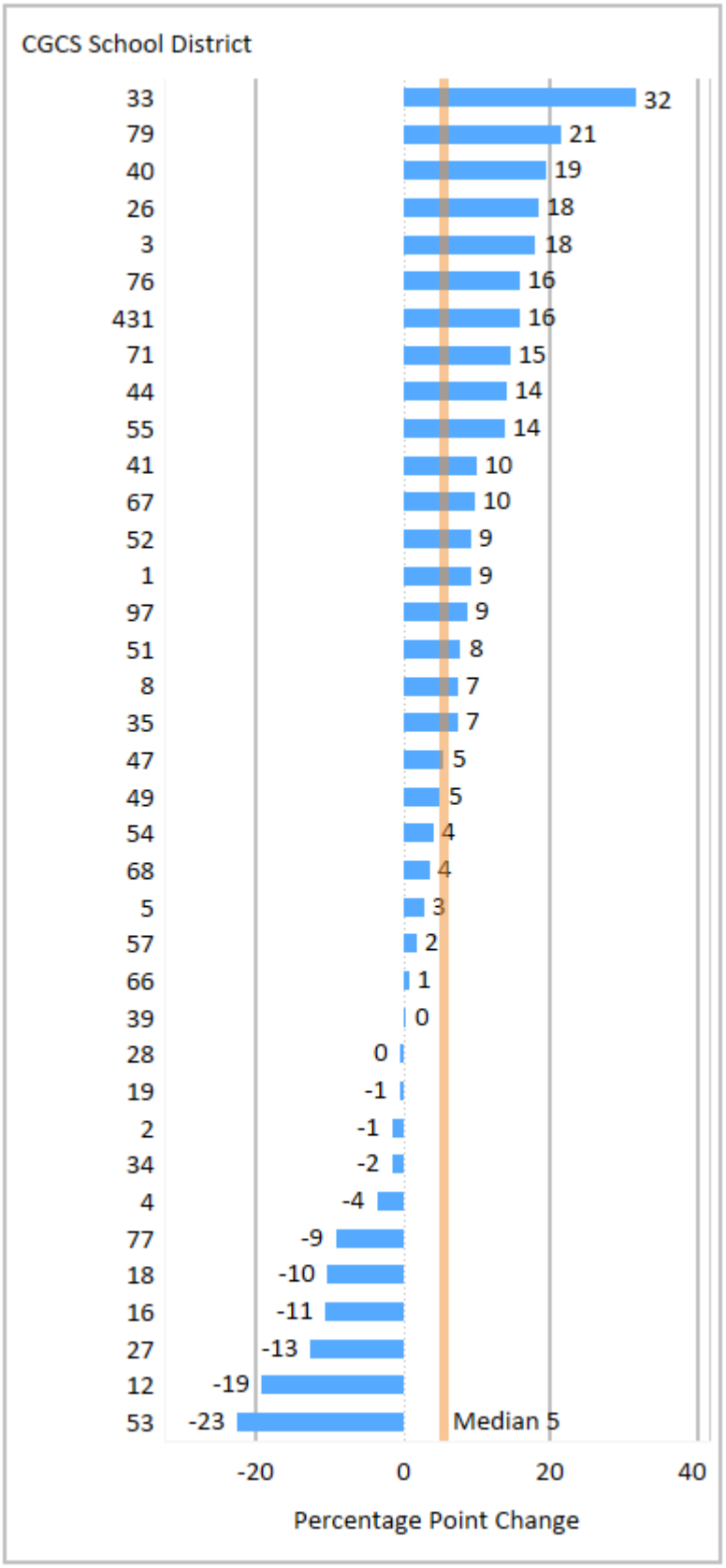
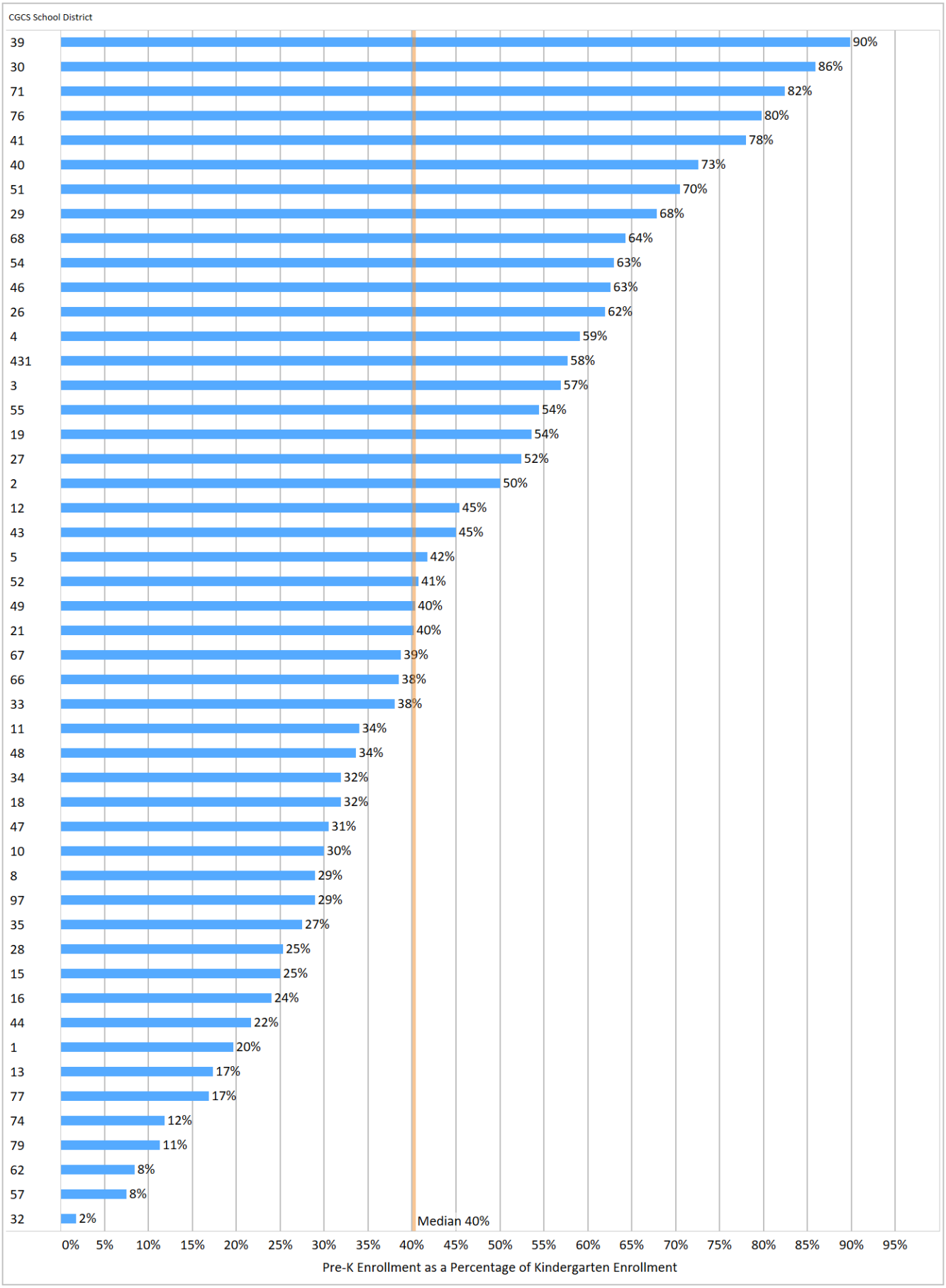


*Figure 1.7. Pre-K Enrollment of Hispanic Males as a Percent of Kindergarten Enrollment of Hispanic Males, 2015-16*

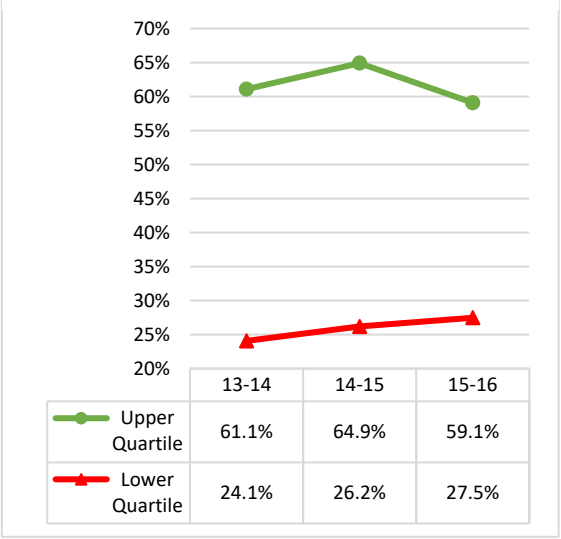


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Males

Note: Higher values and larger increases are desired

- Figure 1.7: Total number of Hispanic male pre-K students divided by total number of Hispanic male kindergarten students.
- Figure 1.8: Percentage point difference in the ratio of pre-K to kindergarten Hispanic male students by district between 2013-14 and 2015-16.
- Figure 1.9: Upper and lower quartile change in the percentage of Hispanic male pre-K to kindergarten students.

*Figure 1.9. Trends in the Percent of Pre-K to Kindergarten Hispanic Male Enrollment by Quartile, 2013-14 to 2015-16*




| | 13-14 | 14-15 | 15-16 |
|---|---|---|---|
| Upper Quartile | 61.1% | 64.9% | 59.1% |
| Lower Quartile | 24.1% | 26.2% | 27.5% |

### Best Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

*Figure 1.8. Percentage Change in Hispanic Male Pre-K Enrollment Relative to Hispanic Male Kindergarten Enrollment, 2013-14 to 2015-16*

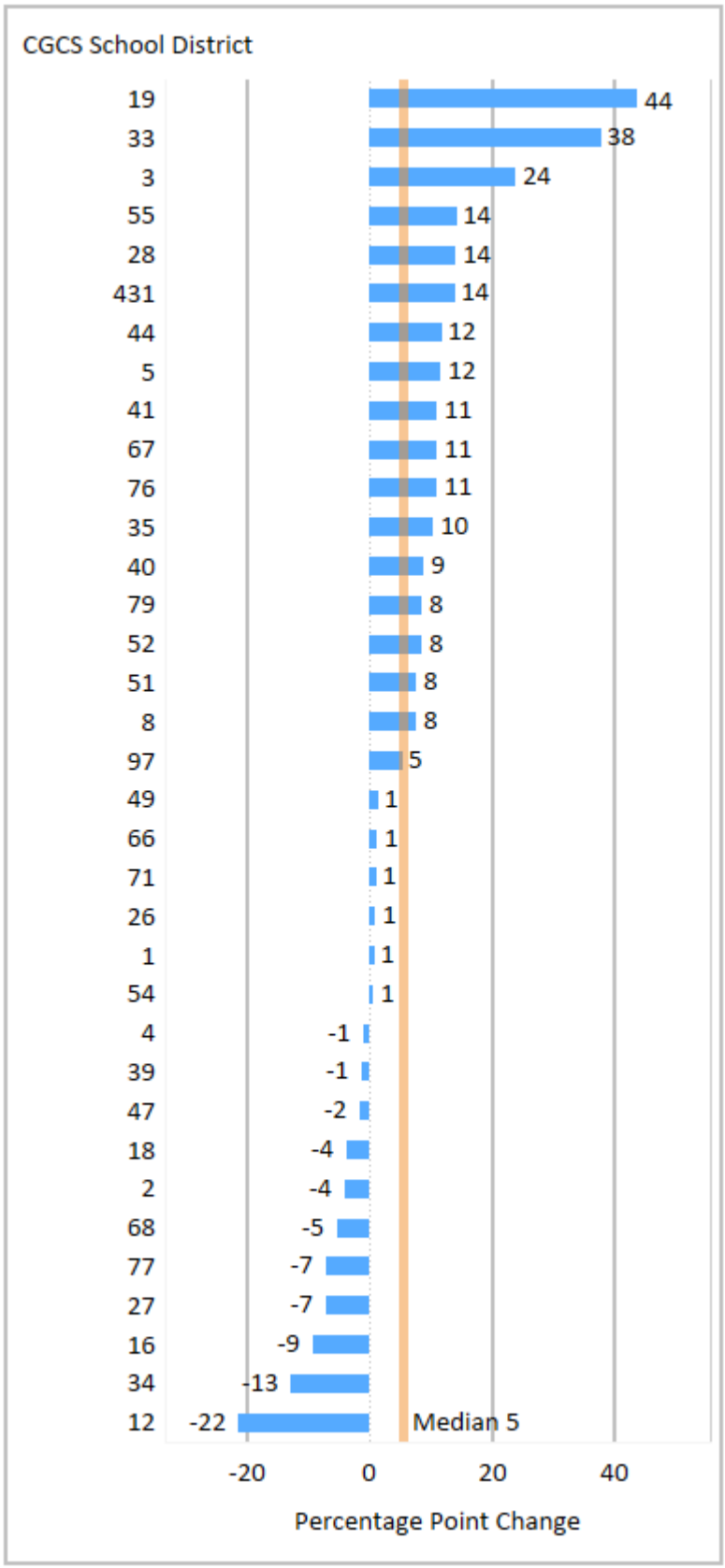
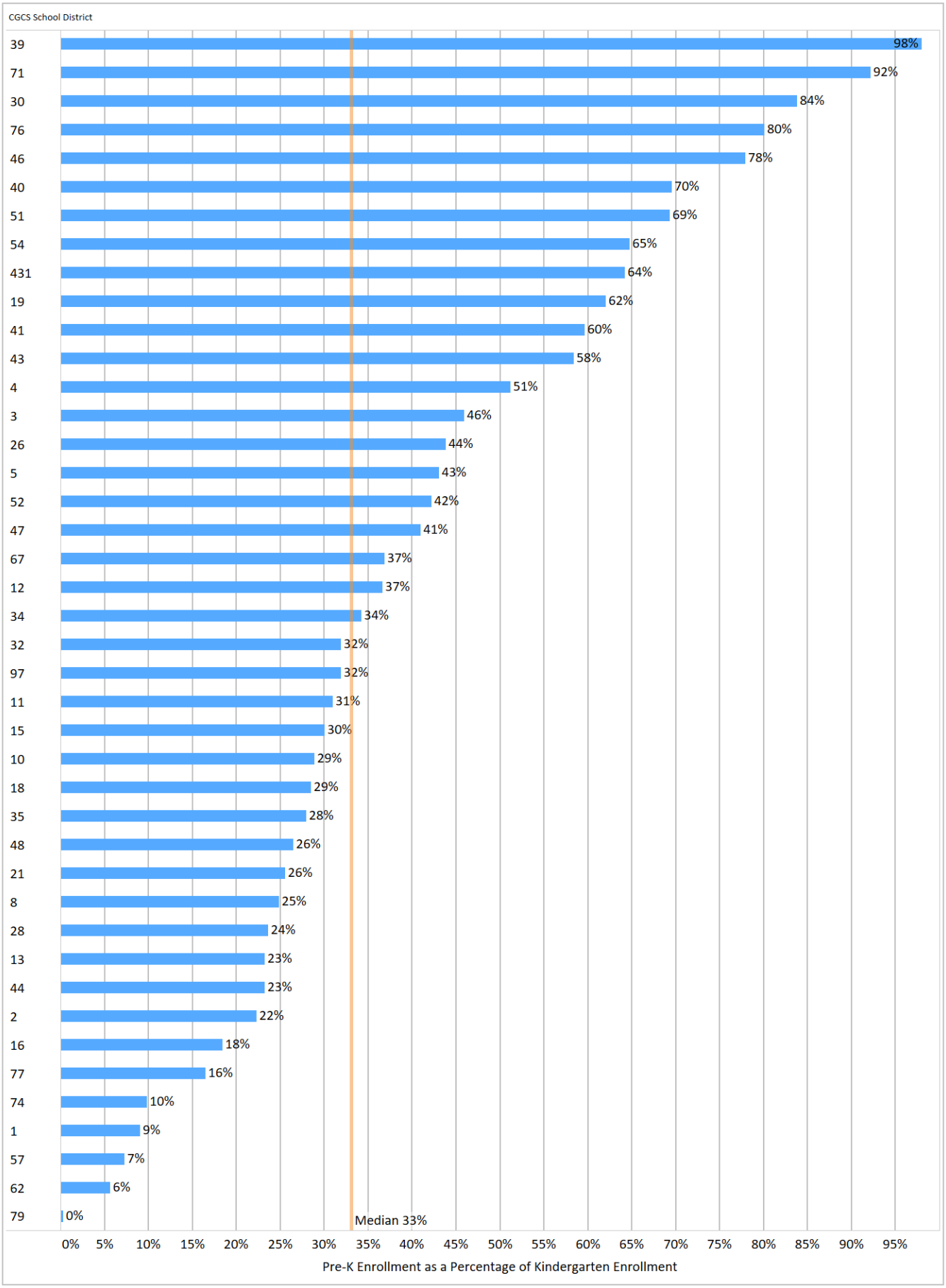


*Figure 1.10. Pre-K Enrollment of Free or Reduced Price Lunch Students as a Percent of Kindergarten Enrollment of Free or Reduced Price Lunch Students, 2015-16*

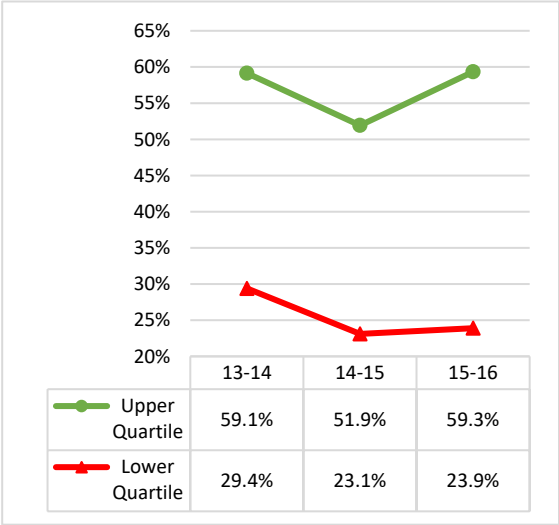


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students Eligible for Free or Reduced Price Lunch

Note: Higher values and larger increases are desired

- Figure 1.10: Total number of FRPL pre-K students divided by total number of FRPL students enrolled in kindergarten.
- Figure 1.11: Percentage point difference in the ratio of pre-K to kindergarten FRPL students by district between 2013-14 and 2015-16
- Figure 1.12: Upper and lower quartile change across years in the percentage of FRPL pre-K to kindergarten students.

*Figure 1.12. Trends in the Percent of Pre-K Free or Reduced Price Lunch Students to Kindergarten Free or Reduced Price Lunch Students by Quartile, 2013-14 to 2015-16*




| | 13-14 | 14-15 | 15-16 |
|---|---|---|---|
| Upper Quartile | 59.1% | 51.9% | 59.3% |
| Lower Quartile | 29.4% | 23.1% | 23.9% |

**Best Quartile for Overall Performance (2015-2016)**

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

*Figure 1.11. Percentage Change in Free or Reduced Price Lunch Pre-K Enrollment Relative to Free or Reduced Price Lunch Kindergarten Enrollment, 2013-14 to 2015-16*

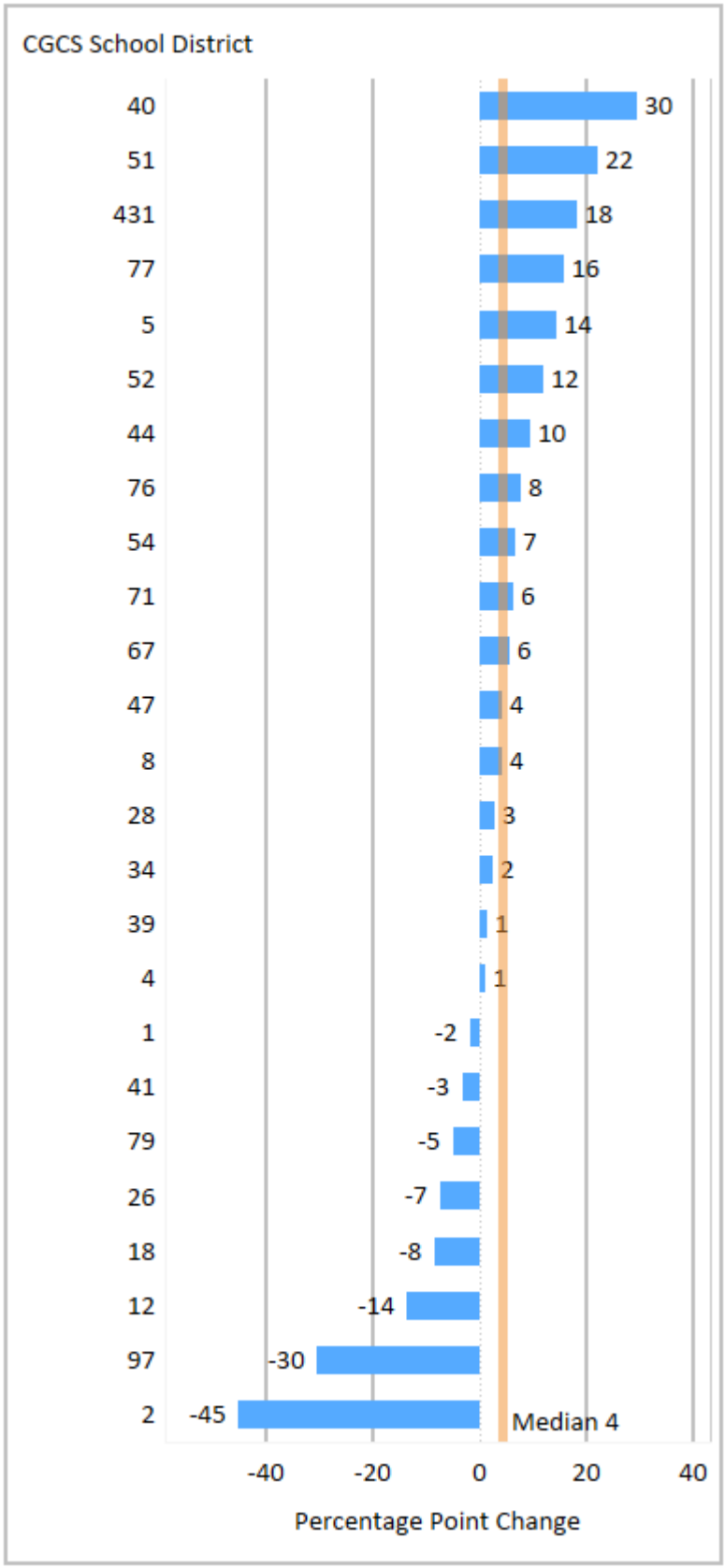
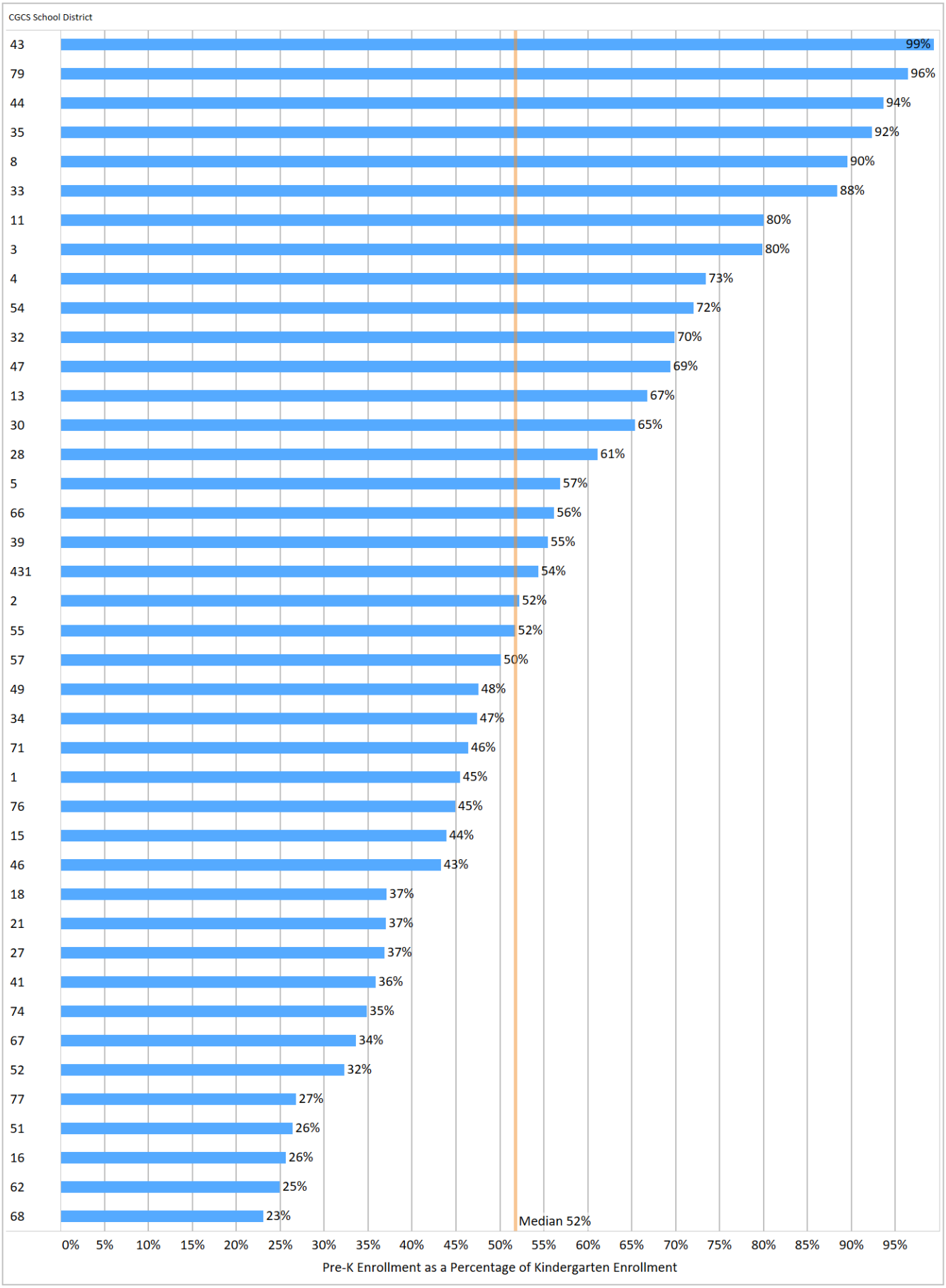


*Figure 1.13. Pre-K Enrollment of Students with Disabilities as a Percent of Kindergarten Enrollment of Students with Disabilities, 2015-16*

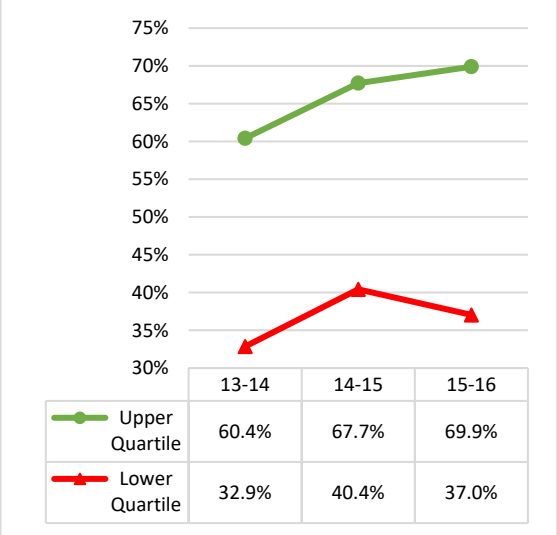


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 1.13: Total number of pre-K students with disabilities divided by total number of students with disabilities enrolled in kindergarten.
- Figure 1.14: Percentage point difference in students with disabilities enrolled in pre-K compared to kindergarten by district between 2013-14 and 2015-16.
- Figure 1.15: Upper and lower quartile change in percentage of pre-K to kindergarten students with disabilities.

*Figure 1.15. Trends in the Percent of Pre-K Students with Disabilities to Kindergarten Students with Disabilities by Quartile, 2013-14 to 2015-16*




| | 13-14 | 14-15 | 15-16 |
|---|---|---|---|
| Upper Quartile | 60.4% | 67.7% | 69.9% |
| Lower Quartile | 32.9% | 40.4% | 37.0% |

### Best Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

*Figure 1.14. Percentage Change in Pre-K Enrollment of Students with Disabilities Relative to Kindergarten Enrollment of Students with Disabilities, 2013-14 to 2015-16*

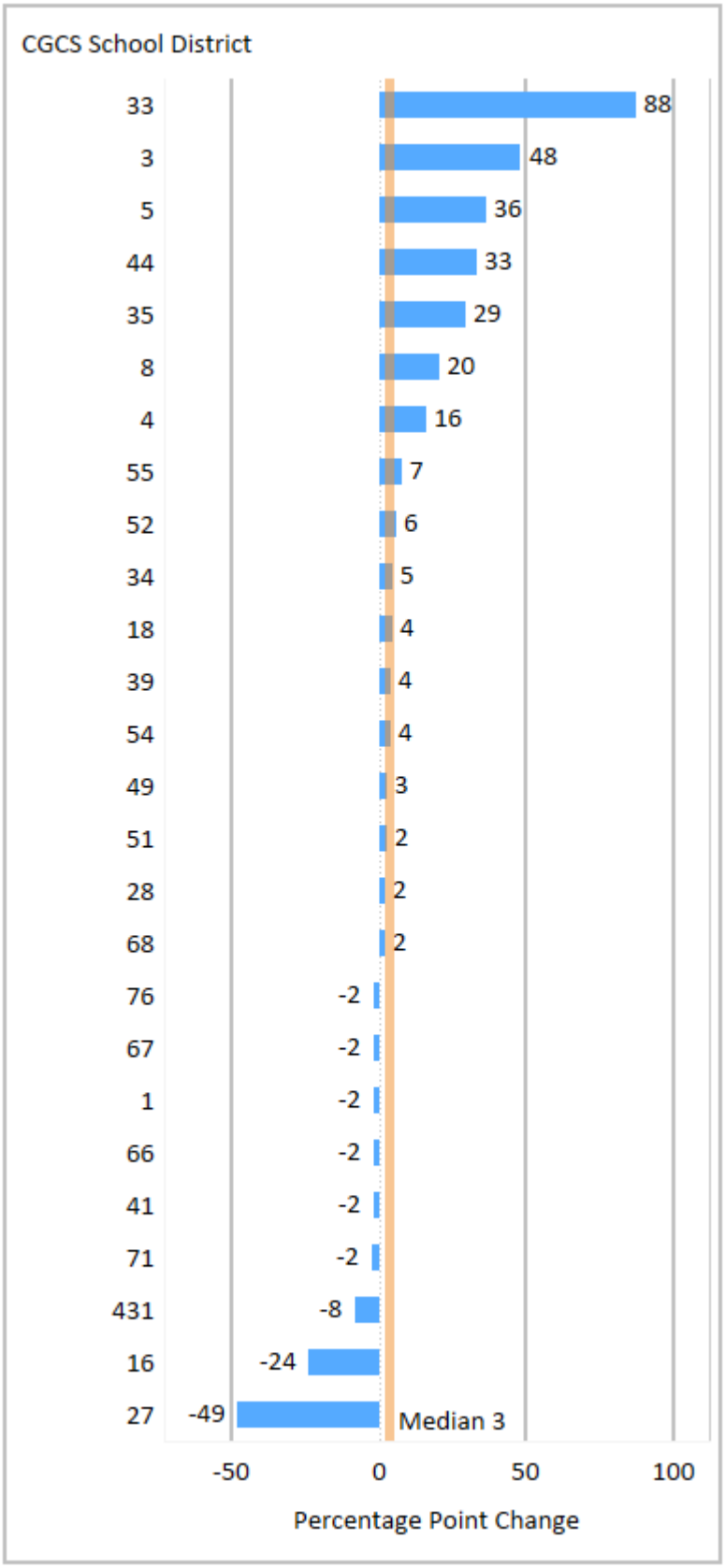
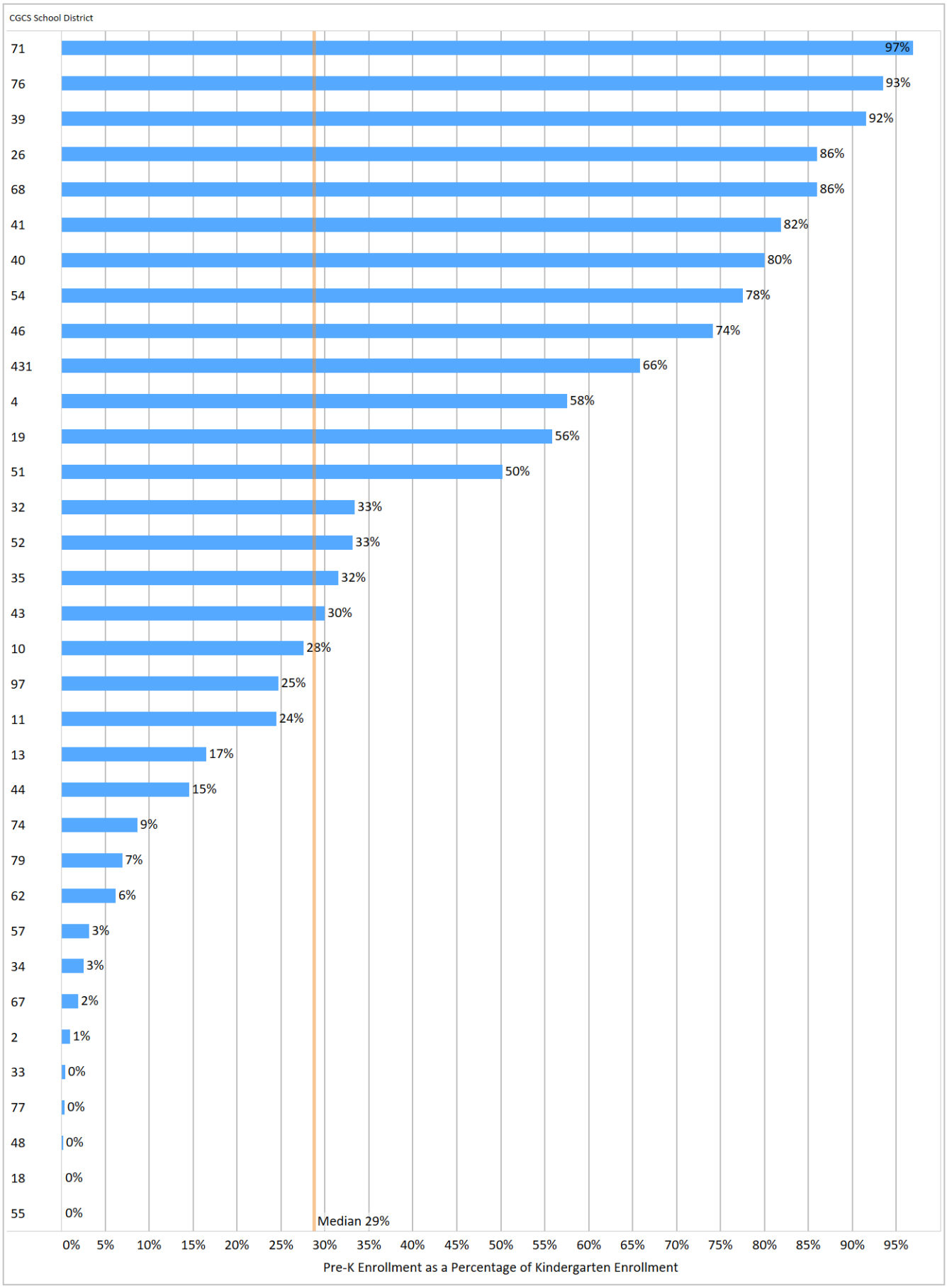


*Figure 1.16. Pre-K Enrollment of English Learners as a Percent of Kindergarten Enrollment of English Learners, 2015-16*

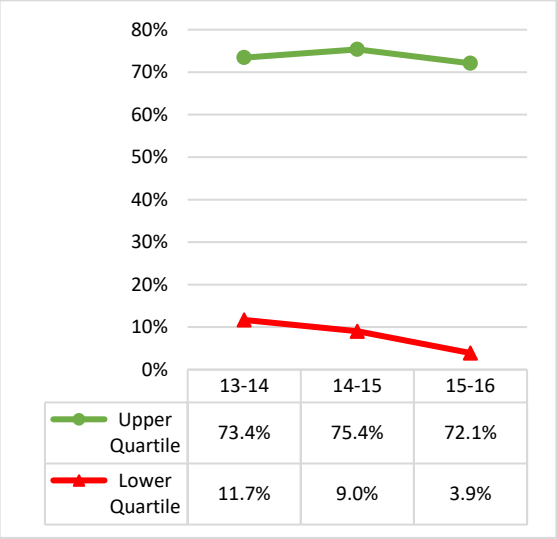


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners

Note: Higher values and larger increases are desired

- Figure 1.16: Total number of English learners enrolled in pre-K divided by total English learners enrolled in kindergarten.
- Figure 1.17: Percentage point difference in English learners who enrolled in pre-K and kindergarten by district between 2013-14 and 2015-16.
- Figure 1.18: Upper and lower quartile change across years in percentage of English learners enrolled in pre-K and kindergarten.

*Figure 1.18. Trends in the Percent of Pre-K English Learners to Kindergarten English Learners by Quartile, 2013-14 to 2015-16*

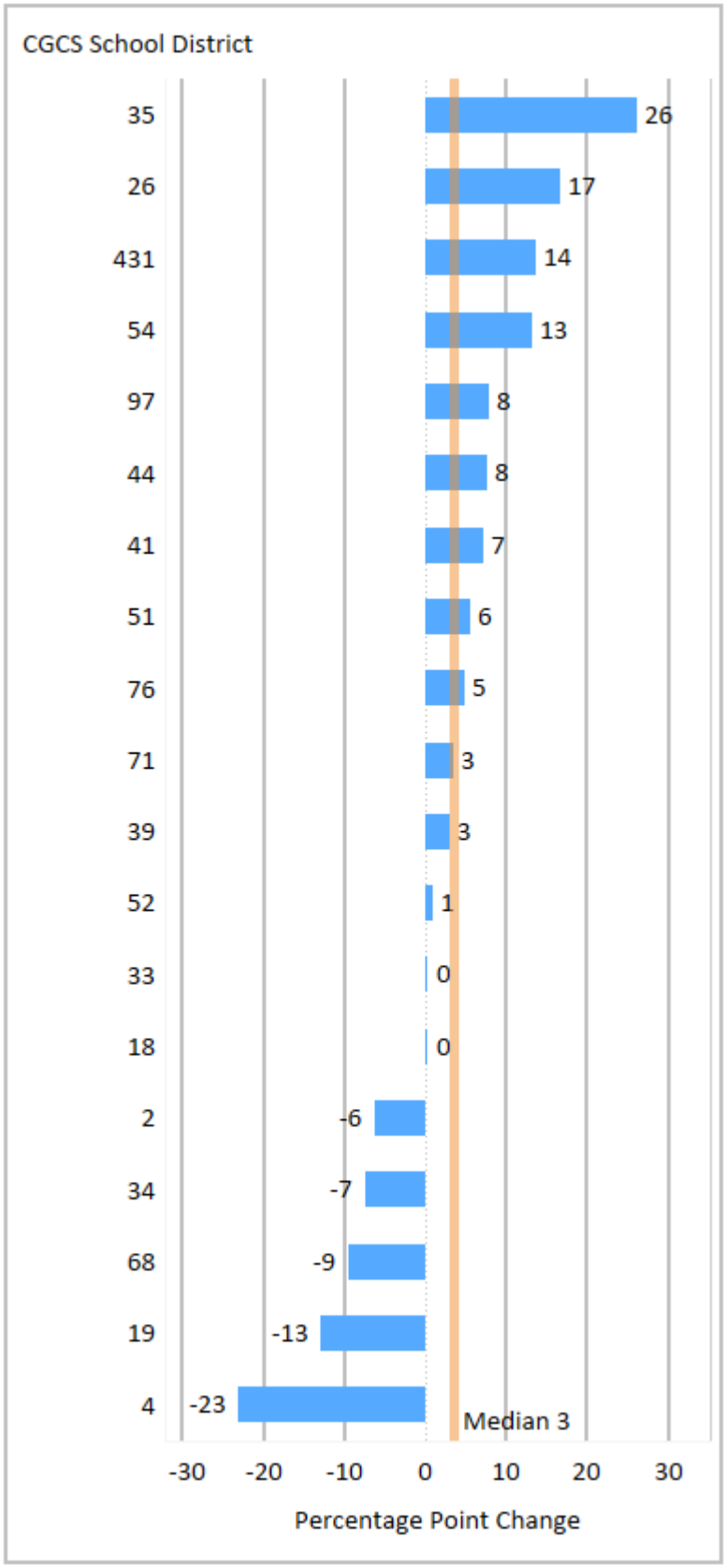



| | 13-14 | 14-15 | 15-16 |
|---|---|---|---|
| Upper Quartile | 73.4% | 75.4% | 72.1% |
| Lower Quartile | 11.7% | 9.0% | 3.9% |

### Best Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

*Figure 1.17. Percentage Change in Pre-K Enrollment of English Learners Relative to Kindergarten Enrollment of English Learners, 2013-14 to 2015-16*



## Secondary Achievement Indicators

Secondary achievement indicators included:

- Ninth-Grade Course Failures and GPAs, by Subgroup
- Algebra I/Integrated Math I (or equivalent) by Grade Nine
- Advanced Placement Course Enrollment
- AP Exam Scores
- Four-Year Graduation Rates

Figures 2.1 to 2.18 show the percentage of ninth grade students by district who have failed one or more core (mathematics, science, English language arts, or social studies) courses during the ninth grade year. The indicator is based on research demonstrating the relationship between core course failures in the ninth grade and eventual high school graduation.

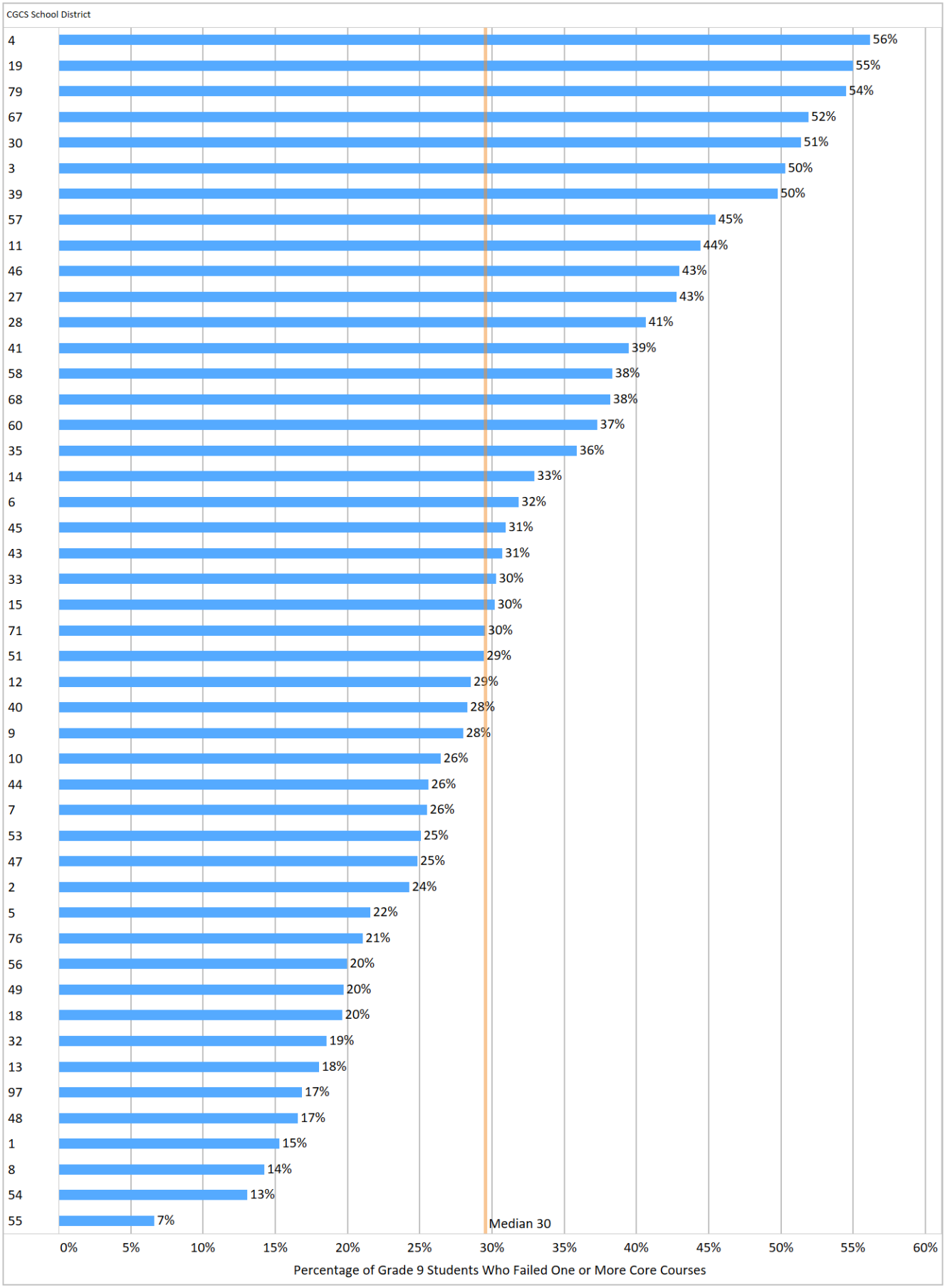
Figures 3.1 to 3.18 show the percentage of ninth grade students with a B or better grade point average.

Figures 4.1 to 4.18 show the percentage of first time ninth grade students successfully completing Algebra I or equivalent by the end of grades seven, eight, or nine. The counts in each grade do not overlap or duplicate one another. Completion of this course has been shown to effectively predict graduation rates.

Figures 5.1 to 5.18 and 6.1 to 6.18 compare district performance on advanced placement (AP) indicators, including the percent of secondary school students who took one or more AP courses and the percent of all AP exam scores by district that were three or higher, meaning that they qualified for college credit.

Figures 7.1 to 7.18 report the four year cohort graduation rates of each district.

*Figure 2.1. Percentage of Ninth Grade Students Who Failed One or More Core Courses, 2016-17*

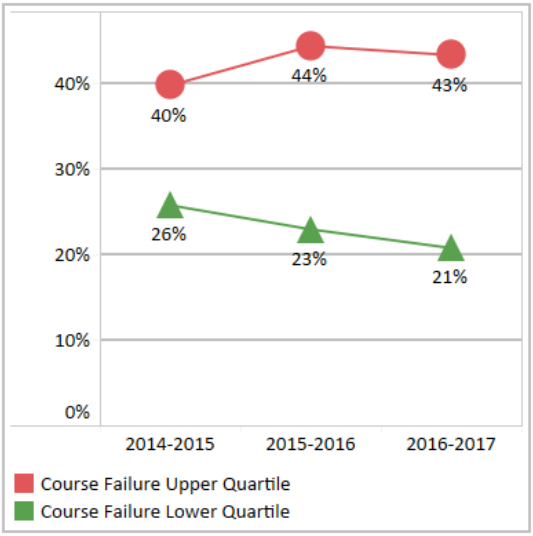


## Percentage of Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.1: Total number of ninth grade students with at least one core course failure divided by the total number of ninth grade students.
- Figure 2.2: Percentage point difference in students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.3: Upper and lower quartile change in all ninth grade core course failures.

*Figure 2.3. Trends in Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Broward County
- Charlotte Mecklenburg
- Chicago
- Guilford County
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Antonio
- Seattle
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Charlotte Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Indianapolis
- Nashville
- Norfolk
- Pinellas
- Portland
- Richmond

*Figure 2.2. Percentage Point Change in Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17*

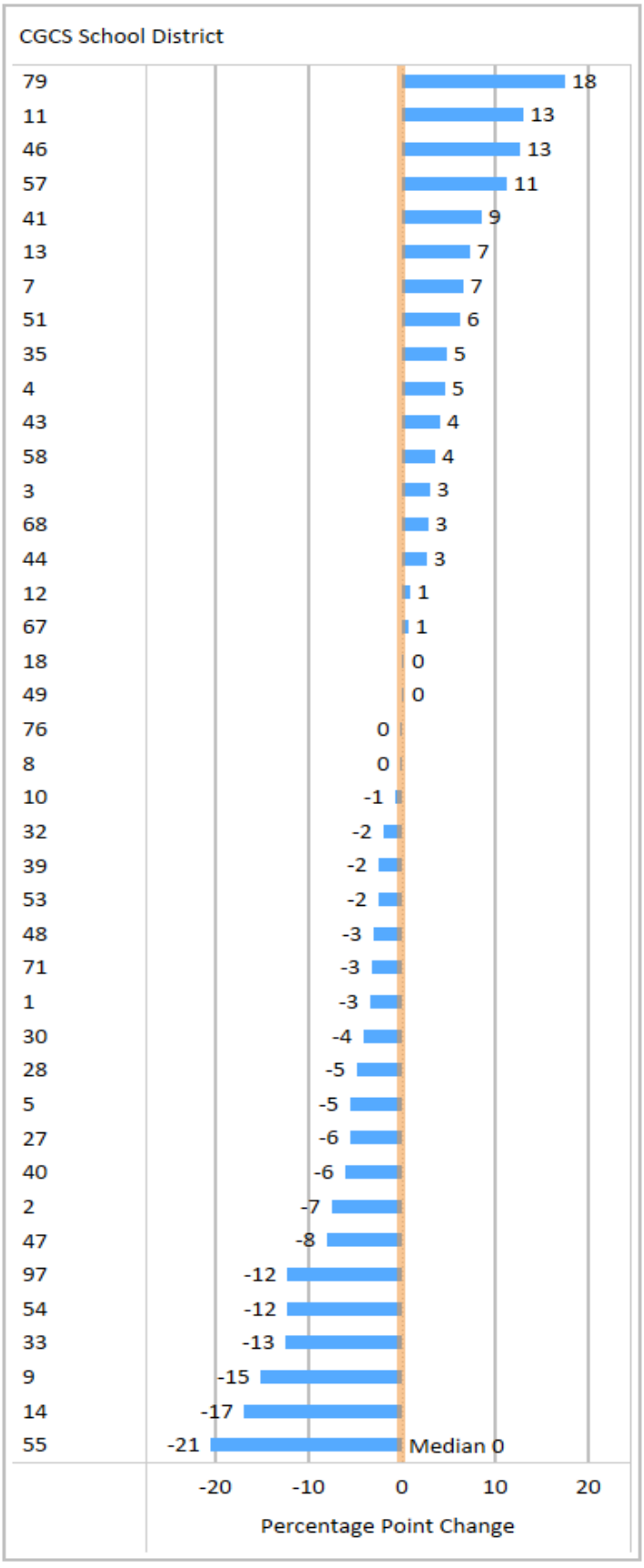
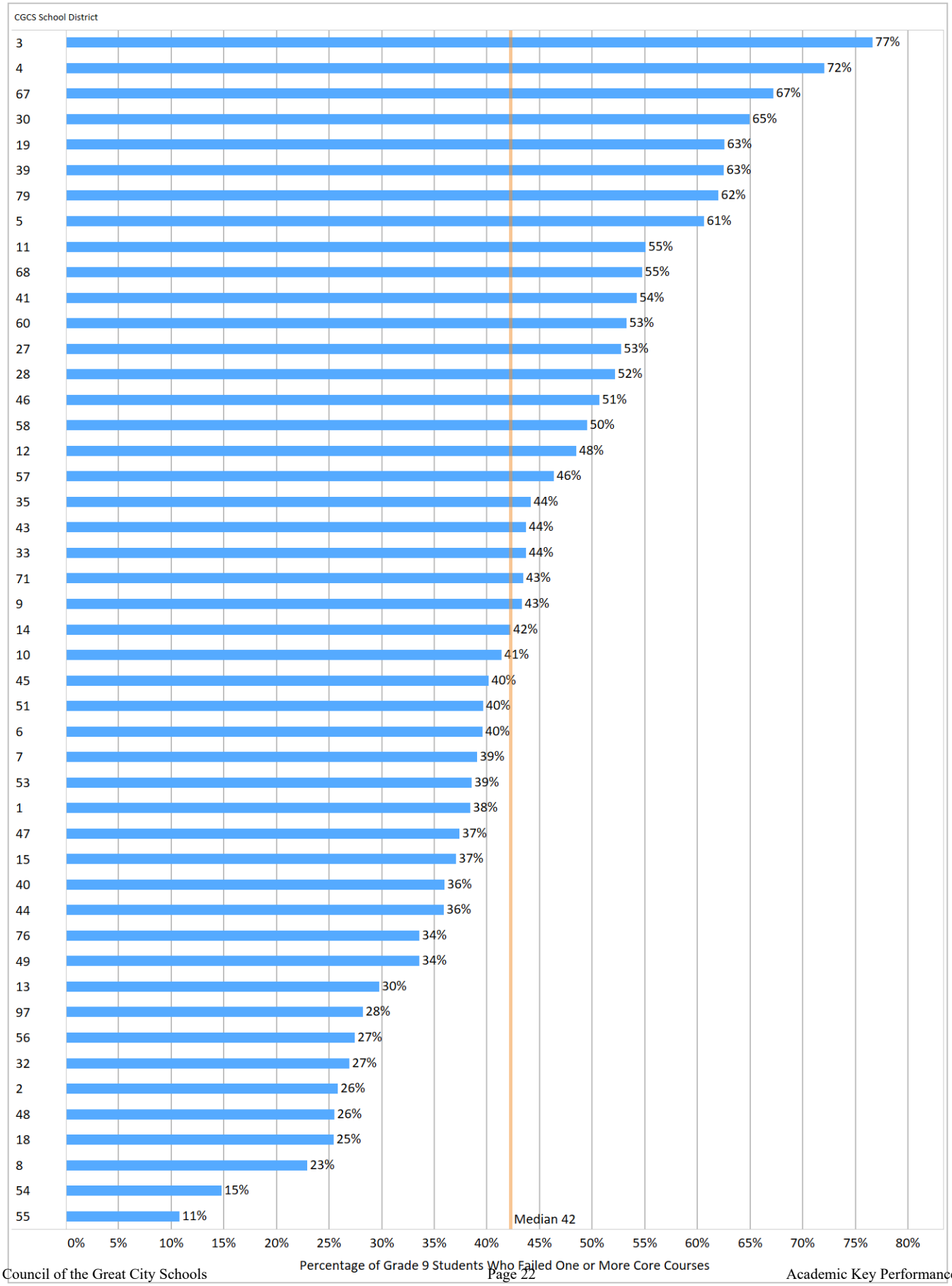


*Figure 2.4. Percentage of Black Male Ninth Grade Students Who Failed One or More Core Courses, 2016-17*

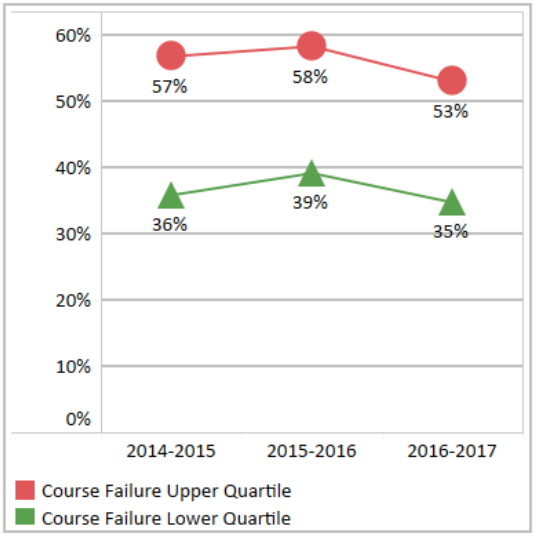


## Percentage of Black Male Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.4: Total number of Black male ninth grade students with at least one core course failure divided by the total number of Black male ninth grade students.
- Figure 2.5: Percentage point difference in Black male students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.6: Upper and lower quartile change in Black male ninth grade core course failures.

*Figure 2.6. Trends in Black Male Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Broward County
- Charlotte Mecklenburg
- Chicago
- Guilford County
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- Richmond
- San Antonio
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Charlotte Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Jefferson
- Nashville
- Orange County
- Pinellas
- Richmond

*Figure 2.5. Percentage Point Change in Black Male Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17*

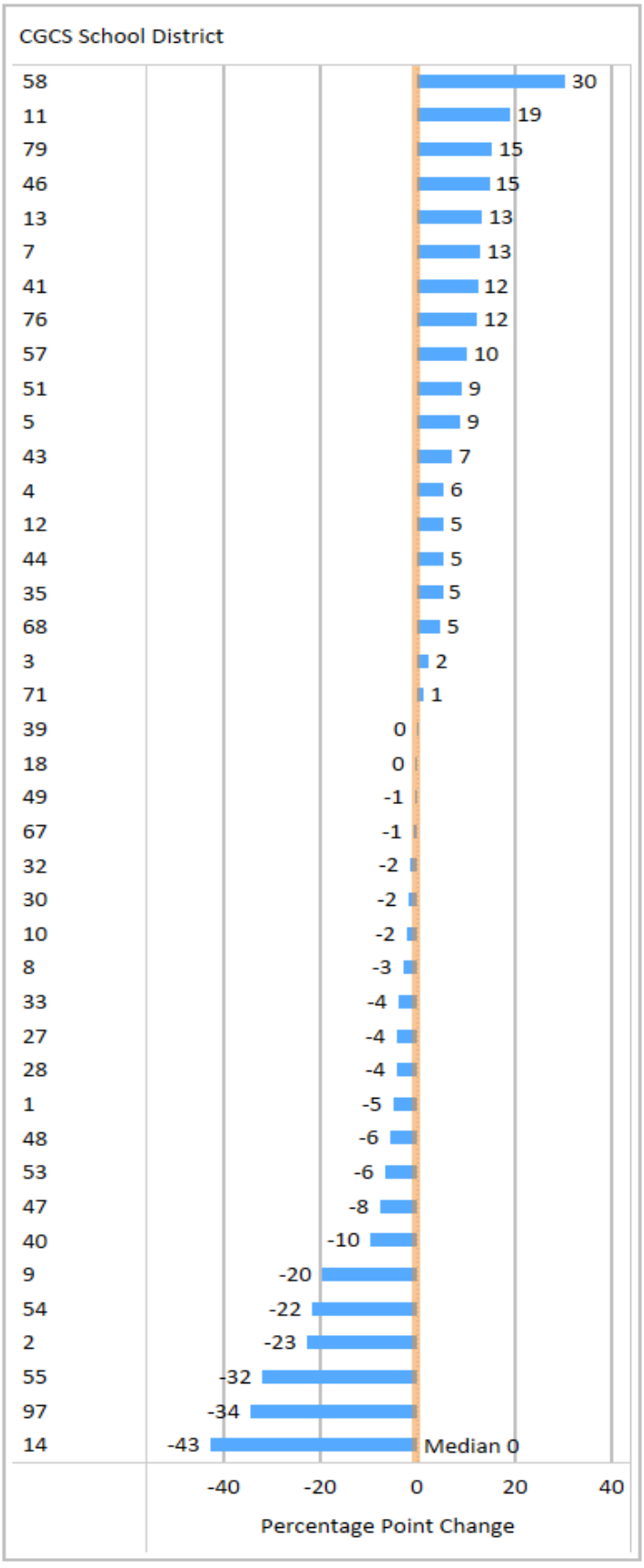
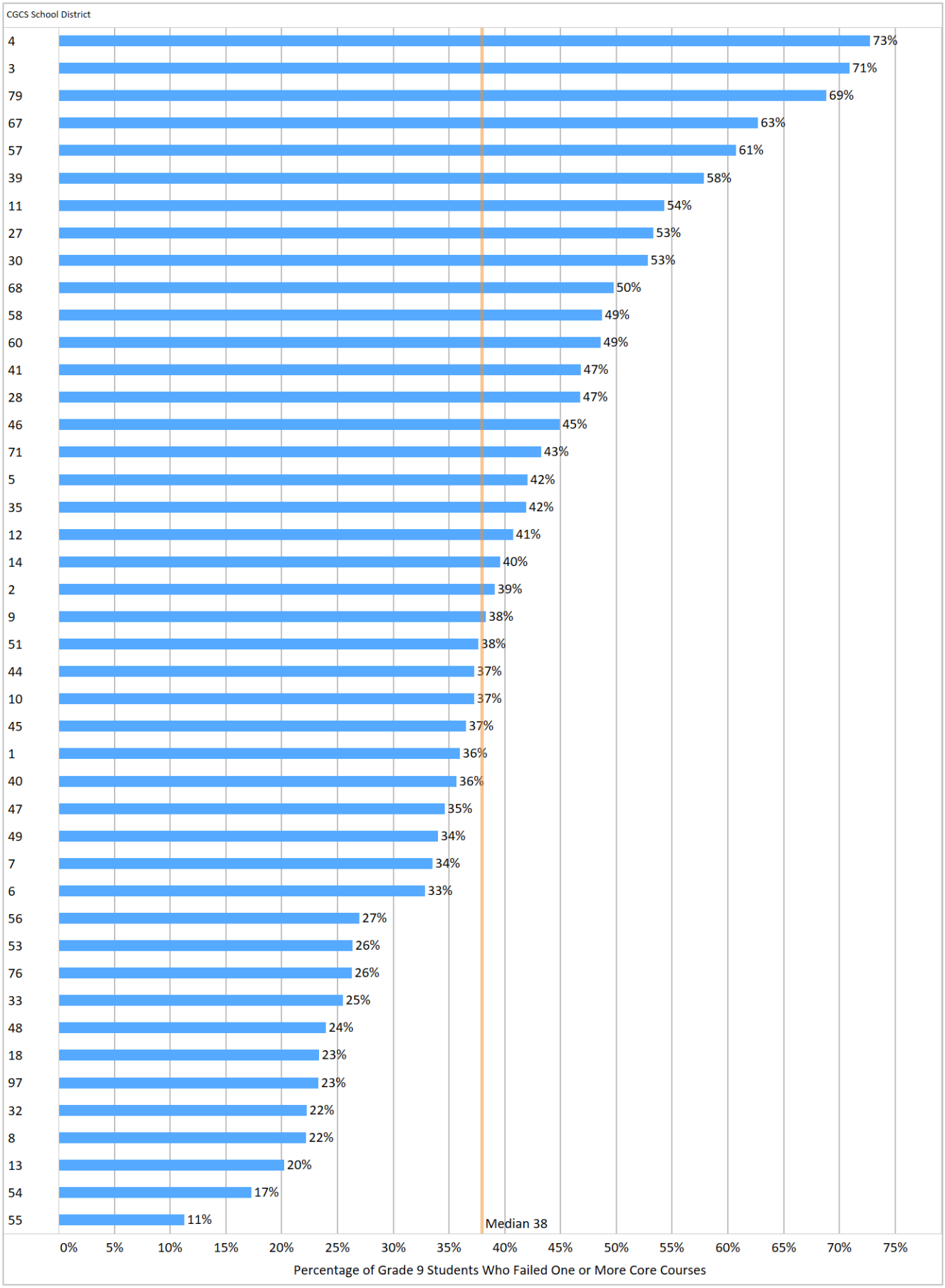


*Figure 2.7. Percentage of Hispanic Male Ninth Grade Students Who Failed One or More Core Courses, 2016-17*

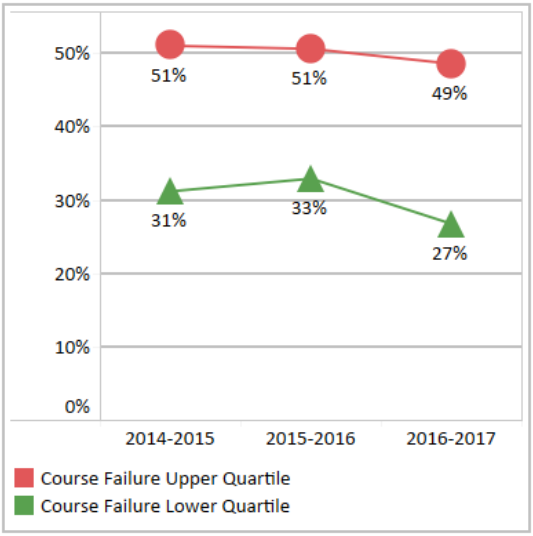


## Percentage of Hispanic Male Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.7: Total number of Hispanic male ninth grade students with at least one core course failure divided by the total number of Hispanic male ninth grade students.
- Figure 2.8: Percentage point difference in Hispanic male students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.9: Upper and lower quartile change in Hispanic male ninth grade core course failures.

*Figure 2.9. Trends in Hispanic Male Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Broward County
- Charlotte Mecklenburg
- Chicago
- Indianapolis
- Jefferson
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Antonio
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Charlotte Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Indianapolis
- Jefferson
- Nashville
- Pinellas

*Figure 2.8. Percentage Point Change in Hispanic Male Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17*

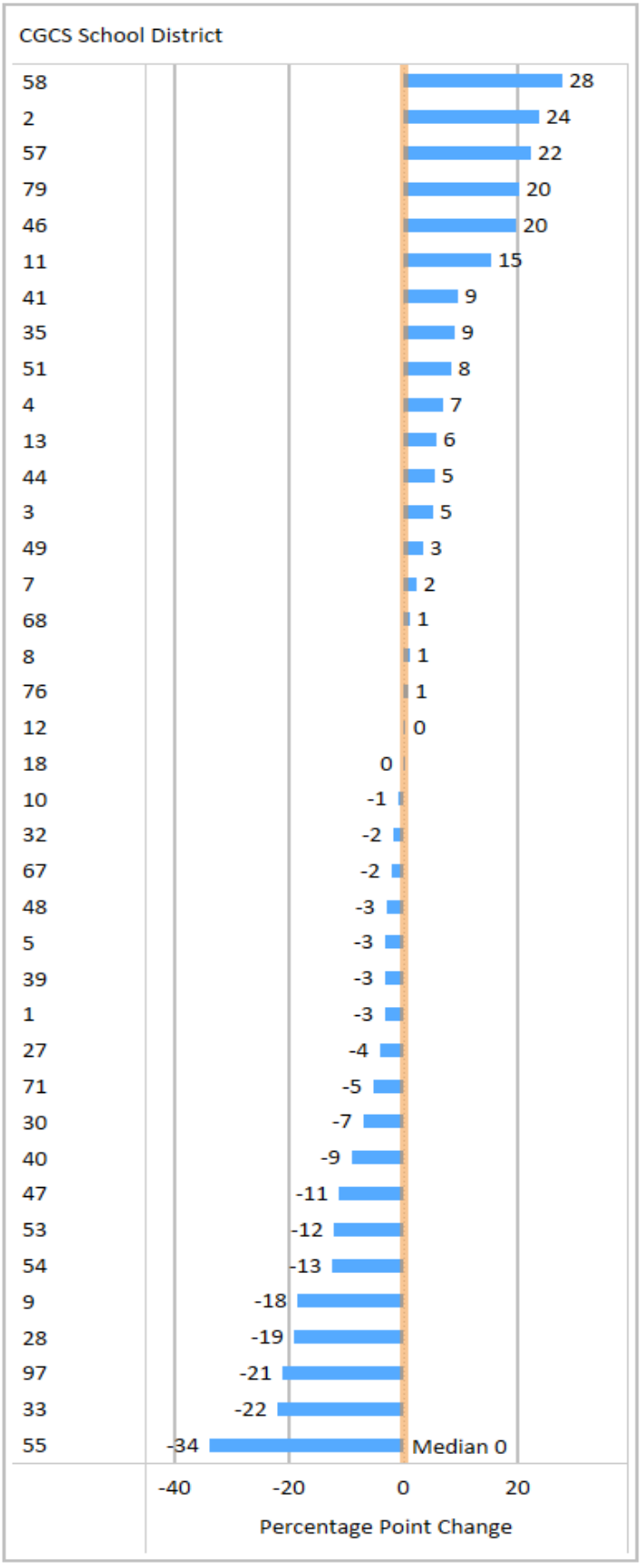
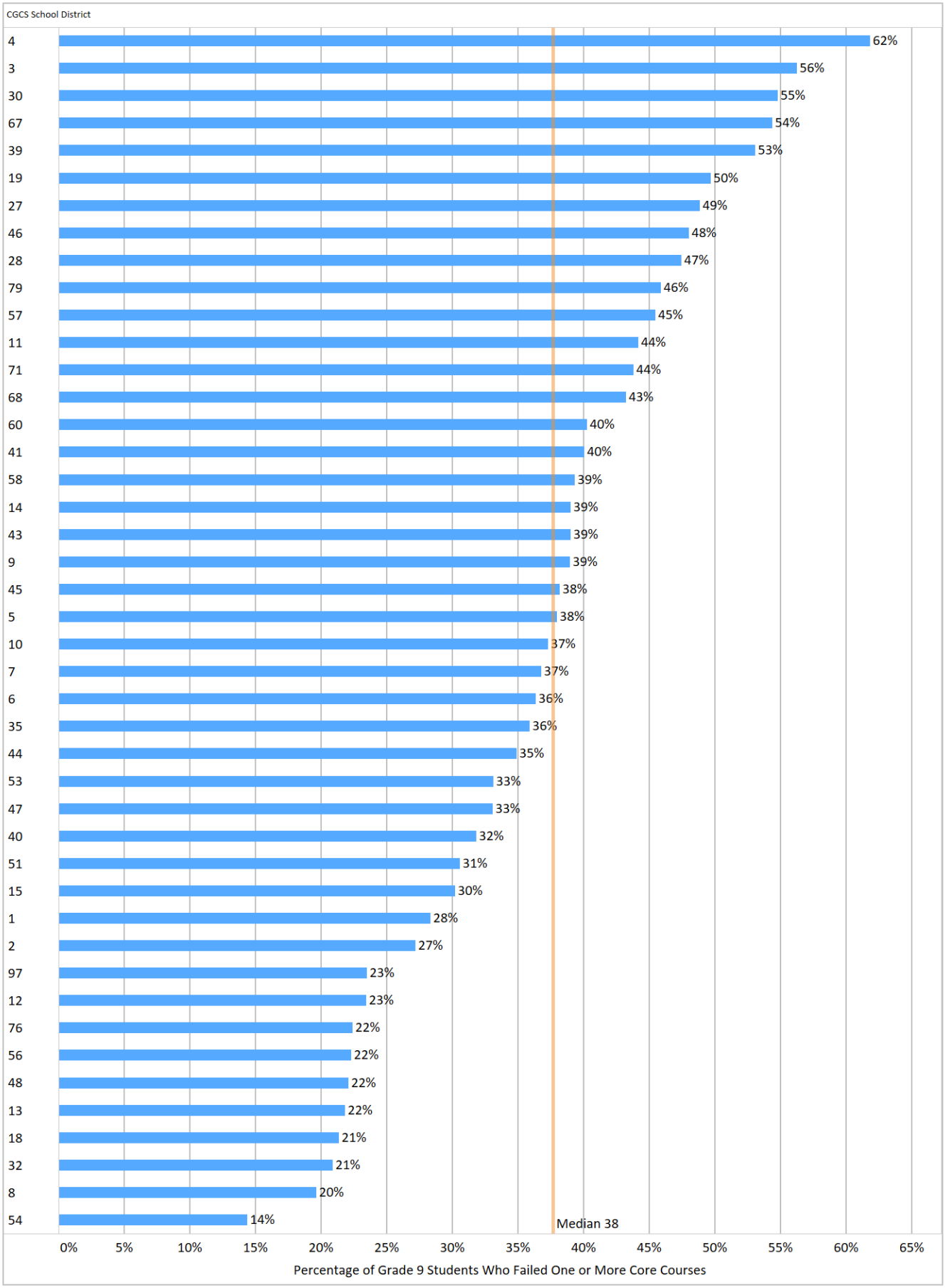


*Figure 2.10. Percentage of Free or Reduced Price Lunch Ninth Grade Students Who Failed One or More Core Courses, 2016-17*

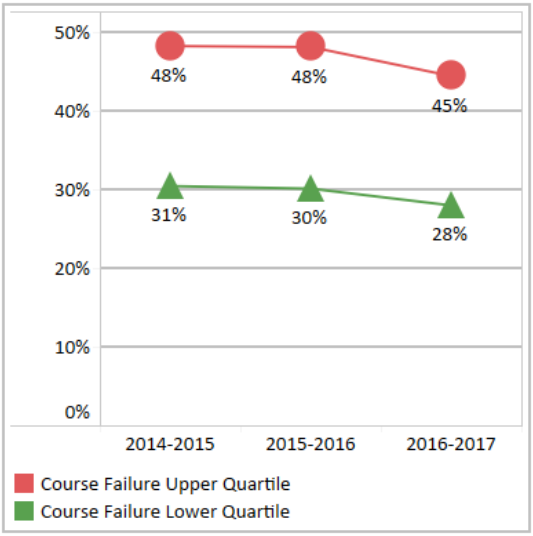


### Percentage of Free or Reduced Price Lunch (FRPL) Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.10: Total number of ninth grade FRPL students with at least one core course failure divided by the total number of ninth grade FRPL students.
- Figure 2.11: Percentage point difference in FRPL students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.12: Upper and lower quartile change in FRPL ninth grade core course failures.

*Figure 2.12. Trends in Free or Reduced Price Lunch Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Broward County
- Chicago
- Des Moines
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- Richmond
- San Antonio
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Chicago
- Clark County
- Des Moines
- Fort Worth
- Milwaukee
- Nashville
- Norfolk
- Pinellas
- Portland
- Seattle

*Figure 2.11. Percentage Point Change in Free or Reduced Price Lunch Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17*

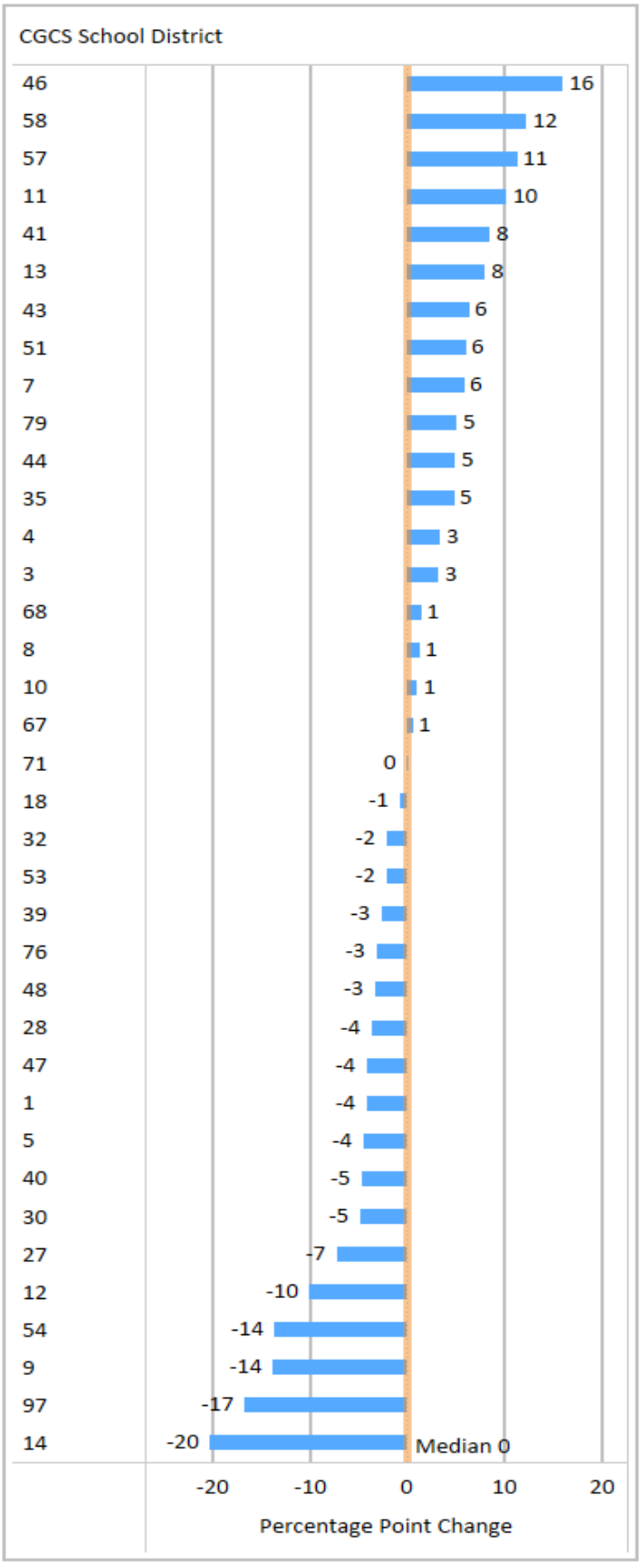
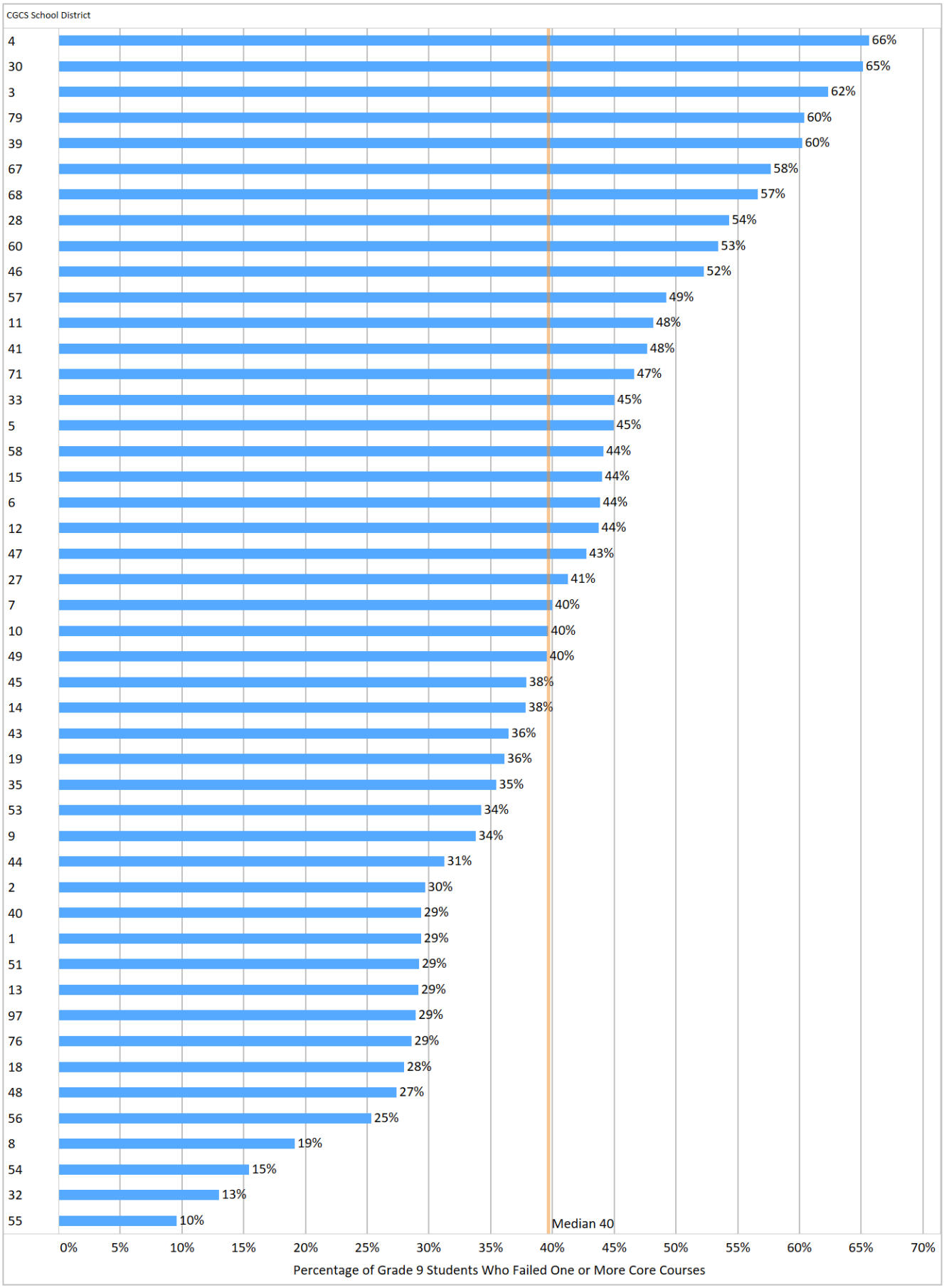


*Figure 2.13. Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2016-17*

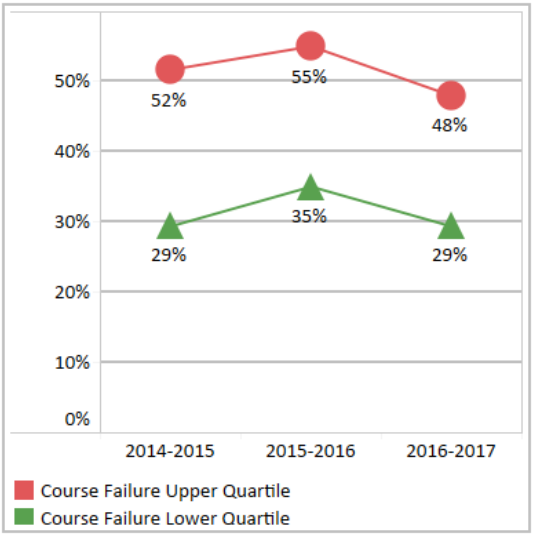


**Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses**

Note: Lower values and larger decreases are desired

- Figure 2.13: Total number of ninth grade students with disabilities with at least one core course failure divided by the total number of ninth grade students with disabilities.
- Figure 2.14: Percentage point difference in students with disabilities who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.15: Upper and lower quartile change in students with disabilities ninth grade core course failures.

*Figure 2.15. Trends in Students with Disabilities Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17*




**Best Quartile for Overall Performance (2016-17)**

- Broward County
- Charlotte Mecklenburg
- Chicago
- Long Beach
- Miami
- Oklahoma City
- Orange County
- Palm Beach
- Pinellas
- San Antonio
- Shelby County

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Charlotte Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Jefferson
- Nashville
- Norfolk
- Pinellas
- Richmond

*Figure 2.14. Percentage Point Change in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2014-15 to 2016-17*

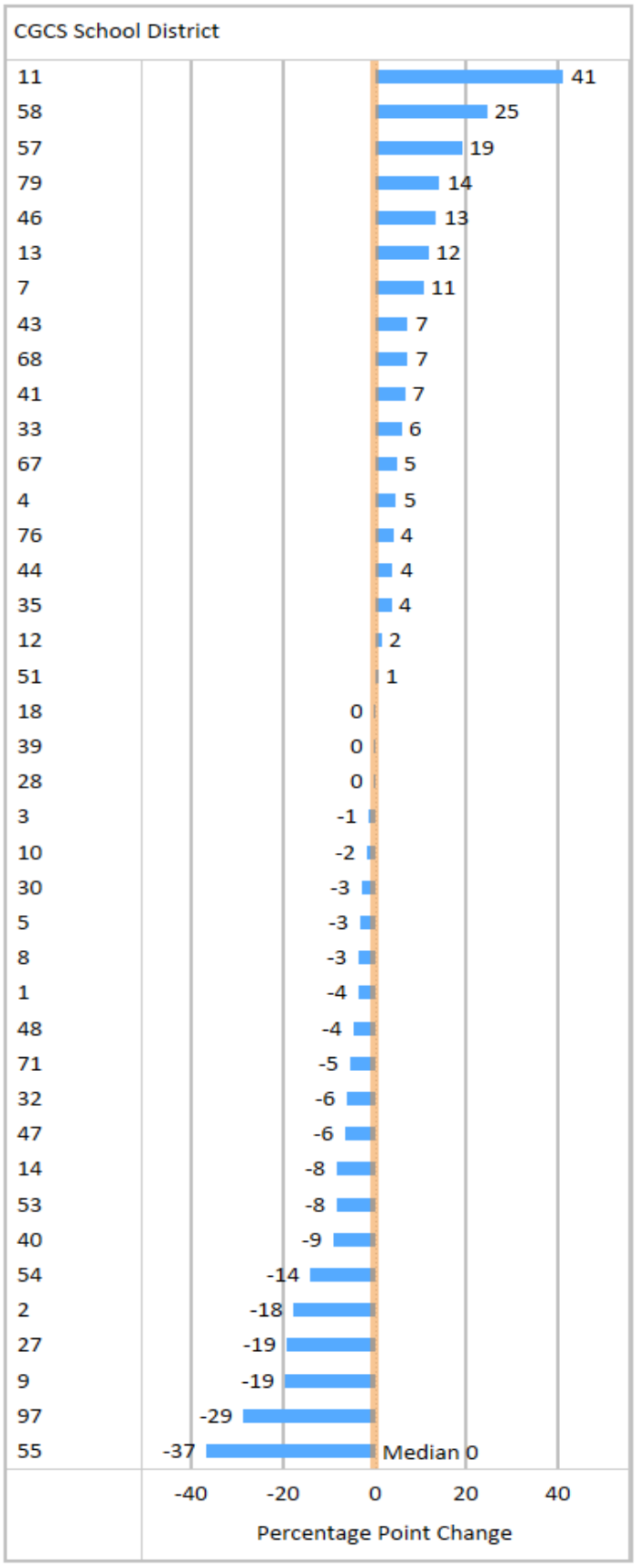
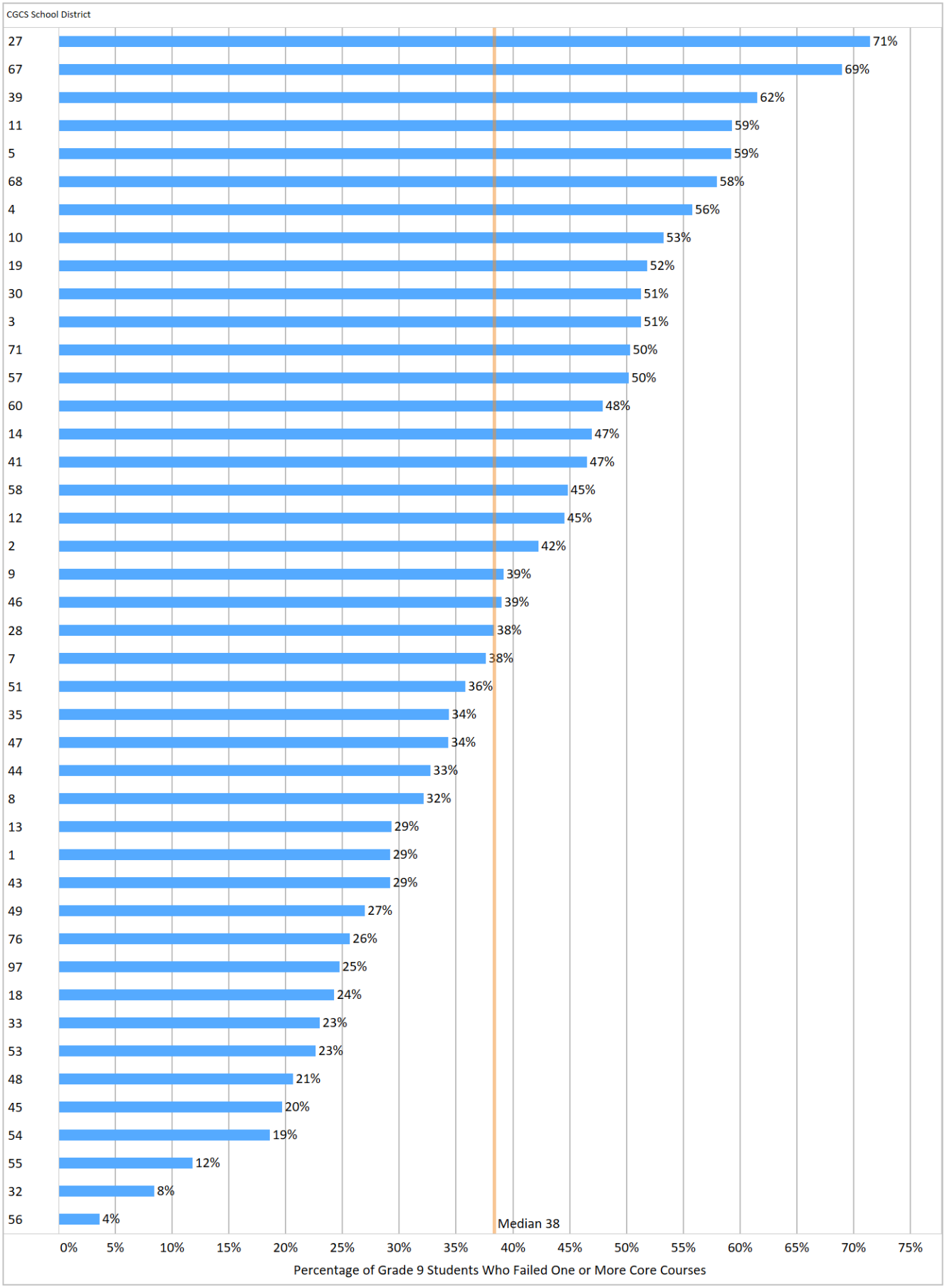


*Figure 2.16. Percentage of Ninth Grade English Learners Who Failed One or More Core Courses, 2016-17*

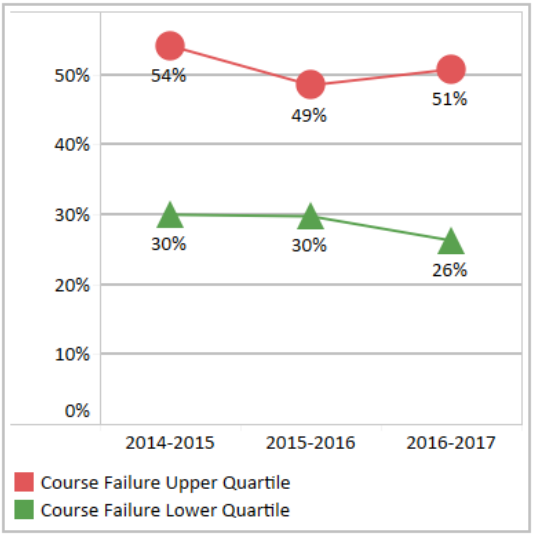


**Percentage of Ninth Grade English Learners Who Failed One or More Core Courses**

Note: Lower values and larger decreases are desired

- Figure 2.16: Total number of ninth grade English learners with at least one core course failure divided by the total number of English learners.
- Figure 2.17: Percentage point difference in English learners who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.18: Upper and lower quartile change in English learner ninth grade core course failures.

*Figure 2.18. Trends in English Learners Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17*




**Best Quartile for Overall Performance (2016-17)**

- Buffalo
- Charlotte Mecklenburg
- Chicago
- Indianapolis
- Jefferson
- Long Beach
- Miami
- Orange County
- Pinellas
- San Antonio
- Shelby County

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Atlanta
- Charlotte Mecklenburg
- Chicago
- Clark County
- Indianapolis
- Miami
- Milwaukee
- Nashville
- Pinellas

*Figure 2.17. Percentage Point Change in Ninth Grade English Learners Who Failed One or More Core Courses, 2014-15 to 2016-17*

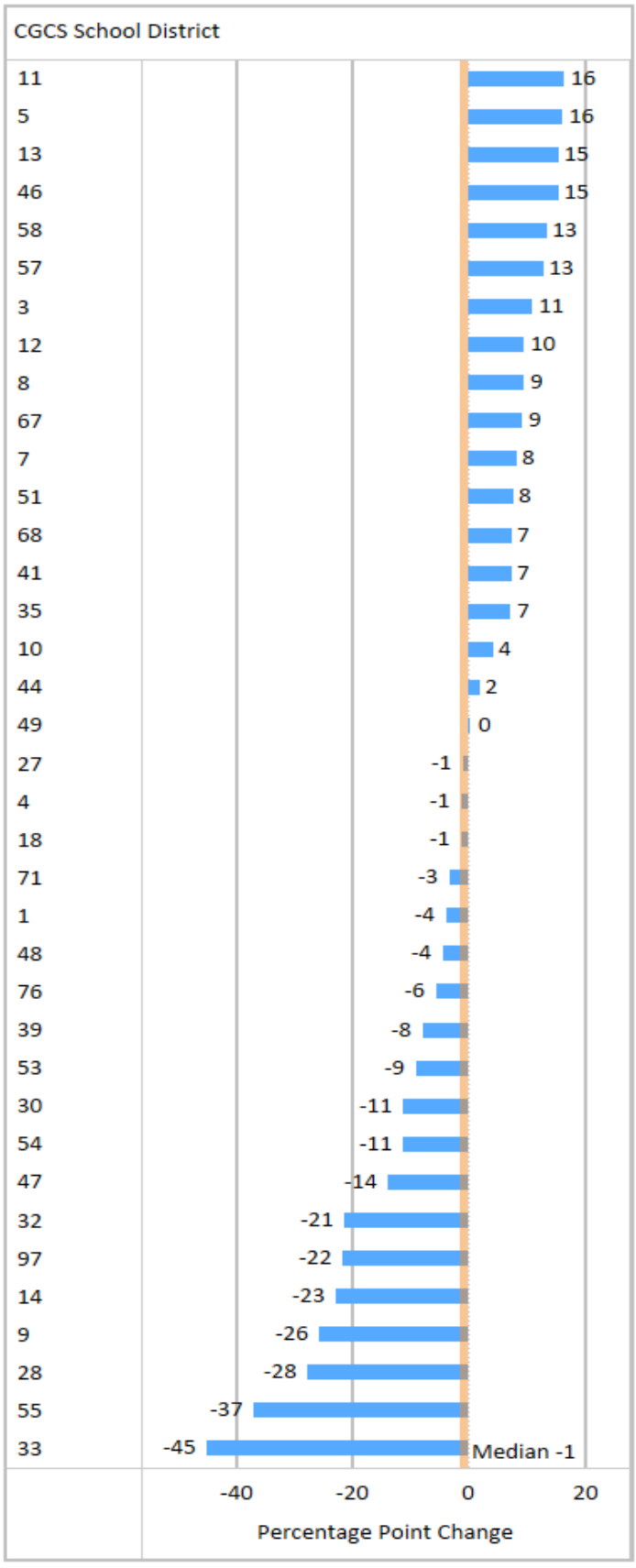
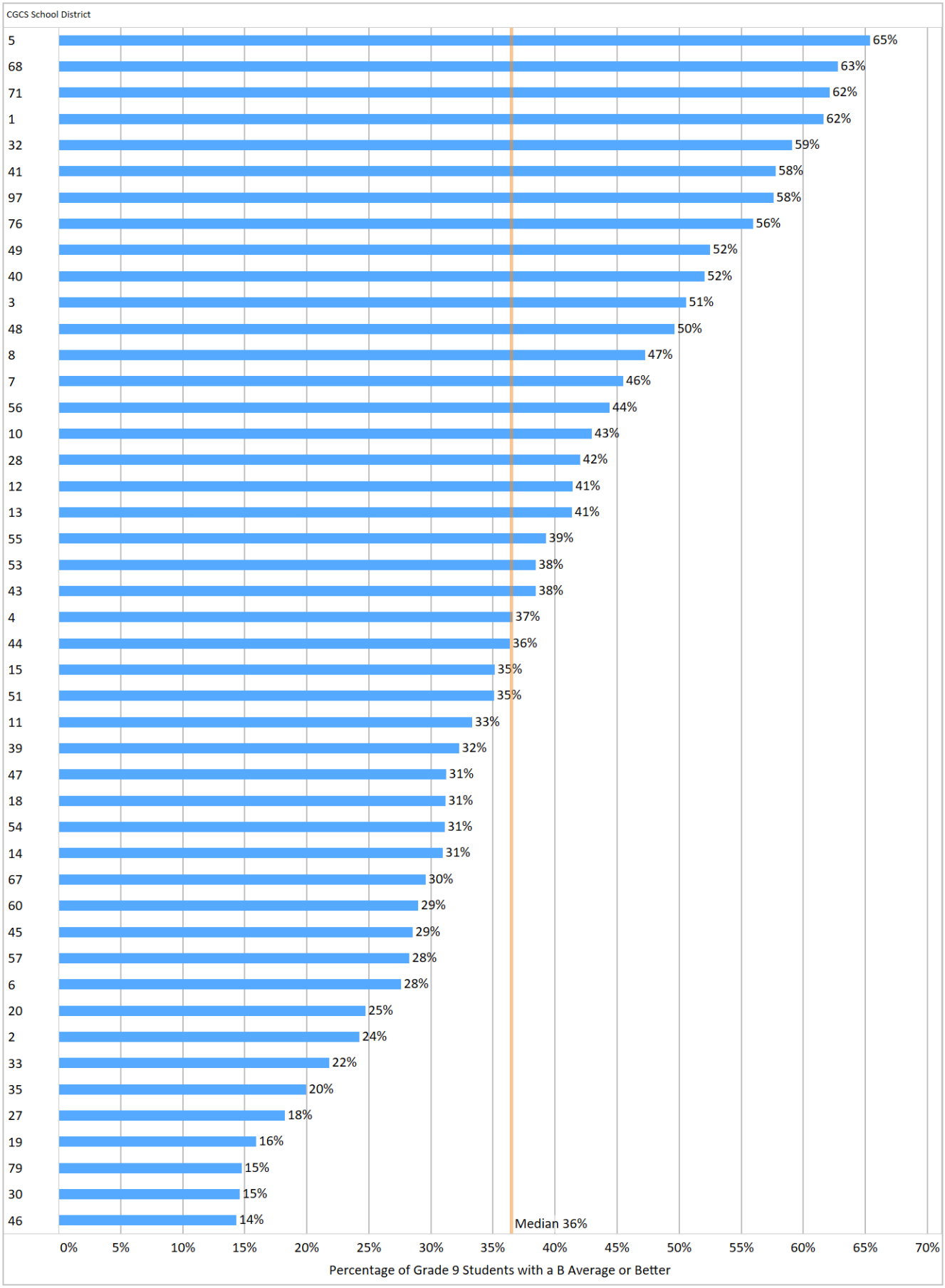


*Figure 3.1. Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17*

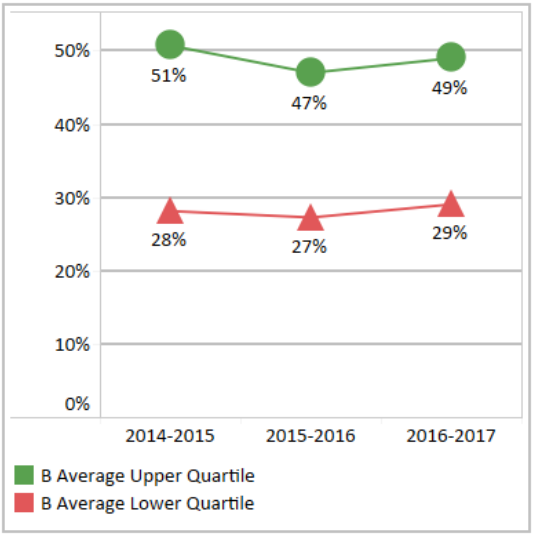


## Percentage of All Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.1: Total number of all ninth grade students with B average GPA or better divided by the total number of ninth grade students.
- Figure 3.2: Percentage point difference for all ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.3: Upper and lower quartile change in all students with a ninth grade B Average GPA or better.

*Figure 3.3. Trends in Ninth-Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Dallas
- Fort Worth
- Guilford County
- Miami
- Pinellas
- Portland
- San Antonio
- Seattle
- St. Paul

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Atlanta
- Broward County
- Cincinnati
- Cleveland
- Dallas
- Houston
- Los Angeles
- Portland
- Seattle

*Figure 3.2. Percentage Point Change in Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17*

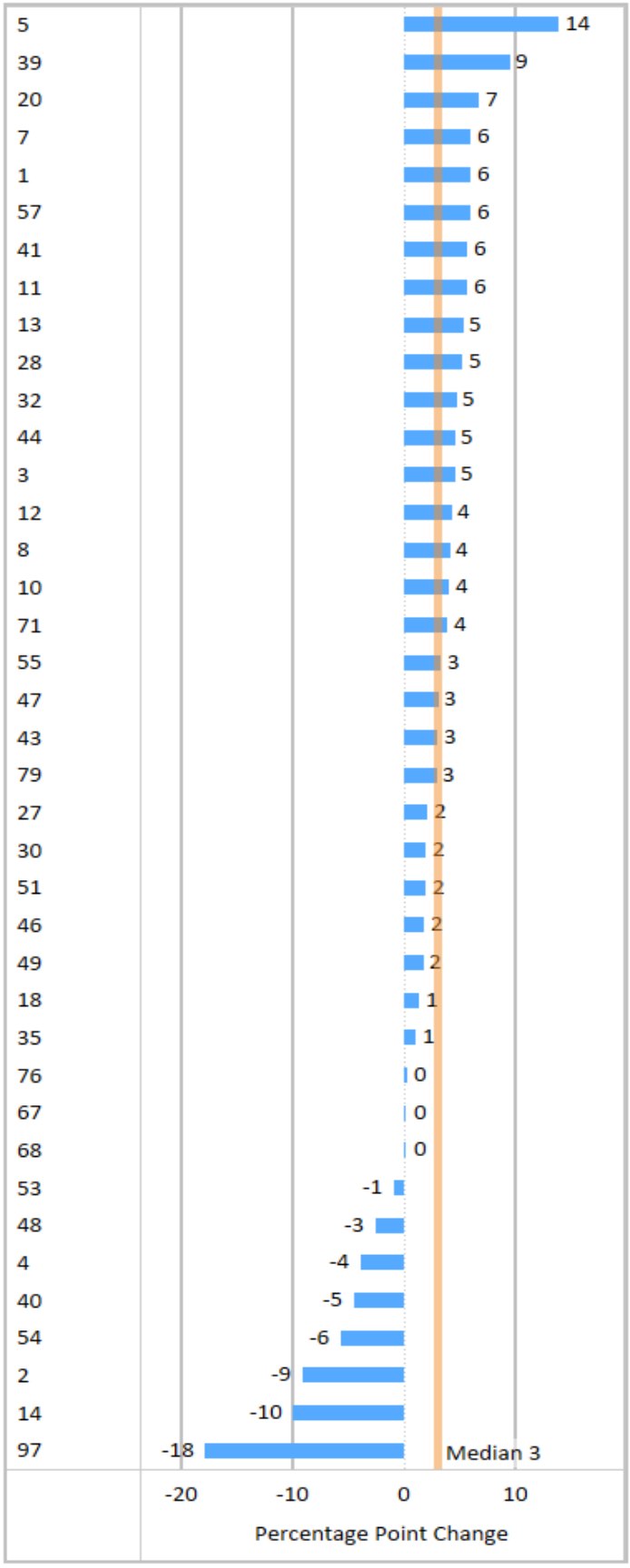
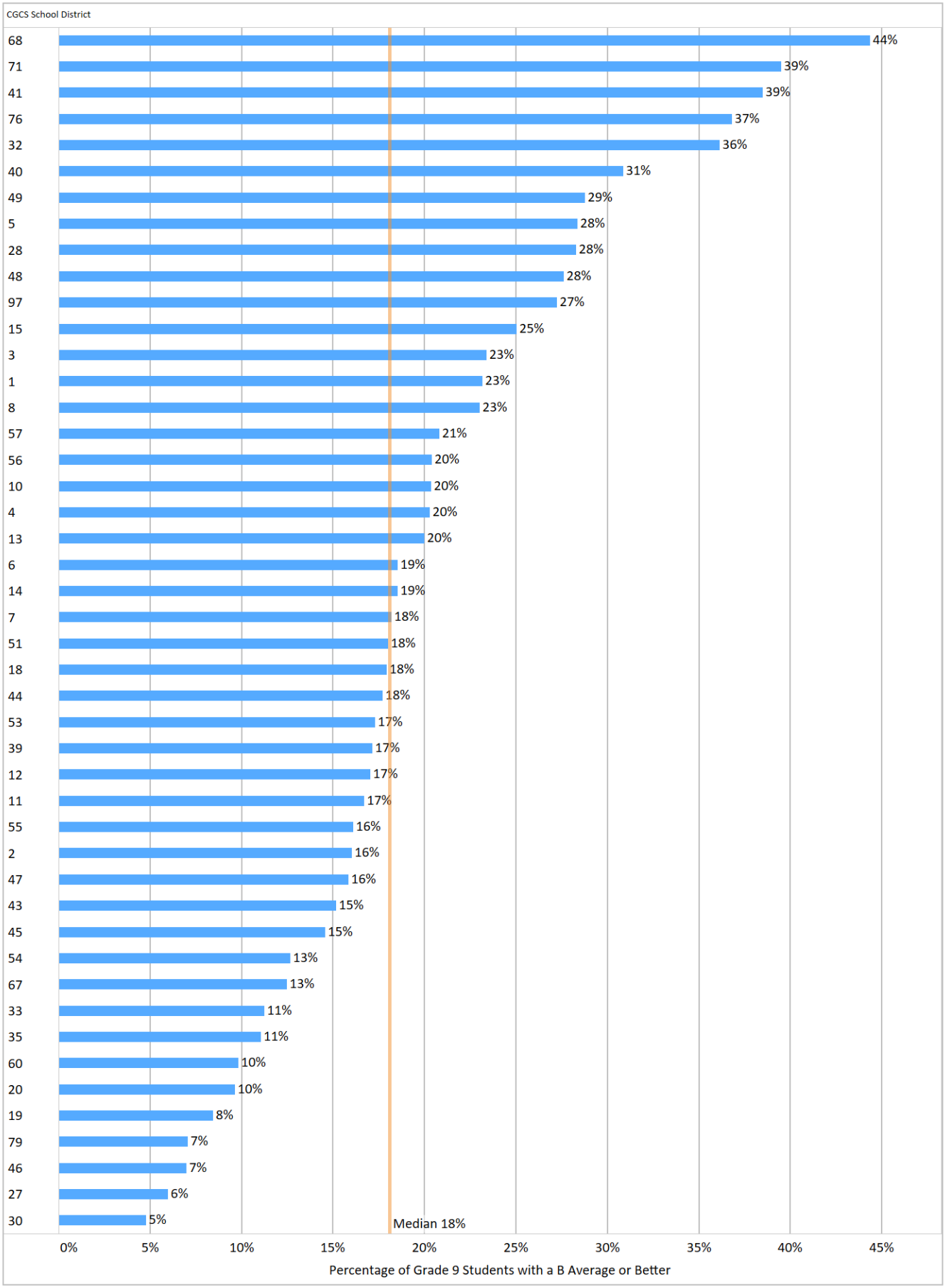


*Figure 3.4. Percentage of Black Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17*

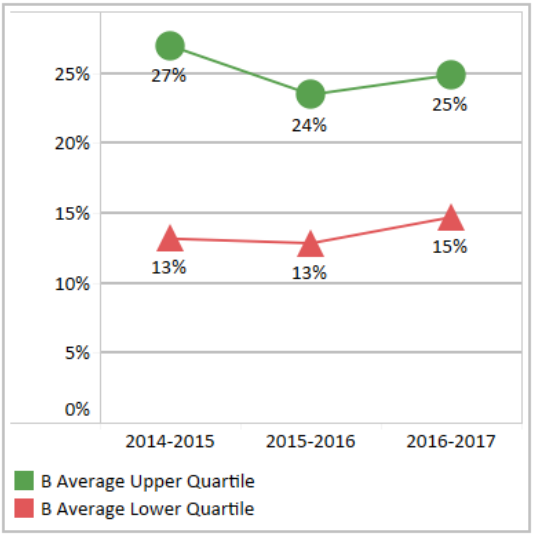


## Percentage of Black Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.4: Total number of Black male ninth grade students with B average GPA or better, divided by the total number of Black male ninth grade students.
- Figure 3.5: Percentage point difference Black male ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.6: Upper and lower quartile change for Black male ninth grade B Average GPA or better.

*Figure 3.6. Trends in Black Male Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Atlanta
- Austin
- Dallas
- Fort Worth
- Guilford County
- Miami
- Orange County
- Pinellas
- Portland
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Austin
- Broward County
- Dallas
- Hillsborough County
- Houston
- Houston
- Nashville
- Portland
- Seattle
- St. Paul

*Figure 3.5. Percentage Point Change in Black Male Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17*

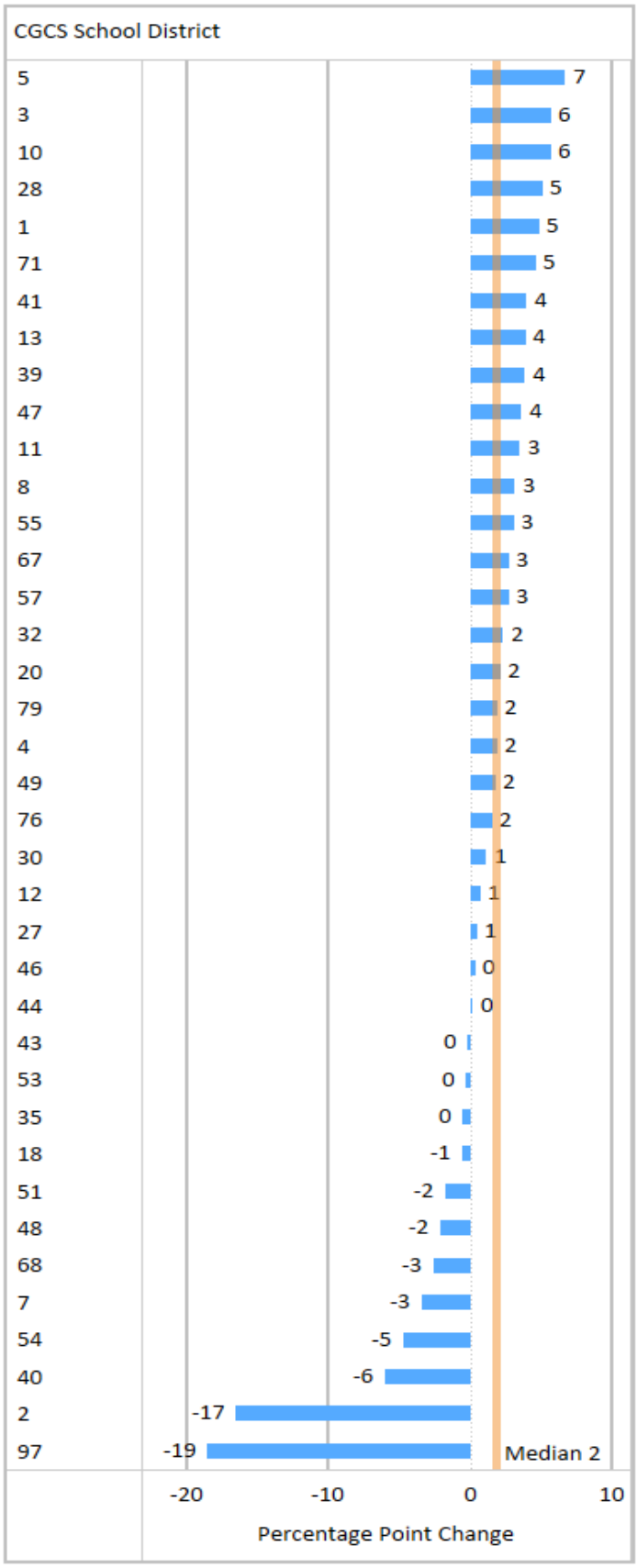
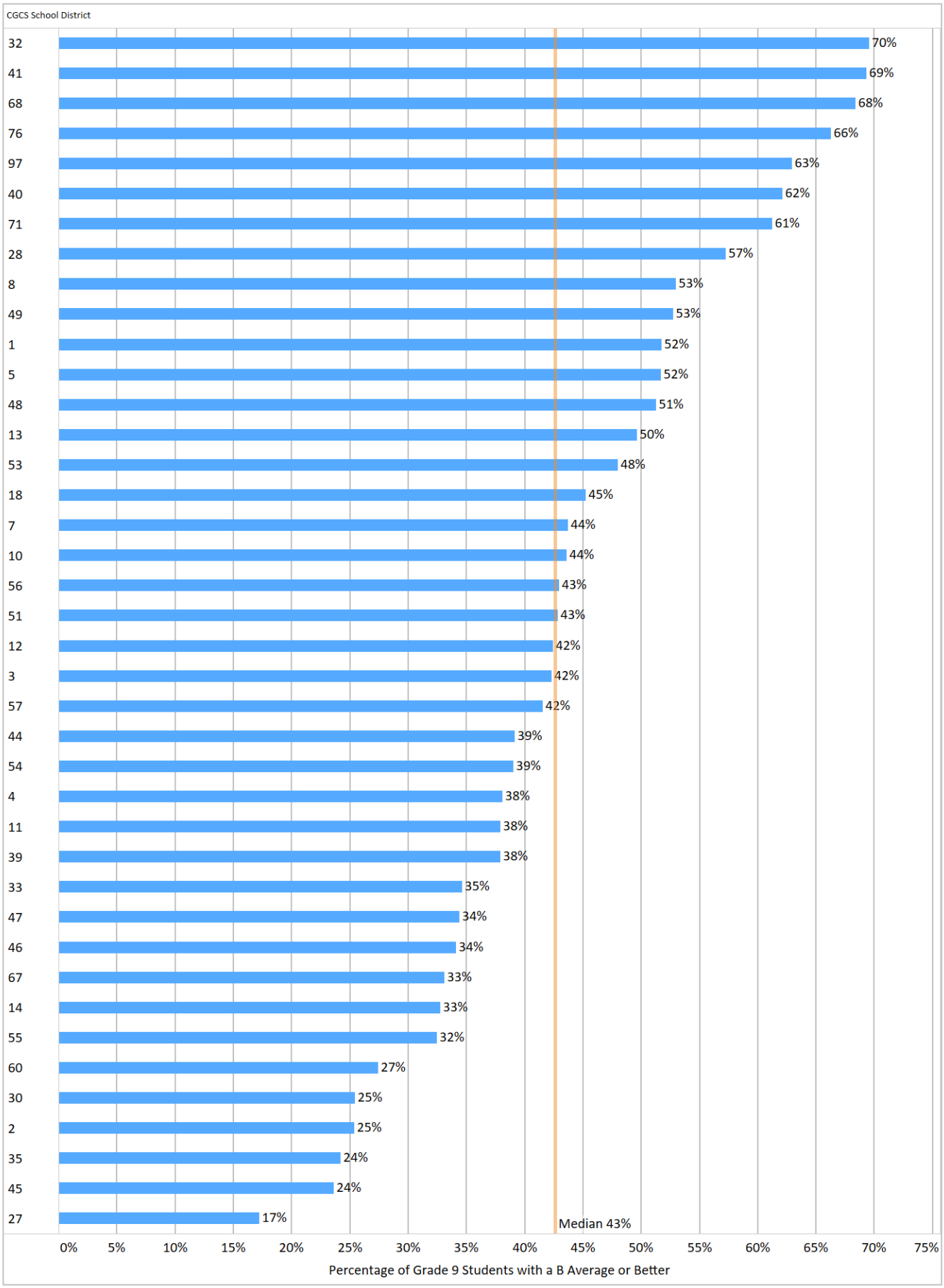


*Figure 3.7. Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17*

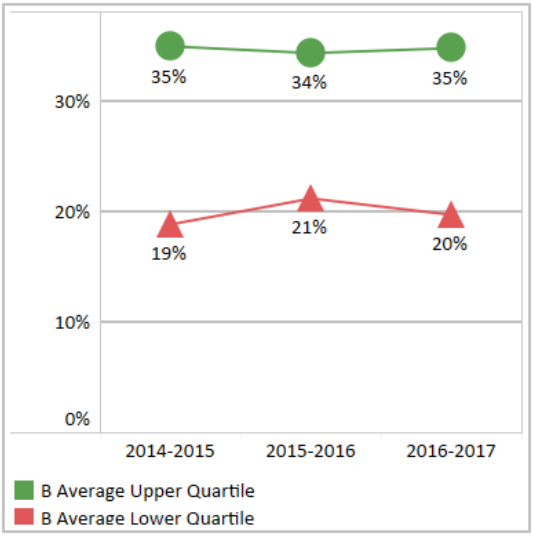


## Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.7: Total number of Hispanic male ninth grade students with B average GPA or better divided by the total number of Hispanic male ninth grade students.
- Figure 3.8: Percentage point difference Hispanic male ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.9: Upper and lower quartile change in Hispanic male ninth grade B Average GPA or better.

*Figure 3.9. Trends in Hispanic Male Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Broward County
- Dallas
- Fort Worth
- Miami
- Orange County
- Pinellas
- Portland
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Atlanta
- Broward County
- Dallas
- Guilford County
- Hillsborough County
- Houston
- Los Angeles
- Portland

*Figure 3.8. Percentage Point Change in Hispanic Male Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17*

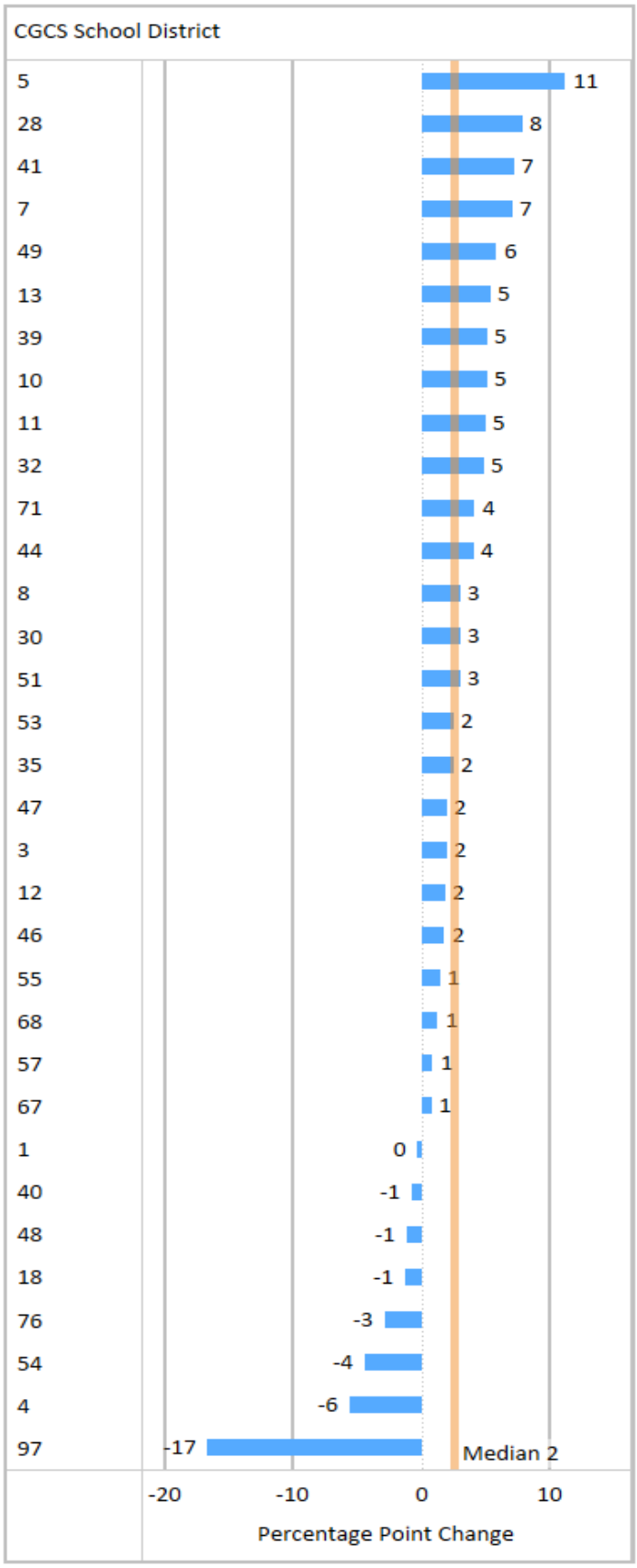
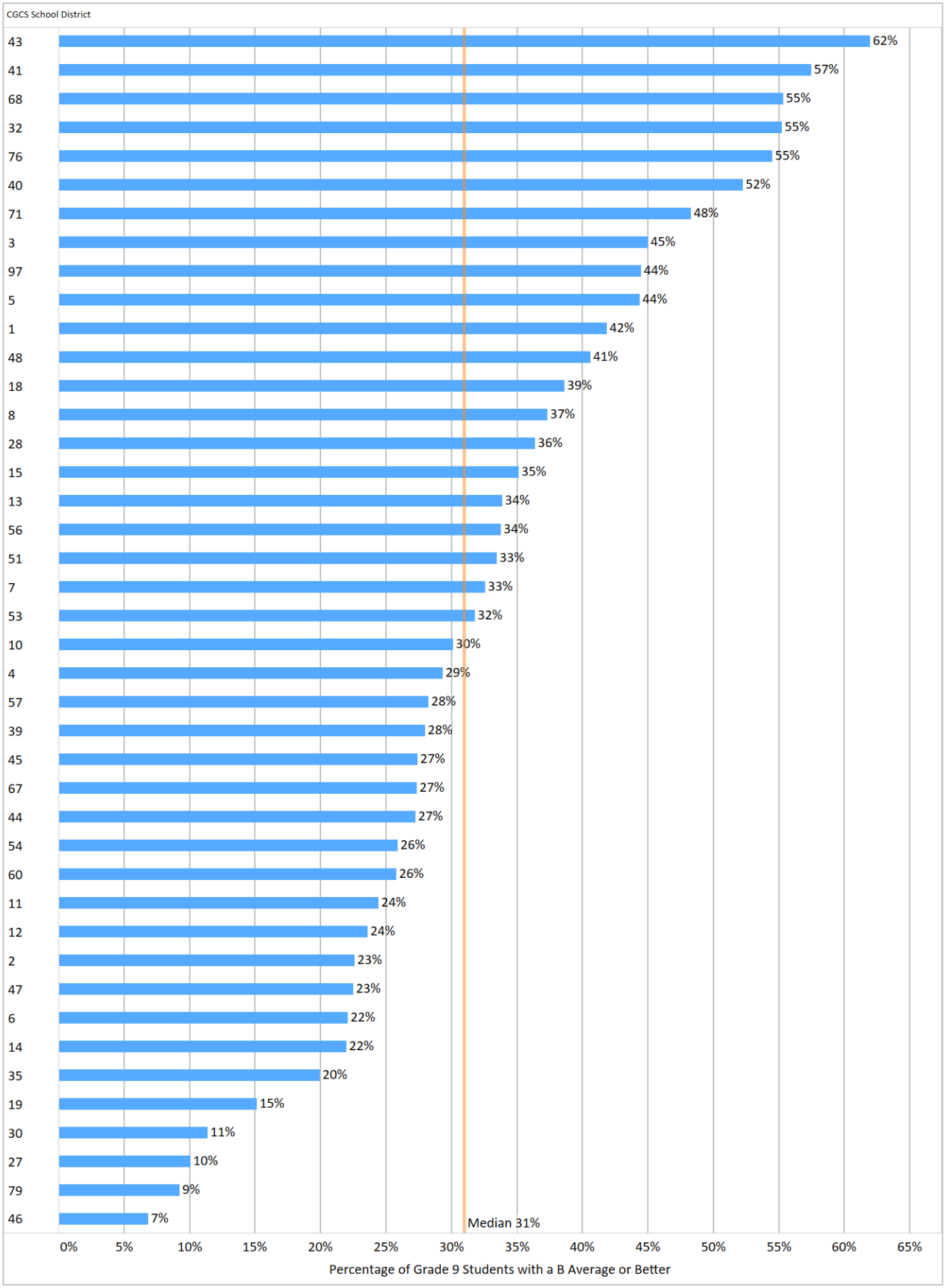


*Figure 3.10. Percentage of Free or Reduced Price Lunch Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17*

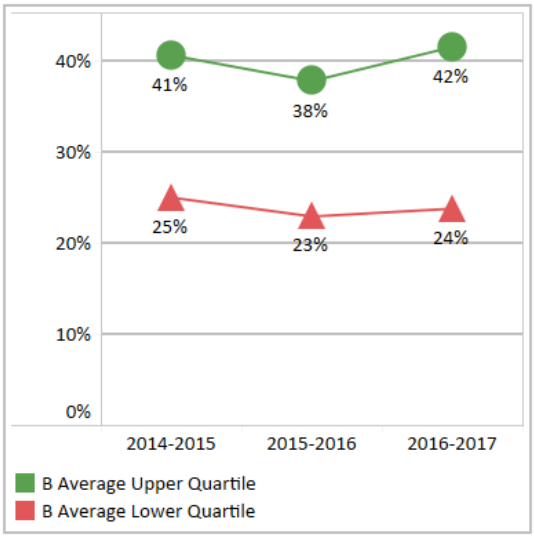


## Percentage of Free or Reduced Price Lunch (FRPL) Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.10: Total number of FRPL ninth grade students with B average GPA or better divided by the total number of FRPL ninth grade students.
- Figure 3.11: Percentage point difference for all FRPL ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.12: Upper and lower quartile change in FRPL ninth grade students with a B average GPA or better.

*Figure 3.12. Trends in Free or Reduced Price Lunch Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Dallas
- Fort Worth
- Miami
- Pinellas
- Pittsburgh
- Portland
- San Antonio
- St. Paul

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Broward County
- Cleveland
- Dallas
- Duval County
- Houston
- Pittsburgh
- Portland
- Shelby County

*Figure 3.11. Percentage Point Change in Free or Reduced Price Lunch Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17*

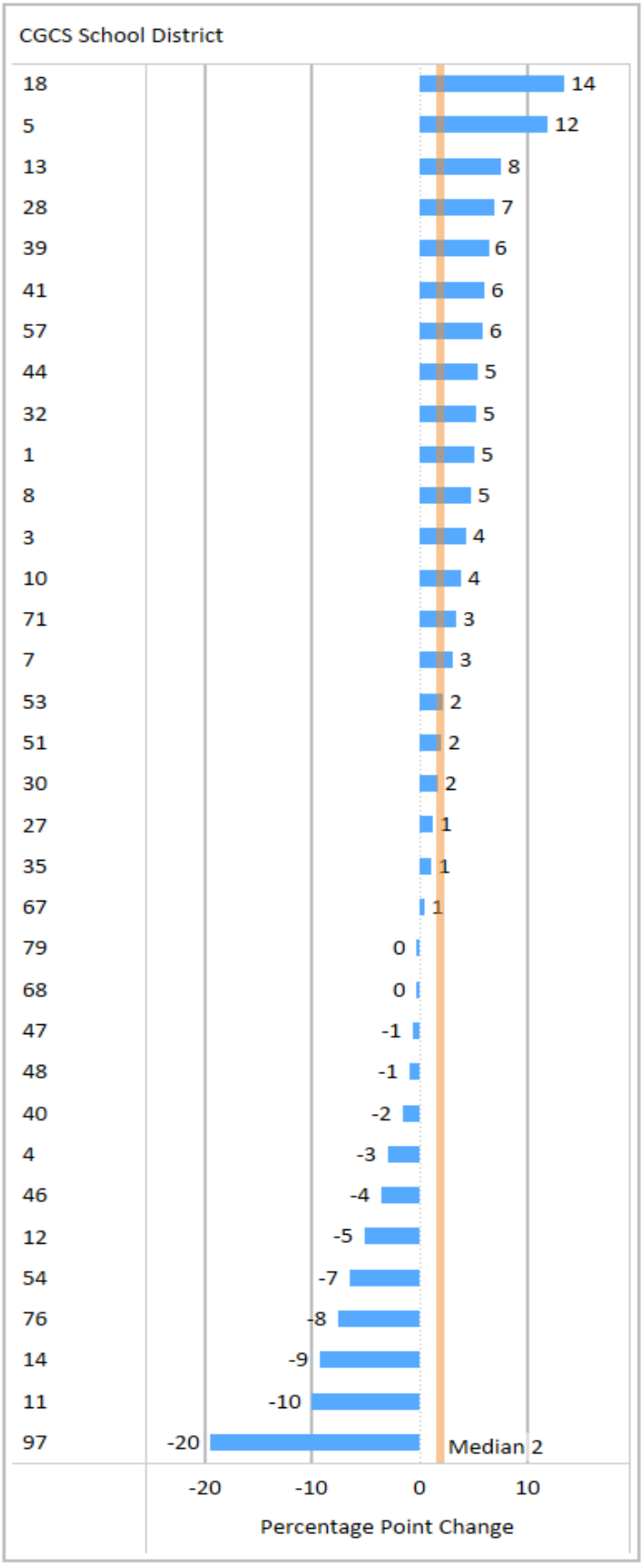
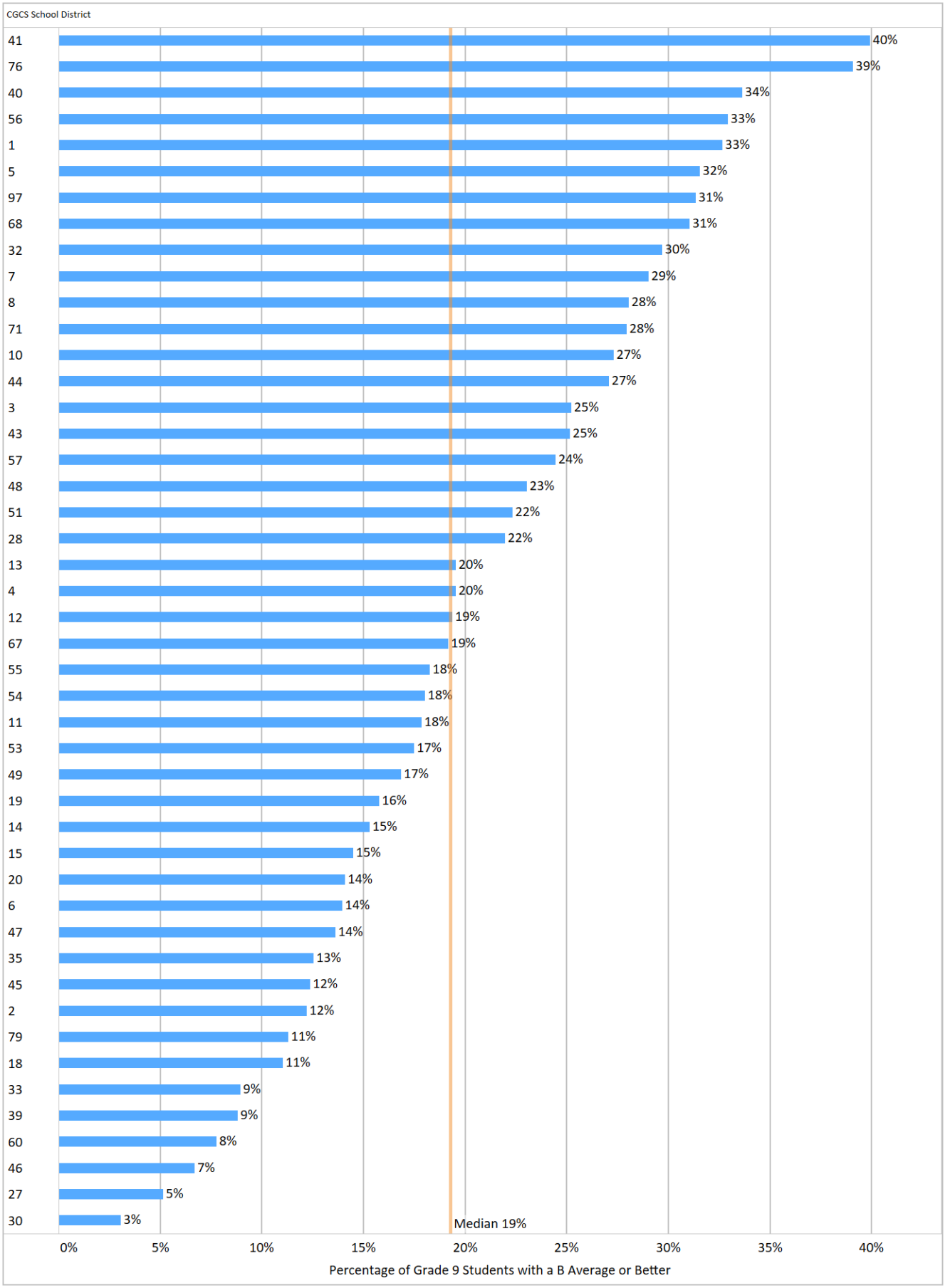


*Figure 3.13. Percentage of Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2016-17*

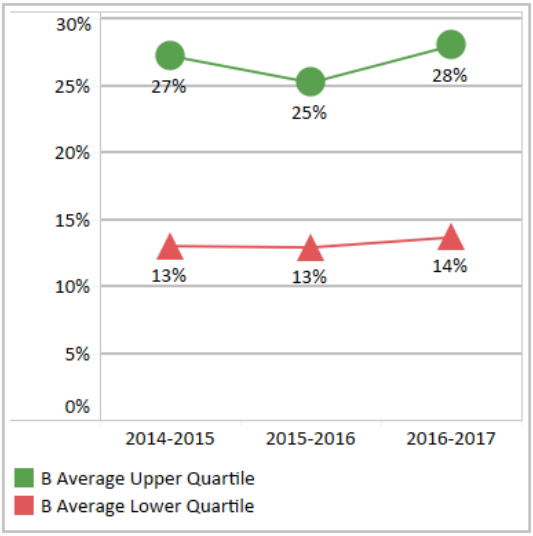


## Percentage of Ninth Grade Students with Disabilities with a B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.13: Total number of all ninth grade students with disabilities with a B average GPA or better, divided by the total number of ninth grade students with disabilities.
- Figure 3.14: Percentage point difference for all ninth grade students with disabilities with a B average GPA or better between 2014-15 and 2016-17.
- Figure 3.15: Upper and lower quartile change in students with disabilities ninth-grade B Average GPA or better.

*Figure 3.15. Trends in Ninth Grade Students with Disabilities with a B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Anchorage
- Arlington
- Cleveland
- Dallas
- Fort Worth
- Long Beach
- Miami
- Pinellas
- Portland
- San Antonio
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Broward County
- Charlotte Mecklenburg
- Dallas
- Des Moines
- Duval County
- Los Angeles
- Oklahoma City
- Portland

*Figure 3.14. Percentage Point Change in Ninth Grade Students with Disabilities with a B Average GPA or Better in All Courses, 2014-15 to 2016-17*

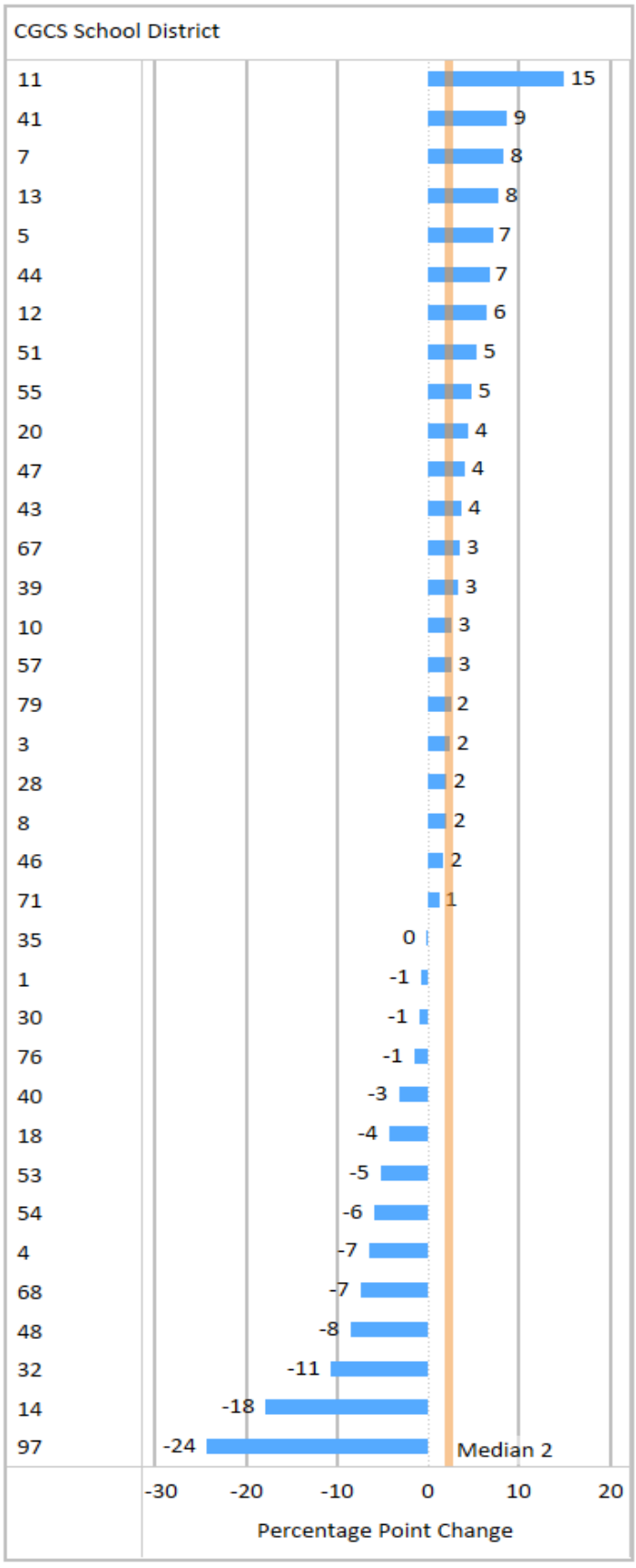
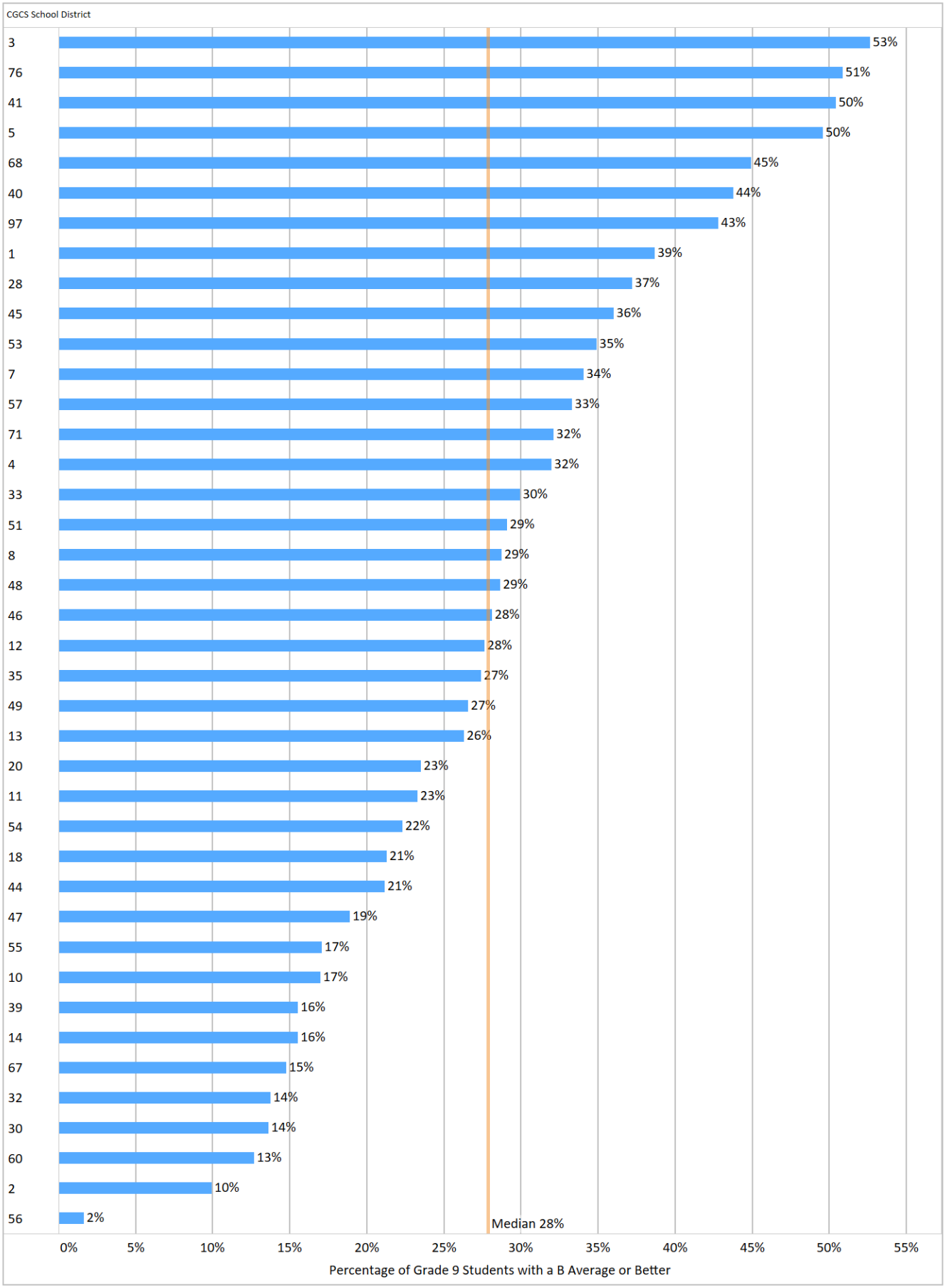


*Figure 3.16. Percentage of Ninth Grade English Learners with a B Average GPA or Better in All Grade Nine Courses, 2016-17*

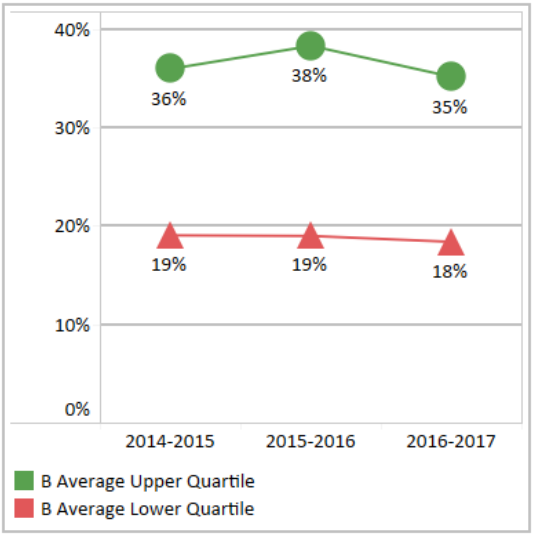


## Percentage of Ninth Grade English Learners with a B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.16: Total number of ninth-grade ELs with a B average GPA or better, divided by the total number of ninth grade English learners.
- Figure 3.17: Percentage point difference for ninth grade English learners with a B average GPA or better between 2014-15 and 2016-17.
- Figure 3.18: Upper and lower quartile change in English learner ninth grade students with a B average GPA or better.

*Figure 3.18. Trends in Ninth Grade English Learners with a B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Atlanta
- Buffalo
- Dallas
- Fort Worth
- Pinellas
- Portland
- San Antonio
- Seattle
- St. Paul

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Broward County
- Charlotte Mecklenburg
- Cleveland
- Columbus
- Dallas
- Fort Worth
- Houston
- Los Angeles
- Portland
- Shelby County

*Figure 3.17. Percentage Point Change in Ninth Grade English Learners with a B Average GPA or Better in All Courses, 2014-15 to 2016-17*

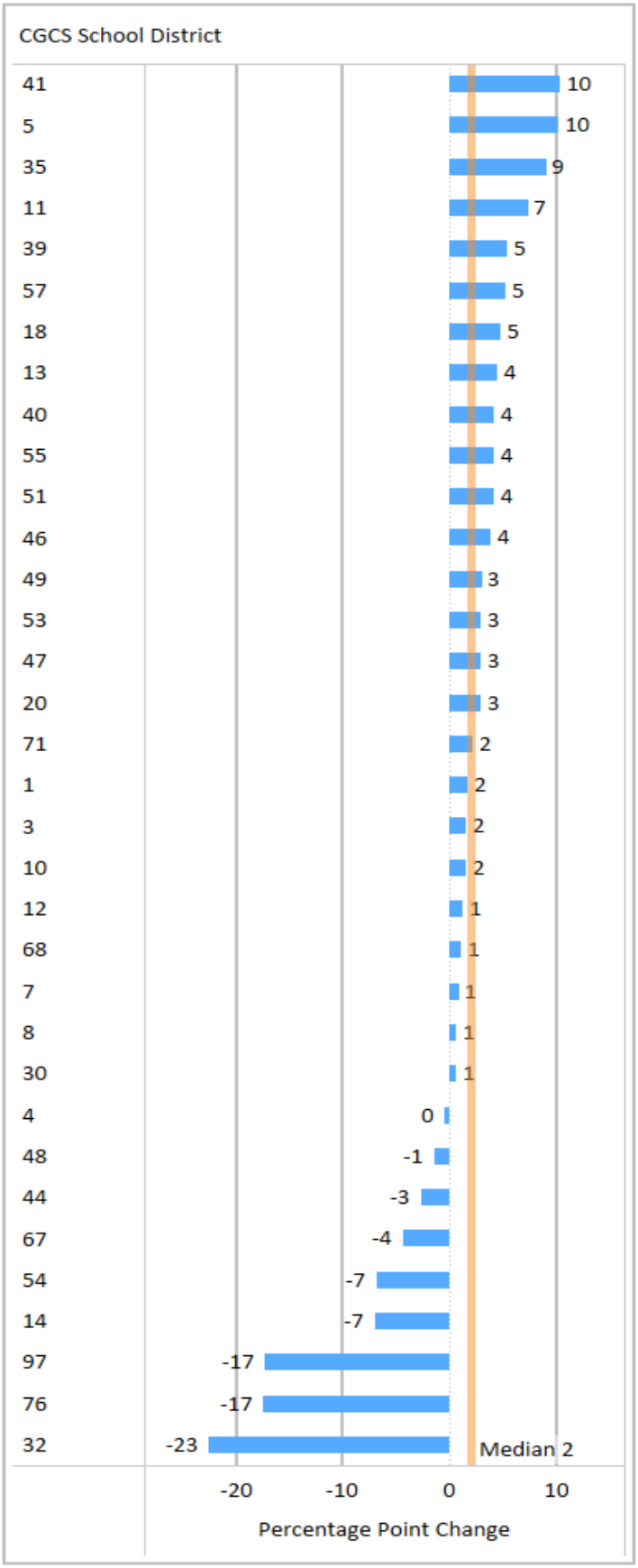
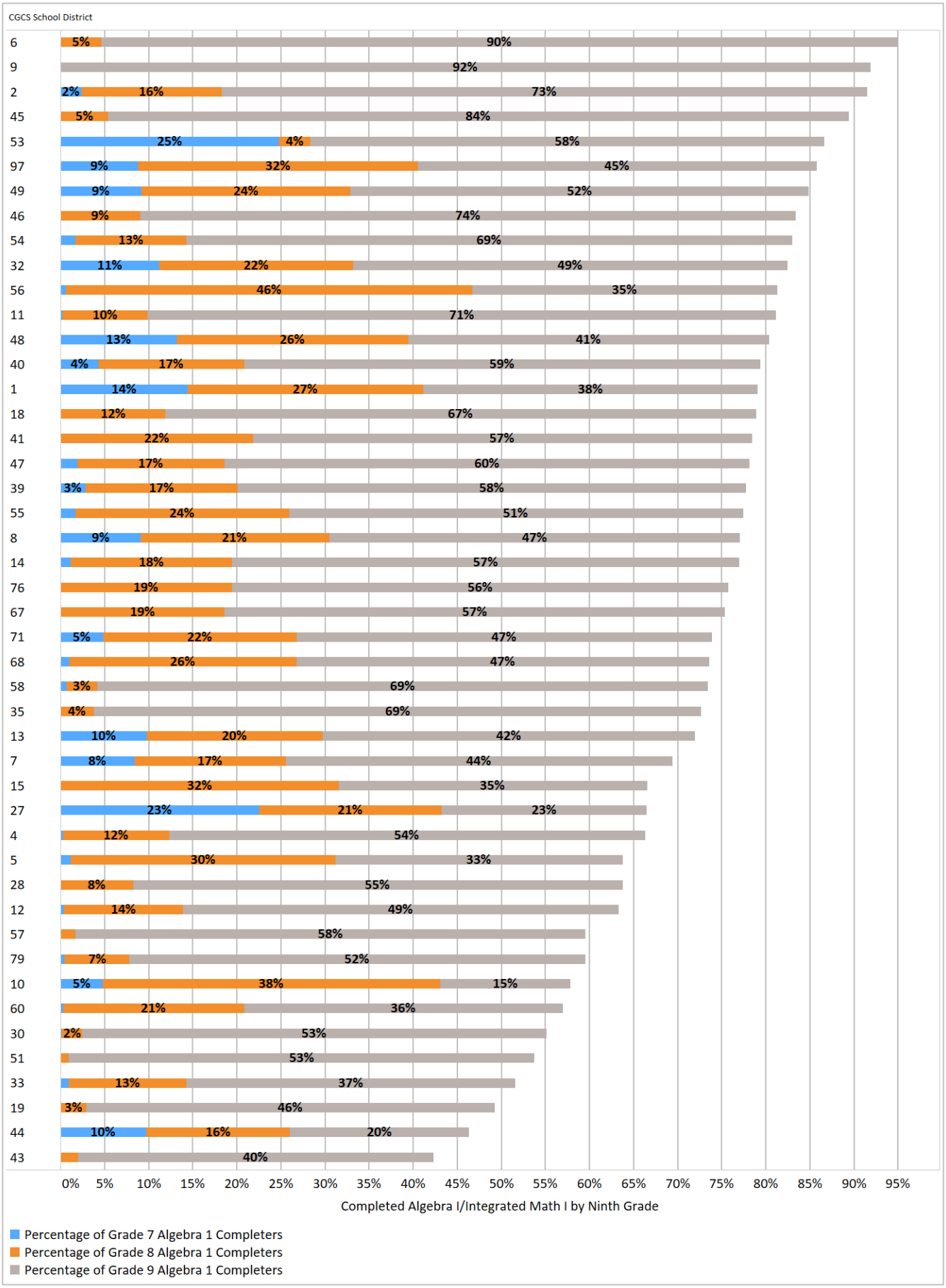


*Figure 4.1. Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17*

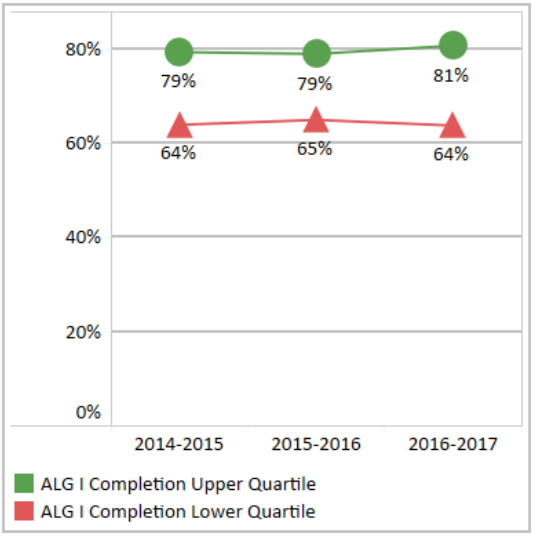


## Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.1: Total number of students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of students in each grade.
- Figure 4.2: Percentage point difference in students who completed Algebra I or equivalent by the end of ninth grade between 2014-15 and 2016-17
- Figure 4.3: Upper and lower quartile change in all students who completed Algebra I by the end of Ninth Grade.

*Figure 4.3. Trends in Students Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Baltimore City
- Birmingham
- Buffalo
- Chicago
- Clark County
- Guilford County
- Jefferson
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Richmond

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Baltimore City
- Chicago
- Hillsborough County
- Houston
- Los Angeles
- Milwaukee
- Orange County
- Richmond
- Wichita

*Figure 4.2. Percentage Point Change in Ninth Grade Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17*

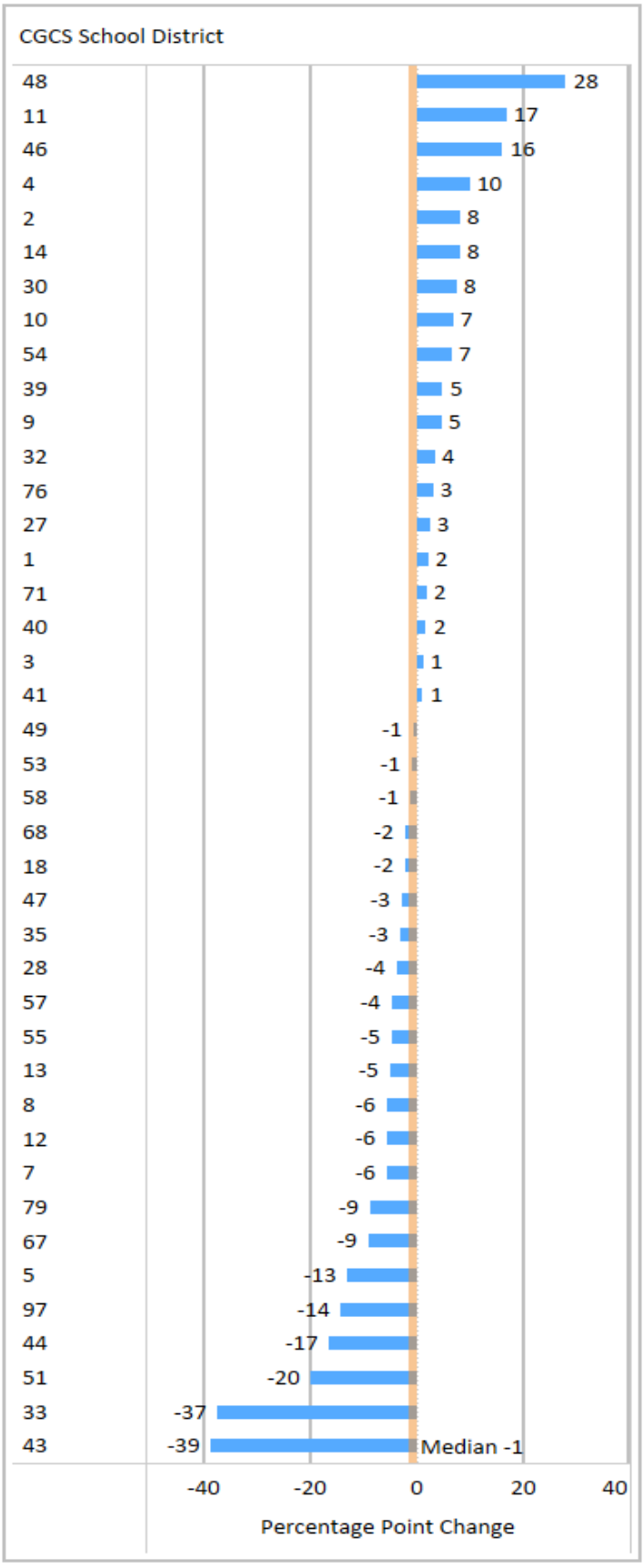
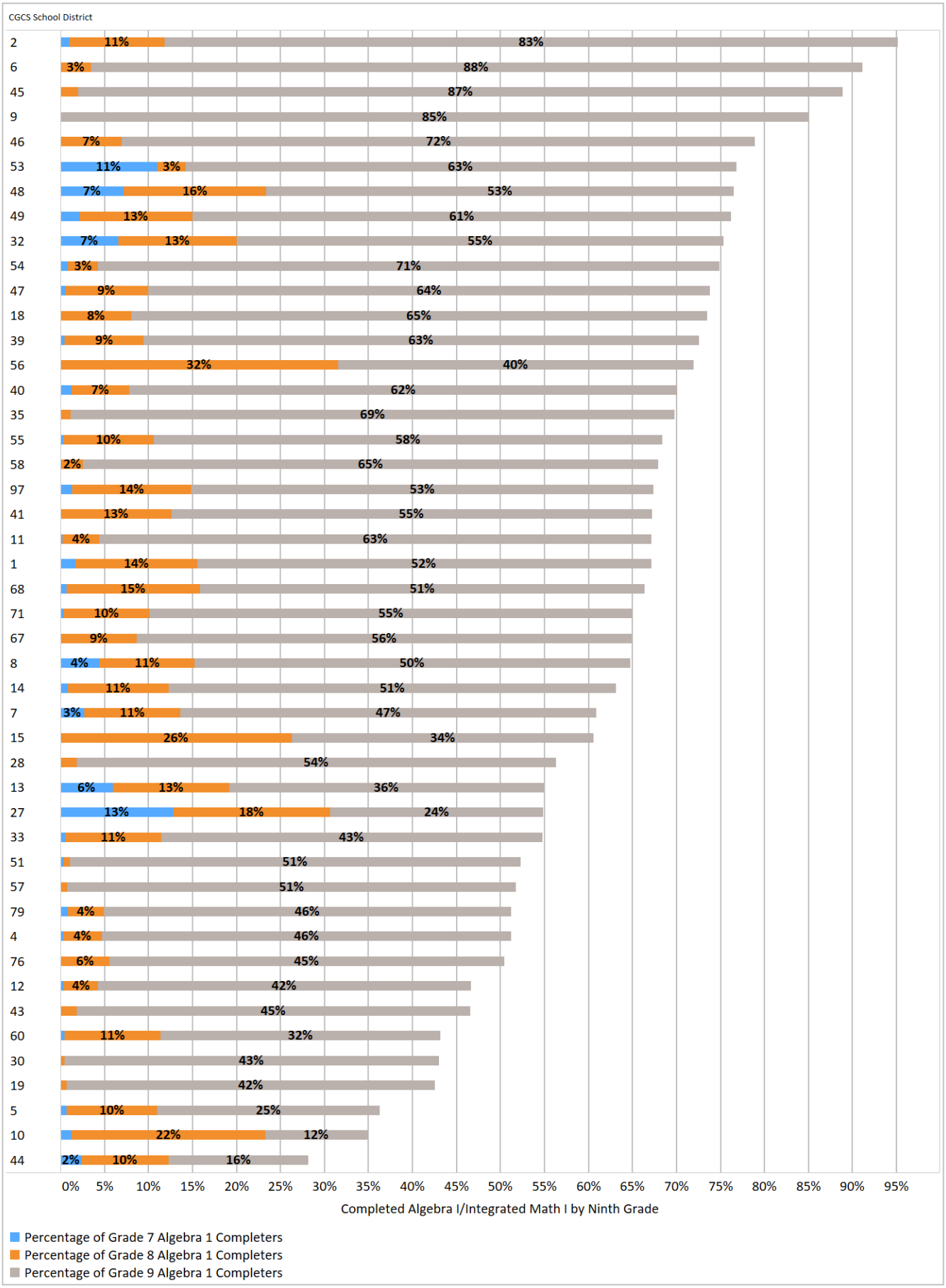


*Figure 4.4. Percentage of Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17*

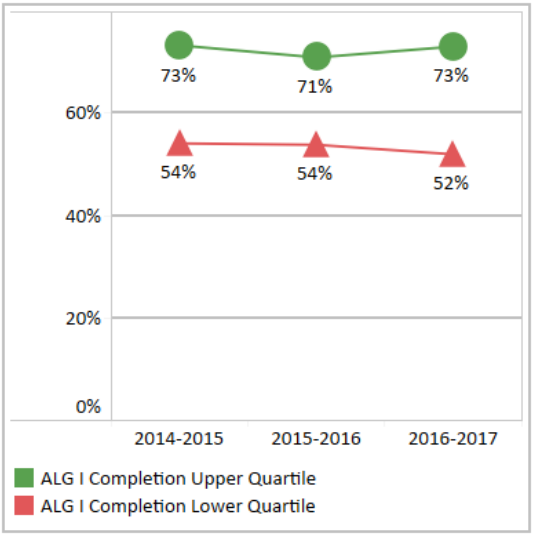


## Percentage of Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.4: Total number of Black males that completed Algebra I in seventh, eighth, or ninth grade respectively divided by the total number of Black males in each grade.
- Figure 4.5: Percentage point difference in Black males who completed Algebra I or equivalent by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.6: Upper and lower quartile change in Black males who completed Algebra I by the end of ninth grade.

*Figure 4.6. Trends in Black Males Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Baltimore City
- Birmingham
- Buffalo
- Chicago
- Clark County
- Guilford County
- Jefferson
- Miami
- Nashville
- Orange County
- Richmond
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Austin
- Baltimore City
- Chicago
- Clark County
- Miami
- Orange County
- Richmond
- St. Paul
- Wichita

*Figure 4.5. Percentage Point Change in Ninth Grade Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17*

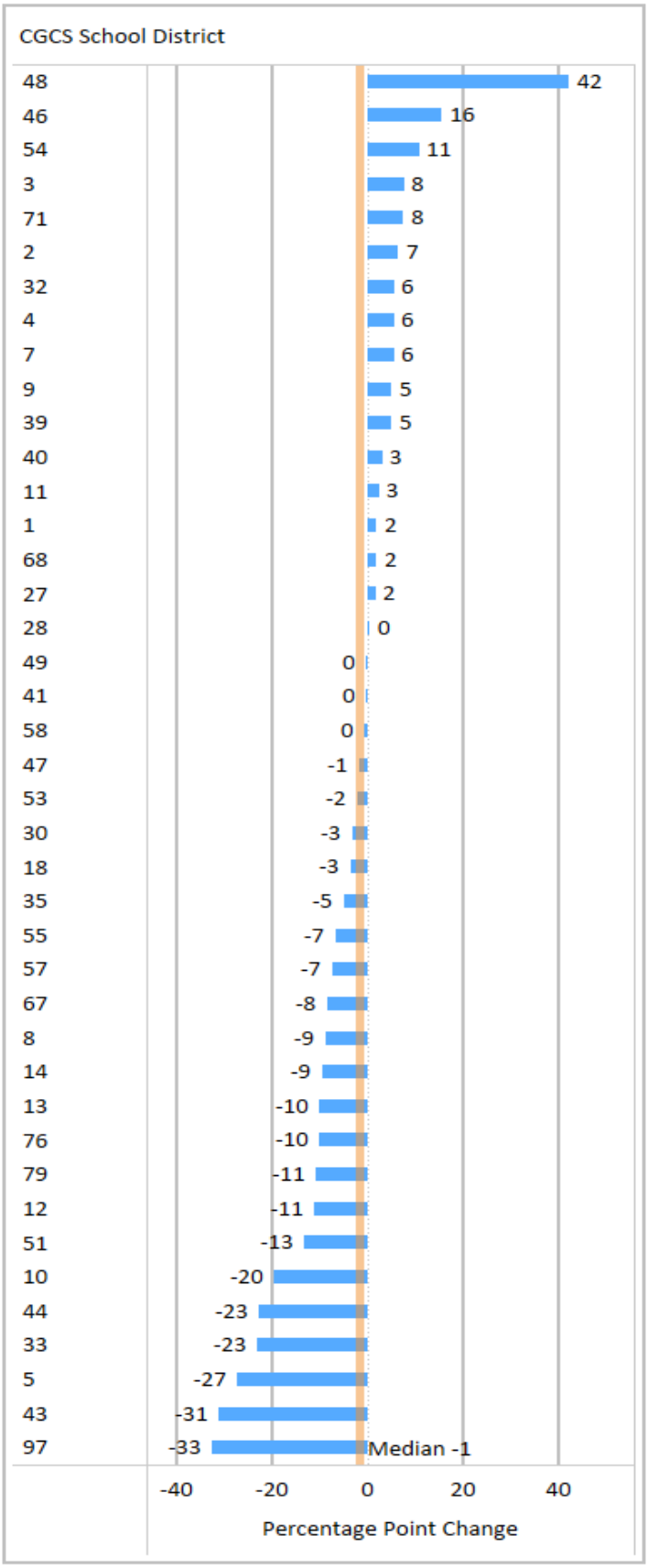
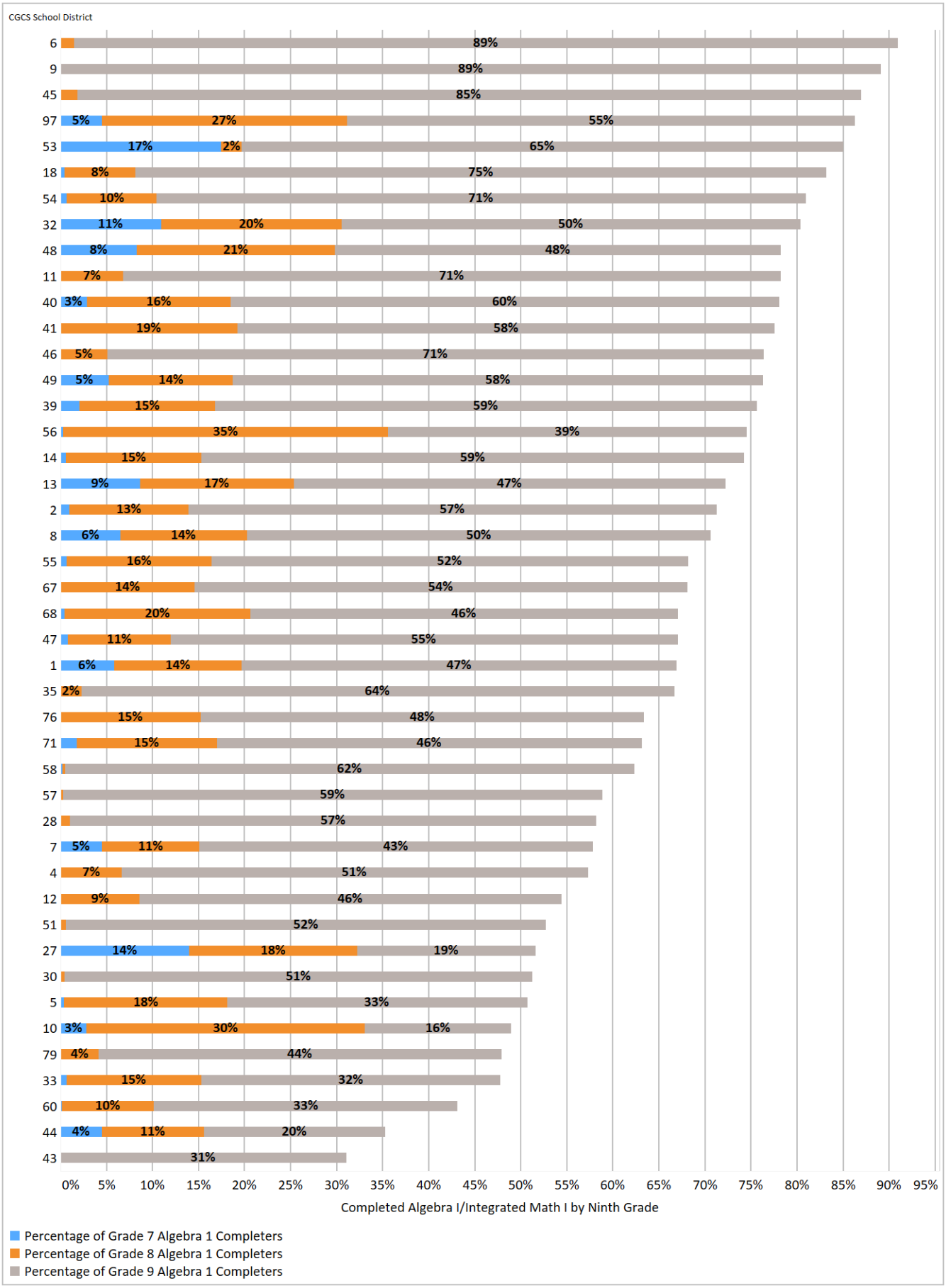


*Figure 4.7. Percentage of Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17*

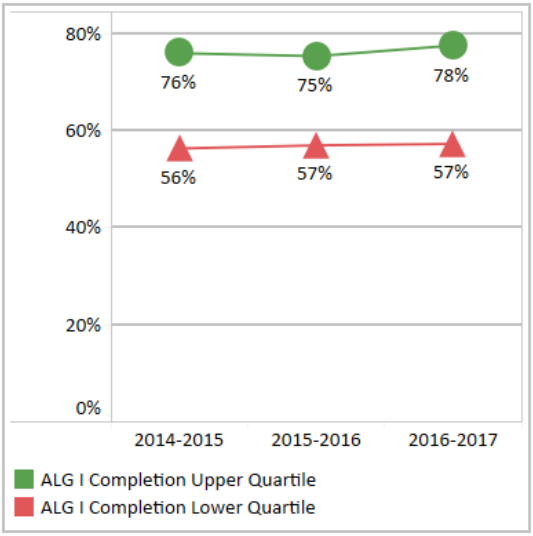


## Percentage of Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.7: Total number of Hispanic males that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Hispanic males in each grade.
- Figure 4.8: Percentage point difference in Hispanic males who completed Algebra I or equivalent by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.9: Upper and lower quartile change in Hispanic males who completed Algebra I by the end of ninth grade.

*Figure 4.9. Trends in Hispanic Males Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Birmingham
- Buffalo
- Chicago
- Clark County
- Fort Worth
- Jefferson
- Los Angeles
- Miami
- Orange County
- Pinellas
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Baltimore City
- Chicago
- Fort Worth
- Houston
- Los Angeles
- Miami
- Milwaukee
- Orange County
- Richmond
- Wichita

*Figure 4.8. Percentage Point Change in Ninth Grade Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17*

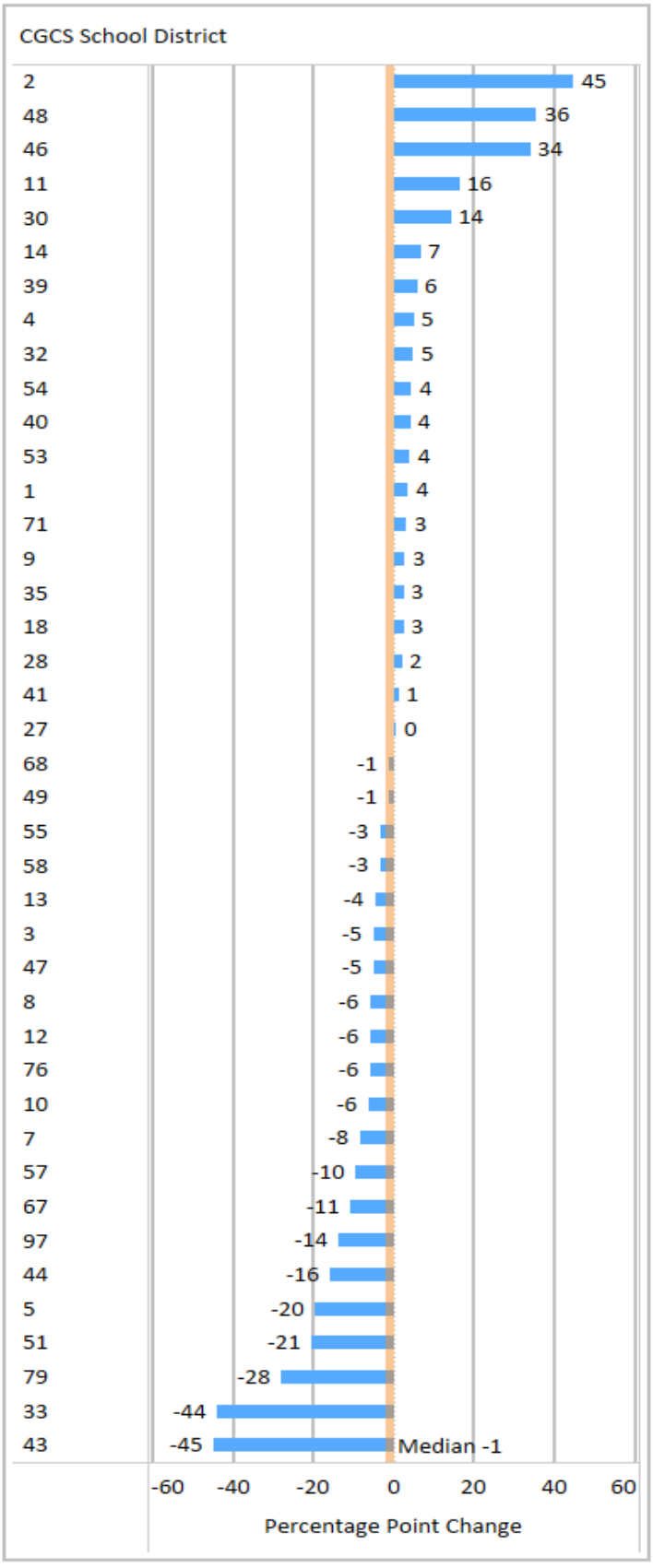
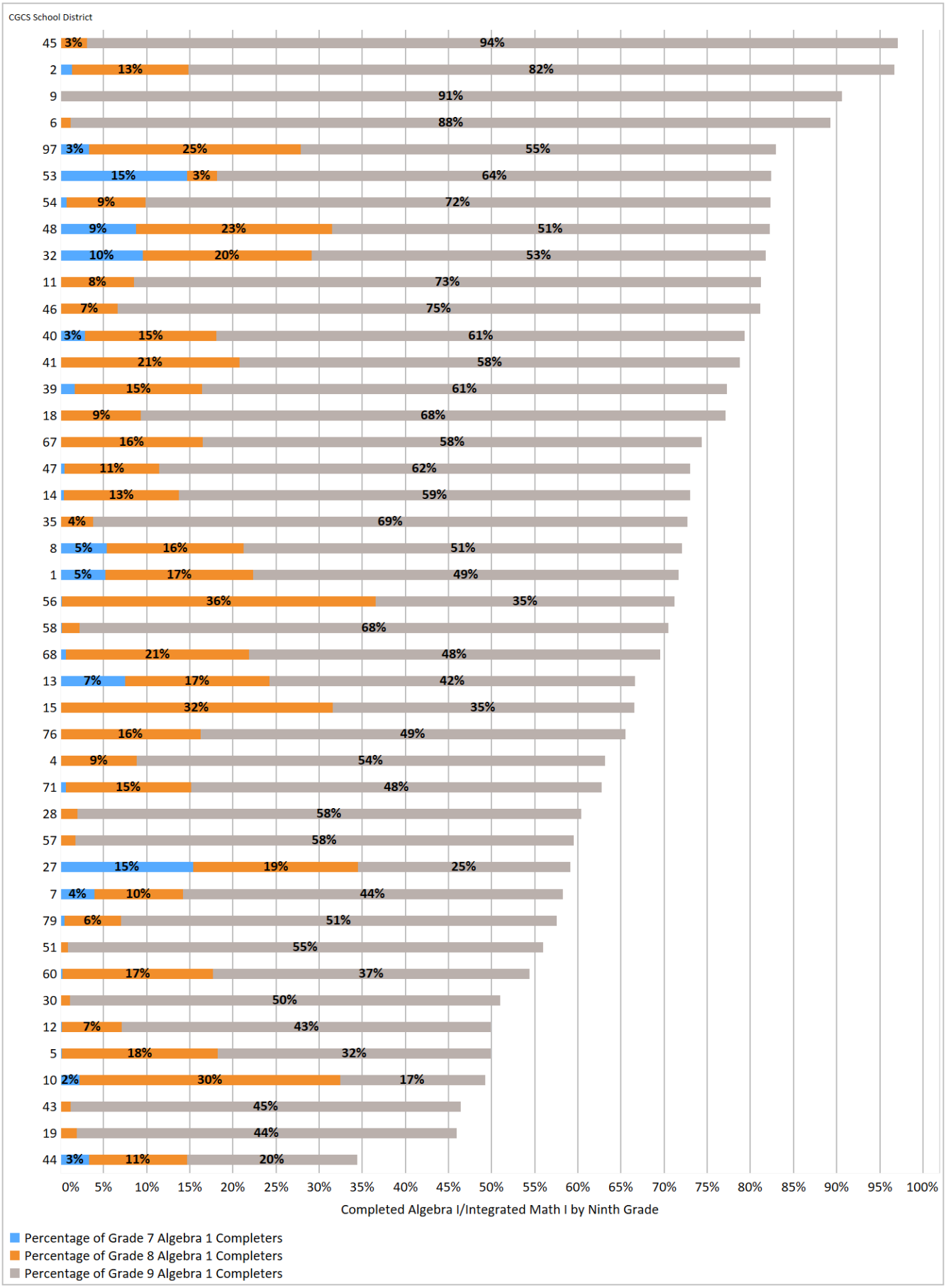


*Figure 4.10. Percentage of Free or Reduced Price Lunch Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17*

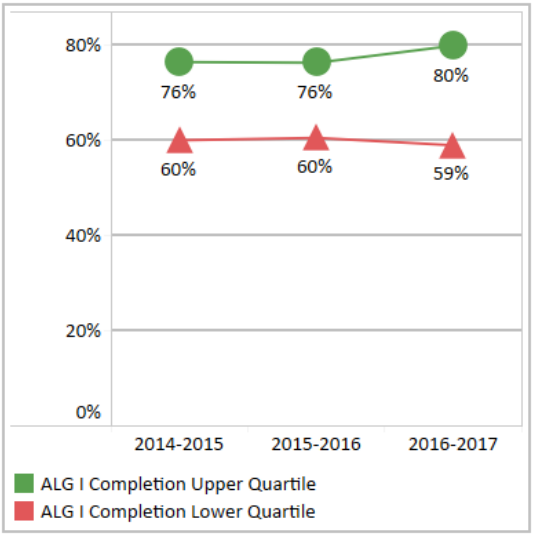


## Percentage of Free or Reduced Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.10: Total number of FRPL students that completed Algebra I in seventh, eighth, or ninth grade, respectively, divided by the total number of ninth grade FRPL students in each grade.
- Figure 4.11: Percentage point difference in FRPL students who completed Algebra I by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.12: Upper and lower quartile change in FRPL Algebra I completion.

*Figure 4.12. Trends in Free or Reduced Price Lunch Students Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Baltimore City
- Birmingham
- Buffalo
- Chicago
- Clark County
- Jefferson
- Los Angeles
- Miami
- Orange County
- Pinellas
- Richmond

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Baltimore City
- Chicago
- Clark County
- Houston
- Los Angeles
- Miami
- Orange County
- Wichita

*Figure 4.11. Percentage Point Change in Ninth Grade Free or Reduced Price Lunch Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17*

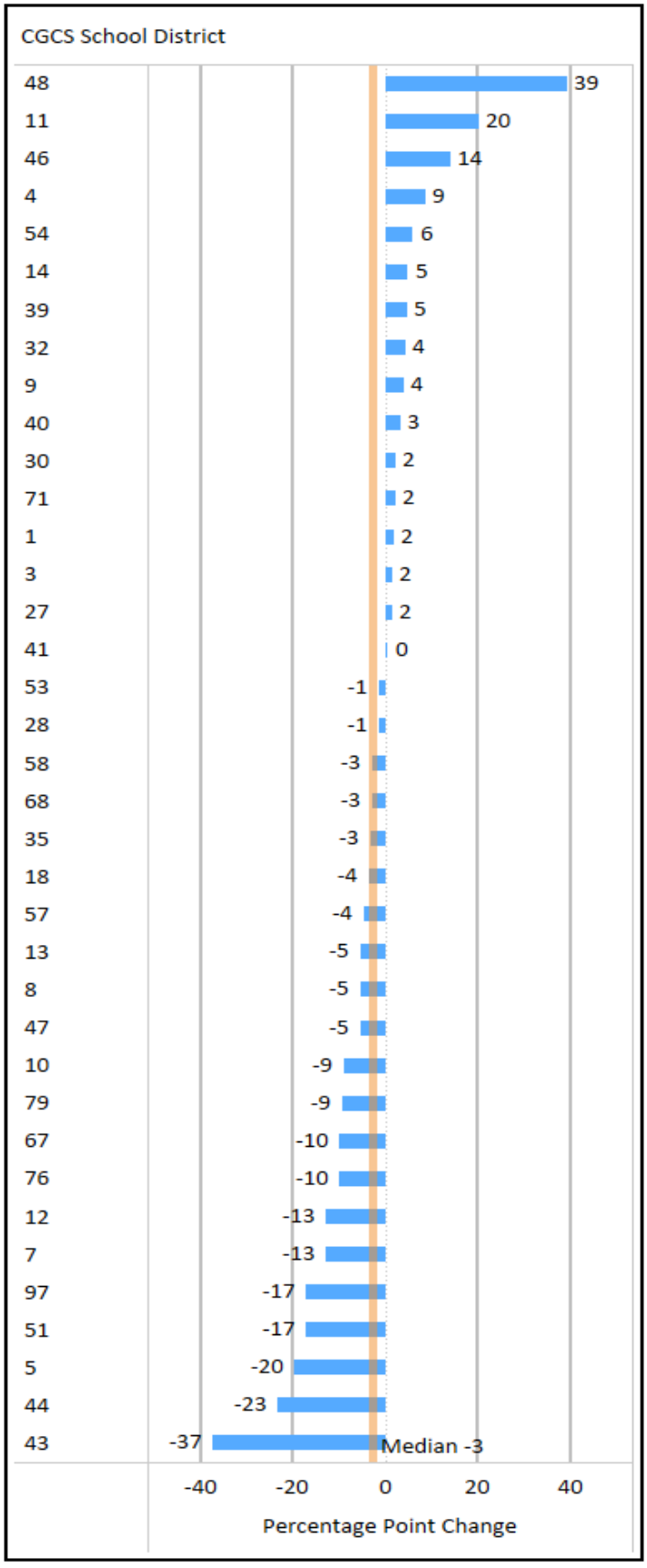
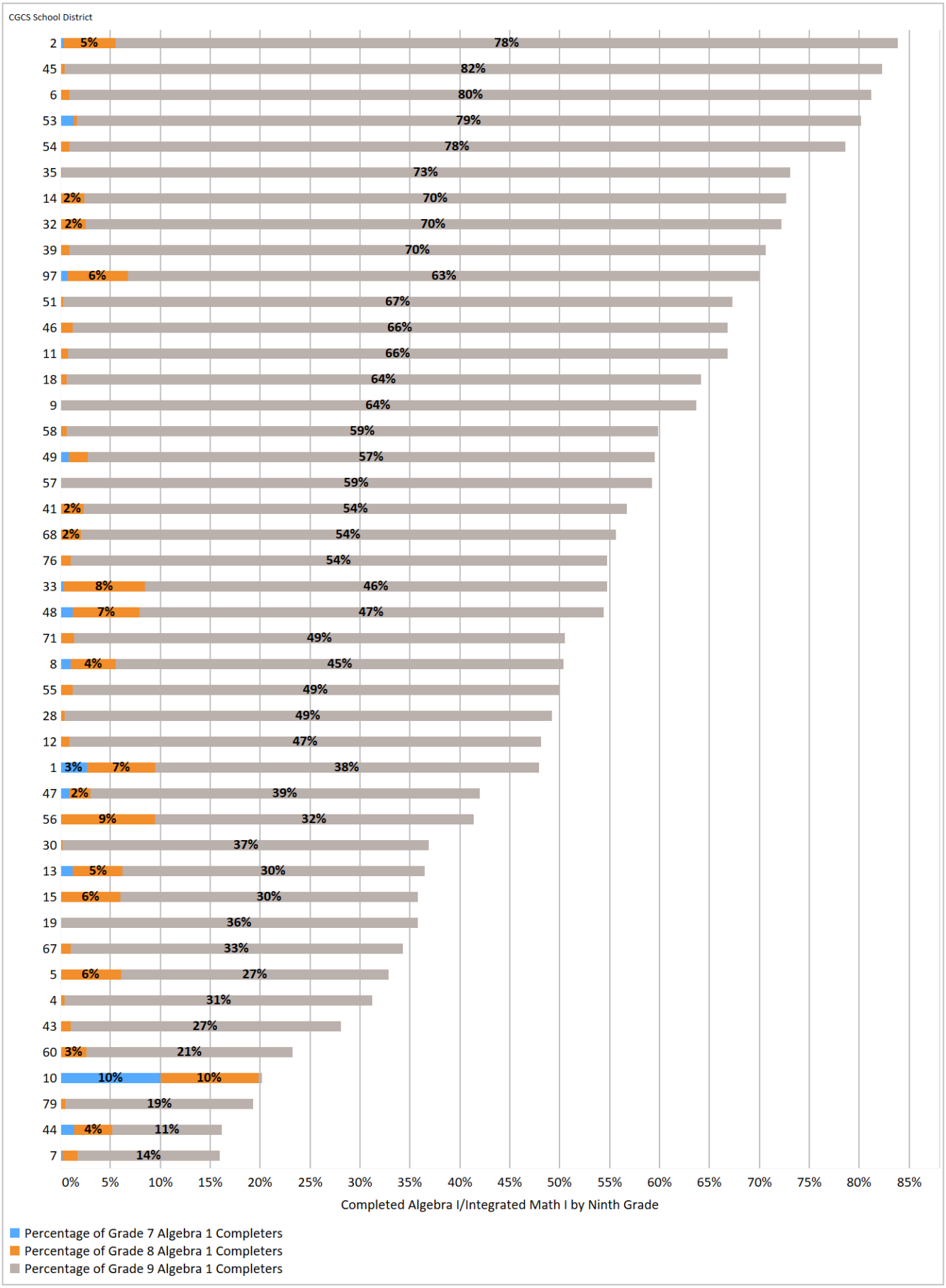


*Figure 4.13. Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17*

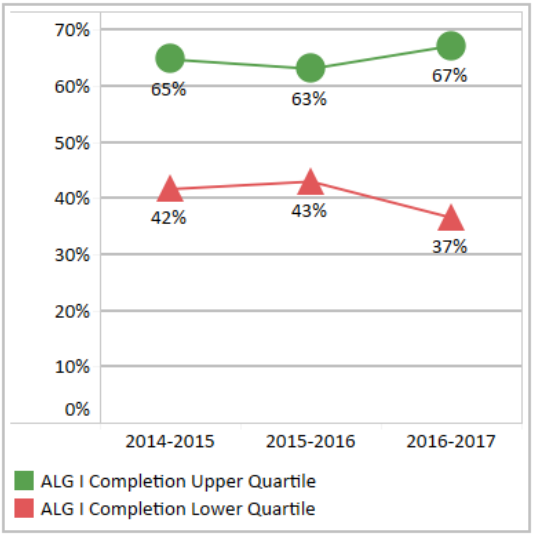


## Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.13: Total number of students with disabilities that completed Algebra I in seventh, eighth, or ninth grade respectively, divided by the total number of students with disabilities in each grade.
- Figure 4.14: Percentage point difference in students with disabilities who completed Algebra I by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.15: Upper and lower quartile change in students with disabilities Algebra I completion.

*Figure 4.15. Trends in Students with Disabilities Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Birmingham
- Buffalo
- Chicago
- Columbus
- Houston
- Jefferson
- Miami
- Norfolk
- Pinellas
- Richmond

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Baltimore City
- Clark County
- Des Moines
- Houston
- Miami
- Oklahoma City
- Orange County
- Richmond

*Figure 4.14. Percentage Point Change in Ninth Grade Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17*

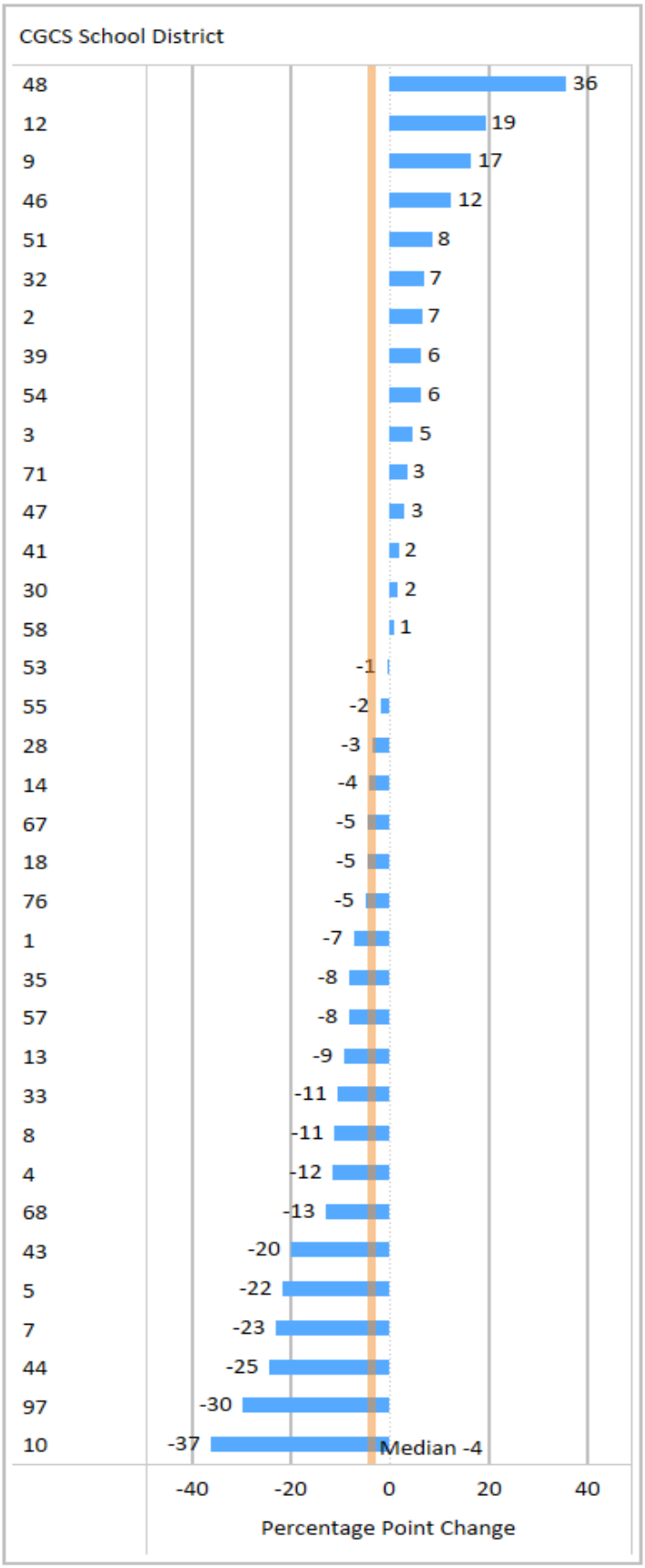
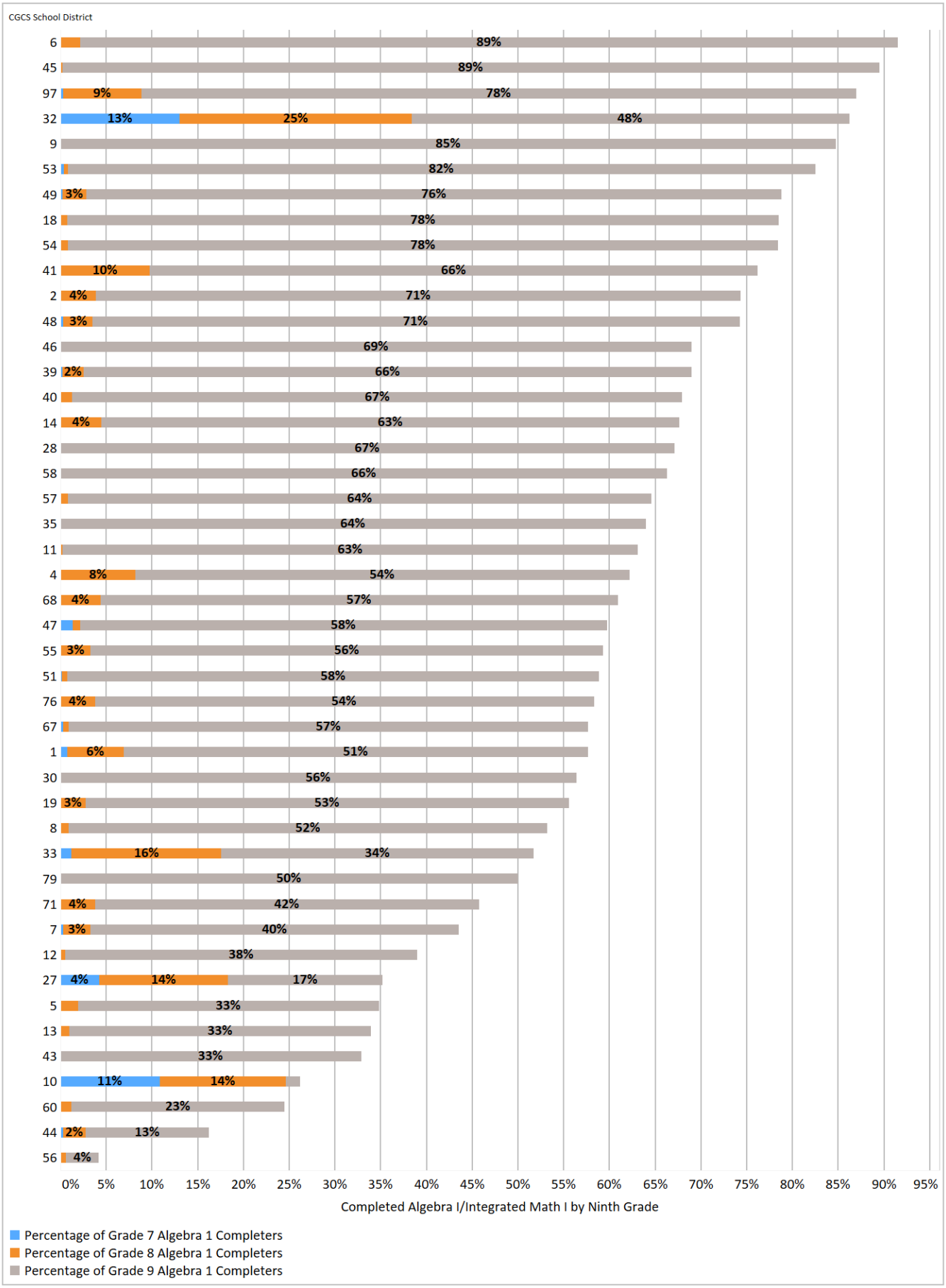


*Figure 4.16. Percentage of English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17*

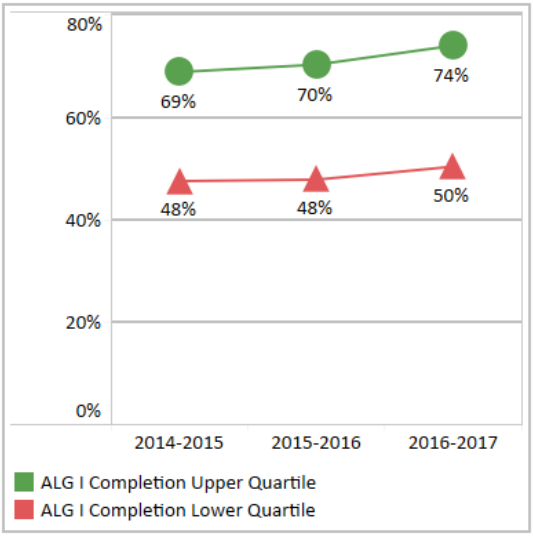


## Percentage of English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.16: Total number of English learners that completed Algebra I in seventh, eighth, or ninth grade, respectively, divided by the total number of English learners.
- Figure 4.17: Percentage point difference in English learners who completed Algebra I by ninth-grade between 2014-15 and 2016-17.
- Figure 4.18: Upper and lower quartile change in all English learners who completed Algebra I by the end of ninth grade.

*Figure 4.18. Trends in English Learners Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Birmingham
- Buffalo
- Chicago
- Clark County
- Dallas
- Guilford County
- Jefferson
- Miami
- Pinellas
- Richmond
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Baltimore City
- Chicago
- Clark County
- Houston
- Miami
- Milwaukee
- Nashville
- Shelby County

*Figure 4.17. Percentage Point Change in Ninth Grade English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17*

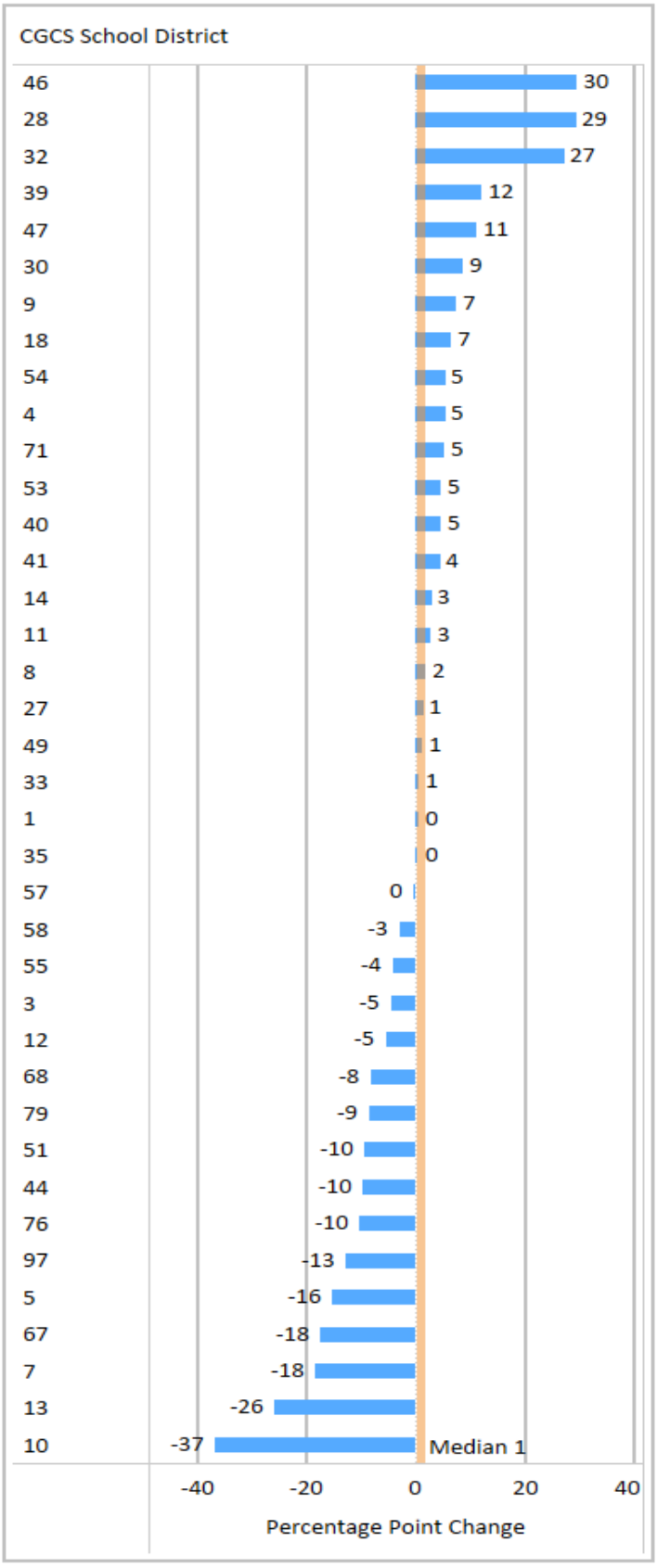
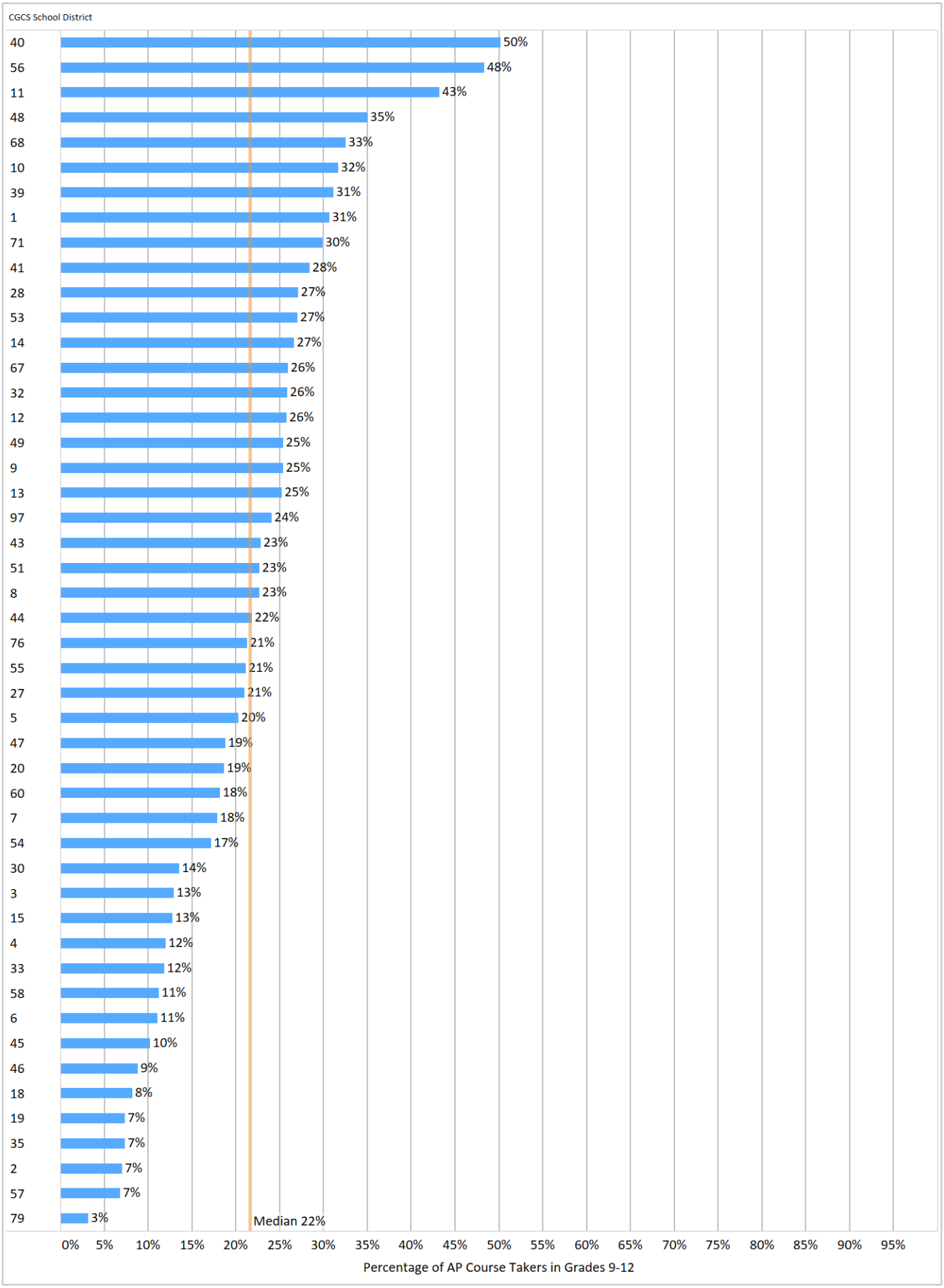


*Figure 5.1. Percentage of Secondary Students Who Took One or More AP Courses, 2016-17*

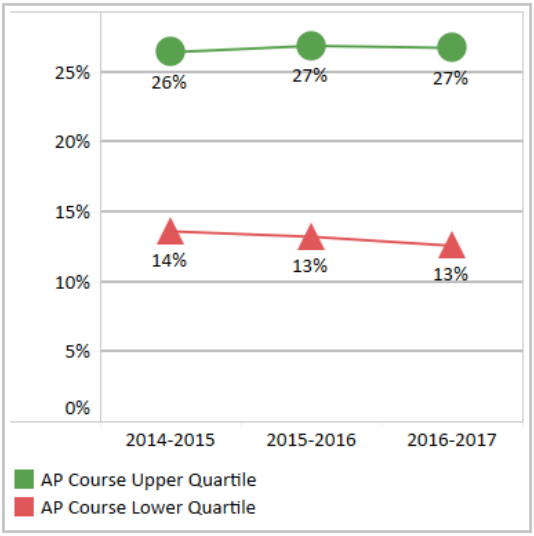


## Percentage of Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.1: Total number of secondary students taking at least one AP course divided by the total number of secondary students.
- Figure 5.2: Percentage point difference in secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.3: Upper and lower quartile change in secondary students taking one or more AP courses.

*Figure 5.3. Trends in Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Fort Worth
- Hillsborough County
- Houston
- Long Beach
- Los Angeles
- Orange County
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Arlington
- Atlanta
- Austin
- Cincinnati
- Fort Worth
- Fresno
- Los Angeles
- Oklahoma City
- Orange County
- Portland

*Figure 5.2. Percentage Point Change in Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17*

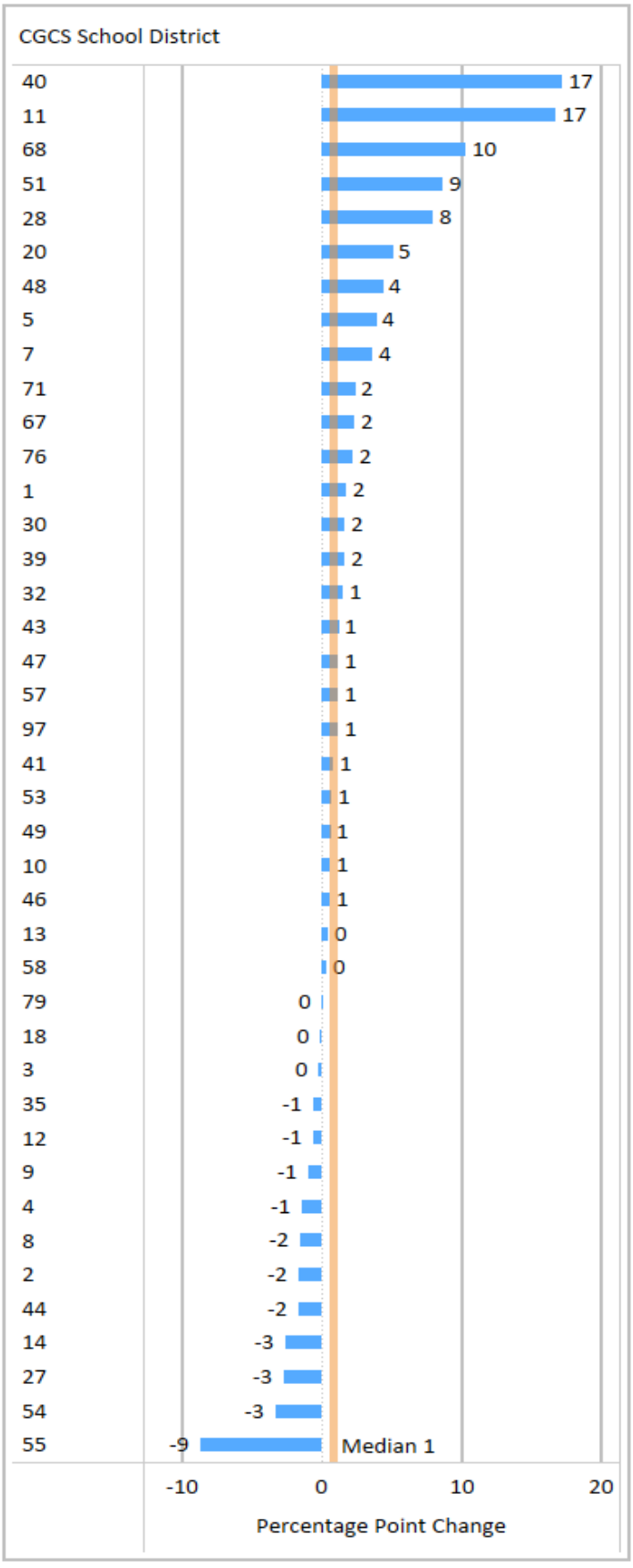
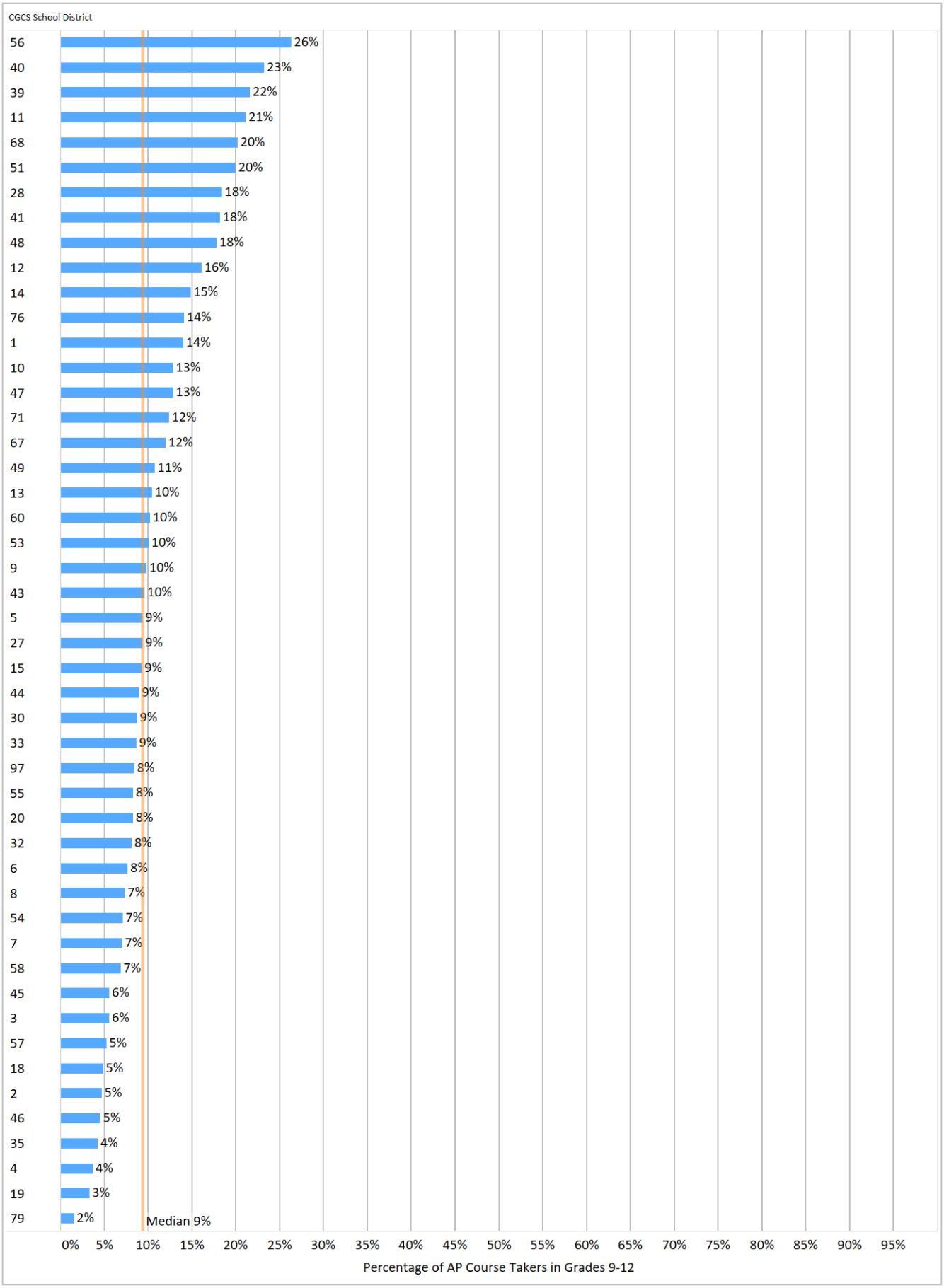


*Figure 5.4. Percentage of Black Male Secondary Students Who Took One or More AP Courses, 2016-17*

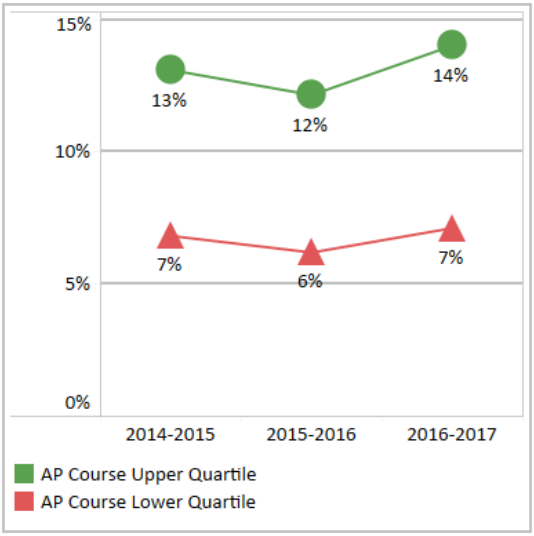


## Percentage of Black Male Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.4: Total number of Black male secondary students taking at least one AP course divided by the total number of Black male secondary students.
- Figure 5.5: Percentage point difference in Black male secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.6: Upper and lower quartile change in Black male secondary students taking one or more AP courses.

*Figure 5.6. Trends in Black Male Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Arlington
- Atlanta
- Dallas
- Des Moines
- Fort Worth
- Houston
- Long Beach
- Los Angeles
- Oklahoma City
- Orange County
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Arlington
- Atlanta
- Cincinnati
- Cleveland
- Fort Worth
- Los Angeles
- Nashville
- Oklahoma City
- Orange County
- Portland

*Figure 5.5. Percentage Point Change in Black Male Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17*

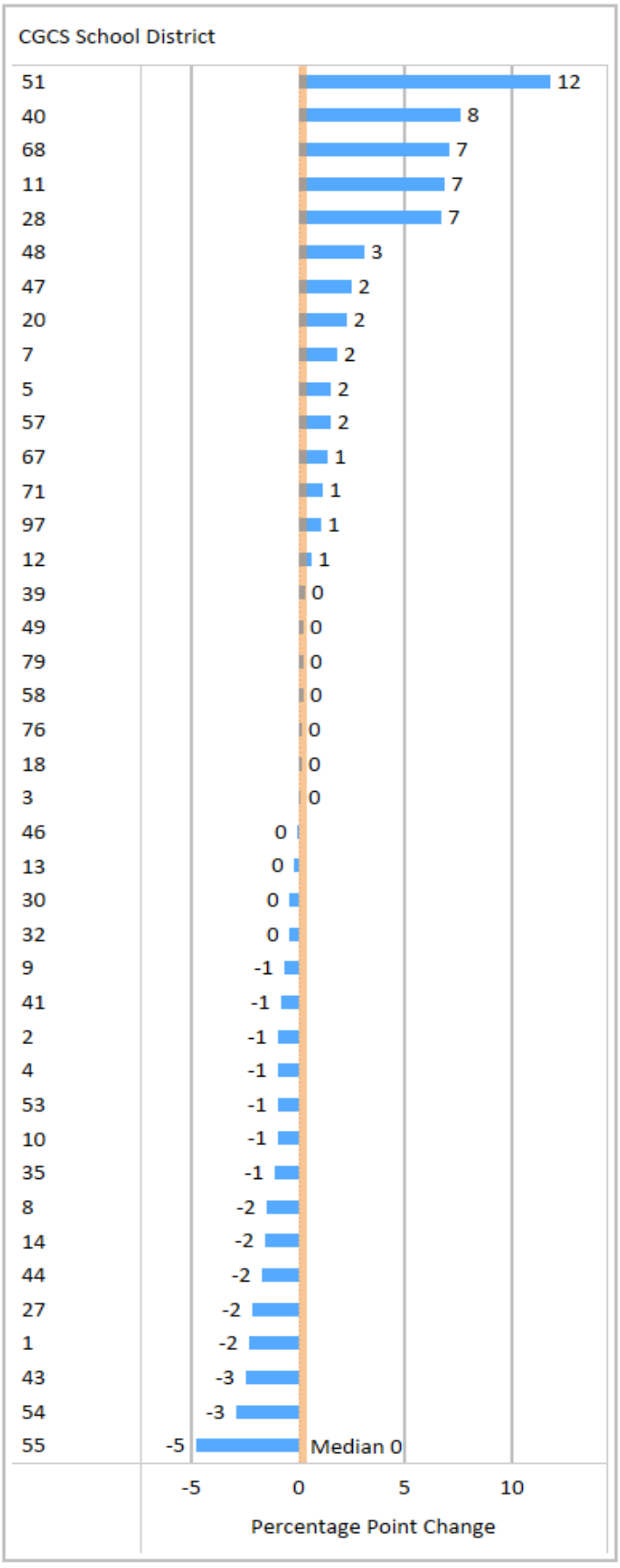
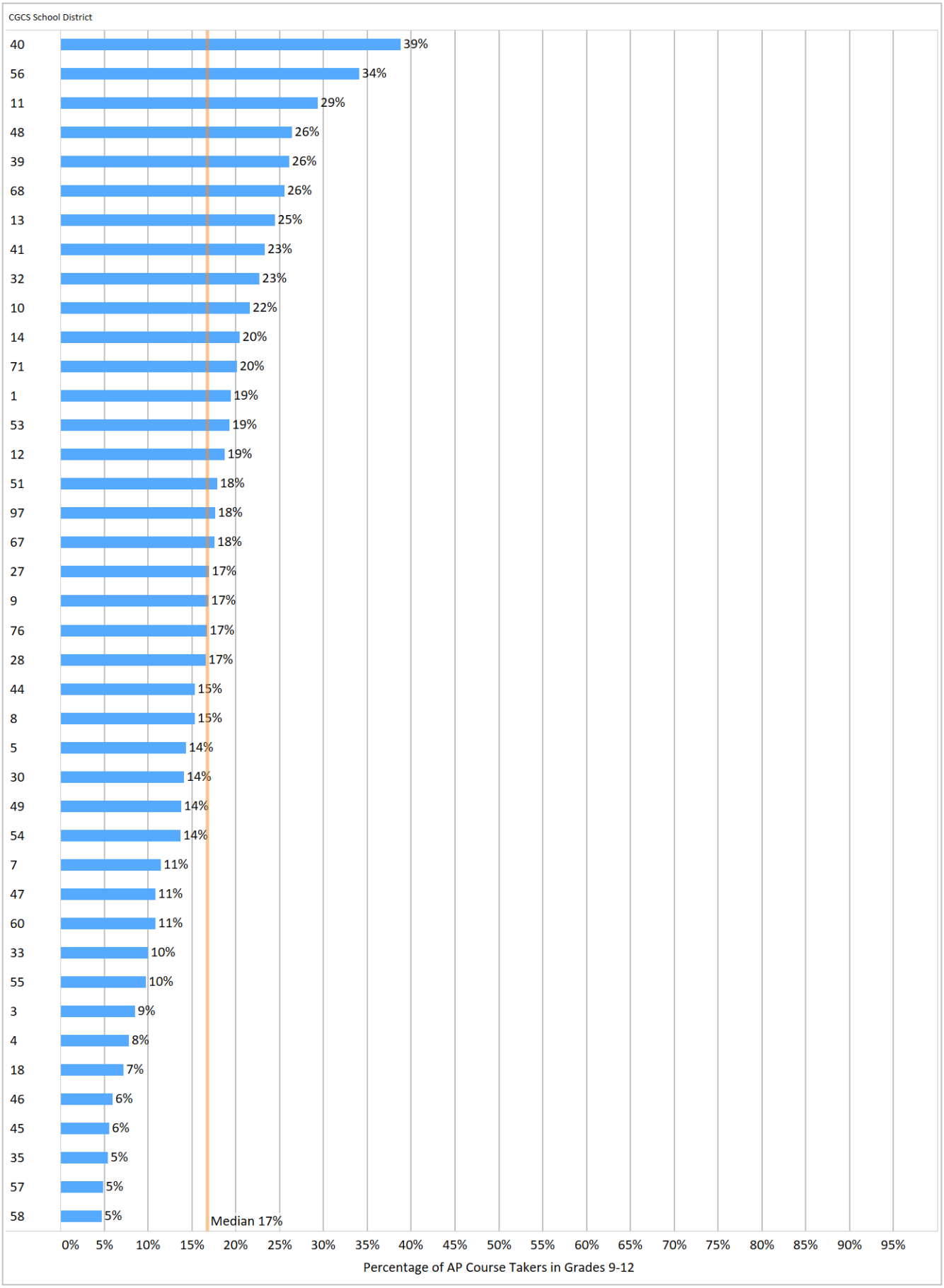


*Figure 5.7. Percentage of Hispanic Male Secondary Students Who Took One or More AP Courses, 2016-17*

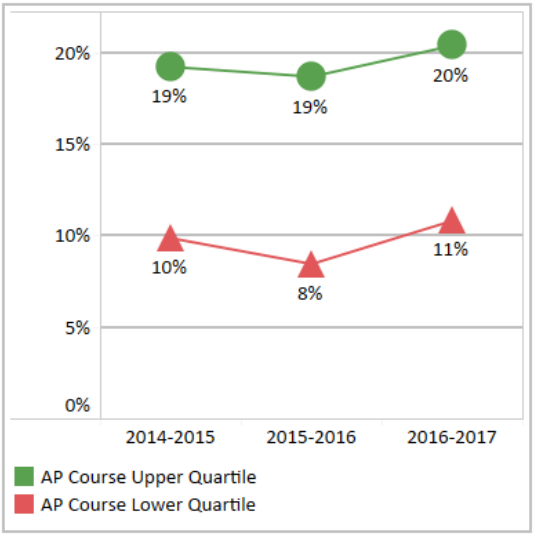


## Percentage of Hispanic Male Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.7: Total number of Hispanic male secondary students taking at least one AP course divided by the total number of Hispanic male secondary students.
- Figure 5.8: Percentage point difference in Hispanic male secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.9: Upper and lower quartile change in Hispanic male secondary students taking one or more AP courses.

*Figure 5.9. Trends in Hispanic Male Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Broward County
- Dallas
- Fort Worth
- Hillsborough County
- Houston
- Long Beach
- Los Angeles
- Miami
- Orange County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Arlington
- Atlanta
- Fort Worth
- Los Angeles
- Milwaukee
- Oklahoma City
- Orange County
- Seattle

*Figure 5.8. Percentage Point Change in Hispanic Male Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17*

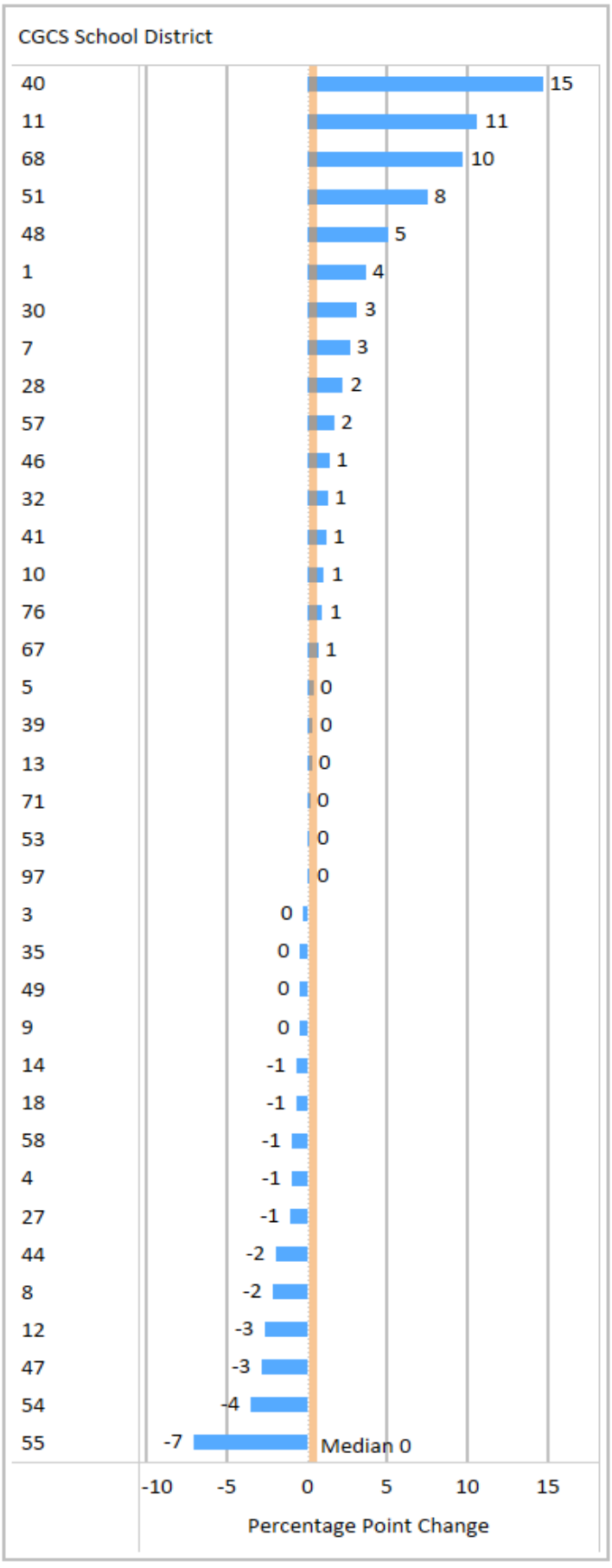
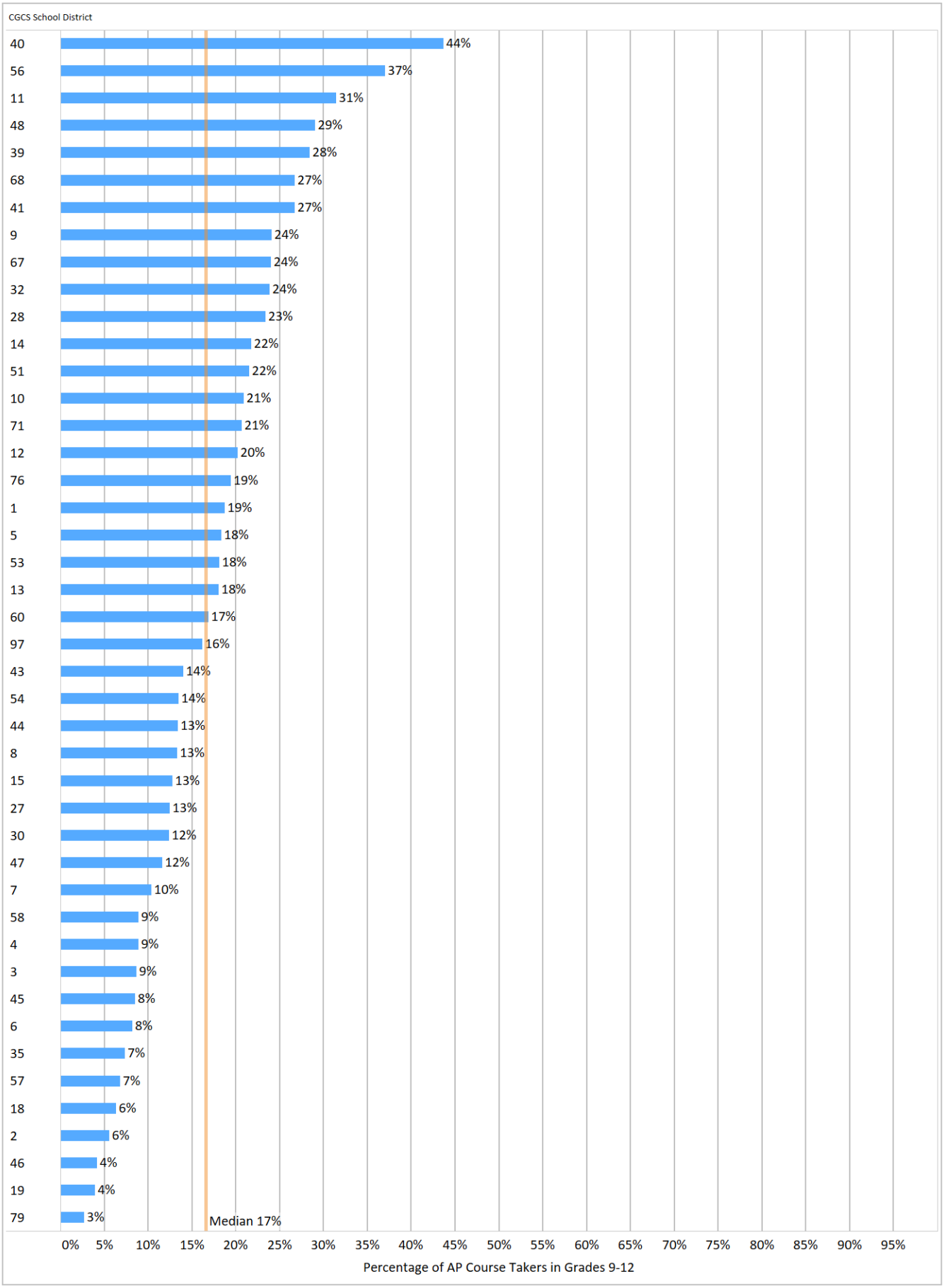


*Figure 5.10. Percentage of Free or Reduced Price Lunch Secondary Students Who Took One or More AP Courses, 2016-17*

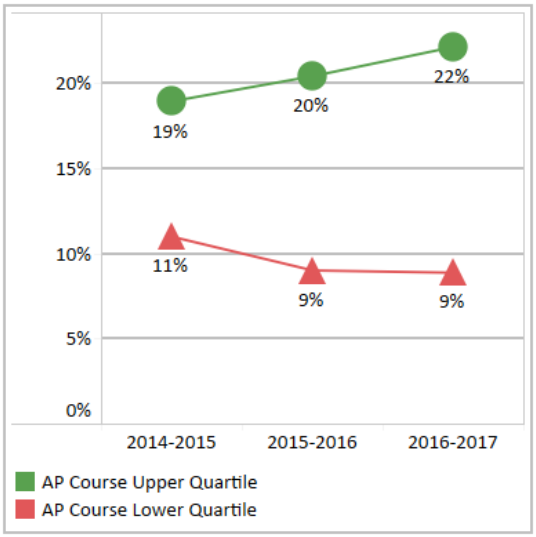


## Percentage of Free or Reduced Price Lunch (FRPL) Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.10: Total number of FRPL secondary students taking at least one AP course divided by the total number of FRPL secondary students.
- Figure 5.11: Percentage point difference in FRPL secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.12: Upper and lower quartile change in FRPL secondary students taking one or more AP courses.

*Figure 5.12. Trends in Free or Reduced Price Lunch Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Atlanta
- Clark County
- Dallas
- Fort Worth
- Fresno
- Houston
- Long Beach
- Los Angeles
- Miami
- Orange County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Arlington
- Atlanta
- Clark County
- Fort Worth
- Los Angeles
- Oklahoma City
- Orange County
- Portland

*Figure 5.11. Percentage Point Change in Free or Reduced Price Lunch Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17*

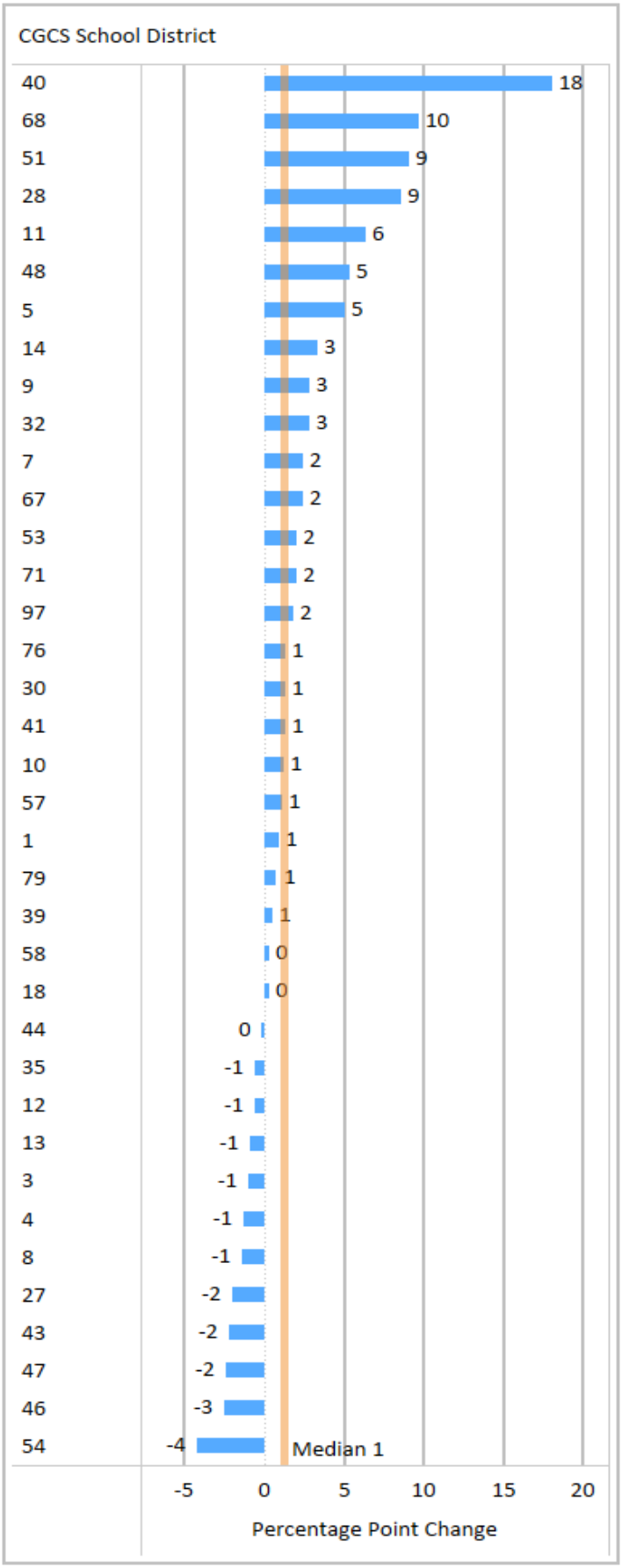
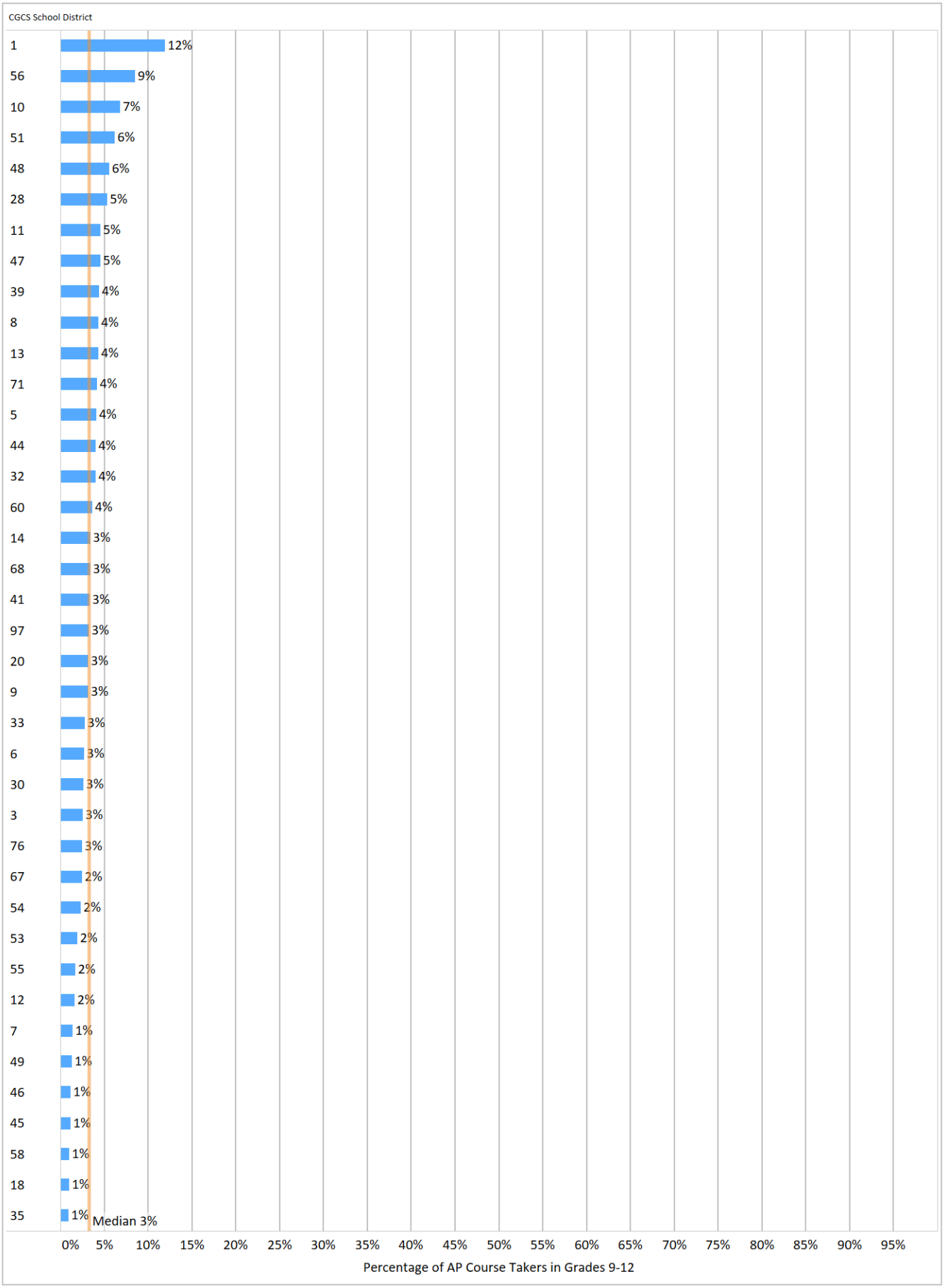


*Figure 5.13. Percentage of Secondary Students with Disabilities Who Took One or More AP Courses, 2016-17*

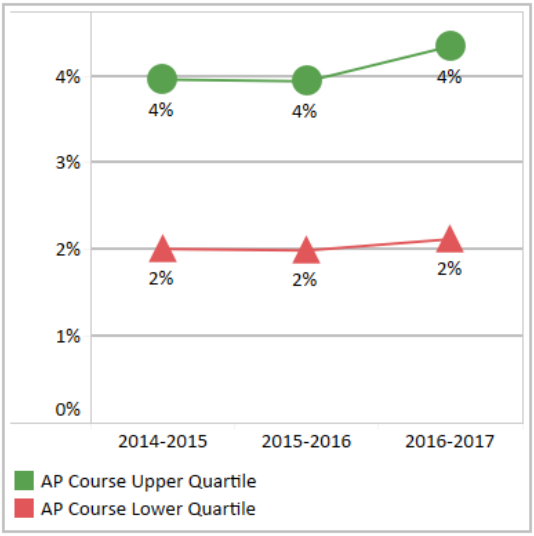


## Percentage of Secondary Students with Disabilities Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.13: Total number of secondary students with disabilities taking at least one AP course divided by the total number of secondary students with disabilities.
- Figure 5.14: Percentage point difference in secondary students with disabilities who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.15: Upper and lower quartile change in secondary students with disabilities taking one or more AP

*Figure 5.15. Trends in Students with Disabilities Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Atlanta
- Hillsborough County
- Houston
- Long Beach
- Los Angeles
- Nashville
- Oklahoma City
- Orange County
- Palm Beach
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Arlington
- Atlanta
- Austin
- Cincinnati
- Los Angeles
- Nashville
- Oklahoma City
- Seattle

*Figure 5.14. Percentage Point Change in Secondary Students with Disabilities Who Took One or More AP Courses, 2014-15 to 2016-17*

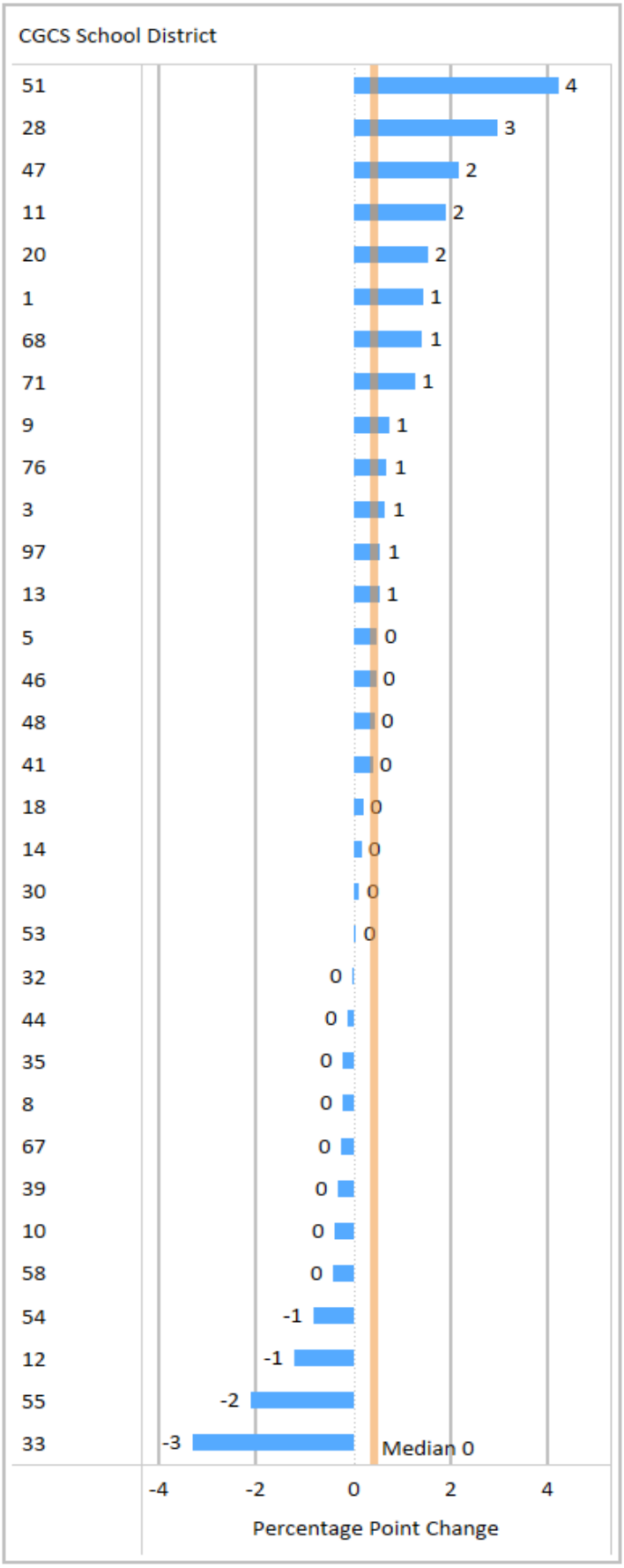
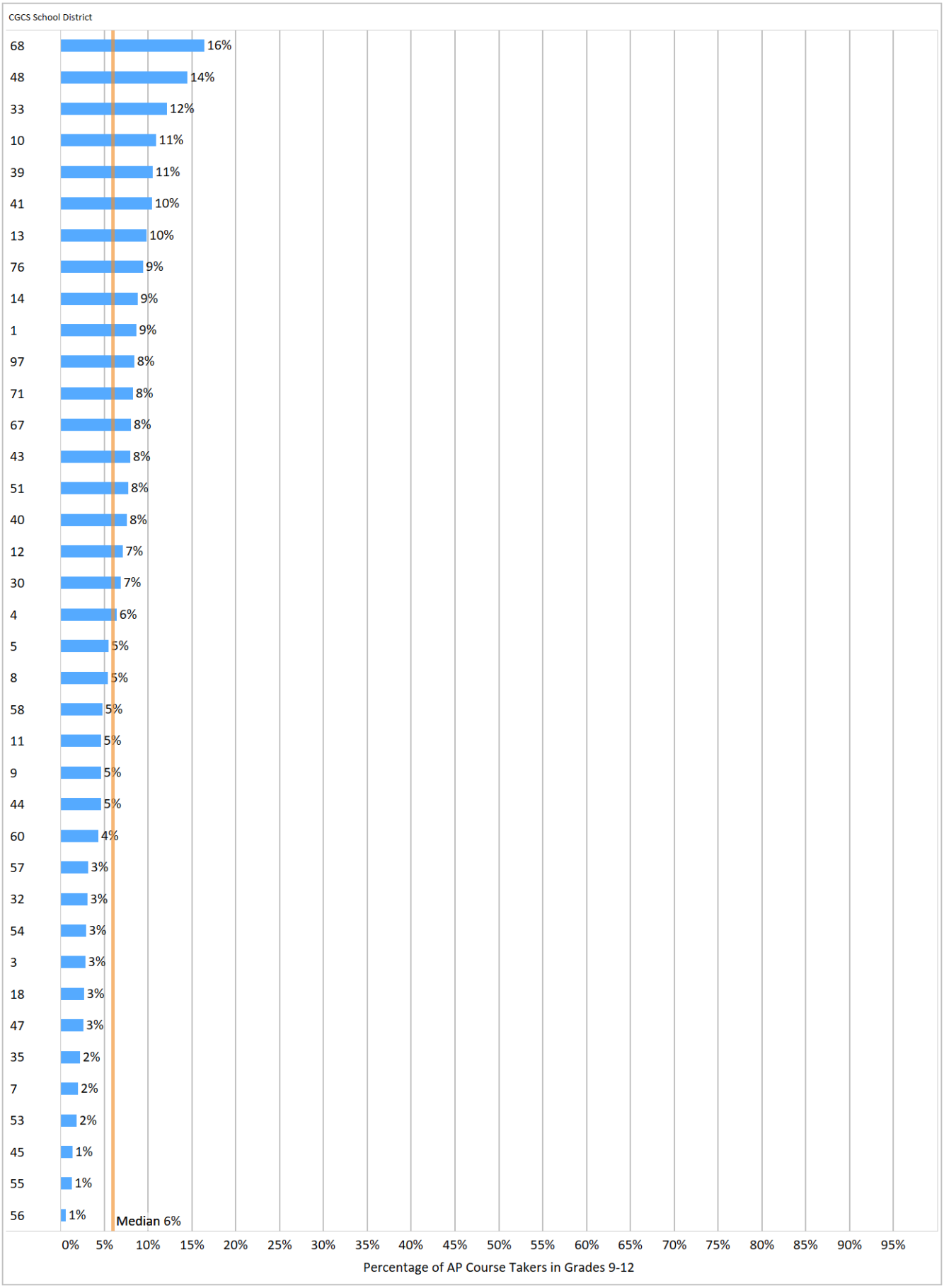


*Figure 5.16. Percentage of Secondary English Learners Who Took One or More AP Courses, 2016-17*

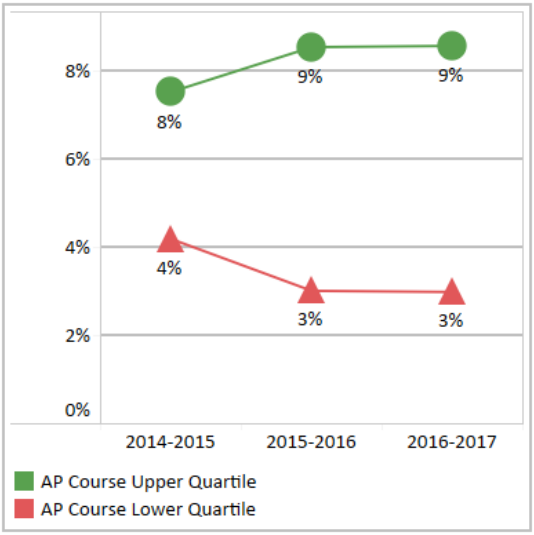


## Percentage of Secondary English Learners Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.16: Total number of secondary English learners taking at least one AP course divided by the total number of secondary English learners.
- Figure 5.17: Percentage point difference in secondary English learners who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.18: Upper and lower quartile change in secondary English learners taking one or more AP courses.

*Figure 5.18. Trends in Secondary English Learners Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Arlington
- Broward County
- Dallas
- Hillsborough County
- Houston
- Indianapolis
- Orange County
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Arlington
- Fort Worth
- Hillsborough County
- Indianapolis
- Milwaukee
- Oklahoma City
- Orange County
- Pinellas

*Figure 5.17. Percentage Point Change in Secondary English Learners Who Took One or More AP Courses, 2014-15 to 2016-17*

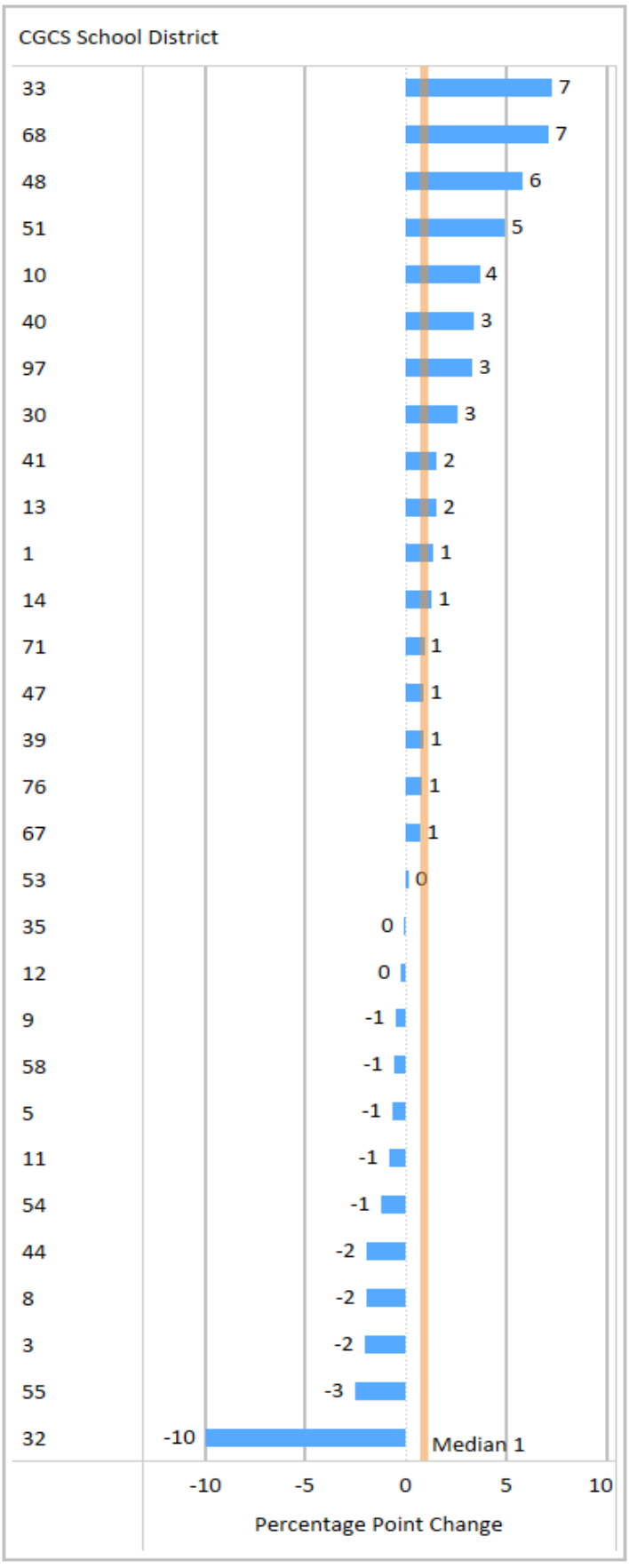
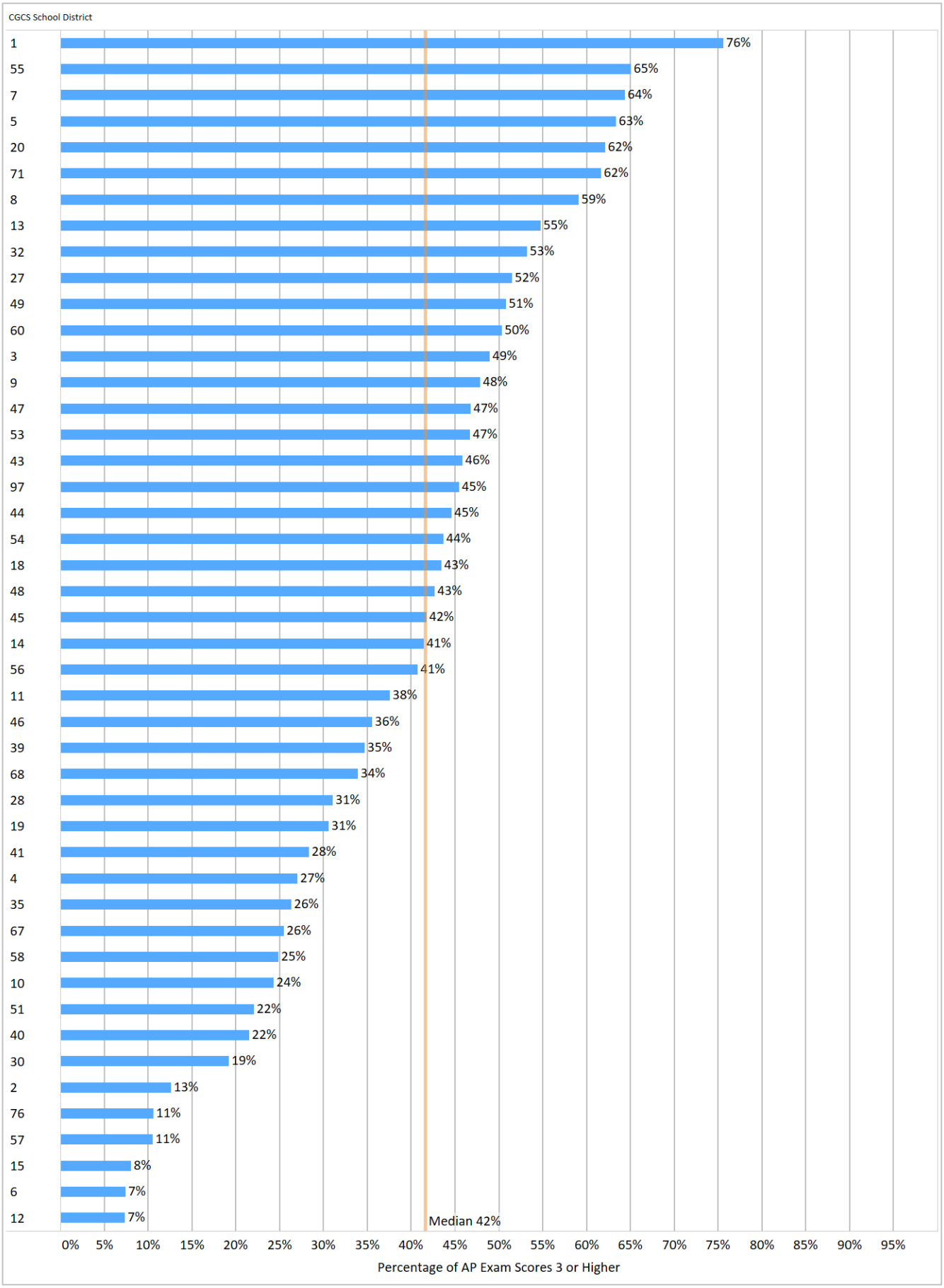


*Figure 6.1. Percentage of All AP Exam Scores That Were Three or Higher, 2016-17*

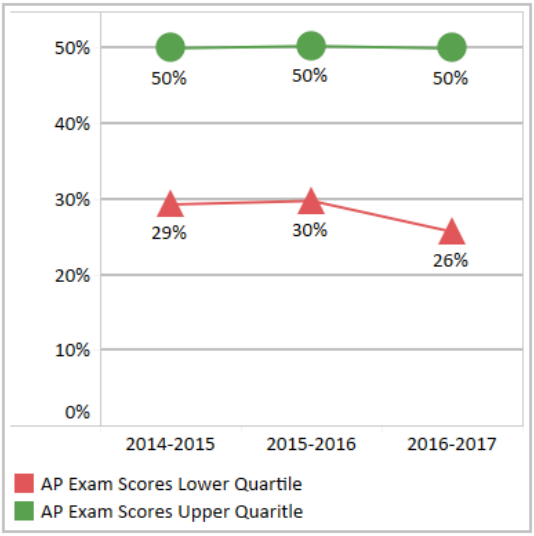


## Percentage of All AP Exam Scores That Were a Three or Higher

Note: Higher values and larger increases are desired

- Figure 6.1: Total number of AP exam scores that were three or higher divided by the total number of AP exam scores.
- Figure 6.2: Percentage point difference in AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.3: Upper and lower quartile change in AP exam scores that were three or higher.

*Figure 6.3. Trends in the Percentage of All AP Exam Scores That Were Three or Higher by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Anchorage
- Austin
- Broward County
- Charlotte Mecklenburg
- Cincinnati
- Guilford County
- Miami
- Norfolk
- Palm Beach
- Portland
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Baltimore City
- Charlotte Mecklenburg
- Chicago
- Norfolk
- Portland
- San Antonio
- Seattle
- St. Paul

*Figure 6.2. Percentage Point Change in All AP Exam Scores That Were Three or Higher, 2014-15 to 2016-17*

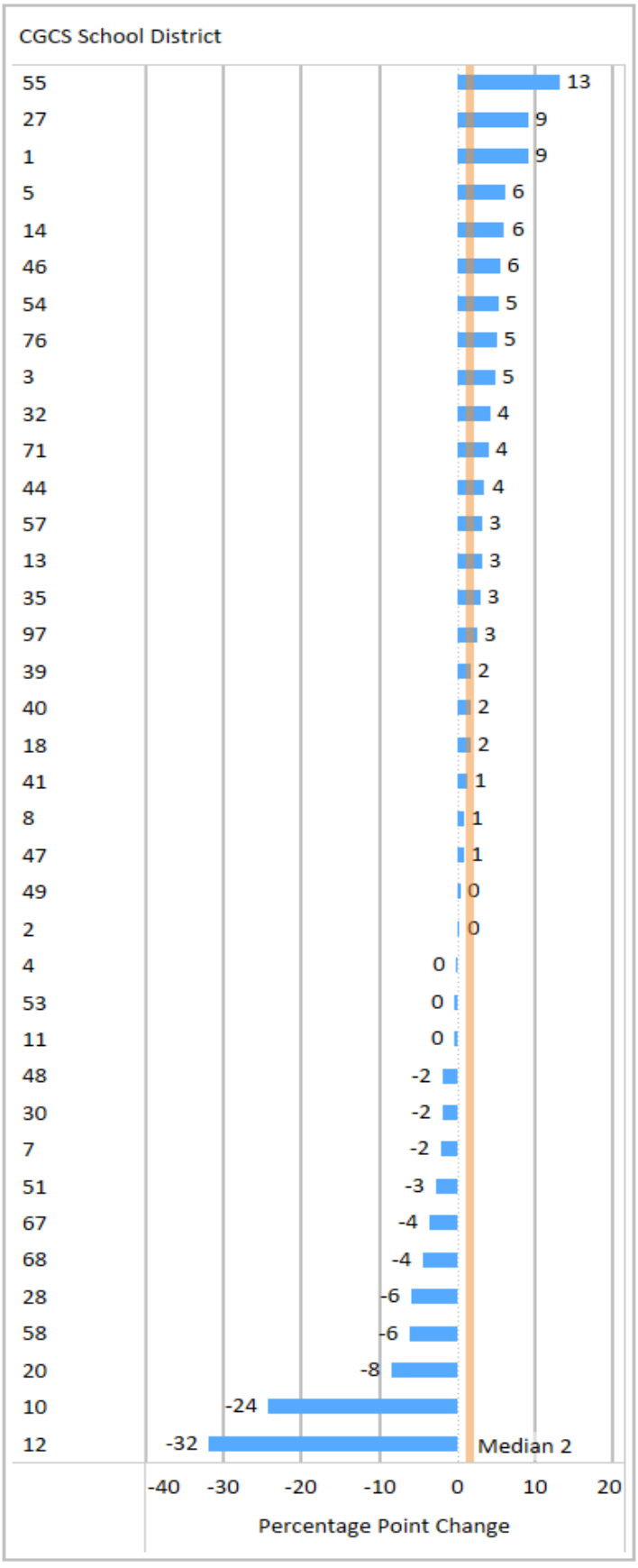
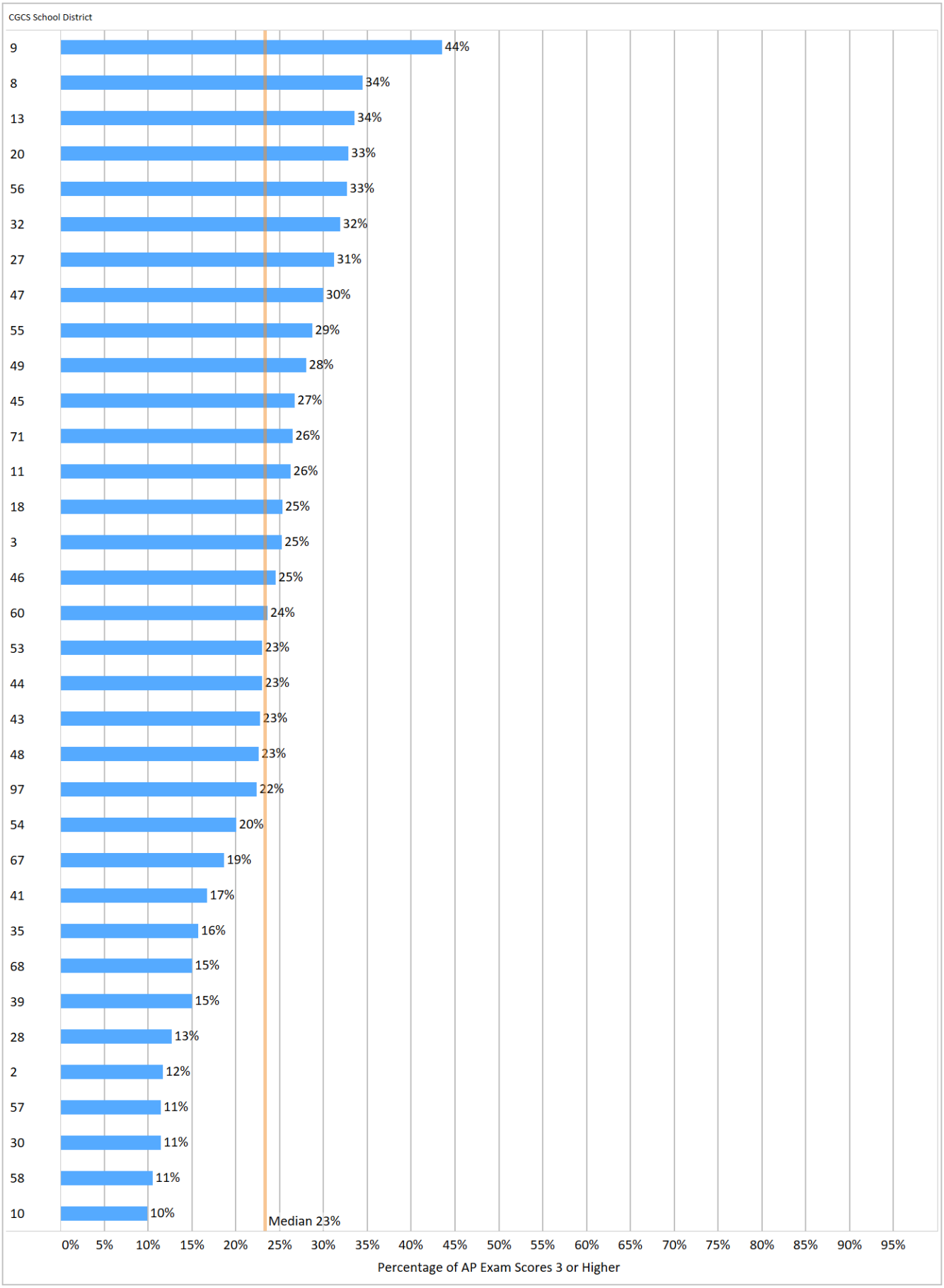


*Figure 6.4. Percentage of AP Exam Scores That Were Three or Higher by Black Males, 2016-17*

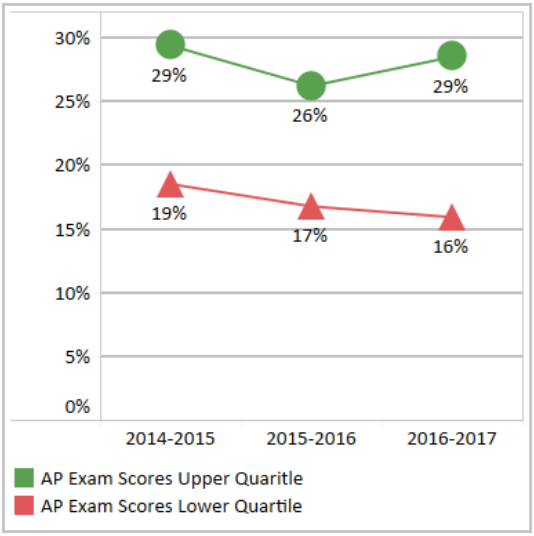


## Percentage of AP Exam Scores That Were a Three or Higher by Black Males

Note: Higher values and larger increases are desired

- Figure 6.4: Total number of Black male AP exam scores that were three or higher divided by the total number of Black male AP exam scores.
- Figure 6.5: Percentage point difference in Black male AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.6: Upper and lower quartile change in Black male AP exam scores that were three or higher.

*Figure 6.6. Trends in the Percentage of AP Exam Scores That Were Three or Higher by Black Male by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Broward County
- Cincinnati
- Clark County
- Long Beach
- Miami
- Nashville
- Norfolk
- Palm Beach

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Broward County
- Charlotte Mecklenburg
- Cleveland
- Duval County
- Guilford County
- Houston
- Miami
- Norfolk

*Figure 6.5. Percentage Point Change in AP Exam Scores That Were Three or Higher by Black Males, 2014-15 to 2016-17*

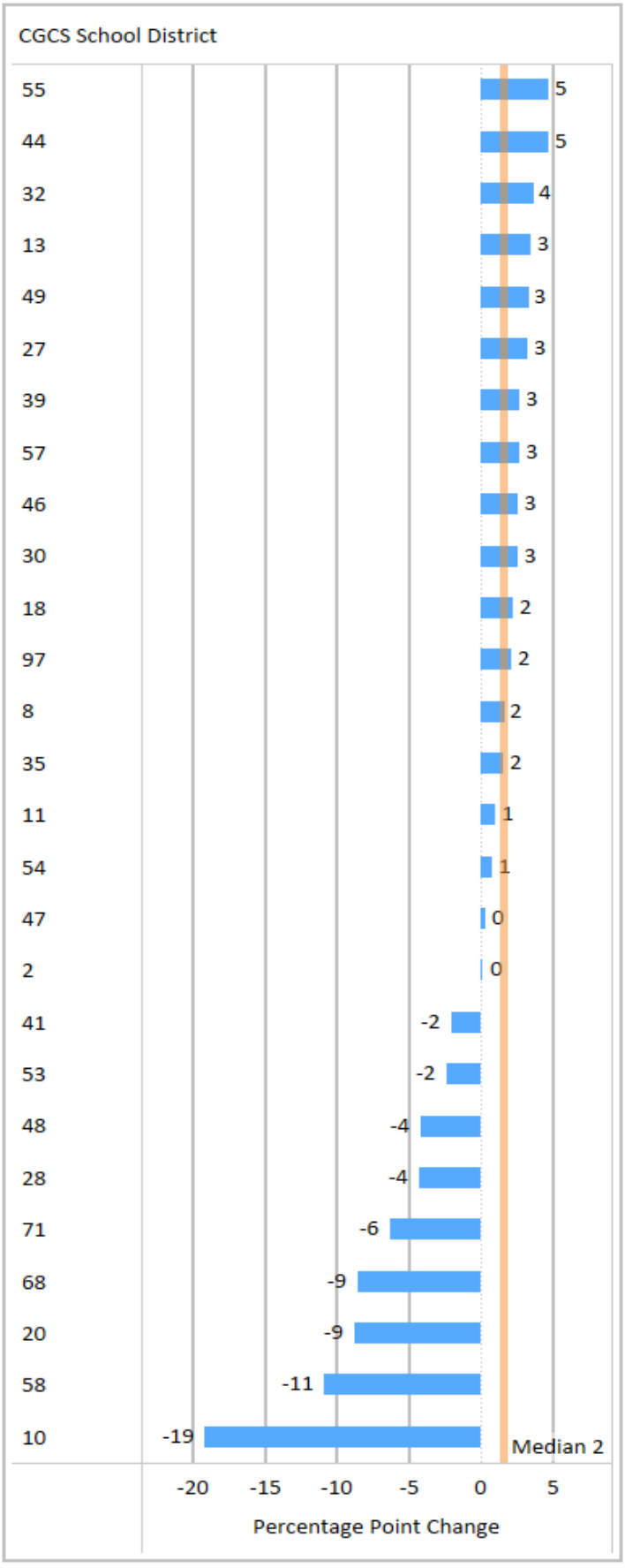
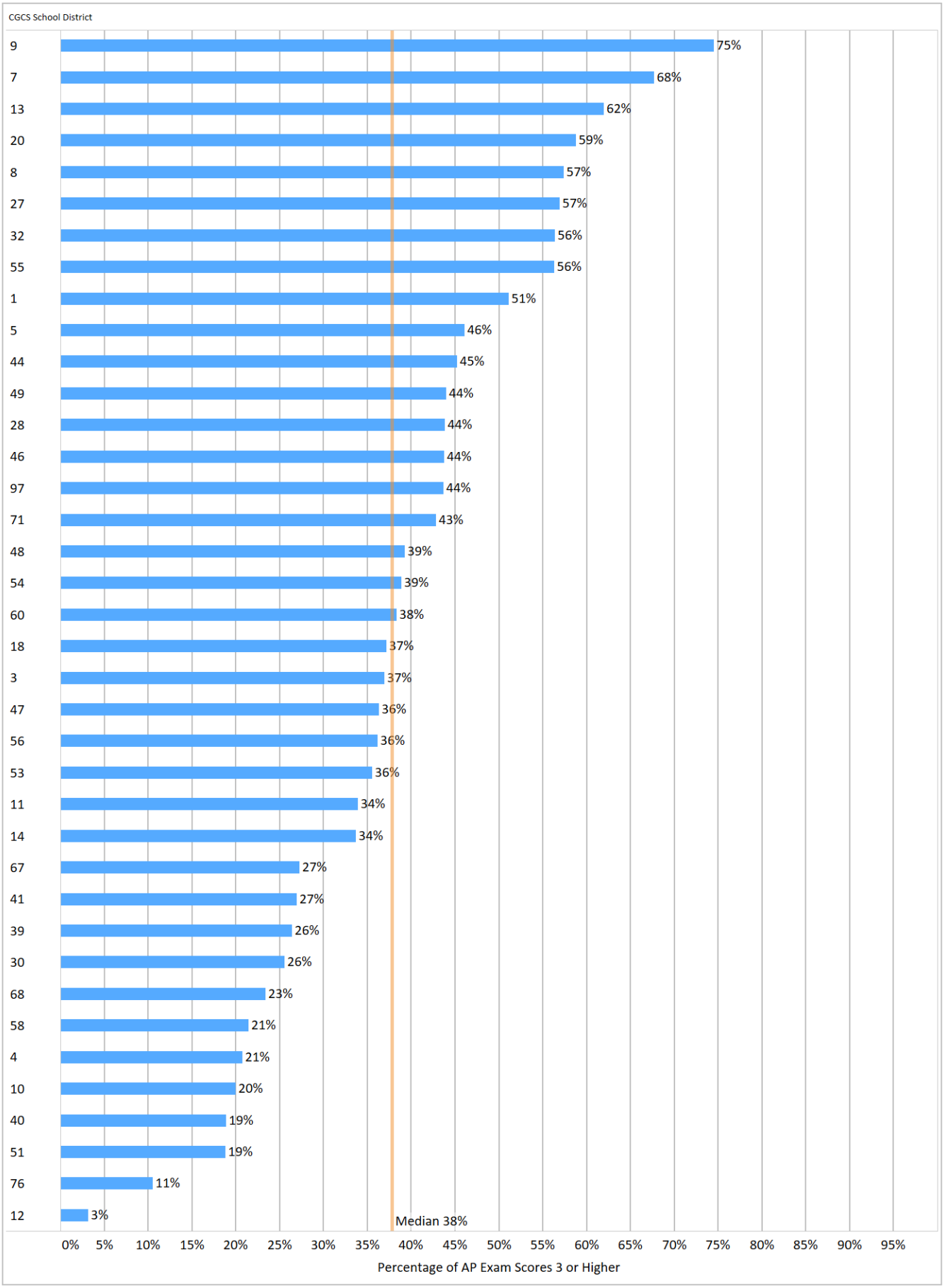


*Figure 6.7. Percentage of AP Exam Scores That Were Three or Higher by Hispanic Males, 2016-17*

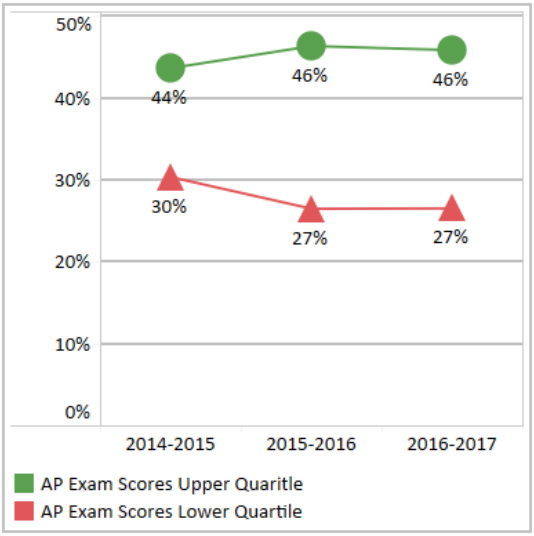


## Percentage of AP Exam Scores That Were a Three or Higher by Hispanic Males

Note: Higher values and larger increases are desired

- Figure 6.7: Total number of Hispanic male AP exam scores that were three or higher divided by the total number of Hispanic male AP exam scores.
- Figure 6.8: Percentage point difference in Hispanic male AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.9: Upper and lower quartile change in AP exam scores that were three or higher among Hispanic males.

*Figure 6.9. Trends in the Percentage of AP Exam Scores That Were Three or Higher among Hispanic Males by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Anchorage
- Broward County
- Charlotte Mecklenburg
- Cincinnati
- Clark County
- Miami
- Norfolk
- Palm Beach
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Austin
- Charlotte Mecklenburg
- Chicago
- Duval County
- Fort Worth
- Miami
- Norfolk
- Pinellas
- Wichita

*Figure 6.8. Percentage Point Change in AP Exam Scores That Were Three or Higher by Hispanic Males, 2014-15 to 2016-17*

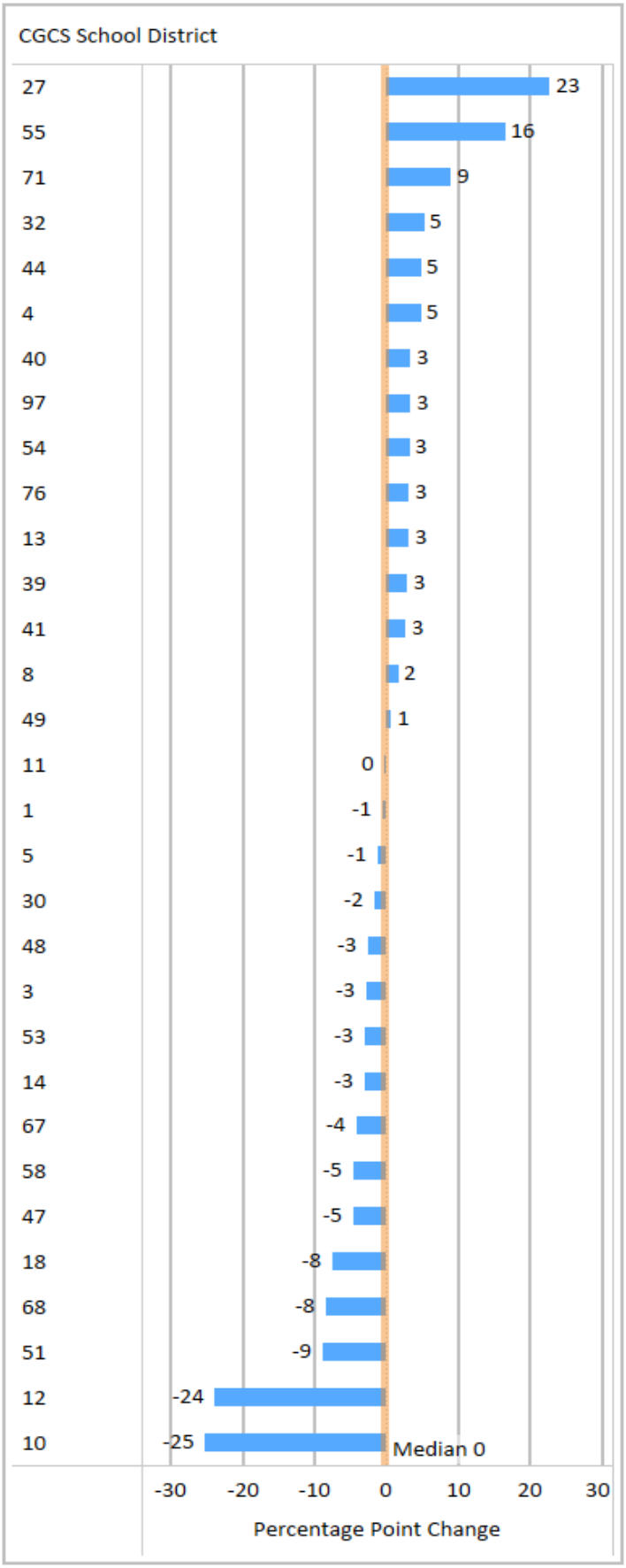
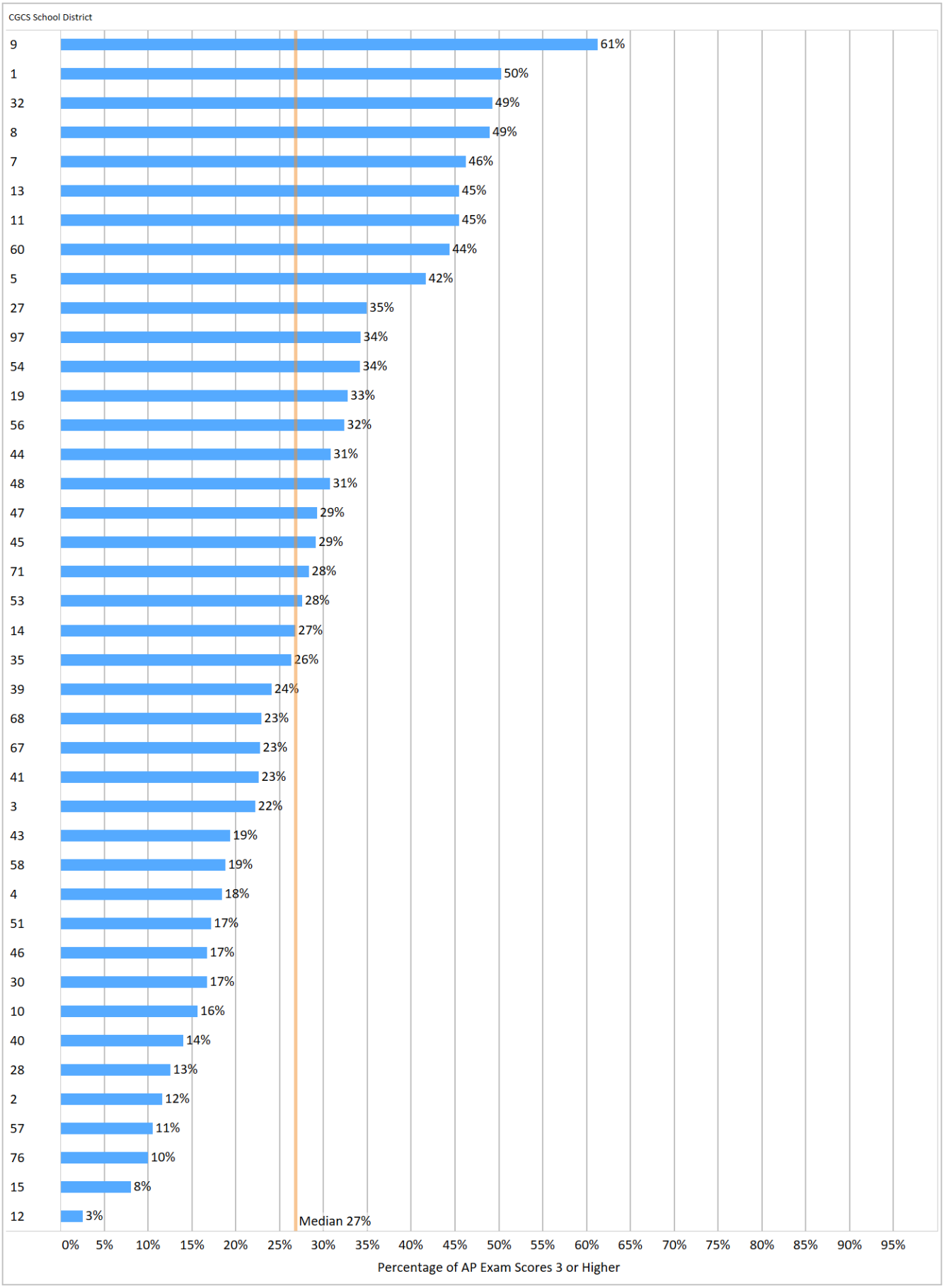


*Figure 6.10. Percentage of AP Exam Scores That Were Three or Higher by Free or Reduced Price Lunch Eligible Students, 2016-17*

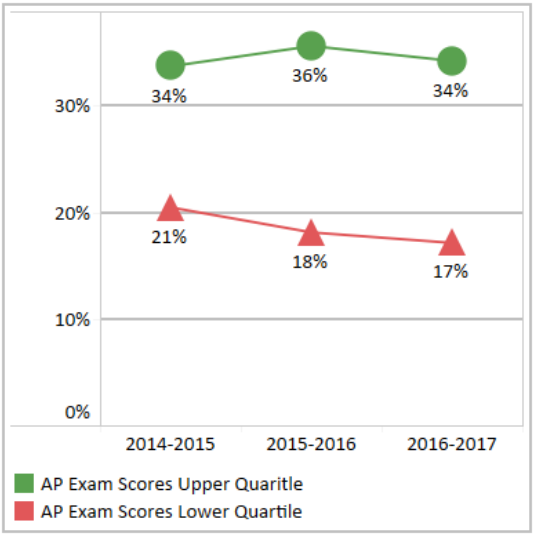


## Percentage of AP Exam Scores That Were a Three or Higher by Free or Reduced Price Lunch (FRPL) Eligible Students

Note: Higher values and larger increases are desired

- Figure 6.10: Total number of FRPL AP exam scores that were three or higher divided by the total number of FRPL AP exam scores.
- Figure 6.11: Percentage point difference in FRPL AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.12: Upper and lower quartile change in AP exam scores that were three or higher among FRPL students.

*Figure 6.12. Trends in the Percentage of AP Exam Scores That Were Three or Higher Among Free or Reduced Price Lunch Eligible Students by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Anchorage
- Broward County
- Clark County
- Los Angeles
- Miami
- New York
- Norfolk
- Palm Beach
- Portland
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Broward County
- Chicago
- Cleveland
- Duval County
- Los Angeles
- Miami
- Norfolk
- Pinellas
- Seattle

*Figure 6.11. Percentage Point Change in AP Exam Scores That Were Three or Higher by Free or Reduced Price Lunch Eligible Students, 2014-15 to 2016-17*

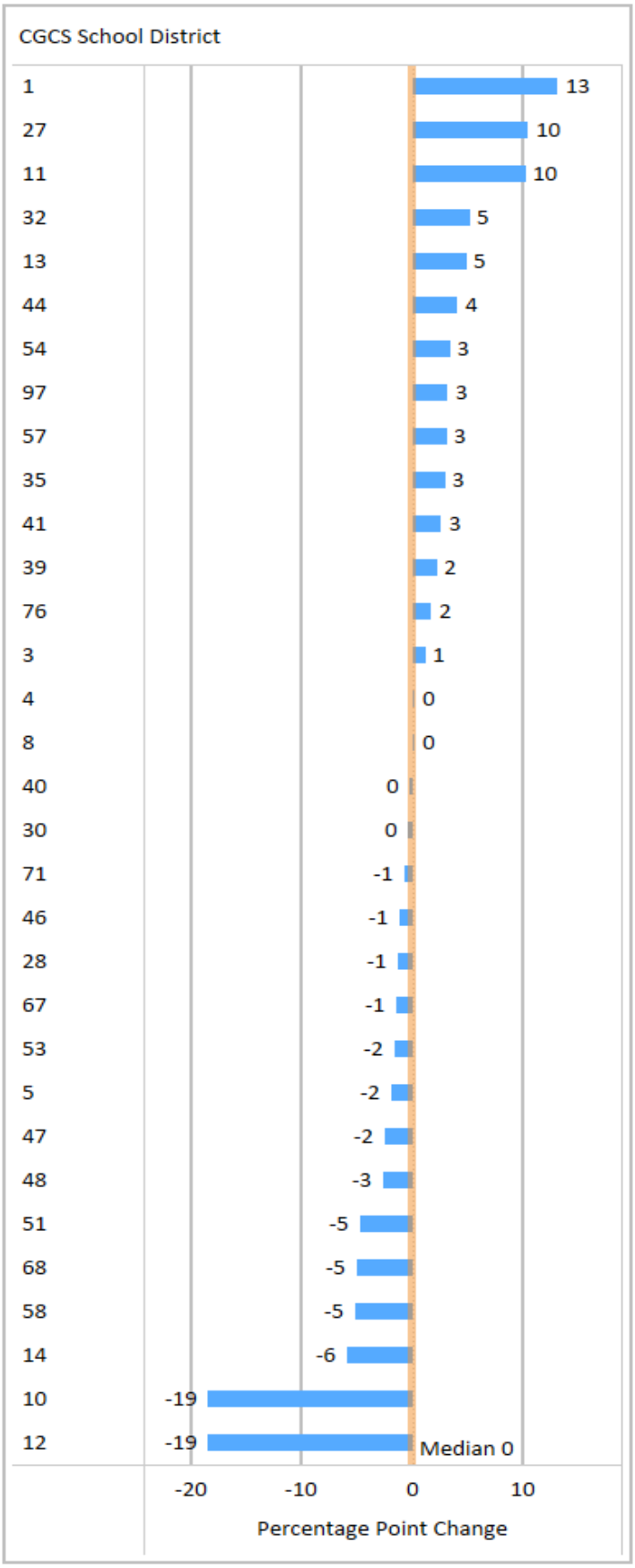
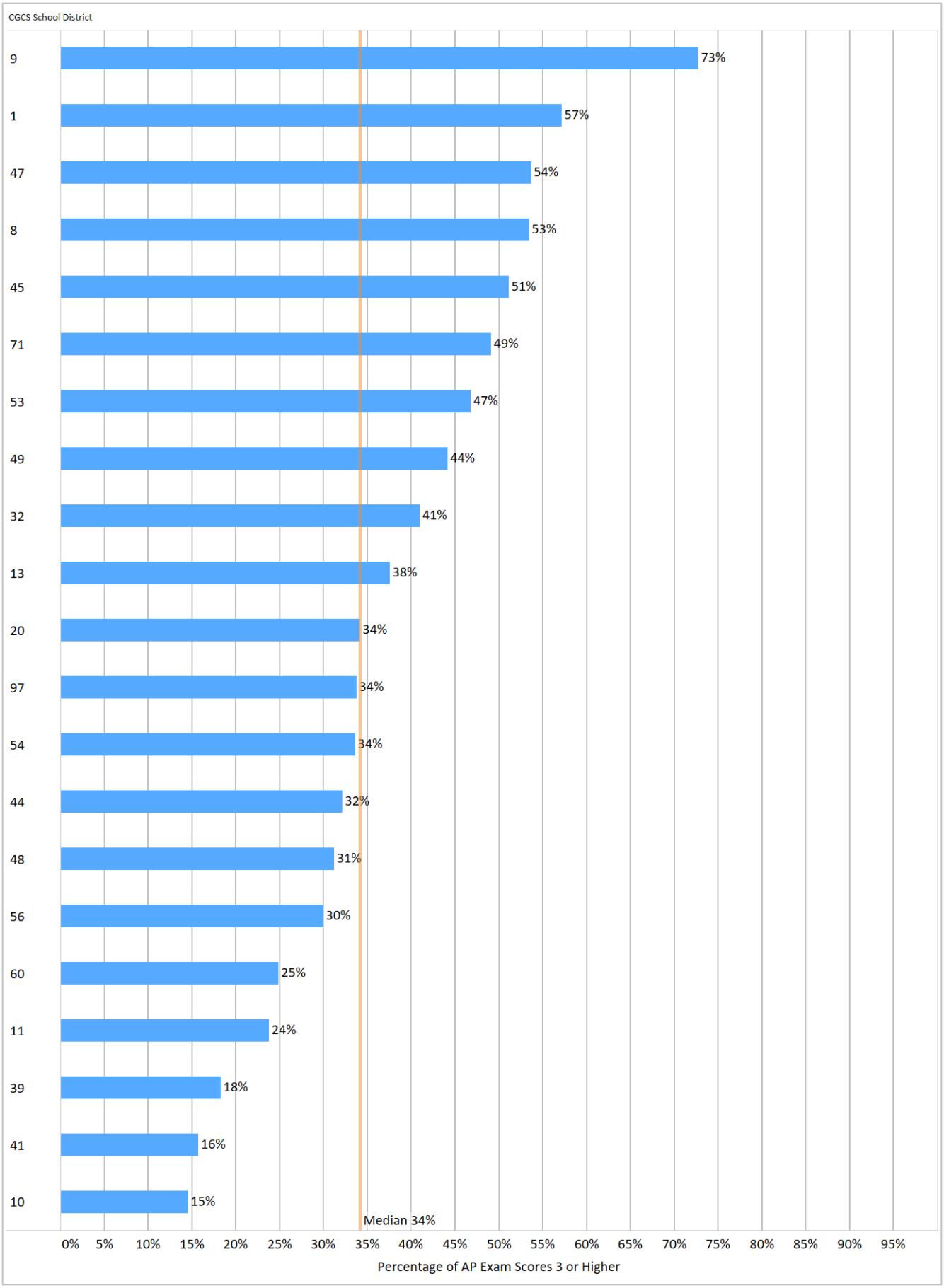


*Figure 6.13. Percentage of AP Exam Scores That Were Three or Higher by Students with Disabilities, 2016-17*

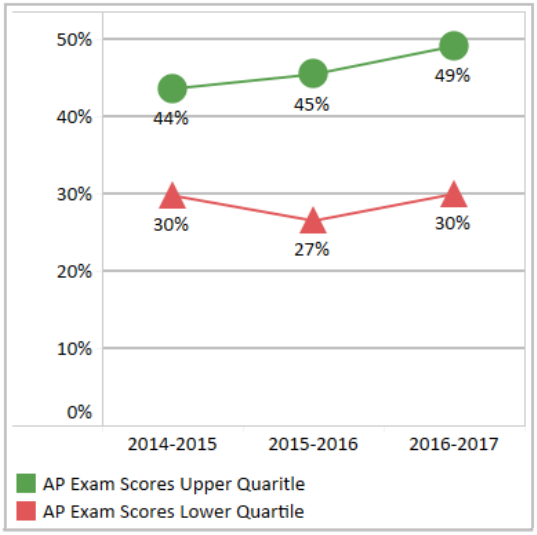


## Percentage of AP Exam Scores That Were a Three or Higher by Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 6.13: Total number of AP exam scores that were three or higher by students with disabilities divided by the total number of AP exam scores among students with disabilities.
- Figure 6.14: Percentage point difference in AP exam scores that were three or higher for students with disabilities between 2014-15 and 2016-17.
- Figure 6.15: Upper and lower quartile change in AP exam scores that were three or higher by students with disabilities.

*Figure 6.15. Trends in the Percentage of AP Exam Scores That Were Three or Higher among Students with Disabilities by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Buffalo
- Clark County
- Nashville
- Palm Beach
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Duval County
- Palm Beach
- Seattle

*Figure 6.14. Percentage Point Change in AP Exam Scores That Were a Three or Higher by Students with Disabilities, 2014-15 to 2016-17*

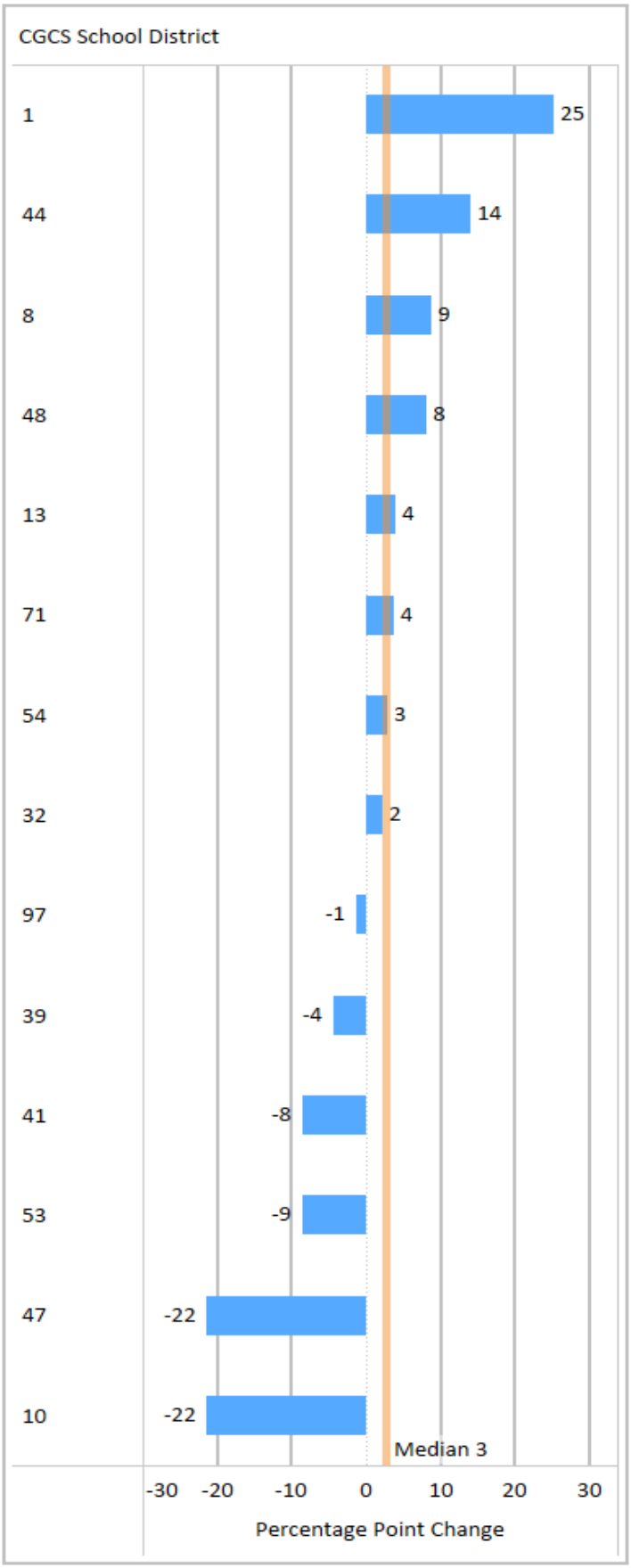
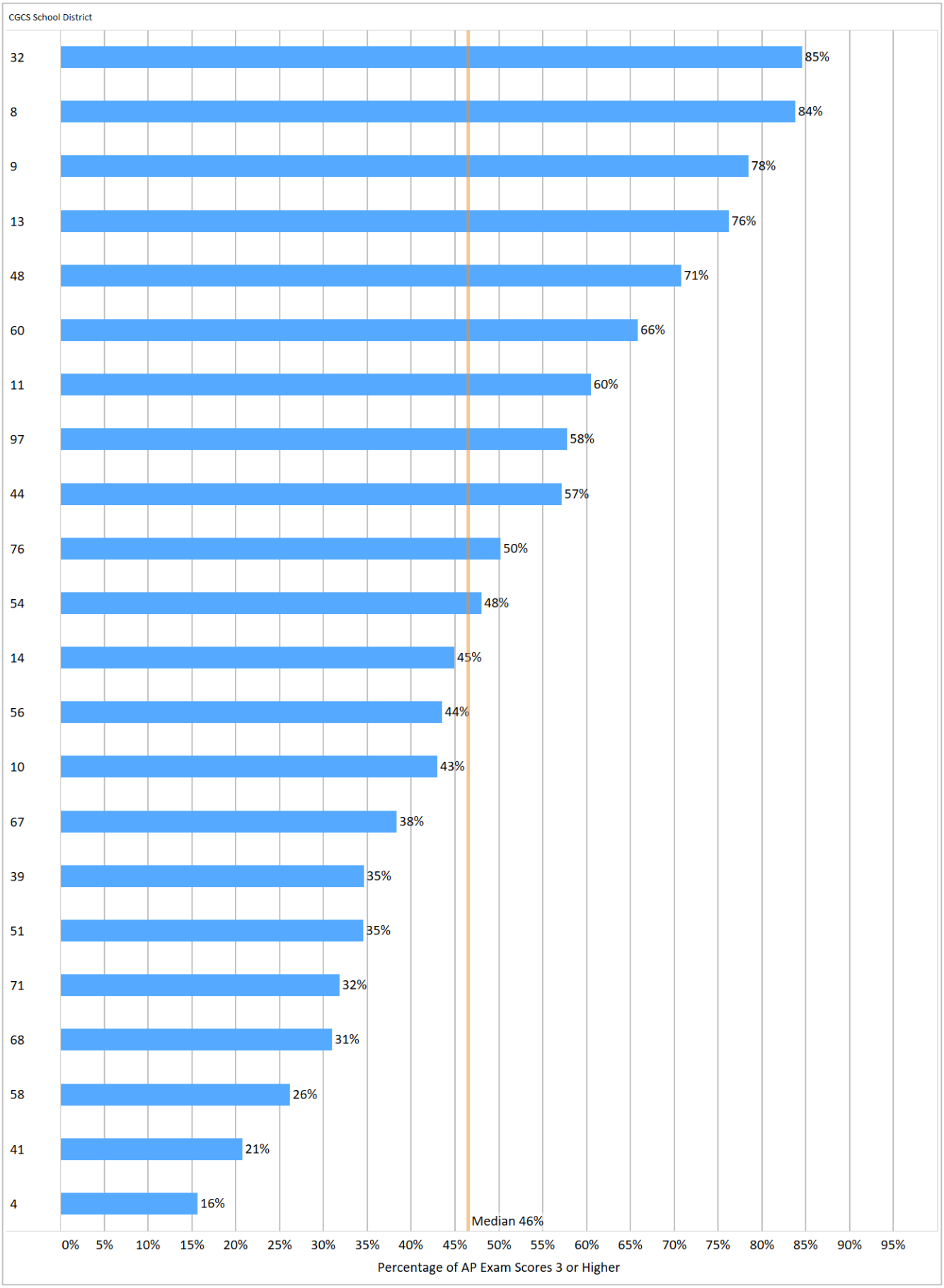


*Figure 6.16. Percentage of AP Exam Scores That Were Three or Higher by English Learners, 2016-17*

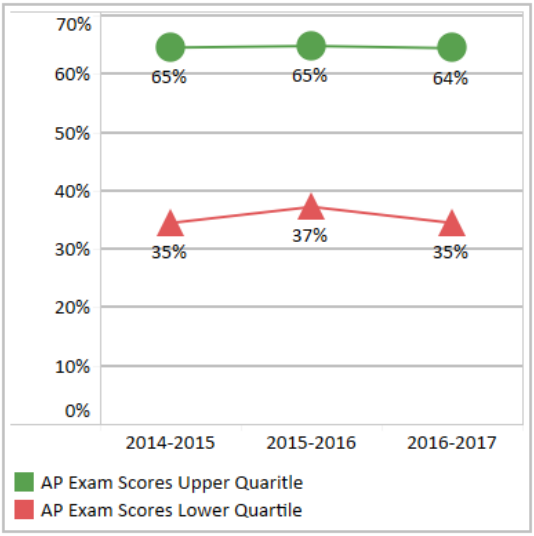


## Percentage of AP Exam Scores That Were a Three or Higher by English Learners

Note: Higher values and larger increases are desired

- Figure 6.16: Total number of AP exam scores that were three or higher by English learners divided by the total number of English learner AP exam scores.
- Figure 6.17: Percentage point difference in AP exam scores that were three or higher by English learners between 2014-15 and 2016-17.
- Figure 6.18: Upper and lower quartile change in AP exam scores that were three or higher by English learners.

*Figure 6.18. Trends in the Percentage of AP Exam Scores That Were Three or Higher among English Learners by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Broward County
- Clark County
- Miami
- Orange County
- Palm Beach

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Broward County
- Los Angeles
- Palm Beach
- San Antonio

*Figure 6.17. Percentage Point Change in AP Exam Scores That Were Three or Higher by English Learners, 2014-15 to 2016-17*

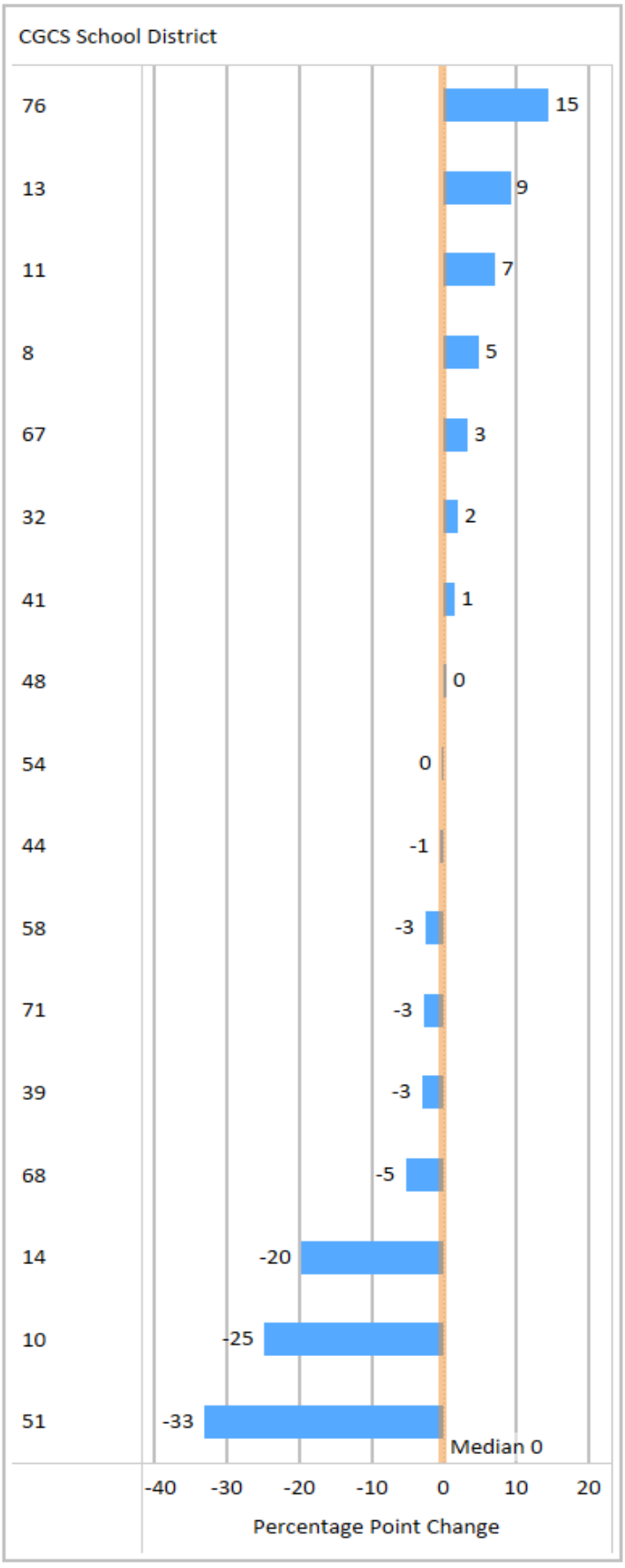


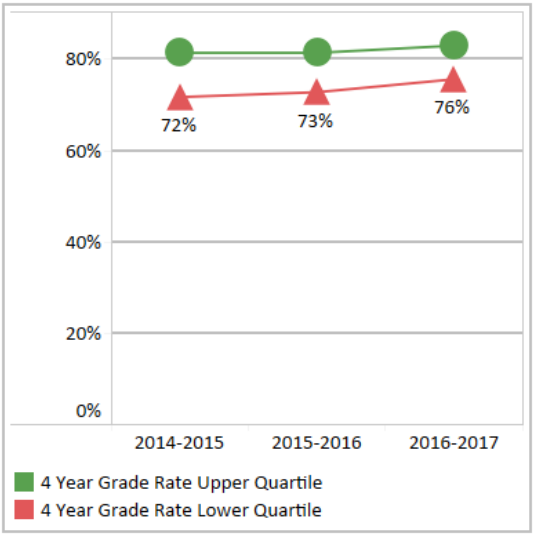
*Figure 7.1. Four Year Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17*

## Four Year Cohort Graduation Rate

Note: Higher values and larger increases are desired

- Figure 7.1: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.2: Percentage point difference in four year cohort graduation rates for all students between 2014-15 and 2016-17.
- Figure 7.3: Upper and lower quartile change in four year cohort graduation rates for all students.

*Figure 7.3. Trends in Four Year Cohort Graduation Rates for All Students by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Charlotte Mecklenburg
- Clark County
- Fort Worth
- Guilford County
- Long Beach
- Norfolk
- Orange County
- Palm Beach
- Shelby County

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Chicago
- Clark County
- Cleveland
- Hillsborough County
- Orange County
- Philadelphia
- Pittsburgh
- Shelby County

*Figure 7.2. Percentage Point Change in the Four Year Cohort Graduation Rates for All Students, 2014-15 to 2016-17*

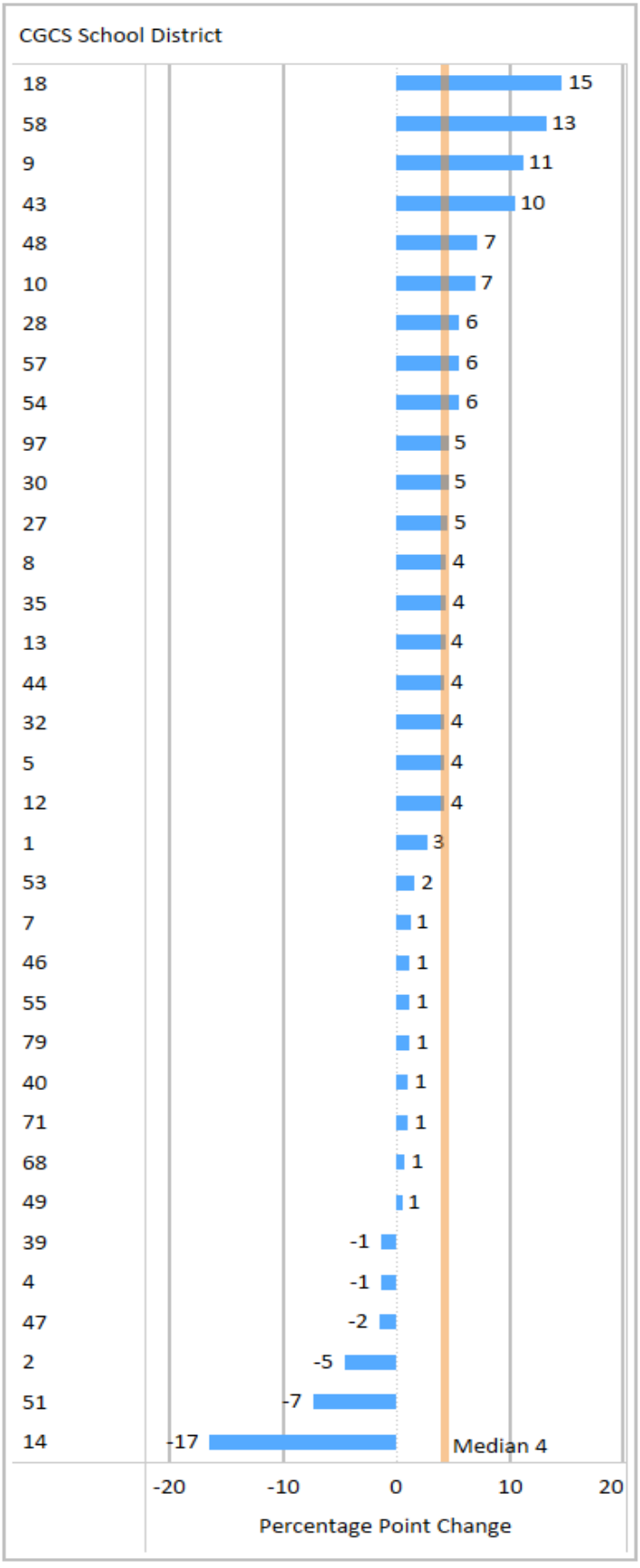
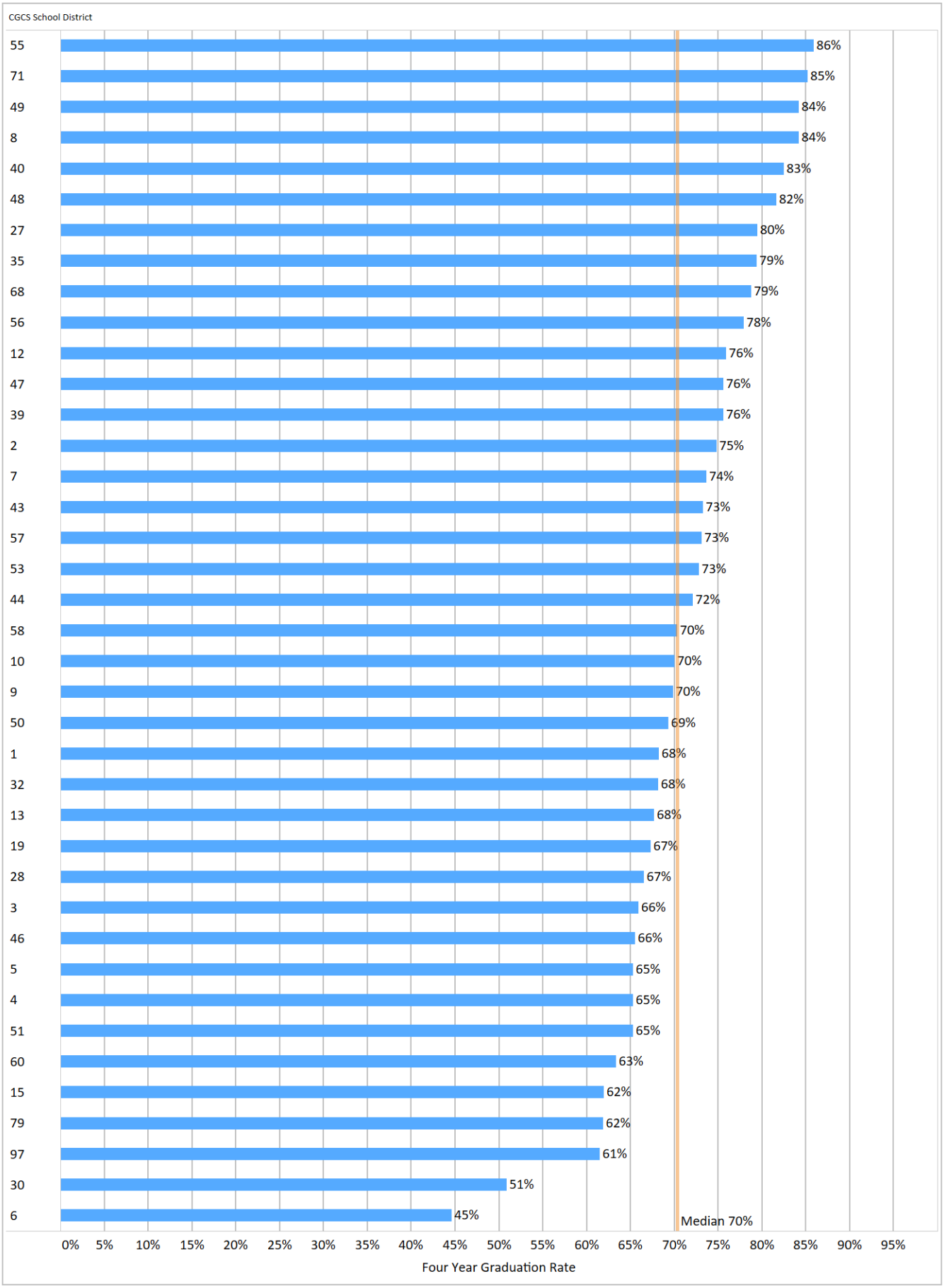


*Figure 7.4. Four Year Cohort Graduation Rate for Black Males Using Methodology Required for State Reporting, 2016-17*

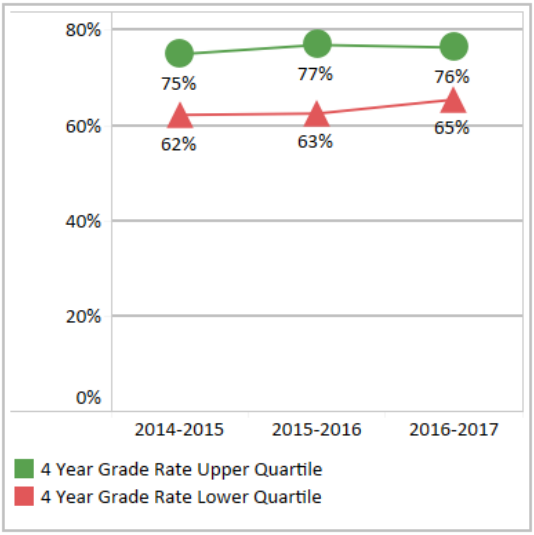


## Four Year Cohort Graduation Rate for Black Males

Note: Higher values and larger increases are desired

- Figure 7.4: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.5: Percentage point difference in Black male four year cohort graduation rates between 2014-15 and 2016-17.
- Figure 7.6: Upper and lower quartile change in four year cohort graduation rates for Black males.

*Figure 7.6. Trends in Four Year Cohort Graduation Rates for Black Males by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Charlotte Mecklenburg
- Columbus
- Des Moines
- Fort Worth
- Guilford County
- Long Beach
- Nashville
- Norfolk
- Orange County
- Palm Beach

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Clark County
- Cleveland
- Fort Worth
- Hillsborough County
- Norfolk
- Orange County
- Palm Beach
- Pittsburgh

*Figure 7.5. Percentage Point Change in the Four Year Cohort Graduation Rates for Black Males, 2014-15 to 2016-17*

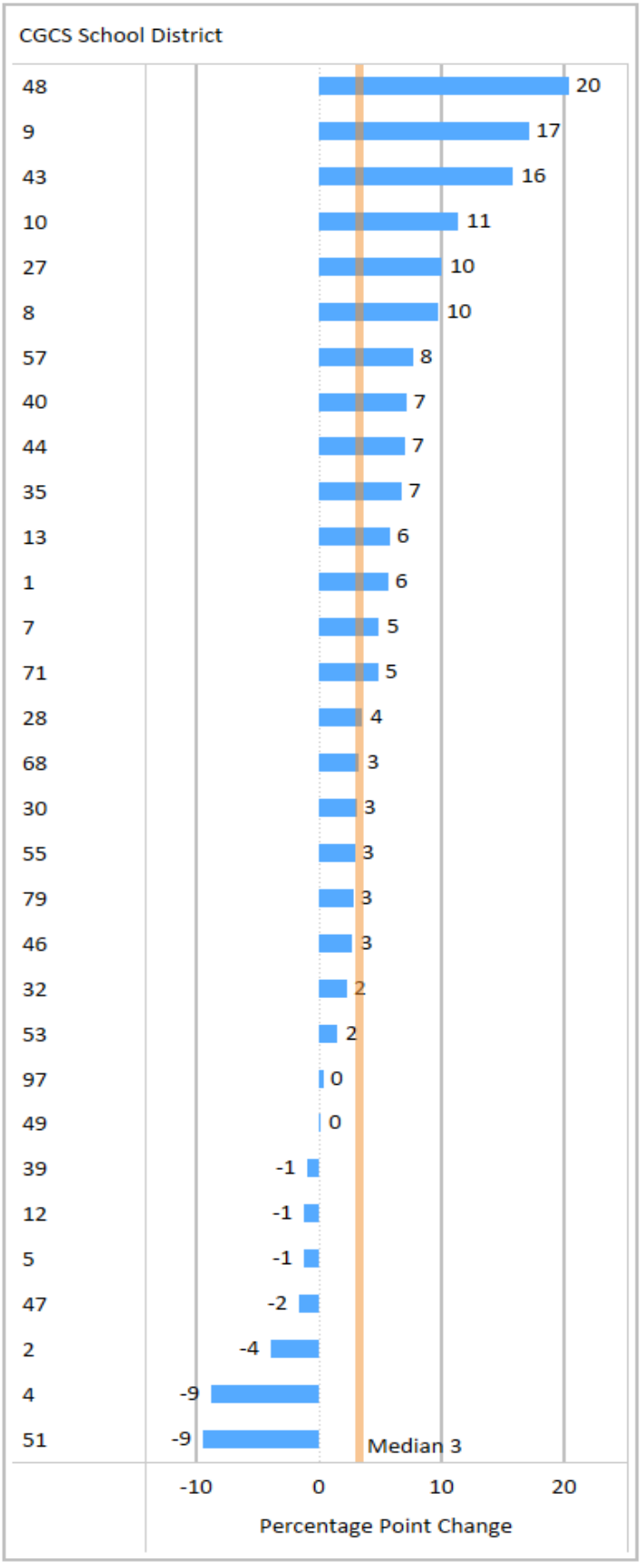
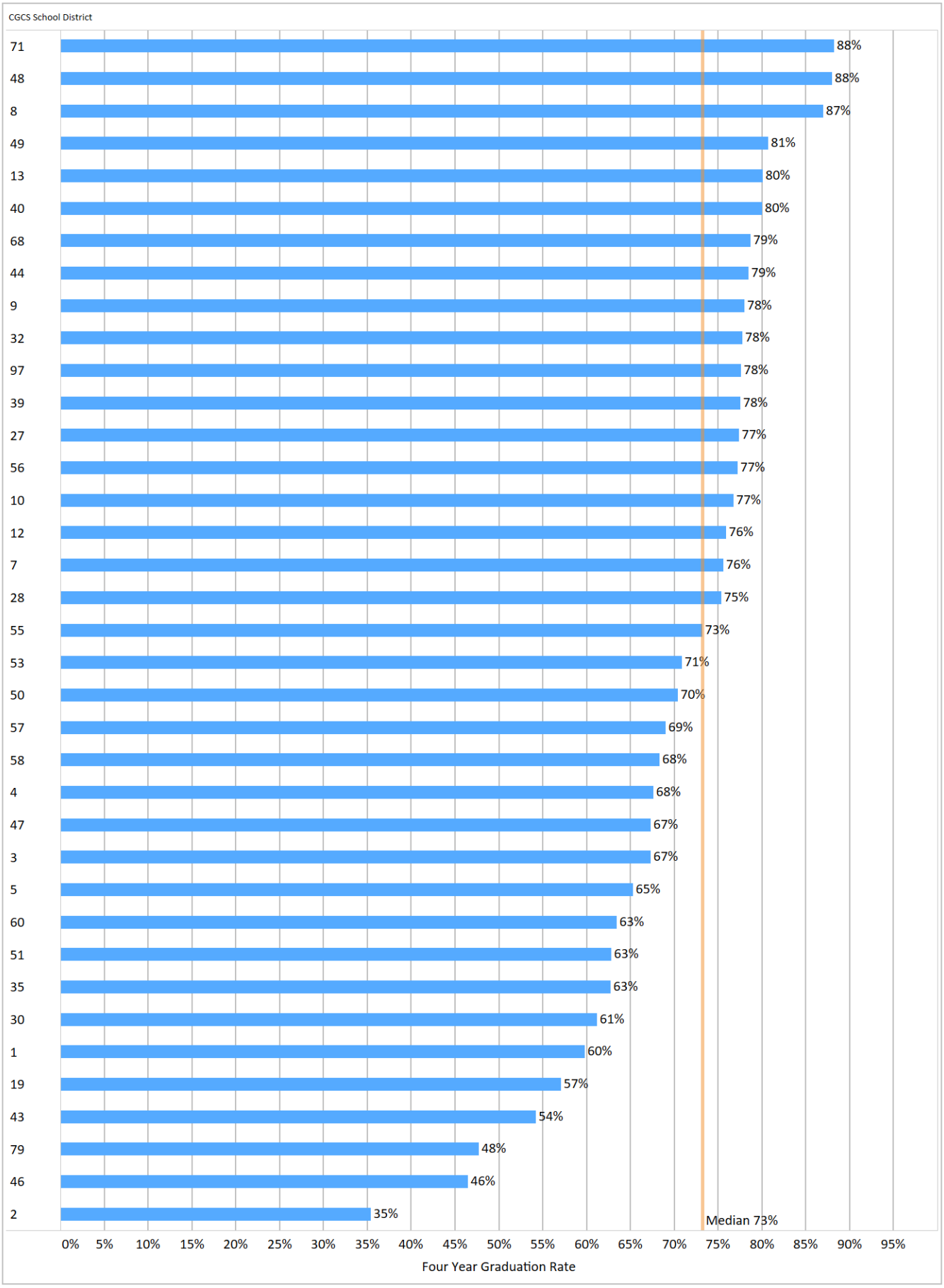


*Figure 7.7. Four Year Cohort Graduation Rate for Hispanic Males Using Methodology Required for State Reporting, 2016-17*

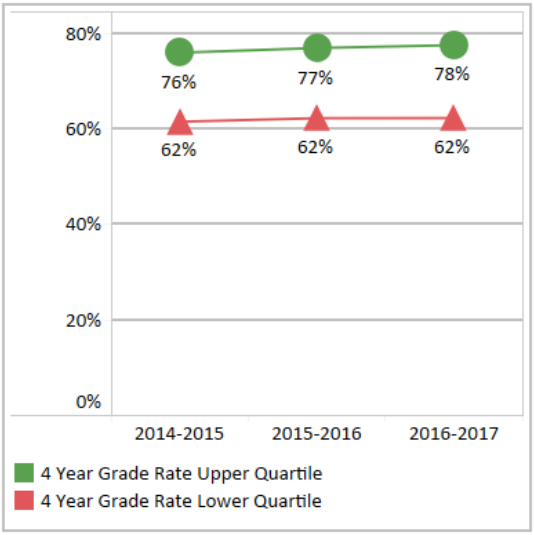


## Four Year Cohort Graduation Rate for Hispanic Males

Note: Higher values and larger increases are desired

- Figure 7.7: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.8: Percentage point difference in Hispanic male four year cohort graduation rates between 2014-15 and 2016-17.
- Figure 7.9: Upper and lower quartile change in four year cohort graduation rates for Hispanic males.

*Figure 7.9. Trends in Four Year Cohort Graduation Rates for Hispanic Males by Quartiles, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Broward County
- Clark County
- Duvall County
- Fort Worth
- Guilford County
- Houston
- Miami
- Orange County
- Palm Beach
- Pinellas

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Clark County
- Cleveland
- Duval County
- Hillsborough County
- Orange County
- Pinellas
- Seattle

*Figure 7.8. Percentage Point Change in the Four Year Cohort Graduation Rates for Hispanic Males, 2014-15 to 2016-17*

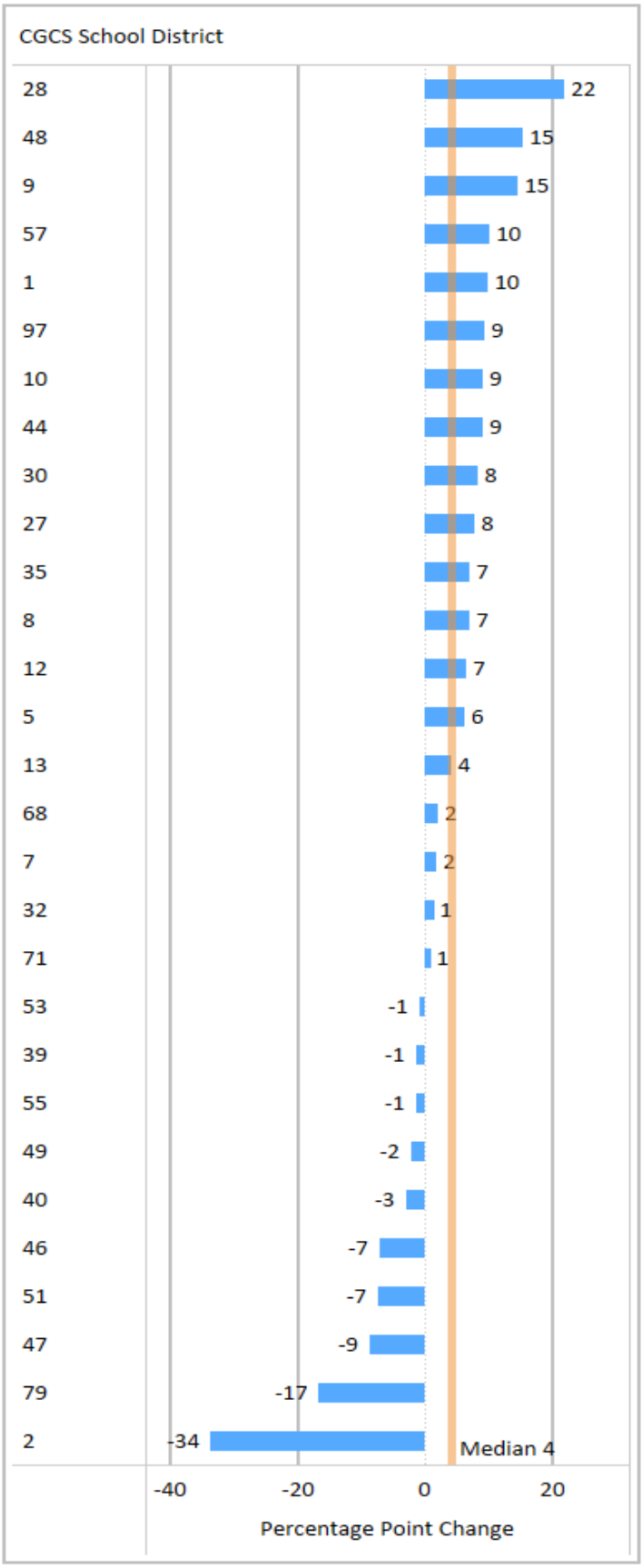
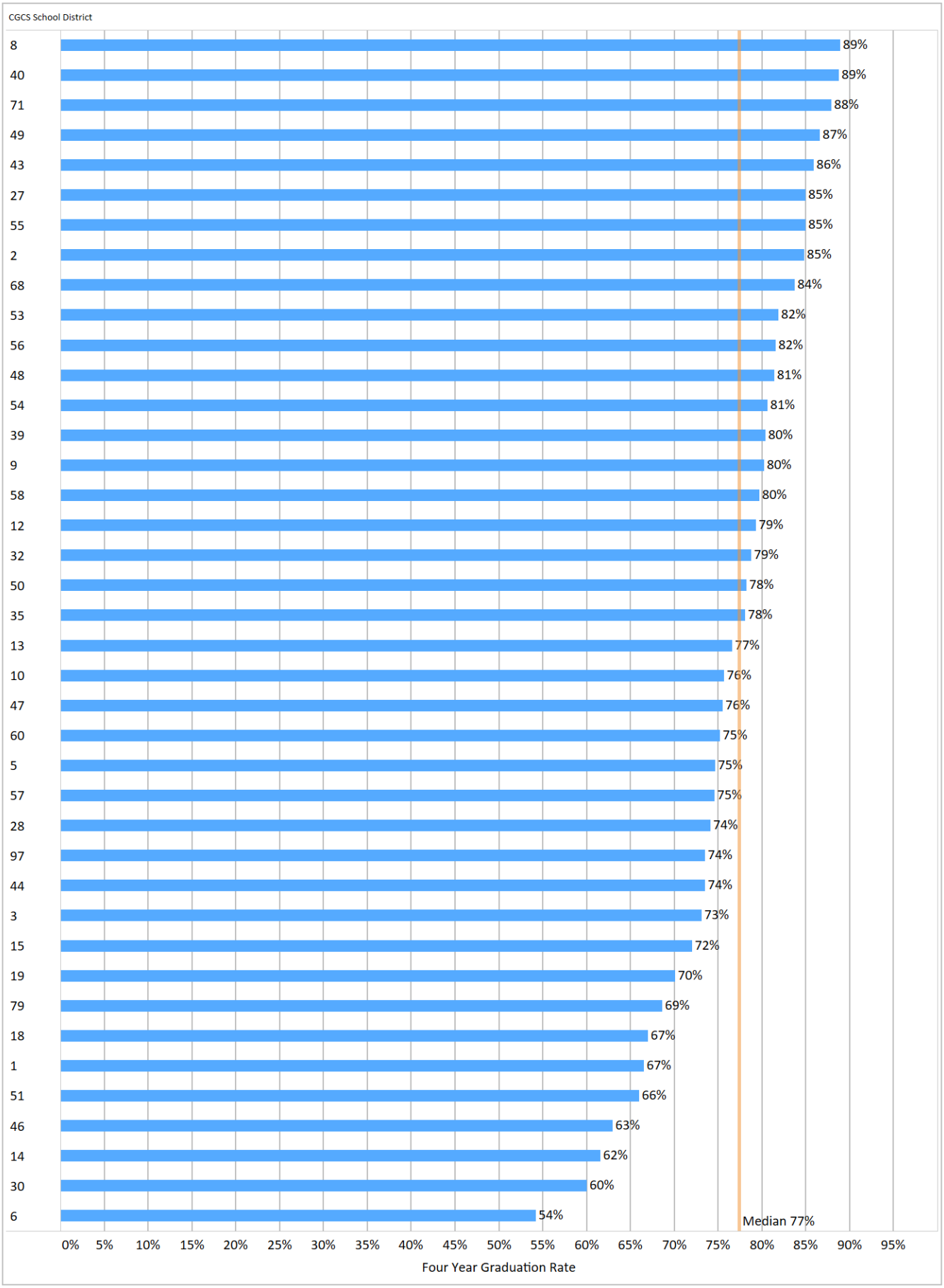


*Figure 7.10. Four Year Free or Reduced Price Lunch Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17*

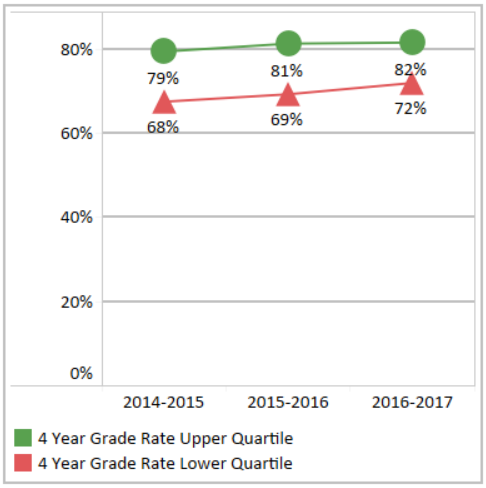


## Four Year Cohort Graduation Rate for Students Eligible for Free or Reduced Price Lunch (FRPL)

Note: Higher values and larger increases are desired

- Figure 7.10: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.11: Percentage point difference in four year cohort graduation rates for FRPL students between 2014-15 and 2016-17.
- Figure 7.12: Upper and lower quartile change in cohort graduation rates for students eligible for free or reduced price lunch.

*Figure 7.12. Trends in Four Year Cohort Graduation Rates for Students Eligible for Free or Reduced Price Lunch by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Charlotte Mecklenburg
- Columbus
- Detroit
- Fort Worth
- Guilford County
- Jefferson
- Long Beach
- Miami
- Palm Beach
- Richmond

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Clark County
- Hillsborough County
- Norfolk
- Orange County
- Palm Beach
- Pinellas
- Pittsburgh
- Portland

*Figure 7.11. Percentage Point Change in the Four Year Cohort Graduation Rates for Students Eligible for Free or Reduced Price Lunch, 2014-15 to 2016-17*

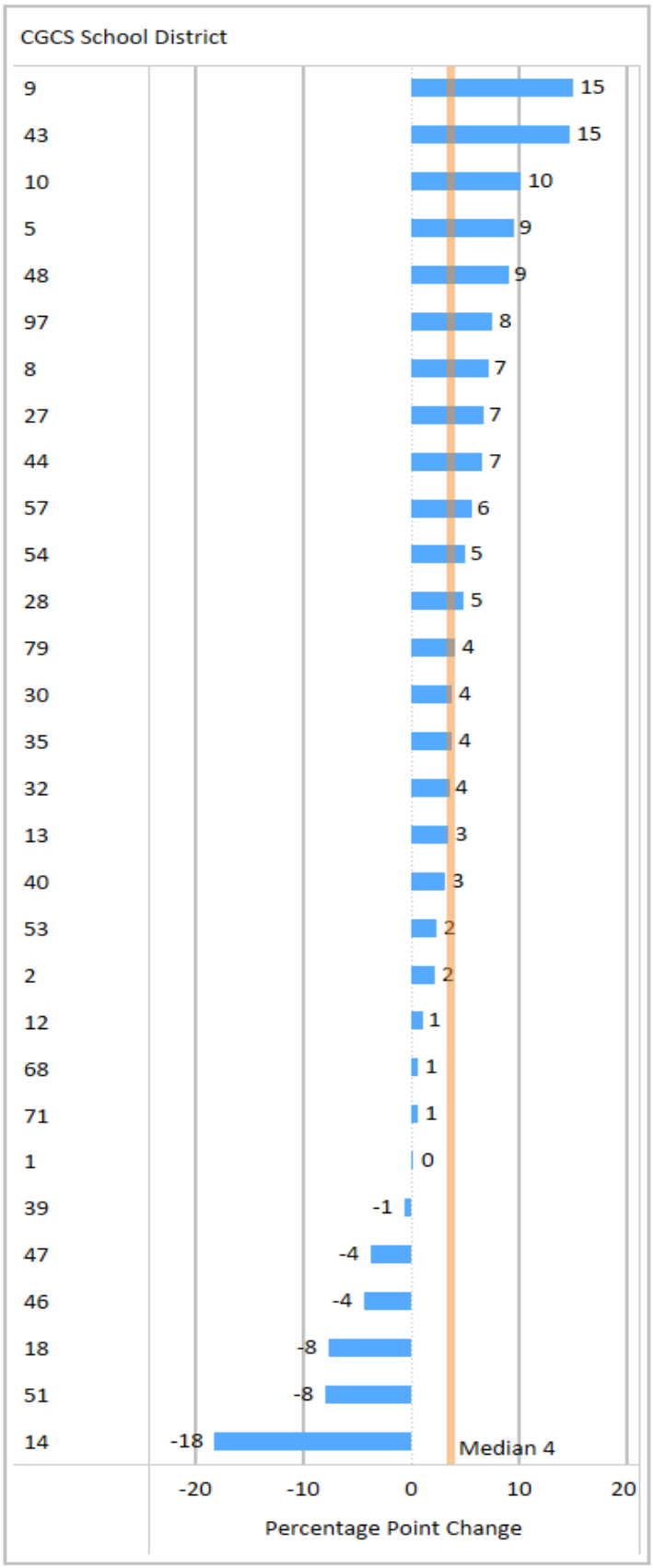
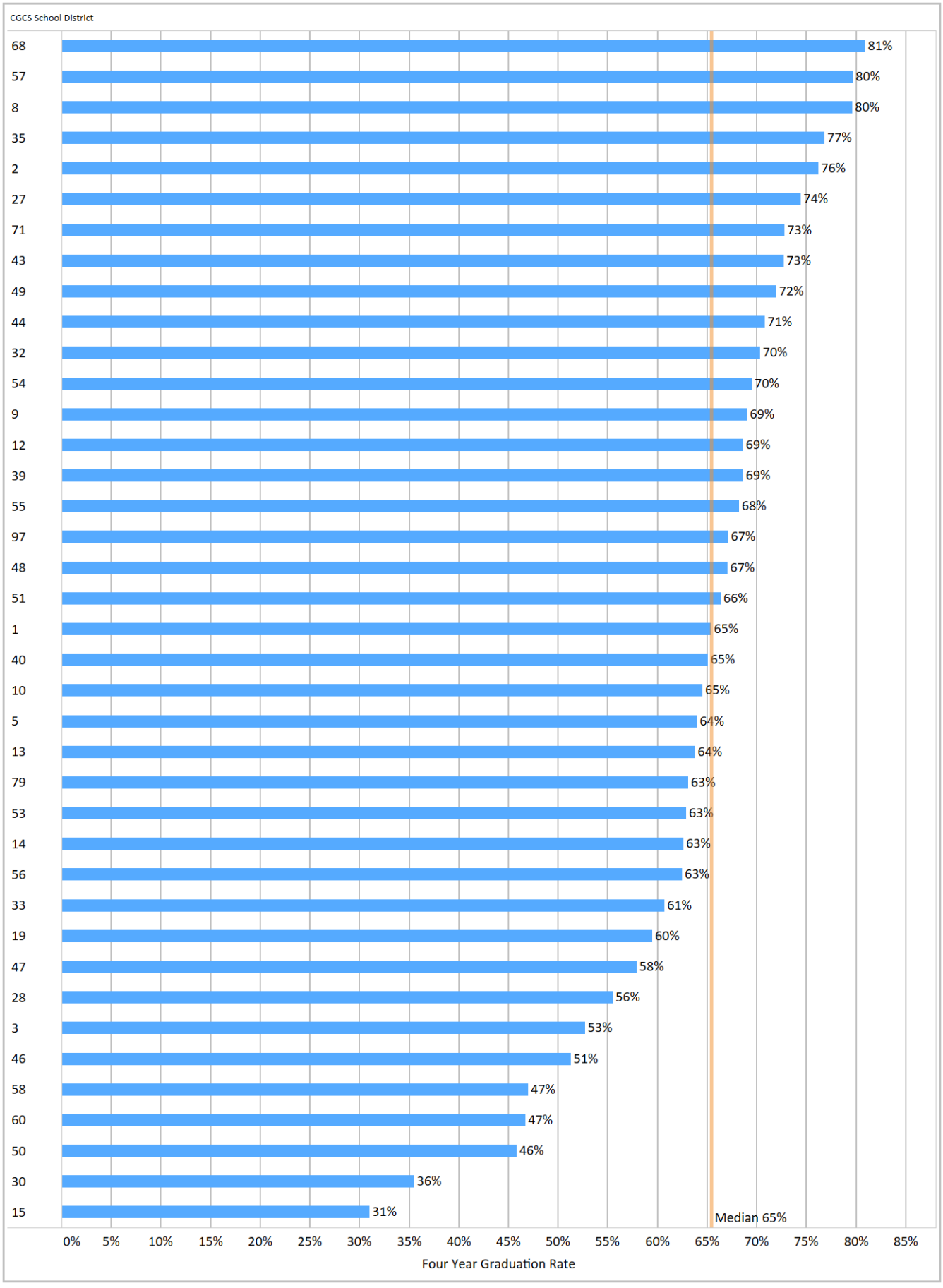


*Figure 7.13. Four Year Students with Disabilities Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17*

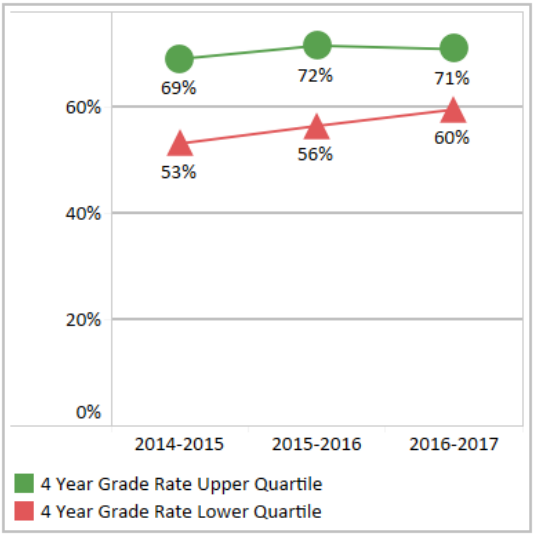


## Four Year Cohort Graduation Rate for Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 7.13: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.14: Percentage point difference in four year cohort graduation rates for students with disabilities between 2014-15 and 2016-17.
- Figure 7.15: Upper and lower quartile change in cohort graduation rates for students with disabilities.

*Figure 7.15. Trends in Four Year Cohort Graduation Rates for Students with Disabilities by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Buffalo
- Chicago
- Clark County
- Cleveland
- Des Moines
- Guilford County
- Orange County
- Palm Beach
- Philadelphia
- St Paul

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Duval County
- Hillsborough County
- Jefferson
- Pinellas
- Portland
- Seattle

*Figure 7.14. Percentage Point Change in the Four Year Cohort Graduation Rates for Students with Disabilities, 2014-15 to 2016-17*

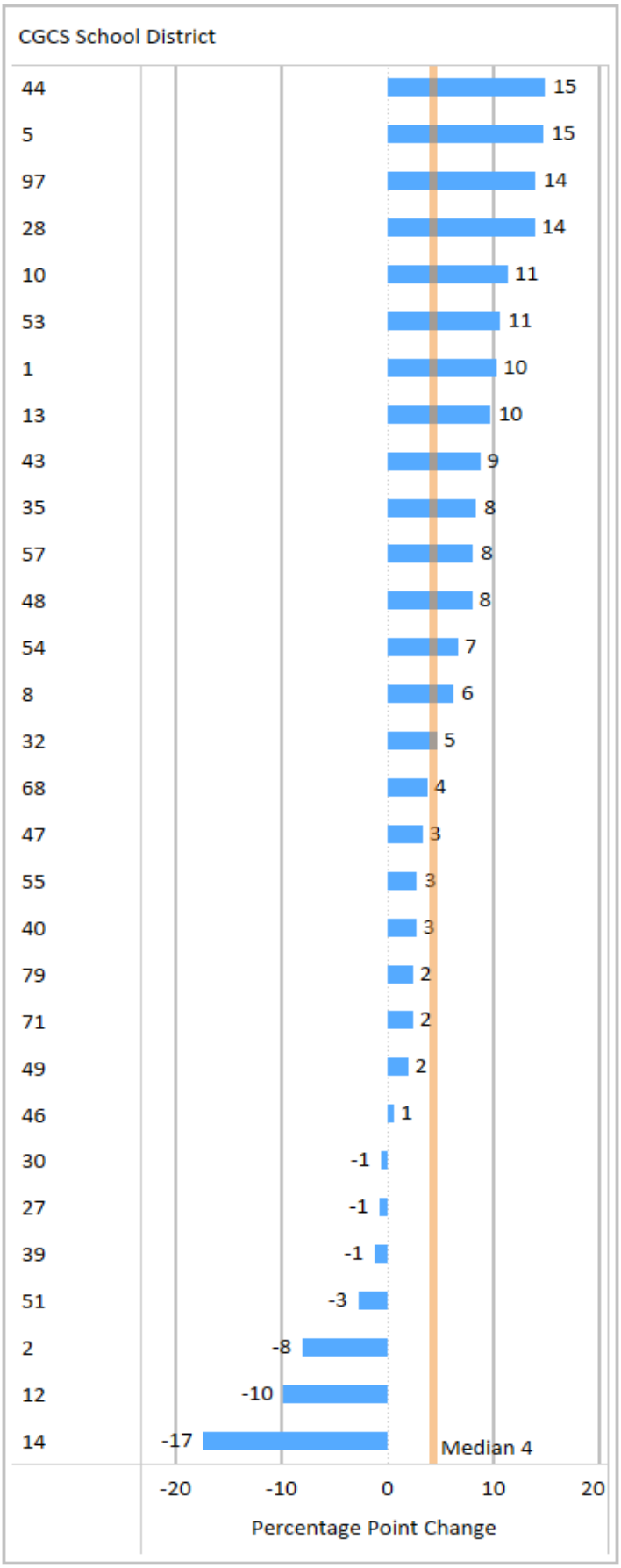
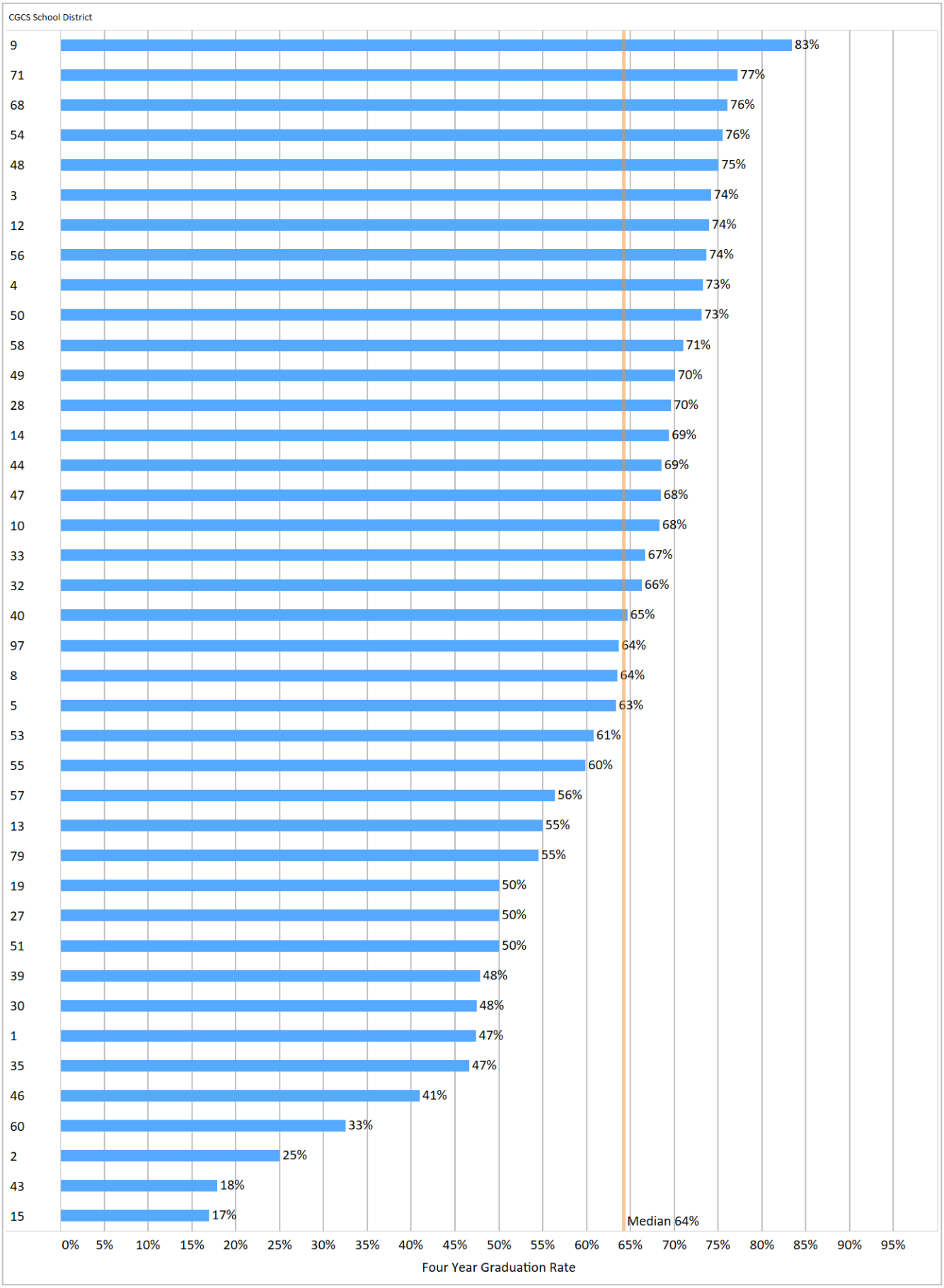


*Figure 7.16. Four Year English Learners Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17*

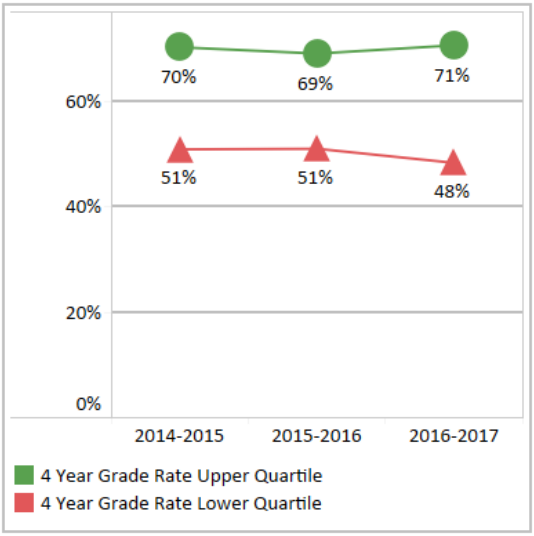


## Four Year Cohort Graduation Rate for English Learners.

Note: Higher values and larger increases are desired

- Figure 7.16: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.17: Percentage point difference in four year cohort graduation rates for English learners between 2014-15 and 2016-17.
- Figure 7.18: Upper and lower quartile change in cohort graduation rates for English learners.

*Figure 7.18. Trends in Four Year Cohort Graduation Rates for English Learners by Quartile, 2014-15 to 2016-17*



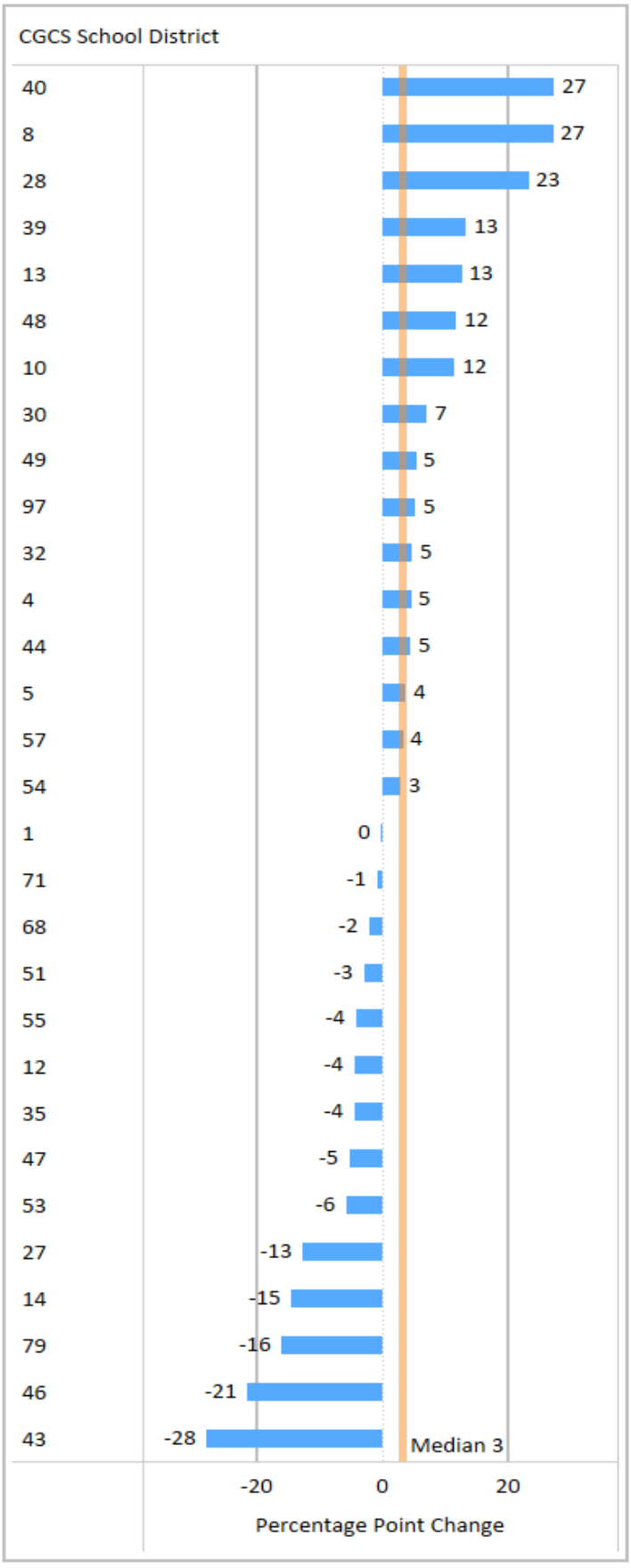

### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Baltimore City
- Broward County
- Columbus
- Long Beach
- Nashville
- New York
- Norfolk
- Orange County
- Philadelphia
- Richmond

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Broward County
- Fort Worth
- Hillsborough County
- Houston
- Orange County
- Palm Beach

*Figure 7.17. Percentage Point Change in the Four Year Cohort Graduation Rates for English Learners, 2014-15 to 2016-17*

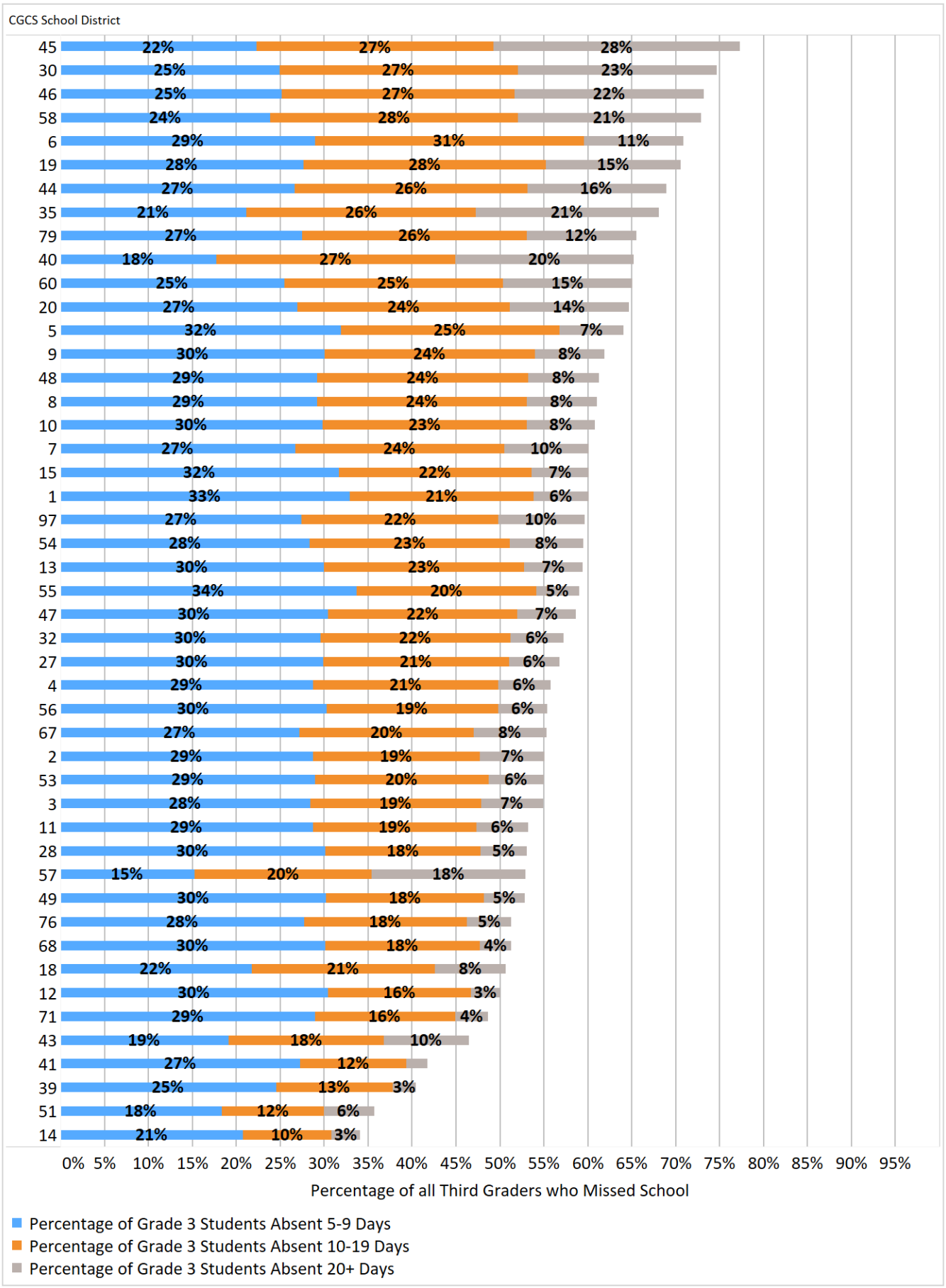


## Attendance Indicators

Attendance measures were collected on students in grades three, six, eight, and nine who were absent from school. Comparisons across districts are made for students who were absent cumulatively over the course of the school year for five to nine days, ten to nineteen days, and twenty or more days. The unit of analysis here is the number of students who missed school for the specified lengths of time.

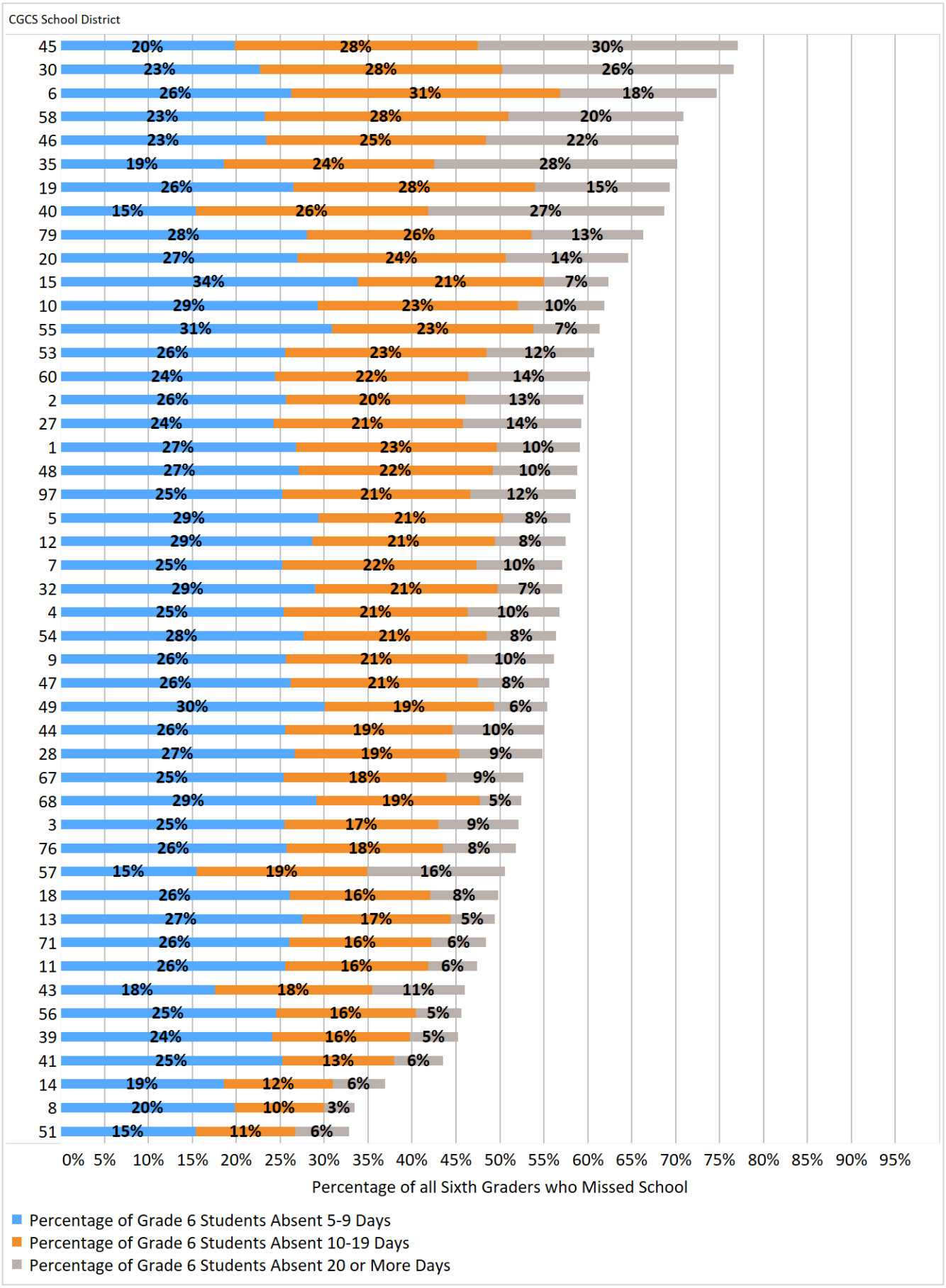
Figures 8.1 through 8.24 illustrate how districts compare on their absence rates in the specified grades. The total number of days missed is divided by the total number of students enrolled in that grade during the school year at any point.

*Figure 8.1. Percentage of All Third Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



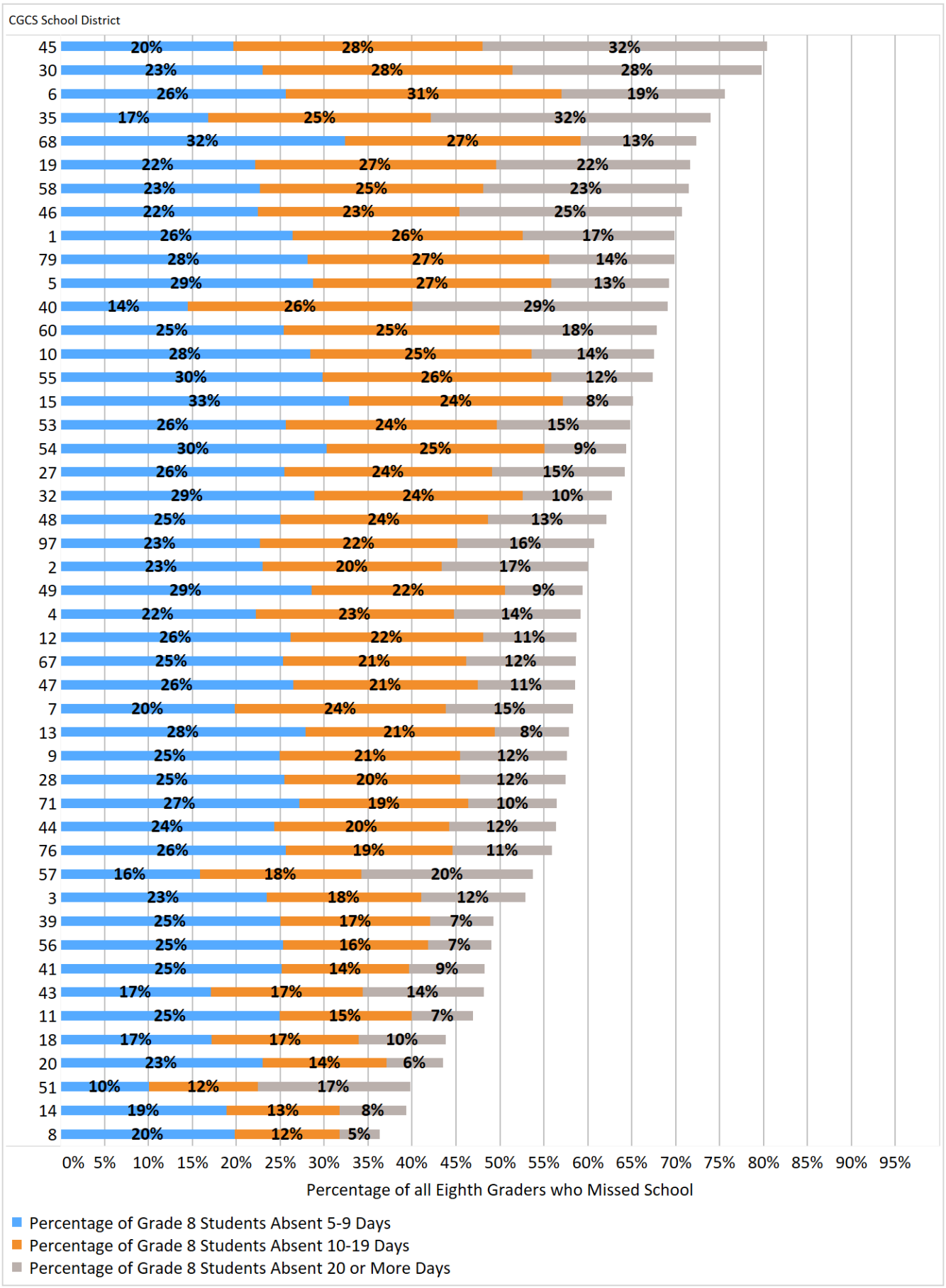

Note: Lower values are desired

*Figure 8.2. Percentage of All Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



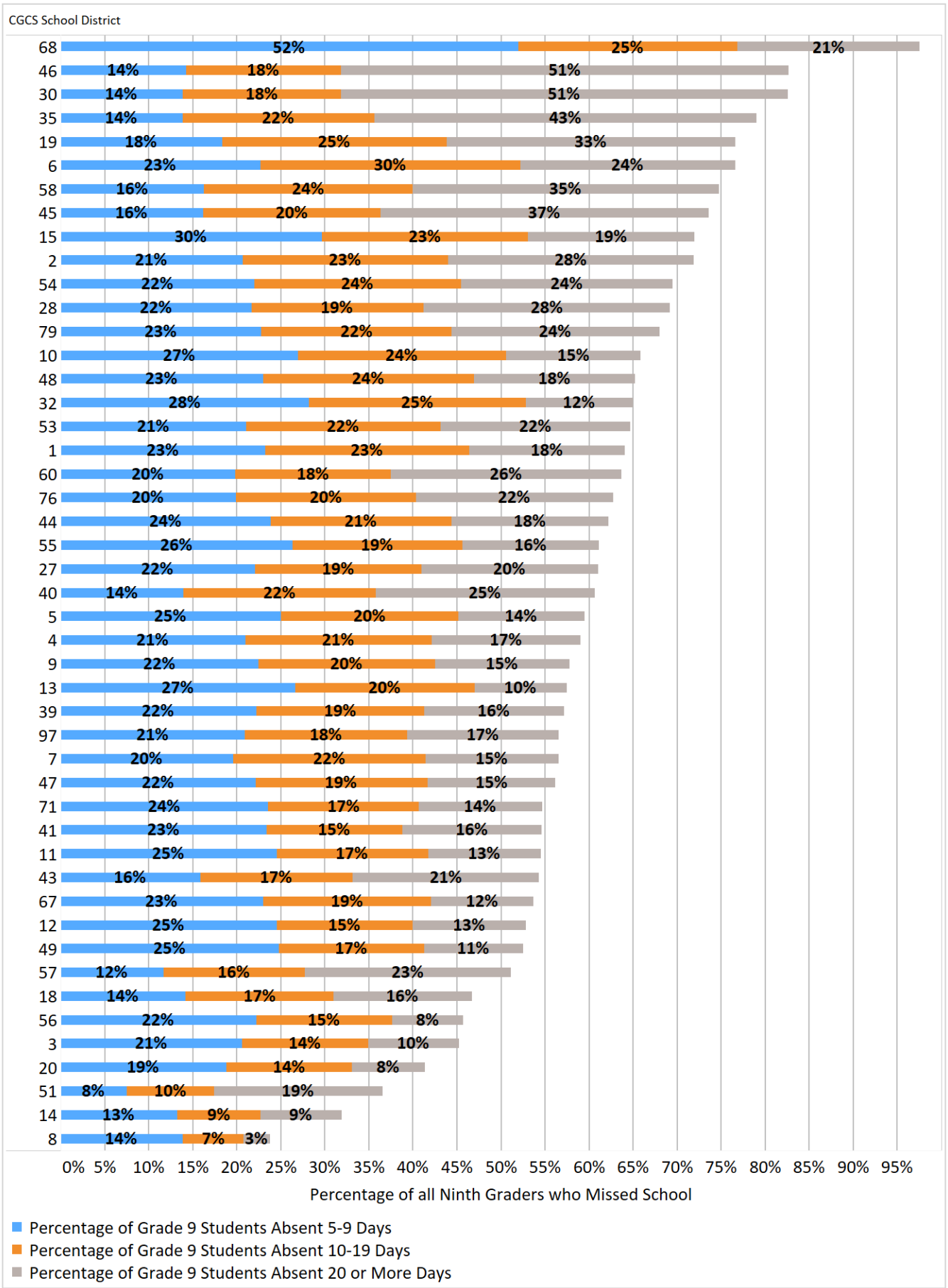

Note: Lower values are desired

*Figure 8.3. Percentage of All Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



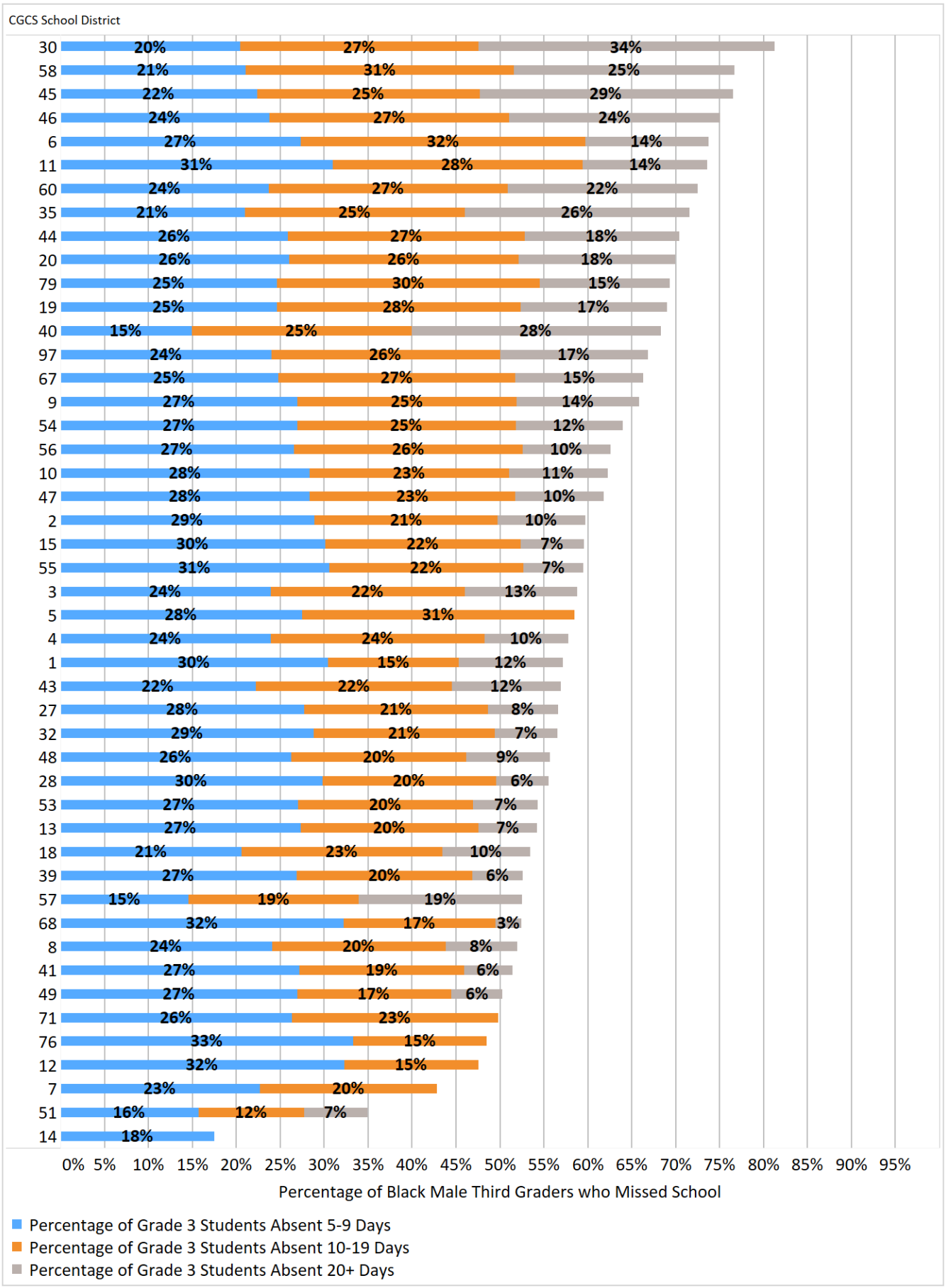

Note: Lower values are desired

*Figure 8.4. Percentage of All Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



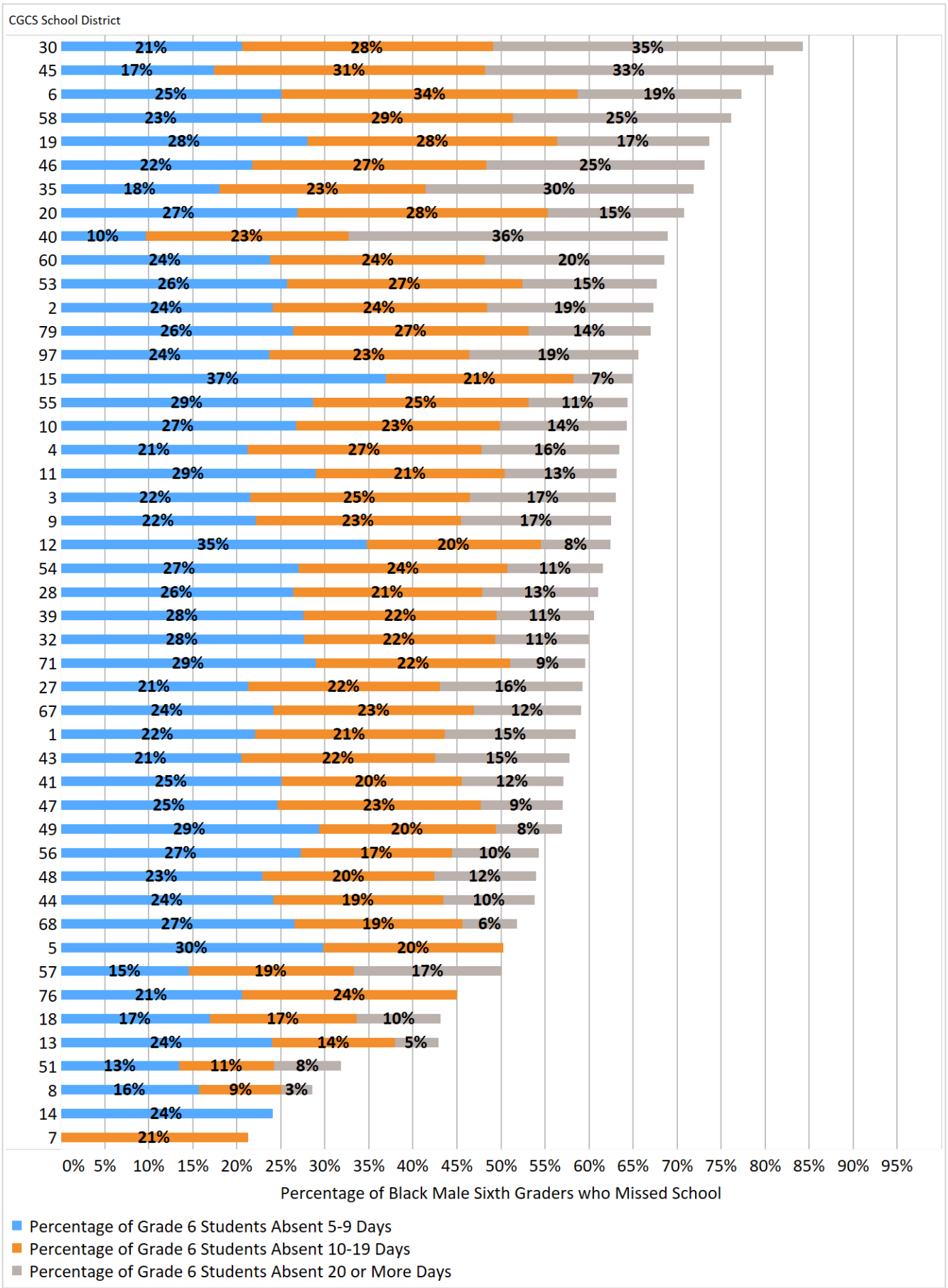

Note: Lower values are desired

*Figure 8.5. Percentage of Black Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



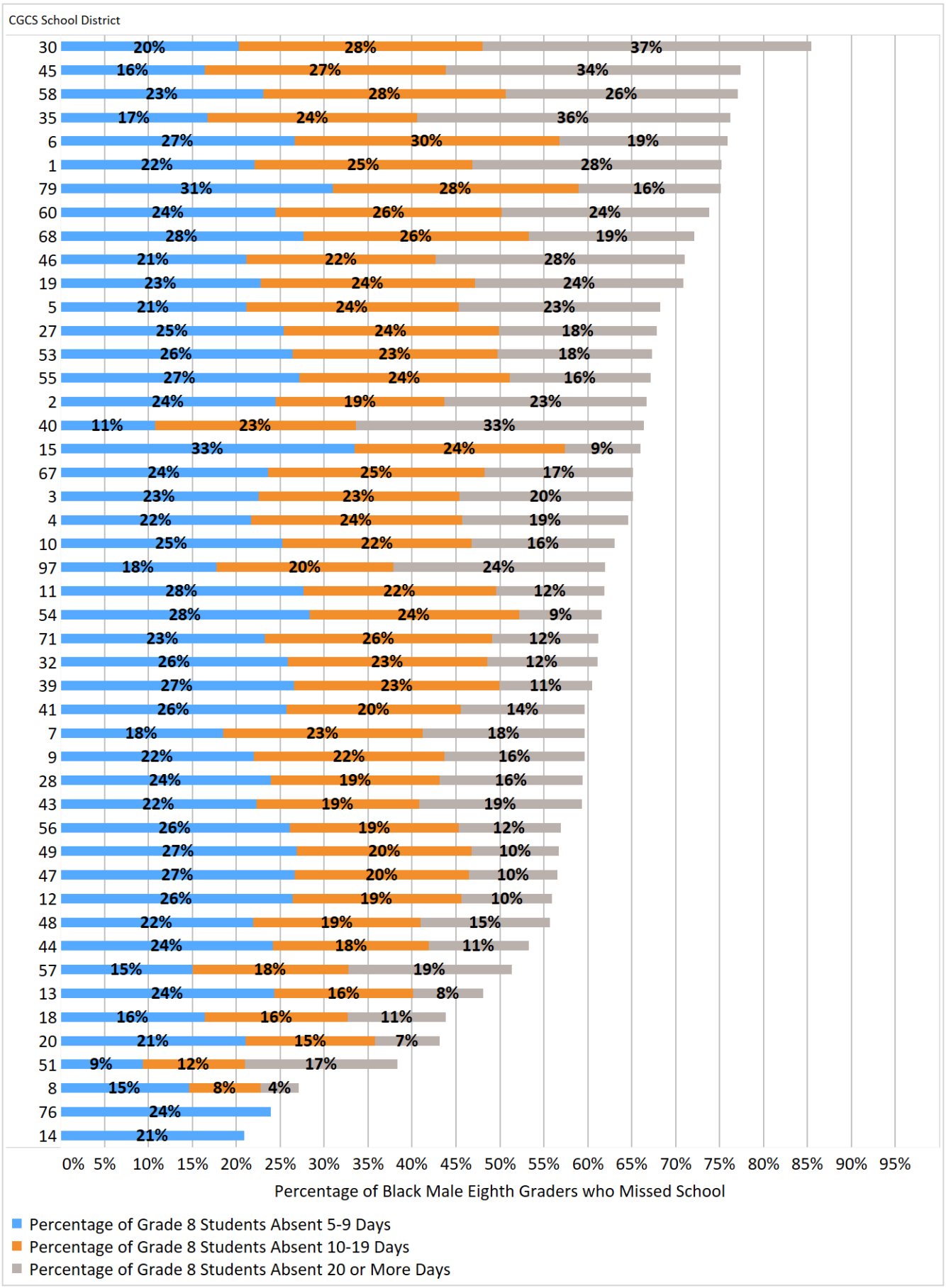

Note: Lower values are desired

*Figure 8.6. Percentage of Black Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



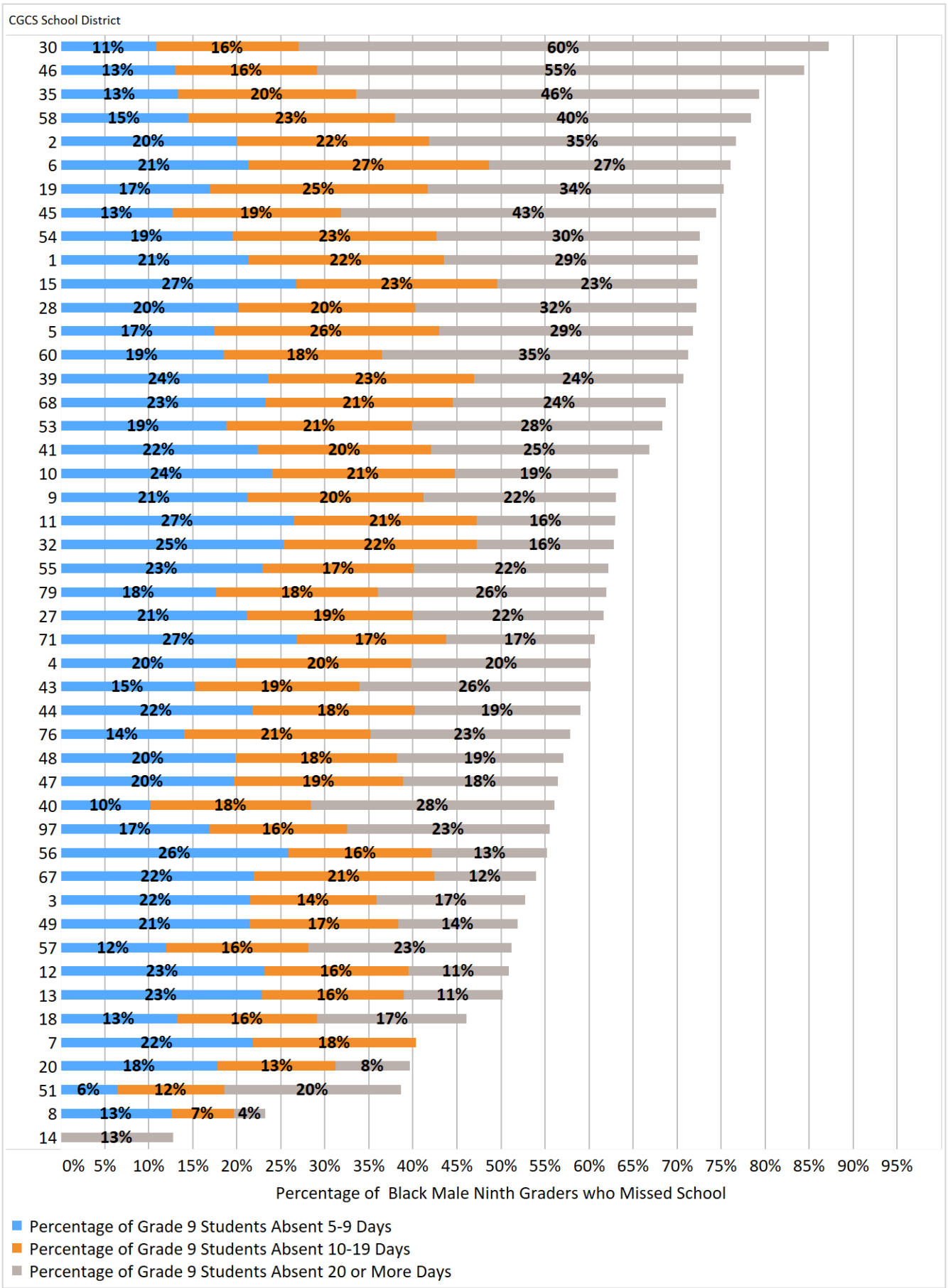

Note: Lower values are desired

*Figure 8.7. Percentage of Black Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



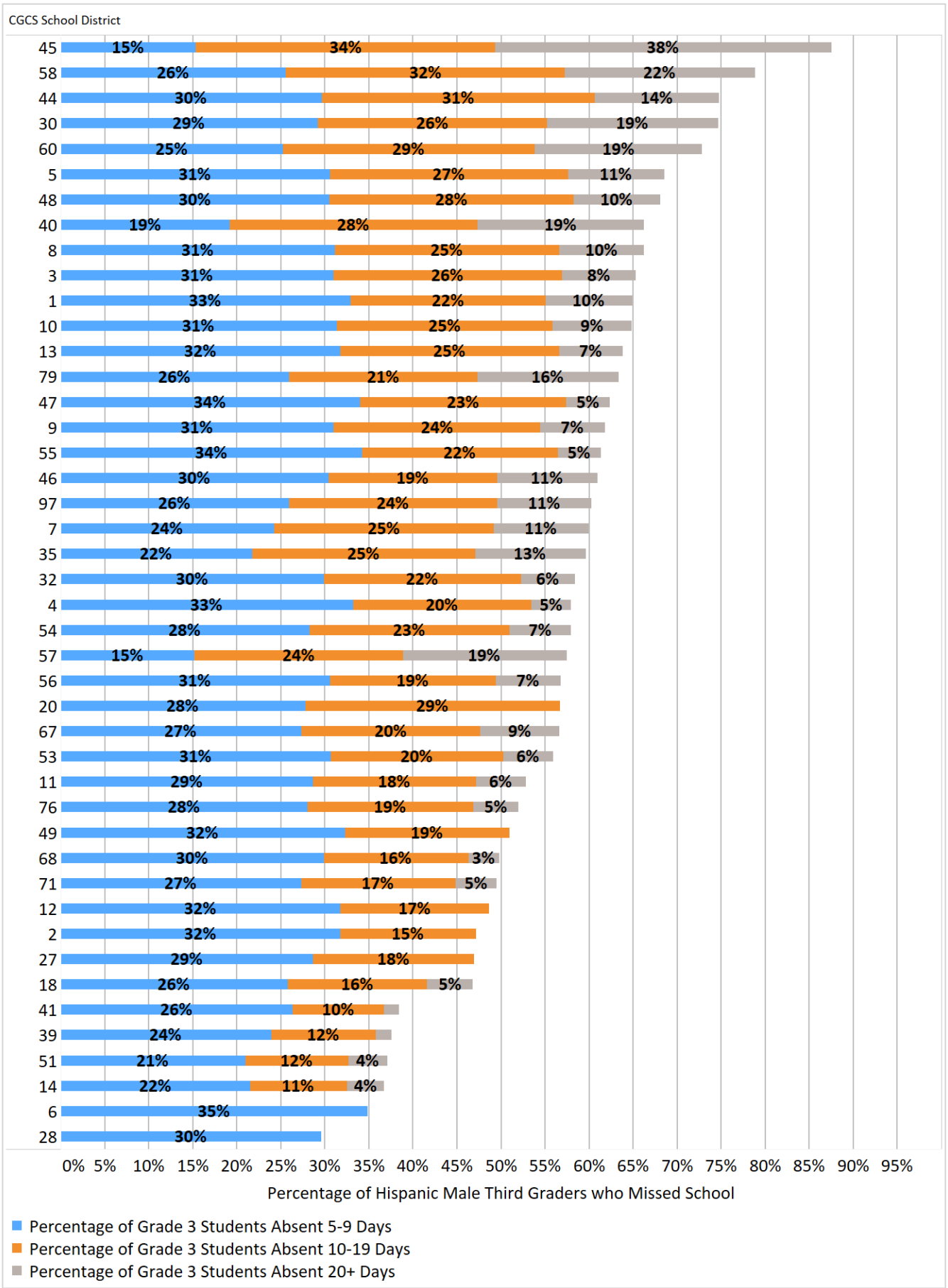

Note: Lower values are desired

*Figure 8.8. Percentage of Black Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



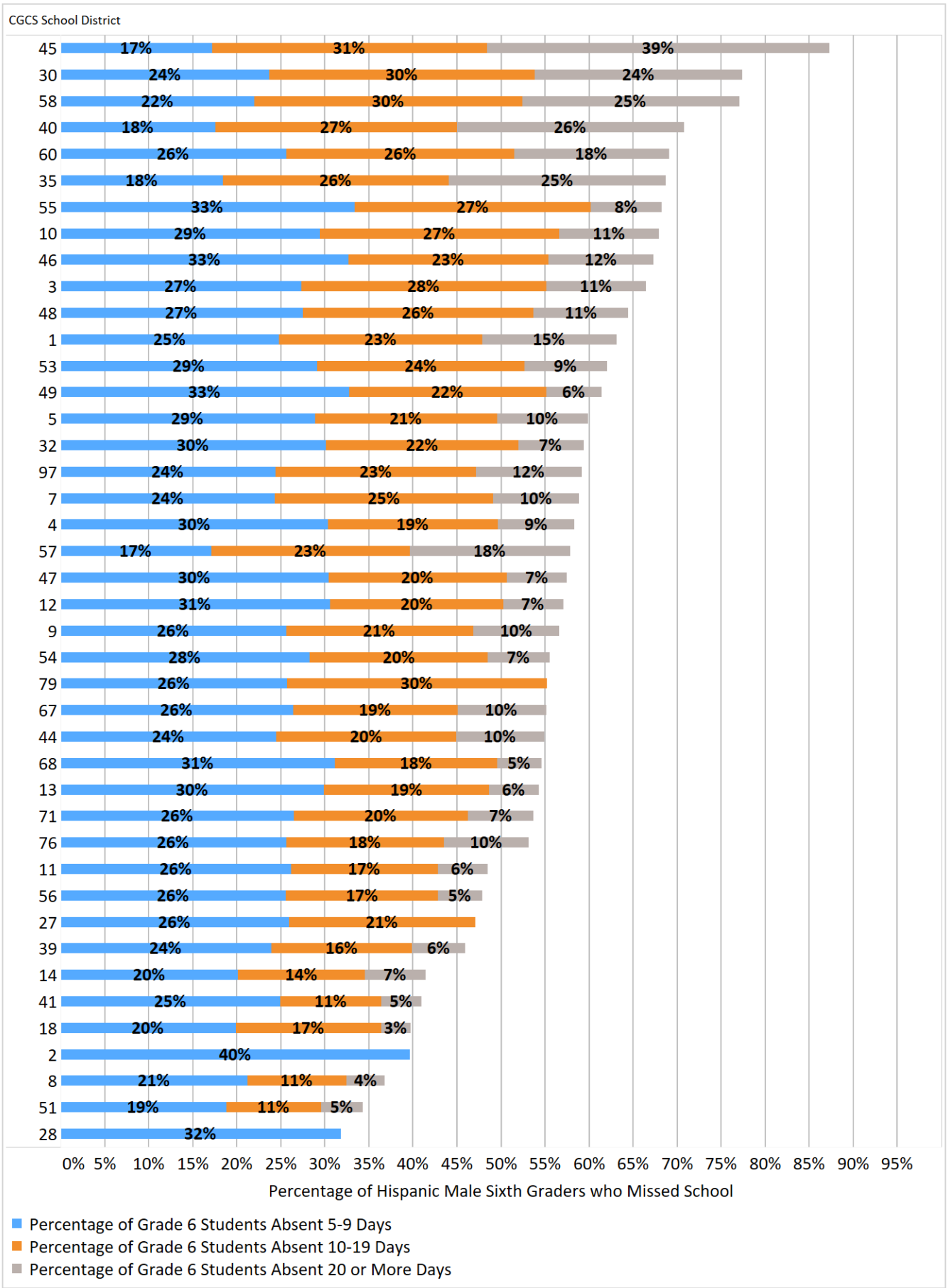

Note: Lower values are desired

*Figure 8.9. Percentage of Hispanic Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



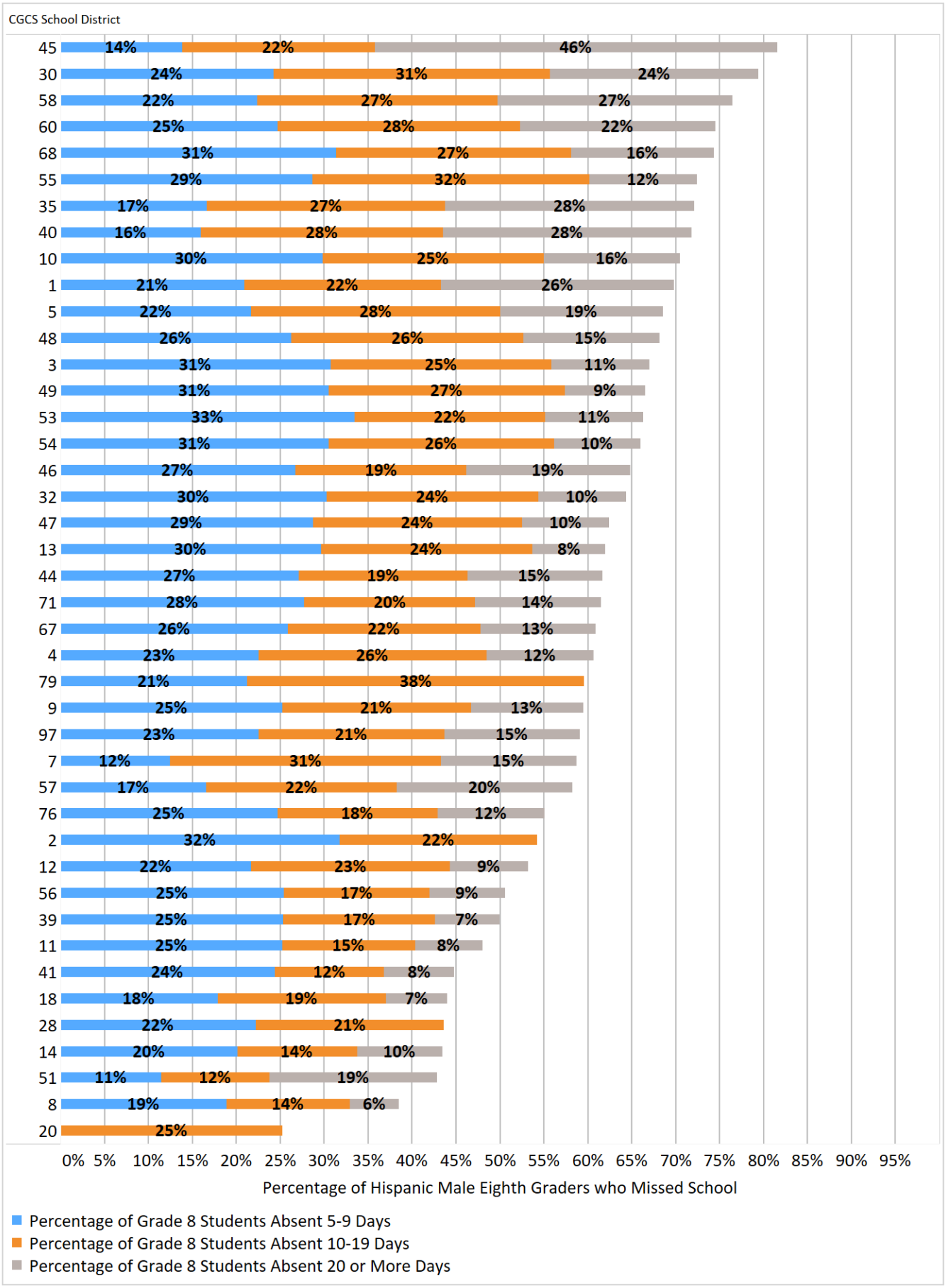

Note: Lower values are desired

*Figure 8.10 Percentage of Hispanic Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



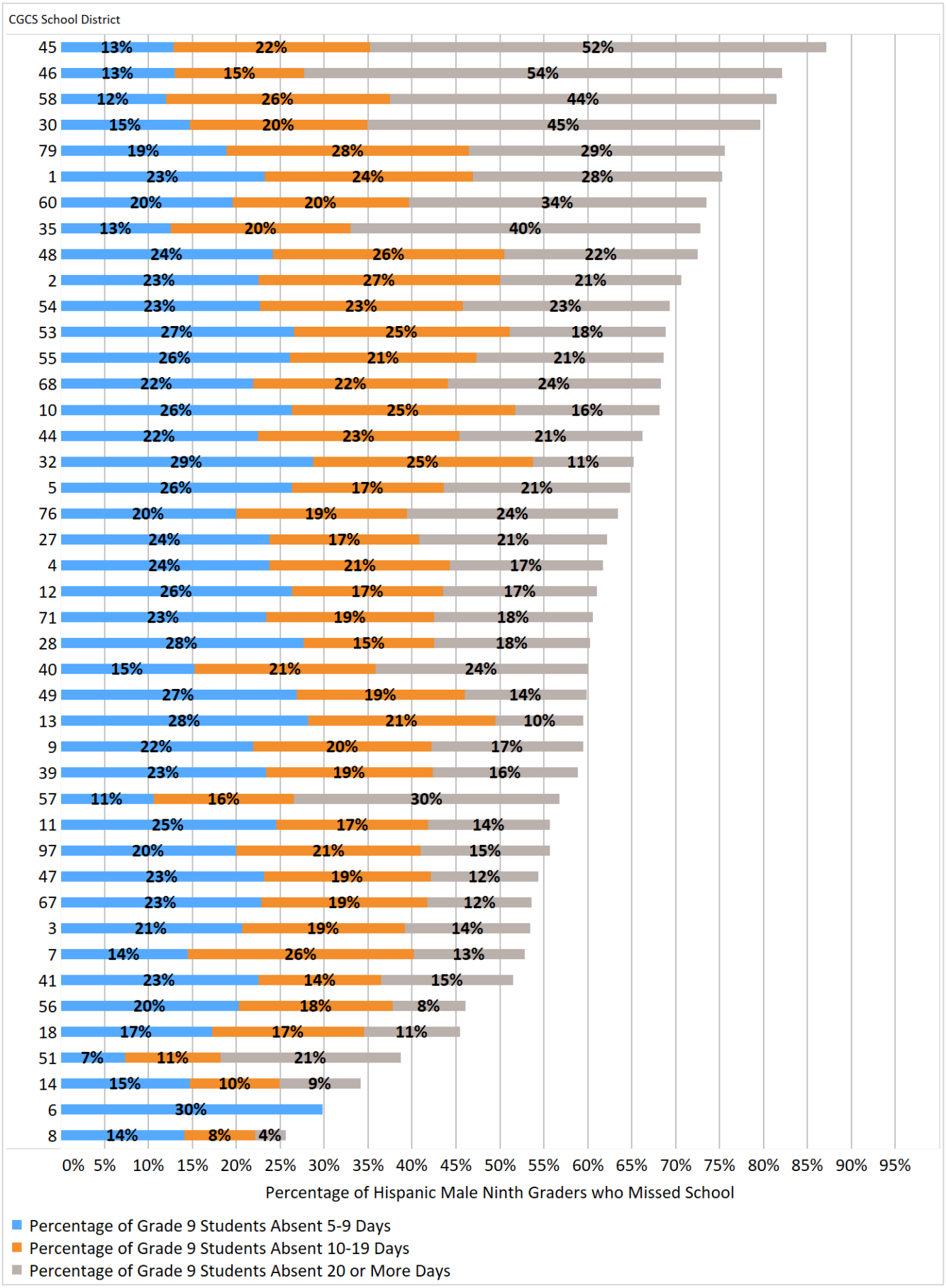

Note: Lower values are desired

*Figure 8.11. Percentage of Hispanic Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



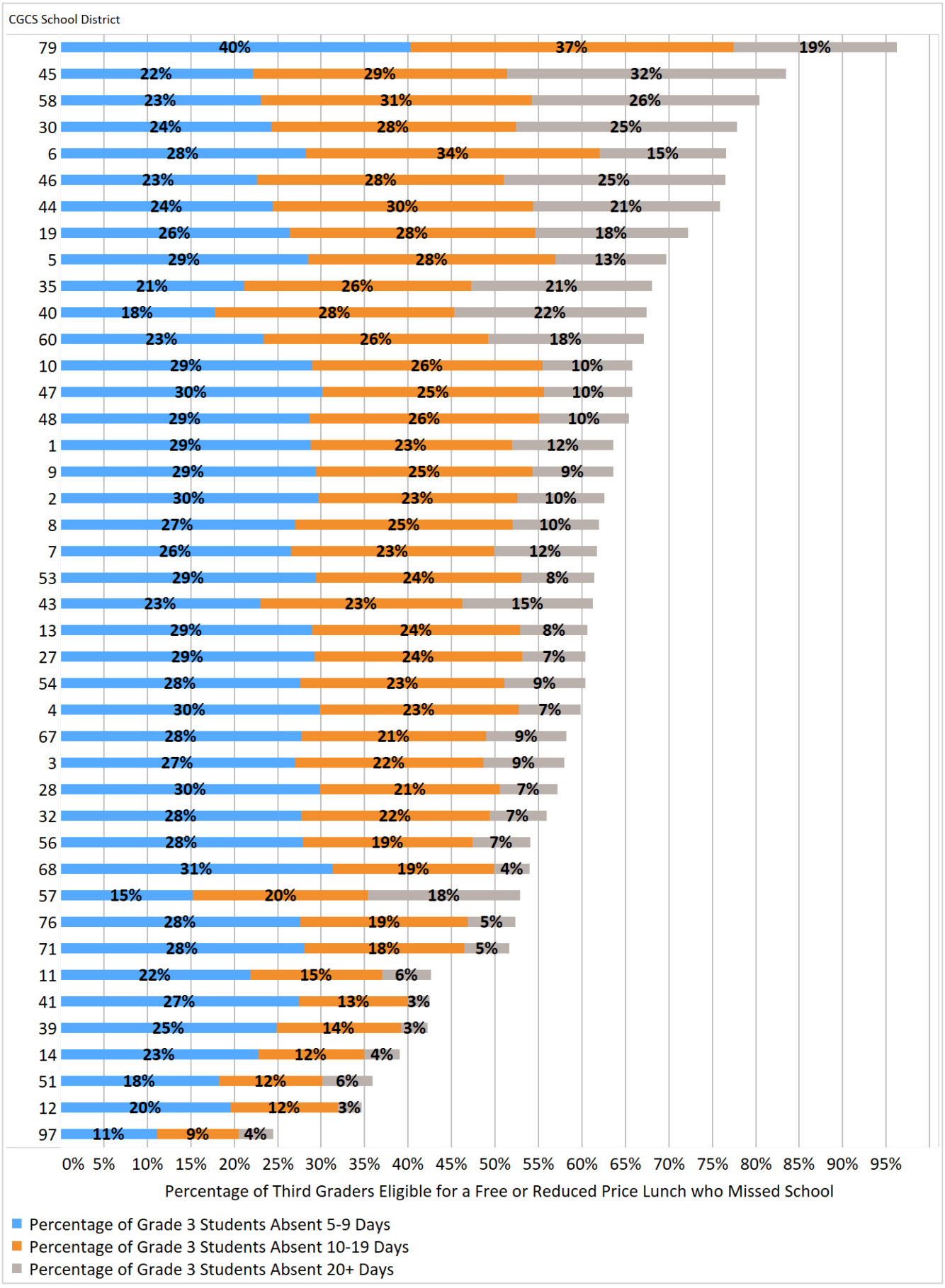

Note: Lower values are desired

*Figure 8.12. Percentage of Hispanic Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17*



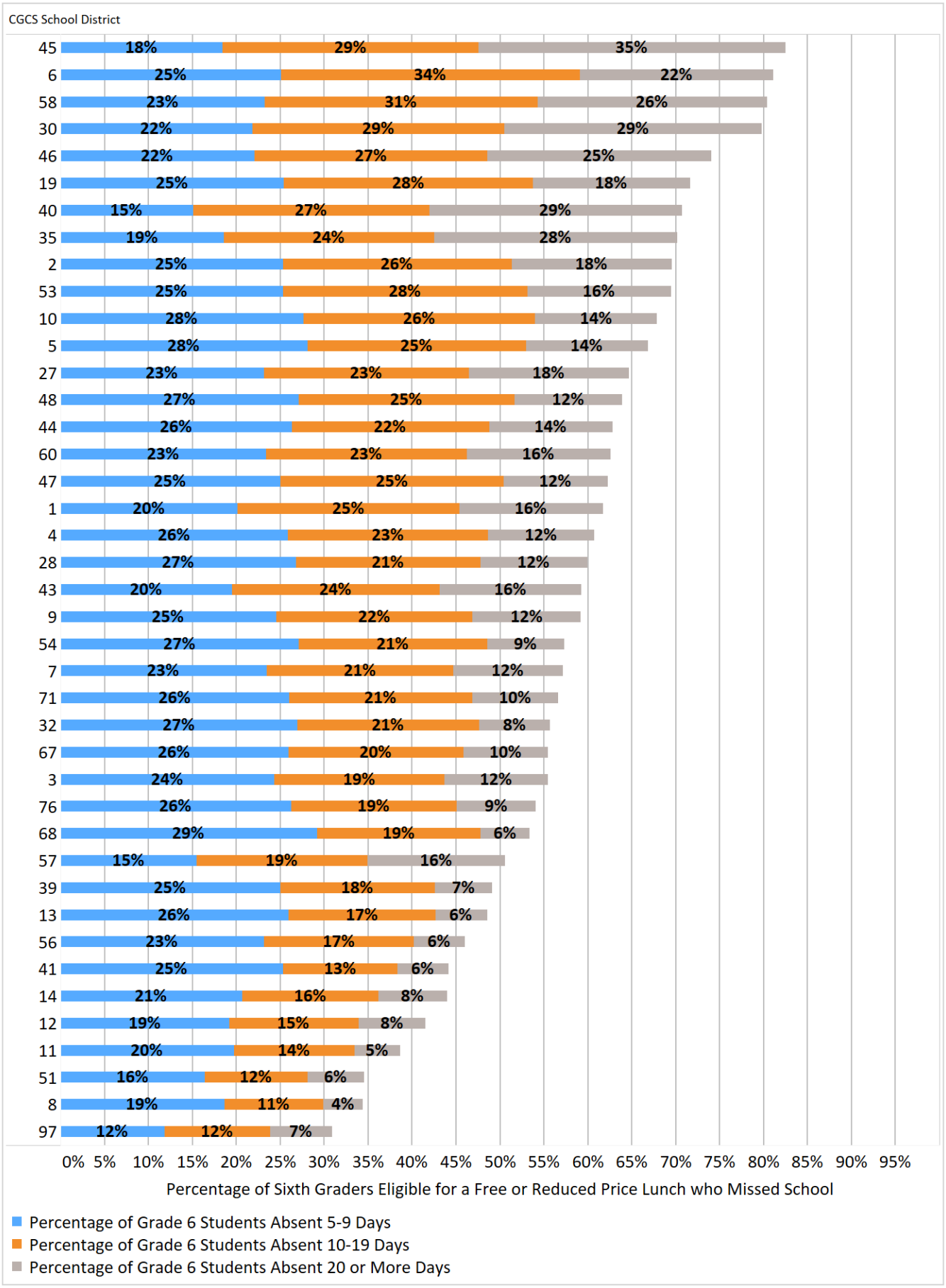

Note: Lower values are desired

*Figure 8.13. Percentage of Third Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17*



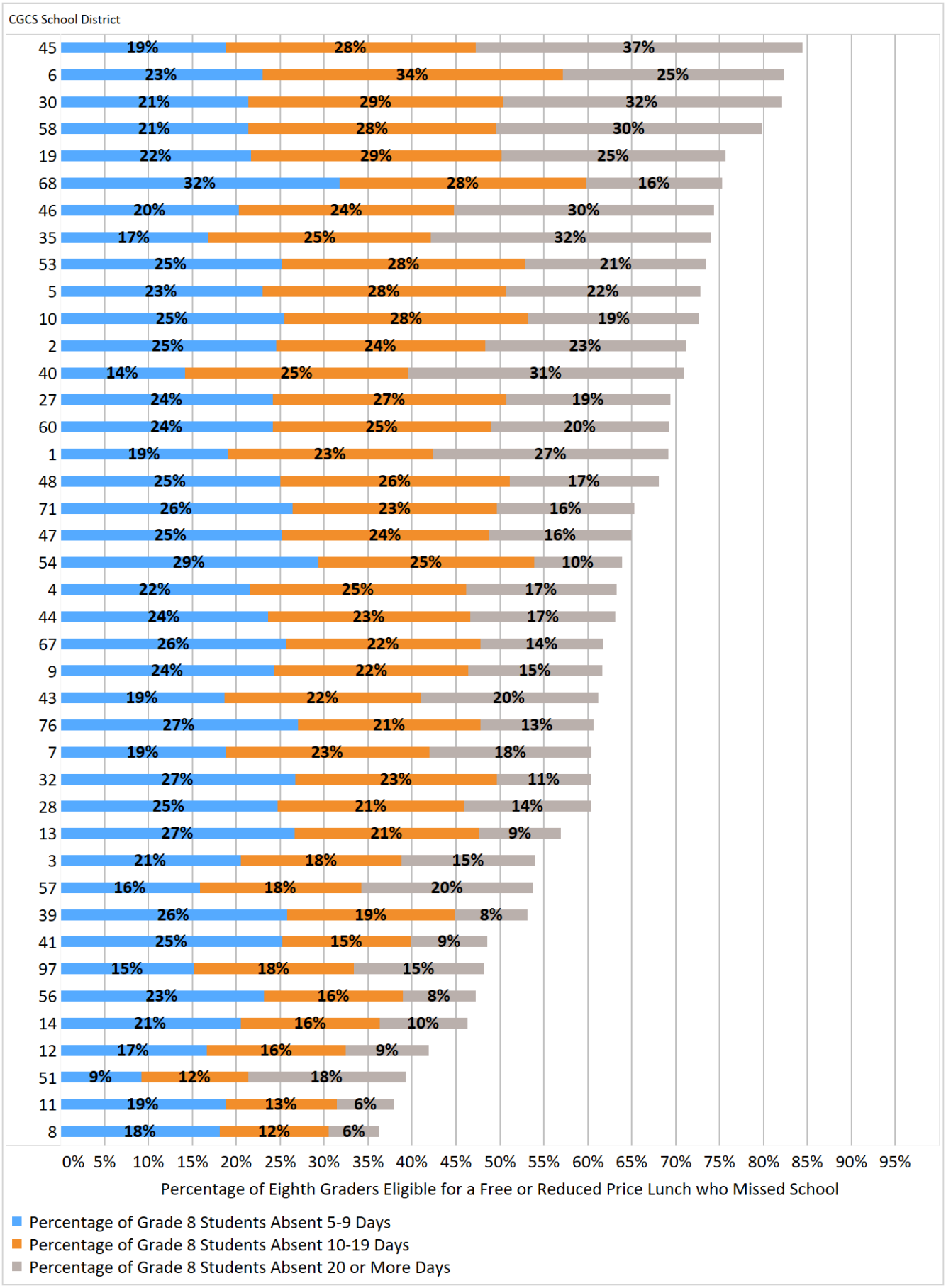

Note: Lower values are desired

*Figure 8.14. Percentage of Sixth Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17*



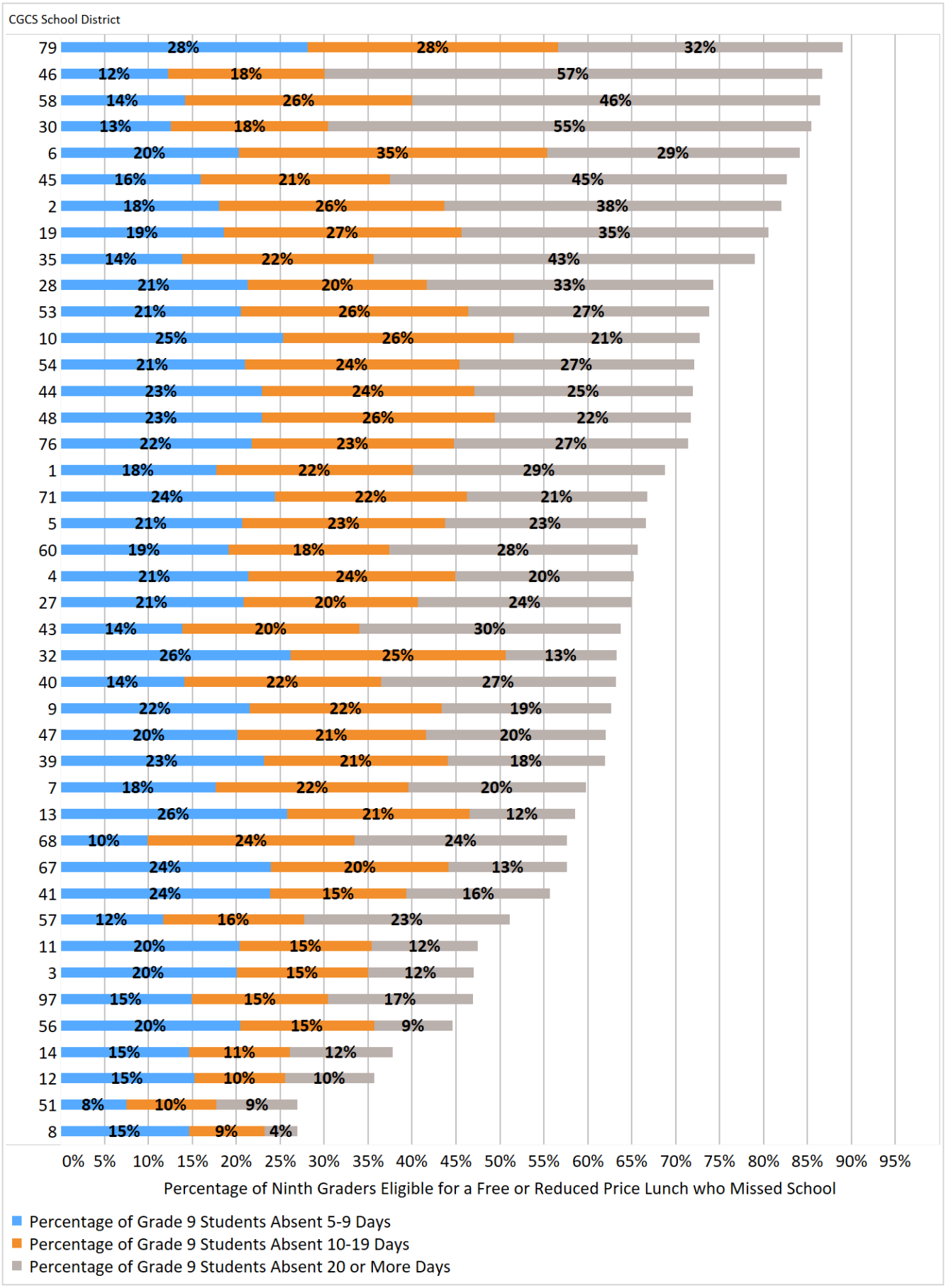

Note: Lower values are desired

*Figure 8.15. Percentage of Eighth Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17*



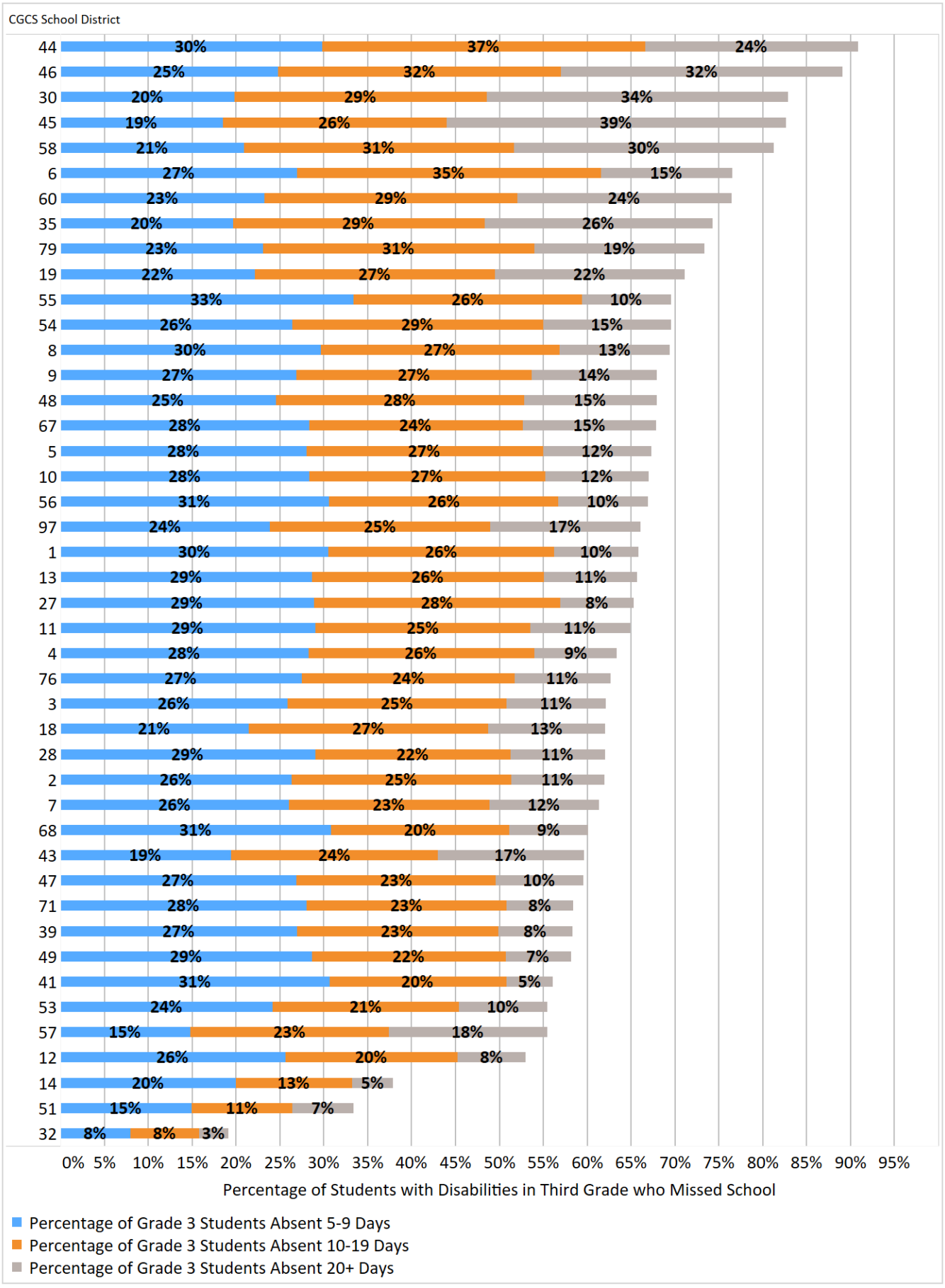

Note: Lower values are desired

*Figure 8.16. Percentage of Ninth Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17*



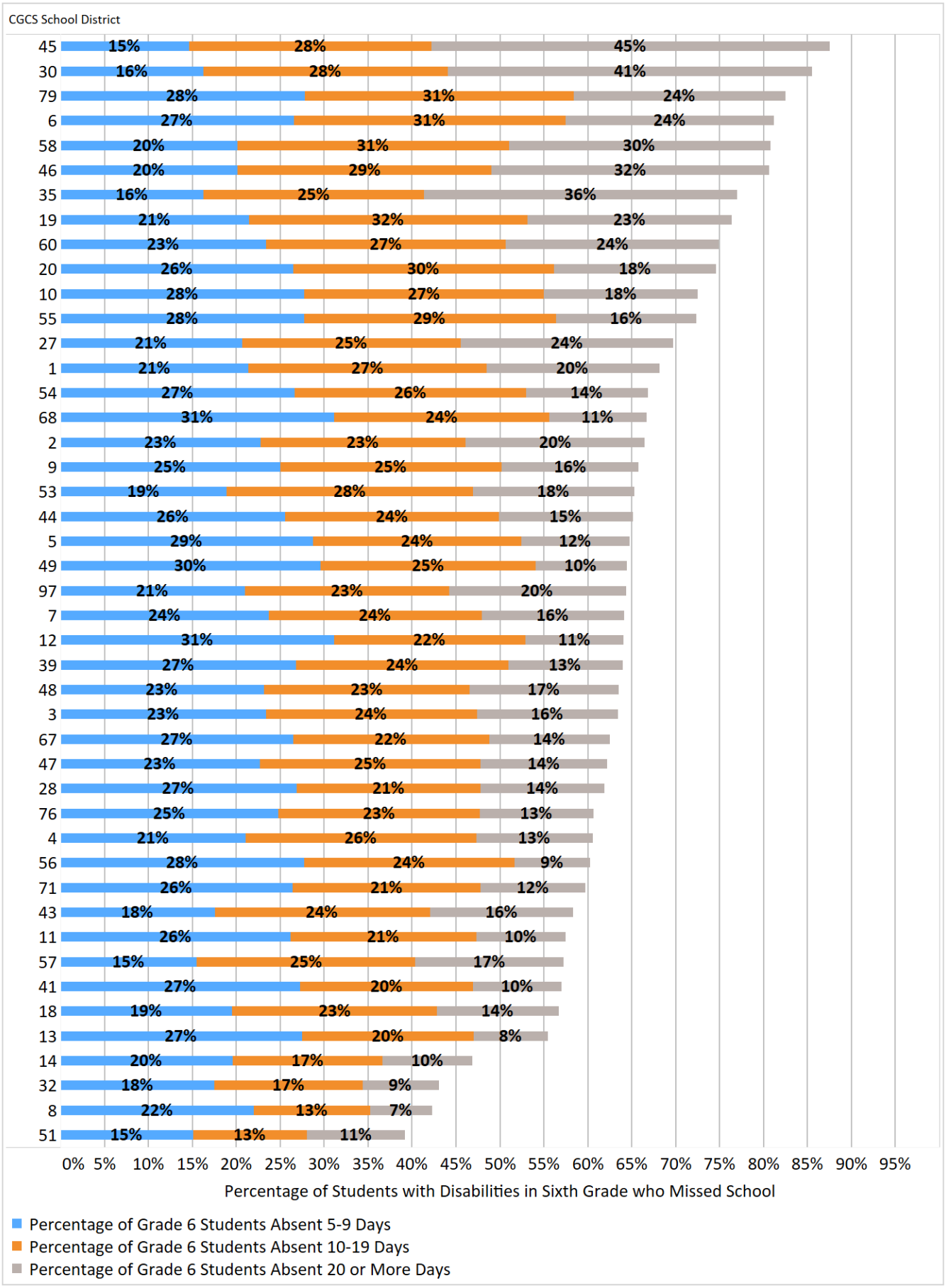

Note: Lower values are desired

*Figure 8.17. Percentage of Students with Disabilities in Third Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*



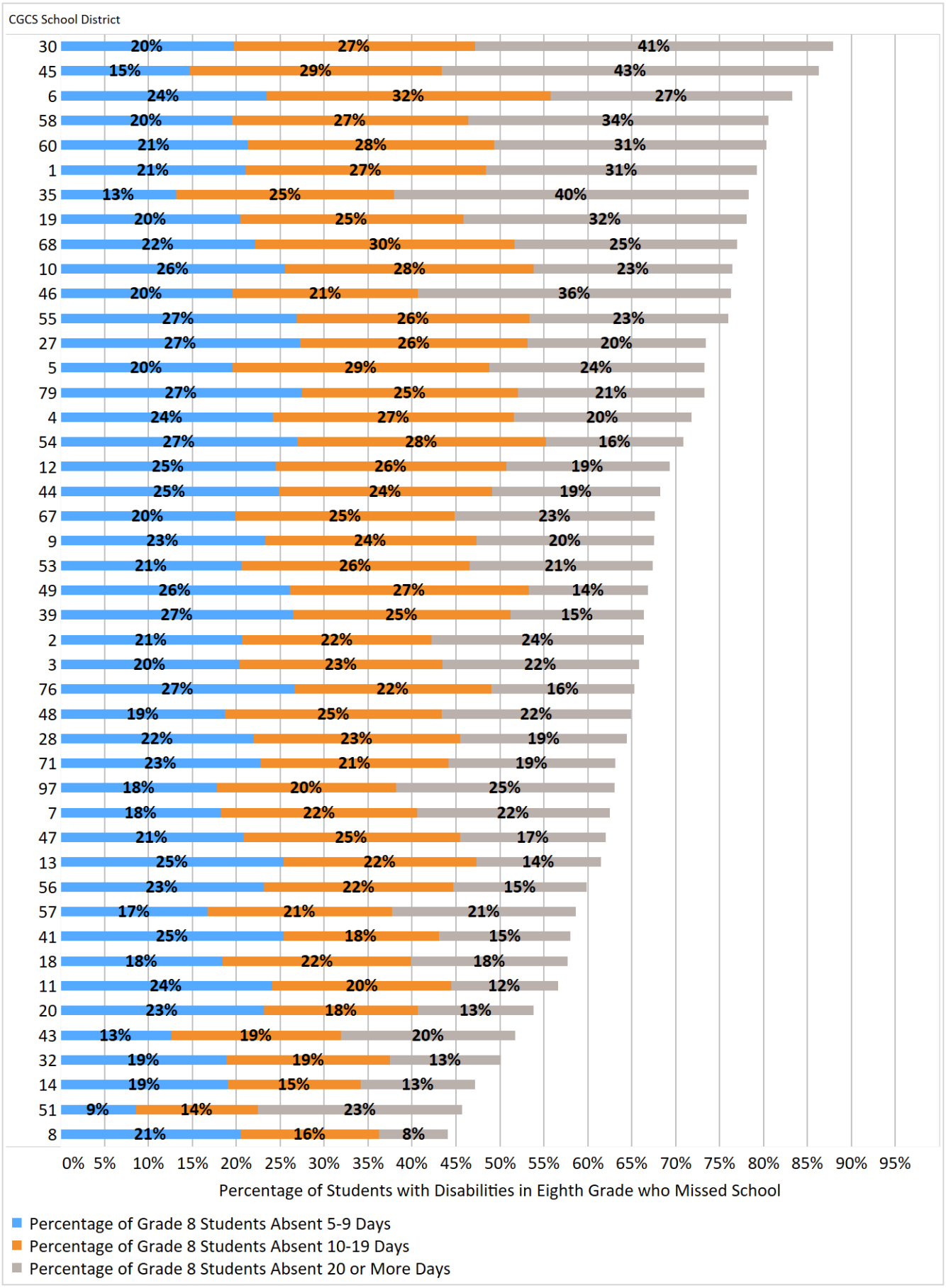

Note: Lower values are desired

*Figure 8.18. Percentage of Students with Disabilities in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*



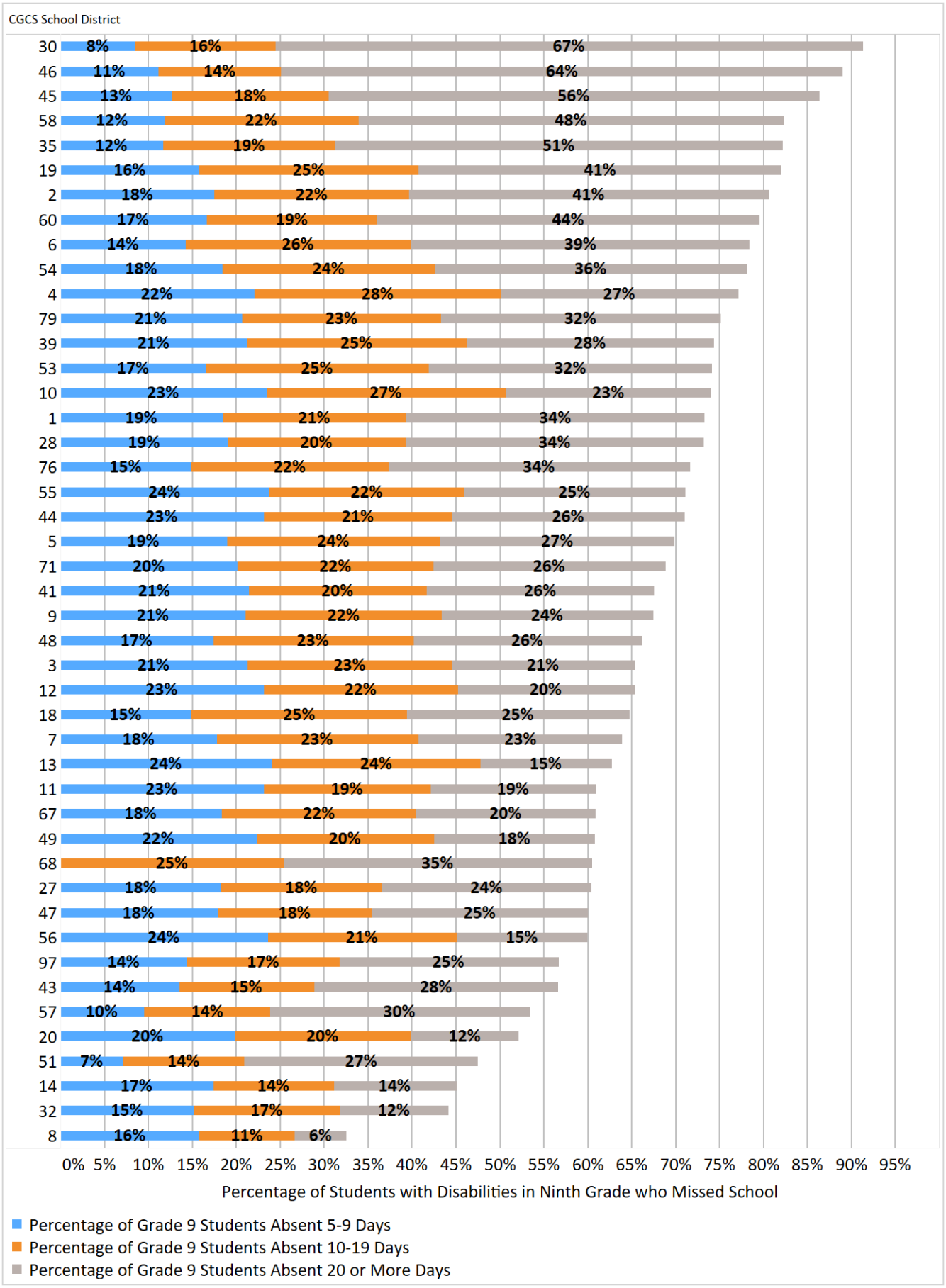

Note: Lower values are desired

*Figure 8.19. Percentage of Students with Disabilities in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*



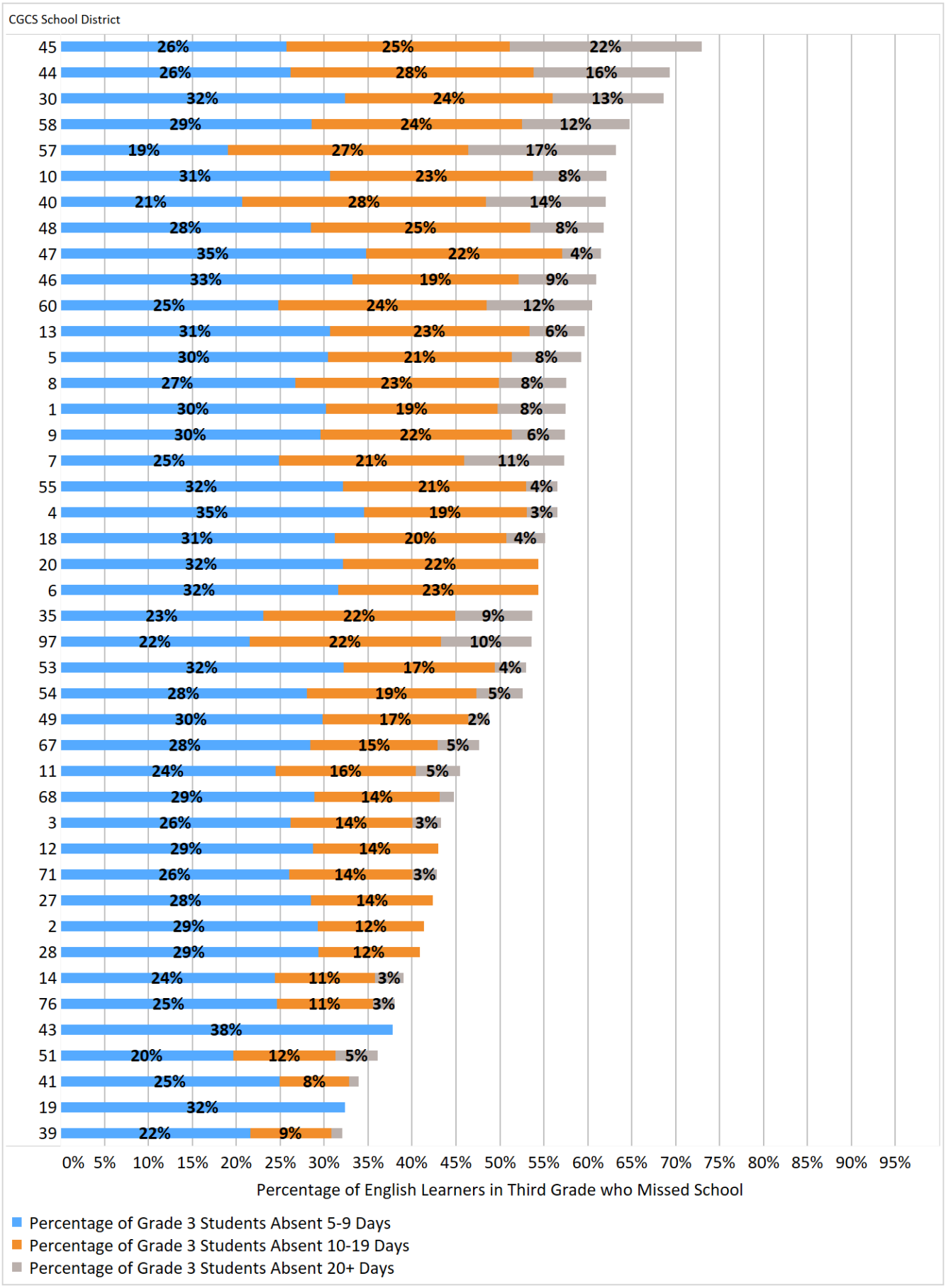

Note: Lower values are desired

*Figure 8.20. Percentage of Students with Disabilities in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*



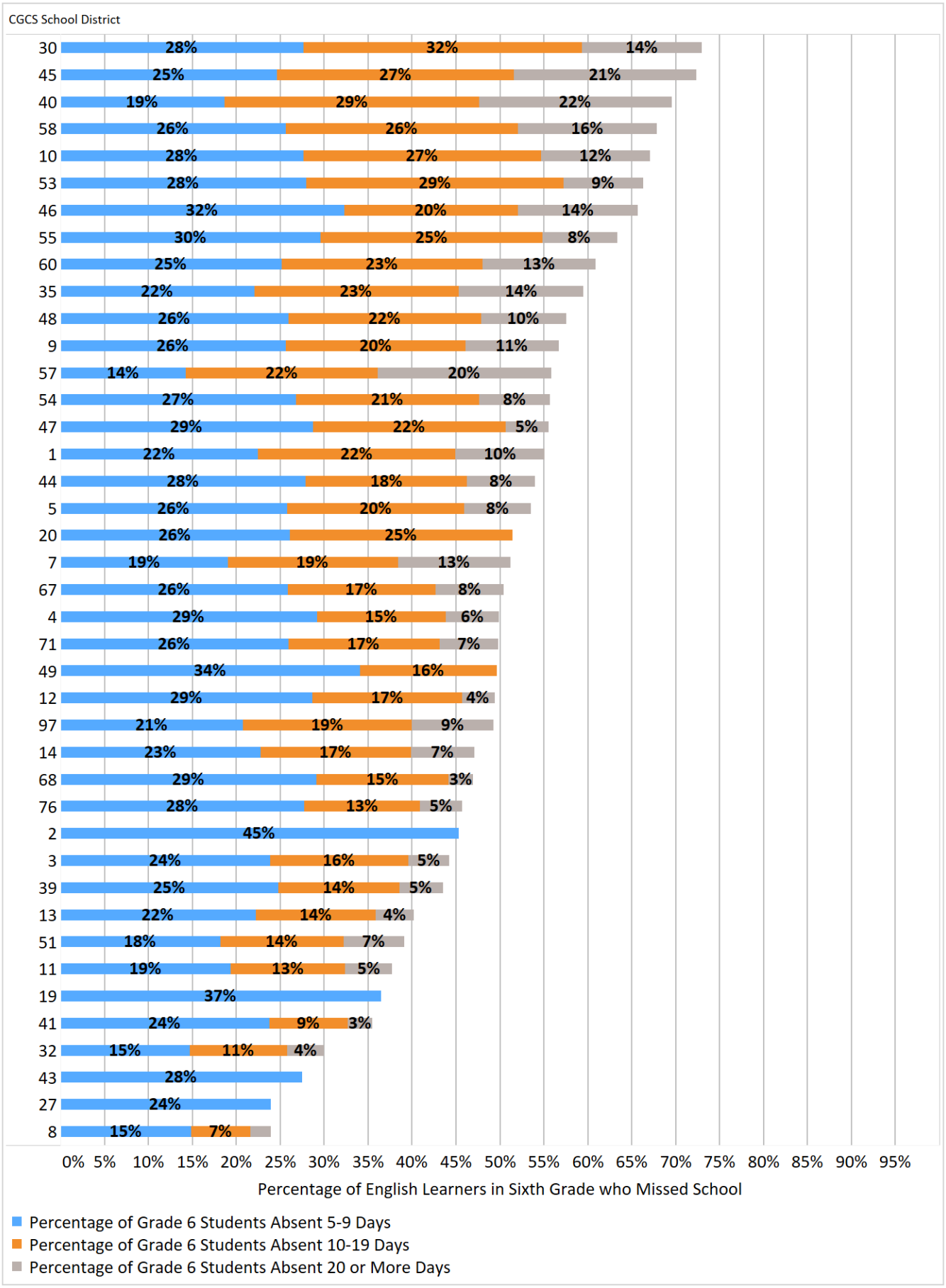

Note: Lower values are desired

*Figure 8.21. Percentage of English Learners in Third Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*



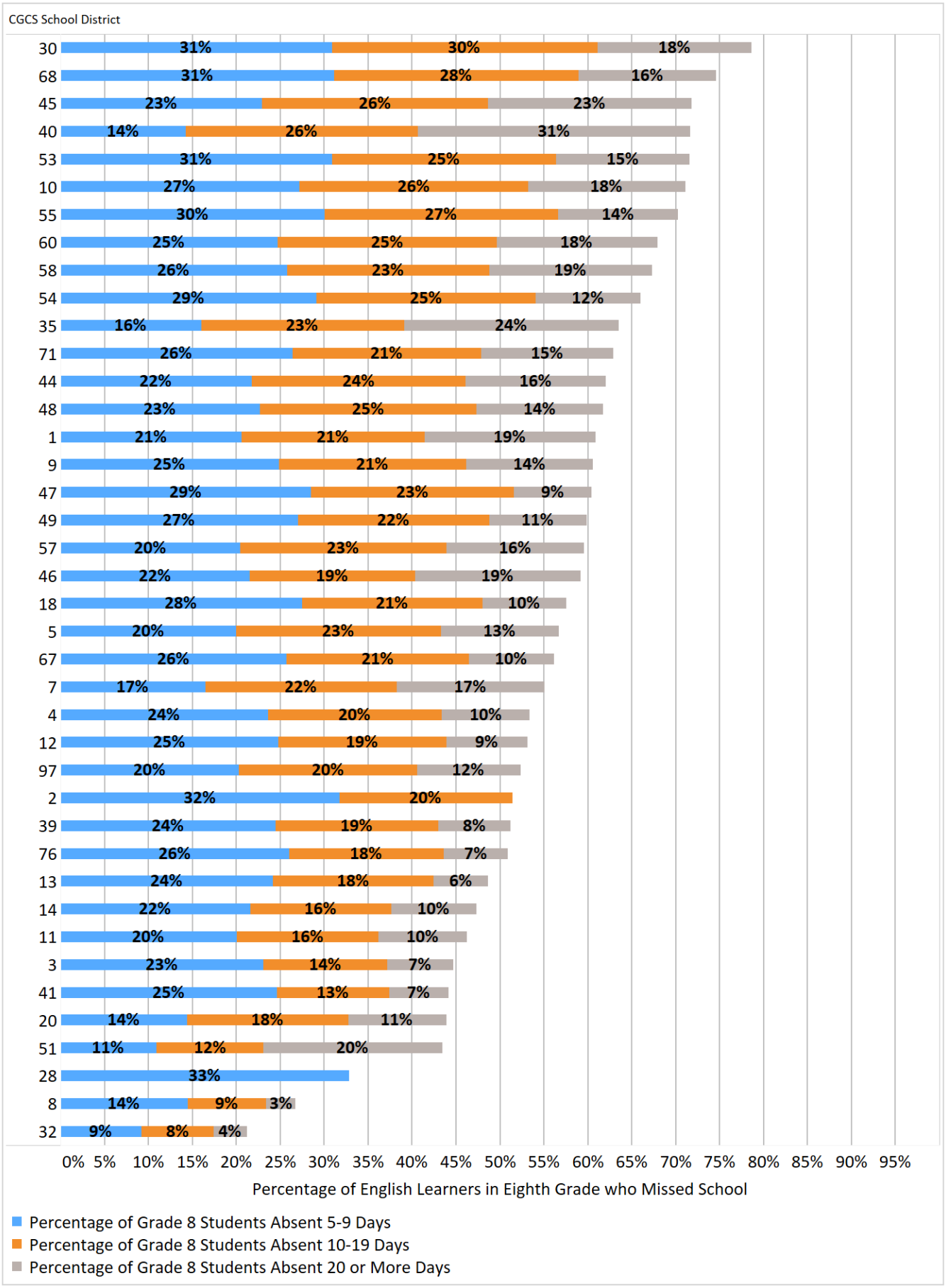

Note: Lower values are desired

*Figure 8.22. Percentage of English Learners in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*



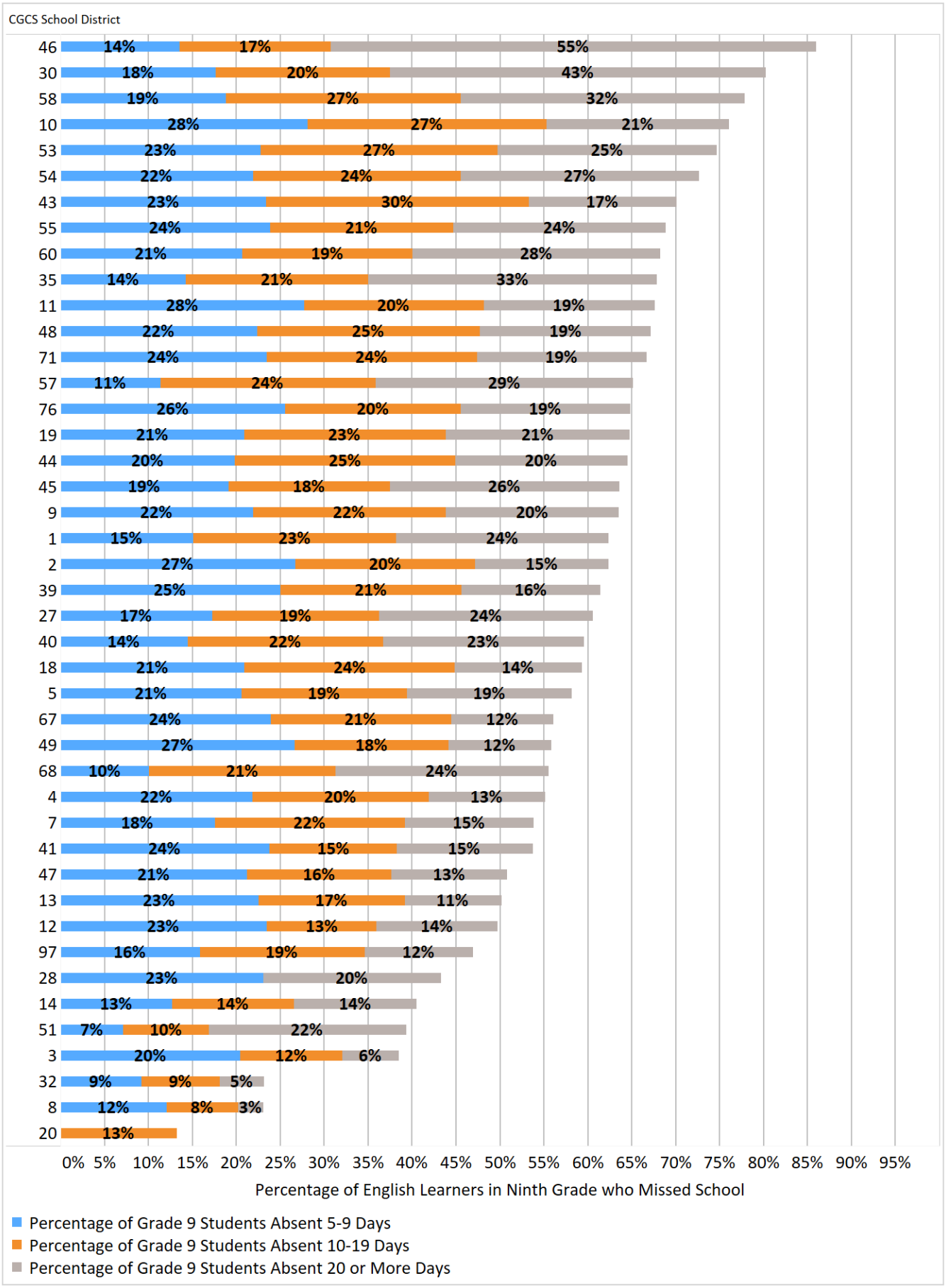

Note: Lower values are desired

*Figure 8.23. Percentage of English Learners in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*




Note: Lower values are desired

*Figure 8.24. Percentage of English Learners in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17*




Note: Lower values are desired

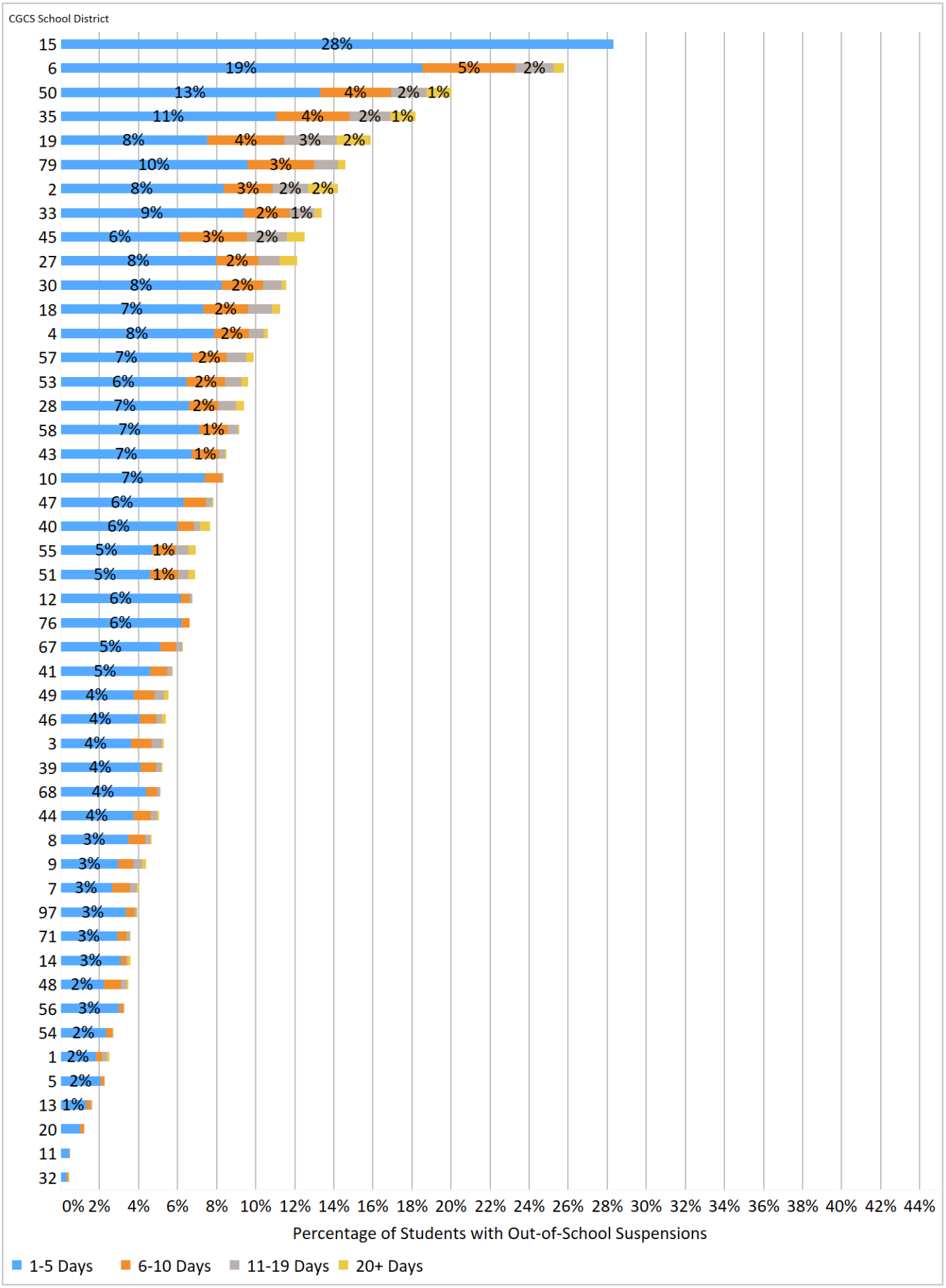
## Discipline Indicators

The discipline indicators in this section focus on out-of-school suspensions. The two KPIs for discipline include the percentage of students suspended for 1 to 5 days, 6 to 10 days, 11 to 19 days, or 20 or more days in the school year, and the total number of instructional days missed due to suspension for the year.

Figures 9.1 to 9.18 show the percentage of students who were suspended out-of-school for 1 to 5 days, 6 to 10 days, 11 to 19 days, and more than 20 days cumulatively over the course of the school year. The unit of analysis is students.

Figures 10.1 to 10.18 show the number of instructional days missed per 100 students in each district. These data allow districts to compare numbers of lost instructional days independent of overall district enrollment. The unit of analysis is number of days suspended per 100 students.

*Figure 9.1. Percentage of Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17*

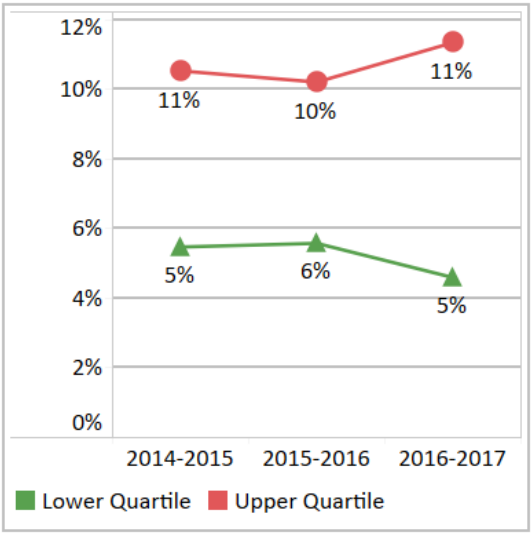


## Percentage of Students with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.1: Total number of students suspended for specified lengths of time divided by the total number of students.
- Figure 9.2: Percentage point difference in students with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.3: Upper quartile and lower quartile change in percentage of students with out-of-school suspensions.

*Figure 9.3. Trends in Out-of-School Suspensions by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Austin
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Atlanta
- Cleveland
- Hillsborough County
- Nashville
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Shelby County

*Figure 9.2. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among All Students, 2014-15 to 2016-17*

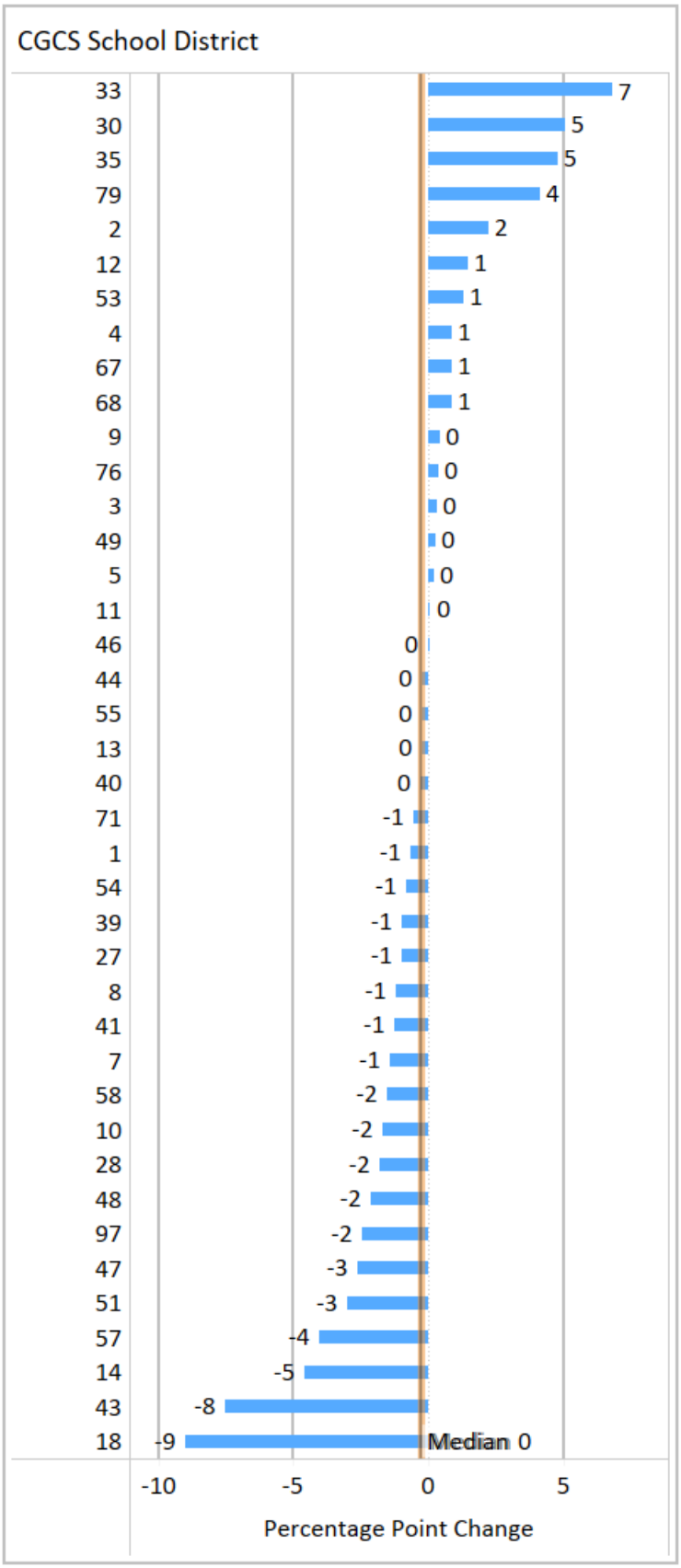
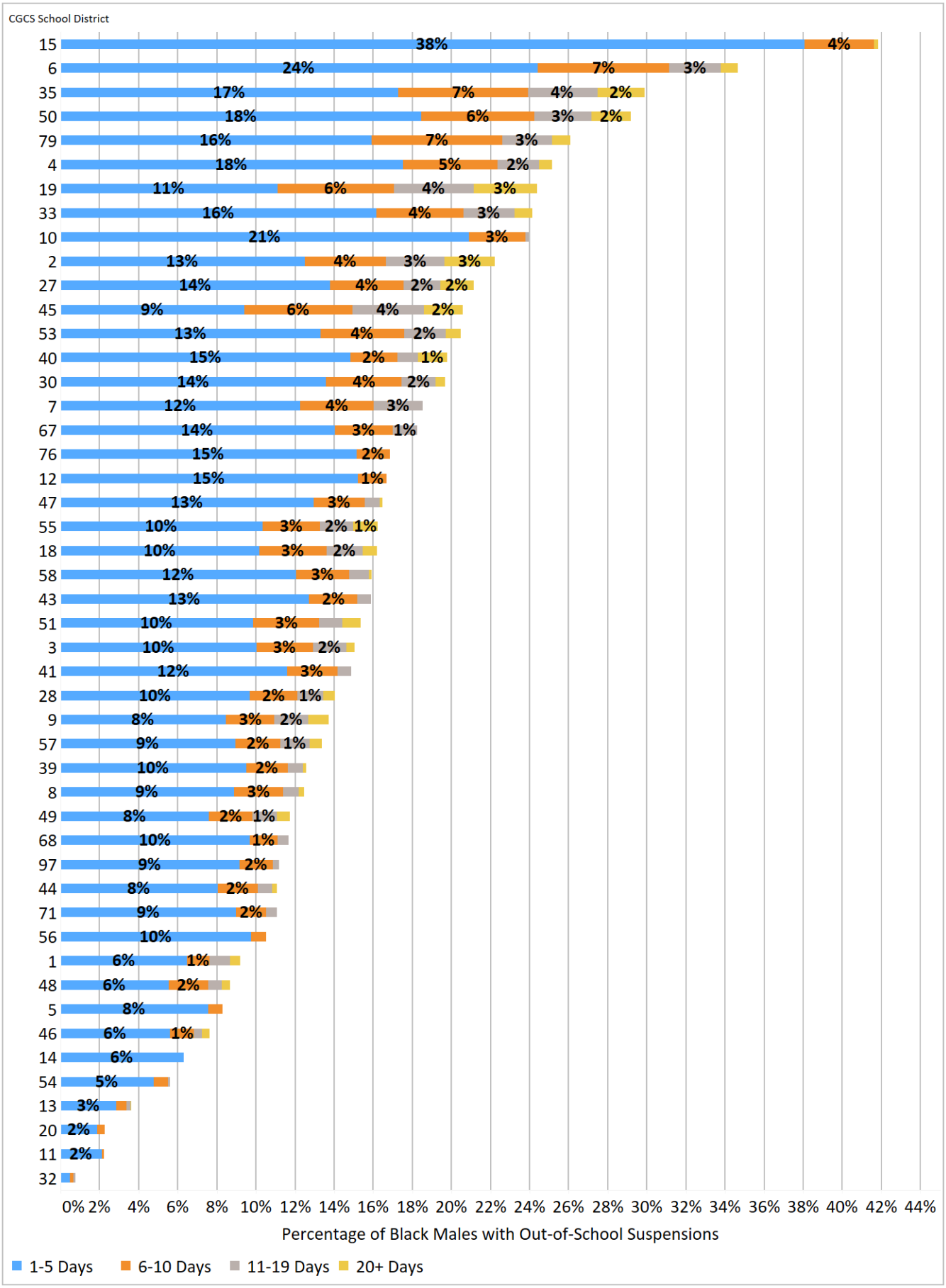


*Figure 9.4. Percentage of Black Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17*

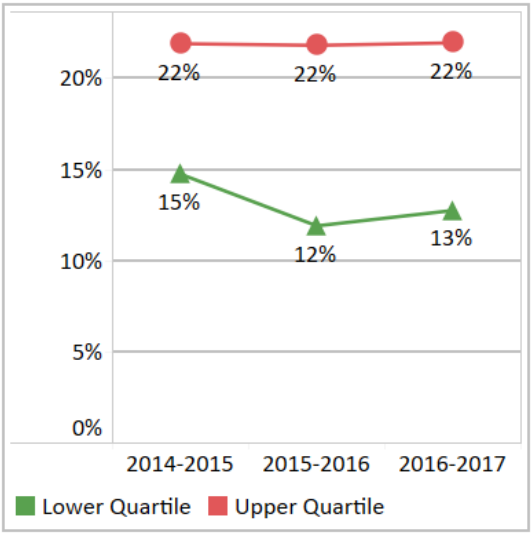


## Percentage of Black Males with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.4: Total number of Black males suspended for specified lengths of time divided by the total number of Black males.
- Figure 9.5: Percentage point difference in Black males with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.6: Upper quartile and lower quartile change in the percentage of Black males with out-of-school suspensions.

*Figure 9.6. Trends in Out-of-School Suspensions Among Black Males by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Austin
- Baltimore
- Broward
- Chicago
- Cincinnati
- Duval
- Long Beach
- Los Angeles
- Miami
- Orange County
- Portland
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Nashville
- Oklahoma City
- Orange County
- Palm Beach
- Pinellas
- Pittsburgh
- Shelby County

*Figure 9.5. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Black Males, 2014-15 to 2016-17*

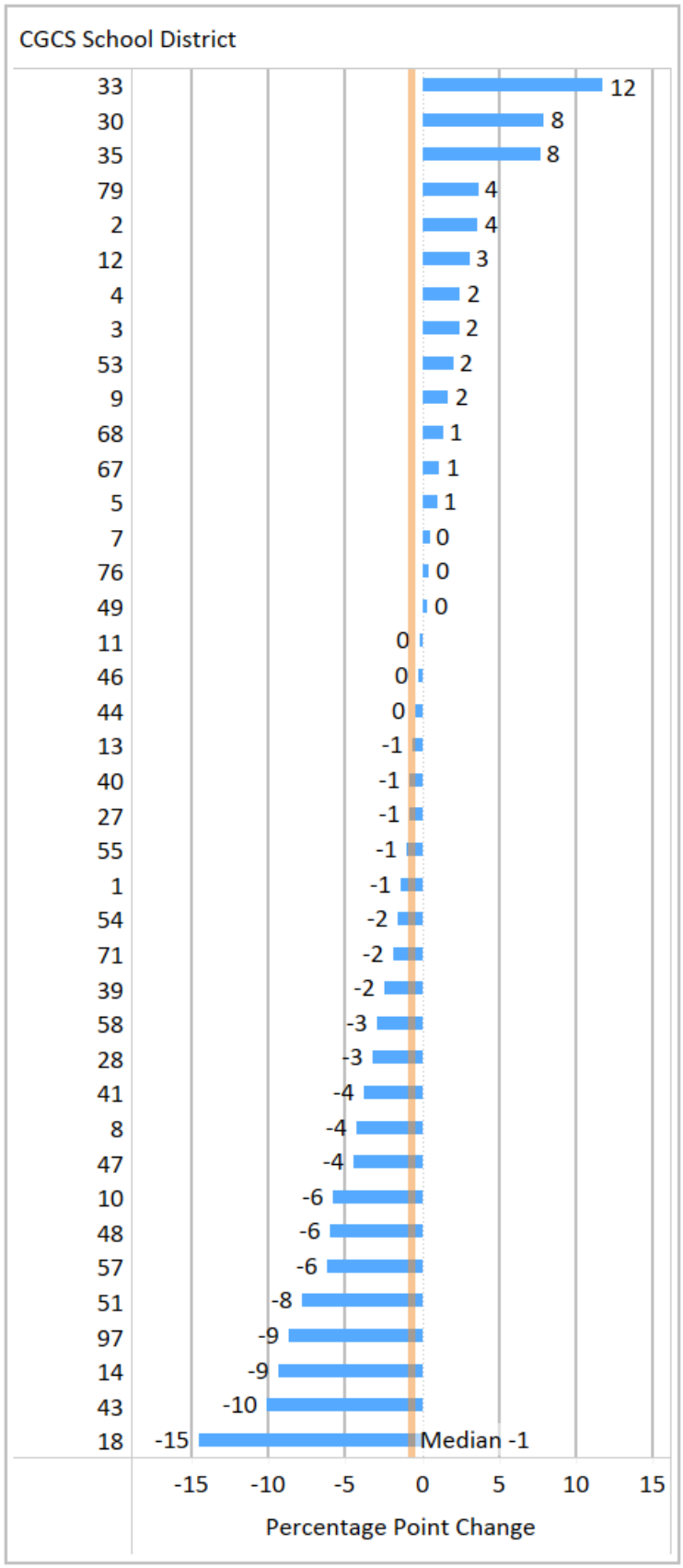
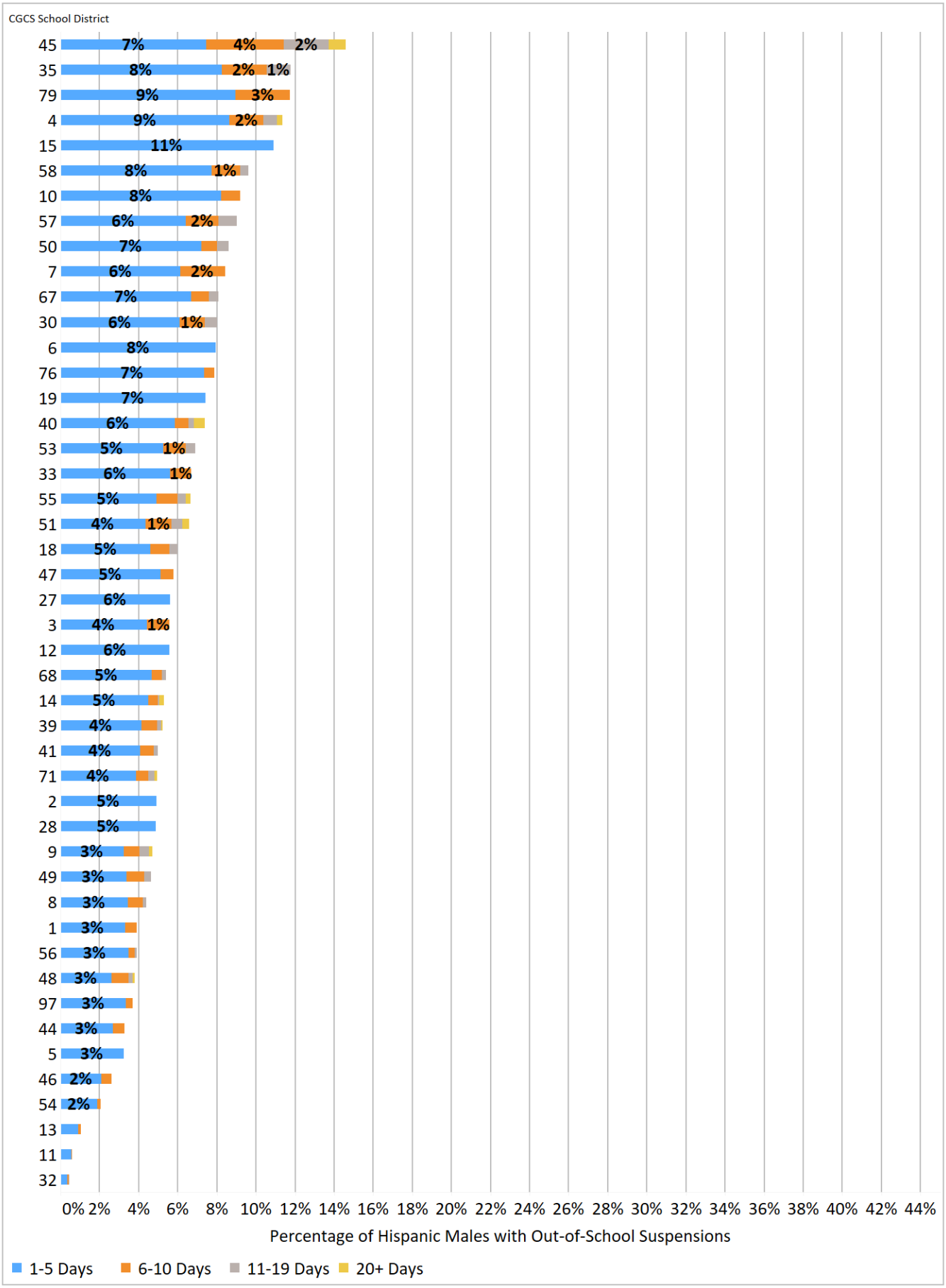


*Figure 9.7. Percentage of Hispanic Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17*

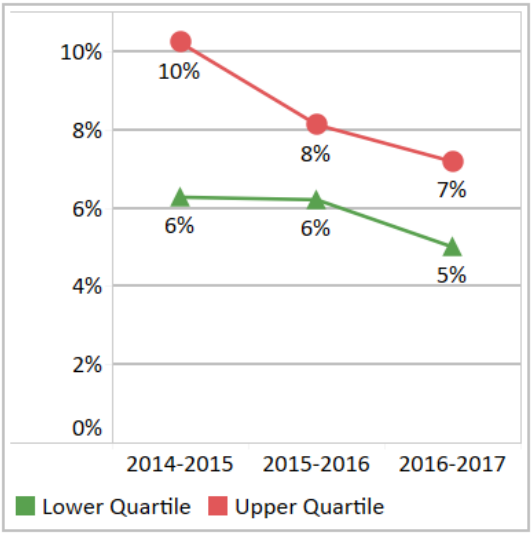


## Percentage of Hispanic Males with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.7: Total number of Hispanic males suspended for specified lengths of time divided by the total number of Hispanic males.
- Figure 9.8: Percentage point difference in Hispanic males with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.9: Upper quartile and lower quartile change in percentage of Hispanic males with out-of-school suspensions.

*Figure 9.9. Trends in Out-of-School Suspensions Among Hispanic Males by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Baltimore
- Broward
- Chicago
- Duval
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Nashville
- Norfolk
- Oklahoma City
- Orange County
- Philadelphia
- Pinellas
- Shelby County

*Figure 9.8. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Hispanic Males, 2014-15 to 2016-17*

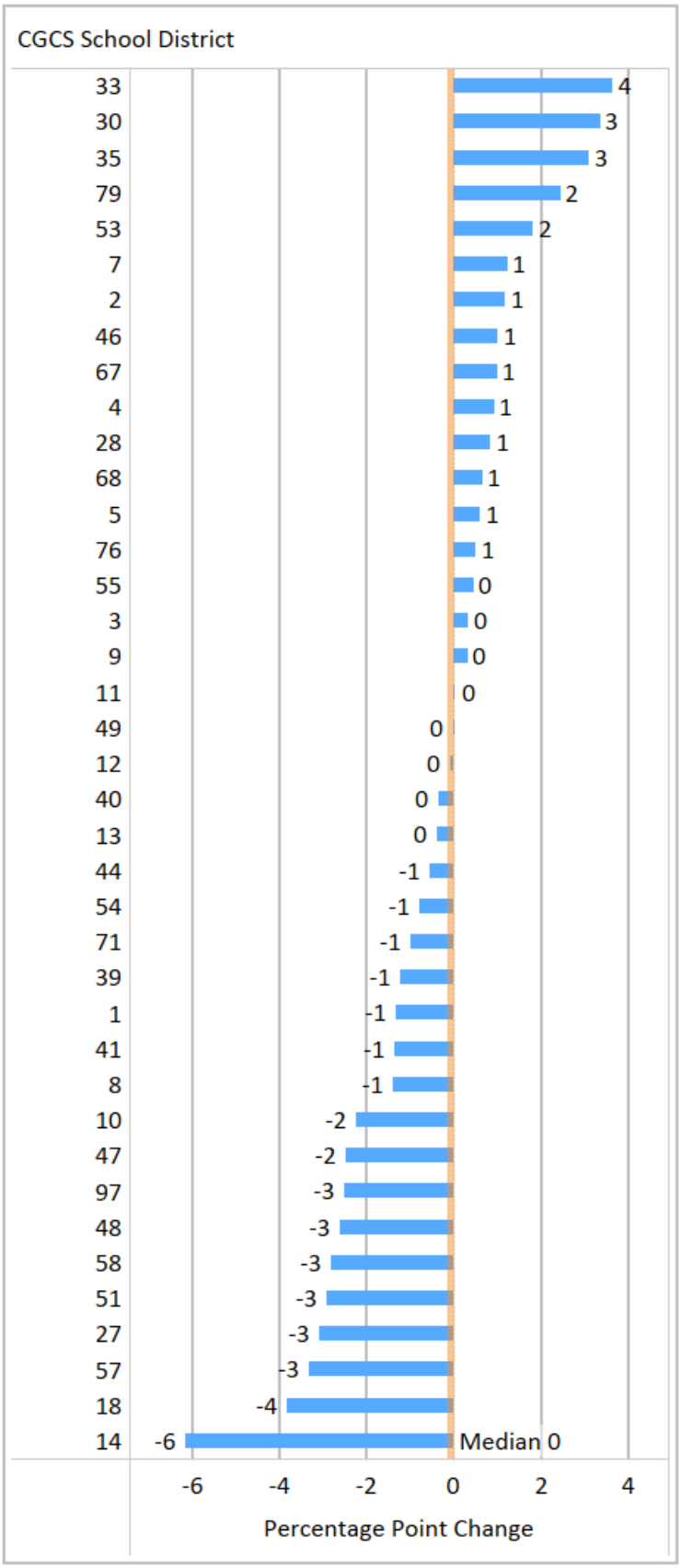
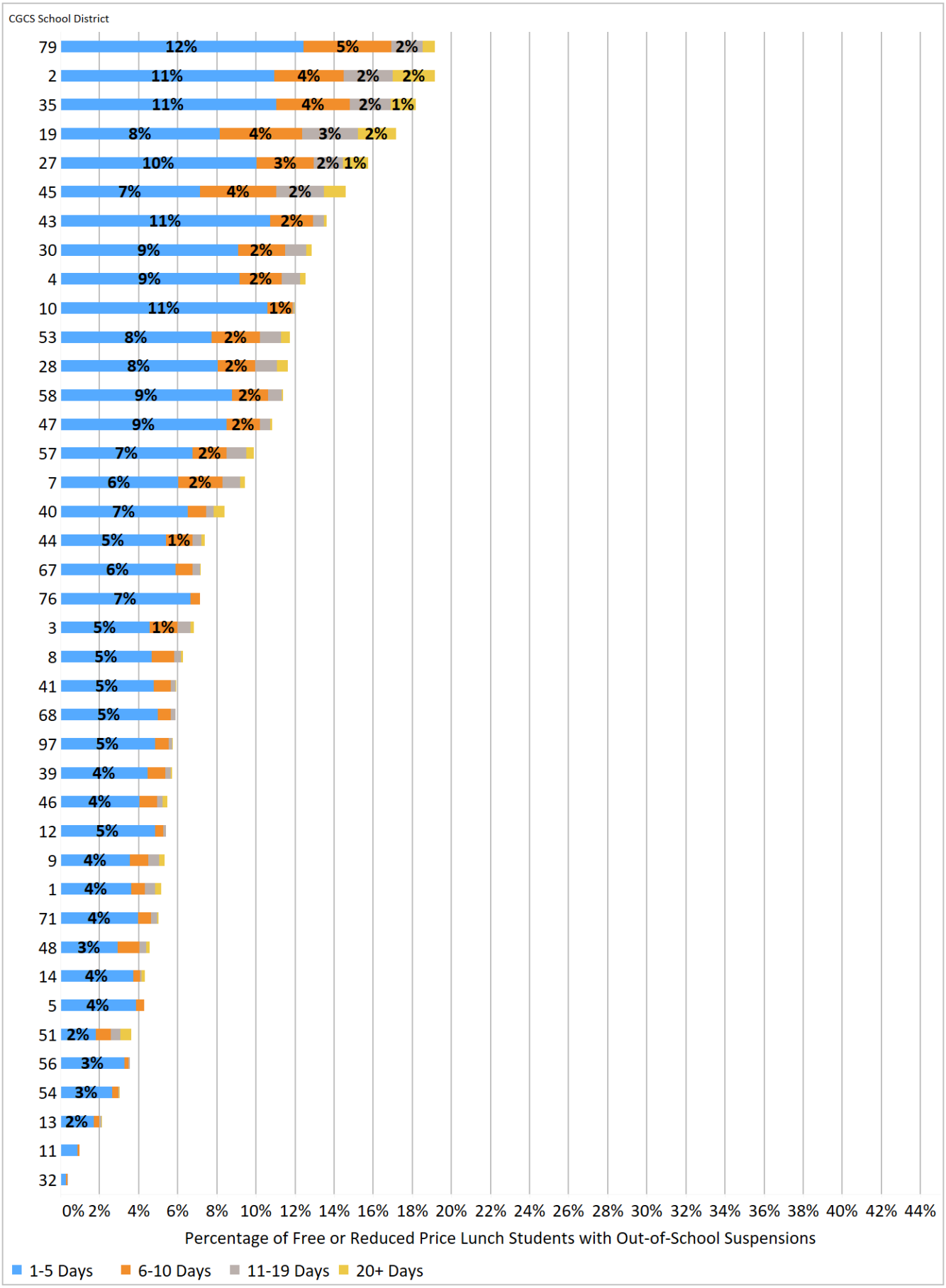


*Figure 9.10. Percentage of Free or Reduced Price Lunch Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17*

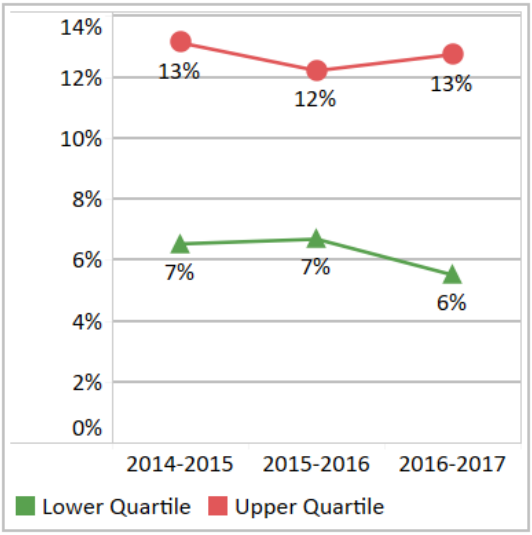


## Percentage of Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.10: Total number of FRPL students suspended for specified lengths of time divided by the total number of FRPL students.
- Figure 9.11: Percentage point difference in FRPL students with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.12: Upper quartile and lower quartile change in percentage of FRPL students with out-of-school suspensions.

*Figure 9.12. Trends in Out-of-School Suspensions Among Students Eligible for Free or Reduced Price Lunch by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Austin
- Broward
- Chicago
- Long Beach
- Los Angeles
- Miami
- Oklahoma City
- Orange County
- Portland

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Atlanta
- Cleveland
- Hillsborough County
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Richmond

*Figure 9.11. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Students Eligible for Free or Reduced Price Lunch, 2014-15 to 2016-17*

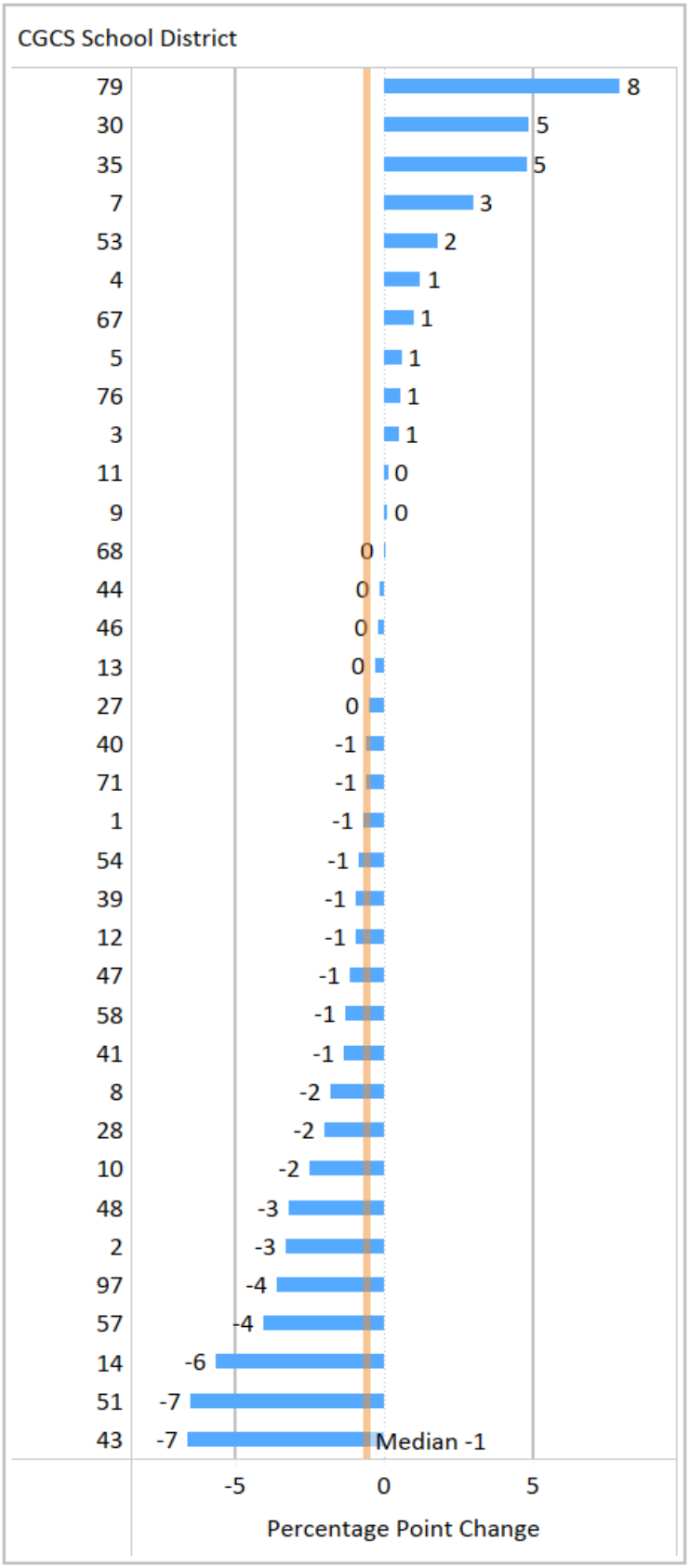
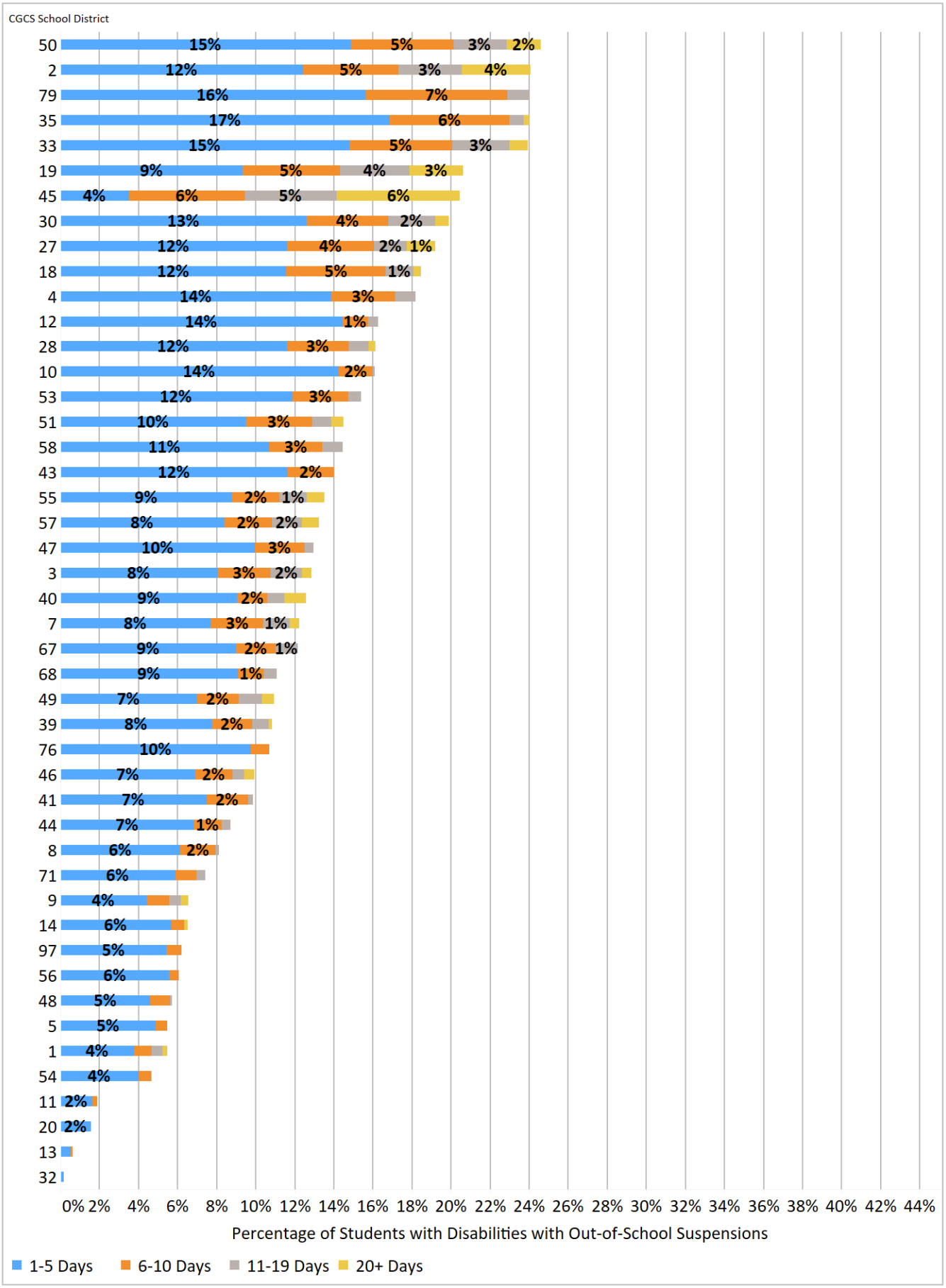


*Figure 9.13. Percentage of Students with Disabilities with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17*

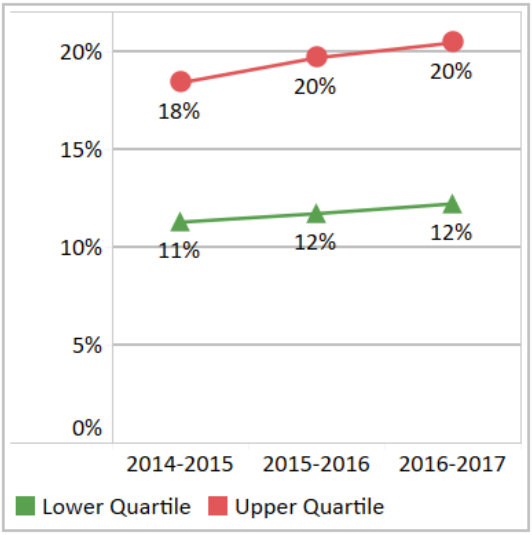


## Percentage of Students with Disabilities with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.13: Total number of students with disabilities suspended for specified lengths of time divided by the total number of students with disabilities.
- Figure 9.14: Percentage point difference in students with disabilities with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.15: Upper quartile and lower quartile change in percentage of out-of-school suspensions among students with disabilities.

*Figure 9.15. Trends in Out-of-School Suspensions Among Students with Disabilities by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Broward
- Chicago
- Cincinnati
- Clark County
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Nashville
- Oklahoma City
- Orange County
- Palm Beach
- Pinellas
- Pittsburgh
- Shelby County

*Figure 9.14. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Students with Disabilities, 2014-15 to 2016-17*

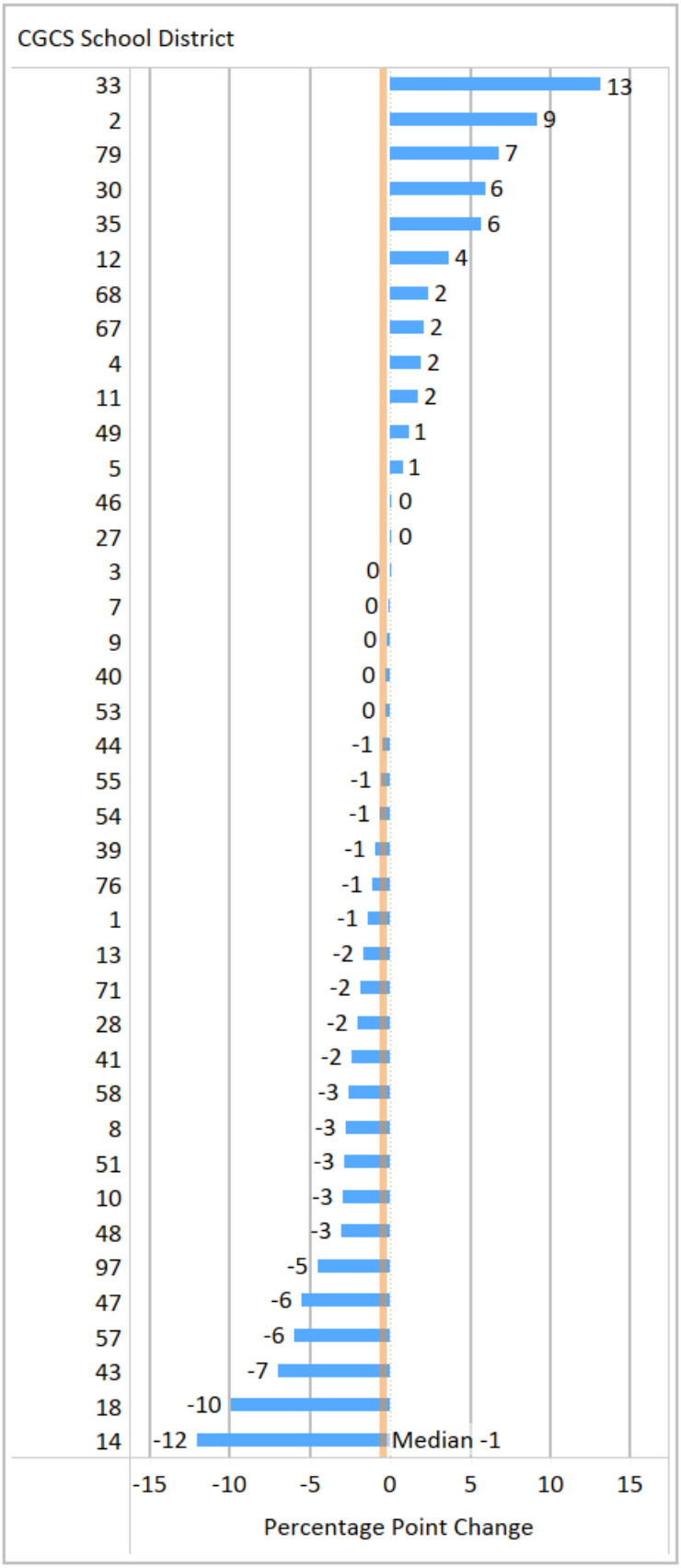
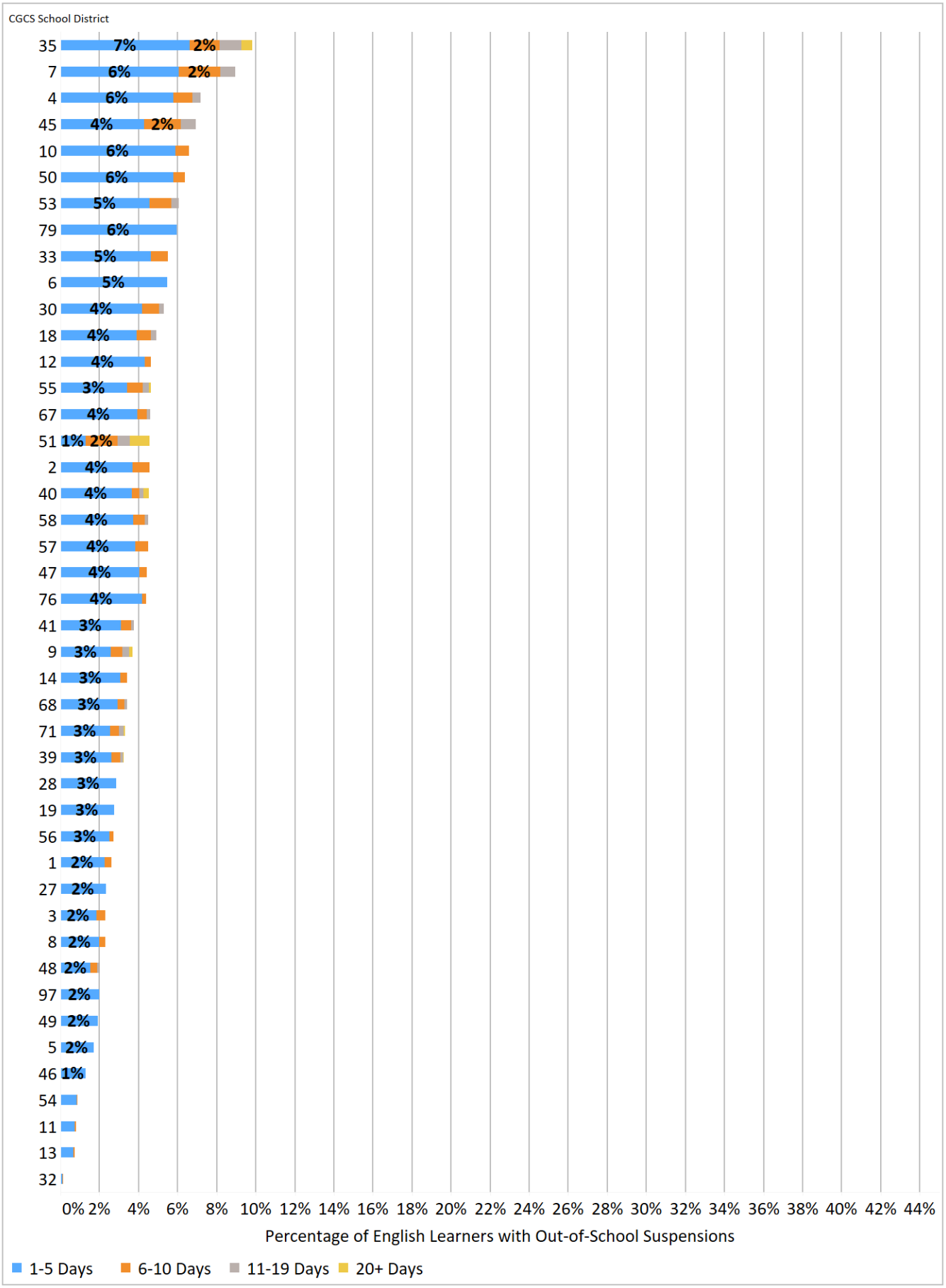


*Figure 9.16. Percentage of English Learners with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17*

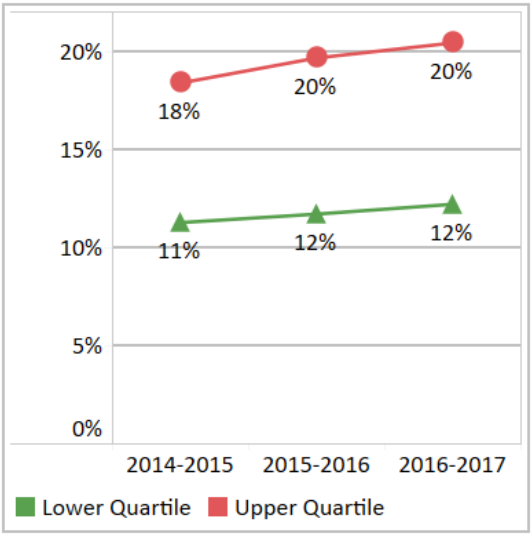


## Percentage of English Learners with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.16: Total number of English learners suspended for specified lengths of time divided by the total number of English learners.
- Figure 9.17: Percentage point difference in English learners with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.18: Upper quartile and lower quartile change in the percentage of English learners with out-of-school suspensions.

*Figure 9.18. Trends in Out-of-School Suspensions Among English Learners by Quartile, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Baltimore
- Broward
- Chicago
- Guilford
- Los Angeles
- Miami
- Norfolk
- Orange County
- Palm Beach
- Pinellas
- Portland
- St. Paul

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Norfolk
- Oklahoma City
- Orange County
- Palm Beach
- Philadelphia
- Pinellas

*Figure 9.17. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among English Learners, 2014-15 to 2016-17*

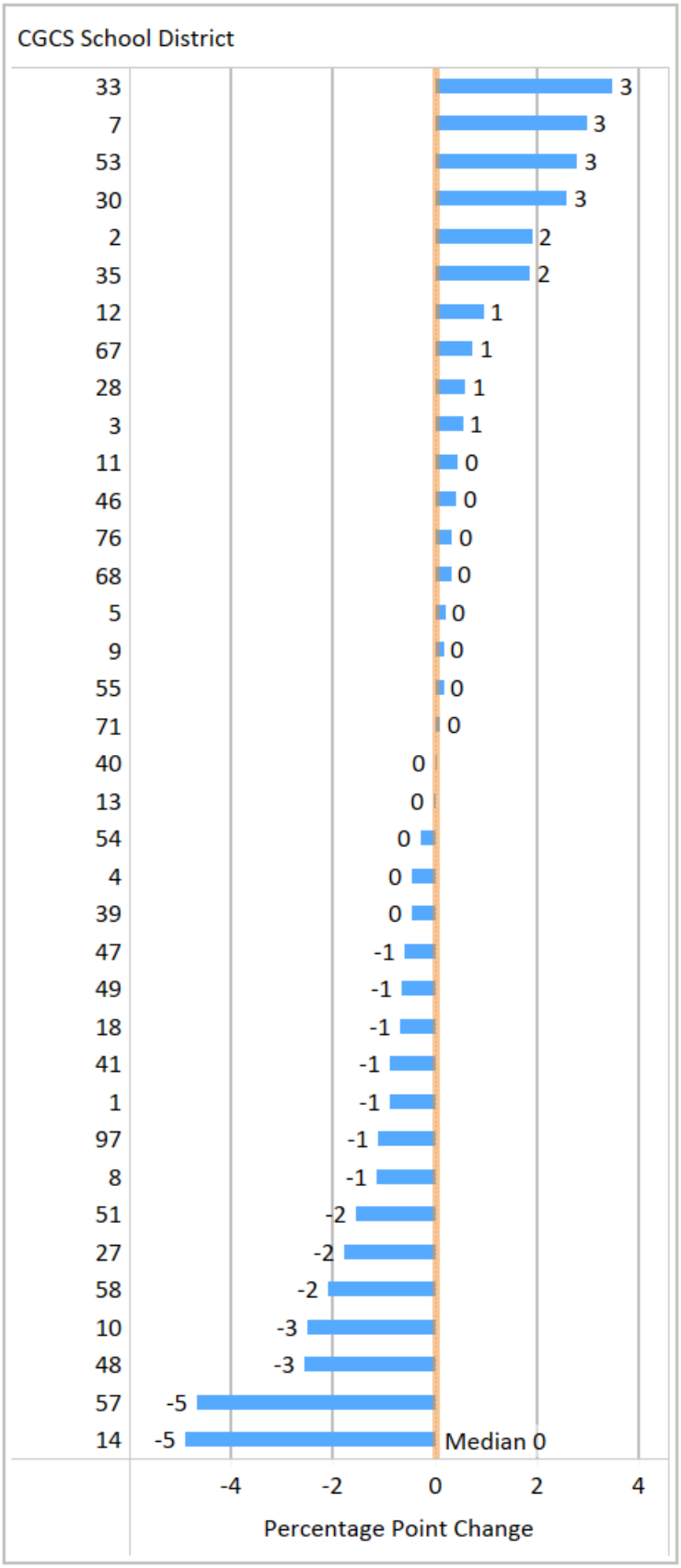
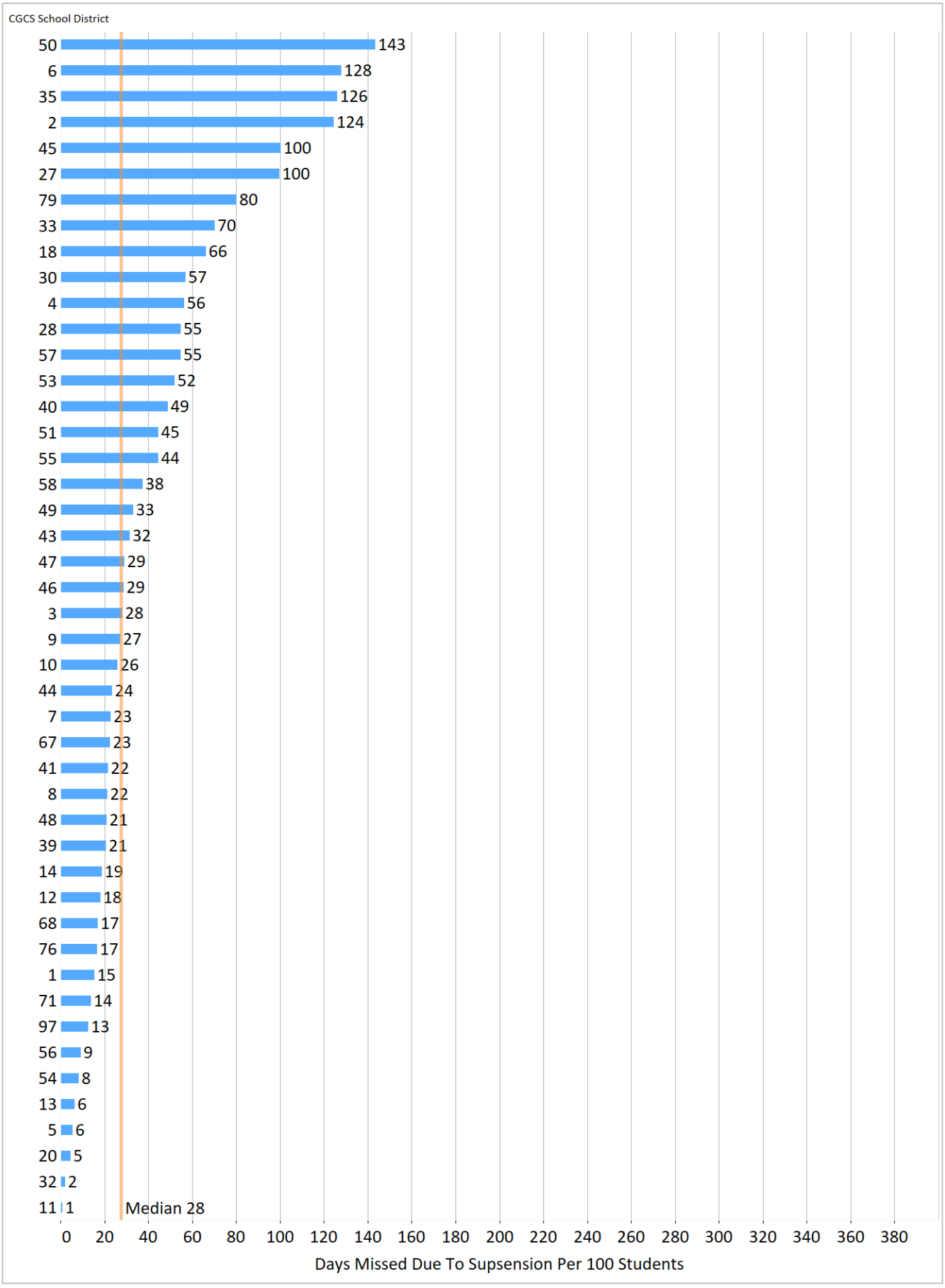


*Figure 10.1. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2016-17*

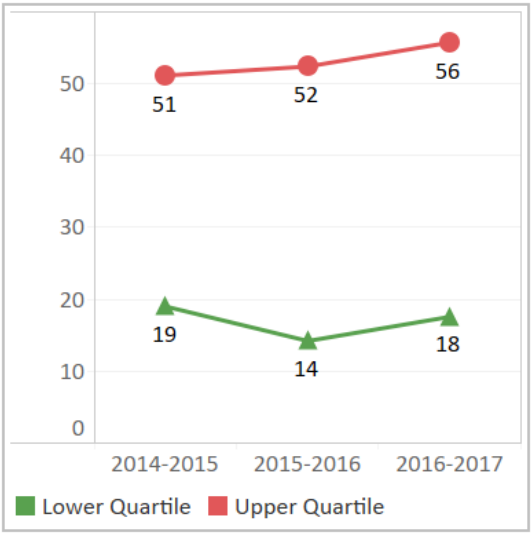


## Number of Instructional Days Missed Due to Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 10.1: Total number of instructional days missed due to out-of-school suspensions divided by total enrollment multiplied by 100.
- Figure 10.2: Percentage point difference in number of instructional days missed per 100 students due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.3: Upper quartile and lower quartile change in the number of instructional days missed per 100 students due to out-of-school suspensions.

*Figure 10.3. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Portland
- San Antonio
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Shelby County

*Figure 10.2. Percentage Point Change in the Number of Instructional Days Missed due to Out-of-School Suspensions per 100 Students, 2014-15 to 2016-17*

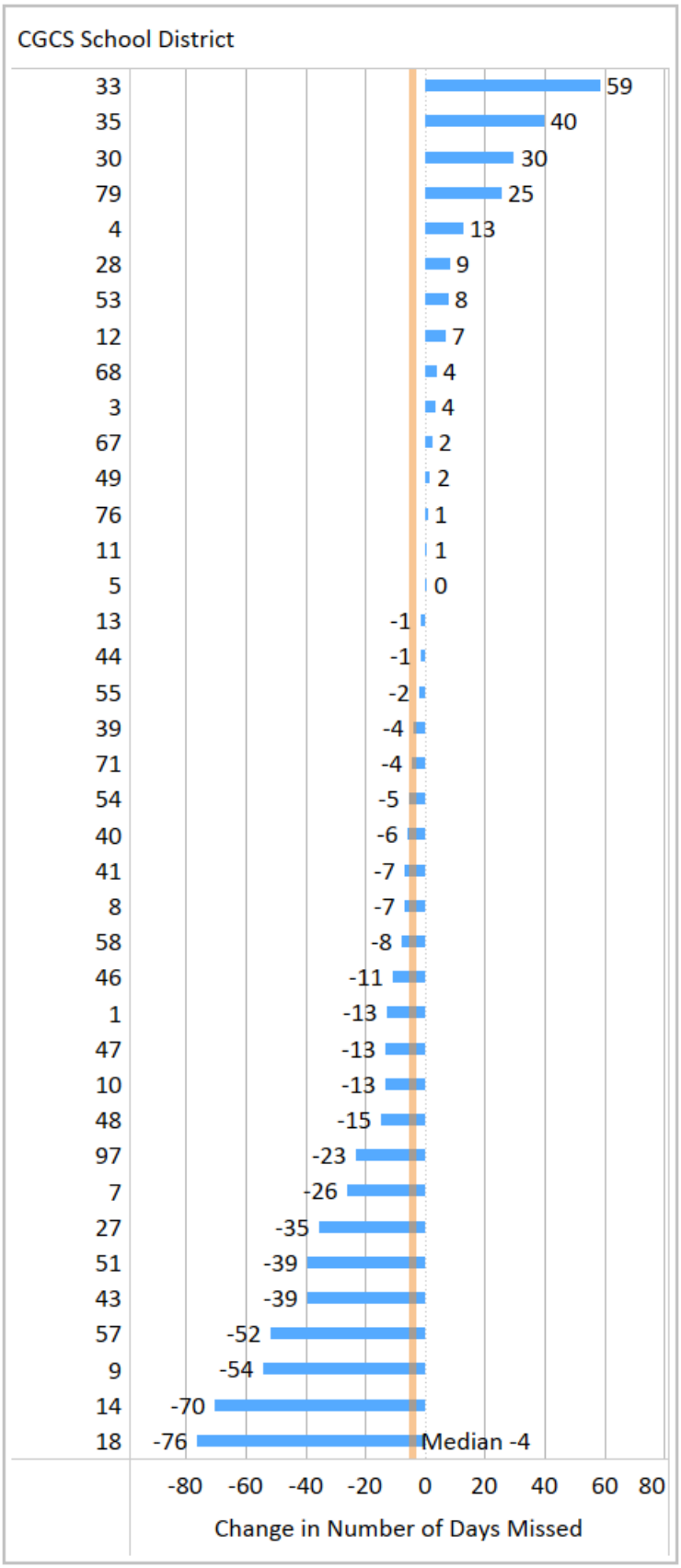
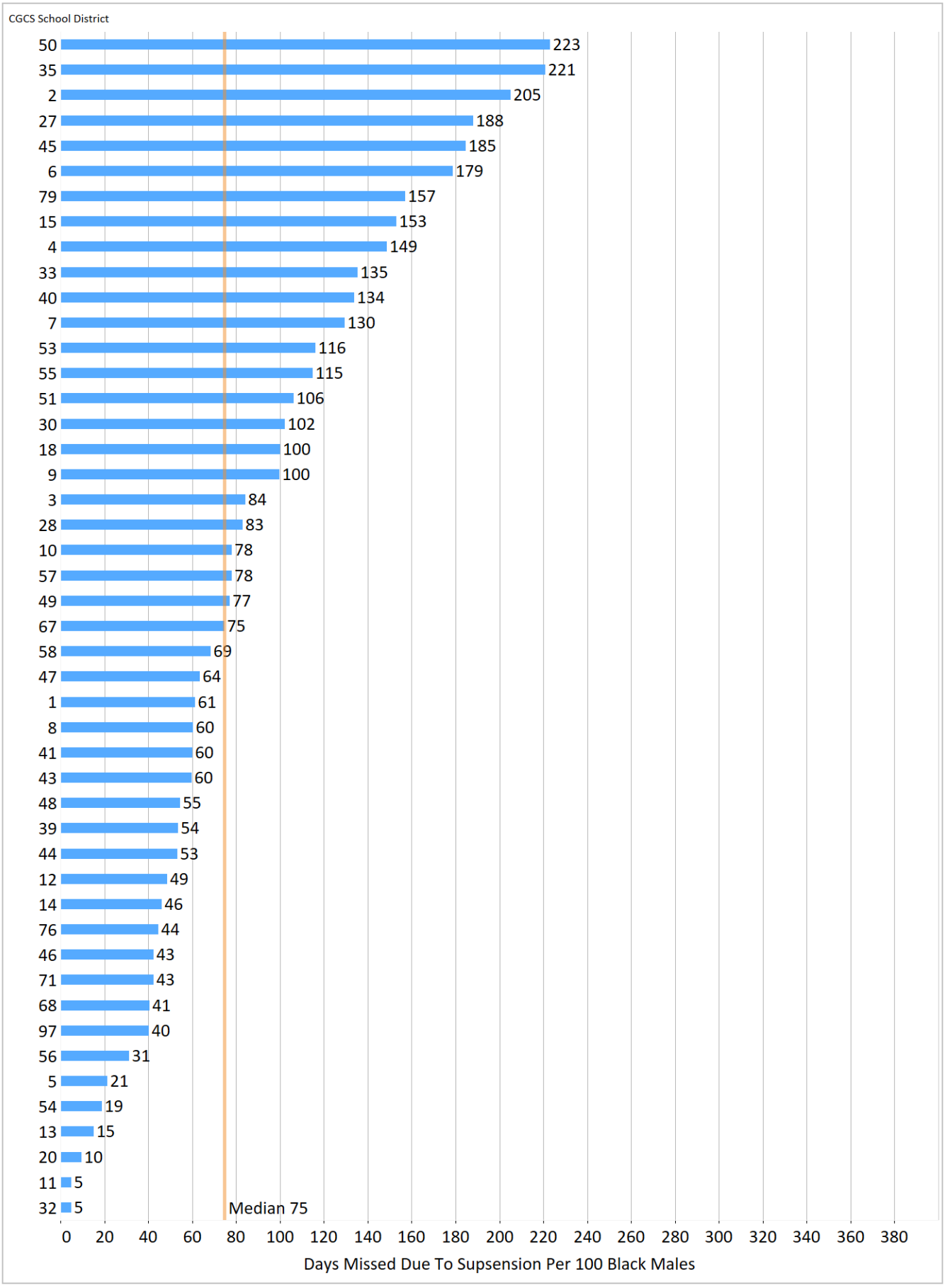


*Figure 10.4. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2016-17*

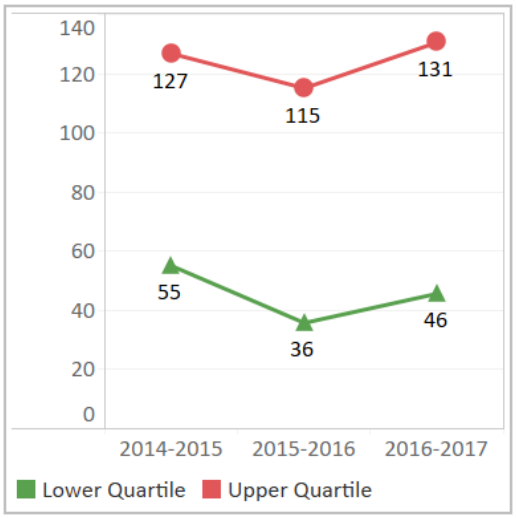


## Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males

Note: Lower values and larger decreases are desired

- Figure 10.4: Total number of Black male instructional days missed due to out-of-school suspensions divided by total Black male enrollment multiplied by 100.
- Figure 10.5: Percentage point difference in number of instructional days missed per 100 Black males due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.6: Upper quartile and lower quartile change in number of instructional days missed per 100 Black males due to out-of-school suspensions.

*Figure 10.6. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Baltimore
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Portland
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Pinellas
- Pittsburgh
- Richmond
- Shelby County

*Figure 10.5. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2014-15 to 2016-17*

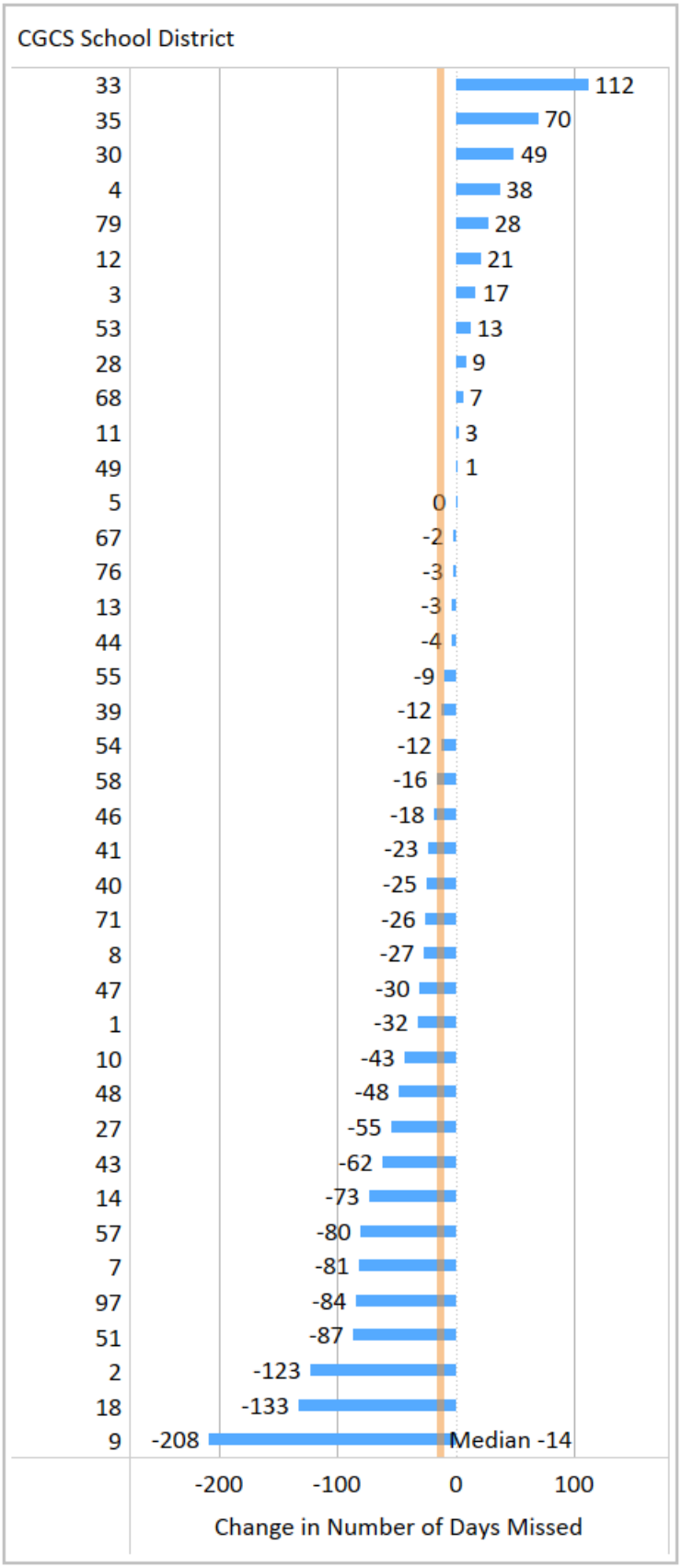
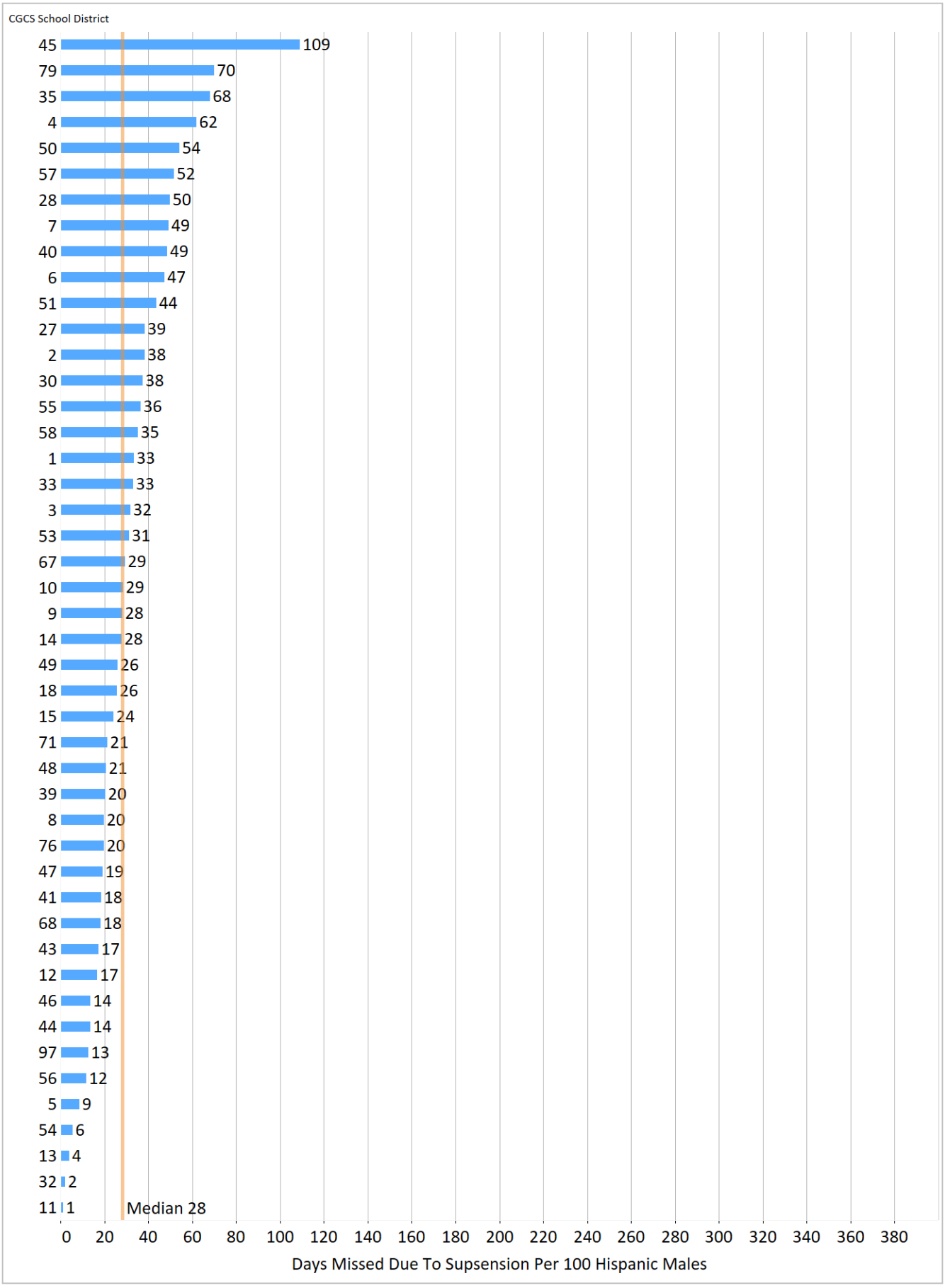


*Figure 10.7. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2016-17*

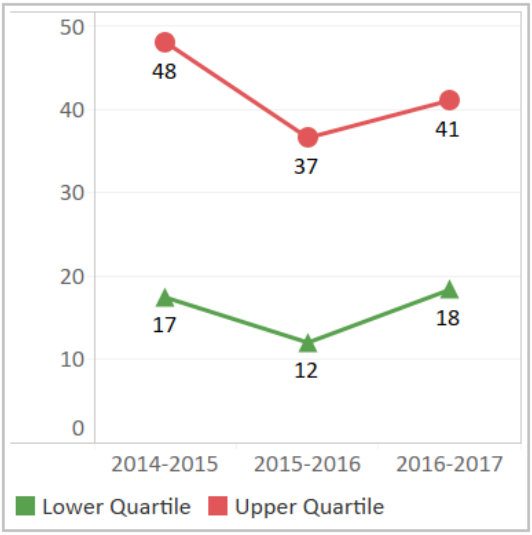


## Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males

Note: Lower values and larger decreases are desired

- Figure 10.7: Total number of Hispanic male instructional days missed due to out-of-school suspensions divided by total Hispanic male enrollment multiplied by 100.
- Figure 10.8: Percentage point difference in number of Hispanic male instructional days missed per 100 students due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.9: Upper and lower quartile change in number of Hispanic male instructional days missed per 100 students due to out-of-school suspensions.

*Figure 10.9. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Arlington
- Baltimore
- Broward
- Chicago
- Des Moines
- Duval
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Pittsburgh
- Portland

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Pinellas
- Pittsburgh
- Seattle
- Shelby County

*Figure 10.8. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2014-15 to 2016-17*

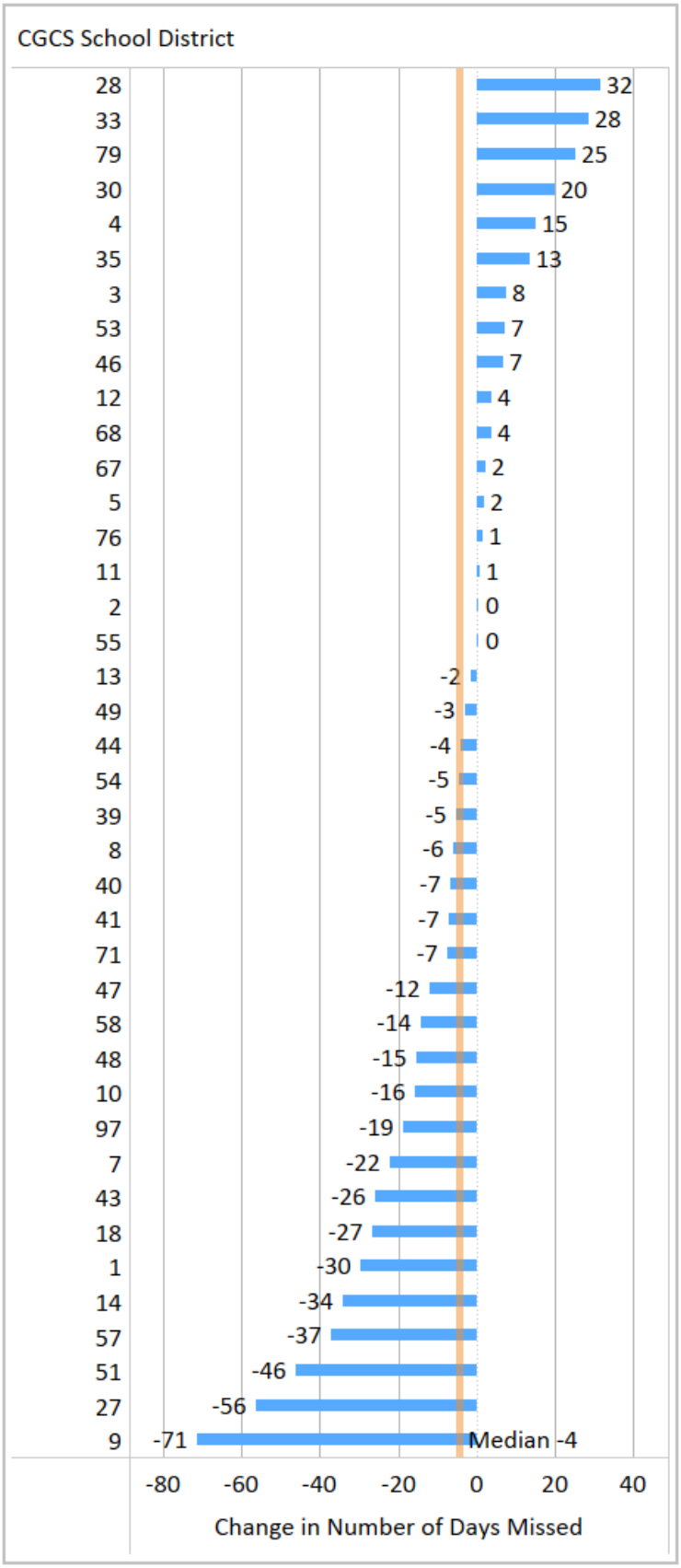
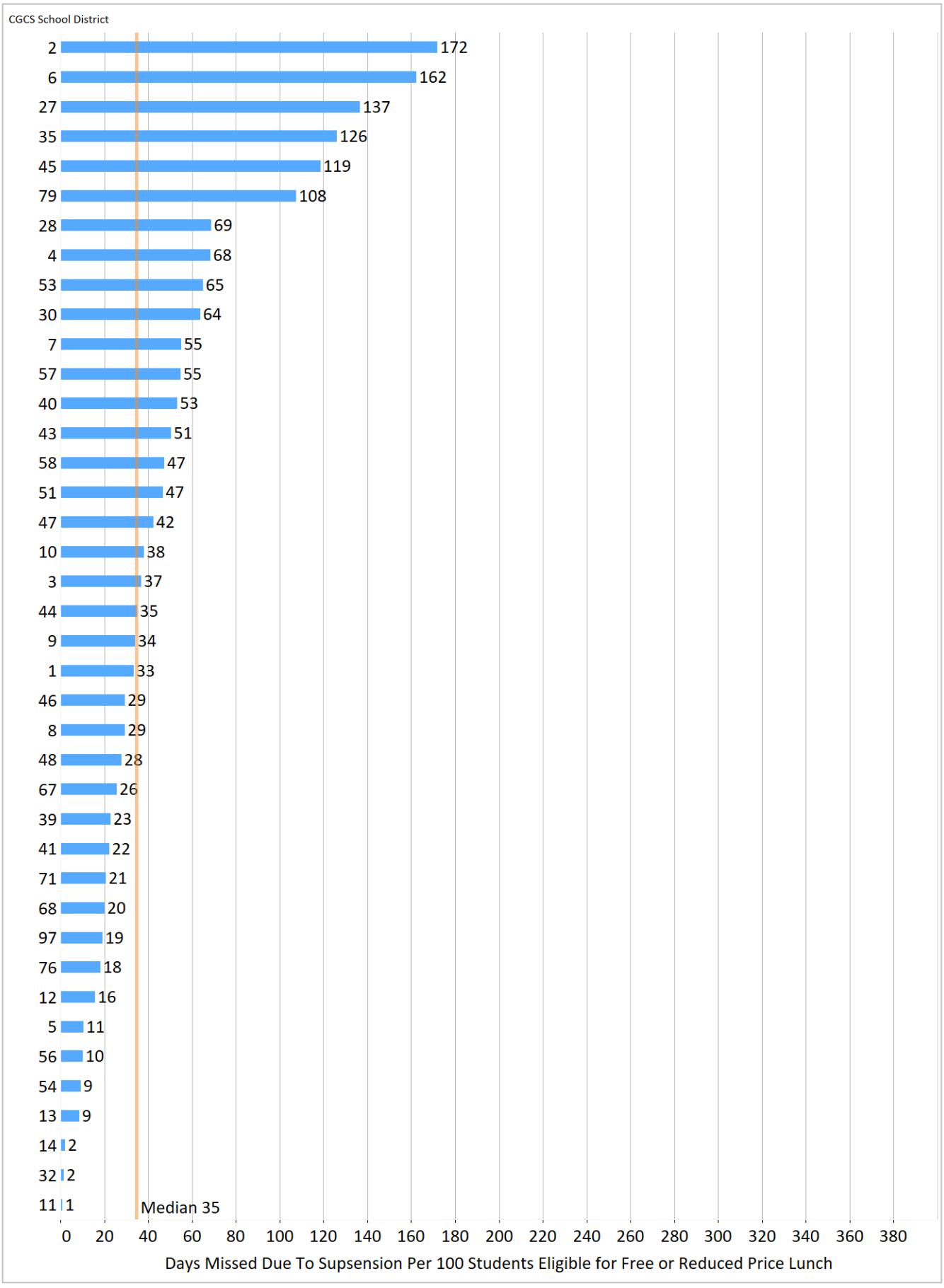


*Figure 10.10. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2016-17*

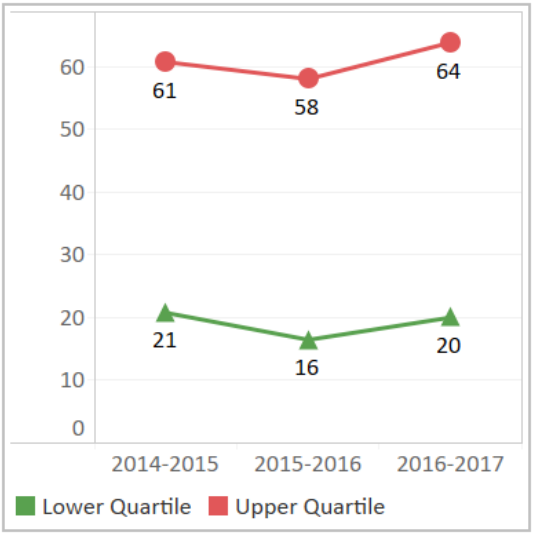


## Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students (FRPL)

Note: Lower values and larger decreases are desired

- Figure 10.10: Total number of FRPL instructional days missed due to out-of-school suspensions divided by total FRPL enrollment multiplied by 100.
- Figure 10.11: Percentage point difference in instructional days missed per 100 FRPL students due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.12: Upper and lower quartile change in number of instructional days missed per 100 FRPL students due to out-of-school suspensions.

*Figure 10.12. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Broward
- Chicago
- Des Moines
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Portland
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Seattle

*Figure 10.11. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2014-15 to 2016-17*

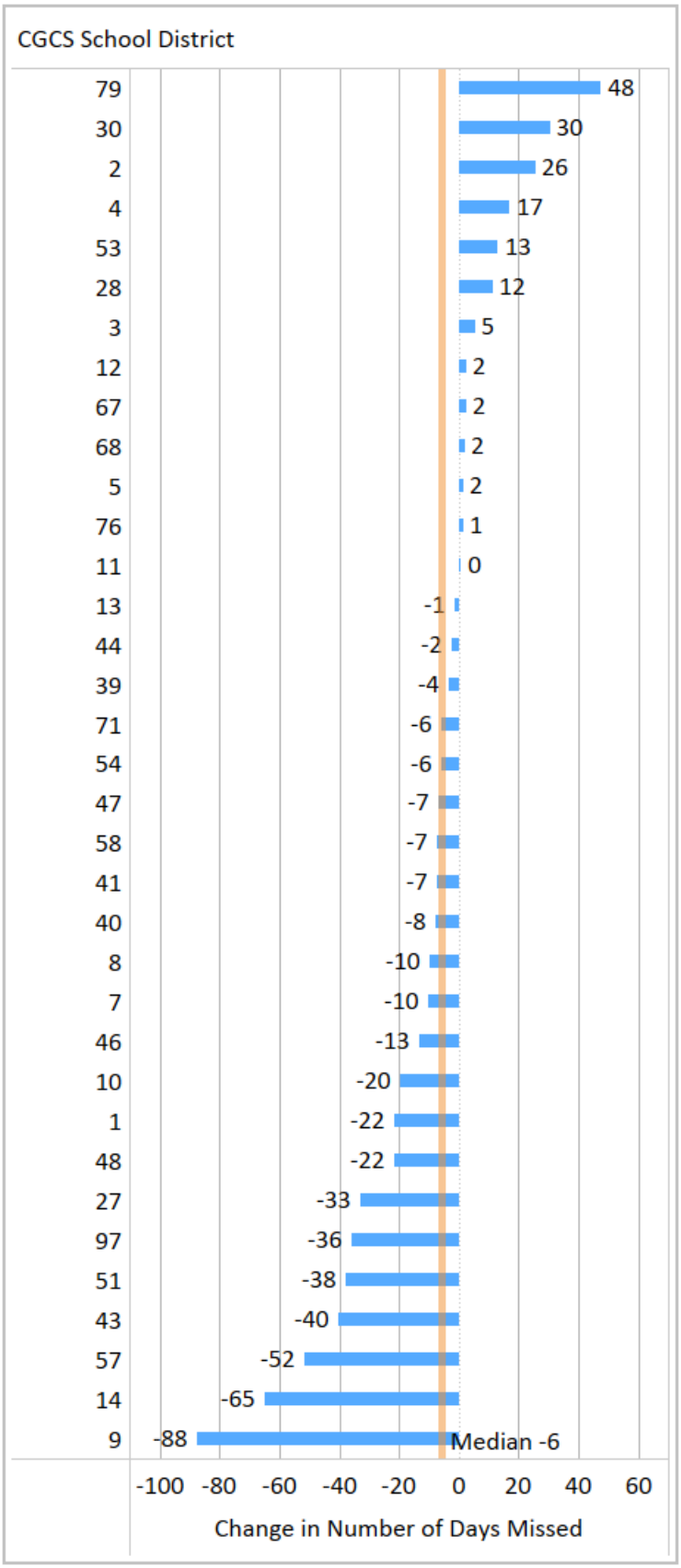
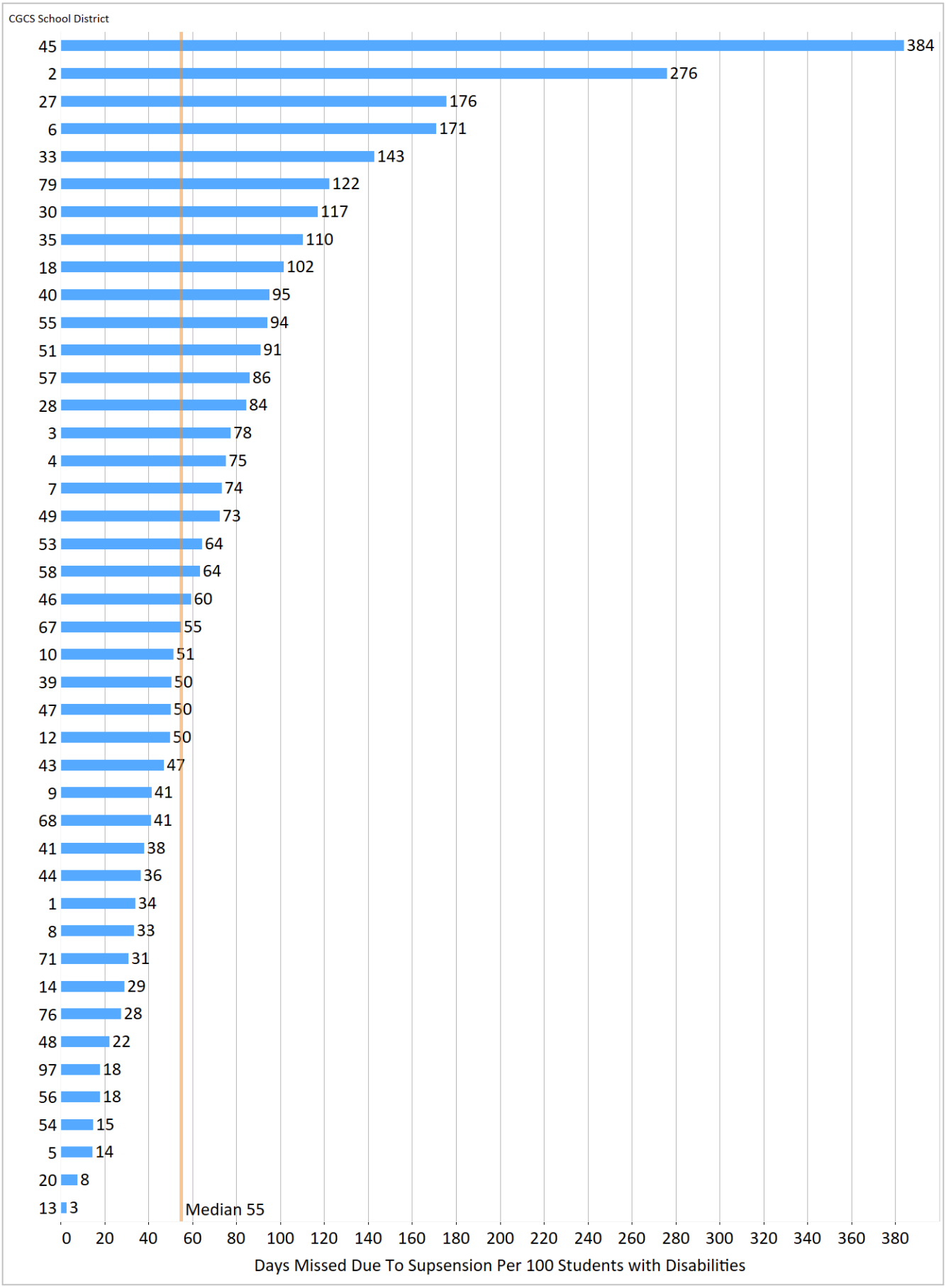


*Figure 10.13. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2016-17*

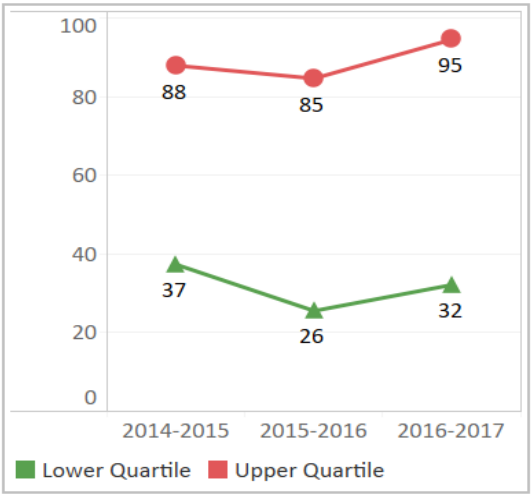


## Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities

Note: Lower values and larger decreases are desired

- Figure 10.13: Total number of instructional days missed for students with disabilities due to out-of-school suspensions divided by total students with disabilities enrollment multiplied by 100.
- Figure 10.14: Percentage point difference in number of instructional days missed per 100 students with disabilities due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.15: Upper quartile and lower quartile change in number of instructional days missed per 100 students with disabilities due to out-of-school suspensions.

*Figure 10.15. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2014-15 to 2016-17*




### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Austin
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Hillsborough County
- Nashville
- Pinellas
- Pittsburgh
- Seattle
- Shelby County

*Figure 10.14. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2014-15 to 2016-17*

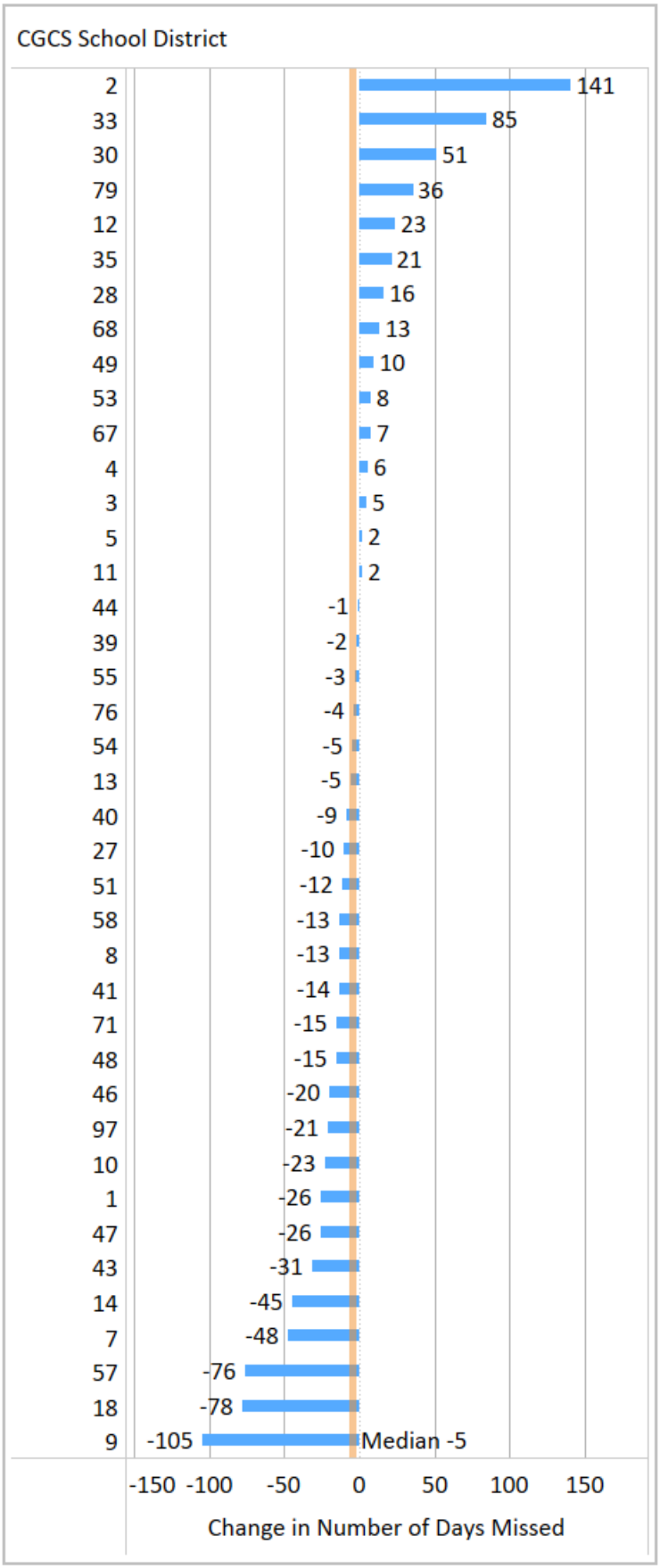
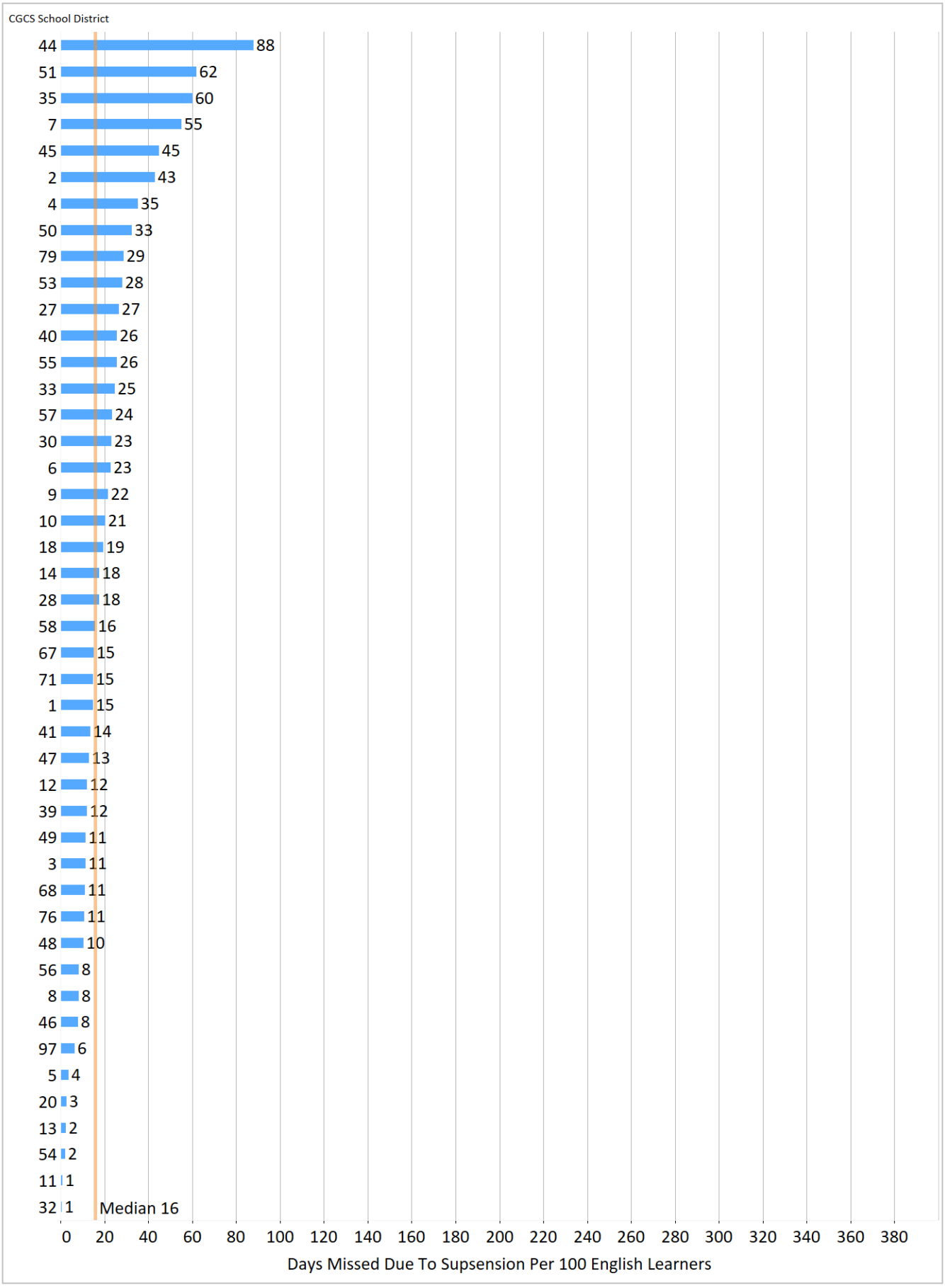


*Figure 10.16. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2016-17*

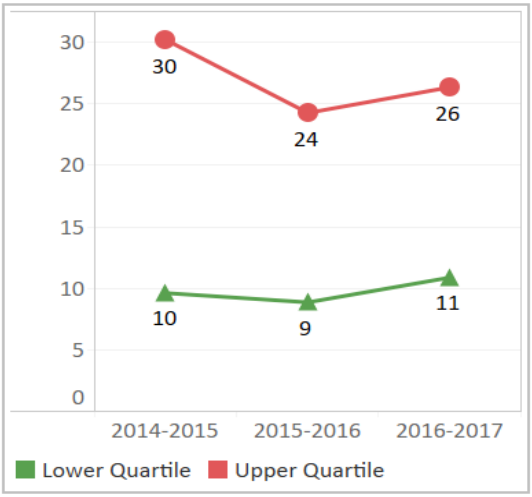


## Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners

Note: Lower values and larger decreases are desired

- Figure 10.16: Total number of instructional days missed for English learners due to out-of-school suspensions divided by total English learner enrollment multiplied by 100.
- Figure 10.17: Percentage point difference in instructional days missed per 100 English learners due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.18: Upper quartile and lower quartile change in number of instructional days missed per 100 English learners due to out-of-school suspensions.

*Figure 10.18. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2014-15 to 2016-17*



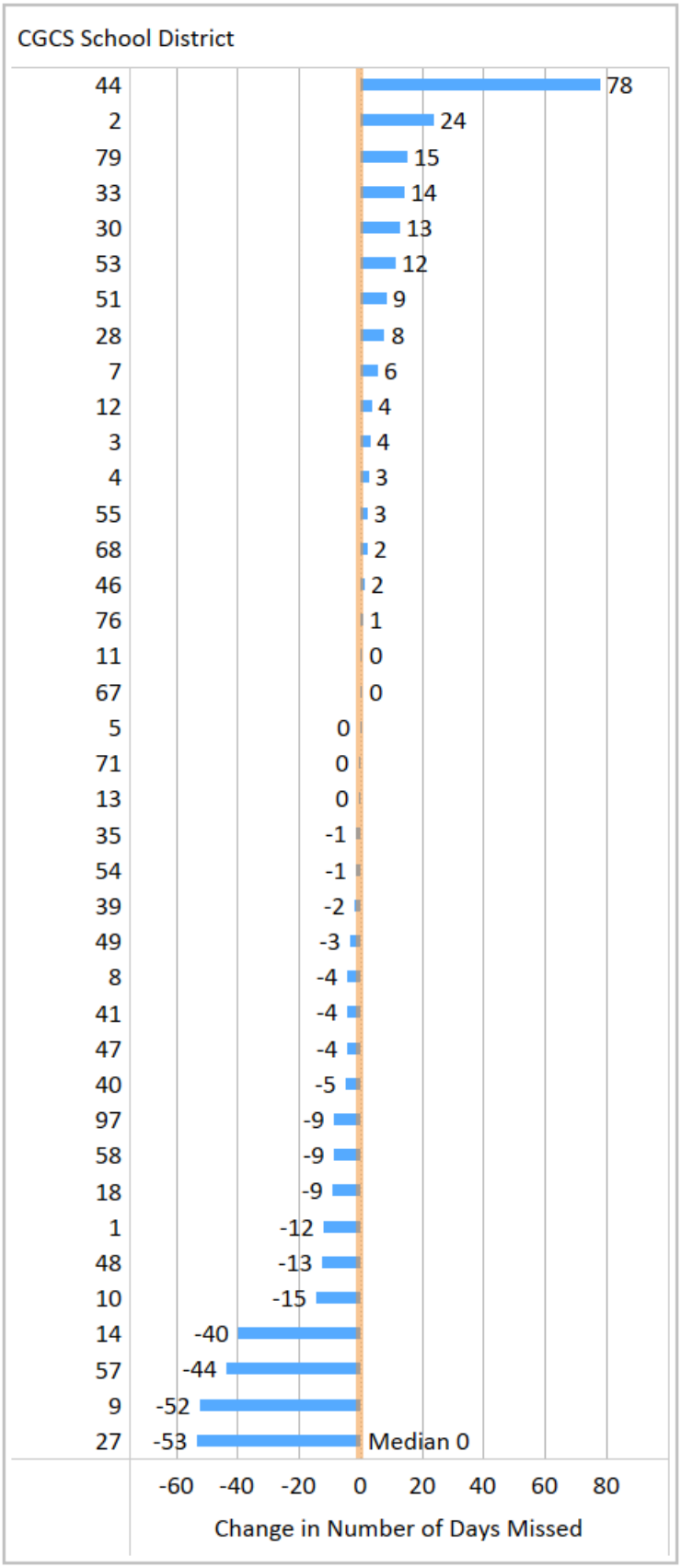

### Best Quartile for Overall Performance (2016-17)

- Baltimore
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Pinellas
- Portland
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Clark County
- Cleveland
- Hillsborough County
- Norfolk
- Orange County
- Philadelphia
- Pinellas
- Seattle
- Shelby County

*Figure 10.17. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2014-15 to 2016-17*



## NAEP Student Achievement, 2017

NAEP Student Achievement data was collected from the NAEP Data Explorer (NDE) for all participating districts in the Trial Urban District Assessment (TUDA), Large City, and National Public jurisdictions in grades four and eight for reading and mathematics for 2017. Figures 11.1 to 11.56 show reading and mathematics percentages of fourth and eighth grade students who are ***at or above proficient*** and ***below basic***.

The data are presented for the following student groups:

- All Students
- Students Eligible for Free or Reduced Price Lunch
- Students with Disabilities
- English Language Learners
- Students Eligible for Free or Reduced Price Lunch by Race/Ethnicity
- Gender by Race/Ethnicity

*Figure 11.1: Percentage of Grade 4 Students At or Above Proficient in Math on NAEP, 2017*

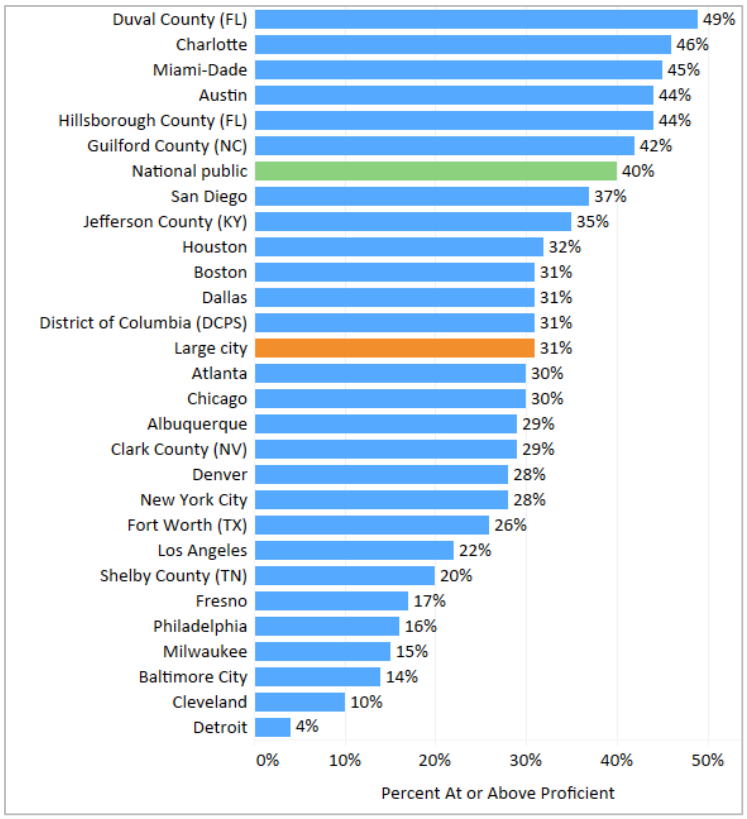



*Figure 11.2: Percentage of Grade 8 Students At or Above Proficient in Math on NAEP, 2017*

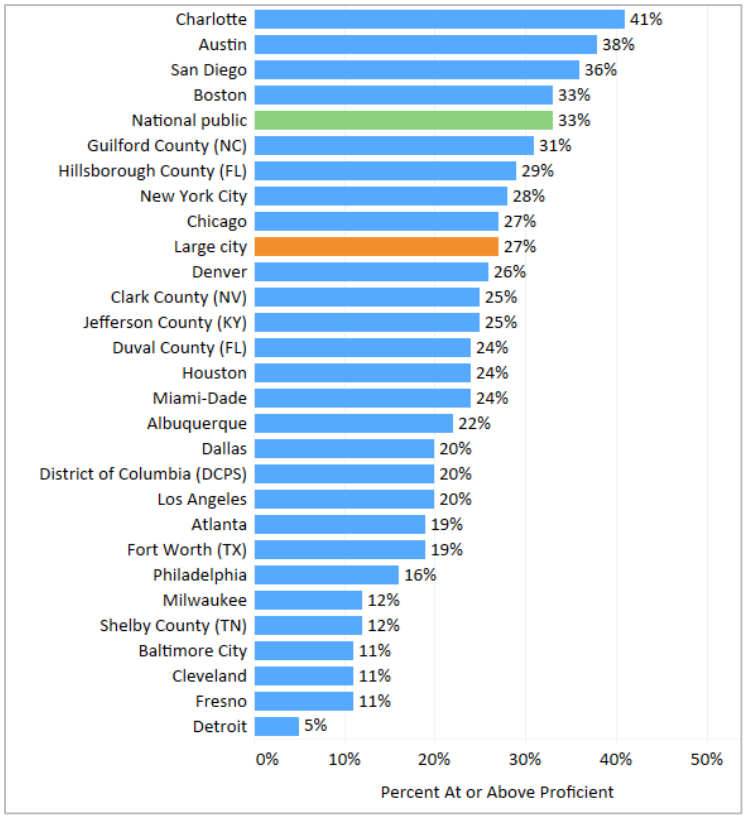


*Figure 11.3: Percentage of Grade 4 Students Below Basic in Math on NAEP, 2017*

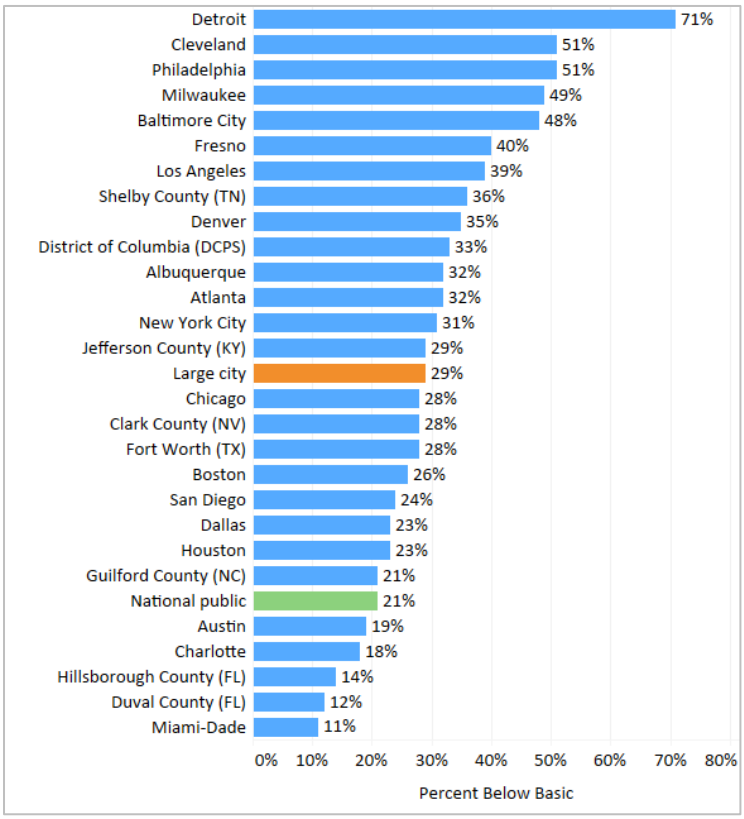



*Figure 11.4: Percentage of Grade 8 Students Below Basic in Math on NAEP, 2017*

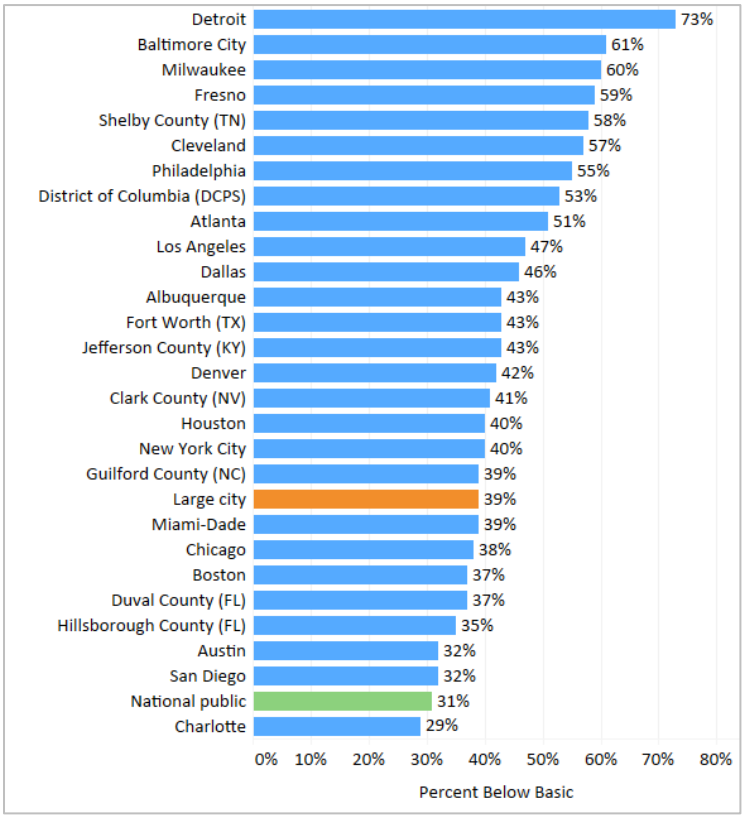


*Figure 11.5: Percentage of Grade 4 Students At or Above Proficient in Reading on NAEP, 2017*

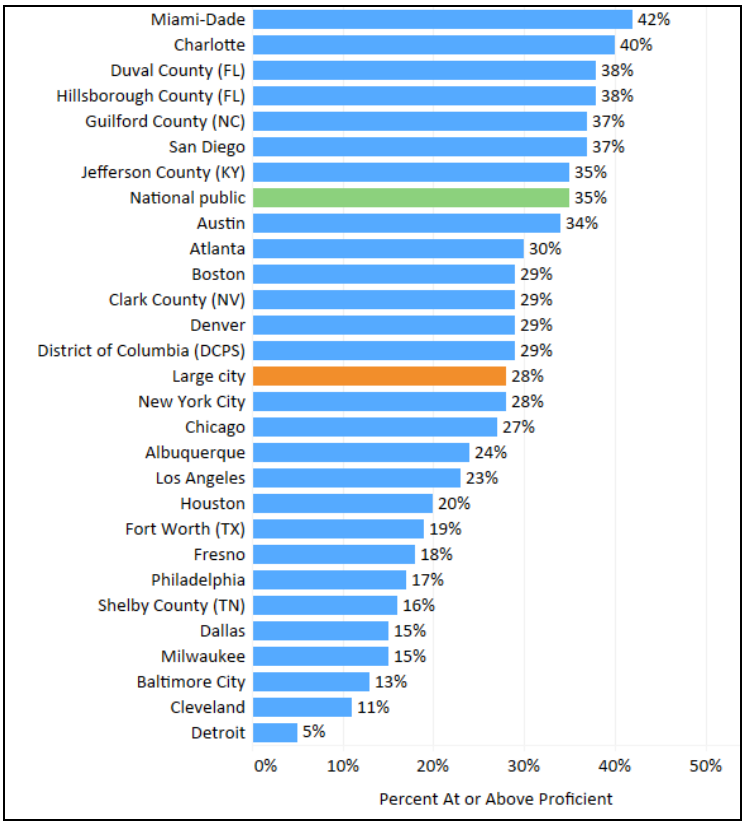



*Figure 11.6: Percentage of Grade 8 Students At or Above Proficient in Reading on NAEP, 2017*

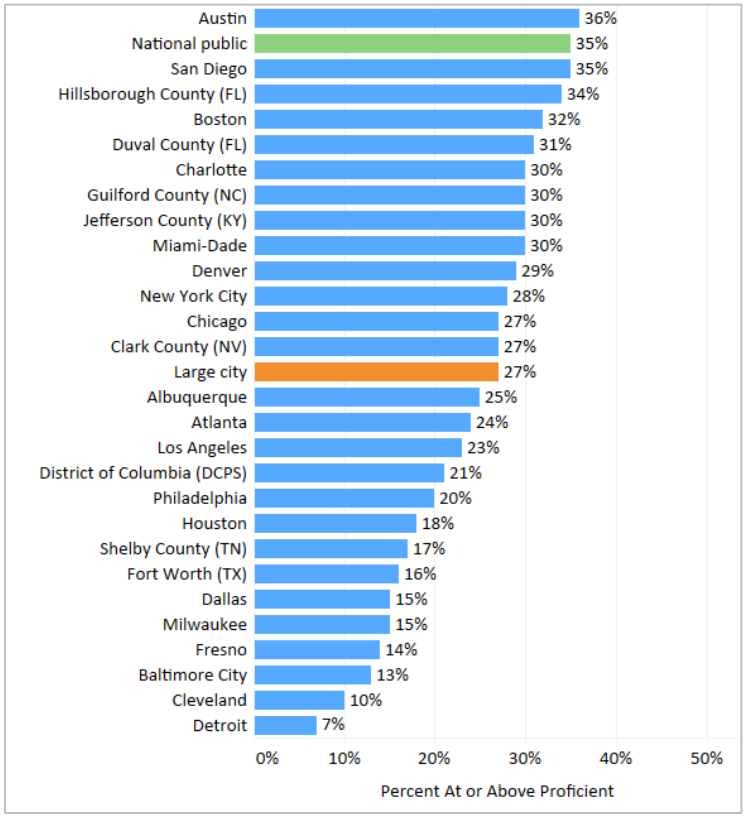


*Figure 11.7: Percentage of Grade 4 Students Below Basic in Reading on NAEP, 2017*

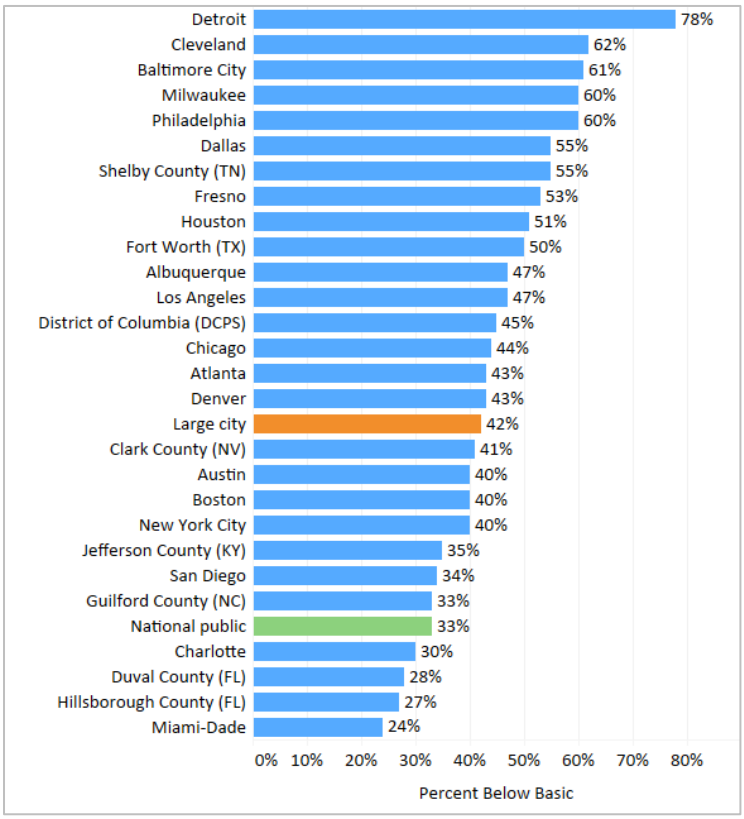



*Figure 11.8: Percentage of Grade 8 Students Below Basic in Reading on NAEP, 2017*

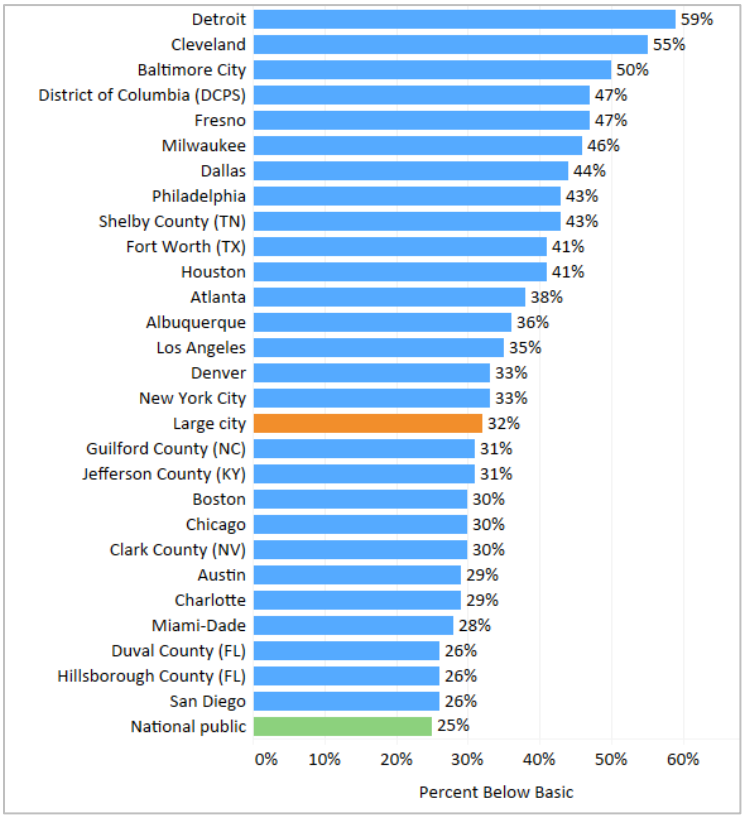


*Figure 11.9: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2017*

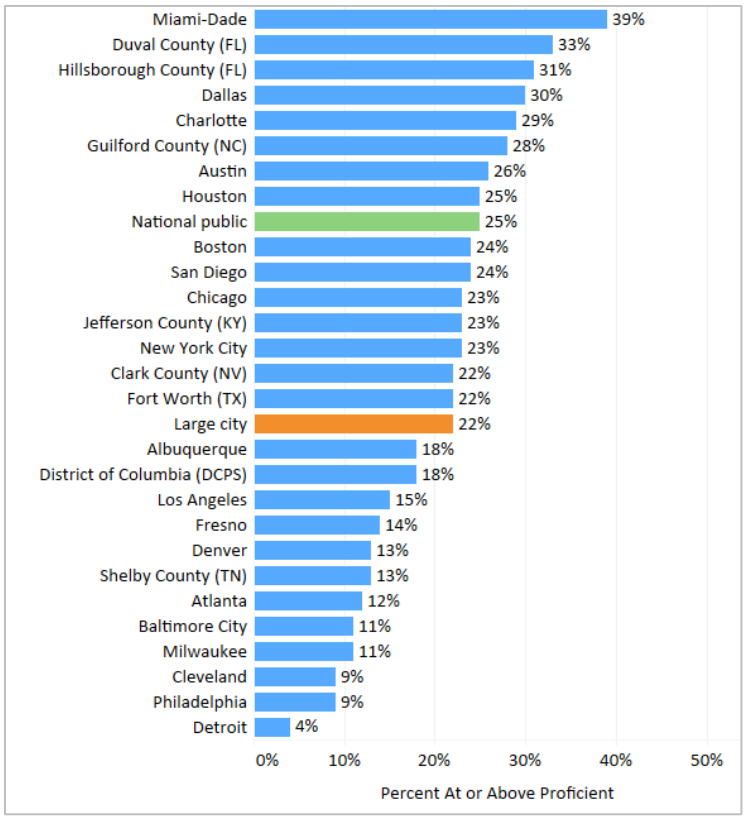



*Figure 11.10: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2017*

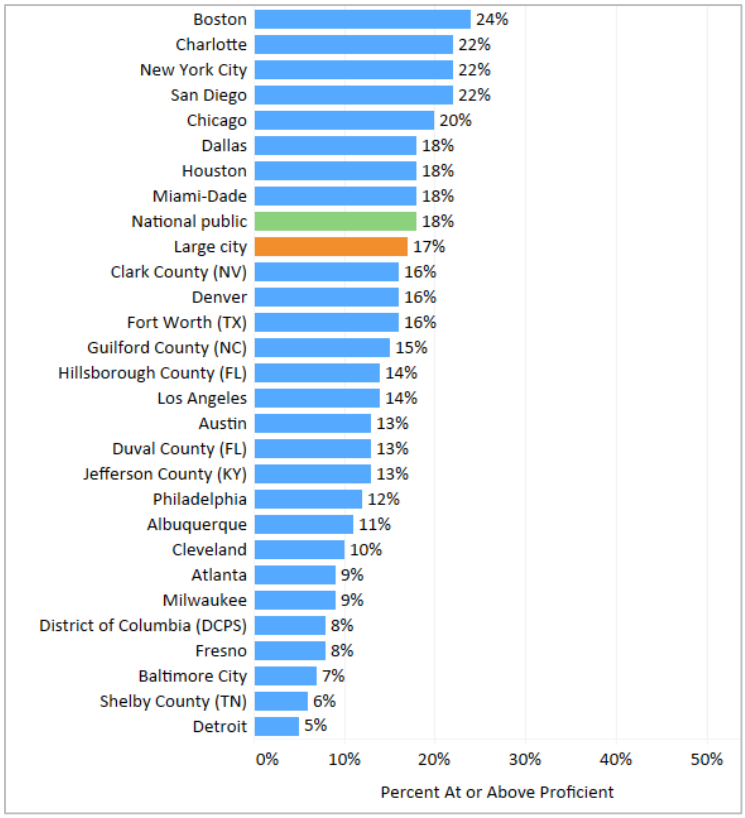


*Figure 11.11: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2017*

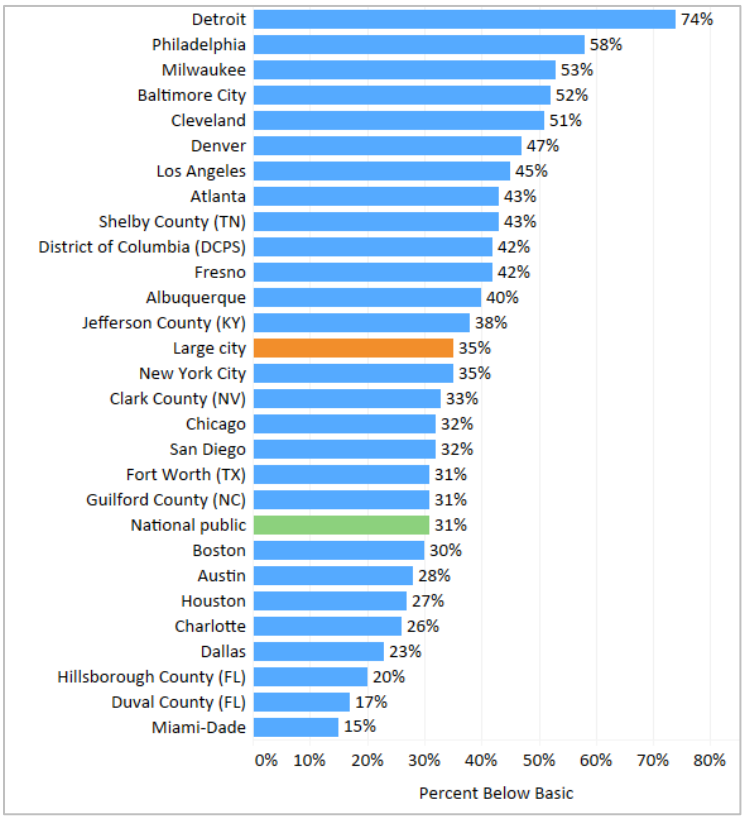



*Figure 11.12: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2017*

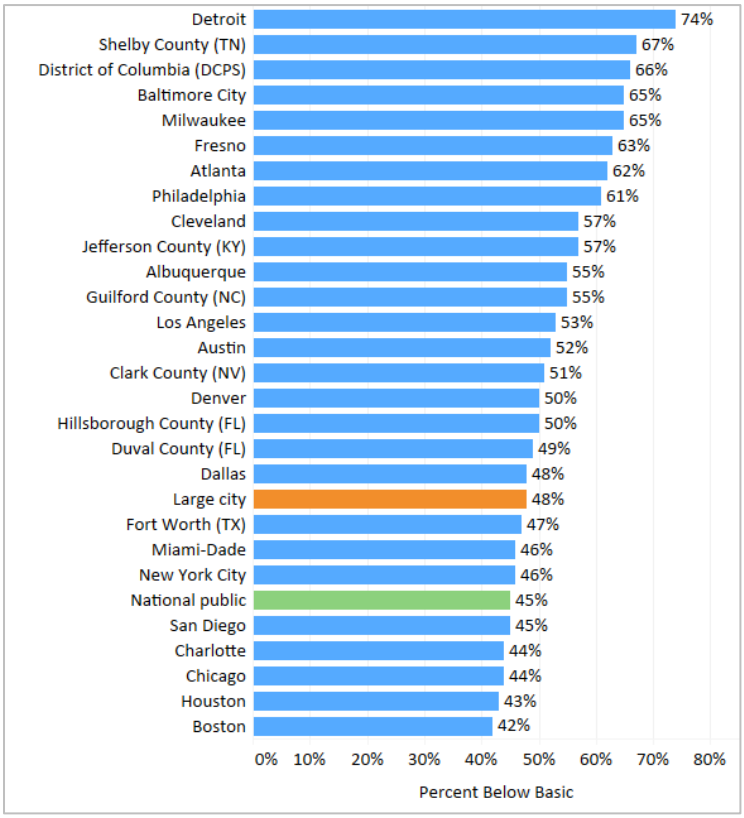


*Figure 11.13: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2017*

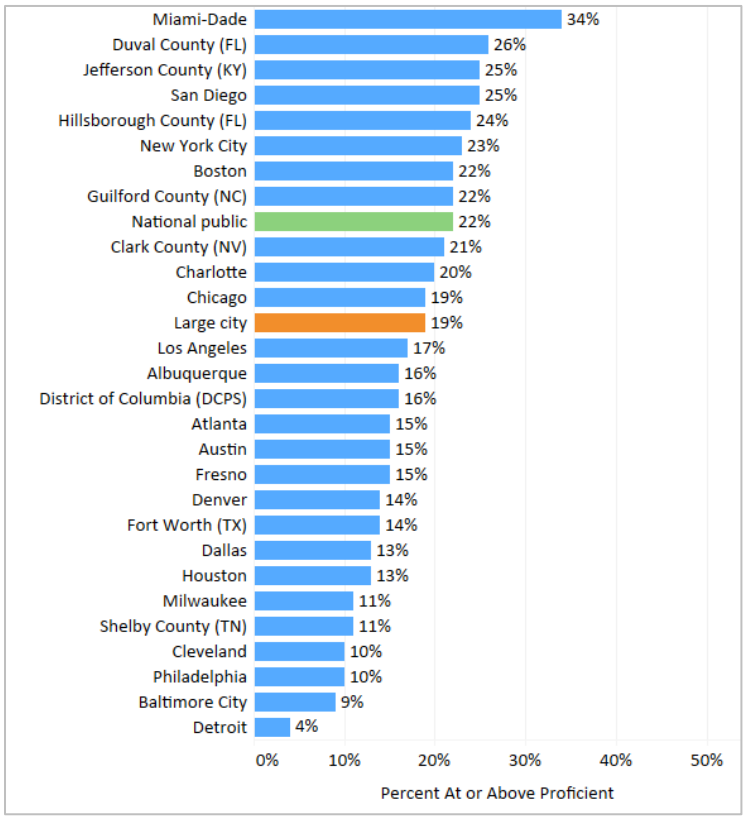



*Figure 11.14: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2017*

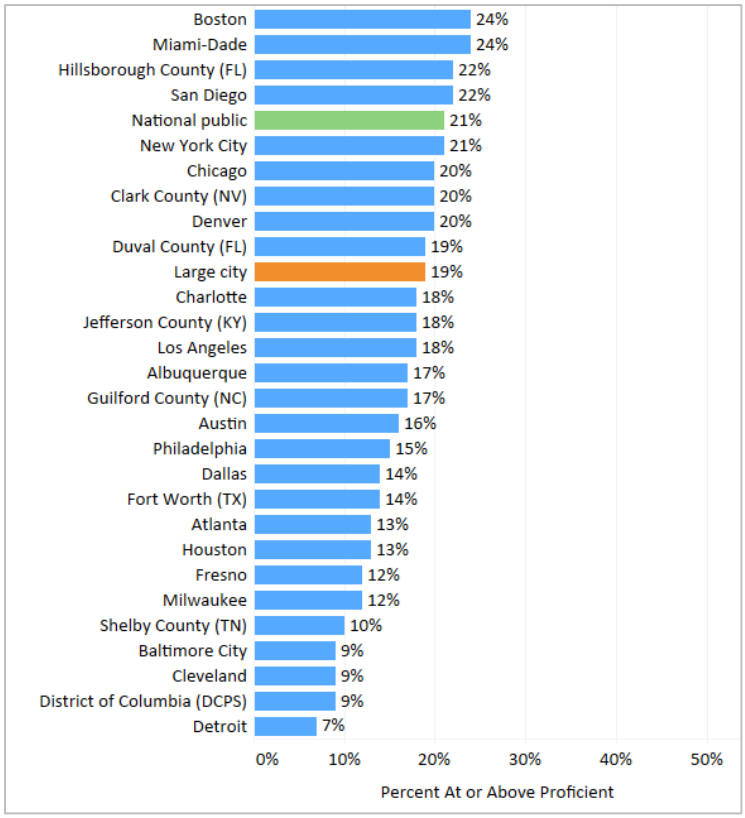


*Figure 11.15: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2017*

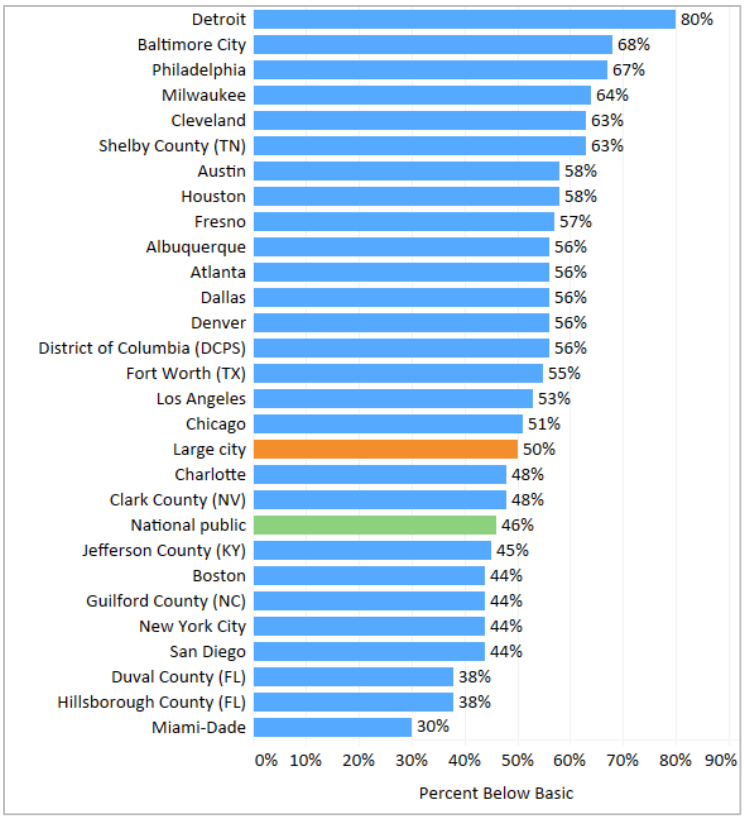



*Figure 11.16: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2017*

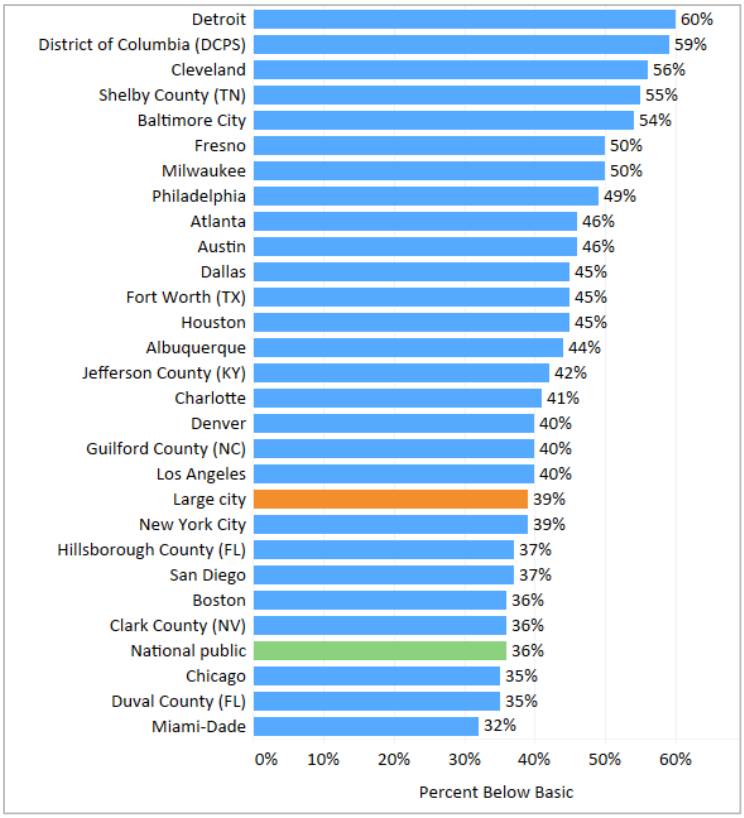


*Figure 11.17: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2017*

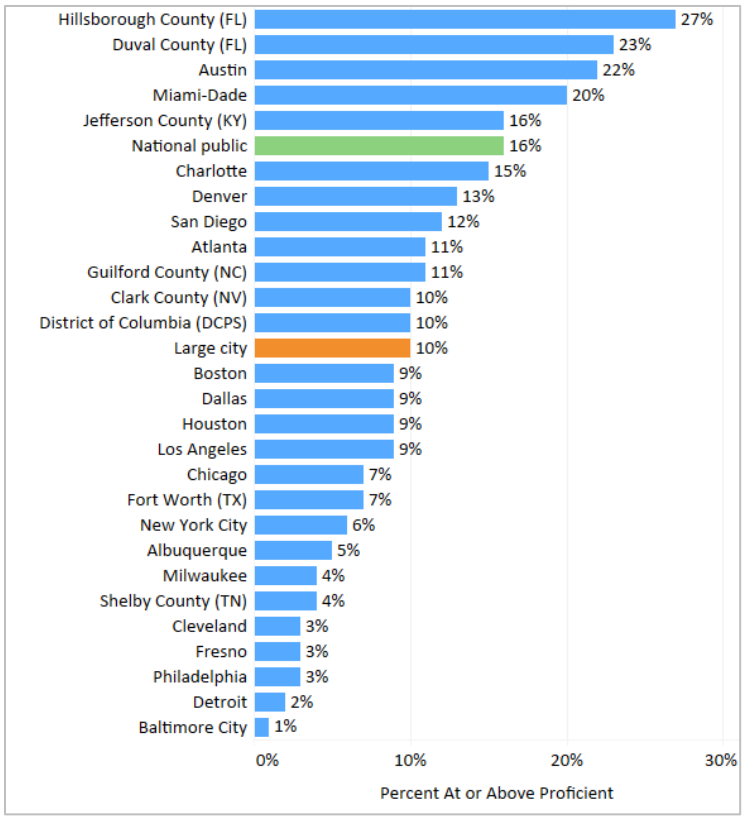



*Figure 11.18: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2017*

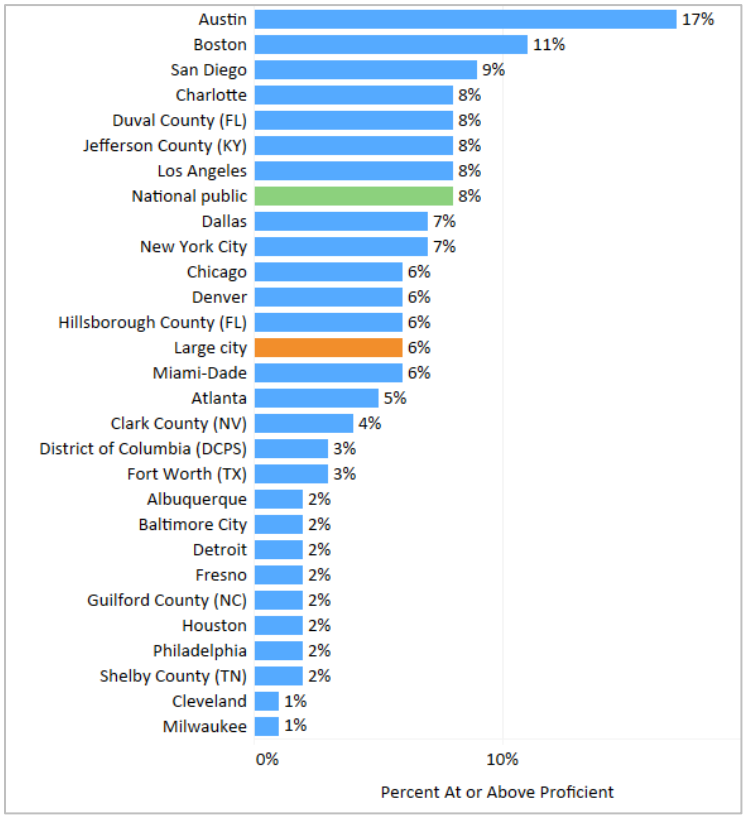


*Figure 11.19: Percentage of Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2017*

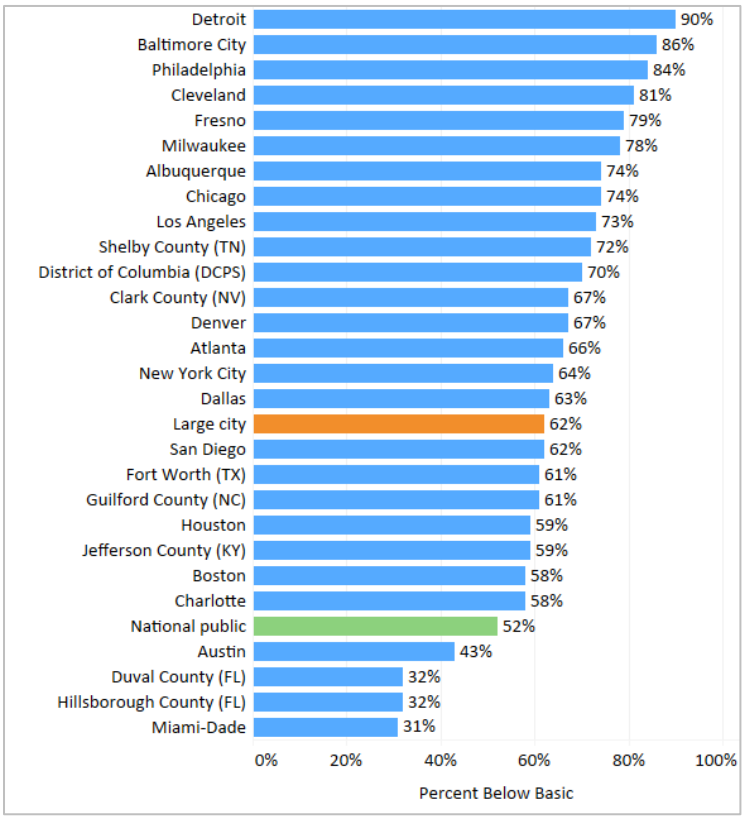



*Figure 11.20: Percentage of Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2017*

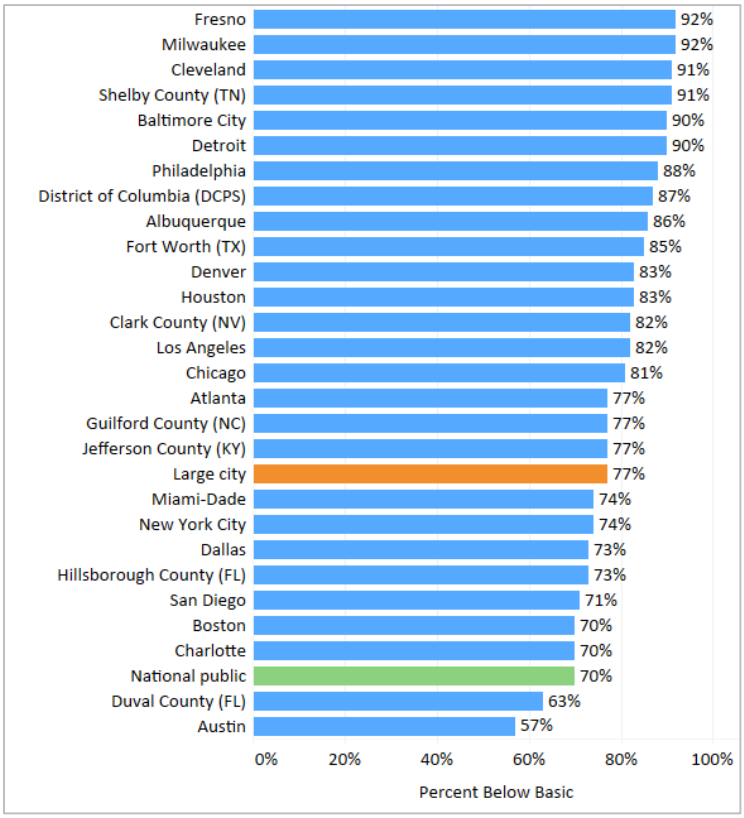


*Figure 11.21: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2017*

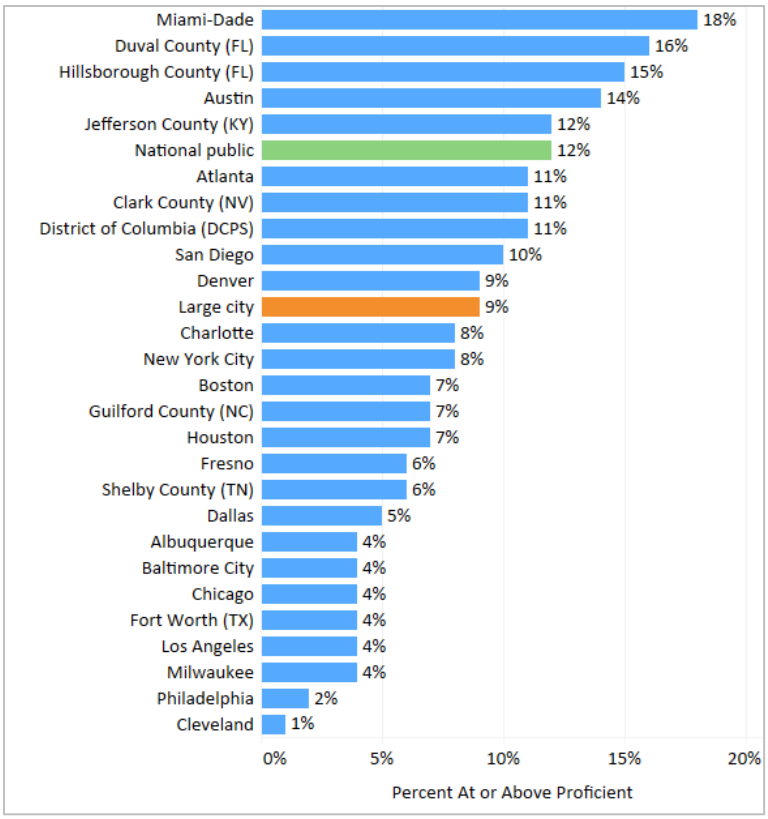



*Figure 11.22: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2017*

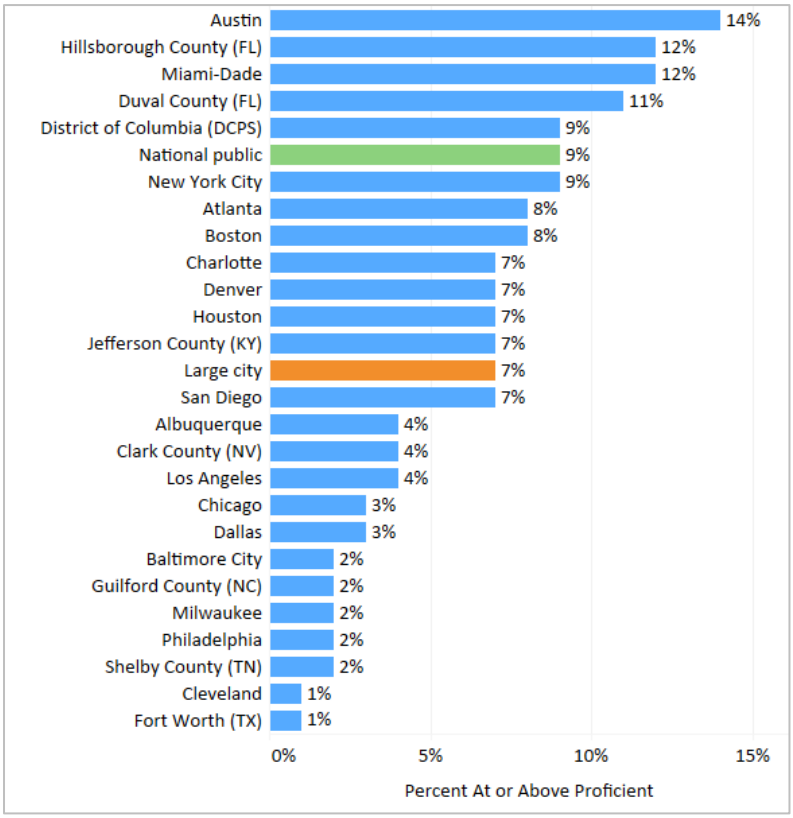


*Figure 11.23: Percentage of Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2017*

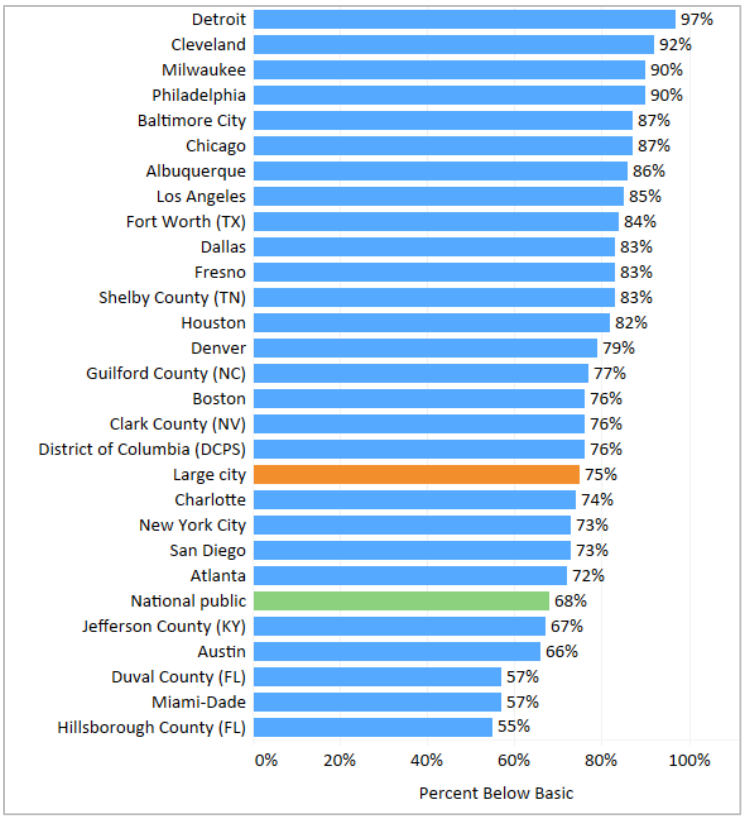



*Figure 11.24: Percentage of Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2017*

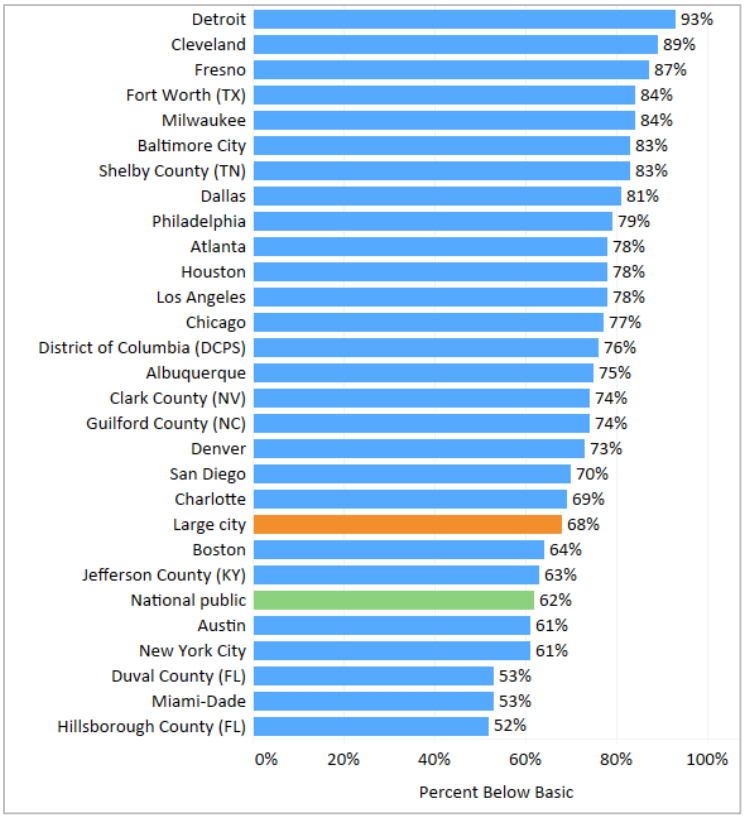


*Figure 11.25: Percentage of Grade 4 English Language Learners At or Above Proficient in Math on NAEP, 2017*

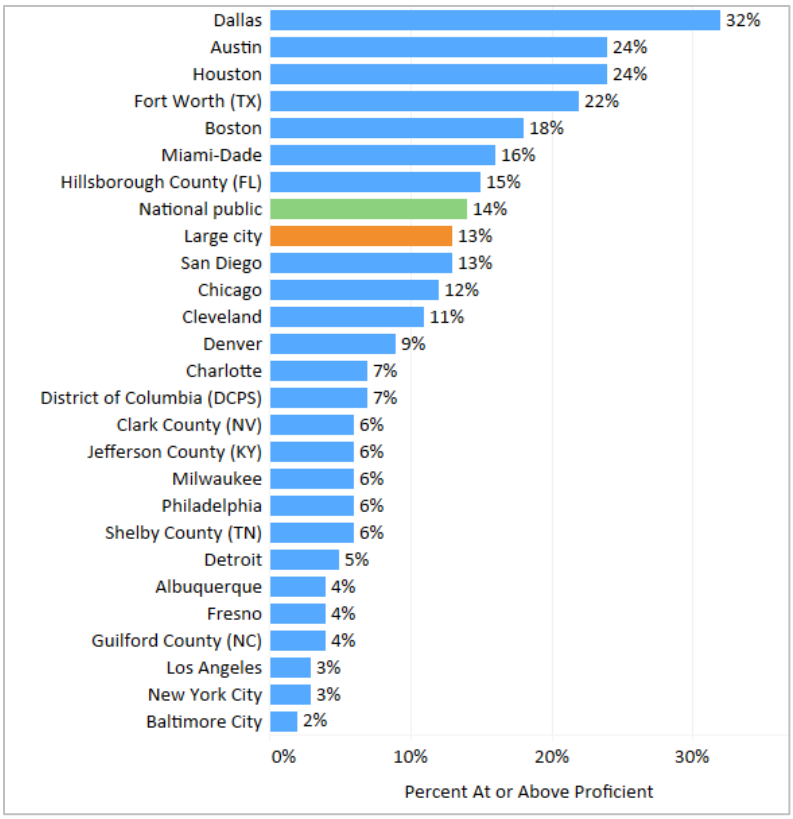



*Figure 11.26: Percentage of Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2017*

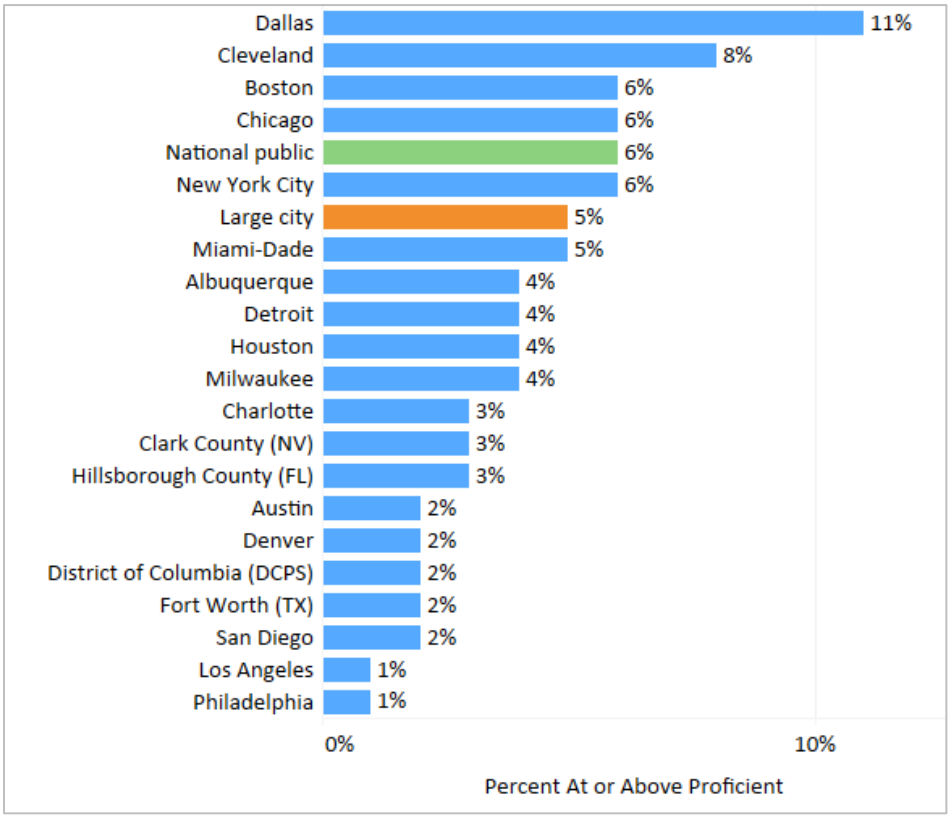


*Figure 11.27: Percentage of Grade 4 English Language Learners Below Basic in Math on NAEP, 2017*

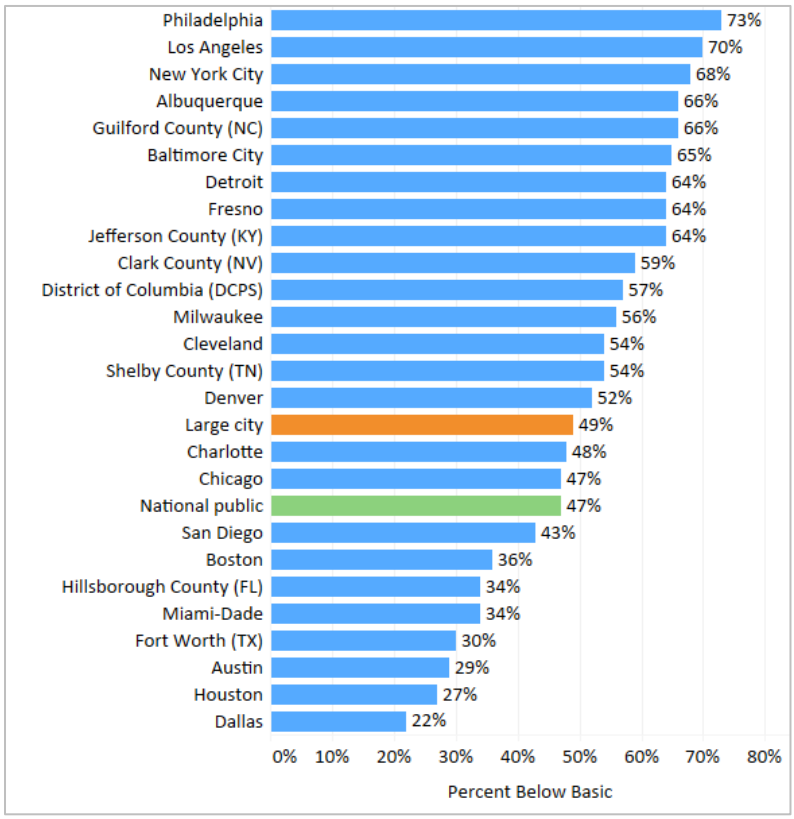



*Figure 11.28: Percentage of Grade 8 English Language Learners Below Basic in Math on NAEP, 2017*

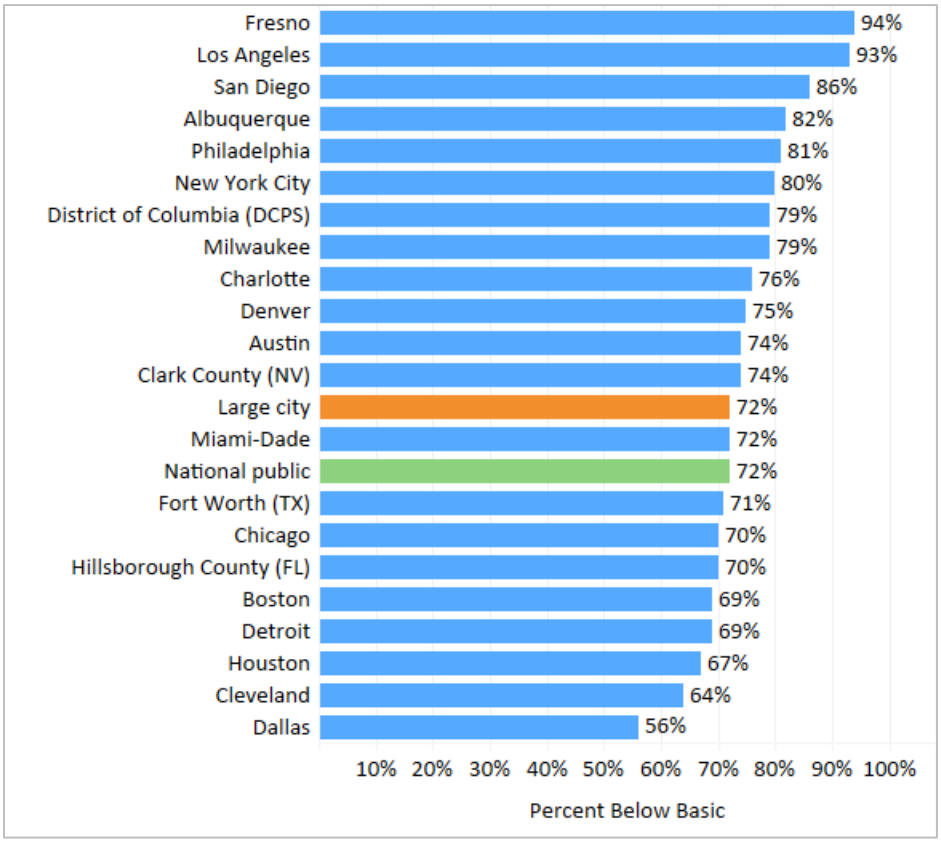


*Figure 11.29: Percentage of Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2017*

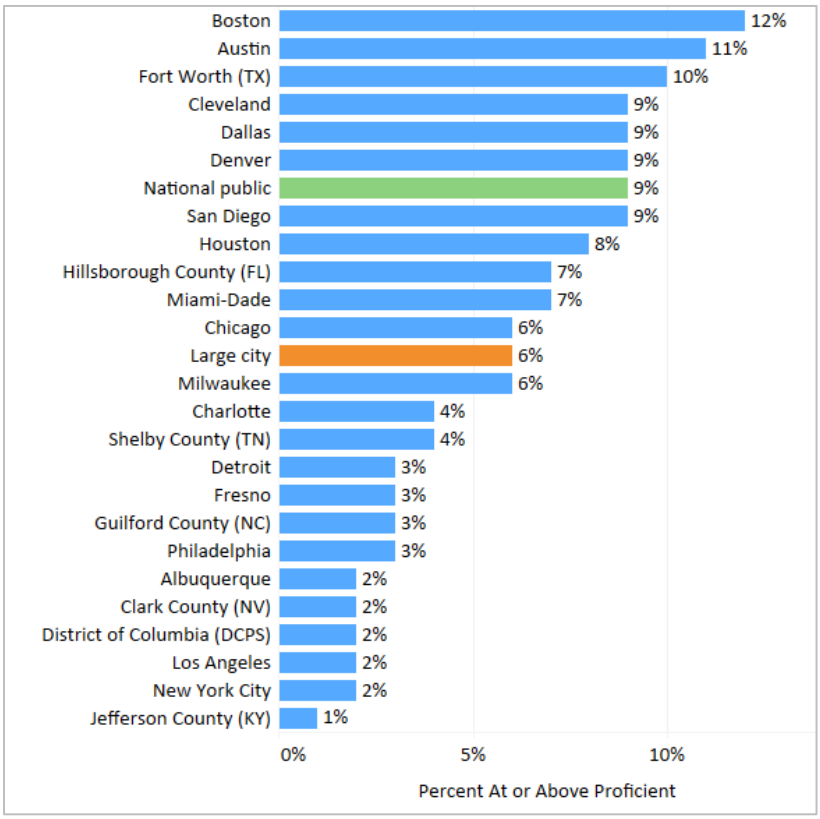



*Figure 11.30: Percentage of Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2017*

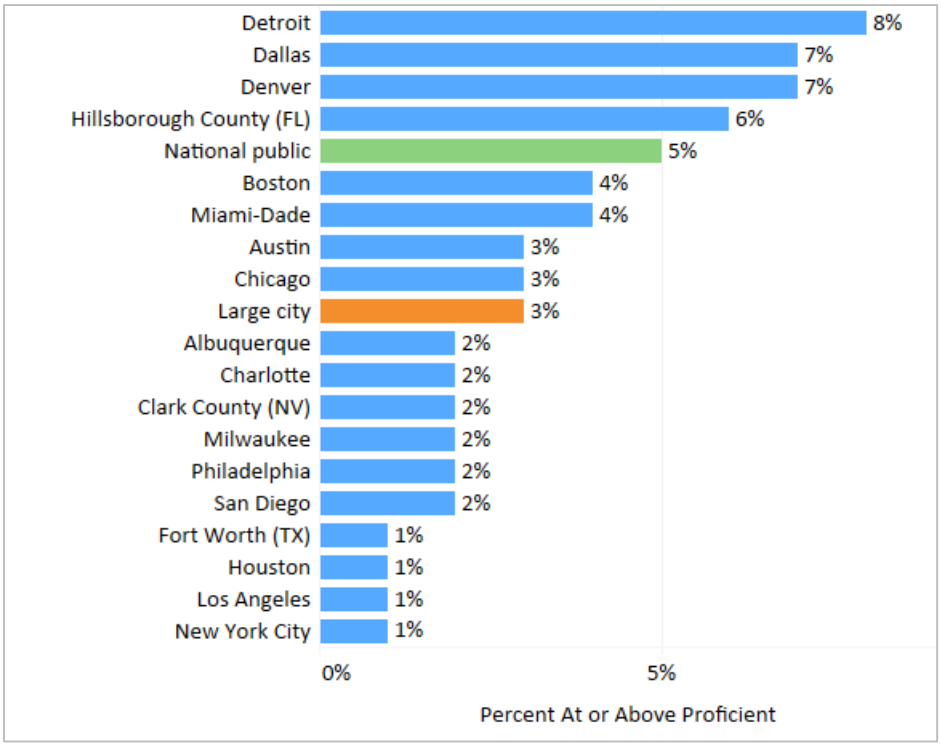


*Figure 11.31: Percentage of Grade 4 English Language Learners Below Basic in Reading on NAEP, 2017*

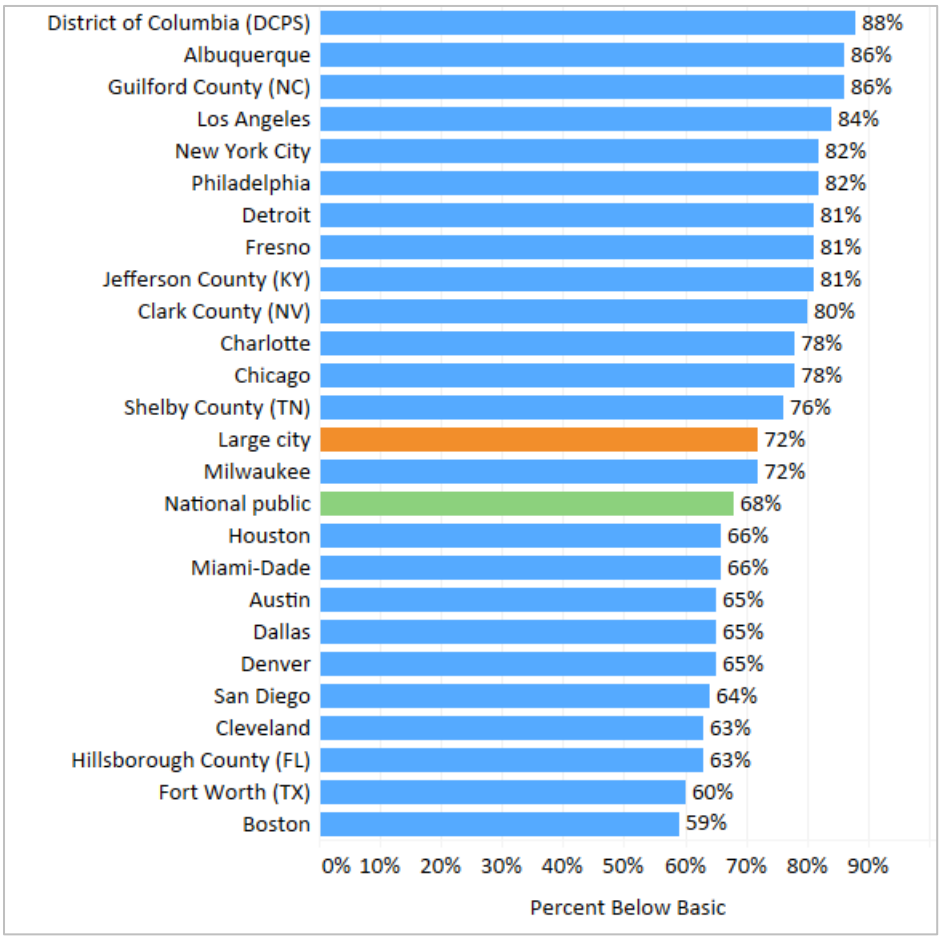



*Figure 11.32: Percentage of Grade 8 English Language Learners Below Basic in Reading on NAEP, 2017*

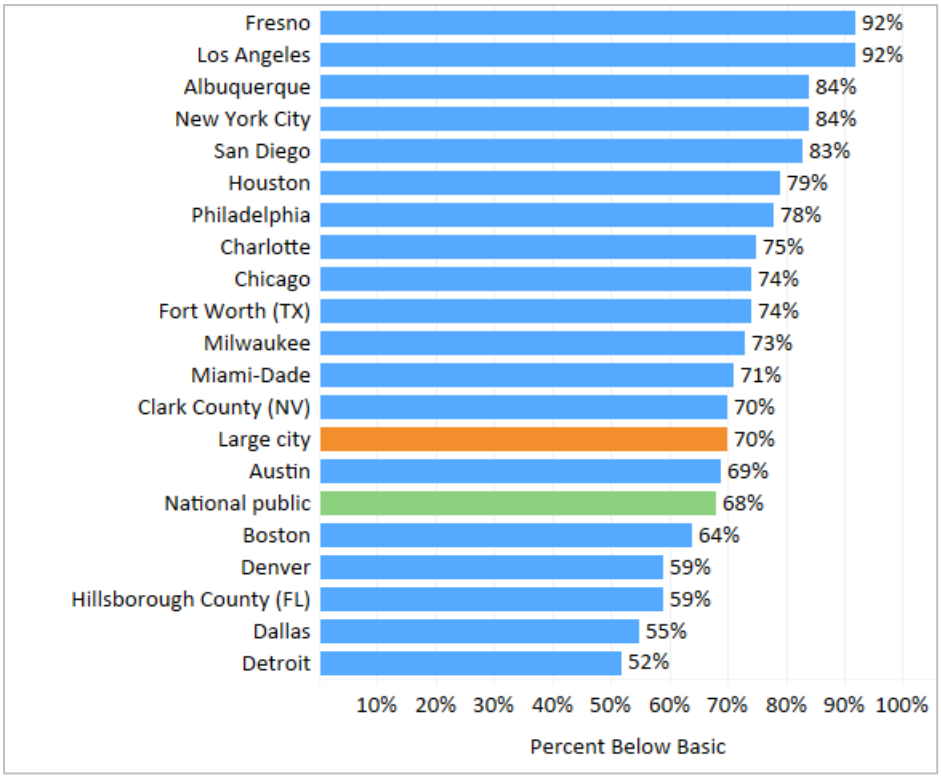


*Figure 11.33: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2017*

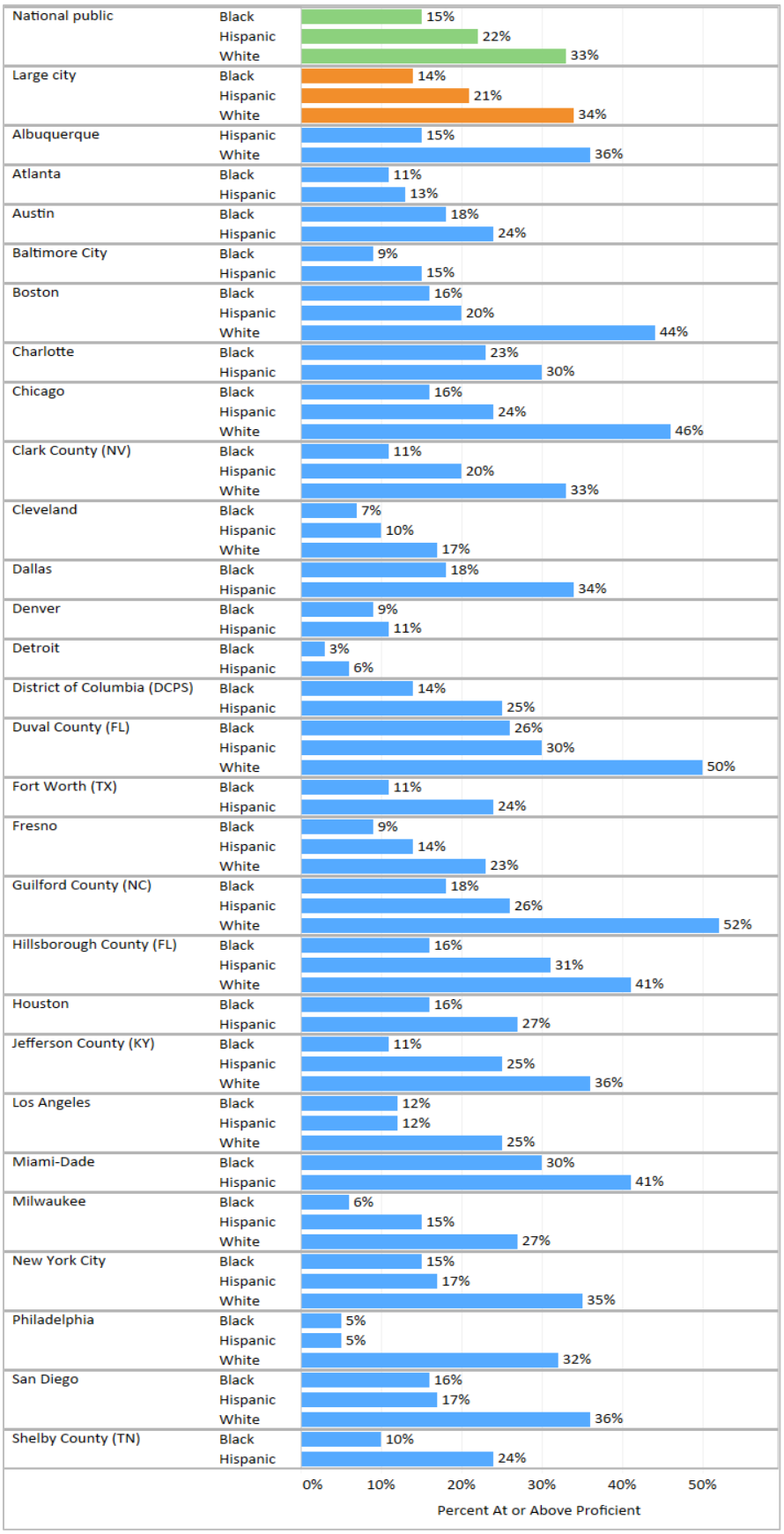


*Figure 11.34: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2017*

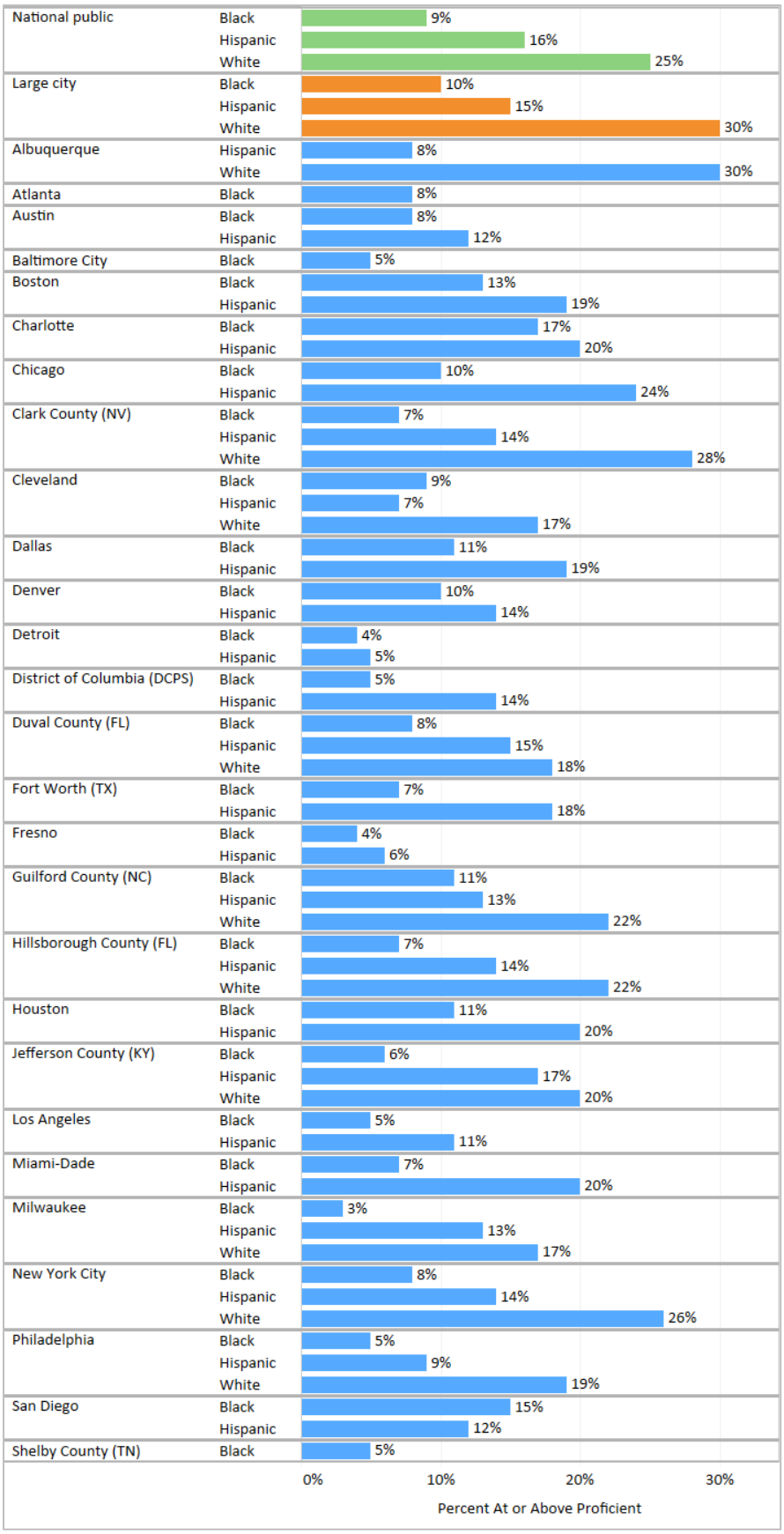


*Figure 11.35: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2017*

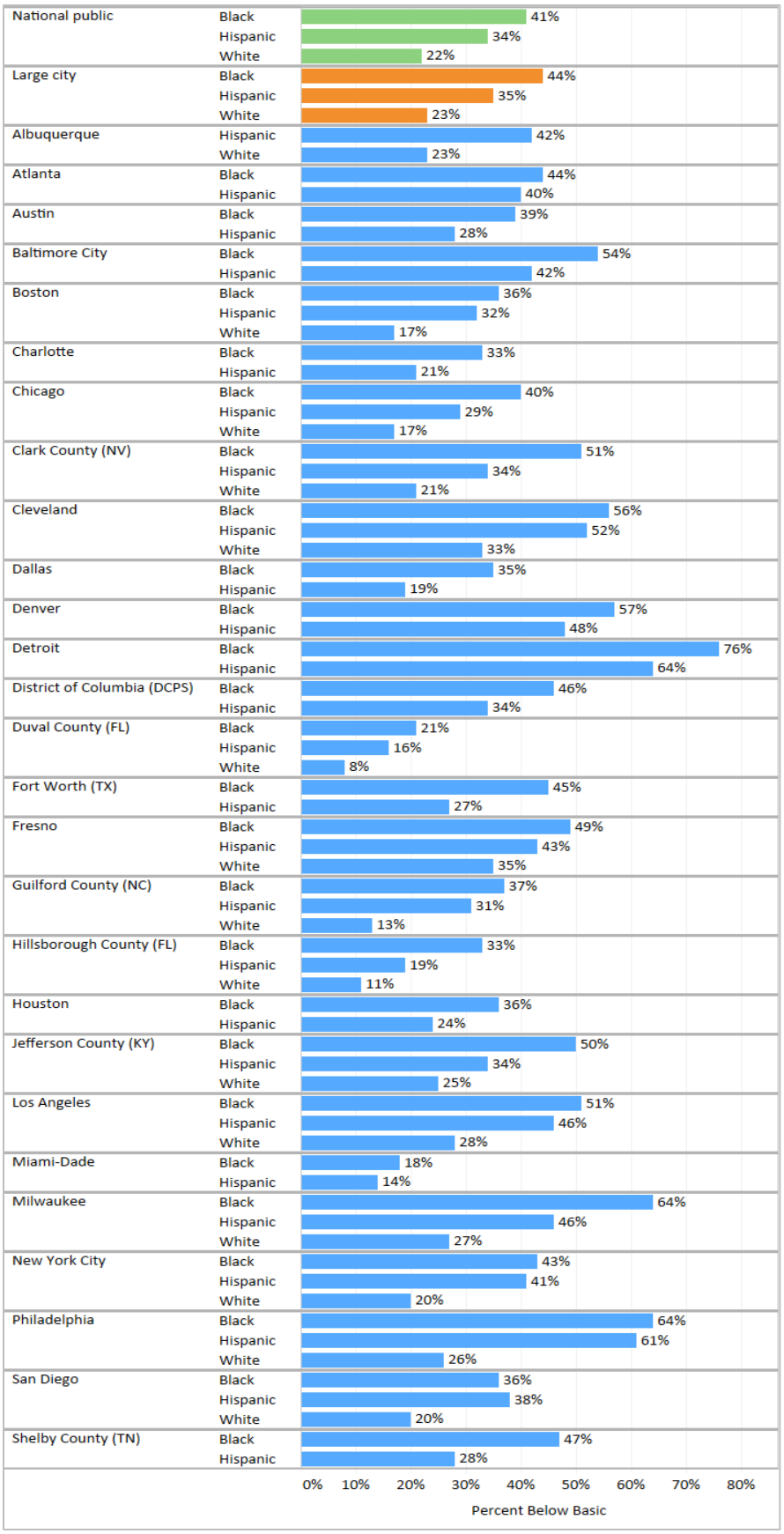


*Figure 11.36: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2017*

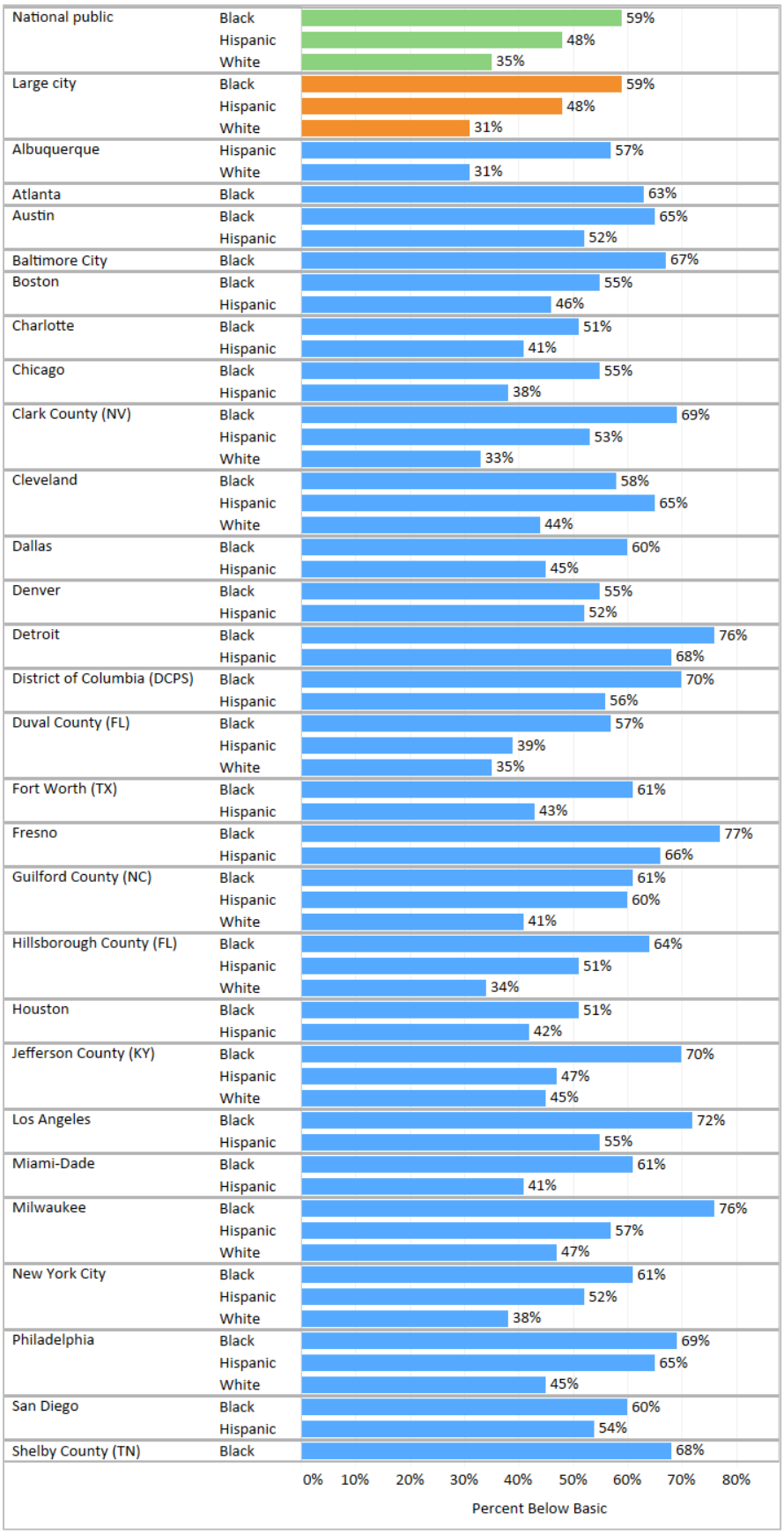


*Figure 11.37: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2017*

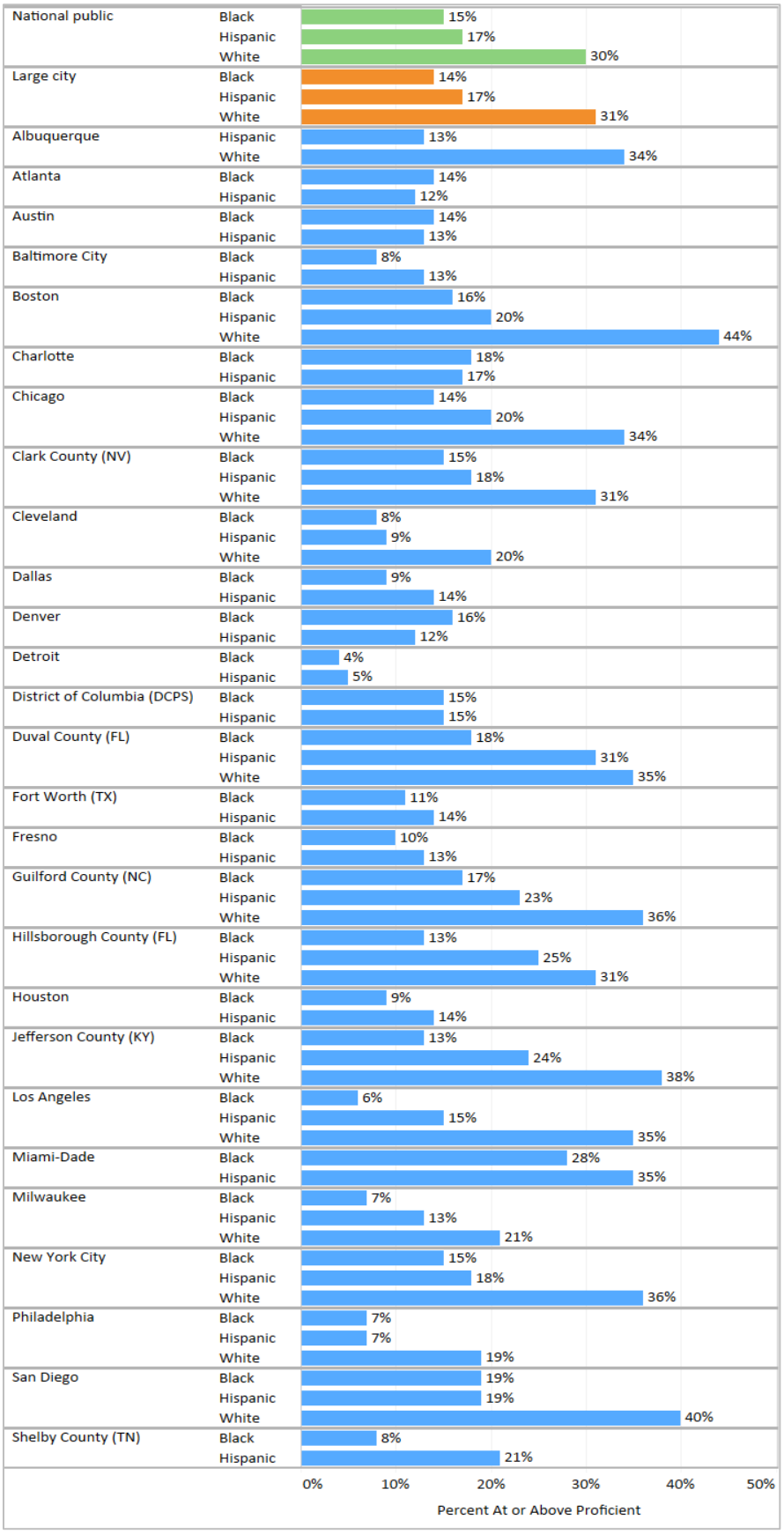


*Figure 11.38: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2017*

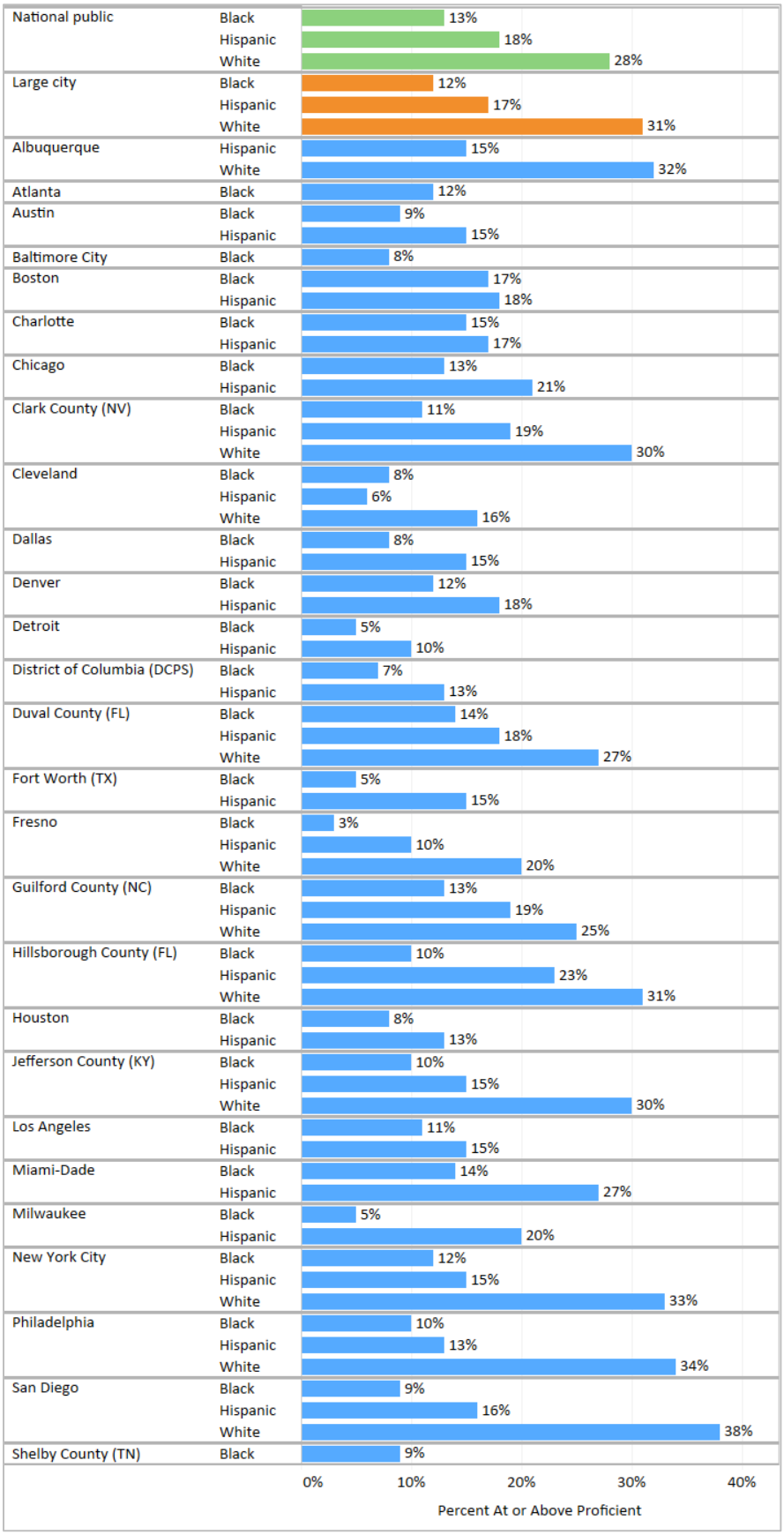


*Figure 11.39: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2017*

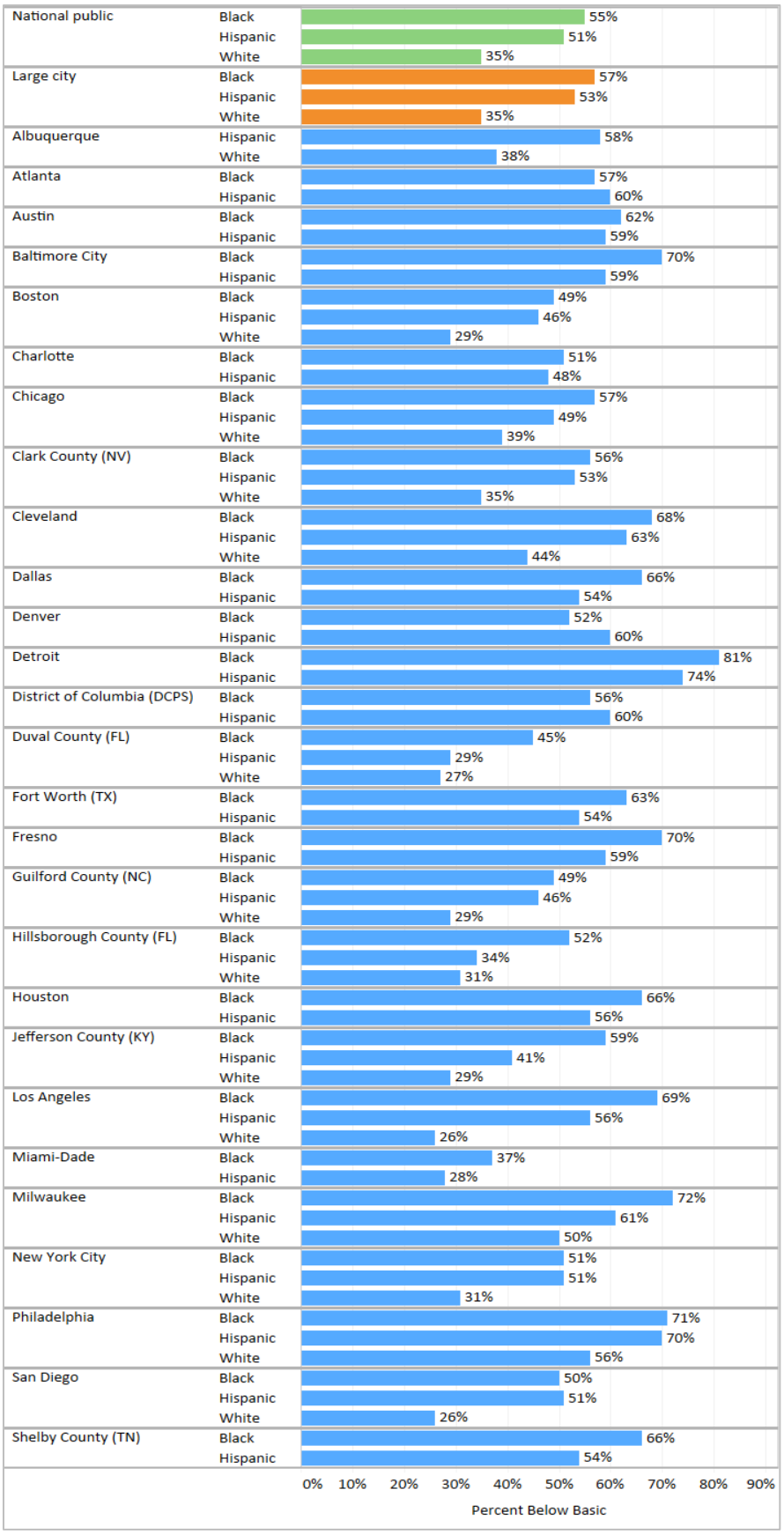


*Figure 11.40: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2017*

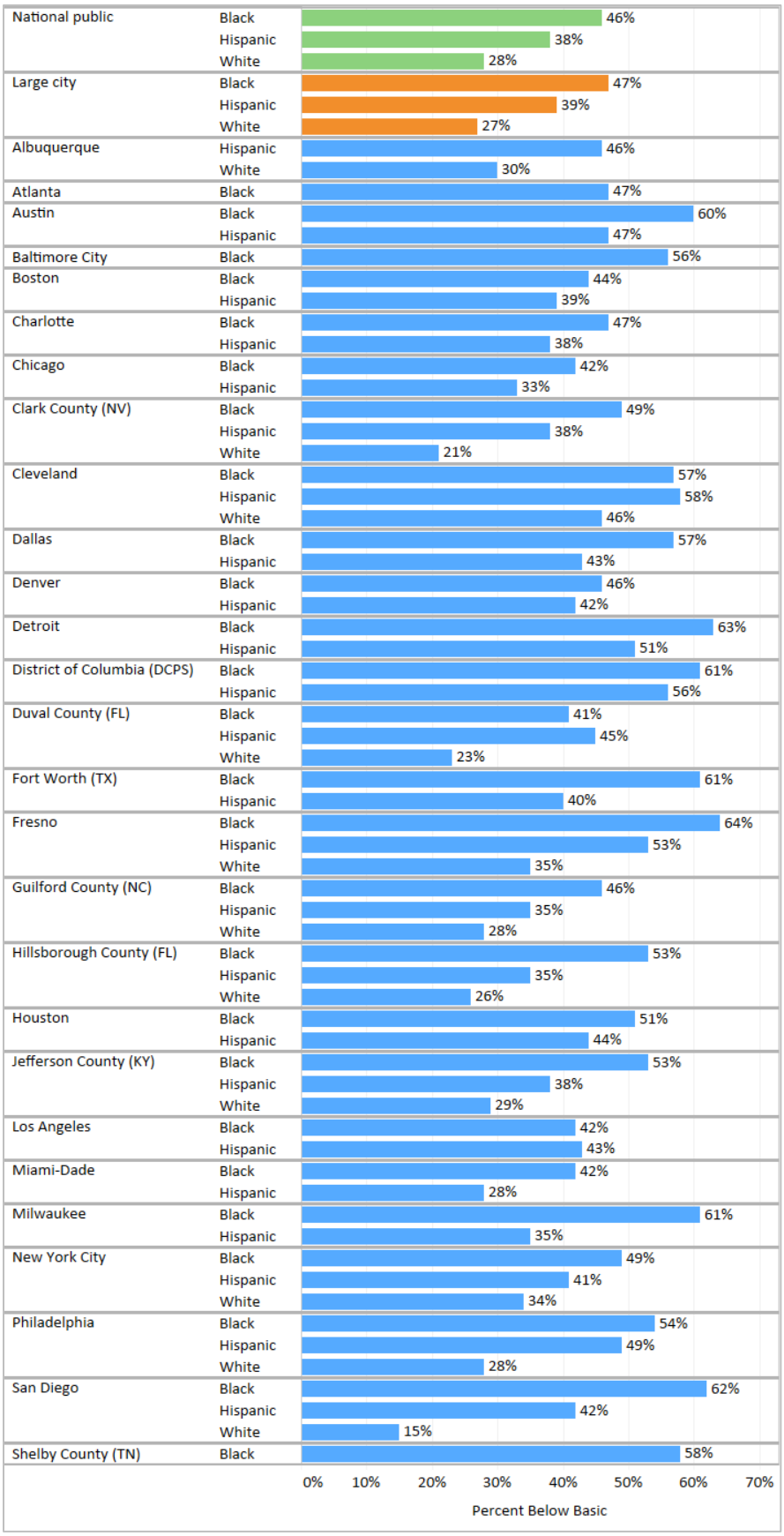


*Figure 11.41: Percentage of Grade 4 Black Students At or Above Proficient in Math on NAEP by Gender, 2017*

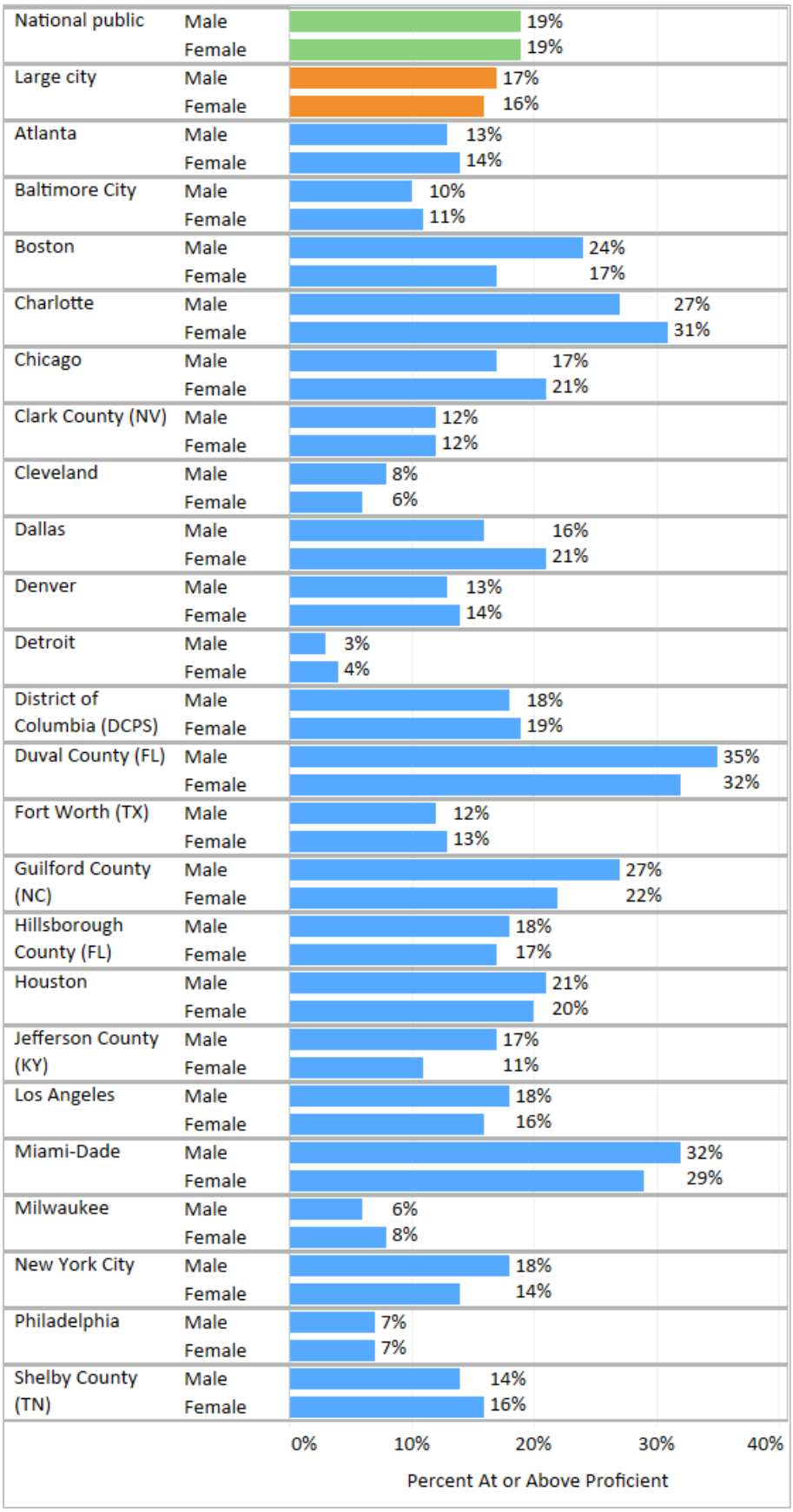


*Figure 11.42: Percentage of Grade 8 Black Students At or Above Proficient in Math on NAEP by Gender, 2017*

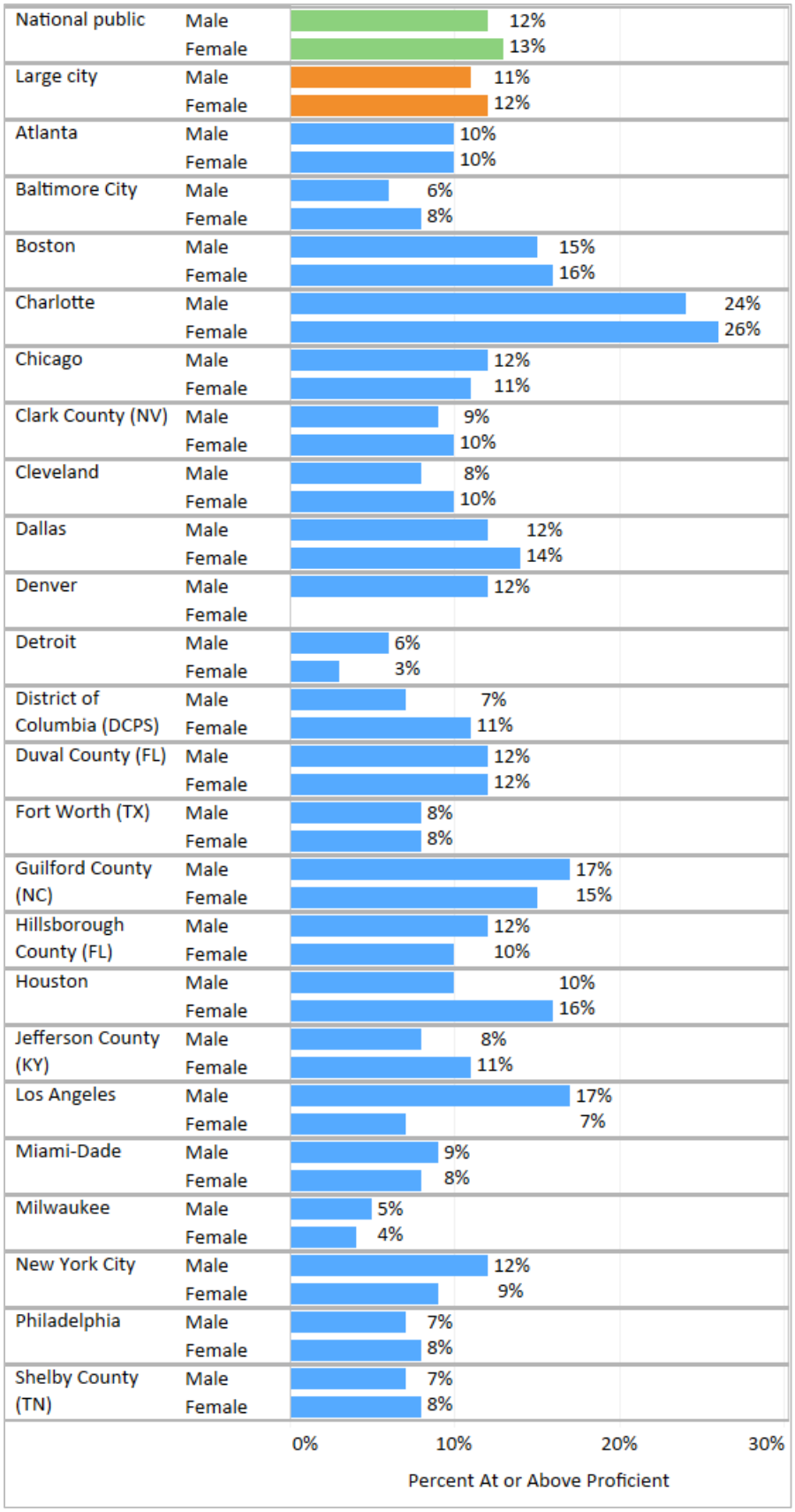


*Figure 11.43: Percentage of Grade 4 Black Students Below Basic in Math on NAEP by Gender, 2017*

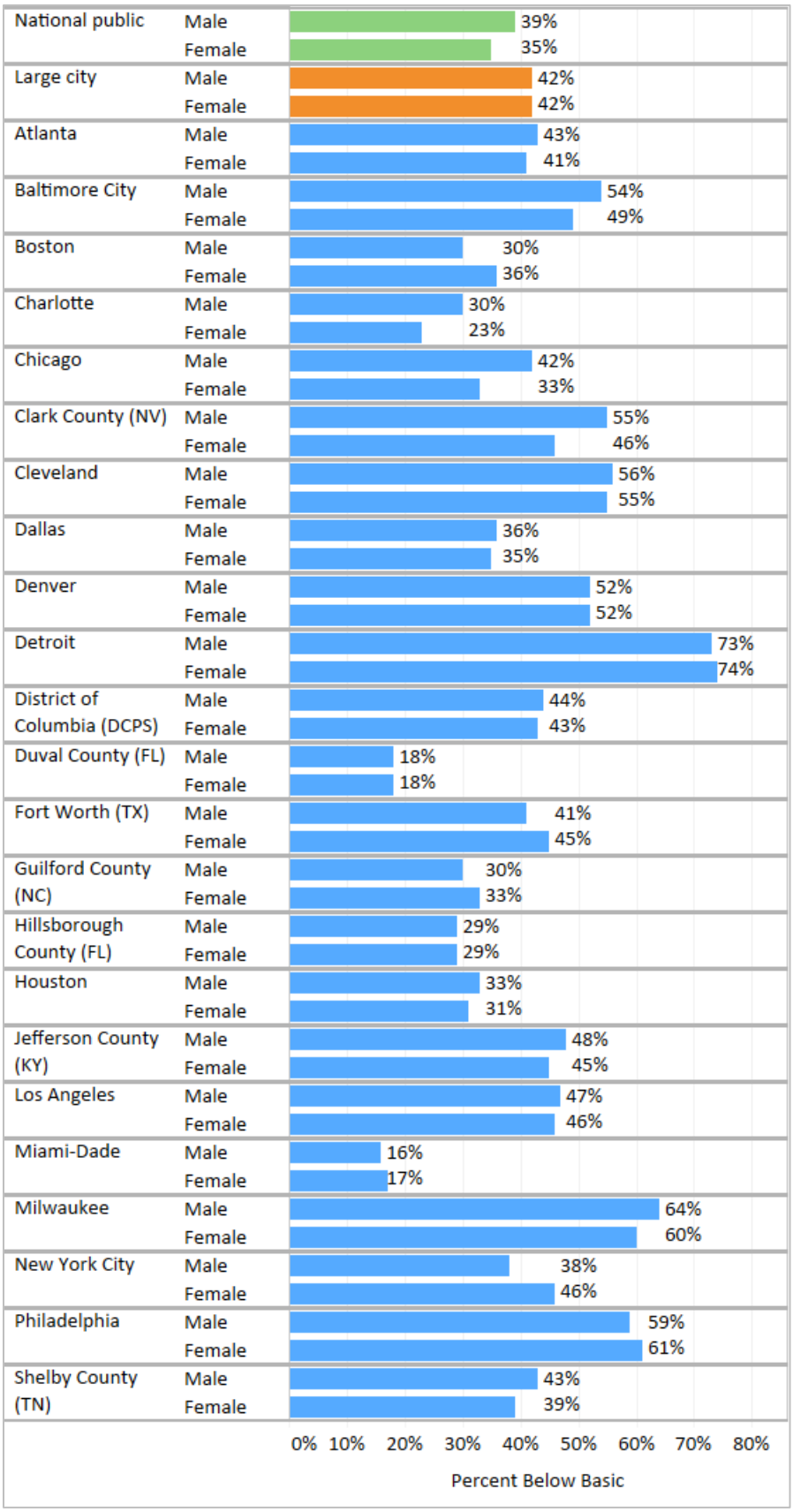


*Figure 11.44: Percentage of Grade 8 Black Students Below Basic in Math on NAEP by Gender, 2017*

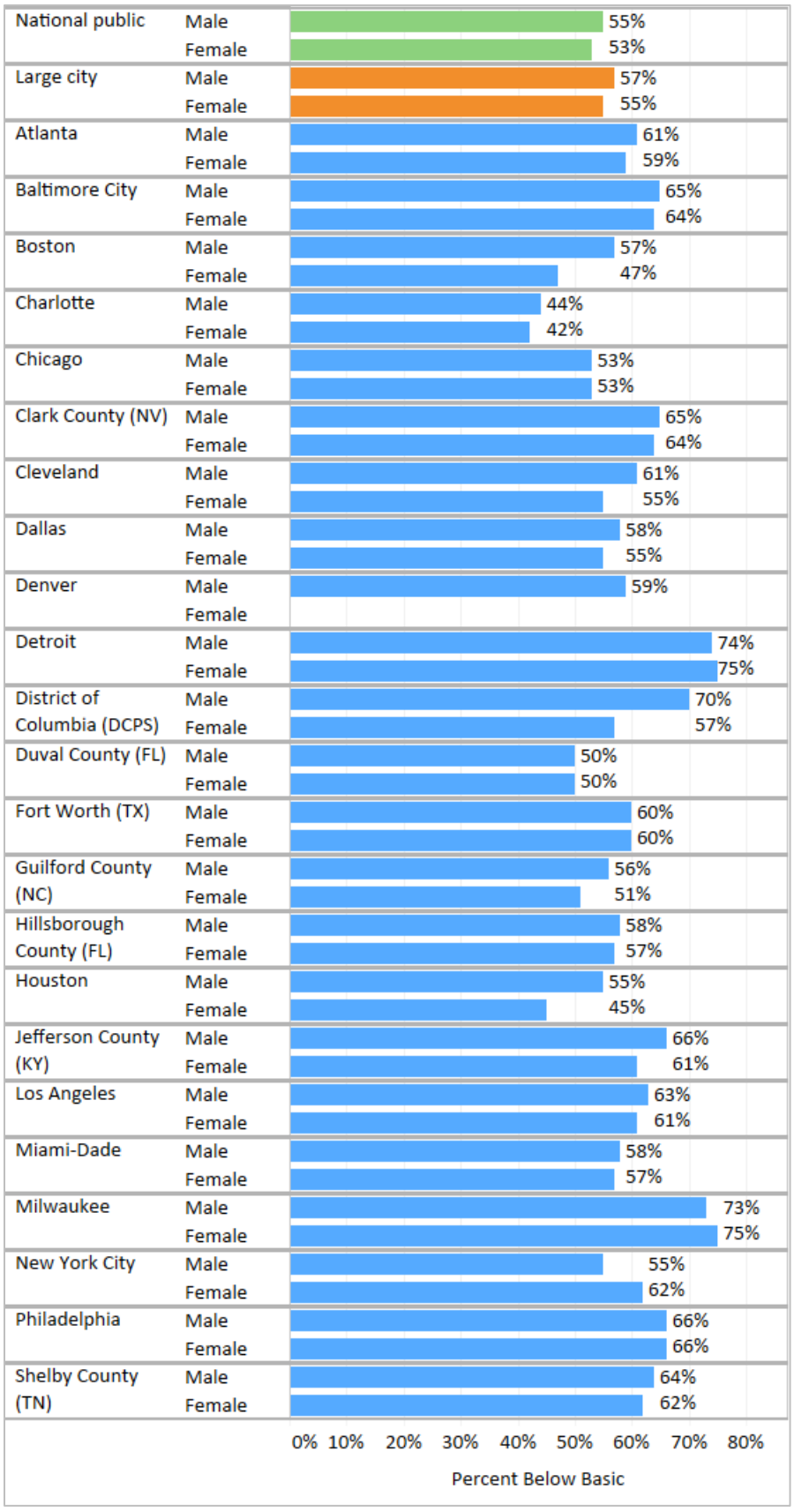


*Figure 11.45: Percentage of Grade 4 Black Students At or Above Proficient in Reading on NAEP by Gender, 2017*

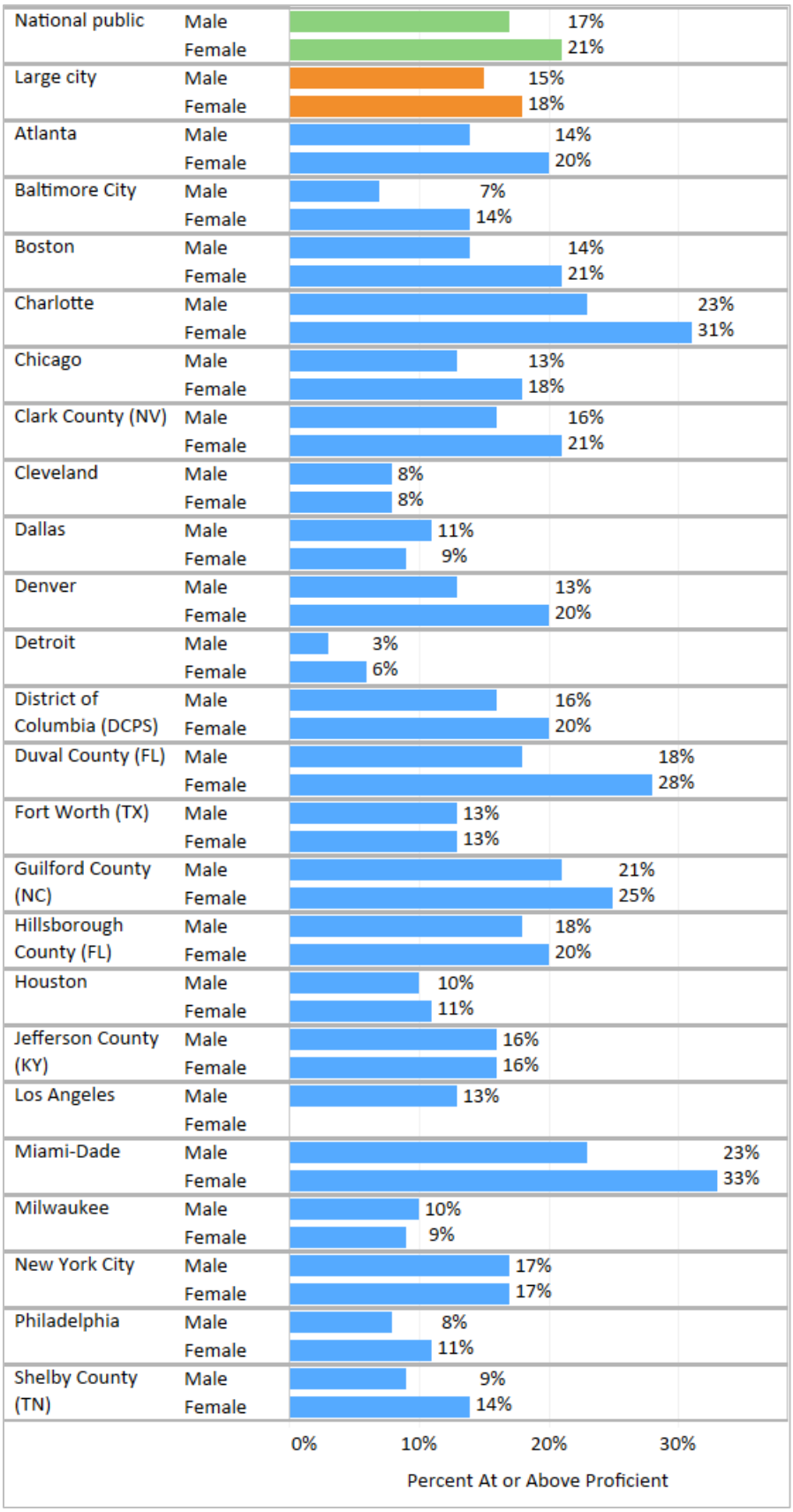


*Figure 11.46: Percentage of Grade 8 Black Students At or Above Proficient in Reading on NAEP by Gender, 2017*

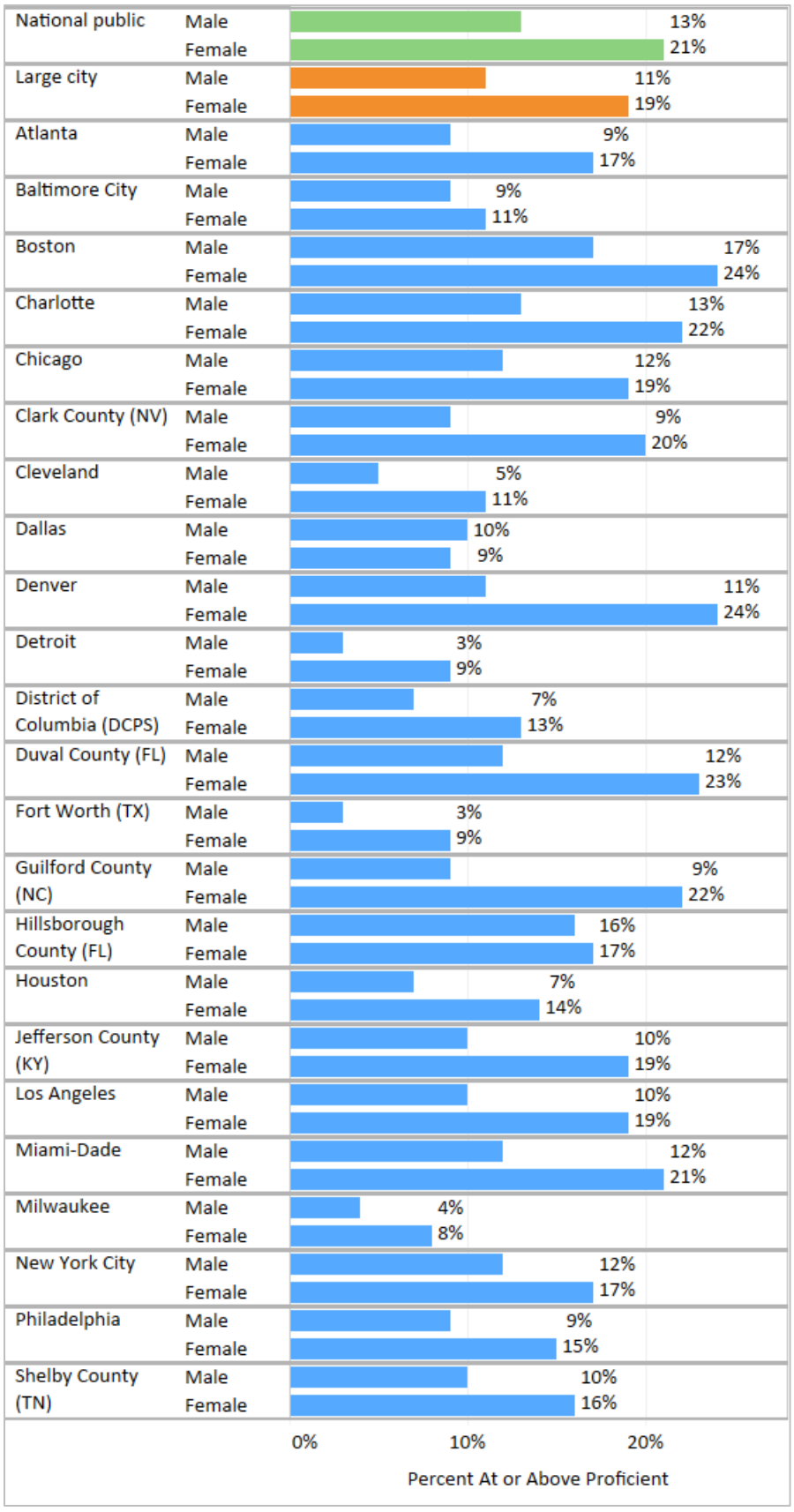


*Figure 11.47: Percentage of Grade 4 Black Students Below Basic in Reading on NAEP by Gender, 2017*

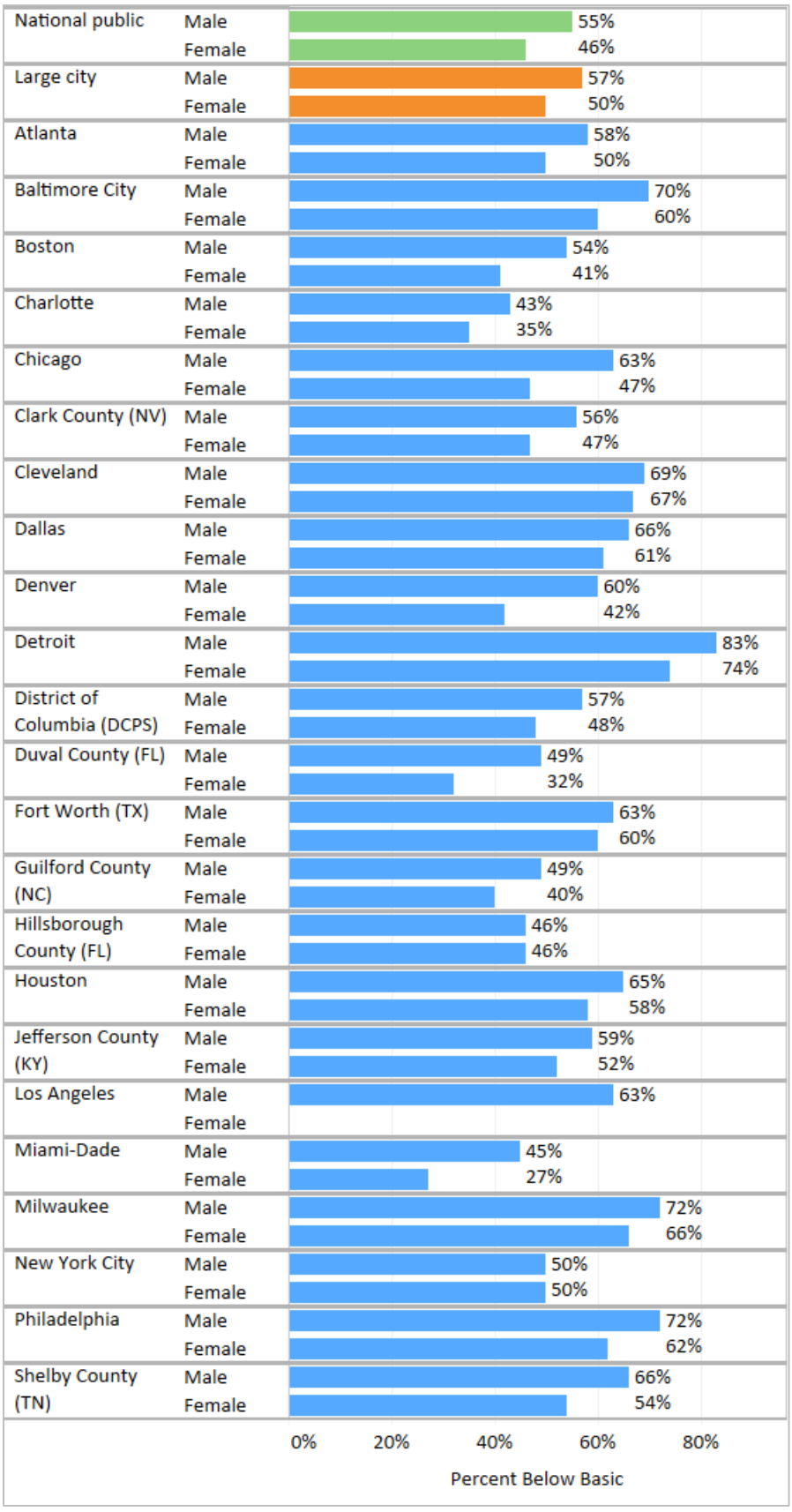


*Figure 11.48: Percentage of Grade 8 Black Students Below Basic in Reading on NAEP by Gender, 2017*

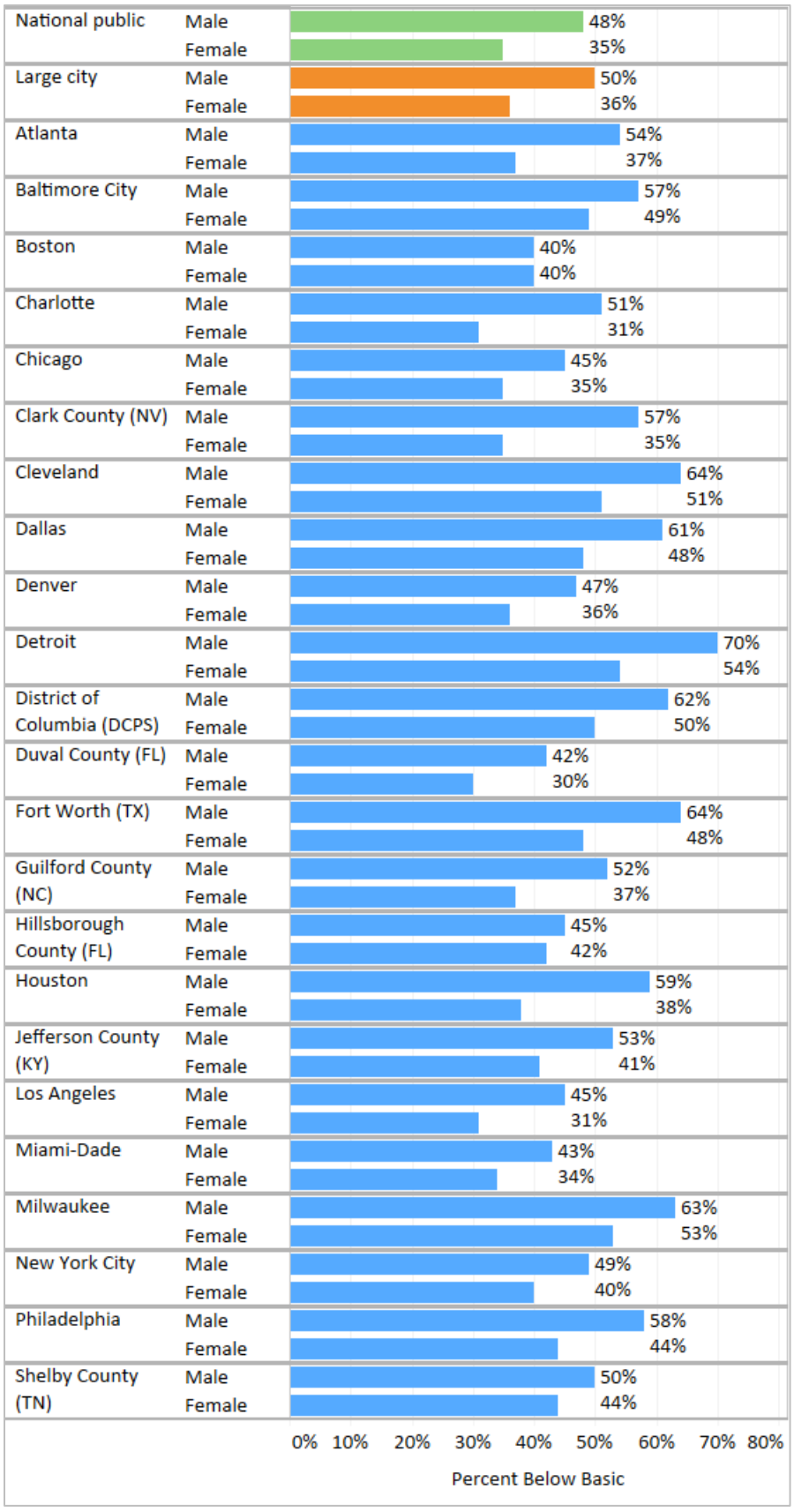


*Figure 11.49: Percentage of Grade 4 Hispanic Students At or Above Proficient in Math on NAEP by Gender, 2017*

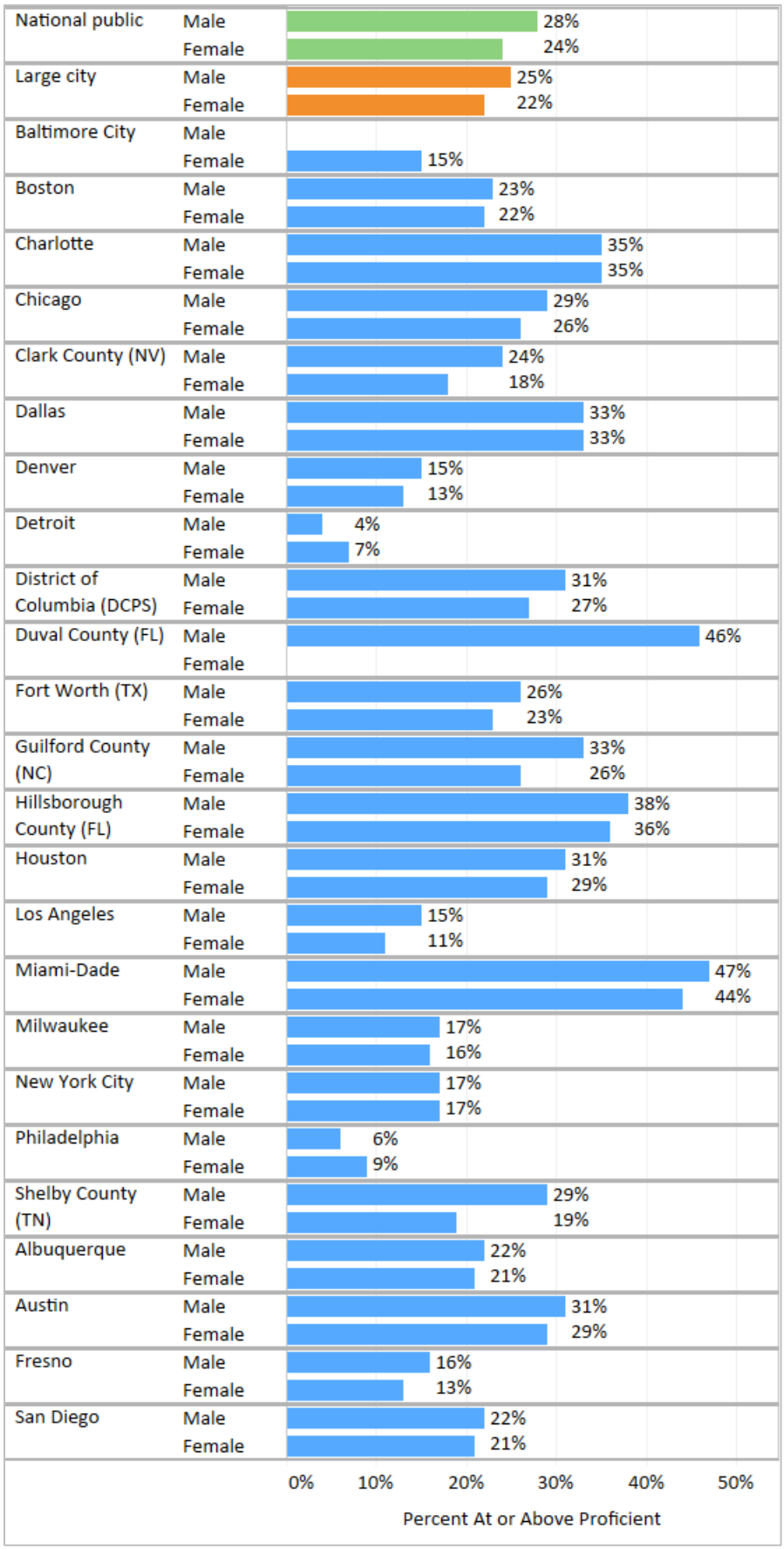


*Figure 11.50: Percentage of Grade 8 Hispanic Students At or Above Proficient in Math on NAEP by Gender, 2017*

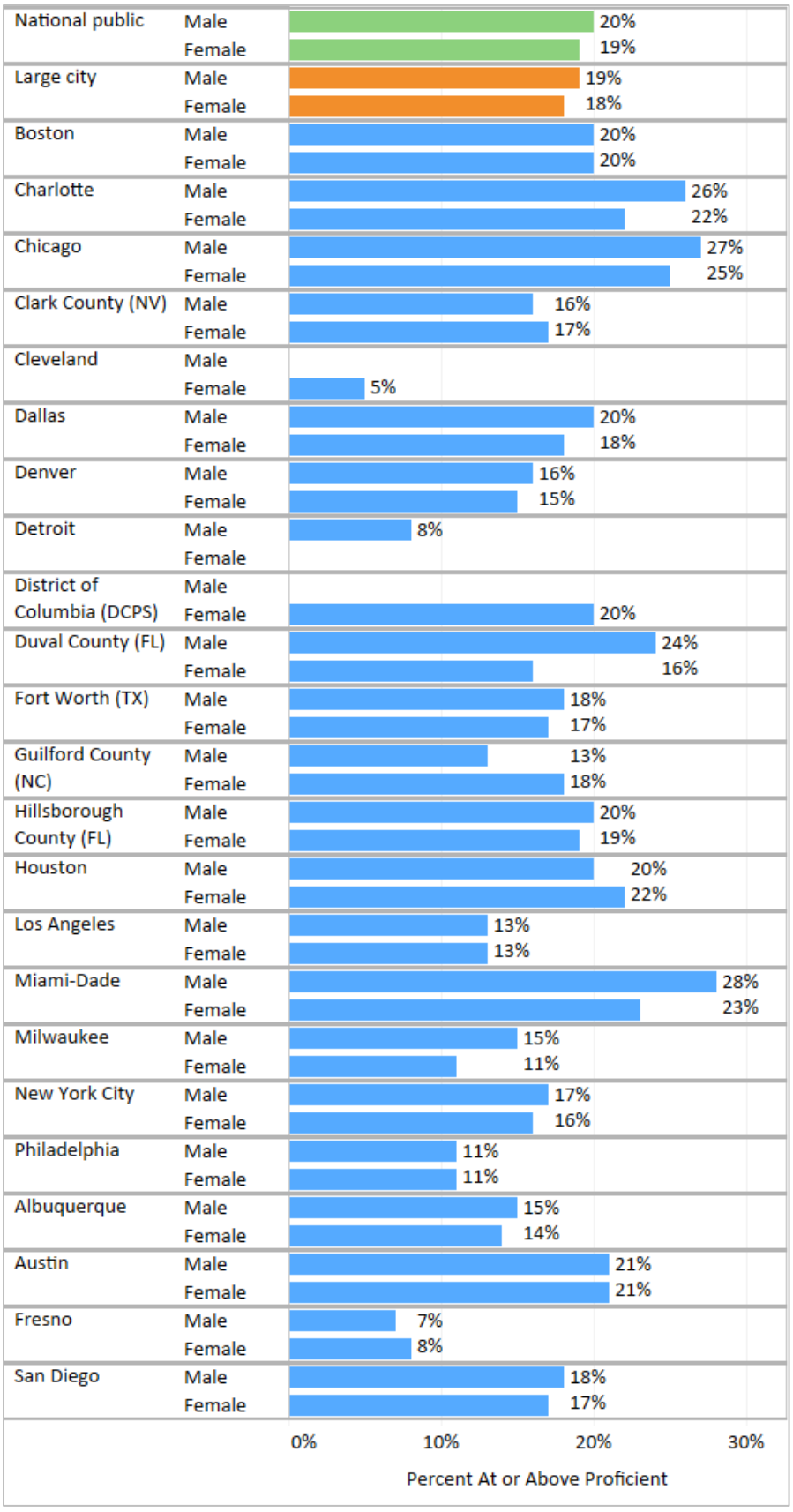


*Figure 11.51: Percentage of Grade 4 Hispanic Students Below Basic in Math on NAEP by Gender, 2017*

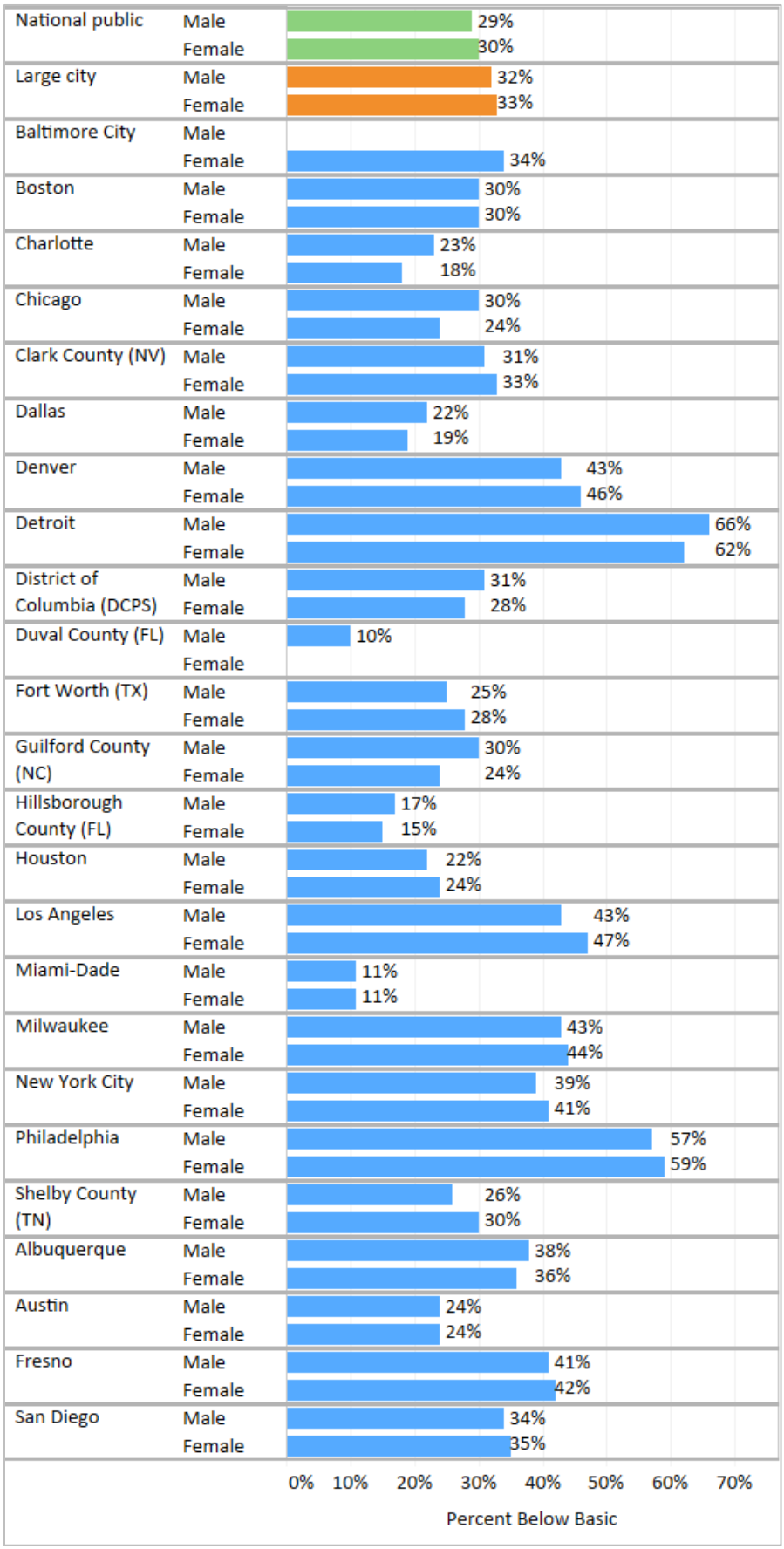


*Figure 11.52: Percentage of Grade 8 Hispanic Students Below Basic in Math on NAEP by Gender, 2017*

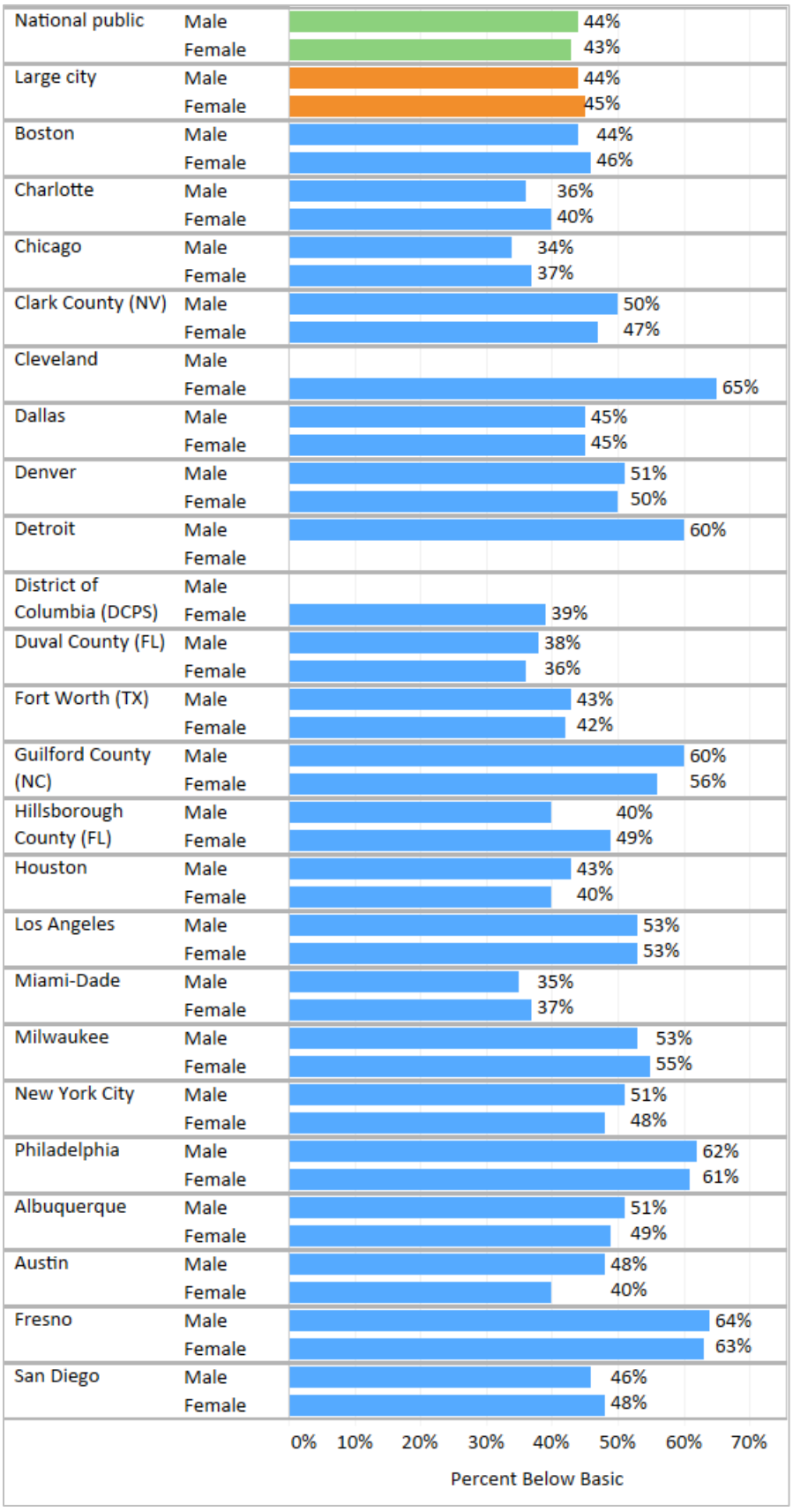


*Figure 11.53: Percentage of Grade 4 Hispanic Students At or Above Proficient in Reading on NAEP by Gender, 2017*

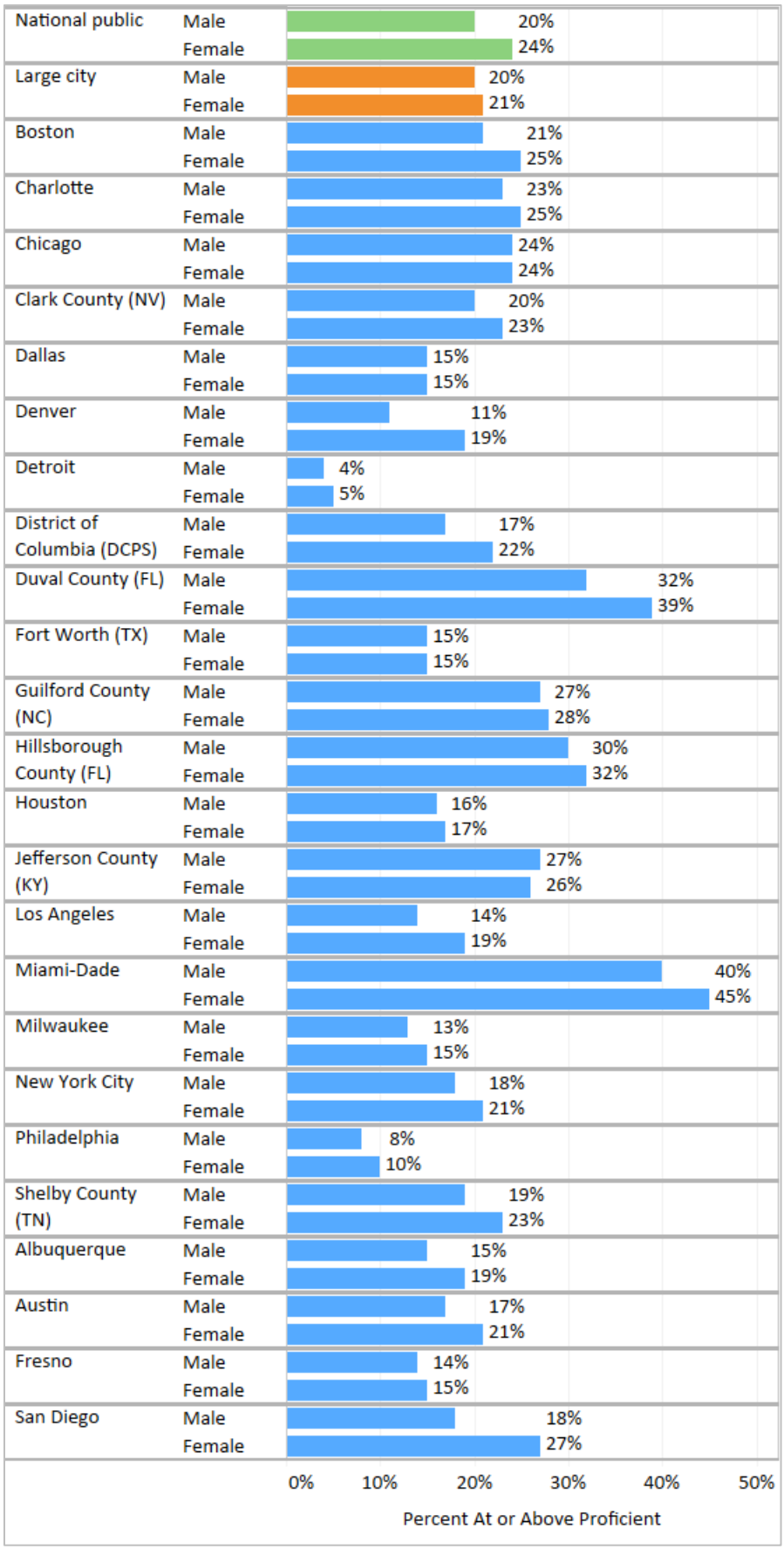


*Figure 11.54: Percentage of Grade 8 Hispanic Students At or Above Proficient in Reading on NAEP by Gender, 2017*

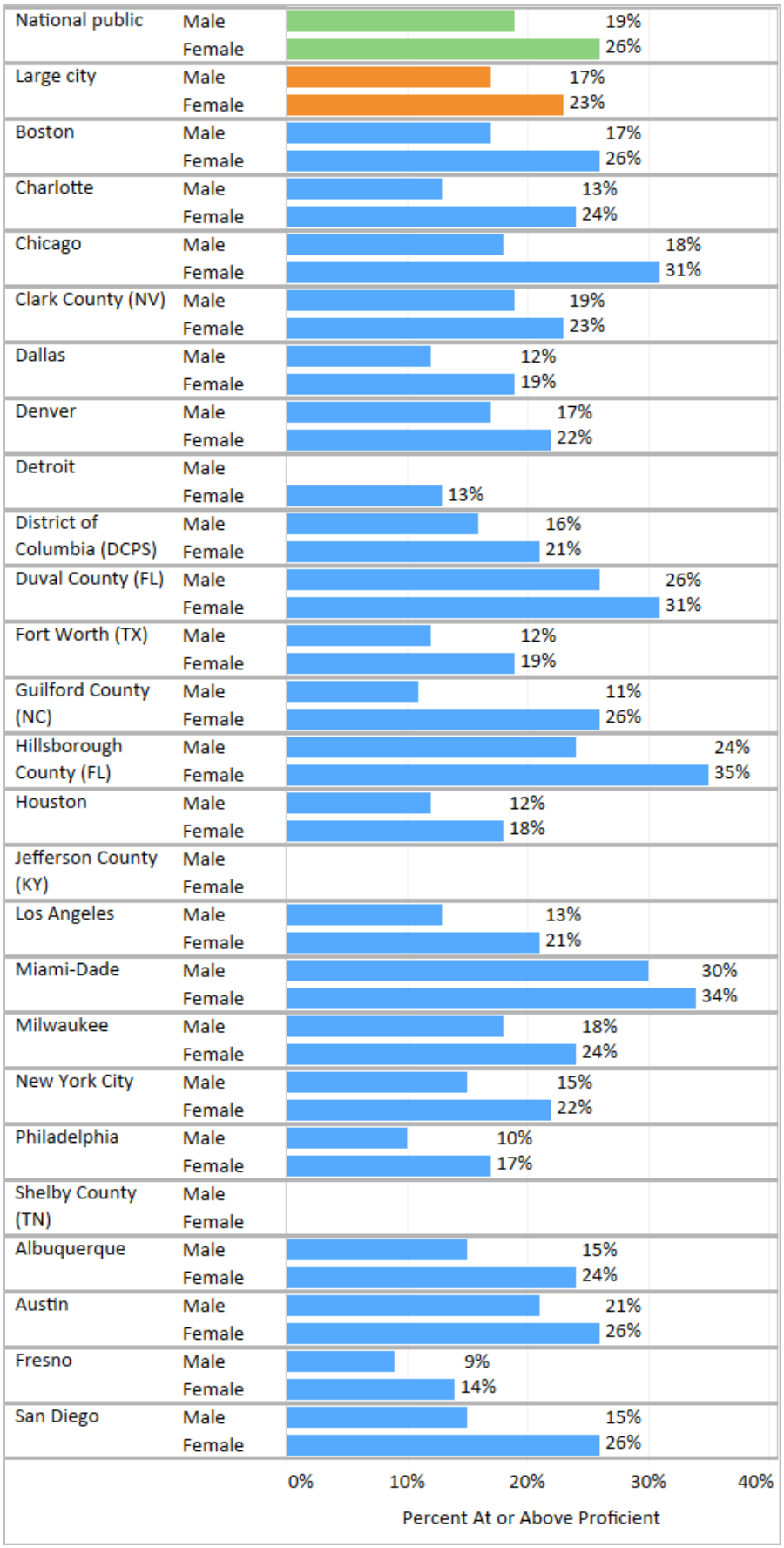


*Figure 11.55: Percentage of Grade 4 Hispanic Students Below Basic in Reading on NAEP by Gender, 2017*

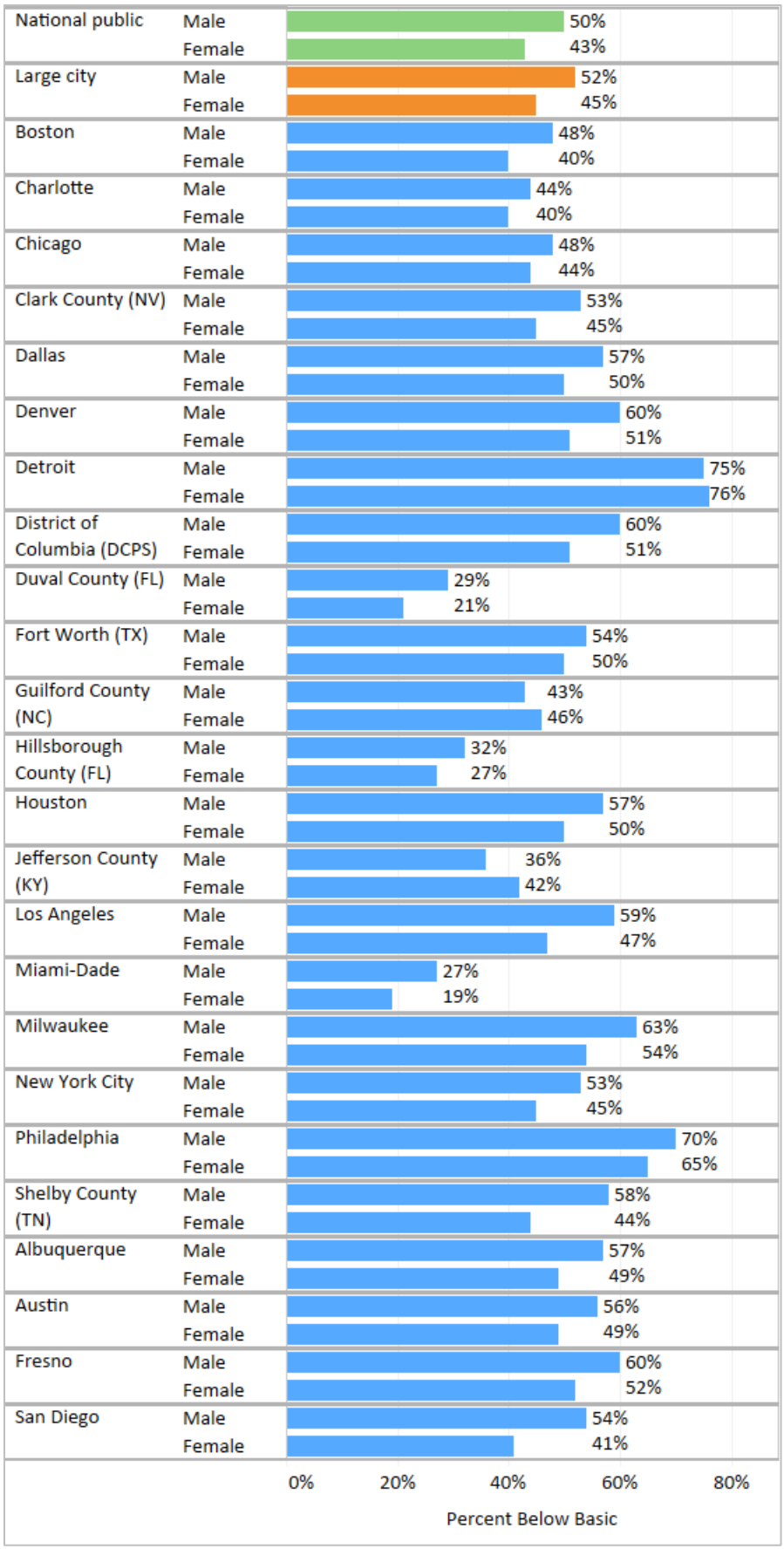
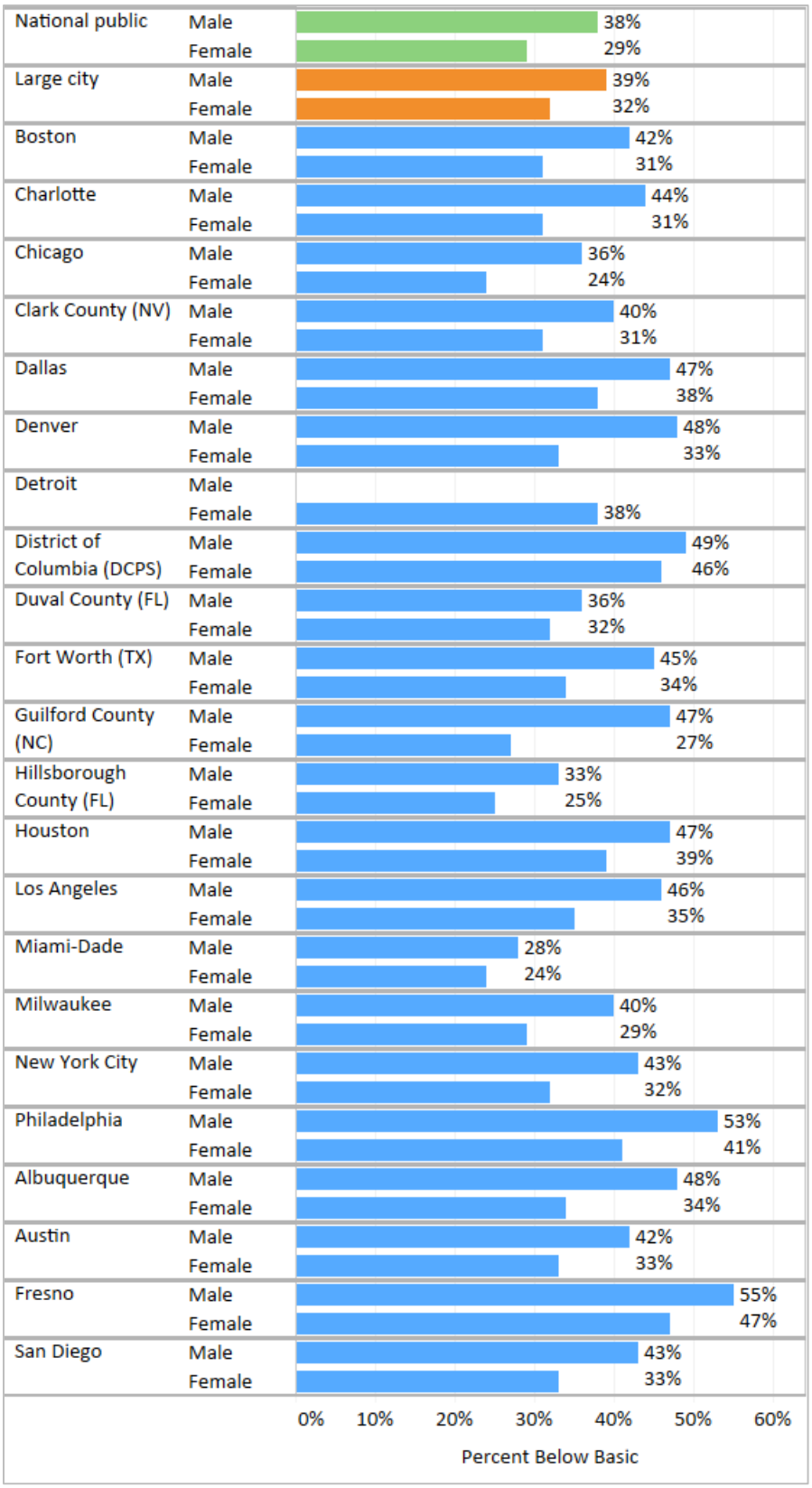


*Figure 11.56: Percentage of Grade 8 Hispanic Students Below Basic in Reading on NAEP by Gender, 2017*



## NAEP Student Achievement Trends, 2009-2017

Trends in NAEP Performance are also shown for National Public, Large City, and all participating districts in the Trial Urban District Assessment (TUDA). Figures 12.1 to 12.48 illustrate the ***percentage point change*** in ***at or above proficient*** and ***below basic*** for grades four and eight in reading and mathematics between 2009 and 2017. Data are included in the trend analysis if there is a valid estimate for the baseline year and the most recent year.

The data are presented for the following student groups:

- All Students
- Students Eligible for Free or Reduced Price Lunch
- Students with Disabilities
- English Language Learners
- Students Eligible for Free or Reduced Price Lunch by Race/Ethnicity
- Male Students by Race/Ethnicity

*Figure 12.1: Percentage Point Change in Grade 4 Students At or Above Proficient in Math on NAEP, 2009-2017*

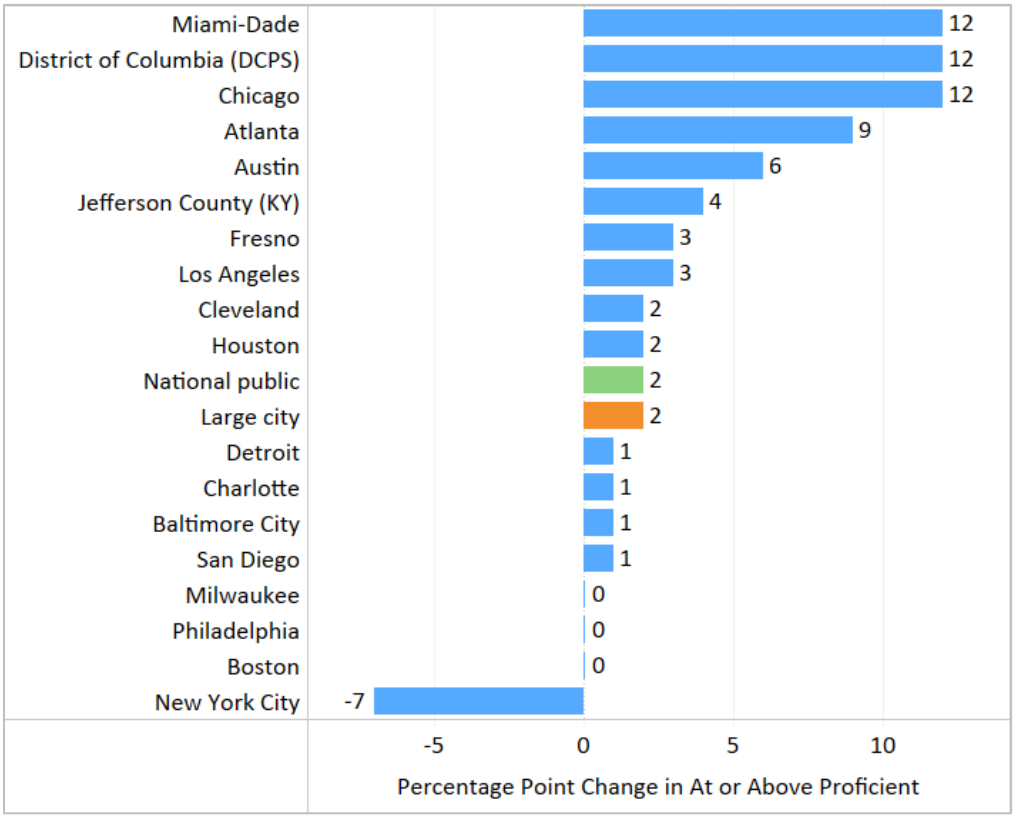



*Figure 12.2: Percentage Point Change in Grade 8 Students At or Above Proficient in Math on NAEP, 2009-2017*

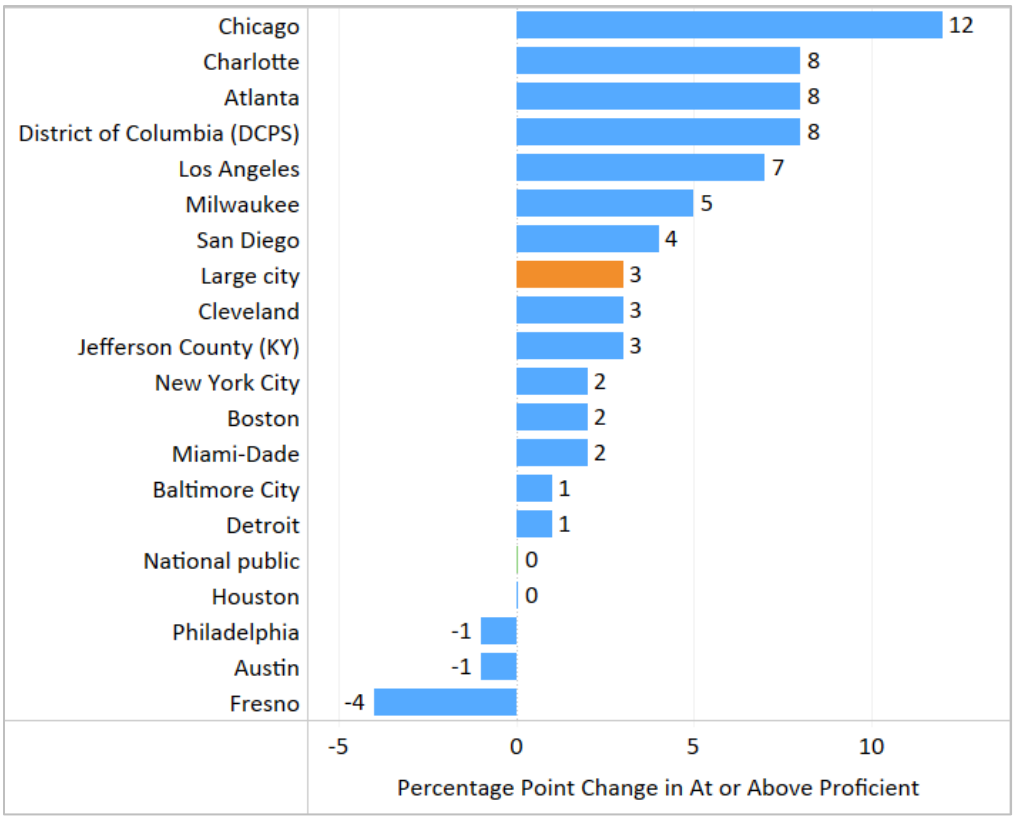


*Figure 12.3: Percentage Point Change in Grade 4 Students Below Basic in Math on NAEP, 2009-2017*

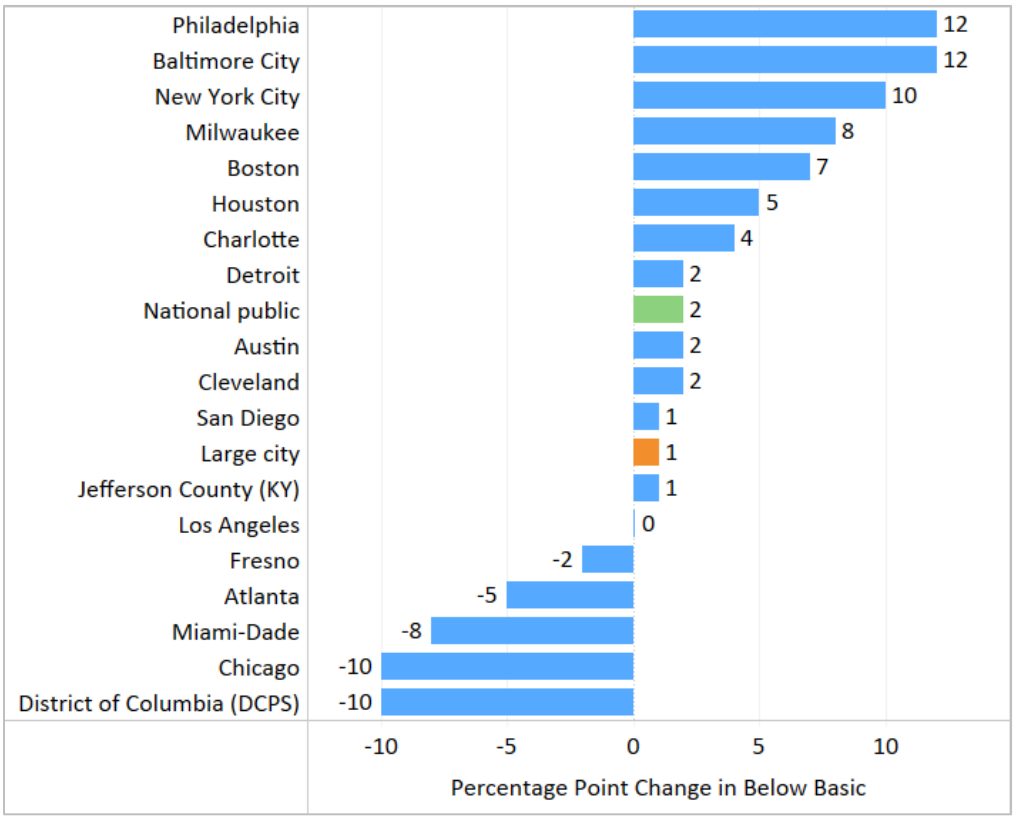



*Figure 12.4: Percentage Point Change in Grade 8 Students Below Basic in Math on NAEP, 2009-2017*

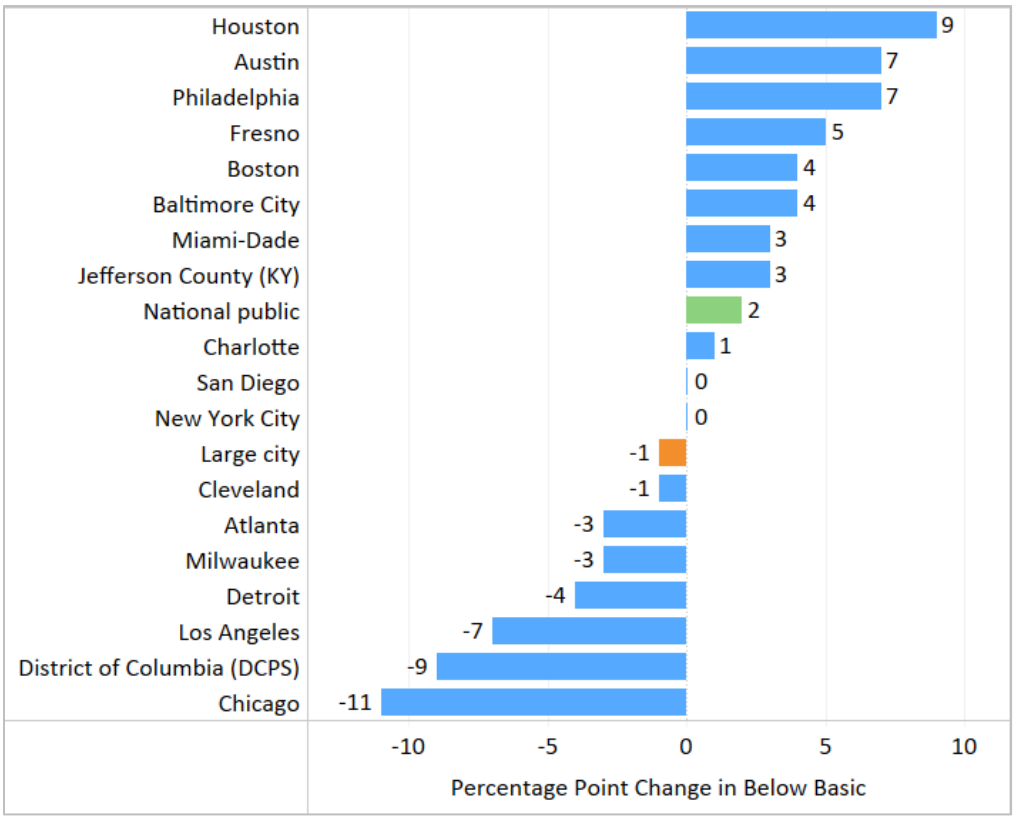


*Figure 12.5: Percentage Point Change in Grade 4 Students At or Above Proficient in Reading on NAEP, 2009-2017*

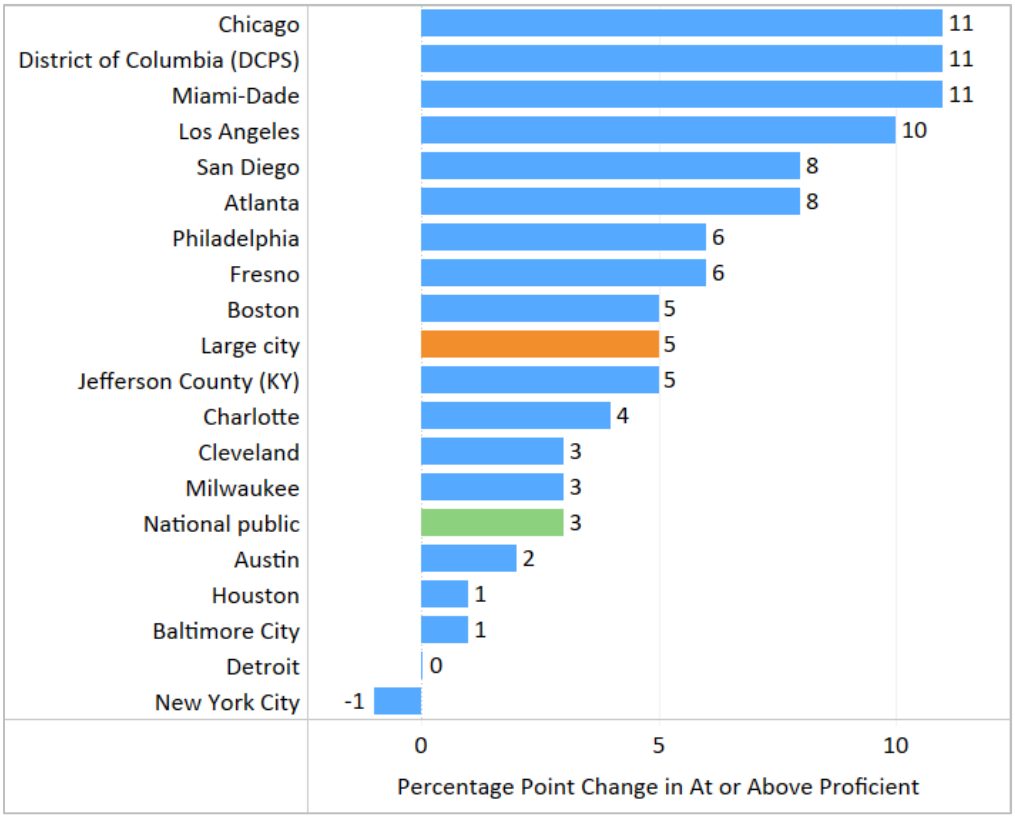



*Figure 12.6: Percentage Point Change in Grade 8 Students At or Above Proficient in Reading on NAEP, 2009-2017*

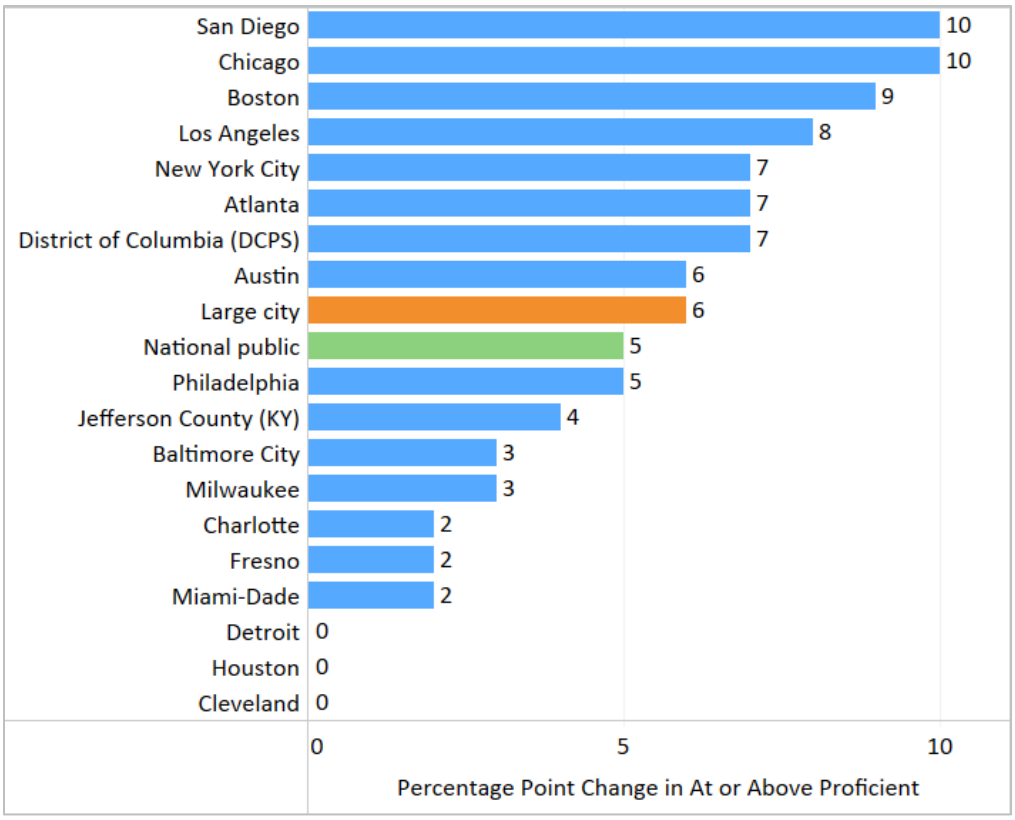


*Figure 12.7: Percentage Point Change in Grade 4 Students Below Basic in Reading on NAEP, 2009-2017*

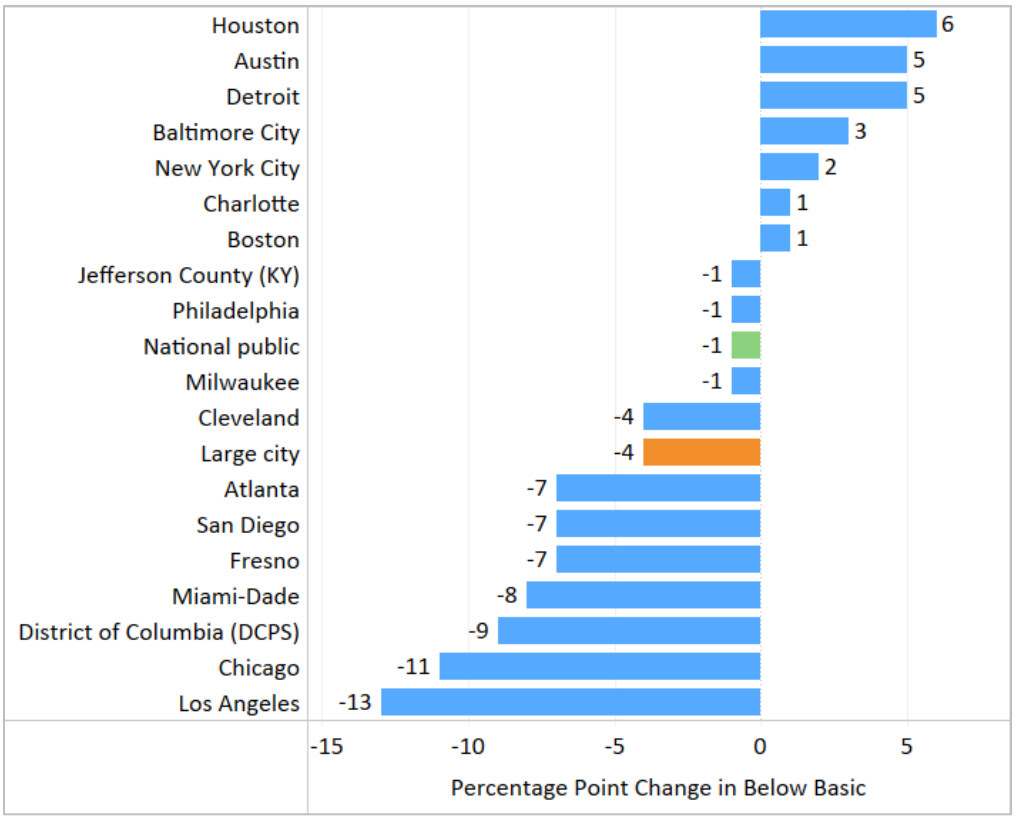



*Figure 12.8: Percentage Point Change in Grade 8 Students Below Basic in Reading on NAEP, 2009-2017*

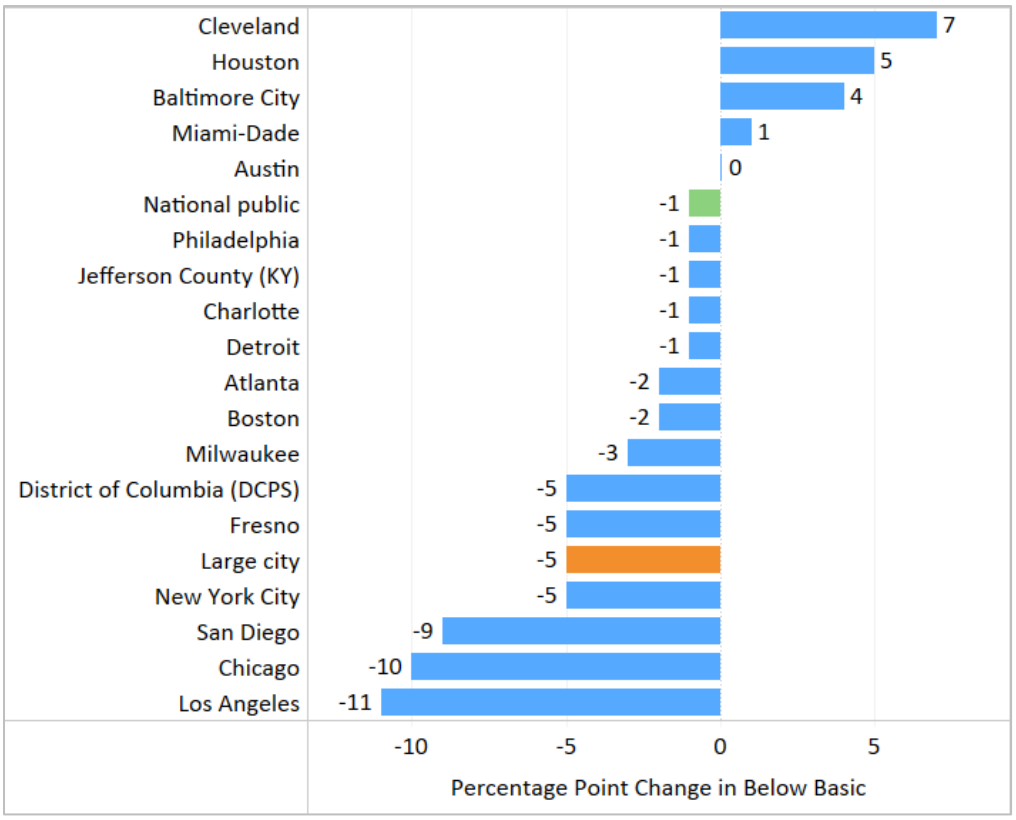


*Figure 12.9.Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2009-2017*

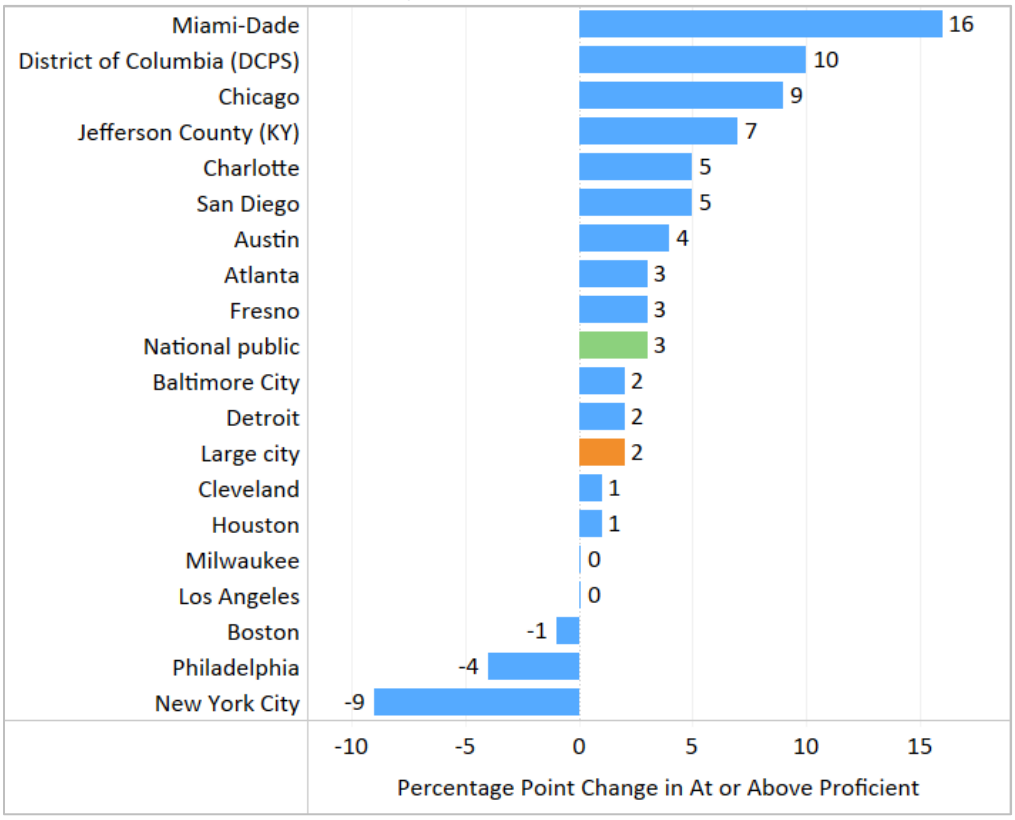



*Figure 12.10: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2009-2017*

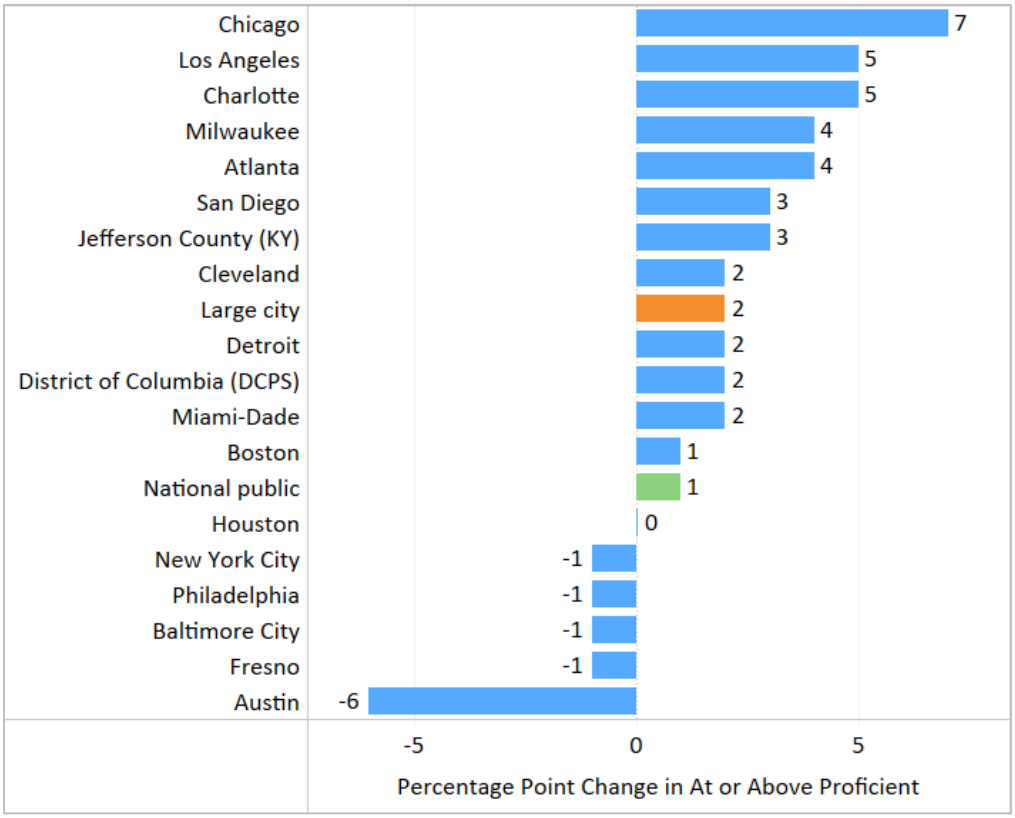


*Figure 12.11: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2009-2017*

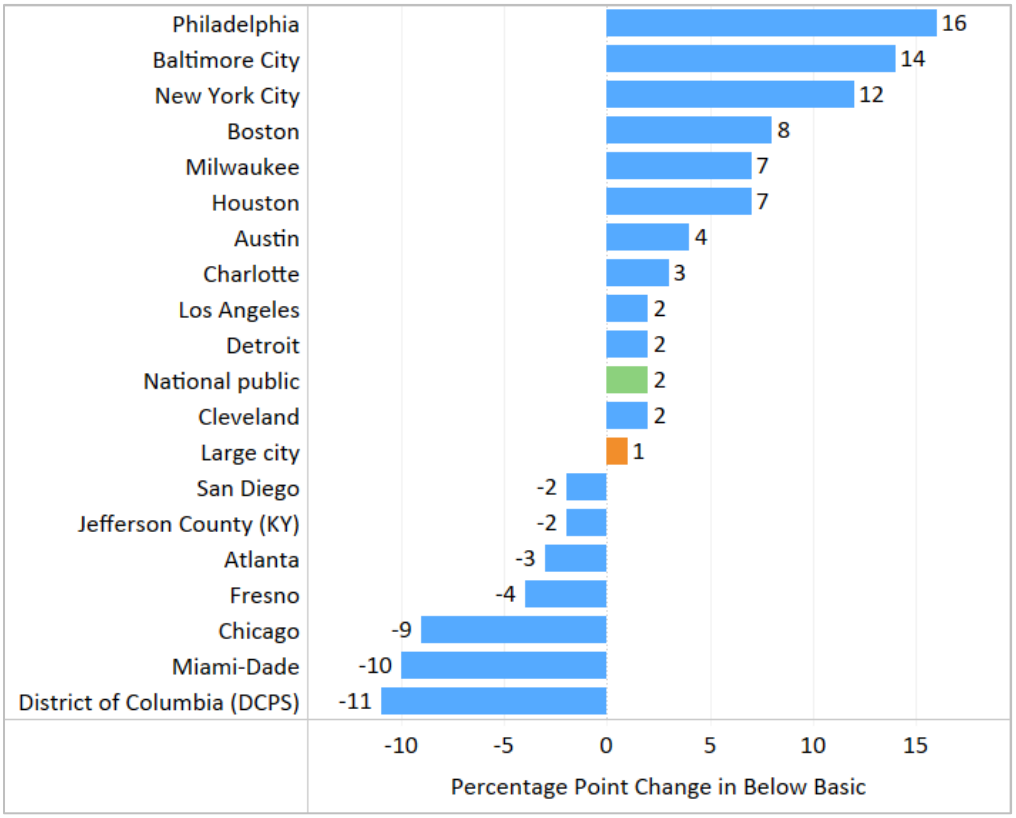



*Figure 12.12: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2009-2017*

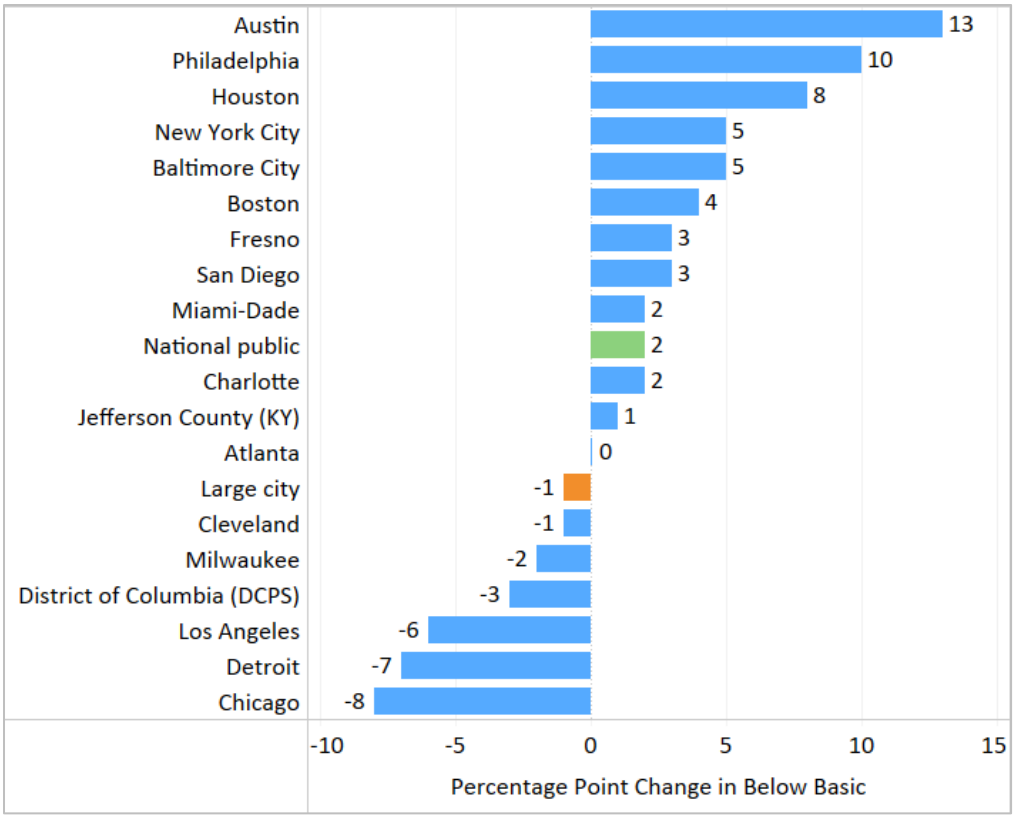


*Figure 12.13: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2009-2017*

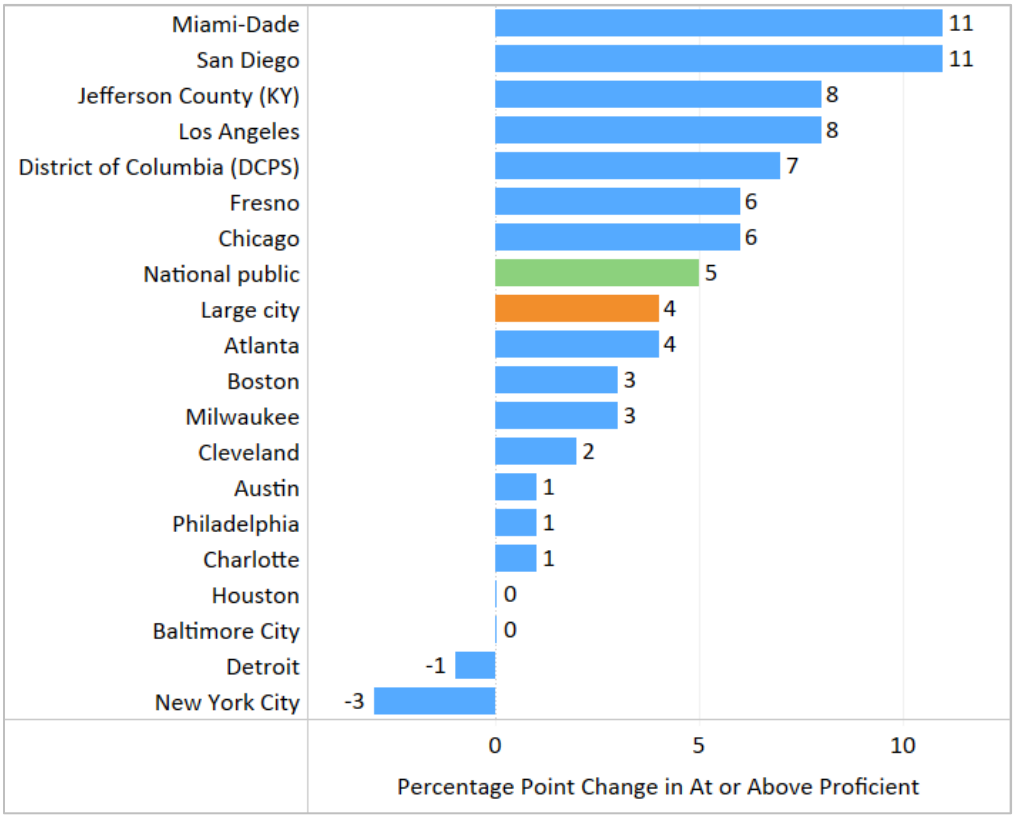



*Figure 12.14: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2009-2017*

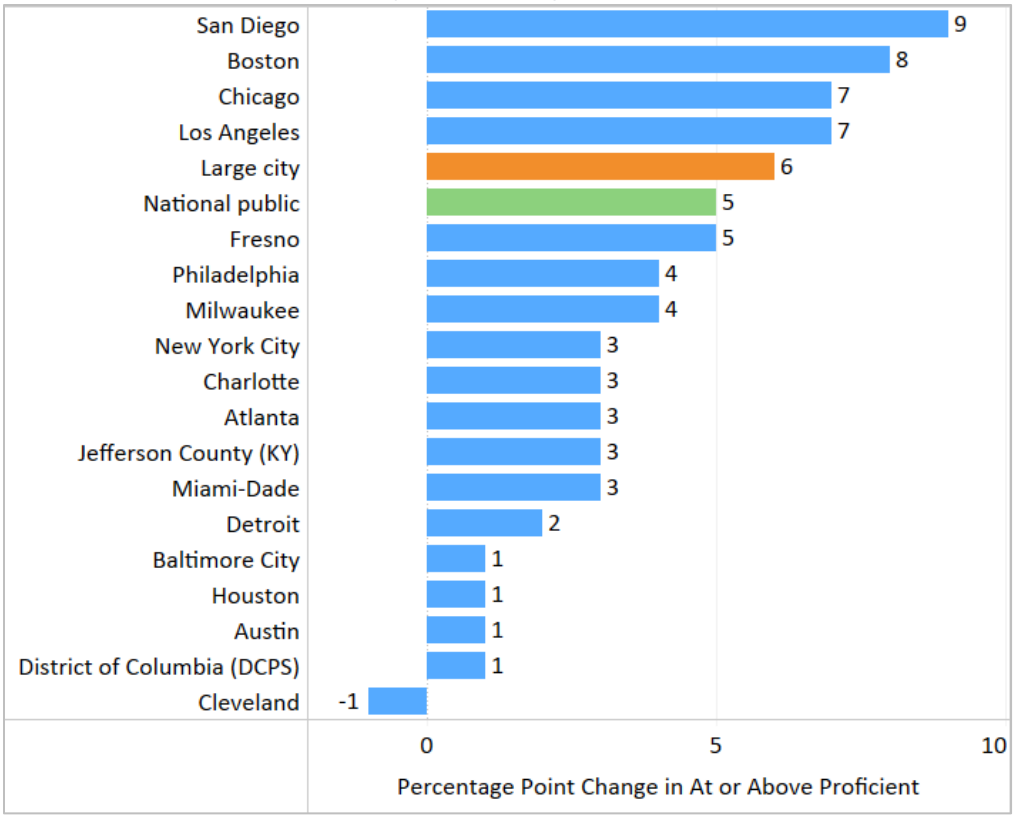


*Figure 12.15: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2009-2017*

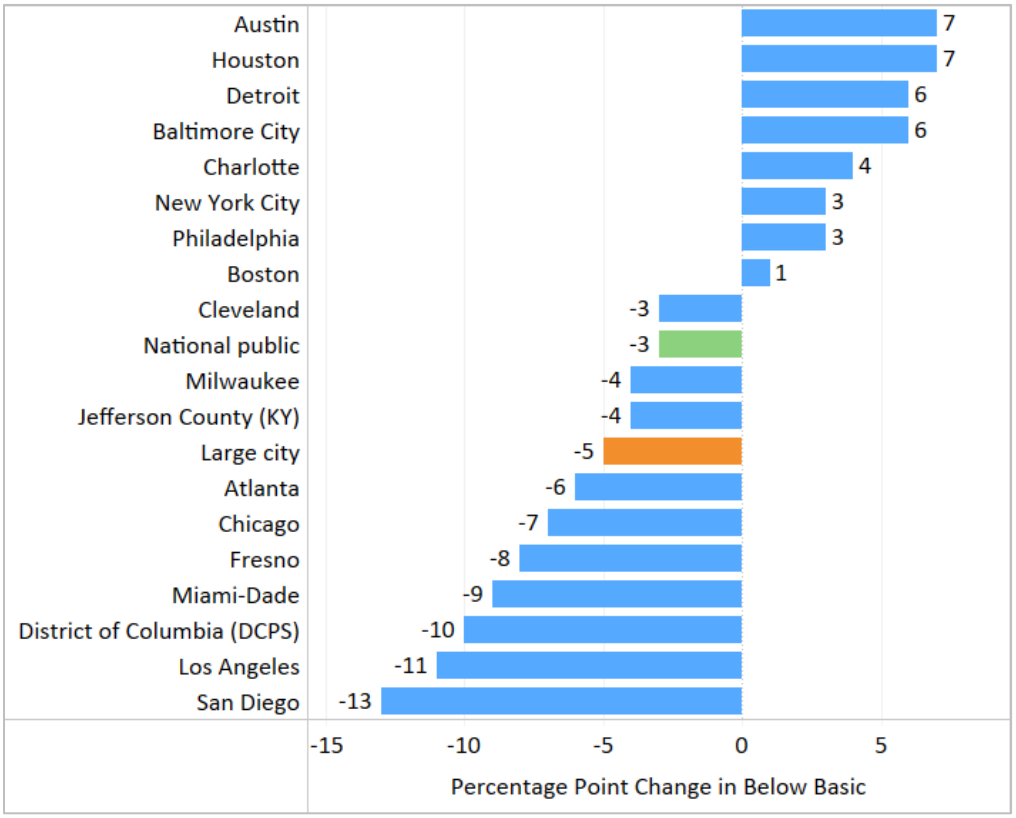



*Figure 12.16: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2009-2017*

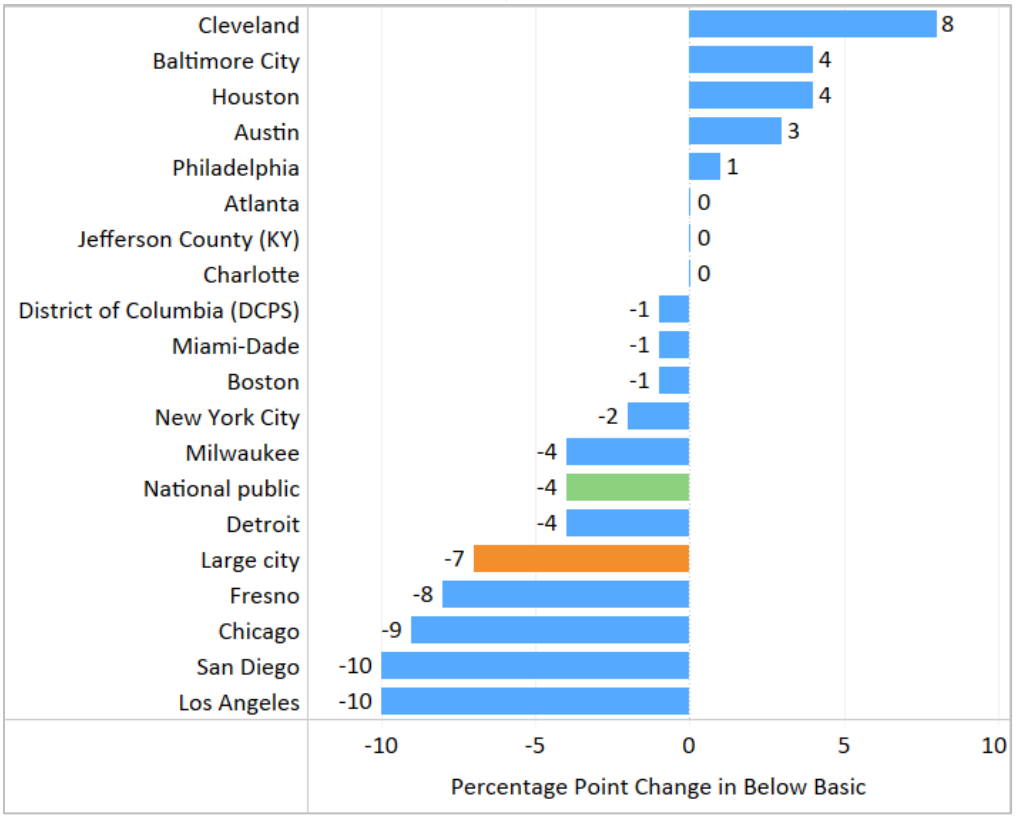


*Figure 12.17: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2017*

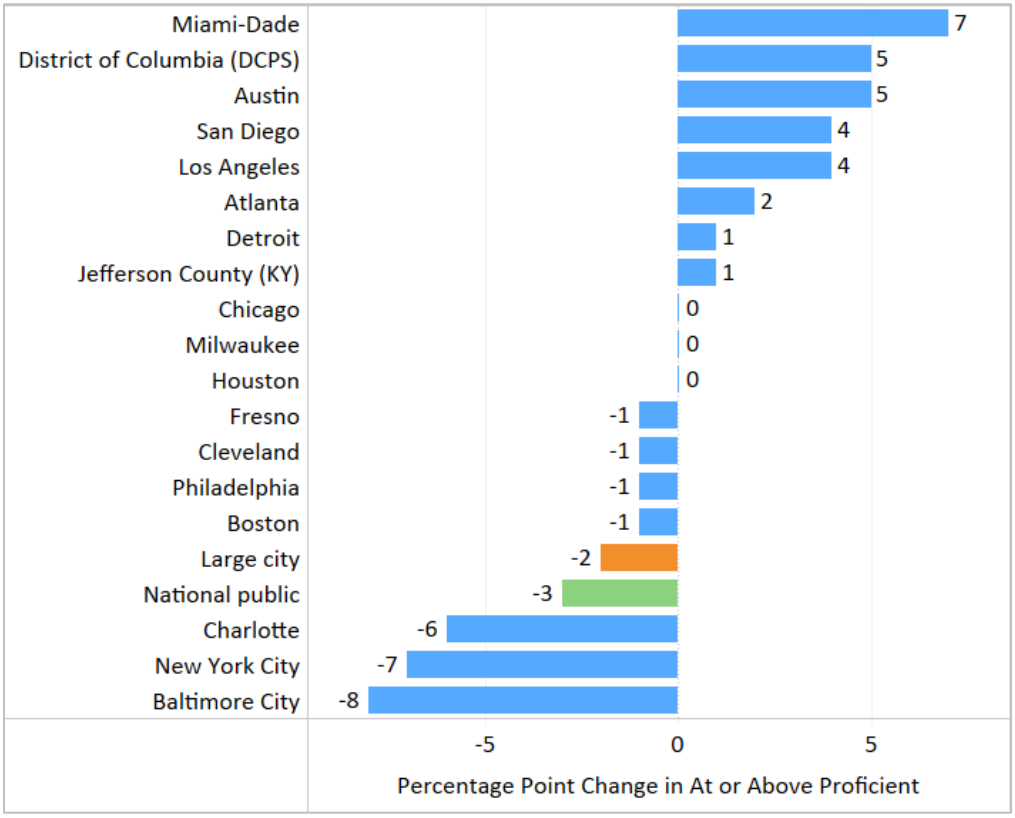



*Figure 12.18: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2017*

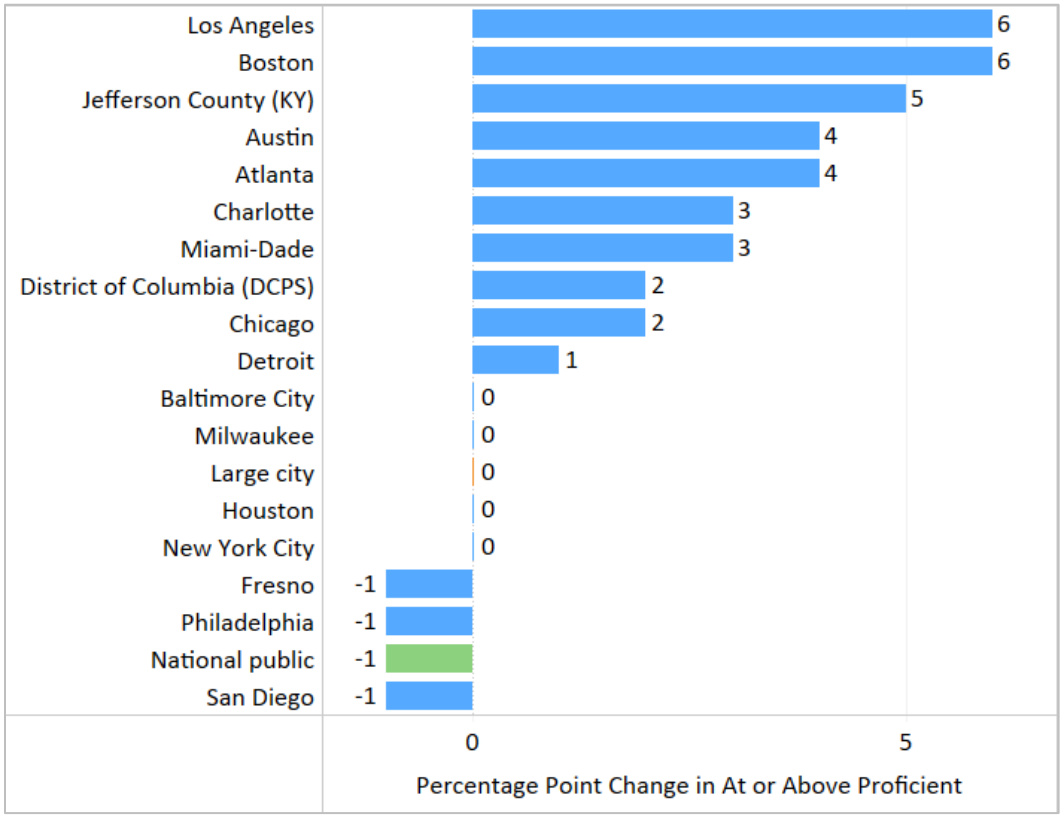


*Figure 12.19: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2009-2017*

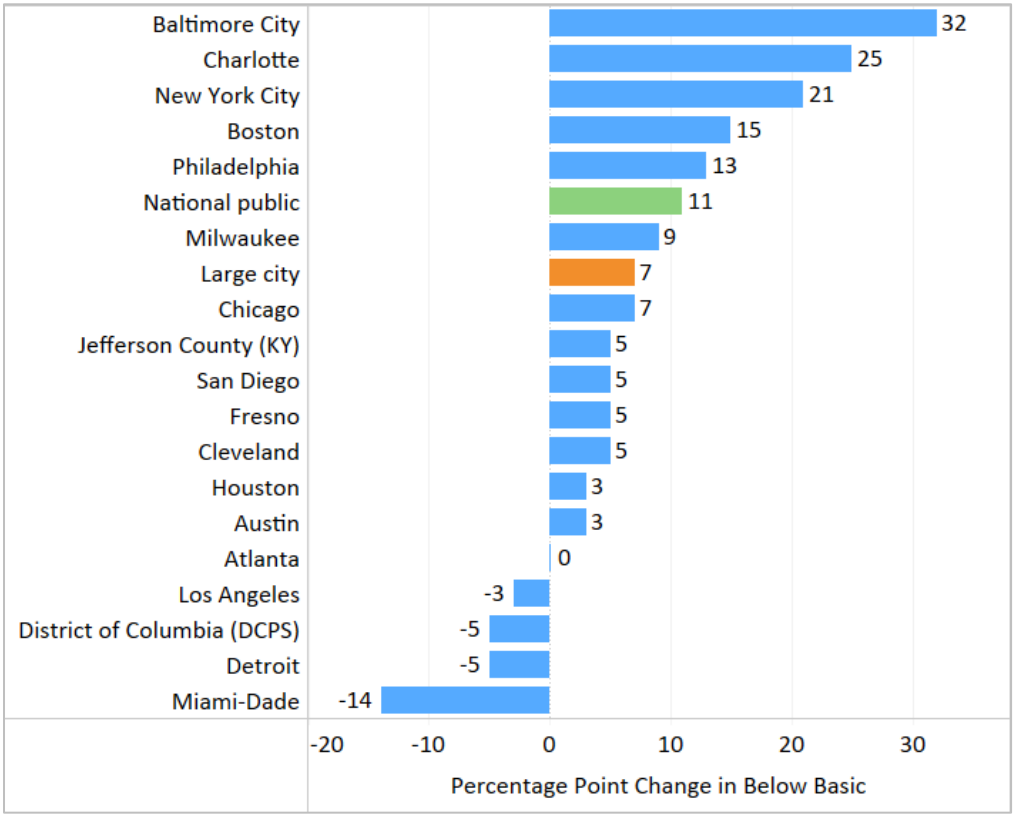



*Figure 12.20: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2009-2017*

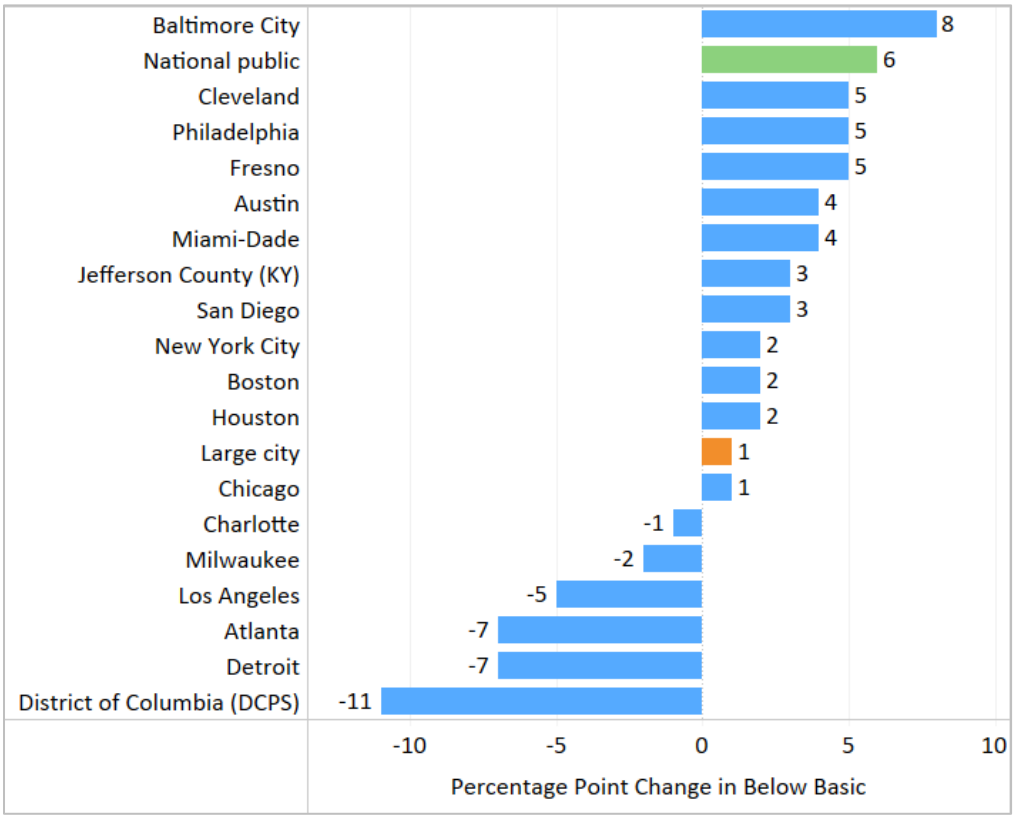


*Figure 12.21: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2017*

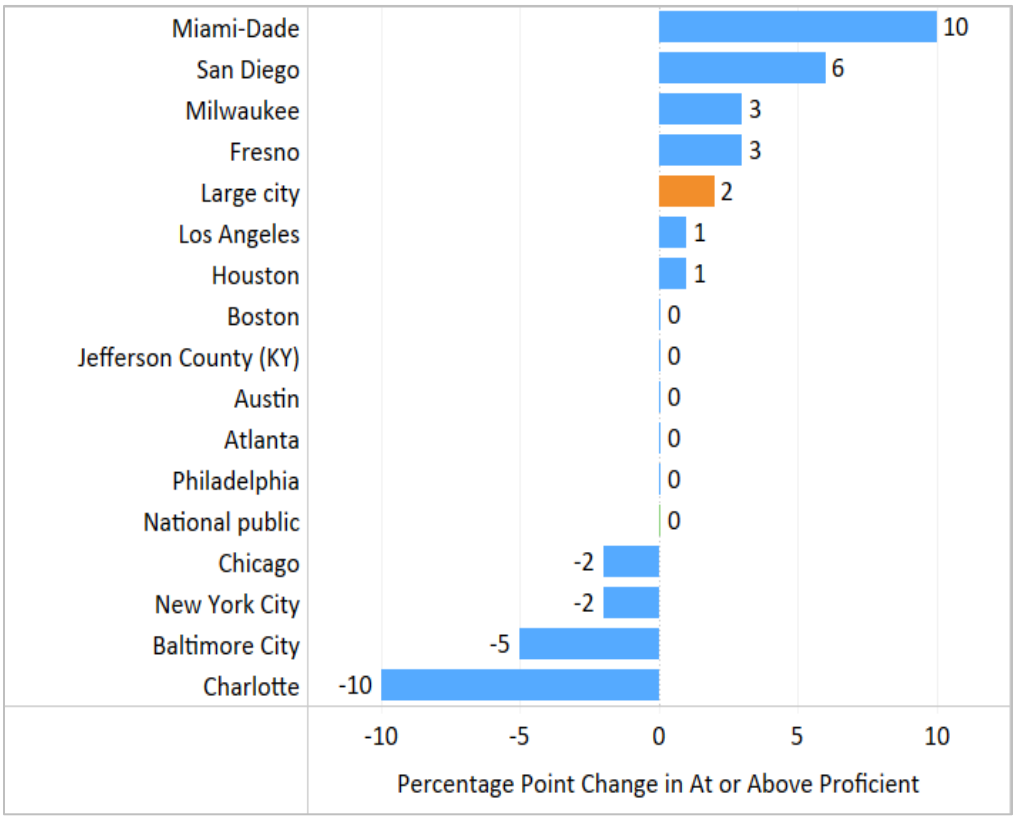



*Figure 12.22: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2017*

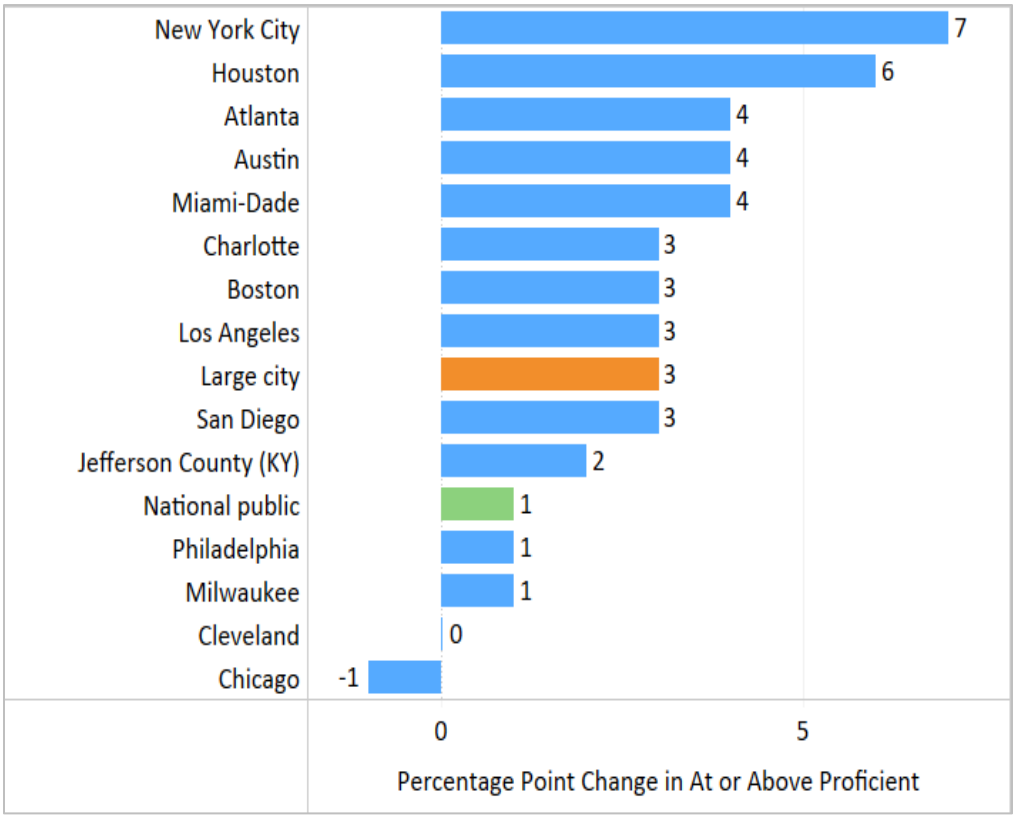


*Figure 12.23: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2009-2017*

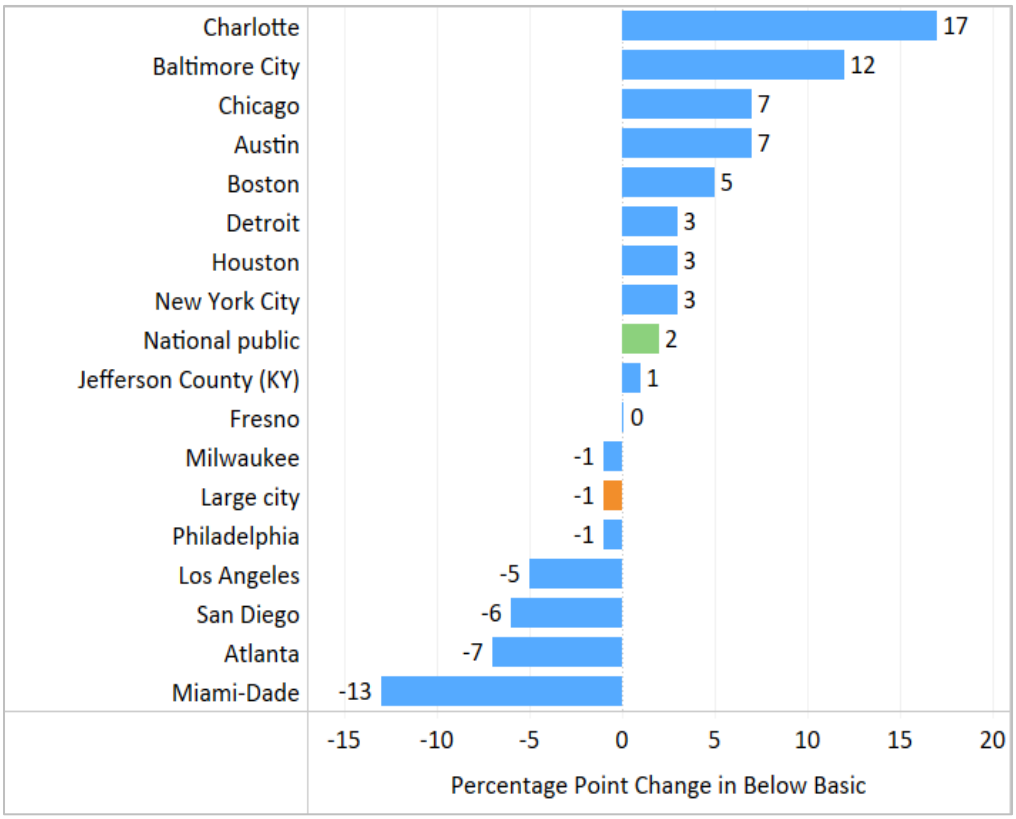



*Figure 12.24: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2009-2017*

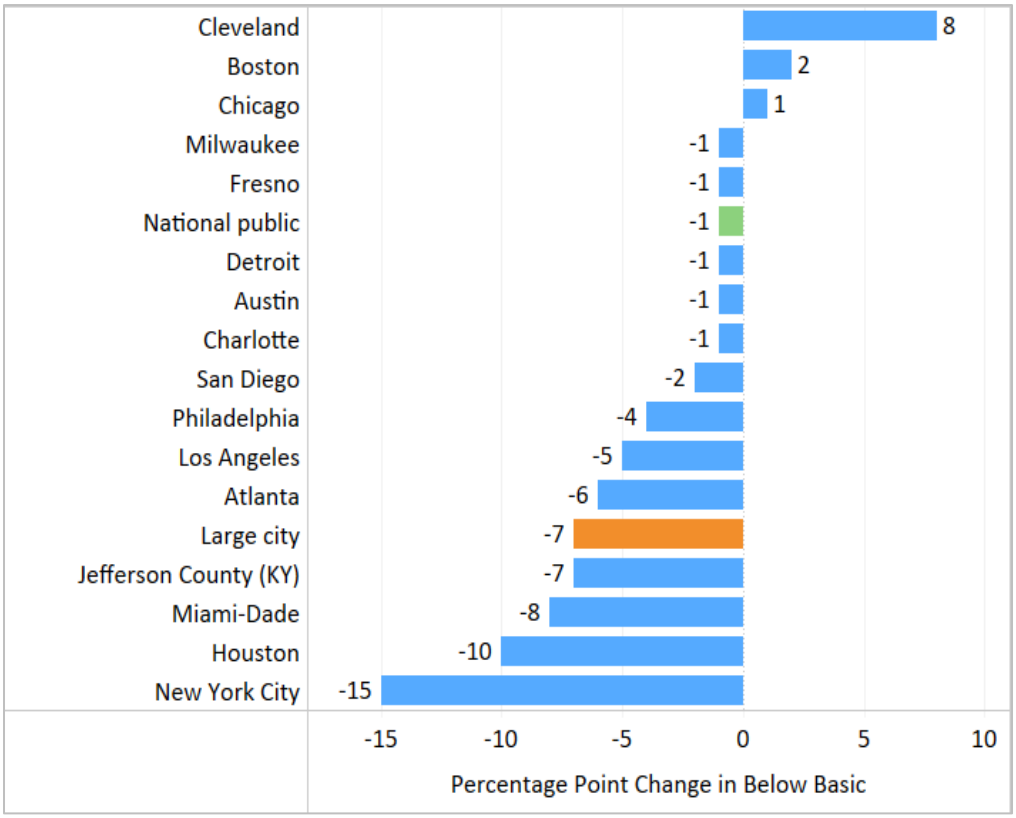


*Figure 12.25: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Math on NAEP, 2009-2017*

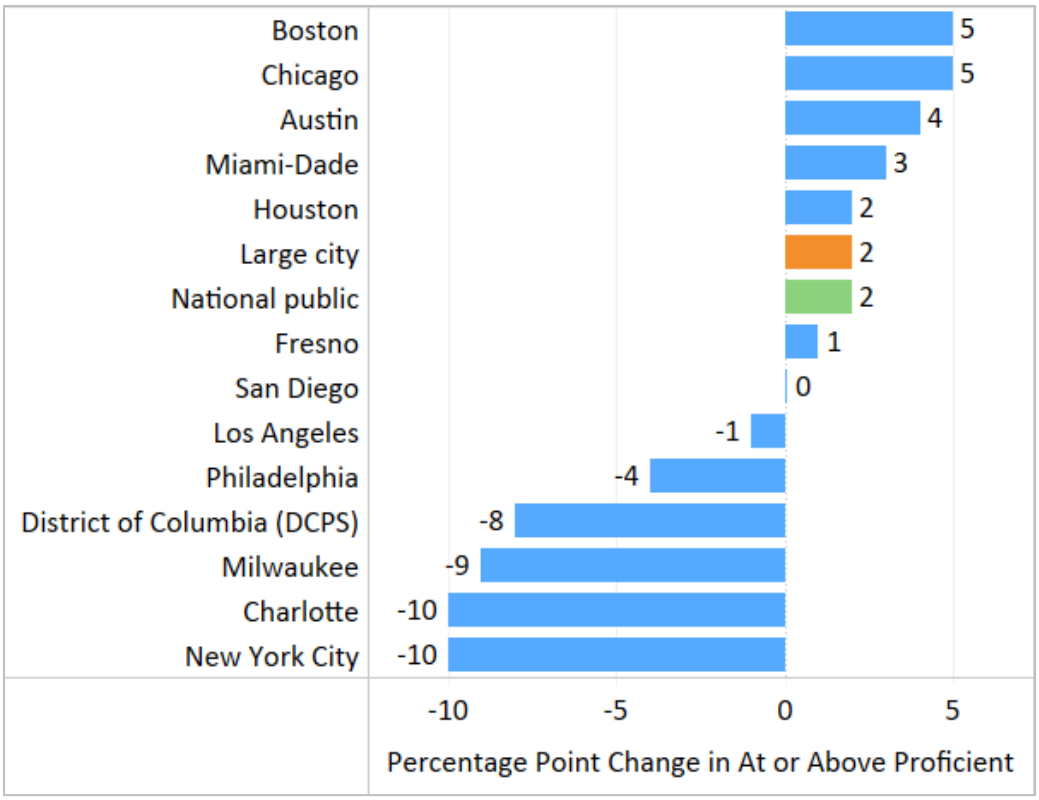



*Figure 12.26: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2009-2017*

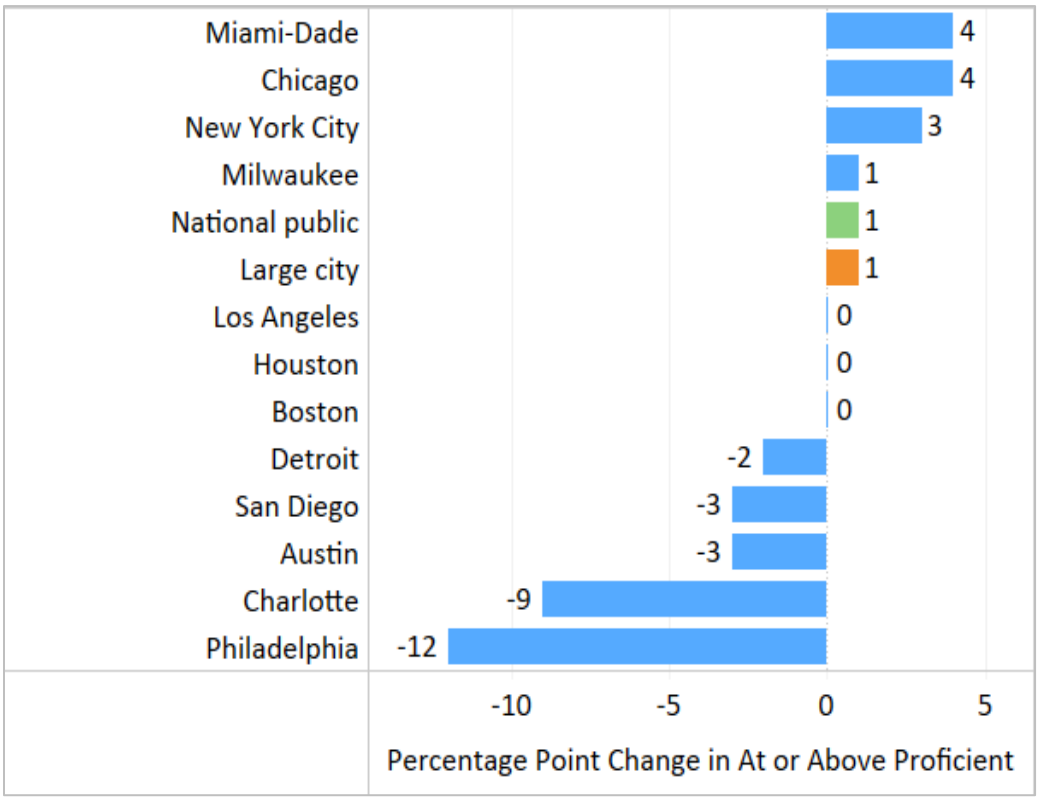


*Figure 12.27: Percentage Point Change in Grade 4 English Language Learners Below Basic in Math on NAEP, 2009-2017*

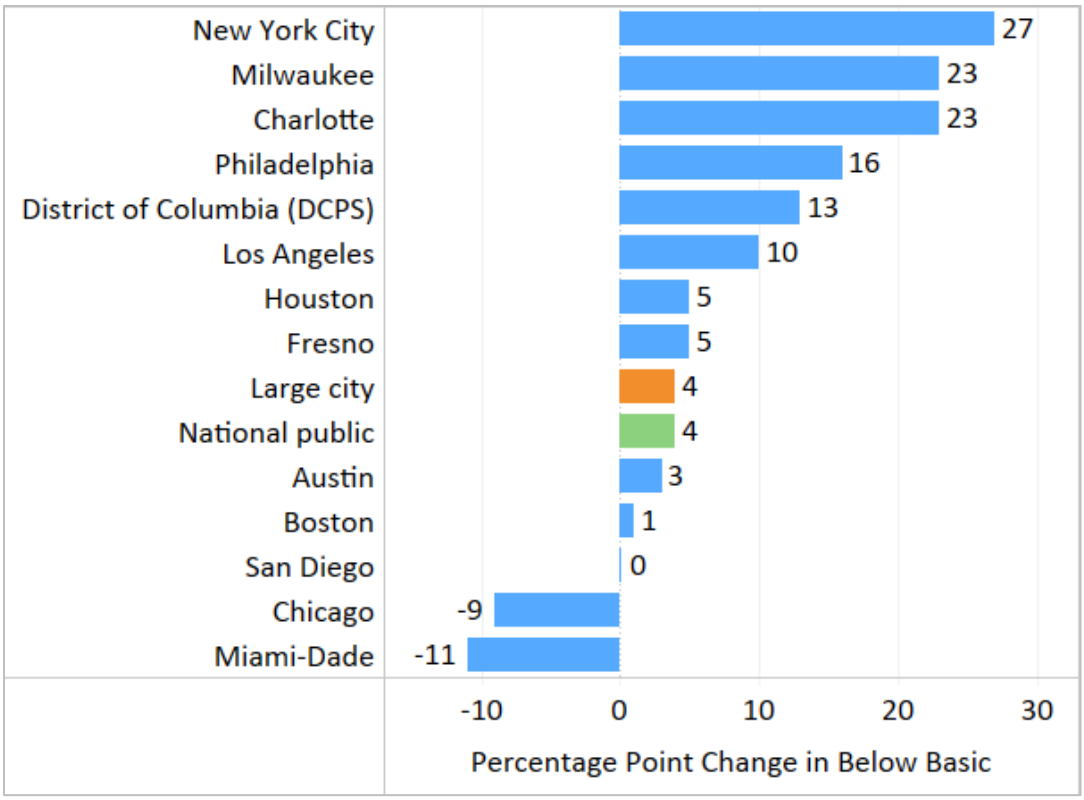



*Figure 12.28: Percentage Point Change in Grade 8 English Language Learners Below Basic in Math on NAEP, 2009-2017*

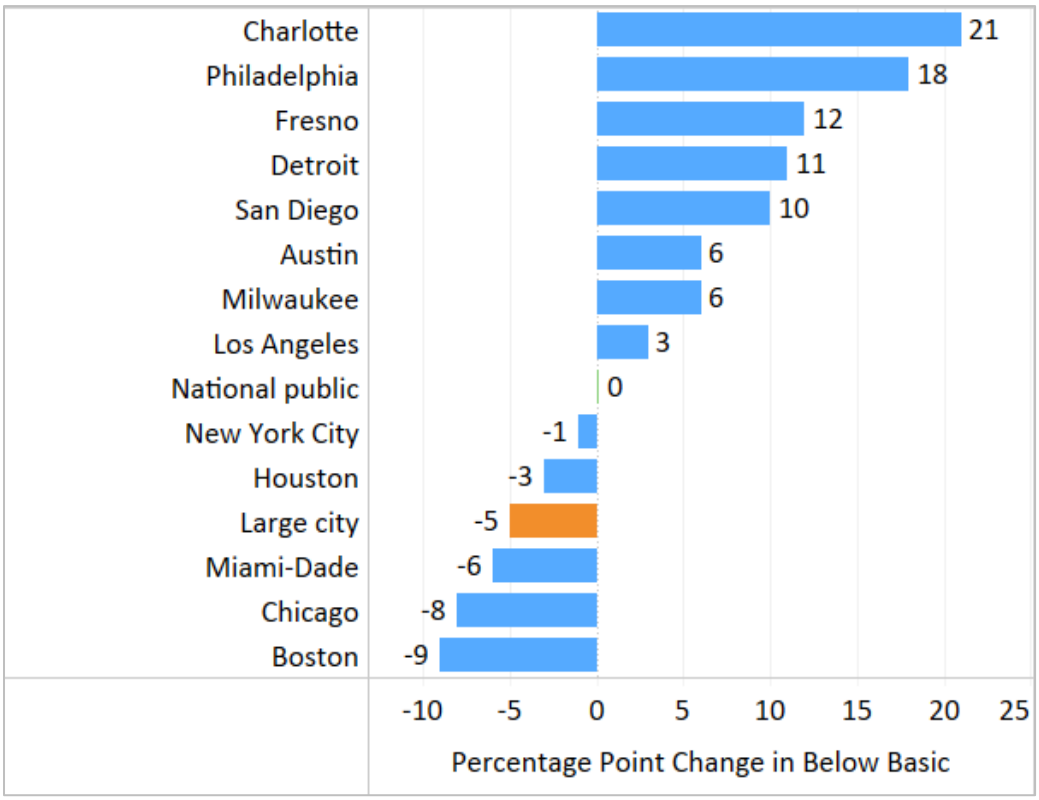


*Figure 12.29: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2017*

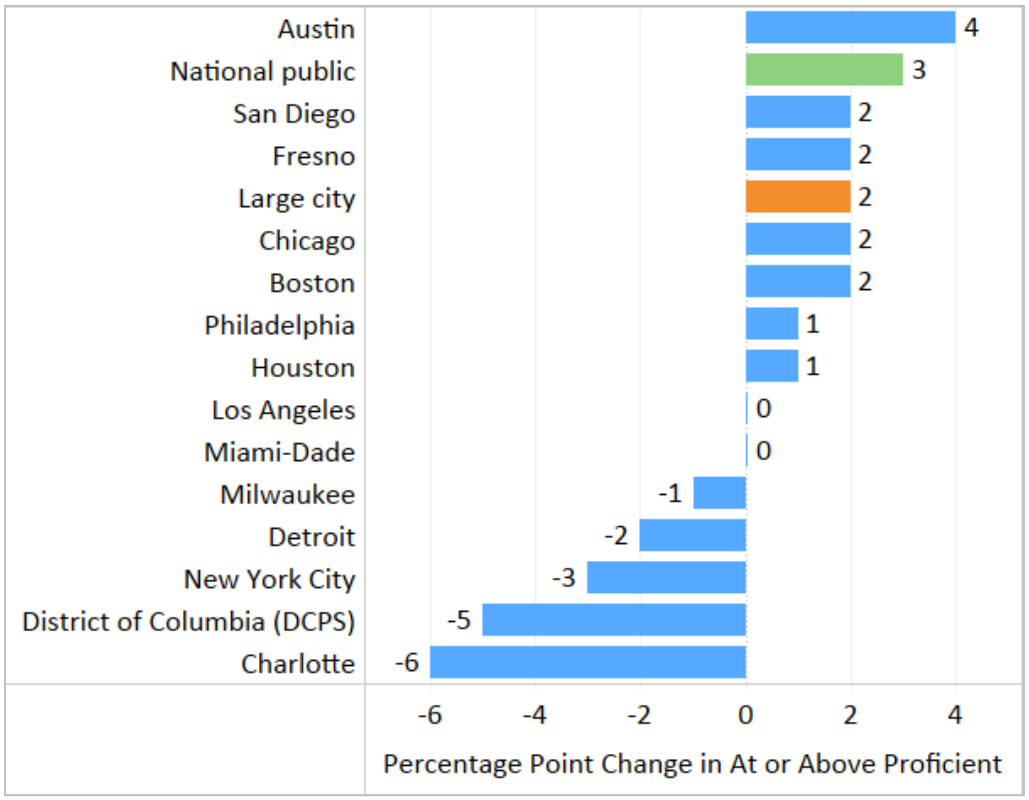



*Figure 12.30: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2017*

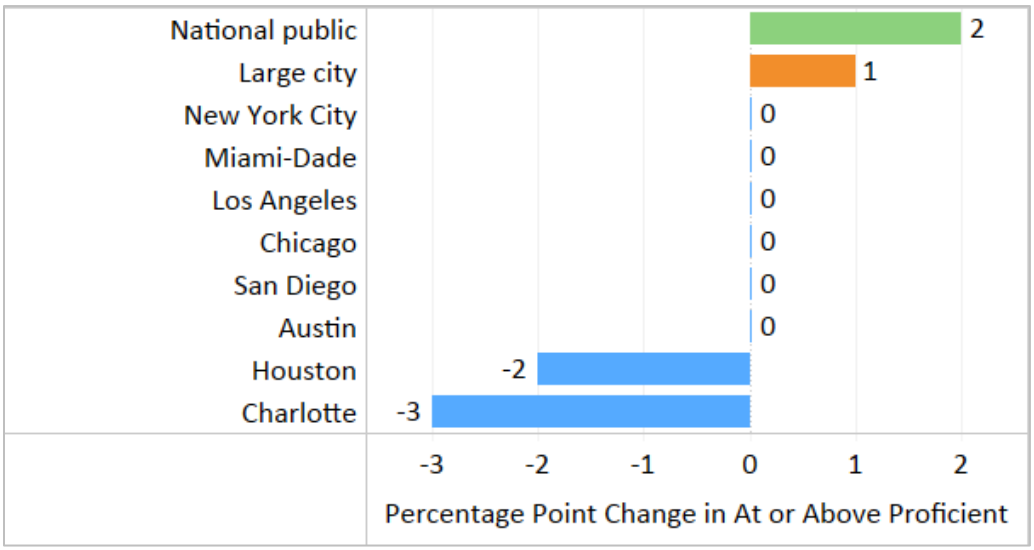


*Figure 12.31: Percentage Point Change in Grade 4 English Language Learners Below Basic in Reading on NAEP, 2009-2017*

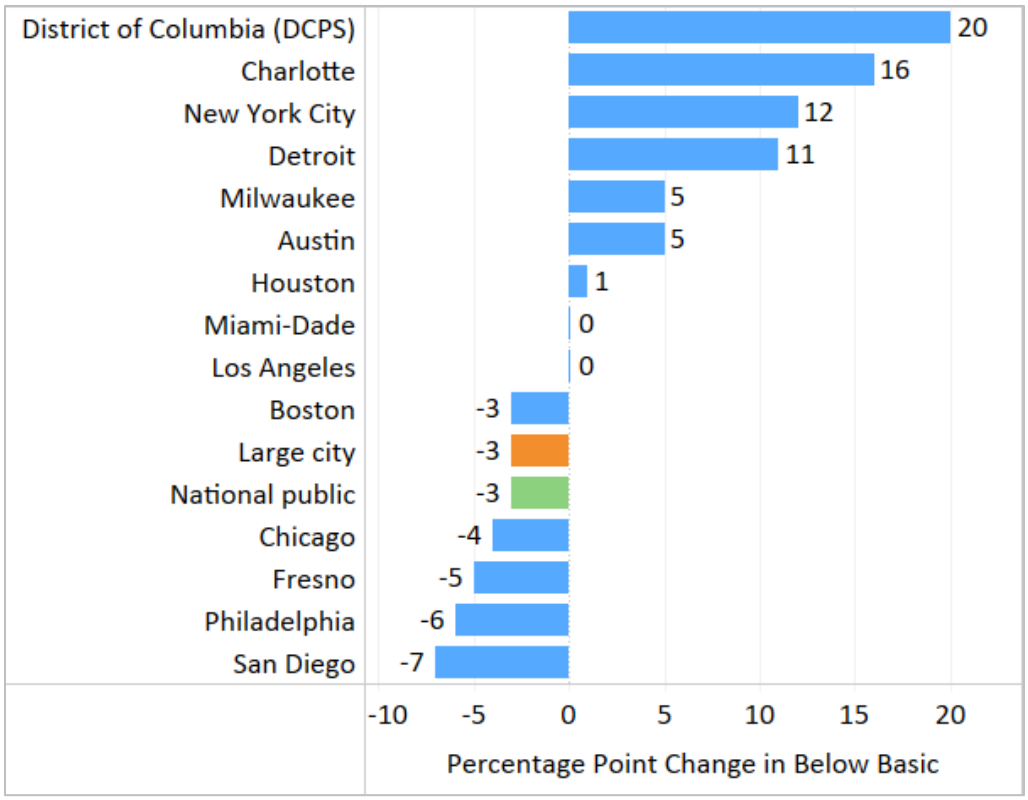



*Figure 12.32: Percentage Point Change in Grade 4 English Language Learners Below Basic in Reading on NAEP, 2009-2017*

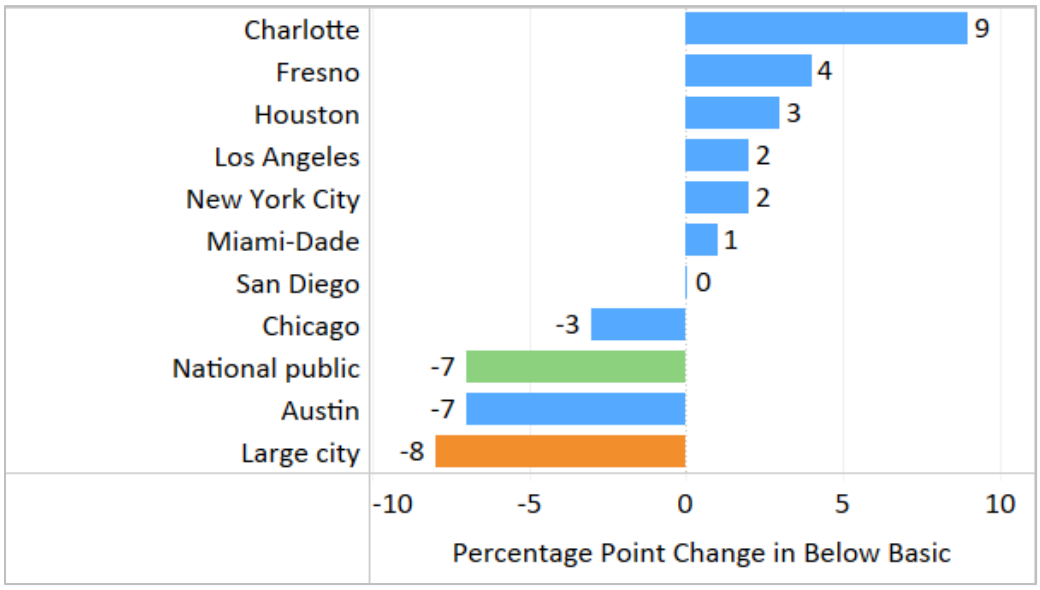


*Figure 12.33: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2009-2017*

*Figure 12.34: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2009-2017*

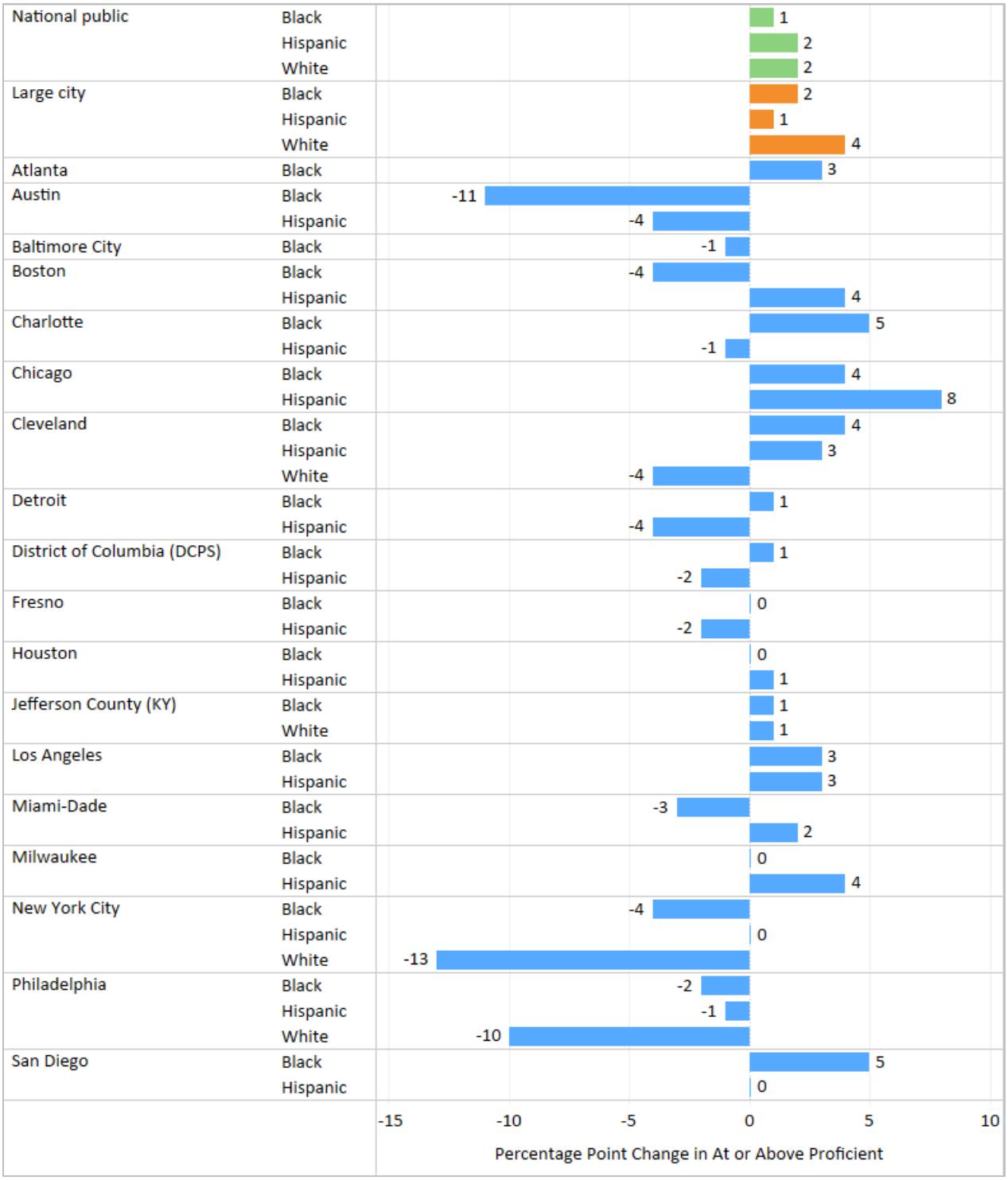


*Figure 12.35: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2009-2017*

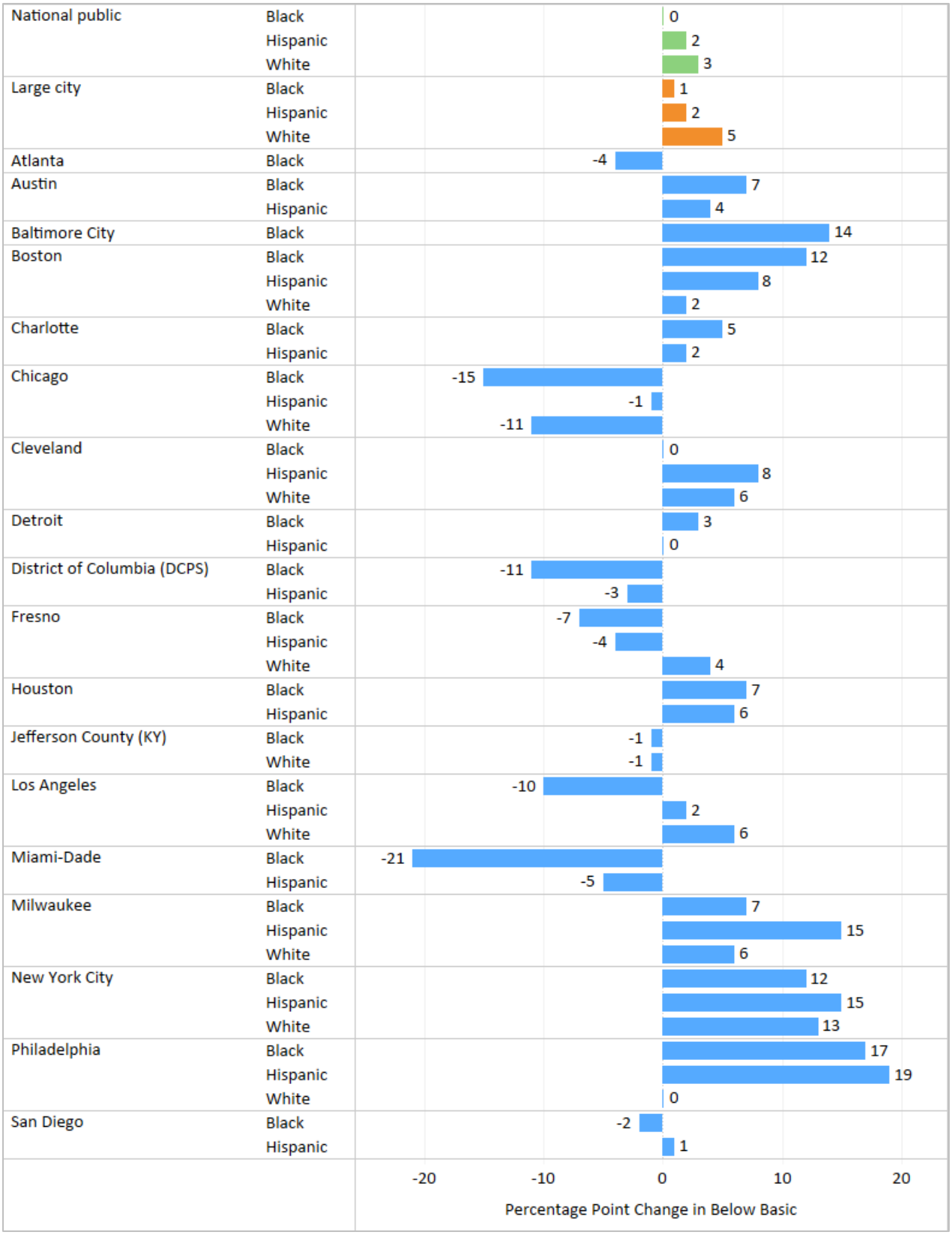


*Figure 12.36: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2009-2017*

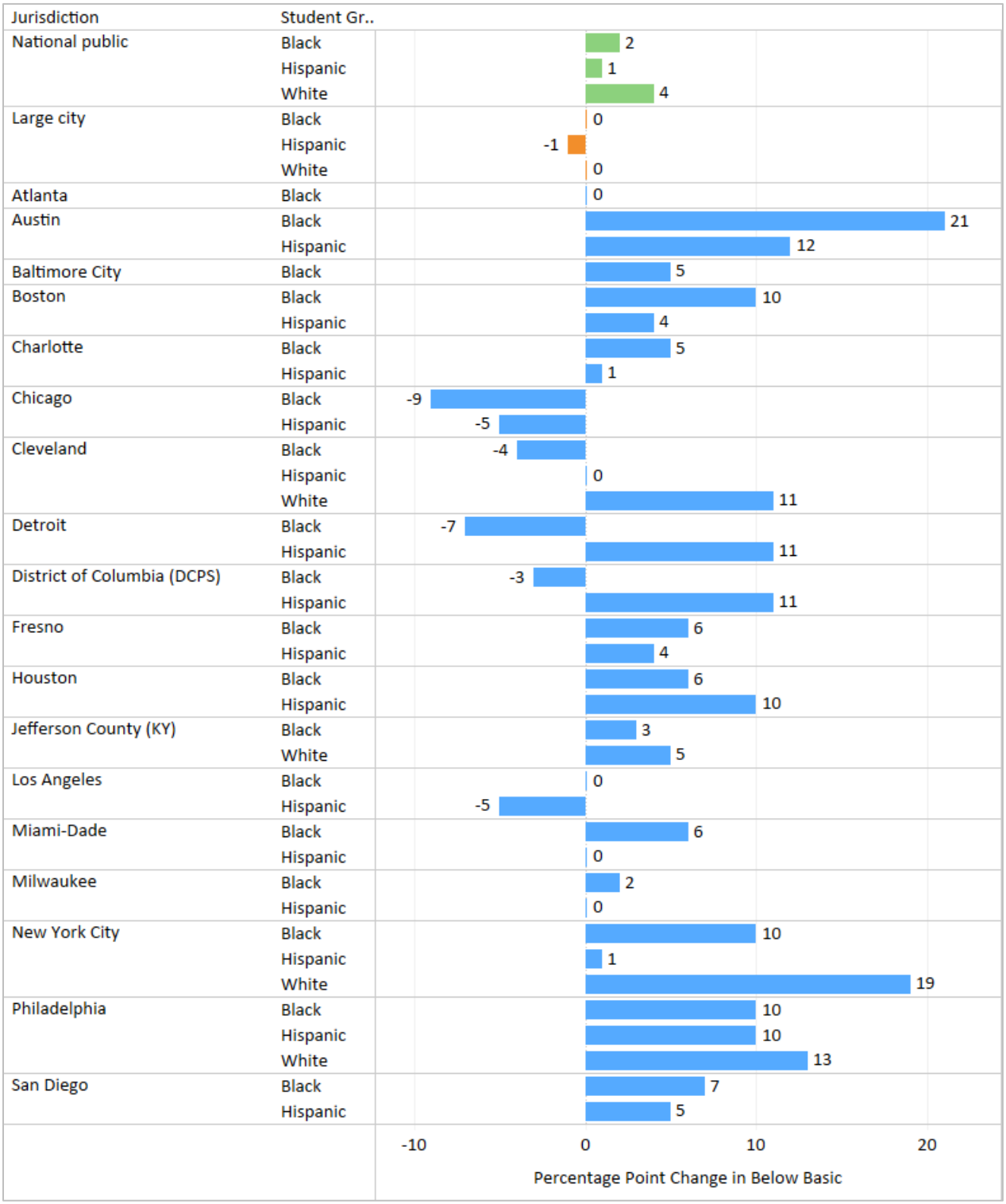


*Figure 12.37: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2009-2017*

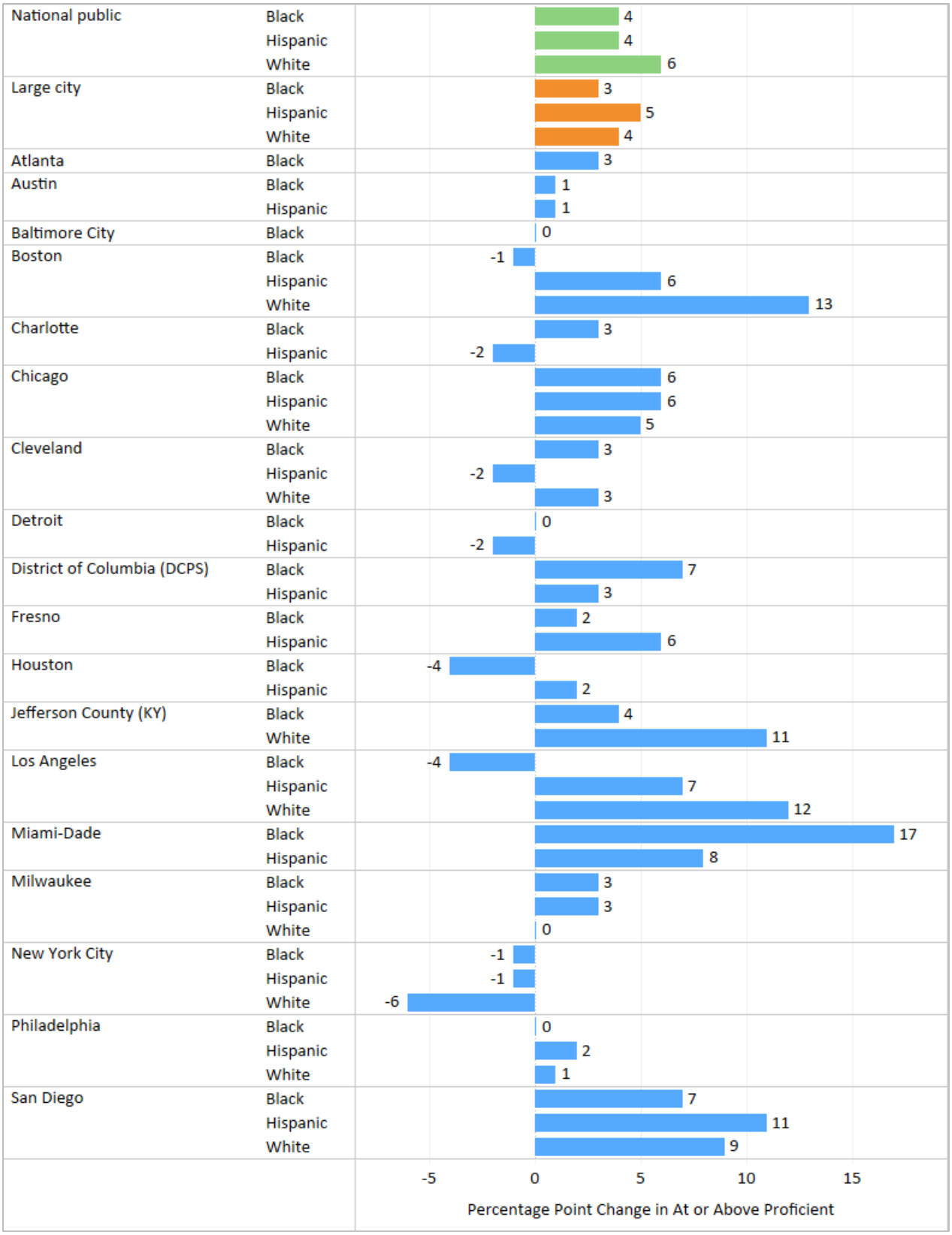


*Figure 12.38: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2009-2017*

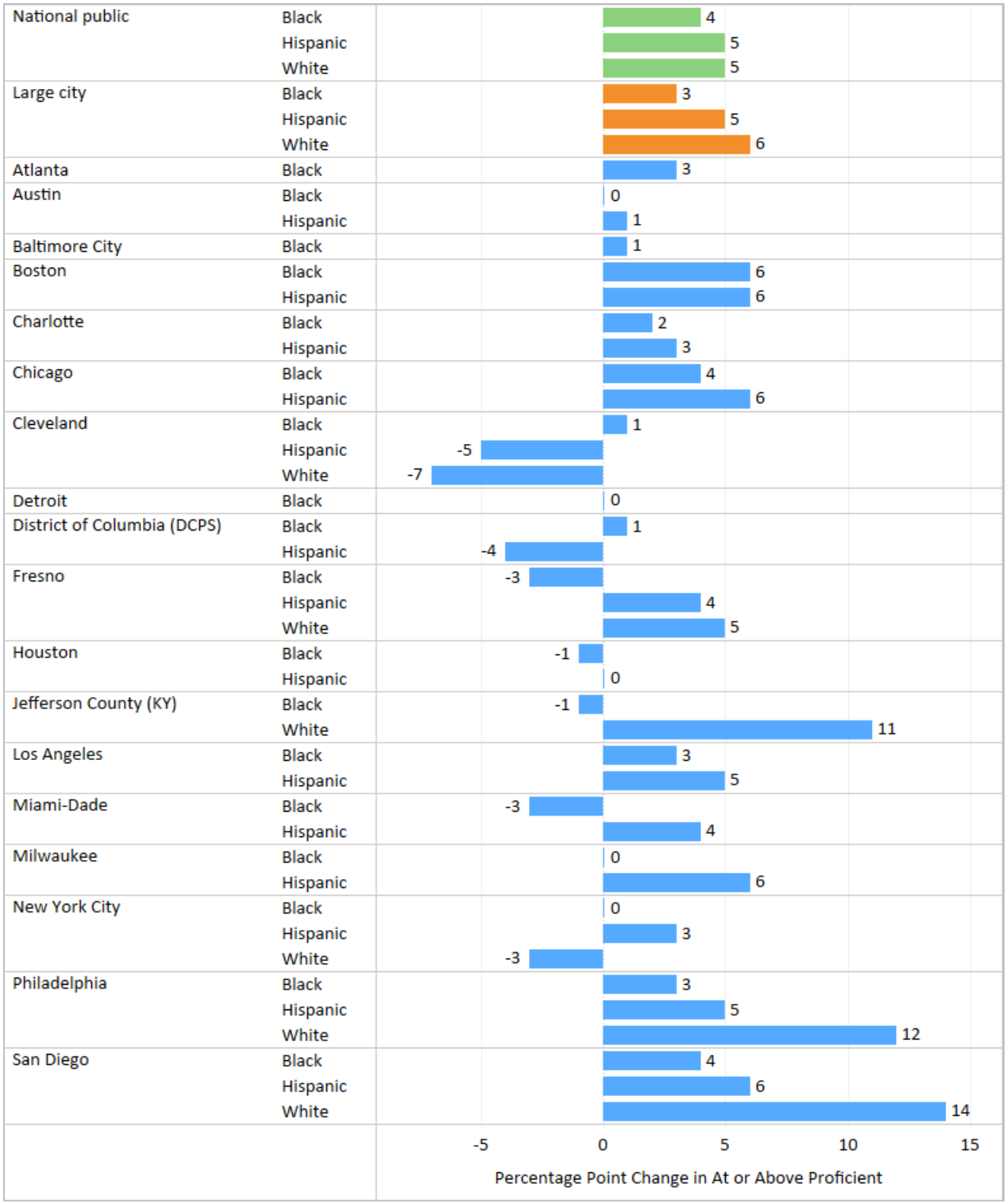


*Figure 12.39: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2009-2017*

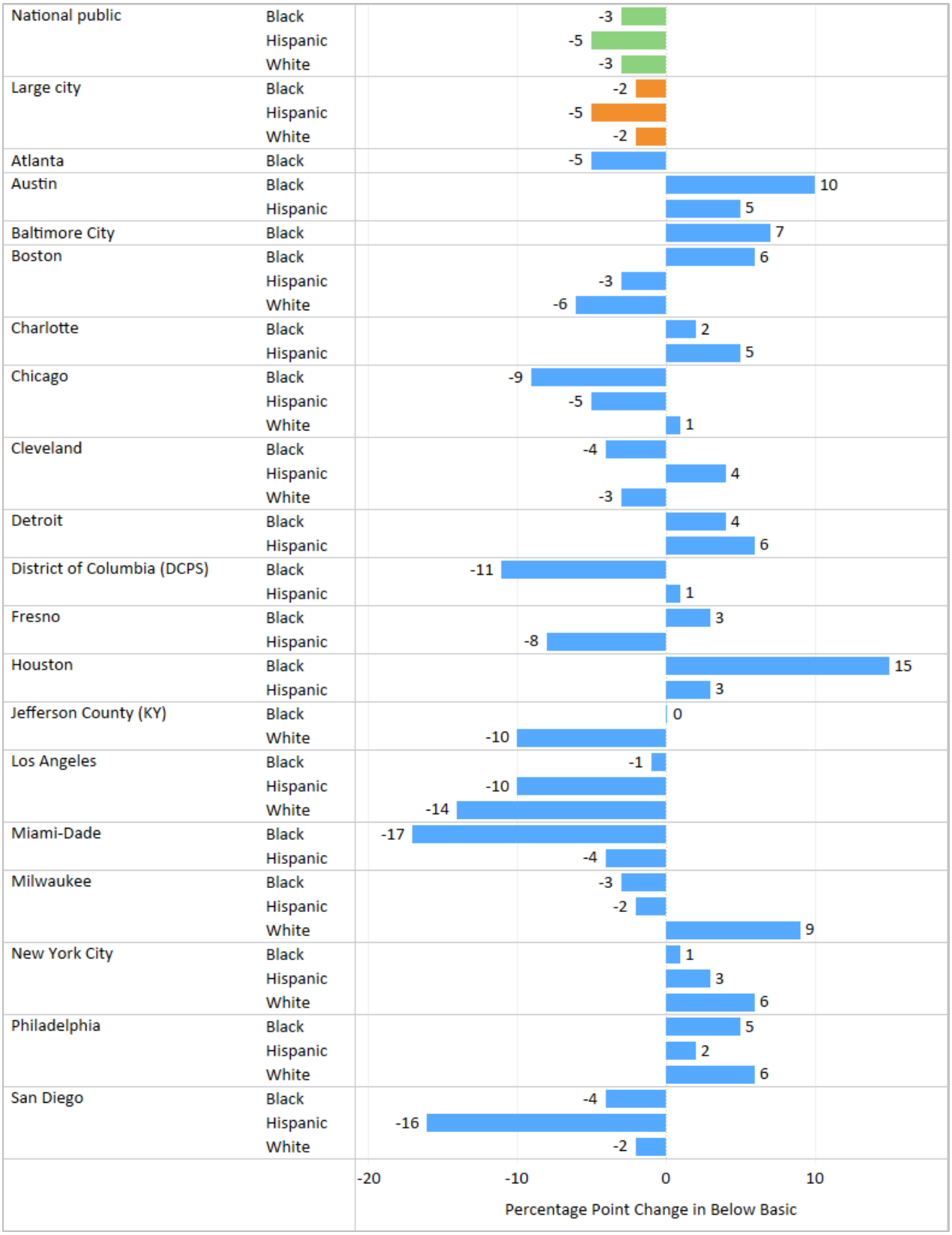


*Figure 12.40: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2009-2017*

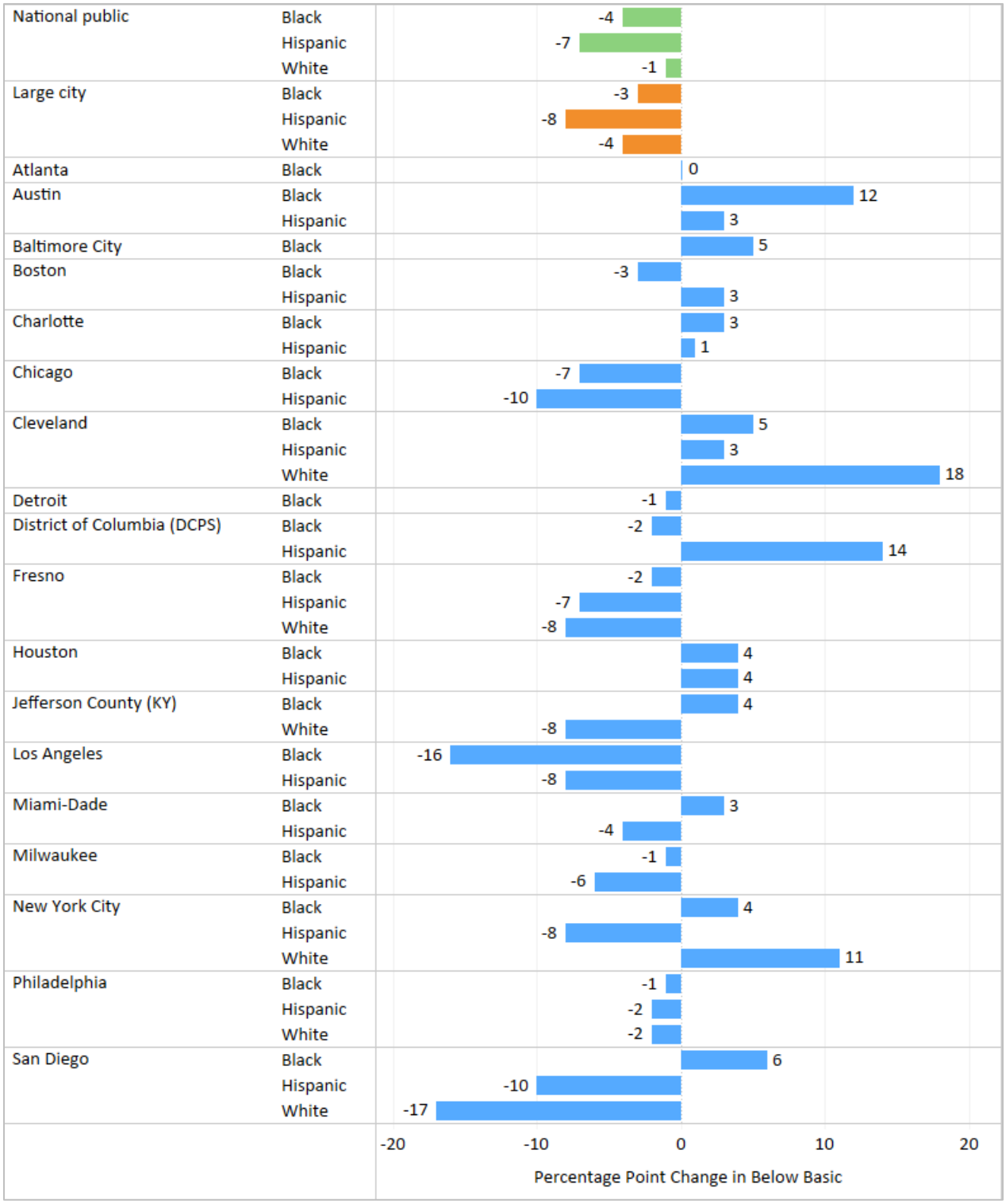


*Figure 12.41: Percentage Point Change in Grade 4 Male Students At or Above Proficient in Math on NAEP by Race, 2009-2017*

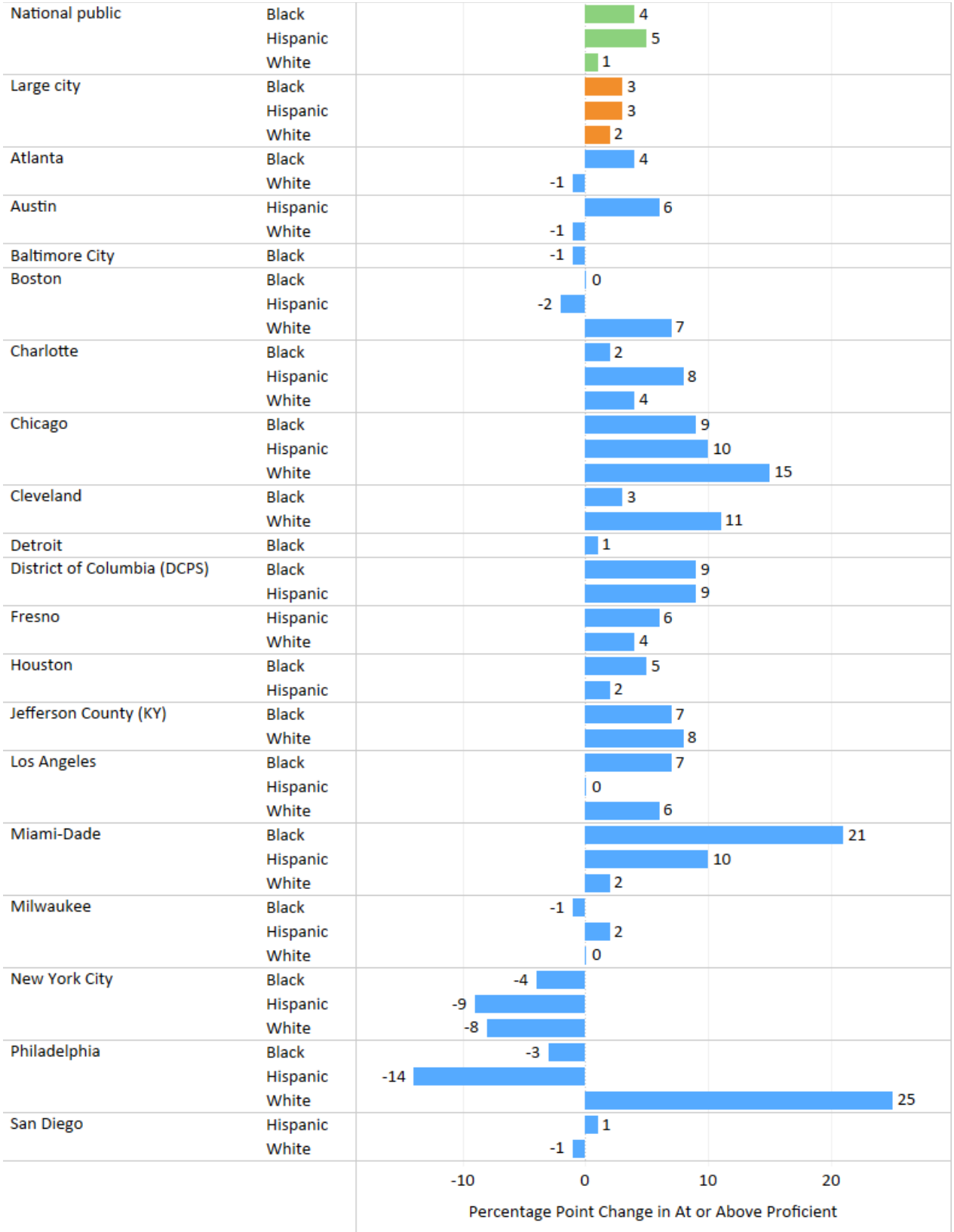


*Figure 12.42: Percentage Point Change in Grade 8 Male Students At or Above Proficient in Math on NAEP by Race, 2009-2017*

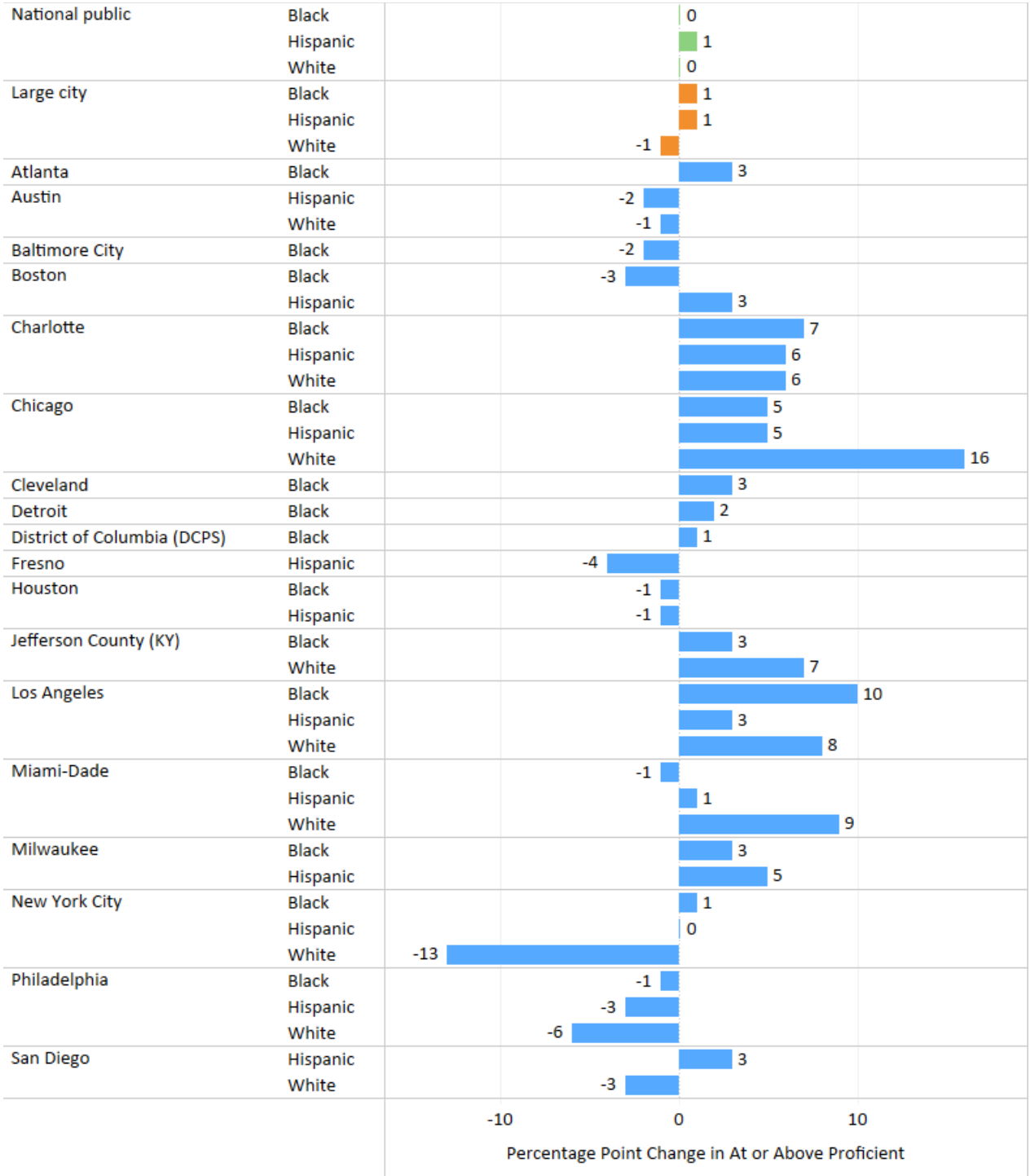


*Figure 12.43: Percentage Point Change in Grade 4 Male Students Below Basic in Math on NAEP by Race, 2009-2017*

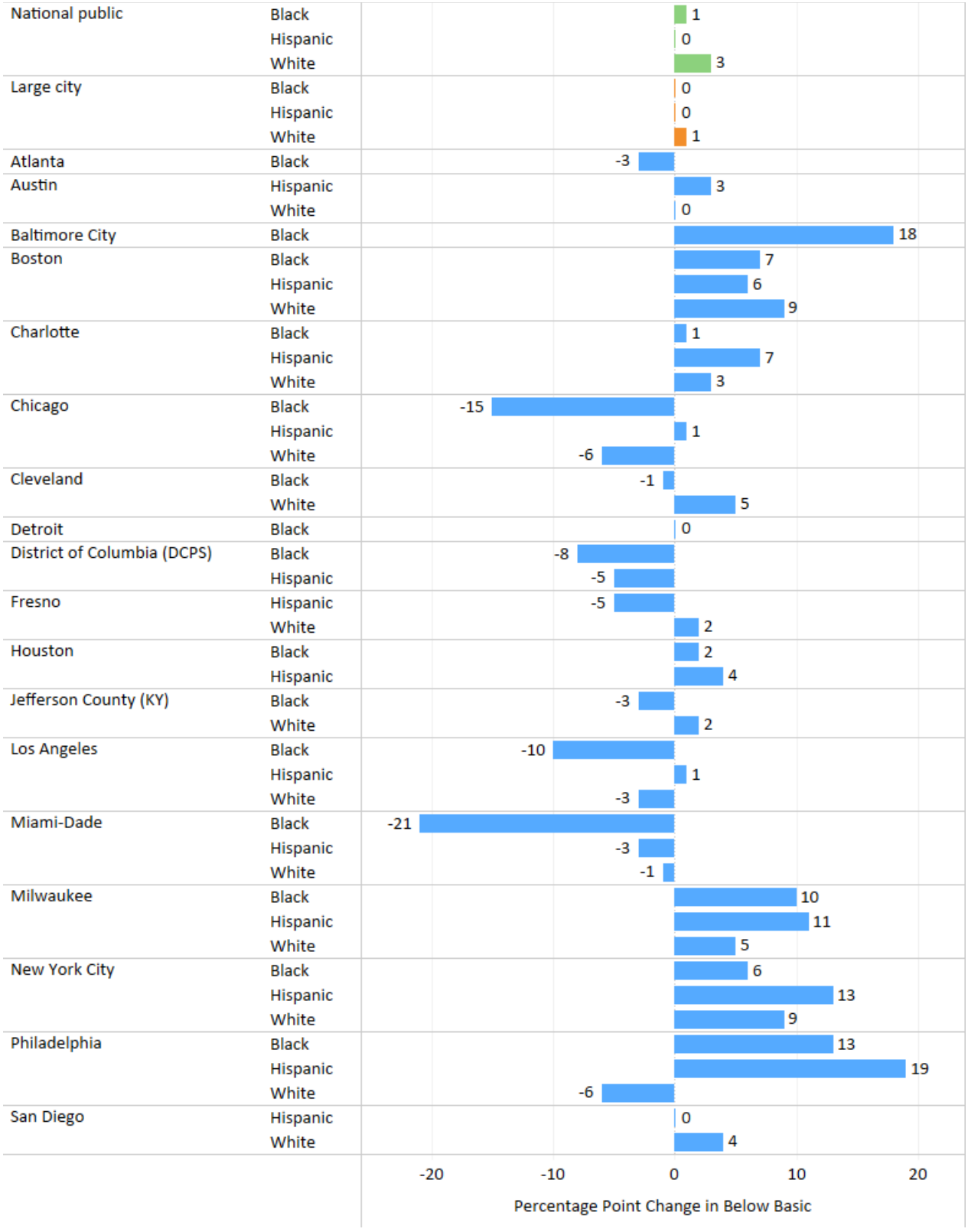


*Figure 12.44: Percentage Point Change in Grade 8 Male Students Below Basic in Math on NAEP by Race, 2009-2017*

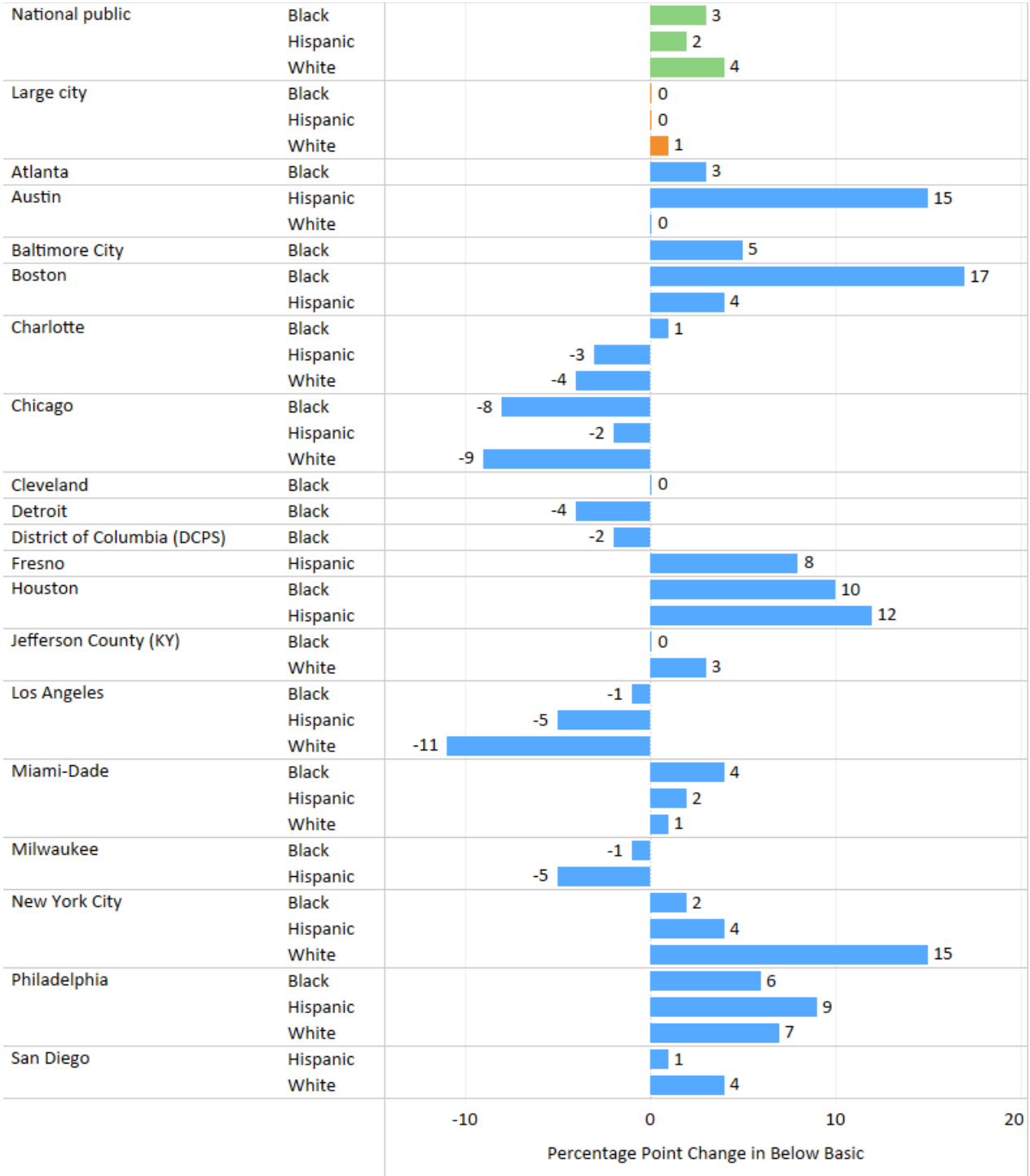


*Figure 12.45: Percentage Point Change in Grade 4 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2017*

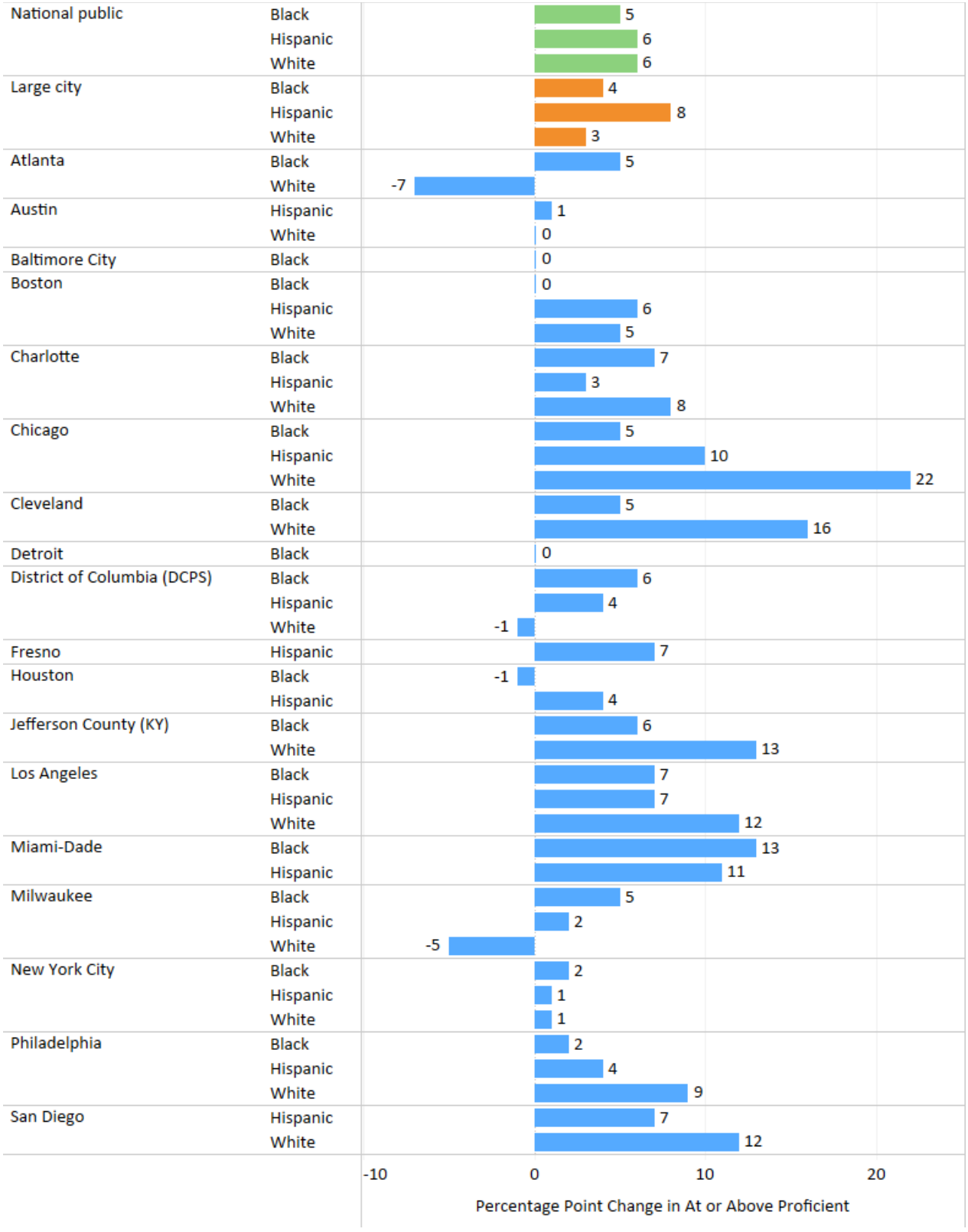


*Figure 12.46: Percentage Point Change in Grade 8 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2017*

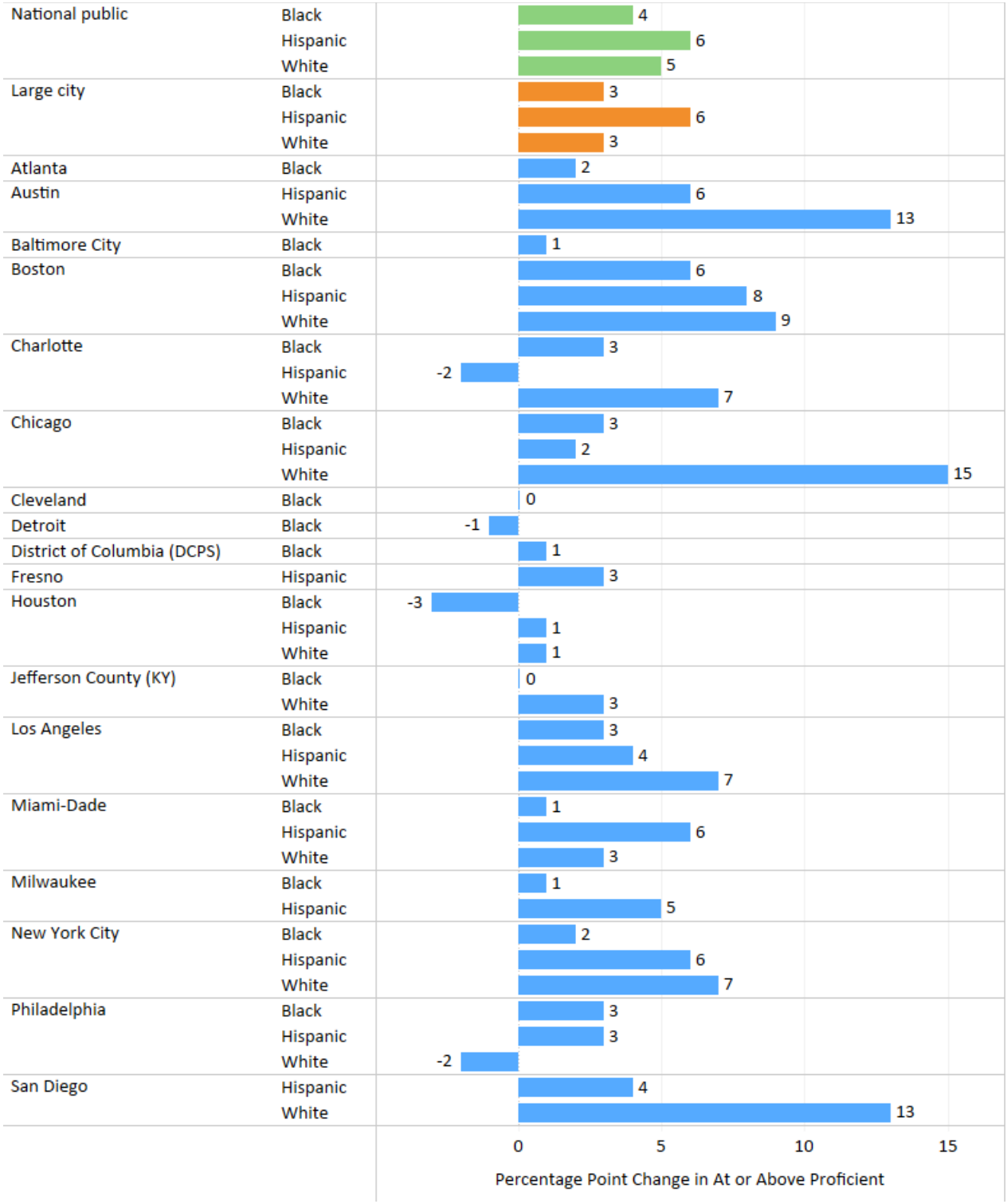


*Figure 12.47: Percentage Point Change in Grade 4 Male Students Below Basic in Reading on NAEP by Race, 2009-2017*

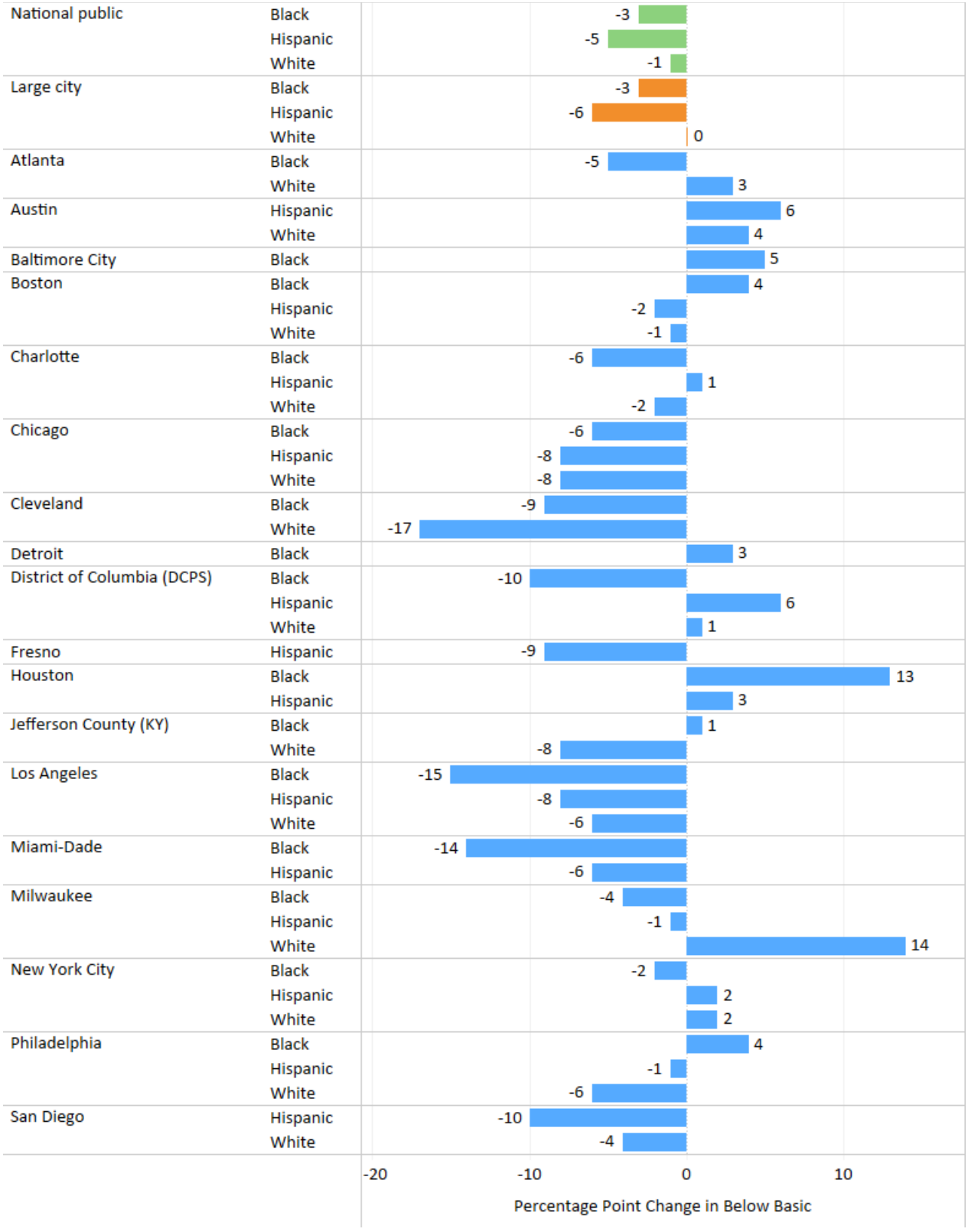
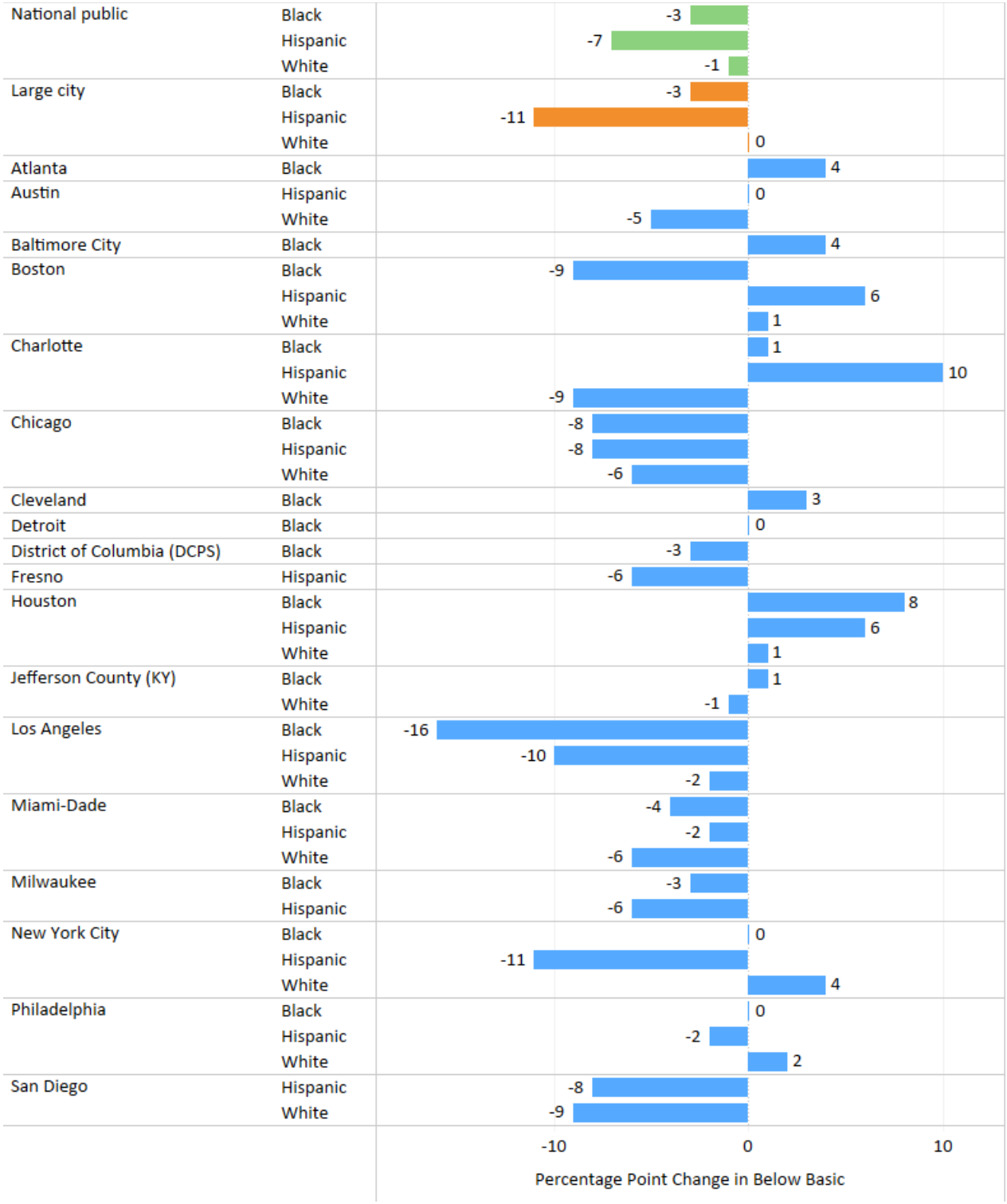


*Figure 12.48: Percentage Point Change in Grade 8 Male Students Below Basic in Reading on NAEP by Race, 2009-2017*



# APPENDIX A. DATA COLLECTION INSTRUMENTS

**Academic KPIs Survey**

**Thank you for participating in this survey of Academic Key Performance Indicators (KPIs). The Council of the Great City Schools and its members have developed and piloted this collection of academic progress and achievement KPIs to help your district make better informed decisions about curriculum and instruction, and compare yourself against other major city school systems.**

## Survey Definitions

| Term | Refers To |
|---|---|
| Survey School Year | The 2016-17 academic school year, including the summer immediately following the academic year |
| Next School Year | The school year after the Survey School Year |
| Previous School Year | The school year preceding the Survey School Year |
| Survey Fiscal Year | The 2016-17 fiscal year, as defined by the district |
| Next Fiscal Year | The fiscal year after the Survey Fiscal Year |
| Previous Fiscal Year | The fiscal year preceding the Survey Fiscal Year |
| FTE | Full-Time Equivalent staff. In this survey, FTE generally refers to district staff, but may also include independent |
| IEP | Individualized Educational Program |
| SWD | "Students with disabilities" (SWDs) refers to students who have a disability under the Individuals with Disabilities Education Act (IDEA) and who are eligible for a free appropriate public education under federal and state law. This is limited to students aged 6-21 unless otherwise specified. |
| ELL | English language learners, or students who are identified as having limited English proficiency (LEP) |
| Former English Language Learners | A student who was identified as ELL (thus having limited English proficiency) in the past but who no longer meets the state's definition of ELL (or the term used for a student with limited English proficiency) |

**Table 1.1. High School Enrollment**

*We are looking for the student count as of the official fall count.*

Table 1.1. High School Enrollment

| | Total number of ninth-grade in the Survey School Year | Total number of tenth-grade in the Survey School Year | Total number of eleventh-grade in the Survey School Year | Total number of twelfth-grade in the Survey School Year |
|---|---|---|---|---|
| All Students | | | | |
| American Indian, female | | | | |
| American Indian, male | | | | |
| Asian American/ Pacific Island, female | | | | |
| Asian American/ Pacific Island, male | | | | |
| Black/ African American, female | | | | |
| Black/ African American, male | | | | |
| Hispanic, female | | | | |
| Hispanic, male | | | | |
| White, female | | | | |
| White, male | | | | |
| Two or More Races, female | | | | |
| Two or More Races, male | | | | |
| Students with Disabilities | | | | |
| English Language Learners | | | | |
| Former English Language Learners | | | | |
| Eligible for Free/Reduced-Price Meals | | | | |

**Table 1.2. Achievement in Algebra I/Integrated Math I (or equivalent) by Grade Nine, by Subgroup**

*We are looking for the student count as of the official fall count. "Completing" a course successfully refers to earning whatever is considered a passing grade by the school. If a student completes Algebra I/Integrated Math I (or the equivalent) in **summer school**, count this towards the Survey School Year (i.e., the summer after the eighth grade counts towards the student's eighth-grade year). The three right-hand columns are all subsets of the left-hand column.*

| Table 1.2 Algebra I/Integrated Math I Completion Rate for Credit by Grade Nine, by Subgroup | | | | |
|---|---|---|---|---|
| | Total number of first-time ninth-grade students in Survey School Year | Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in **grade seven** | Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in **grade eight** | Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in **grade nine** |
| All Students | | | | |
| American Indian, female | | | | |
| American Indian, male | | | | |
| Asian American/ Pacific Island, female | | | | |
| Asian American/ Pacific Island, male | | | | |
| Black/ African American, female | | | | |
| Black/ African American, male | | | | |
| Hispanic, female | | | | |
| Hispanic, male | | | | |
| White, female | | | | |
| White, male | | | | |
| Two or More Races, female | | | | |
| Two or More Races, male | | | | |
| Students with Disabilities | | | | |
| English Language Learners | | | | |
| Former English Language Learners | | | | |
| Eligible for Free/Reduced-Price Meals | | | | |

**Table 1.3. Ninth-Grade Course Failures and GPAs, by Subgroup**

***Number of ninth-grade students who failed one or more core courses in the ninth grade:*** *Core subjects are defined as Math, English, Science, and Social Studies. These include all ninth-grade students, including students who repeated the ninth grade.*

***Number of ninth-grade students with a B average or better (Survey School Year):*** *This is a count of the number of students whose ninth-grade GPA was the equivalent of a "B average" as defined by the district. For example, some districts might define a "B" as a 3.0 GPA. This includes both first time ninth grade students as well as students repeating the ninth grade. If students are repeating the ninth grade, only include their most recent ninth- grade GPA (i.e., their GPA for the Survey School Year).*

| Table 1.3. Ninth-Grade Course Failures and GPAs, by Subgroup | | |
|---|---|---|
| | Number of ninth-grade students who failed one core course or more | Number of ninth-grade students with B average GPA or better in all grade nine courses |
| All Students | | |
| American Indian, female | | |
| American Indian, male | | |
| Asian American/ Pacific Island, female | | |
| Asian American/ Pacific Island, male | | |
| Black/ African American, female | | |
| Black/ African American, male | | |
| Hispanic, female | | |
| Hispanic, male | | |
| White, female | | |
| White, male | | |
| Two or More Races, female | | |
| Two or More Races, male | | |
| Students with Disabilities | | |
| English Language Learners | | |
| Former English Language Learners | | |
| Eligible for Free/Reduced-Price Meals | | |

**Table 1.4. Advanced Placement, AP-Equivalent, and Early College Participation**

***AP-Equivalent Courses*** *(third column from the left) should not include AP courses. It should only include non-AP courses that are equivalent in rigor and requirements [for example, International Baccalaureate (IB) and Advanced International Certificate of Education (AICE)]. Such courses must generally include an external student assessment and certificate of achievement. Do NOT include "honors-level" courses or courses for students identified for Gifted and Talented Education (GATE), unless they meet similar requirements as outlined above.*

***Early college*** *is a general description for dual enrollment, early college, or any other program (other than AP or IB) in which a student can earn college credit. All student counts should be as of the official count in the fall of the Survey School Year.*

| | Number of students in grades nine through 12 who took one AP course or more | Number of students in grades nine through 12 who took one or more AP-equivalent courses (not including actual AP courses). Do not include "honors-level" courses. | Number of students in grades nine through 12 who took a college credit-earning course through the district's early college program |
|---|---|---|---|
| All Students | | | |
| American Indian, female | | | |
| American Indian, male | | | |
| Asian American/ Pacific Island, female | | | |
| Asian American/ Pacific Island, male | | | |
| Black/ African American, female | | | |
| Black/ African American, male | | | |
| Hispanic, female | | | |
| Hispanic, male | | | |
| White, female | | | |
| White, male | | | |
| Two or More Races, female | | | |
| Two or More Races, male | | | |
| Students with Disabilities | | | |
| English Language Learners | | | |
| Former English Language Learners | | | |
| Eligible for Free/Reduced-Price Meals | | | |

**Table 1.5. AP Exam Scores**

*For this section, consider each AP exam score, not each student. For a student who took four AP courses and took the exam for each course, this would count as four AP exam scores. All exam scores are for exams taken within the Survey School Year or in the summer immediately following the Survey School Year.*

| Table 1.5 AP Exam Scores | | |
|---|---|---|
| | Total number of AP exam scores | Number of AP exam scores that were three or higher |
| All Students | | |
| American Indian, female | | |
| American Indian, male | | |
| Asian American/ Pacific Island, female | | |
| Asian American/ Pacific Island, male | | |
| Black/ African American, female | | |
| Black/ African American, male | | |
| Hispanic, female | | |
| Hispanic, male | | |
| White, female | | |
| White, male | | |
| Two or More Races, female | | |
| Two or More Races, male | | |
| Students with Disabilities | | |
| English Language Learners | | |
| Former English Language Learners | | |
| Eligible for Free/Reduced-Price Meals | | |

***Table 1.6.* Four- and Five-Year Graduation Rates**

*For the table below, enter the student graduation rate for each student subgroup as specified by the requirements of your state's four-year cohort and five-year cohort graduation rates (e.g., the National Governor's Association (NGA) Compact Rate). These figures should be expressed as a percentage rounded to the nearest tenth, and should NOT include the percent symbol (%). For example, a rate of 75.4% should be entered as "75.4."*

| Table 1.6. Four- and Five-Year Graduation Rates | | |
|---|---|---|
| | Percent of students who graduated in Survey School Year after being in grades nine through 12 for four years, using the methodology required for your state reporting | Percent of students who graduated in Survey School Year after being in grades nine through 12 for five years, using the methodology required for your state reporting |
| All Students | | |
| American Indian, female | | |
| American Indian, male | | |
| Asian American/ Pacific Islander, female | | |
| Asian American/ Pacific Islander, male | | |
| Black/ African American, female | | |
| Black/ African American, male | | |
| Hispanic, female | | |
| Hispanic, male | | |
| White, female | | |
| White, male | | |
| Two or More Races, female | | |
| Two or More Races, male | | |
| English Language Learners (ELLs) | | |
| Former English Language Learners | | |
| Eligible for Free/Reduced-Price Meals | | |
| Students with Disabilities (overall total for students with any disability; indicate student count by primary disability below) | | |
| --Emotional Disturbance as primary disability | | |
| --Learning Disability as primary disability | | |
| --Autism as primary disability | | |
| --Intellectual Disability as primary disability | | |
| --Other Health Impairment as primary disability | | |
| Other disabilities not listed above | | |

**Table 2.1. Student Absences - Grade Three**

*For the table below, enter the official student count for the number of third-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.*

| Table 2.1. Student Absences, by Grade Level + Subgroup - Grade Three | | | |
|---|---|---|---|
| | Number of third-grade students absent 5-9 days | Number of third-grade students absent 10-19 days | Number of third-grade students absent 20+ days |
| All Students | | | |
| American Indian, female | | | |
| American Indian, male | | | |
| Asian American/ Pacific Island, female | | | |
| Asian American/ Pacific Island, male | | | |
| Black/ African American, female | | | |
| Black/ African American, male | | | |
| Hispanic, female | | | |
| Hispanic, male | | | |
| White, female | | | |
| White, male | | | |
| Two or More Races, female | | | |
| Two or More Races, male | | | |
| Students with Disabilities | | | |
| English Language Learners | | | |
| Former English Language Learners | | | |
| Free/ Reduced-Price Meal Eligibility | | | |
| Please briefly describe your district's definition of an "absence" for this grade level: | | | |

**Table 2.2 Student Absences - Grade Six**

*For the table below, enter the official student count for the number of sixth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.*

| Table 2.2 Student Absences, by Grade Level + Subgroup - Grade Six | | | |
|---|---|---|---|
| | Number of sixth-grade students absent 5-9 days | Number of sixth-grade students absent 10-19 days | Number of sixth-grade students absent 20+ days |
| All Students | | | |
| American Indian, female | | | |
| American Indian, male | | | |
| Asian American/ Pacific Island, female | | | |
| Asian American/ Pacific Island, male | | | |
| Black/ African American, female | | | |
| Black/ African American, male | | | |
| Hispanic, female | | | |
| Hispanic, male | | | |
| White, female | | | |
| White, male | | | |
| Two or More Races, female | | | |
| Two or More Races, male | | | |
| Students with Disabilities | | | |
| English Language Learners | | | |
| Former English Language Learners | | | |
| Free/ Reduced-Price Meal Eligibility | | | |
| Please briefly describe your district's definition of an "absence" for this grade level: | | | |

**Table 2.3. Student Absences - Grade Eight**

*For the table below, enter the official student count for the number of eighth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.*

| Table 2.3 Student Absences, by Grade Level + Subgroup - Grade Eight | | | |
|---|---|---|---|
| | Number of eighth-grade students absent 5-9 days | Number of eighth-grade students absent 10-19 days | Number of eighth-grade students absent 20+ days |
| All Students | | | |
| American Indian, female | | | |
| American Indian, male | | | |
| Asian American/ Pacific Island, female | | | |
| Asian American/ Pacific Island, male | | | |
| Black/ African American, female | | | |
| Black/ African American, male | | | |
| Hispanic, female | | | |
| Hispanic, male | | | |
| White, female | | | |
| White, male | | | |
| Two or More Races, female | | | |
| Two or More Races, male | | | |
| Students with Disabilities | | | |
| English Language Learners | | | |
| Former English Language Learners | | | |
| Free/ Reduced-Price Meal Eligibility | | | |
| Please briefly describe your district's definition of an "absence" for this grade level: | | | |

**Table 2.4. Student Absences - Grade Nine**

*For the table below, enter the official student count for the number of ninth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.*

| Table 2.4. Student Absences, by Grade Level + Subgroup - Grade Nine | | | |
|---|---|---|---|
| | Number of ninth-grade students absent 5-9 days | Number of ninth-grade students absent 10-19 days | Number of ninth-grade students absent 20+ days |
| All Students | | | |
| American Indian, female | | | |
| American Indian, male | | | |
| Asian American/ Pacific Island, female | | | |
| Asian American/ Pacific Island, male | | | |
| Black/ African American, female | | | |
| Black/ African American, male | | | |
| Hispanic, female | | | |
| Hispanic, male | | | |
| White, female | | | |
| White, male | | | |
| Two or More Races, female | | | |
| Two or More Races, male | | | |
| Students with Disabilities | | | |
| English Language Learners | | | |
| Former English Language Learners | | | |
| Free/ Reduced-Price Meal Eligibility | | | |
| Please briefly describe your district's definition of an "absence" for this grade level: | | | |

**Table 3.1. Student Suspensions**

*Include out-of-school suspensions only, do not include in-school suspensions. This is for all students in all grades, including pre-k. For each subgroup as specified, enter the total number of students who were suspended for the specified number of suspension days for the Survey School Year. Because this is a count of suspension days for the school year, a student can be included only once for each span. For example, a student who was suspended twice in the year, once for three days and once for nine days, would be counted under "11-19 suspension days," because the student had a total of twelve suspension days. This student would not be included in the count for "1-5 suspension days" nor in the count for "6-10 suspension days," because each of these are too low for this student's suspension day count.*

*The "total number of instructional days missed due to suspension" refers to the aggregate sum of suspension days for all students in all grades. For example, if 2,500 students were suspended for six days each, then this would be counted as 2,500 x 6 = 15,000 suspension days.*

| Table 3.1. Student Suspensions | | | | | | |
|---|---|---|---|---|---|---|
| | Total number of students suspended | Number of students with 1-5 out-of-school suspension days for the Survey School Year | Number of students with 6-10 out-of-school suspension days for the Survey School Year | Number of students with 11-19 out-of-school suspension days for the Survey School Year | Number of students with 20+ out-of-school suspension days for the Survey School Year | Total number of instructional days missed due to out-of-school suspension for the Survey School Year |
| All Students | | | | | | |
| American Indian, female | | | | | | |
| American Indian, male | | | | | | |
| Asian American/ Pacific Islander, female | | | | | | |
| Asian American/ Pacific Islander, male | | | | | | |
| Black/ African American, female | | | | | | |
| Black/ African American, male | | | | | | |
| Hispanic, female | | | | | | |
| Hispanic, male | | | | | | |
| White, female | | | | | | |
| White, male | | | | | | |
| Two or More Races, female | | | | | | |
| Two or More Races, male | | | | | | |
| Students with Disabilities | | | | | | |
| English Language Learners | | | | | | |
| Former English Language Learners | | | | | | |
| Free/ Reduced-Price Meal Eligibility | | | | | | |

**Table 5.1. Total Enrollment**

*Include students enrolled at any time during the Survey School Year. The enrollment counts should reflect your total rolling enrollment for the entire school year for the district or each grade level specified. Any student enrolled in your district during the school year should be counted as an enrollee.*

**Table 5.1. Student Enrolllment (Rolling Count)**

| | Total number of students enrolled in the district in the Survey School Year | Total number of students enrolled in pre-kindergarten in the Survey School Year | Total number of students enrolled in kindergarten in the Survey School Year | Total number of students enrolled in grade three in the Survey School Year | Total number of students enrolled in grade six in the Survey School Year | Total number of students enrolled in grade eight in the Survey School Year | Total number of students enrolled in grade nine in the Survey School Year | Total number of students enrolled in grade ten in the Survey School Year | Total number of students enrolled in grade eleven in the Survey School Year | Total number of students enrolled in grade twelve in the Survey School Year |
|---|---|---|---|---|---|---|---|---|---|---|
| All Students | | | | | | | | | | |
| American Indian, female | | | | | | | | | | |
| American Indian, male | | | | | | | | | | |
| Asian American/ Pacific Islander, female | | | | | | | | | | |
| Asian American/ Pacific Islander, male | | | | | | | | | | |
| Black/ African American, female | | | | | | | | | | |
| Black/ African American, male | | | | | | | | | | |
| Hispanic, female | | | | | | | | | | |
| Hispanic, male | | | | | | | | | | |
| White, female | | | | | | | | | | |
| White, male | | | | | | | | | | |
| Two or More Races, female | | | | | | | | | | |
| Two or More Races, male | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | |
| English Language Learners | | | | | | | | | | |
| Former English Language Learners | | | | | | | | | | |
| Free/ Reduced-Price Meal Eligibility | | | | | | | | | | |

# APPENDIX B. COUNCIL OF THE GREAT CITY SCHOOLS

# Council of the Great City Schools

The Council of the Great City Schools is a coalition of 72 of the nation's largest urban public school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An Executive Committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c) (3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts research and studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

Chair of the Board

Lawrence Feldman, School Board Member
Miami-Dade County Public Schools

Chair-elect of the Board

Eric Gordon, Chief Executive Officer
Cleveland Metropolitan School District

Secretary/Treasurer

Michael O'Neill, Boston School Committee
Boston Public Schools

Immediate Past Chair

Felton Williams, School Board President
Long Beach Unified School District

Executive Director

Michael Casserly