

RESEARCH

RESEARCH DEPARTMENT OVERVIEW



Research Department Overview January 2024

Overall Research Department Goals/Priorities

The goal of the research department is to conduct, facilitate and disseminate research that will provide guidance and support to the Council's member districts and other key stakeholders as they work to improve academic achievement and reduce achievement gaps in large urban school districts.

Understanding the diverse operations of our member districts, the Council's Research Department also provides customized support to help guide and improve the strategic use of research, evaluation, and data analytics among our member districts as well as provide concrete guidance and support to our member districts and other key stakeholders as they work to improve education outcomes and reduce achievement gaps in urban school districts.

The Council's research team consists of Dr. Akisha Osei Sarfo (Director of Research), Dr. Chester Holland (Research Manager) and Brian Garcia (Research Manager).

Update on Recently Completed Projects/Conferences

The Urban School District Landscape – A Look at Changes in Enrollment and Student Demographics Over the Last Decade

The Council continues to be interested in learning about the changing demographic landscape and trends across its membership. To document and understand these trends, the Council has been collecting enrollment data and reporting total enrollment, enrollment by grade level and enrollment by student group from 2011 through 2022. The data will be reported out in both a report and a dashboard where we examine demographic shifts across urban education and potentially use this information to contextualize other student outcomes from our urban districts. The enrollment dashboard is now publicly available at <https://www.cgcs.org/enrollmentdashboard>.

Update on the Trial Urban District Assessment Advisory Task Force at the National Assessment Governing Board Quarterly Meeting

On November 17th, the Council’s executive director and research director presented before the National Assessment Governing Board an update on the work of the TUDA Task Force. The presentation highlighted that TUDA Task Force discussions help inform key aspects of future administrations of NAEP and the practical impact of changes and program updates. TUDA Task Force members have become a voice for urban school districts in understanding recovery efforts and help the Governing Board contextualize NAEP results and trends. The presentation also highlighted the Task Force’s efforts to improve understanding, communication, and use of NAEP TUDA results through the development of the NAEP communication guide as well as the Council’s NAEP dashboards which were both efforts resulting from feedback from the Task Force. The Task Force also continues to highlight and utilize findings from the Council’s Mirror or Window’s Report which uses 10 years of NAEP data in reading and math at grades 4 and 8 to answer whether schools are windows of opportunity, helping to overcome poverty and other barriers, or mirrors of society’s inequities.

2023 Revised Academic KPI Report and Dashboards

The revised 2023 Academic KPI report and dashboards are now available on the Council’s website and attached. In October 2023, the research team discovered a processing error that was determined to have affected some of the metrics reported in the recently-released 2023 Academic KPI Report, namely the district comparison charts in sections reporting on Algebra I Completion Rates, Absentee Rates by Grade Level, and Suspension Rates. The research team at the Council resolved the error and produced a corrected version of the report, which is attached and can be found on the [Council’s website](#). The KPI Dashboards containing the corrected data are also available on [EdWires](#).

Please be sure that you have this corrected version of the 2023 report, especially if you intend to use the information contained in the reports. Please also discard any paper reports that you may have and only use the attached report or the reports available online.

Please note that no issues have been found in the *Managing for Results* Operations KPI report.

ESSER Survey Part II – Financial Survey

The research department along with the legislative team, developed the second part of the ESSER survey designed to gather information on ESSER expenditures, spending and impact. More specifically, the data looks at ESSER I (CARES), ESSER II (CRRSA) and ESSER III (ARP) expenditures related to human resources, facilities, and operations. At the end of the survey, respondents can express concerns related to the delivery of funds and barriers to spending the funds. The survey was administered to CFOs in December of 2023. A draft of the survey is attached.

CGCS District Enrollment Trends 2019-20 to 2022-24

The research department recently collected and analyzed enrollment from our districts for the current 2023-24 school year. 58 districts self-reported their enrollment figures, some of which were unofficial enrollment numbers. This data allows us to look at trends in enrollment over time, as we compare the 2024 self-reported enrollment data to four previous years' enrollment self-reported data or data from the National Center for Education Statistics Common Core of Data.

Overall, CGCS district enrollment is down 7.4% when pre-k students are included in the analysis and down 7.5% without pre-k students, although enrollment declines have slowed down in the most recent years. We find that many of our districts have made great efforts to increase pre-k and elementary enrollment. We also find increases in high school grade levels, which may indicate that some students are challenged with matriculating to the next grade level due to their inability to gain enough credits or due to district-level course passing policies. A copy of the enrollment report is attached.

Ongoing Projects

RAND American School District Panel (ASDP)

This year the Council continues their partnership with RAND Corporation to provide leaders with an opportunity to share their perspectives and contribute to decisions about education policy and practice. Over the past several years, RAND and the research team surveyed leaders in our districts twice a year, once in the fall and once in the spring, on a range of topics including curriculum and instruction, professional development supports, math instruction and curriculum, services for students with disabilities and provide insight into how districts are changing to support school-level problem-solving. Many of the more recent research interests have been related to how districts are operating during COVID.

The fall 2023 ASDP survey launched October 10th. District leaders were asked to respond to questions related to COVID-19 recovery, staffing, and revenue; math instruction, summer 2023 programs as well a critical thinking, student input, open education. As an incentive to complete the survey, districts will receive student scholarships in the amount of \$250 for each completed survey, up to \$500 for the 2023-24 school year. 26 CGCS districts participated in this administration of the survey.

Information Technology Update

The Council is continuing its work on new collaboration tools for member district personnel to replace the Council's current collaboration tool, Edwires. The new platform, CGCS Communities, makes it easier than ever for member district employees to discuss and share resources.

This upgrade brings many new features and a better user experience for member district employees on the platform. Chief among these upgrades is a new forum to improve upon existing listserv communication. On the forum, members can privately message each other for one-on-one discussions, post to role-alike groups, and share files with each other. Additionally, any documents shared in forum discussions will automatically be saved in a searchable database for members to review later. These great discussions features are not limited to the forum, however. Users can subscribe to role-alike groups to get email updates when new forum posts go up. For maximum convenience, users can also respond to forum posts via email.

The Council is pleased to announce that CGCS Communities has been launched with select member district groups. Previously, the Chief Information Officer, Governance Leaders, English language learner Directors, and Research Directors' communities were operational. Since then, 13 new communities have been created covering topics of academics and special education. More role-alike communities are expected to be added in the coming months.

To help users adopt the new system, the Council is also in the process of developing tutorial materials for district personnel to access. The Council has already developed some illustrated guides to help teach users common tasks such as logging in, downloading resources, and starting discussions with peers. Additionally, the Council is creating a brief tutorial video to help new users learn how to use CGCS Communities. Filming has completed on the video and final edits are currently underway.

To offer these new collaboration tools to members, The Council is also updating its internal databases. These database upgrades will aggregate data about all the unique ways that member districts interact with The Council. Some of these data points include conference

registration metrics and member activity on CGCS Communities. The Council has collected some early data on how the pilot groups have been using CGCS Communities. We are pleased to report that, even though only a small portion of role-alike groups are on CGCS Communities currently, there have been over 600 logins and over 150 document downloads since March of 2023. Both logins and document downloads have continued to increase since the last time of reporting. These figures are projected to continue to increase as they only represent a small portion of the total role-alike groups that will eventually be on CGCS Communities.

With this new data, The Council will be able to determine what activities member districts find most valuable and what needs we can address in the future for member districts. This will also allow the Council to report data back more efficiently to member districts. We are excited to see what new and innovative services we can offer our members once we have access to this data.

Monthly Research and Assessment Directors Conference Calls

The Council began meeting weekly with Research, Evaluation, and Assessment Directors on March 24, 2020 to discuss key decisions and plans given the unprecedented national circumstances associated with Covid-19. CGCS provides these forums for directors to have a safe space to connect and share with colleagues across the country about how they are handling the research and assessment issues that have emerged as districts and states deal with COVID-19. We continue to discuss key issues that arise every first Tuesday of every month, at 1:00 PM EST. Recent topics discussed in our meetings include:

- 2023-24 District Enrollment Trends
- District recovery strategies
- Estimating student-teacher ratios
- Research director topic survey Results

Monthly Chief Performance Officer Conference Calls

In December of 2022, the Council launched their first Chief Performance Officer call to support leaders in these roles across our districts. As a collective, meeting topics and content are built to develop a knowledge base of the skills and needs of chiefs and a better understanding of the work and challenges of those working in these positions. Meetings with chiefs are held monthly.

Assessment Consortia

The Council continues to lead assessment consortia for districts who use NWEA MAP assessments, Curriculum Associate iReady assessments and/or Renaissance Star

assessments. These consortia were born out of the need to understand member district performance and growth pre- and post-pandemic. These data allow districts to benchmark their students' academic performance against an aggregate measure of large city performance, to set strategic annual targets and monitor their progress throughout the pandemic and beyond. In addition, this data will be used in a larger study of ESSER investments and impact across our member districts.

In addition to pooling and analyzing assessment data in these consortia, time is spent sharing best practices and growing as users of the assessment platforms. Through these discussions, the Council learns more about the challenges our districts face in assessing students and factors we must consider as we measure student outcomes. Each assessment consortium meets quarterly. Meetings thus far have focused on the different ways in which our districts administer the assessment, assessment data use, challenges with implementation and product development, differences in student performance and ways and which data can be shared within each consortium.

Research Director Online Community

The Council's research department recently launched a research director online community where district leaders can more readily make connections, share information, or ask questions of their fellow research directors across our member districts. We hope the community creates more ongoing opportunities to collaborate in between regularly scheduled meetings. Council staff are working to increase engagement in the community.

ENROLLMENT DATA



CGCS District Enrollment Trends 2019-20 to 2023-24

CGCS Research Team
Brian Garcia
Akisha Osei Sarfo
Chester Holland

This data is intended for internal use only as some districts provided unofficial 2022-23 & 2023-24 enrollment figures.

CGCS District Enrollment Overall Changes

58 Districts Reporting K-12

43 Districts Reporting PreK



	% Change – With Pre-K	% Change – Without Pre-K
Initial Decline from 2019-20 to 2020-21	-4.0%	-3.5%
<i>Change from 2020-21 to 2021-22</i>	-2.2%	-2.5%
<i>Change from 2021-22 to 2022-23</i>	-0.9%	-1.1%
<i>Change from 2022-23 to 2023-24</i>	-0.6%	-0.6%
Overall Change from 2019-20 to 2023-24	-7.4%	-7.5%

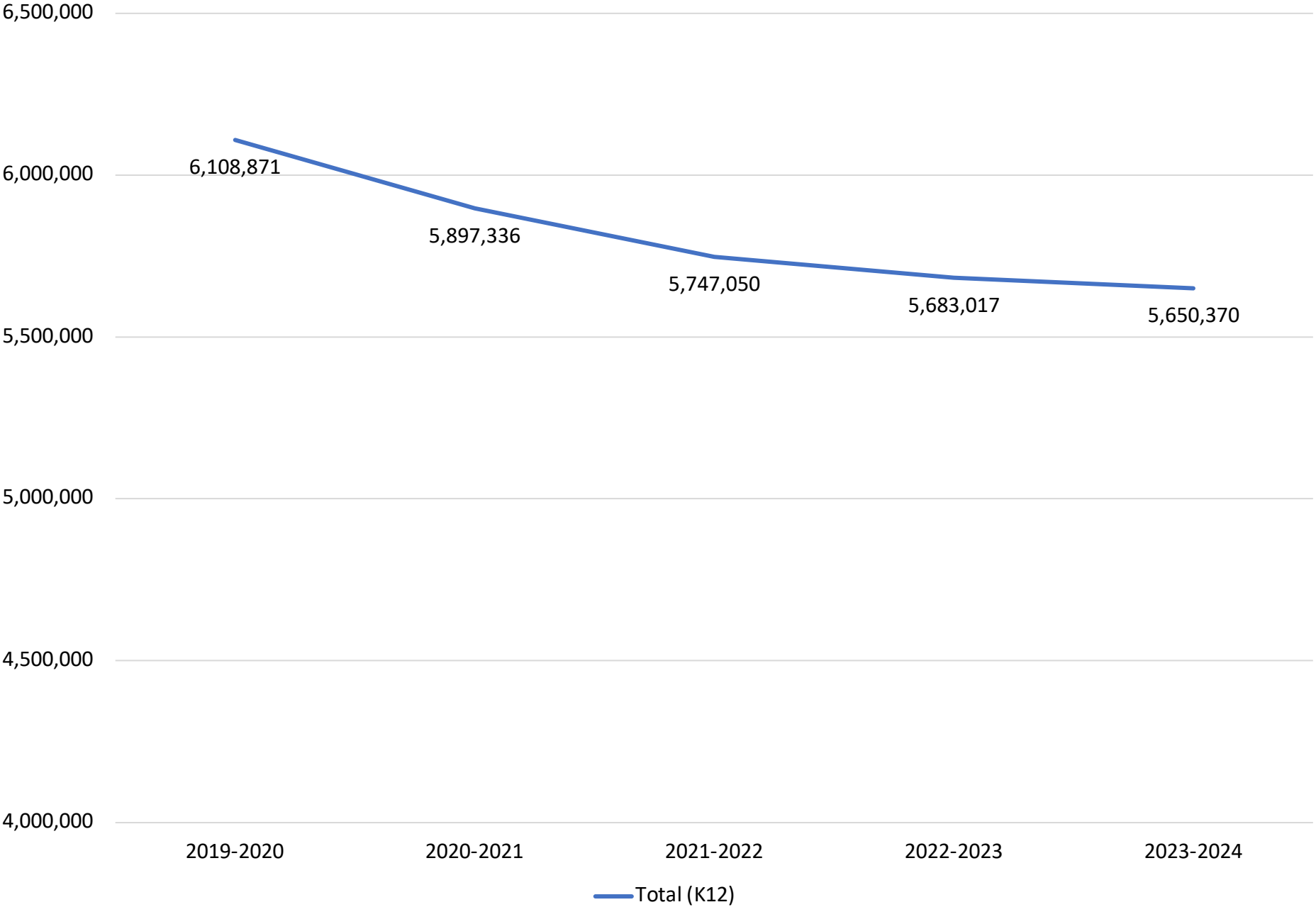
Enrollment data for years 2019-20 through 2021-22 are from the National Center for Educational Statistics Common Core of Data: <https://nces.ed.gov/ccd/>

*2022-23 & 2023-24 Grade level enrollment data submitted by districts and include unofficial enrollment numbers from some districts. Last updated 11.7.2023



Total Enrollment 2019-20 to 2022-23 K-12

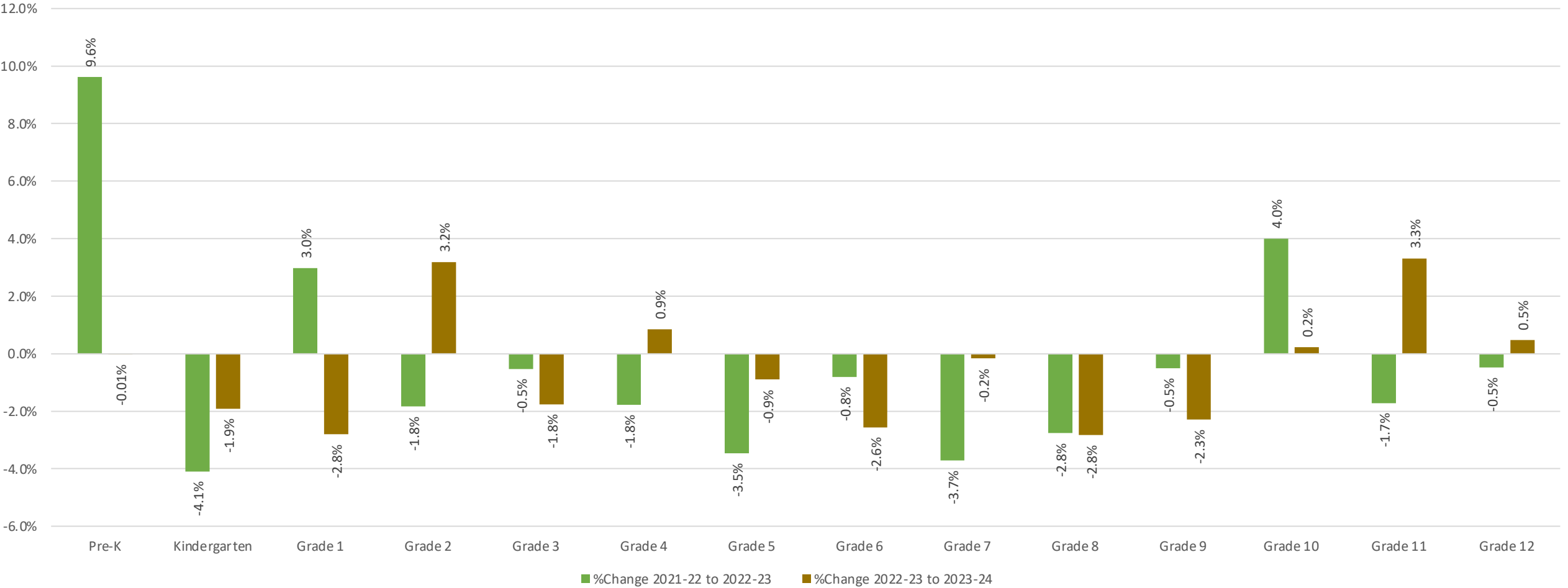
58 Districts Reporting



Enrollment data for years 2019-20 through 2021-22 are from the National Center for Educational Statistics Common Core of Data: <https://nces.ed.gov/ccd/>
*2022-23 & 2023-24 Grade level enrollment data submitted by districts and include unofficial enrollment numbers from some districts. Last updated 11.7.2023

Percent Change Year to Year by Grade Level

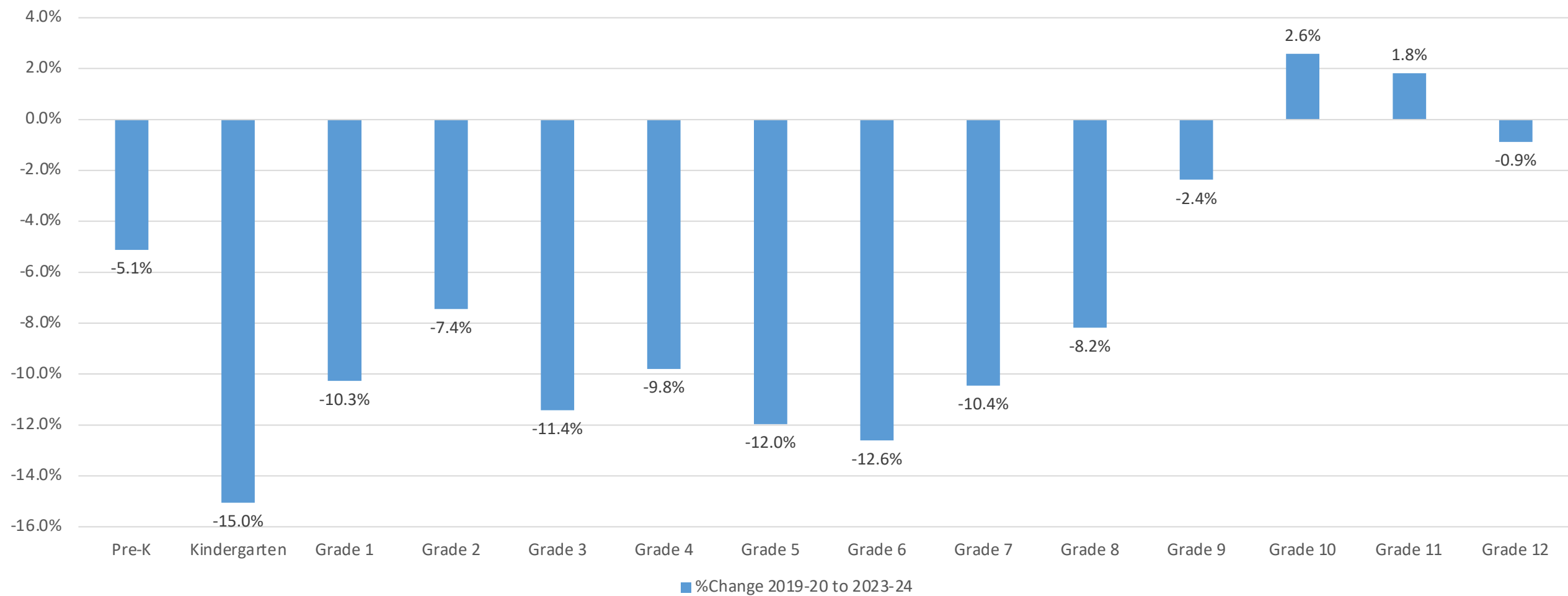
58 Districts Reporting
43 Districts Reporting for PreK



Enrollment data for years 2019-20 through 2021-22 are from the National Center for Educational Statistics Common Core of Data: <https://nces.ed.gov/ccd/>
*2022-23 & 2023-24 Grade level enrollment data submitted by districts and include unofficial enrollment numbers from some districts. Last updated 11.7.2023

Percent Change in Enrollment by Grade 2019-20 to 2023-24

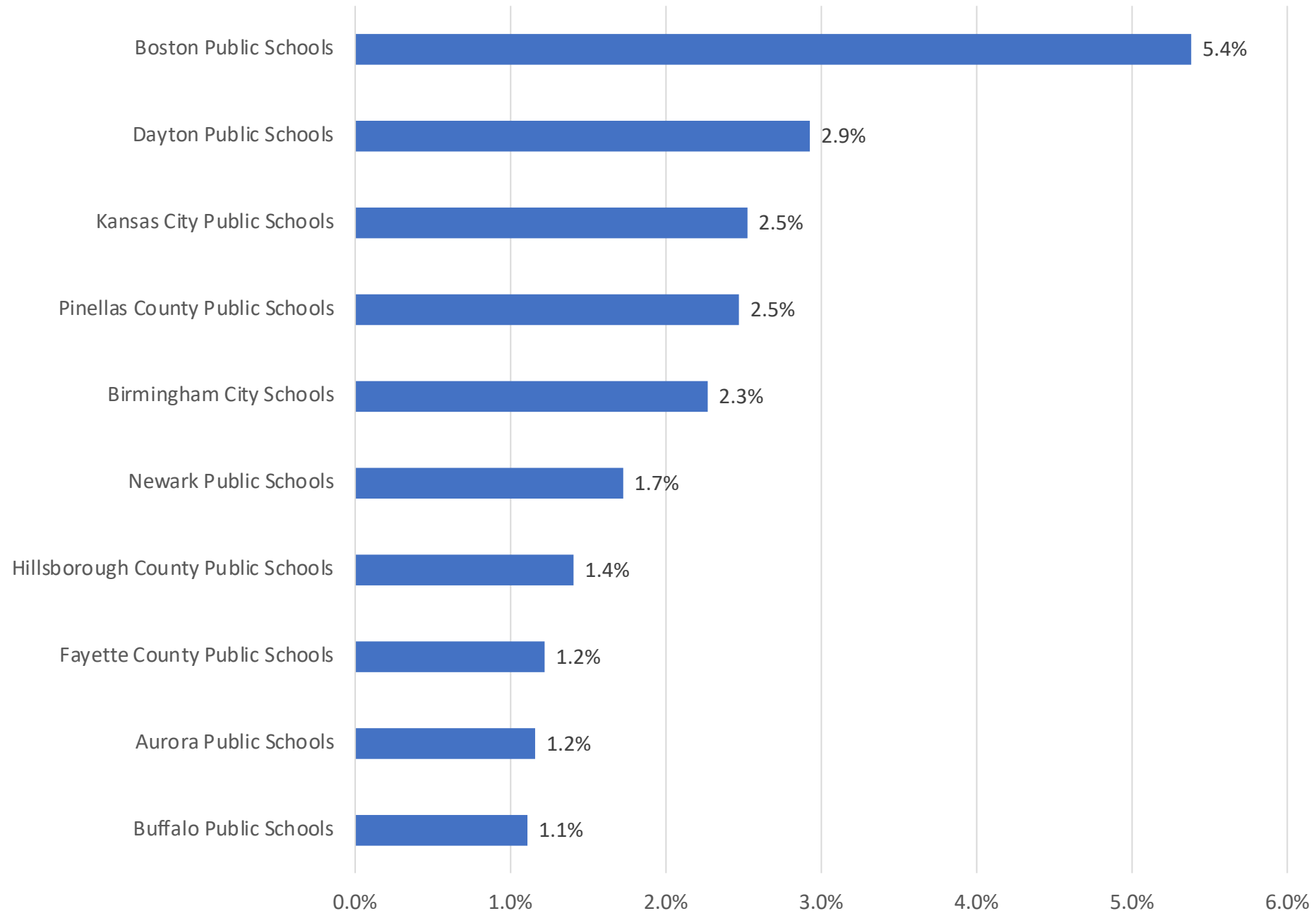
58 Districts Reporting
43 Districts Reporting for PreK





Top Districts with Growth in Enrollment 2022-23 to 2023-24 K-12

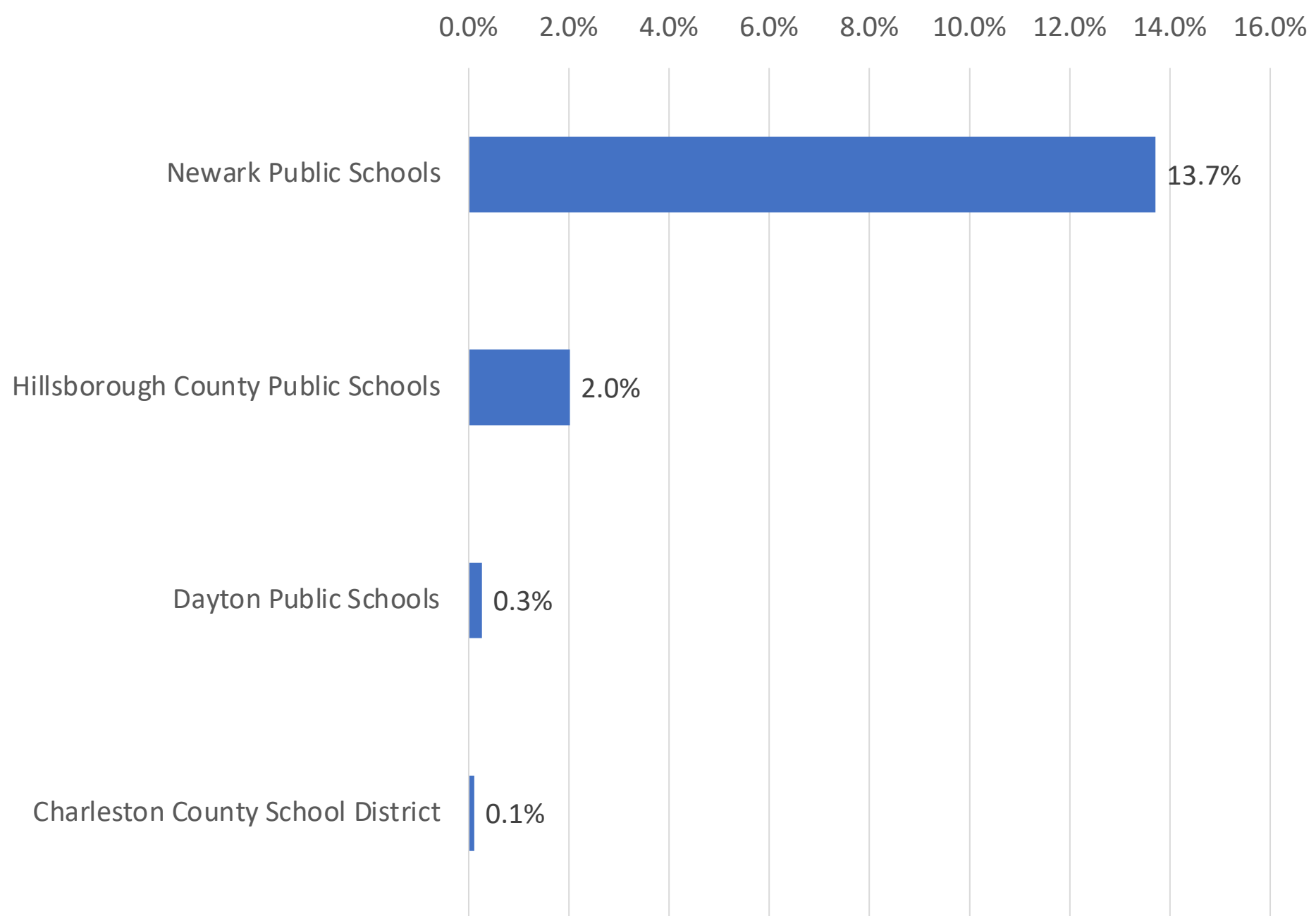
58 Districts Reporting





Districts with Growth in Enrollment 2019-20 to 2023-24 K-12

58 Districts Reporting



ACADEMIC KPI REPORT

ACADEMIC KEY

PERFORMANCE INDICATORS



Council *of the*
Great City Schools®

www.cgcs.org

REVISED
REPORT
2023

Academic Key Performance Indicators

By the
Council of the Great City Schools



Brian Garcia
Chester Holland, PhD
Akisha Osei Sarfo, PhD
Ray Hart, PhD

November 2023

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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. In 2022, 26 Council member districts participated 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 2023 report presents an updated set of data for school year 2021-22. This report presents several different ways that member districts can analyze the data themselves by disaggregating results, showing trends, and combining variables. The companion online dashboard has been updated with the most recent data allowing districts to conduct several comparisons and analysis beyond what is presented in this report. To access this system, go to www.edwires.org.

This report focuses on the data collection and analysis of the following Academic KPIs:

- Pre-K enrollment relative to Kindergarten enrollment
- 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 100 students due to suspensions
- AP participation rates
- AP-equivalent participation rates
- AP exam pass rates
- Four-year graduation rate

METHODOLOGY AND ANALYSIS

A. Methodology

Developing the KPIs

This 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 easily 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 districts 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 staff devoted time to the development of 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.

This report illustrates the current use of the performance indicators as viable measures of student achievement outcomes across all member districts. The data are based on results from about 52 member districts. Not all member districts completed all KPIs, but the charts and tables summarize the data from all respondents.

B. Analysis

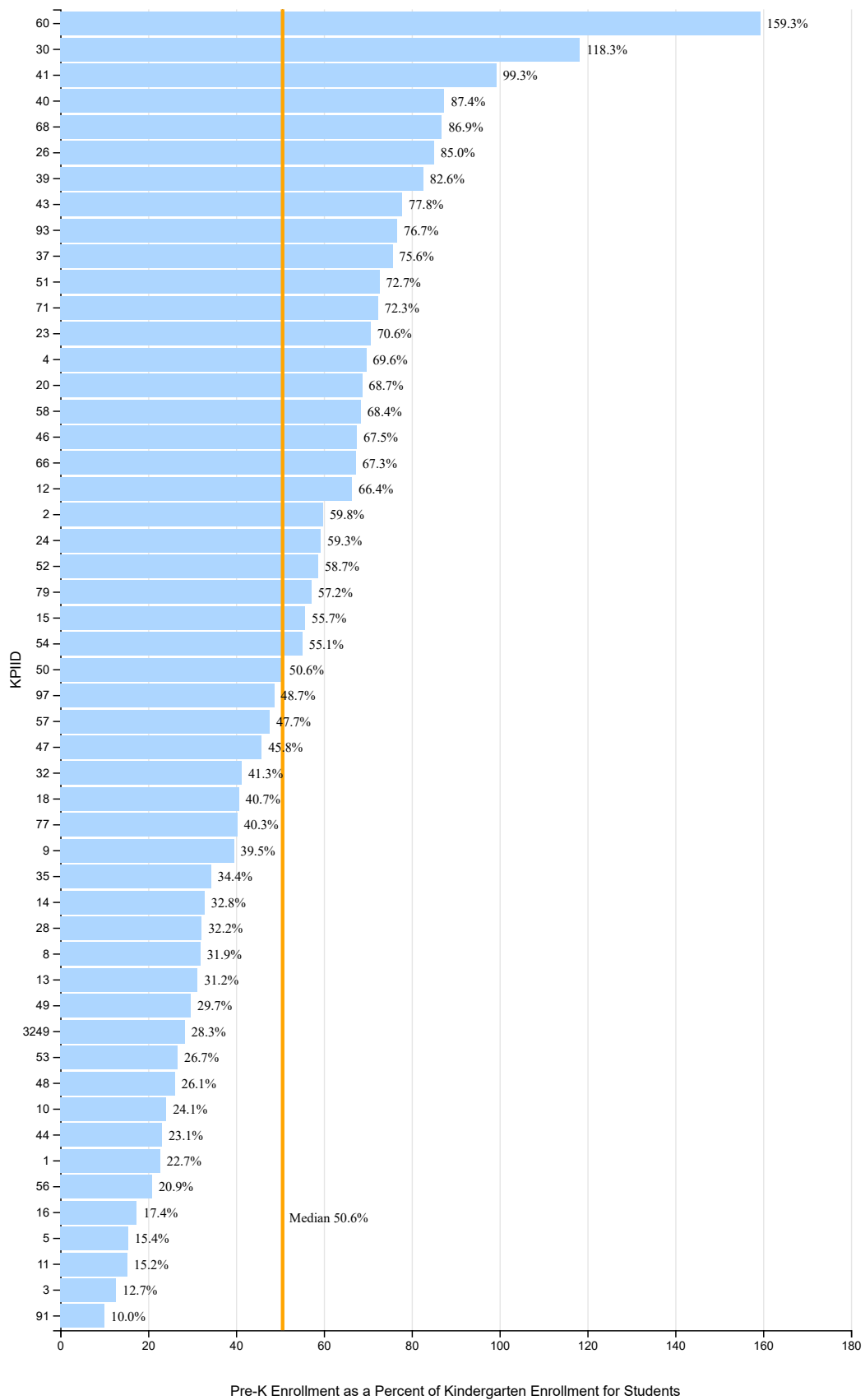
Organizing and Presenting the Data

The analysis presented here is divided into four sections: 1) elementary achievement indicators, 2) secondary achievement indicators, 3) attendance indicators, and 4) disciplinary indicators. Not all data were presented or analyzed, but the recently developed online system allows 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

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. Figures 1.1 to 1.24 show the relationship between Pre-K and Kindergarten enrollments and how they have changed between 2018-19 and 2021-22. The data is also disaggregated by a number of demographic variables.

1.1 Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students, 2021-22

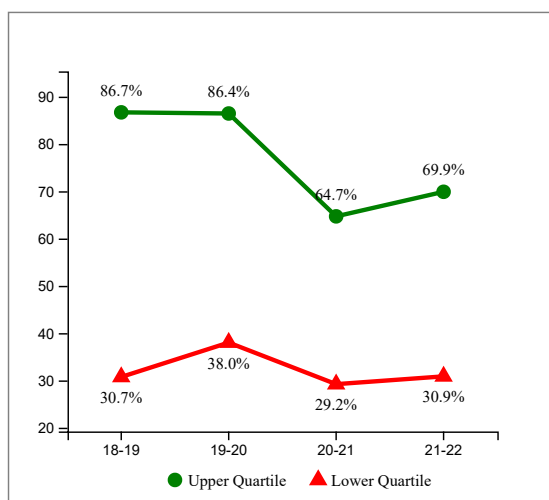


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students

Note: Higher values and larger increases are desired

- Figure 1.1: Total number of pre-K Students divided by total number kindergarten Students, 2021-22
- Figure 1.2: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students, 2018-19 to 2021-22
- Figure 1.3: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students, 2018-19 to 2021-22

1.3 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students, 2018-19 to 2021-22



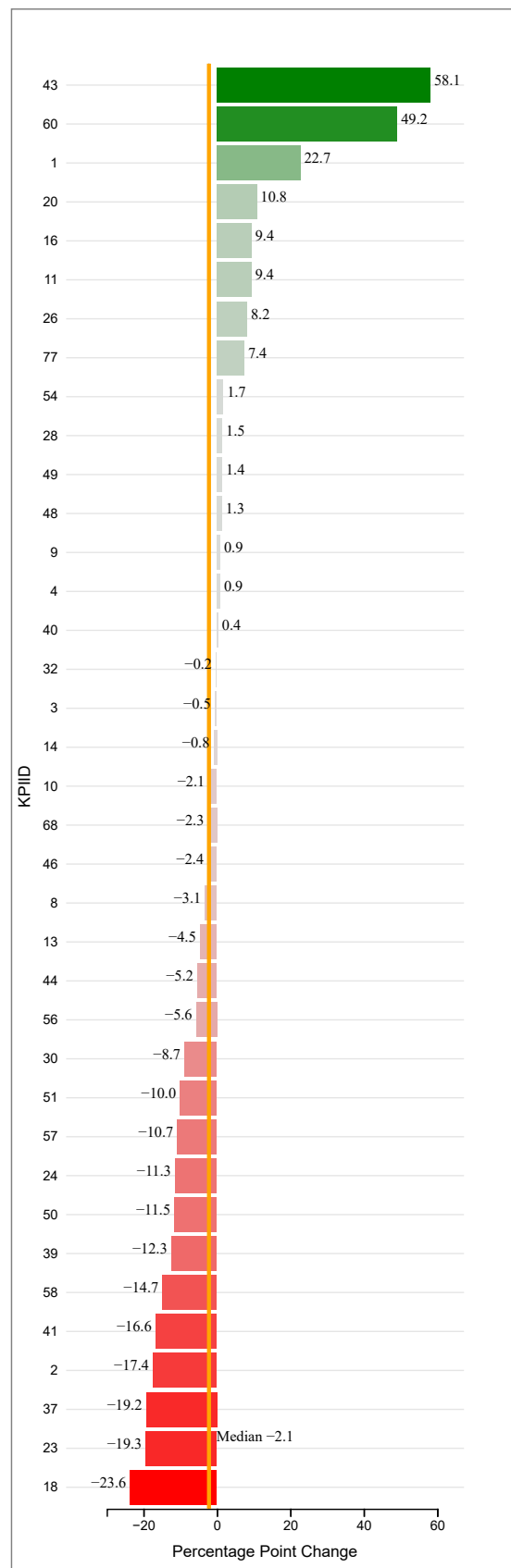
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Boston
- Charleston
- Dallas
- Denver
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- New York
- Oklahoma City
- Pittsburgh

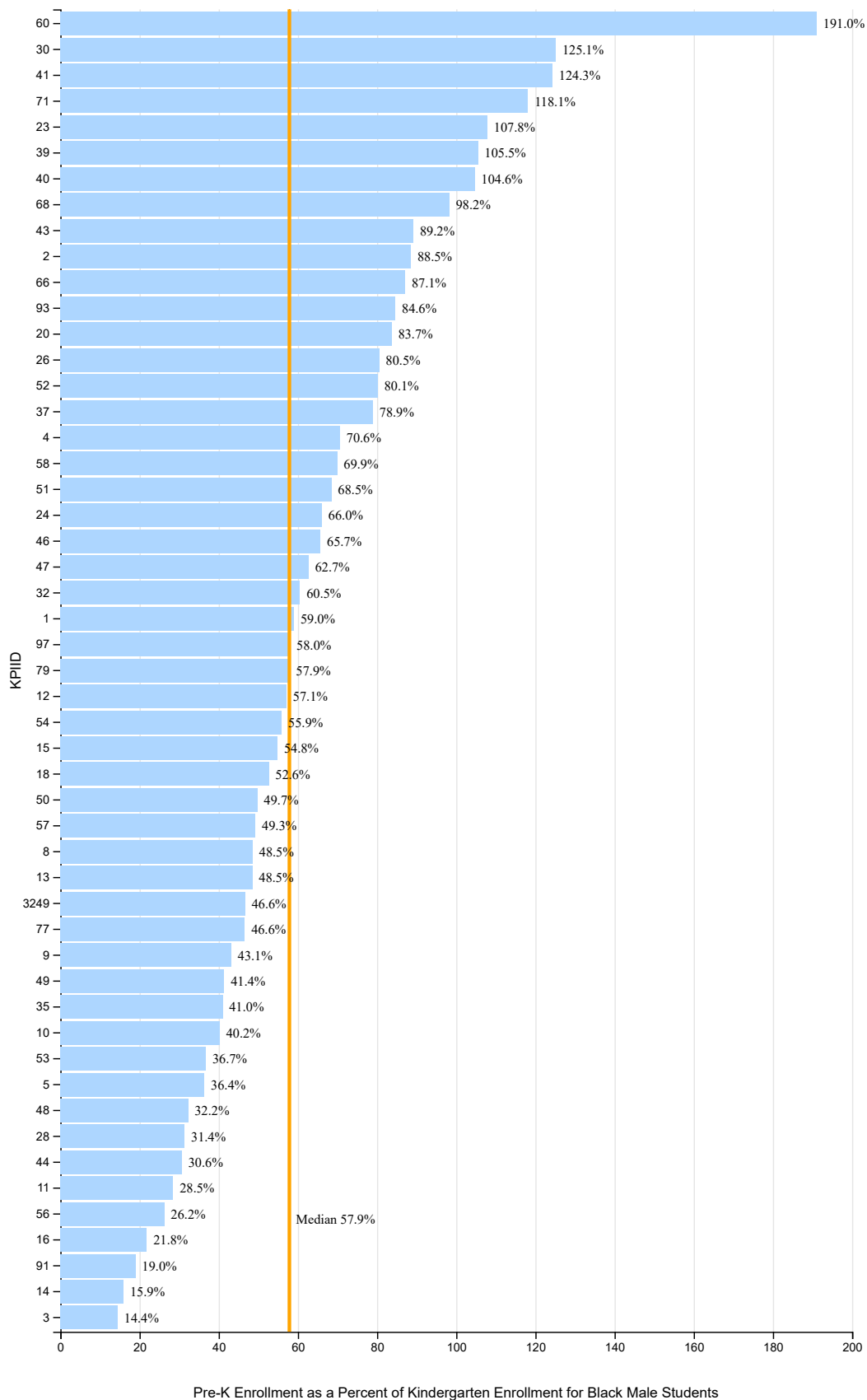
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Boston
- Chicago
- Cincinnati
- Los Angeles
- New York
- Pittsburgh
- San Diego
- San Francisco
- Seattle

1.2 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students, 2018-19 to 2021-22



1.4 Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Male Students, 2021-22

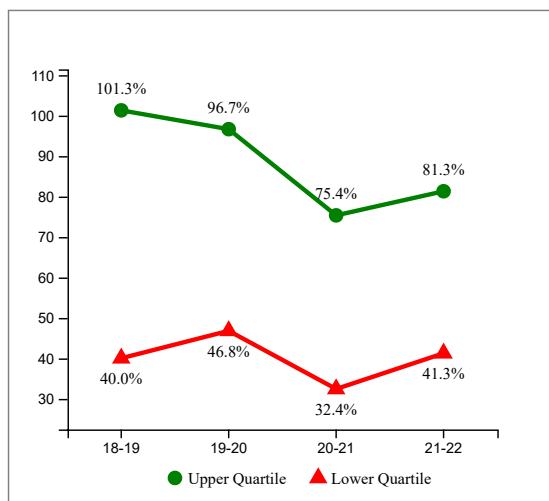


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Male Students

Note: Higher values and larger increases are desired

- Figure 1.4: Total number of pre-K Black Male Students divided by total number kindergarten Black Male Students, 2021-22
- Figure 1.5: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Male Students, 2018-19 to 2021-22
- Figure 1.6: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Male Students, 2018-19 to 2021-22

1.6 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Male Students, 2018-19 to 2021-22



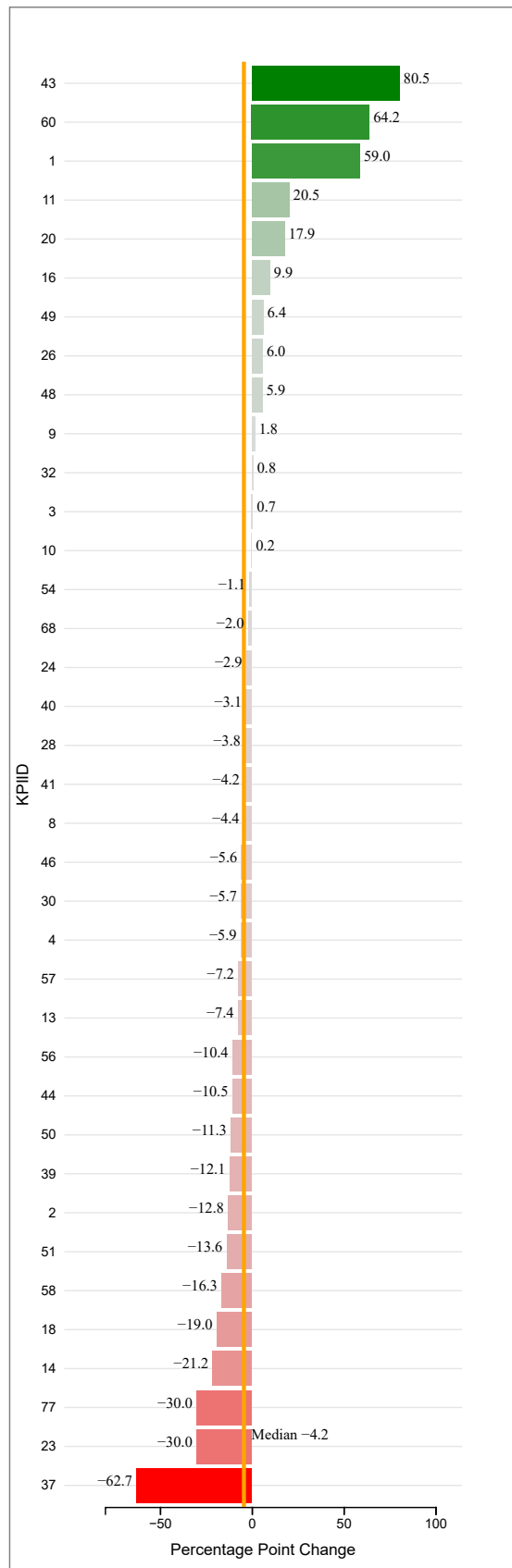
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Charleston
- Cincinnati
- Dallas
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- New York
- Omaha
- Pittsburgh
- Richmond

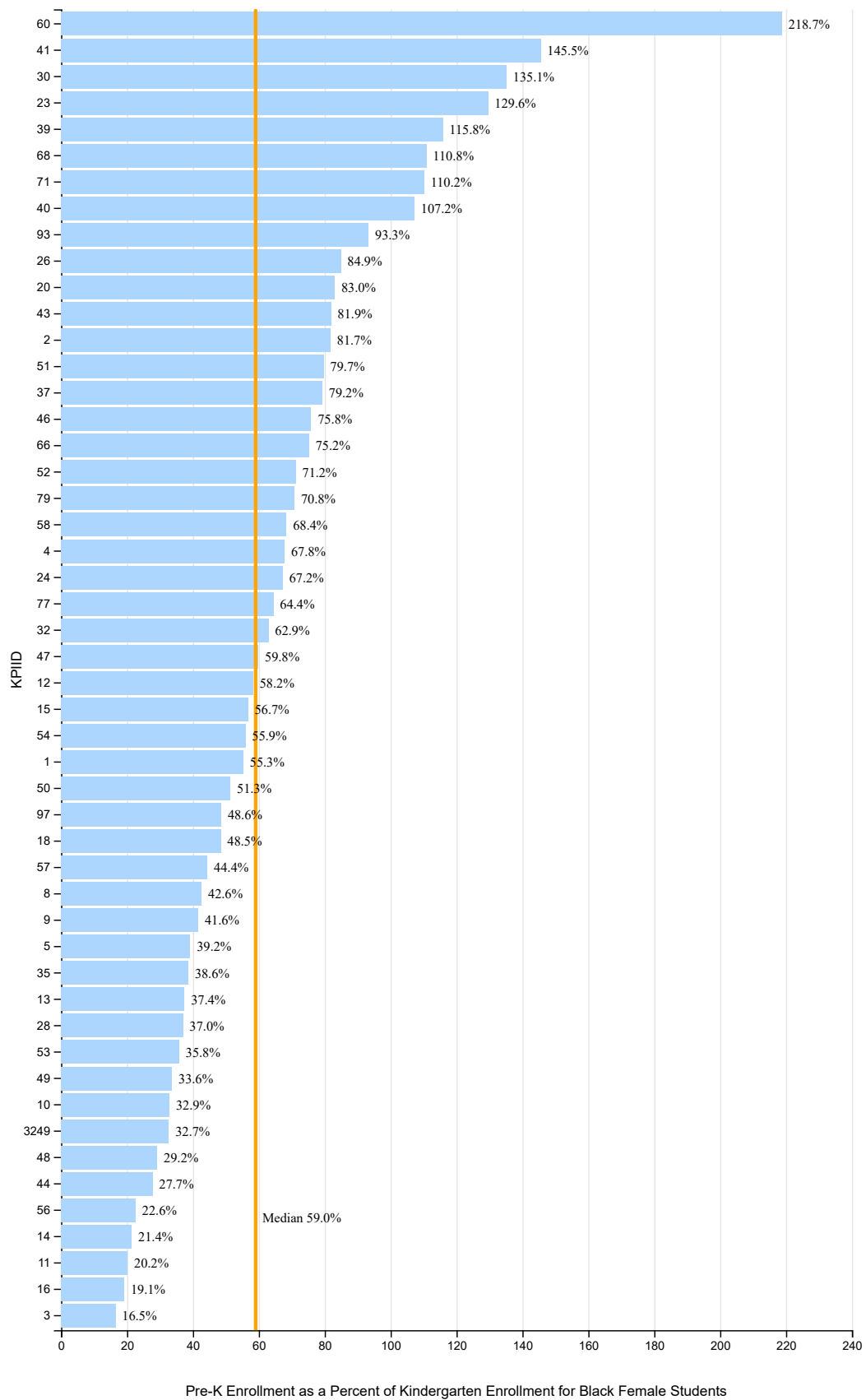
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Boston
- Cincinnati
- Clark County
- Guilford County
- Los Angeles
- New York
- Orange County
- Pittsburgh
- San Diego
- Seattle

1.5 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Male Students, 2018-19 to 2021-22



1.7 Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Female Students, 2021-22

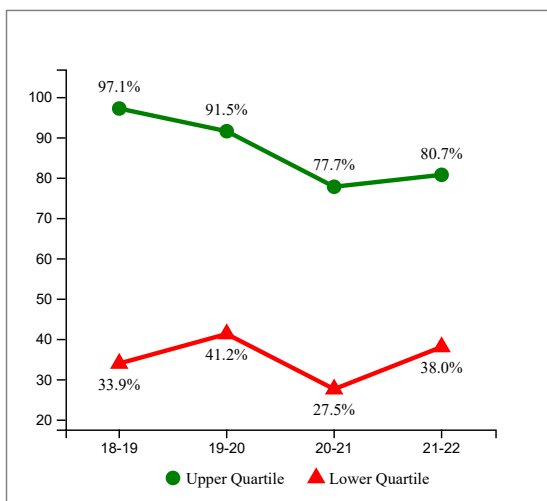


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Female Students

Note: Higher values and larger increases are desired

- Figure 1.7: Total number of pre-K Black Female Students divided by total number kindergarten Black Female Students, 2021-22
- Figure 1.8: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Female Students, 2018-19 to 2021-22
- Figure 1.9: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Female Students, 2018-19 to 2021-22

1.9 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Female Students, 2018-19 to 2021-22



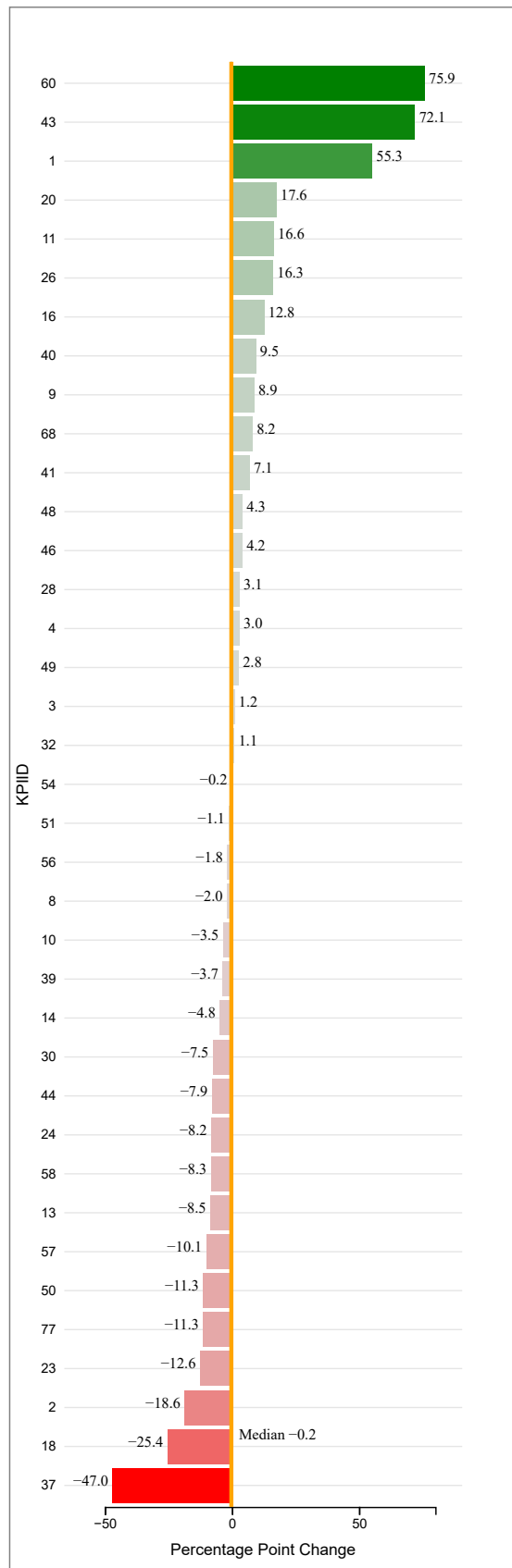
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Boston
- Charleston
- Cincinnati
- Dallas
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- New York
- Pittsburgh
- Richmond

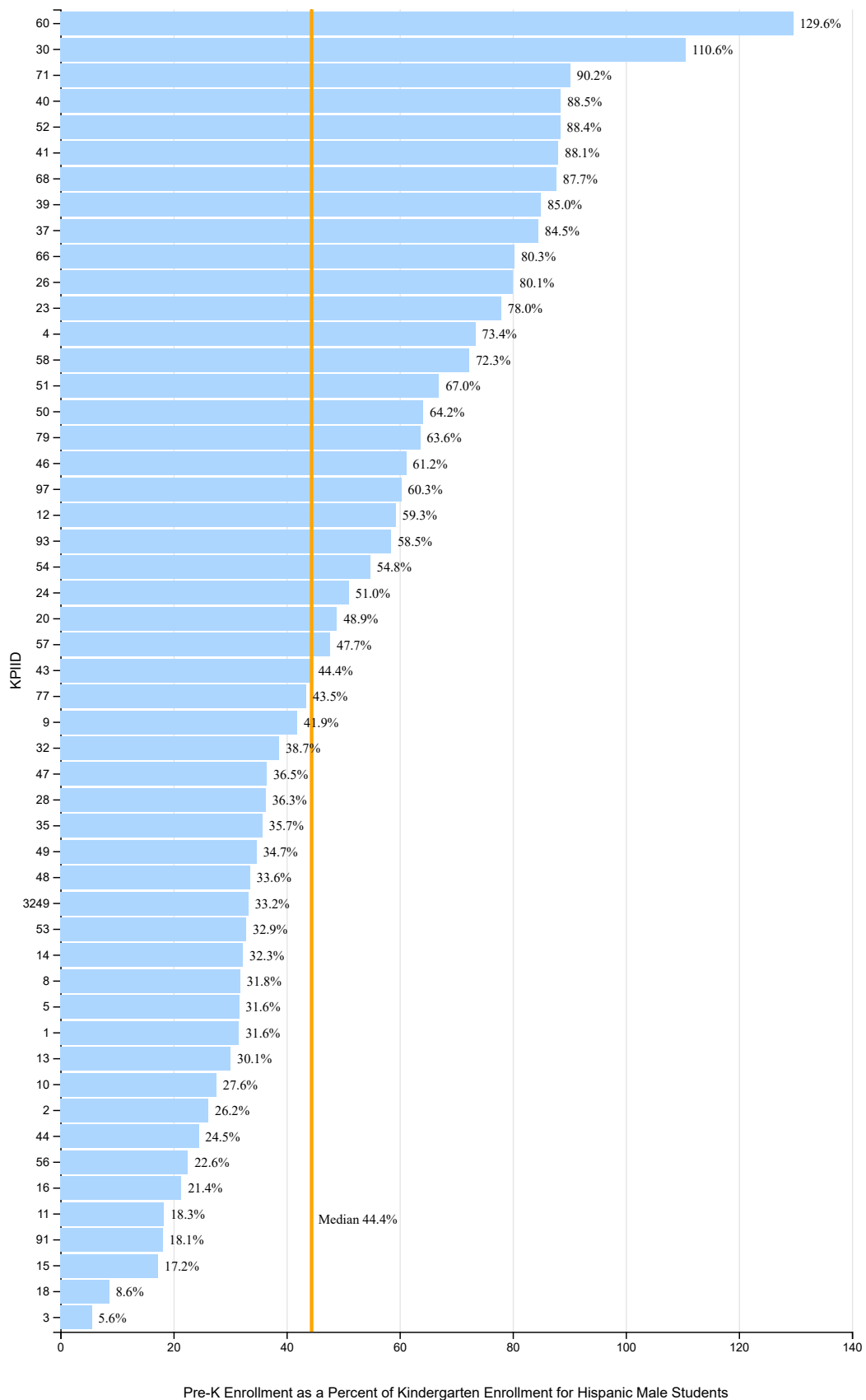
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Boston
- Cincinnati
- Clark County
- Fort Worth
- Los Angeles
- New York
- Pittsburgh
- San Diego
- Seattle

1.8 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Female Students, 2018-19 to 2021-22



1.10 Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Male Students, 2021-22

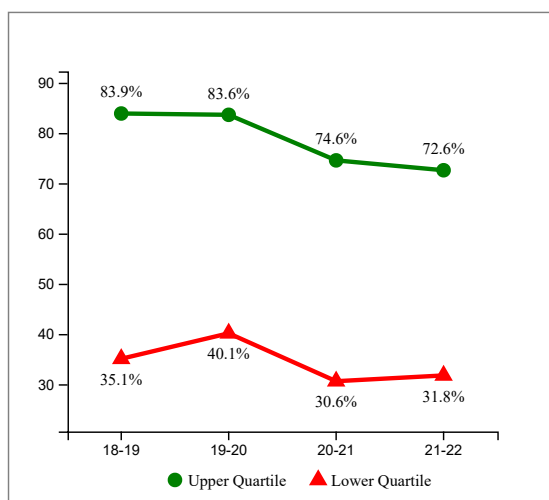


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Male Students

Note: Higher values and larger increases are desired

- Figure 1.10: Total number of pre-K Hispanic Male Students divided by total number kindergarten Hispanic Male Students, 2021-22
- Figure 1.11: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Male Students, 2018-19 to 2021-22
- Figure 1.12: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Male Students, 2018-19 to 2021-22

1.12 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Male Students, 2018-19 to 2021-22



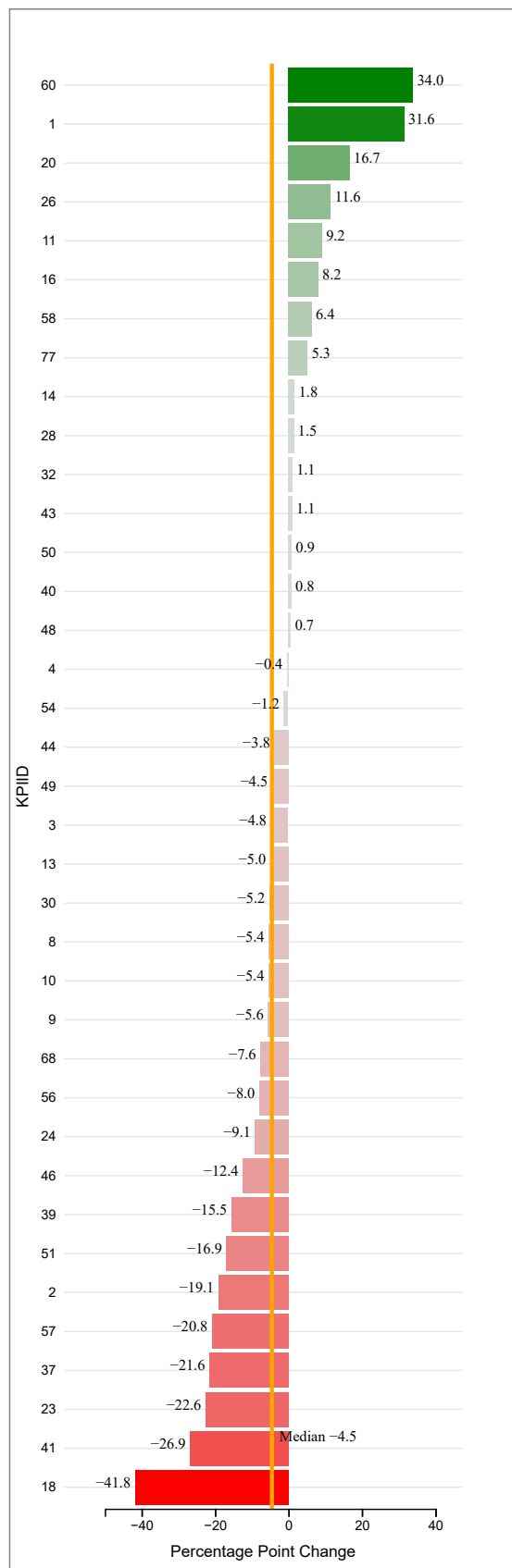
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Boston
- Charleston
- Dallas
- Denver
- Fort Worth
- Houston
- Milwaukee
- Minneapolis
- New York
- Omaha
- Wichita

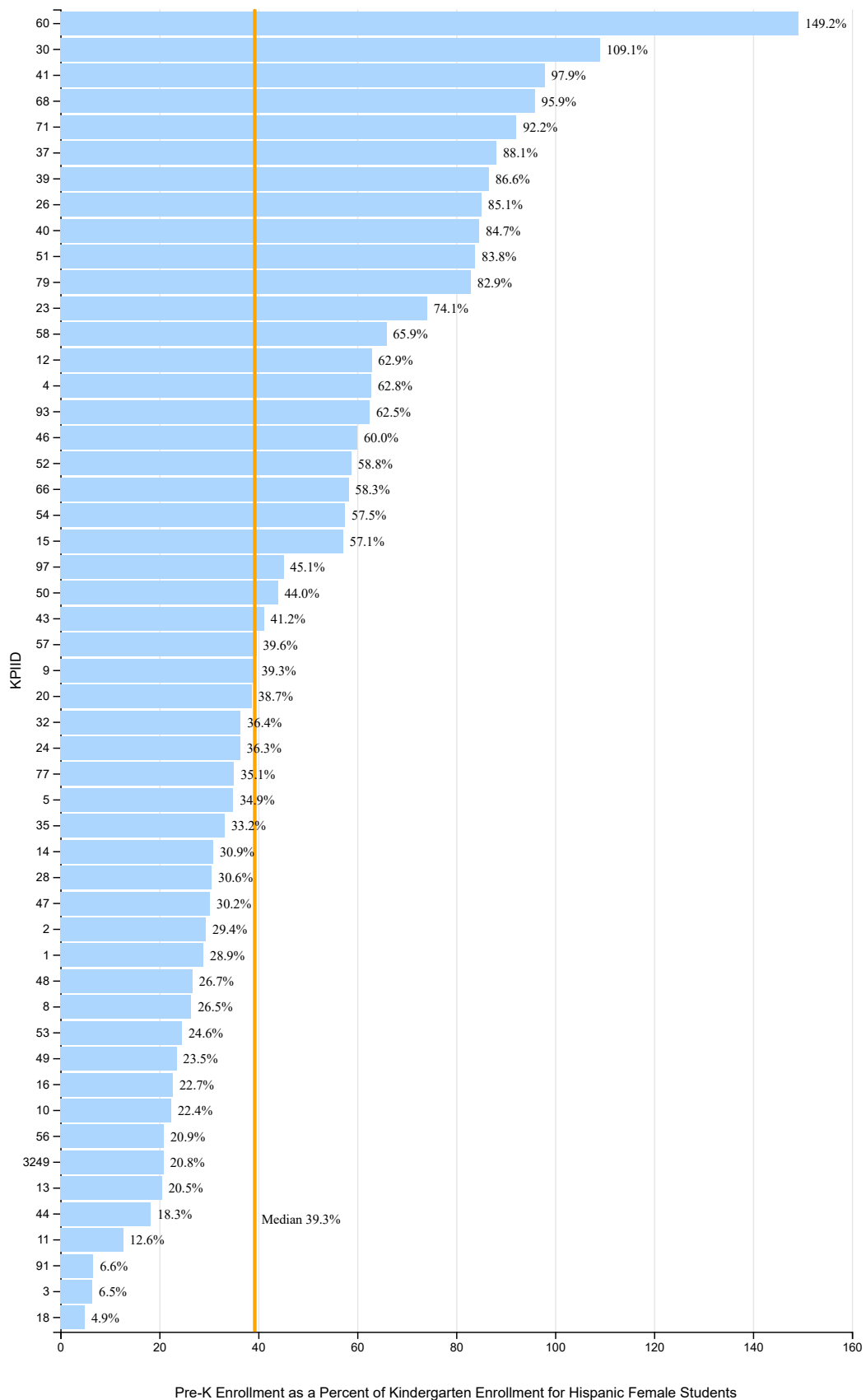
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Atlanta
- Boston
- Cincinnati
- Los Angeles
- New York
- Philadelphia
- San Diego
- San Francisco
- Seattle

1.11 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Male Students, 2018-19 to 2021-22



1.13 Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Female Students, 2021-22

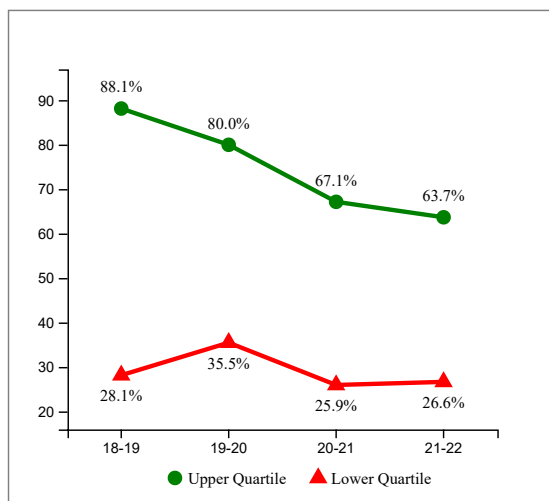


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Female Students

Note: Higher values and larger increases are desired

- Figure 1.13: Total number of pre-K Hispanic Female Students divided by total number kindergarten Hispanic Female Students, 2021-22
- Figure 1.14: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Female Students, 2018-19 to 2021-22
- Figure 1.15: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Female Students, 2018-19 to 2021-22

1.15 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Female Students, 2018-19 to 2021-22



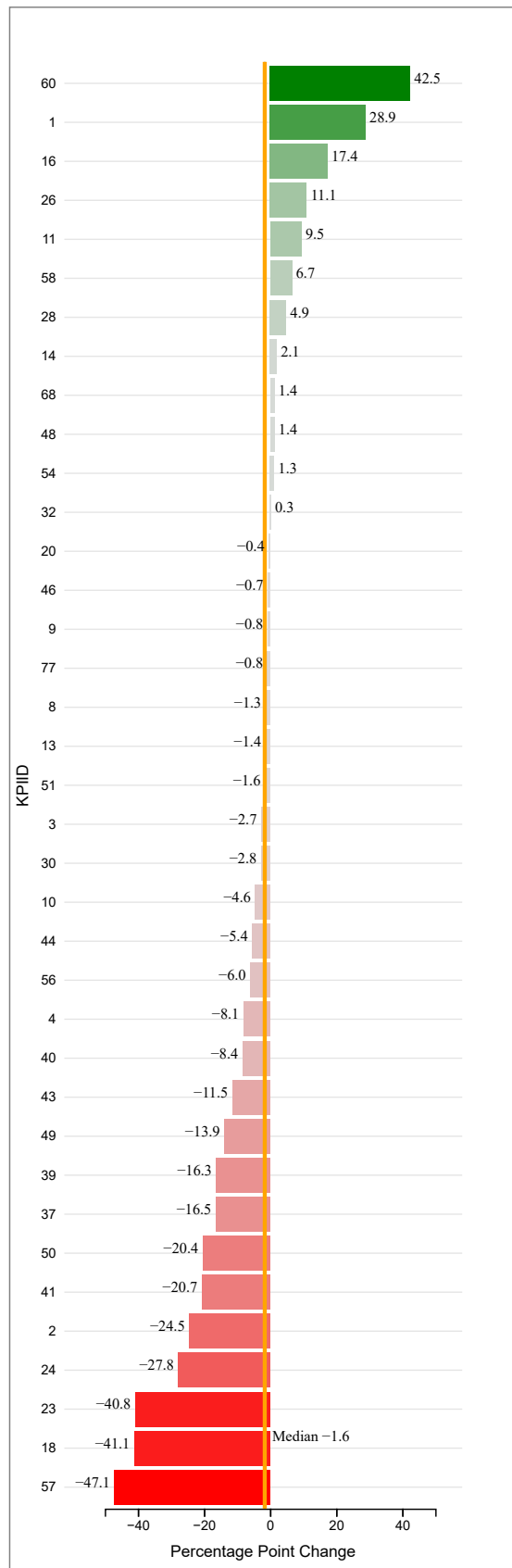
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Boston
- Charleston
- Dallas
- Denver
- Fort Worth
- Houston
- Milwaukee
- New York
- Oklahoma City
- Philadelphia
- Toledo

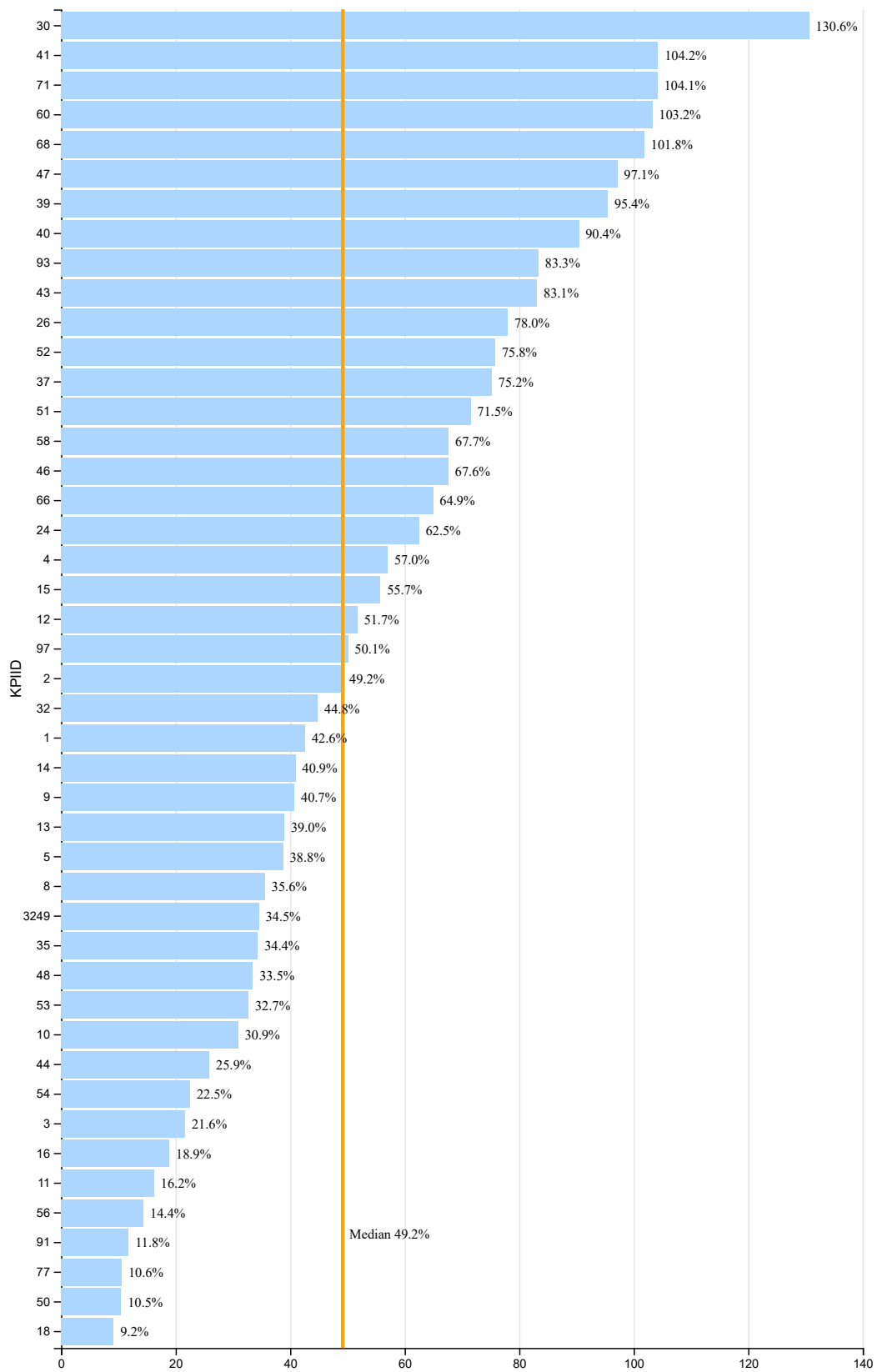
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Arlington
- Atlanta
- Boston
- Los Angeles
- New York
- Philadelphia
- San Diego
- Seattle

1.14 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Female Students, 2018-19 to 2021-22



1.16 Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students, 2021-22



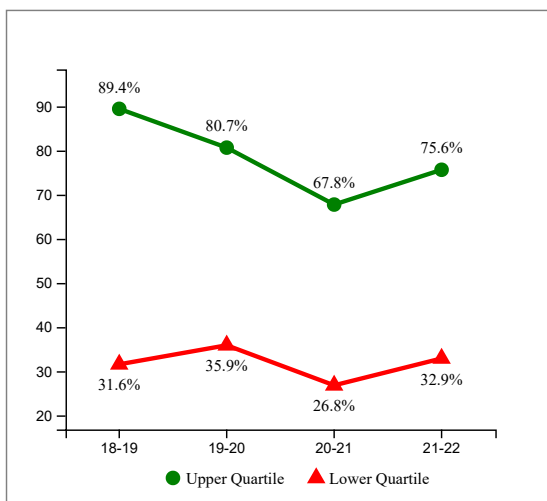
Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students

Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students

Note: Higher values and larger increases are desired

- Figure 1.16: Total number of pre-K Free or Reduced-Price Lunch (FRPL) Students divided by total number kindergarten Free or Reduced-Price Lunch (FRPL) Students, 2021-22
- Figure 1.17: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22
- Figure 1.18: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22

1.18 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



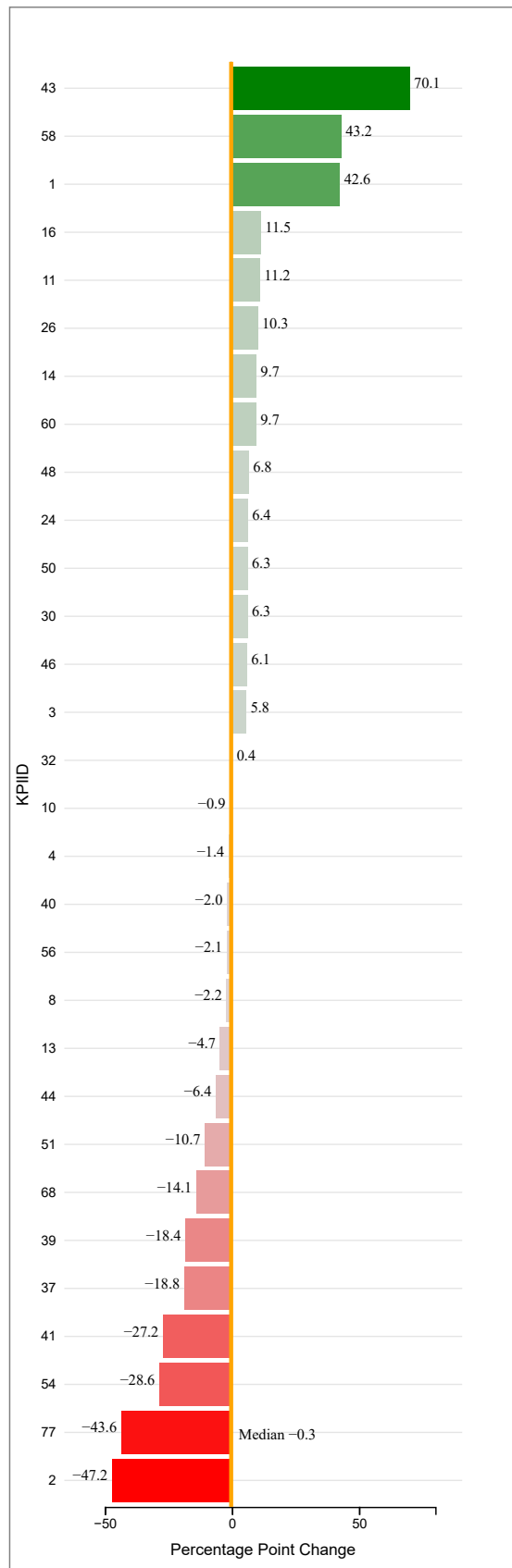
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Boston
- Dallas
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- Nashville
- New York
- Pittsburgh

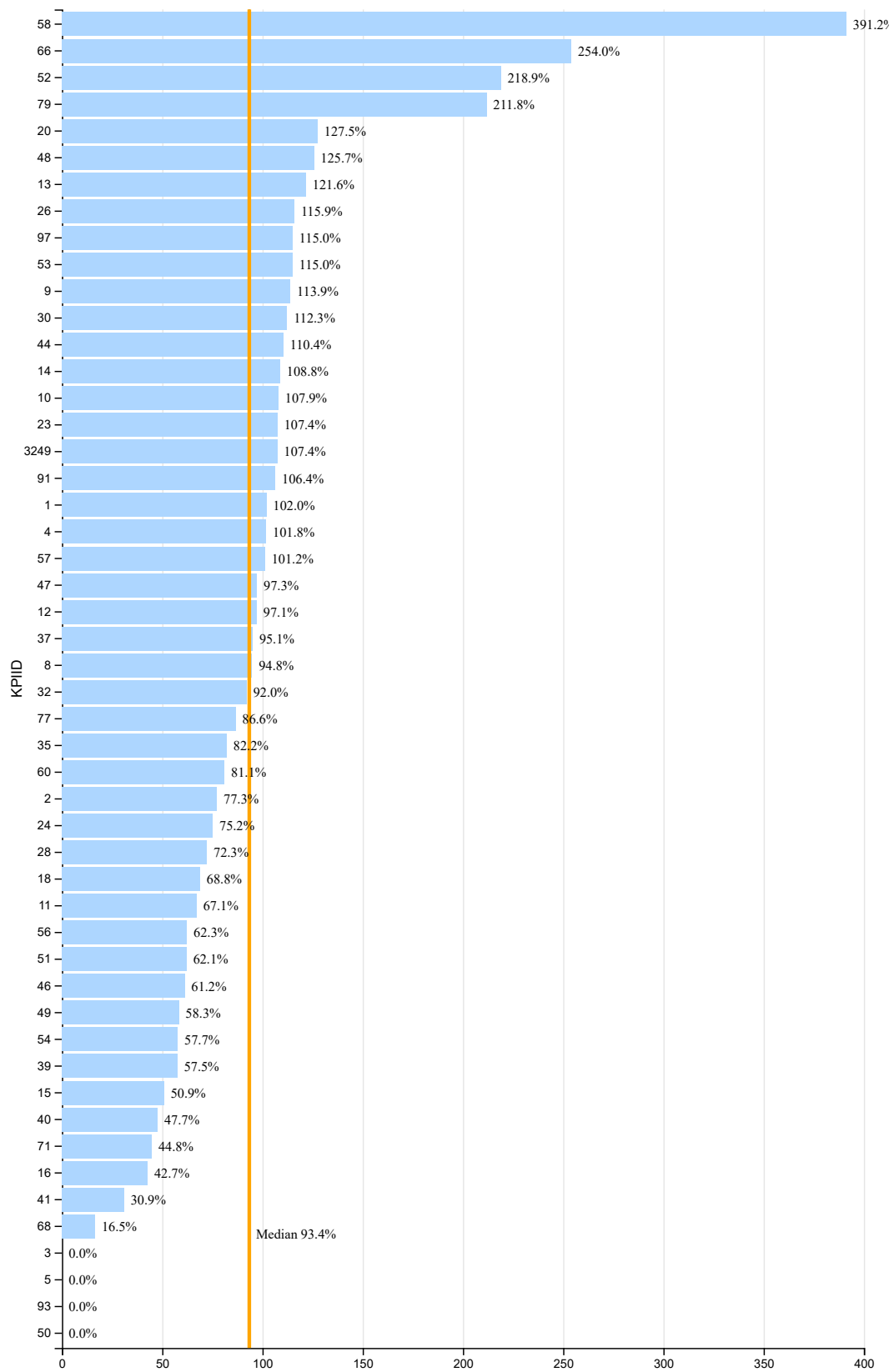
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Boston
- Los Angeles
- New York
- Philadelphia
- Pittsburgh
- San Diego
- Seattle

1.17 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



1.19 Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities, 2021-22



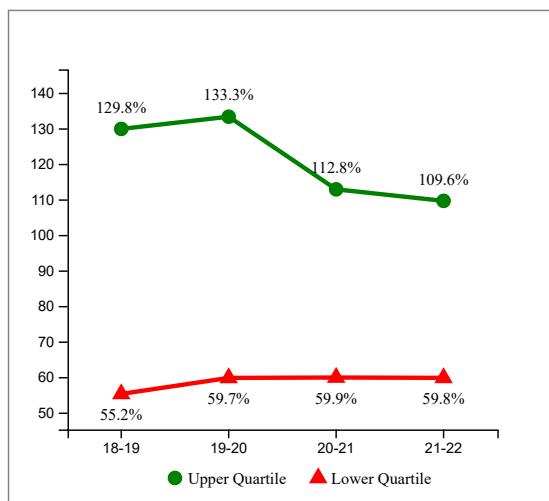
Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities

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

Note: Higher values and larger increases are desired

- Figure 1.19: Total number of pre-K Students with Disabilities divided by total number kindergarten Students with Disabilities, 2021-22
- Figure 1.20: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities, 2018-19 to 2021-22
- Figure 1.21: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities, 2018-19 to 2021-22

1.21 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities, 2018-19 to 2021-22



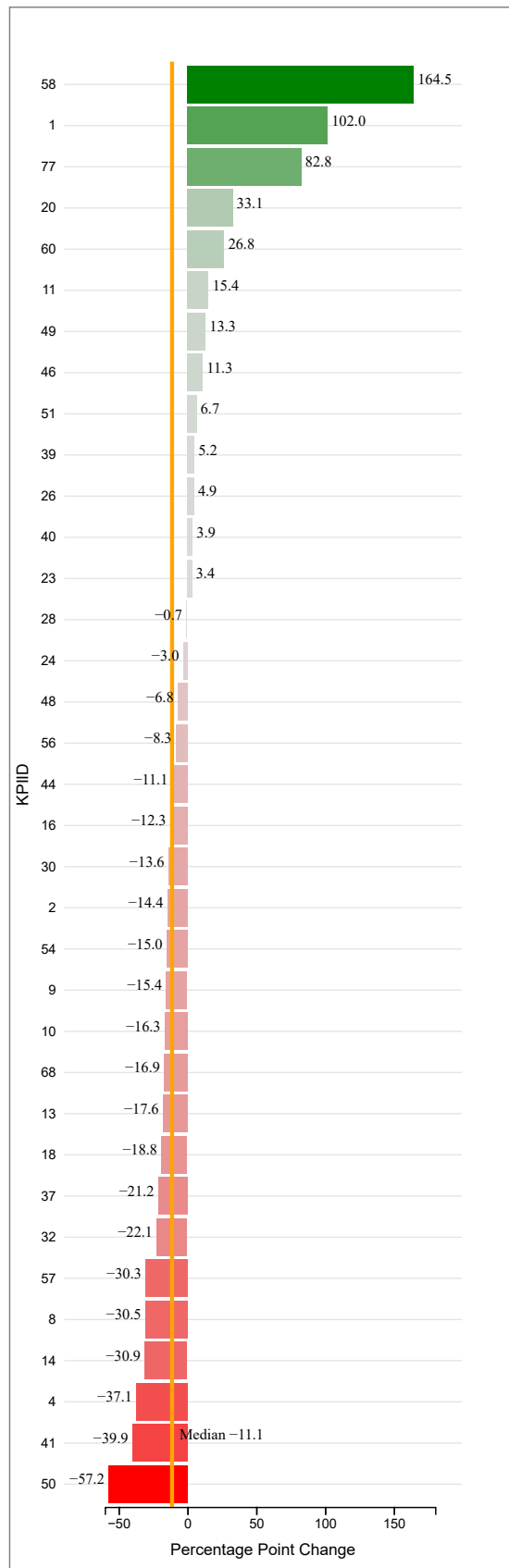
Best Quartile for Overall Performance (2021-22)

- Boston
- Broward County
- Cincinnati
- Clark County
- Duval County
- Jefferson
- Milwaukee
- Minneapolis
- Omaha
- Orange County
- Philadelphia
- Pinellas
- Toledo

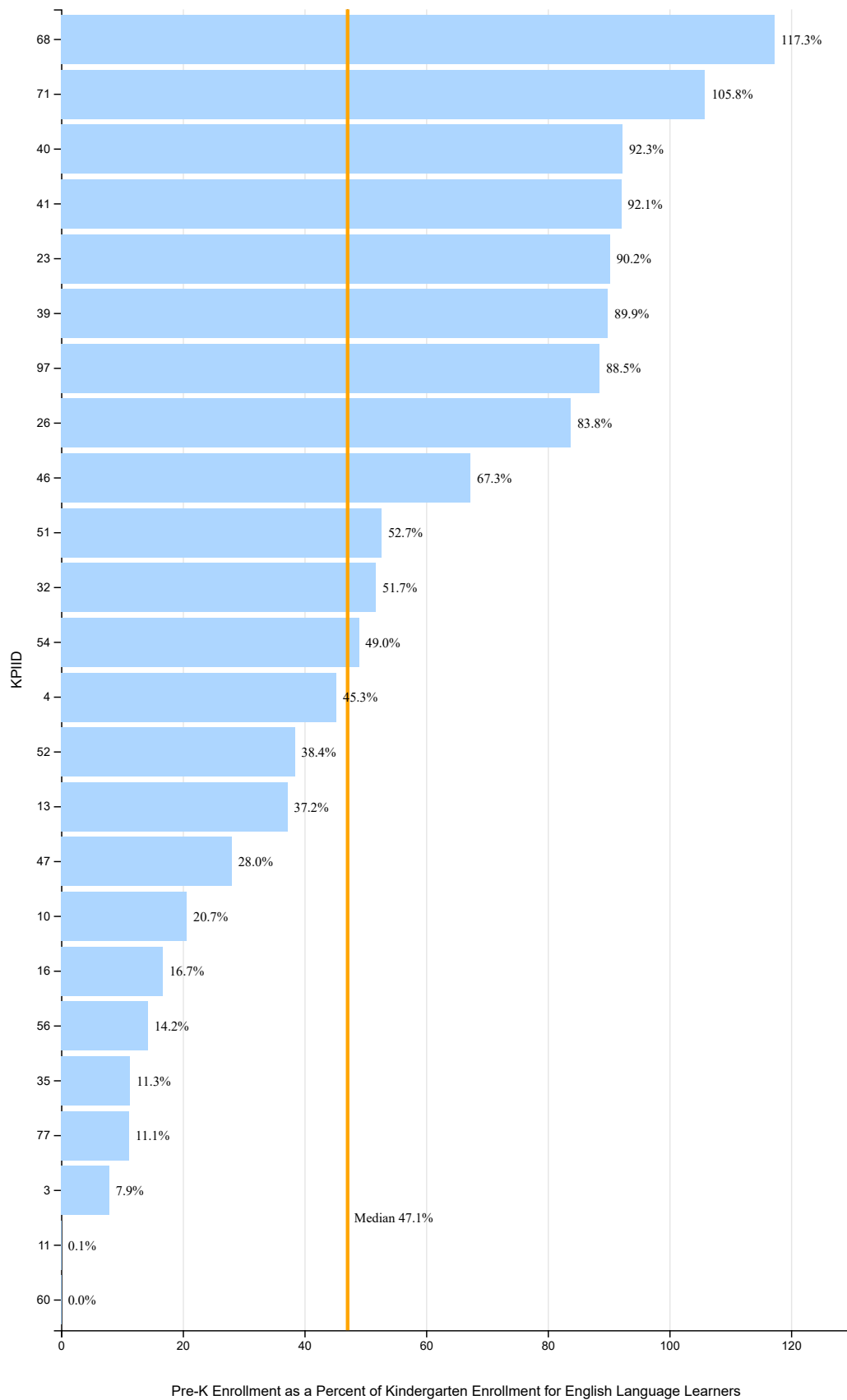
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Baltimore City
- Cincinnati
- Guilford County
- Los Angeles
- New York
- Oklahoma City
- Philadelphia
- San Francisco
- Seattle

1.20 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities, 2018-19 to 2021-22



1.22 Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners, 2021-22

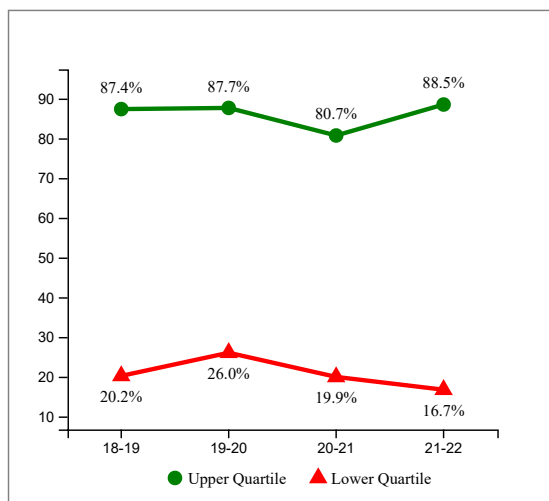


Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners

Note: Higher values and larger increases are desired

- Figure 1.22: Total number of pre-K English Language Learners divided by total number kindergarten English Language Learners, 2021-22
- Figure 1.23: Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners, 2018-19 to 2021-22
- Figure 1.24: Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners, 2018-19 to 2021-22

1.24 Trends in Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners, 2018-19 to 2021-22



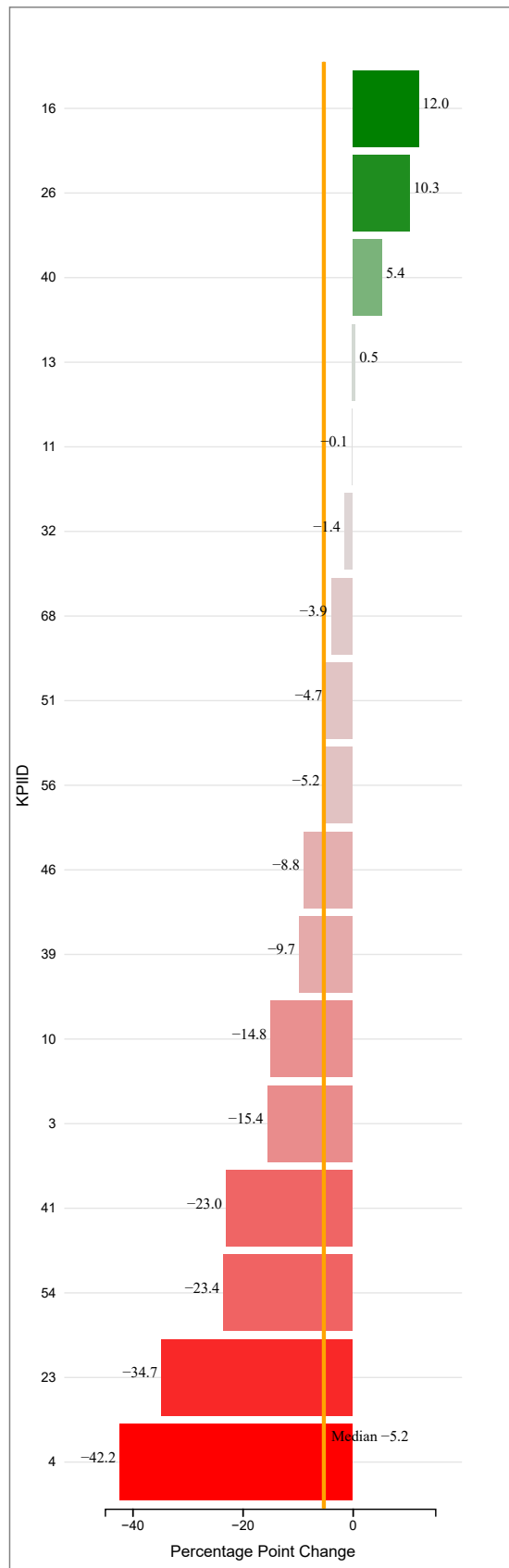
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Charleston
- Dallas
- Fort Worth
- Houston

Best Quartile for Change in Performance (2018-19 to 2021-22)

- Boston
- Broward County
- Fort Worth
- Los Angeles
- San Diego

1.23 Percentage Point Change in Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners, 2018-19 to 2021-22



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 2.24 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.

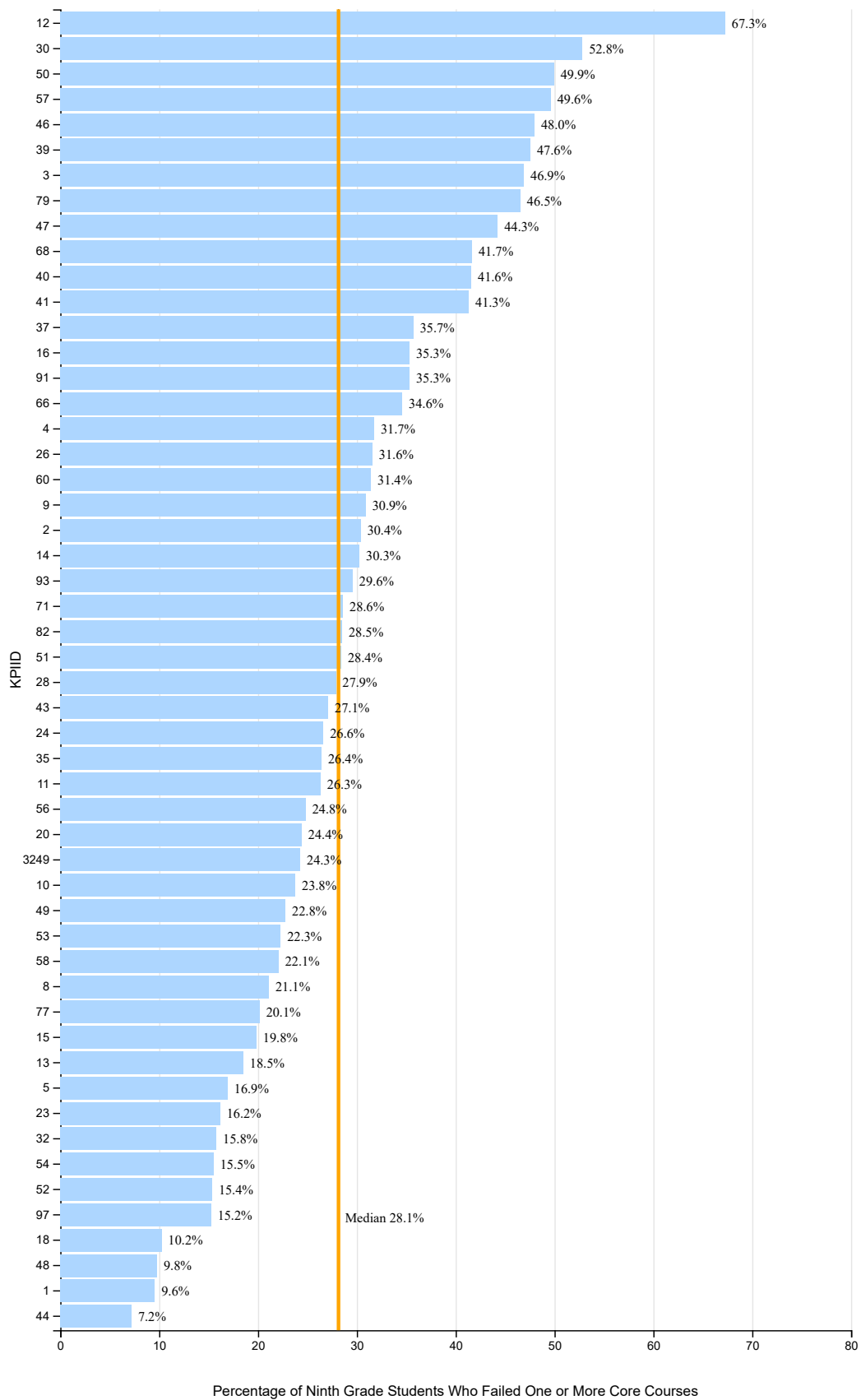
Figures 2.25 to 2.48 show the percentage of ninth grade students with a B or better grade point average.

Figures 2.49 to 2.72 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 2.73 to 2.96 and 2.97 to 2.120 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 2.121 to 2.144 report the four year cohort graduation rates of each district

2.1 Percentage of Ninth Grade Students Who Failed One or More Core Courses, 2021-22

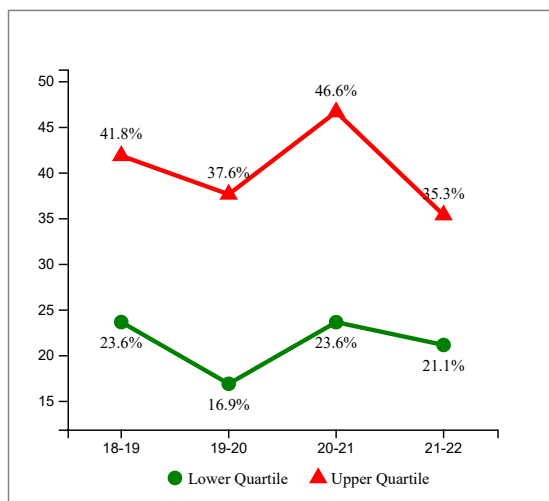


Percentage of Ninth Grade Students Who Failed One or More Core Courses

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, 2021-22
- Figure 2.2: Percentage Point Change in Ninth Grade Students Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.3: Trends in Ninth Grade Students Who Failed One or More Core Courses, 2018-19 to 2021-22

2.3 Trends in Ninth Grade Students Who Failed One or More Core Courses, 2018-19 to 2021-22



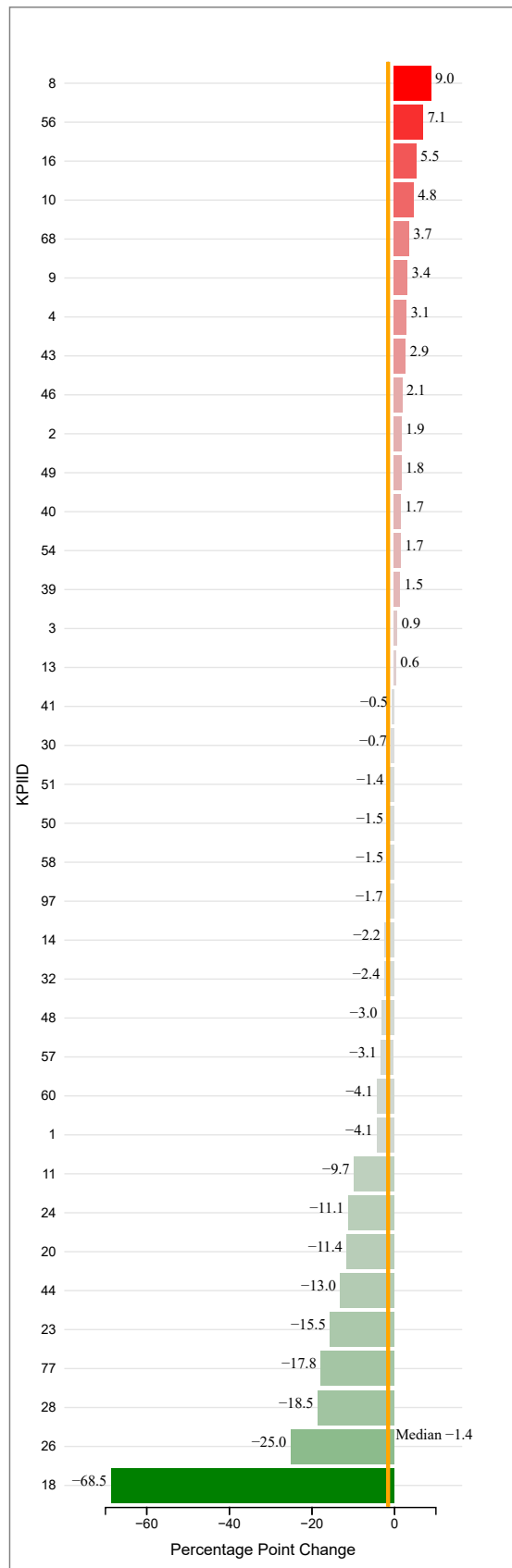
Best Quartile for Overall Performance
(2021-22)

- Broward County
- Charleston
- Chicago
- Duval County
- Jackson
- Miami
- Minneapolis
- Orange County
- Pinellas
- Portland
- San Francisco
- Seattle
- Shelby County

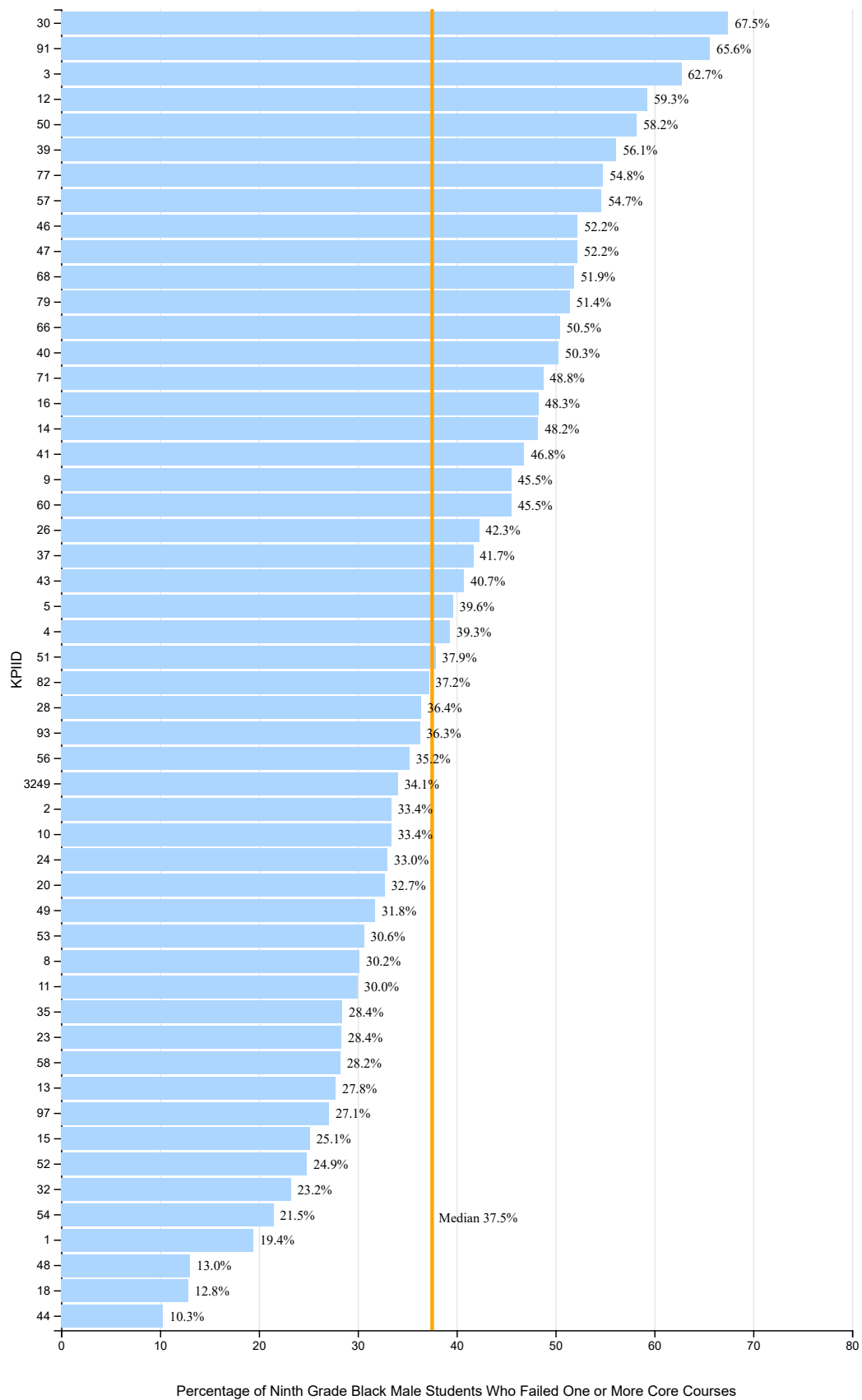
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Atlanta
- Boston
- Charleston
- Cincinnati
- Duval County
- East Baton Rouge
- Los Angeles
- San Francisco
- Seattle
- Shelby County

2.2 Percentage Point Change in Ninth Grade Students Who Failed One or More Core Courses, 2018-19 to 2021-22



2.4 Percentage of Ninth Grade Black Male Students Who Failed One or More Core Courses, 2021-22

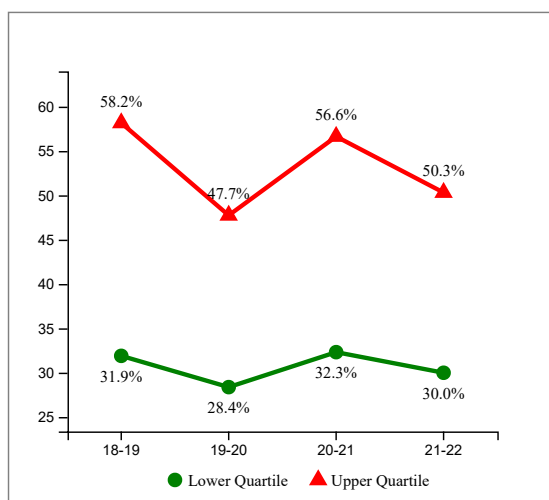


Percentage of Ninth Grade Black Male Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.4: Total number of ninth grade Black Male Students with at least one core course failure divided by the total number of ninth grade Black Male Students, 2021-22
- Figure 2.5: Percentage Point Change in Ninth Grade Black Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.6: Trends in Ninth Grade Black Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22

2.6 Trends in Ninth Grade Black Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22



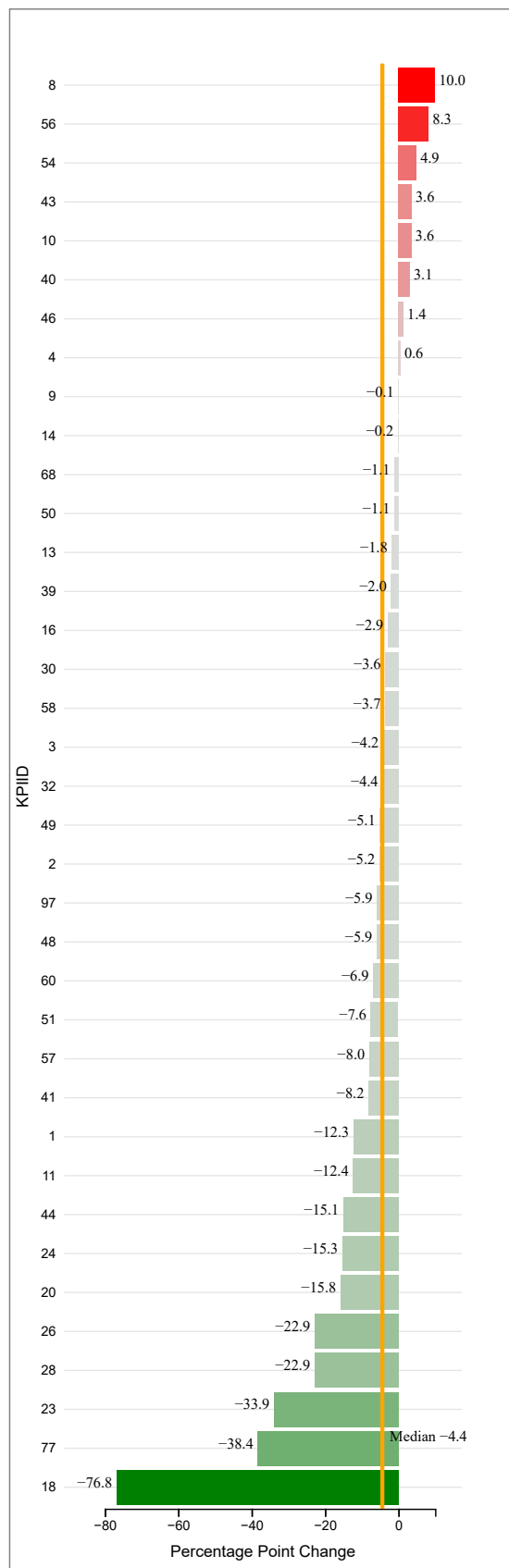
Best Quartile for Overall Performance (2021-22)

- Broward County
- Charleston
- Chicago
- Columbus
- Duval County
- Jackson
- Miami
- Minneapolis
- Orange County
- Philadelphia
- Pinellas
- Seattle
- Shelby County

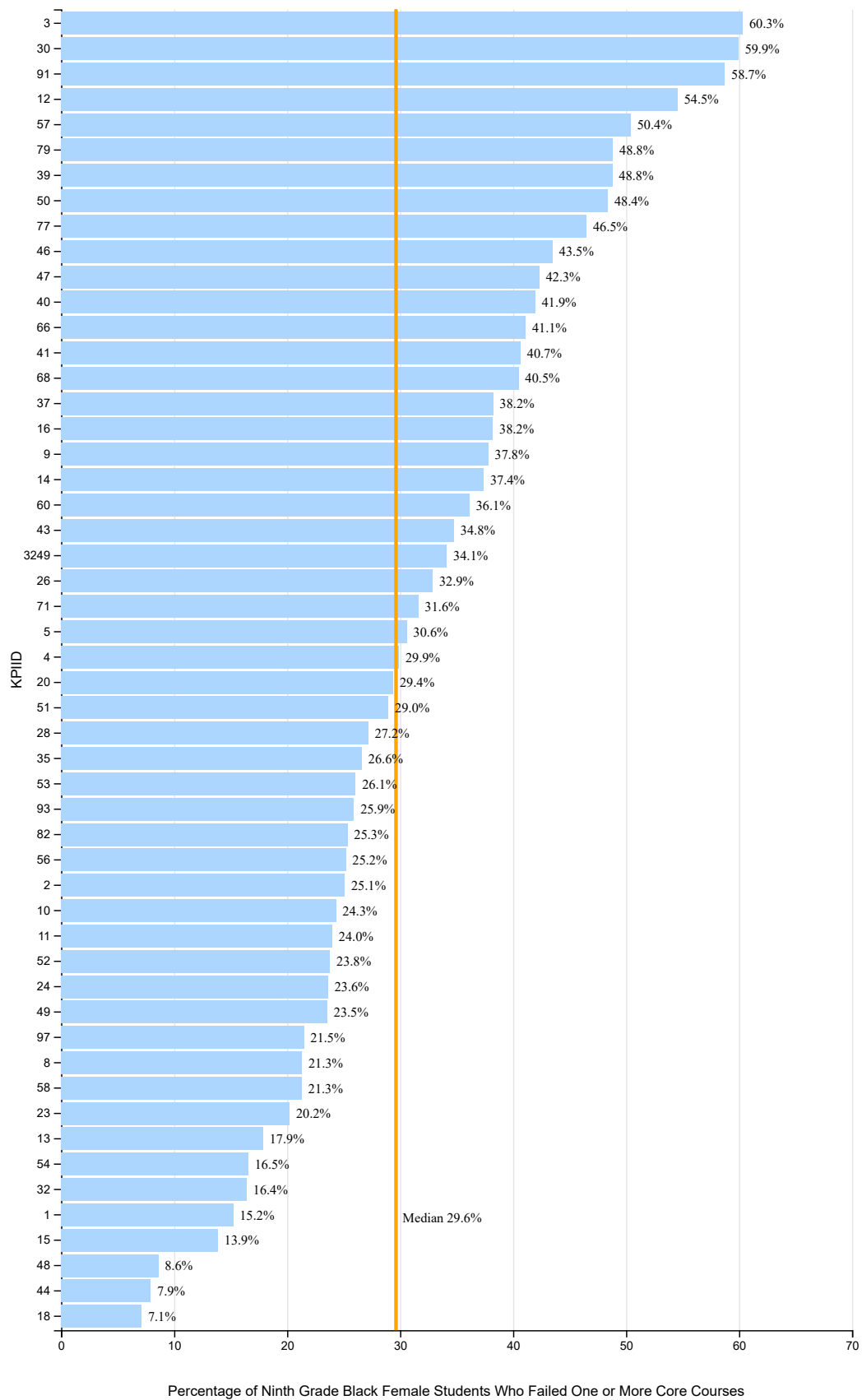
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Boston
- Charleston
- Cincinnati
- Duval County
- East Baton Rouge
- Los Angeles
- San Francisco
- Seattle
- Shelby County

2.5 Percentage Point Change in Ninth Grade Black Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22



2.7 Percentage of Ninth Grade Black Female Students Who Failed One or More Core Courses, 2021-22

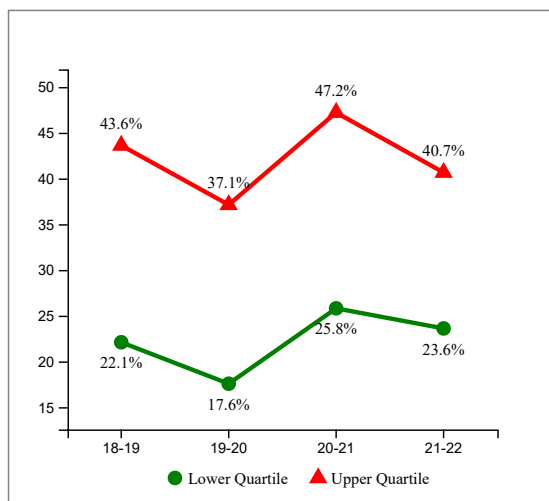


Percentage of Ninth Grade Black Female Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.7: Total number of ninth grade Black Female Students with at least one core course failure divided by the total number of ninth grade Black Female Students, 2021-22
- Figure 2.8: Percentage Point Change in Ninth Grade Black Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.9: Trends in Ninth Grade Black Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22

2.9 Trends in Ninth Grade Black Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22



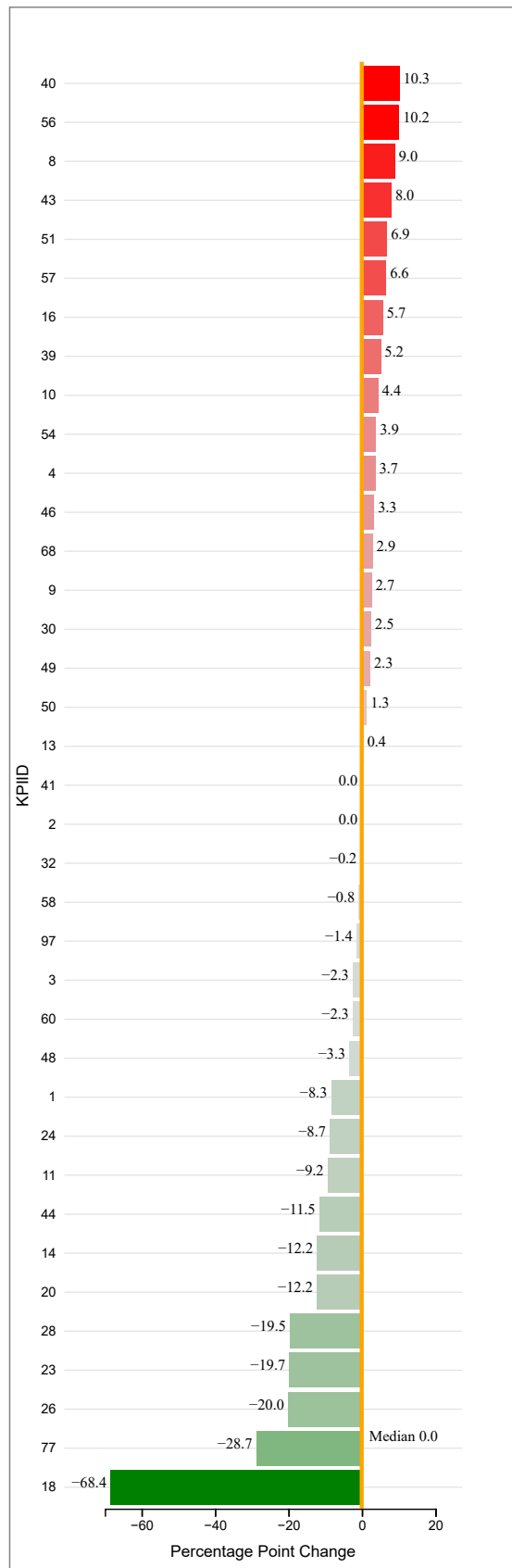
Best Quartile for Overall Performance (2021-22)

- Broward County
- Charleston
- Chicago
- Duval County
- Guilford County
- Jackson
- Miami
- Orange County
- Palm Beach
- Philadelphia
- Pinellas
- Seattle
- Shelby County

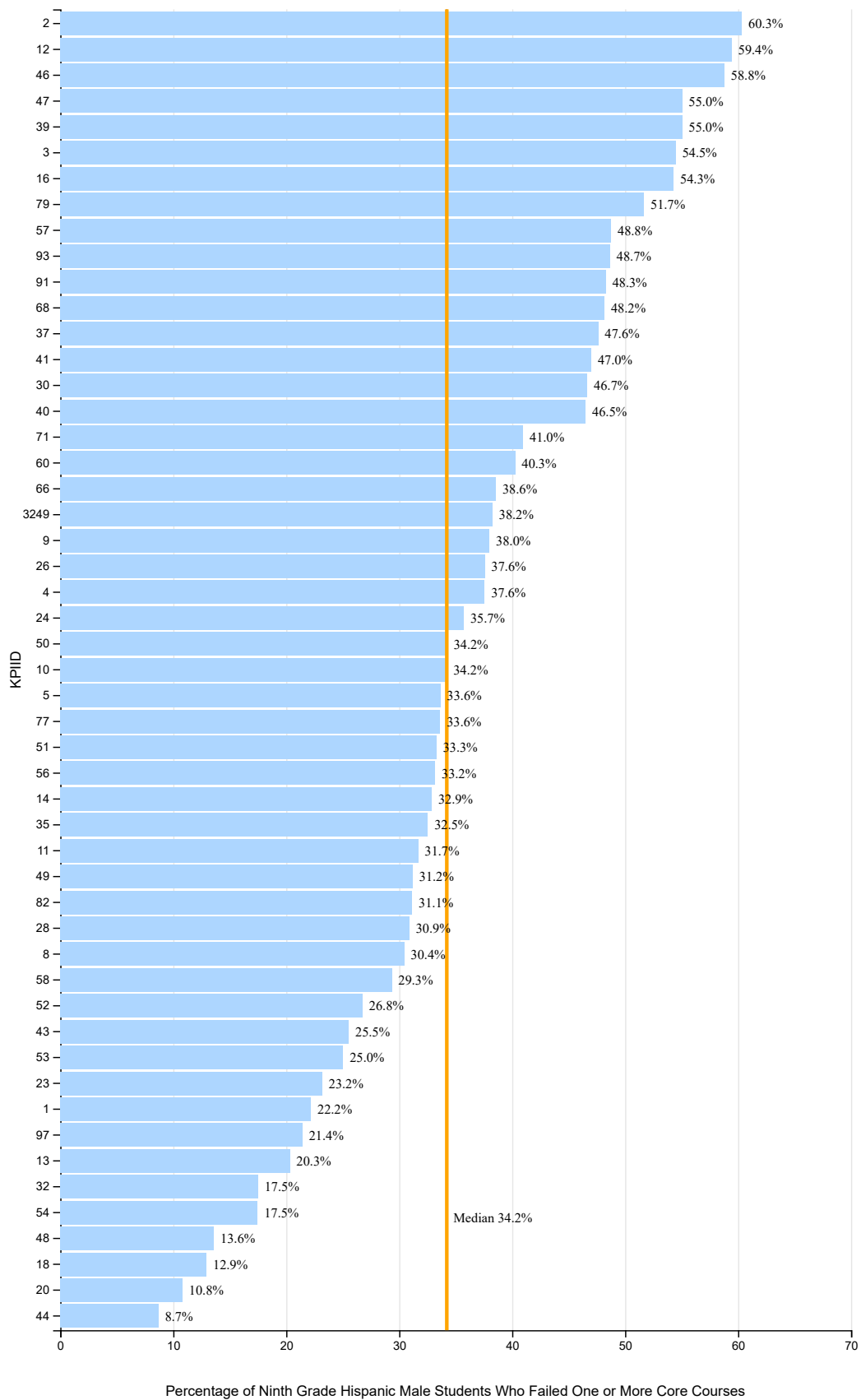
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Atlanta
- Boston
- Charleston
- Cincinnati
- Duval County
- East Baton Rouge
- Los Angeles
- San Francisco
- Shelby County

2.8 Percentage Point Change in Ninth Grade Black Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22



2.10 Percentage of Ninth Grade Hispanic Male Students Who Failed One or More Core Courses, 2021-22

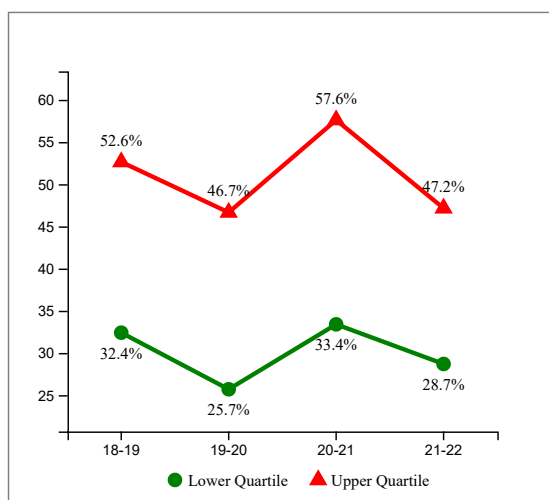


Percentage of Ninth Grade Hispanic Male Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.10: Total number of ninth grade Hispanic Male Students with at least one core course failure divided by the total number of ninth grade Hispanic Male Students, 2021-22
- Figure 2.11: Percentage Point Change in Ninth Grade Hispanic Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.12: Trends in Ninth Grade Hispanic Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22

2.12 Trends in Ninth Grade Hispanic Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22



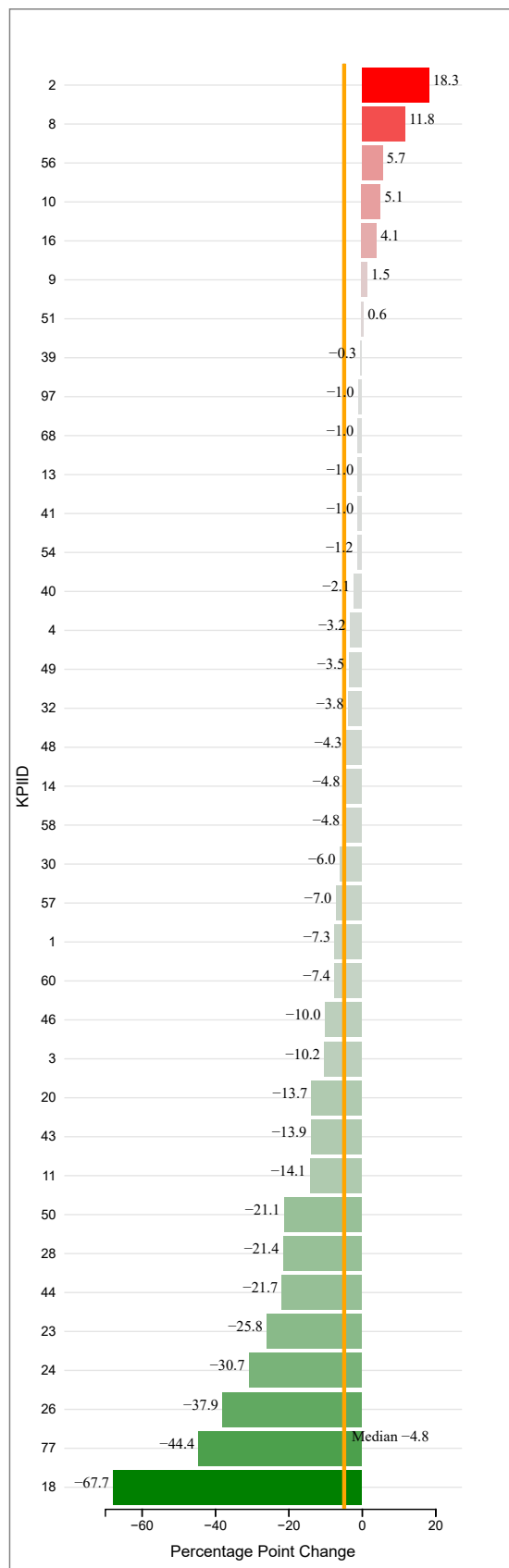
Best Quartile for Overall Performance (2021-22)

- Broward County
- Charleston
- Chicago
- Cincinnati
- Duval County
- Jefferson
- Miami
- Minneapolis
- Orange County
- Pinellas
- Pittsburgh
- Seattle
- Shelby County

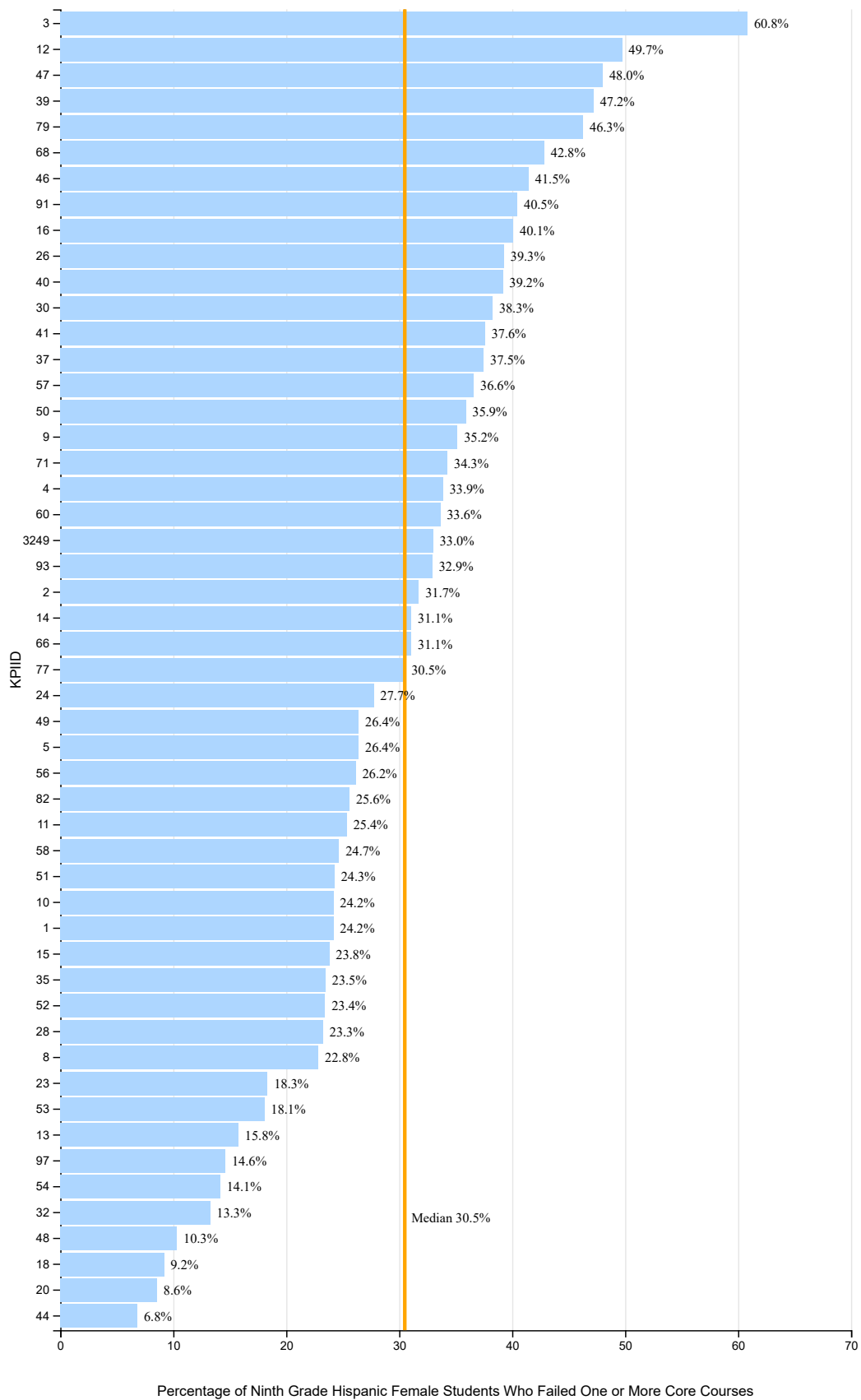
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Boston
- Charleston
- Detroit
- Duval County
- East Baton Rouge
- Los Angeles
- Pittsburgh
- San Francisco
- Shelby County

2.11 Percentage Point Change in Ninth Grade Hispanic Male Students Who Failed One or More Core Courses, 2018-19 to 2021-22



2.13 Percentage of Ninth Grade Hispanic Female Students Who Failed One or More Core Courses, 2021-22

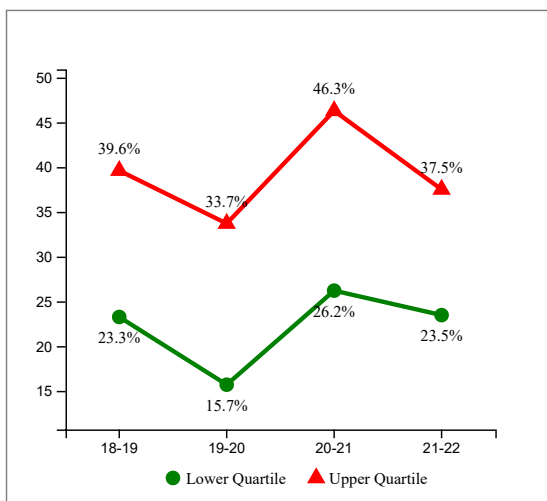


Percentage of Ninth Grade Hispanic Female Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.13: Total number of ninth grade Hispanic Female Students with at least one core course failure divided by the total number of ninth grade Hispanic Female Students, 2021-22
- Figure 2.14: Percentage Point Change in Ninth Grade Hispanic Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.15: Trends in Ninth Grade Hispanic Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22

2.15 Trends in Ninth Grade Hispanic Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22



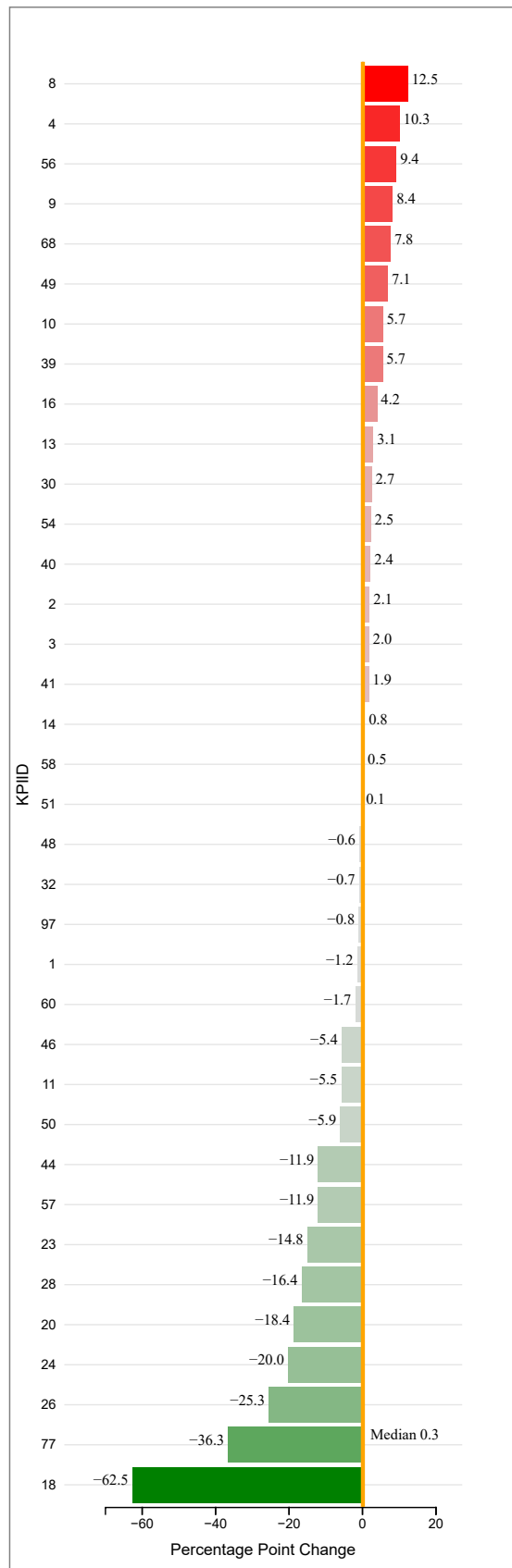
Best Quartile for Overall Performance (2021-22)

- Atlanta
- Broward County
- Charleston
- Chicago
- Cincinnati
- Duval County
- Jefferson
- Miami
- Minneapolis
- Orange County
- Palm Beach
- Pinellas
- Shelby County

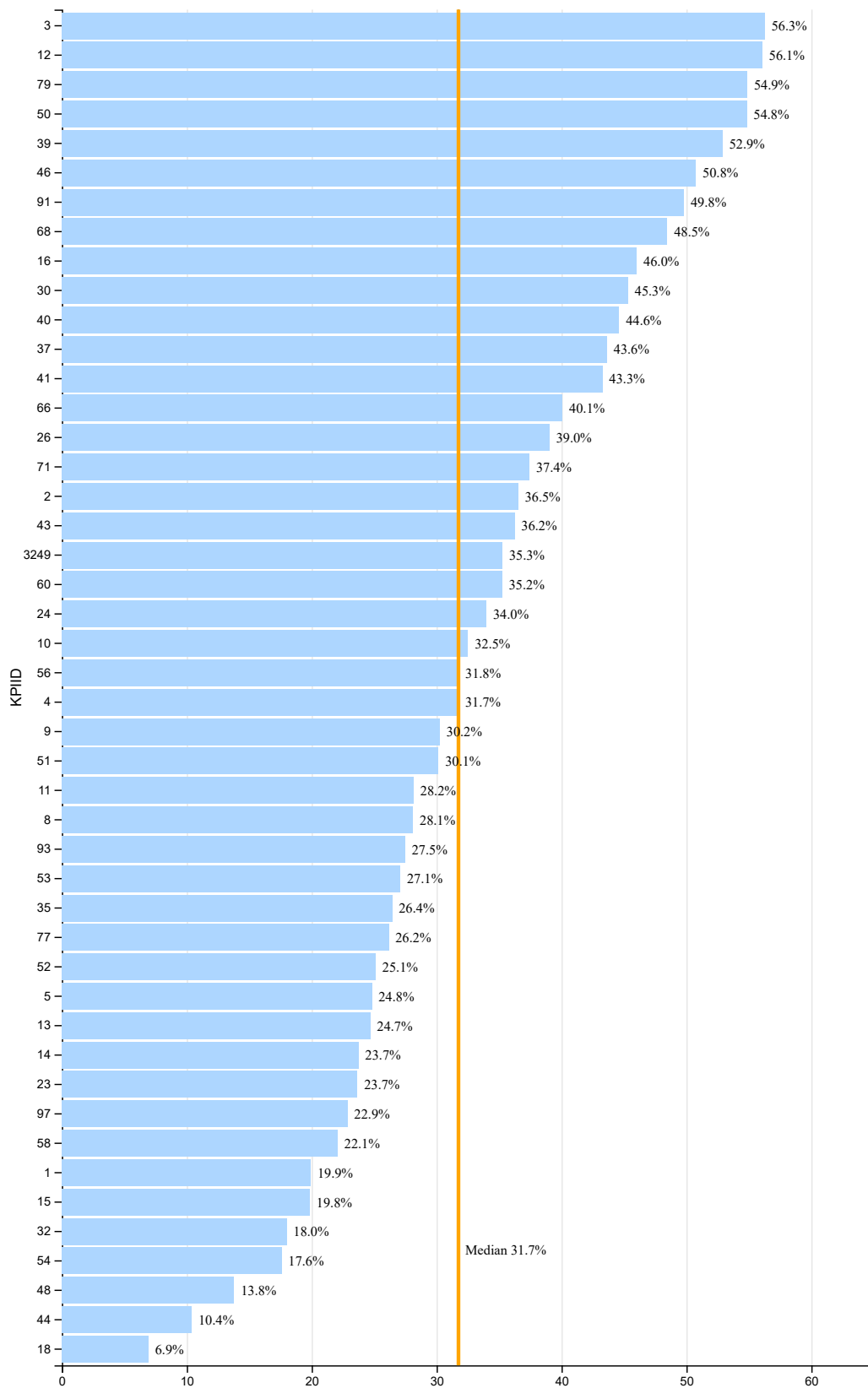
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Boston
- Charleston
- Cincinnati
- Cleveland
- Duval County
- East Baton Rouge
- San Francisco
- Shelby County

2.14 Percentage Point Change in Ninth Grade Hispanic Female Students Who Failed One or More Core Courses, 2018-19 to 2021-22



2.16 Percentage of Ninth Grade Free or Reduced-Price Lunch (FRPL) Students Who Failed One or More Core Courses, 2021-22



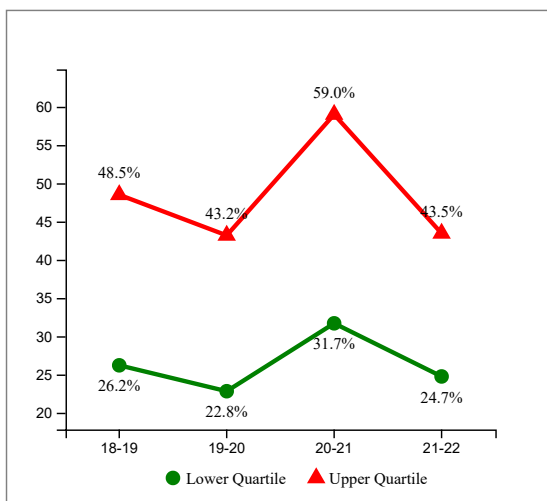
Percentage of Ninth Grade Free or Reduced-Price Lunch (FRPL) Students Who Failed One or More Core Courses

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

Note: Lower values and larger decreases are desired

- Figure 2.16: Total number of ninth grade Free or Reduced-Price Lunch (FRPL) Students with at least one core course failure divided by the total number of ninth grade Free or Reduced-Price Lunch (FRPL) Students, 2021-22
- Figure 2.17: Percentage Point Change in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.18: Trends in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students Who Failed One or More Core Courses, 2018-19 to 2021-22

2.18 Trends in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students Who Failed One or More Core Courses, 2018-19 to 2021-22



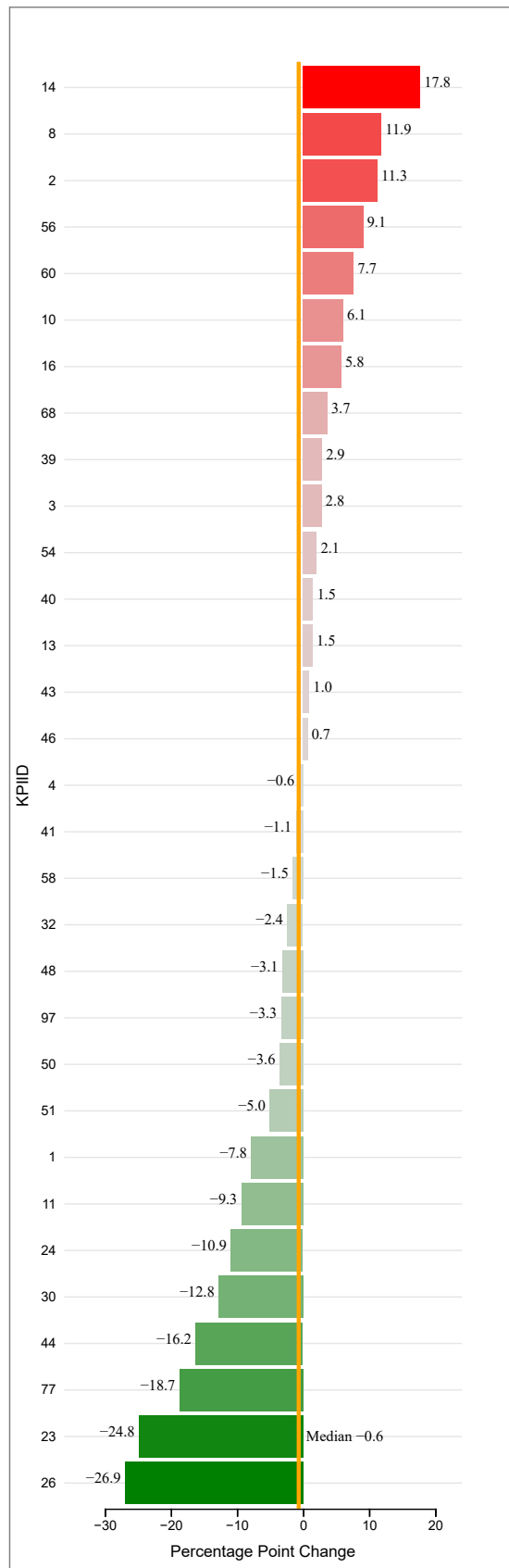
Best Quartile for Overall Performance (2021-22)

- Albuquerque
- Broward County
- Charleston
- Chicago
- Duval County
- Jackson
- Miami
- Orange County
- Philadelphia
- Pinellas
- Seattle
- Shelby County

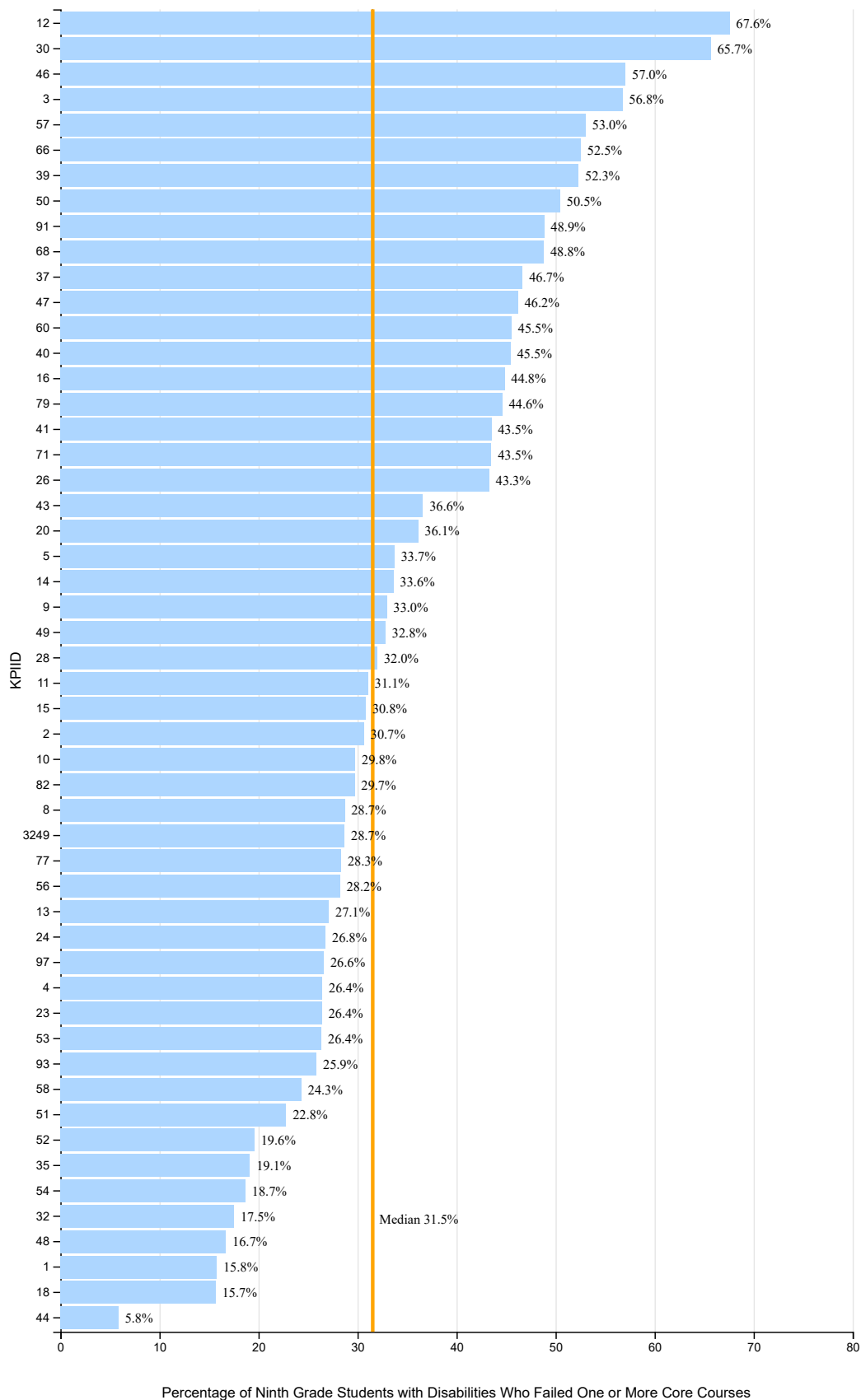
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Boston
- Charleston
- Duval County
- East Baton Rouge
- Los Angeles
- Milwaukee
- San Francisco
- Seattle

2.17 Percentage Point Change in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students Who Failed One or More Core Courses, 2018-19 to 2021-22



2.19 Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2021-22

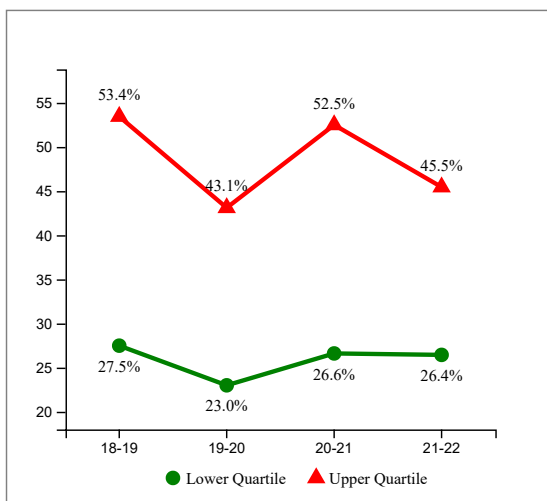


Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.19: 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, 2021-22
- Figure 2.20: Percentage Point Change in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.21: Trends in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19 to 2021-22

2.21 Trends in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19 to 2021-22



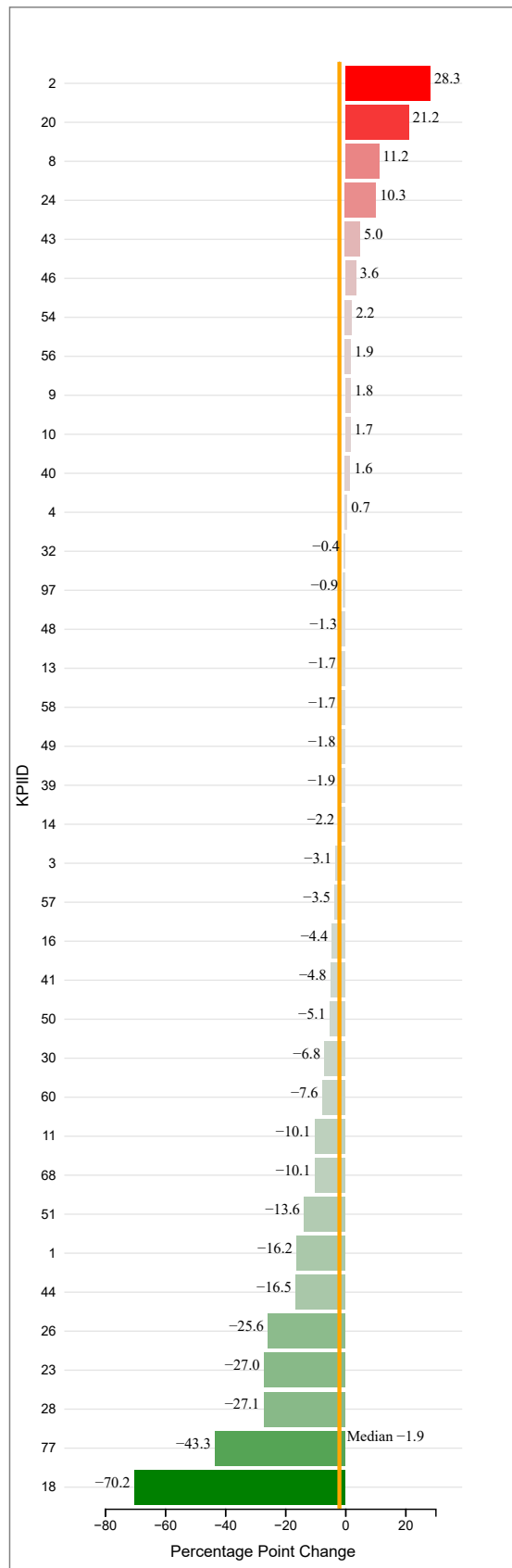
Best Quartile for Overall Performance (2021-22)

- Charleston
- Chicago
- Columbus
- Duval County
- Jefferson
- Little Rock School District
- Miami
- Minneapolis
- Oklahoma City
- Orange County
- Philadelphia
- Seattle
- Shelby County

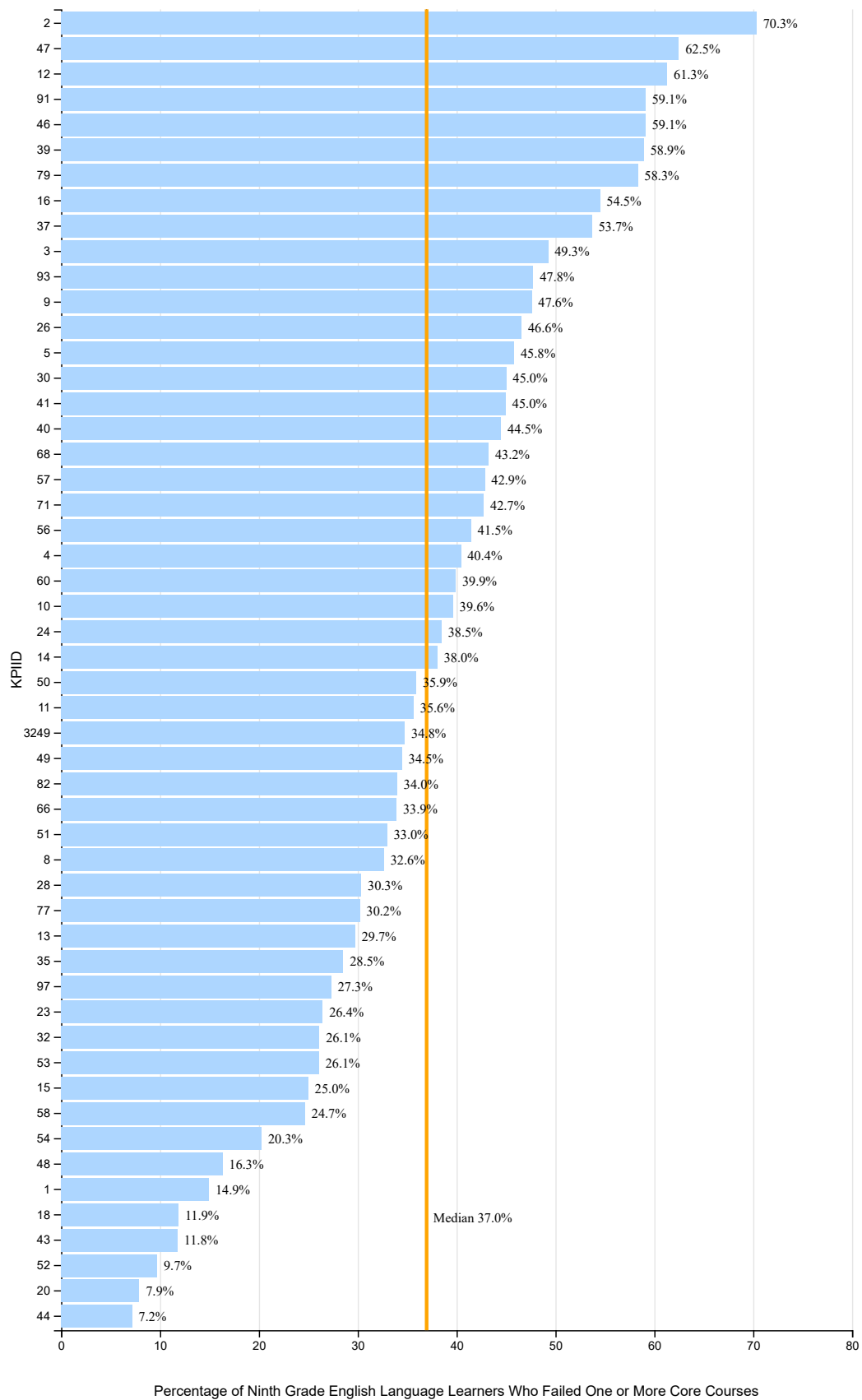
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Atlanta
- Boston
- Charleston
- Duval County
- Los Angeles
- Oklahoma City
- San Francisco
- Seattle
- Shelby County

2.20 Percentage Point Change in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19 to 2021-22



2.22 Percentage of Ninth Grade English Language Learners Who Failed One or More Core Courses, 2021-22

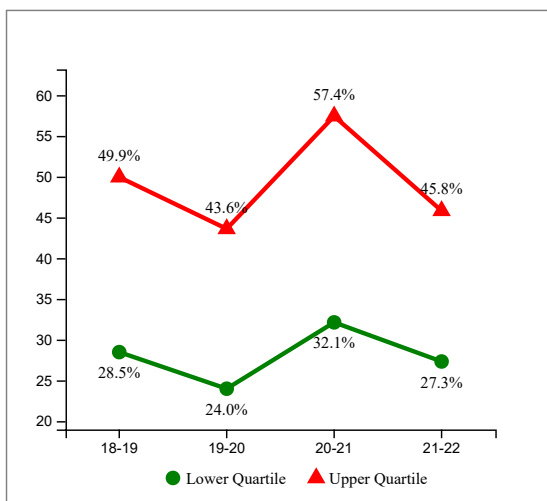


Percentage of Ninth Grade English Language Learners Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.22: Total number of ninth grade English Language Learners with at least one core course failure divided by the total number of ninth grade English Language Learners, 2021-22
- Figure 2.23: Percentage Point Change in Ninth Grade English Language Learners Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.24: Trends in Ninth Grade English Language Learners Who Failed One or More Core Courses, 2018-19 to 2021-22

2.24 Trends in Ninth Grade English Language Learners Who Failed One or More Core Courses, 2018-19 to 2021-22



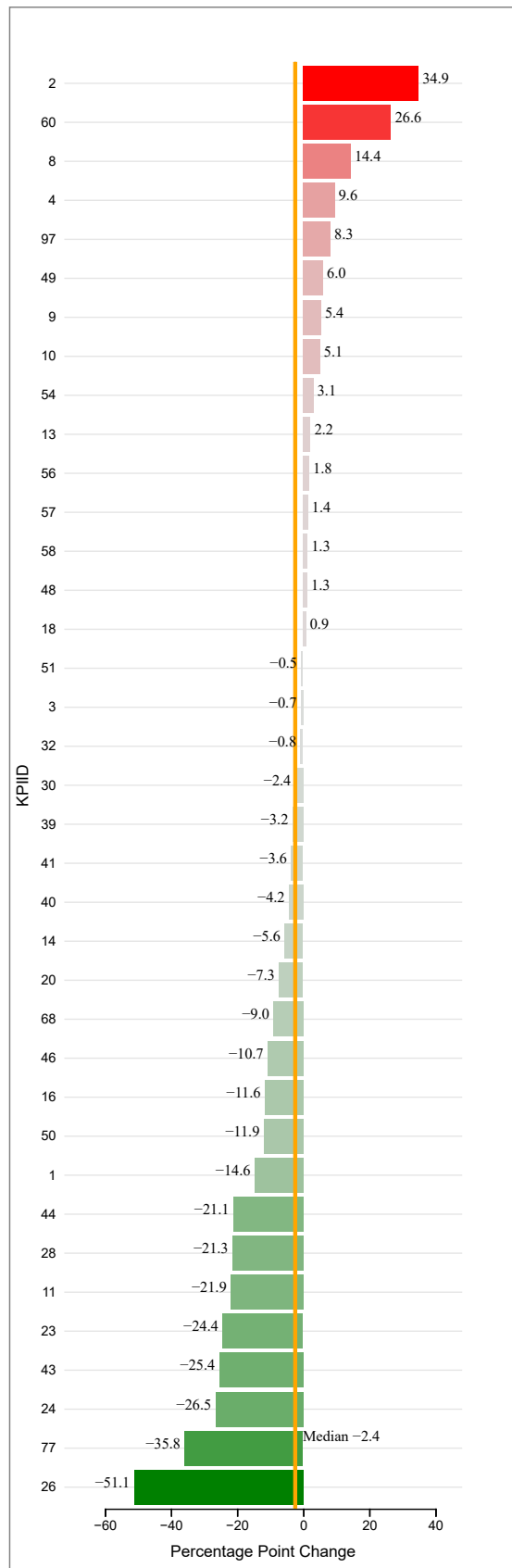
Best Quartile for Overall Performance (2021-22)

- Charleston
- Chicago
- Cincinnati
- Duval County
- Jackson
- Jefferson
- Miami
- Minneapolis
- Orange County
- Philadelphia
- Pittsburgh
- Seattle
- Shelby County

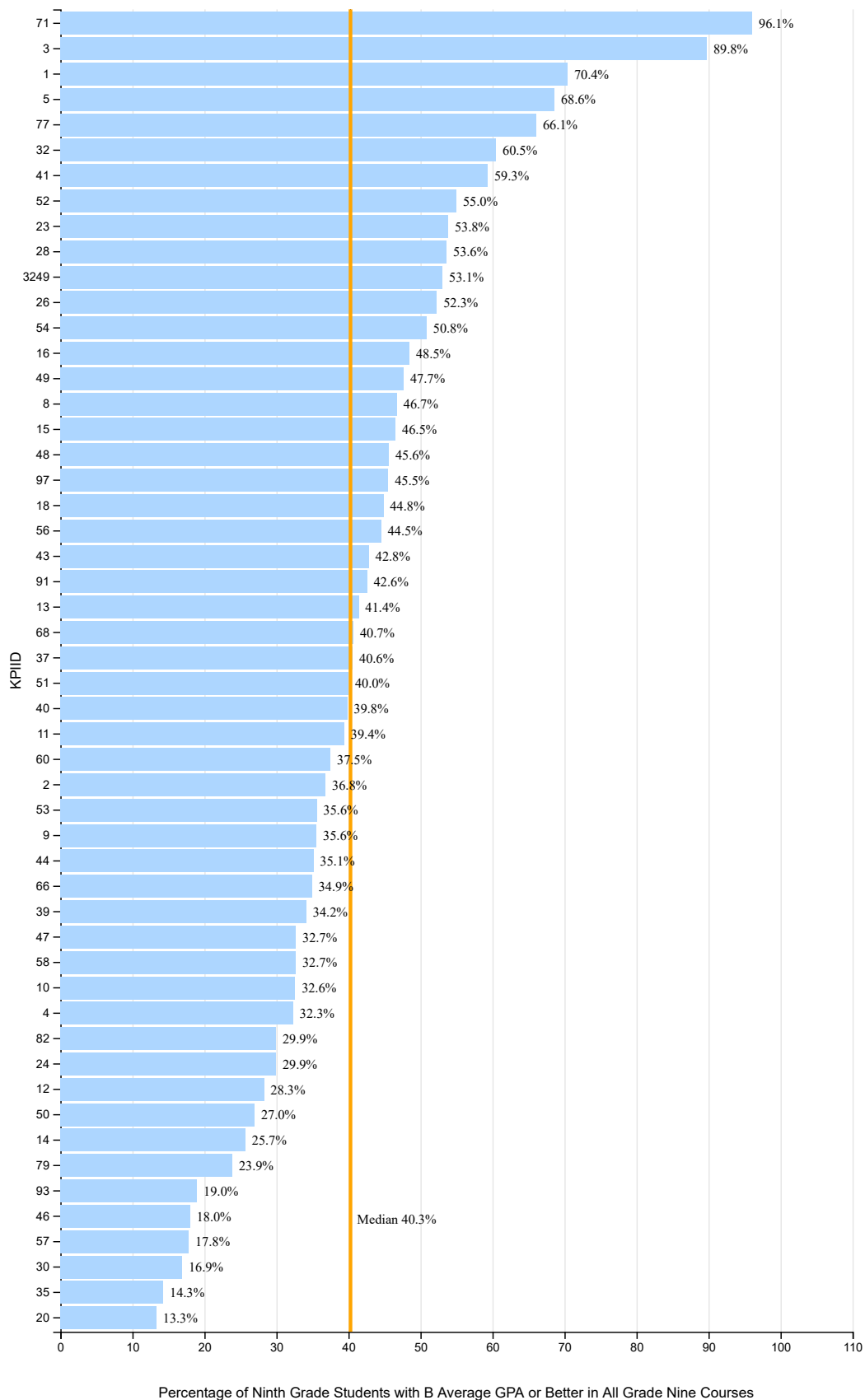
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Boston
- Charleston
- Detroit
- Duval County
- East Baton Rouge
- Los Angeles
- Pittsburgh
- San Francisco
- Seattle

2.23 Percentage Point Change in Ninth Grade English Language Learners Who Failed One or More Core Courses, 2018-19 to 2021-22



2.25 Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2021-22

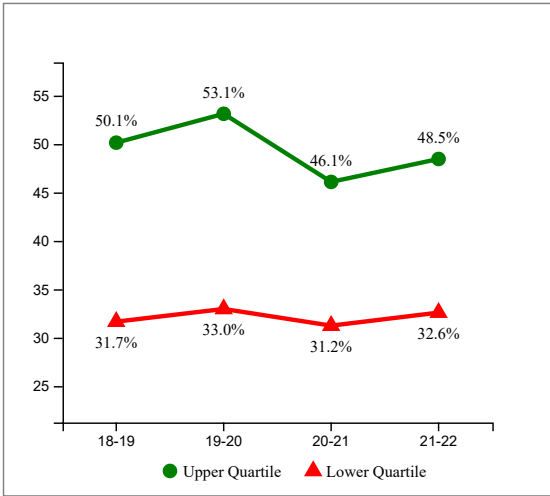


Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 2.25: Total number of all ninth grade Students with B average GPA or better divided by the total number of ninth grade Students, 2021-22
- Figure 2.26: Percentage Point Change in Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.27: Trends in Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.27 Trends in Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



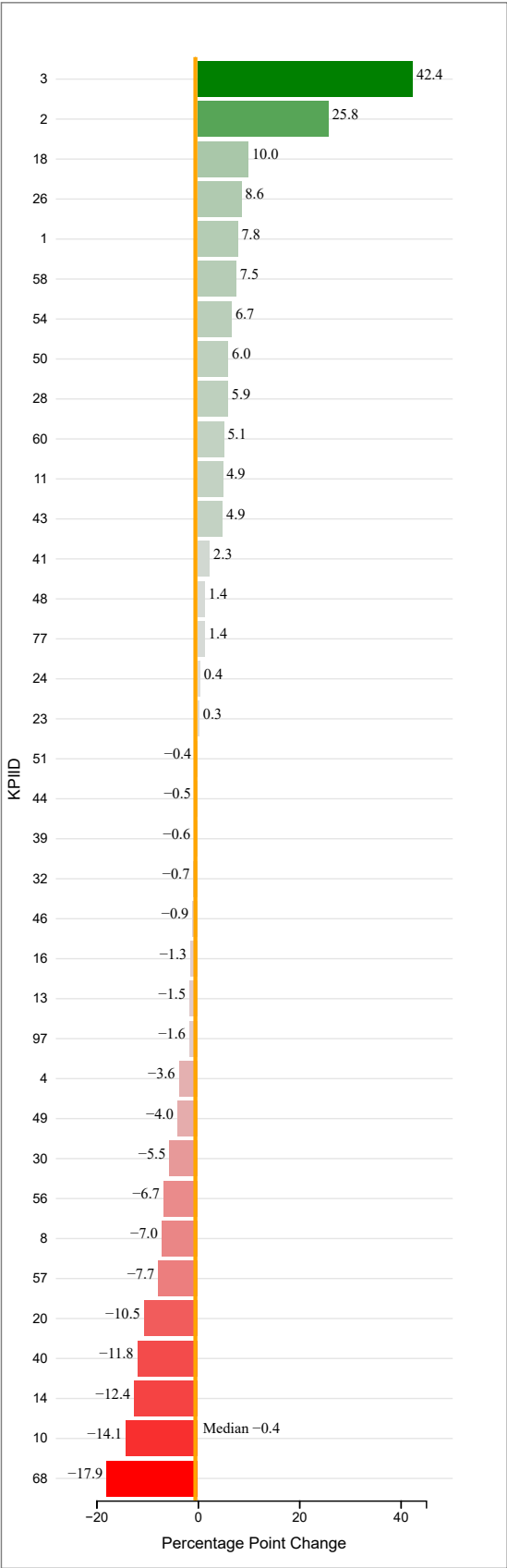
Best Quartile for Overall Performance
(2021-22)

- Atlanta
 - Austin
 - Boston
 - Charleston
 - Chicago
 - Dallas
 - Fayette County
- Miami
 - Minneapolis
 - Portland
 - San Francisco
 - Seattle
 - St Paul

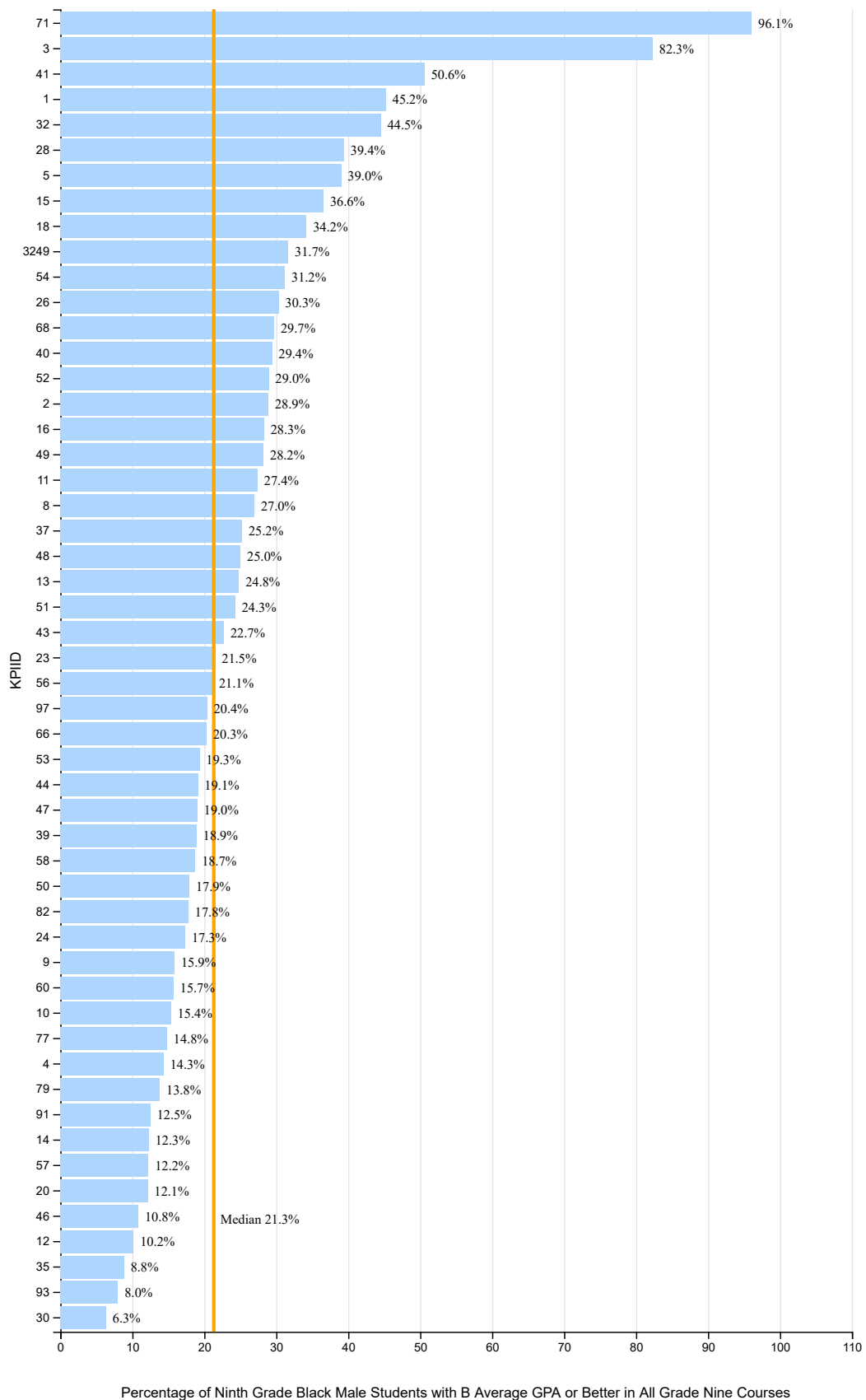
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Atlanta
 - Boston
 - Chicago
 - Detroit
 - Philadelphia
- Richmond
 - Seattle
 - Shelby County
 - St Paul

2.26 Percentage Point Change in Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.28 Percentage of Ninth Grade Black Male Students with B Average GPA or Better in All Grade Nine Courses, 2021-22

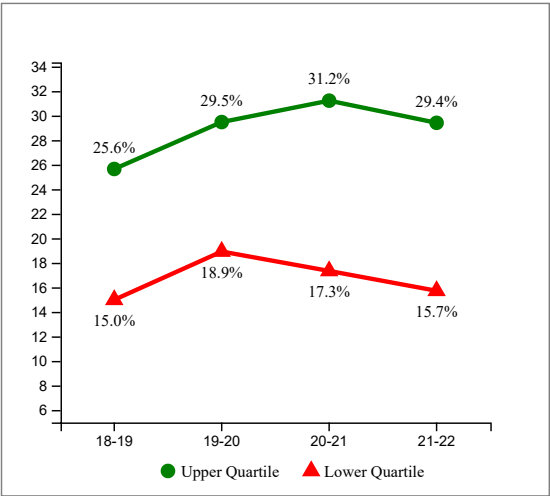


Percentage of Ninth Grade Black Male Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 2.28: Total number of all ninth grade Black Male Students with B average GPA or better divided by the total number of ninth grade Black Male Students, 2021-22
- Figure 2.29: Percentage Point Change in Ninth Grade Black Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.30: Trends in Ninth Grade Black Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.30 Trends in Ninth Grade Black Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



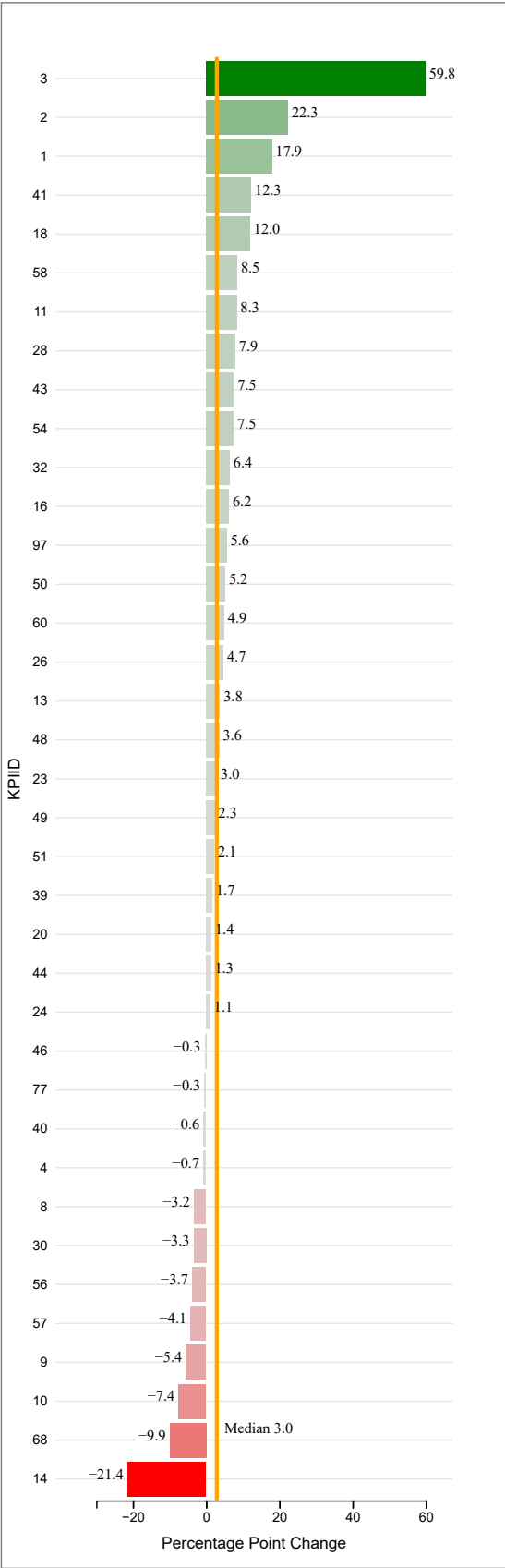
Best Quartile for Overall Performance
(2021-22)

- Arlington
- Atlanta
- Austin
- Boston
- Chicago
- Dallas
- Fayette County
- Jackson
- Miami
- Portland
- Seattle
- Shelby County
- St Paul

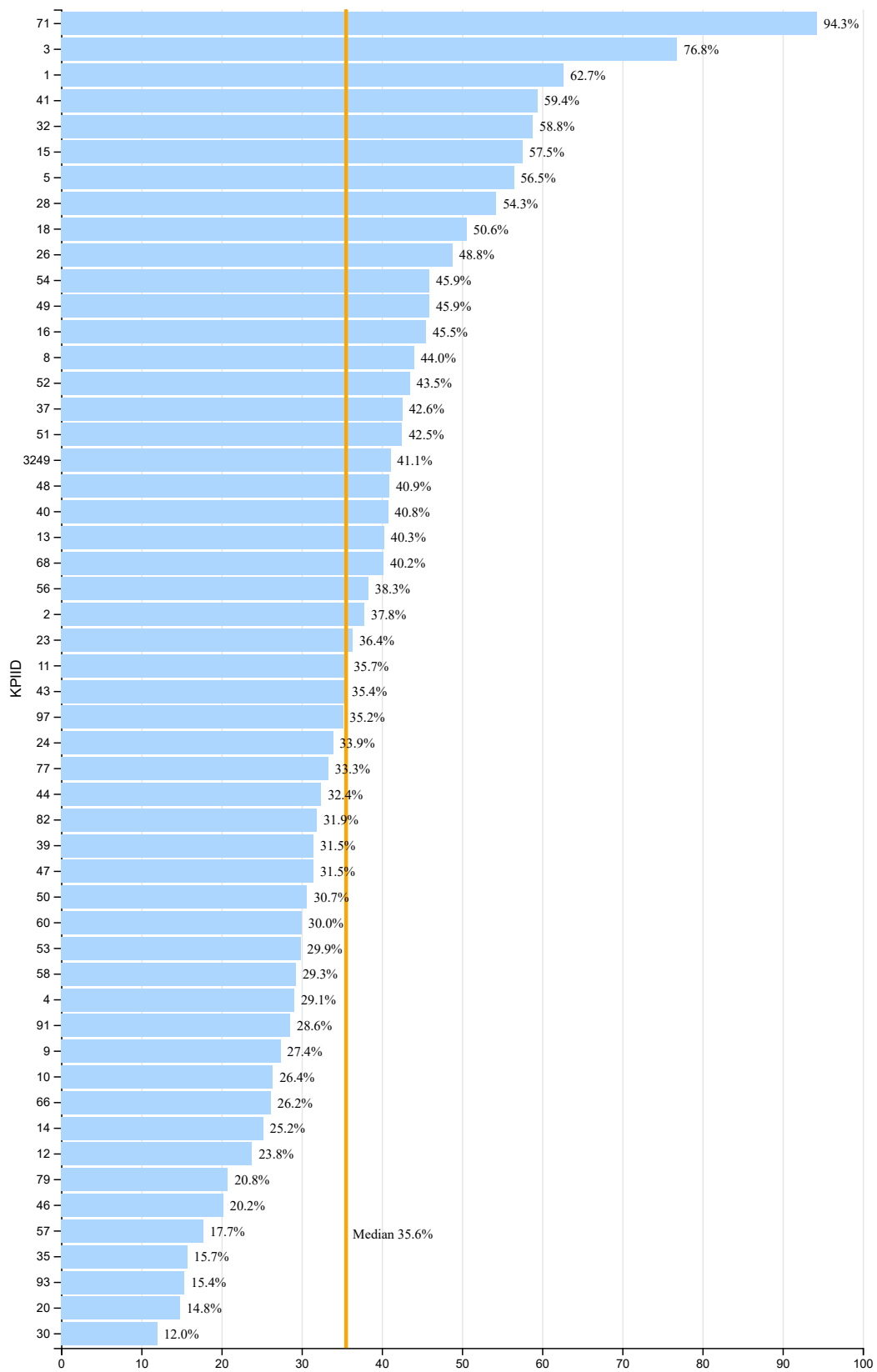
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Atlanta
- Chicago
- Dallas
- Los Angeles
- Philadelphia
- Pittsburgh
- Richmond
- Seattle
- Shelby County
- St Paul

2.29 Percentage Point Change in Ninth Grade Black Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.31 Percentage of Ninth Grade Black Female Students with B Average GPA or Better in All Grade Nine Courses, 2021-22



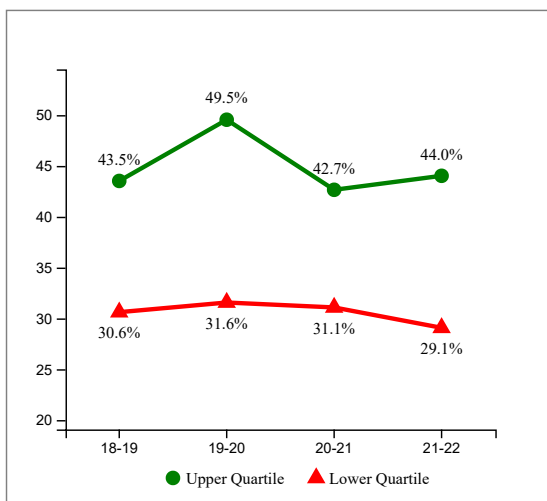
Percentage of Ninth Grade Black Female Students with B Average GPA or Better in All Grade Nine Courses

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

Note: Higher values and larger increases are desired

- Figure 2.31: Total number of all ninth grade Black Female Students with B average GPA or better divided by the total number of ninth grade Black Female Students, 2021-22
- Figure 2.32: Percentage Point Change in Ninth Grade Black Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.33: Trends in Ninth Grade Black Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.33 Trends in Ninth Grade Black Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



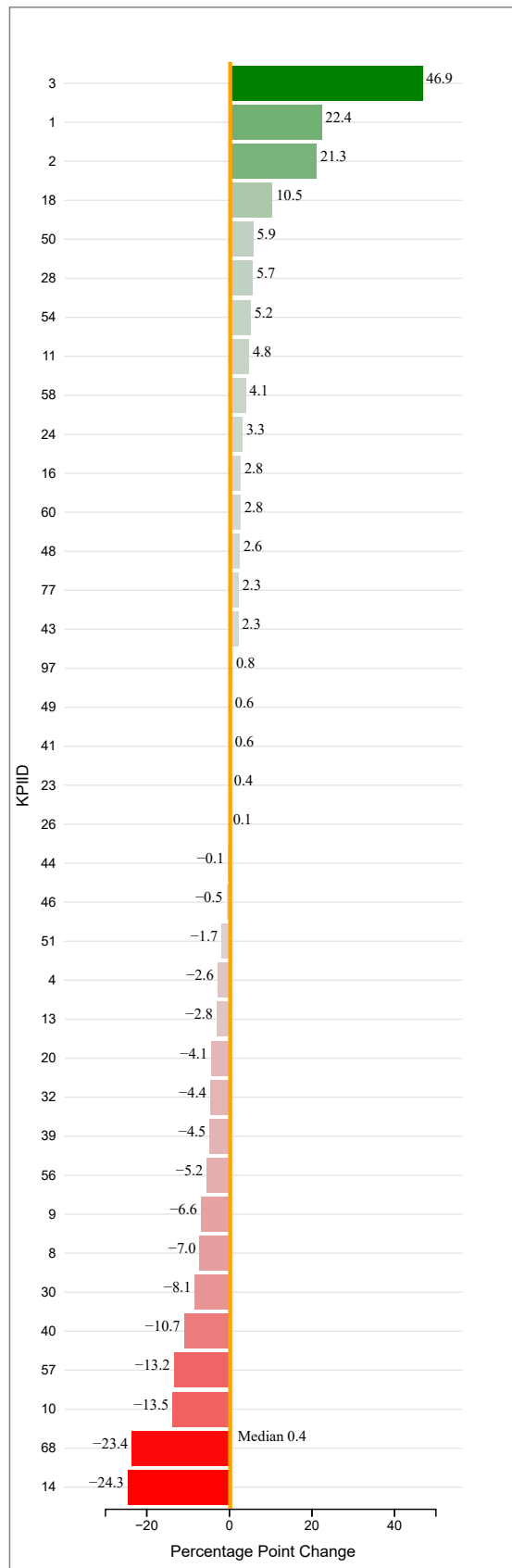
Best Quartile for Overall Performance (2021-22)

- Atlanta
- Austin
- Boston
- Chicago
- Dallas
- Guilford County
- Jackson
- Miami
- Portland
- San Diego
- Seattle
- Shelby County
- St Paul

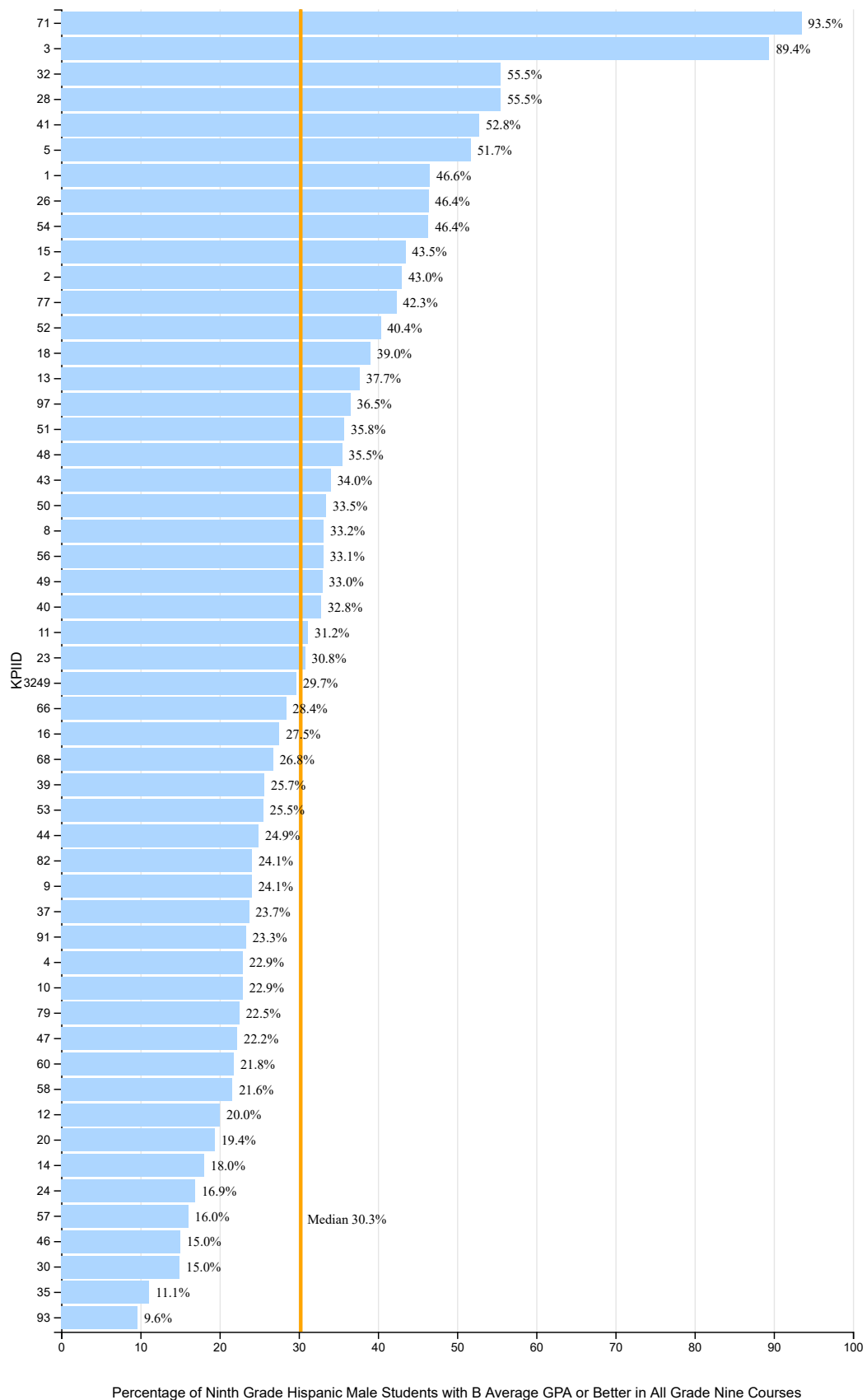
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Chicago
- Detroit
- East Baton Rouge
- Los Angeles
- Philadelphia
- Richmond
- Seattle
- Shelby County
- St Paul

2.32 Percentage Point Change in Ninth Grade Black Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.34 Percentage of Ninth Grade Hispanic Male Students with B Average GPA or Better in All Grade Nine Courses, 2021-22

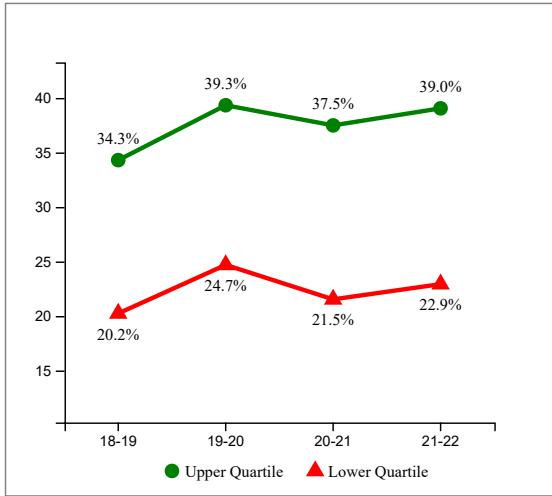


Percentage of Ninth Grade Hispanic Male Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 2.34: Total number of all ninth grade Hispanic Male Students with B average GPA or better divided by the total number of ninth grade Hispanic Male Students, 2021-22
- Figure 2.35: Percentage Point Change in Ninth Grade Hispanic Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.36: Trends in Ninth Grade Hispanic Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.36 Trends in Ninth Grade Hispanic Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



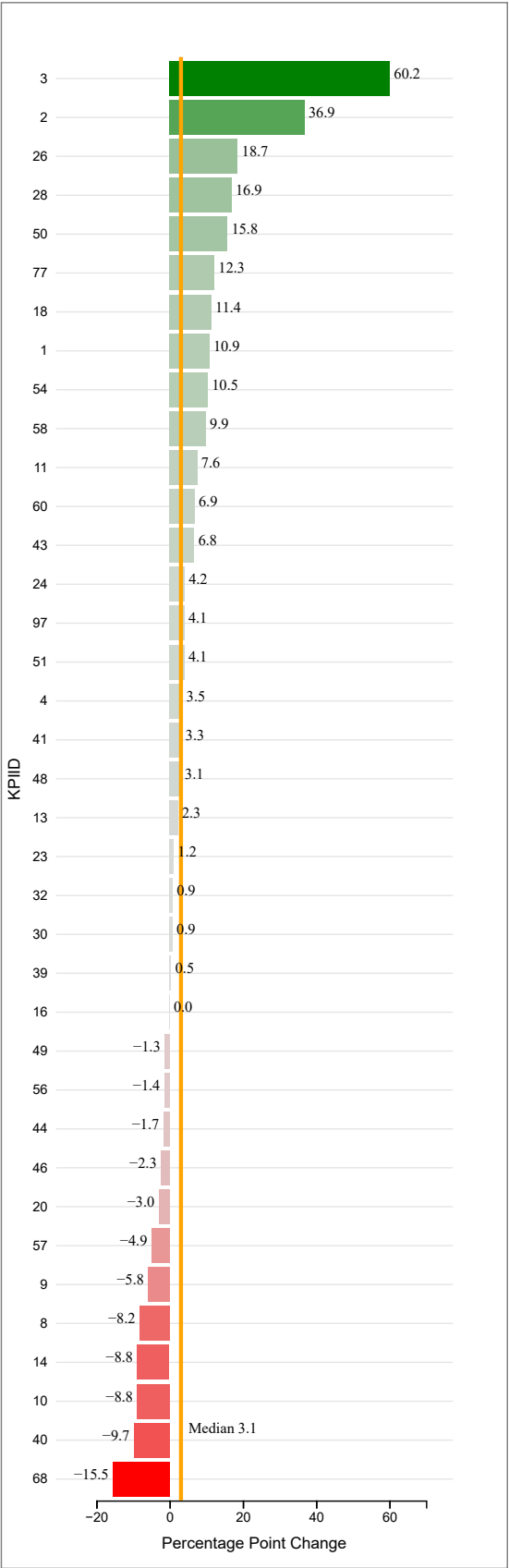
Best Quartile for Overall Performance
(2021-22)

- | | |
|-----------|-----------------|
| • Atlanta | • Minneapolis |
| • Austin | • Portland |
| • Boston | • Richmond |
| • Chicago | • San Francisco |
| • Dallas | • Seattle |
| • Jackson | • St Paul |
| • Miami | |

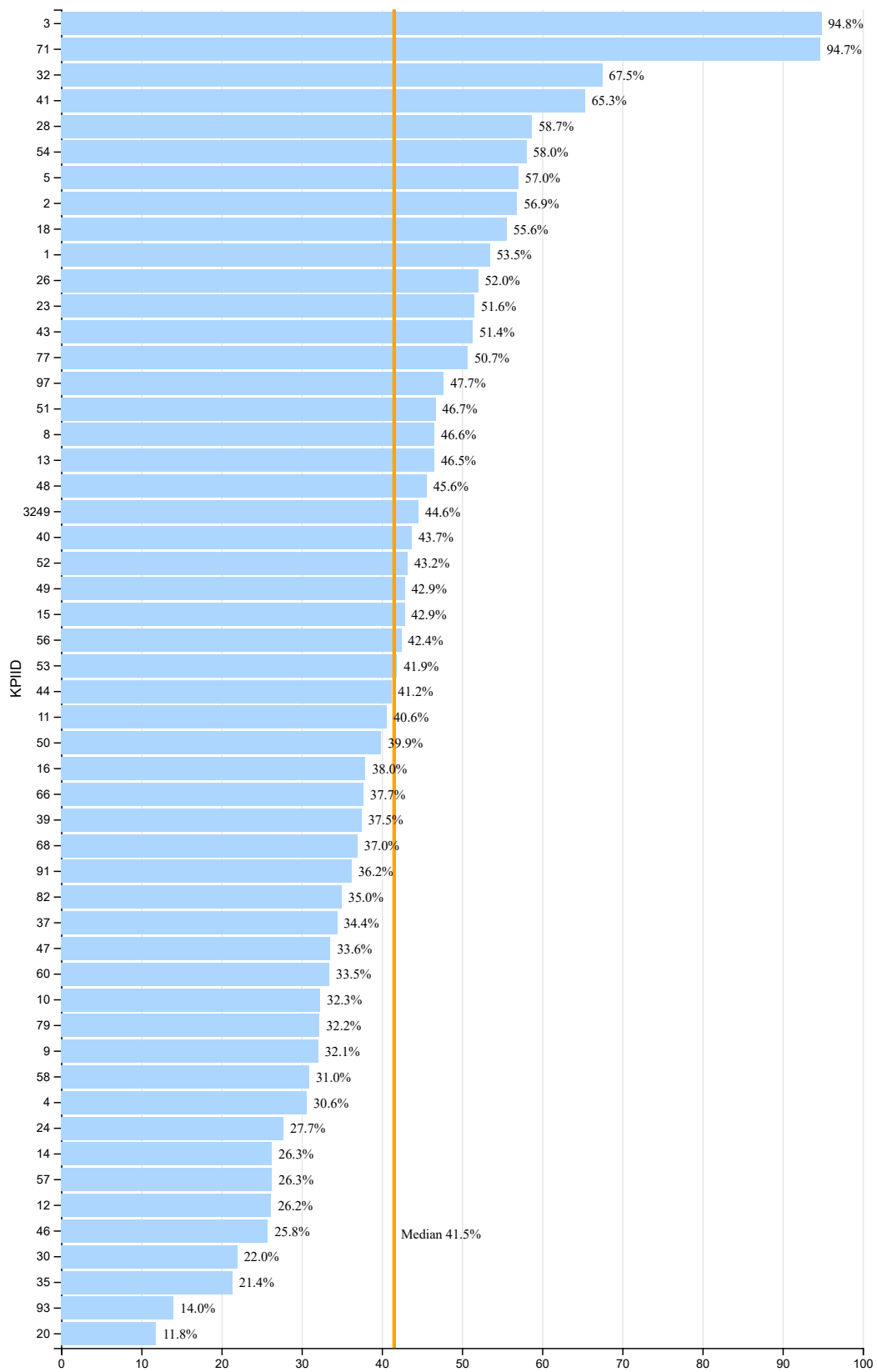
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- | | |
|----------------|-----------------|
| • Atlanta | • Richmond |
| • Boston | • San Francisco |
| • Chicago | • Seattle |
| • Detroit | • Shelby County |
| • Philadelphia | • St Paul |

2.35 Percentage Point Change in Ninth Grade Hispanic Male Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.37 Percentage of Ninth Grade Hispanic Female Students with B Average GPA or Better in All Grade Nine Courses, 2021-22



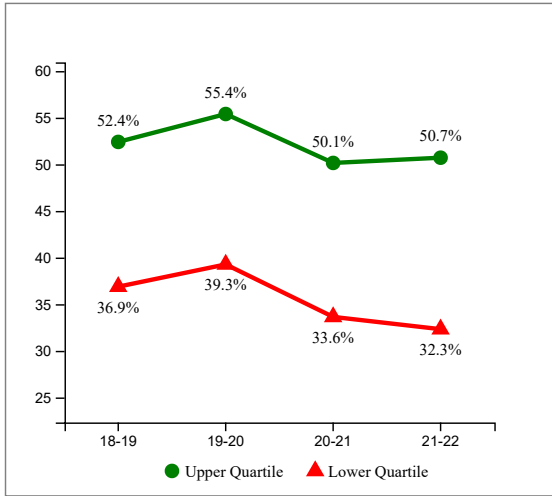
Percentage of Ninth Grade Hispanic Female Students with B Average GPA or Better in All Grade Nine Courses

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

Note: Higher values and larger increases are desired

- Figure 2.37: Total number of all ninth grade Hispanic Female Students with B average GPA or better divided by the total number of ninth grade Hispanic Female Students, 2021-22
- Figure 2.38: Percentage Point Change in Ninth Grade Hispanic Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.39: Trends in Ninth Grade Hispanic Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.39 Trends in Ninth Grade Hispanic Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



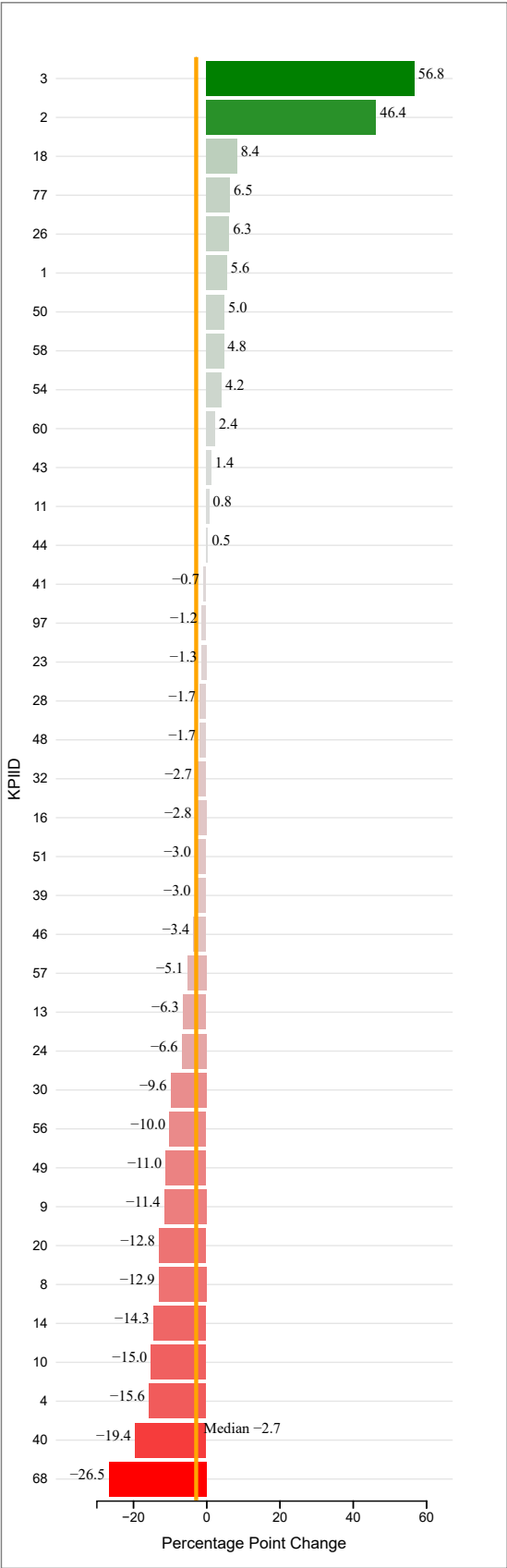
Best Quartile for Overall Performance
(2021-22)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Atlanta • Austin • Boston • Charleston • Chicago • Dallas • Miami | <ul style="list-style-type: none"> • Pittsburgh • Portland • Richmond • Seattle • Shelby County • St Paul |
|---|---|

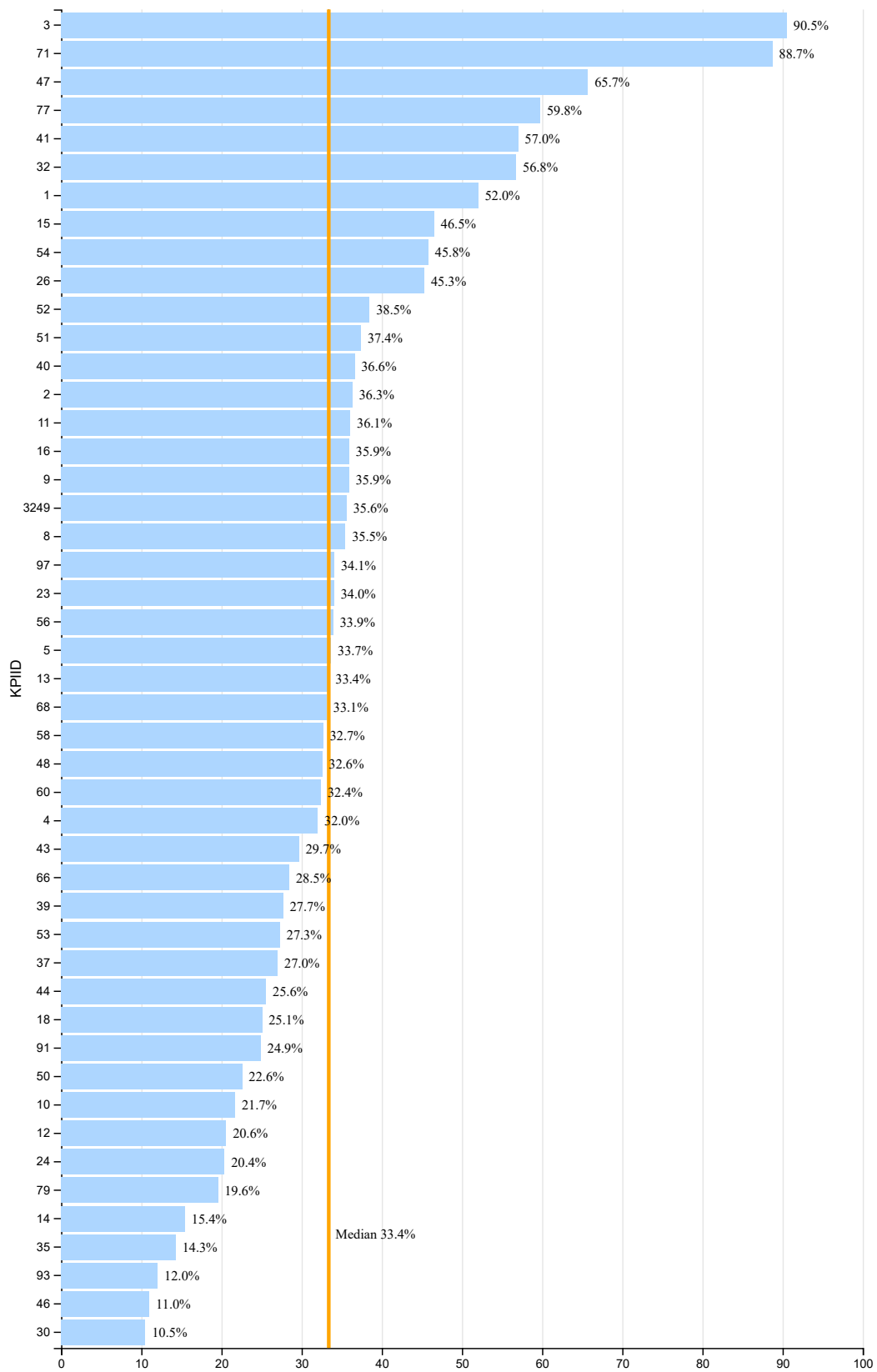
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Boston • Chicago • Detroit • New York • Philadelphia | <ul style="list-style-type: none"> • Richmond • San Francisco • Seattle • Shelby County • St Paul |
|--|--|

2.38 Percentage Point Change in Ninth Grade Hispanic Female Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.40 Percentage of Ninth Grade Free or Reduced-Price Lunch (FRPL) Students with B Average GPA or Better in All Grade Nine Courses, 2021-22



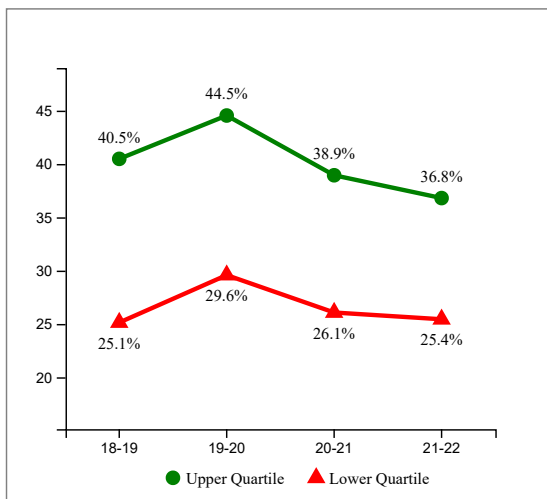
Percentage of Ninth Grade Free or Reduced-Price Lunch (FRPL) Students with B Average GPA or Better in All Grade Nine Courses

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

Note: Higher values and larger increases are desired

- Figure 2.40: Total number of all ninth grade Free or Reduced-Price Lunch (FRPL) Students with B average GPA or better divided by the total number of ninth grade Free or Reduced-Price Lunch (FRPL) Students, 2021-22
- Figure 2.41: Percentage Point Change in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.42: Trends in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.42 Trends in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



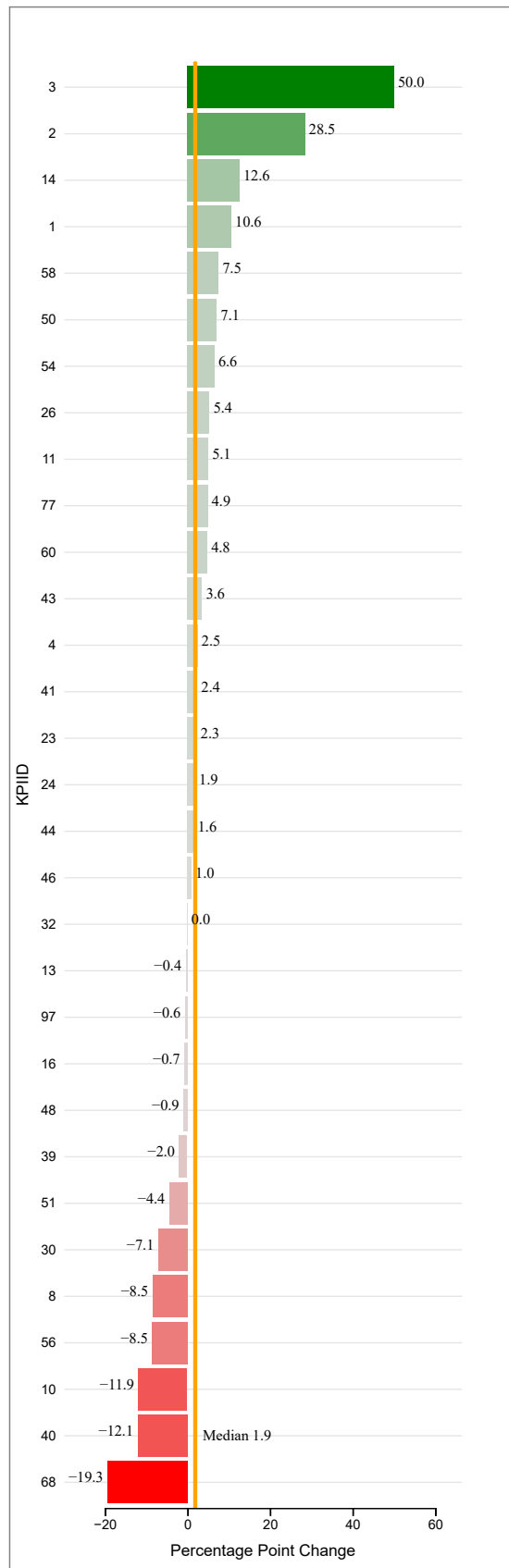
Best Quartile for Overall Performance (2021-22)

- Austin
- Boston
- Chicago
- Dallas
- Jackson
- Miami
- Minneapolis
- Nashville
- Oklahoma City
- San Francisco
- Seattle
- St Paul

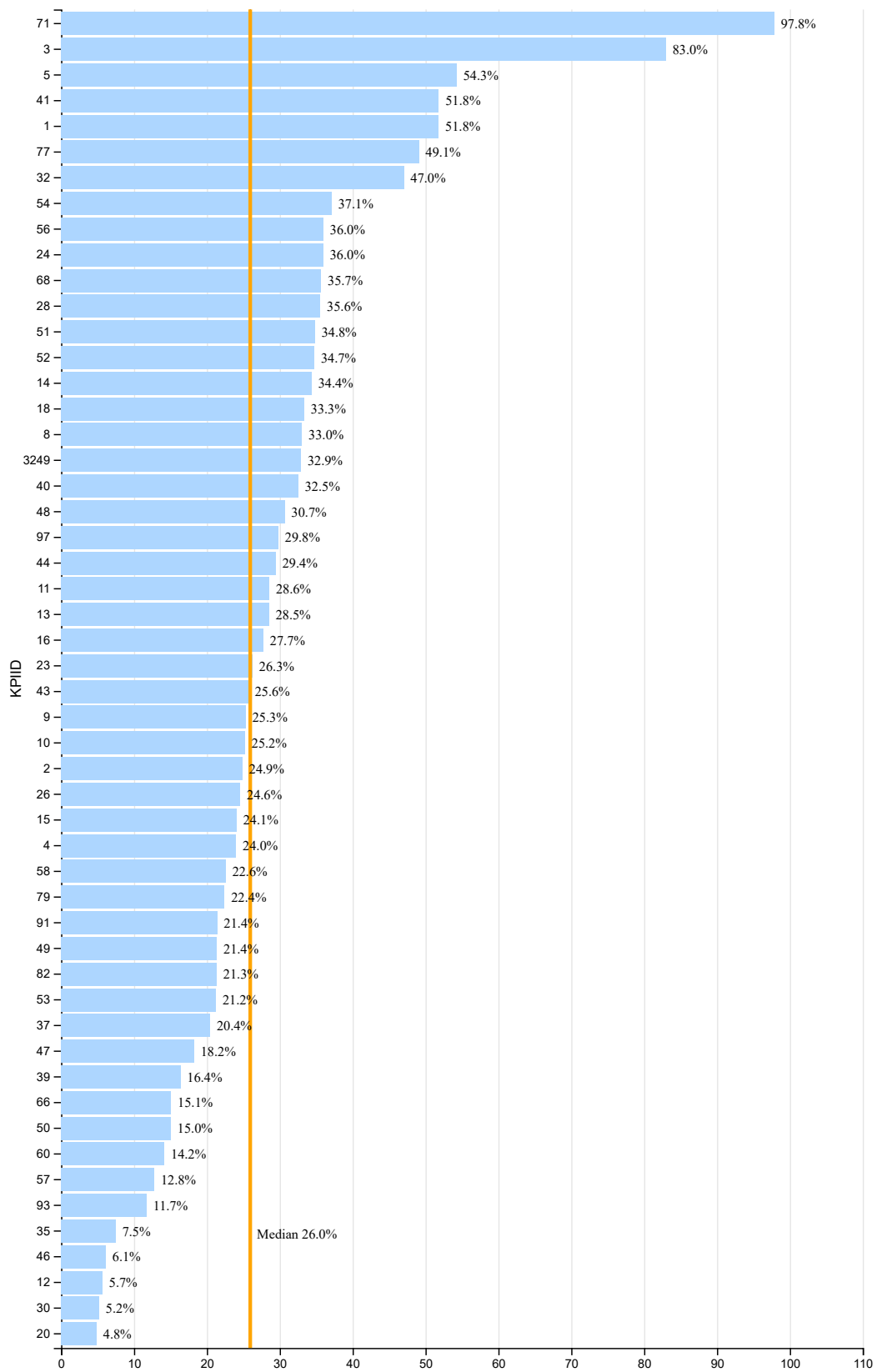
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Boston
- Chicago
- Detroit
- Philadelphia
- Richmond
- Seattle
- St Paul

2.41 Percentage Point Change in Ninth Grade Free or Reduced-Price Lunch (FRPL) Students with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.43 Percentage of Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2021-22



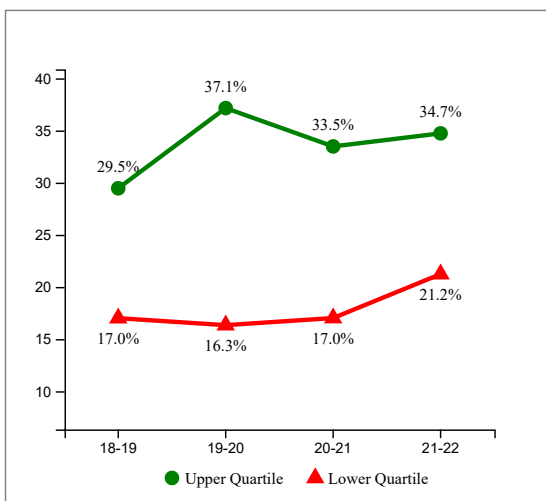
Percentage of Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses

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

Note: Higher values and larger increases are desired

- Figure 2.43: Total number of all ninth grade Students with Disabilities with B average GPA or better divided by the total number of ninth grade Students with Disabilities, 2021-22
- Figure 2.44: Percentage Point Change in Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.45: Trends in Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.45 Trends in Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



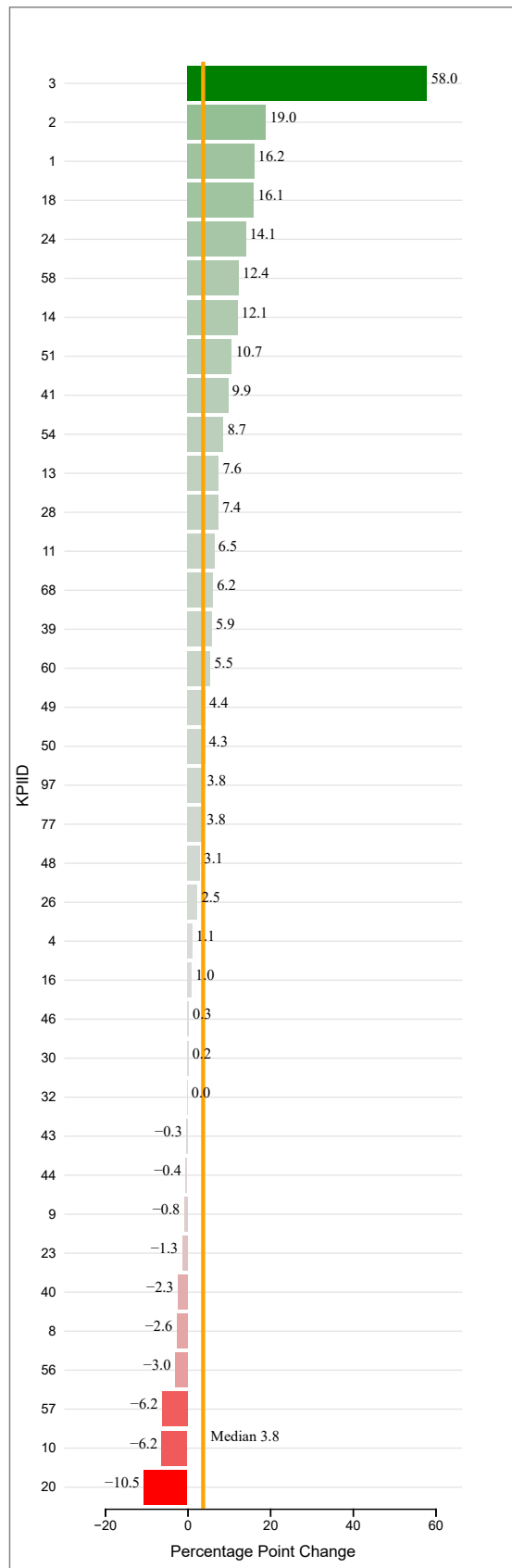
Best Quartile for Overall Performance (2021-22)

- Arlington
- Atlanta
- Austin
- Chicago
- Dallas
- East Baton Rouge
- Long Beach
- Miami
- Oklahoma City
- Portland
- San Francisco
- Seattle
- St Paul

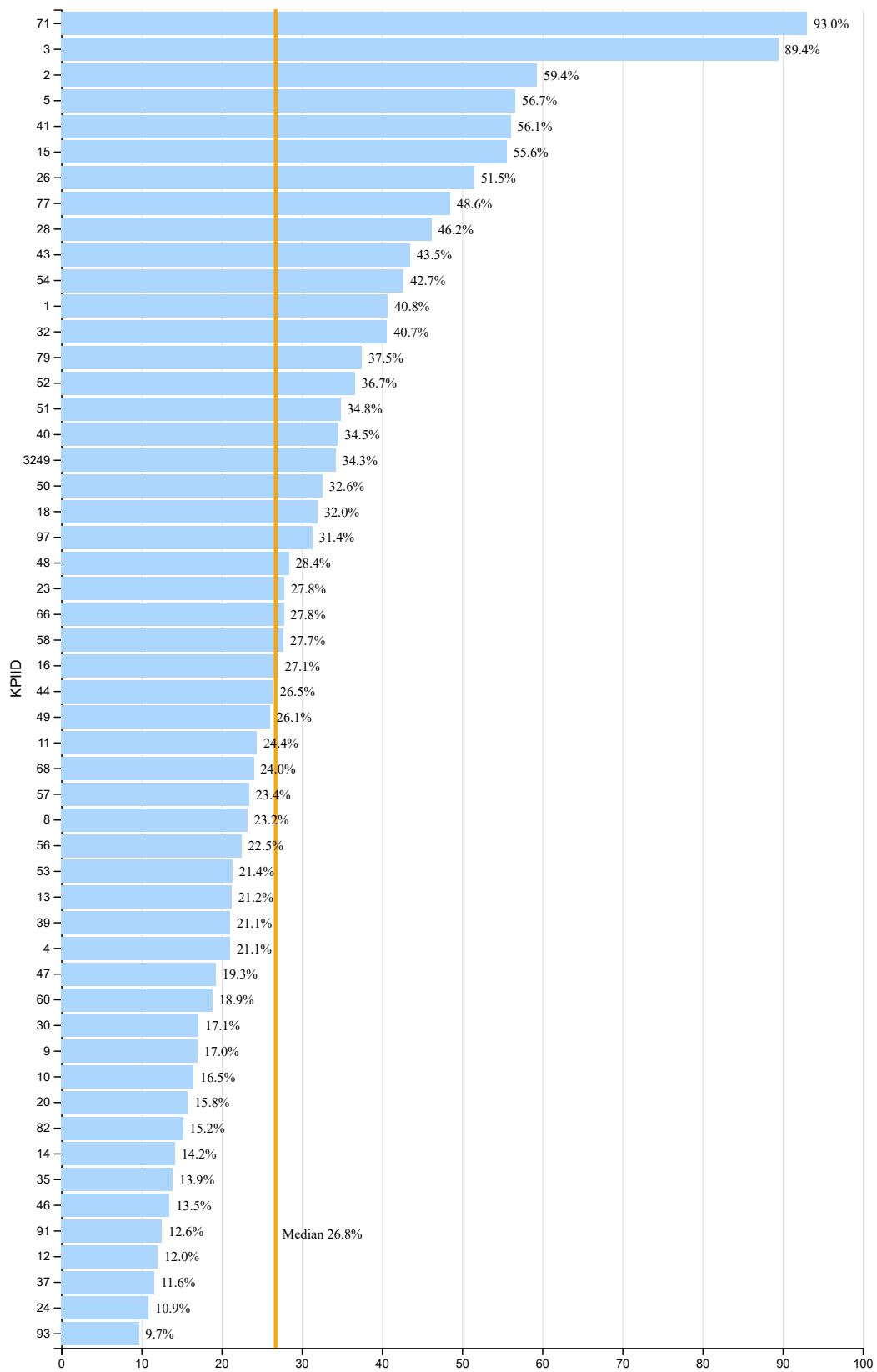
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Chicago
- Dallas
- East Baton Rouge
- Oklahoma City
- Philadelphia
- Richmond
- Seattle
- Shelby County
- St Paul

2.44 Percentage Point Change in Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.46 Percentage of Ninth Grade English Language Learners with B Average GPA or Better in All Grade Nine Courses, 2021-22



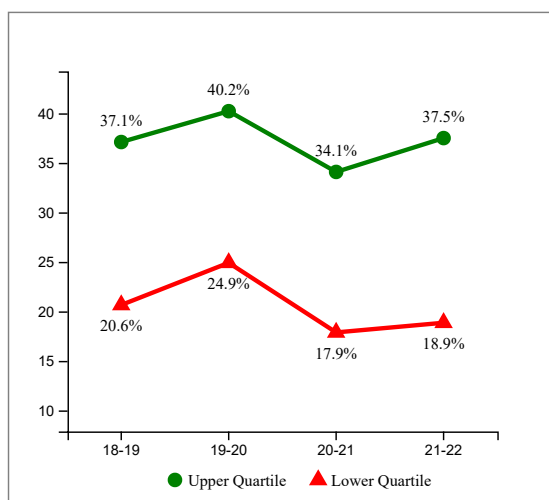
Percentage of Ninth Grade English Language Learners with B Average GPA or Better in All Grade Nine Courses

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

Note: Higher values and larger increases are desired

- Figure 2.46: Total number of all ninth grade English Language Learners with B average GPA or better divided by the total number of ninth grade English Language Learners, 2021-22
- Figure 2.47: Percentage Point Change in Ninth Grade English Language Learners with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22
- Figure 2.48: Trends in Ninth Grade English Language Learners with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22

2.48 Trends in Ninth Grade English Language Learners with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



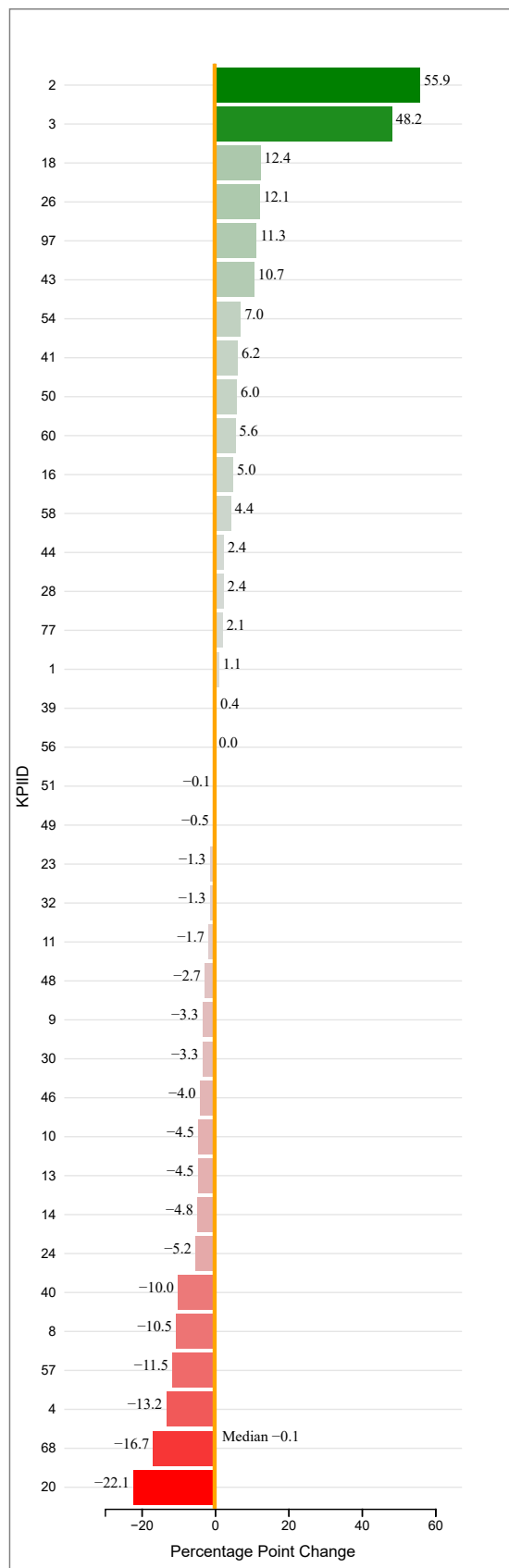
Best Quartile for Overall Performance
(2021-22)

- Atlanta
- Austin
- Boston
- Chicago
- Dallas
- Jackson
- Miami
- Pittsburgh
- Portland
- Richmond
- San Francisco
- Seattle
- St Paul

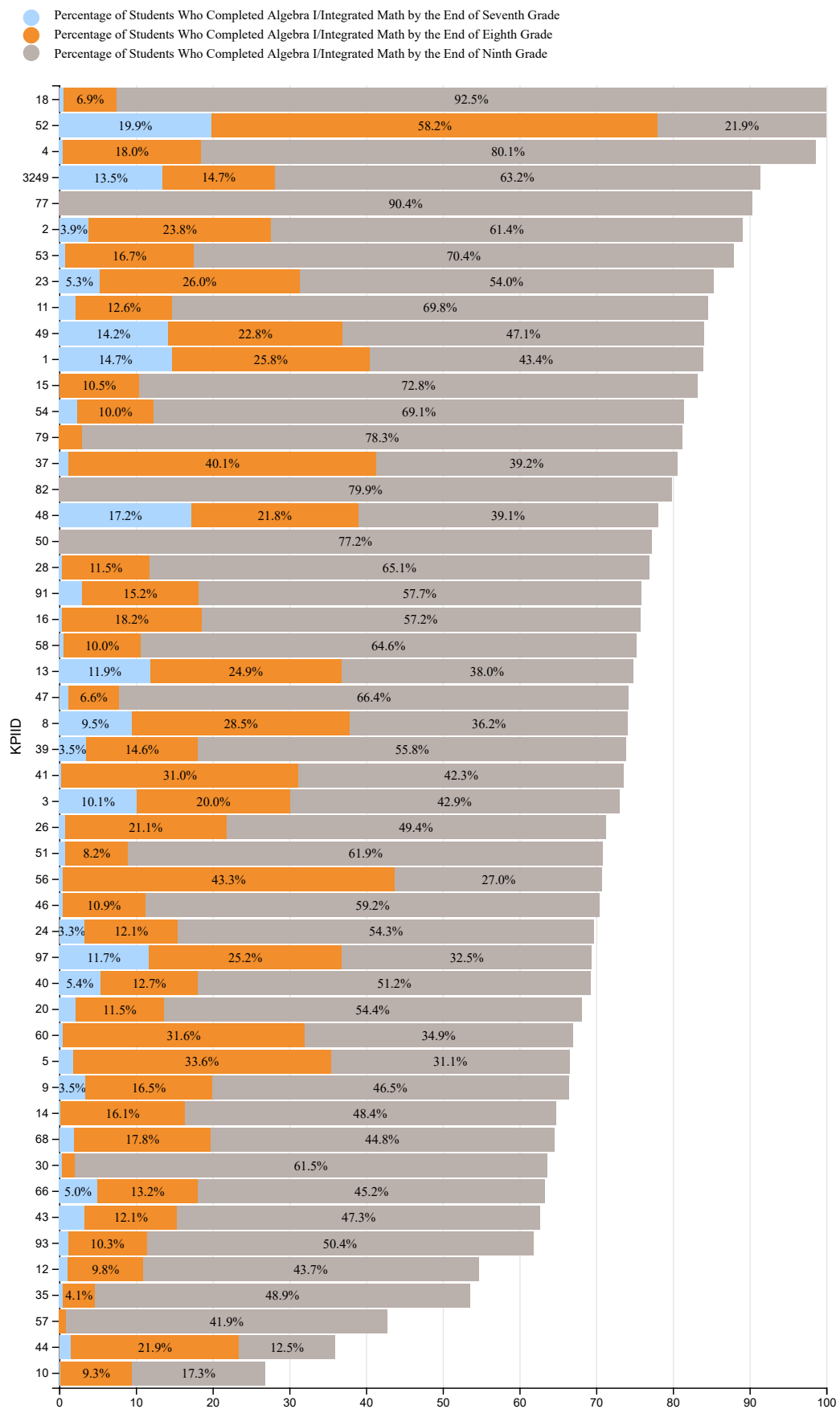
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Boston
- Chicago
- Dallas
- Detroit
- New York
- Pinellas
- Pittsburgh
- Richmond
- Shelby County
- St Paul

2.47 Percentage Point Change in Ninth Grade English Language Learners with B Average GPA or Better in All Grade Nine Courses, 2018-19 to 2021-22



2.49 Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

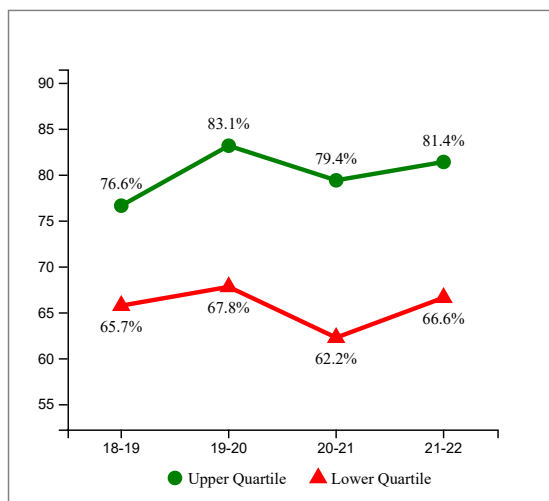


Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.49: 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, 2021-22
- Figure 2.50: Percentage Point Change in Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.51: Trends in Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.51 Trends in Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



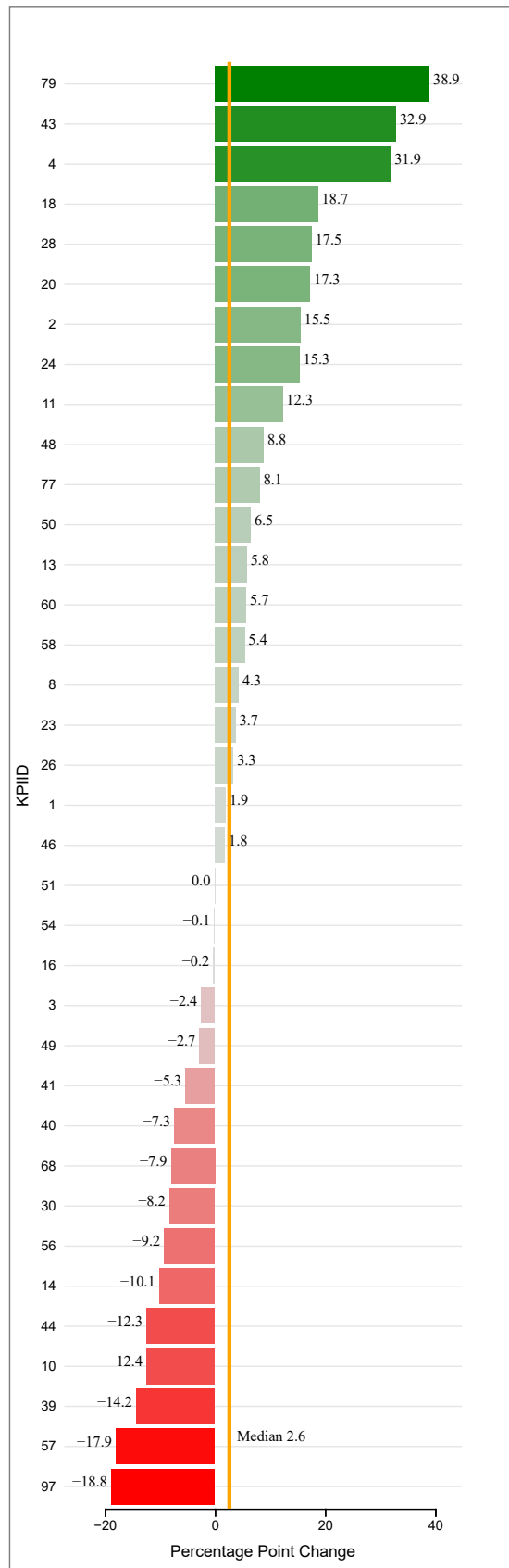
Best Quartile for Overall Performance (2021-22)

- Charleston
- Chicago
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- San Francisco
- Seattle
- Shelby County
- Wichita

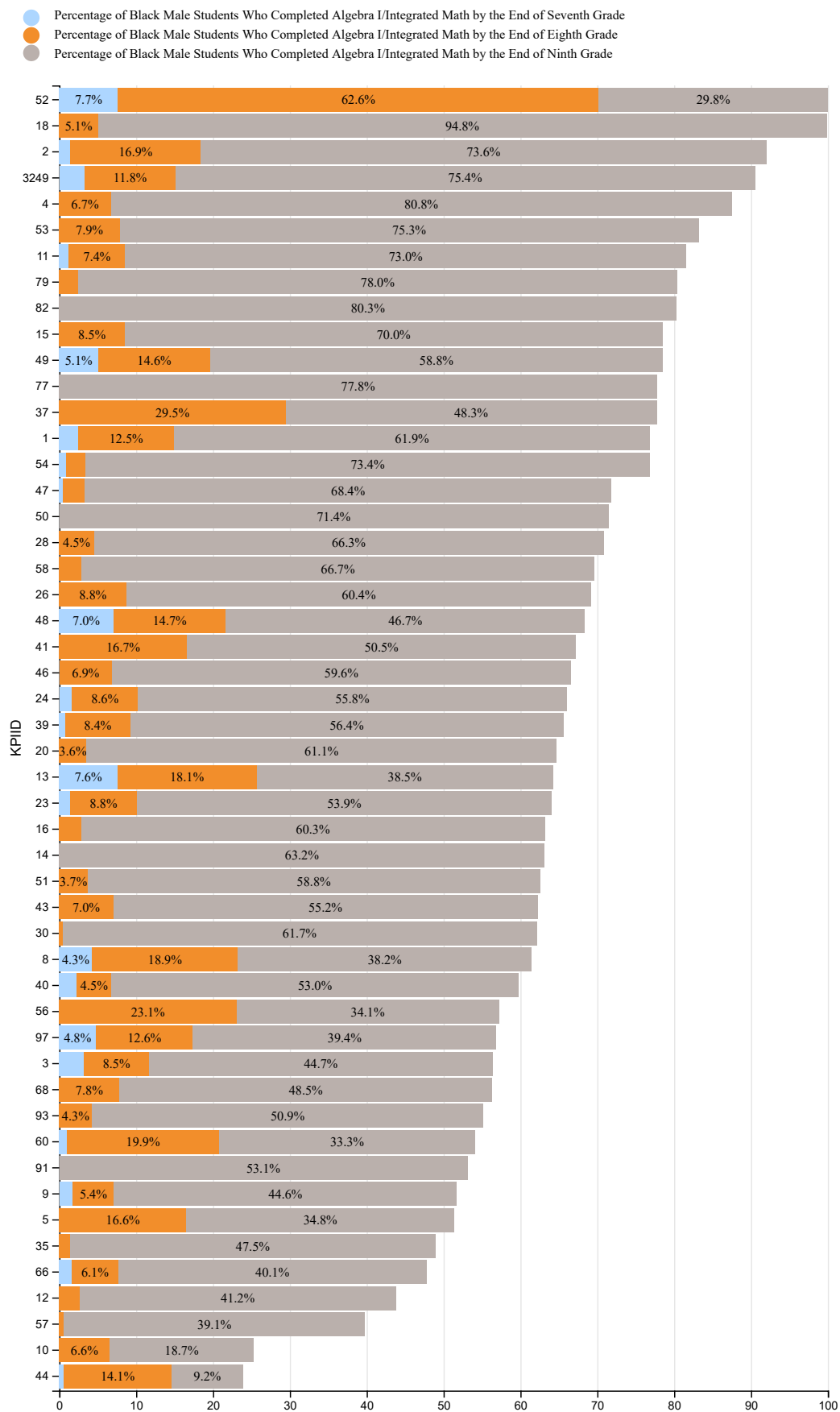
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Cincinnati
- East Baton Rouge
- Los Angeles
- Pittsburgh
- Richmond
- Shelby County
- Toledo
- Wichita

2.50 Percentage Point Change in Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.52 Percentage of Black Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

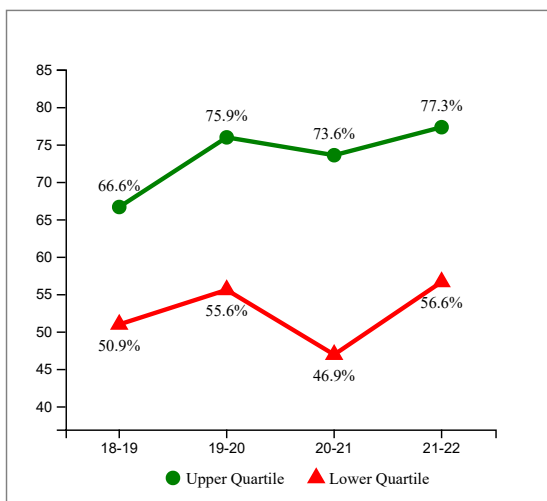


Percentage of Black Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.52: Total number of Black Male Students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Black Male Students in each grade, 2021-22
- Figure 2.53: Percentage Point Change in Black Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.54: Trends in Black Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.54 Trends in Black Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



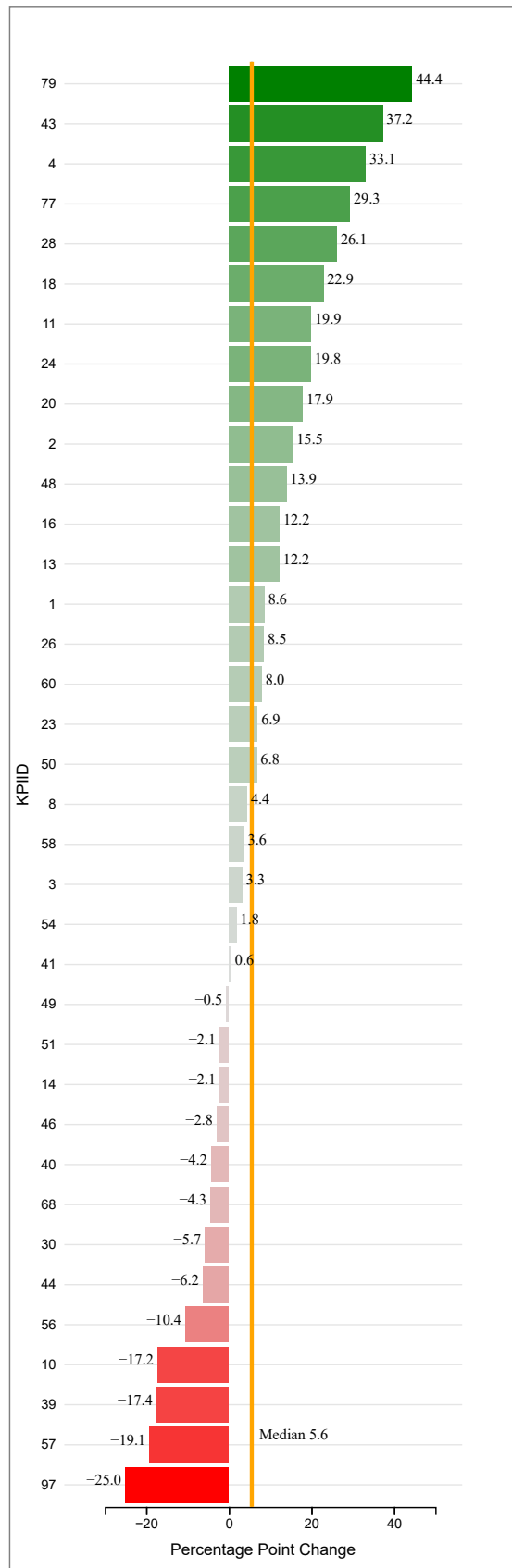
Best Quartile for Overall Performance (2021-22)

- Denver
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Phoenix Union High School District
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

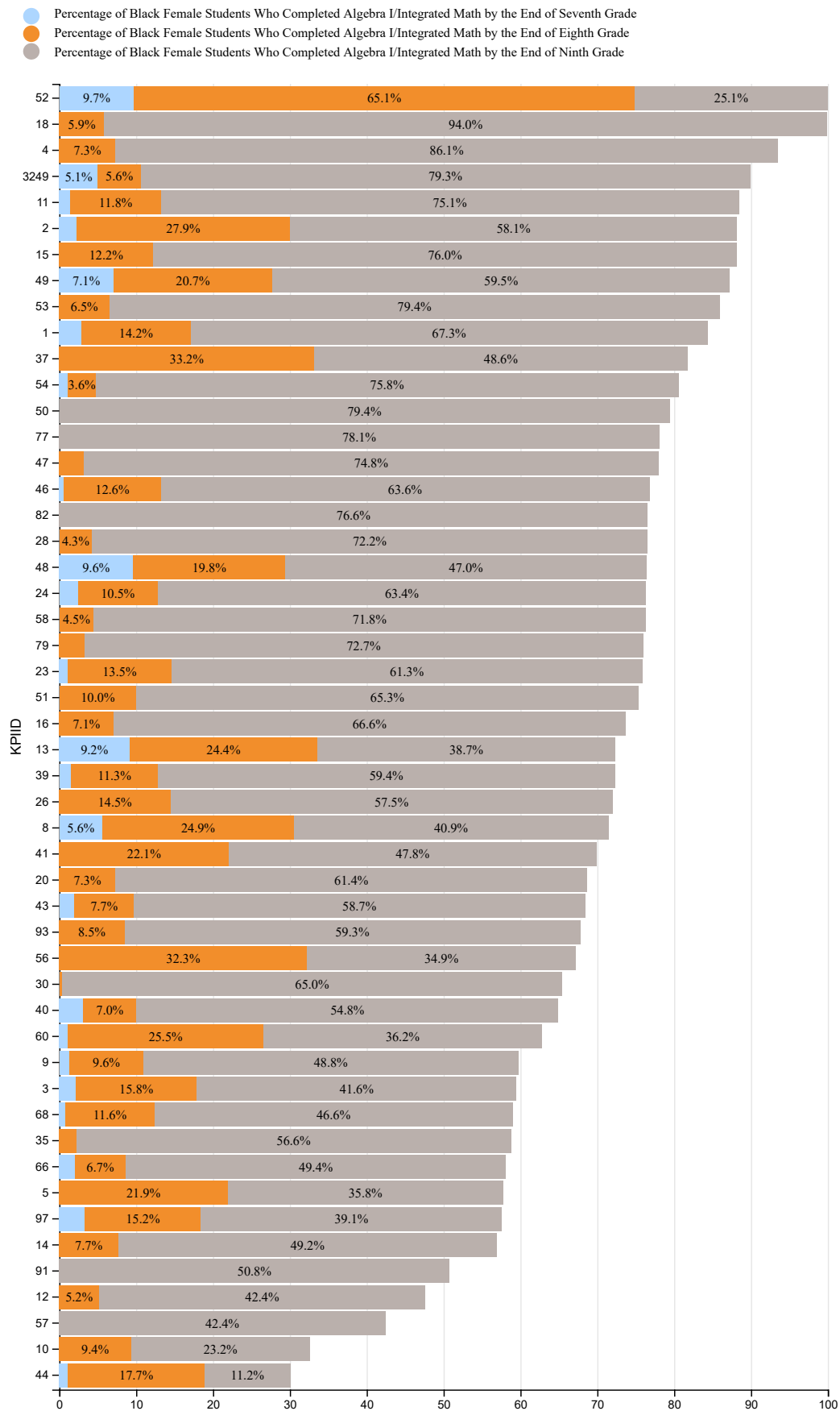
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Cincinnati
- East Baton Rouge
- Los Angeles
- Pittsburgh
- San Francisco
- Shelby County
- Toledo
- Wichita

2.53 Percentage Point Change in Black Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.55 Percentage of Black Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

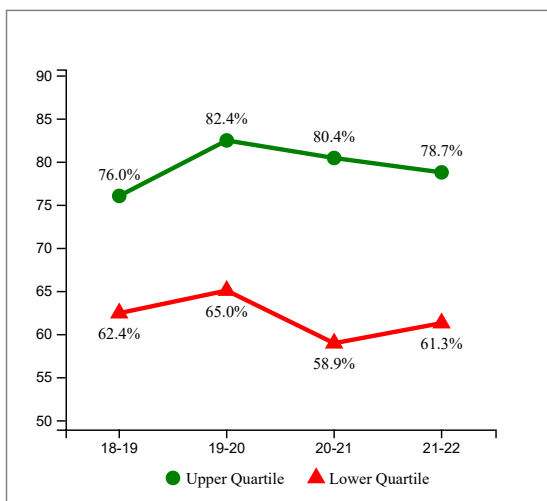


Percentage of Black Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.55: Total number of Black Female Students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Black Female Students in each grade, 2021-22
- Figure 2.56: Percentage Point Change in Black Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.57: Trends in Black Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.57 Trends in Black Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



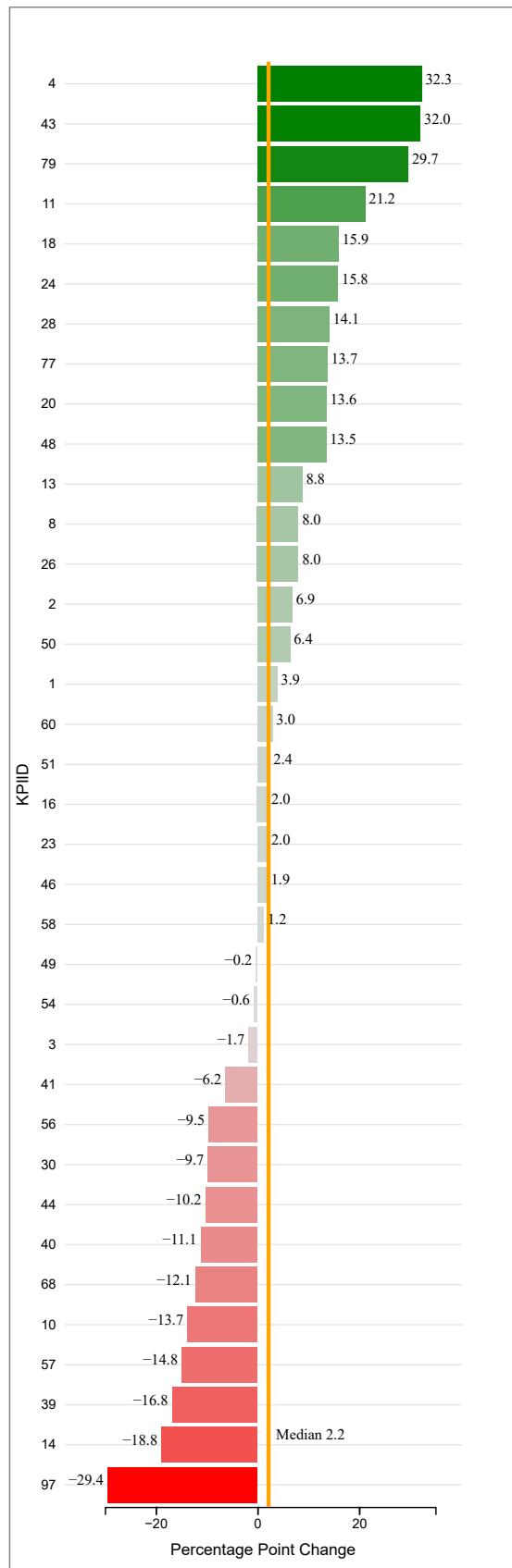
Best Quartile for Overall Performance (2021-22)

- Chicago
- Denver
- Detroit
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- Seattle
- Shelby County
- Wichita

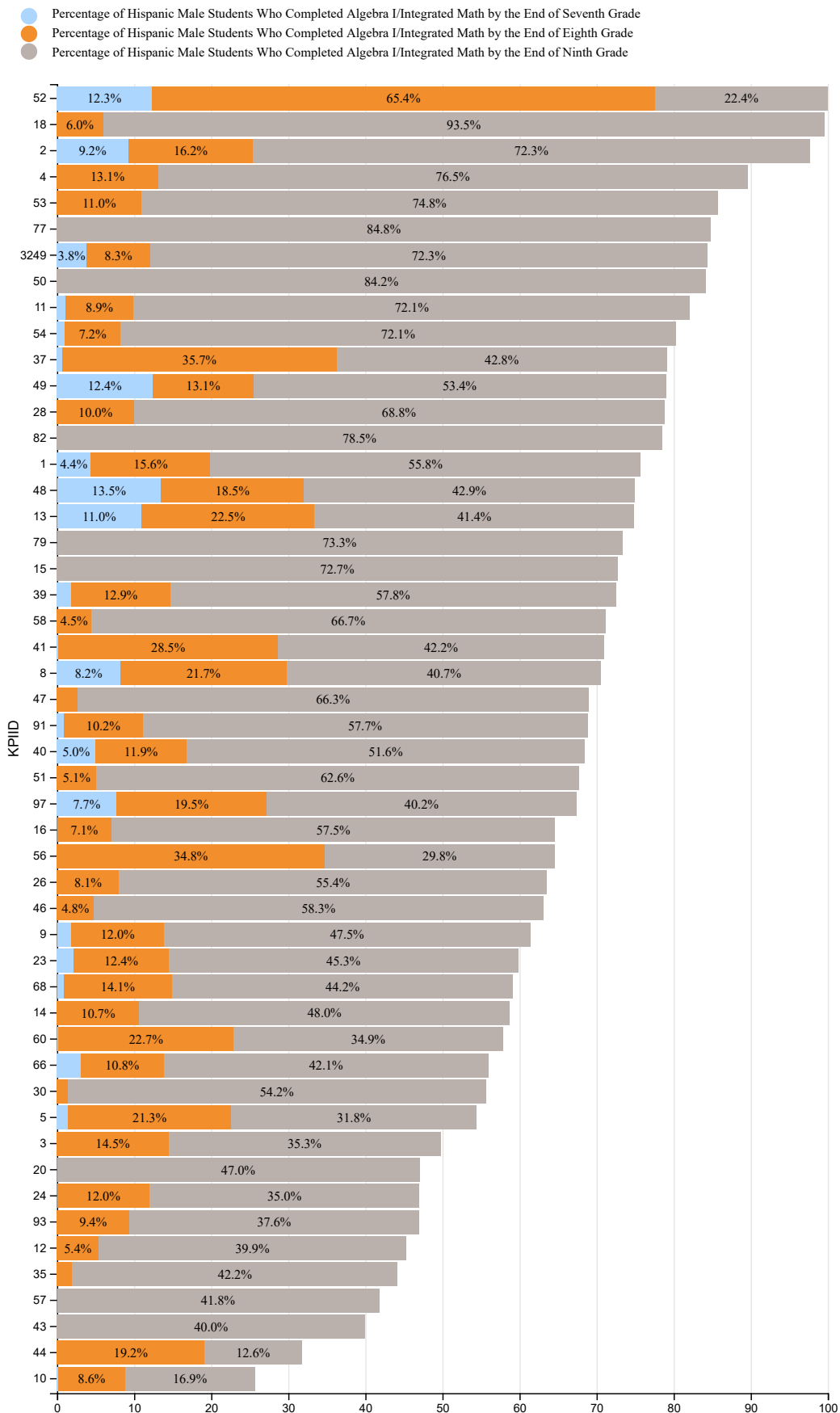
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Cincinnati
- East Baton Rouge
- Los Angeles
- Pittsburgh
- San Francisco
- Shelby County
- Toledo
- Wichita

2.56 Percentage Point Change in Black Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.58 Percentage of Hispanic Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

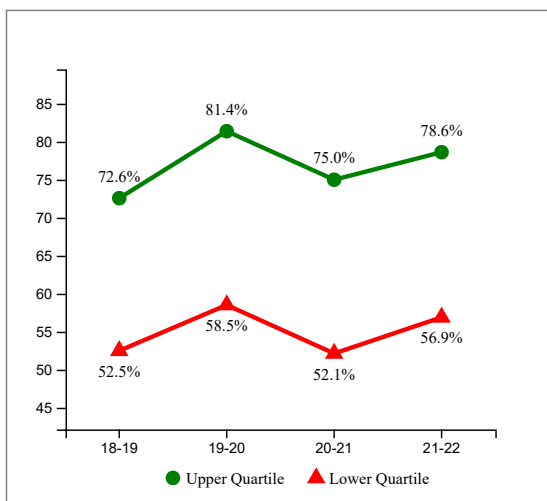


Percentage of Hispanic Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.58: Total number of Hispanic Male Students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Hispanic Male Students in each grade, 2021-22
- Figure 2.59: Percentage Point Change in Hispanic Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.60: Trends in Hispanic Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.60 Trends in Hispanic Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



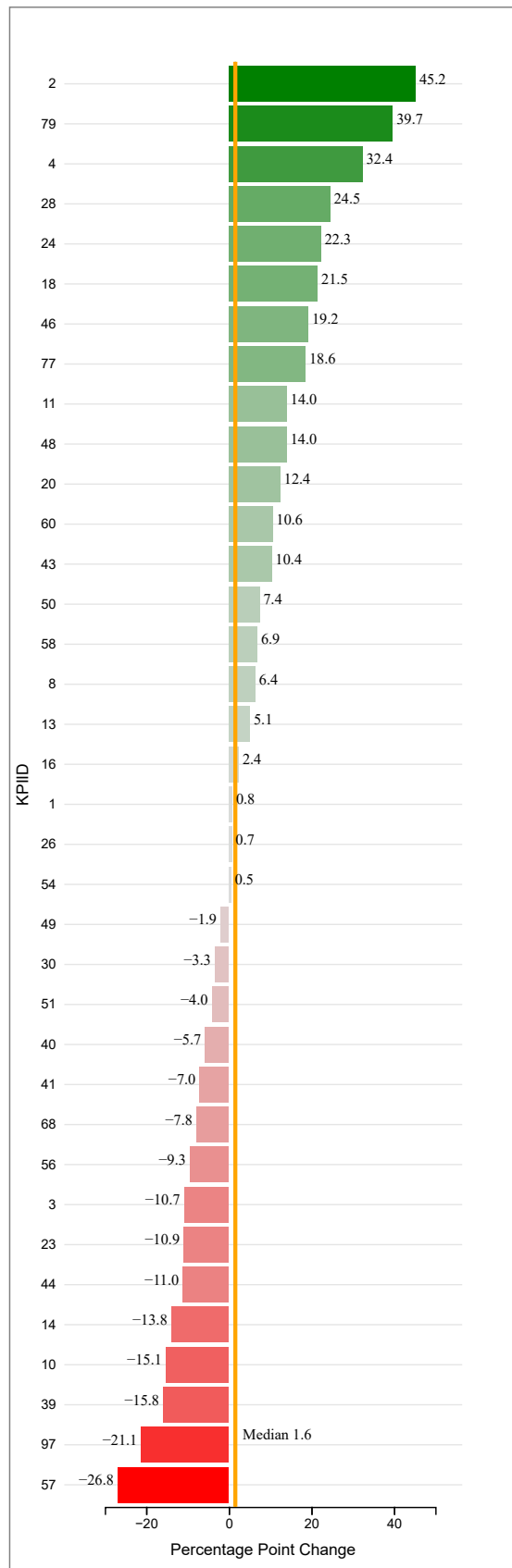
Best Quartile for Overall Performance (2021-22)

- Atlanta
- Chicago
- Denver
- Detroit
- Fayette County
- Guilford County
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- San Francisco
- Shelby County
- Wichita

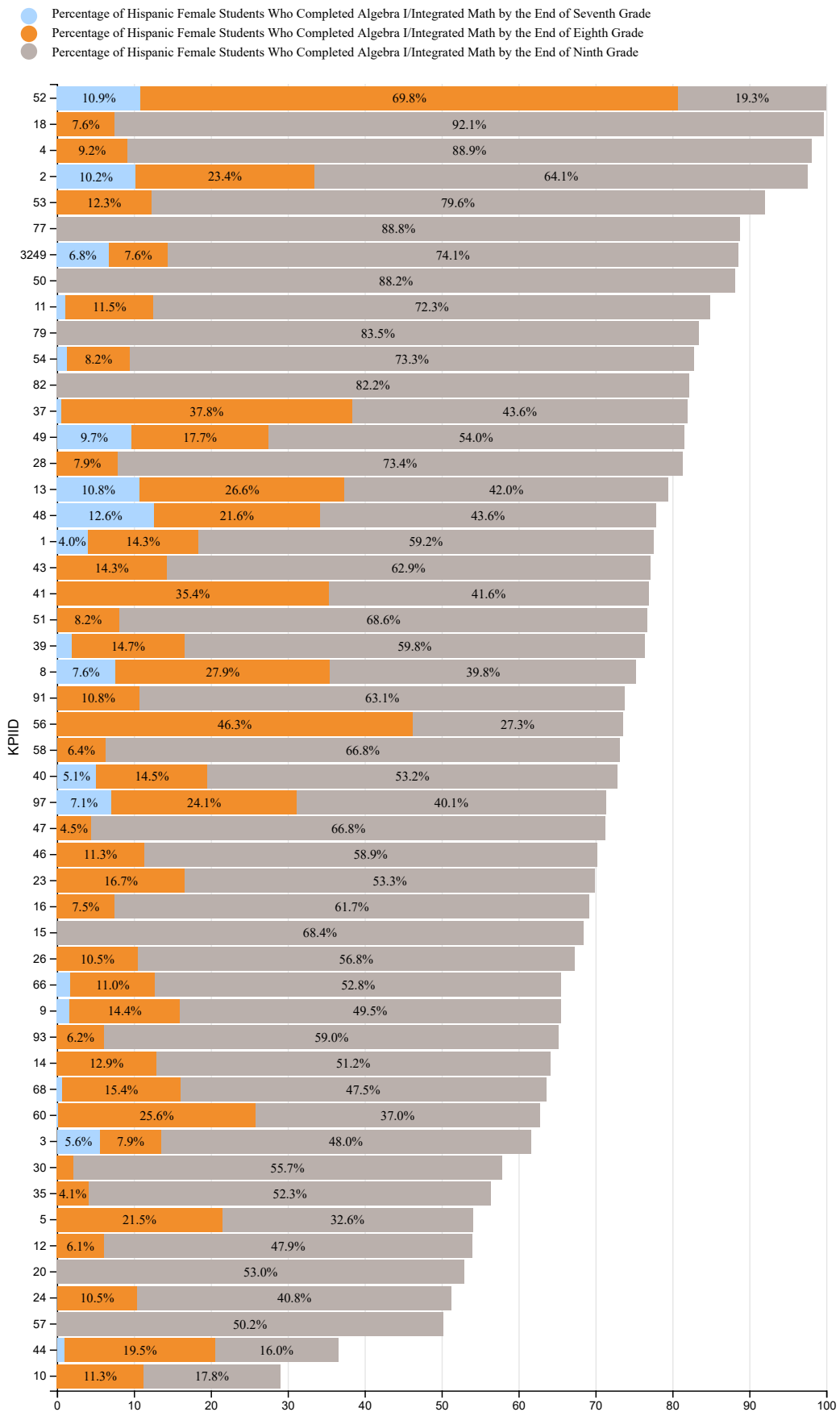
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Baltimore City
- East Baton Rouge
- Los Angeles
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

2.59 Percentage Point Change in Hispanic Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.61 Percentage of Hispanic Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

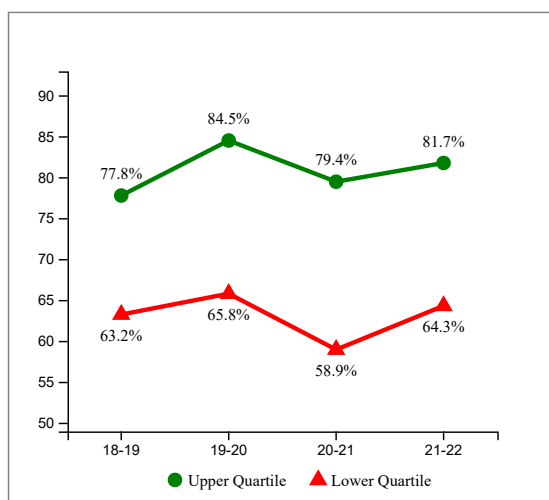


Percentage of Hispanic Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.61: Total number of Hispanic Female Students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Hispanic Female Students in each grade, 2021-22
- Figure 2.62: Percentage Point Change in Hispanic Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.63: Trends in Hispanic Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.63 Trends in Hispanic Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



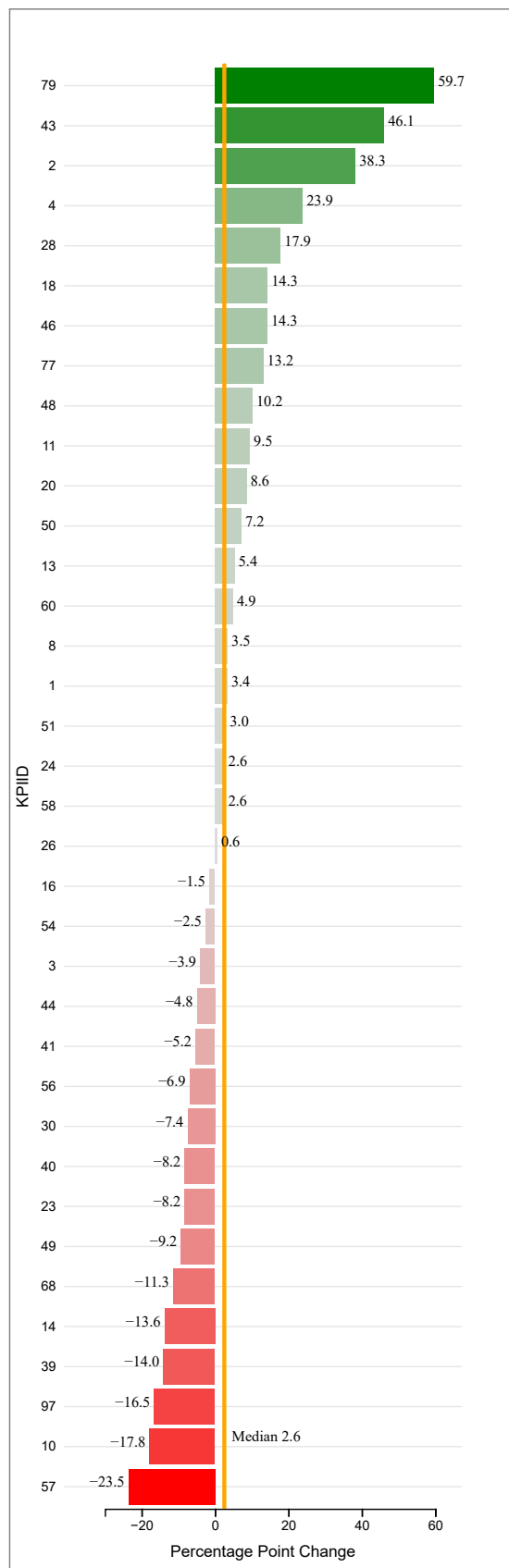
Best Quartile for Overall Performance (2021-22)

- Chicago
- Denver
- Detroit
- Fayette County
- Jefferson
- Los Angeles
- Minneapolis
- Phoenix Union High School District
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

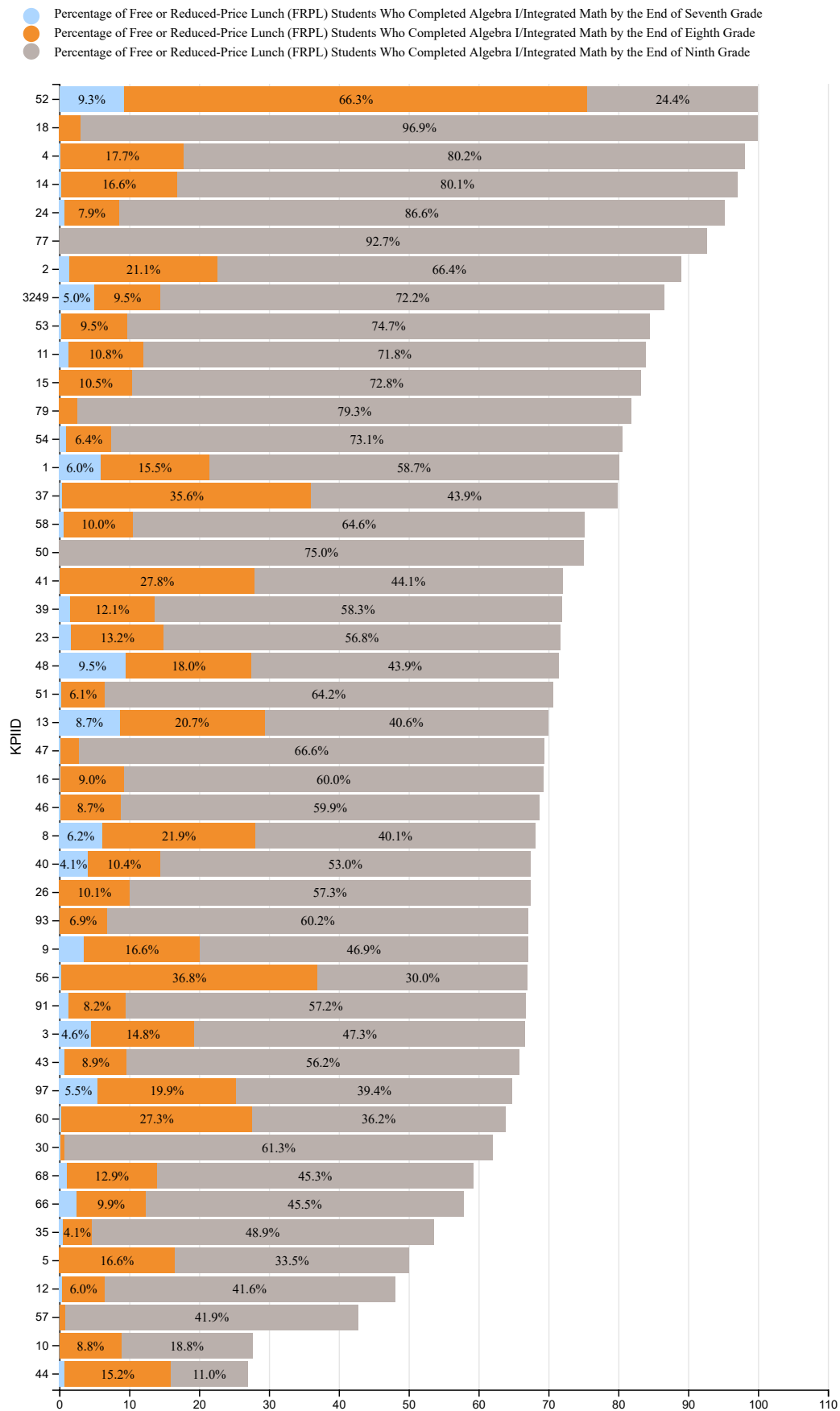
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Baltimore City
- Orange County
- Pittsburgh
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

2.62 Percentage Point Change in Hispanic Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.64 Percentage of Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

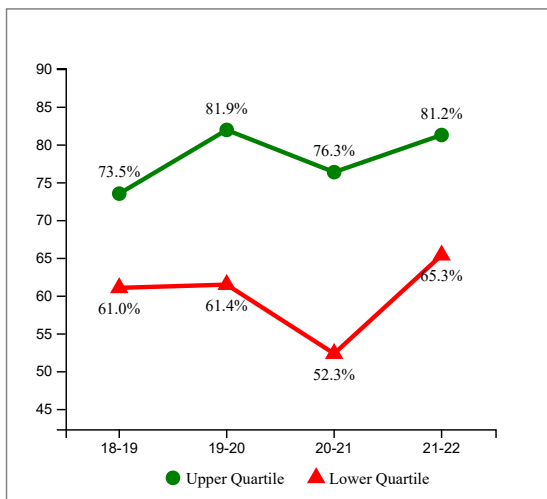


Percentage of Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.64: Total number of Free or Reduced-Price Lunch (FRPL) Students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Free or Reduced-Price Lunch (FRPL) Students in each grade, 2021-22
- Figure 2.65: Percentage Point Change in Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.66: Trends in Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.66 Trends in Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



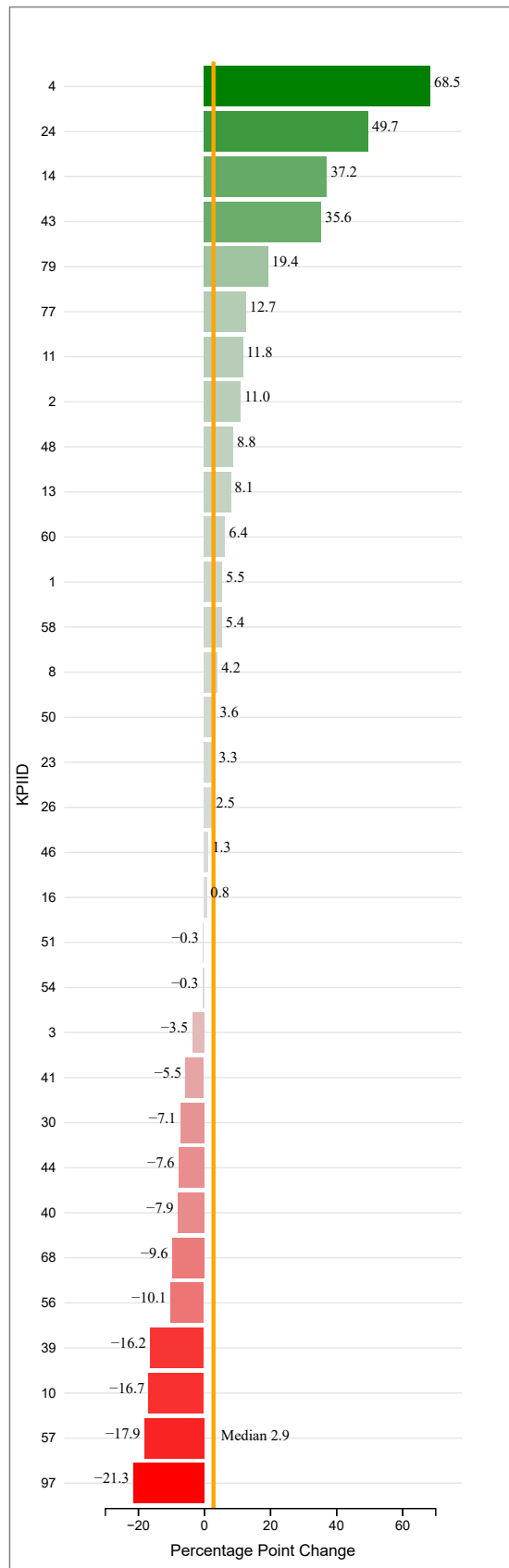
Best Quartile for Overall Performance (2021-22)

- Albuquerque
- East Baton Rouge
- Fayette County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

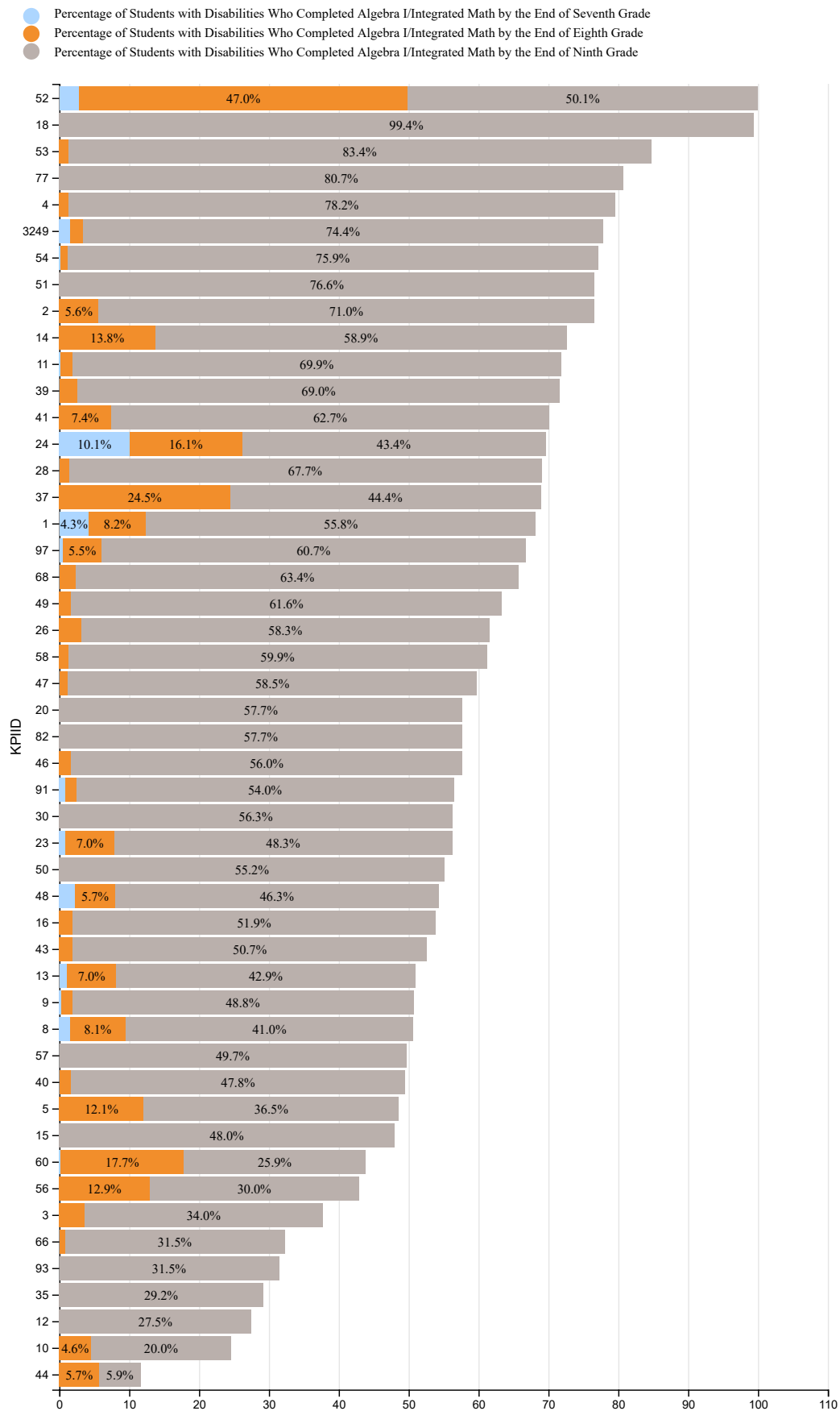
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- East Baton Rouge
- Los Angeles
- Pittsburgh
- Richmond
- San Francisco
- Toledo
- Wichita

2.65 Percentage Point Change in Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.67 Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

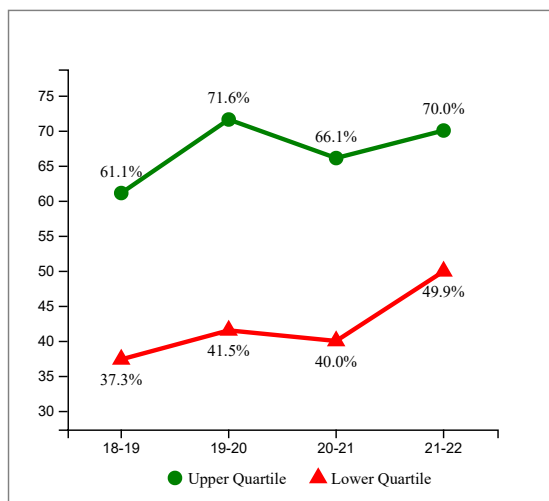


Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.67: Total number of Students with Disabilities that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Students with Disabilities in each grade, 2021-22
- Figure 2.68: Percentage Point Change in Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.69: Trends in Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.69 Trends in Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



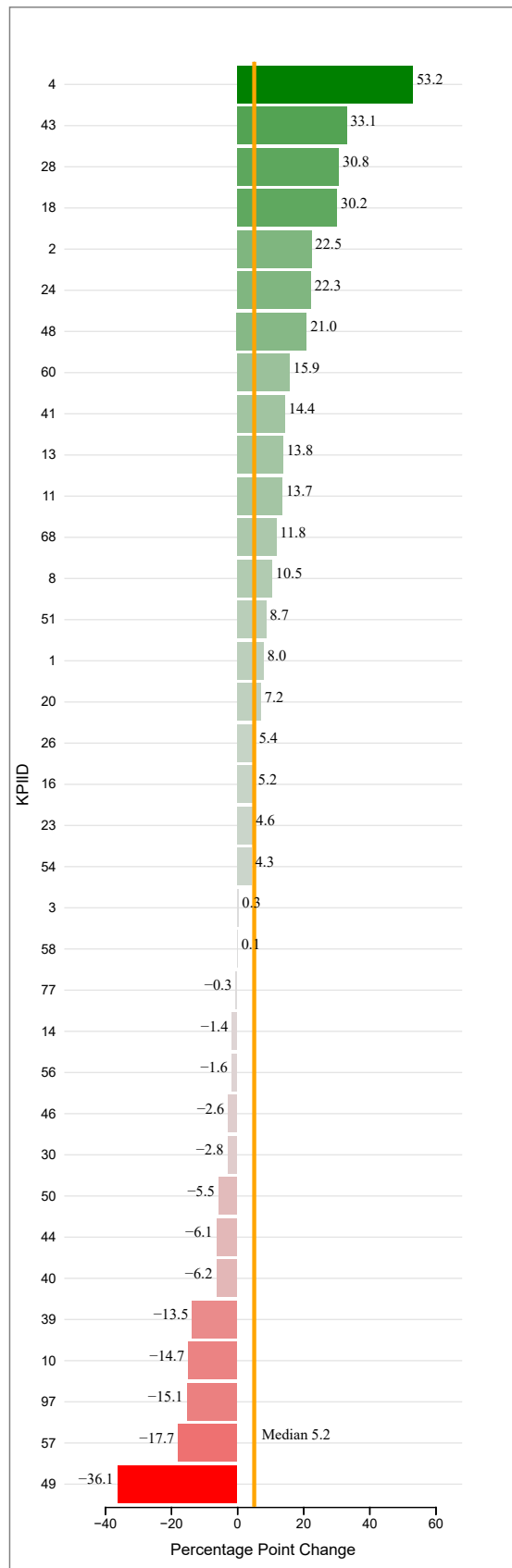
**Best Quartile for Overall Performance
(2021-22)**

- Albuquerque
- Chicago
- Fayette County
- Houston
- Jefferson
- Los Angeles
- Minneapolis
- Oklahoma City
- Richmond
- San Francisco
- Shelby County
- Wichita

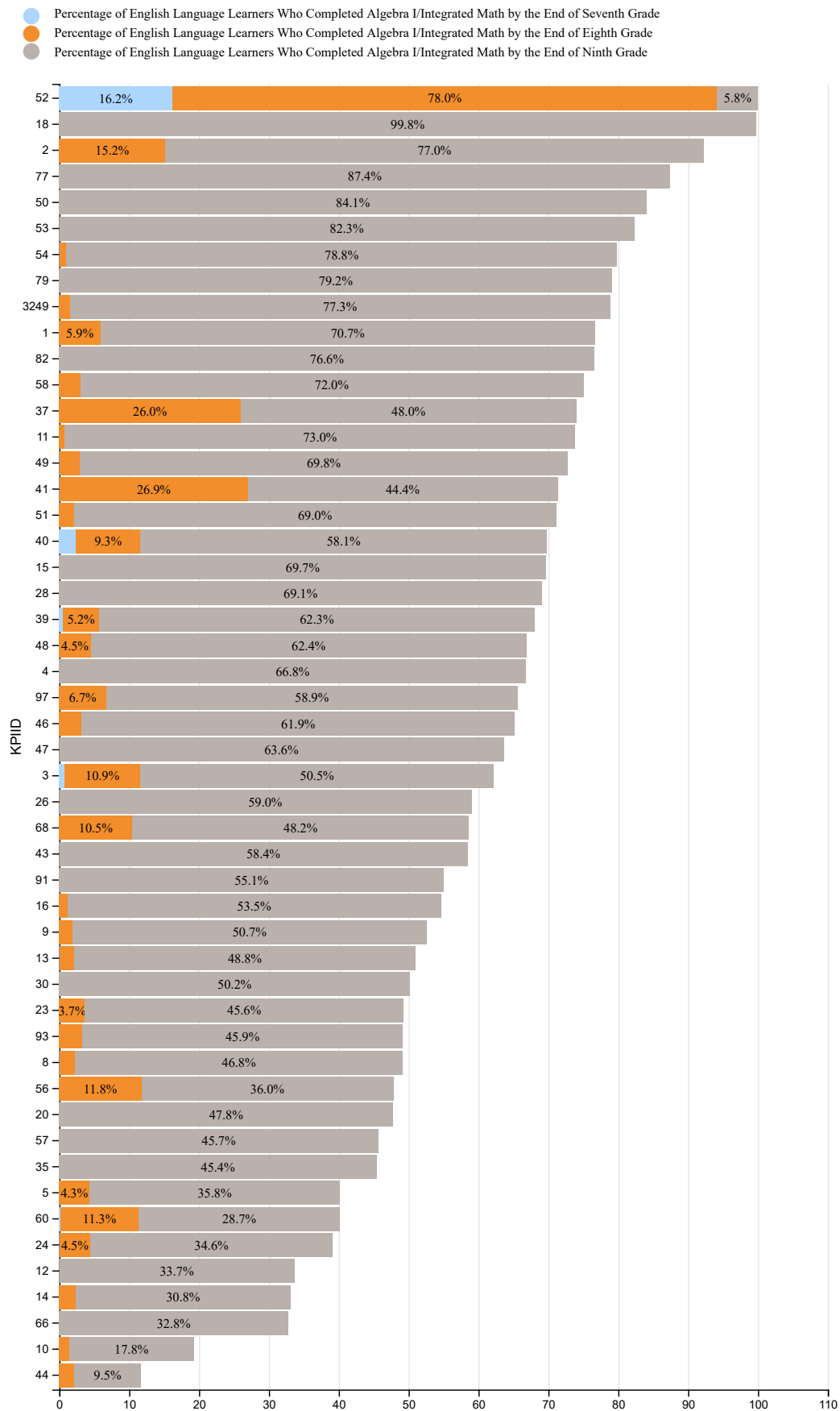
**Best Quartile for Change in Performance
(2018-19 to 2021-22)**

- Atlanta
- Dallas
- East Baton Rouge
- New York
- Orange County
- Pittsburgh
- Richmond
- Shelby County
- Wichita

2.68 Percentage Point Change in Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.70 Percentage of English Language Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2021-22

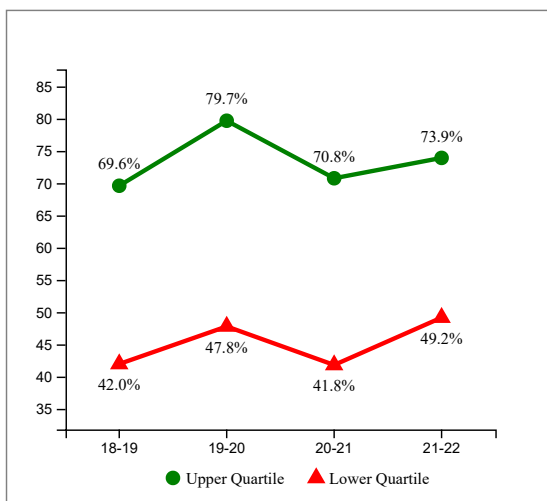


Percentage of English Language Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.70: Total number of English Language Learners that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of English Language Learners in each grade, 2021-22
- Figure 2.71: Percentage Point Change in English Language Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.72: Trends in English Language Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

2.72 Trends in English Language Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



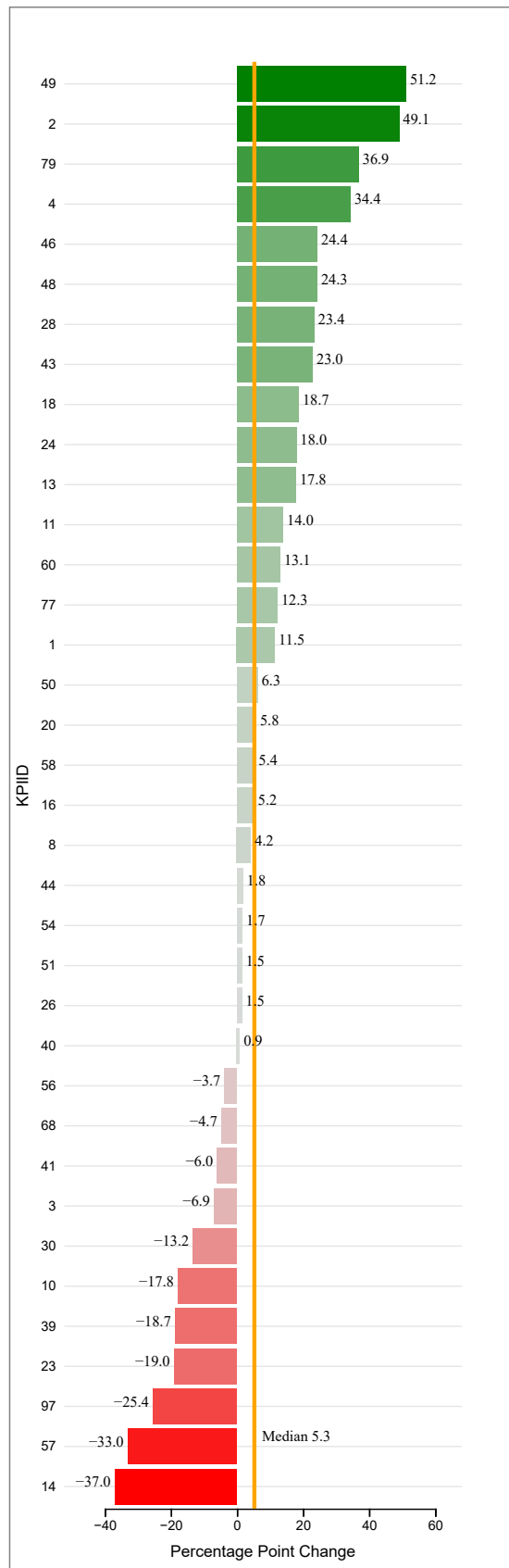
Best Quartile for Overall Performance (2021-22)

- Chicago
- Denver
- Detroit
- Fayette County
- Jefferson
- Minneapolis
- Philadelphia
- Phoenix Union High School District
- Richmond
- San Francisco
- Seattle
- Shelby County
- Toledo

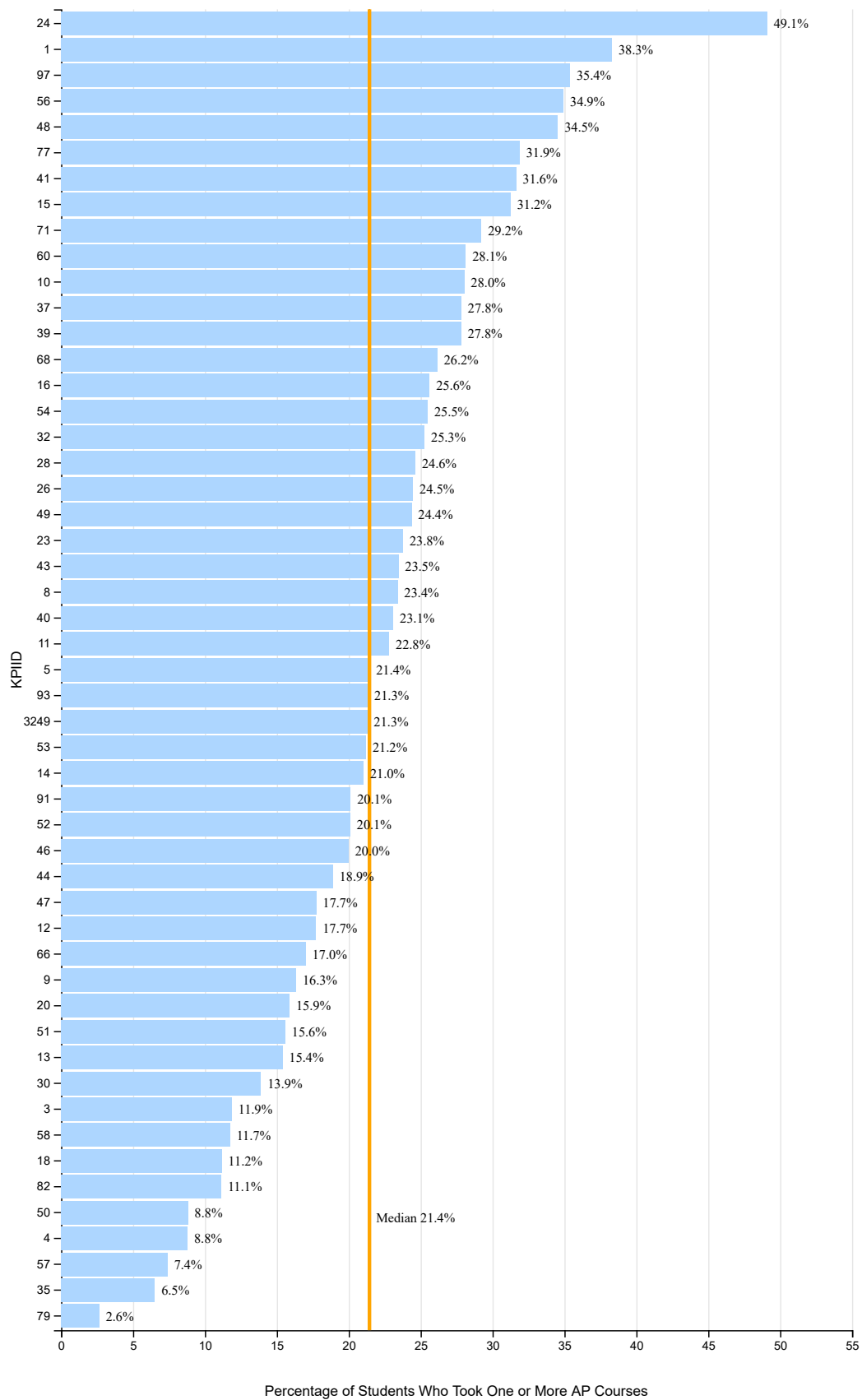
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Baltimore City
- Guilford County
- Orange County
- Pittsburgh
- Richmond
- Shelby County
- Toledo
- Wichita

2.71 Percentage Point Change in English Language Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22



2.73 Percentage of Students Who Took One or More AP Courses, 2021-22

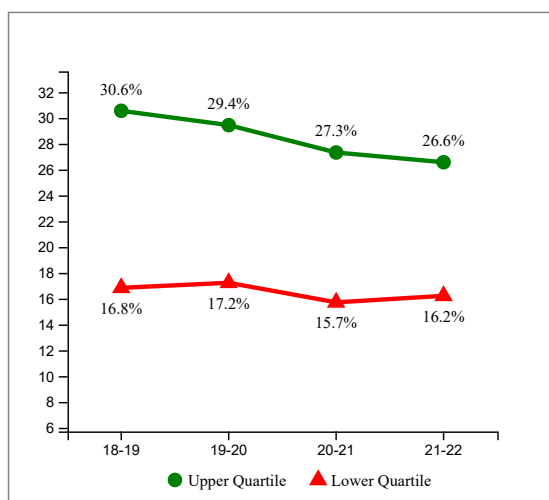


Percentage of Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.73: Total number of secondary Students taking at least one AP course divided by the total number of secondary Students, 2021-22
- Figure 2.74: Percentage Point Change in Students Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.75: Trends in Students Who Took One or More AP Courses, 2018-19 to 2021-22

2.75 Trends in Students Who Took One or More AP Courses, 2018-19 to 2021-22



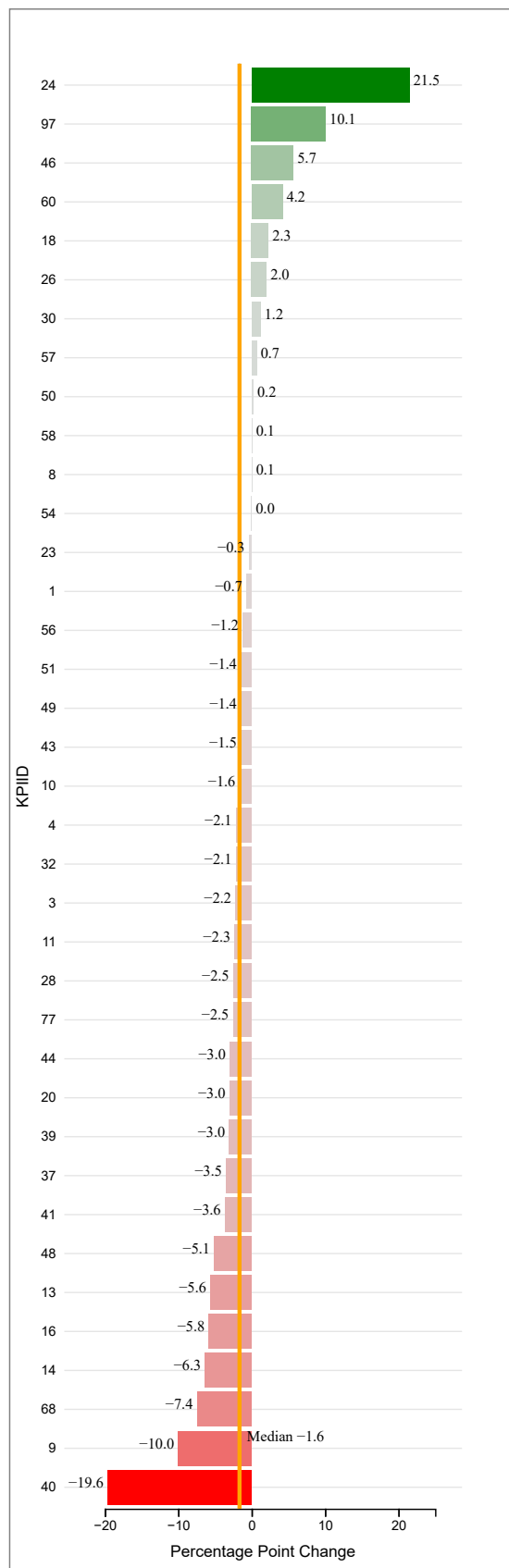
Best Quartile for Overall Performance (2021-22)

- Austin
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Houston
- Jackson
- Long Beach
- New York
- Orange County
- Pinellas
- San Francisco
- Seattle

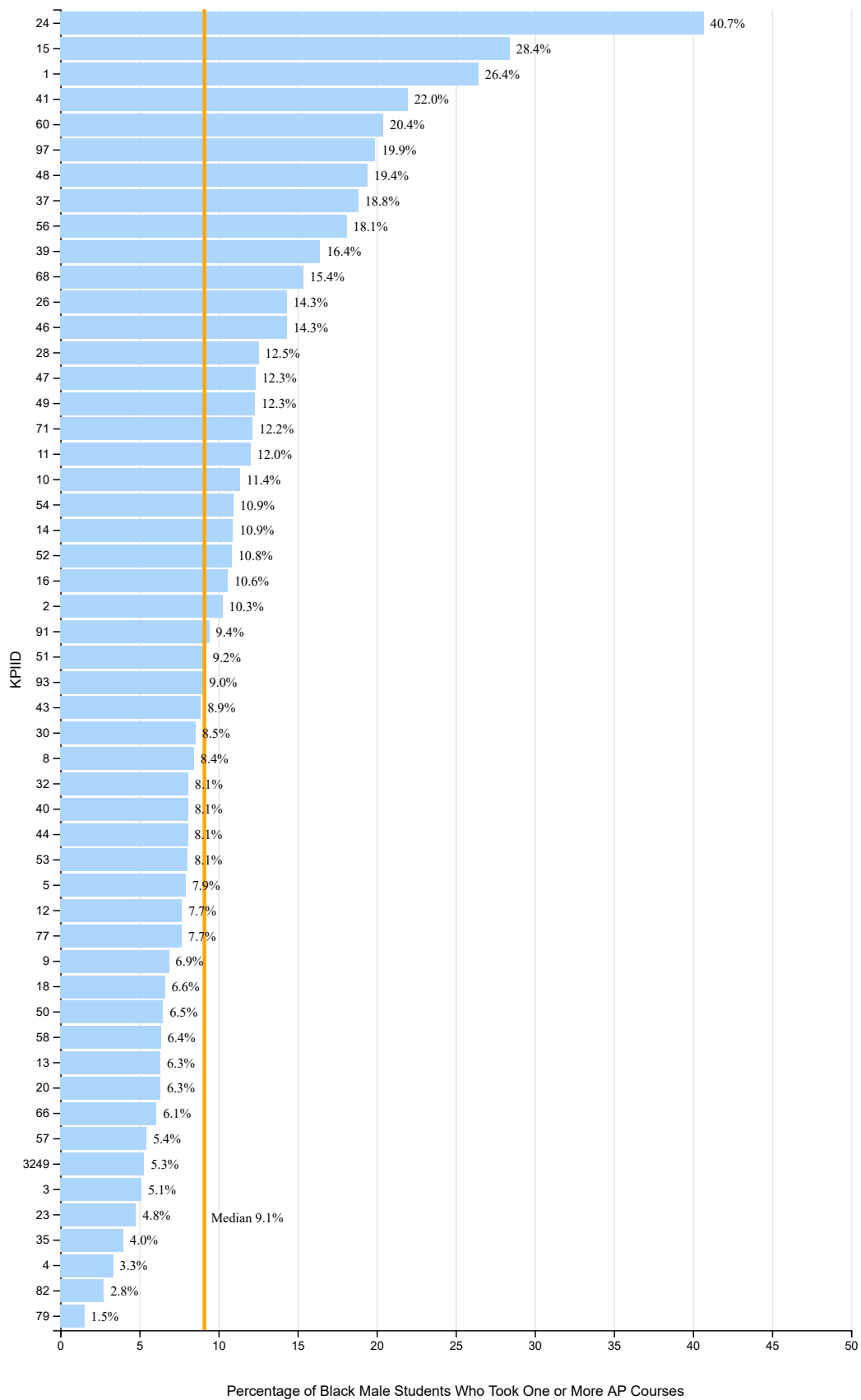
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Baltimore City
- Boston
- Cleveland
- Detroit
- East Baton Rouge
- Milwaukee
- New York
- Philadelphia
- Pinellas
- Shelby County

2.74 Percentage Point Change in Students Who Took One or More AP Courses, 2018-19 to 2021-22



2.76 Percentage of Black Male Students Who Took One or More AP Courses, 2021-22

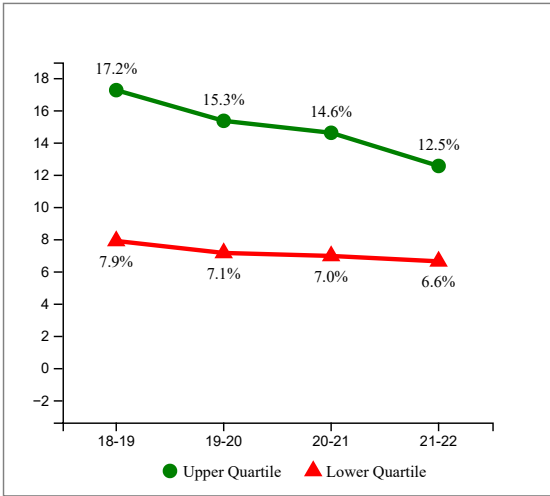


Percentage of Black Male Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.76: Total number of secondary Black Male Students taking at least one AP course divided by the total number of secondary Black Male Students, 2021-22
- Figure 2.77: Percentage Point Change in Black Male Students Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.78: Trends in Black Male Students Who Took One or More AP Courses, 2018-19 to 2021-22

2.78 Trends in Black Male Students Who Took One or More AP Courses, 2018-19 to 2021-22



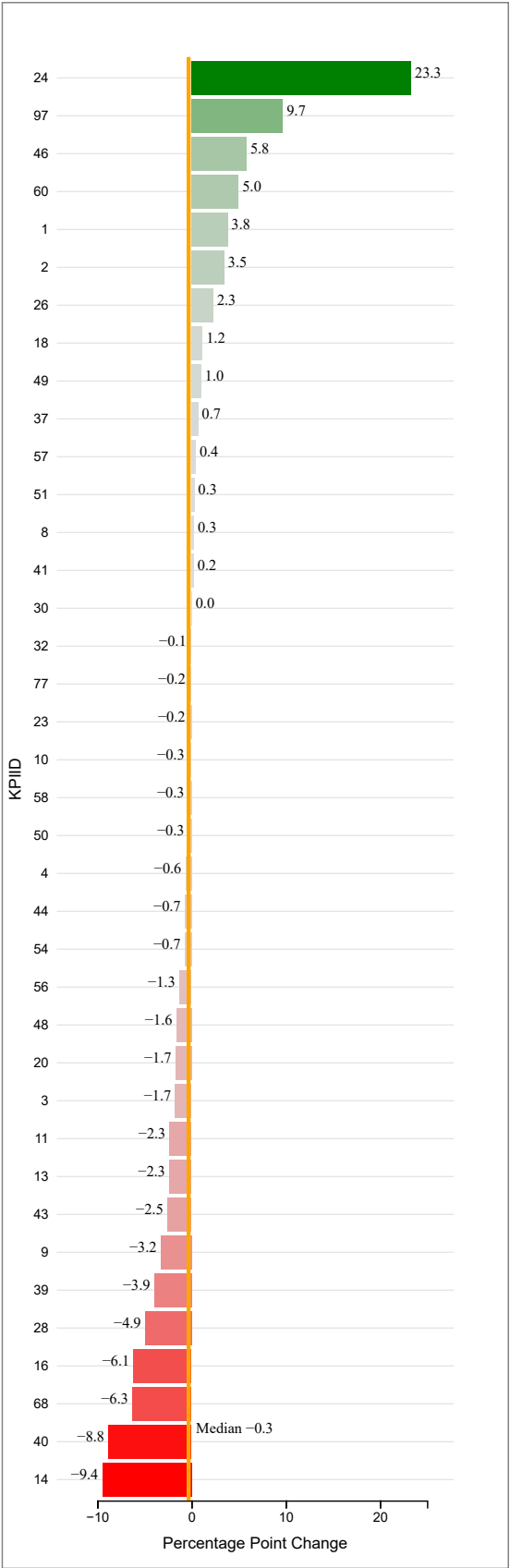
Best Quartile for Overall Performance (2021-22)

- | | |
|--|---|
| <ul style="list-style-type: none"> Arlington Baltimore City Boston Dallas Denver East Baton Rouge Houston | <ul style="list-style-type: none"> Jackson Long Beach New York Orange County Pinellas Seattle |
|--|---|

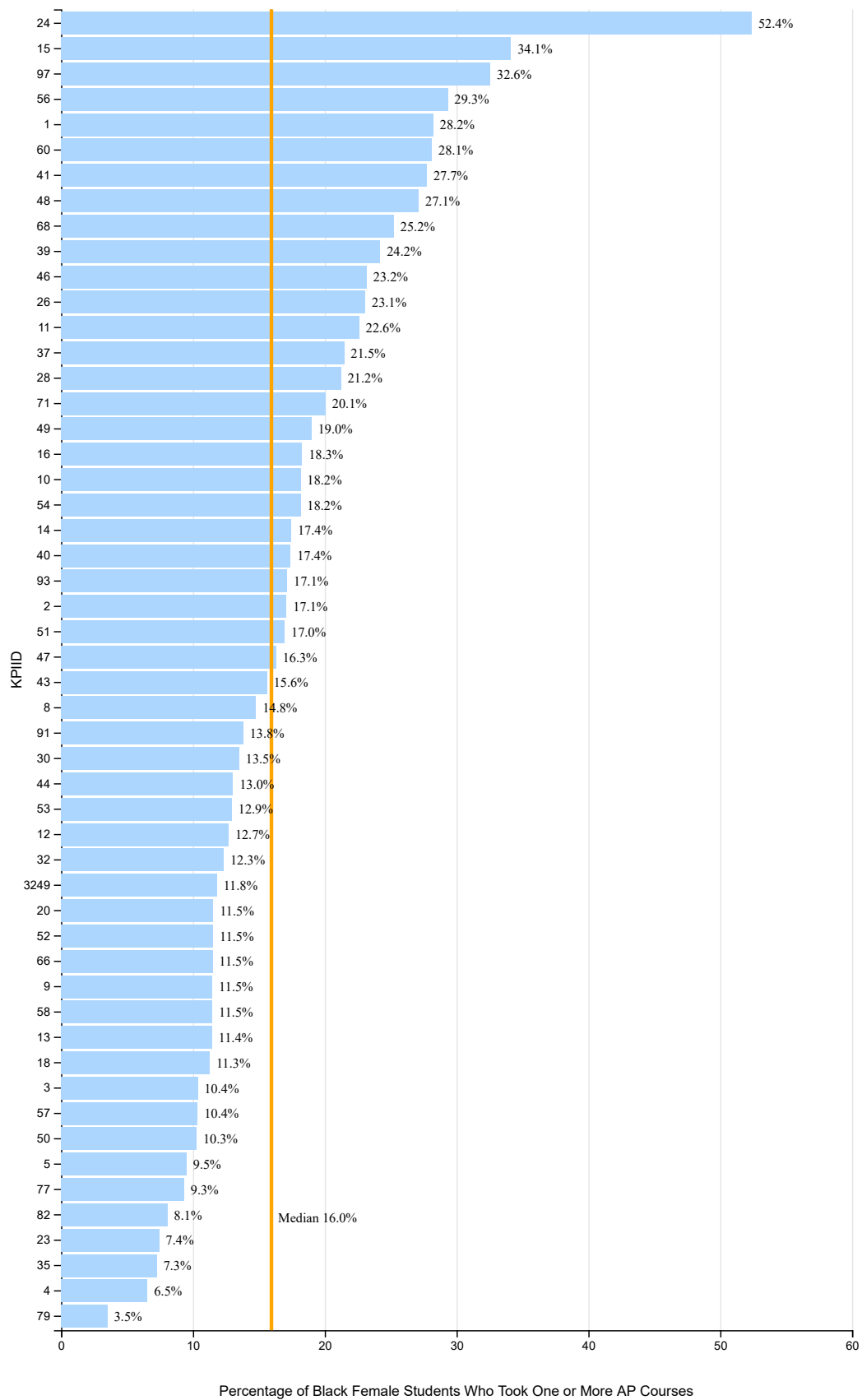
Best Quartile for Change in Performance (2018-19 to 2021-22)

- | | |
|---|--|
| <ul style="list-style-type: none"> Baltimore City Boston Denver East Baton Rouge Guilford County | <ul style="list-style-type: none"> New York Pinellas Richmond Seattle Shelby County |
|---|--|

2.77 Percentage Point Change in Black Male Students Who Took One or More AP Courses, 2018-19 to 2021-22



2.79 Percentage of Black Female Students Who Took One or More AP Courses, 2021-22

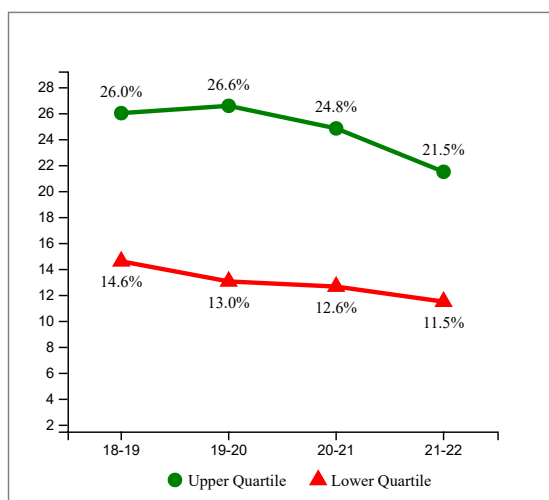


Percentage of Black Female Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.79: Total number of secondary Black Female Students taking at least one AP course divided by the total number of secondary Black Female Students, 2021-22
- Figure 2.80: Percentage Point Change in Black Female Students Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.81: Trends in Black Female Students Who Took One or More AP Courses, 2018-19 to 2021-22

2.81 Trends in Black Female Students Who Took One or More AP Courses, 2018-19 to 2021-22



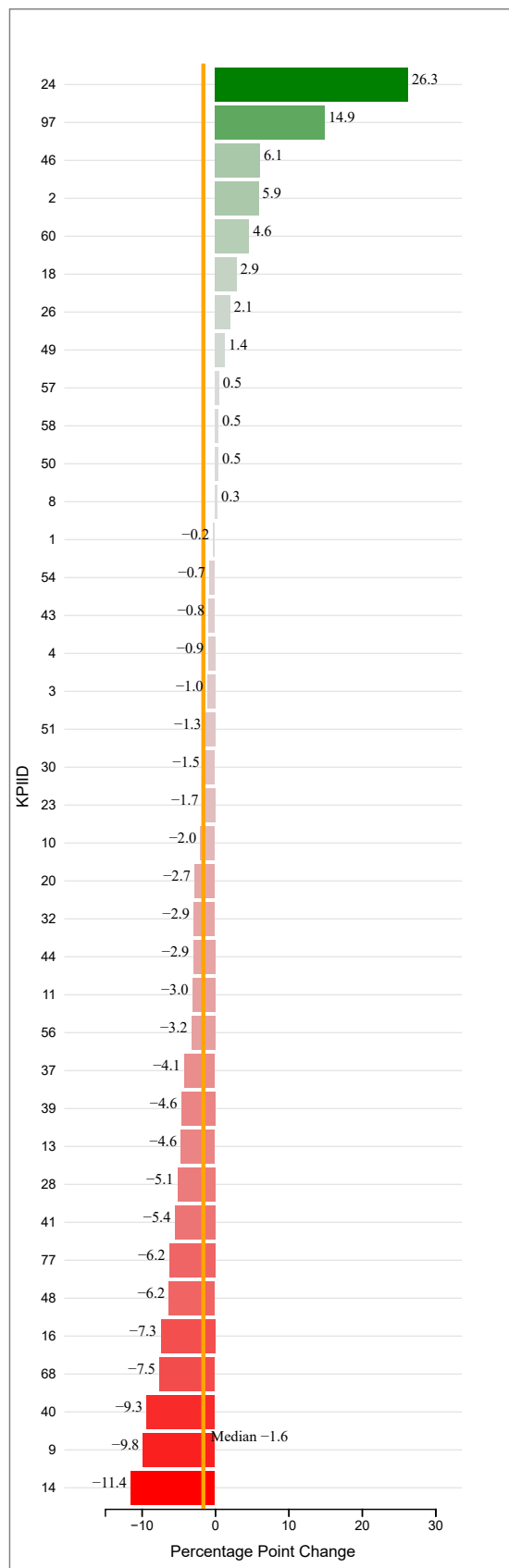
Best Quartile for Overall Performance
(2021-22)

- Arlington
- Baltimore City
- Boston
- Dallas
- East Baton Rouge
- Houston
- Jackson
- Long Beach
- Los Angeles
- New York
- Orange County
- Pinellas
- Seattle

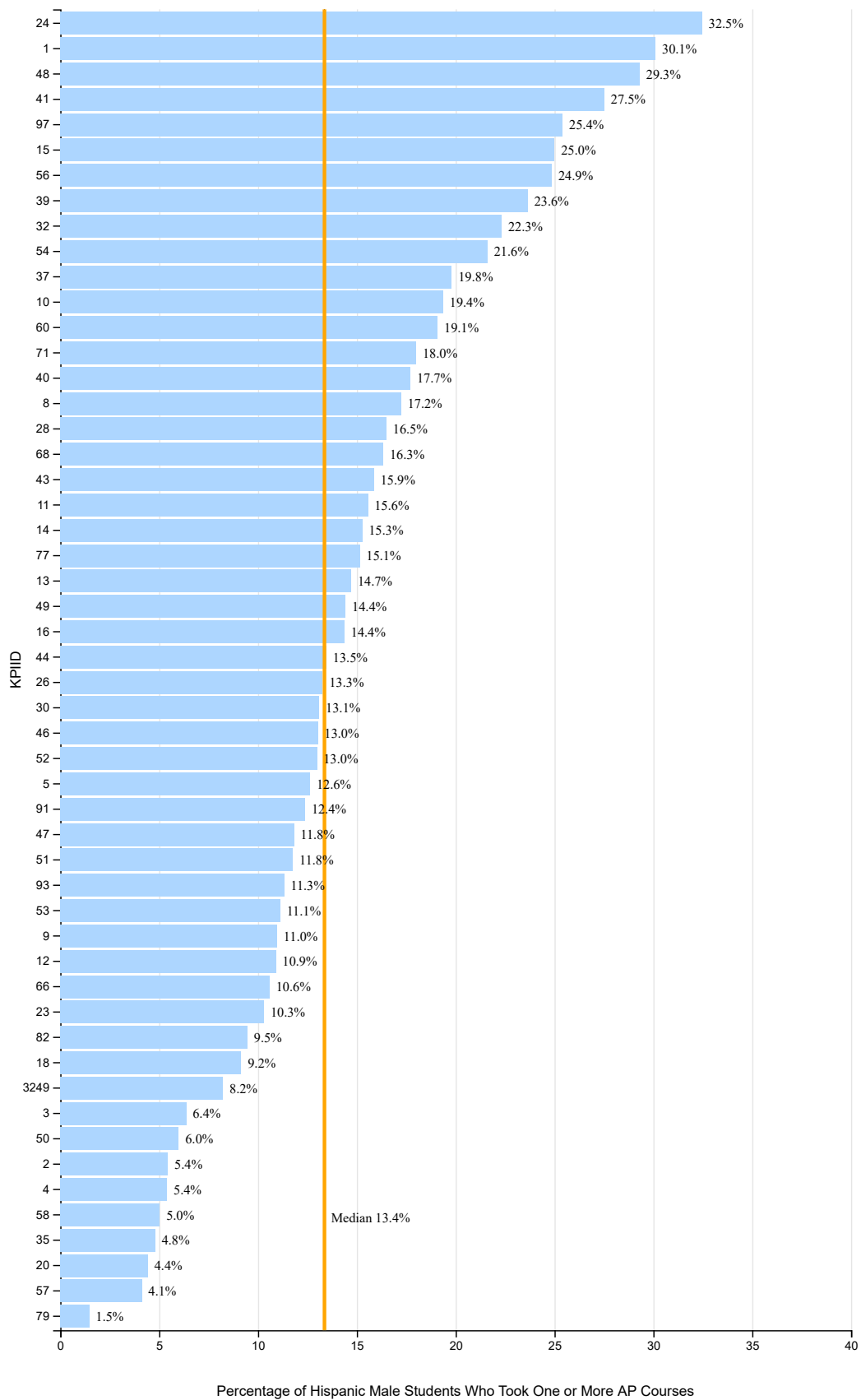
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Baltimore City
- Boston
- Cleveland
- East Baton Rouge
- Guilford County
- New York
- Philadelphia
- Pinellas
- Richmond
- Shelby County

2.80 Percentage Point Change in Black Female Students Who Took One or More AP Courses, 2018-19 to 2021-22



2.82 Percentage of Hispanic Male Students Who Took One or More AP Courses, 2021-22

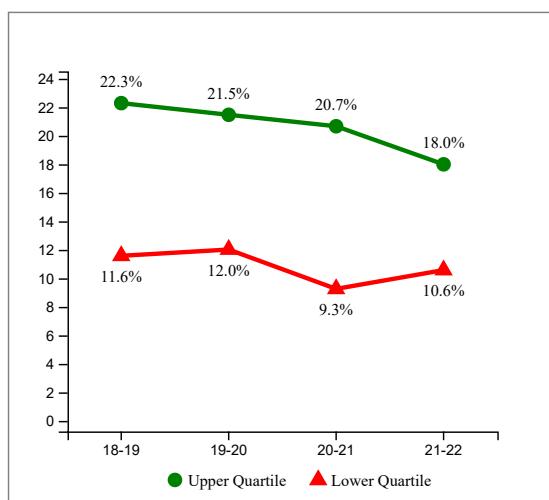


Percentage of Hispanic Male Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.82: Total number of secondary Hispanic Male Students taking at least one AP course divided by the total number of secondary Hispanic Male Students, 2021-22
- Figure 2.83: Percentage Point Change in Hispanic Male Students Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.84: Trends in Hispanic Male Students Who Took One or More AP Courses, 2018-19 to 2021-22

2.84 Trends in Hispanic Male Students Who Took One or More AP Courses, 2018-19 to 2021-22



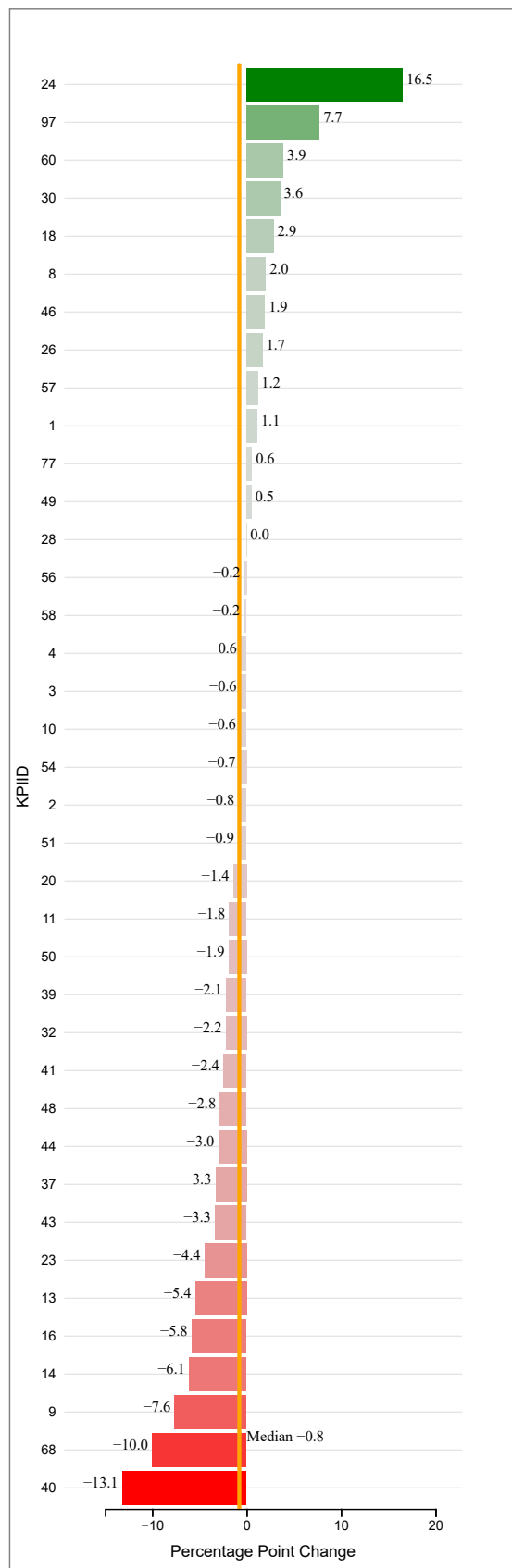
Best Quartile for Overall Performance (2021-22)

- | | |
|-----------------------|-----------------|
| • Chicago | • Long Beach |
| • Dallas | • Miami |
| • Denver | • New York |
| • East Baton Rouge | • Orange County |
| • Hillsborough County | • Pinellas |
| • Houston | • Seattle |
| • Jackson | |

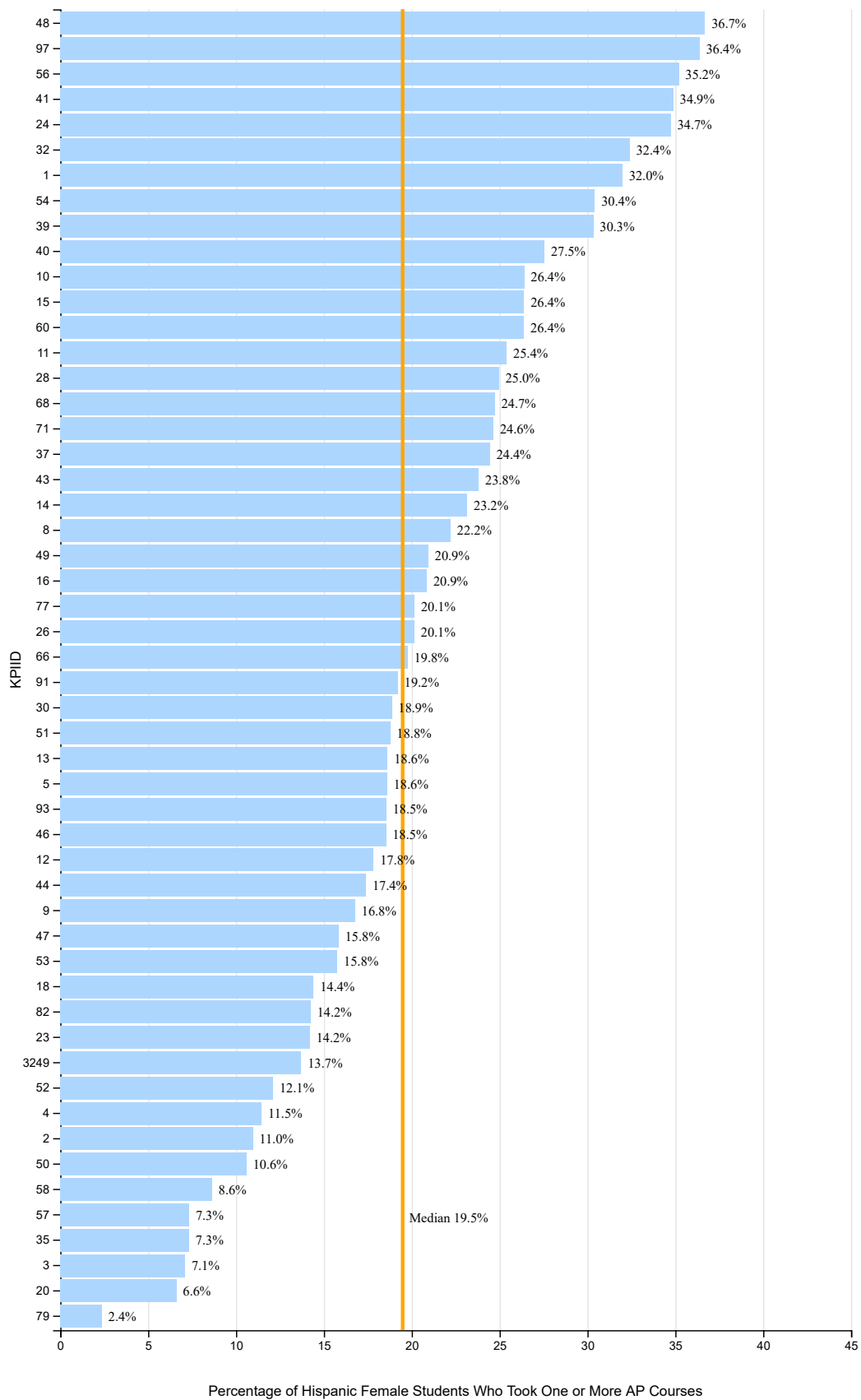
Best Quartile for Change in Performance (2018-19 to 2021-22)

- | | |
|--------------------|-----------------|
| • Baltimore City | • New York |
| • Boston | • Palm Beach |
| • Cleveland | • Pinellas |
| • East Baton Rouge | • Seattle |
| • Milwaukee | • Shelby County |

2.83 Percentage Point Change in Hispanic Male Students Who Took One or More AP Courses, 2018-19 to 2021-22



2.85 Percentage of Hispanic Female Students Who Took One or More AP Courses, 2021-22

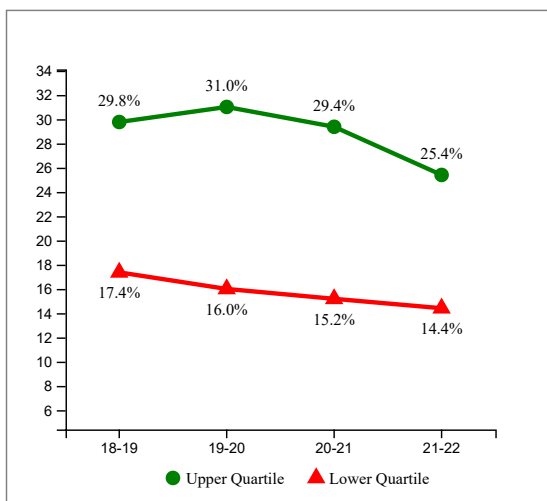


Percentage of Hispanic Female Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.85: Total number of secondary Hispanic Female Students taking at least one AP course divided by the total number of secondary Hispanic Female Students, 2021-22
- Figure 2.86: Percentage Point Change in Hispanic Female Students Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.87: Trends in Hispanic Female Students Who Took One or More AP Courses, 2018-19 to 2021-22

2.87 Trends in Hispanic Female Students Who Took One or More AP Courses, 2018-19 to 2021-22



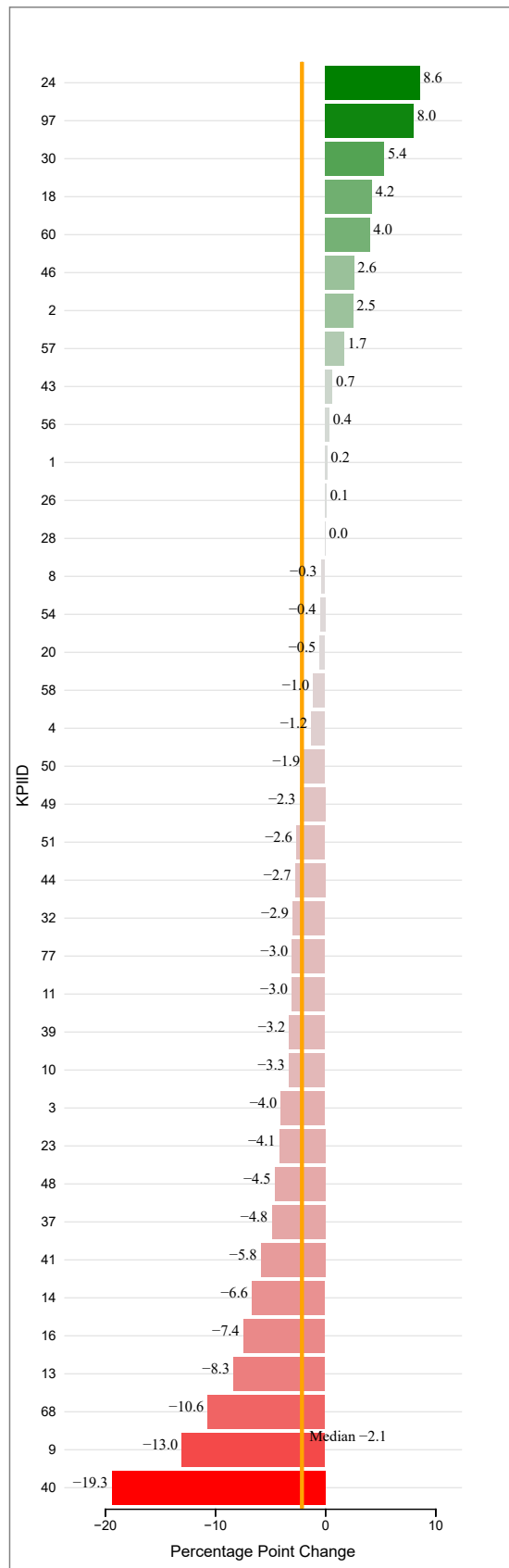
Best Quartile for Overall Performance (2021-22)

- Chicago
- Dallas
- East Baton Rouge
- Fort Worth
- Hillsborough County
- Houston
- Jackson
- Long Beach
- Miami
- New York
- Orange County
- Pinellas
- Seattle

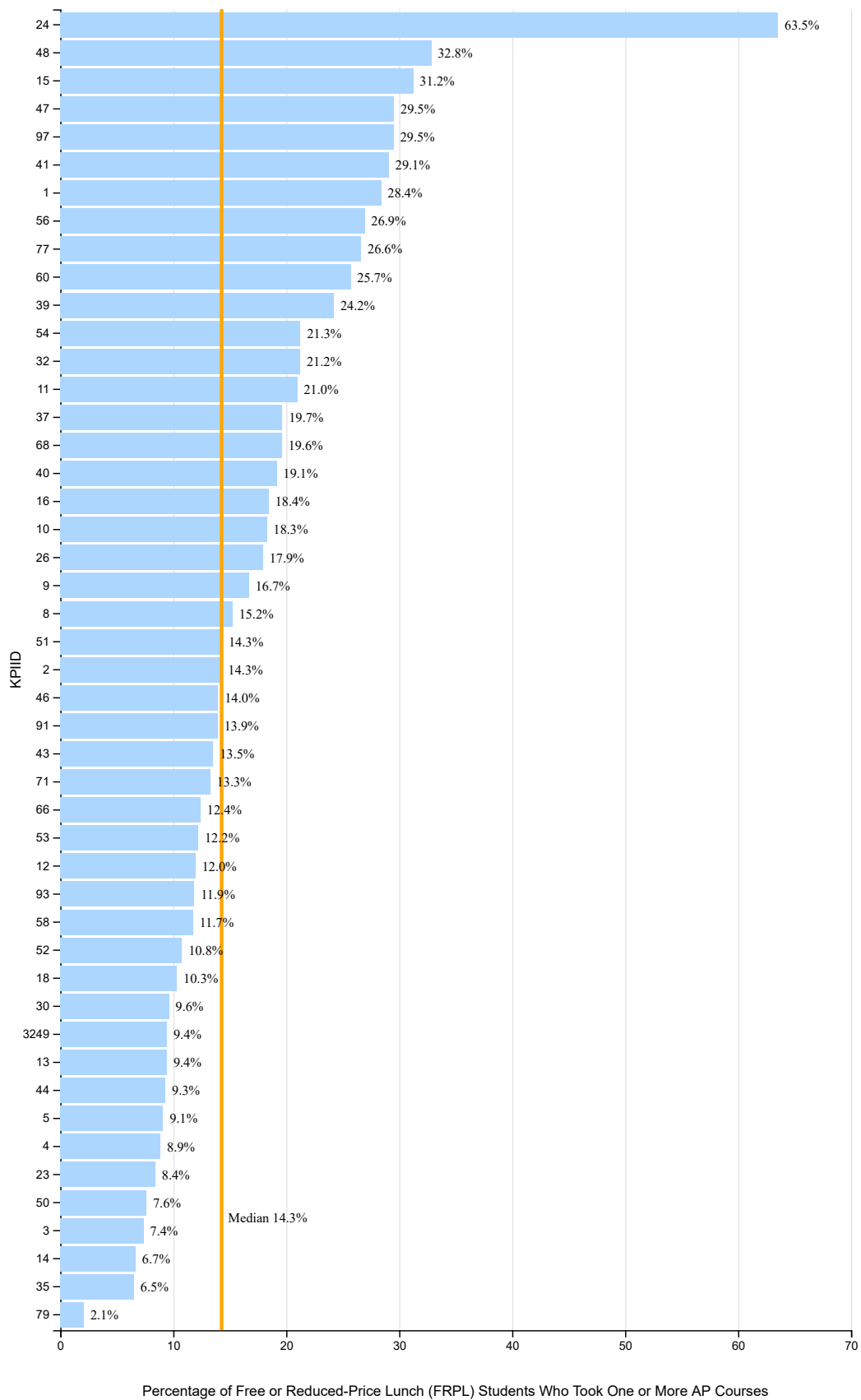
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Baltimore City
- Cleveland
- East Baton Rouge
- Long Beach
- Milwaukee
- New York
- Pinellas
- Pittsburgh
- Richmond
- Shelby County

2.86 Percentage Point Change in Hispanic Female Students Who Took One or More AP Courses, 2018-19 to 2021-22



2.88 Percentage of Free or Reduced-Price Lunch (FRPL) Students Who Took One or More AP Courses, 2021-22

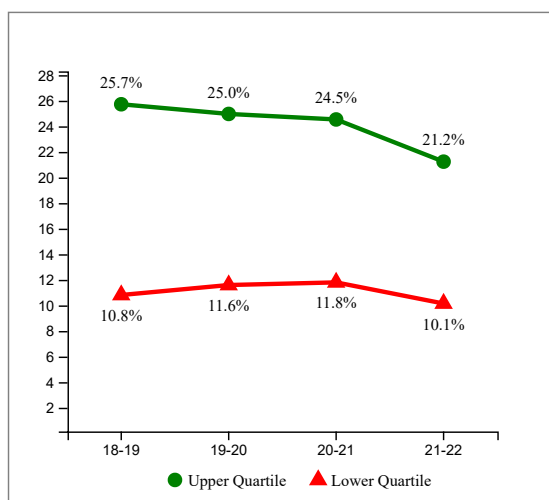


Percentage of Free or Reduced-Price Lunch (FRPL) Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.88: Total number of secondary Free or Reduced-Price Lunch (FRPL) Students taking at least one AP course divided by the total number of secondary Free or Reduced-Price Lunch (FRPL) Students, 2021-22
- Figure 2.89: Percentage Point Change in Free or Reduced-Price Lunch (FRPL) Students Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.90: Trends in Free or Reduced-Price Lunch (FRPL) Students Who Took One or More AP Courses, 2018-19 to 2021-22

2.90 Trends in Free or Reduced-Price Lunch (FRPL) Students Who Took One or More AP Courses, 2018-19 to 2021-22



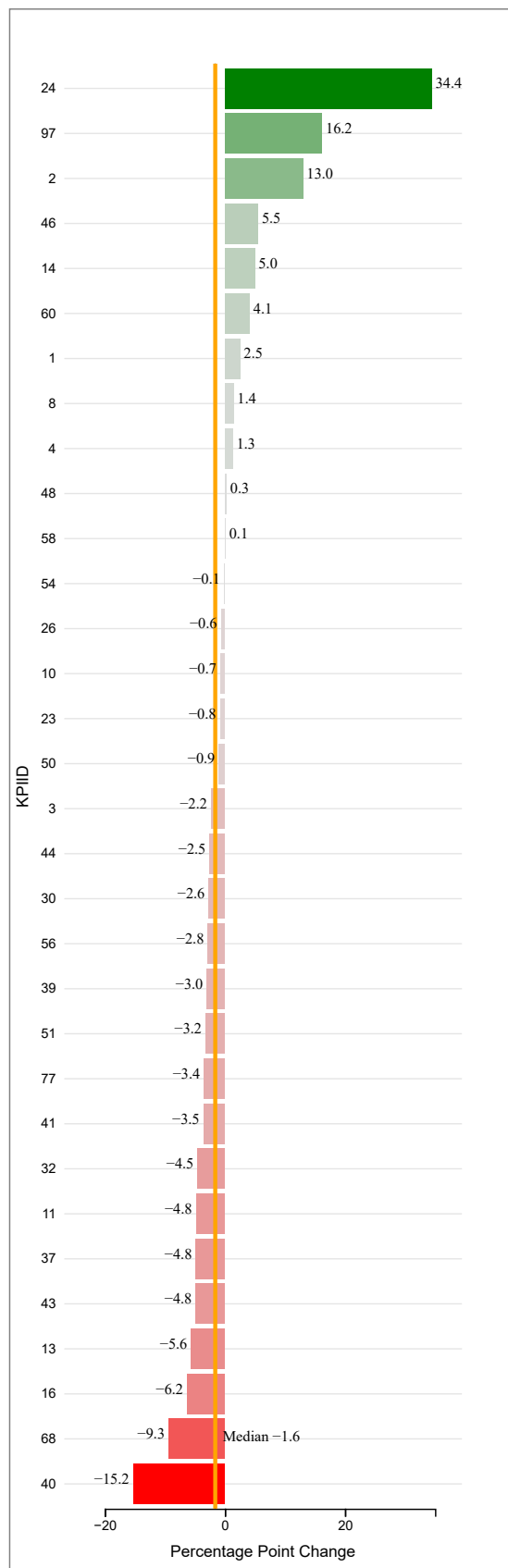
Best Quartile for Overall Performance (2021-22)

- | | |
|--------------------|-----------------|
| • Chicago | • Nashville |
| • Dallas | • New York |
| • East Baton Rouge | • Orange County |
| • Houston | • Pinellas |
| • Jackson | • San Francisco |
| • Long Beach | • Seattle |

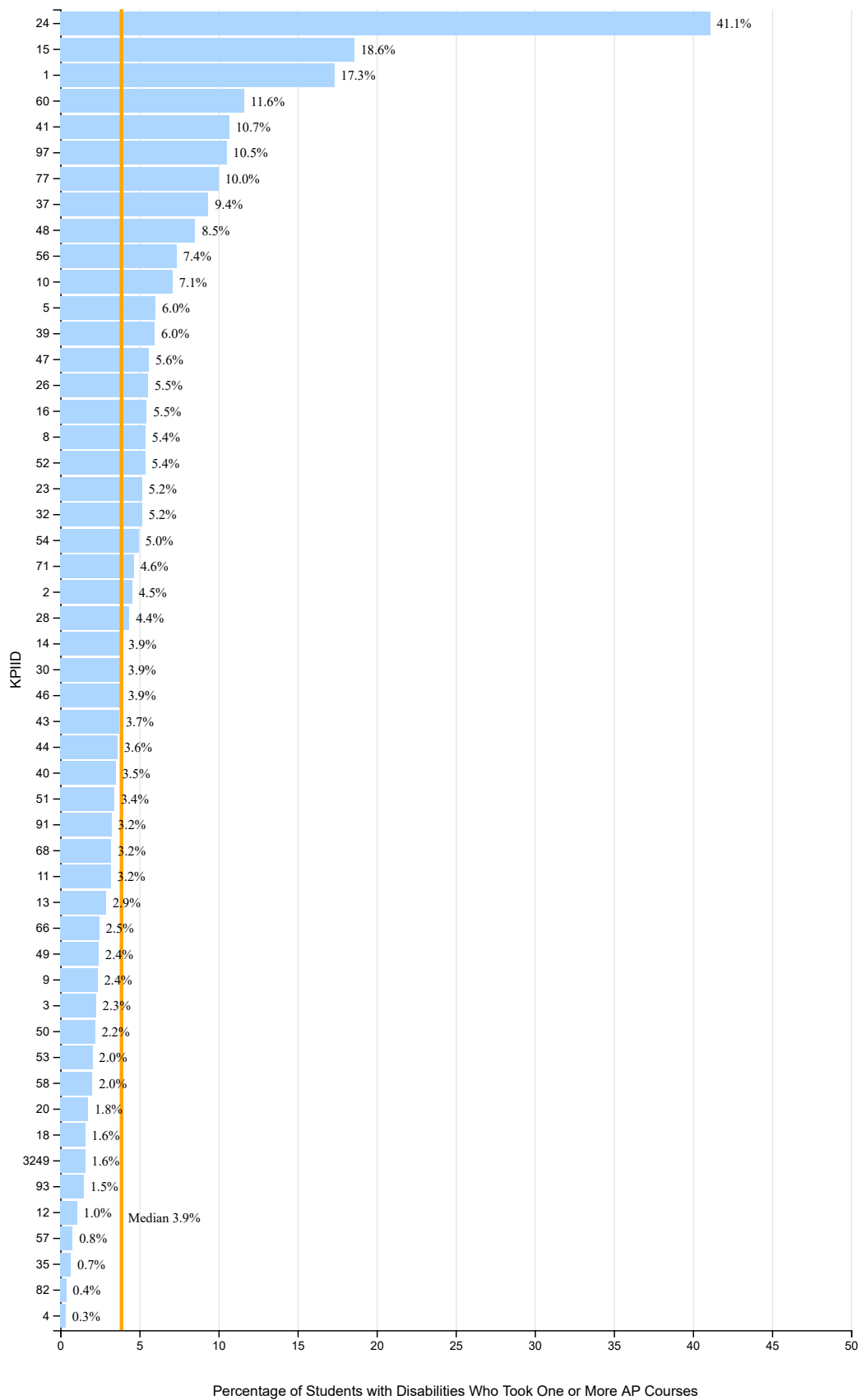
Best Quartile for Change in Performance (2018-19 to 2021-22)

- | | |
|--------------------|--------------|
| • Albuquerque | • Palm Beach |
| • Baltimore City | • Pinellas |
| • East Baton Rouge | • Richmond |
| • New York | • Seattle |

2.89 Percentage Point Change in Free or Reduced-Price Lunch (FRPL) Students Who Took One or More AP Courses, 2018-19 to 2021-22



2.91 Percentage of Students with Disabilities Who Took One or More AP Courses, 2021-22

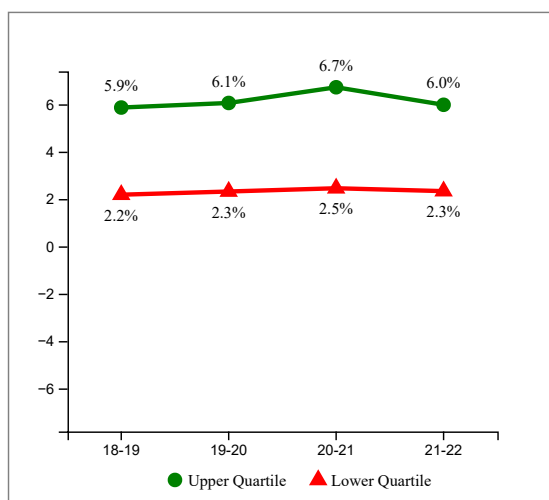


Percentage of Students with Disabilities Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.91: Total number of secondary Students with Disabilities taking at least one AP course divided by the total number of secondary Students with Disabilities, 2021-22
- Figure 2.92: Percentage Point Change in Students with Disabilities Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.93: Trends in Students with Disabilities Who Took One or More AP Courses, 2018-19 to 2021-22

2.93 Trends in Students with Disabilities Who Took One or More AP Courses, 2018-19 to 2021-22



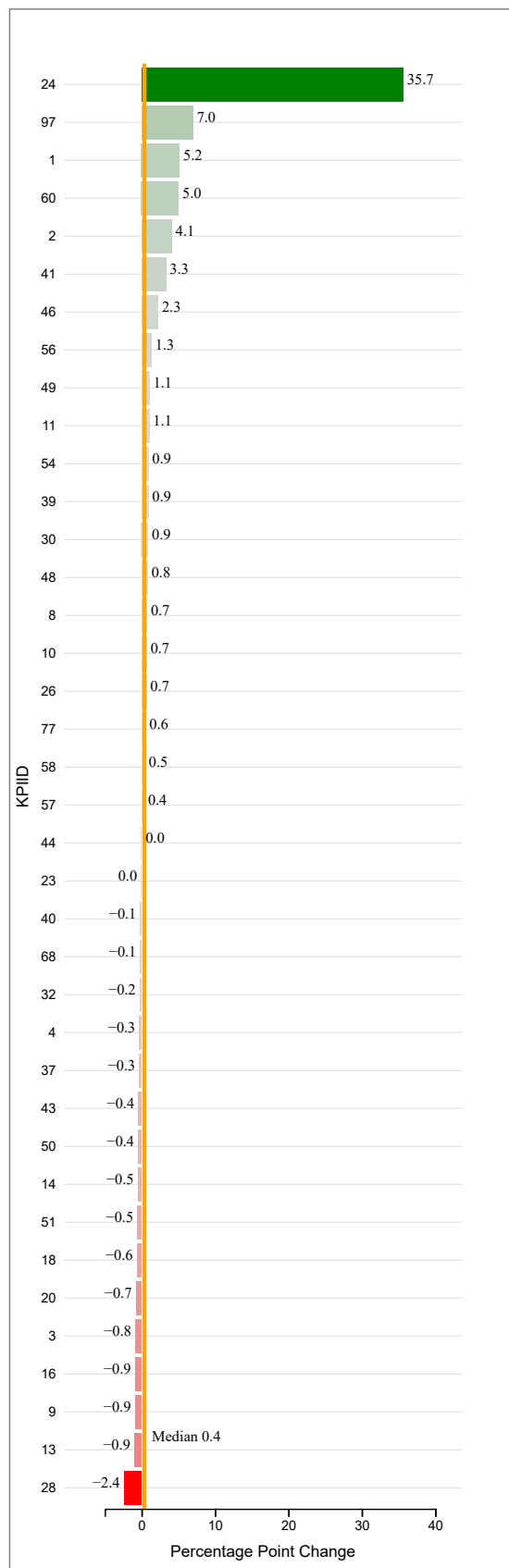
Best Quartile for Overall Performance (2021-22)

- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Houston
- Jackson
- Long Beach
- New York
- Orange County
- Pinellas
- Portland
- San Francisco
- Seattle

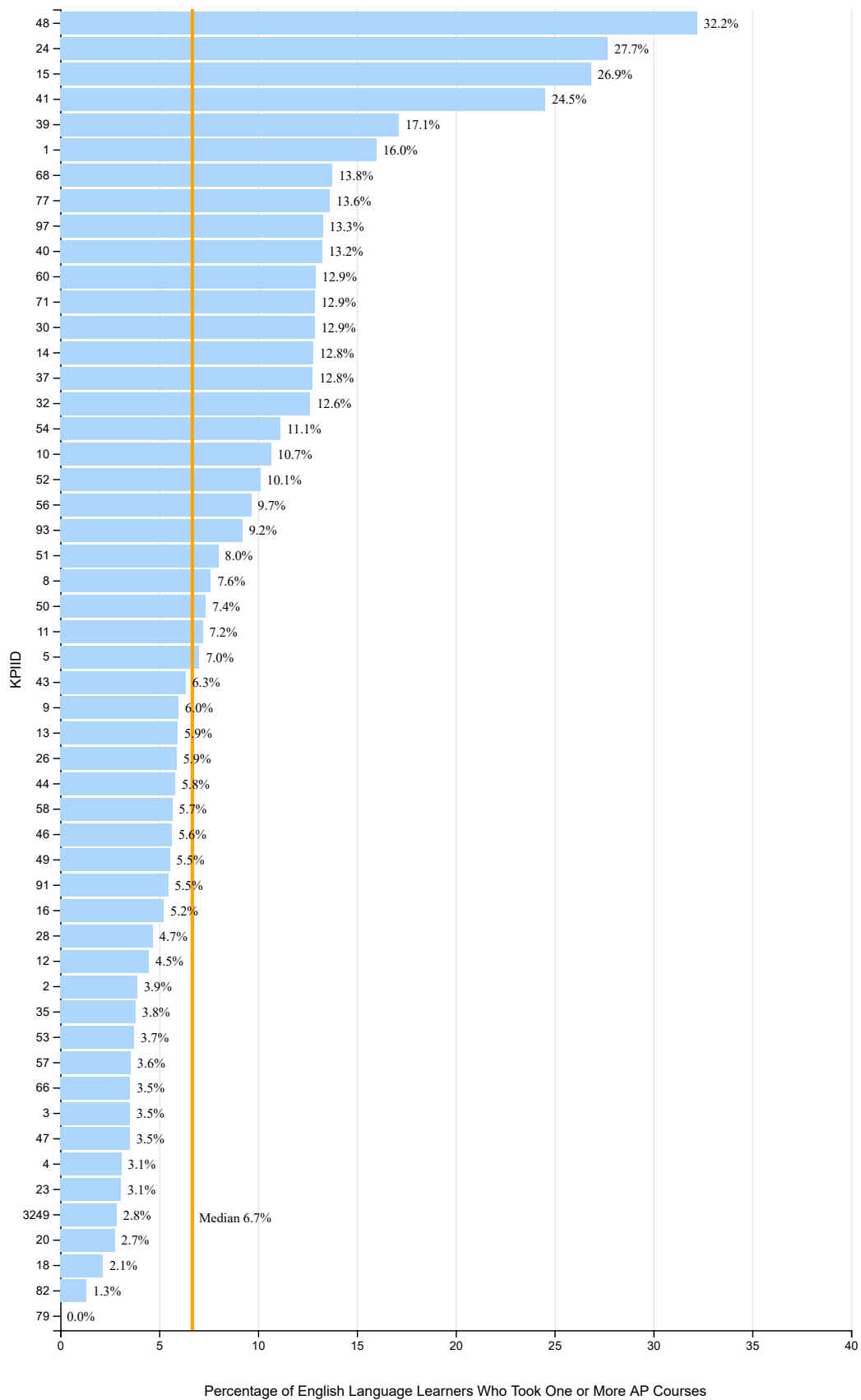
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Baltimore City
- Dallas
- East Baton Rouge
- Guilford County
- Long Beach
- New York
- Pinellas
- Richmond
- Seattle

2.92 Percentage Point Change in Students with Disabilities Who Took One or More AP Courses, 2018-19 to 2021-22



2.94 Percentage of English Language Learners Who Took One or More AP Courses, 2021-22

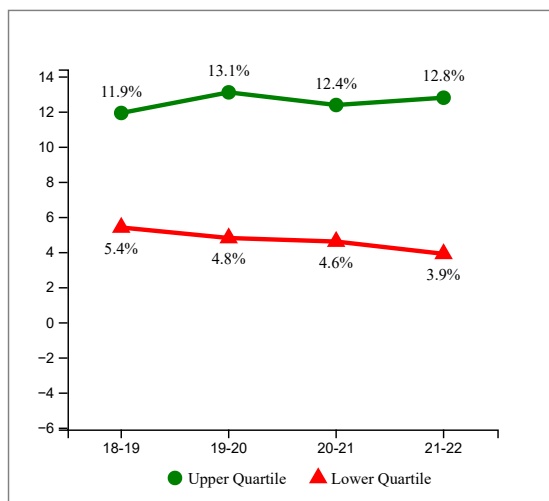


Percentage of English Language Learners Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 2.94: Total number of secondary English Language Learners taking at least one AP course divided by the total number of secondary English Language Learners, 2021-22
- Figure 2.95: Percentage Point Change in English Language Learners Who Took One or More AP Courses, 2018-19 to 2021-22
- Figure 2.96: Trends in English Language Learners Who Took One or More AP Courses, 2018-19 to 2021-22

2.96 Trends in English Language Learners Who Took One or More AP Courses, 2018-19 to 2021-22



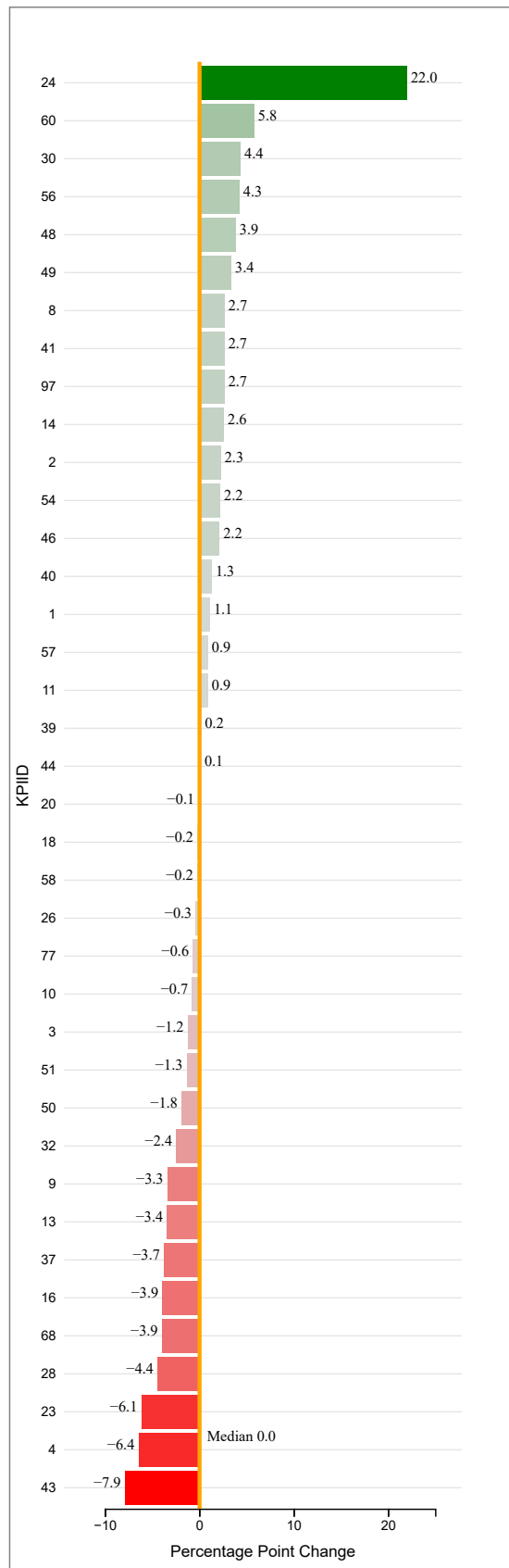
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Dallas
- East Baton Rouge
- Fort Worth
- Houston
- Jackson
- Milwaukee
- New York
- Orange County
- Pinellas
- San Francisco
- Seattle

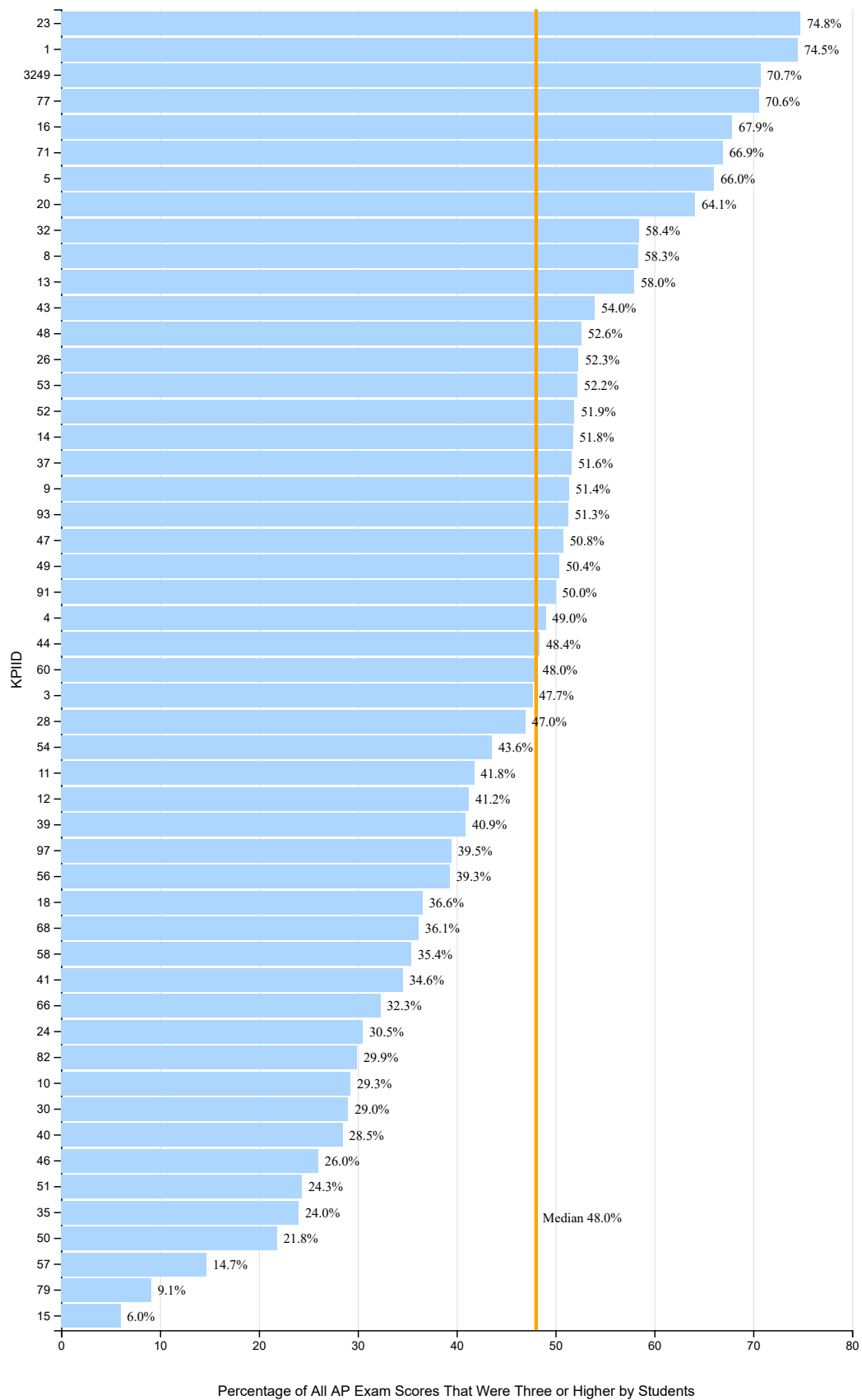
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Dallas
- East Baton Rouge
- Guilford County
- Long Beach
- Milwaukee
- New York
- Orange County
- Palm Beach
- Pinellas

2.95 Percentage Point Change in English Language Learners Who Took One or More AP Courses, 2018-19 to 2021-22



2.97 Percentage of All AP Exam Scores That Were Three or Higher by Students, 2021-22

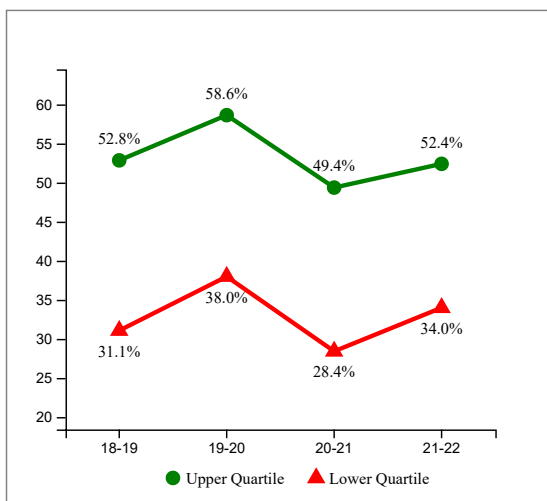


Percentage of All AP Exam Scores That Were Three or Higher by Students

Note: Higher values and larger increases are desired

- Figure 2.97: Total number of AP exam scores that were three or higher by Students divided by the total number of AP exam scores, 2021-22
- Figure 2.98: Percentage Point Change in All AP Exam Scores That Were Three or Higher by Students, 2018-19 to 2021-22
- Figure 2.99: Trends in All AP Exam Scores That Were Three or Higher by Students, 2018-19 to 2021-22

2.99 Trends in All AP Exam Scores That Were Three or Higher by Students, 2018-19 to 2021-22



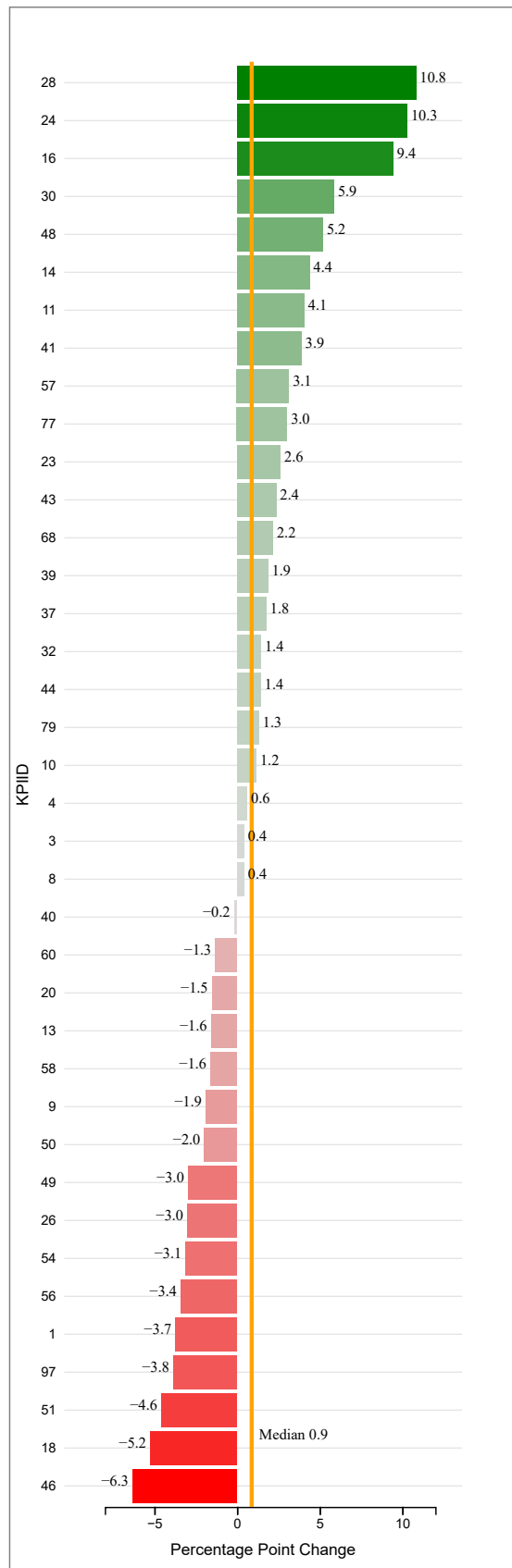
Best Quartile for Overall Performance (2021-22)

- Austin
- Broward County
- Charleston
- Cincinnati
- Fayette County
- Miami
- Orange County
- Palm Beach
- Pittsburgh
- Portland
- San Diego
- San Francisco
- Seattle

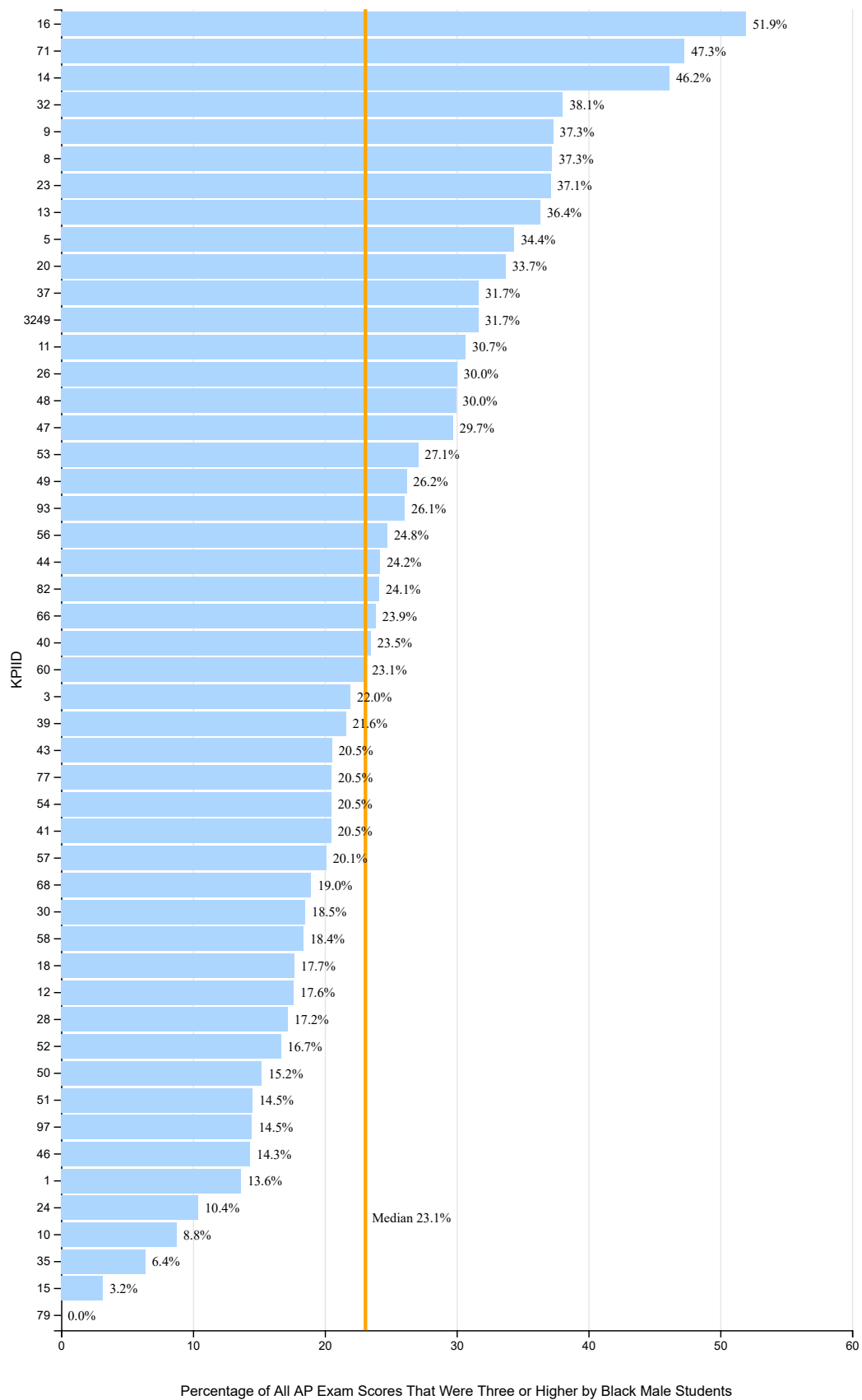
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Atlanta
- Cleveland
- Dallas
- East Baton Rouge
- Los Angeles
- Milwaukee
- Orange County
- San Diego
- San Francisco

2.98 Percentage Point Change in All AP Exam Scores That Were Three or Higher by Students, 2018-19 to 2021-22



2.100 Percentage of All AP Exam Scores That Were Three or Higher by Black Male Students, 2021-22

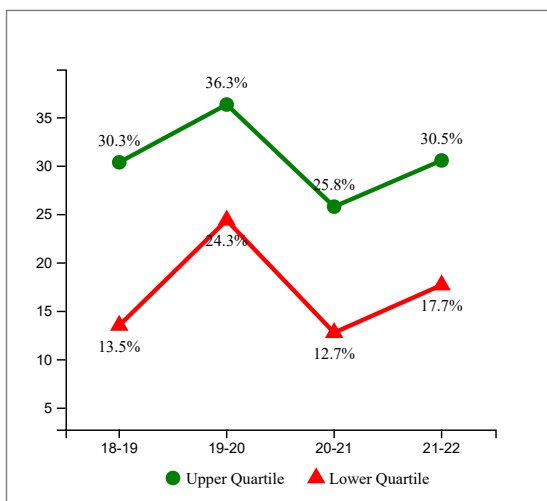


Percentage of All AP Exam Scores That Were Three or Higher by Black Male Students

Note: Higher values and larger increases are desired

- Figure 2.100: Total number of AP exam scores that were three or higher by Black Male Students divided by the total number of AP exam scores, 2021-22
- Figure 2.101: Percentage Point Change in All AP Exam Scores That Were Three or Higher by Black Male Students, 2018-19 to 2021-22
- Figure 2.102: Trends in All AP Exam Scores That Were Three or Higher by Black Male Students, 2018-19 to 2021-22

2.102 Trends in All AP Exam Scores That Were Three or Higher by Black Male Students, 2018-19 to 2021-22



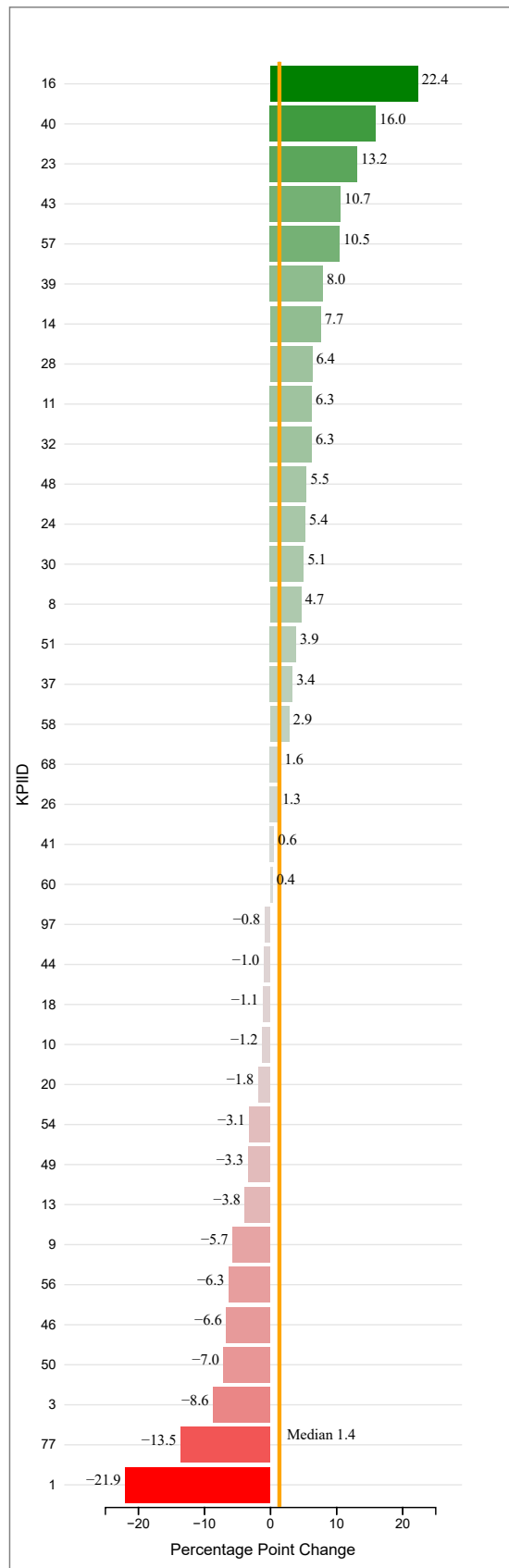
Best Quartile for Overall Performance (2021-22)

- Albuquerque
- Austin
- Broward County
- Charleston
- Cincinnati
- Clark County
- Denver
- Fayette County
- Miami
- Palm Beach
- Portland
- San Diego

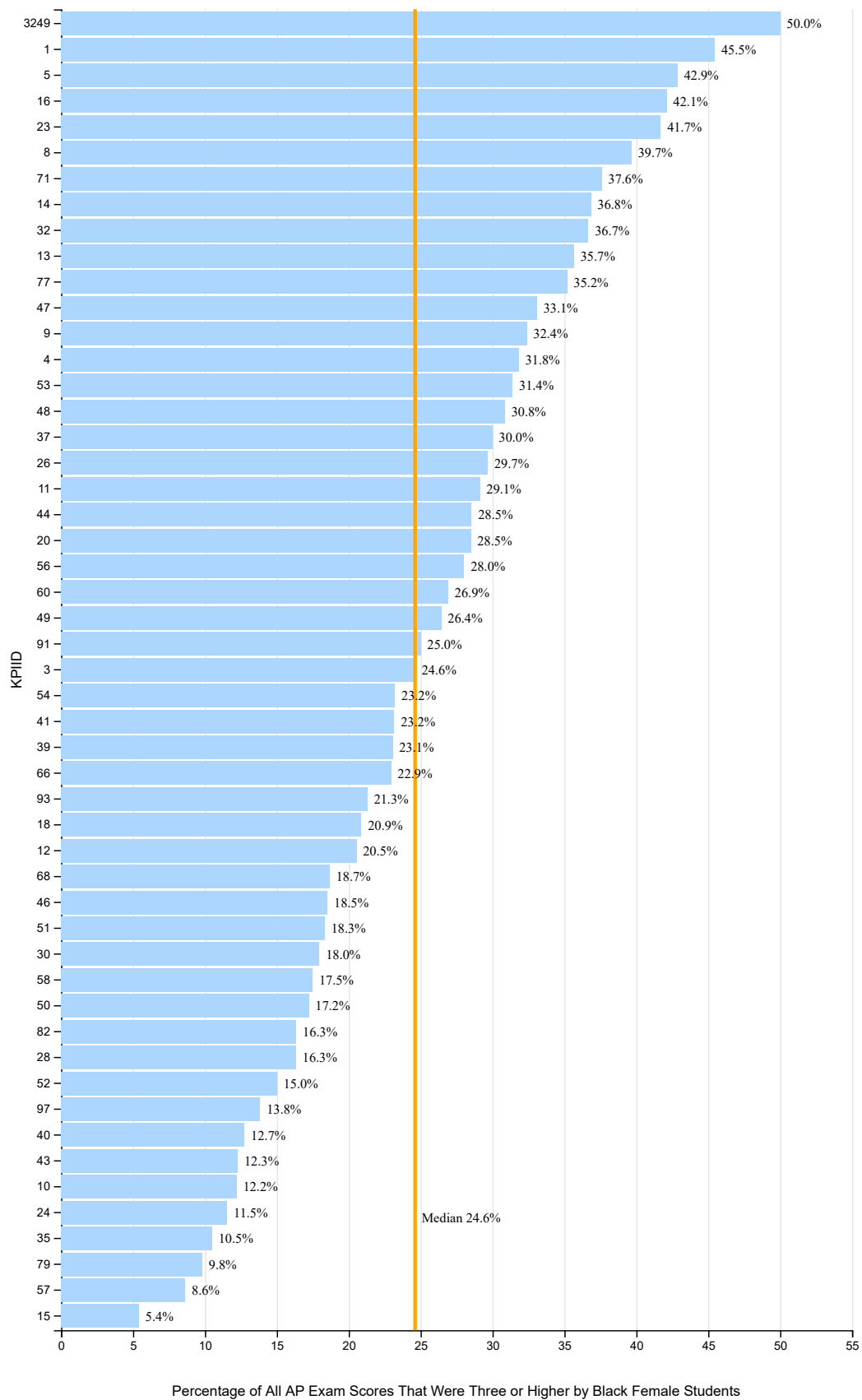
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Atlanta
- Charleston
- Cleveland
- Fort Worth
- Houston
- Los Angeles
- Pittsburgh
- San Diego

2.101 Percentage Point Change in All AP Exam Scores That Were Three or Higher by Black Male Students, 2018-19 to 2021-22



2.103 Percentage of All AP Exam Scores That Were Three or Higher by Black Female Students, 2021-22

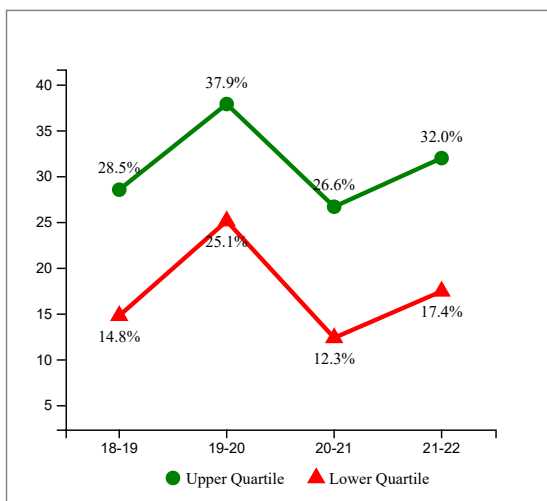


Percentage of All AP Exam Scores That Were Three or Higher by Black Female Students

Note: Higher values and larger increases are desired

- Figure 2.103: Total number of AP exam scores that were three or higher by Black Female Students divided by the total number of AP exam scores, 2021-22
- Figure 2.104: Percentage Point Change in All AP Exam Scores That Were Three or Higher by Black Female Students, 2018-19 to 2021-22
- Figure 2.105: Trends in All AP Exam Scores That Were Three or Higher by Black Female Students, 2018-19 to 2021-22

2.105 Trends in All AP Exam Scores That Were Three or Higher by Black Female Students, 2018-19 to 2021-22



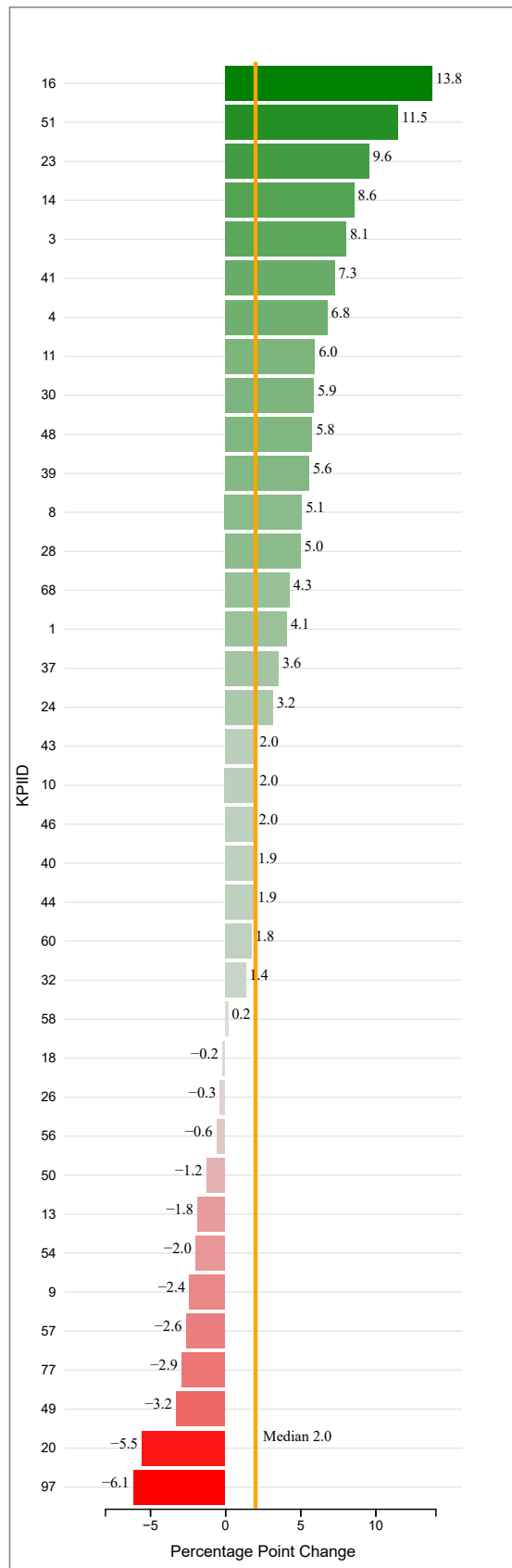
Best Quartile for Overall Performance (2021-22)

- Albuquerque
- Austin
- Broward County
- Charleston
- Clark County
- Fayette County
- Miami
- Nashville
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

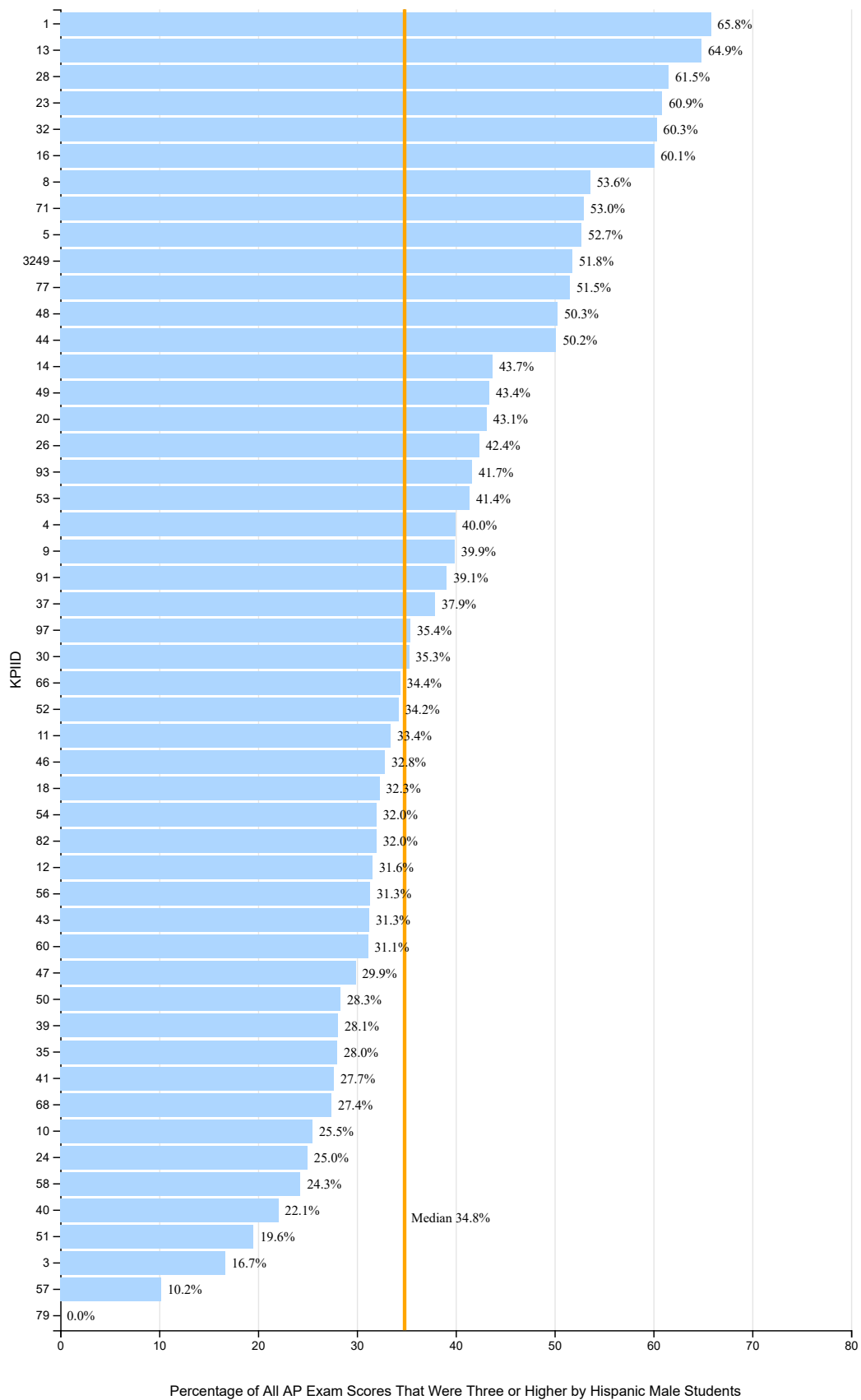
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Charleston
- Dallas
- Los Angeles
- Milwaukee
- Oklahoma City
- Orange County
- San Diego
- St Paul
- Wichita

2.104 Percentage Point Change in All AP Exam Scores That Were Three or Higher by Black Female Students, 2018-19 to 2021-22



2.106 Percentage of All AP Exam Scores That Were Three or Higher by Hispanic Male Students, 2021-22

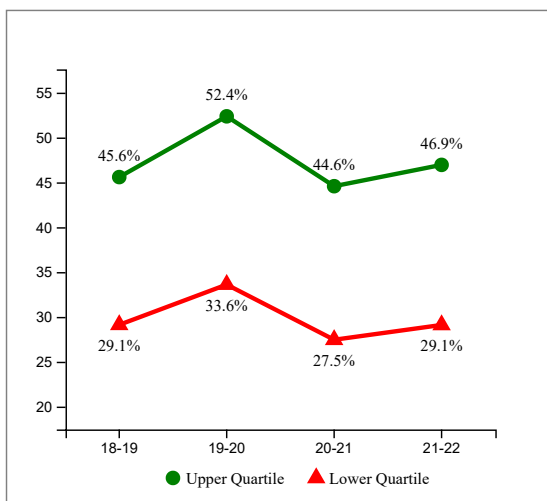


Percentage of All AP Exam Scores That Were Three or Higher by Hispanic Male Students

Note: Higher values and larger increases are desired

- Figure 2.106: Total number of AP exam scores that were three or higher by Hispanic Male Students divided by the total number of AP exam scores, 2021-22
- Figure 2.107: Percentage Point Change in All AP Exam Scores That Were Three or Higher by Hispanic Male Students, 2018-19 to 2021-22
- Figure 2.108: Trends in All AP Exam Scores That Were Three or Higher by Hispanic Male Students, 2018-19 to 2021-22

2.108 Trends in All AP Exam Scores That Were Three or Higher by Hispanic Male Students, 2018-19 to 2021-22



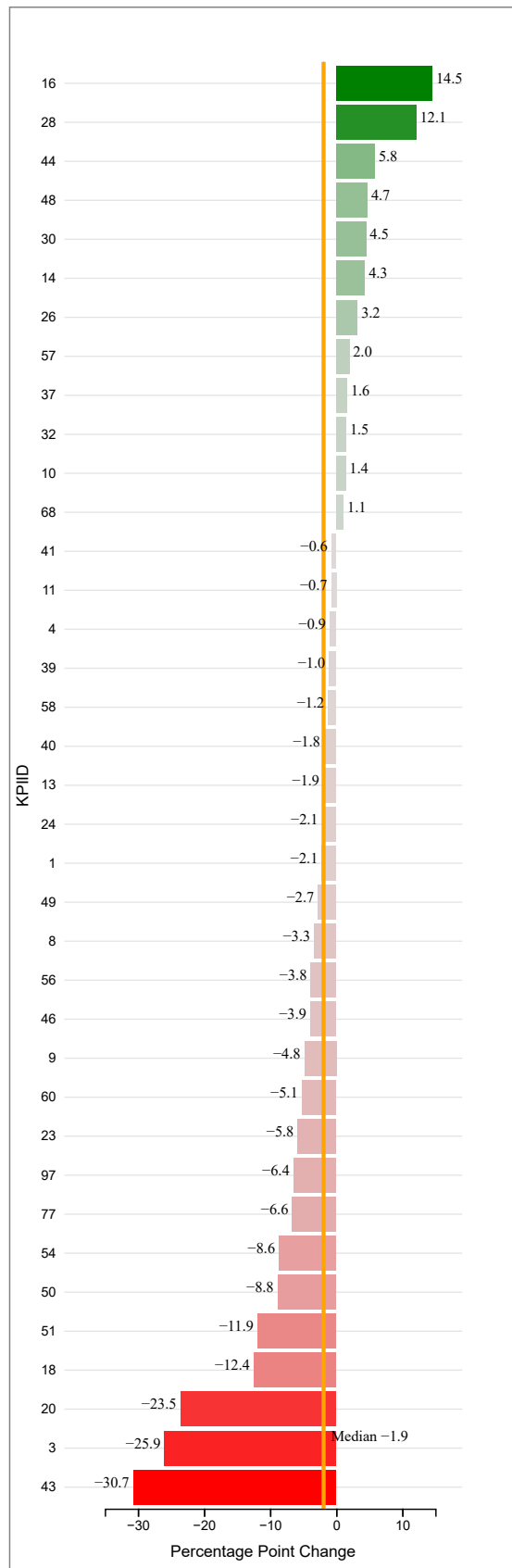
Best Quartile for Overall Performance (2021-22)

- Atlanta
- Austin
- Broward County
- Charleston
- Duval County
- Fayette County
- Miami
- Orange County
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

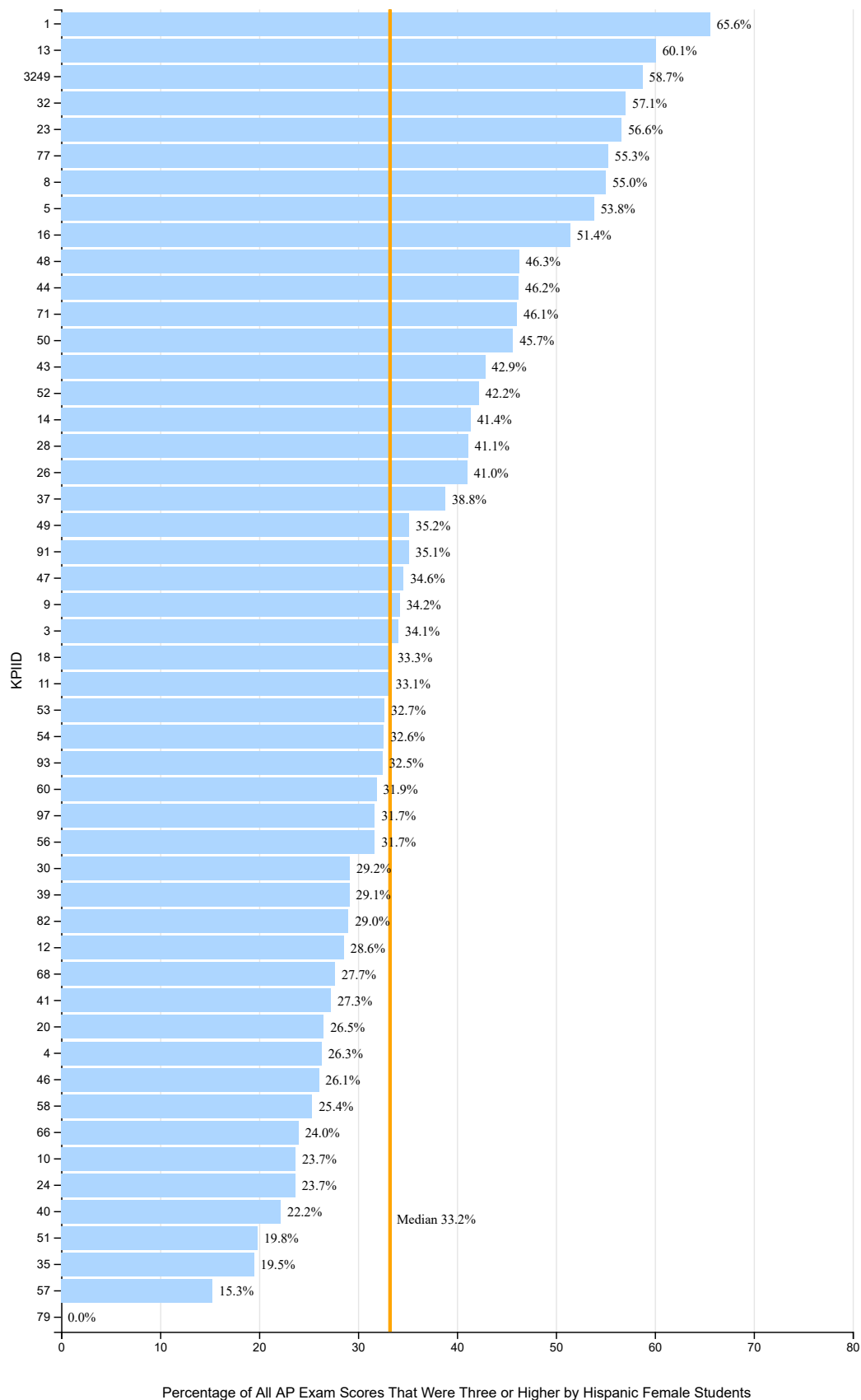
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Albuquerque
- Atlanta
- Boston
- Cleveland
- Denver
- Duval County
- Miami
- Milwaukee
- Orange County
- San Diego

2.107 Percentage Point Change in All AP Exam Scores That Were Three or Higher by Hispanic Male Students, 2018-19 to 2021-22



2.109 Percentage of All AP Exam Scores That Were Three or Higher by Hispanic Female Students, 2021-22



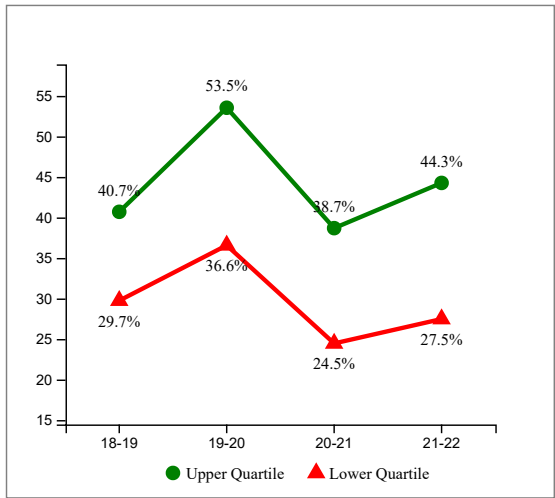
Percentage of All AP Exam Scores That Were Three or Higher by Hispanic Female Students

2.110 Percentage Point Change in All AP Exam Scores That Were Three or Higher by Hispanic Female Students, 2018-19 to 2021-22

Note: Higher values and larger increases are desired

- Figure 2.109: Total number of AP exam scores that were three or higher by Hispanic Female Students divided by the total number of AP exam scores, 2021-22
- Figure 2.110: Percentage Point Change in All AP Exam Scores That Were Three or Higher by Hispanic Female Students, 2018-19 to 2021-22
- Figure 2.111: Trends in All AP Exam Scores That Were Three or Higher by Hispanic Female Students, 2018-19 to 2021-22

2.111 Trends in All AP Exam Scores That Were Three or Higher by Hispanic Female Students, 2018-19 to 2021-22

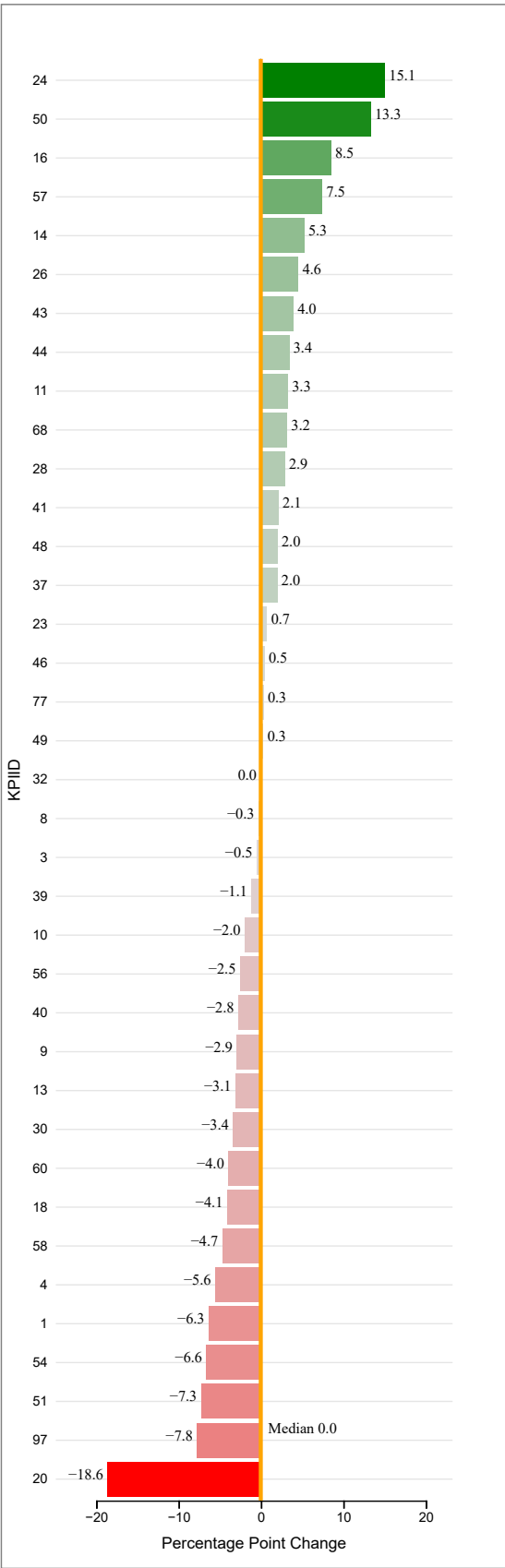


Best Quartile for Overall Performance
(2021-22)

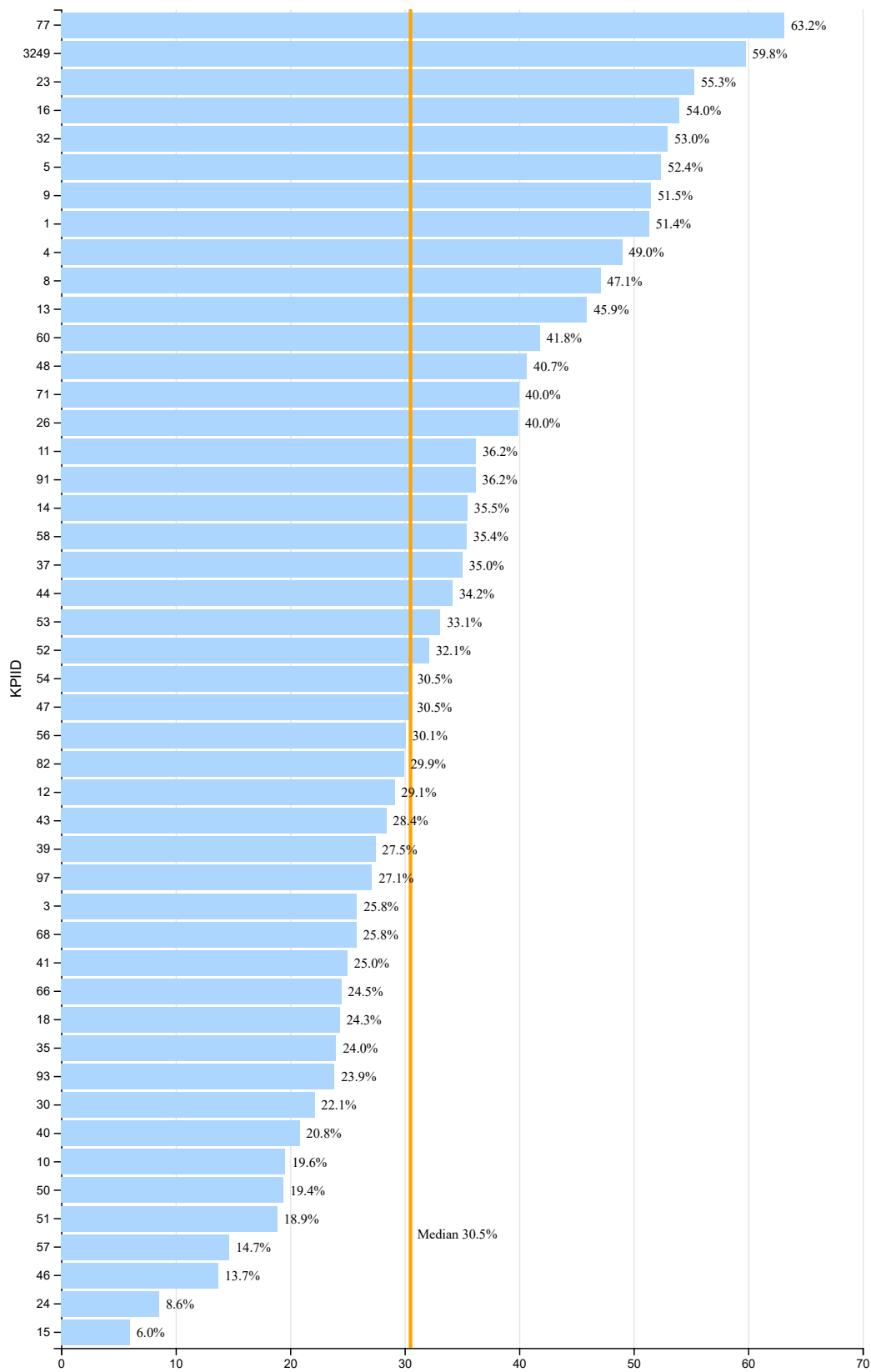
- Austin
- Broward County
- Charleston
- Detroit
- Duval County
- Fayette County
- Miami
- Orange County
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Albuquerque
- Arlington
- Boston
- Cleveland
- Detroit
- Duval County
- East Baton Rouge
- Los Angeles
- Pittsburgh
- San Diego



2.112 Percentage of All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students, 2021-22



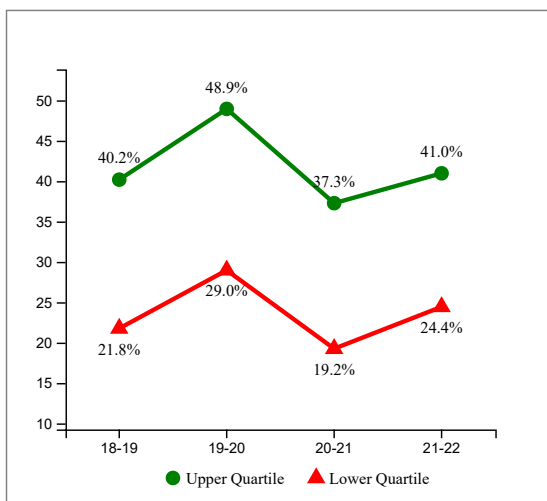
Percentage of All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students

Percentage of All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students

Note: Higher values and larger increases are desired

- Figure 2.112: Total number of AP exam scores that were three or higher by Free or Reduced-Price Lunch (FRPL) Students divided by the total number of AP exam scores, 2021-22
- Figure 2.113: Percentage Point Change in All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22
- Figure 2.114: Trends in All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22

2.114 Trends in All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



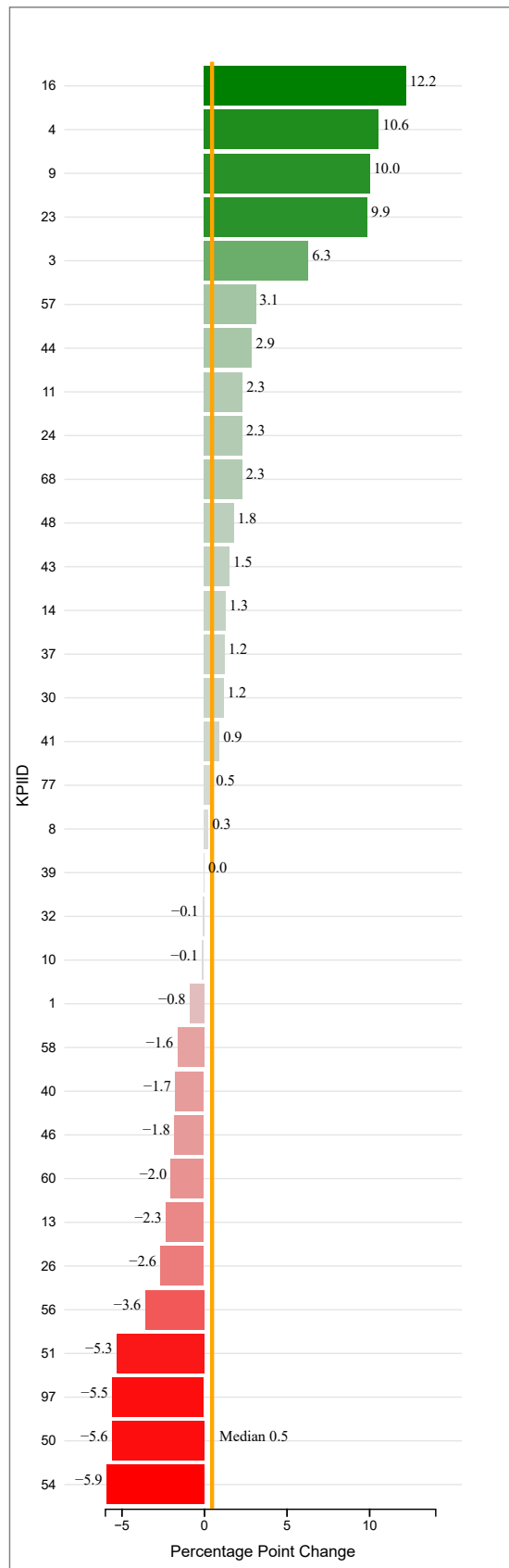
Best Quartile for Overall Performance (2021-22)

- Broward County
- Charleston
- Clark County
- Fayette County
- Miami
- New York
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle
- Wichita

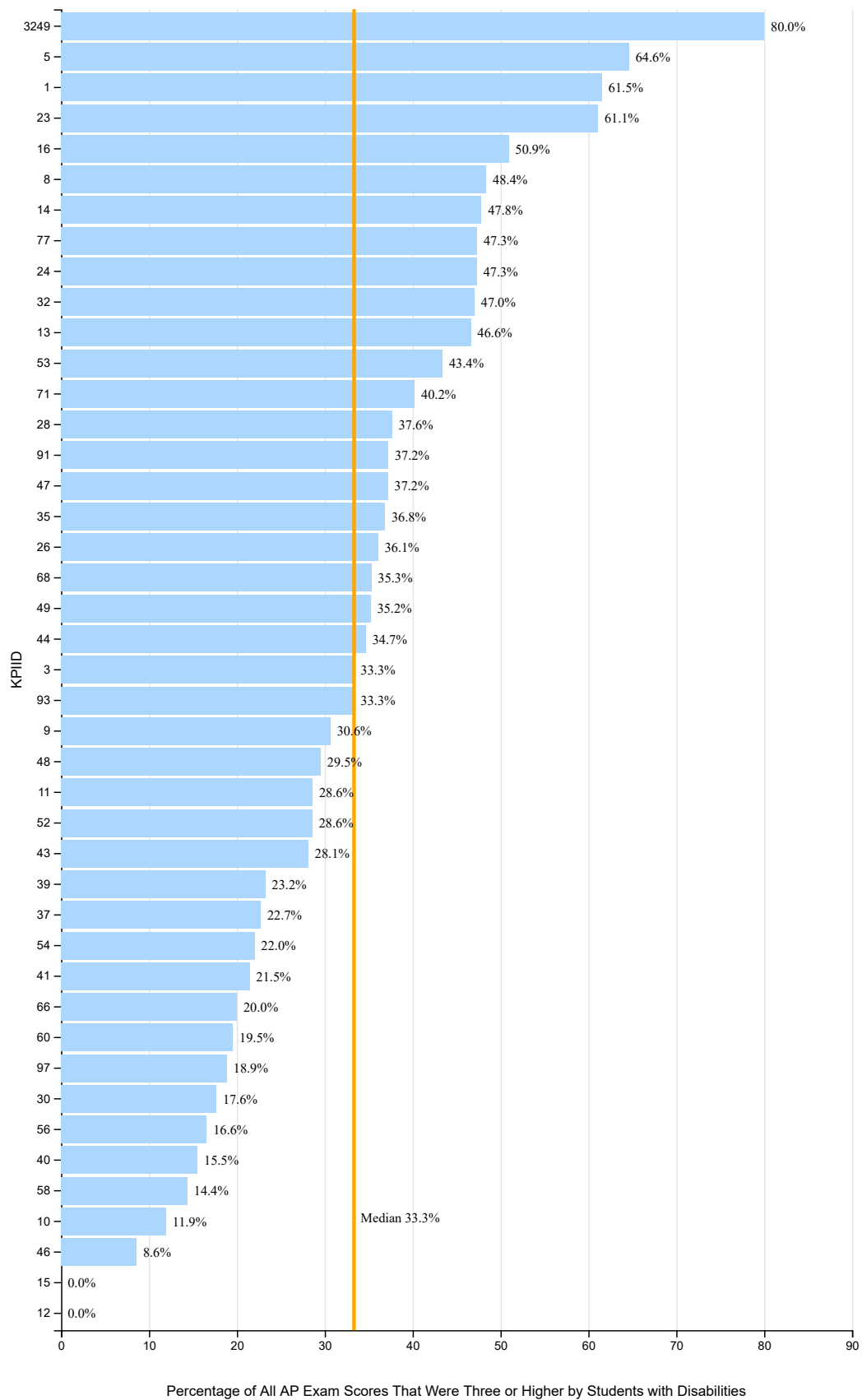
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Clark County
- Cleveland
- Duval County
- East Baton Rouge
- Los Angeles
- San Diego
- St Paul
- Wichita

2.113 Percentage Point Change in All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



2.115 Percentage of All AP Exam Scores That Were Three or Higher by Students with Disabilities, 2021-22

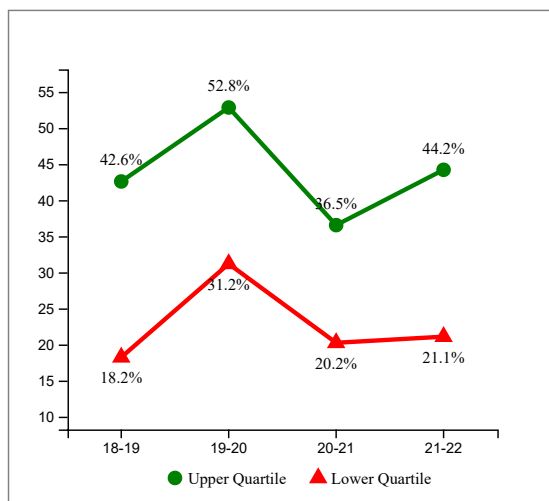


Percentage of All AP Exam Scores That Were Three or Higher by Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 2.115: Total number of AP exam scores that were three or higher by Students with Disabilities divided by the total number of AP exam scores, 2021-22
- Figure 2.116: Percentage Point Change in All AP Exam Scores That Were Three or Higher by Students with Disabilities, 2018-19 to 2021-22
- Figure 2.117: Trends in All AP Exam Scores That Were Three or Higher by Students with Disabilities, 2018-19 to 2021-22

2.117 Trends in All AP Exam Scores That Were Three or Higher by Students with Disabilities, 2018-19 to 2021-22



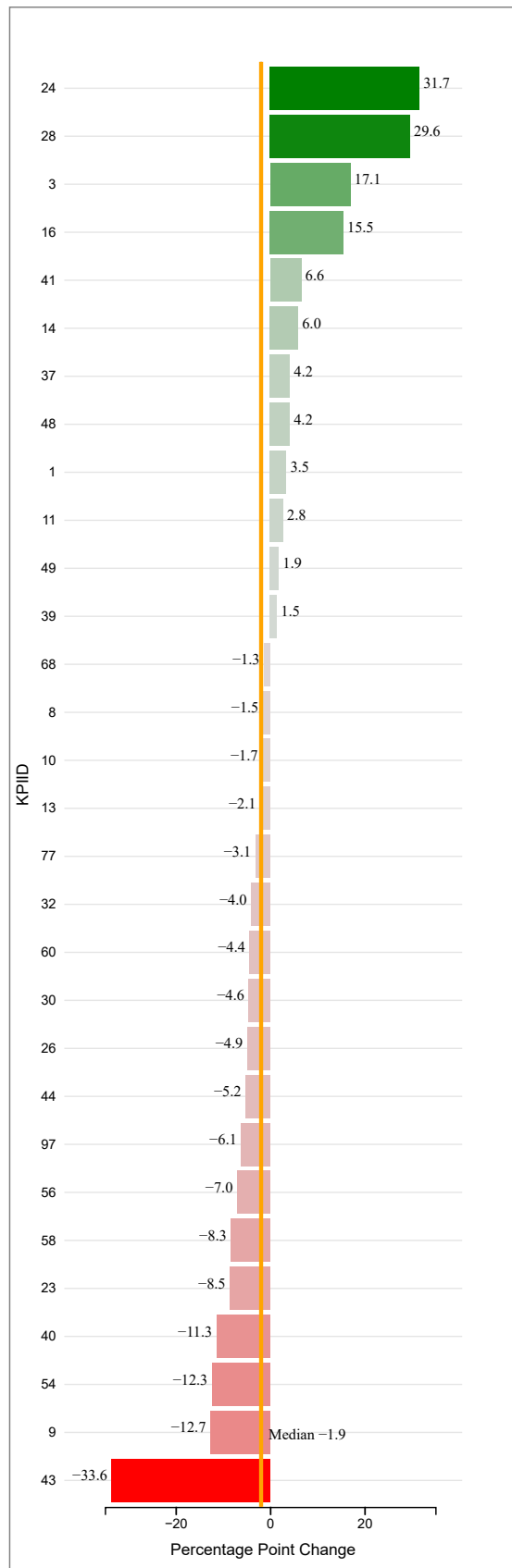
Best Quartile for Overall Performance
(2021-22)

- Albuquerque
- Broward County
- Charleston
- East Baton Rouge
- Fayette County
- Miami
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

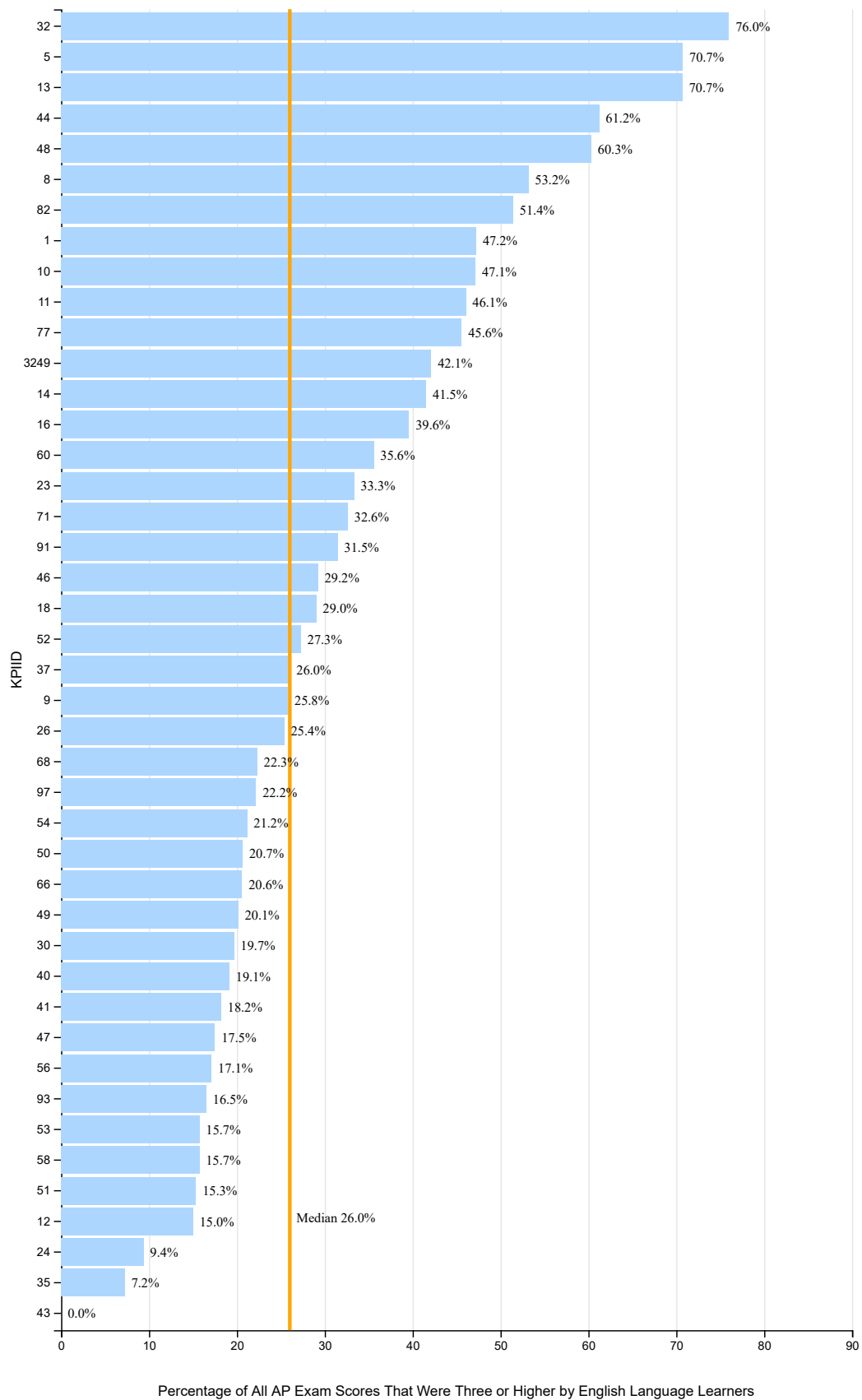
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Albuquerque
- Atlanta
- Dallas
- Denver
- East Baton Rouge
- Orange County
- San Diego
- St Paul

2.116 Percentage Point Change in All AP Exam Scores That Were Three or Higher by Students with Disabilities, 2018-19 to 2021-22



2.118 Percentage of All AP Exam Scores That Were Three or Higher by English Language Learners, 2021-22

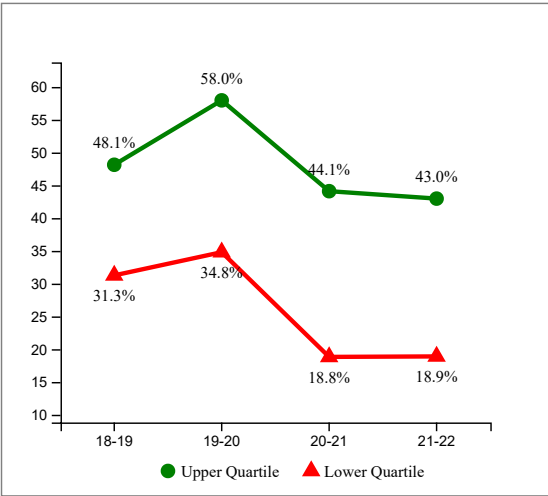


Percentage of All AP Exam Scores That Were Three or Higher by English Language Learners

Note: Higher values and larger increases are desired

- Figure 2.118: Total number of AP exam scores that were three or higher by English Language Learners divided by the total number of AP exam scores, 2021-22
- Figure 2.119: Percentage Point Change in All AP Exam Scores That Were Three or Higher by English Language Learners, 2018-19 to 2021-22
- Figure 2.120: Trends in All AP Exam Scores That Were Three or Higher by English Language Learners, 2018-19 to 2021-22

2.120 Trends in All AP Exam Scores That Were Three or Higher by English Language Learners, 2018-19 to 2021-22



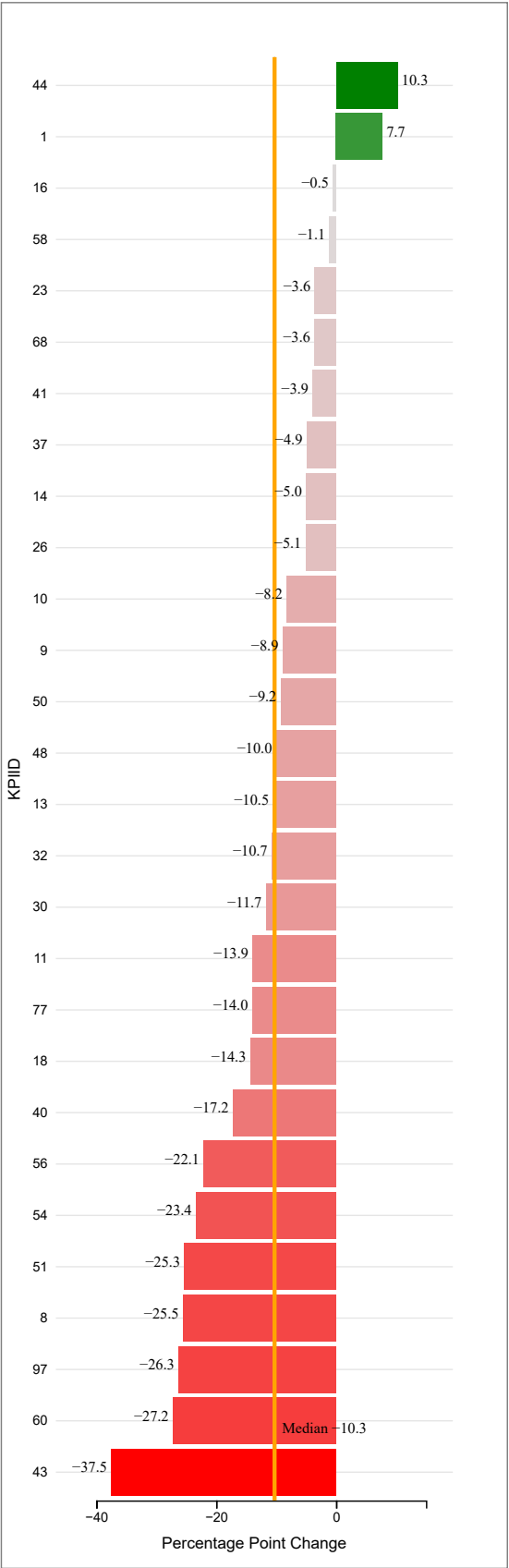
Best Quartile for Overall Performance
(2021-22)

- Broward County
- Duval County
- Hillsborough County
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Phoenix Union High School District
- Portland
- San Francisco
- Seattle

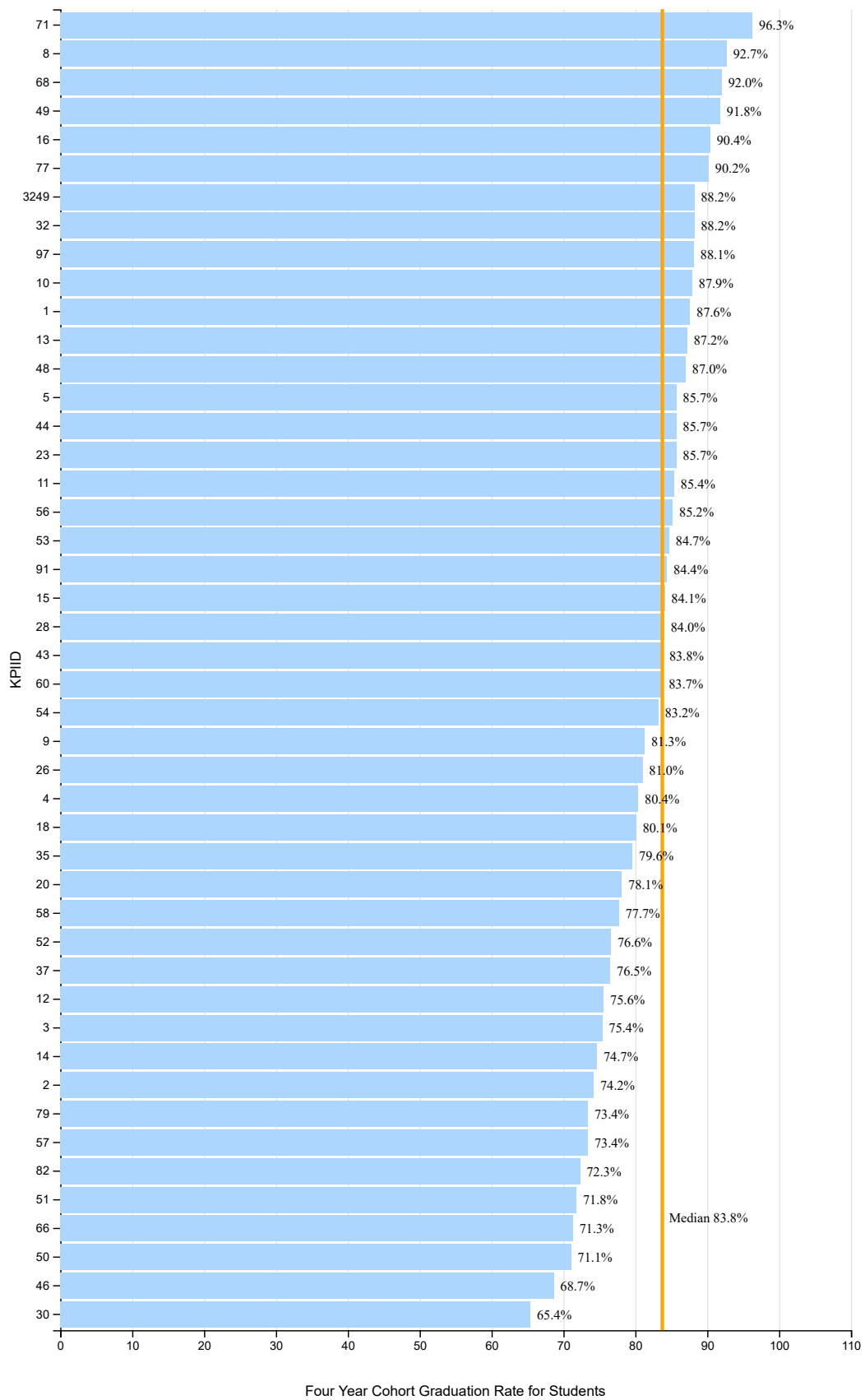
Best Quartile for Change in Performance
(2018-19 to 2021-22)

- Arlington
- Charleston
- Dallas
- Duval County
- Philadelphia
- San Diego
- Seattle

2.119 Percentage Point Change in All AP Exam Scores That Were Three or Higher by English Language Learners, 2018-19 to 2021-22



2.121 Four Year Cohort Graduation Rate for Students, 2021-22

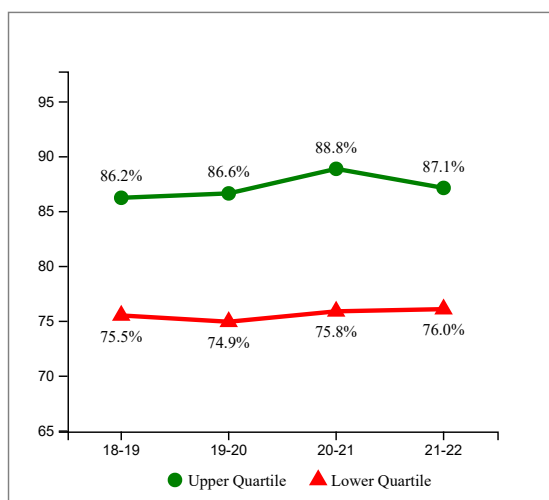


Four Year Cohort Graduation Rate for Students

Note: Higher values and larger increases are desired

- Figure 2.121: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.122: Percentage Point Change in Four Year Cohort Graduation Rate for Students, 2018-19 to 2021-22
- Figure 2.123: Trends in Four Year Cohort Graduation Rate for Students, 2018-19 to 2021-22

2.123 Trends in Four Year Cohort Graduation Rate for Students, 2018-19 to 2021-22



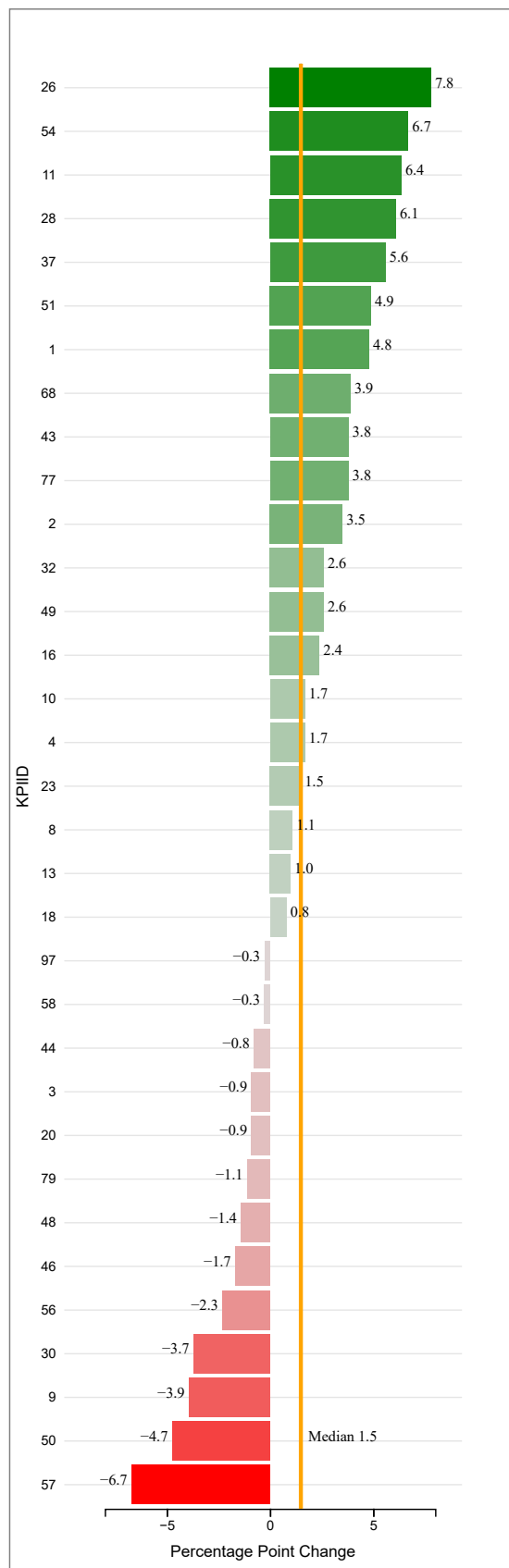
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Broward County
- Fayette County
- Guilford County
- Hillsborough County
- Miami
- Palm Beach
- Pinellas
- San Diego
- San Francisco
- Seattle

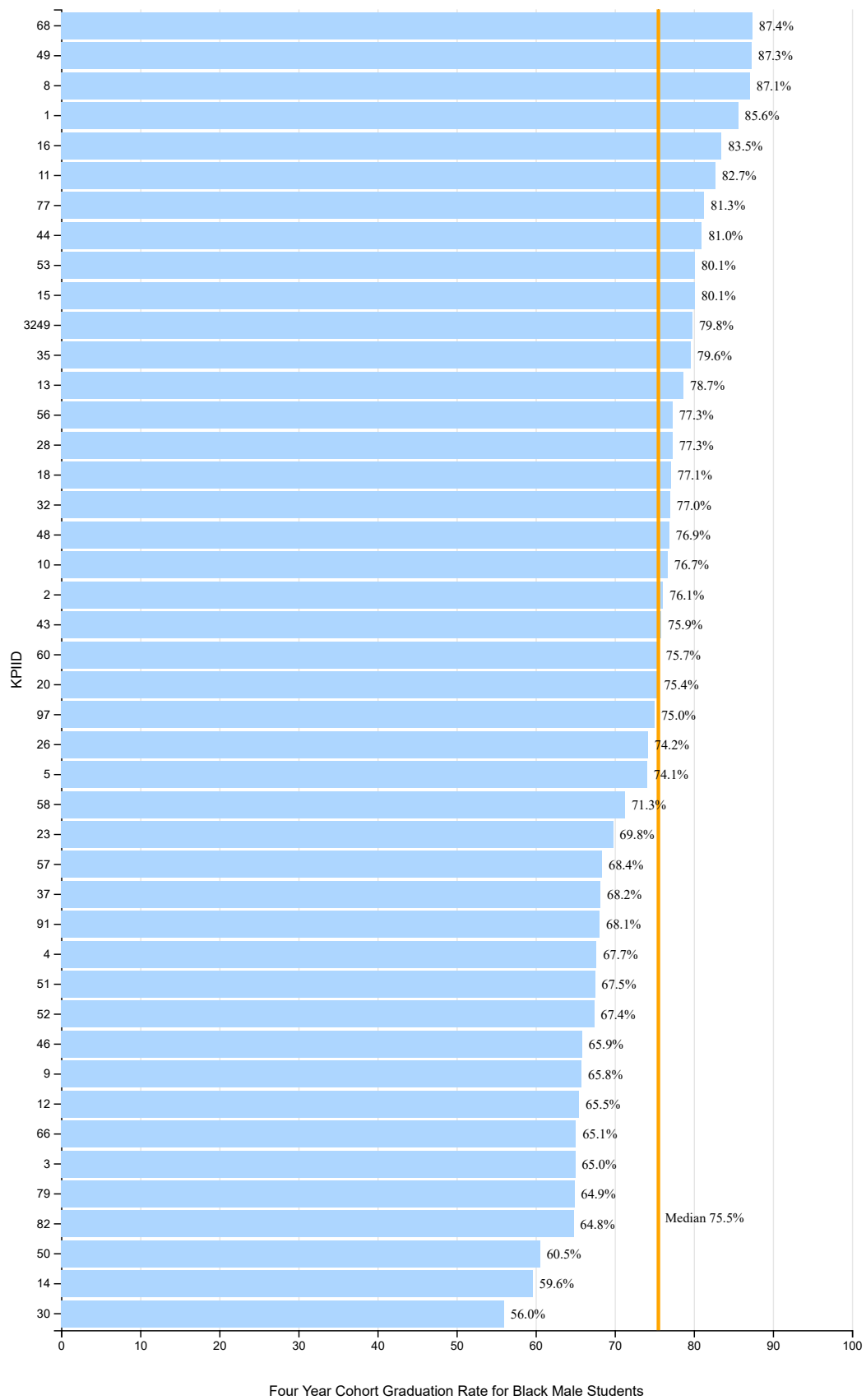
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Atlanta
- Boston
- Chicago
- Denver
- Los Angeles
- Oklahoma City
- Seattle

2.122 Percentage Point Change in Four Year Cohort Graduation Rate for Students, 2018-19 to 2021-22



2.124 Four Year Cohort Graduation Rate for Black Male Students, 2021-22

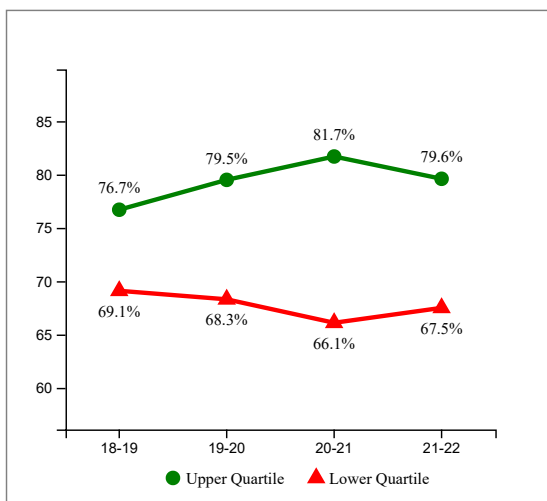


Four Year Cohort Graduation Rate for Black Male Students

Note: Higher values and larger increases are desired

- Figure 2.124: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.125: Percentage Point Change in Four Year Cohort Graduation Rate for Black Male Students, 2018-19 to 2021-22
- Figure 2.126: Trends in Four Year Cohort Graduation Rate for Black Male Students, 2018-19 to 2021-22

2.126 Trends in Four Year Cohort Graduation Rate for Black Male Students, 2018-19 to 2021-22



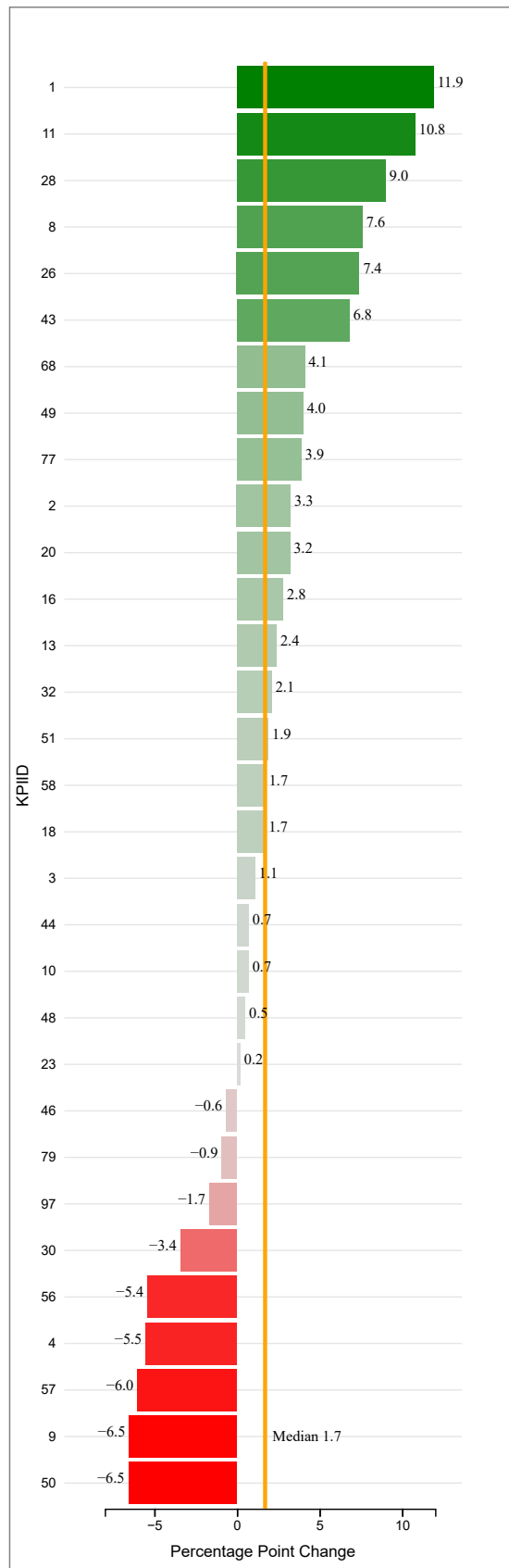
Best Quartile for Overall Performance (2021-22)

- Arlington
- Duval County
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Palm Beach
- San Diego
- San Francisco
- Seattle

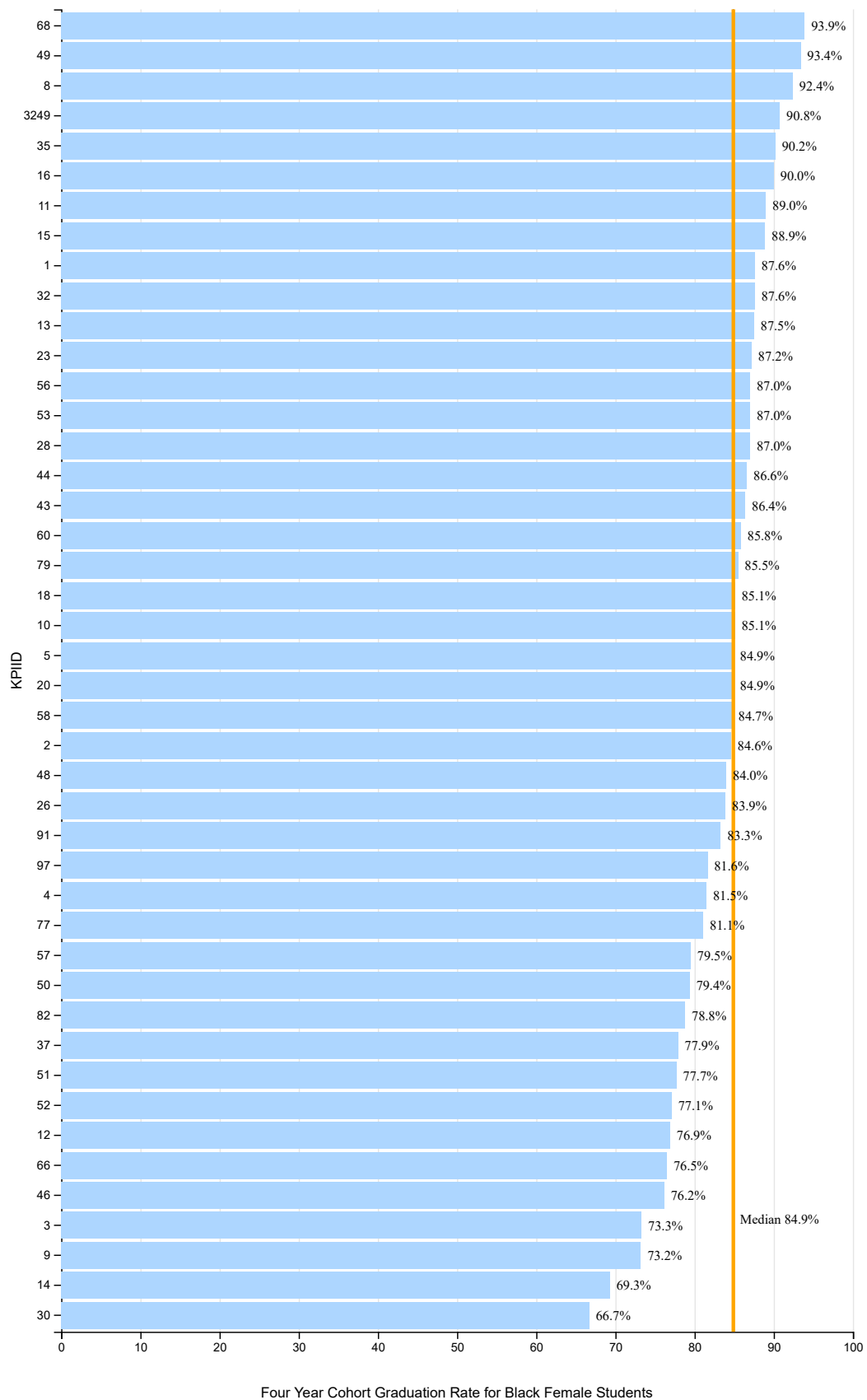
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Atlanta
- Boston
- Guilford County
- Los Angeles
- Palm Beach
- Pittsburgh
- Seattle

2.125 Percentage Point Change in Four Year Cohort Graduation Rate for Black Male Students, 2018-19 to 2021-22



2.127 Four Year Cohort Graduation Rate for Black Female Students, 2021-22

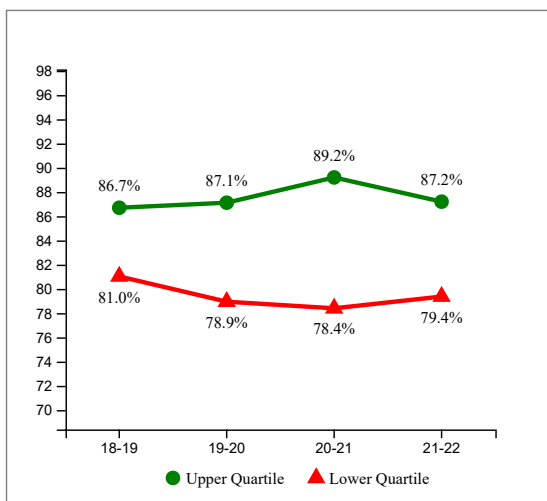


Four Year Cohort Graduation Rate for Black Female Students

Note: Higher values and larger increases are desired

- Figure 2.127: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.128: Percentage Point Change in Four Year Cohort Graduation Rate for Black Female Students, 2018-19 to 2021-22
- Figure 2.129: Trends in Four Year Cohort Graduation Rate for Black Female Students, 2018-19 to 2021-22

2.129 Trends in Four Year Cohort Graduation Rate for Black Female Students, 2018-19 to 2021-22



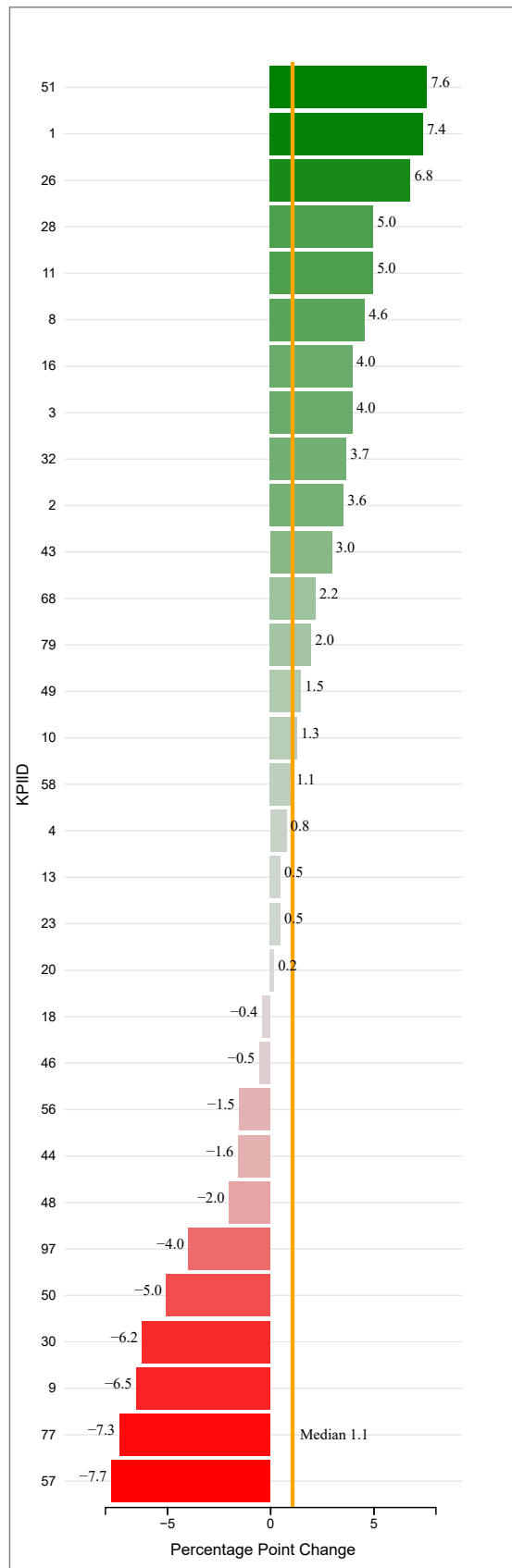
Best Quartile for Overall Performance (2021-22)

- Arlington
- Broward County
- Columbus
- Fayette County
- Guilford County
- Jackson
- Los Angeles
- Miami
- Palm Beach
- San Diego
- Seattle

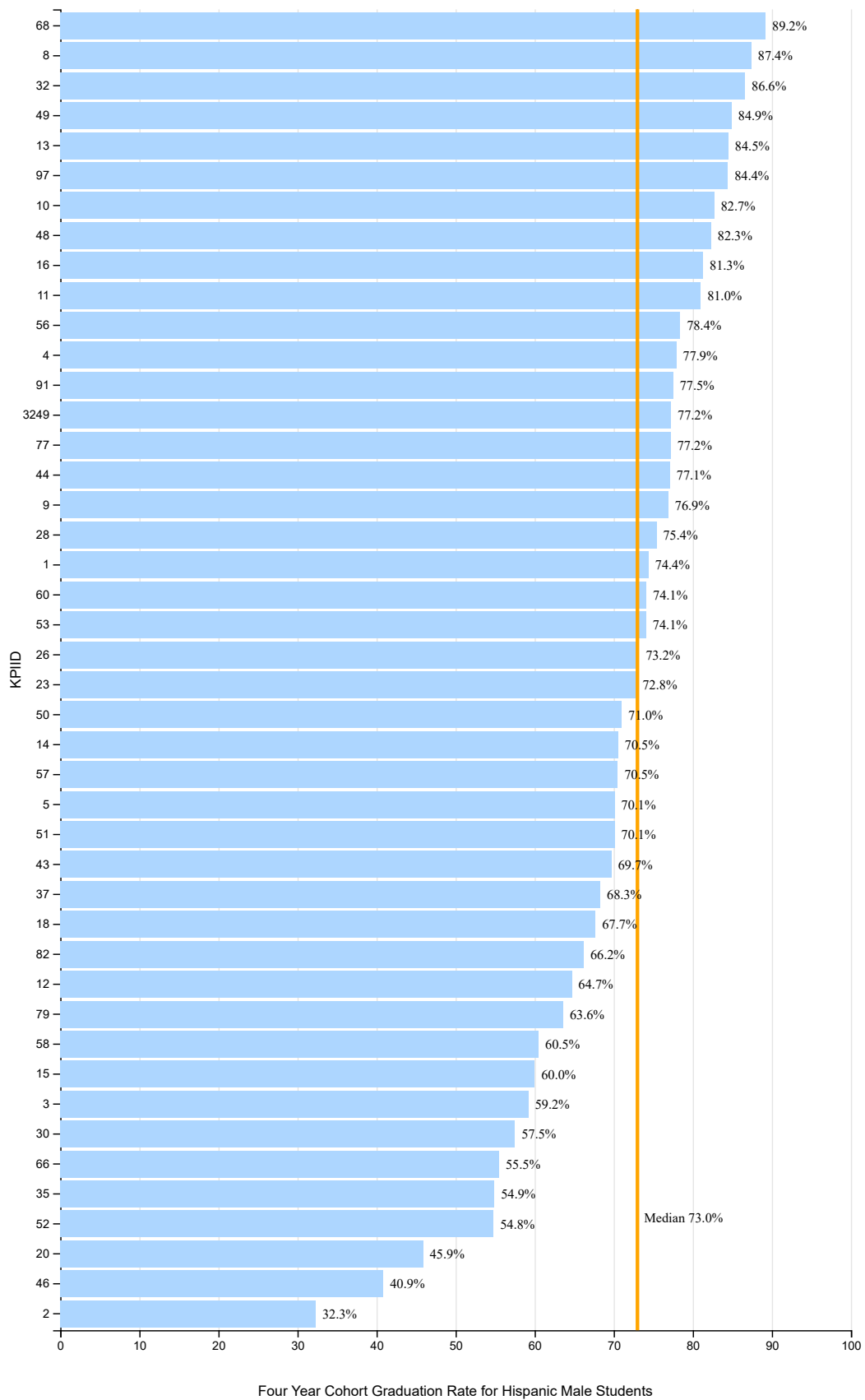
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Boston
- Los Angeles
- Oklahoma City
- Palm Beach
- San Diego
- Seattle
- St Paul

2.128 Percentage Point Change in Four Year Cohort Graduation Rate for Black Female Students, 2018-19 to 2021-22



2.130 Four Year Cohort Graduation Rate for Hispanic Male Students, 2021-22

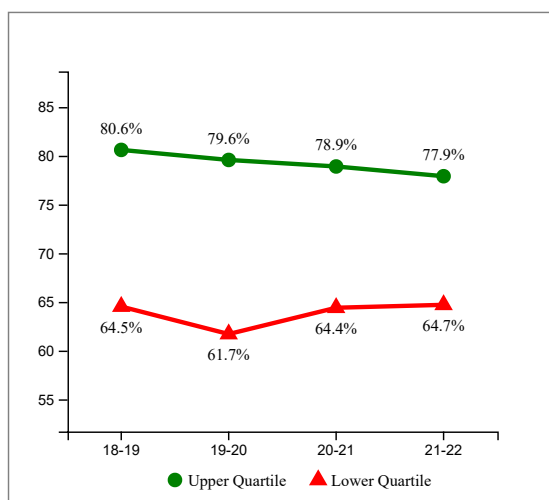


Four Year Cohort Graduation Rate for Hispanic Male Students

Note: Higher values and larger increases are desired

- Figure 2.130: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.131: Percentage Point Change in Four Year Cohort Graduation Rate for Hispanic Male Students, 2018-19 to 2021-22
- Figure 2.132: Trends in Four Year Cohort Graduation Rate for Hispanic Male Students, 2018-19 to 2021-22

2.132 Trends in Four Year Cohort Graduation Rate for Hispanic Male Students, 2018-19 to 2021-22



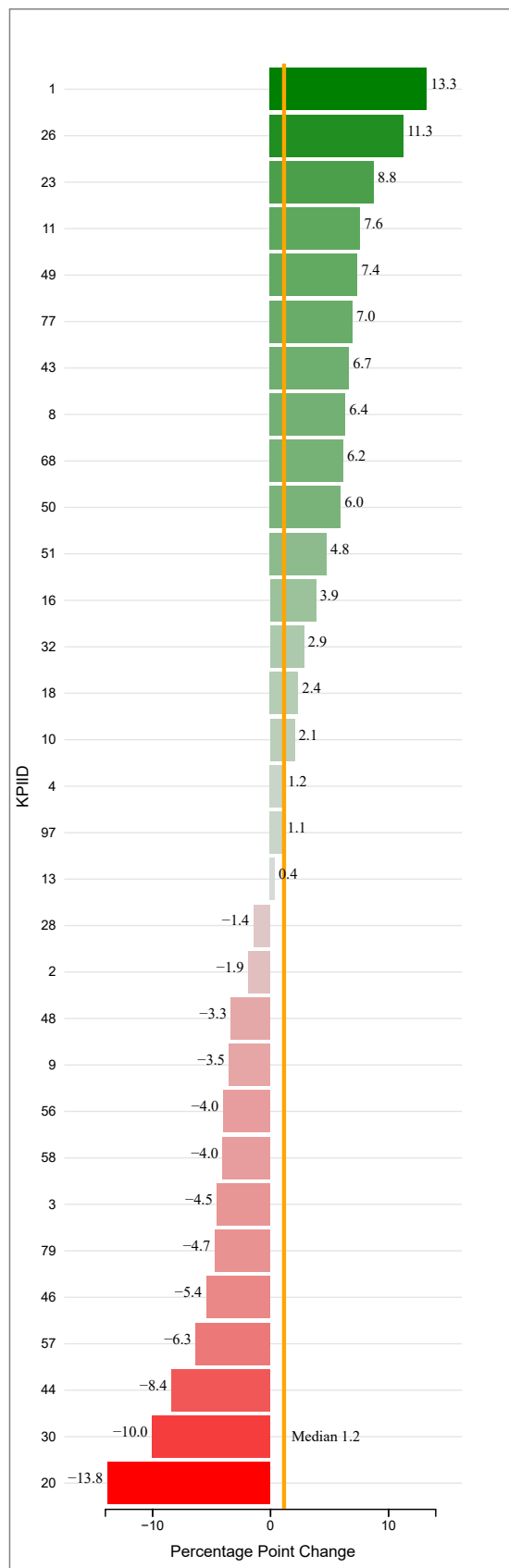
Best Quartile for Overall Performance (2021-22)

- Arlington
- Broward County
- Guilford County
- Hillsborough County
- Long Beach
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Diego

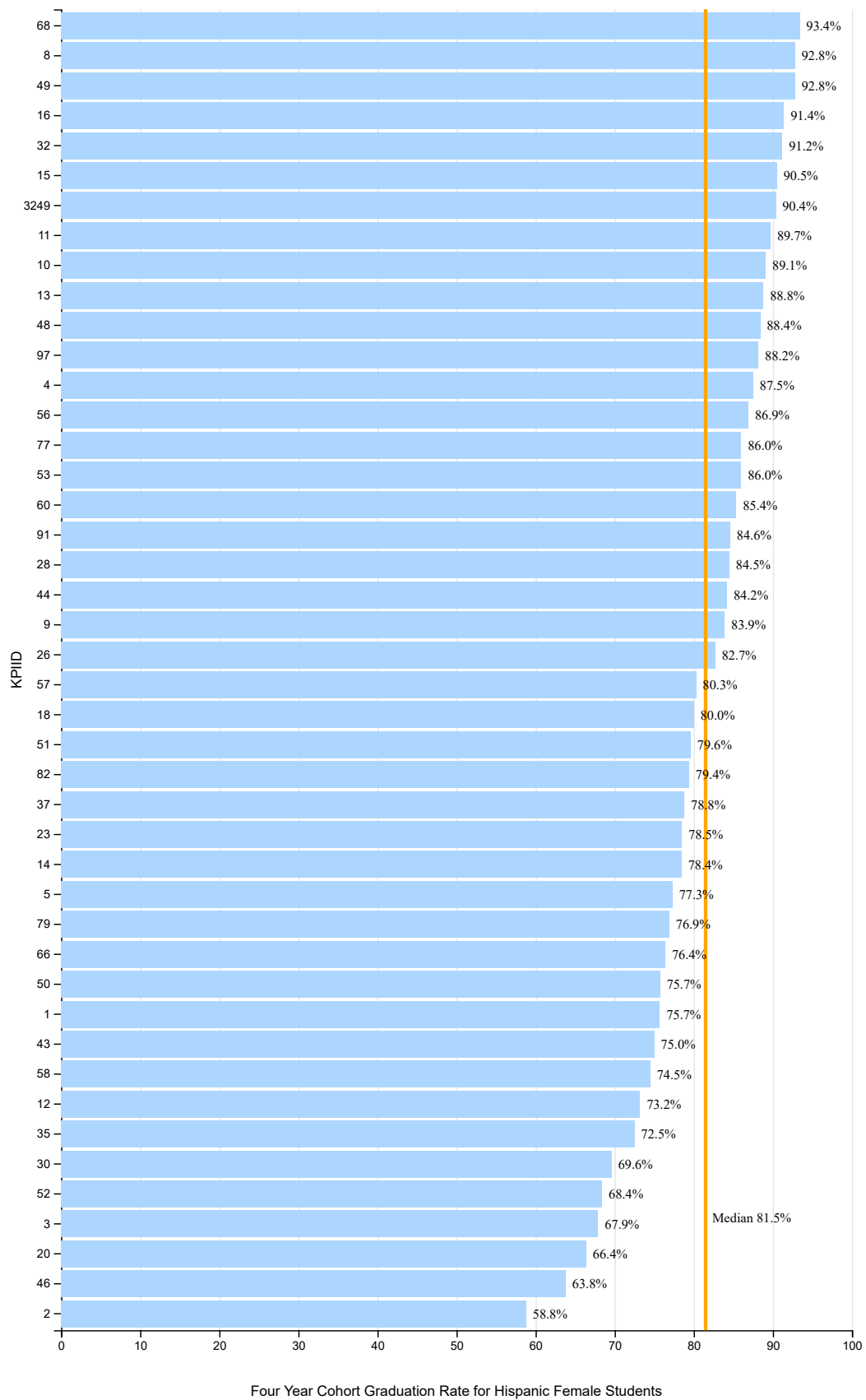
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Boston
- Charleston
- Guilford County
- Los Angeles
- Palm Beach
- Pittsburgh
- San Francisco
- Seattle

2.131 Percentage Point Change in Four Year Cohort Graduation Rate for Hispanic Male Students, 2018-19 to 2021-22



2.133 Four Year Cohort Graduation Rate for Hispanic Female Students, 2021-22

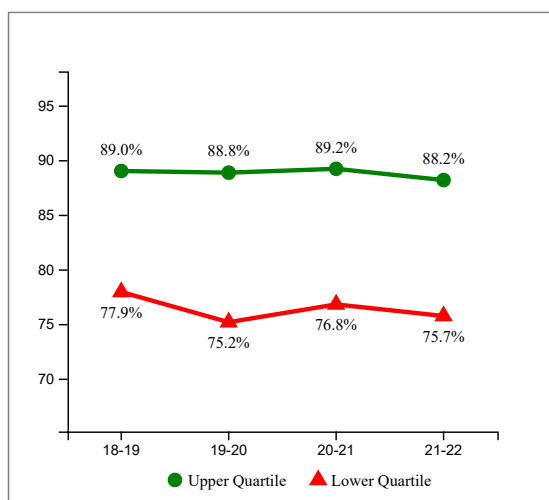


Four Year Cohort Graduation Rate for Hispanic Female Students

Note: Higher values and larger increases are desired

- Figure 2.133: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.134: Percentage Point Change in Four Year Cohort Graduation Rate for Hispanic Female Students, 2018-19 to 2021-22
- Figure 2.135: Trends in Four Year Cohort Graduation Rate for Hispanic Female Students, 2018-19 to 2021-22

2.135 Trends in Four Year Cohort Graduation Rate for Hispanic Female Students, 2018-19 to 2021-22



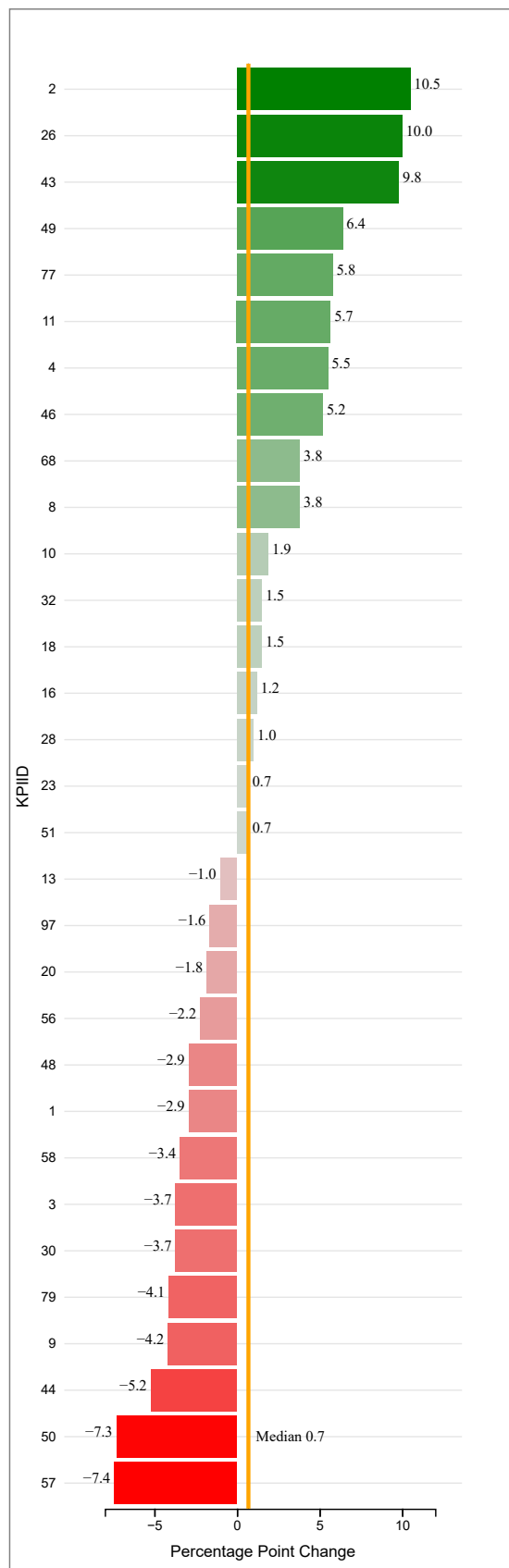
Best Quartile for Overall Performance (2021-22)

- Arlington
- Broward County
- Fayette County
- Guilford County
- Hillsborough County
- Jackson
- Los Angeles
- Miami
- Orange County
- Palm Beach
- San Diego

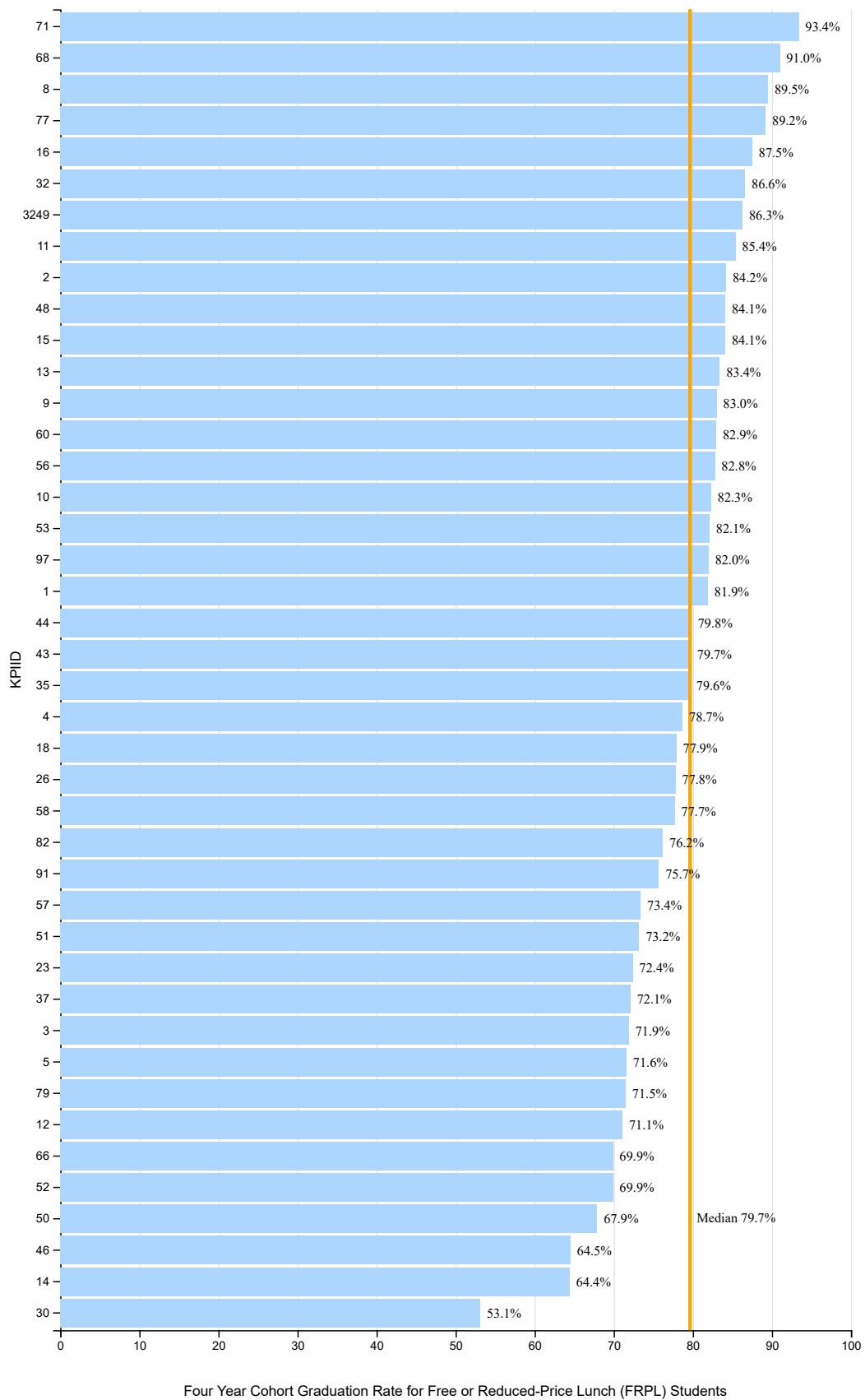
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Baltimore City
- Boston
- Guilford County
- Los Angeles
- Pittsburgh
- Richmond
- San Francisco
- Wichita

2.134 Percentage Point Change in Four Year Cohort Graduation Rate for Hispanic Female Students, 2018-19 to 2021-22



2.136 Four Year Cohort Graduation Rate for Free or Reduced-Price Lunch (FRPL) Students, 2021-22

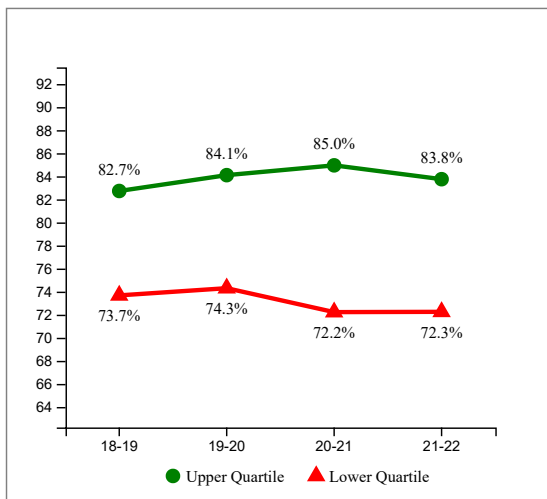


Four Year Cohort Graduation Rate for Free or Reduced-Price Lunch (FRPL) Students

Note: Higher values and larger increases are desired

- Figure 2.136: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.137: Percentage Point Change in Four Year Cohort Graduation Rate for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22
- Figure 2.138: Trends in Four Year Cohort Graduation Rate for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22

2.138 Trends in Four Year Cohort Graduation Rate for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



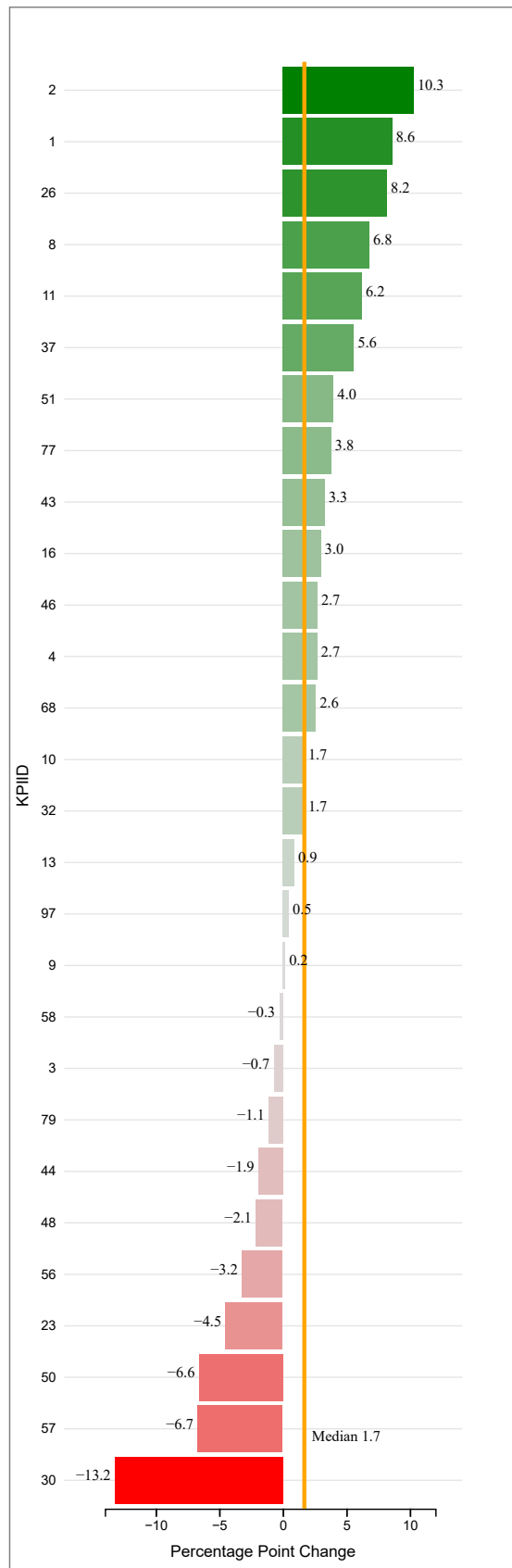
Best Quartile for Overall Performance (2021-22)

- Arlington
- Austin
- Fayette County
- Jackson
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Richmond
- San Diego
- San Francisco

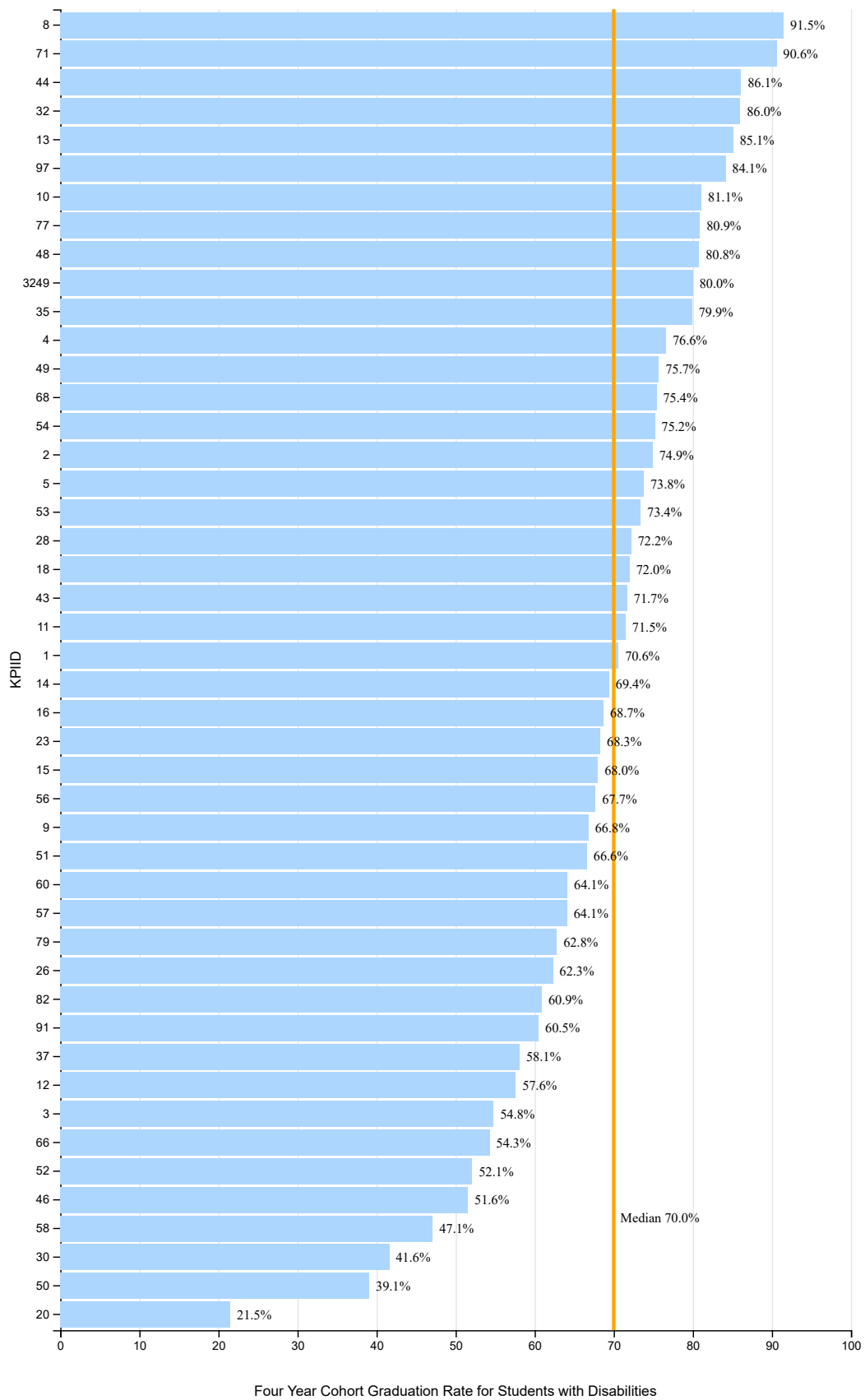
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Boston
- Denver
- Los Angeles
- Oklahoma City
- Palm Beach
- Richmond
- Seattle

2.137 Percentage Point Change in Four Year Cohort Graduation Rate for Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



2.139 Four Year Cohort Graduation Rate for Students with Disabilities, 2021-22

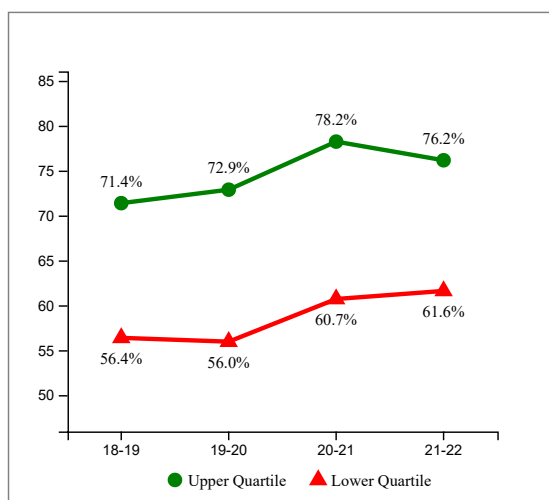


Four Year Cohort Graduation Rate for Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 2.139: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.140: Percentage Point Change in Four Year Cohort Graduation Rate for Students with Disabilities, 2018-19 to 2021-22
- Figure 2.141: Trends in Four Year Cohort Graduation Rate for Students with Disabilities, 2018-19 to 2021-22

2.141 Trends in Four Year Cohort Graduation Rate for Students with Disabilities, 2018-19 to 2021-22



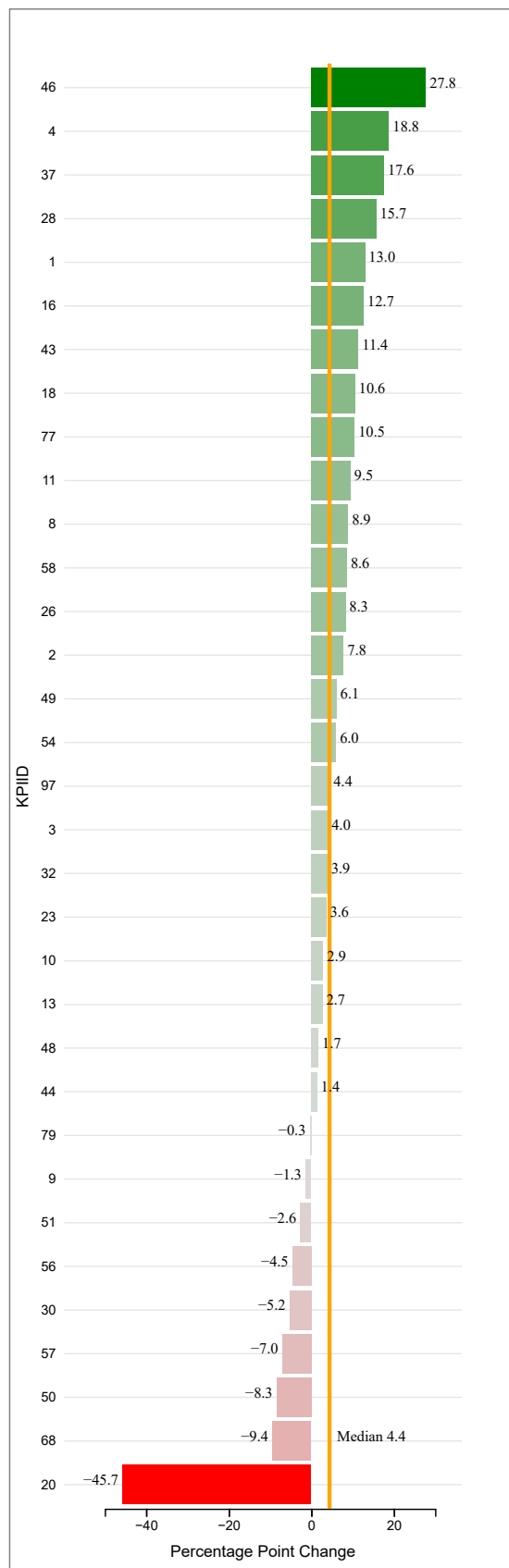
Best Quartile for Overall Performance (2021-22)

- Austin
- Broward County
- Columbus
- Duval County
- Fayette County
- Hillsborough County
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Francisco
- Wichita

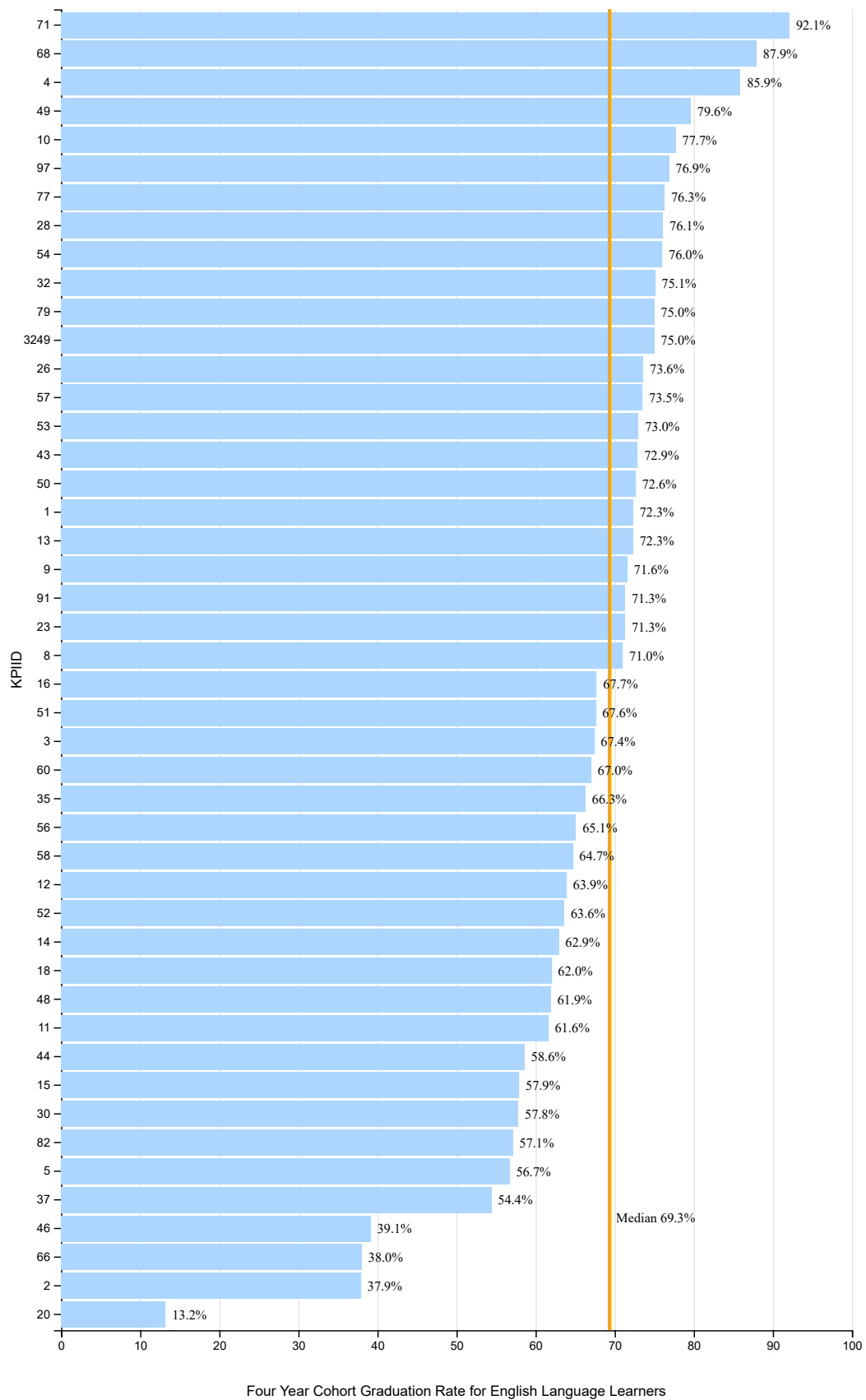
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Baltimore City
- Denver
- Pittsburgh
- San Diego
- San Francisco
- Seattle
- Shelby County
- Wichita

2.140 Percentage Point Change in Four Year Cohort Graduation Rate for Students with Disabilities, 2018-19 to 2021-22



2.142 Four Year Cohort Graduation Rate for English Language Learners, 2021-22

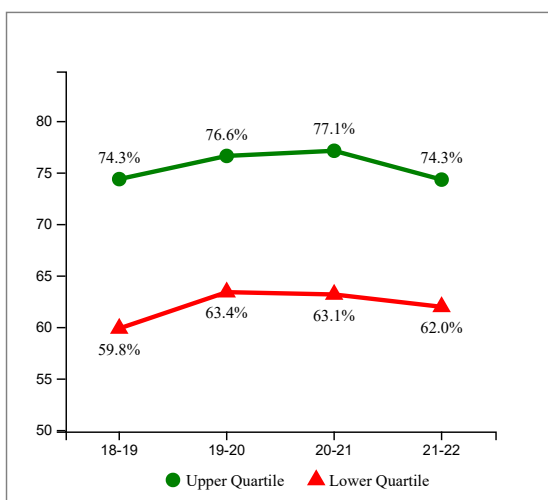


Four Year Cohort Graduation Rate for English Language Learners

Note: Higher values and larger increases are desired

- Figure 2.142: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting, 2021-22
- Figure 2.143: Percentage Point Change in Four Year Cohort Graduation Rate for English Language Learners, 2018-19 to 2021-22
- Figure 2.144: Trends in Four Year Cohort Graduation Rate for English Language Learners, 2018-19 to 2021-22

2.144 Trends in Four Year Cohort Graduation Rate for English Language Learners, 2018-19 to 2021-22



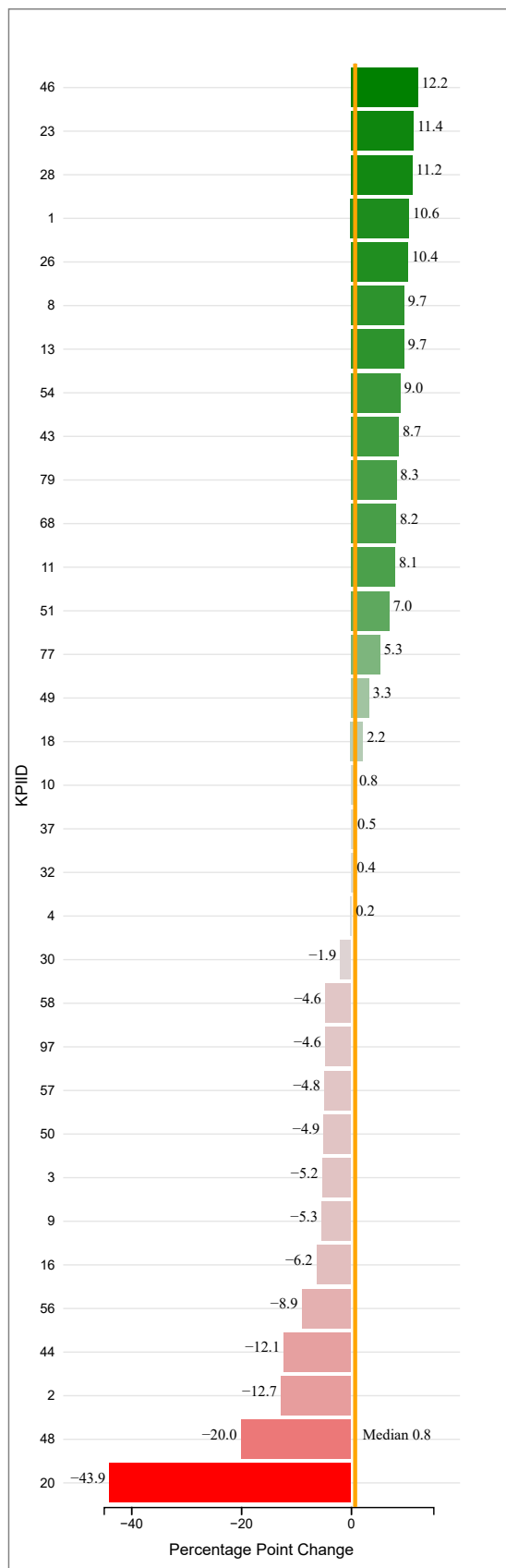
Best Quartile for Overall Performance (2021-22)

- Arlington
- Atlanta
- Austin
- Chicago
- Fayette County
- Guilford County
- Hillsborough County
- Miami
- Pinellas
- San Francisco
- Toledo
- Wichita

Best Quartile for Change in Performance (2018-19 to 2021-22)

- Atlanta
- Baltimore City
- Boston
- Broward County
- Charleston
- Chicago
- Palm Beach
- Pittsburgh
- Seattle

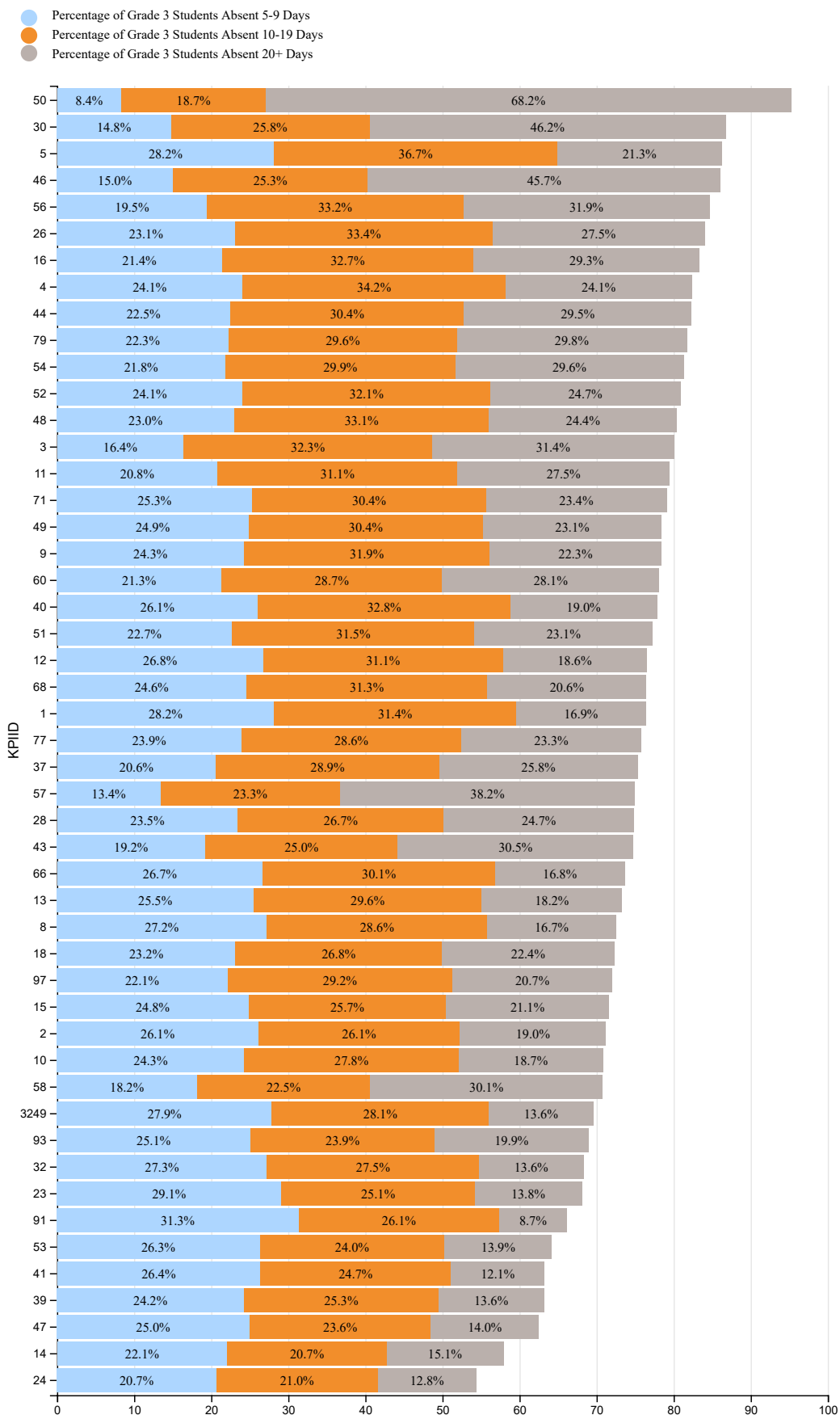
2.143 Percentage Point Change in Four Year Cohort Graduation Rate for English Language Learners, 2018-19 to 2021-22



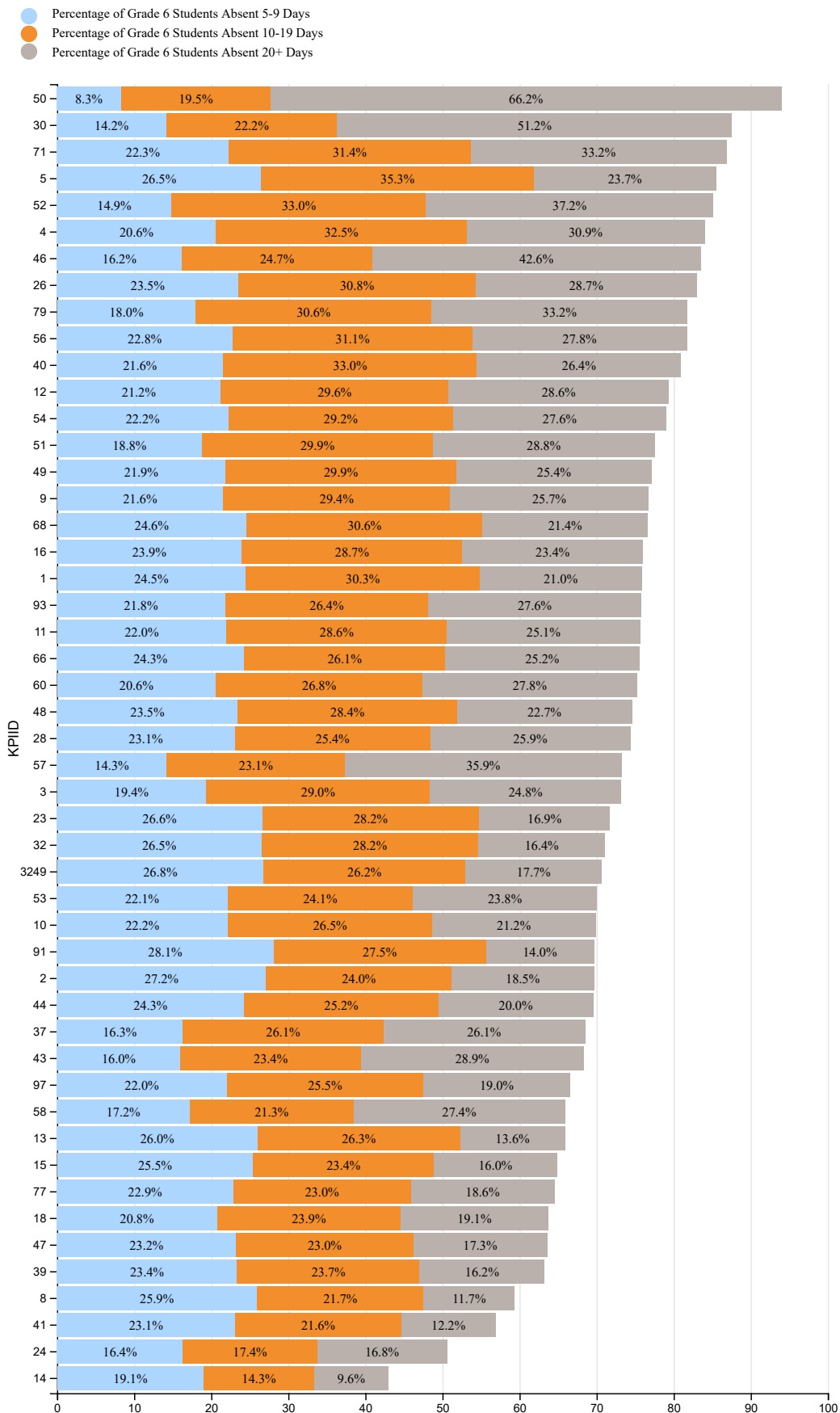
Attendance Indicators

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 3.1 through 3.32 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.

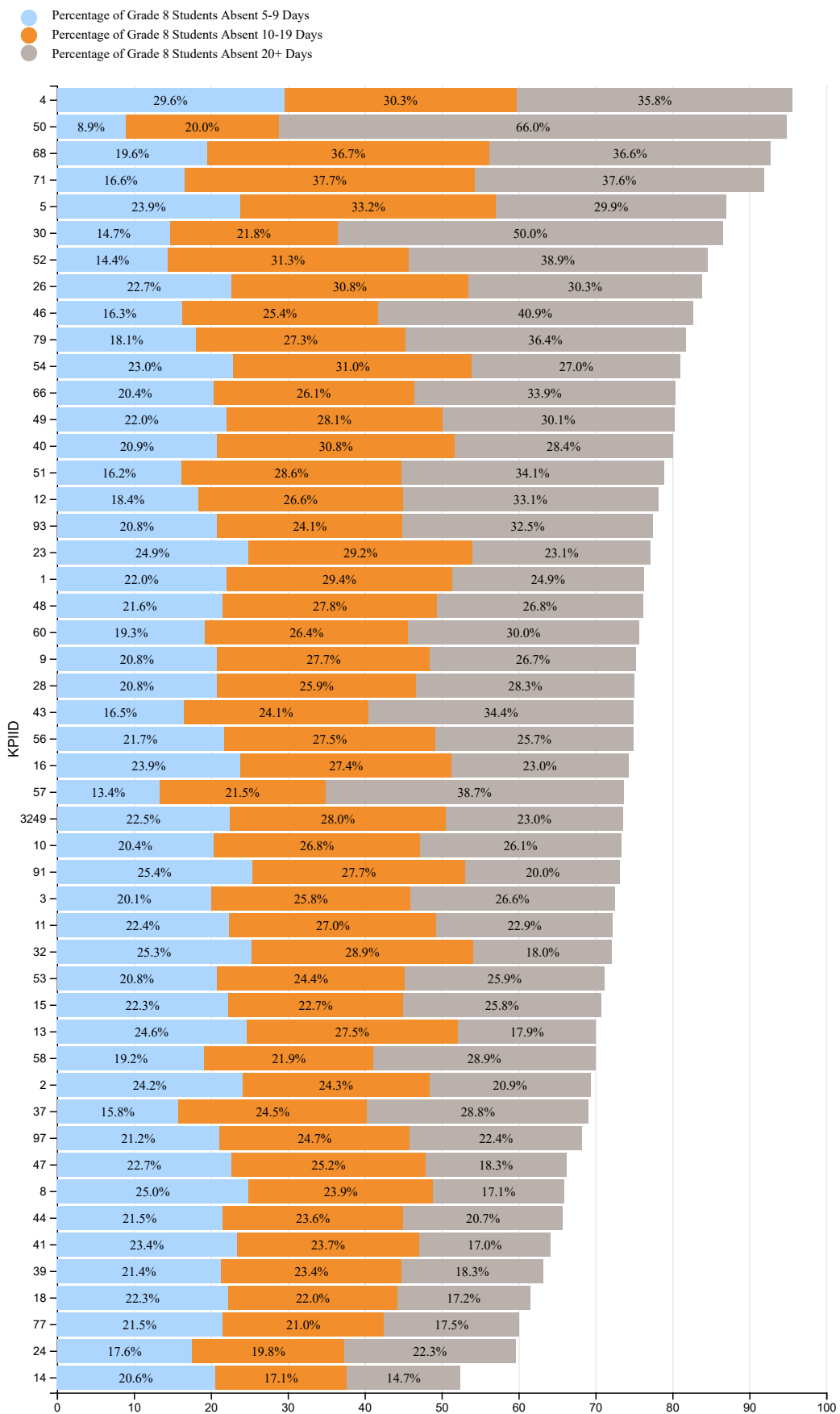
3.1 Percentage of Grade 3 Students Absent, 2021-22



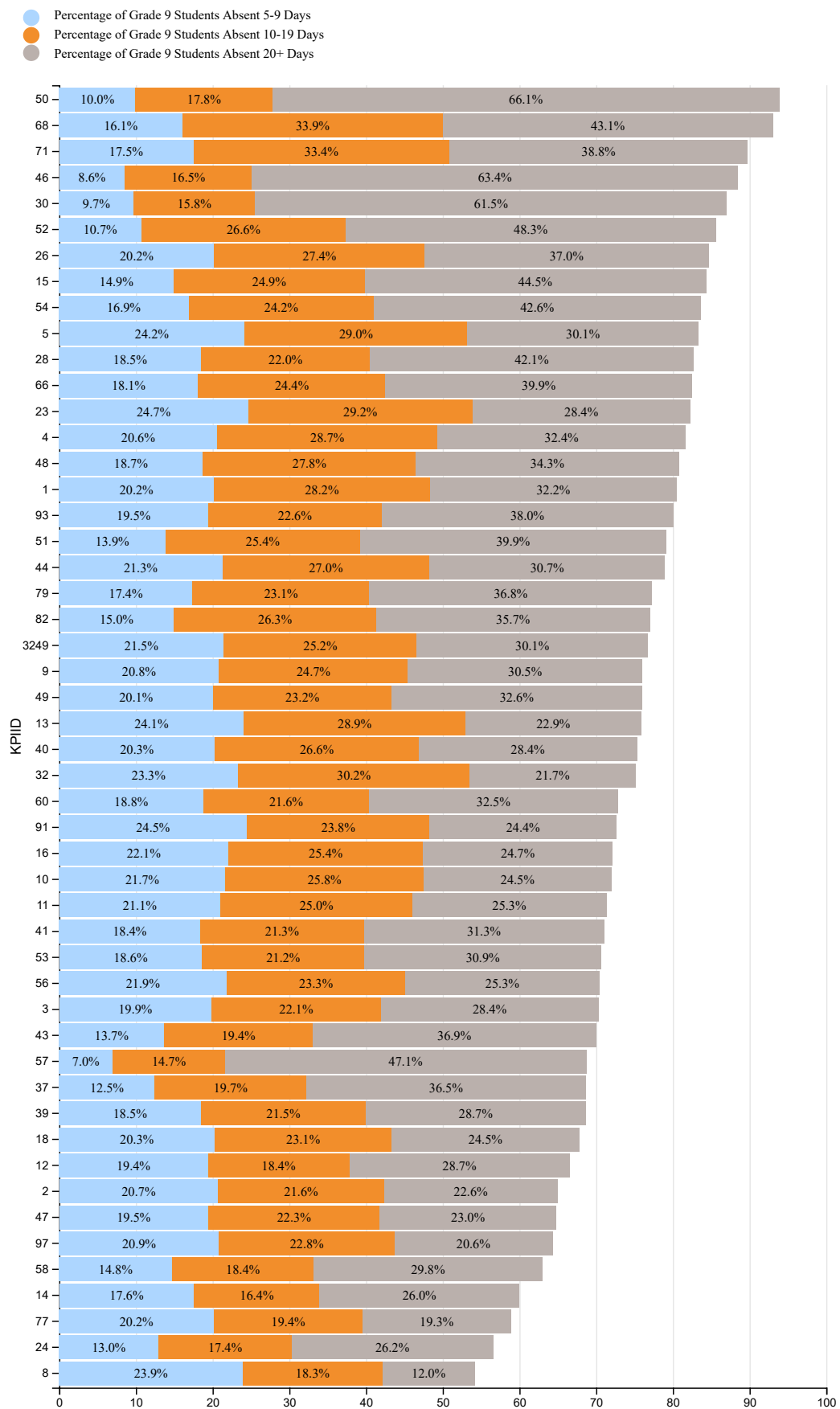
3.2 Percentage of Grade 6 Students Absent, 2021-22



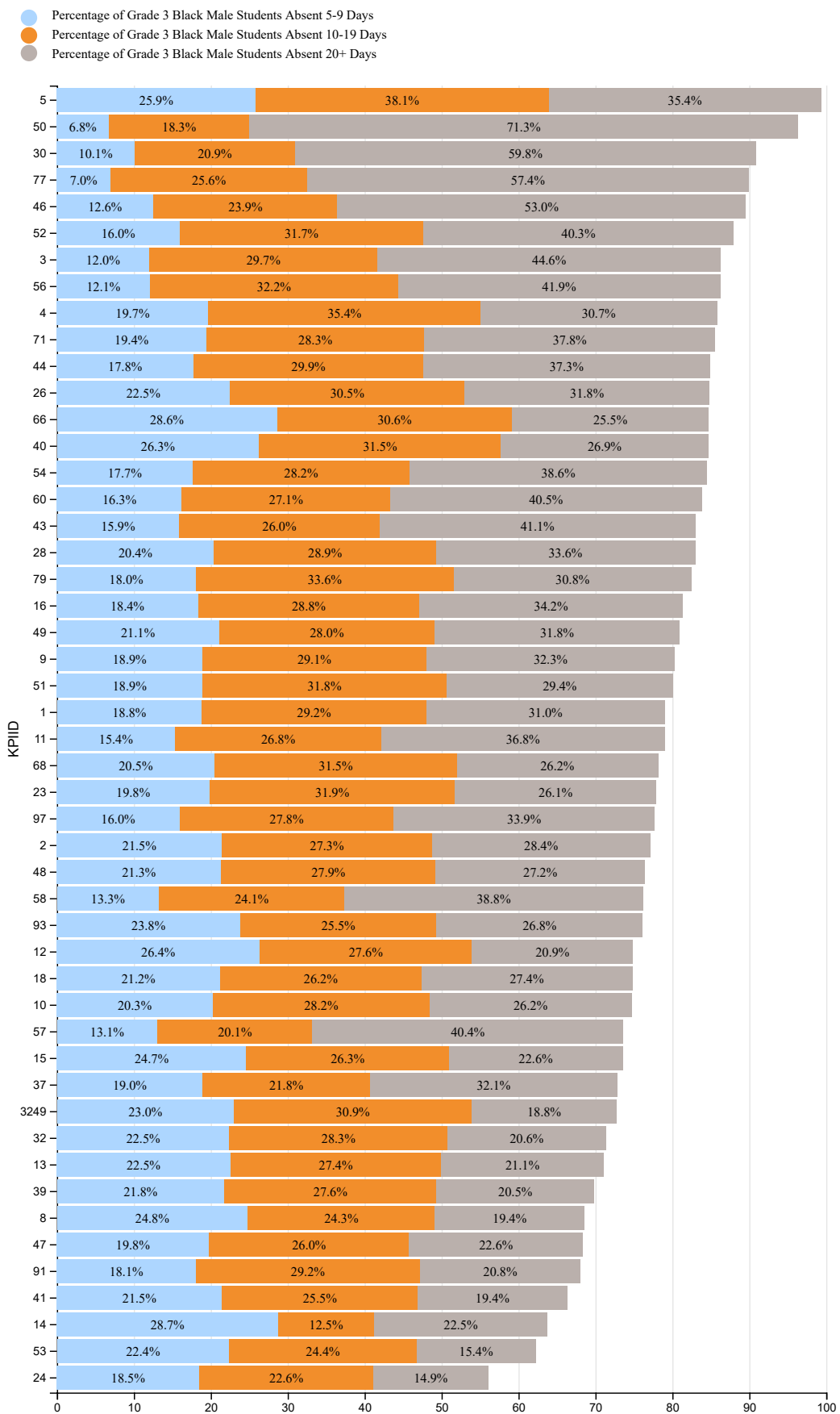
3.3 Percentage of Grade 8 Students Absent, 2021-22



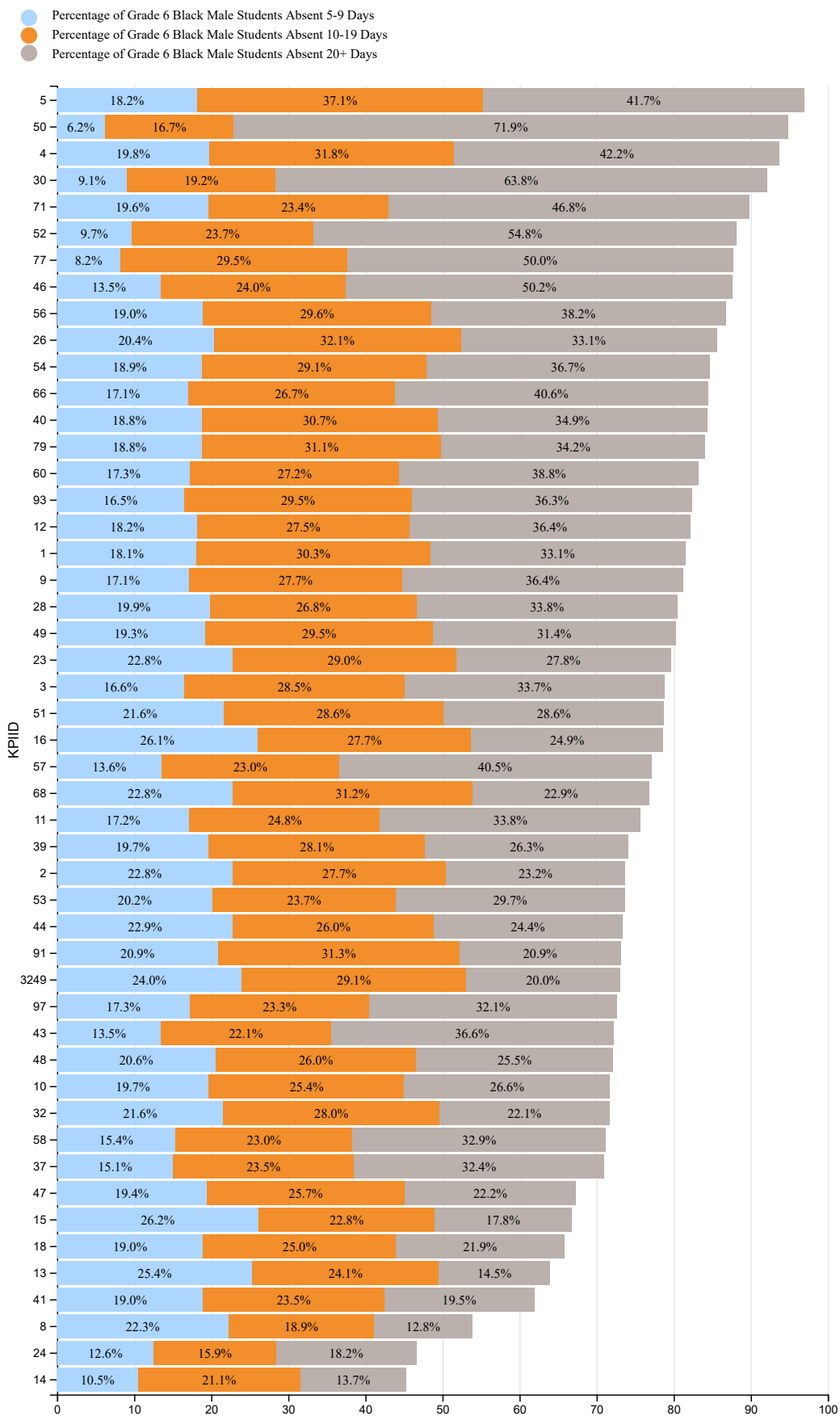
3.4 Percentage of Grade 9 Students Absent, 2021-22



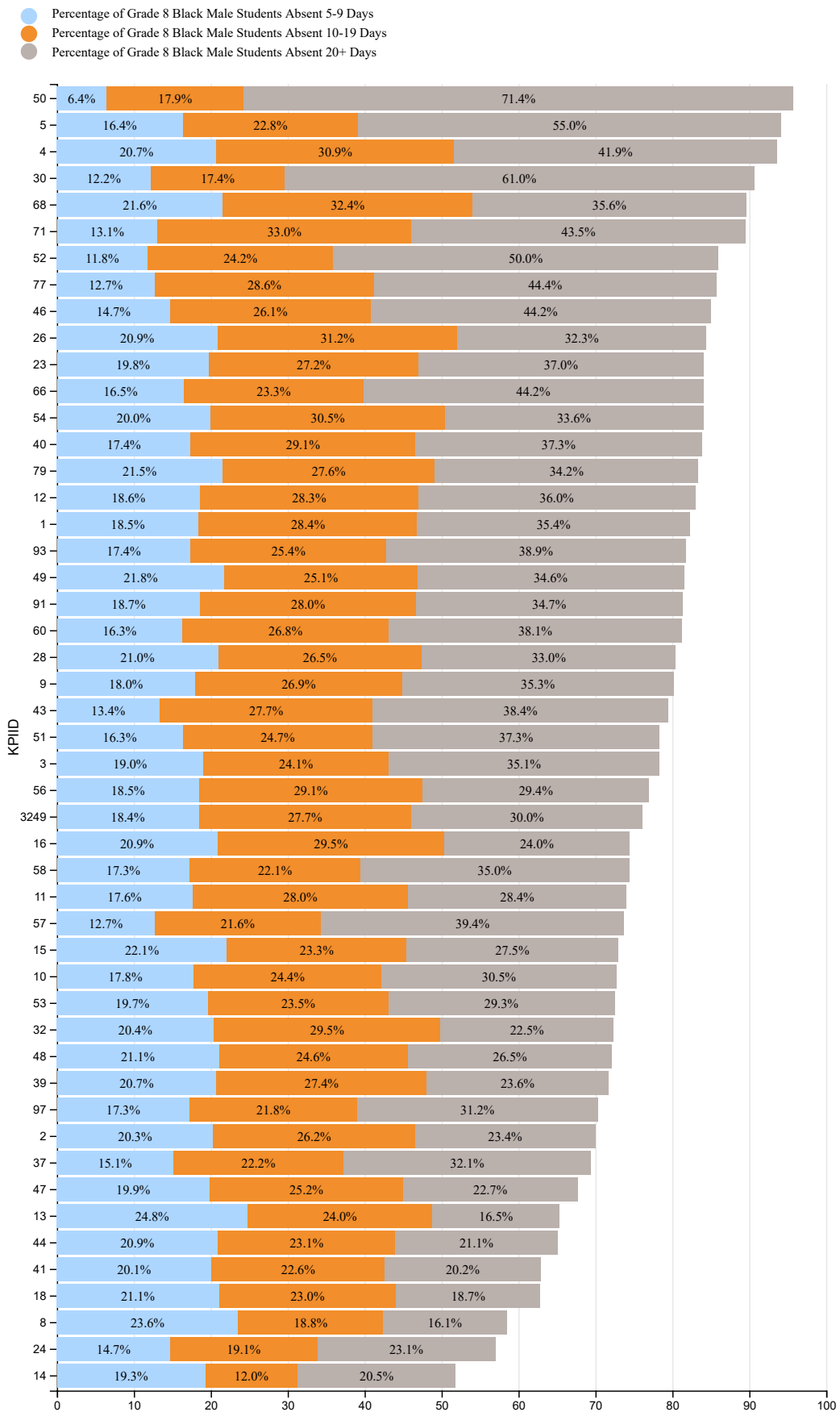
3.5 Percentage of Grade 3 Black Male Students Absent, 2021-22



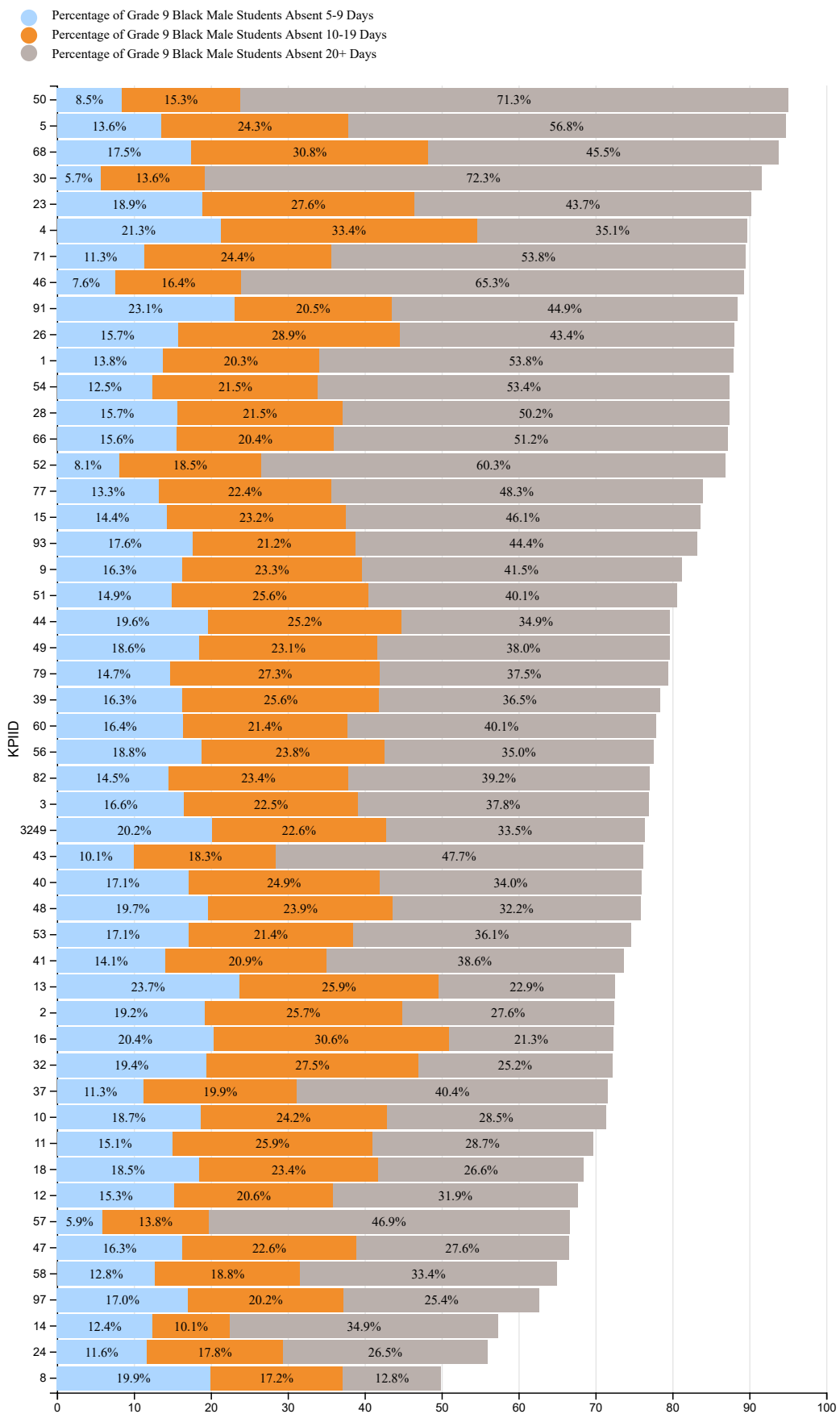
3.6 Percentage of Grade 6 Black Male Students Absent, 2021-22



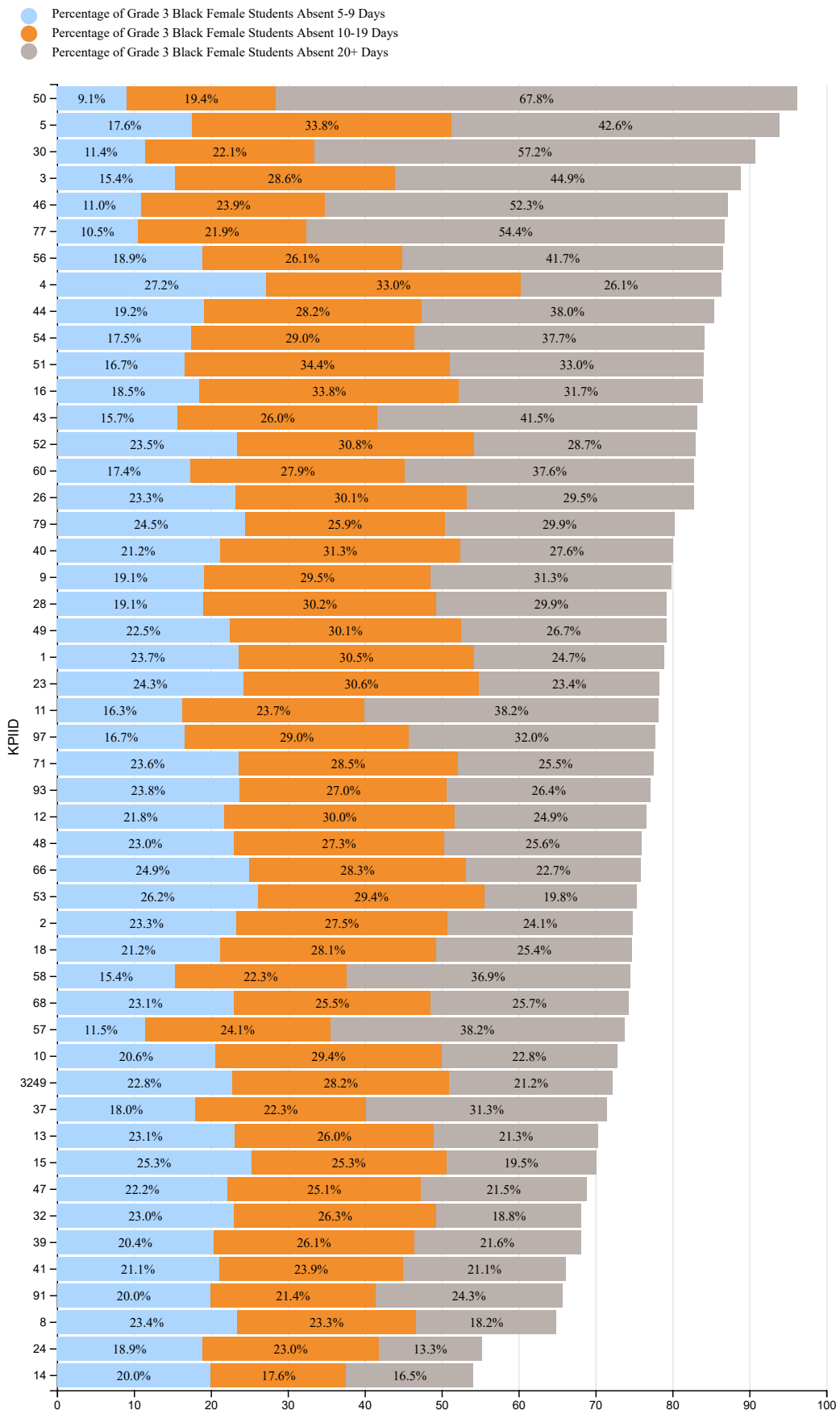
3.7 Percentage of Grade 8 Black Male Students Absent, 2021-22



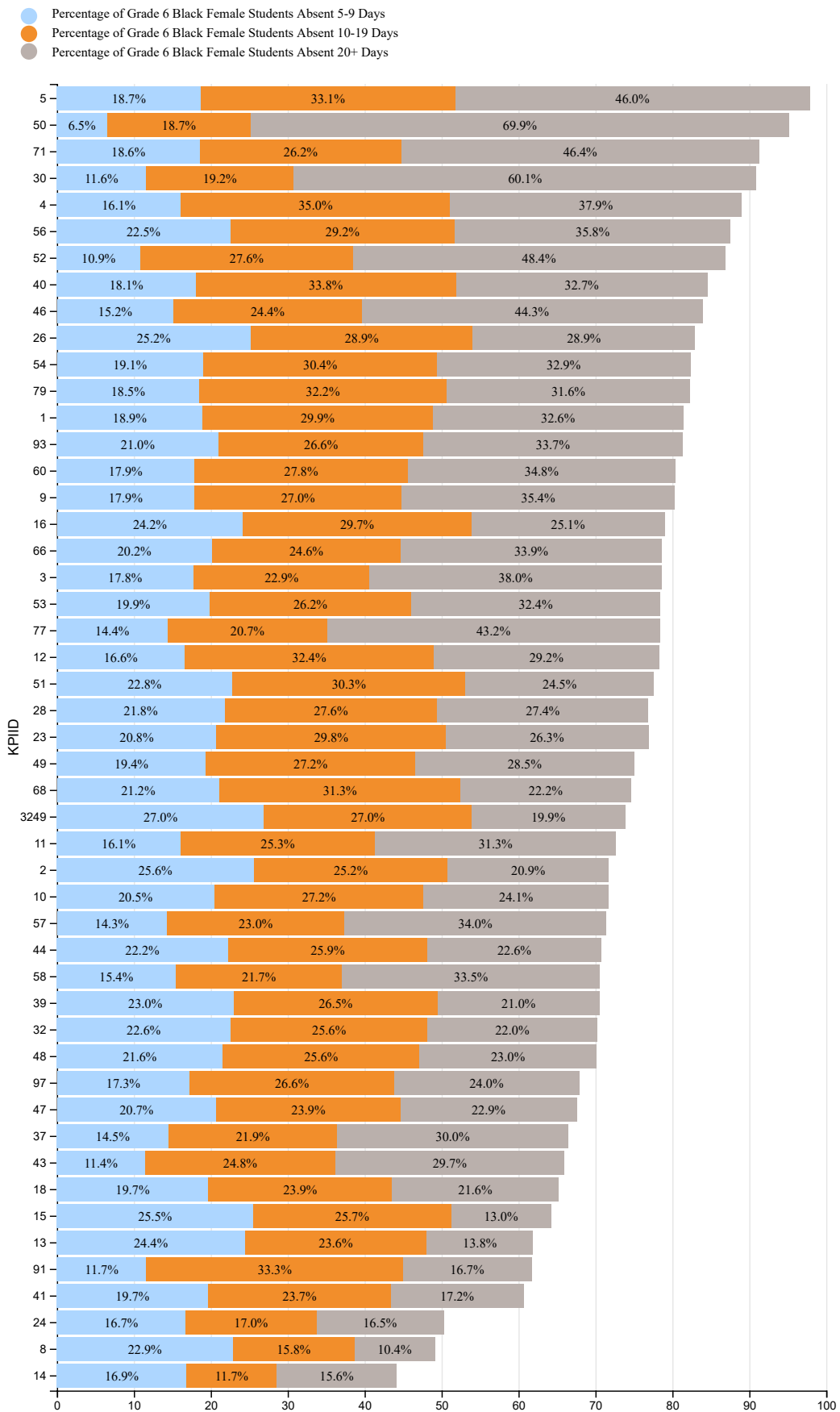
3.8 Percentage of Grade 9 Black Male Students Absent, 2021-22



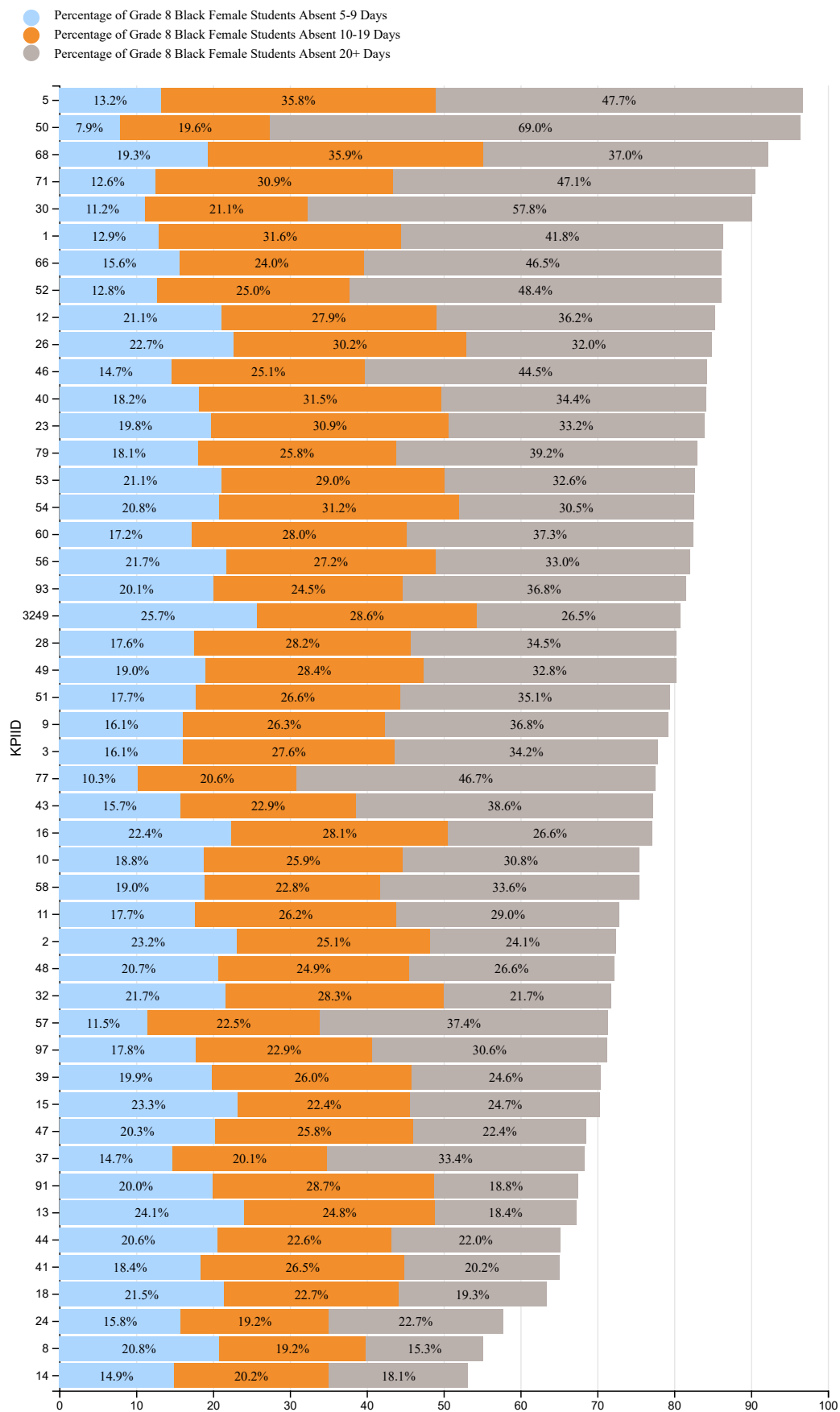
3.9 Percentage of Grade 3 Black Female Students Absent, 2021-22



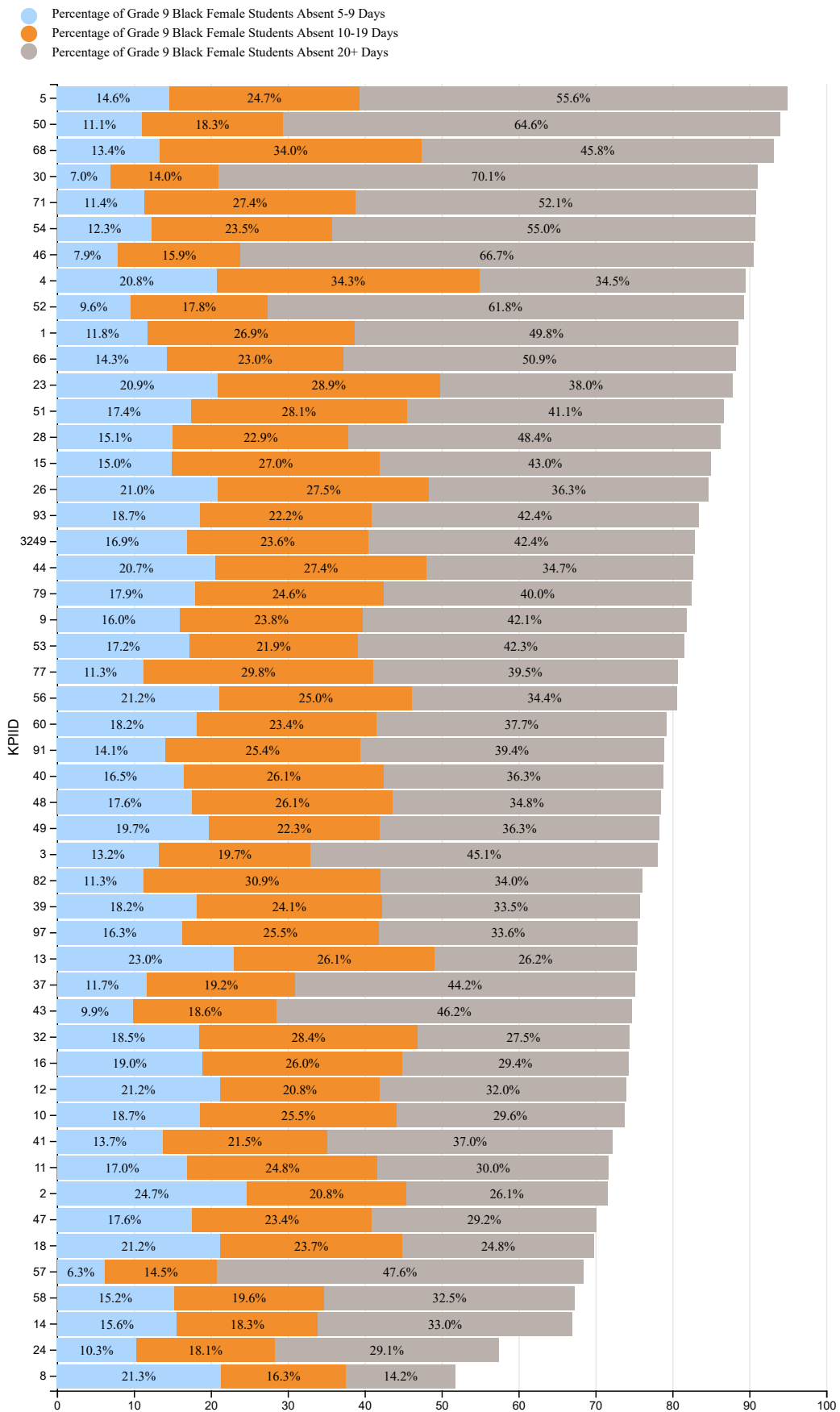
3.10 Percentage of Grade 6 Black Female Students Absent, 2021-22



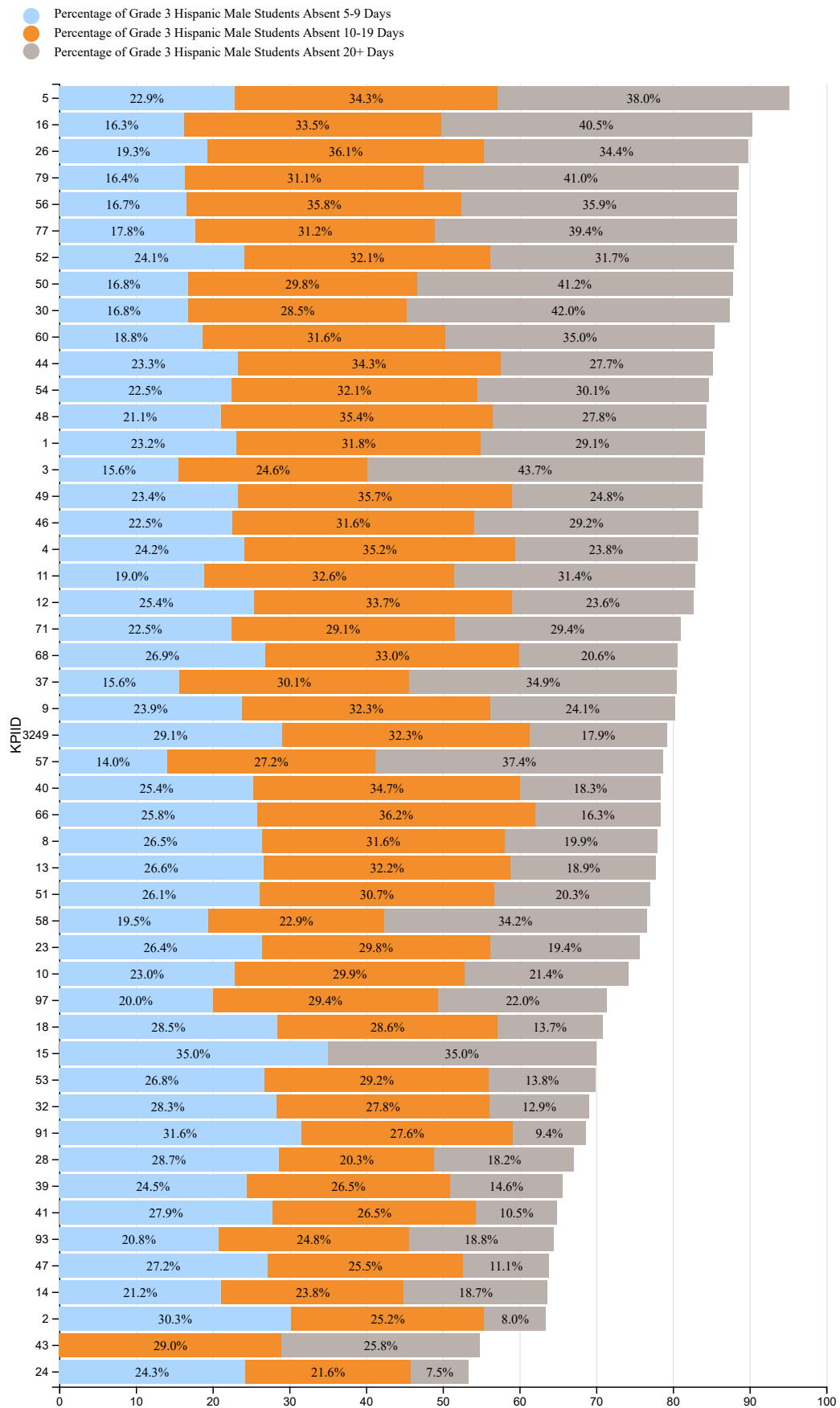
3.11 Percentage of Grade 8 Black Female Students Absent, 2021-22



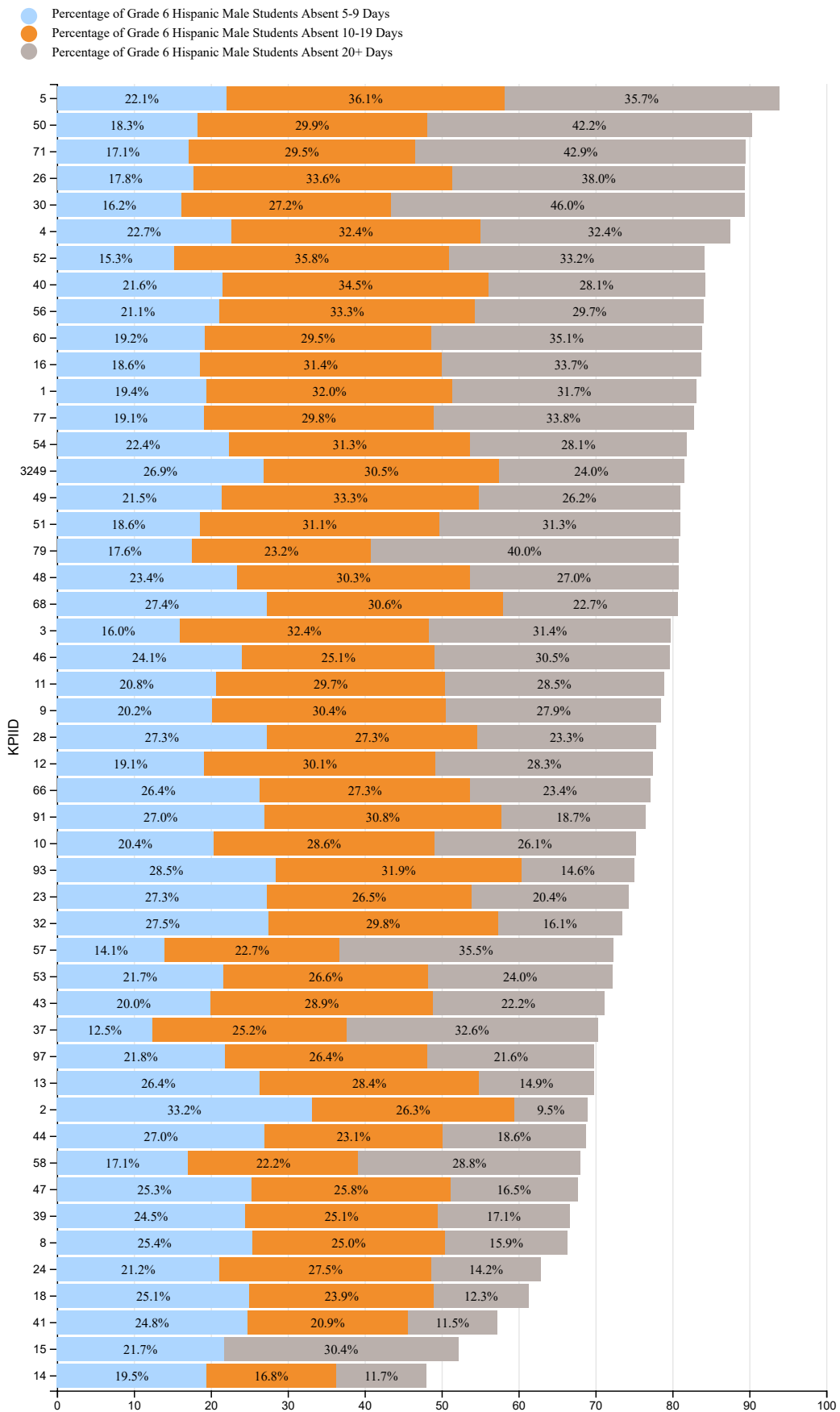
3.12 Percentage of Grade 9 Black Female Students Absent, 2021-22



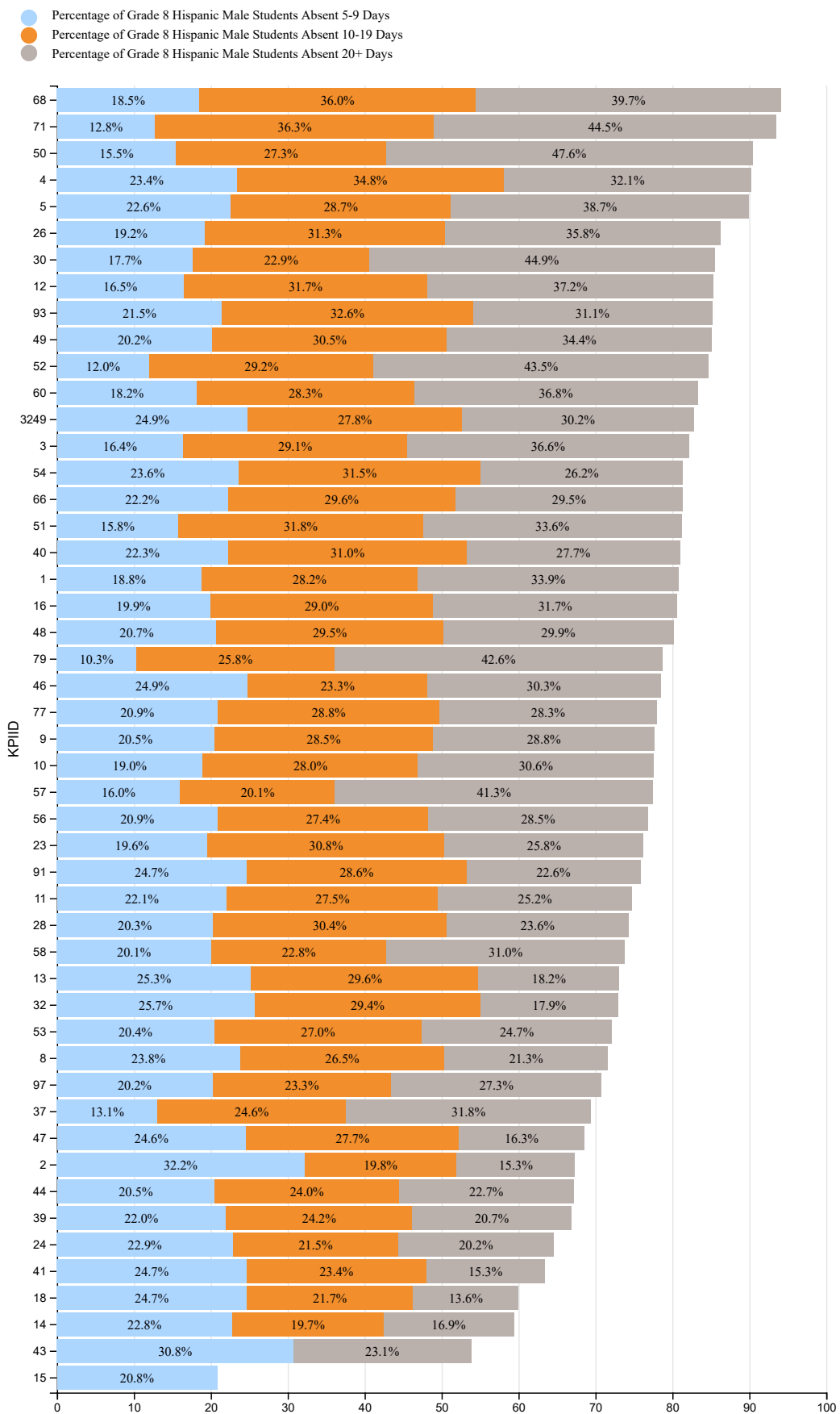
3.13 Percentage of Grade 3 Hispanic Male Students Absent, 2021-22



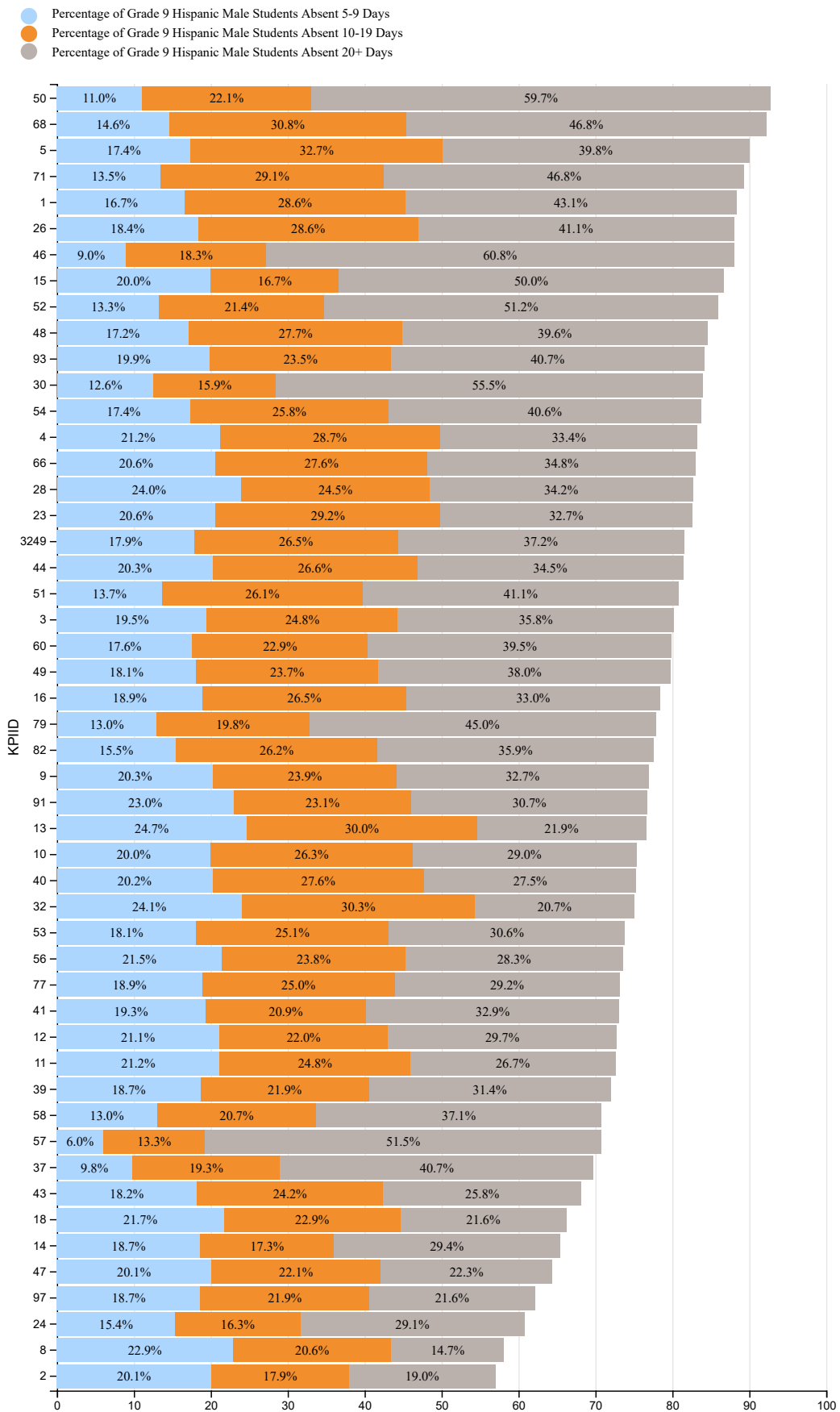
3.14 Percentage of Grade 6 Hispanic Male Students Absent, 2021-22



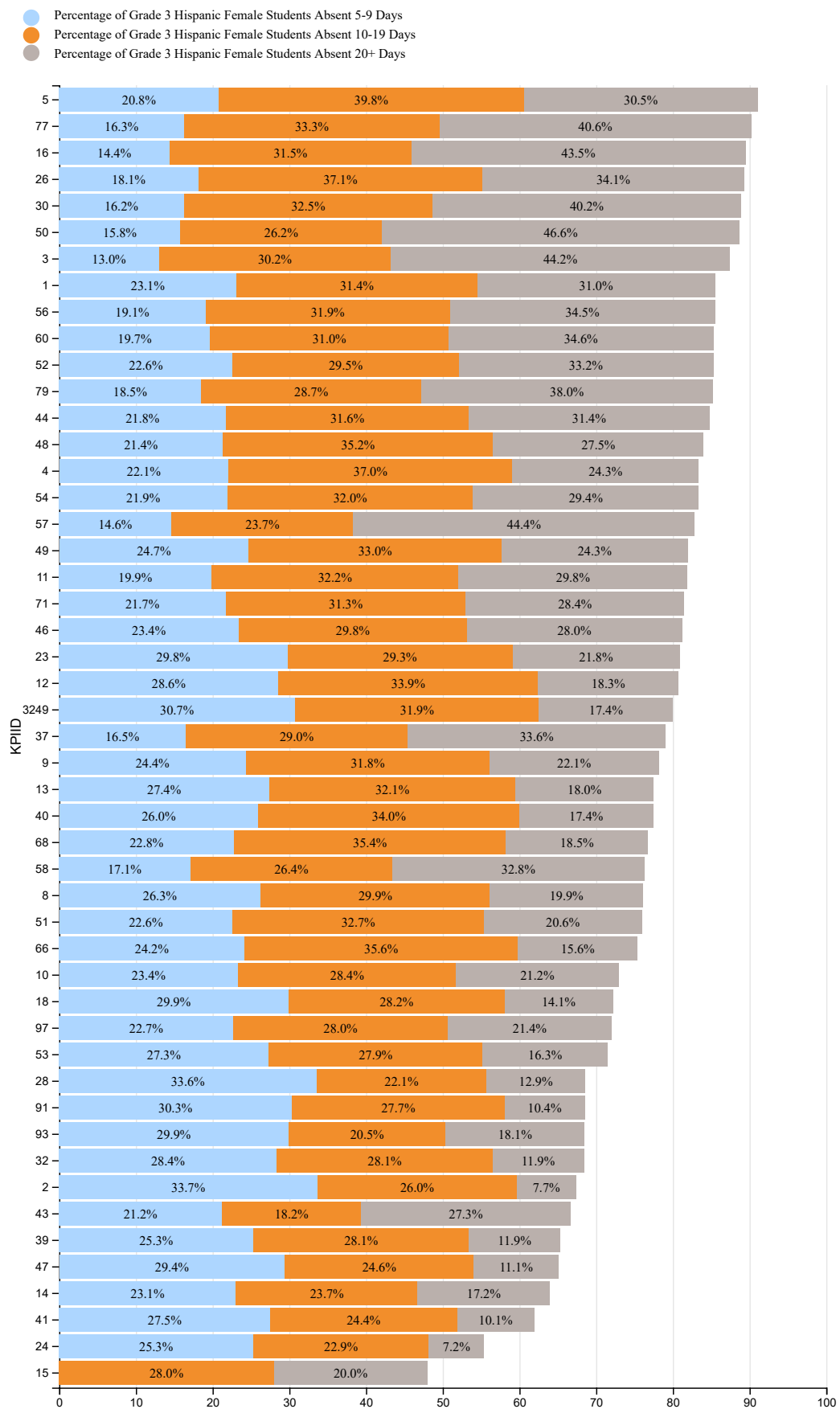
3.15 Percentage of Grade 8 Hispanic Male Students Absent, 2021-22



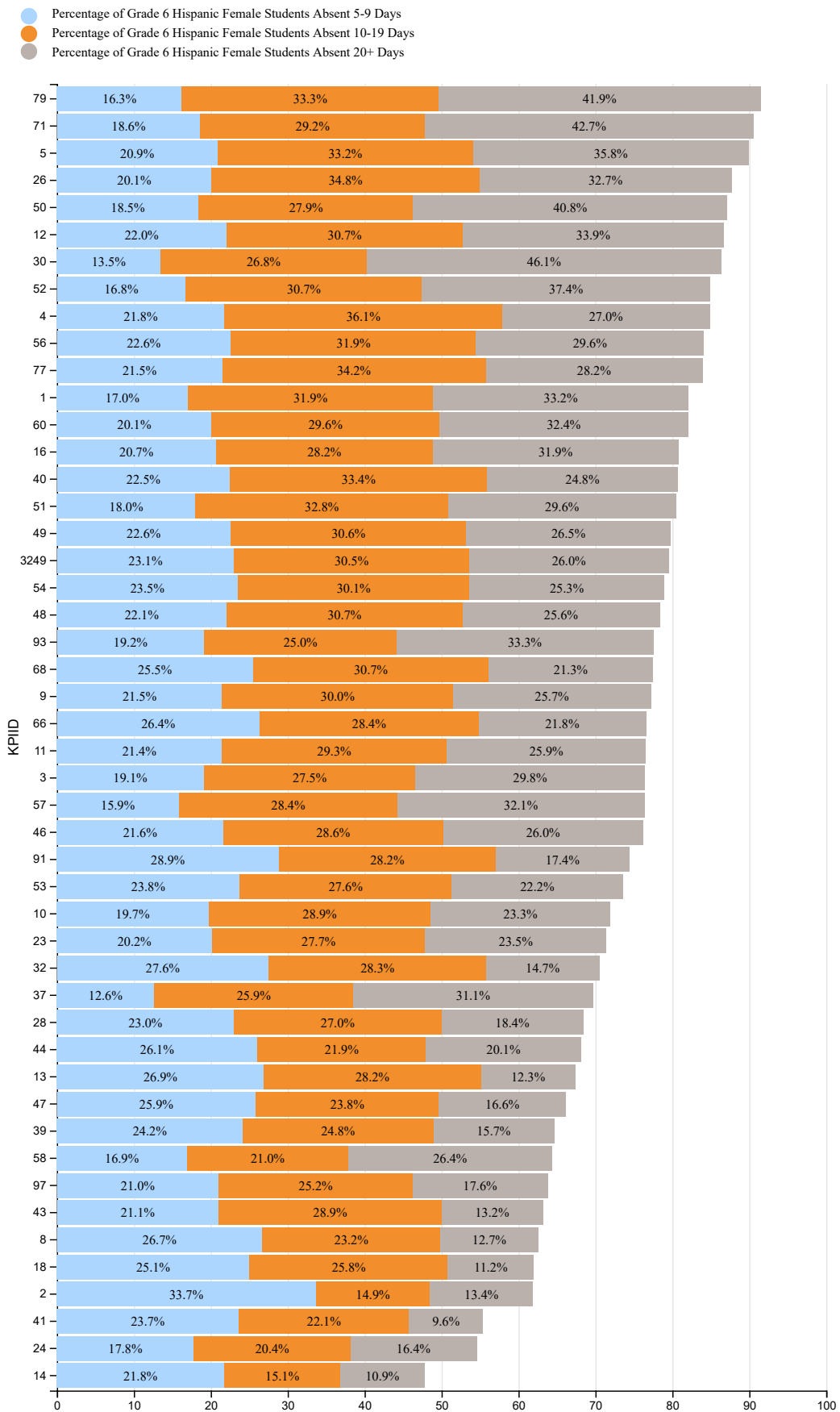
3.16 Percentage of Grade 9 Hispanic Male Students Absent, 2021-22



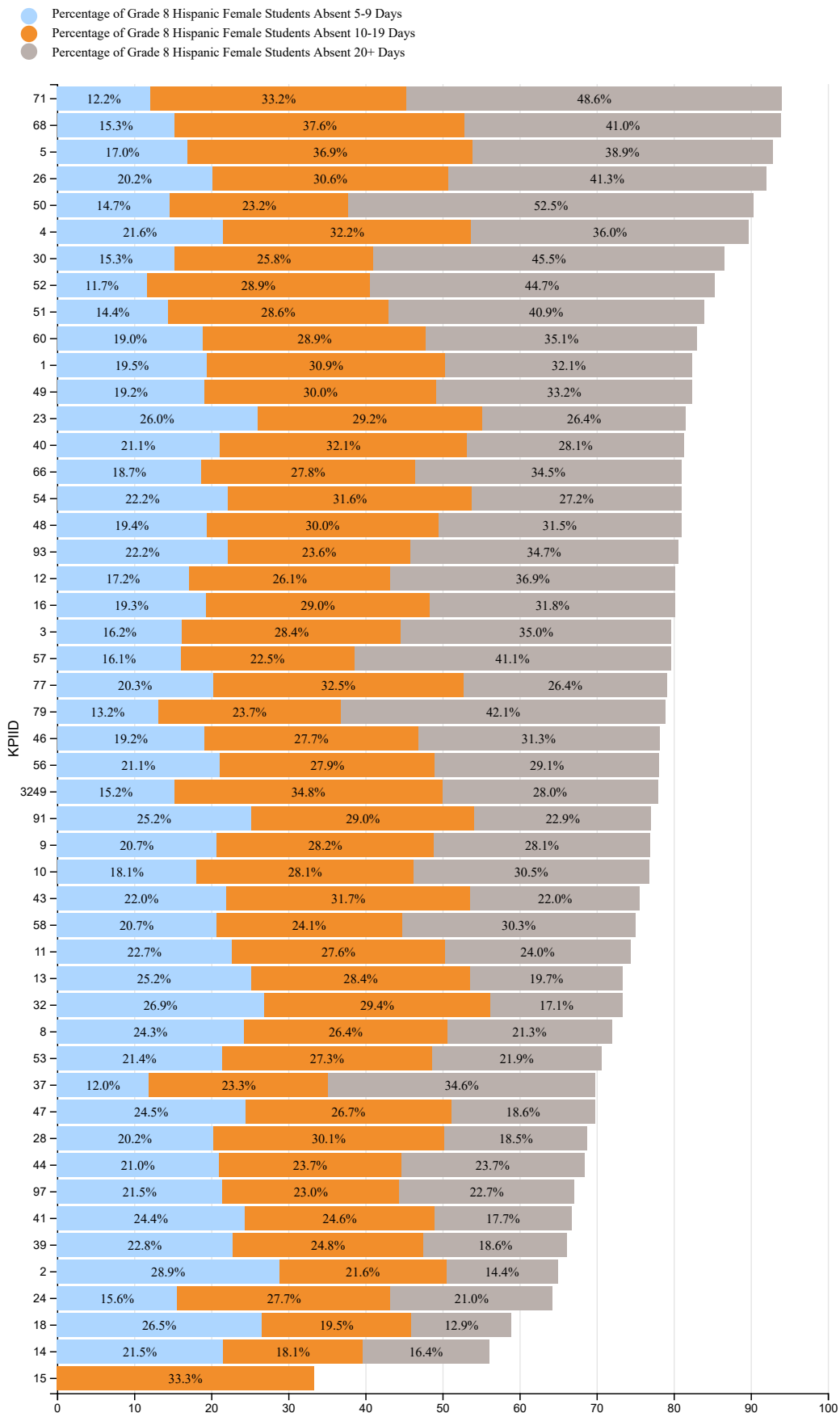
3.17 Percentage of Grade 3 Hispanic Female Students Absent, 2021-22



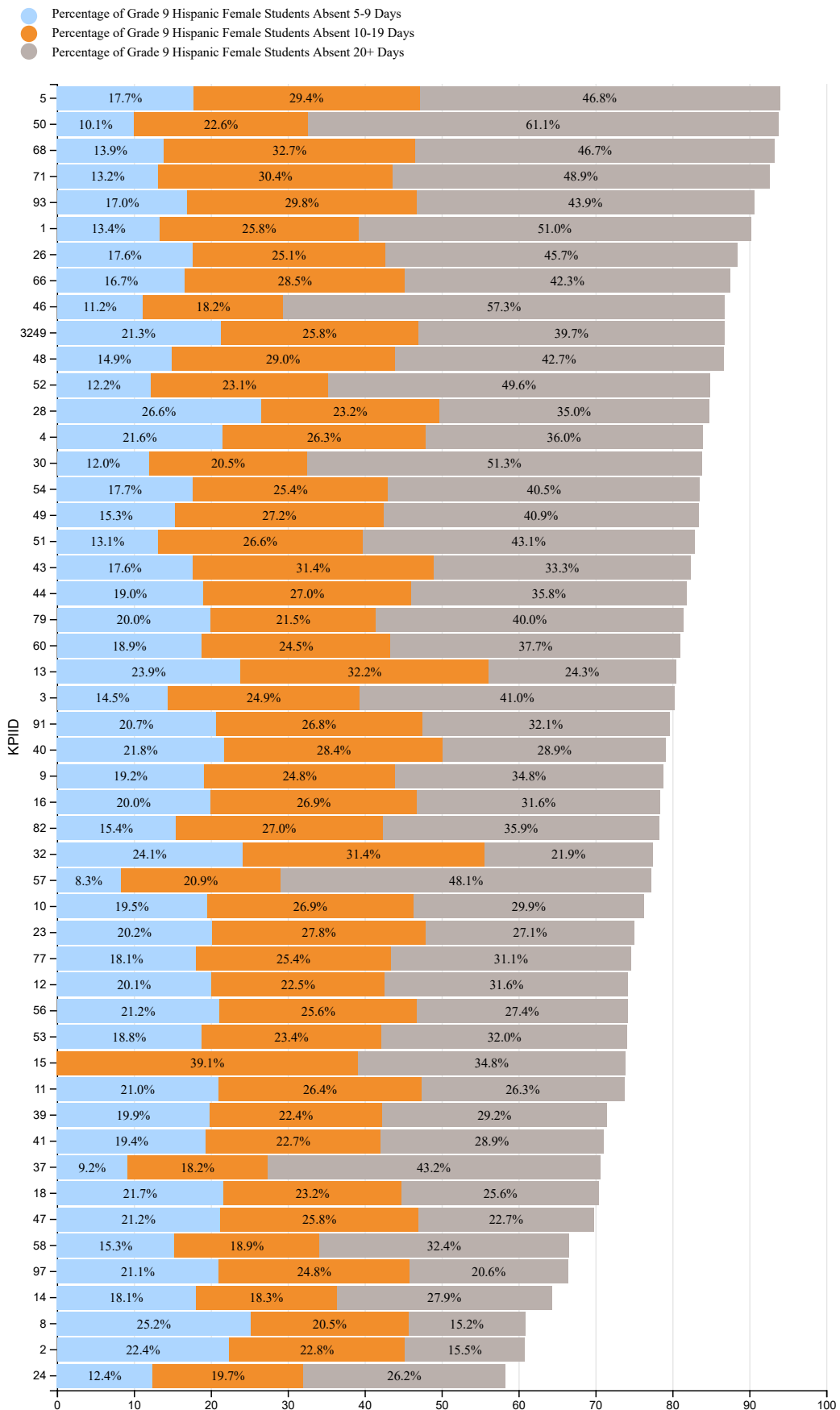
3.18 Percentage of Grade 6 Hispanic Female Students Absent, 2021-22



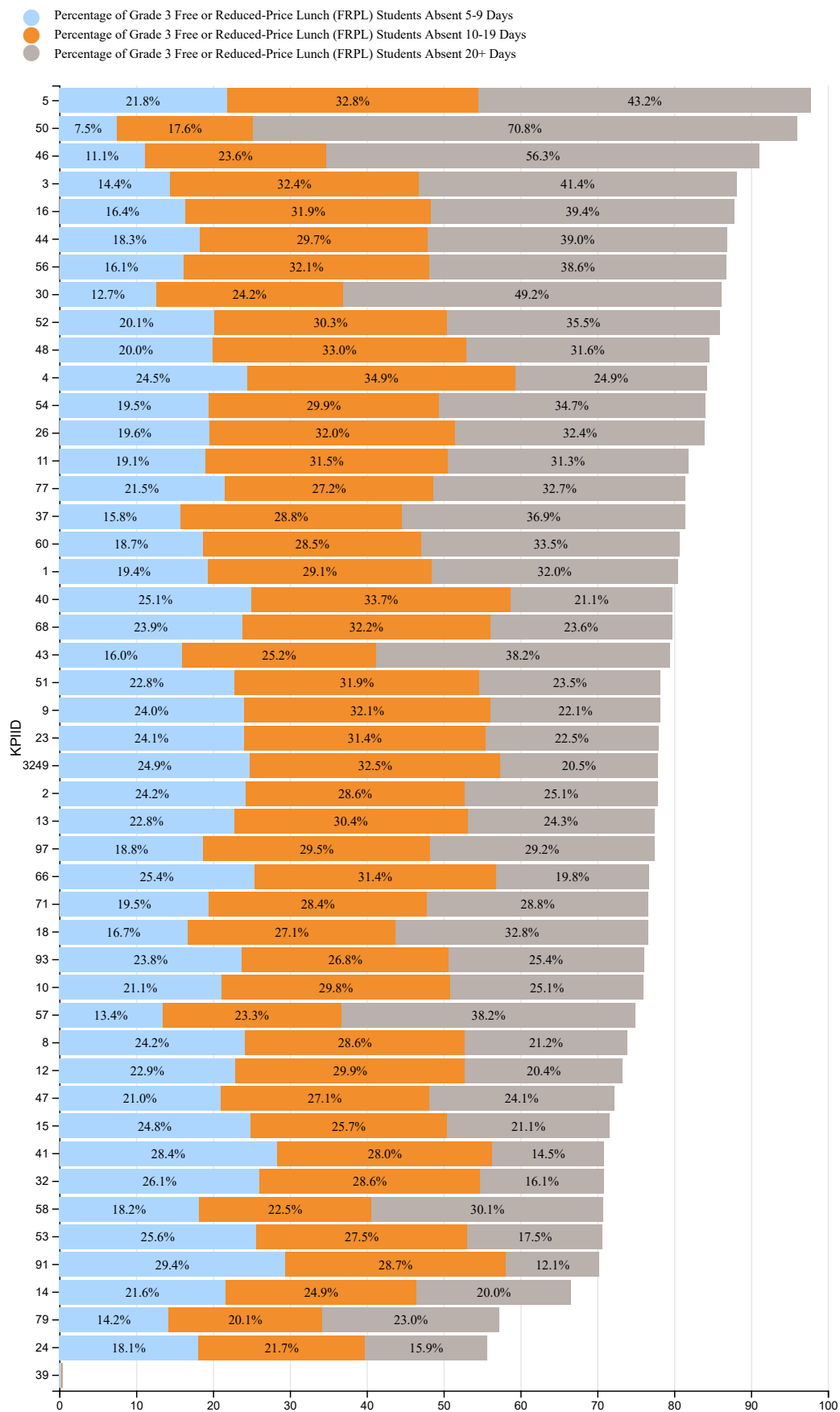
3.19 Percentage of Grade 8 Hispanic Female Students Absent, 2021-22



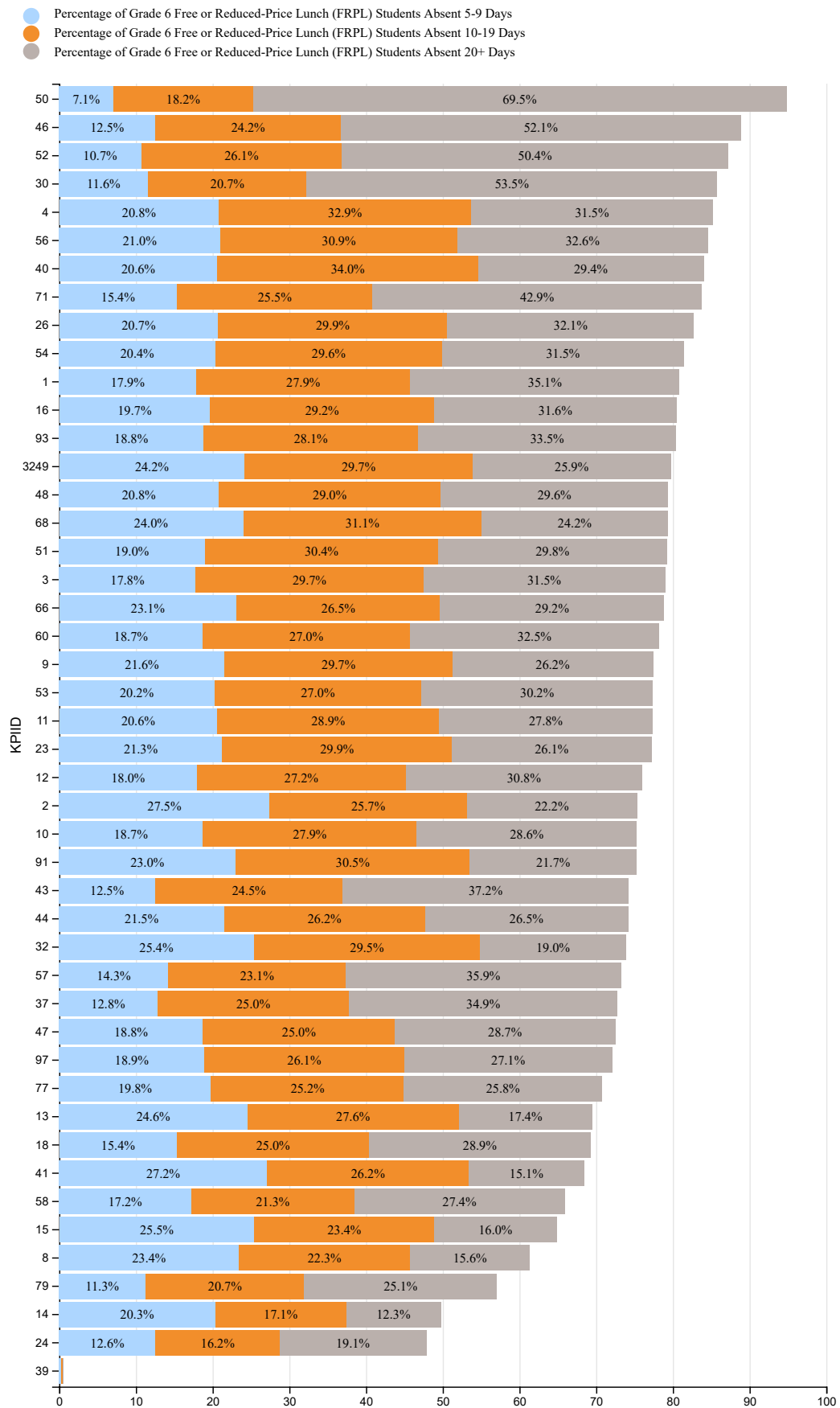
3.20 Percentage of Grade 9 Hispanic Female Students Absent, 2021-22



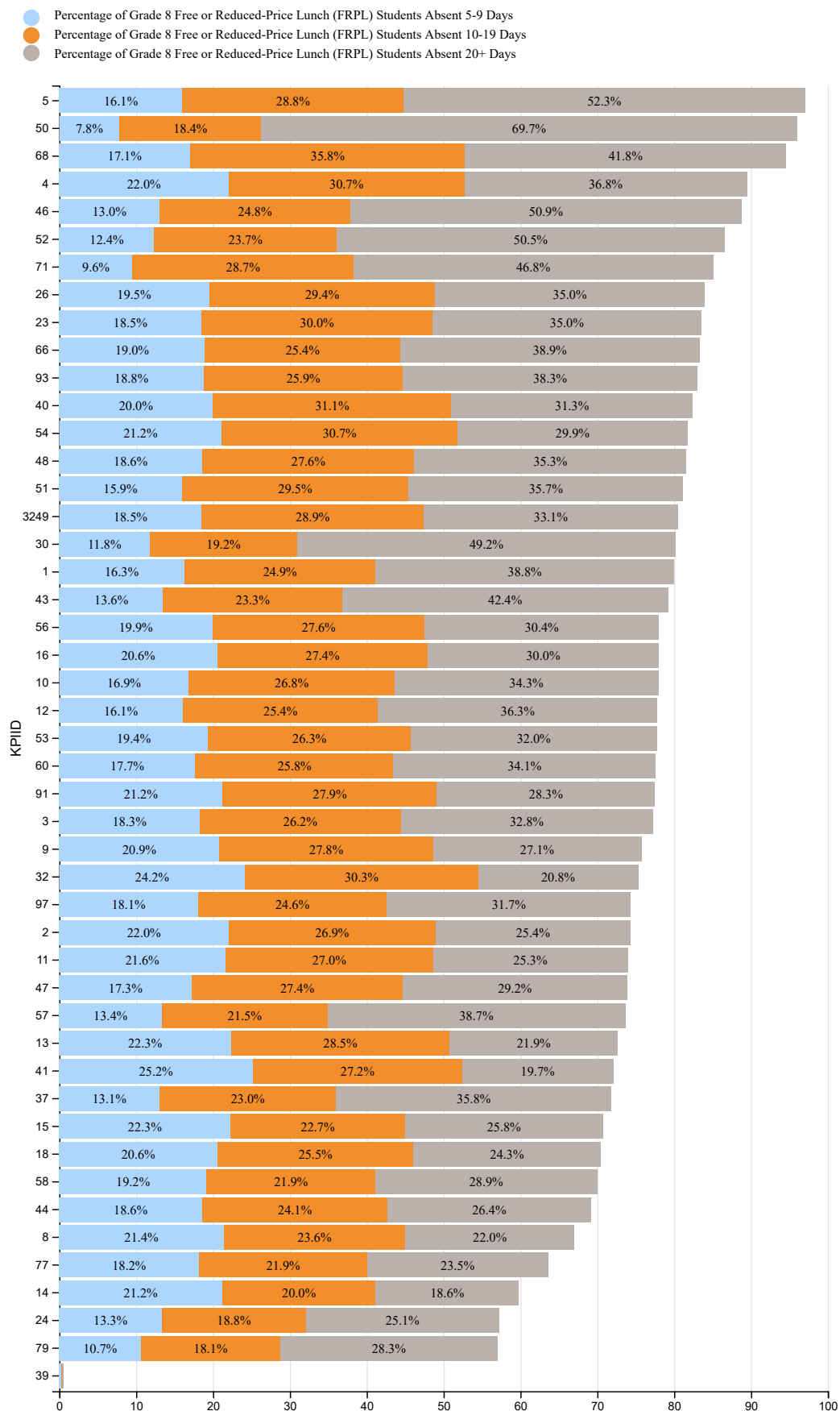
3.21 Percentage of Grade 3 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



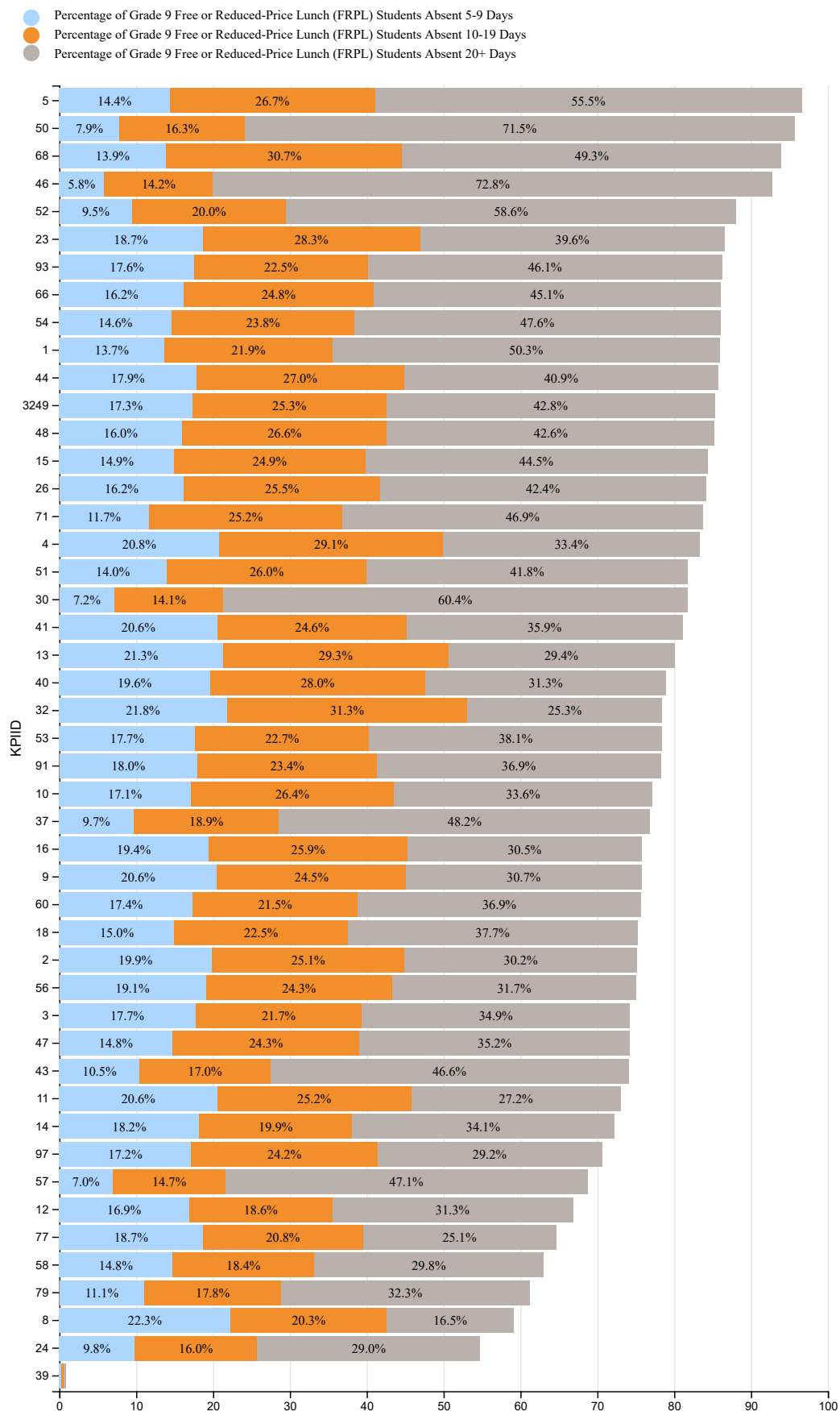
3.22 Percentage of Grade 6 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



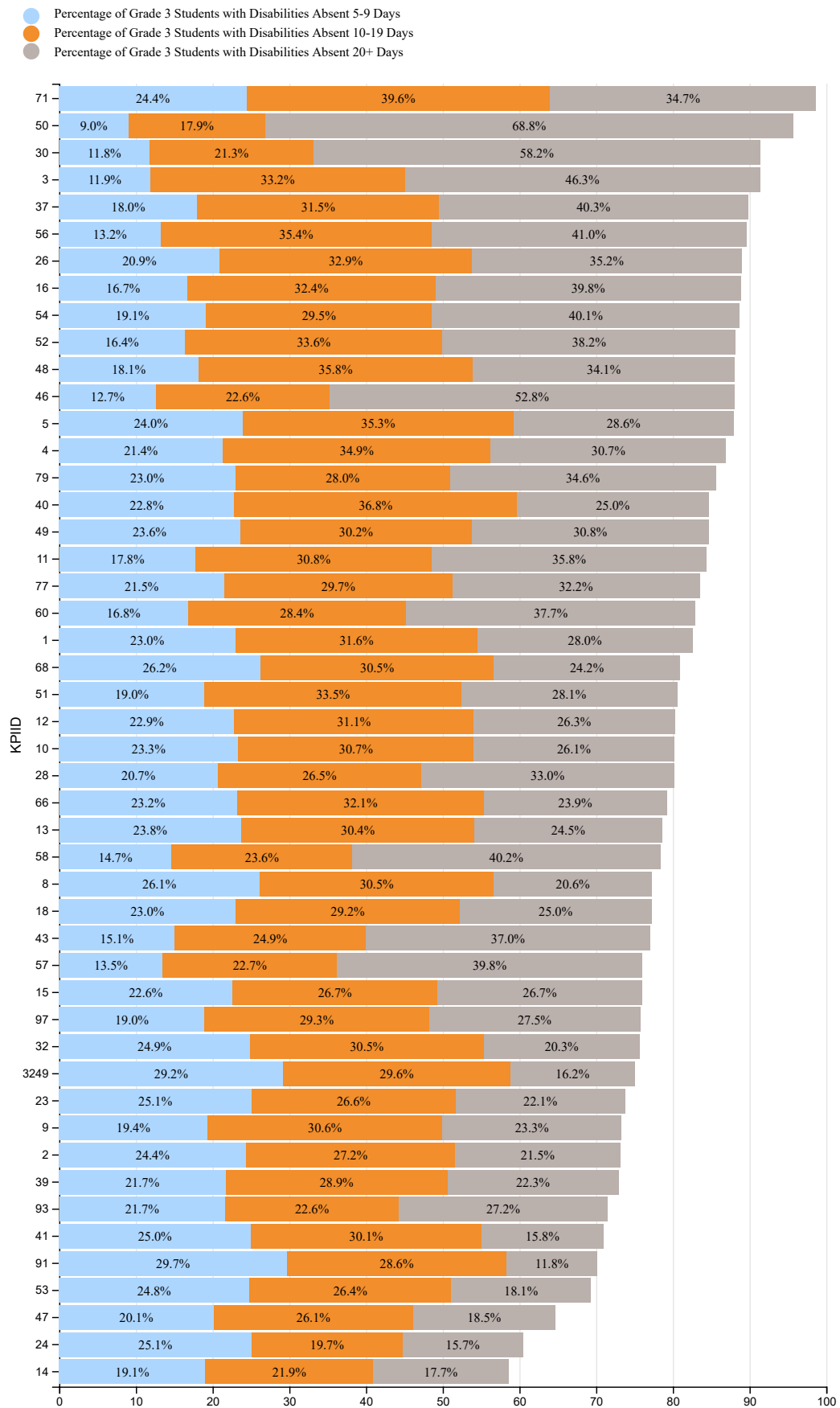
3.23 Percentage of Grade 8 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



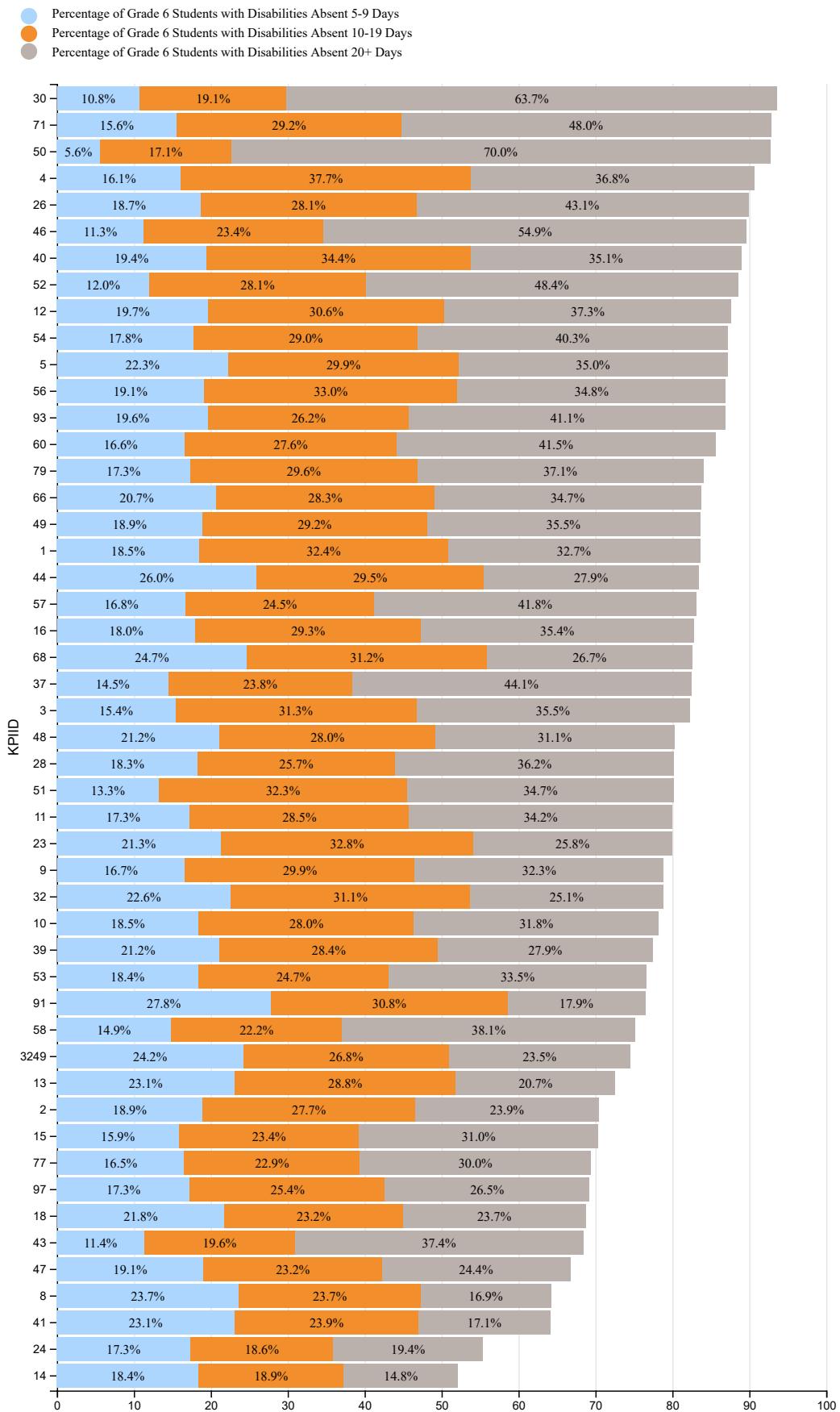
3.24 Percentage of Grade 9 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



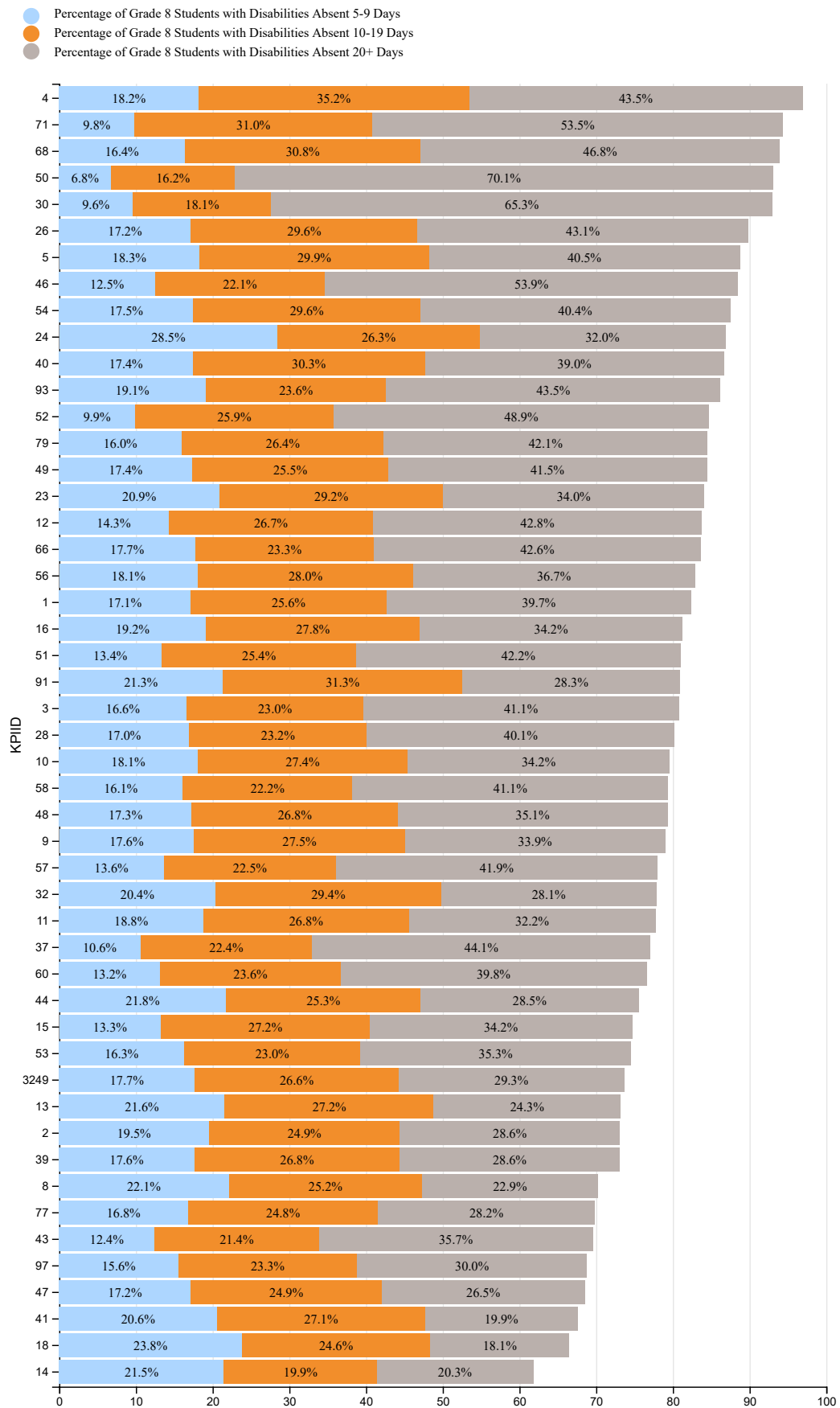
3.25 Percentage of Grade 3 Students with Disabilities Absent, 2021-22



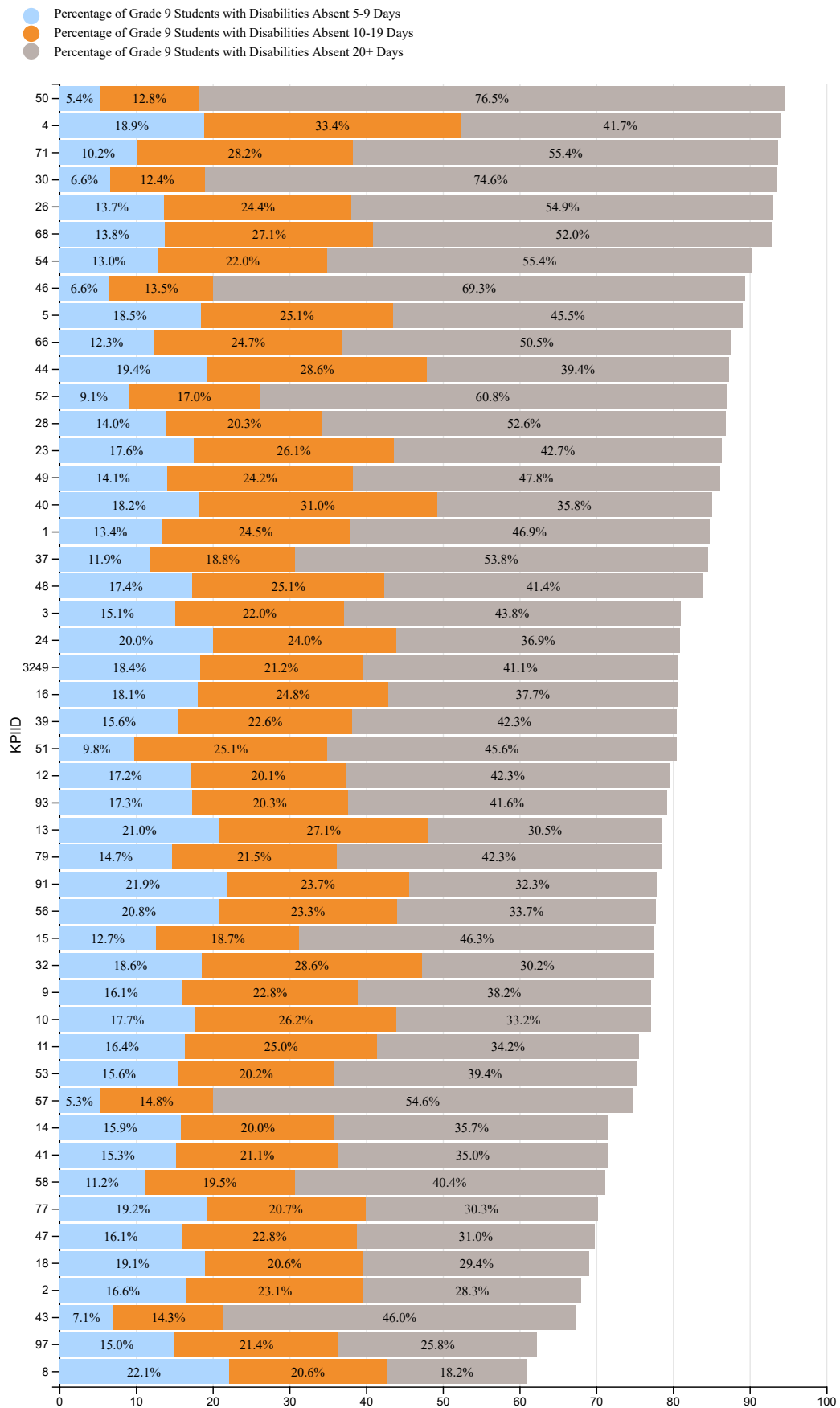
3.26 Percentage of Grade 6 Students with Disabilities Absent, 2021-22



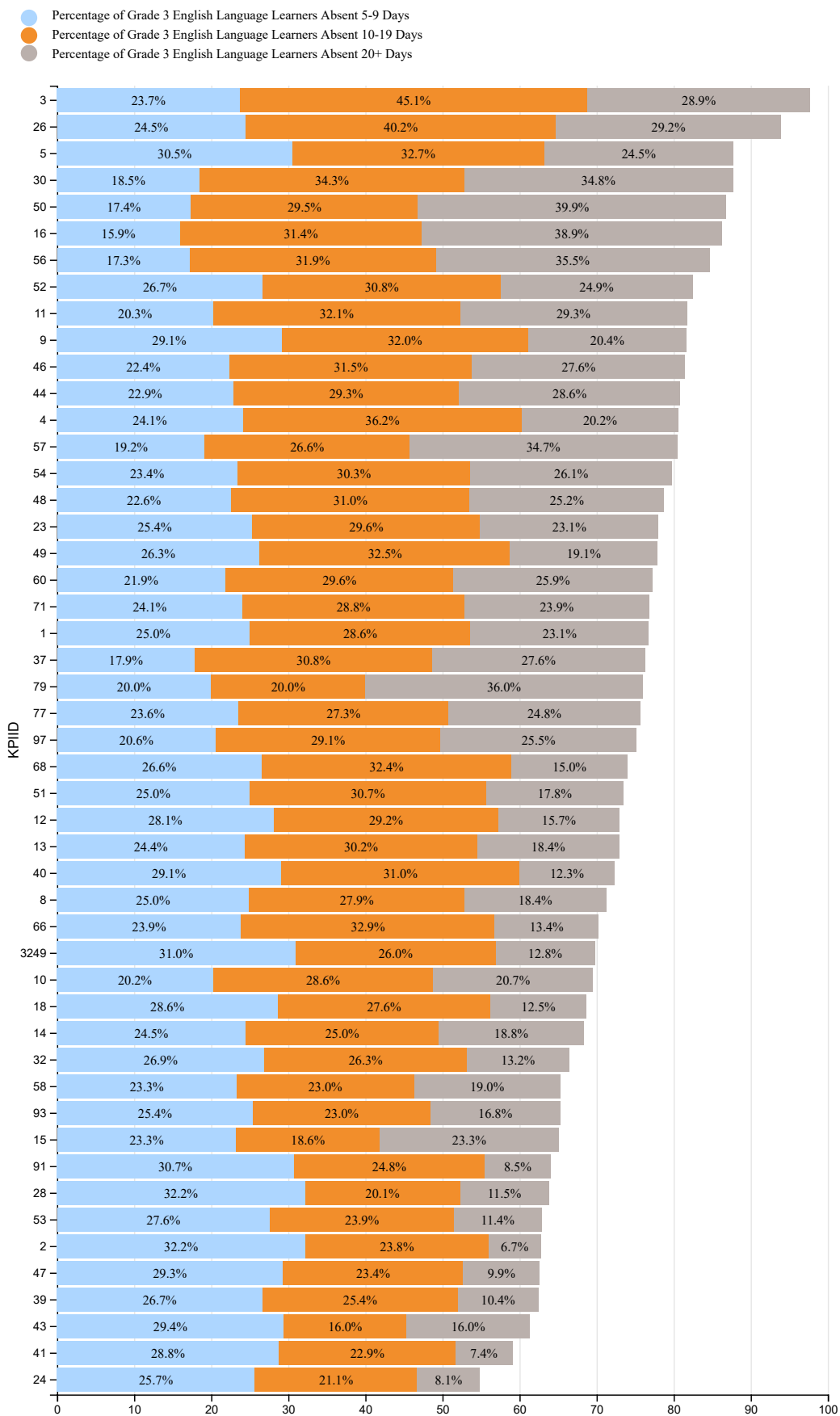
3.27 Percentage of Grade 8 Students with Disabilities Absent, 2021-22



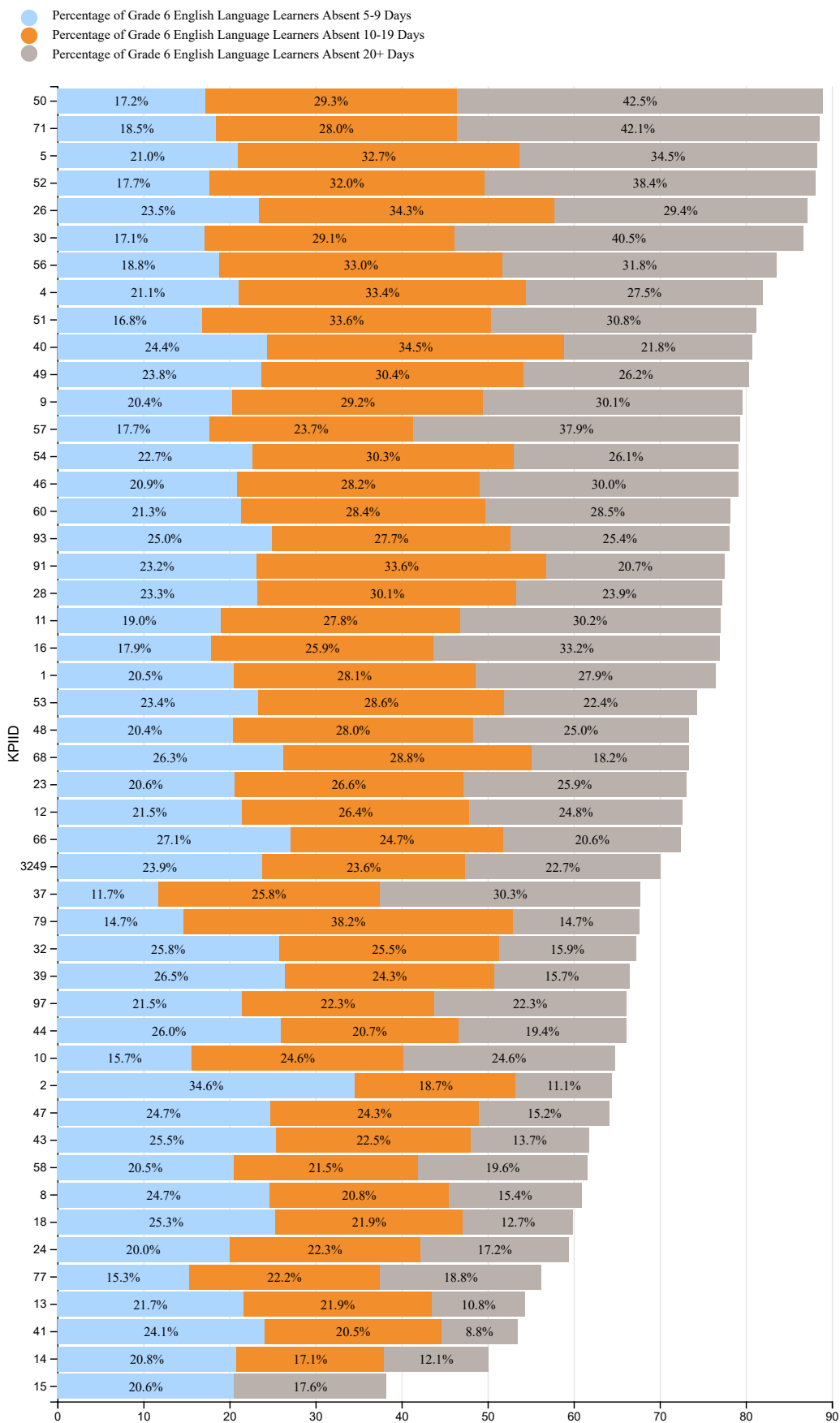
3.28 Percentage of Grade 9 Students with Disabilities Absent, 2021-22



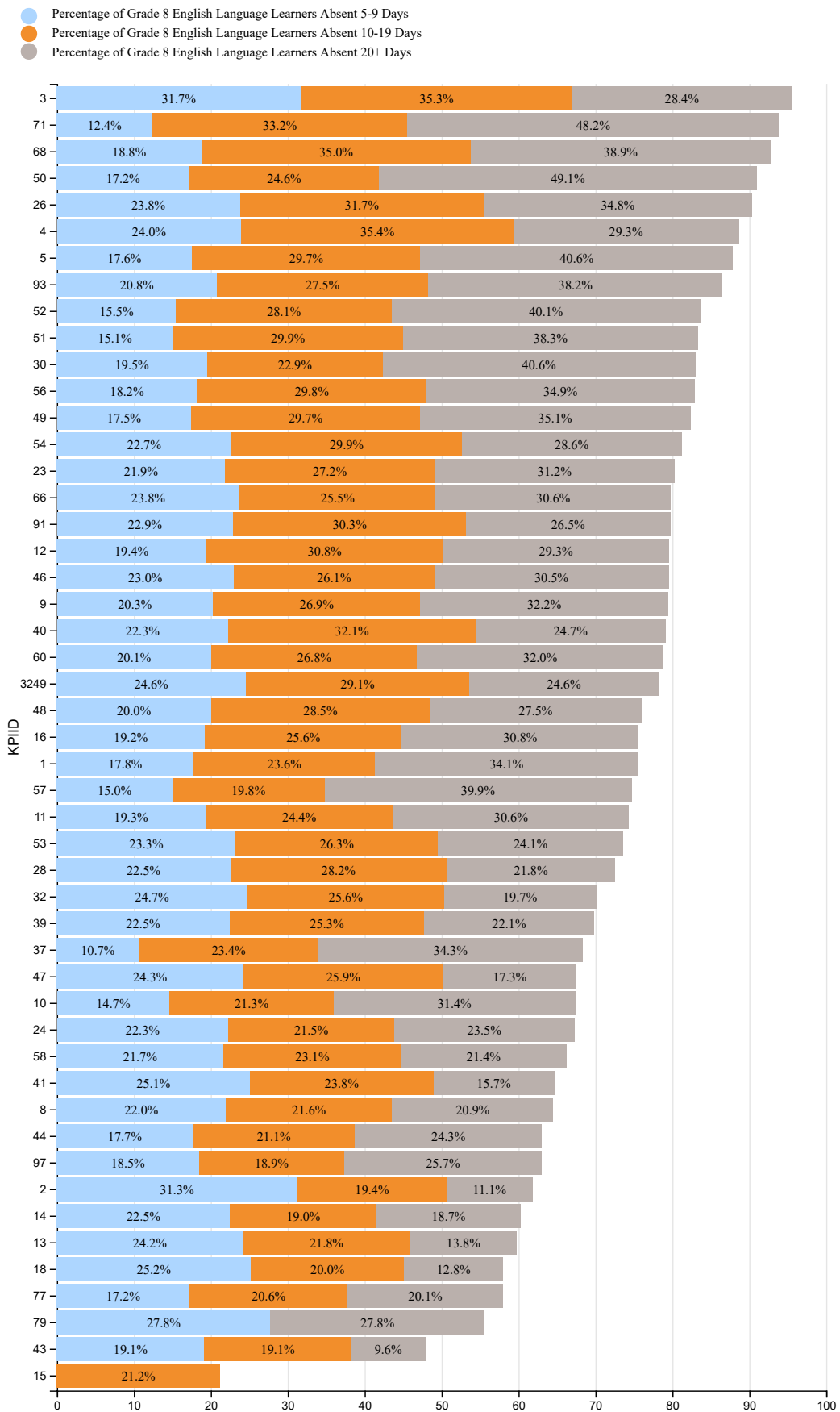
3.29 Percentage of Grade 3 English Language Learners Absent, 2021-22



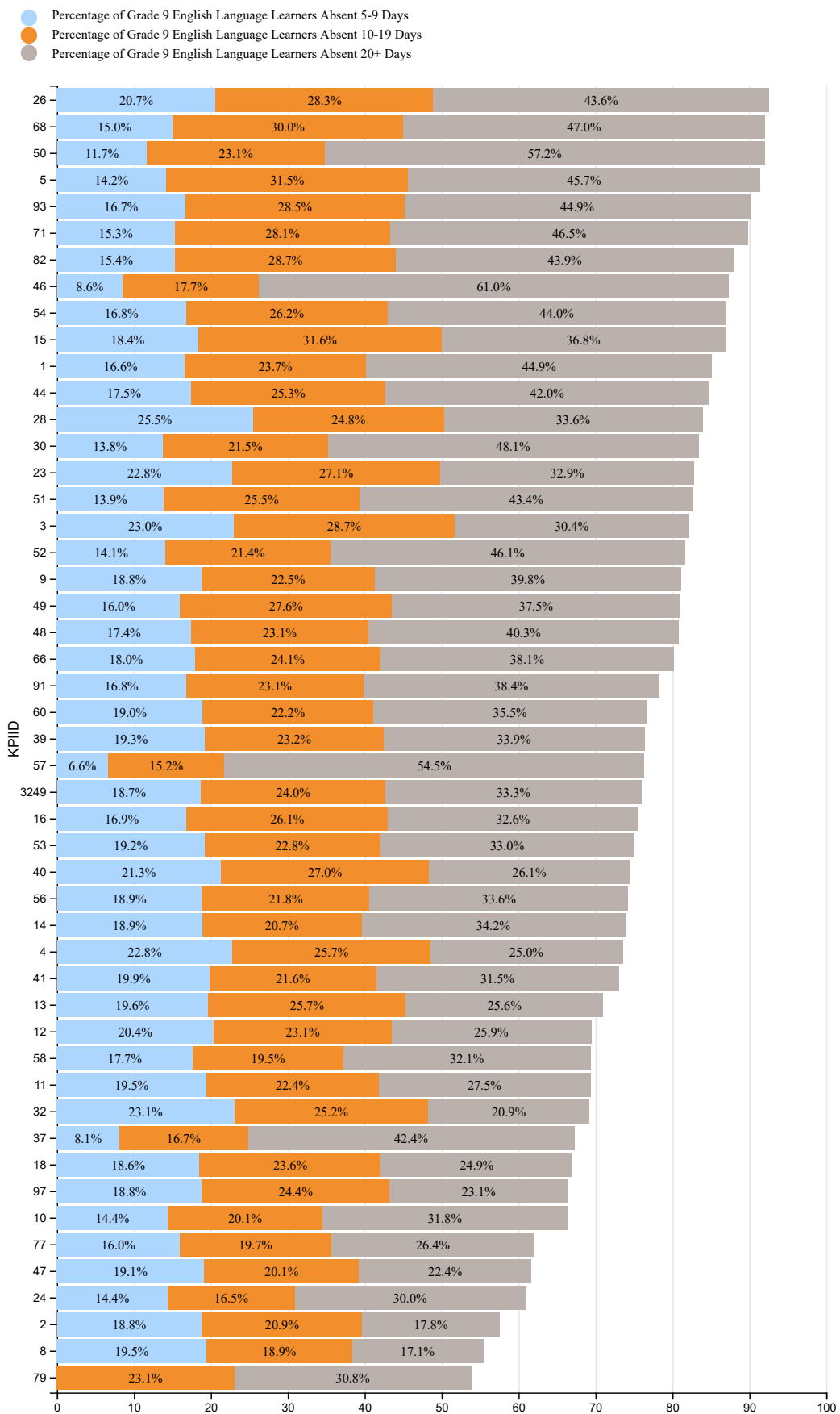
3.30 Percentage of Grade 6 English Language Learners Absent, 2021-22



3.31 Percentage of Grade 8 English Language Learners Absent, 2021-22



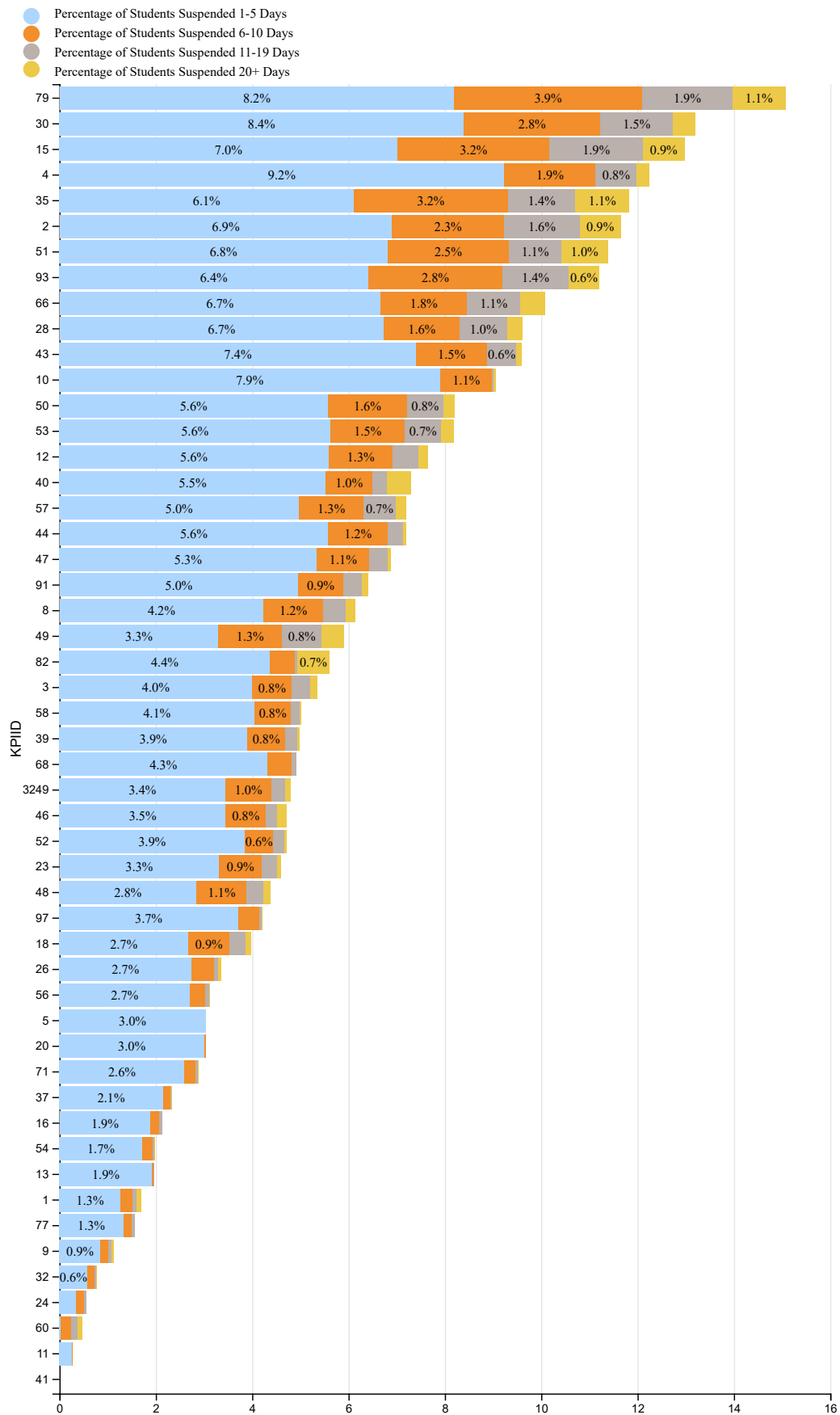
3.32 Percentage of Grade 9 English Language Learners Absent, 2021-22



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 4.1 to 4.24 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 4.25 to 4.48 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.

4.1 Percentage of Students with Out-of-School Suspensions, 2021-22

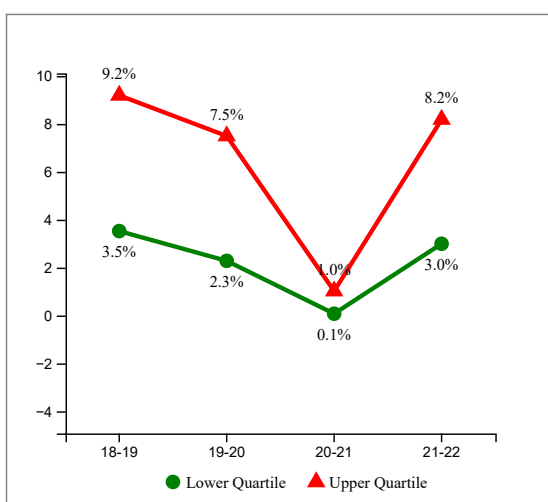


Percentage of Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.1: Total number of Students suspended for specified lengths of time divided by the total number of Students, 2021-22
- Figure 4.2: Percentage Point Change in Students with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.3: Trends in Students with Out-of-School Suspensions, 2018-19 to 2021-22

4.3 Trends in Students with Out-of-School Suspensions, 2018-19 to 2021-22



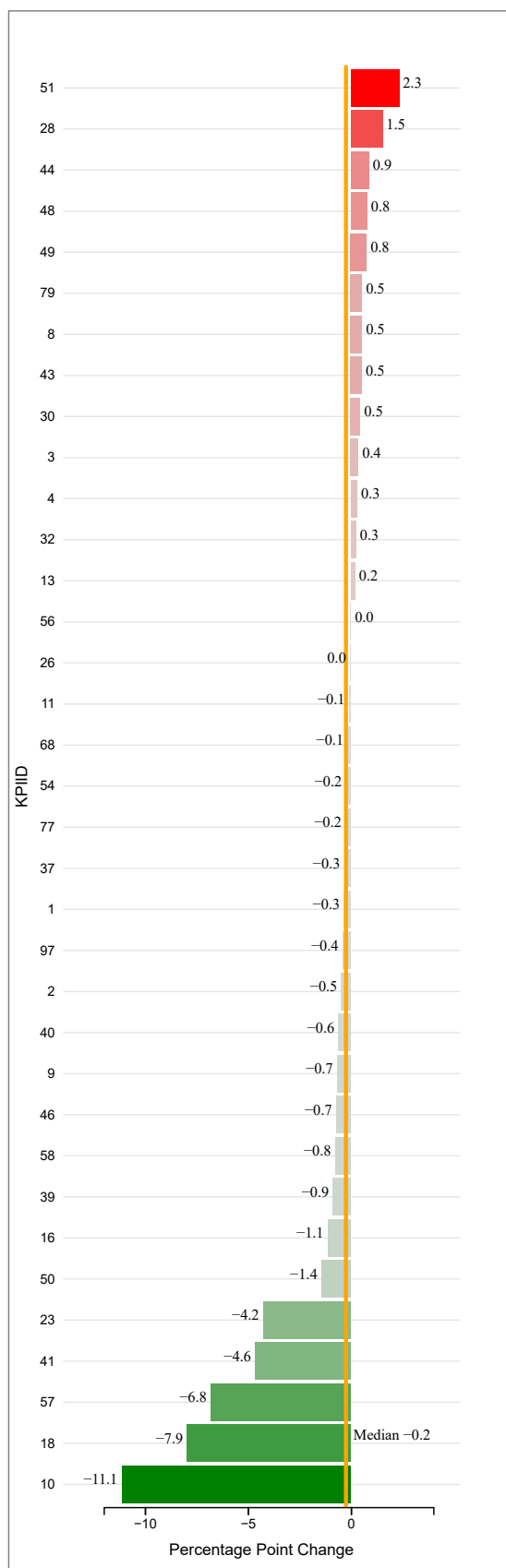
Best Quartile for Overall Performance (2021-22)

- Austin
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- San Francisco
- Seattle

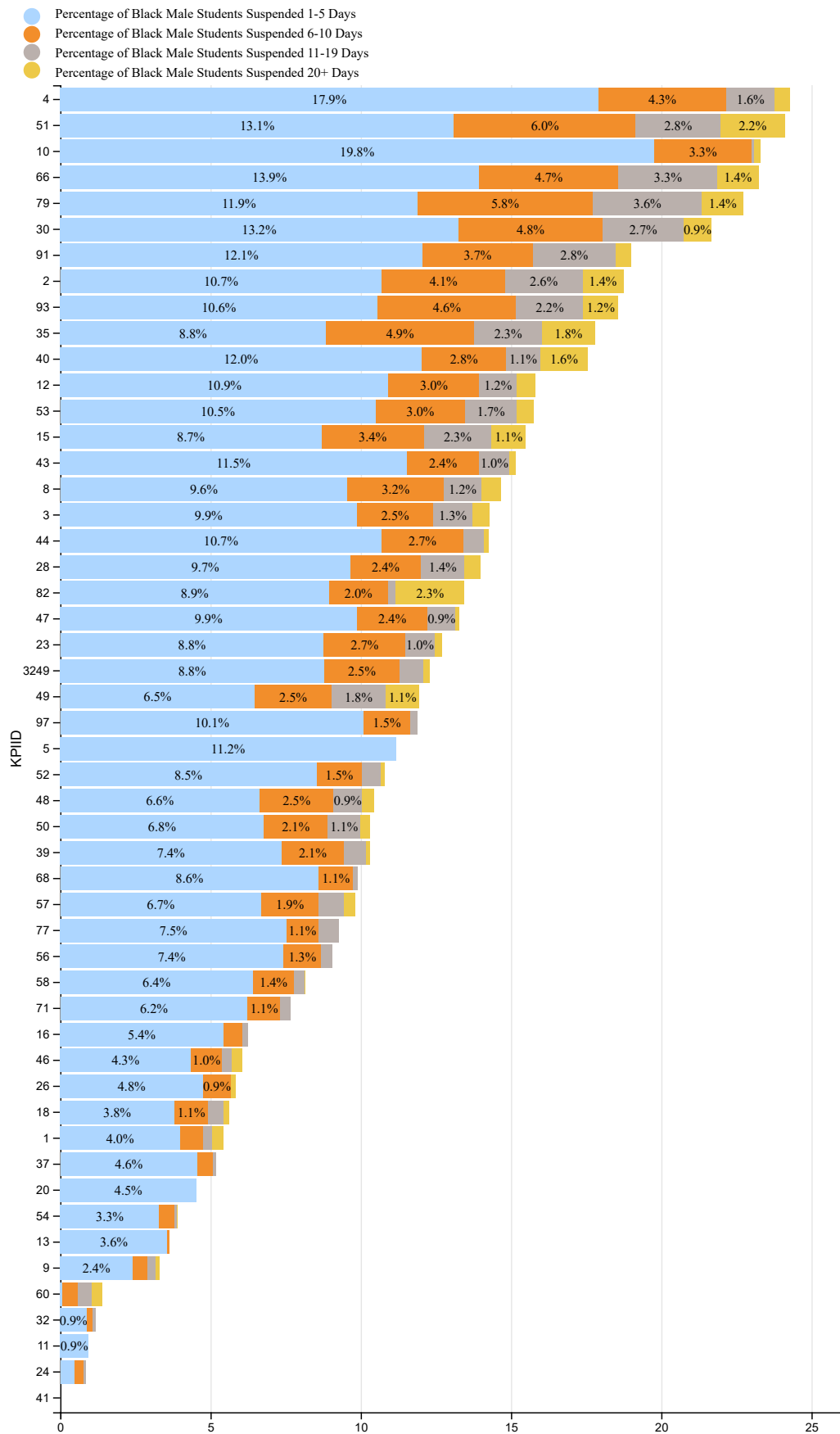
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Cleveland
- Dallas
- Detroit
- Hillsborough County
- Houston
- Philadelphia
- San Diego
- Shelby County

4.2 Percentage Point Change in Students with Out-of-School Suspensions, 2018-19 to 2021-22



4.4 Percentage of Black Male Students with Out-of-School Suspensions, 2021-22

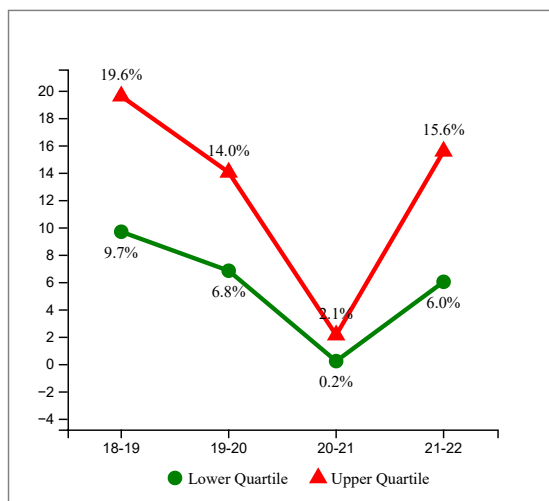


Percentage of Black Male Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.4: Total number of Black Male Students suspended for specified lengths of time divided by the total number of Black Male Students, 2021-22
- Figure 4.5: Percentage Point Change in Black Male Students with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.6: Trends in Black Male Students with Out-of-School Suspensions, 2018-19 to 2021-22

4.6 Trends in Black Male Students with Out-of-School Suspensions, 2018-19 to 2021-22



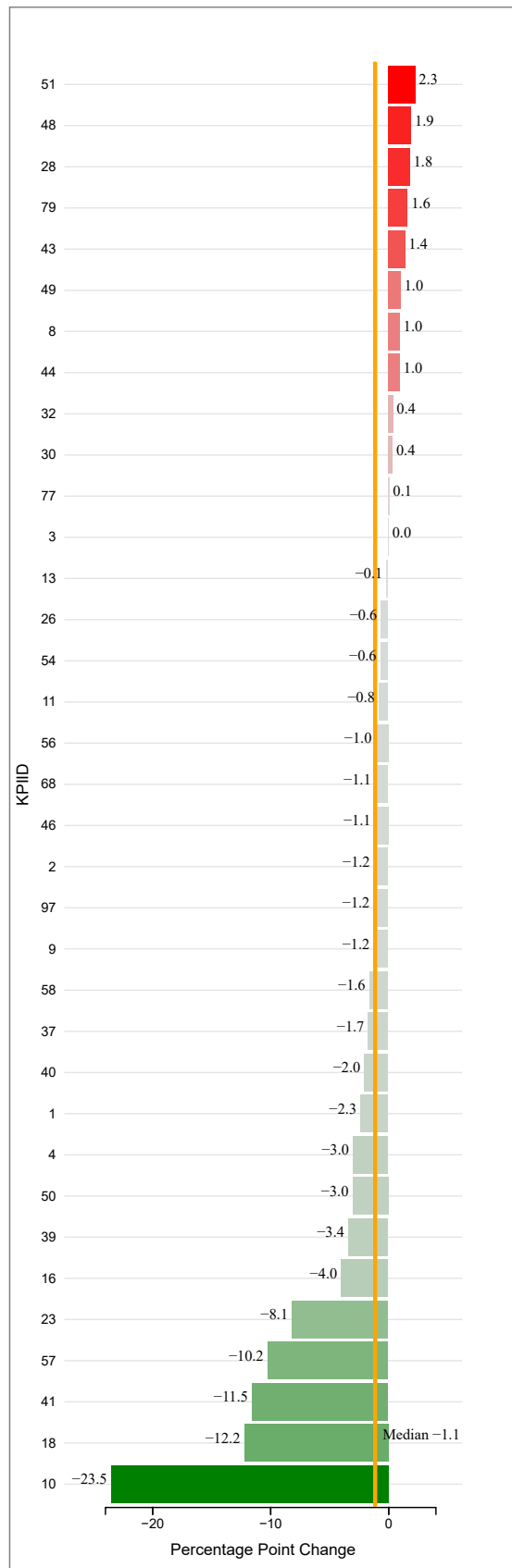
Best Quartile for Overall Performance (2021-22)

- Boston
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- Seattle
- Shelby County

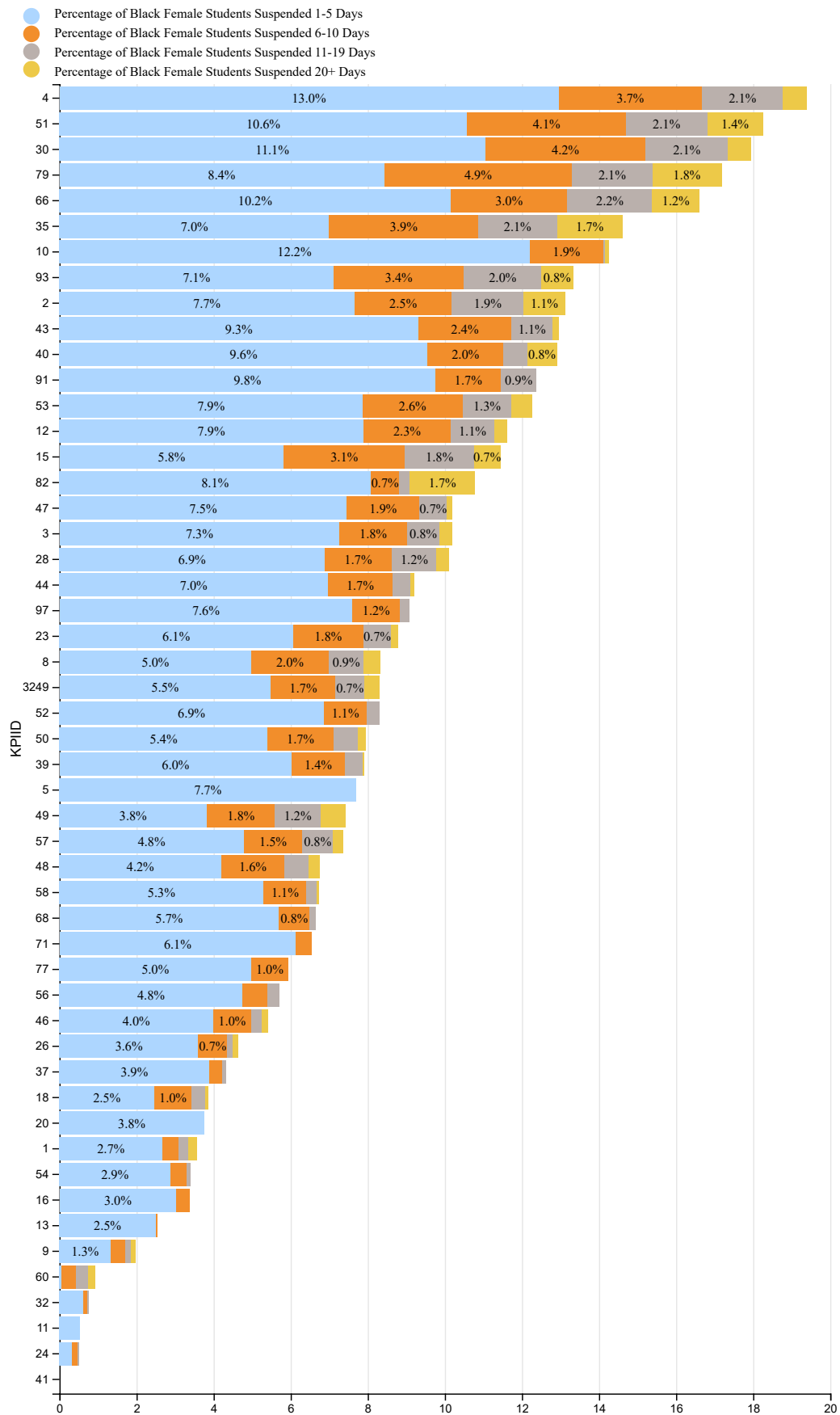
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Cleveland
- Dallas
- Detroit
- Hillsborough County
- Houston
- San Diego
- Shelby County
- Wichita

4.5 Percentage Point Change in Black Male Students with Out-of-School Suspensions, 2018-19 to 2021-22



4.7 Percentage of Black Female Students with Out-of-School Suspensions, 2021-22

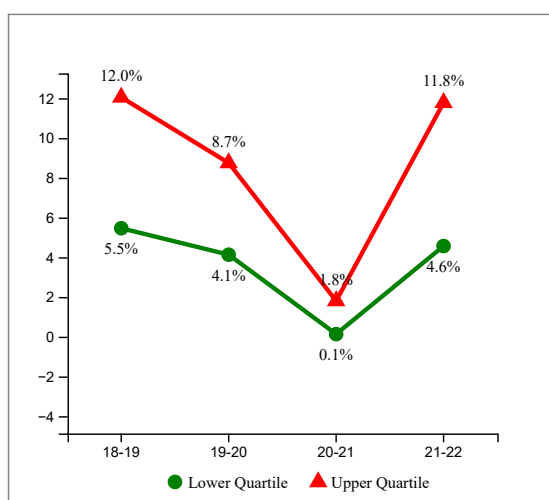


Percentage of Black Female Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.7: Total number of Black Female Students suspended for specified lengths of time divided by the total number of Black Female Students, 2021-22
- Figure 4.8: Percentage Point Change in Black Female Students with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.9: Trends in Black Female Students with Out-of-School Suspensions, 2018-19 to 2021-22

4.9 Trends in Black Female Students with Out-of-School Suspensions, 2018-19 to 2021-22



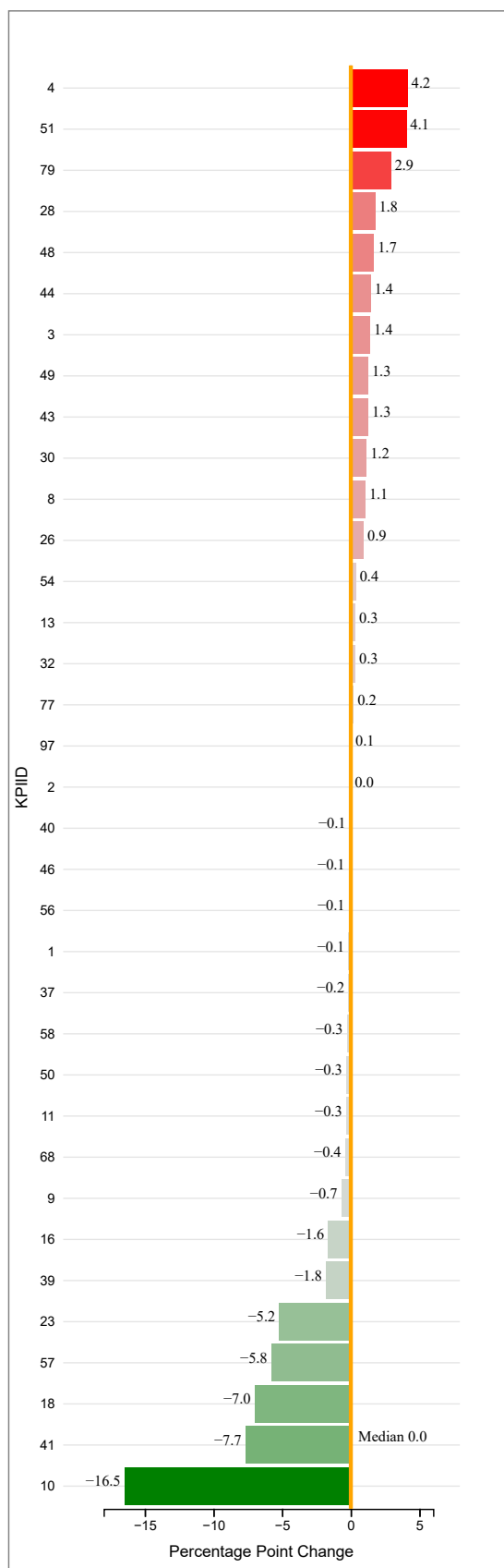
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- Seattle
- Shelby County

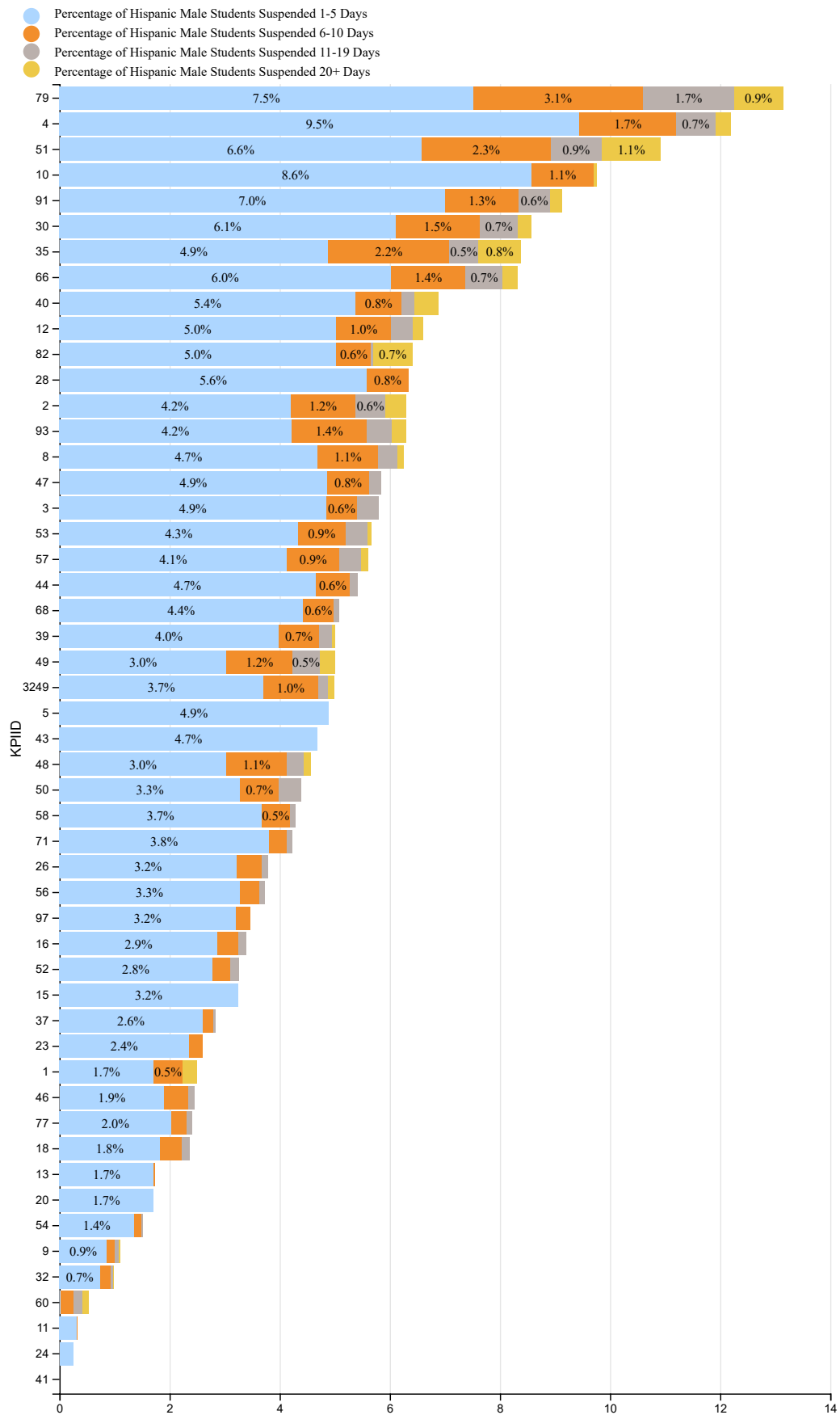
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Charleston
- Clark County
- Cleveland
- Dallas
- Hillsborough County
- Houston
- San Diego
- Shelby County

4.8 Percentage Point Change in Black Female Students with Out-of-School Suspensions, 2018-19 to 2021-22



4.10 Percentage of Hispanic Male Students with Out-of-School Suspensions, 2021-22

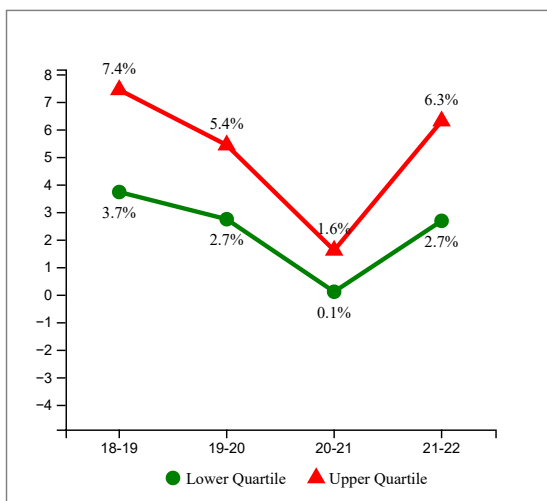


Percentage of Hispanic Male Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.10: Total number of Hispanic Male Students suspended for specified lengths of time divided by the total number of Hispanic Male Students, 2021-22
- Figure 4.11: Percentage Point Change in Hispanic Male Students with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.12: Trends in Hispanic Male Students with Out-of-School Suspensions, 2018-19 to 2021-22

4.12 Trends in Hispanic Male Students with Out-of-School Suspensions, 2018-19 to 2021-22



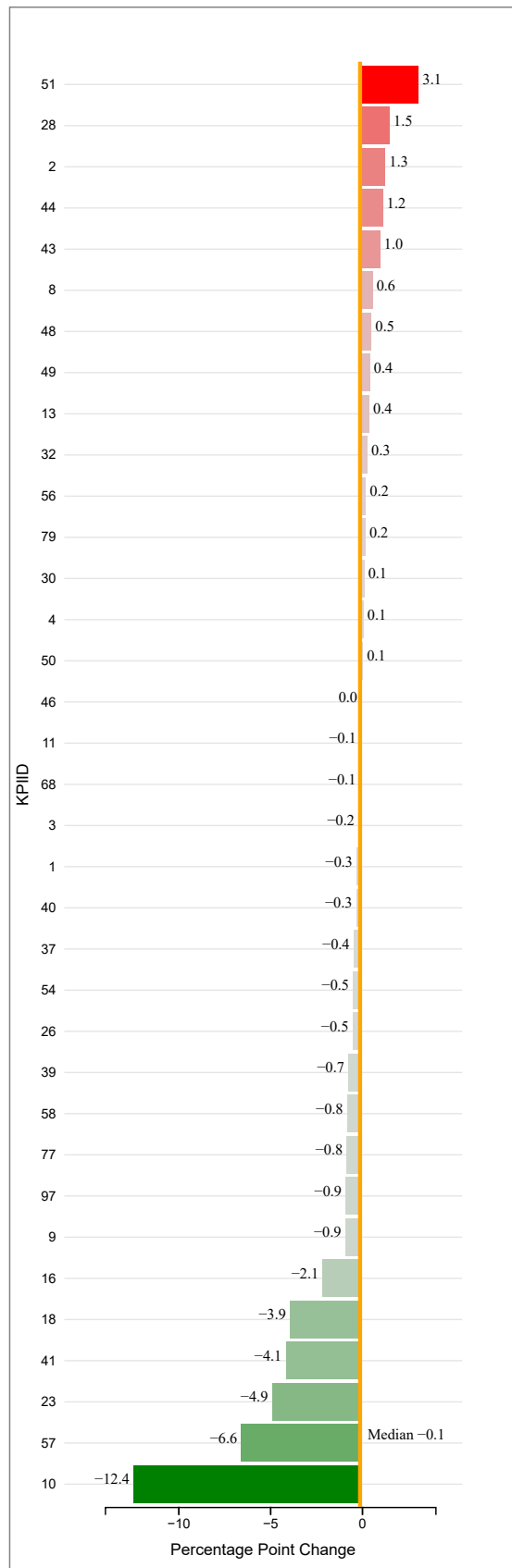
Best Quartile for Overall Performance (2021-22)

- Baltimore City
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Francisco
- Seattle
- Shelby County

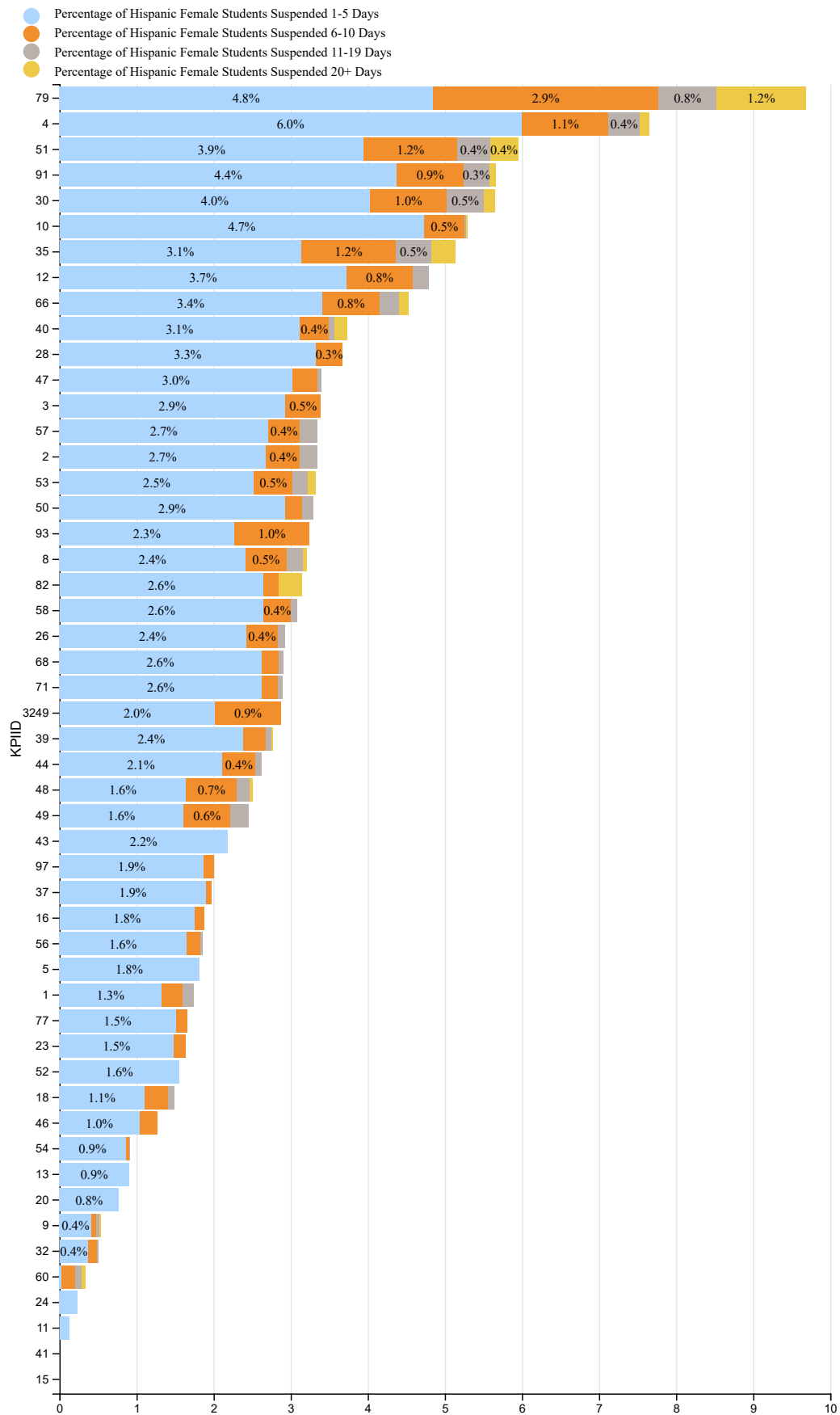
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Clark County
- Cleveland
- Dallas
- Hillsborough County
- Pinellas
- San Diego
- San Francisco
- Shelby County

4.11 Percentage Point Change in Hispanic Male Students with Out-of-School Suspensions, 2018-19 to 2021-22



4.13 Percentage of Hispanic Female Students with Out-of-School Suspensions, 2021-22

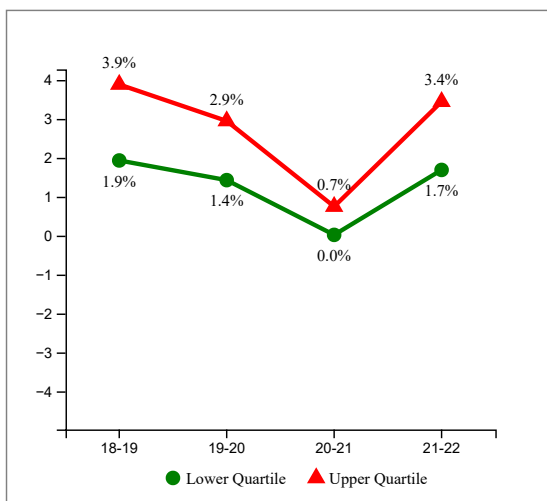


Percentage of Hispanic Female Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.13: Total number of Hispanic Female Students suspended for specified lengths of time divided by the total number of Hispanic Female Students, 2021-22
- Figure 4.14: Percentage Point Change in Hispanic Female Students with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.15: Trends in Hispanic Female Students with Out-of-School Suspensions, 2018-19 to 2021-22

4.15 Trends in Hispanic Female Students with Out-of-School Suspensions, 2018-19 to 2021-22



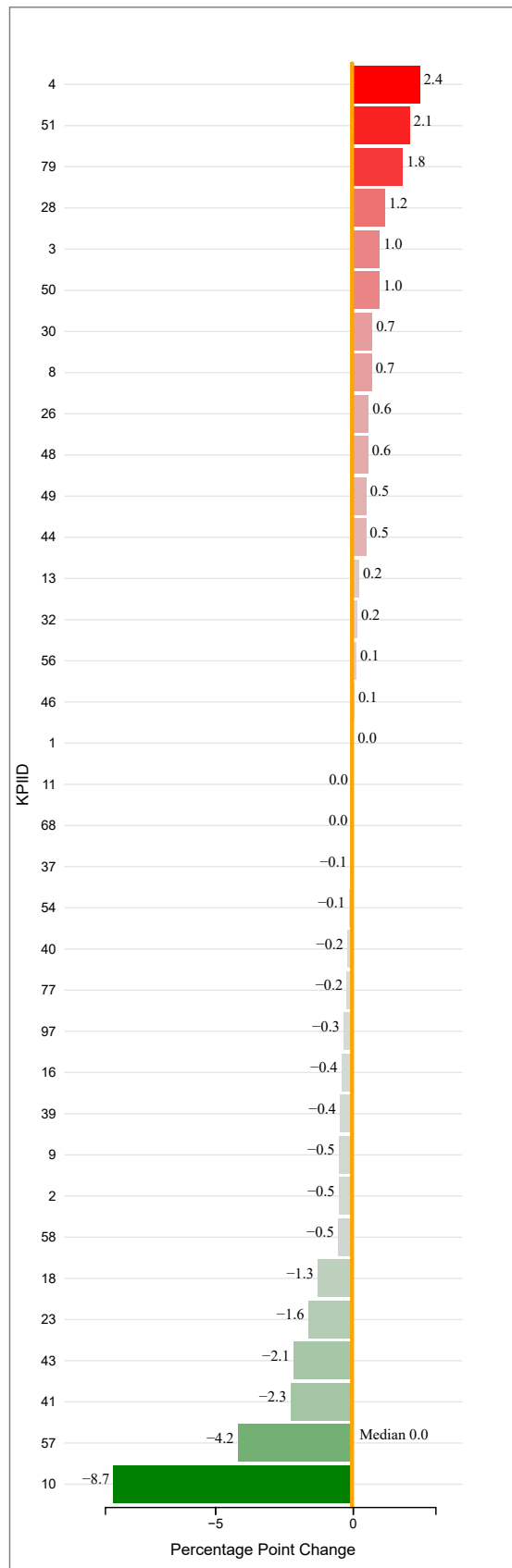
Best Quartile for Overall Performance (2021-22)

- Baltimore City
- Broward County
- Charleston
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Francisco
- Shelby County

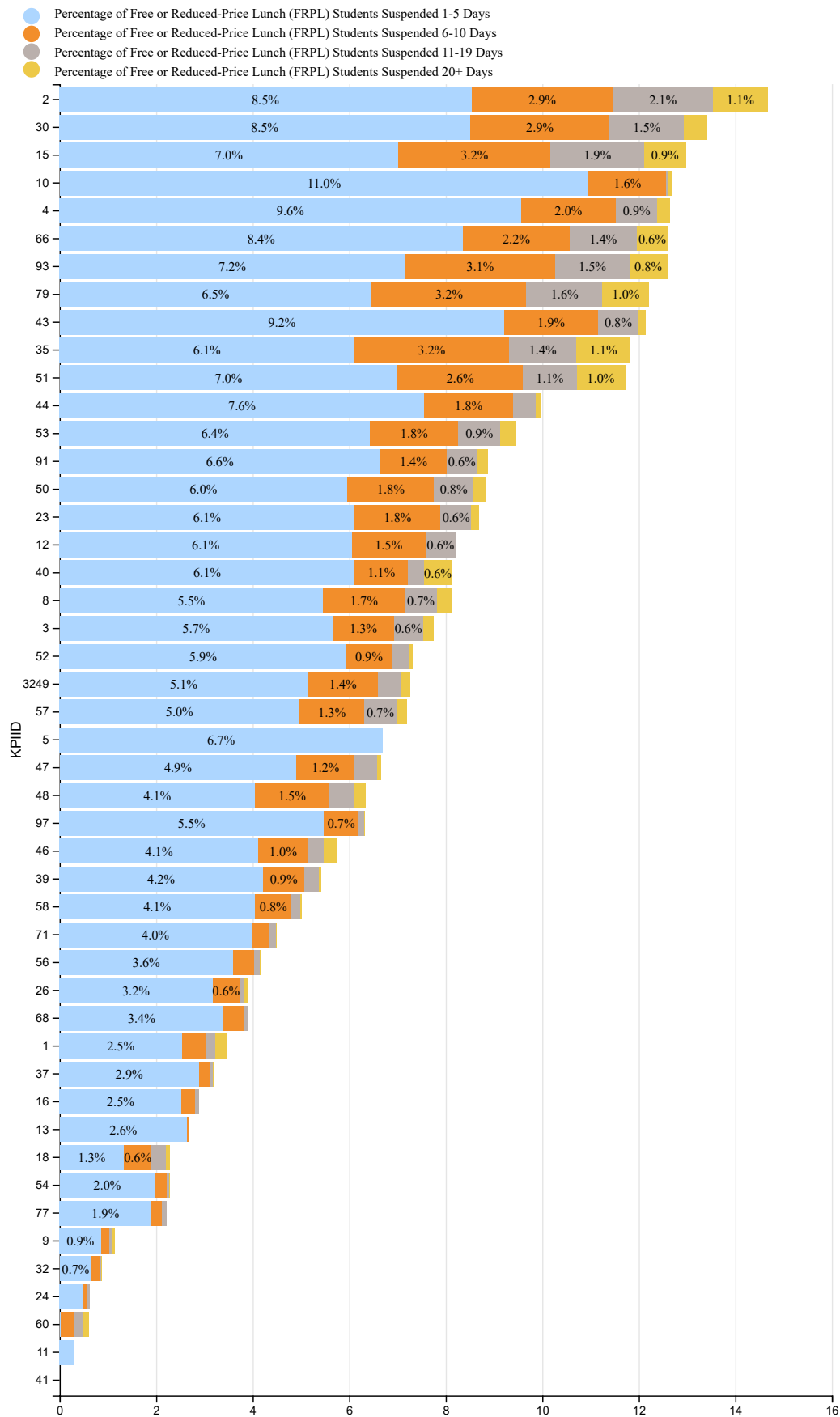
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Clark County
- Cleveland
- Dallas
- Hillsborough County
- Philadelphia
- Pittsburgh
- Richmond
- Shelby County

4.14 Percentage Point Change in Hispanic Female Students with Out-of-School Suspensions, 2018-19 to 2021-22



4.16 Percentage of Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions, 2021-22

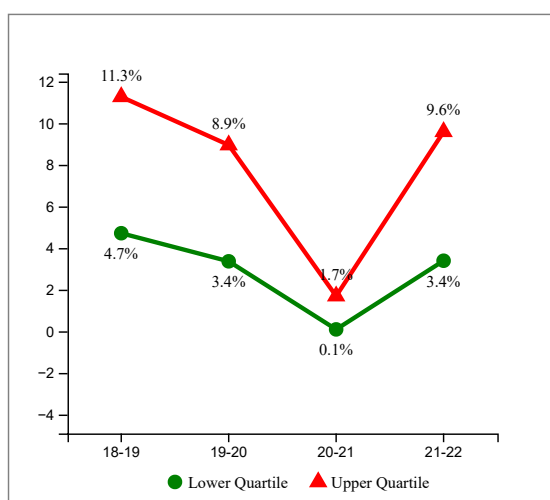


Percentage of Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.16: Total number of Free or Reduced-Price Lunch (FRPL) Students suspended for specified lengths of time divided by the total number of Free or Reduced-Price Lunch (FRPL) Students, 2021-22
- Figure 4.17: Percentage Point Change in Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.18: Trends in Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions, 2018-19 to 2021-22

4.18 Trends in Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions, 2018-19 to 2021-22



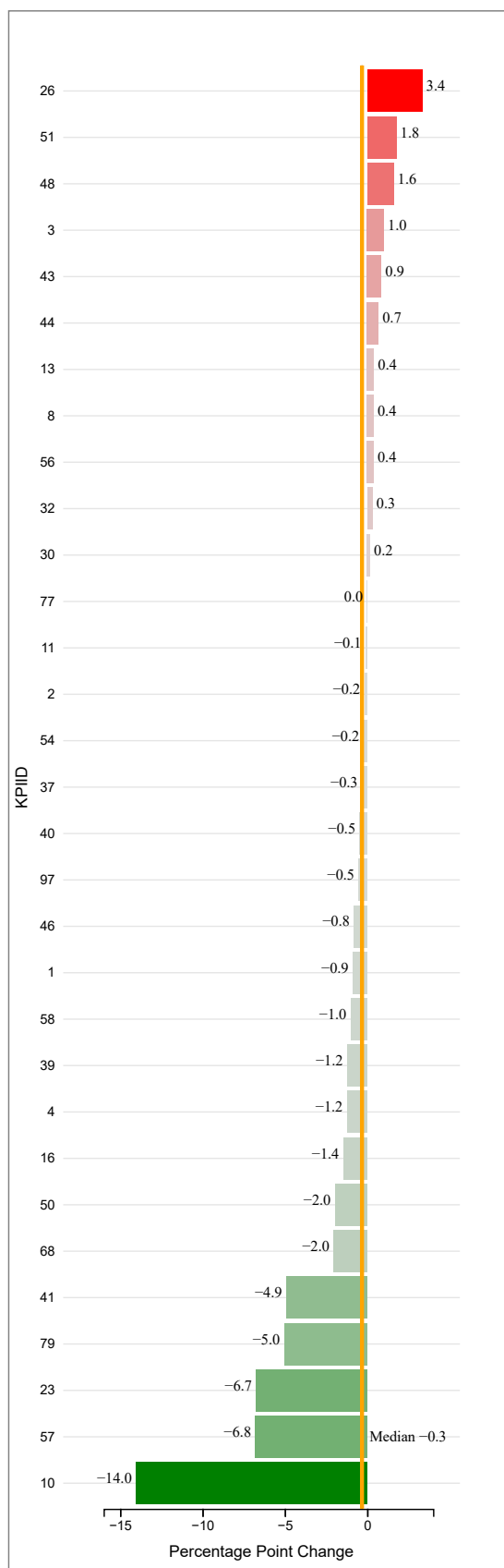
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- San Francisco
- Shelby County

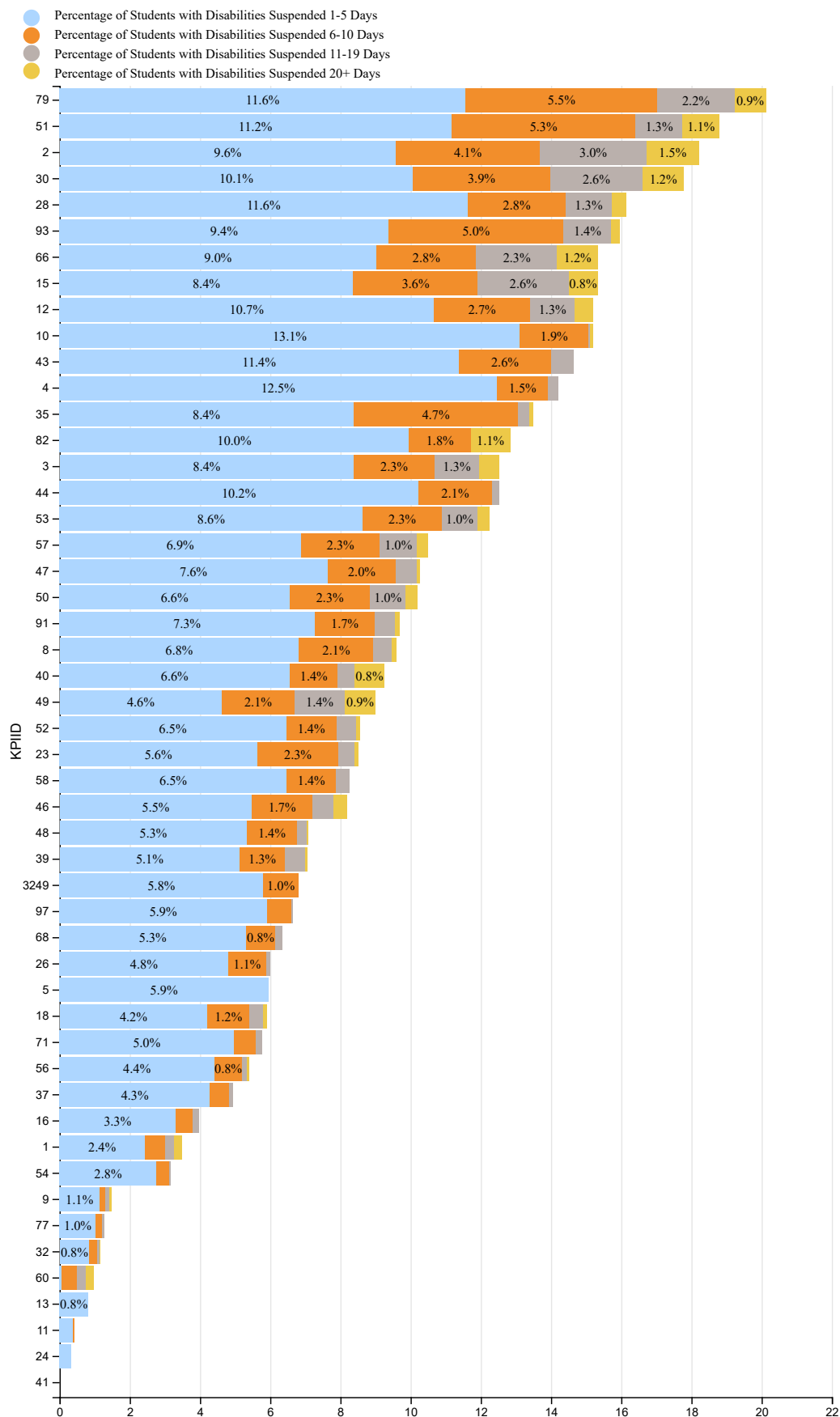
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Charleston
- Cleveland
- Dallas
- Detroit
- Hillsborough County
- San Diego
- Toledo

4.17 Percentage Point Change in Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions, 2018-19 to 2021-22



4.19 Percentage of Students with Disabilities with Out-of-School Suspensions, 2021-22

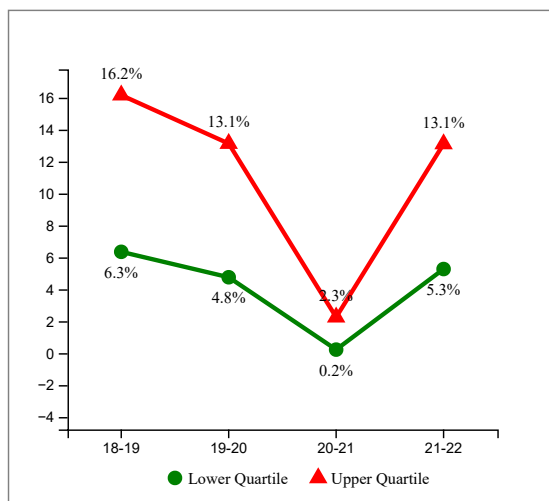


Percentage of Students with Disabilities with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.19: Total number of Students with Disabilities suspended for specified lengths of time divided by the total number of Students with Disabilities, 2021-22
- Figure 4.20: Percentage Point Change in Students with Disabilities with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.21: Trends in Students with Disabilities with Out-of-School Suspensions, 2018-19 to 2021-22

4.21 Trends in Students with Disabilities with Out-of-School Suspensions, 2018-19 to 2021-22



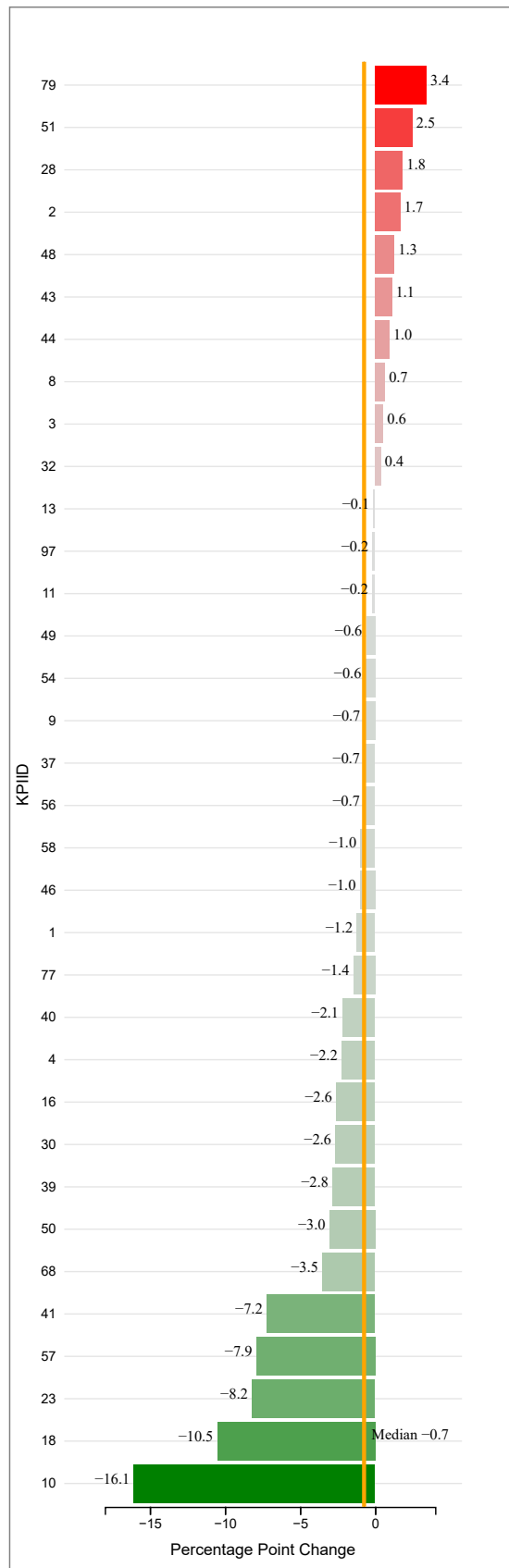
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- San Francisco
- Seattle

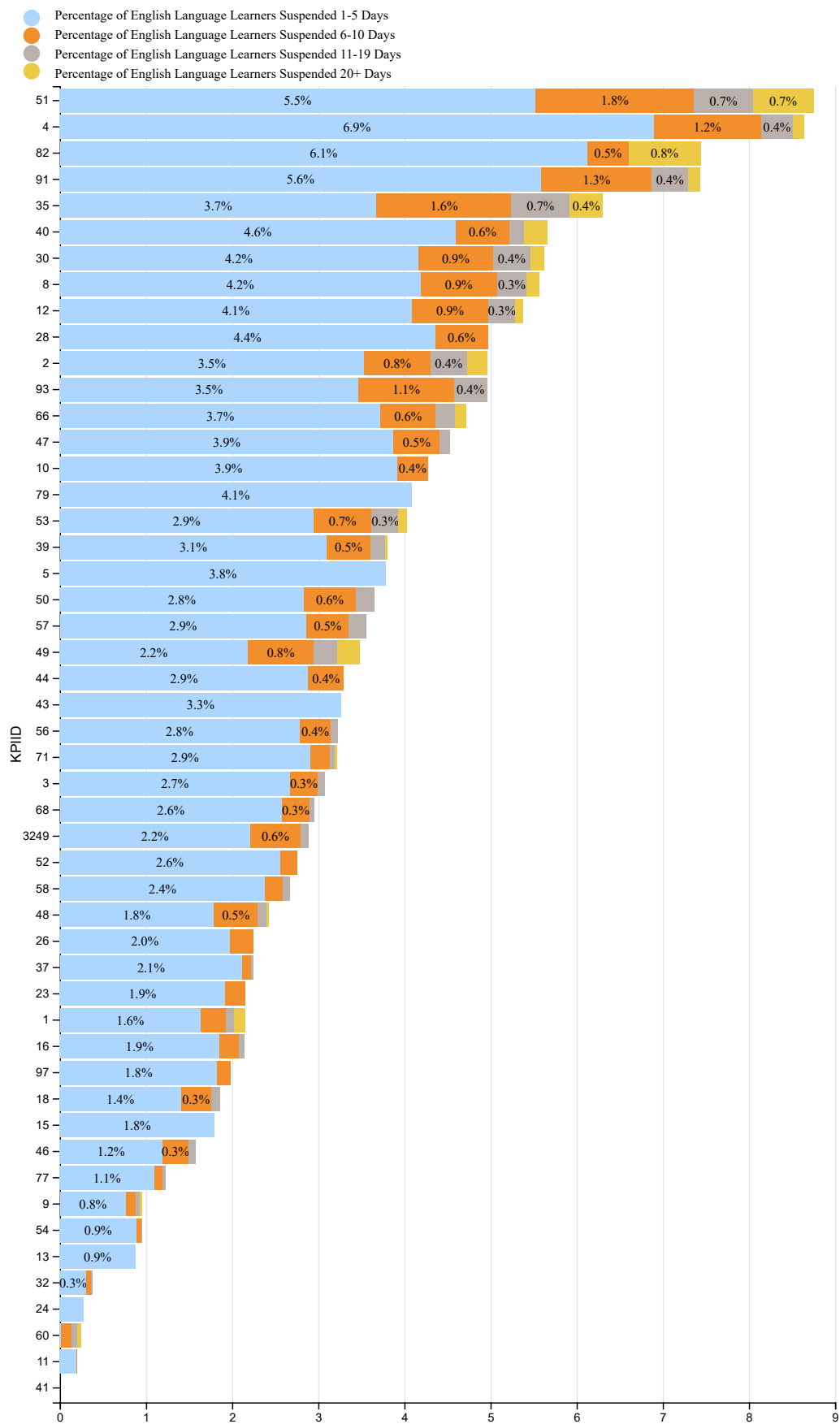
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Charleston
- Cleveland
- Dallas
- Detroit
- Hillsborough County
- Houston
- Milwaukee
- Shelby County

4.20 Percentage Point Change in Students with Disabilities with Out-of-School Suspensions, 2018-19 to 2021-22



4.22 Percentage of English Language Learners with Out-of-School Suspensions, 2021-22

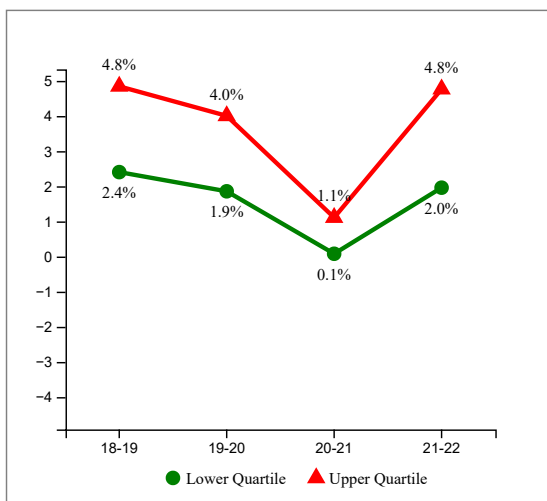


Percentage of English Language Learners with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 4.22: Total number of English Language Learners suspended for specified lengths of time divided by the total number of English Language Learners, 2021-22
- Figure 4.23: Percentage Point Change in English Language Learners with Out-of-School Suspensions, 2018-19 to 2021-22
- Figure 4.24: Trends in English Language Learners with Out-of-School Suspensions, 2018-19 to 2021-22

4.24 Trends in English Language Learners with Out-of-School Suspensions, 2018-19 to 2021-22



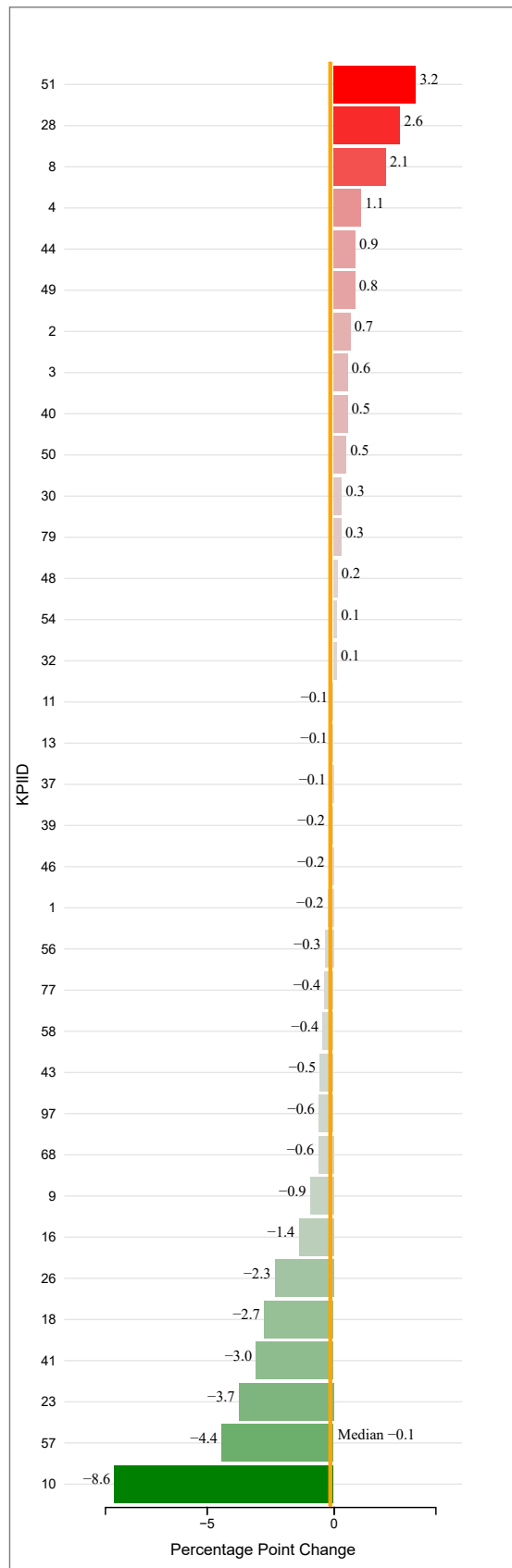
Best Quartile for Overall Performance (2021-22)

- Baltimore City
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Los Angeles
- Miami
- Minneapolis
- New York
- San Francisco
- Shelby County

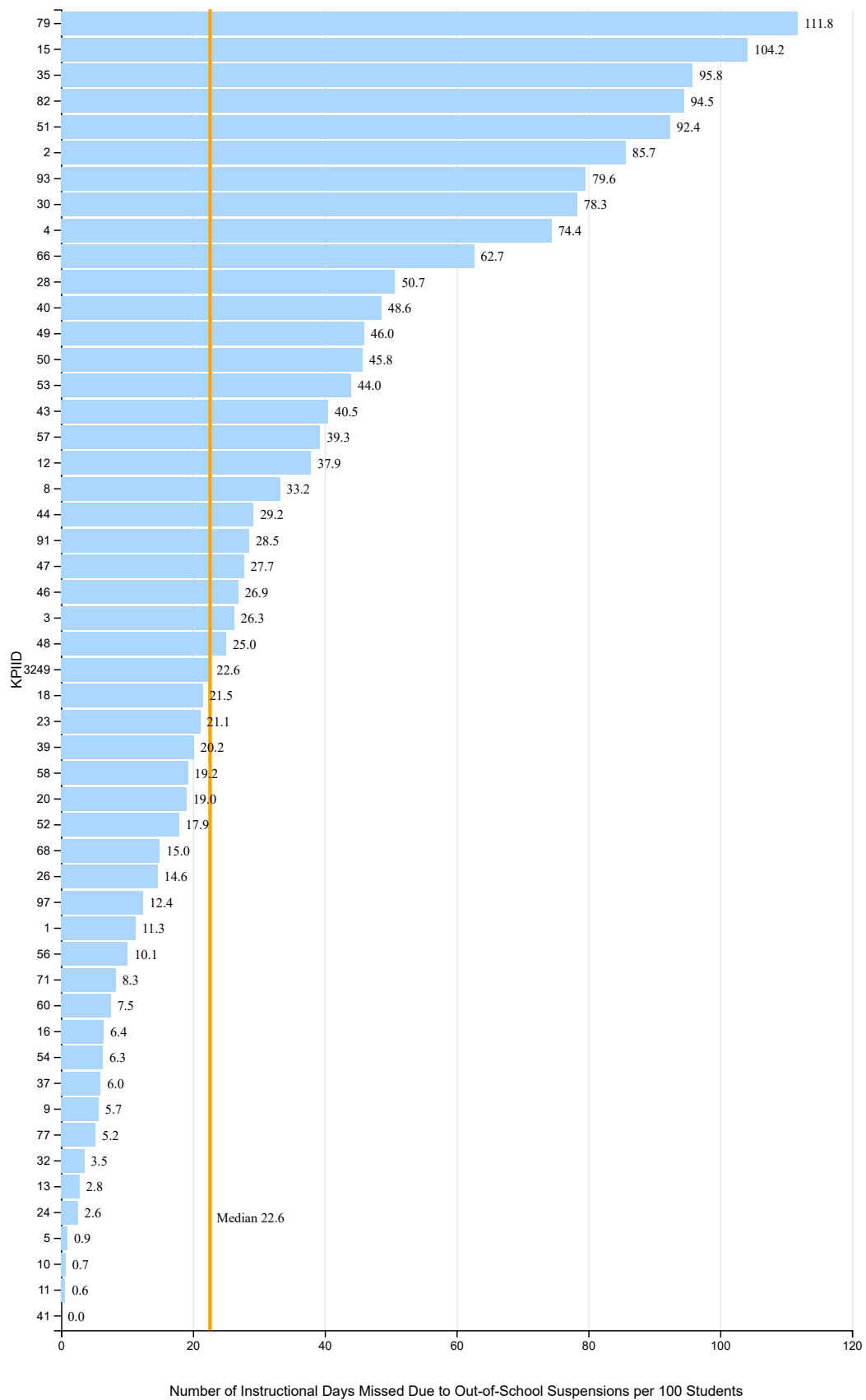
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Boston
- Charleston
- Clark County
- Cleveland
- Dallas
- Hillsborough County
- San Diego
- Shelby County

4.23 Percentage Point Change in English Language Learners with Out-of-School Suspensions, 2018-19 to 2021-22



4.25 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2021-22

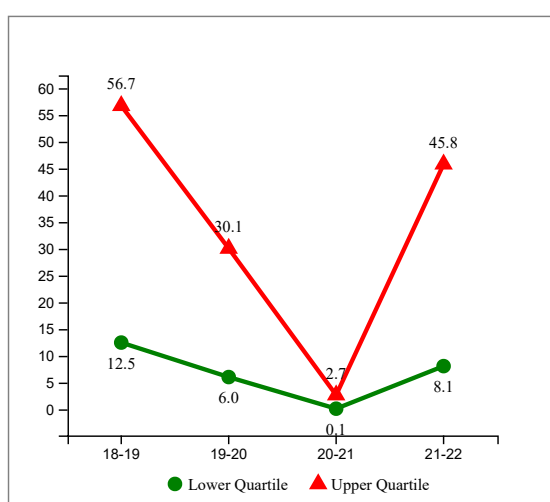


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students

Note: Lower values and larger decreases are desired

- Figure 4.25: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.26: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2018-19 to 2021-22
- Figure 4.27: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2018-19 to 2021-22

4.27 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2018-19 to 2021-22



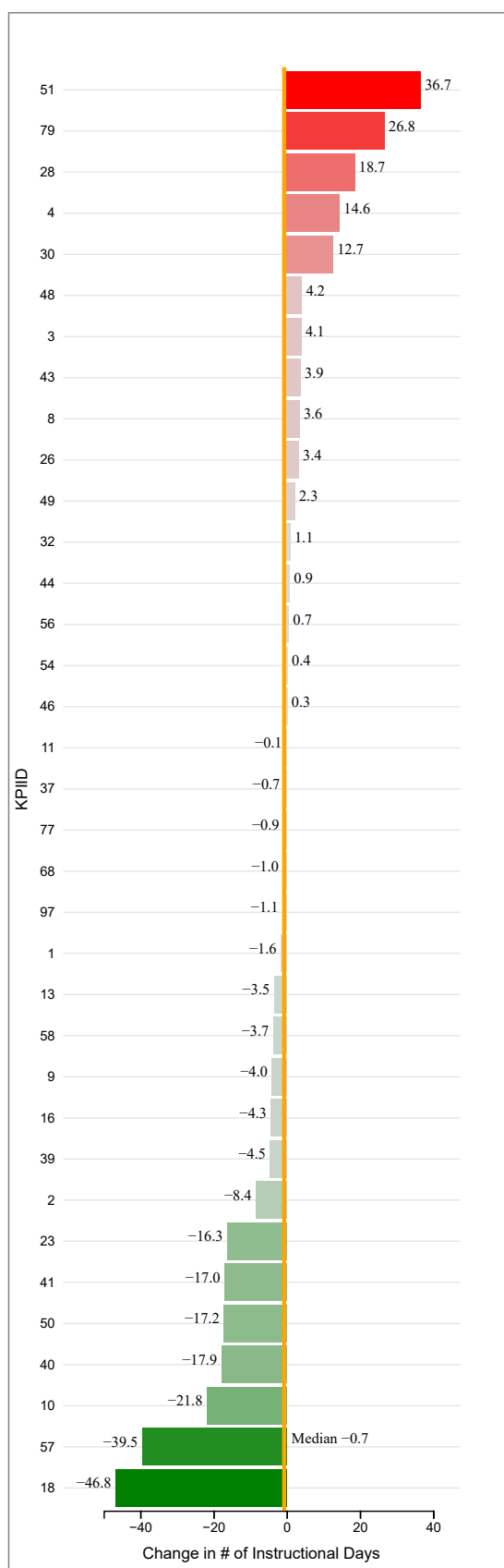
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego
- San Francisco

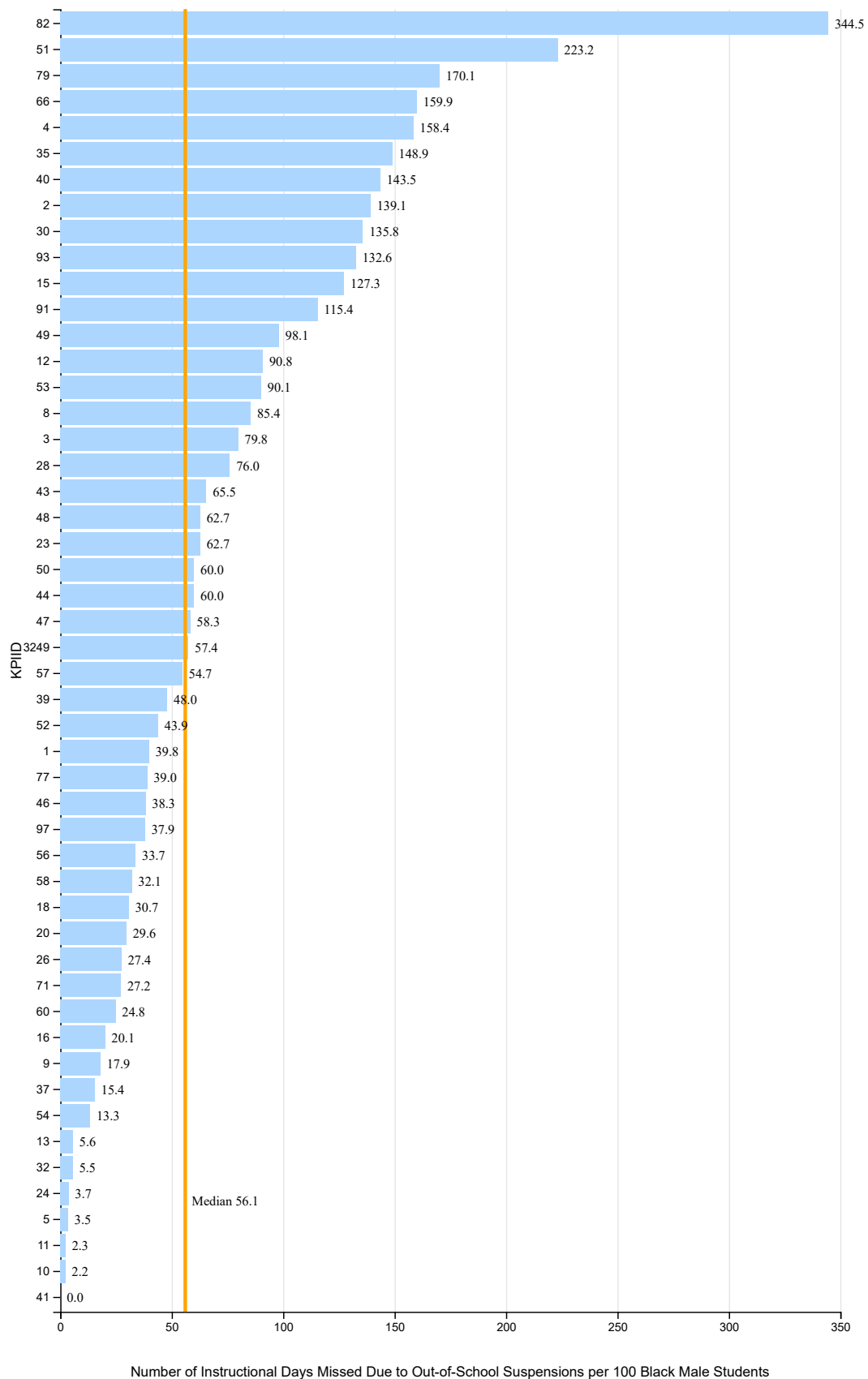
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Cleveland
- Dallas
- Detroit
- Fort Worth
- Hillsborough County
- Houston
- Richmond
- Shelby County

4.26 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2018-19 to 2021-22



4.28 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Male Students, 2021-22

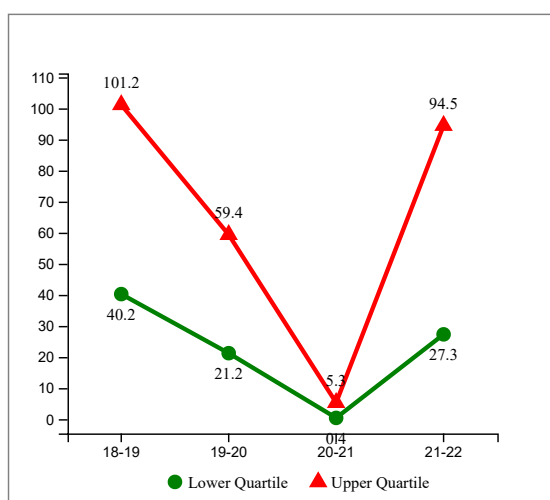


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Male Students

Note: Lower values and larger decreases are desired

- Figure 4.28: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.29: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Male Students, 2018-19 to 2021-22
- Figure 4.30: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Male Students, 2018-19 to 2021-22

4.30 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Male Students, 2018-19 to 2021-22



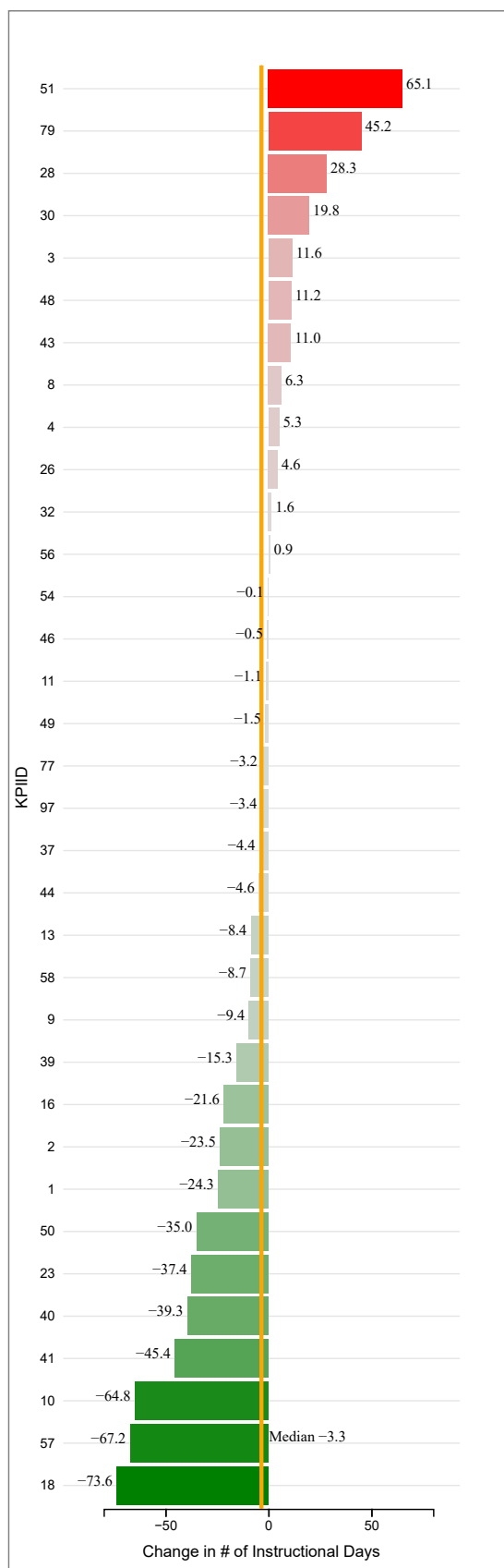
Best Quartile for Overall Performance (2021-22)

- Austin
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego

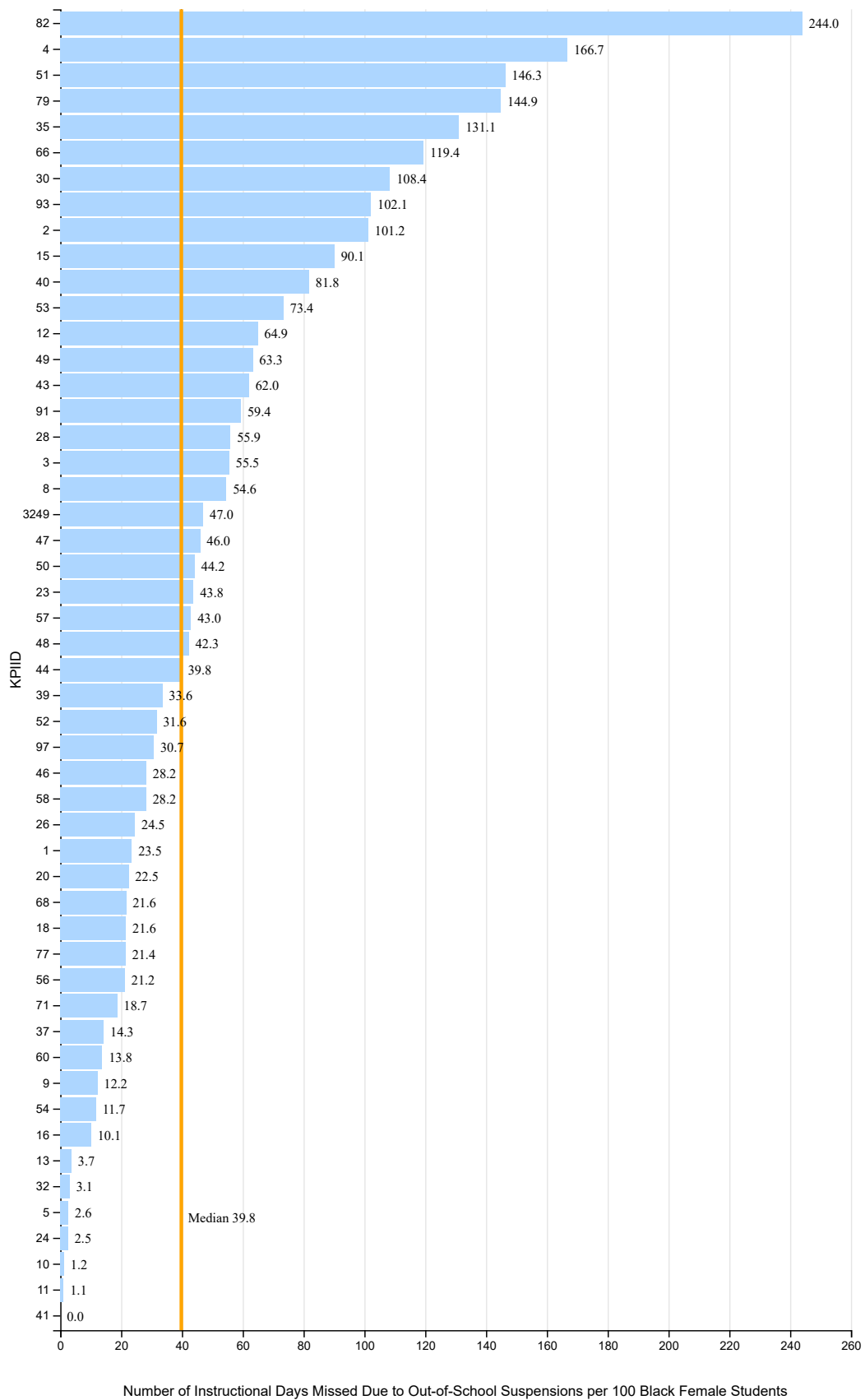
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Cleveland
- Dallas
- Detroit
- Fort Worth
- Hillsborough County
- Richmond
- Seattle
- Shelby County

4.29 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Male Students, 2018-19 to 2021-22



4.31 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students, 2021-22

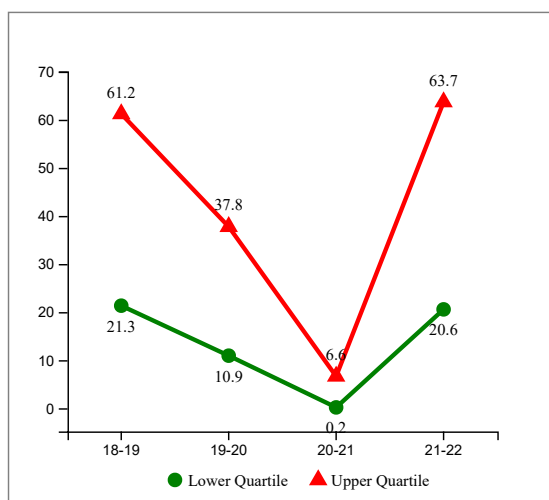


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students

Note: Lower values and larger decreases are desired

- Figure 4.31: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.32: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students, 2018-19 to 2021-22
- Figure 4.33: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students, 2018-19 to 2021-22

4.33 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students, 2018-19 to 2021-22



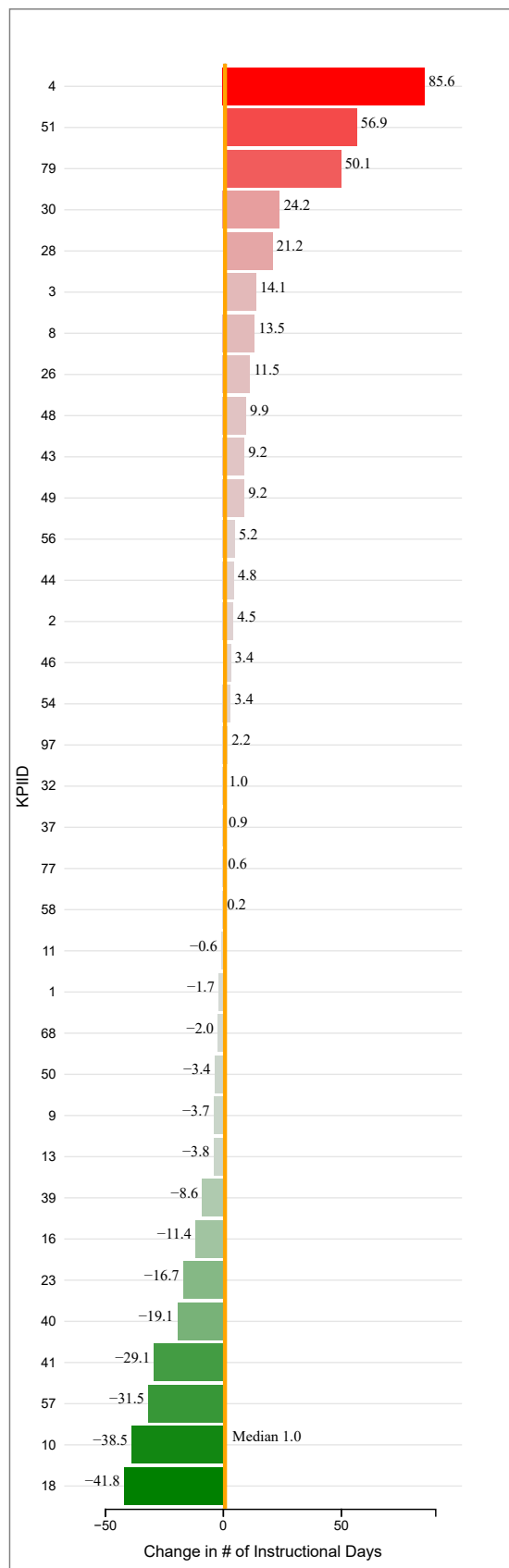
Best Quartile for Overall Performance (2021-22)

- Austin
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego

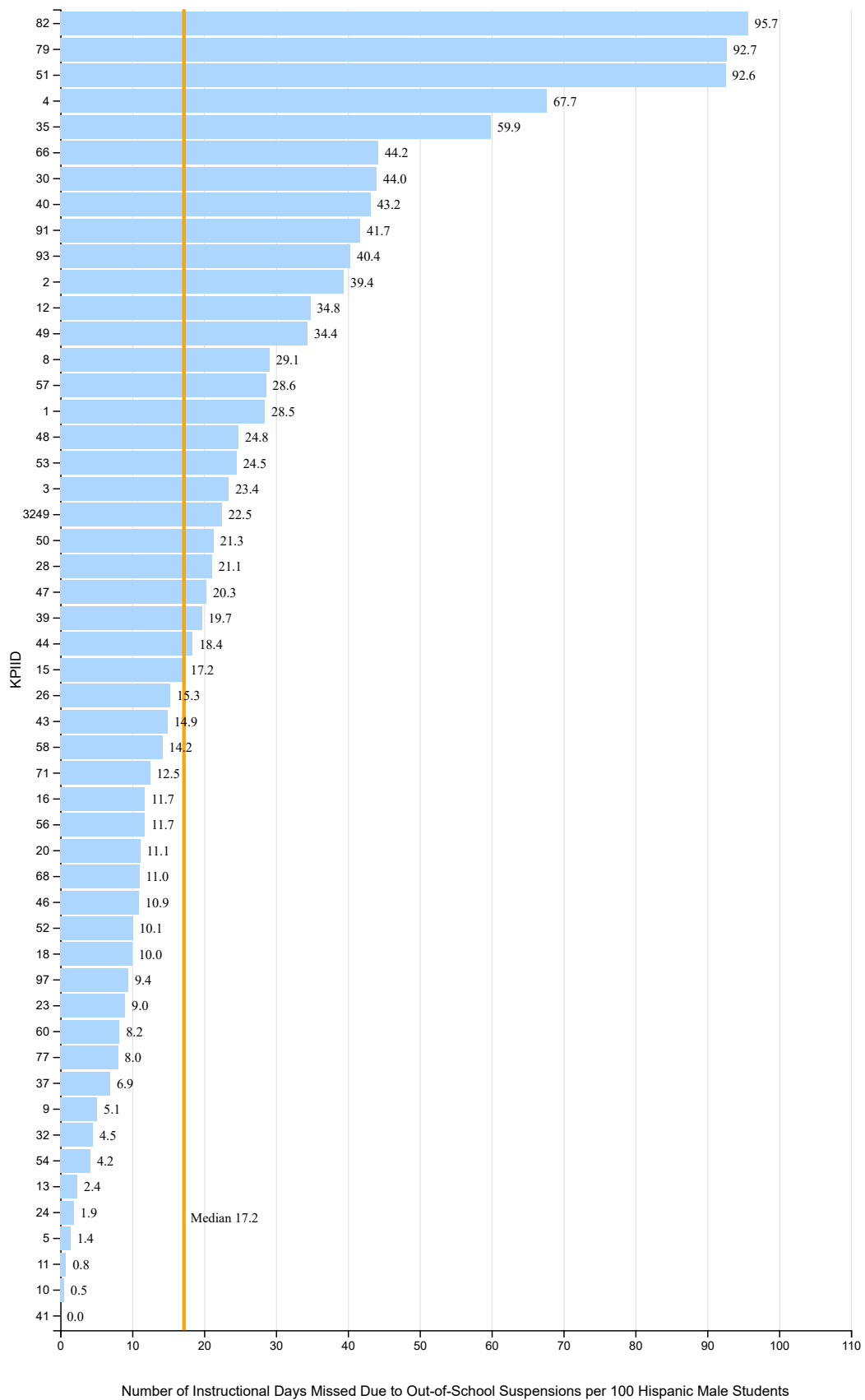
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Broward County
- Charleston
- Cleveland
- Dallas
- Fort Worth
- Hillsborough County
- Houston
- San Diego
- Shelby County

4.32 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students, 2018-19 to 2021-22



4.34 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students, 2021-22

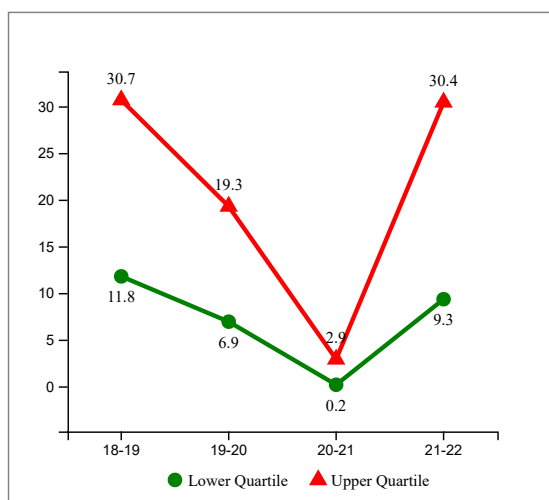


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students

Note: Lower values and larger decreases are desired

- Figure 4.34: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.35: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students, 2018-19 to 2021-22
- Figure 4.36: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students, 2018-19 to 2021-22

4.36 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students, 2018-19 to 2021-22



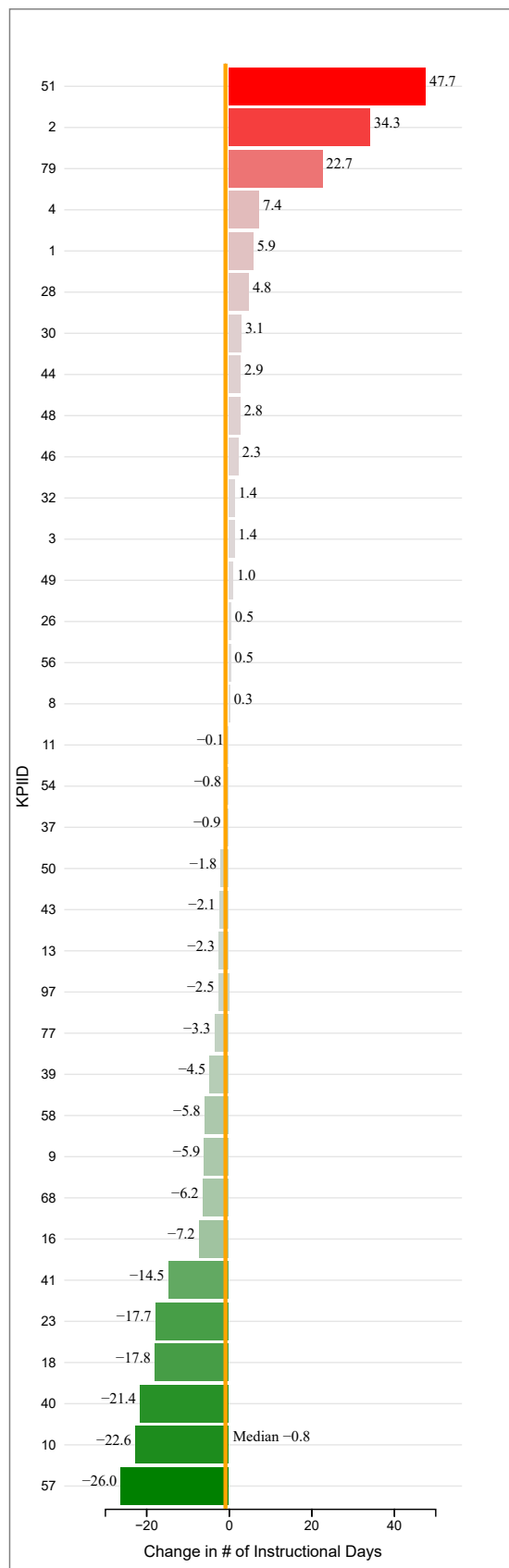
Best Quartile for Overall Performance (2021-22)

- Broward County
- Charleston
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Francisco

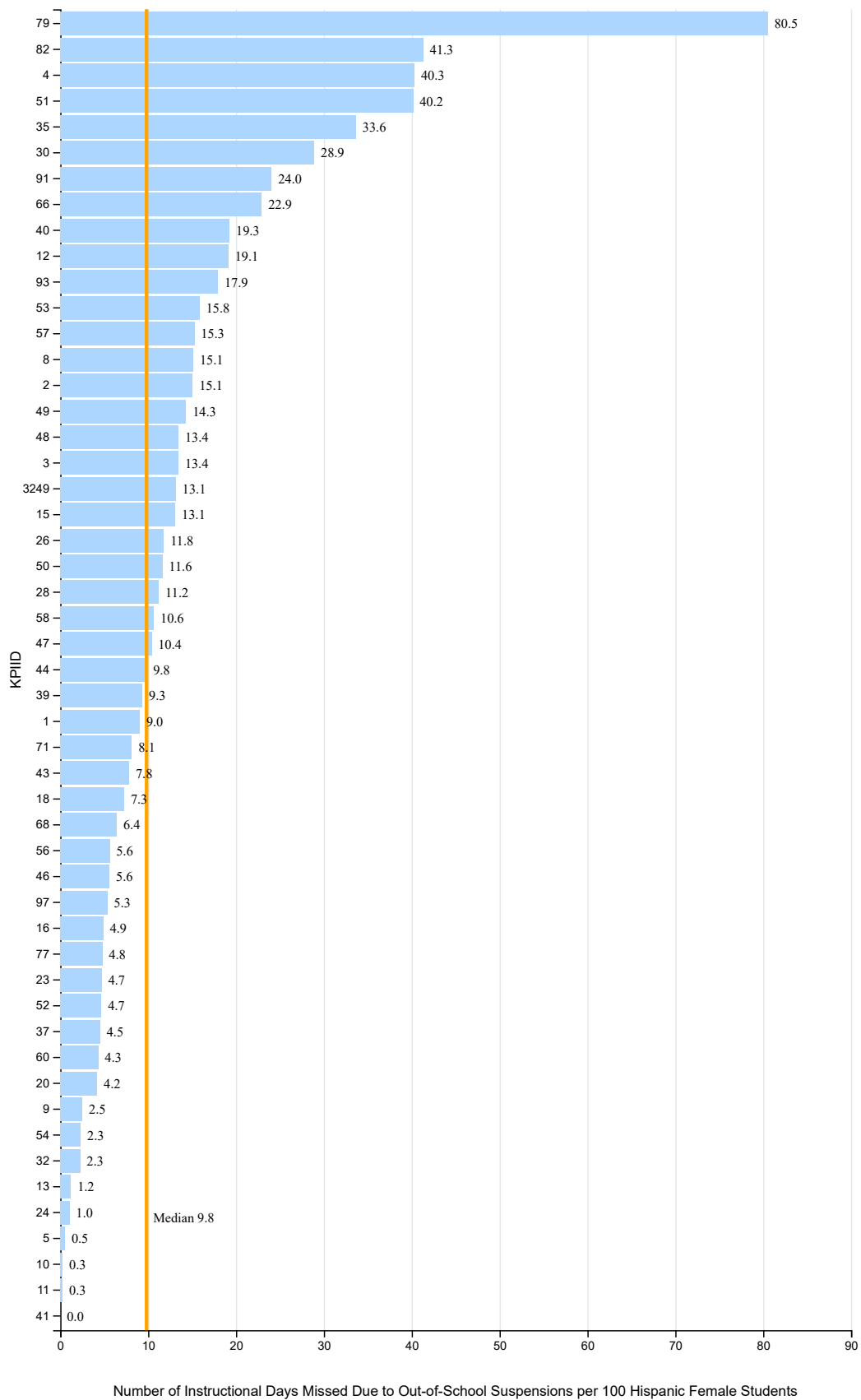
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Arlington
- Charleston
- Clark County
- Cleveland
- Dallas
- Fort Worth
- Hillsborough County
- San Diego
- Shelby County

4.35 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students, 2018-19 to 2021-22



4.37 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female Students, 2021-22

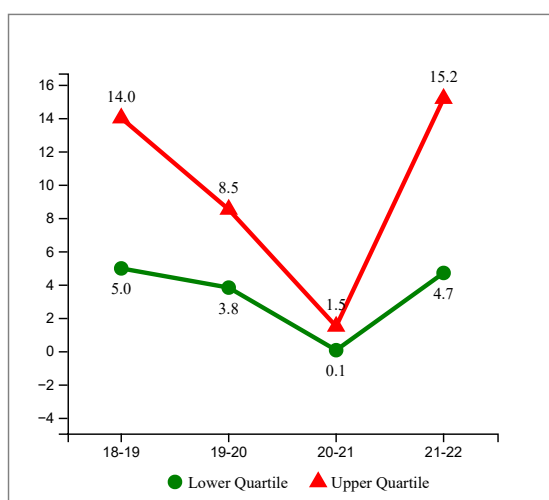


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female Students

Note: Lower values and larger decreases are desired

- Figure 4.37: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.38: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female Students, 2018-19 to 2021-22
- Figure 4.39: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female Students, 2018-19 to 2021-22

4.39 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female Students, 2018-19 to 2021-22



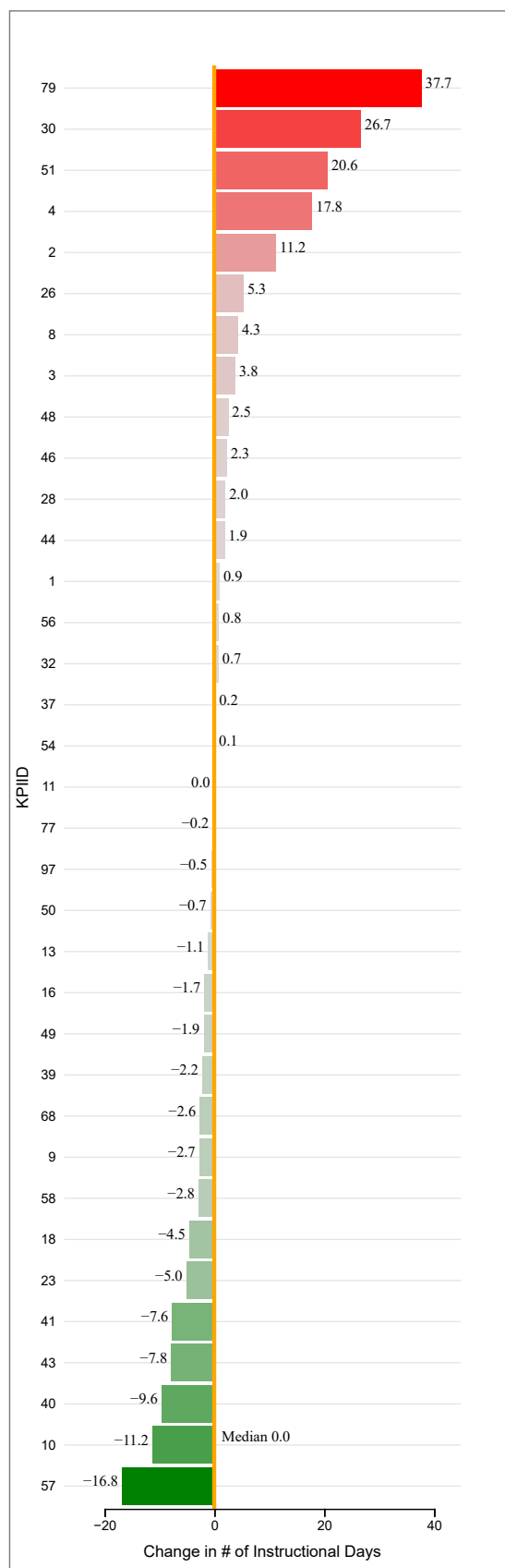
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- Minneapolis
- New York
- Portland

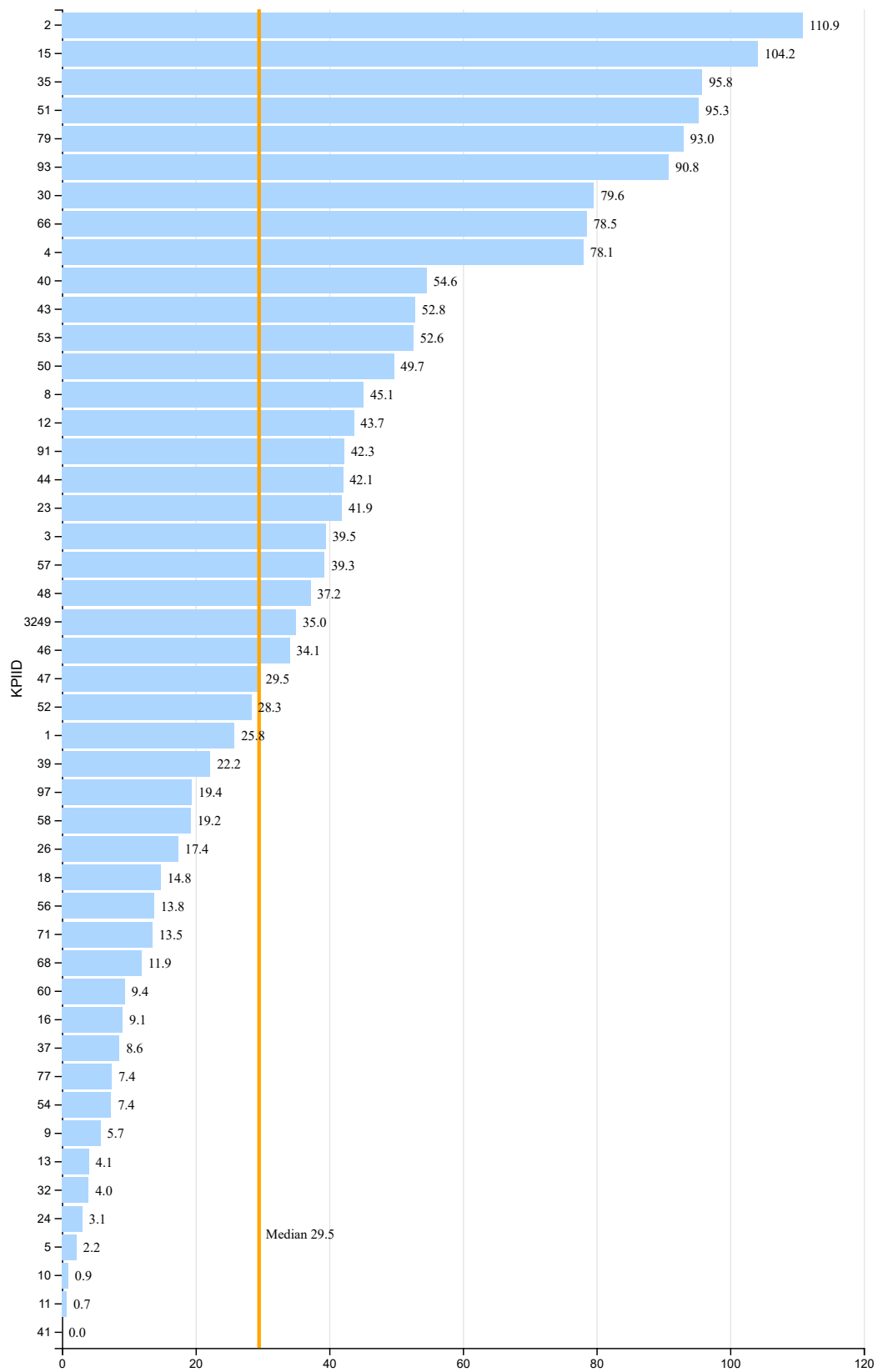
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Clark County
- Cleveland
- Dallas
- Fort Worth
- Hillsborough County
- Philadelphia
- Pittsburgh
- Shelby County

4.38 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female Students, 2018-19 to 2021-22



4.40 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced-Price Lunch (FRPL) Students, 2021-22



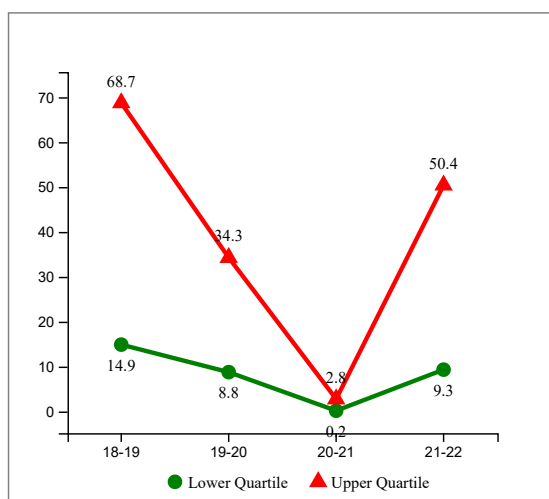
Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced-Price Lunch (FRPL) Students

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

Note: Lower values and larger decreases are desired

- Figure 4.40: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.41: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22
- Figure 4.42: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22

4.42 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



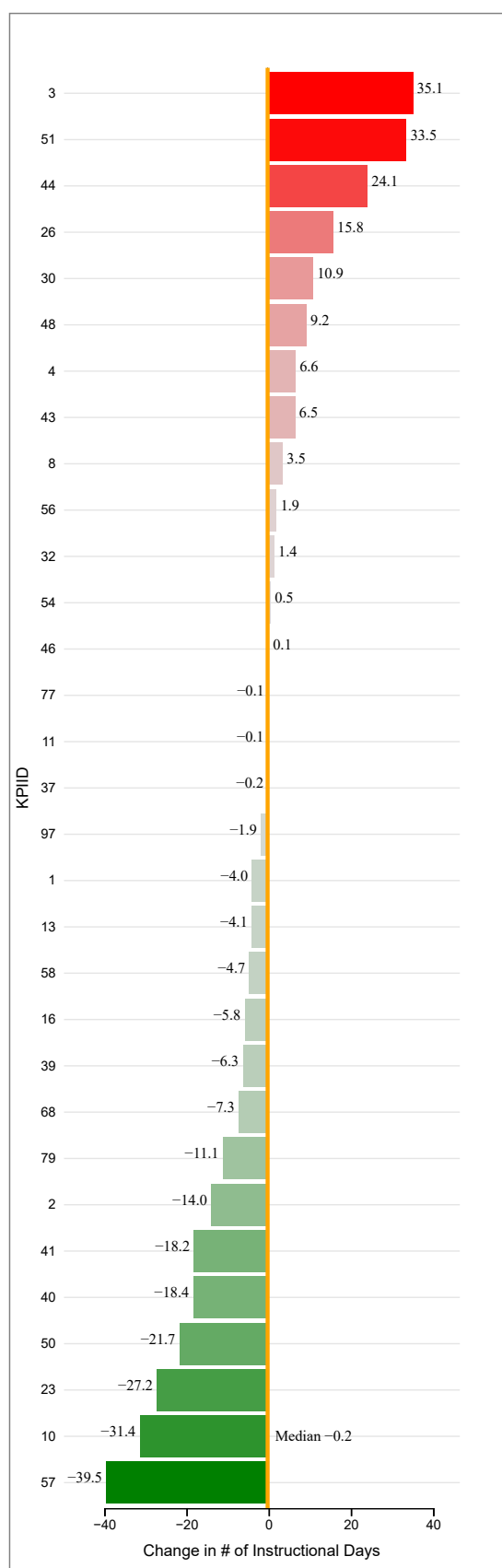
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- Portland
- San Diego
- San Francisco

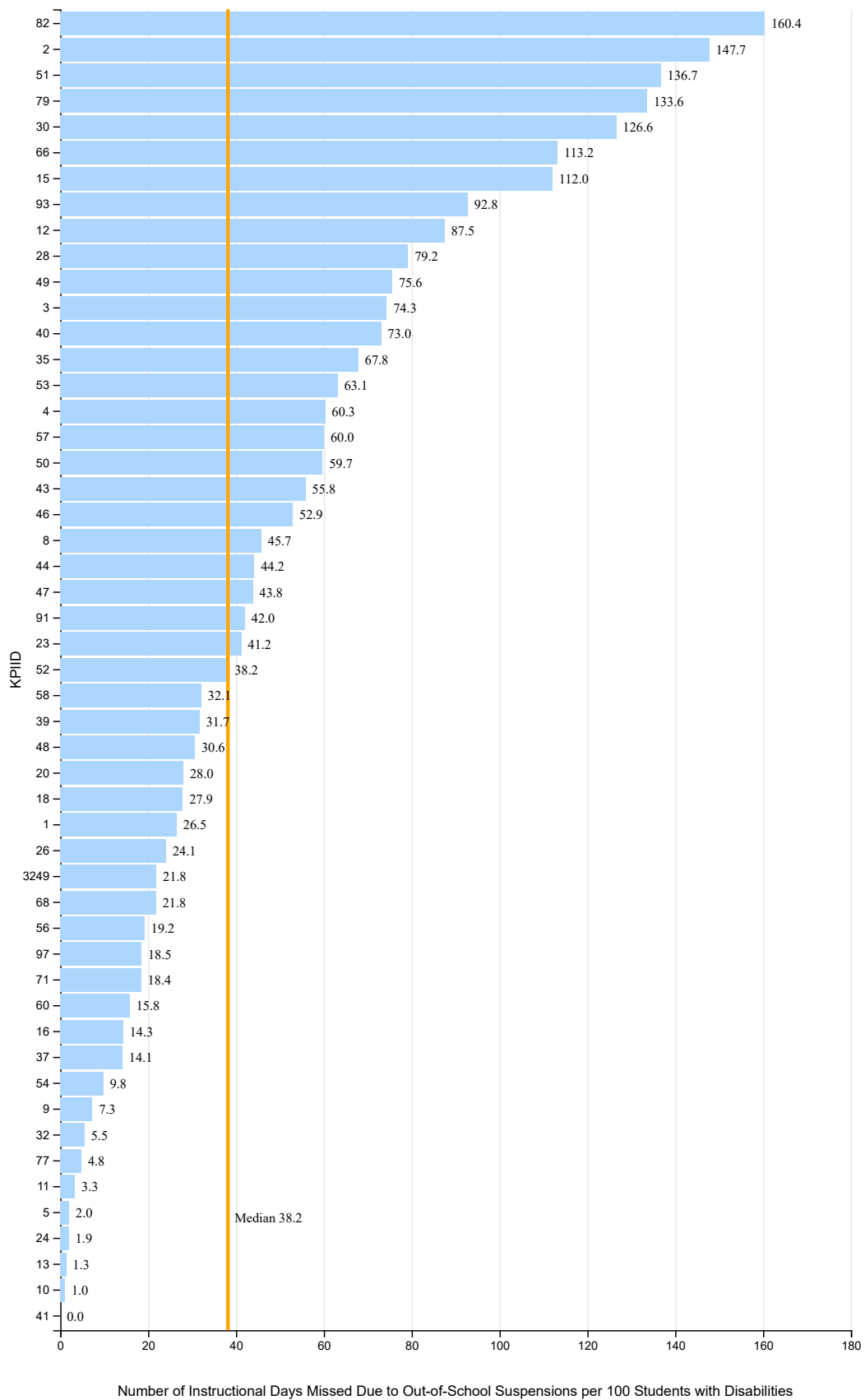
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Cleveland
- Dallas
- Detroit
- Fort Worth
- Hillsborough County
- Richmond
- Toledo

4.41 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced-Price Lunch (FRPL) Students, 2018-19 to 2021-22



4.43 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2021-22

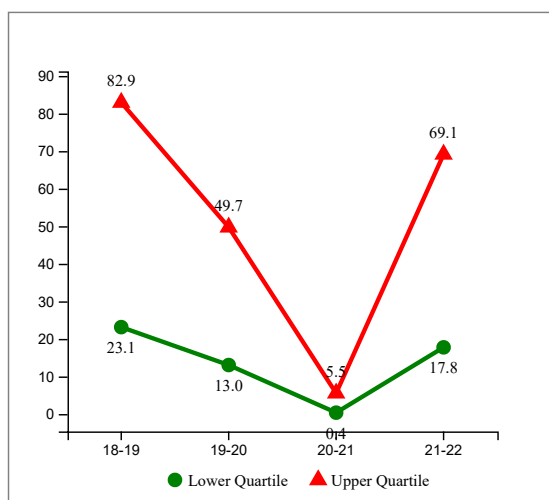


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities

Note: Lower values and larger decreases are desired

- Figure 4.43: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.44: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2018-19 to 2021-22
- Figure 4.45: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2018-19 to 2021-22

4.45 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2018-19 to 2021-22



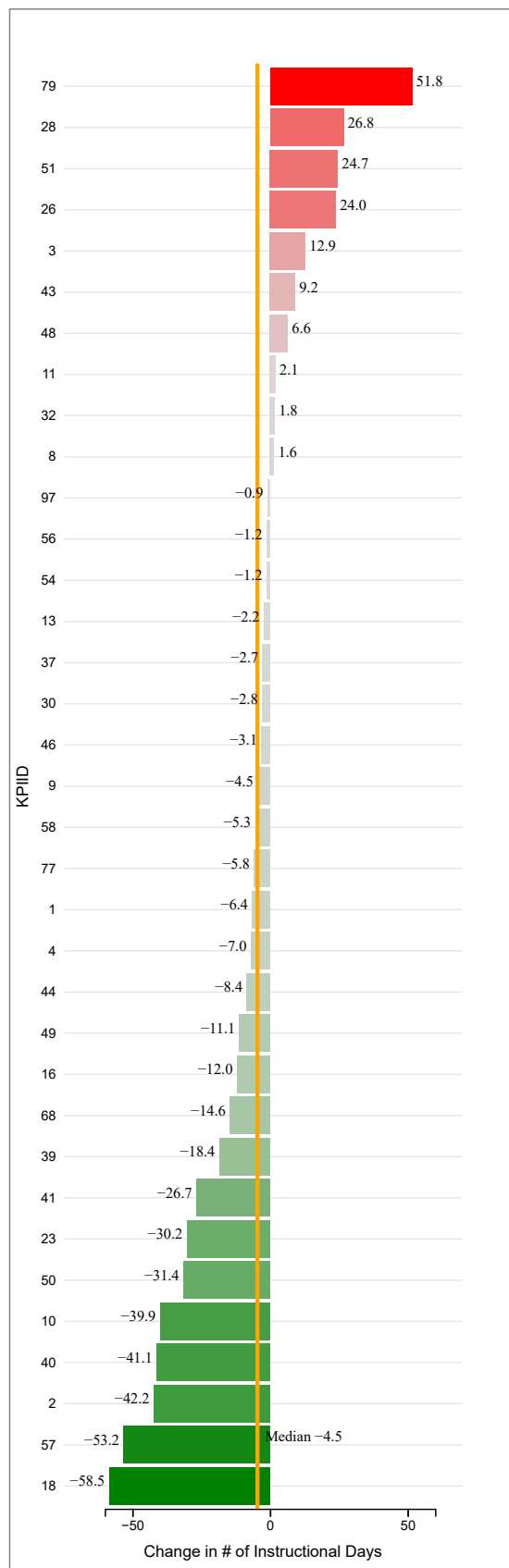
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego
- San Francisco

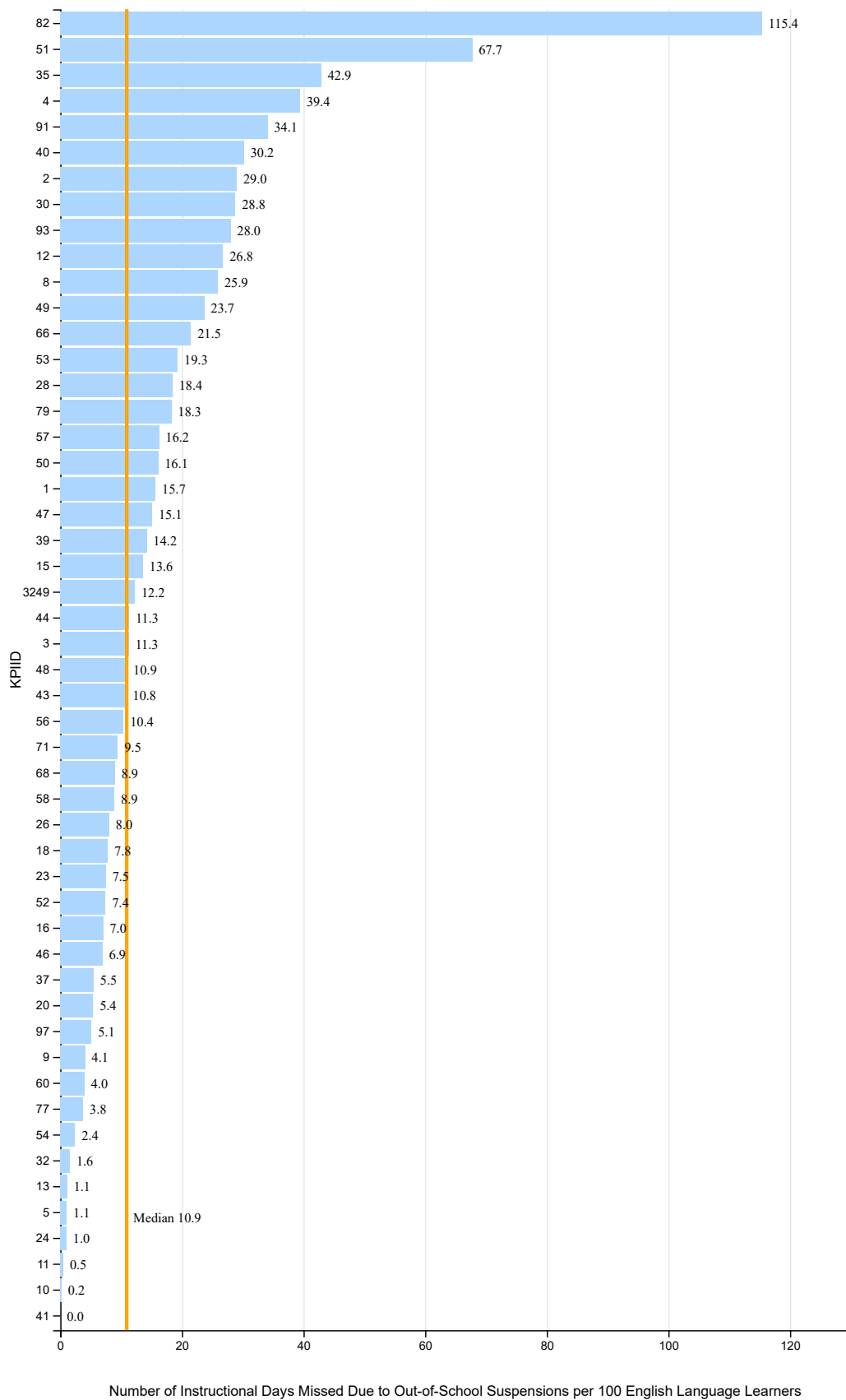
Best Quartile for Change in Performance (2018-19 to 2021-22)

- Charleston
- Cleveland
- Dallas
- Detroit
- Fort Worth
- Hillsborough County
- Houston
- Richmond
- Shelby County

4.44 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2018-19 to 2021-22



4.46 Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Language Learners, 2021-22

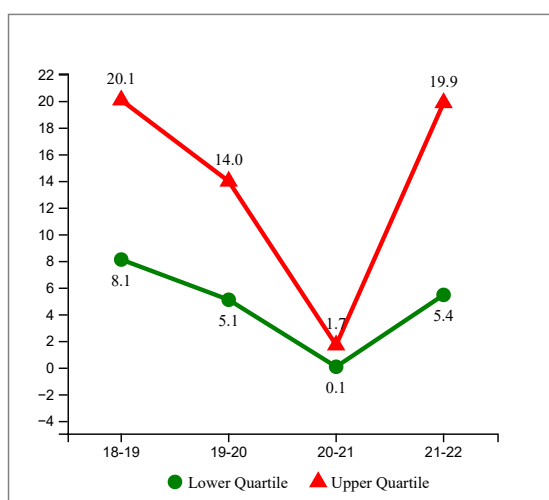


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Language Learners

Note: Lower values and larger decreases are desired

- Figure 4.46: Total number of instructional days missed due to out-of-school suspensions divided by total student enrollment multiplied by 100, 2021-22
- Figure 4.47: Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Language Learners, 2018-19 to 2021-22
- Figure 4.48: Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Language Learners, 2018-19 to 2021-22

4.48 Trends in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Language Learners, 2018-19 to 2021-22



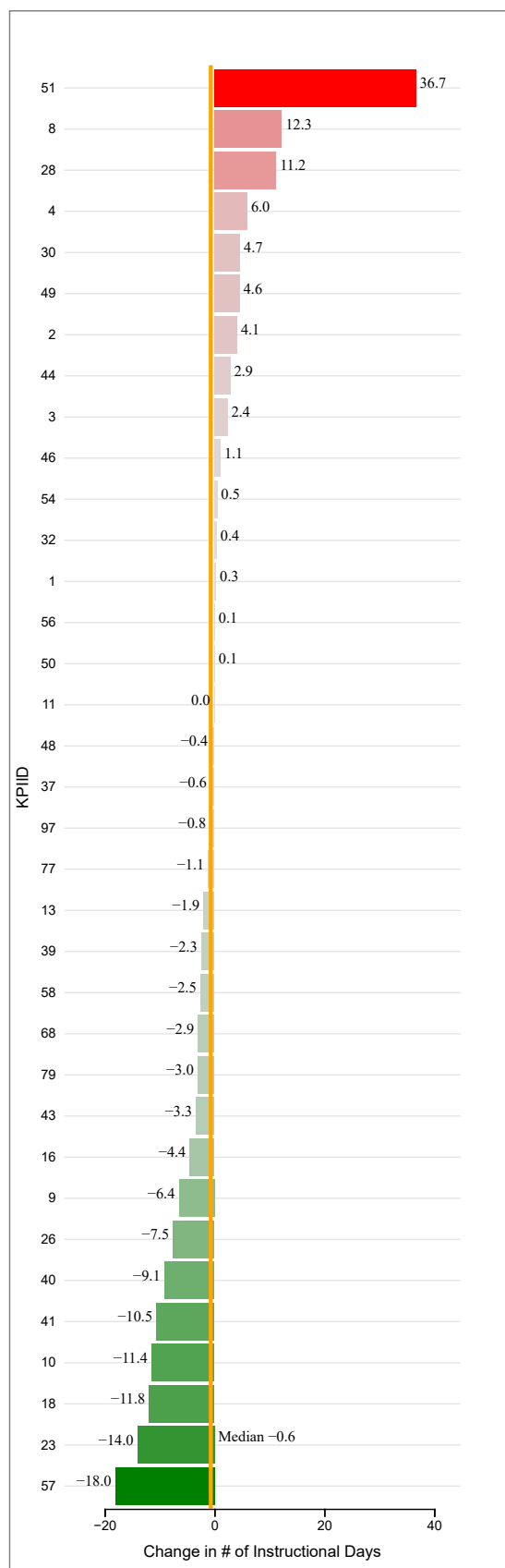
Best Quartile for Overall Performance (2021-22)

- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Pinellas
- Portland
- San Francisco

Best Quartile for Change in Performance (2018-19 to 2021-22)

- Boston
- Charleston
- Clark County
- Cleveland
- Dallas
- Fort Worth
- Hillsborough County
- San Diego
- Shelby County

4.47 Difference in Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Language Learners, 2018-19 to 2021-22



APPENDIX A. COUNCIL OF THE GREAT CITY SCHOOLS

Council of the Great City Schools

The Council of the Great City Schools is a coalition of 78 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

Guadalupe Guerrero

Superintendent, Portland Public Schools

Chair-elect

Marcia Andrews

School Board Member, Palm Beach County School District

Secretary/Treasurer

Sonja Santelises

Superintendent, Baltimore City Public Schools

Immediate Past Chair

Kelly Gonez

School Board Member, Los Angeles Unified School District

Executive Director

Raymond Hart

Council of the Great City Schools

ESSER FINANCIAL SURVEY

ESSER Financial Survey 2023

Start of Block: Introduction

Introduction Text

2023 Council of the Great City Schools ESSER Financial Survey

Thank you for participating in the 2023 Council of the Great City Schools (CGCS) ESSER Financial Survey. The purpose of this survey is to gain a better understanding of how CGCS districts are investing the ESSER funds provided in COVID-19 relief legislation. The results of this survey will complement an earlier survey from the Council on academic and mental health ESSER investments. The Council will use data collected in these surveys to demonstrate to the public and policymakers that the ESSER funds have been invested wisely.

Background

In total, Congress provided approximately \$190 billion in ESSER funds to school districts divided into three waves of funding. The survey will refer to each wave in the following way:

- ESSER I - \$13.2 billion through the CARES Act in March, 2020;
- ESSER II - \$54.3 billion through CRRSA Act in December, 2020;
- ESSER III - \$122 billion through the ARP Act in March, 2021.

CGCS ESSER Survey Details

The following survey is structured by round of ESSER spending and concludes with a questionnaire on implementation and policy topics. For ESSER III, the sections are further divided into expended/obligated funds and planned investments. There are three categories of questions for each round of funds, these are facilities, operations and COVID-19 mitigation, and academic recovery and mental health support, which are defined below.

Facilities – investments to upgrade school buildings, improve air quality, construct new facilities, and hire related personnel.

Operations and COVID-19 Mitigation – investments to ensure the continuous operation of transportation and food services, efforts to prevent the spread of COVID-19, and hire related personnel.

Academic Recovery and Mental Health Support – investments to support students address unfinished learning, nurture their mental health, and hire teachers and mental health professionals.

This survey will require the contributions of various leaders in your district (Finance, Facilities & Operations, Human Resources, Academics, etc.)—simply forward them this survey link. Your responses are automatically saved so you may return to the survey as many times as you'd like before final submission. [You can also find a pdf version of the survey here](#) if you need to preview the survey or share survey questions with your superintendent or other members of

your district team.

If you have any questions please contact Moses Valle-Palacios at mvallepalacios@cgcs.org

District Select Select the district you are reporting for

▼ Albuquerque Public Schools (4) ... Winston-Salem/Forsyth County Schools (81)

End of Block: Introduction

Start of Block: ESSER I (CARES Act)

CARES Definitions

ESSER I (CARES Act)

Key Definitions

Obligations

Funds that have been committed in writing for a specific use to be paid at an agreed-upon date (e.g., a signed contract). Federal coronavirus relief funds must be obligated by specific deadlines specified in law, although the actual payment or expenditure of funds may come later. ESSER I funds have to be obligated by September 30, 2022.

Expenditures

Payment of funds (outlays) made for a specific use. Districts have 120 days beyond the ESSER obligation deadline to spend funds committed (obligated) for a specific use.



ESSER I - Allocation What was your **total** ESSER I (CARES Act) allocation amount?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).



ESSER I - Date Avail On what date were ESSER I (CARES Act) funds available to the LEA?

Please enter a date using the MM/DD/YYYY format.



Oblig. Deadline - E1 What amount of ESSER I (CARES Act) funds were obligated as of September 30th, 2022 (the obligation deadline)?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).



Liqu Deadline - E1 What amount of ESSER I (CARES Act) funds were expended as of January 31, 2023 (the liquidation deadline)?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).

End of Block: ESSER I (CARES Act)

Start of Block: ESSER I - Section I: Facilities

E1I - Key Defin.

ESSER I (CARES) - Section I: Facilities

Key

Definitions

Facilities Repair, Renovations, and Remodeling– Investments to repair or update spaces utilized by the agency including associated labor costs.

HVAC/Indoor Air Quality – Projects to improve air quality which may include replacement/repair of HVAC units and associated labor costs.

New Construction – Capital projects to build new facilities to be used by the school district.

Retention and Hiring Incentives – Initiatives to reduce employee

turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits minus any incentive pay or bonuses.

Trailers and Modular Units – Portable classrooms to support social distancing.

For each category, indicate the amount of **ESSER I (CARES Act)** funding your district obligated in the following areas, along with the number of schools that will benefit or have already benefited from the funds. For personnel questions, indicate the number of full-time employees (FTE) in each category.



Facilities Projects **Facilities Projects**

For each category, indicate how the amount of ESSER I (CARES) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas, along with the number of schools that will benefit or have already benefited from the funds.

	Dollars Obligated (1)	Number of Schools Impacted (2)
HVAC/Indoor Air Quality (6)		
Facilities Repair, Renovations and Remodeling (7)		
School and Classroom spending to direct or separate or protect students or ensure distance (8)		
Trailers and Modular Units (Purchase and installation) (9)		
New Construction (Capital spending) (10)		
Other (Please specify) (11)		



NSalaries & Benefits **New Personnel Salaries and Benefits**

For each category, indicate how the amount of ESSER I (CARES) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas. For personnel questions, indicate the number of full-time employees in each category.

	Dollars Obligated (1)	Number of New FTEs Hired (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specifiy) (7)		



ESalaries & Benefits **Existing Personnel Salaries and Benefits**

For each category, indicate how the amount of ESSER I (CARES) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas. For personnel questions, indicate the number of full-time employees in each category.

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		



R&H Incentives **Retention and Hiring Incentives**

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate how the amount of ESSER I (CARES) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas. For personnel questions, indicate the number of full-time employees in each category.

	Dollars Obligated (1)	Number of FTEs Provided Incentive (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (7)		

End of Block: ESSER I - Section I: Facilities

Start of Block: ESSER I - Section II: Operations and COVID Mitigation

E1II - Key Defin.

ESSER I - Section II: Operations and COVID-19 Mitigation

This section includes covers ESSER I (CARES Act) spending funds obligated for **Operations and COVID-19 Mitigation**.

Key Definitions

COVID-19 Mitigation – Excluding repairs or updates to

HVAC/Ventilation systems, systems or elements needed to minimize the spread of COVID in your district (e.g., Protective Personal Equipment, COVID tests).

Food Services – Investments related to serving meals to students minus staff salaries and benefits or incentive pay or bonuses.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Transportation – Investments related to transporting students minus staff salaries and benefits, or incentive pay or bonuses.

For each category, indicate how much **ESSER I (CARES Act)** funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas. For personnel questions, indicate the number of full-time employees in each category.



Ops \$ Oblig. **Operations**

For each category, indicate how the amount of ESSER I (CARES Act) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas.

	Dollars Obligated (1)
Food Services (4)	
Transportation (5)	



COVID Mitigation **COVID-19 Mitigation**

For each category, indicate how the amount of ESSER I (CARES Act) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas.

	Dollars Obligated (1)
Personal Protective Equipment (e.g., masks, face shields, gloves, hand sanitizer) (10)	
Cleaning Supplies (11)	
Vaccinations (e.g., clinics, marketing materials) (12)	
COVID Testing (13)	
Contact Tracing (14)	
Other (Please Specify) (15)	



NSalaries & Benefits **New Personnel Salaries and Benefits**

For each category, indicate how the amount of ESSER I (CARES Act) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of New FTEs Hired (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		
Total		



ESalaries & Benefits **Existing Personnel Salaries and Benefits**

For each category, indicate how the amount of ESSER I (CARES Act) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		



R&H Incentives **Retention and Hiring Incentives**

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate how the amount of ESSER I (CARES Act) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of FTEs Provided Incentives (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		

End of Block: ESSER I - Section II: Operations and COVID Mitigation

Start of Block: ESSER I - Section III: Academic Recovery and Mental Health Support

E1III - Key Defin.

ESSER I (CARES Act) - Section III: Academic Recovery and Mental Health Support

Key Definitions

Academic Assessments – Materials used to measure student proficiencies and academic progress (e.g., *iReady*, *Smarter Balanced Assessments*, *ACCESS*).

After-School Programs – Programs/services that operate outside of traditional instructional hours during the academic year and provide students with opportunities to further develop skills that improve learning.

Data Systems – Systems designed to store data from sources including attendance, assessment, and early intervention data.

Internet Connectivity – Costs associated with providing off-campus internet connectivity to facilitate remote instruction.

Learning Devices – Costs of purchasing laptops, tablets, or other devices to support remote instruction.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, additional planning time, or paying for teacher certifications (e.g., ESL, special education).

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Strategies for Academic Recovery – Investments to address the unfinished learning students experienced as a result of the COVID-19 pandemic.

Summer Enrichment Programs – Programs/services that operate during the summer months and provide students with opportunities to further develop skills that improve learning.

Temporary Class Size Reduction – Investments to reduce teacher-to-student ratios by hiring additional instructional staff.

For each category, indicate how much **ESSER I (CARES Act)** funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased. For personnel questions, indicate the number of full-time employees in each category.



Remote Instruction **Investments to Support Remote Instruction**

For each category, indicate how much ESSER I (CARES Act) funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased.

	Dollars Obligated (1)	Number of Units Provided (2)
Learning Devices (e.g., laptops, tablets) (4)		
Internet Connectivity (e.g., mobile hotspots, internet service) (5)		
Other (Please Specify) (6)		



Basic Instruction **Provision of Basic Instruction**

For each category, indicate how much ESSER I (CARES Act) funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased.

	Dollars Obligated (4)
Acquisition of Instructional Materials (15)	
High Dosage Tutoring (16)	
Temporary Class Size Reduction (17)	
Extended Instructional Time (e.g., extended school day/year/week, before or after school programs) (18)	
Summer Enrichment Programs (19)	
Full-Service Community Schools (20)	
Academic Assessments (21)	
Data Systems (22)	

Early Childhood Programs (23)	
Professional development in curriculum and/or instruction for teachers, instructional paraprofessionals, and tutors. (24)	
Other (Please Specify) (25)	



Ment. Health Support **Mental Health Supports**

For each category, indicate how much ESSER I (CARES Act) funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased.

	Dollars Obligated (4)
Universal screening for socio-emotional and behavior needs (10)	
Family outreach including home visits and efforts to find children (11)	
Interpretation and translation services (contracts, devices, people) (12)	
Professional development in mental health for mental health staff, teachers, instructional paraprofessionals, and tutors (13)	
Support for educators and staff (14)	
Other (Please Specify) (15)	



NSalaries & Benefits **New Personnel Salaries and Benefits**

For each category, indicate how much ESSER I (CARES Act) funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of New FTEs Hired (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		



ESalaries & Benefits **Existing Personnel Salaries and Benefits**

For each category, indicate how much ESSER I (CARES Act) funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		



R&H Incentives Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate how much ESSER I (CARES Act) funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of FTEs Provided Incentives (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		



Talent Pipeline **Talent Pipeline Initiatives**

For each category, indicate how much ESSER I (CARES Act) funds (rounded to the nearest whole dollar, no dollar signs or commas) your district invested in the following areas, along with the number of units of devices purchased. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of FTEs Hired or Supported (2)
Grow Your Own Initiatives (4)		
University-School District Partnerships (5)		
Teacher Recruitment Efforts (6)		

Start of Block: ESSER II (CRRSA Act)

E2

ESSER II (CRRSA Act)

Key Definitions

Obligations

Funds that have been committed in writing for a specific use to be paid at an agreed-upon date (e.g., a signed contract). Federal coronavirus relief funds must be obligated by specific deadlines specified in law, although the actual payment or expenditure of funds may come later. ESSER II funds have to be obligated by September 30, 2023.

Expenditures

Payment of funds (outlays) made for a specific use. Districts have 120 days beyond the ESSER obligation deadline to spend funds committed (obligated) for a specific use.



QID12 What was your **total** ESSER II (CRRSA Act) allocation amount?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).



QID11 On what date were ESSER II (CRRSA Act) funds available to the LEA?

Please enter a date using the MM/DD/YYYY format.



QID13 What amount of ESSER II (CRRSA Act) funds were expended, as of September 30, 2023?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).



QID14 What amount of ESSER II (CRRSA Act) funds remained **unobligated** as of September 30, 2023?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).

End of Block: ESSER II (CRSSA Act)

Start of Block: ESSER II - Section I: Facilities

QID47

ESSER II (CRRSA Act) - Section I: Facilities

Key Definitions

Facilities Repair, Renovations, and

Remodeling— Investments to repair or update spaces utilized by the agency including associated labor costs.

HVAC/Indoor Air Quality – Projects to improve air quality which may include replacement/repair of HVAC units and associated labor costs.

New Construction – Capital projects to build new facilities to be used by the school district.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits minus any incentive pay or bonuses.

Trailers and Modular Units – Portable classrooms to support social distancing.

For each category, indicate the amount of **ESSER II (CRRSA Act)** funding your district obligated in the following areas, along with the number of schools that will benefit or have

already benefited from the funds. For personnel questions, indicate the number of full-time employees in each category.



QID48 Facilities Projects

For each category, indicate the amount of ESSER II (CRRSA Act) funding your district obligated in the following areas, along with the number of schools that will benefit or have already benefited from the funds.

	Dollars Obligated (1)	Number of Schools Impacted (2)
HVAC/Indoor Air Quality (6)		
Facilities Repair, Renovations and Remodeling (7)		
School and Classroom spending to direct or separate or protect students or ensure distance (8)		
Trailers and Modular Units (Purchase and installation) (9)		
New Construction (Capital spending) (10)		
Other (Please Specify) (11)		
Total		

**QID49 New Personnel Salaries and Benefits**

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of New FTEs Hired (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		



QID50 Existing Personnel Salaries and Benefits

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		



QID51 Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER II (CRRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of FTEs Provided Incentive (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		

End of Block: ESSER II - Section I: Facilities

Start of Block: ESSER II - Section II: Operations and COVID-19 Mitigation

QID52

ESSER II (CRRSA Act)- Section II: Operations and COVID-19 Mitigation

This section will consider expenditure of ESSER II (CRRSA Act) funds for **Operations and COVID-19 Mitigation**.

Key Definitions

COVID-19 Mitigation – Excluding repairs or updates to HVAC/Ventilation systems, systems or elements needed to minimize the spread of COVID in your district (e.g., Protective Personal Equipment, COVID tests).

Food Services – Investments related to serving meals to students minus staff salaries and benefits or incentive pay or bonuses.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Transportation – Investments related to transporting students minus staff salaries and benefits, or incentive pay or bonuses.
For each category, indicate **ESSER II (CCRSA Act)** funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees in each category.



Q166 Operations

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas.

	Dollars Obligated (1)
Food Services (4)	
Transportation (5)	



Q167 COVID-19 Mitigation

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas.

	Dollars Obligated (1)
Personal Protective Equipment (e.g., masks, face shields, gloves, hand sanitizer) (10)	
Cleaning Supplies (11)	
Vaccinations (e.g., clinics, marketing materials) (12)	
COVID Testing (13)	
Contact Tracing (14)	
Other (Please Specify) (15)	

**QID55 New Personnel Salaries and Benefits**

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar)

your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of New FTEs Hired (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		



QID56 Existing Personnel Salaries and Benefits

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		

**QID57 Retention and Hiring Incentives**

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER II (CRRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of FTEs Provided Incentives (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		

End of Block: ESSER II - Section II: Operations and COVID-19 Mitigation

Start of Block: ESSER II - Section III: Academic Recovery & Mental Health Support

QID58

ESSER II (CRRSA Act)- Section III: Academic Recovery and Mental Health Support

This section will consider expenditure of **ESSER II (CRRSA Act)** funds for academic programming/supports in your district.

Key Definitions

Academic Assessments – Materials used to measure student proficiencies and academic progress (e.g., *iReady*, *Smarter Balanced Assessments*, *ACCESS*).

After-School Programs – Programs/services that operate outside of traditional instructional hours during the academic year and provide students with opportunities to further develop skills that improve learning.

Data Systems – Systems designed to store data from sources including attendance, assessment, and early intervention data.

Internet Connectivity – Costs associated with providing off-campus internet connectivity to facilitate remote instruction.

Learning Devices – Costs of purchasing laptops, tablets, or other devices to support remote instruction.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, additional planning time, or paying for teacher certifications (e.g., ESL, special education).

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Strategies for Academic Recovery – Investments to address the unfinished learning students experienced as a result of the COVID-19 pandemic.

Summer Enrichment Programs – Programs/services that operate during the summer months and provide students with opportunities to further develop skills that improve learning.

Temporary Class Size Reduction – Investments to reduce teacher-to-student ratios by hiring additional instructional staff.

Interventionists - Professionals that are specifically hired to work with students one-on-one and in small group settings to address gaps in student learning.

Content coaches - Highly-trained professionals in a specific content, usually in reading or mathematics, that provide job-embedded professional development to teachers. Content coaches collaborate with teachers to plan, teach, and reflect upon classroom lessons. These content coaches provide individualized professional development focused on content, pedagogy, and student learning.

For each category, indicate **ESSER II (CCRSA Act)** funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas, along with the number of units of devices purchased. For personnel questions, indicate the number of full-time employees in each category.



QID59 Investments to Support Remote Instruction

For each category, indicate how the amount of ESSER II (CRRSA) funding (rounded to the nearest whole dollar, no dollar signs or commas) your district has obligated for use in the following areas.

	Dollars Obligated (1)	Number of Units Provided (2)
Learning Devices (e.g., laptops, tablets) (4)		
Internet Connectivity (e.g., mobile hotspots, internet service) (5)		
Other (Please Specify) (6)		



QID60 Provision of Basic Instruction

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas.

	Dollars Obligated (4)
Acquisition of Instructional Materials (15)	
High Dosage Tutoring (16)	
Temporary Class Size Reduction (17)	
Extended Instructional Time (e.g., extended school day/year/week, before or after school programs) (18)	
Summer Enrichment Programs (19)	
Full-Service Community Schools (20)	
Academic Assessments (21)	
Data Systems (22)	

Early Childhood Programs (23)	
Professional Development in curriculum and/or instruction for teachers, instructional paraprofessionals, and tutors. (24)	
Other (Please Specify) (25)	



QID61 Mental Health Supports

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas.

	Dollars Obligated (4)
Universal screening for socio-emotional and behavior needs (10)	
Family outreach including home visits and efforts to find children (11)	
Interpretation and translation services (contracts, devices, people) (12)	
Professional development in mental health for mental health staff, teachers, instructional paraprofessionals, and tutors (13)	
Support for educators and staff (14)	
Other (Please Specify) (15)	

**QID62 New Personnel Salaries and Benefits**

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of New FTEs Hired (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		
Content Coaches (11)		

Interventionalists (12)		
Other (Please Specify) (13)		



QID63 Existing Personnel Salaries and Benefits

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		



QID64 Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of FTEs Provided Incentives (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		



QID65 Talent Pipeline Initiatives

For each category, indicate ESSER II (CCRSA Act) funds (rounded to the nearest whole dollar) your district invested (expended or obligated) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category

	Dollars Obligated (1)	Number of FTEs Hired or Supported (2)
Grow Your Own Initiatives (4)		
University-School District Partnerships (5)		
Teacher Recruitment Efforts (6)		

Start of Block: ESSER III (ARP)

QID15

ESSER III (ARP)

Key Definitions

Obligations

Funds that have been committed in writing for a specific use to be paid at an agreed-upon date (e.g., a signed contract). Federal coronavirus relief funds must be obligated by specific deadlines specified in law, although the actual payment or expenditure of funds may come later. For example, ESSER III (ARP) funds have to be obligated by September 30, 2024.

Expenditures

Payment of funds (outlays) made for a specific use. Districts have 120 days beyond the ESSER obligation deadline to spend funds committed (obligated) for a specific use.



QID17 What was your **total** ESSER III (ARP) allocation amount?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).



QID16 On what date were ESSER III (ARP) funds available to the LEA?

Please enter a date using the MM/DD/YYYY format.



QID18 What amount of ESSER III (ARP) funds were expended as of September 30, 2023?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).

Page Break



QID19 What amount of ESSER III (ARP) funds remain **unobligated** as of September 30, 2023?

Indicate the amount of funds, rounded to the nearest whole dollar (no dollar signs or commas).

End of Block: ESSER III (ARP)

Start of Block: ESSER III - Pt. I, Sec. I Facilities (Funds Invested)

QID86

ESSER III (ARP) - PART I, Section I: Facilities Funds Expended or Obligated

Key Definitions

Facilities Repair, Renovations, and Remodeling–

Investments to repair or update spaces utilized by the agency including associated labor costs.

HVAC/Indoor Air Quality – Projects to improve air quality which may include replacement/repair of HVAC units and associated labor costs.

New Construction – Capital projects to build new facilities to be used by the school district.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits minus any incentive pay or bonuses.

Trailers and Modular Units – Portable classrooms to support social distancing.

For each category, indicate **ESSER III (ARP)** funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas, along with the number of schools that benefited from the investment. For personnel questions, indicate the number of full-time employees (FTE) in each category.



QID87 **Facilities Projects**

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas, along with the number of schools that benefited from the investment.

	Dollars Obligated (1)	Number of Schools Impacted (2)
HVAC/Indoor Air Quality (6)		
Facilities Repair, Renovations and Remodeling (7)		
School and Classroom spending to direct or separate or protect students or ensure distance (8)		
Trailers and Modular Units (Purchase and installation) (9)		
New Construction (Capital spending) (10)		
Other (Please Specify) (11)		



QID88 New Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of New FTEs Hired (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		



QID89 Existing Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		



QID90 Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of FTEs Provided Incentive (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		

End of Block: ESSER III - Pt. I, Sec. I Facilities (Funds Invested)

Start of Block: ESSER III - Pt. I, Sec. II Operations & COVID Mitigation (Funds Invested)

QID91

ESSER III (ARP) - PART I, Section II: Operations and COVID Mitigation Funds Expended or Obligated

This section will consider expenditure of ESSER III (ARP) funds for **Operations and COVID-19 Mitigation**.

Key Definitions

COVID-19 Mitigation – Excluding repairs or updates to HVAC/Ventilation systems, systems or elements needed to minimize the spread of COVID in

your district (e.g., Protective Personal Equipment, COVID tests).

Food Services – Investments related to serving meals to students minus staff salaries and benefits or incentive pay or bonuses.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Transportation – Investments related to transporting students minus staff salaries and benefits, or incentive pay or bonuses.

For each category, indicate **ESSER III (ARP)** funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas, along with the number of schools that benefited from the investment. For personnel questions, indicate the number of full-time employees (FTE) in each category.



Q168 Operations

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas

	Dollars Obligated (1)
Food Services (4)	
Transportation (5)	

**Q170 COVID-19 Mitigation**

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas

	Dollars Obligated (1)
Personal Protective Equipment (e.g., masks, face shields, gloves, hand sanitizer) (10)	
Cleaning Supplies (11)	
Vaccinations (e.g., clinics, marketing materials) (12)	
COVID Testing (13)	
Contact Tracing (14)	
Other (Please Specify) (15)	

**QID94 New Personnel Salaries and Benefits**

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of New FTEs Hired (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		



QID95 Existing Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		

**QID96 Retention and Hiring Incentives**

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of FTEs Provided Incentives (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		

End of Block: ESSER III - Pt. I, Sec. II Operations & COVID Mitigation (Funds Invested)

Start of Block: ESSER III - Pt. I, Sec. III: Acad. Recovery & Mental Health (Funds Invested)

QID97

ESSER III - PART I, Section III: Academic Recovery and Mental Health Support Funds Expended or Obligated

This section will consider expenditure of ESSER III (ARP) funds for academic programming/supports in your district.

Key Definitions

Academic Assessments – Materials used to measure student proficiencies and academic progress (e.g., *iReady*, *Smarter Balanced Assessments*, *ACCESS*).

After-School Programs – Programs/services that operate outside of traditional instructional hours during the academic year and provide students with opportunities to further develop skills that improve learning.

Data Systems – Systems designed to store data from sources including attendance, assessment, and early intervention data.

Internet Connectivity – Costs associated with providing off-campus internet connectivity to facilitate remote instruction.

Learning Devices – Costs of purchasing laptops, tablets, or other devices to support remote instruction.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, additional planning time, or paying for teacher certifications (e.g., ESL, special education).

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Strategies for Academic Recovery – Investments to address the unfinished learning students experienced as a result of the COVID-19 pandemic.

Summer Enrichment Programs – Programs/services that operate during the summer months and provide students with opportunities to further develop skills that improve learning.

Temporary Class Size Reduction – Investments to reduce teacher-to-student ratios by hiring additional instructional staff.

Interventionists - Professionals that are specifically hired to work with students one-on-one and in small group settings to address gaps in student learning.

Content coaches - Highly-trained professionals in a specific content, usually in reading or mathematics, that provide job-embedded professional development to teachers. Content coaches collaborate with teachers to plan, teach, and reflect upon classroom lessons. These content coaches provide individualized professional development focused on content, pedagogy, and student learning.

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas, along with the number of schools that benefited from the investment. For personnel questions, indicate the number of full-time employees (FTE) in each category.



QID98 Investments to Support Remote Instruction

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas.

	Dollars Obligated (1)	Number of Units Provided (2)
Learning Devices (e.g., laptops, tablets) (4)		
Internet Connectivity (e.g., mobile hotspots, internet service) (5)		
Other (Please Specify) (6)		



QID99 Provision of Basic Instruction

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas.

	Dollars Obligated (4)
Acquisition of Instructional Materials (15)	
High Dosage Tutoring (16)	
Temporary Class Size Reduction (17)	
Extended Instructional Time (e.g., extended school day/year/week, before or after school programs) (18)	
Summer Enrichment Programs (19)	
Full-Service Community Schools (20)	
Academic Assessments (21)	
Data Systems (22)	

Early Childhood Programs (23)	
Professional Development in curriculum and/or instruction for teachers, instructional paraprofessionals, and tutors. (24)	
Other (Please Specify) (25)	



QID100 Mental Health Supports

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas.

	Dollars Obligated (4)
Universal screening for socio-emotional and behavior needs (10)	
Family outreach including home visits and efforts to find children (11)	
Interpretation and translation services (contracts, devices, people) (12)	
Professional development in mental health for mental health staff, teachers, instructional paraprofessionals, and tutors (13)	
Support for educators and staff (14)	
Other (Please Specify) (15)	

**QID101 New Personnel Salaries and Benefits**

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of New FTEs Hired (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		
Content Coaches (11)		

Interventionalists (12)		
Other (Please Specify) (13)		



QID102 Existing Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of Existing FTEs Supported (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		



QID103 Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of FTEs Provided Incentives (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		



QID104 Talent Pipeline Initiatives

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district invested (expended or obligated as of September 30, 2023) in the following areas. For personnel questions, indicate the number of full-time employees (FTE) in each category.

	Dollars Obligated (1)	Number of FTEs Hired or Supported (2)
Grow Your Own Initiatives (4)		
University-School District Partnerships (5)		
Teacher Recruitment Efforts (6)		

QID85

ESSER III - PART II: PLANNED INVESTMENTS

This section will only consider funds from ESSER III (ARP) that have **not** been obligated by September 30, 2023.

Key Definitions

Obligations

Funds that have been committed in writing for a specific use to be paid at an agreed-upon date (e.g., a signed contract). Federal coronavirus relief funds must be obligated by specific deadlines specified in law, although the actual payment or expenditure of funds may come later. For example, ESSER III (ARP) funds have to be obligated by September 30, 2024.

QID105

ESSER III (ARP) - PART II, Section I: Planned Investments in Facilities

Key Definitions

Facilities Repair, Renovations, and Remodeling— Investments to repair or update spaces utilized by the agency including associated labor costs.

HVAC/Indoor Air Quality – Projects to improve air quality which may include replacement/repair of HVAC units and associated labor costs.

New Construction – Capital projects to build new facilities to be used by the school district.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits minus any incentive pay or bonuses.

Trailers and Modular Units – Portable classrooms to support social distancing.

For each category, indicate **ESSER III (ARP)** funds (rounded to the nearest whole dollar) your

district plans to invest in the following areas, along with the estimated number of schools that will benefit from the investment. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.



Q180 Facilities Projects

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas, along with the estimated number of schools that will benefit from the investment.

	Planned Investments in Dollars (1)	Planned Number of Schools Impacted (2)
HVAC/Indoor Air Quality (6)		
Facilities Repair, Renovations and Remodeling (7)		
School and Classroom spending to direct or separate or protect students or ensure distance (8)		
Trailers and Modular Units (Purchase and installation) (9)		
New Construction (Capital spending) (10)		
Other (Please Specify) (11)		



Q181 New Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of New FTEs Hired (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		



Q182 Existing Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of Existing FTEs Supported (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		



Q183 Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of FTEs Provided Incentive (2)
HVAC technicians (4)		
Facility repair technicians (5)		
Facility remodeling and renovations staff (6)		
Other (Please Specify) (7)		

End of Block: ESSER III - PART II: Planned Investments

Start of Block: ESSER III - Pt. II, Sec. II: Operations & COVID Mitigation (Planned)

QID110

Section II: Planned Investments in Operations and COVID Mitigation

This section will consider planned spending of ESSER III (ARP) funds for **Operations and COVID-19 Mitigation**.

Key Definitions

COVID-19 Mitigation – Excluding repairs or updates to HVAC/Ventilation systems, systems or elements needed to minimize the spread of COVID in your district (e.g., Protective Personal Equipment, COVID tests).

Food Services – Investments related to serving meals to students minus

staff salaries and benefits or incentive pay or bonuses.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, or additional planning time.

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Transportation – Investments related to transporting students minus staff salaries and benefits, or incentive pay or bonuses.

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas, along with the estimated number of schools that will benefit from the investment. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.



Q171 Operations

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas.

	Planned Investments in Dollars (1)
Food Services (4)	
Transportation (5)	



Q172 COVID-19 Mitigation

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas.

	Planned Investments in Dollars (1)
Personal Protective Equipment (e.g., masks, face shields, gloves, hand sanitizer) (10)	
Cleaning Supplies (11)	
Vaccinations (e.g., clinics, marketing materials) (12)	
COVID Testing (13)	
Contact Tracing (14)	
Other (Please Specify) (15)	

Q175 New Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of New FTEs Hired (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		

**Q176 Existing Personnel Salaries and Benefits**

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your

district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of Existing FTEs Supported (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		



Q177 Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of FTEs Provided Incentives (2)
Bus Drivers and other transportation staff (4)		
Safety and Security Staff (5)		
Food Service Staff (6)		
School Custodial Staff (7)		
Engineers/Mechanics (8)		
Other (Please Specify) (9)		

End of Block: ESSER III - Pt. II, Sec. II: Operations & COVID Mitigation (Planned)

Start of Block: ESSER III - Pt. II, Sec. III: Acad. Recovery & Ment. Health (Planned)

QID116

Section III: Planned Investments in Academic Recovery & Mental Health Support

This section will consider planned spending of ESSER III (ARP) funds for **academic programming/supports** in your district.

Definitions

Key

Academic

Assessments – Materials used to measure student proficiencies and academic progress (e.g., *iReady*, *Smarter Balanced Assessments*, *ACCESS*).

After-School Programs – Programs/services that operate outside of traditional instructional hours during the academic year and provide students with opportunities to further develop skills that improve learning.

Data Systems – Systems designed to store data from sources including attendance, assessment, and early intervention data.

Internet Connectivity – Costs associated with providing off-campus internet connectivity to facilitate remote instruction.

Learning Devices – Costs of purchasing laptops, tablets, or other devices to support remote instruction.

Retention and Hiring Incentives – Initiatives to reduce employee turnover and recruit new employees by employing strategies such as premium pay, bonuses, stipends, paid time off, additional planning time, or paying for teacher certifications (e.g., ESL, special education).

Salaries and Benefits – Regular payments to employees including all benefits (including healthcare and retirement) minus any incentive pay or bonuses.

Strategies for Academic Recovery – Investments to address the unfinished learning students experienced as a result of the COVID-19 pandemic.

Summer Enrichment Programs – Programs/services that operate during the summer months and provide students with opportunities to further develop skills that improve learning.

Temporary Class Size Reduction – Investments to reduce teacher-to-student ratios by hiring additional instructional staff.

Interventionists - Professionals that are specifically hired to work with students one-on-one and in small group settings to address gaps in student learning.

Content coaches - Highly-trained professionals in a specific content, usually in reading or mathematics, that provide job-embedded professional development to teachers. Content coaches collaborate with teachers to plan, teach, and reflect upon classroom

lessons. These content coaches provide individualized professional development focused on content, pedagogy, and student learning.

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas, along with the estimated number of schools that will benefit from the investment. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.



Q165 Investments to Support Remote Instruction

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas

	Planned Investments in Dollars (1)	Planned Number of Units Provided (2)
Learning Devices (e.g., laptops, tablets) (4)		
Internet Connectivity (e.g., mobile hotspots, internet service) (5)		
Other (Please Specify) (6)		



Q166 Provision of Basic Instruction

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas.

	Planned Investments in Dollars (4)
Acquisition of Instructional Materials (15)	
High Dosage Tutoring (16)	
Temporary Class Size Reduction (17)	
Extended Instructional Time (e.g., extended school day/year/week, before or after school programs) (18)	
Summer Enrichment Programs (19)	
Full-Service Community Schools (20)	
Academic Assessments (21)	
Data Systems (22)	
Early Childhood Programs (23)	

Professional Development in curriculum
and/or instruction for teachers, instructional
paraprofessionals, and tutors. (24)

Other (Please Specify) (25)

Q167 Mental Health Supports

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas.

	Planned Investments in Dollars (4)
Universal screening for socio-emotional and behavior needs (10)	
Family outreach including home visits and efforts to find children (11)	
Interpretation and translation services (contracts, devices, people) (12)	
Professional development in mental health for mental health staff, teachers, instructional paraprofessionals, and tutors (13)	
Support for educators and staff (14)	
Other (Please Specify) (15)	
Total	

Q168 New Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of New FTEs Hired (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		
Total		



Q169 Existing Personnel Salaries and Benefits

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of Existing FTEs Supported (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		
Total		



Q170 Retention and Hiring Incentives

Includes, but is not limited to, *bonuses, stipends, additional leave, and premium pay.*

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of FTEs Provided Incentives (2)
Teachers, Instructional Paraprofessionals, and Tutors (4)		
School Administrators (5)		
School Psychologists (6)		
Nurses (7)		
Guidance Counselors (8)		
Social Workers (9)		
Interpreters and Translators (10)		

Content Coaches (11)		
Interventionalists (12)		
Other (Please Specify) (13)		
Total		



Q171 Talent Pipeline Initiatives

For each category, indicate ESSER III (ARP) funds (rounded to the nearest whole dollar) your district plans to invest in the following areas. For personnel questions, indicate the number of estimated numbers of full-time employees (FTE) in each category.

	Planned Investments in Dollars (1)	Planned Number of FTEs Hired or Supported (2)
Grow Your Own Initiatives (4)		
University-School District Partnerships (5)		
Teacher Recruitment Efforts (6)		
Total		

End of Block: ESSER III - Pt. II, Sec. III: Acad. Recovery & Ment. Health (Planned)

Start of Block: Investments with ESSER Funds

QID124

Investments with ESSER Funds



QID125

Please rate each of the following statements related to planning the use of ESSER funds:

Select the one (1) response that best reflects your views.

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
My district has taken steps that will minimize the funding cliff once ESSER has ended. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My state has been a helpful partner in planning the use of ESSER funds. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My state provided timely approval of my district's ESSER spending plan. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My state provided timely approval of my district's <u>changes</u> to our initial ESSER spending plan. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My state provided clear communications about the denial of specific expenditures in my district's ESSER spending plan. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My state denied significant investments that were in my district's initial ESSER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

spending plan.
(7)

QID127 If your district encountered issues with your state approving or denying spending plans or specific expenditures, please describe them below.

Q173 What is the pace of your district’s actual spending as compared to your planned expenditures for ESSER II and ESSER III as of September 30, 2023?

Select the one (1) response that best applies.

	Ahead of Schedule (1)	On Track (2)	Behind Schedule (3)
ESSER II (CRRSA) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESSER III (ARP) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q174 What percentage of total expenditures have been divided between central office and school-level purposes for ESSER I, II, and II?

Enter a percentage rounded to the nearest whole percent. This number should be between 0 and 100.

	Percentage of total funds spent by the central office for districtwide purposes or priorities. (1)	Percentage of total funds distributed to schools for their expenditure. (2)
ESSER I (CARES) (1)		
ESSER II (CRRSA) (2)		
ESSER III (ARP) (3)		

Q175 How did your district allocate funds to schools for **ESSER I (CARES)**?

Select all that apply.

- ☐ Flat amount per school or per pupil (1)
 - ☐ Number or proportion of students at the school with specific curricular needs (ELL, SPED) (2)
 - ☐ Number or proportion of low-income students or students eligible for free or reduced-price meals (3)
 - ☐ Measure of lost instructional time (4)
 - ☐ Title I status (5)
 - ☐ Other (6) _____
-

Q177 How did your district allocate funds to schools for **ESSER II (CRRSA)**?

Select all that apply.

- ☐ Flat amount per school or per pupil (1)
 - ☐ Number or proportion of students at the school with specific curricular needs (ELL, SPED) (2)
 - ☐ Number or proportion of low-income students or students eligible for free or reduced-price meals (3)
 - ☐ Measure of lost instructional time (4)
 - ☐ Title I status (5)
 - ☐ Other (6) _____
-

Q176 How did your district allocate funds to schools for **ESSER III (ARP)**?

Select all that apply.

- ☐ Flat amount per school or per pupil (1)
- ☐ Number or proportion of students at the school with specific curricular needs (ELL, SPED) (2)
- ☐ Number or proportion of low-income students or students eligible for free or reduced-price meals (3)
- ☐ Measure of lost instructional time (4)
- ☐ Title I status (5)
- ☐ Other (6) _____

End of Block: Investments with ESSER Funds

Start of Block: Flexibilities for Spending ESSER Funds

Q178

Flexibilities for Spending ESSER Funds

Key Definitions

Obligations

Funds that have been committed in writing for a specific use to be paid at an agreed-upon date (e.g., a signed contract). Federal coronavirus relief funds must be obligated by specific deadlines specified in law, although the actual payment or expenditure of funds may come later. ESSER II funds have to be obligated by September 30, 2023.

Expenditures

Payment of funds (outlays) made for a specific use. Districts have 120 days beyond the ESSER obligation deadline to spend funds committed (obligated) for a specific use.

The obligation date for ESSER II funds was September 30, 2023 and ESSER III will be September 30, 2024. All school districts have an automatic 120 days to liquidate (i.e. spend) obligated funds after September 30th. The U.S. Department of Education announced an extension to ESSER I, ESSER II, and ESSER III liquidation deadlines in some circumstances

for funds that were properly obligated by September 30th. States have to apply for the extension on behalf of their school districts.

Q179 Has your state applied or are they planning to apply for the late liquidation extension available for ESSER II or ESSER III?

Select the one (1) response that best applies.

	Has already applied (1)	Plans to apply (2)	Does not plan to apply (3)	Unsure/Don't know (4)
ESSER II (CARES) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESSER III (ARP) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



QID131 Was your state's process for approving projects for late liquidation clear and efficient?

Select the one (1) response that best applies

	Yes (1)	No (2)
Clear (1)	<input type="radio"/>	<input type="radio"/>
Efficient (2)	<input type="radio"/>	<input type="radio"/>

End of Block: Flexibilities for Spending ESSER Funds

Start of Block: ESSER III (American Rescue Plan) Policy Requirements

QID143

ESSER III (American Rescue Plan) Policy Requirements

ESSER III (ARP) included new "Maintenance of Equity" requirements for school districts in 2021-22 and 2022-23. School districts were prohibited from reducing per-pupil funding and per-pupil FTE staffing in high-poverty schools beyond similar reductions for all its schools. The U.S.

Department of Education eventually provided an exception from the local Maintenance of Equity requirement for school districts that did not implement an aggregate district-wide reduction in state and local per-pupil funding.



Q183 Please indicate if your district used the *Maintenance of Equity* exception in the following school years.

Select the one (1) response that best applies

	Yes (1)	No (2)
SY 2021-22 (1)	<input type="radio"/>	<input type="radio"/>
SY 2022-23 (2)	<input type="radio"/>	<input type="radio"/>



Q184 ESSER III (ARP) requires that school districts use at least 20% of its allocation to address the academic impact of lost instructional time and COVID-19 (referred to as “unfinished learning”).

Please indicate the following:

Enter a percentage rounded to the nearest whole percent. This number should be between 0 and 100.

	Percentage allocated (4)
Percentage of total ESSER III funds invested (expended or obligated) in unfinished learning as of September 30, 2023 (1)	
Percentage of total ESSER III funds you plan on spending on unfinished learning overall (2)	

End of Block: ESSER III (American Rescue Plan) Policy Requirements
