RESEARCH

RESEARCH DEPARTMENT OVERVIEW

Research Department Overview
July 2025

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).

New Research Reports

Spring 2025 CGCS Curriculum Associates iReady Assessment CGCS End-of-Year Data and Implementation Report

Curriculum Associates recently shared the CGCS iReady End-of-Year Data and Implementation Report. The report compares Spring 2025 iReady results to national results and prior results, including detailed comparisons to Spring 2024 data. It includes domain-level results and a cohort analysis that tracks the performance of the same group of students over time. In addition, the report highlights trends across CGCS districts in meeting typical and stretch growth targets, as well as patterns of implementation and use of iReady Personalized Instruction.

The CGCS Spring 2025 iReady End-of-Year Data and Implementation Report is attached.

Spring 2025 CGCS Renaissance Star Assessment Benchmark Report

Renaissance released their Spring 2025 performance trends report for CGCS districts using Renaissance Learning's Star assessments (Reading, Math, and Early Literacy). Data are shown by grade and include comparisons to Star test-takers nationally. Where available, results are also disaggregated by gender and race/ethnicity, although demographic data are voluntarily submitted and may not be complete, so subgroup totals may not align with overall counts.

All results include Unified Scaled Scores (USS) and Normal Curve Equivalents (NCE), Student Growth Percentiles (SGP), with tables reporting means (M), standard deviations (SD), and student counts (N). Please be cautioned when reviewing NCE and SGP results that compare 2024 to 2025, as Renaissance renormed their assessment and any changes across years could be a result of changes in the assessment and not in student performance.

The full Spring 2025 Renaissance Star CGCS report is attached.

Urban District Superintendents: Characteristics, Tenure, and Salaries

This study aims to uncover trends in superintendent pay, tenure, and turnover in system leadership by examining the characteristics of urban school district superintendents within 77 of the Councils' current 78 member districts. This study focuses on understanding the racial and gender demographics of superintendents, trends in superintendent tenure, the prevalence of turnover within demographic groups as well as the relationship between superintendent and district characteristics and base salaries.

The overall goal of this work was to garner a greater understanding of the changes in district leadership across Council member-districts and to make comparisons—where possible—between the status of the workforce pre- and post-pandemic. This report also considered the often-noted disparities in pay, hiring, and retention at the superintendent level along the lines of gender and race.

This updated version of the report includes a new section examining differences in tenure as well as revisions to our salary analysis to account for cost-of-living and inflation adjustments.

Listed below are some key findings:

Overall changes in demographics of urban superintendents.

- The pool of CGCS district superintendents has become increasingly diverse over the last 20 years, reflecting more of the diversity of student populations in urban school districts, with Black and Hispanic superintendents making up the majority of system leaders.
- Hispanic females have not seen significant benefits from the demographic shifts in urban superintendent roles.

Superintendent salary was determined to be affected by many of the factors considered in the analysis.

- Being a leader of a larger CGCS district was associated with having a larger base salary.
- In smaller districts (under 35,000), the majority of superintendents are Black. In the largest districts (greater than 100,000), half of superintendents are Hispanic, while nearly half of superintendents in mid-sized districts (50,000-100,000) are White, potentially reflecting racial disparities in salary. No meaningful differences in salary between female superintendents and male superintendents were found among those leading CGCS districts.
- District leader salaries were not found to differ meaningfully when considering the representation of economically disadvantaged students in district populations.
- There was no meaningful difference in superintendent salaries when considering school board types (i.e., *appointed* school boards, *elected* school boards).

There were fewer factors associated with superintendent turnover.

- Being a leader of a larger Council district was associated with higher rates of turnover. This relationship became insignificant after adjusting for cost-of-living.
- Being a leader of a CGCS district with lower representation of economically-disadvantaged students was associated with higher rates of turnover at the superintendent position.
- Higher post-pandemic salary was associated with higher rates of superintendent turnover.

Tenure length varied significantly based on race and gender.

- Women were found to have significantly shorter tenures as district leaders.
- Black superintendents were also found to have tenures that were significantly shorter terms in the role.
- Hispanic male superintendents were found to occupy the district leadership position for significantly longer periods.

The full superintendent report is attached.

Updates from the TUDA Task Force – NAGB Presentation

At the May 2025 quarterly meeting of the National Assessment Governing Board (NAGB), the Council's Executive Director and Research Director presented updates on the work of the TUDA Policy Task Force. Key highlights included:

- Input on the future directions of NAEP
- Support for TUDA districts in communicating 2024 NAEP results
- Ongoing enhancements to the Council's NAEP dashboards
- Insights from the *Mirrors or Windows* report, which explores whether schools serve as windows to opportunity or mirrors of societal inequities.

Council leaders also engaged in discussion on the value and use of NAEP data in district-level decision-making.

The May 2025 NAGB Quarterly Meeting - TUDA Task Force Updates presentation is attached.

Update on Recently Completed Projects

Updated NAEP Dashboards

The Council's Research team continues to update our NAEP dashboards. The latest version includes 2024 results. The NAEP dashboards allow users to examine and compare NAEP performance among TUDAs and States over time and across other jurisdictions. More so, they advance the use of NAEP data across our districts as well as within the Council, making it easier to visualize and examine changes and differences in NAEP scores as well as to identify areas of growth and improvement. These dashboards, when triangulated with other sources of information, are particularly helpful in discussions with TUDA districts on their student performance and aid the Council in making recommendations for improvement.

The updated NAEP dashboard include the latest results from NAEP assessments (2024) and also introduce new elements. The dashboard features new visualizations, those that allow for longitudinal looks at performance among percentile rank groups. The dashboard also feature NCES's newly-developed economic disadvantage indicator as a student grouping option, as well as disaggregation by municipality type (urban, suburban, and rural).

Ongoing Projects

ESSER Impact Survey and Report

The Council is currently conducting a survey of member districts to assess how ARP-ESSER funds, the largest federal COVID relief allocation for K-12 education, were used. The survey focuses on academic and mental health recovery efforts and aims to evaluate the impact of these investments on student outcomes. Responses will remain confidential, will be aggregated to ensure anonymity, and may inform future case studies on effective pandemic recovery strategies in urban districts. Districts received individualized survey links to complete the survey. The initial deadline for completing the survey was June 27th, although the survey remains open for any new districts to submit responses. If your district is interested in responding, please contact Dr. Chester Holland at cholland@cgcs.org.

A pdf version of the ESSER Impact Survey is attached.

2025 Academic KPI Data Collection

The research team recently completed their collection of the 2023-24 Key Performance Indicator data for the 2025 KPI Academic report. Districts were asked to provide data on

high school student performance, attendance, discipline, special education and ELL student demographics and performance as well as teacher and principal demographics. The final 2025 Academic Key Performance Indicators report will be released at the annual fall conference in October 2025. We will also update our academic KPI dashboards which in our online community resource hub.

The Role of Educational Setting on the Academic Achievement of Students with Disabilities

The Council's research team has partnered with Harvard PIER Fellow, Brein Mosley, who will lead a study that investigates how educational settings influence the achievement of students with disabilities and the potential implications for achievement gaps. Leveraging data from our annual Key Performance Indicator survey and state assessments, the study aims to determine whether disparities in academic achievement between white, black, and Hispanic students are influenced by the disproportionate placement of black and Hispanic students in non-mainstreamed special education classes. The investigation will also assess whether these placement patterns vary by gender across urban school districts. This research is critical as it may shed light on factors contributing to achievement gaps, such as the potential impact on instructional program quality for students placed in non-mainstreamed classes.

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 spring 2025 ASDP survey launched in March and closed in May. District leaders were asked to respond to questions related to the superintendency, staffing, math, civics and other timely topics.

Spring 2025 RAND ASDP survey results are attached and include CGCS benchmarks. You may also access and current and past survey results RAND's survey dashboards at https://bentobento.info/signup. A free account must be created to access the site.

Trial Urban District Assessment (TUDA) Advisory Task Force to the National Assessment Governing Board

Under Phase 3 of our contract with the National Assessment Governing Board (NAGB), the Council continues to lead a Task Force of local education leaders from the 27 TUDA districts. The Task Force is comprised of 10 district leaders from across the country including superintendents, CAOs, communication and research directors. Members of the current TUDA task force are listed below:

TUDA Task Force Members	Position	District
Apryl Clarkson	Director of Research	Boston Public Schools
Corinne Colgan	Chief of Teaching and Learning	District of Columbia Public Schools
Angie Gaylord	Chief Academic Officer	Dallas Independent School District
Candice Grose	Deputy Chief of Communications	Cleveland Metropolitan School District
Theresa D. Jones	Chief Achievement & Accountability Officer	Baltimore City Public Schools
Jusmar Maness	Chief Academic Officer	Guilford County Schools
Greg Manzi	Assistant Superintendent of Assessment, Accountability, Research, and School Improvement	Clark County School District
Chrystal Wilson	Assistant Superintendent of Communication	Detroit Community Schools
Tonya Wolford	Chief of District Evaluation, Research and Accountability	Philadelphia Public Schools
Simone Wright	Chief of Academics	Denver Public Schools

The last meeting of the Task Force was held March 21, 2025 in Washington, DC. The meeting focused on discussing key takeaways from the 2024 release of NAEP including challenges and lessons learned, NAGB's perspective on the 2024 release of NAEP as well as updates from the current administration on the future of NAEP. The meeting's agenda is provided below.

Council of the Great City Schools
& National Assessment Governing Board

Trial Urban District Assessment (TUDA) Policy Task Force

Meeting Agenda

Friday, March 21, 2025
The Mayflower Hotel
Virginia Room, Second Floor
1127 Connecticut Ave NW, Washington, DC 20036

10:00 am – 10:15 am	**Welcome** *Lesley Muldoon, Executive Director, National Assessment Governing Board* *Ray Hart, Executive Director, Council of the Great City Schools (CGCS)*
10:15 am – 11:15 am	**Task Force Member Remarks – "Roll Out of NAEP 2024 Results: Key Takeaways, Challenges, and Lessons Learned"** *TUDA Task Force Members* *Akisha Osei Sarfo, Director of Research, CGCS*
11:15 am – 11:30 am	**Perspectives on NAEP 2024** *Laura LoGerfo, Assistant Director for Reporting and Analysis, Governing Board*
11:30 am – 12:00 pm	**NAEP Updates**
12:00 pm – 1:30 pm	*Lunch Break*
1:30 pm – 2:30 pm	**Updates to CGCS NAEP Dashboard** *Chester Holland, Research Manager, CGCS*
2:30 pm – 2:45 pm	**Closing Remarks – Reflection and Topics for Next Meeting** *Akisha Osei Sarfo, Director of Research, CGCS*
2:45 pm	*Adjourn*

Work from this task force has been instrumental in informing the Governing Board and NCES on the administrative, analytic and communication needs of TUDAs to advance the use of NAEP data in TUDA districts.

The next TUDA Task Force meeting will tentatively scheduled for October, 21, 2025 in Philadelphia, PA.

Information Technology Update

The Council is pleased to announce that the transition to CGCS Communities is complete. CGCS Communities is our members only portal where you can connect with your colleagues across the membership and get the latest information from the Council. CGCS Communities is now home to over 50 role-a-like communities across a range of

academic, operational, and cross-functional areas. The Council will continue to create new communities as the needs of our members change.

A main feature of CGCS Communities is the new forum as an upgrade for listserv communication. On the forum, members can privately message each other for one-on-one discussions, post to role-alike groups, and share files. 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 convenience, users can also respond to forum posts via email. Finally, the Council is introducing a mobile app to make it even easier to engage on CGCS Communities.

We are excited to announce the launch of the new CGCS Communities mobile app! The mobile app is another convenient option for members to stay up to date with the Council's resources and connect with colleagues across the membership. All the Communities content you access on your laptop will be accessible on your phone through the mobile app. This includes:

- Discussion posts
- Shared documents
- Past conference materials
- Mobile notifications for new discussion posts
- And more!

In addition to viewing existing content, you can create your own discussion posts right from the app.
Members can still engage with CGCS Communities using their email inbox or on connect.cgcs.org. The mobile app is another great option, so you can access CGCS Communities your way.

To download the new CGCS Communities mobile app, scan the QR codes below using your phone's camera or tap the links

For Android

For iPhone

The Council is continuing to track user engagement on CGCS Communities, and we will begin tracking usage of the mobile app as well. We are pleased to report that there have been over 4400 logins, over 3600 document downloads, and over 1400 messages shared amongst our members since March of 2023. Logins, document downloads, and message counts have continued to increase since the last time of reporting. We hope to see even more engagement with the introduction of the new CGCS Communities app.

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:

- Embedding Research into the Development of Programs/Initiatives
- Research Review Process
- District Survey Administration, Utility, and Response Rates
- 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 quarterly.

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 launched the 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.

ARP IMPACT STUDY

ARP ESSER Investment

ARP - Academic & Mental Health Survey

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. As part of the unprecedented $1.9 trillion package, the federal government provided $122 billion for the Elementary and Secondary School Emergency Relief Fund. These ARP-ESSER funds were disbursed to state and local education agencies to help safely reopen and sustain the same operation of schools and address the impact of the coronavirus pandemic on the nation's students (US Dept. of Education).

The Council of the Great City Schools is administering this survey as a follow up to previous efforts to gather additional information on our member-districts' use of COVID relief funds from the third, and largest, allocation of ESSER grants. This survey is being administered now that the deadline for ARP-ESSER has passed and allocations and spending have been finalized. The focus of this survey is on academic and mental health rescue efforts, with the goal of assessing the impact of expenditures on student outcomes in the largest urban school districts across the country. All responses to this survey will remain confidential, and responses will be aggregated to ensure anonymity.

Please note that districts responding to this effort may be invited to participate in a supplementary case study to highlight pandemic recovery efforts.

Select your district

▼ Select District (1) ... Winston-Salem/Forsyth County Schools (79)

What was the **TOTAL** amount of ARP funds allocated to your district over the three year life of the program (2021-2024)?

Do not include funds from ESSER I and II in your total.

Rounded to the nearest whole dollar. Do not include a decimal or dollar sign.

_____

What level of academic supports or investments did your district provide toward:

	No Investment At All (1)	Marginally Invested (2)	Somewhat Invested (3)	Heavily Invested (4)
Elementary Math	○	○	○	○
Secondary Math	○	○	○	○
Elementary Reading	○	○	○	○
Secondary Reading	○	○	○	○
Elementary Science	○	○	○	○
Secondary Science	○	○	○	○
Elementary Social Studies	○	○	○	○
Secondary Social Studies	○	○	○	○

Academic Achievement

This section of the survey focuses on your district's ARP spending on academic achievement, with items that will ask about spending on programs, personnel, and materials. *Please note that we will ask about your district's efforts to address the mental health needs of students later in this survey.*

Over the three-year duration of the ARP program (2021–2024), what was the total amount of funding your district spent specifically on academic achievement?

Do not include funds from ESSER I and II in your total. Do not include funds for mental health initiatives.

Rounded to the nearest whole dollar. Do not include a decimal or dollar sign.

_____

Did your state impose any restrictions on how your district could spend ARP funds for academic initiatives?

- ○ Yes
- ○ No

Please enter the dollar amount of your district's ARP allocation spent on the following programs, personnel, or materials used to support academic achievement. *The total dollar amount invested across all categories should match the amount you entered in the previous question.*

Rounded to the nearest whole dollar. Do not include decimals or dollar signs.

	Dollars Invested
Academic Assessments	
Content-Specific Interventions	
Core Instructional Program Improvement	
Credit Recovery	
Digital/Learning, Classroom Technology, Student Devices	
Early Childhood Programs	
Extended Learning Opportunities (Extended Day, Saturday Camps, etc.)	
High Quality Instructional Materials	
Hiring Additional Instructional Staff (i.e., Teachers)	
Hiring Academic Support Staff (e.g., Instructional Coaches)	
Professional Development for Staff	
Services for English Learners	
Services for Students with Disabilities	
Student Attendance Monitoring/Improvement Efforts	
Summer Learning	
Teacher or Staff Retention (Bonuses or Other Incentives)	
Tutors or Tutoring Programs	
Other (Please specify)	
Other (Please specify)	
Other (Please specify)	

How would you rate the impact of your district's investments in the following programs, personnel, or materials used to support academic achievement?

	Not Impactful At All	Marginally Impactful	Impactful	Highly Impactful
Academic Assessments	○	○	○	○
Content-Specific Interventions	○	○	○	○
Core Instructional Program Improvement	○	○	○	○
Credit Recovery	○	○	○	○
Digital/Learning, Classroom Technology, Student Devices	○	○	○	○
Early Childhood Programs	○	○	○	○
Extended Learning Opportunities (Extended Day, Saturday Camps, etc.)	○	○	○	○
High Quality Instructional Materials	○	○	○	○
Hiring Additional Instructional Staff (i.e., Teachers)	○	○	○	○
Hiring Academic Support Staff (e.g., Instructional Coaches)	○	○	○	○
Professional Development for Staff	○	○	○	○
Services for English Learners	○	○	○	○
Services for Students with Disabilities	○	○	○	○
Student Attendance Monitoring/Improvement Efforts	○	○	○	○
Summer Learning	○	○	○	○
Teacher or Staff Retention (Bonuses or Other Incentives)	○	○	○	○
Tutors or Tutoring Programs	○	○	○	○
Other (${Acad. Recov. Spend./ChoiceTextEntryValue/12})	○	○	○	○
Other (${Acad. Recov. Spend./ChoiceTextEntryValue/15})	○	○	○	○
Other (${Acad. Recov. Spend./ChoiceTextEntryValue/16})	○	○	○	○

You indicated that your district's investment in **${lm://Field/1}** was *highly impactful*. Please briefly describe the factors that contributed to its success.

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What evidence do you have that your district's investment in **${lm://Field/1}** was *highly impactful*? Please describe the types of data or evaluation methods used to assess the effectiveness, including any quantitative metrics or qualitative feedback.

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Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *highly impactful*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *highly impactful*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *highly impactful*.

You indicated that your district's investment in **${lm://Field/1}** was *not impactful at all*. Please briefly describe any barriers or challenges that may have limited or diminished its effectiveness.

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What evidence do you have that your district's investment in **${lm://Field/1}** was *not impactful at all*? Please describe the types of data or evaluation methods used to assess the effectiveness, including any quantitative metrics or qualitative feedback.

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_____

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *not impactful at all*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *not impactful at all*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *not impactful at all*.

Mental Health Initiatives

This section of the survey focuses on your district's ARP spending on mental health initiatives, including questions about spending on programs, personnel, and materials. *Please note that this section asks specifically about expenditures and initiatives related to improving mental health of students or staff in your district.*

Over the three-year duration of the ARP program (2021–2024), what was the total amount of funding your district spent specifically on mental health initiatives?

Do not include funds from ESSER I and II in your total. Do not include funds for academic initiatives.

Rounded to the nearest whole dollar. Do not include a decimal or dollar sign.

Please enter the dollar amount of your district's ARP allocation spent on the following programs, personnel, or materials to used to support **mental health initiatives**.

Rounded to the nearest whole dollar. Do not include decimals or dollar signs.

	Dollars Invested (1)
Coordination of Services with Community Health Providers	
Family Mental Health Engagement Initiatives	
Hiring or Contracting Mental Health Professionals	
Social and Emotional Learning or Mental Health Screeners	
Provision of Mental Health Programming or Services	
Social and Emotional Learning or Mental Health Curriculum or Materials	
Social and Emotional Learning or Mental Health Professional Development for Staff	
Suicide Prevention	
Other (Please specify)	
Other (Please specify)	
Other (Please specify)	

How would you rate the impact of your district's investments in the following programs, personnel, or materials used to support **mental health initiatives**?

	Not Impactful At All (1)	Marginally Impactful (2)	Impactful (3)	Highly Impactful (4)
Coordination of Services with Community Health Providers	○	○	○	○
Family Mental Health Engagement Initiatives	○	○	○	○
Hiring or Contracting Mental Health Professionals	○	○	○	○
Social and Emotional Learning or Mental Health Screeners	○	○	○	○
Provision of Mental Health Programming or Services	○	○	○	○
Social and Emotional Learning or Mental Health Curriculum or Materials	○	○	○	○
Social and Emotional Learning or Mental Health Professional Development for Staff	○	○	○	○
Suicide Prevention	○	○	○	○
Other (${MH/BH Recov. Spend/ChoiceTextEntryValue/18)})	○	○	○	○
Other (${MH/BH Recov. Spend/ChoiceTextEntryValue/19)})	○	○	○	○
Other (${MH/BH Recov. Spend/ChoiceTextEntryValue/20)})	○	○	○	○

You indicated that your district's investment in **${lm://Field/1}** was *highly impactful*. Please briefly describe the factors that contributed to its success.

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What evidence do you have that your district's investment in **${lm://Field/1}** was *highly impactful*? Please describe the types of data or evaluation methods used to assess the effectiveness, including any quantitative metrics or qualitative feedback.

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Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *highly impactful*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *highly impactful*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *highly impactful*.

You indicated that your district's investment in **${lm://Field/1}** was *not impactful at all*. Please briefly describe any barriers or challenges that may have limited or diminished its effectiveness.

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What evidence do you have that your district's investment in **${lm://Field/1}** was *not impactful at all*? Please describe the types of data or evaluation methods used to assess the effectiveness, including any quantitative metrics or qualitative feedback.

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Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *not impactful at all*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *not impactful at all*.

Please upload any supporting documents that demonstrate that your district's investment in **${lm://Field/1}** was *not impactful at all*.

How much ARP money remained unobligated as of September 30, 2024?

_____

Please provide any additional details about expenditures or programs supported by ARP funds that are focused on academic achievement or mental health.

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Please provide the name of a primary contact for your district for follow-up

_____

Please provide an email address of a primary contact for your district for follow-up

_____

Thank you for taking the time to complete our survey.

You can return to your responses by clicking the 'Back' button, or close your browser window.

URBAN DISTRICT SUPERINTENDENTS: CHARACTERISTICS, TENURE, AND SALARIES

URBAN DISTRICT SUPERINTENDENTS: Characteristics, Tenure, and Salaries

NINTH REPORT

March 2025

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Akisha Osei Sarfo, Ph.D.
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Casey A. Crews
Kyuna Sims
Brian Garcia
Ray Hart, Ph.D.

CONTENTS

3 **Introduction**

4 **Research Questions**

Methodology

5 **Executive Summary of Findings**

6 **Superintendent Demographics**

9 Race/Ethnicity

Gender

10 **Pre-Superintendency Role**

11 **District Leader Salary**

Superintendent Salary by Student Population Size

14 Superintendent Salary by Student FRPL Rate

Superintendent Salary by Gender

15 Superintendent Salary by School Board Type

District Leader Tenure

Preceding Superintendents

17 Current Superintendents

20 Comparison of Tenure, Current vs. Preceding

21 **District Leader Turnover**

Superintendent Turnover by Student Population Size

22 Superintendent Turnover by Student Population Racial/Ethnic Demographics

23 Superintendent Turnover by Student FRPL Rate

24 Superintendent Turnover by Gender and Race

25 Superintendent Turnover by School Board Type

Superintendent Turnover by Salary

26 **Summary**

27 **Limitations**

Conclusion

28 **References**

29 **Appendix A: Supplementary Tables and Figures**

INTRODUCTION

The Council of the Great City Schools (Council or CGCS) has studied the extent to which some of our large urban school districts overcome the impact of low socioeconomic status, English Learner status, and special education needs among students. The CGCS report, *Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?* (2021), describes the importance and unique challenges of educating our nation's students in abject poverty and other factors that influence student outcomes. The study found that strong and effective educational leadership, particularly through the role of superintendents, is critical in shaping the trajectory of school districts.

As key figures overseeing administrative operations and policy implementation, superintendents are responsible for driving organizational excellence and student success. Over time, the superintendent's role has evolved from mere administrative oversight to strategic leadership, encompassing community engagement and crisis management. However, the advent of the COVID-19 pandemic has catalyzed a paradigm shift, necessitating adaptive leadership to navigate unprecedented challenges, foster innovation, and prioritize the well-being of students and staff (Love, 2023). In this context, superintendents serve as chief executives, guiding districts through complex terrain, balancing fiscal responsibilities, stakeholder expectations, and educational imperatives to cultivate inclusive, equitable learning environments.

Superintendent turnover is a critical issue in education leadership, influencing the stability and effectiveness of school districts. Understanding trends in superintendent turnover rates before, during, and after the COVID-19 pandemic is essential for assessing the impact of the crisis on the labor market for educational leaders. Continuity in the superintendent position is vital for large school districts as it ensures stable leadership and the consistent implementation of long-term educational strategies. Frequent turnover can disrupt progress, leading to fragmented policies and initiatives that hinder student and staff success.

Analysis by Schwartz and Diliberti (2022b) found that, prior to the COVID-19 pandemic, superintendent turnover rates were approximately 13 percent. The authors also found that superintendents serving mostly students of color were less likely to report that they were considering leaving their positions. Factors such as job-related stress, school board relations, and excessive work hours were most often listed as reasons superintendents considered leaving the role (Schwartz, H. & Diliberti, M., 2022b).

This study updates historical reports on the superintendency conducted by the Council and aims to uncover trends in superintendent pay, tenure, and turnover in system leadership by examining the characteristics of urban school district superintendents within 77 of the Councils' current 78 member districts[1]. This study focuses on understanding the racial and gender demographics of superintendents, trends in superintendent tenure, the prevalence of turnover within demographic groups as well as the relationship between superintendent and district characteristics and base salaries. By addressing these questions, the Council seeks to provide some insight that may inform conversation on the challenges facing urban school district leadership and inform strategies to promote stability and effectiveness in urban district leadership roles.

[1] Puerto Rico was excluded due to a lack of available information.

RESEARCH QUESTIONS

1. How have the characteristics and backgrounds of superintendents within urban school districts changed over the last two decades and since the start of the COVID-19 pandemic?
2. Do superintendent demographics (i.e., gender, race) and district characteristics (i.e., student population size, student population racial makeup, FRPL student representation, school board type) influence base salary across Council member-districts?
3. Did superintendent demographics (i.e., gender, race), district characteristics (i.e., student population size, student population racial makeup, FRPL student representation, school board type), and superintendent base salary correlate with the turnover rate across Council member-districts during the period examined?
4. Are there significant differences in superintendent tenure by demographics (i.e., gender, race), district characteristics (i.e., student population size, student population demographics), school board type, and superintendent base salary?

METHODOLOGY

Data collection for this research included 77 of 78 member districts, as Puerto Rico was not included in the study due to a lack of available information. The data collected included student enrollment figures, the percentage of students qualifying for free or reduced-price lunch, and student racial demographic information from each district during the 2018-2019 and 2022-23 school years. These data were sourced from the National Center for Education Statistics' Common Core of Data.

Tenure length, salary, gender, and race of Council member-district superintendents in this report include each immediate predecessor of current district leaders. Those included would have been permanent superintendents – individuals who received contracts and/or having been formally appointed by each district's governing board of education. Tenure length was determined by the start and end dates of superintendent contracts. In this group, 66 of the 77 districts examined had leaders whose tenures ended during or after the COVID-19 pandemic.

Information was gathered from public-facing sources including state education department and school district websites, school board documentation including meeting minutes and contracts available online, local news media outlets, databases containing superintendent salaries, and education publications.

Several methodologies were used to answer the study's research questions. Statistical models, summary statistics, and means and correlation tests were run to examine trends and relationships between variables. In addition, superintendent turnover rates were calculated by dividing the number of superintendents who left each district each year by the total number of superintendents, multiplied by 100. We determined the annual superintendent turnover rate as well as the rate over the five years studied. We used a similar method to determine turnover rates by race and gender.

In this report, salaries are adjusted for local or regional cost-of-living differences using consumer price indexes from the Bureau of Labor Statistics or regional price parity data from the Bureau of Economic Analysis. Salaries among district superintendents whose tenures would have ended in different months/years were also adjusted for inflation.

EXECUTIVE SUMMARY OF FINDINGS

The focal point of this report was to examine possible relationships between superintendent characteristics, the characteristics of the districts they lead, and elements of the position likely impacted by the pandemic: superintendent base pay, tenure, and turnover rates among district leaders. The overall goal of this work was to garner a greater understanding of the changes in district leadership across Council of the Great City Schools' ("Council" or "CGCS") member-districts and to make comparisons—where possible—between the status of the workforce pre- and post-pandemic. This report also considered the often-noted disparities in pay, hiring, and retention at the superintendent level along the lines of gender and race. Listed below are some key findings:

OVERALL CHANGES IN DEMOGRAPHICS OF URBAN SUPERINTENDENTS.

- The pool of CGCS district superintendents has become increasingly diverse over the last 20 years, reflecting more of the diversity of student populations in urban school districts, with Black and Hispanic superintendents making up the majority of system leaders.
- Hispanic females have not seen significant benefits from the demographic shifts in urban superintendent roles.

SUPERINTENDENT SALARY WAS DETERMINED TO BE AFFECTED BY MANY OF THE FACTORS CONSIDERED IN THE ANALYSIS.

- Being a leader of a larger CGCS district was associated with having a larger base salary.
- In smaller districts (under 35,000), the majority of superintendents are Black. In the largest districts (greater than 100,000), half of superintendents are Hispanic, while nearly half of superintendents in mid-sized districts (50,000-100,000) are White, which impacts racial disparities in salary. No meaningful differences in salary between female superintendents and male superintendents were found among those leading CGCS districts.
- District leader salaries were not found to differ meaningfully when considering the representation of economically disadvantaged students in district populations.
- There was no meaningful difference in superintendent salaries when considering school board types (i.e., appointed school boards, elected school boards).

TENURE LENGTH VARIED SIGNIFICANTLY BASED ON RACE AND GENDER.

- The average length of tenure for preceding superintendents is about 2.13 years longer than currently serving superintendents.
- Among currently serving superintendents,
  - » Women were found to have significantly shorter tenures than their male counterparts.
  - » There was no discernable difference in the length of tenure by race.
  - » The smallest urban districts have the longest superintendent tenure among currently serving superintendents, while the largest districts have the shortest.
- Among preceding superintendents,
  - » Women were found to have significantly shorter tenures as district leaders.
  - » Black superintendents were also found to have tenures that were significantly shorter terms in the role.
  - » Hispanic male superintendents were found to occupy the district leadership position for significantly longer periods.
  - » The smallest urban districts have the shortest superintendent tenure, while the largest districts have the longest.

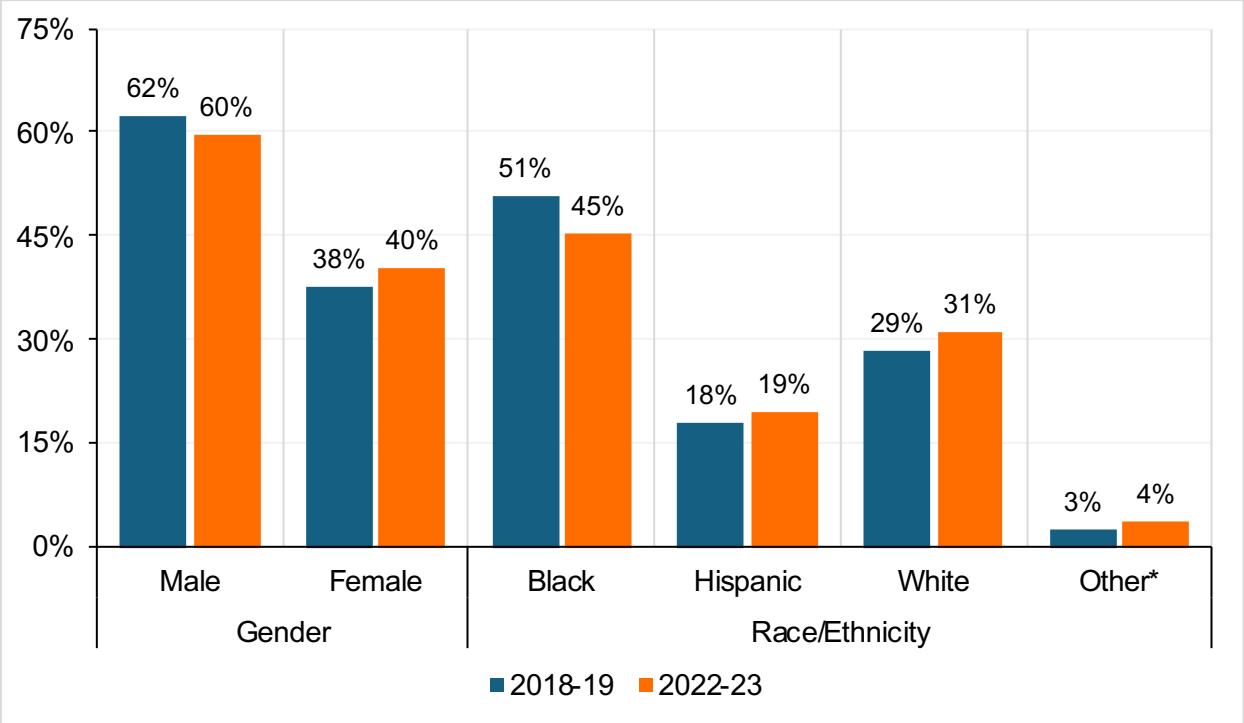
THERE WERE FEWER FACTORS ASSOCIATED WITH SUPERINTENDENT TURNOVER.

- Being a leader of a larger Council district was associated with higher rates of turnover. This relationship became insignificant after adjusting for cost-of-living.
- Being a leader of a CGCS district with lower representation of economically-disadvantaged students was associated with higher rates of turnover at the superintendent position.
- Higher post-pandemic salary was associated with higher rates of superintendent turnover.

SUPERINTENDENT DEMOGRAPHICS

Analyzing the demographic characteristics of urban school district superintendents from 2018-19 to 2022-23 reveals significant trends. Overall, the total number of superintendents serving in 77 member districts over five years from 2018-19 through 2022-23 was 148. Of these, 85 were male and 63 were female. There has been a slight increase in female representation among Council superintendents, with the percentage of female superintendents rising slightly from the 2018-19 academic year. There has been an insignificant decrease in the number of Black superintendents since the 2018-19 academic year, and an insignificant increase in representation among White and Hispanic superintendents. Superintendents that are Asian, Pacific Islander, or Indigenous American continue to make up a very small portion of urban district superintendents (Figure 1).

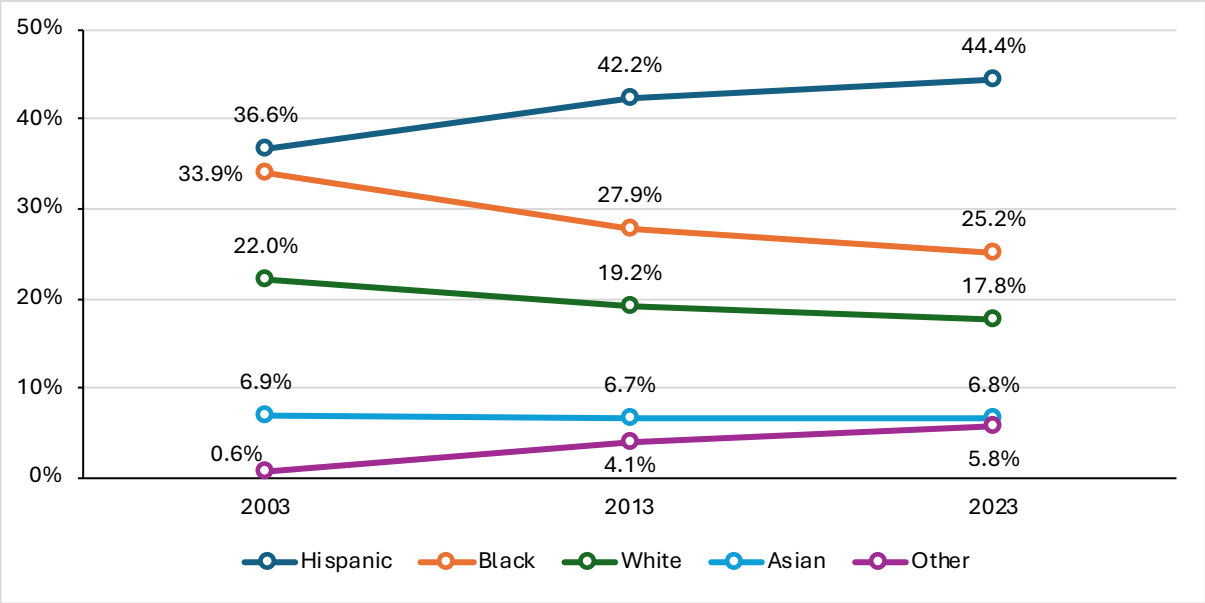
Figure 1. *Gender and Race Representation among Council Member-District Superintendents*



** Includes district leaders that, in the aggregate, constitute less than five percent of superintendents leading Council districts*

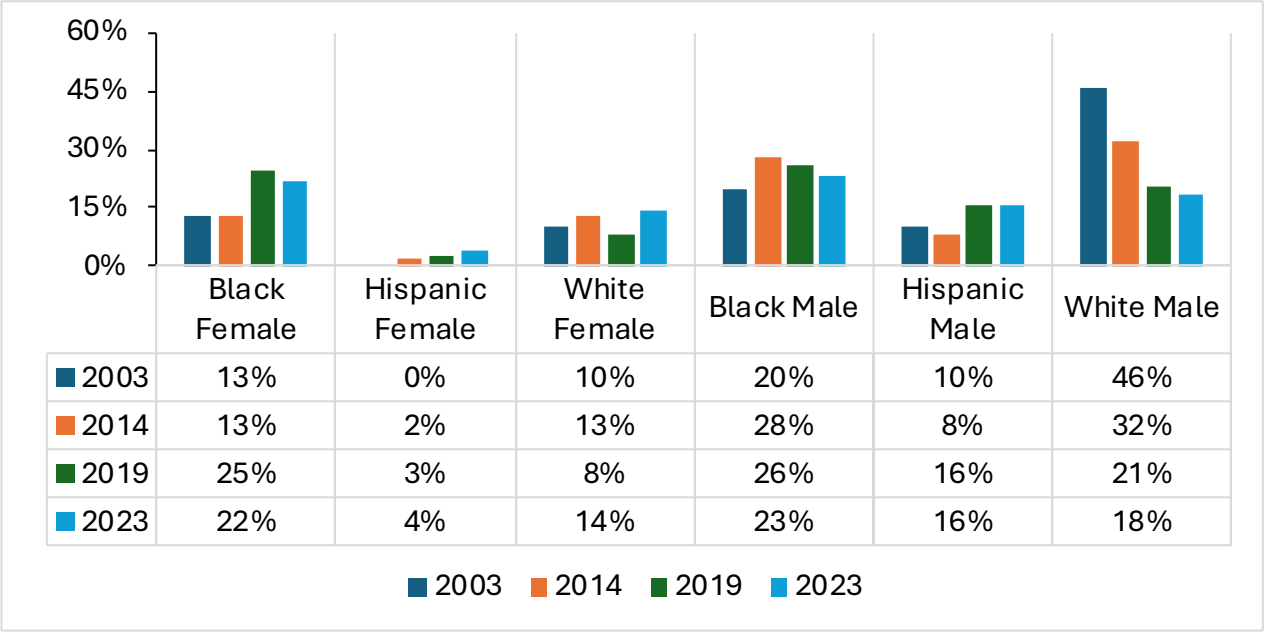
As shown in Figure 2, there has been a notable increase in the percentage of Hispanic students in large urban school districts, currently 44% of urban school district students since 2003. Black students (25%) and White students (18%) remain the second and third largest groups of students in urban school districts, though their enrollment rates have been steadily declining over time. Enrollment of Asian students, the smallest group of students in urban school districts, has remained steady over time.

Figure 2. *Student Enrollment by Race/Ethnicity among Council Member Districts, 2003–2023*



Similarly, superintendent demographics over this period became more reflective of the student populations they serve. The most significant increase has been among Black female superintendents, followed by Hispanic males, White females, and Hispanic females. The largest decline has been in White male superintendents, though White superintendents remain the second largest group of urban superintendents (32%). The majority of urban superintendents are now Black and Hispanic (65% in total). Of note, however, is the very small increase in Hispanic female superintendents over the last 20 years (Figure 3).

Figure 3. *Race/Ethnicity and Gender of CGCS Superintendents: 2003, 2014, 2019, and 2023*

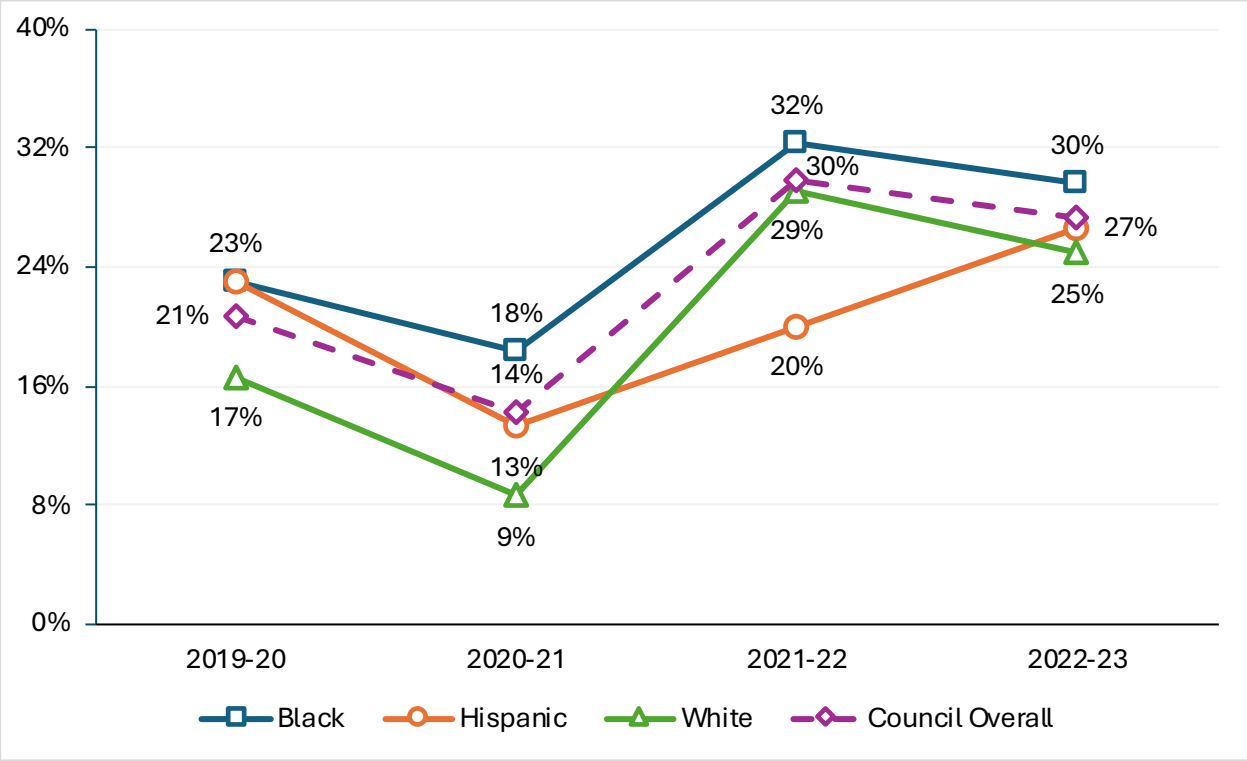


	Black Female	Hispanic Female	White Female	Black Male	Hispanic Male	White Male
2003	13%	0%	10%	20%	10%	46%
2014	13%	2%	13%	28%	8%	32%
2019	25%	3%	8%	26%	16%	21%
2023	22%	4%	14%	23%	16%	18%

Race/Ethnicity

Rates of superintendent turnover among districts led by Black superintendents tended to be greater than those seen across the Council, averaging 26 percent across the years considered. Hispanic superintendents in Council districts were among the most likely to turn over in the year examined prior to the pandemic but have since seen rates of turnover that were lower than those observed across the Council overall. White superintendents tended to have rates of turnover that were slightly lower than those observed across Council member-districts as a whole and were typically lower than those seen across the racial groups considered, with the exception of the 2021-22 academic year (Figure 4).

Figure 4. *Superintendent Turnover Rates by Racial Group and Year*



Gender

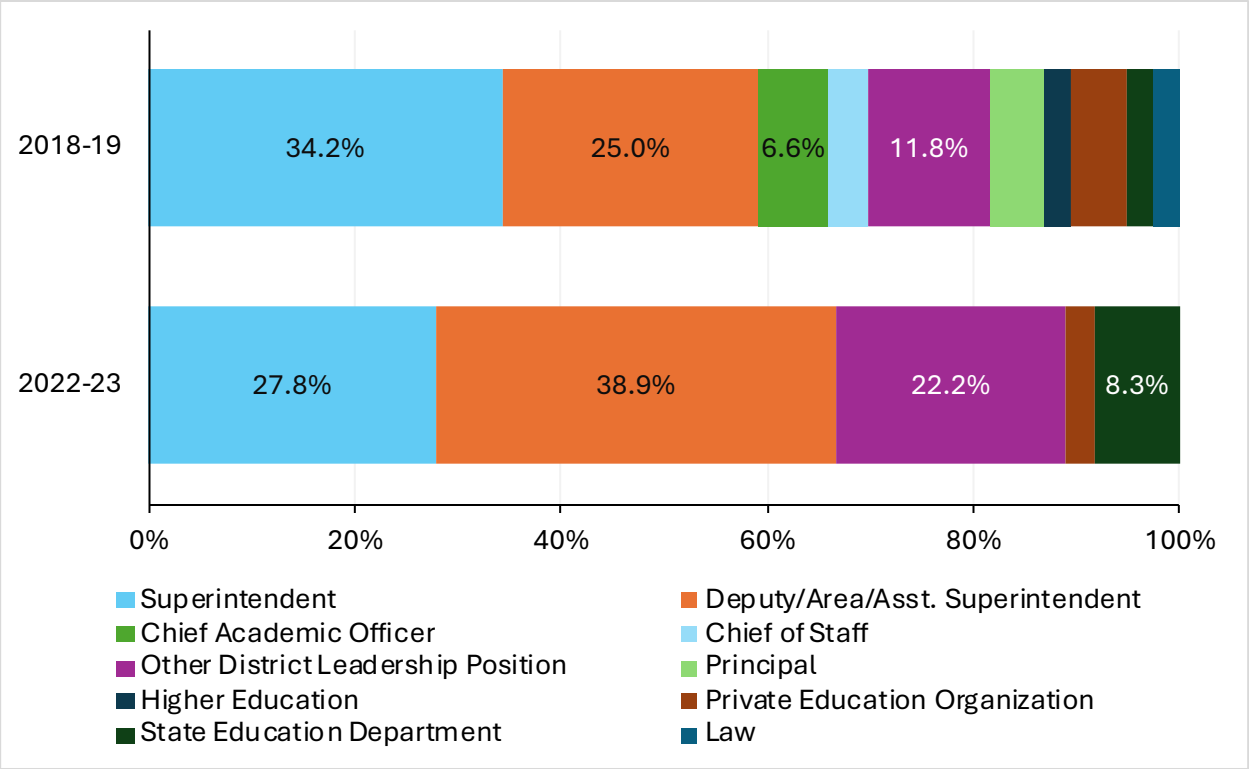
Before the onset of the pandemic, women were underrepresented in the superintendency, comprising slightly more than a third of superintendents nationwide, and research indicated a gradual increase in female representation had begun (Drake, 2023; Gullo & Sperandio, 2020; Wallace, 2015). The pandemic seems to have exacerbated the male/female gap across all districts, with a rapid increase in the turnover of female leaders in districts undergoing leadership transitions (White, R., 2023). Despite some improvements in female representation, the percentage of female superintendents leading Council districts marginally increased from 38 percent in 2018-19 to 40 percent in 2022-23 (Figure 1).

The Council's historical analysis of women in the superintendency revealed increases in the representation of Black, Hispanic and White female superintendents from 2002-03 to 2022-23 across urban school districts. The rate of change among Black female superintendents was highest, nearly doubling from 20031 (13%) to 2023(22%) (see Figure 3).

Pre-Superintendency Role

Discernible shifts in pre-superintendency roles were also apparent. As illustrated in Figure 6, pre-pandemic (2018-19) superintendents came from a relatively diverse set of prior roles. The greatest change after the pandemic is the increase of superintendents who held deputy, area, or assistant superintendent roles (25% to 38.9%), other district leadership positions (11.8% to 22.2%), or leadership positions in state education departments (2.6% to 8.3%) before their current superintendent role (Figure 5).

Figure 5. *Pre-Superintendency Roles, 2018-19 and 2022-23 School Years*



DISTRICT LEADER SALARY

Comparing average base salary of district leaders pre- and post-pandemic, it was found that of the average base salary changed approximately five percent between 2018-19 and 2022-23, $283,685 and $296,593, respectively. This section of the report examines the relationship between district characteristics, superintendent demographics, and superintendent salaries.

Superintendent Salary by Student Population Size

When considering the impact of district size on superintendent salaries, it was found that Council district leaders heading systems having more than 100,000 students enrolled had higher average salaries both before and after the pandemic. The change in average salary among superintendents in this group was also greater than districts of smaller sizes (Table 1). The increases in salary corresponding to increases in district size were found to be statistically significant in both the 2018-19[2] and 2022-23[3] academic years.

Table 1. *Average Superintendent Salary by District Size, 2018-19 and 2022-23*

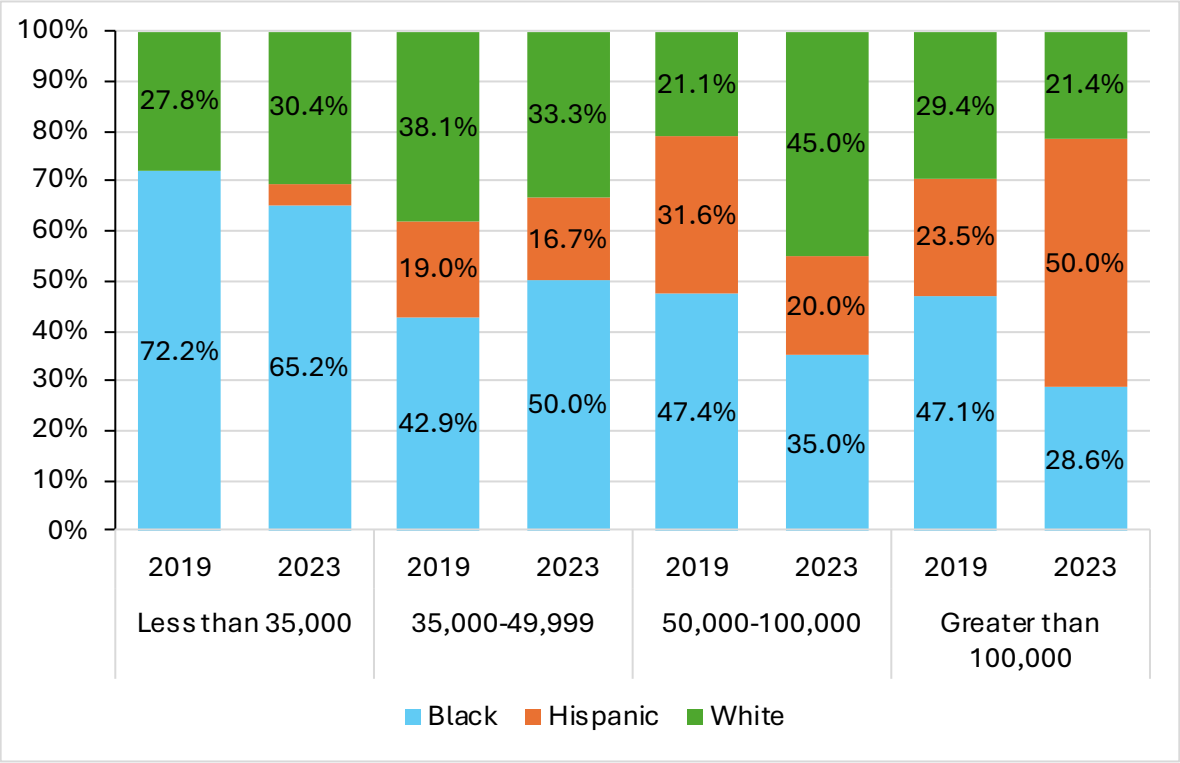
	2018-19		2022-23		
Student Population Size	***n***	**Average Salary**	***n***	**Average Salary**	**% Change**
Less than 35,000	18	$235,087	23	$251,992	7.2%
Between 35,000 and 49,999	21	$278,968	18	$286,749	2.8%
Between 50,000 and 100,000	20	$305,199	20	$320,866	5.1%
Greater than 100,000	18	$313,880	16	$338,650	7.9%
Cost of Living Adjusted	**(in 2023 dollars)**		**2022-23**		**% Change**
Less than 35,000	$325,617		$278,506		-16.9%
Between 35,000 and 49,999	$358,957		$307,684		-16.7%
Between 50,000 and 100,000	$406,781		$361,684		-12.5%
Greater than 100,000	$402,571		$381,795		-5.4%

Knowing the relationship between district size and superintendent base salary, we then examined district size by the race/ethnicity of superintendents. Our study found that the majority of superintendents in smaller districts are Black. Given the findings related to salary and district size, the distribution of superintendents by race and district size has implications affecting salary across racial lines as well.

When analyzing superintendent demographics by district size, we find that in smaller districts (less than 35,000 students), the majority (65.2%) of superintendents are Black – a slight decline from 72.2% in 2018-19. In contrast, half of the superintendents in the largest urban school districts (greater than 100,000 students) are Hispanic (50%), a significant increase from 23.5% in 2018-19. Additionally, nearly half (45%) of superintendents in mid-sized urban districts (50,000-100,000 students) are White, rising from 21.1% in 2018-19 (Figure 8). These differences in placements of superintendents by district size explain a significant portion of salary disparities across racial groups.

[2] τ_b=.319, p = < .001
[3] τ_b=.484, p = < .001

Figure 6. *Proportional Distribution of Superintendents, District Size by Race/Ethnicity, 2018-19 and 2022-23*



Looking at superintendent salaries by race and district size more closely, the trend across district sizes appears to play out consistently along racial lines as well, with salaries increasing as district size increases. Hispanic superintendents, those making up the largest share of Council district leadership in 2022-23, were found to have the highest average salaries among larger-sized districts while Black superintendents are the highest paid in the smallest urban districts (Table 2).

Table 2. *Superintendent Salary by District Size and Race/Ethnicity, 2018-19 and 2022-23*

	2018-19		2022-23		
Student Population Size	***n***	**Average Salary**	***n***	**Average Salary**	**% Change**
Less than 35,000	**18**	**$235,087**	**23**	**$251,992**	**7.2%**
Black	13	$238,005	15	$255,953	7.0%
Hispanic	0		1	$200,000	
White	5	$227,502	7	$250,758	9.3%
Between 35,000–49,999	**21**	**$278,968**	**18**	**$286,749**	**2.8%**
Black	9	$276,583	9	$266,276	-3.9%
Hispanic	4	$323,948	3	$327,557	1.1%
White	8	$259,162	6	$297,057	12.8%
Between 50,000–100,000	**20**	**$305,199**	**20**	**$320,866**	**5.1%**
Black	9	$315,497	7	$318,463	0.9%
Hispanic	6	$322,093	4	$340,828	5.5%
White	4	$259,240	9	$313,864	17.4%
Greater than 100,000	**18**	**$313,880**	**16**	**$338,650**	**7.9%**
Black	8	$320,614	4	$328,250	2.3%
Hispanic	4	$342,469	7	$356,486	3.9%
White	5	$295,012	3	$330,000	10.6%
Cost-of-Living Adjusted	**(in 2023 dollars)**		**2022-23**		**% Change**
Less than 35,000	**$325,617**		**$278,506**		**-16.9%**
Black	$326,594		$285,251		-14.5%
Hispanic			$191,183		
White	$323,074		$276,198		-17.0%
Between 35,000–49,999	**$358,957**		**$307,684**		**-16.7%**
Black	$335,063		$289,237		-15.8%
Hispanic	$440,056		$339,488		-29.6%
White	$345,286		$319,451		-8.1%
Between 50,000–100,000	**$406,781**		**$361,684**		**-12.5%**
Black	$405,649		$361,518		-12.2%
Hispanic	$447,889		$382,464		-17.1%
White	$354,223		$352,578		-0.5%
Greater than 100,000	**$402,571**		**$381,795**		**-5.4%**
Black	$427,123		$356,490		-19.8%
Hispanic	$441,027		$415,077		-6.3%
White	$361,636		$364,416		0.8%

Superintendent Salary by Student FRPL Rate

This section of the report provides a look at representation of economically disadvantaged students, as measured by the rate of students eligible for free or reduced-price lunch (FRPL) in districts, relative to superintendent salaries. In these analyses, districts were grouped based on the percentage of FRPL students in the population in a manner that evenly distributes the number of districts across four groups (See Appendix Table A for quartile cut points). As can be seen in Table 3, there appears to be no discernible relationship between the percentage of FRPL students in the district and superintendent salaries.

Table 3. *Average Superintendent Salary by FRL Student Representation, 2018-19 and 2022-23*

	2018-19		2022-23		
FRPL Representation	***n***	**Average Salary**	***n***	**Average Salary**	**% Change**
1st Quartile (<25th %ile)	16	$293,090	19	$308,988	5.4%
2nd Quartile (25th-50th %ile)	19	$268,397	19	$284,009	5.8%
3rd Quartile (50th-75th %ile)	20	$302,432	19	$300,680	-0.6%
4th Quartile (<75th %ile)	19	$273,269	19	$292,695	7.1%
Cost-of-Living Adjusted	**(in 2023 dollars)**		**2022-23**		**% Change**
1st Quartile (<25th %ile)	$372,350		$329,673		-15.0%
2nd Quartile (25th-50th %ile)	$346,104		$307,237		-12.2%
3rd Quartile (50th-75th %ile)	$395,952		$334,030		-19.4%
4th Quartile (<75th %ile)	$377,714		$345,261		-9.2%

Superintendent Salary by Gender

Considerations of differences in salary across gender show only a slight gap between female and male superintendents across Council districts. While male superintendents have slightly greater salaries on average (Table 4), results of analyses of the relationship between gender among Council district leaders and superintendent salary indicate that the differences are not significant.

Table 4. *Average Superintendent Salary by Gender, 2018-19 and 2022-23*

	2018-19		2022-23		
Superintendent Gender	***n***	**Average Salary**	***n***	**Average Salary**	**% Change**
Female	29	$282,824	30	$291,693	3.1%
Male	48	$284,205	46	$299,788	5.5%
Cost-of-Living Adjusted	**(in 2023 dollars)**		**2022-23**		**% Change**
Female	$368,242		$328,690		-10.7%
Male	$377,126		$329,286		-12.7%

Superintendent Salary by School Board Type

Turning to school board types, while superintendents in Council districts having elected school boards appear to have higher salaries on average (Table 5), there were no meaningful differences in district leader salaries across school board types.

Table 5. *Average Superintendent Salary by School Board Type*

	2018-19		2022-23		
Board Type	***n***	**Average Salary**	***n***	**Average Salary**	**% Change**
Appointed	9	$280,308	9	$292,392	4.3%
Elected	68	$284,132	67	$297,157	4.6%
Cost-of-Living Adjusted	**(in 2023 dollars)**		**2022-23**		**% Change**
Appointed	$343,880		$310,363		-9.7%
Elected	$377,738		$331,561		-12.2%

DISTRICT LEADER TENURE

Preceding Superintendents

This portion of the report considers length of tenure among permanent Council district leaders that have most recently left the position as of December 2024. This section will examine superintendent tenure and whether district characteristics, or those of the district leaders, have any substantial effect on the length of time superintendents held their positions.

Overall, the average tenure of a district leader was found to be approximately 4.85 years. When looking at differences in tenure along the lines of race and gender (Table 6), it was found that women had significantly shorter tenures than their male counterparts[4]. Black superintendents were also found to have significantly shorter tenures than those of superintendents that were not Black[5]. Hispanic Male superintendents were also found to have significantly longer tenures[6]. Overall, 66 of the 77 districts examined had leaders whose tenures ended during or after the COVID-19 pandemic (between 2019-20 and 2022-23).

[4] $t(75)=2.1, p = .036$
[5] $t(62.883)=2.2, p = .035$
[6] $t(75)=-2.0, p = .047$

Table 6. *Average Length of Preceding Superintendent Tenure by Race and Gender*

Superintendent Characteristic	*n*	Preceding Superintendent Tenure (in years)
Gender		
Female	27	3.82
Male	50	5.41
Race		
Black	39	4.09
Hispanic	10	5.97
White	26	5.67
Race and Gender		
Black Female	15	3.84
Hispanic Female	3	3.27
White Female	7	4.12
Black Male	24	4.25
Hispanic Male	7	7.13
White Male	19	6.25

An examination of superintendent tenure by district school board type showed no statistically significant differences across school board types. Length of tenure was also found to not be affected by factors such as district size (Table 7), superintendent salary (Table 8), or student population demographics (Table 9).

Table 7. *Average Length of Preceding Superintendent Tenure by District Size*

District Size by Enrollment	*n*	Preceding Superintendent Tenure (in years)
1st Quartile (<25th %ile)	19	4.46
2nd Quartile (25th-50th %ile)	20	5.11
3rd Quartile (50th-75th %ile)	19	4.58
4th Quartile (<75th %ile)	19	5.25

Table 8. *Average Length of Preceding Superintendent Tenure by Salary*

Superintendent Salary	*n*	Preceding Superintendent Tenure (in years)
1st Quartile (<25th %ile)	19	3.72
2nd Quartile (25th-50th %ile)	19	4.60
3rd Quartile (50th-75th %ile)	19	5.71
4th Quartile (<75th %ile)	19	5.22

Table 9. *Average Length of Preceding Superintendent Tenure by Student Demographics*

Student Demographics	*n*	Preceding Superintendent Tenure (in years)
Predominantly Black	31	4.19
Predominantly Hispanic	34	5.36
Predominantly Other Races	3	4.39
Predominantly White	9	5.39

Current Superintendents

Similar to the immediately preceding section, this portion of the report considers length of tenure among Council district leaders that currently serve in the position as of March 2025. This section will examine superintendent tenure and whether district characteristics, or those of the district leaders, have any substantial effect on the length of time superintendents held their positions.

The average tenure among current Council leaders was found to be approximately 2.72 years. Examining differences in tenure along the lines of race and gender (Table 10), it was found that women had somewhat shorter tenures than their male counterparts, though the difference was not significant. Hispanic Male superintendents were also found to have been in the role longer on average, while Hispanic Females were found to have been the role for the least amount of time.

Table 10. *Average Length of Current Superintendent Tenure by Race and Gender*

Superintendent Characteristic	*n*	Current Superintendent Tenure (in years)
Gender		
Female	34	2.32
Male	43	3.03
Race		
Black	37	2.83
Hispanic	15	2.77
White	19	2.96
Race and Gender		
Black Female	19	2.65
Hispanic Female	5	1.92
White Female	6	2.76
Black Male	18	3.02
Hispanic Male	10	3.19
White Male	13	3.05

Similar to findings among the most recent preceding superintendents discussed, length of tenure among current district leaders was found to not be affected by factors such as district size (Table 11), superintendent salary (Table 12), or student population demographics (Table 13).

Table 11. *Average Length of Current Superintendent Tenure by District Size*

District Size by Enrollment	*n*	Current Superintendent Tenure (in years)
1st Quartile (<25th %ile)	19	3.43
2nd Quartile (25th-50th %ile)	19	2.69
3rd Quartile (50th-75th %ile)	20	2.49
4th Quartile (<75th %ile)	19	2.27

Table 12. *Length of Current Superintendent Tenure by Salary*

Superintendent Salary	*n*	Current Superintendent Tenure (in years)
1st Quartile (<25th %ile)	19	3.50
2nd Quartile (25th-50th %ile)	19	2.76
3rd Quartile (50th-75th %ile)	20	2.29
4th Quartile (<75th %ile)	18	2.62

Table 13. *Average Length of Current Superintendent Tenure by Student Demographics*

Student Demographics	*n*	Current Superintendent Tenure (in years)
Predominantly Black	31	3.38
Predominantly Hispanic	34	2.32
Predominantly Other Races	3	1.31
Predominantly White	9	2.39

Comparison of Tenure, Current vs. Preceding

This section will provide a comparison of superintendent tenure length between current Council district leaders and their immediate predecessors. Looking across all districts, the average length of tenure for preceding superintendents, the majority of which completed their term prior to, during, or after the pandemic, was around 2.13 years longer than those currently serving as district leaders. When comparing tenures along gender lines, there appears to be a wider margin in average length of tenure between former and current male superintendents (2.4 years) compared to females (1.5 years). When considering race, the difference in length of tenure between former and current Black superintendents was far smaller (1.26 years) than those observed among their Hispanic (3.2 years) and White (2.71 years) counterparts. The gap in tenure length between current leaders and their predecessors was found to be largest among White Males (3.20 years) and Hispanic Males (3.94 years). The difference in tenure length among former and current leaders of the smallest Council districts was found to be discernibly smaller (1.03 years) than larger districts, where the average difference was around 2.5 years (Table 14).

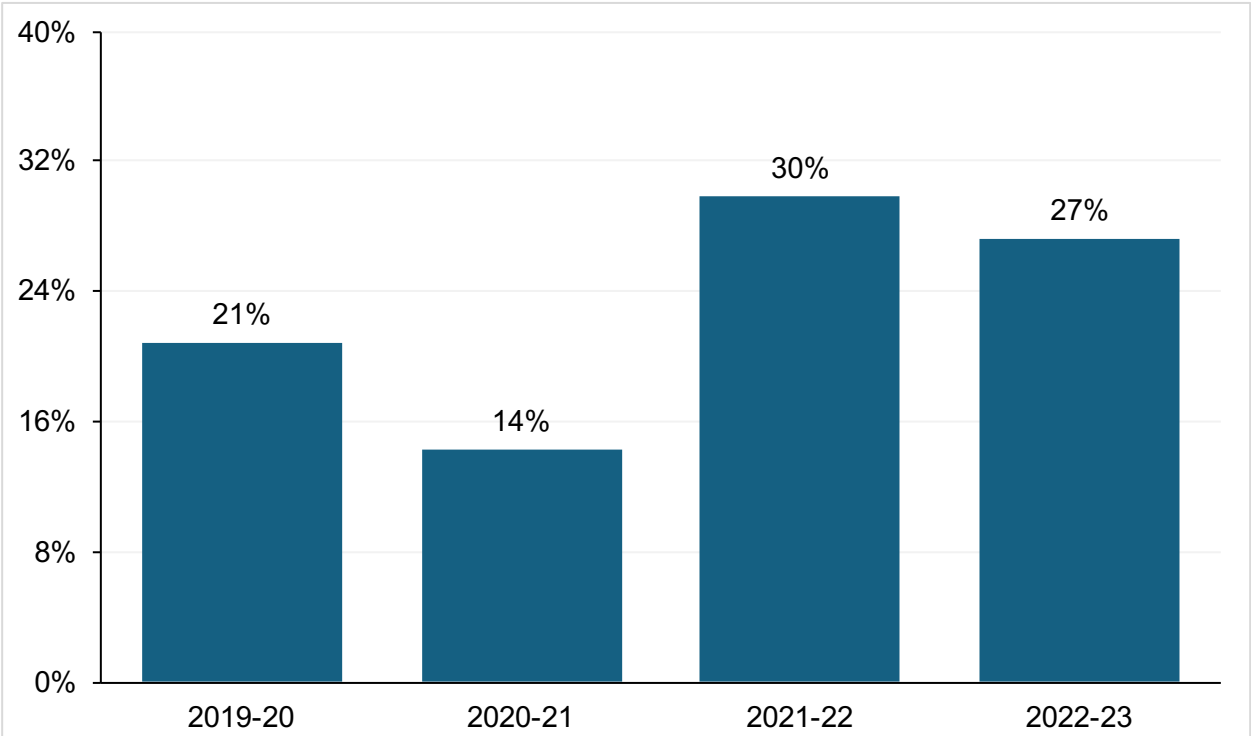
Table 14. *Average Length of Superintendent Tenure by Race and Gender*

	CURRENT		PRECEDING		
Superintendent Characteristic	***n***	**Average Tenure (in years)**	***n***	**Average Tenure (in years)**	**Difference**
All Leaders	**77**	**2.72**	**77**	**4.85**	**2.13**
Gender					
Female	34	2.32	27	3.82	1.50
Male	43	3.03	50	5.41	2.38
Race					
Black	37	2.83	39	4.09	1.26
Hispanic	15	2.77	10	5.97	3.20
White	19	2.96	26	5.67	2.71
Race and Gender					
Black Female	19	2.65	15	3.84	1.19
Hispanic Female	5	1.92	3	3.27	1.35
White Female	6	2.76	7	4.12	1.36
Black Male	18	3.02	24	4.25	1.23
Hispanic Male	10	3.19	7	7.13	3.94
White Male	13	3.05	19	6.25	3.20
Greater than 100,000					
1st Quartile (<25th %ile)	19	3.43	19	4.46	1.03
2nd Quartile (25th-50th %ile)	19	2.69	20	5.11	2.42
3rd Quartile (50th-75th %ile)	20	2.49	19	4.58	2.09
4th Quartile (<75th %ile)	19	2.27	19	5.25	2.98

DISTRICT LEADER TURNOVER

Noting the shorter tenure of current superintendents, we next analyze turnover among Council district leaders from the 2018-19 through the 2022-23 academic years, while considering various district and superintendent characteristics. For the purposes of the analyses described in this section, "turnover" will be determined as the number of superintendents in Council member districts hired on a permanent basis. Between the 2018-19 and 2022-23 academic years, 21 Council districts retained the same superintendent, 41 districts hired two permanent superintendents, and 15 districts hired three permanent system leaders. Among Council member-districts, approximately 73 percent replaced their district's chief executive between the 2018-19 and 2022-23 academic years. The average rate of turnover per year among Council districts was found to be around 23 percent. Figure 7 illustrates the rates of turnover each year during this period. In the 2019-20 school year, Council district superintendents turned over at a rate of about 21 percent, followed by rates of about 14 percent in 2020-21, around 30 percent in 2021-22, and approximately 27 percent in 2022-23.

Figure 7. *Rates of Superintendent Turnover across CGCS Districts, 2019-20 through 2022-23*



Superintendent Turnover by Student Population Size

Looking at district size by student enrollment, the average number of superintendent replacements in larger districts was significantly higher than smaller districts during the pandemic. In 2018-19 larger districts experienced higher superintendent turnover compared to smaller districts[7]. Similar patterns were observed in the 2022-23 school year and the relationship between district size and increased turnover was significant[8] (Table 15).

[7] *District size (by enrollment) in 2018-19 was found to be positively correlated with the number of Council district superintendents permanently hired between 2018-19 and 2022-23 (r(75)=.228,p = .046).*

[8] *District size (by enrollment) in 2022-23 was also found to be positively correlated with the number of Council district superintendents permanently hired between 2018-19 and 2022-23 (r(75)=.278,p = .014).*

Table 15. *Average Number of Superintendents from 2018 through 2023 by District Size*

	2018–19		2022–23	
Student Population Size	***n***	**Average # Superintendents**	***n***	**Average # Superintendents**
Less than 35,000	18	1.8	23	1.7
Between 35,000 and 49,999	21	1.7	18	2.0
Between 50,000 and 100,000	20	2.0	20	1.9
Greater than 100,000	18	2.2	16	2.2

Superintendent Turnover by Student Population Racial/Ethnic Demographics

The data provided in Table 16 indicates that none of the differences in superintendent turnover by race/ethnic differences are statistically significant.

Table 16. *Average Number of Superintendents from 2018 through 2023 by District Student Demographics, 2018-19 and 2022-23*

	2018–19		2022–23	
Student Demographics	***n***	**Average # Superintendents**	***n***	**Average # Superintendents**
Predominantly Black	30	1.8	31	1.8
Predominantly Hispanic	33	2.0	34	2.0
Predominantly Other Races	3	1.7	3	1.7
Predominantly White	11	2.2	9	2.2

Superintendent Turnover by Student FRPL Rate

In looking at the relationship between representation of FRPL students and superintendent turnover, Table 17 illustrates that Council districts having greater representation of economically-disadvantaged students were found to be significantly less likely to replace their superintendents[9].

Table 17. *Average Number of Superintendents from 2018 through 2023 by District FRPL Student Representation, 2018-19 and 2022-23*

	2018-19		2022-23	
Student Demographics	***n***	**Average # Superintendents**	***n***	**Average # Superintendents**
1st Quartile (<25th %ile)	16	2.2	19	2.2
2nd Quartile (25th-50th %ile)	19	2.1	19	2.1
3rd Quartile (50th-75th %ile)	20	1.9	20	2.0
4th Quartile (<75th %ile)	19	1.6	19	1.4

[9] *There was a negative relationship between representation of FRPL students in Council districts in 2018-19 and number of superintendents hired by Council districts between 2018 and 2023 (r(75)=-.395,p = .000). Similarly, there was also a negative relationship between representation of FRPL students in Council districts in 2022-23 and number of superintendents hired by Council districts between 2018 and 2023 (r(75)=-.395,p = .000).*

Superintendent Turnover by Gender and Race

When examining turnover among Council district leaders across racial and gender lines, no meaningful differences were found. Between gender groups, districts originally led by female superintendents had an average of two superintendents from 2019 through 2023, districts originally led by male superintendents in 2019 had a similar average, with the difference not being significant. The trend was comparable along racial lines, with districts averaging approximately two superintendents between 2019 and 2023. Differences in superintendent turnover among racial groups were not significant. Taking race and gender together, districts led by the examined comparable race/gender groups had similar averages in the number of superintendents between 2019 and 2023, and differences were found to not be significant (Table 18).

Table 18. *Average Number of Superintendents from 2019 through 2023 by Race and Gender, 2018-19 and 2022-23*

	2018–19		2022–23	
Superintendent Characteristic	***n***	**Average # Superintendents**	***n***	**Average # Superintendents**
Gender				
Female	29	2.0	31	2.0
Male	48	1.9	46	1.8
Race				
Black	39	1.9	35	1.9
Hispanic	14	2.0	15	2.0
White	22	1.9	25	1.9
Race and Gender				
Black Female	19	2.0	17	1.9
Hispanic Female	2	2.0	3	2.3
White Female	6	2.2	11	2.1
Black Male	20	1.9	18	1.8
Hispanic Male	12	2.0	12	1.9
White Male	16	1.8	14	1.7

Superintendent Turnover by School Board Type

Turning to superintendent turnover by school board type (appointed vs. elected), the average number of superintendents hired by school board type had no effect on the rates at which superintendents transitioned from their positions during the pandemic (Table 19).

Table 19. *Average Number of Superintendents from 2018 through 2023 by School Board Type, 2018-19 and 2022-23*

Board Type	*n*	Average # Superintendents
Appointed	9	$280,308
Elected	68	$284,132

Superintendent Turnover by Salary

In the case of superintendent salary, there were no statistically significant differences in trends in turnover by salary in the 2018-19 or 2022-23 academic years (Table 20). (See Appendix Table B for salary quartile cut points).

Table 20. *Average Number of Superintendents from 2018 through 2023 by Superintendent Salary, 2018-19 and 2022-23*

	2018-19		2022-23	
Superintendent Salary	*n*	Average # Superintendents	*n*	Average # Superintendents
1st Quartile (<25th %ile)	19	1.9	18	1.7
2nd Quartile (25th-50th %ile)	19	1.7	20	1.9
3rd Quartile (50th-75th %ile)	20	1.9	19	2.0
4th Quartile (<75th %ile)	19	2.2	19	2.1
Cost-of-Living Adjusted	(in 2023 dollars)		2022-23	
1st Quartile (<25th %ile)	20	1.8	19	1.8
2nd Quartile (25th-50th %ile)	19	2.0	19	2.0
3rd Quartile (50th-75th %ile)	19	1.7	19	2.1
4th Quartile (<75th %ile)	19	2.2	19	1.8

SUMMARY

Three major points of focus in this report were superintendent base pay, turnover rates, and tenure. The goal in this report was to gain some understanding of changes in the position across large urban city school districts who are members of the Council of the Great City Schools and making comparisons—where possible—between the status of the workforce pre- and post-pandemic. Disparities in pay, hiring, and retention at the executive leadership level along the lines of race and gender are common points of tension in conversations on organizational management.

The ten highest paid Council district superintendents in the 2022-23 academic year led districts in four states: California (5), Texas (3), Florida (1), and New York (1), which also happens to be the nation's most populous states—and largest economies—containing the two largest major cities boasting the country's largest Hispanic populations. Nine of the ten Council districts having the highest paid system leaders also had predominantly Hispanic student populations, and five of the ten superintendents in those districts were Hispanic.

While turnover rates were found to have increased during the pandemic, no distinguishable patterns along the lines of race/ethnicity were found and any differences were not significant. The urban superintendency has become increasingly diverse over the past two decades, with the majority of superintendents now being Black or Hispanic.

This study also found that gender had little impact on superintendent salary. The gender of Council district leaders was also determined to have no meaningful effect on the rate at which districts replaced their superintendent during or after the pandemic. Moreover, no significant relationship was found regarding student racial constitution and leadership turnover. However, we found that current superintendents have shorter tenures than preceding superintendents and female superintendents tended to have significantly shorter tenures compared to male district leaders.

One of the more interesting findings in this analysis pertained to district FRPL rates which indicated that superintendent salaries were unaffected by the percentage of economically-disadvantaged students in districts and turnover rates slightly increased among Council districts having lower FRPL rates. A recent RAND Corporation survey indicated that superintendents in large urban districts, which typically have higher FRPL rates, were significantly more likely to believe that the stresses and challenges of the role were ultimately worthwhile (RAND Corporation, 2023). While it is understood that there are a great number of elements that may have informed these perspectives, such as salary, career and/or political ambition, or commitment to mission-driven work, these insights highlight the complex dynamics between socioeconomic factors and leadership stability in education.

District size was related to superintendent salaries, as increases in student population correlate with increases in district leader pay. This was the case even after adjustments were made for cost-of-living differences. Turnover rates also increased as student populations increased. Student enrollment did not, however, appear to have a meaningful impact on the length of superintendent tenure. In addition, differences in school board type were not associated with superintendent salary or turnover across Council member districts.

Finally, the study found that districts with higher rates of superintendent turnover were correlated with higher superintendent base salary. In other words, districts with lower base salaries for superintendents experienced less turnover. After adjusting for cost-of-living and inflation, however, this relationship was no longer significant.

LIMITATIONS

This study does not include the Puerto Rico Department of Education due to its unique structure and governance. The two-month data collection and analysis timeframe, conducted in February and March of 2023, allowed researchers to confine the study but may not capture all relevant dimensions of superintendent experiences during the school year. For example, some districts during the school year may have had multiple superintendents who varied in race/ethnicity, salary, and previous roles. The window allowed researchers to focus on a relatively stable snapshot in time. Finally, analyses and findings comparing superintendent base salaries do not include controls for differences in cost-of-living that are commonly attributed to locale.

CONCLUSION

The demographic composition of superintendents across Council member districts offers some perspective on gender and racial diversity within educational leadership roles. Most significantly, the shift in superintendent demographic characteristics by race/ethnicity more closely reflects demographic characteristics of urban student enrollment, highlighting progress toward more diverse and representative district leadership. The predominance of male superintendents underscores the ongoing challenges in gender representation among district leaders, strengthening the need for concerted efforts to foster gender equity, particularly for Hispanic female (whose rates have only slightly improved) superintendents in Council member districts. Lastly, we must highlight the shorter tenure of currently serving superintendents and the increased rates of turnover in the superintendency post-pandemic.

The insights from this study have implications for school boards and administrators focused on enhancing leadership stability in urban school districts. To address the demographic shifts and factors influencing superintendent turnover, it is essential to refine recruitment and retention strategies that emphasize racial and gender equity. Developing tailored mentorship and leadership programs can significantly aid career advancement for underrepresented groups. Moreover, enhancing professional development opportunities, especially in areas like crisis management, can empower superintendents to navigate challenges more effectively. These opportunities should also consider how gender influences differences within groups and the experiences of leaders in superintendent roles.

Finally, school boards should prioritize governance training that underscores best practices in collaboration and transparent communication, strengthening superintendent-board relationships. Proactive efforts to bridge the gender gap and cultivate an organizational culture that appreciates diverse perspectives will enrich decision-making and policy development across large urban school districts.

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APPENDIX A: SUPPLEMENTARY TABLES AND FIGURES

Table A. *Cut Points for FRPL Student Representation Quartiles, 2018-19 and 2022-23*

FRPL Representation	2018-19	2022-23
Minimum	29.4%	35.1%
1st Quartile (<25th %ile)	< 57.2%	< 59.9%
2nd Quartile (25th-50th %ile)	57.2%-68.9%	59.9%-75.2%
3rd Quartile (50th-75th %ile)	69%-82.8%	75.3%-83.2%
4th Quartile (<75th %ile)	> 82.8%	> 83.2%
Maximum	100%	100%

Table B. *Cut Points for Superintendent Salary Quartiles, 2018-19 and 2022-23*

Superintendent Salary	2018-19	2022-23
Minimum	$150,000	$200,000
1st Quartile (<25th %ile)	< $250,000	< $255,000
2nd Quartile (25th-50th %ile)	$250,000-$279,999	$255,000-$287,499
3rd Quartile (50th-75th %ile)	$280,000-$320,000	$287,500-$330,781
4th Quartile (<75th %ile)	> $320,000	> $330,781
Maximum	$477,753	$440,000

Table C. *Cut Points for District Enrollment (Immediate Predecessor Analyses)*

Group	Enrollment
Minimum	12,075 students
1st Quartile (<25th %ile)	< 32,991 students
2nd Quartile (25th-50th %ile)	32,991 - 48,205 students
3rd Quartile (50th-75th %ile)	48,206 – 93,795 students
4th Quartile (<75th %ile)	> 93,795 students
Maximum	912,064 students

Table D. *Cut Points for Superintendent Salary (Immediate Predecessor Analyses)*

	Salary–COLA-adjusted, 2024 dollars
Minimum	$113,405
1st Quartile (<25th %ile)	< $258,132
2nd Quartile (25th-50th %ile)	$258,132 - $299,414
3rd Quartile (50th-75th %ile)	$299,414 - $365,702
4th Quartile (<75th %ile)	> $365,702
Maximum	$512,627

TUDA TASKFORCE UPDATE

Updates from the Trial Urban District Assessment (TUDA) Policy Task Force

May 2025

Ray Hart, PhD, Executive Director
Akisha Osei Sarfo, PhD, Director of Research
Council of the Great City Schools

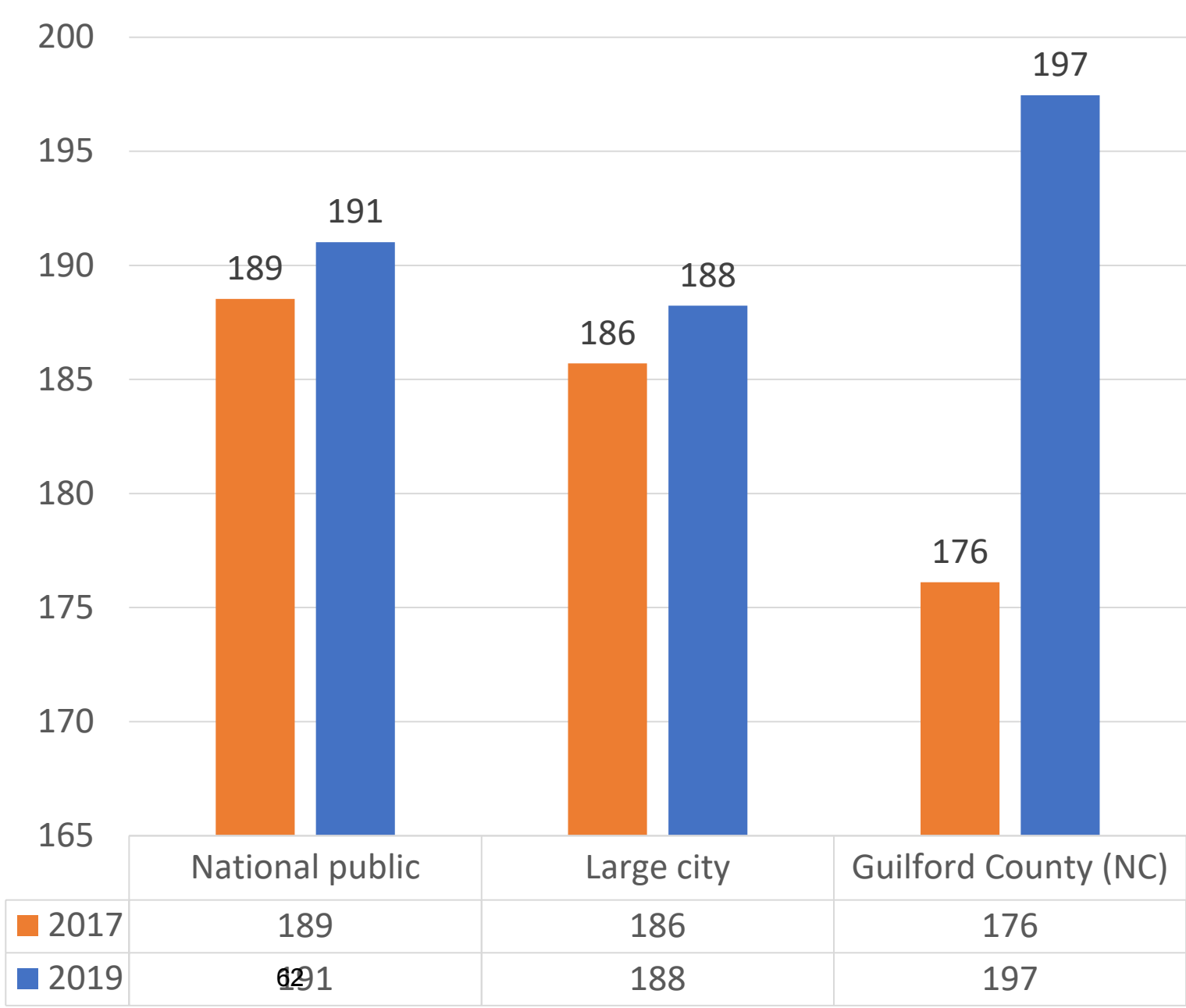
The Trial Urban District Assessment (TUDA) Program

- In 2001, after discussions with the National Center for Education Statistics (NCES), the Governing Board, and the Council of the Great City Schools, Congress appropriated funds for a district-level NAEP assessment on a trial basis, a.k.a., the Trial Urban District Assessment (TUDA).
- The TUDA program collects and reports data for select large urban districts in every biennial NAEP reading and math administration.
- In 2002, six districts volunteered to participate in TUDA.
- In 2024, 26 TUDAs volunteered to participate in the NAEP assessment.

TUDA Performance Trends

- Over two decades, TUDA districts have voluntarily participated in NAEP. During that time, the gap between large city schools and their national public-school peers has **narrowed substantially**:
  - 61% reduction in fourth grade reading,
  - 65% reduction in eighth grade reading,
  - 55% reduction in eighth grade mathematics, and
  - Nearly 40% reduction in fourth grade mathematics.
- More than half of the 25 TUDA districts with results in both 2022 and 2024 showed **significant gains in fourth grade math**.
- More than half of TUDA districts achieved results in two out of four tested areas that were **comparable to 2019 pre-pandemic levels**.
- In **Dallas, Los Angeles, New York City and Philadelphia**, student performance was not significantly different from 2019 across all four tested grade/subject combinations.

NAEP Fourth-Grade Reading for English Language Learners, 2017 to 2019.



TUDA Task Force Overview

- A collaboration between the Governing Board and the Council of the Great City Schools, the TUDA Task Force provides feedback and input to the Governing Board in policy, research, and communications related to NAEP and TUDAs.

- TUDA Task Force leaders share how they use NAEP results to understand and inform effective policies and practices to improve student achievement.

- The TUDA task force meets twice a year and consists of 10 TUDA district leaders: superintendents, research and assessment directors, chief academic officers, and communication officers.

Current TUDA Task Force Members

Apryl Clarkson

Senior Executive Director, Office of Data and Accountability
Boston Public Schools

Seth Coleman

Director, Media & Social Media
Atlanta Public Schools

Corrine Colgan

Chief of Teaching and Learning
District of Columbia Public Schools

Angie Gaylord

Chief Academic Officer
Dallas Independent School District

Theresa D. Jones

Chief Achievement and Accountability Officer
Baltimore City Public Schools

Jusmar Maness

Chief Academic Officer
Guilford County Schools

Greg Manzi

Assistant Superintendent of Assessment, Accountability, Research, and School Improvement
Clark County School District

Chrystal Wilson

Assistant Supt. of Communications
Detroit Public Schools Community District

Tonya Wolford

Chief, Evaluation, Research and Accountability
The School District of Philadelphia

Simone Wright

Chief of Academics
Denver Public Schools

Input on Future NAEP Directions

- Inform key aspects of **future administrations** of NAEP
  - Assessment participation of TUDAs.
  - Use of district devices.
- Support **communication** of NAEP results
  - Improving communications and understanding of NAEP results among parents, families, and community stakeholders.
  - Input on NAEP Developments.
- **New measures and reporting** of NAEP results provided by NCES.
  - Discussions of AI use in NAEP assessment development and scoring, connecting it to district-level applications.
- Feedback has helped inform Governing Board and NCES staff on the practical impact of changes and program updates.

Aid in Understanding Student Recovery in Urban Districts

- TUDA task force members have become a voice for urban school districts in understanding recovery efforts.

- District leaders have shared and discussed:
    - Use of NAEP data to monitor student performance and identify trends over time,
    - Progress in addressing unfinished learning post-pandemic, including effective interventions,
    - Impact of recovery investments on student learning and achievement,
    - And ongoing challenges districts face in sustaining recovery efforts.

- These discussions help the Governing Board contextualize NAEP results and trends.

Communicating NAEP TUDA Results

- In October 2022, communication directors and research leaders from six TUDA districts convened in Arlington, VA to share best practices and strategies for analyzing, interpreting, and messaging NAEP TUDA results.
- A NAEP TUDA communication guidebook was developed to increase understanding and use of NAEP data and to support efforts in communicating results.
- The guidebook was distributed to TUDA coordinators and research directors prior to the public release of NAEP 2022 data and continues to aid districts in strategically communicating NAEP results among their stakeholders.

TUDA Performance Profiles

- In response to feedback from TUDA task force members and research directors, CGCS provided district performance profiles at the NCES pre-release workshop.

- These profiles enabled districts to quickly interpret their 2024 results, identify trends, and effectively communicate findings to stakeholders and the media.

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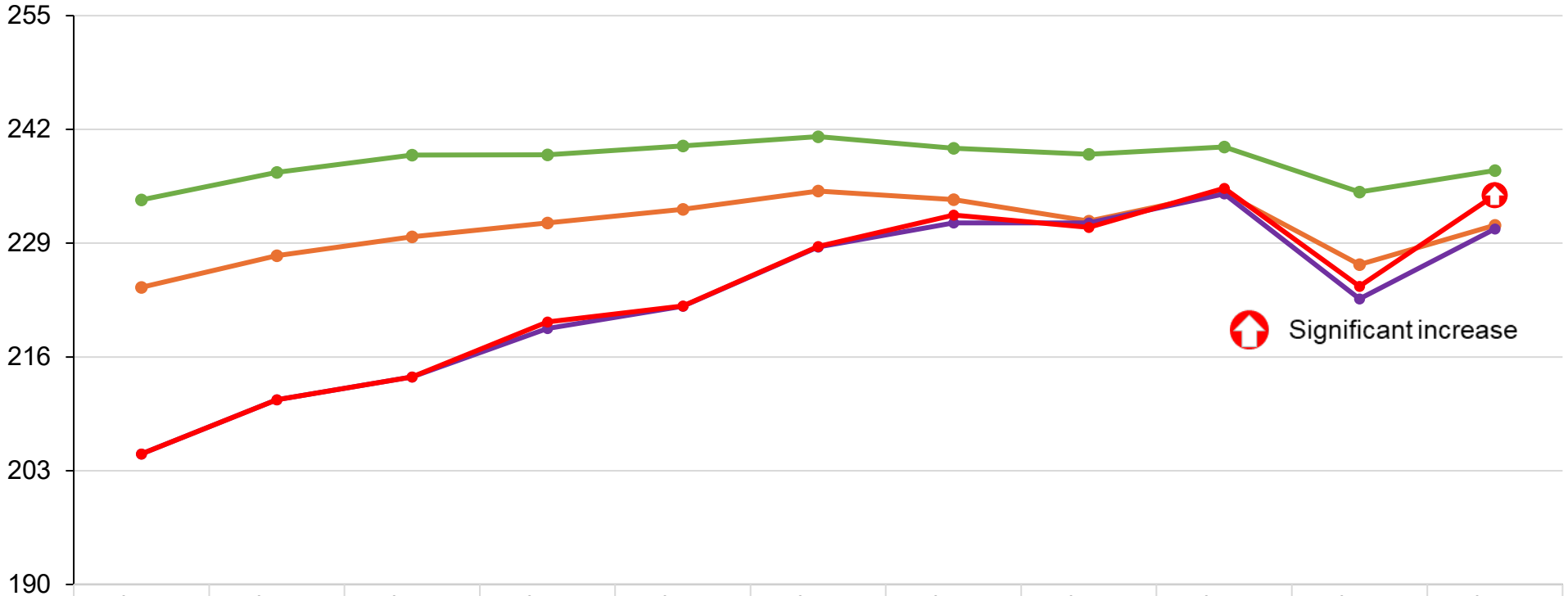
"Meeting with CGCS one-on-one and getting their presentation for our district were the most valuable to me as a communicator."
– NCES Workshop Attendee

Overall Summary

2022 vs 2024 – All Students								
	Fourth Grade Math - Diff	Fourth Grade Math	Eighth Grade Math - Diff	Eighth Grade Math	Fourth Grade Reading - Diff	Fourth Grade Reading	Eighth Grade Reading - Diff	Eighth Grade Reading
National Public	2.4	Sig Increase	-0.9	No Sig Difference	-1.8	Sig Decline	-2.4	Sig Decline
Large City	4.5	Sig Increase	-0.7	No Sig Difference	-0.5	No Sig Difference	-2.6	Sig Decline
DCPS	10.4	Sig Increase	2.7	No Sig Difference	2.2	No Sig Difference	2.5	No Sig Difference
District of Columbia	8.0	Sig Increase	2.0	No Sig Difference	2.4	No Sig Difference	1.6	No Sig Difference

2019 vs 2024 – All Students								
	Fourth Grade Math - Diff	Fourth Grade Math	Eighth Grade Math - Diff	Eighth Grade Math	Fourth Grade Reading - Diff	Fourth Grade Reading	Eighth Grade Reading - Diff	Eighth Grade Reading
National Public	-2.7	Sig Decline	-8.8	Sig Decline	-5.2	Sig Decline	-5.3	Sig Decline
Large City	-3.8	Sig Decline	-8.5	Sig Decline	-3.2	Sig Decline	-2.4	Sig Decline
DCPS	-0.8	No Sig Difference	-9.0	Sig Decline	1.3	No Sig Difference	0.8	No Sig Difference
District of Columbia	-4.0	Sig Decline	-7.6	Sig Decline	-5.1	Sig Decline	1.5	No Sig Difference

Average Scale Score Over Time, **Fourth Grade Mathematics**, All Students, DCPS Compared to National Public, Large City, and District of Columbia



	'03	'05	'07	'09	'11	'13	'15	'17	'19	'22	'24
National Public	234.0	237.1	239.1	239.1	240.1	241.2	239.9	239.2	240.0	234.9	237.3
Large City	224.0	227.6	229.7	231.3	232.9	235.0	234.0	231.5	234.8	226.6	231.1
District of Columbia	204.9	211.1	213.7	219.3	221.8	228.6	231.3	231.3	234.6	222.6	230.6
DCPS	204.9	211.1	213.7	220.0	221.8	228.6	232.2	230.8	235.3	224.1	234.5

CGCS NAEP Dashboards

- Discussions from the TUDA Task Force have led to the development of publicly available dashboards that advance use & access to NAEP data.

https://www.cgcs.org/naepdashboard

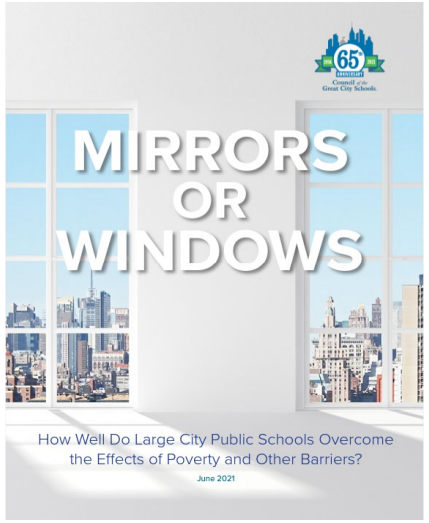
  - Allows users to examine and/or compare:
    - Jurisdiction (State, TUDA, Large City, National Public)
    - Over Time and by Year of Administration (2002-2024)
    - Student Groups (Main Groups and All Other Student Groups)
    - Grade Level (fourth and eighth)
    - Subject (Math and Reading)
    - Measures (Average Scale Scores, Proficiency Rates, Percentile Ranks)

CGCS NAEP Dashboards

Connects users to eight dashboards that are currently available for use.

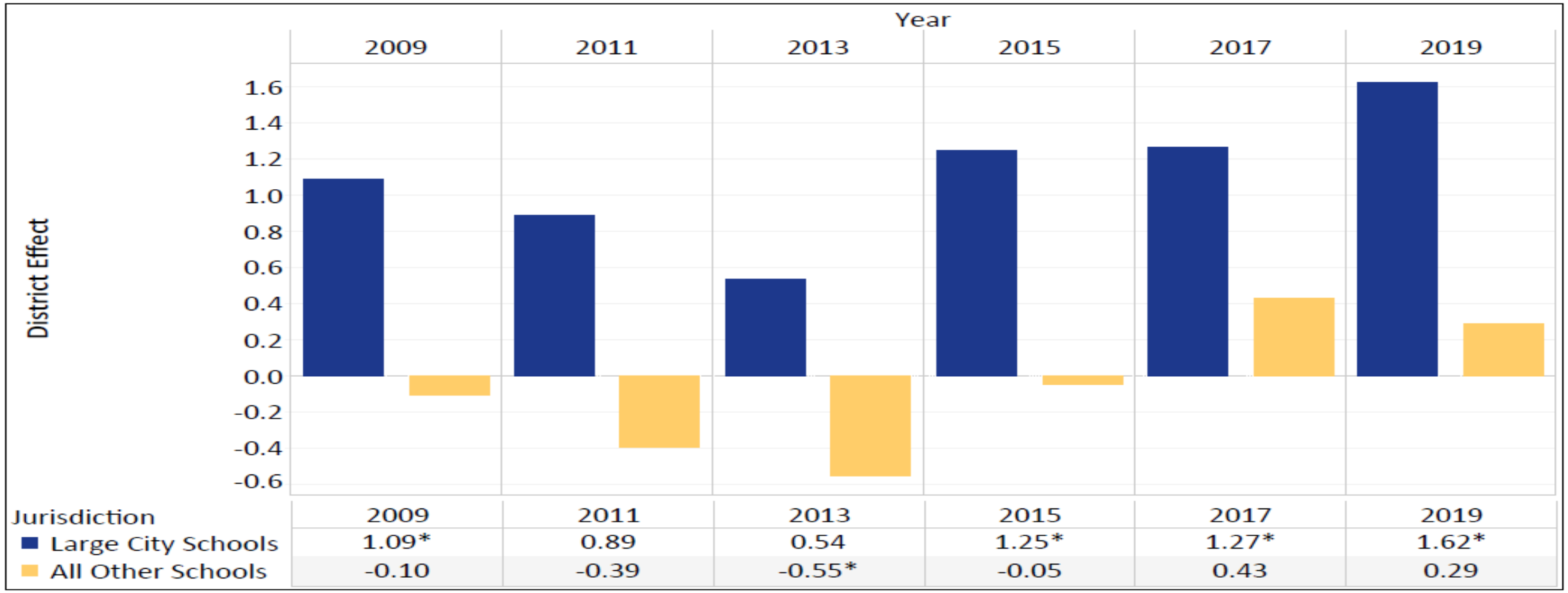
- TUDA/State Achievement Levels
- TUDA/State Comparison
- TUDA/State Long-Term Trends
- TUDA/State Percentile Groups

"Mirrors or Windows" Report



- CGCS used 10 years of NAEP data in reading and math at fourth and eighth grades to answer whether schools are windows of opportunity, helping to overcome poverty and other barriers, or mirrors of society's inequities.
- Findings from the study suggest that poverty was not necessarily destiny in urban public education.
- Districts that seemed to do better at overcoming barriers, benefited from:
  - strong and stable leadership
  - high academic standards & common instructional guidance
  - teacher and leader quality
  - cohesion and differentiation of professional development
  - the ability to act at scale
  - strong accountability systems and cultures of collaboration
  - ability to see opportunities in the challenges they faced
  - district, school and special population strategies
  - their community investments and engagement efforts.

Trends in District Effects † on NAEP Eighth-grade Reading by School Type, 2009 to 2019.



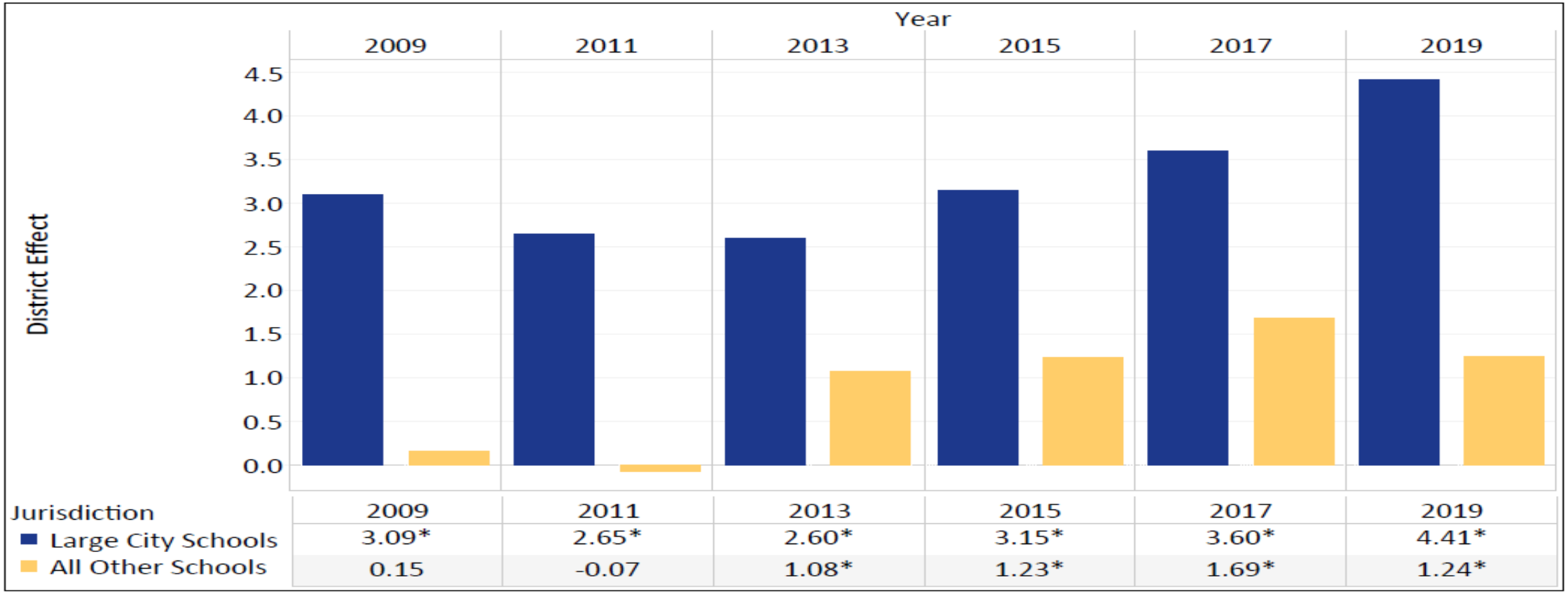
Jurisdiction	2009	2011	2013	2015	2017	2019
Large City Schools	1.09*	0.89	0.54	1.25*	1.27*	1.62*
All Other Schools	-0.10	-0.39	-0.55*	-0.05	0.43	0.29

† District effect is the difference between the actual district mean and the expected district mean.

* District effect is significantly different from zero at $p < .05$.

Includes district-authorized charters, charters authorized by others, and independent charters.

Trends in District Effects † on NAEP Eighth-grade Mathematics by School Type, 2009 to 2019.



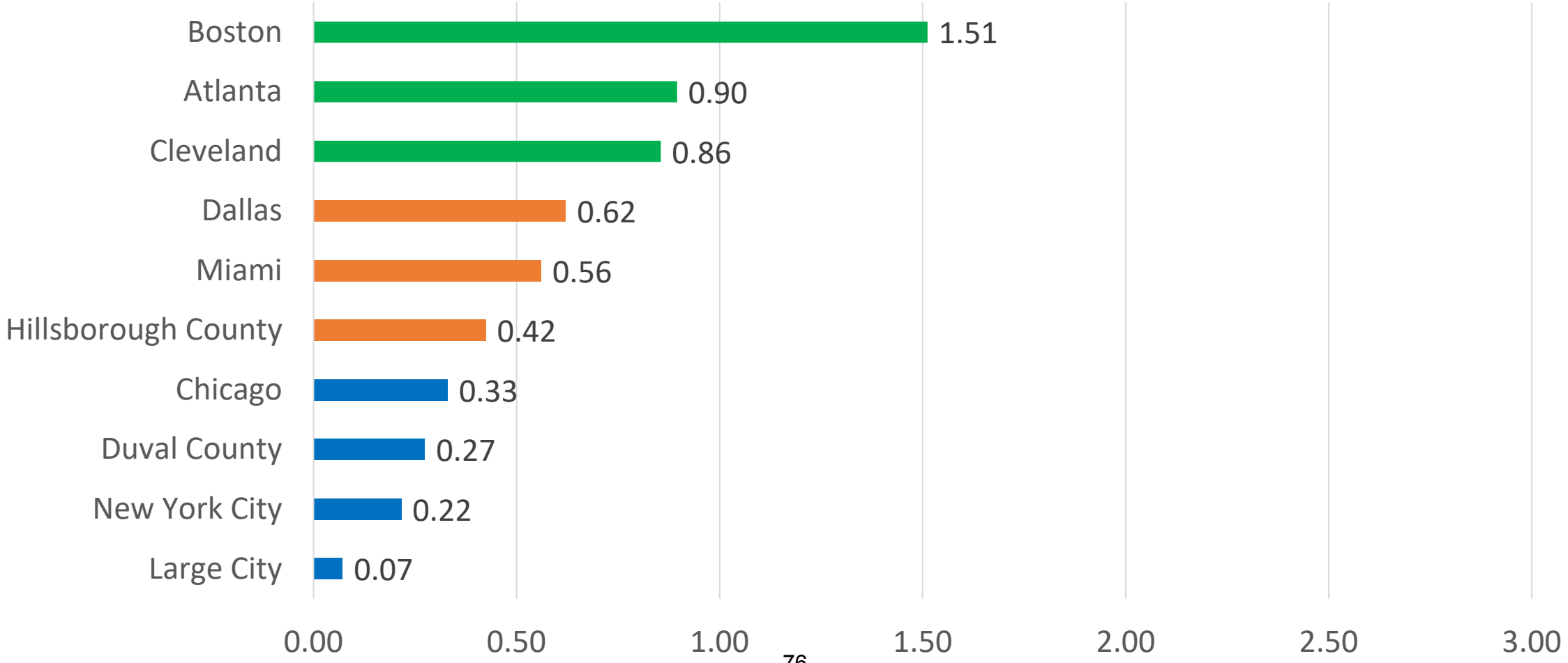
Jurisdiction	2009	2011	2013	2015	2017	2019
Large City Schools	3.09*	2.65*	2.60*	3.15*	3.60*	4.41*
All Other Schools	0.15	-0.07	1.08*	1.23*	1.69*	1.24*

† District effect is the difference between the actual district mean and the expected district mean.

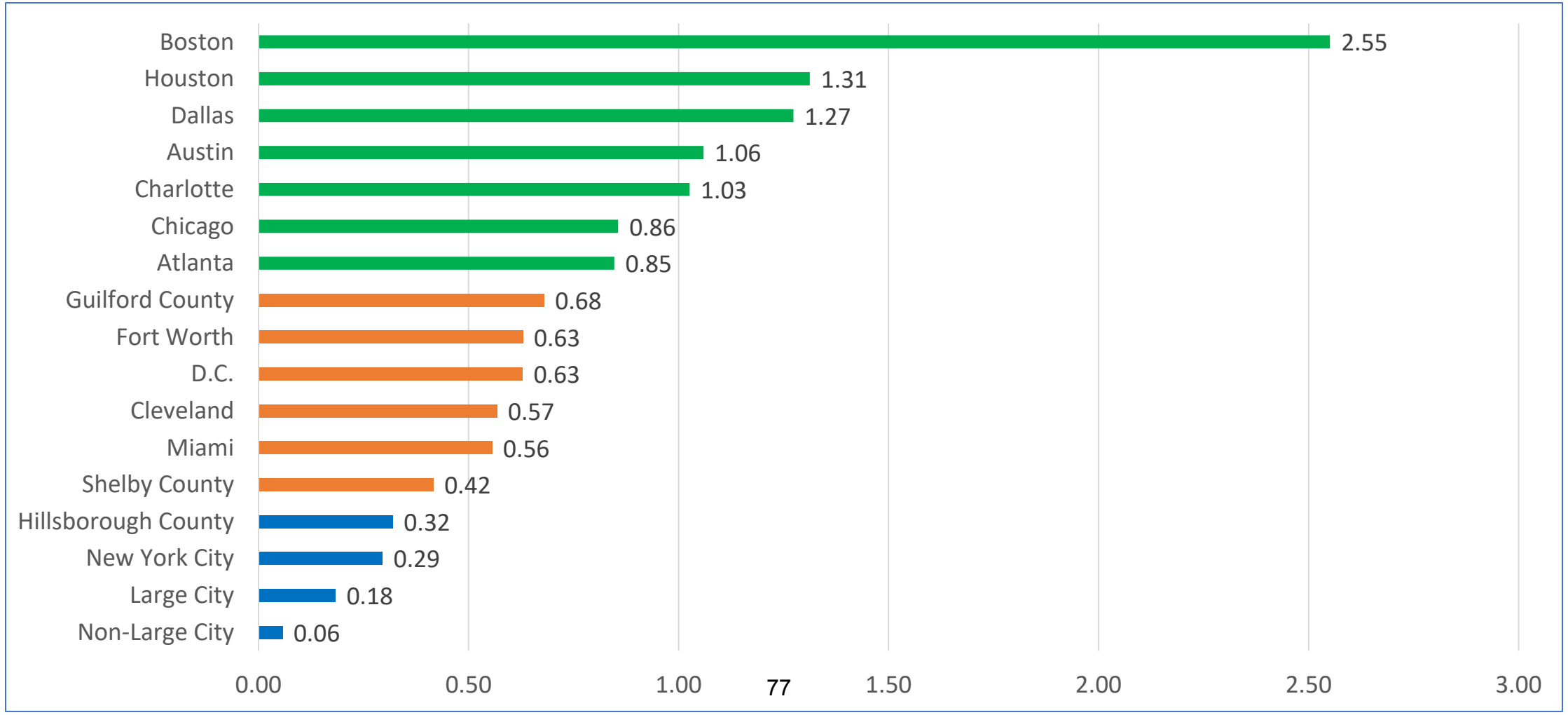
* District effect is significantly different from zero at $p < .05$.

Includes district-authorized charters, charters authorized by others, and independent charters.

Effect Sizes for District Effects † on NAEP Eighth-grade Reading by District, 2019



Effect Sizes for District Effects † on NAEP Eighth-grade Mathematics by District, 2019



Thank you!

STAR BRIEF

Comparison of Star Assessment Outcomes

Council of the Great City Schools Member Districts
Spring 2025

Overview

The Council of the Great City Schools (CGCS) is a coalition consisting of 78 large urban public school systems in the United States. Its objective is to improve education in the inner cities by bringing awareness to common challenges, providing supportive programming, and facilitating communication and collaboration across member districts.

This report summarizes performance for CGCS districts who use Renaissance Learning's Star computer adaptive assessments. Trends in performance on Star Reading, Star Math, and Star Early Literacy are reported for both the national population of Star test takers and for schools[1] belonging to CGCS member districts.

Results are presented by grade for Spring 2025[2], and also summarized by the demographic subgroups of gender and race/ethnicity. Note that entry of demographic student characteristic data is voluntary, and many districts do not provide that information to Renaissance. Therefore, sample totals of those subgroups will not equal the overall totals by grade or subject.

For all grades and subjects, Star Unified Scaled Scores (USS)[3] and Normalized Curve Equivalent (NCE)[4] scores are reported. In each of the following tables, M = Mean, SD = Standard Deviation, and N = Number of students.

[1] There were 1,420 schools for the Spring 2025 time frame.
[2] For the 2024-2025 school year, the Spring date range was defined as April 1 to May 31.
[3] Unified Scaled Scores (USS) are the default score reported for Star assessments, consisting of integers ranging from 0 to 1400 and providing a common scale across all subjects.
[4] Normal Curve Equivalent (NCE) is a norm-referenced score similar to Percentile Rank but based on an equal interval scale. This means that the difference between any two successive scores on the NCE scale has the same meaning throughout the scale. NCEs are useful for making comparisons between different achievement test results and for statistical computations such as determining an average score for a group of students. NCE scores range from 1 to 99. The national average NCE is always 50.

Overall Trends in Performance

Table 1a. Star Reading Spring 2025 performance as a function of grade

Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	861.1	99.0	53.9	21.6	27,485	863.9	95.6	54.8	21.5	541,085
2	917.9	93.4	49.6	20.9	36,121	924.0	88.2	51.4	20.7	823,275
3	940.5	104.0	44.3	23.5	36,981	964.4	87.3	50.6	21.5	794,551
4	973.6	105.6	43.4	24.2	37,451	999.4	86.3	50.2	21.9	768,058
5	1000.8	102.3	43.2	24.2	38,300	1025.8	84.5	50.1	22.1	742,543
6	1022.2	104.4	43.0	24.4	29,678	1048.3	85.5	49.9	22.2	628,923
7	1043.0	102.8	44.2	23.8	30,074	1065.3	87.4	50.3	22.2	564,898
8	1060.4	101.1	44.4	23.7	30,455	1082.7	88.1	50.7	22.3	541,717
9	1061.0	113.0	44.5	24.9	25,932	1087.2	95.0	50.8	22.9	353,652
10	1067.5	113.1	43.5	24.5	22,400	1096.7	100.4	50.5	23.4	263,147
11	1074.9	116.5	44.1	25.1	16,992	1101.0	104.4	50.1	23.8	183,737
12	1071.7	131.7	44.9	26.8	13,165	1091.9	117.5	49.0	24.9	103,566

Table 1b. Star Math Spring 2025 performance as a function of grade

Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	865.6	67.1	52.6	24.7	29,691	866.2	60.8	52.6	22.9	560,322
2	916.6	73.0	49.9	24.1	32,807	922.0	66.0	51.5	22.4	648,090
3	948.4	83.0	44.1	23.9	31,234	971.0	71.7	50.9	22.0	508,911
4	990.2	88.8	44.2	23.7	30,689	1014.6	76.9	51.0	21.7	487,597
5	1016.7	93.4	43.6	23.7	31,635	1043.3	81.6	50.7	22.0	489,646
6	1038.1	93.6	44.4	23.7	28,749	1063.8	82.9	51.2	22.1	434,205
7	1056.4	95.6	45.7	23.6	29,501	1078.3	88.2	51.4	22.6	394,021
8	1069.6	95.2	45.5	24.0	29,514	1090.7	88.4	51.1	22.9	370,888
9	1069.1	102.3	45.9	25.8	24,416	1087.4	94.1	50.6	24.4	224,211
10	1079.7	106.2	45.9	26.1	21,045	1099.1	98.8	50.9	24.9	182,810
11	1087.2	107.8	46.5	26.1	16,567	1101.8	102.7	50.2	25.3	131,100
12	1076.7	125.5	46.2	28.3	9,675	1086.9	115.1	48.3	26.3	54,870

Table 1c. Star Early Literacy Spring 2025 performance as a function of grade

Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
K	795.8	95.8	53.4	23.3	29,887	802.0	88.5	54.6	21.7	513,123
1	802.5	102.0	40.0	22.4	13,929	838.1	95.5	47.4	21.5	267,422
2	831.4	100.9	30.3	21.2	8,808	858.3	99.1	35.5	21.9	87,231
3	818.0	90.7	18.3	16.2	2,192	882.1	110.4	31.7	24.3	25,288

Table 1d. Median Fall to Spring 2024-2025 Student Growth Percentile (SGP) as a function of grade and subject

Grade	CGCS						Population					
	Reading		Math		Early Lit		Reading		Math		Early Lit	
	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N
K					61.0	26,614					57.0	433,223
1	44.0	24,649	48.0	26,589	37.0	12,292	43.0	438,603	49.0	491,082	43.0	238,793
2	45.0	32,448	43.0	29,119	40.0	7,634	49.0	723,752	46.0	595,418	40.0	76,430
3	47.0	32,943	47.0	28,546	31.0	1,802	50.0	698,148	49.0	463,321	41.0	21,329
4	51.0	33,382	50.0	28,334			50.0	682,626	49.0	448,668		
5	49.0	34,348	49.0	29,362			48.0	663,631	49.0	448,644		
6	50.0	27,737	49.0	26,855			48.0	562,915	49.0	397,885		
7	51.0	27,895	51.0	27,476			49.0	503,776	50.0	356,656		
8	48.0	28,456	50.0	27,480			49.0	482,894	50.0	334,634		
9	46.0	22,257	45.0	20,673			51.0	289,096	50.0	183,611		
10	49.0	18,740	49.0	17,410			51.0	216,424	52.0	149,535		
11	50.0	14,267	51.0	13,943			52.0	150,866	52.0	106,801		
12	50.0	10,567	47.0	7,217			51.0	81,643	49.0	40,918		

Year-over-year: Comparing performance for Spring 2024 and Spring 2025

Table 1e. Change in Star Reading performance from Spring 2024 to Spring 2025

Grade	CGCS		Population	
	USS	NCE	USS	NCE
1	3.7	1.0	2.8	0.9
2	1.3	3.3	0.1	3.0
3	2.6	5.2	0.6	3.7
4	0.6	4.4	1.2	3.5
5	-1.1	6.3	0.6	5.6
Elementary	**1.4**	**4.0**	**1.1**	**3.3**
6	-2.6	8.3	1.3	7.9
7	0.2	9.7	3.9	8.7
8	1.7	11.1	5.7	10.6
Middle	**-0.2**	**9.7**	**3.6**	**9.1**
9	5.7	14.6	4.8	13.0
10	1.8	12.5	5.1	13.3
11	9.9	14.0	8.7	14.2
12	6.0	15.1	7.8	16.0
High	**5.9**	**14.1**	**6.6**	**14.1**

Table 1f. Change in Star Math performance from Spring 2024 to Spring 2025

Grade	CGCS		Population	
	USS	NCE	USS	NCE
1	3.6	-4.0	2.9	-3.6
2	-0.1	-1.8	-0.3	-1.6
3	0.4	-0.5	-1.2	-2.0
4	3.3	-0.4	0.8	-2.4
5	1.0	0.7	-0.3	-1.1
Elementary	**1.6**	**-1.2**	**0.4**	**-2.1**
6	1.6	5.6	1.8	4.9
7	3.6	6.6	4.0	6.3
8	2.1	6.8	4.3	7.6
Middle	**2.4**	**6.3**	**3.4**	**6.2**
9	2.8	8.3	4.8	8.8
10	2.4	5.9	5.6	6.6
11	8.4	8.2	8.0	8.0
12	4.1	10.1	8.2	11.0
High	**4.4**	**8.1**	**6.7**	**8.6**

Table 1g. Change in Star Early Literacy performance from Spring 2024 to Spring 2025

Grade	CGCS		Population	
	USS	NCE	USS	NCE
K	8.4	2.4	4.0	1.2
1	3.3	2.5	2.8	1.4
2	7.9	7.7	5.4	6.6
3	14.8	8.0	16.1	9.1
Elementary	**8.6**	**5.1**	**7.1**	**4.6**

Table 1h. Change in Fall to Spring Student Growth Percentile (SGP) from 2023-2024 to 2024-2025

Grade	CGCS			Population		
	Reading	Math	Early Lit	Reading	Math	Early Lit
K			6.0			2.0
1	0.0	3.0	-1.0	-1.0	4.0	-1.0
2	-4.0	-1.0	-1.0	-3.0	2.0	-1.0
3	-2.0	0.0	-3.0	-2.0	-1.0	-1.0
4	-2.0	0.0		-1.0	-1.0	
5	-3.0	-3.0		-2.0	-1.0	
Elementary	**-2.2**	**-0.2**	**0.3**	**-1.8**	**0.6**	**-0.3**
6	-4.0	-5.0		0.0	-1.0	
7	-2.0	-2.0		1.0	-2.0	
8	-1.0	-2.0		0.0	-2.0	
Middle	**-2.3**	**-3.0**		**0.3**	**-1.7**	
9	2.0	0.0		2.0	0.0	
10	2.0	2.0		1.0	-3.0	
11	5.0	3.0		3.0	-2.0	
12	4.0	2.0		2.0	2.0	
High	**3.3**	**1.8**		**2.0**	**-0.8**	

Figure 1a. Star Reading Spring performance as a function of grade and year

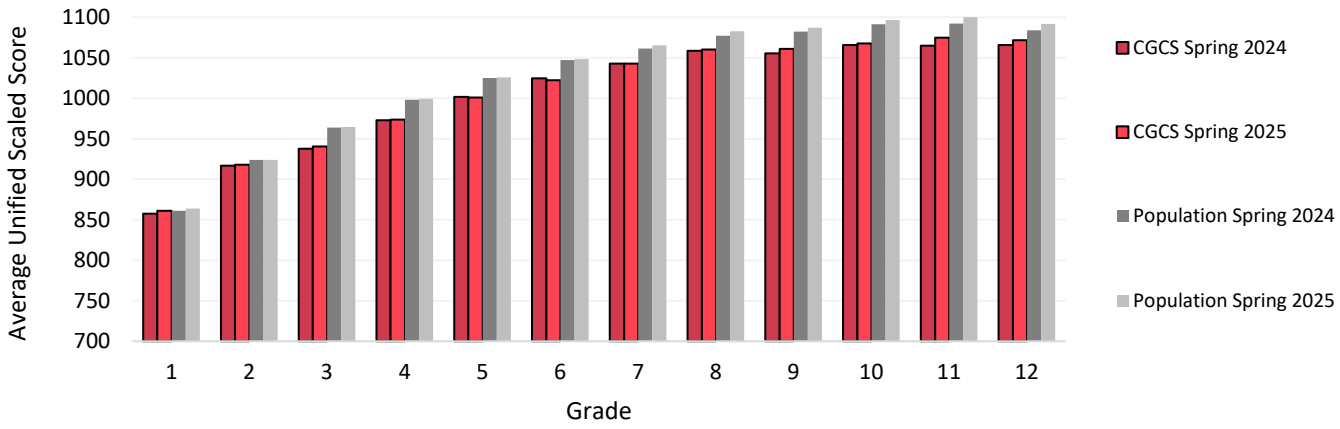


Figure 1b. Star Math Spring performance as a function of grade and year

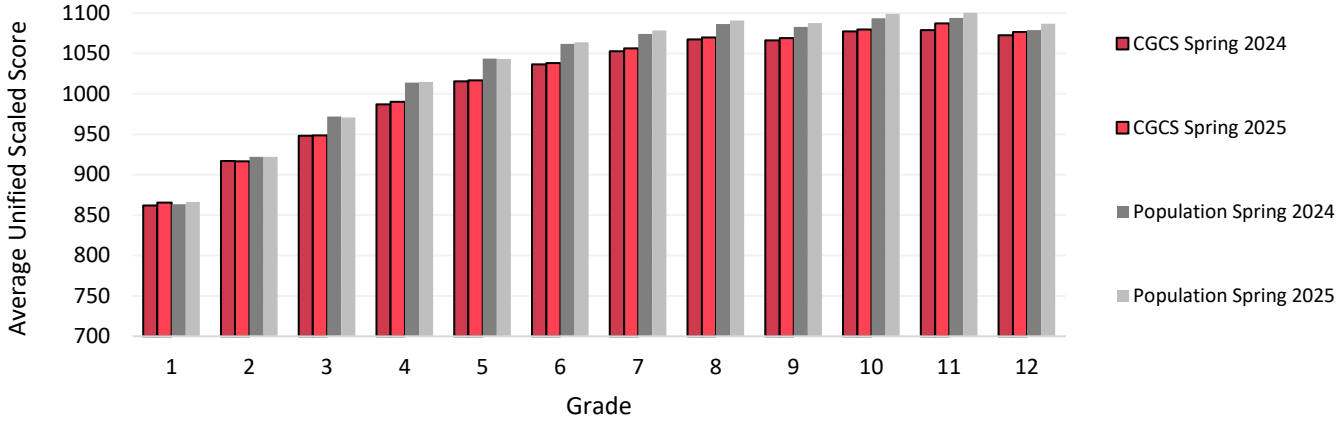


Figure 1c. Star Early Literacy Spring performance as a function of grade and year

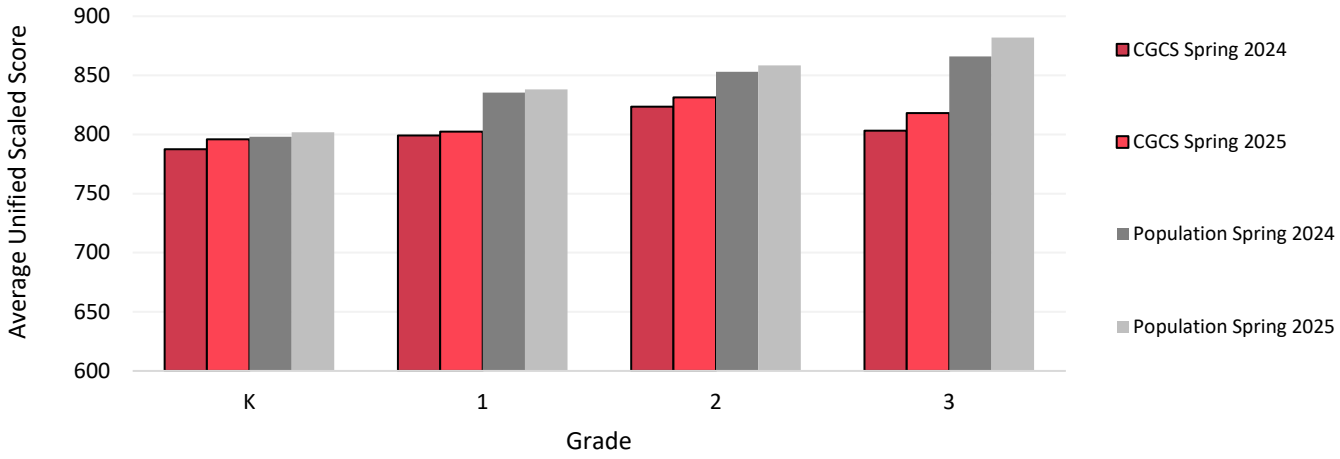


Figure 1d. Star Reading SGP as a function of grade and year

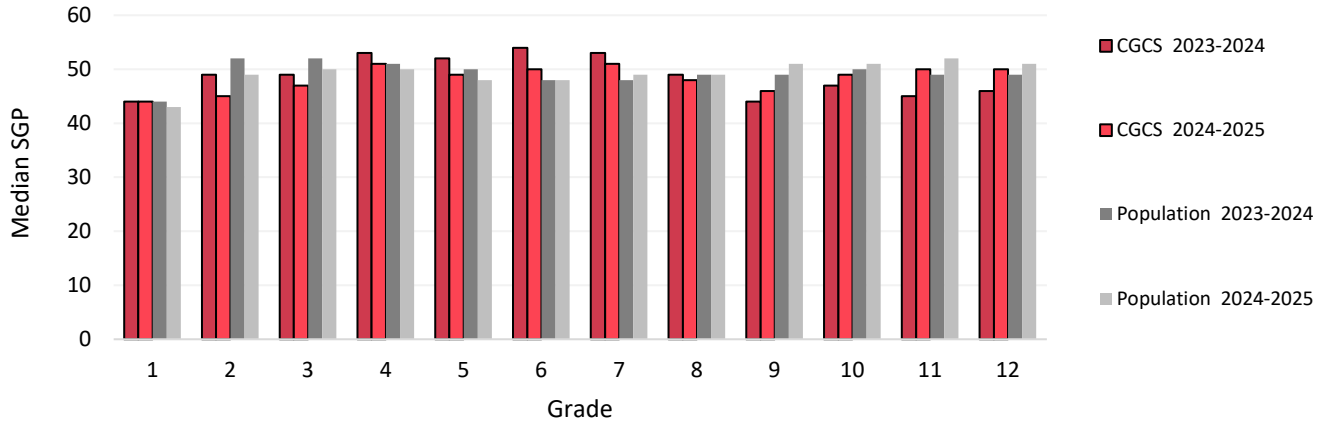


Figure 1e. Star Math SGP as a function of grade and year

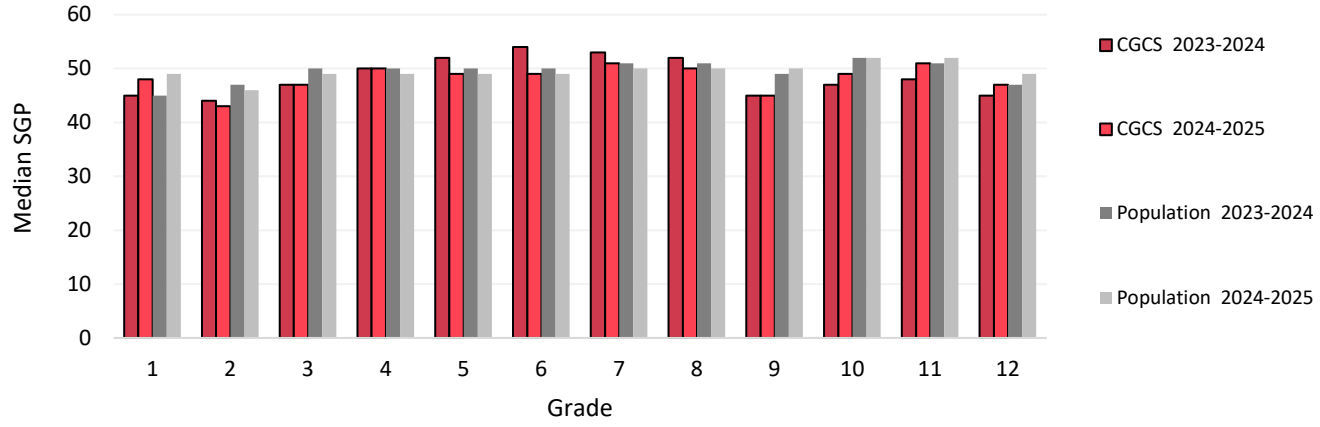
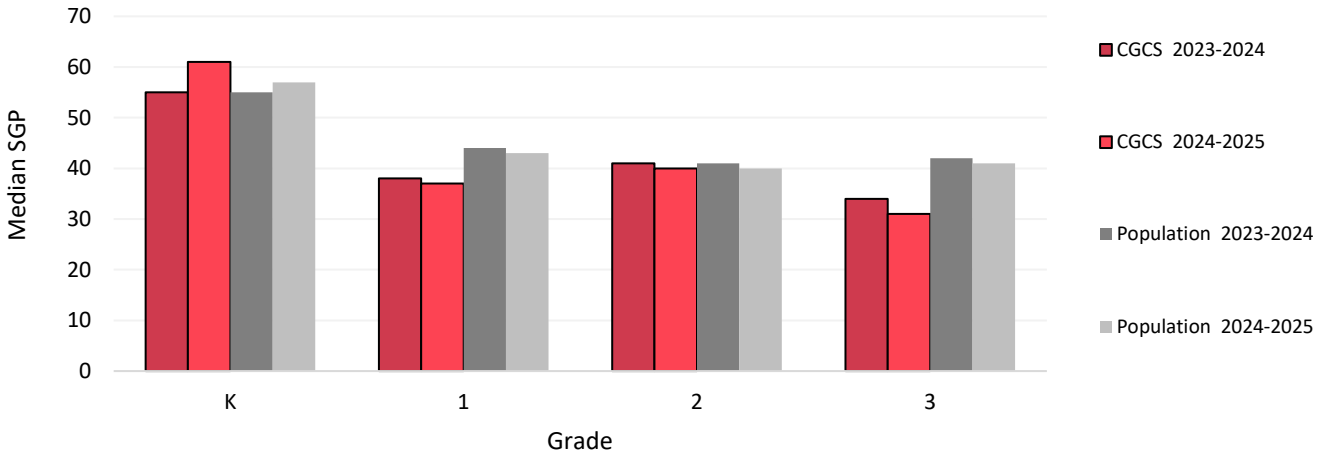


Figure 1f. Star Early Literacy SGP as a function of grade and year



Gender

Table 2a. Star Reading Spring 2025 performance as a function of grade and gender

Female										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	863.5	97.1	54.4	21.3	12,710	861.7	94.5	54.0	21.0	214,873
2	921.9	89.8	50.4	20.3	16,741	925.0	86.1	51.4	20.2	329,152
3	942.9	101.2	44.7	23.0	17,474	965.7	84.9	50.6	21.0	303,440
4	976.7	101.9	43.8	23.7	17,654	1001.6	83.1	50.4	21.4	293,190
5	1004.6	97.3	43.8	23.5	18,015	1028.4	80.6	50.4	21.4	288,594
6	1028.0	98.2	44.0	23.8	14,187	1051.9	80.8	50.5	21.5	250,429
7	1047.7	97.3	45.1	23.2	13,812	1070.3	82.1	51.3	21.4	227,292
8	1065.8	96.8	45.5	23.3	14,008	1088.0	82.6	51.7	21.6	220,311
9	1065.5	108.7	45.3	24.2	10,714	1093.4	88.5	52.1	22.1	142,186
10	1073.0	108.4	44.5	24.1	9,739	1102.8	92.8	51.6	22.5	108,106
11	1083.6	108.4	45.6	24.6	7,277	1108.4	95.5	51.5	22.8	76,937
12	1080.3	127.0	46.6	26.5	5,798	1099.6	108.3	50.3	23.9	42,976
Male										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	857.6	101.6	53.1	22.1	13,594	856.8	99.3	53.0	21.9	219,940
2	912.4	97.0	48.5	21.4	17,740	918.7	92.4	50.1	21.3	335,706
3	935.2	107.7	43.3	23.9	18,007	959.7	92.1	49.4	22.2	309,837
4	968.2	110.0	42.3	24.8	18,282	995.2	91.3	49.2	22.7	301,818
5	994.3	107.6	41.9	24.9	18,713	1021.3	90.1	49.0	22.9	297,452
6	1015.2	110.6	41.7	25.1	14,752	1042.8	91.2	48.6	23.0	258,102
7	1035.8	109.0	42.9	24.5	14,606	1059.1	92.9	48.8	22.9	237,391
8	1052.6	106.2	42.7	24.3	14,779	1076.2	93.9	49.2	23.1	230,369
9	1049.1	122.0	42.3	26.0	11,408	1079.6	101.5	49.1	23.7	150,445
10	1054.4	120.2	40.9	25.0	10,045	1087.8	107.2	48.6	24.0	113,901
11	1059.5	126.4	41.2	25.9	7,610	1092.8	111.7	48.5	24.6	81,896
12	1057.0	141.0	42.2	27.8	5,963	1082.4	125.6	47.3	25.6	46,379

Table 2b. Star Math Spring 2025 performance as a function of grade and gender

Female										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	862.0	61.5	51.2	23.1	13,739	861.0	55.5	50.7	21.4	241,311
2	912.7	67.7	48.3	22.6	15,199	915.0	61.7	48.9	21.1	278,023
3	942.8	79.0	42.1	22.6	14,696	963.7	68.2	48.3	20.7	206,155
4	983.1	84.8	41.8	22.4	14,468	1006.5	73.8	48.4	20.6	199,239
5	1009.7	89.3	41.5	22.5	14,839	1036.4	78.4	48.4	20.9	199,121
6	1034.9	90.0	43.3	22.9	13,732	1058.5	80.4	49.5	21.5	180,648
7	1052.5	92.6	44.5	23.0	13,511	1075.1	86.0	50.3	22.1	163,550
8	1066.9	94.4	44.7	23.7	13,612	1088.7	86.1	50.4	22.6	154,717
9	1069.0	99.8	45.7	25.5	10,382	1089.6	91.8	51.0	24.0	91,018
10	1082.3	104.1	46.5	26.0	9,443	1102.5	95.7	51.6	24.5	75,444
11	1092.5	104.2	47.7	25.8	7,482	1107.1	98.9	51.4	24.8	55,312
12	1087.0	125.7	48.6	28.6	4,357	1094.4	112.1	50.0	26.1	22,581
Male										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	868.8	72.6	53.7	26.4	14,871	870.1	65.4	54.1	24.3	249,529
2	919.8	78.0	51.2	25.4	16,347	927.1	70.1	53.5	23.6	286,351
3	951.9	87.2	45.5	25.1	15,408	976.1	75.6	52.8	23.2	211,531
4	994.8	93.0	45.7	24.8	15,039	1020.0	81.2	52.9	23.0	205,867
5	1020.5	97.5	44.8	24.7	15,580	1049.0	85.5	52.5	23.0	206,253
6	1039.6	97.3	45.0	24.5	14,313	1066.2	87.0	52.1	23.1	186,631
7	1056.4	99.6	45.9	24.3	14,334	1079.4	92.0	51.9	23.4	170,917
8	1069.5	97.5	45.6	24.4	14,298	1091.4	91.8	51.5	23.6	160,790
9	1064.1	106.7	44.8	26.6	11,086	1085.3	96.1	50.2	24.7	94,624
10	1075.4	110.0	44.9	26.7	9,846	1094.9	100.8	50.0	25.1	78,434
11	1080.9	112.6	45.0	26.8	7,708	1097.3	104.9	49.3	25.6	56,871
12	1062.7	128.6	43.0	28.4	4,511	1080.4	117.6	46.9	26.5	23,269

Table 2c. Star Early Literacy Spring 2025 performance as a function of grade and gender

Female										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
K	802.3	91.2	54.9	22.4	14,028	804.0	85.5	55.2	21.1	215,835
1	808.0	99.2	41.2	21.9	6,525	840.4	92.7	47.8	21.1	107,991
2	837.9	97.9	31.5	20.8	4,173	864.2	98.2	36.7	22.0	34,940
3	826.6	90.2	19.8	15.9	970	892.6	110.6	34.0	24.9	9,709
Male										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
K	789.4	100.0	51.9	24.2	14,916	795.5	91.8	53.1	22.5	222,884
1	795.1	104.5	38.5	22.7	6,984	831.7	98.6	45.9	22.1	112,315
2	825.6	103.5	29.3	21.6	4,562	849.4	102.1	33.7	22.1	38,649
3	811.3	90.4	17.2	16.3	1,196	870.7	111.5	29.4	24.0	11,756

Table 2d. Median Fall to Spring 2024-2025 Student Growth Percentile (SGP) as a function of gender, grade, and subject

Female												
Grade	CGCS						Population					
	Reading		Math		Early Lit		Reading		Math		Early Lit	
	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N
K					63.0	12,644					58.0	184,156
1	45.0	11,495	46.0	12,366	39.0	5,761	44.0	182,683	46.0	213,767	43.0	97,191
2	45.0	15,058	41.0	13,512	42.0	3,632	49.0	296,615	43.0	256,762	41.0	31,031
3	47.0	15,552	45.0	13,412	33.0	789	49.0	271,427	47.0	190,214	43.0	8,318
4	51.0	15,797	49.0	13,412			49.0	264,636	48.0	184,622		
5	49.0	16,161	48.0	13,813			48.0	261,502	48.0	185,550		
6	50.0	13,295	49.0	12,856			48.0	226,540	49.0	166,574		
7	51.0	12,814	52.0	12,584			50.0	204,850	50.0	149,428		
8	48.0	13,092	50.0	12,682			50.0	198,111	50.0	141,282		
9	46.0	9,221	47.0	8,852			51.0	117,165	51.0	76,026		
10	49.0	8,171	50.0	7,875			51.0	90,021	54.0	62,457		
11	51.0	6,140	52.0	6,344			52.0	64,137	53.0	45,764		
12	50.5	4,642	49.0	3,254			51.0	34,609	50.0	17,077		
Male												
Grade	CGCS						Population					
	Reading		Math		Early Lit		Reading		Math		Early Lit	
	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N
K					59.0	13,260					55.0	189,059
1	43.0	12,252	51.0	13,323	35.0	6,142	42.0	187,316	53.0	220,598	41.0	100,817
2	44.0	15,907	45.0	14,507	38.0	3,938	48.0	302,148	49.0	264,181	38.0	34,137
3	48.0	15,966	49.0	14,105	30.5	992	51.0	276,133	51.0	194,995	40.0	10,029
4	52.0	16,191	51.0	13,902			51.0	271,932	51.0	190,653		
5	50.0	16,714	51.0	14,443			49.0	269,117	50.0	192,015		
6	50.0	13,756	49.0	13,380			48.0	232,673	48.0	171,984		
7	51.0	13,533	52.0	13,324			49.0	213,393	50.0	156,334		
8	48.0	13,814	51.0	13,372			49.0	206,957	50.0	146,873		
9	45.0	9,652	45.0	9,328			50.0	123,297	48.0	78,857		
10	48.0	8,293	48.5	8,052			50.0	93,972	51.0	64,360		
11	49.0	6,200	51.0	6,445			51.0	67,610	51.0	46,642		
12	49.0	4,681	45.0	3,276			50.0	36,902	48.0	17,268		

Race/Ethnicity

Table 3a. Star Reading Spring 2025 performance as a function of grade and race/ethnicity

Black or African American										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	842.4	99.5	49.9	21.3	7,969	837.2	98.7	49.0	21.3	61,749
2	902.8	90.7	45.9	19.4	9,795	900.3	90.3	45.4	19.4	79,183
3	920.0	98.8	39.0	20.9	8,909	936.4	91.0	42.3	20.1	55,129
4	957.3	97.4	38.5	21.3	8,725	972.5	89.9	41.7	20.6	49,276
5	981.9	95.7	37.7	21.5	9,157	998.2	88.0	41.3	20.9	50,209
6	1005.7	95.4	37.9	21.6	7,923	1018.5	89.4	40.7	21.3	43,256
7	1027.6	97.1	39.7	21.9	7,839	1036.4	90.9	41.4	21.3	40,329
8	1045.5	95.3	40.0	21.9	8,151	1056.5	90.9	42.4	21.6	40,066
9	1056.2	104.4	42.4	23.5	7,845	1065.9	97.4	44.4	22.7	32,348
10	1064.1	102.9	41.7	23.1	7,267	1076.0	101.2	44.7	22.9	28,404
11	1069.0	112.7	42.2	24.4	6,569	1081.8	105.8	44.9	23.6	21,202
12	1062.5	128.6	42.3	25.7	5,268	1074.1	121.1	44.6	24.8	13,596
Hispanic or Latino										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	845.2	101.5	50.2	21.8	8,982	834.6	101.0	48.4	21.8	117,442
2	905.8	95.5	46.7	20.5	11,049	896.6	96.2	44.7	20.5	173,254
3	922.4	102.9	39.6	21.8	13,558	934.1	96.2	42.0	21.0	137,053
4	956.6	105.3	38.9	22.6	13,140	971.0	95.9	41.7	21.5	129,929
5	986.8	101.3	39.3	22.5	13,171	998.5	93.5	41.8	21.7	127,446
6	1012.0	103.2	40.2	22.6	10,108	1019.3	93.9	41.3	21.6	109,871
7	1033.5	101.4	41.6	22.1	10,218	1036.5	96.2	42.0	21.7	100,139
8	1051.9	97.9	41.9	21.9	10,256	1054.2	96.2	42.4	21.9	96,925
9	1042.3	120.5	40.5	24.2	7,141	1062.7	102.7	44.2	22.5	74,640
10	1044.3	121.8	38.7	23.6	6,445	1071.2	106.4	44.0	22.7	64,255
11	1053.5	119.7	39.2	23.7	5,072	1079.0	108.2	44.6	23.1	49,451
12	1046.8	136.4	39.5	26.1	3,576	1074.5	118.7	44.7	24.2	31,952

White or Caucasian										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	892.6	90.1	61.0	20.4	6,166	876.0	92.6	57.3	20.9	132,316
2	954.5	77.9	58.5	19.6	7,309	943.7	81.1	55.7	19.9	187,822
3	996.4	90.5	58.6	23.4	5,740	987.7	80.5	55.5	20.7	157,611
4	1032.2	90.9	59.0	24.1	5,553	1024.3	77.2	55.6	20.9	151,938
5	1053.8	92.2	57.9	24.9	5,794	1049.0	75.7	55.5	21.0	150,268
6	1079.2	95.4	58.9	25.4	3,898	1071.5	74.9	55.3	20.8	134,858
7	1092.7	97.0	58.1	24.9	3,657	1088.6	75.5	55.5	20.5	125,048
8	1106.1	99.2	57.4	25.0	3,593	1105.3	76.8	55.8	20.6	122,407
9	1114.9	113.3	59.7	27.1	1,838	1110.3	84.9	56.4	21.4	65,523
10	1123.2	110.3	58.3	26.7	1,636	1120.7	88.4	56.4	21.7	52,340
11	1115.7	123.2	55.4	28.0	1,270	1122.2	94.7	55.5	22.4	35,678
12	1114.6	139.9	56.8	29.3	1,177	1115.5	115.1	55.3	24.6	17,123

Table 3b. Star Math Spring 2025 performance as a function of grade and race/ethnicity

Black or African American										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	849.9	64.8	46.6	24.0	8,637	847.4	60.8	46.0	23.0	71,312
2	900.6	70.9	44.4	23.0	9,656	898.1	66.8	43.7	22.0	77,457
3	922.6	79.6	36.4	21.3	8,120	939.1	74.6	40.8	21.0	45,870
4	964.0	82.8	36.6	20.7	7,886	979.9	79.8	40.8	20.7	43,056
5	985.0	87.5	35.1	20.4	8,351	1006.0	84.0	40.3	20.7	44,133
6	1008.8	87.6	36.5	20.7	7,815	1024.1	86.0	40.3	21.1	36,448
7	1028.0	94.0	38.4	21.8	7,788	1038.5	91.5	40.9	21.8	34,660
8	1045.0	95.7	38.9	22.8	8,070	1054.2	92.3	41.2	22.5	33,622
9	1053.7	101.0	41.5	24.8	7,740	1059.9	100.2	42.9	24.7	24,940
10	1065.8	107.2	42.2	25.8	7,187	1073.5	103.8	43.8	25.3	21,828
11	1074.5	108.7	43.1	26.0	6,517	1079.4	106.0	44.2	25.5	16,675
12	1055.8	123.6	41.0	27.4	3,946	1067.0	122.2	43.4	27.4	8,280
Hispanic or Latino										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	869.7	63.7	54.1	23.9	7,772	855.7	60.9	49.0	23.3	134,185
2	919.1	70.8	50.7	23.6	8,825	908.6	67.1	47.1	22.8	152,785
3	942.7	76.0	41.5	21.6	10,580	949.7	72.8	43.7	21.2	98,050
4	983.1	81.4	41.4	21.3	10,489	989.7	78.4	43.3	20.8	95,750
5	1010.8	84.3	41.3	21.0	10,518	1018.6	81.7	43.3	20.8	95,546
6	1035.9	83.2	43.1	21.0	9,784	1037.2	82.3	43.5	20.9	86,729
7	1052.8	84.4	44.2	20.9	9,909	1050.4	87.5	43.7	21.5	79,159
8	1066.0	85.8	44.0	21.4	9,920	1063.8	87.9	43.5	21.8	70,320
9	1067.5	96.9	45.2	24.5	6,770	1068.0	90.4	45.0	23.0	47,809
10	1071.6	100.5	43.6	24.5	6,048	1080.1	94.6	45.6	23.5	41,868
11	1076.8	99.9	43.6	24.1	5,256	1085.2	96.1	45.7	23.6	32,004
12	1063.1	121.9	42.9	27.0	2,613	1077.5	109.7	45.9	25.1	12,517

White or Caucasian										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
1	896.5	59.6	64.1	21.9	5,845	879.1	57.6	57.6	21.9	154,271
2	948.5	61.7	60.7	21.3	6,349	937.4	60.5	56.8	21.0	175,371
3	996.7	72.0	59.1	22.7	4,519	989.2	63.8	56.4	20.6	130,701
4	1045.7	78.3	60.2	23.0	4,309	1034.7	68.0	56.6	20.3	126,067
5	1074.5	84.7	59.7	23.5	4,570	1064.5	71.9	56.3	20.4	126,320
6	1096.9	81.7	60.9	22.7	3,760	1082.6	73.1	56.3	20.5	116,248
7	1109.4	88.6	60.3	23.2	3,602	1097.3	76.7	56.5	20.6	107,233
8	1119.8	86.5	59.7	23.4	3,414	1108.2	76.7	55.9	20.9	101,762
9	1114.1	100.3	58.9	26.4	1,837	1107.4	81.6	56.1	22.1	47,438
10	1133.8	102.3	60.7	25.9	1,636	1117.3	88.3	56.0	22.8	38,042
11	1126.7	109.2	57.0	26.5	1,272	1116.6	93.9	54.4	23.5	25,624
12	1111.4	125.7	55.2	28.8	877	1096.4	115.2	51.1	26.0	8,222

Table 3c. Star Early Literacy Spring 2025 performance as a function of grade and race/ethnicity

Black or African American										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
K	779.9	92.0	49.6	22.7	10,458	777.8	87.8	49.3	21.8	66,467
1	796.8	95.9	38.7	21.0	4,411	806.6	90.2	40.4	20.0	25,498
2	837.8	96.5	31.4	20.4	3,010	841.6	94.9	31.9	20.2	10,427
3	784.8	74.9	12.1	12.1	295	883.7	108.1	31.7	23.5	3,053
Hispanic or Latino										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
K	785.2	97.5	50.9	23.8	9,162	779.2	90.7	49.5	22.5	119,197
1	784.5	100.1	36.1	21.6	3,377	804.8	93.5	39.6	20.5	56,062
2	816.9	100.5	27.4	20.4	2,632	836.0	96.8	30.4	20.2	24,719
3	776.2	72.4	10.8	11.0	540	860.0	108.0	26.9	22.5	6,416
White or Caucasian										
Grade	CGCS					Population				
	USS		NCE		N	USS		NCE		N
	M	SD	M	SD		M	SD	M	SD	
K	833.6	90.1	62.5	21.6	5,959	821.0	84.3	59.4	20.6	135,765
1	838.2	111.1	48.2	24.5	1,628	860.9	91.5	52.5	20.9	63,732
2	874.6	110.3	40.2	24.7	1,077	884.8	101.5	41.5	23.4	17,044
3	784.0	92.6	13.2	15.7	85	910.4	116.4	38.5	26.8	5,018

Table 3d. Median Fall to Spring 2024-2025 Student Growth Percentile (SGP) as a function of race/ethnicity, grade, and subject

Black or African American												
Grade	CGCS						Population					
	Reading		Math		Early Lit		Reading		Math		Early Lit	
	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N
K					53.0	9,364					47.0	57,857
1	40.0	7,313	38.0	7,707	33.0	3,879	36.0	55,056	38.0	63,710	31.0	22,800
2	40.0	8,983	38.0	8,448	40.0	2,633	40.0	72,574	37.0	70,795	35.0	9,156
3	43.0	7,973	40.0	7,391	28.0	244	44.0	48,736	42.0	41,889	40.0	2,675
4	49.0	7,833	45.0	7,208			46.0	44,983	44.0	39,492		
5	47.0	8,242	44.0	7,697			45.0	46,073	44.0	40,732		
6	48.0	7,324	46.0	7,246			44.0	39,464	44.0	33,122		
7	47.0	7,200	48.0	7,217			46.0	36,506	45.0	31,424		
8	46.0	7,557	49.0	7,489			47.0	36,381	47.0	30,564		
9	46.0	6,641	43.0	6,551			47.0	26,488	45.0	20,474		
10	50.0	6,054	47.0	5,921			50.0	23,197	50.0	17,449		
11	49.0	5,468	51.0	5,454			51.0	17,573	50.0	13,381		
12	49.0	4,183	45.0	2,890			50.0	10,668	46.0	6,013		

Hispanic or Latino												
Grade	CGCS						Population					
	Reading		Math		Early Lit		Reading		Math		Early Lit	
	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N
K					61.0	8,122					52.0	100,589
1	41.0	7,868	50.0	6,839	35.0	2,887	37.0	99,145	45.0	119,254	34.0	49,800
2	44.0	9,533	44.0	7,628	40.0	2,251	43.0	158,147	43.0	140,703	37.0	21,924
3	46.0	11,670	48.0	9,415	30.0	404	47.0	124,521	46.0	89,961	40.0	5,371
4	51.0	11,558	49.0	9,648			49.0	120,106	46.0	88,210		
5	48.0	11,625	49.0	9,701			48.0	118,388	47.0	89,016		
6	50.0	9,458	50.0	9,225			47.0	100,982	45.0	79,756		
7	52.0	9,484	52.0	9,203			48.0	91,382	47.0	72,241		
8	48.0	9,618	50.0	9,276			48.0	88,453	48.0	64,478		
9	42.0	6,107	46.0	5,841			48.0	62,544	47.0	40,469		
10	46.0	5,351	48.0	4,972			49.0	53,771	50.0	34,521		
11	48.0	4,165	49.0	4,418			50.0	41,577	49.0	26,402		
12	46.0	2,808	44.0	1,848			50.0	25,559	48.0	9,003		

White or Caucasian												
Grade	CGCS						Population					
	Reading		Math		Early Lit		Reading		Math		Early Lit	
	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N
K					71.0	5,563					62.0	118,294
1	53.0	5,780	62.0	5,406	51.0	1,465	47.0	116,970	56.0	141,528	49.0	59,128
2	53.0	6,744	50.0	5,884	55.0	939	54.0	177,262	50.0	165,972	45.0	15,530
3	57.0	5,205	59.0	4,309	35.0	61	54.0	147,951	53.0	123,837	45.0	4,461
4	59.0	4,981	61.0	4,127			53.0	144,165	52.0	119,885		
5	54.0	5,224	60.0	4,364			50.0	143,323	52.0	120,627		
6	55.0	3,756	58.0	3,585			49.0	127,770	50.0	110,379		
7	56.0	3,473	58.0	3,438			50.0	118,165	51.0	101,344		
8	51.0	3,419	57.0	3,271			50.0	115,407	51.0	96,291		
9	53.0	1,634	52.0	1,622			51.0	56,438	51.0	41,618		
10	54.0	1,417	59.0	1,422			51.0	45,184	54.0	33,233		
11	55.0	1,096	56.0	1,147			51.0	30,768	52.0	22,023		
12	56.0	981	50.0	690			51.0	13,963	48.0	6,445		

Overview of population and comparison sample characteristics

Demographic characteristics of both samples are summarized in the tables below. Please note that many districts choose to not share student characteristics with Renaissance, therefore there is a considerable amount of missing data, particularly in the reporting of FRL, ELL, or Special Ed status. Consequently, please exercise caution when interpreting subgroup results; as it likely represents just a fraction of the total possible number of students sharing those characteristics. It is possible and maybe even probable that if we had complete demographic data on all students that the subgroup results could differ.

Table 4a. Population and CGCS characteristics for the 2024-2025 school year

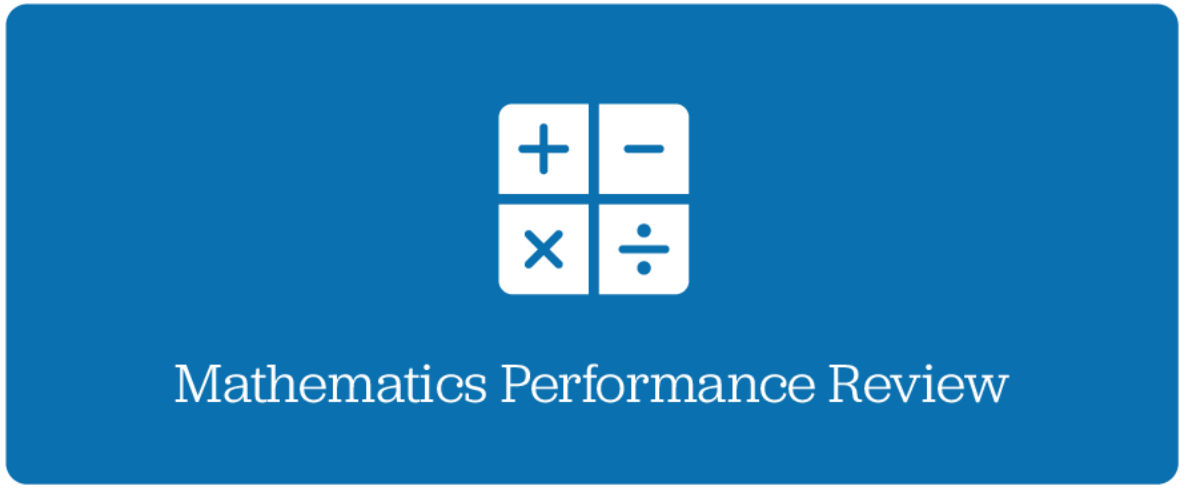
Student Demographic Characteristic	Fall 2024						Winter 2024 - 2025						Spring 2025					
	CGCS			Population			CGCS			Population			CGCS			Population		
	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL
Special Education Status																		
Special Ed	7%	8%	1%	3%	3%	2%	7%	7%	0.5%	3%	3%	2%	7%	8%	1%	3%	3%	1%
ELL Status																		
ELL	9%	10%	1%	2%	3%	1%	8%	9%	0.8%	2%	2%	1%	9%	9%	1%	2%	2%	1%
FRL Status																		
FRL	23%	25%	2%	4%	5%	2%	21%	23%	1%	4%	4%	1%	22%	24%	1%	4%	4%	1%
Gender																		
Female	45%	45%	47%	38%	40%	41%	46%	46%	47%	39%	42%	42%	46%	46%	47%	40%	42%	41%
Male	47%	47%	50%	40%	42%	43%	48%	48%	51%	41%	43%	44%	48%	49%	50%	41%	43%	43%

Student Demographic Characteristic	Fall 2024						Winter 2024 - 2025						Spring 2025					
	CGCS			Population			CGCS			Population			CGCS			Population		
	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL	SR	SM	SEL
Race/Ethnicity																		
Native American or Alaskan	0.3%	0.3%	0.3%	1%	1%	1%	0.3%	0.3%	0.3%	1%	1%	1%	0.3%	0.3%	0.3%	1%	1%	1%
Asian	6%	6%	5%	3%	4%	3%	6%	6%	5%	4%	4%	3%	6%	6%	6%	4%	4%	4%
Black or African American	26%	29%	30%	8%	10%	13%	27%	29%	32%	8%	10%	12%	28%	29%	33%	8%	10%	12%
Hispanic or Latino	32%	31%	31%	18%	21%	22%	32%	30%	28%	17%	20%	23%	33%	31%	29%	19%	21%	23%
Multiple	2%	2%	3%	2%	3%	3%	2%	2%	3%	2%	3%	3%	2%	2%	3%	2%	3%	3%
Native Hawaiian or Pac. Islander				0.1%	0.1%	0.1%				0.1%	0.1%	0.1%				0.1%	0.1%	0.1%
White or Caucasian	14%	13%	16%	20%	25%	26%	14%	13%	16%	20%	26%	26%	14%	13%	16%	21%	26%	25%
Unknown	20%	19%	15%	48%	36%	32%	19%	20%	16%	48%	36%	32%	17%	19%	13%	45%	35%	32%

IREADY END-OF-YEAR
DATA AND IMPLEMENTATION REVIEW

End of Year
Data and Implementation Review

CGCS EOY 24-25 06-27-2025


Mathematics Performance Review

Who is Included in the Analysis?

Fall Performance 2,162,146 students

Spring Performance 1,852,015 students

Growth 1,722,264 students

***i-Ready Pro* and *i-Ready* Personalized Instruction** 1,788,480 students

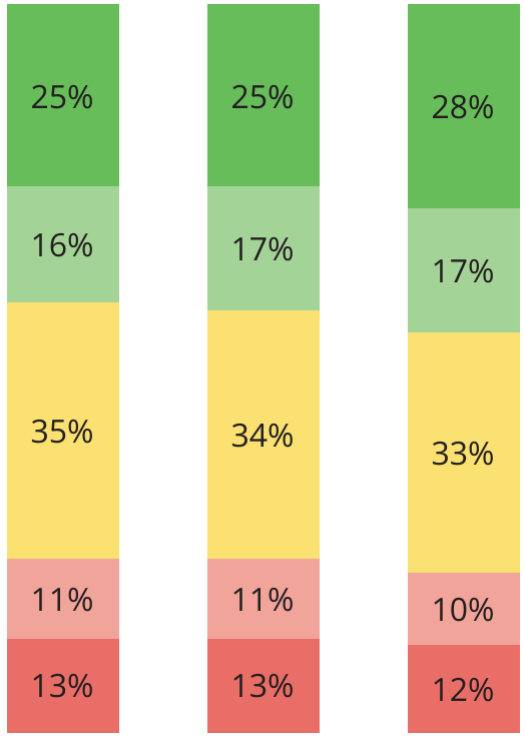
Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
2 Grade Levels Below **3+ Grade Levels Below**	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



	22-23	23-24	24-25
Students Assessed	*1,340,017*	*1,736,205*	*1,852,015*

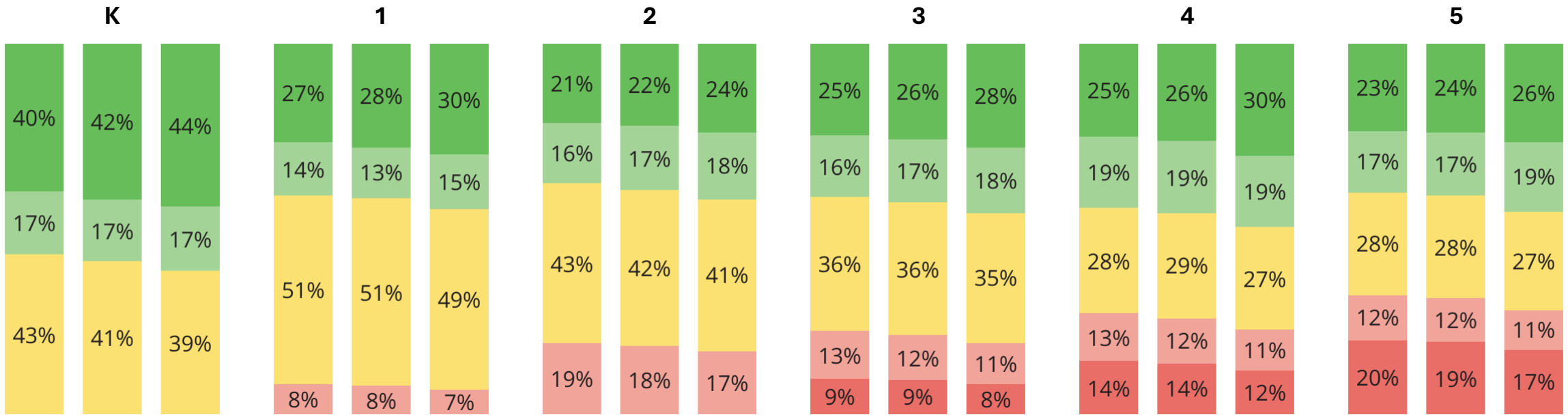
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



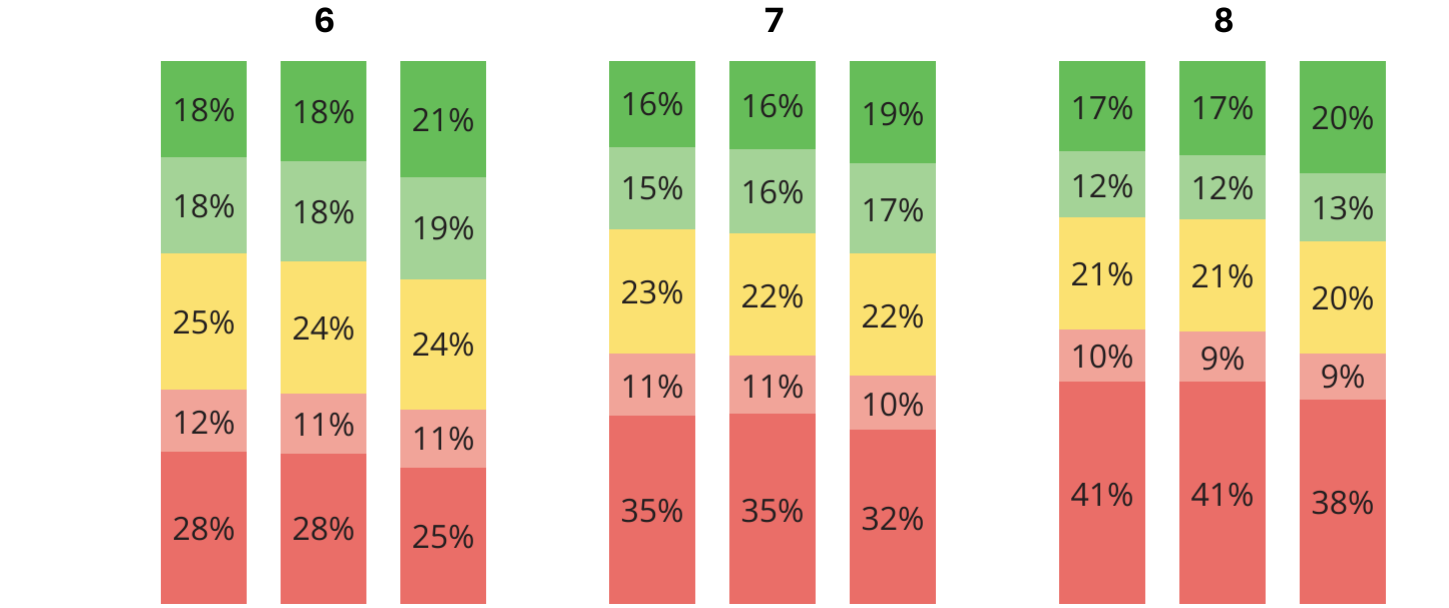
Students Assessed	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	168,275	207,844	223,551	187,037	232,270	246,932	184,085	244,091	254,750	171,281	216,241	237,795	167,275	216,720	226,899	158,457	202,335	214,266

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



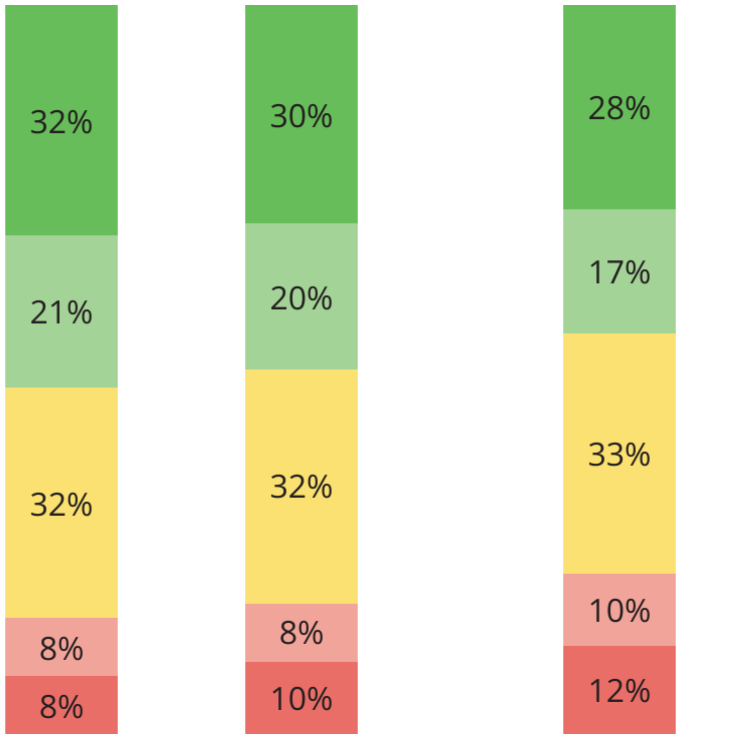
Students Assessed	6			7			8		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	111,030	152,308	164,967	100,436	135,730	149,777	92,141	128,666	133,078

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



	National Norm	National YTD	District
Students Assessed	*Spring 22-23*	*Spring 24-25*	*1,852,015*

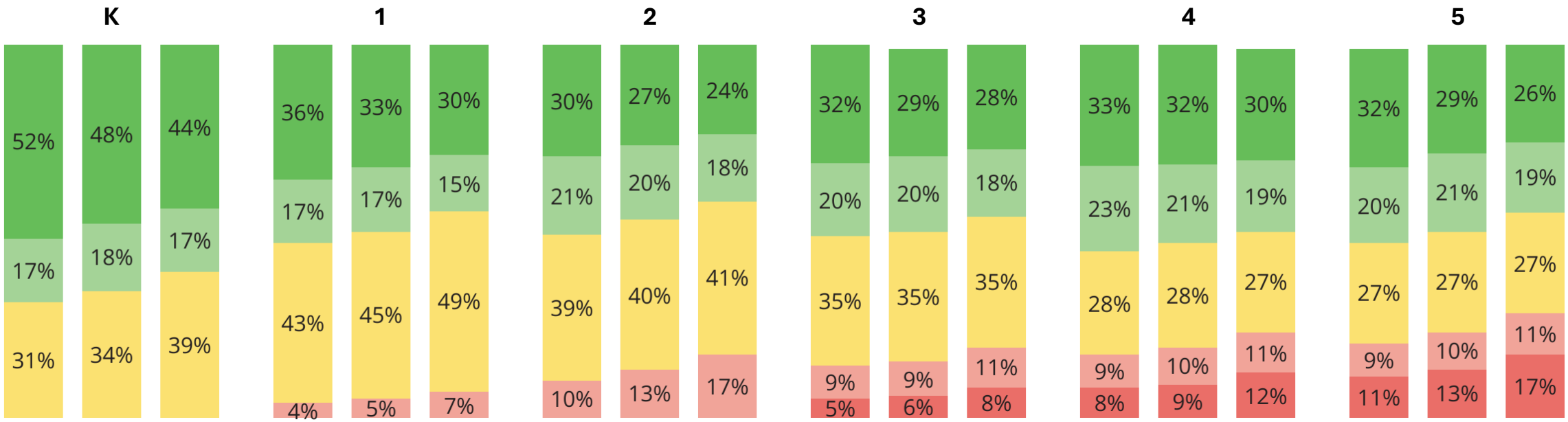
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

***i-Ready* National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 10,207,072 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



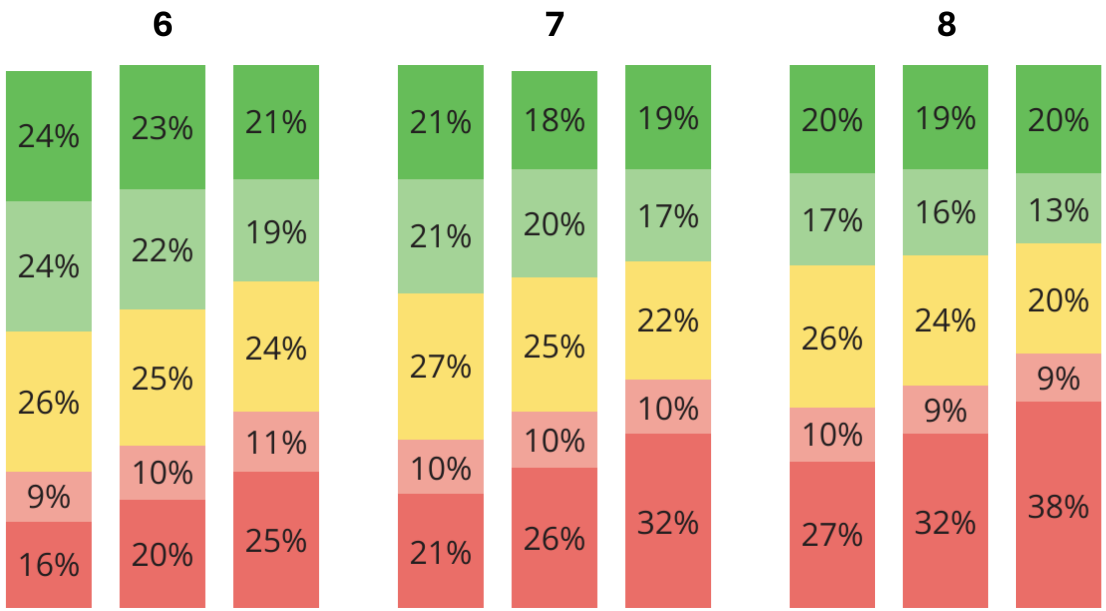
	K			1			2			3			4			5		
Students Assessed	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	*~1.1M*	*223,551*	—	*~1.2M*	*246,932*	—	*~1.3M*	*254,750*	—	*~1.3M*	*237,795*	—	*~1.3M*	*226,899*	—	*~1.3M*	*214,266*

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



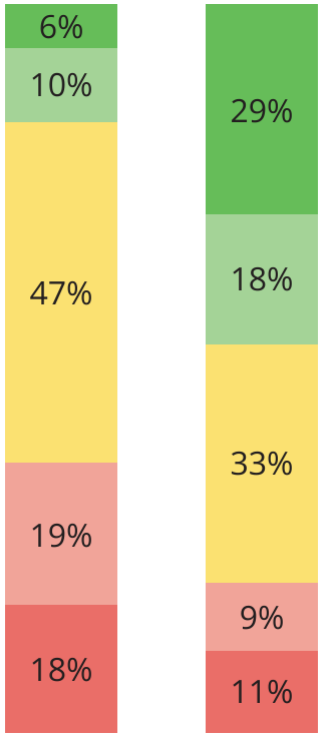
Students Assessed	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	*~1.0M*	*164,967*	—	*~886K*	*149,777*	—	*~806K*	*133,078*

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



	Fall	Spring
Students Assessed	*1,730,293*	

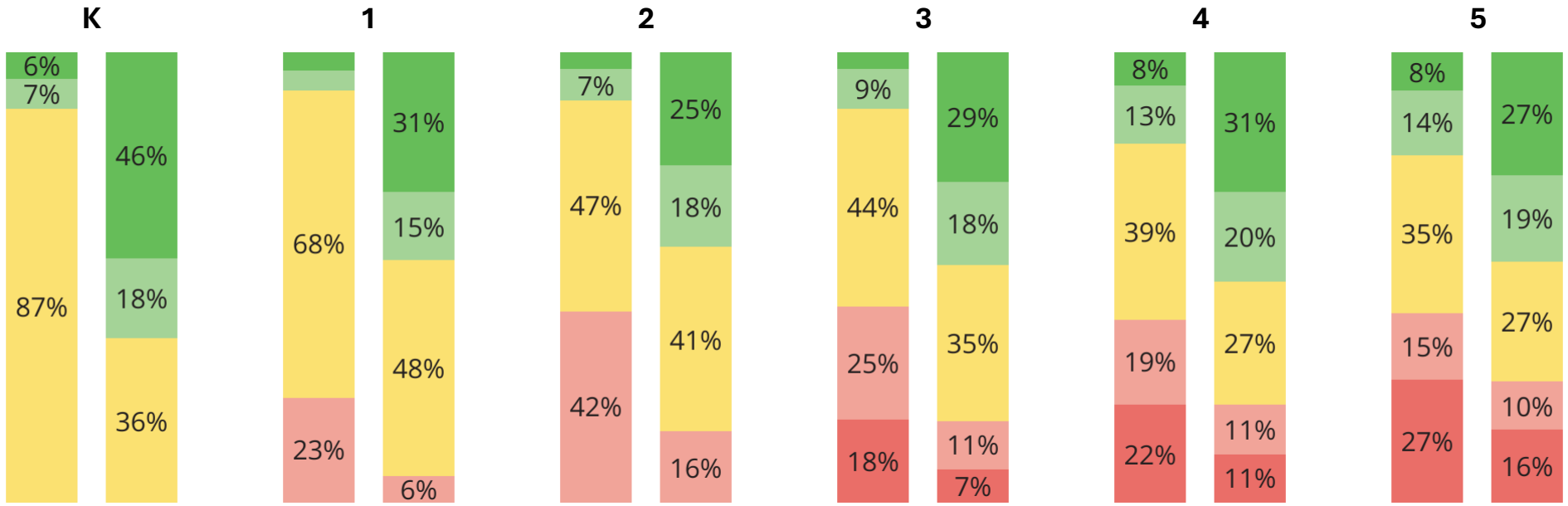
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



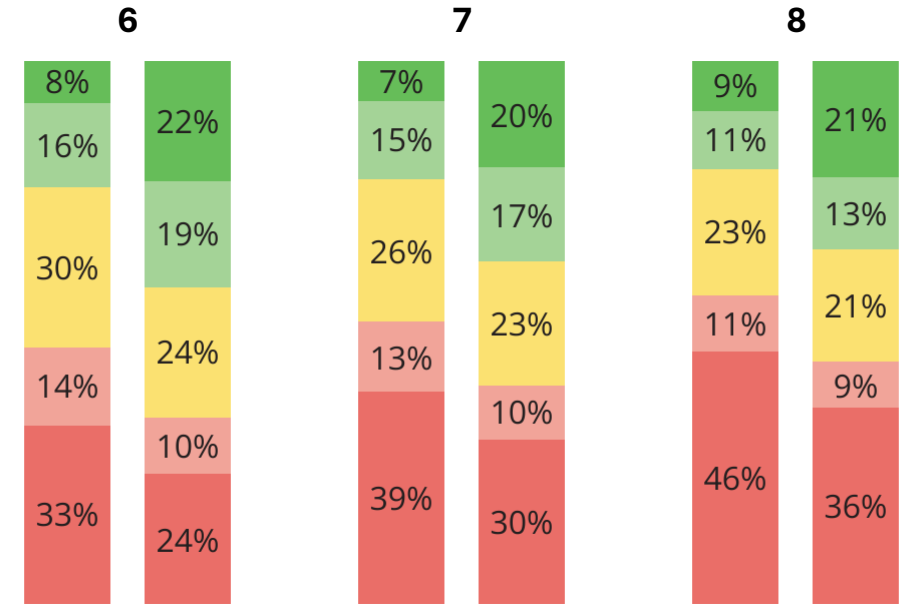
Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	202,394		231,461		239,838		223,664		214,146		202,655	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



Students Assessed	6		7		8	
	Fall	Spring	Fall	Spring	Fall	Spring
	154,211		139,112		122,812	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Does Spring Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Spring 23-24 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Number and Operations	36%	37%	33%	35%	30%	33%	35%	38%	43%	46%	32%	35%	27%	29%	23%	26%	23%	26%
Algebra and Algebraic Thinking	42%	44%	41%	43%	26%	27%	36%	37%	33%	37%	22%	24%	23%	26%	18%	20%	18%	20%
Measurement and Data	41%	41%	30%	33%	30%	31%	35%	37%	33%	36%	33%	37%	27%	30%	23%	27%	23%	27%
Geometry	51%	53%	35%	37%	28%	31%	22%	24%	21%	24%	22%	25%	18%	20%	15%	18%	17%	20%
Students Assessed	*207,844*	*223,551*	*232,270*	*246,932*	*244,091*	*254,750*	*216,241*	*237,795*	*216,720*	*226,899*	*202,335*	*214,266*	*152,308*	*164,967*	*135,730*	*149,777*	*128,666*	*133,078*

Increased >5% pts Year over Year

Increased 0-5% pts Year over Year

Decreased 1-5% pts Year over Year

Decreased >5% pts Year over Year

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 24-25 compared to 22-23 National Norms

	K		1		2		3		4		5		6		7		8	
	Natl.	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*
Number and Operations	42%	37%	40%	35%	37%	33%	41%	38%	50%	46%	39%	35%	33%	29%	28%	26%	27%	26%
Algebra and Algebraic Thinking	47%	44%	50%	43%	32%	27%	42%	37%	40%	37%	28%	24%	29%	26%	22%	20%	22%	20%
Measurement and Data	53%	41%	41%	33%	40%	31%	43%	37%	41%	36%	44%	37%	38%	30%	32%	27%	30%	27%
Geometry	61%	53%	47%	37%	39%	31%	29%	24%	27%	24%	31%	25%	24%	20%	20%	18%	21%	20%
Students Assessed	*223,551*		*246,932*		*254,750*		*237,795*		*226,899*		*214,266*		*164,967*		*149,777*		*133,078*	

Above National >5% pts

Above National 0-5% pts

Below National 1-5% pts

Below National >5% pts

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Fall	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
Number and Operations	6%	39%	6%	36%	6%	34%	6%	39%	14%	48%	13%	36%	14%	30%	12%	27%	13%	27%
Algebra and Algebraic Thinking	6%	46%	11%	44%	8%	28%	10%	39%	15%	38%	11%	25%	11%	27%	9%	21%	8%	21%
Measurement and Data	11%	42%	7%	34%	8%	32%	13%	38%	16%	37%	18%	38%	17%	31%	14%	28%	15%	28%
Geometry	16%	55%	10%	38%	9%	32%	7%	25%	6%	24%	9%	26%	9%	21%	7%	19%	9%	21%
Students Assessed	*202,394*		*231,461*		*239,838*		*223,664*		*214,146*		*202,655*		*154,211*		*139,112*		*122,812*	

Increased ***More*** than National Fall to Spring >5% pts

Increased ***More*** than National Fall to Spring 0-5% pts

Increased ***Less*** than National Fall to Spring 1-5% pts

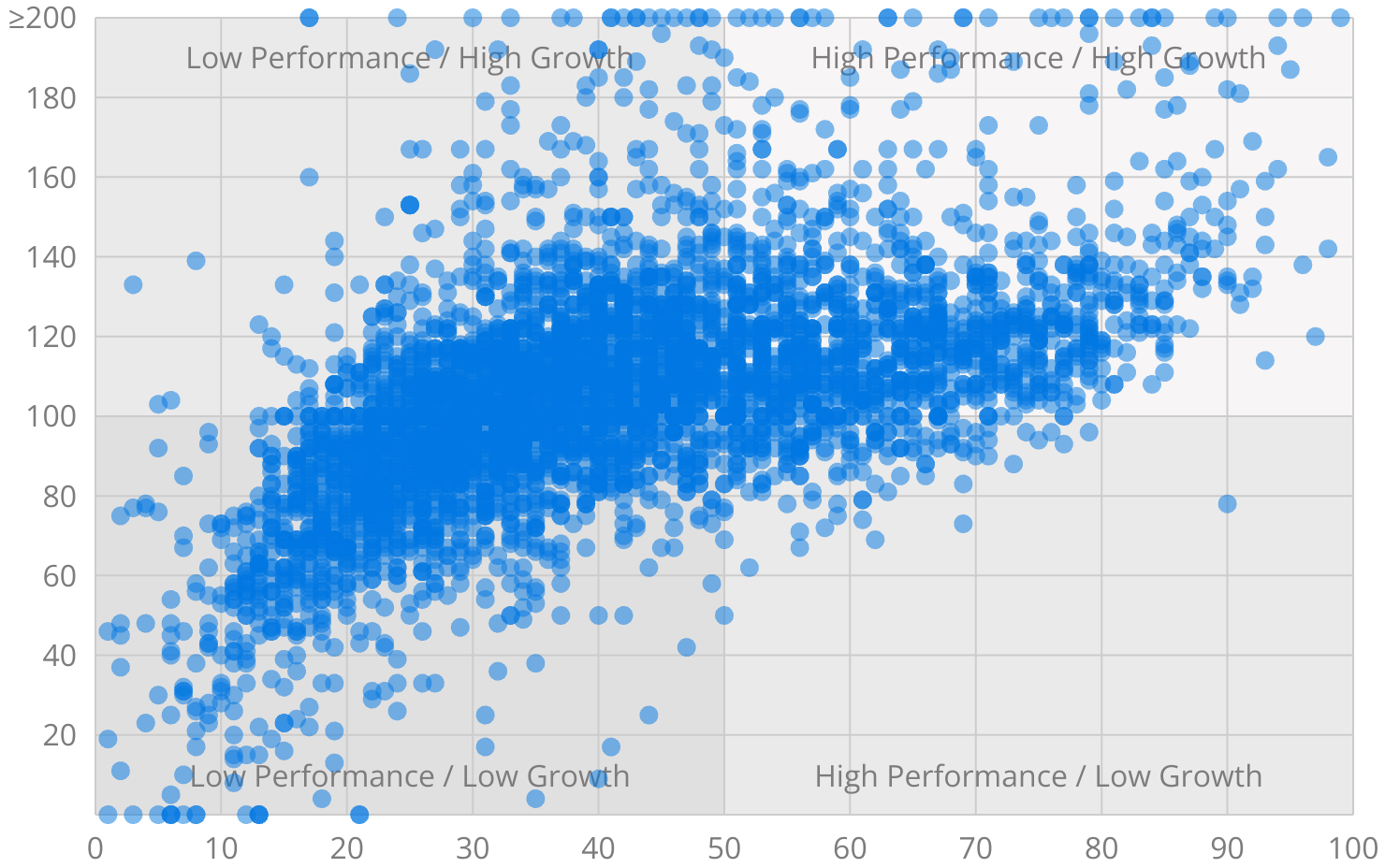
Increased ***Less*** than National Fall to Spring >5% pts

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance Median student performance relative to 22-23 National Norms *(50th percentile is the national median)*

How Did Students Across the District Grow From Fall to Spring?

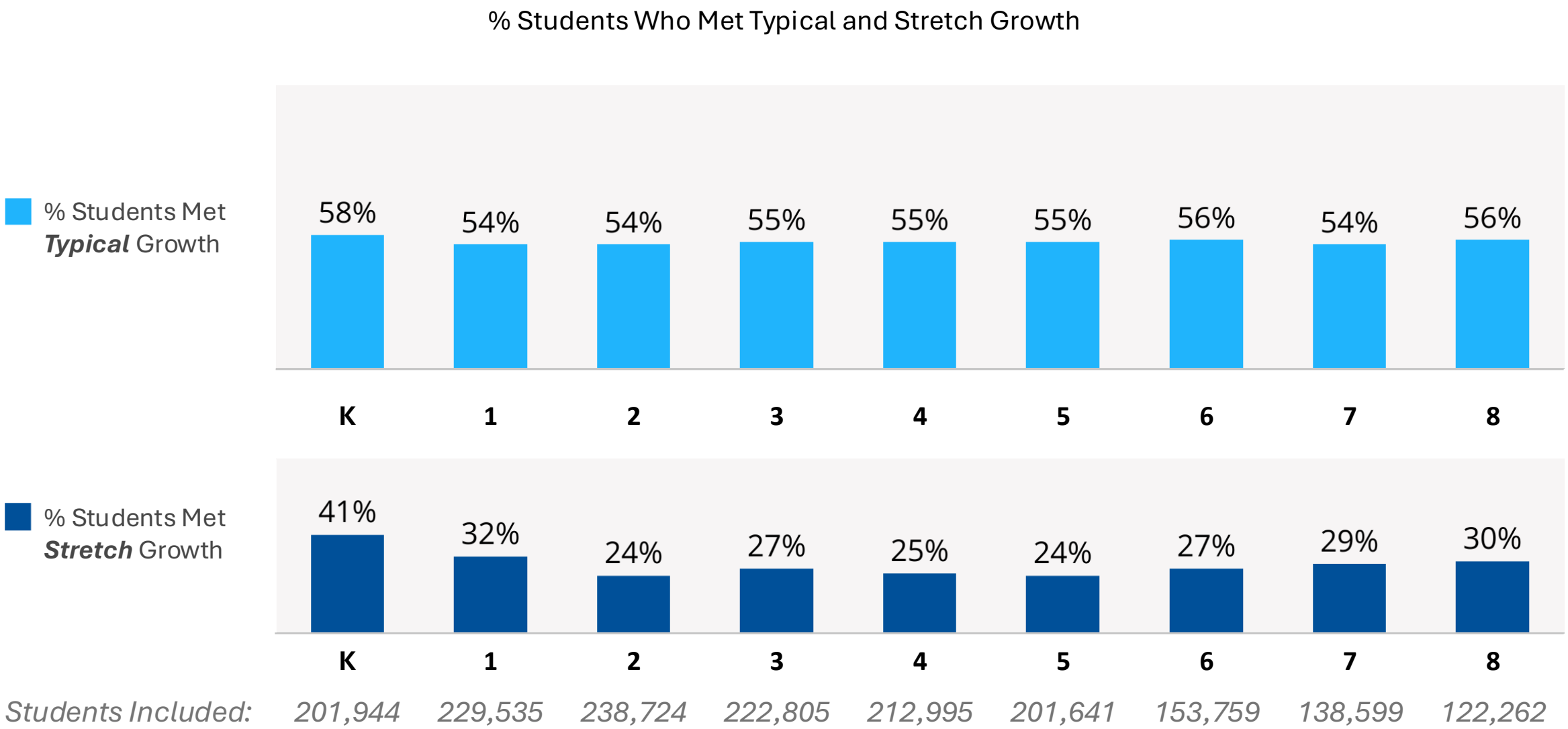
Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

How Are Students Progressing Toward Typical and Stretch Growth?



How Much Did Growth Vary Across Baseline Placement Levels?

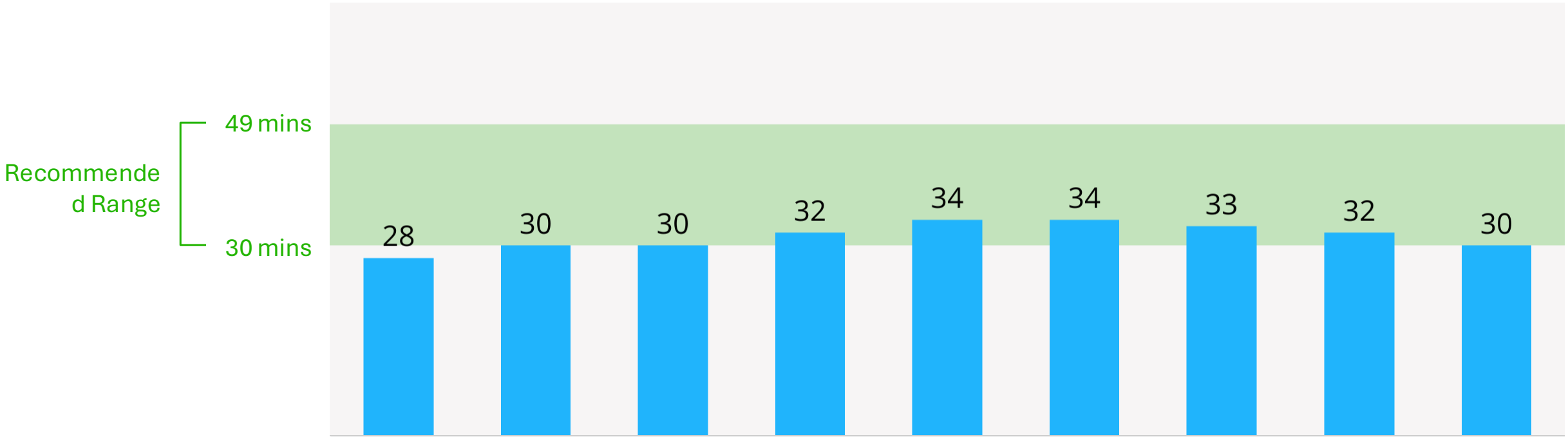
Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	*All Students*
Mid or Above Grade Level	Median % Typical Growth	119%	100%	111%	138%	126%	136%	162%	164%	156%	129%
	Students Assessed	*12,004*	*9,172*	*9,164*	*8,018*	*15,934*	*17,029*	*11,630*	*9,987*	*11,058*	*103,996*
Early On Grade Level	Median % Typical Growth	104%	108%	95%	108%	109%	111%	131%	133%	178%	111%
	Students Assessed	*13,241*	*9,928*	*16,126*	*19,556*	*27,499*	*28,758*	*24,255*	*20,364*	*13,386*	*173,113*
One Grade Level Below	Median % Typical Growth	109%	103%	104%	104%	104%	106%	114%	100%	122%	107%
	Students Assessed	*176,535*	*156,329*	*111,515*	*97,590*	*82,989*	*70,981*	*45,411*	*36,286*	*28,145*	*805,781*
Two Grade Levels Below	Median % Typical Growth		106%	103%	111%	100%	106%	100%	108%	110%	106%
	Students Assessed		*54,102*	*101,766*	*56,542*	*40,158*	*30,005*	*21,641*	*17,576*	*13,013*	*334,803*
Three or More Grade Levels Below	Median % Typical Growth				100%	108%	100%	107%	108%	117%	105%
	Students Assessed				*41,099*	*46,415*	*54,868*	*50,822*	*54,386*	*56,660*	*304,250*

>=100% 80-99% 60-79% 0-59%

How Long Are Students Spending on Personalized Instruction?

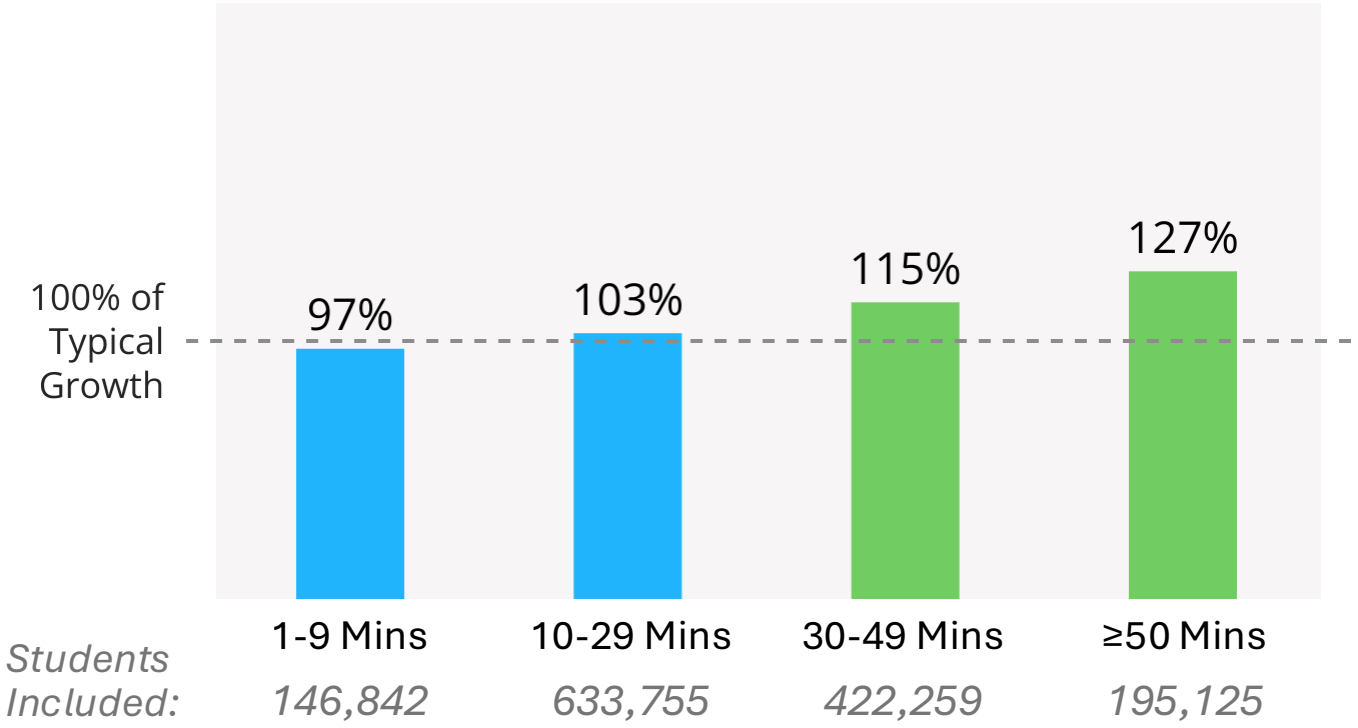
Average Weekly Usage (mins) of Personalized Instruction



	K	1	2	3	4	5	6	7	8
Students Included (i-Ready and i-Ready Pro):	*207,333*	*240,245*	*248,918*	*253,967*	*241,492*	*235,630*	*146,269*	*117,829*	*96,797*
Average % Lessons Passed:	85%	93%	93%	91%	89%	87%	82%	80%	79%
Students Included (i-Ready only):	*207,333*	*240,245*	*248,918*	*253,967*	*241,492*	*235,630*	*145,556*	*116,872*	*96,039*

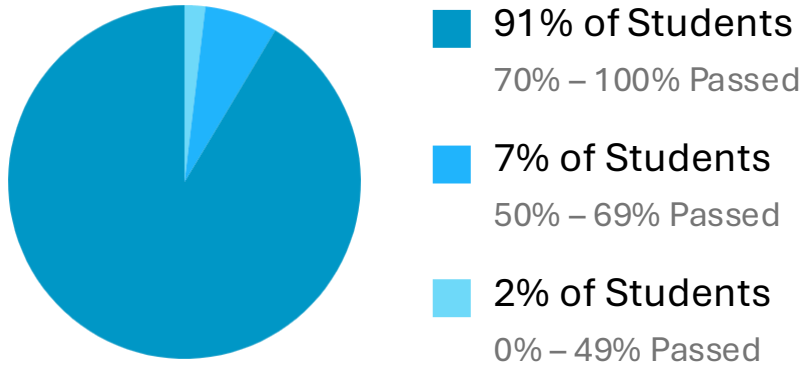
Does Typical Growth Differ with Personalized Instruction Usage?

Median Percentage of Annual Typical Growth Achieved with Instructional Usage



Percentage of Students by Percent Lessons Passed

i-Ready Pro Lessons Not Included



Students Included: 1,397,156

120% Median Typical Growth achieved when students have **30+ mins of instruction** and **≥ 70% lessons passed** (Students included: 571,868)


Reading Performance Review

Who is Included in the Analysis?

Fall Performance 1,970,797 students

Spring Performance 1,662,781 students

Growth 1,524,105 students

***i-Ready Pro* and *i-Ready* Personalized Instruction** 1,796,083 students

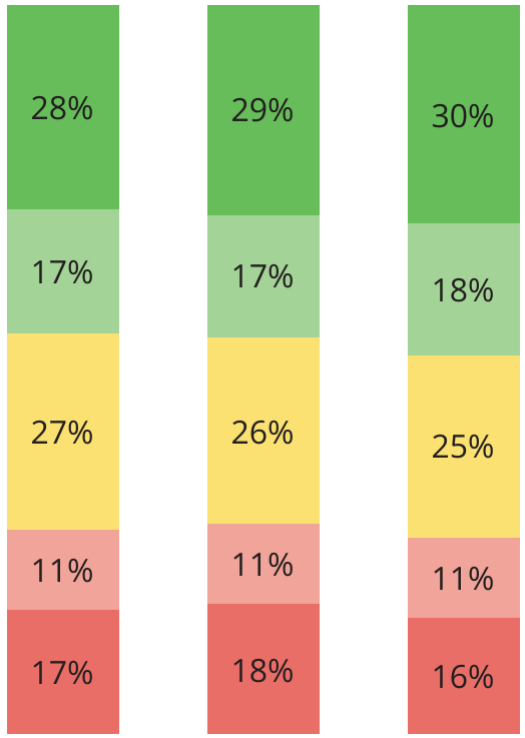
Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
2 Grade Levels Below **3+ Grade Levels Below**	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



	22-23	23-24	24-25
Students Assessed	*1,241,944*	*1,589,742*	*1,662,781*

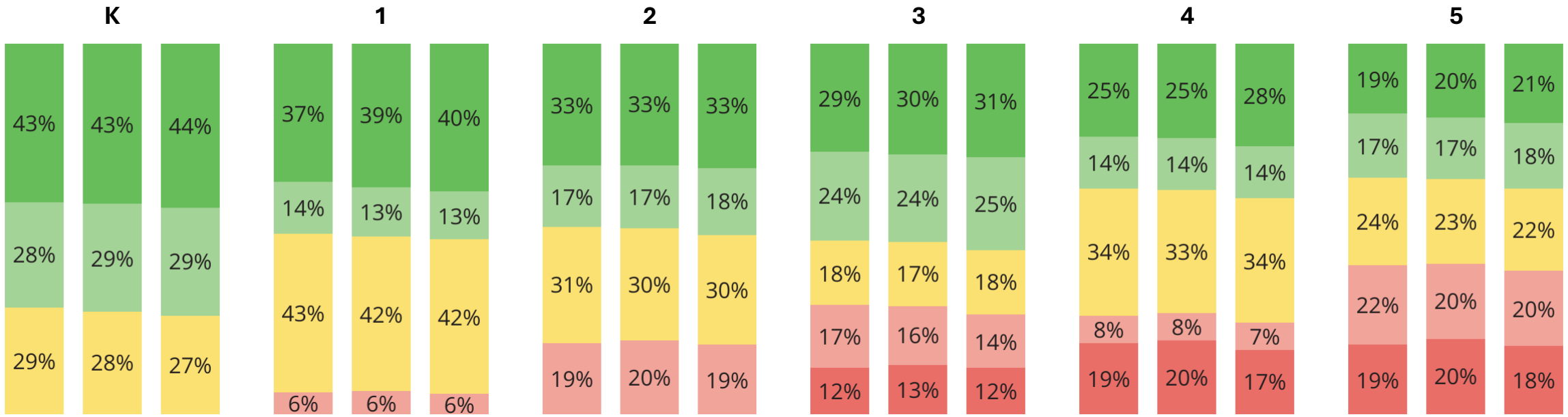
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



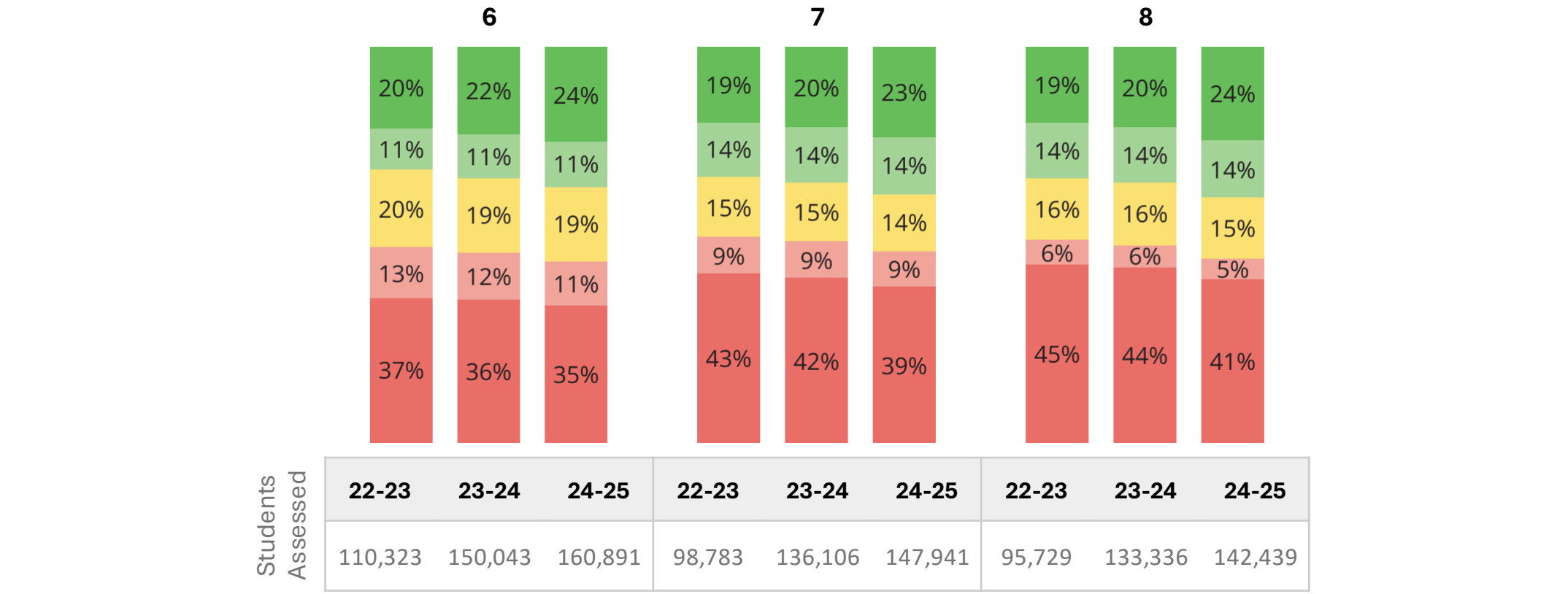
Students Assessed	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	139,215	160,854	168,549	158,758	189,203	196,425	160,408	206,529	210,873	170,342	214,186	228,236	158,636	207,037	210,339	149,750	192,448	197,088

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



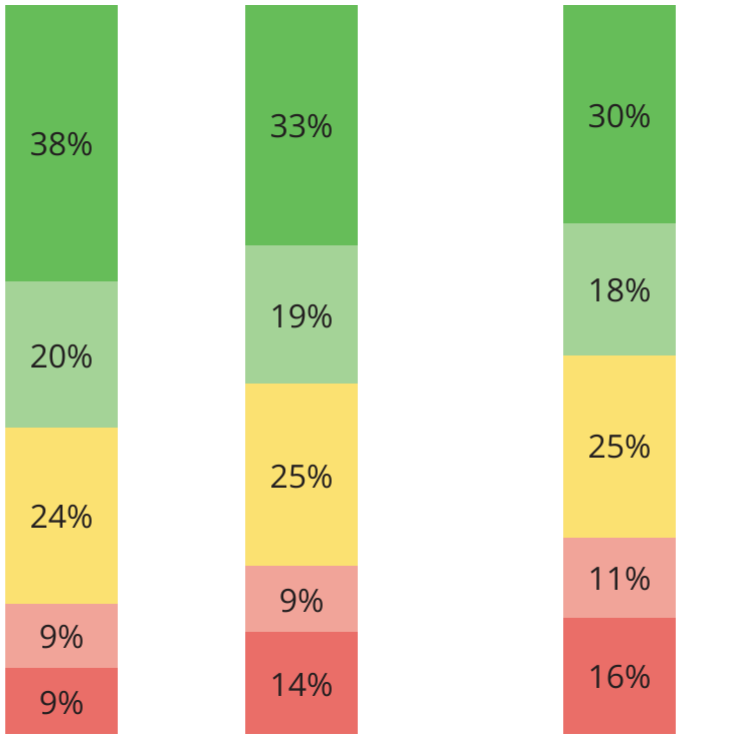
Students Assessed	6			7			8		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	110,323	150,043	160,891	98,783	136,106	147,941	95,729	133,336	142,439

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



	National Norm	National YTD	District
Students Assessed	*Spring 22-23*	*Spring 24-25*	*1,662,781*

Mid or Above Grade Level

Early On Grade Level

1 Grade Level Below

2 Grade Levels Below

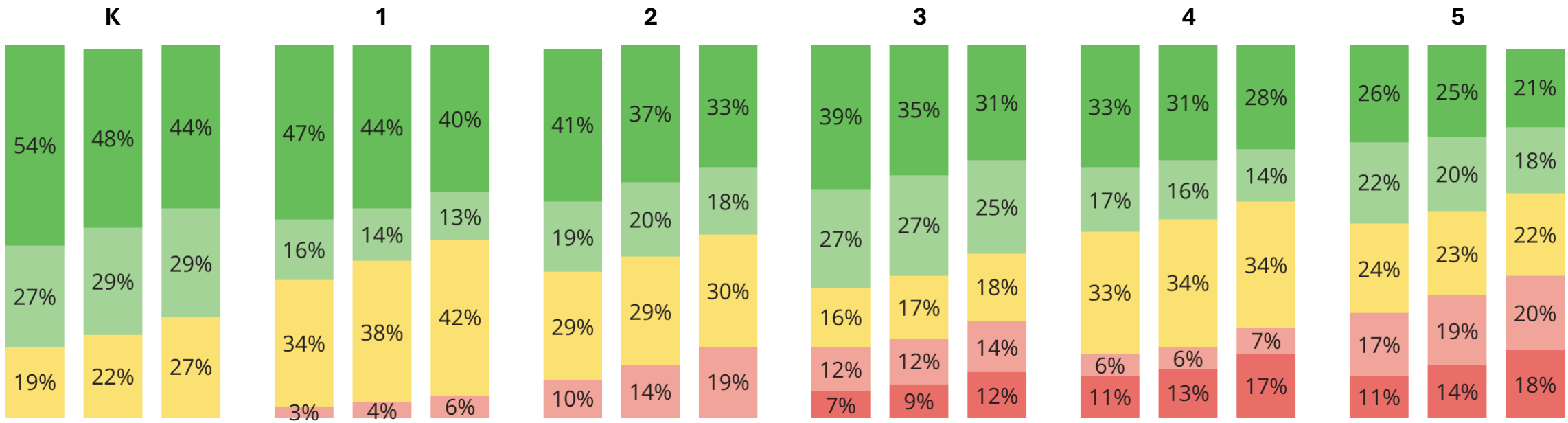
3+ Grade Levels Below

***i-Ready* National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 8,770,894 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



Students Assessed	K			1			2			3			4			5		
	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	~859K	168,549	—	~987K	196,425	—	~1.1M	210,873	—	~1.1M	228,236	—	~1.1M	210,339	—	~1.1M	197,088

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks

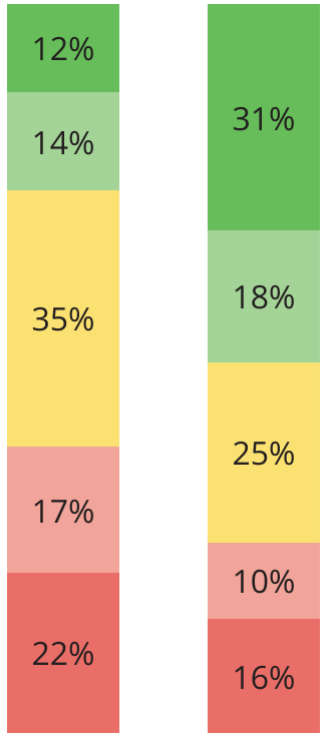
Students Assessed	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	*~914K*	*160,891*	—	*~832K*	*147,941*	—	*~792K*	*142,439*

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



	Fall	Spring
Students Assessed	*1,531,967*	

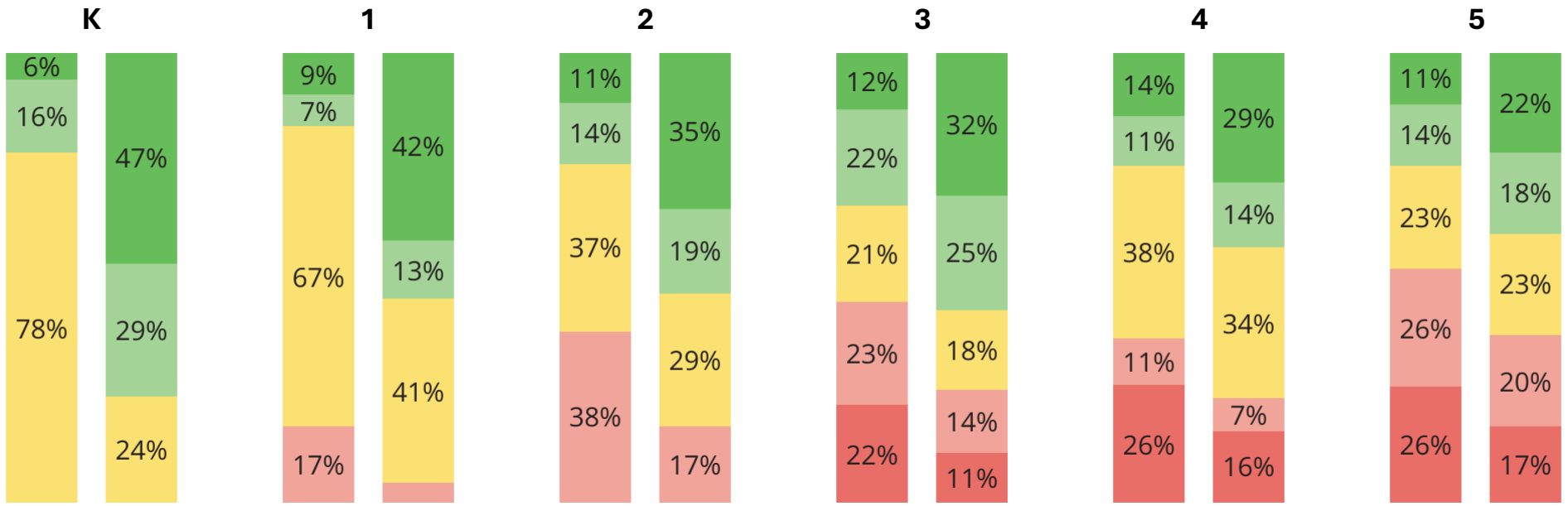
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



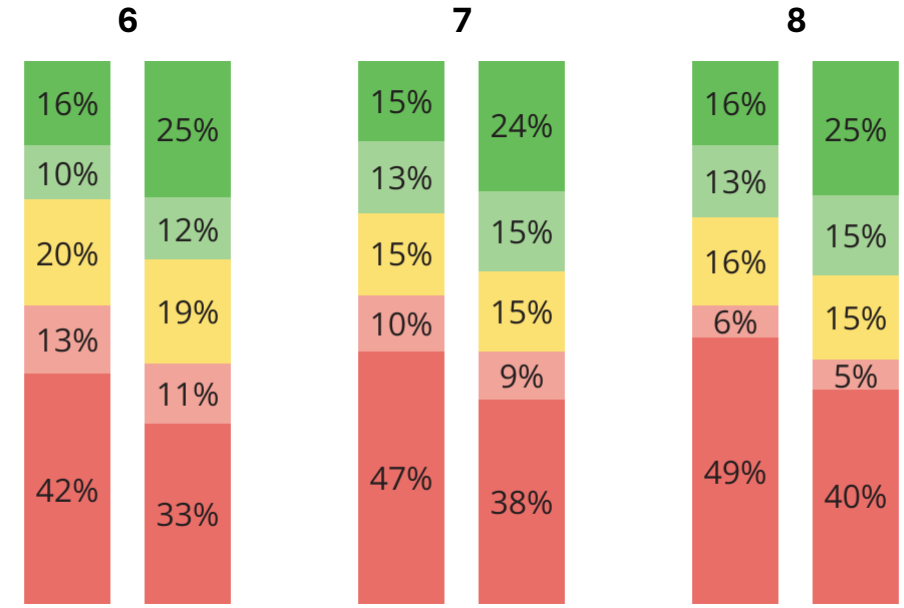
Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	145,169		*178,336*		*193,678*		*213,700*		*197,618*		*185,632*	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



Students Assessed	6		7		8	
	Fall	Spring	Fall	Spring	Fall	Spring
	149,522		136,465		131,847	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Does Spring Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Spring 23-24 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Phonological Awareness	30%	32%	42%	44%	81%	83%												
High-Frequency Words	53%	52%	59%	57%	59%	54%	87%	88%										
Phonics	46%	48%	46%	48%	42%	43%	59%	62%	70%	73%	78%	80%	81%	82%	84%	85%	87%	87%
Vocabulary	39%	41%	33%	35%	29%	31%	30%	31%	25%	27%	19%	20%	23%	25%	23%	24%	25%	27%
Comprehension: Overall	48%	49%	33%	36%	27%	29%	30%	31%	28%	30%	23%	25%	23%	25%	20%	23%	19%	23%
Literature	50%	51%	35%	37%	30%	31%	34%	35%	33%	35%	26%	28%	25%	27%	21%	24%	21%	24%
Informational Text	45%	45%	33%	35%	26%	28%	27%	28%	25%	27%	20%	22%	22%	24%	20%	23%	19%	23%
Students Assessed	*160,854*	*168,549*	*189,203*	*196,425*	*206,529*	*210,873*	*214,186*	*228,236*	*207,037*	*210,339*	*192,448*	*197,088*	*150,043*	*160,891*	*136,106*	*147,941*	*133,336*	*142,439*

Increased >5% pts Year over Year

Increased 0-5% pts Year over Year

Decreased 1-5% pts Year over Year

Decreased >5% pts Year over Year

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 24-25 compared to 22-23 National Norms

	K		1		2		3		4		5		6		7		8	
	Natl.	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*
Phonological Awareness	43%	32%	58%	44%	—	83%												
High-Frequency Words	61%	52%	69%	57%	67%	54%	—	88%										
Phonics	53%	48%	56%	48%	50%	43%	70%	62%	—	73%	—	80%	—	82%	—	85%	—	87%
Vocabulary	46%	41%	38%	35%	37%	31%	38%	31%	31%	27%	24%	20%	31%	25%	30%	24%	32%	27%
Comprehension: Overall	57%	49%	40%	36%	37%	29%	39%	31%	37%	30%	31%	25%	33%	25%	30%	23%	29%	23%
Literature	58%	51%	41%	37%	38%	31%	43%	35%	42%	35%	35%	28%	35%	27%	31%	24%	30%	24%
Informational Text	53%	45%	40%	35%	36%	28%	36%	28%	33%	27%	27%	22%	31%	24%	30%	23%	29%	23%
Students Assessed		*168,549*		*196,425*		*210,873*		*228,236*		*210,339*		*197,088*		*160,891*		*147,941*		*142,439*

Above National >5% pts

Above National 0-5% pts

Below National 1-5% pts

Below National >5% pts

xx % National Comparison Not Available

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Fall	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
Phonological Awareness	5%	33%	16%	46%	65%	84%												
High-Frequency Words	11%	54%	21%	59%	30%	55%	79%	89%										
Phonics	10%	50%	16%	50%	19%	45%	41%	63%	60%	75%	71%	81%	77%	83%	82%	86%	85%	89%
Vocabulary	9%	44%	10%	36%	12%	32%	14%	32%	14%	28%	11%	21%	15%	25%	15%	25%	18%	28%
Comprehension: Overall	13%	51%	9%	37%	11%	30%	13%	32%	16%	31%	14%	25%	17%	26%	16%	24%	16%	24%
Literature	15%	54%	12%	38%	13%	32%	17%	36%	21%	36%	18%	29%	20%	28%	18%	25%	18%	25%
Informational Text	14%	47%	11%	36%	11%	29%	11%	29%	14%	28%	12%	23%	16%	25%	15%	24%	16%	24%
Students Assessed	*145,169*		*178,336*		*193,678*		*213,700*		*197,618*		*185,632*		*149,522*		*136,465*		*131,847*	

Increased ***More*** than National Fall to Spring >5% pts

Increased ***More*** than National Fall to Spring 0-5% pts

Increased ***Less*** than National Fall to Spring 1-5% pts

Increased ***Less*** than National Fall to Spring >5% pts

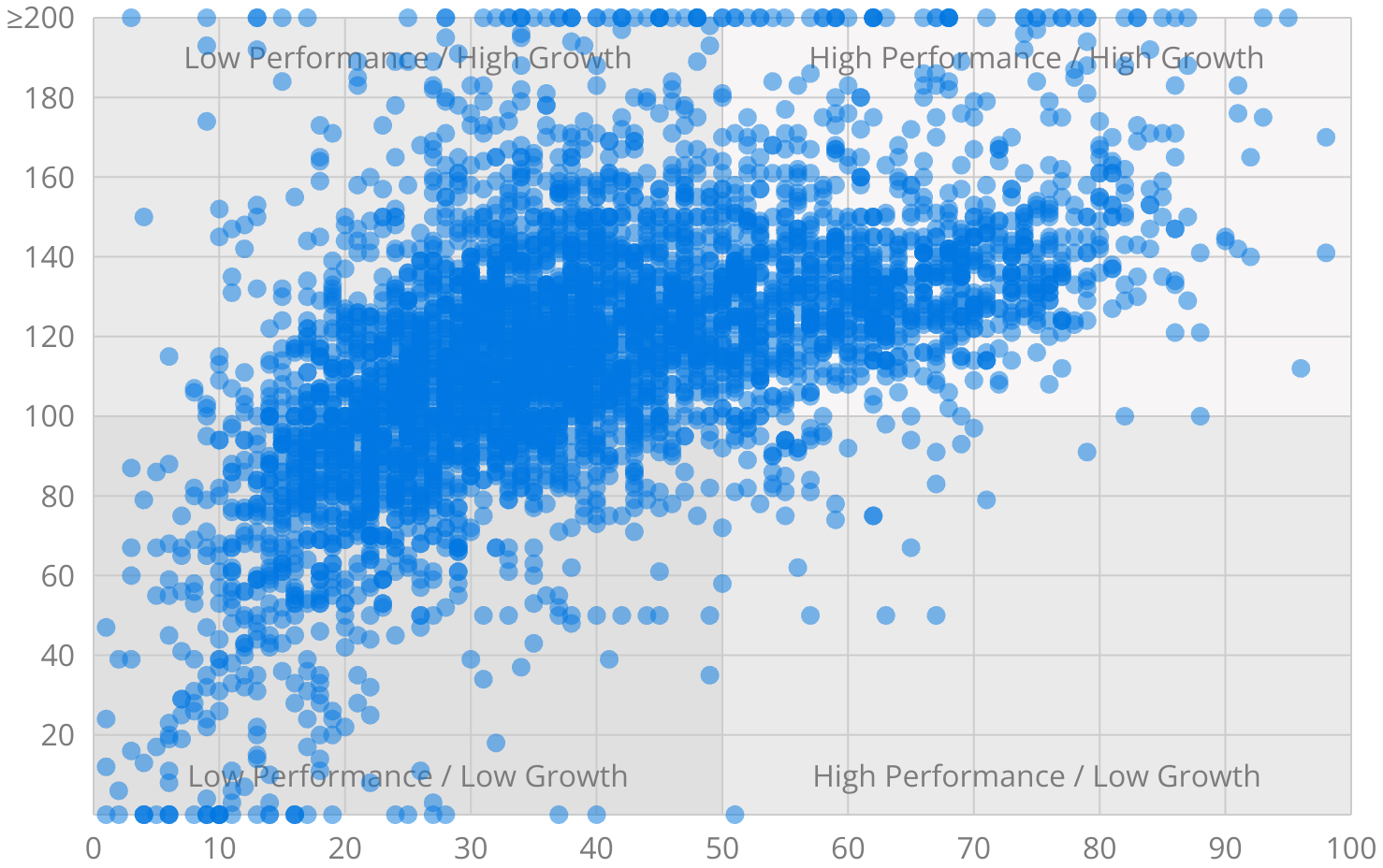
xx % National Comparison Not Available

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



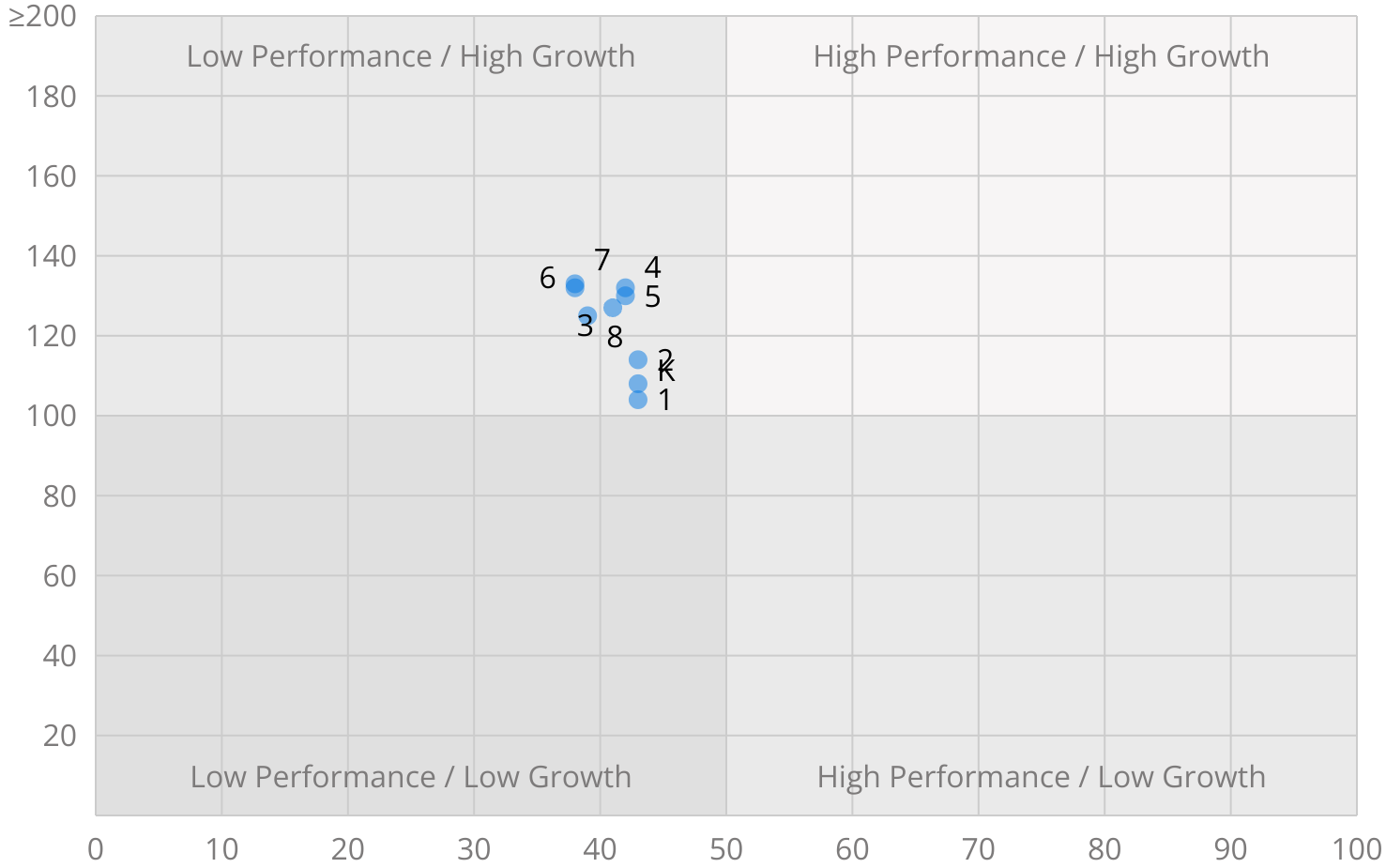
Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

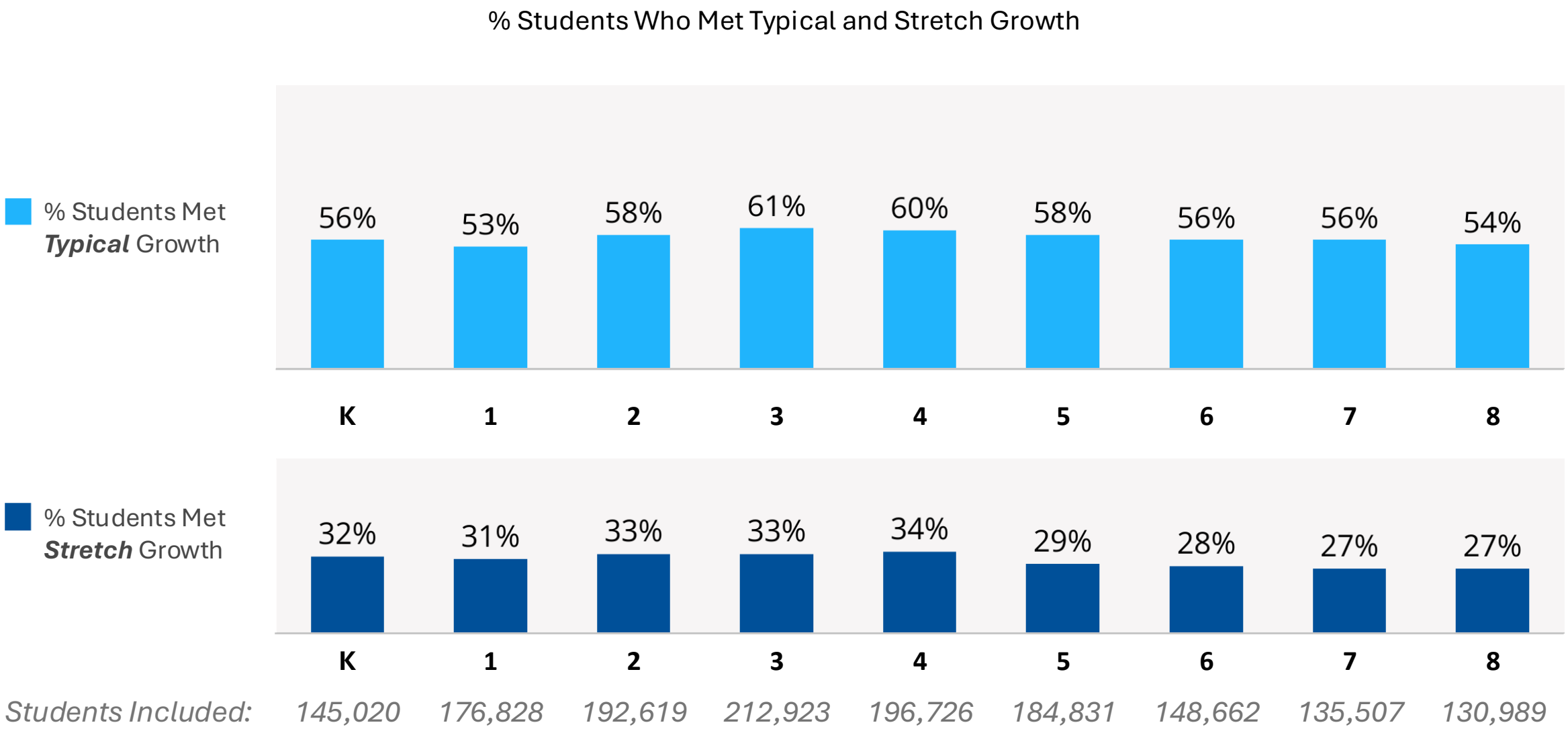
Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

How Are Students Progressing Toward Typical and Stretch Growth?



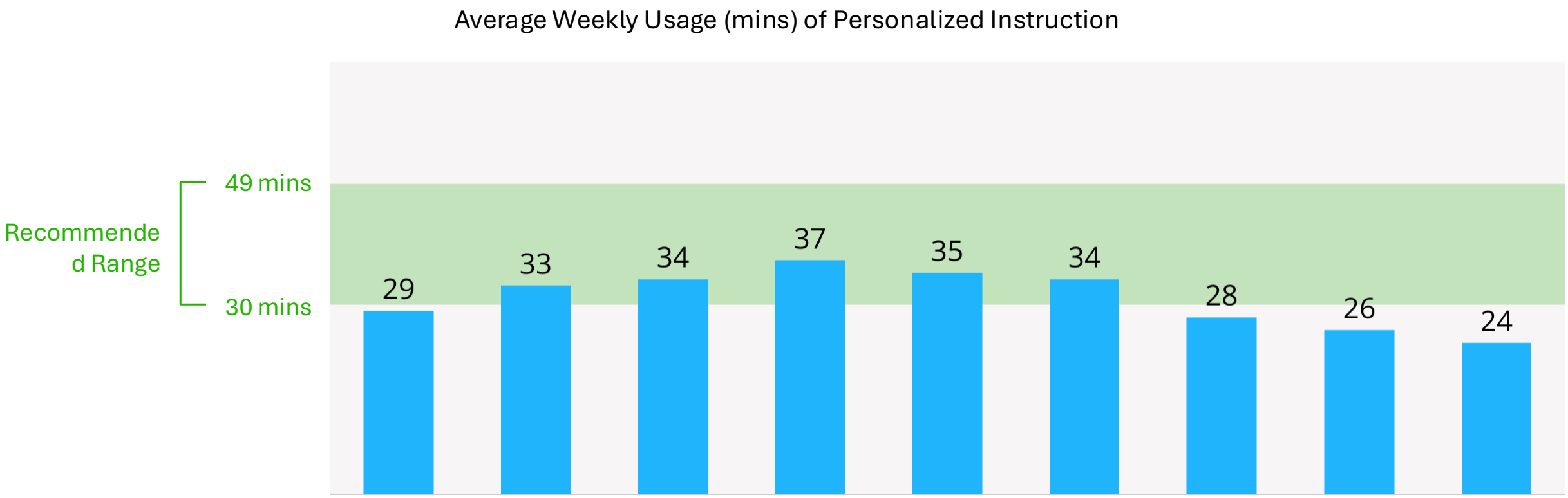
How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	*All Students*
Mid or Above Grade Level	Median % Typical Growth	116%	114%	145%	135%	133%	157%	175%	125%	75%	129%
	Students Assessed	*8,489*	*16,127*	*20,796*	*26,250*	*27,237*	*20,908*	*23,121*	*20,029*	*20,367*	*183,324*
Early On Grade Level	Median % Typical Growth	105%	109%	121%	141%	124%	123%	133%	167%	175%	123%
	Students Assessed	*23,256*	*12,425*	*26,217*	*45,779*	*22,314*	*25,538*	*14,573*	*17,752*	*17,415*	*205,269*
One Grade Level Below	Median % Typical Growth	108%	104%	113%	127%	135%	131%	125%	130%	122%	114%
	Students Assessed	*113,156*	*118,109*	*71,901*	*45,807*	*74,820*	*42,248*	*29,327*	*20,735*	*20,997*	*537,100*
Two Grade Levels Below	Median % Typical Growth		91%	105%	127%	139%	125%	136%	133%	125%	115%
	Students Assessed		*30,164*	*73,574*	*48,656*	*20,871*	*48,354*	*18,669*	*13,786*	*7,913*	*261,987*
Three or More Grade Levels Below	Median % Typical Growth				111%	132%	127%	126%	135%	122%	125%
	Students Assessed				*46,431*	*51,484*	*47,783*	*62,972*	*63,205*	*64,297*	*336,172*

>=100% 80-99% 60-79% 0-59%

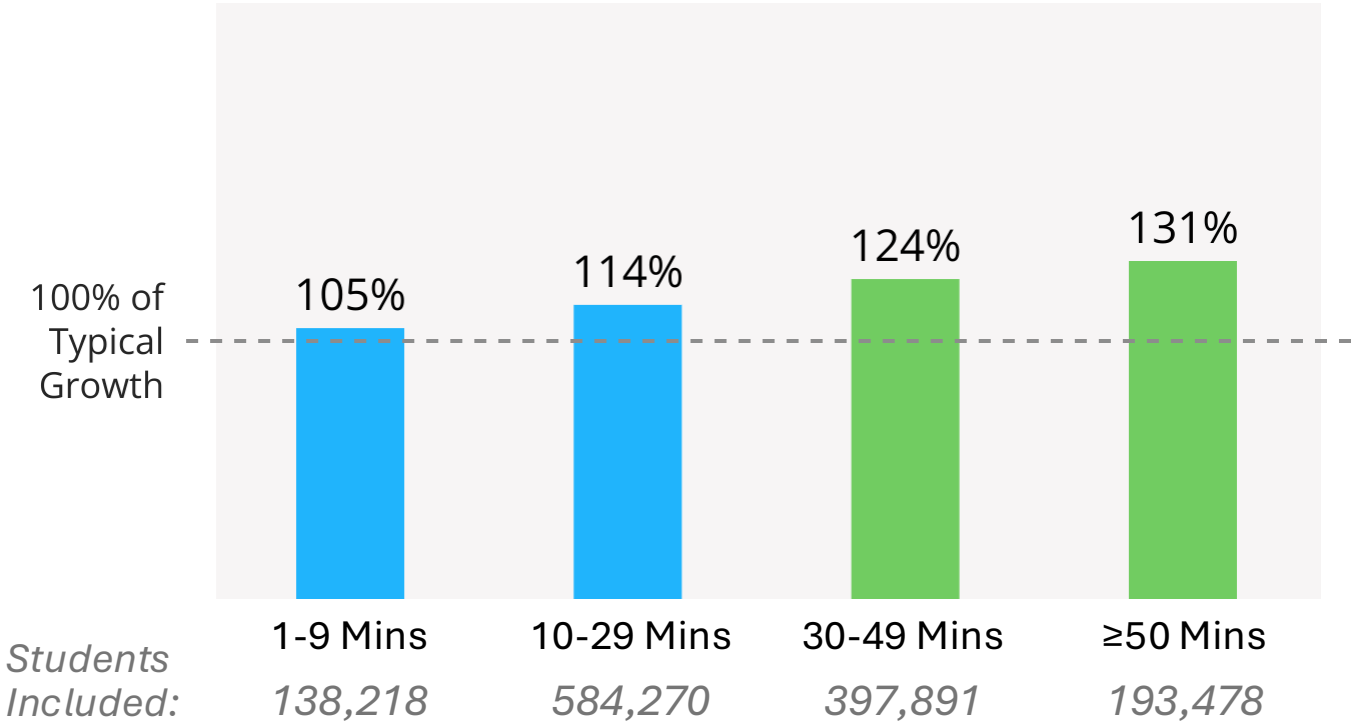
How Long Are Students Spending on Personalized Instruction?



	K	1	2	3	4	5	6	7	8
Students Included (i-Ready and i-Ready Pro):	*182,254*	*216,574*	*230,615*	*248,012*	*235,987*	*236,728*	*167,102*	*145,218*	*133,593*
Average % Lessons Passed:	76%	83%	83%	78%	76%	76%	71%	73%	75%
Students Included (i-Ready only):	*182,254*	*216,574*	*230,615*	*248,012*	*235,987*	*236,728*	*153,200*	*134,902*	*126,210*

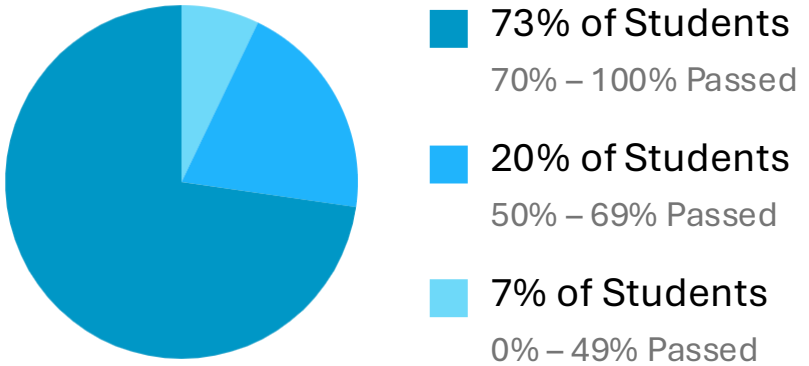
Does Typical Growth Differ with Personalized Instruction Usage?

Median Percentage of Annual Typical Growth Achieved with Instructional Usage



Percentage of Students by Percent Lessons Passed

i-Ready Pro Lessons Not Included



Students Included: 1,294,886

136% Median Typical Growth achieved when students have **30+ mins of instruction** and **≥ 70% lessons passed** (Students included: 424,616)

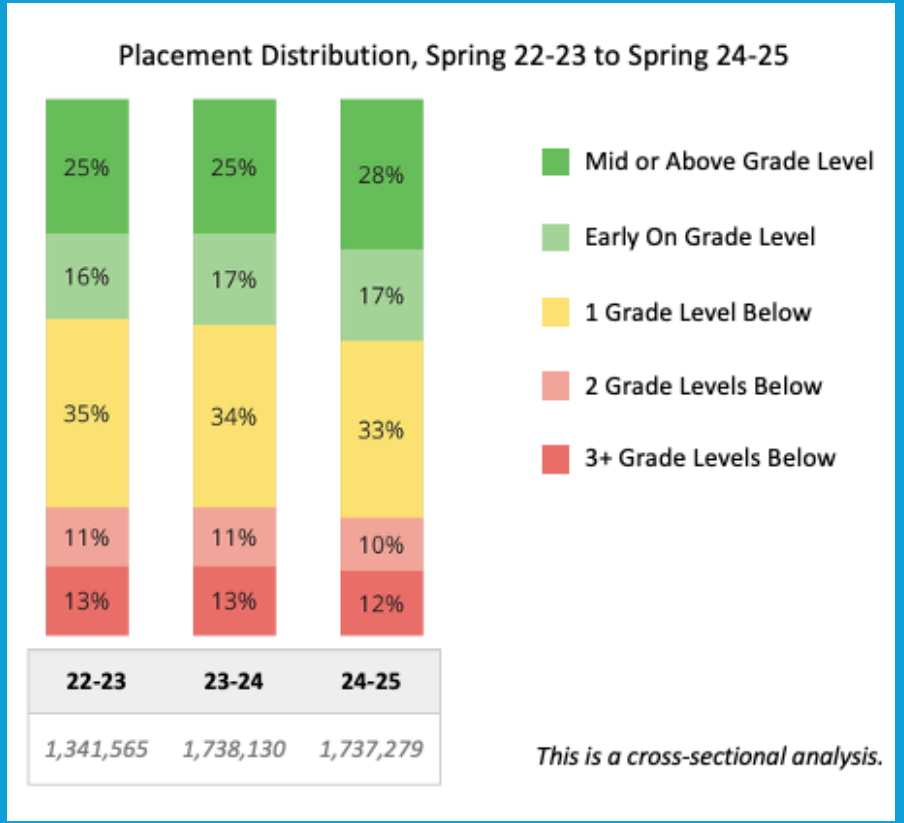
Appendix: Longitudinal Cohort Analysis

A New Look at Student Performance

We've shown you a lot of data like this...

- Snapshots of student performance for each academic year.
- Helpful for understanding how this year's challenges look different from last year's.

But what if we looked at stable groups of students over time?

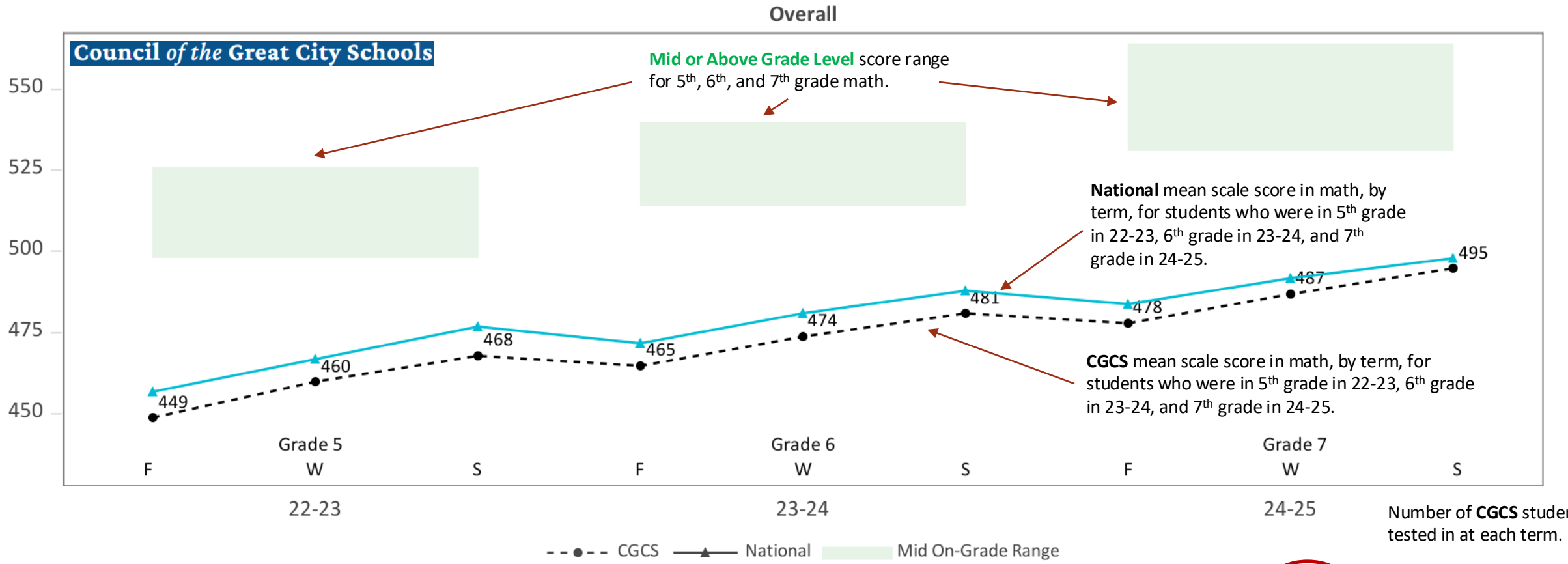


MATHEMATICS
CGCS Grades 5 & 6 Cohorts

Headline – CGCS students show notable improvement in middle school math compared to students across the nation.

Grade 5 Cohort - National Comparison - Overall

Mean Scale Score



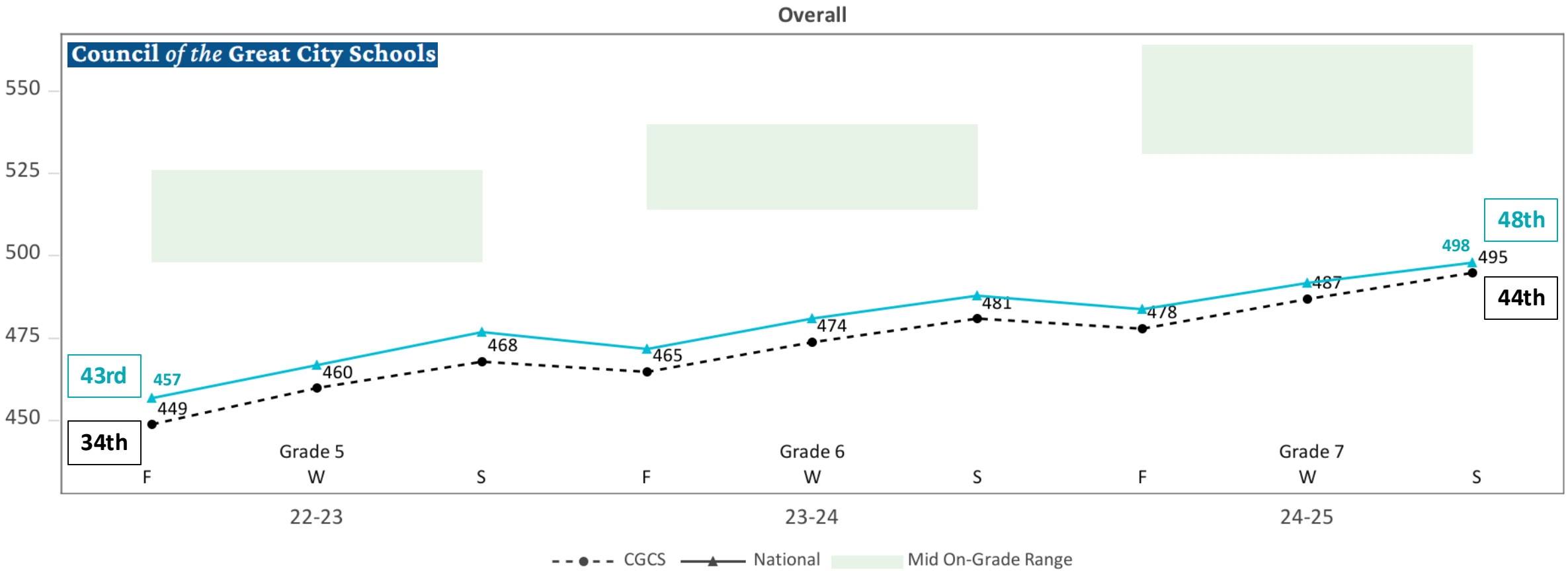
	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Students Included	85,826	83,159	72,090	84,875	83,003	70,793	84,908	78,163	52,814

Number of **CGCS** students tested in at each term.

Mean scale scores will not be displayed in the graph if the number of students in a term is notably different than other terms.

Grade 5 Cohort - National Comparison - Overall

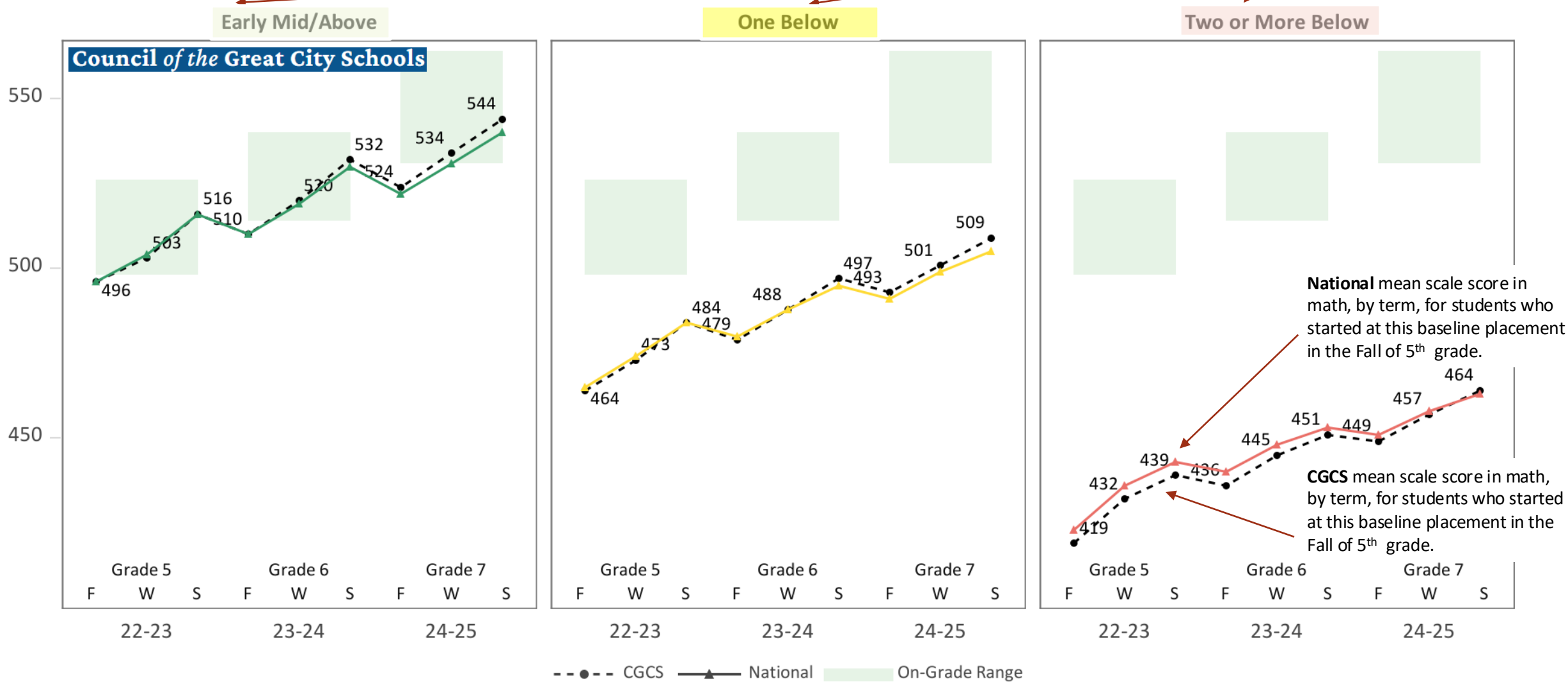
Mean Scale Score



	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Students Included	85,826	83,159	72,090	84,875	83,003	70,793	84,908	78,163	52,814

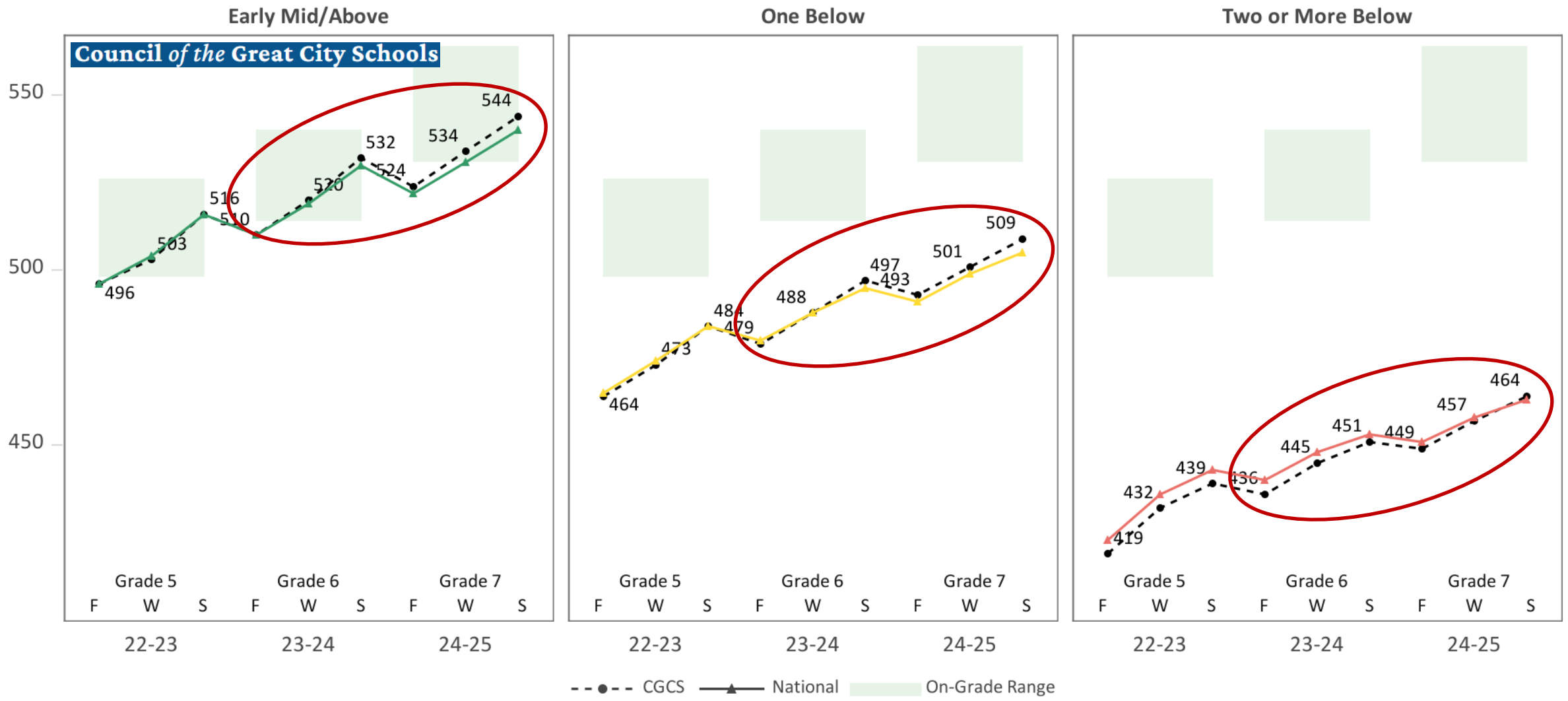
Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



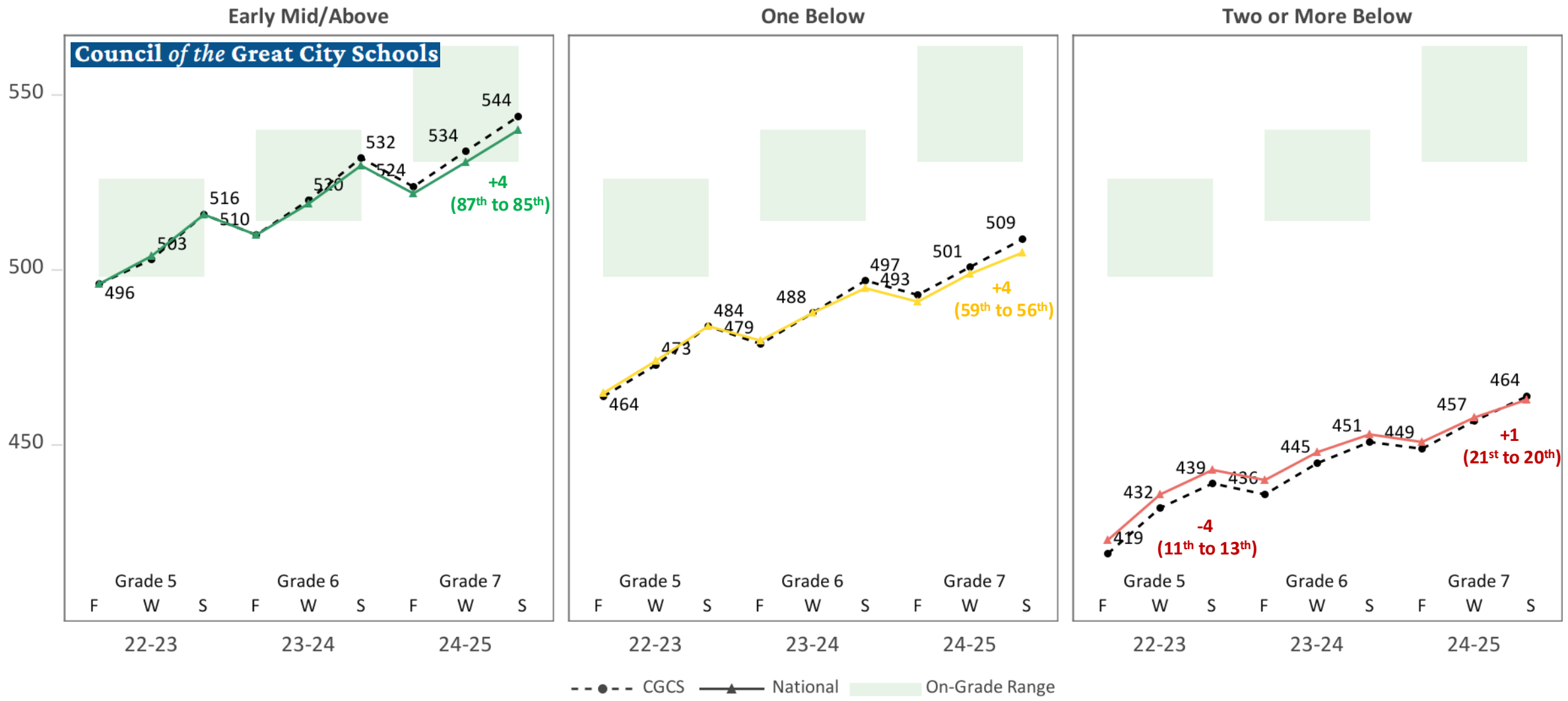
Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



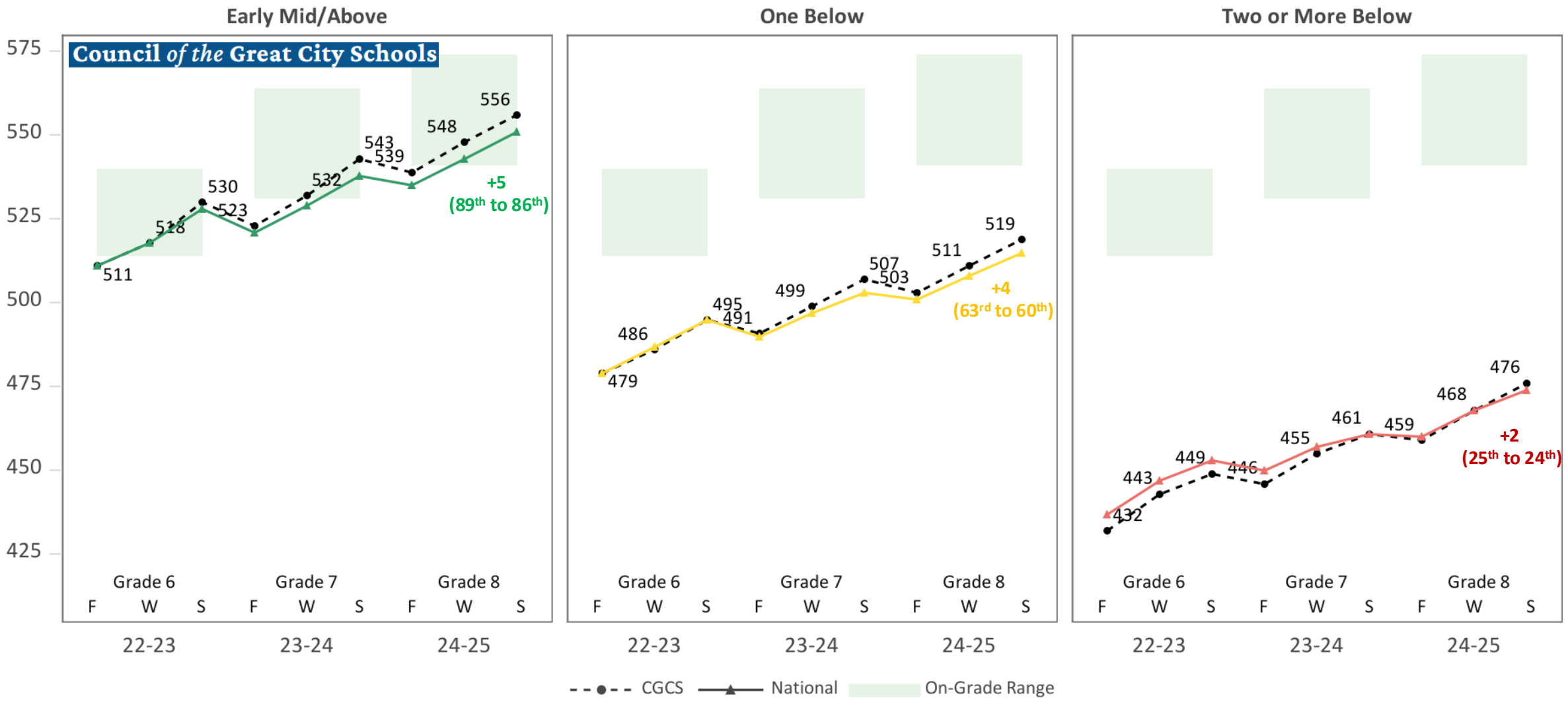
Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



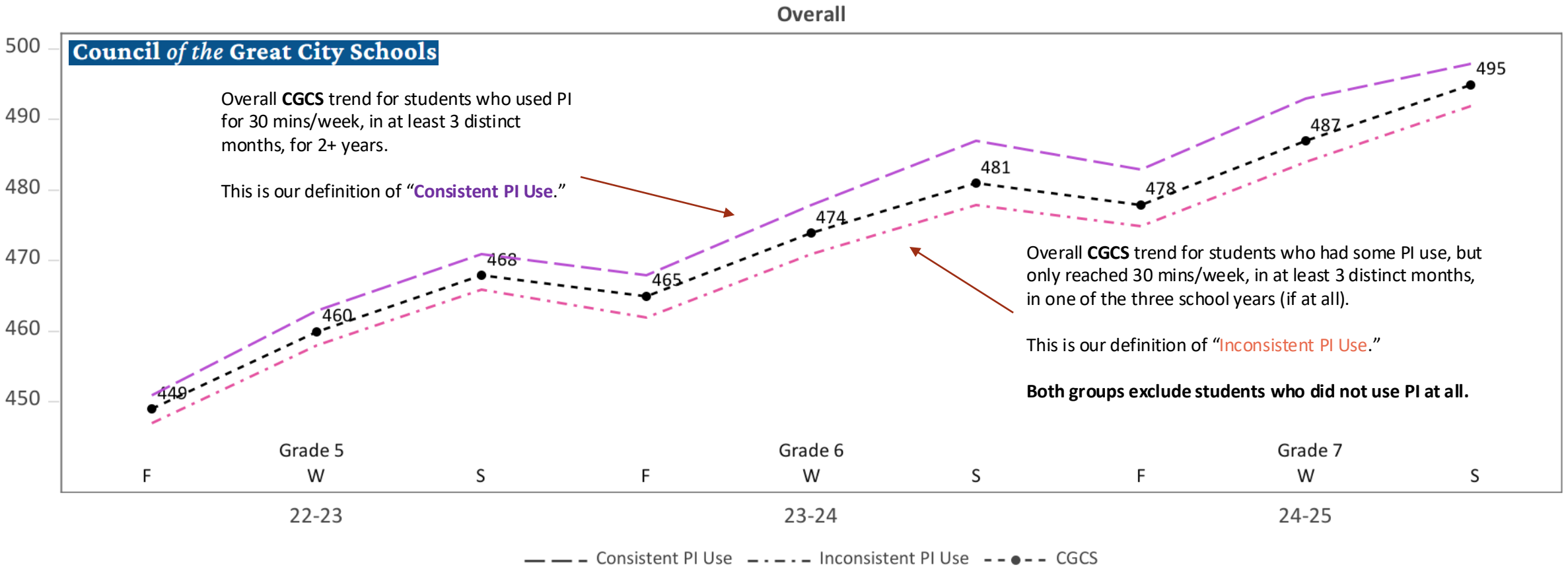
Grade 6 Cohort - National Comparison - Baseline Placement

Mean Scale Score



Grade 5 Cohort - Within-District Comparison by PI Use - Overall

Mean Scale Score

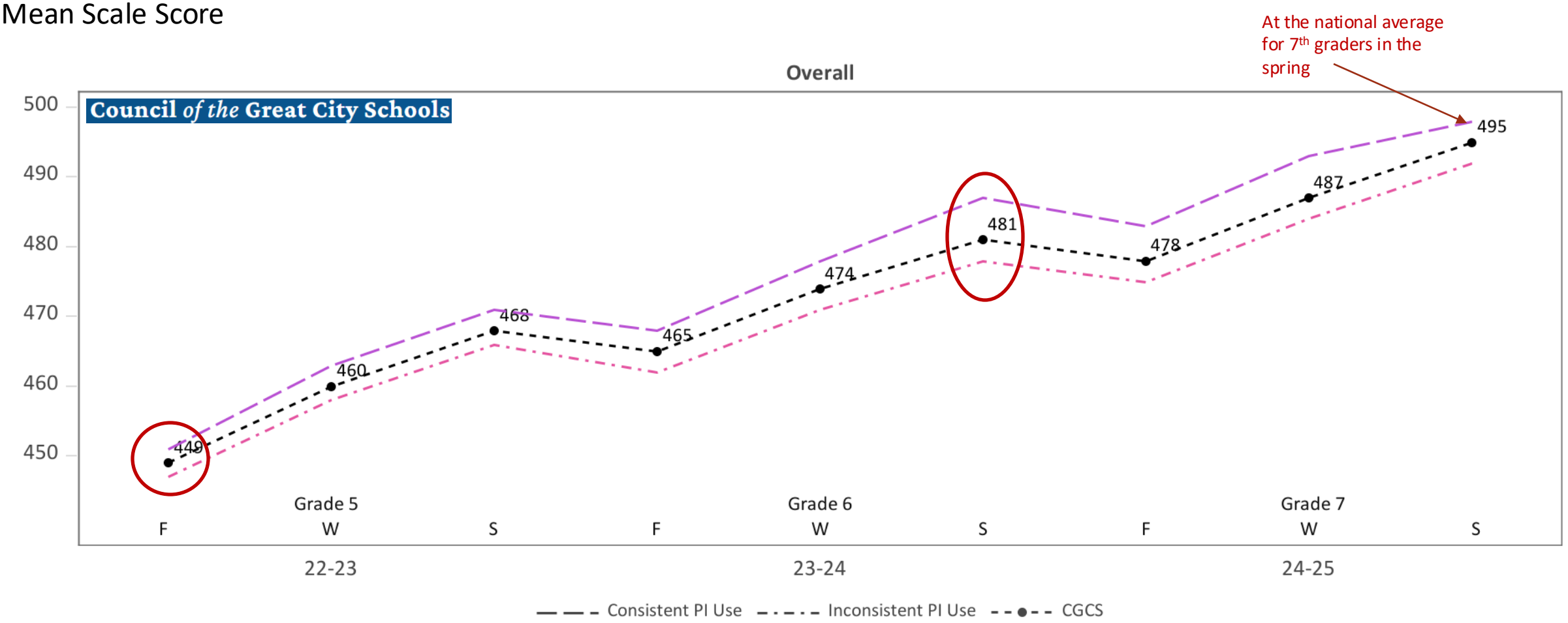


Students Included

	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Consistent PI Use	22,013	21,731	15,684	21,872	21,655	15,699	21,871	20,849	12,705
Inconsistent PI Use	51,053	49,262	44,096	50,462	49,079	42,964	50,408	45,286	31,579

Grade 5 Cohort - Within-District Comparison by PI Use - Overall

Mean Scale Score

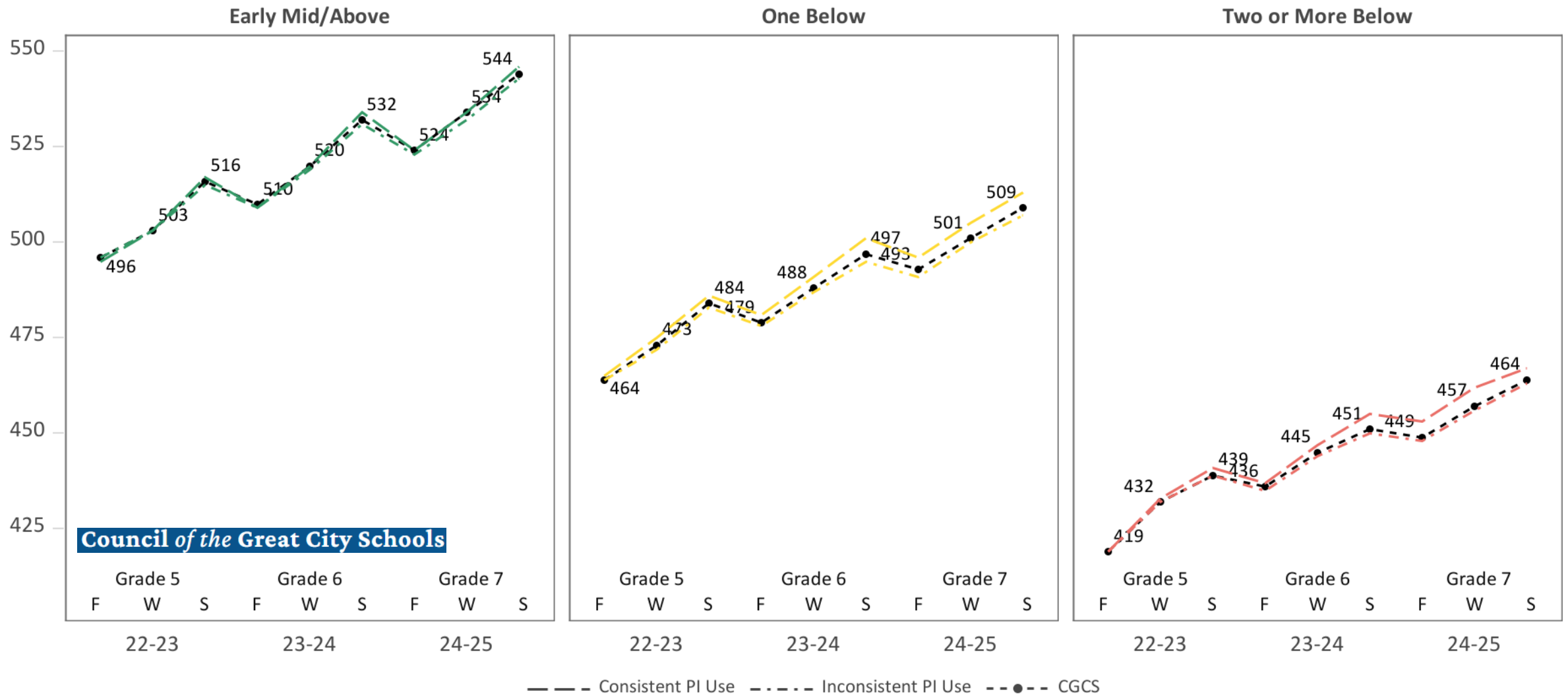


Students Included

	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Consistent PI Use	22,013	21,731	15,684	21,872	21,655	15,699	21,871	20,849	12,705
Inconsistent PI Use	51,053	49,262	44,096	50,462	49,079	42,964	50,408	45,286	31,579

Grade 5 Cohort - Within-District Comparison by PI Use - Baseline Placement

Mean Scale Score

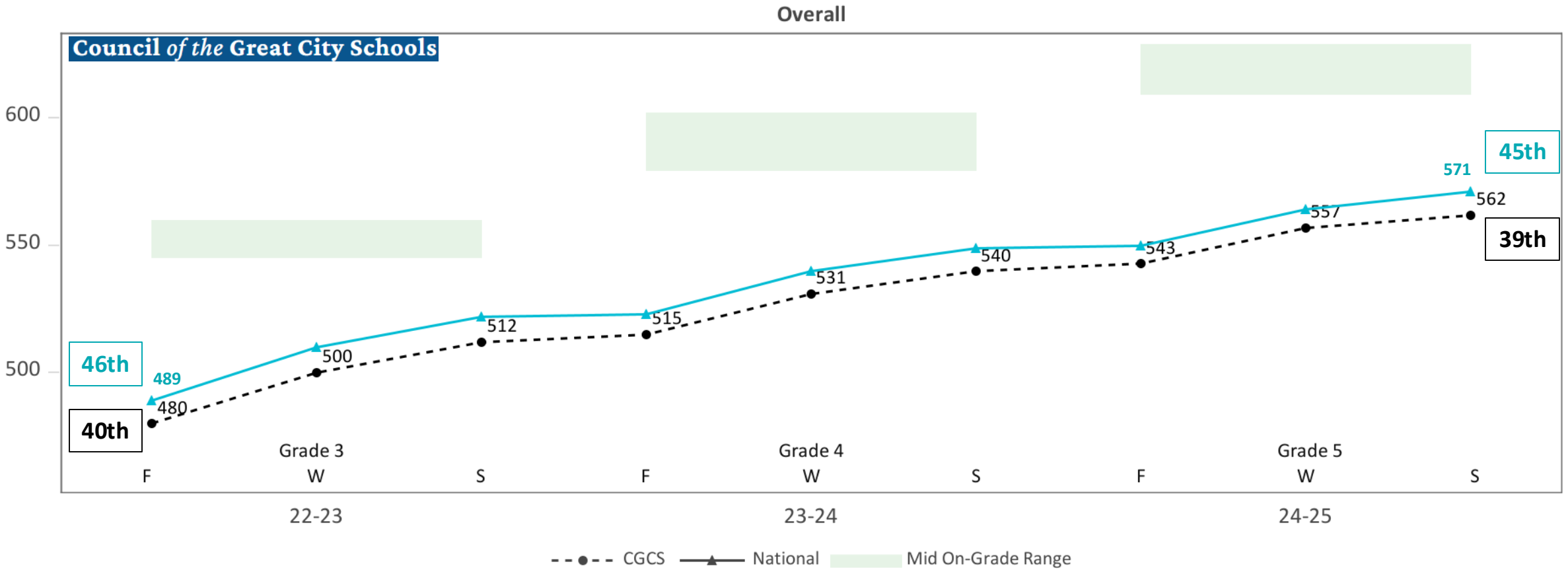


READING
CGCS Grades 3, 4, & 5 Cohorts

Headline – CGCS students are performing below the nation in reading, especially students who start 2+ Grade Levels Below

Grade 3 Cohort - National Comparison - Overall

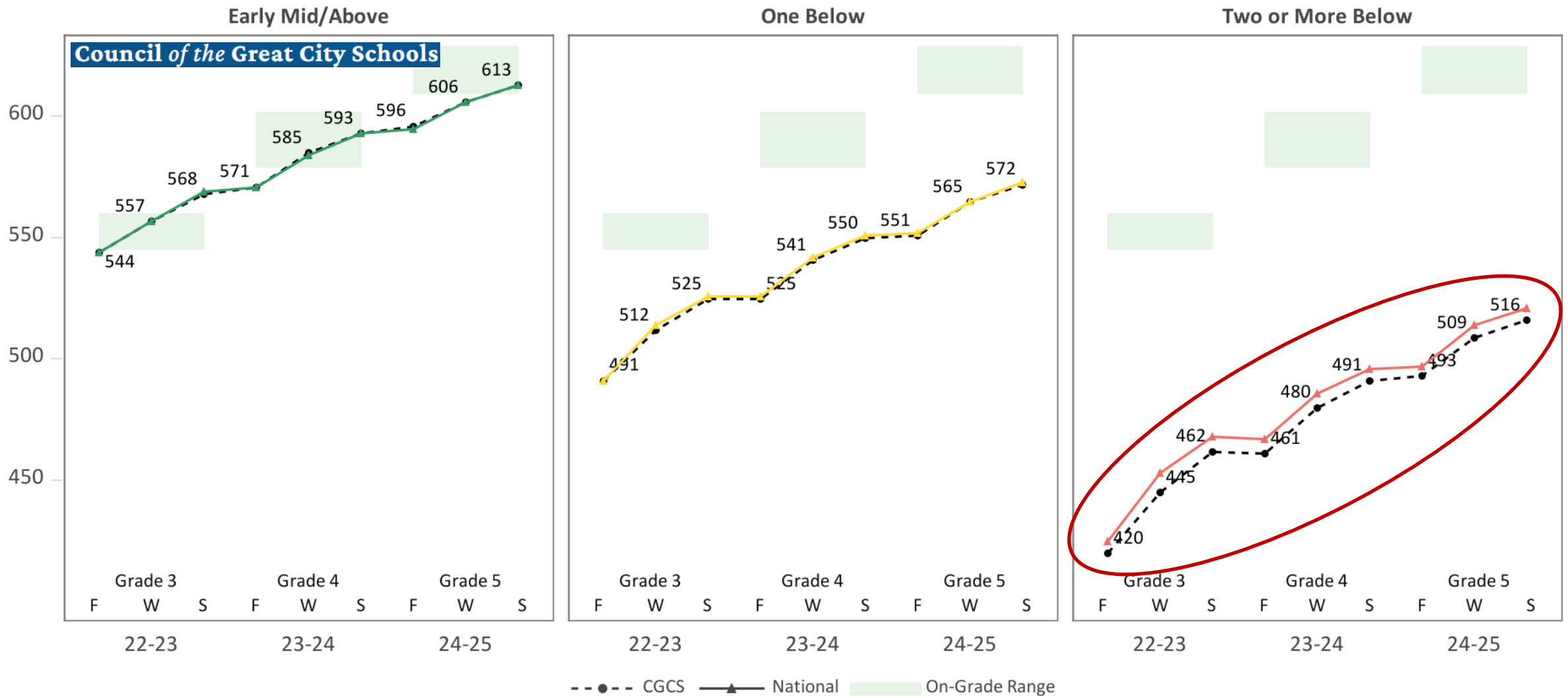
Mean Scale Score



	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Students Included	125,154	121,519	109,393	123,342	122,560	103,591	123,615	120,625	84,780

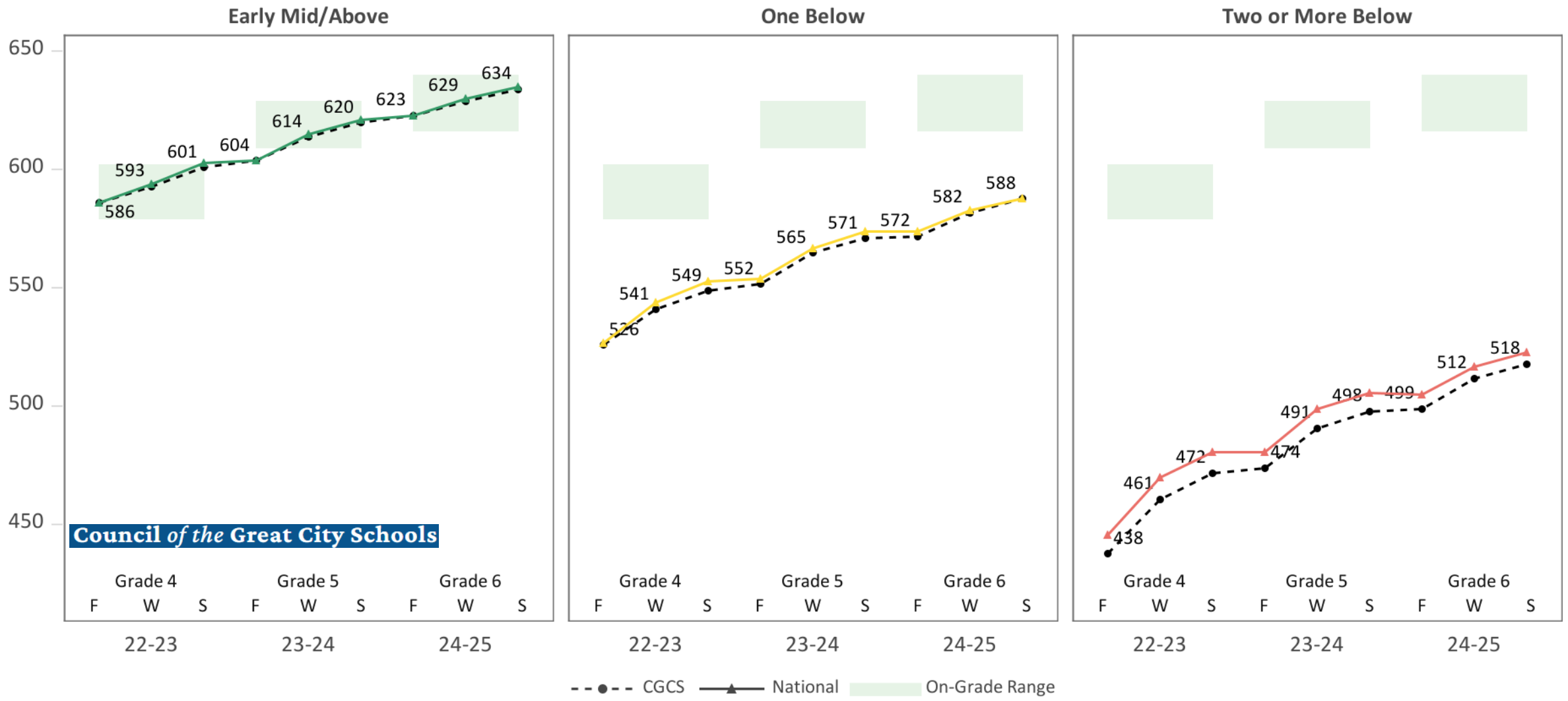
Grade 3 Cohort - National Comparison - Baseline Placement

Mean Scale Score



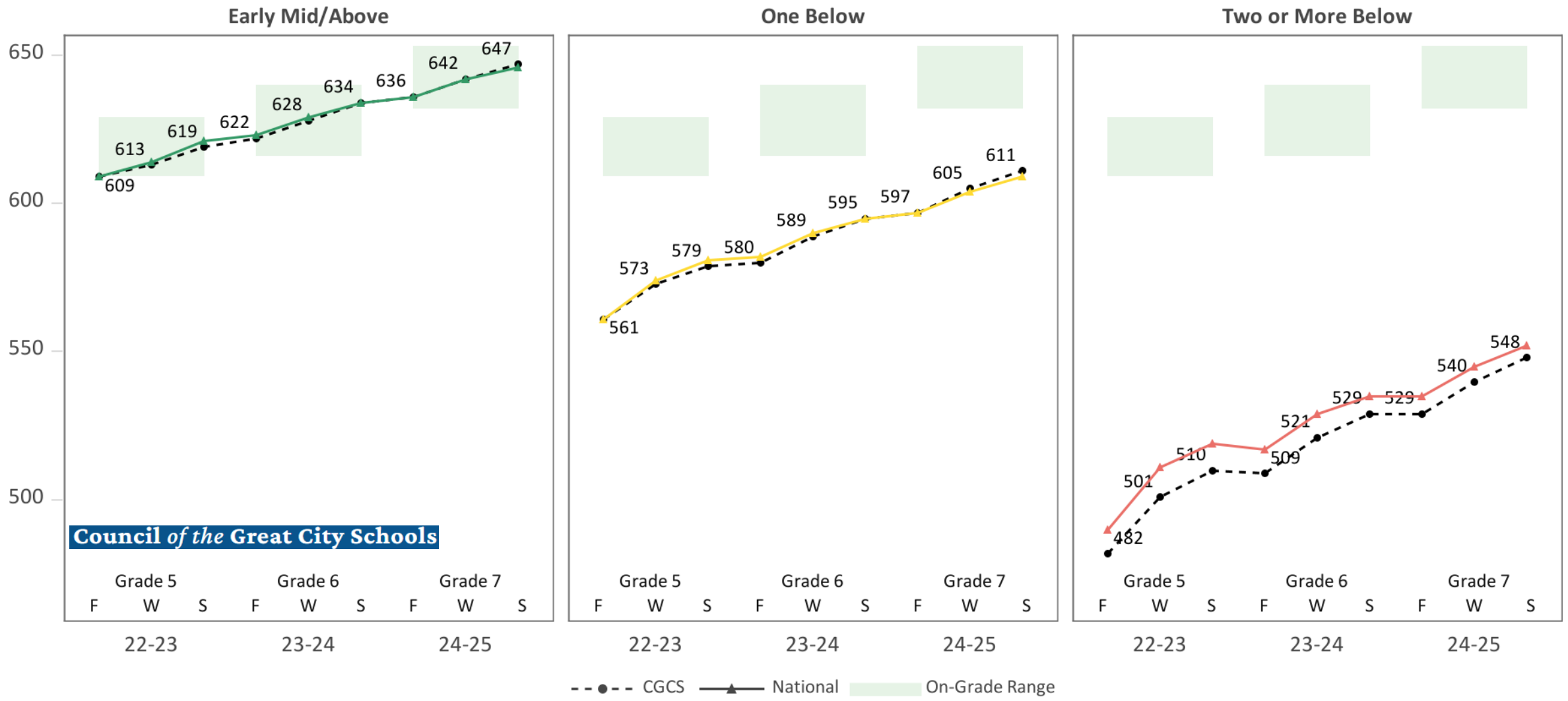
Grade 4 Cohort - National Comparison - Baseline Placement

Mean Scale Score



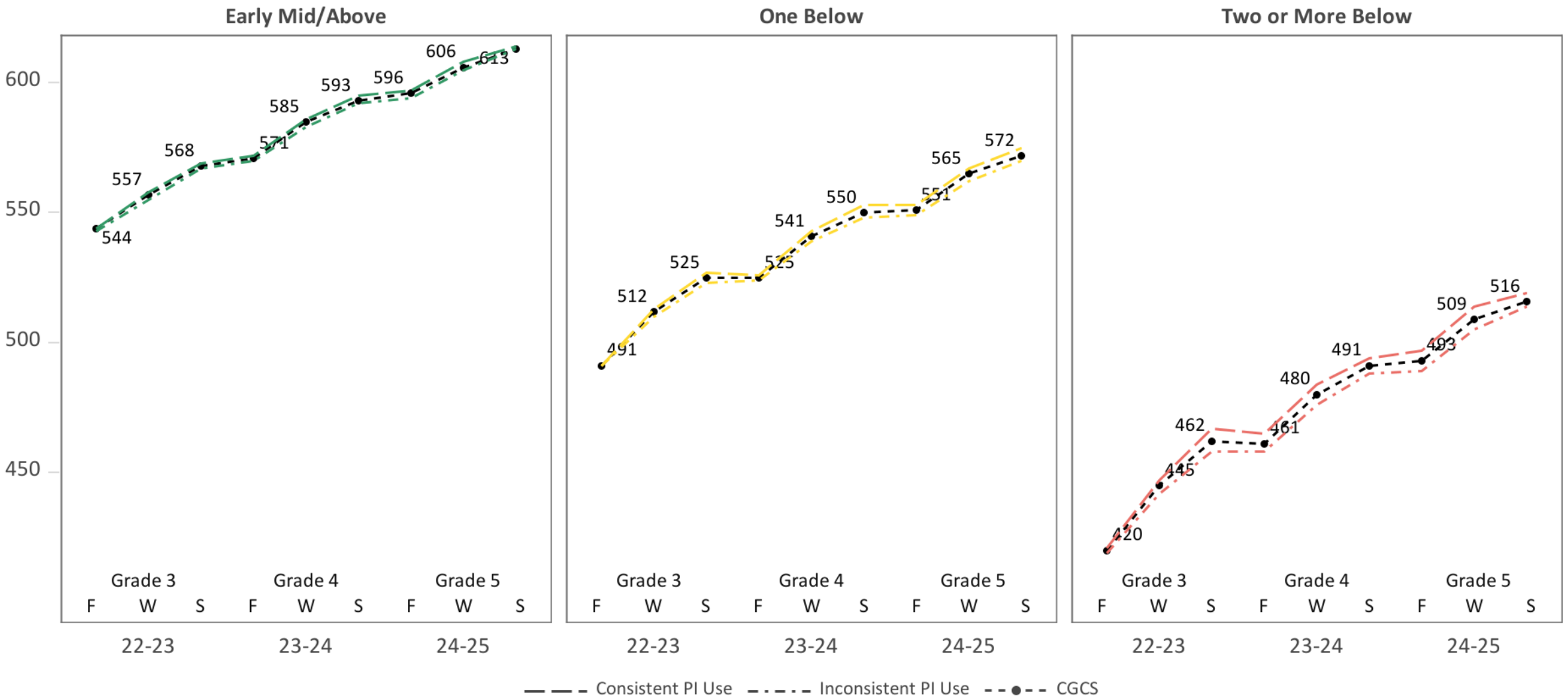
Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



Grade 3 Cohort - Within-District Comparison by PI Use - Baseline Placement

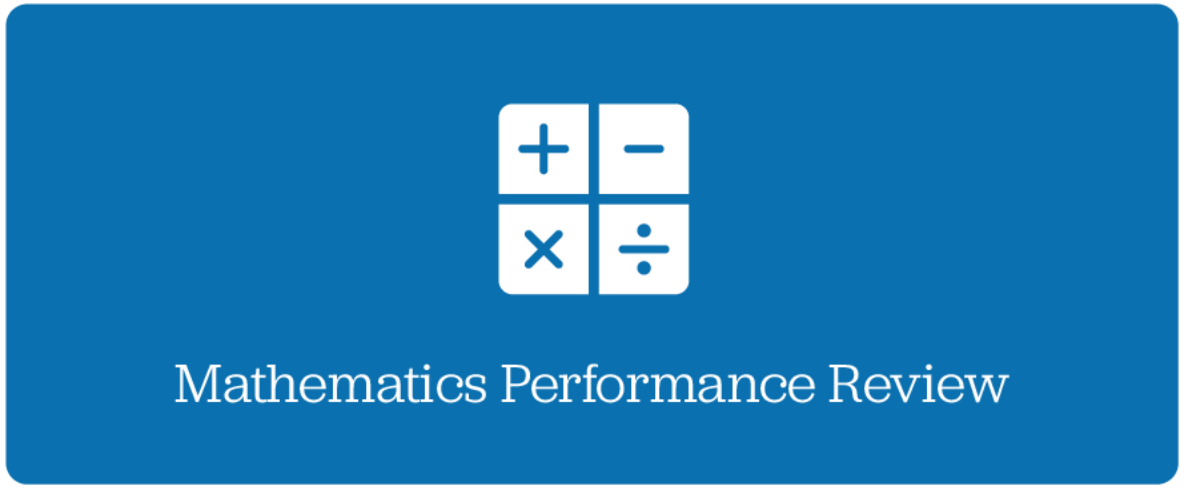
Mean Scale Score



ASDP SURVEY

End of Year
Data and Implementation Review

CGCS EOY 24-25 06-27-2025


Mathematics Performance Review

Who is Included in the Analysis?

Fall Performance 2,162,146 students

Spring Performance 1,852,015 students

Growth 1,722,264 students

***i-Ready Pro* and *i-Ready* Personalized Instruction** 1,788,480 students

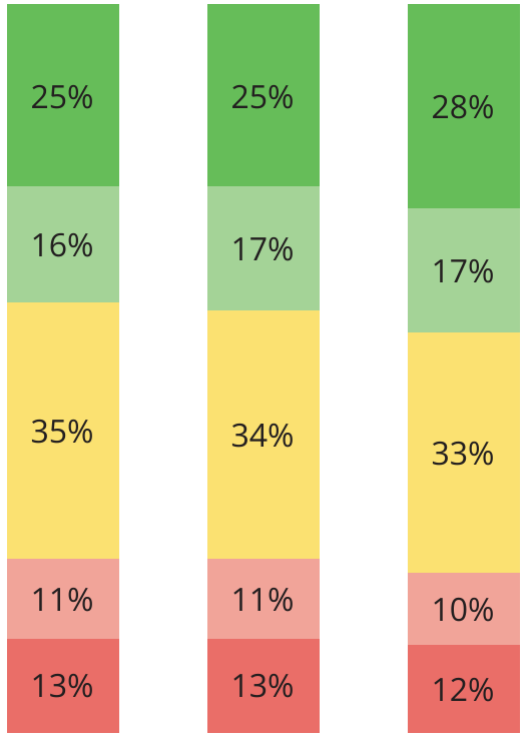
Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
2 Grade Levels Below **3+ Grade Levels Below**	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



	22-23	23-24	24-25
Students Assessed	*1,340,017*	*1,736,205*	*1,852,015*

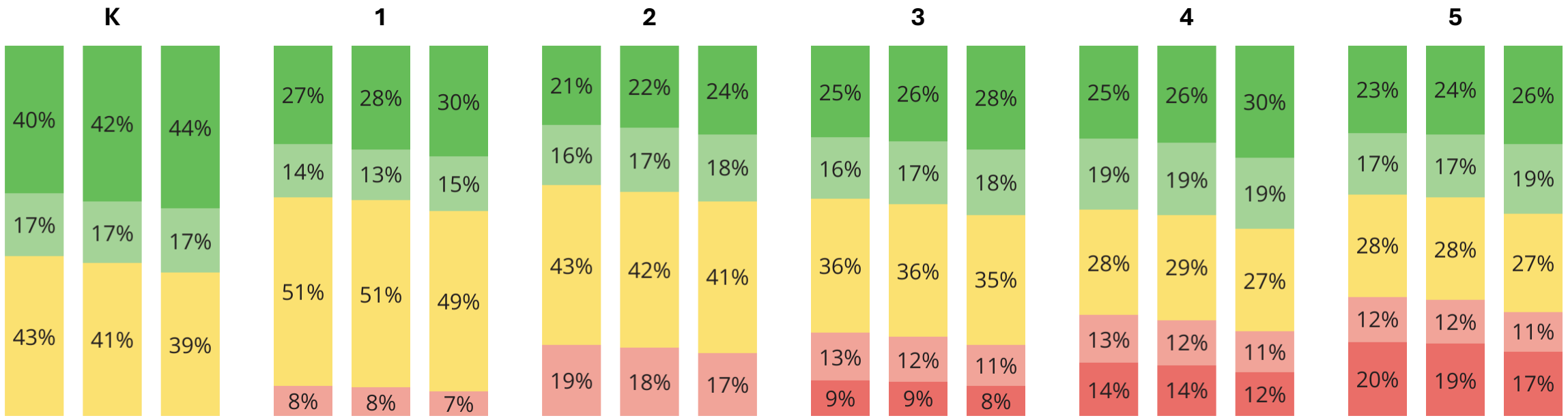
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



Students Assessed	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	168,275	207,844	223,551	187,037	232,270	246,932	184,085	244,091	254,750	171,281	216,241	237,795	167,275	216,720	226,899	158,457	202,335	214,266

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25

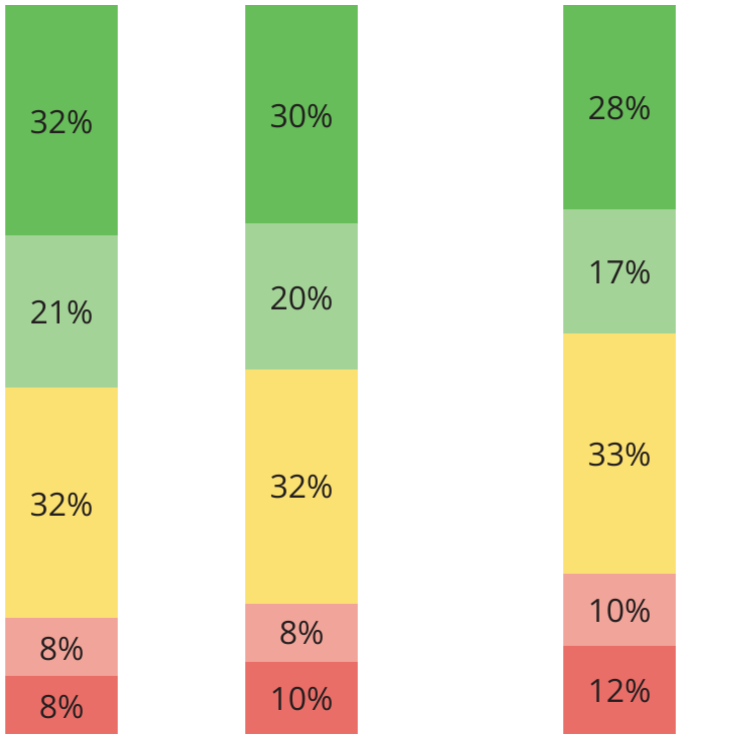
Students Assessed	6			7			8		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	111,030	152,308	164,967	100,436	135,730	149,777	92,141	128,666	133,078

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



	National Norm	National YTD	District
Students Assessed	*Spring 22-23*	*Spring 24-25*	*1,852,015*

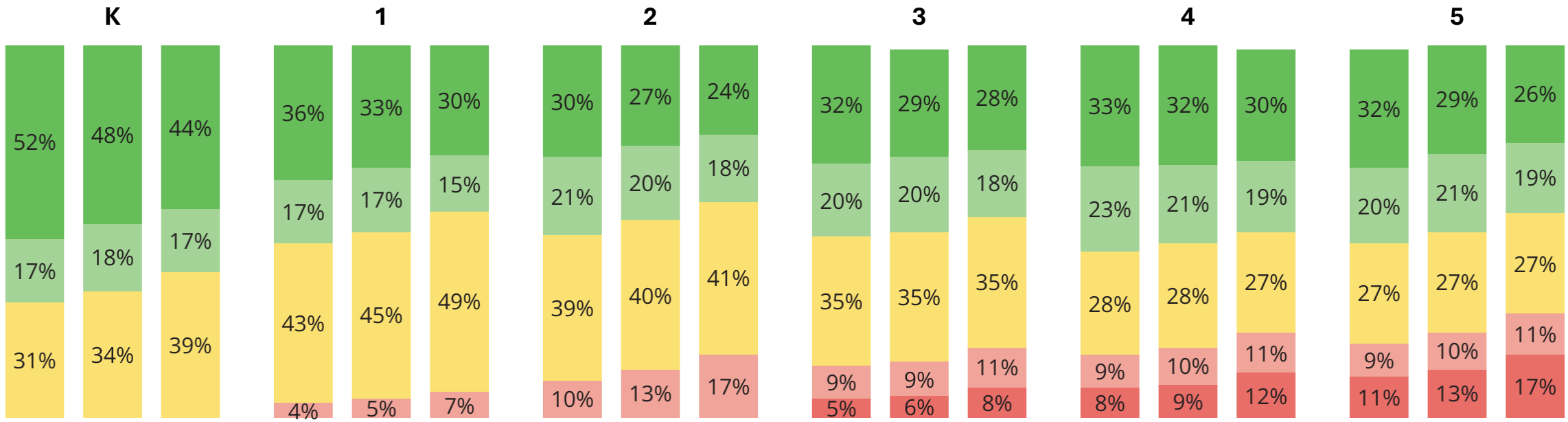
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

***i-Ready* National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 10,207,072 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



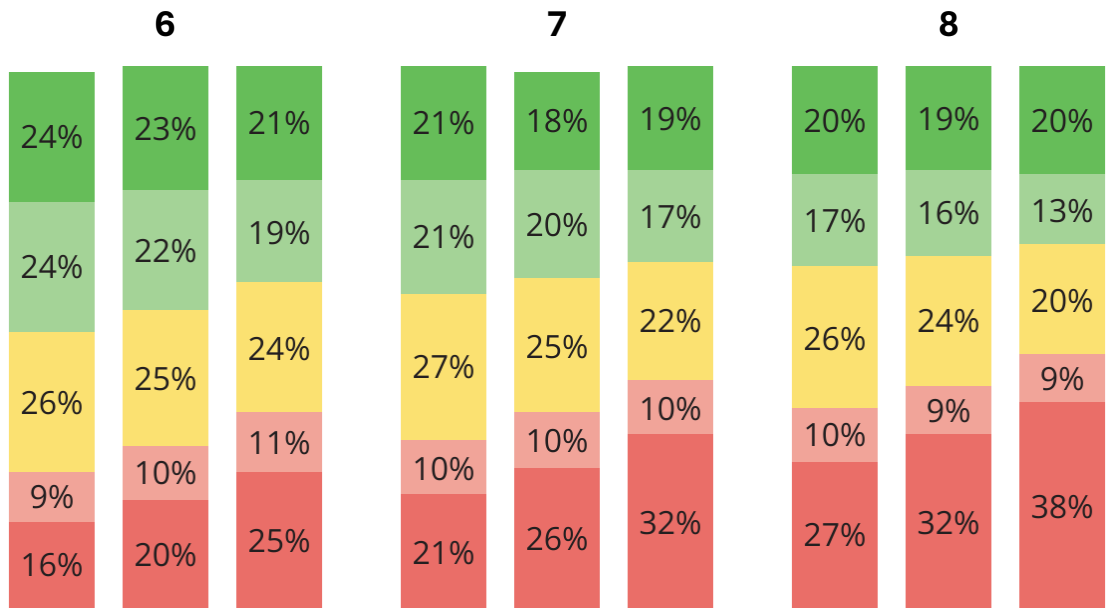
Students Assessed	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	K			1			2			3			4			5		
	—	~1.1M	223,551	—	~1.2M	246,932	—	~1.3M	254,750	—	~1.3M	237,795	—	~1.3M	226,899	—	~1.3M	214,266

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



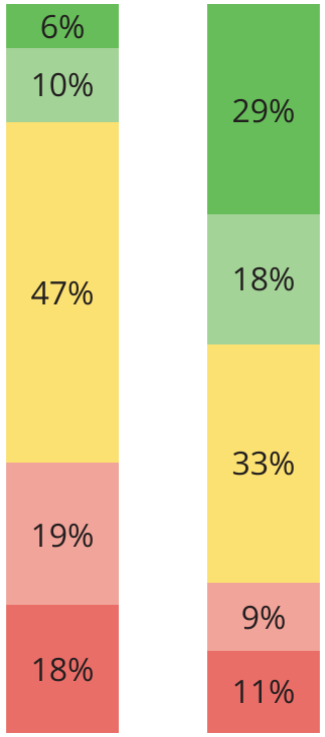
Students Assessed	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	*~1.0M*	*164,967*	—	*~886K*	*149,777*	—	*~806K*	*133,078*

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



	Fall	Spring
Students Assessed	*1,730,293*	

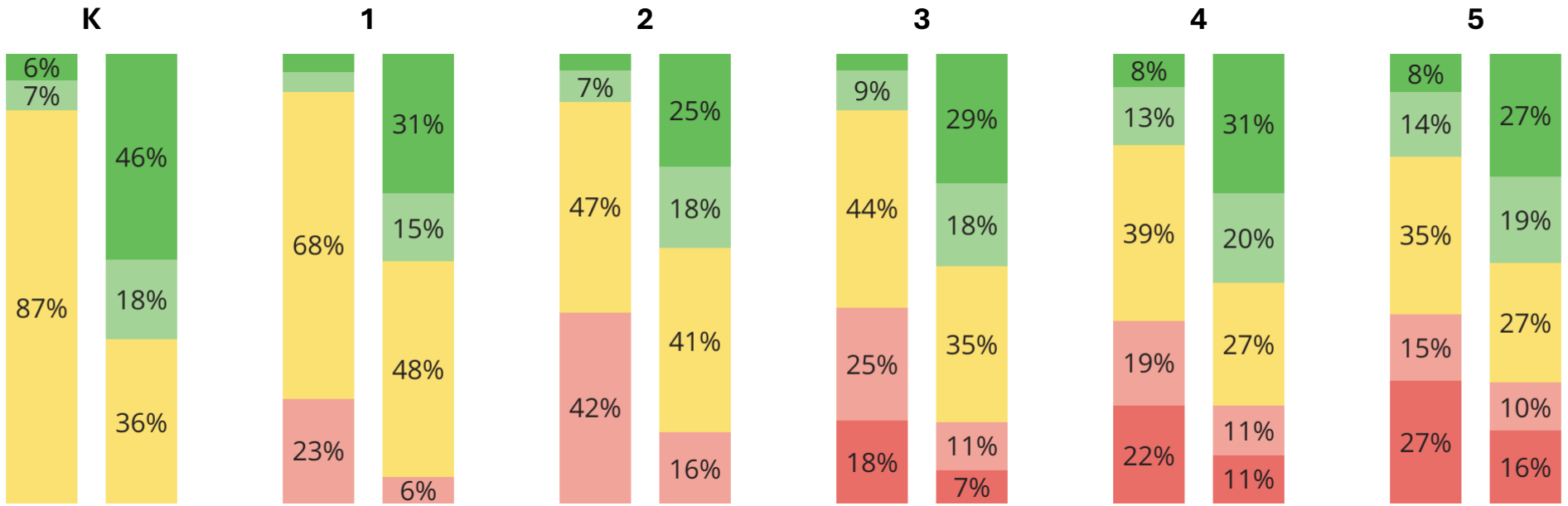
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



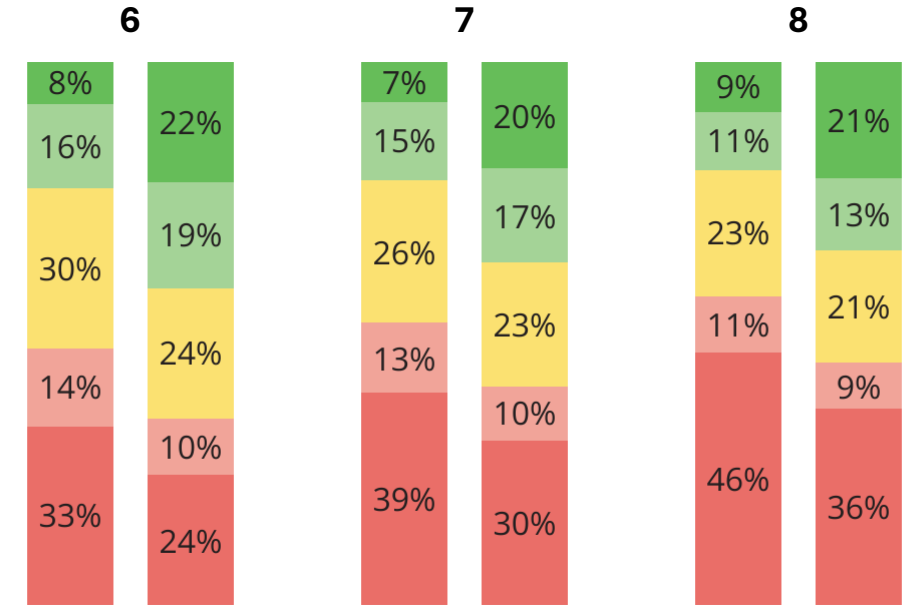
Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	202,394		*231,461*		*239,838*		*223,664*		*214,146*		*202,655*	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring
	154,211		139,112		122,812	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Does Spring Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Spring 23-24 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Number and Operations	36%	37%	33%	35%	30%	33%	35%	38%	43%	46%	32%	35%	27%	29%	23%	26%	23%	26%
Algebra and Algebraic Thinking	42%	44%	41%	43%	26%	27%	36%	37%	33%	37%	22%	24%	23%	26%	18%	20%	18%	20%
Measurement and Data	41%	41%	30%	33%	30%	31%	35%	37%	33%	36%	33%	37%	27%	30%	23%	27%	23%	27%
Geometry	51%	53%	35%	37%	28%	31%	22%	24%	21%	24%	22%	25%	18%	20%	15%	18%	17%	20%
Students Assessed	*207,844*		*223,551*		*232,270*		*246,932*		*244,091*		*254,750*		*216,241*		*237,795*		*216,720*	
	226,899		*202,335*		*214,266*		*152,308*		*164,967*		*135,730*		*149,777*		*128,666*		*133,078*	

Increased >5% pts Year over Year

Increased 0-5% pts Year over Year

Decreased 1-5% pts Year over Year

Decreased >5% pts Year over Year

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 24-25 compared to 22-23 National Norms

	K		1		2		3		4		5		6		7		8	
	Natl.	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*
Number and Operations	42%	37%	40%	35%	37%	33%	41%	38%	50%	46%	39%	35%	33%	29%	28%	26%	27%	26%
Algebra and Algebraic Thinking	47%	44%	50%	43%	32%	27%	42%	37%	40%	37%	28%	24%	29%	26%	22%	20%	22%	20%
Measurement and Data	53%	41%	41%	33%	40%	31%	43%	37%	41%	36%	44%	37%	38%	30%	32%	27%	30%	27%
Geometry	61%	53%	47%	37%	39%	31%	29%	24%	27%	24%	31%	25%	24%	20%	20%	18%	21%	20%
Students Assessed	*223,551*		*246,932*		*254,750*		*237,795*		*226,899*		*214,266*		*164,967*		*149,777*		*133,078*	

Above National >5% pts

Above National 0-5% pts

Below National 1-5% pts

Below National >5% pts

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Fall	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
Number and Operations	6%	39%	6%	36%	6%	34%	6%	39%	14%	48%	13%	36%	14%	30%	12%	27%	13%	27%
Algebra and Algebraic Thinking	6%	46%	11%	44%	8%	28%	10%	39%	15%	38%	11%	25%	11%	27%	9%	21%	8%	21%
Measurement and Data	11%	42%	7%	34%	8%	32%	13%	38%	16%	37%	18%	38%	17%	31%	14%	28%	15%	28%
Geometry	16%	55%	10%	38%	9%	32%	7%	25%	6%	24%	9%	26%	9%	21%	7%	19%	9%	21%
Students Assessed	*202,394*		*231,461*		*239,838*		*223,664*		*214,146*		*202,655*		*154,211*		*139,112*		*122,812*	

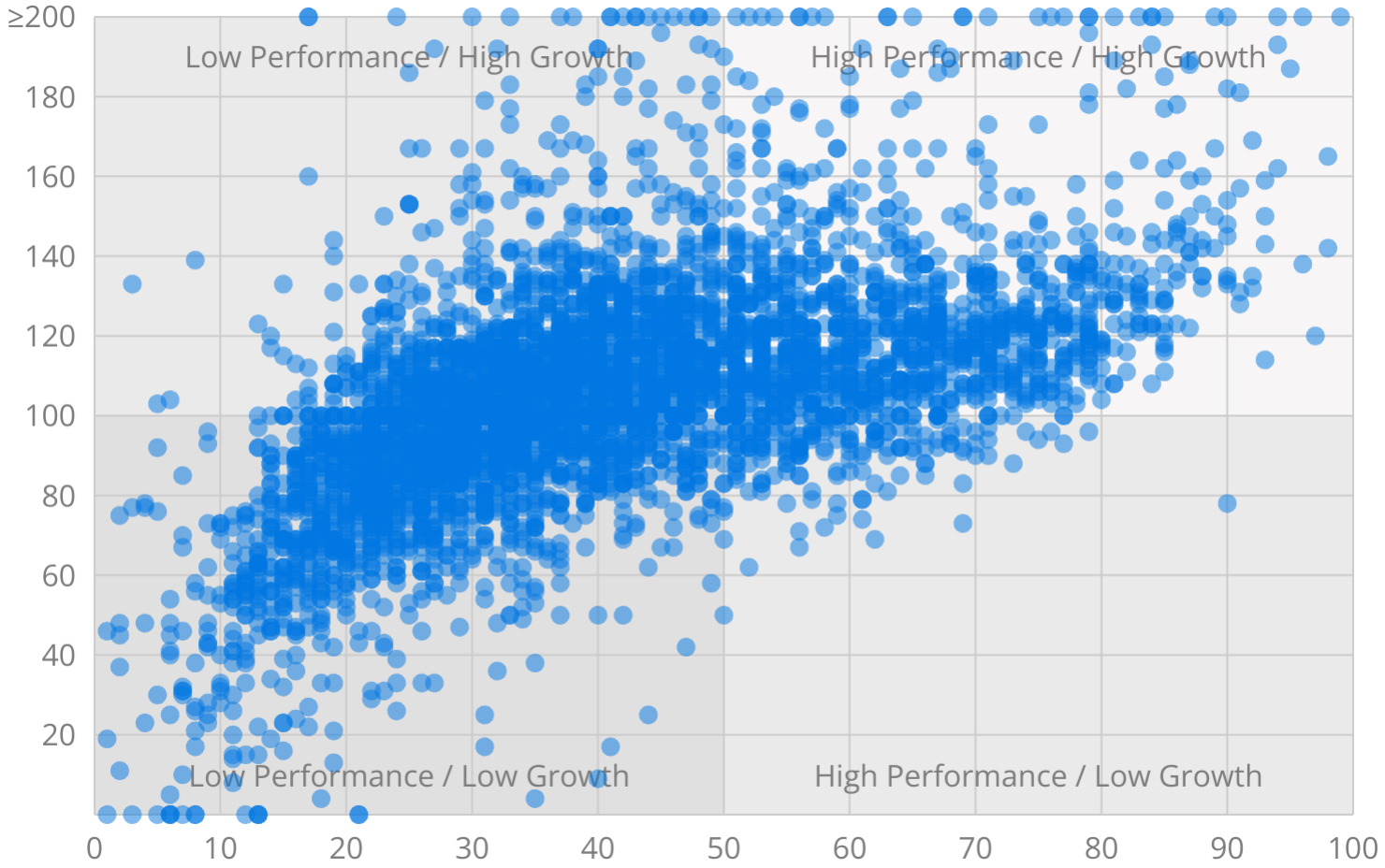
- Increased ***More*** than National Fall to Spring >5% pts
- Increased ***More*** than National Fall to Spring 0-5% pts
- Increased ***Less*** than National Fall to Spring 1-5% pts
- Increased ***Less*** than National Fall to Spring >5% pts

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



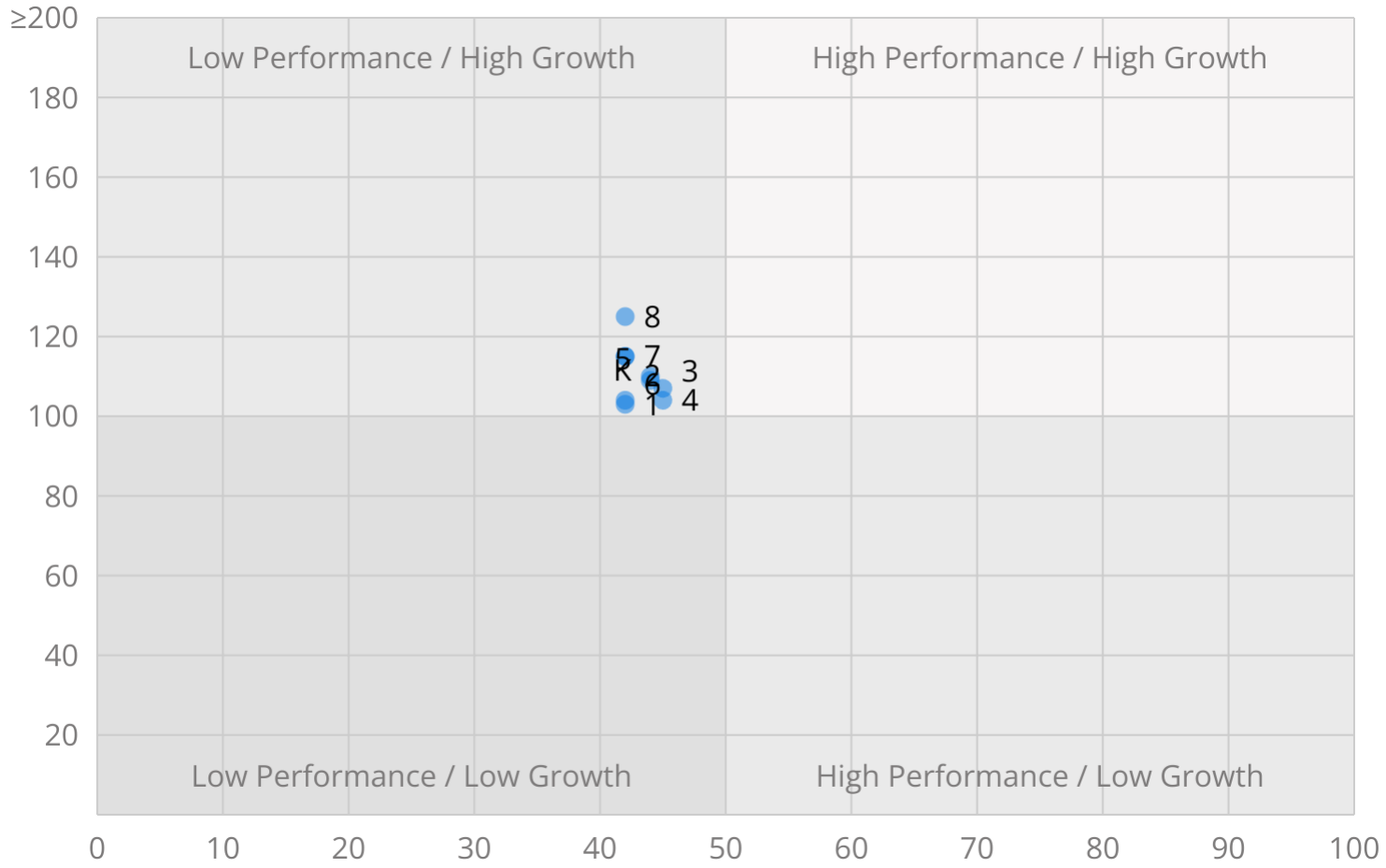
Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

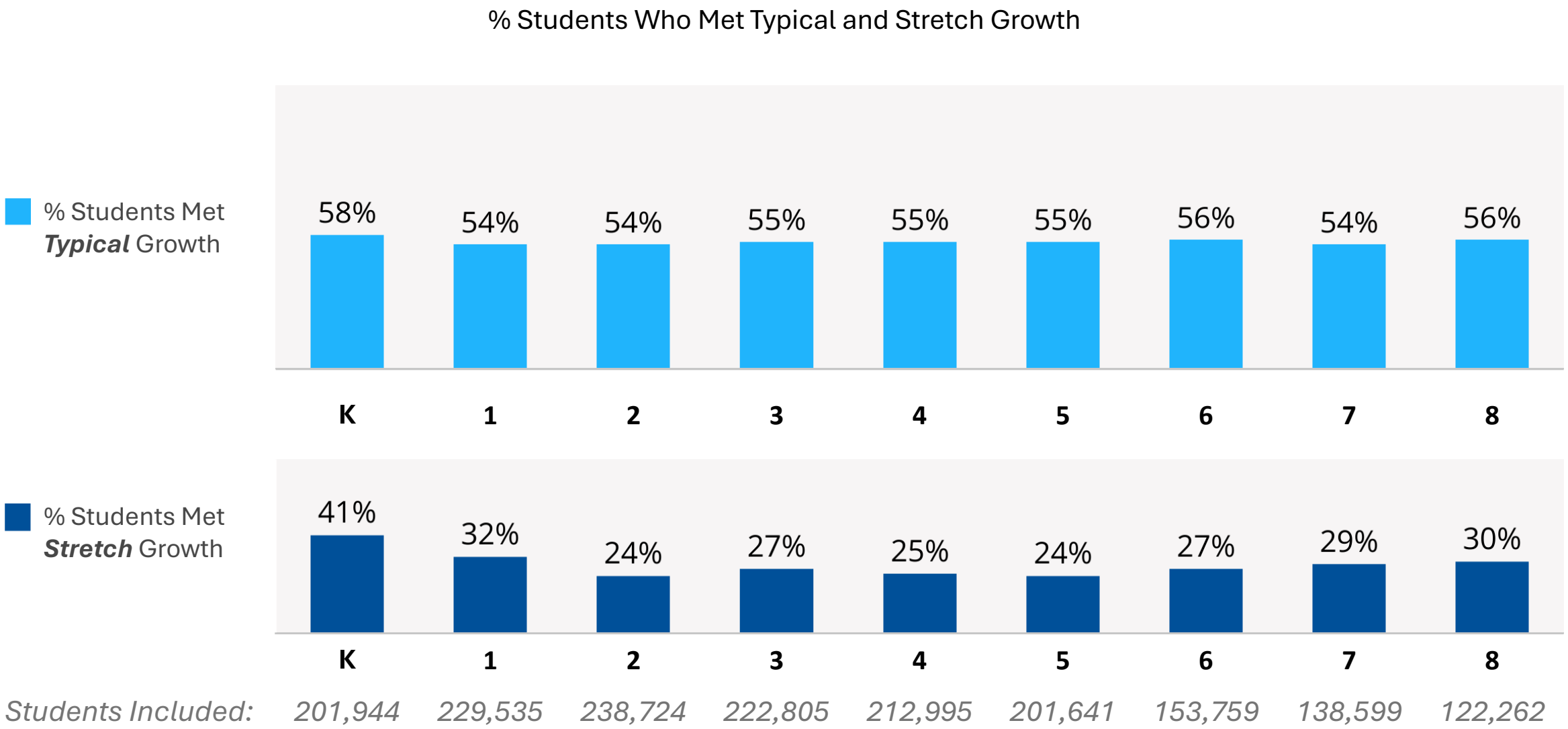
Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

How Are Students Progressing Toward Typical and Stretch Growth?



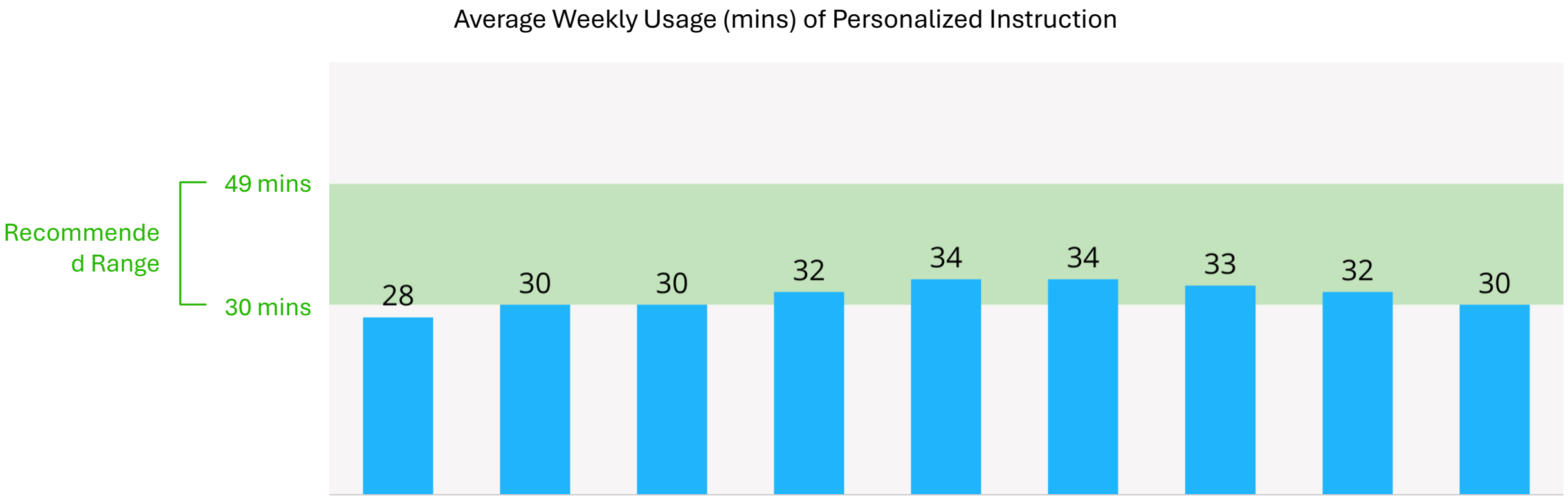
How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	*All Students*
Mid or Above Grade Level	Median % Typical Growth	119%	100%	111%	138%	126%	136%	162%	164%	156%	129%
	Students Assessed	*12,004*	*9,172*	*9,164*	*8,018*	*15,934*	*17,029*	*11,630*	*9,987*	*11,058*	*103,996*
Early On Grade Level	Median % Typical Growth	104%	108%	95%	108%	109%	111%	131%	133%	178%	111%
	Students Assessed	*13,241*	*9,928*	*16,126*	*19,556*	*27,499*	*28,758*	*24,255*	*20,364*	*13,386*	*173,113*
One Grade Level Below	Median % Typical Growth	109%	103%	104%	104%	104%	106%	114%	100%	122%	107%
	Students Assessed	*176,535*	*156,329*	*111,515*	*97,590*	*82,989*	*70,981*	*45,411*	*36,286*	*28,145*	*805,781*
Two Grade Levels Below	Median % Typical Growth		106%	103%	111%	100%	106%	100%	108%	110%	106%
	Students Assessed		*54,102*	*101,766*	*56,542*	*40,158*	*30,005*	*21,641*	*17,576*	*13,013*	*334,803*
Three or More Grade Levels Below	Median % Typical Growth				100%	108%	100%	107%	108%	117%	105%
	Students Assessed				*41,099*	*46,415*	*54,868*	*50,822*	*54,386*	*56,660*	*304,250*

>=100% 80-99% 60-79% 0-59%

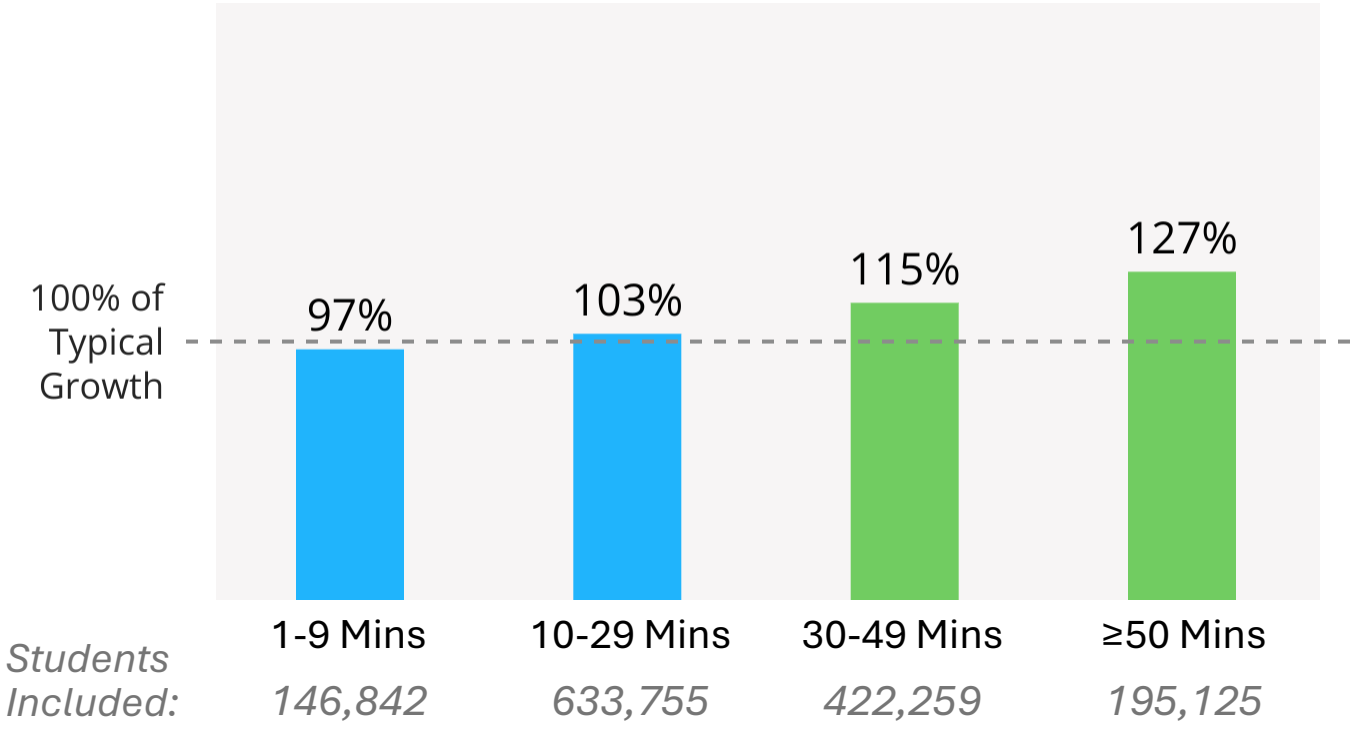
How Long Are Students Spending on Personalized Instruction?



	K	1	2	3	4	5	6	7	8
Students Included (i-Ready and i-Ready Pro):	*207,333*	*240,245*	*248,918*	*253,967*	*241,492*	*235,630*	*146,269*	*117,829*	*96,797*
Average % Lessons Passed:	85%	93%	93%	91%	89%	87%	82%	80%	79%
Students Included (i-Ready only):	*207,333*	*240,245*	*248,918*	*253,967*	*241,492*	*235,630*	*145,556*	*116,872*	*96,039*

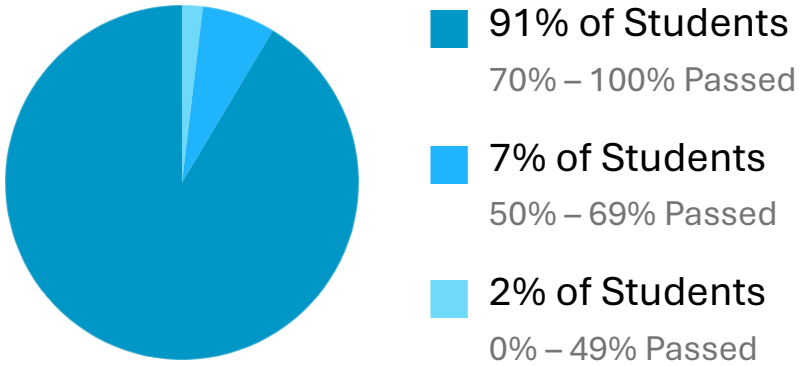
Does Typical Growth Differ with Personalized Instruction Usage?

Median Percentage of Annual Typical Growth Achieved with Instructional Usage



Percentage of Students by Percent Lessons Passed

i-Ready Pro Lessons Not Included



Students Included: 1,397,156

120% Median Typical Growth achieved when students have **30+ mins of instruction** and **≥ 70% lessons passed** (Students included: 571,868)


Reading Performance Review

Who is Included in the Analysis?

Fall Performance	1,970,797 students
Spring Performance	1,662,781 students
Growth	1,524,105 students
***i-Ready Pro* and *i-Ready* Personalized Instruction**	1,796,083 students

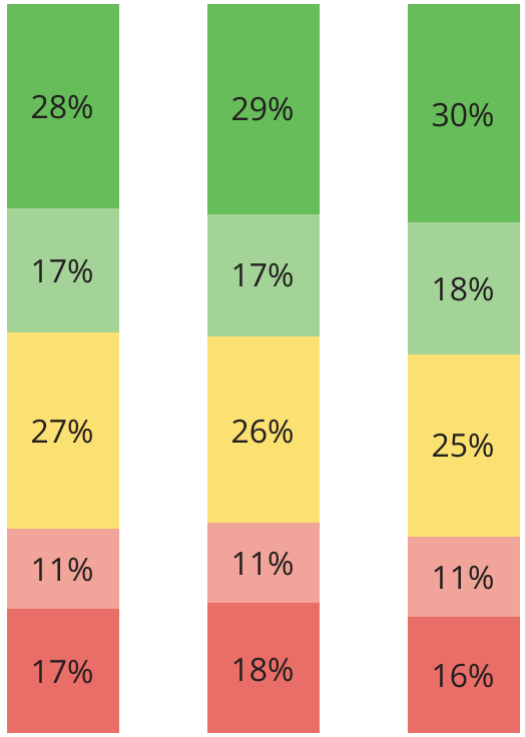
Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
2 Grade Levels Below **3+ Grade Levels Below**	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



	22-23	23-24	24-25
Students Assessed	*1,241,944*	*1,589,742*	*1,662,781*

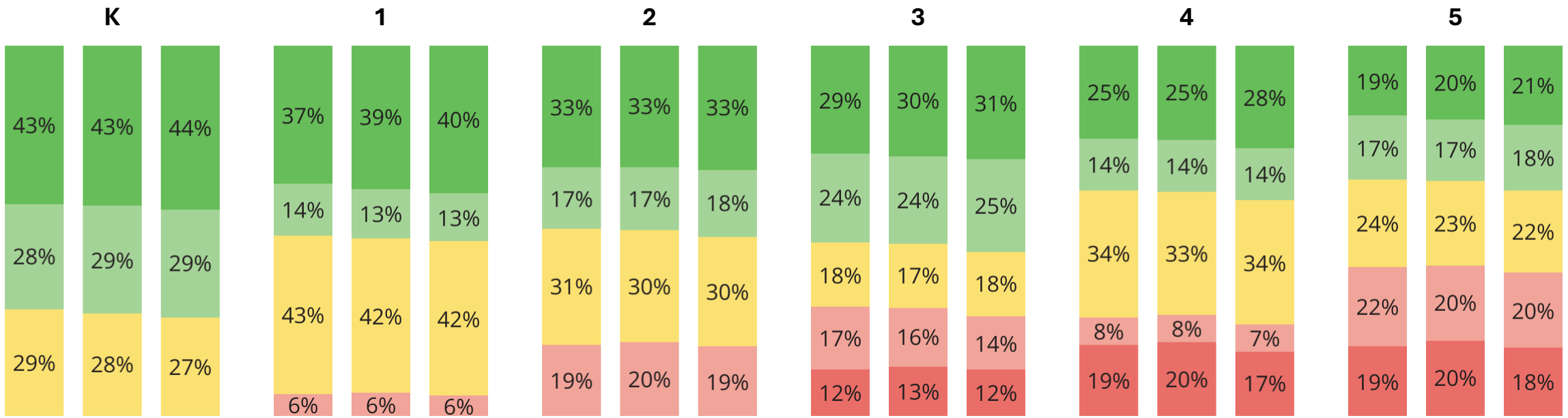
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



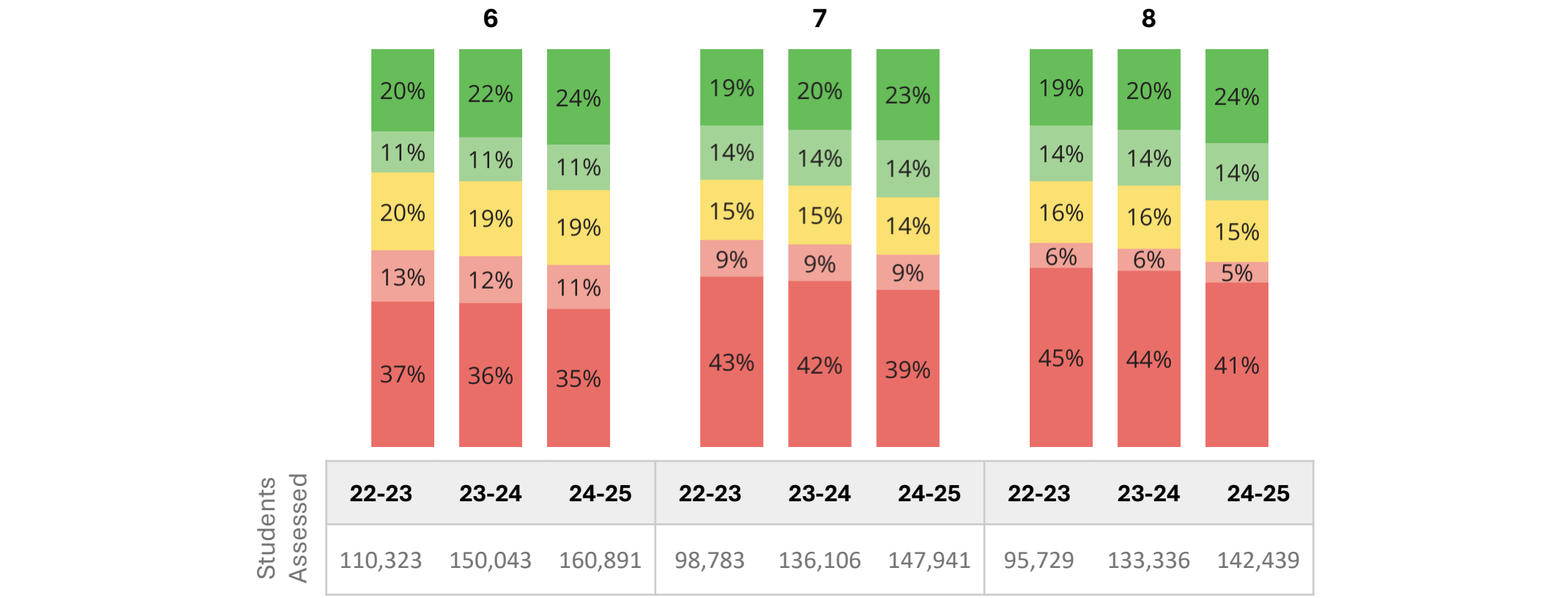
Students Assessed	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	139,215	160,854	168,549	158,758	189,203	196,425	160,408	206,529	210,873	170,342	214,186	228,236	158,636	207,037	210,339	149,750	192,448	197,088

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 22-23 to Spring 24-25



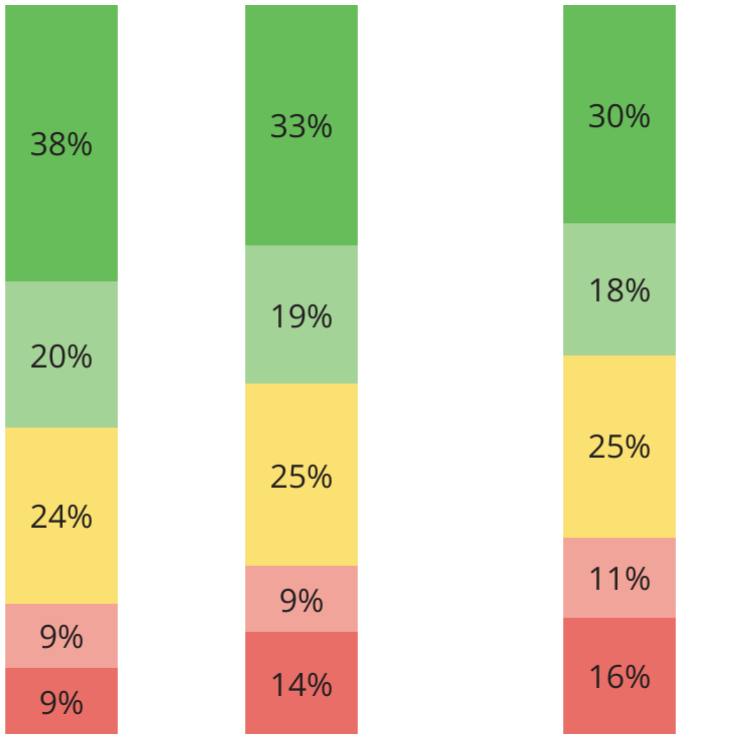
Students Assessed	6			7			8		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
	110,323	150,043	160,891	98,783	136,106	147,941	95,729	133,336	142,439

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

This is a cross-sectional analysis.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



	National Norm	National YTD	District
Students Assessed	*Spring 22-23*	*Spring 24-25*	*1,662,781*

Mid or Above Grade Level

Early On Grade Level

1 Grade Level Below

2 Grade Levels Below

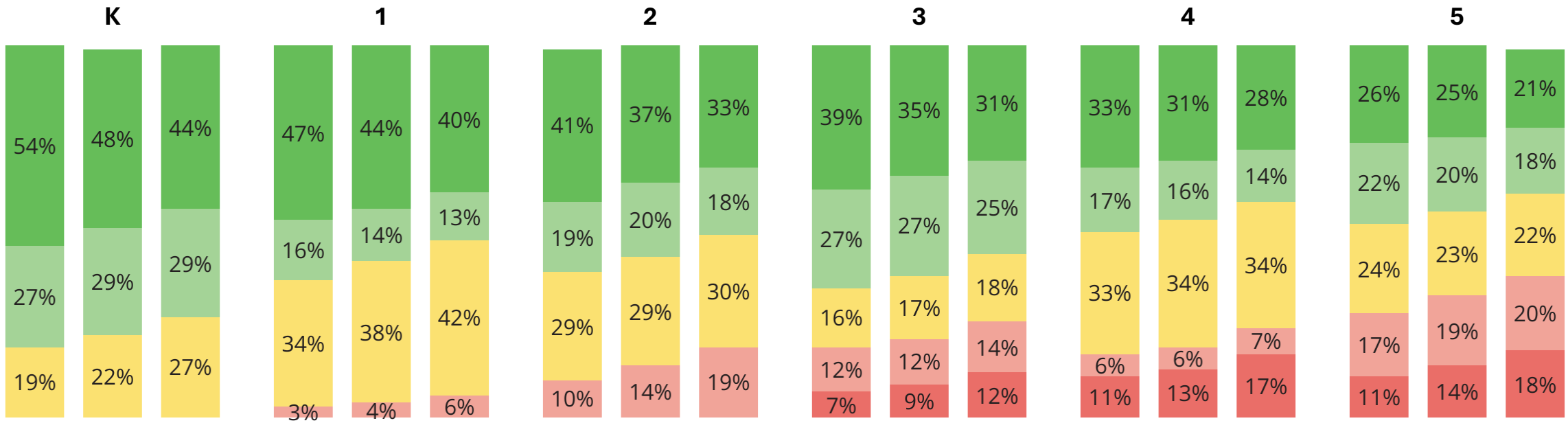
3+ Grade Levels Below

***i-Ready* National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 8,770,894 students who completed a Diagnostic from March 2 to June 15. This data may not be representative of the student population.

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



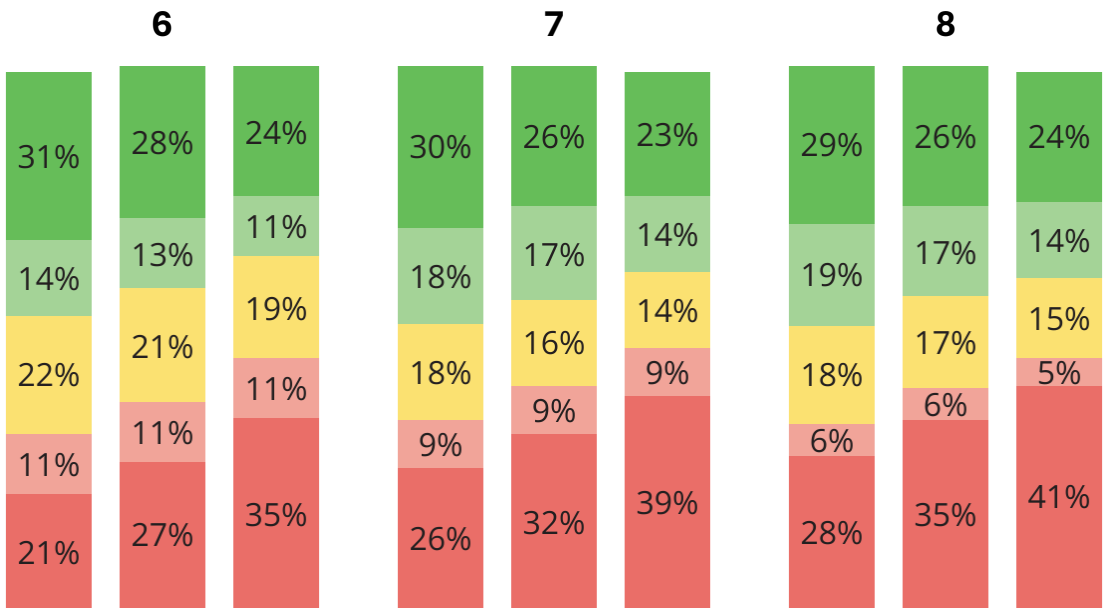
Students Assessed	K			1			2			3			4			5		
	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	*~859K*	*168,549*	—	*~987K*	*196,425*	—	*~1.1M*	*210,873*	—	*~1.1M*	*228,236*	—	*~1.1M*	*210,339*	—	*~1.1M*	*197,088*

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



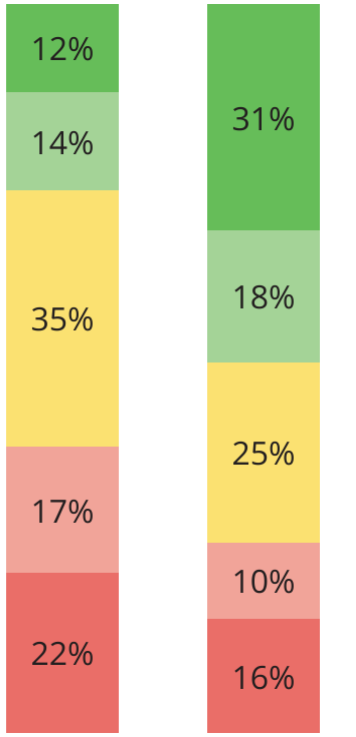
Students Assessed	6			7			8		
	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District	Natl. Norm	Natl. YTD	District
	—	~914K	160,891	—	~832K	147,941	—	~792K	142,439

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

Natl. Norm: *i-Ready* National Norms Spring 22-23 **Natl. YTD:** National Year-to-Date Spring 24-25

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



	Fall	Spring
Students Assessed	*1,531,967*	

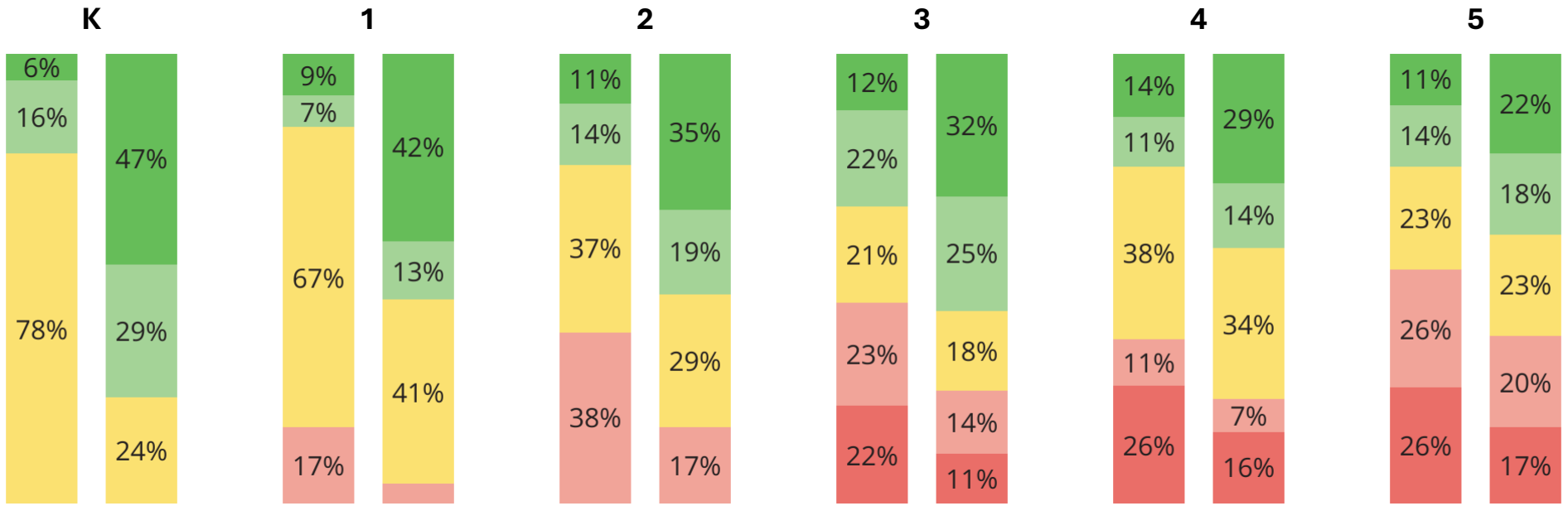
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25



Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	145,169		178,336		193,678		213,700		197,618		185,632	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

Students Assessed	6		7		8	
	Fall	Spring	Fall	Spring	Fall	Spring
	149,522		136,465		131,847	

Mid or Above Grade Level | Early On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Does Spring Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Spring 23-24 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Phonological Awareness	30%	32%	42%	44%	81%	83%												
High-Frequency Words	53%	52%	59%	57%	59%	54%	87%	88%										
Phonics	46%	48%	46%	48%	42%	43%	59%	62%	70%	73%	78%	80%	81%	82%	84%	85%	87%	87%
Vocabulary	39%	41%	33%	35%	29%	31%	30%	31%	25%	27%	19%	20%	23%	25%	23%	24%	25%	27%
Comprehension: Overall	48%	49%	33%	36%	27%	29%	30%	31%	28%	30%	23%	25%	23%	25%	20%	23%	19%	23%
Literature	50%	51%	35%	37%	30%	31%	34%	35%	33%	35%	26%	28%	25%	27%	21%	24%	21%	24%
Informational Text	45%	45%	33%	35%	26%	28%	27%	28%	25%	27%	20%	22%	22%	24%	20%	23%	19%	23%
Students Assessed	*160,854*	*168,549*	*189,203*	*196,425*	*206,529*	*210,873*	*214,186*	*228,236*	*207,037*	*210,339*	*192,448*	*197,088*	*150,043*	*160,891*	*136,106*	*147,941*	*133,336*	*142,439*

Increased >5% pts Year over Year

Increased 0-5% pts Year over Year

Decreased 1-5% pts Year over Year

Decreased >5% pts Year over Year

How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 24-25 compared to 22-23 National Norms

	K		1		2		3		4		5		6		7		8	
	Natl.	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*	*Natl.*	*Dist.*
Phonological Awareness	43%	32%	58%	44%	—	83%												
High-Frequency Words	61%	52%	69%	57%	67%	54%	—	88%										
Phonics	53%	48%	56%	48%	50%	43%	70%	62%	—	73%	—	80%	—	82%	—	85%	—	87%
Vocabulary	46%	41%	38%	35%	37%	31%	38%	31%	31%	27%	24%	20%	31%	25%	30%	24%	32%	27%
Comprehension: Overall	57%	49%	40%	36%	37%	29%	39%	31%	37%	30%	31%	25%	33%	25%	30%	23%	29%	23%
Literature	58%	51%	41%	37%	38%	31%	43%	35%	42%	35%	35%	28%	35%	27%	31%	24%	30%	24%
Informational Text	53%	45%	40%	35%	36%	28%	36%	28%	33%	27%	27%	22%	31%	24%	30%	23%	29%	23%
Students Assessed	*168,549*		*196,425*		*210,873*		*228,236*		*210,339*		*197,088*		*160,891*		*147,941*		*142,439*	

Above National >5% pts

Above National 0-5% pts

Below National 1-5% pts

Below National >5% pts

xx % National Comparison Not Available

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

	K		1		2		3		4		5		6		7		8	
	Fall	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
Phonological Awareness	5%	33%	16%	46%	65%	84%												
High-Frequency Words	11%	54%	21%	59%	30%	55%	79%	89%										
Phonics	10%	50%	16%	50%	19%	45%	41%	63%	60%	75%	71%	81%	77%	83%	82%	86%	85%	89%
Vocabulary	9%	44%	10%	36%	12%	32%	14%	32%	14%	28%	11%	21%	15%	25%	15%	25%	18%	28%
Comprehension: Overall	13%	51%	9%	37%	11%	30%	13%	32%	16%	31%	14%	25%	17%	26%	16%	24%	16%	24%
Literature	15%	54%	12%	38%	13%	32%	17%	36%	21%	36%	18%	29%	20%	28%	18%	25%	18%	25%
Informational Text	14%	47%	11%	36%	11%	29%	11%	29%	14%	28%	12%	23%	16%	25%	15%	24%	16%	24%
Students Assessed	*145,169*		*178,336*		*193,678*		*213,700*		*197,618*		*185,632*		*149,522*		*136,465*		*131,847*	

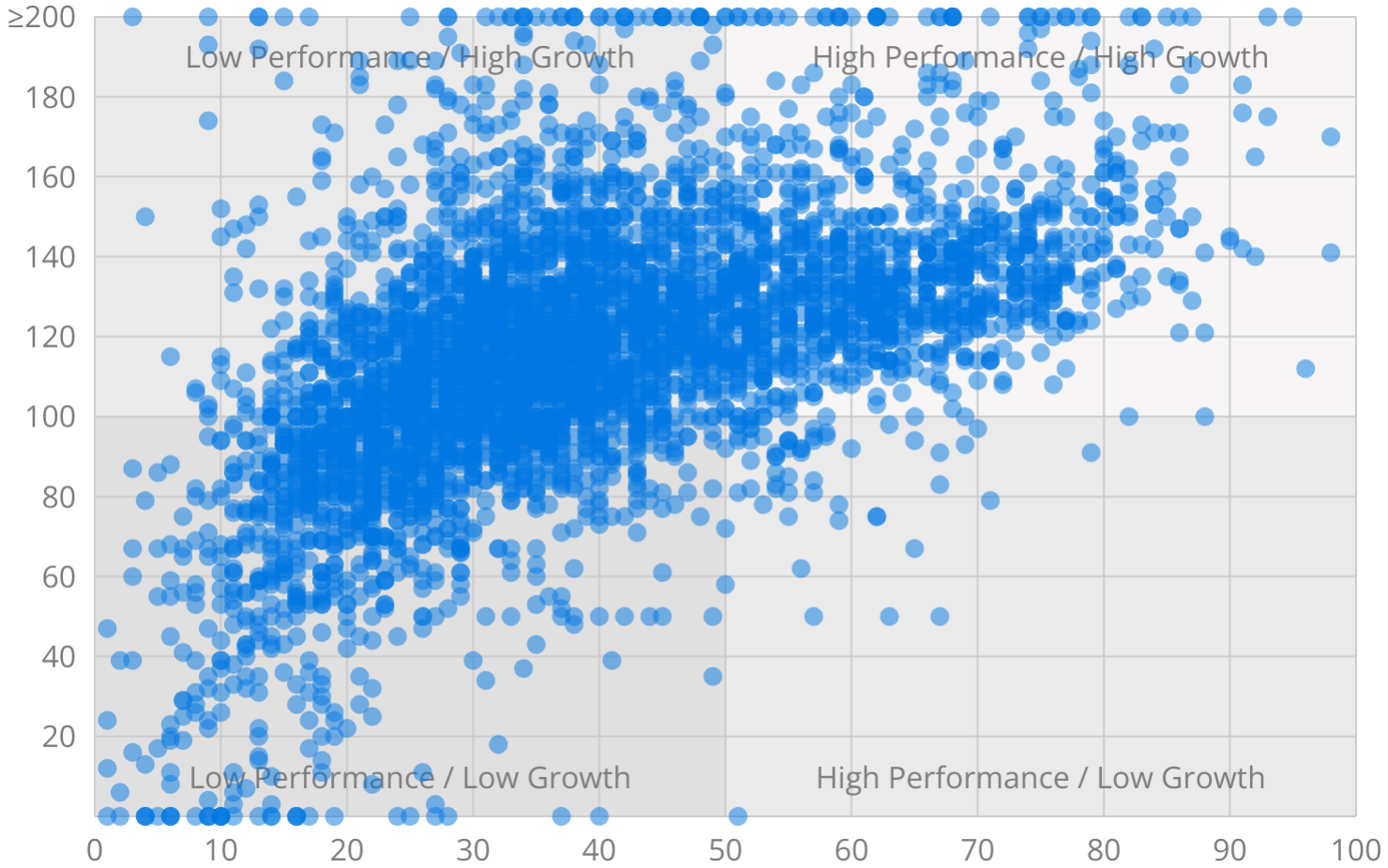
- Increased ***More*** than National Fall to Spring >5% pts
- Increased ***More*** than National Fall to Spring 0-5% pts
- Increased ***Less*** than National Fall to Spring 1-5% pts
- Increased ***Less*** than National Fall to Spring >5% pts
- XX % National Comparison Not Available

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



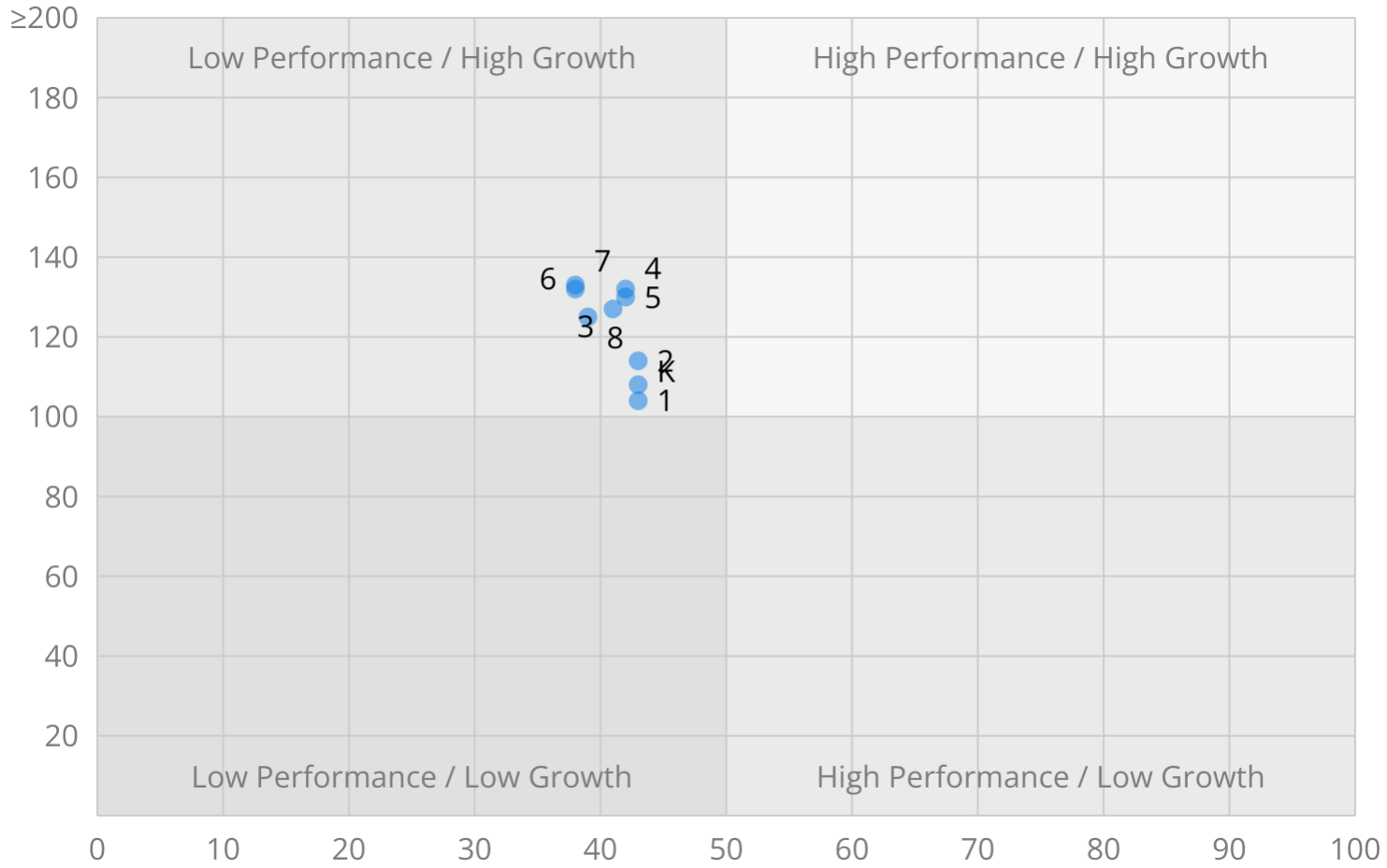
Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

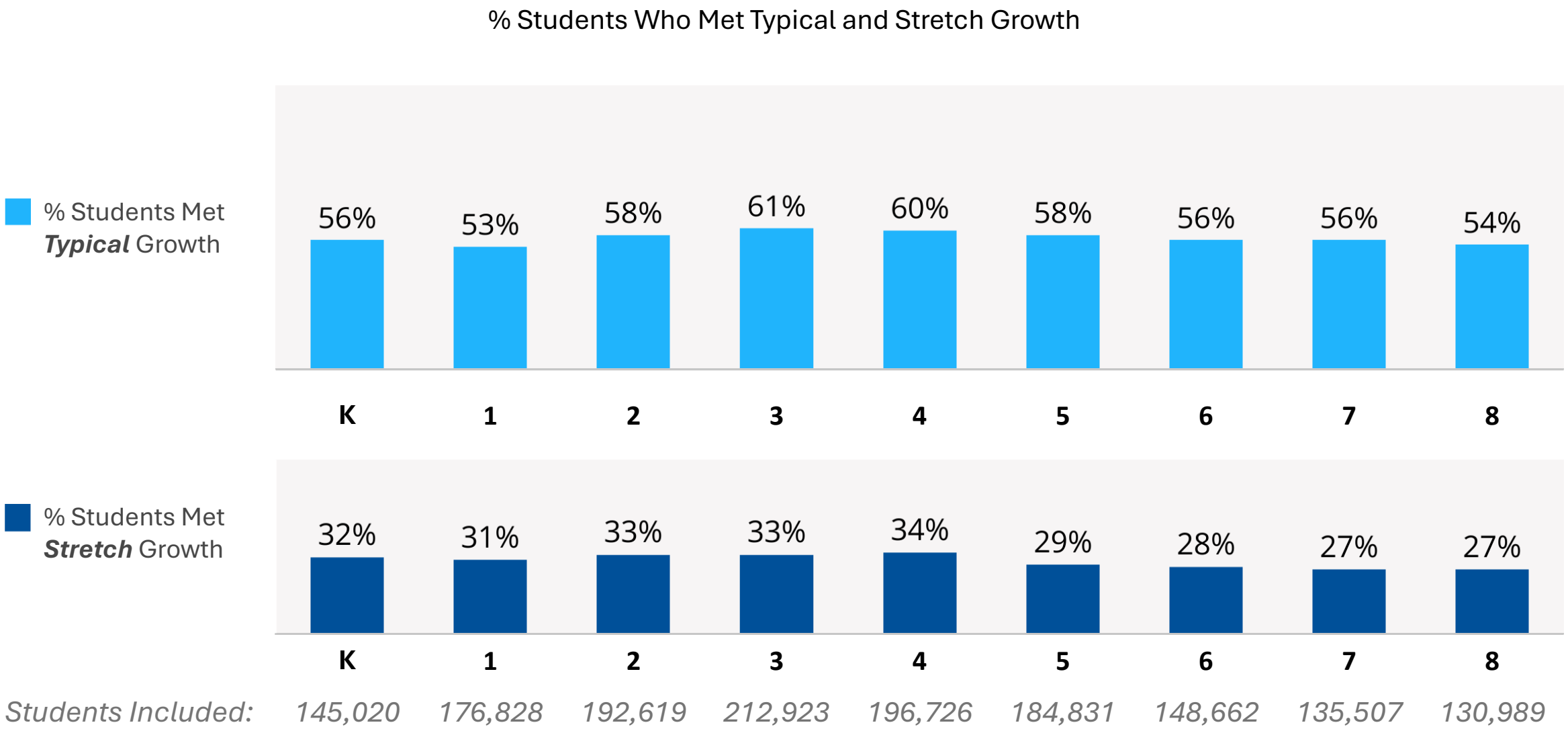
Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

How Are Students Progressing Toward Typical and Stretch Growth?



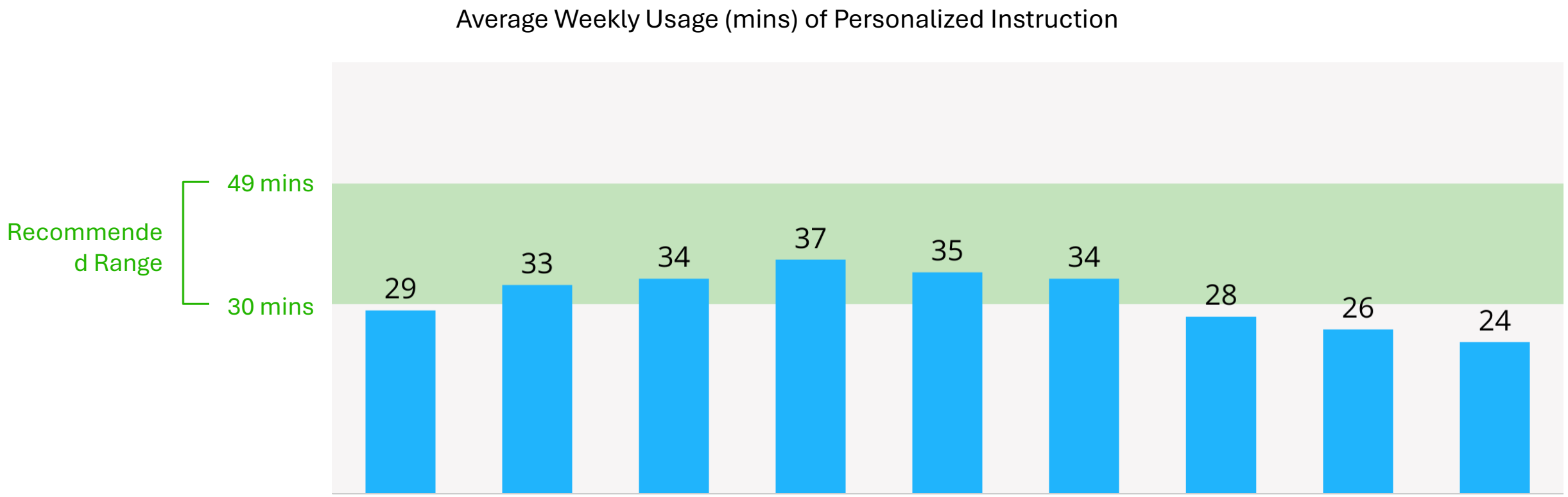
How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	*All Students*
Mid or Above Grade Level	Median % Typical Growth	116%	114%	145%	135%	133%	157%	175%	125%	75%	129%
	Students Assessed	*8,489*	*16,127*	*20,796*	*26,250*	*27,237*	*20,908*	*23,121*	*20,029*	*20,367*	*183,324*
Early On Grade Level	Median % Typical Growth	105%	109%	121%	141%	124%	123%	133%	167%	175%	123%
	Students Assessed	*23,256*	*12,425*	*26,217*	*45,779*	*22,314*	*25,538*	*14,573*	*17,752*	*17,415*	*205,269*
One Grade Level Below	Median % Typical Growth	108%	104%	113%	127%	135%	131%	125%	130%	122%	114%
	Students Assessed	*113,156*	*118,109*	*71,901*	*45,807*	*74,820*	*42,248*	*29,327*	*20,735*	*20,997*	*537,100*
Two Grade Levels Below	Median % Typical Growth		91%	105%	127%	139%	125%	136%	133%	125%	115%
	Students Assessed		*30,164*	*73,574*	*48,656*	*20,871*	*48,354*	*18,669*	*13,786*	*7,913*	*261,987*
Three or More Grade Levels Below	Median % Typical Growth				111%	132%	127%	126%	135%	122%	125%
	Students Assessed				*46,431*	*51,484*	*47,783*	*62,972*	*63,205*	*64,297*	*336,172*

>=100% 80-99% 60-79% 0-59%

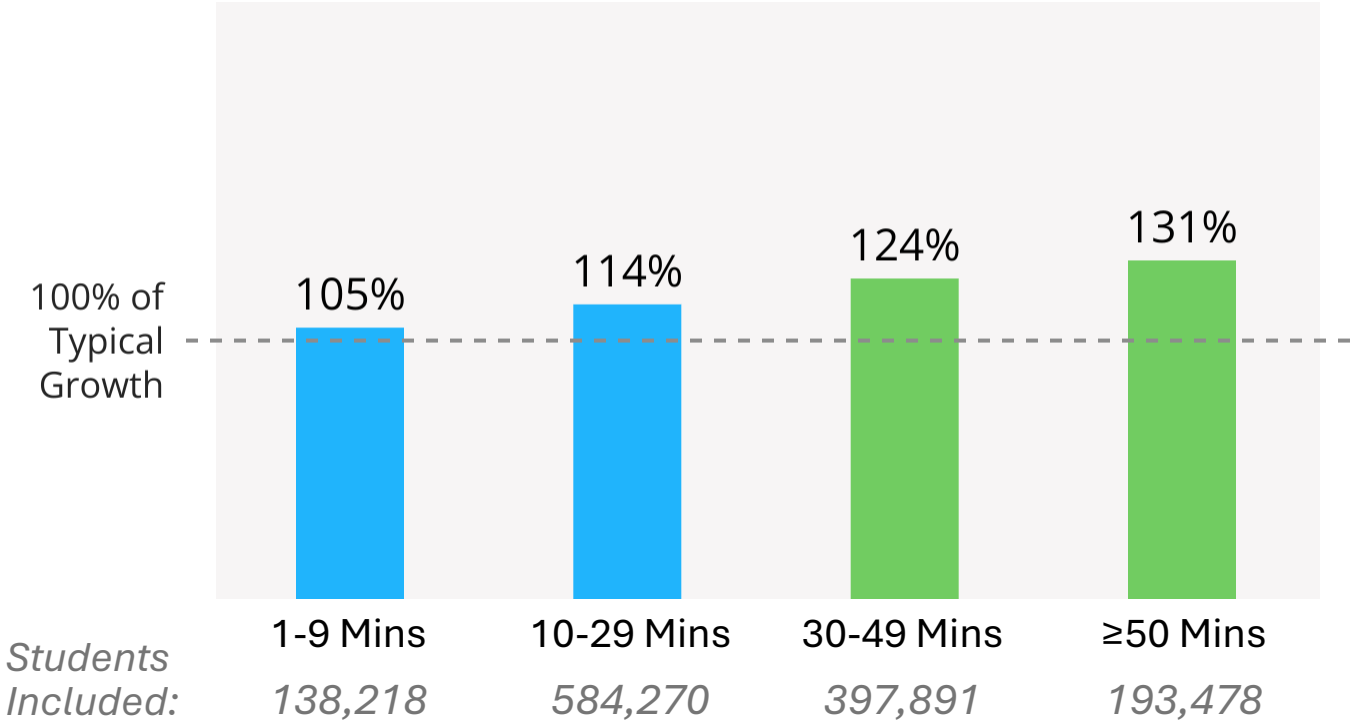
How Long Are Students Spending on Personalized Instruction?



	K	1	2	3	4	5	6	7	8
Students Included (i-Ready and i-Ready Pro):	*182,254*	*216,574*	*230,615*	*248,012*	*235,987*	*236,728*	*167,102*	*145,218*	*133,593*
Average % Lessons Passed:	76%	83%	83%	78%	76%	76%	71%	73%	75%
Students Included (i-Ready only):	*182,254*	*216,574*	*230,615*	*248,012*	*235,987*	*236,728*	*153,200*	*134,902*	*126,210*

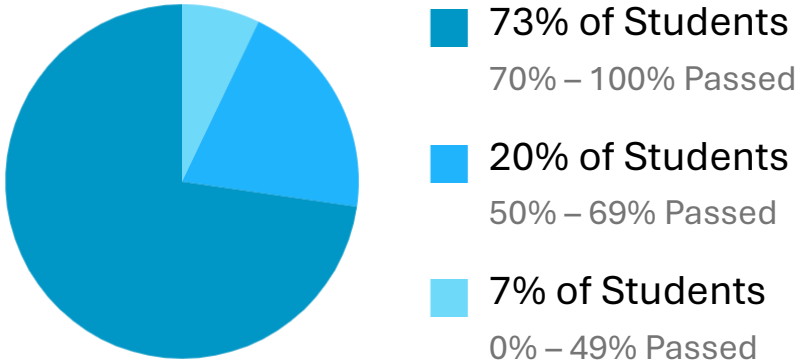
Does Typical Growth Differ with Personalized Instruction Usage?

Median Percentage of Annual Typical Growth Achieved with Instructional Usage



Percentage of Students by Percent Lessons Passed

i-Ready Pro Lessons Not Included



Students Included: 1,294,886

136% Median Typical Growth achieved when students have **30+ mins of instruction** and **≥ 70% lessons passed** (Students included: 424,616)

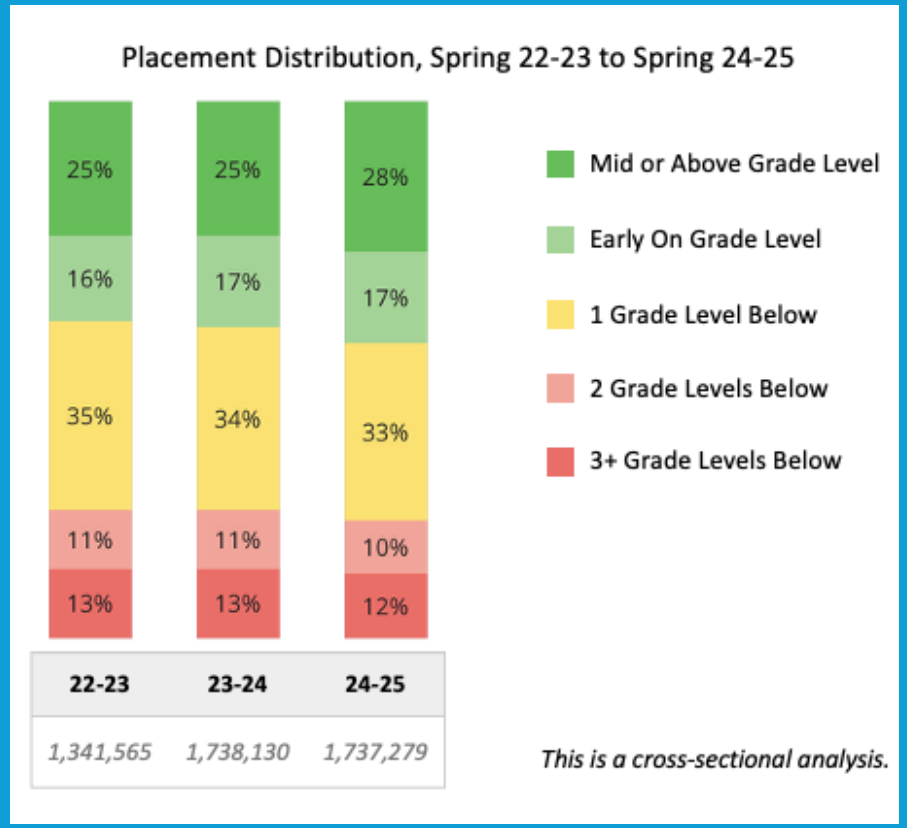
Appendix: Longitudinal Cohort Analysis

A New Look at Student Performance

We've shown you a lot of data like this...

- Snapshots of student performance for each academic year.
- Helpful for understanding how this year's challenges look different from last year's.

But what if we looked at stable groups of students over time?



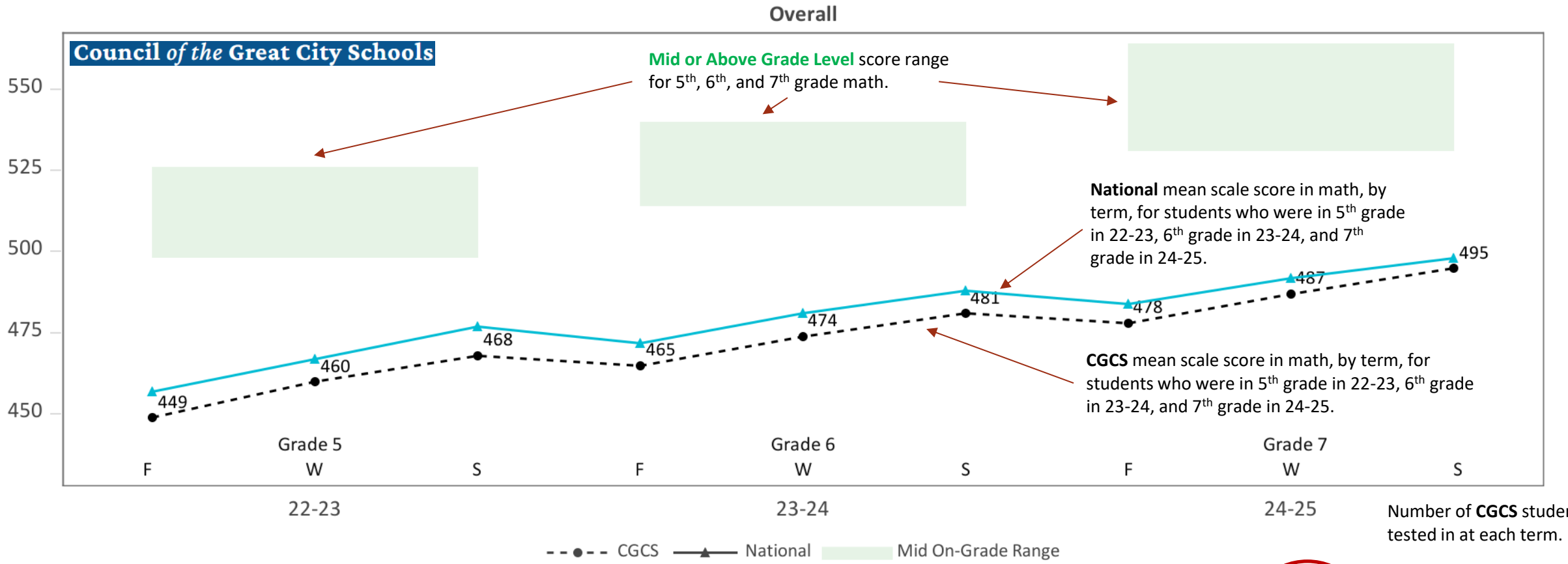
i-Ready

MATHEMATICS
CGCS Grades 5 & 6 Cohorts

Headline – CGCS students show notable improvement in middle school math compared to students across the nation.

Grade 5 Cohort - National Comparison - Overall

Mean Scale Score



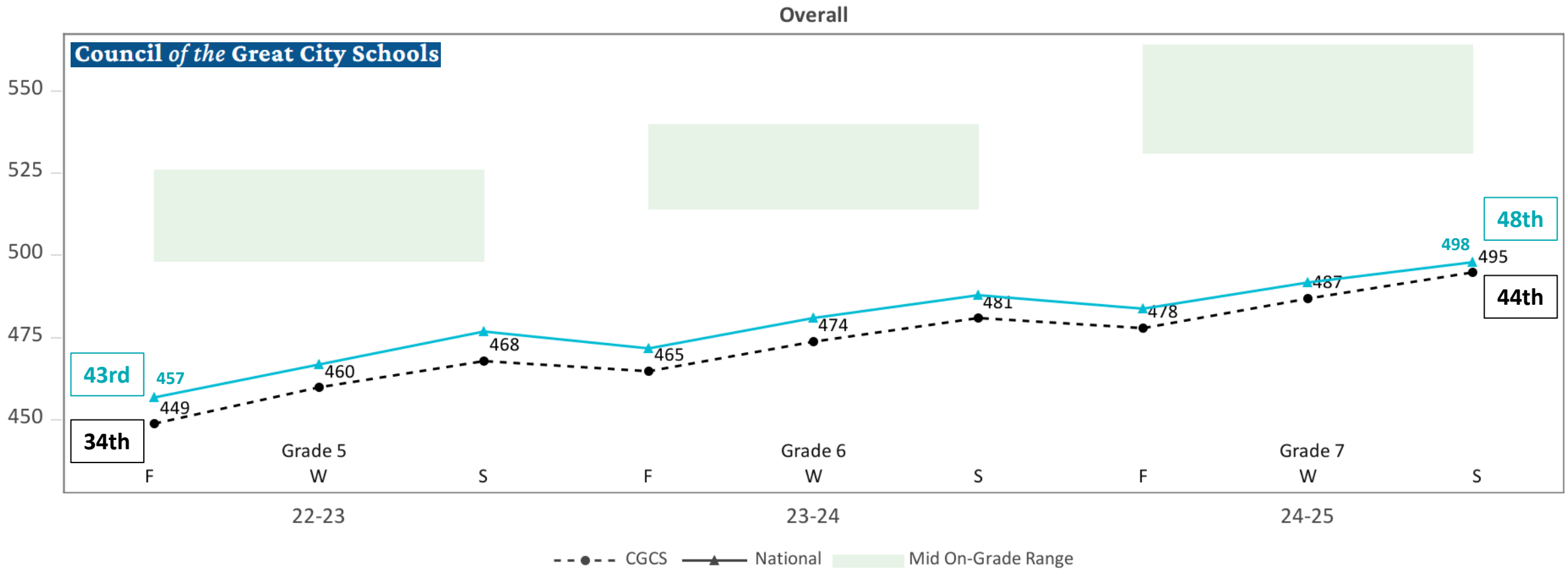
	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Students Included	85,826	83,159	72,090	84,875	83,003	70,793	84,908	78,163	52,814

Number of **CGCS** students tested in at each term.

Mean scale scores will not be displayed in the graph if the number of students in a term is notably different than other terms.

Grade 5 Cohort - National Comparison - Overall

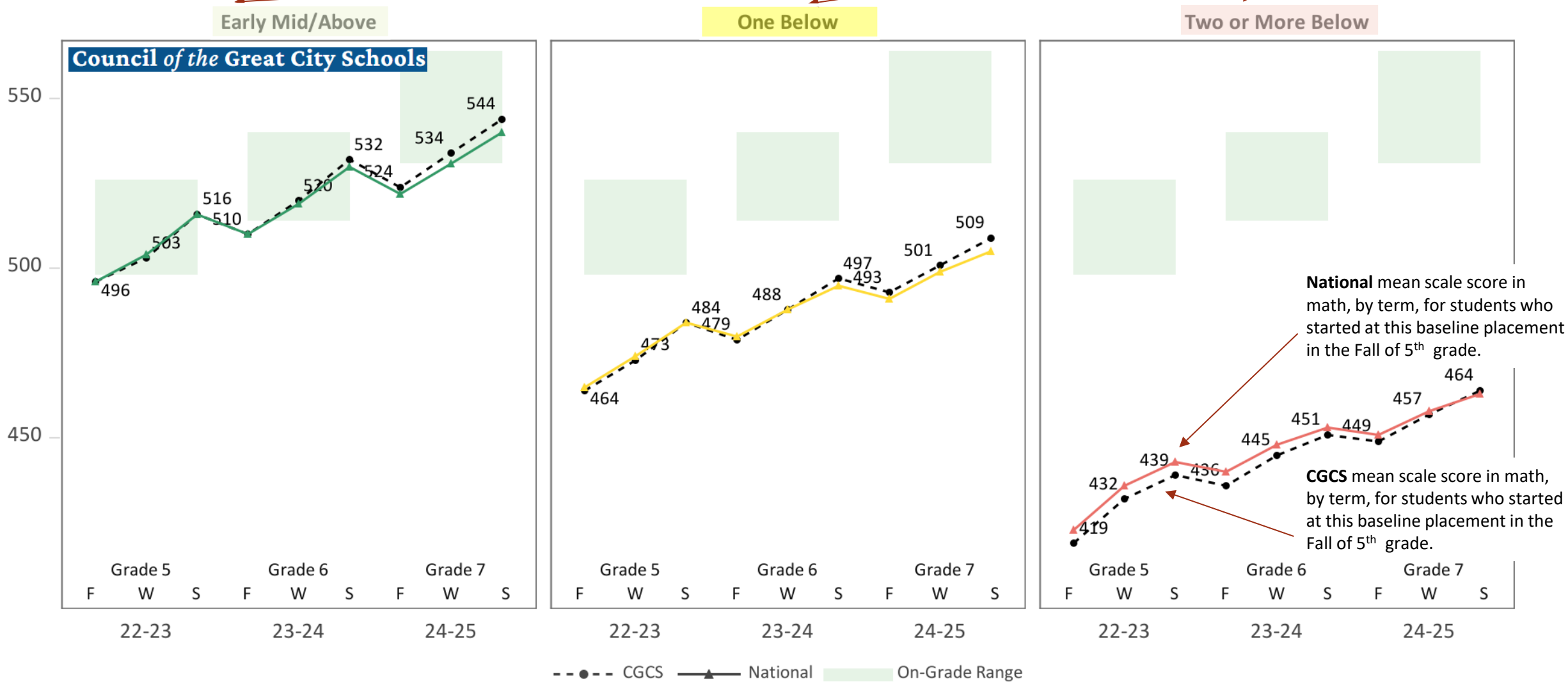
Mean Scale Score



	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Students Included	85,826	83,159	72,090	84,875	83,003	70,793	84,908	78,163	52,814

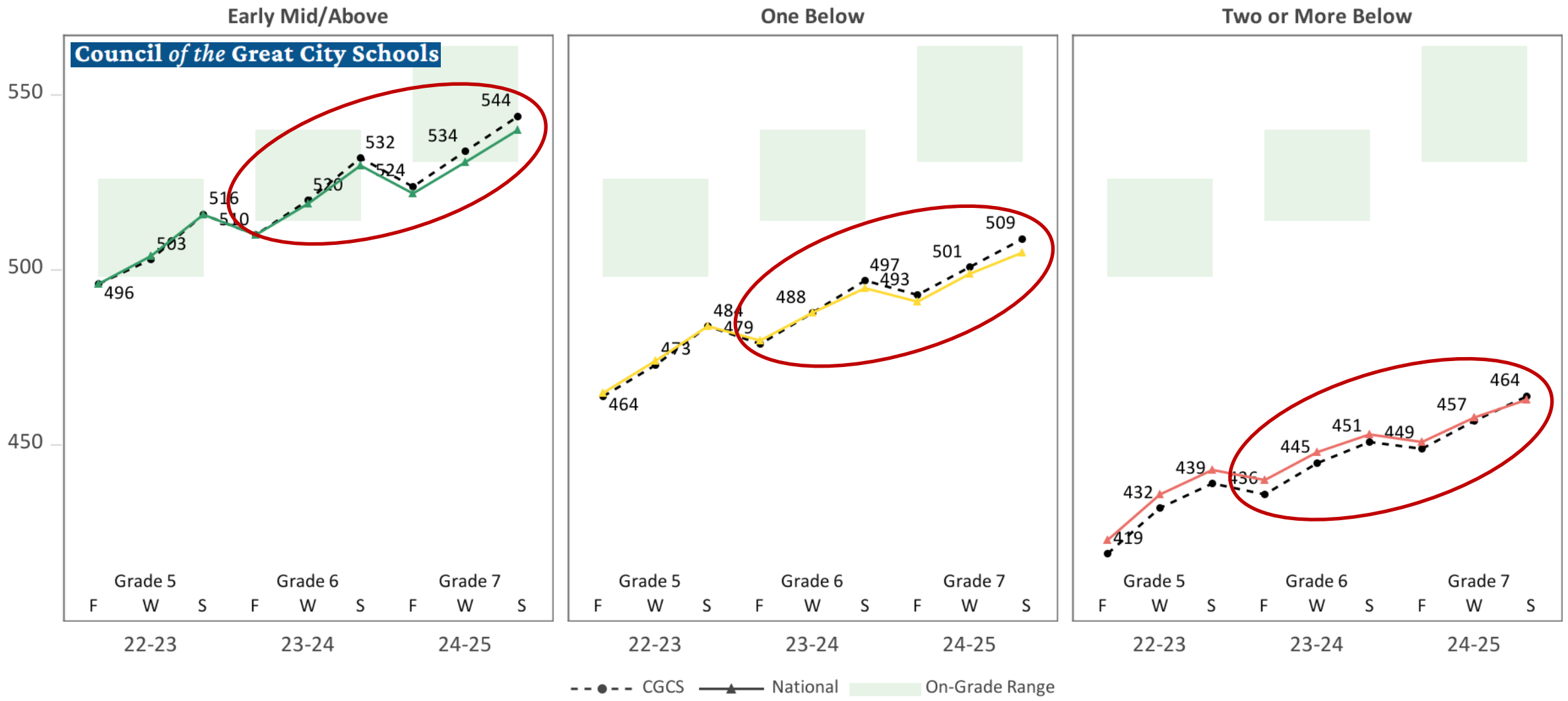
Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



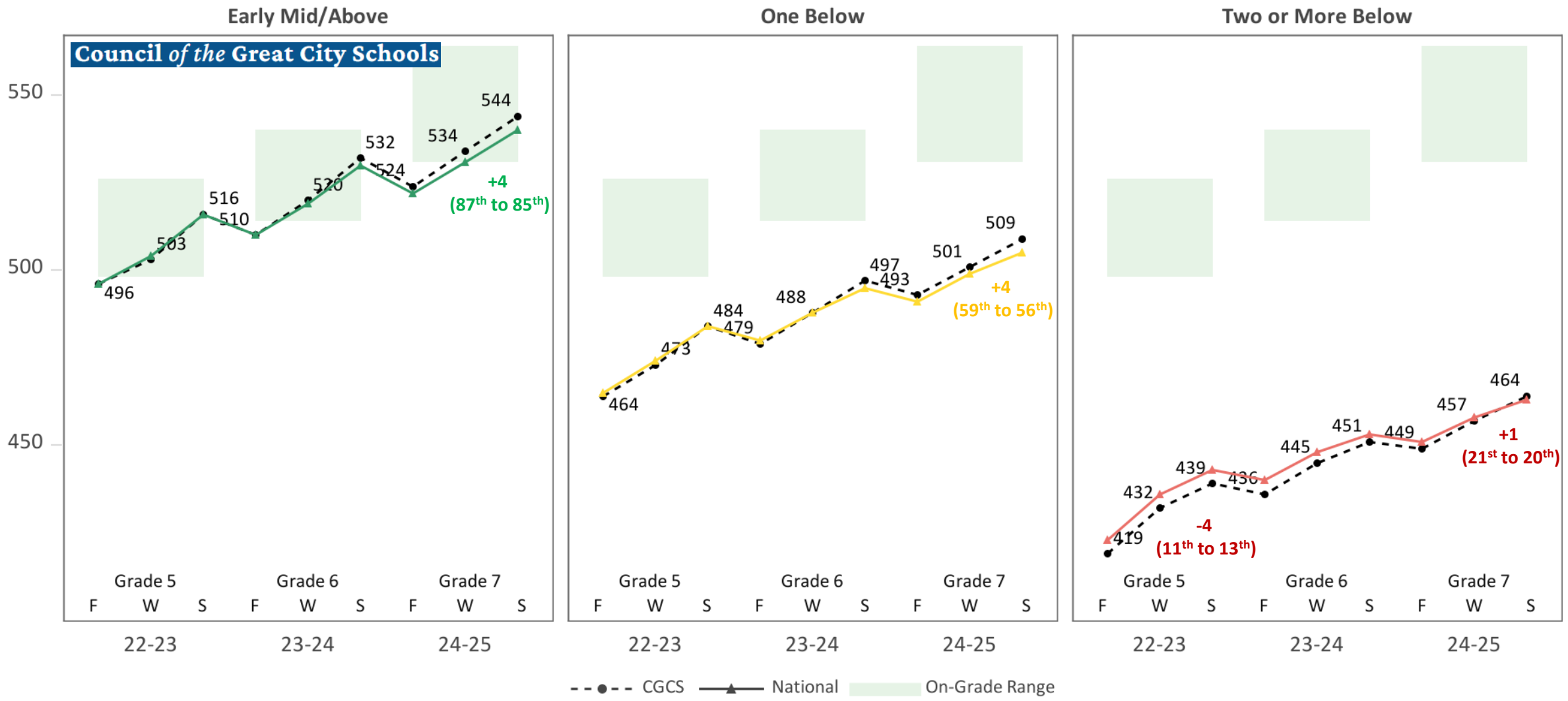
Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



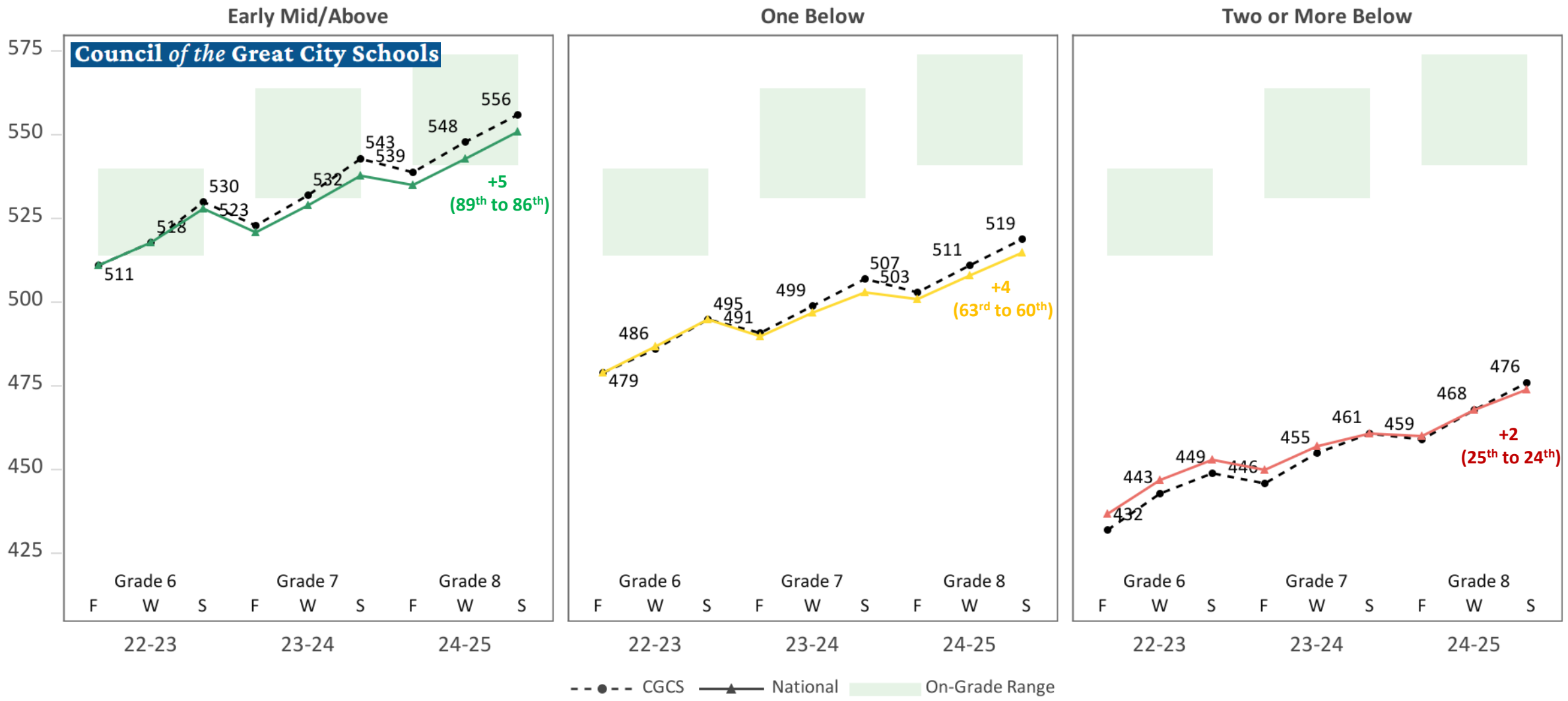
Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



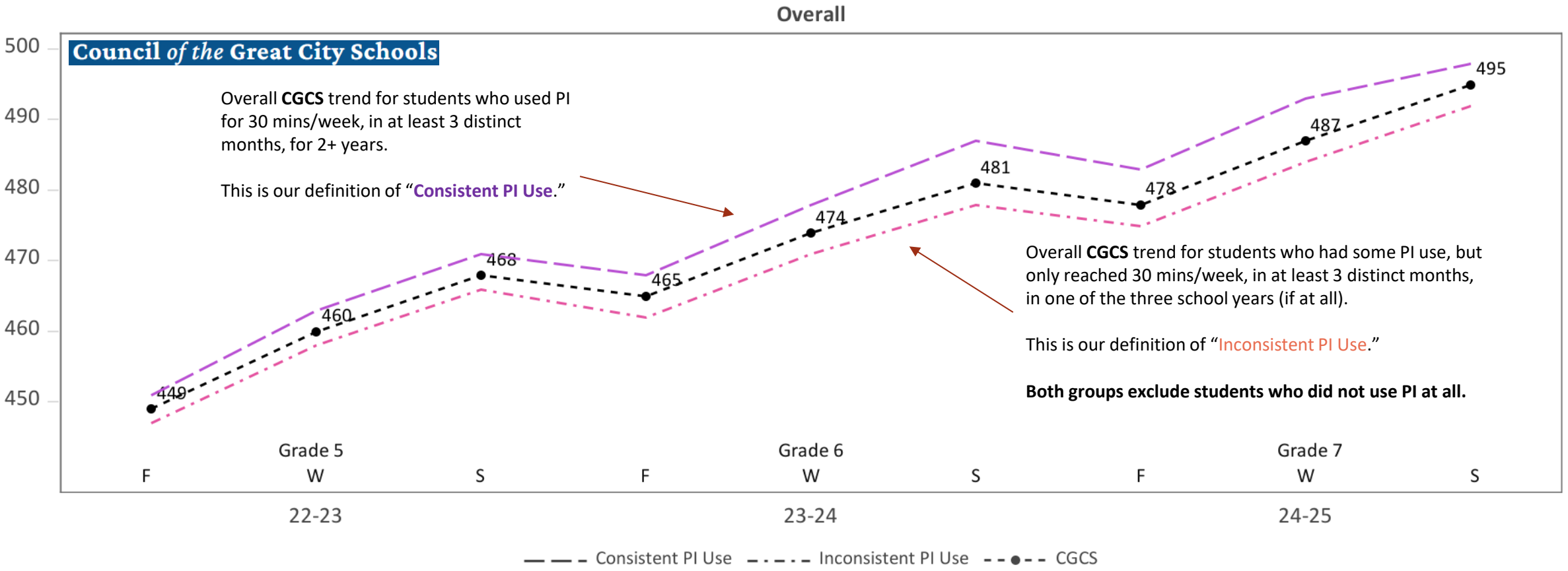
Grade 6 Cohort - National Comparison - Baseline Placement

Mean Scale Score



Grade 5 Cohort - Within-District Comparison by PI Use - Overall

Mean Scale Score

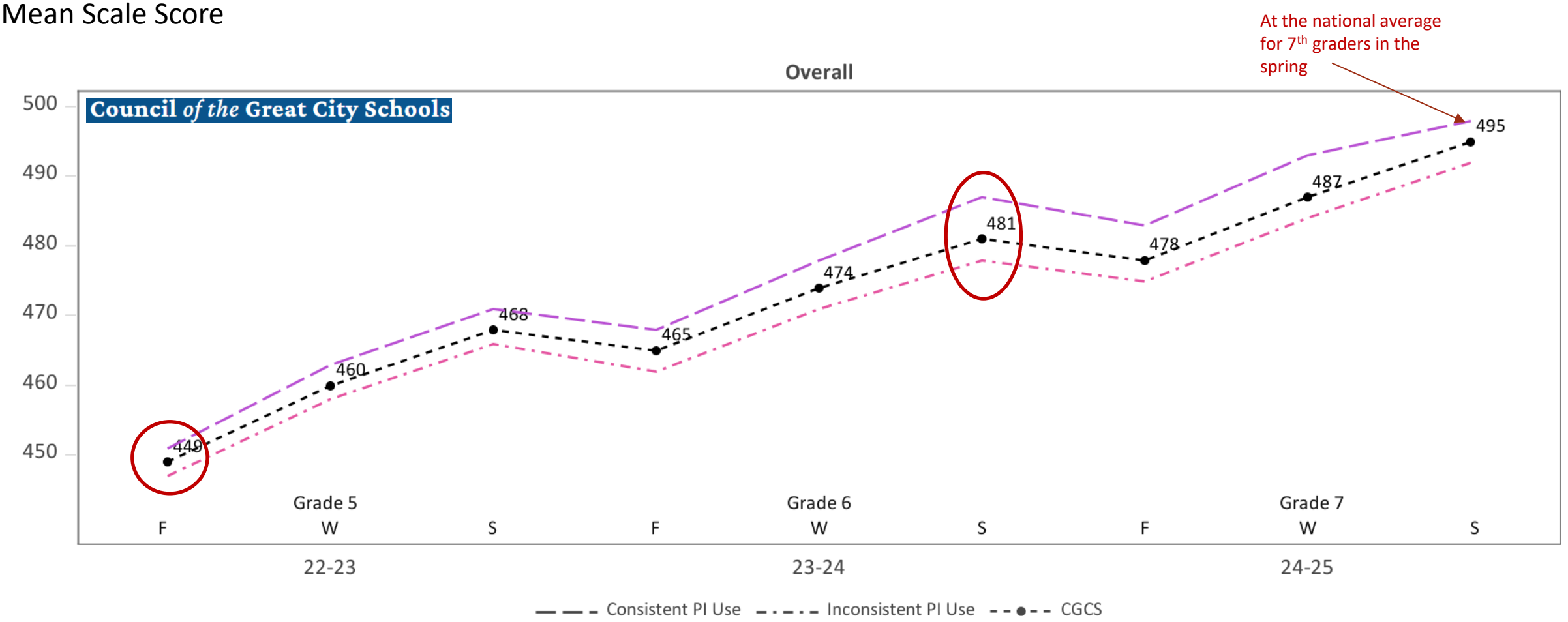


Students Included

	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Consistent PI Use	22,013	21,731	15,684	21,872	21,655	15,699	21,871	20,849	12,705
Inconsistent PI Use	51,053	49,262	44,096	50,462	49,079	42,964	50,408	45,286	31,579

Grade 5 Cohort - Within-District Comparison by PI Use - Overall

Mean Scale Score

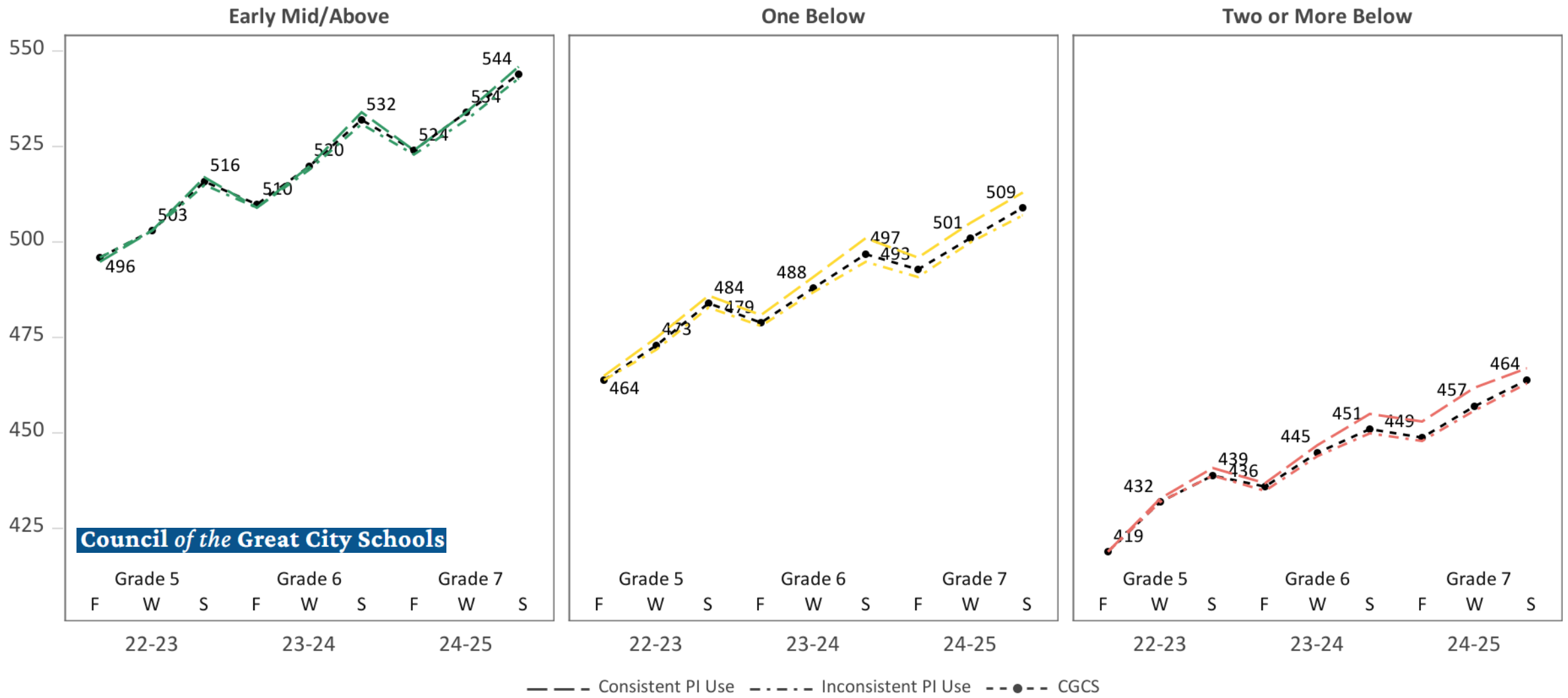


Students Included

	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Consistent PI Use	22,013	21,731	15,684	21,872	21,655	15,699	21,871	20,849	12,705
Inconsistent PI Use	51,053	49,262	44,096	50,462	49,079	42,964	50,408	45,286	31,579

Grade 5 Cohort - Within-District Comparison by PI Use - Baseline Placement

Mean Scale Score

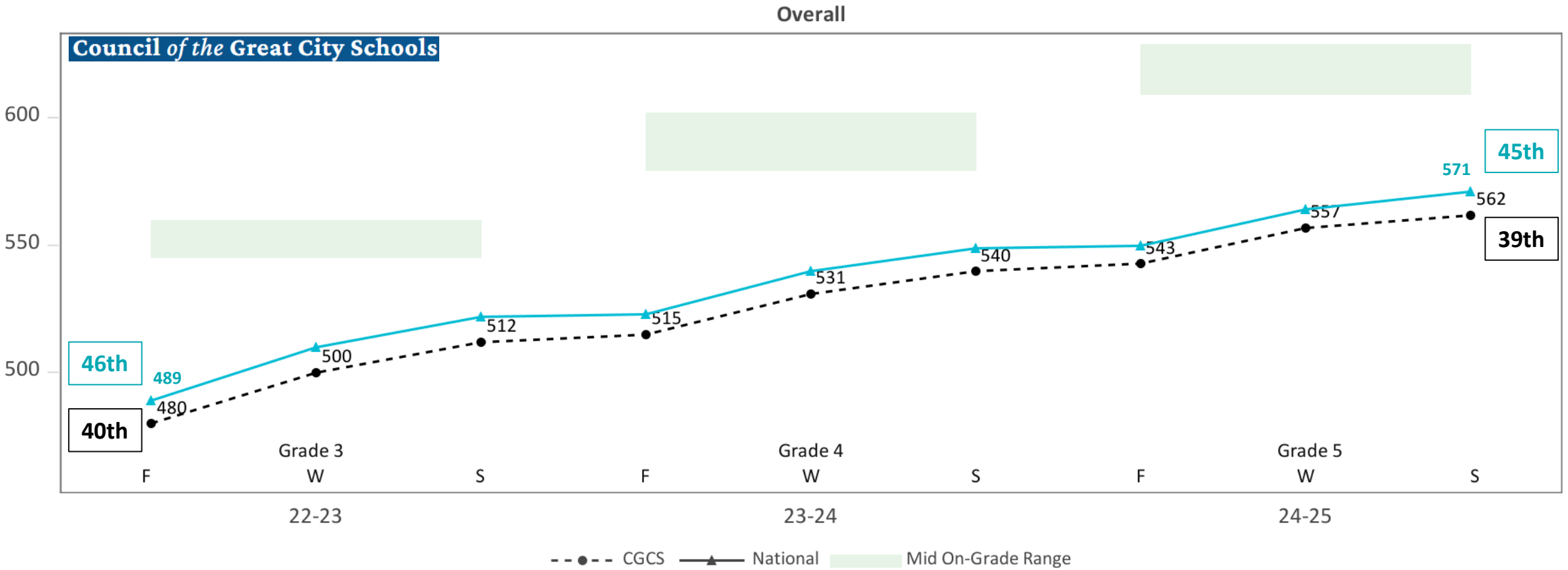


READING
CGCS Grades 3, 4, & 5 Cohorts

Headline – CGCS students are performing below the nation in reading, especially students who start 2+ Grade Levels Below

Grade 3 Cohort - National Comparison - Overall

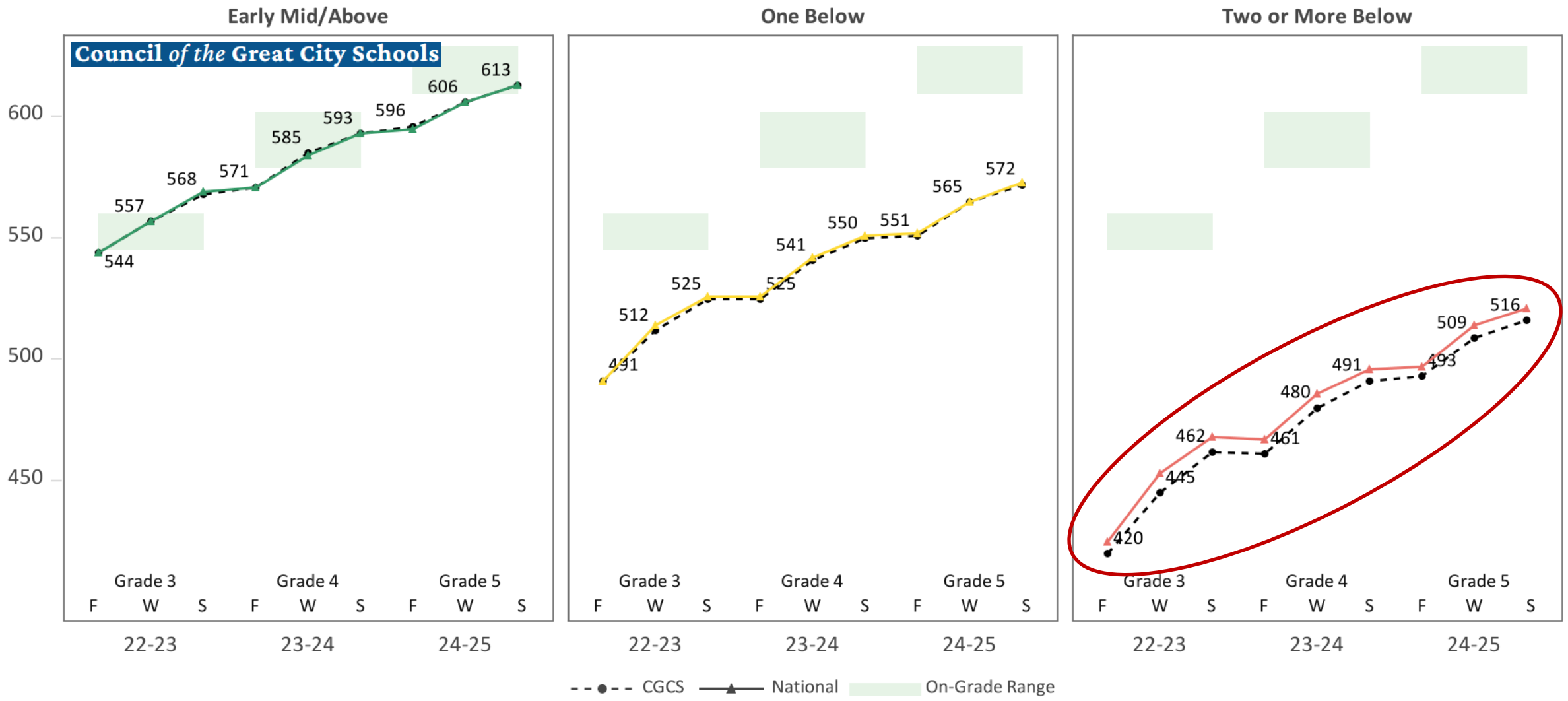
Mean Scale Score



	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24	F 24-25	W 24-25	S 24-25
Students Included	125,154	121,519	109,393	123,342	122,560	103,591	123,615	120,625	84,780

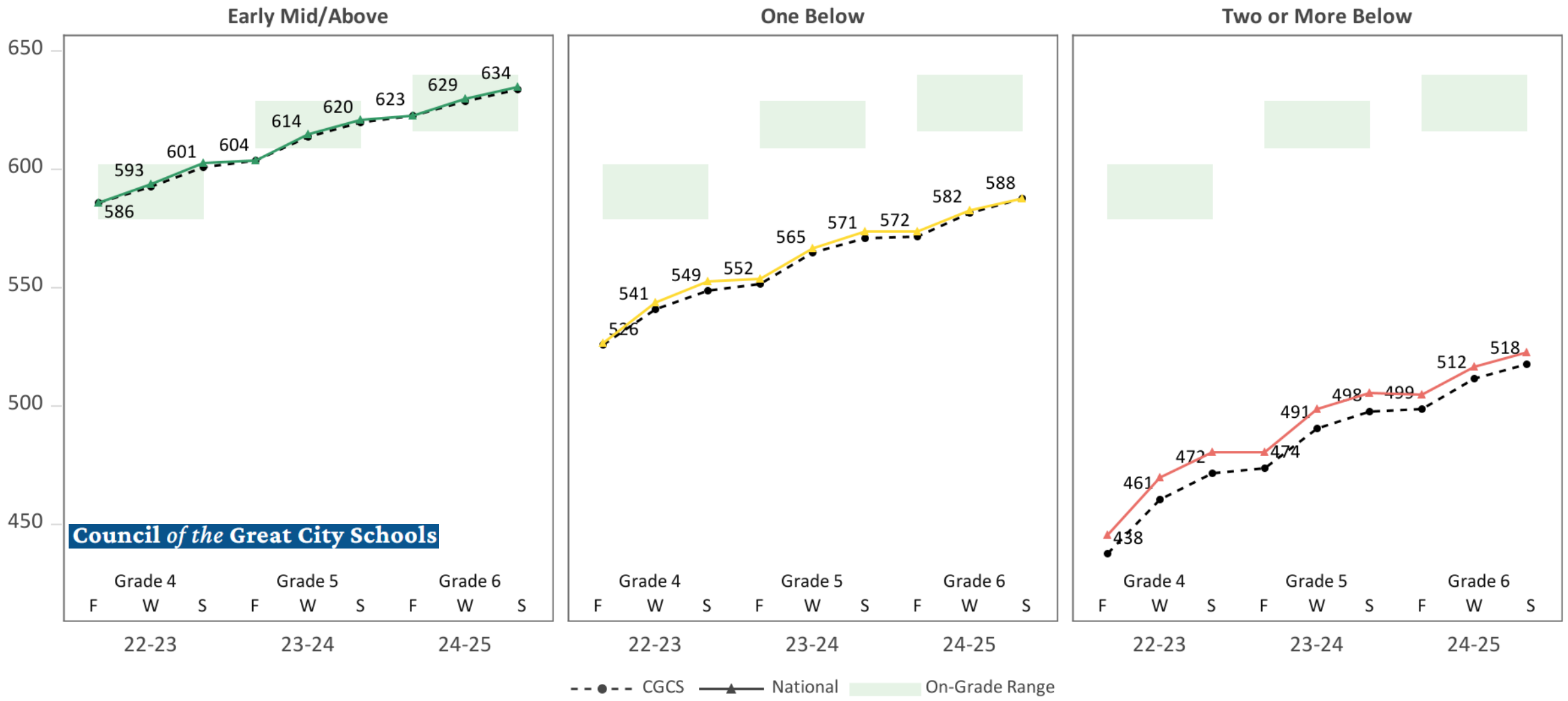
Grade 3 Cohort - National Comparison - Baseline Placement

Mean Scale Score



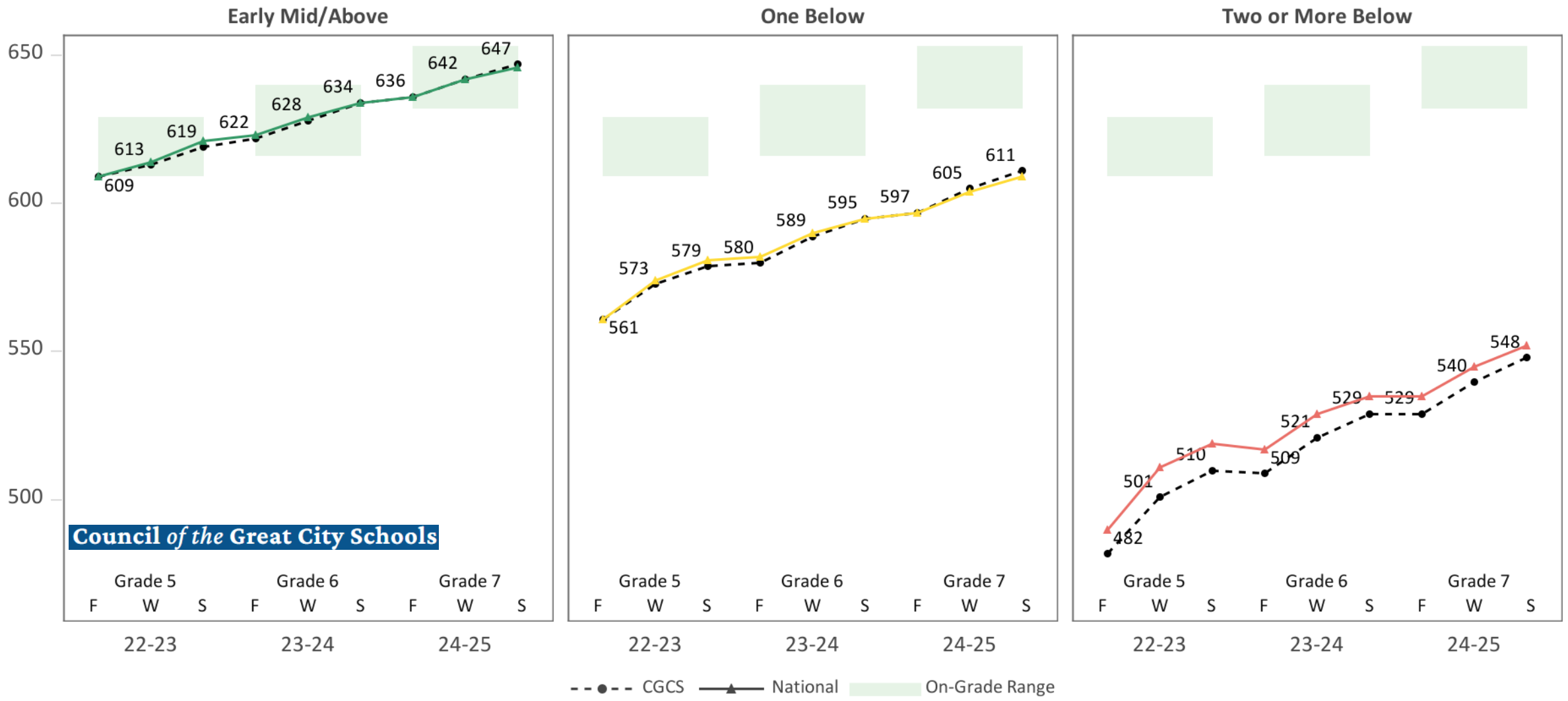
Grade 4 Cohort - National Comparison - Baseline Placement

Mean Scale Score



Grade 5 Cohort - National Comparison - Baseline Placement

Mean Scale Score



Grade 3 Cohort - Within-District Comparison by PI Use - Baseline Placement

Mean Scale Score