

**ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT
TASK FORCE**

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Achievement and Professional Development

2020-2021

Task Force Goals

To assist urban public school systems in teaching all students to the highest academic standards and in closing identifiable gaps in the achievement of students by race.

To improve the quality of professional development for teachers and principals in urban public education.

To alleviate the shortage of certified teachers and principals in urban schools.

To improve the recruitment and skills of urban school principals.

Task Force Chairs

Sonja Santelises, Baltimore CEO
Elisa Vakalis, Anchorage School Board
Deborah Shanley, Brooklyn College School of Education

ACADEMIC DEPARTMENT OVERVIEW



Academic Department Overview

October 2020

Overall Academic Department Goals/Priorities

The goal of the academic department is to support the work of urban educators to improve student achievement for all students in our member districts. The department collaborates with researchers to determine district systems and resources that correlate with improved student achievement. These results inform our recommendations to instructional leaders.

We share high-leverage information through publications and videos, and provide on-site strategic support teams, webinars, and job-alike conferences to facilitate networking and collaboration among our members. We collaborate with other national organizations including Student Achievement Partners (SAP) and Council of Chief State School Officers (CCSSO), and National Assessment Governing Board (NAGB) in support of raising student achievement in our member districts.

Our focus since spring has been on supporting districts throughout the COVID-19 crisis and the development of guidance for high quality professional development. We continue to provide technical assistance and written guidance for developing and implementing high-quality curriculum documents to support school staff in elevating teaching and learning to align to college- and career-readiness standards. Additionally, we offer guidance for assessing the level of implementation of curriculum standards within a district, and for increasing the functionality of academic key performance indicators.

COVID Response

Chief Academic Officer COVID-19 Weekly Virtual Meetings

Beginning March 24, 2020, instructional leaders were invited to join in a job-alike weekly forum to discuss challenges and approaches they were using to continue student learning and support during the sudden, rapidly changing landscape due to COVID-19 mandated school closures. This provided a safe space for speaking frankly and for sharing ideas with peers. Additionally, the Council developed a secure space for council member districts to access and share resources, PowerPoints, and other relevant information using the EdWires platform. We will continue to convene these meetings on a bi-weekly basis beginning October 6, 2020, and compile additional resources throughout the year. The team facilitated discussions that helped members consider how to maintain quality instruction while adapting to the challenges of ever-changing learning environments. Major topics included:

- Acceleration versus Remediation: Addressing Unfinished Learning
- Addressing instruction for students, including English language learners and students with disabilities
- Feedback from teachers, students, and parents
- Adjustments to your original remote plans
- Attendance, grading and promotion policies
- Adapting fall curriculum guidance for teachers using priority instructional content in ELA and Mathematics
- Insights gained from summer school implementation
- Reopening plans and instructional models

- Plans to re-engage students in the learning process in multiple instructional environments for the fall
- Plans for addressing Social Emotional Wellness and trauma
- Professional development for summer and fall
- *Addressing Unfinished Learning after COVID-19 School Closures*, Summer 2020
- Engaging and supporting parents and their children during remote learning
- Reopening of school considerations and instructional plans including:
 - Safety and health of adults and children
 - Planning parameters for closing/quarantine
 - Planning for the need to cycle between models as conditions shift
 - Staff deployment
 - Adult supervision considerations for remote learners
 - Secondary school scheduling
- Plans to build relationships, process experiences, and begin grade-level academics
- Metrics to monitor the effectiveness of distance learning (e.g., academics, student engagement, student perception of quality of distance learning)
- Formative classroom assessments to inform instruction in an online environment
- Successes and challenges in the reopening of schools and advice for those who are reopening in the coming weeks
- Professional development for substitute teachers working with remote learning
- Teacher union contracts and negotiation
- Planning virtual walk throughs and observations
- District plans and actions to locate students who are yet to enroll
- Examples from districts for addressing social-emotional learning while teaching grade-level priority content

CAO Task Force

A subset of the CAOs volunteered to meet weekly to provide guidance for implementing a districtwide approach to addressing unfinished learning in a just-in-time rather than a just-in-case model. Additionally, a portion of the task force provided their insights into key considerations for making decisions about which models would fit best in their district context and resources. The work of this task force culminated in the development of CGCS written guidance in these two areas.

Addressing Unfinished Learning After COVID-19 School Closures



With funding from the Schusterman Foundation, the Council was able to enlist the help of nationally recognized experts in mathematics, English language arts and literacy, special education, and English as a second language to delineate a rationale and instructional approaches to address unfinished learning. As districts resume instruction in the upcoming year, they will not only need to address the significant social and emotional toll that the crisis has taken on children, but also widespread unfinished learning. We have always had students who entered a grade level with unfinished learning; however, our previous, well-intentioned attempts to use remediation programs had the impact of keeping students from engaging in grade-level content and resulted in

their falling further behind their peers.

The document highlights key transition grades and illustrates how focusing on essential content for the grade. This approach provides the space and opportunities to address underlying unfinished learning just in time for all students to engage in grade level work, and acquire facility with language demands, skills and concepts to

accelerate their learning. To illustrate these approaches, the document provides examples of just-in-time scaffolds to accelerate student learning in mathematics and English language arts.

<https://tinyurl.com/ya4g73f9>

The Academic Team also collaborated with Student Achievement Partners on their *2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics*. Districts can confidently focus on instructional content priorities in mathematics (K–8, high school) and ELA/literacy (K–12) for the 2020–21 academic year, and leverage the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. This enables teachers to spend the necessary time to ensure that students can address the most essential learning and be prepared for the following school year.

Additionally, the Council is planning a series of webinars that will focus on translating the principles of *Addressing Unfinished Learning* into curriculum, instruction, pedagogy, and formative assessment.

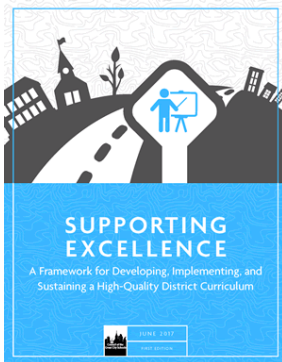
Current Activities/Projects

➤ *Supporting Rigorous Academic Standards*

Overview

With continued funding from the Bill and Melinda Gates Foundation and the Schusterman Foundation, the Council works to advance district capacity to implement college- and career-readiness standards, ensuring that all urban students have access to high-quality instructional materials, interventions, and programming. Additionally, funding from the Wallace Foundation supports our districts in enhancing the role of principal supervisors as instructional leaders. With school closures due to COVID-19, the Academic team collaborated within CGCS and with external partners and consultants to provide support to our members as they faced unprecedented challenges.

Assessing the Quality of District Curriculum and Providing Technical Support to Districts



The academic team led the development of *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* with principles that are appropriate for all college- and career-readiness standards. This framework provides instructional leaders and staff with criteria for what a high-quality curriculum entail. Developed through combined efforts of Council staff together with school, district academic leaders, and other experts, this first edition framework includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district’s curriculum. This emphasizes the importance of ensuring that the district’s curriculum reflects shared instructional beliefs and high expectations for all

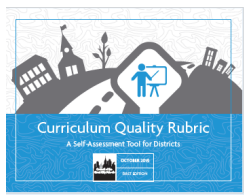
students and clarifies the level of instructional work expected in every school. The document includes a study guide.

The CGCS academic team provides on-site as well as virtual technical assistance for district curriculum leaders and their teams throughout the curriculum development and implementation process. We customize our work for individual districts in determining implications for teaching and learning, curriculum development and refinement, implementation, and raising student achievement. Such technical assistance is available to member districts upon request.

Our next step in the curriculum development support process is to publish a second edition of the *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*

that will address culturally responsive learning environments, include current research and best practices on scaffolding and support for diverse student populations, including English Language Learners, Students with Disabilities, and gifted students. We will also include additional considerations that will undergird learning environments to address social-emotional learning and trauma, including discourse in the classroom and specific teacher moves. The new edition will incorporate additional illustrations of key features that include writing samples across the content areas. It will include examples that incorporate the use of hyperlinks within curriculum documents. An advisory committee comprised of Chief Academic Officers, curriculum leaders in mathematics, English Language Arts, Bilingual education, and Special Education representing our member districts will provide guidance and feedback during the revision process.

Curriculum Quality Rubric



Based on the *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*, the Academic Team began the development of a rubric members can use to evaluate the quality of their curriculum guidance materials (January 2019-March 2019). During March 2019, the rubric was reviewed by members of the Task Force on Achievement and Professional Development during the CGCS Legislative Conference. Moreover, we convened an advisory committee of Chief Academic

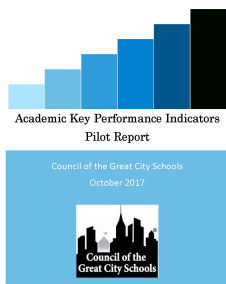
Officers, curriculum leaders in mathematics, English Language Arts, Bilingual education, and Special Education from our member districts to provide additional feedback and test the rubric using their curriculum documents. The final version of the *Curriculum Quality Rubric: A Self-Assessment Tool for Districts* is available at www.cgcs.org. It is now in use in curriculum reviews.

Professional Development

The Council continues to work with its membership to develop a framework to explore the more salient features for developing, implementing, and sustaining high-quality professional development that subsequently results in changes in instructional practice and enhanced student achievement. In September 2019, an advisory committee was established. This committee is composed of Chief Academic Officers, curriculum leaders in mathematics, English Language Arts, Bilingual education, and Special Education representing our member districts. We have a panel of experts that have agreed to serve as critical friends in support of this work. Additionally, we have facilitated interviews with several renowned experts who have conducted significant research on effective professional development.

The first virtual meeting was conducted on Friday, September 27, 2019. The purpose of this initial conversation was to develop a common definition of and guiding principles for effective professional development, to discuss the purpose of developing a professional development framework in terms of what district needs would be met, and how such a framework would go beyond existing resources. Since September, the committee has met three times virtually, and an in-person meeting was held December 10-11, 2019. The framework will include: the definition and key features of a high-quality professional development program; descriptions of each key feature including “what it is” and “what it is not”; a rubric for self-assessing the district’s professional development program; and recommendations for evaluating the quality of both internal and external professional development programs.

Academic Key Performance Indicators



The Council developed academic key performance indicators (KPIs) in a process similar to the one used to develop operational KPIs. Using feedback from the Achievement and Professional Development Task Force, indicators were selected for their predictive ability and linkage to progress measures for the Minority Male Initiative pledge taken from a list of 200 potential KPIs.

Since SY 2016-17, the indicators were refined and became part of the annual KPI data collection and reporting. This now enables districts to compare their performance with similar urban districts and to network to address shared challenges.

➤ ***Balanced Literacy and Foundational Skills: Joint Project with Student Achievement Partners***

With funding from the Kellogg Foundation, the Council and Student Achievement Partners are collaborating with San Antonio Independent School District (SAISD) to pilot an augmented approach to balanced literacy. It provides research-based content and instructional practices to raise the literacy levels of students in K-1 so that they are able to read grade-level texts and are prepared for success in future grades. During planning year 2019-20, SAISD, CGCS, and SAP worked collaboratively to build the systems and structures to develop shared buy-in in the pilot schools, to strategically plan for evaluation, and to prepare for future scaling of implementation throughout the district. Their twelve pilot schools are receiving strong support in two areas: strengthening their systematic instruction of foundational reading skills and building their students' knowledge and vocabulary through using high-quality read alouds during the literacy block. Representatives from five-member districts are observing the process in order to guide future planning for implementation in their own districts. Currently, these member districts include: Cleveland Metropolitan, Charlotte-Mecklenburg, and Denver. Metropolitan Nashville continues to be part of this cohort as the pioneer district for the Early Reading Accelerators Pilot (ERA). Project leaders are now developing webinars for continuing district support and implementation of ERA in the wake of COVID-19.

➤ ***Science curriculum implementation, practices, and instructional delivery***

State of Science in CGCS Districts: Joint Project with Achieve

The Council and Achieve surveyed our member districts along with a representative sample of other districts across the nation about the current state of science. This included policies around district goals, strategies, and best practice for science, such as high school science course offerings, instructional materials, professional development mechanisms, and key partnerships. More than sixty districts completed the survey. Achieve and CGCS interviewed six district STEM/science directors to obtain additional information. Initial findings from the survey results were shared during the 2019 CGCS Fall Conference.

Middle School Science Units developed by OpenSciEd

The Council conducted a virtual meeting, facilitated by OpenSciEd on November 18, 2019, to provide an overview of the recently released middle school science units, discuss the time schedule for the development and release of additional units, and share promising data from over 200 field test classrooms to illustrate how these units, when implemented effectively, can change students experiences in learning science. The Council and OpenSciEd conducted a follow-up virtual meeting in April 2020 after the release of three additional middle school units, one per grade level.

OpenSciEd is a project led by ten states and funded by four foundations committed to improving the supply of high-quality science curriculum aligned to new college and career ready standards. OpenSciEd is producing **freely** available units of study at the middle school level designed to address equity gaps in science by reorienting classrooms to be driven by student interest and curiosity.

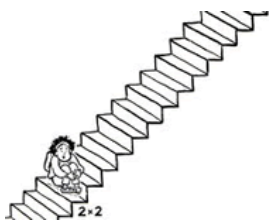
➤ **Principal Supervisor (PSI) Initiative**

Beginning in spring 2018, project staff conducted site visits to districts that have shown the greatest gains on NAEP on reading and mathematics in grades 4 and 8 between 2009-2015. These site visits examine the role of principal supervisors in supporting school principals in implementing district initiatives to raise student achievement.

➤ **Accessing CGCS Instructional Support Materials**

The Council of the Great City Schools developed the following tools to help its urban school systems and others implement college- and career-readiness standards.

Basics about the Standards



Staircase. Two three-minute videos (one in English and one in Spanish) that explain the Common Core. This is particularly good for presentations to community and parent groups. (2012)

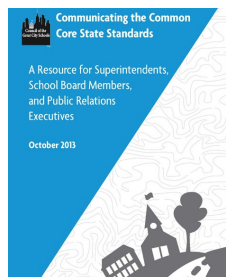
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Conversation. Two three-minute videos (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

<http://www.cgcs.org/Page/467>

Communicating the Standards



Communicating the Common Core State Standards: A Resource for Superintendents, School Board Members, and Public Relations Executives. A resource guide that helps district leaders devise and execute comprehensive communication plans to strengthen public awareness about and support for college- and career-readiness standards. (2013)

<http://bit.ly/2wi5tu6>



Staircase. Two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core standards for English Language Arts. Also, two 30-second Public Service Announcements (one in English

and one in Spanish) to increase public awareness regarding Common Core standards for Mathematics. (2012)

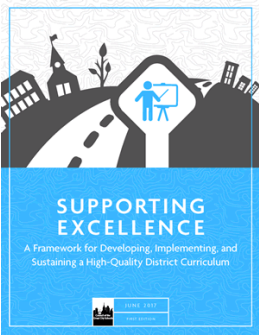
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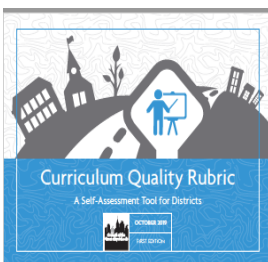
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Developing and Aligning Standards-based District Curriculum



Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum. A framework that provides instructional leaders and staff with a core set of criteria for what a high-quality curriculum entail. This guide includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district curriculum, ensuring that it reflects shared instructional beliefs and common, high expectations for all students, and that it focuses the instructional work in every school. (2017)

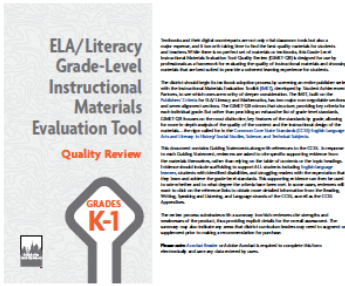
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Curriculum Quality Rubric: A Self-Assessment Tool for Districts is a companion resource to *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*. Districts can use the rubric to assess how well their district curriculum reflects the seven key features of a high-quality curriculum identified in the framework. Using the rubric and the framework, districts can revise their curriculum as a part of ongoing improvement and provide substantive guidance and support for teachers and administrators.

<https://www.cgcs.org/Page/643>

Selecting and Using Standards-based Instructional Materials

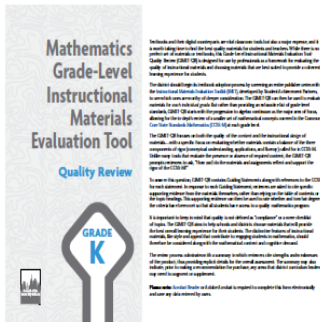


The Grade-Level Instructional Materials Evaluation Tool–Quality Review (GIMET- QR), (English Language Arts). A set of grade-by-grade rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in English Language Arts K-12. In addition, the tools are useful in helping teachers decide where and how adopted classroom materials could be supplemented. The documents align with similar tools developed by the Council for English language learners. See below.(2015)

While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

- 1) to assess alignment and identify gaps/omissions in current instructional materials;
- 2) to assess alignment of district scope and sequence, and the rigor and quality of instructional tasks and assessments; and
- 3) to provide professional development that builds capacity and a shared understanding of the CCSS in ELA/Literacy and/or Mathematics.

<http://www.cgcs.org/Page/474>



The Grade-Level Instructional Materials Evaluation Tool–Quality Review (GIMET- QR), (Mathematics). A set of grade-level rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in mathematics K-8. The key features include examples and guiding statements from the Illustrative Mathematics progression documents to clarify the criteria.(2015)

While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

- 1) to assess alignment and identify gaps/omissions in current instructional materials;
- 2) to assess alignment of district scope and sequence, and the rigor and quality of instructional tasks and assessments; and
- 3) to provide professional development that builds capacity and a shared understanding of the CCSS in ELA/Literacy and/or Mathematics.

<http://www.cgcs.org/Page/475>

Additional Tools and Resources

LEADCS: An electronic toolbox that includes research and additional vetted materials that member districts can use to make decisions about bringing computer science for all students to scale. This website was designed in partnership with the University of Chicago team at the Center for Elementary Mathematics and Science Education.

<https://www.cgcs.org/domain/290>

Alignment Projects: The Council continues to collaborate with Student Achievement Partners to create English Language Arts projects demonstrating how to adapt textbooks to the rigor of college-and career-readiness standards. The resources developed through these projects are available at <https://achievethecore.org/category/679/create-aligned-lessons>.

Read Aloud Project. A set of classroom tools that explain how to identify and create text-dependent and text-specific questions that deepen student understanding for kindergarten through grade 2. It contains more than 150 sample lessons.

Text Set Project: Building Knowledge and Vocabulary. A set of classroom tools that include materials and activities, enabling participants to create and use Expert Packs (text sets) to support students in building knowledge, vocabulary and the capacity to read independently for grades kindergarten through grade 5. Text sets are comprised of annotated bibliographies and suggested sequencing of texts to provide a coherent learning experience for students. This is accompanied by instructional guidance and tools for teachers, as well as a variety of suggested tasks for ensuring students have learned from what they have read.

Professional Development on the Standards



From the Page to the Classroom—ELA. A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in English Language Arts and literacy. The video can be stopped and restarted at various spots to allow for discussion. (2012). Districts can use portions of the video as a springboard for enhancing current implementation of the standards and supporting rigorous instruction.

<https://www.cgcs.org/domain/127>



From the Page to the Classroom—Math. A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in mathematics. The video can be stopped and restarted at various spots to allow for discussion. (2012) Districts can use portions of the video as a springboard for enhancing current implementation of the standards and supporting rigorous instruction.

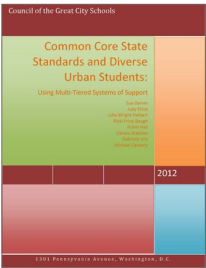
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The Great City Schools Professional Learning Platform. A series of 10 video-based courses for school administrators and teachers to enhance language development and literacy skills for English Language Learners and struggling readers. (2018)

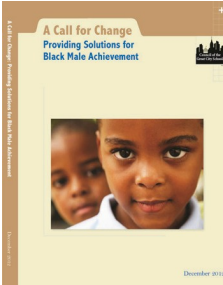
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Implementing High Standards with Diverse Students



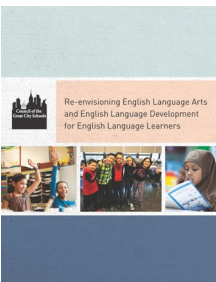
Common Core State Standards and Diverse Urban School Students: Using Multi-Tiered Systems of Support. A white paper outlining the key components of an integrated, multi-tiered system of supports and interventions needed by districts in the implementation of the Common Core with diverse urban students. (2012)

<https://www.cgcs.org/domain/146>



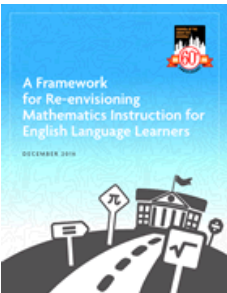
A Call for Change: Providing Solutions for Black Male Achievement. A book-form compendium of strategies by leading researchers that advocates for improving academic outcomes for African American boys and young men. Areas addressed include public policy, expectations and standards, early childhood, gifted and talented programming, literacy development, mathematics, college- and career-readiness, mental health and safety, partnerships and mentoring, and community involvement. (2012)

<https://tinyurl.com/yap8zll8>



Re-envisioning English Language Arts and English Language Development for English Language Learners. A framework for acquiring English and attaining content mastery across the grades in an era when new college- and career-readiness standards require more reading in all subject areas. (2014, 2017)

<http://tinyurl.com/yasg9xc4>



A Framework for Re-envisioning Mathematics Instruction for English Language Learners. A guide for looking at the interdependence of language and mathematics to assist students with the use of academic language in acquiring a deep conceptual understanding of mathematics and applying mathematics in real world problems. (2016)

<http://tinyurl.com/y7flpyoz>

Butterfly Video: A 10-minute video of a New York City kindergarten ELL classroom illustrating Lily Wong Fillmore's technique for ensuring that all students can access complex text using academic vocabulary and build confidence in the use of complex sentences as they study the metamorphosis of butterflies.

<https://vimeo.com/47315992>

Assessing District Implementation of the Standards



Indicators of Success: A Guide for Assessing District Level Implementation of College and Career-Readiness Standards. A set of indicators districts might use to track their implementation of college- and career-readiness standards. Indicators are divided into seven sections, including: vision and goal setting, resource allocation, parent and community outreach, curriculum and instruction, professional development, assessment, and student data. Each section provides descriptions of what “on track” or “off track” might look like, along with examples of evidence to look at in determining effective implementation. (2016)

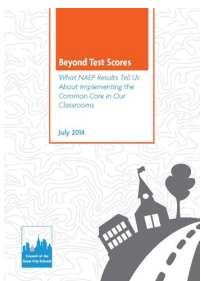
<http://tinyurl.com/hh6kesd>



Calendar of Questions. A series of questions about ongoing implementation of college- and career-readiness standards, arranged by month, focusing on particular aspects of implementation for staff roles at various levels of the district, as well as milestones for parents and students. (2013) These types of questions are still valid and can be customized for any districtwide project implementation.

<http://cgcs.org/Page/409>

Implementing Standards-based Assessments



Beyond Test Scores: What NAEP Results Tell Us About Implementing the Common Core in Our Classrooms. An analysis of results on four sample NAEP items—two in mathematics and two in ELA—that are most like the ones students will be seeing in their classwork and on the new common core-aligned assessments. In this booklet, the Council shows how students did on these questions, discusses what may have been missing from their instruction, and outlines what changes to curriculum and instruction might help districts and schools advance student achievement. It also poses a series of questions that district leaders should be asking themselves about curriculum, professional development, and other instructional supports. (2014)

[https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Beyond Test Score_July 2014.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Beyond%20Test%20Score_July%202014.pdf)

Resources for Parents about the Standards



A series of parent roadmaps to the Common Core in English Language Arts and literacy, grades K-12 in English and grades K-8 in Spanish. (2012)

<https://www.cgcs.org/Page/330> (English)

<https://www.cgcs.org/domain/148> (Spanish)



A series of parent roadmaps to the Common Core in mathematics, grades K-12 in English and K-8 in Spanish. (2012)

<https://www.cgcs.org/Page/366> (English)

<https://www.cgcs.org/Page/367> (Spanish)

➤ ***Building Awareness and Capacity of Urban Schools***

Mathematics and Science

Under the leadership of Gabriella Uro, *A Framework for Re-envisioning Mathematics Instruction: Examining the Interdependence of Language and Mathematical Understanding*, informed the work of a Joint Procurement Project, to use the Council’s joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials that reflect the interdependence of language and mathematics for English language learners. This project included a Materials Working Group, composed of district practitioners and experts in mathematics and English language acquisition. This group provided concrete feedback to selected vendors on their revised units in their proposed materials.

On February 19, 2019, the Los Angeles Unified School Board approved the establishment of a nationwide “bench of contracts” with three publishers who have met the Council’s pre-determined quality criteria for ELL math materials: Curriculum Associates, LLC; Imagine Learning, Inc.; and Open Up Resources. This means that any school district in the nation can now use these contracts to purchase the vetted materials to support teachers of English learners.

➤ ***Curriculum, Research, and Instructional Leaders Meeting***

Due to COVID-19, the Council canceled the 2020 Curriculum, Research Directors and Instructional Leaders Meeting. However, the 2019 Curriculum, Research Directors and Instructional Leaders Meeting took place June 24-27 in San Diego, California with a focus on the root causes and current district efforts to support the lowest performing students across member districts. Participants engaged in discussions focused on identifying and sharing supports employed across member districts for students in abject poverty, students with disabilities, English learners, students with interrupted formal education, young men and women of color, and other traditionally marginalized students. Key areas of focus included:

- how youth development and the relationship between trauma, social emotional learning affect academic achievement
- how the knowledge of neurobiological and socio-behavioral science of adolescent development can be applied in educational systems to promote adolescent well-being, resilience, and development by addressing structural barriers to achieving academic success
- how districts intentionally address the needs of student populations that pose the greatest challenges and identifying those practices which have the potential for overcoming barriers to student success
- how districts intentionally plan and implement collaborative professional development for teachers of students with disabilities, English language learners, and general education teachers for overall academic success in urban districts

The conference featured a preconference presentation from the Council’s Research Team to engage participants in a walkthrough of the Academic Key Performance Indicators (KPIs) and topics in the KPI Report. This included

opportunities for participants to interpret the results, assess the quality of the CGCS indicators, and determine next steps for using this data in strategic planning at the district level.

Kisha Stanley, Senior Director of Volunteerism for the United Way of Greater Atlanta and her team, engaged participants in a “Poverty Simulation” of what it might be like to be a part of a family with a low-income trying to survive from month to month. The purpose of this simulation was to provide participants with a shared experience of living in poverty for a month as a springboard to our opening session that included discussing insights and considerations about how current structures and policies in urban districts can better serve the needs of our most vulnerable student populations.

Elizabeth Cauffman, Professor of Psychological Science, Education and Law Department of Psychological Science, University of California-Irvine, shared information from a recently published report authored by the National Academies of Science, Engineering and Medicine, *The Promise of Adolescence: Realizing Opportunity for all Youth*. Dr. Cauffman connected our morning discussions to an examination of the neurobiological and socio-behavioral science of adolescent development, health, well-being, resilience, and agency including the science of positive youth development. She focused on how this knowledge can be applied to institutions and systems so that adolescent well-being, resilience, and development are promoted and that educational systems address structural barriers and inequalities in opportunity and access. Additional information and recommendations were shared from the report. During the 2019 Fall CGCS Conference, a session focused on how these recommendations impact education in urban school districts.

The School District of Palm Beach County won the Making Strides Together Award for its cross-functional teaming in planning, implementing, and monitoring progress on its use of Systems Analysis/Master Schedule (SAMS) cycles in order to ensure equity of access to and academic success in advanced and accelerated coursework for underrepresented students in specific demographics or minority student populations. This collaborative effort brought together Divisions of Performance Accountability, Information Technology, Human Resources, Curriculum, and Regional Administration.

➤ ***Academic Strategic Support Teams and Technical Assistance Partnering***

Districts continue to request strategic support team visits to answer specific questions raised by their superintendents for an objective analysis of their academic program. The School District of Philadelphia had a strategic support team visit January 2020 to examine the district’s implementation of its math and reading programming. The team provided feedback as well as actionable recommendations designed to help the district improve student achievement in mathematics and reading.

In December 2019, the CGCS team led by Robin Hall assisted the Atlanta Public Schools’ leadership team in identifying opportunities for strengthening the organizational, operational, and instructional effectiveness of its Teaching and Learning Department. In July 2019, we also provided feedback on curriculum documents for mathematics and English Language Arts in support of a CGCS team led by Gabriela Uro for Providence Public Schools. In February 5-12, 2019, we assisted the CGCS team led by Gabriela Uro in making recommendations to Puerto Rico on its Bilingual Initiative.

NAEP READING FRAMEWORK

Memorandum

TO: NAEP Reading WestEd
FROM: Joint Response from Student Achievement Partners and the Council of the Great City Schools from *Sue Pimentel and Robin Hall in collaboration with Amy Briggs, Michael Casserly, Jessica Eadie, Katie Keown, David Liben, Meredith Liben, and Carey Swanson*
DATE: July 22, 2020
RE: Feedback on the NAEP 2025 Reading Framework

We at Student Achievement Partners and the Council of the Great City Schools appreciate the opportunity to provide feedback on the NAEP 2025 Reading Framework. We strongly support the addition of the sociocultural theory of reading to the 2025 Framework. Comprehension depends heavily on what kids already know, whether they are interested in the topic, and the purpose for which they read. We think it is critical to focus on equity, and we believe the new activity structures should do much to engage a greater variety of students and thereby yield a more accurate picture of students' reading abilities. We especially support the focus on measuring students' assets—on measuring what students know and find interesting and providing opportunities for students to leverage their funds of knowledge and resources while they engage with texts. Significant overhauls of what is reported and how are way overdue, so it is exciting to see NAEP take the lead in such an innovative way. Other positives include the revised comprehension targets and the expanded view of vocabulary to include discourse structures and morphology.

We think it is critical that with the much-needed new focus in NAEP 2025 on students' knowledge and engagement the details be made as right and as precise as possible. We have concerns that, as written, the Framework will result in some unwanted, unintended consequences. Following are our concerns as well as our proposals to right the balance.

1. There are four key substantive test design areas that require adjustment.
 - The second chapter calls the sociocultural theory of reading “the model” behind NAEP 2025. It does so to the exclusion of other critical components of students' reading well: students' fluency with grade-level text, their ability to decipher complex syntax, their development of a wide-ranging vocabulary and knowledge, and their development of a generalized reading ability that allows them to build a coherent situation model—and how much of a standard of coherence they have developed for sticking with reading of appropriately complex text (Kintsch 1998). Put another way, when these elements are touched on within NAEP 2025, it is only within the sociocultural context. That is unnecessarily limiting.

Recommendation: Broaden the explicit theory of reading by including select elements from other well-established models alongside the sociocultural model to show how the latter interacts with other critical elements of reading comprehension.

- If NAEP 2025 only provides students texts more directly situated in or reflective of their lives and cultures, chances are they will comprehend those texts better than texts that do not fit this criterion. This is another way of saying knowledge matters. We wholeheartedly agree that it does. Equity demands that the 2025 NAEP provide texts that reflect a range of cultures and experiences. However, for students to maximally grow their reading abilities, they need exposure to an extensive range of texts during their school careers to foster growth of their

knowledge and vocabulary and to develop their overall reading proficiency. The current language in the Framework intimates that the assessment will be personalized such that students will not get the opportunity to be exposed to—and to show their prowess with—potentially unfamiliar texts and topics. We need to make sure that narrowing text selection on the assessment does not signal to districts that they should limit text selections based on the sociocultural composition of the school population.

Recommendation: Texts selected for NAEP 2025 should reflect a range of cultures and experiences and not skew too much in any direction. This paragraph on page 18 strikes the right balance: “The students in U.S. schools live and learn in a wide range of contexts—urban, rural, or suburban--and bring a wide spectrum of experiences and knowledge to reading comprehension practices. The students who take the NAEP Reading Assessment built from the 2025 NAEP Reading Assessment Framework will represent a wide range of communities of different ethnic, cultural, and linguistic strengths and in-and out-of-school experiences. Therefore, acknowledging the sociocultural perspective in the construction of the assessment will optimize students’ ability to draw on what they know and can do in this measure of their reading comprehension.” That statement should be even more clearly and forcefully stated: “The texts in the 2025 NAEP will reflect this wide range of communities.”

- We favor many of the proposed ideas for scaffolds to build students' knowledge on the spot (e.g., reading short texts on the topic, viewing videos). Doing so will level the playing field for students when a context or topic unfamiliar to them, but familiar to others, is provided on the assessment. Providing these scaffolds will have the added benefit of students learning about new contexts and experiences. However, one trait of good readers is that they can comprehend texts that are about unfamiliar topics or that in no way reflect their culture or experience. While it is true that “the more familiar readers are with the experiences and knowledge inscribed in texts, the greater the opportunity for readers to comprehend these texts” (page 24), we know of no evidence that success with such texts will automatically transfer to texts about other, less familiar or motivating topics. Students need to accumulate a wide range of general knowledge of the world so that they can access a wide range of texts. If too many scaffolds are provided too often, when do students develop the ability to learn from texts independently, especially when some texts represent unfamiliar cultures and experiences?

Recommendation: Provide a balanced NAEP 2025 test that includes “warm” texts (texts for which students are provided just-in-time scaffolds to assist them in building a knowledge base if they have none relevant to the topic or experience) and “cold” texts (texts for which no scaffolds are provided and for which few students are likely in possession of a relevant knowledge base) such that comparative measures of performance can be taken and reported on. NAEP 2025 itself already acknowledges the importance of the latter competency: “Ideally, as readers grow, they develop skills that allow them to comprehend and use texts that are not well aligned with their knowledge and experience (Lee, 2005)” (page 21). NAEP 2025 needs to reflect the ideal that students develop the ability to learn from any grade-level text independently. Some states are working on this. (Louisiana is one, and there are others.)

- We wholeheartedly endorse the idea of scaffolds but caution against overscaffolding, or inappropriately selecting elements for scaffolds, as doing so will cause the assessment to lose its

validity and prevent students from showing the full range of what they know and can do. The zine example (page 36) is flawed for this reason: Students should not need a video to understand what a zine is. It is explicitly defined in the text, and the illustration adds more support. It is true that some kids will have experience with zines and others will not, but those without such knowledge can learn what a zine is from the text itself. That is what the assessment should expect of them.

Recommendation: Scaffolds need to be carefully constructed, tested, and retested to ensure that they are not overused, and their presence should be limited to supplying support that cannot itself be gleaned from the associated text(s); otherwise, students' scores will go up because answers to questions are frontloaded to them. Scaffolding should not deprive students of showing their ability to learn from a text outside their sociocultural experience. We suggest that stimuli be piloted/pretested both with and without scaffolds to assess the impact of inclusion/exclusion.

2. There are several areas in NAEP 2025 that require clarification. Left unattended, current wordings will lead to misunderstandings.

- There are many elements in chapter 2 that no assessment can rightly implement, as acknowledged explicitly in chapter 3. These important broader and deeper aspects should be addressed through high-quality instruction—something that NAEP 2025 can and should encourage more directly.

Recommendation: Situate chapter 2 in the context of high-quality instruction more generally. NAEP 2025 does this well on the first full paragraph of page 27: “To mitigate some of these challenges, schools and assessments could employ a wider range of text choices, ample representations of cultural and linguistic diversity in texts, broader opportunities for readers to demonstrate their comprehension and understanding on reading tasks, and scaffolds that direct attention to the salient features of the texts, activities, and tasks readers encounter in assessments. Indeed, the 2025 NAEP Reading Assessment aims, to the extent possible, to incorporate these ways of addressing these challenges rather than leaving them to chance.” In other words, NAEP 2025 should be more explicit about what sorts of instruction and exposures would result in strong outcomes on the NAEP because they are what research-driven reading instruction should consist of.

- Chapter 1 speaks to the “new emphases and features of the 2025 NAEP Reading Framework.” We came away with the impression that NAEP was being overhauled and that everything it used to measure it would no longer measure. The chart on page 12, showing similarities and differences, does not, in fact, explain what is similar and different; rather, it explains what is in each assessment.

Recommendation: It would help immensely to directly include what about the current Framework is being maintained and to charge psychometricians with figuring out how to longitudinally link the new test with prior tests.

- There is no explicit discussion of the need to increase the testing time of NAEP 2025 to account for the proposed new features. Specifically, the block testing will take more time, as will the

knowledge scaffolds. For example, page 50 talks about adding metacognitive supports/scaffolds such as graphic organizers. If kids take the time to make use of these, will they have adequate time to complete the task as well? Moreover, Use and Apply tasks *seem to be* asking for higher cognitive load than they have previously.

Recommendation: If various scaffolds are going to be provided for students, testing time needs to increase or timing constraints need to be loosened. Bottom line: if we want quality responses, we have to give kids the time to create them and to glean all the meaning they can from the texts.

- There are several things that could go wrong in test construction (e.g., challenges with developing items that use the lookback functionality; psychometric questions around providing students with the correct answer; uncertainty around the number of questions per block needed to ensure validity).

Recommendation: Adding these important details to the framework will ensure that test developers pay attention to them as they build NAEP 2025.

- NAEP 2025 downplays the possibility of older students having low levels of decoding skills. In fact, the study cited (Wang, Sabatini, O'Reilly & Weeks 2019) has been misrepresented in the discussion on page 33. That study actually showed that 23 percent of 4th graders on the 2009 NAEP read too slowly to comprehend, including six percent of those test takers unable to read second-grade texts and were therefore removed from the study pool! Page 38 of the Framework repeats this inaccuracy. While it is true that a majority of students do not have this issue, the fact that nearly one-quarter do should not be dismissed.

Recommendation: Correct this to reflect the research so that educators understand that dysfluency with grade-level text matters—and matters a great deal to many students.

- It is not until page 62 that text complexity is defined appropriately: “These approaches situate text complexity within the sociocultural model outlined in Chapter 2 by noting that while factors inside the text may render it more or less complex, factors outside the text may render it more or less accessible to readers.” In chapters 1 and 2, the idea of text complexity is confused and misleading. Reader attributes related to the knowledge, interest, motivation, engagement, habits, attitudes, language competence, and skills/strategies that individual students bring to the reading act are *not* attributes inherent to a text’s complexity. Also, saying that reader attributes matter makes selecting appropriately complex texts completely unworkable. Which attributes among those of the nearly 60 million K–12 students in the country will NAEP include? Measuring even cursorily a text’s complexity in terms of the knowledge or any other attribute of the reader is the first step to leveling texts, which will send destructive and muddled messages to the field.

Recommendation: Clean up the text complexity definition on pages 14 and 31 by using the proper definition found on page 62. It is essential to distinguish text complexity from individual student ease or difficulty.

- Some wording in the Achievement Level Descriptors needs some adjustments. Our recommendations are as follows:

- a. Close the considerable difference in expectations between students reading literary versus scientific versus social studies texts.
 - b. Mention the use of evidence consistently across the levels and grades.
 - c. Drop the reference in the Advanced Level at grade 4 to the idea that “readers should be able to evaluate how characters or themes resonate with society and their personal lives,” as this presents real equity issues. What if particular characters or themes don’t resonate with some students and leave those students with nothing to say? This could favor some kids and not others and seems wholly antithetical to the sociocultural and “best foot forward” approaches.
 - d. Do not give students who can “make predictions” more credit than those who cannot unless the item is carefully written to determine that kids can make accurate, coherent situation models about the texts. Otherwise, crediting prediction making will privilege students who come to the assessment having more knowledge about the topic.
 - e. Reconsider the requirements or “activities” that represent too high a bar. We point to two in particular: “generate an alternative procedure or experiment based on knowledge acquired from information gained from reading”; asking students to use their understanding of legal principles when responding to texts.
 - f. Be transparent about the complexity demands when discussing the levels. The ALDs only describe the tasks students are expected to do; they do not mention text complexity, even though many of the chapters that come before highlight the importance of the interaction between the complexity of the text, the task, and context.
- We also have some recommendations regarding smaller but still important issues:
 - a. Get rid of “developmental appropriateness” when describing the blocks. That is always in the eye of the beholder and too often is used to reduce expectations.
 - b. Several times throughout the narrative, NAEP 2025 refers to “critique” rather than “analysis.” This appears to be a holdover from the current comprehension targets. If it is meant to signal that students are critical readers, is it better to say that than expect students—especially fourth graders—to critique writings?

Thank you for the opportunity to comment on the NAEP 2025 Framework. We recognized what hard work it is to think anew and forge real change. We stand ready to answer any questions should you need more information.

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- District Perspectives on Equitable Reading Instruction
 - *November - TBD*
- Considerations for Equitable Instruction from Educator Voices
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 - *Late Fall 2020 - TBD*
- Educator Perspectives: Guidance on Addressing Unfinished Learning
 - *Late Fall 2020 - TBD*
- Leadership Perspectives: Best Practices and a Path Forward
 - *Late Fall 2020 - TBD*



PRINCIPAL SUPERVISORS SURVEY REPORT



TRENDS IN PRINCIPAL SUPERVISOR LEADERSHIP AND SUPPORT

Results from Two Surveys of Principal Supervisors
in America's Great City Schools

Council of the Great City Schools
Spring 2020

Trends in Principal Supervisor Leadership and Support:

Results from Two Surveys of Principal Supervisors in America's Great
City Schools

By

Amanda Cochran

Ray Hart

Michael Casserly

Council of the Great City Schools

Trends in School Leadership and Support

Table of Contents

INTRODUCTION	3
METHODOLOGY	6
DATA AND TRENDS IN THE PRINCIPAL SUPERVISOR ROLE AND CHARACTERISTICS	7
NUMBER AND TENURE OF PRINCIPAL SUPERVISORS	7
SPAN OF CONTROL	8
PRINCIPAL SUPERVISOR ROLES AND SUPPORT ACTIVITIES	9
DISTRICT SUPPORT AND PROFESSIONAL DEVELOPMENT FOR PRINCIPAL SUPERVISORS	13
CENTRAL OFFICE AND OTHER SUPPORT TO PRINCIPALS AND SCHOOLS	18
PRINCIPAL EVALUATION SYSTEMS.....	20
DISCUSSION	22

Executive Summary

This report presents findings from two national surveys of principal supervisors, one conducted in 2012 and one conducted in 2018. The surveys focused on the selection, deployment, function, support, professional development, and evaluation of staff in these roles. While the surveys are not identical, respondents were asked many of the same questions as before, providing a longitudinal look at how the role of principal supervisors—and districts’ support for this work—has evolved over the years.

The survey results indicate that substantial progress has been made in the last six years. Districts have continued to redefine their priorities and the day-to-day activities of staff in these roles. They have narrowed the spans of control of principal supervisors, allowing them to provide more hands-on support and guidance to the principals that were assigned to them. Turnover among principal supervisors has dropped, and staff in these roles are now more experienced than they were in 2012. Principal supervisors report engaging with principals around instruction and data more than ever and spending less time on non-instructional (operational) activities such as budget, facilities, or human resource issues than before. Instead, they now spend a significant amount of their time in schools visiting classrooms, providing principals with actionable feedback, and modeling effective coaching.

The data also revealed several areas still in need of improvement—particularly in the areas of professional development and evaluation of principal supervisors—as well as a common need across districts for greater central office communication and coordination in support of schools. Moreover, the survey data revealed a critical lack of investment in leadership pipelines—programs designed to build a bench of staff equipped with the knowledge and leadership skills required to step into the role of principal supervisor or other leadership positions.

In sum, this investigation of the principal supervisory and support structures of large urban school districts shows that, while still a work in progress, school systems are continuing their decades-long efforts to better define and align the instructional role of principal supervisors to improve the academic outcomes of schools and students. These efforts have likely played an important role in the larger reforms being pursued by the nation’s urban public-school systems.

Introduction

In the fall of 2012, the Council of the Great City Schools received a grant from The Wallace Foundation to investigate the ways principals were supported and evaluated in large urban school districts across the country. The project was a part of the foundation’s endeavor to strengthen school leadership in the nation’s public-school systems—the focus of their work in education, and one that is grounded in research demonstrating the importance of school leadership in improving student outcomes.

The Council’s specific area of investigation revolved around the special role of principal supervisors in boosting the capacity and instructional focus of school principals. To conduct the study, the Council surveyed principal supervisors in member school districts, asking them to provide data on their backgrounds and tenure in the position, their reporting structures, the roles they played and activities they engaged in at the school and district levels, the professional development provided to them, and the perceived effectiveness of the principal-evaluation system.

The results of this survey were summarized in the report [*Principal Evaluations and the Principal Supervisor: Survey Results from the Great City Schools*](#), released in March of 2013. In general, the data from the survey indicated that principal supervisors were playing an increasingly important role in supporting principals and improving student achievement. Survey results also showed that the roles and responsibilities of principal supervisors had shifted substantially in the two years leading up to the survey, from 2010 to 2012, and were poised to continue this evolution toward instructional leadership in the years to come.

Following the release of this survey, the Wallace Foundation and the Council of the Great City Schools embarked on a follow-up effort, called the Principal Supervisor Initiative (PSI), designed to advance district strategic planning and reform efforts in the area of school leadership. This effort included a multi-year investment in Council-provided technical assistance site visits—along with other Wallace Foundation activities—for a cohort of districts embarking on principal supervisor-focused reforms.

In addition, the Council partnered with Mathematica and Vanderbilt University in 2018 to launch a second, follow-up survey of principal supervisors across Council member districts to examine changes in the principal supervisor role since the Council’s original survey in 2012. Respondents were asked many of the same questions as before concerning their background, deployment, types of support they provided, the activities they engaged in on a day-to-day basis, and the in-service support and professional development they received. The survey also touched on an array of new topics, based on what the Council and the Wallace Foundation had learned in the intervening years from the Principal Supervisor Initiative regarding factors that contributed to effective oversight and support for schools and principals.

This new report brings together our observations and findings from both surveys of principal supervisors nationwide on the selection, deployment, function, support, professional development, and evaluation of staff in these roles, and how these features

and functions have changed over the years. Taken together, the data provide a picture of the current landscape and how the roles of principal supervisors have evolved in recent years. In addition, we attempt to put the reforms pursued through this initiative into a broader context of national reform and improvement efforts. Moreover, the findings suggest ways that districts can continue to cultivate instructional leadership in service of stronger schools and improved student achievement.

Methodology

In 2012, the Council of the Great City Schools (CGCS) surveyed its then 67-member urban public-school districts along with two non-member districts that were part of a Wallace Foundation’s initiative to help districts develop pipelines of effective principals. The survey, conducted *via* Survey Monkey, was sent to superintendents in each district, who were asked to forward the survey to staff member(s) who best fit the “principal supervisor” role. The instrument remained in the field between October 10 and November 26, 2012, and multiple reminders were sent by the Council to boost response rates.

Survey responses with usable data were received from 41 of the 67 CGCS member districts and the two other non-member Wallace pipeline districts for a response rate of 62.3 percent (43 of 69). It is important to note that most districts have more than one principal supervisor, so the total number of responses involved 135 individuals in the 43 districts.

In general, the survey asked for information about the characteristics and roles of principal supervisors, the professional development provided to them, and the perceived effectiveness of their principal-evaluation systems. The survey also asked respondents to indicate how these roles and responsibilities had changed between 2010 and 2012. Otherwise, all results applied to the school year ending in June 2012. Apart from selected data on the numbers of principal supervisors, all data were reported in the aggregate rather than by district.

To follow up on this survey, the Council partnered with Mathematica and Vanderbilt University in 2018 to launch a second district survey of principal supervisors across Council member districts and over time. The survey sought to capture changes in the principal supervisor role over the nearly ten-year period since the Council’s original survey. To this end, the 2018 iteration of the principal supervisor survey asked many of the same questions that were asked in 2012 regarding the selection, support, and deployment of principal supervisors, as well as some new questions to expand our understanding of how principal supervisors function in districts. Comparing the results of the two surveys therefore provides us with a compelling picture of how this role has evolved over the intervening years.

The 2018 survey was conducted in approximately the same way as the 2012 survey was administered. An announcement of the new study was sent to superintendents in each of the Council’s now-70 member districts. Superintendents were asked to forward a list of principal supervisors to the Council, and 63 of the districts provided a list of staff member(s) who best fit the “principal supervisor” role. The 2018 survey was then sent to the principal supervisors identified by the superintendents in the 63 districts, and the instrument remained in the field between April and September 2018, with multiple reminders sent by the Council to boost response rates. Surveys were received from 391 principal supervisors out of the 580 names submitted by the superintendents (67.4 percent), representing 59 of the 70 Council member districts (84.3 percent). The Council’s sample differs slightly from a parallel report on the PSI districts conducted by Mathematica and Vanderbilt University. The Council’s report includes responses from all surveys completed between April and September, while the parallel report excludes responses from five

districts participating in other principal pipeline initiatives sponsored by The Wallace Foundation.

Data and Trends in the Principal Supervisor Role and Characteristics

The data in this section compare the results of the 2012 and 2018 surveys on questions that were common to both. Findings are also presented on the results of the most recent survey—without direct comparisons to 2012--when they inform trends across the period or reflect insights that the Wallace Foundation and the Council were gleaning from the work. The reader should remember that the survey was conducted on the full Council membership, not solely on the handful of districts that participated in the larger Wallace principal-supervisor initiative.¹

Number and Tenure of Principal Supervisors

One of the central questions from both the initial survey and its follow-up involved the number of staff members or principal supervisors that urban school systems employed and how long they had been in their current positions. The importance of this question rested on the extent to which urban school systems were deploying principal supervisors and whether was increasing or decreasing. Results showed that the 2012 mean number of principal supervisors per district was eight in 2012 compared to nine in 2018 (Table 1).

Yet while the average number of principal supervisors across the entire Council membership did not change appreciably over the period, the mean tenure of principal supervisors doubled from three years in the position in 2012 to six years in the position in 2018. (Table 2). Interestingly, the mode also increased from one year in the position to three years in the position.

The results of the initial survey also suggested that there was extensive turnover in the principal supervisor position between 2010 and 2012 and that the role was in continuous flux during that period—consistently being revised or reinvented as districts experimented with what worked. The 2018 results suggest, however, that the role had become more stable over time, with principal supervisors guiding and supporting urban school principals much more experienced in 2018 than they were in 2012.

¹ A comparison of PSI districts and non-PSI districts on many of the same questions will be described in a forthcoming report by Mathematica.

Trends in School Leadership and Support

Table 1. Number of Principal Supervisors in Urban Districts, 2012 and 2018

Principal Supervisors	Number in 2012 (n=135) from 41 School Districts	Number in 2018 (N=580) from 63 School Districts
Minimum	2	1
Maximum	41	48
Average	8	9
Median	5	7
Mode	4	5

Table 2. Principal Supervisors Years of Experience in Current Position, 2012 and 2018

Years as a Principal Supervisor	2012 (n=133)	2018 (N=386)
Minimum	1	1
Maximum	11	30
Average	3	6
Median	2	4
Mode	1	3

Span of Control

One of the central tenets of the Wallace project was that if principal supervisors had smaller numbers of schools and principals to oversee, then they could focus more effectively on the instructional mission of their school leaders—if that focus were indeed redefined. Perhaps the most telling change since the 2012 survey was the decline in the span of control of principal supervisors across Council-member districts. Table 3 indicates that the mean number of principals supervised declined from 24 in 2012 to 16 in 2018, with most supervisors reporting that they oversaw 12 principals.

This reduction, combined with the additional average experience of principal supervisors, suggests that the direct support to schools was stronger and more targeted than in past years. The data supports the observation by Council site-visit teams that districts had expanded the capacity of principal supervisors to support principals over the project period.

Table 3. Number of Principals Reporting to Principal Supervisors, 2012 and 2018

Principal Direct Reports	2012 (n=135)	2018 (N=378)
Minimum	3	2
Maximum	100	50
Average	24	16
Median	18	14
Mode	15	12

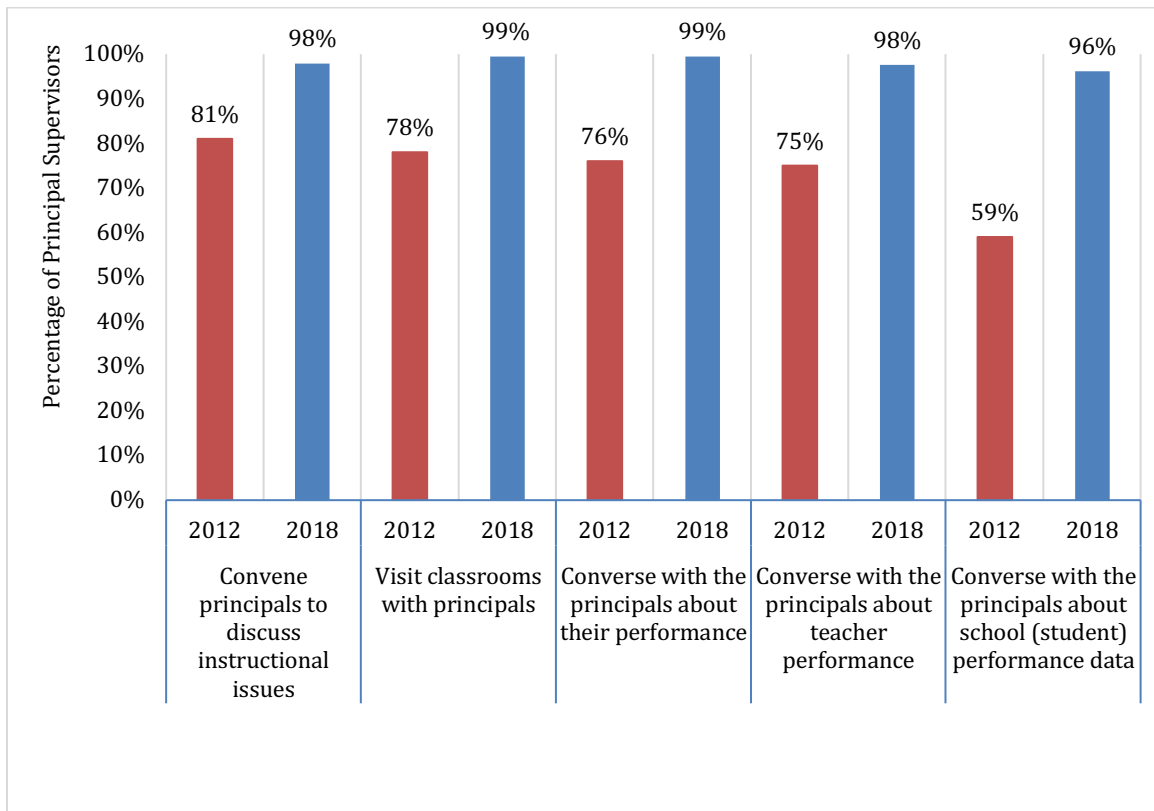
The reader should keep in mind, however, that the survey was conducted across the Council membership—and not solely Wallace PSI districts—and that this period was marked by large numbers of school closings and consolidations that could have contributed to the reduced span of control in these urban school districts. Additional analysis would be needed to tease out these effects. Nonetheless, it was clear that districts were retaining their principal supervisors over the period and their span of control was dropping.

Principal Supervisor Roles and Support Activities

The evolving role of principal supervisors and principals was also of primary interest to both the Wallace Foundation and the Council. The expectation of both organizations was that additional emphasis would be placed on instructional activities if the role of principal supervisors was indeed changing. Between 98 and 99 percent of principal supervisors responding to the 2018 survey reported that they convened principals to discuss instructional issues, visit classrooms, and converse about their performance and the performance of their teachers, compared to between 75 and 81 percent in 2012 (Figure 1).

Similarly, substantially more principal supervisors reported discussing school and student performance data with principals in 2018 compared to 2012, 96 percent vs. 59 percent, respectively (Figure 1).

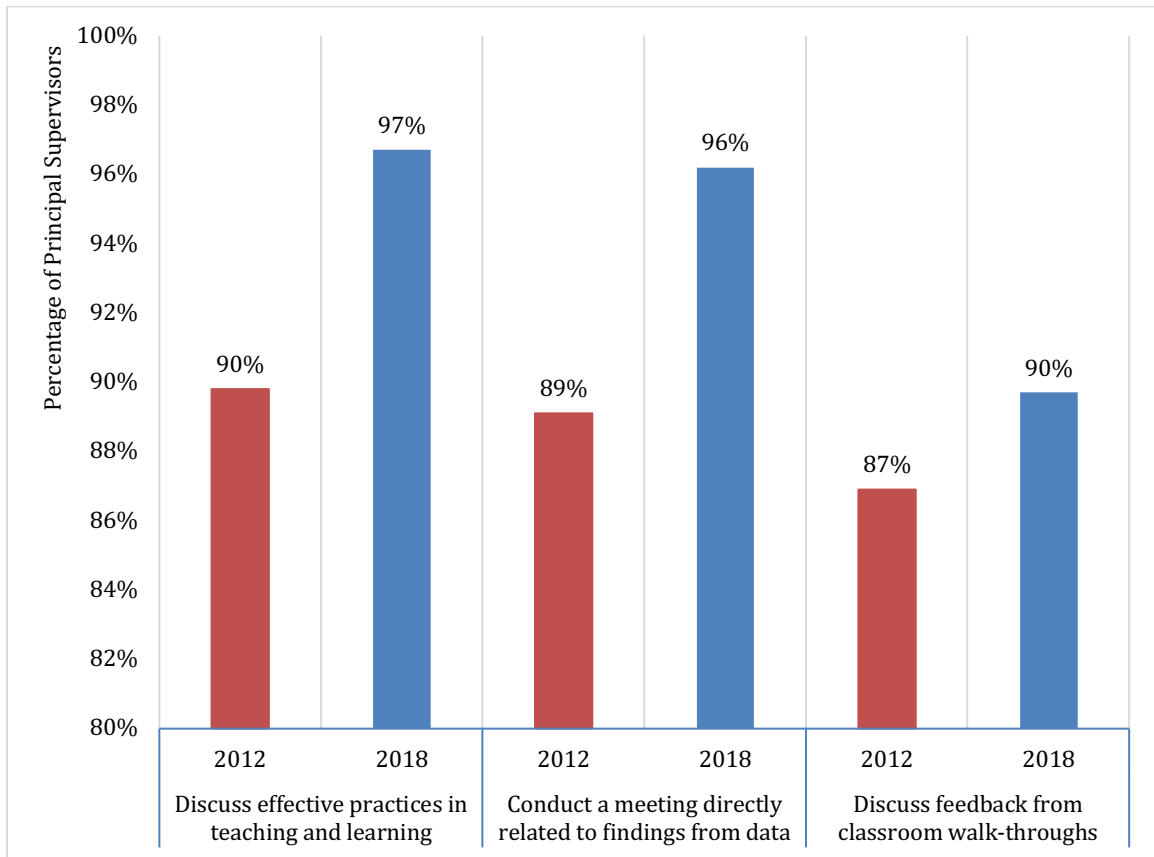
Figure 1. Percentage of Principal Supervisors Conducting Discussions or Activities with Principals on Specified Instructional Areas, 2012 and 2018



Trends in School Leadership and Support

The survey revealed that principal supervisors’ engagement with principals increased in other ways as well. Figure 2 shows that a higher percentage of supervisors discussed effective practices in teaching and learning, conducted meetings directly related to findings from data, and discussed feedback from classroom walk-throughs with principals.

Figure 2. Percentage of Principal Supervisors Conducting Discussions and/or Activities with Principals on Specified Instructional Areas(continued), 2012 and 2018



In addition to questions about the kinds of work and activities principal supervisors were engaged in, the 2018 survey asked principal supervisors to give an overall estimate of the time they spent on various aspects of their role—a datapoint that speaks volumes on the priorities and focus of these leaders.

In response, principal supervisors reported that nearly half (49 percent) of their work time was spent providing instructional leadership to schools (Figure 3), with most of a typical week (50 percent) spent visiting schools directly (Figure 4).

The data shown in Figures 3 and 4 were not collected in the same way in 2012 as in 2018, making direct comparisons difficult, but the findings provide additional detail and color on what principal supervisors were doing with their time. The results strongly suggest that activities related to enhanced instruction were dominating the work of principal supervisors in the most recent survey.

Figure 3. Percent of Principal Supervisor Time Allocation When Working with Their Principals, 2018

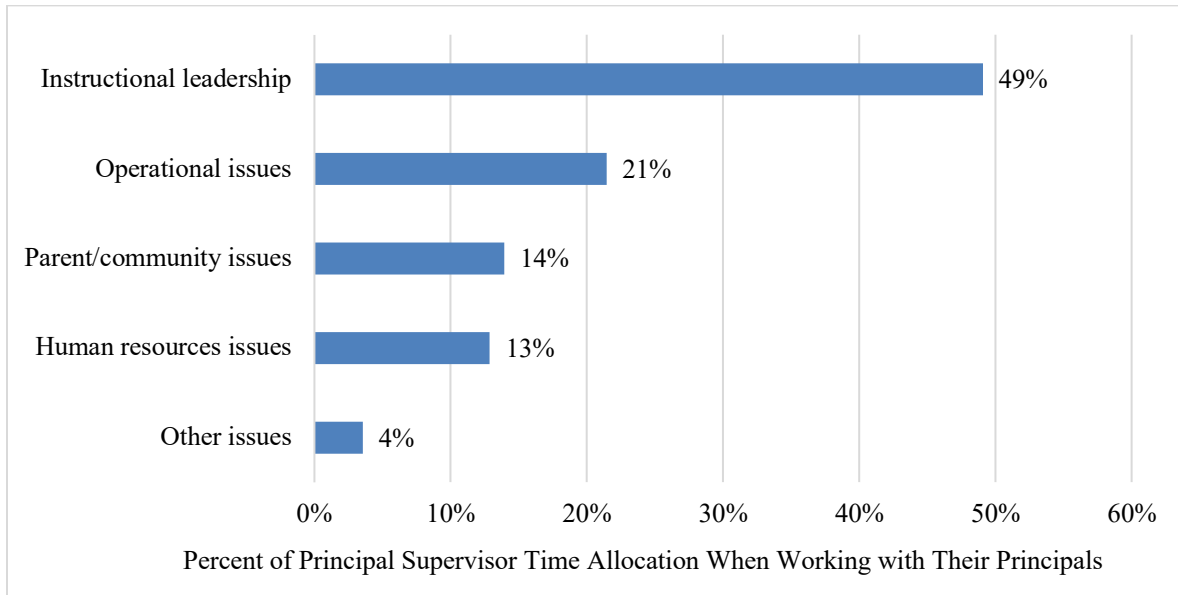
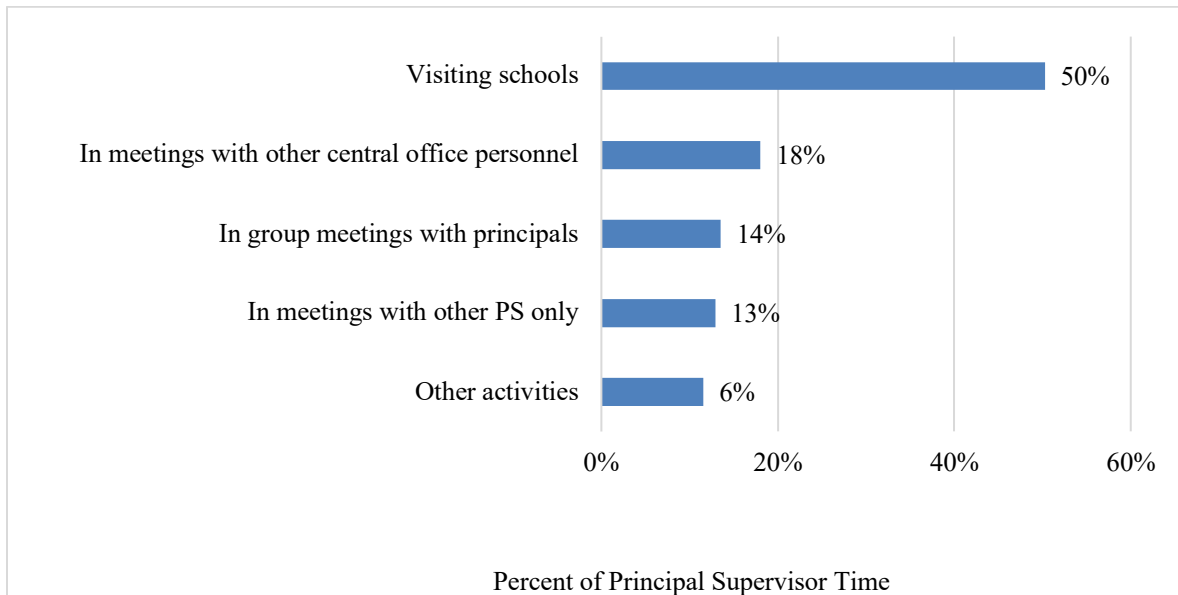


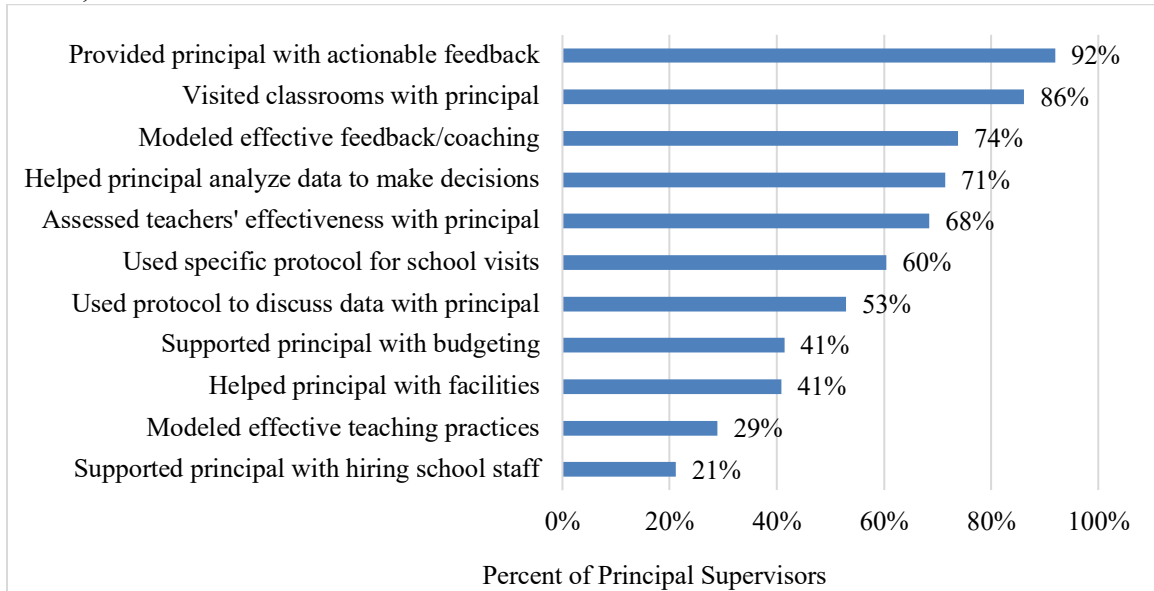
Figure 4. Percent of Principal Supervisor Time in a Typical Week, 2018



Principal supervisors also reported in 2018 that they “Usually” or “Always” spent a great deal of their time in schools providing principals with actionable feedback, visiting classrooms, modeling effective feedback and coaching, and helping principals analyze data (Figure 5). Some principal supervisors (29 percent) even reported modeling effective teaching practices when visiting schools. Moreover, principal supervisors generally reported providing less support for non-instructional (operational) activities such as budget, facilities, or human resource issues than for instructional activities.

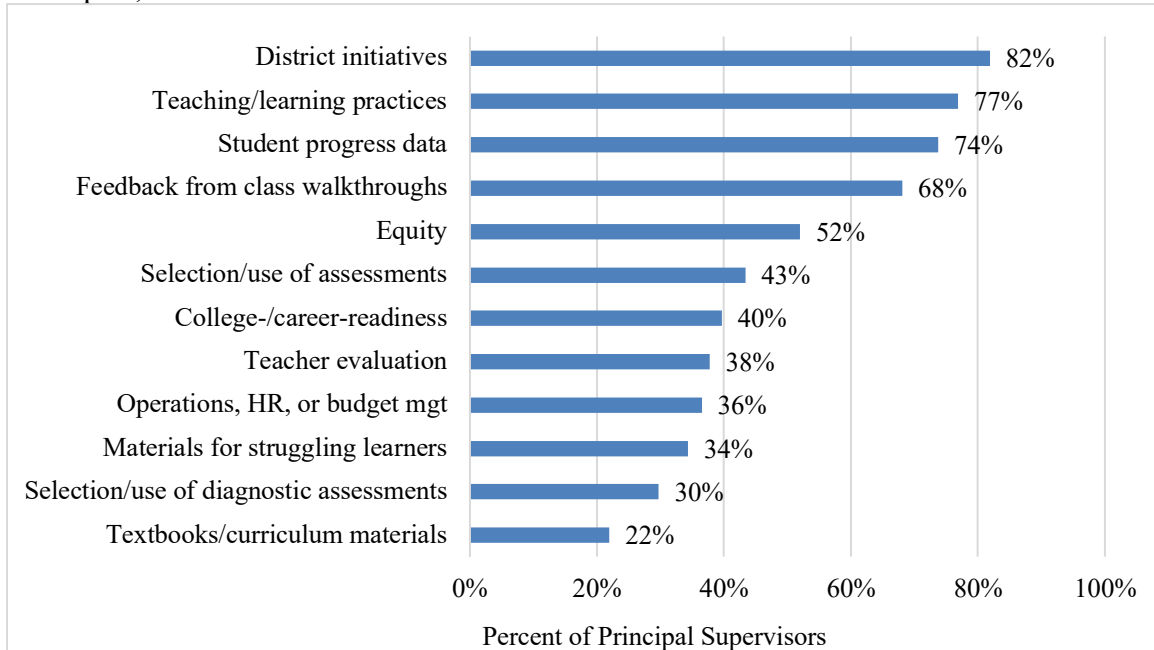
Trends in School Leadership and Support

Figure 5. Percentage of Principal Supervisors Conducting Specific Activities in School Visits, 2018



Finally, in meetings with principals, supervisors reported “Usually” or “Always” spending the majority of their time focused on discussing district initiatives, followed by instructional topics such as reviewing teacher/learning practices, using and understanding student progress data, discussing results from classroom walk-throughs, addressing issues of equity, and other instructional issues (Figure 6). Low on this list of topics again was non-instructional operations, but also the discussion of materials for struggling learners.

Figure 6. Percentage of Principal Supervisors Discussing Specific Topics in Meetings with Principals, 2018



District Support and Professional Development for Principal Supervisors

The Wallace Foundation and the Council of the Great City Schools were particularly interested in the kinds of professional development and support that principal supervisors themselves received. Because of differences in the questions asked and the language used in the 2012 and 2018 surveys, particularly in the areas of professional development, it was difficult to compare directly the results of the two surveys.

However, based on qualitative data gathered from a series of site visits conducted by the Council in 2012 and 2013, it was clear that professional development for principal supervisors across districts at that time was largely *ad hoc* in nature, and was not part of a systematic, sustained program of professional learning focused on growing supervisors' expertise in curriculum and instruction.²

As of 2018, however, more districts appeared to be addressing this gap. Sixty-eight percent of respondents in 2018 reported participating in some form of district-sponsored professional development (Figure 7), although 59 percent of respondents indicated that “None” or only “Some” of the training was tailored solely for principal supervisors (Figure 8).

Similarly, Figure 9 illustrates that about half (45 percent to 56 percent) of principal supervisors “Agreed” or “Strongly Agreed” that they participated in professional development activities that helped them with their problems of practice, were related to their professional growth, or addressed challenges they faced in their work. Most agreed that the professional development they received was focused primarily on implementing district initiatives and programs.

This finding indicated to the Council that ongoing in-service professional development was getting stronger, but it remained an area of need for districts. Fewer than half of survey respondents reported that key aspects of their role as principal supervisors were emphasized in district-sponsored professional development. These included identifying instructional quality in classroom observations (44 percent), improving student growth and achievement (40 percent), using student performance data to improve instruction (37 percent), coaching principals (33 percent), providing actionable/specific feedback to principals (31 percent), etc.

Survey results suggested that despite increases in many of these activities among principal supervisors, district-sponsored professional learning opportunities to improve in these areas were only modestly emphasized in local trainings. Interestingly, while questions relating to professional development for principal supervisors were not asked in the same ways in the 2012 survey as in the 2018 survey, the top two areas of “additional support” that principal supervisors reported that they needed in order to better support principals in the 2012 survey were “more coaching time and strategies” and “less meetings/ more time

² *Rethinking Leadership: The Changing Role of Principal Supervisors*. Council of the Great City Schools, October 2013.

Trends in School Leadership and Support

to work with principals, visit schools, and plan.” Given that six years later principal supervisors reported allocating substantially more time to these exact activities, the data seems to suggest that districts have taken concrete steps to address these concerns and recast the role and priorities of these leaders—despite the need for more such training and support.

Figure 7. Percentage of Principal Supervisors Participating in District-Sponsored Professional Development, 2018

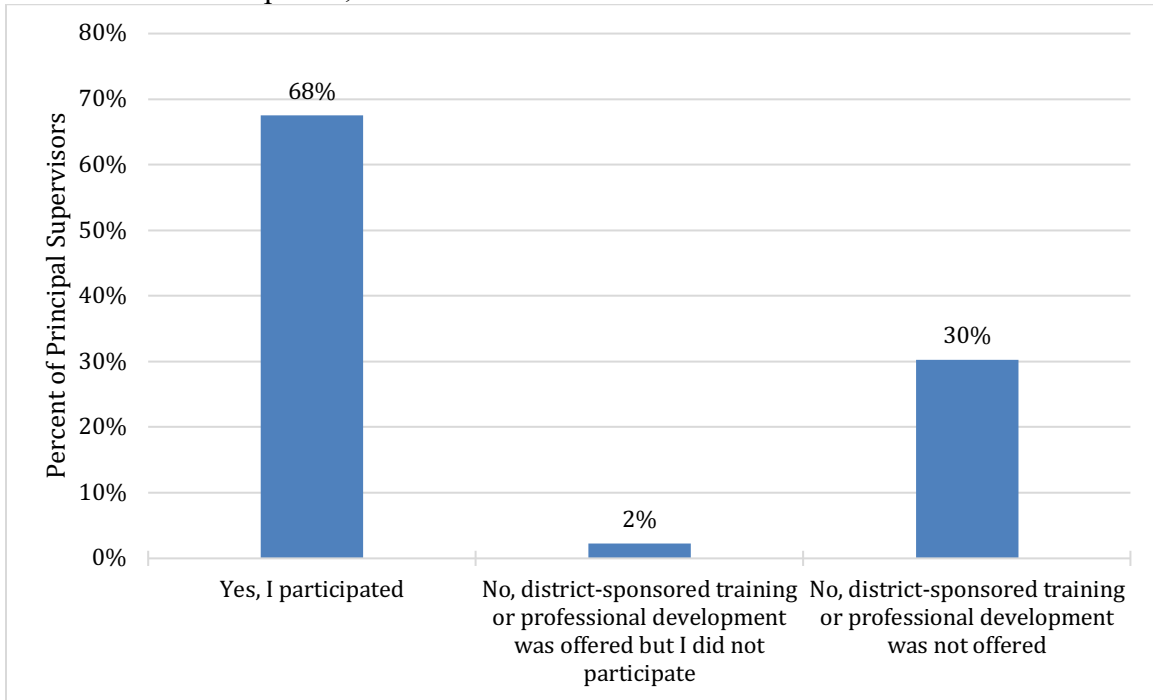


Figure 8. Perception of the Portion of Training or Professional Development Designed Specifically for Principal Supervisors, 2018

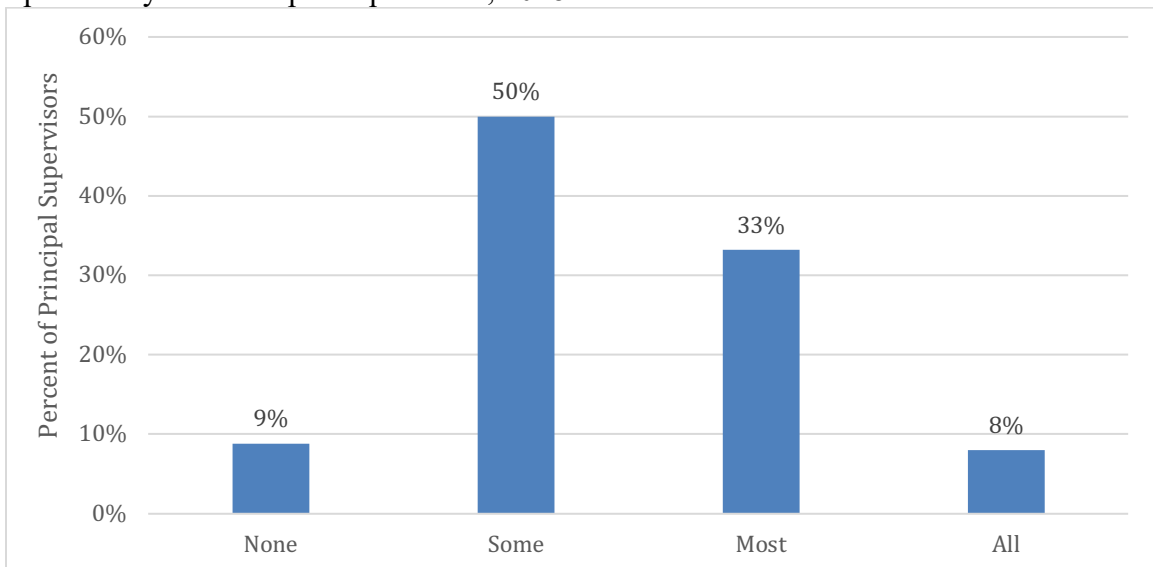
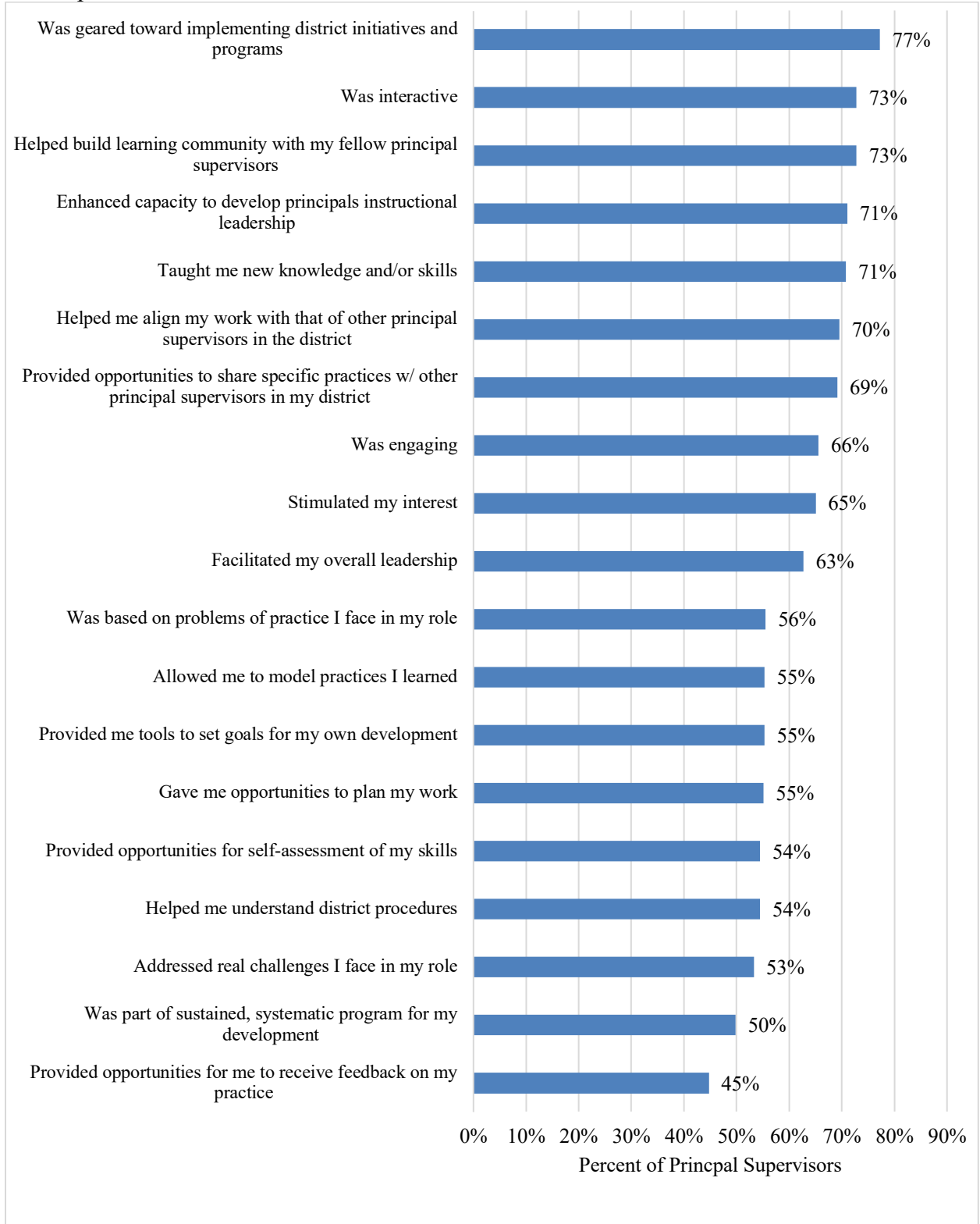
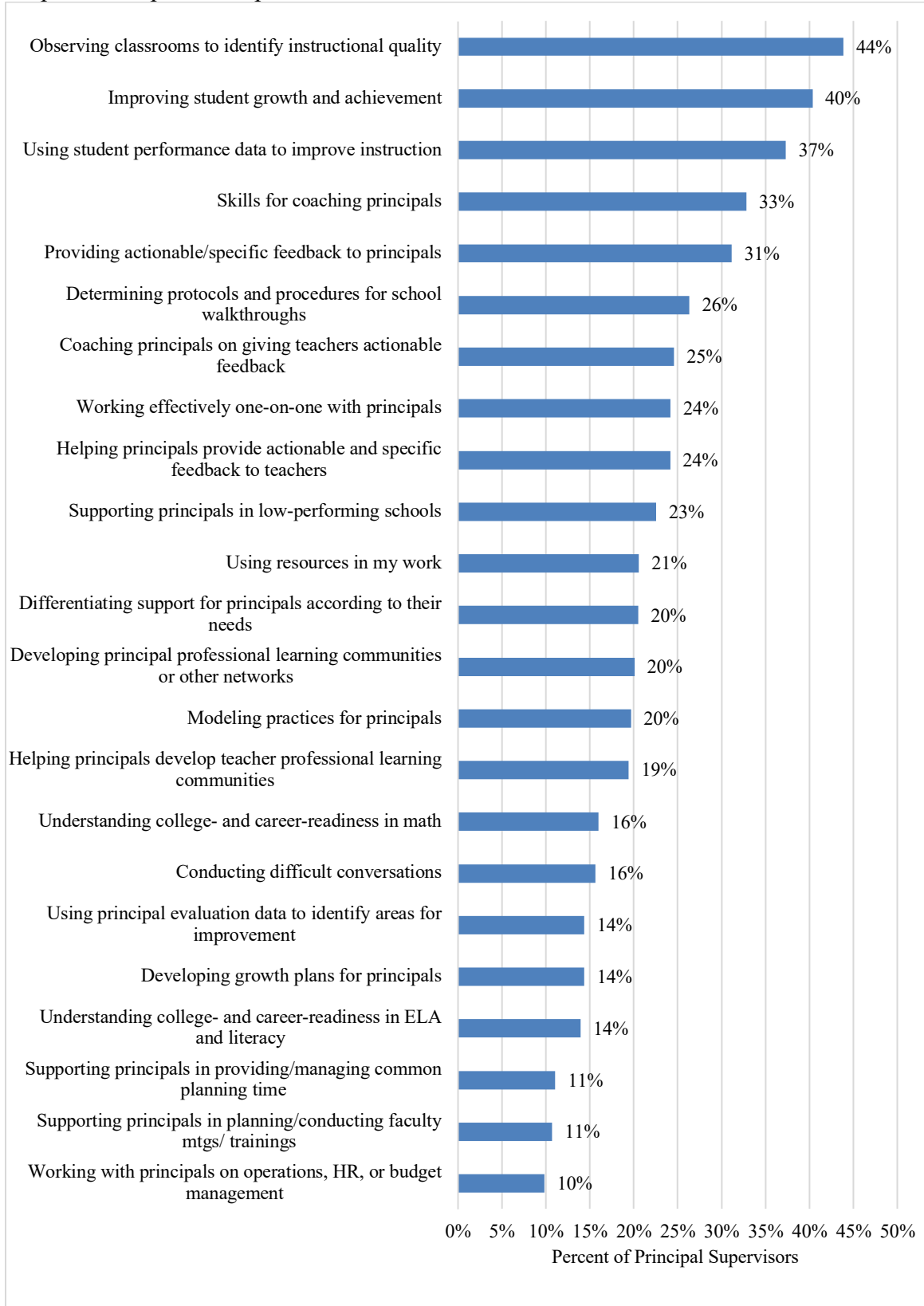


Figure 9. Principal Supervisor Perceptions of District-Sponsored Training or Professional Development, 2018



Trends in School Leadership and Support

Figure 10. Percent of Principal Supervisors Reporting that Professional Development Emphasized Specific Topics, 2018



The 2018 survey data also revealed a critical lack of investment in leadership pipeline programs. Figures 11 and 12 show that, among the surveyed districts, very few principal supervisors reported that their districts have programs to support aspiring principal supervisors. Only one in four principal supervisors indicated that their district had a principal supervisor pipeline program (25 percent) or a mentoring/induction program for principal supervisors (25 percent).

In a parallel survey of assistant principals, the Council found that only thirty two percent (32 percent) of member districts had formal mentoring or coaching systems for assistant principals (Figure 13). However, most, seventy percent (70 percent), reported having formal aspiring principal programs.

Figure 11. Principal Supervisors Reporting a District Aspiring Principal Supervisors Program, 2018

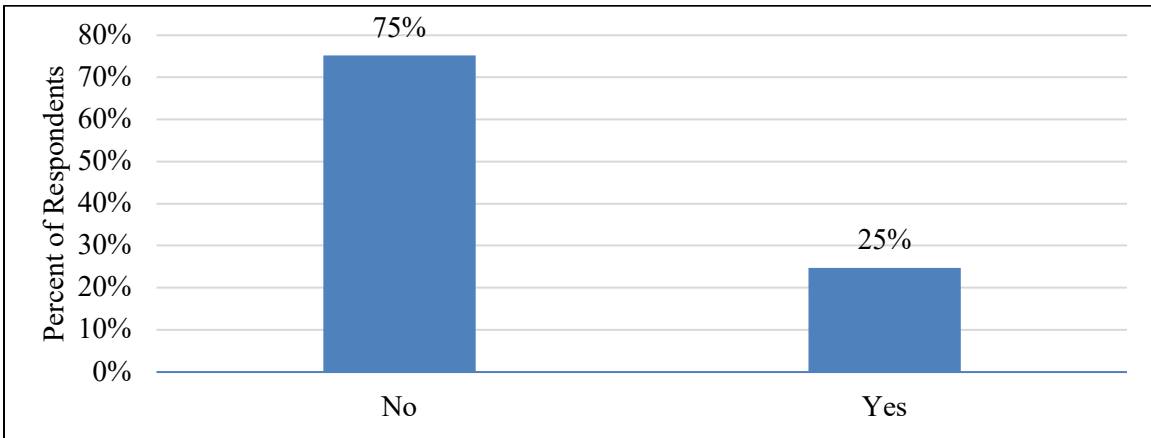
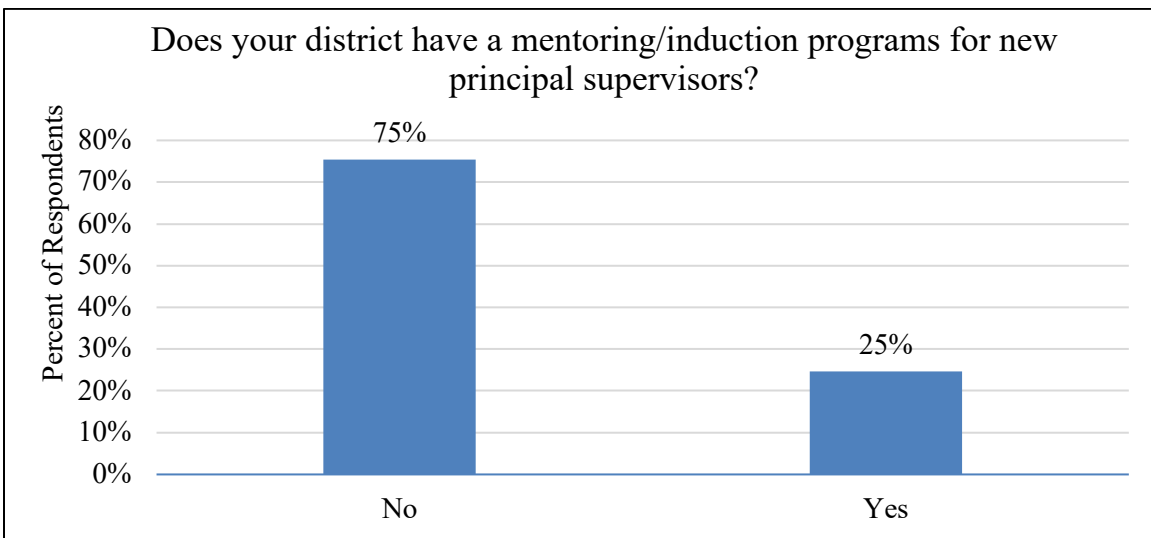
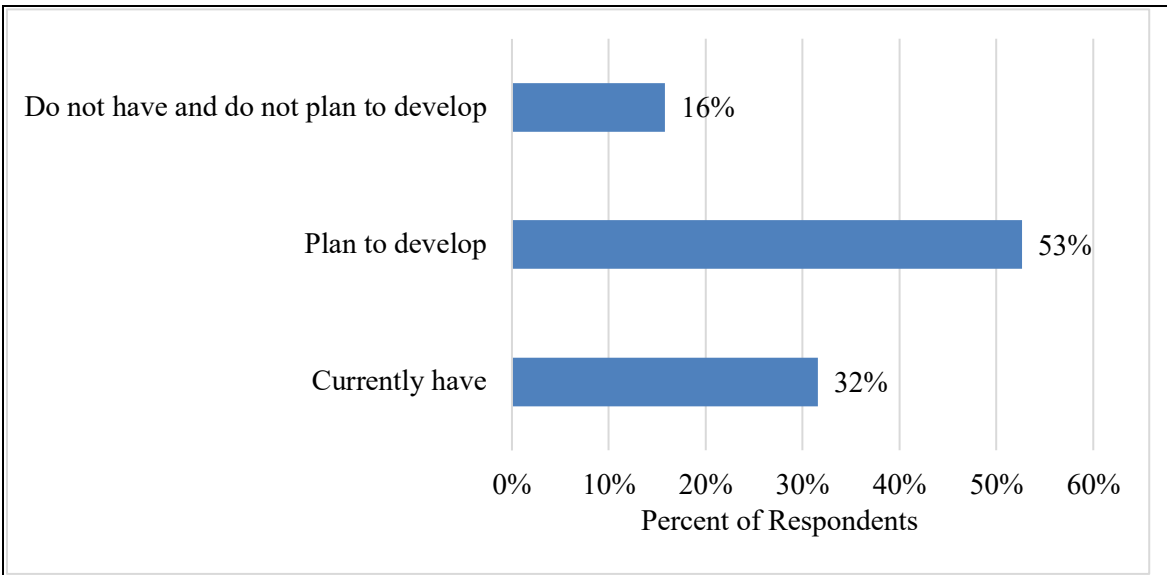


Figure 12. Principal Supervisors Reporting a District Mentoring/Induction Program for Principal Supervisors, 2018



Trends in School Leadership and Support

Figure 13. Districts Reporting a Formal Mentoring or Coaching Program for Assistant Principals, 2018



Central Office and Other Support to Principals and Schools

Central office support to schools was also a critical element of principal and school success. And principal supervisors played a critical role in managing the deployment of central office and other staff to support school improvements in academic achievement and school operations. The development and management of district structures to support schools, including collaboration between central office departments and school staff, was an important function of principal supervisors.

Figure 14 shows principal supervisor responses to questions related to the central office support for their role in improving instructional practices in schools. Most principal supervisors (70 percent) “Strongly Agreed” or “Agreed” that the district focus (as of 2018) was on teaching and learning, and the organization of the central office did not appear to interfere with their ability to work with other principal supervisors.

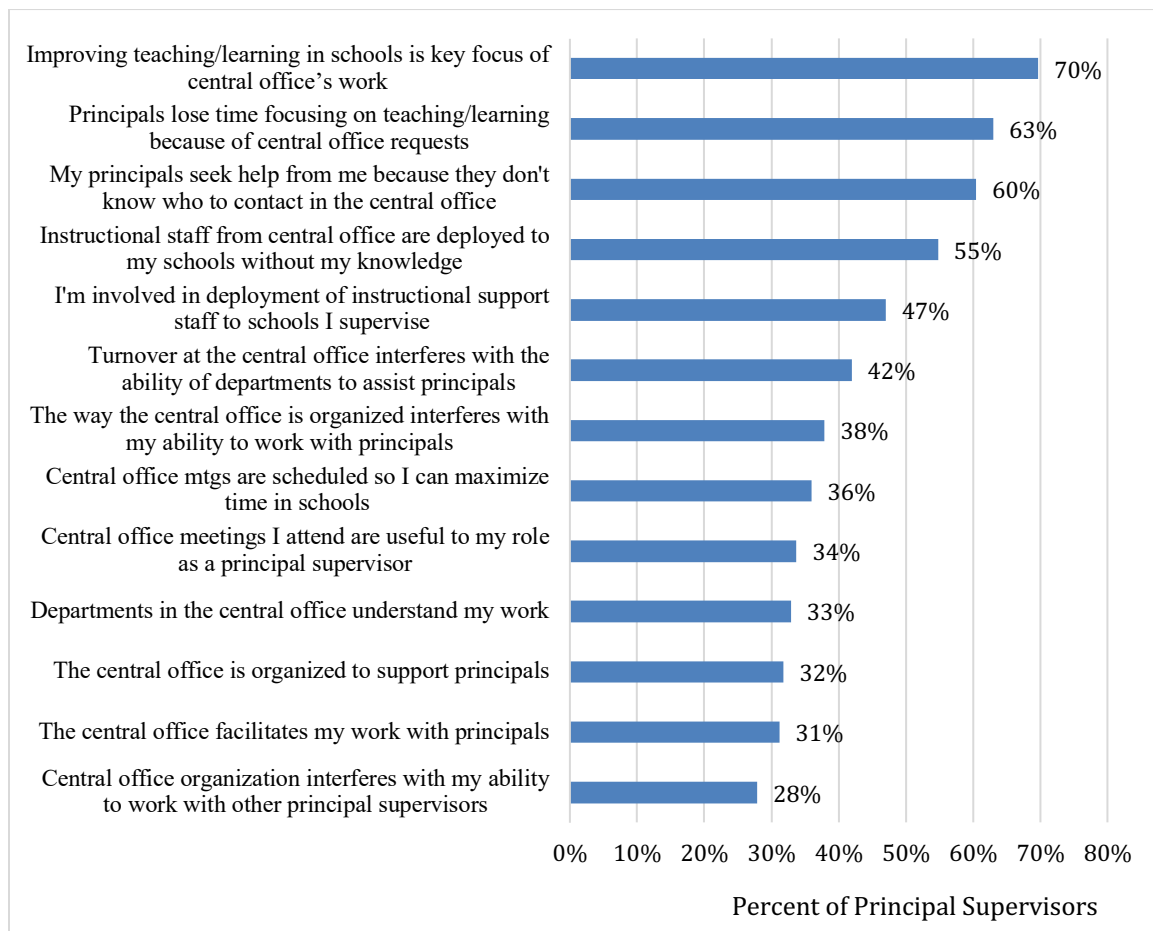
However, the central office burden on principals was clearly a concern across member districts. Sixty-three percent of responding principal supervisors reported that principals lost time focusing on instruction because of central office requests, and 60 percent reported that their principals sought their help because they didn’t know whom to contact in the central office to solve various school-level problems.

Moreover, survey data revealed a lack of coordination and communication across instructional staff and resources provided to schools. Less than half of survey respondents (47 percent) reported in 2018 that they were directly involved in the deployment of instructional staff to the schools they supervised, and just over half (55 percent) indicated that central office staff were deployed to schools that they supervised without their knowledge.

More concerning, only about a third of respondents reported that departments in the central office understood their work, that the central office was organized to support principals, and that the central office facilitated their work with principals. (Figure 14). Clearly, additional work was needed to ensure that central office structures and staffing were adequately defined and organized to support principals and improve their ability to focus on teaching and learning.

Finally, some districts attempted to solve the problem of weak coordination by having more staff reporting directly to the central office and fewer reporting to principal supervisors. In fact, just over half of responding principal supervisors (51 percent) indicated that they had staff reporting directly to them. In addition, the vast majority (72 percent) of principal supervisors reported that they had between one and five direct reports who were not principals. Table 4 shows that the average number of direct reports had declined between 2012 and 2018 from five staff members to three.³

Figure 14. Principal Supervisors’ Perceptions of Central Office Support, 2018



³ There is a difference on this point between the Council report and the Vanderbilt report in that the Vanderbilt report *did not* include principal supervisors with no direct reports; the Council report *did* include circumstances where principal supervisors had no direct reports.

Trends in School Leadership and Support

Table 4. Number of non-principal staff directly reporting to principal supervisors.

Other Support Staff	Other Support in 2012 (n=133)	Other Support in 2018 (N=361)
Minimum	0	0
Maximum	48	50
Average	5	3
Median	3	1
Mode	1	0

Principal Evaluation Systems

Finally, in 2012, formal principal evaluation systems were relatively new in many school districts across the country. Principal supervisors reported at the time having principal-evaluation systems in place in their districts for an average of seven years, including some 13 districts that reported that their principal-evaluation systems had only been in place for a single year.

Nonetheless, the vision and purpose of the new principal-evaluation systems appeared to have been effectively communicated to principal supervisors. Approximately 96 percent of principal supervisors said that the purposes of their district's principal-evaluation systems was to improve principal effectiveness; 79 percent said that the purpose was to identify areas for on-going principal professional growth for *individual* principals; 74 percent said the purpose was to make decisions about principal retention; and 65 percent indicated that the purpose was to identify items for on-going professional growth for *all* principals.

This indicated that supervisors generally understood that the purpose of evaluations was to improve principal practice and to hold principals accountable, rather than merely being a compliance exercise.

However, as of the first survey in 2012, only fifty-eight percent of principal supervisors graded their principal-evaluation systems as excellent or good (A or B); 31 percent graded them as average (C); and 11 percent graded them as poor (D) or very poor (F).

Moreover, about 35 percent of principal supervisors reported that a substantial proportion of their principal-evaluation systems was based on student assessment results; and 16 percent stated that student assessment data carried little weight in principal evaluations.

Interestingly, 29 percent of principal supervisors reported in 2012 that how principals evaluated teachers was not a major factor in principal-evaluation systems, suggesting a mismatch between one of the primary responsibilities of principals and what is addressed in their evaluation. In addition, the 2012 results indicated that community and parent engagement counted for less than 30 percent of principal evaluations.

On the other hand, the 2018 survey data indicated that the tools and processes employed for evaluations across districts had generally improved over the past few years—but that

additional work was still needed to incorporate indicators of a principal’s impact on student performance. Most principal supervisors reported that their principal evaluation systems were useful (67 percent), that the intended use of the evaluation data was clear (63 percent), and that the evaluation system was not too cumbersome (62 percent).

Moreover, sixty five percent (65 percent) “Strongly Agreed” or “Agreed” that principal evaluation tools aligned with their ongoing work with principals and provided actionable feedback (58 percent) (Table 5).

However, less than half (49 percent) of principal supervisors felt the evaluation tool used by the district held principals accountable for improving student achievement, and about one in three “Strongly Agreed” or “Agreed” that the tools held principals accountable for the achievement outcomes of English learners and special needs students, student attendance, or retaining high performing teachers. With seventy percent (70 percent) of principal supervisors reporting that improving teaching and learning was a key focus of the district, their responses about the evaluation system do not seem to fully match district objectives.

Similarly, the 2018 survey data indicated that the evaluation of *principal supervisors* was still a work in progress in most places. Barely half of principal supervisors had a clear sense of the basis for their own evaluations (54 percent) or that their evaluations held them accountable for improving student achievement (53 percent). Only twenty seven percent (27 percent) reported that the principals they served provided input into their evaluations. Only forty one percent (41 percent) of principal supervisors reported that their evaluations aligned with their work, and just over one in three reported that their evaluations held them explicitly accountable for retaining high performing principals (36 percent) or improving English learner (36 percent) or special needs (39 percent) student achievement.

Table 5. Principal Supervisors’ Perceptions of their Principal and Principal Supervisor Evaluations, 2018

Survey Question	2018 Percent of Principal Supervisors (N=369)
Principal Evaluations	
Too many indicators in district's principal evaluation system to be useful	33%
It's unclear how principal evaluation data are used in this district	37%
The district's principal evaluation system:	
is too cumbersome	38%
provides principals actionable feedback to improve leadership	58%
aligns with the ongoing work I do with my principals	65%
holds principals accountable for improving student achievement	49%
holds principals accountable for retaining high performing teachers	29%
holds principals accountable for achievement outcomes of English learners	34%
holds principals accountable for achievement of special needs students	34%
holds principals accountable for student attendance	31%
is aligned with the teacher evaluation system	47%

Trends in School Leadership and Support

Principal Supervisor Evaluation	
I have a clear sense of what my evaluation is based on	54%
Principals provide formal input into my evaluation	27%
I receive actionable/useful feedback from my supervisor's eval of my performance	43%
The district's principal supervisor evaluation system:	
is very general	44%
aligns with my role and the work I do	41%
holds me accountable for improving student achievement	53%
holds me accountable for retaining high performing principals	36%
holds me accountable for improving achievement of ELLs	36%
holds me accountable for achievement of special ed students	39%

Discussion

In 2012, school districts were beginning to recognize—and rethink—the role that strong, instructionally-focused school leaders and their supervisors could play in district improvement efforts. The Wallace Foundation was an early champion of such reform efforts, investing in research and technical assistance for districts to help them reimagine and build the instructional leadership capacity of their school leaders. With support from the Wallace Foundation, the survey conducted by the Council of the Great City Schools in 2012 showed that urban school districts were beginning to rethink how to accomplish this and were experimenting with differing ways to implement new leadership models.

The results of our latest 2018 survey of principal supervisors across districts reveals that substantial progress has been made over the years. Districts have continued to redefine their priorities and the day-to-day activities of staff in these roles. They have narrowed the spans of control of principal supervisors, allowing them to provide more hands-on support and guidance to the principals that were assigned to them. Turnover among principal supervisors has dropped, and staff in these roles are now more experienced than they were in 2012. Principal supervisors increasingly report engaging with principals around instruction and data more than ever and spending less time on non-instructional (operational) activities such as budget, facilities, or human resource issues than before. Instead, they now spend a significant amount of their time in schools visiting classrooms, providing principals with actionable feedback, and modeling effective coaching.

Of course, the survey also revealed areas still in need of improvement. Specifically, progress was more uneven in the areas of professional development and evaluation of principal supervisors than in other areas. These two functions are critical to ensuring that principal supervisors are being supported—and held accountable—for the instructional leadership roles districts have carved out for them. While districts have effectively redefined principal supervisors as instructional leaders, they haven't always developed systematic and tailored instruction- and content-oriented professional learning to sufficiently equip them for these roles. And the fact that principal supervisors—and principals—aren't consistently being evaluated on their contribution to student

achievement at the school sites they oversee means that they are not always being held accountable for their effectiveness in these roles.

We also found a common need for greater central office communication and coordination in support of schools. According to the 2018 survey data, principal supervisors are often not aware of the various resources and instructional staff being deployed to their schools, and don't always feel that the central office sufficiently facilitates their work with principals. This is a notable gap and a missed opportunity to build greater coherence and oversight into a district's instructional programming.

The 2018 survey data also revealed a critical lack of investment in leadership pipeline programs. As noted earlier, very few principal supervisors reported that their districts have programs to support aspiring principal supervisors or assistant principals, although they often have principal pipeline initiatives. As the Council has observed in our work with districts, the quality and consistency of staff in each of these positions is critical to districts' efforts to redefine their school support structures. It follows that districts should be actively identifying and preparing a deep bench of future leaders in order to ensure the sustainability of these structures that have been built in the name of better, more instructionally focused support for schools and students.

The initial 2012 survey by the Council—which covered 2010 to 2012—clearly picked up on major changes in how principal supervisors were being defined and deployed. Historically, this position was a regional superintendent with a full cadre of staff and an organizational structure that typically mirrored the central office. In many cases, these regional offices were independent bureaucracies every bit as complex as the district central office. They often had line authority for curriculum, hiring, budgeting, personnel placement, purchasing, business services and non-instructional operations, student field trips, and myriad other functions and activities.

It is not entirely clear when or why this rethinking and down-sizing of regional offices began, but relentless budget cutting in urban school districts over the years no doubt contributed to the need to reconceive this part of the organization. There was also a clear need in these districts to better connect the work of principals to district leadership as pressure mounted on these districts to improve academically. The Wallace Foundation also spurred such reforms in districts across the country as part of the group's initiative to strengthen school-based leadership and boost student outcomes.

It is interesting to note that the 2012 survey found that there were five staff members assigned to principal supervisors on average, while the 2018 surveys found only three staff members directly assigned. This pattern suggested to us that not only had the old regional offices been largely dismantled but that school districts had resisted the temptation to rebuild them when financial resources became more plentiful.

At this point, principal supervisor positions in most large urban school systems are more streamlined and nimbler than in years past, with a greater focus on the instructional mission of the districts. It is also clear that the positions are much less autonomous than when the regional offices operated as their own quasi-independent school systems. Connecting the

Trends in School Leadership and Support

work of principal supervisors more closely and consistently to the districts' academic goals has no doubt contributed to the cohesion and effectiveness of the instructional programs in these school systems.

Efforts to better define and align the instructional role of principal supervisors over the last several years, then, have been important elements of the larger reforms being pursued by the nation's urban public-school systems. Big city school systems have actively put into place reforms to their governance systems that better align them with the academic goals of their districts; have aggressively implemented college- and career-ready standards; have overhauled curriculum and materials to better link their standards with what is taught in classrooms; and have focused increasing efforts and resources on turning around chronically low-performing schools.

The joint efforts by Wallace, the Council, and other partners around school leadership are meant to complement these reform strategies in a way that aligns the organizational structure of large urban school systems and their personnel with the instructional reforms inside the organization. The combined reforms have enormous promise for the improvement of these school districts.

In fact, evidence from the National Assessment of Educational Progress (NAEP) and other indicators suggest that large urban school systems are showing substantial headway in their efforts to boost student reading and math performance. Analyses of NAEP data by both the National Center on Educational Statistics and the Council of the Great City Schools show that the differences between reading and math scores of the national public school sample and the large cities in both fourth and eighth grades have been cut in half from 2003 to 2019, because the cities have improved on NAEP at about twice the rate as the nation at large.⁴

Ultimately, it may be difficult to parse which reforms are producing what effects, but it is important that there is now an emerging suite of governance, organizational, and instructional strategies that appear to be producing results where they are needed most.

⁴ SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading and Mathematics Assessment, retrieved November 1, 2019, from the Main NAEP Data Explorer (<https://nces.ed.gov/nationsreportcard/naepdata/>).

ACADEMIC KEY PERFORMANCE INDICATORS



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2020 REPORT



Academic Key Performance Indicators

By the
Council of the Great City Schools



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October 2020

CONTENTS

Contents	iii
Introduction	1
Methodology and Analysis	3
Elementary Achievement Indicators	5
Pre-K as a Percent of Kindergarten Enrollment	6
Secondary Achievement Indicators	23
Ninth-Grade Course Failures	24
Ninth Grade Students with B Average GPA or Better	40
Algebra I/Integrated Math I by Grade Nine	56
Advanced Placement Course Enrollment	72
Advanced Placement Exam Scores Three or Higher	88
Four-Year Graduation Rates	104
Attendance Indicators	121
Discipline Indicators	155
Out-of-School Suspensions	156
Number of Instructional Days Missed	172
NAEP Student Achievement, 2019	189
NAEP Student Achievement Trends, 2009 to 2019	231
Appendix A. Data Collection Instruments	273
Appendix B. Council of the Great City Schools	281

INTRODUCTION

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

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

In the same year, 2002, six member districts of the Council began participating voluntarily in the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress. The purpose of this participation was to gauge performance across state lines, compare progress, and ascertain what reforms seemed to be working. As of 2019, there will be 27 Council member districts participating in TUDA. Of course, not all Council member districts are eligible for TUDA, and TUDA results do not provide all the academic comparisons that member districts would like to make.

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

Based on the pilot, data-collection surveys and the indicators themselves were further refined, and all Council member districts were asked to participate in a full-scale pilot of the Academic Key Performance Indicators in 2016. A third pilot was conducted in 2017 and included the collection of data across three school years. The 2020 report presents an updated set of data through school year 2018-19. This report presents a number of different ways that member districts can analyze the data themselves by disaggregating results, showing trends, and combining variables. This year, a companion online dashboard was released that added the ability to conduct several comparisons and analysis beyond what is presented in this report. To access this system, go to www.edwires.org.

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

- Percent of 4th and 8th graders proficient in reading and math on NAEP
- Algebra I completion rates for credit by grade 9
- Ninth grade course failure rates — at least one core course
- Ninth graders with B average (GPA) or better
- Absentee rates by grade level
- Suspension rates
- Instructional days missed per 100 students due to suspensions
- AP participation rates

- AP-equivalent participation rates
- AP exam pass rates
- Four-year graduation rate
- National Assessment of Educational Progress Achievement, 2019
- National Assessment of Educational Progress Trends, 2009 to 2019

METHODOLOGY AND ANALYSIS

A. Methodology

Developing the KPIs

This study sought to answer the following questions:

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

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

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

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

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

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

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

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

This report illustrates the current use of the performance indicators as viable measures of student achievement outcomes across all member districts. The data are based on results from about 48 member districts. Not all member districts completed all KPIs, but the charts and tables summarize the data from all respondents.

B. Analysis

Organizing and Presenting the Data

The analysis presented here is divided into four sections: 1) elementary achievement indicators, 2) secondary achievement indicators, 3) attendance indicators, and 4) disciplinary indicators. Not all data were presented or analyzed, but the recently developed online system allows for extensive analysis. Finally, data are reported here by district using codes. For each one, these codes correspond to the codes used in the non-instructional KPIs. In the graphs, each bar represents a responding school district.

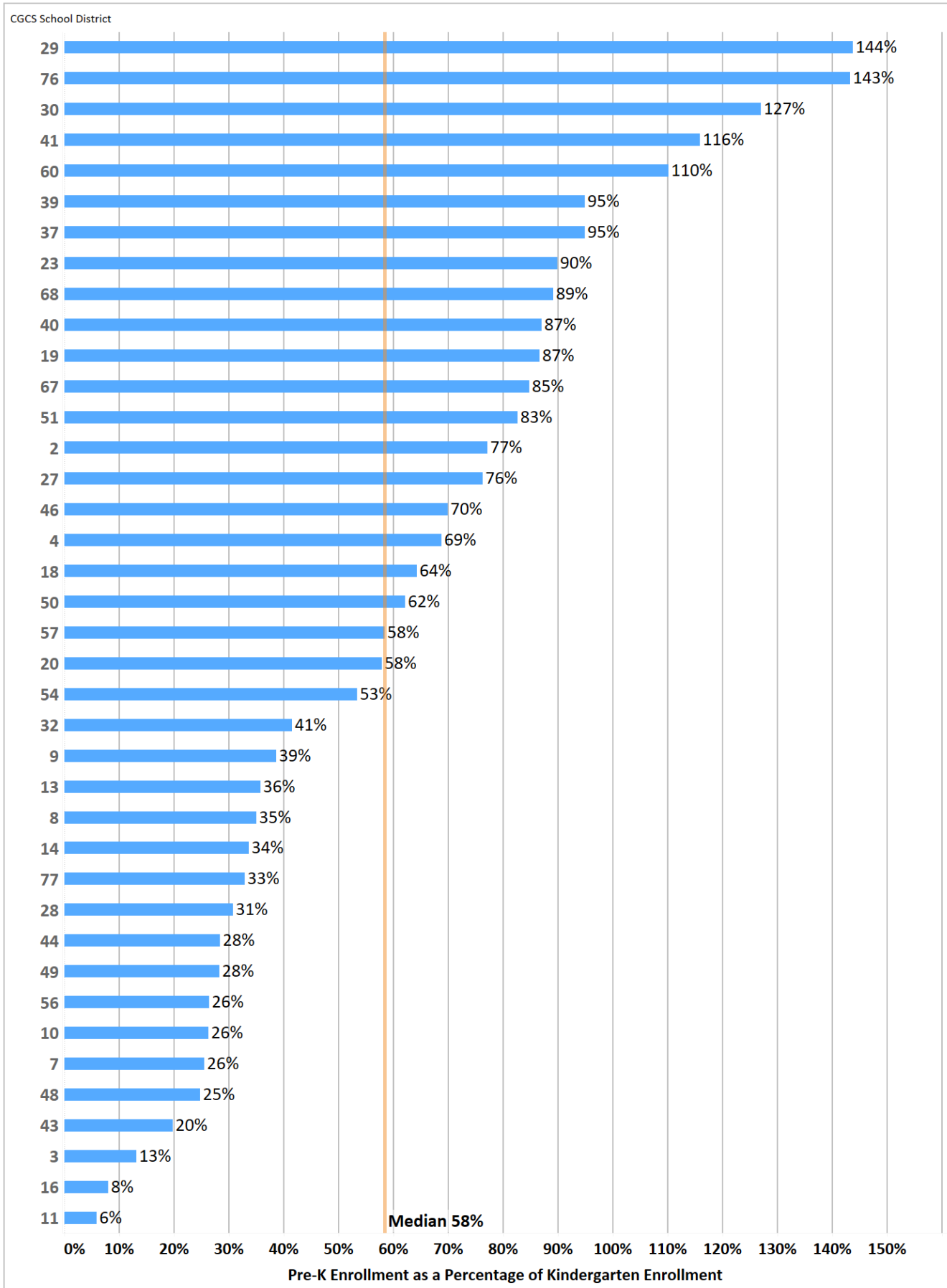
Elementary Achievement Indicators

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

The KPI team developed another KPI from the data submitted. The current early childhood KPI divides the pre-K enrollment reported on the KPI data survey by the kindergarten enrollment. This gives a preliminary proxy measure of the size of districts' pre-K program relative to kindergarten enrollment.

Figures 1.1 to 1.24 show the relationship between Pre-K and Kindergarten enrollments and how they have changed between 2016-17 and 2018-19. The data are also disaggregated by a number of demographic variables.

Figure 1.1. Pre-K Enrollment as a Percent of Kindergarten Enrollment, 2018-19

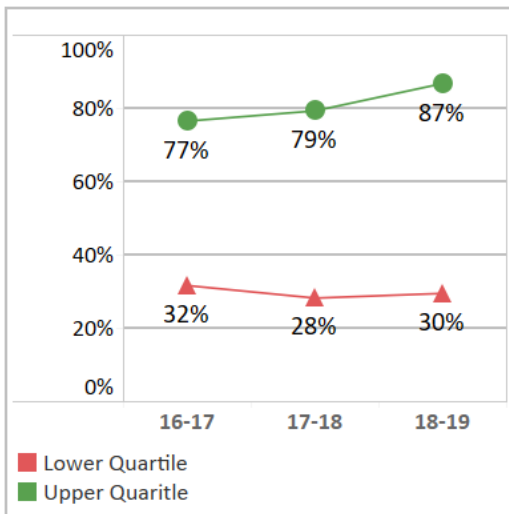


Pre-K Enrollment as a Percent of Kindergarten Enrollment

Note: Higher values and larger increases are desired

- Figure 1.1: Total number of pre-K students divided by total number kindergarten students.
- Figure 1.2: Percentage point difference in the ratio of pre-K to kindergarten students by district between 2016-17 and 2018-19.
- Figure 1.3: Upper and lower quartile change in the percent of pre-K to kindergarten students.

Figure 1.3. Trends in the Percent of Pre-K to Kindergarten Enrollment by Quartile, 2016-17 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Charleston
- Dallas
- Denver
- D.C.
- Fort Worth
- Houston
- Milwaukee
- New York
- San Antonio

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Arlington
- Cleveland
- Dallas
- Dayton
- D.C.
- Fresno
- Milwaukee
- San Antonio
- Shelby County

Figure 1.2. Percentage Change in Pre-K Enrollment Relative to Kindergarten Enrollment, 2016-17 to 2018-19

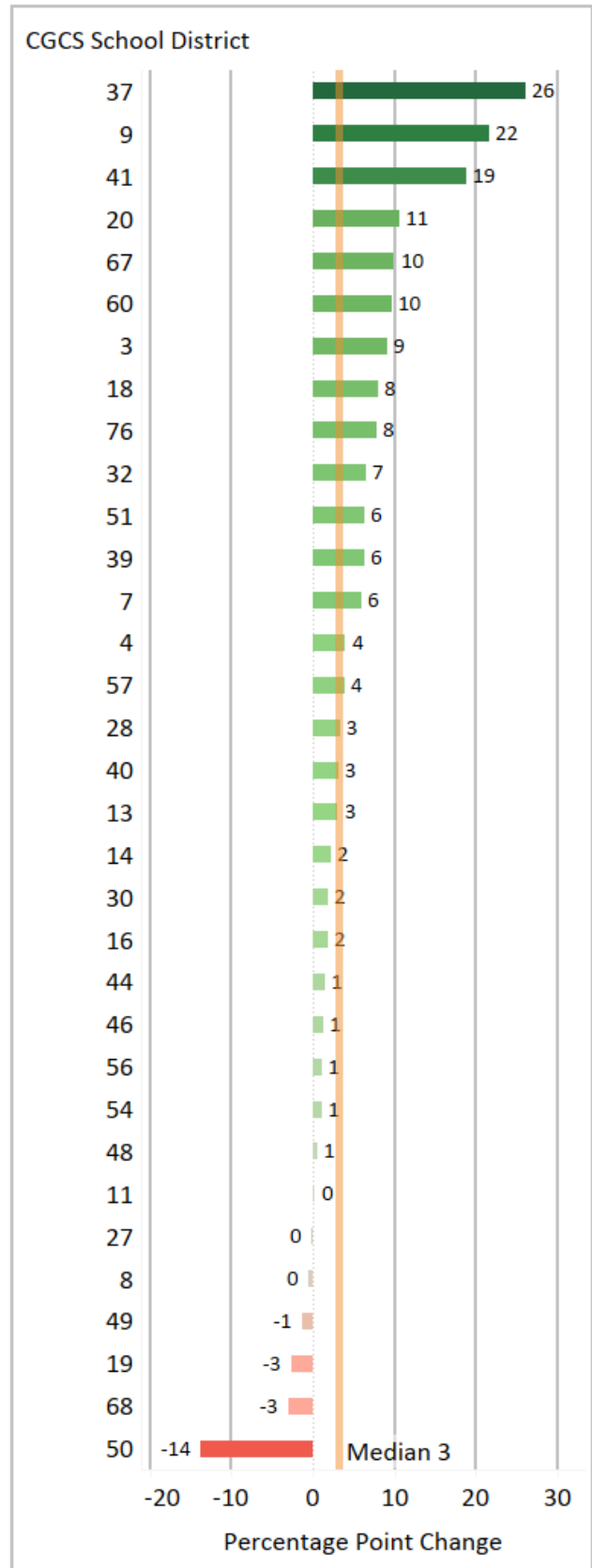
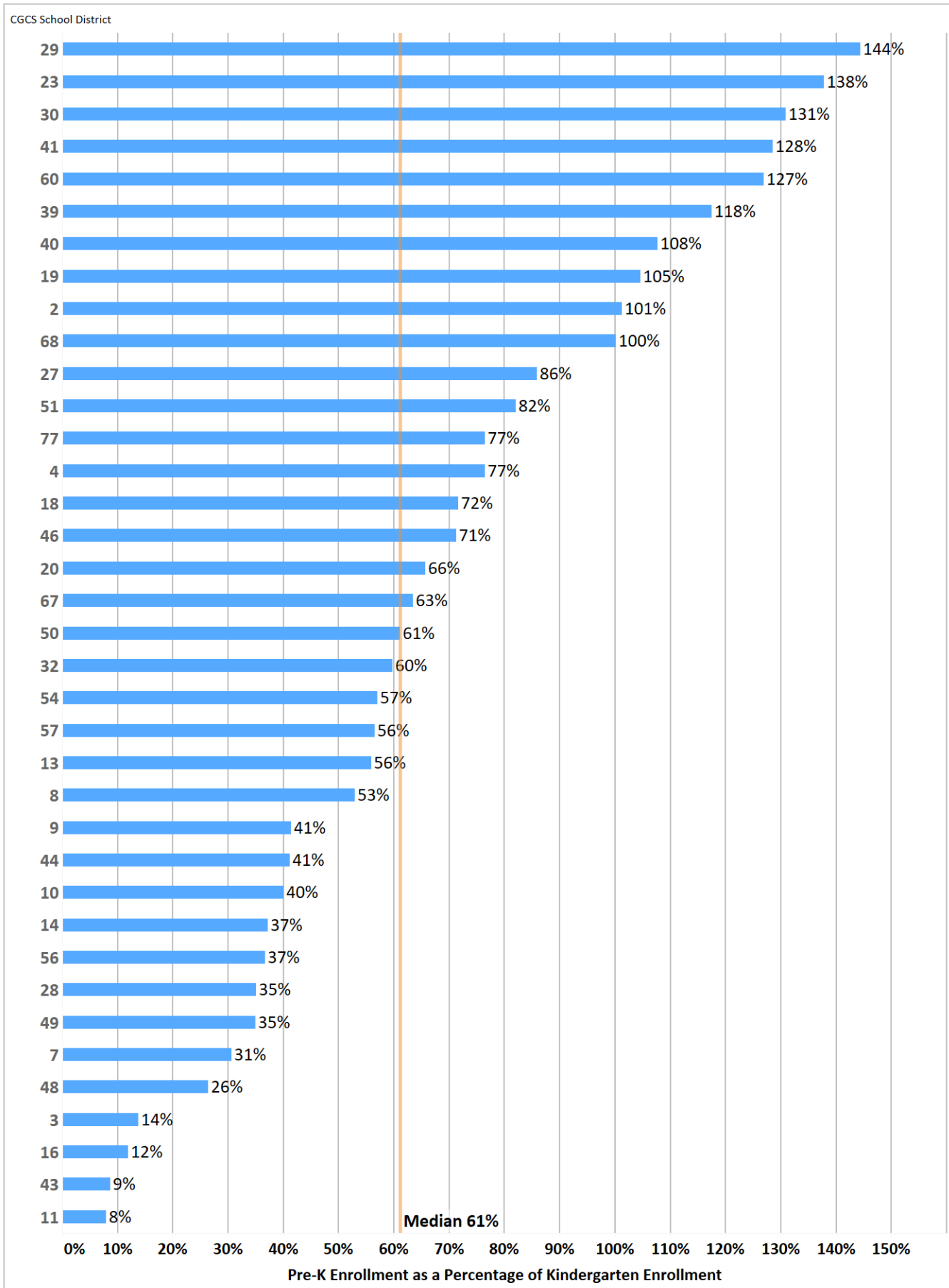


Figure 1.4. Pre-K Enrollment of Black Males as a Percent of Kindergarten Enrollment of Black Males, 2018-19

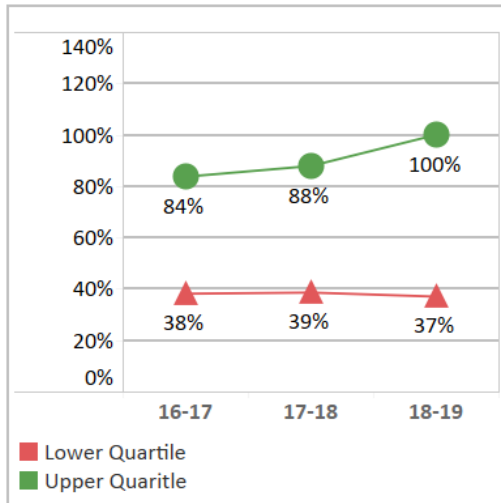


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Males

Note: Higher values and larger increases are desired

- Figure 1.4: Total number of Black male pre-K students divided by total number of Black male kindergarten students.
- Figure 1.5: Percentage point difference in the ratio of pre-K to kindergarten Black male students by district between 2016-17 and 2018-19.
- Figure 1.6: Upper and lower quartile change in the percentage of Black male pre-K to kindergarten students.

Figure 1.6. Trends in the Percent of Pre-K to Kindergarten Black Male Enrollment by Quartile, 2016-17 to 2018-19



Best in Quartile for Overall Performance (2018-2019)

- Arlington
- Charleston
- Dallas
- Dayton
- D.C.
- Fort Worth
- Houston

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Arlington
- Cleveland
- Dallas
- Dayton
- D.C.
- Milwaukee
- San Francisco
- Shelby County

Figure 1.5. Percentage Change in Black Male Pre-K Enrollment Relative to Black Male Kindergarten Enrollment, 2016-17 to 2018-19

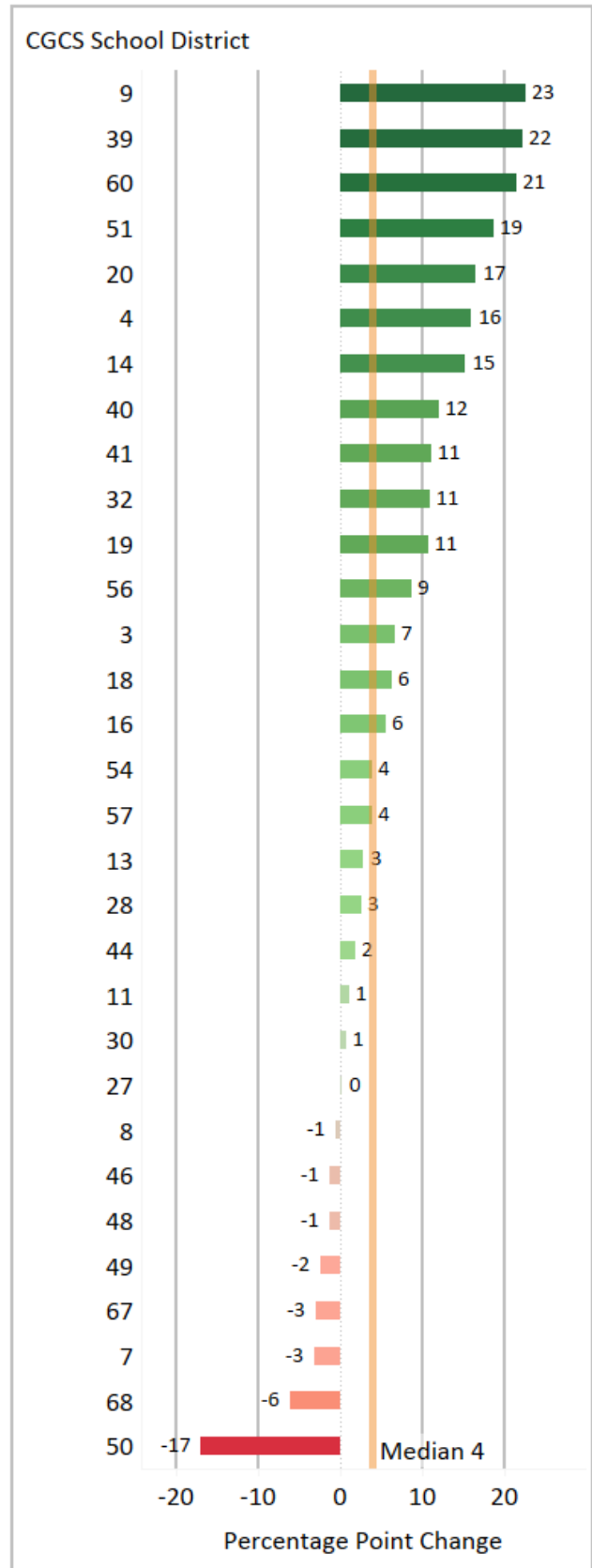
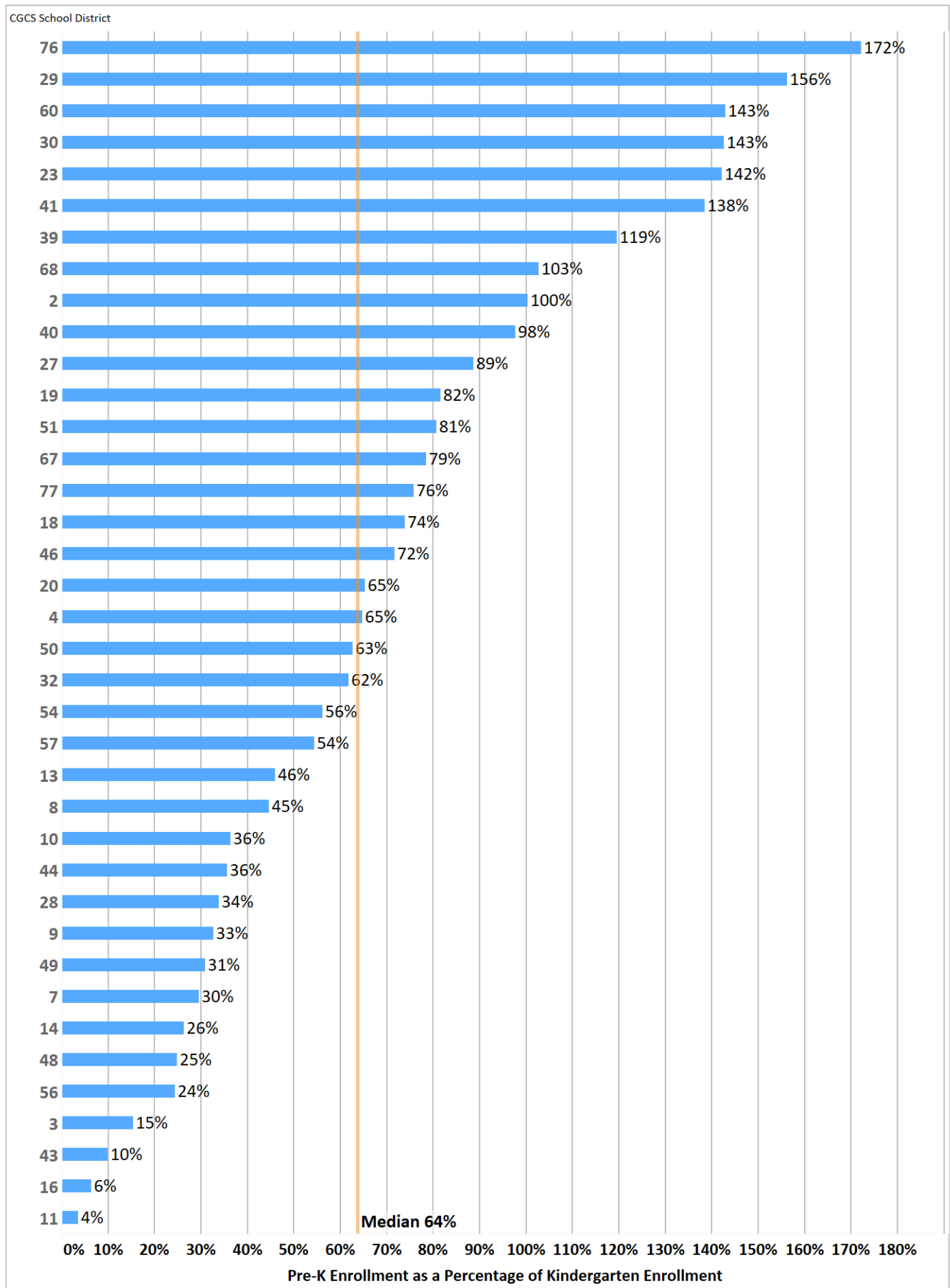


Figure 1.7. Pre-K Enrollment of Black Females as a Percent of Kindergarten Enrollment of Black Females, 2018-19

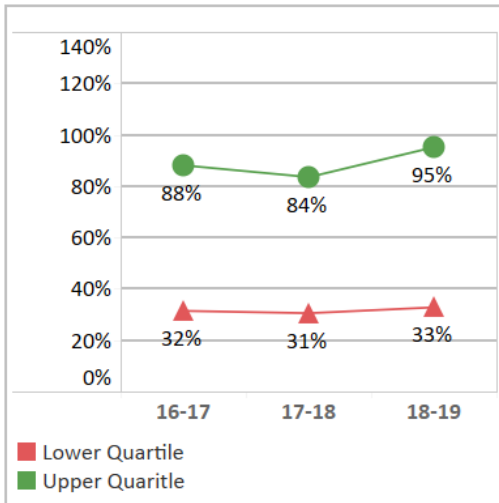


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Females

Note: Higher values and larger increases are desired

- Figure 1.7: Total number of Black female pre-K students divided by total number of Black female kindergarten students.
- Figure 1.8: Percentage point difference in the ratio of pre-K to kindergarten Black female students by district between 2016-17 and 2018-19.
- Figure 1.9: Upper and lower quartile change in the percentage of Black female pre-K to kindergarten students.

Figure 1.9. Trends in the Percent of Pre-K to Kindergarten Black Female Enrollment by Quartile, 2016-17 to 2018-19



Best in Quartile for Overall Performance (2018-2019)

- Arlington
- Charleston
- Dallas
- D.C.
- Fort Worth
- Houston
- Milwaukee
- New York
- Richmond
- San Antonio

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Arlington
- Cleveland
- Dallas
- D.C.
- Fresno
- Milwaukee
- San Antonio
- San Francisco
- Shelby County

Figure 1.8. Percentage Change in Black Female Pre-K Enrollment Relative to Black Female Kindergarten Enrollment, 2016-17 to 2018-19

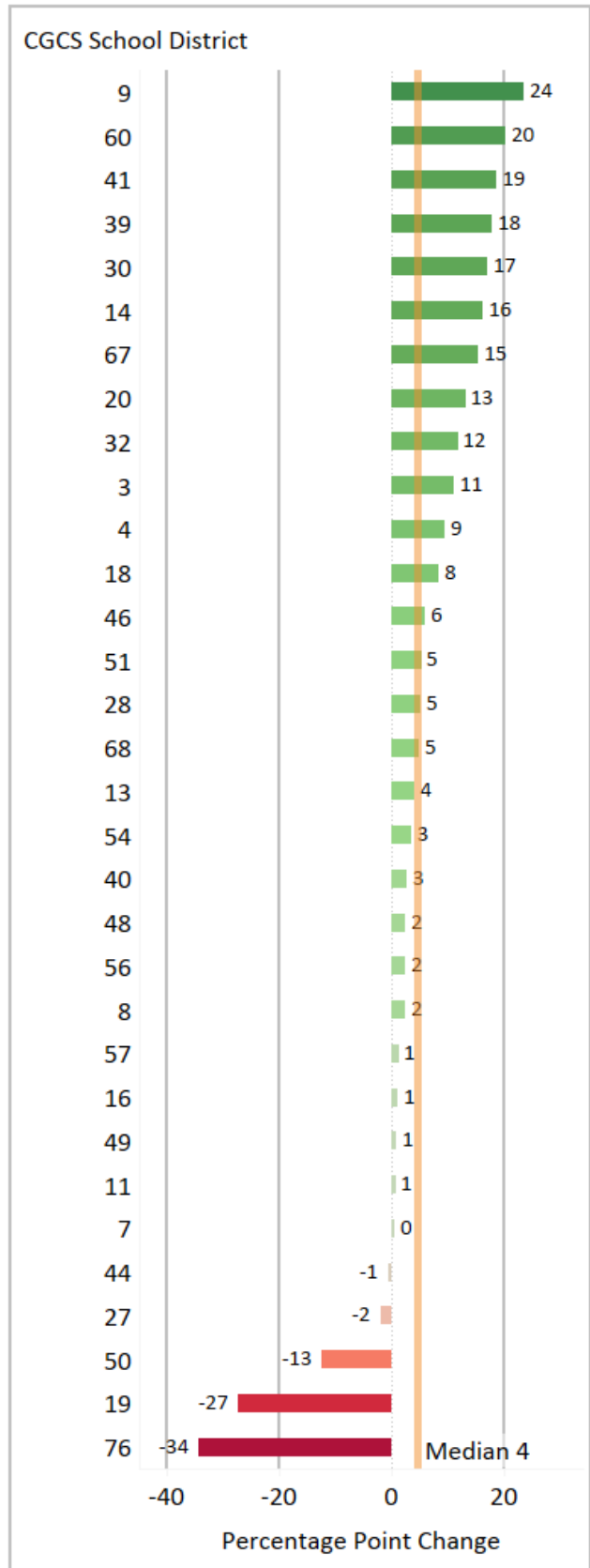
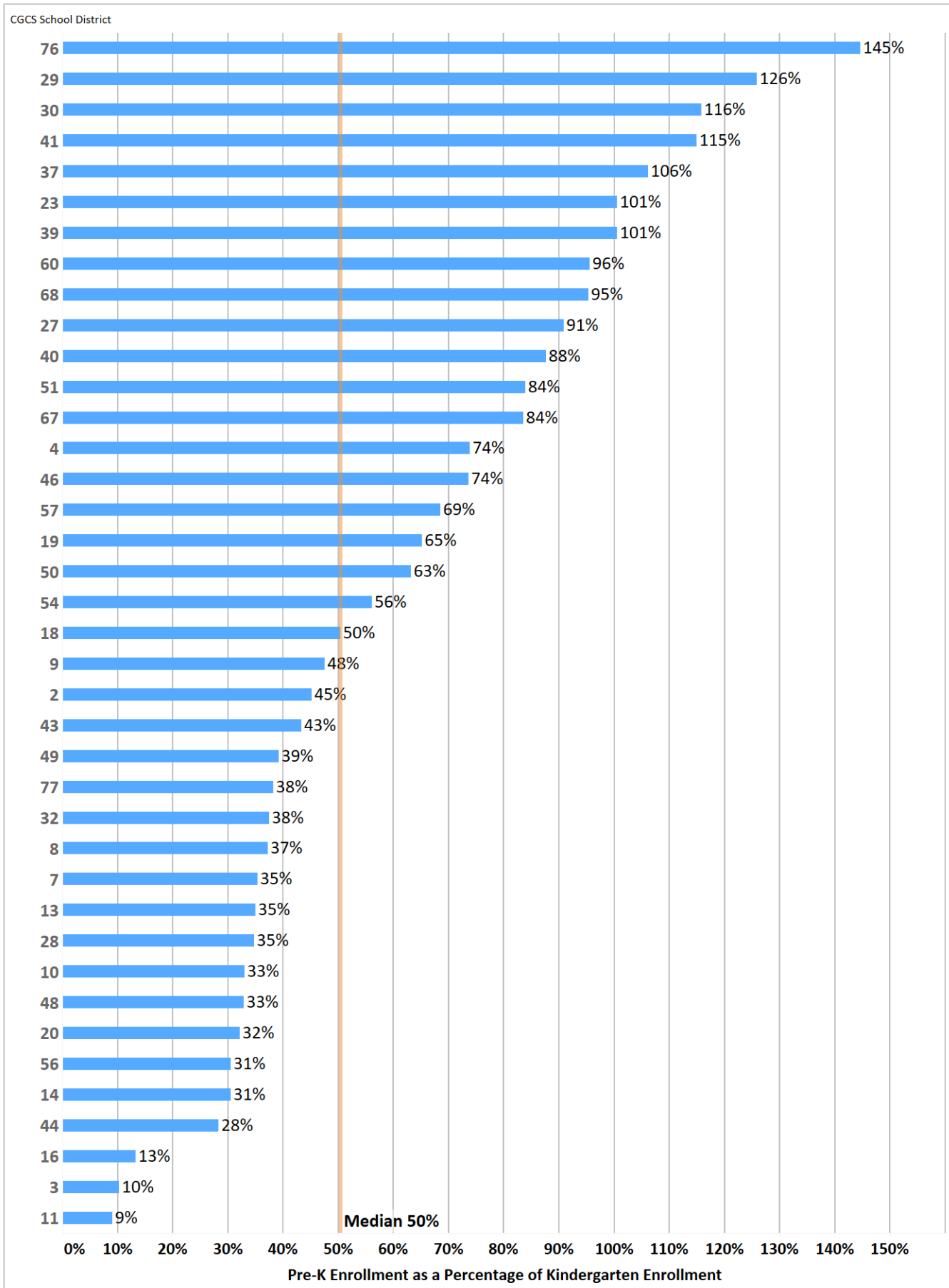


Figure 1.10. Pre-K Enrollment of Hispanic Males as a Percent of Kindergarten Enrollment of Hispanic Males, 2018-19

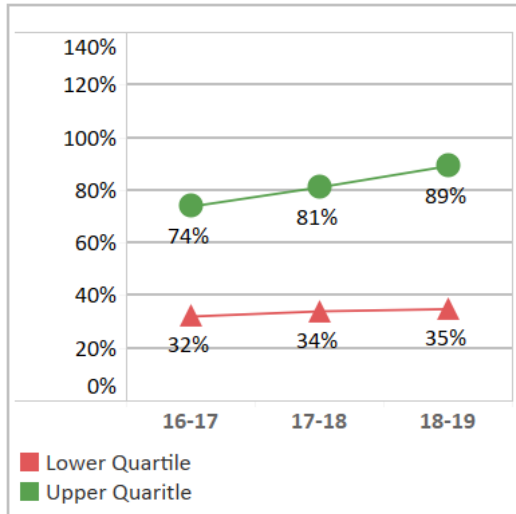


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Males

Note: Higher values and larger increases are desired

- Figure 1.10: Total number of Hispanic male pre-K students divided by total number of Hispanic male kindergarten students.
- Figure 1.11: Percentage point difference in the ratio of pre-K to kindergarten Hispanic male students by district between 2016-17 and 2018-19.
- Figure 1.12: Upper and lower quartile change in the percentage of Hispanic male pre-K to kindergarten students.

Figure 1.12. Trends in the Percent of Pre-K to Kindergarten Hispanic Male Enrollment by Quartile, 2016-17 to 2018-19



Best in Quartile for Overall Performance (2018-2019)

- Arlington
- Charleston
- Dallas
- Denver
- D.C.
- Houston
- Milwaukee
- New York
- Norfolk
- San Antonio

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Anchorage
- Arlington
- Cleveland
- Dallas
- D.C.
- Fresno
- Milwaukee
- Norfolk
- San Antonio

Figure 1.11. Percentage Change in Hispanic Male Pre-K Enrollment Relative to Hispanic Male Kindergarten Enrollment, 2016-17 to 2018-19

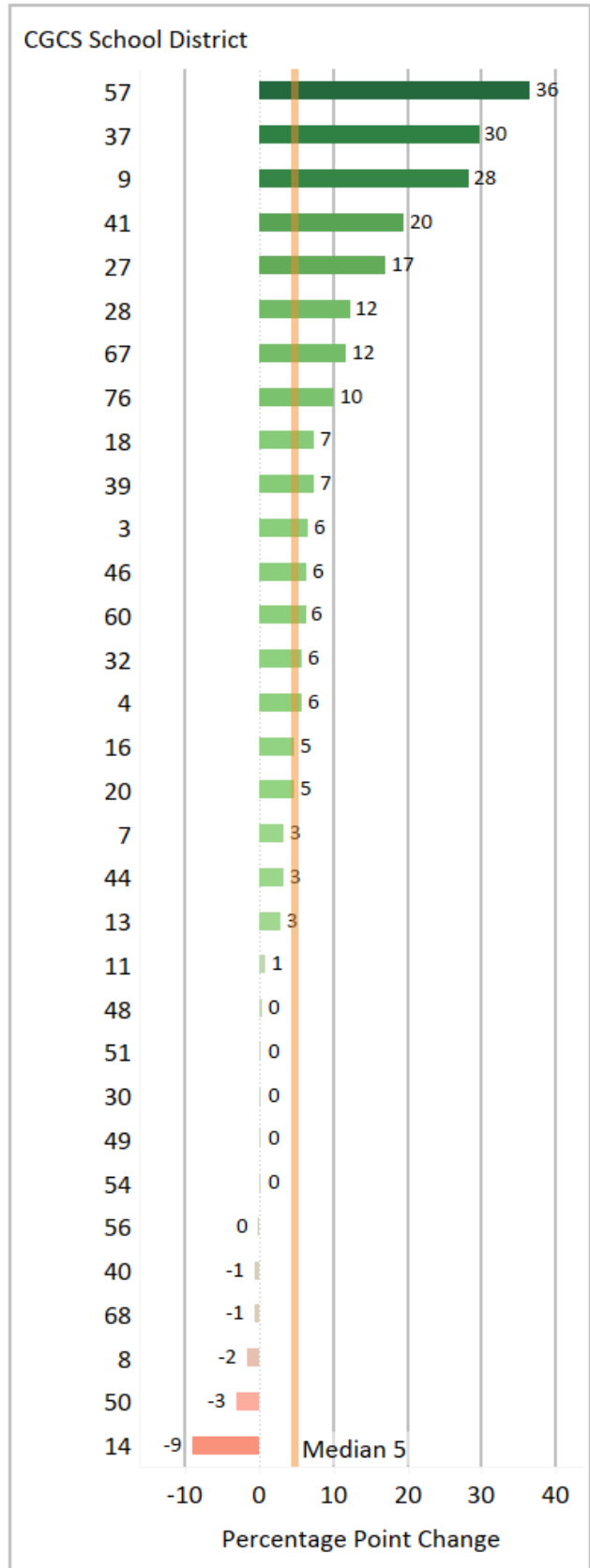
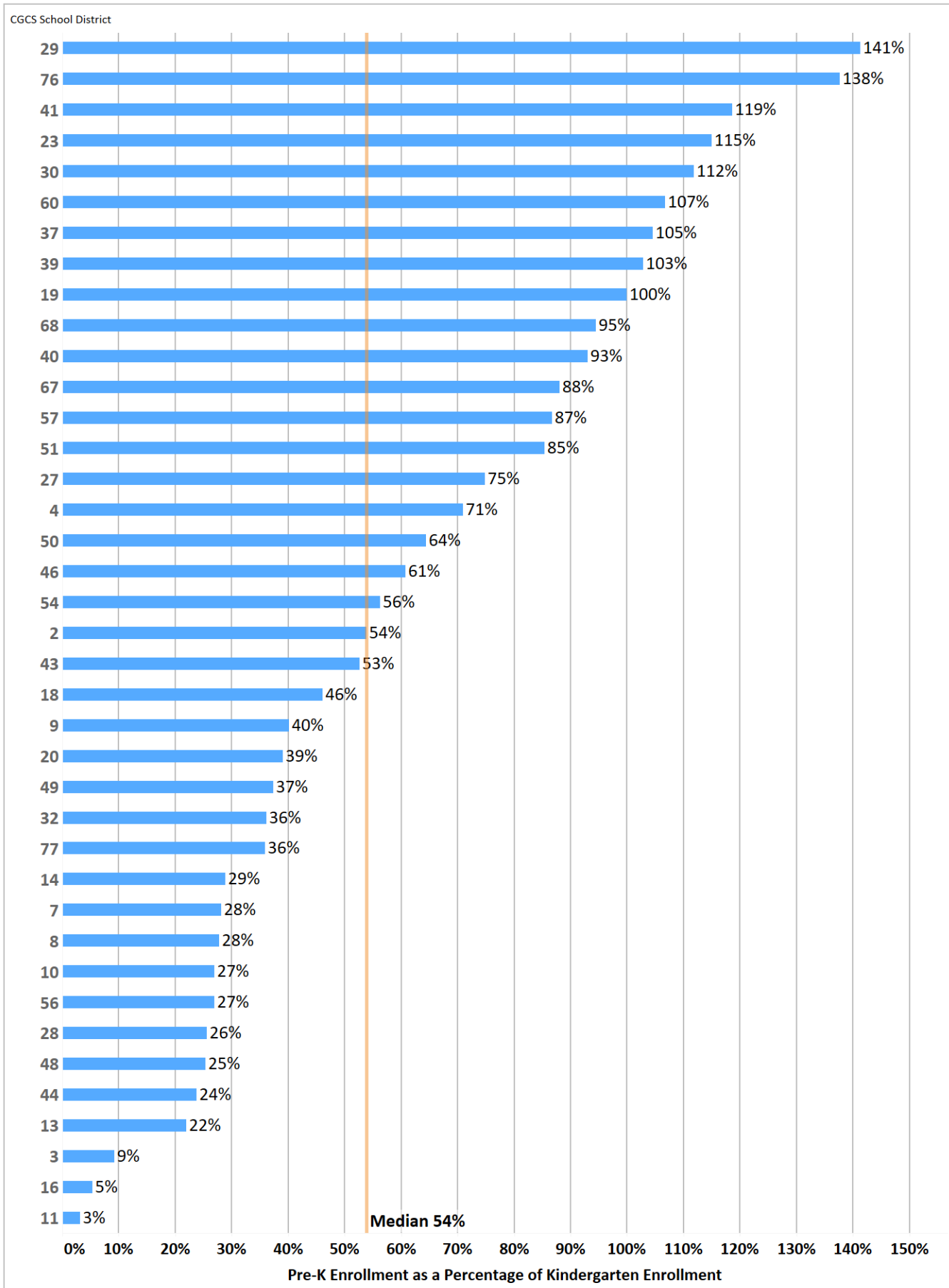


Figure 1.13. Pre-K Enrollment of Hispanic Females as a Percent of Kindergarten Enrollment of Hispanic Females, 2018-19

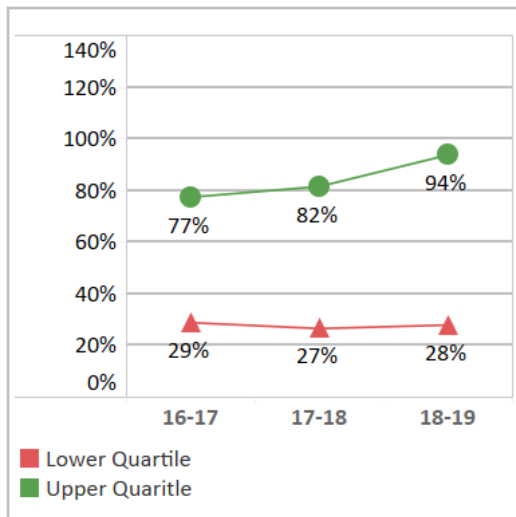


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Females

Note: Higher values and larger increases are desired

- Figure 1.13: Total number of Hispanic female pre-K students divided by total number of Hispanic female kindergarten students.
- Figure 1.14: Percentage point difference in the ratio of pre-K to kindergarten Hispanic female students by district between 2016-17 and 2018-19.
- Figure 1.15: Upper and lower quartile change in the percentage of Hispanic female pre-K to kindergarten students.

Figure 1.15. Trends in the Percent of Pre-K to Kindergarten Hispanic Female Enrollment by Quartile, 2016-17 to 2018-19



Best in Quartile for Overall Performance (2018-2019)

- Arlington
- Charleston
- Dallas
- Dayton
- Denver
- D.C.
- Houston
- Milwaukee
- New York
- San Antonio

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Arlington
- Cleveland
- Dallas
- Dayton
- D.C.
- Fresno
- Milwaukee
- Norfolk
- San Antonio

Figure 1.14. Percentage Change in Hispanic Female Pre-K Enrollment Relative to Hispanic Female Kindergarten Enrollment, 2016-17 to 2018-19

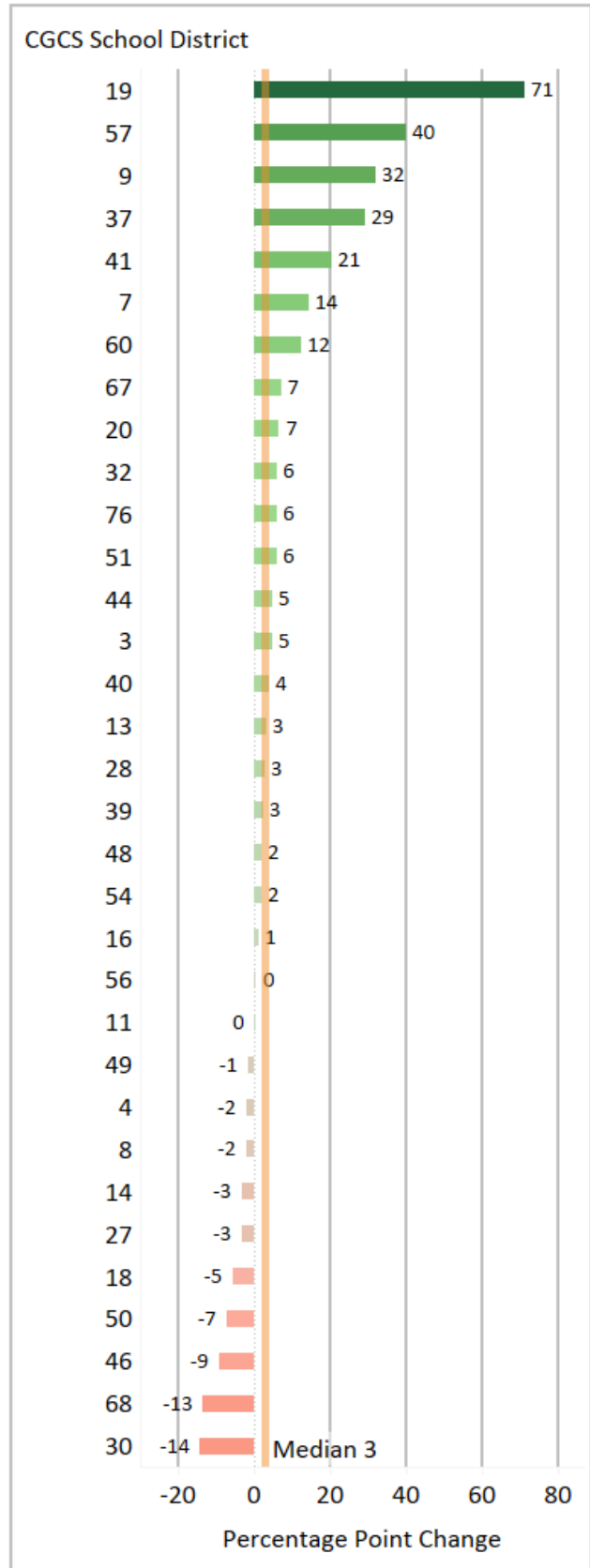
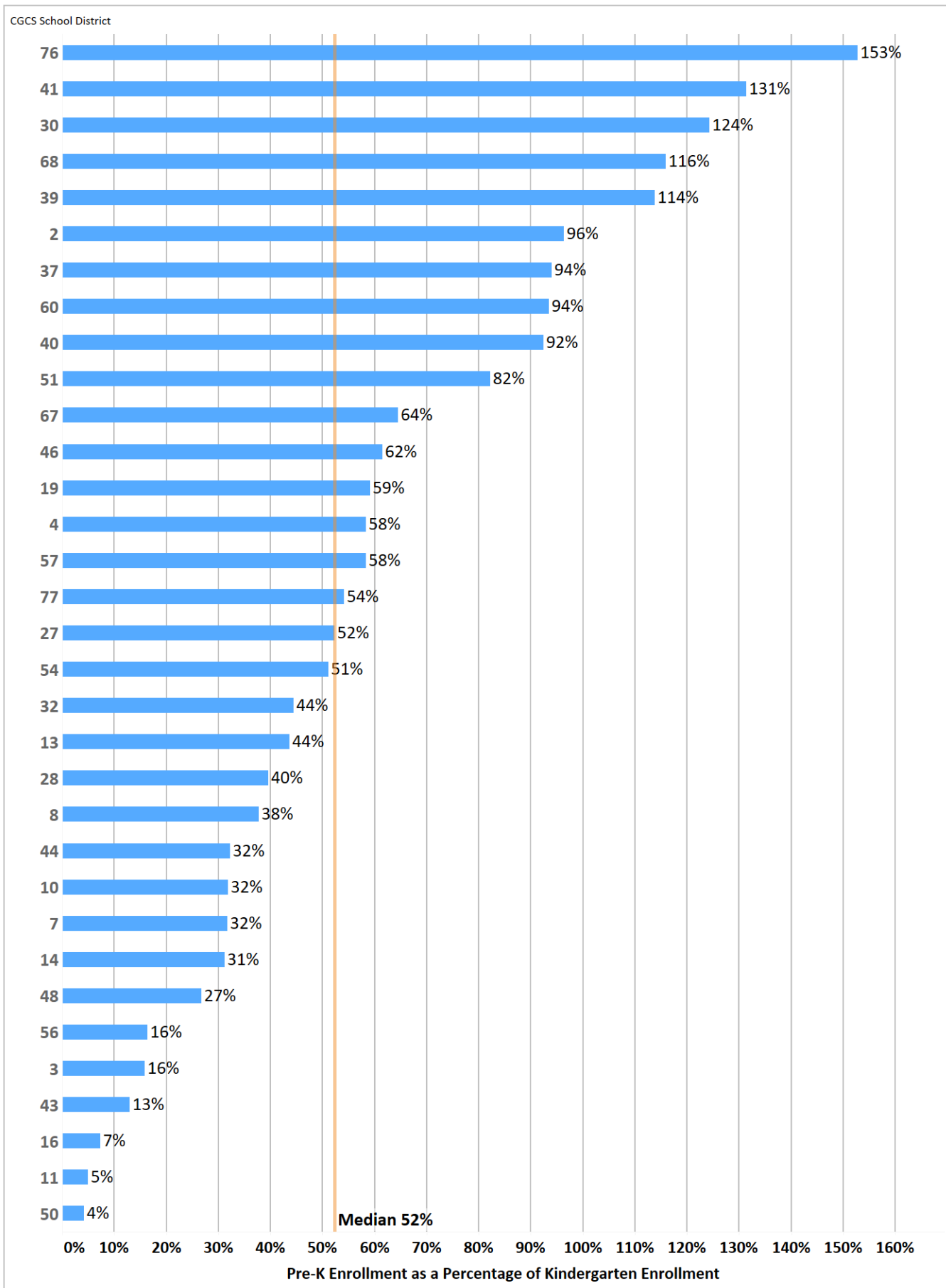


Figure 1.16. Pre-K Enrollment of Free or Reduced Price Lunch Students as a Percent of Kindergarten Enrollment of Free or Reduced Price Lunch Students, 2018-19

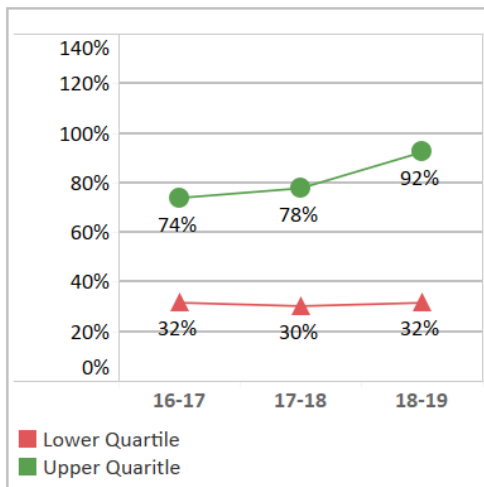


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students Eligible for Free or Reduced Price Lunch

Note: Higher values and larger increases are desired

- Figure 1.16: Total number of FRPL pre-K students divided by total number of FRPL students enrolled in kindergarten.
- Figure 1.17: Percentage point difference in the ratio of pre-K to kindergarten FRPL students by district between 2016-17 and 2018-19
- Figure 1.18: Upper and lower quartile change across years in the percentage of FRPL pre-K to kindergarten students.

Figure 1.18. Trends in the Percent of Pre-K Free or Reduced Price Lunch Students to Kindergarten Free or Reduced Price Lunch Students by Quartile, 2016-17 to 2018-19



Best Quartile for Overall Performance (2018-2019)

- Arlington
- Dallas
- Denver
- Fort Worth
- Houston
- Milwaukee
- New York
- Richmond
- San Antonio

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Cleveland
- Dallas
- Fort Worth
- Fresno
- Milwaukee
- Richmond
- San Antonio
- San Francisco

Figure 1.17. Percentage Change in Free or Reduced Price Lunch Pre-K Enrollment Relative to Free or Reduced Price Lunch Kindergarten Enrollment, 2016-17 to 2018-19

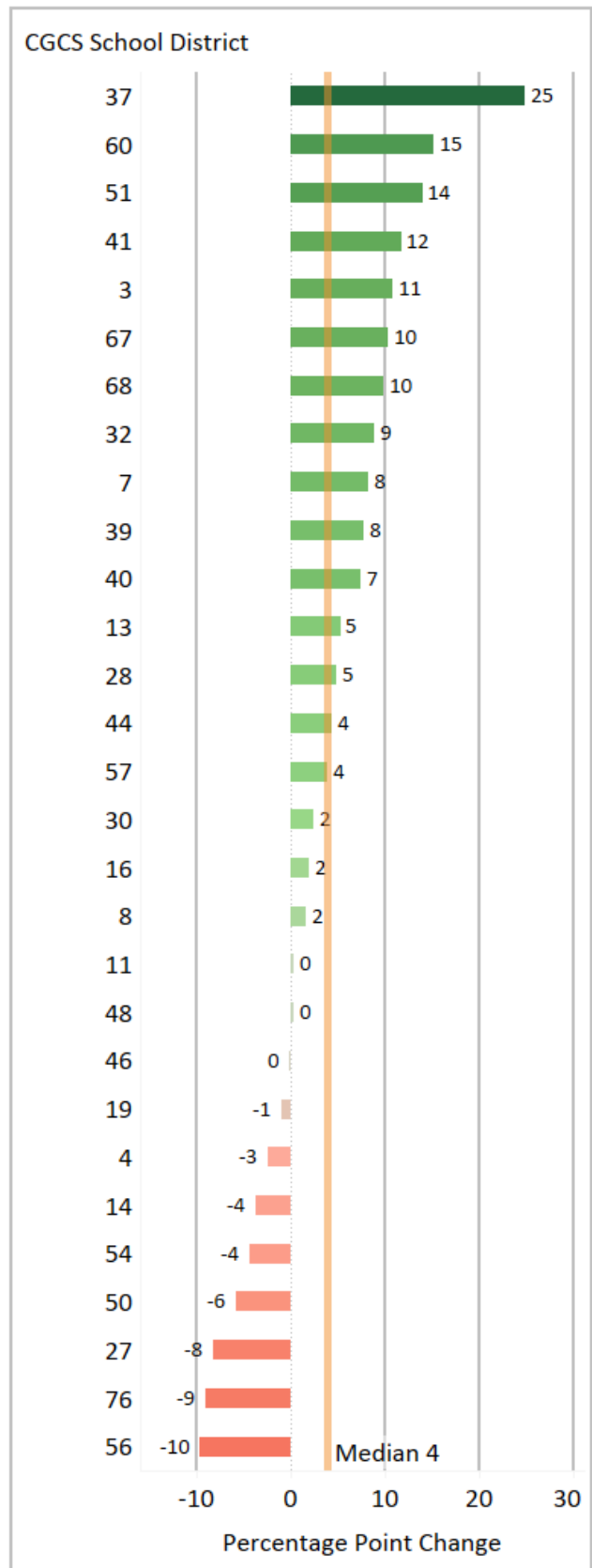
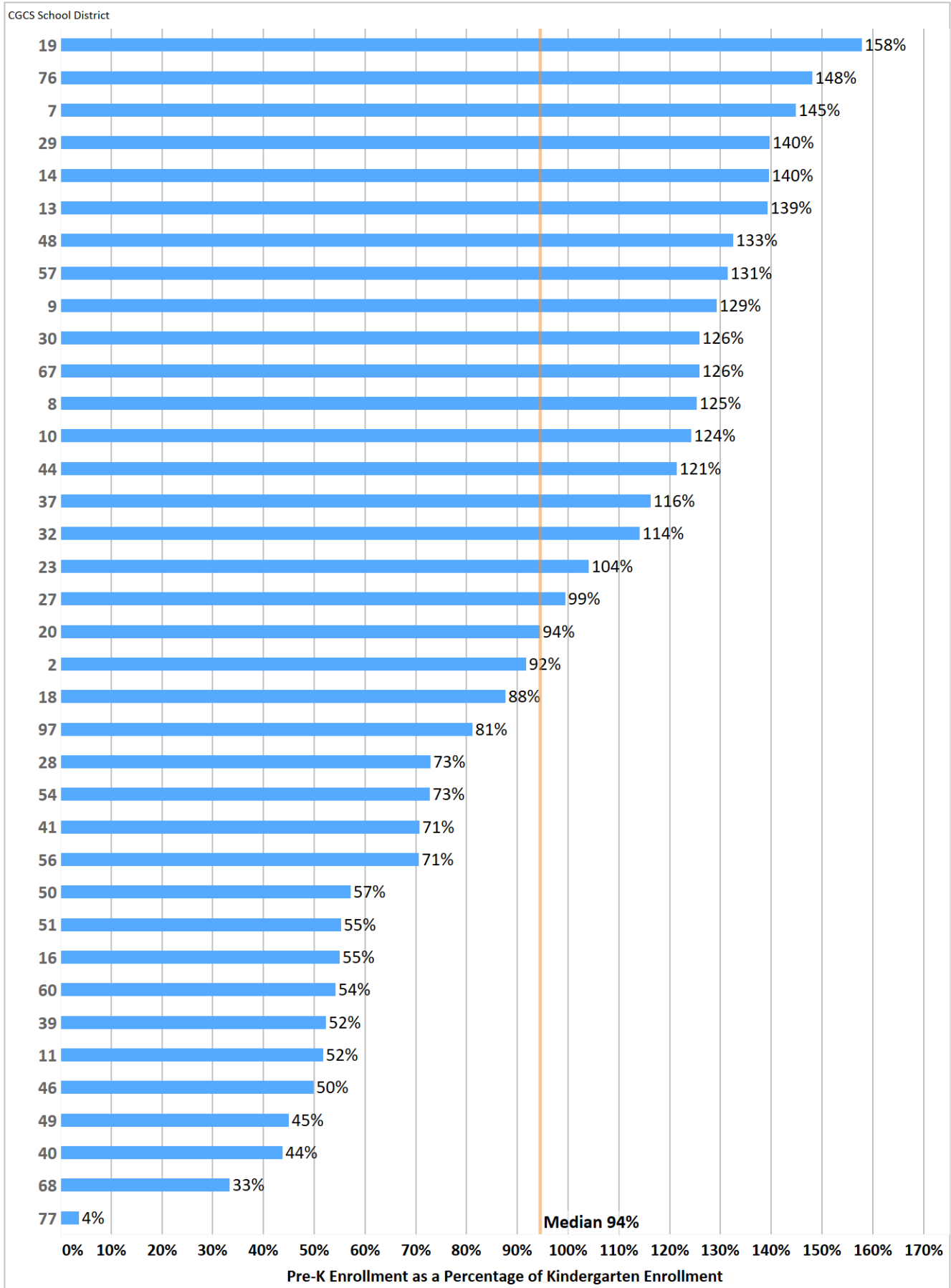


Figure 1.19. Pre-K Enrollment of Students with Disabilities as a Percent of Kindergarten Enrollment of Students with Disabilities, 2018-19

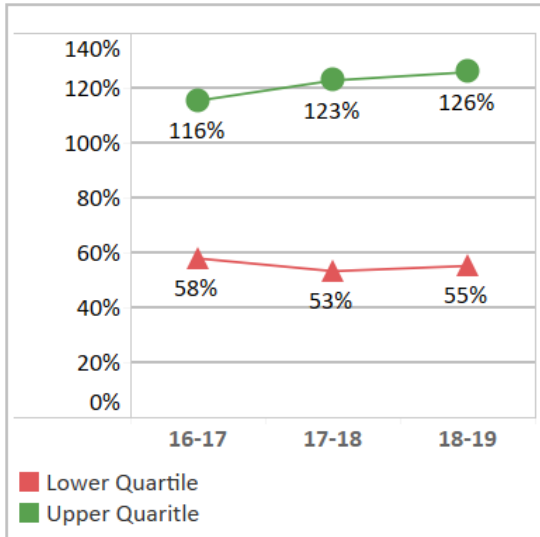


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 1.19: Total number of pre-K students with disabilities divided by total number of students with disabilities enrolled in kindergarten.
- Figure 1.20: Percentage point difference in students with disabilities enrolled in pre-K compared to kindergarten by district between 2016-17 and 2018-19.
- Figure 1.21: Upper and lower quartile change in percentage of pre-K to kindergarten students with disabilities.

Figure 1.21. Trends in the Percent of Pre-K Students with Disabilities to Kindergarten Students with Disabilities by Quartile, 2016-17 to 2018-19



Best Quartile for Overall Performance (2018-2019)

- Albuquerque
- Anchorage
- Broward County
- Clark County
- Cleveland
- Dayton
- D.C.
- Milwaukee
- Orange County
- San Antonio

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Anchorage
- Broward County
- Cleveland
- D.C.
- Fresno
- Milwaukee
- Norfolk
- San Antonio

Figure 1.20. Percentage Change in Pre-K Enrollment of Students with Disabilities Relative to Kindergarten Enrollment of Students with Disabilities, 2016-17 to 2018-19

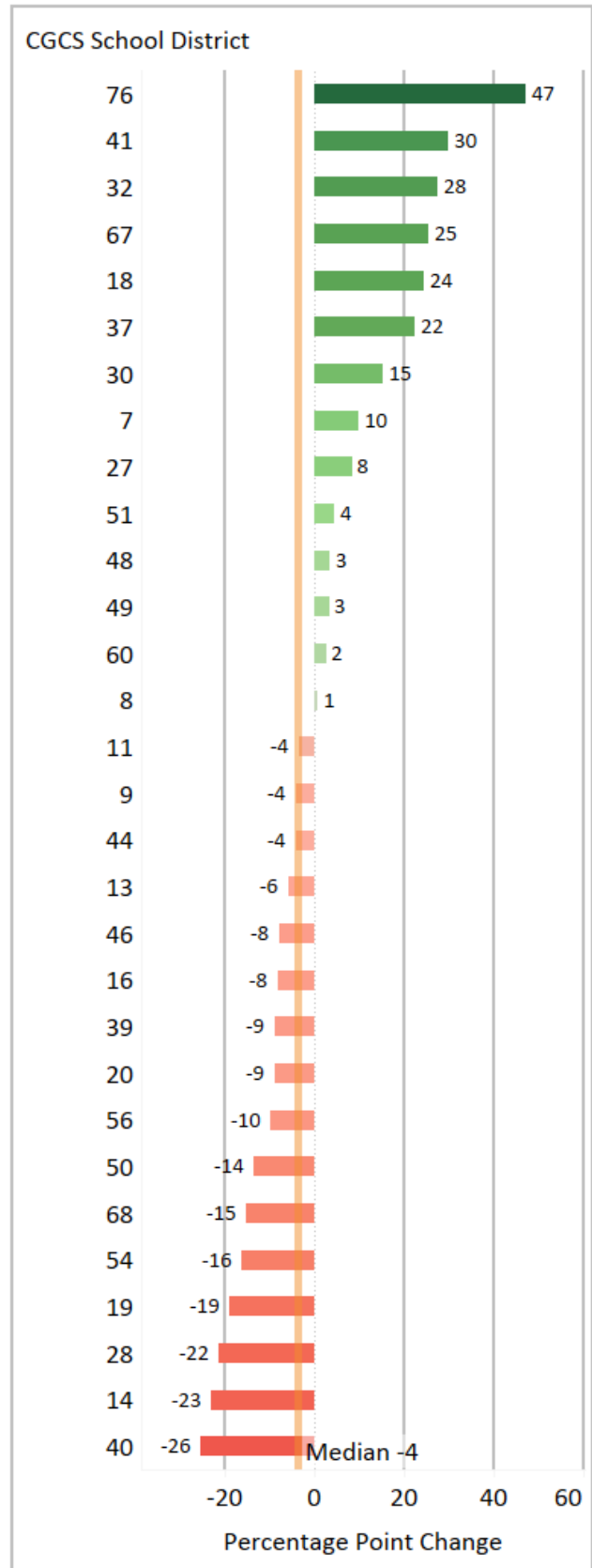
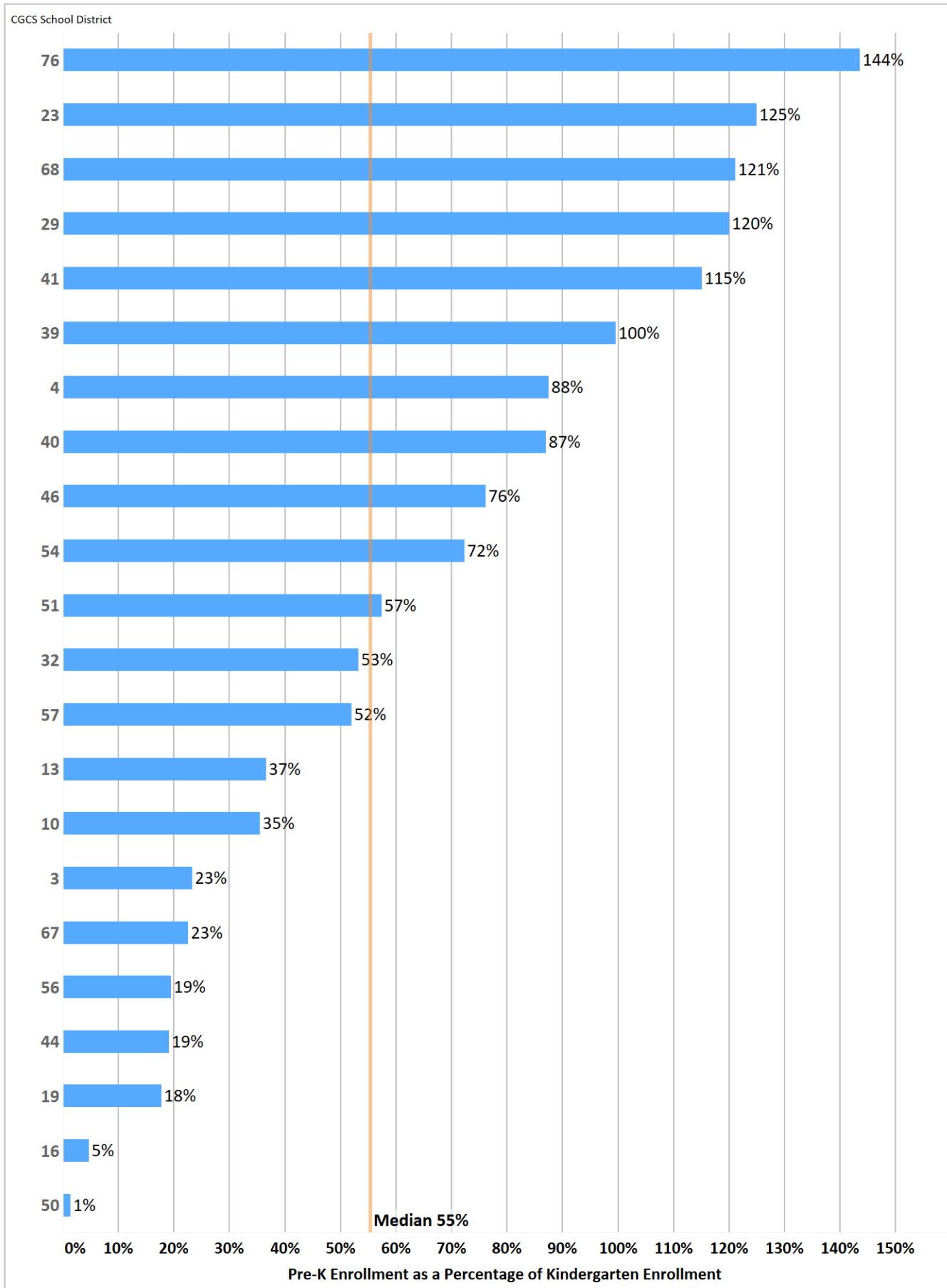


Figure 1.22. Pre-K Enrollment of English Learners as a Percent of Kindergarten Enrollment of English Learners, 2018-19

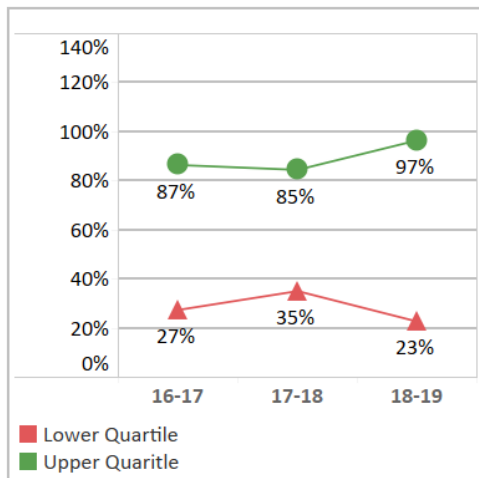


Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners

Note: Higher values and larger increases are desired

- Figure 1.22: Total number of English learners enrolled in pre-K divided by total English learners enrolled in kindergarten.
- Figure 1.23: Percentage point difference in English learners who enrolled in pre-K and kindergarten by district between 2016-17 and 2018-19.
- Figure 1.24: Upper and lower quartile change across years in percentage of English learners enrolled in pre-K and kindergarten.

Figure 1.24. Trends in the Percent of Pre-K English Learners to Kindergarten English Learners by Quartile, 2016-17 to 2018-19



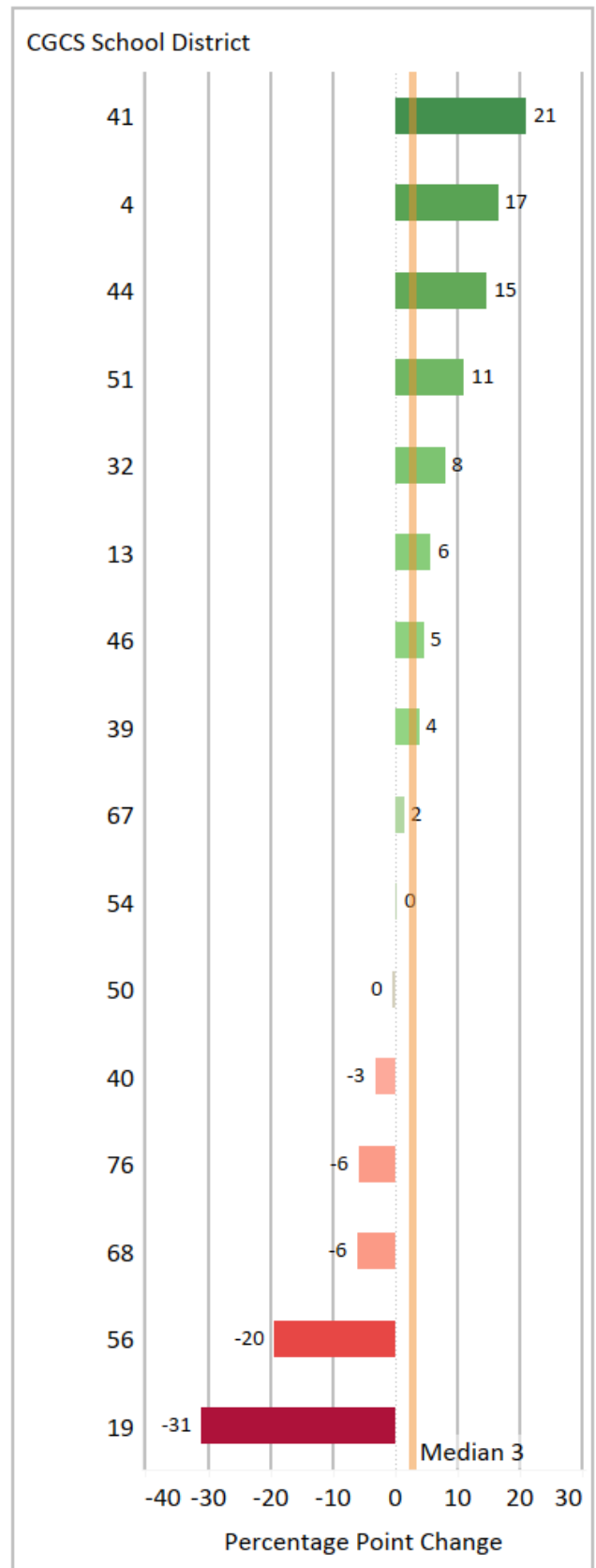
Best Quartile for Overall Performance (2018-2019)

- Arlington
- Charleston
- Dallas
- D.C.
- Houston
- San Antonio

Best Quartile for Percentage Point Change (2016-17 to 2018-19)

- Arlington
- Cleveland
- Dallas
- D.C.
- San Antonio

Figure 1.23. Percentage Change in Pre-K Enrollment of English Learners Relative to Kindergarten Enrollment of English Learners, 2016-17 to 2018-19



Secondary Achievement Indicators

Secondary achievement indicators included:

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

Figures 2.1 to 2.24 show the percentage of ninth grade students by district who have failed one or more core (mathematics, science, English language arts, or social studies) courses during the ninth grade year. The indicator is based on research demonstrating the relationship between core course failures in the ninth grade and eventual high school graduation.

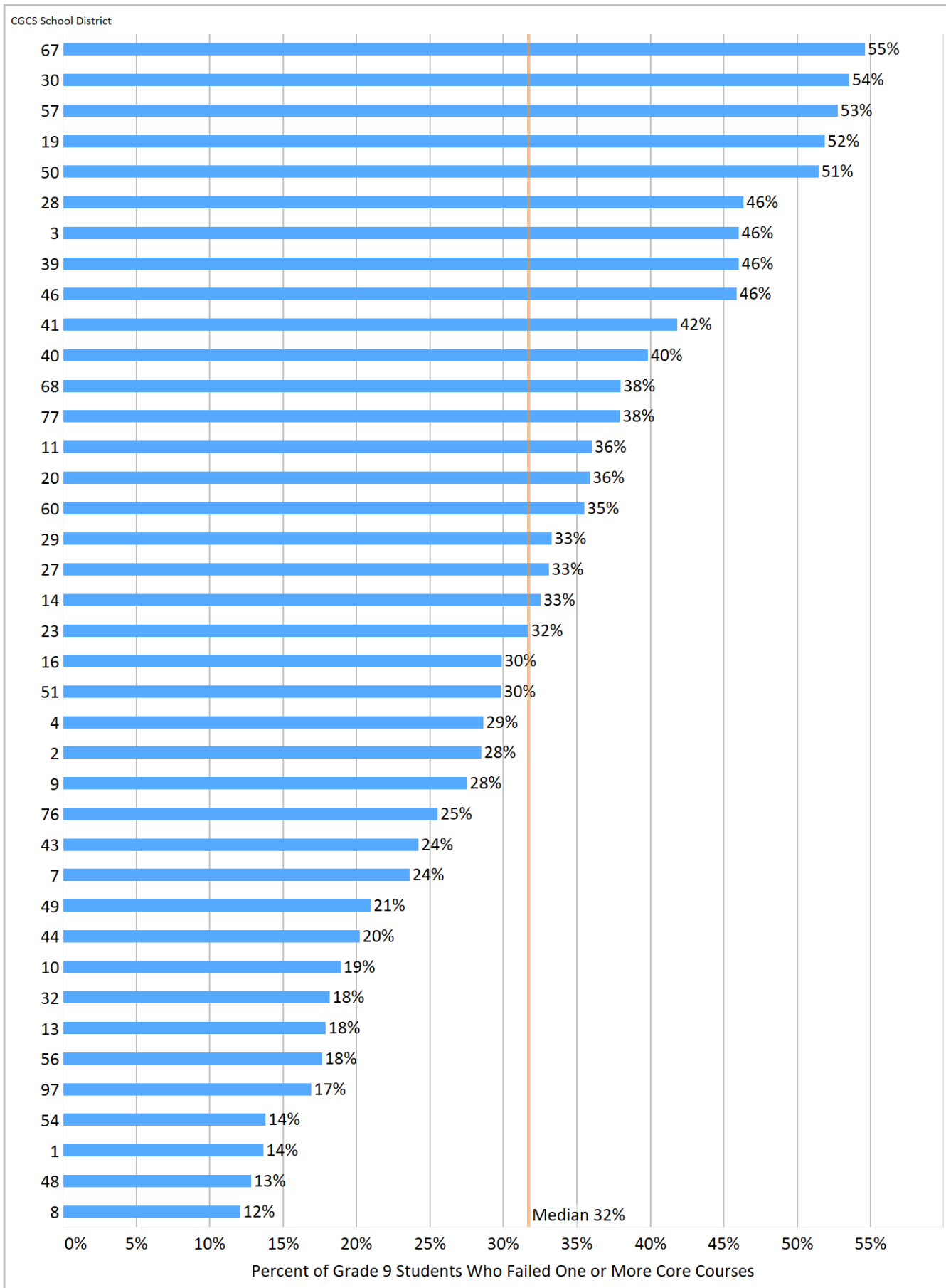
Figures 3.1 to 3.24 show the percentage of ninth grade students with a B or better grade point average.

Figures 4.1 to 4.24 show the percentage of first time ninth grade students successfully completing Algebra I or equivalent by the end of grades seven, eight, or nine. The counts in each grade do not overlap or duplicate one another. Completion of this course has been shown to effectively predict graduation rates.

Figures 5.1 to 5.24 and 6.1 to 6.24 compare district performance on advanced placement (AP) indicators, including the percent of secondary school students who took one or more AP courses and the percent of all AP exam scores by district that were three or higher, meaning that they qualified for college credit.

Figures 7.1 to 7.24 report the four year cohort graduation rates of each district.

Figure 2.1. Percentage of Ninth Grade Students Who Failed One or More Core Courses, 2018-19

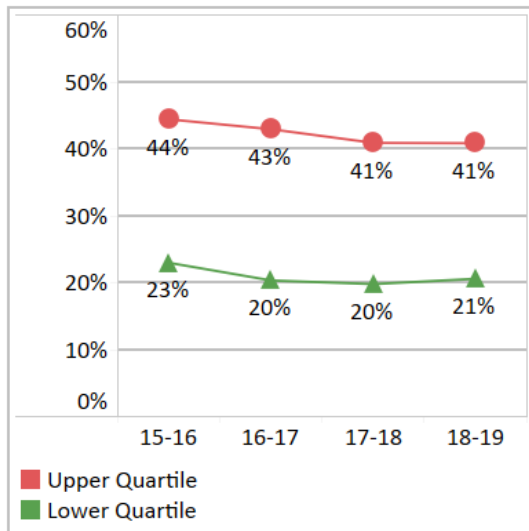


Percentage of Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.1: Total number of ninth grade students with at least one core course failure divided by the total number of ninth grade students.
- Figure 2.2: Percentage point difference in students who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.3: Upper and lower quartile change in all ninth grade core course failures.

Figure 2.3. Trends in Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Duval County
- Guilford County
- Hillsborough County
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Chicago
- Clark County
- Duval County
- Hillsborough County
- Houston
- Los Angeles
- Norfolk
- San Diego
- Wichita

Figure 2.2. Percentage Point Change in Ninth Grade Students Who Failed One or More Core Courses, 2015-16 to 2018-19

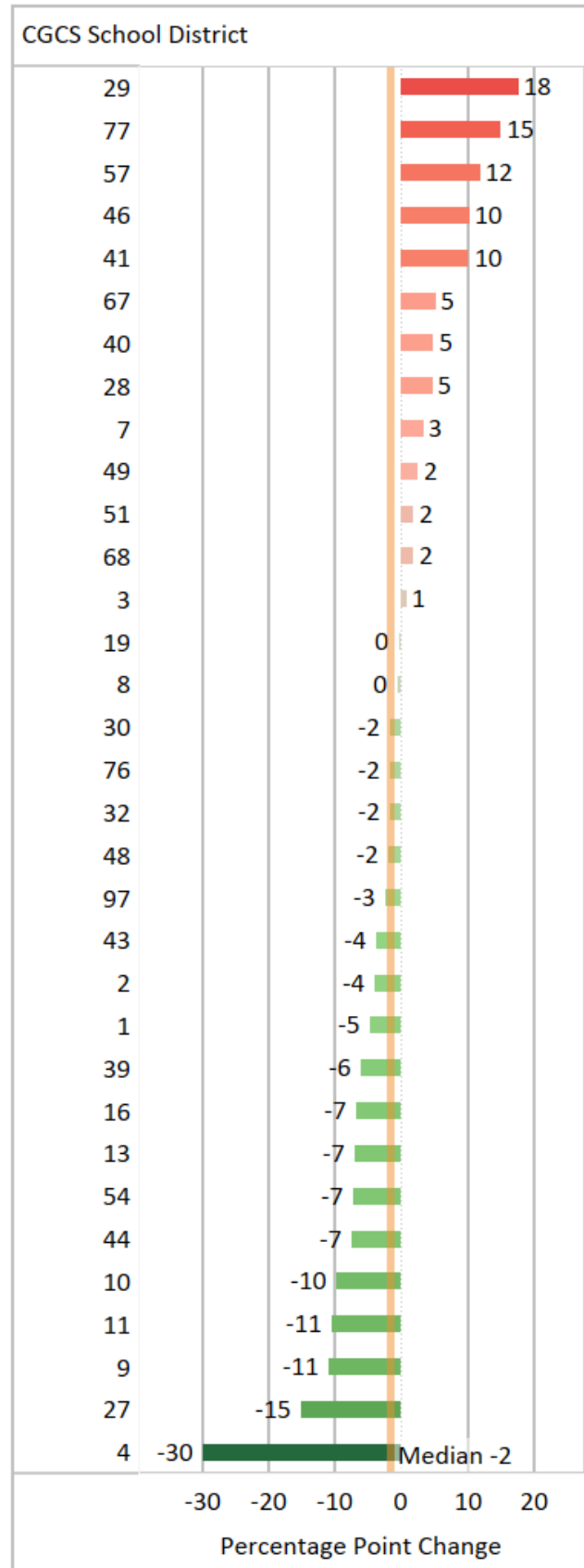
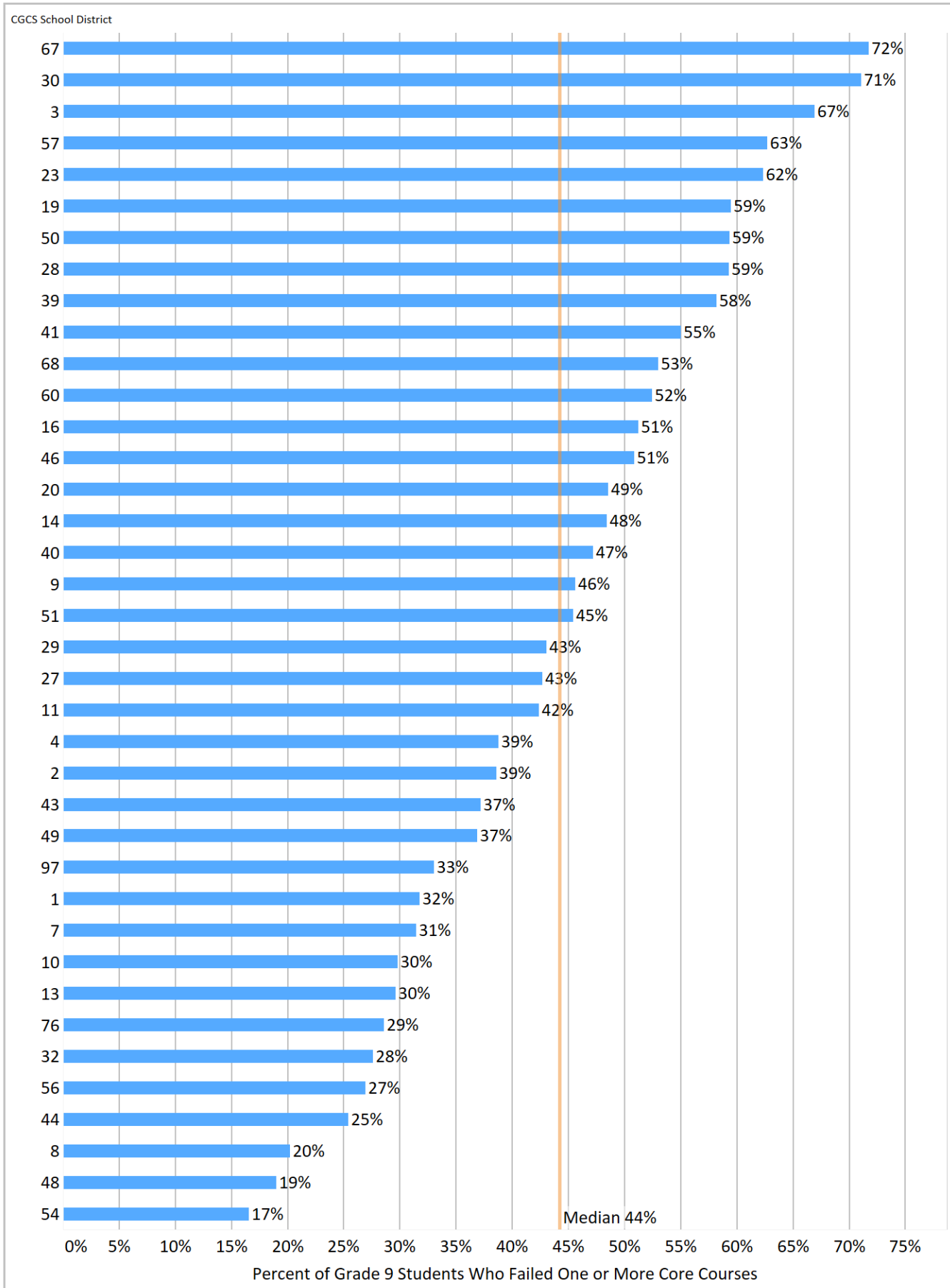


Figure 2.4. Percentage of Black Male Ninth Grade Students Who Failed One or More Core Courses, 2018-19

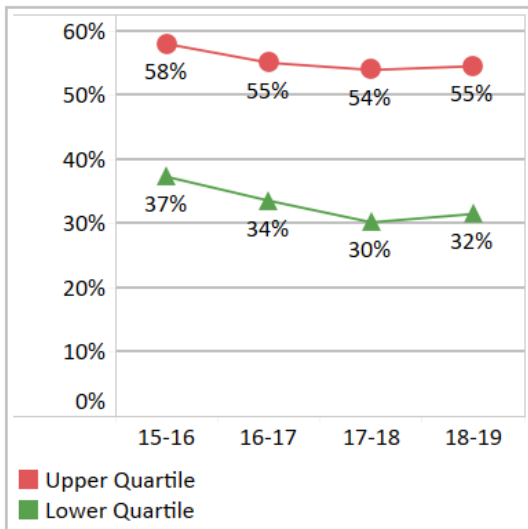


Percentage of Black Male Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.4: Total number of Black male ninth grade students with at least one core course failure divided by the total number of Black male ninth grade students.
- Figure 2.5: Percentage point difference in Black male students who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.6: Upper and lower quartile change in Black male ninth grade core course failures.

Figure 2.6. Trends in Black Male Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Chicago
- Duval County
- Hillsborough
- Long Beach
- Miami
- Orange County
- Palm Beach
- San Antonio
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Chicago
- Clark County
- Duval County
- Hillsborough
- Los Angeles
- Norfolk
- Seattle
- Wichita

Figure 2.5. Percentage Point Change in Black Male Ninth Grade Students Who Failed One or More Core Courses, 2015-16 to 2018-19

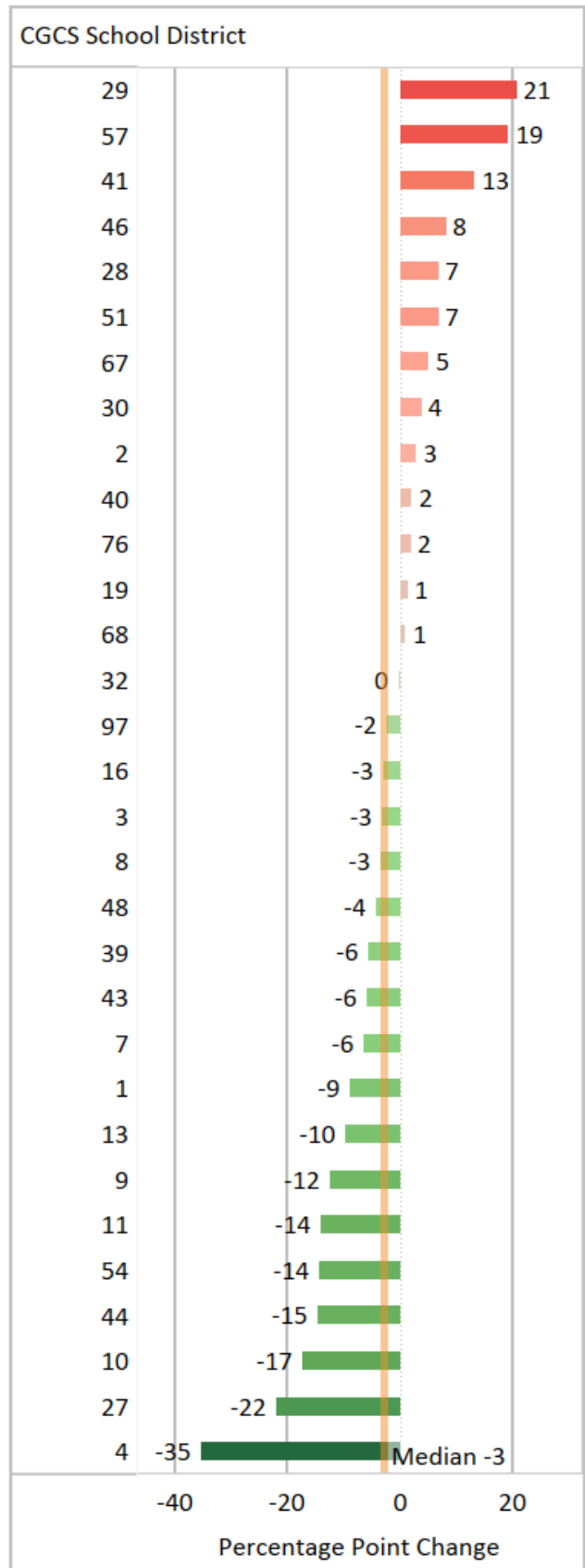
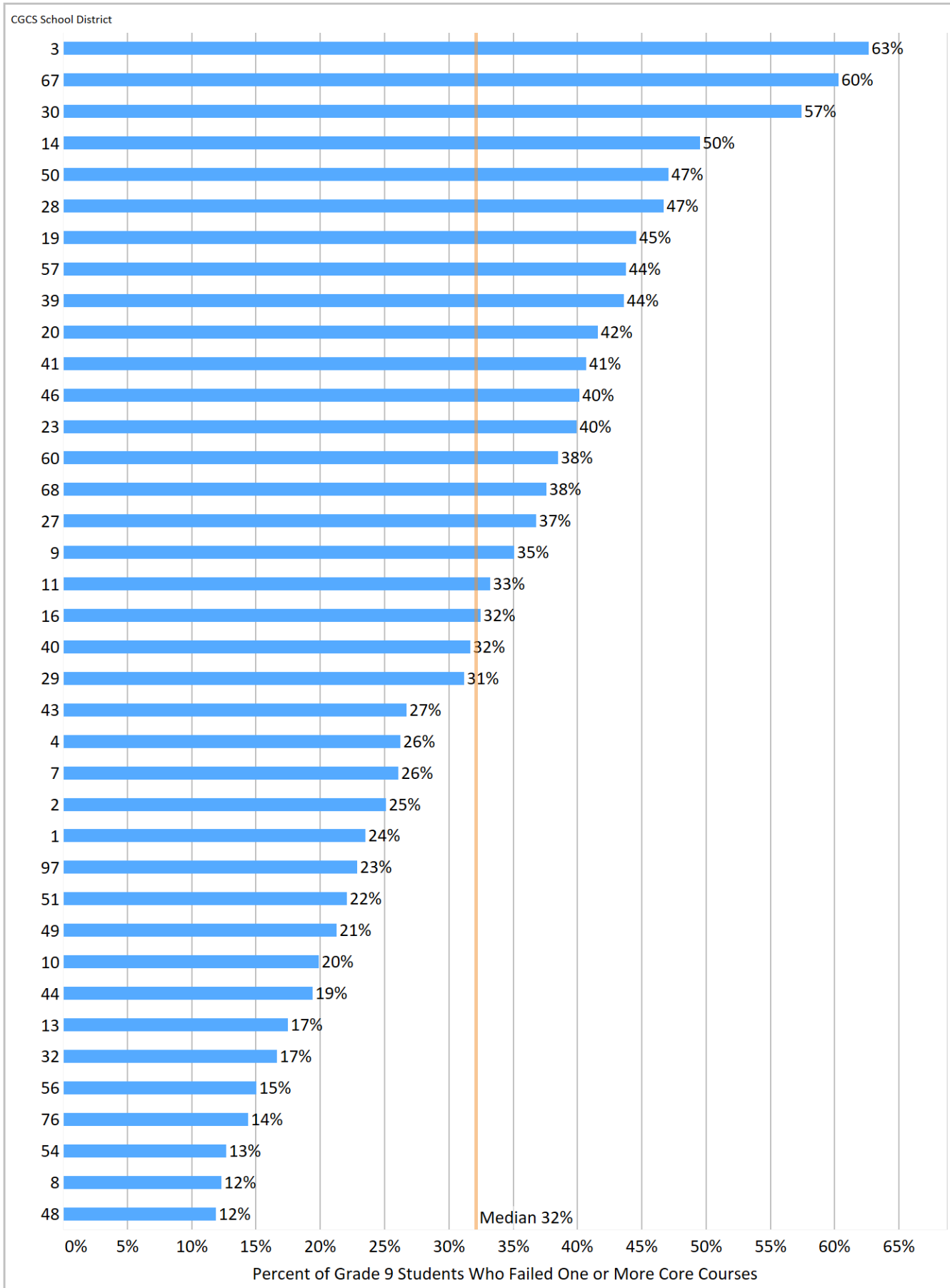


Figure 2.7. Percentage of Black Female Ninth Grade Students Who Failed One or More Core Courses, 2018-19

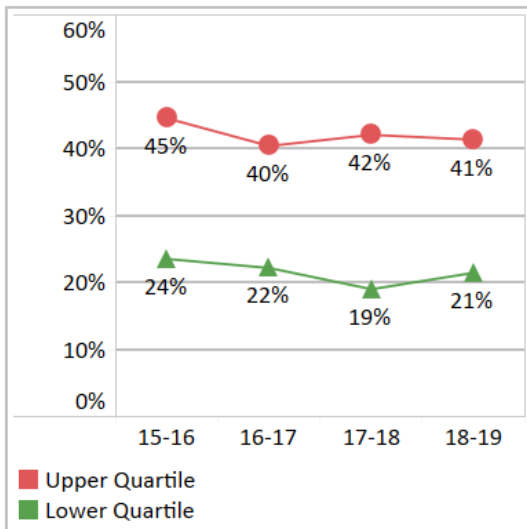


Percentage of Black Female Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.7: Total number of Black Female ninth grade students with at least one core course failure divided by the total number of Black Female ninth grade students.
- Figure 2.8: Percentage point difference in Black Female students who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.9: Upper and lower quartile change in Black Female ninth grade core course failures.

Figure 2.9. Trends in Black Female Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Duval County
- Guilford County
- Hillsborough
- Long Beach
- Miami
- Oklahoma City
- Orange County
- Palm Beach
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Chicago
- Clark County
- Hillsborough
- Houston
- Los Angeles
- Norfolk
- Oklahoma City
- San Antonio
- Wichita

Figure 2.8. Percentage Point Change in Black Female Ninth Grade Students Who Failed One or More Core Courses, 2015-16 to 2018-19

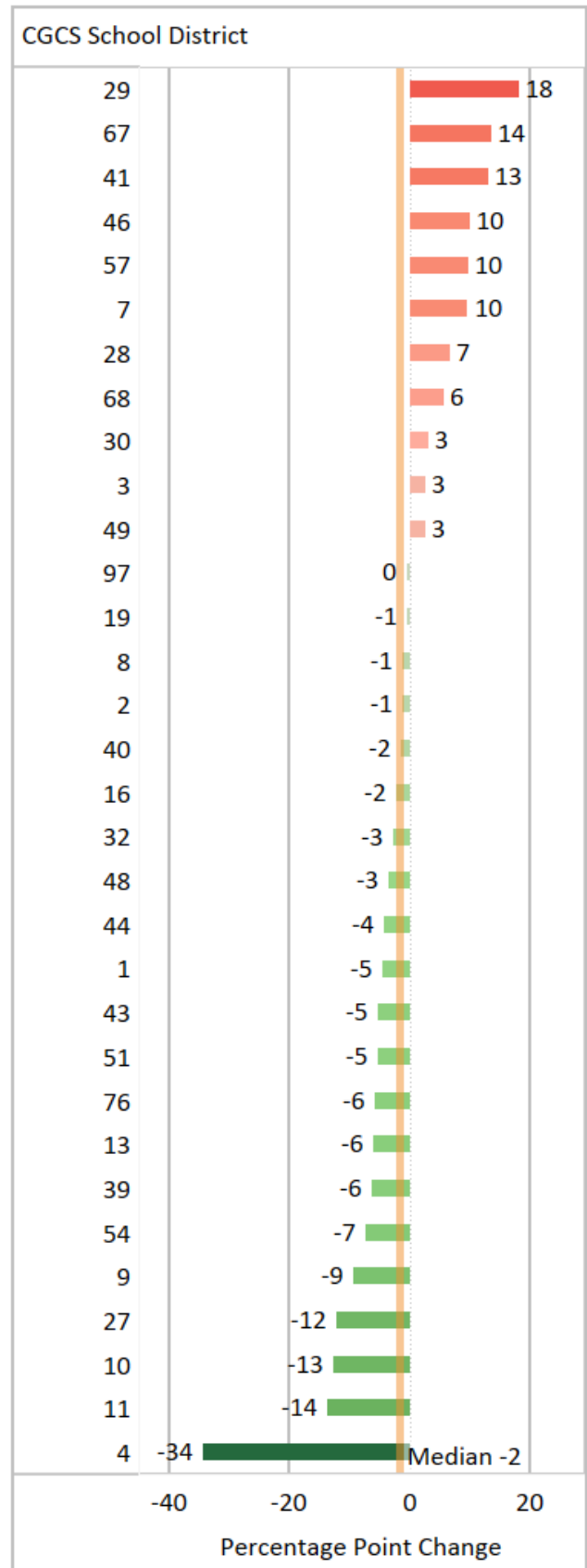
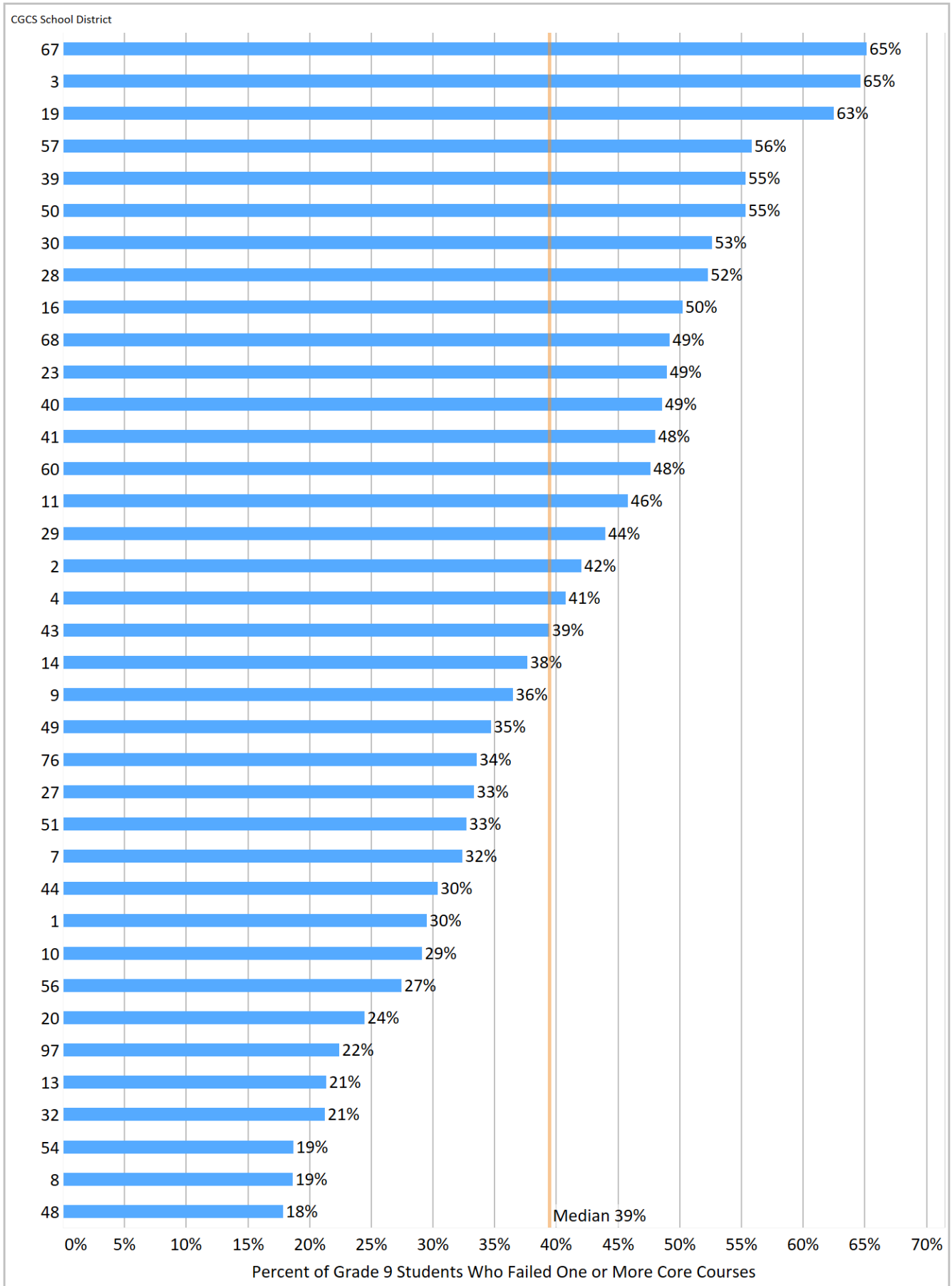


Figure 2.10. Percentage of Hispanic Male Ninth Grade Students Who Failed One or More Core Courses, 2018-19

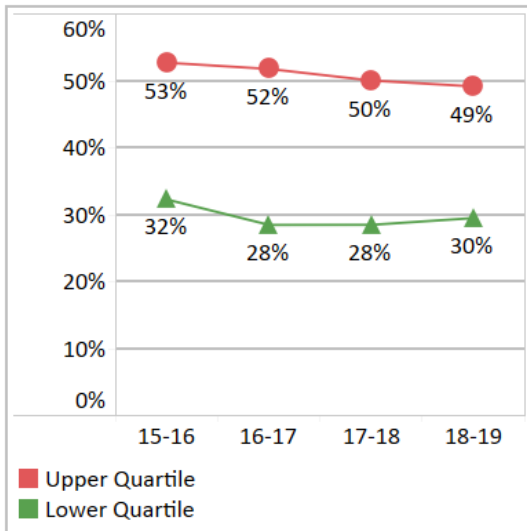


Percentage of Hispanic Male Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.10: Total number of Hispanic male ninth grade students with at least one core course failure divided by the total number of Hispanic male ninth grade students.
- Figure 2.11: Percentage point difference in Hispanic male students who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.12: Upper and lower quartile change in Hispanic male ninth grade core course failures.

Figure 2.12. Trends in Hispanic Male Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Cincinnati
- Duval County
- Hillsborough
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Chicago
- Clark County
- Hillsborough
- Houston
- Los Angeles
- Norfolk
- San Diego
- Seattle
- Wichita

Figure 2.11. Percentage Point Change in Hispanic Male Ninth Grade Students Who Failed One or More Core Courses, 2015-16 to 2018-19

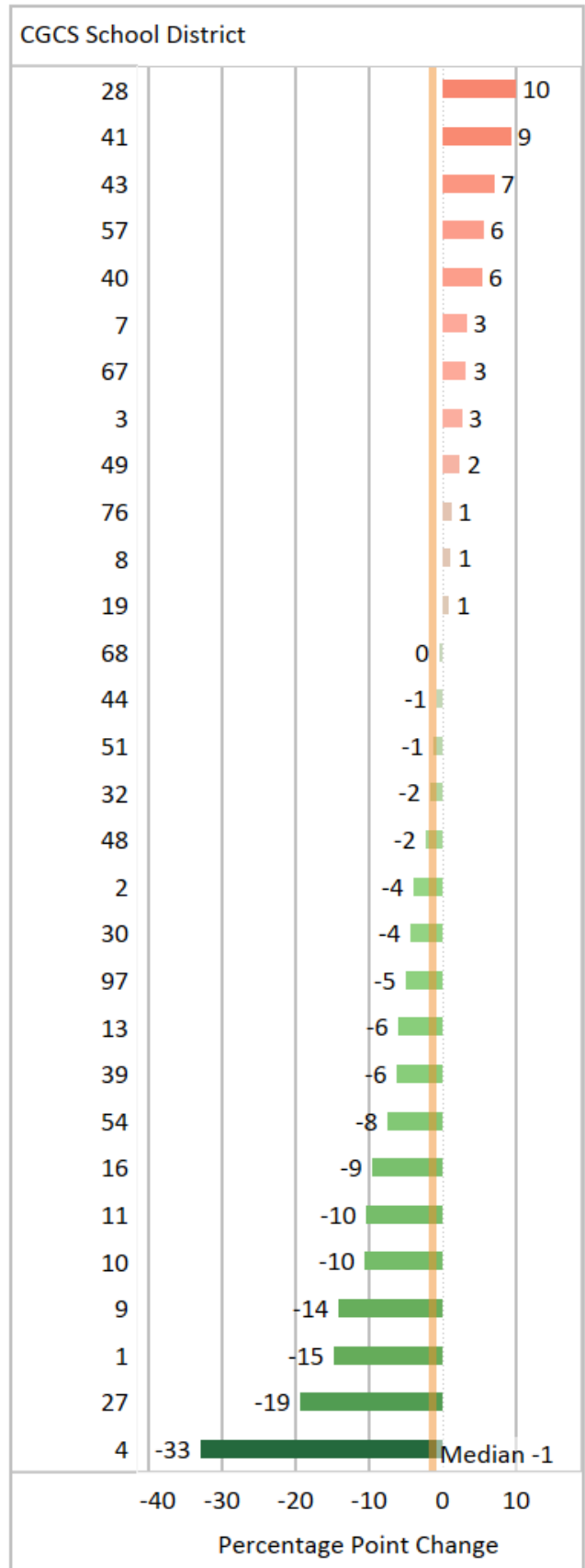
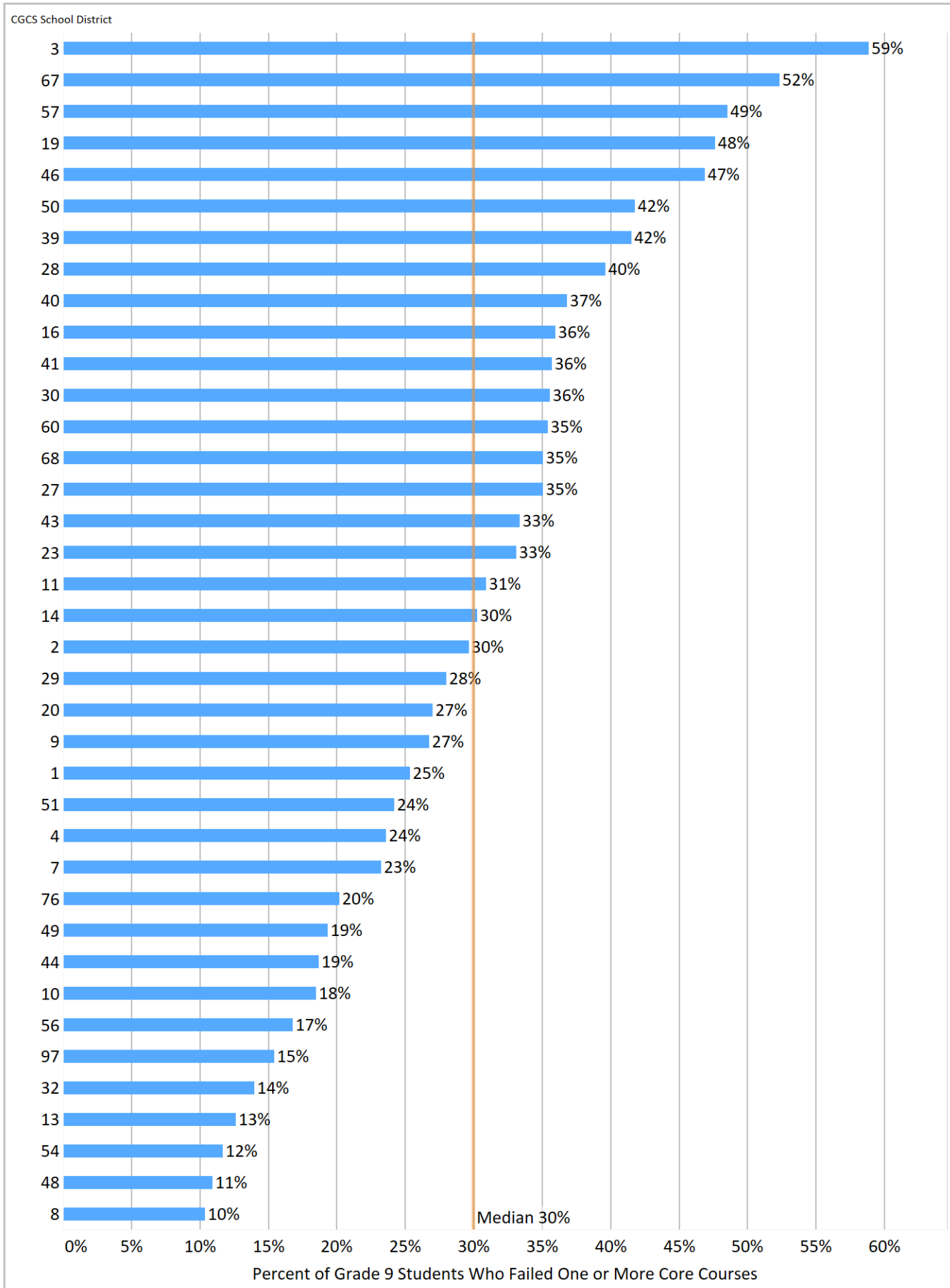


Figure 2.13. Percentage of Hispanic Female Ninth Grade Students Who Failed One or More Core Courses, 2018-19

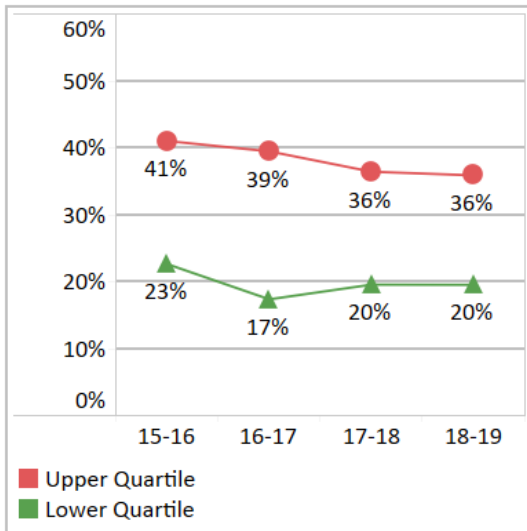


Percentage of Hispanic Female Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.13: Total number of Hispanic female ninth grade students with at least one core course failure divided by the total number of Hispanic female ninth grade students.
- Figure 2.14: Percentage point difference in Hispanic female students who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.15: Upper and lower quartile change in Hispanic female ninth grade core course failures.

Figure 2.15. Trends in Hispanic Female Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Duval County
- Guilford County
- Hillsborough
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Clark County
- Dayton
- Hillsborough
- Los Angeles
- Milwaukee
- Norfolk
- San Diego
- Wichita

Figure 2.14. Percentage Point Change in Hispanic Female Ninth Grade Students Who Failed One or More Core Courses, 2015-16 to 2018-19

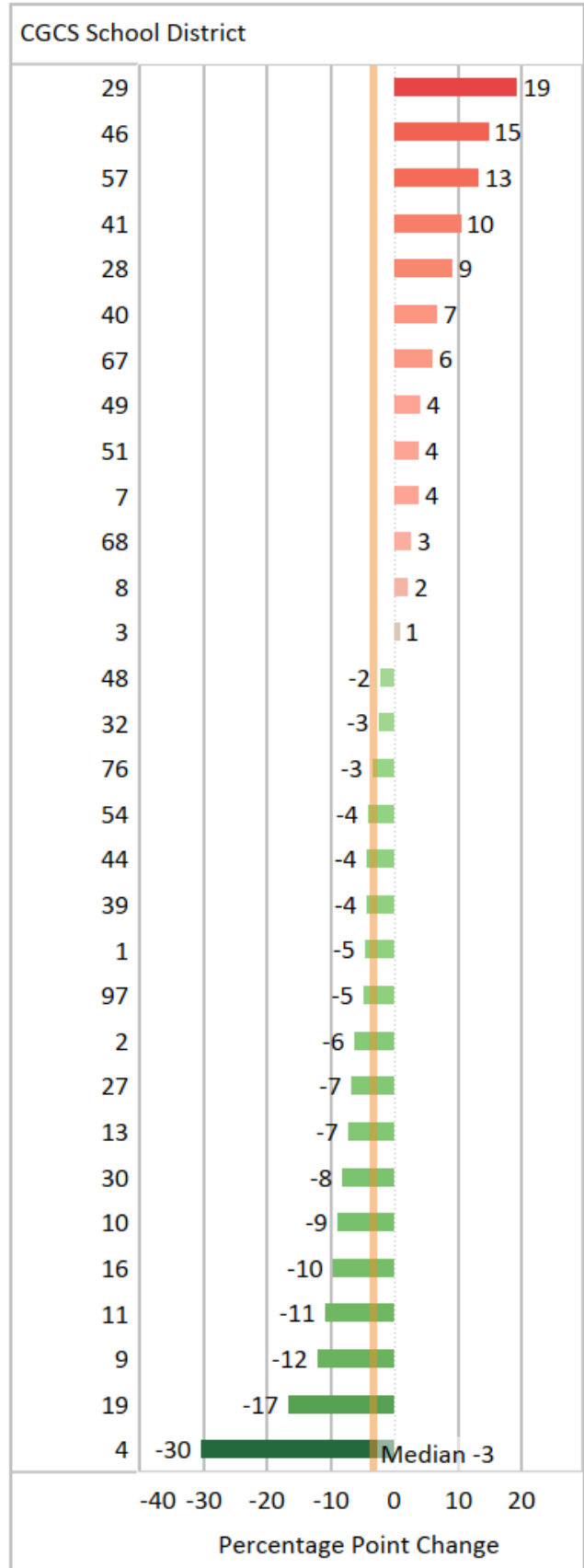
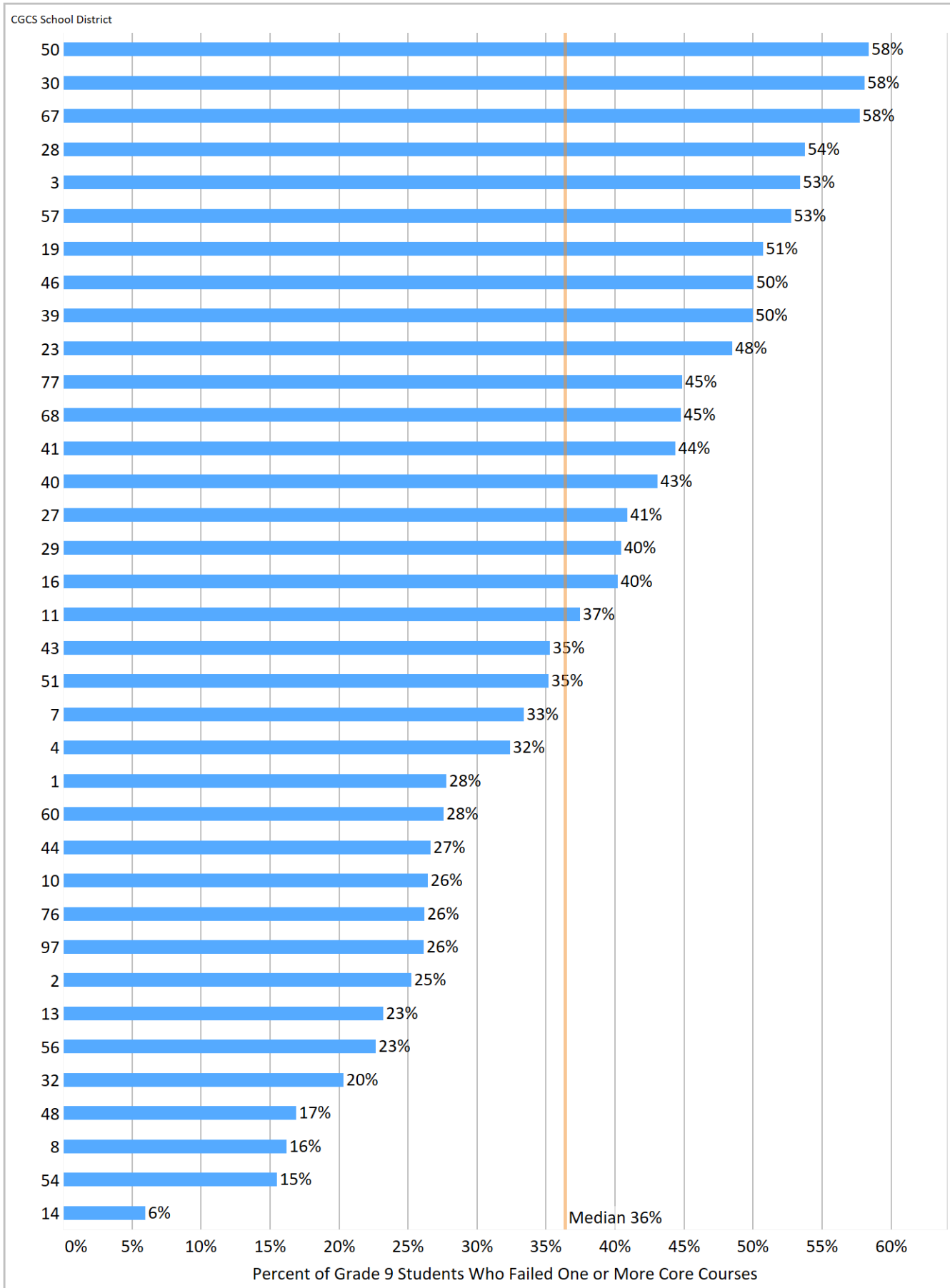


Figure 2.16. Percentage of Free or Reduced-Price Lunch Ninth Grade Students Who Failed One or More Core Courses, 2018-19

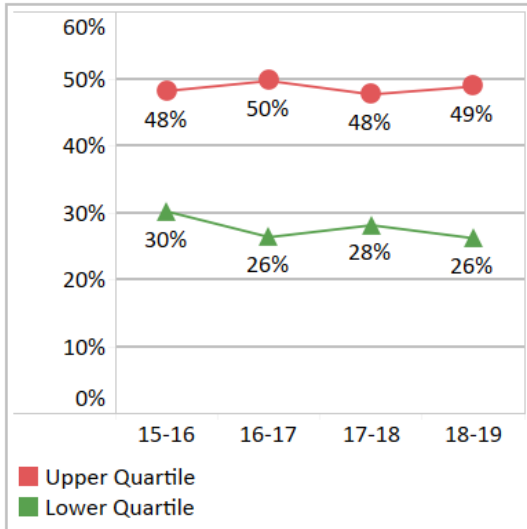


Percentage of Free or Reduced-Price Lunch (FRPL) Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.16: Total number of ninth grade FRPL students with at least one core course failure divided by the total number of ninth grade FRPL students.
- Figure 2.17: Percentage point difference in FRPL students who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.18: Upper and lower quartile change in FRPL ninth grade core course failures.

Figure 2.18. Trends in Free or Reduced-Price Lunch Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Broward County
- Chicago
- Hillsborough
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- Richmond
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Chicago
- Duval County
- Hillsborough
- Los Angeles
- Norfolk
- Richmond
- San Diego
- Wichita

Figure 2.17. Percentage Point Change in Free or Reduced-Price Lunch Ninth Grade Students Who Failed One or More Core Courses, 2015-16 to 2018-19

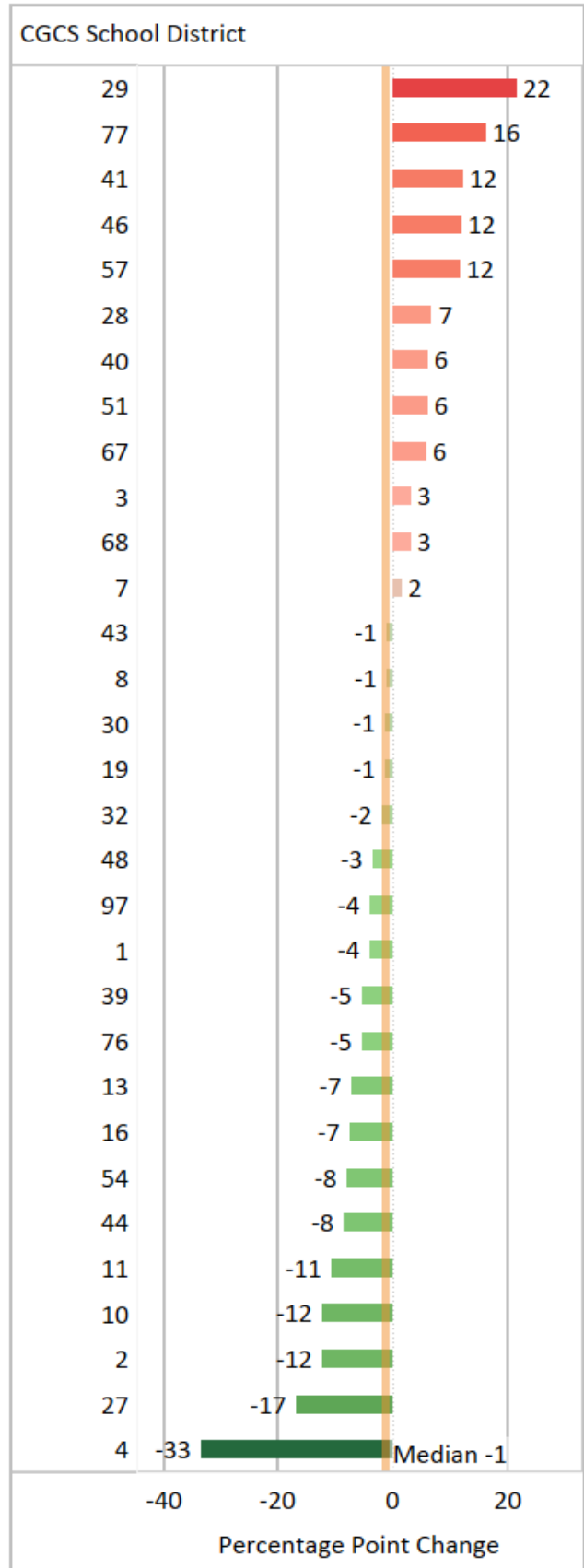
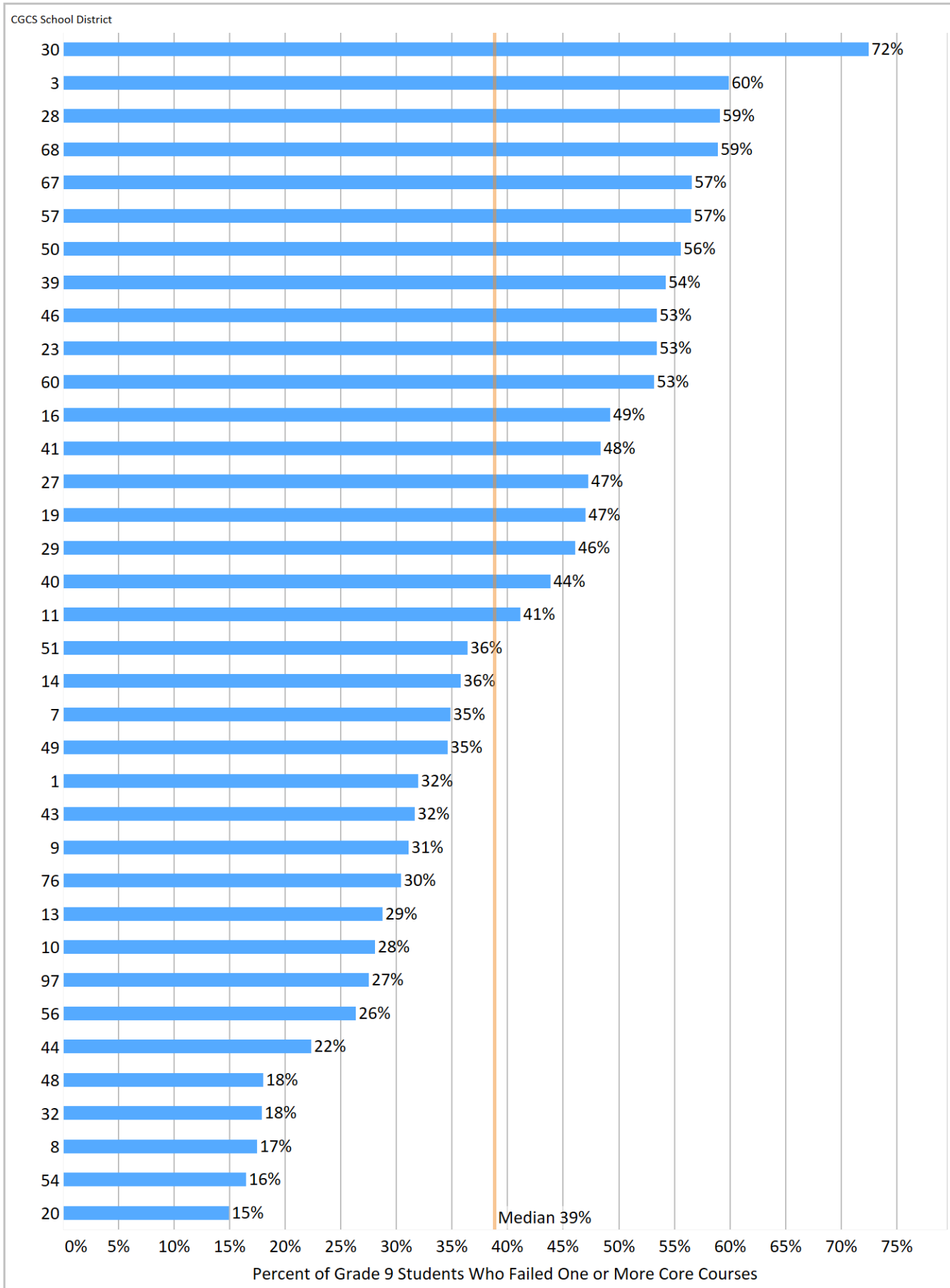


Figure 2.19. Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19

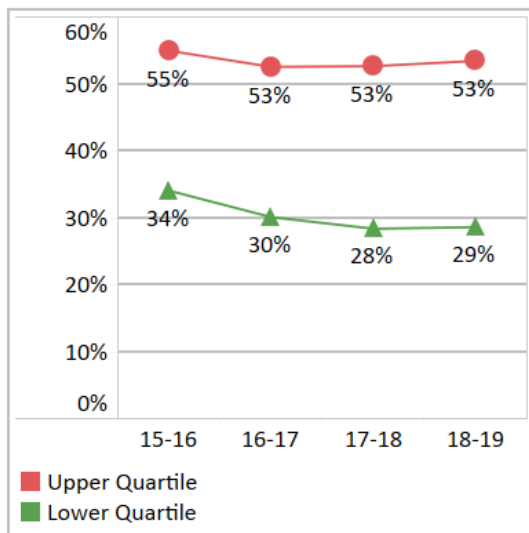


Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.19: Total number of ninth grade students with disabilities with at least one core course failure divided by the total number of ninth grade students with disabilities.
- Figure 2.20: Percentage point difference in students with disabilities who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.21: Upper and lower quartile change in students with disabilities ninth grade core course failures.

Figure 2.21. Trends in Students with Disabilities Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Cincinnati
- Duval County
- Hillsborough
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Chicago
- Clark County
- Duval County
- Hillsborough
- Houston
- Los Angeles
- Norfolk
- San Diego

Figure 2.20. Percentage Point Change in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2015-16 to 2018-19

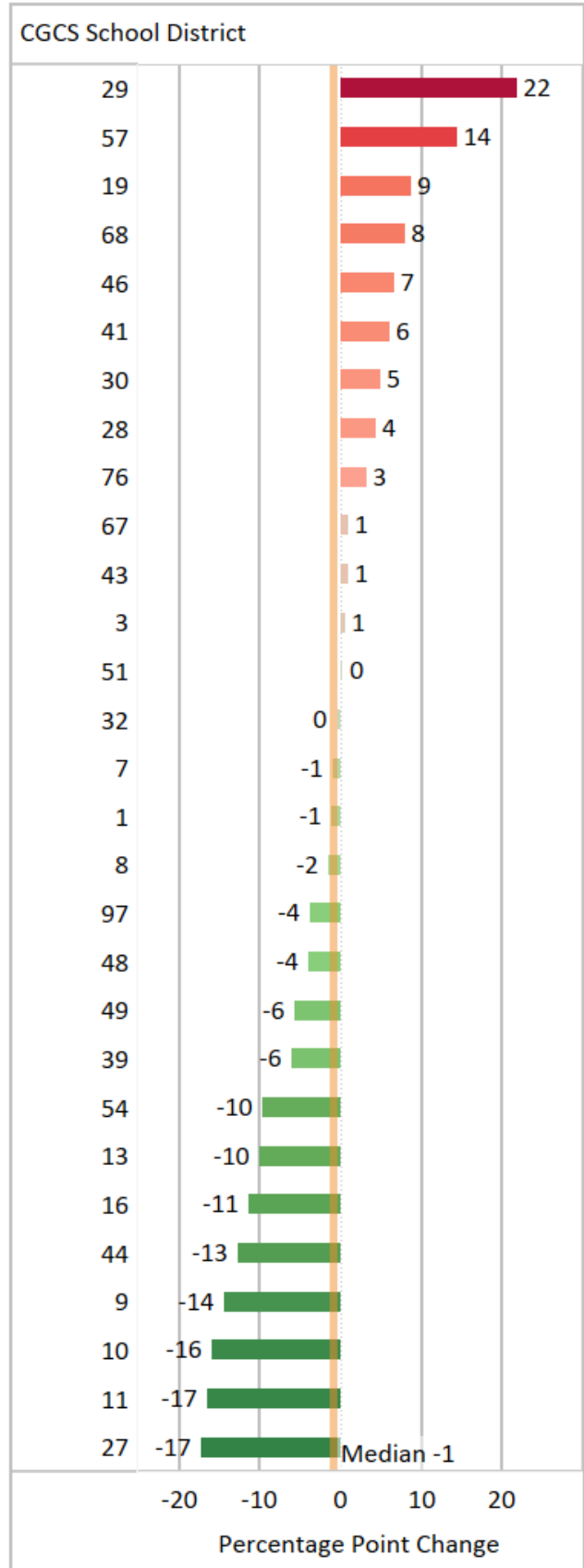
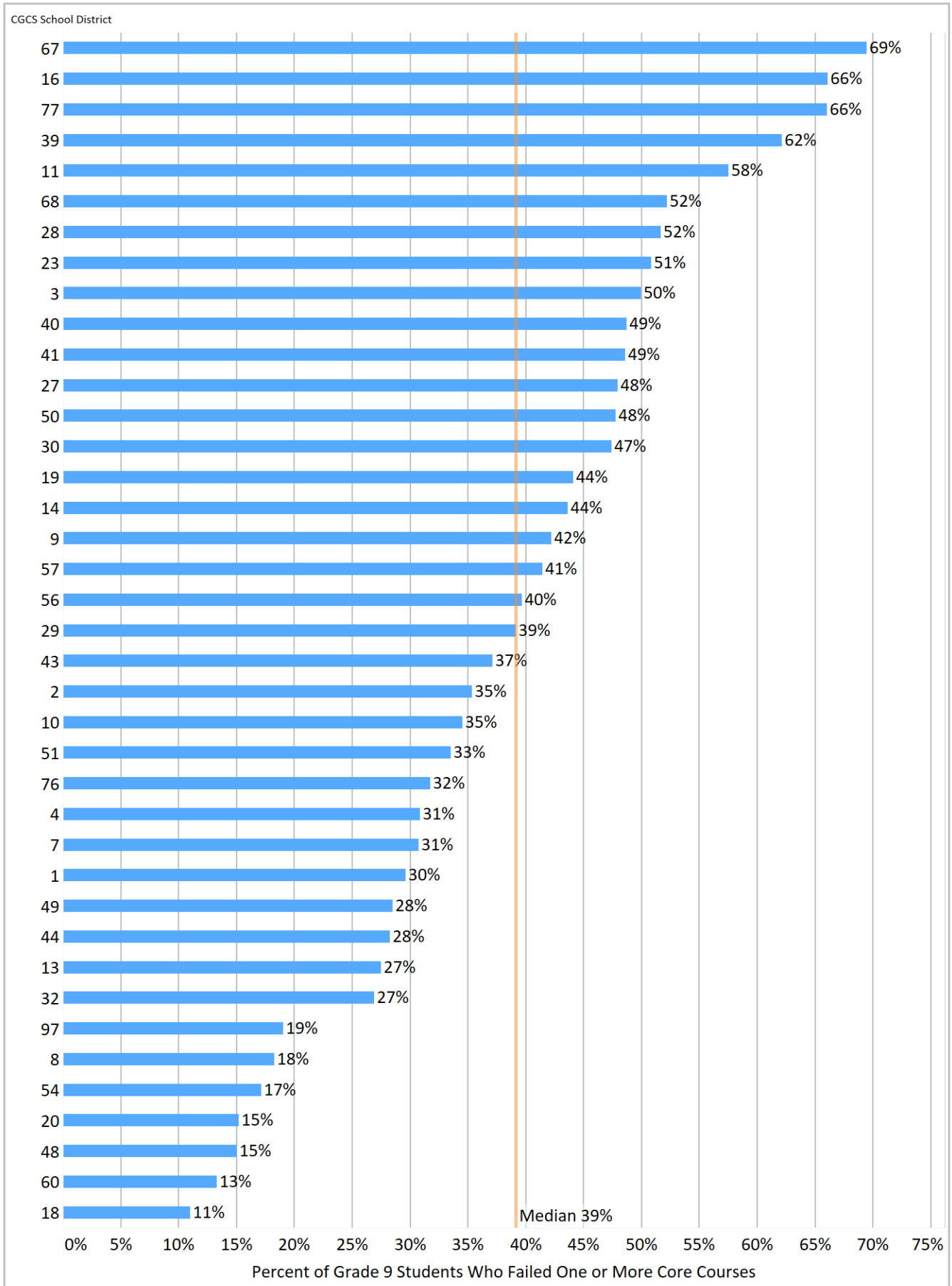


Figure 2.22. Percentage of Ninth Grade English Learners Who Failed One or More Core Courses, 2018-19

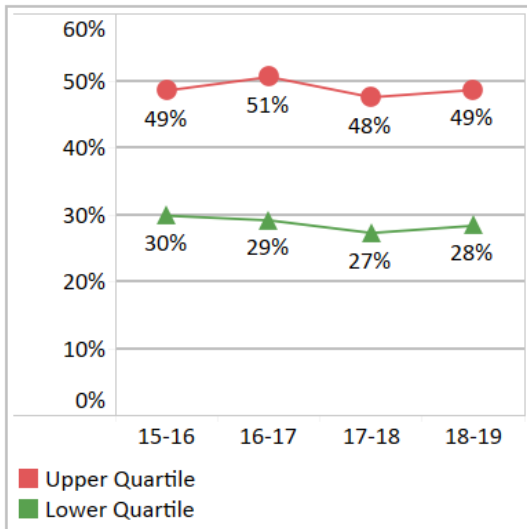


Percentage of Ninth Grade English Learners Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.22: Total number of ninth grade English learners with at least one core course failure divided by the total number of English learners.
- Figure 2.23: Percentage point difference in English learners who failed one or more core courses between 2015-16 and 2018-19.
- Figure 2.24: Upper and lower quartile change in English learner ninth grade core course failures.

Figure 2.24. Trends in English Learners Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Cincinnati
- Duval County
- Guilford County
- Miami
- New York
- Orange County
- Palm Beach
- Pinellas
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Clark County
- Hillsborough
- Milwaukee
- Pinellas
- Richmond
- San Antonio
- Shelby County
- Wichita

Figure 2.23. Percentage Point Change in Ninth Grade English Learners Who Failed One or More Core Courses, 2015-16 to 2018-19

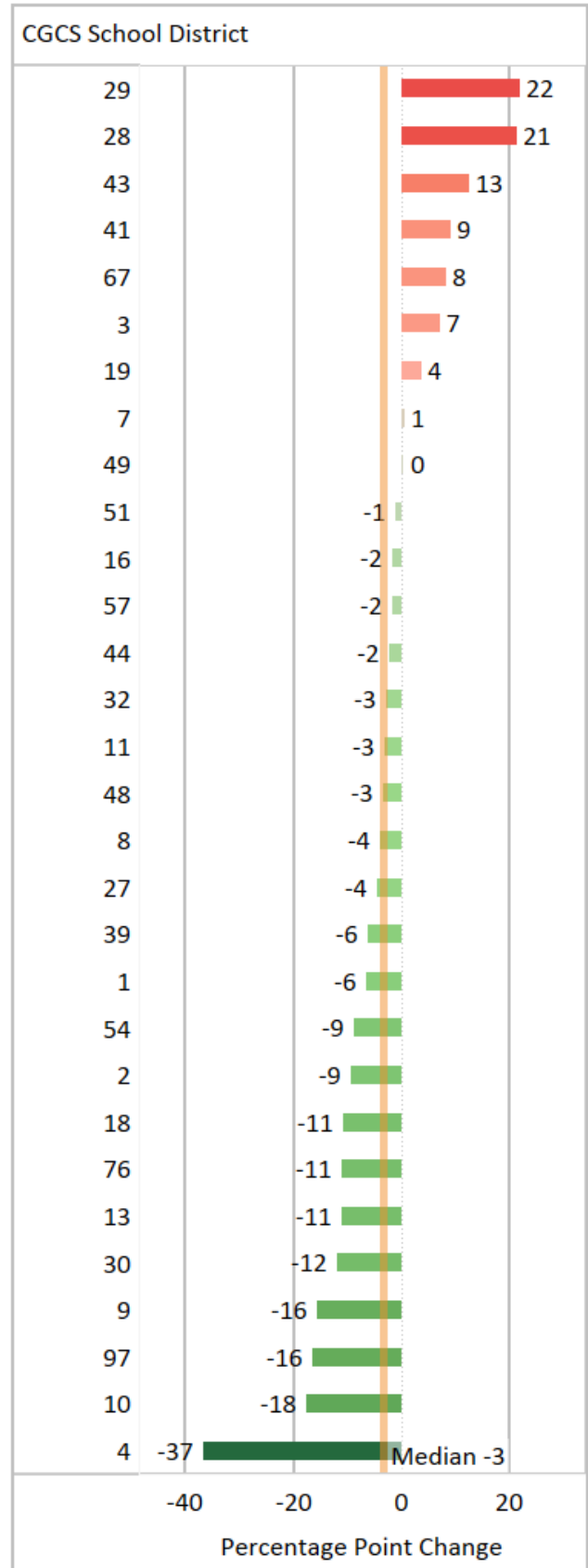
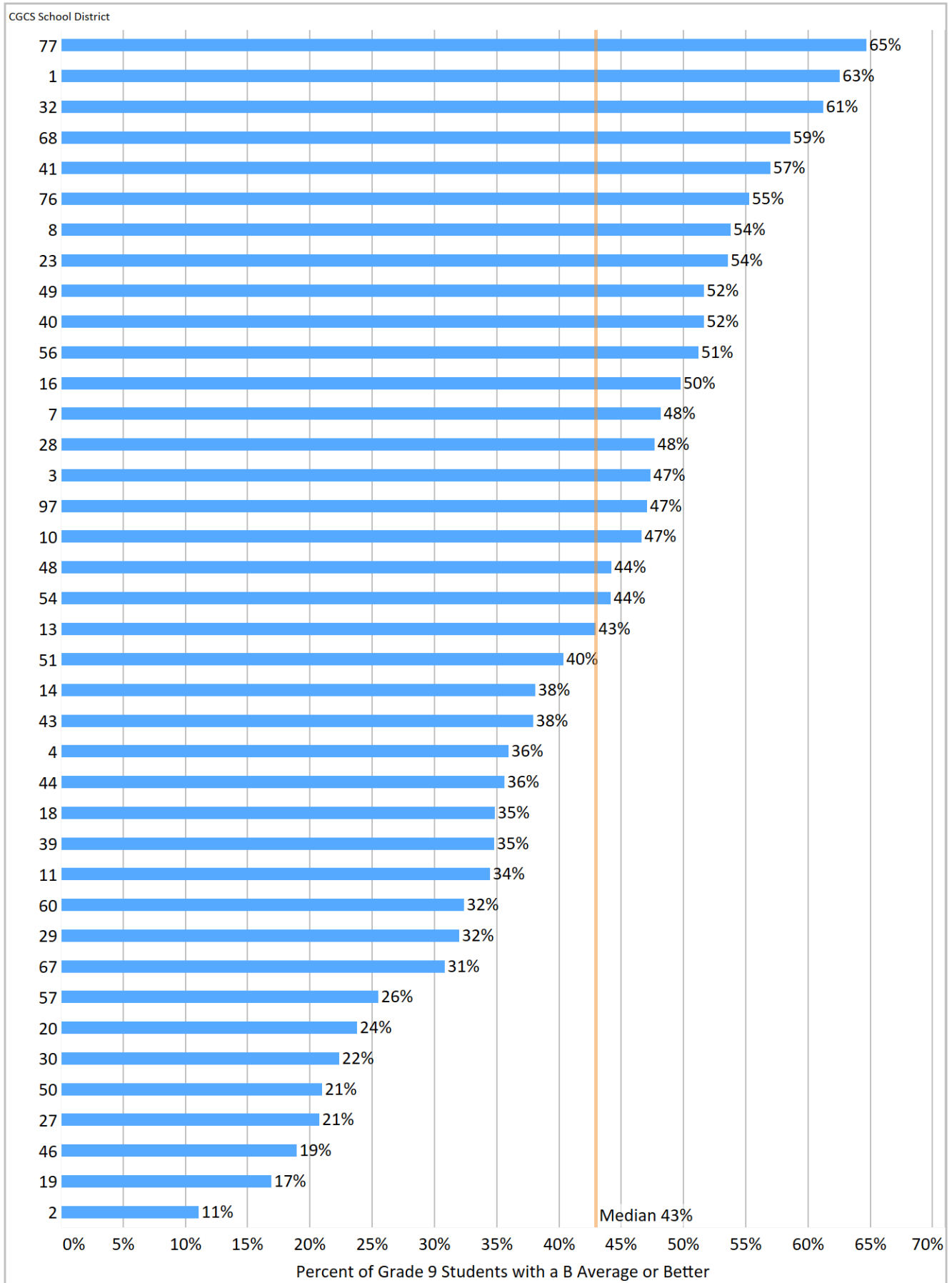


Figure 3.1. Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

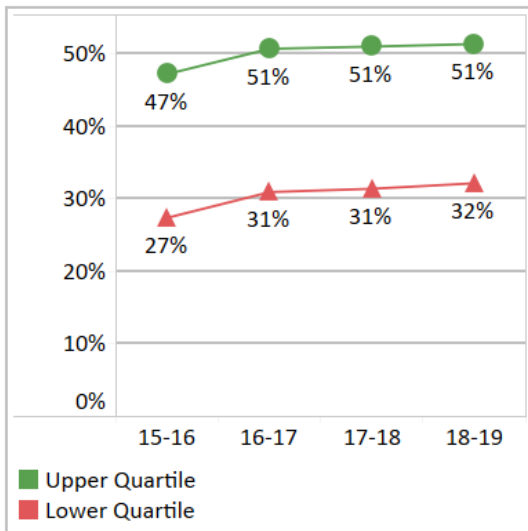


Percentage of All Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.1: Total number of all ninth grade students with B average GPA or better divided by the total number of ninth grade students.
- Figure 3.2: Percentage point difference for all ninth grade students with B average GPA or better between 2015-16 and 2018-19.
- Figure 3.3: Upper and lower quartile change in all students with a ninth grade B Average GPA or better.

Figure 3.3. Trends in Ninth-Grade Students with B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Charleston
- Dallas
- Guilford County
- Miami
- Palm Beach
- San Antonio
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Hillsborough
- Los Angeles
- Milwaukee
- Oklahoma City
- Palm Beach
- Pinellas
- Shelby County

Figure 3.2. Percentage Point Change in Ninth Grade Students with B Average GPA or Better in All Courses, 2015-16 to 2018-19

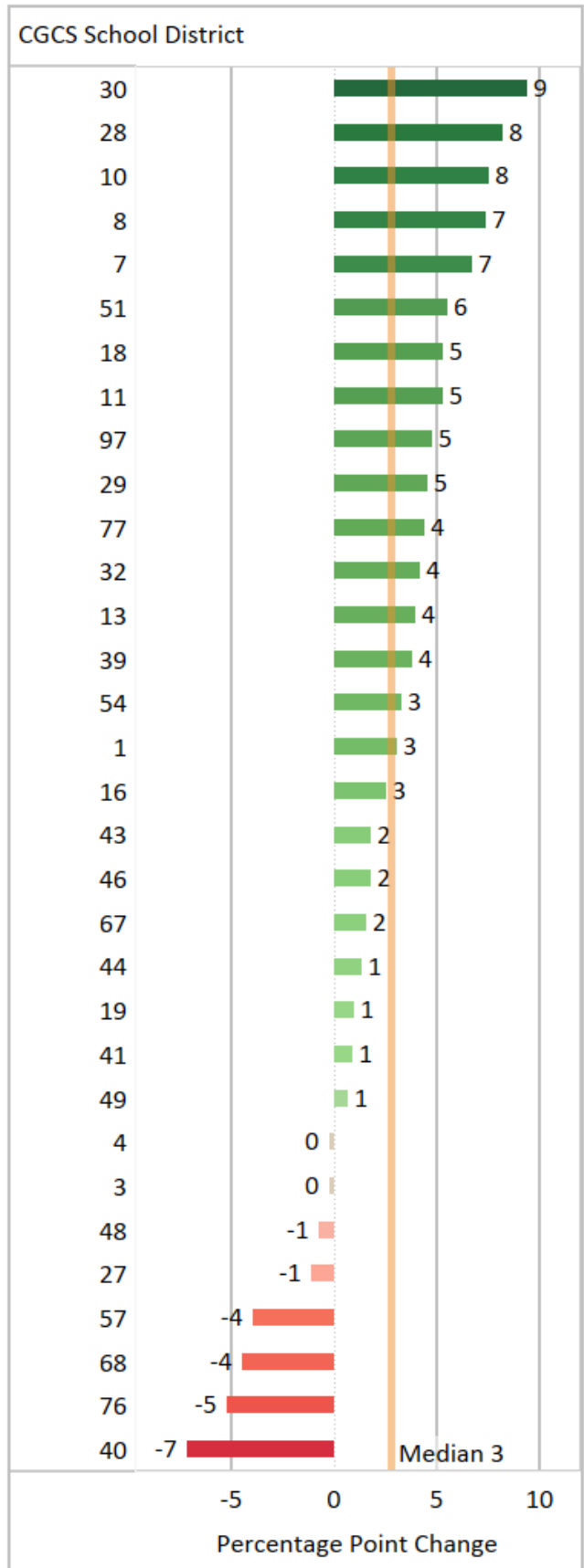
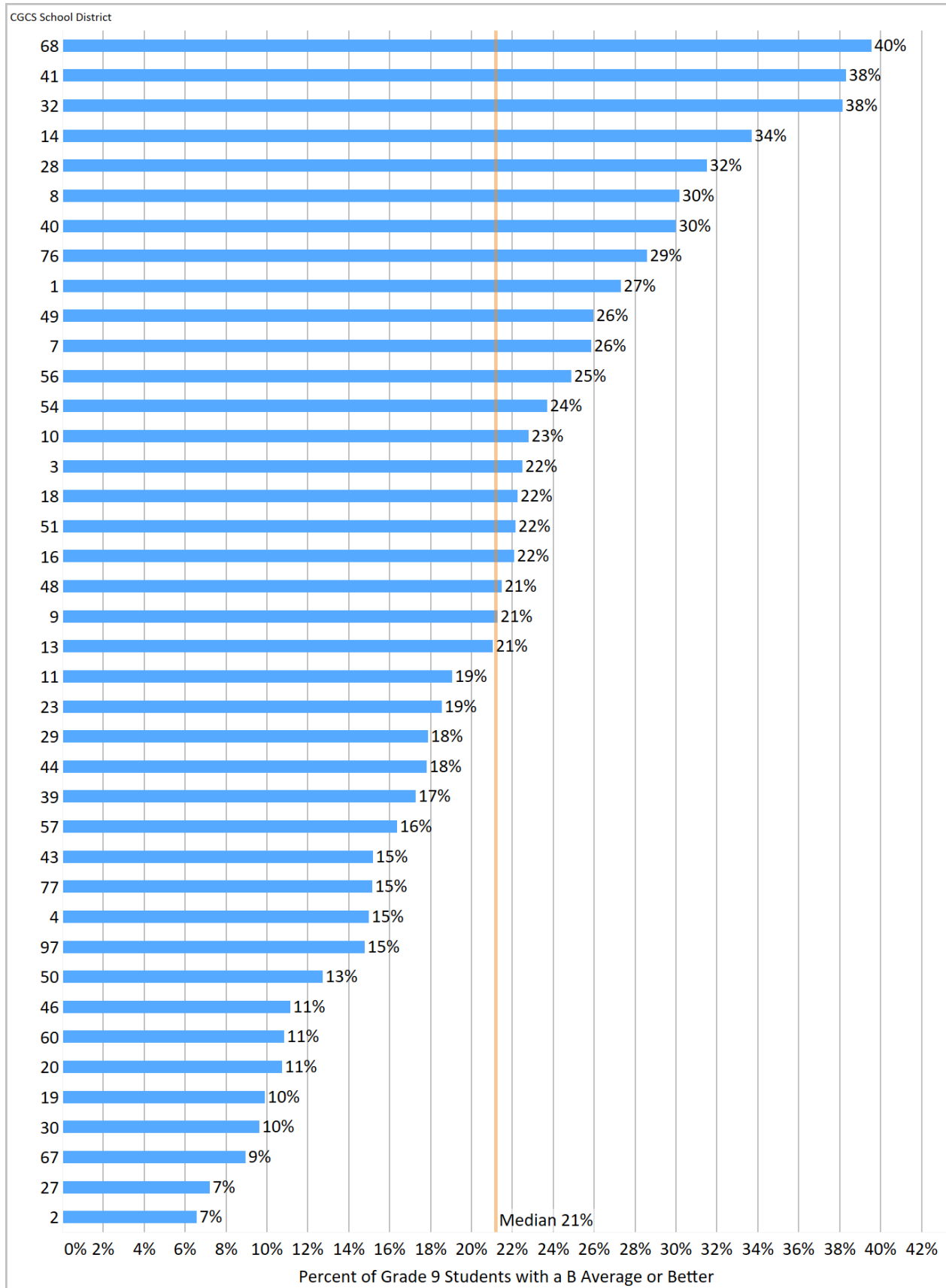


Figure 3.4. Percentage of Black Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

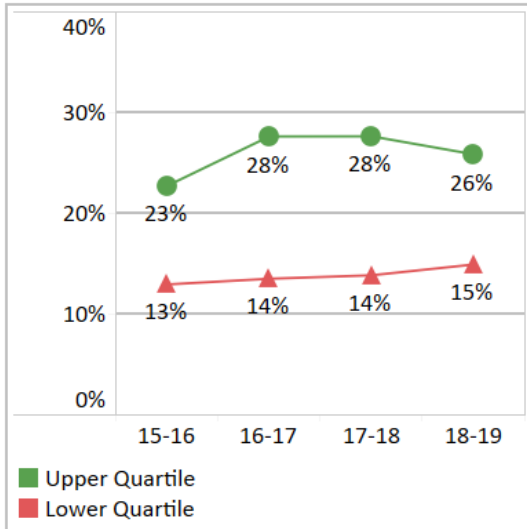


Percentage of Black Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.4: Total number of Black male ninth grade students with B average GPA or better, divided by the total number of Black male ninth grade students.
- Figure 3.5: Percentage point difference Black male ninth grade students with B average GPA or better between 2015-16 and 2018-19.
- Figure 3.6: Upper and lower quartile change for Black male ninth grade B Average GPA or better.

Figure 3.6. Trends in Black Male Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Arlington
- Atlanta
- Dallas
- Fort Worth
- Guilford County
- Miami
- Palm Beach
- San Antonio
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Broward County
- D.C.
- Hillsborough County
- Los Angeles
- Milwaukee
- Palm Beach
- Seattle

Figure 3.5. Percentage Point Change in Black Male Ninth Grade Students with B Average GPA or Better in All Courses, 2015-16 to 2018-19

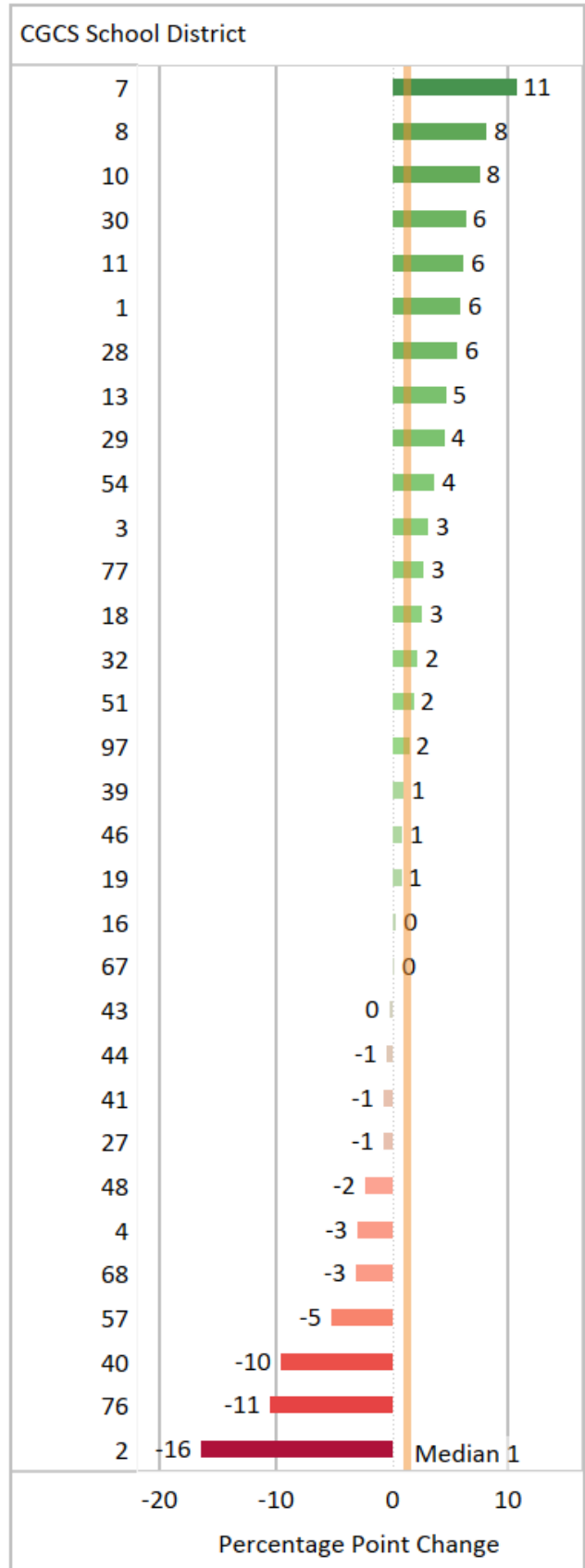
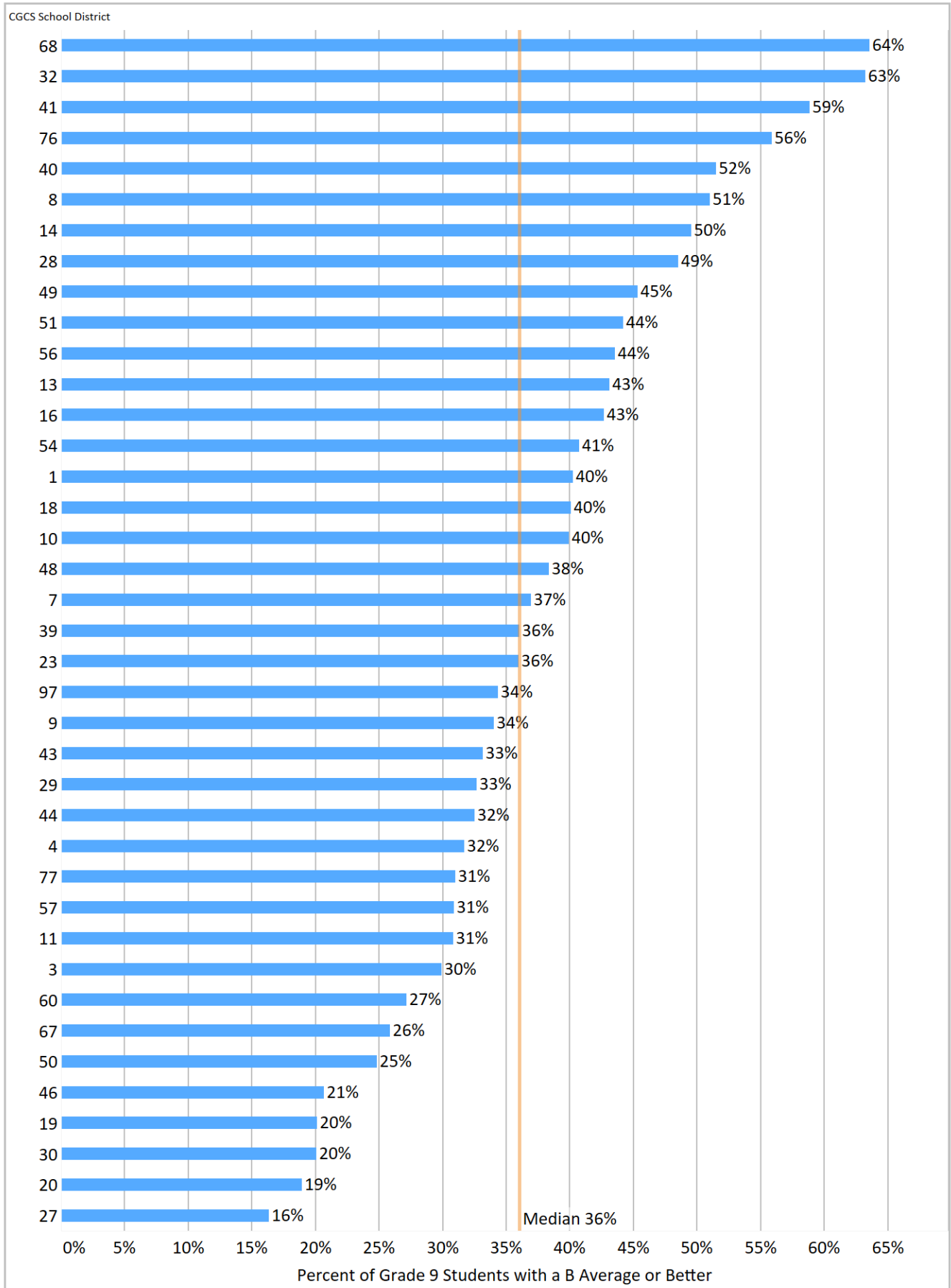


Figure 3.7. Percentage of Black Female Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

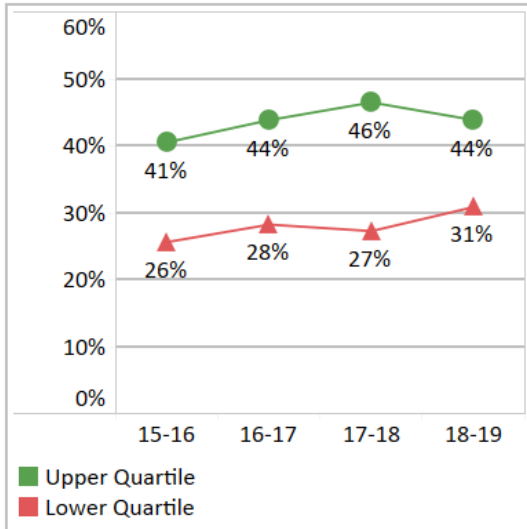


Percentage of Black Female Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.7: Total number of Black female ninth grade students with B average GPA or better, divided by the total number of Black female ninth grade students.
- Figure 3.8: Percentage point difference Black female ninth grade students with B average GPA or better between 2015-16 and 2018-19.
- Figure 3.9: Upper and lower quartile change for Black female ninth grade B Average GPA or better.

Figure 3.9. Trends in Black Female Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Arlington
- Atlanta
- Dallas
- Fort Worth
- Guilford County
- Miami
- Oklahoma City
- Palm Beach
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Broward County
- Hillsborough County
- Miami
- Milwaukee
- Oklahoma City
- Palm Beach
- San Antonio

Figure 3.8. Percentage Point Change in Black Female Ninth Grade Students with B Average GPA or Better in All Courses, 2015-16 to 2018-19

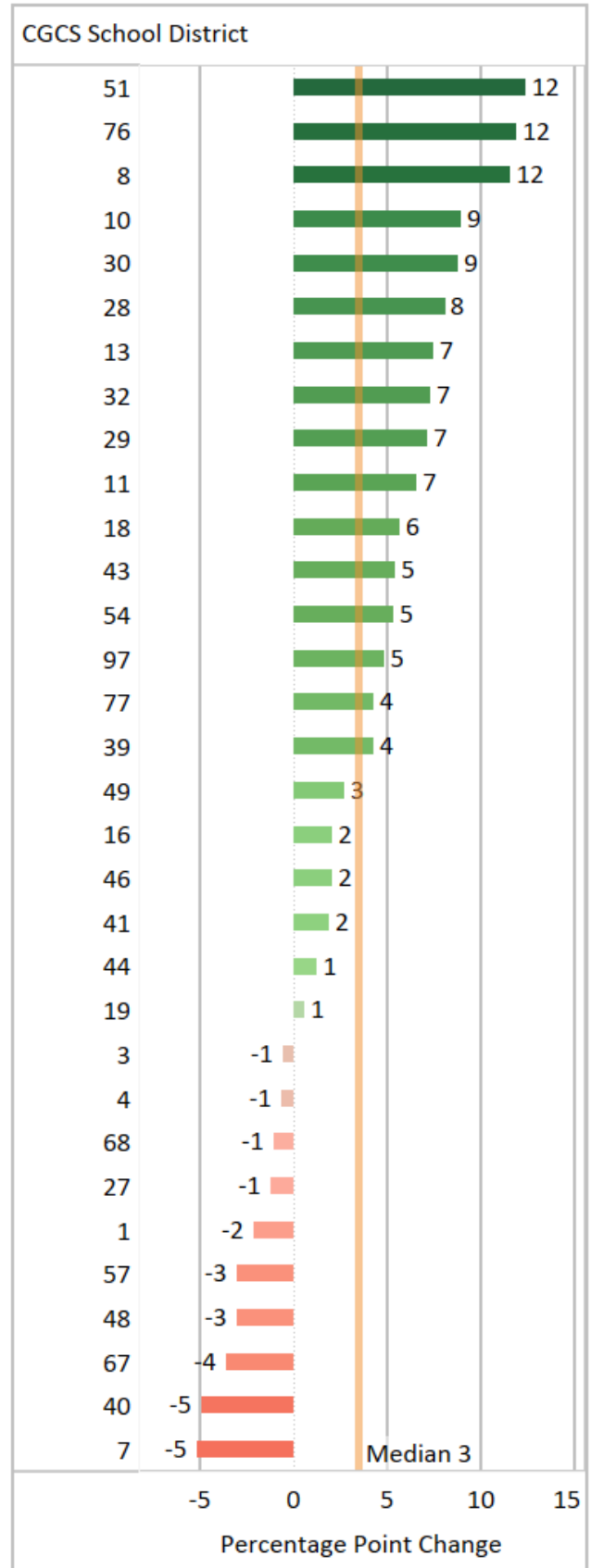
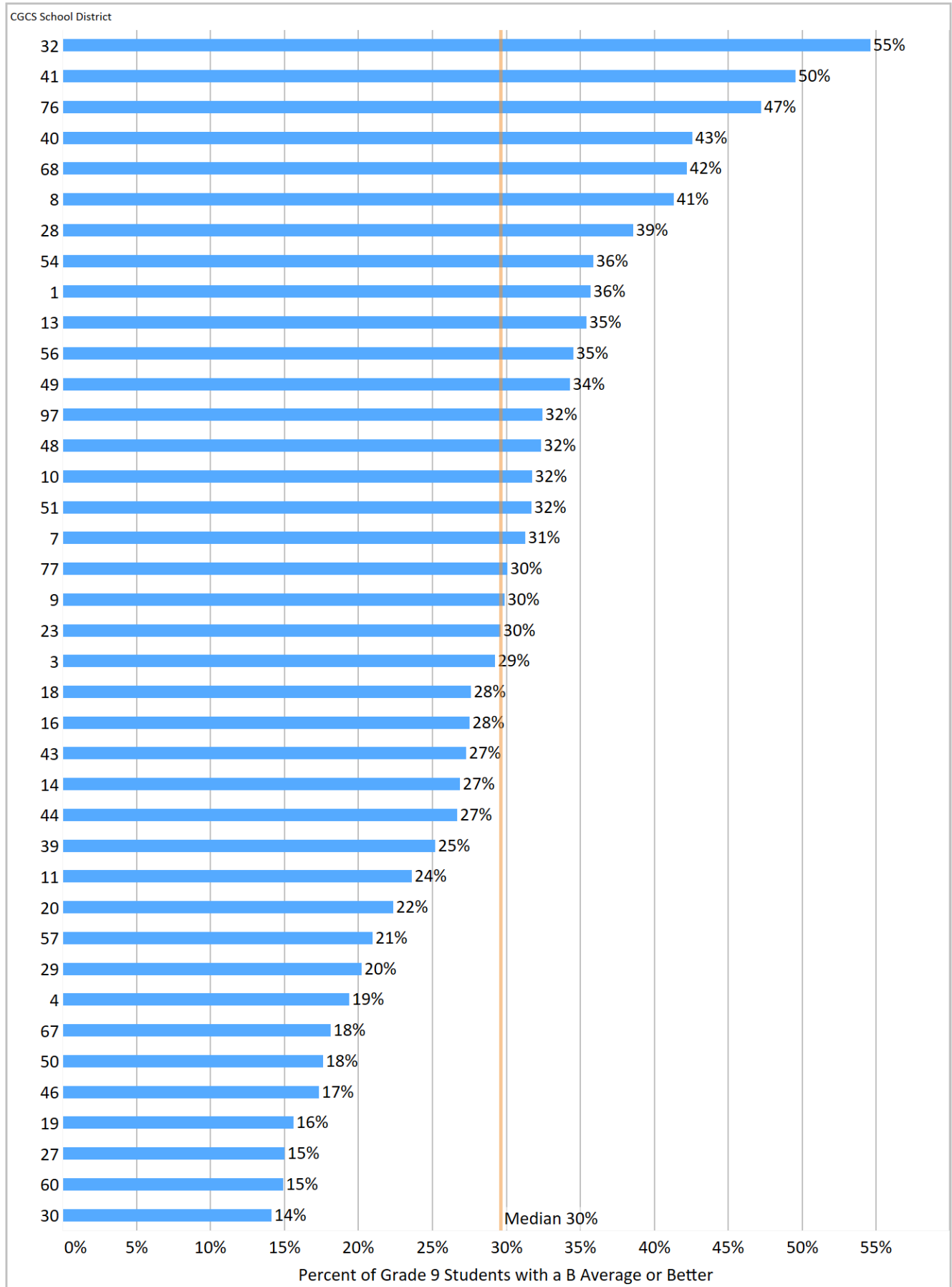


Figure 3.10. Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

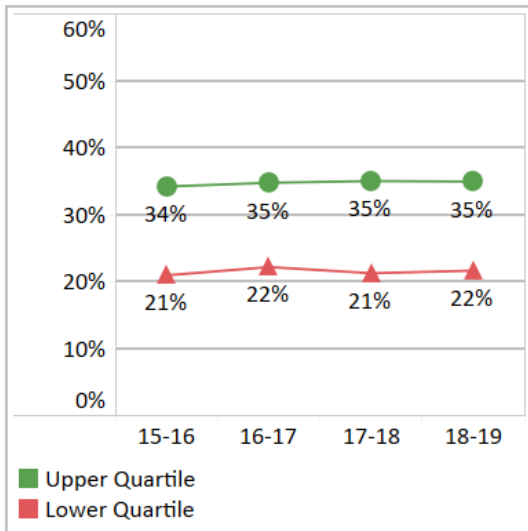


Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.10: Total number of Hispanic male ninth grade students with B average GPA or better divided by the total number of Hispanic male ninth grade students.
- Figure 3.11: Percentage point difference Hispanic male ninth grade students with B average GPA or better between 2015-16 and 2018-19.
- Figure 3.12: Upper and lower quartile change in Hispanic male ninth grade B Average GPA or better.

Figure 3.12. Trends in Hispanic Male Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Atlanta
- Broward County
- Chicago
- Dallas
- Fort Worth
- Miami
- Palm Beach
- San Antonio
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Hillsborough
- Milwaukee
- Palm Beach
- Pinellas
- Pittsburgh
- Seattle
- Shelby County
- St Paul

Figure 3.11. Percentage Point Change in Hispanic Male Ninth Grade Students with B Average GPA or Better in All Courses, 2015-16 to 2018-19

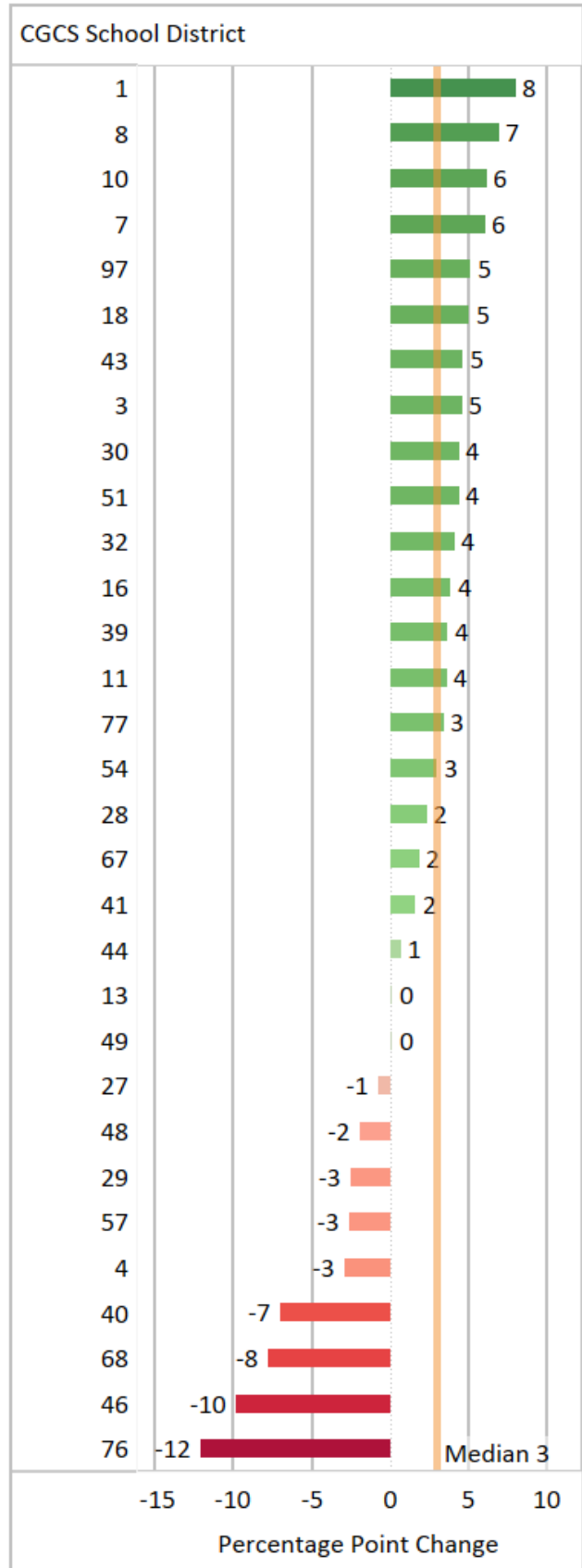
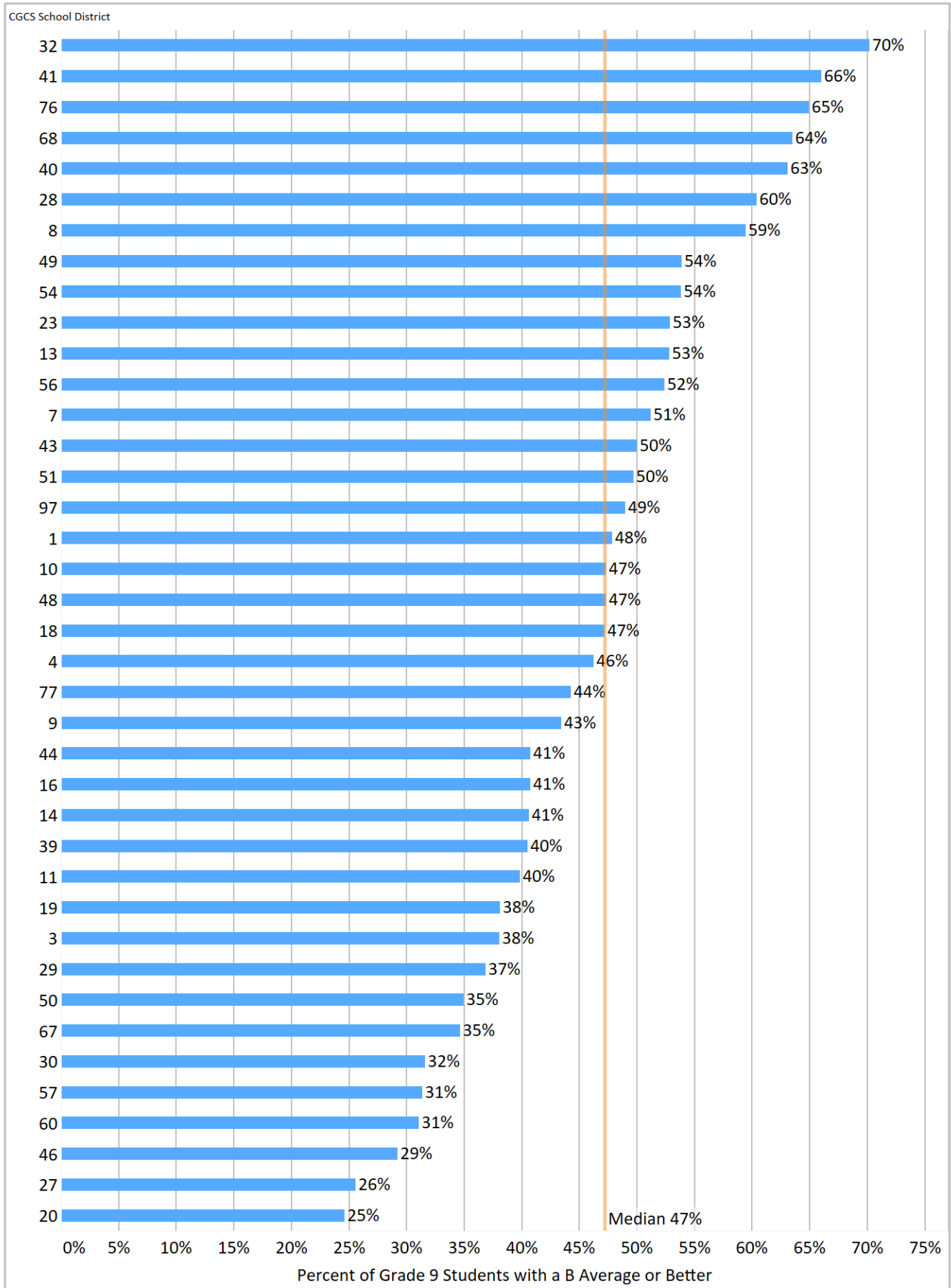


Figure 3.13. Percentage of Hispanic Female Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

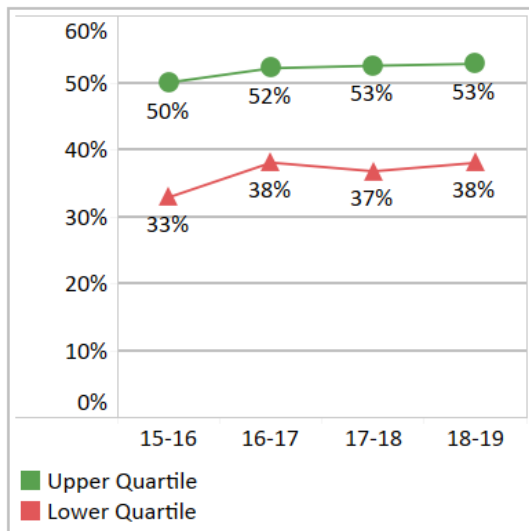


Percentage of Hispanic Female Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.13: Total number of Hispanic female ninth grade students with B average GPA or better divided by the total number of Hispanic female ninth grade students.
- Figure 3.14: Percentage point difference Hispanic female ninth grade students with B average GPA or better between 2015-16 and 2018-19.
- Figure 3.15: Upper and lower quartile change in Hispanic female ninth grade B Average GPA or better.

Figure 3.15. Trends in Hispanic Female Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Atlanta
- Charleston
- Chicago
- Dallas
- Fort Worth
- Guilford County
- Miami
- Palm Beach
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Hillsborough
- Los Angeles
- Milwaukee
- Palm Beach
- Seattle
- Shelby County
- Wichita

Figure 3.14. Percentage Point Change in Hispanic Female Ninth Grade Students with B Average GPA or Better in All Courses, 2015-16 to 2018-19

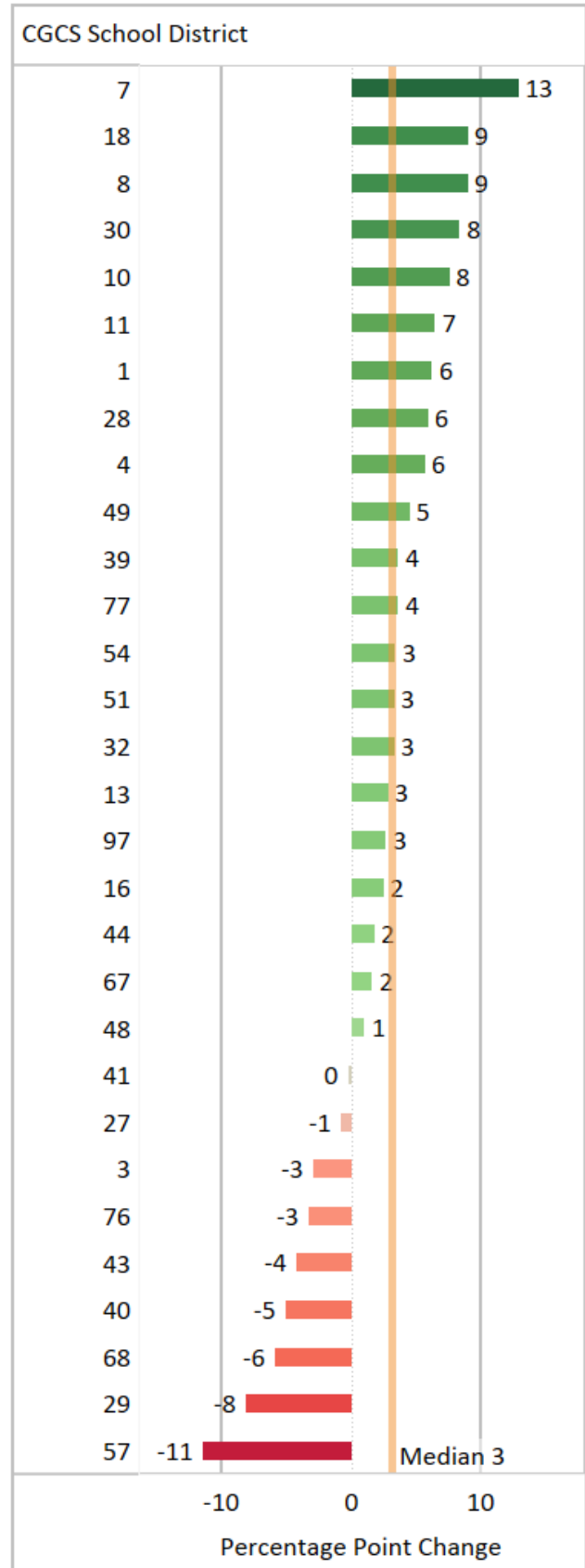
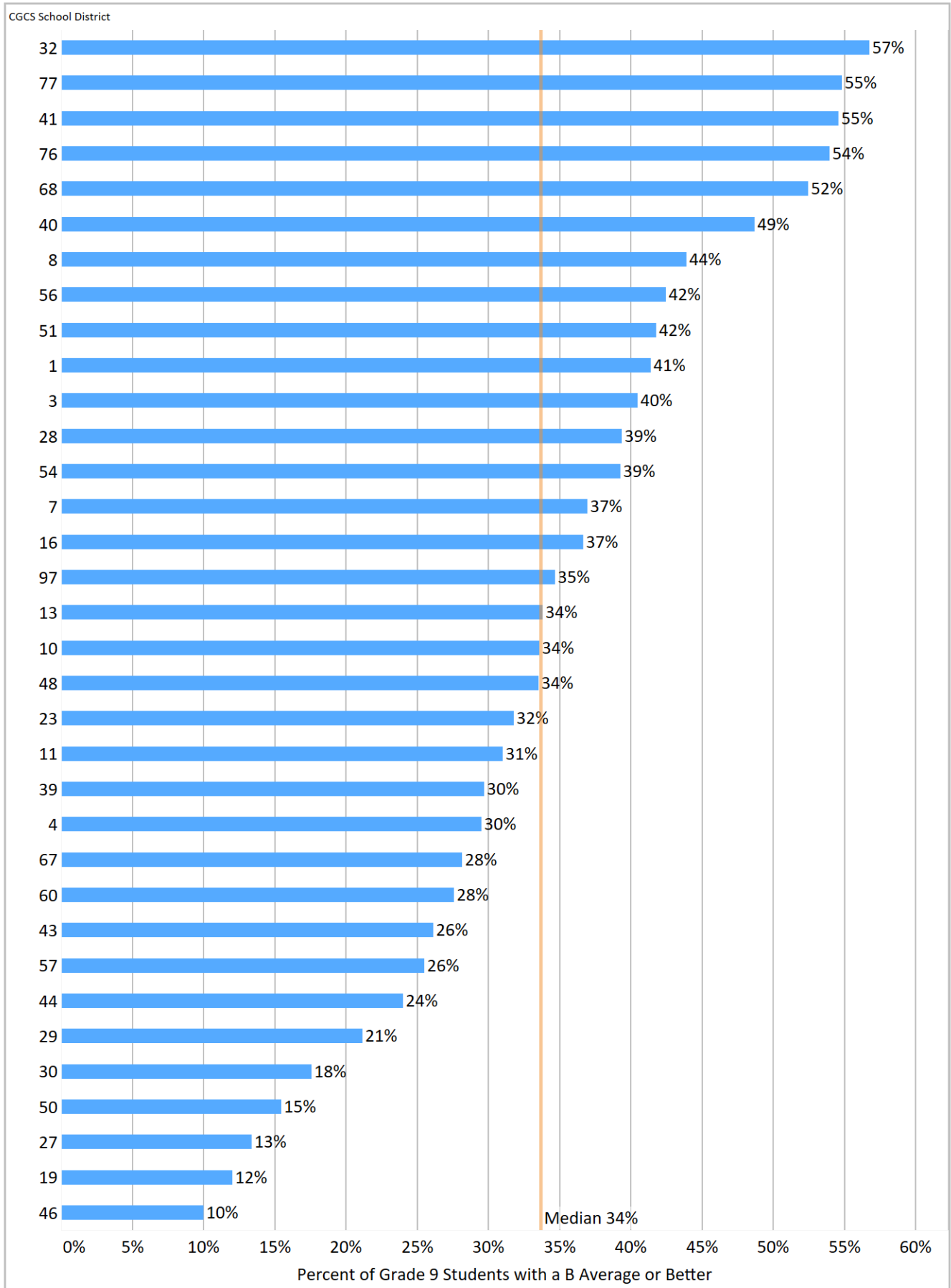


Figure 3.16. Percentage of Free or Reduced-Price Lunch Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

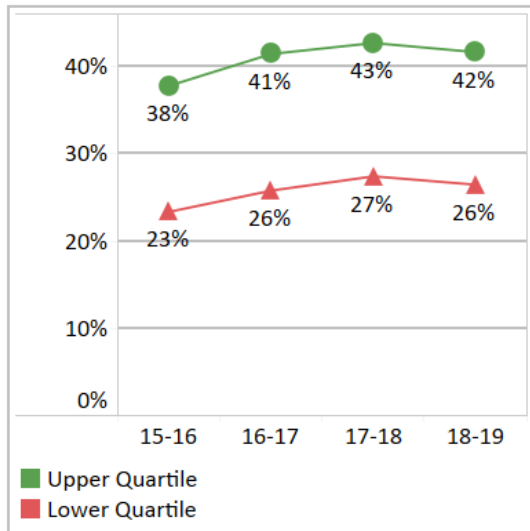


Percentage of Free or Reduced-Price Lunch (FRPL) Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.16: Total number of FRPL ninth grade students with B average GPA or better divided by the total number of FRPL ninth grade students.
- Figure 3.17: Percentage point difference for all FRPL ninth grade students with B average GPA or better between 2015-16 and 2018-19.
- Figure 3.18: Upper and lower quartile change in FRPL ninth grade students with a B average GPA or better.

Figure 3.18. Trends in Free or Reduced-Price Lunch Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Dallas
- Fort Worth
- Long Beach
- Miami
- Oklahoma City
- Palm Beach
- San Antonio
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Broward County
- Hillsborough
- Milwaukee
- Oklahoma City
- Palm Beach
- Pinellas

Figure 3.17. Percentage Point Change in Free or Reduced-Price Lunch Ninth Grade Students with B Average GPA or Better in All Courses, 2015-16 to 2018-19

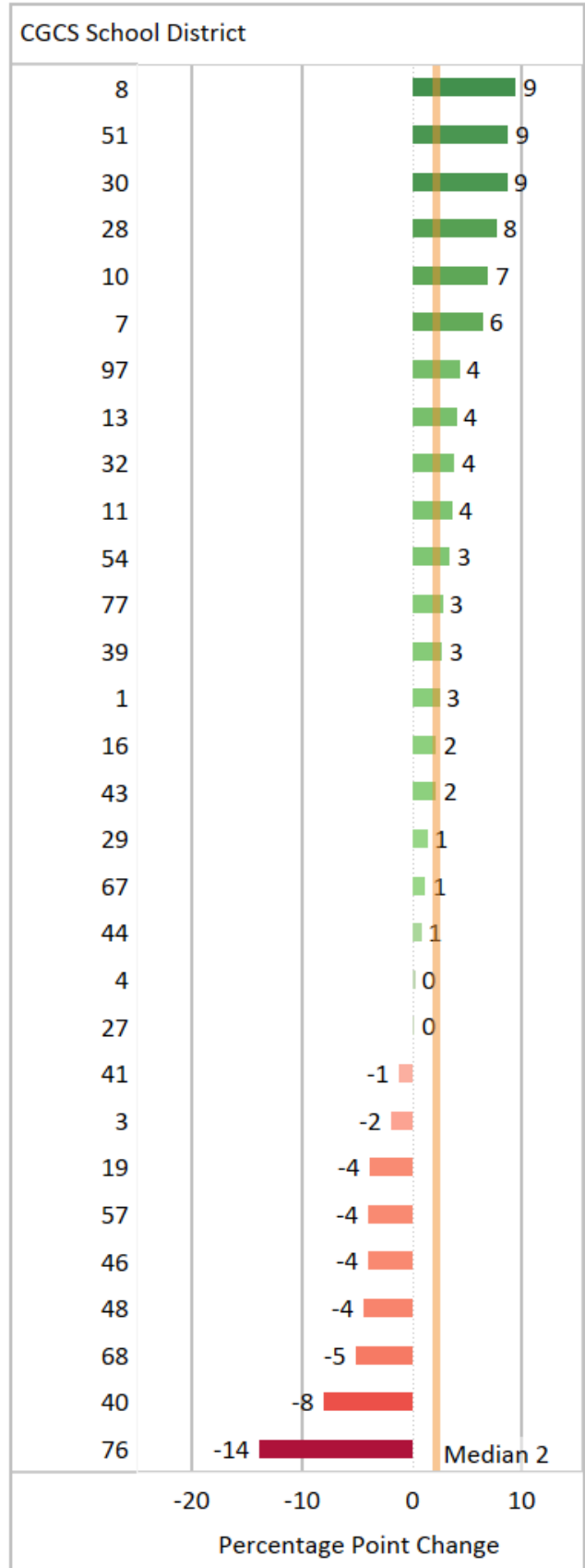
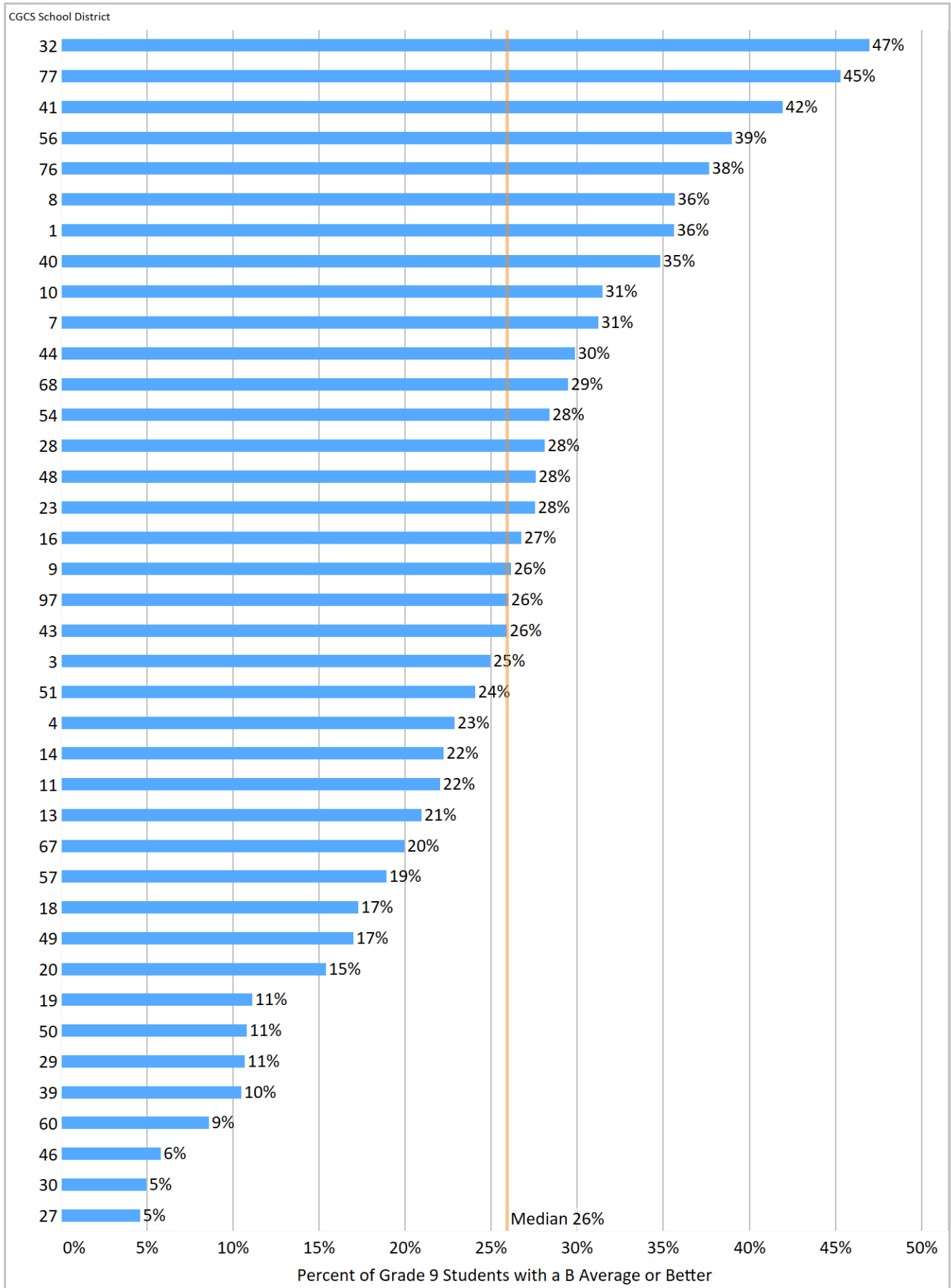


Figure 3.19. Percentage of Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2018-19

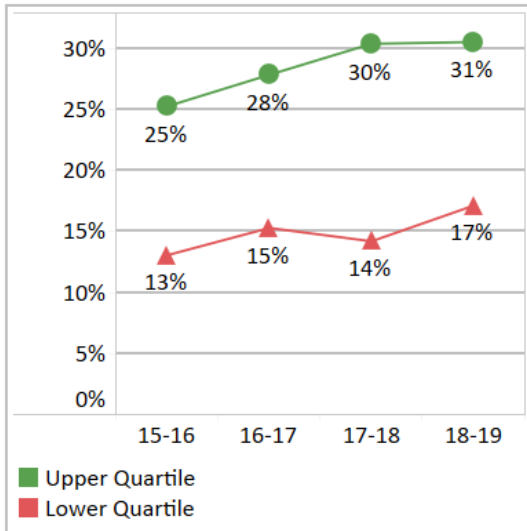


Percentage of Ninth Grade Students with Disabilities with a B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.19: Total number of all ninth grade students with disabilities with a B average GPA or better, divided by the total number of ninth grade students with disabilities.
- Figure 3.20: Percentage point difference for all ninth grade students with disabilities with a B average GPA or better between 2015-16 and 2018-19.
- Figure 3.21: Upper and lower quartile change in students with disabilities ninth-grade B Average GPA or better.

Figure 3.21. Trends in Ninth Grade Students with Disabilities with a B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Dallas
- Duval County
- Fort Worth
- Hillsborough
- Long Beach
- Miami
- Palm Beach
- San Antonio
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Broward County
- Dallas
- Hillsborough
- Los Angeles
- Orange County
- Palm Beach
- San Francisco

Figure 3.20. Percentage Point Change in Ninth Grade Students with Disabilities with a B Average GPA or Better in All Courses, 2015-16 to 2018-19

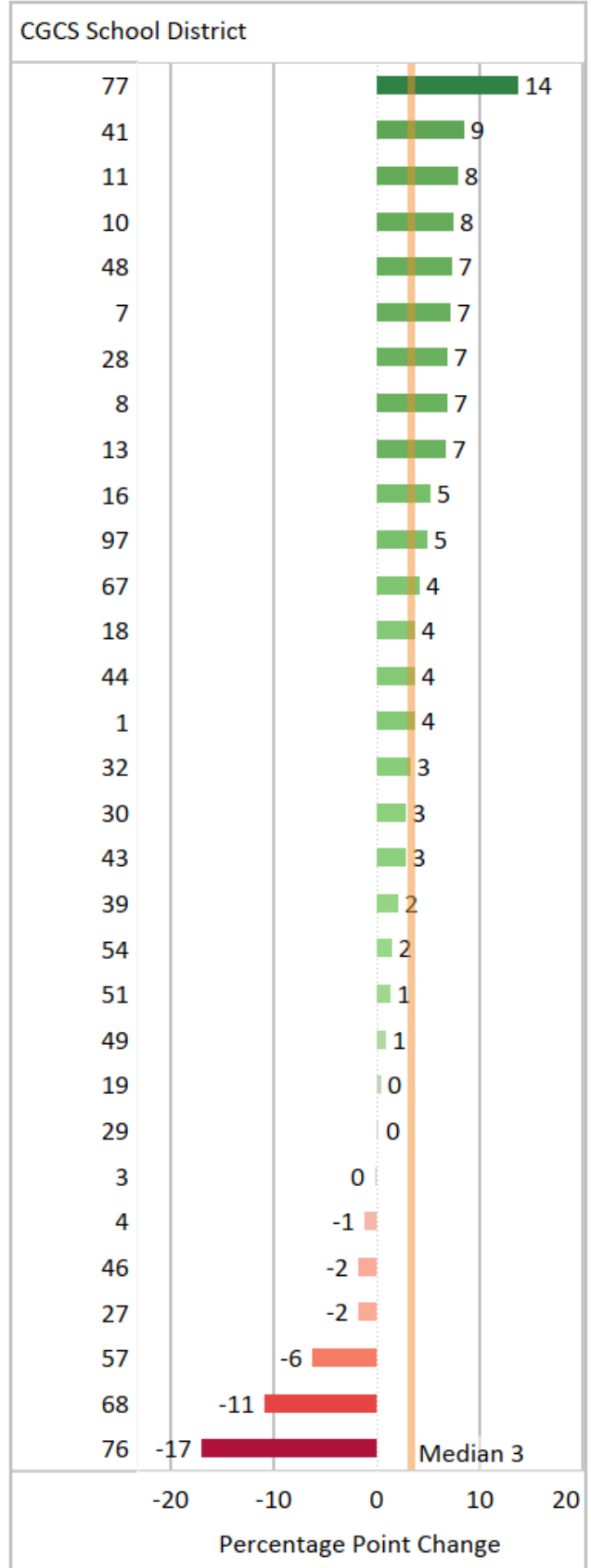
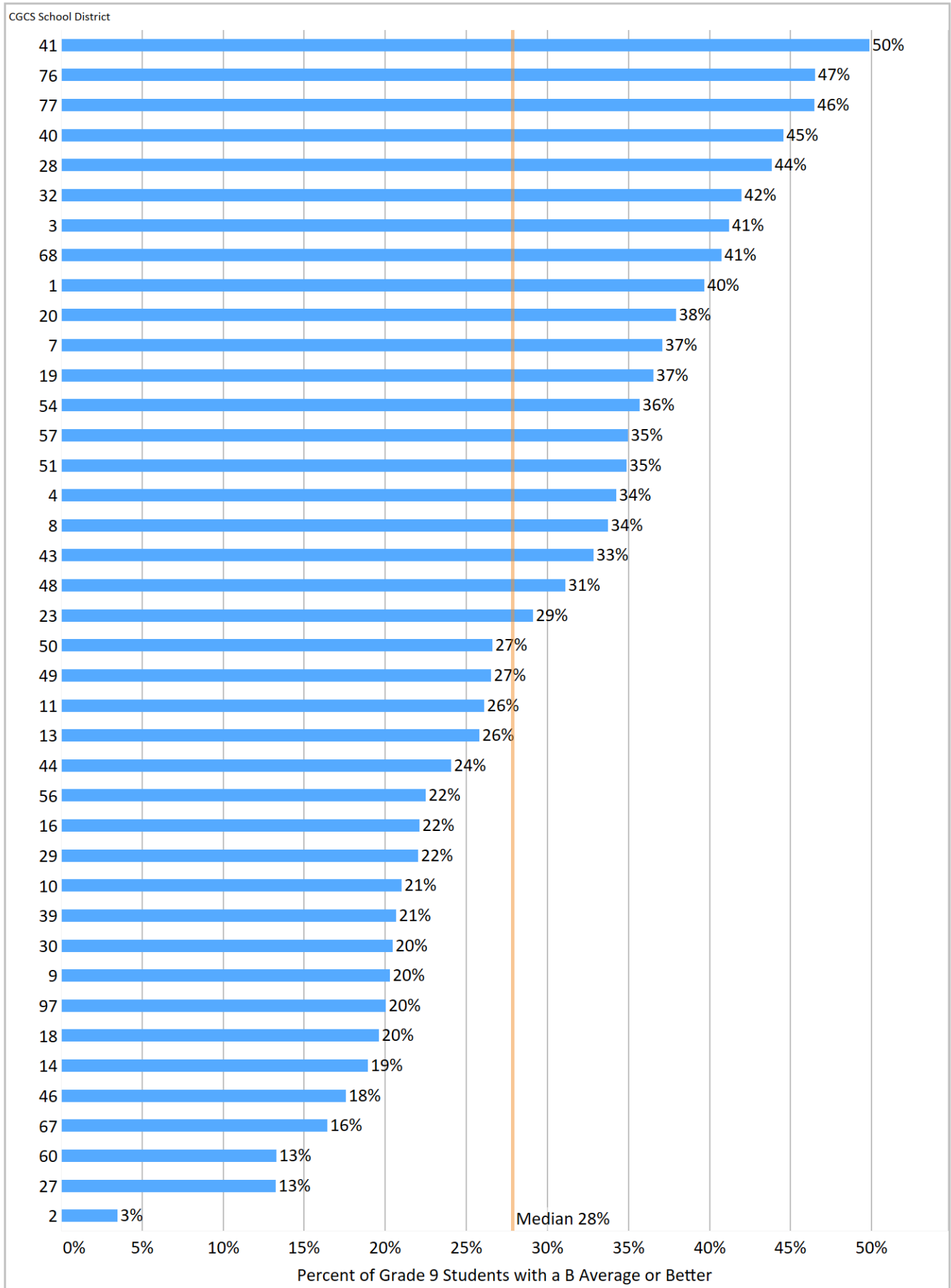


Figure 3.22. Percentage of Ninth Grade English Learners with a B Average GPA or Better in All Grade Nine Courses, 2018-19

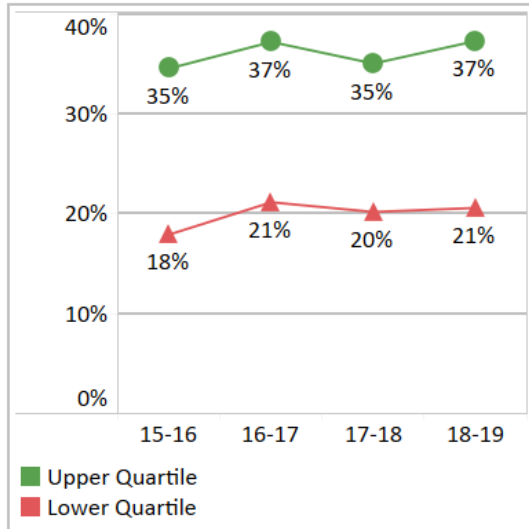


Percentage of Ninth Grade English Learners with a B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.22: Total number of ninth-grade ELs with a B average GPA or better, divided by the total number of ninth grade English learners.
- Figure 3.23: Percentage point difference for ninth grade English learners with a B average GPA or better between 2015-16 and 2018-19.
- Figure 3.24: Upper and lower quartile change in English learner ninth grade students with a B average GPA or better.

Figure 3.24. Trends in Ninth Grade English Learners with a B Average GPA or Better in All Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Atlanta
- Cincinnati
- Dallas
- Fort Worth
- Miami
- San Antonio
- San Francisco
- Seattle
- St Paul

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Dayton
- Hillsborough
- Houston
- Los Angeles
- Milwaukee
- Oklahoma City
- Palm Beach
- Wichita

Figure 3.23. Percentage Point Change in Ninth Grade English Learners with a B Average GPA or Better in All Courses, 2015-16 to 2018-19

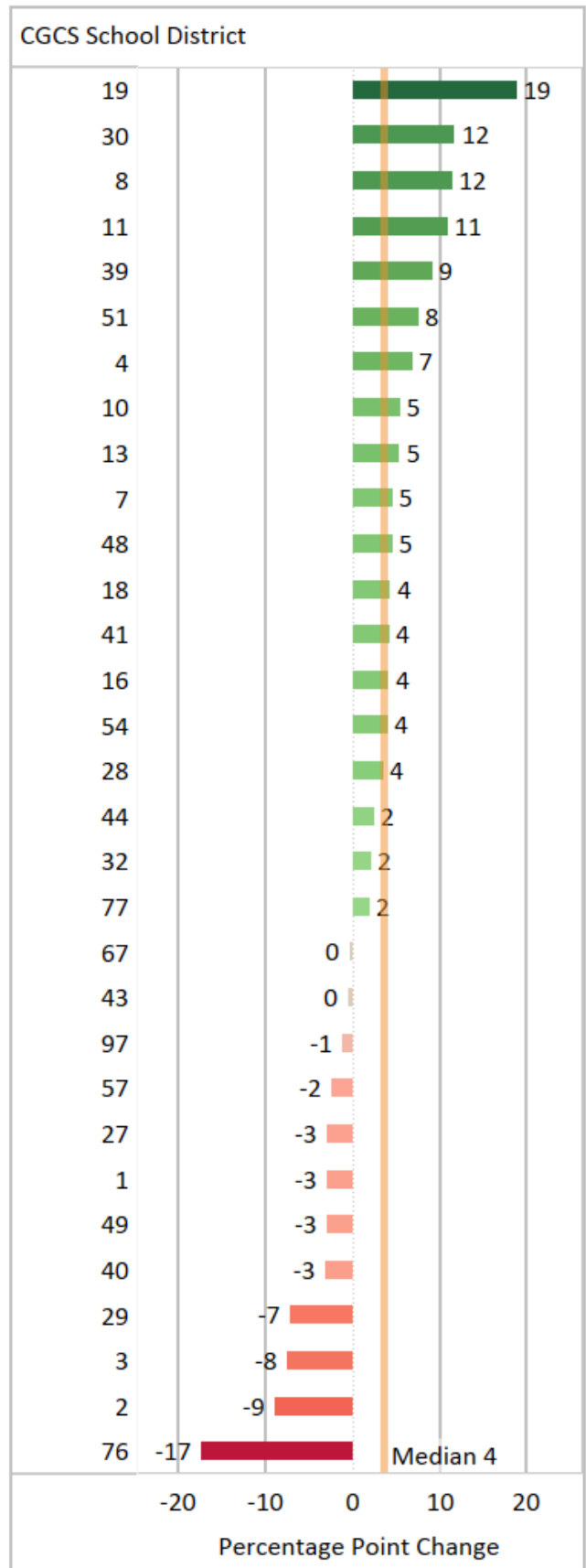
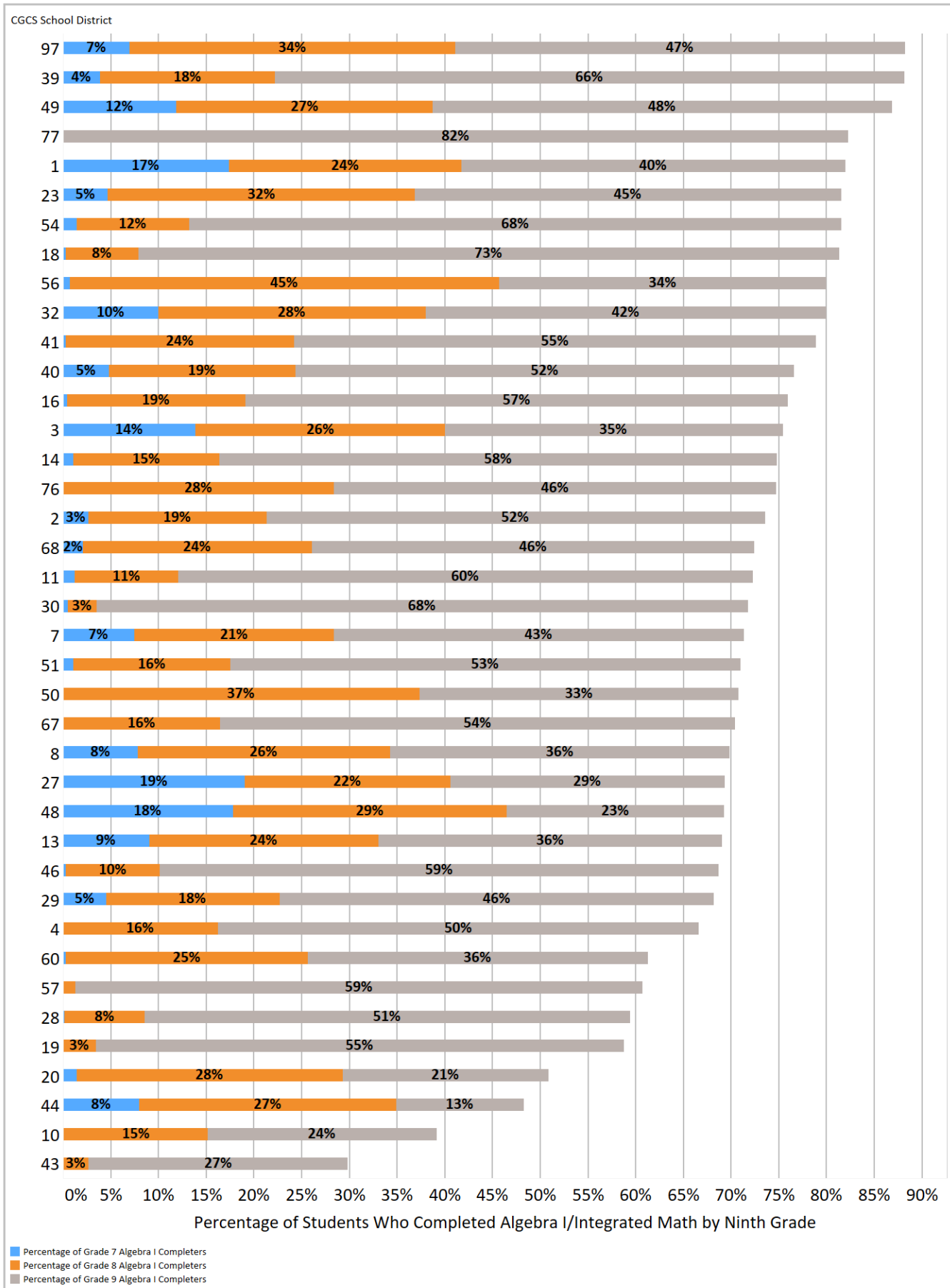


Figure 4.1. Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

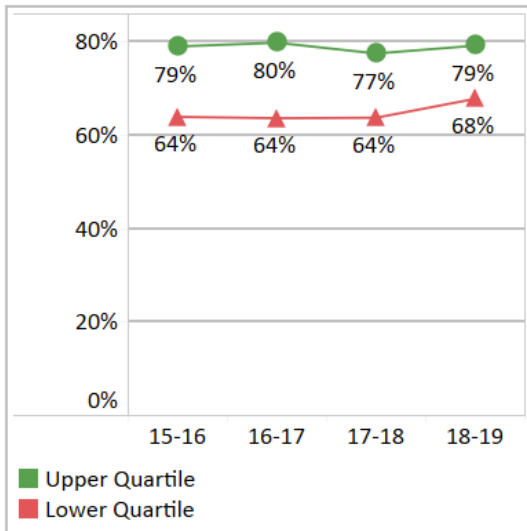


Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.1: Total number of students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of students in each grade.
- Figure 4.2: Percentage point difference in students who completed Algebra I or equivalent by the end of ninth grade between 2015-16 and 2018-19
- Figure 4.3: Upper and lower quartile change in all students who completed Algebra I by the end of Ninth Grade.

Figure 4.3. Trends in Students Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Charleston
- Chicago
- Dallas
- Guilford County
- Houston
- Long Beach
- Miami
- Pinellas
- San Francisco
- Seattle
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Houston
- Los Angeles
- Milwaukee
- Norfolk
- San Antonio
- San Francisco
- Seattle
- Shelby County

Figure 4.2. Percentage Point Change in Ninth Grade Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

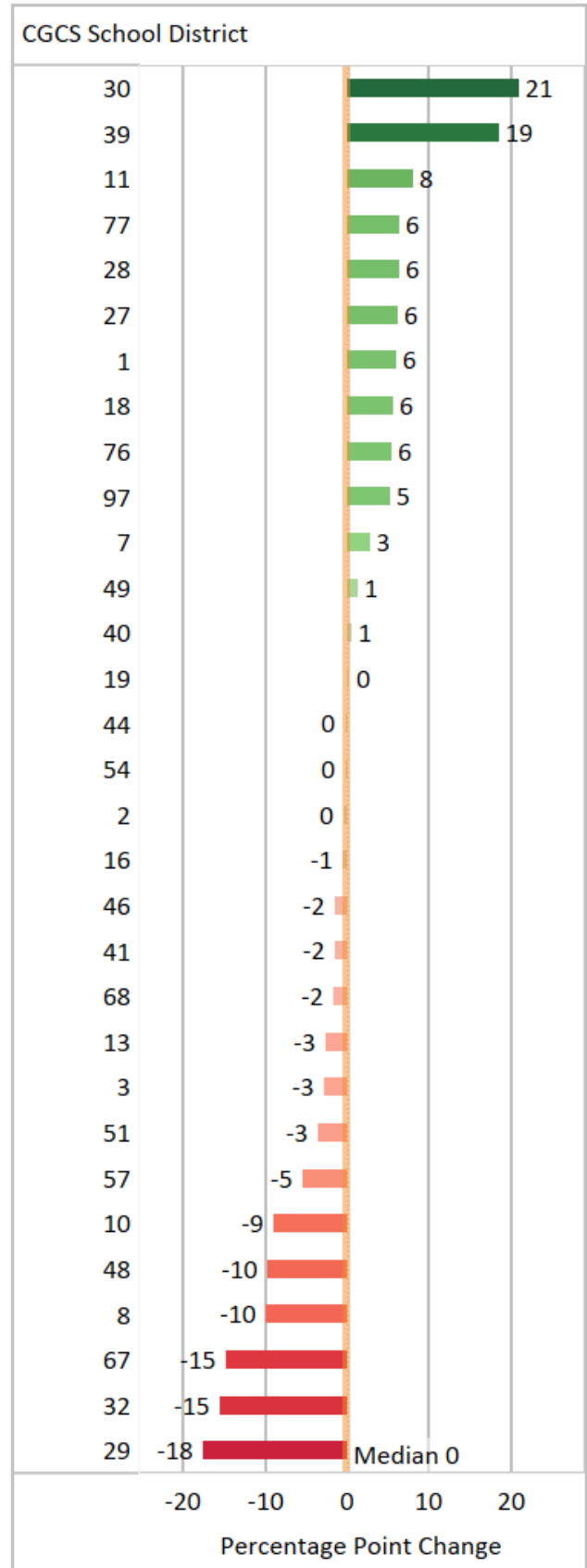
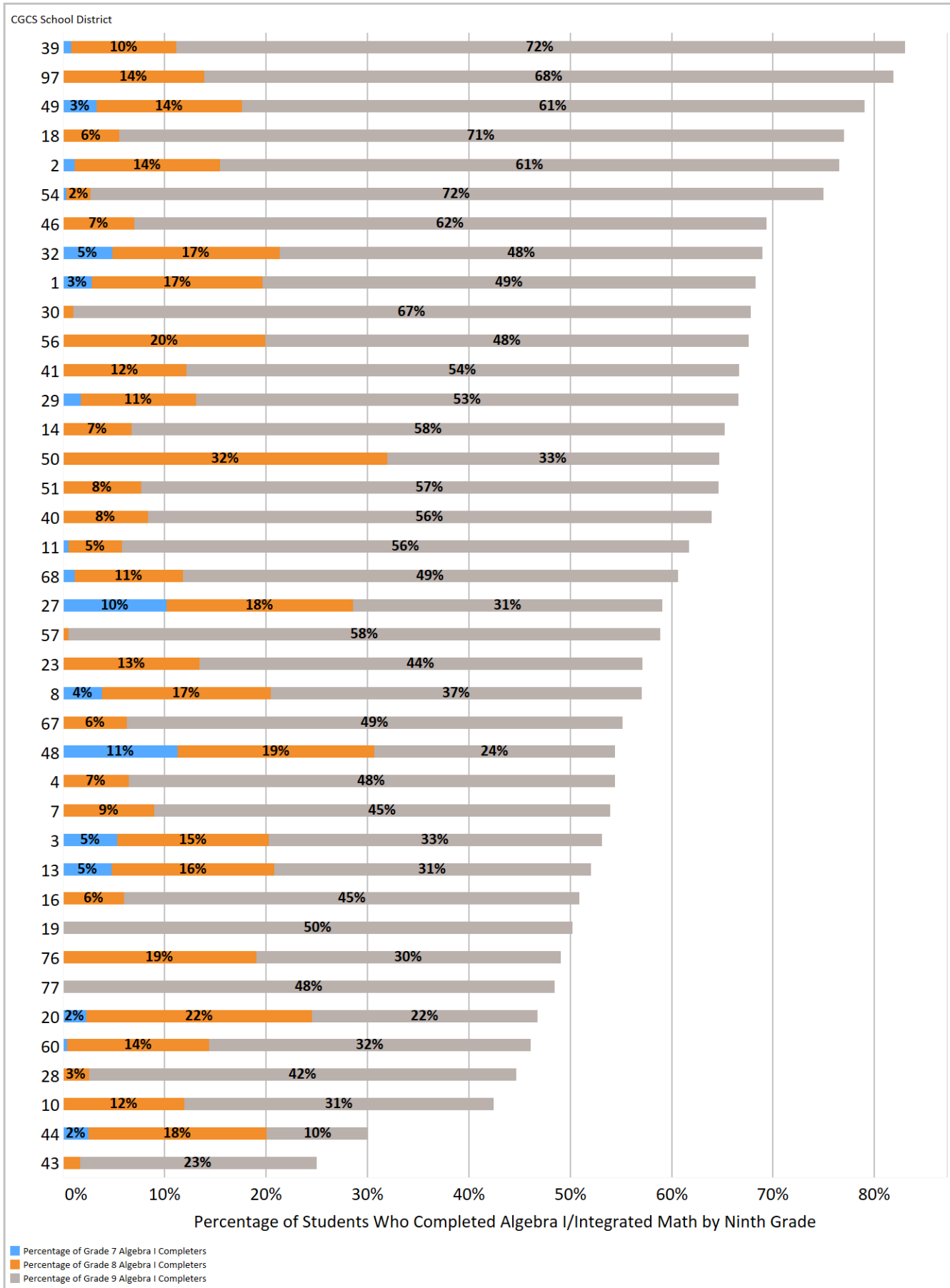


Figure 4.4. Percentage of Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

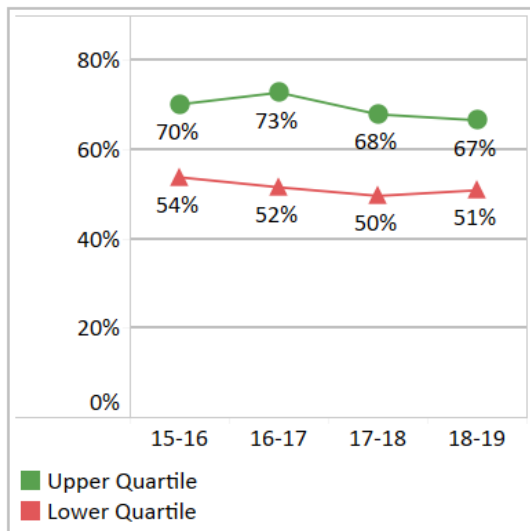


Percentage of Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.4: Total number of Black males that completed Algebra I in seventh, eighth, or ninth grade respectively divided by the total number of Black males in each grade.
- Figure 4.5: Percentage point difference in Black males who completed Algebra I or equivalent by the end of ninth grade between 2015-16 and 2018-19.
- Figure 4.6: Upper and lower quartile change in Black males who completed Algebra I by the end of ninth grade.

Figure 4.6. Trends in Black Males Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Baltimore City
- Chicago
- Dallas
- Guilford County
- Long Beach
- Miami
- Pinellas
- Richmond
- Seattle
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Fort Worth
- Los Angeles
- Norfolk
- Pinellas
- San Francisco
- Seattle
- Shelby County

Figure 4.5. Percentage Point Change in Ninth Grade Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

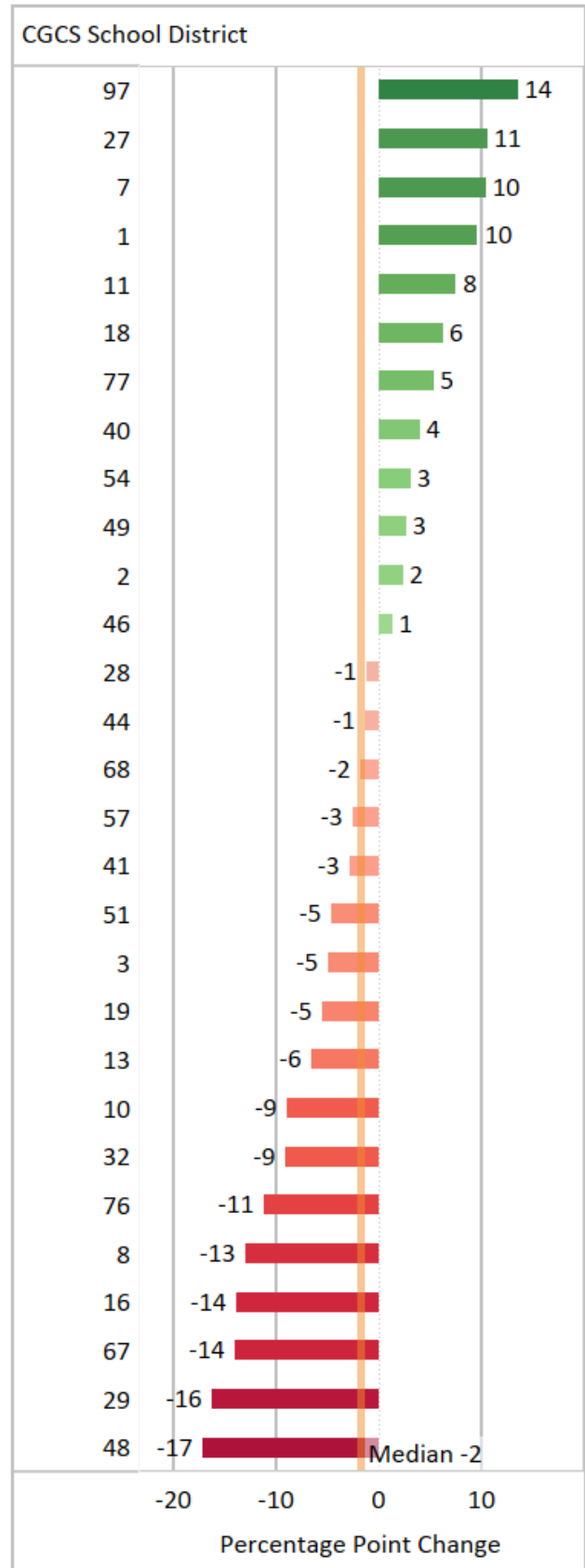
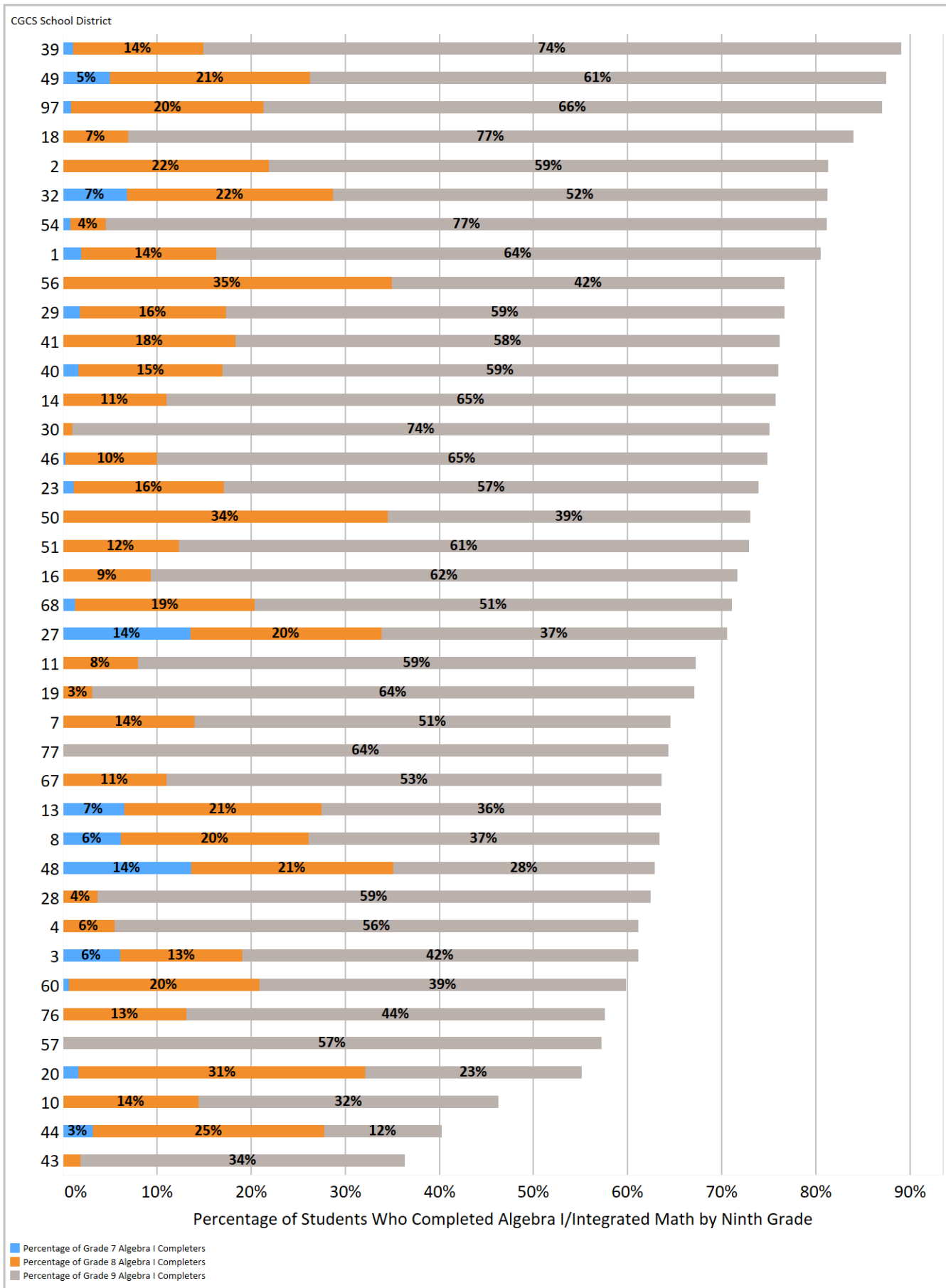


Figure 4.7. Percentage of Black Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

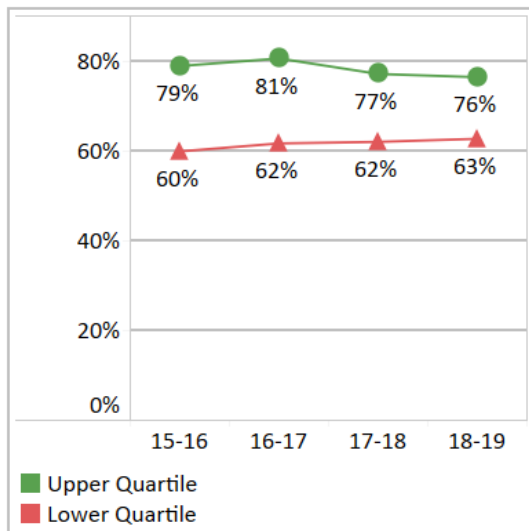


Percentage of Black Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.7: Total number of Black females that completed Algebra I in seventh, eighth, or ninth grade respectively divided by the total number of Black females in each grade.
- Figure 4.8: Percentage point difference in Black females who completed Algebra I or equivalent by the end of ninth grade between 2015-16 and 2018-19.
- Figure 4.9: Upper and lower quartile change in Black females who completed Algebra I by the end of ninth grade.

Figure 4.9. Trends in Black Females Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Chicago
- D.C.
- Dallas
- Guilford County
- Houston
- Long Beach
- Miami
- Pinellas
- Richmond
- Seattle
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Fort Worth
- Houston
- Los Angeles
- Milwaukee
- Norfolk
- San Francisco
- Seattle

Figure 4.8. Percentage Point Change in Ninth Grade Black Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

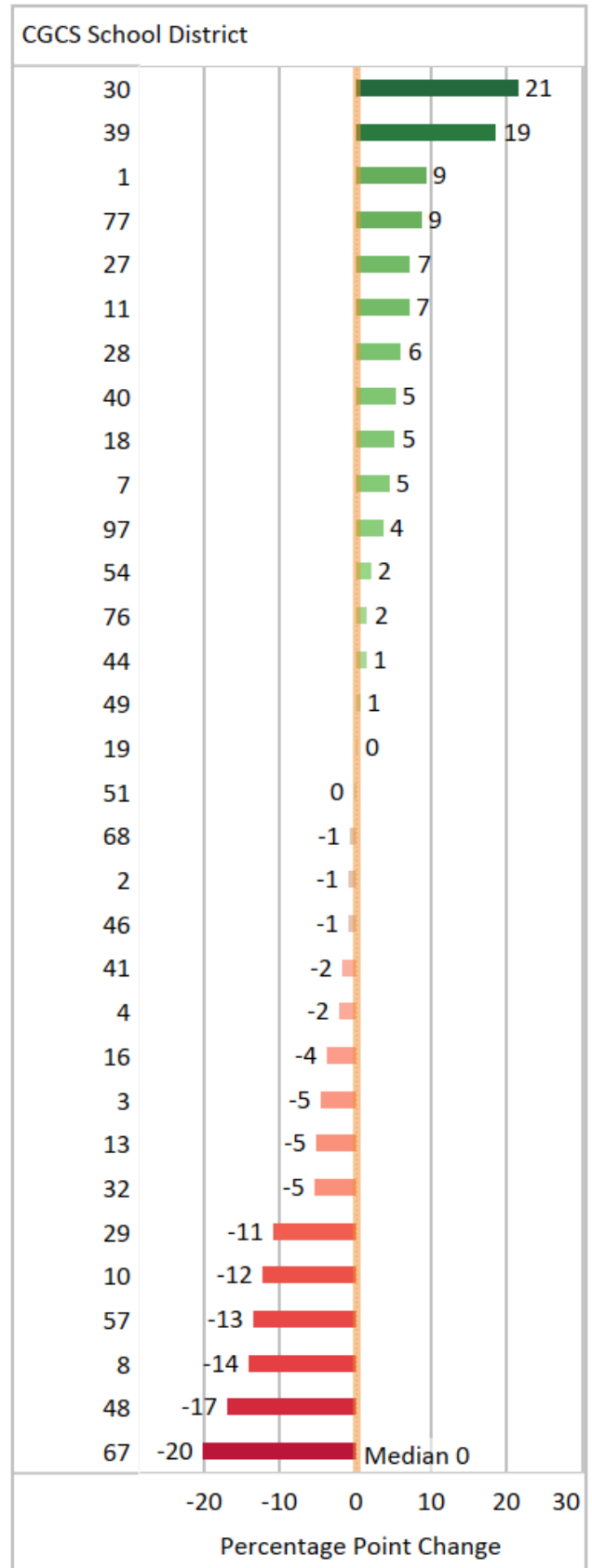
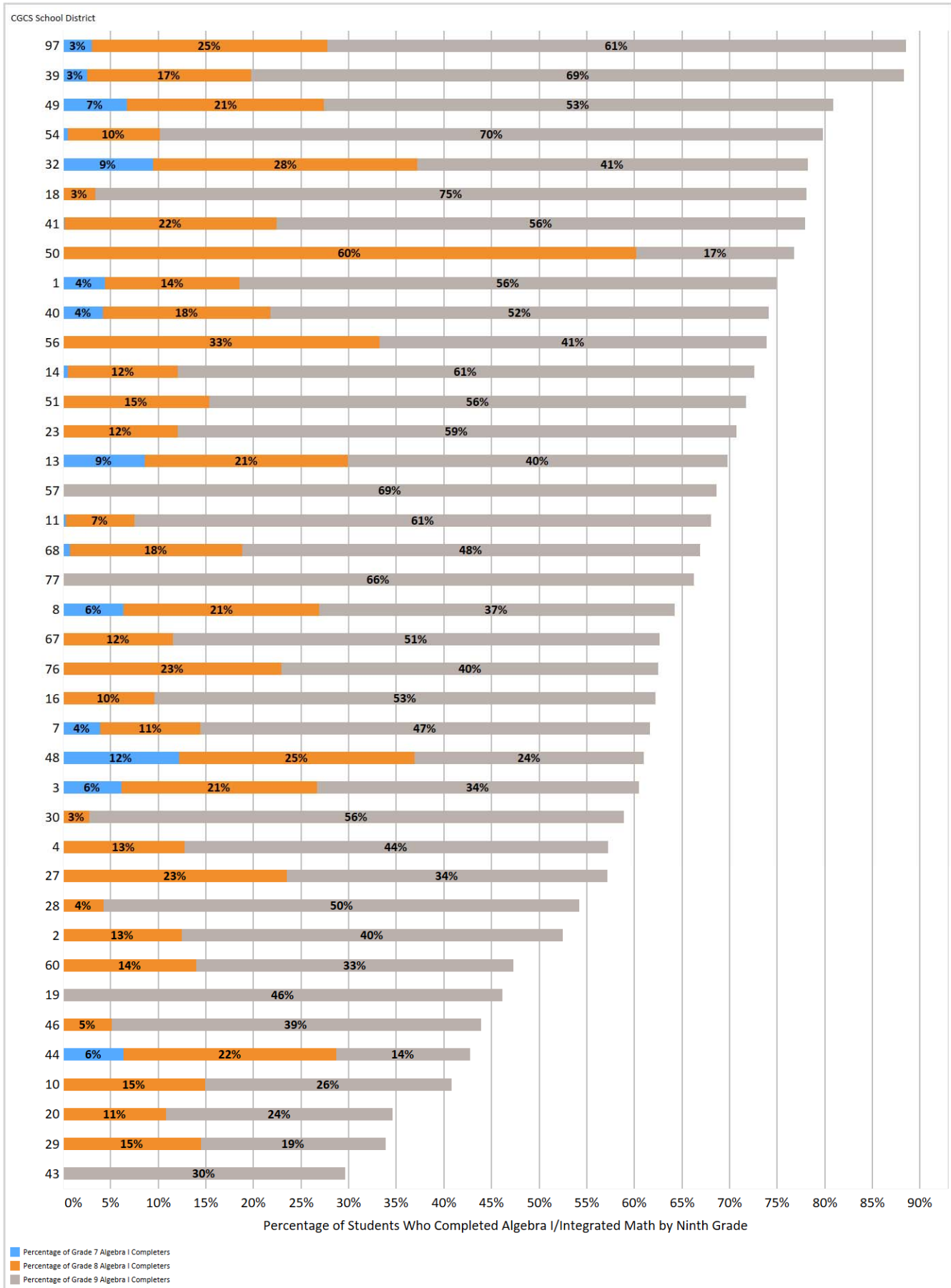


Figure 4.10. Percentage of Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

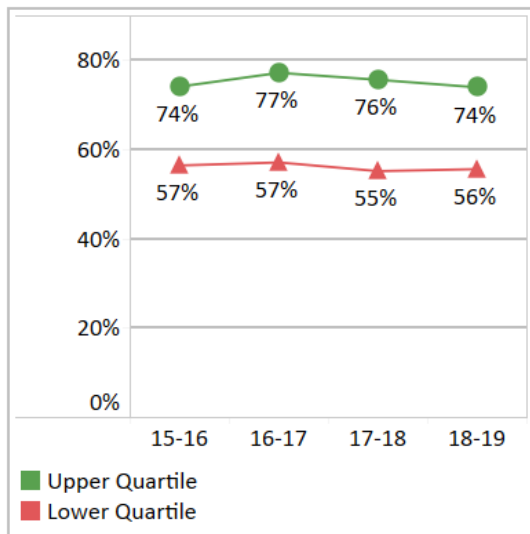


Percentage of Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.10: Total number of Hispanic males that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Hispanic males in each grade.
- Figure 4.11: Percentage point difference in Hispanic males who completed Algebra I or equivalent by the end of ninth grade between 2015-16 and 2018-19.
- Figure 4.12: Upper and lower quartile change in Hispanic males who completed Algebra I by the end of ninth grade.

Figure 4.12. Trends in Hispanic Males Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Chicago
- Dallas
- Detroit
- Fort Worth
- Guilford County
- Houston
- Miami
- Pinellas
- Seattle
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Houston
- Milwaukee
- Norfolk
- Pinellas
- San Francisco
- Seattle

Figure 4.11. Percentage Point Change in Ninth Grade Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

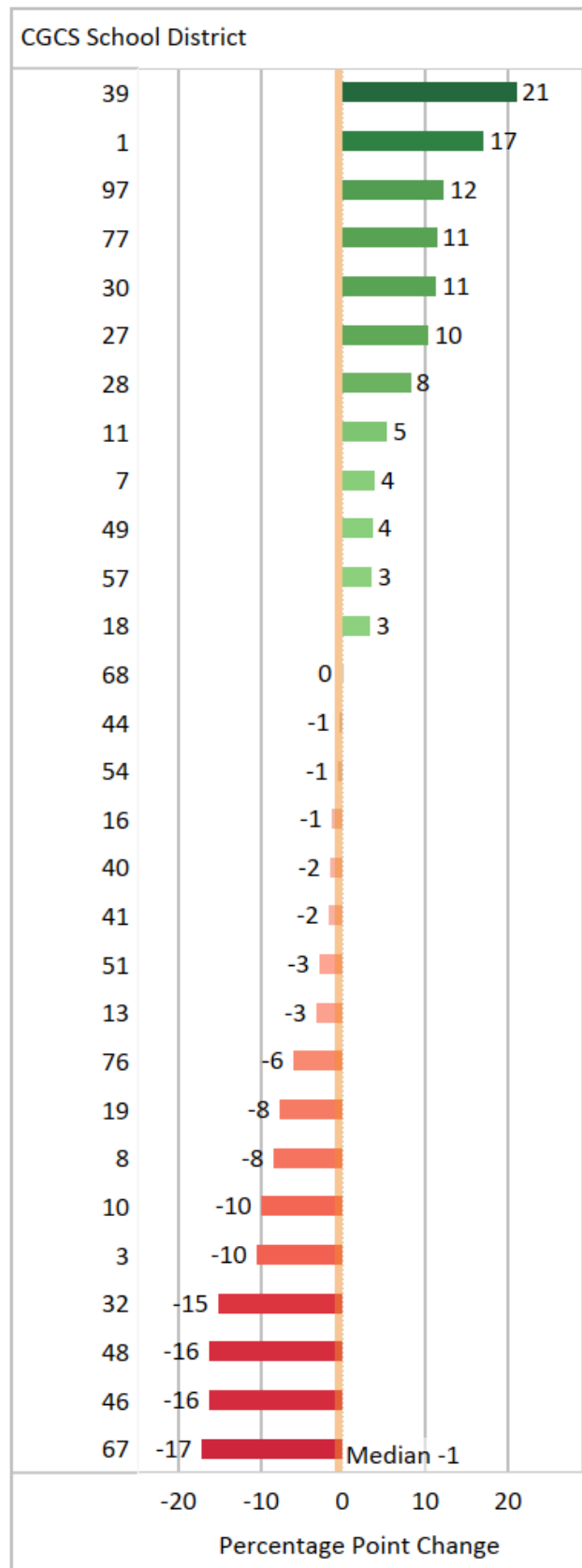
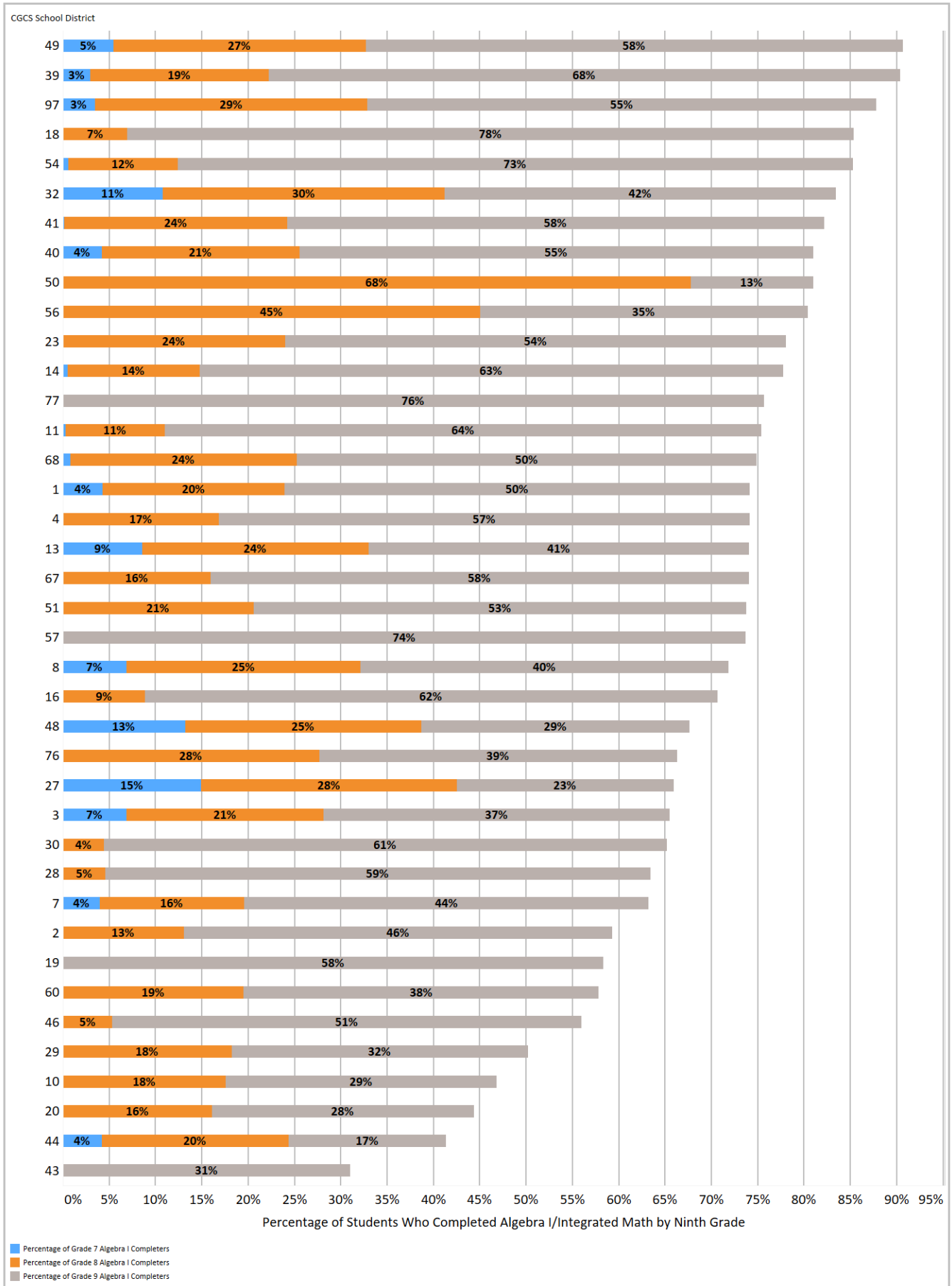


Figure 4.13. Percentage of Hispanic Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

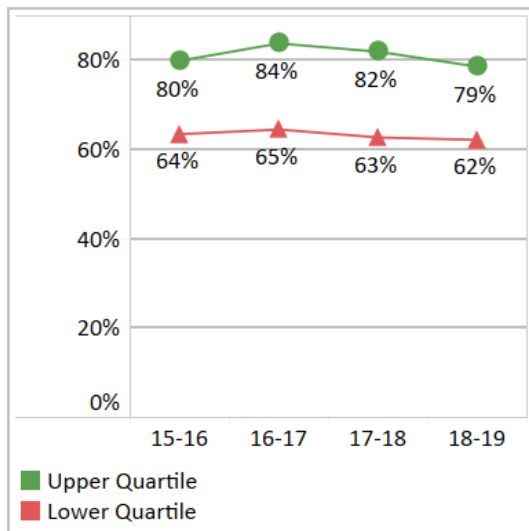


Percentage of Hispanic Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.13: Total number of Hispanic females that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Hispanic females in each grade.
- Figure 4.14: Percentage point difference in Hispanic females who completed Algebra I or equivalent by the end of ninth grade between 2015-16 and 2018-19.
- Figure 4.15: Upper and lower quartile change in Hispanic females who completed Algebra I by the end of ninth grade.

Figure 4.15. Trends in Hispanic Females Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Charleston
- Chicago
- Dallas
- Detroit
- Fort Worth
- Guilford County
- Houston
- Long Beach
- Miami
- Pinellas
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Houston
- Los Angeles
- Milwaukee
- Norfolk
- San Francisco
- Wichita

Figure 4.14. Percentage Point Change in Ninth Grade Hispanic Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

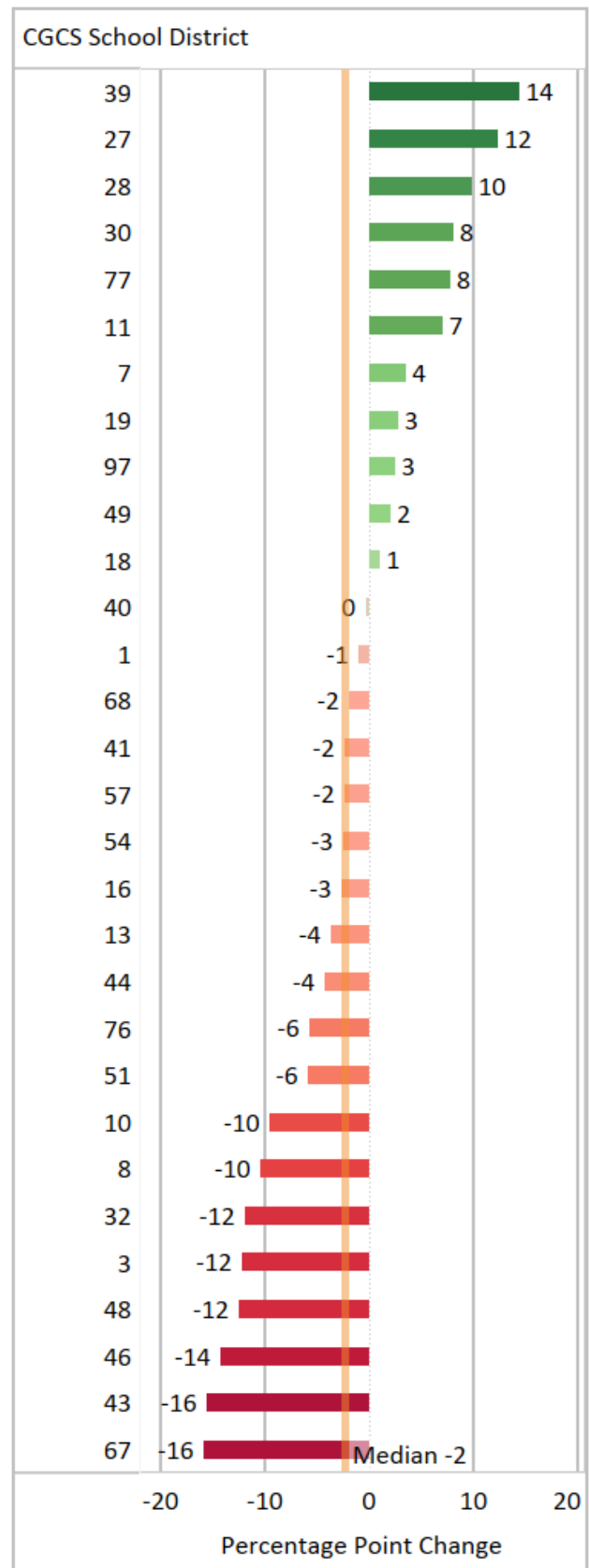
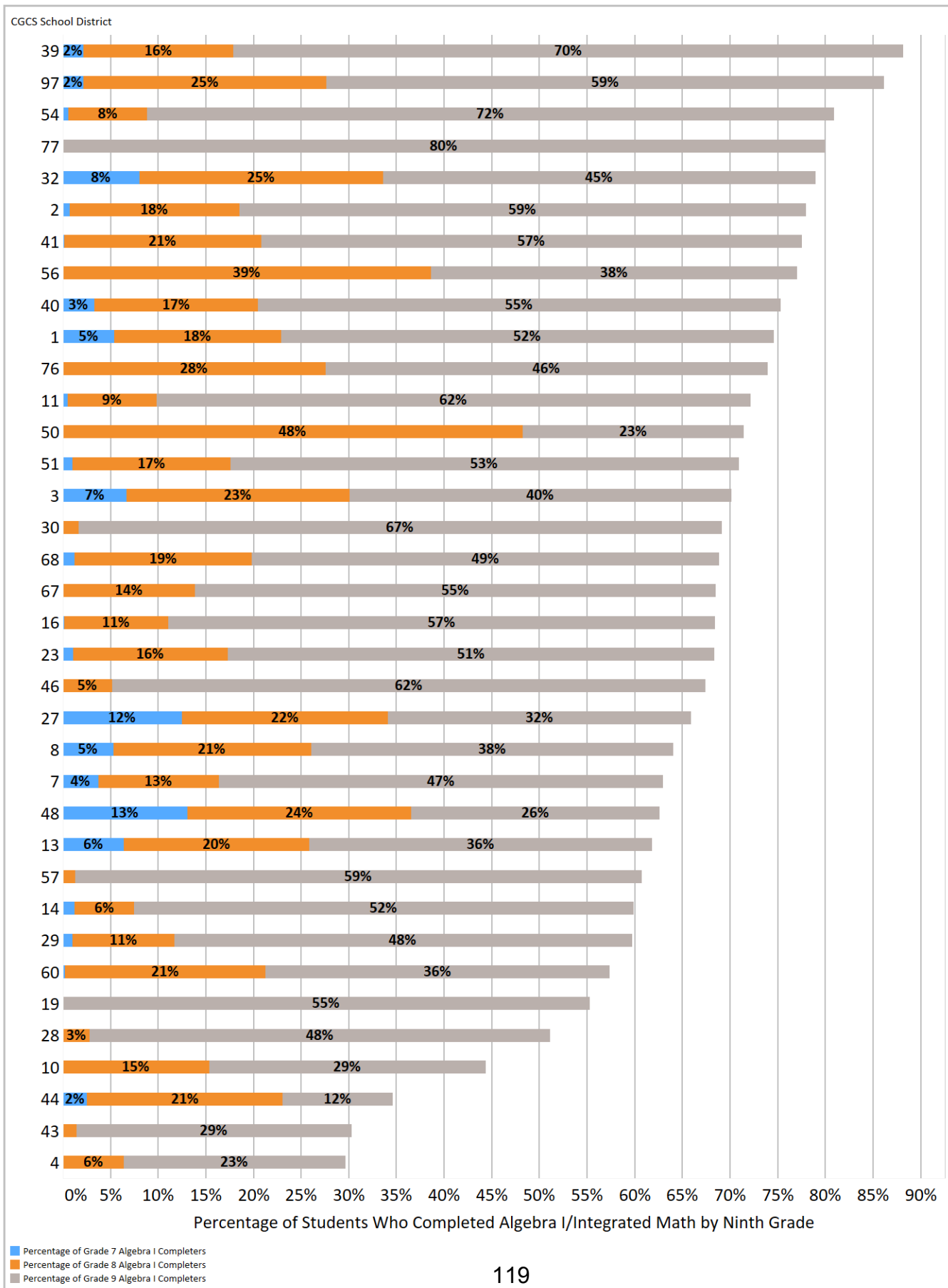


Figure 4.16. Percentage of Free or Reduced-Price Lunch Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

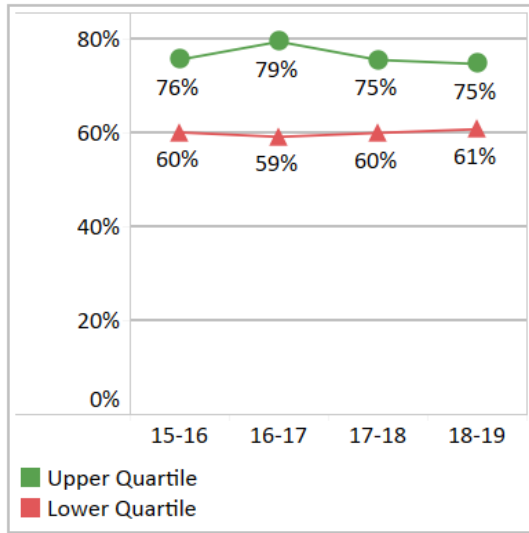


Percentage of Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.16: Total number of FRPL students that completed Algebra I in seventh, eighth, or ninth grade, respectively, divided by the total number of ninth grade FRPL students in each grade.
- Figure 4.17: Percentage point difference in FRPL students who completed Algebra I by the end of ninth grade between 2015-16 and 2018-19.
- Figure 4.18: Upper and lower quartile change in FRPL Algebra I completion.

Figure 4.18. Trends in Free or Reduced-Price Lunch Students Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Chicago
- Dallas
- Fort Worth
- Houston
- Long Beach
- Miami
- Pinellas
- Richmond
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Houston
- Los Angeles
- Milwaukee
- Norfolk
- Pinellas
- Seattle
- Toledo

Figure 4.17. Percentage Point Change in Ninth Grade Free or Reduced-Price Lunch Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

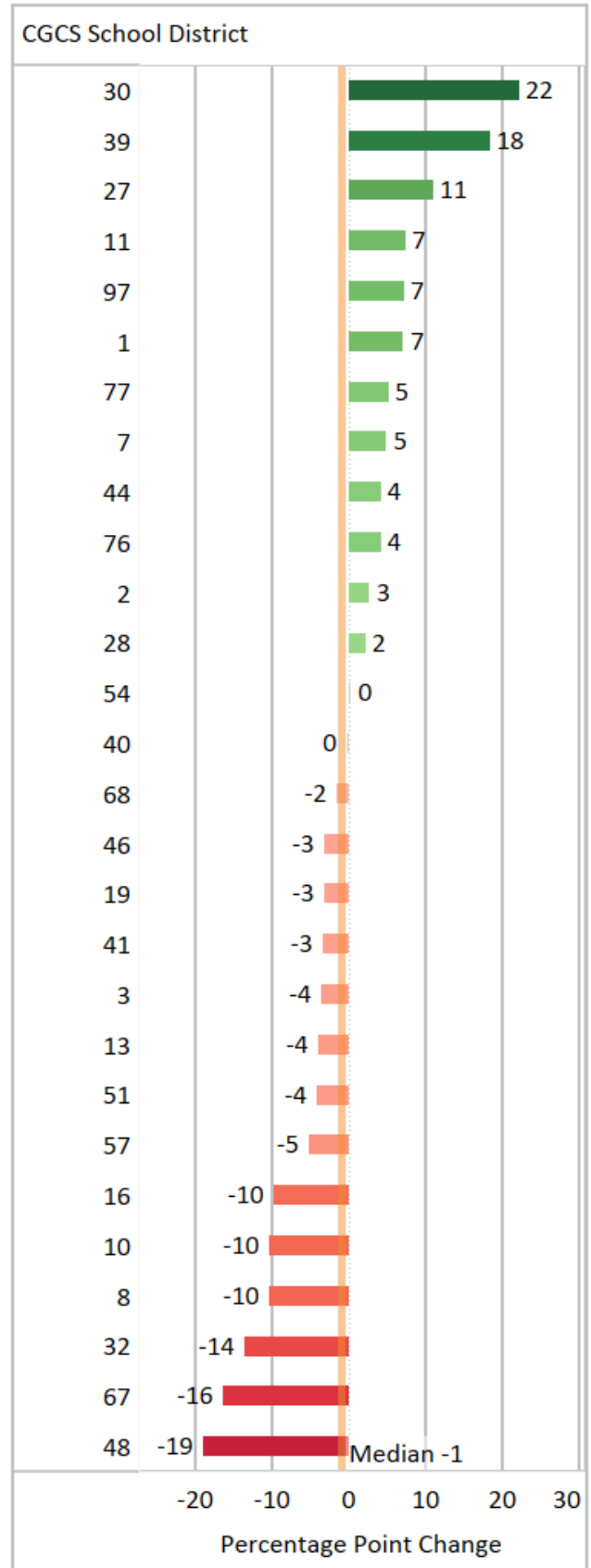
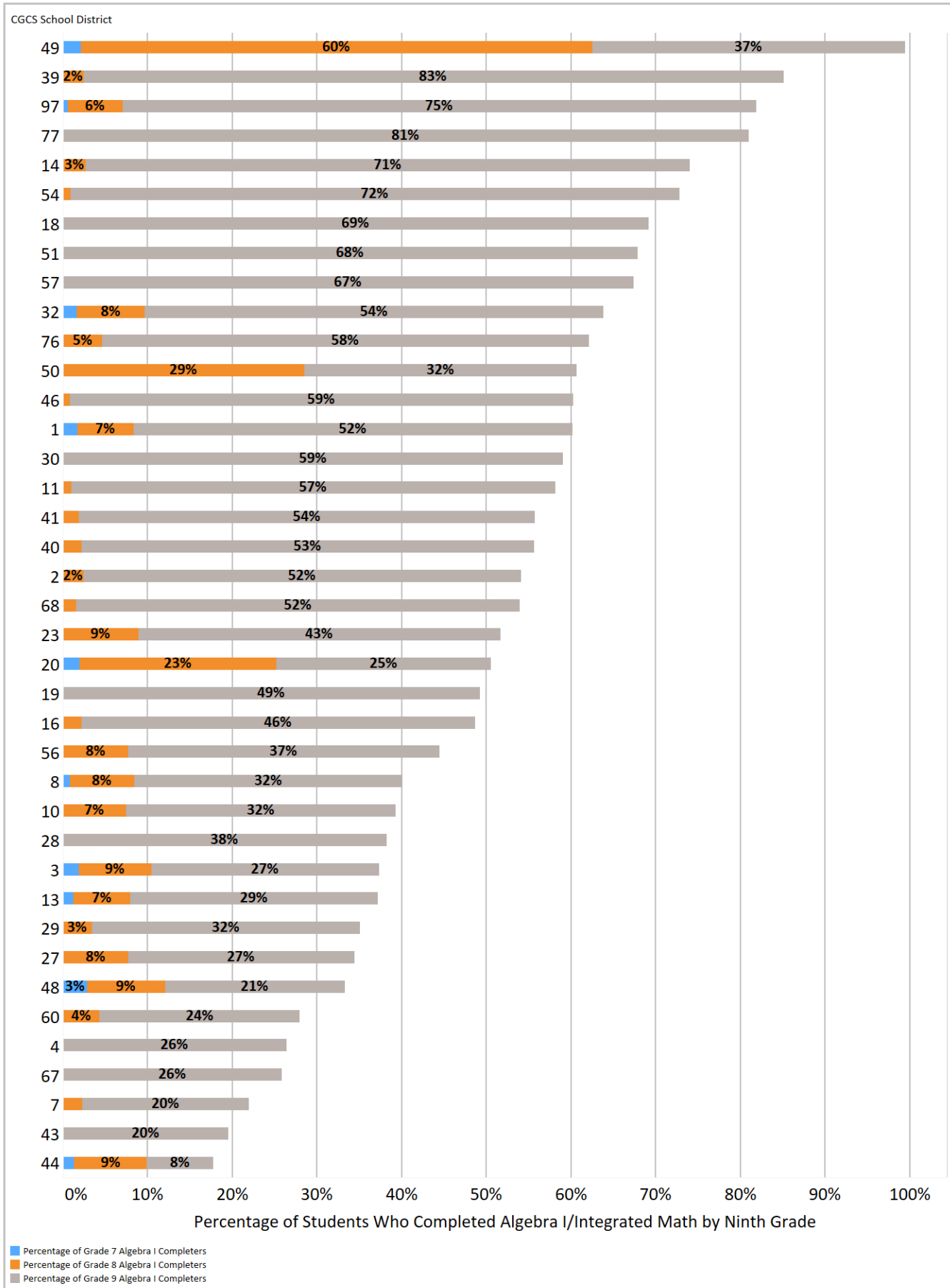


Figure 4.19. Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

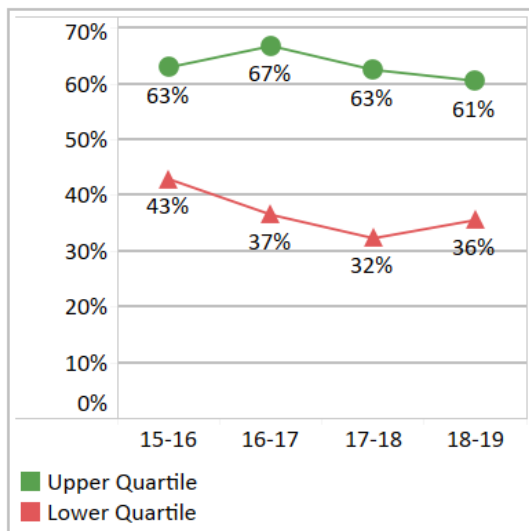


Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.19: Total number of students with disabilities that completed Algebra I in seventh, eighth, or ninth grade respectively, divided by the total number of students with disabilities in each grade.
- Figure 4.20: Percentage point difference in students with disabilities who completed Algebra I by the end of ninth grade between 2015-16 and 2018-19.
- Figure 4.21: Upper and lower quartile change in students with disabilities Algebra I completion.

Figure 4.21. Trends in Students with Disabilities Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Chicago
- Cleveland
- Detroit
- Houston
- Miami
- Oklahoma City
- Pinellas
- San Antonio
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Cleveland
- Houston
- Milwaukee
- Norfolk
- Pinellas
- Seattle

Figure 4.20. Percentage Point Change in Ninth Grade Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

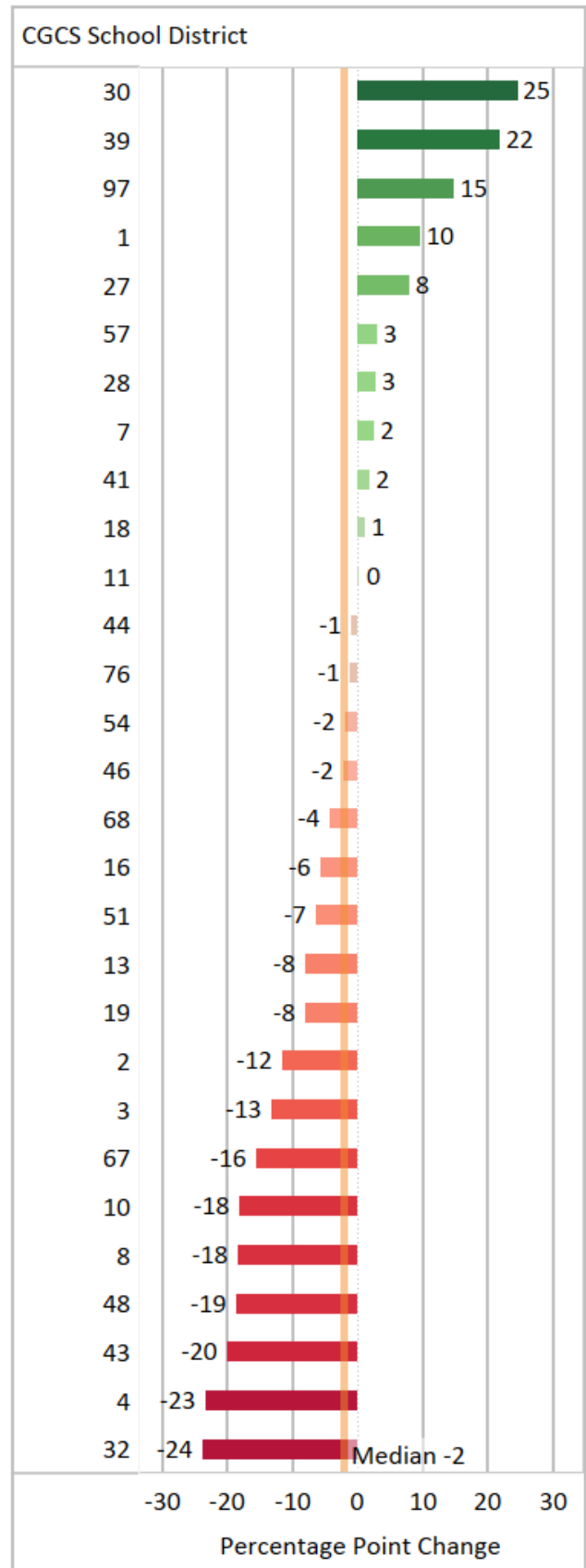
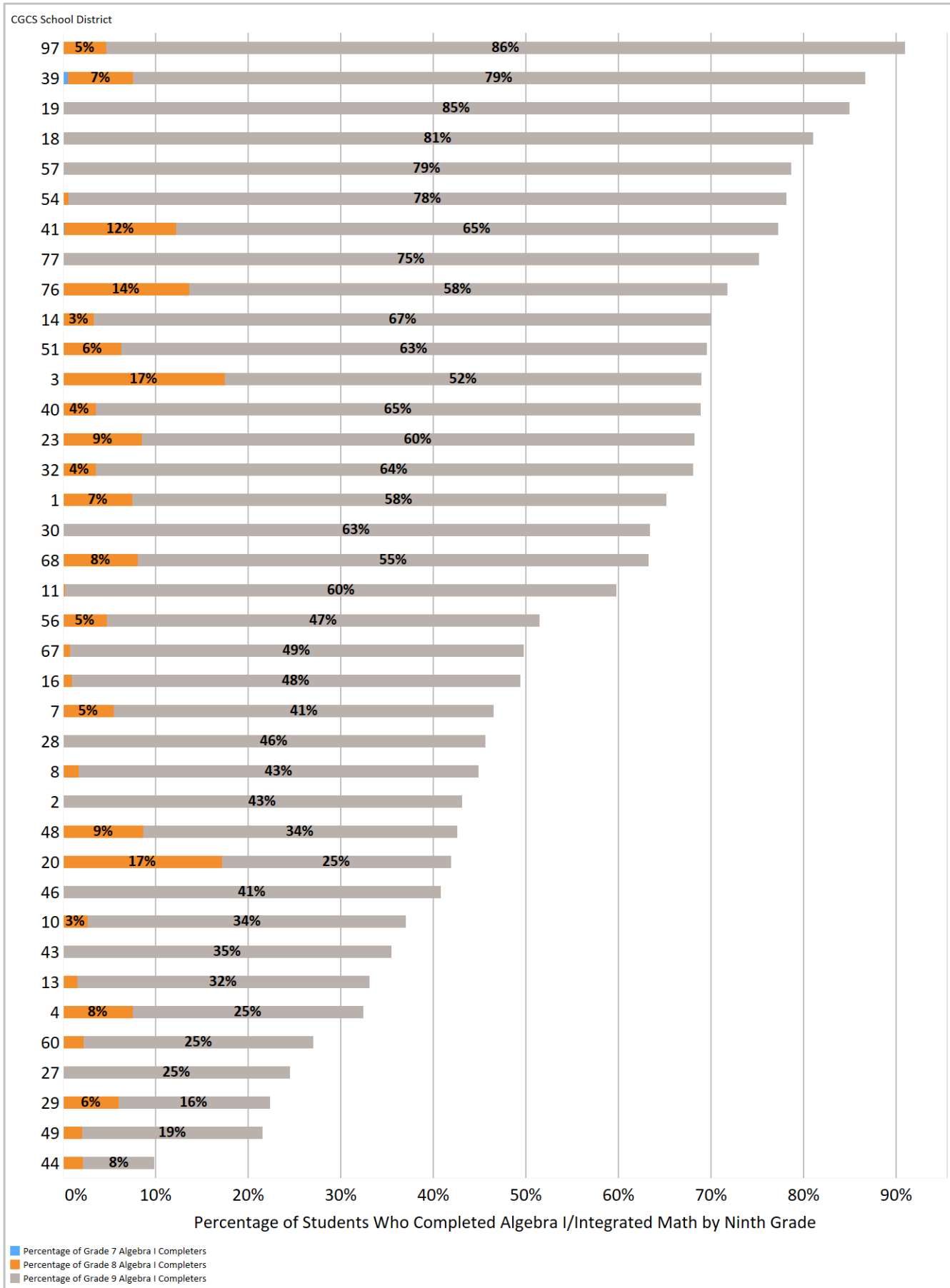


Figure 4.22. Percentage of English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

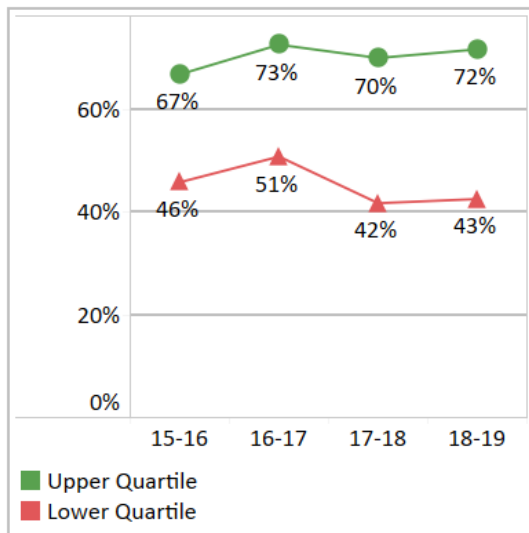


Percentage of English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.22: Total number of English learners that completed Algebra I in seventh, eighth, or ninth grade, respectively, divided by the total number of English learners.
- Figure 4.23: Percentage point difference in English learners who completed Algebra I by ninth-grade between 2015-16 and 2018-19.
- Figure 4.24: Upper and lower quartile change in all English learners who completed Algebra I by the end of ninth grade.

Figure 4.24. Trends in English Learners Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Chicago
- Cleveland
- Dallas
- Dayton
- Detroit
- Houston
- Pinellas
- San Antonio
- San Francisco
- Shelby County

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Dayton
- Houston
- Milwaukee
- Richmond
- San Francisco
- Seattle

Figure 4.23. Percentage Point Change in Ninth Grade English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19

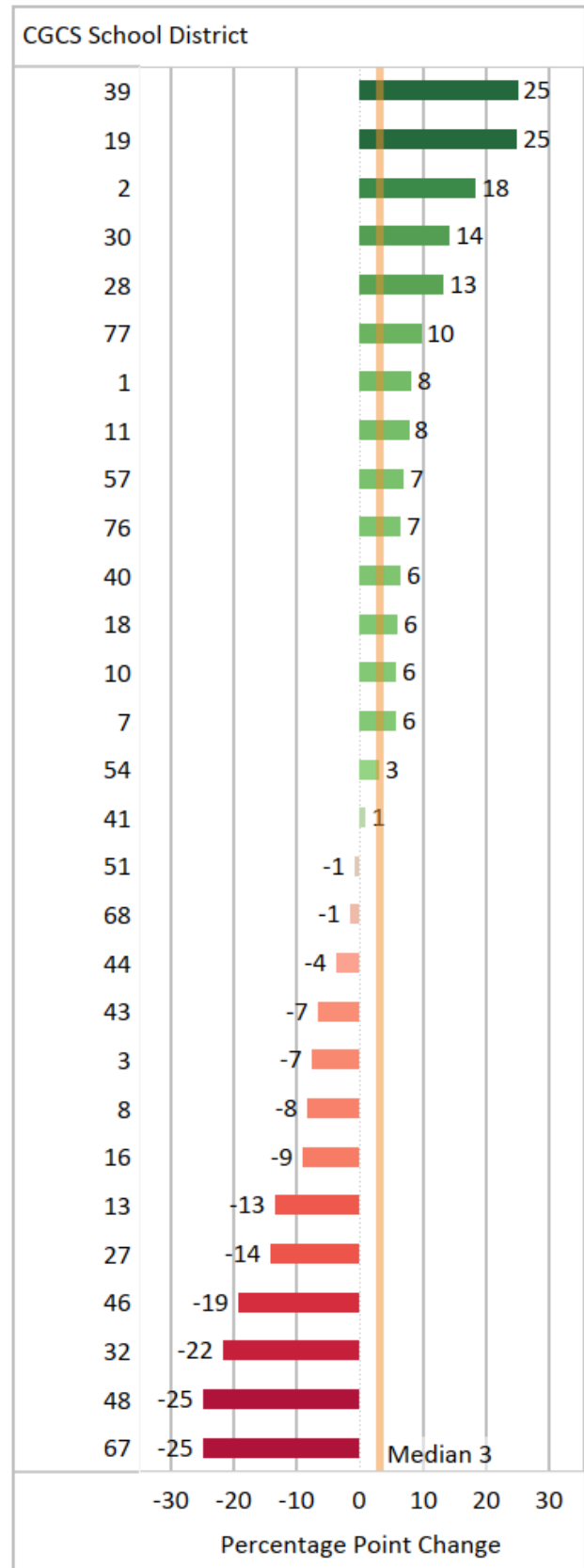
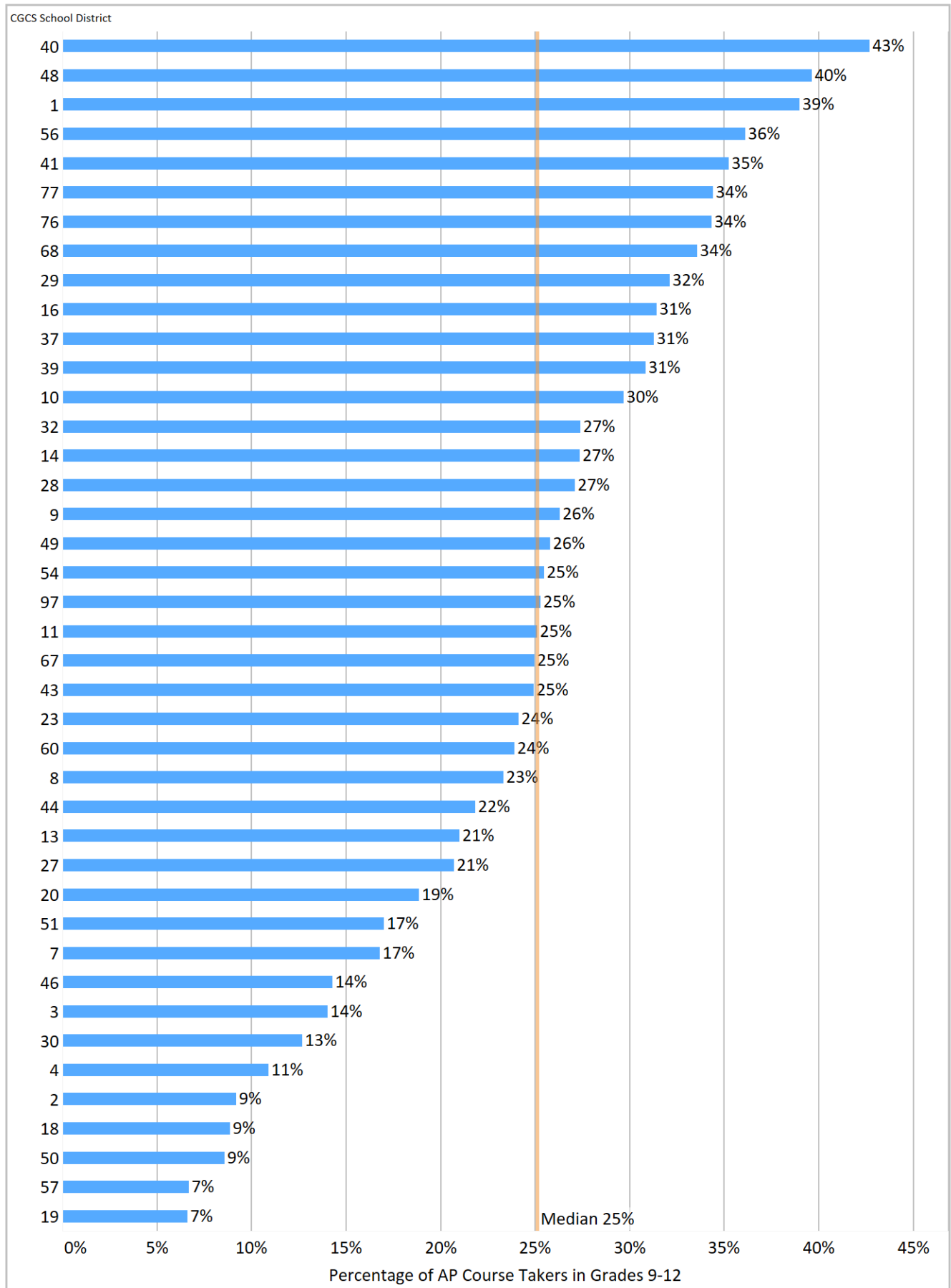


Figure 5.1. Percentage of Secondary Students Who Took One or More AP Courses, 2018-19

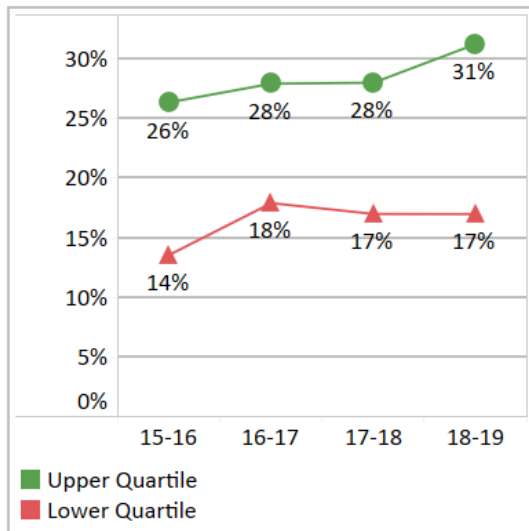


Percentage of Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.1: Total number of secondary students taking at least one AP course divided by the total number of secondary students.
- Figure 5.2: Percentage point difference in secondary students who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.3: Upper and lower quartile change in secondary students taking one or more AP courses.

Figure 5.3. Trends in Secondary Students Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Dallas
- D.C.
- Fort Worth
- Long Beach
- Orange County
- San Antonio
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Arlington
- Atlanta
- Baltimore
- Dallas
- D.C.
- Orange County
- Pittsburgh
- San Antonio
- Seattle

Figure 5.2. Percentage Point Change in Secondary Students Who Took One or More AP Courses, 2015-16 to 2018-19

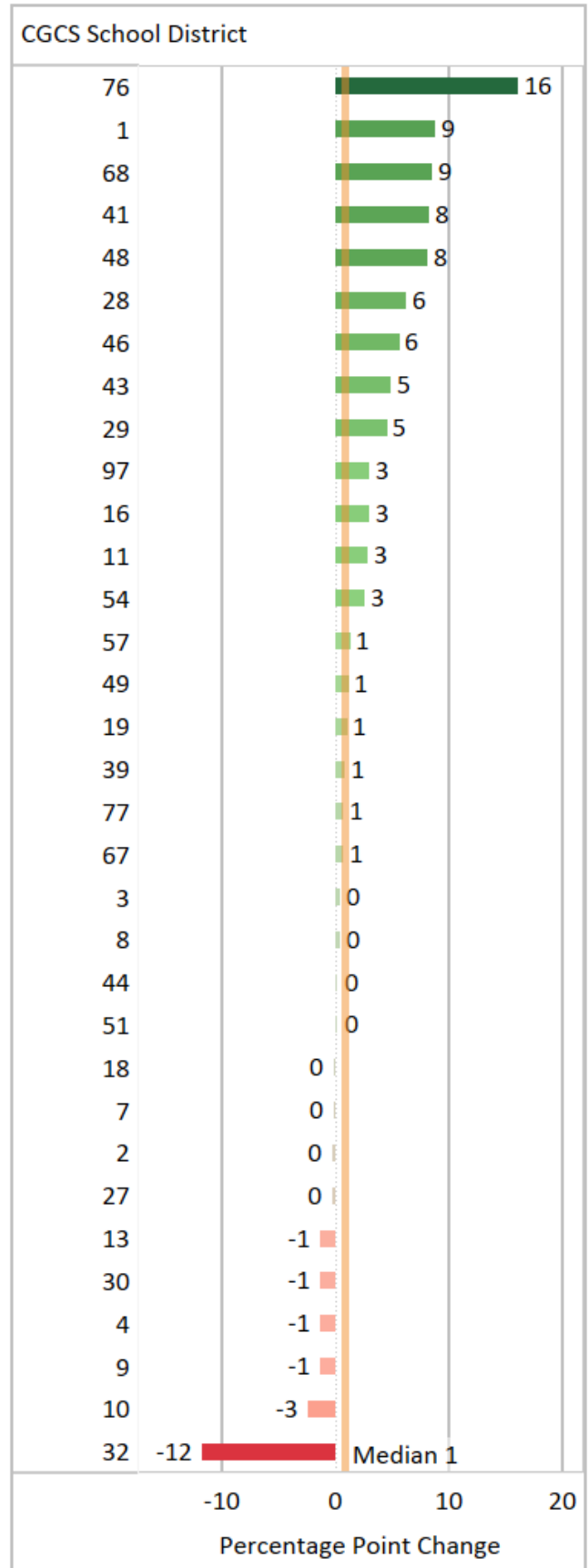
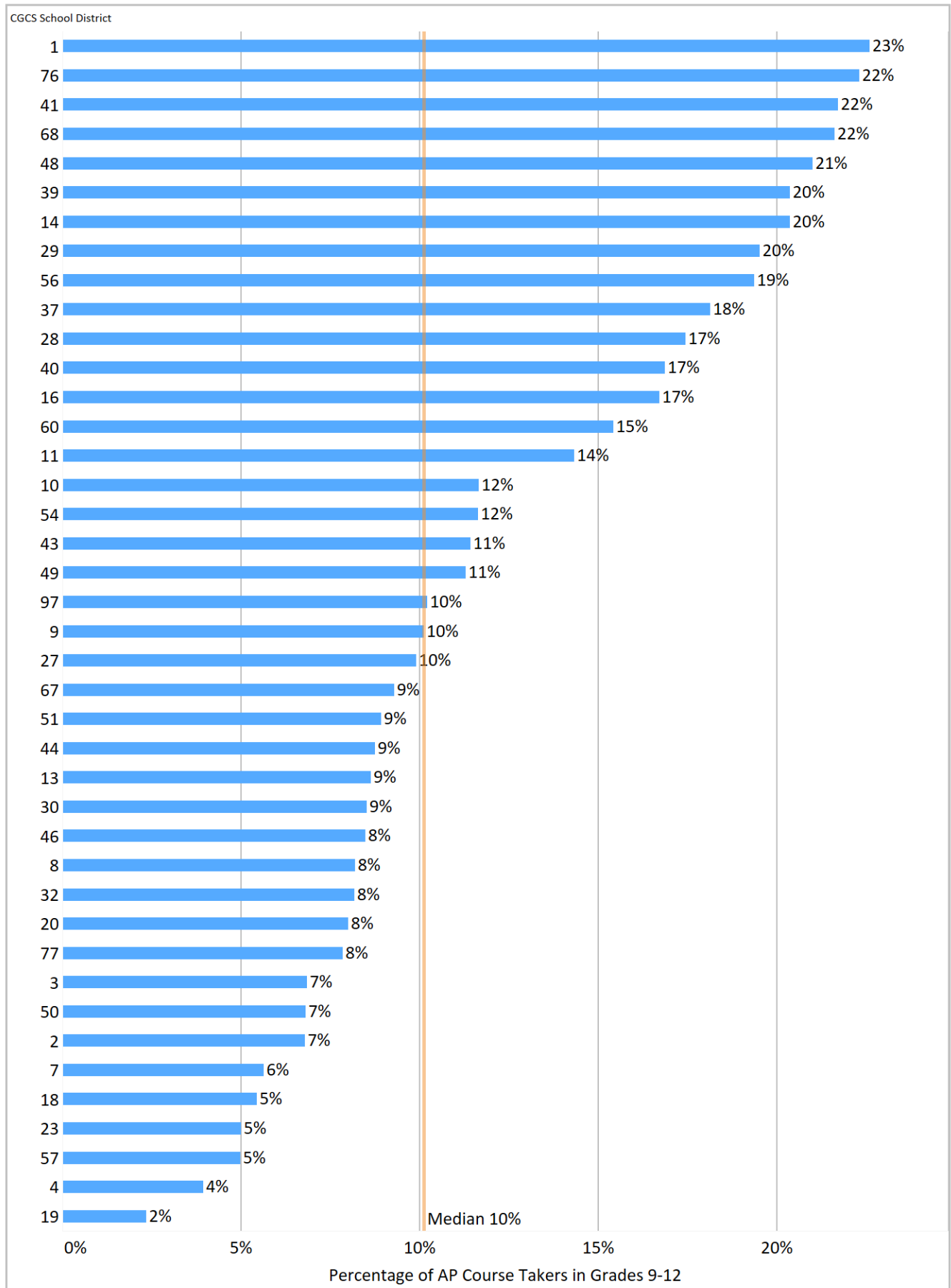


Figure 5.4. Percentage of Black Male Secondary Students Who Took One or More AP Courses, 2018-19

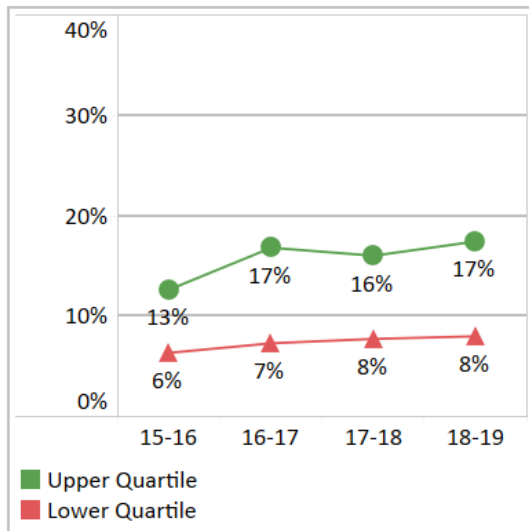


Percentage of Black Male Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.4: Total number of Black male secondary students taking at least one AP course divided by the total number of Black male secondary students.
- Figure 5.5: Percentage point difference in Black male secondary students who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.6: Upper and lower quartile change in Black male secondary students taking one or more AP courses.

Figure 5.6. Trends in Black Male Secondary Students Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Arlington
- Dallas
- Denver
- D.C.
- Houston
- Long Beach
- Orange County
- San Antonio
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Arlington
- Atlanta
- Baltimore
- Dallas
- Orange County
- Pinellas
- San Antonio
- Seattle

Figure 5.5. Percentage Point Change in Black Male Secondary Students Who Took One or More AP Courses, 2015-16 to 2018-19

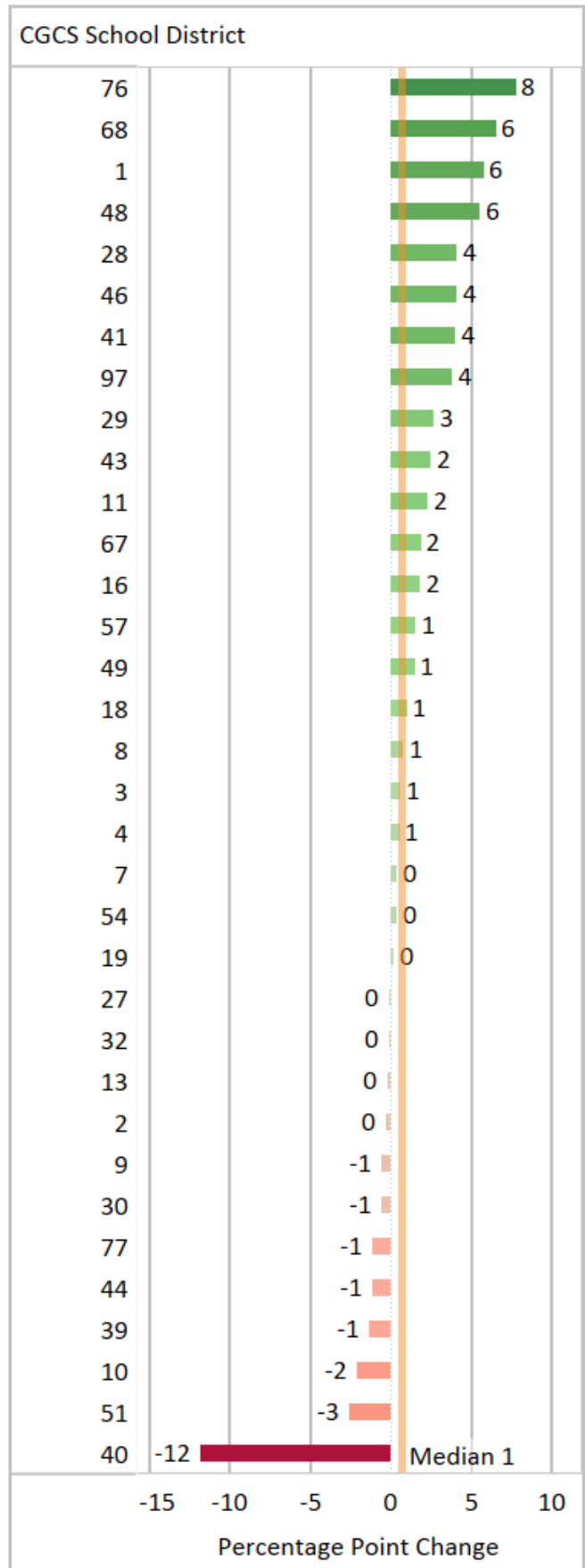
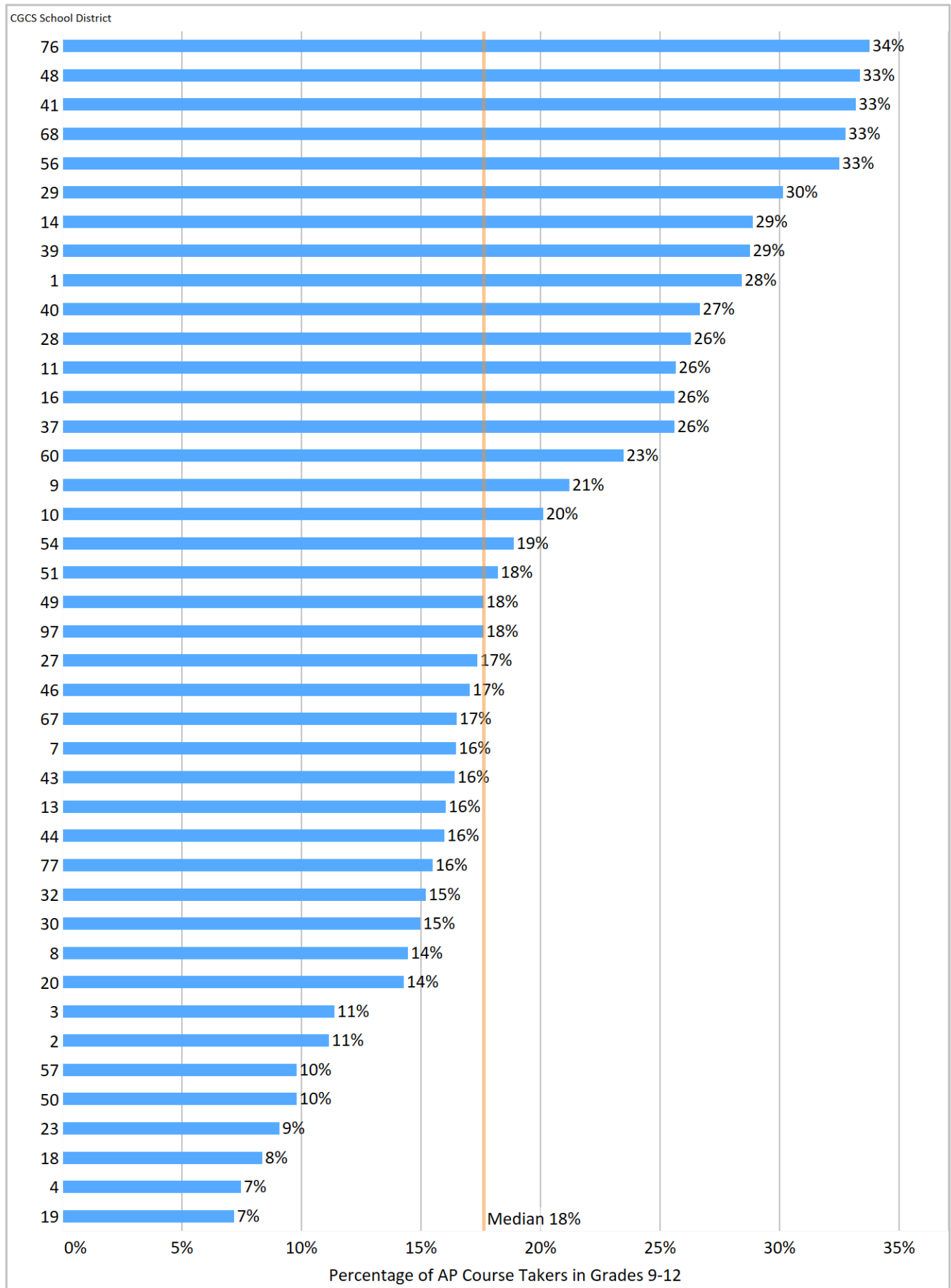


Figure 5.7. Percentage of Black Female Secondary Students Who Took One or More AP Courses, 2018-19

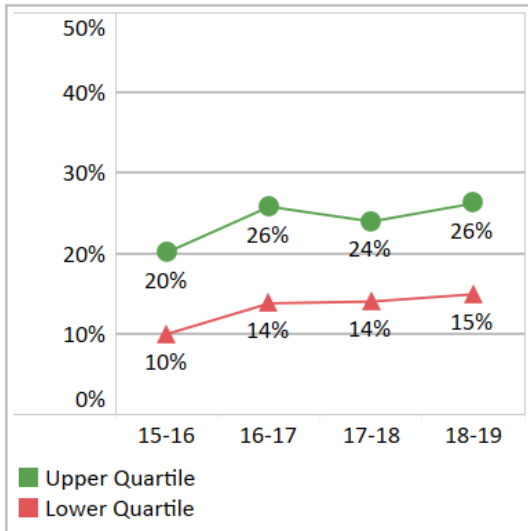


Percentage of Black Female Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.7: Total number of Black female secondary students taking at least one AP course divided by the total number of Black female secondary students.
- Figure 5.8: Percentage point difference in Black female secondary students who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.9: Upper and lower quartile change in Black female secondary students taking one or more AP courses.

Figure 5.9. Trends in Black Female Secondary Students Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Arlington
- Dallas
- D.C.
- Fort Worth
- Houston
- Long Beach
- Orange County
- San Antonio
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Arlington
- Baltimore City
- Dallas
- Los Angeles
- Orange County
- San Antonio
- San Diego
- Seattle

Figure 5.8. Percentage Point Change in Black Female Secondary Students Who Took One or More AP Courses, 2015-16 to 2018-19

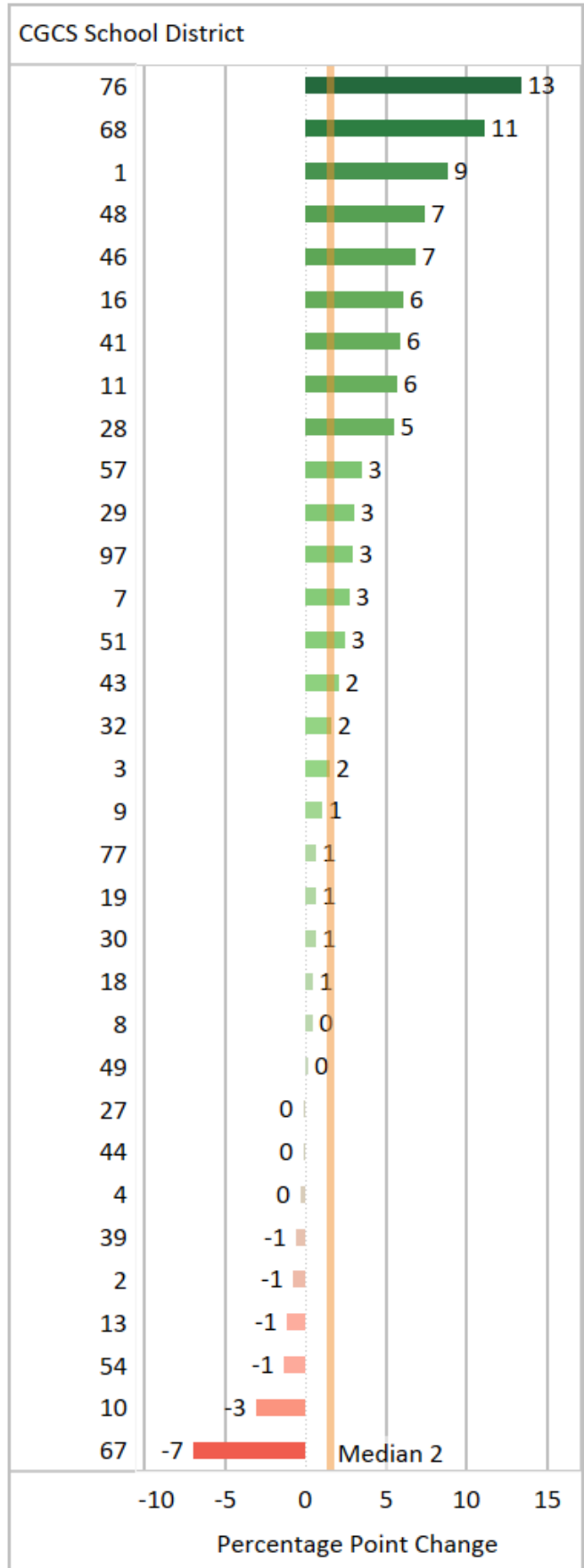
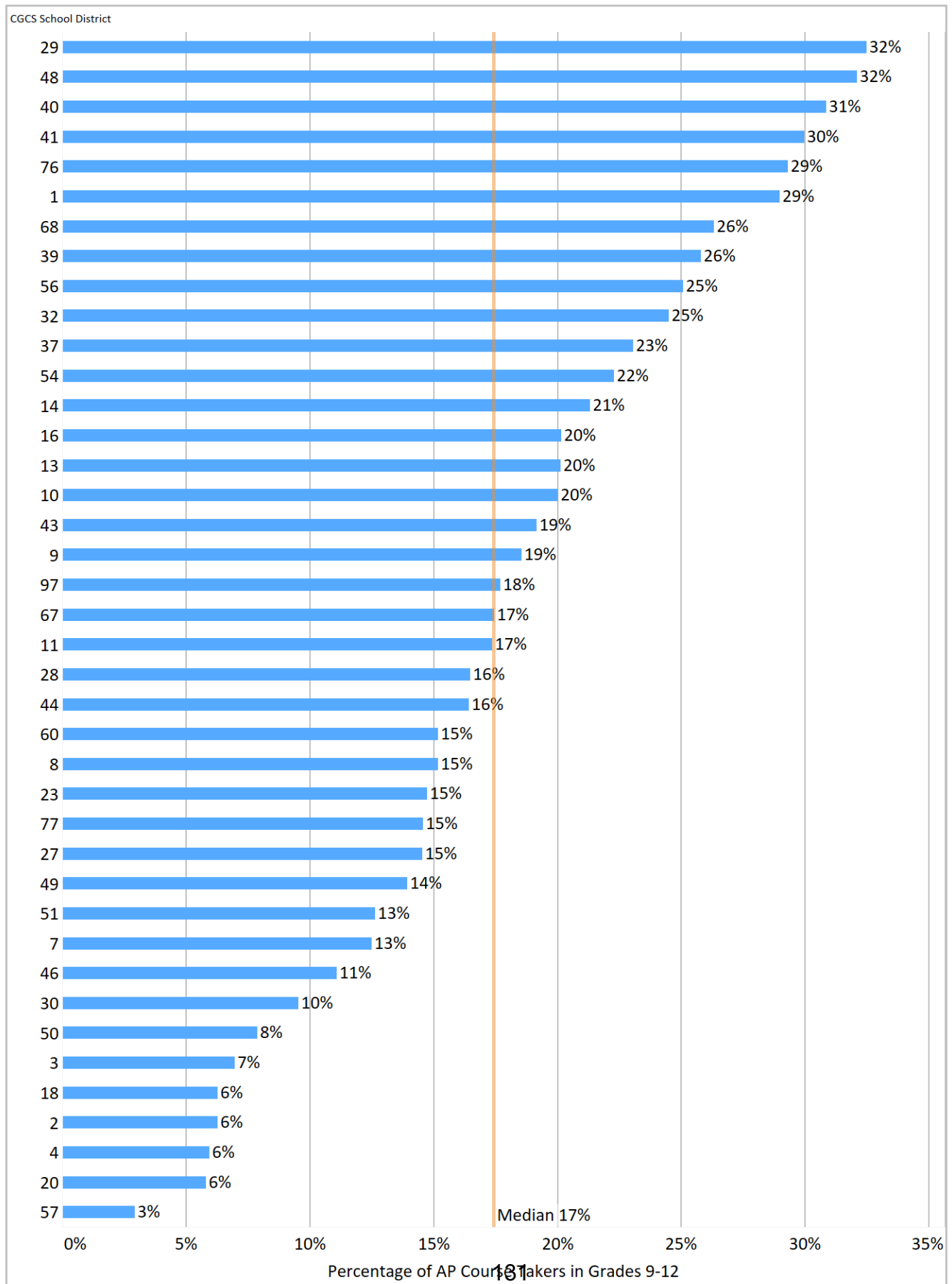


Figure 5.10. Percentage of Hispanic Male Secondary Students Who Took One or More AP Courses, 2018-19

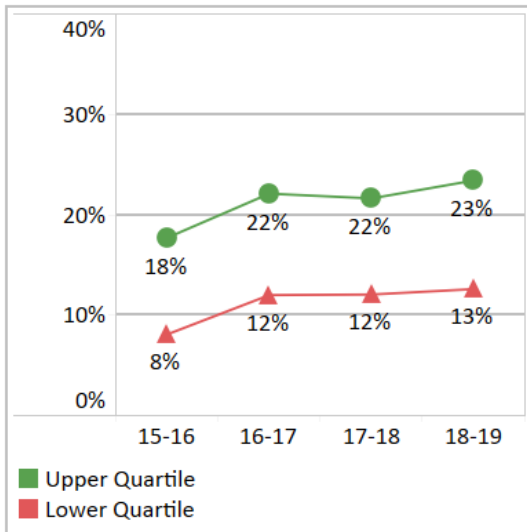


Percentage of Hispanic Male Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.10: Total number of Hispanic male secondary students taking at least one AP course divided by the total number of Hispanic male secondary students.
- Figure 5.11: Percentage point difference in Hispanic male secondary students who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.12: Upper and lower quartile change in Hispanic male secondary students taking one or more AP courses.

Figure 5.12. Trends in Hispanic Male Secondary Students Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Dallas
- D.C.
- Fort Worth
- Houston
- Long Beach
- Miami
- Orange County
- San Antonio
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Arlington
- Baltimore
- Chicago
- Dallas
- D.C.
- Orange County
- San Antonio
- Seattle

Figure 5.11. Percentage Point Change in Hispanic Male Secondary Students Who Took One or More AP Courses, 2015-16 to 2018-19

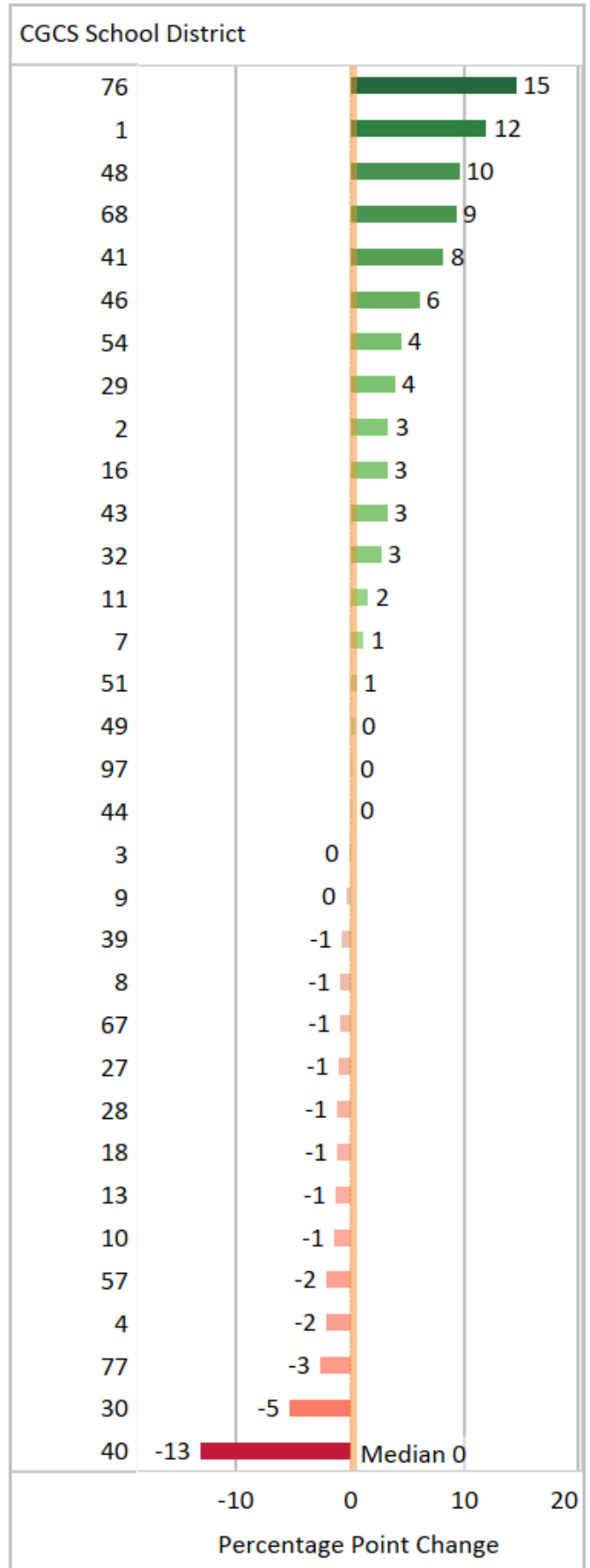
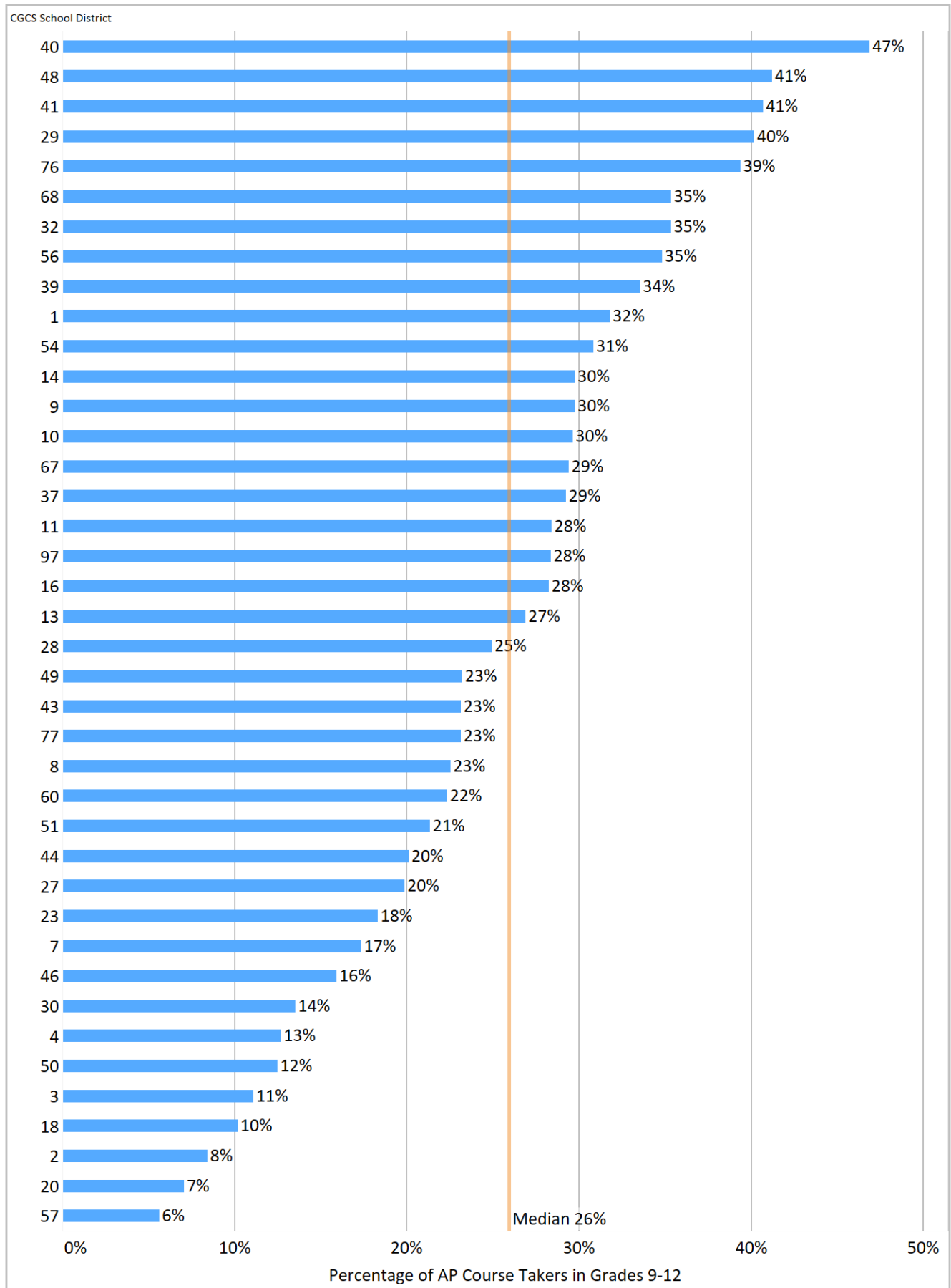


Figure 5.13. Percentage of Hispanic Female Secondary Students Who Took One or More AP Courses, 2018-19

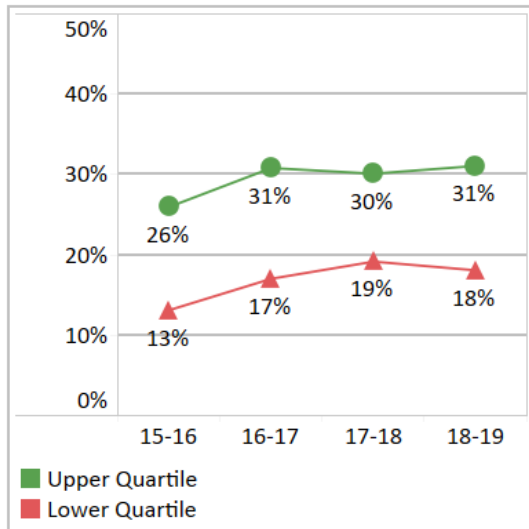


Percentage of Hispanic Female Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.13: Total number of Hispanic female secondary students taking at least one AP course divided by the total number of Hispanic female secondary students.
- Figure 5.14: Percentage point difference in Hispanic female secondary students who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.15: Upper and lower quartile change in Hispanic female secondary students taking one or more AP courses.

Figure 5.15. Trends in Hispanic Female Secondary Students Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Dallas
- D.C.
- Fort Worth
- Houston
- Long Beach
- Miami
- Orange County
- San Antonio
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Arlington
- Baltimore
- Dallas
- Orange County
- Pinellas
- Richmond
- San Antonio
- Seattle

Figure 5.14. Percentage Point Change in Hispanic Female Secondary Students Who Took One or More AP Courses, 2015-16 to 2018-19

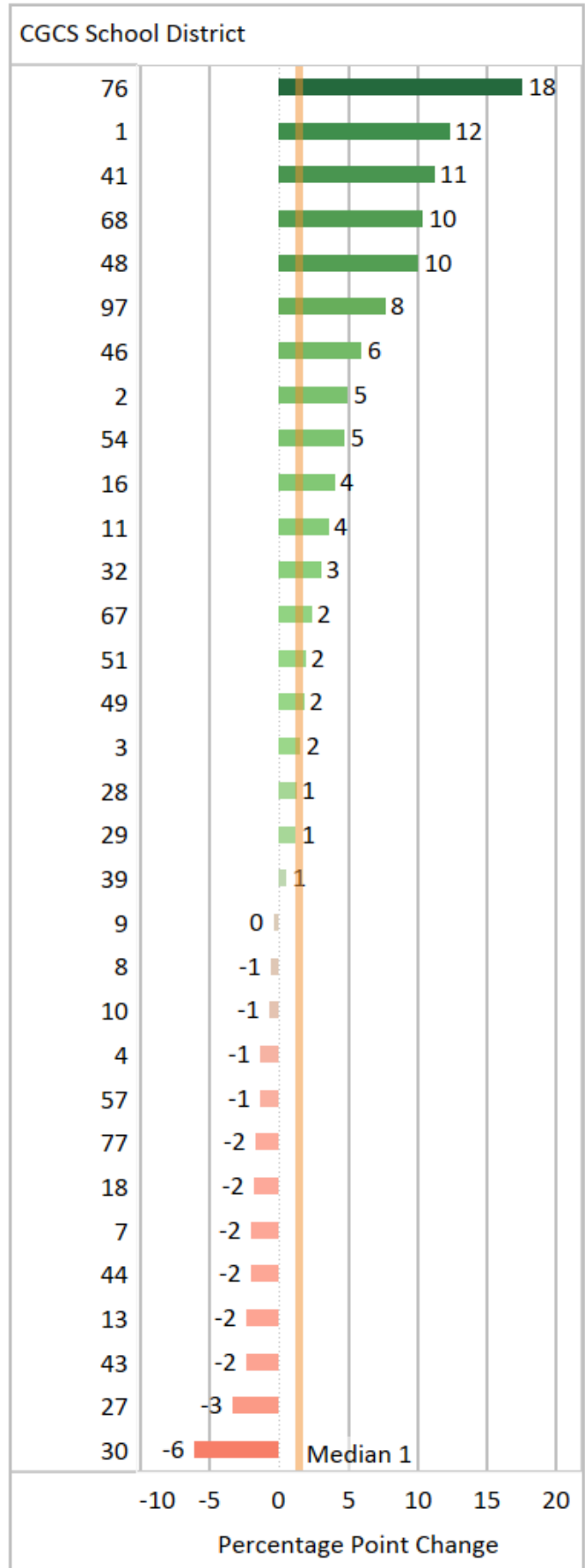
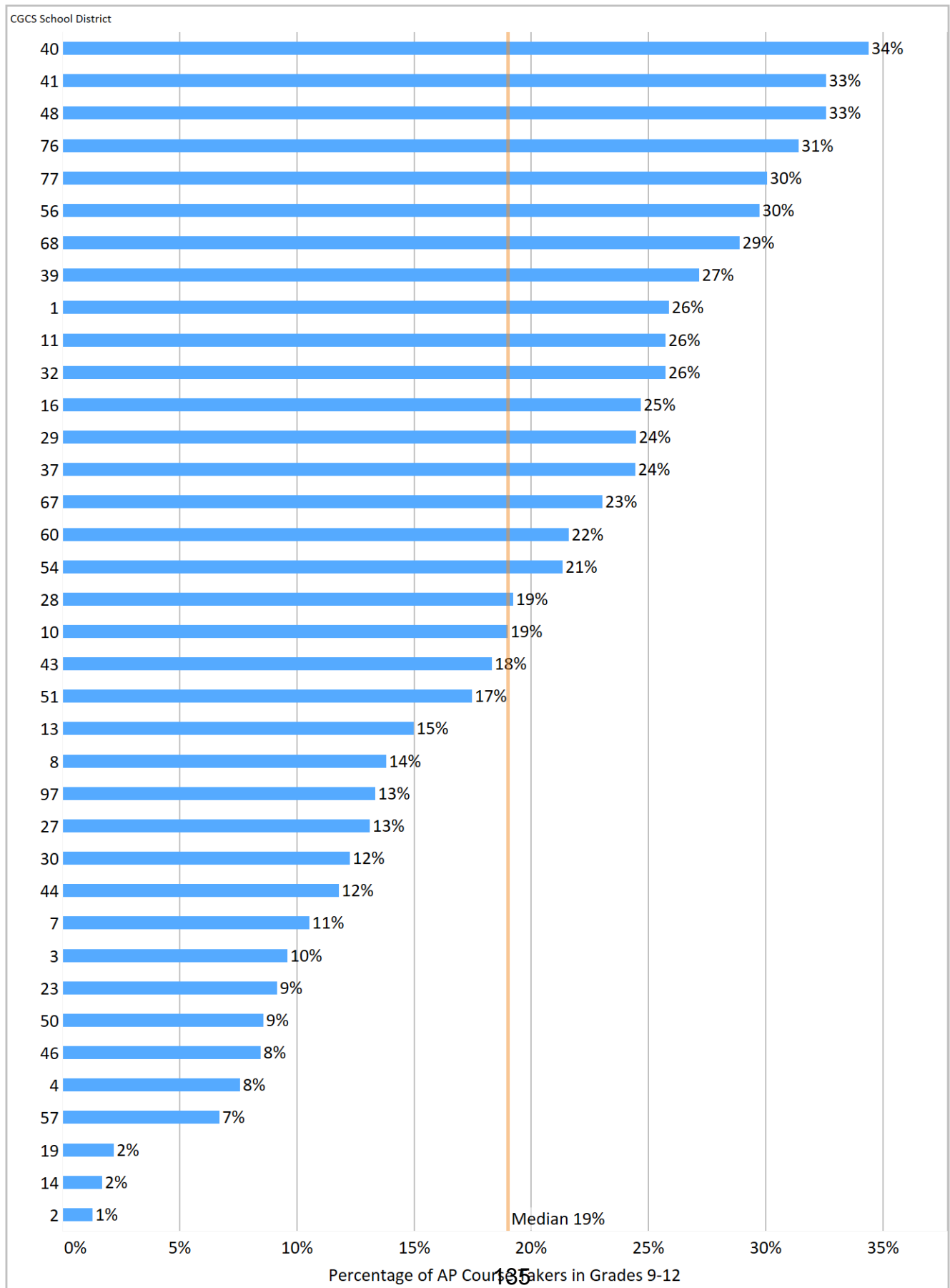


Figure 5.16. Percentage of Free or Reduced-Price Lunch Secondary Students Who Took One or More AP Courses, 2018-19

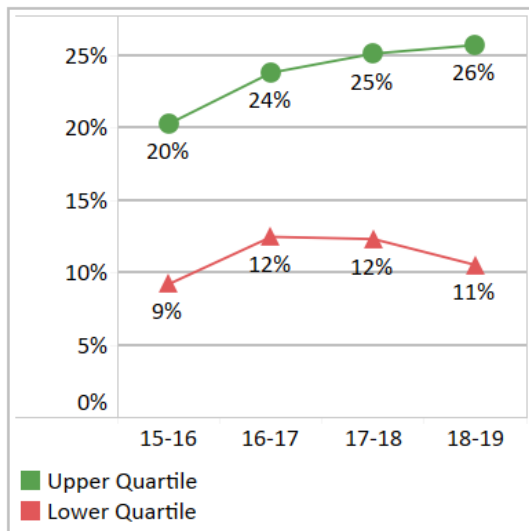


Percentage of Free or Reduced-Price Lunch (FRPL) Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.16: Total number of FRPL secondary students taking at least one AP course divided by the total number of FRPL secondary students.
- Figure 5.17: Percentage point difference in FRPL secondary students who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.18: Upper and lower quartile change in FRPL secondary students taking one or more AP courses.

Figure 5.18. Trends in Free or Reduced-Price Lunch Secondary Students Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Dallas
- Fort Worth
- Houston
- Long Beach
- Orange County
- San Antonio
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Arlington
- Dallas
- Los Angeles
- Orange County
- Pittsburgh
- San Antonio
- Seattle

Figure 5.17. Percentage Point Change in Free or Reduced-Price Lunch Secondary Students Who Took One or More AP Courses, 2015-16 to 2018-19

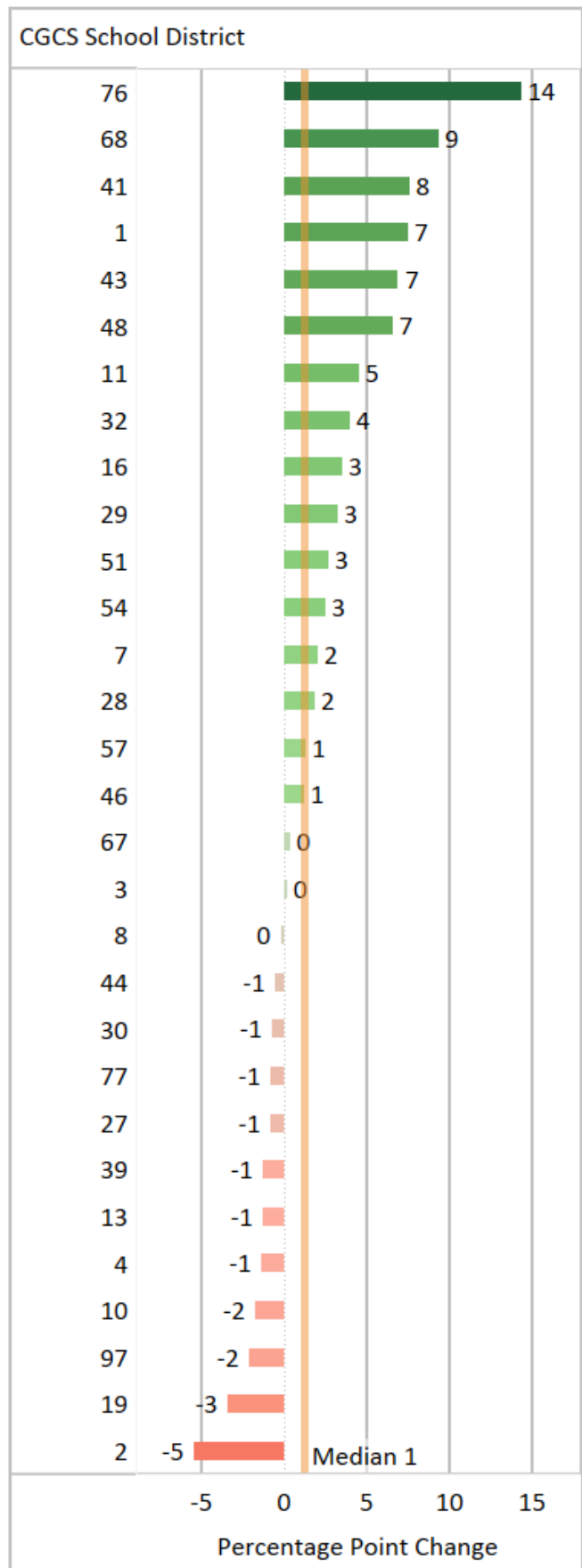
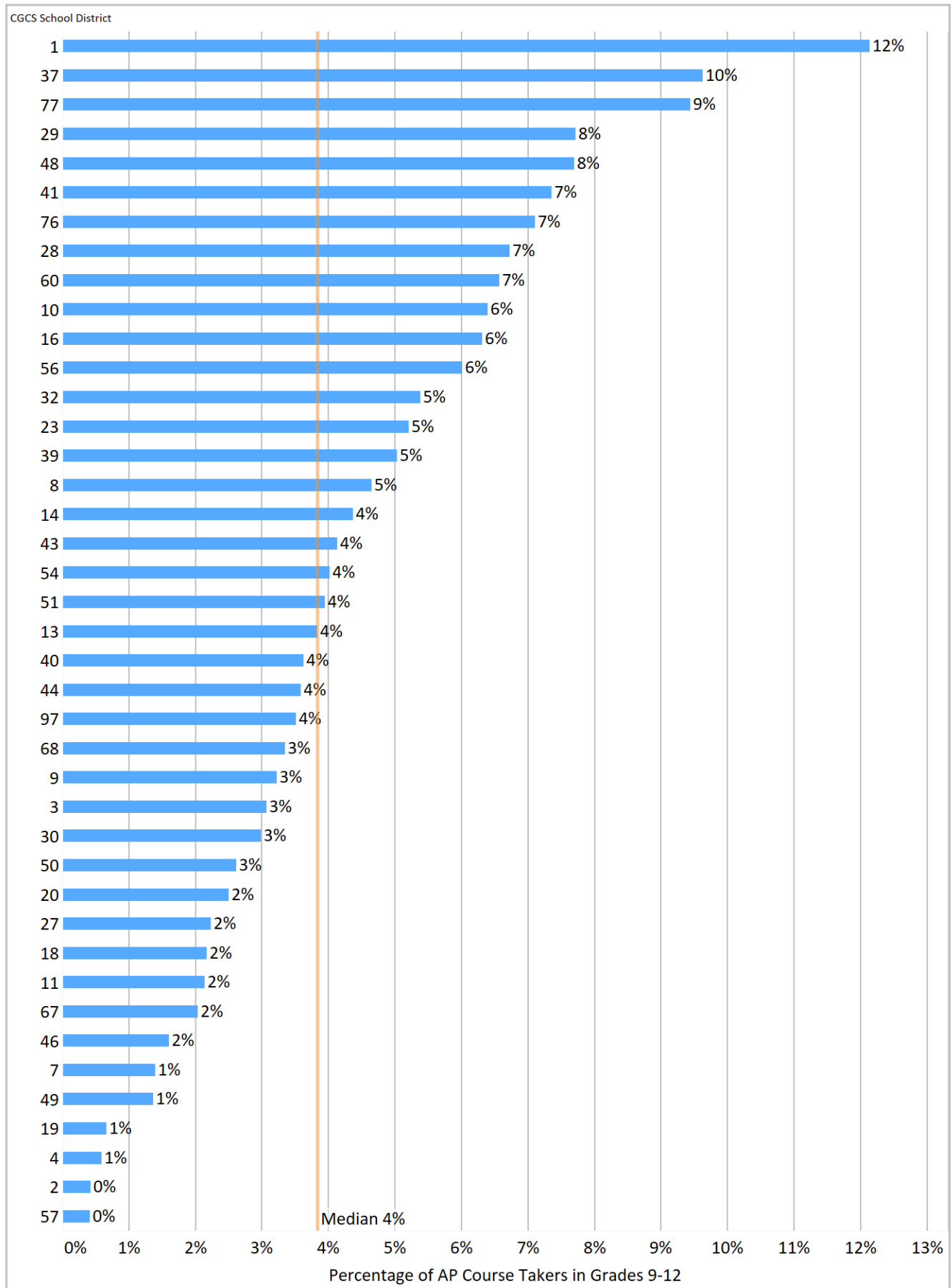


Figure 5.19. Percentage of Secondary Students with Disabilities Who Took One or More AP Courses, 2018-19

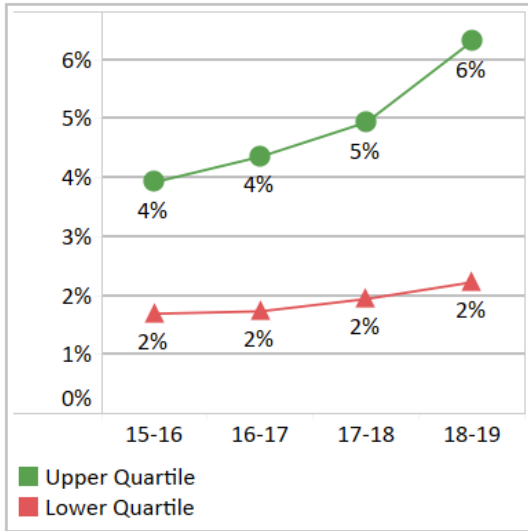


Percentage of Secondary Students with Disabilities Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.19: Total number of secondary students with disabilities taking at least one AP course divided by the total number of secondary students with disabilities.
- Figure 5.20: Percentage point difference in secondary students with disabilities who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.21: Upper and lower quartile change in secondary students with disabilities taking one or more AP

Figure 5.21. Trends in Students with Disabilities Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Atlanta
- Dallas
- Denver
- D.C.
- Hillsborough
- New York
- Orange County
- San Antonio
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Clark County
- Dallas
- Miami
- Oklahoma City
- Orange County
- San Antonio
- San Francisco
- Shelby Count

Figure 5.20. Percentage Point Change in Secondary Students with Disabilities Who Took One or More AP Courses, 2015-16 to 2018-19

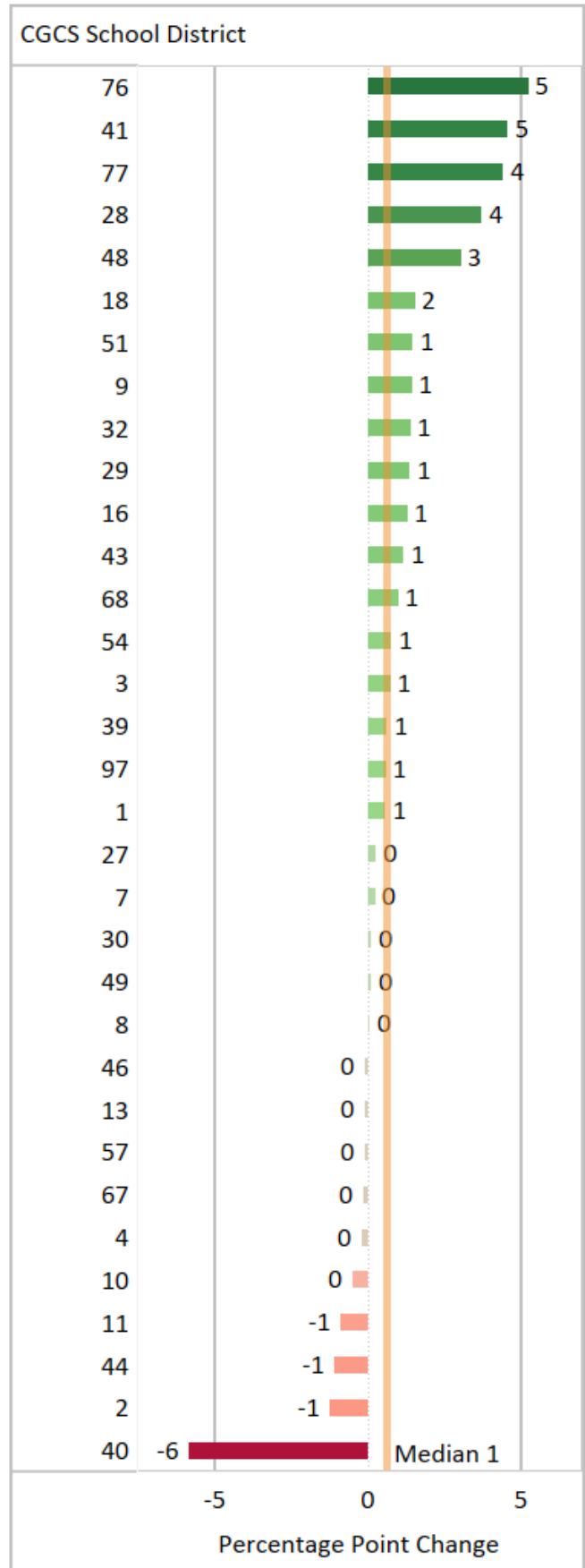
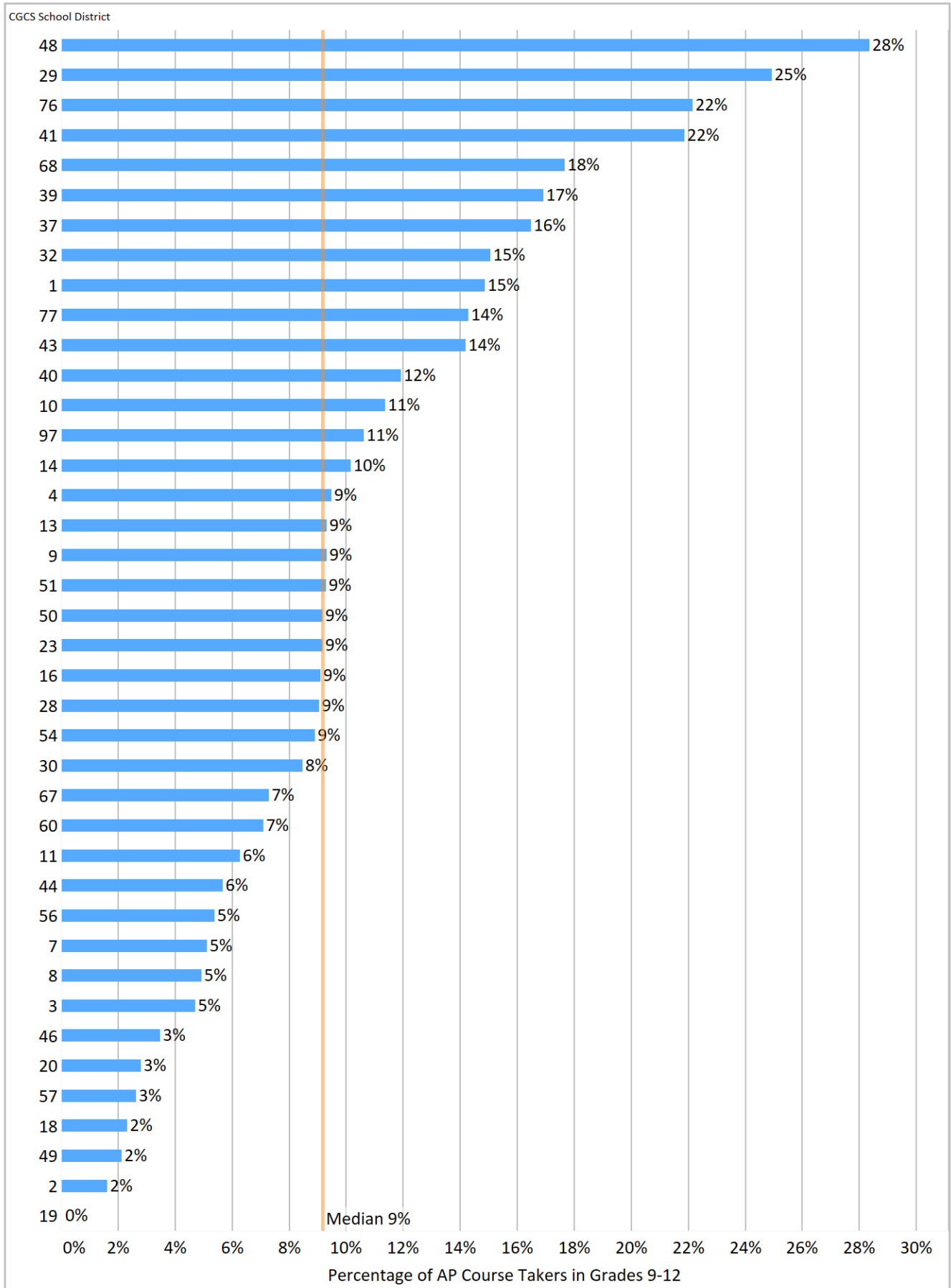


Figure 5.22. Percentage of Secondary English Learners Who Took One or More AP Courses, 2018-19

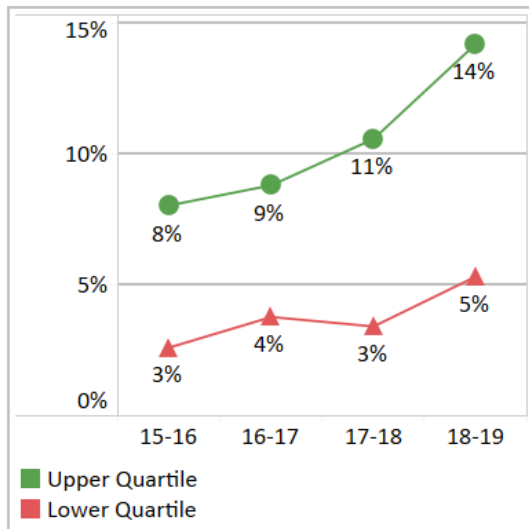


Percentage of Secondary English Learners Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.22: Total number of secondary English learners taking at least one AP course divided by the total number of secondary English learners.
- Figure 5.23: Percentage point difference in secondary English learners who took one or more AP courses between 2015-16 and 2018-19.
- Figure 5.24: Upper and lower quartile change in secondary English learners taking one or more AP courses.

Figure 5.24. Trends in Secondary English Learners Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Dallas
- Denver
- D.C.
- Houston
- Miami
- Orange County
- San Antonio
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Arlington
- Dallas
- D.C.
- Houston
- Orange County
- Pittsburgh
- San Antonio
- Wichita

Figure 5.23. Percentage Point Change in Secondary English Learners Who Took One or More AP Courses, 2015-16 to 2018-19

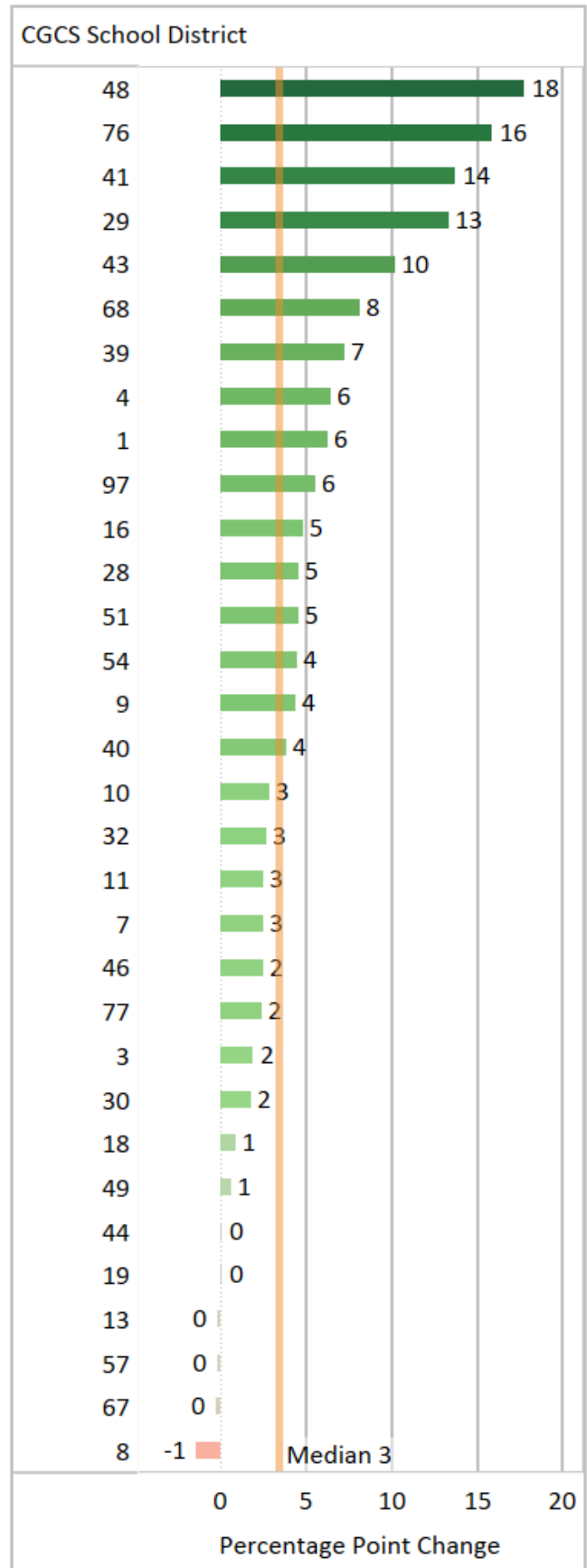
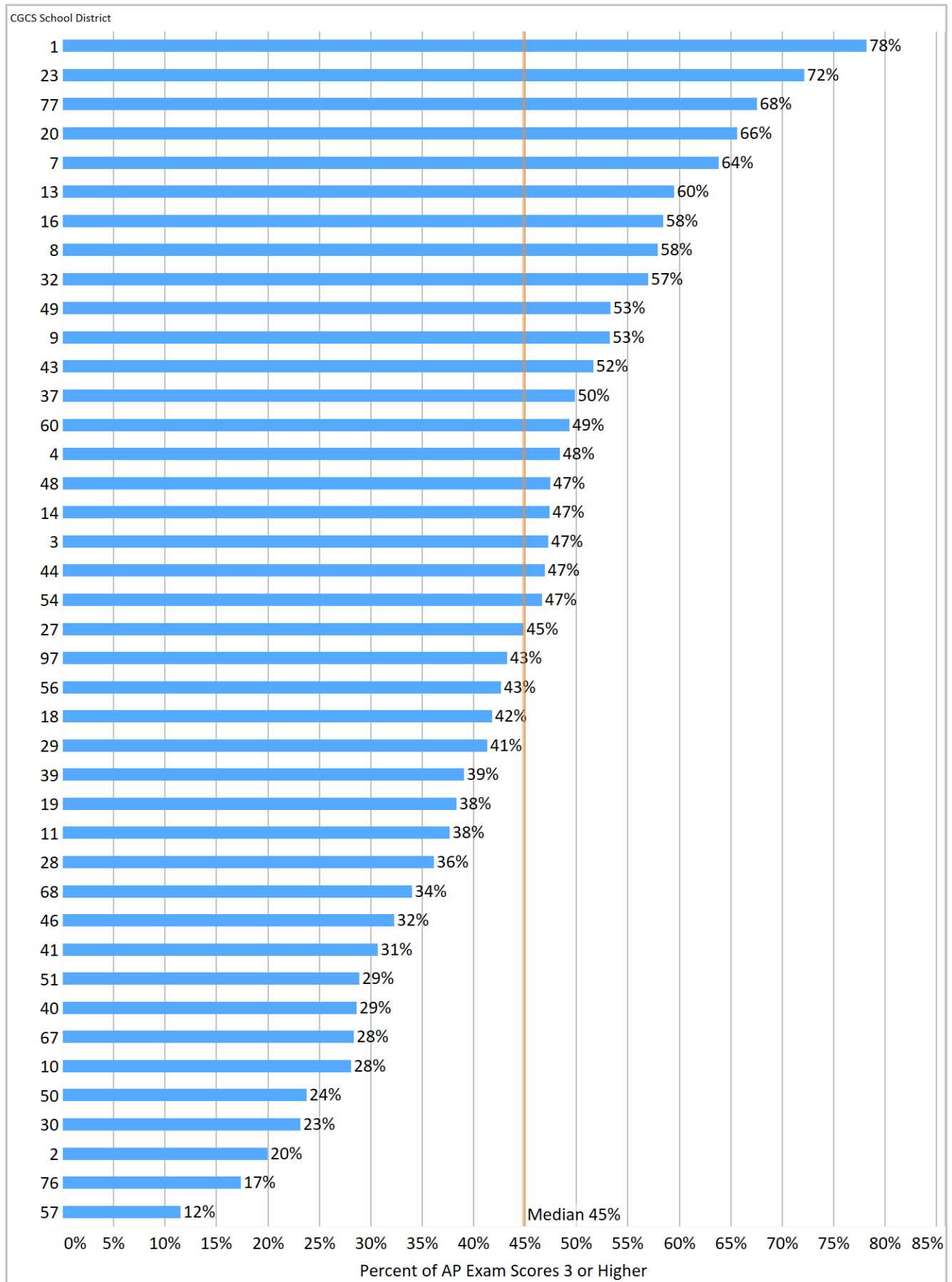


Figure 6.1. Percentage of All AP Exam Scores That Were Three or Higher, 2018-19

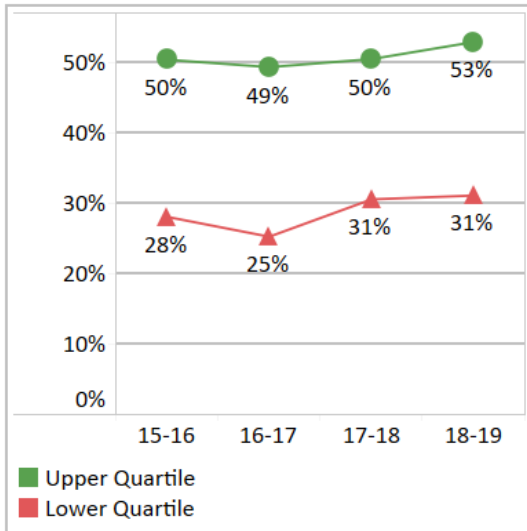


Percentage of All AP Exam Scores That Were a Three or Higher

Note: Higher values and larger increases are desired

- Figure 6.1: Total number of AP exam scores that were three or higher divided by the total number of AP exam scores.
- Figure 6.2: Percentage point difference in AP exam scores that were three or higher between 2015-16 and 2018-19.
- Figure 6.3: Upper and lower quartile change in AP exam scores that were three or higher.

Figure 6.3. Trends in the Percentage of All AP Exam Scores That Were Three or Higher by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Charleston
- Cincinnati
- Clark County
- Guilford County
- Miami
- Palm Beach
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- D.C.
- Duval County
- Fort Worth
- Richmond
- San Antonio
- Seattle
- Wichita

Figure 6.2. Percentage Point Change in All AP Exam Scores That Were Three or Higher, 2015-16 to 2018-19

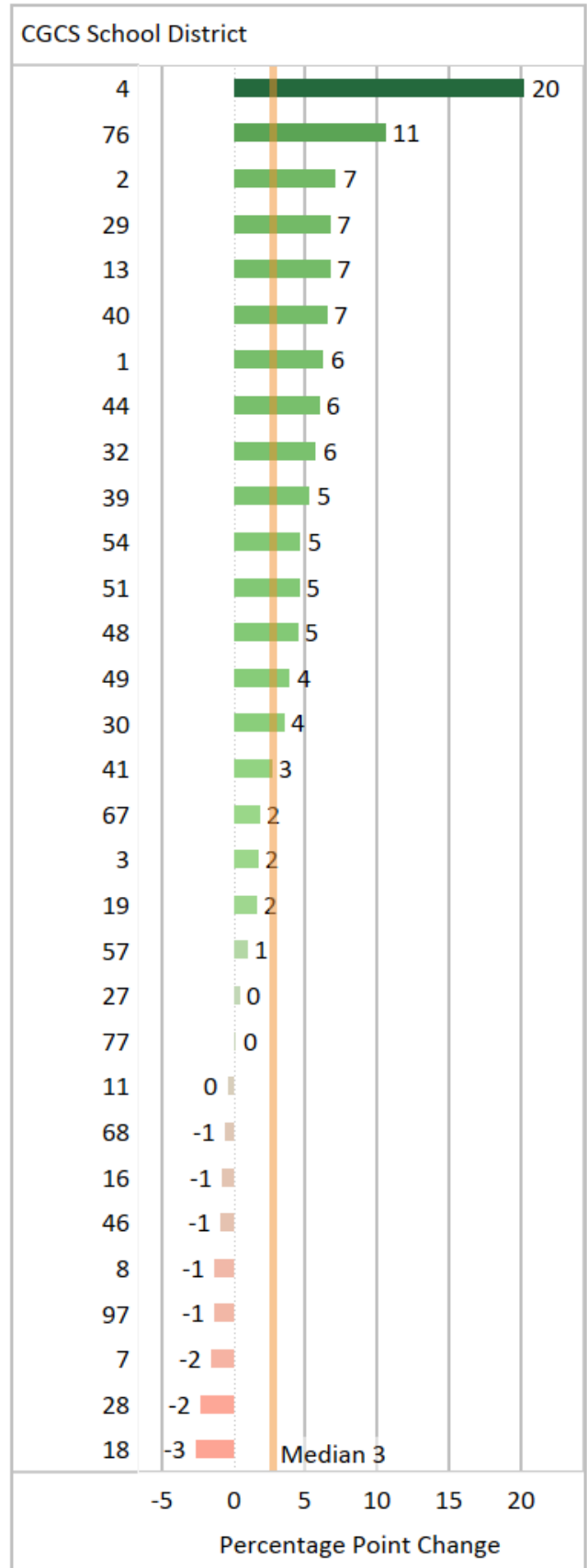
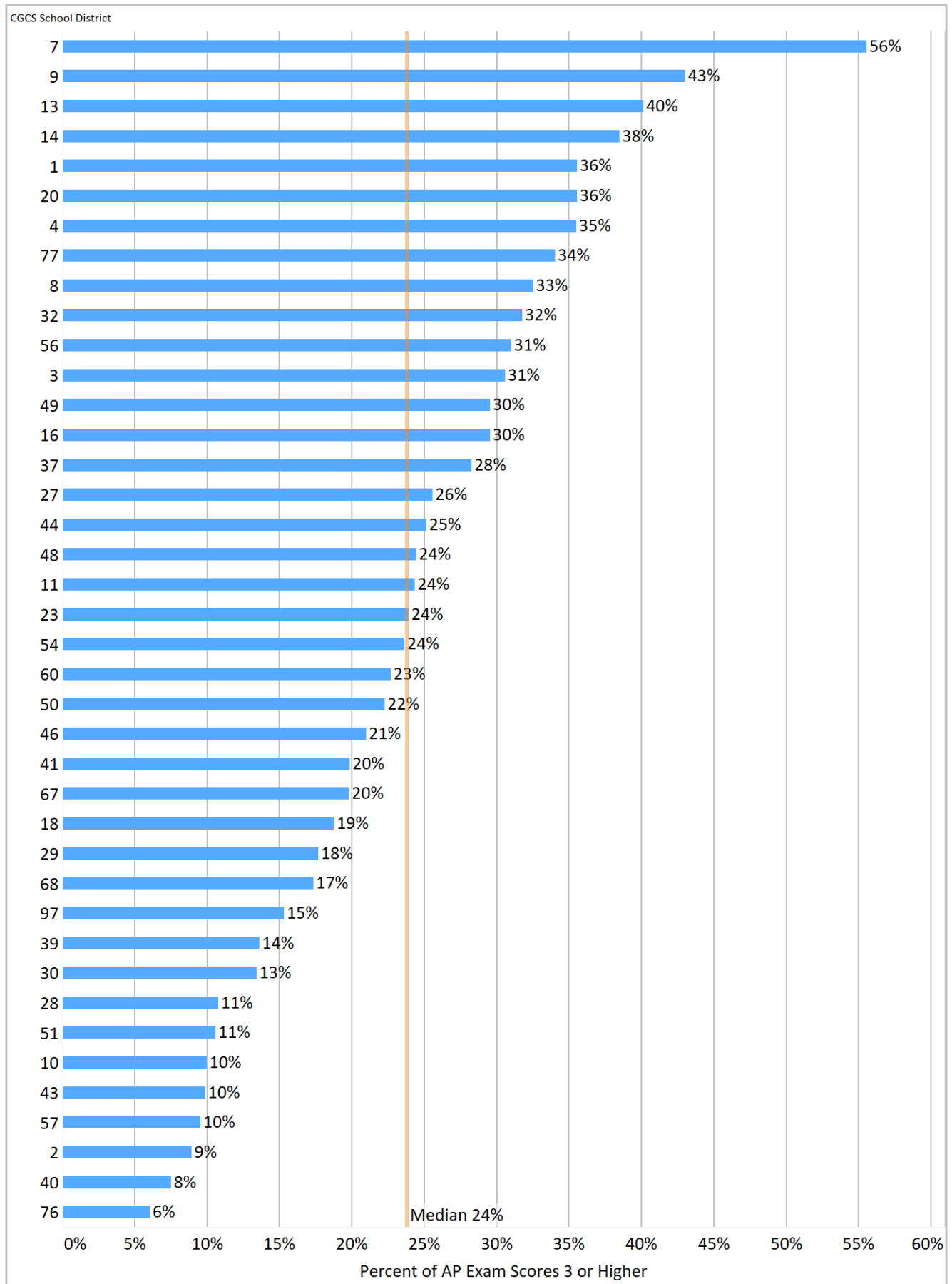


Figure 6.4. Percentage of AP Exam Scores That Were Three or Higher by Black Males, 2018-19

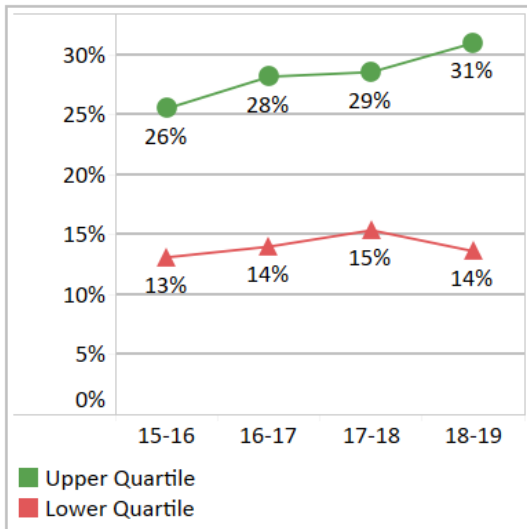


Percentage of AP Exam Scores That Were a Three or Higher by Black Males

Note: Higher values and larger increases are desired

- Figure 6.4: Total number of Black male AP exam scores that were three or higher divided by the total number of Black male AP exam scores.
- Figure 6.5: Percentage point difference in Black male AP exam scores that were three or higher between 2015-16 and 2018-19.
- Figure 6.6: Upper and lower quartile change in Black male AP exam scores that were three or higher.

Figure 6.6. Trends in the Percentage of AP Exam Scores That Were Three or Higher by Black Male by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Anchorage
- Broward County
- Cincinnati
- Clark County
- Long Beach
- Miami
- Palm Beach
- San Francisco
- Seattle
- Wichita

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Broward County
- Chicago
- Duval County
- San Francisco
- Seattle
- St Paul
- Wichita

Figure 6.5. Percentage Point Change in AP Exam Scores That Were Three or Higher by Black Males, 2015-16 to 2018-19

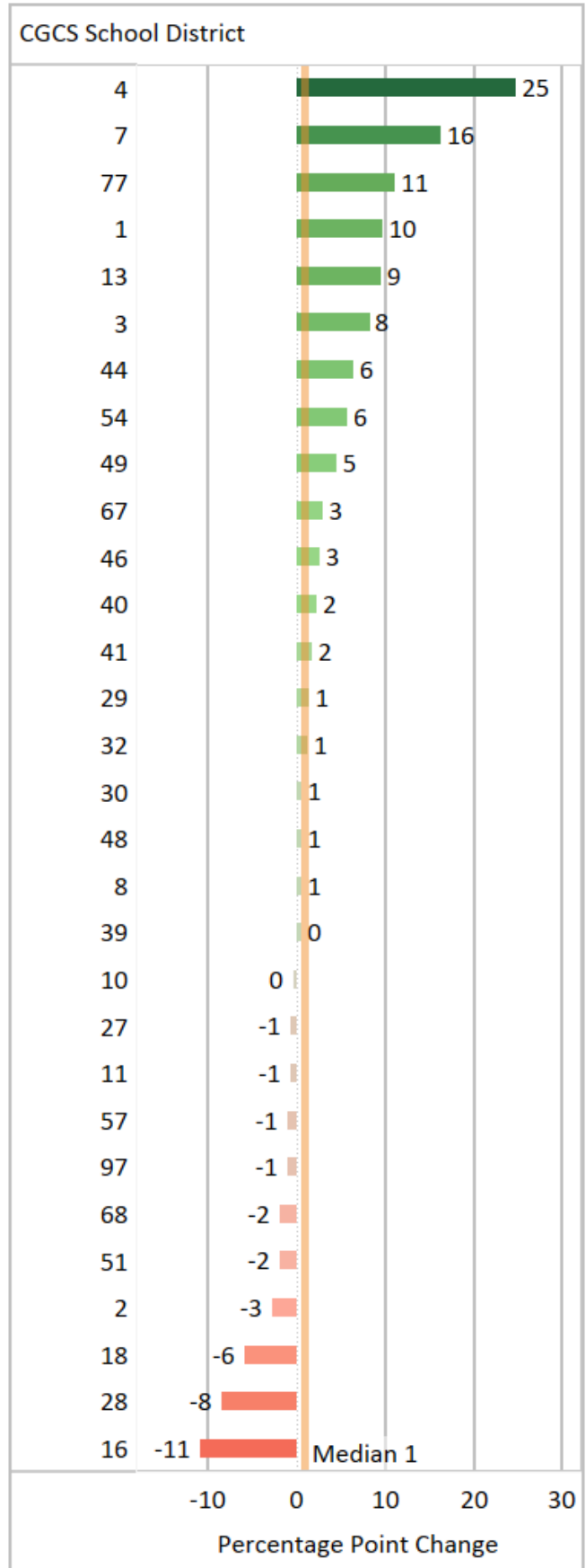
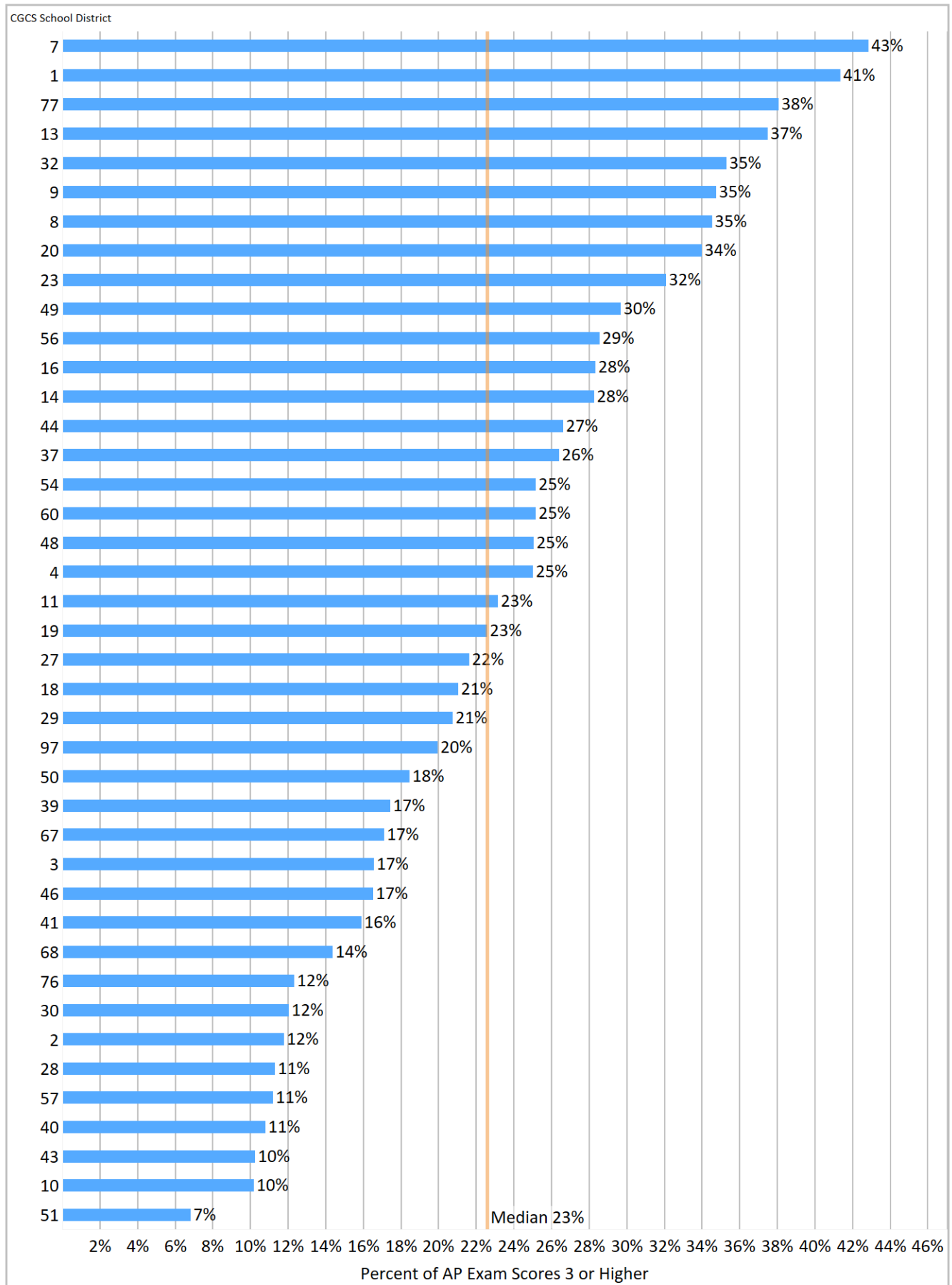


Figure 6.7. Percentage of AP Exam Scores That Were Three or Higher by Black Females, 2018-19

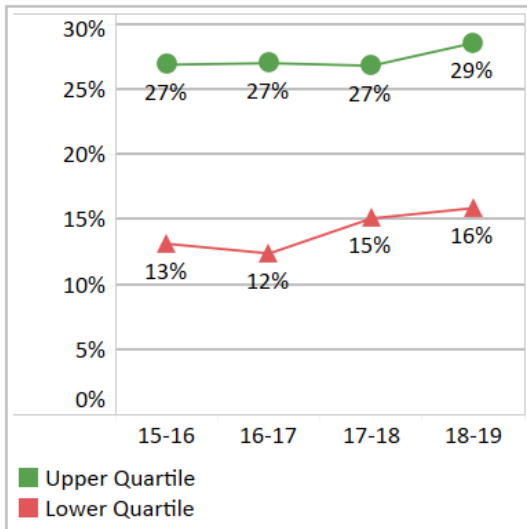


Percentage of AP Exam Scores That Were a Three or Higher by Black Females

Note: Higher values and larger increases are desired

- Figure 6.7: Total number of Black female AP exam scores that were three or higher divided by the total number of Black female AP exam scores.
- Figure 6.8: Percentage point difference in Black female AP exam scores that were three or higher between 2015-16 and 2018-19.
- Figure 6.9: Upper and lower quartile change in Black female AP exam scores that were three or higher.

Figure 6.9. Trends in the Percentage of AP Exam Scores That Were Three or Higher by Black Female by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Charleston
- Cincinnati
- Clark County
- Guilford County
- Long Beach
- Miami
- Palm Beach
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Broward County
- D.C.
- Duval County
- Fresno
- Miami
- San Antonio
- San Francisco
- Wichita

Figure 6.8. Percentage Point Change in AP Exam Scores That Were Three or Higher by Black Females, 2015-16 to 2018-19

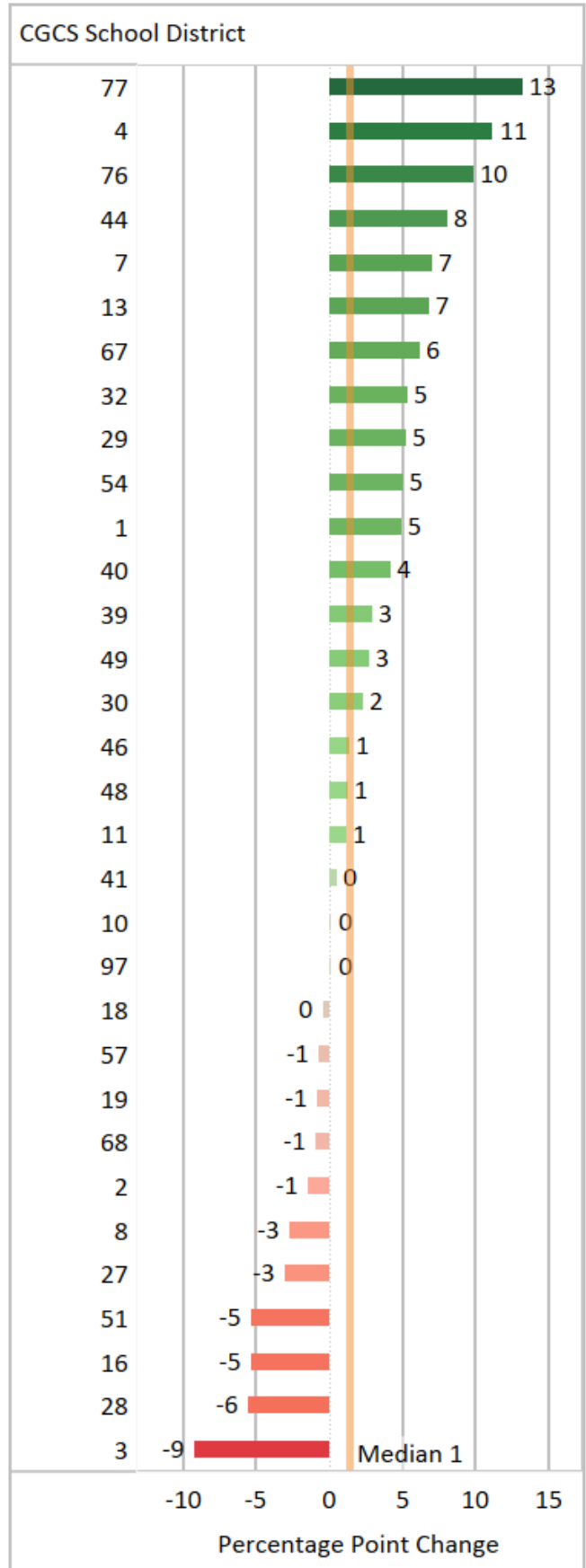
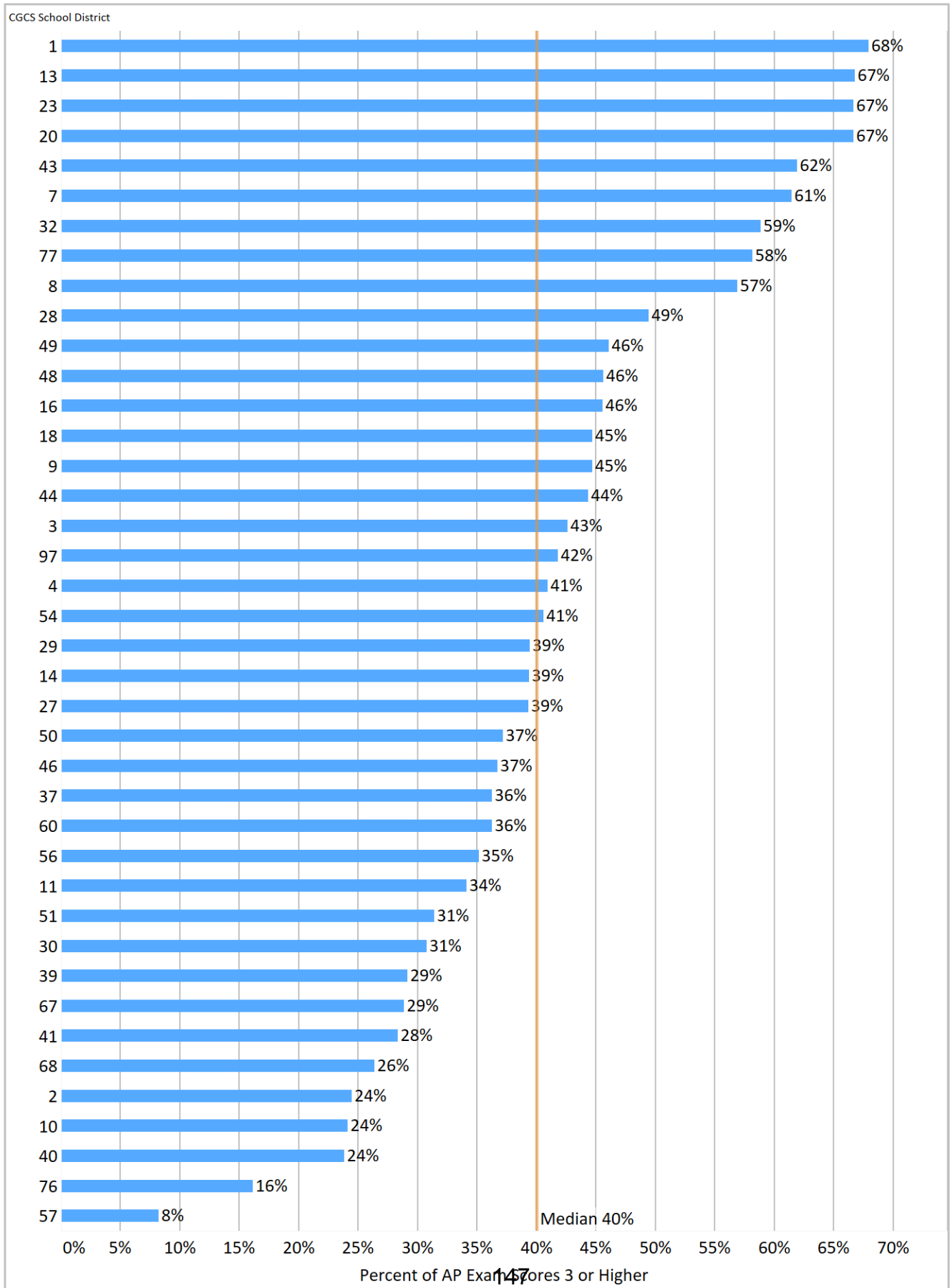


Figure 6.10. Percentage of AP Exam Scores That Were Three or Higher by Hispanic Males, 2018-19

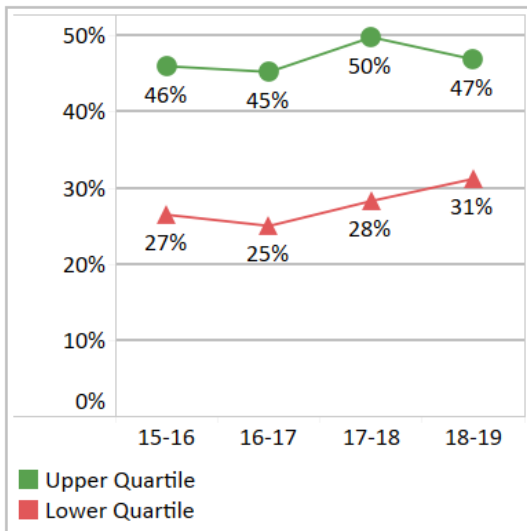


Percentage of AP Exam Scores That Were a Three or Higher by Hispanic Males

Note: Higher values and larger increases are desired

- Figure 6.10: Total number of Hispanic male AP exam scores that were three or higher divided by the total number of Hispanic male AP exam scores.
- Figure 6.11: Percentage point difference in Hispanic male AP exam scores that were three or higher between 2015-16 and 2018-19.
- Figure 6.12: Upper and lower quartile change in AP exam scores that were three or higher among Hispanic males.

Figure 6.12. Trends in the Percentage of AP Exam Scores That Were Three or Higher among Hispanic Males by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Atlanta
- Broward County
- Charleston
- Cincinnati
- Guilford County
- Miami
- Palm Beach
- Pittsburgh
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- D.C.
- Milwaukee
- Oklahoma City
- Orange County
- San Antonio
- San Francisco
- Wichita

Figure 6.11. Percentage Point Change in AP Exam Scores That Were Three or Higher by Hispanic Males, 2015-16 to 2018-19

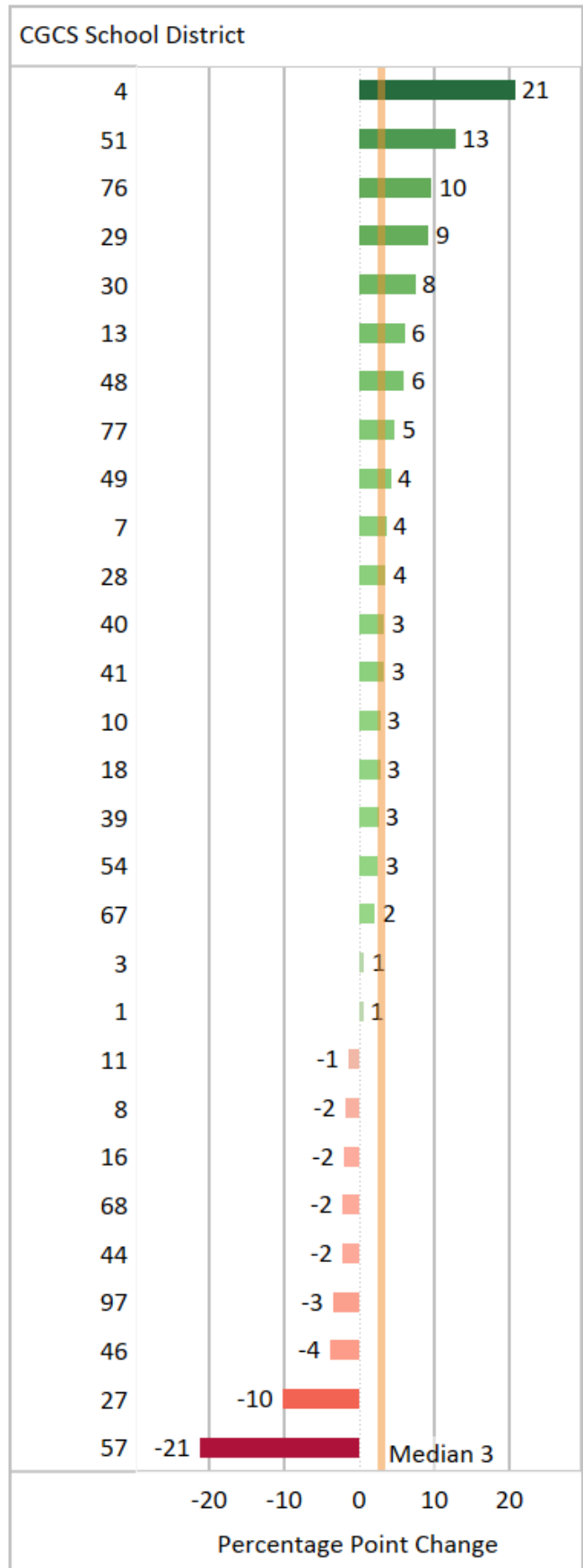
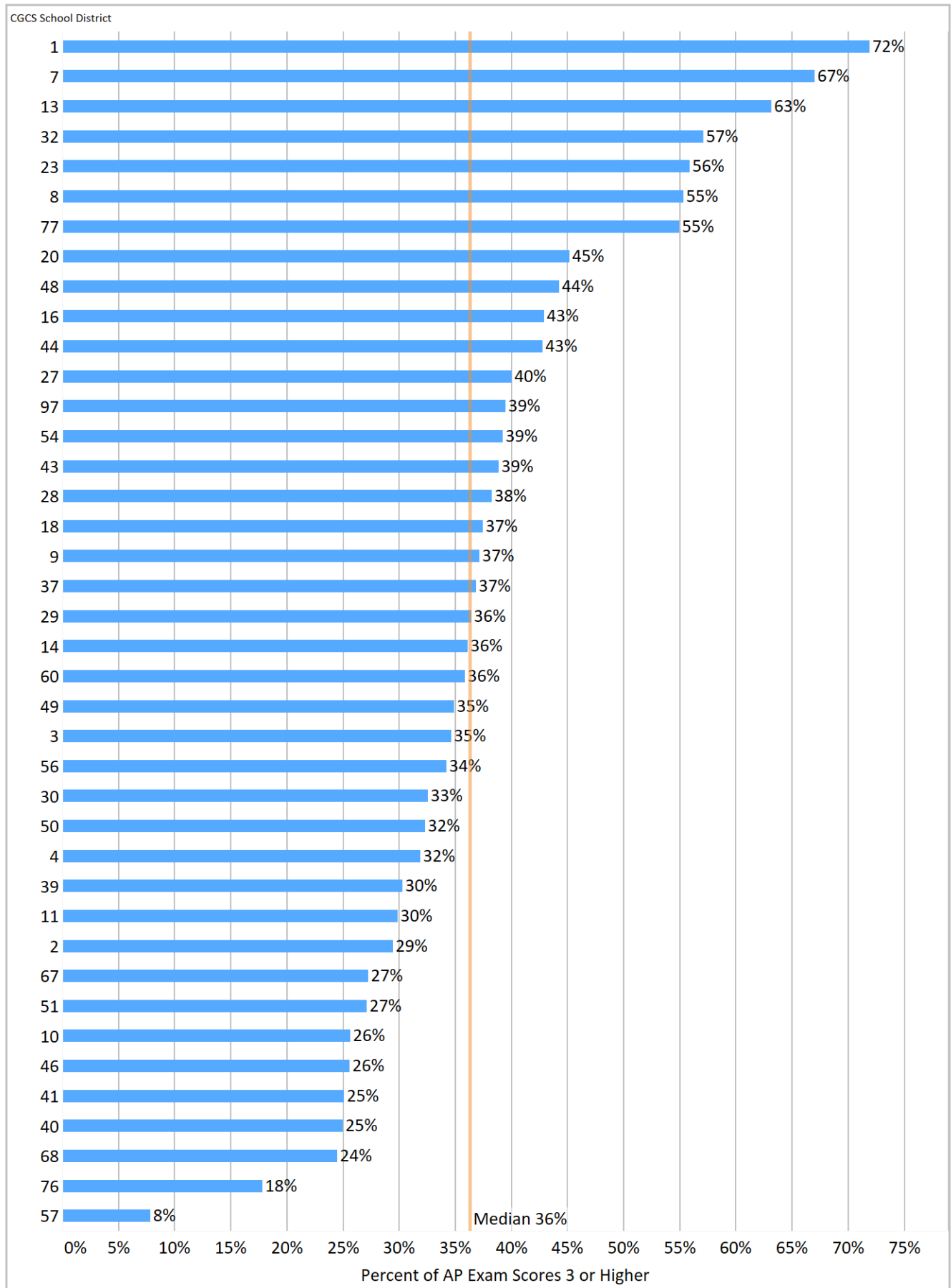


Figure 6.13. Percentage of AP Exam Scores That Were Three or Higher by Hispanic Females, 2018-19

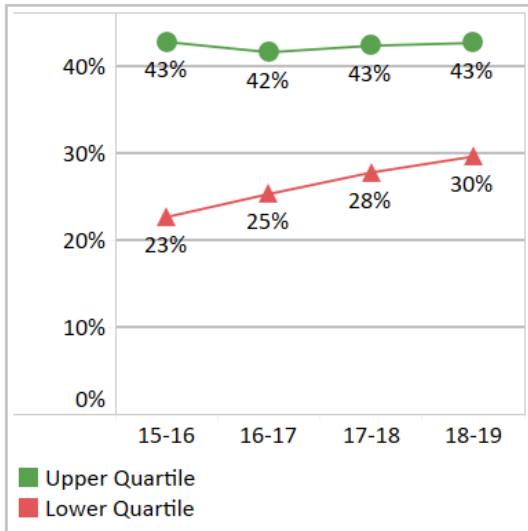


Percentage of AP Exam Scores That Were a Three or Higher by Hispanic Females

Note: Higher values and larger increases are desired

- Figure 6.13: Total number of Hispanic female AP exam scores that were three or higher divided by the total number of Hispanic female AP exam scores.
- Figure 6.14: Percentage point difference in Hispanic female AP exam scores that were three or higher between 2015-16 and 2018-19.
- Figure 6.15: Upper and lower quartile change in AP exam scores that were three or higher among Hispanic females.

Figure 6.15. Trends in the Percentage of AP Exam Scores That Were Three or Higher among Hispanic Females by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Charleston
- Cincinnati
- Duval County
- Miami
- Orange County
- Palm Beach
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Broward County
- Miami
- Orange County
- San Antonio
- Seattle
- St Paul
- Wichita

Figure 6.14. Percentage Point Change in AP Exam Scores That Were Three or Higher by Hispanic Females, 2015-16 to 2018-19

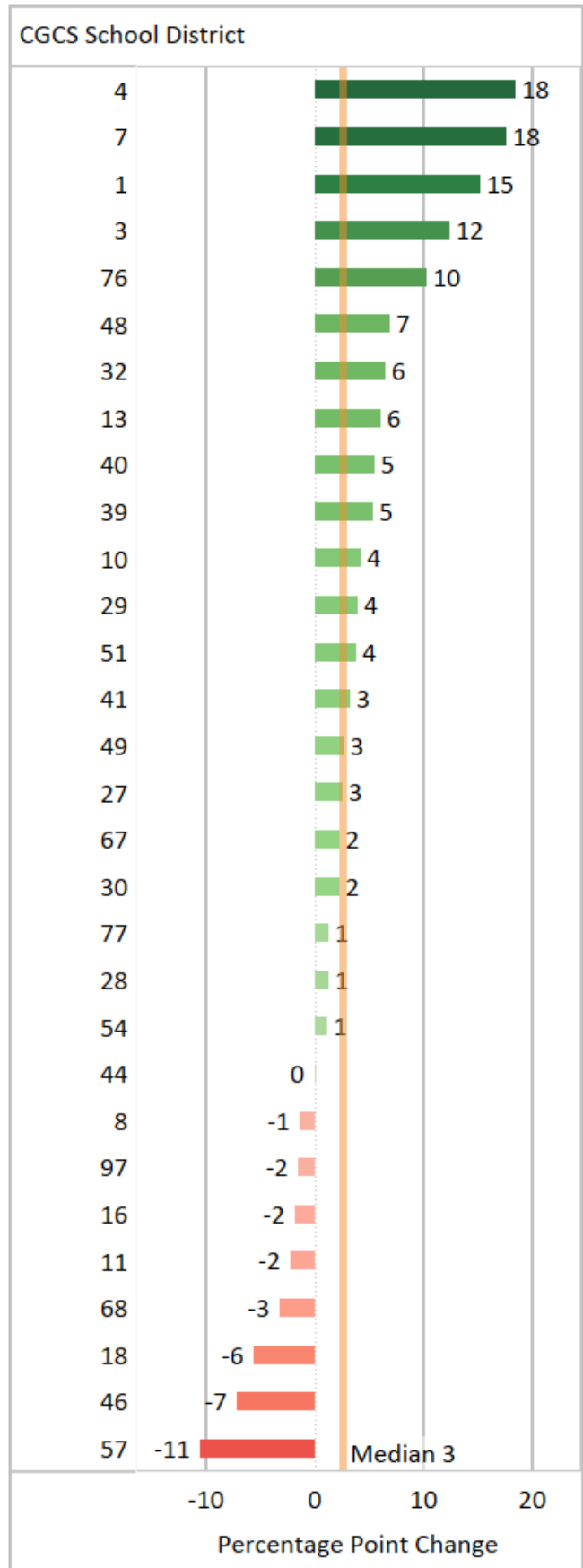
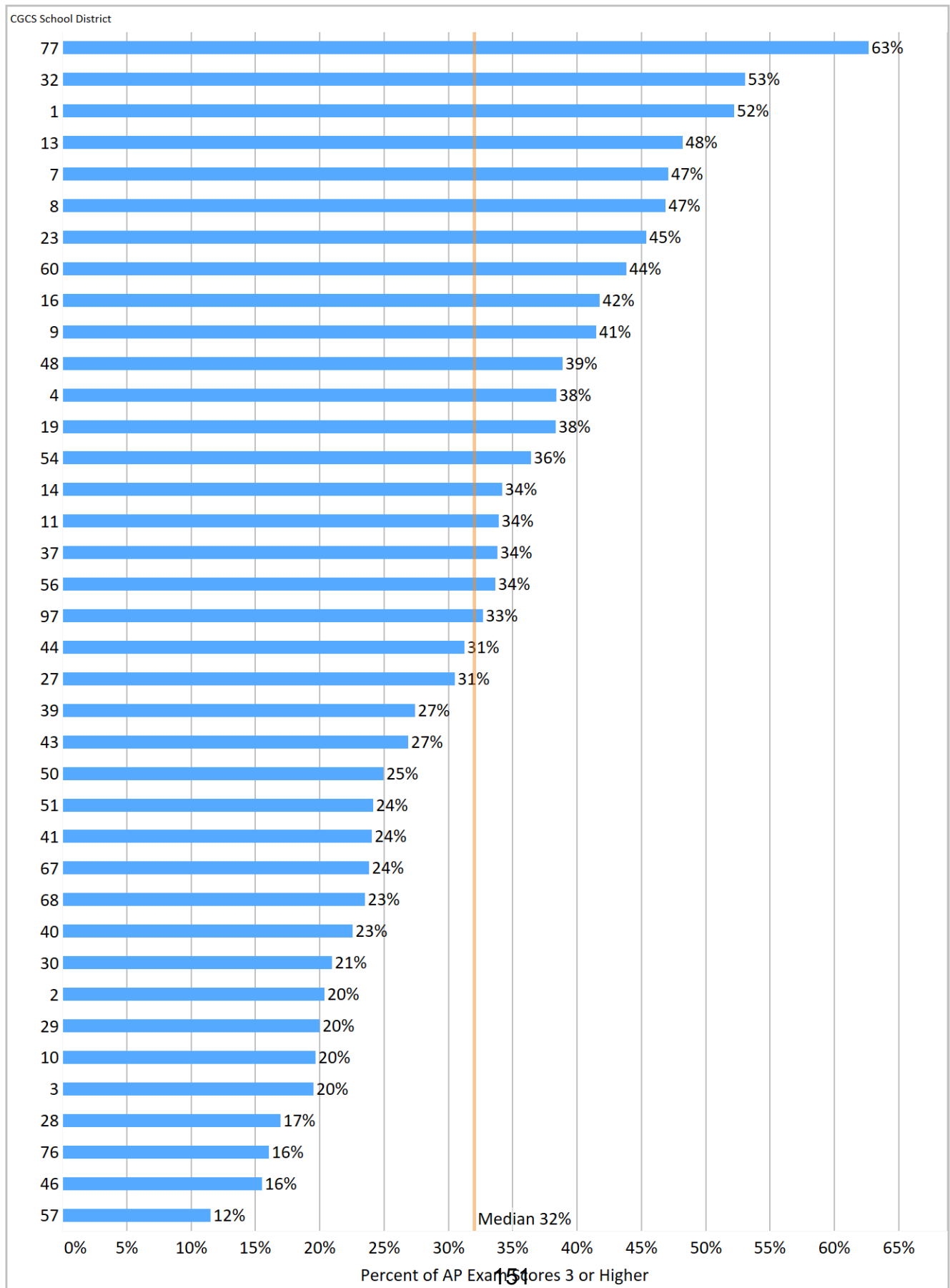


Figure 6.16. Percentage of AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch Eligible Students, 2018-19

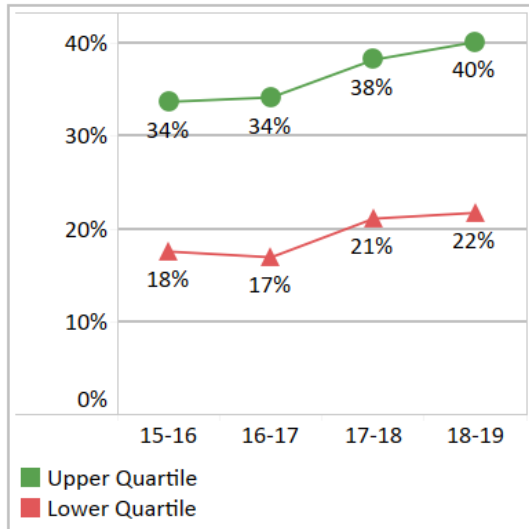


Percentage of AP Exam Scores That Were a Three or Higher by Free or Reduced-Price Lunch (FRPL) Eligible Students

Note: Higher values and larger increases are desired

- Figure 6.16: Total number of FRPL AP exam scores that were three or higher divided by the total number of FRPL AP exam scores.
- Figure 6.17: Percentage point difference in FRPL AP exam scores that were three or higher between 2015-16 and 2018-19.
- Figure 6.18: Upper and lower quartile change in AP exam scores that were three or higher among FRPL students.

Figure 6.18. Trends in the Percentage of AP Exam Scores That Were Three or Higher Among Free or Reduced-Price Lunch Eligible Students by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Charleston
- Clark County
- Miami
- New York
- Orange County
- Palm Beach
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Broward County
- Miami
- Oklahoma City
- Orange County
- Richmond
- San Antonio
- Wichita

Figure 6.17. Percentage Point Change in AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch Eligible Students, 2015-16 to 2018-19

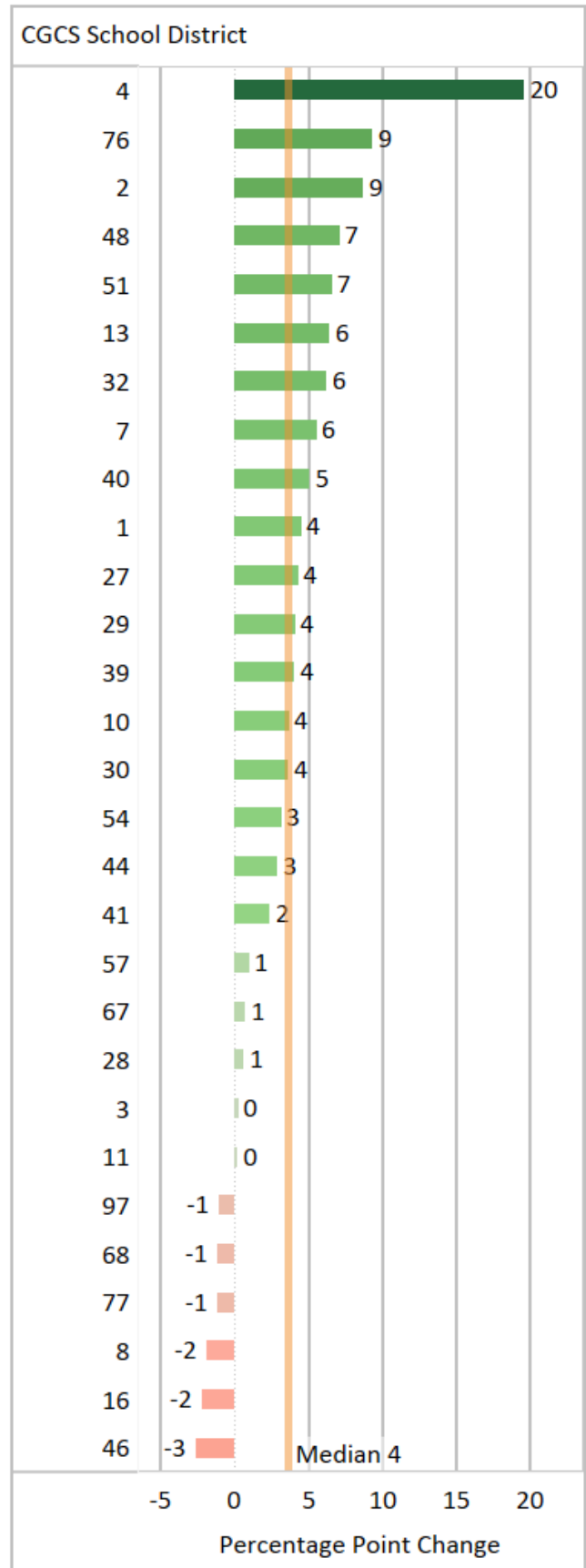
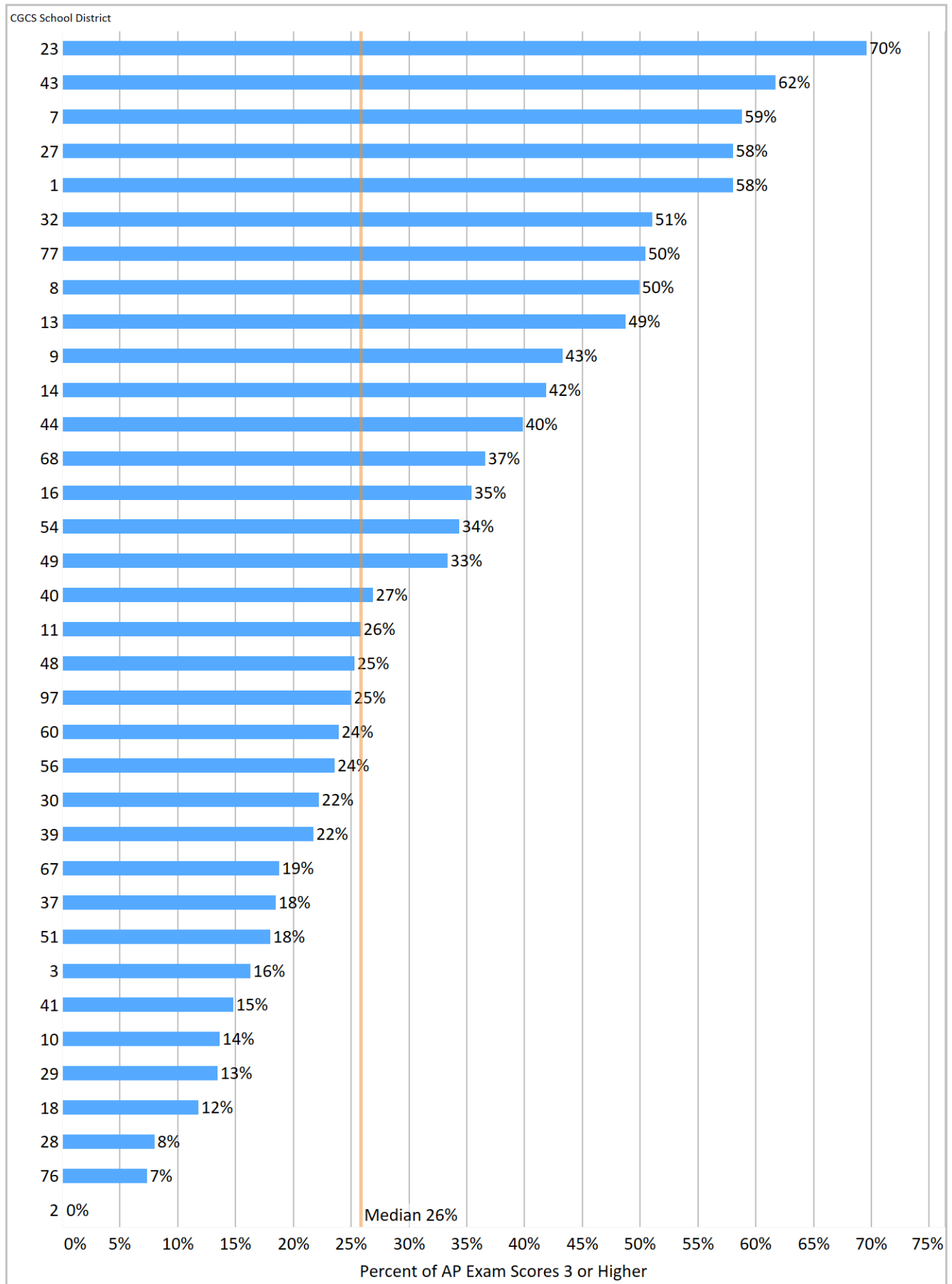


Figure 6.19. Percentage of AP Exam Scores That Were Three or Higher by Students with Disabilities, 2018-19

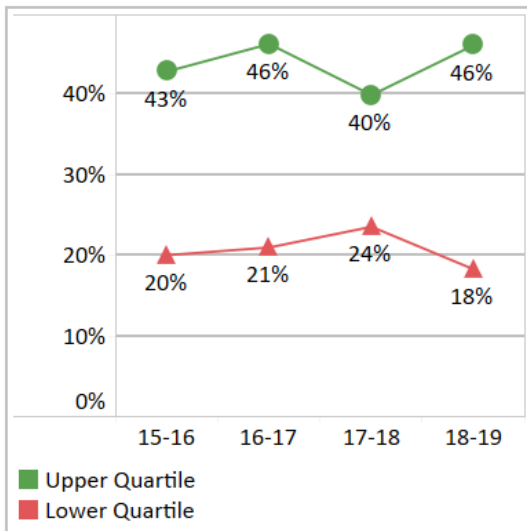


Percentage of AP Exam Scores That Were a Three or Higher by Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 6.19: Total number of AP exam scores that were three or higher by students with disabilities divided by the total number of AP exam scores among students with disabilities.
- Figure 6.20: Percentage point difference in AP exam scores that were three or higher for students with disabilities between 2015-16 and 2018-19.
- Figure 6.21: Upper and lower quartile change in AP exam scores that were three or higher by students with disabilities.

Figure 6.21. Trends in the Percentage of AP Exam Scores That Were Three or Higher among Students with Disabilities by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Charleston
- Clark County
- Miami
- Norfolk
- Palm Beach
- Pittsburgh
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Arlington
- Broward County
- Duval County
- Miami
- San Francisco

Figure 6.20. Percentage Point Change in AP Exam Scores That Were a Three or Higher by Students with Disabilities, 2015-16 to 2018-19

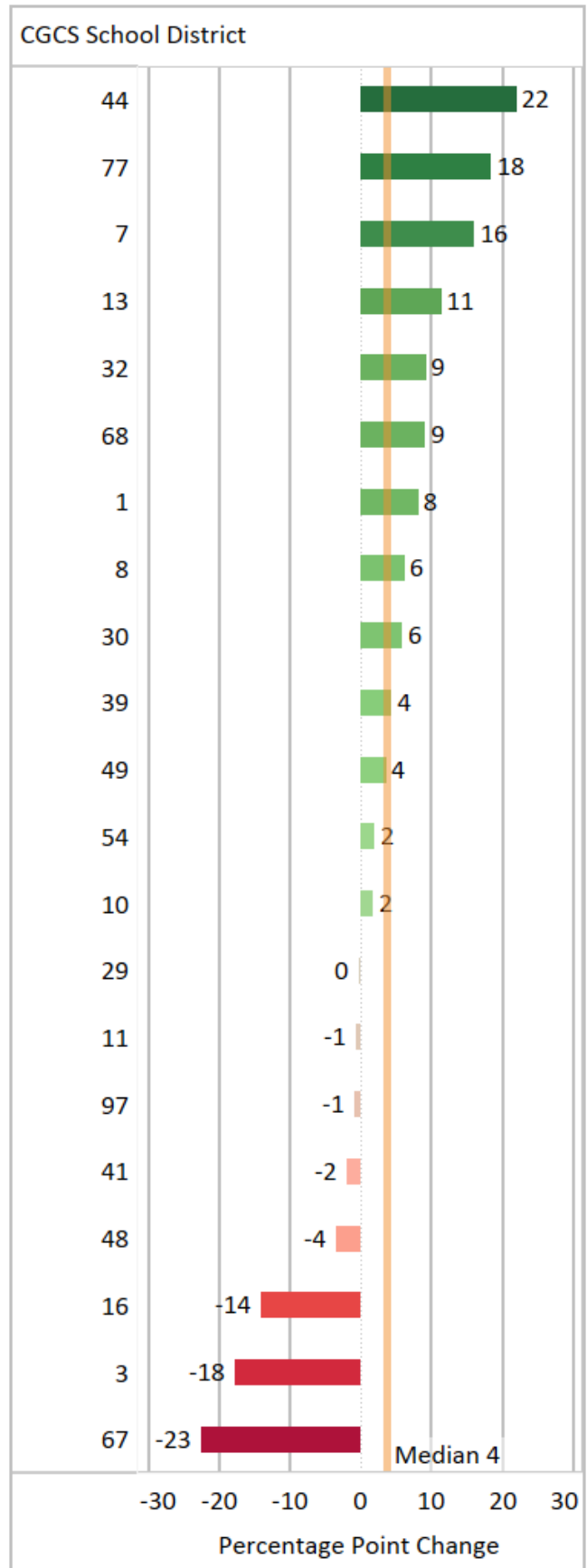
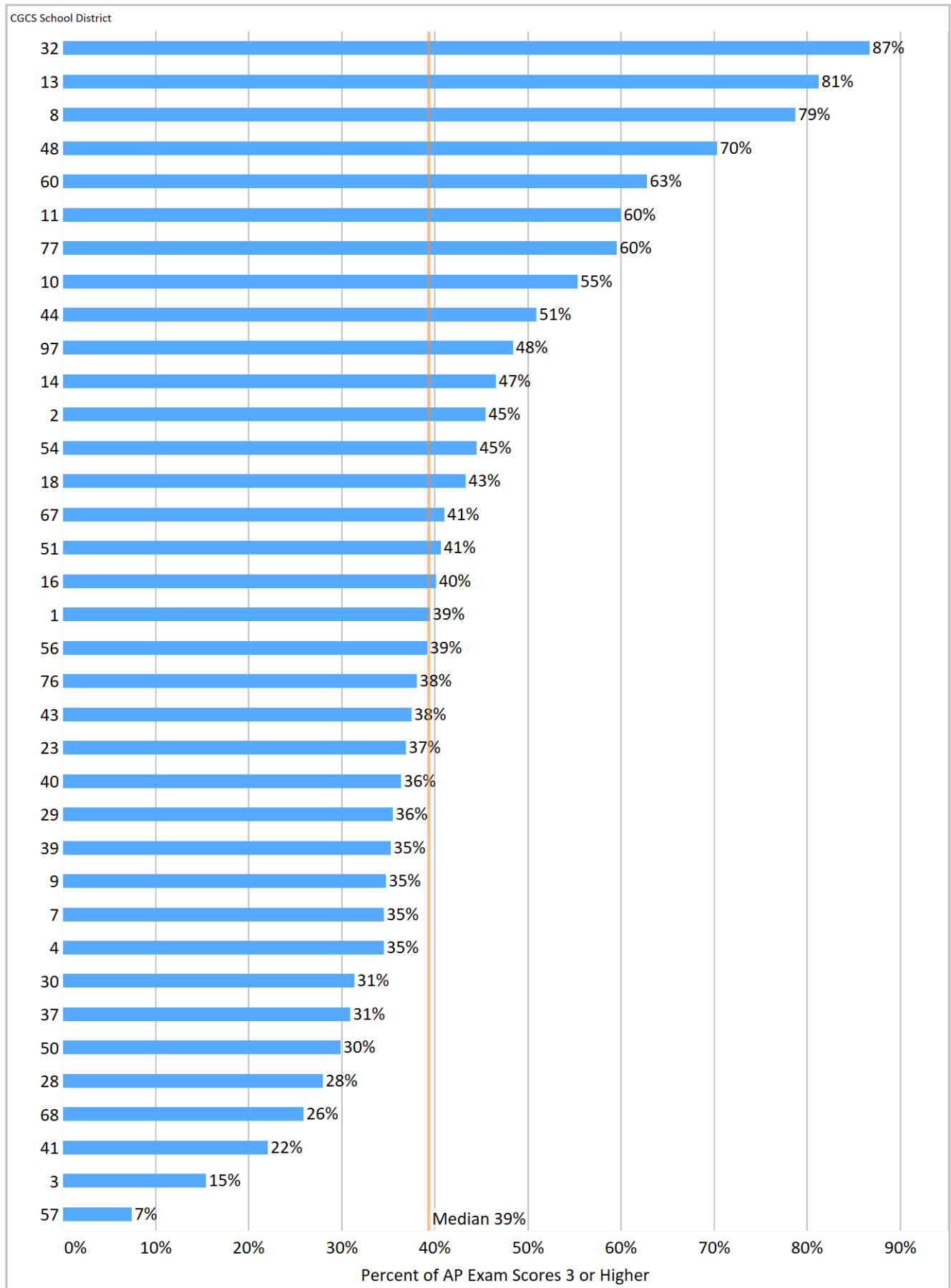


Figure 6.22. Percentage of AP Exam Scores That Were Three or Higher by English Learners, 2018-19

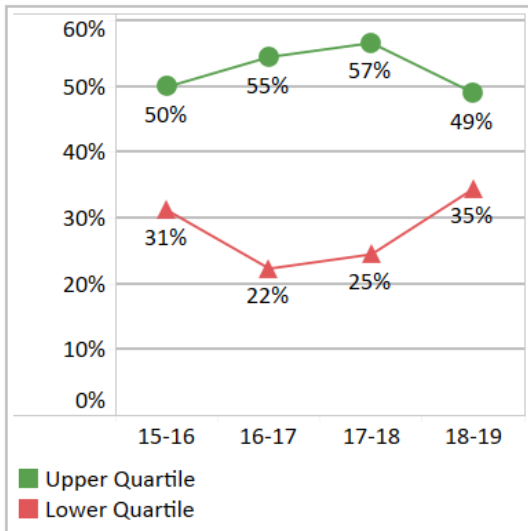


Percentage of AP Exam Scores That Were a Three or Higher by English Learners

Note: Higher values and larger increases are desired

- Figure 6.22: Total number of AP exam scores that were three or higher by English learners divided by the total number of English learner AP exam scores.
- Figure 6.23: Percentage point difference in AP exam scores that were three or higher by English learners between 2015-16 and 2018-19.
- Figure 6.24: Upper and lower quartile change in AP exam scores that were three or higher by English learners.

Figure 6.24. Trends in the Percentage of AP Exam Scores That Were Three or Higher among English Learners by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Duval County
- Hillsborough
- Los Angeles
- Miami
- New York
- Orange County
- Palm Beach
- Pinellas
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- D.C.
- Fort Worth
- Fresno
- Hillsborough
- Milwaukee
- Seattle

Figure 6.23. Percentage Point Change in AP Exam Scores That Were Three or Higher by English Learners, 2015-16 to 2018-19

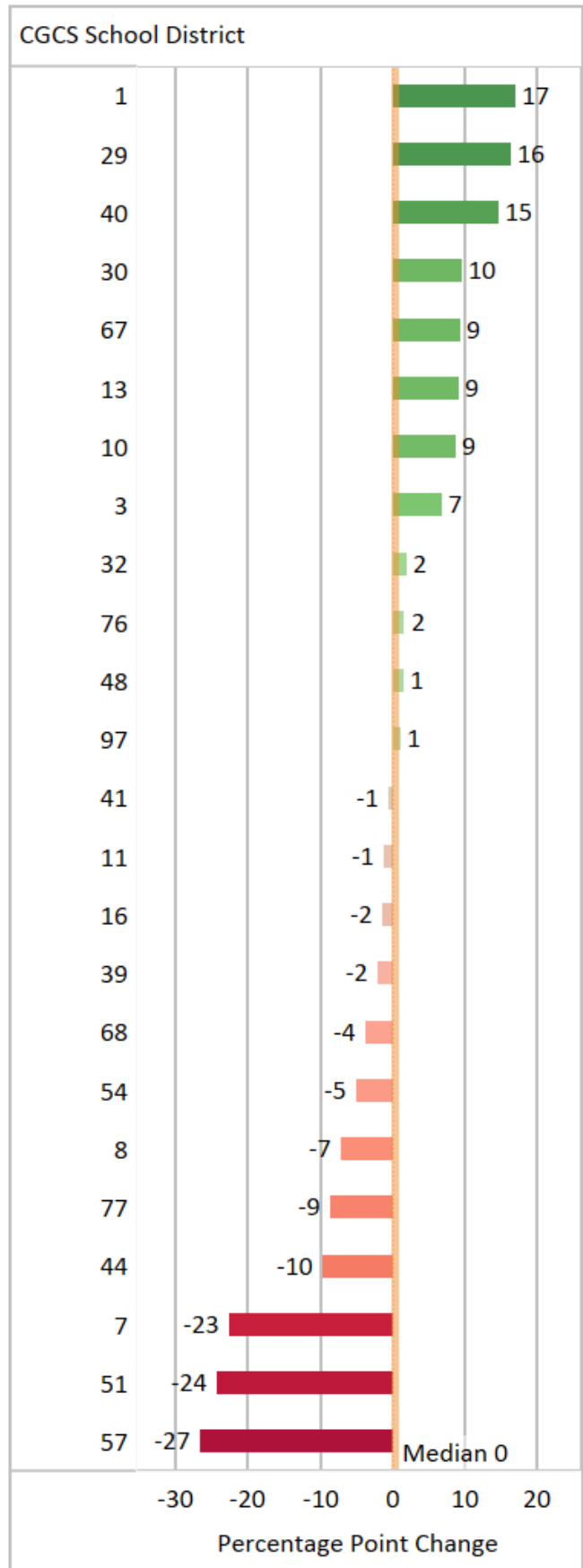
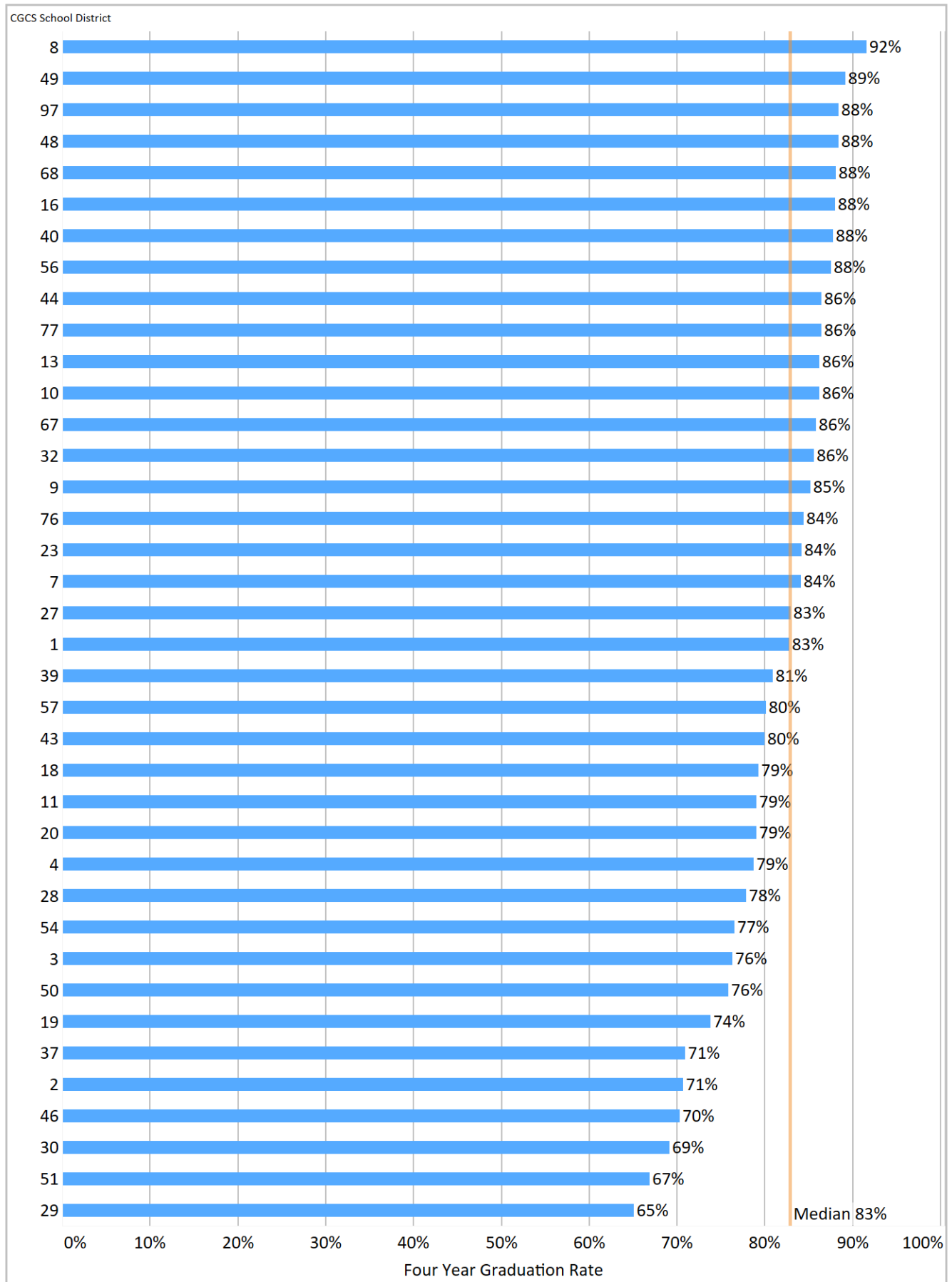


Figure 7.1. Four Year Cohort Graduation Rate Using Methodology Required for State Reporting, 2018-19

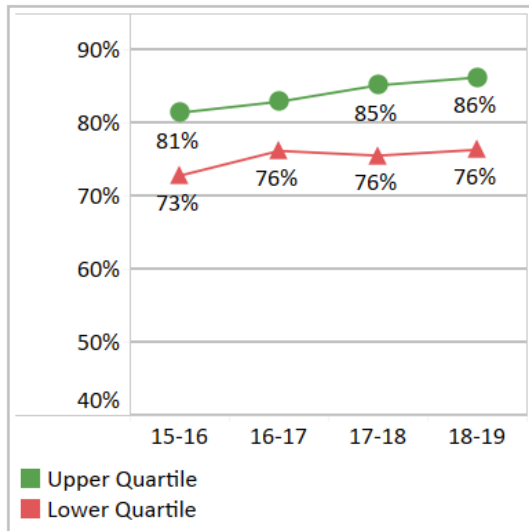


Four Year Cohort Graduation Rate

Note: Higher values and larger increases are desired

- Figure 7.1: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.2: Percentage point difference in four year cohort graduation rates for all students between 2015-16 and 2018-19.
- Figure 7.3: Upper and lower quartile change in four year cohort graduation rates for all students.

Figure 7.3. Trends in Four Year Cohort Graduation Rates for All Students by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Austin
- Duval County
- Fort Worth
- Guilford County
- Long Beach
- Orange County
- Palm Beach
- Pinellas
- San Diego
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Clark County
- Cleveland
- Duval County
- Hillsborough
- Milwaukee
- Orange County
- Pinellas

Figure 7.2. Percentage Point Change in the Four Year Cohort Graduation Rates for All Students, 2015-16 to 2018-19

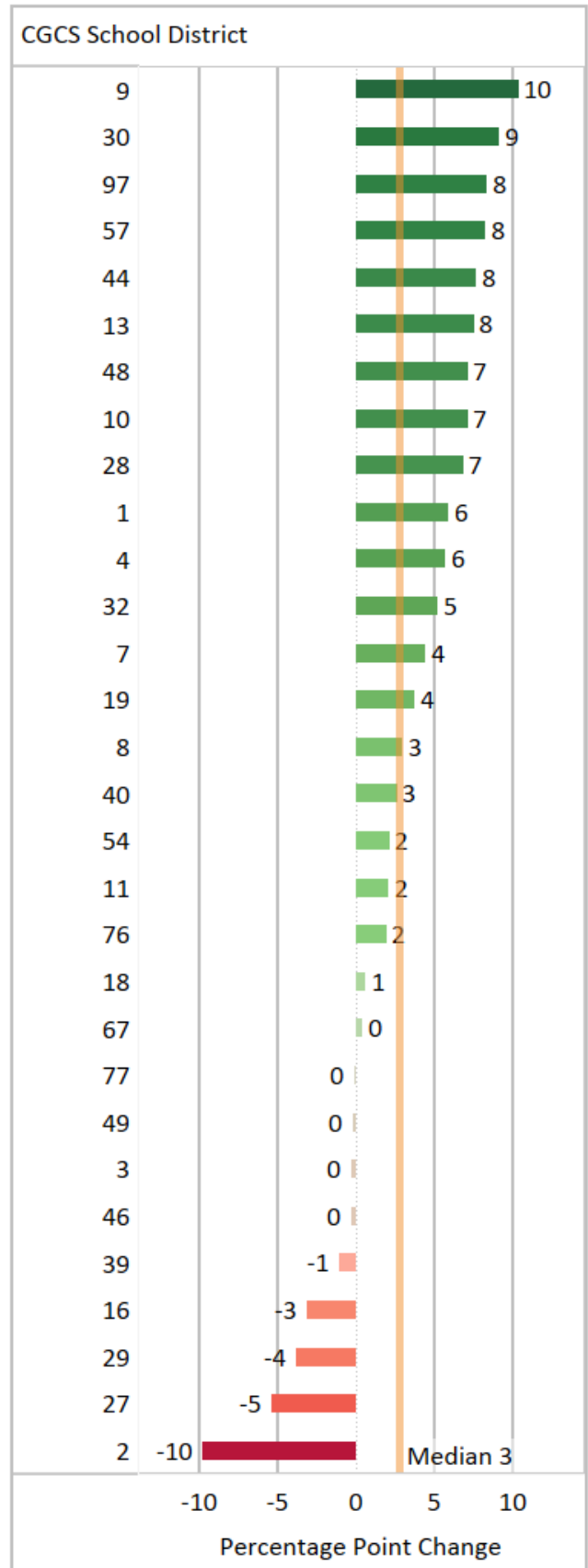
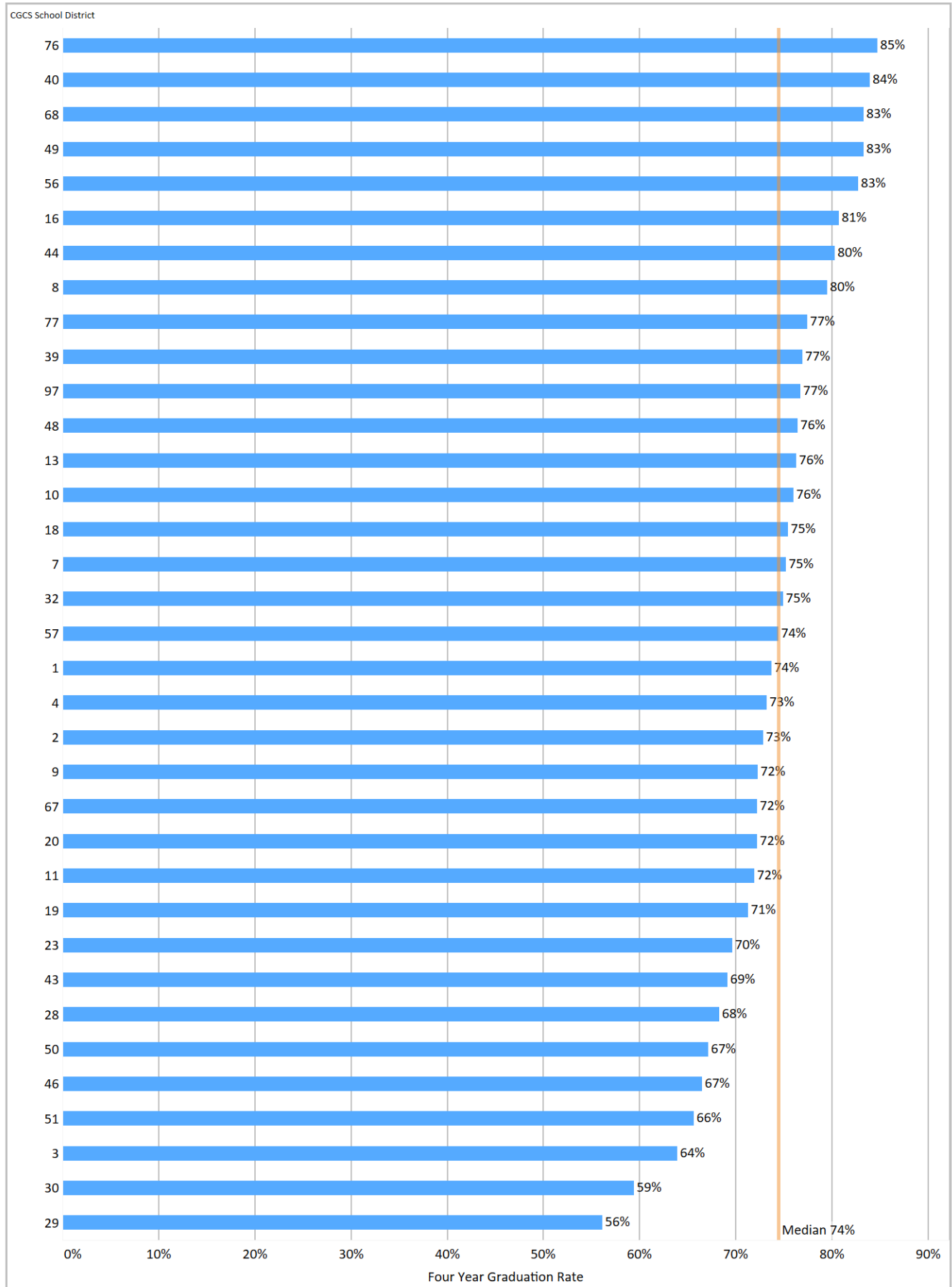


Figure 7.4. Four Year Cohort Graduation Rate for Black Males Using Methodology Required for State Reporting, 2018-19

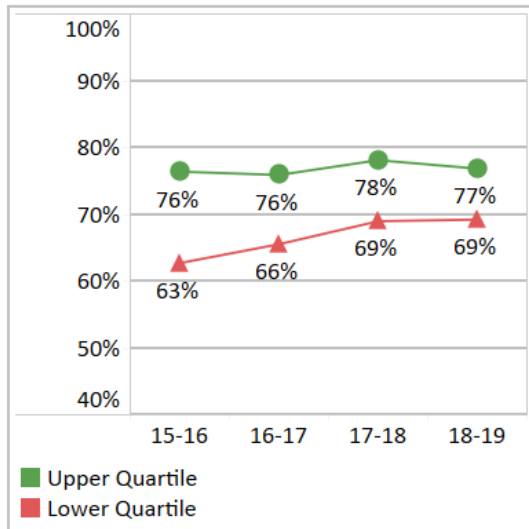


Four Year Cohort Graduation Rate for Black Males

Note: Higher values and larger increases are desired

- Figure 7.4: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.5: Percentage point difference in Black male four year cohort graduation rates between 2015-16 and 2018-19.
- Figure 7.6: Upper and lower quartile change in four year cohort graduation rates for Black males.

Figure 7.6. Trends in Four Year Cohort Graduation Rates for Black Males by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Duval County
- Fort Worth
- Guilford
- Long Beach
- Palm Beach
- San Antonio
- San Diego

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Clark County
- Duval County
- Hillsborough
- Milwaukee
- Orange County
- Pinellas
- Seattle

Figure 7.5. Percentage Point Change in the Four Year Cohort Graduation Rates for Black Males, 2015-16 to 2018-19

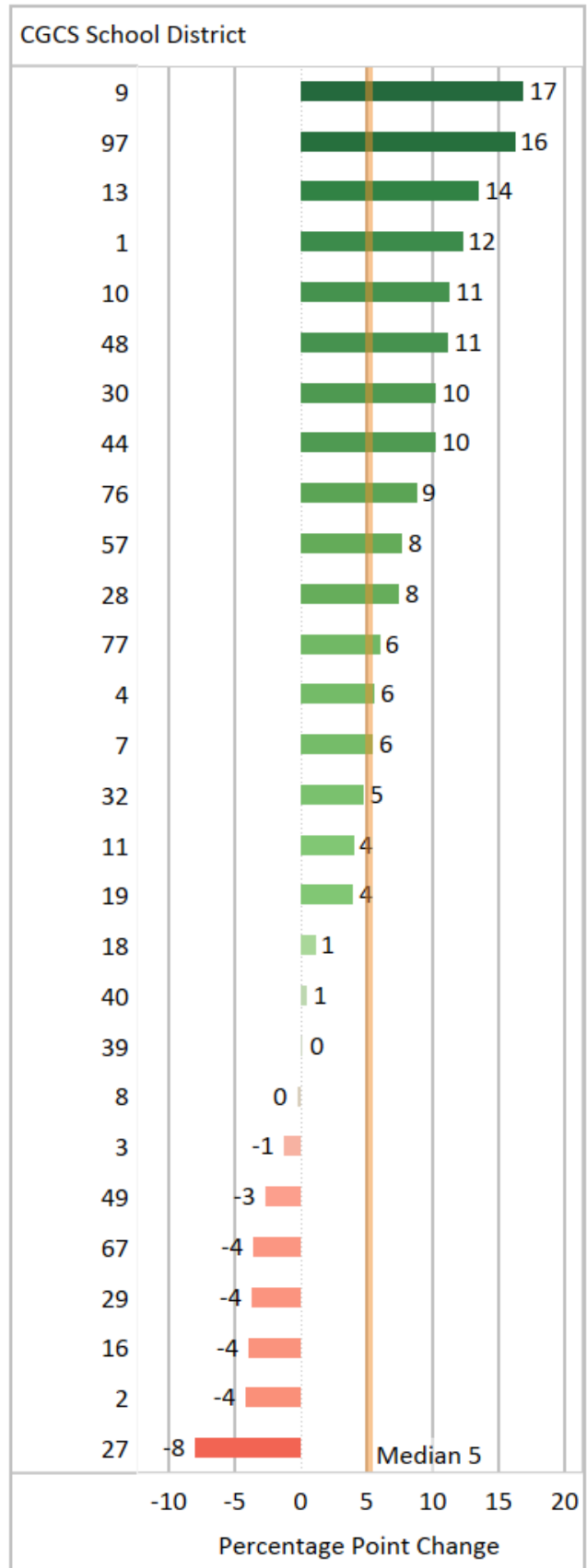
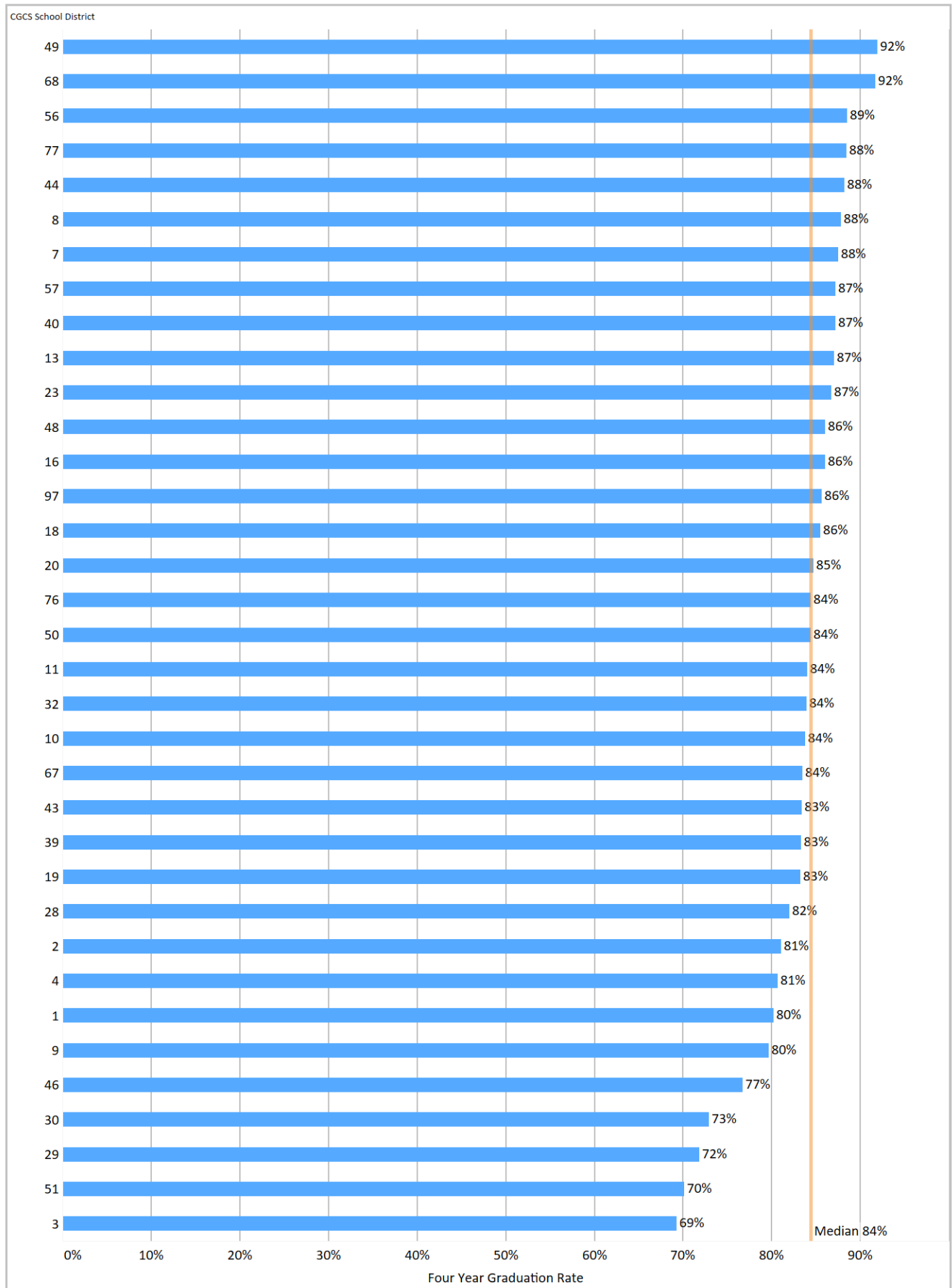


Figure 7.7. Four Year Cohort Graduation Rate for Black Females Using Methodology Required for State Reporting, 2018-19

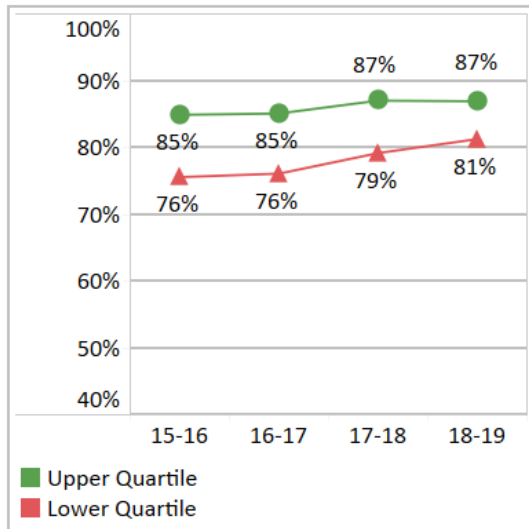


Four Year Cohort Graduation Rate for Black Females

Note: Higher values and larger increases are desired

- Figure 7.7: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.8: Percentage point difference in Black female four year cohort graduation rates between 2015-16 and 2018-19.
- Figure 7.9: Upper and lower quartile change in four year cohort graduation rates for Black females.

Figure 7.9. Trends in Four Year Cohort Graduation Rates for Black Females by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Arlington
- Cleveland
- Duval County
- Fort Worth
- Guilford County
- Long Beach
- Palm Beach
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Clark County
- Dayton
- Hillsborough
- Milwaukee
- Orange County
- Pinellas
- San Antonio
- San Francisco

Figure 7.8. Percentage Point Change in the Four Year Cohort Graduation Rates for Black Females, 2015-16 to 2018-19

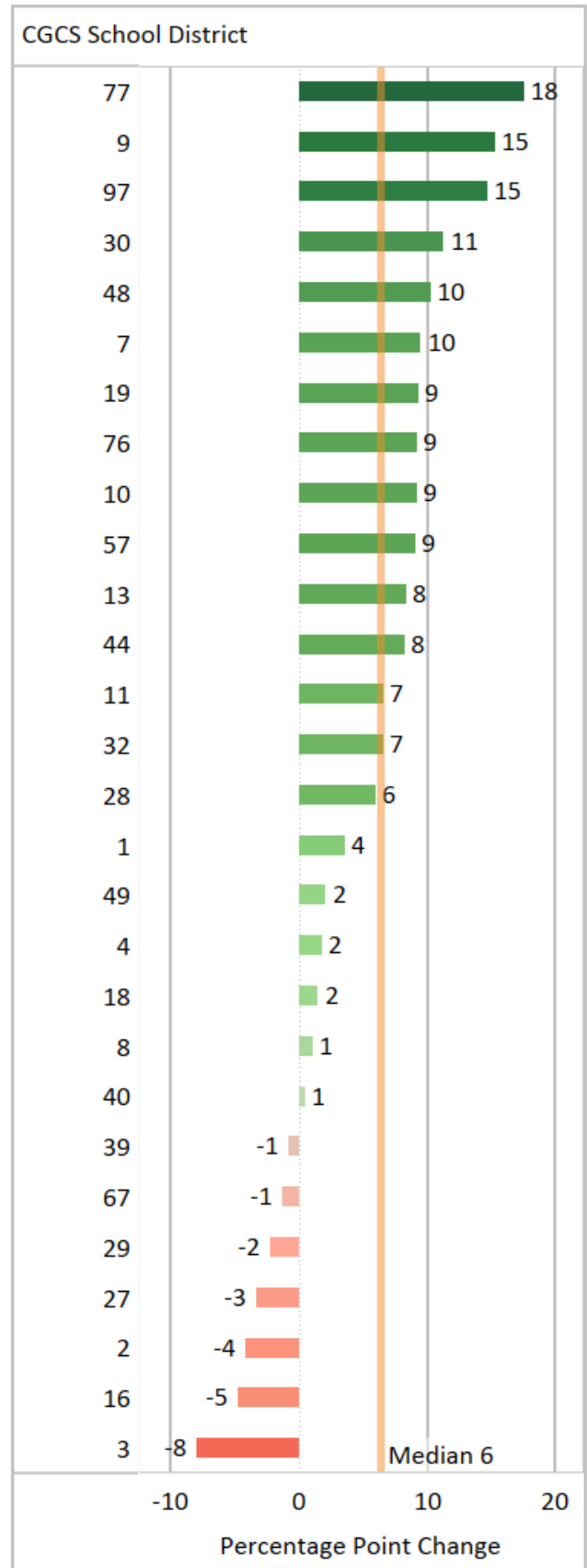
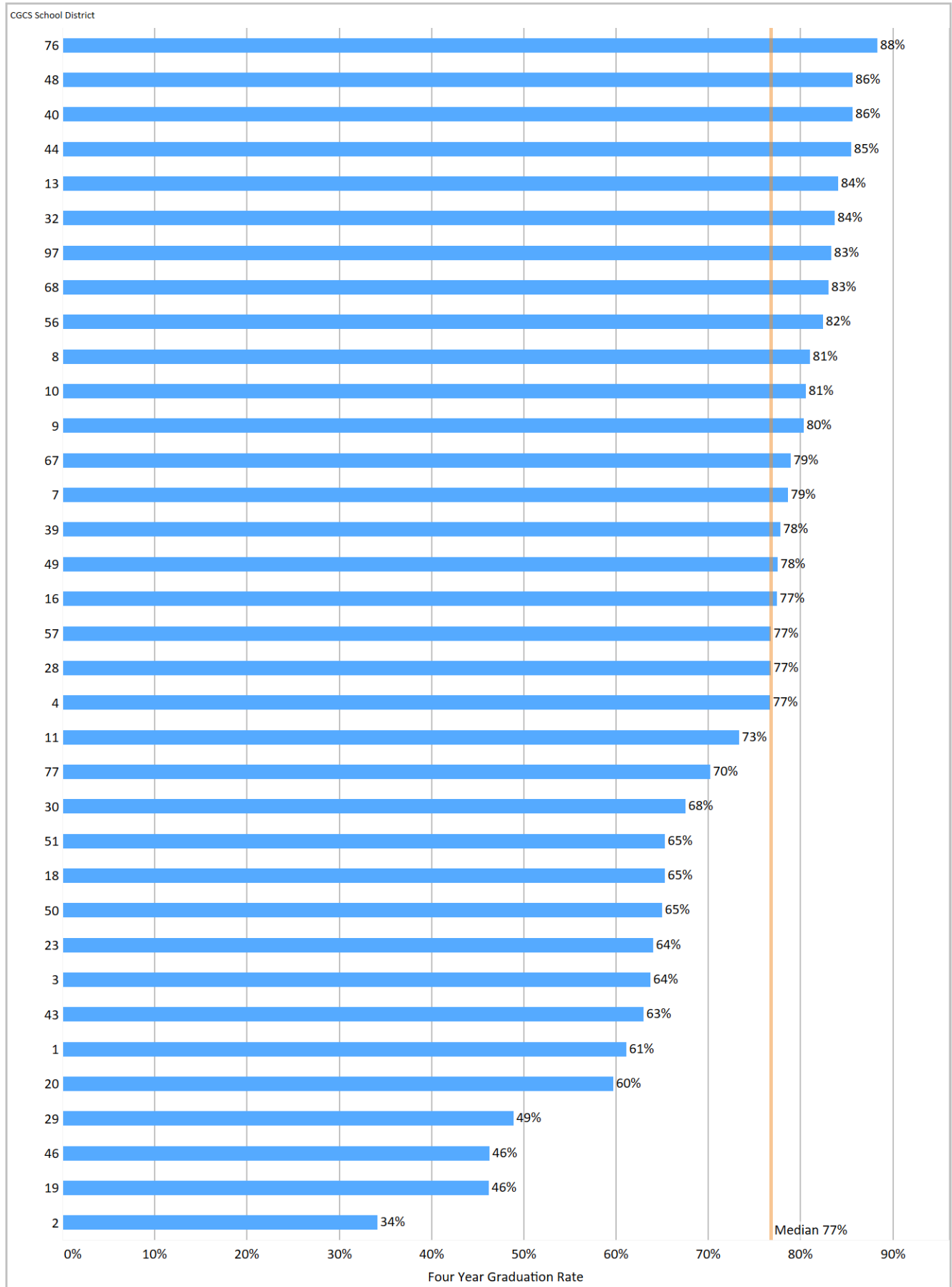


Figure 7.10. Four Year Cohort Graduation Rate for Hispanic Males Using Methodology Required for State Reporting, 2018-19

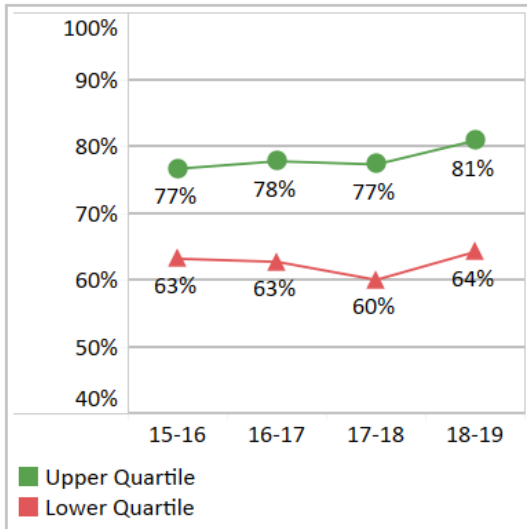


Four Year Cohort Graduation Rate for Hispanic Males

Note: Higher values and larger increases are desired

- Figure 7.10: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.11: Percentage point difference in Hispanic male four year cohort graduation rates between 2015-16 and 2018-19.
- Figure 7.12: Upper and lower quartile change in four year cohort graduation rates for Hispanic males.

Figure 7.12. Trends in Four Year Cohort Graduation Rates for Hispanic Males by Quartiles, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Broward County
- Duval County
- Fort Worth
- Long Beach
- Miami
- Orange County
- Pinellas
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Clark County
- Duval County
- Hillsborough
- Milwaukeee
- Orange County
- Pinellas
- San Antonio
- Wichita

Figure 7.11. Percentage Point Change in the Four Year Cohort Graduation Rates for Hispanic Males, 2015-16 to 2018-19

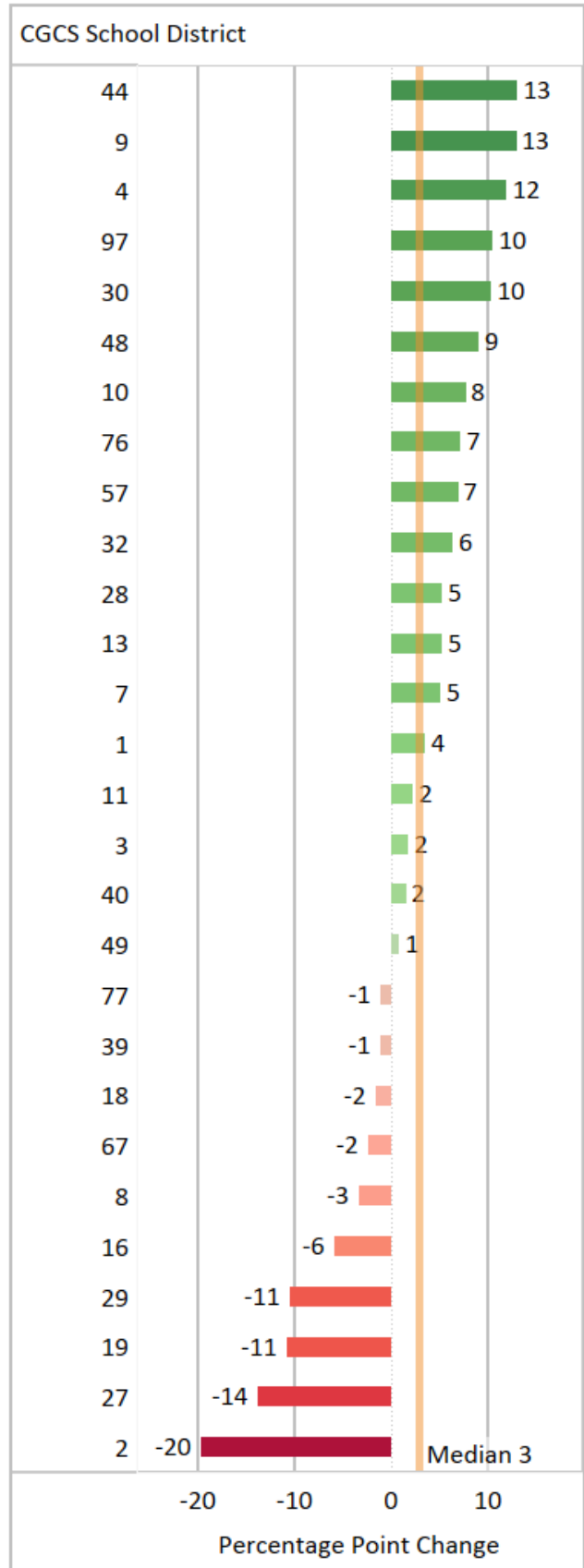
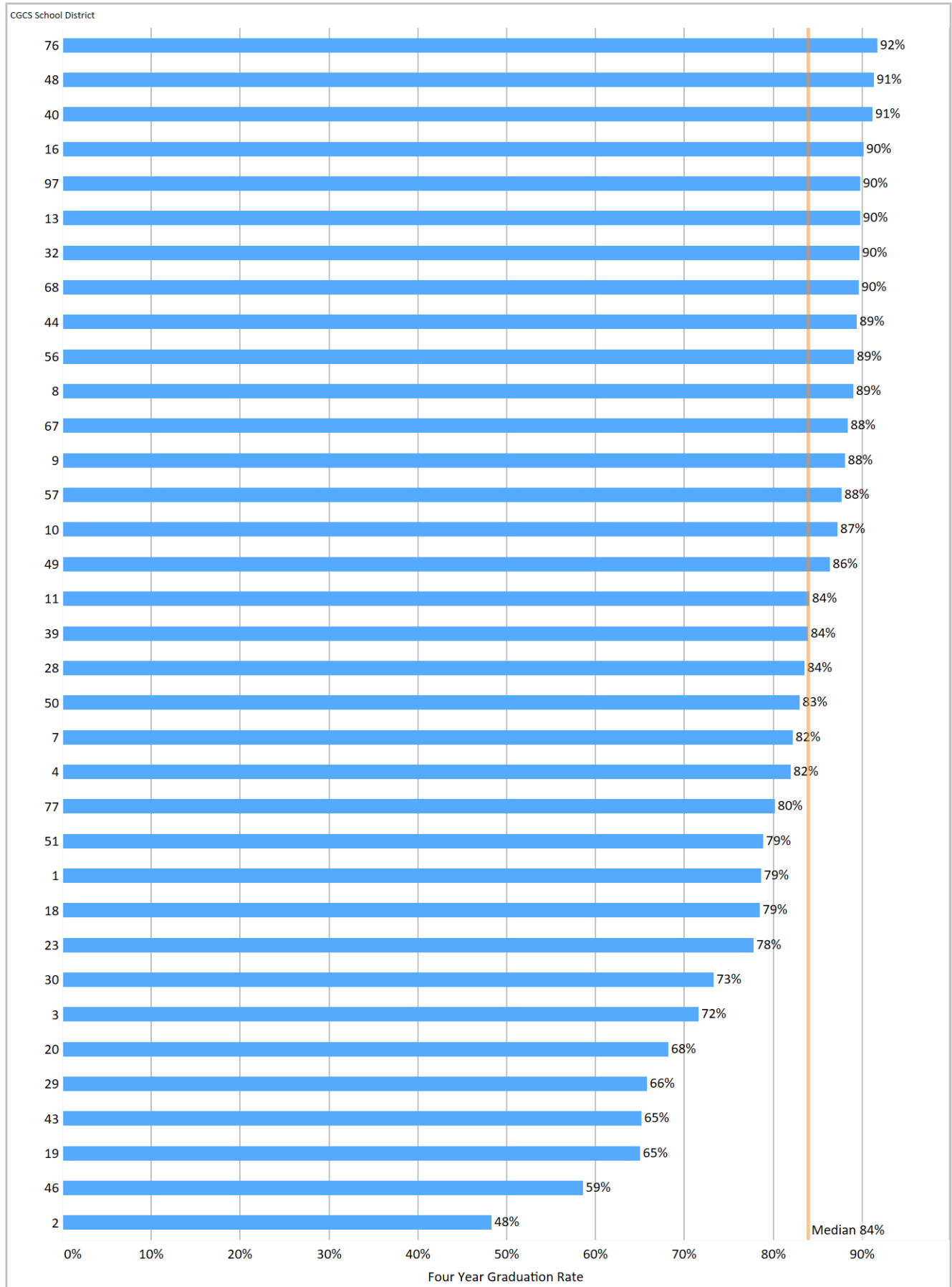


Figure 7.13. Four Year Cohort Graduation Rate for Hispanic Females Using Methodology Required for State Reporting, 2018-19

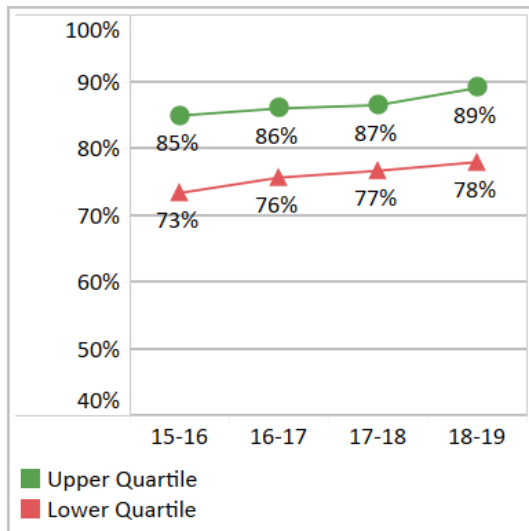


Four Year Cohort Graduation Rate for Hispanic Females

Note: Higher values and larger increases are desired

- Figure 7.13: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.14: Percentage point difference in Hispanic female four year cohort graduation rates between 2015-16 and 2018-19.
- Figure 7.15: Upper and lower quartile change in four year cohort graduation rates for Hispanic females.

Figure 7.15. Trends in Four Year Cohort Graduation Rates for Hispanic Females by Quartiles, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Broward County
- Duval County
- Fort Worth
- Miami
- Orange County
- Pinellas
- San Antonio
- San Diego

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Clark County
- Cleveland
- Hillsborough
- Pinellas
- Seattle
- Toledo
- Wichita

Figure 7.14. Percentage Point Change in the Four Year Cohort Graduation Rates for Hispanic Females, 2015-16 to 2018-19

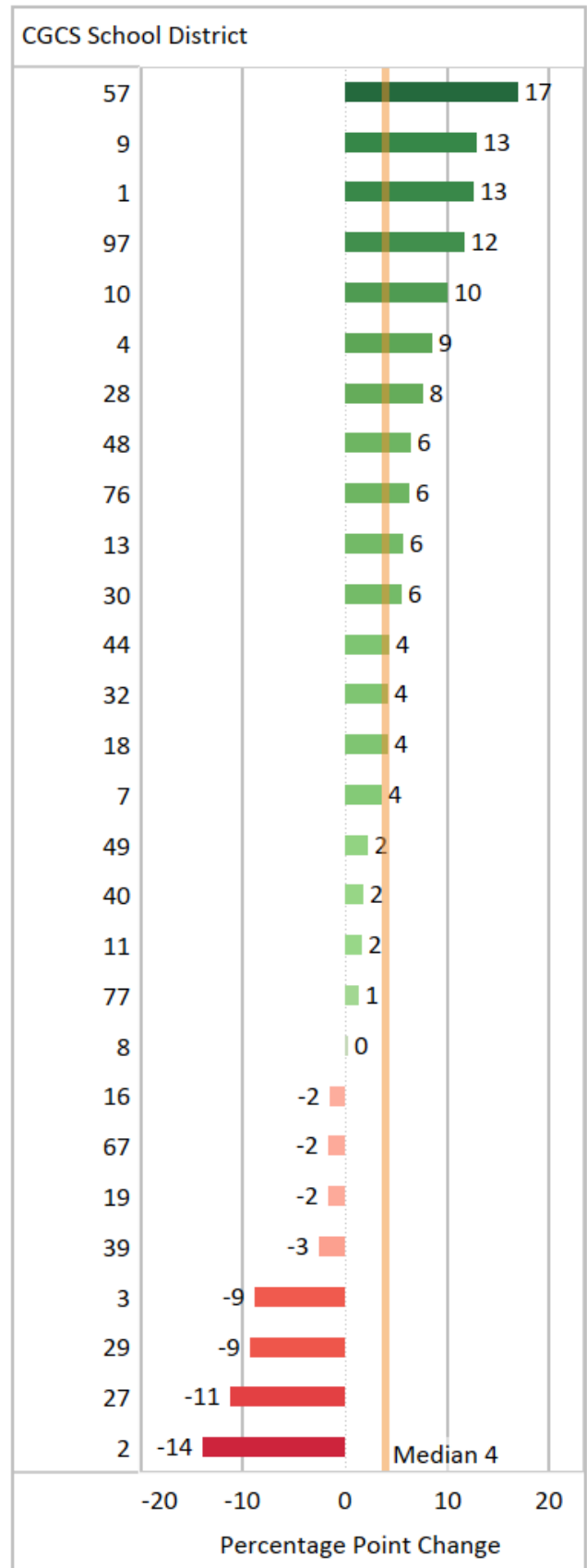
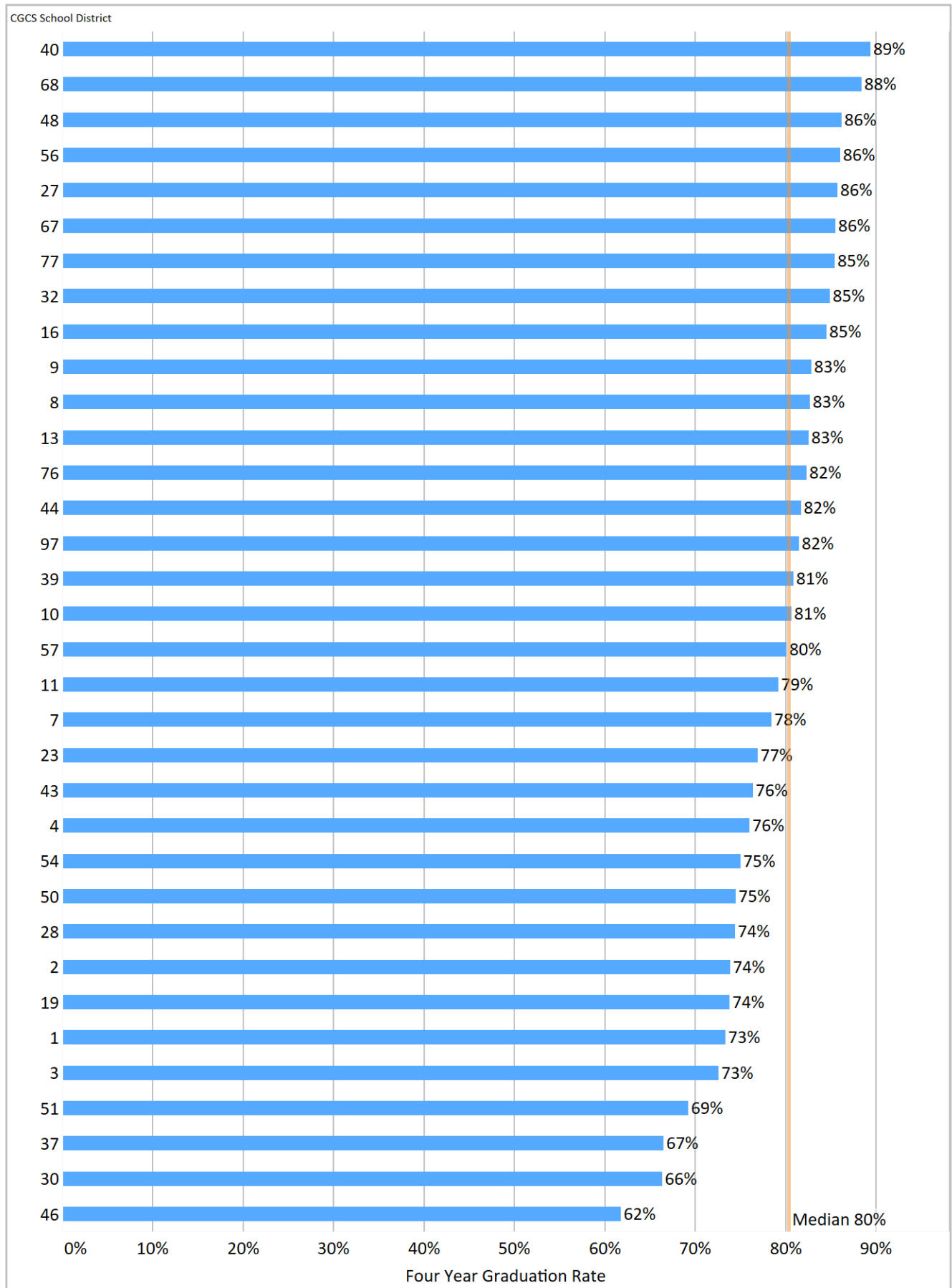


Figure 7.16. Four Year Free or Reduced-Price Lunch Cohort Graduation Rate Using Methodology Required for State Reporting, 2018-19

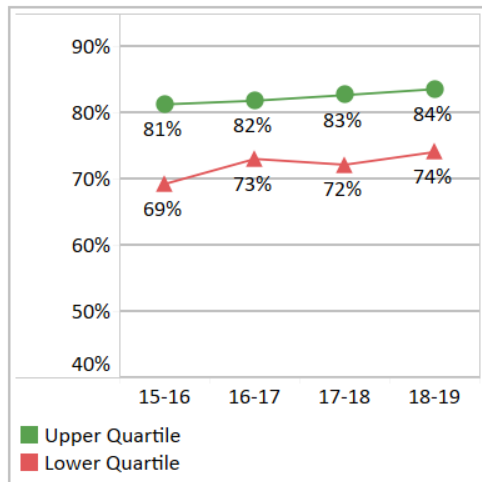


Four Year Cohort Graduation Rate for Students Eligible for Free or Reduced-Price Lunch (FRPL)

Note: Higher values and larger increases are desired

- Figure 7.16: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.17: Percentage point difference in four year cohort graduation rates for FRPL students between 2015-16 and 2018-19.
- Figure 7.18: Upper and lower quartile change in cohort graduation rates for students eligible for Free or Reduced-Price lunch.

Figure 7.18. Trends in Four Year Cohort Graduation Rates for Students Eligible for Free or Reduced-Price Lunch by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Fort Worth
- Fresno
- Long Beach
- Miami
- Norfolk
- Orange County
- San Diego
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Clark County
- Duval County
- Fort Worth
- Hillsborough
- Milwaukee
- Orange County
- Pinellas

Figure 7.17. Percentage Point Change in the Four Year Cohort Graduation Rates for Students Eligible for Free or Reduced-Price Lunch, 2015-16 to 2018-19

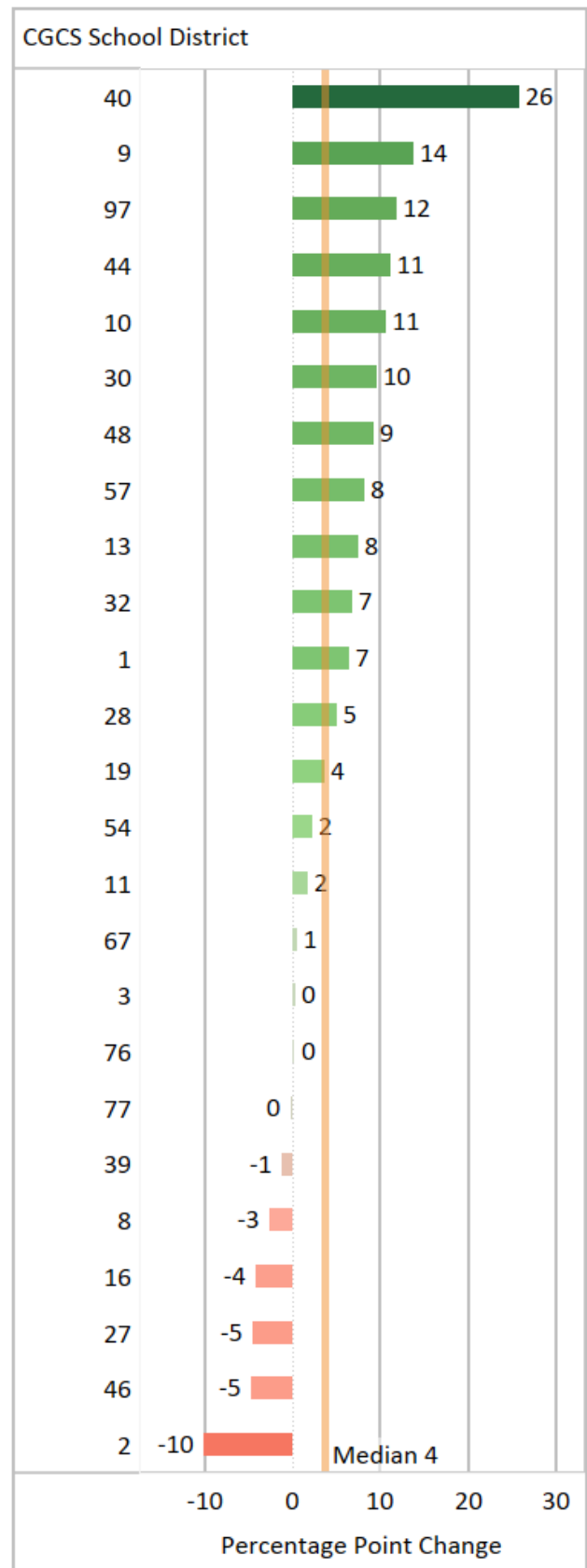
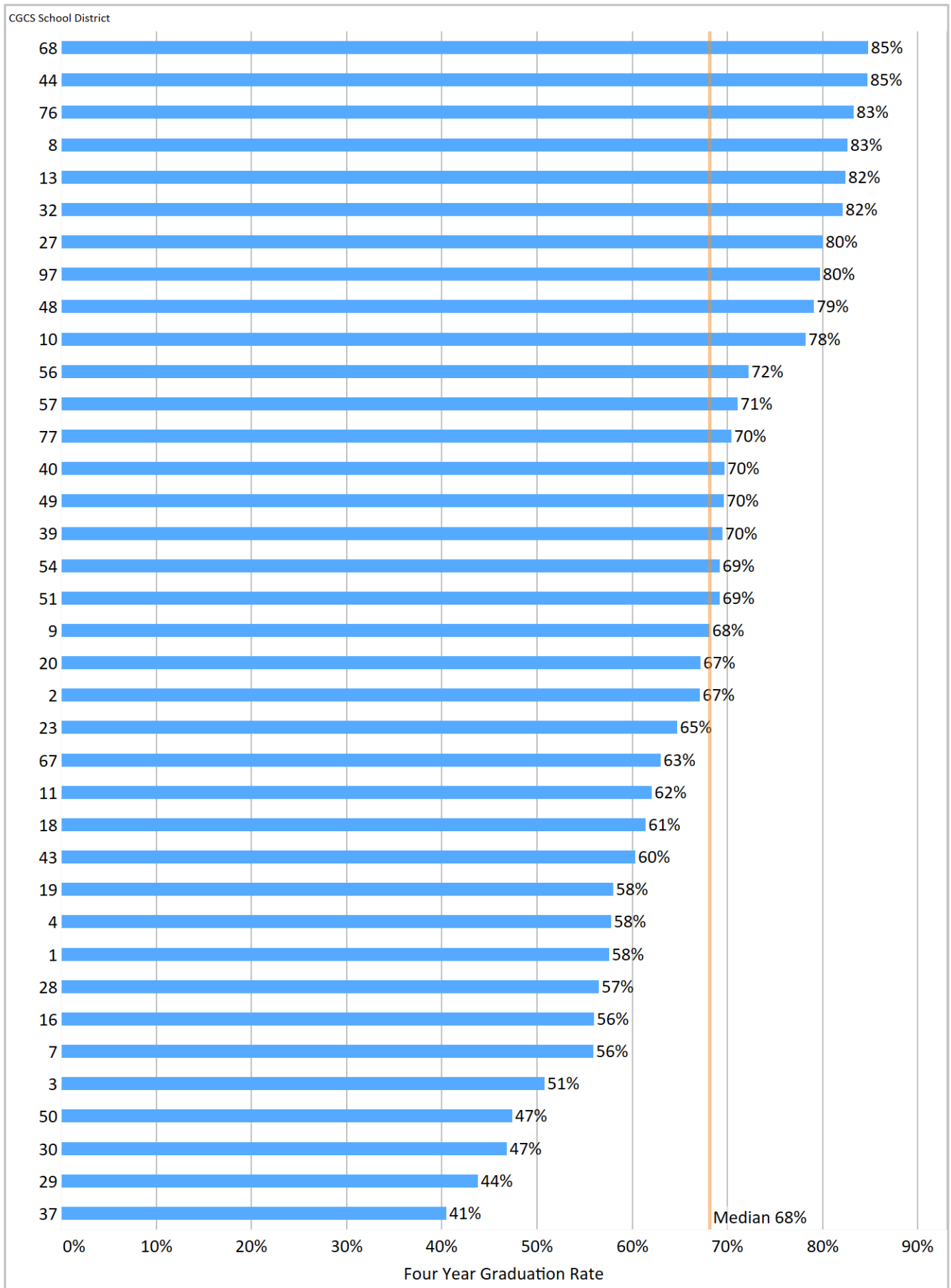


Figure 7.19. Four Year Students with Disabilities Cohort Graduation Rate Using Methodology Required for State Reporting, 2018-19

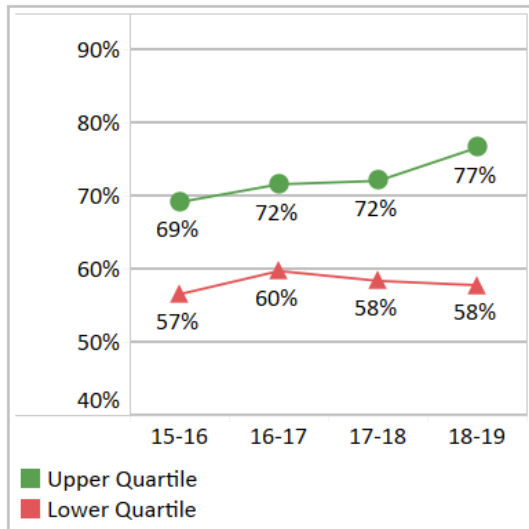


Four Year Cohort Graduation Rate for Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 7.19: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.20: Percentage point difference in four year cohort graduation rates for students with disabilities between 2015-16 and 2018-19.
- Figure 7.21: Upper and lower quartile change in cohort graduation rates for students with disabilities.

Figure 7.21. Trends in Four Year Cohort Graduation Rates for Students with Disabilities by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Arlington
- Broward County
- Duval County
- Miami
- Norfolk
- Orange County
- Palm Beach
- Pinellas
- San Antonio

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Duval County
- Hillsborough
- Miami
- Milwaukee
- Orange County
- Pinellas

Figure 7.20. Percentage Point Change in the Four Year Cohort Graduation Rates for Students with Disabilities, 2015-16 to 2018-19

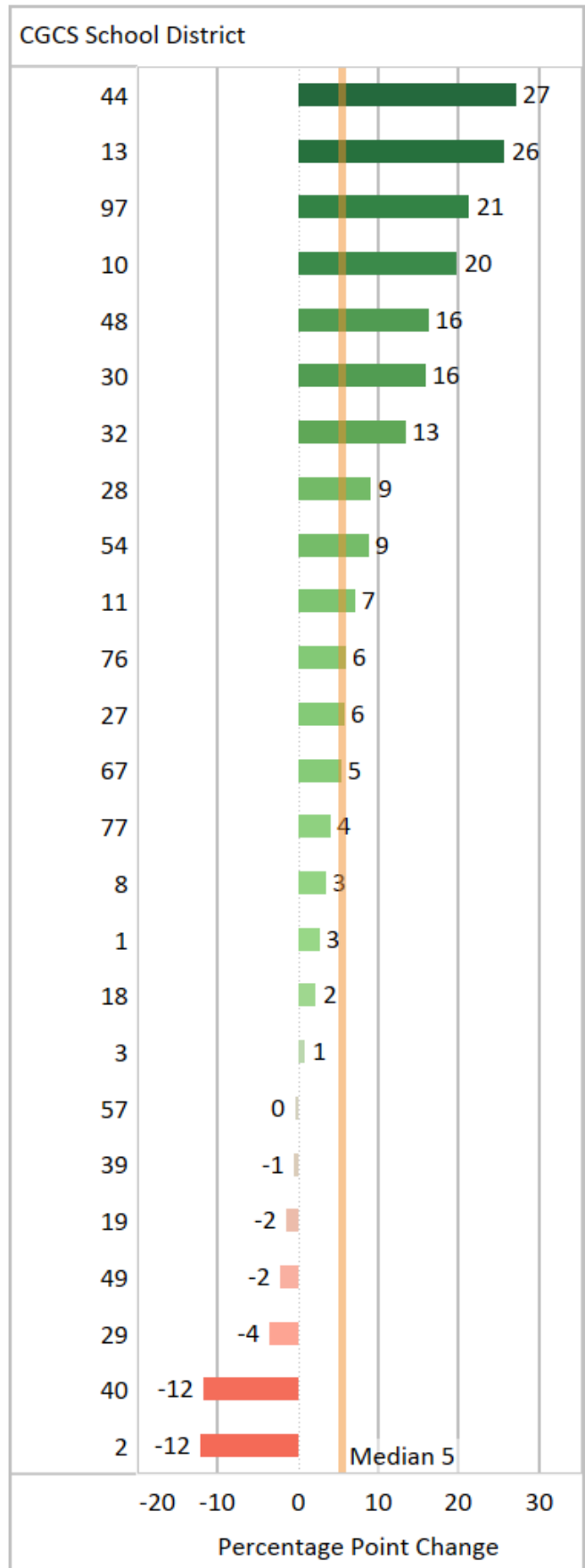
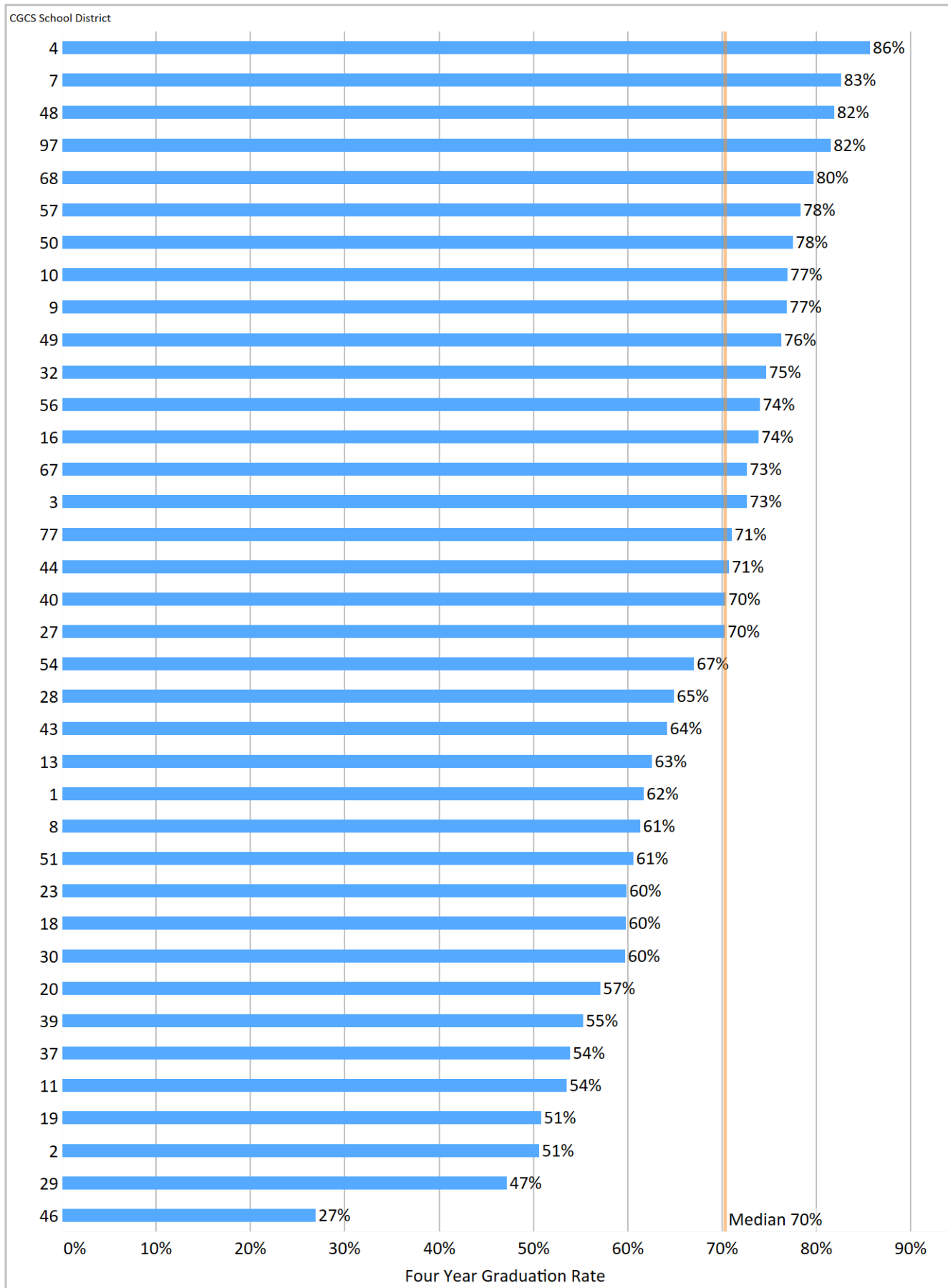


Figure 7.22. Four Year English Learners Cohort Graduation Rate Using Methodology Required for State Reporting, 2018-19

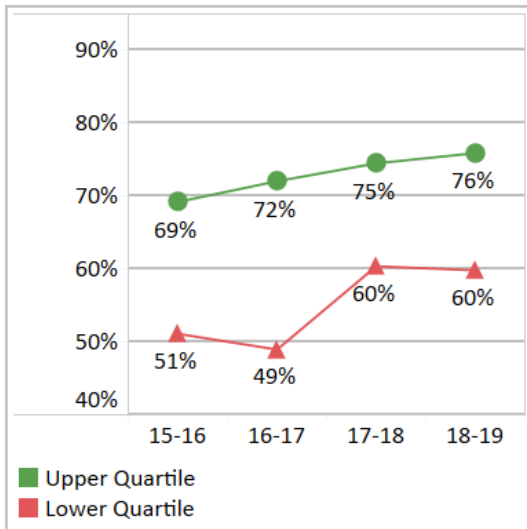


Four Year Cohort Graduation Rate for English Learners.

Note: Higher values and larger increases are desired

- Figure 7.22: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.23: Percentage point difference in four year cohort graduation rates for English learners between 2015-16 and 2018-19.
- Figure 7.24: Upper and lower quartile change in cohort graduation rates for English learners.

Figure 7.24. Trends in Four Year Cohort Graduation Rates for English Learners by Quartile, 2015-16 to 2018-19



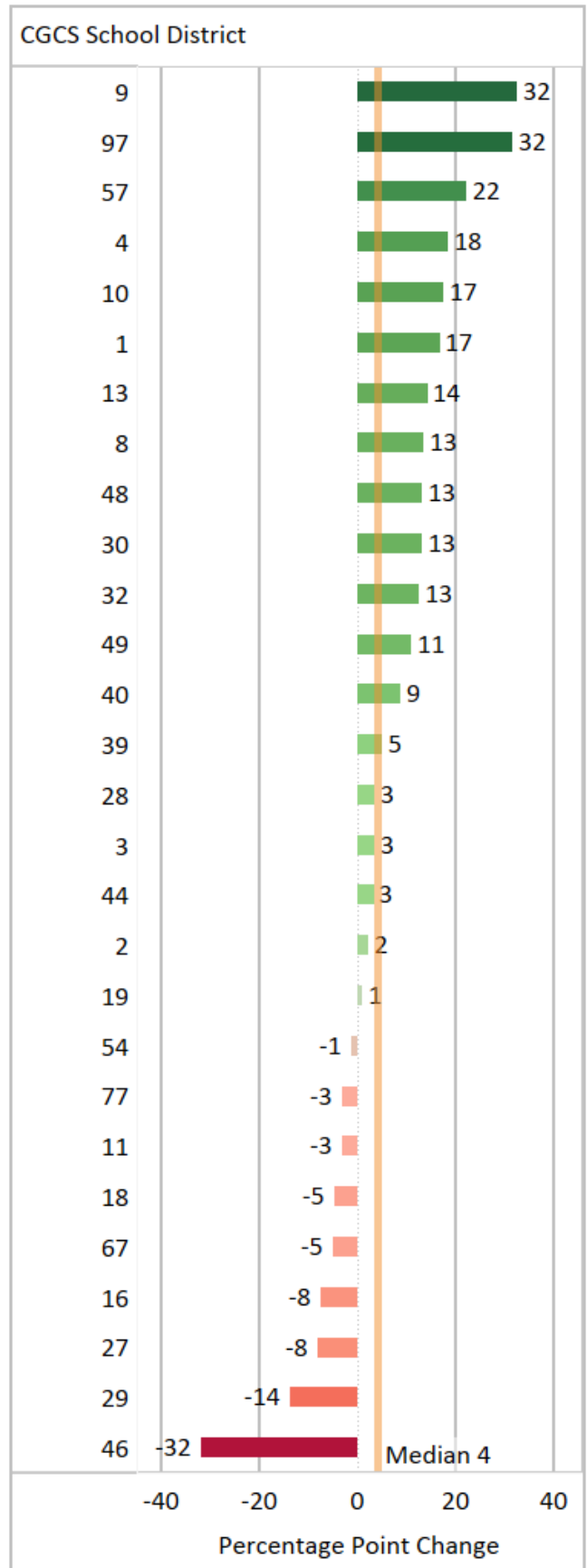
Best Quartile for Overall Performance (2018-19)

- Anchorage
- Arlington
- Clark County
- Cleveland
- Clark County Cleveland
- Hillsborough
- Orange County
- Pinellas
- Wichita

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Broward County
- Clark County
- Cleveland
- Hillsborough
- Palm Beach
- Pinellas
- Seattle
- Wichita

Figure 7.23. Percentage Point Change in the Four Year Cohort Graduation Rates for English Learners, 2015-16 to 2018-19

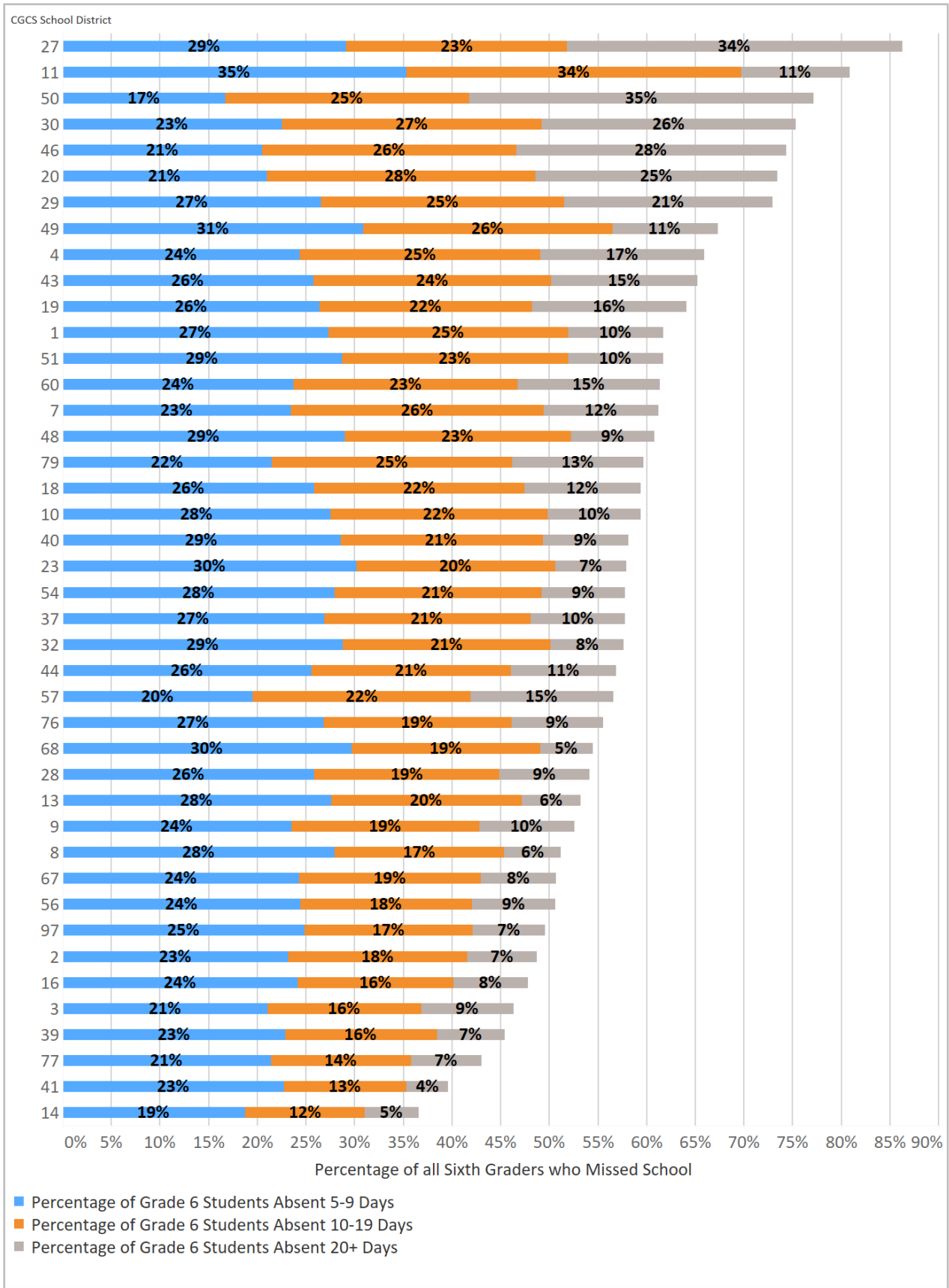


Attendance Indicators

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

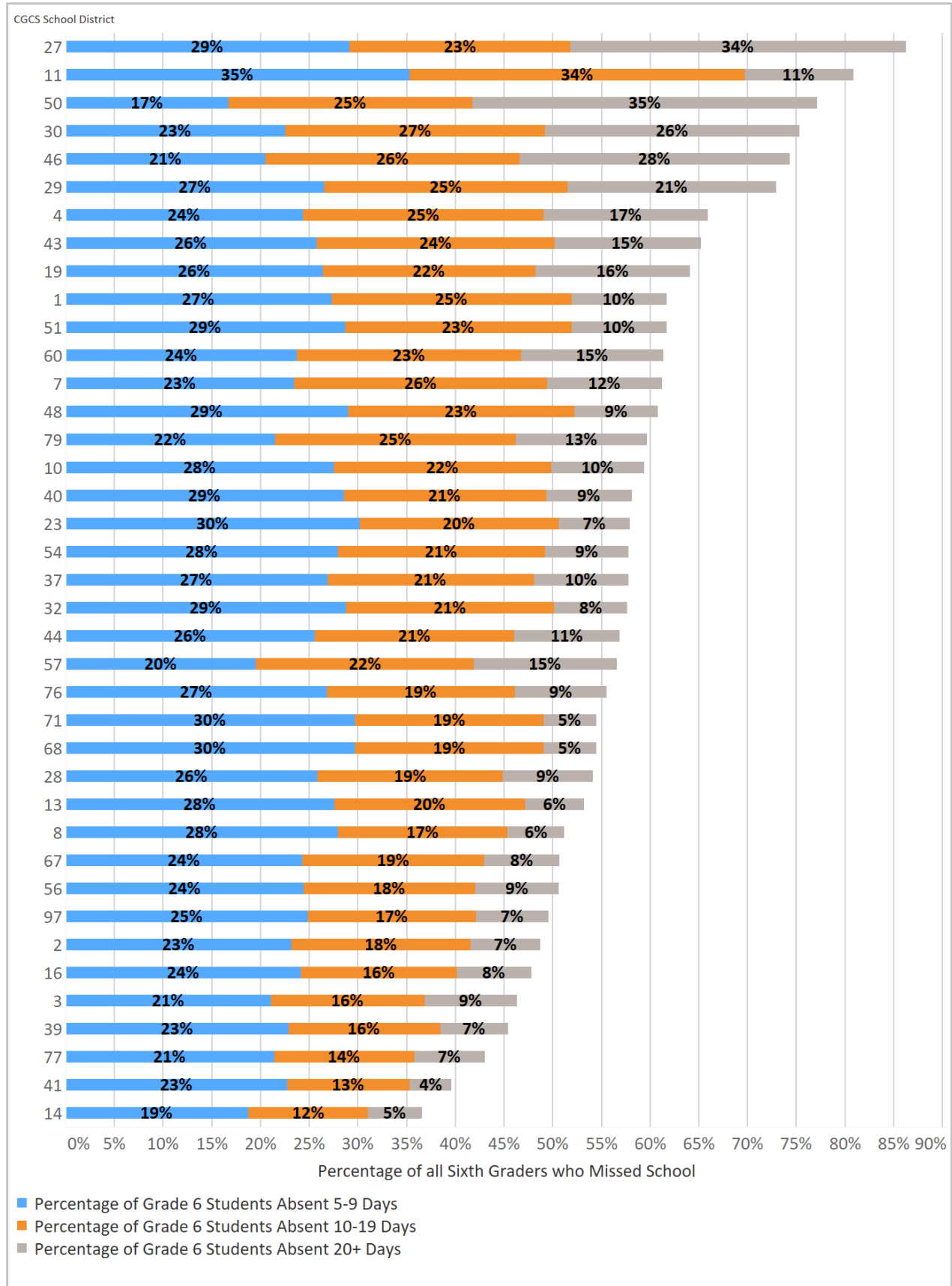
Figures 8.1 through 8.32 illustrate how districts compare on their absence rates in the specified grades. The total number of days missed is divided by the total number of students enrolled in that grade during the school year at any point.

Figure 8.2. Percentage of All Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



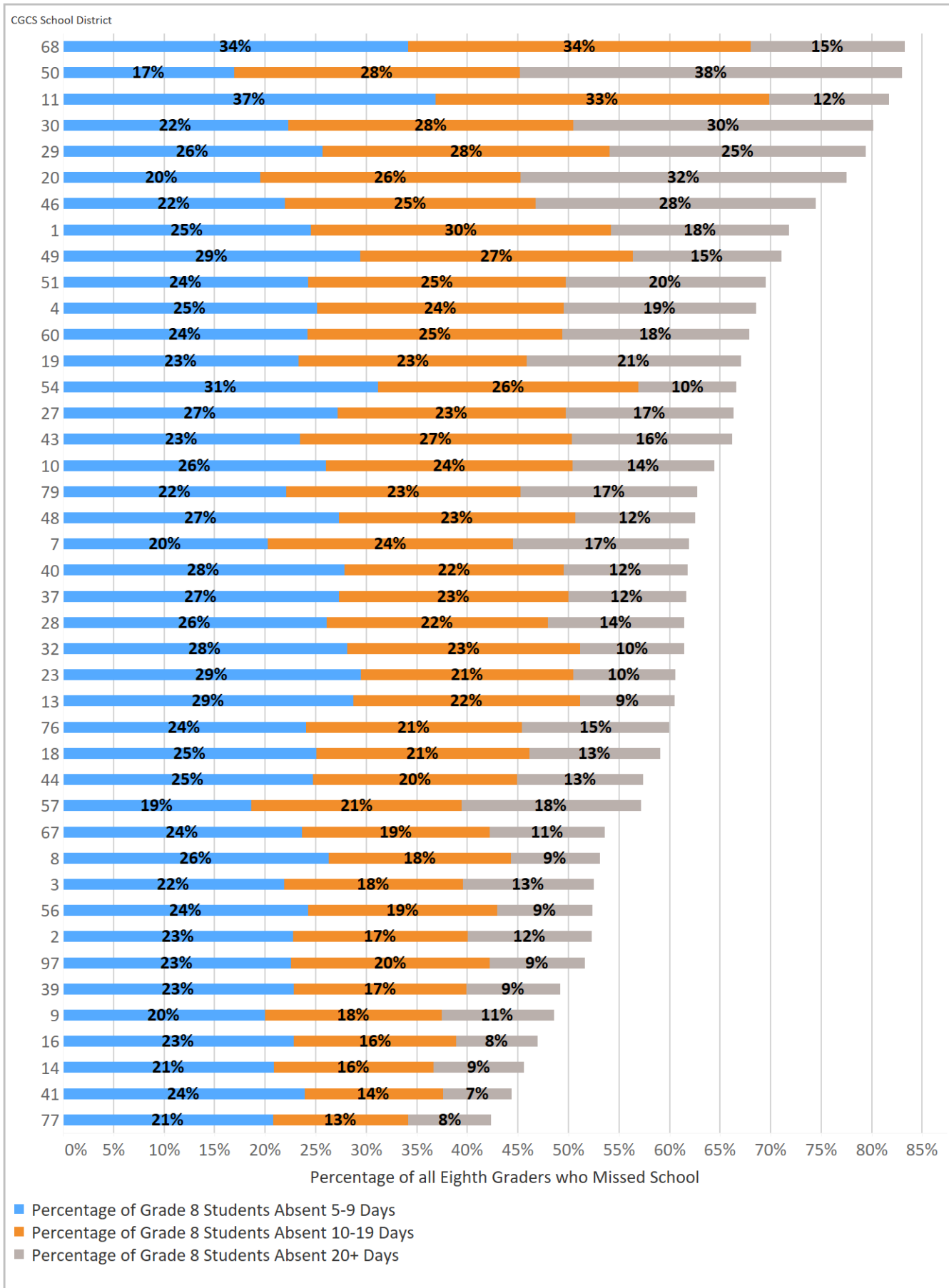
Note: Lower values are desired

Figure 8.2. Percentage of All Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



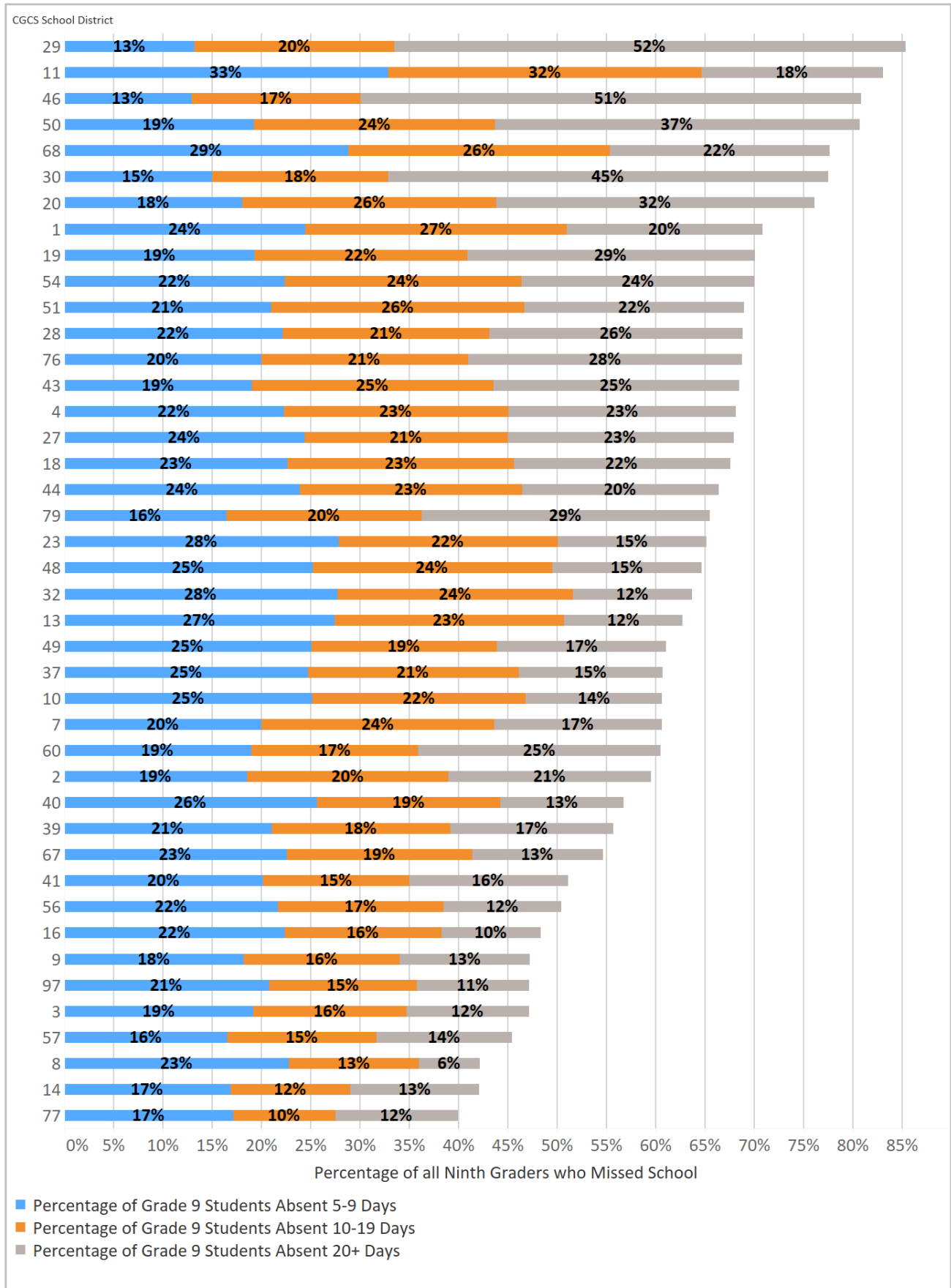
Note: Lower values are desired

Figure 8.3. Percentage of All Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



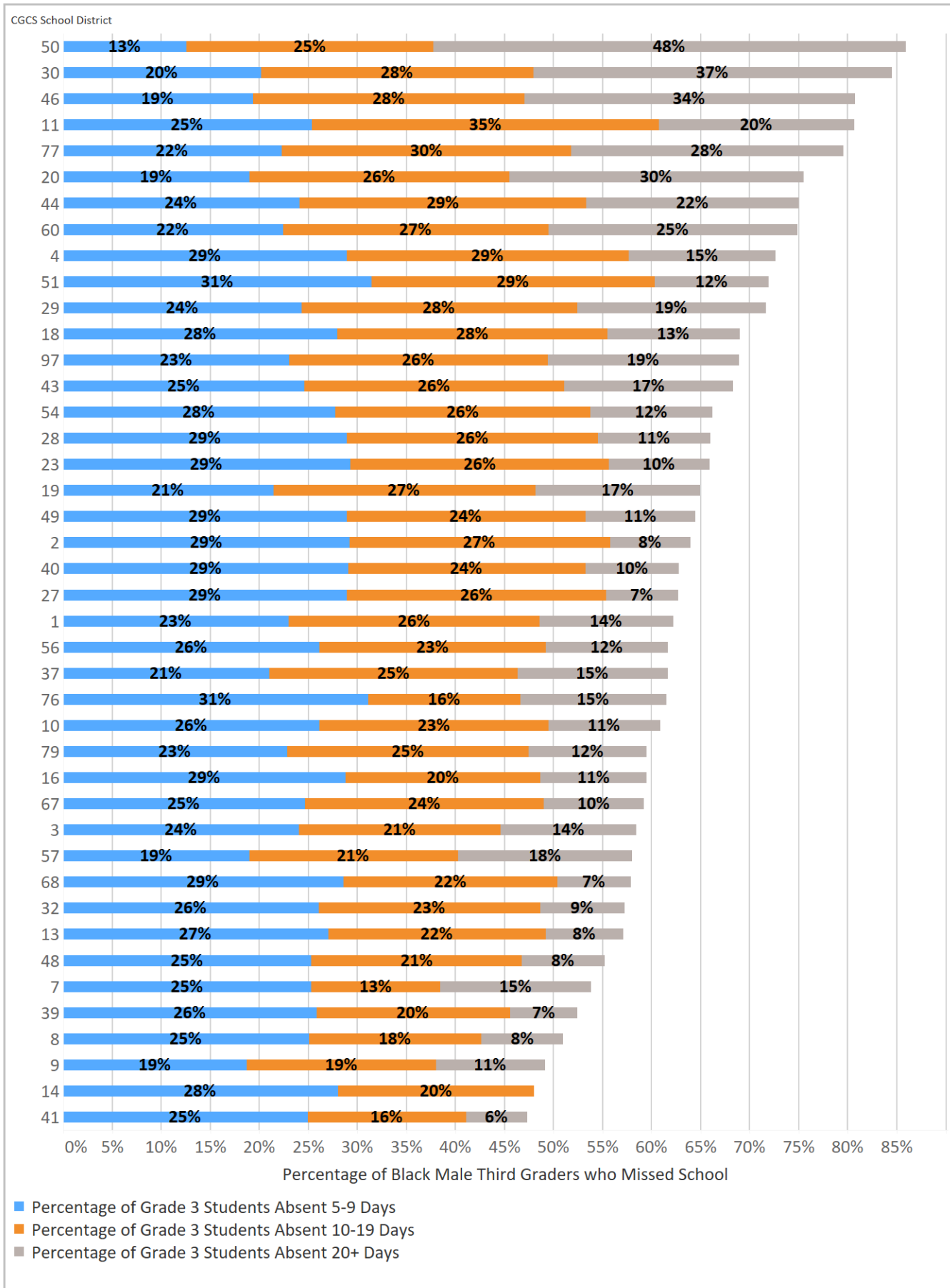
Note: Lower values are desired

Figure 8.4. Percentage of All Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



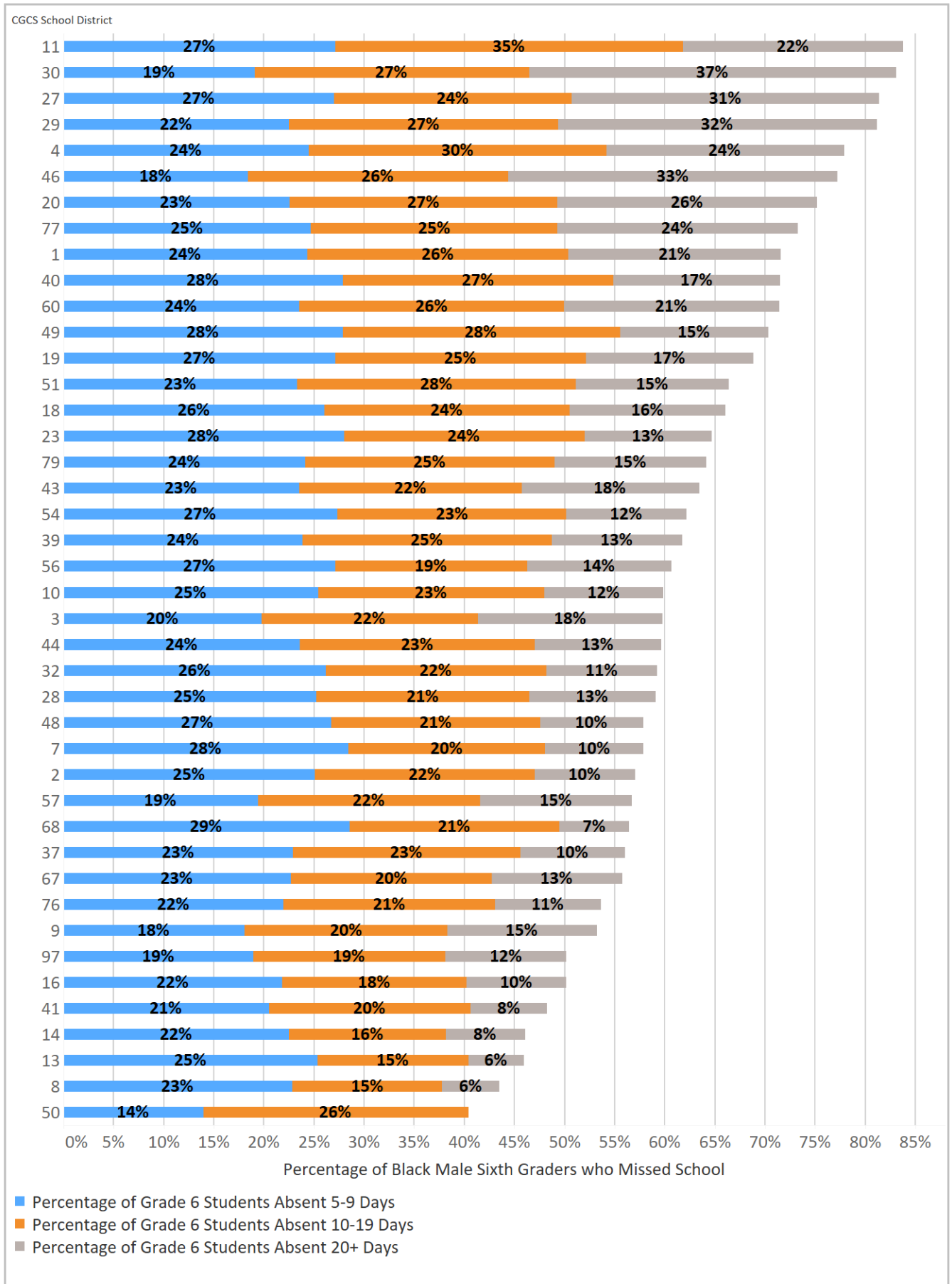
Note: Lower values are desired

Figure 8.5. Percentage of Black Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



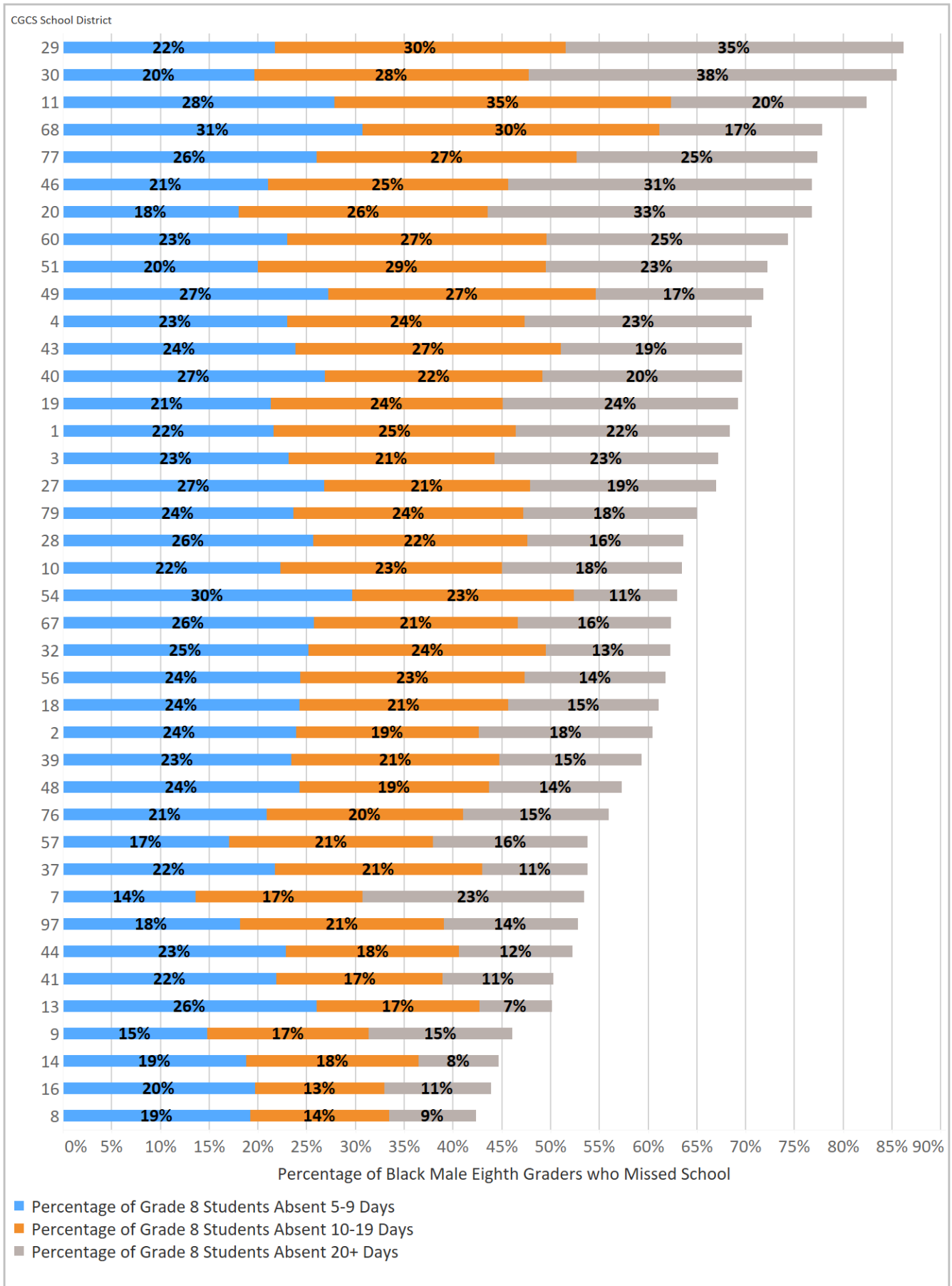
Note: Lower values are desired

Figure 8.6. Percentage of Black Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



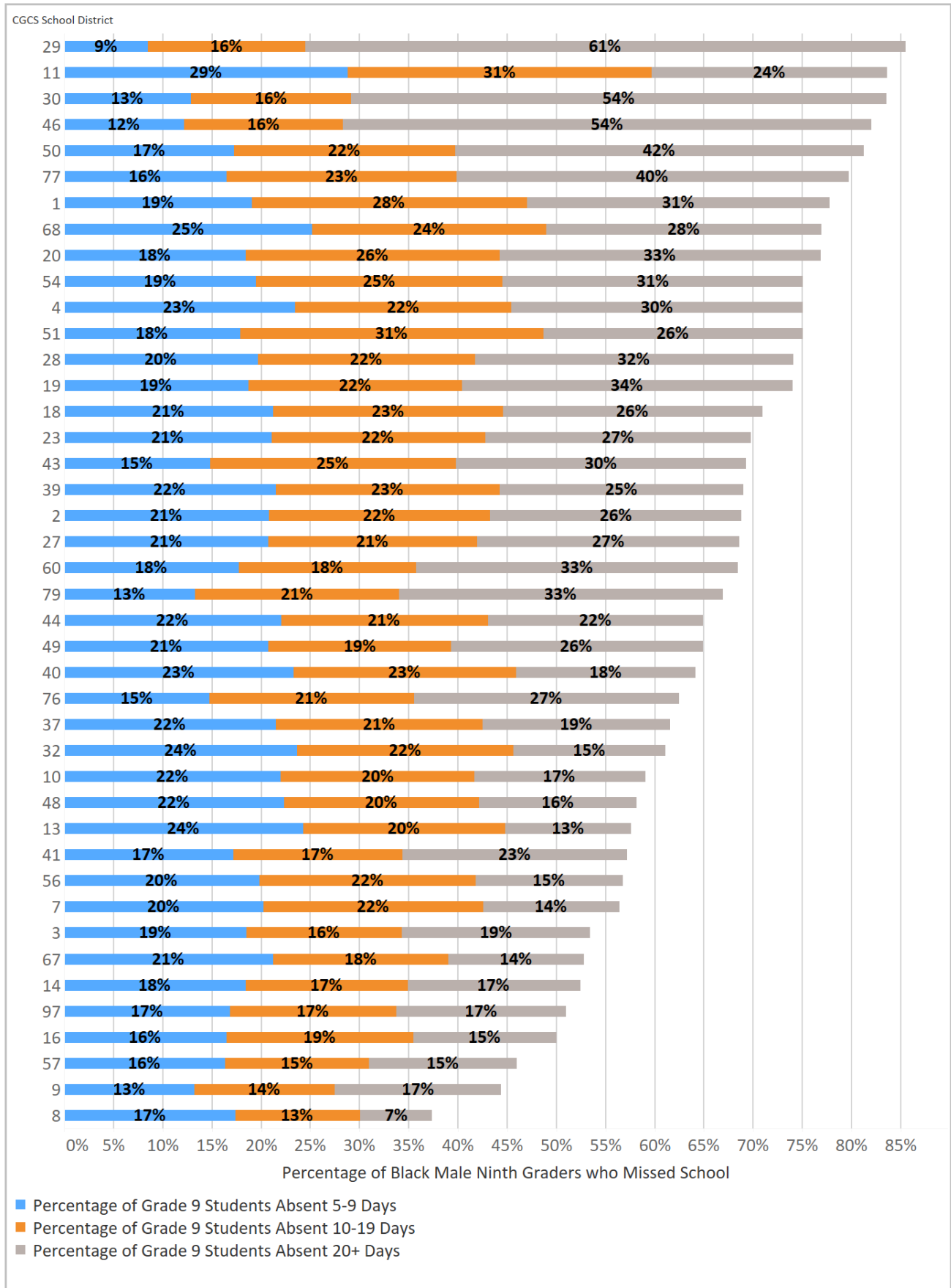
Note: Lower values are desired

Figure 8.7. Percentage of Black Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



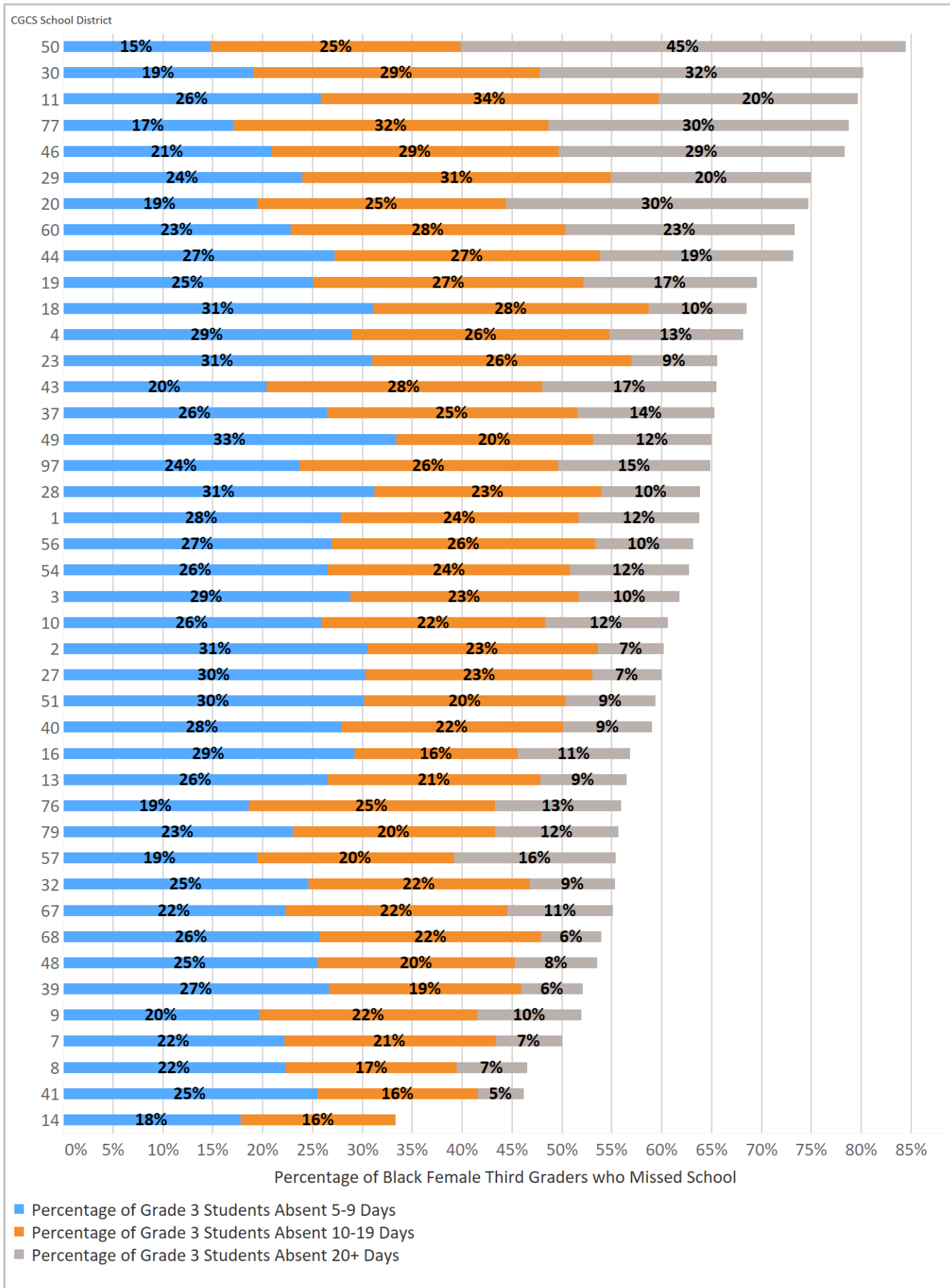
Note: Lower values are desired

Figure 8.8. Percentage of Black Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



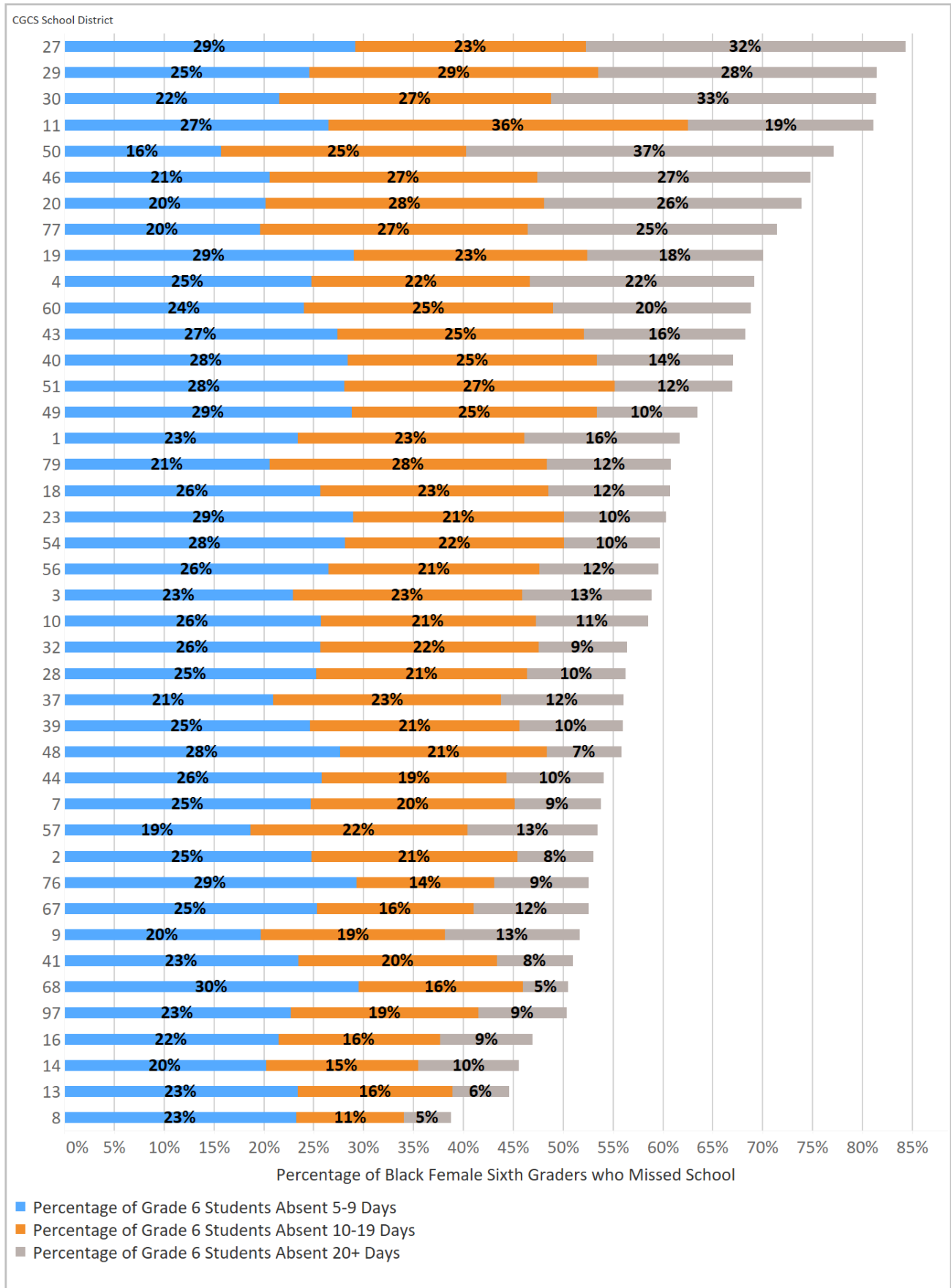
Note: Lower values are desired

Figure 8.9. Percentage of Black Female Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



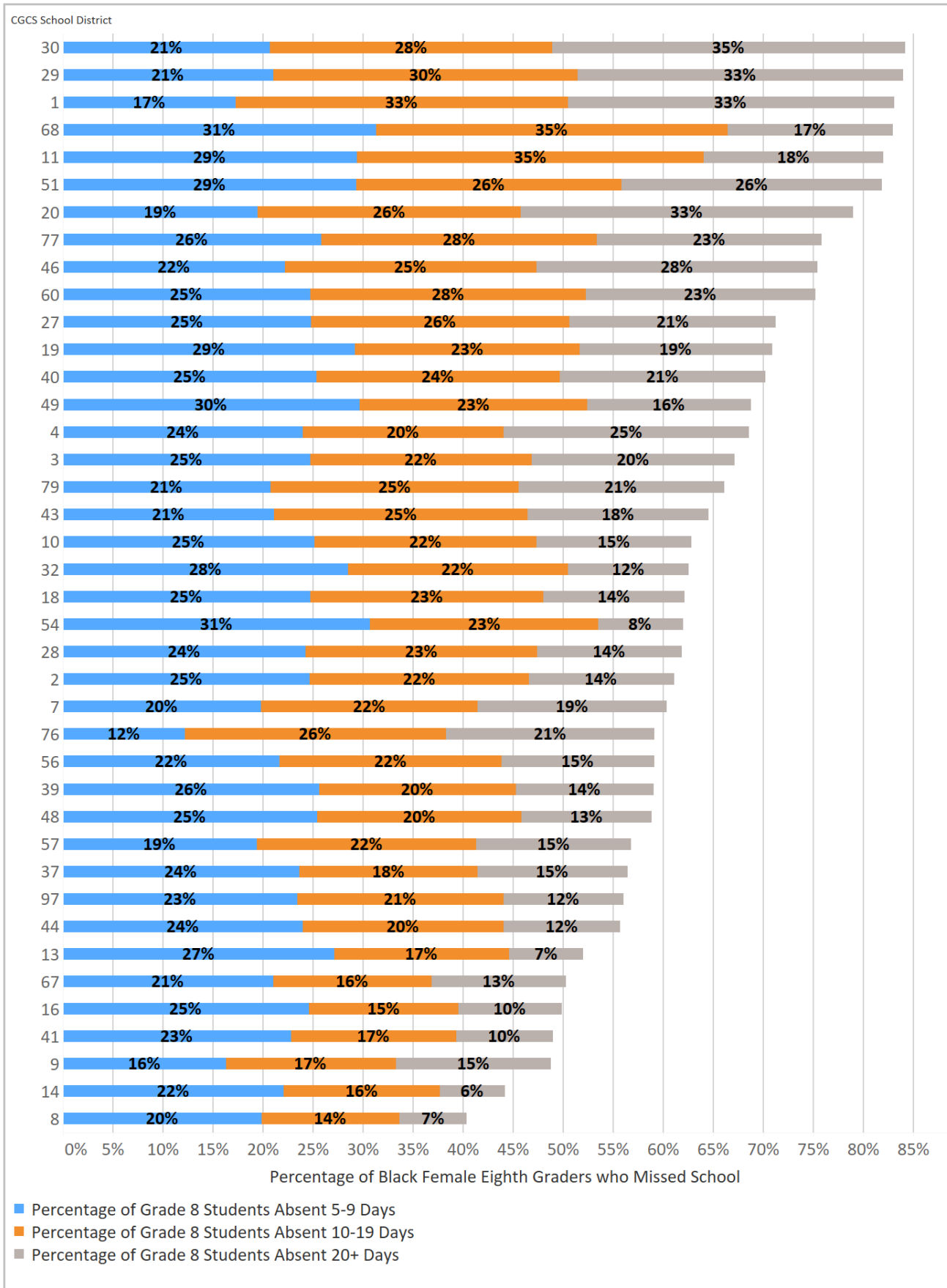
Note: Lower values are desired

Figure 8.10. Percentage of Black Female Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



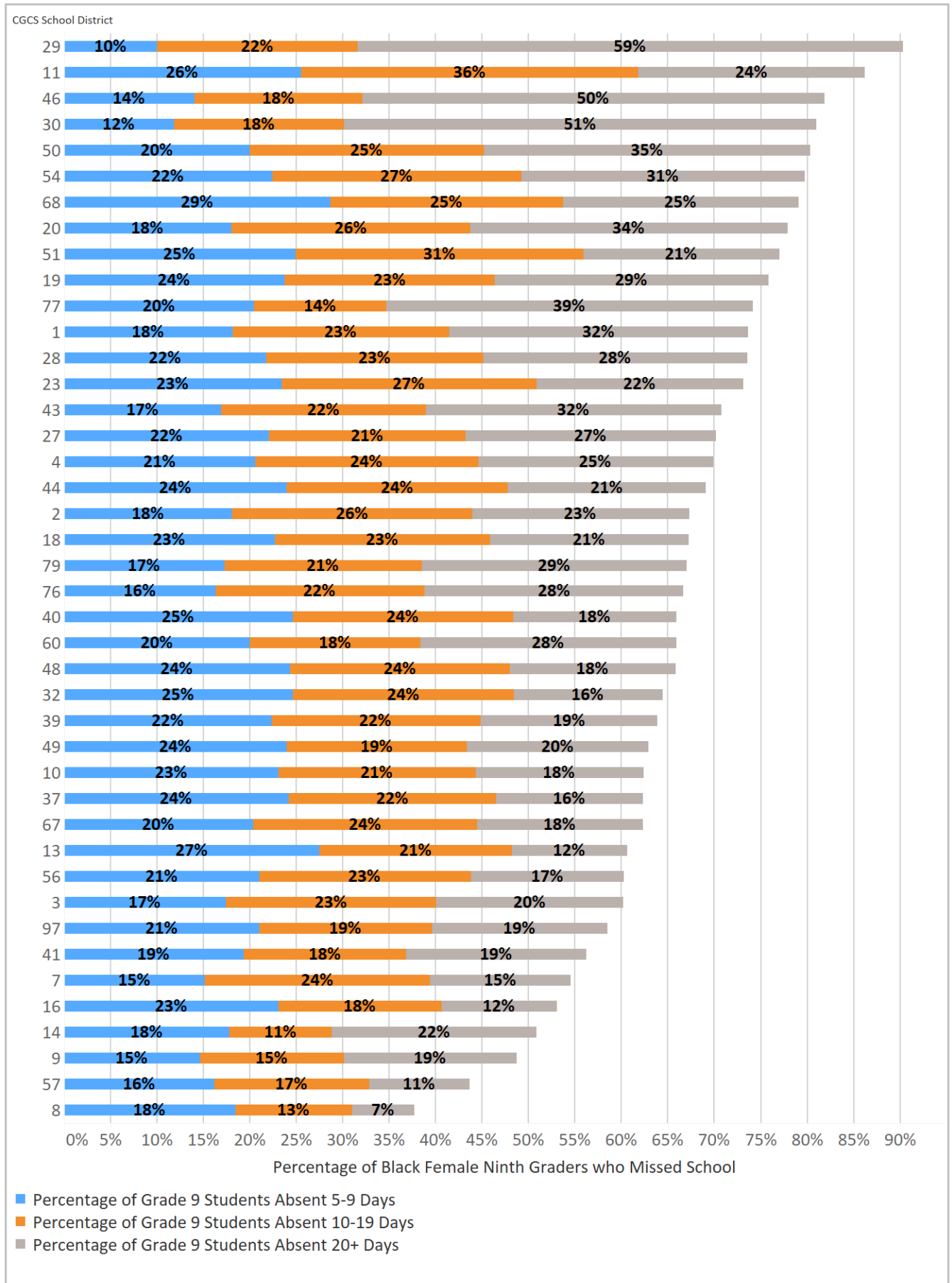
Note: Lower values are desired

Figure 8.11. Percentage of Black Female Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



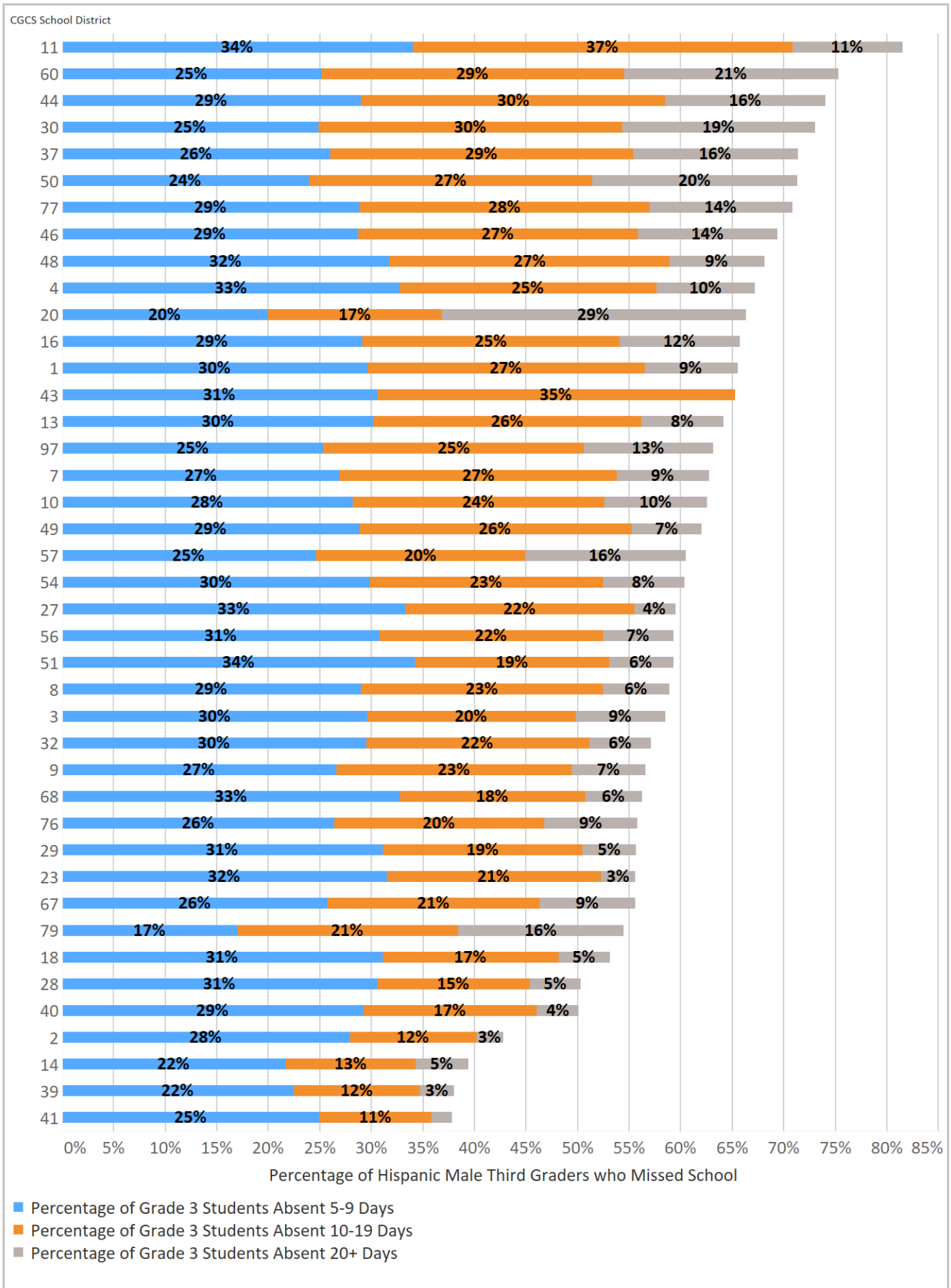
Note: Lower values are desired

Figure 8.12. Percentage of Black Female Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



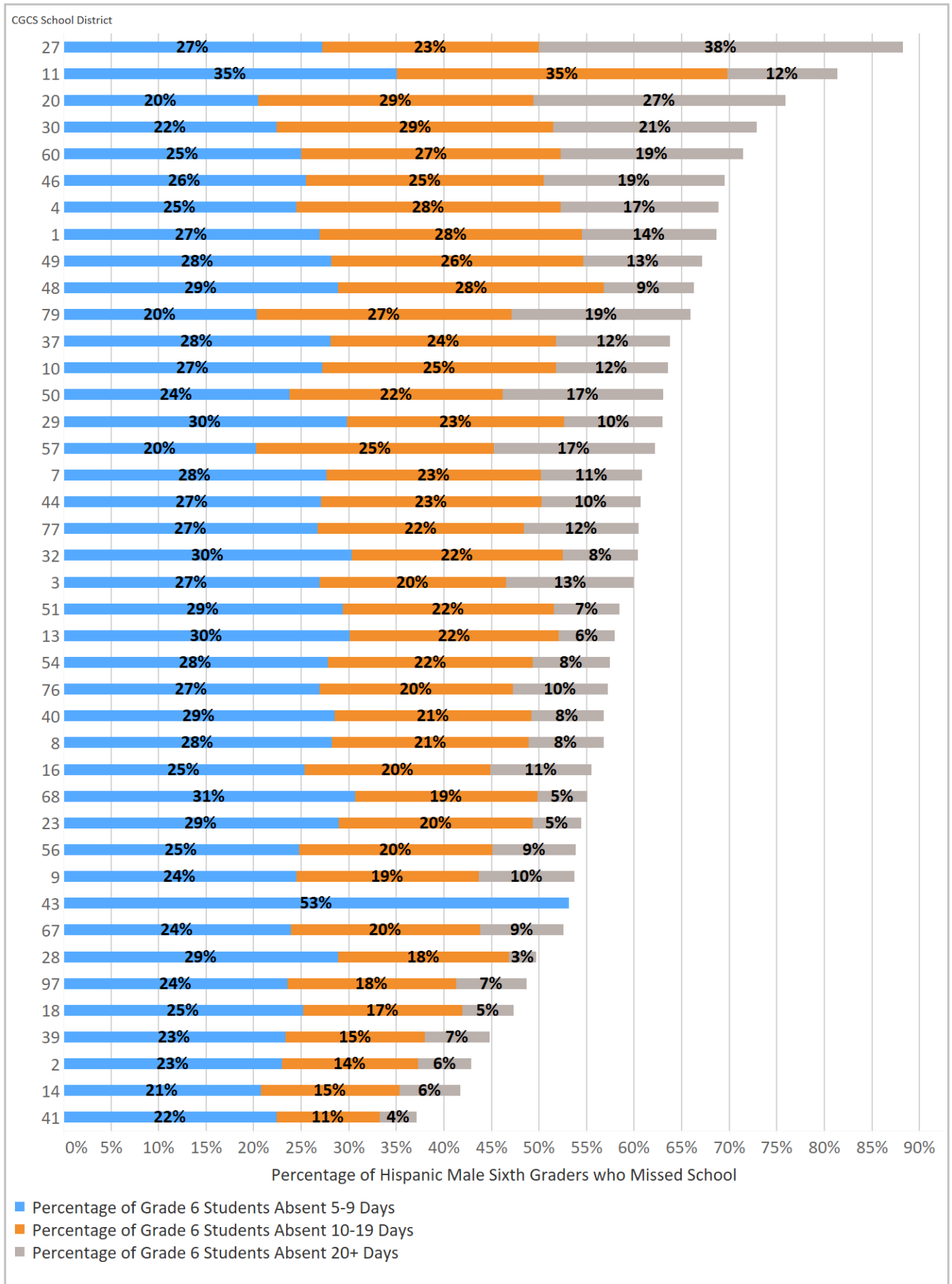
Note: Lower values are desired

Figure 8.13. Percentage of Hispanic Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



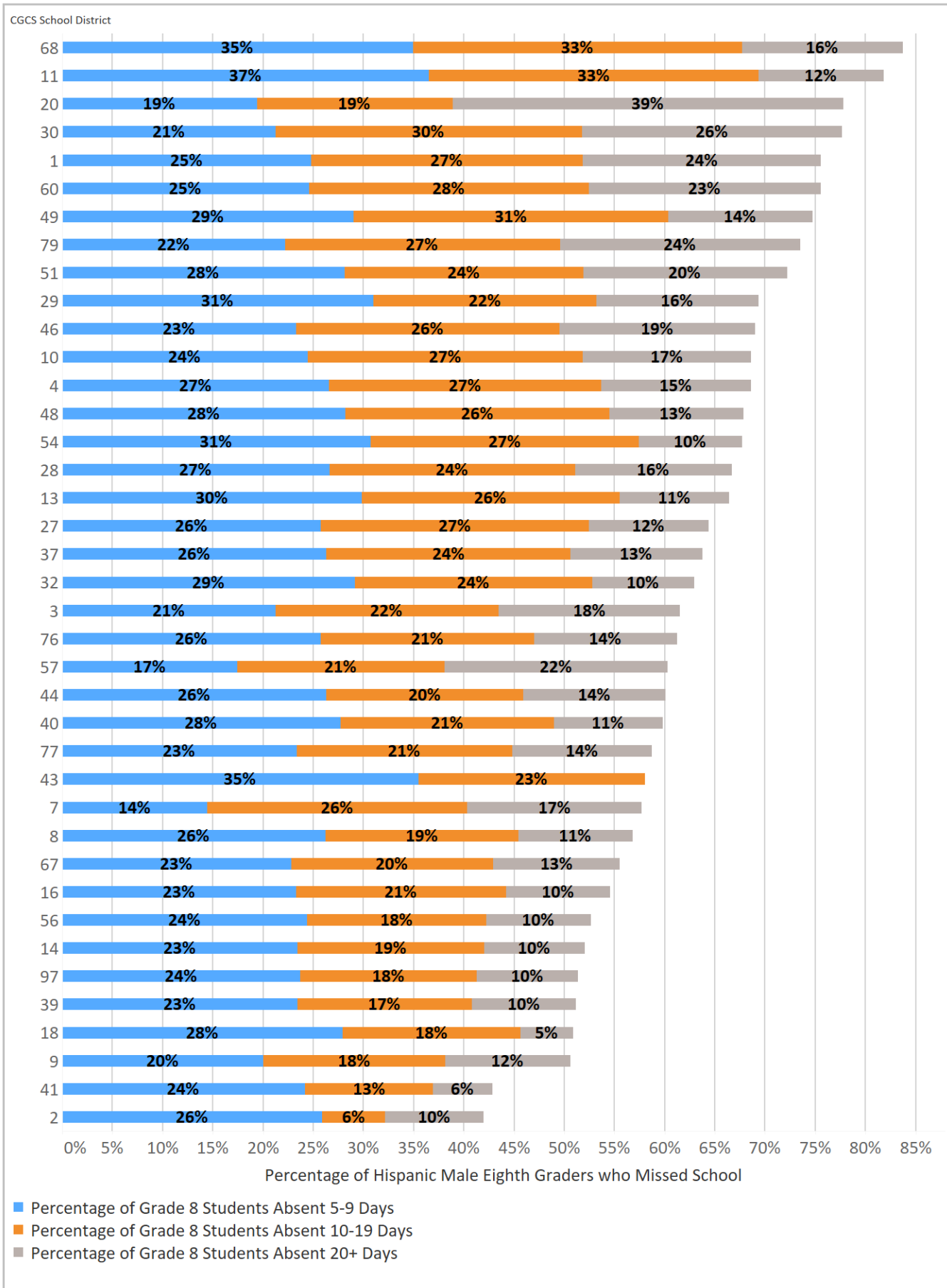
Note: Lower values are desired

Figure 8.14 Percentage of Hispanic Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



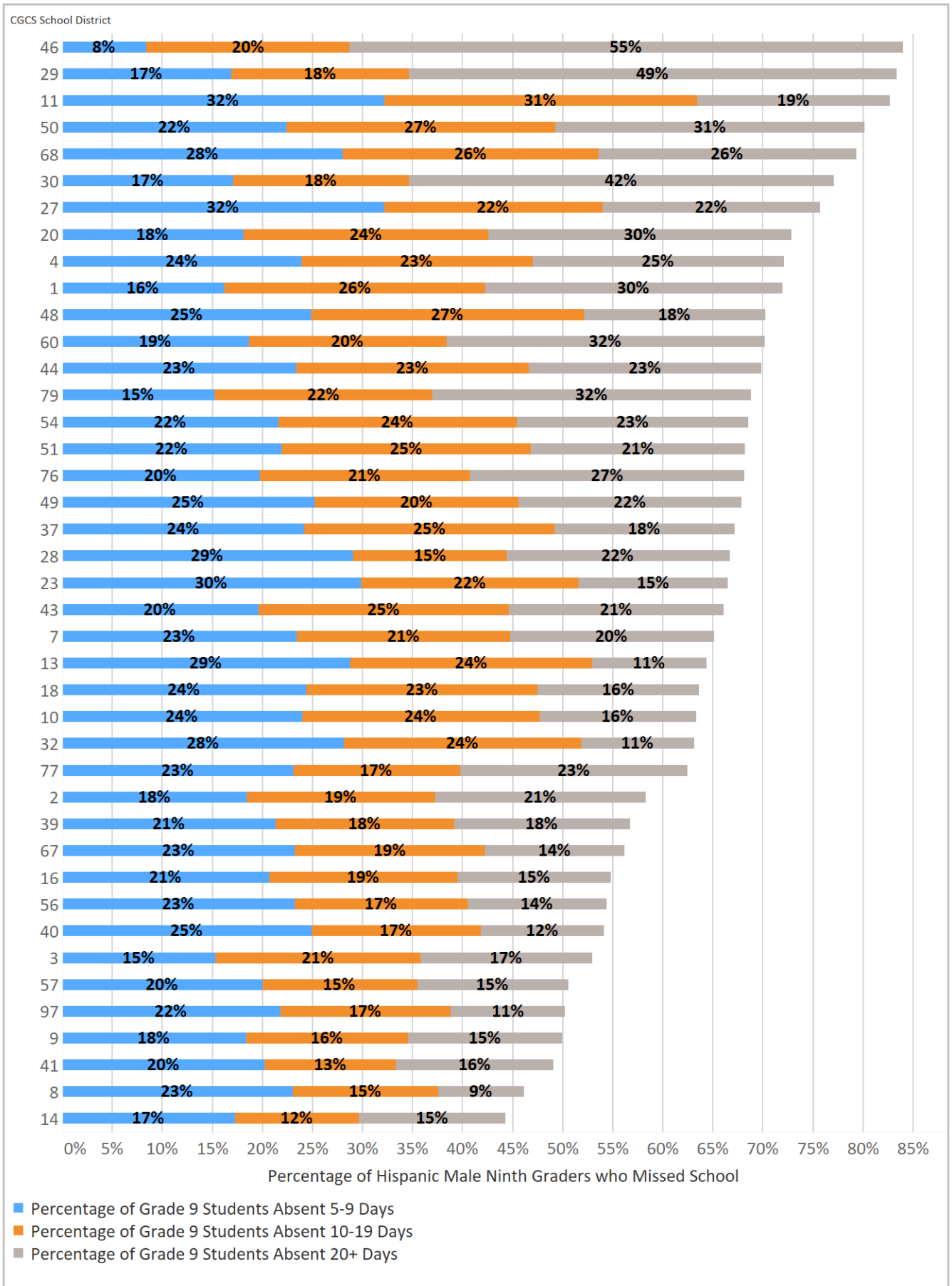
Note: Lower values are desired

Figure 8.15. Percentage of Hispanic Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



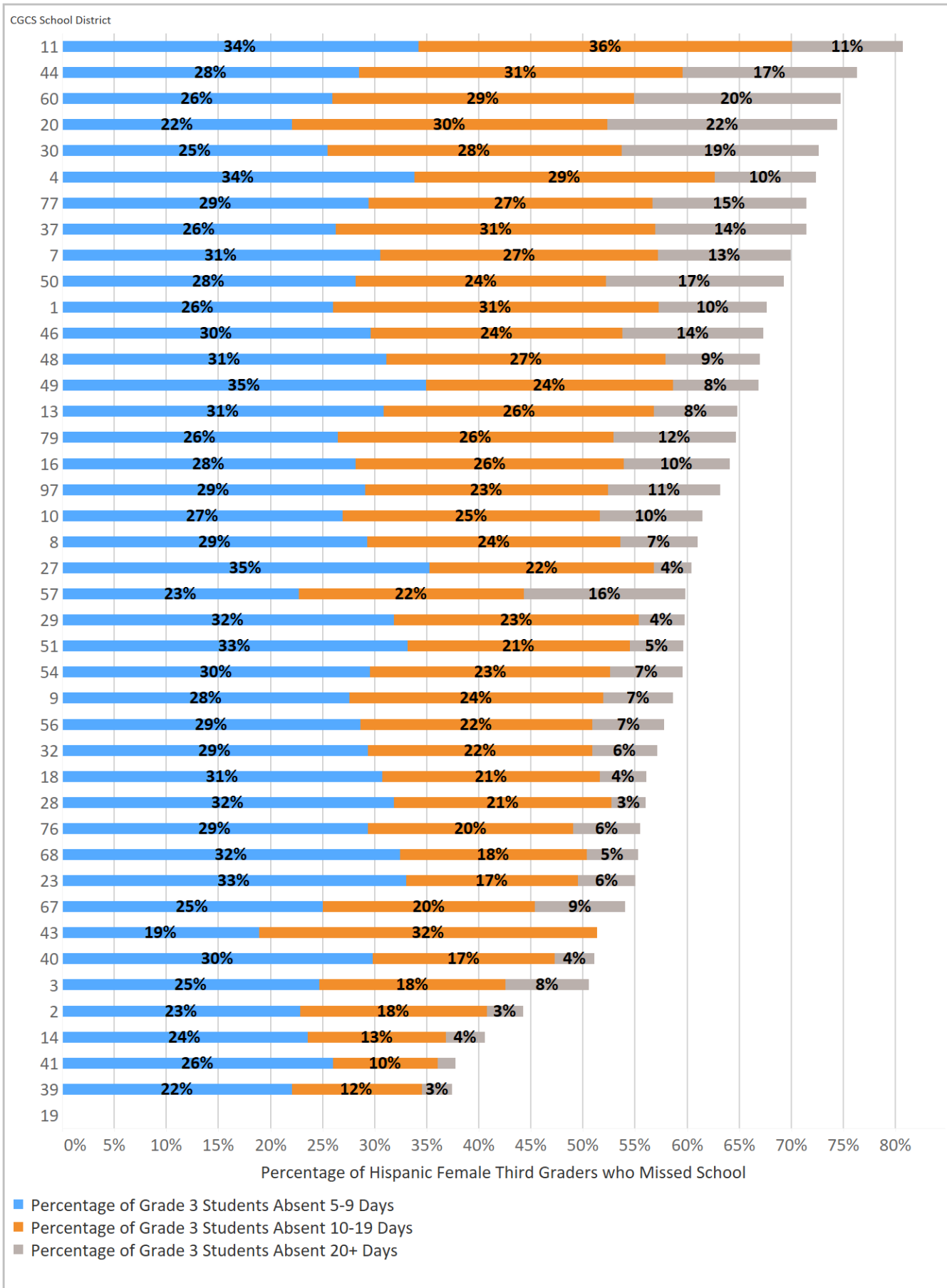
Note: Lower values are desired

Figure 8.16. Percentage of Hispanic Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



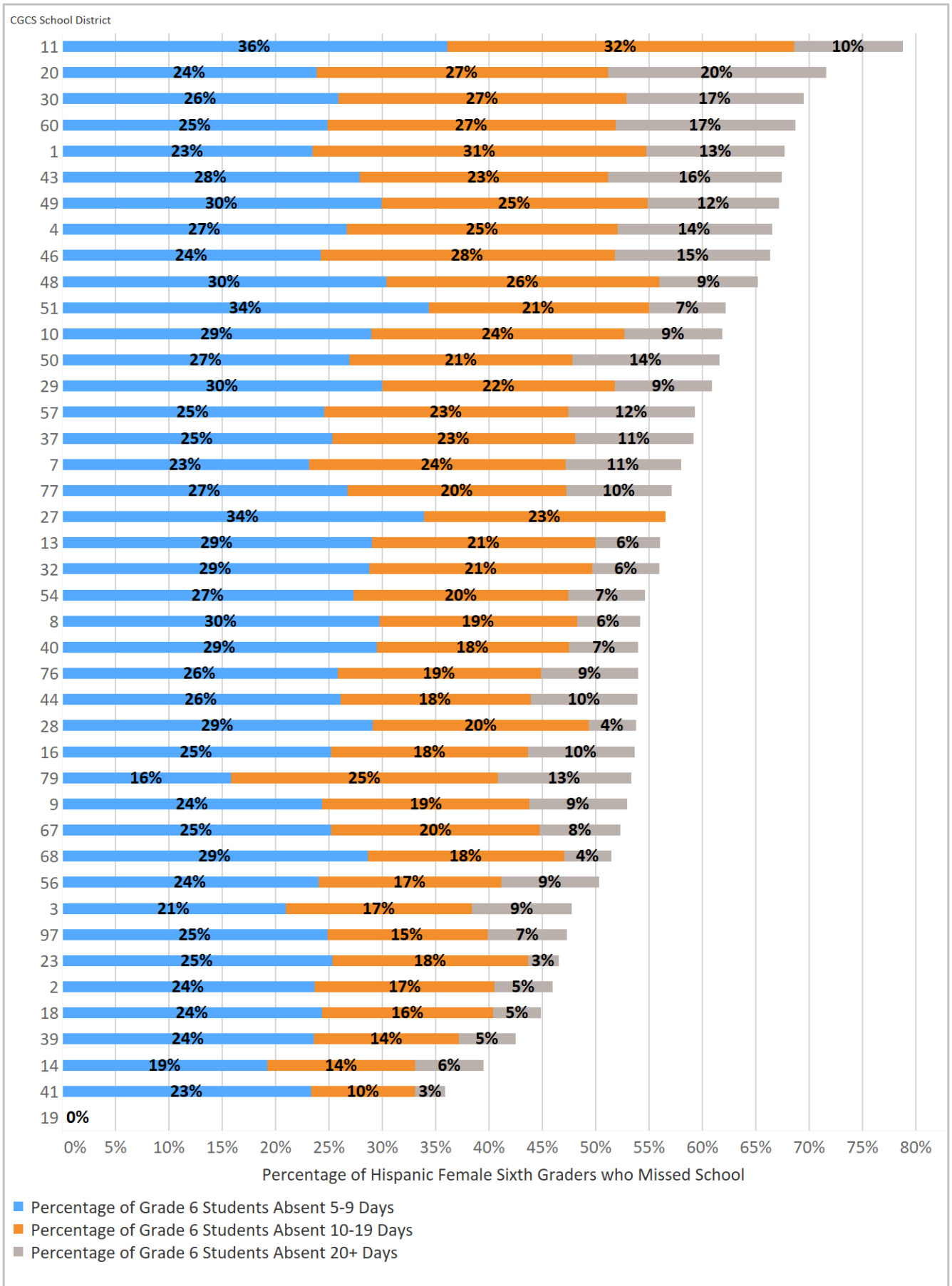
Note: Lower values are desired

Figure 8.17. Percentage of Hispanic Female Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



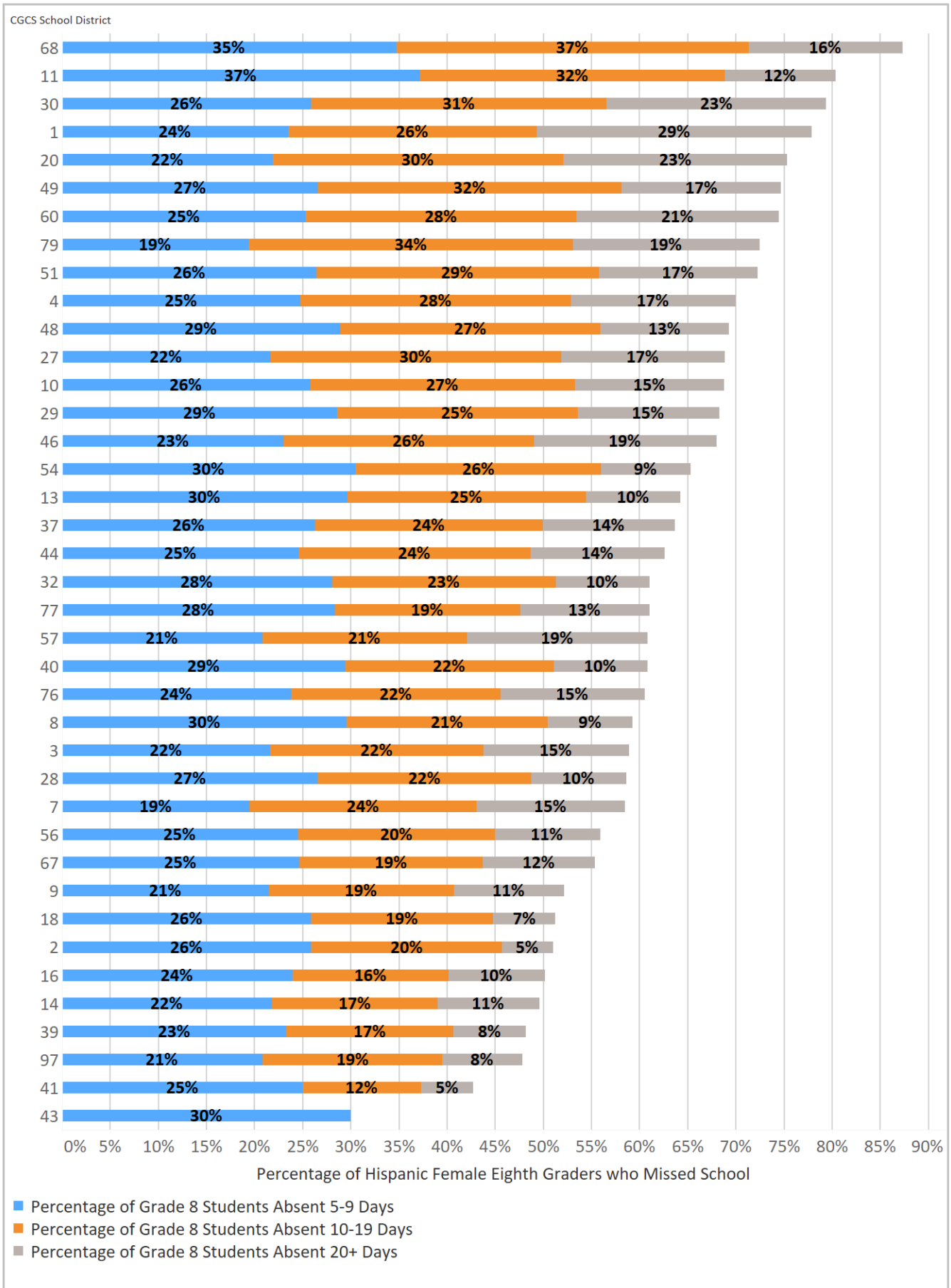
Note: Lower values are desired

Figure 8.18. Percentage of Hispanic Female Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



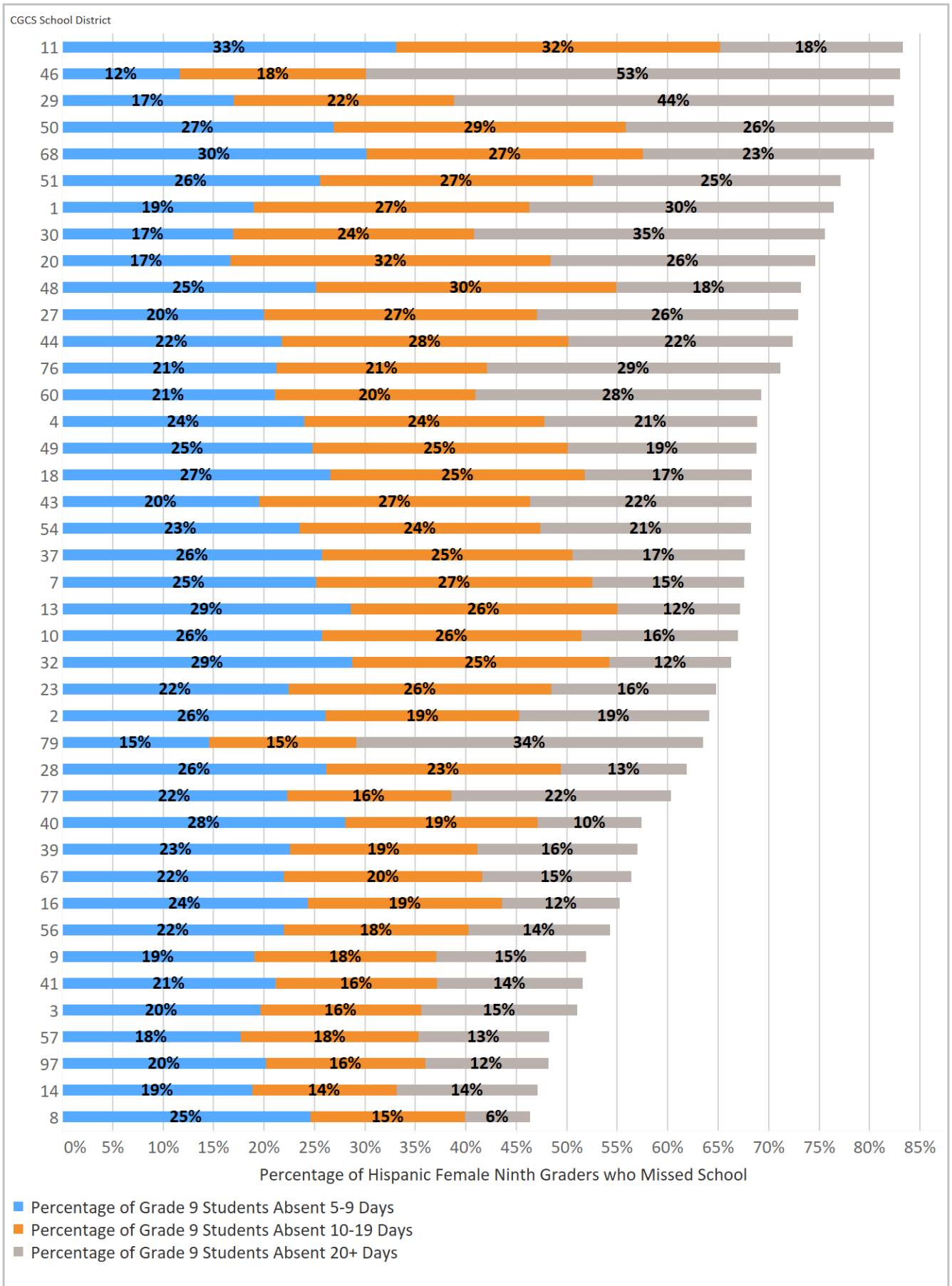
Note: Lower values are desired

Figure 8.19. Percentage of Hispanic Female Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



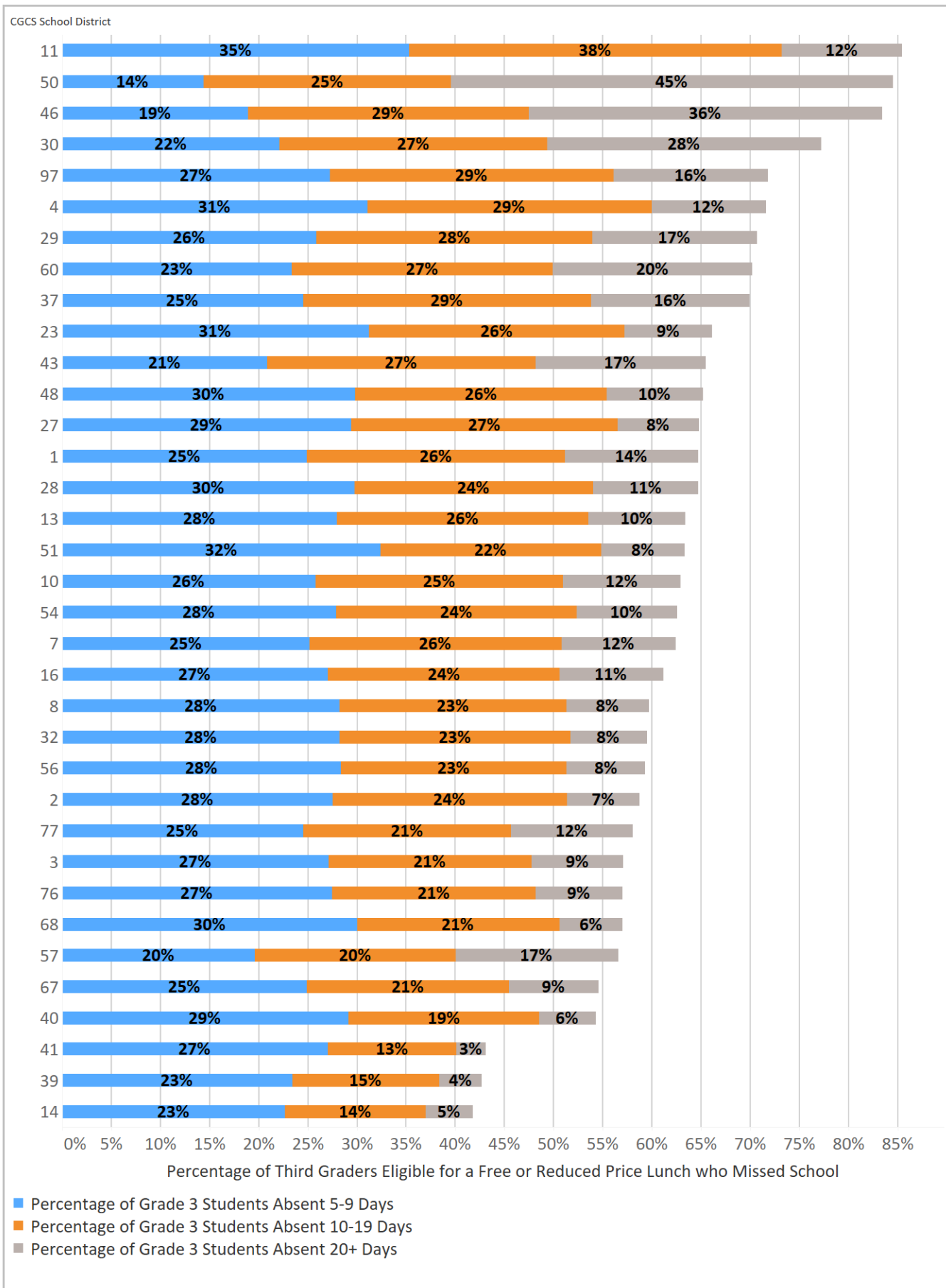
Note: Lower values are desired

Figure 8.20. Percentage of Hispanic Female Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19



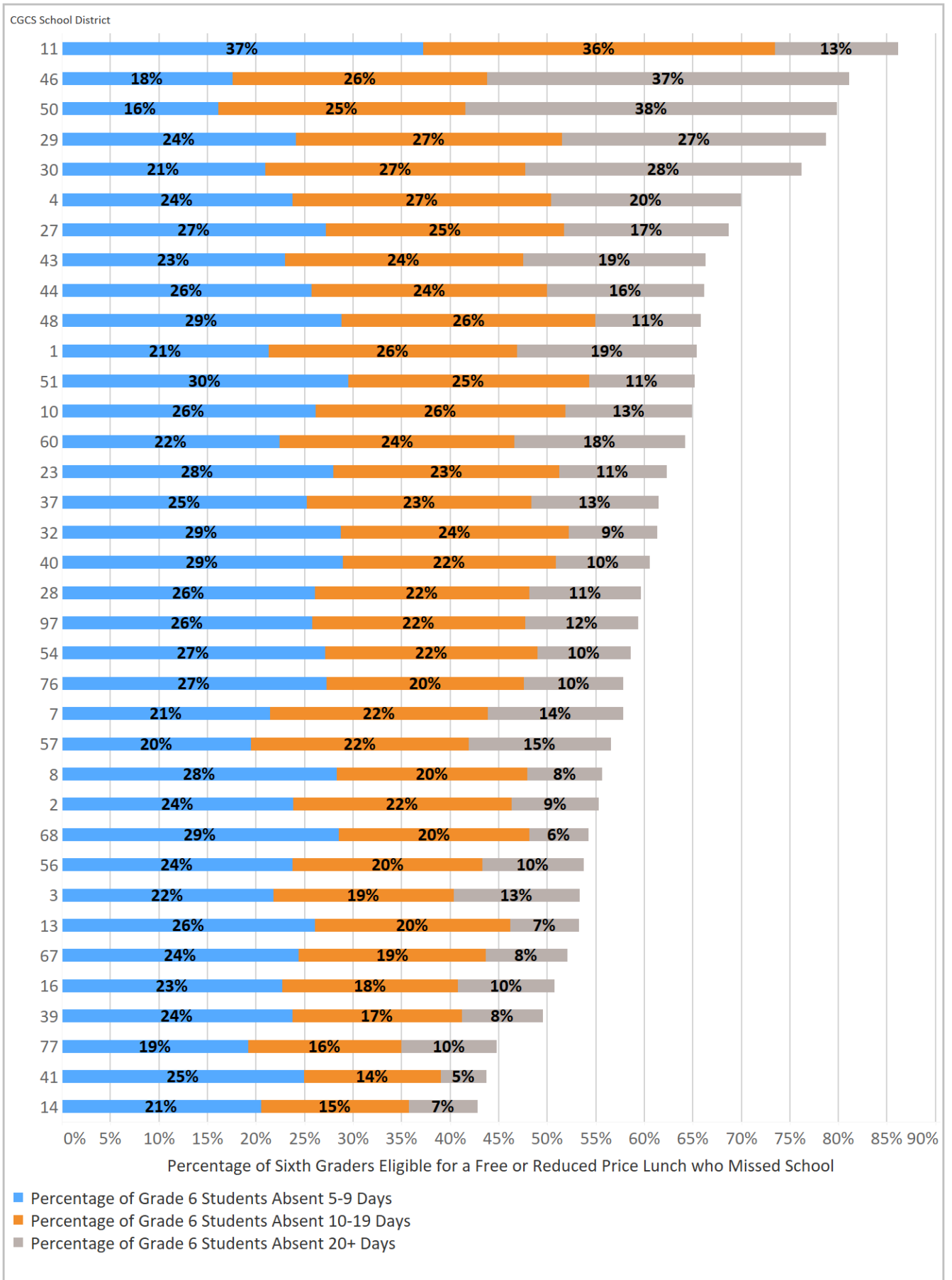
Note: Lower values are desired

Figure 8.21. Percentage of Third Graders Eligible for Free or Reduced-Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2018-19



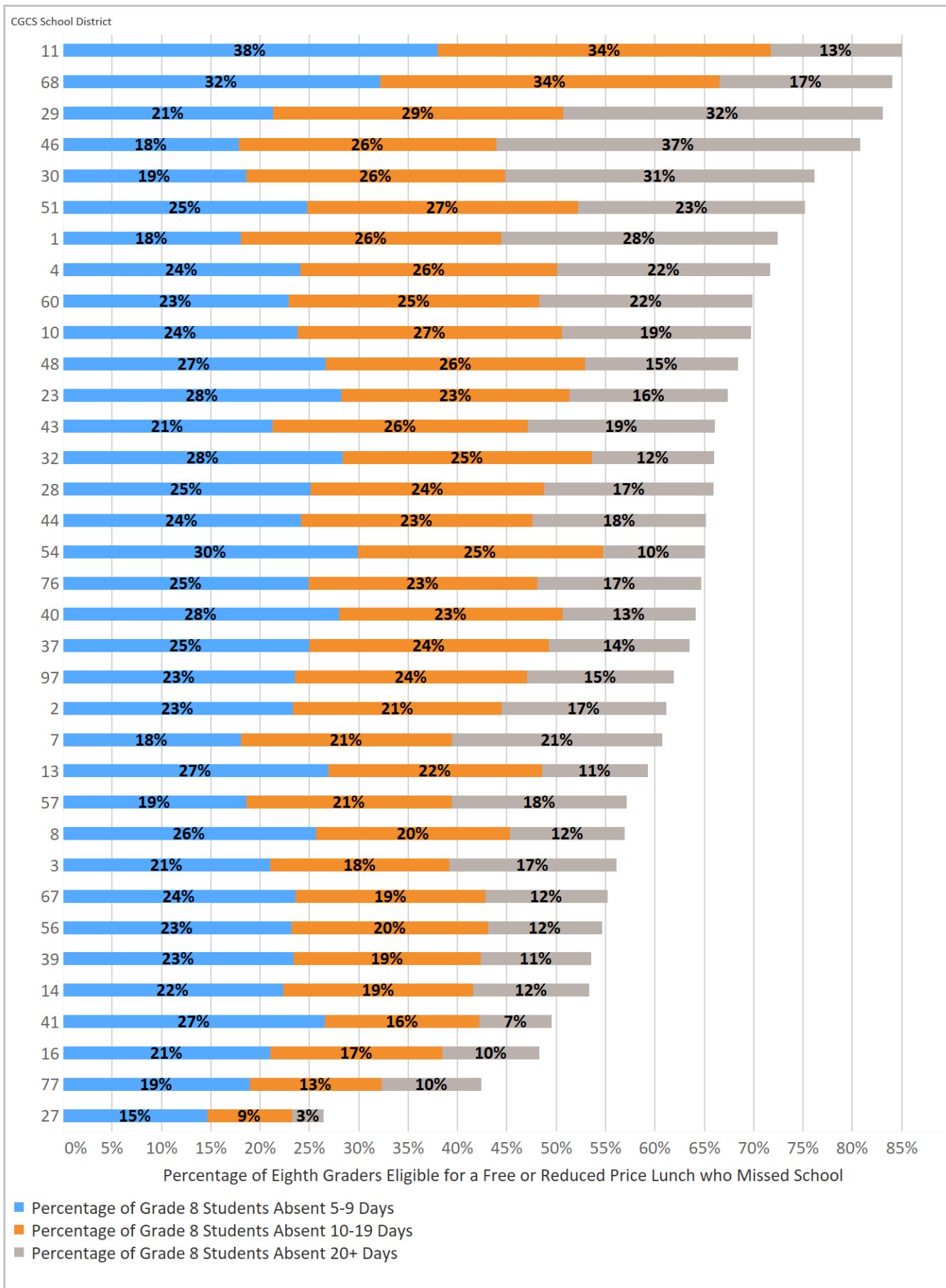
Note: Lower values are desired

Figure 8.22. Percentage of Sixth Graders Eligible for Free or Reduced-Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2018-19



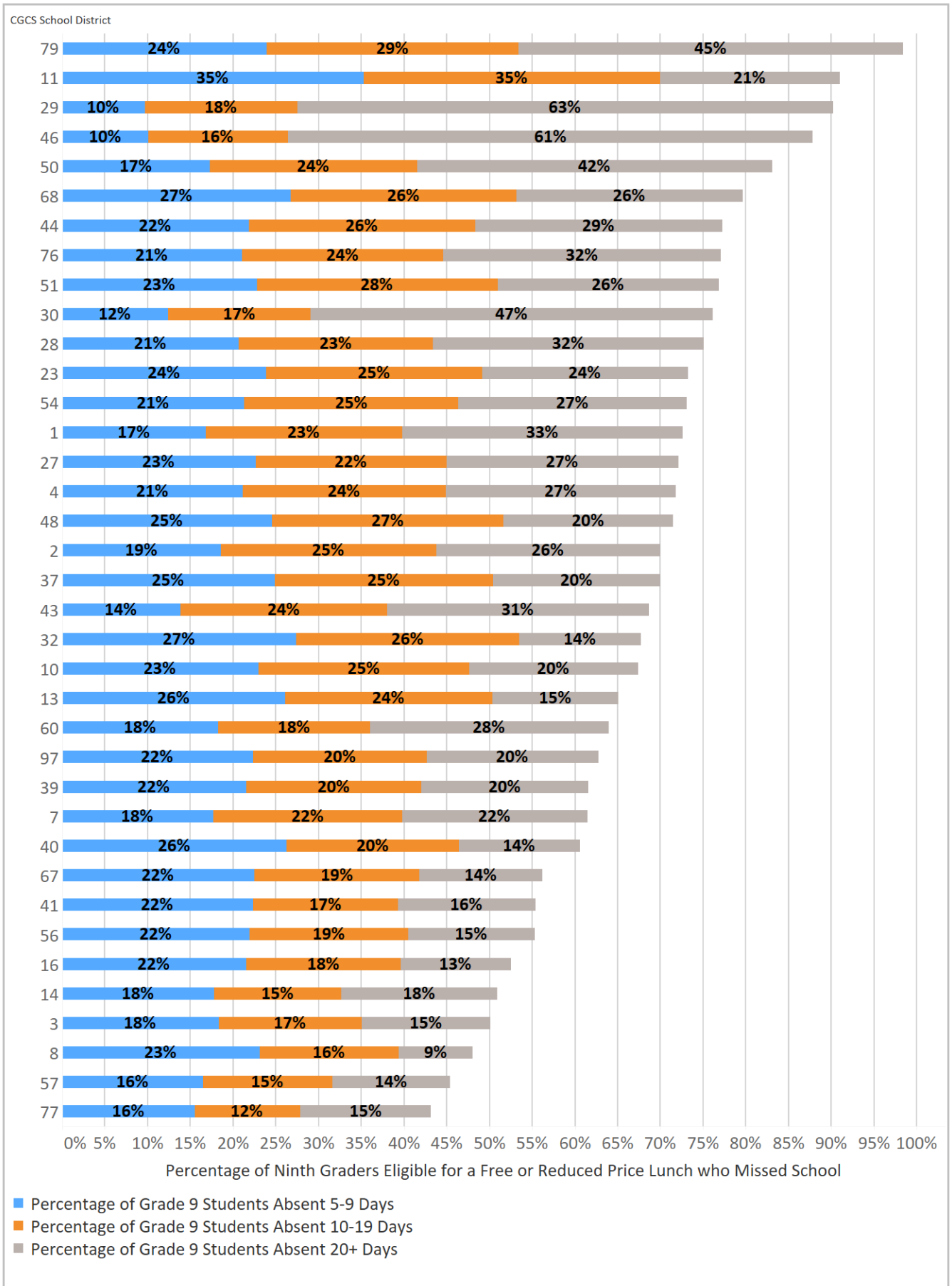
Note: Lower values are desired

Figure 8.23. Percentage of Eighth Graders Eligible for Free or Reduced-Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2018-19



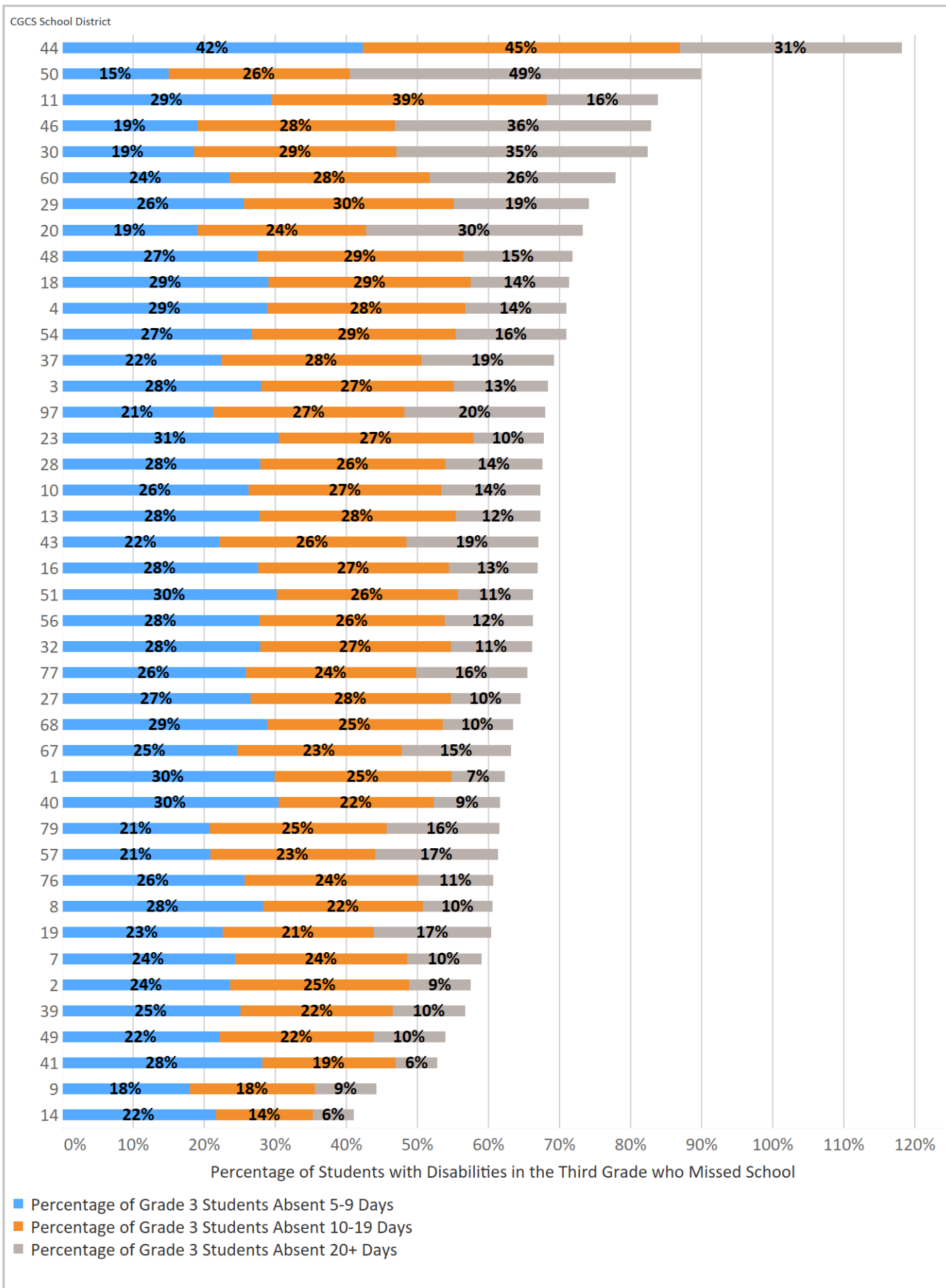
Note: Lower values are desired

Figure 8.24. Percentage of Ninth Graders Eligible for Free or Reduced-Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2018-19



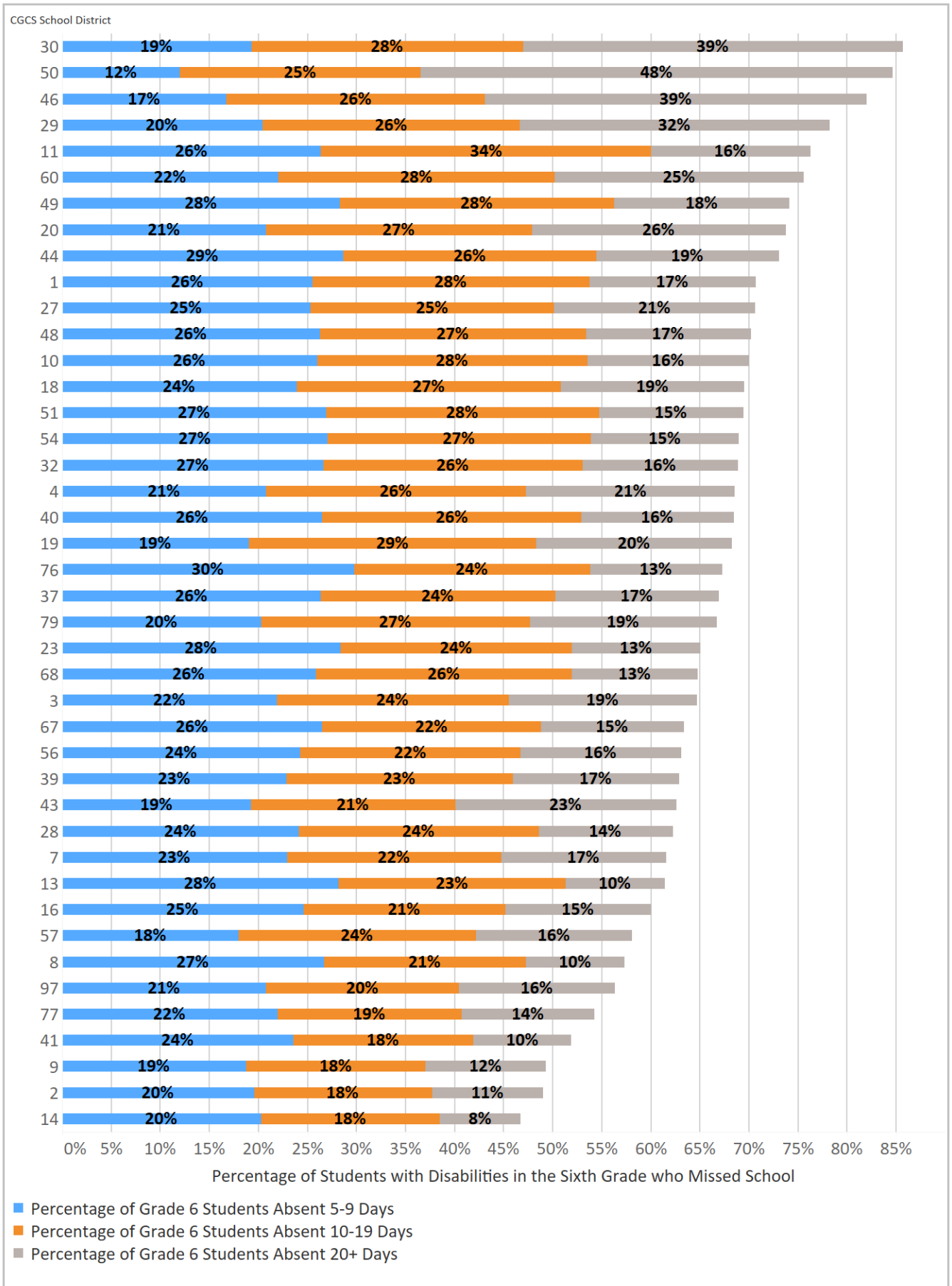
Note: Lower values are desired

Figure 8.25. Percentage of Students with Disabilities in Third Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



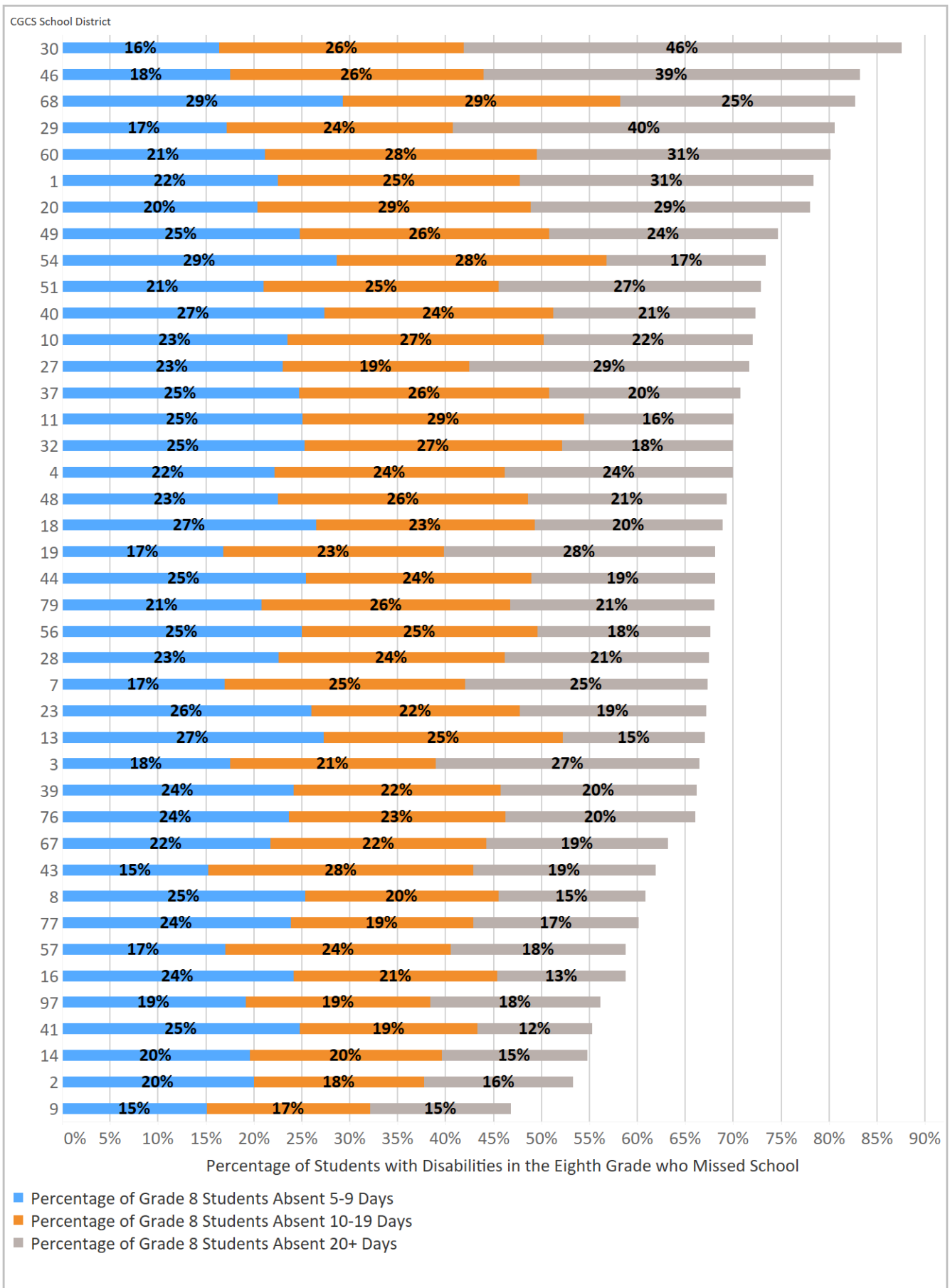
Note: Lower values are desired

Figure 8.26. Percentage of Students with Disabilities in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



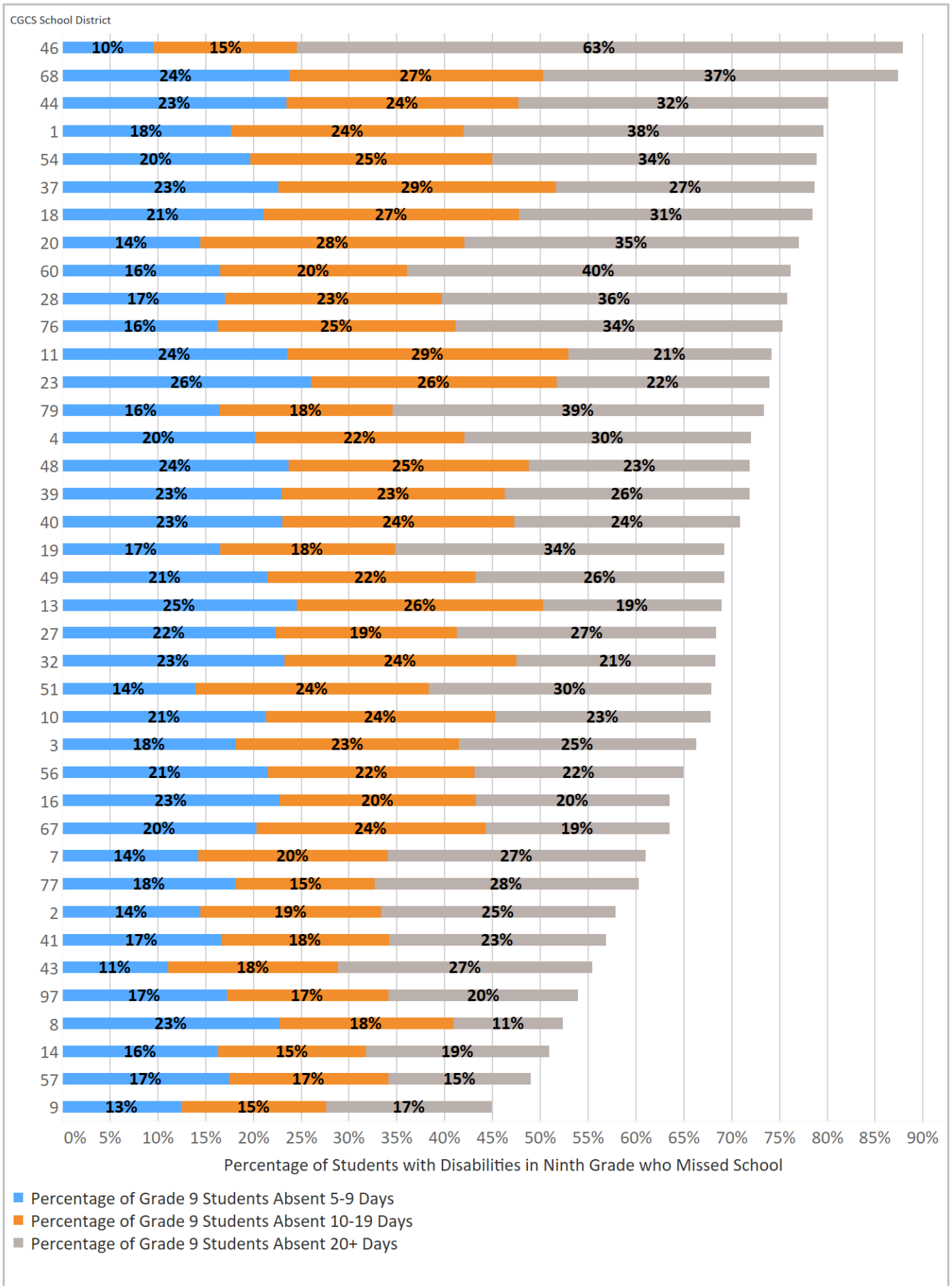
Note: Lower values are desired

Figure 8.27. Percentage of Students with Disabilities in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



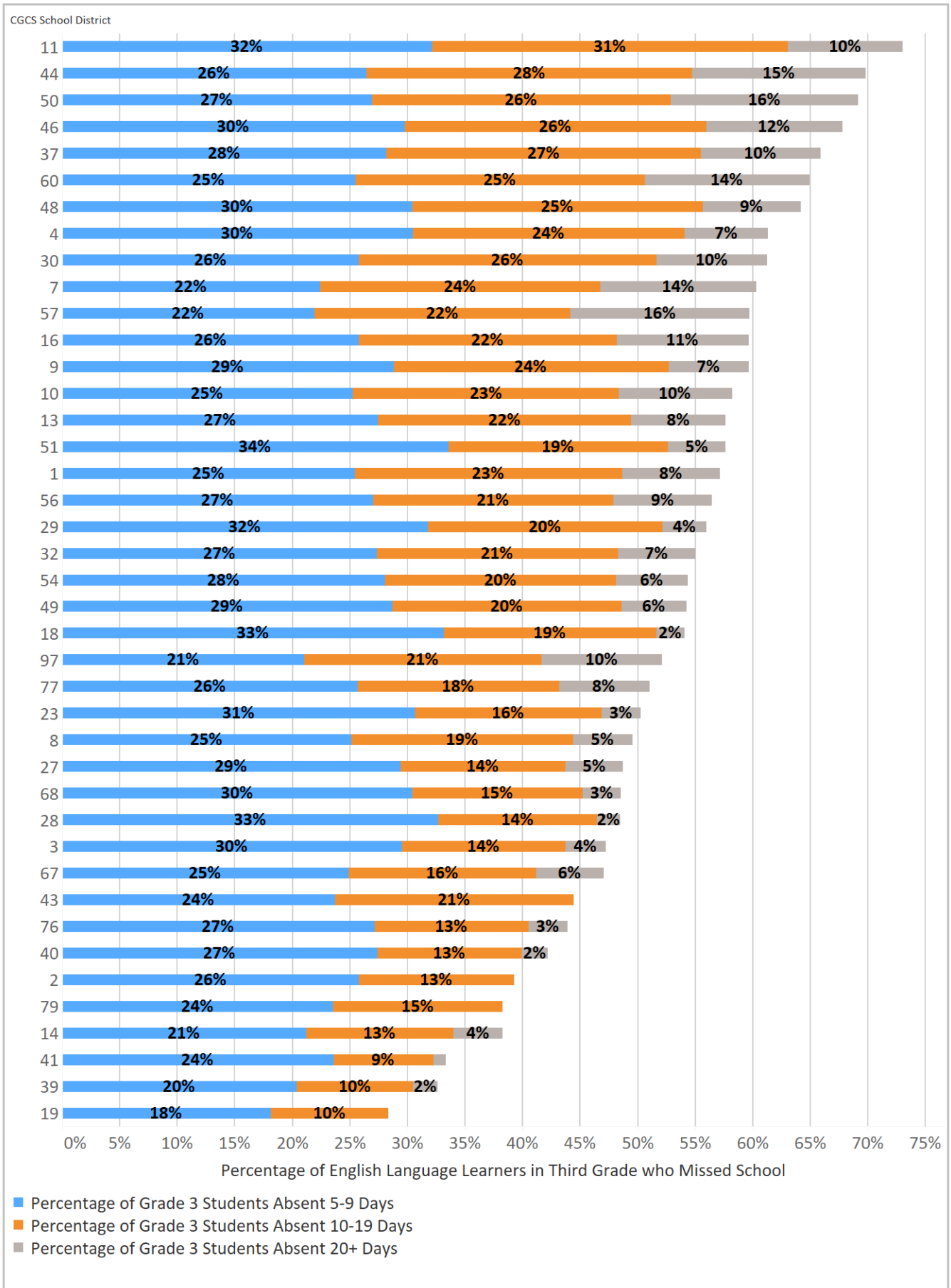
Note: Lower values are desired

Figure 8.28. Percentage of Students with Disabilities in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



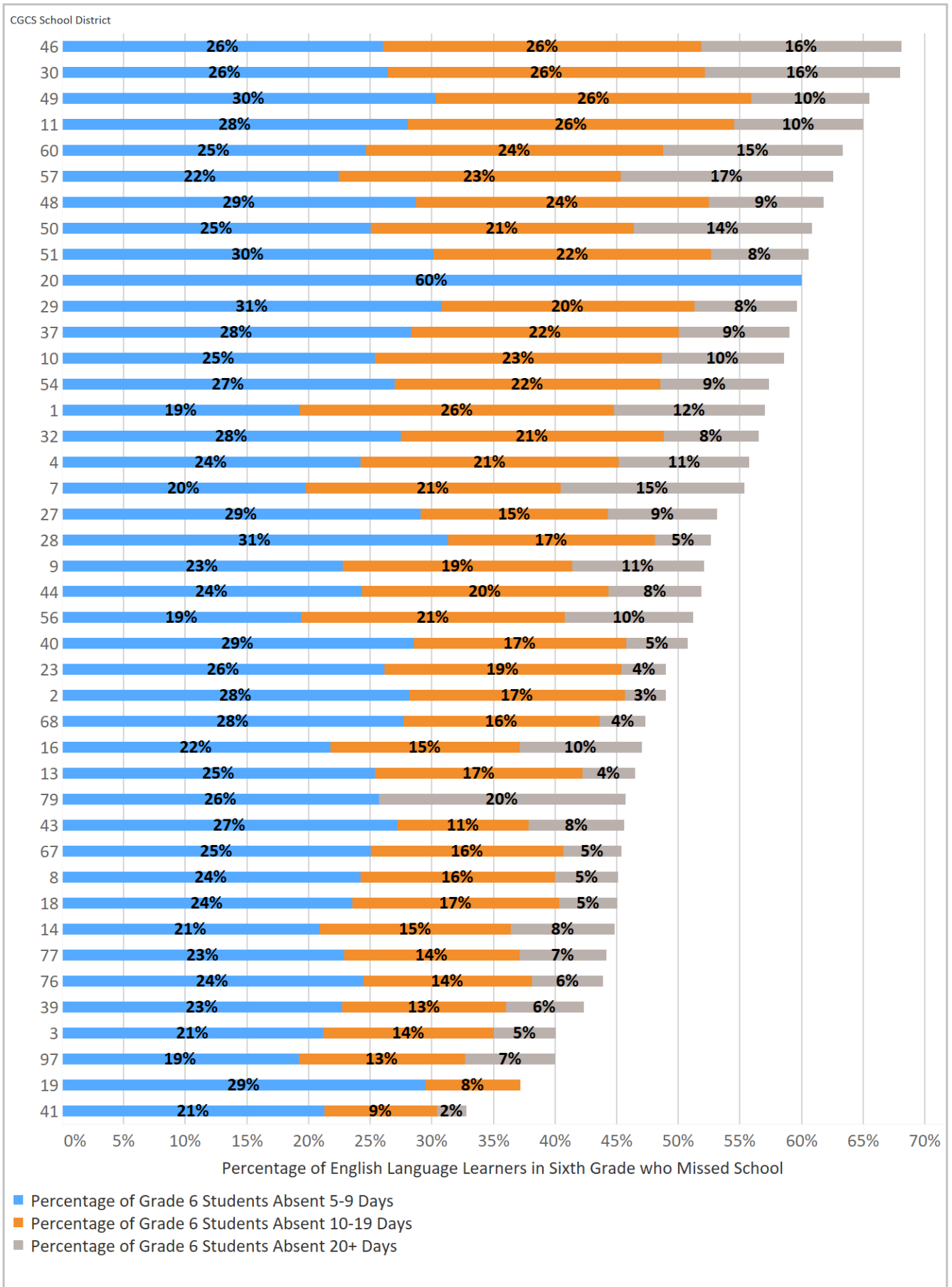
Note: Lower values are desired

Figure 8.29. Percentage of English Learners in Third Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



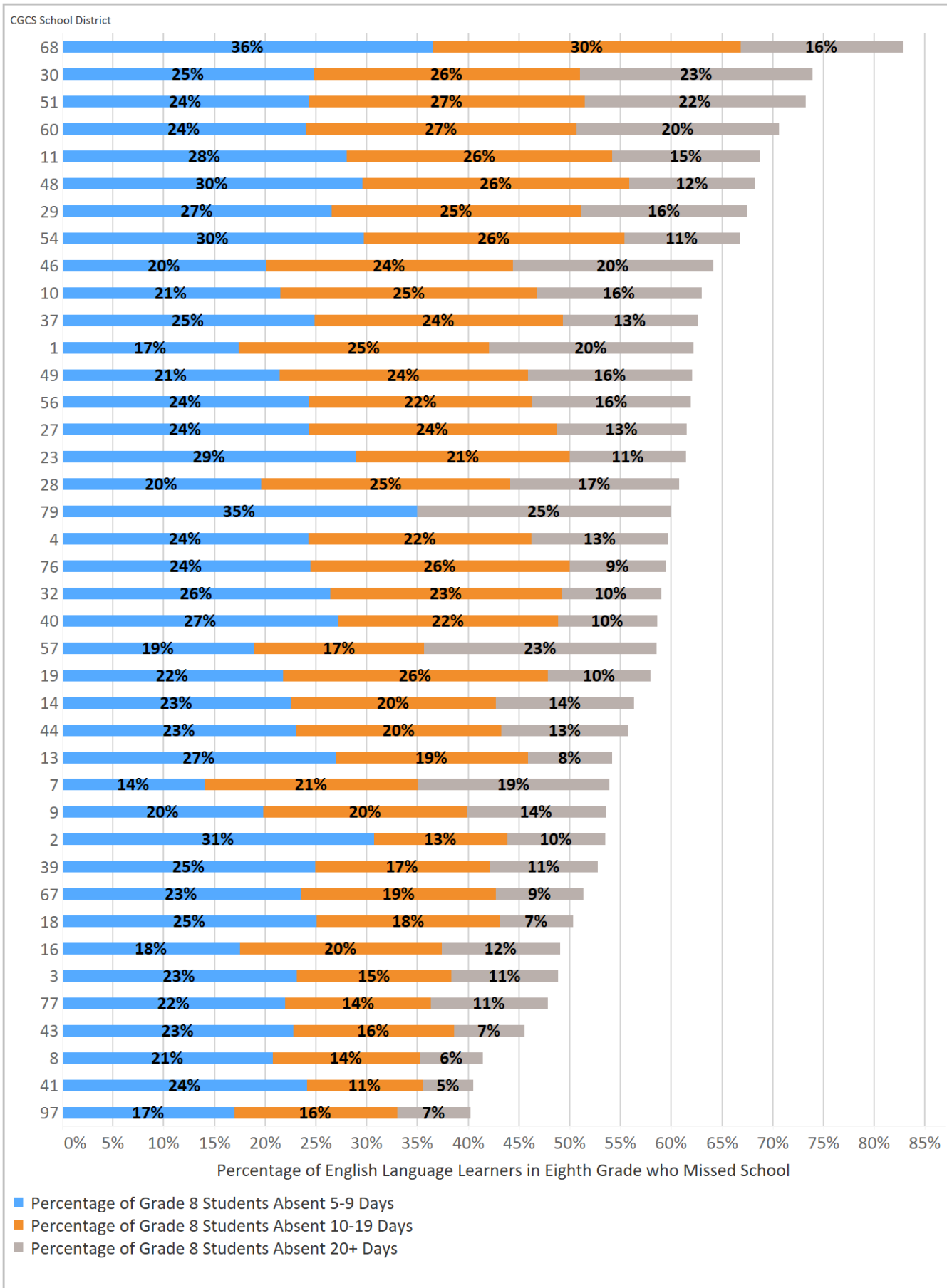
Note: Lower values are desired

Figure 8.30. Percentage of English Learners in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



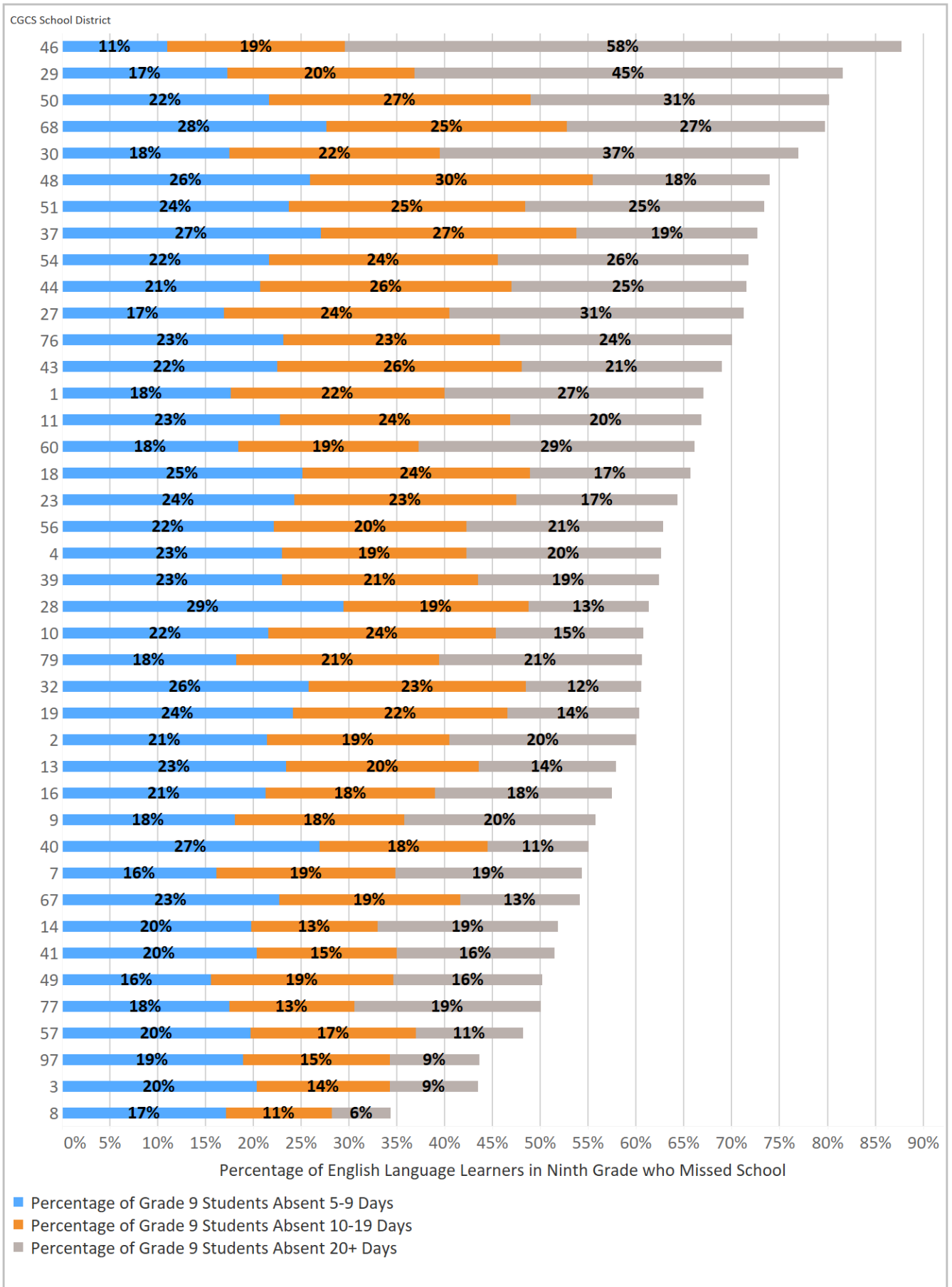
Note: Lower values are desired

Figure 8.31. Percentage of English Learners in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



Note: Lower values are desired

Figure 8.32. Percentage of English Learners in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19



Note: Lower values are desired

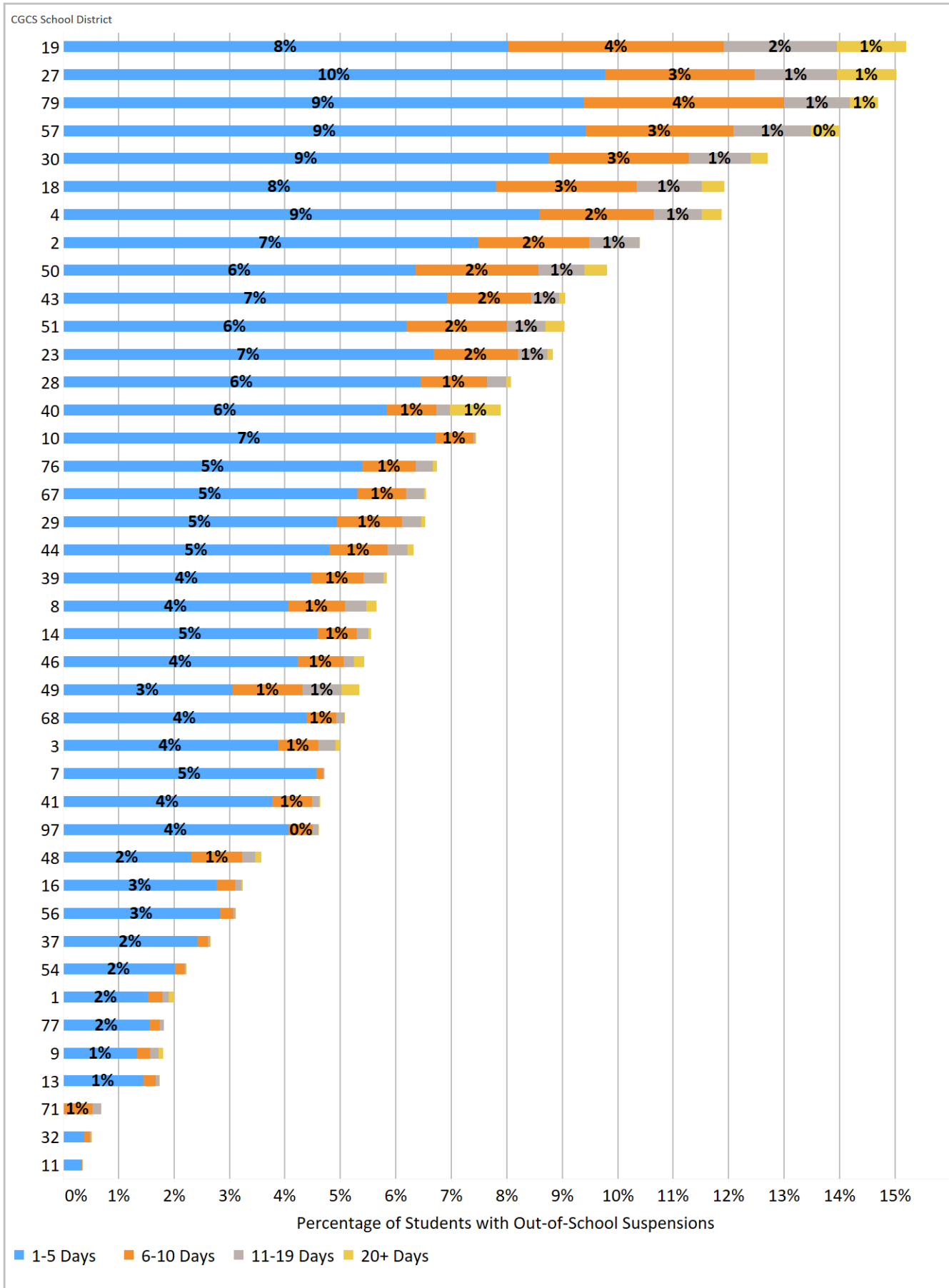
Discipline Indicators

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

Figures 9.1 to 9.24 show the percentage of students who were suspended out-of-school for 1 to 5 days, 6 to 10 days, 11 to 19 days, and more than 20 days cumulatively over the course of the school year. The unit of analysis is students.

Figures 10.1 to 10.24 show the number of instructional days missed per 100 students in each district. These data allow districts to compare numbers of lost instructional days independent of overall district enrollment. The unit of analysis is number of days suspended per 100 students.

Figure 9.1. Percentage of Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

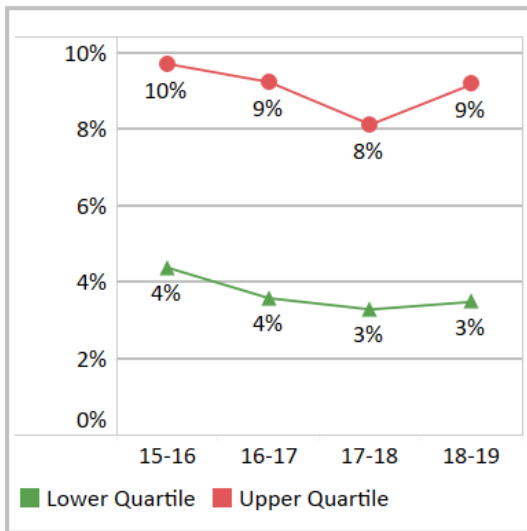


Percentage of Students with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.1: Total number of students suspended for specified lengths of time divided by the total number of students.
- Figure 9.2: Percentage point difference in students with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.3: Upper quartile and lower quartile change in percentage of students with out-of-school suspensions.

Figure 9.3. Trends in Out-of-School Suspensions by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Clark County
- Denver
- Long Beach
- Miami
- Orange County
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Clark County
- Dallas
- Dayton
- Orange County
- Pinellas
- Pittsburgh
- Richmond
- Shelby County

Figure 9.2. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among All Students, 2015-16 to 2018-19

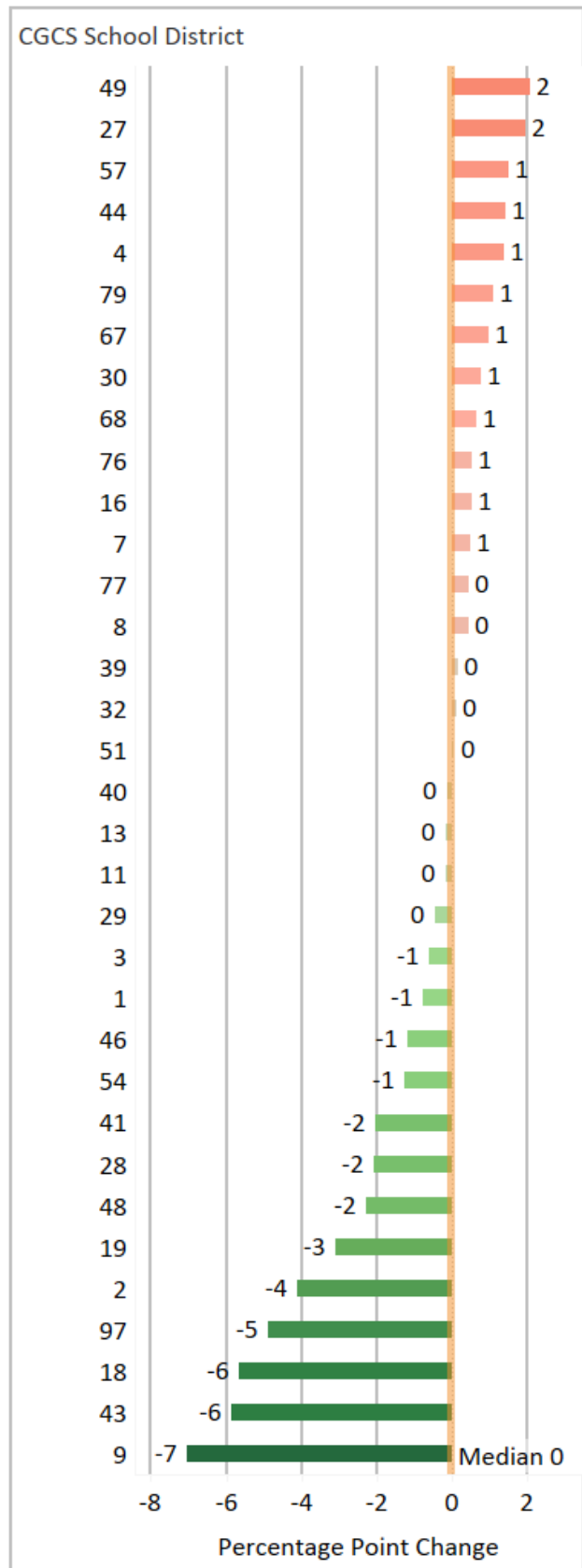
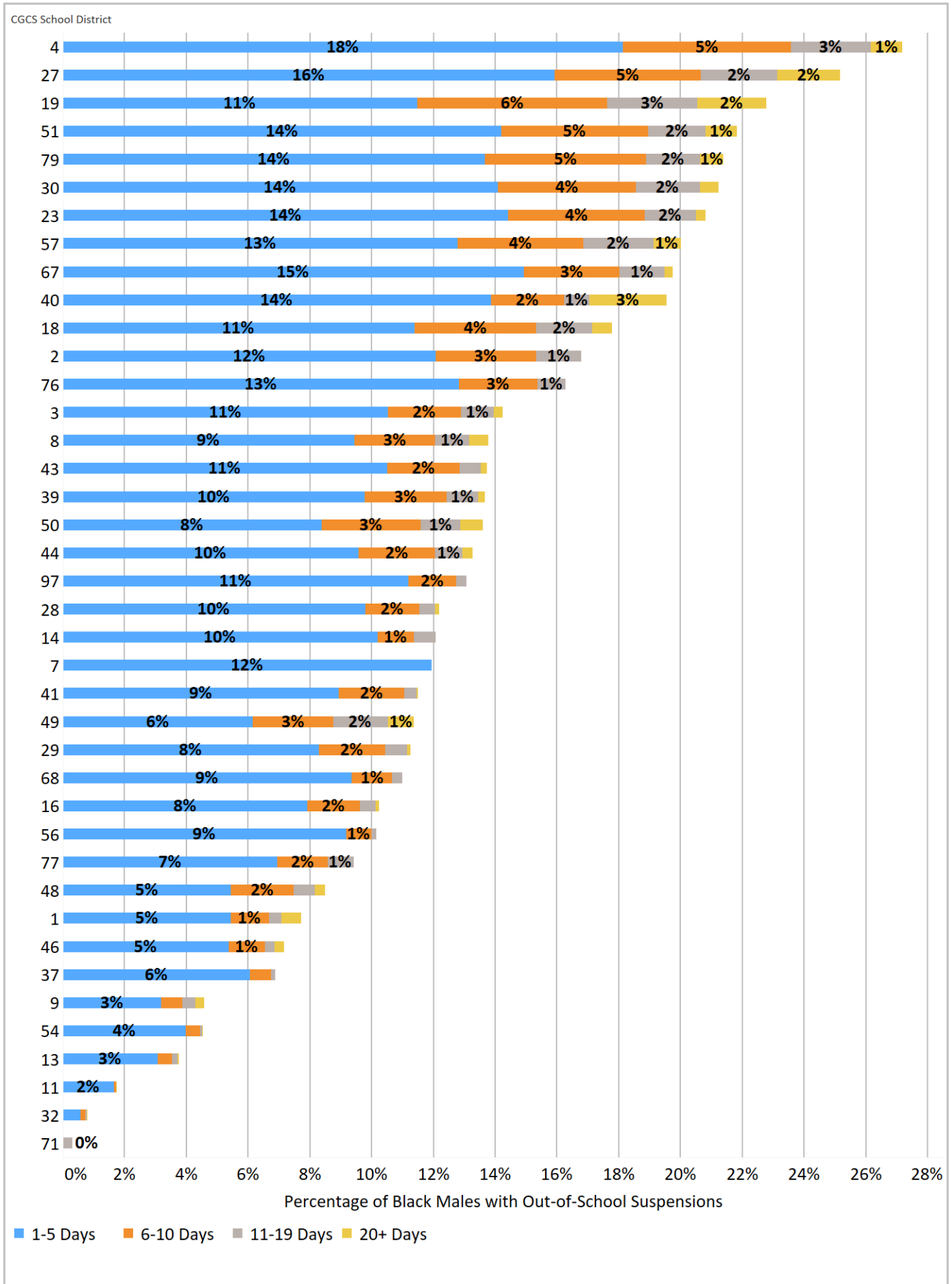


Figure 9.4. Percentage of Black Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

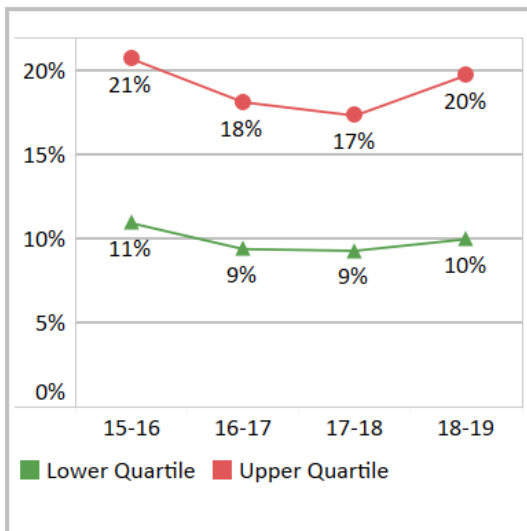


Percentage of Black Males with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.4: Total number of Black males suspended for specified lengths of time divided by the total number of Black males.
- Figure 9.5: Percentage point difference in Black males with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.6: Upper quartile and lower quartile change in the percentage of Black males with out-of-school suspensions.

Figure 9.6. Trends in Out-of-School Suspensions Among Black Males by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Baltimore
- Broward County
- Chicago
- Clark County
- Denver
- Long Beach
- Los Angeles
- Orange County
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Dallas
- Dayton
- Orange County
- Pinellas
- Richmond
- Shelby County
- Toledo

Figure 9.5. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Black Males, 2015-16 to 2018-19

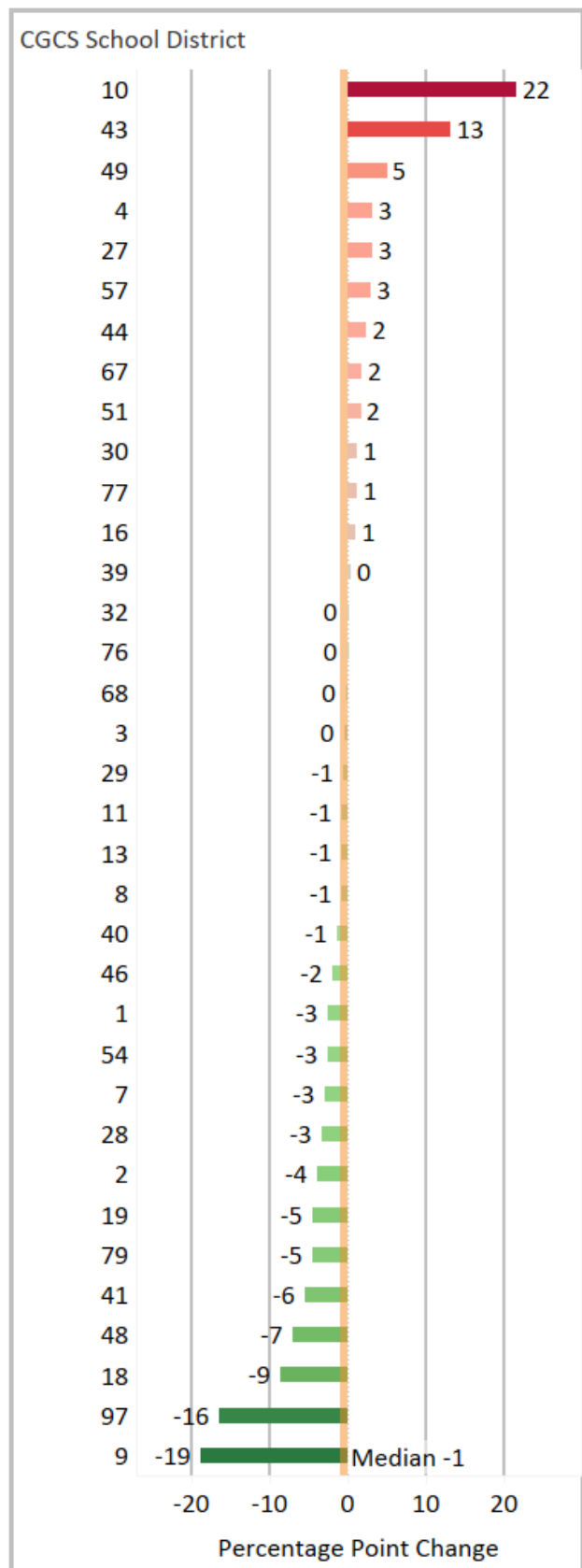
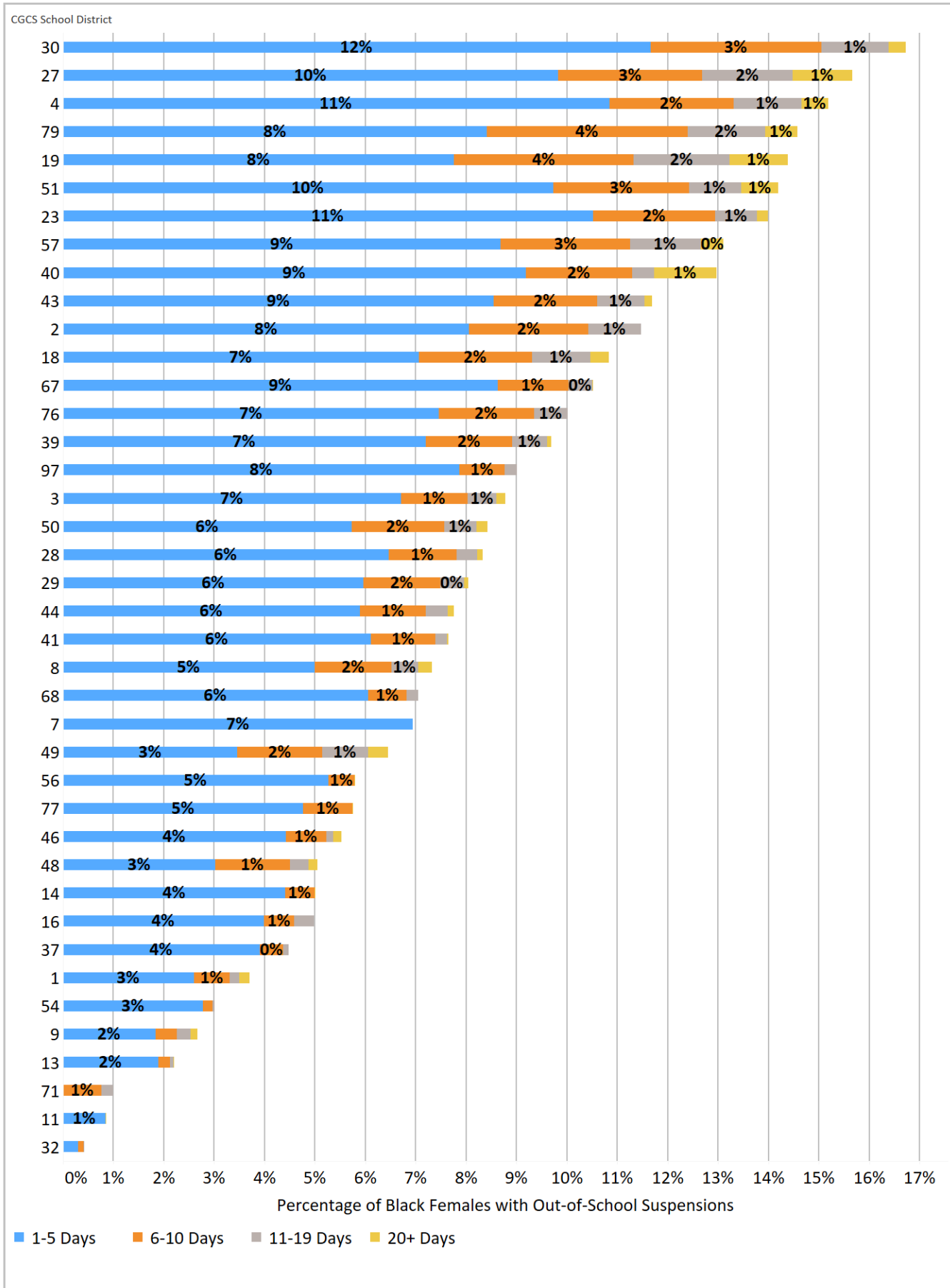


Figure 9.7. Percentage of Black Females with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

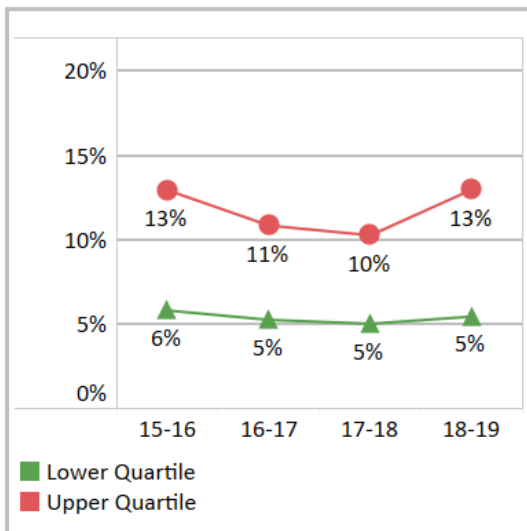


Percentage of Black Females with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.7: Total number of Black females suspended for specified lengths of time divided by the total number of Black females.
- Figure 9.8: Percentage point difference in Black females with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.9: Upper quartile and lower quartile change in the percentage of Black females with out-of-school suspensions.

Figure 9.9. Trends in Out-of-School Suspensions Among Black females by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Baltimore
- Broward County
- Chicago
- Clark County
- Denver
- Los Angeles
- Miami
- Orange County
- San Diego
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Chicago
- Clark County
- Dallas
- Dayton
- Orange County
- Pinellas
- Richmond
- Shelby County
- Toledo

Figure 9.8. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Black Females, 2015-16 to 2018-19

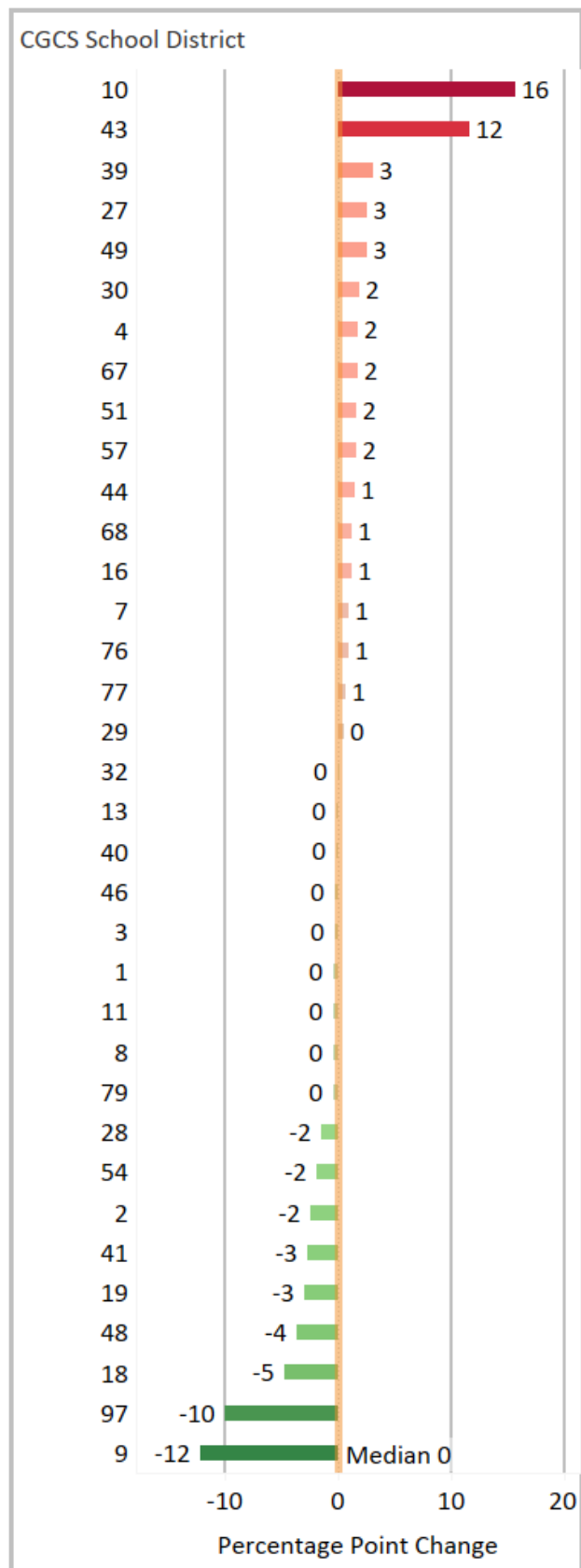
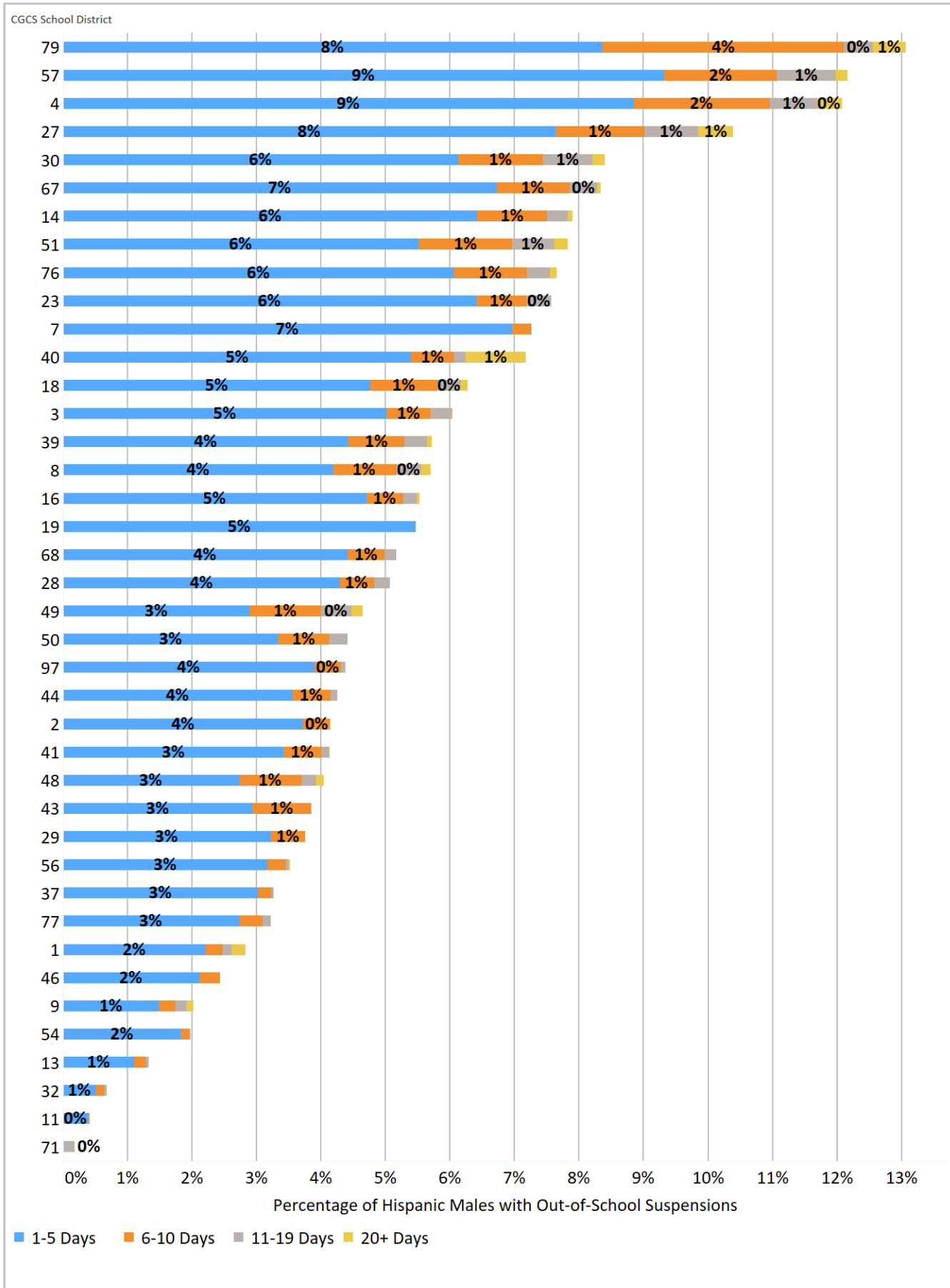


Figure 9.10. Percentage of Hispanic Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

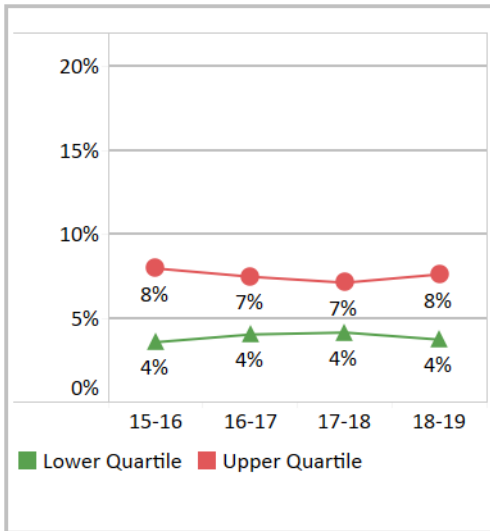


Percentage of Hispanic Males with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.10: Total number of Hispanic males suspended for specified lengths of time divided by the total number of Hispanic males.
- Figure 9.11: Percentage point difference in Hispanic males with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.12: Upper quartile and lower quartile change in percentage of Hispanic males with out-of-school suspensions.

Figure 9.12. Trends in Out-of-School Suspensions Among Hispanic Males by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Baltimore
- Broward County
- Chicago
- Clark County
- Denver
- D.C.
- Long Beach
- Miami
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Chicago
- Dallas
- Orange County
- Pinellas
- Pittsburgh
- Richmond
- Seattle
- Shelby County

Figure 9.11. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Hispanic Males, 2015-16 to 2018-19

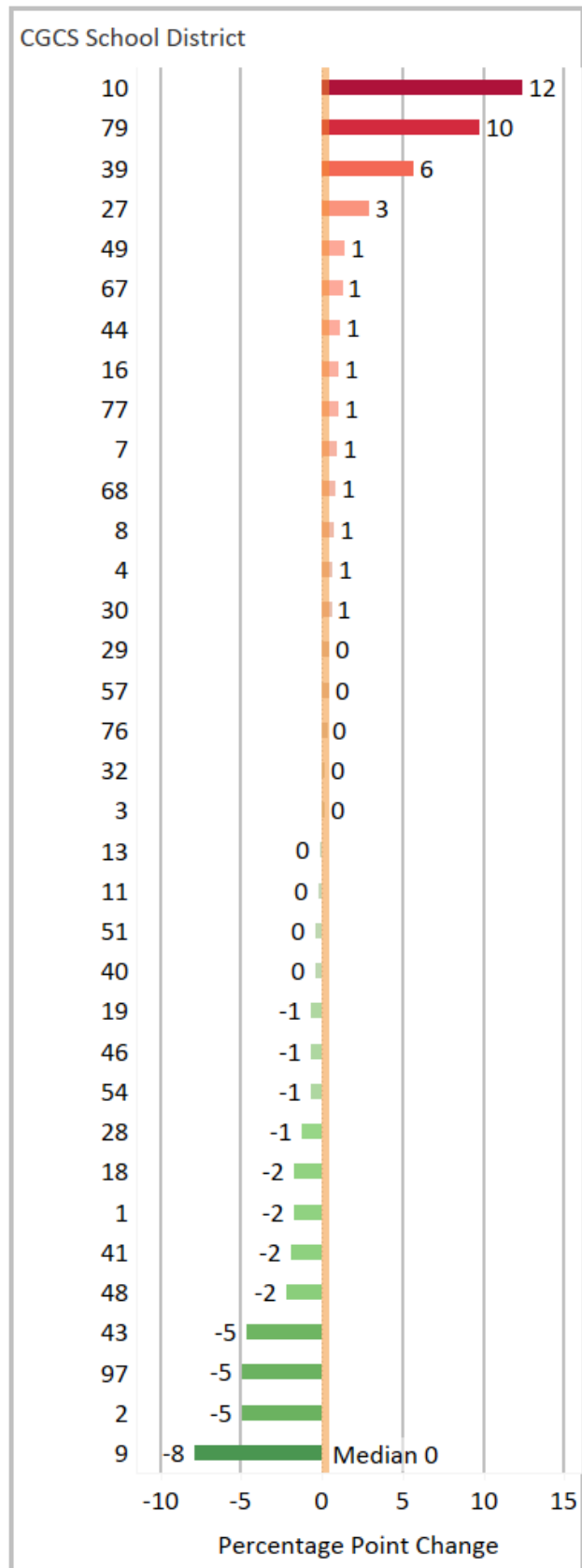
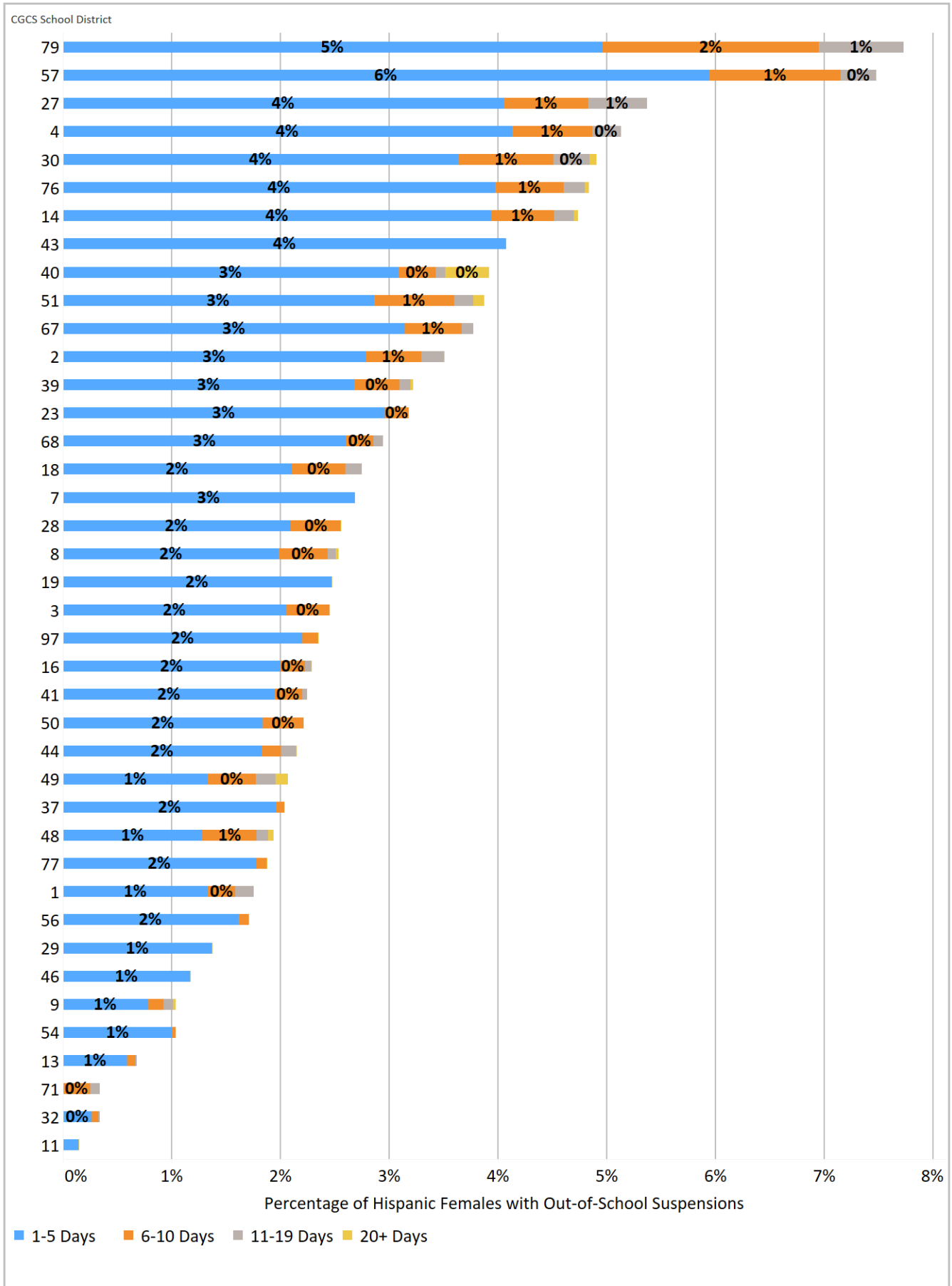


Figure 9.13. Percentage of Hispanic Females with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

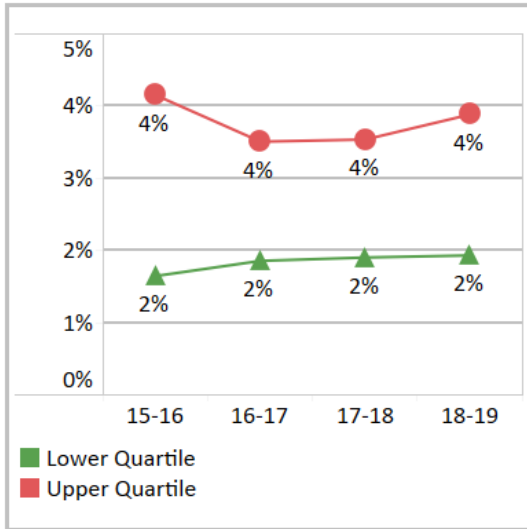


Percentage of Hispanic Females with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.13: Total number of Hispanic females suspended for specified lengths of time divided by the total number of Hispanic females.
- Figure 9.14: Percentage point difference in Hispanic females with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.15: Upper quartile and lower quartile change in percentage of Hispanic females with out-of-school suspensions.

Figure 9.15. Trends in Out-of-School Suspensions Among Hispanic Females by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Baltimore
- Broward County
- Chicago
- Clark County
- D.C.
- Long Beach
- Los Angeles
- Miami
- Orange County
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Clark County
- Dallas
- Orange County
- Pinellas
- Pittsburgh
- Richmond
- Seattle
- Shelby County
- St Paul

Figure 9.14. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Hispanic Females, 2015-16 to 2018-19

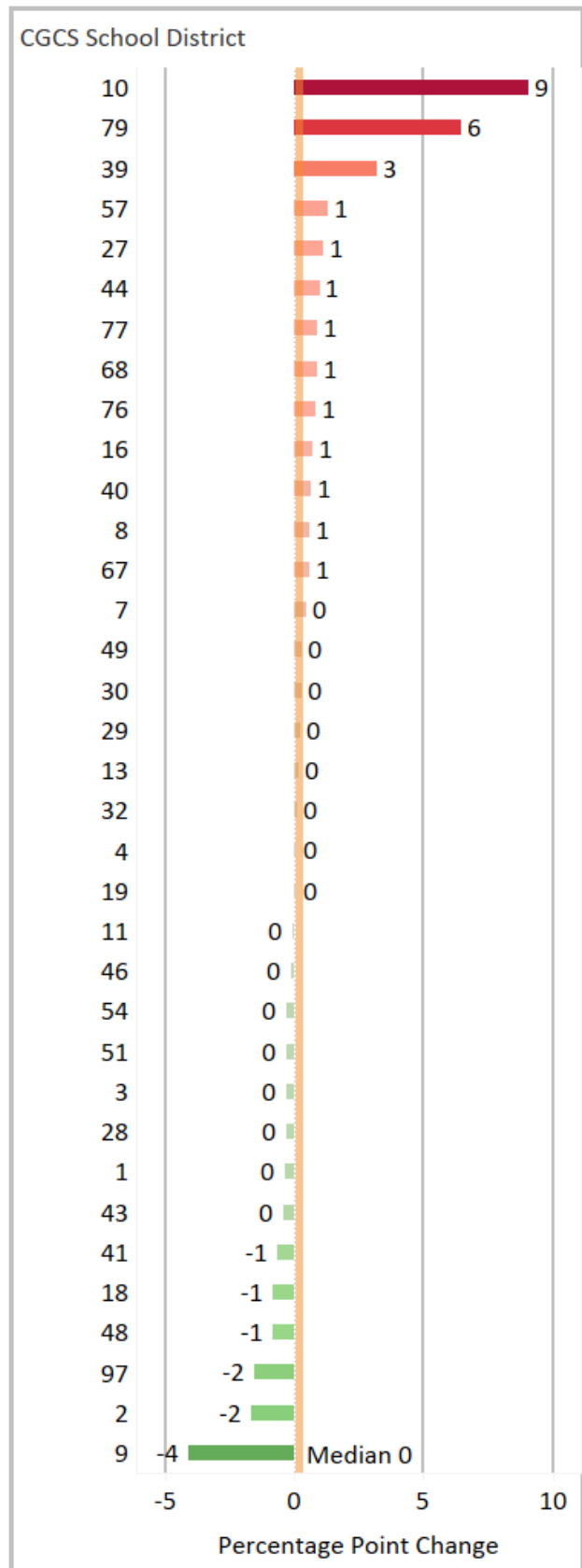
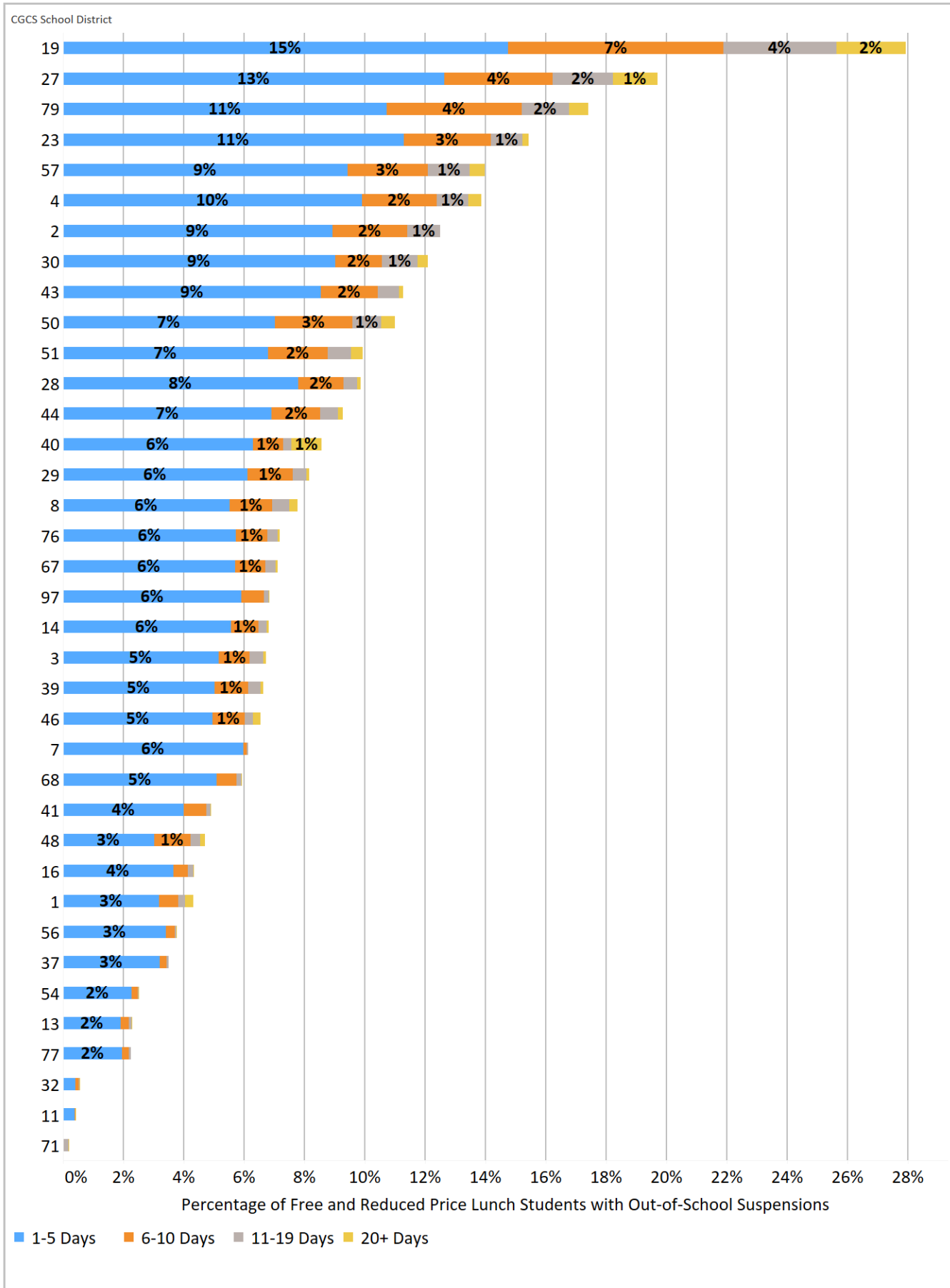


Figure 9.16. Percentage of Free or Reduced-Price Lunch Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

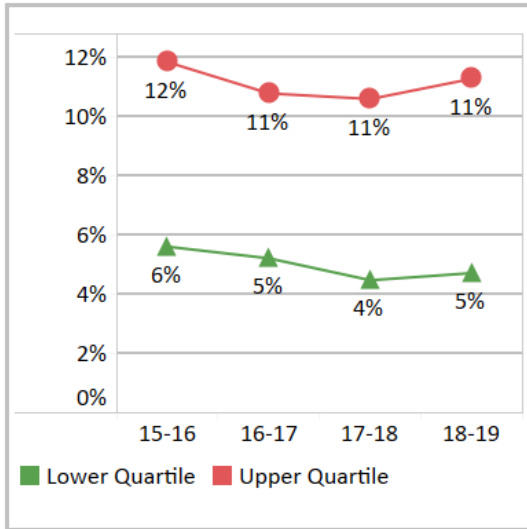


Percentage of Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.16: Total number of FRPL students suspended for specified lengths of time divided by the total number of FRPL students.
- Figure 9.17: Percentage point difference in FRPL students with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.18: Upper quartile and lower quartile change in percentage of FRPL students with out-of-school suspensions.

Figure 9.18. Trends in Out-of-School Suspensions Among Students Eligible for Free or Reduced-Price Lunch by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Denver
- Long Beach
- Miami
- Orange County
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Chicago
- Dallas
- D.C.
- Orange County
- Pittsburgh
- Richmond
- Seattle

Figure 9.17. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Students Eligible for Free or Reduced-Price Lunch, 2015-16 to 2018-19

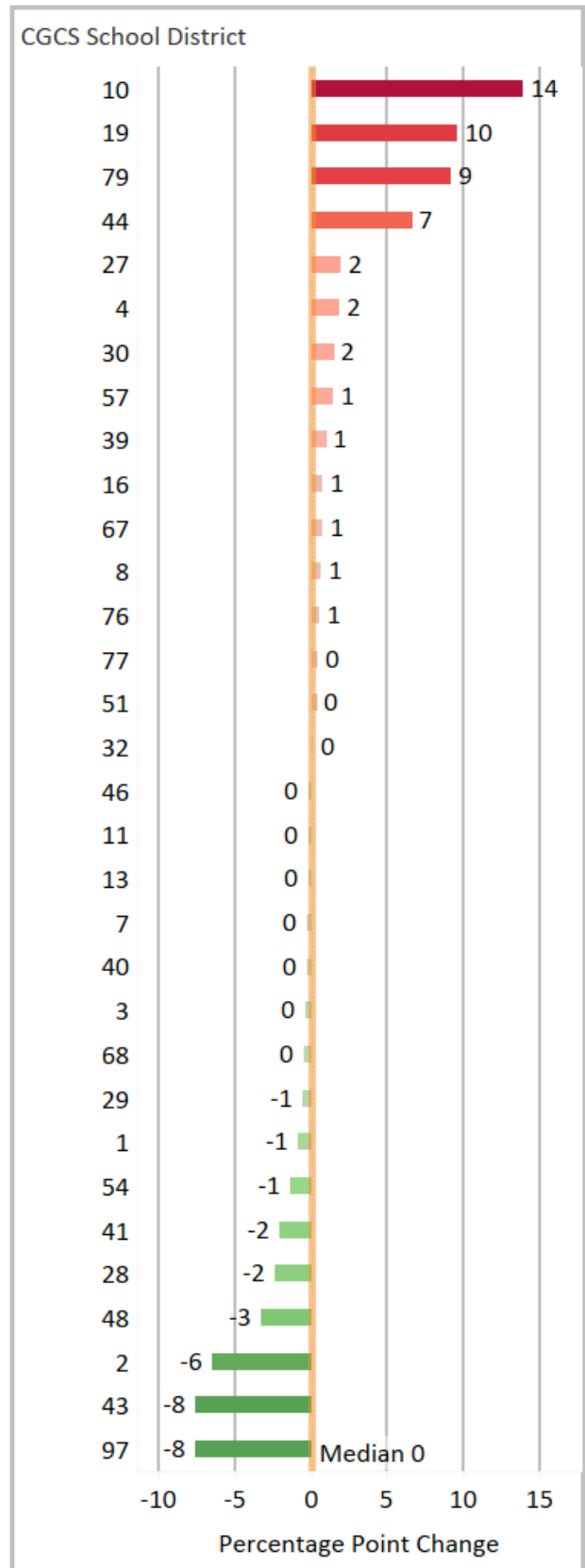
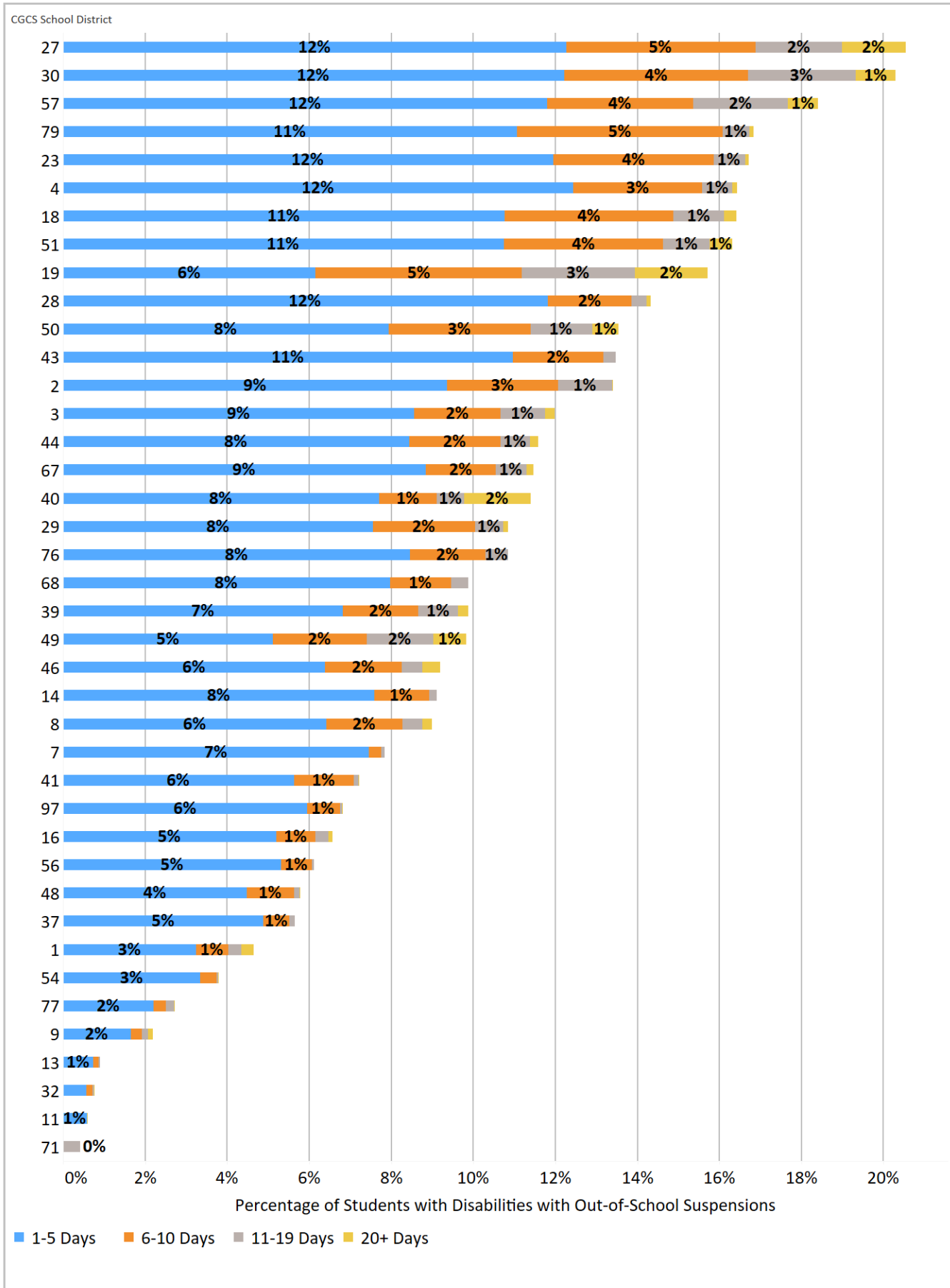


Figure 9.19. Percentage of Students with Disabilities with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

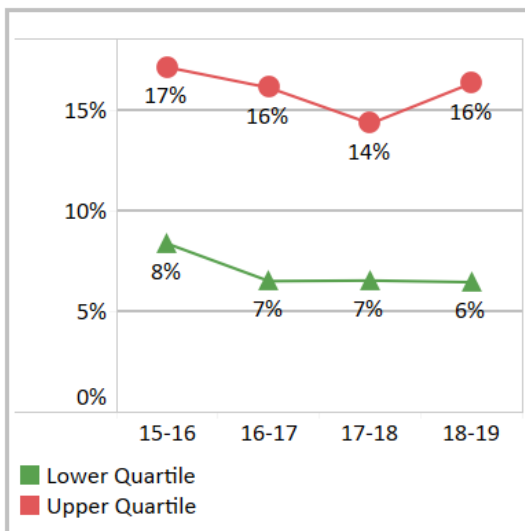


Percentage of Students with Disabilities with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.19: Total number of students with disabilities suspended for specified lengths of time divided by the total number of students with disabilities.
- Figure 9.20: Percentage point difference in students with disabilities with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.21: Upper quartile and lower quartile change in percentage of out-of-school suspensions among students with disabilities.

Figure 9.21. Trends in Out-of-School Suspensions Among Students with Disabilities by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Broward County
- Chicago
- Clark County
- Denver
- Long Beach
- Los Angeles
- Miami
- Orange County
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Baltimore
- Clark County
- Dallas
- Dayton
- D.C.
- Orange County
- Pinellas
- Pittsburgh
- Richmond
- Shelby County

Figure 9.20. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Students with Disabilities, 2015-16 to 2018-19

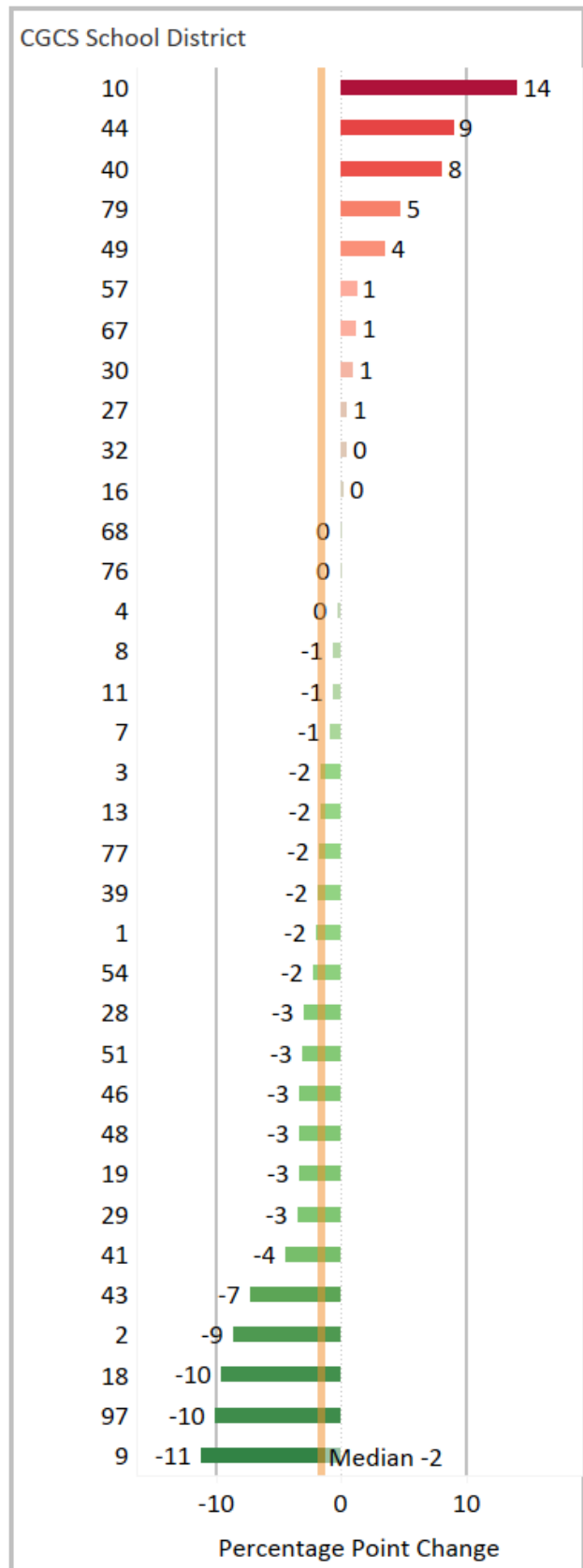
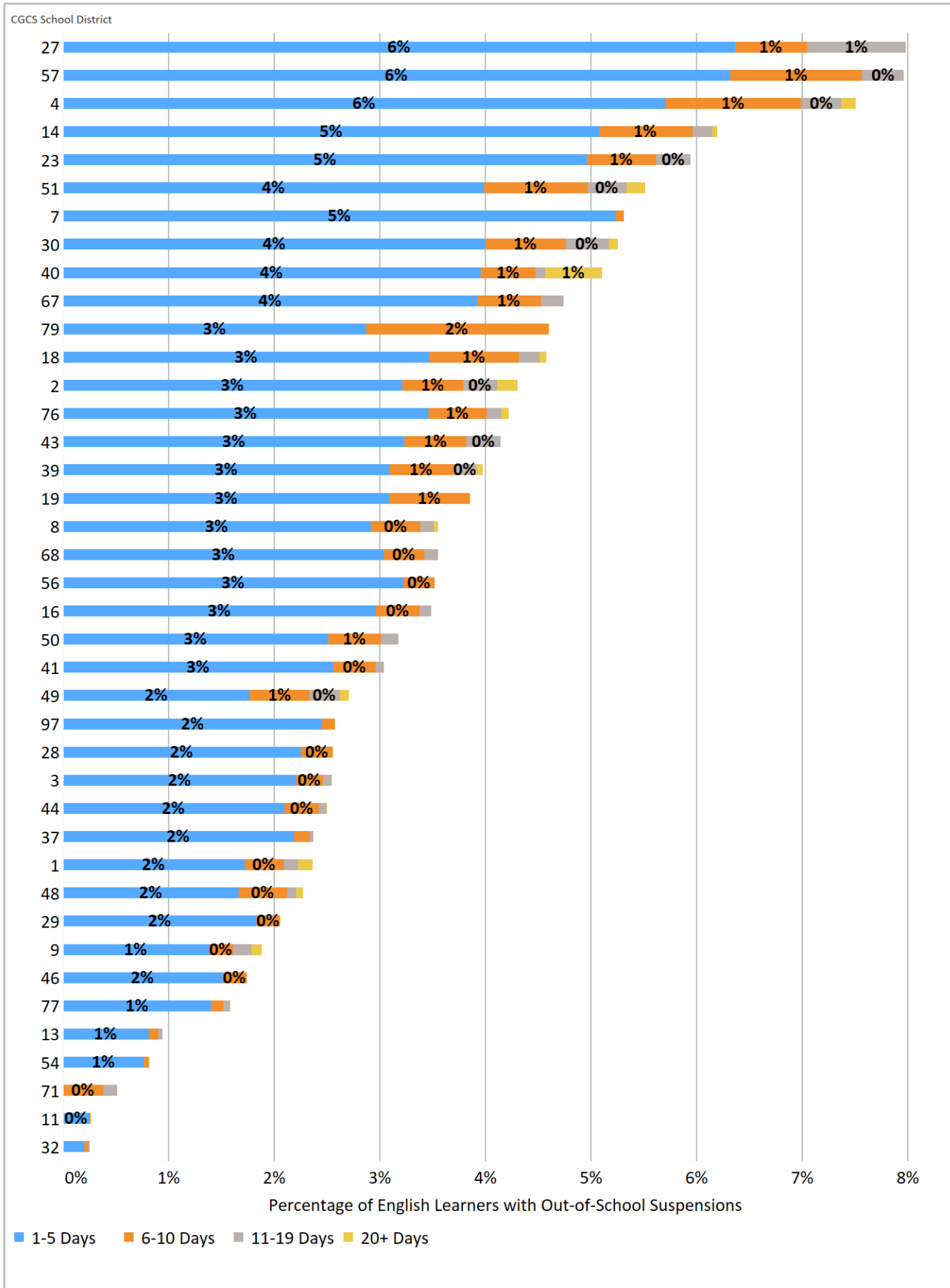


Figure 9.22. Percentage of English Learners with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

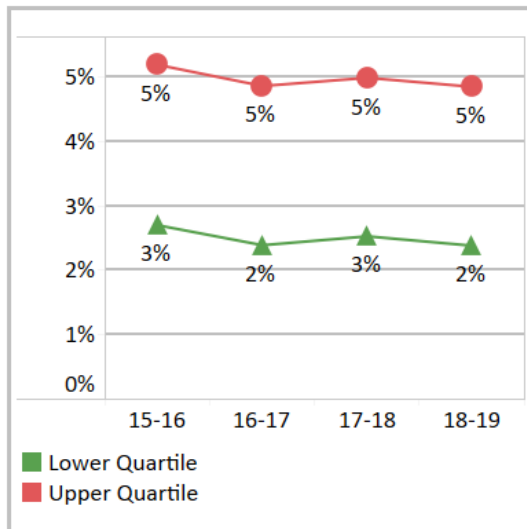


Percentage of English Learners with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.22: Total number of English learners suspended for specified lengths of time divided by the total number of English learners.
- Figure 9.23: Percentage point difference in English learners with out-of-school suspensions between 2015-16 and 2018-19.
- Figure 9.24: Upper quartile and lower quartile change in the percentage of English learners with out-of-school suspensions.

Figure 9.24. Trends in Out-of-School Suspensions Among English Learners by Quartile, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Baltimore
- Broward County
- Chicago
- Clark County
- Denver
- D.C.
- Los Angeles
- Orange County
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
- Clark County
- Cleveland
- Dallas
- Dayton
- Duval County
- Orange County
- Pinellas
- Richmond

Figure 9.23. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among English Learners, 2015-16 to 2018-19

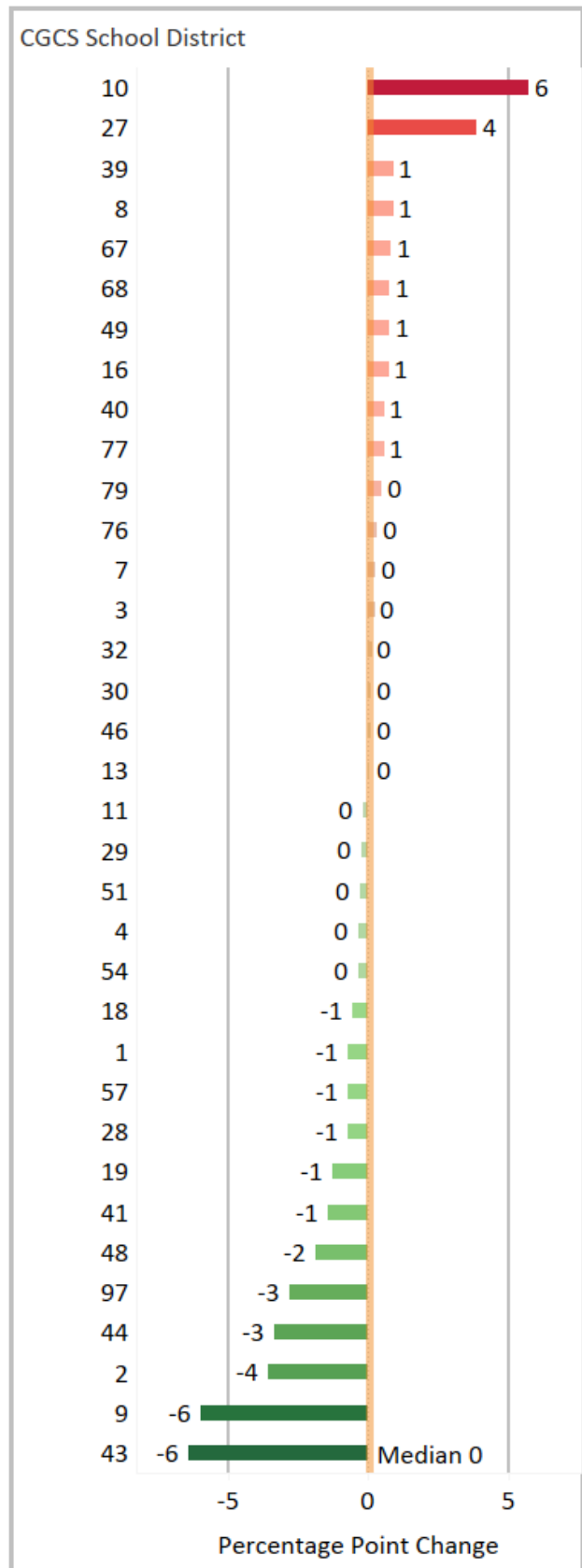
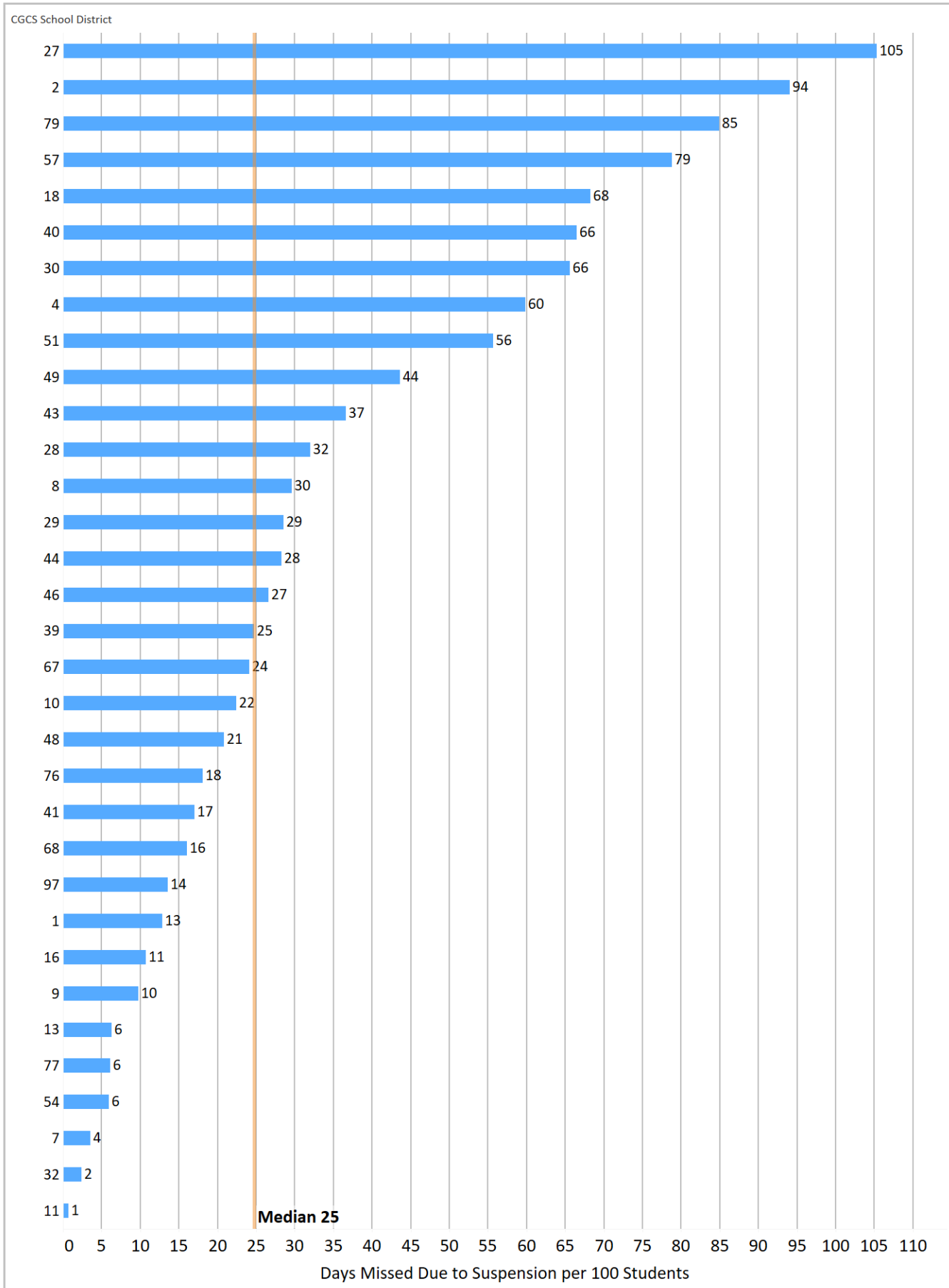


Figure 10.1. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2018-19

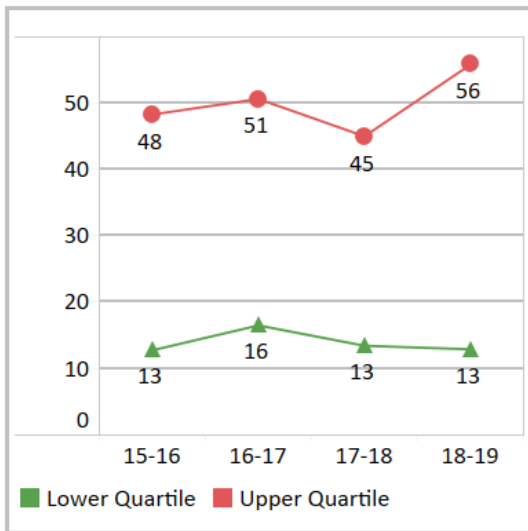


Number of Instructional Days Missed Due to Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 10.1: Total number of instructional days missed due to out-of-school suspensions divided by total enrollment multiplied by 100.
- Figure 10.2: Percentage point difference in number of instructional days missed per 100 students due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.3: Upper quartile and lower quartile change in the number of instructional days missed per 100 students due to out-of-school suspensions.

Figure 10.3. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Chicago
- Clark County
- Denver
- Long Beach
- Miami
- San Diego
- San Francisco
- Seattle

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Baltimore City
- D.C.
- Oklahoma City
- Orange County
- Pittsburgh
- Richmond
- Shelby County

Figure 10.2. Change in Number of Instructional Days Missed due to Out-of-School Suspensions per 100 Students, 2015-16 to 2018-19

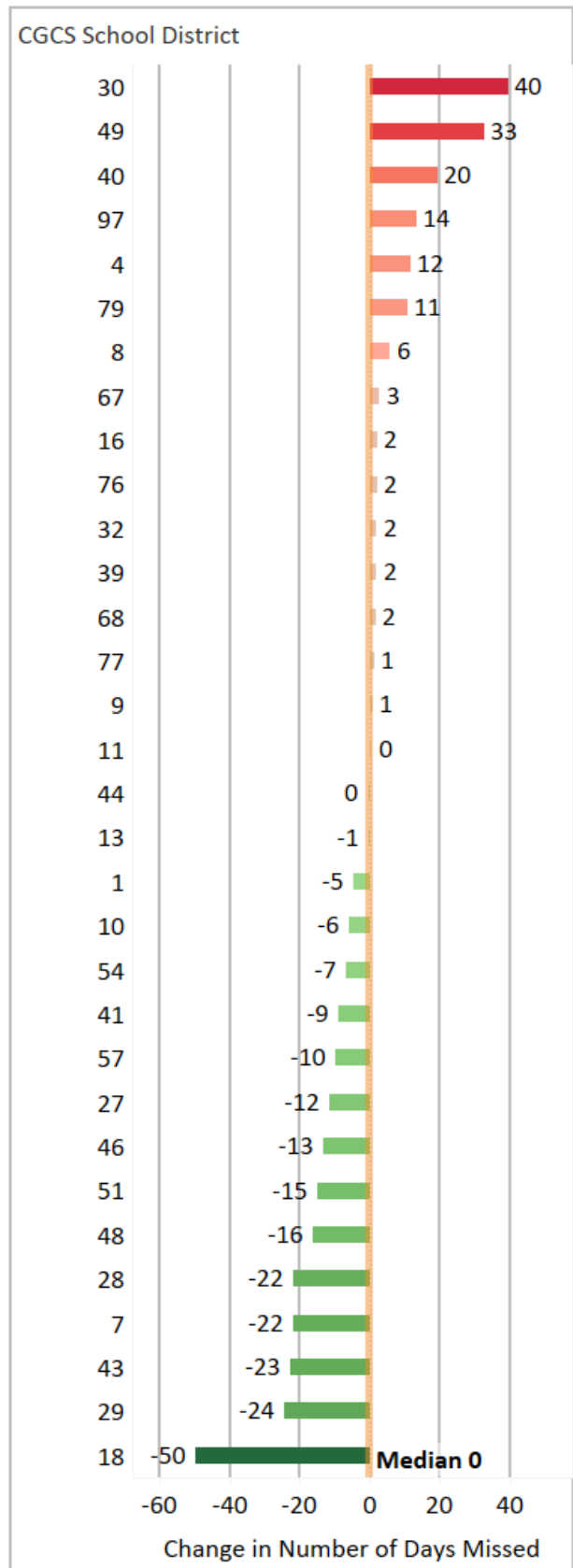
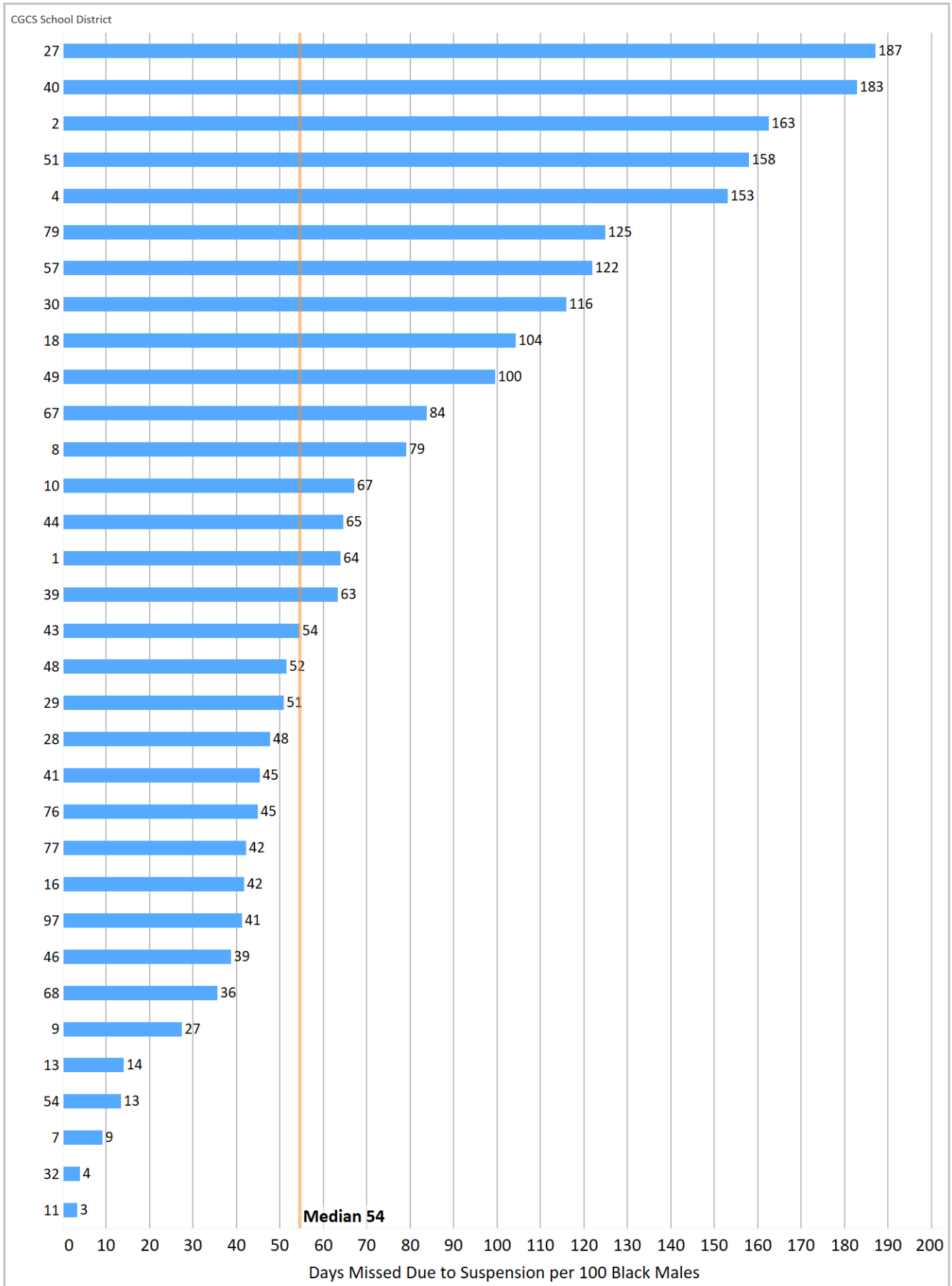


Figure 10.4. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2018-19

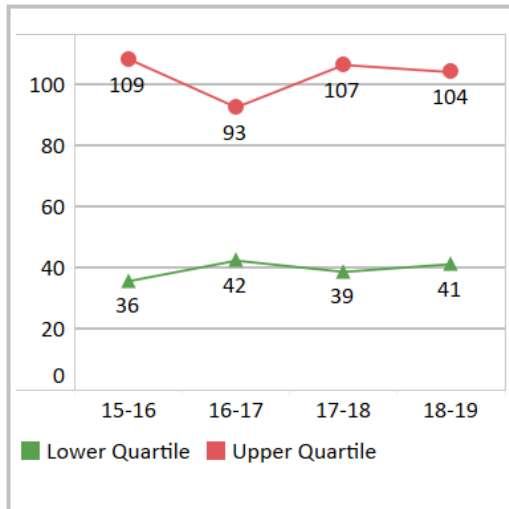


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males

Note: Lower values and larger decreases are desired

- Figure 10.4: Total number of Black male instructional days missed due to out-of-school suspensions divided by total Black male enrollment multiplied by 100.
- Figure 10.5: Percentage point difference in number of instructional days missed per 100 Black males due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.6: Upper quartile and lower quartile change in number of instructional days missed per 100 Black males due to out-of-school suspensions.

Figure 10.6. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Arlington
- Austin
- Baltimore City
- Broward County
- Chicago
- Clark County
- Denver
- Long Beach
- Miami

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Dallas
- D.C.
- Norfolk
- Oklahoma City
- Orange County
- Shelby County
- Toledo

Figure 10.5. Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2015-16 to 2018-19

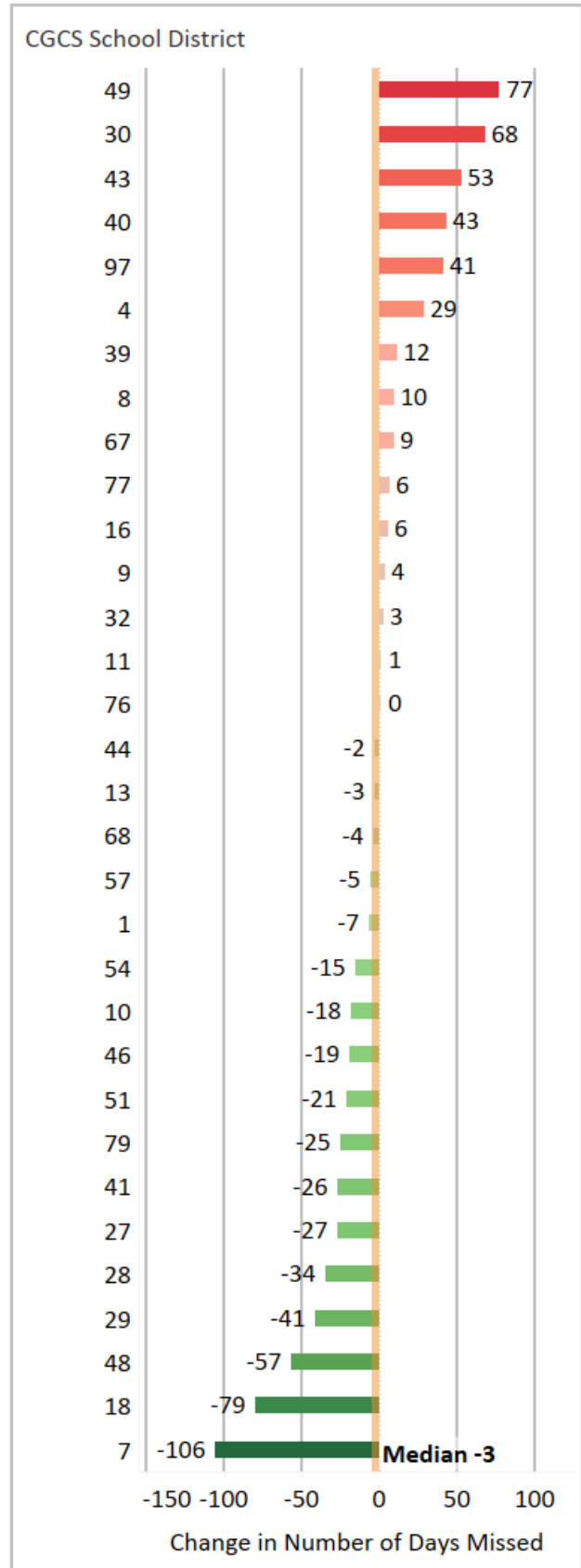
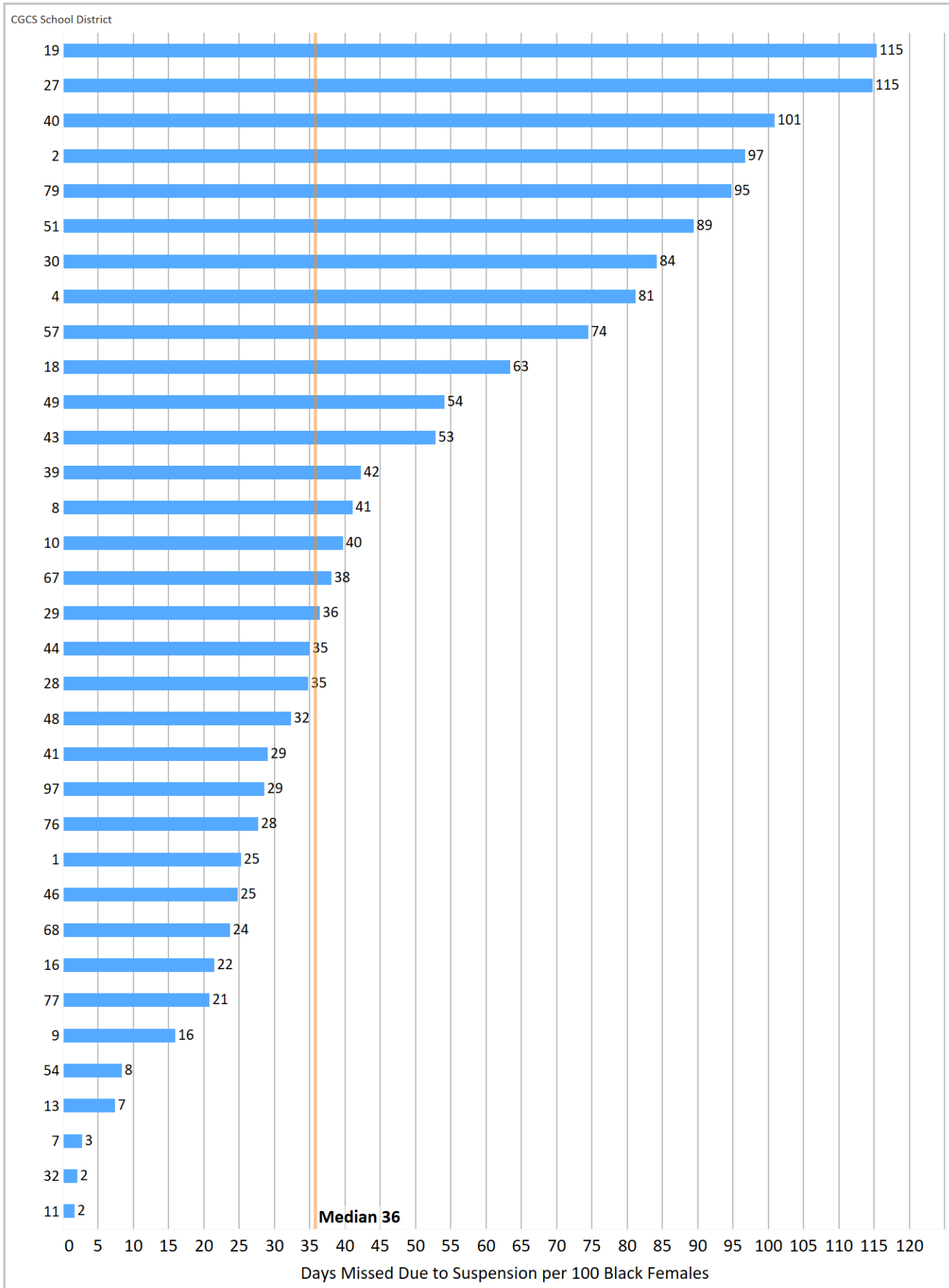


Figure 10.7. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Females, 2018-19

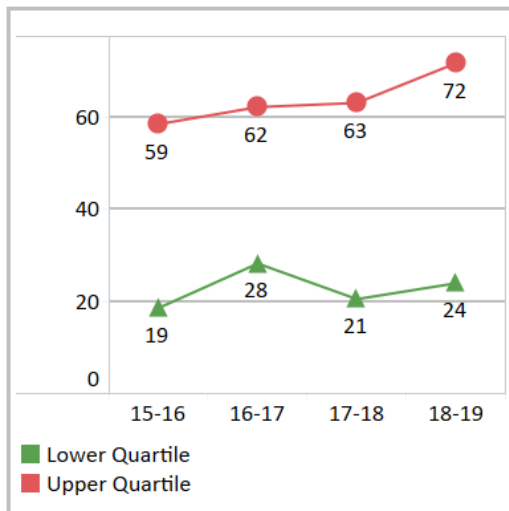


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Females

Note: Lower values and larger decreases are desired

- Figure 10.7: Total number of Black female instructional days missed due to out-of-school suspensions divided by total Black female enrollment multiplied by 100.
- Figure 10.8: Percentage point difference in number of instructional days missed per 100 Black females due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.9: Upper quartile and lower quartile change in number of instructional days missed per 100 Black females due to out-of-school suspensions.

Figure 10.9. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Females, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Albuquerque
- Anchorage
- Broward County
- Chicago
- Clark County
- Denver
- Long Beach
- Miami
- San Diego
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Chicago
- D.C.
- Dallas
- Hillsborough County
- Orange County
- Seattle
- Shelby County

Figure 10.8. Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Females, 2015-16 to 2018-19

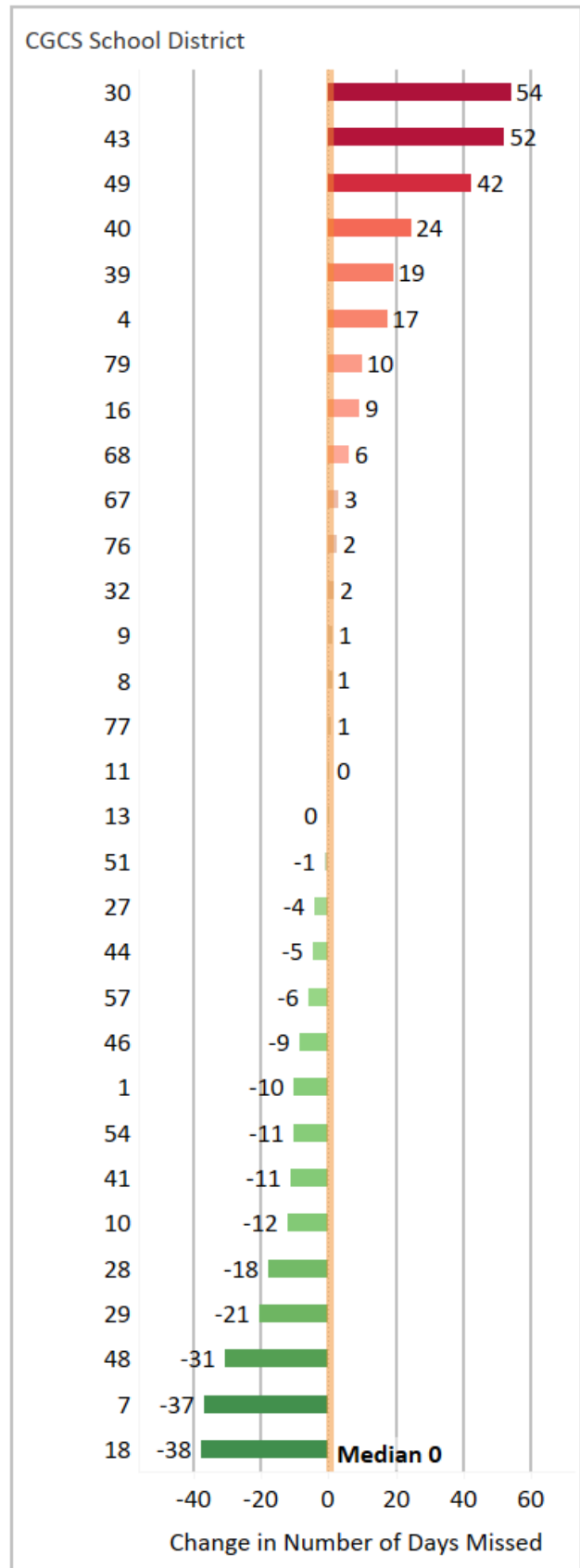
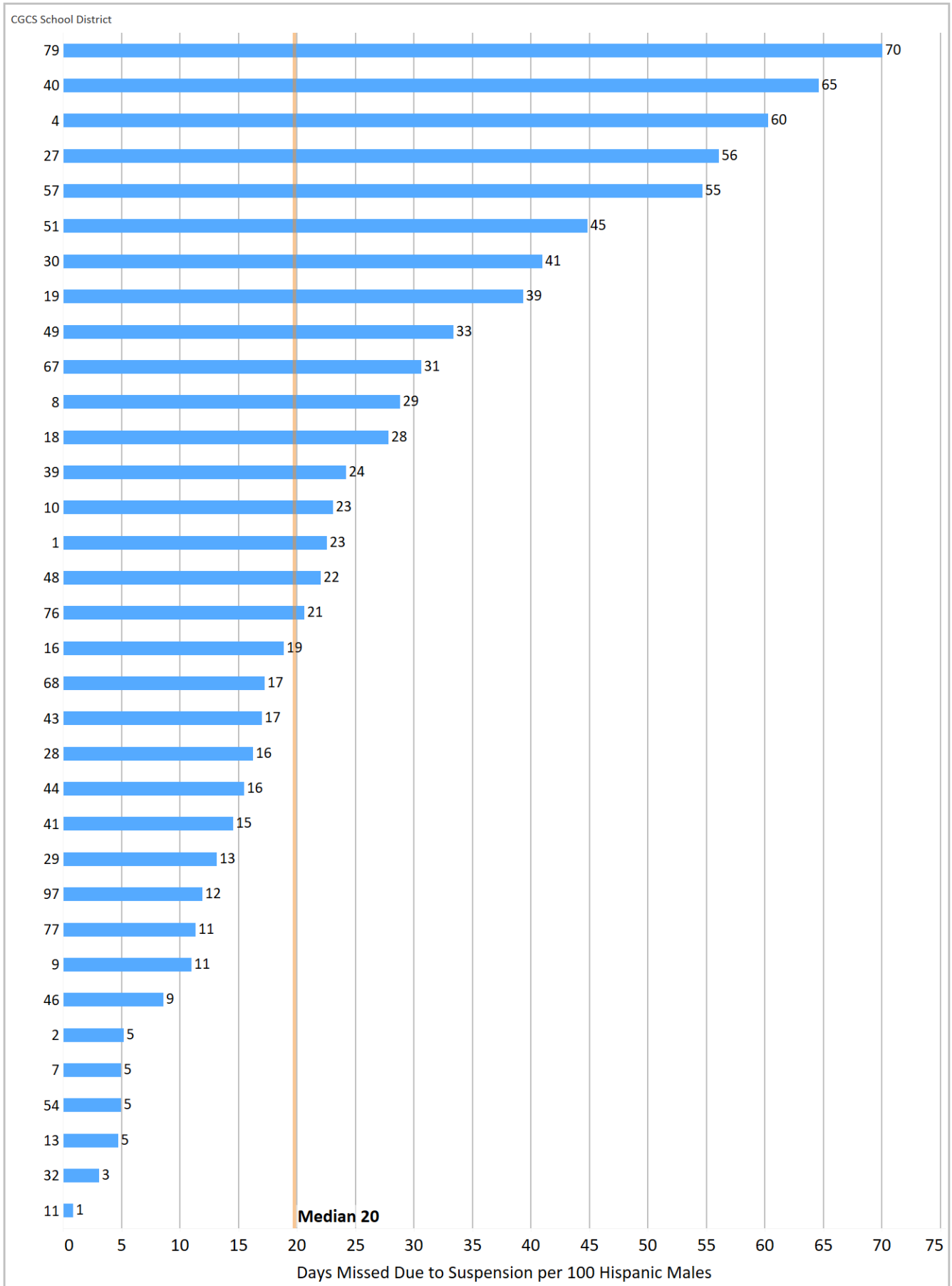


Figure 10.10. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2018-19

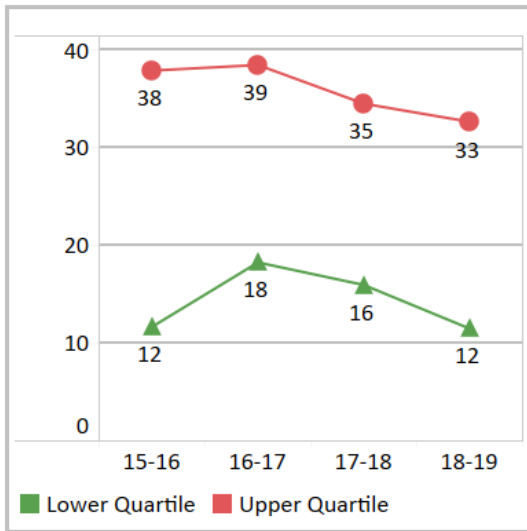


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males

Note: Lower values and larger decreases are desired

- Figure 10.10: Total number of Hispanic male instructional days missed due to out-of-school suspensions divided by total Hispanic male enrollment multiplied by 100.
- Figure 10.11: Percentage point difference in number of Hispanic male instructional days missed per 100 students due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.12: Upper and lower quartile change in number of Hispanic male instructional days missed per 100 students due to out-of-school suspensions.

Figure 10.12. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Baltimore County
- Broward County
- Chicago
- Clark County
- Denver
- Long Beach
- Miami
- Richmond
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Cleveland
- D.C.
- Oklahoma City
- Orange County
- Pittsburgh
- Richmond
- Shelby County

Figure 10.11. Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2015-16 to 2018-19

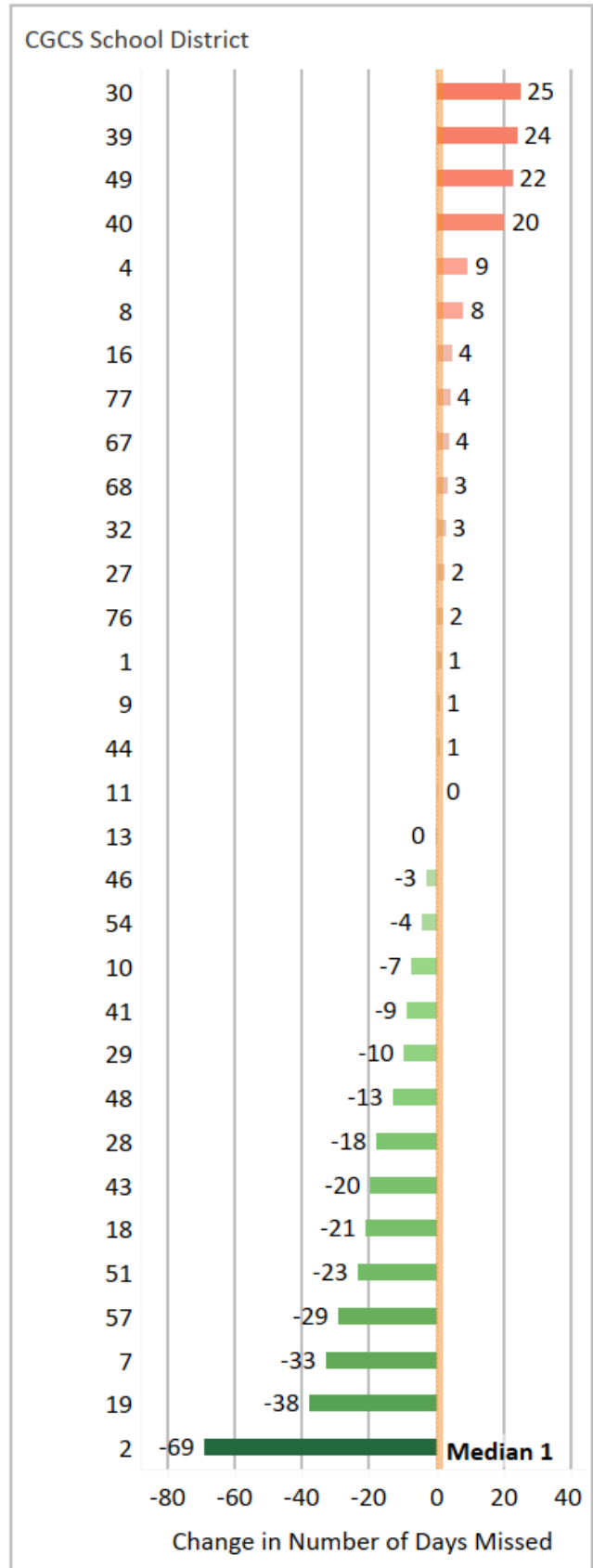
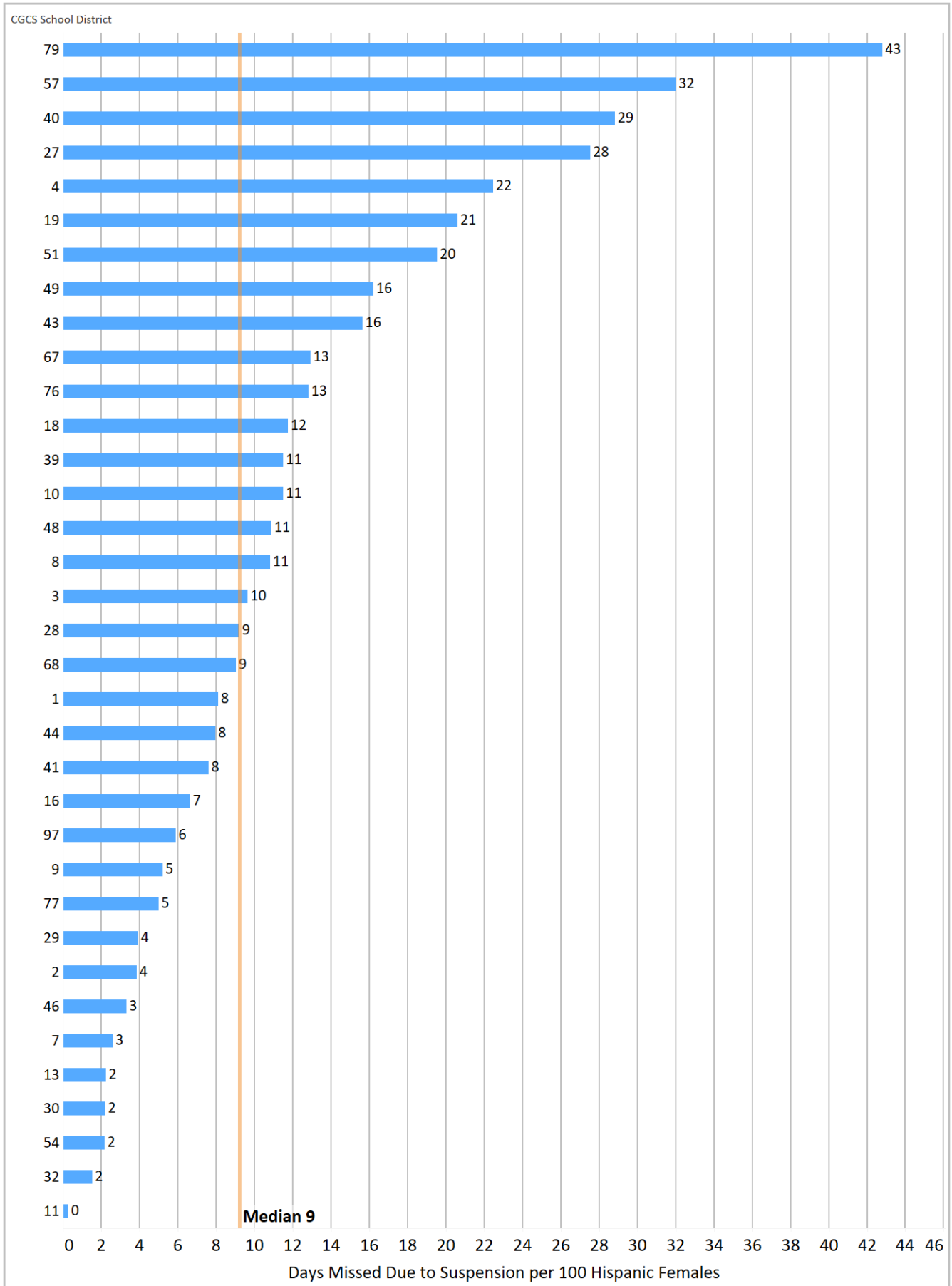


Figure 10.13. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female, 2018-19

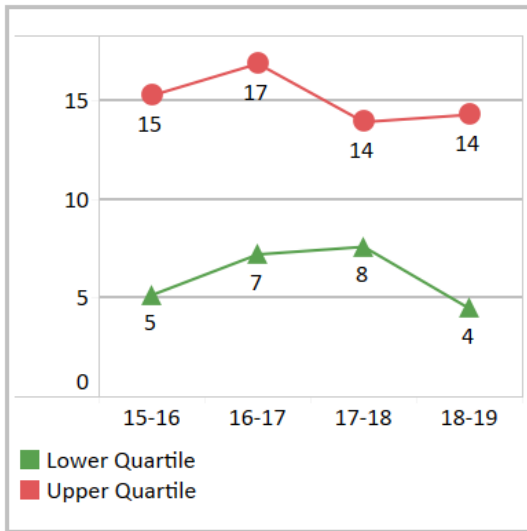


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Females

Note: Lower values and larger decreases are desired

- Figure 10.13: Total number of Hispanic female instructional days missed due to out-of-school suspensions divided by total Hispanic male enrollment multiplied by 100.
- Figure 10.14: Percentage point difference in number of Hispanic female instructional days missed per 100 students due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.15: Upper and lower quartile change in number of Hispanic female instructional days missed per 100 students due to out-of-school suspensions.

Figure 10.15. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Females, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Baltimore
- Broward County
- Chicago
- Denver
- D.C.
- Long Beach
- Miami
- Milwaukee
- Richmond

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Cleveland
- D.C.
- Milwaukee
- Oklahoma City
- Orange County
- Pittsburgh
- Richmond
- Shelby County

Figure 10.14. Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Females, 2015-16 to 2018-19

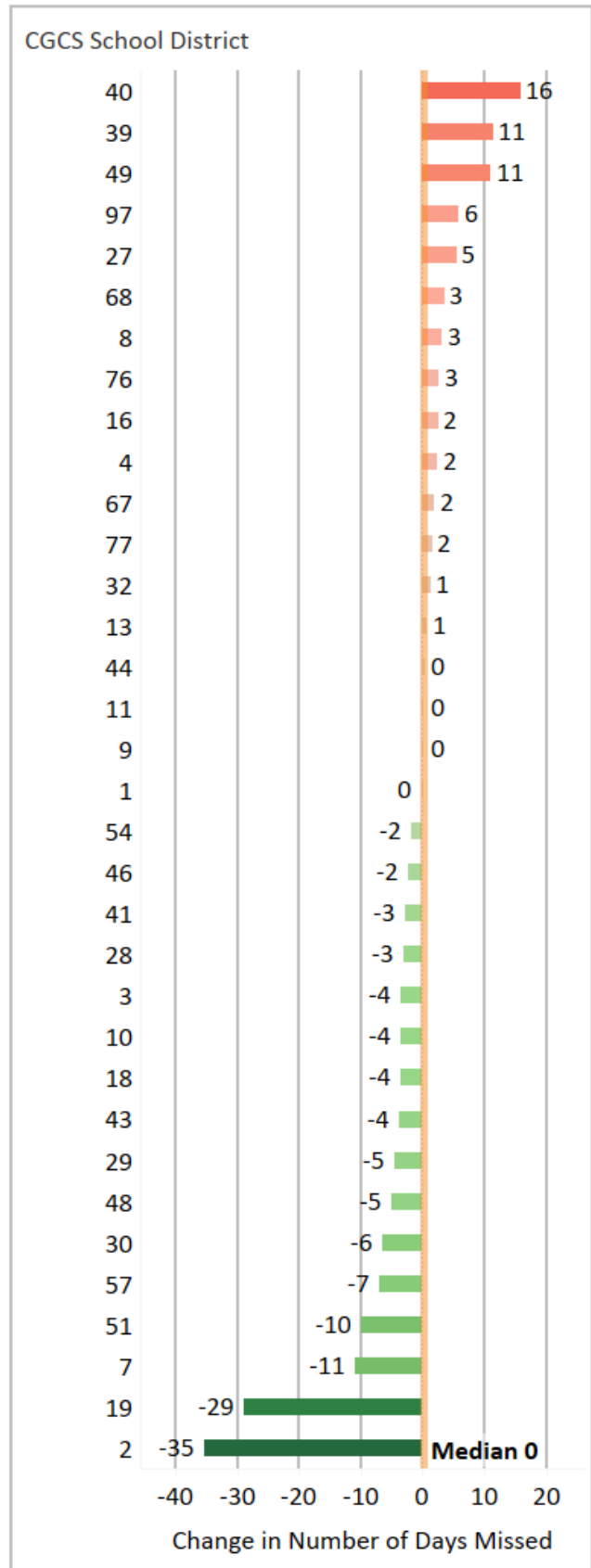
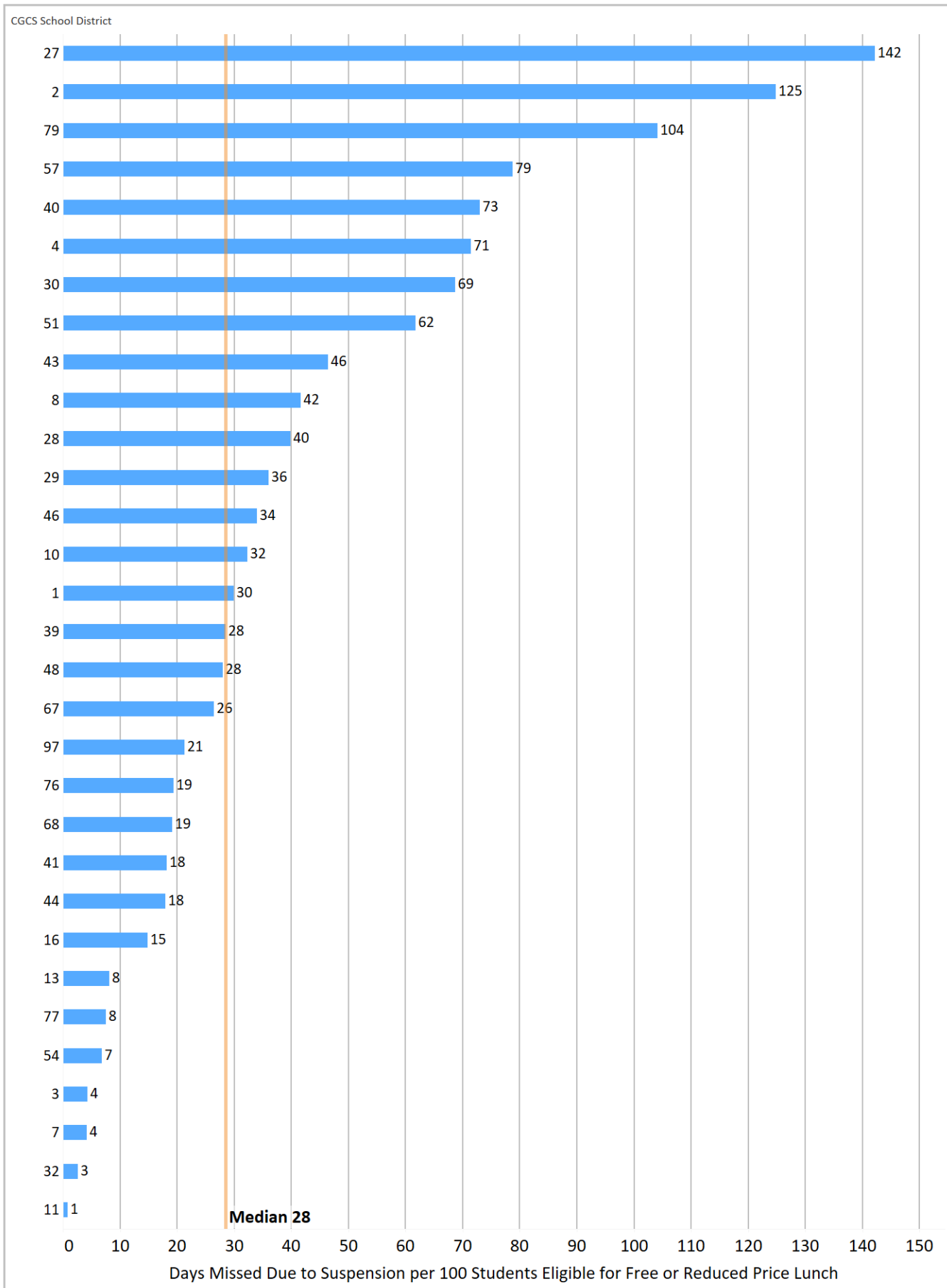


Figure 10.16. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2018-19

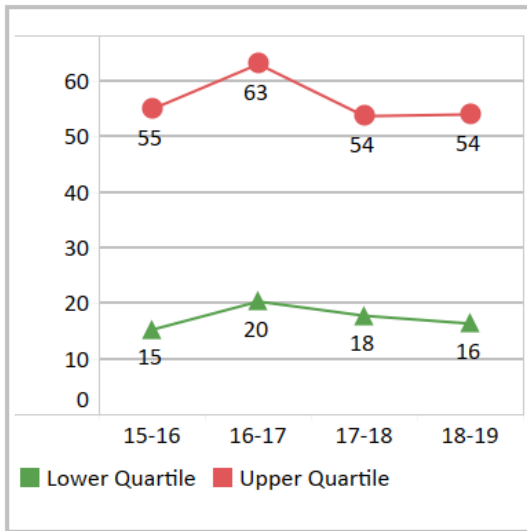


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students (FRPL)

Note: Lower values and larger decreases are desired

- Figure 10.16: Total number of FRPL instructional days missed due to out-of-school suspensions divided by total FRPL enrollment multiplied by 100.
- Figure 10.17: Percentage point difference in instructional days missed per 100 FRPL students due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.18: Upper and lower quartile change in number of instructional days missed per 100 FRPL students due to out-of-school suspensions.

Figure 10.18. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward County
- Chicago
- Denver
- Long Beach
- Miami
- San Diego
- San Francisco
- St. Paul

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- D.C.
- Norfolk
- Oklahoma City
- Orange County
- Pittsburgh
- St. Paul

Figure 10.17. Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2015-16 to 2018-19

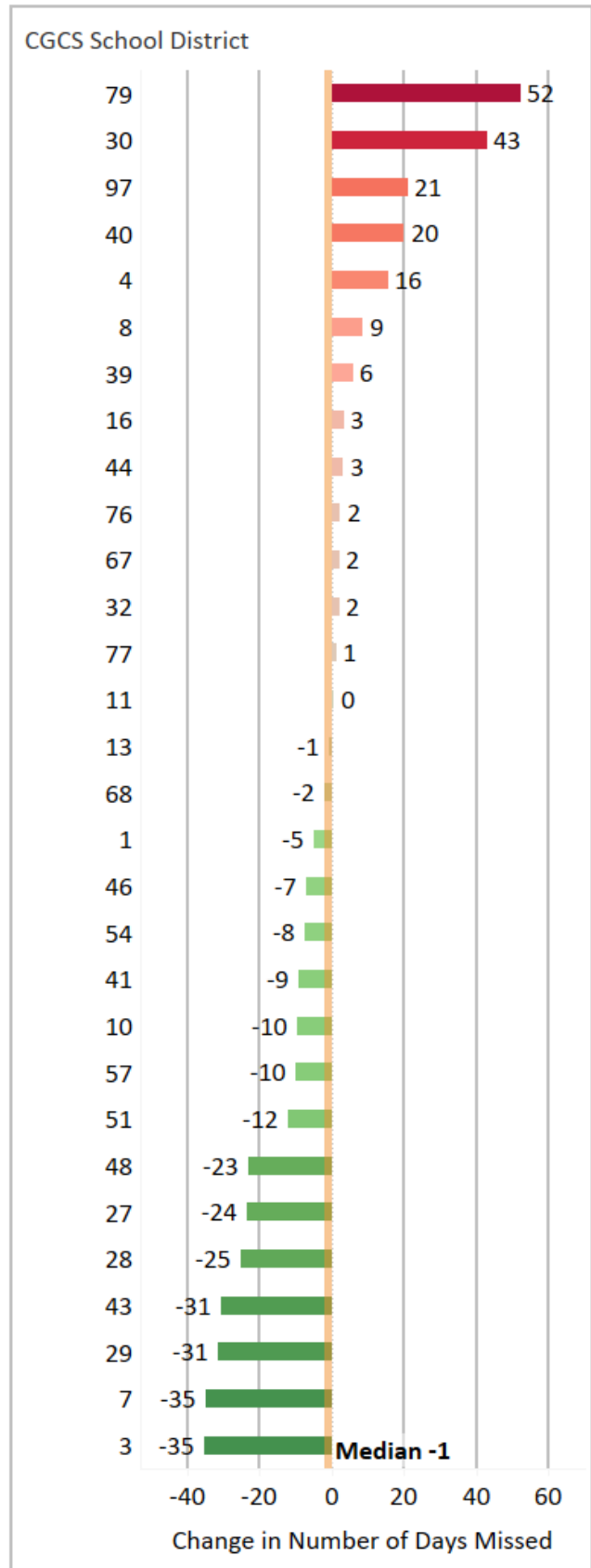
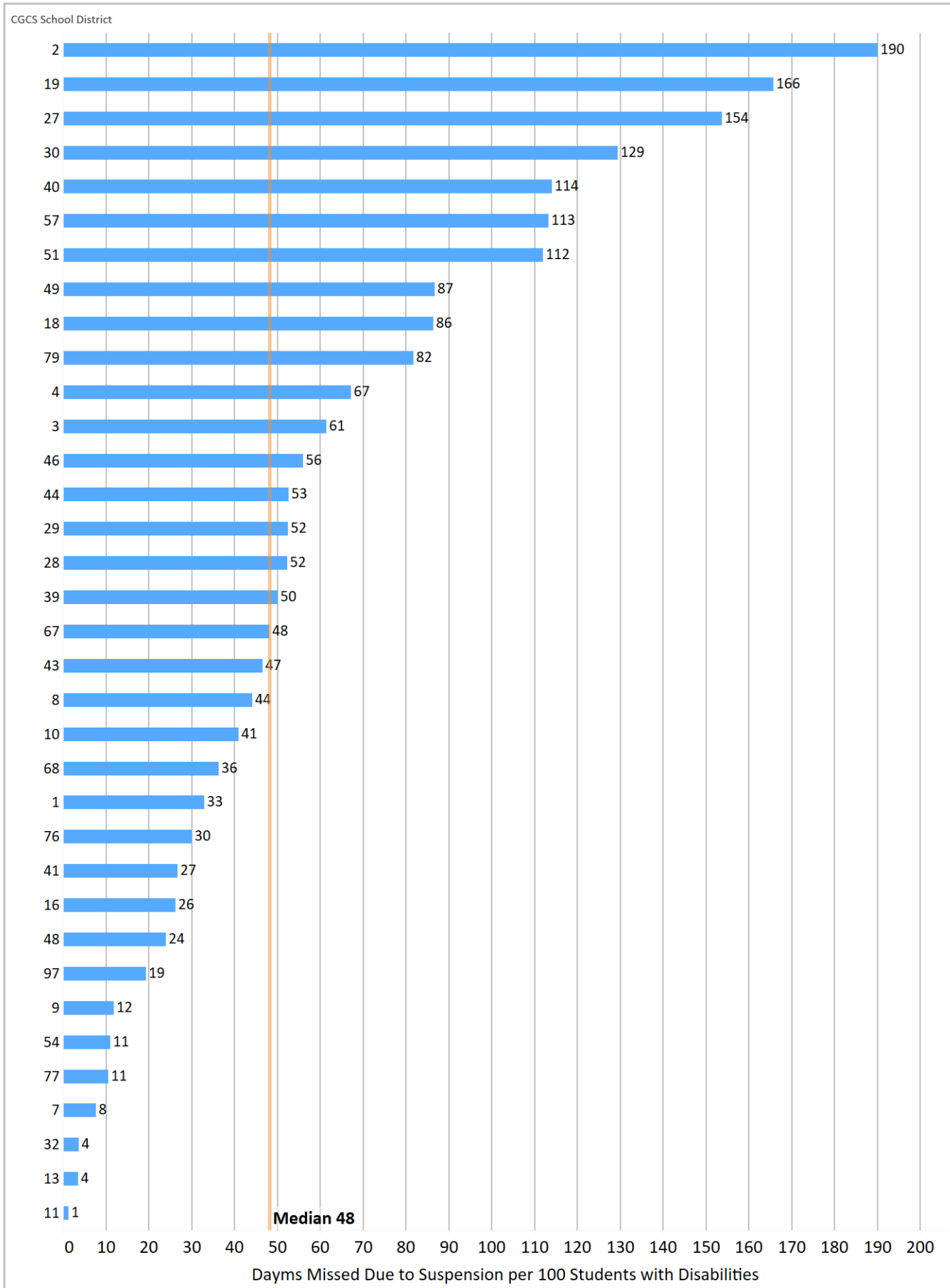


Figure 10.19. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2018-19

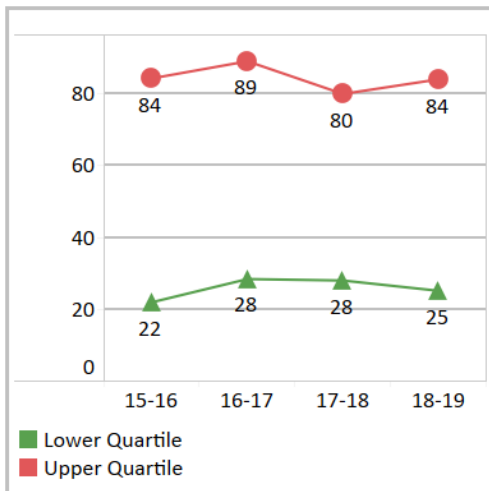


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities

Note: Lower values and larger decreases are desired

- Figure 10.19: Total number of instructional days missed for students with disabilities due to out-of-school suspensions divided by total students with disabilities enrollment multiplied by 100.
- Figure 10.20: Percentage point difference in number of instructional days missed per 100 students with disabilities due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.21: Upper quartile and lower quartile change in number of instructional days missed per 100 students with disabilities due to out-of-school suspensions.

Figure 10.21. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2015-16 to 2018-19



Best Quartile for Overall Performance (2018-19)

- Anchorage
- Broward
- Chicago
- Clark County
- Denver
- Long Beach
- Miami
- Orange County
- Pinellas
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Atlanta
- Baltimore City
- Cleveland
- D.C.
- Pittsburgh
- Richmond
- Shelby County
- St. Paul

Figure 10.20. Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2015-16 to 2018-19

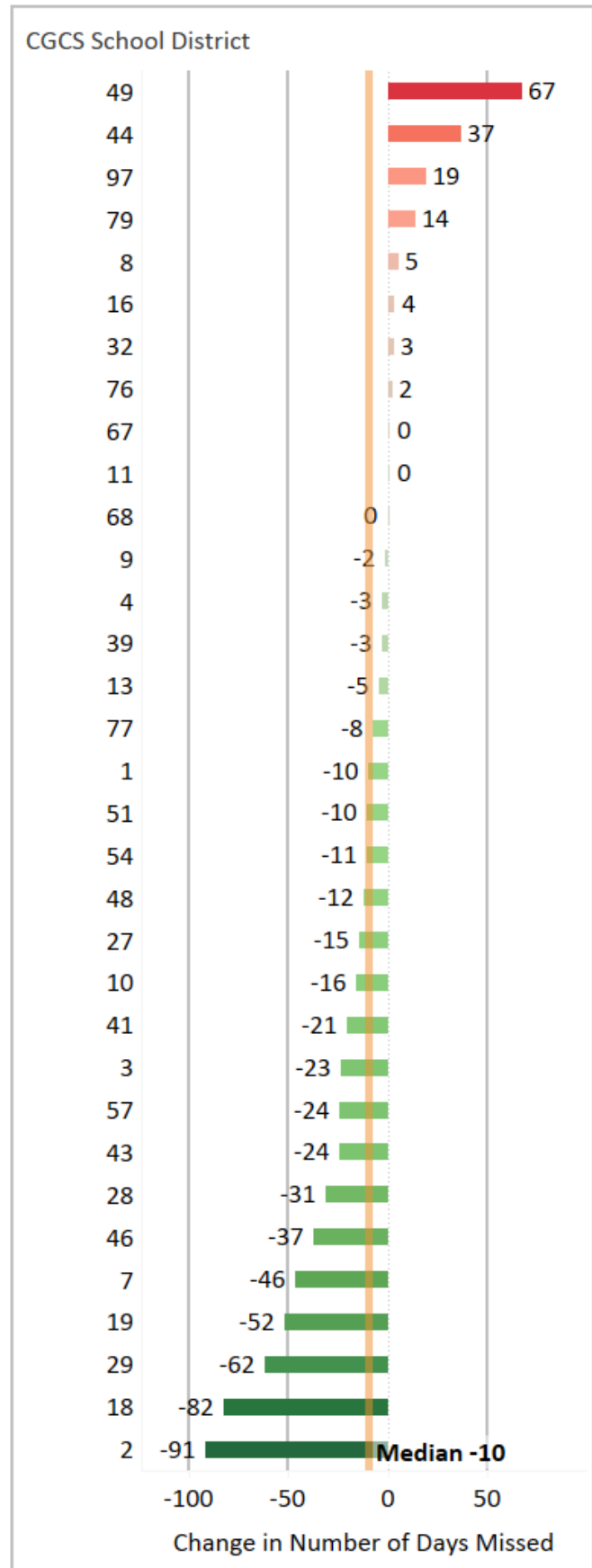
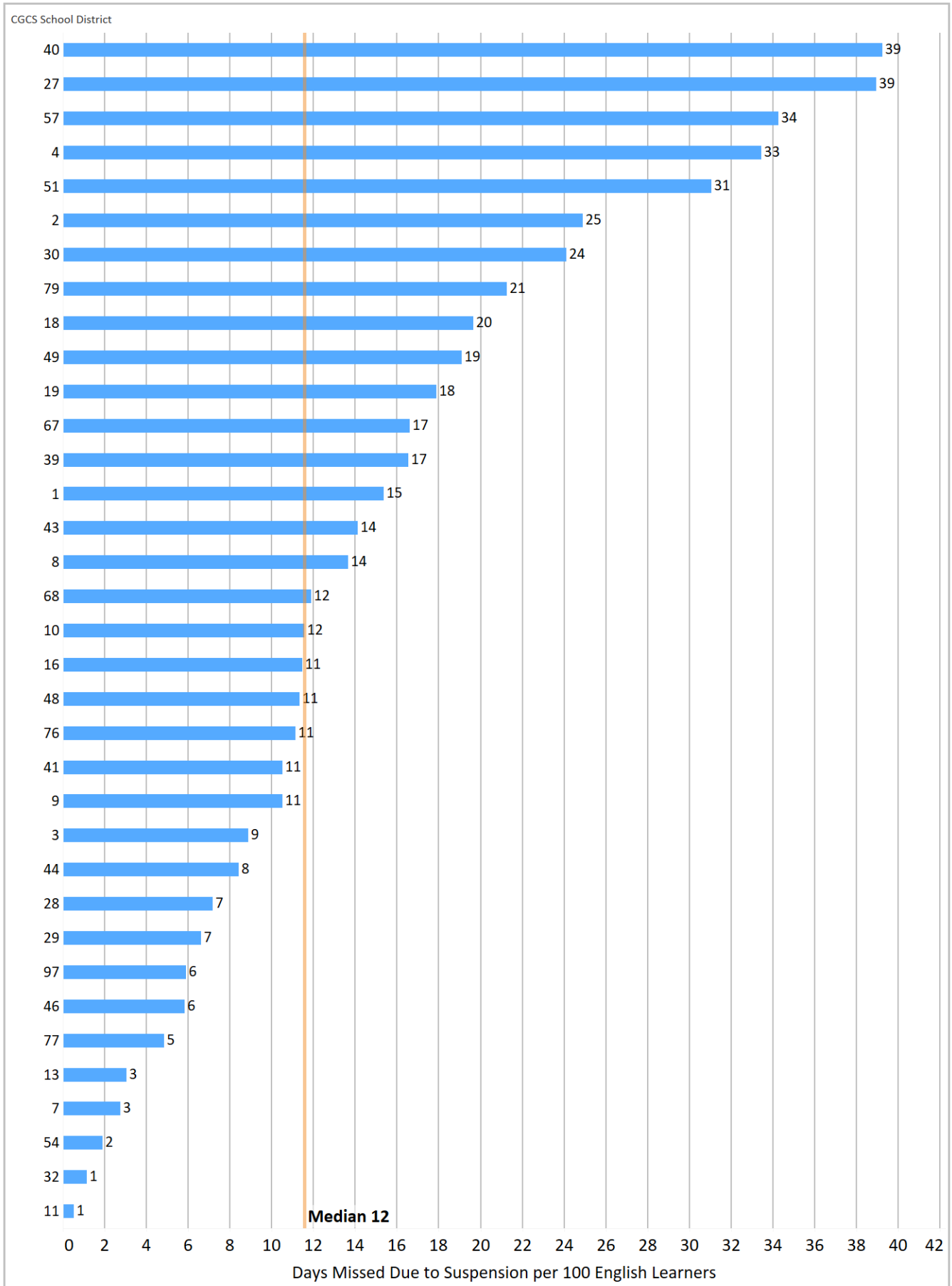


Figure 10.22. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2018-19

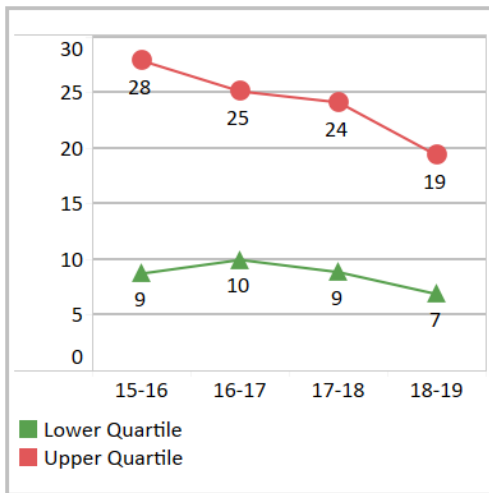


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners

Note: Lower values and larger decreases are desired

- Figure 10.22: Total number of instructional days missed for English learners due to out-of-school suspensions divided by total English learner enrollment multiplied by 100.
- Figure 10.23: Percentage point difference in instructional days missed per 100 English learners due to out-of-school suspensions between 2015-16 and 2018-19.
- Figure 10.24: Upper quartile and lower quartile change in number of instructional days missed per 100 English learners due to out-of-school suspensions.

Figure 10.24. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2015-16 to 2018-19



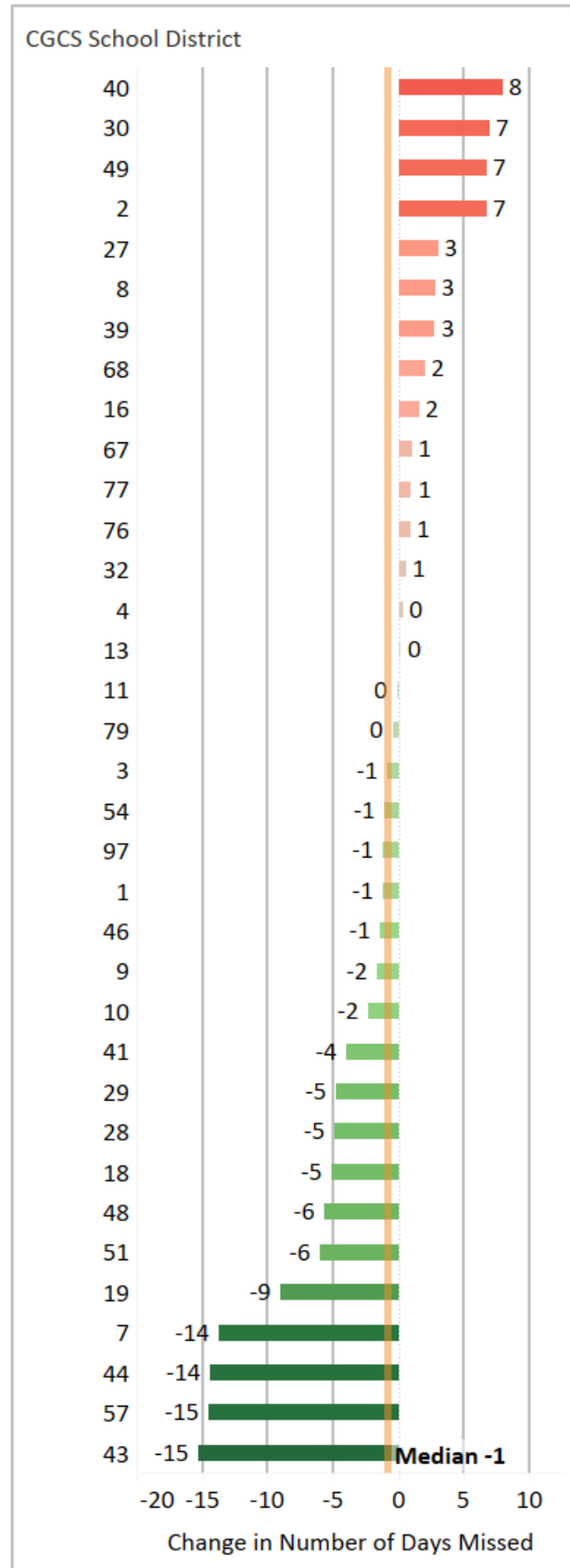
Best Quartile for Overall Performance (2018-19)

- Anchorage
- Atlanta
- Baltimore City
- Broward County
- Chicago
- Denver
- D.C.
- Miami
- Pinellas
- San Francisco

Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Anchorage
- Cleveland
- D.C.
- Duval County
- Hillsborough
- Oklahoma City
- Orange County
- Pittsburgh
- Shelby County

Figure 10.23. Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2015-16 to 2018-19



NAEP STUDENT ACHIEVEMENT, 2019

NAEP Student Achievement data was collected from the NAEP Data Explorer (NDE) for all participating districts in the Trial Urban District Assessment (TUDA), Large City, and National Public jurisdictions in grades four and eight for reading and mathematics for 2019. Figures 11.1 to 11.56 show reading and mathematics percentages of fourth and eighth grade students who are *at or above proficient* and *below basic*.

The data are presented for the following student groups:

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

Figure 0.1: Percentage of Grade 4 Students At or Above Proficient in Math on NAEP, 2019

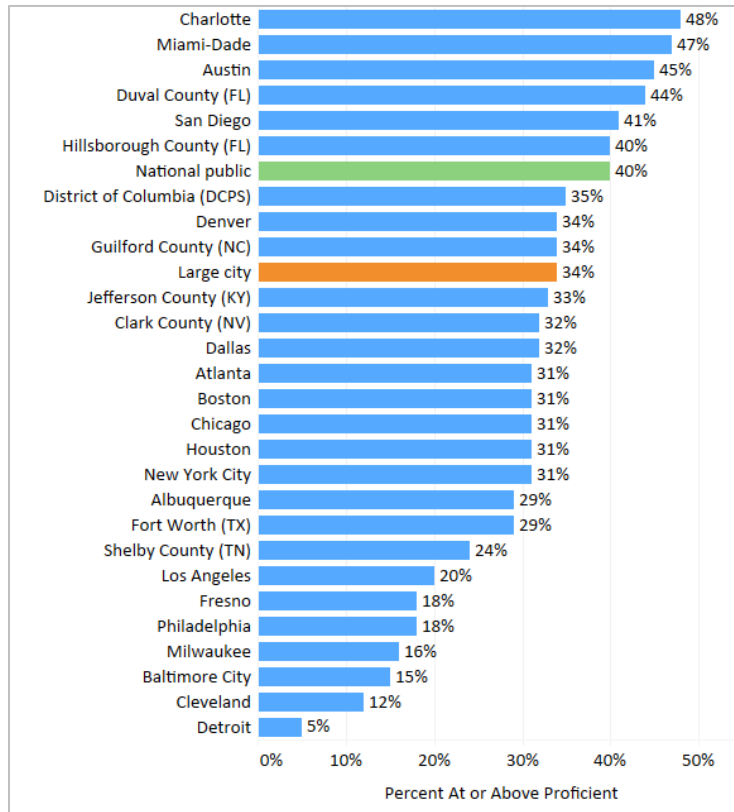


Figure 0.2: Percentage of Grade 8 Students At or Above Proficient in Math on NAEP, 2019

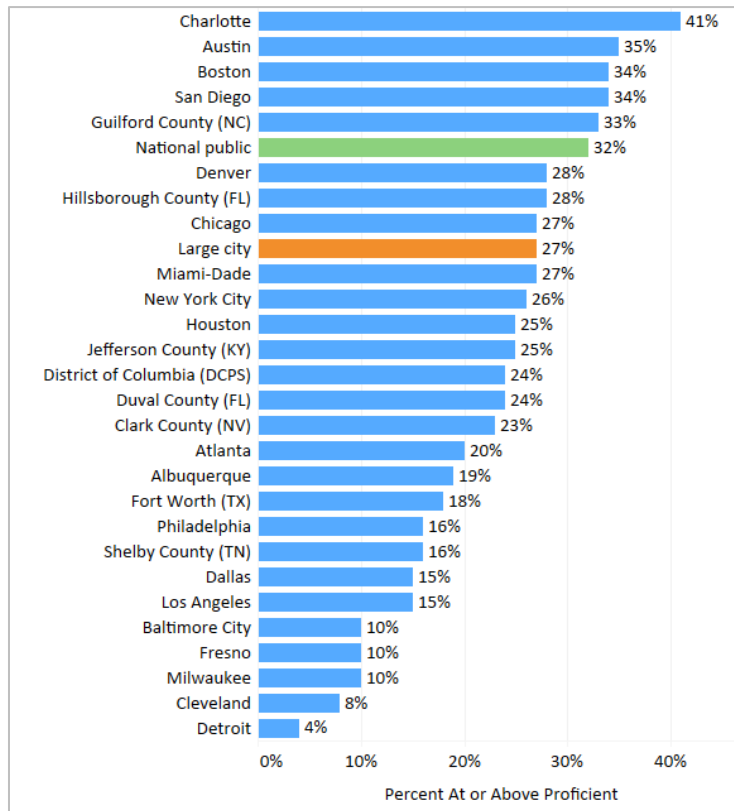


Figure 0.3: Percentage of Grade 4 Students Below Basic in Math on NAEP, 2019

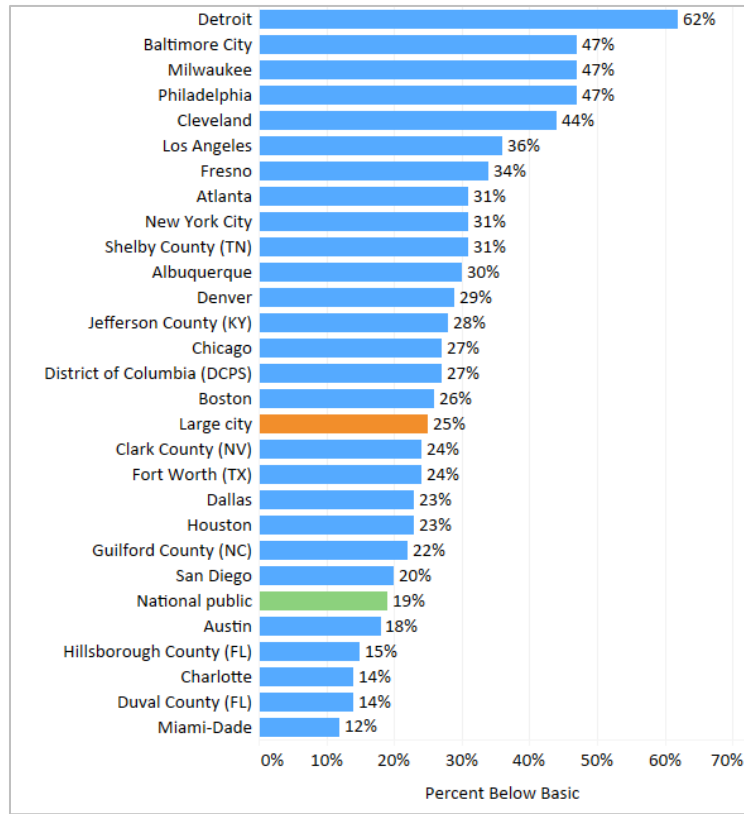


Figure 0.4: Percentage of Grade 8 Students Below Basic in Math on NAEP, 2019

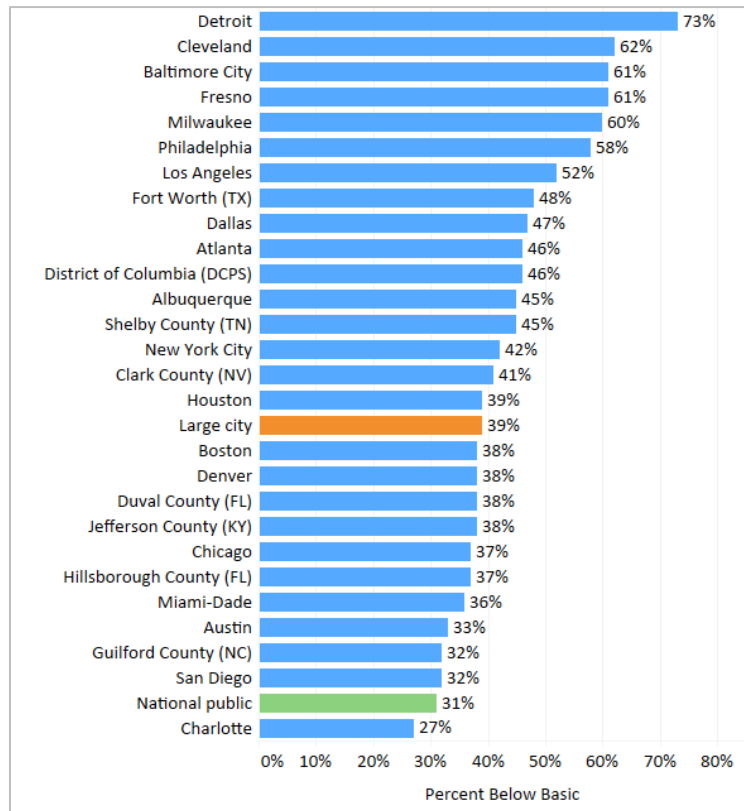


Figure 0.5: Percentage of Grade 4 Students At or Above Proficient in Reading on NAEP, 2019

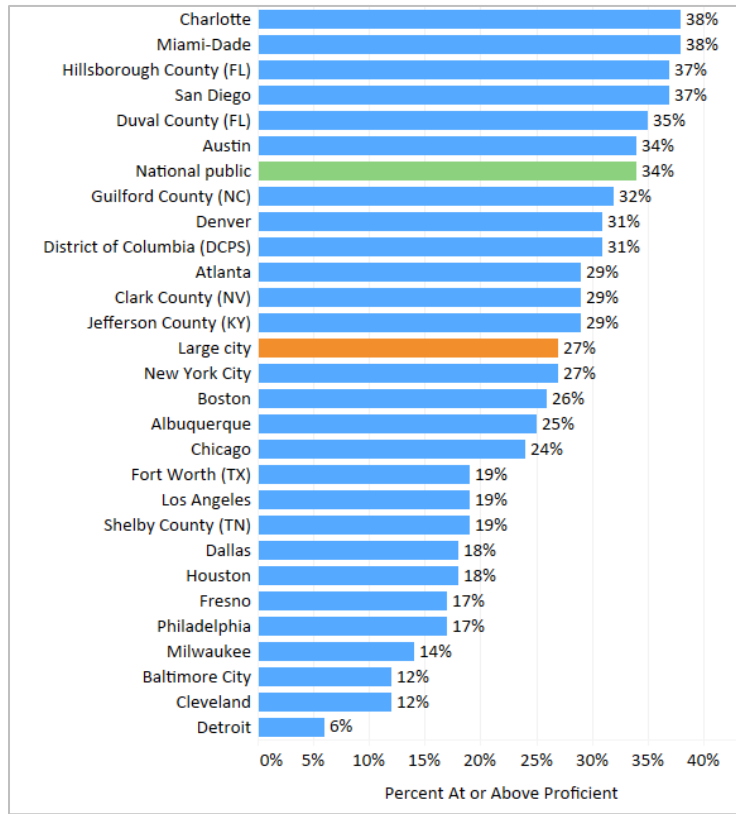


Figure 0.6: Percentage of Grade 8 Students At or Above Proficient in Reading on NAEP, 2019

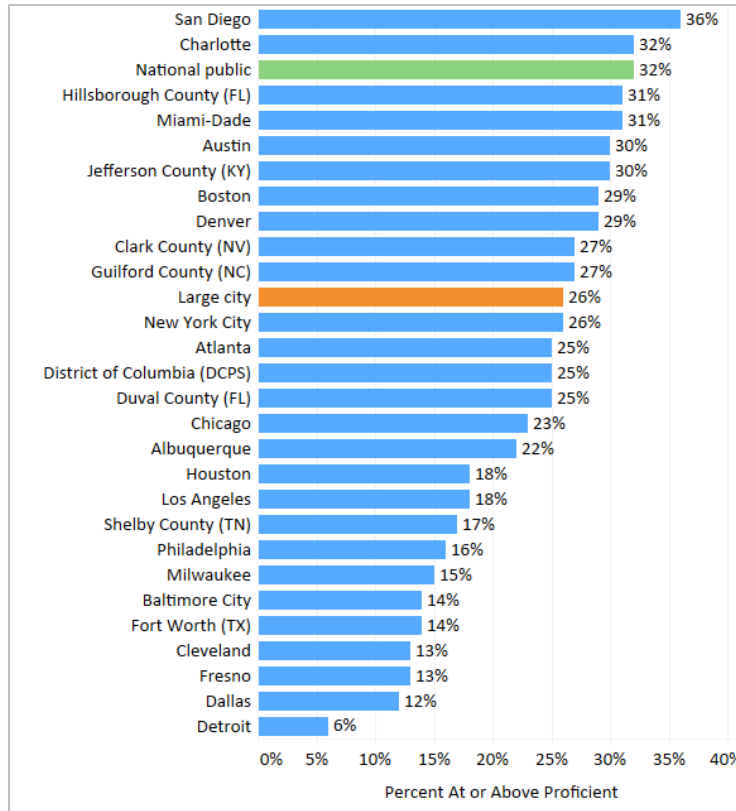


Figure 0.7: Percentage of Grade 4 Students Below Basic in Reading on NAEP, 2019

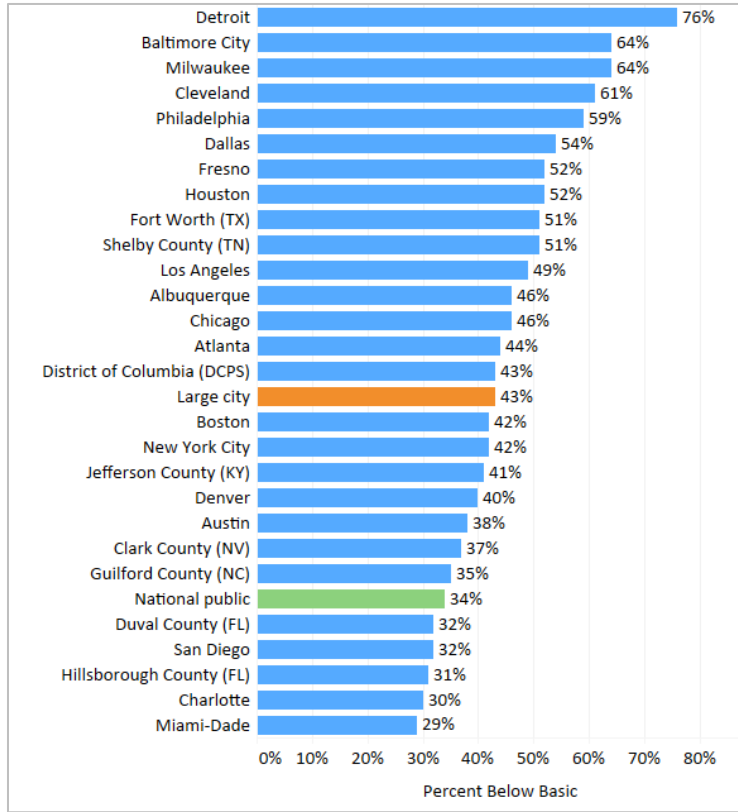


Figure 0.8: Percentage of Grade 8 Students Below Basic in Reading on NAEP, 2019

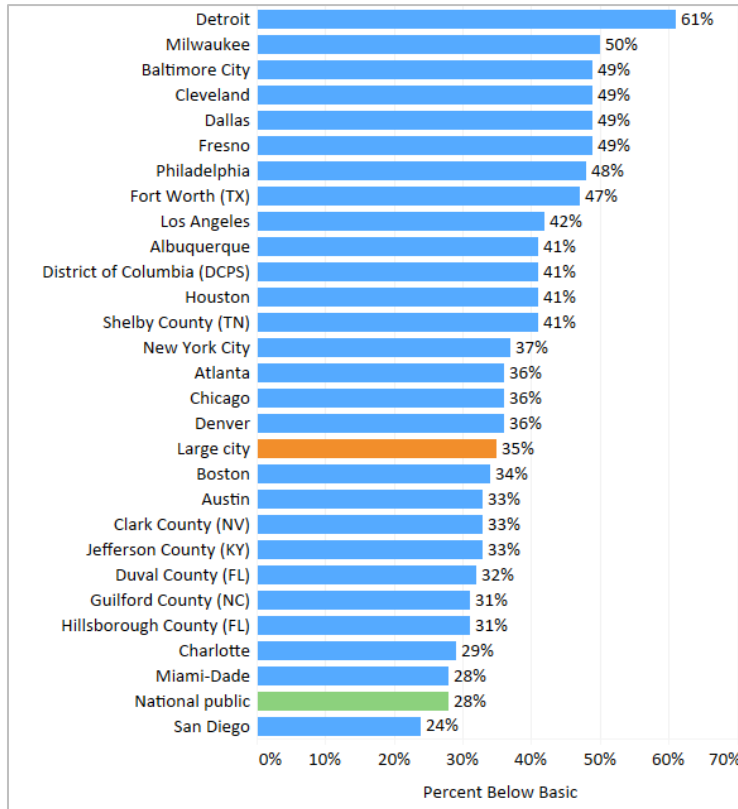


Figure 0.9: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP, 2019

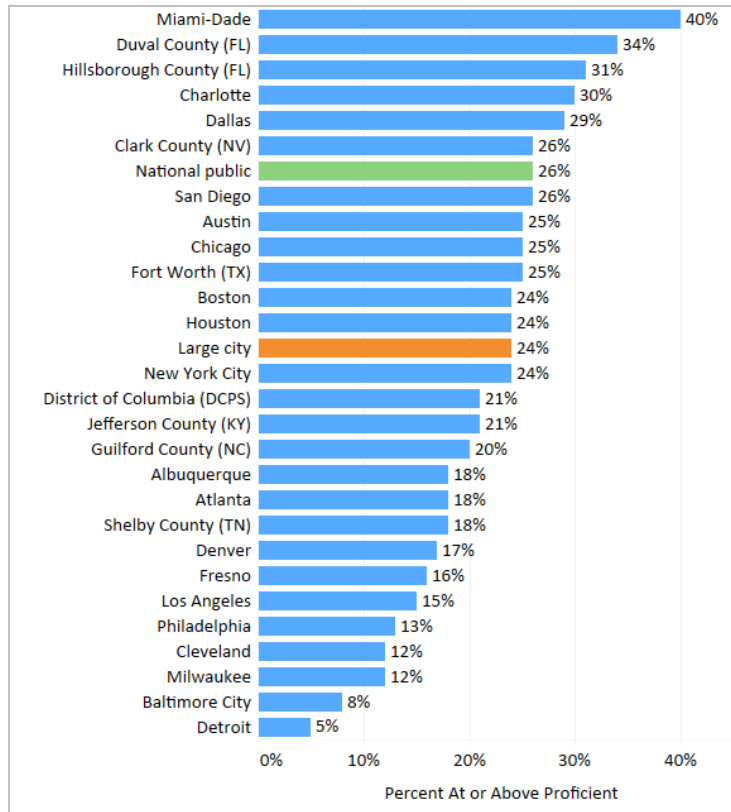


Figure 0.10: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP, 2019

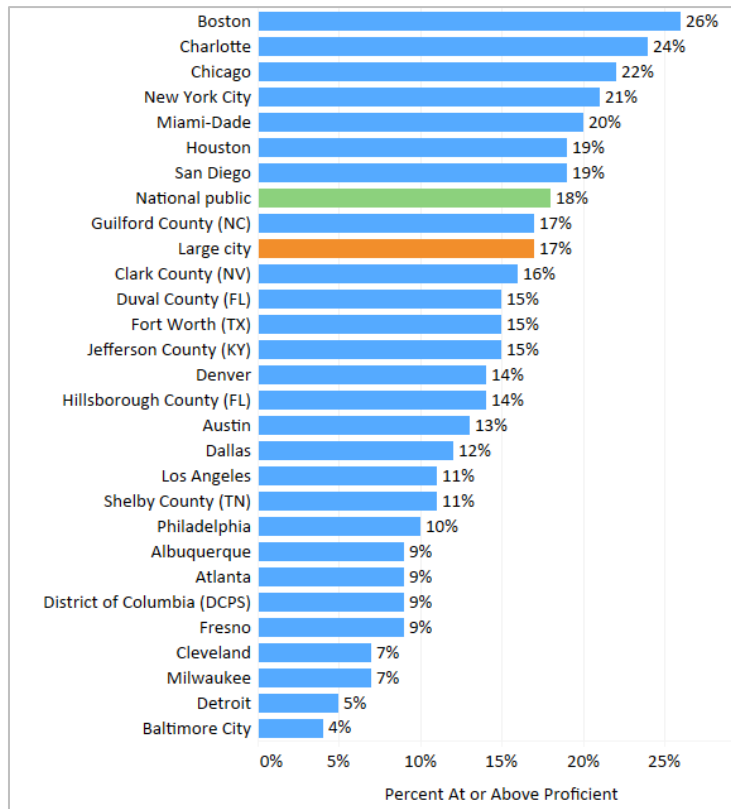


Figure 0.11: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP, 2019

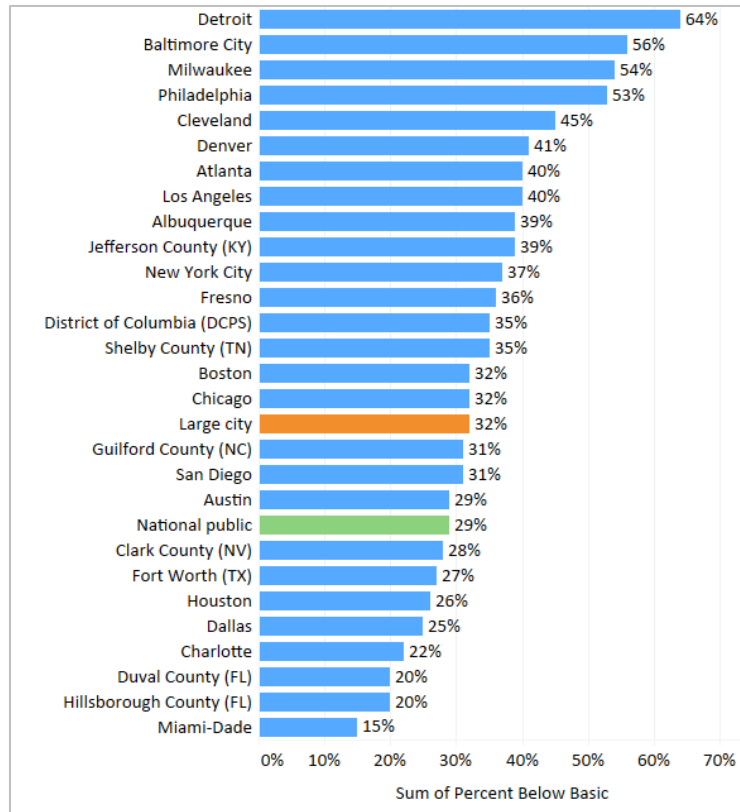


Figure 0.12: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP, 2019

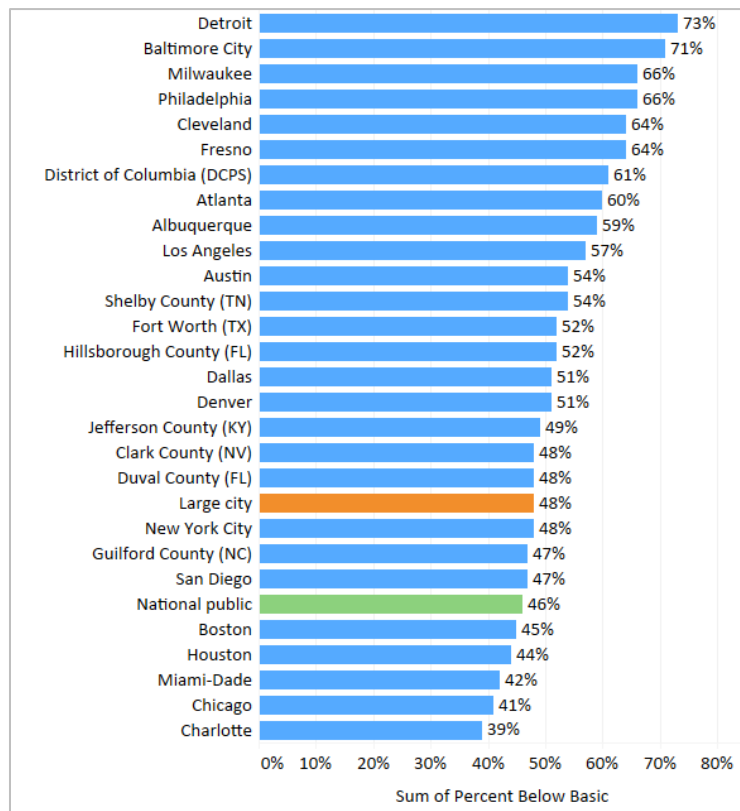


Figure 0.13: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2019

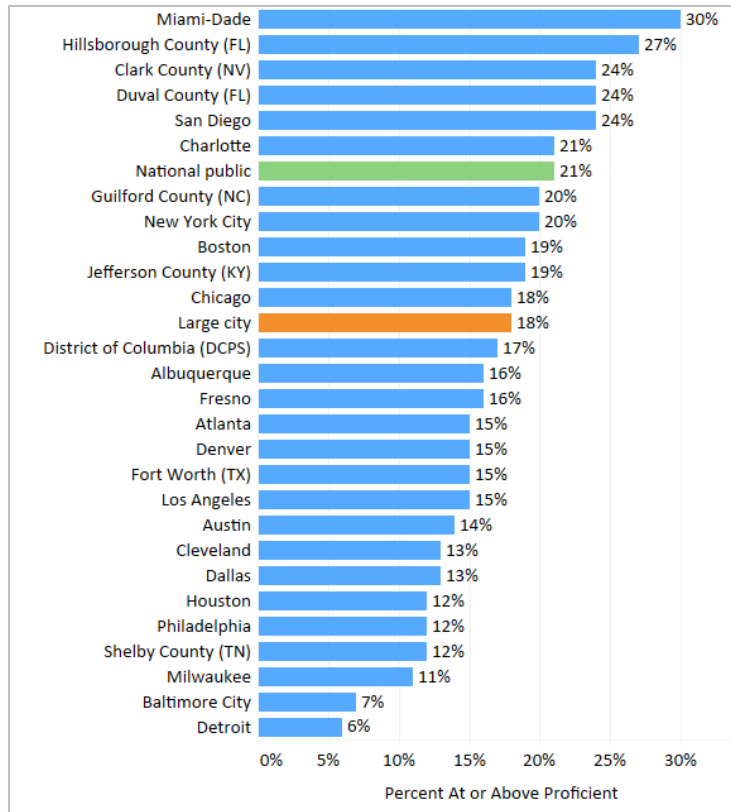


Figure 0.14: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2019

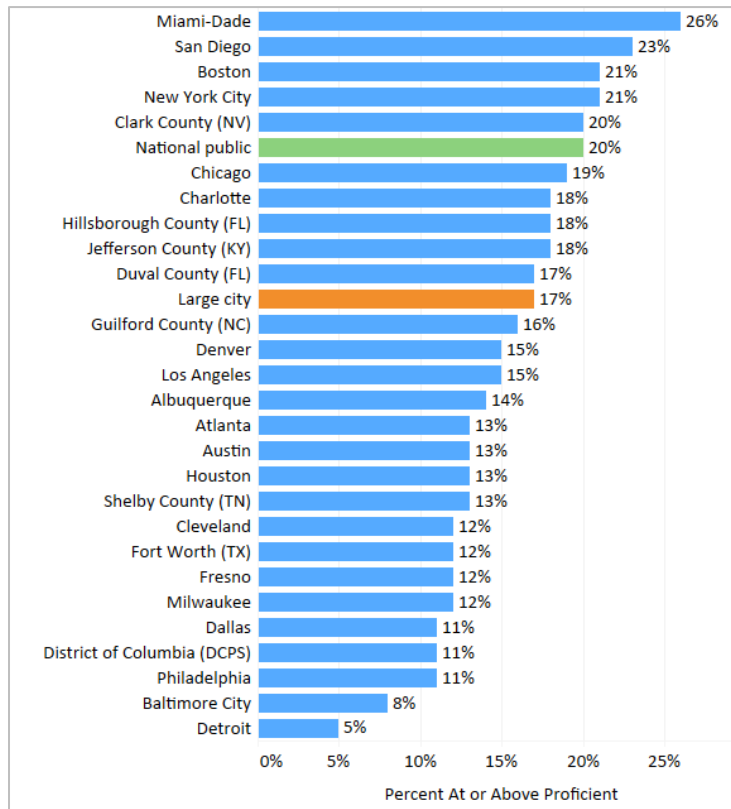


Figure 0.15: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP, 2019

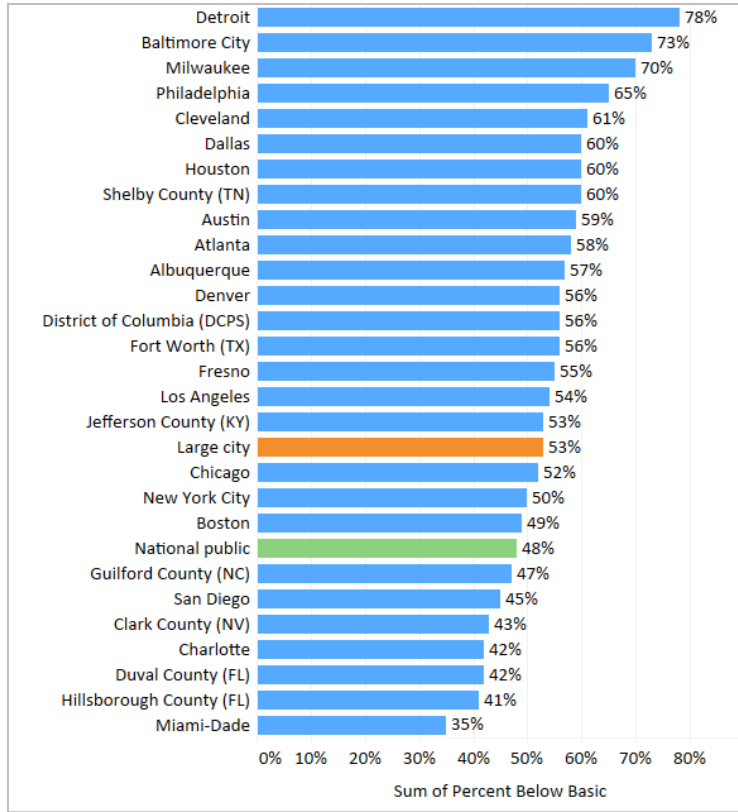


Figure 0.16: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP, 2019

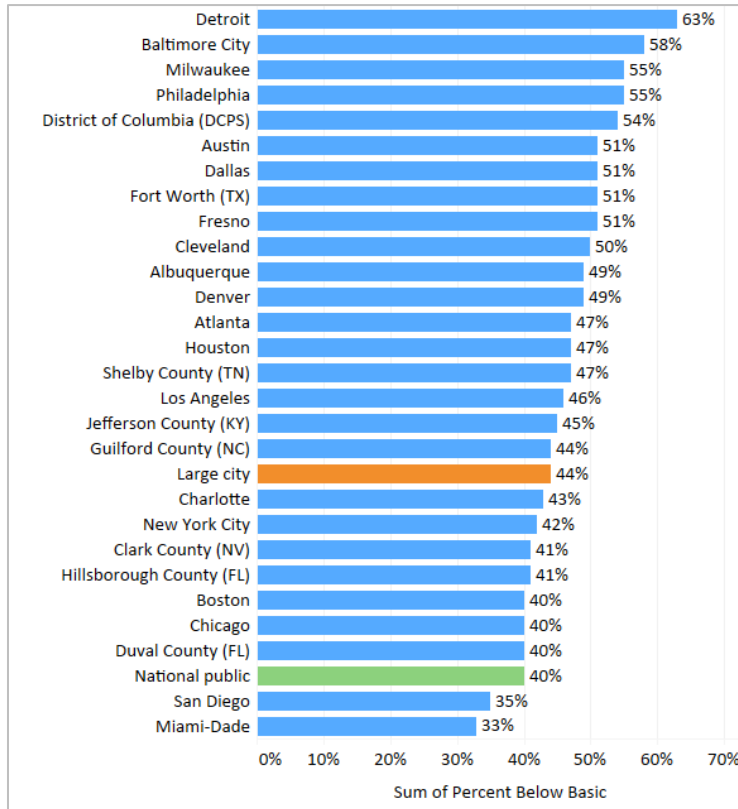


Figure 0.17: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2019

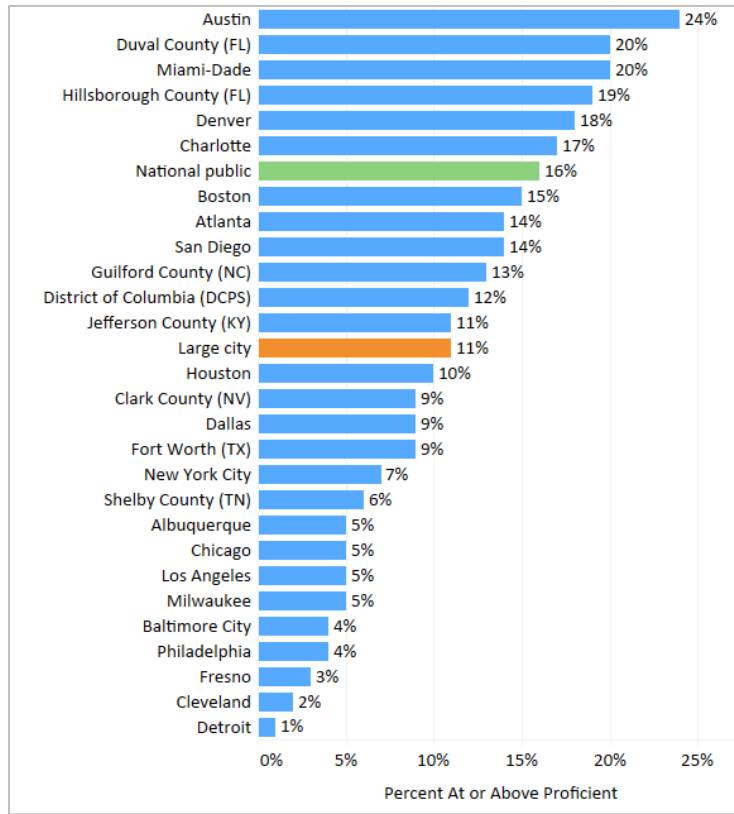


Figure 0.18: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2019

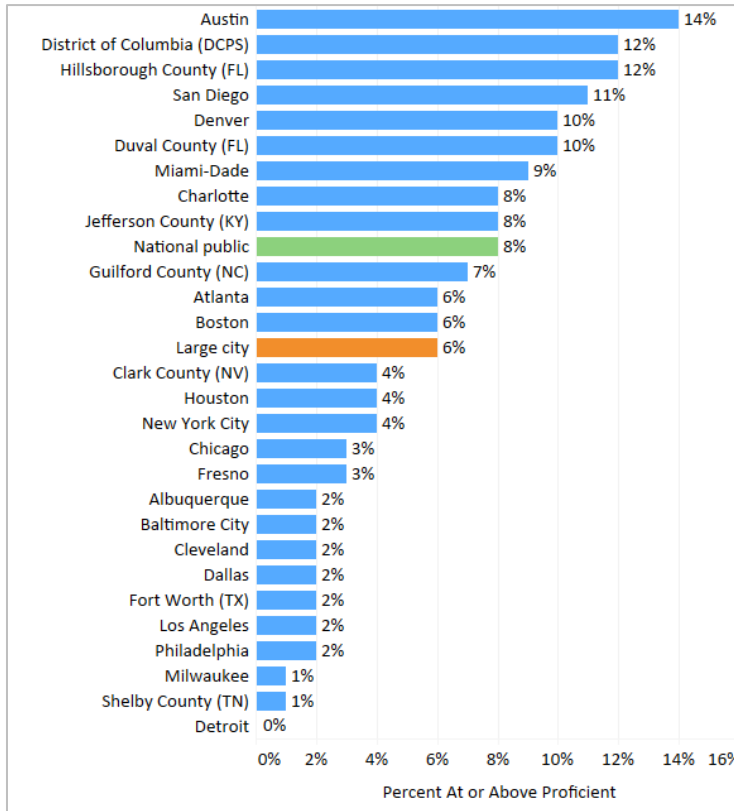


Figure 0.19: Percentage of Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2019

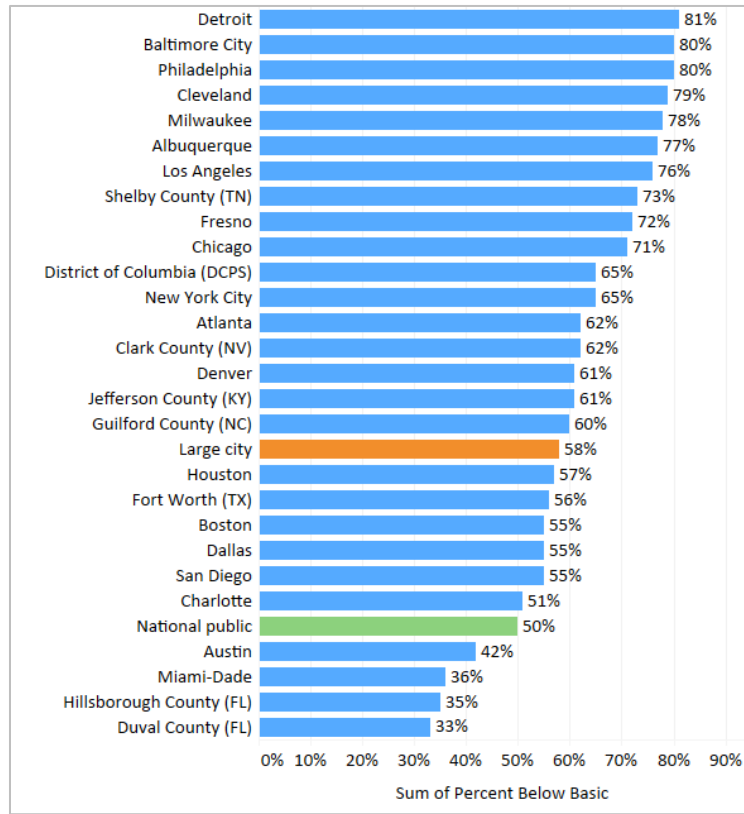


Figure 0.20: Percentage of Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2019

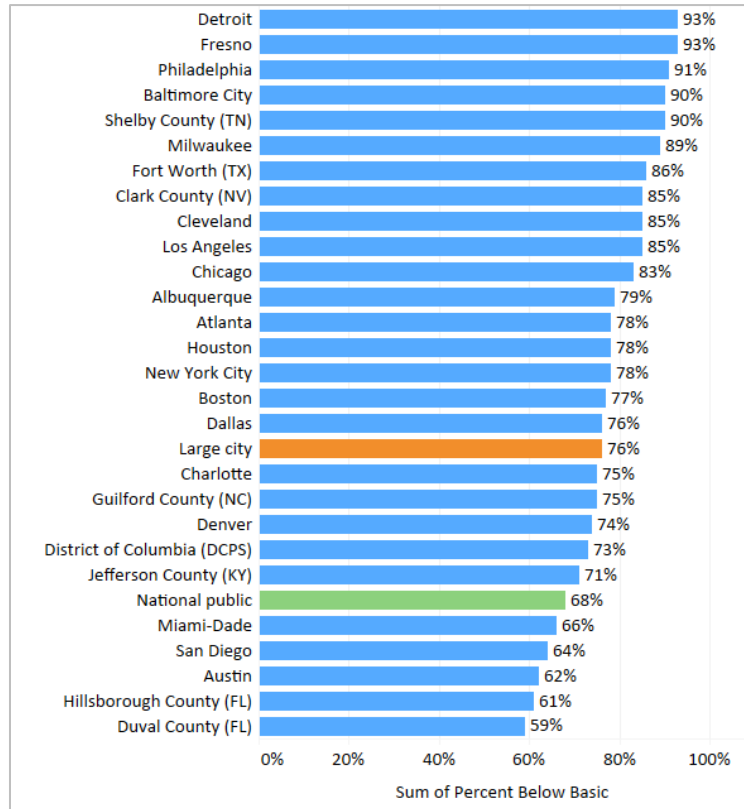


Figure 0.21: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2019

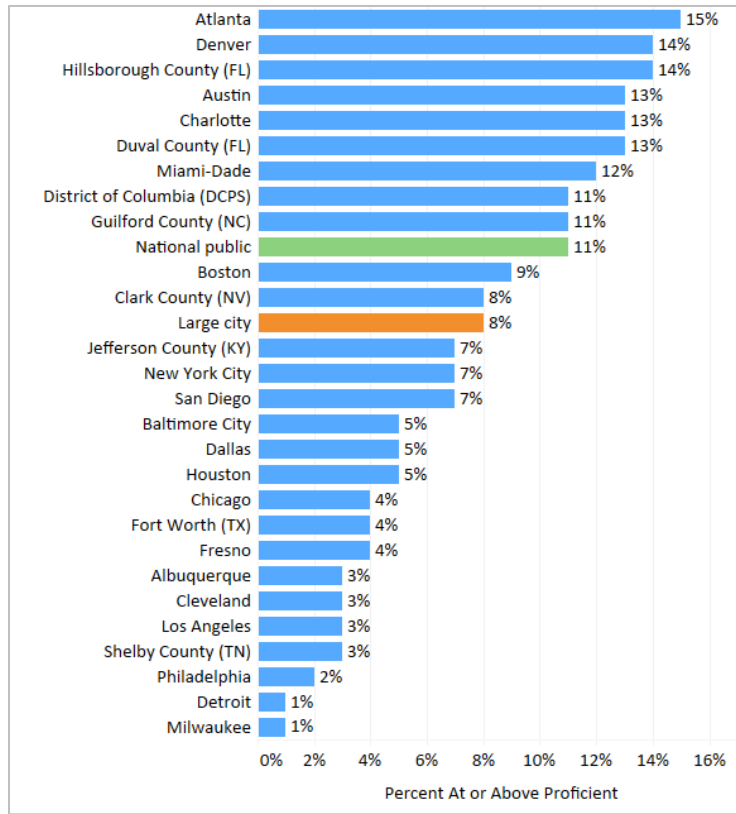


Figure 0.22: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2019

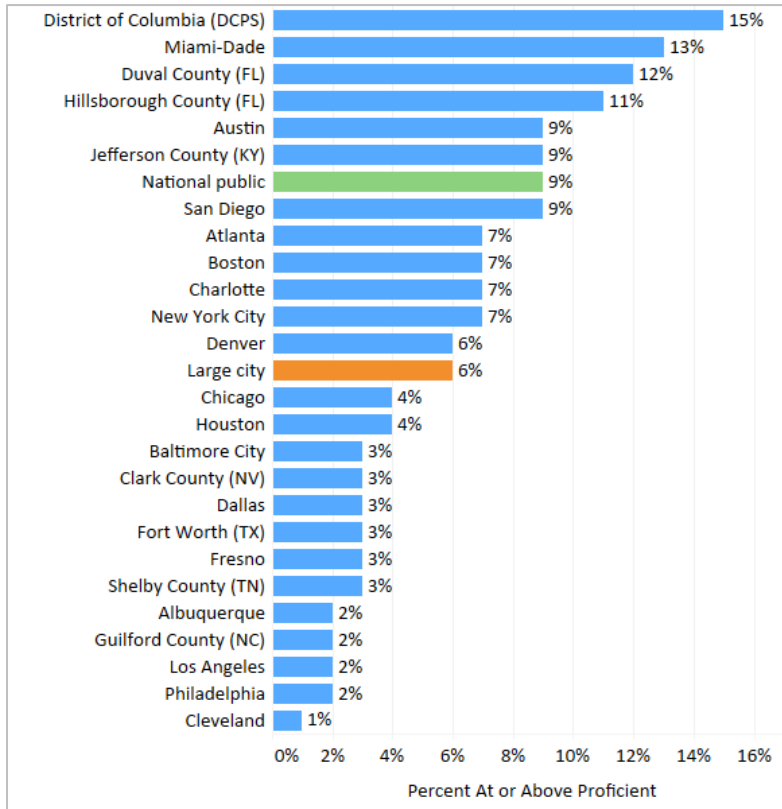


Figure 0.23: Percentage of Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2019

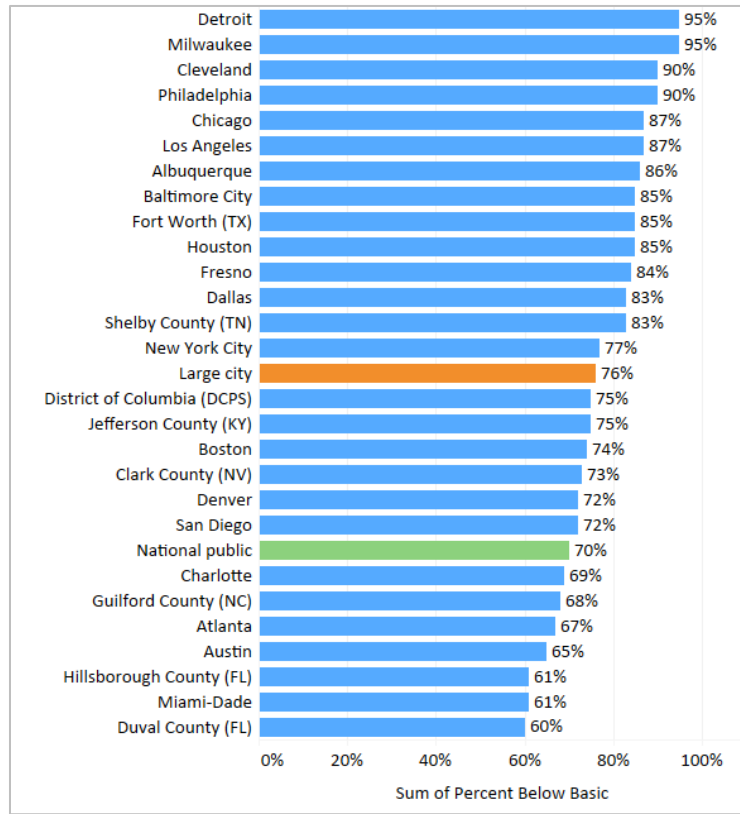


Figure 0.24: Percentage of Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2019

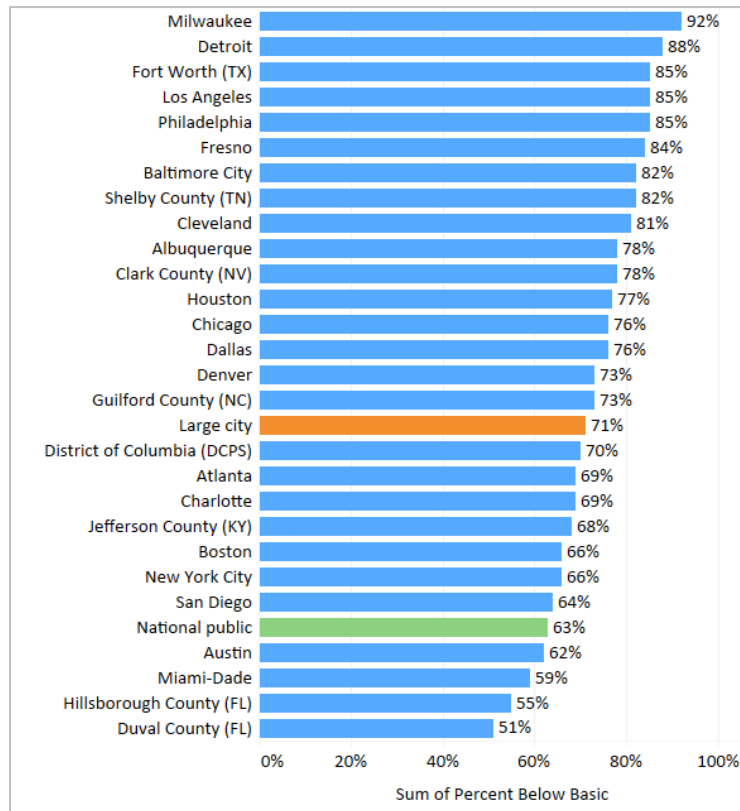


Figure 0.25: Percentage of Grade 4 English Language Learners At or Above Proficient in Math on NAEP, 2019

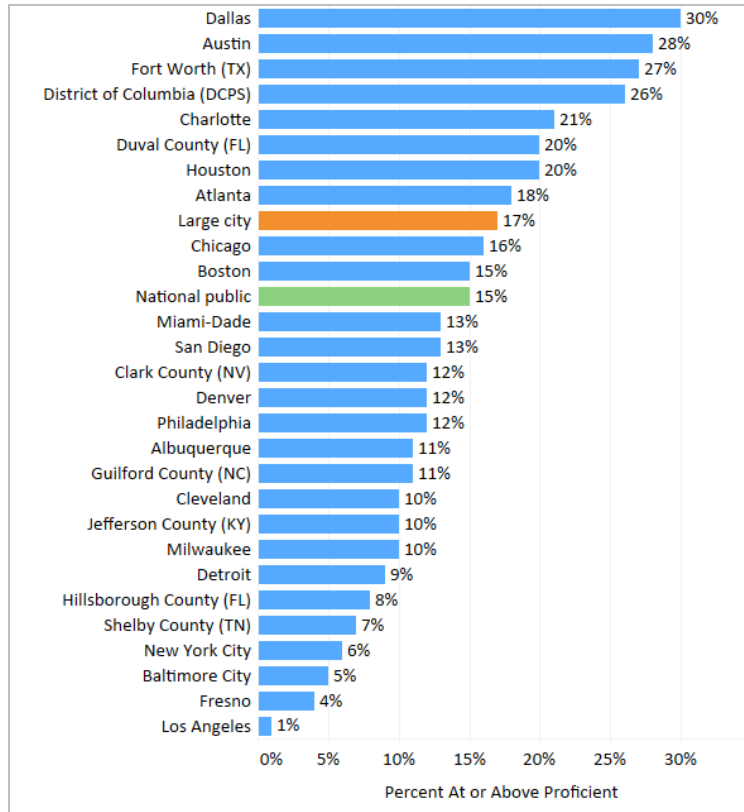


Figure 0.26: Percentage of Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2019

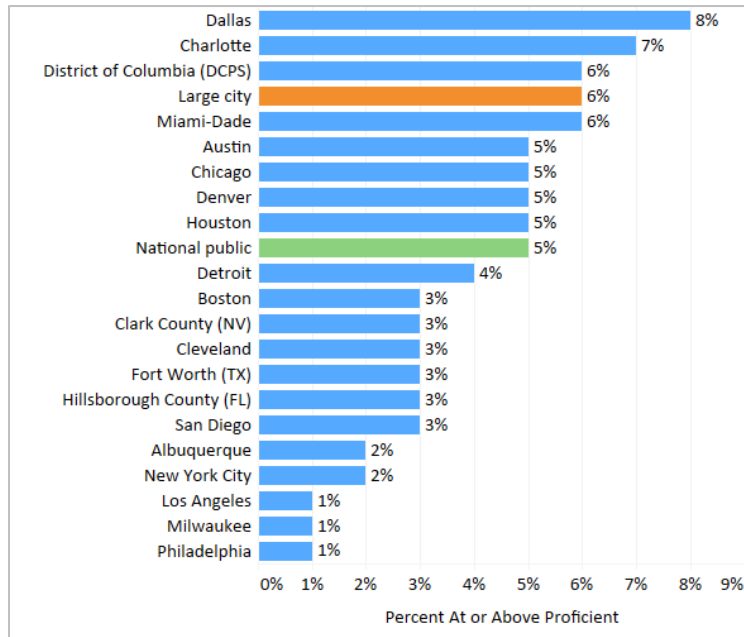


Figure 0.27: Percentage of Grade 4 English Language Learners Below Basic in Math on NAEP, 2019

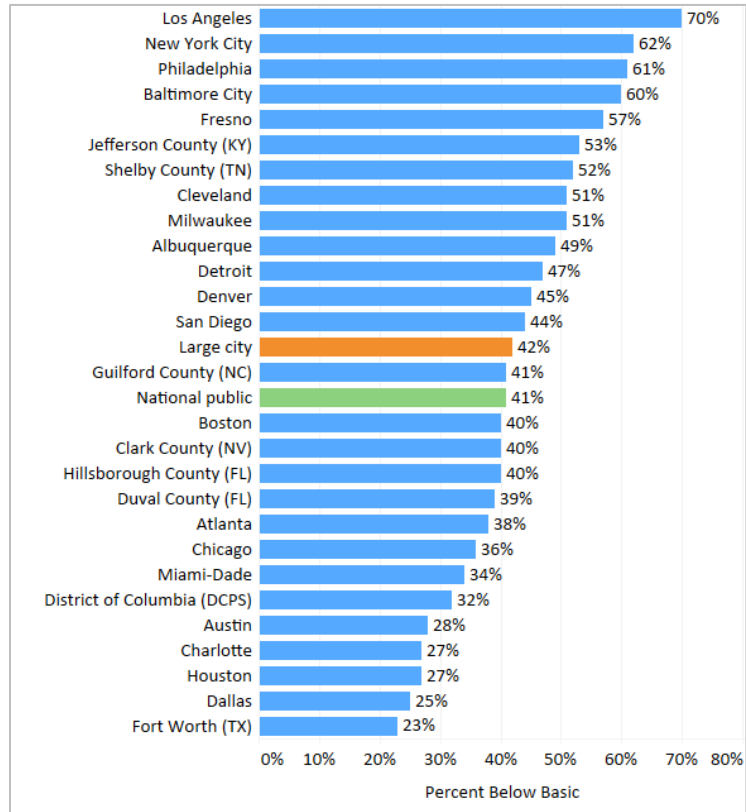


Figure 0.28: Percentage of Grade 8 English Language Learners Below Basic in Math on NAEP, 2019

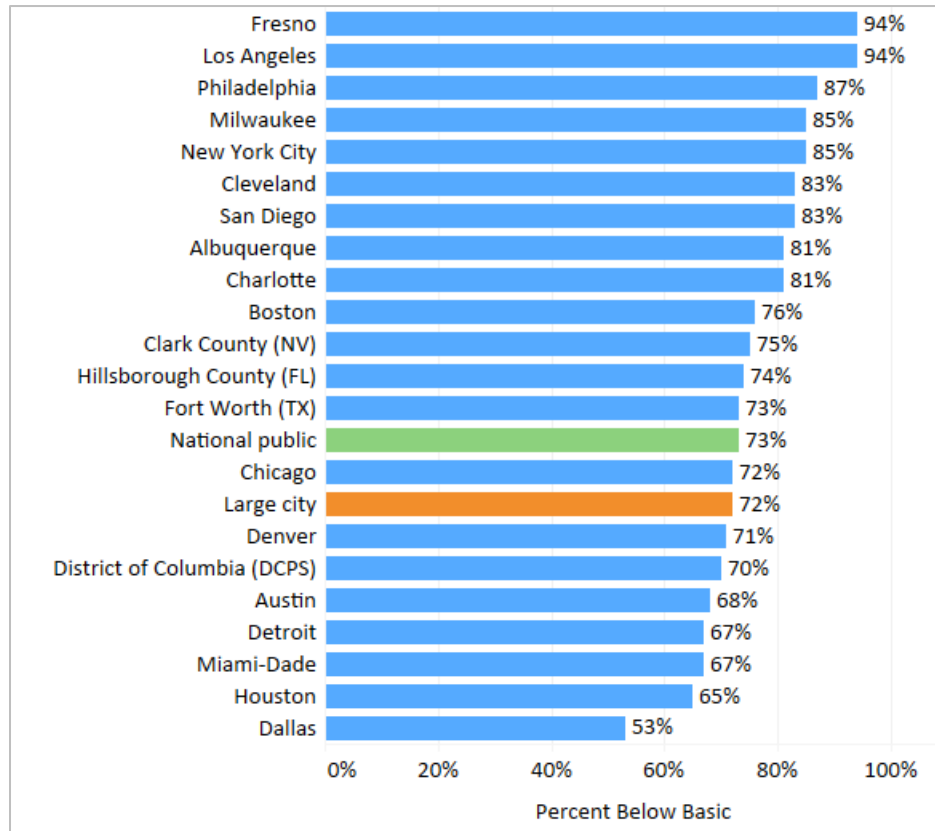


Figure 0.29: Percentage of Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2019

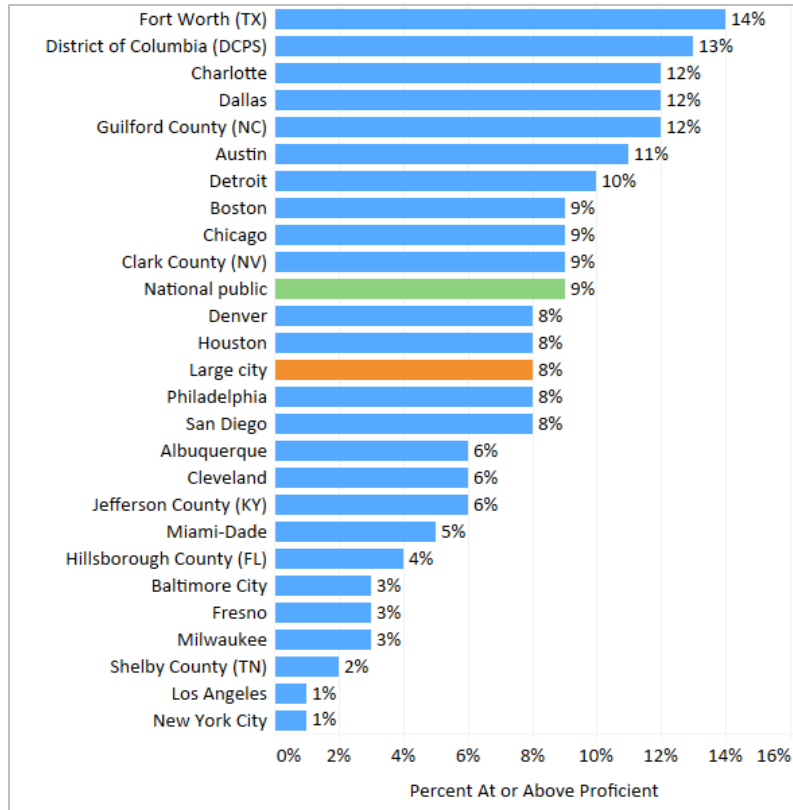


Figure 0.30: Percentage of Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2019

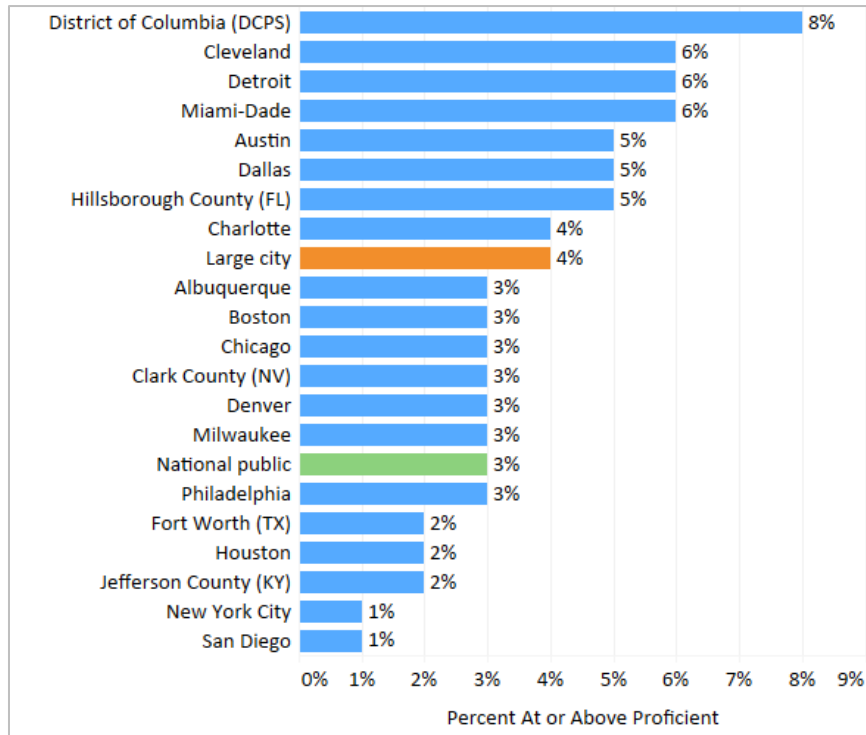


Figure 0.31: Percentage of Grade 4 English Language Learners Below Basic in Reading on NAEP, 2019

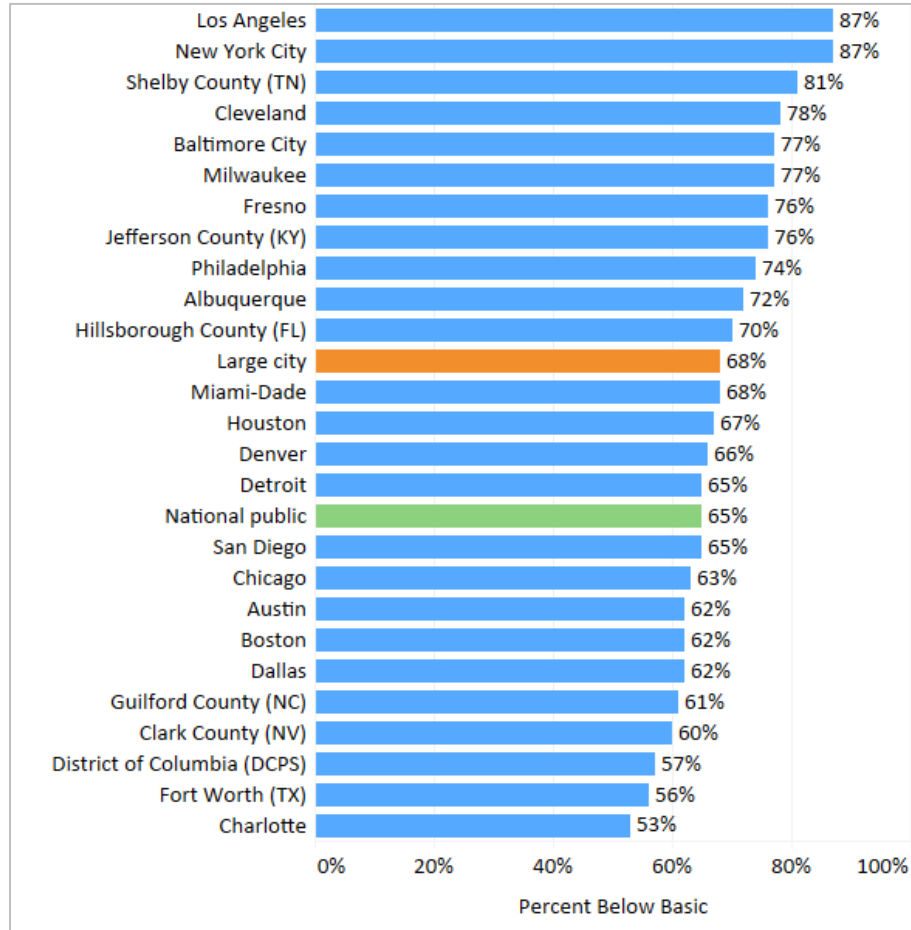


Figure 0.32: Percentage of Grade 8 English Language Learners Below Basic in Reading on NAEP, 2019

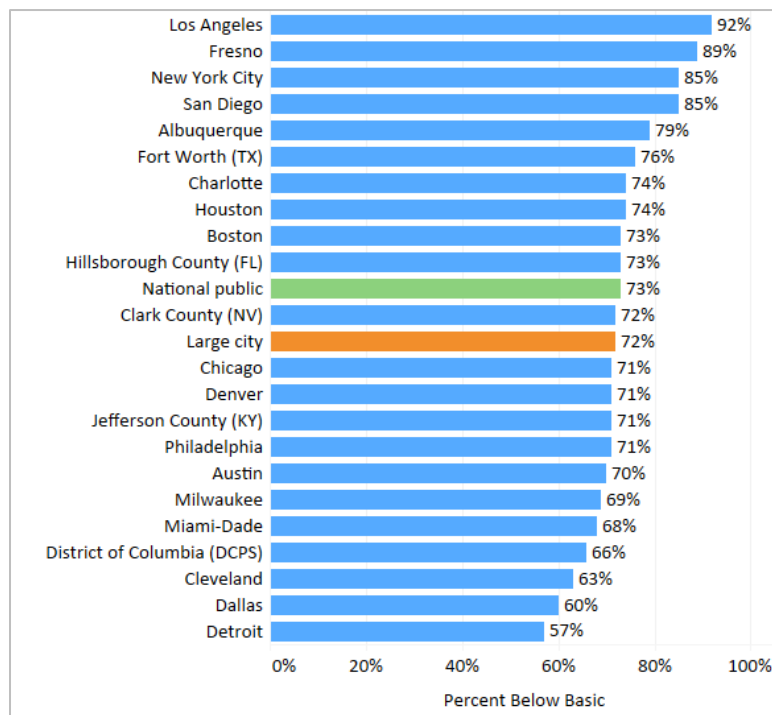


Figure 0.33: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP by Race, 2019

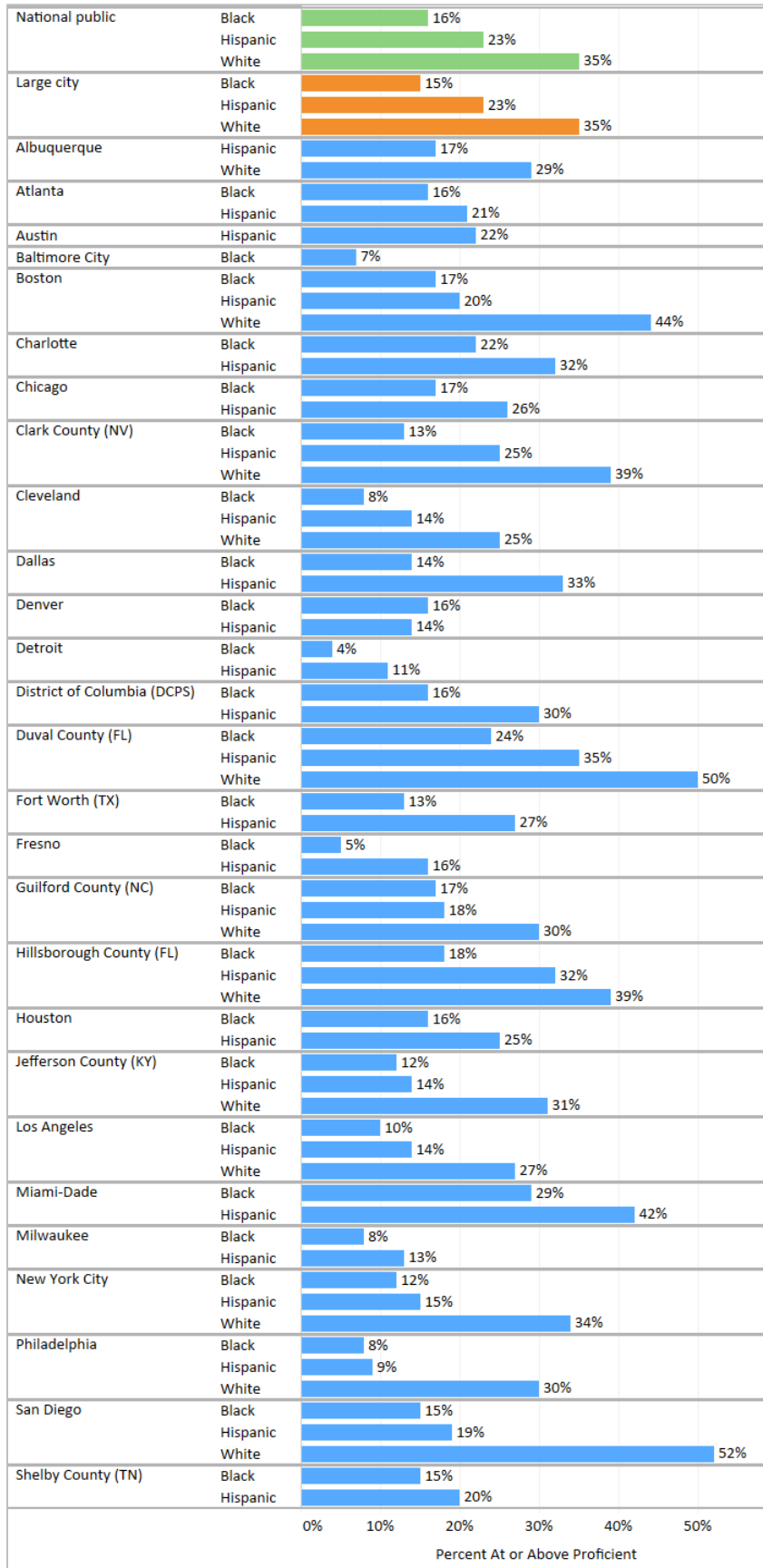


Figure 0.34: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP by Race, 2019

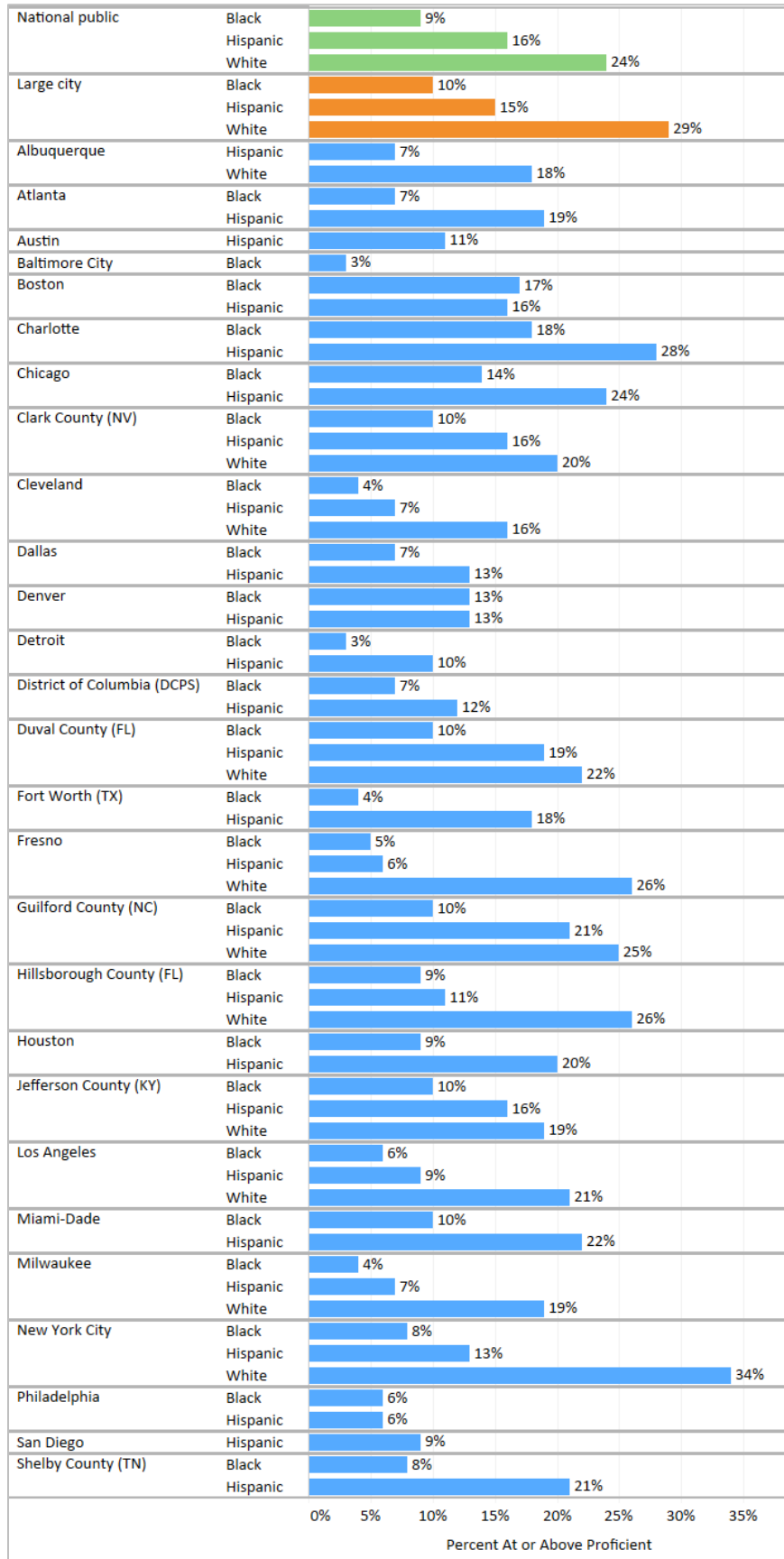


Figure 0.35: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP by Race, 2019

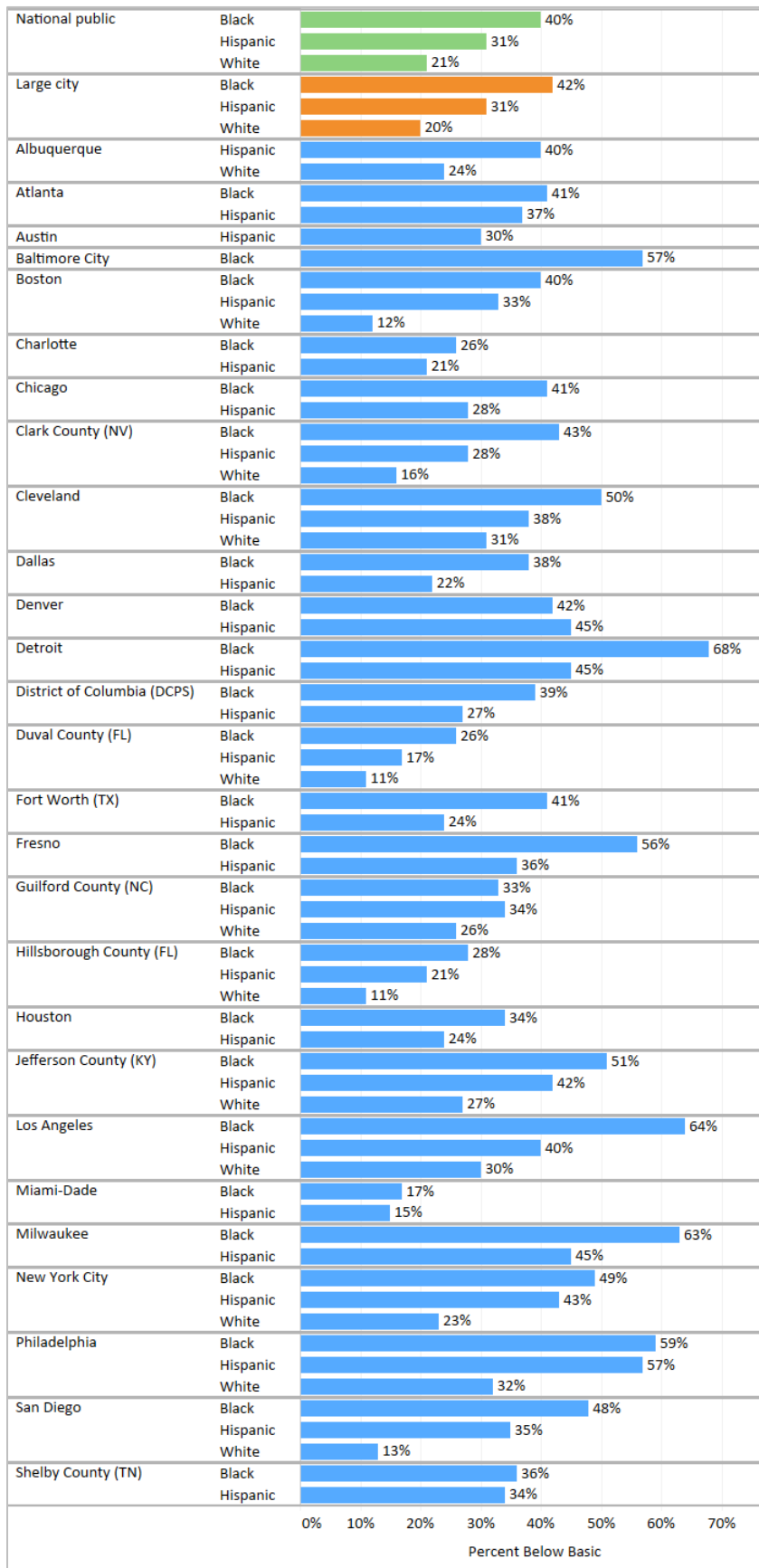


Figure 0.36: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP by Race, 2019

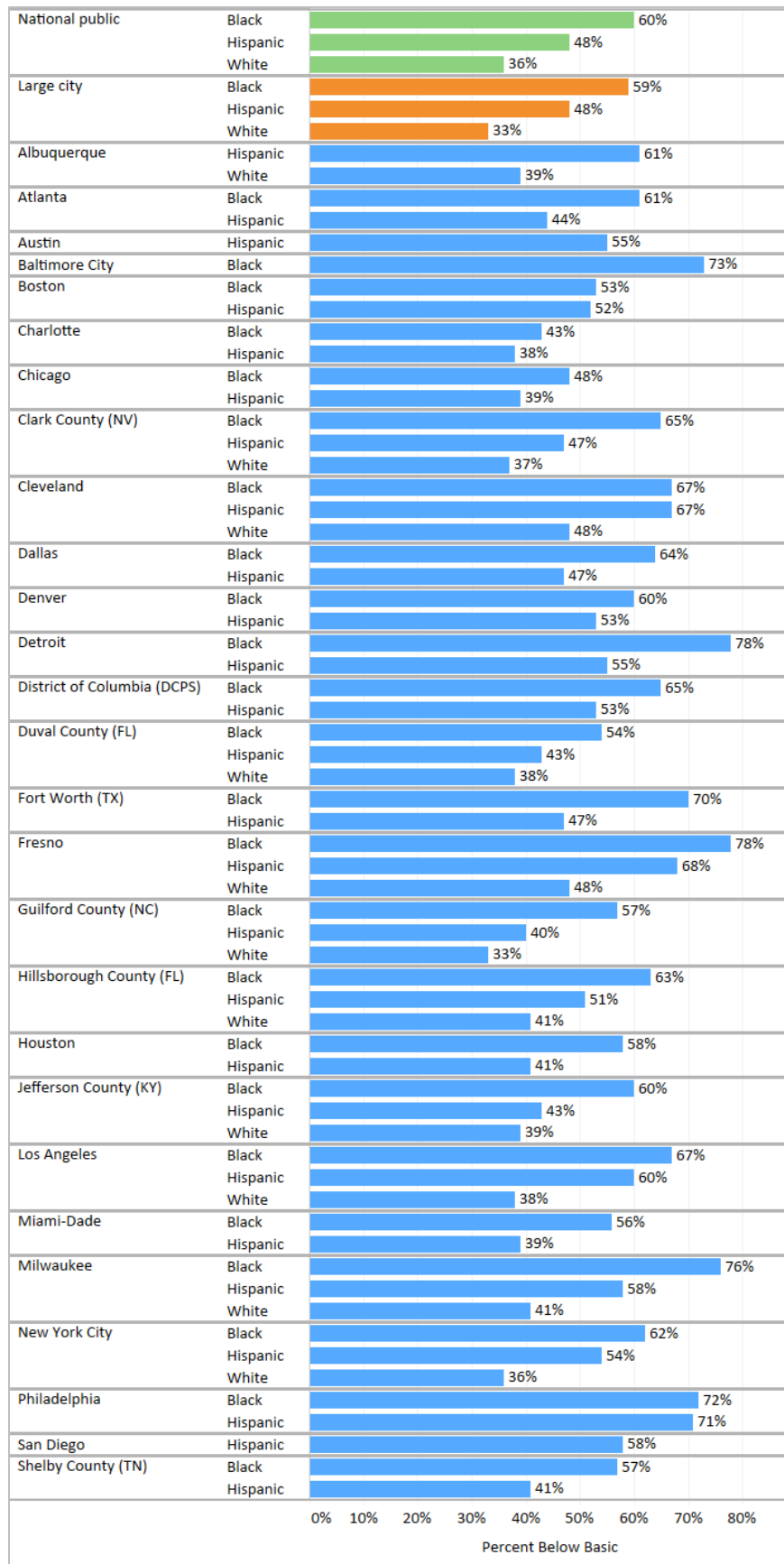


Figure 0.37: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP by Race, 2019

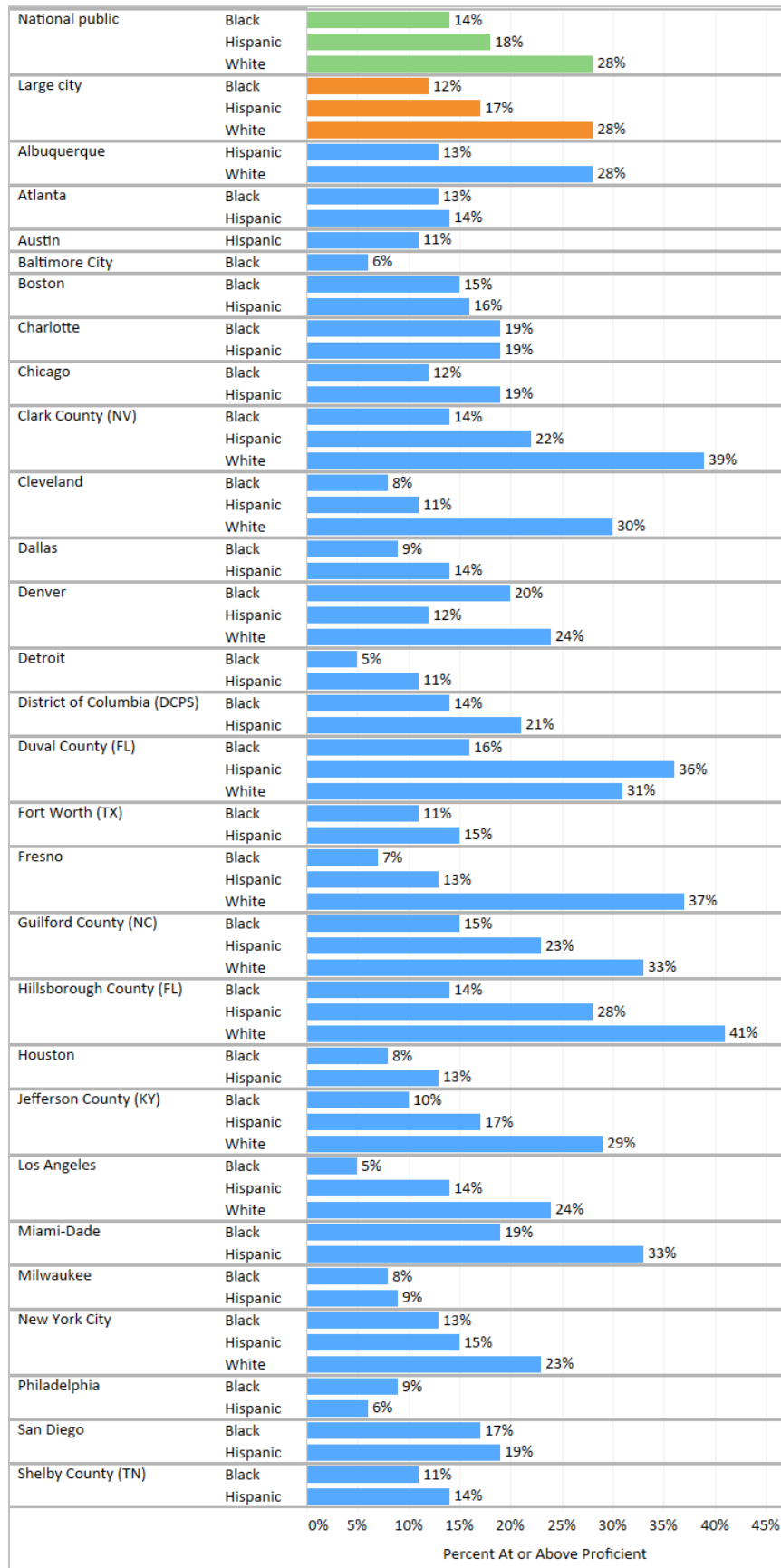


Figure 0.38: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP by Race, 2019

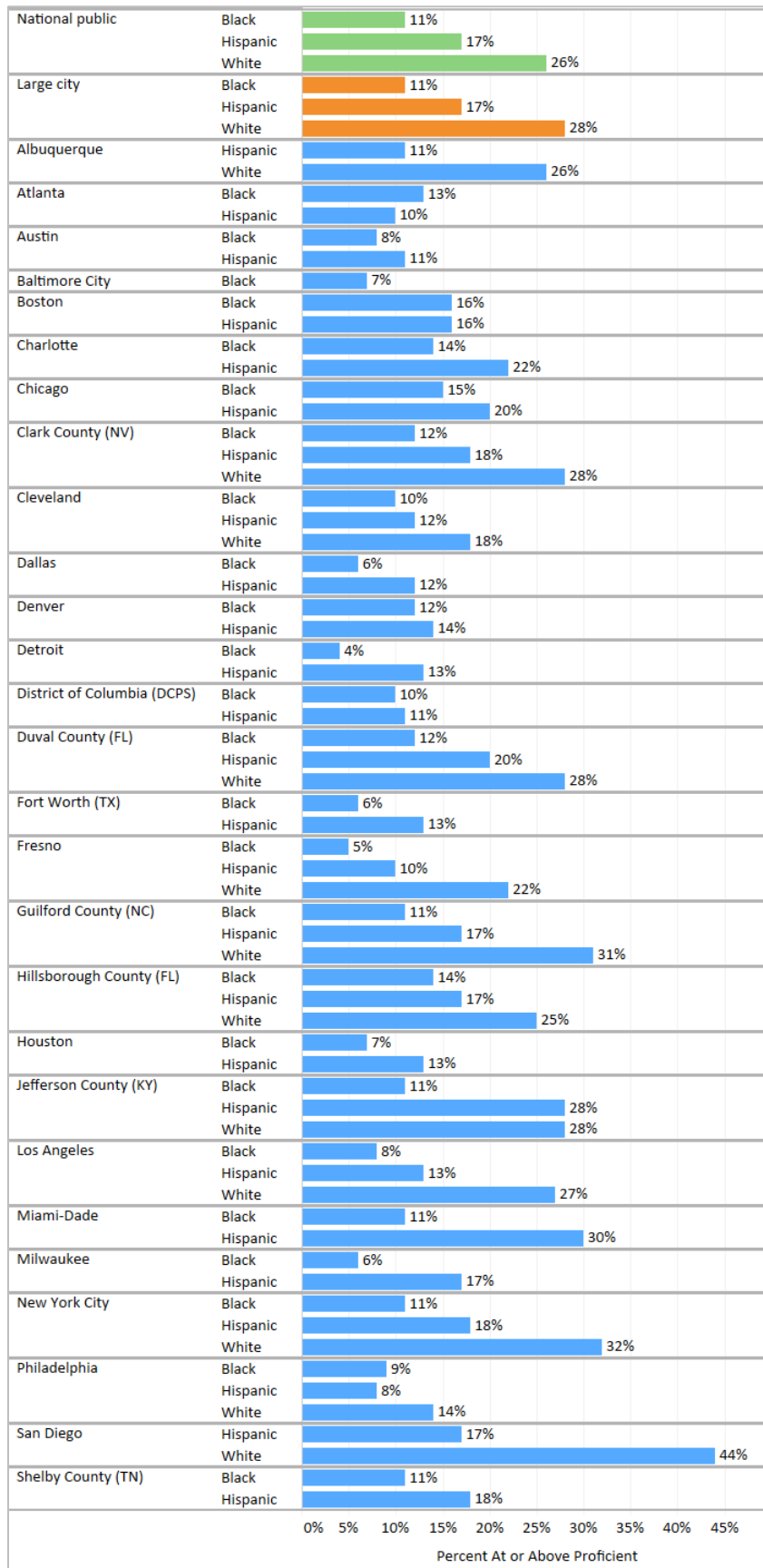


Figure 0.39: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP by Race, 2019

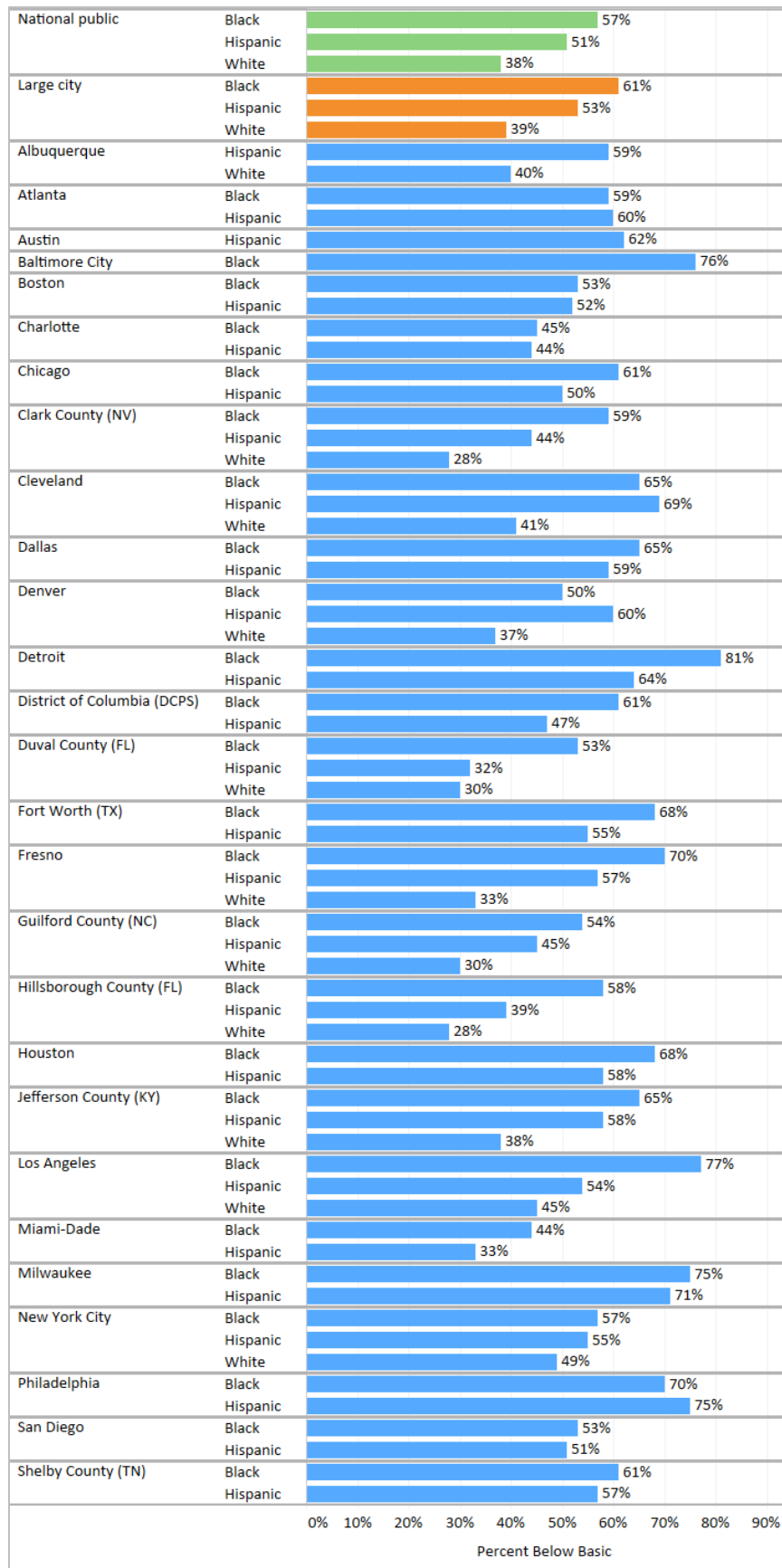


Figure 0.40: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP by Race, 2019

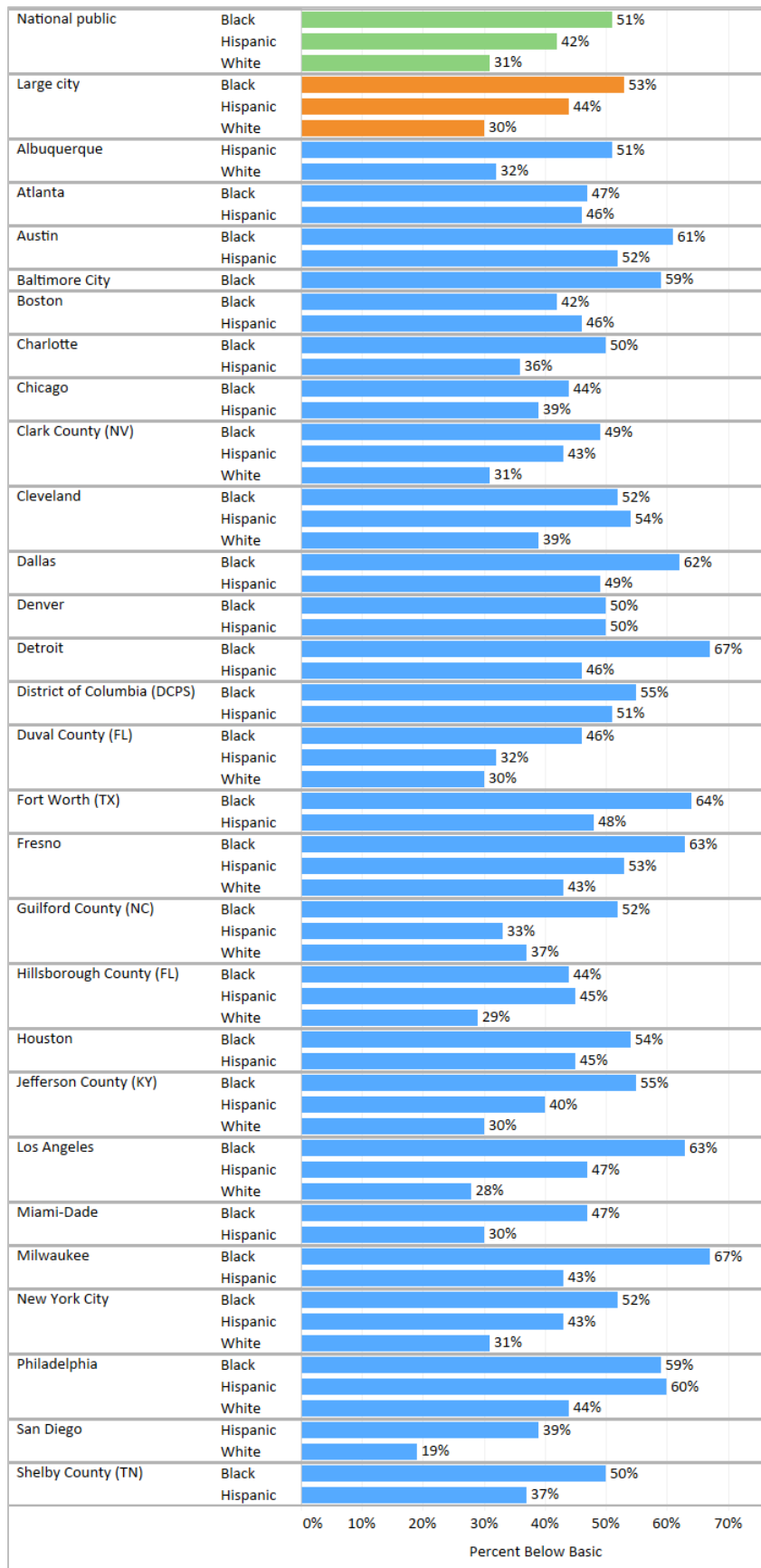


Figure O.41: Percentage of Grade 4 Black Students At or Above Proficient in Math on NAEP by Gender, 2019

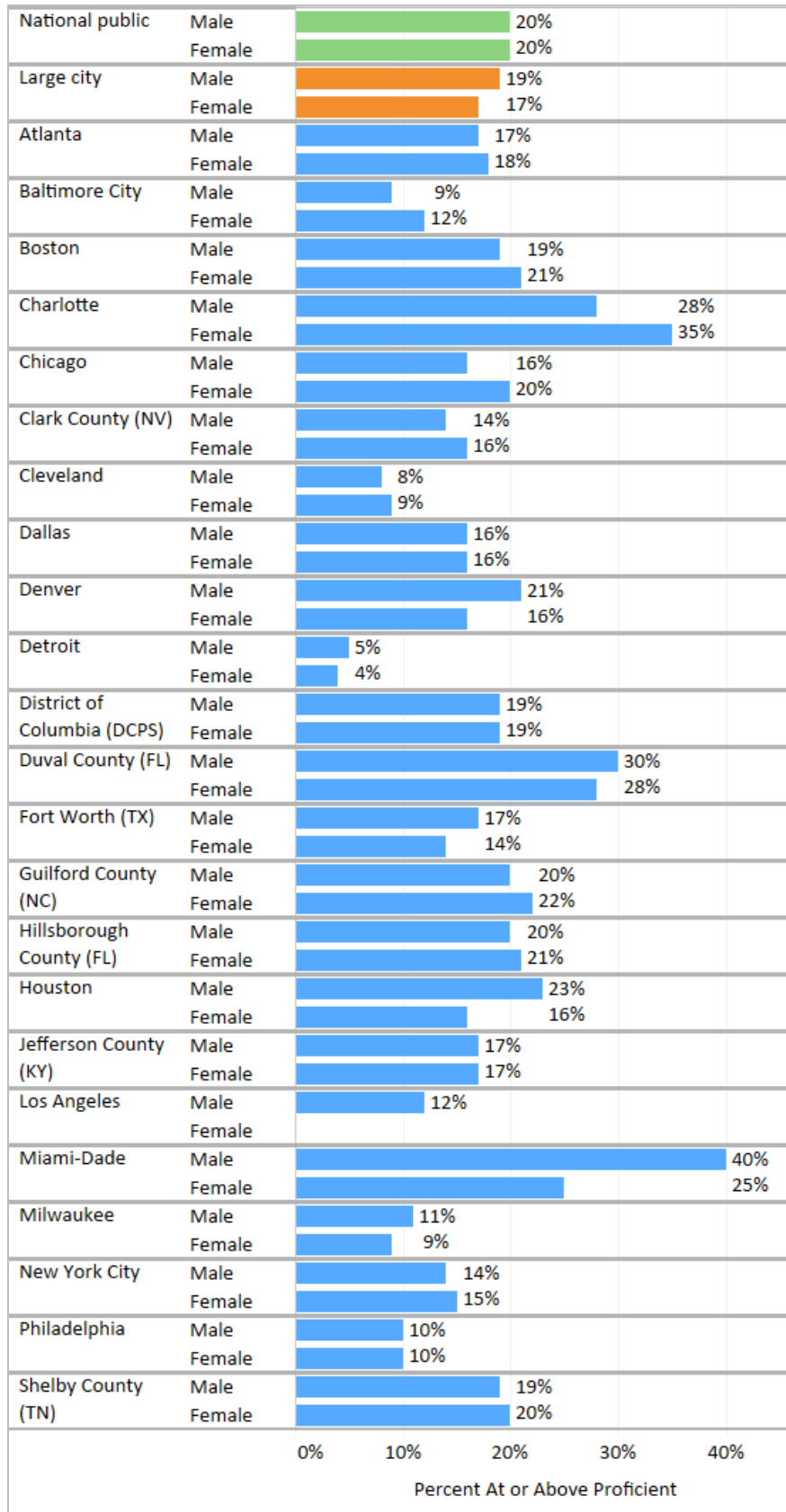


Figure 0.42: Percentage of Grade 8 Black Students At or Above Proficient in Math on NAEP by Gender, 2019

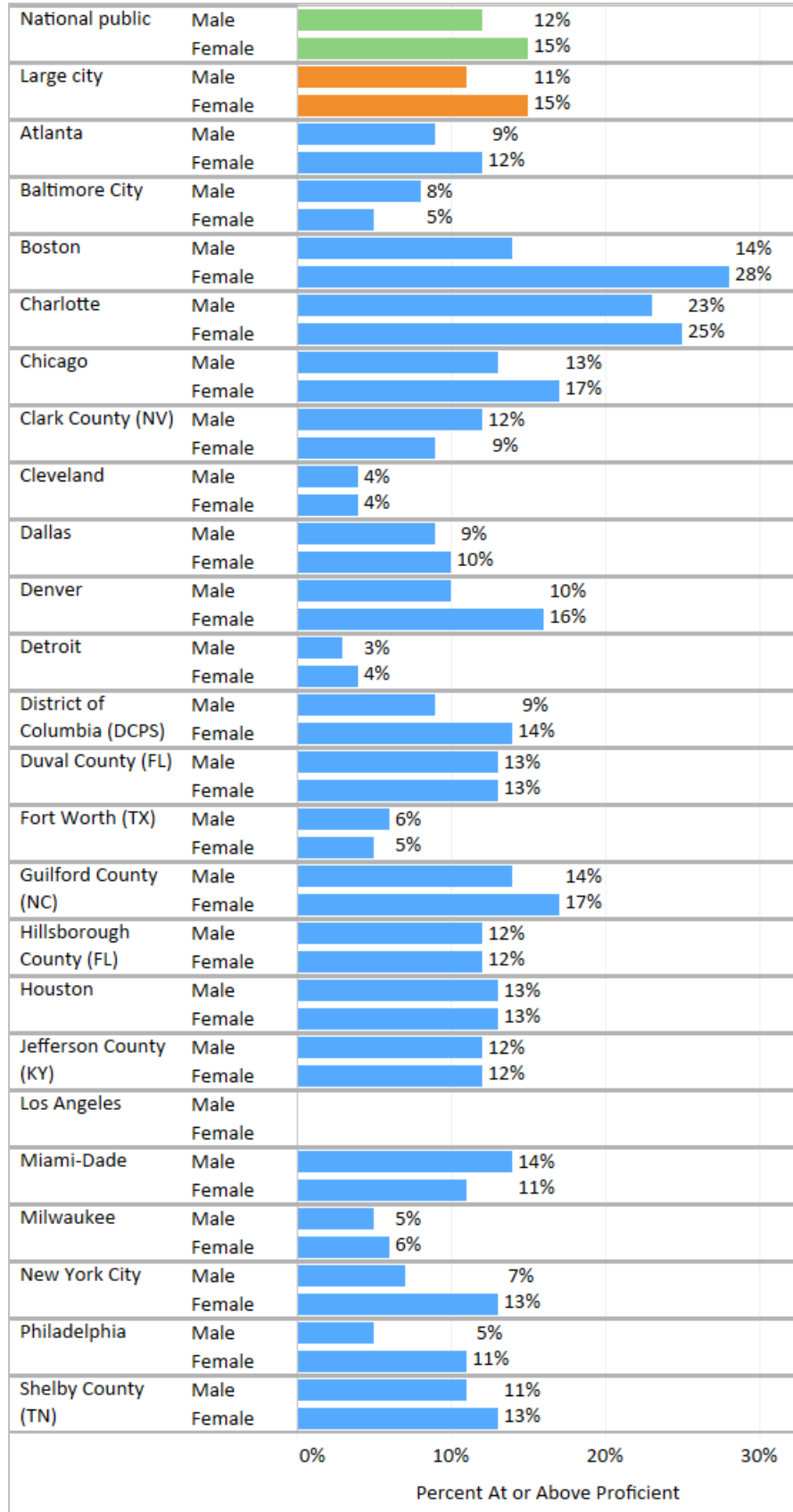


Figure 0.43: Percentage of Grade 4 Black Students Below Basic in Math on NAEP by Gender, 2019

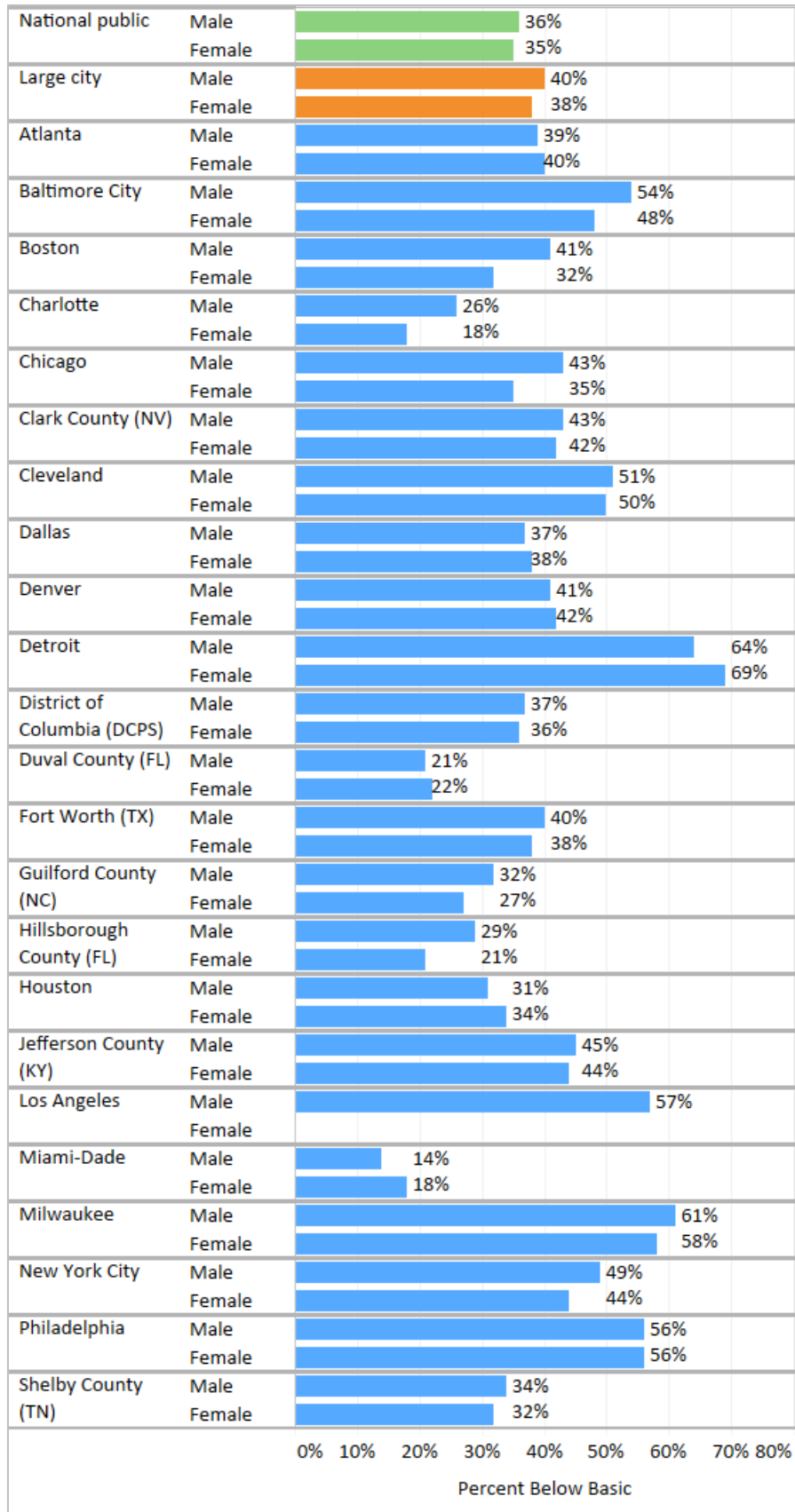


Figure 0.44: Percentage of Grade 8 Black Students Below Basic in Math on NAEP by Gender, 2019

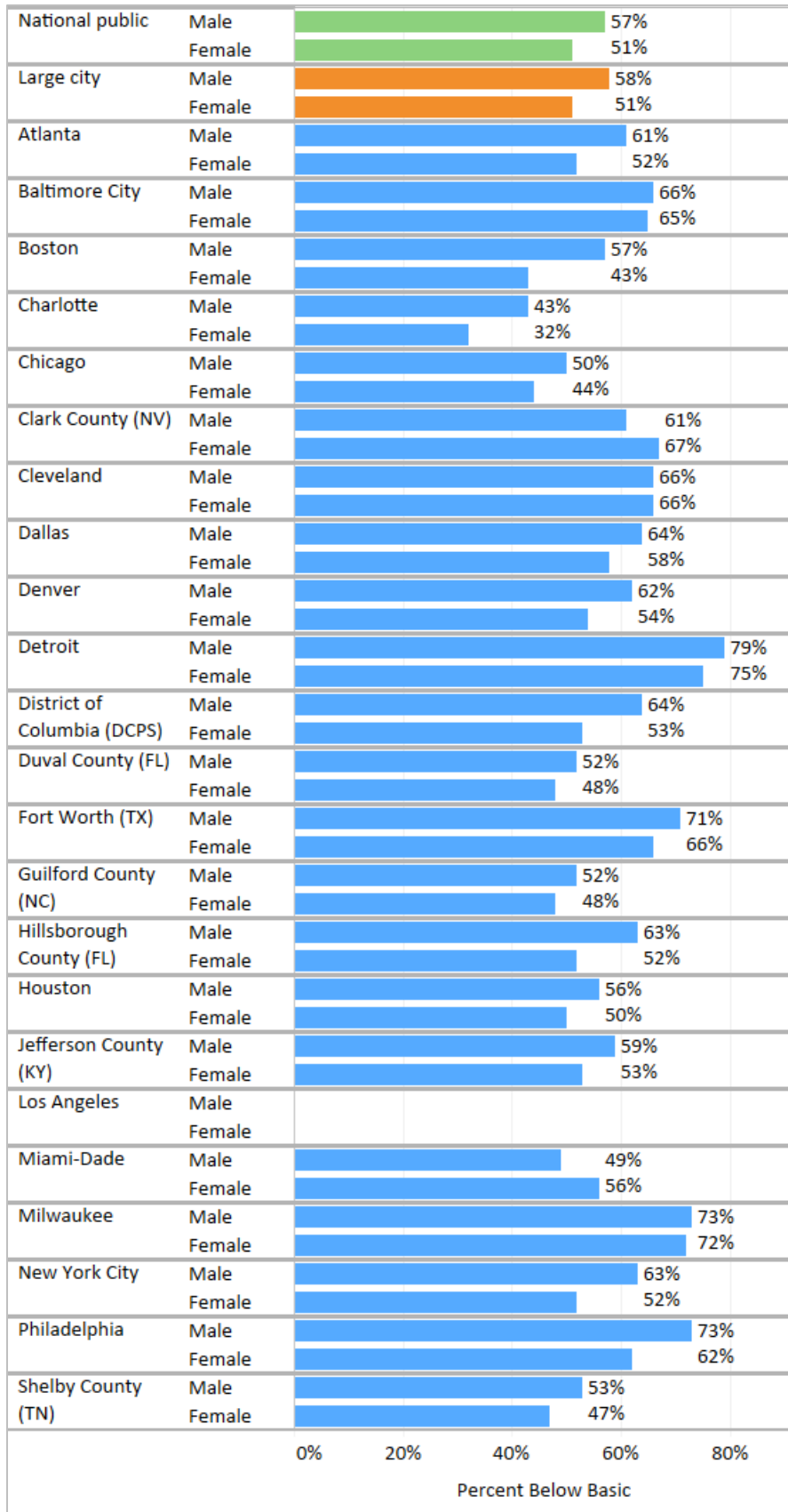


Figure 0.45: Percentage of Grade 4 Black Students At or Above Proficient in Reading on NAEP by Gender, 2019

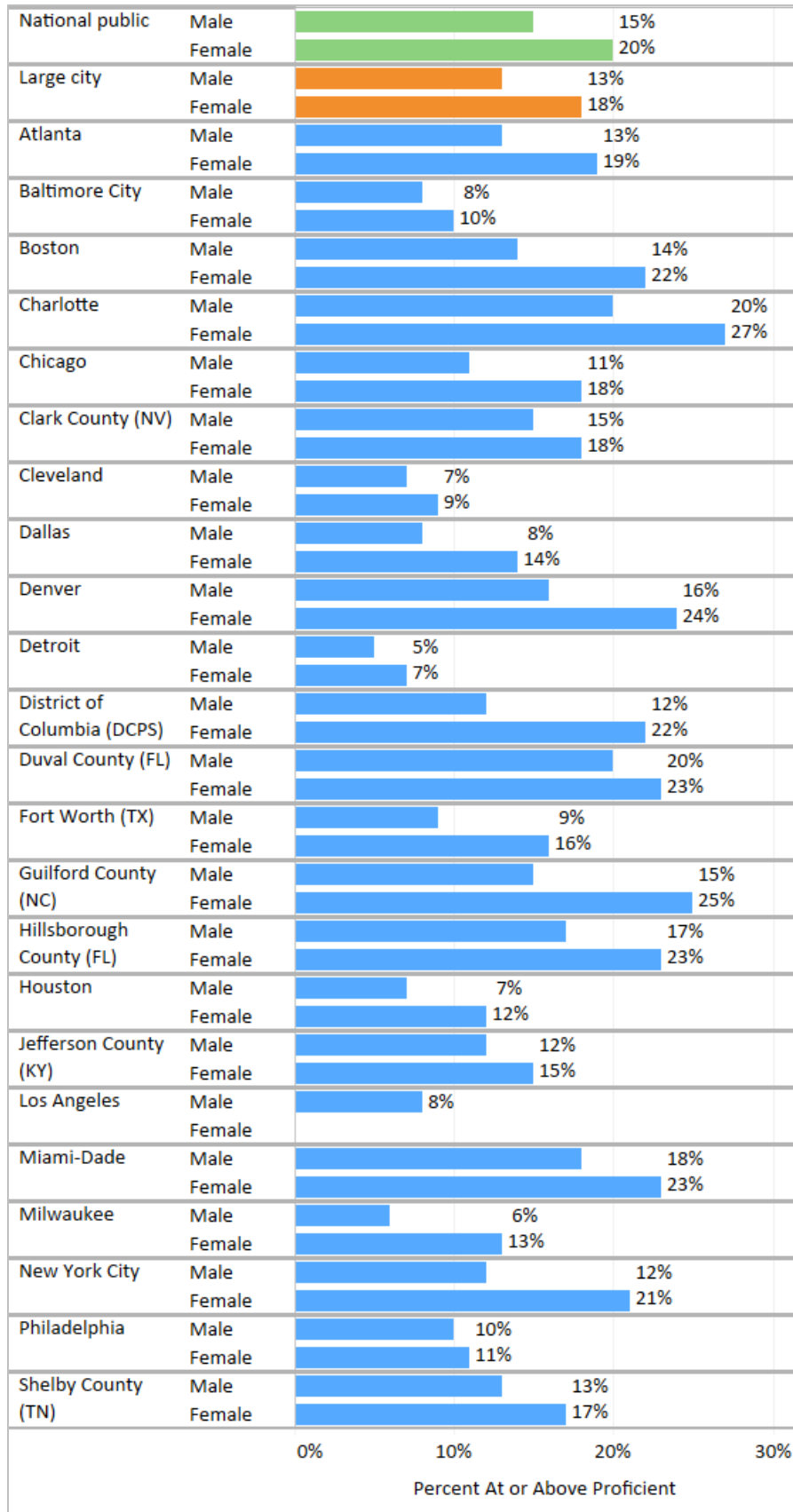


Figure 0.46: Percentage of Grade 8 Black Students At or Above Proficient in Reading on NAEP by Gender, 2019

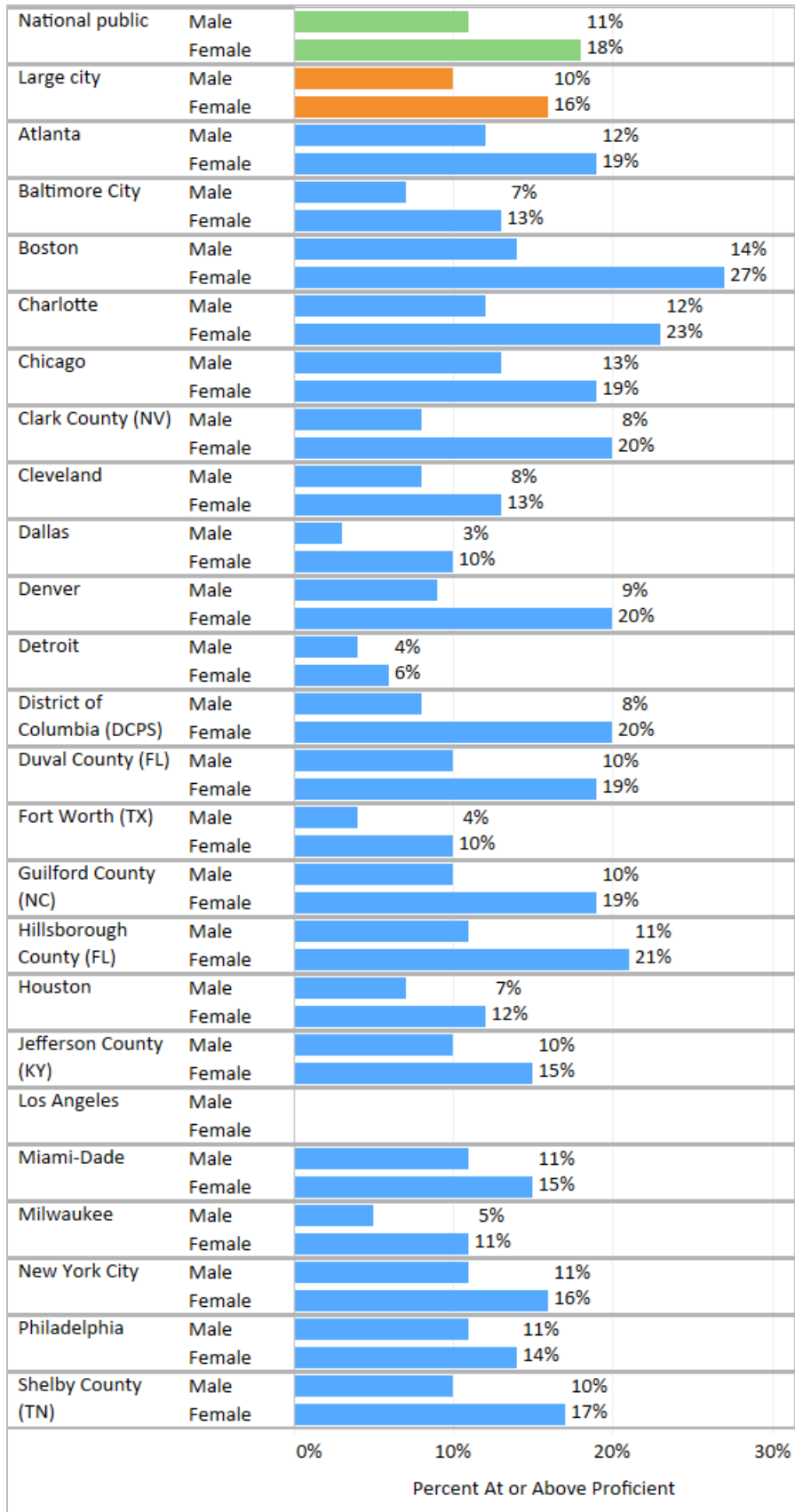


Figure 0.47: Percentage of Grade 4 Black Students Below Basic in Reading on NAEP by Gender, 2019

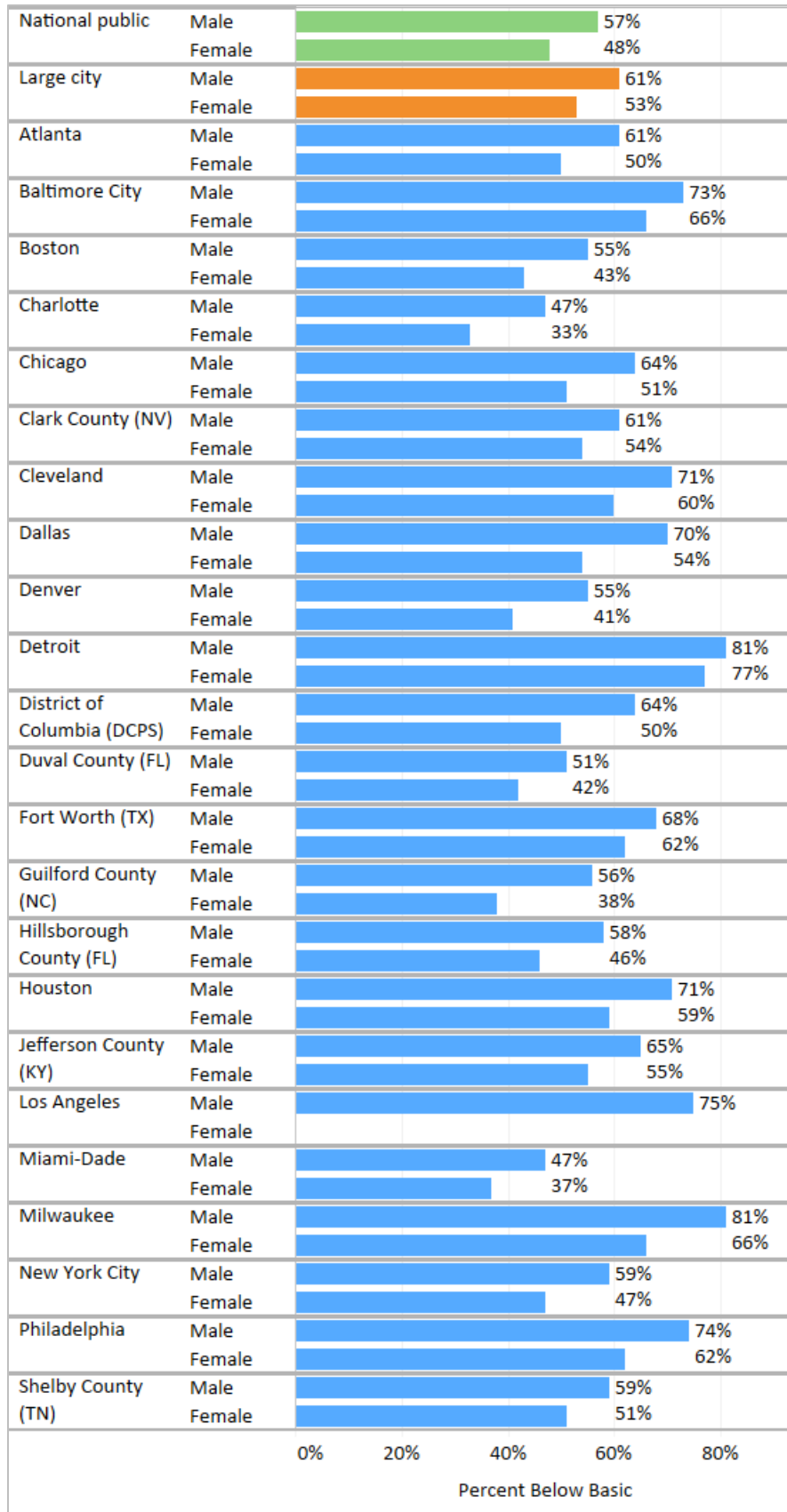


Figure 0.48: Percentage of Grade 8 Black Students Below Basic in Reading on NAEP by Gender, 2019

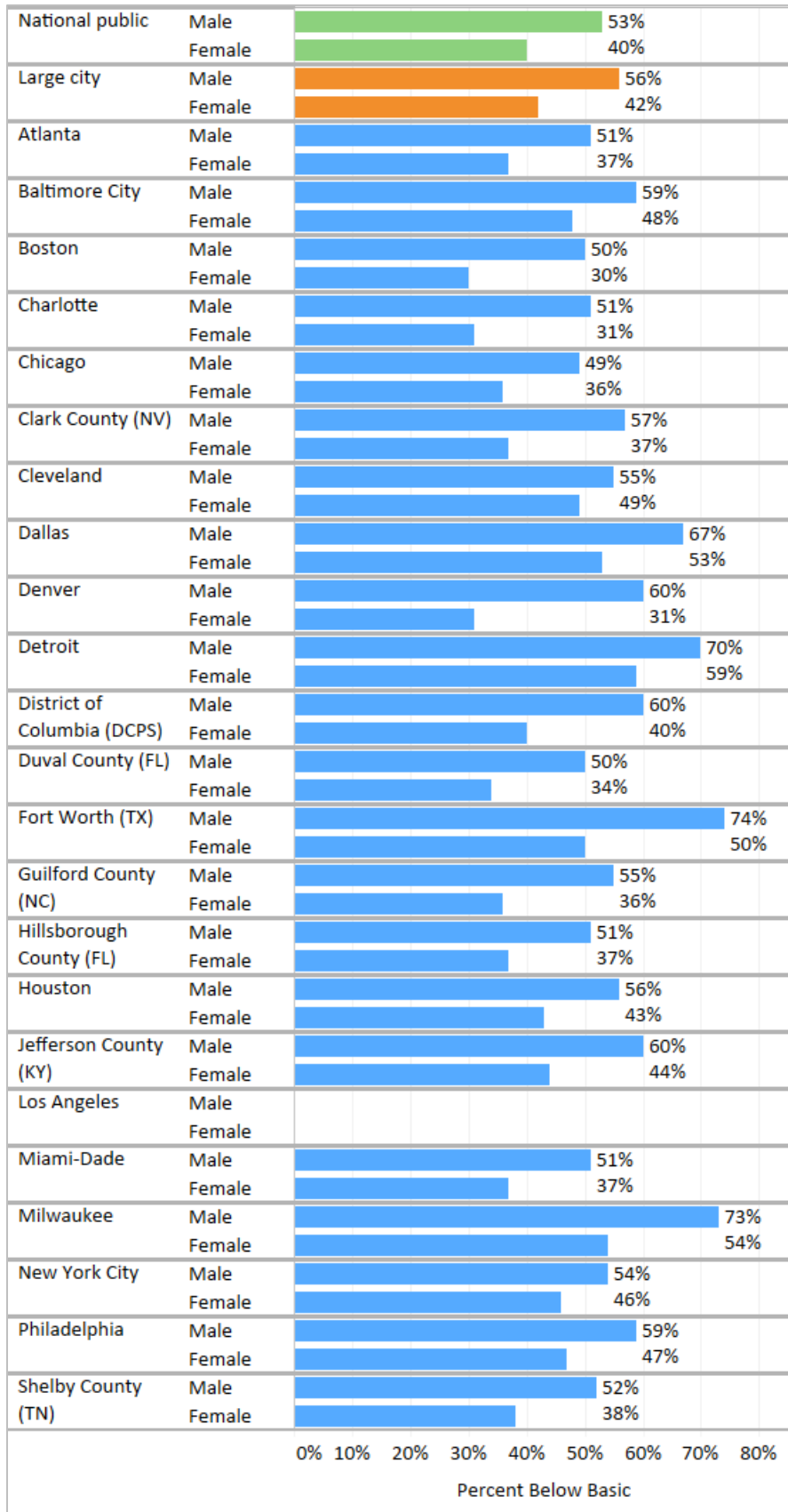


Figure 0.49: Percentage of Grade 4 Hispanic Students At or Above Proficient in Math on NAEP by Gender, 2019

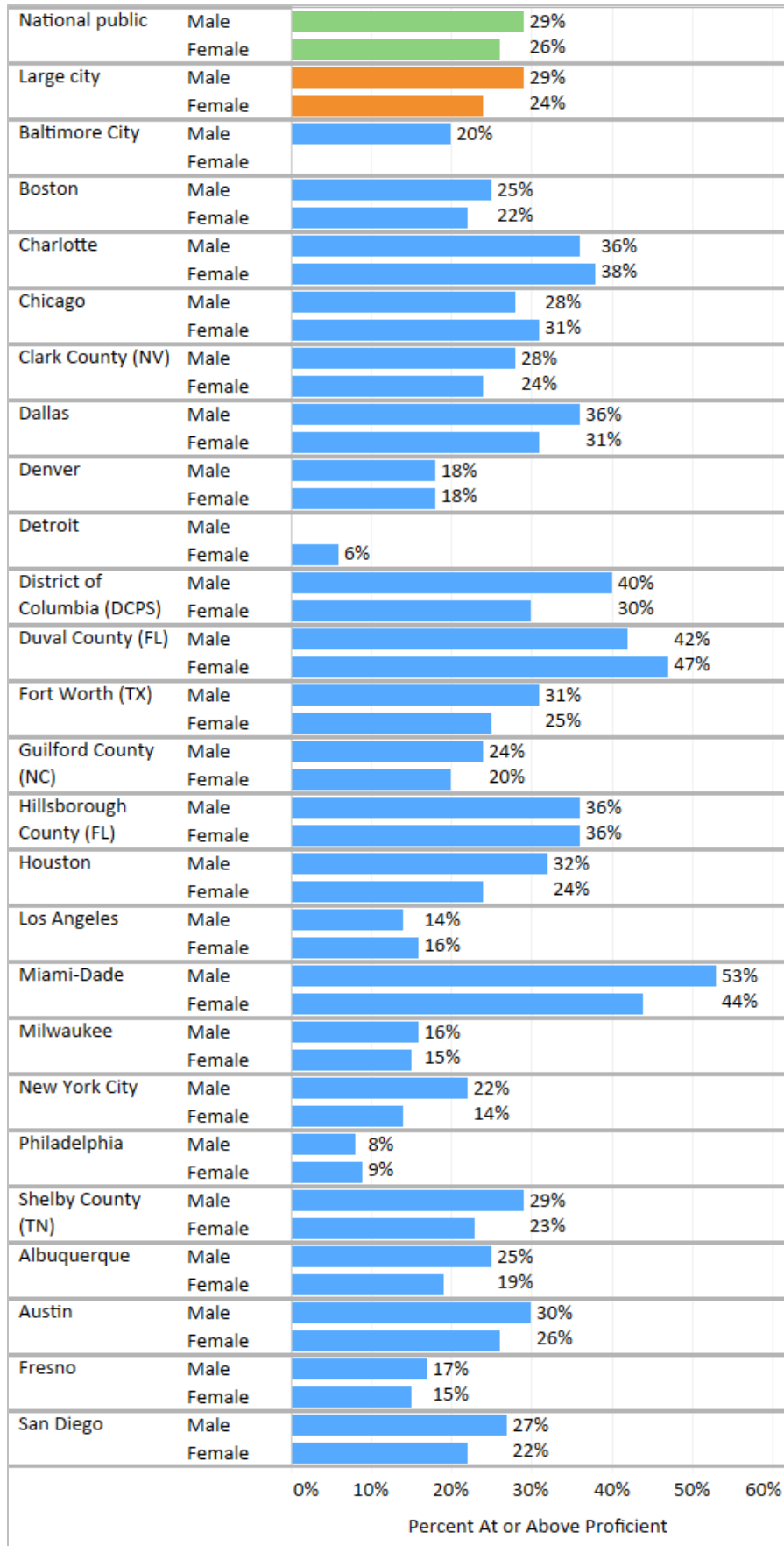


Figure 0.50: Percentage of Grade 8 Hispanic Students At or Above Proficient in Math on NAEP by Gender, 2019

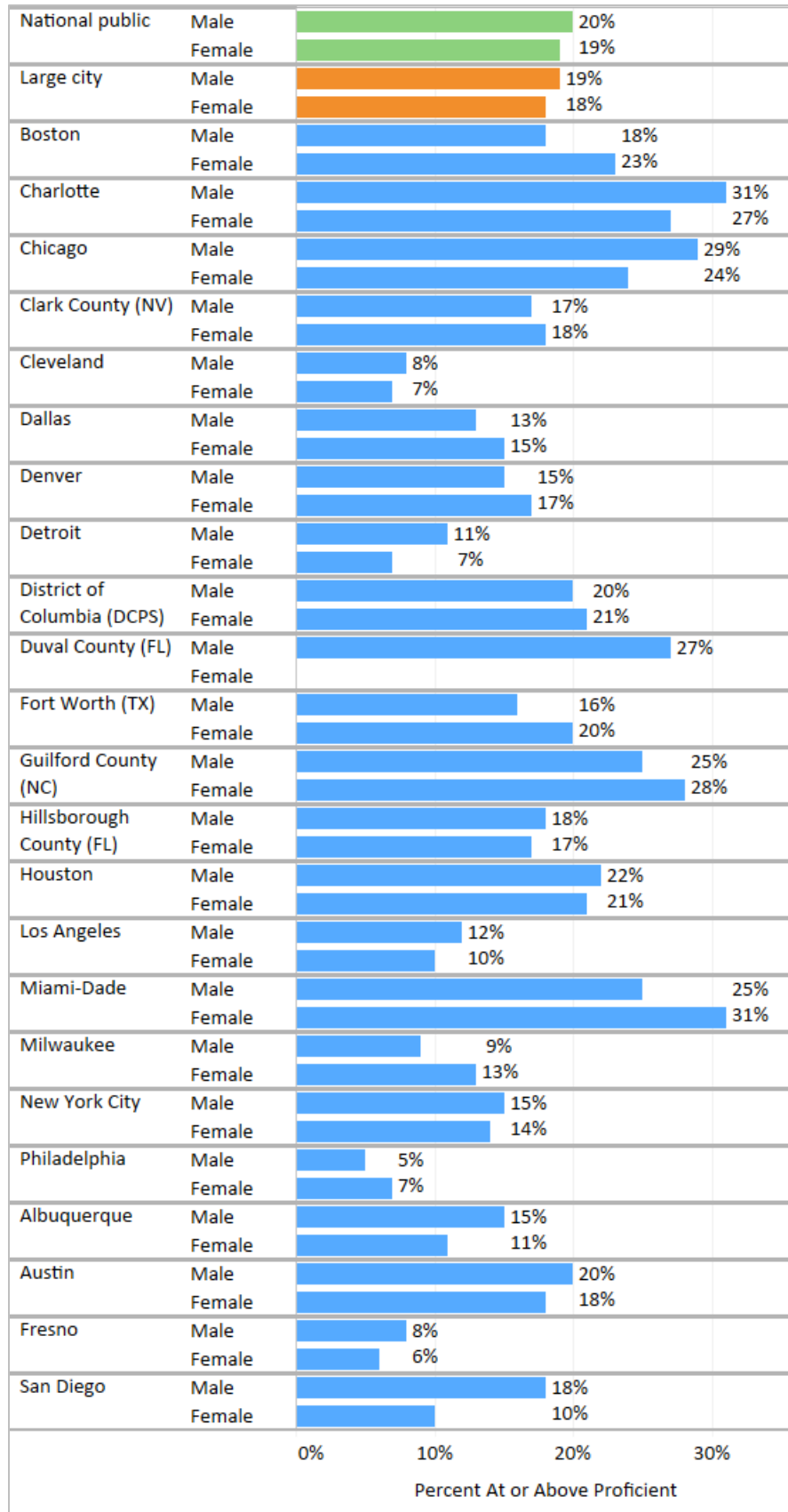


Figure 0.51: Percentage of Grade 4 Hispanic Students Below Basic in Math on NAEP by Gender, 2019

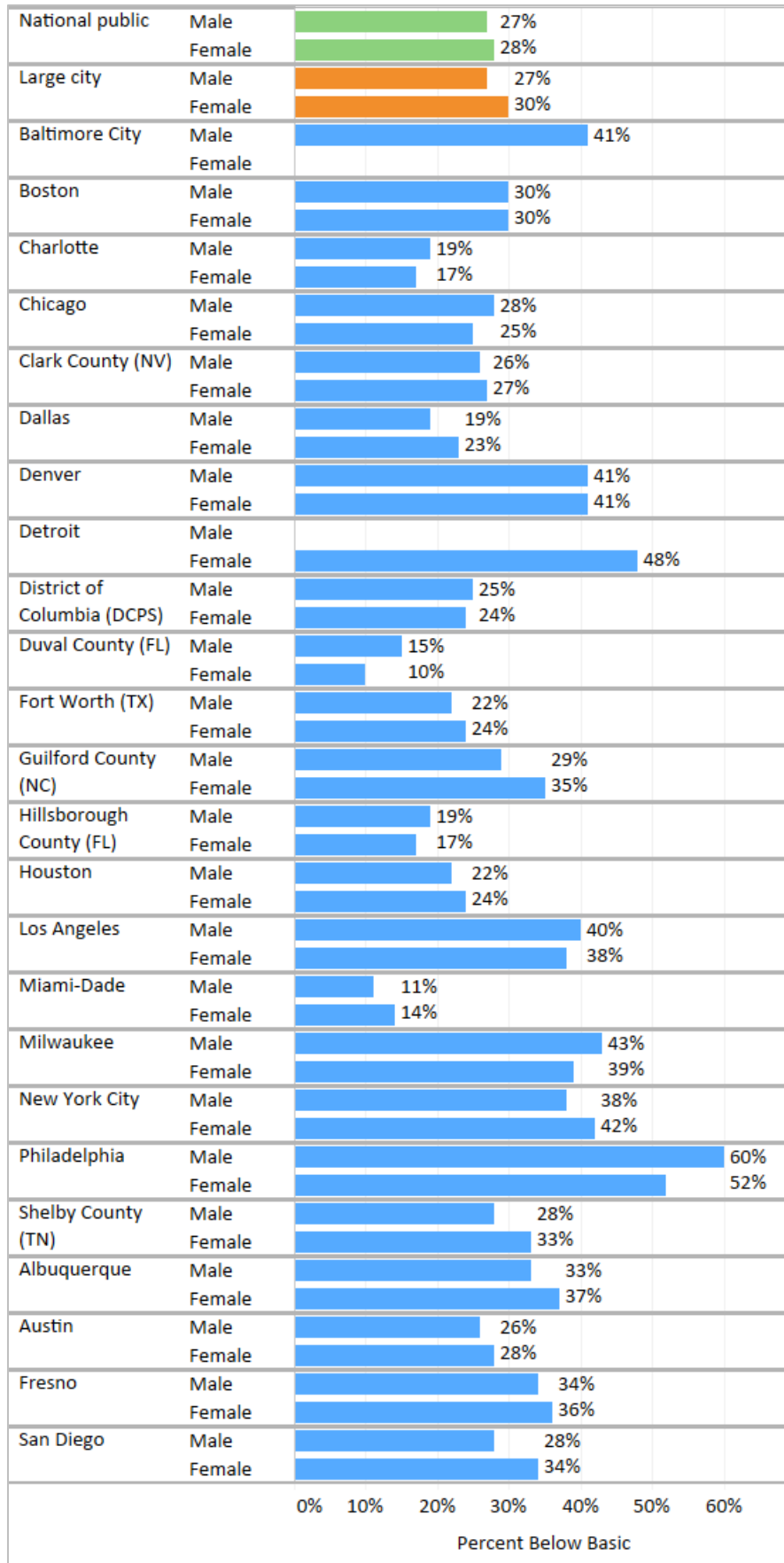


Figure 0.52: Percentage of Grade 8 Hispanic Students Below Basic in Math on NAEP by Gender, 2019

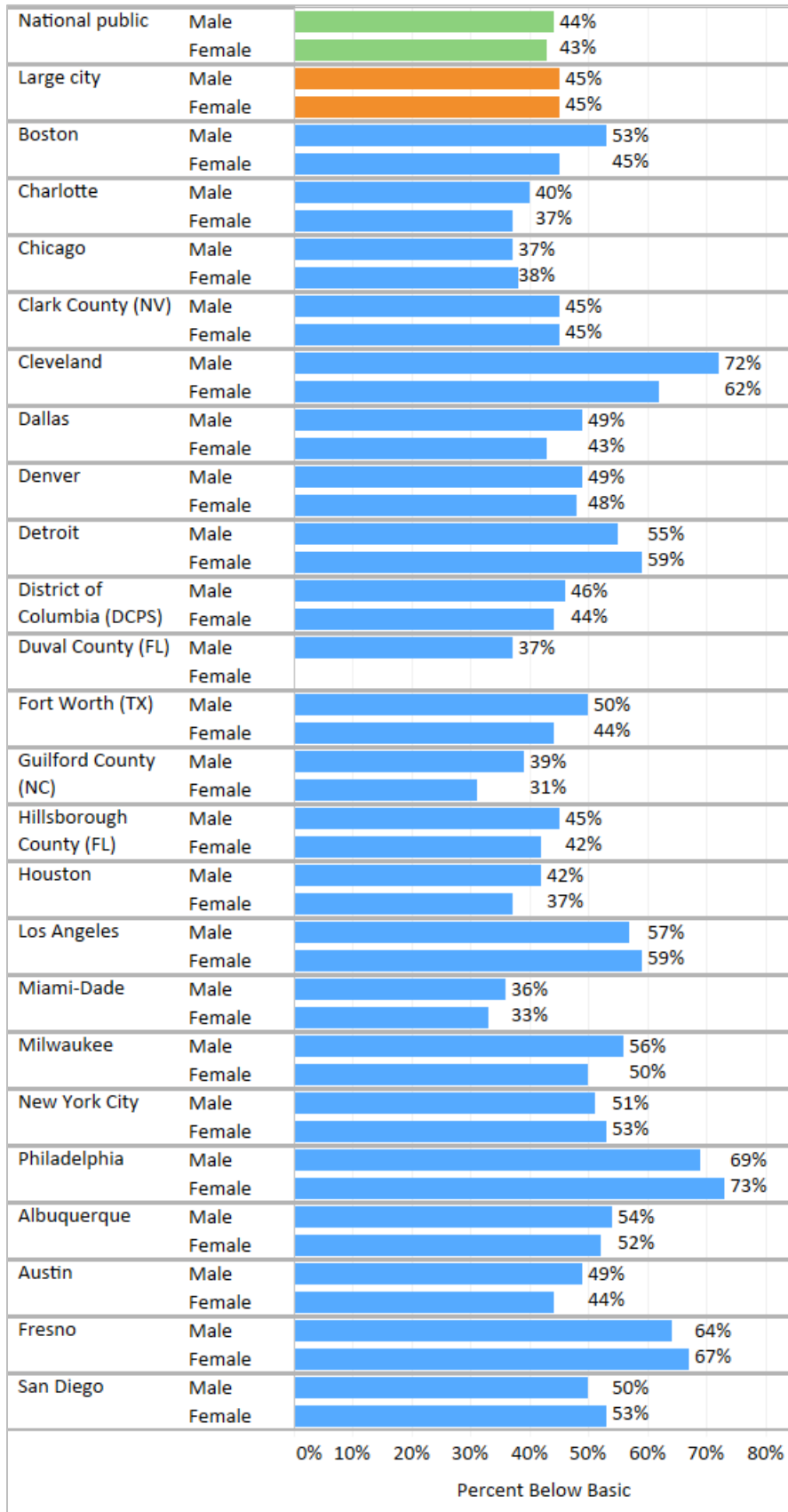


Figure 0.53: Percentage of Grade 4 Hispanic Students At or Above Proficient in Reading on NAEP by Gender, 2019

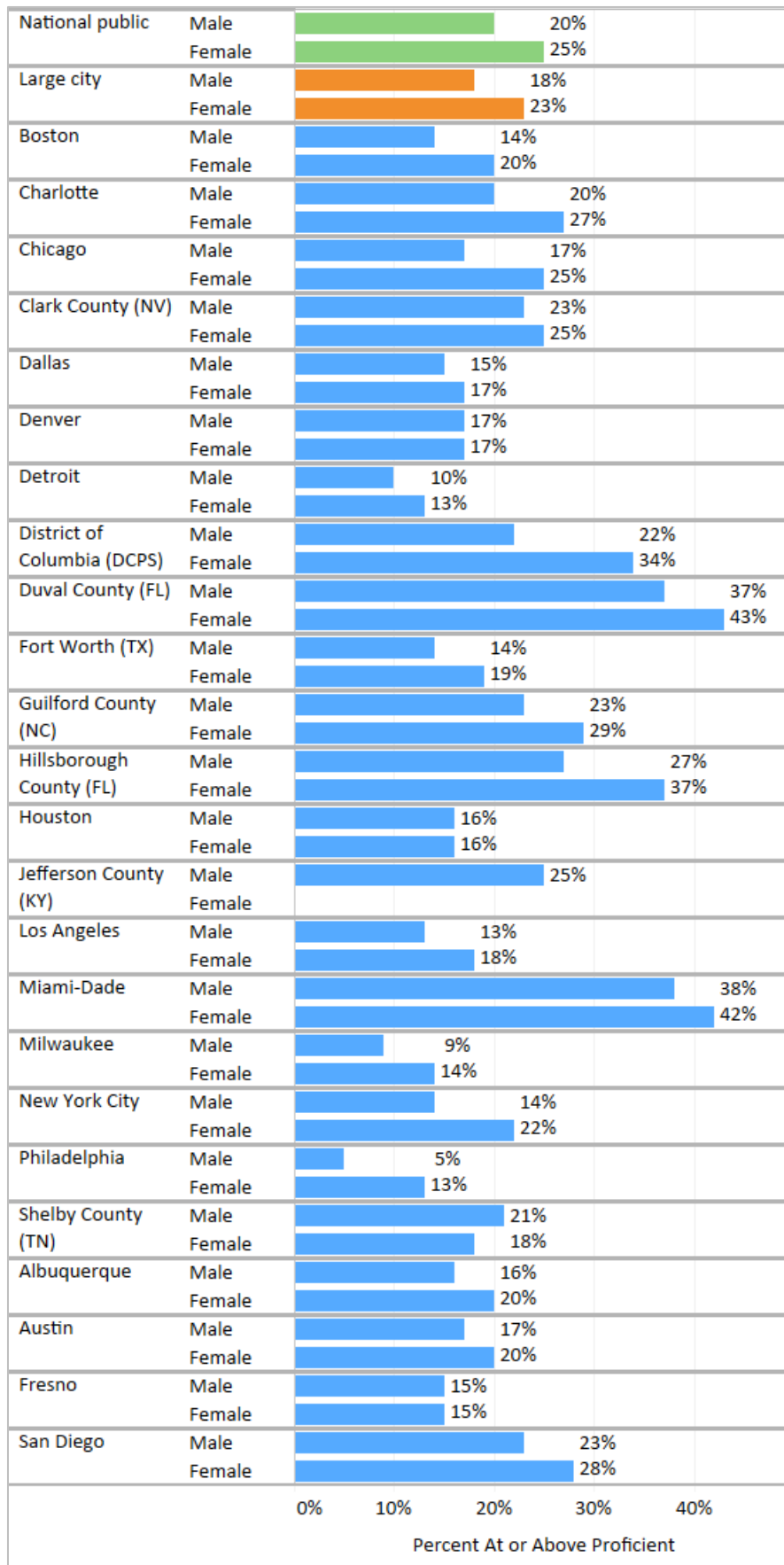


Figure 0.54: Percentage of Grade 8 Hispanic Students At or Above Proficient in Reading on NAEP by Gender, 2019

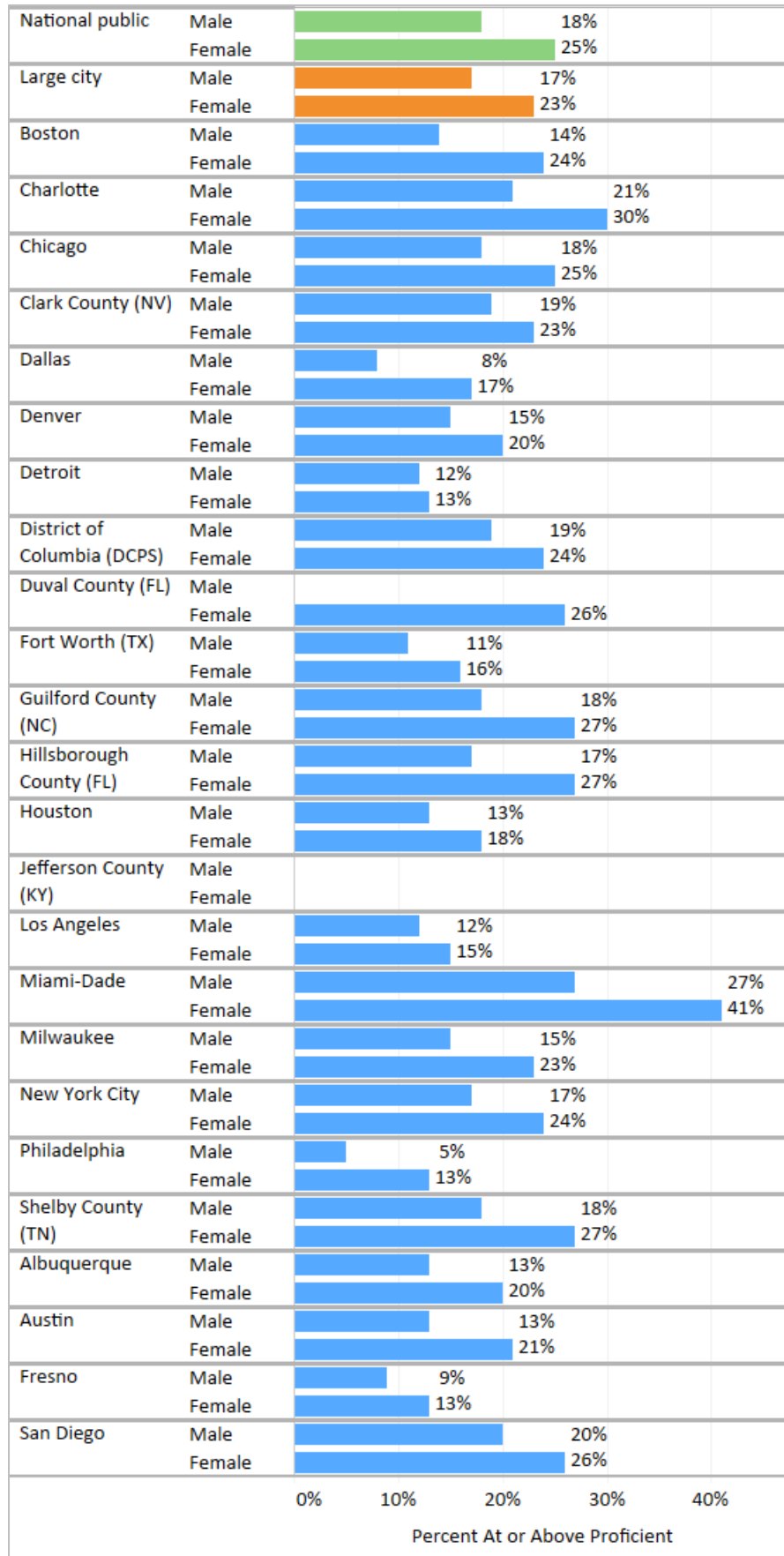


Figure 0.55: Percentage of Grade 4 Hispanic Students Below Basic in Reading on NAEP by Gender, 2019

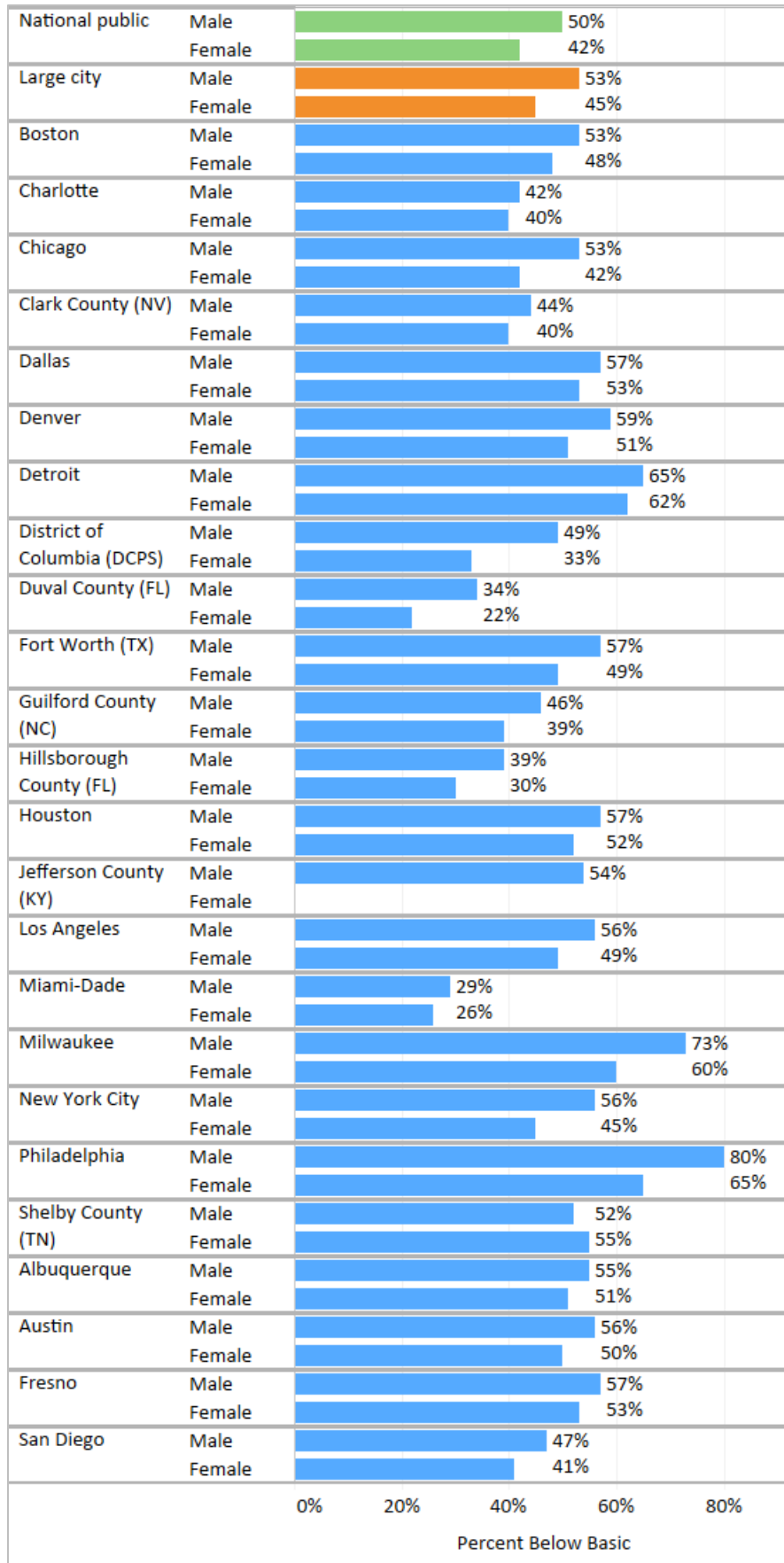
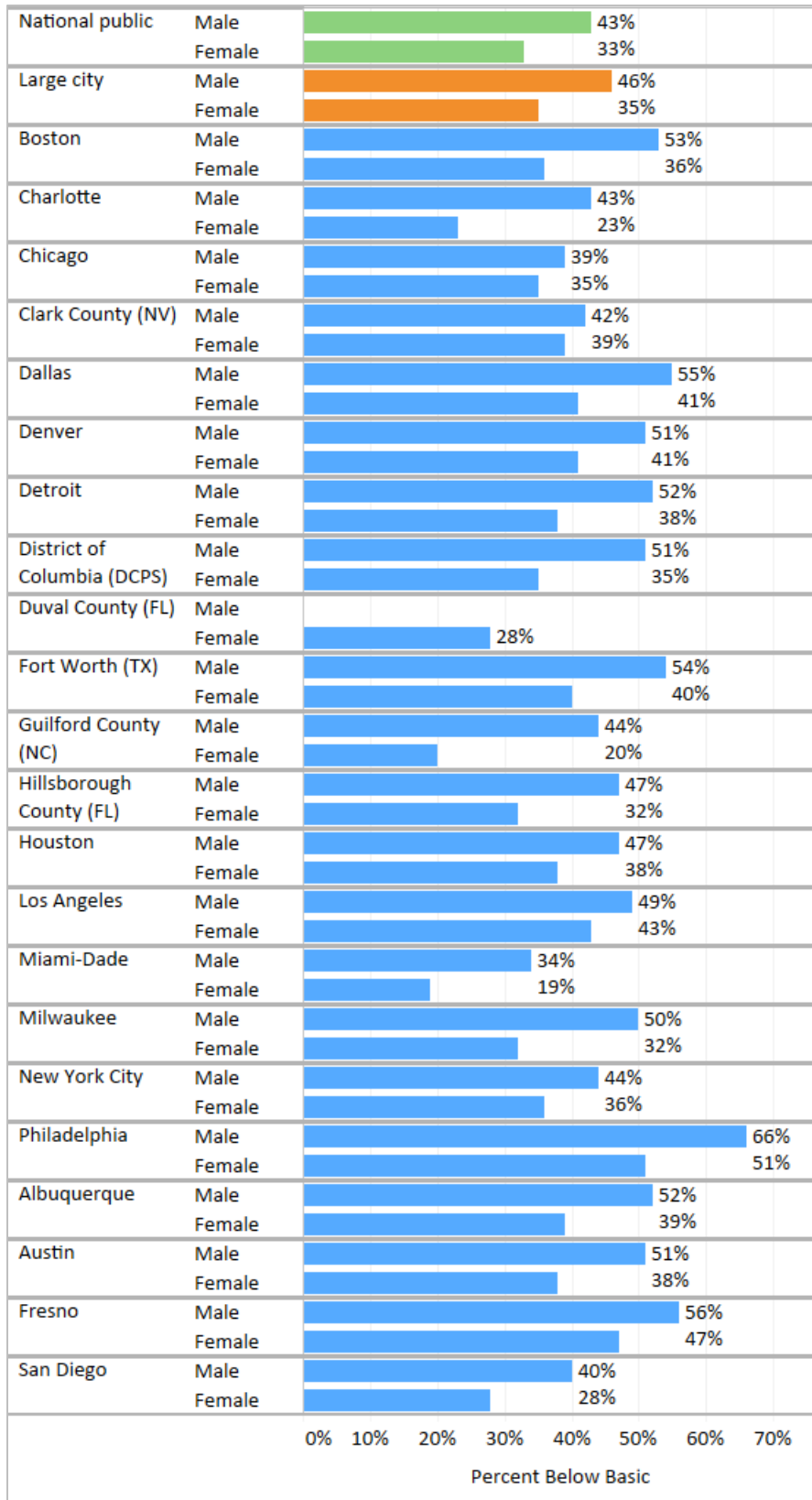


Figure 0.56: Percentage of Grade 8 Hispanic Students Below Basic in Reading on NAEP by Gender, 2019



NAEP STUDENT ACHIEVEMENT TRENDS, 2009-2019

Trends in NAEP Performance are also shown for National Public, Large City, and all participating districts in the Trial Urban District Assessment (TUDA). Figures 12.1 to 12.56 illustrate the *percentage point change* in *at or above proficient* and *below basic* for grades four and eight in reading and mathematics between 2009 and 2019. Data are included in the trend analysis if there is a valid estimate for the baseline year and the most recent year.

The data are presented for the following student groups:

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

Figure 0.1: Percentage Point Change in Grade 4 Students At or Above Proficient in Math on NAEP, 2009-2019

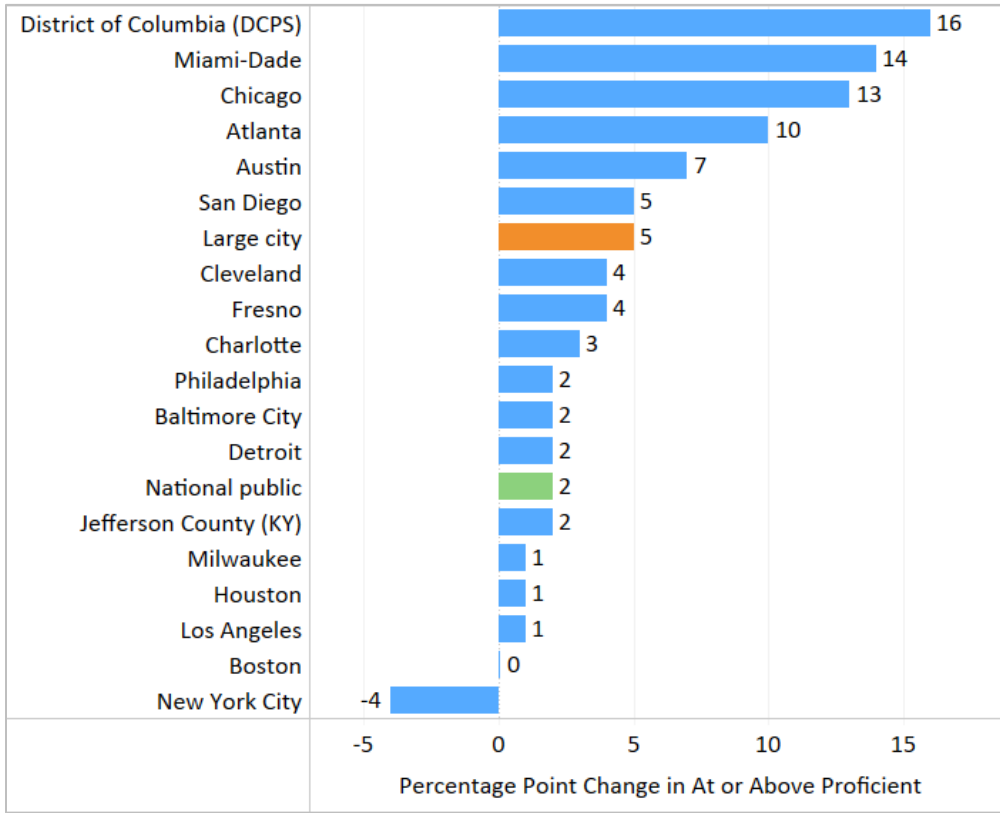


Figure 0.2: Percentage Point Change in Grade 8 Students At or Above Proficient in Math on NAEP, 2009-2019

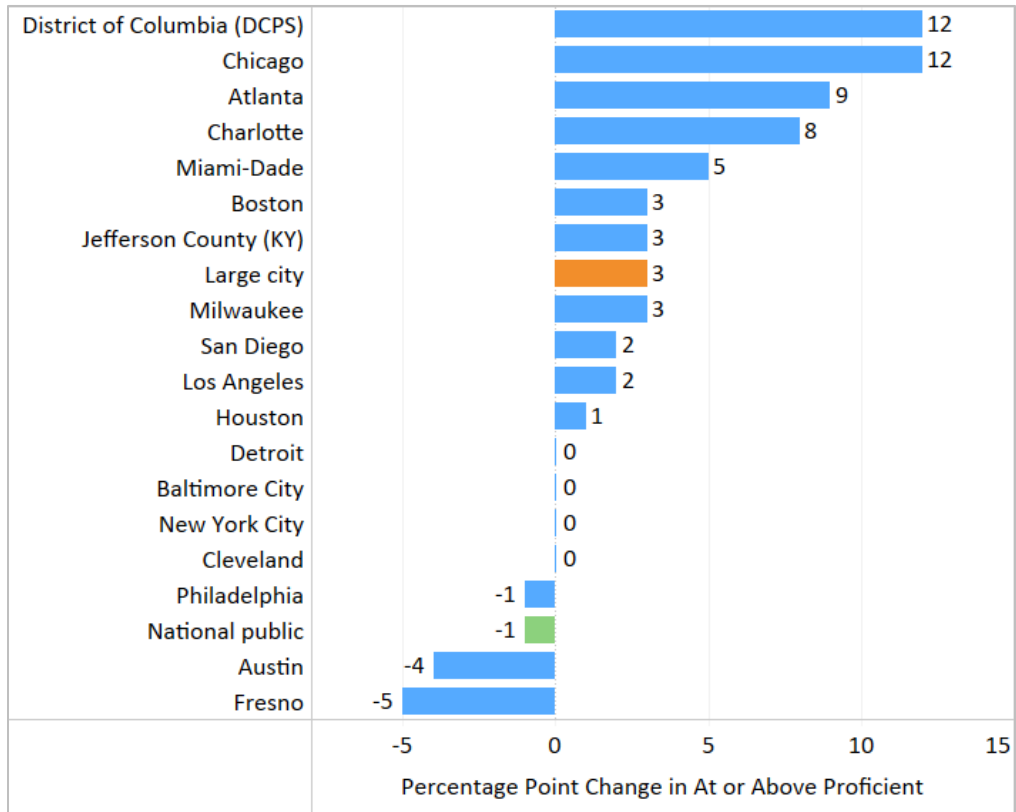


Figure 0.3: Percentage Point Change in Grade 4 Students Below Basic in Math on NAEP, 2009-2019

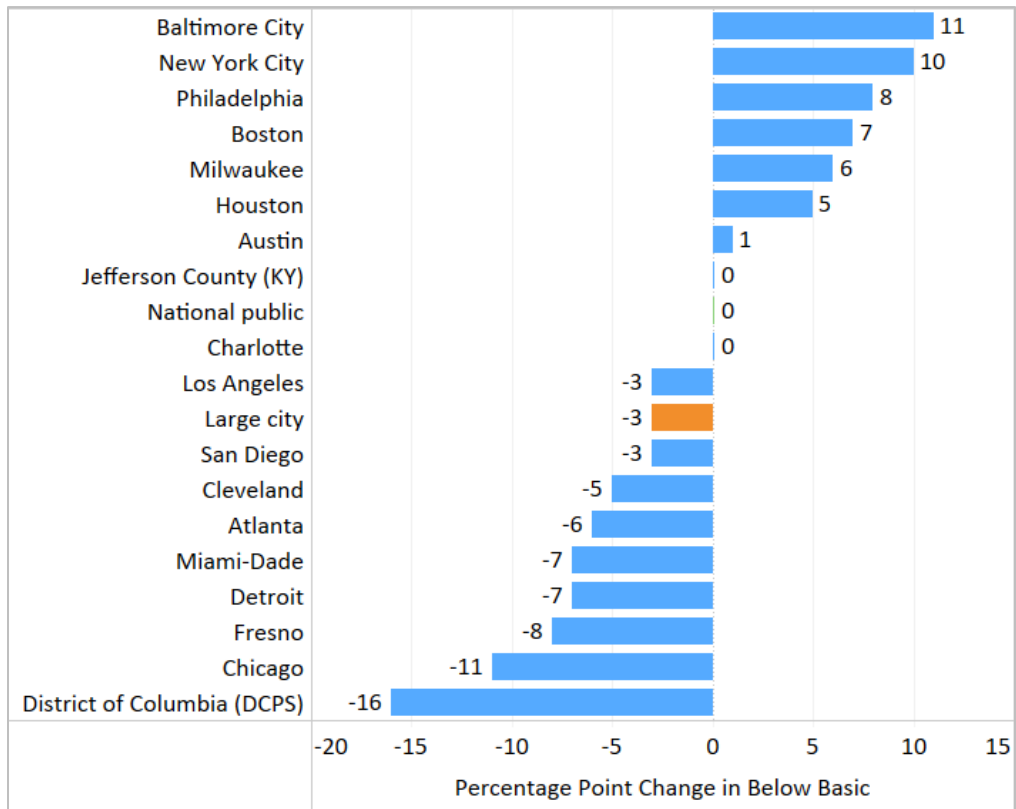


Figure 0.4: Percentage Point Change in Grade 8 Students Below Basic in Math on NAEP, 2009-2019

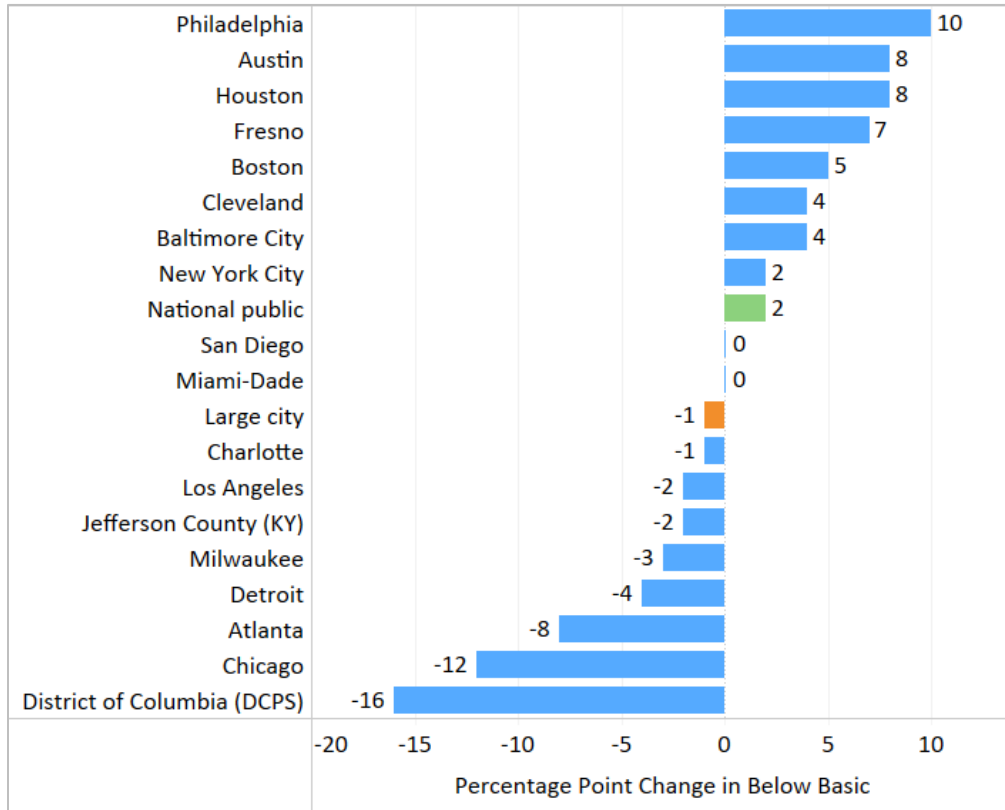


Figure 0.5: Percentage Point Change in Grade 4 Students At or Above Proficient in Reading on NAEP, 2009-2019

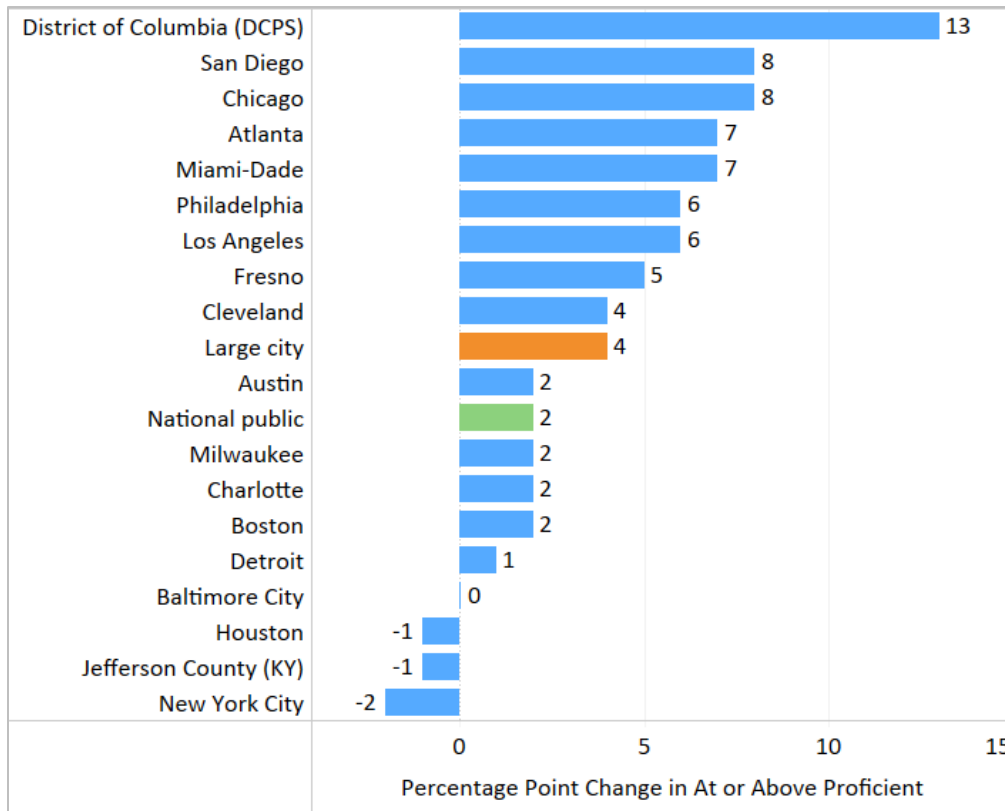


Figure 0.6: Percentage Point Change in Grade 8 Students At or Above Proficient in Reading on NAEP, 2009-2019

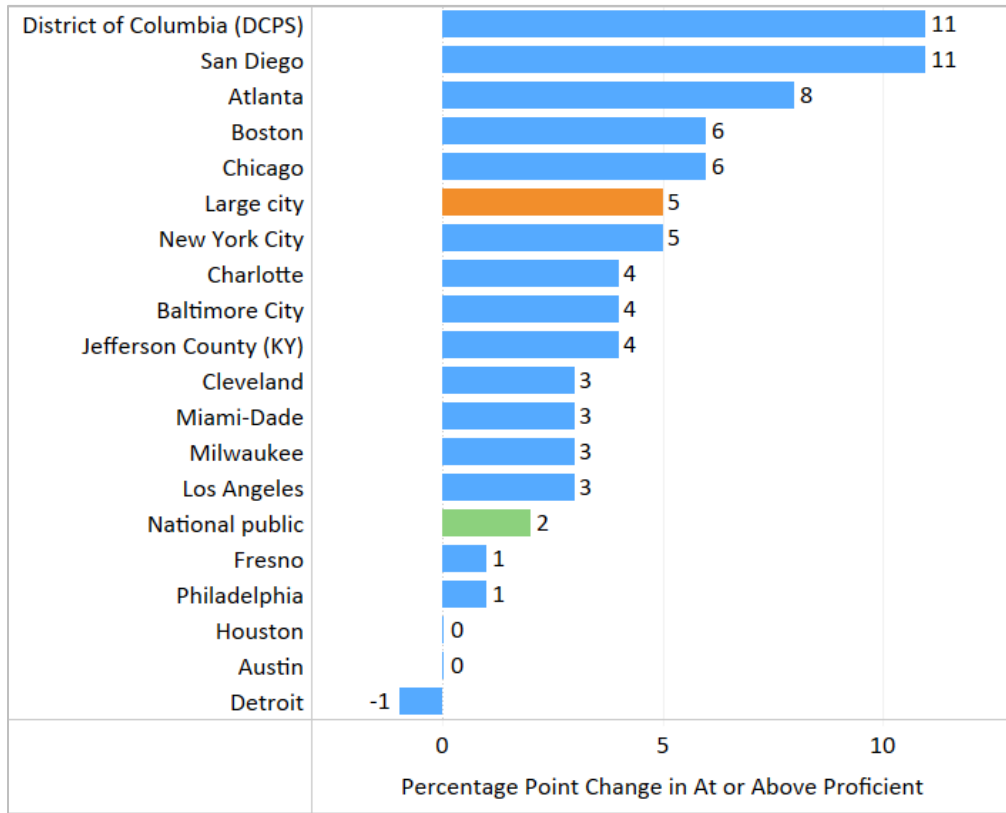


Figure 0.7: Percentage Point Change in Grade 4 Students Below Basic in Reading on NAEP, 2009-2019

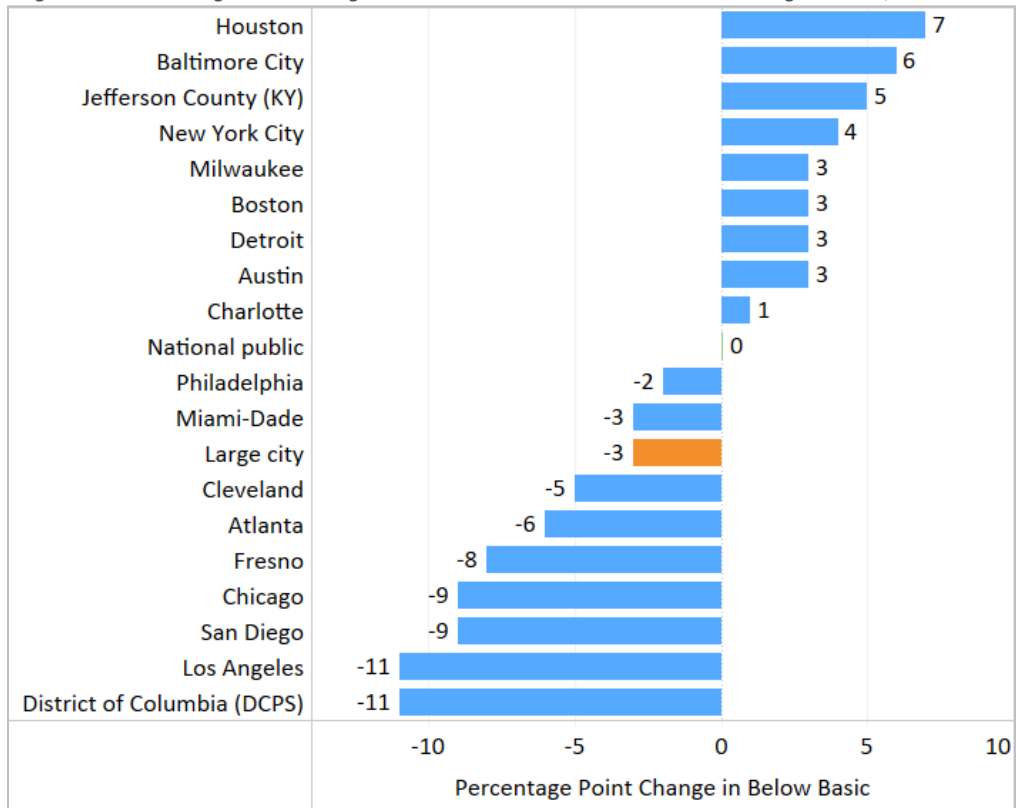


Figure 0.8: Percentage Point Change in Grade 8 Students Below Basic in Reading on NAEP, 2009-2019

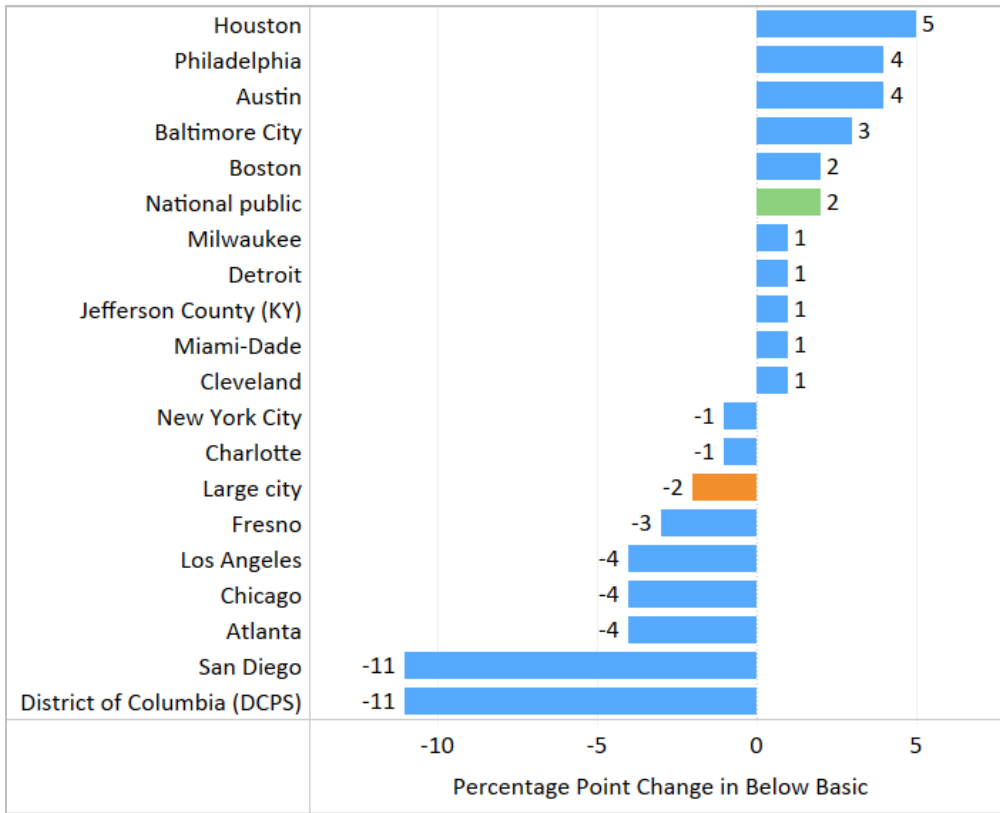


Figure 0.9: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP, 2009-2019

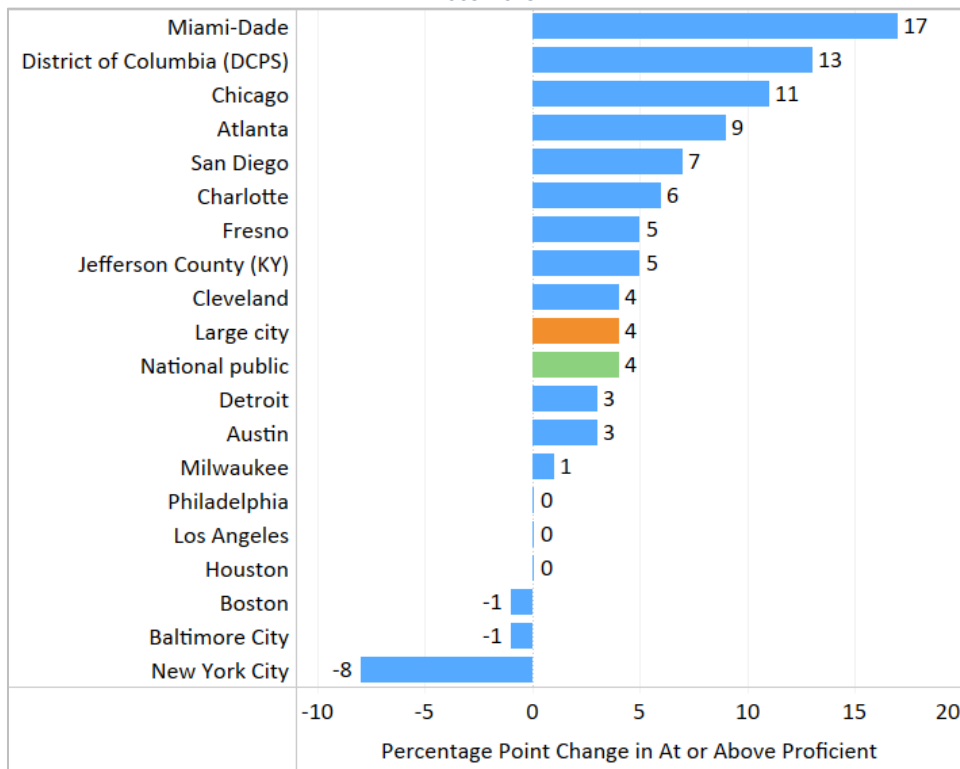


Figure 0.10: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP, 2009-2019

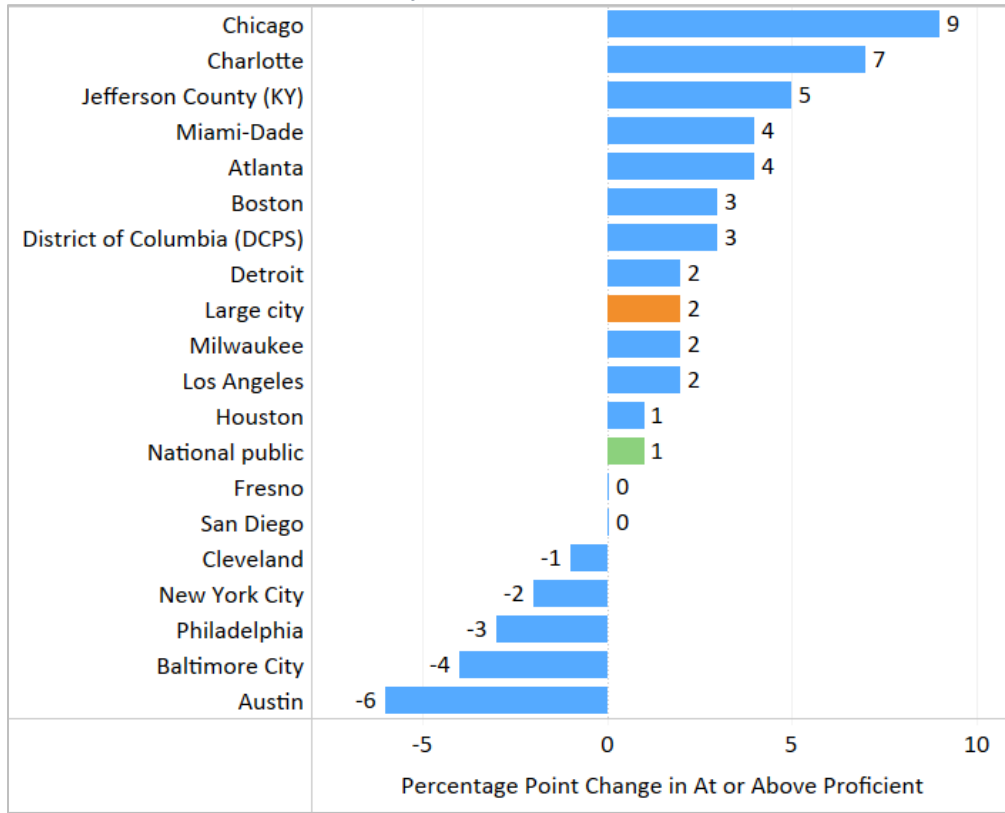


Figure 0.11: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP, 2009-2019

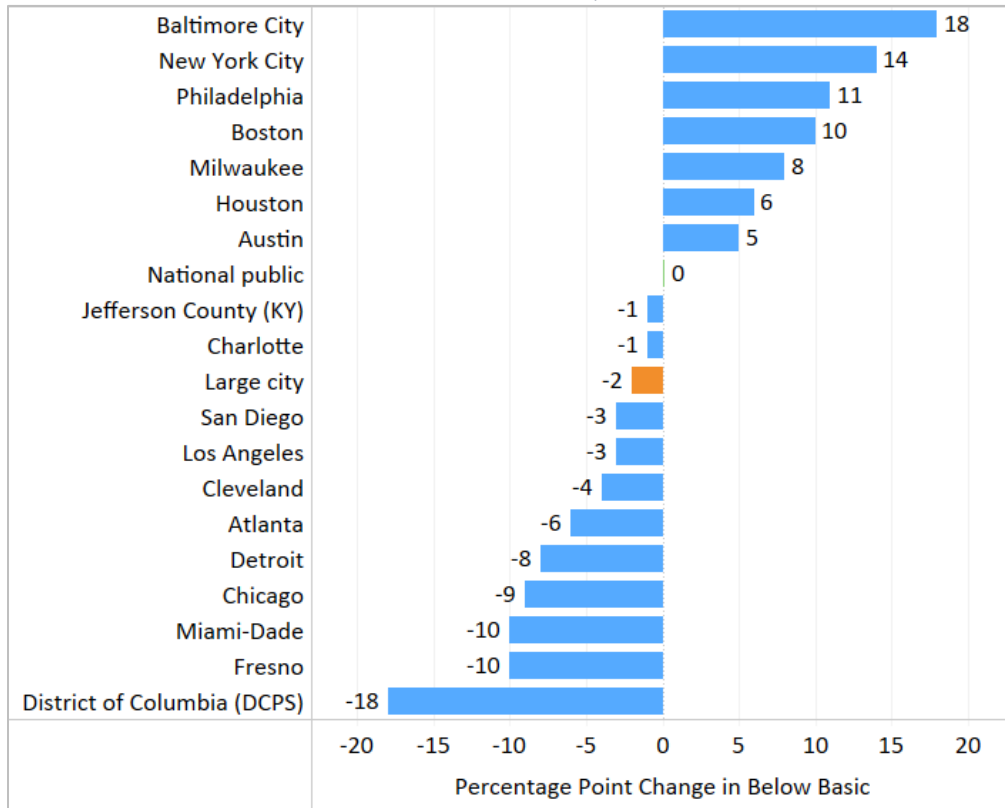


Figure 0.12: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP, 2009-2019

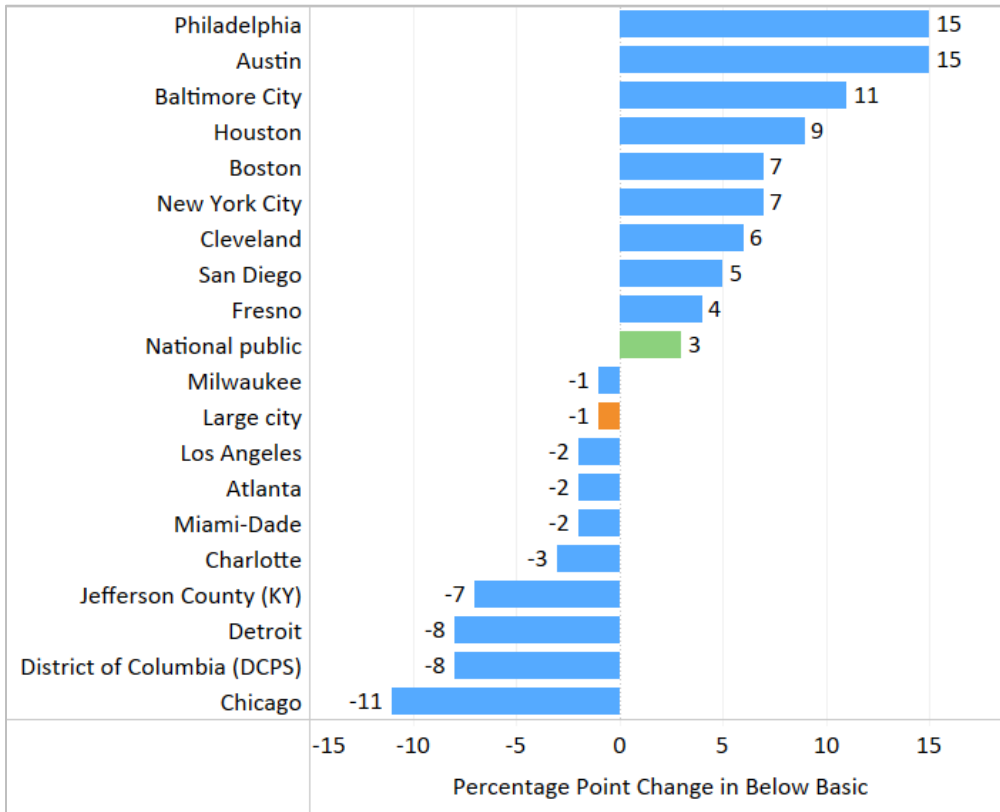


Figure 0.13: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2009-2019

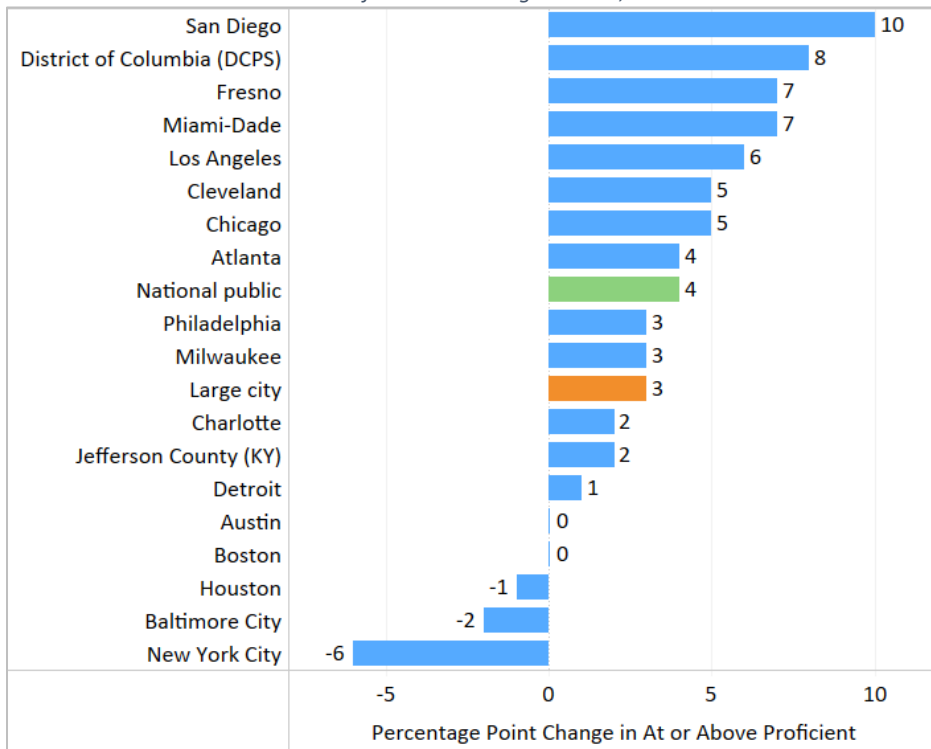


Figure 0.14: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2009-2019

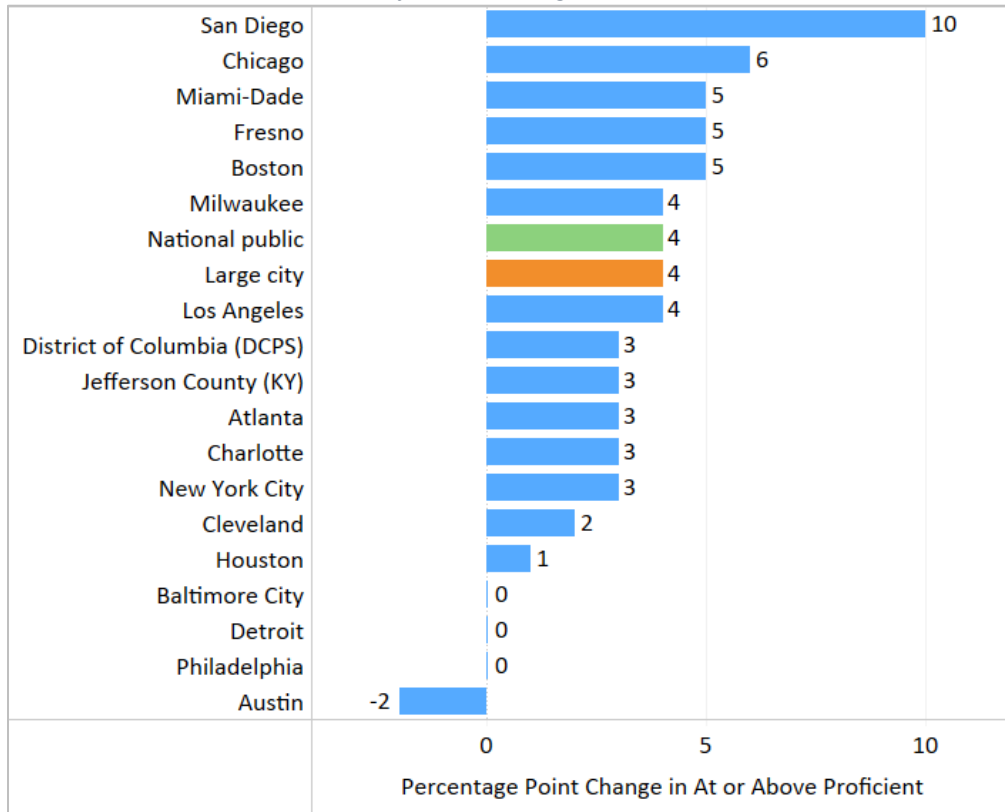


Figure 0.15: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP, 2009-2019

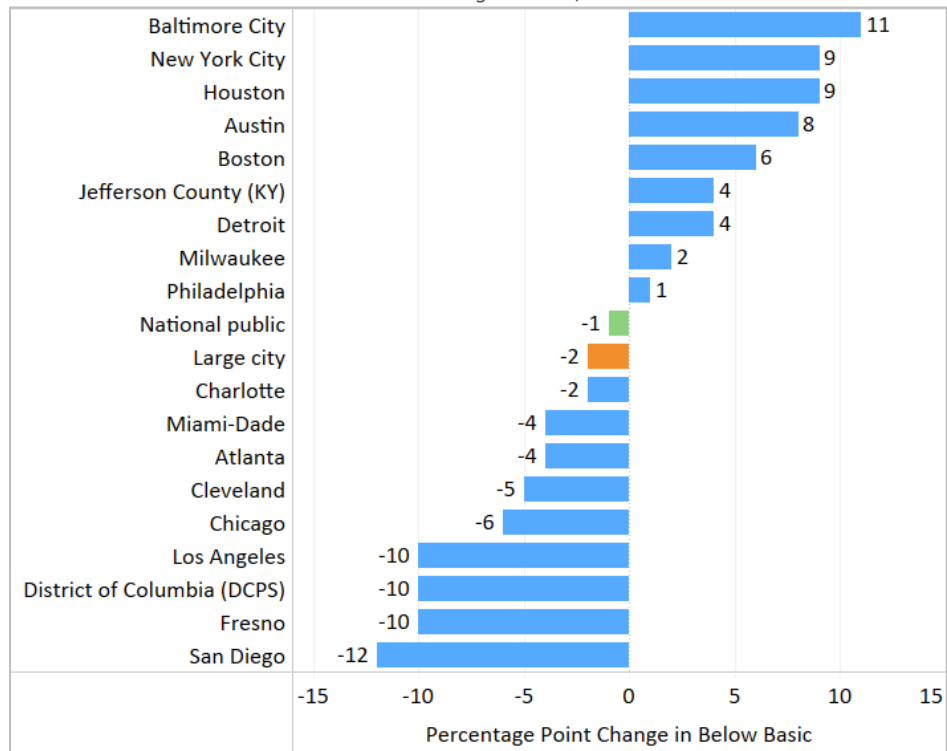


Figure 0.16: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP, 2009-2019

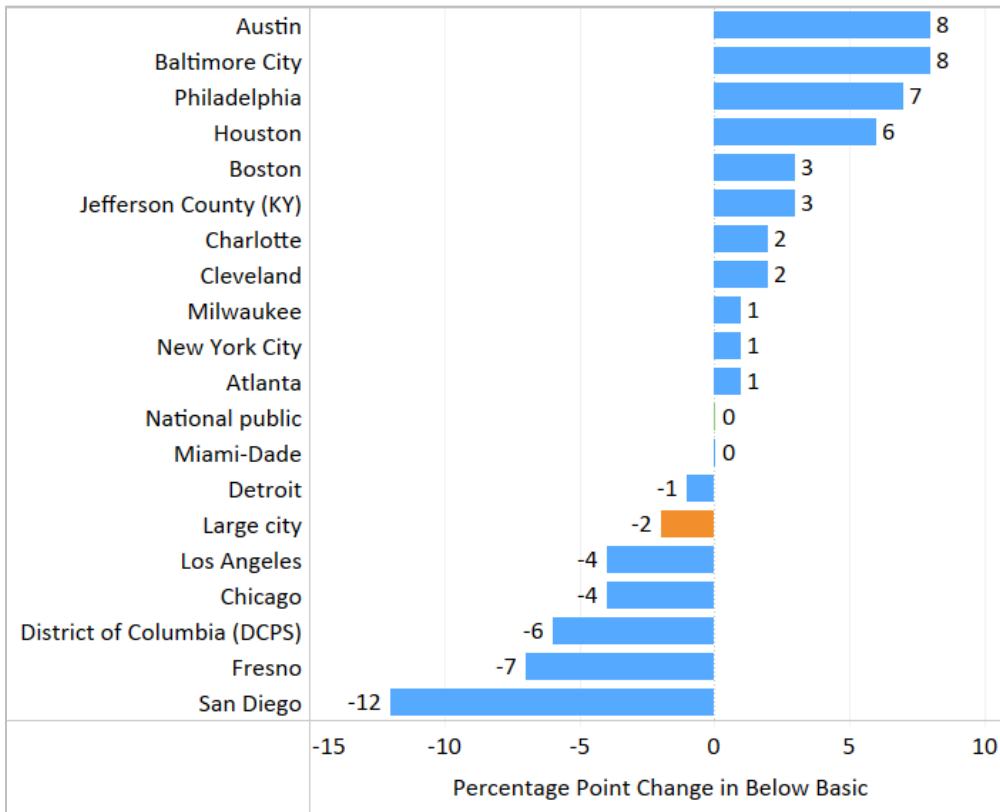


Figure 0.17: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2019

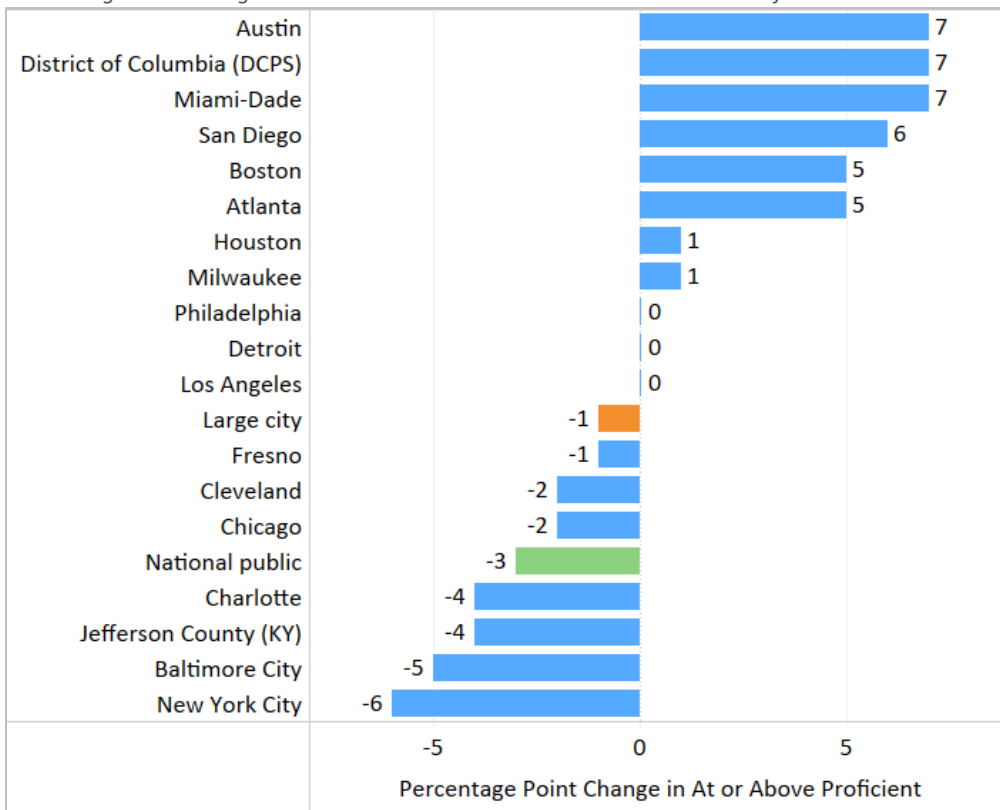


Figure 0.18: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2019

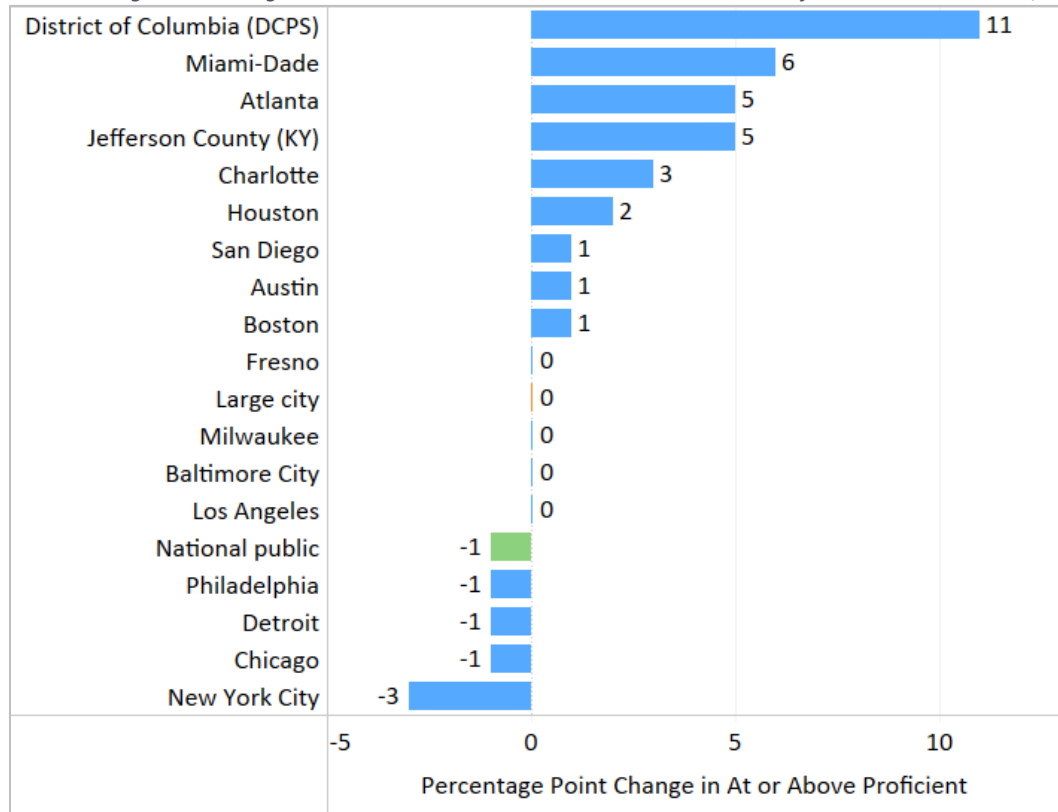


Figure 0.19: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2009-2019

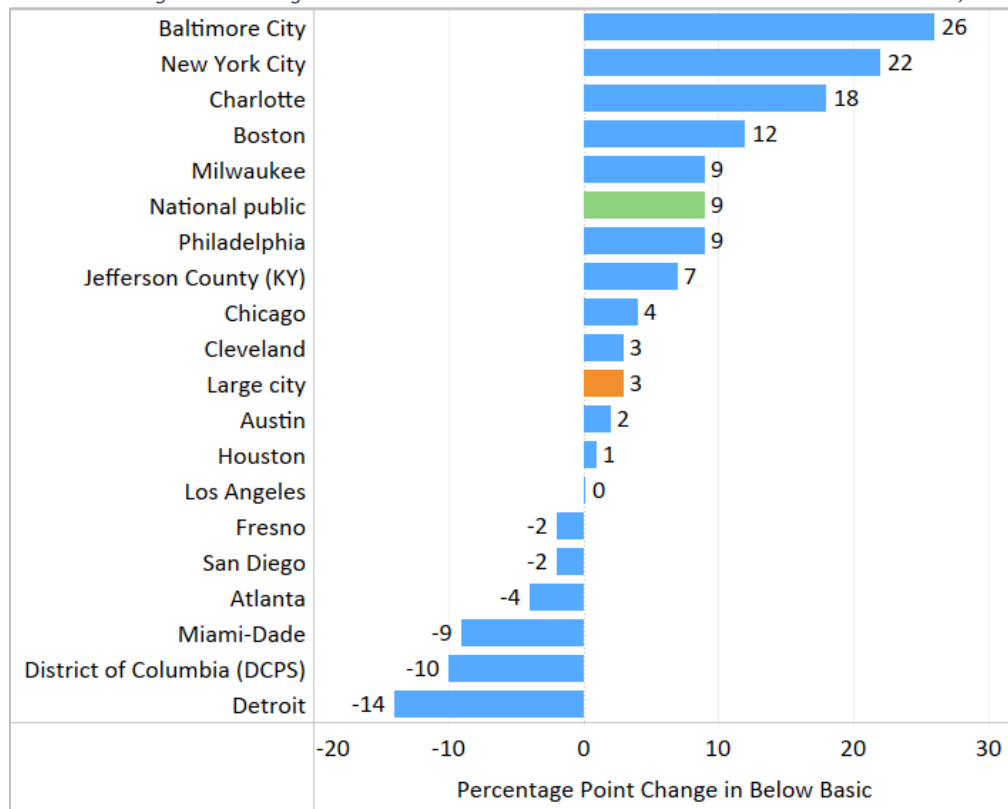


Figure 0.20: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2009-2019

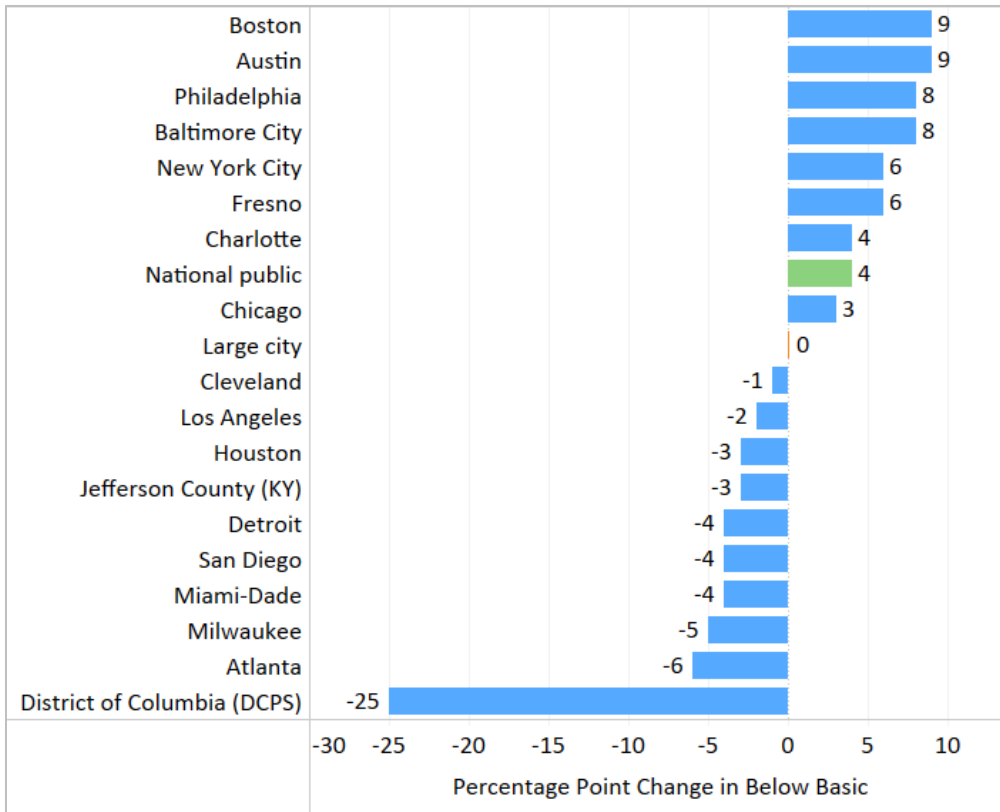


Figure 0.21: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2019

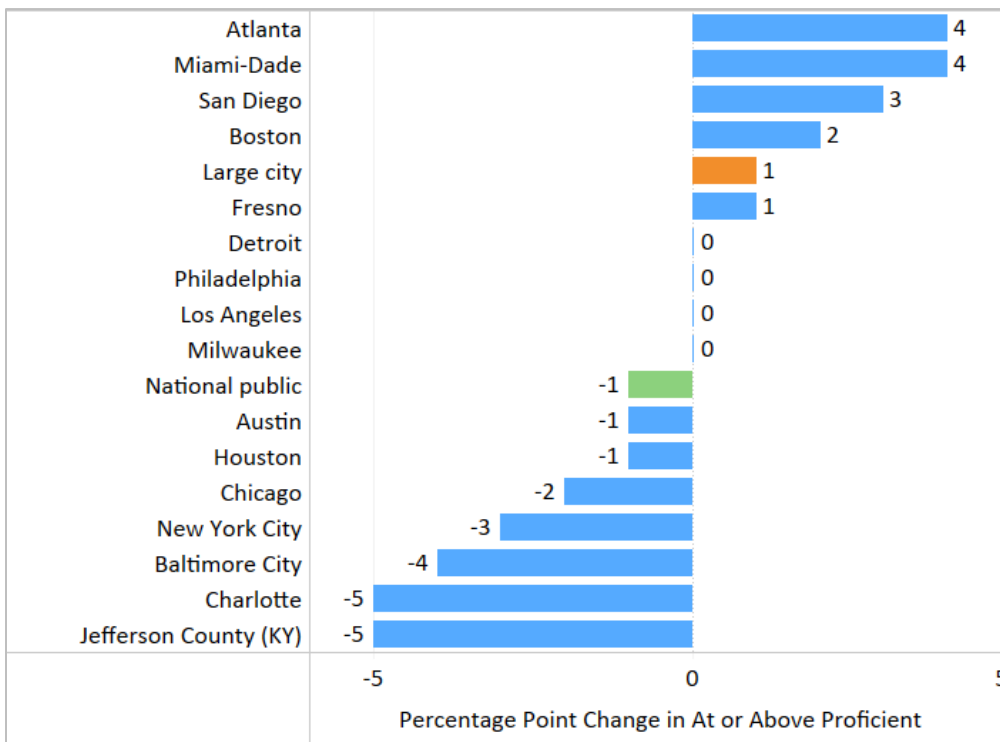


Figure 0.22: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2019

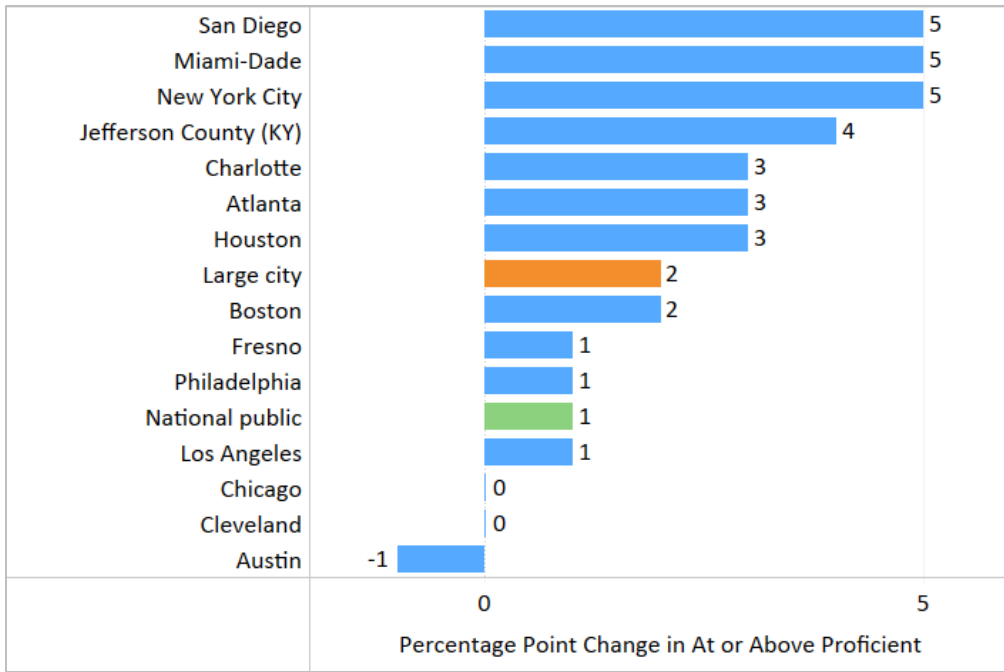


Figure 0.23: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2009-2019

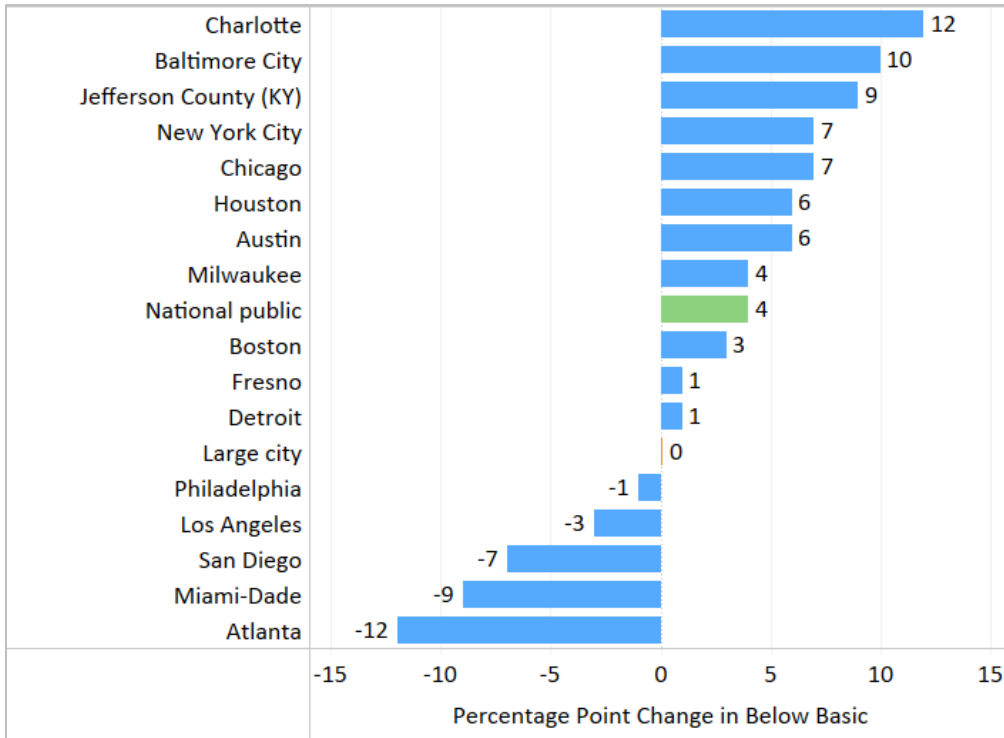


Figure 0.24: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2009-2019

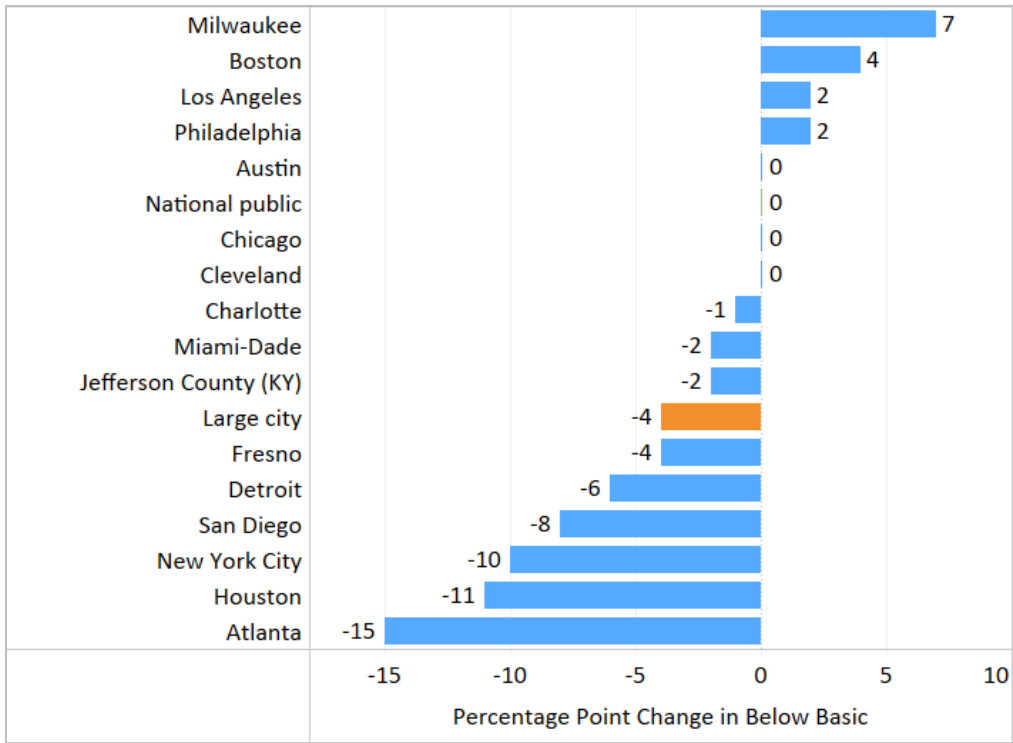


Figure 0.25: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Math on NAEP, 2009-2019

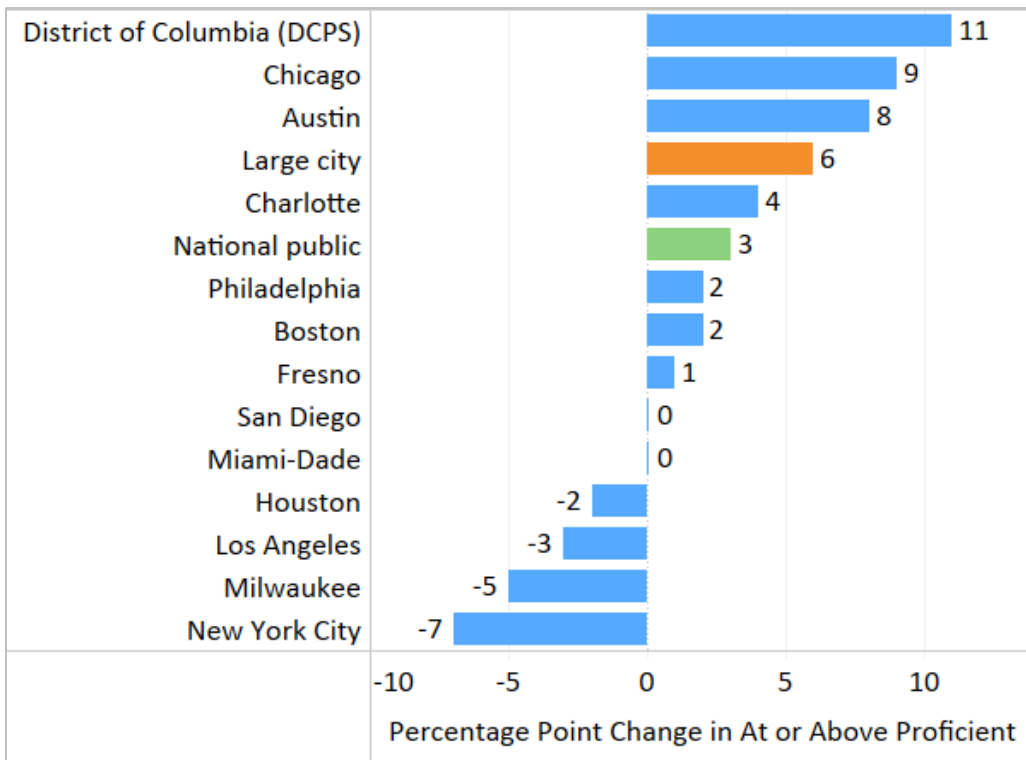


Figure 0.26: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2009-2019

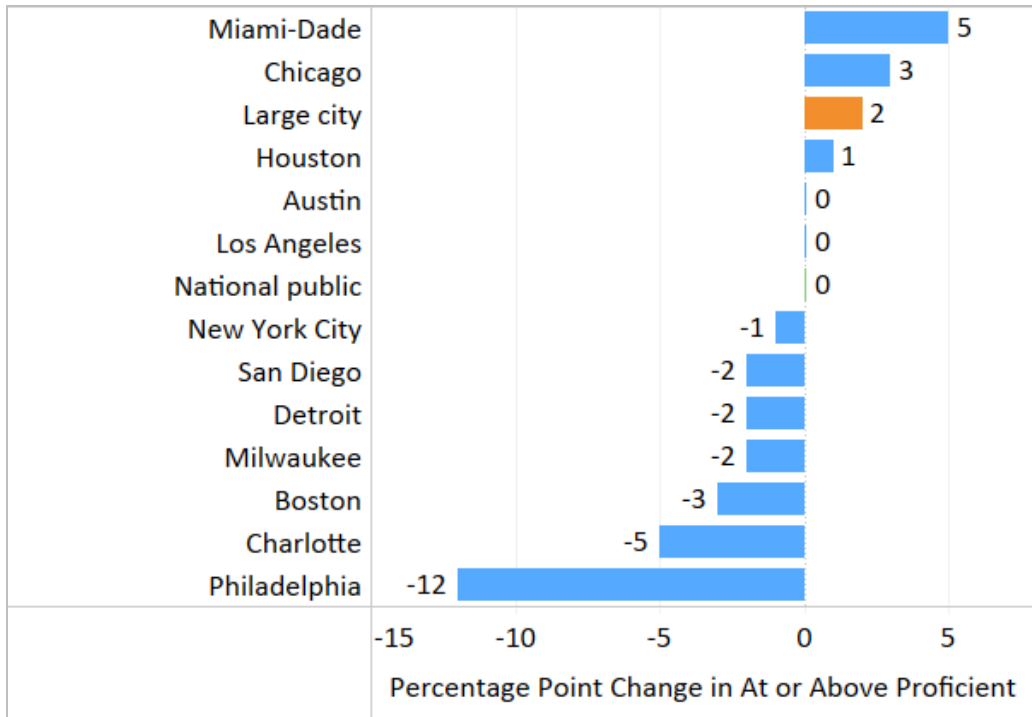


Figure 0.27: Percentage Point Change in Grade 4 English Language Learners Below Basic in Math on NAEP, 2009-2019

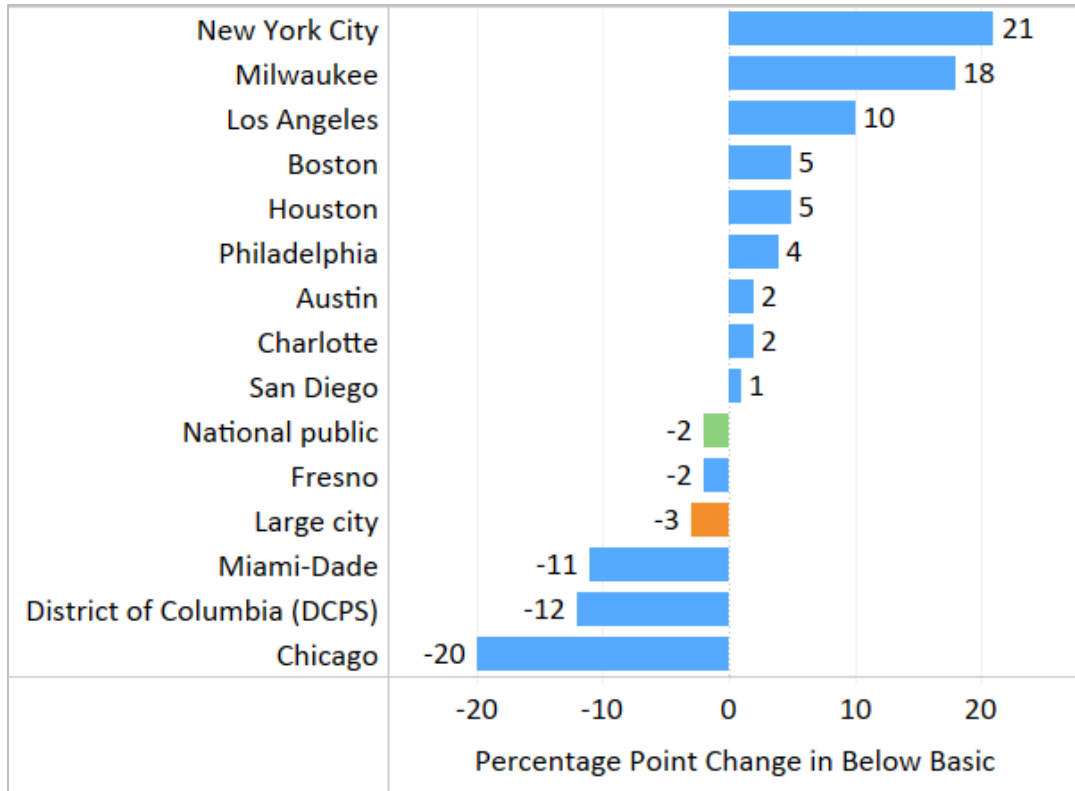


Figure 0.28: Percentage Point Change in Grade 8 English Language Learners Below Basic in Math on NAEP, 2009-2019

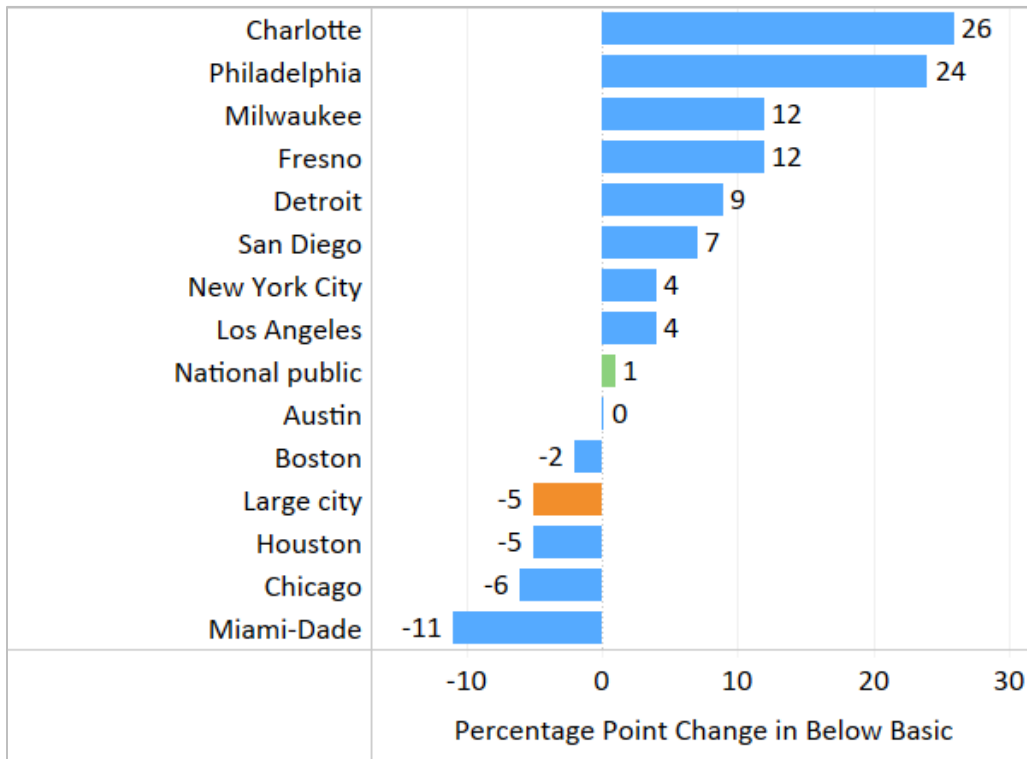


Figure 0.29: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2019

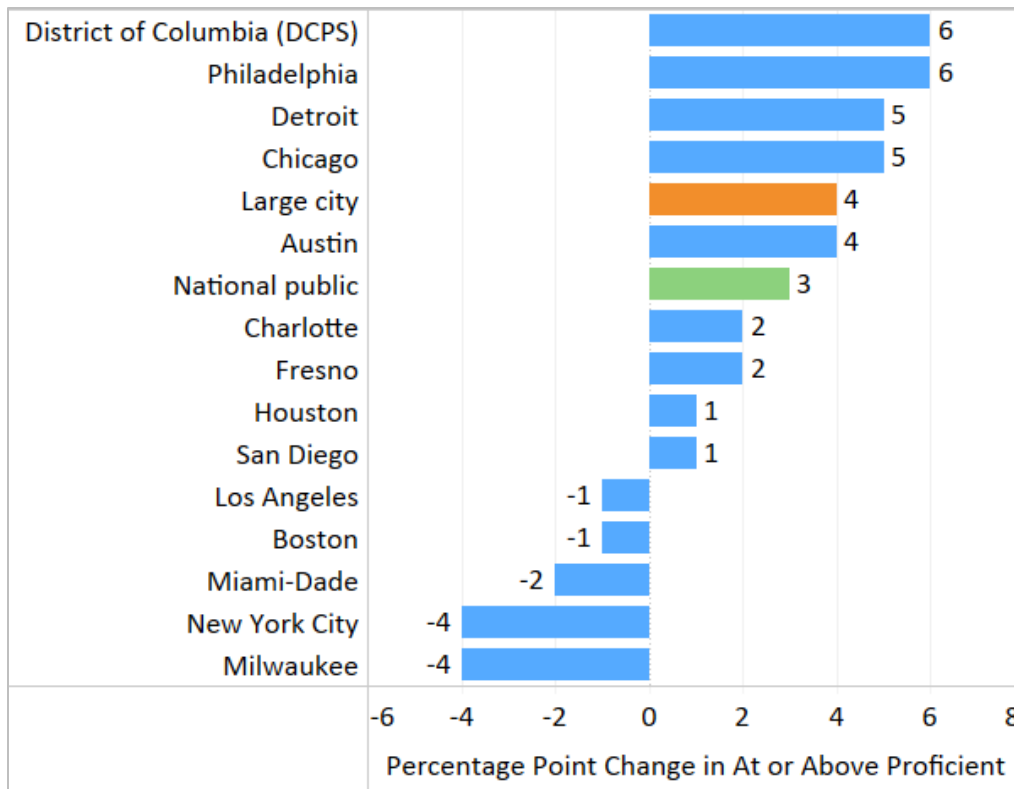


Figure 0.30: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2019

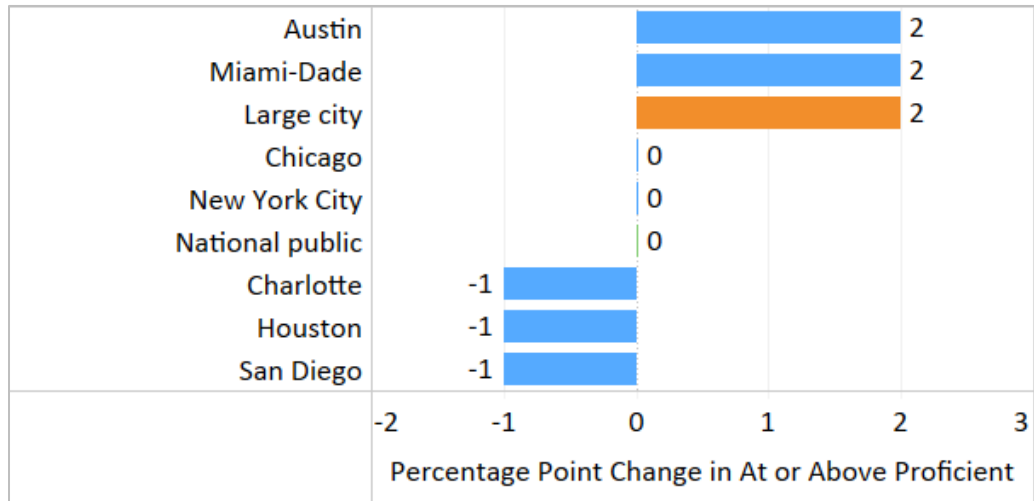


Figure 0.31: Percentage Point Change in Grade 4 English Language Learners Below Basic in Reading on NAEP, 2009-2019

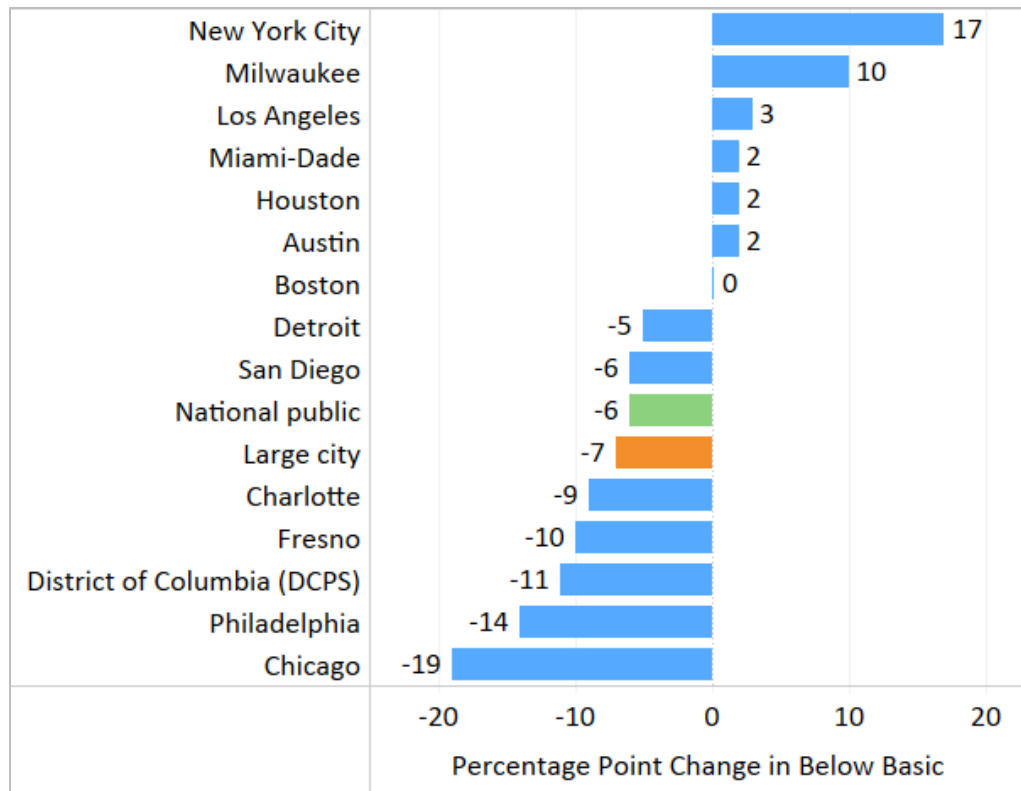


Figure 0.32: Percentage Point Change in Grade 8 English Language Learners Below Basic in Reading on NAEP, 2009-2019

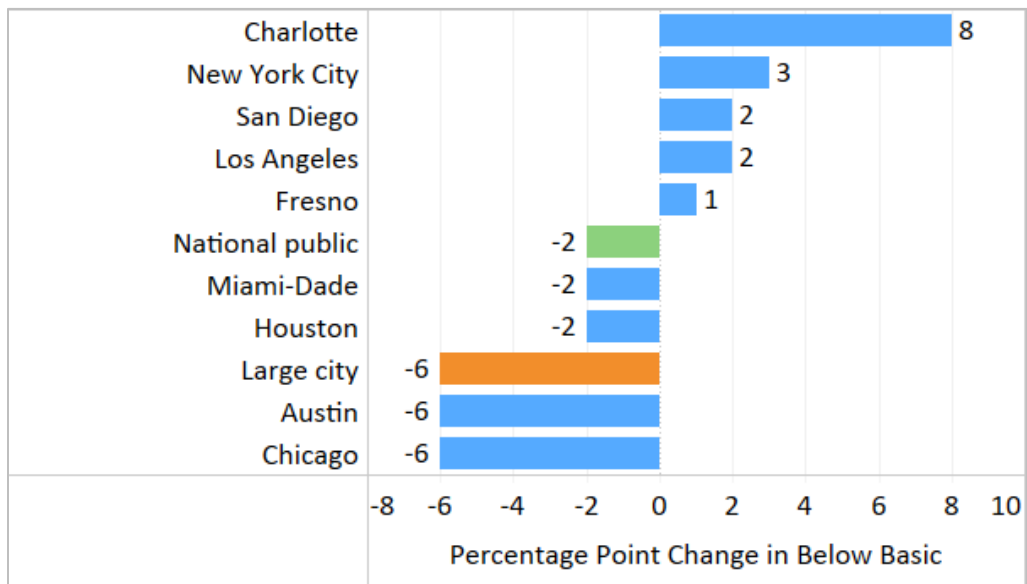


Figure 0.33: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP by Race, 2009-2019

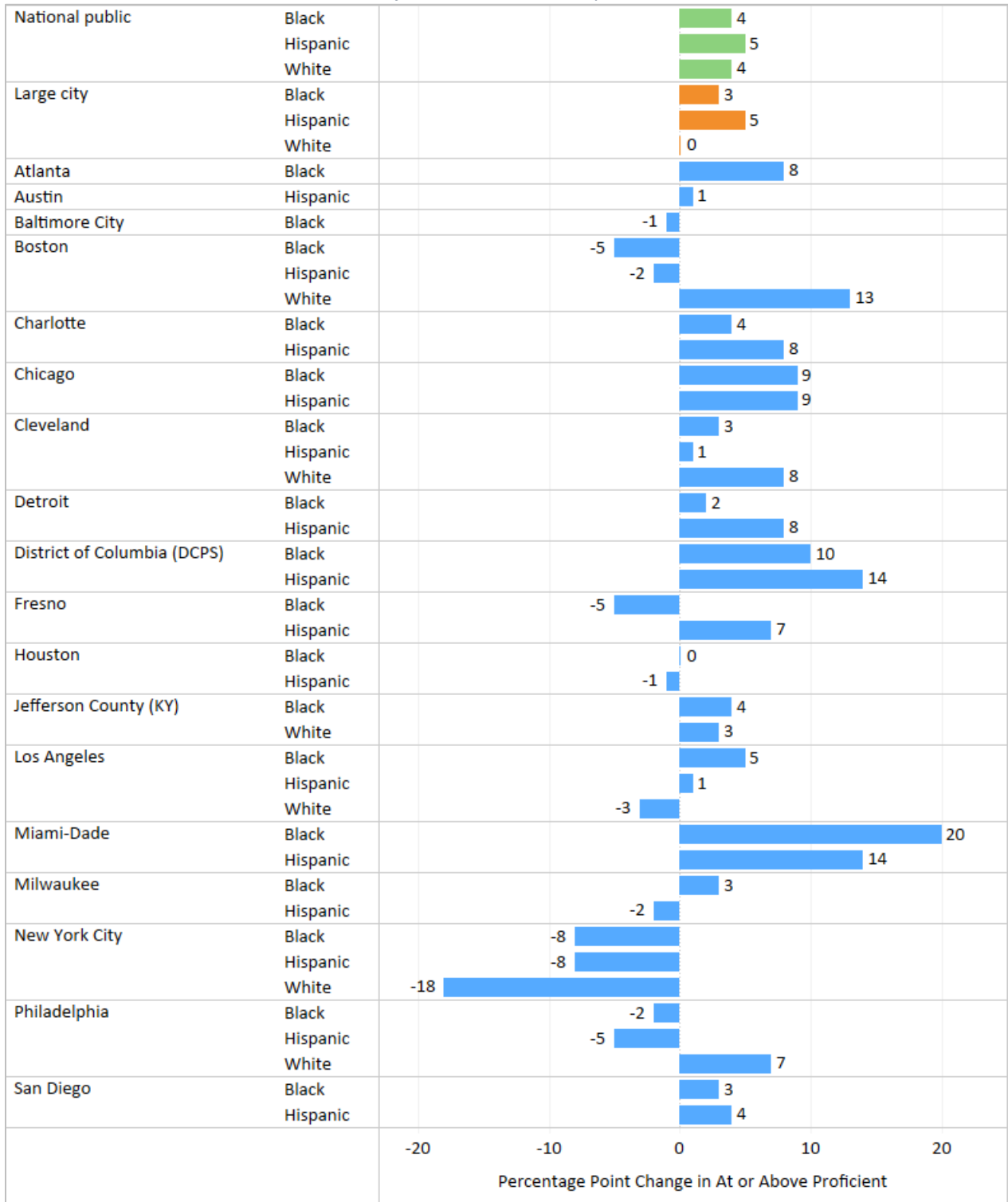


Figure 0.34: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP by Race, 2009-2019

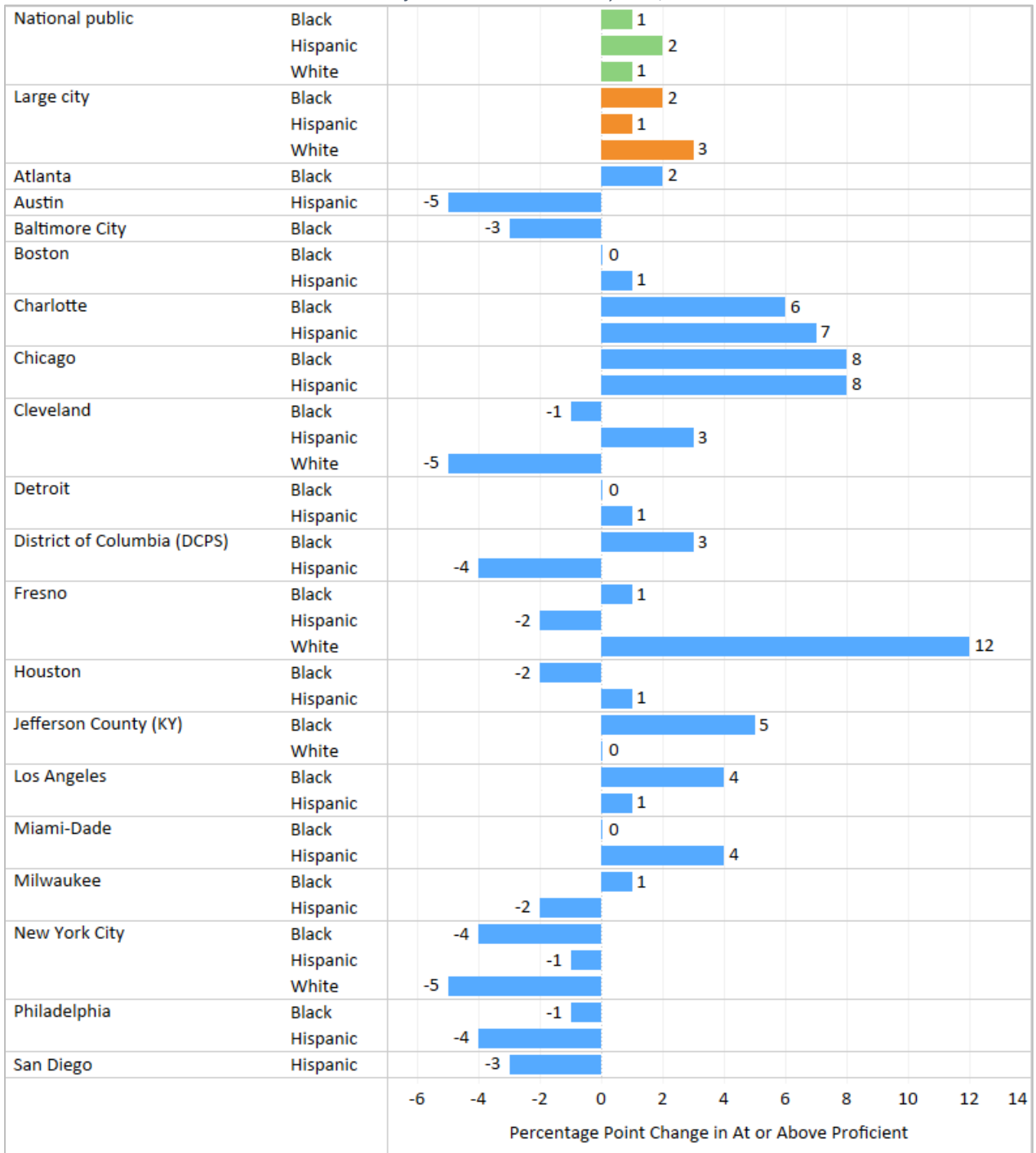


Figure 0.35: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP by Race, 2009-2019

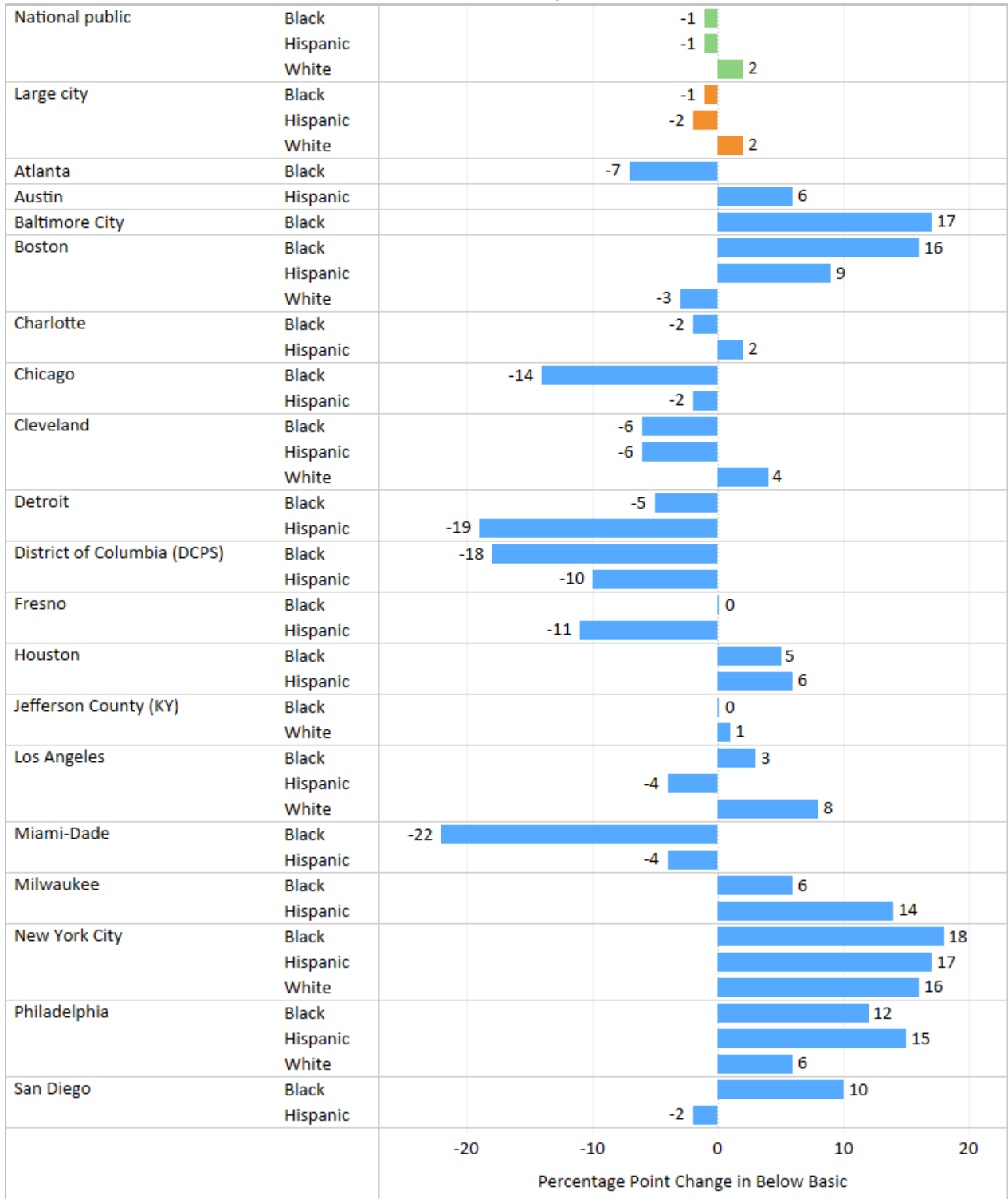


Figure 0.36: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP by Race, 2009-2019

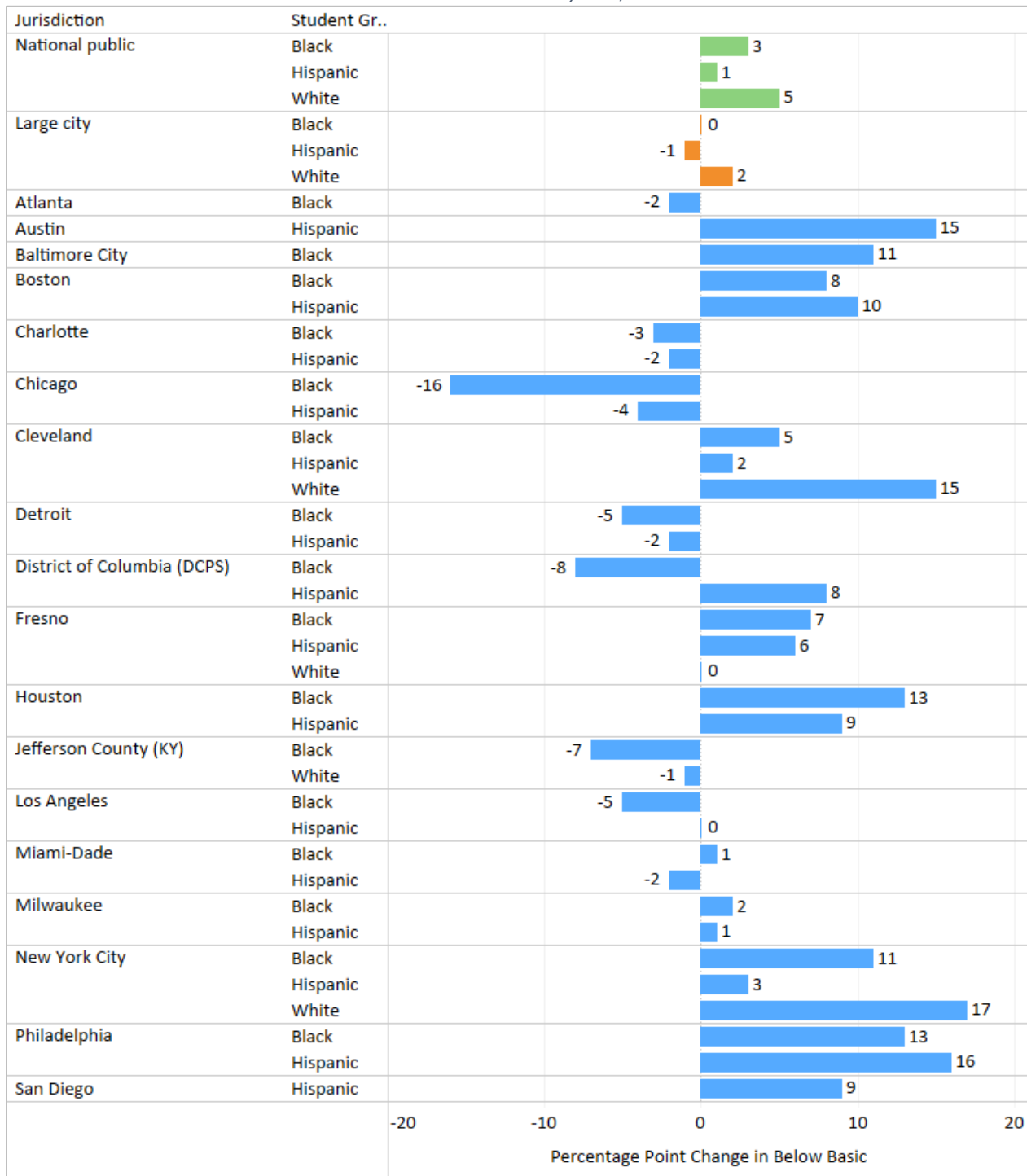


Figure 0.37: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP by Race, 2009-2019

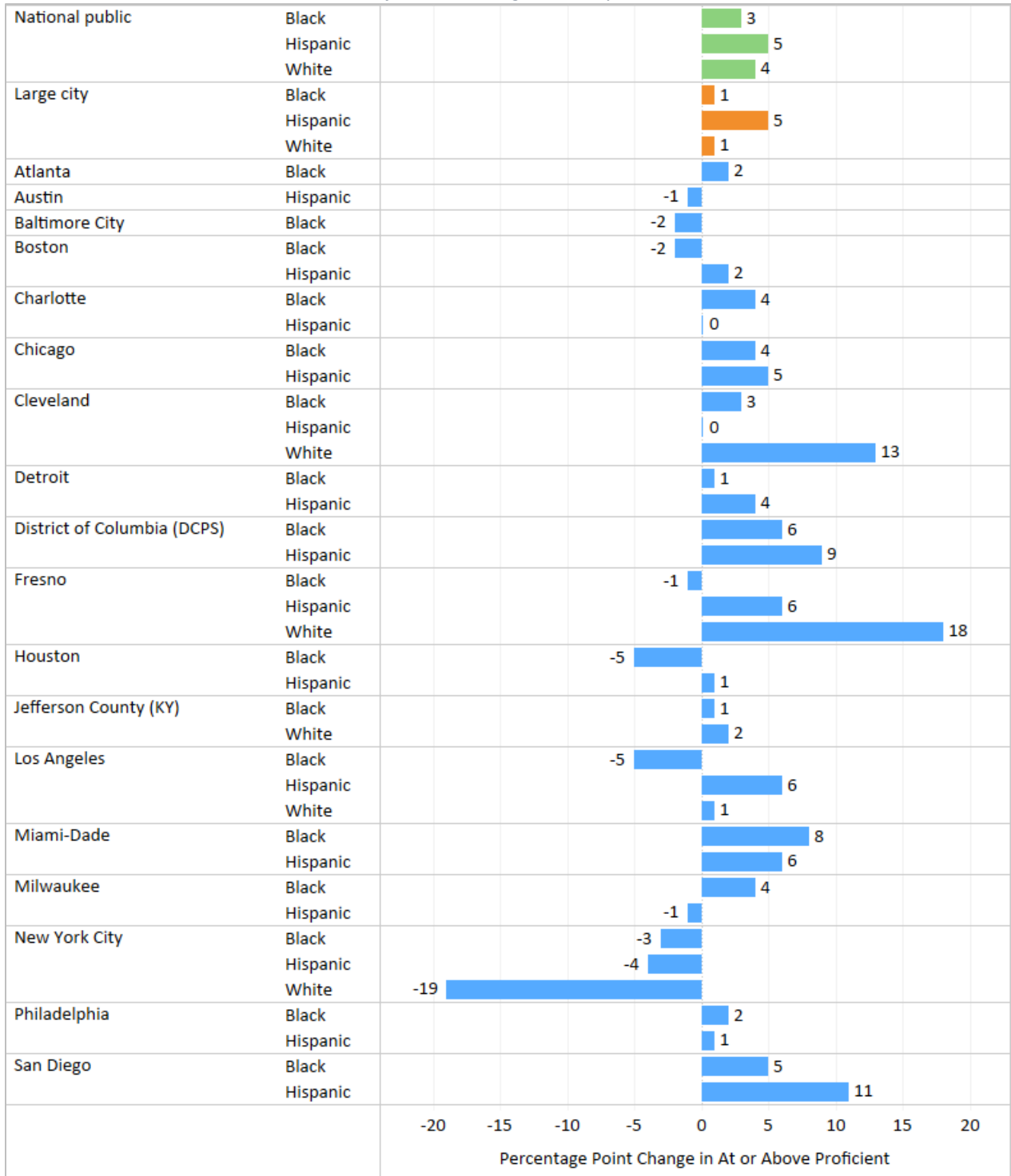


Figure 0.38: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP by Race, 2009-2019

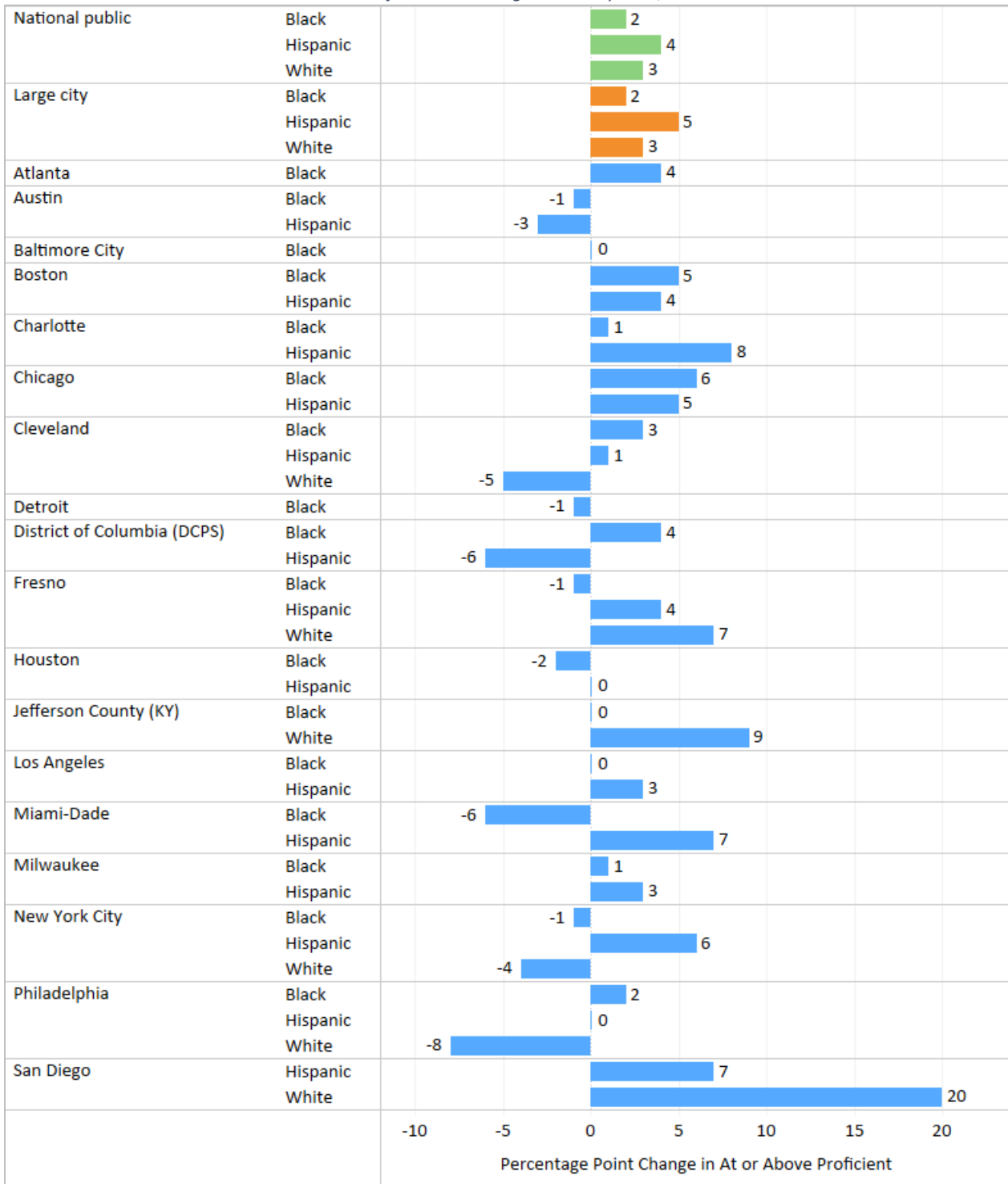


Figure 0.39: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP by Race, 2009-2019

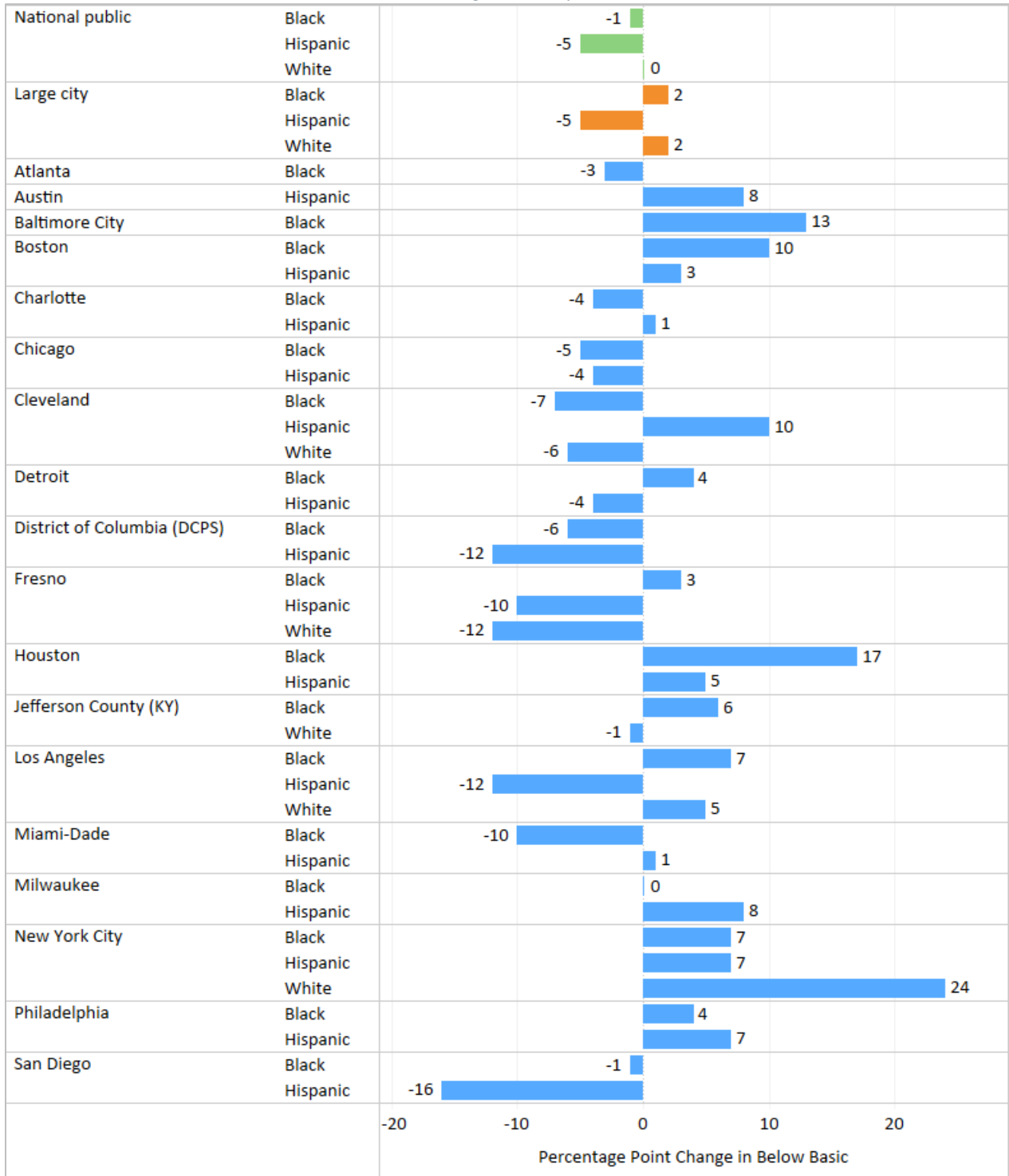


Figure 0.40: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP by Race, 2009-2019

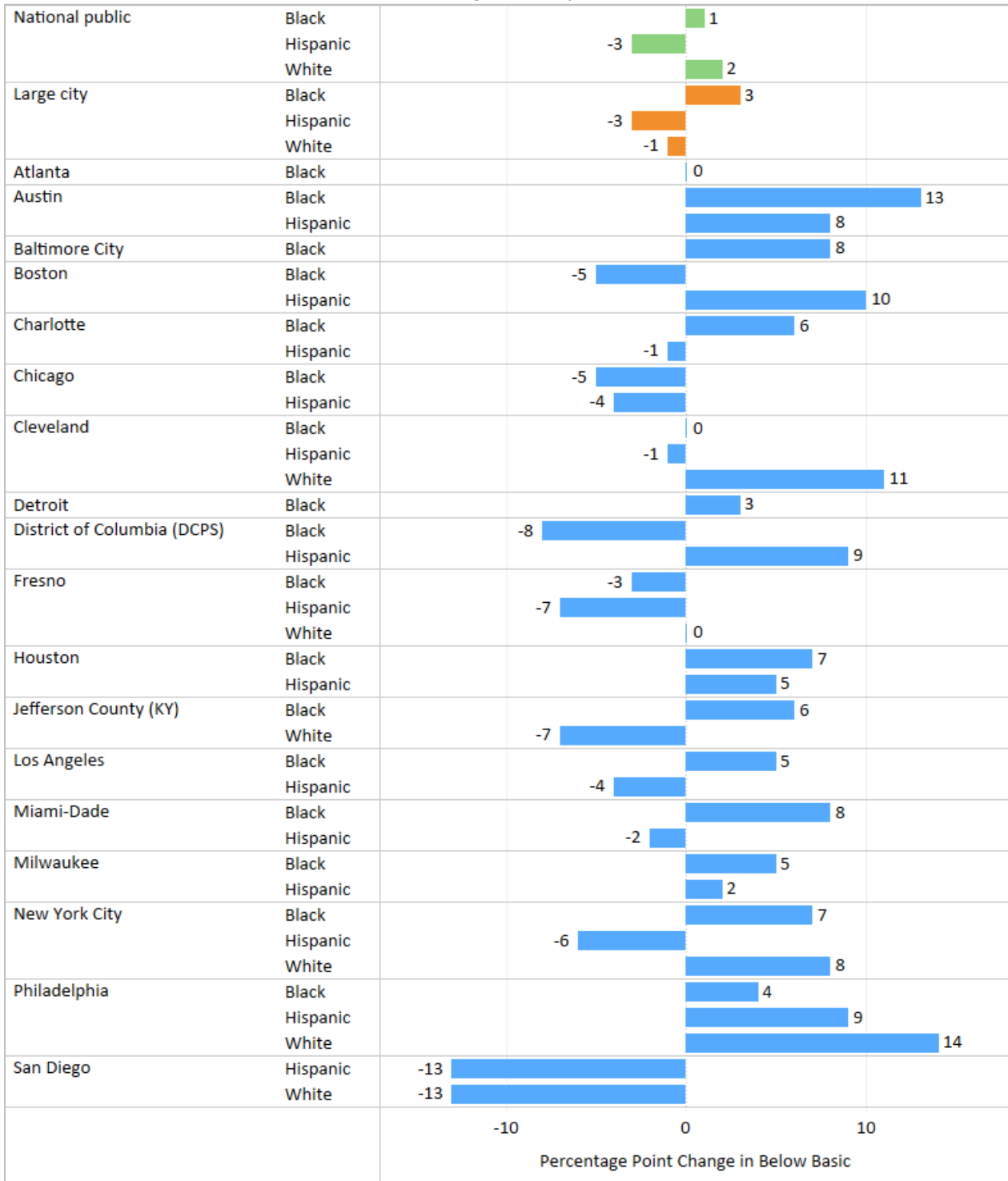


Figure 0.41: Percentage Point Change in Grade 4 Male Students At or Above Proficient in Math on NAEP by Race, 2009-2019

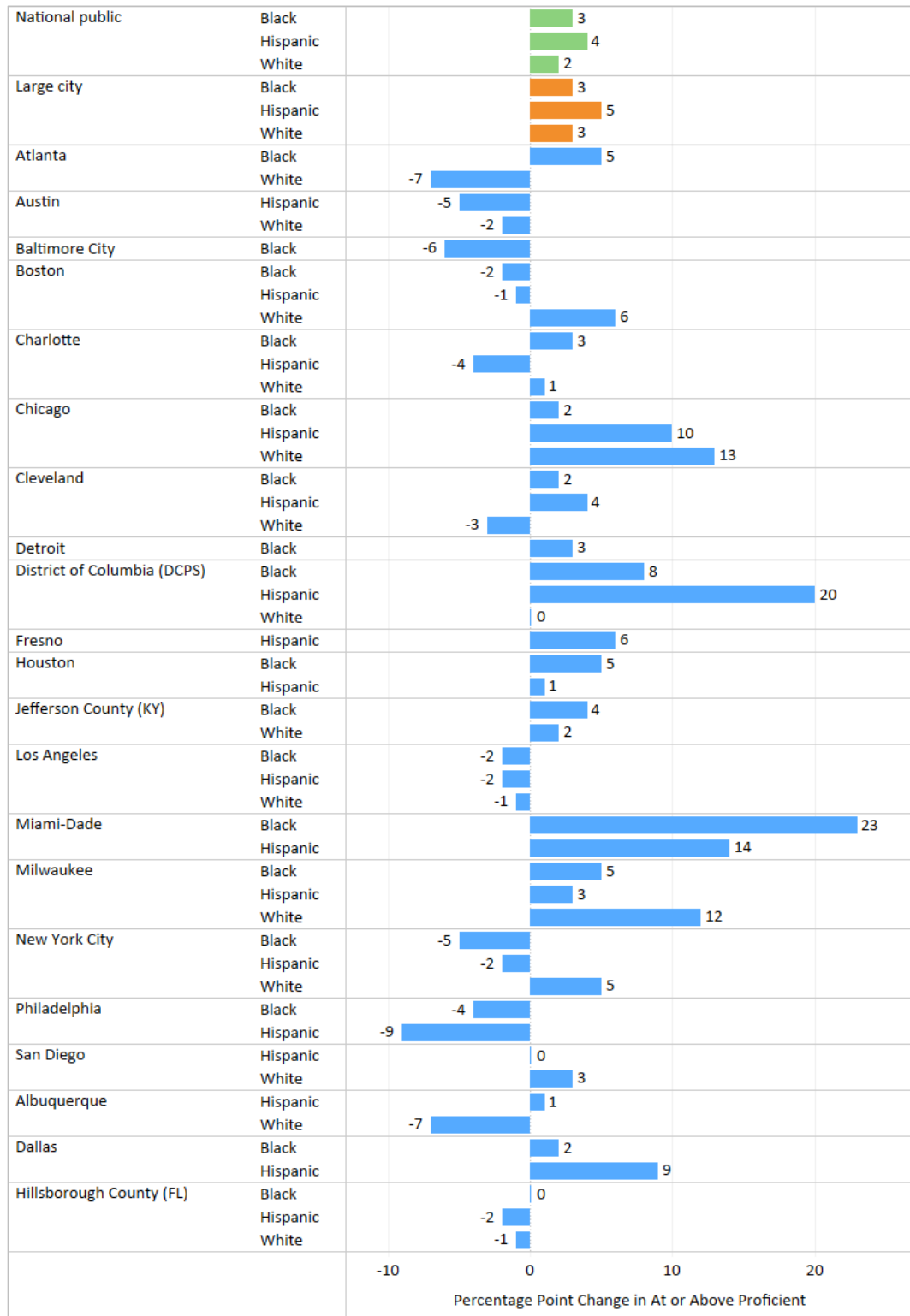


Figure 0.42: Percentage Point Change in Grade 8 Male Students At or Above Proficient in Math on NAEP by Race, 2009-2019

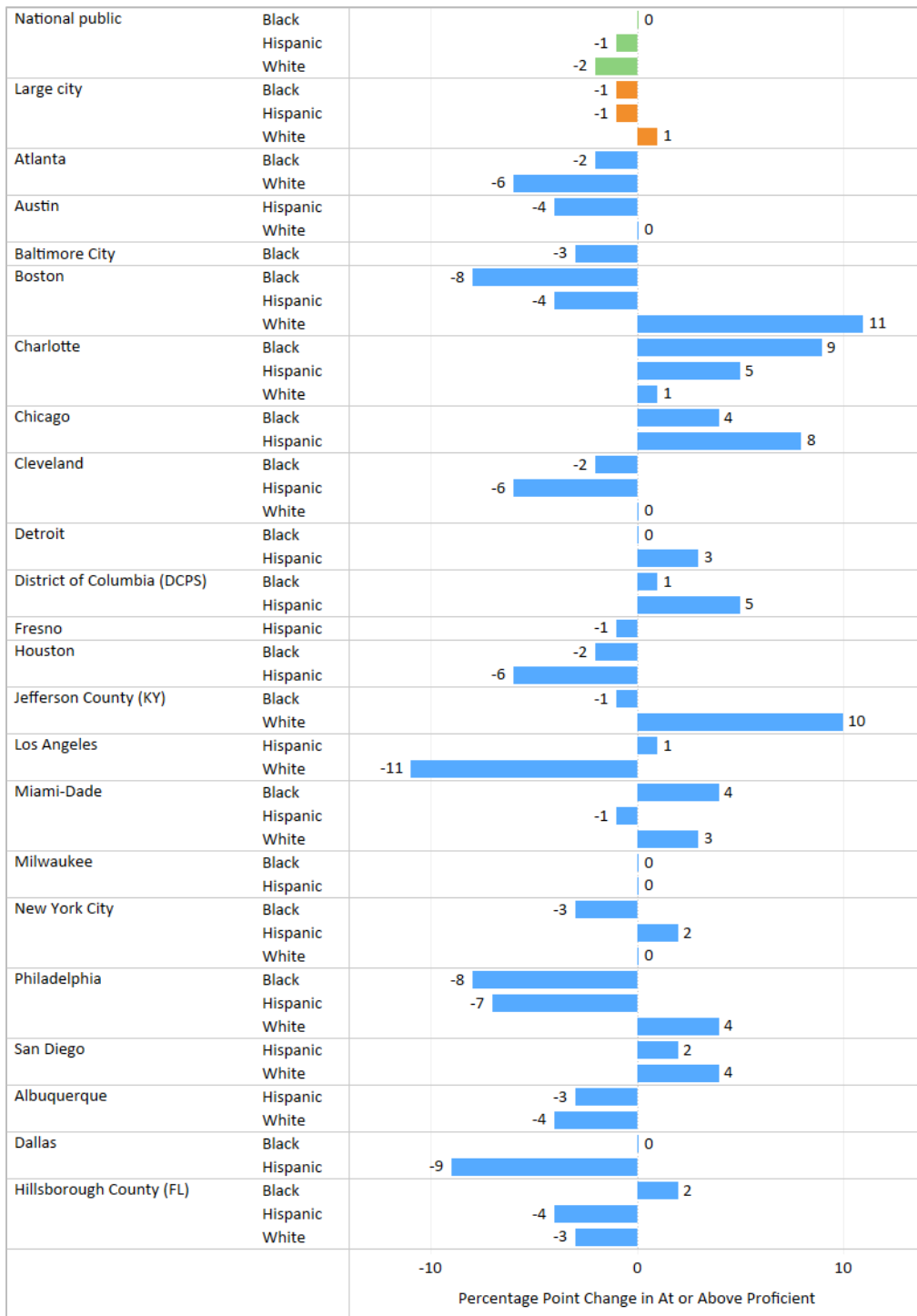


Figure 0.43: Percentage Point Change in Grade 4 Male Students Below Basic in Math on NAEP by Race, 2009-2019

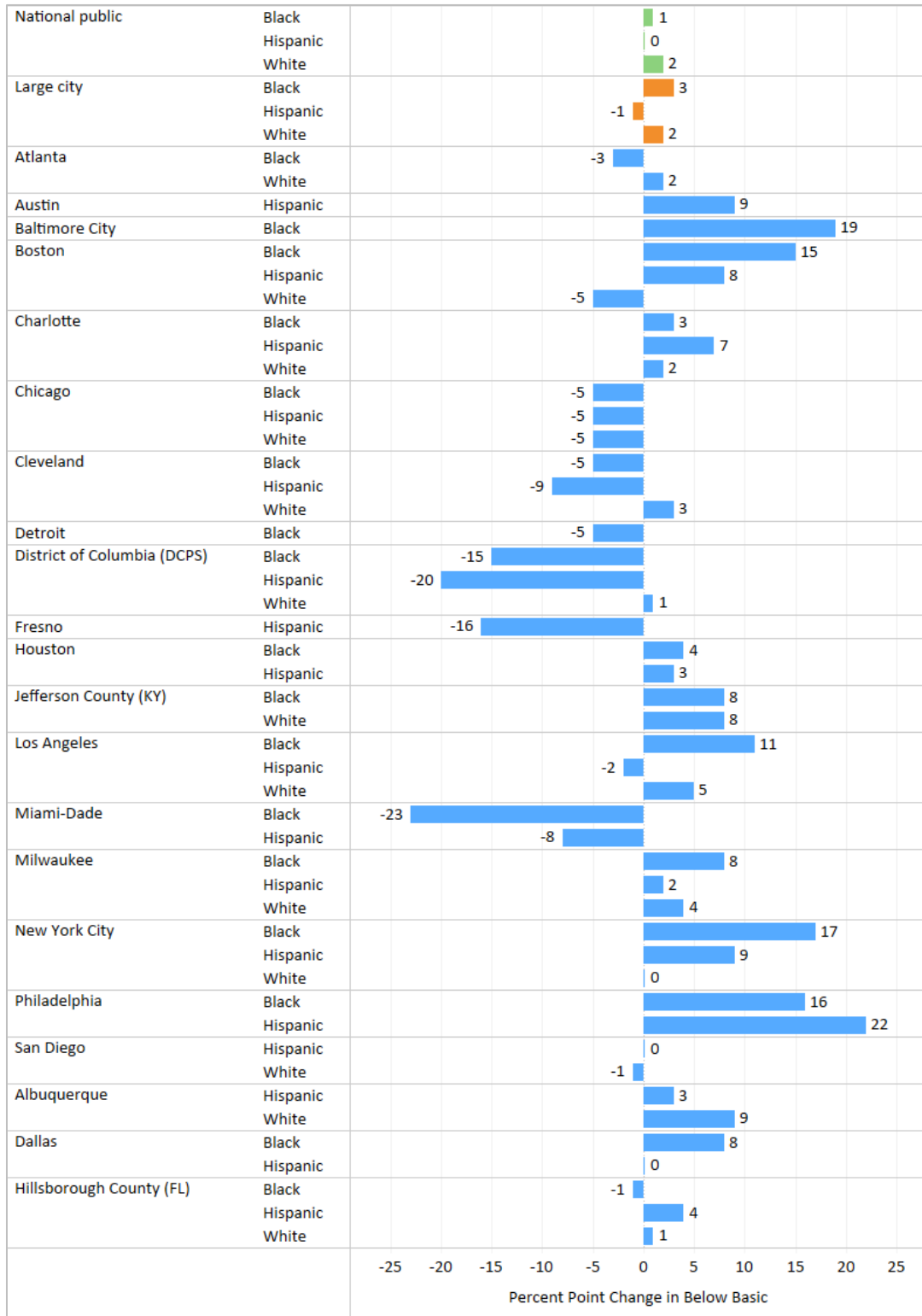


Figure 0.44: Percentage Point Change in Grade 8 Male Students Below Basic in Math on NAEP by Race, 2009-2019

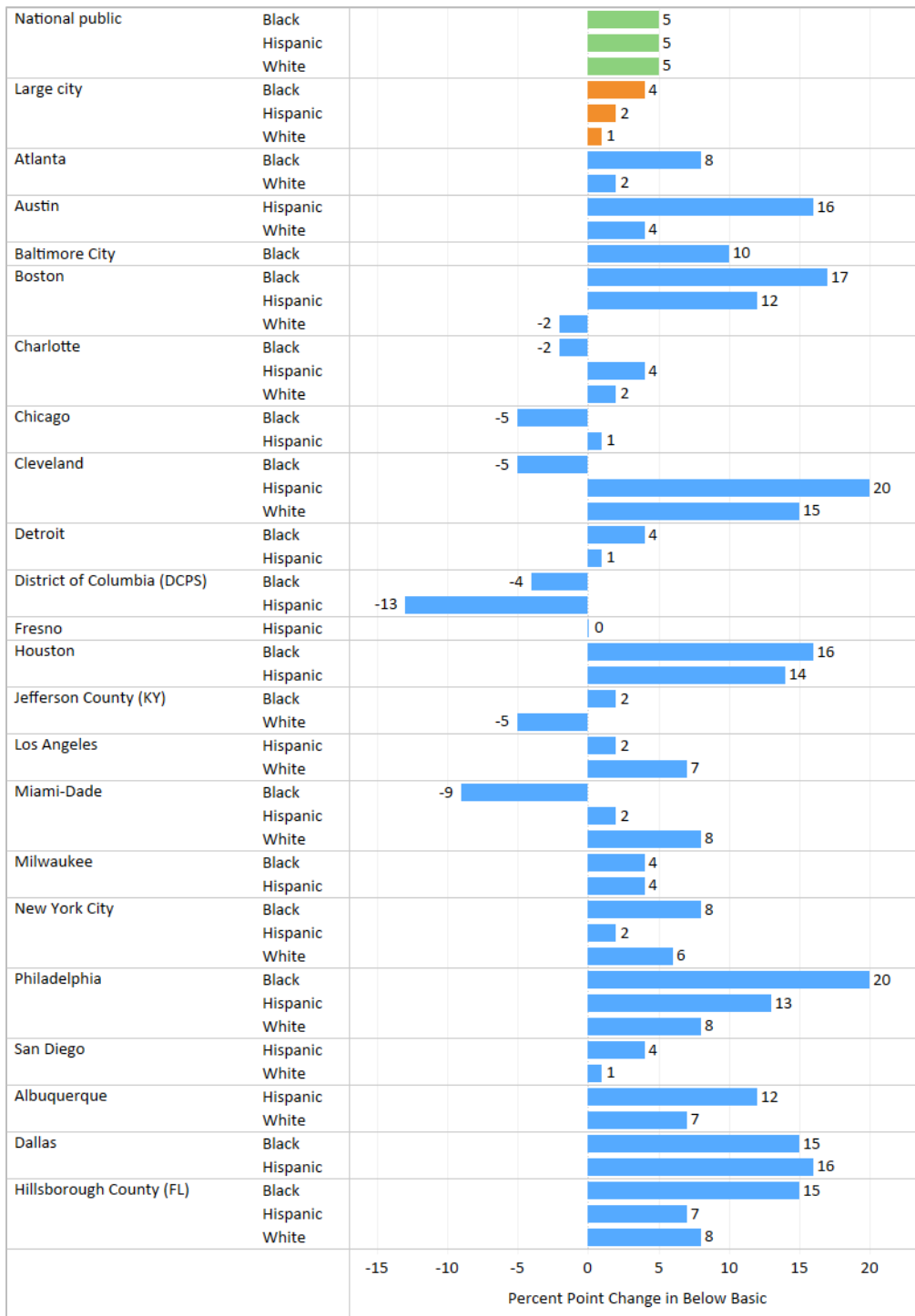


Figure 0.45: Percentage Point Change in Grade 4 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

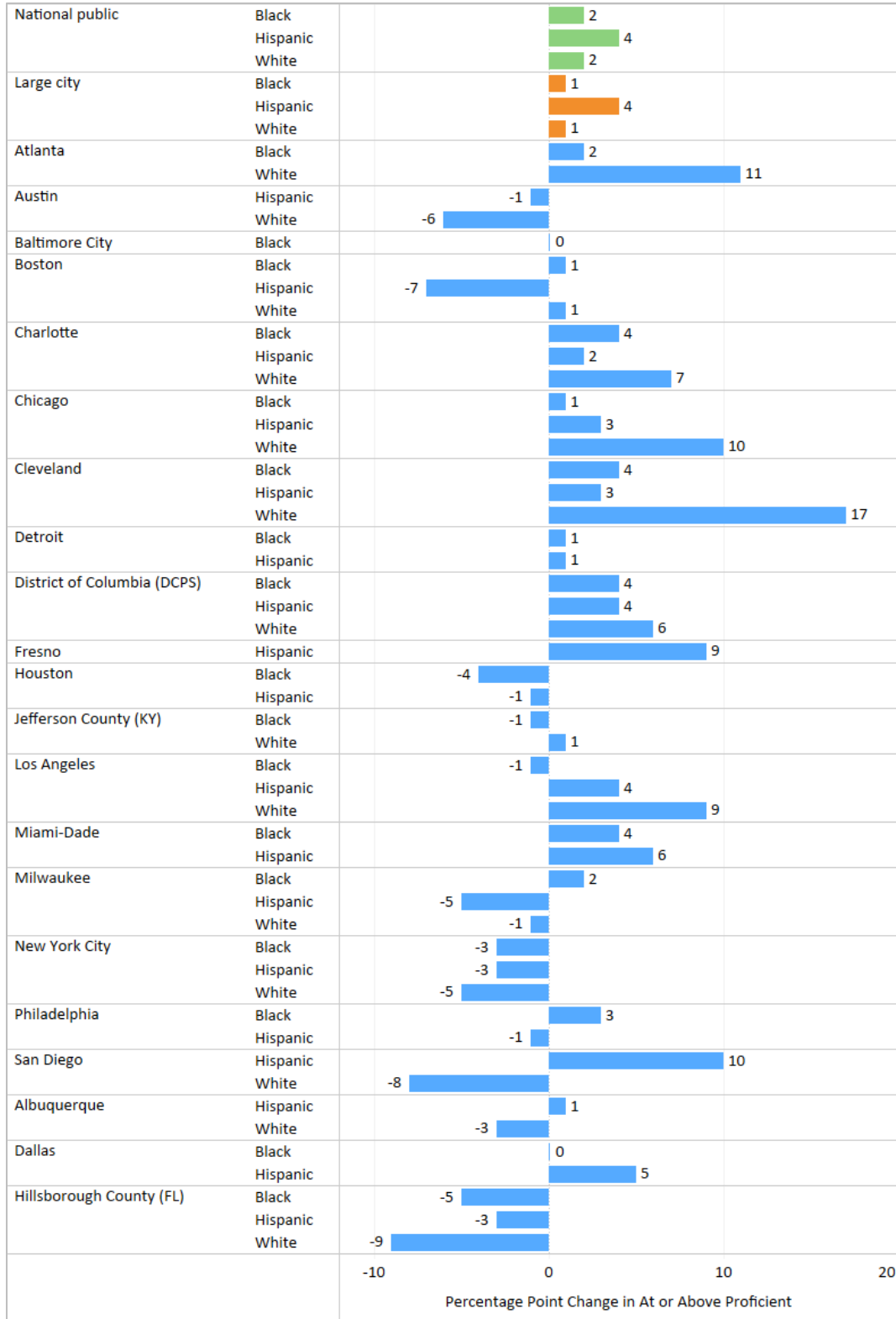


Figure 0.46: Percentage Point Change in Grade 8 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

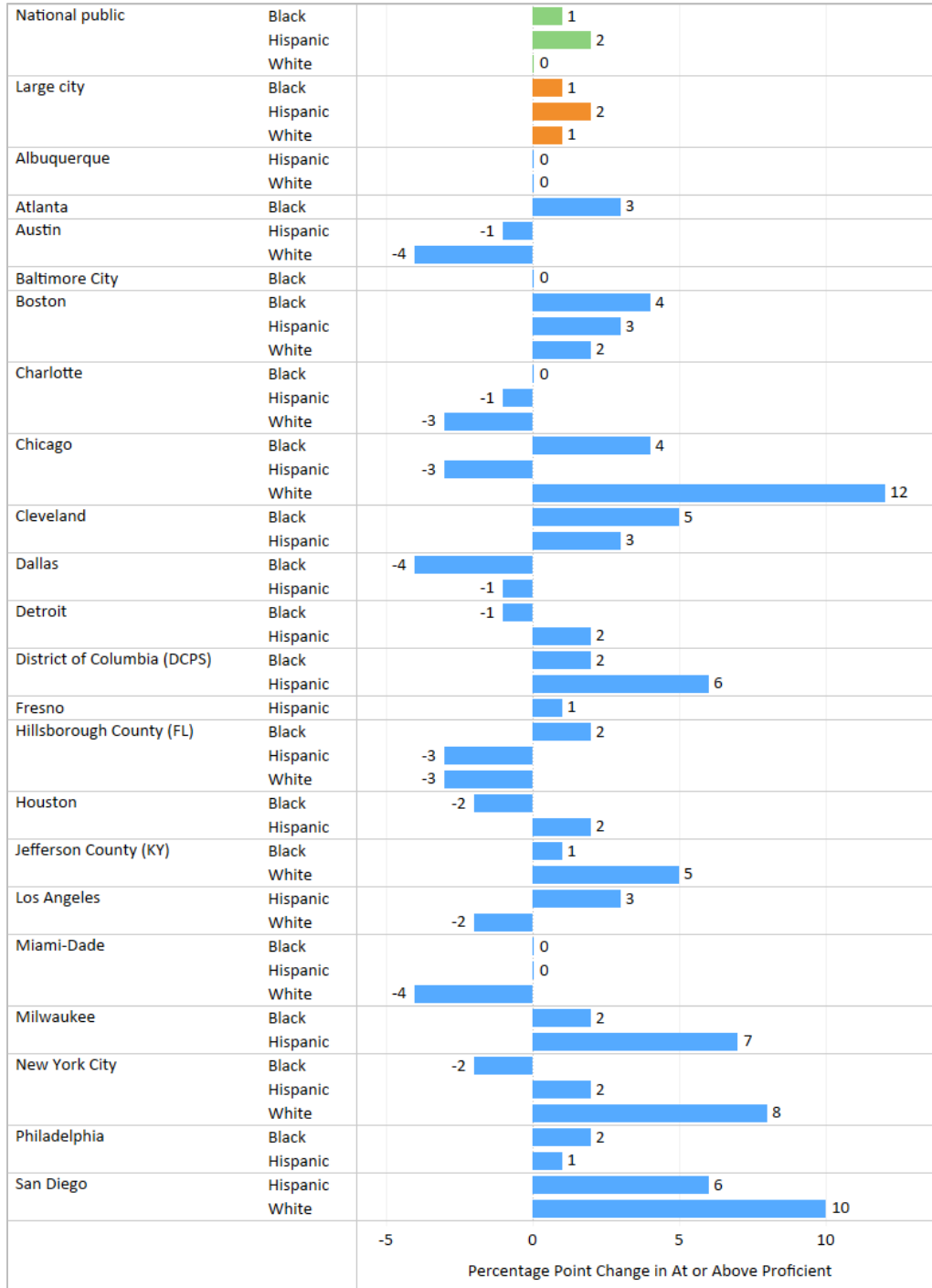


Figure 0.47: Percentage Point Change in Grade 4 Male Students Below Basic in Reading on NAEP by Race, 2009-2019

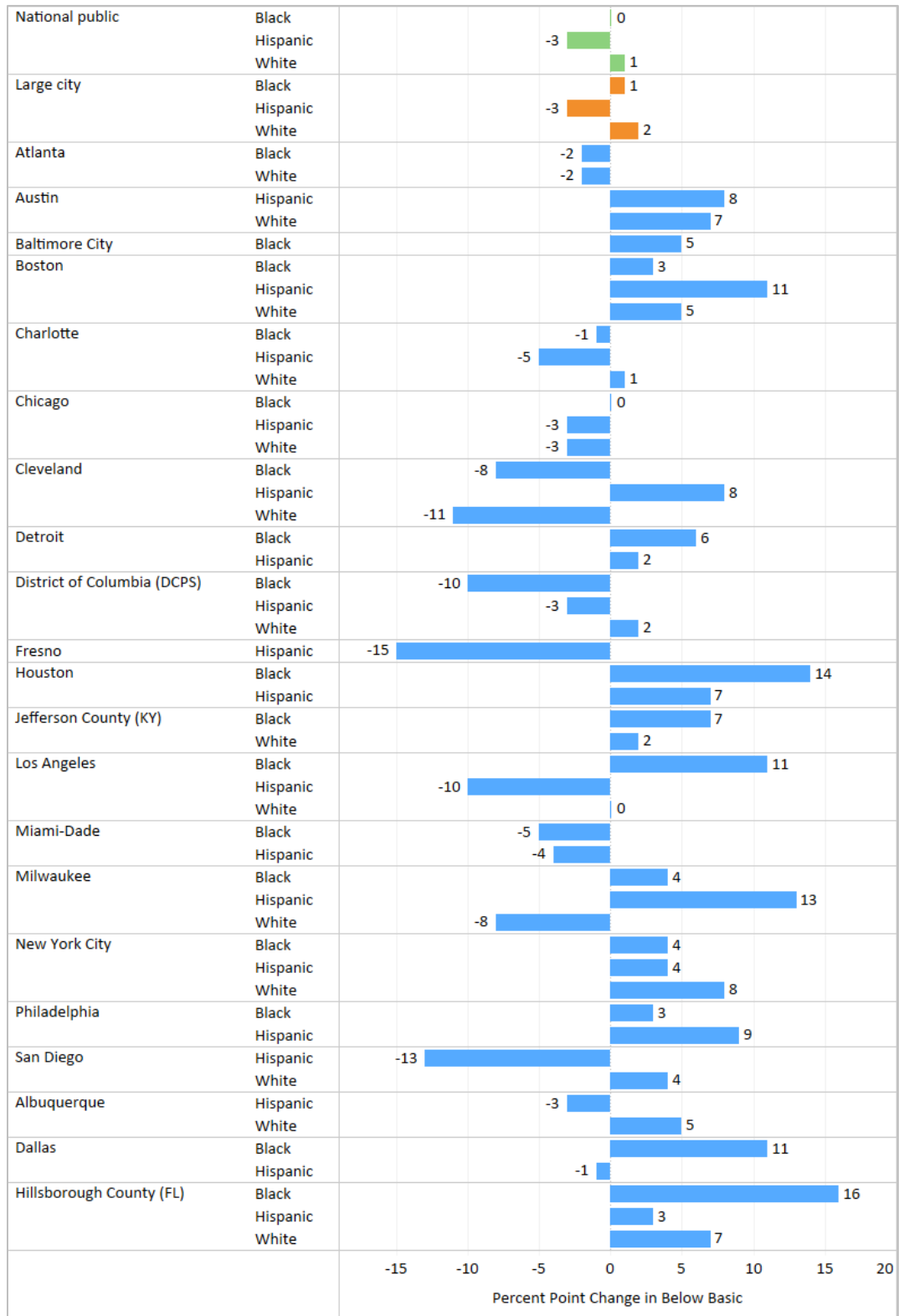


Figure 0.48: Percentage Point Change in Grade 8 Male Students Below Basic in Reading on NAEP by Race, 2009-2019

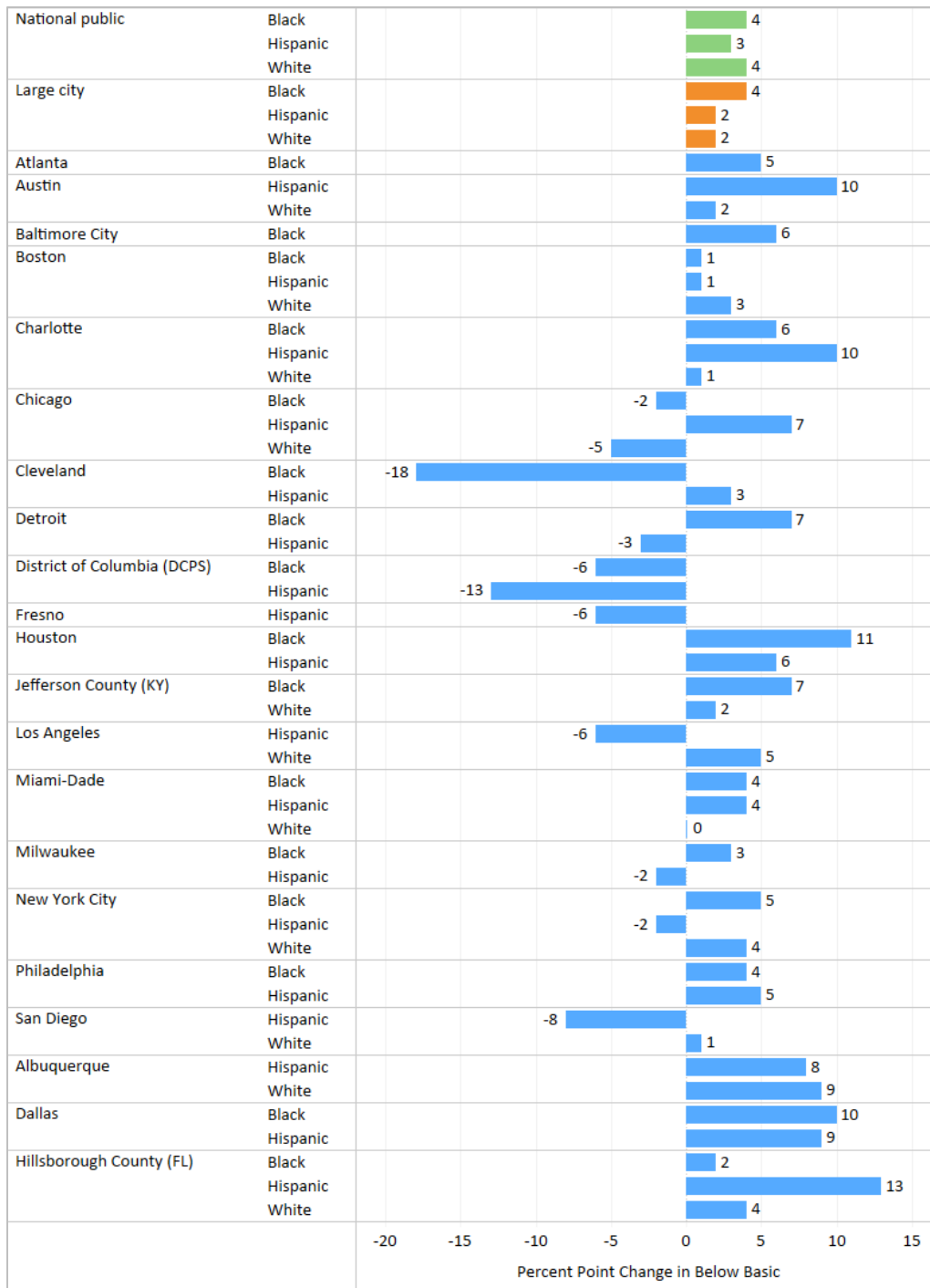


Figure 0.49: Percentage Point Change in Grade 4 Female Students At or Above Proficient in Math on NAEP by Race, 2009-2019

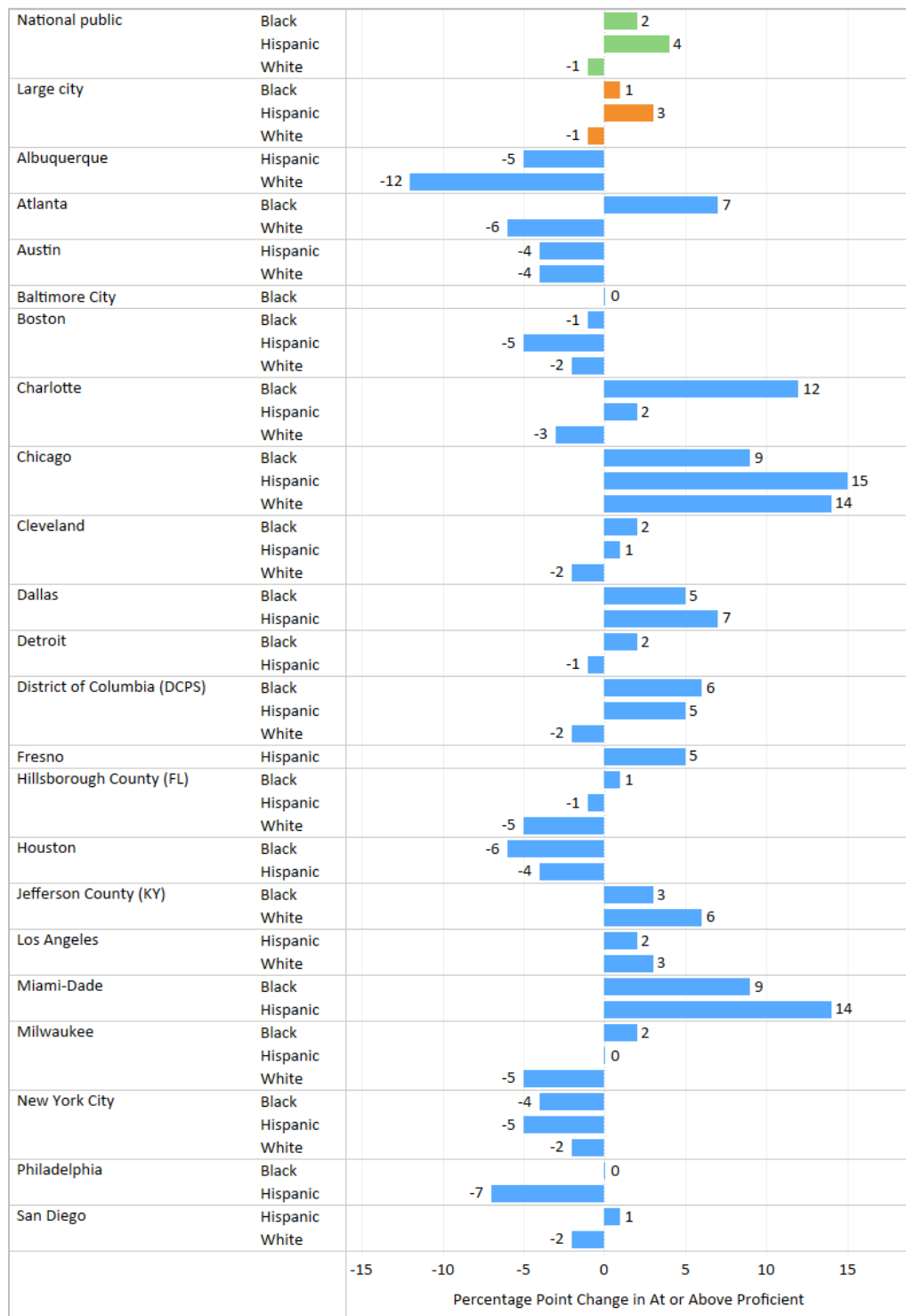


Figure 0.50: Percentage Point Change in Grade 8 Female Students At or Above Proficient in Math on NAEP by Race, 2009-2019

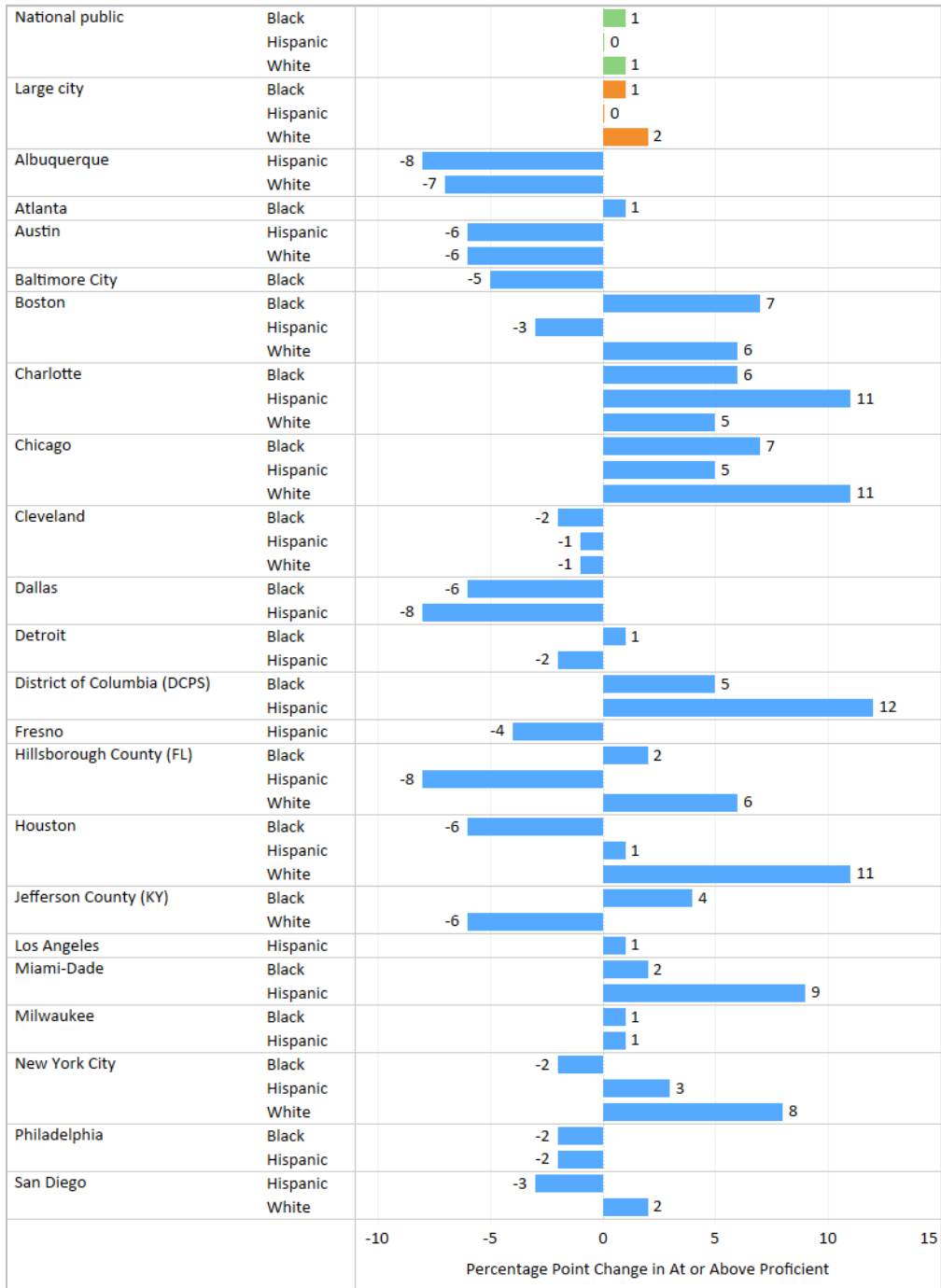


Figure 0.51: Percentage Point Change in Grade 4 Female Students Below Basic in Math on NAEP by Race, 2009-2019

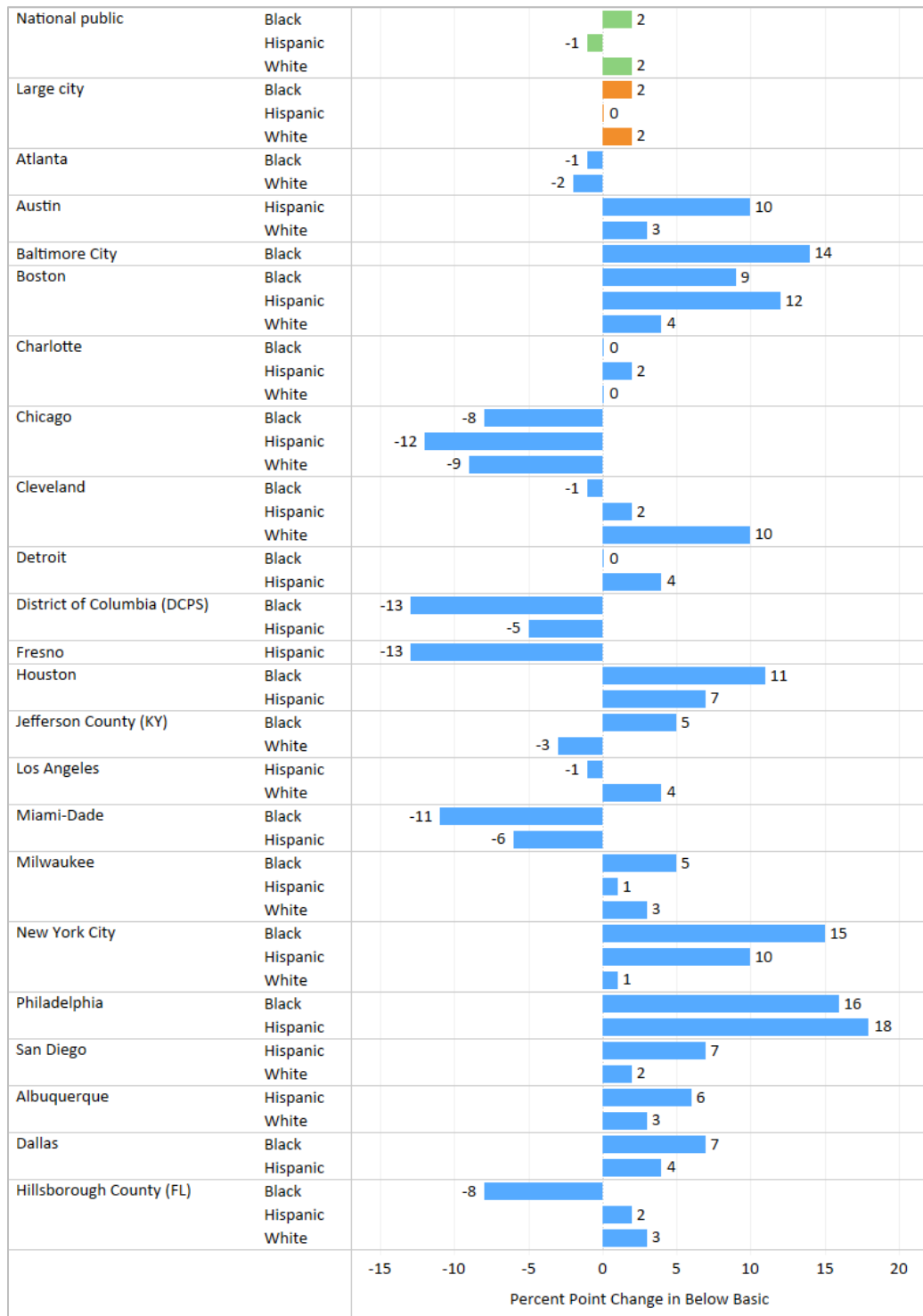


Figure 0.52: Percentage Point Change in Grade 8 Female Students Below Basic in Math on NAEP by Race, 2009-2019

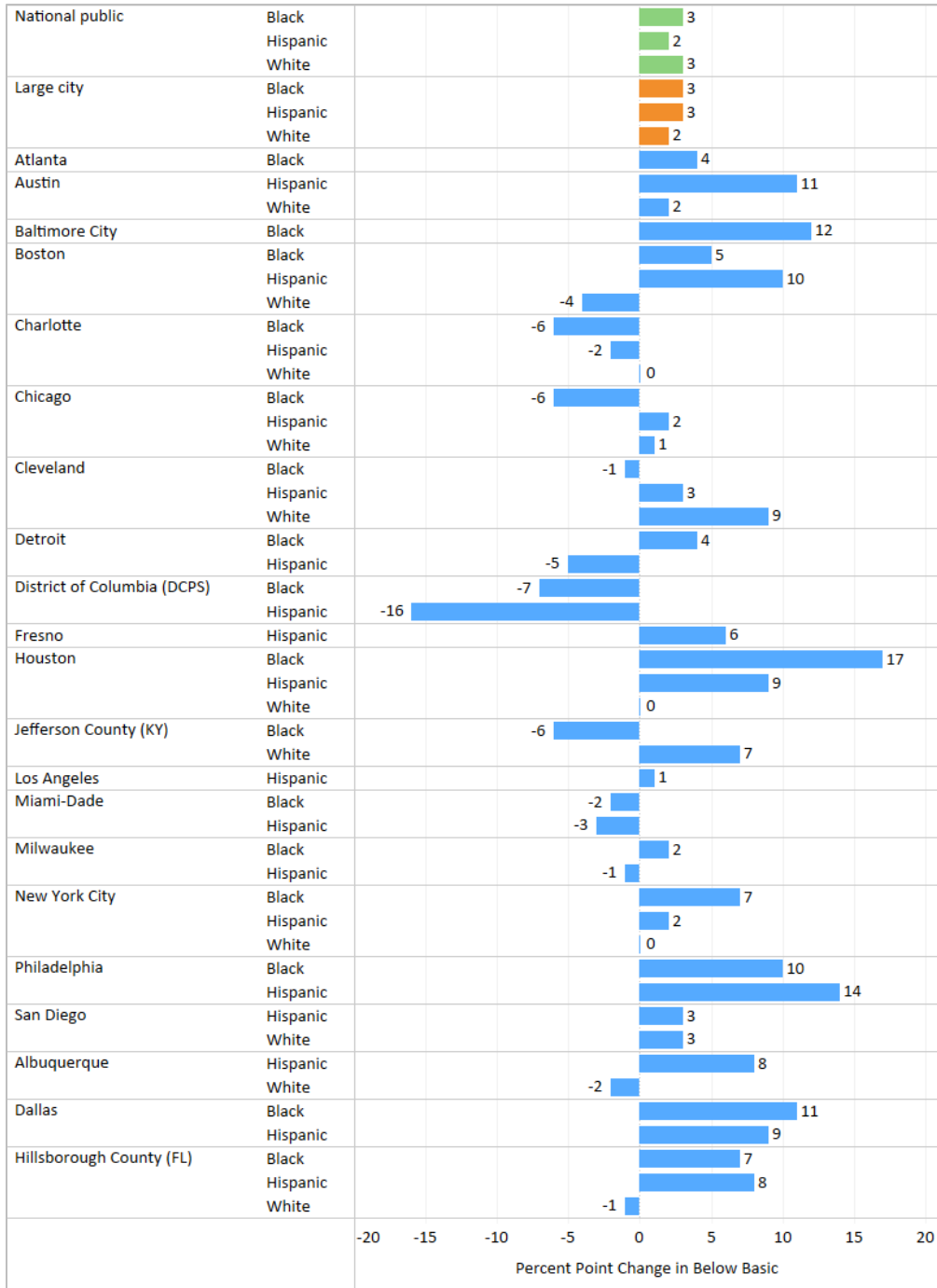


Figure 0.53: Percentage Point Change in Grade 4 Female Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

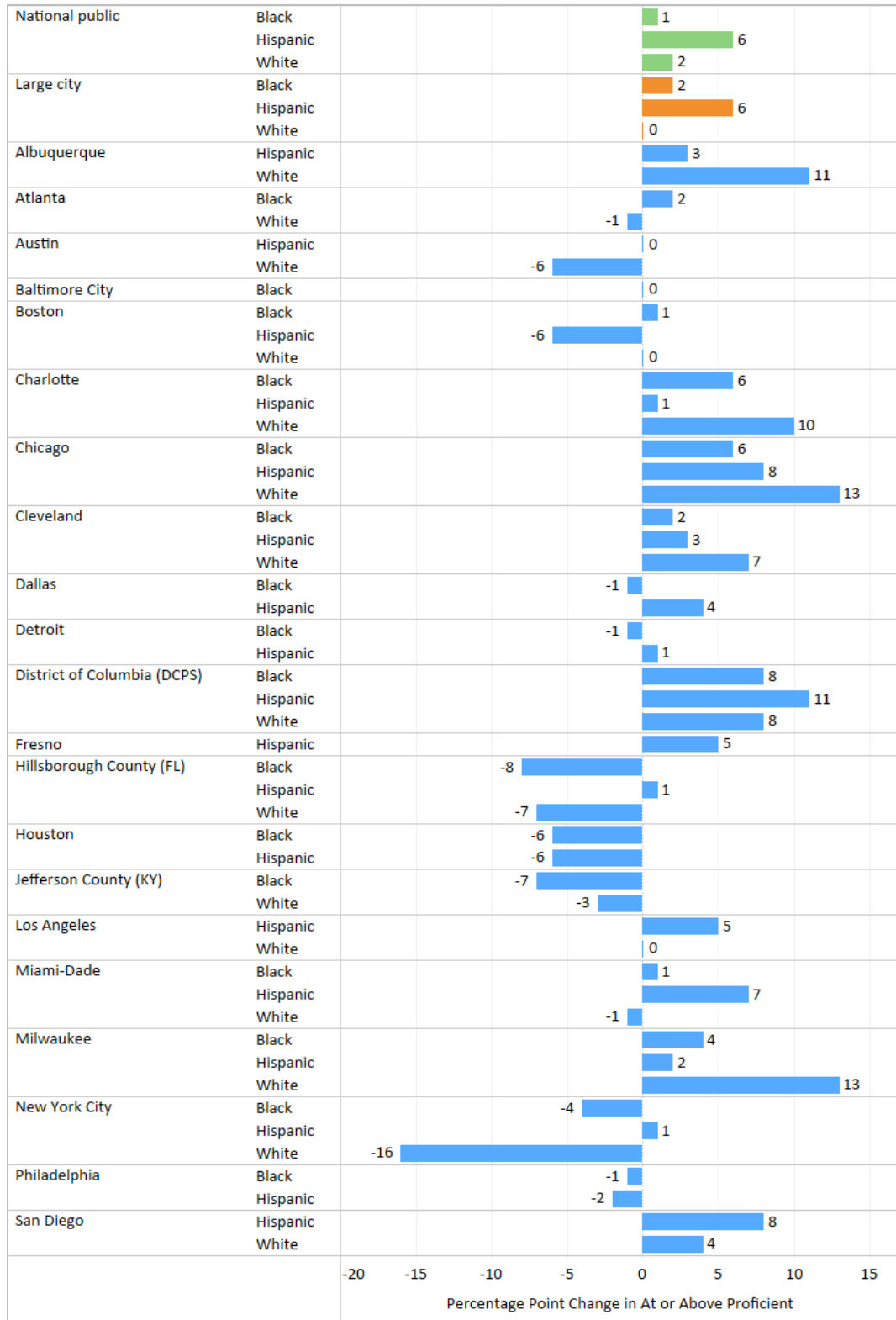


Figure 0.54: Percentage Point Change in Grade 8 Female Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

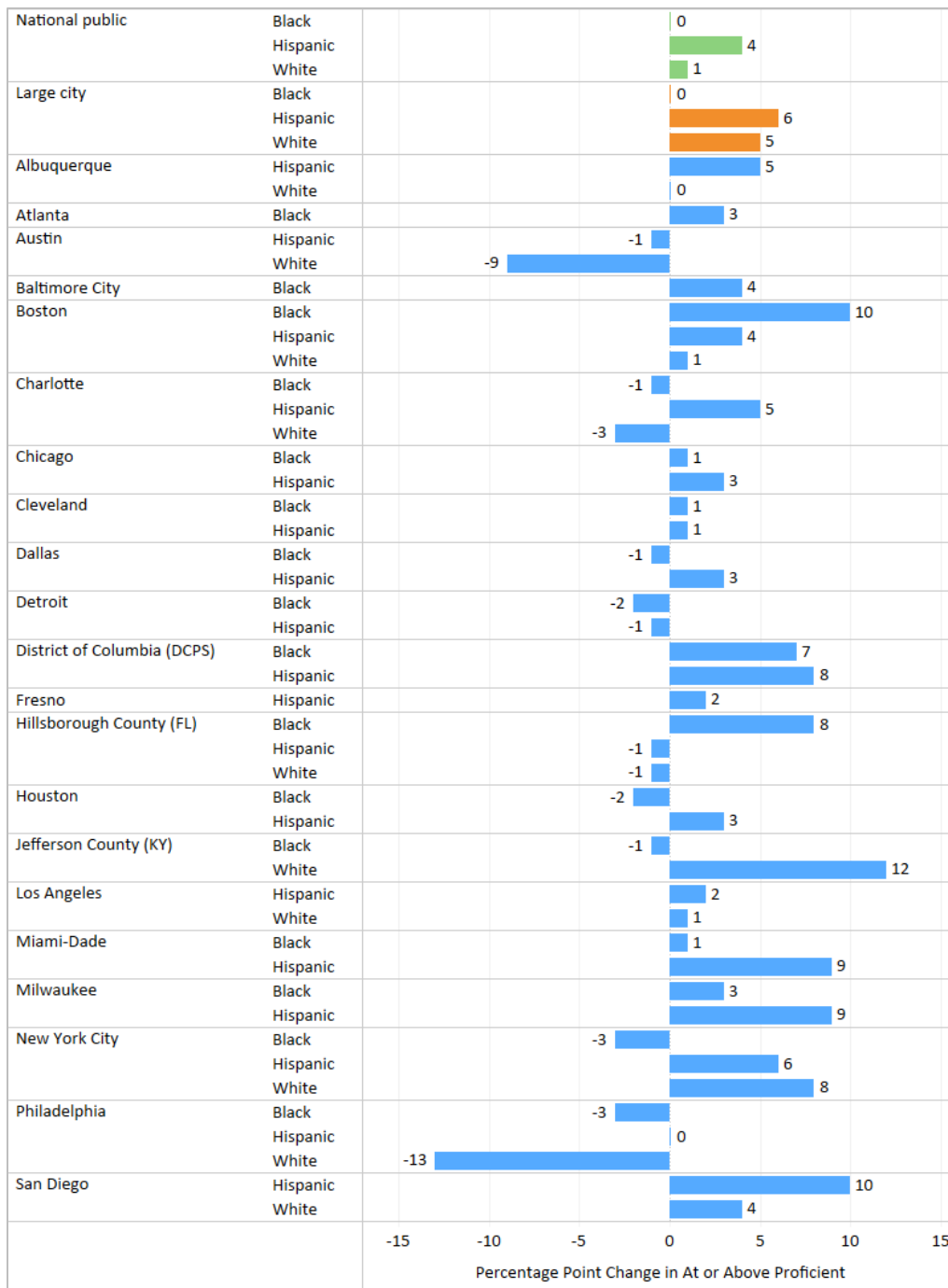


Figure 0.55: Percentage Point Change in Grade 4 Female Students Below Basic in Reading on NAEP by Race, 2009-2019

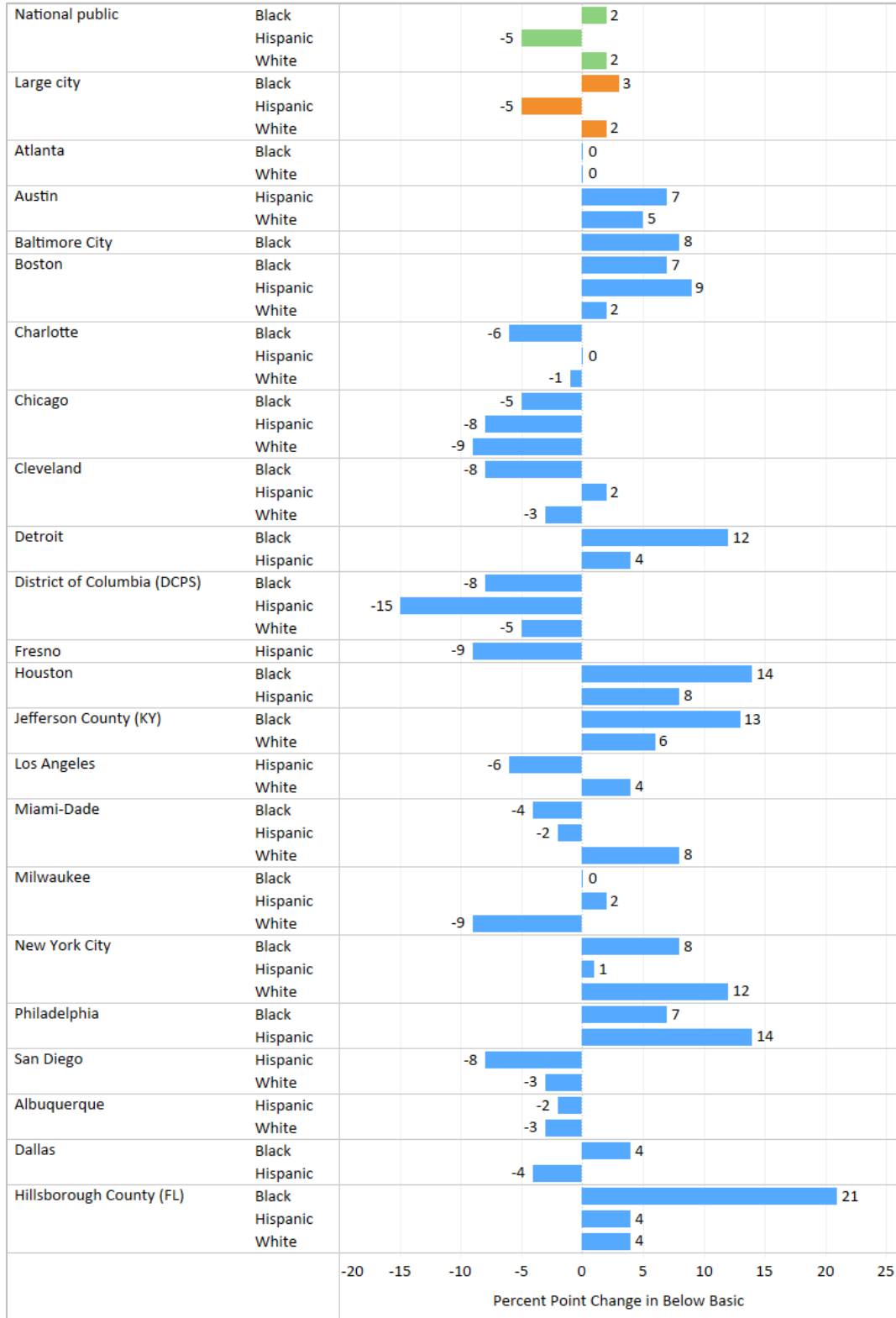
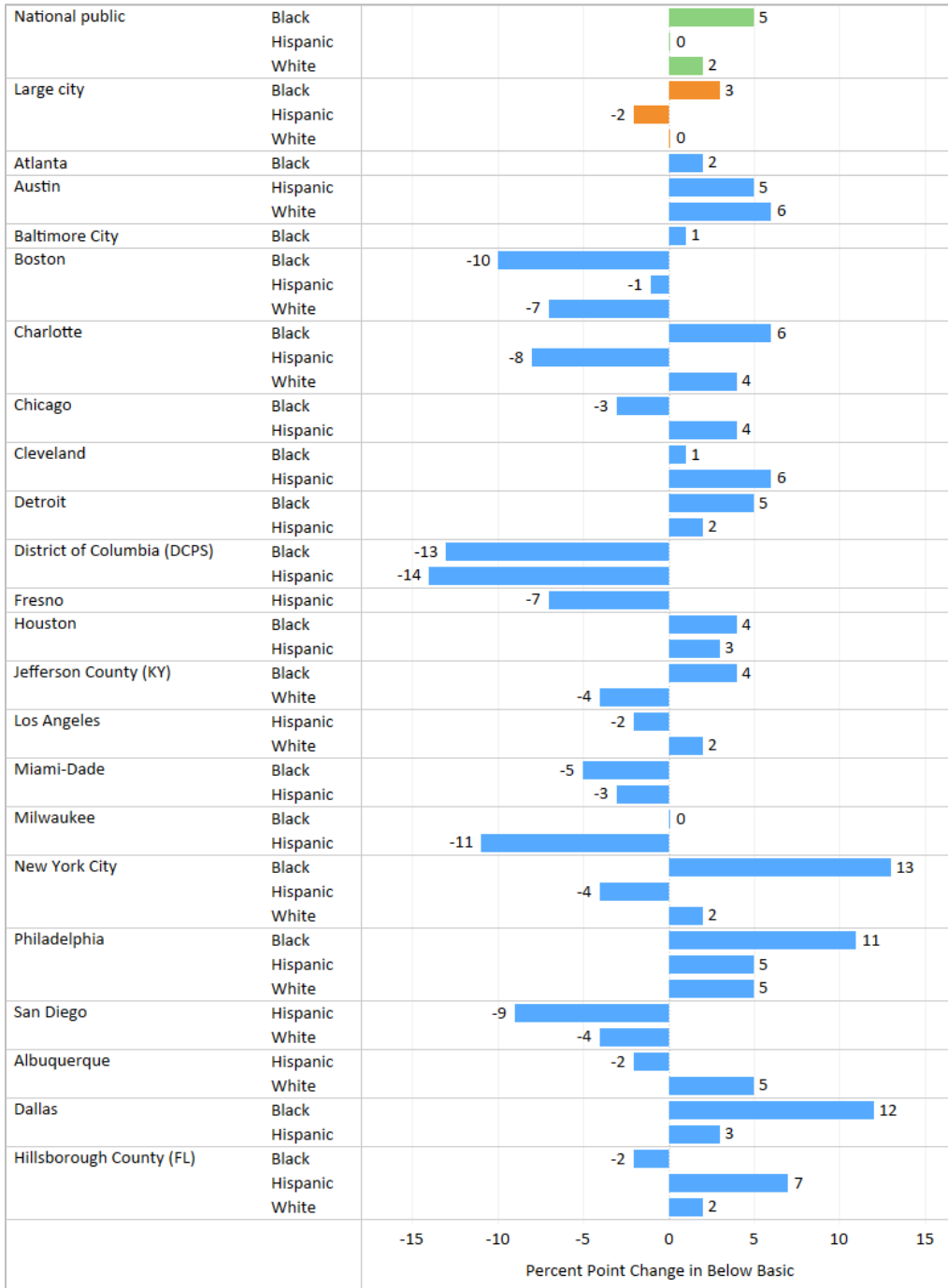


Figure 0.56: Percentage Point Change in Grade 8 Female Students Below Basic in Reading on NAEP by Race, 2009-2019



APPENDIX A. DATA COLLECTION INSTRUMENTS

Academic KPIs Survey

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

Survey Definitions

Term	Refers To
Survey School Year	The 2017-18 academic school year, including the summer immediately following the academic year
Next School Year	The school year after the Survey School Year
Previous School Year	The school year preceding the Survey School Year
Survey Fiscal Year	The 2017-18 fiscal year, as defined by the district
Next Fiscal Year	The fiscal year after the Survey Fiscal Year
Previous Fiscal Year	The fiscal year preceding the Survey Fiscal Year
FTE	Full-Time Equivalent staff. In this survey, FTE generally refers to district staff, but may also include independent contractors.
IEP	Individualized Educational Program
SWD	"Students with disabilities" (SWDs) refers to students who have a disability under the Individuals with Disabilities Education Act (IDEA) and who are eligible for a free appropriate public education under federal and state law. This is limited to students aged 6-21 unless otherwise specified.
ELL	English language learners, or students who are identified as having limited English proficiency (LEP)
Former English Language Learners	A student who was identified as ELL (thus having limited English proficiency) in the past but who no longer meets the state's definition of ELL (or the term used for a student with limited English proficiency). This includes students who were identified as an English learner at any point.

Table 1.1. Achievement in Algebra I/Integrated Math I (or equivalent) by Grade Nine, by Subgroup (Official Fall Count)

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

Table 1.1 Algebra I/Integrated Math I Completion Rate for Credit by Grade Nine, by Subgroup

	Total number of first-time ninth-grade students in Survey School Year	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in grade seven	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in grade eight	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in grade nine
All Students				
American Indian/Alaska Native, female				
American Indian/Alaska Native, male				
Asian/Hawaiian Native/Pacific Islander, female				
Asian/Hawaiian Native/Pacific Islander, male				
Black/ African American, female				
Black/ African American, male				
Hispanic, female				
Hispanic, male				
White, female				
White, male				
Two or More Races, female				
Two or More Races, male				
Students with Disabilities				
English Language Learners				
Former ELLs				
Eligible for Free/Reduced-Price Lunch				

Table 1.2. AP Exam Scores (Official Fall Count)

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

Table 1.2 AP Exam Scores		
	Total number of AP exam scores	Number of AP exam scores that were three or higher
All Students		
American Indian/Alaska Native, female		
American Indian/Alaska Native, male		
Asian/Hawaiian Native/Pacific Islander, female		
Asian/Hawaiian Native/Pacific Islander, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
Students with Disabilities		
English Language Learners		
Former ELLs		
Eligible for Free/Reduced-Price Lunch		

Table 1.3. Ninth-Grade Course Failures and GPAs, by Subgroup (Official Fall Count)

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

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

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

Table 1.4. Advanced Placement, AP-Equivalent, and Early College Participation (Official Fall Count)

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

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

Table 1.4. Advanced Placement, AP-Equivalent, and Early College Participation			
	Number of students in grades nine through 12 who took one AP course or more	Number of students in grades nine through 12 who took one or more AP-equivalent courses (not including actual AP courses). Do not include "honors-level" courses.	Number of students in grades nine through 12 who took a college credit-earning course through the district's early college program.
All Students			
American Indian/Alaska Native, female			
American Indian/Alaska Native, male			
Asian/Hawaiian Native/Pacific Islander, female			
Asian/Hawaiian Native/Pacific Islander, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former ELLs			
Eligible for Free/Reduced-Price Lunch			

Table 1.5. Four- and Five-Year Graduation Rates

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

Table 1.5. Four- and Five-Year Graduation Rates		
	Percent of students who graduated in Survey School Year after being in grades nine through 12 for four years, using the methodology required for your state reporting.	Percent of students who graduated in Survey School Year after being in grades nine through 12 for five years, using the methodology required for your state reporting.
All Students		
American Indian/Alaska Native, female		
American Indian/Alaska Native, male		
Asian/Hawaiian Native/Pacific Islander, female		
Asian/Hawaiian Native/Pacific Islander, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
Students with Disabilities		
English Language Learners		
Former ELLs		
Eligible for Free/Reduced-Price Lunch		

Table 2.1. Student Absences - Grade Three (Rolling Count)

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

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

Table 2.2 Student Absences - Grade Six (Rolling Count)

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

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

Table 2.3. Student Absences - Grade Eight (Rolling Count)

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

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

Table 2.4. Student Absences - Grade Nine (Rolling Count)

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

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

Table 6.2. Total Enrollment (Official Fall Count)
 Include students enrolled during the *Official 2017-18 Fall enrollment period* in the district for each grade level specified.

Table 6.2. Student Enrollment (Official Fall Count)								
	Total number of students enrolled in the district in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in pre-kindergarten in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in kindergarten in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade one in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade two in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade three in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade four in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade five in the 2017-18 School Year (Official Fall Count)
All Students								
American Indian/Alaska Native, female								
American Indian/Alaska Native, male								
Asian/Hawaiian Native/Pacific Islander, female								
Asian/Hawaiian Native/Pacific Islander, male								
Black/ African American, female								
Black/ African American, male								
Hispanic, female								
Hispanic, male								
White, female								
White, male								
Two or More Races, female								
Two or More Races, male								
Students with Disabilities								
English Language Learners								
Former ELLs								
Eligible for Free/Reduced-Price Lunch								

Total number of students enrolled in grade six in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade seven in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade eight in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade nine in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade ten in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade eleven in the 2017-18 School Year (Official Fall Count)	Total number of students enrolled in grade twelve in the 2017-18 School Year (Official Fall Count)

**APPENDIX B. COUNCIL OF THE
GREAT CITY SCHOOLS**

Council of the Great City Schools

The Council of the Great City Schools is a coalition of 76 of the nation's largest urban public school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An Executive Committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c) (3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts research and studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

Chair of the Board

Michael O'Neill, Boston School Board

Chair-elect of the Board

Barbara Jenkins, Orange County Public Schools Superintendent

Secretary/Treasurer

Ashley Paz, Fort Worth School Board

Immediate Past Chair

Eric Gordon, Cleveland Metropolitan School District CEO

Executive Director

Michael Casserly

TASK FORCE AGENDA



COUNCIL OF THE GREAT CITY SCHOOLS

Joint Meeting of Achievement & Professional Development and English Language Learners & Bilingual Education Task Force Meeting Agenda October 13, 2020 Virtual Fall Conference

12:45 – 1:45 Eastern Time

I. Introduction of Task Force Chairs

Sonja Brookins Santelises, Superintendent, Baltimore City Public Schools

Elisa Vakalis, Board Member, Anchorage School District

Deb Shanley, Professor, School of Education, Brooklyn College of the City University of New York

Richard Carranza, Chancellor, New York City Department of Education

Siad Ali, Board Member, Minneapolis Public Schools

III. Agenda—

- **Equity of access to high quality, grade-level instruction**
 - Teaching essential content while addressing unfinished learning
 - Developing quality instruction and coherence
 - Removal of barriers in attendance and engagement
- **Social emotional well-being of staff and students**
- **Introducing 2020 Academic Key Performance Indicators (KPIs)**

CGCS Staff:

Academics

Ricki Price-Baugh

Robin Hall

Denise Walston

English Language Learners

Gabriela Uro

David Lai

Legislative Counsel, Special Education

Julie Wright Halbert

Research

Ray Hart

Renata Lyons

Moses Palacios

Eric Vignola