

ACADEMIC KEY PERFORMANCE INDICATORS 2020 REPORT









Academic Key Performance Indicators

By the Council of the Great City Schools

Council of the Great City Schools

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INTRODUCTION

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

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

In the same year, 2002, six member districts of the Council began participating voluntarily in the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress. The purpose of this participation was to gauge performance across state lines, compare progress, and ascertain what reforms seemed to be working. As of 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

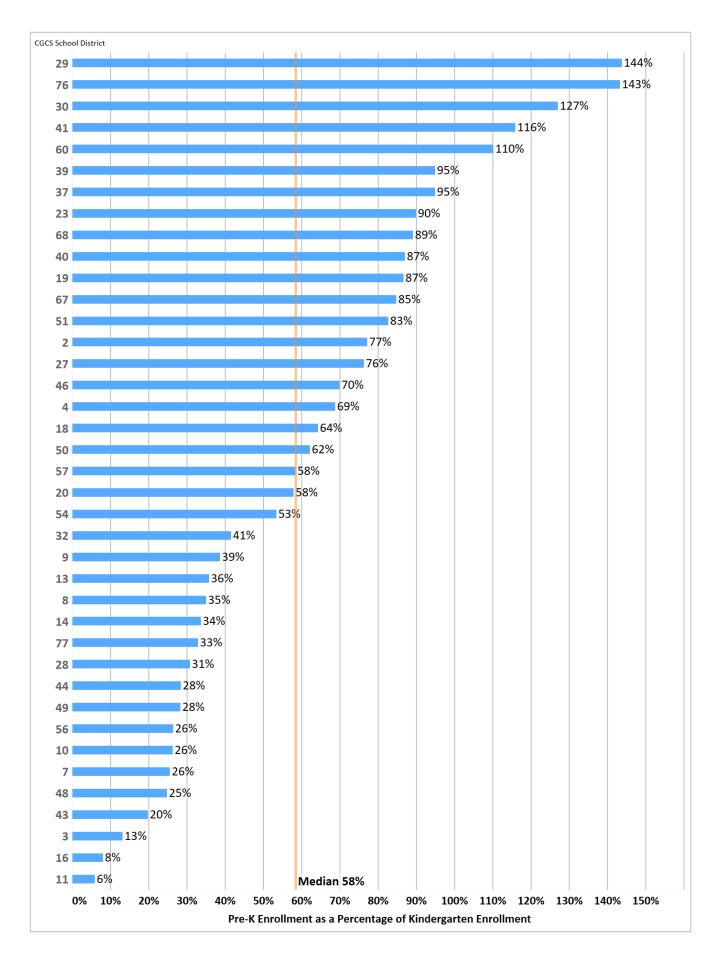
The analysis presented here is divided into four sections: 1) elementary achievement indicators, 2) secondary achievement indicators, 3) attendance indicators, and 4) disciplinary indicators. Not all data were presented or analyzed, but the recently developed online system allows for extensive analysis.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

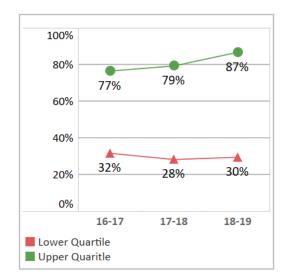


Pre-K Enrollment as a Percent of Kindergarten Enrollment

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

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

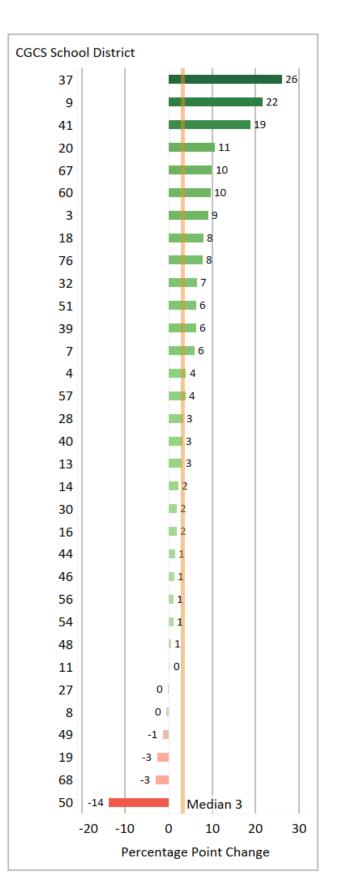
- ArlingtonCleveland
- San AntonioShelby County

Milwaukee

San Antonio

New York

- Dallas
- Dayton
- D.C.
- Fresno
- Milwaukee



Council of The Great City Schools

Academic Key Performance Indicators 2020

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

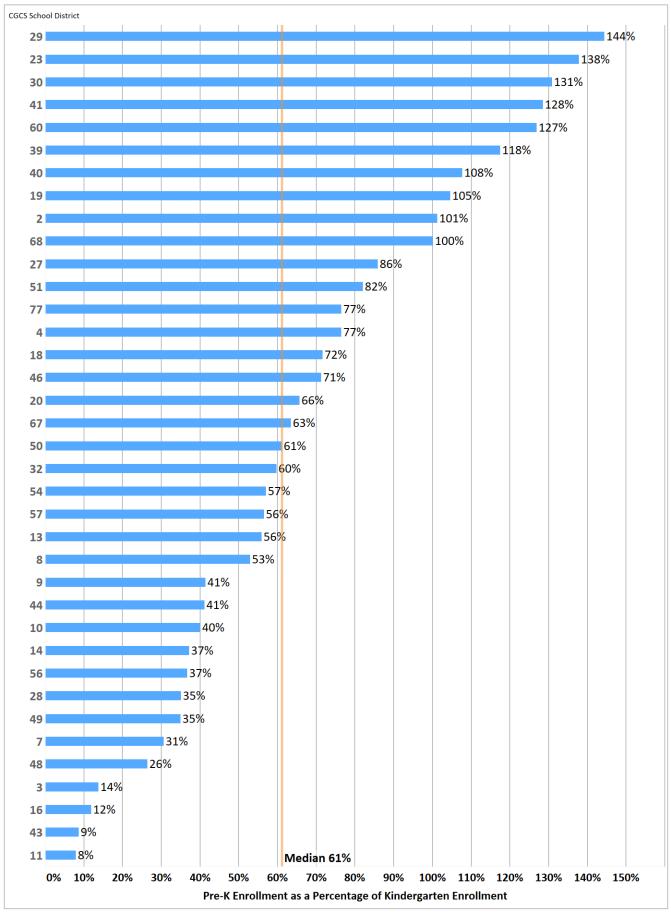


Figure 1.4. Pre-K Enrollment of Black Males as a Percent of Kindergarten Enrollment of Black Males, 2018-19

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.

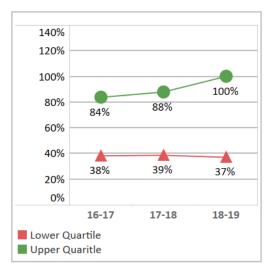


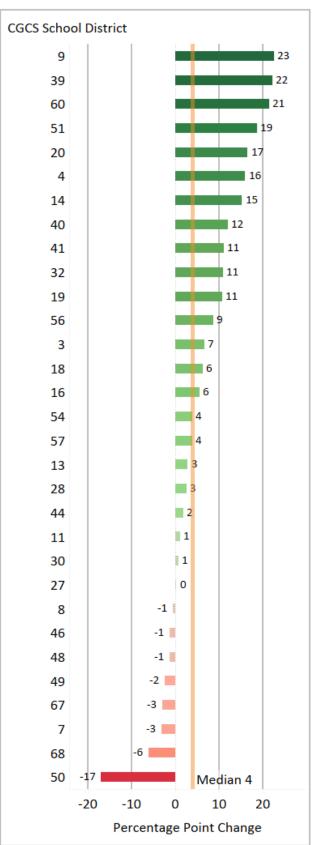
Figure 1.6. Trends in the Percent of Pre-K to Kindergarten Black Male Enrollment by Quartile, 2016-17 to 2018-19

Best in Quartile for Overall Performance (2018 - 2019)

٠

- Arlington
 - Charleston
- Dallas
- D.C. Fort Worth .
- Dayton
- Houston
- **Best Quartile for Percentage Point Change** (2016-17 to 2018-19)
- Arlington
- San Francisco . Shelby County
- Cleveland Dallas
- Dayton
- D.C.
- Milwaukee





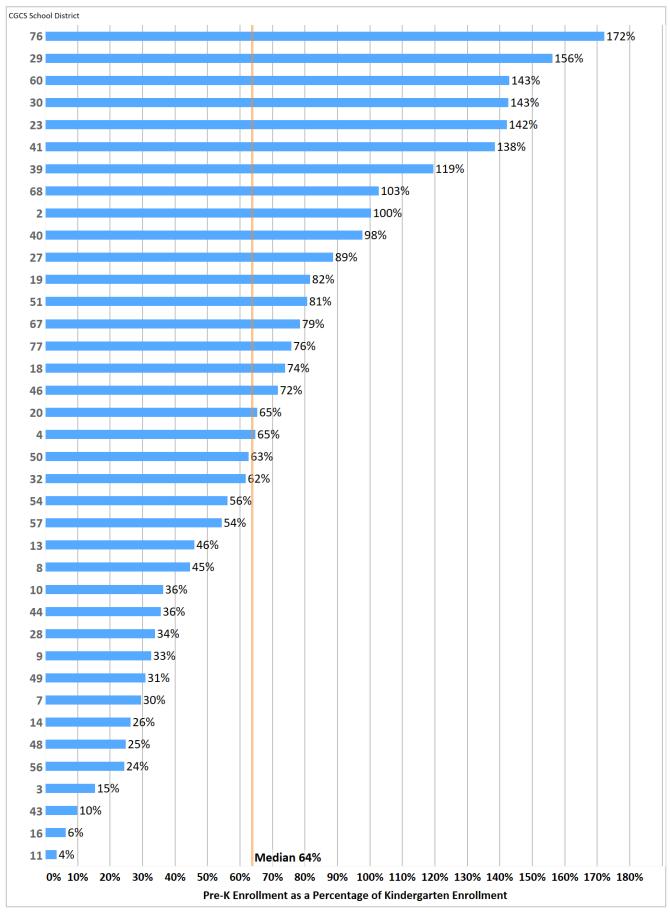


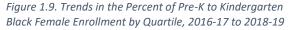
Figure 1.7. Pre-K Enrollment of Black Females as a Percent of Kindergarten Enrollment of Black Females, 2018-19

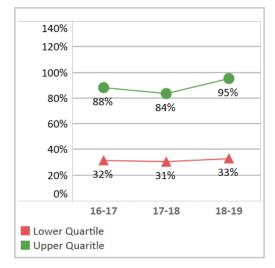
Figure 1.8. Percentage Change in Black Female Pre-K Enrollment Relative to Black Female Kindergarten Enrollment, 2016-17 to 2018-19

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.





Best in Quartile for Overall Performance (2018-2019)

٠

New York

Richmond

San Antonio

San Francisco

Shelby County

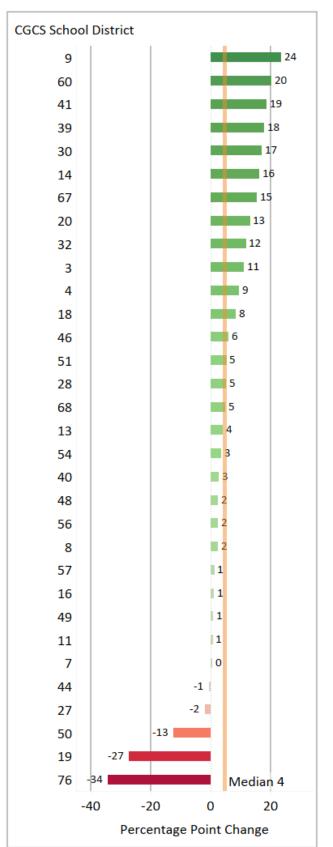
- Arlington
- Charleston
- Dallas
 - D.C.
- Fort Worth
- Houston
- Milwaukee

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

•

•

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



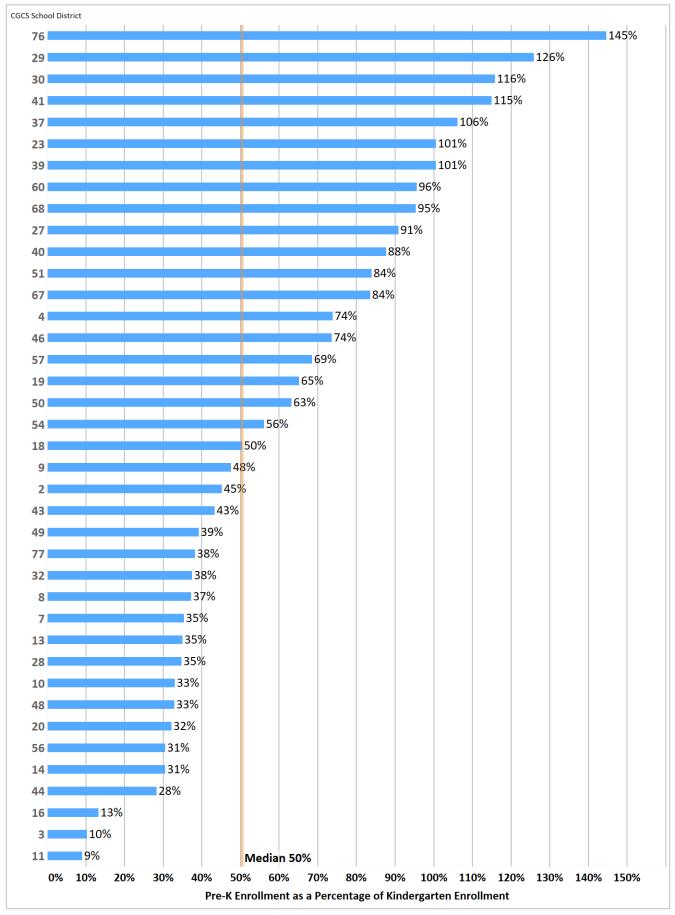


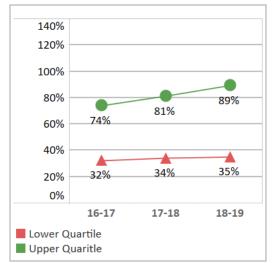
Figure 1.10. Pre-K Enrollment of Hispanic Males as a Percent of Kindergarten Enrollment of Hispanic Males, 2018-19

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

Best Quartile for Percentage Point Change

(2016-17 to 2018-19)

- Anchorage
- NorfolkSan Antonio

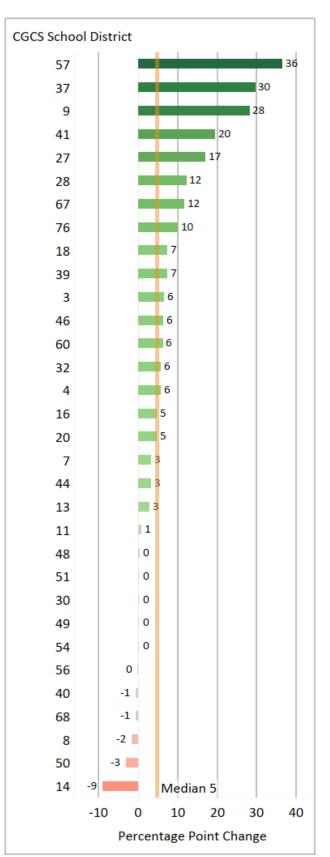
New York

San Antonio

Norfolk

- ArlingtonCleveland
- Dallas
- D.C.
- Fresno
- Milwaukee

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



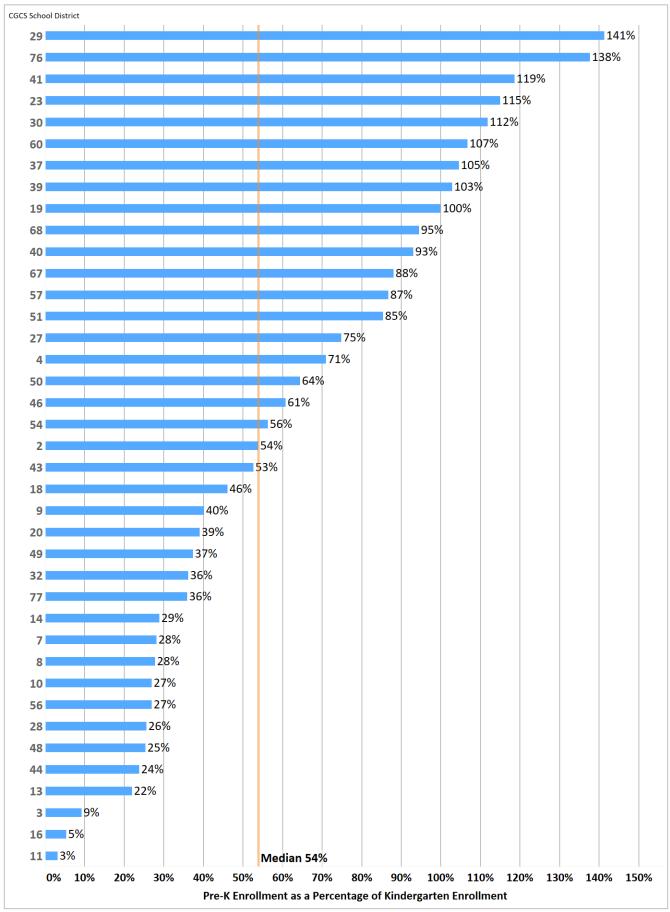


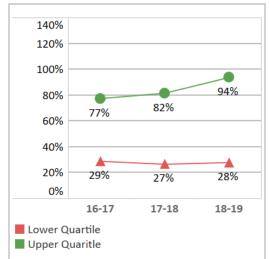
Figure 1.13. Pre-K Enrollment of Hispanic Females as a Percent of Kindergarten Enrollment of Hispanic Females, 2018-19

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)

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Milwaukee

San Antonio

New York

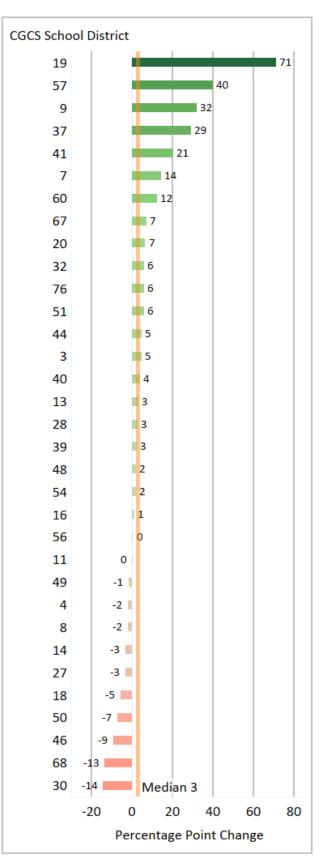
- Arlington
- Charleston
- Dallas
 - Dayton
- Dayton
 Denver
- D.C.
- Houston

Best Quartile for Percentage Point Change

(2016-17 to 2018-19)

- ArlingtonCleveland
- NorfolkSan Antonio
- Cleveland
- DallasDayton
- Dayto
 D.C.
- Fresno
- Milwaukee





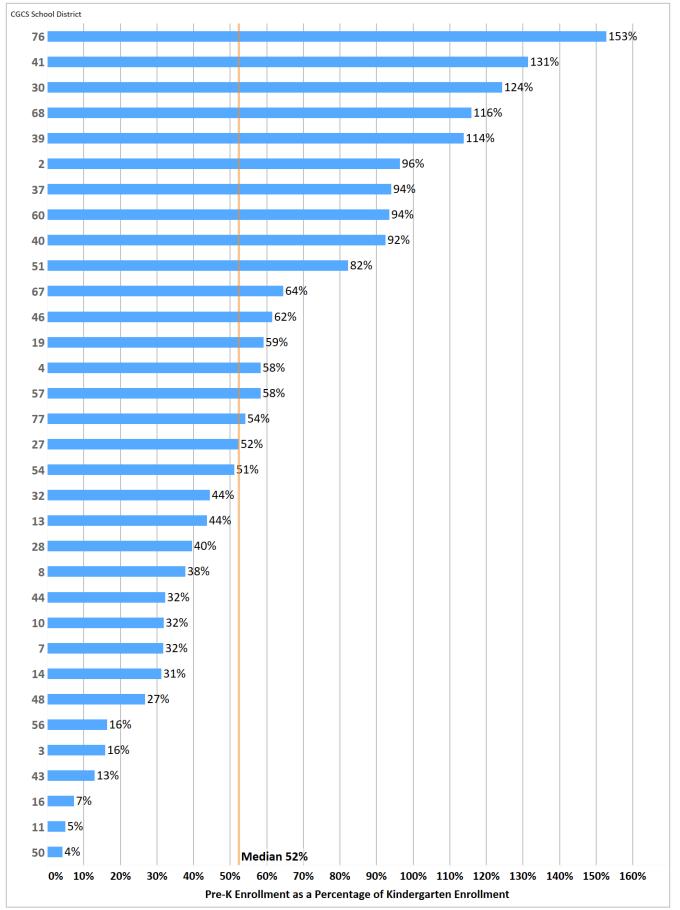


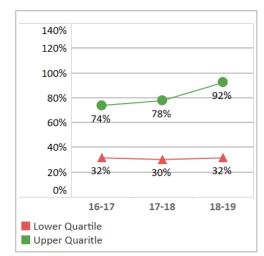
Figure 1.16. Pre-K Enrollment of Free or Reduced Price Lunch Students as a Percent of Kindergarten Enrollment of Free or Reduced Price Lunch Students, 2018-19

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
 - San Antonio

Richmond

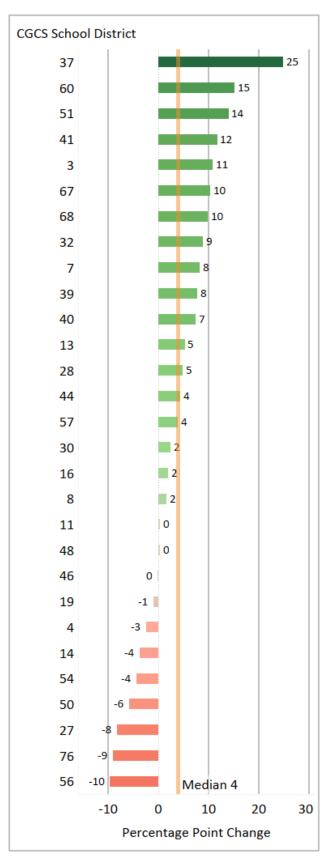
- DallasDenver
- Fort Worth
- Houston
- Milwaukee
- New York

Best Quartile for Percentage Point Change

(2016-17 to 2018-19)

- Cleveland
- San AntonioSan Francisco
- Dallas
 - Fort Worth Fresno
- Freshc
- Milwaukee
- Richmond





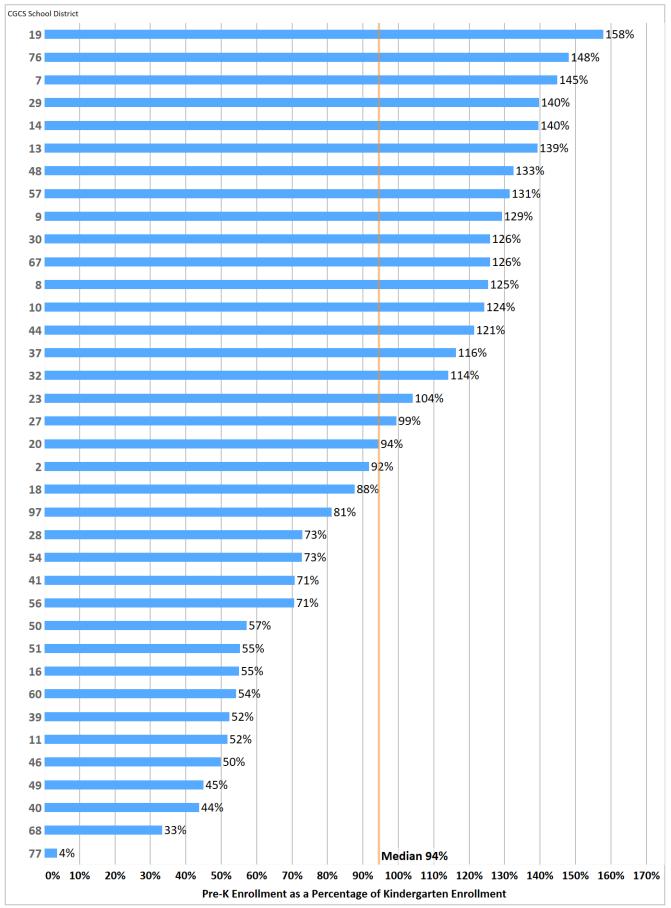


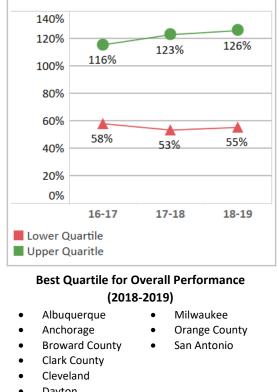
Figure 1.19. Pre-K Enrollment of Students with Disabilities as a Percent of Kindergarten Enrollment of Students with Disabilities, 2018-19

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 ٠ 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



- Dayton
- D.C.

Best Quartile for Percentage Point Change

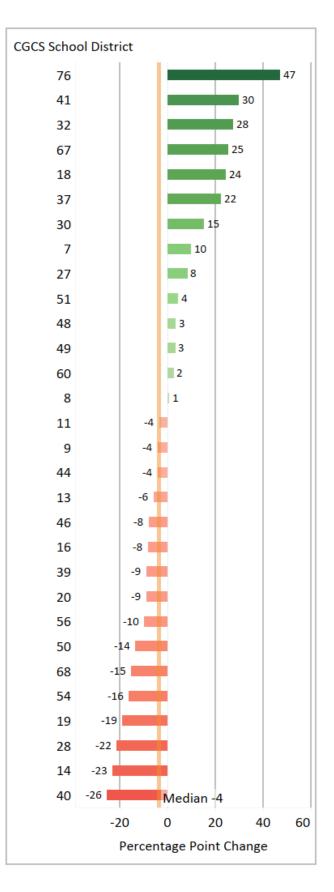
(2016-17 to 2018-19)

Anchorage Norfolk

San Antonio

- **Broward County**
- Cleveland
- D.C.
- Fresno
- Milwaukee

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



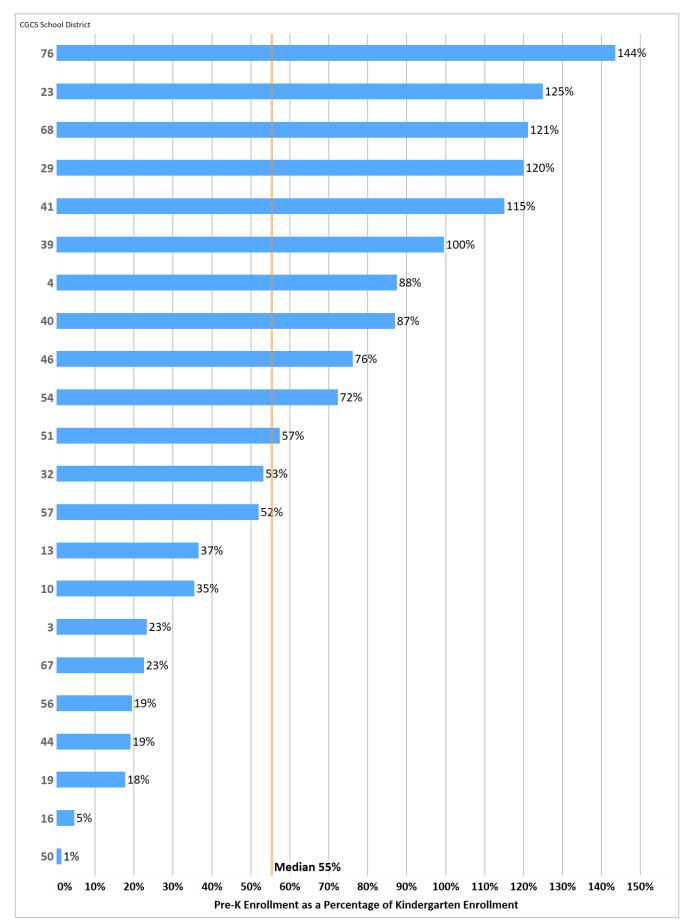


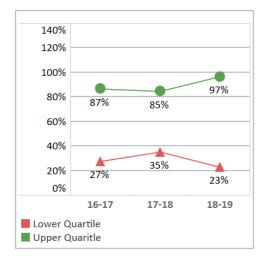
Figure 1.22. Pre-K Enrollment of English Learners as a Percent of Kindergarten Enrollment of English Learners, 2018-19

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

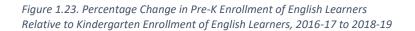


Best Quartile for Overall Performance (2018-2019)

- 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





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.

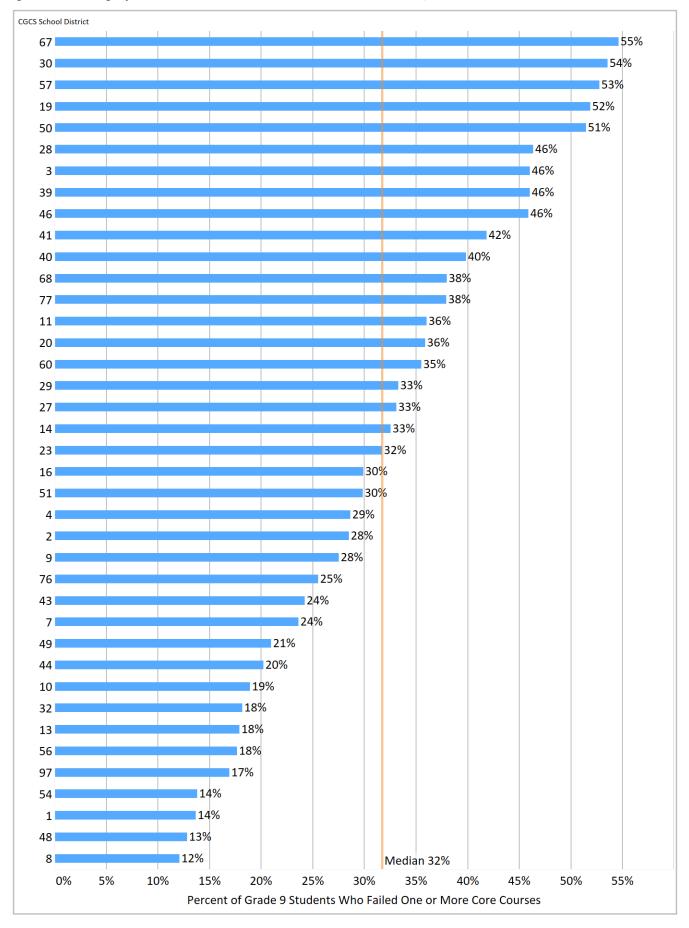


Figure 2.1. Percentage of Ninth Grade Students Who Failed One or More Core Courses, 2018-19

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.

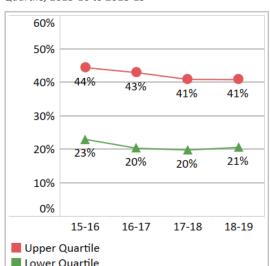
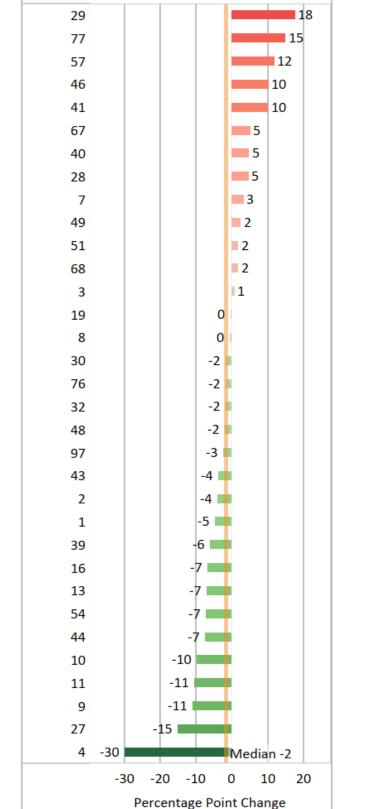


Figure 2.3. Trends in Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19



Lower Quartile

Best Quartile for Overall Performance (2018-19)

- **Broward County** Miami ٠ **Orange County**
- Chicago Palm Beach
- **Duval County**
- **Guilford County** Pinellas Hillsborough Seattle .
- County
- Long Beach

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

٠

•

San Diego

Wichita

- **Broward County** Los Angeles •
 - Norfolk Chicago
- **Clark County**
- **Duval County**
- Hillsborough
- County
- Houston

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

CGCS School District

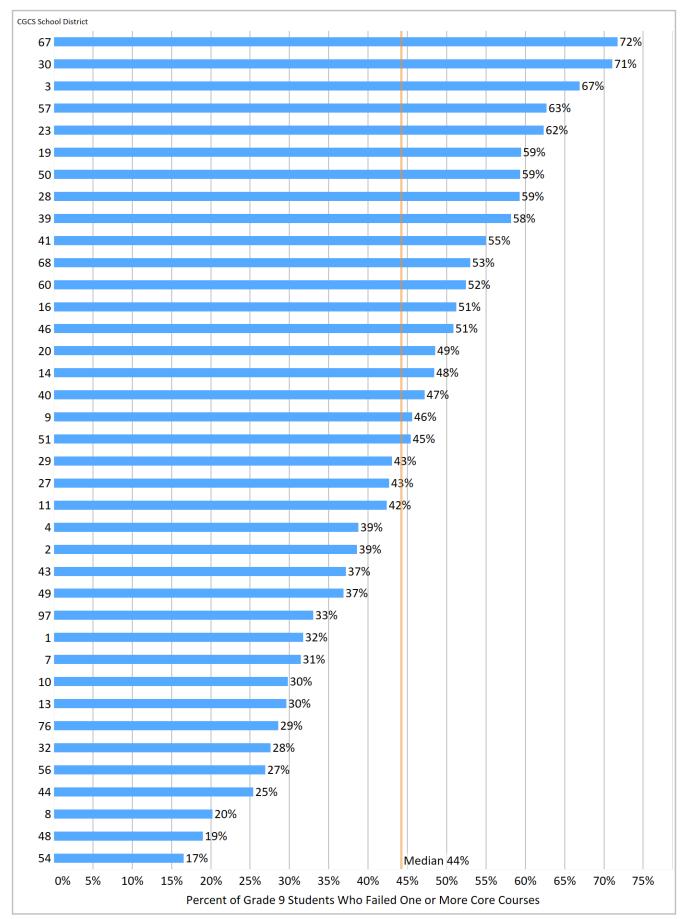


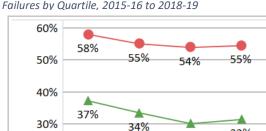
Figure 2.4. Percentage of Black Male Ninth Grade Students Who Failed One or More Core Courses, 2018-19

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.



32%

18-19

30%

17-18

Miami

Seattle

Norfolk

Wichita

Orange County

San Antonio

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

Best Quartile for Overall Performance

16-17

- (2018-19)
- Anchorage

20%

10%

0%

Upper Quartile

Lower Quartile

- Broward County
 - Palm Beach
- ChicagoDuval County
 - Hillsborough

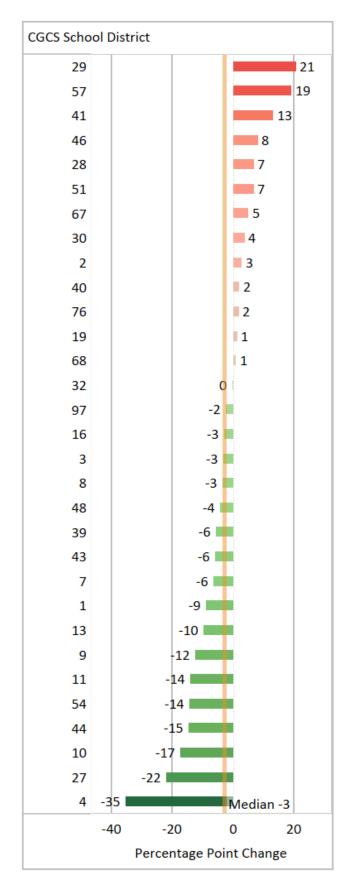
15-16

• Long Beach

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

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

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



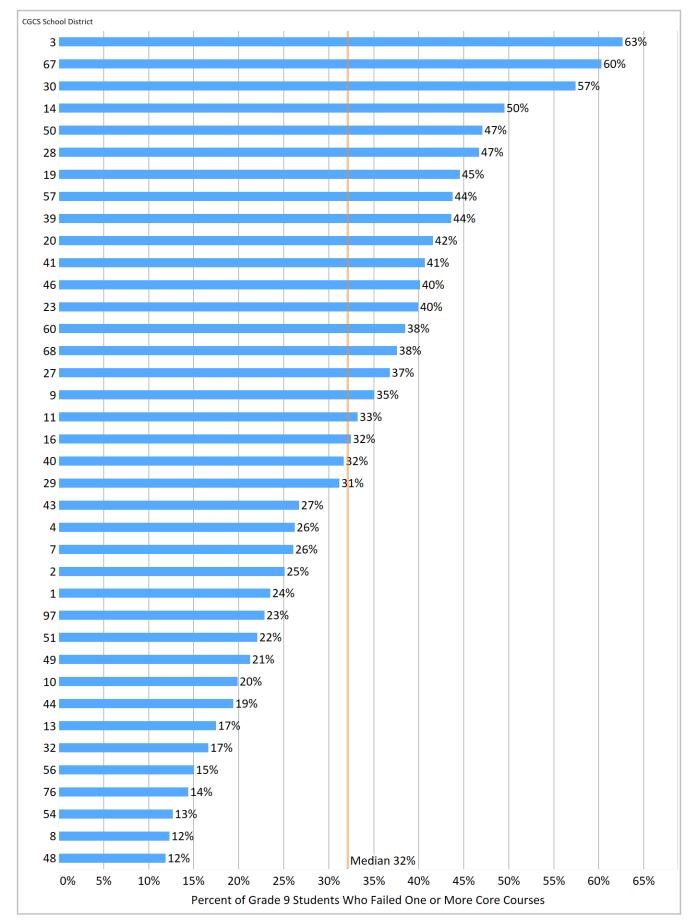


Figure 2.7. Percentage of Black Female Ninth Grade Students Who Failed One or More Core Courses, 2018-19

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.

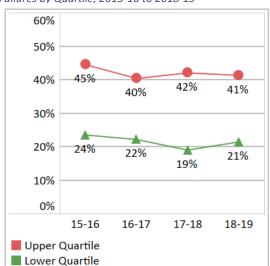


Figure 2.9. Trends in Black Female Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19

Best Quartile for Overall Performance (2018-19)

٠

Palm Beach

San Antonio

Los Angeles

Oklahoma City

San Antonio

Norfolk

Wichita

- **Broward County** Miami
- Chicago
 - **Oklahoma** City **Duval County Orange County**
- **Guilford County**
 - Hillsborough
- Long Beach

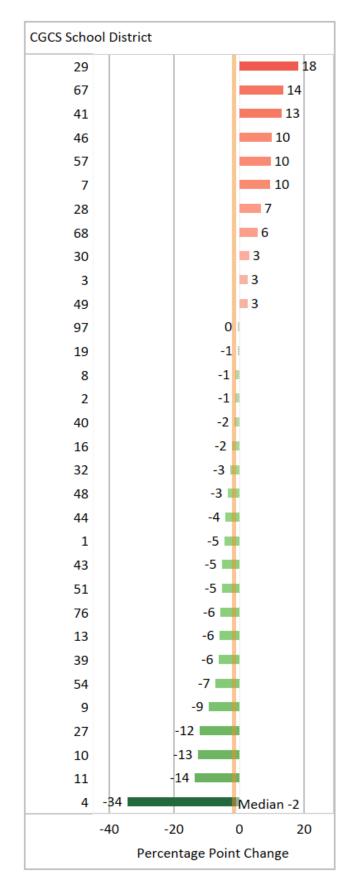
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

•

•

- Broward County ٠
- Chicago
- Clark County
- Hillsborough
- Houston

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



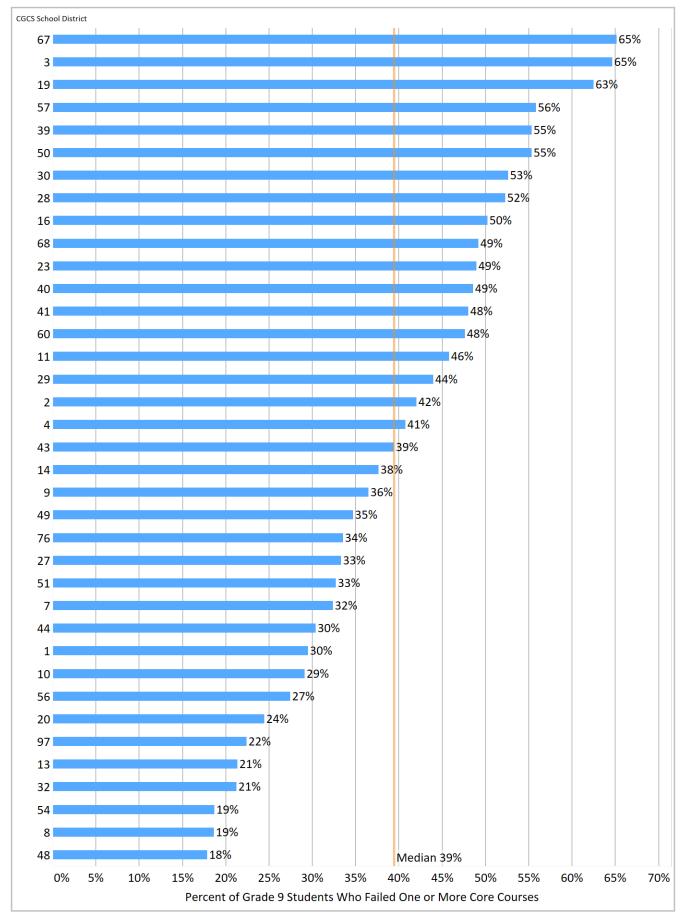


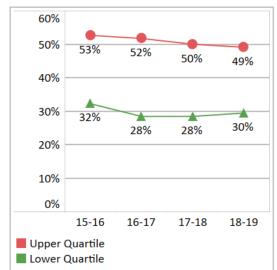
Figure 2.10. Percentage of Hispanic Male Ninth Grade Students Who Failed One or More Core Courses, 2018-19

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)

Orange County

Palm Beach

Pinellas

Seattle

Seattle

Wichita

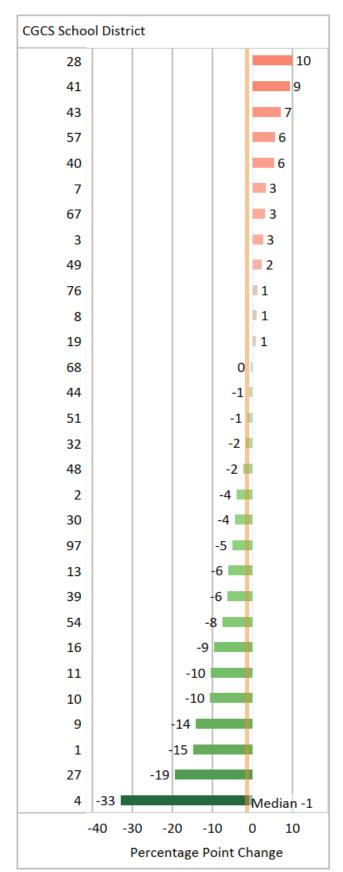
- Broward County
 Miami
- Chicago
- Cincinnati
- Duval County
- Hillsborough
- Long Beach

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

•	Chicago	•	Norfolk
•	Clark County	•	San Diego

- Hillsborough
- Houston
- Los Angeles

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



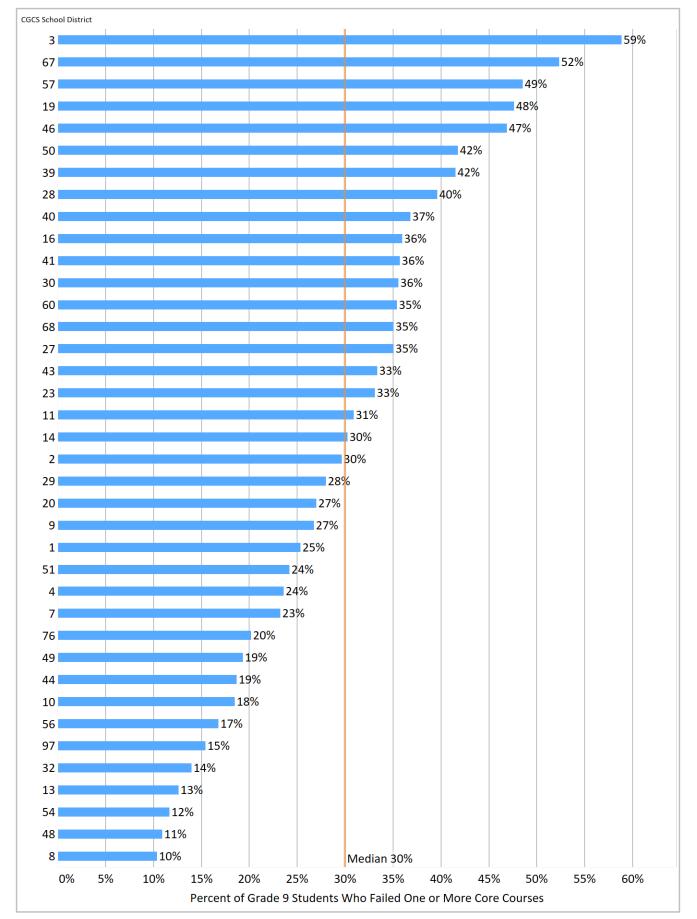


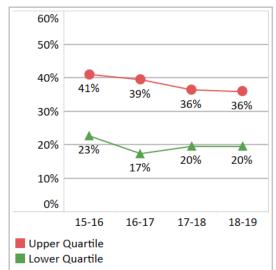
Figure 2.13. Percentage of Hispanic Female Ninth Grade Students Who Failed One or More Core Courses, 2018-19

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)

Orange County

Palm Beach

Milwaukee

Norfolk

Wichita

San Diego

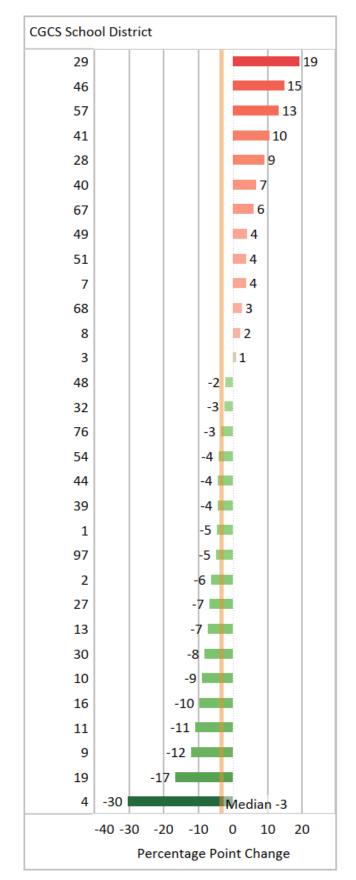
Pinellas

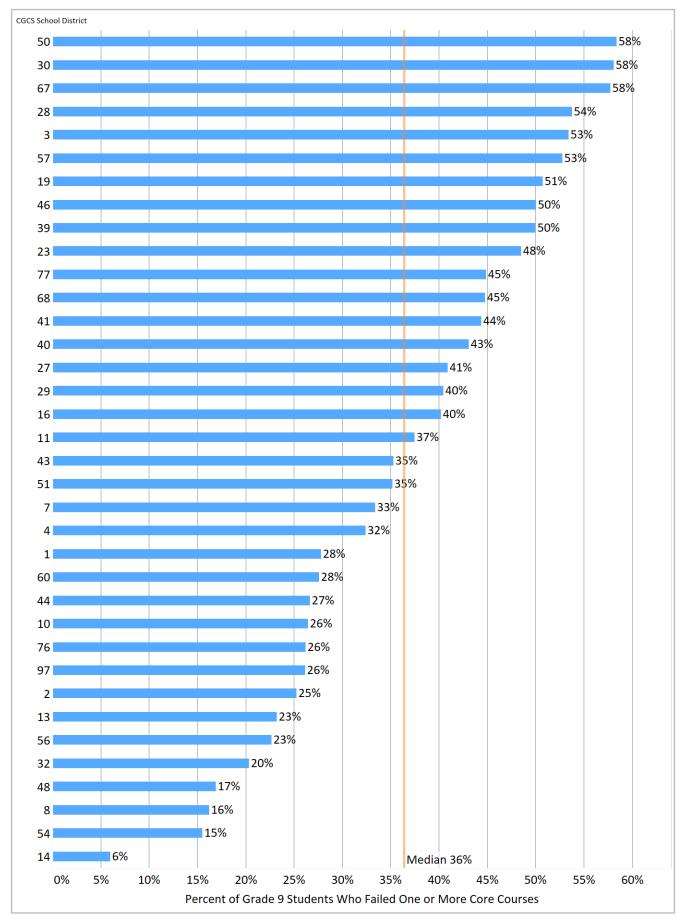
- Broward County
 Miami
- Chicago
- Duval County
- Guilford County
 - Hillsborough San Antonio
- Long Beach

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

- Broward County
- Clark County
- Dayton
- Hillsborough
- Los Angeles

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

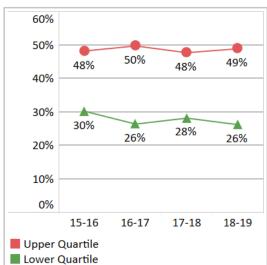


Figure 2.18. Trends in Free or Reduced-Price Lunch Ninth Grade Course Failures by Quartile, 2015-16 to 2018-19

Best Quartile for Overall Performance (2018-19)

Orange County

Palm Beach

Pinellas

Richmond

Richmond

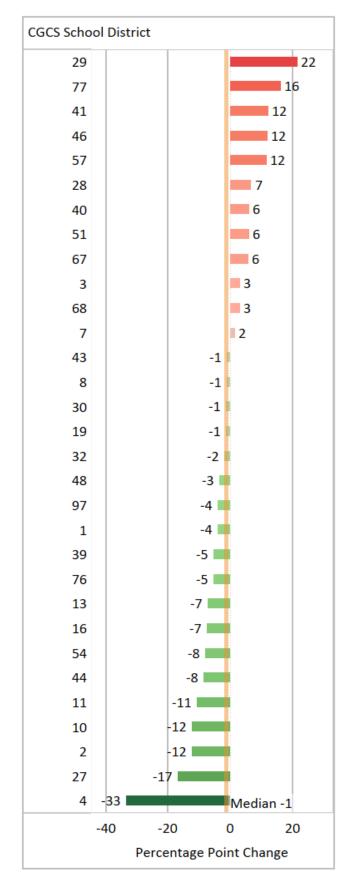
San Diego

Wichita

San Antonio

- Albuquerque
- Broward County
- Chicago
- Hillsborough
- Long Beach
- Miami
 - Best Quartile for Percentage Point Change (2015-16 to 2018-19)
- Broward County
 Norfolk
- Chicago
- Duval County
- Hillsborough
- Los Angeles

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



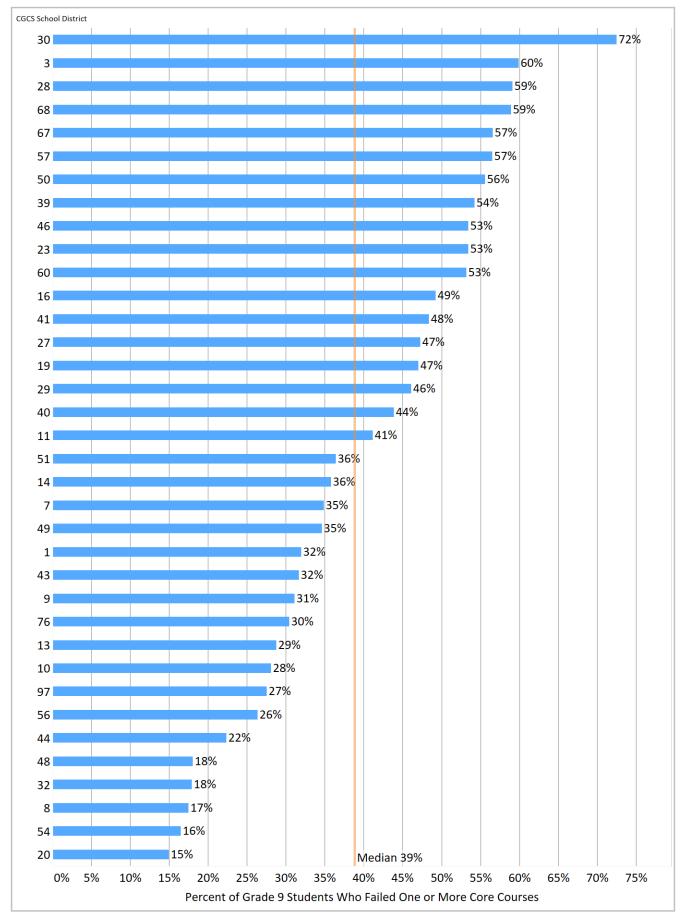
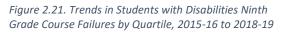


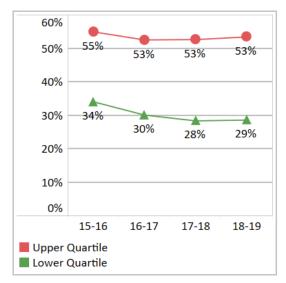
Figure 2.19. Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19

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.





Best Quartile for Overall Performance (2018-19)

Miami

Pinellas

Norfolk

San Diego

Orange County

Palm Beach

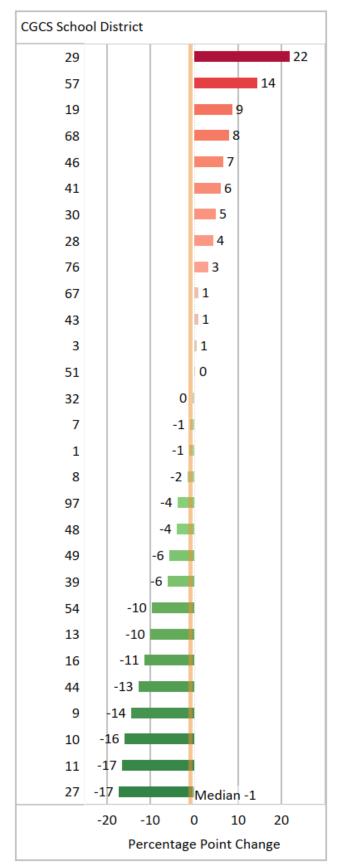
San Antonio

- **Broward County**
- Chicago
- Cincinnati
- **Duval County**
- Hillsborough
- Long Beach

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

- Broward County ٠ Houston Los Angeles
- Chicago
 - **Clark County**
 - **Duval County** •
- Hillsborough

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



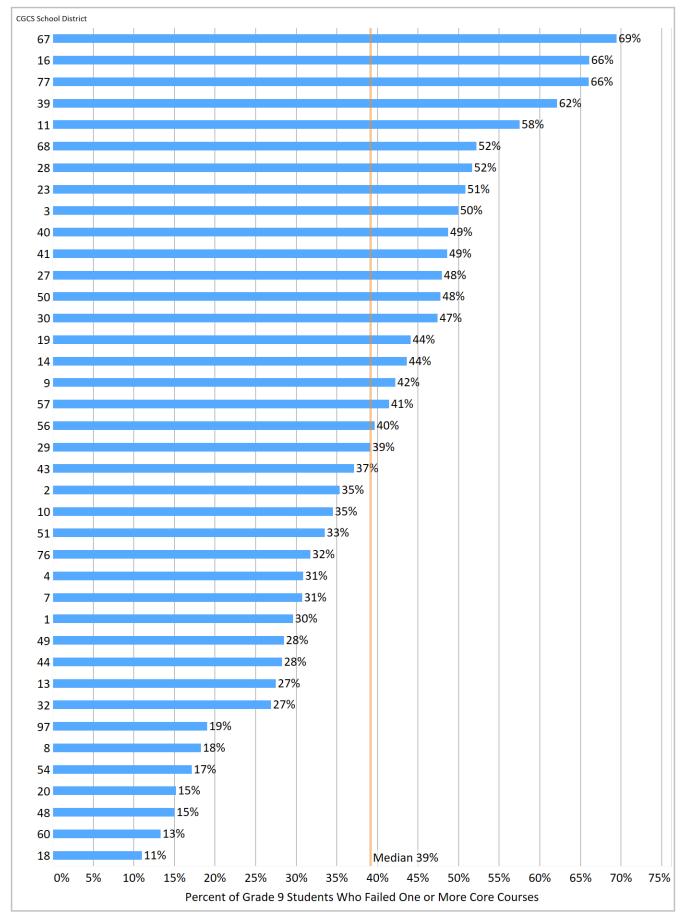


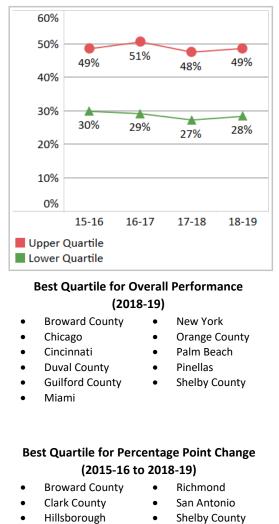
Figure 2.22. Percentage of Ninth Grade English Learners Who Failed One or More Core Courses, 2018-19

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

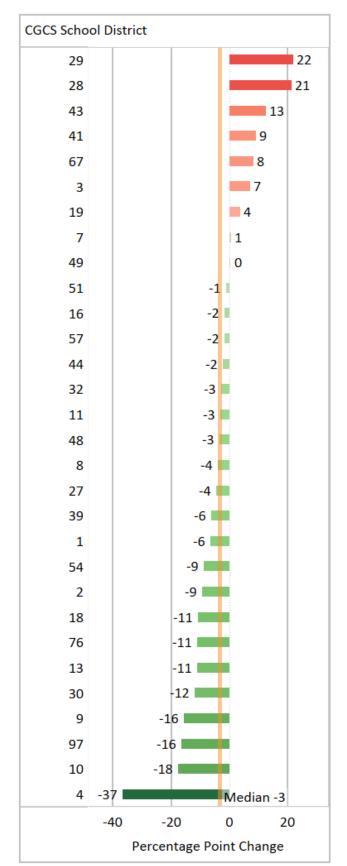


- Hillsborough
 - Milwaukee

Wichita

Pinellas

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



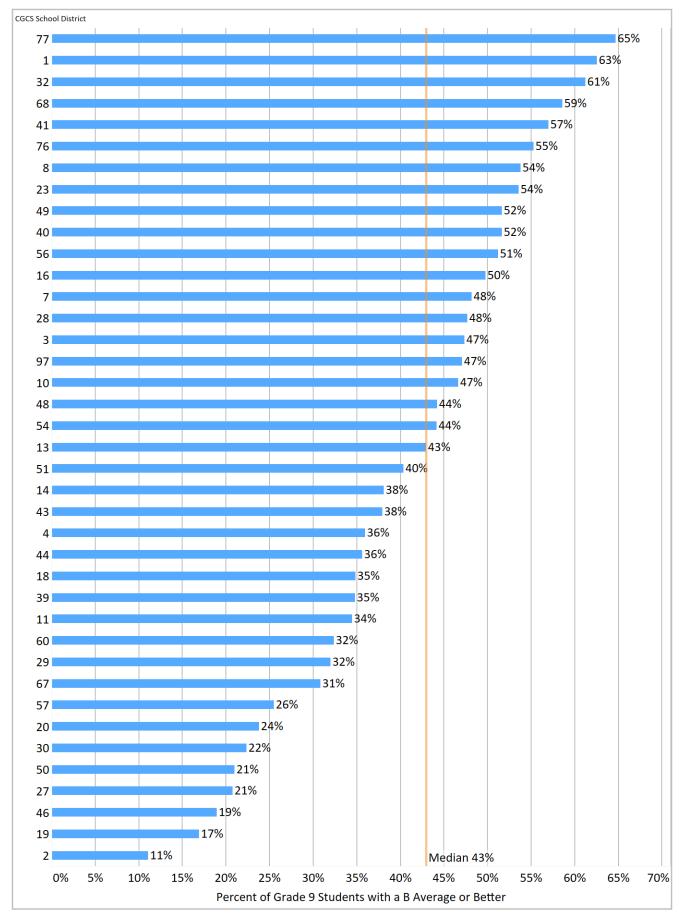


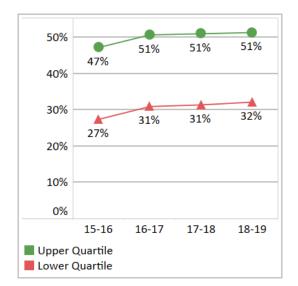
Figure 3.1. Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

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)

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•

•

- Arlington
- Charleston
- Dallas
 - **Guilford County**
 - Miami

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

- Anchorage •
- Atlanta • Hillsborough
- Palm Beach • .
- Shelby County
- Milwaukee
- Pinellas

Palm Beach

San Antonio

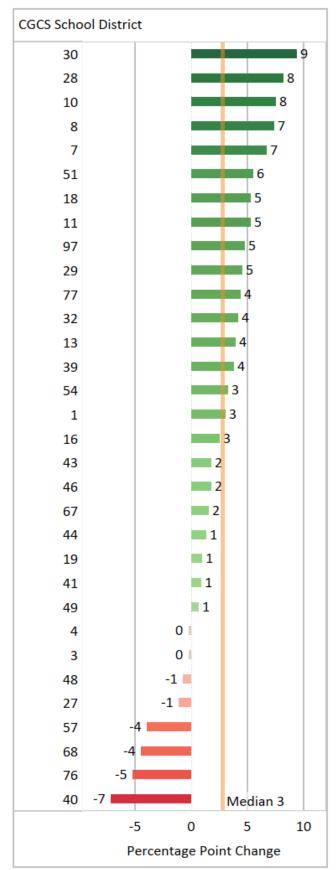
Seattle

San Francisco

Oklahoma City

- Los Angeles

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



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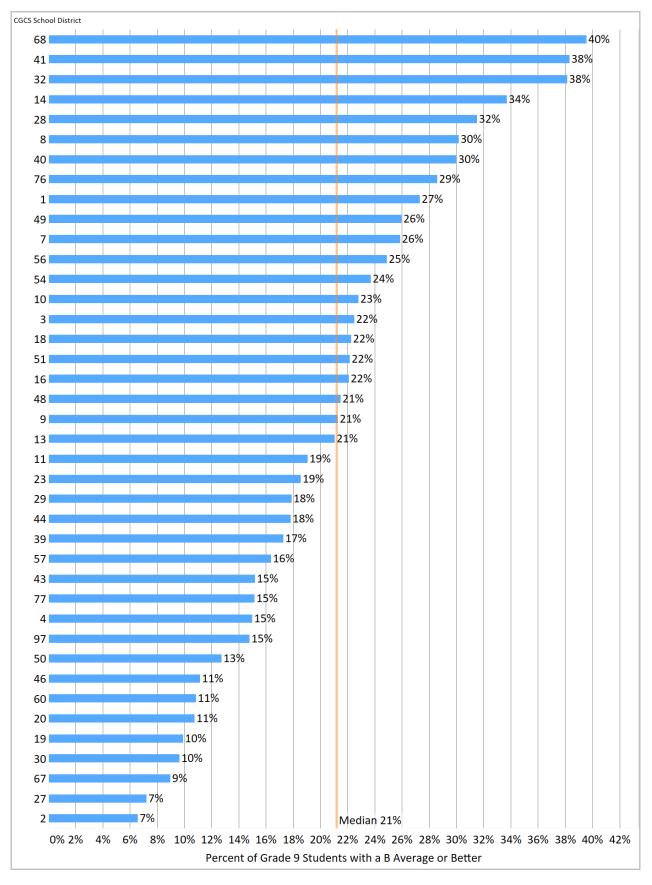


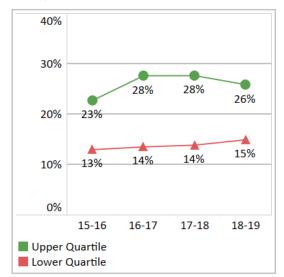
Figure 3.4. Percentage of Black Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

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)

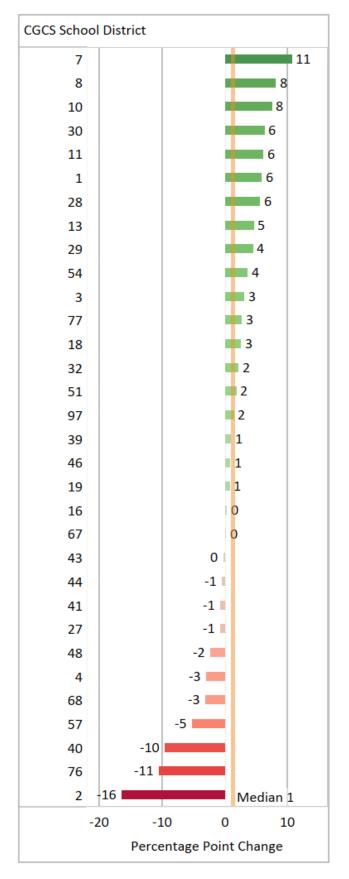
Guilford County Albuquerque • Arlington Miami Atlanta Palm Beach Dallas San Antonio Fort Worth Seattle

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

Milwaukee

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





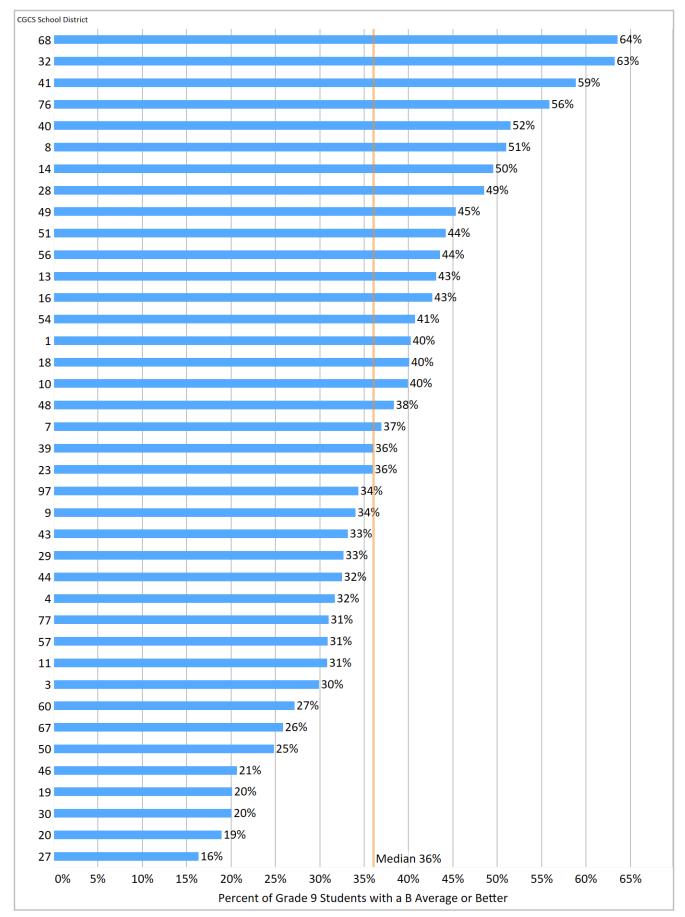


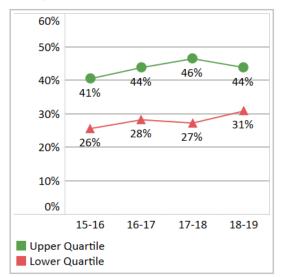
Figure 3.7. Percentage of Black Female Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

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 Guilford County
- Arlington
- Atlanta
- Dallas
- Fort Worth

Miami

Oklahoma City

Oklahoma City

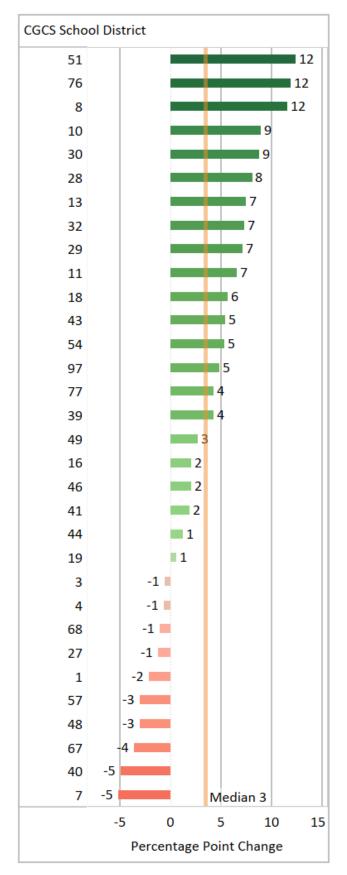
Palm Beach

San Antonio

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

- Atlanta •
- Broward County Palm Beach
- Hillsborough County
 San Antonio
- Miami
- Milwaukee





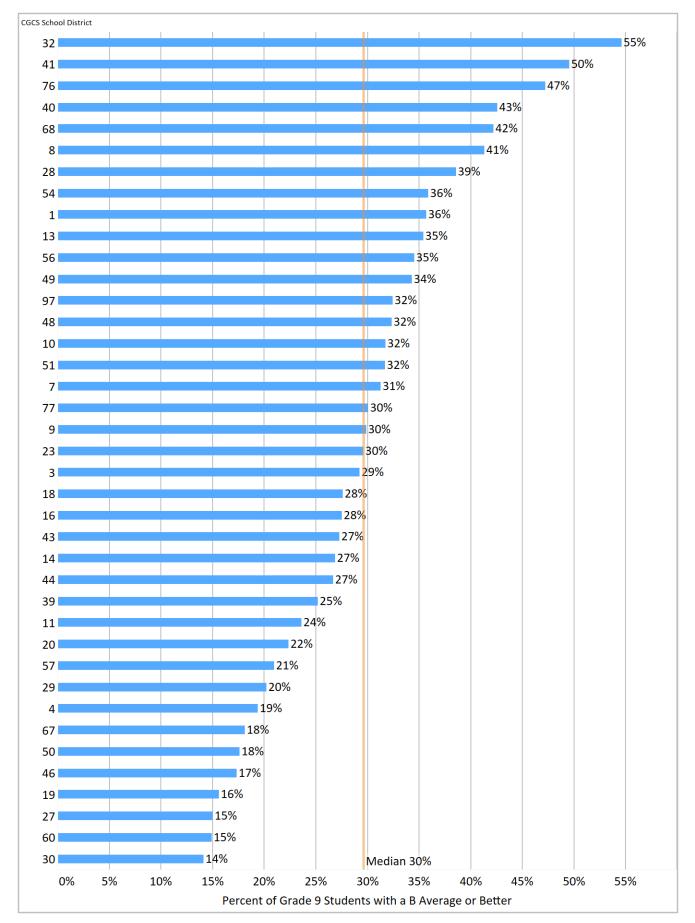


Figure 3.10. Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

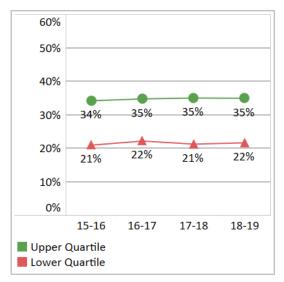
Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

better in An Grade white 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
 - Atlanta Broward County •
- Broward County
 - Chicago Dallas
- San AntonioSeattle

.

Fort Worth

Palm Beach

Miami

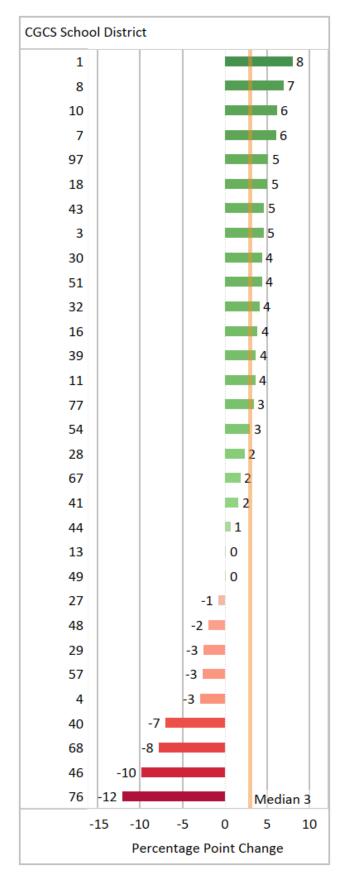
St Paul

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

•	Anchorage	•	Pittsburgh
•	Hillsborough	•	Seattle

- Milwaukee Shelby County
- Palm Beach
- Pinellas





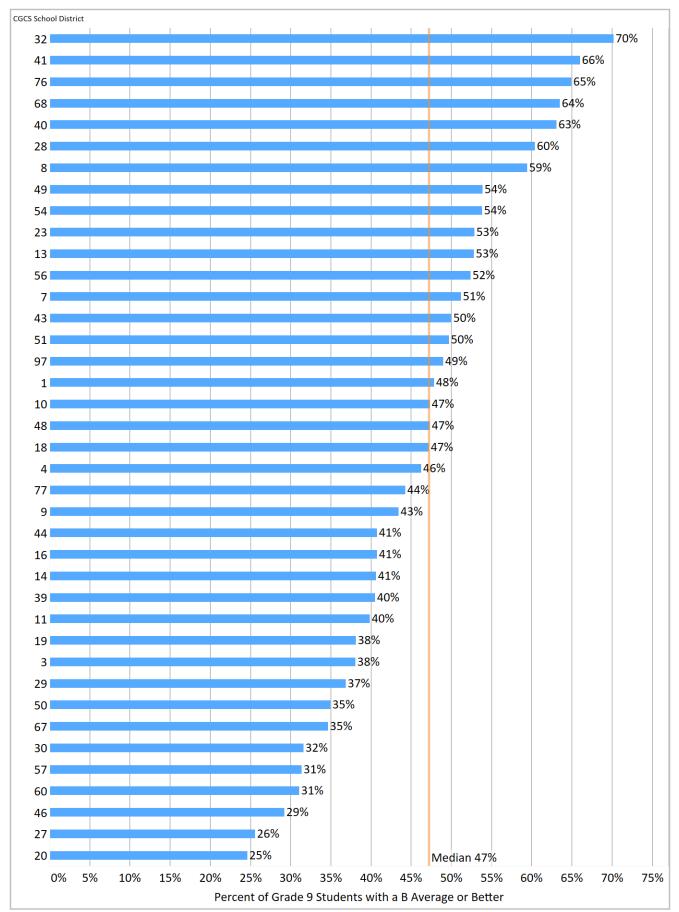


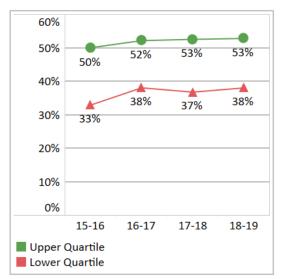
Figure 3.13. Percentage of Hispanic Female Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

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
- Guilford CountyMiami

Fort Worth

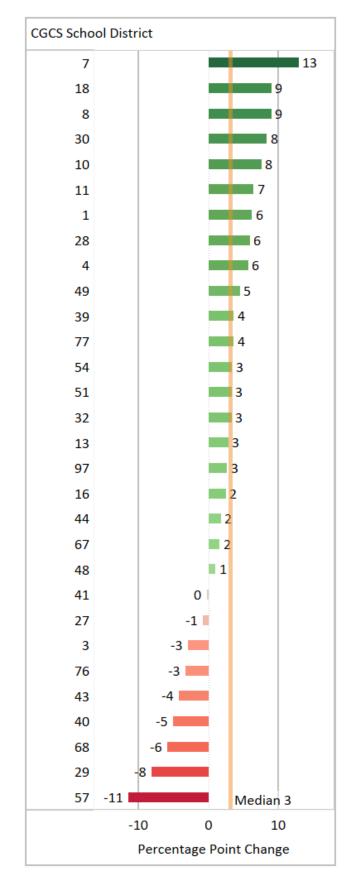
- Chicago
- Palm BeachSan Antonio
- Dallas

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

- AnchorageAtlanta
- Palm BeachSeattle
- Shelby County
- Wichita
- Los AnglesMilwaukee

Hillsborough

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



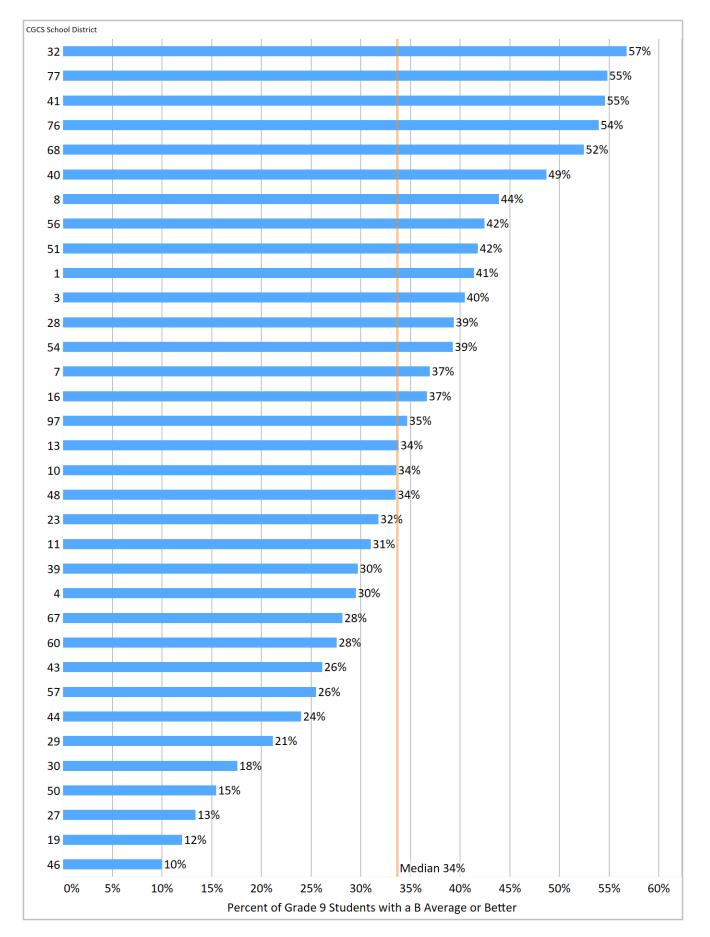


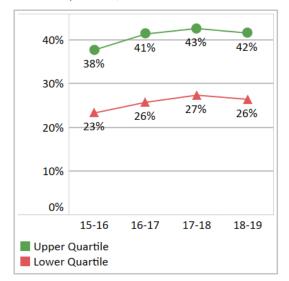
Figure 3.16. Percentage of Free or Reduced-Price Lunch Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2018-19

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

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

Anchorage

Hillsborough

- Atlanta
 - **Oklahoma** City **Broward County** Palm Beach ٠
 - Pinellas

•

•

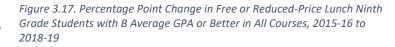
Oklahoma City

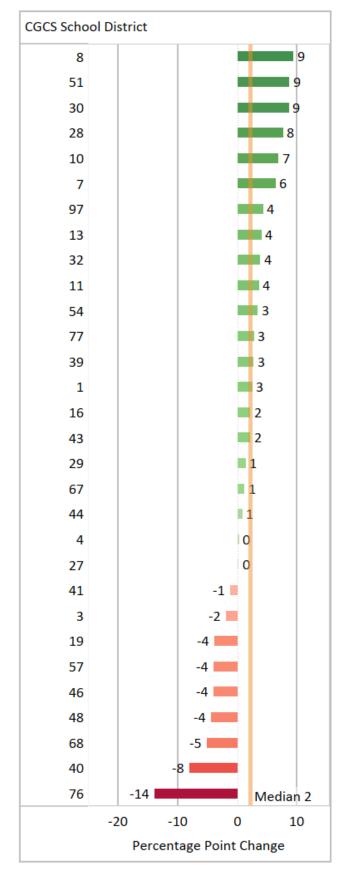
Palm Beach

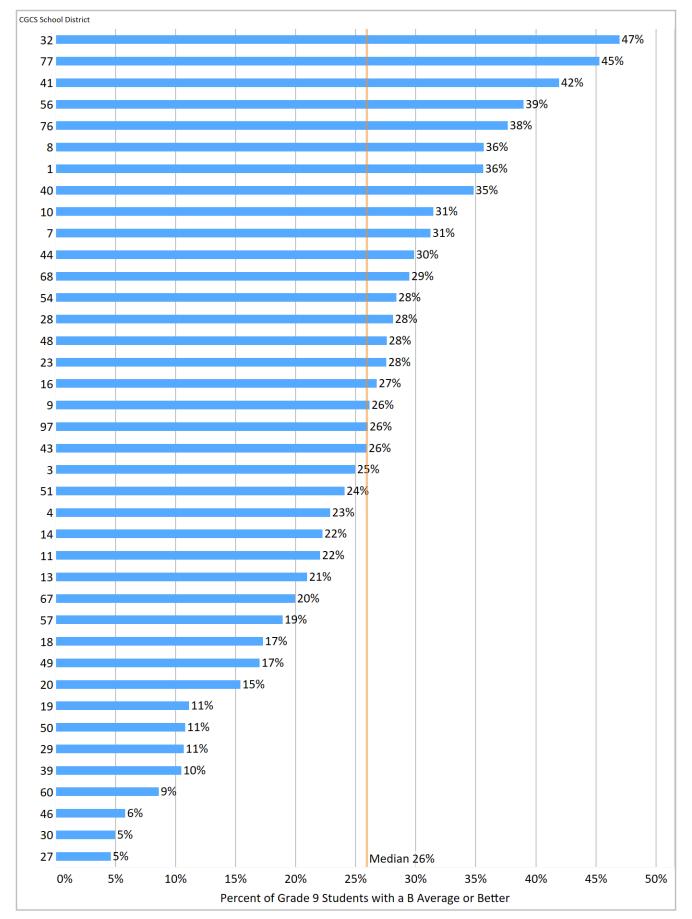
San Antonio

San Francisco

Milwaukee







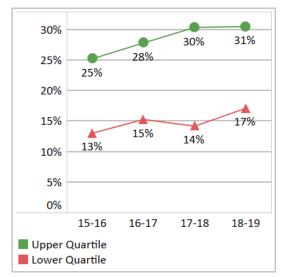


Percentage of Ninth Grade Students with Disabilities with a B Average GPA or **Better in All Grade Nine Courses**

Note: Higher values and larger increases are desired

- Figure 3.19: Total number of all ninth grade ٠ 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 ninthgrade 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	•	Miami
•	Dallas	•	Palm Beach
•	Duval County	•	San Antonio

- Duval County .
- Fort Worth
- Hillsborough
- Long Beach .

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

Anchorage **Orange County** •

San Francisco

San Francisco

Seattle

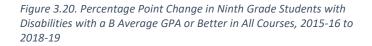
Palm Beach ٠

•

- **Broward County**
- Dallas
- Hillsborough

Atlanta

Los Angeles



CGCS School District				
77			14	
41			9	
11			8	
10			8	
48			7	
7			7	
28			7	
8			7	
13			7	
16			5	
97			5	
67			4	
18			4	
44			4	
1			4	
32			3	
30			3	
43			3	
39			2	
54			2	
51			1	
49		1	L	
19		0		
29		0		
3		0		
4		-1		
46		-2 📕		
27		-2 📕		
57		-6		
68	-11			
76	-17		Median 3	
	-20 -	10 0	10 20	
	Percentage Point Change			

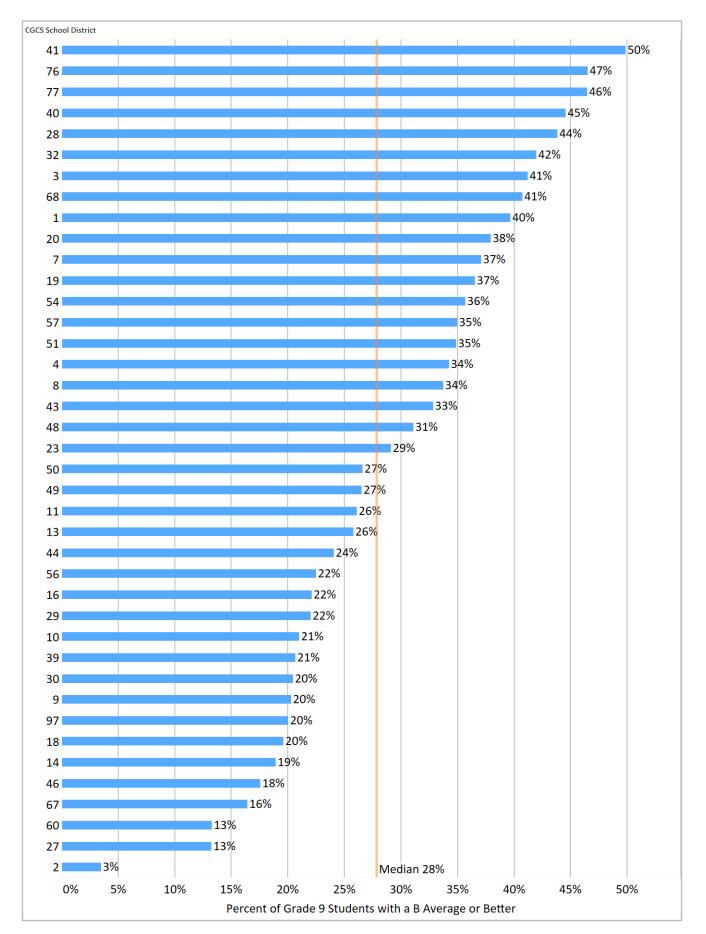


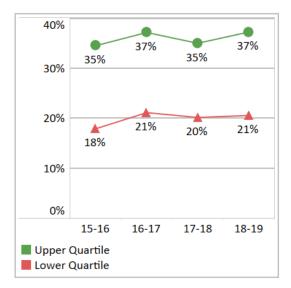
Figure 3.22. Percentage of Ninth Grade English Learners with a B Average GPA or Better in All Grade Nine Courses, 2018-19

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	٠	Miami
•	Atlanta	•	San Antonio
٠	Cincinnati	•	San Francisco
•	Dallas	•	Seattle

Fort Worth

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

•

•

St Paul

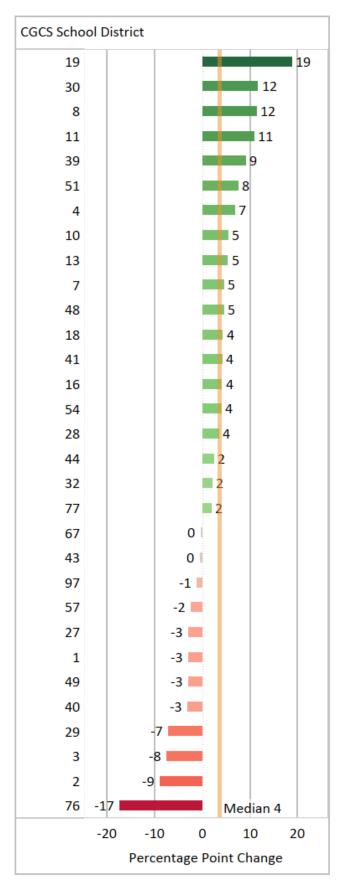
Oklahoma City

Palm Beach

Wichita

- Dayton
- Hillsborough
- Houston
- Los Angeles
- Milwaukee

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



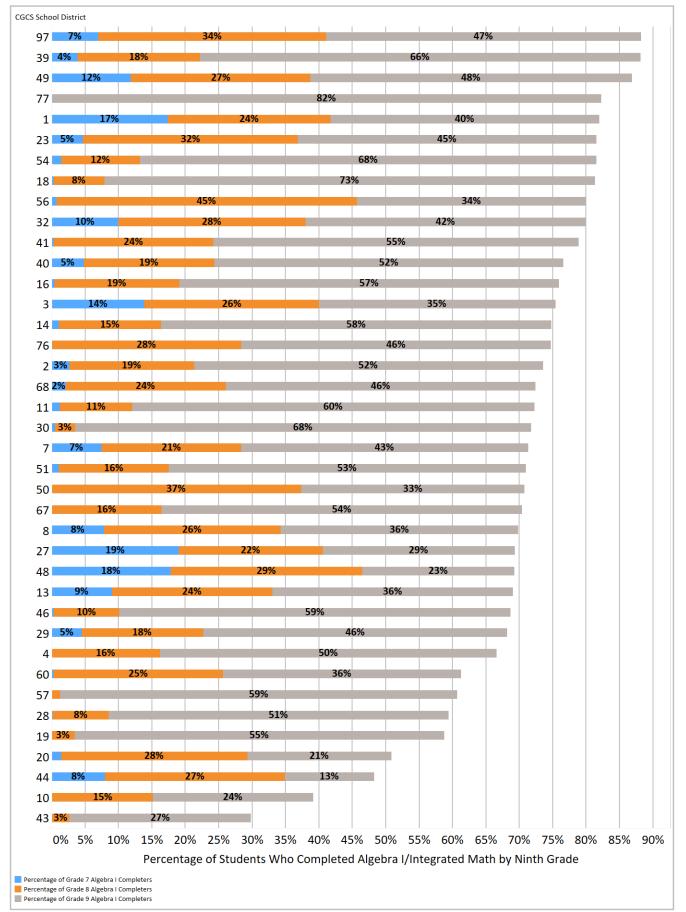


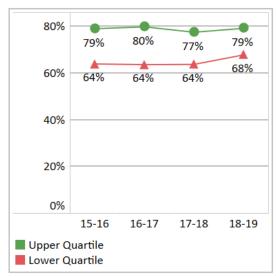
Figure 4.1. Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

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)

	,	- /	
٠	Charleston	٠	Miami
٠	Chicago	٠	Pinellas
•	Dallas	٠	San Francisco
•	Guilford County	•	Seattle

- **Guilford County**
 - Houston Shelby County
- Long Beach

Atlanta

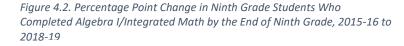
Los Angeles

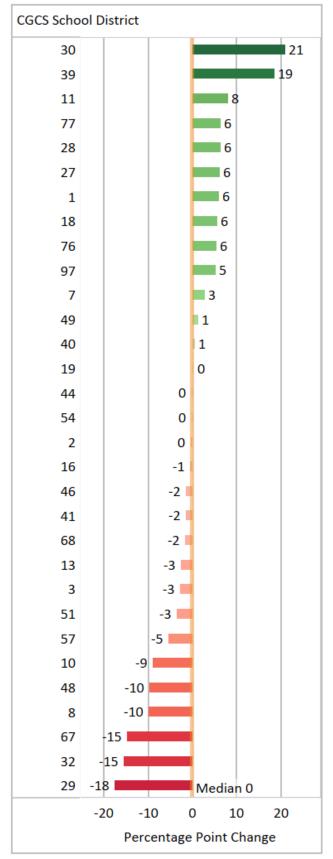
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

San Antonio San Francisco

Shelby County

- Houston
 - Seattle
- Milwaukee
- Norfolk





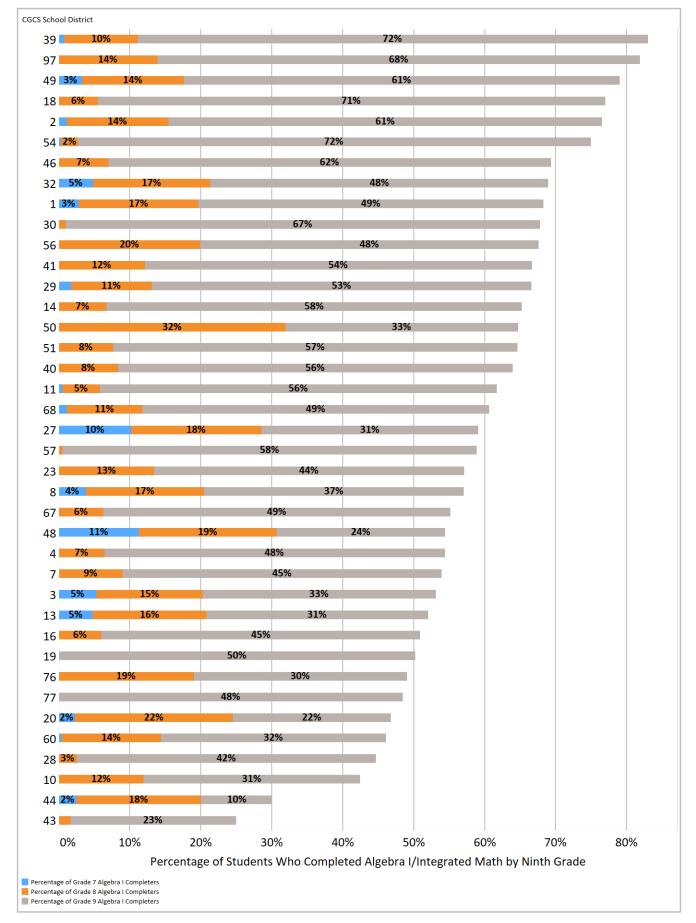


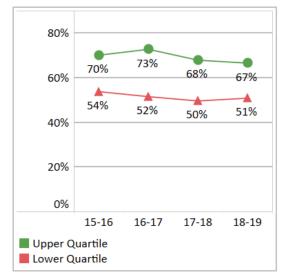
Figure 4.4. Percentage of Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

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)

٠

٠

- Baltimore City
- Chicago
- Dallas
- Guilford County
- Long Beach
- Miami

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

- Anchorage Pinellas Fort Worth • San Francisco
- Fort WorthLos Angeles

Norfolk

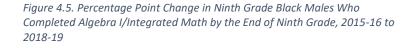
- Seattle
 - Shelby County

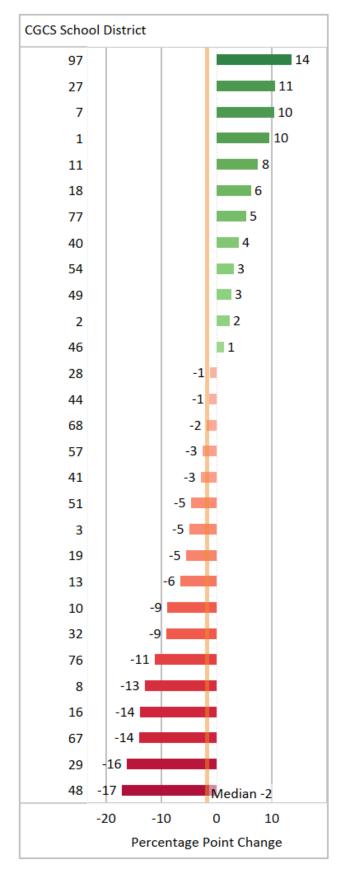
Pinellas

Seattle

Richmond

Shelby County





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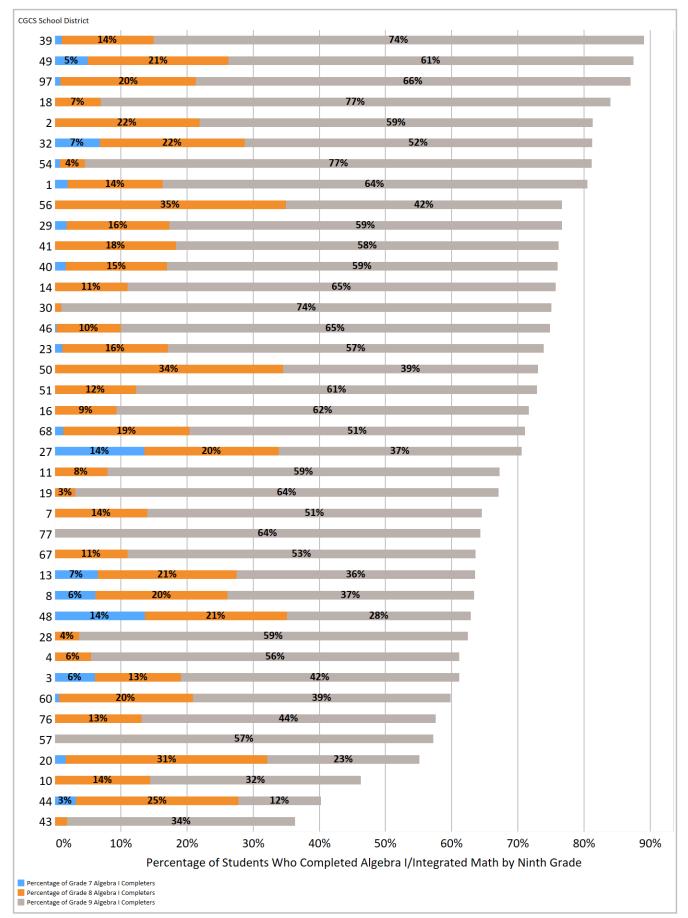


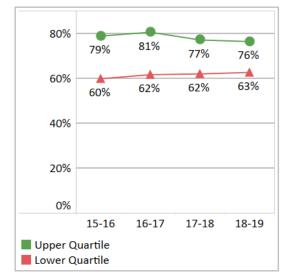
Figure 4.7. Percentage of Black Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

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
 Richmond
- Guilford County Seattle
- Houston
- Long Beach

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

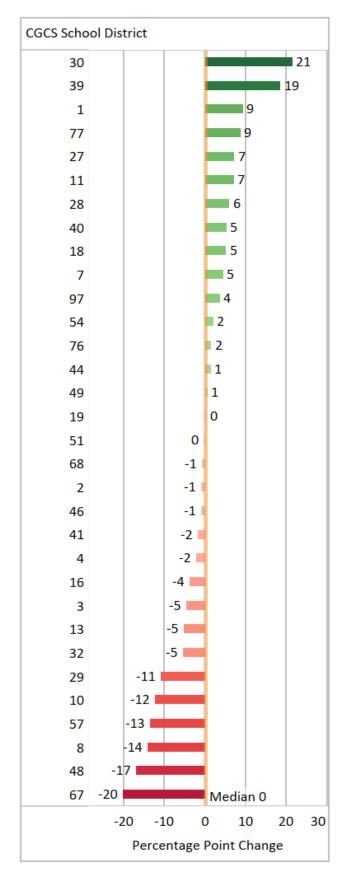
Shelby County

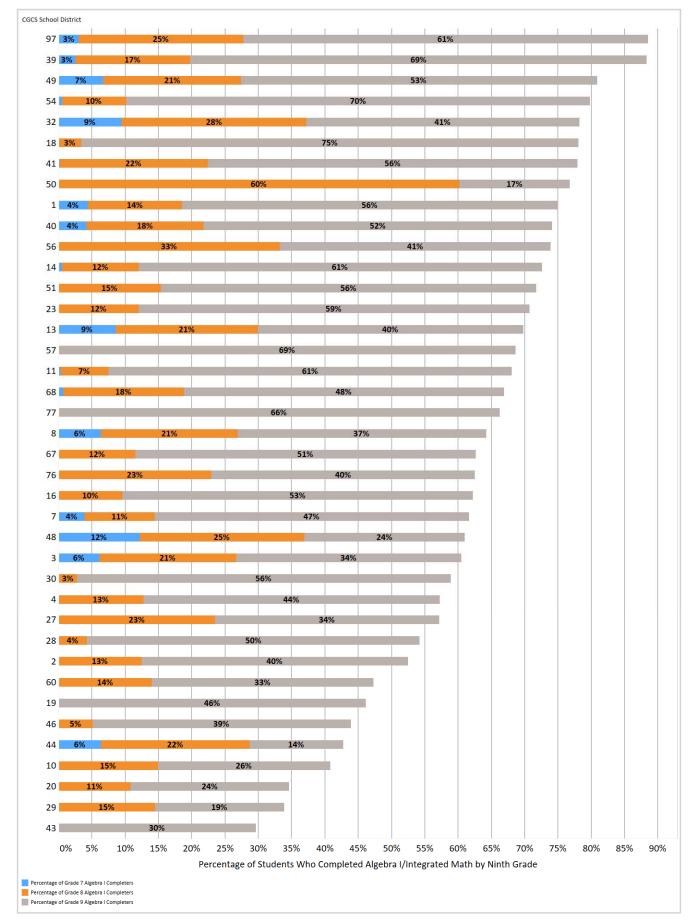
San Francisco

Seattle

- Atlanta
 Fort Worth
 Milwaukee
 Norfolk
- Houston
- Los Angeles

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





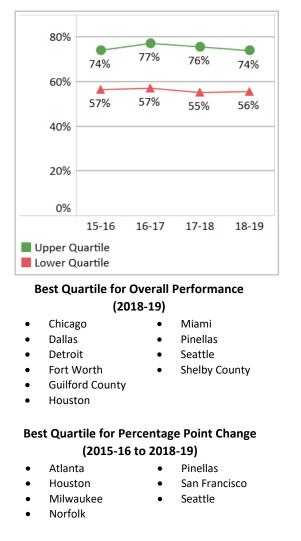


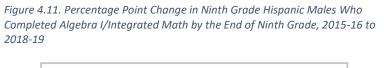
Percentage of Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade

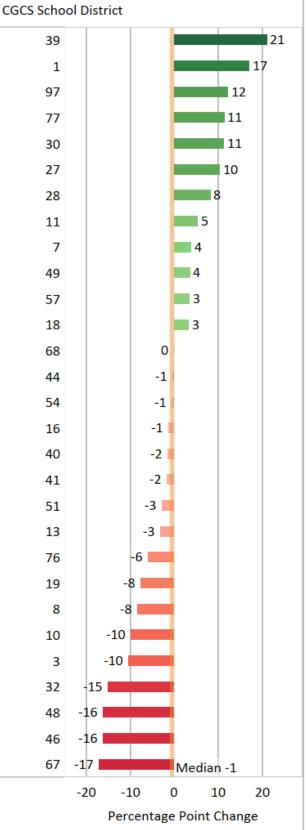
Note: Higher values and larger increases are desired

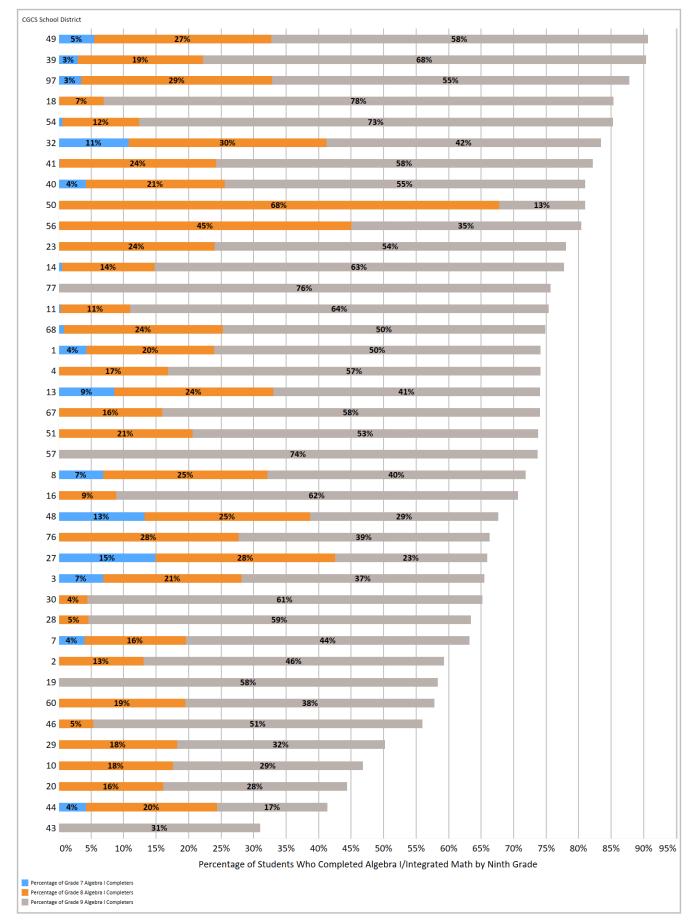
- Figure 4.10: Total number of Hispanic males that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Hispanic males in each grade.
- Figure 4.11: Percentage point difference in Hispanic males who completed Algebra I or equivalent by the 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











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

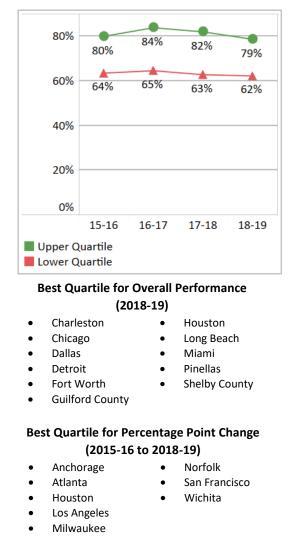
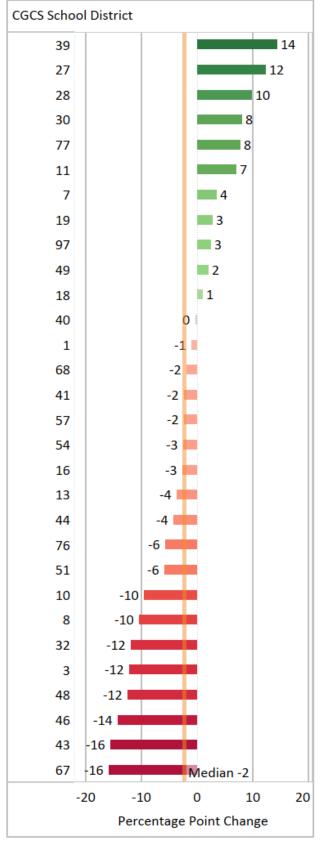


Figure 4.14. Percentage Point Change in Ninth Grade Hispanic Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16 to 2018-19



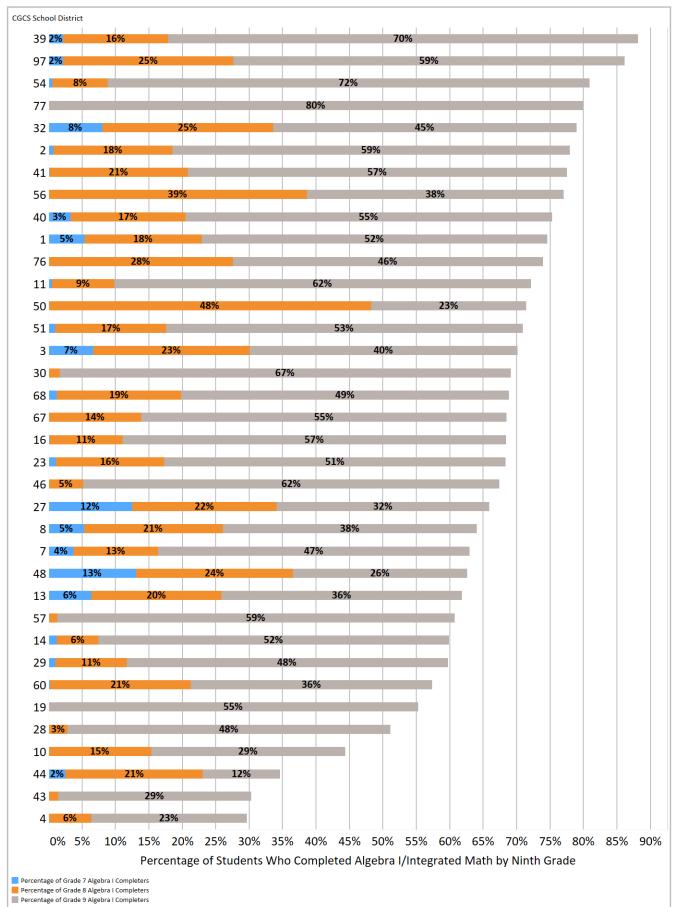


Figure 4.16. Percentage of Free or Reduced-Price Lunch Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

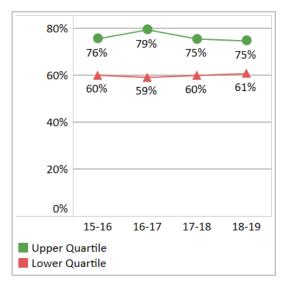
Council of The Great City Schools

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 Pinellas Richmond
- Dallas
- San Francisco

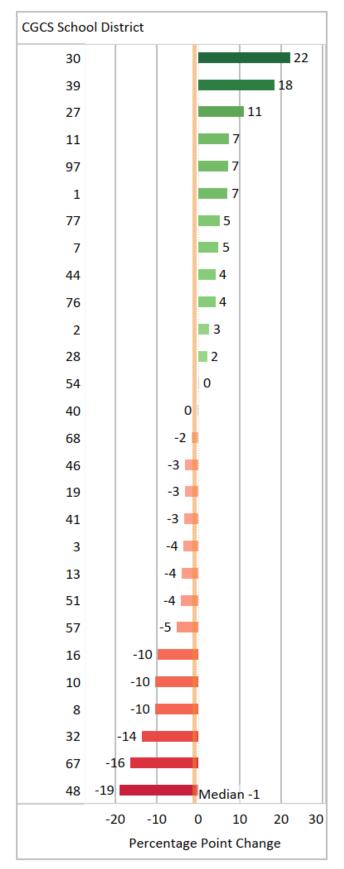
Seattle

- Fort Worth Houston
- Long Beach
- Miami
- **Best Quartile for Percentage Point Change** (2015-16 to 2018-19)

•	Houston	•	Pinellas
•	Los Angeles	•	Seattle

- Milwaukee Toledo
- Norfolk

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



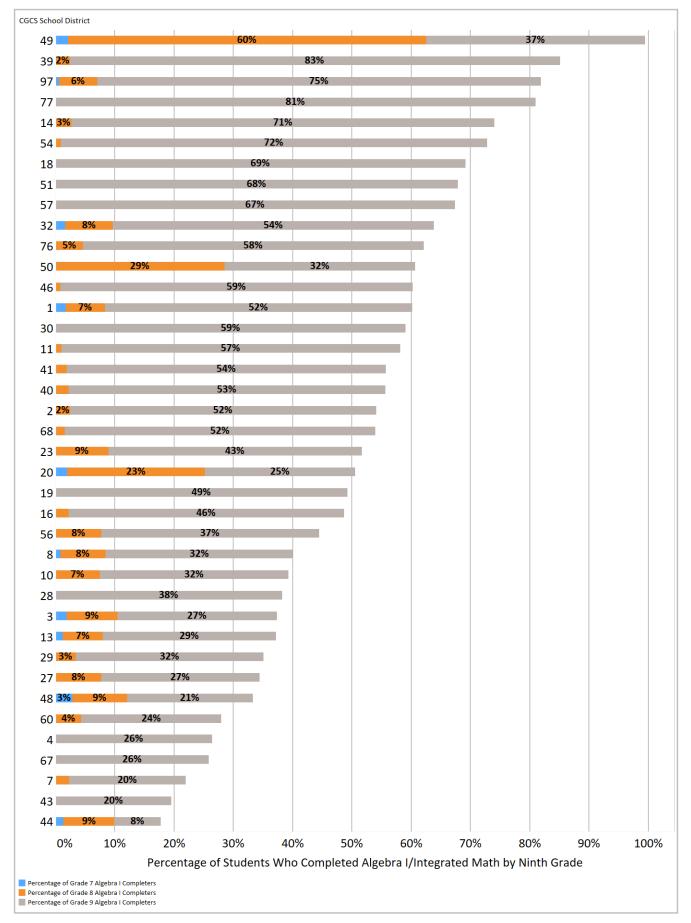


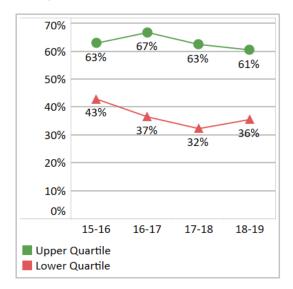
Figure 4.19. Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

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)

San Antonio

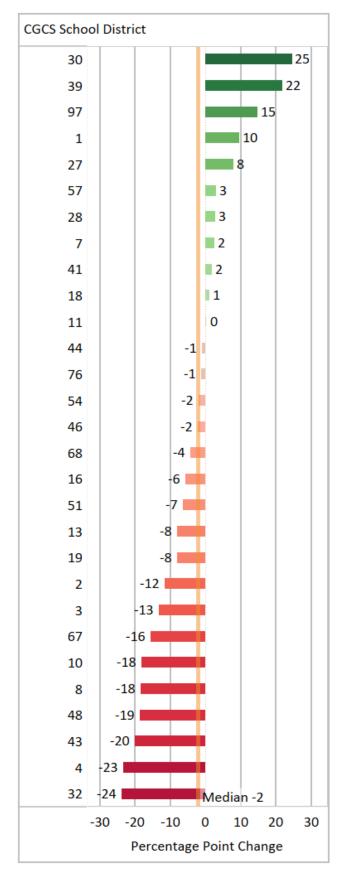
Shelby County

- Oklahoma City Albuquerque Pinellas
- Chicago
 - Cleveland
- Detroit
- Houston
- Miami

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

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

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



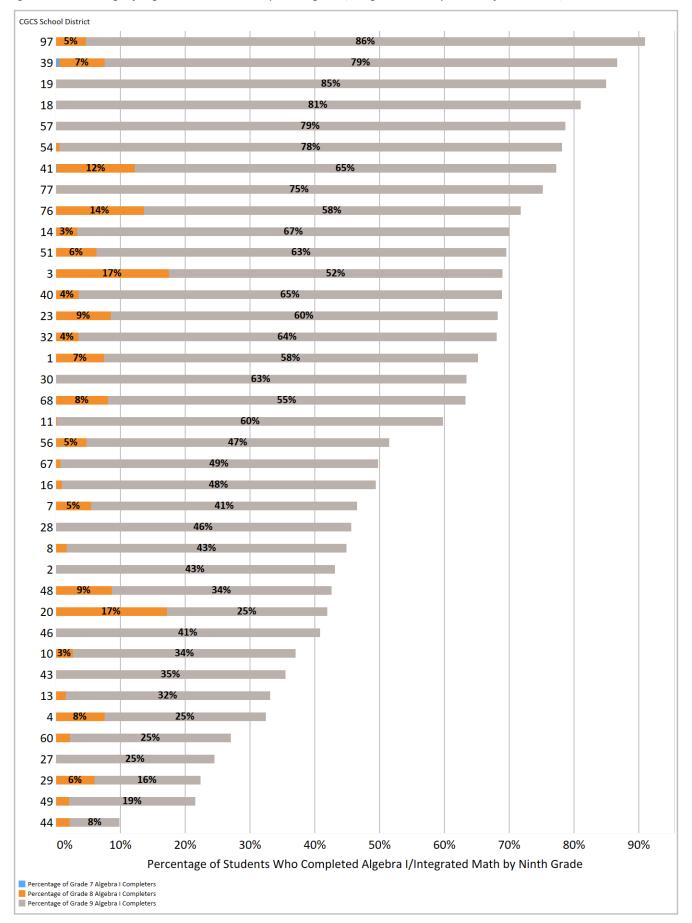


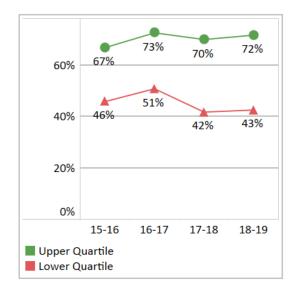
Figure 4.22. Percentage of English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19

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 Pinellas San Antonio
- Cleveland
- Dallas
- Dayton
- Detroit
- Houston

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

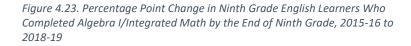
- Richmond Atlanta .
 - San Francisco

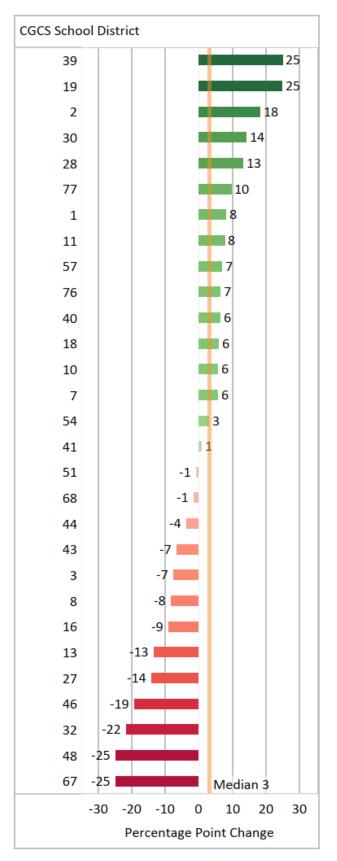
San Francisco

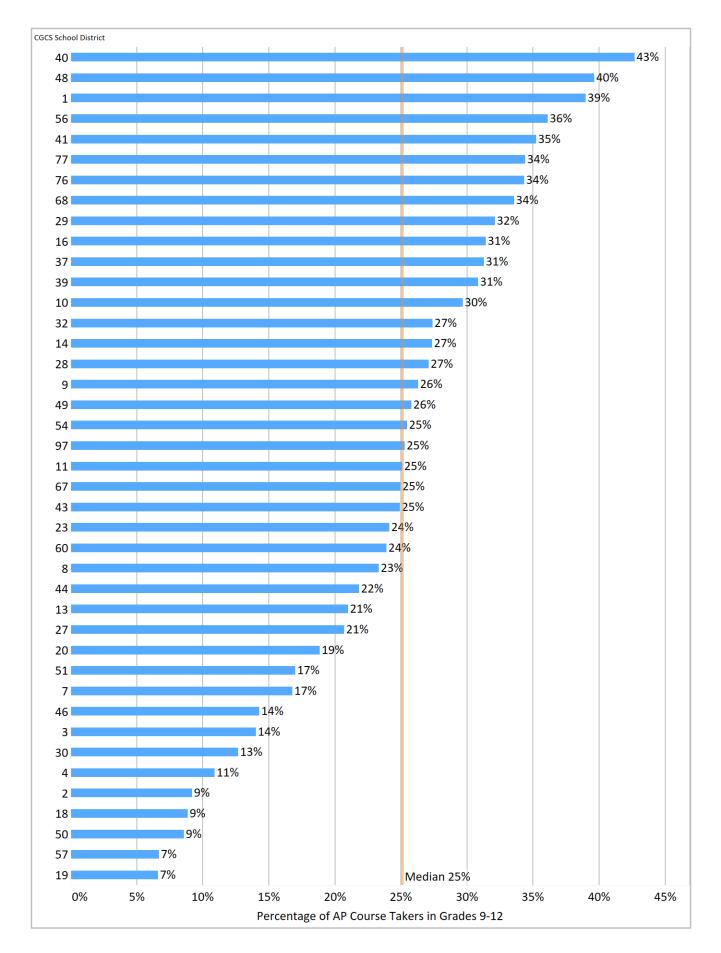
Shelby County

- Seattle
- Houston Milwaukee

Dayton



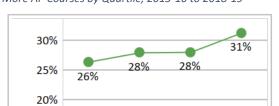




Percentage of Secondary Students Who Took One or More AP Courses

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.



18%

16-17

17%

17-18

San Antonio

San Francisco

San Diego

Pittsburgh

Seattle

San Antonio

17%

18-19

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)

- Orange County
- ArlingtonDallas
- D.C.

15%

10%

5%

0%

Upper Quartile

Lower Quartile

.

14%

15-16

- •
- Fort WorthLong Beach
- Seattle

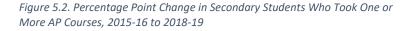
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

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- Arlington
- Atlanta
- Baltimore
- Dallas
- D.C.
- Orange County



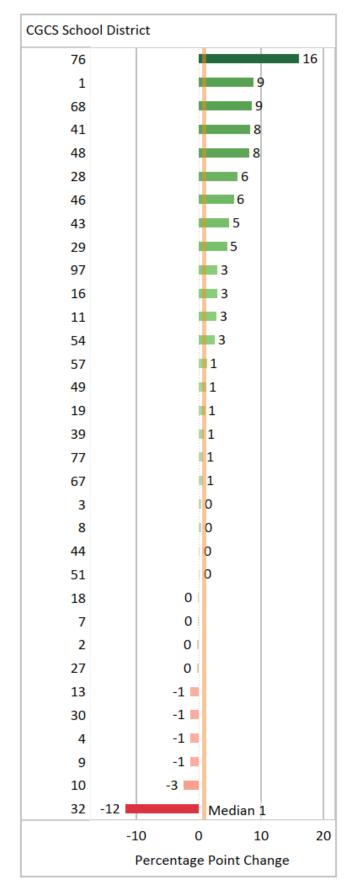
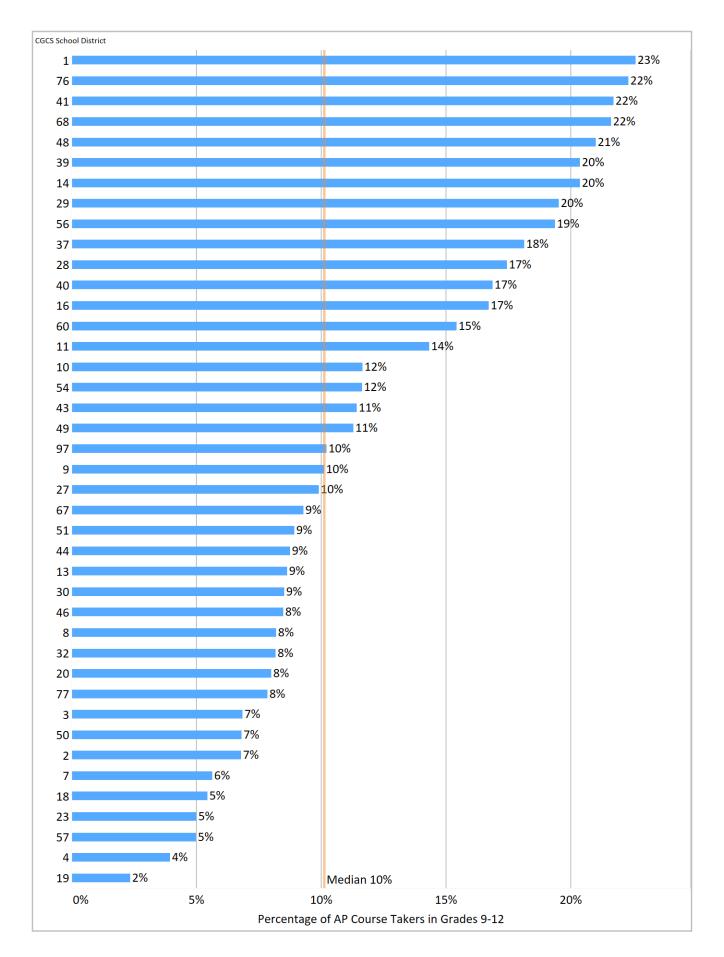


Figure 5.4. Percentage of Black Male Secondary Students Who Took One or More AP Courses, 2018-19

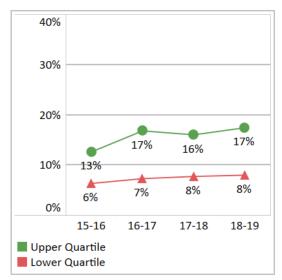


Percentage of Black Male Secondary Students Who Took One or More AP Courses

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)

Long Beach

San Antonio

Seattle

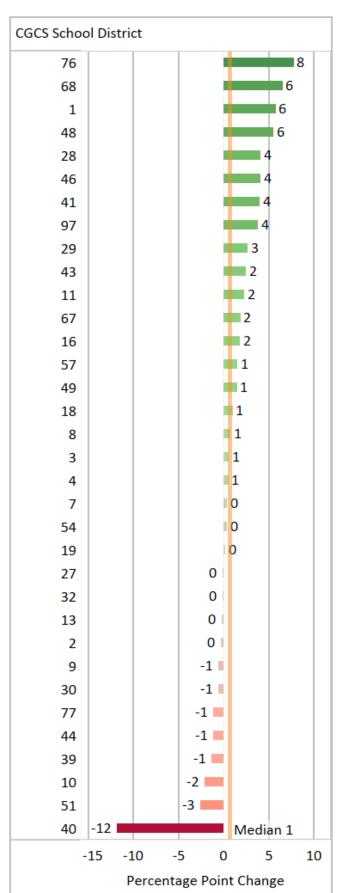
Orange County

- Albuquerque Houston
- Arlington
- Dallas
 - Denver
 - Denver
 - D.C.

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

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

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



CGCS School District 76 34% 33% 48 33% 41 33% 68 33% 56 30% 29 29% 14 29% 39 28% 1 40 27% 28 26% 26% 11 26% 16 26% 37 60 23% 9 21% 20% 10 19% 54 18% 51 18% 49 97 18% 27 17% 46 **1**7% 17% 67 16% 7 16% 43 16% 13 16% 44 77 16% 15% 32 15% 30 14% 8 14% 20 3 11% 11% 2 57 10% 10% 50 23 9%

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

18

4

0%

8%

10%

7%

7%

5%

Percentage of AP Course Takers in Grades 9-12

15%

Median 18%

20%

25%

35%

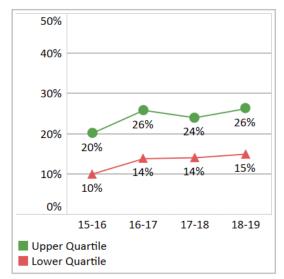
30%

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
- San AntonioSeattle

Houston

Long Beach

San Antonio

San Diego

Seattle

Orange County

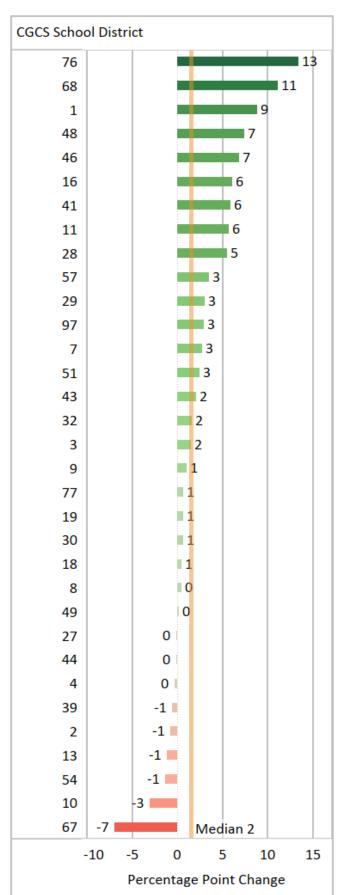
ort Worth

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

٠

- Arlington
- Baltimore City
- Dallas
- Los Angeles
- Orange County

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



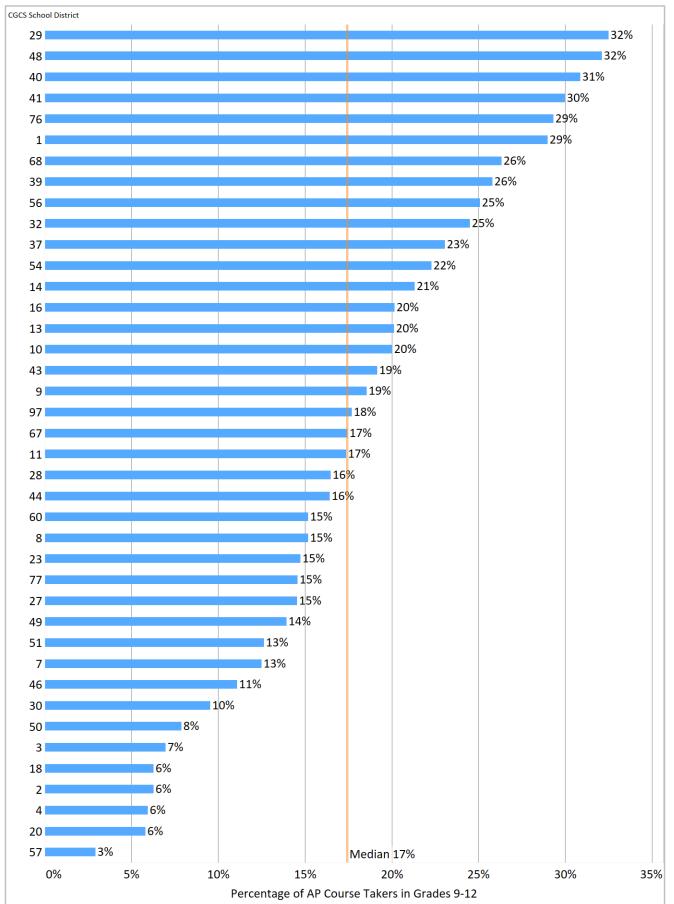


Figure 5.10. Percentage of Hispanic Male Secondary Students Who Took One or More AP Courses, 2018-19

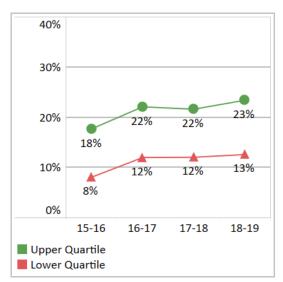
Percentage of Hispanic Male Secondary Students Who Took One or More AP

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

Orange County

Orange County

San Antonio

Seattle

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

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- Arlington
- Baltimore
- Chicago
- Dallas
- D.C.

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

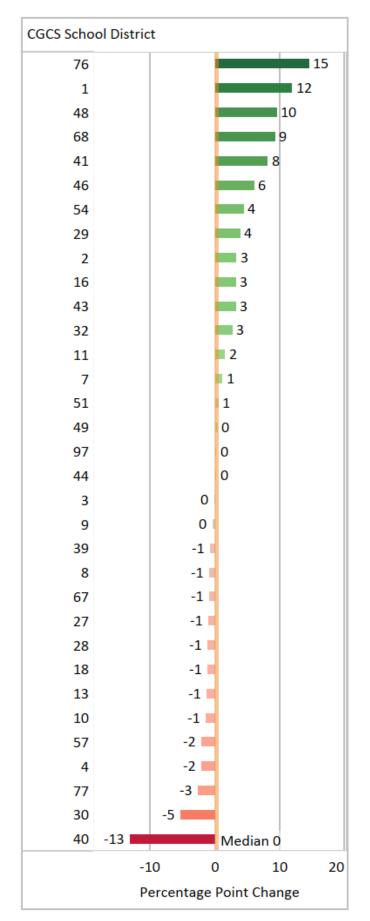
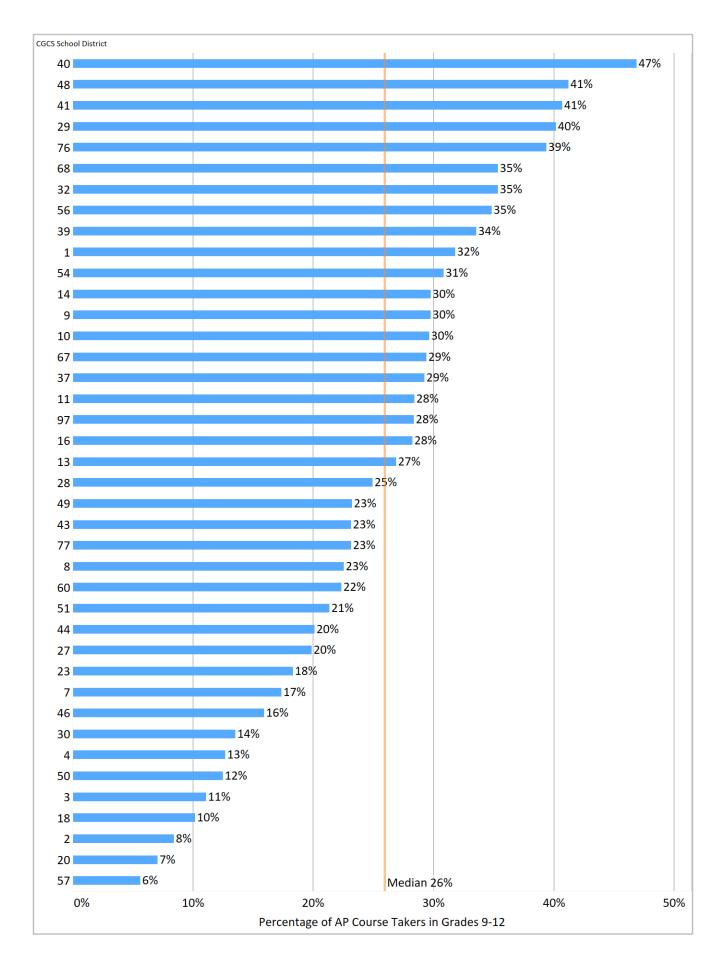


Figure 5.13. Percentage of Hispanic Female Secondary Students Who Took One or More AP Courses, 2018-19



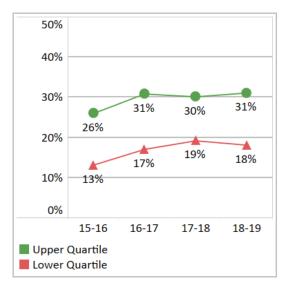
Percentage of Hispanic Female Secondary Students Who Took One or More AP

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
- San AntonioSeattle

Richmond

Seattle

San Antonio

Miami

Long Beach

Orange County

louston

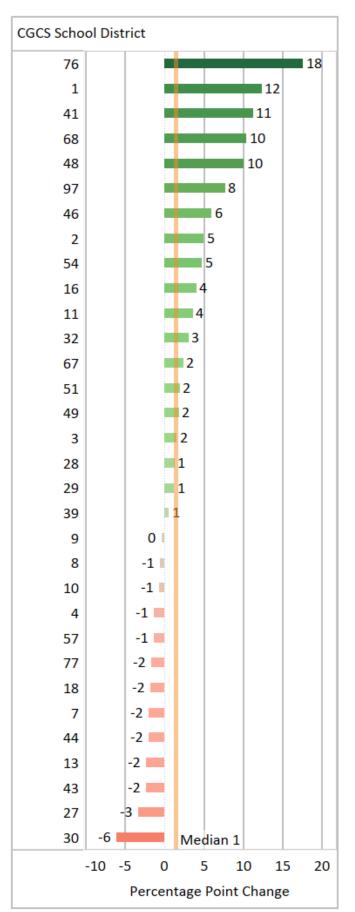
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

٠

•

- Arlington
- Baltimore
 - •
- DallasOrange County
- Pinellas

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



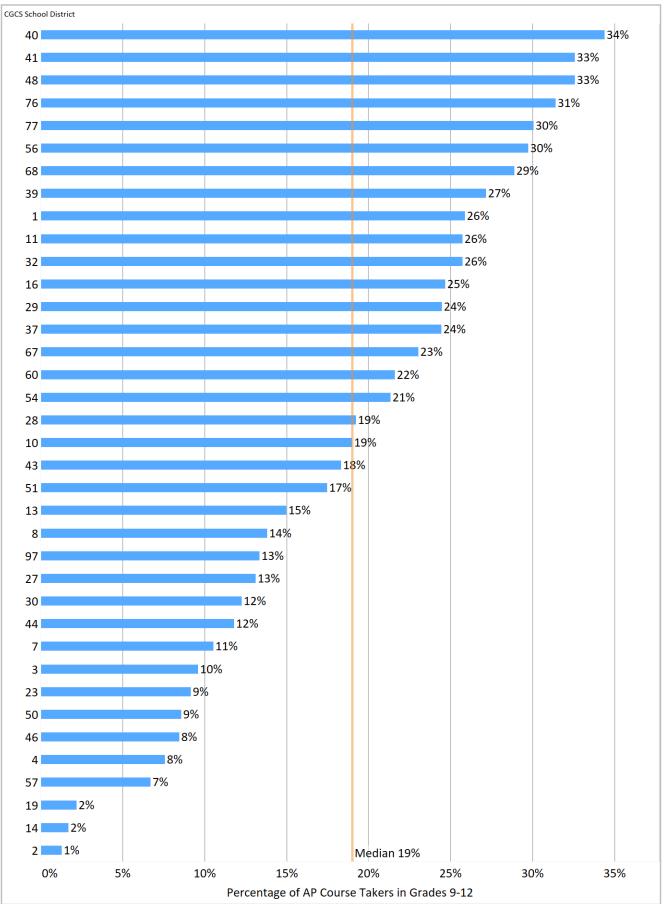


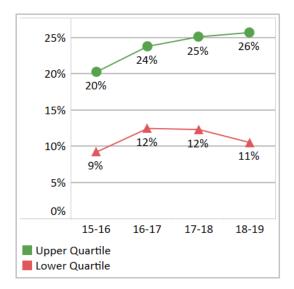
Figure 5.16. Percentage of Free or Reduced-Price Lunch Secondary Students Who Took One or More AP Courses, 2018-19

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)

Orange County

San Antonio

- Arlington
- Dallas
- Fort Worth
 - San Francisco Seattle
- Houston
- Long Beach

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

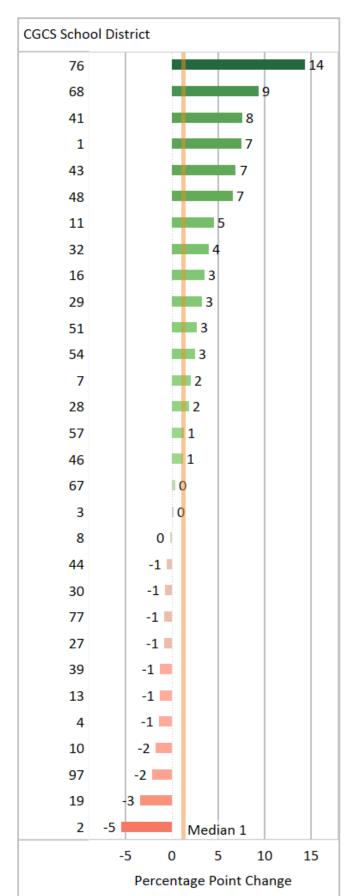
Arlington

San Antonio Seattle

.

- Dallas Los Angeles
- **Orange County**
- Pittsburgh

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



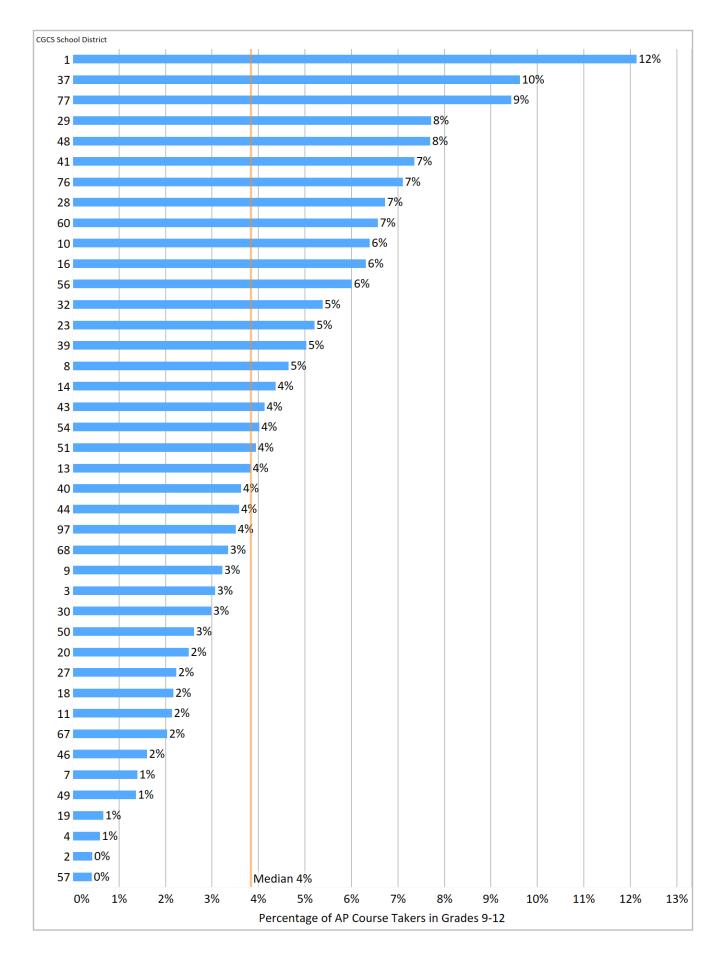


Figure 5.19. Percentage of Secondary Students with Disabilities Who Took One or More AP Courses, 2018-19

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

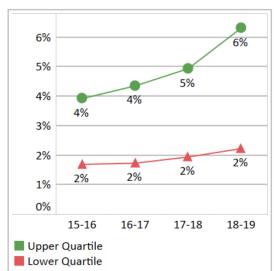


Figure 5.21. Trends in Students with Disabilities Who Took One or More AP Courses by Quartile, 2015-16 to 2018-19

Best Quartile for Overall Performance (2018-19)

Atlanta•Orange CountyDallas•San Antonio

.

San Diego

Seattle

San Francisco

San Antonio

San Francisco

Shelby Count

- Dallas
- Denver
- D.C.
- Hillsborough
- New York

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

•

•

•

- Atlanta
- Clark County
- Dallas
- Miami
- Oklahoma City
- Orange County

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

CGCS Scho	ol District			
76	5			
41	5			
77	4			
28	4			
48	3			
18	2			
51	1			
9	1			
32	1			
29	1			
16	1			
43	1			
68	1			
54	1			
3	1			
39	1			
97	1			
1	1			
27	0			
7	l o			
30	o l			
49	o l			
8	O			
46	0			
13	0			
57	0			
67	0			
4	0			
10	0			
11	-1			
44	-1			
2	-1			
40	-6 Median 1			
-5 0 5				
Percentage Point Change				

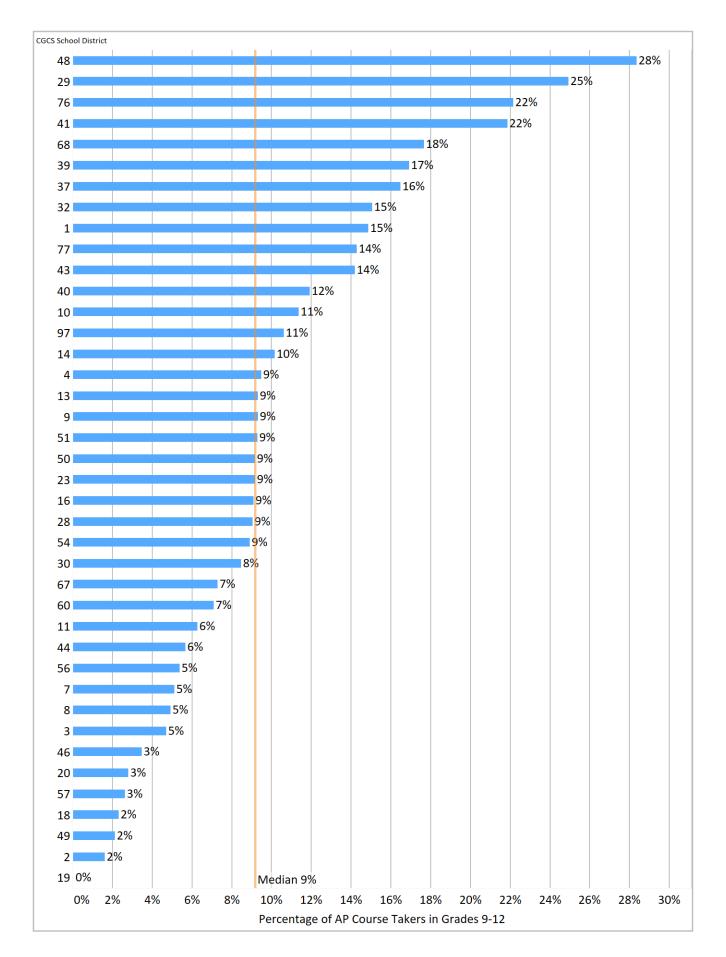


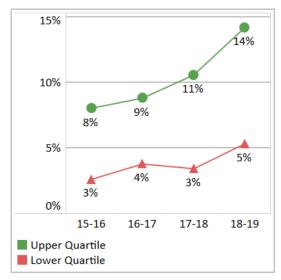
Figure 5.22. Percentage of Secondary English Learners Who Took One or More AP Courses, 2018-19

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
- San AntonioSan FranciscoSeattle

Miami

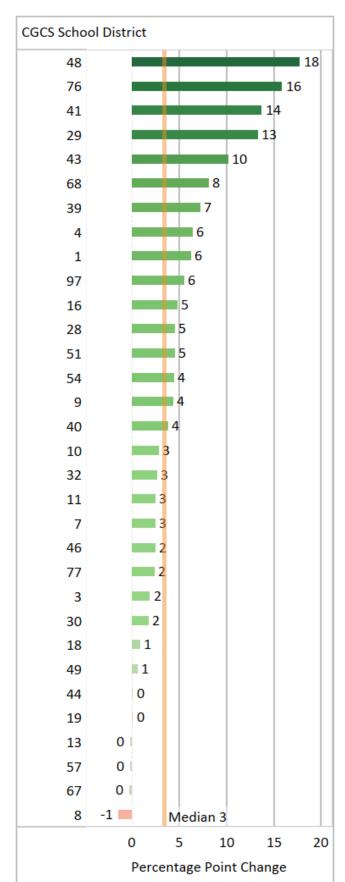
Orange County

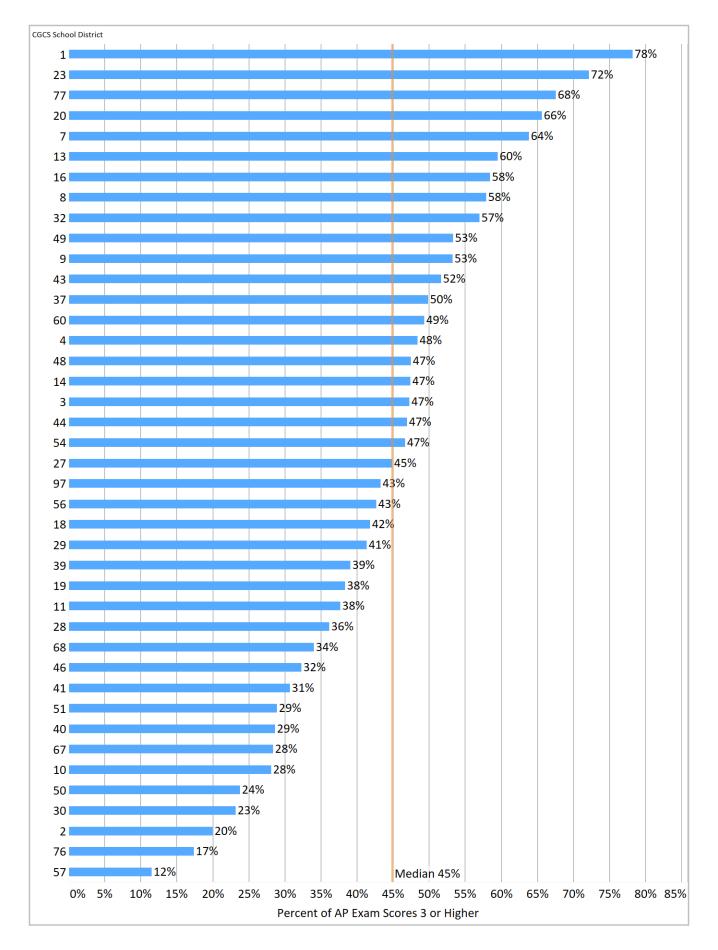
• Se

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

- Arlington Pittsburgh Dallas • San Antoni
 - San AntonioWichita
 - •
- D.C.Houston
- Orange County

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

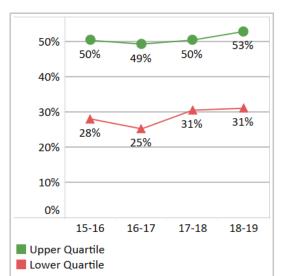
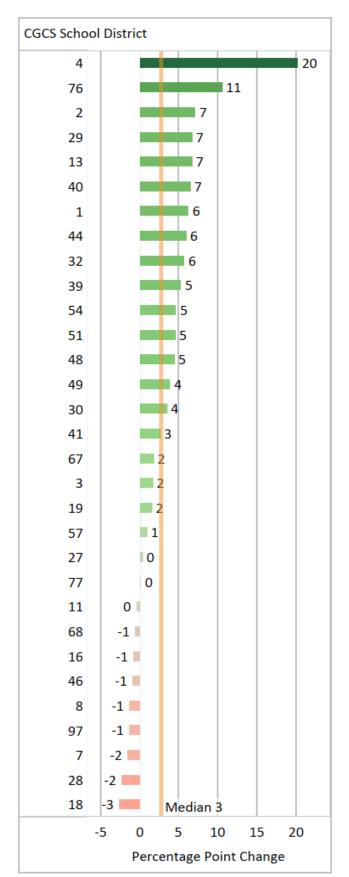


Figure 6.3. Trends in the Percentage of All AP Exam Scores That Were Three or Higher by Quartile, 2015-16 to 2018-19

Best Quartile for Overall Performance (2018-19)						
٠	Anchorage	•	Miami			
٠	Broward County	•	Palm Beach			
٠	Charleston	٠	San Diego			
٠	Cincinnati	٠	San Francisco			
٠	Clark County	•	Seattle			
٠	Guilford County					
Best Quartile for Percentage Point Change (2015-16 to 2018-19)						
٠	Broward County	٠	San Antonio			
٠	D.C.	٠	Seattle			
٠	Duval County	٠	Wichita			
•	Fort Worth					

- Fort Worth
- Richmond

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



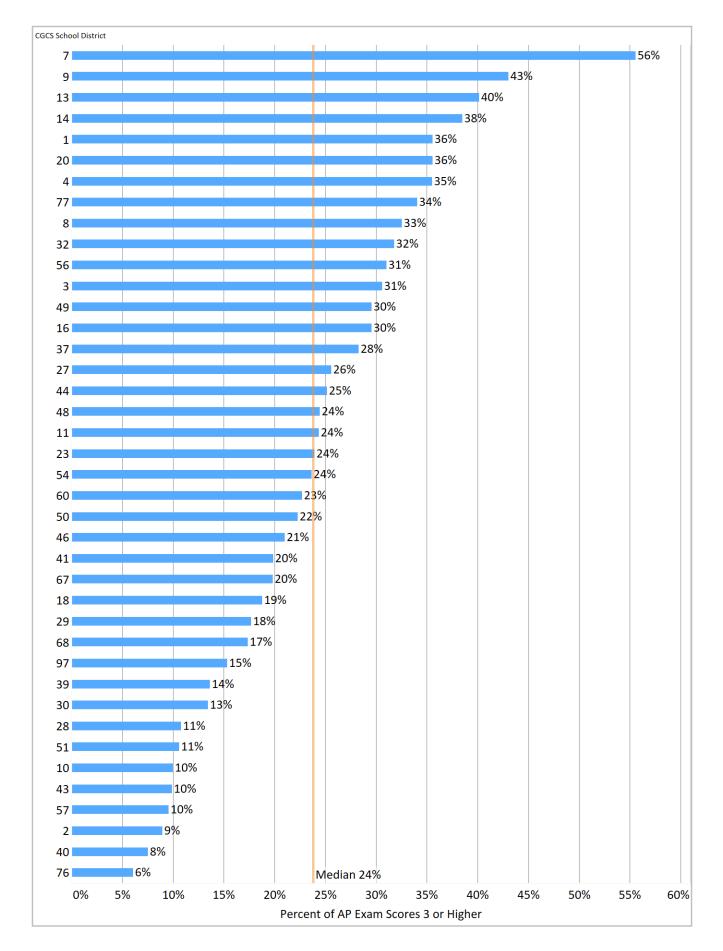


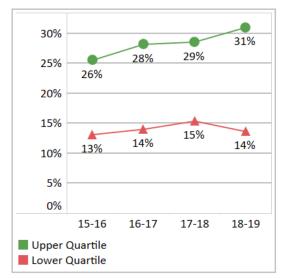
Figure 6.4. Percentage of AP Exam Scores That Were Three or Higher by Black Males, 2018-19

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)

Miami

Seattle

Wichita

Palm Beach

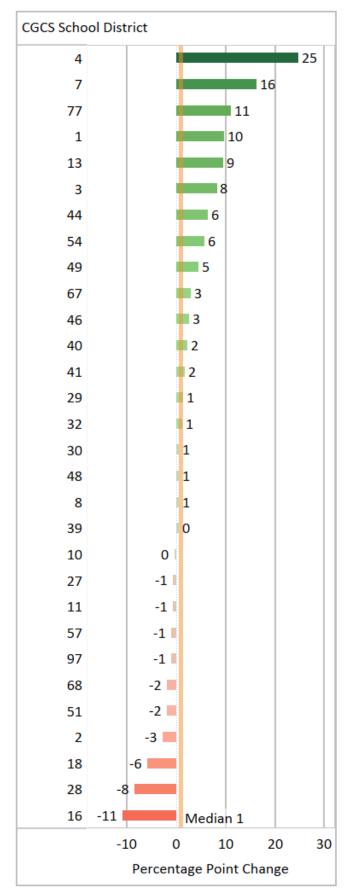
San Francisco

- Albuquerque
- Anchorage
- Broward County
- Cincinnati
- Clark County
- Long Beach

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

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

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



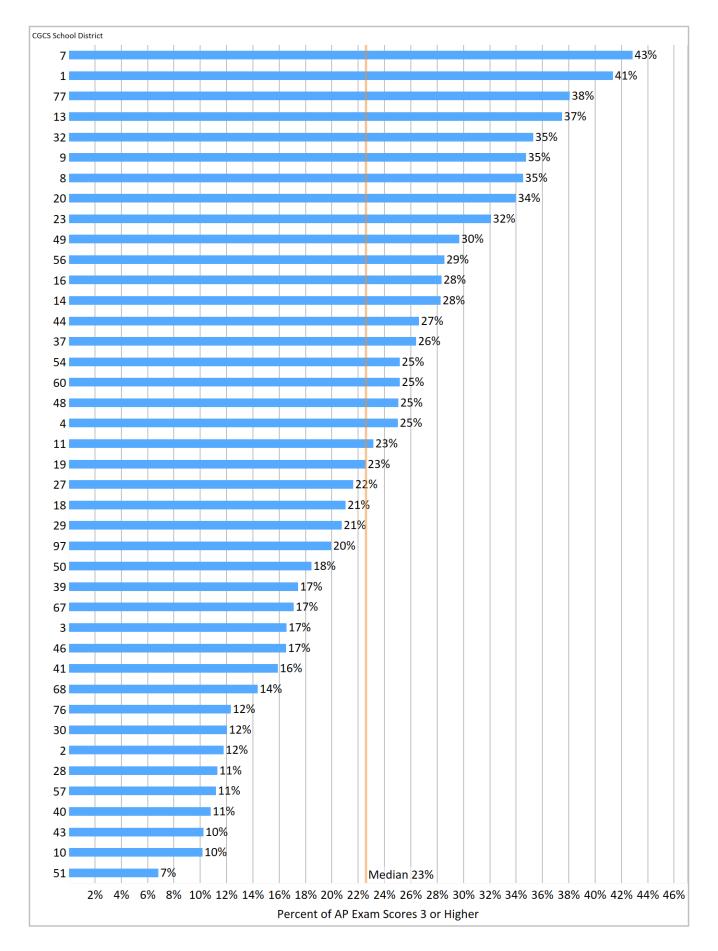


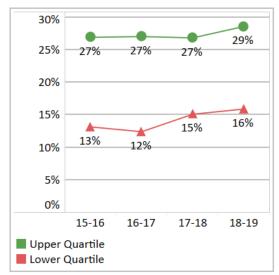
Figure 6.7. Percentage of AP Exam Scores That Were Three or Higher by Black Females, 2018-19

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) Long Beach

Miami

Seattle

Palm Beach

San Francisco

San Antonio

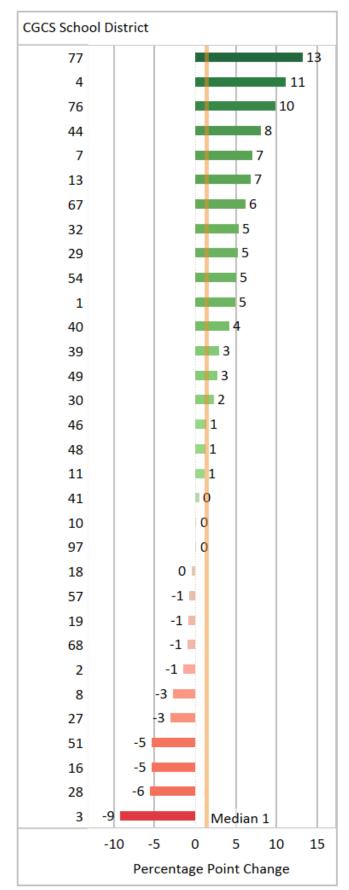
San Francisco Wichita

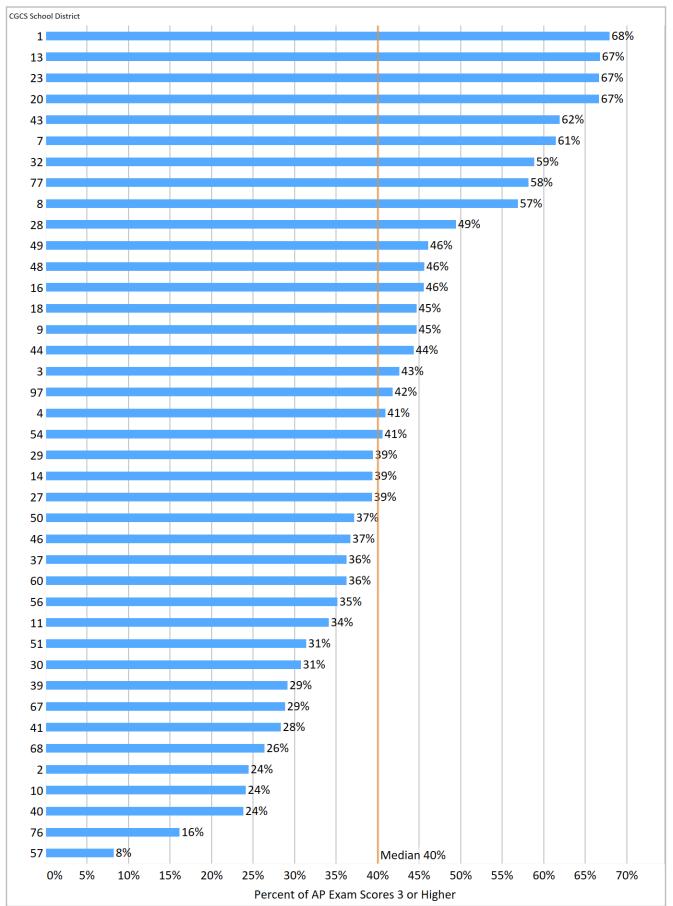
- Anchorage
- **Broward County**
- Charleston
- Cincinnati
- **Clark County**
- **Guilford County**

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

- Anchorage .
- **Broward County**
- D.C.
- **Duval County**
- Fresno
- Miami

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





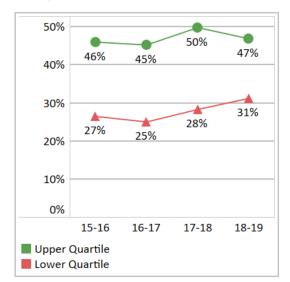
Percentage of AP Exam Scores That Were

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)

Palm Beach

Pittsburgh

Seattle

San Francisco

San Francisco

Wichita

- Anchorage
 Miami
- Atlanta
- Broward County
 - Charleston
- Cincinnati
- Guilford County

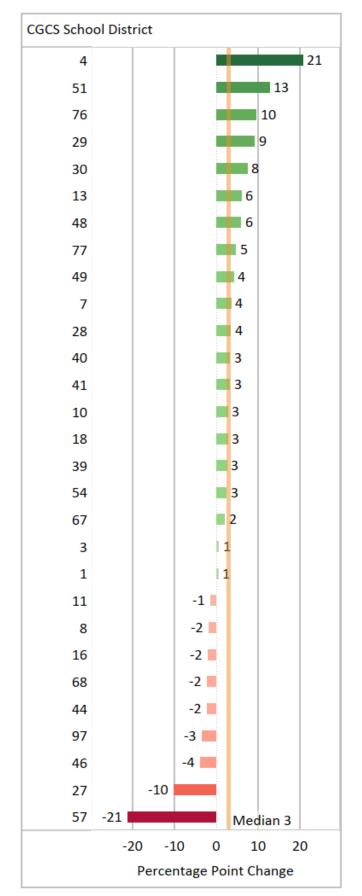
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

•

Broward County

- •
- D.C.Milwaukee
- Oklahoma City
- Orange County
- San Antonio





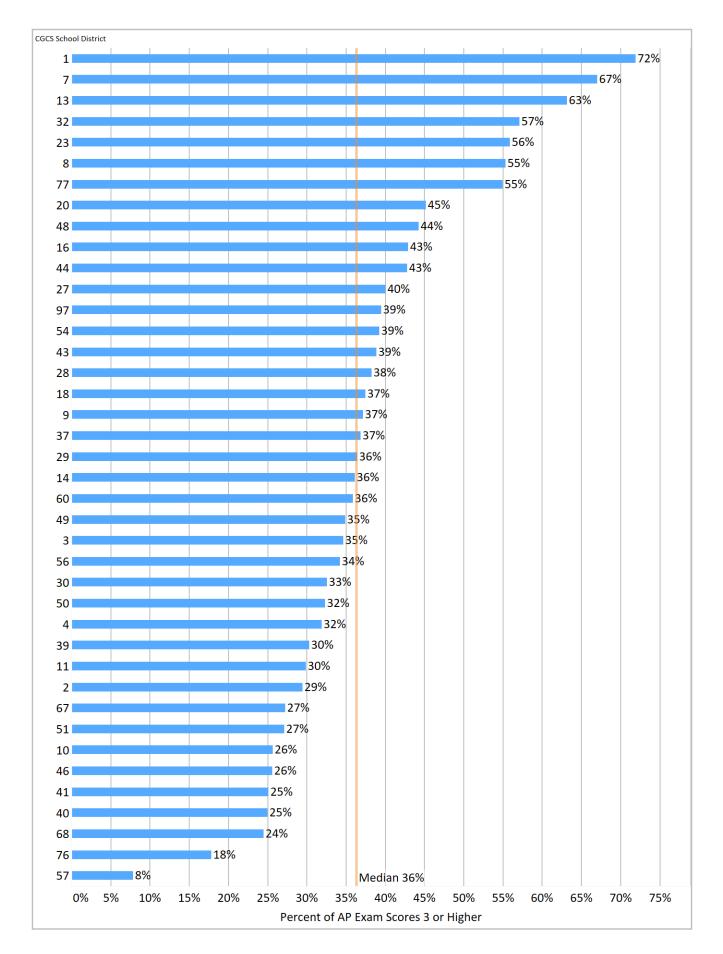


Figure 6.13. Percentage of AP Exam Scores That Were Three or Higher by Hispanic Females, 2018-19

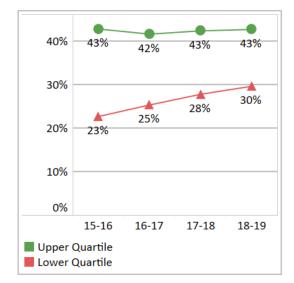
Percentage of AP Exam Scores That Were

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 • Orange County

Palm Beach

San Francisco

San Diego

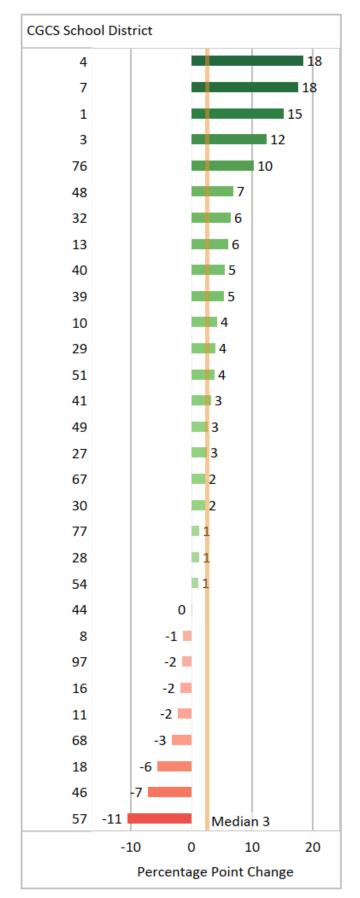
Seattle

- Broward County
- Charleston
- Cincinnati
- Duval County
- Miami

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

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





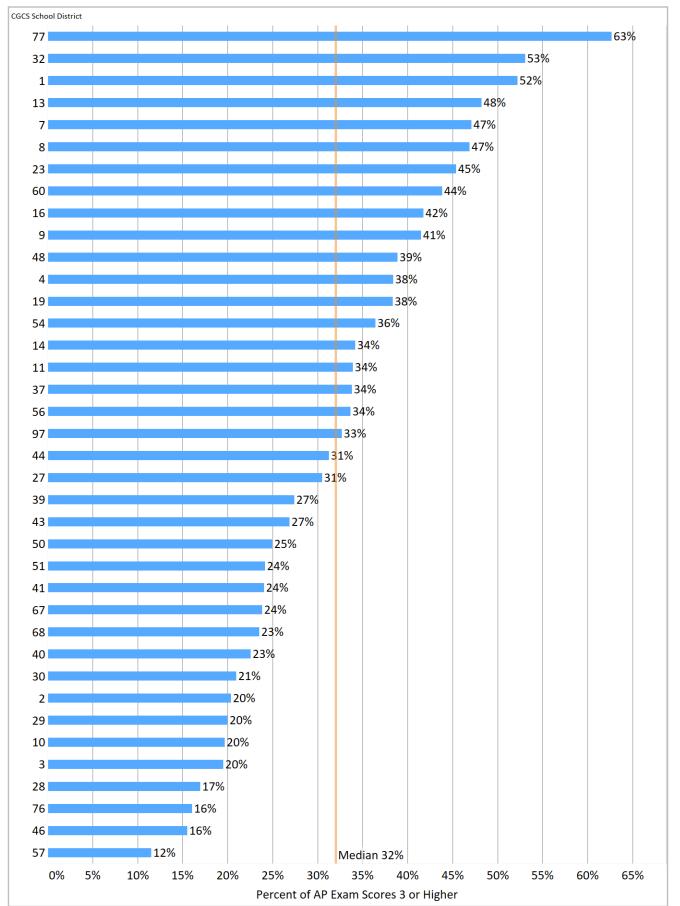


Figure 6.16. Percentage of AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch Eligible Students, 2018-19

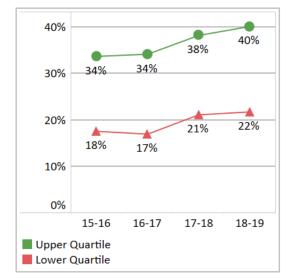
Percentage of AP Exam Scores That Were

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 • Orange County

Palm Beach

San Francisco

San Antonio

Wichita

San Diego

Seattle

- Broward County
- Charleston
- Clark County
- Miami
- New York

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

- Anchorage
- Broward County
- Miami
- Oklahoma City
- Orange County
- Richmond

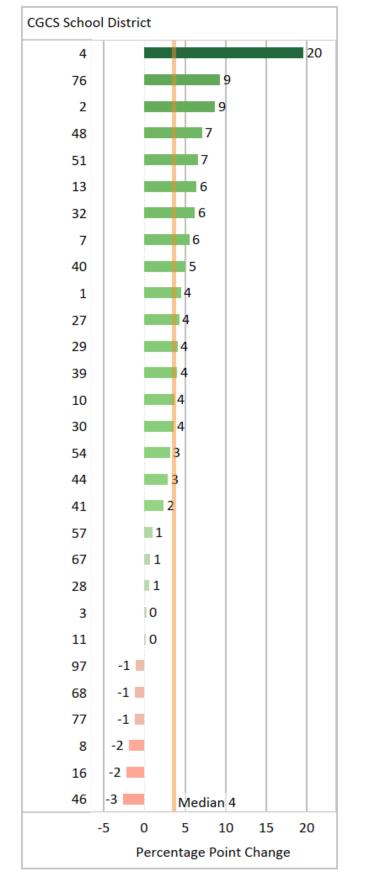


Figure 6.17. Percentage Point Change in AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch Eligible Students, 2015-16 to 2018-19

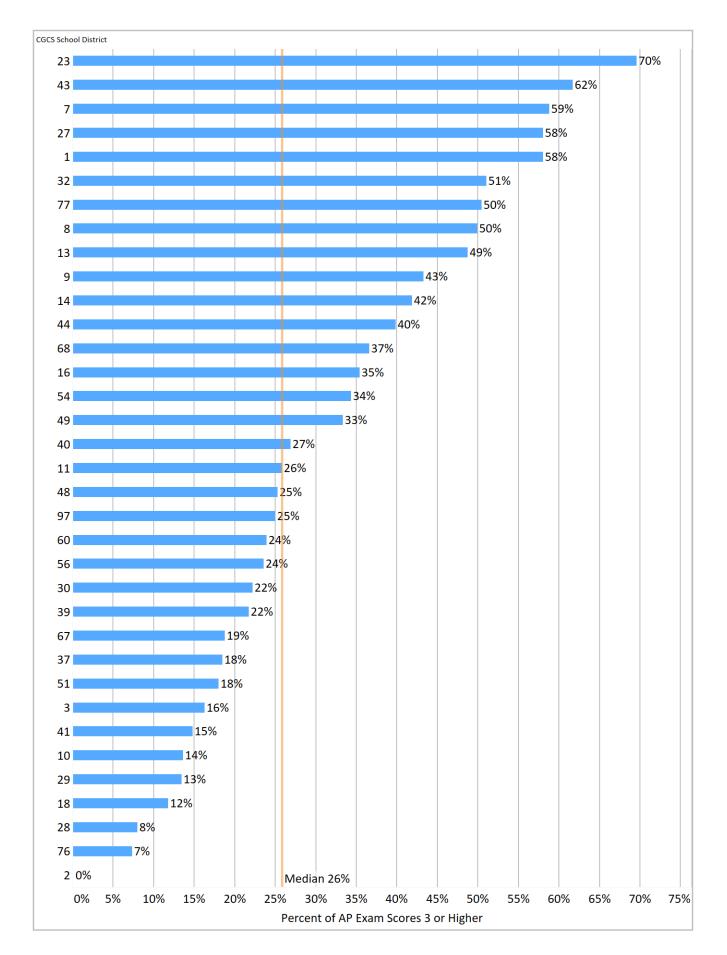


Figure 6.19. Percentage of AP Exam Scores That Were Three or Higher by Students with Disabilities, 2018-19

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

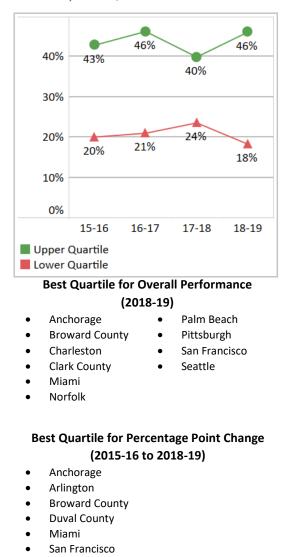
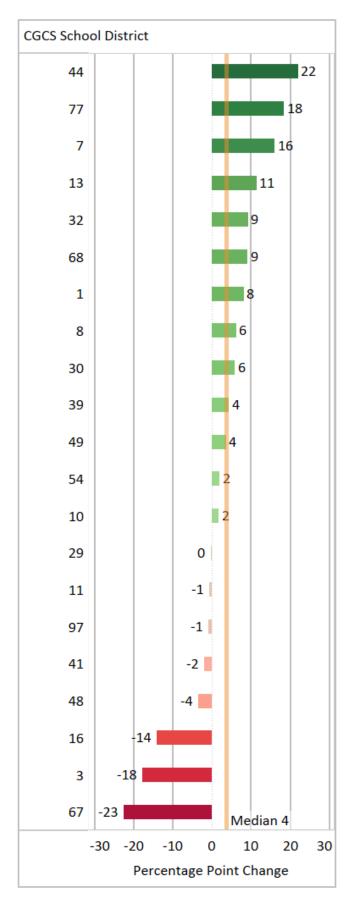


Figure 6.20. Percentage Point Change in AP Exam Scores That Were a Three or Higher by Students with Disabilities, 2015-16 to 2018-19



CGCS School District 87% 32 13 81% 79% 8 48 70% 60 63% 60% 11 60% 77 55% 10 51% 44 48% 97 47% 14 45% 2 45% 54 43% 18 41% 67 41% 51 16 40% 39% 1 56 39% 38% 76 38% 43 23 37% 40 36% 29 36% 39 35% 35% 9 35% 7 35% 4 31% 30 37 31% 50 30% 28% 28 26% 68 41 22% 15% 3 57 7% Median 39% 0% 30% 40% 50% 70% 80% 90% 10% 20% 60% Percent of AP Exam Scores 3 or Higher

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

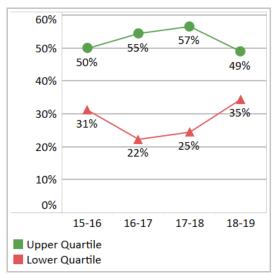
Percentage of AP Exam Scores That Were

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)

Palm Beach

San Francisco

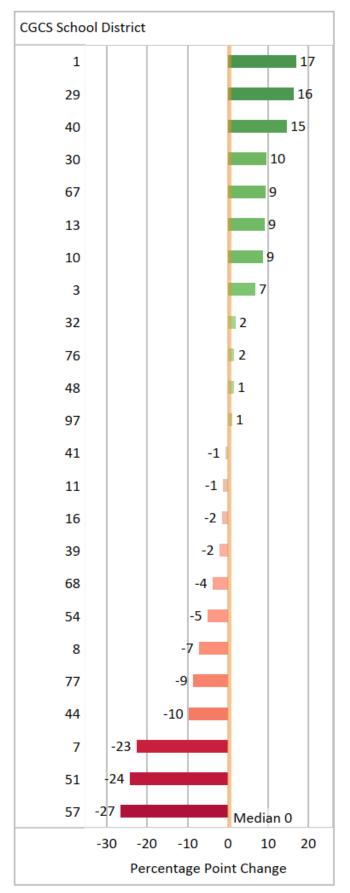
Pinellas

- Duval County
- Hillsborough
- Los Angeles
- Miami
- New York

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

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





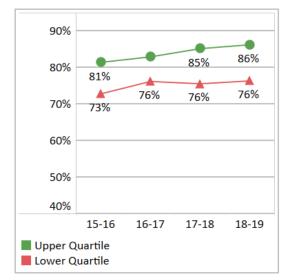
CGCS School District 92% 8 89% 49 88% 97 48 88% 88% 68 88% 16 40 88% 88% 56 86% 44 77 86% 13 86% 86% 10 86% 67 86% 32 9 85% 84% 76 23 84% 84% 7 27 83% 83% 1 8<mark>1</mark>% 39 57 80<mark>%</mark> 43 80<mark>%</mark> 79% 18 79% 11 79% 20 4 79% 78% 28 77% 54 76% 3 76% 50 74% 19 37 71% 2 71% 70% 46 30 69% 67% 51 29 65% Median 83% 50% 0% 10% 20% 30% 40% 60% 70% 80% 90% 100% Four Year Graduation Rate

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)

Orange County

Palm Beach

Pinellas

San Diego

San Francisco

Orange County

Pinellas

- Arlington Austin
- Duval County
- Fort Worth
- Guilford County
- Long Beach

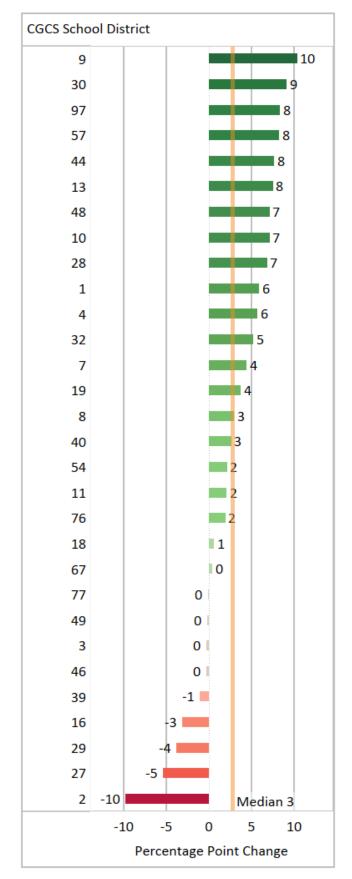
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

•

•

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





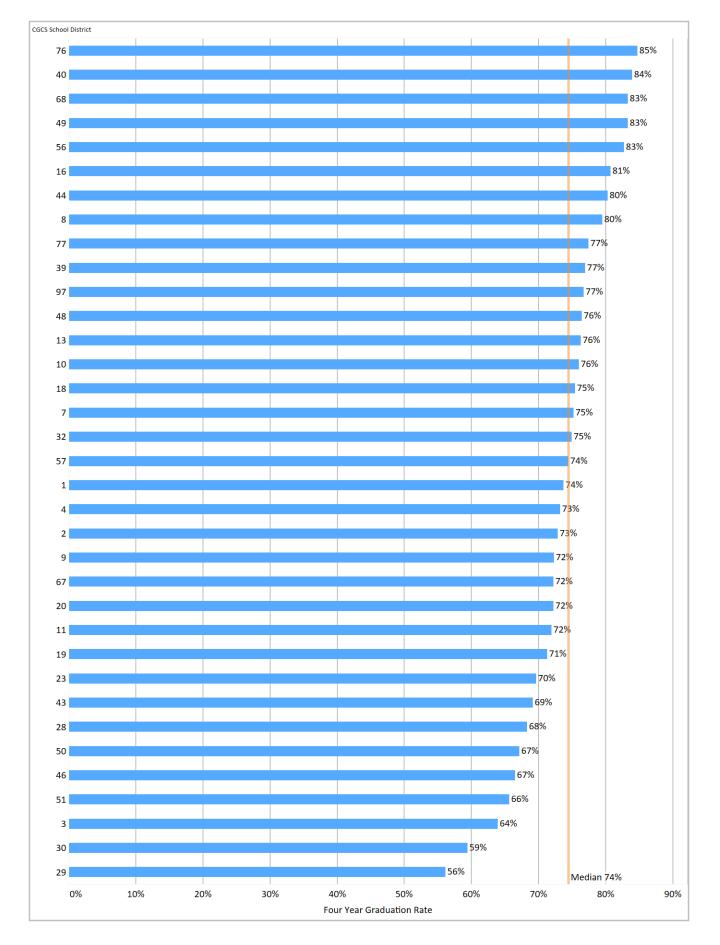


Figure 7.4. Four Year Cohort Graduation Rate for Black Males Using Methodology Required for State Reporting, 2018-19

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.

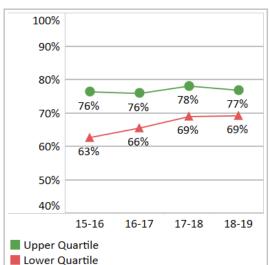
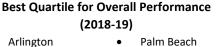


Figure 7.6. Trends in Four Year Cohort Graduation Rates for Black Males by Quartile, 2015-16 to 2018-19



San Antonio

San Diego

Pinellas

Seattle

- Arlington
- **Duval County**
- Fort Worth
- Guilford
- Long Beach

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

Broward County •

- **Clark County**
- **Duval County**
- Hillsborough
- Milwaukee
- **Orange County**



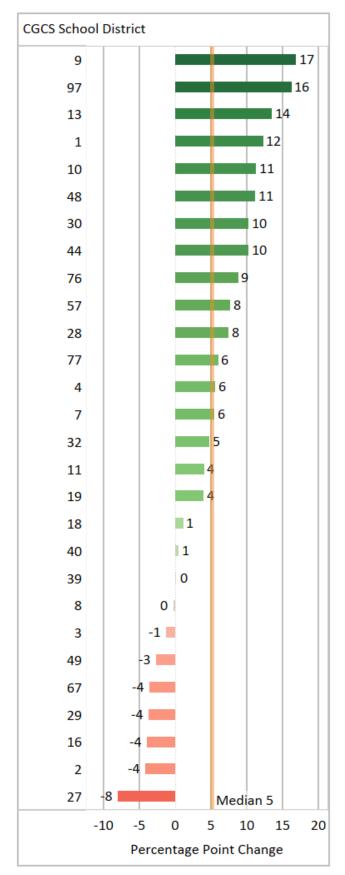




Figure 7.7. Four Year Cohort Graduation Rate for Black Females Using Methodology Required for State Reporting, 2018-19

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.

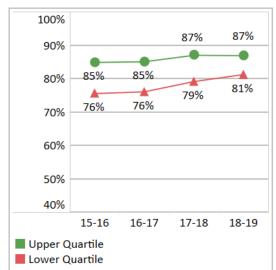


Figure 7.9. Trends in Four Year Cohort Graduation Rates for Black Females by Quartile, 2015-16 to 2018-19

Best Quartile for Overall Performance (2018-19)

Guilford County

Long Beach

Palm Beach

San Francisco

Orange County

San Francisco

Pinellas San Antonio

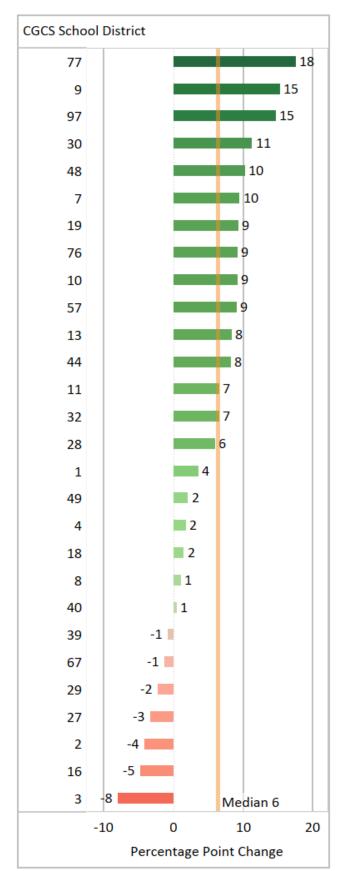
- Anchorage Arlington
- Cleveland
 - **Duval County**
- - Fort Worth

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

٠

- Anchorage
- **Clark County**
- Dayton
 - Hillsborough
- Milwaukee

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



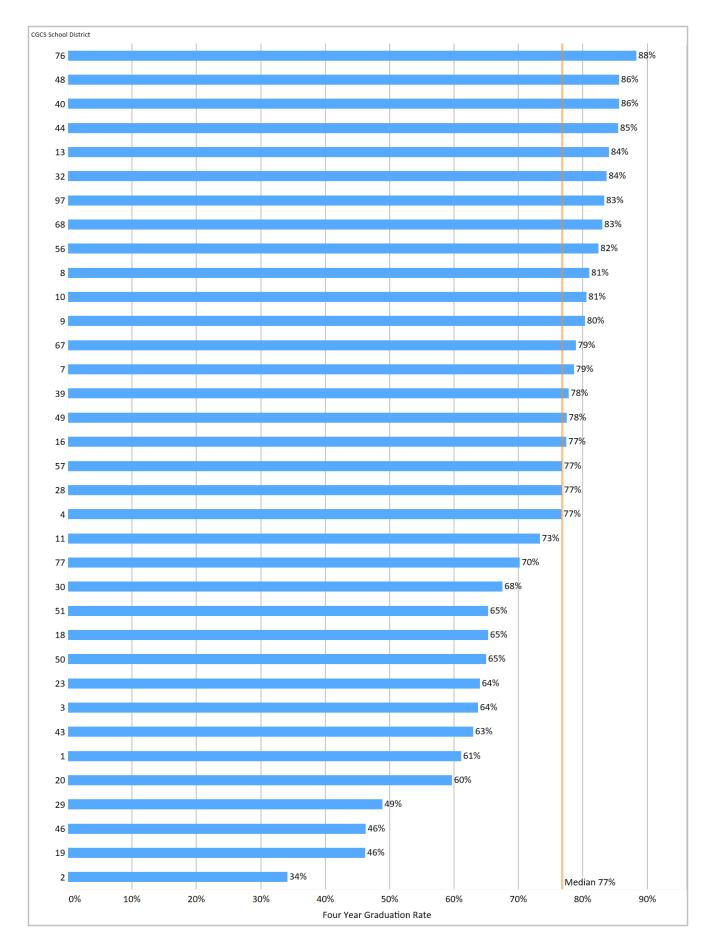


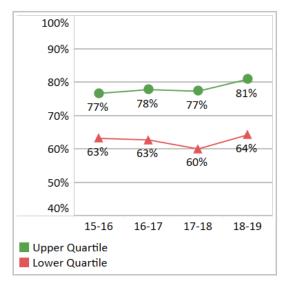
Figure 7.10. Four Year Cohort Graduation Rate for Hispanic Males Using Methodology Required for State Reporting, 2018-19

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)

٠

٠

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Miami

Pinellas

San Antonio

Orange County

Orange County

Wichita

- Arlington
- **Broward County**
- **Duval County**
- Fort Worth
- Long Beach

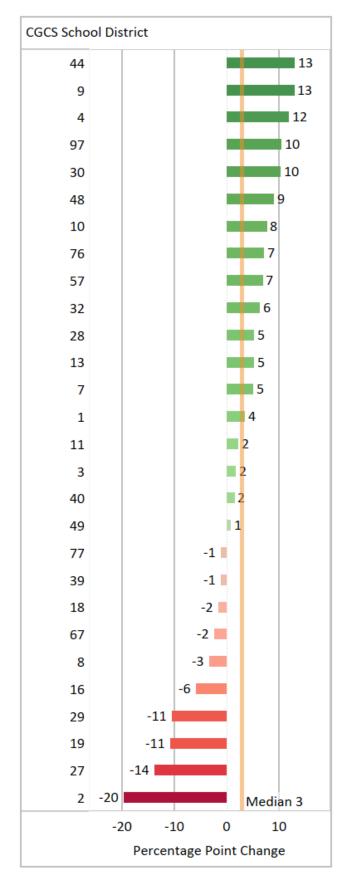
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Clark County
 - **Duval County** •
 - Pinellas San Antonio ٠

٠

Hillsborough Milwaukee

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



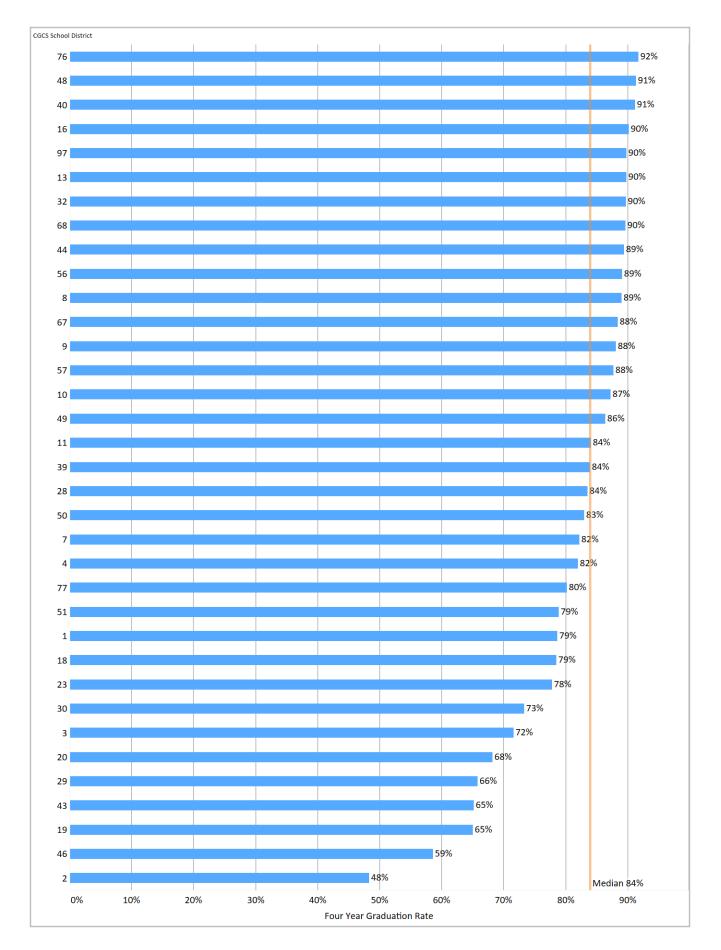


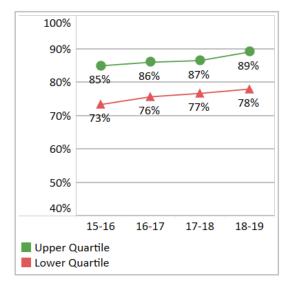
Figure 7.13. Four Year Cohort Graduation Rate for Hispanic Females Using Methodology Required for State Reporting, 2018-19

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 • Orange County

.

•

Pinellas

San Antonio

San Diego

Toledo

Wichita

- Broward County
- Duval County
- Fort Worth
- Miami

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

.

- Atlanta
 Clark County
 - •
- ClevelandHillsborough
- Hillsborou;
 Pinellas
- Seattle

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

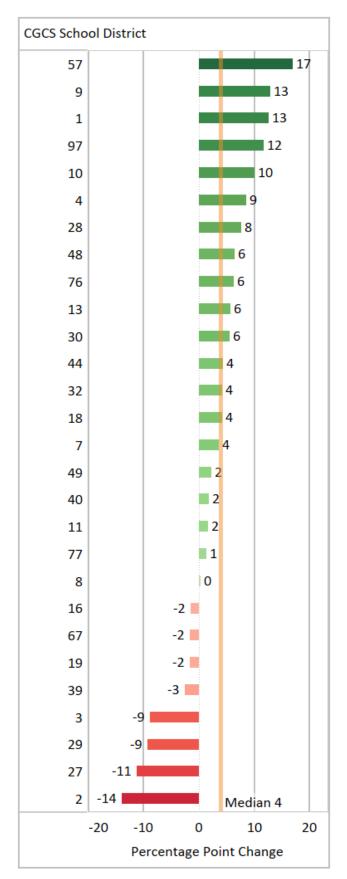




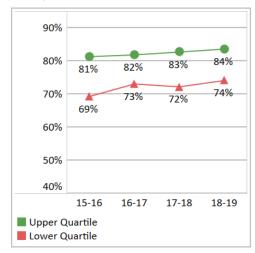
Figure 7.16. Four Year Free or Reduced-Price Lunch Cohort Graduation Rate Using Methodology Required for State Reporting, 2018-19

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
- Fresho
 Long Docal
- Long Beach
- Miami

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

- Clark County
- Duval CountyFort Worth
- Orange CountyPinellas

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Norfolk

San Diego

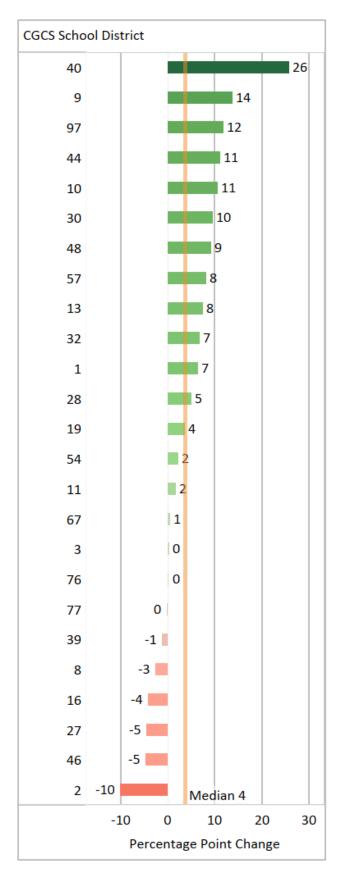
Orange County

San Francisco

Milwaukee

Hillsborough

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



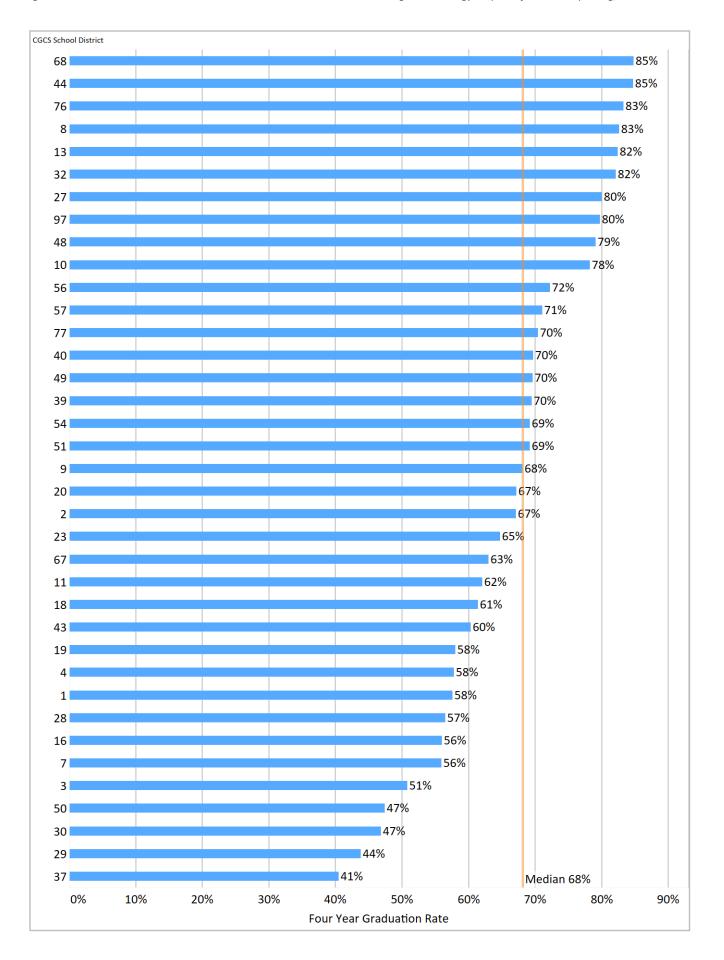


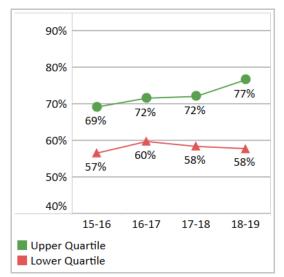
Figure 7.19. Four Year Students with Disabilities Cohort Graduation Rate Using Methodology Required for State Reporting, 2018-19

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)

Palm Beach

San Antonio

Milwaukee

Pinellas

Orange County

Pinellas

- Arlington **Orange County**
- **Broward County**
- **Duval County**
- Miami
- - Norfolk

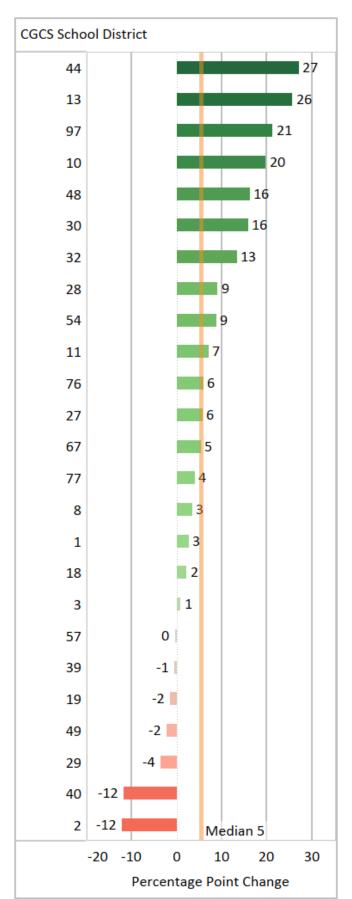
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

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- **Broward County**
- **Duval County**
 - Hillsborough
- Miami

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



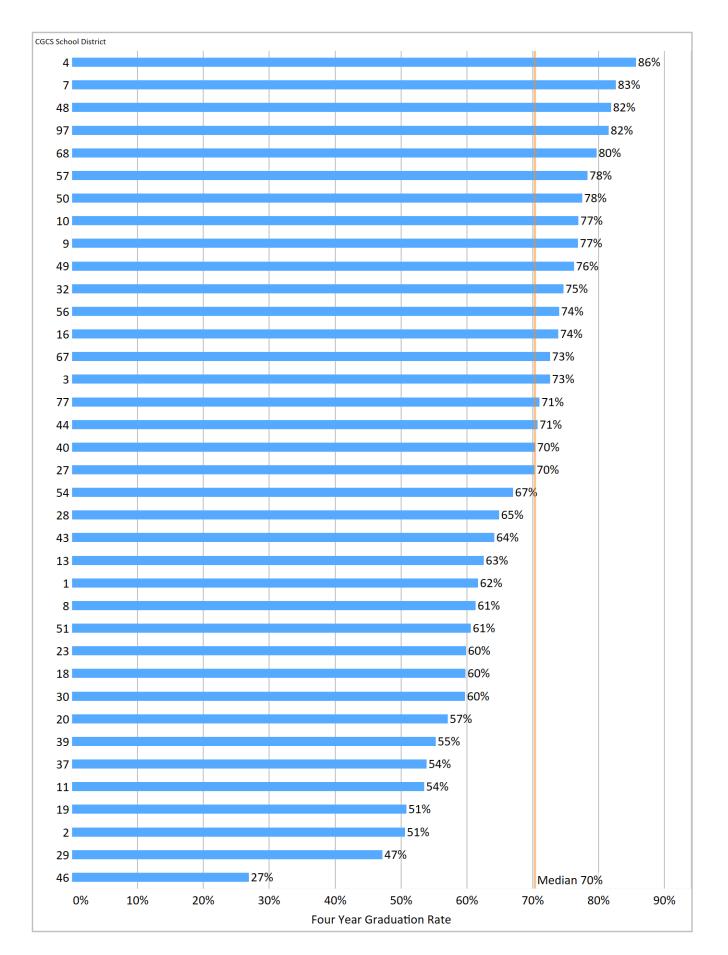


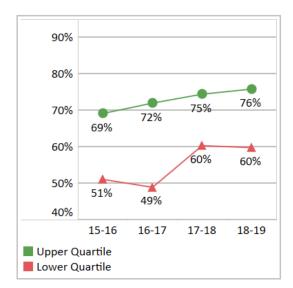
Figure 7.22. Four Year English Learners Cohort Graduation Rate Using Methodology Required for State Reporting, 2018-19

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)

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Hillsborough

Pinellas

Wichita

Wichita

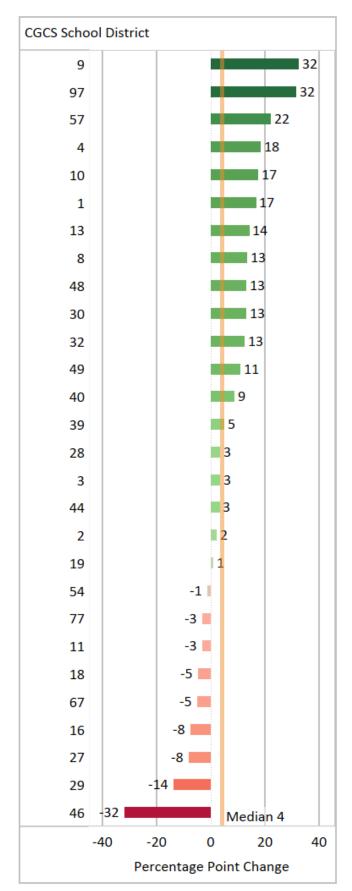
Orange County

- Anchorage
- Arlington
- Clark County
- Cleveland
 - Clark County Cleveland

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

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





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.

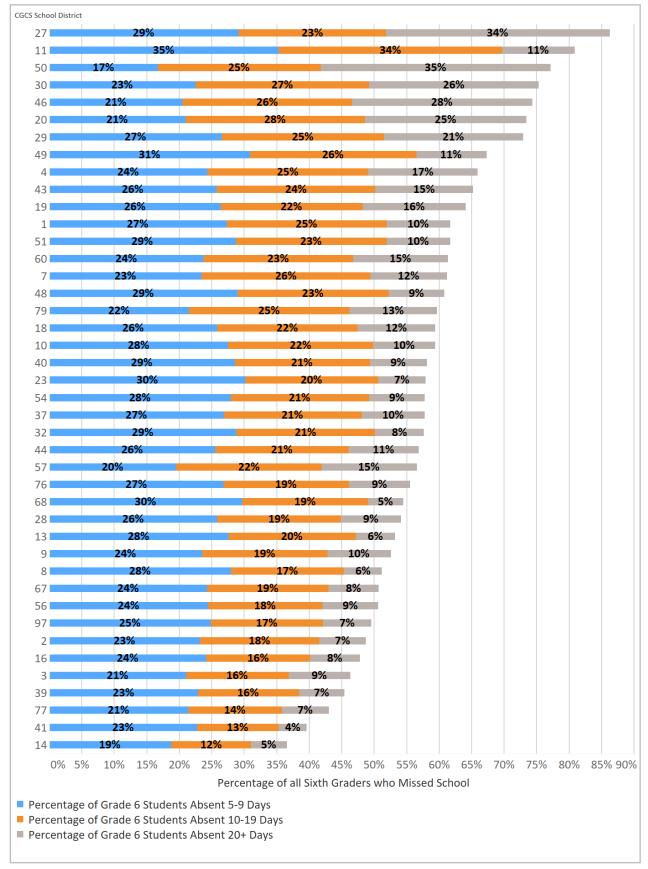
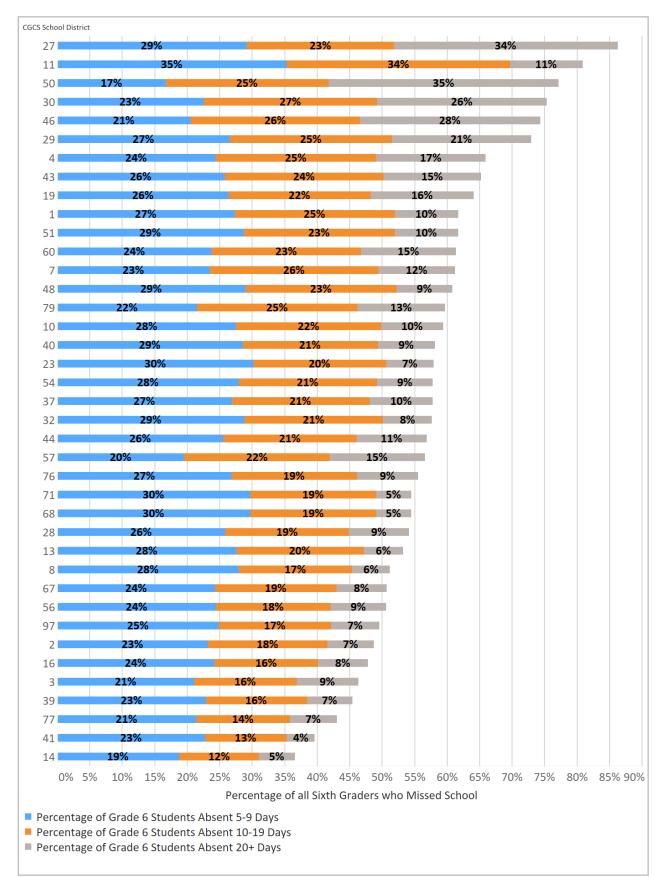
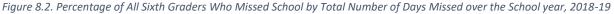


Figure 8.2. Percentage of All Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19





Note: Lower values are desired

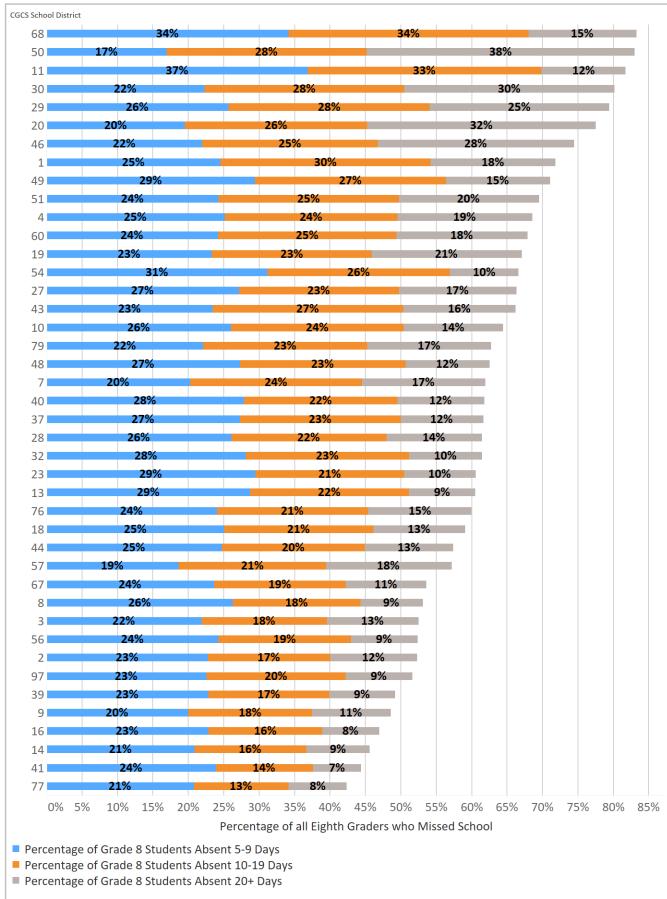


Figure 8.3. Percentage of All Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

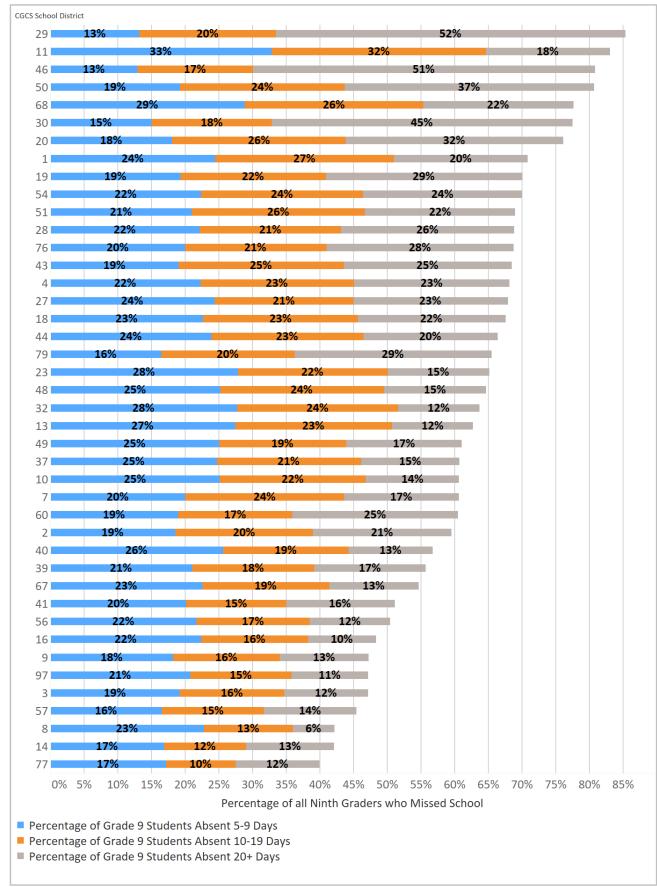


Figure 8.4. Percentage of All Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

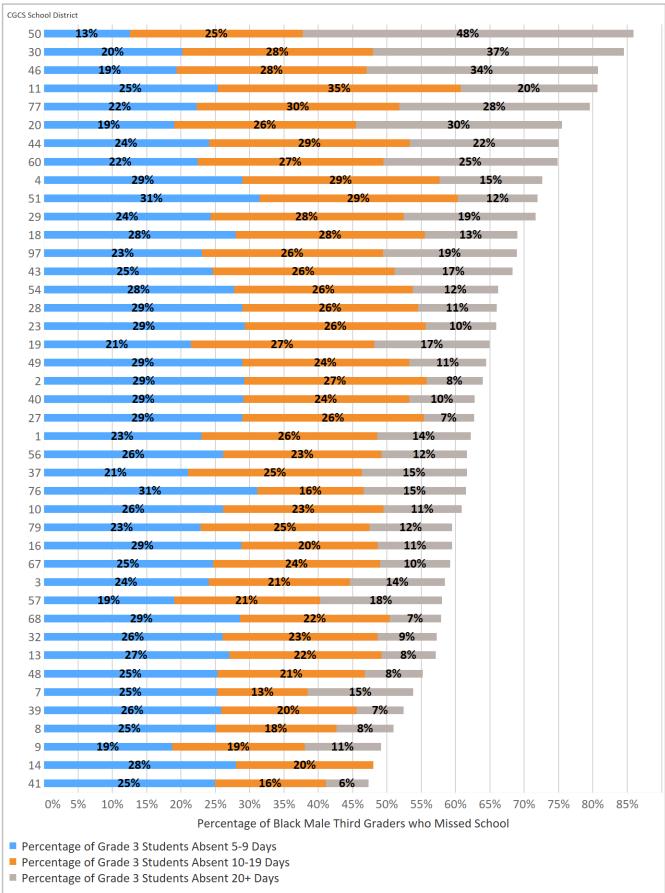


Figure 8.5. Percentage of Black Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

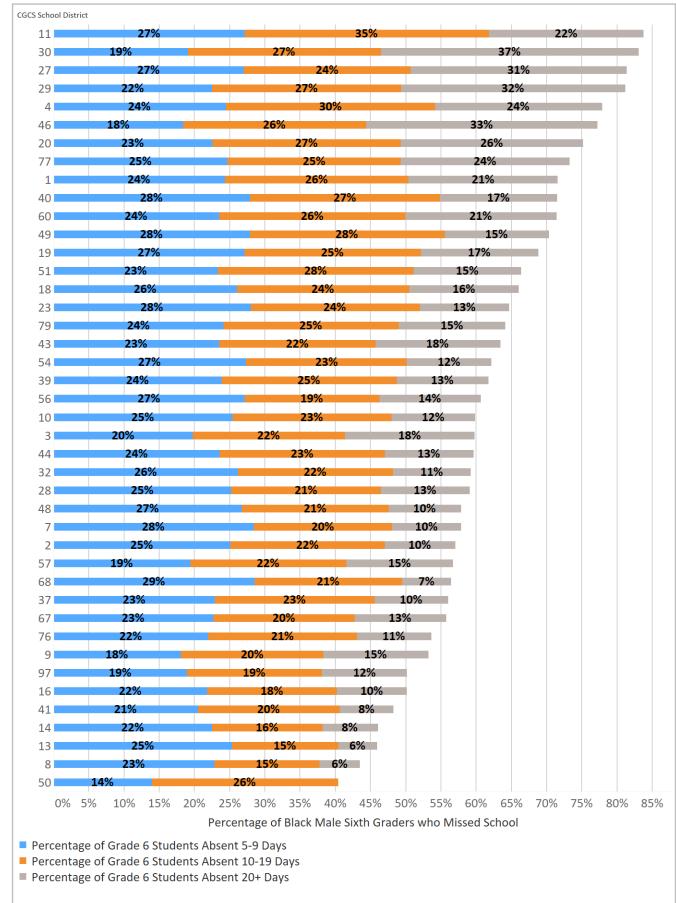


Figure 8.6. Percentage of Black Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

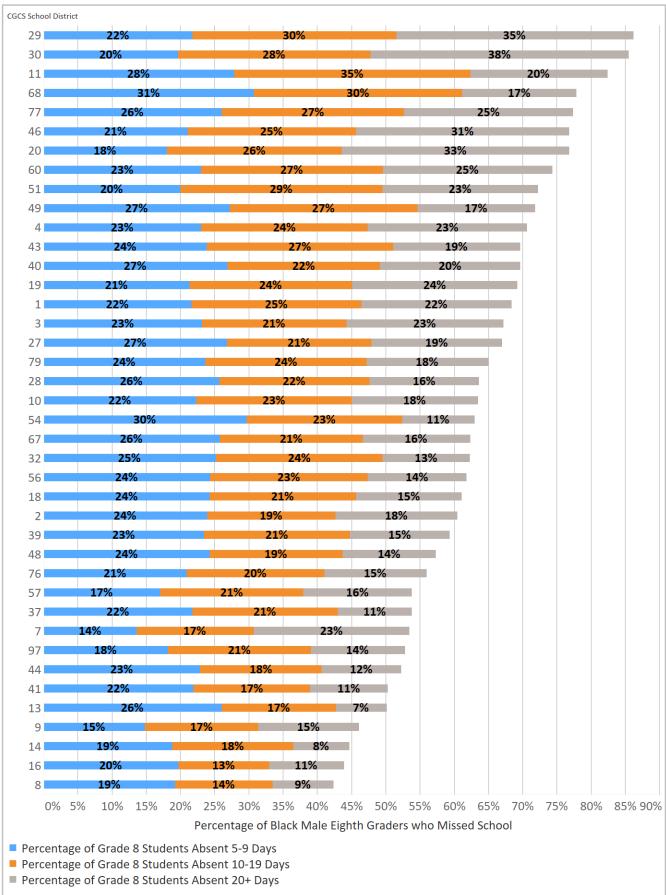


Figure 8.7. Percentage of Black Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

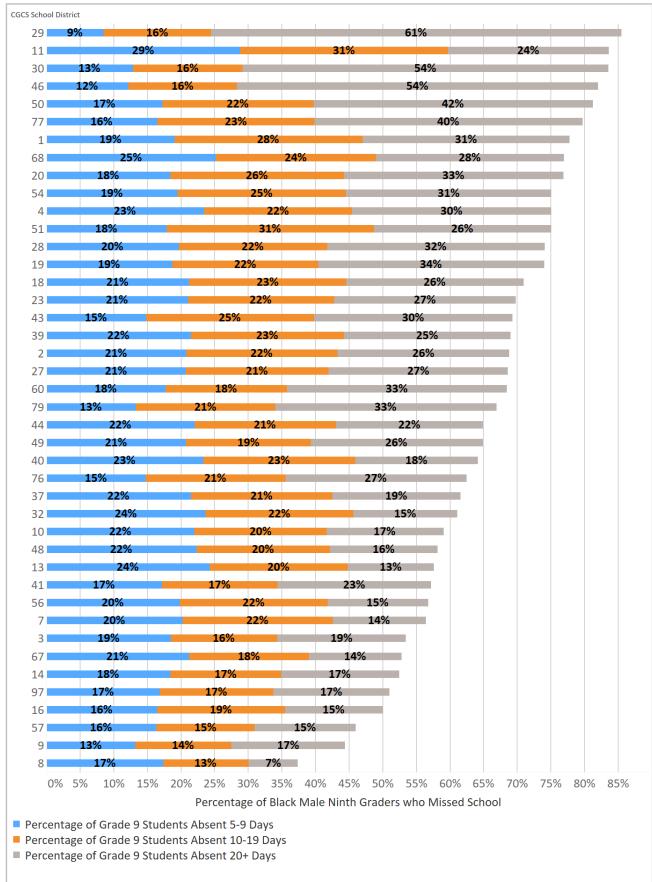


Figure 8.8. Percentage of Black Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

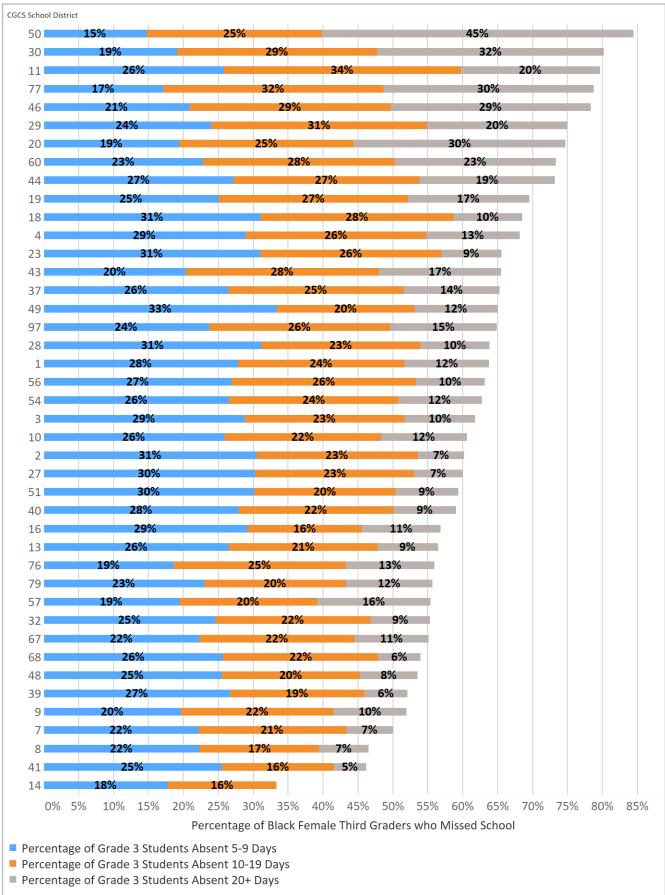


Figure 8.9. Percentage of Black Female Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

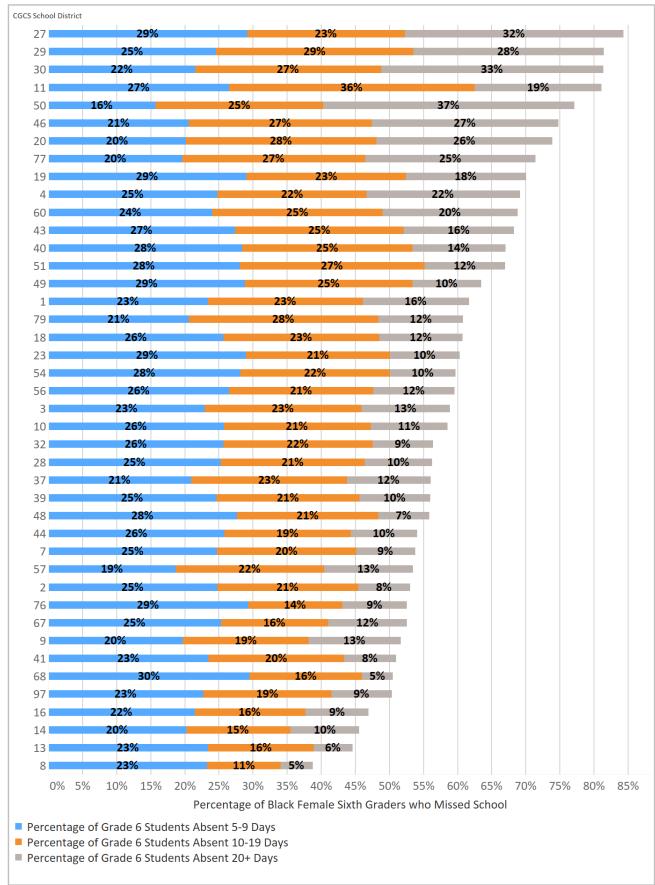
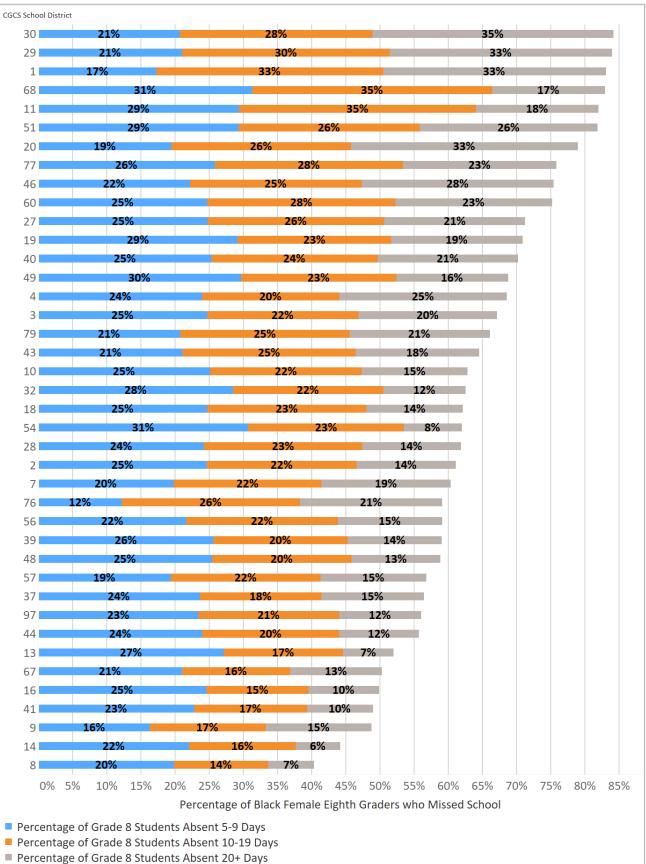


Figure 8.10. Percentage of Black Female Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19





Note: Lower values are desired

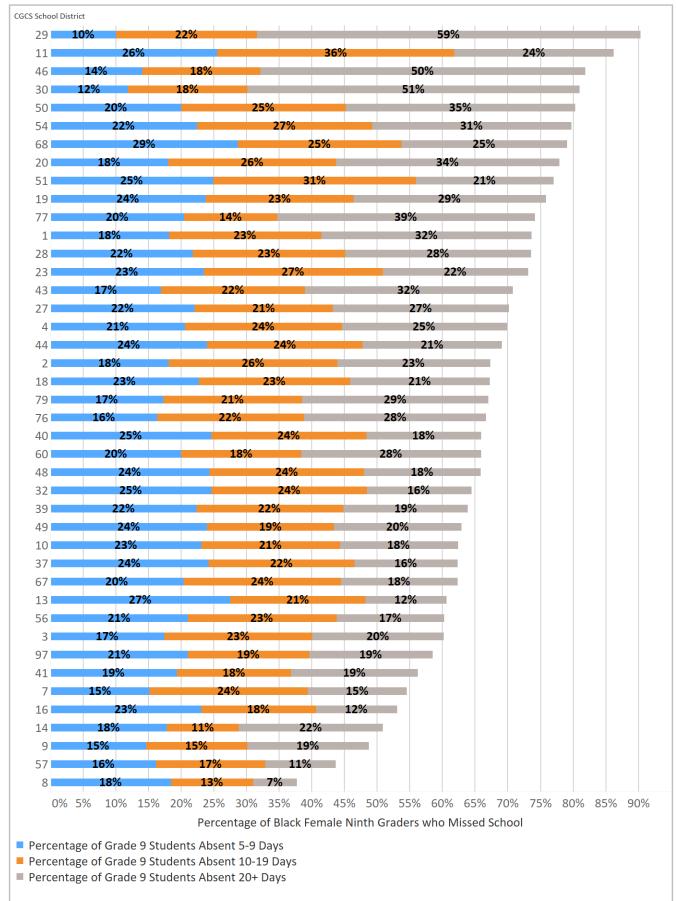


Figure 8.12. Percentage of Black Female Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

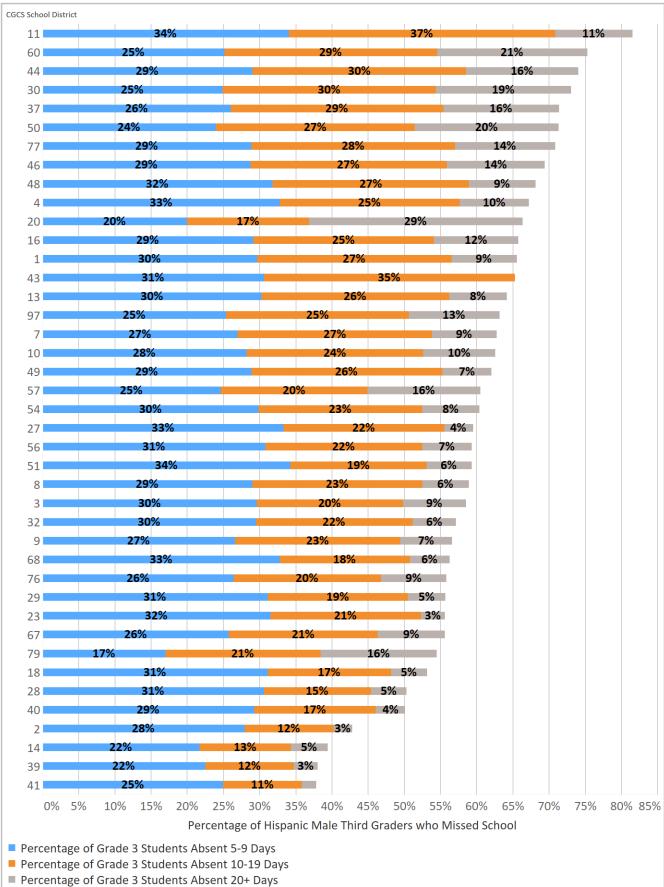


Figure 8.13. Percentage of Hispanic Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

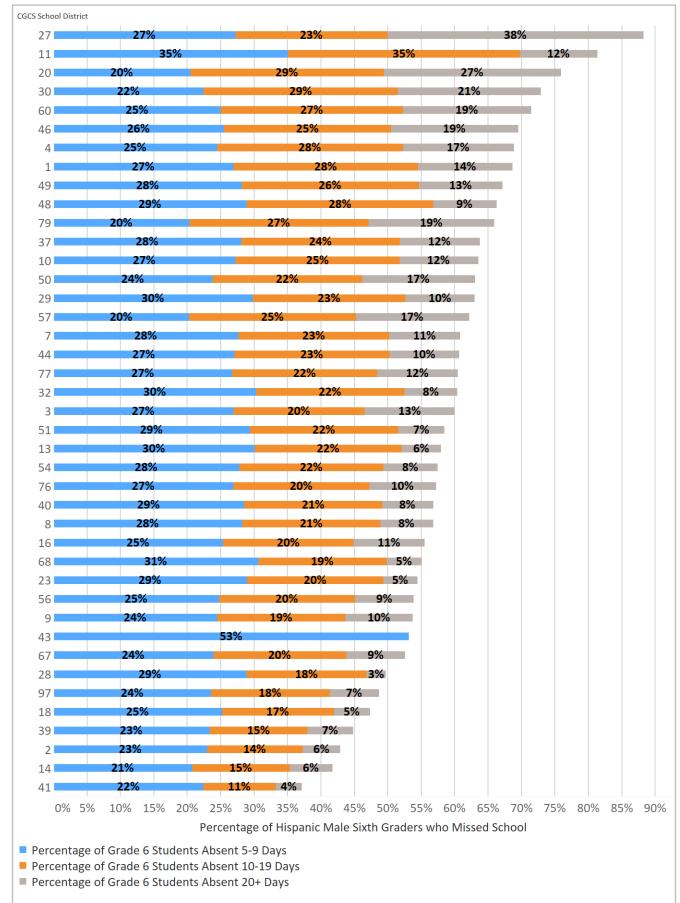


Figure 8.14 Percentage of Hispanic Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

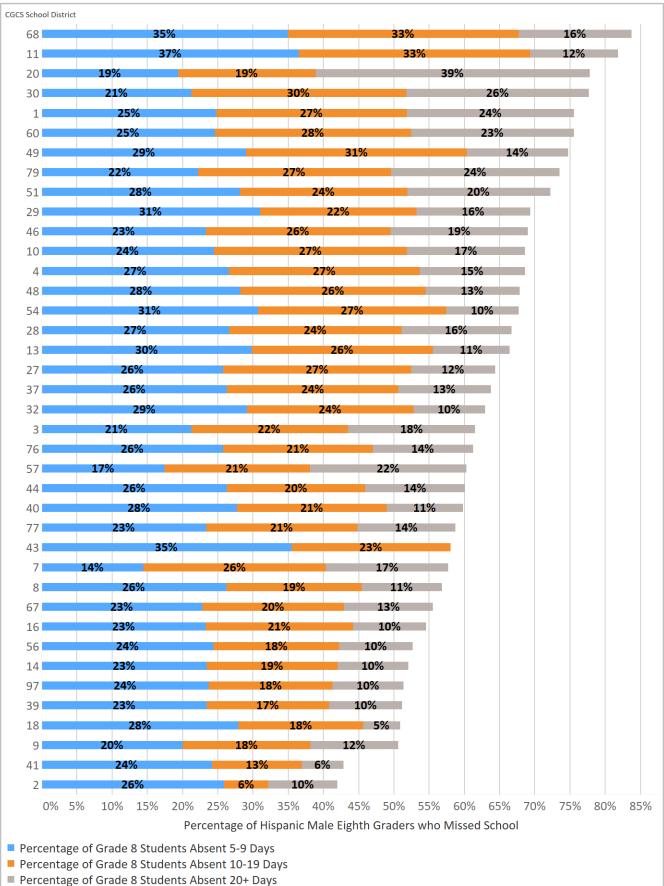


Figure 8.15. Percentage of Hispanic Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

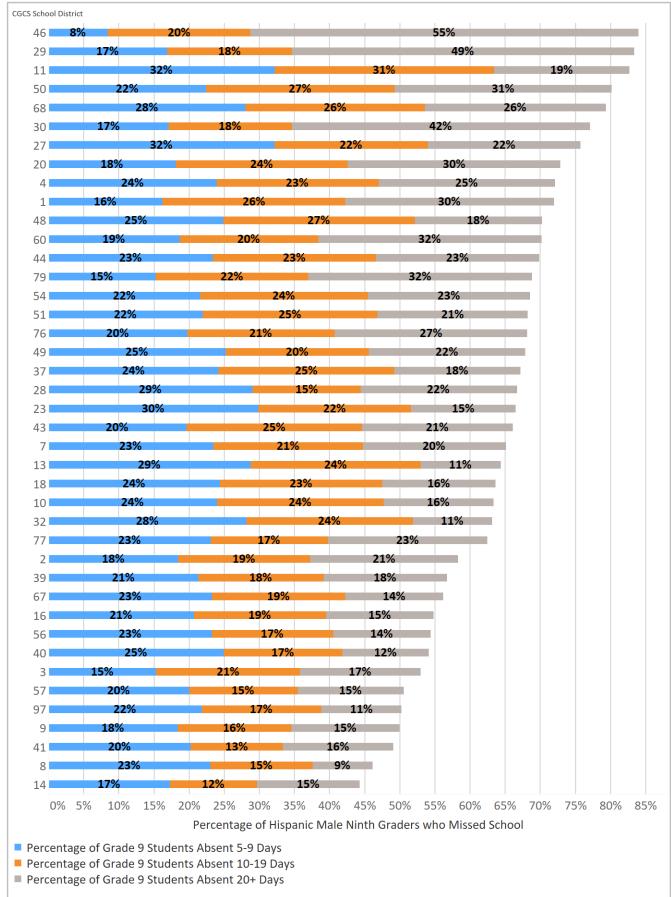


Figure 8.16. Percentage of Hispanic Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

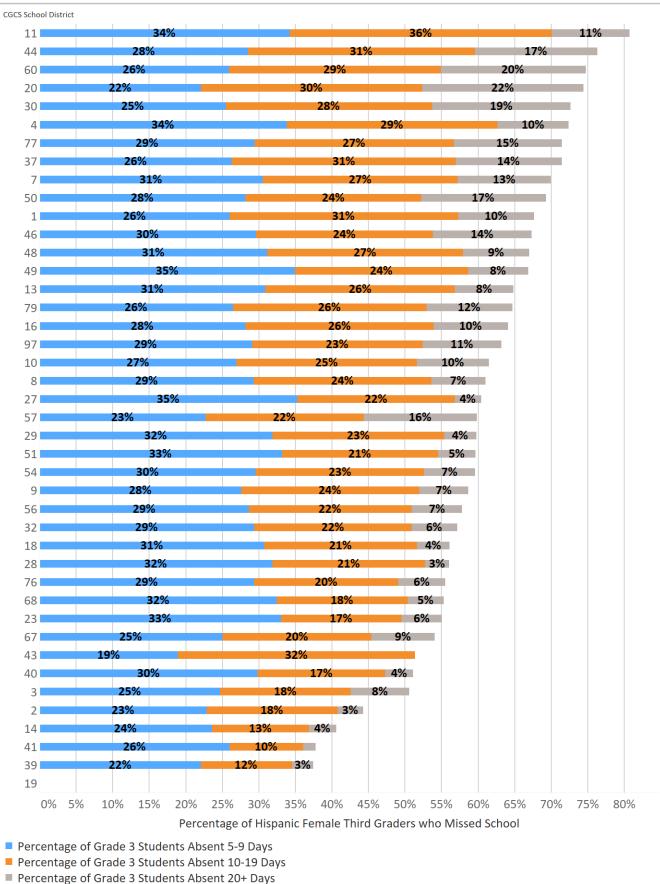


Figure 8.17. Percentage of Hispanic Female Third Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

Note: Lower values are desired

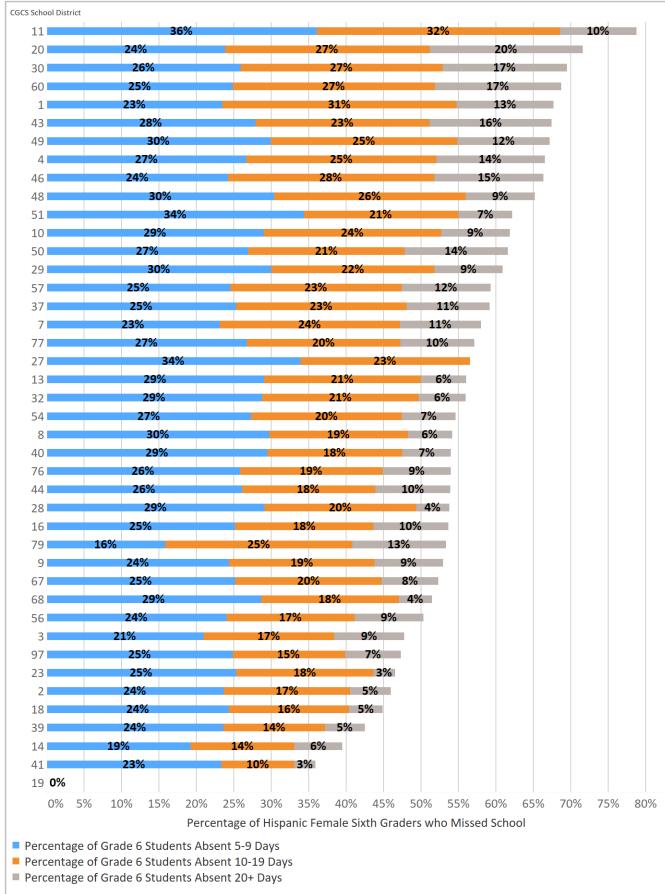


Figure 8.18. Percentage of Hispanic Female Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

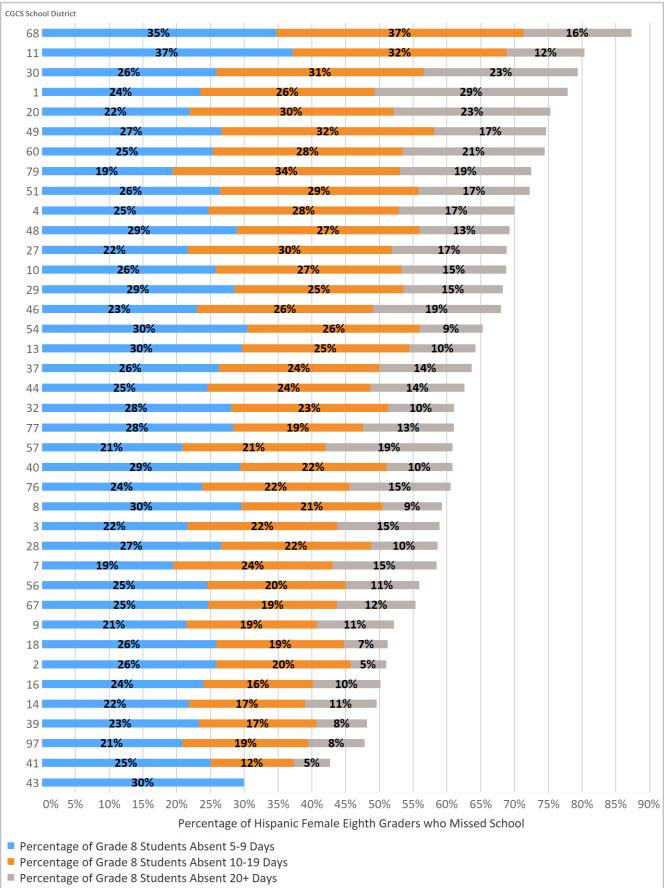


Figure 8.19. Percentage of Hispanic Female Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

Note: Lower values are desired

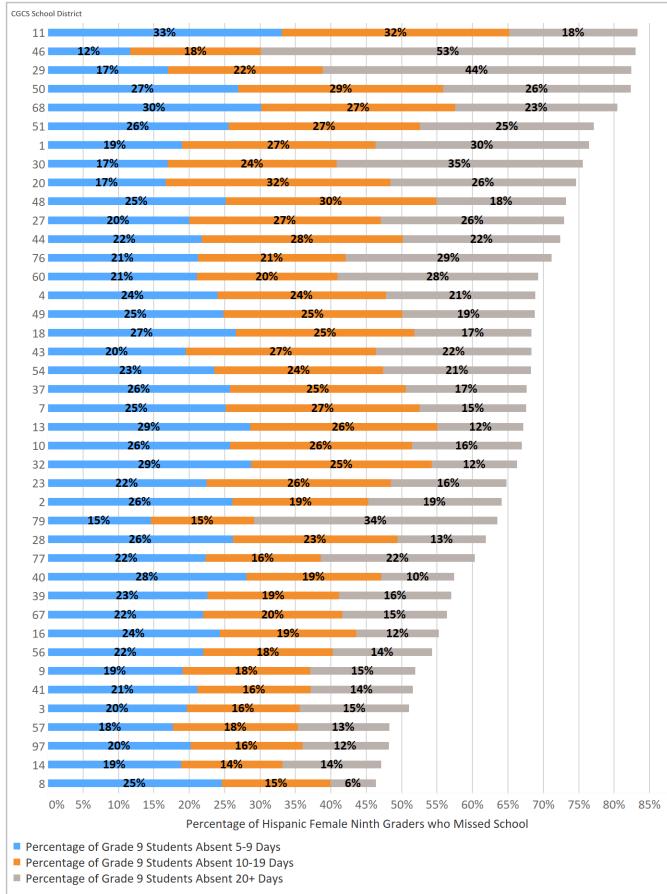


Figure 8.20. Percentage of Hispanic Female Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2018-19

CGCS School District 11 38% 12% 50 14% 25% 45% 46 29% 19% 36% 30 22% 27% 28% 97 29% 16% 27% 4 29% 31% 12% 29 26% 28% 17% 20% 60 23% 27% 29% 37 25% 16% 26% 23 31% 9% 17% 27% 43 21% 48 26% 30% 10% 29% 27% 8% 27 26% 14% 1 25% 28 24% 30% 11% 10% 13 28% 26% 51 32% 229 8% 10 26% 25% 12% 24% 10% 54 28% 7 25% 26% 12% 16 24% 11% 27% 8% 8 28% 23% 23% 8% 32 28% 8% 28% 23% 56 2 28% 24% 7% 77 25% 21% 12% 21% 3 27% 9% 76 21% 9% 27% 68 30% 6% 21% 57 20% 20% 17% 67 25% 21% 9% 19% 40 29% 6% 13% 3% 41 27% 4% 39 239 15% 14% 14 23% 5%

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

Percentage of Grade 3 Students Absent 5-9 Days

10% 15% 20%

25%

Percentage of Grade 3 Students Absent 10-19 Days

Percentage of Grade 3 Students Absent 20+ Days

Note: Lower values are desired

0% 5%

Percentage of Third Graders Eligible for a Free or Reduced Price Lunch who Missed School

30% 35% 40% 45% 50% 55% 60% 65% 70%

75%

80%

85%

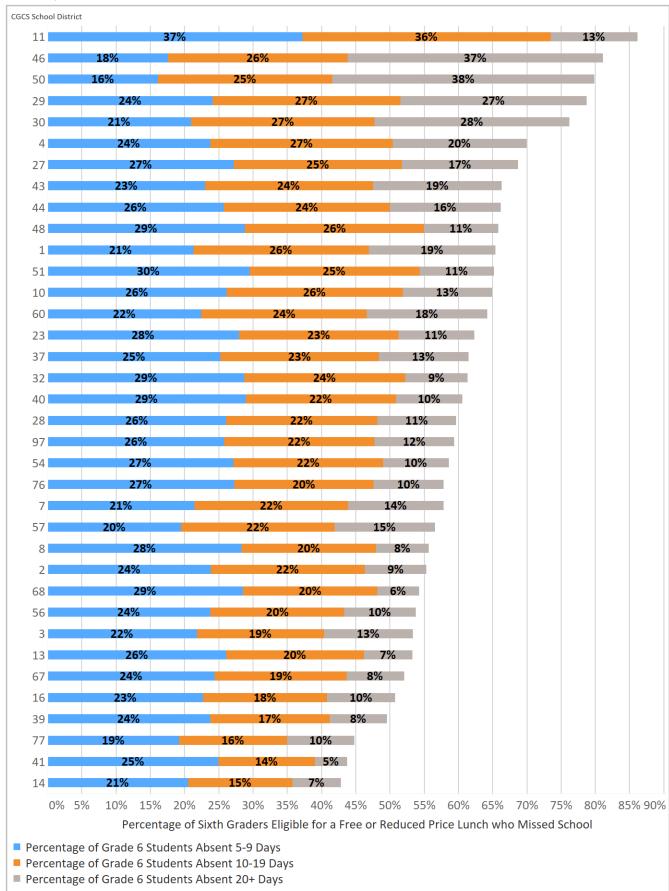


Figure 8.22. Percentage of Sixth Graders Eligible for Free or Reduced-Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2018-19

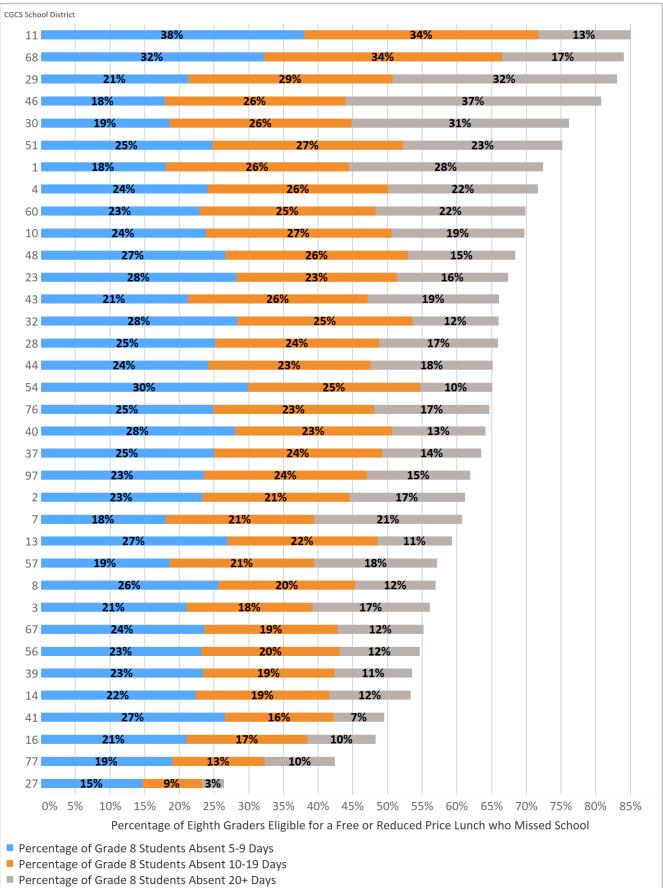


Figure 8.23. Percentage of Eighth Graders Eligible for Free or Reduced-Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2018-19

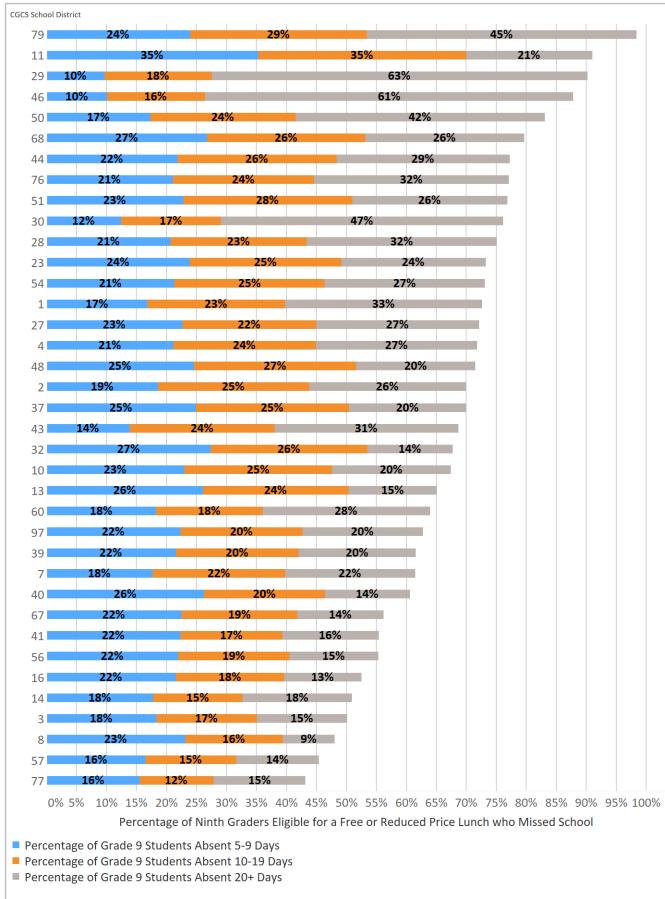
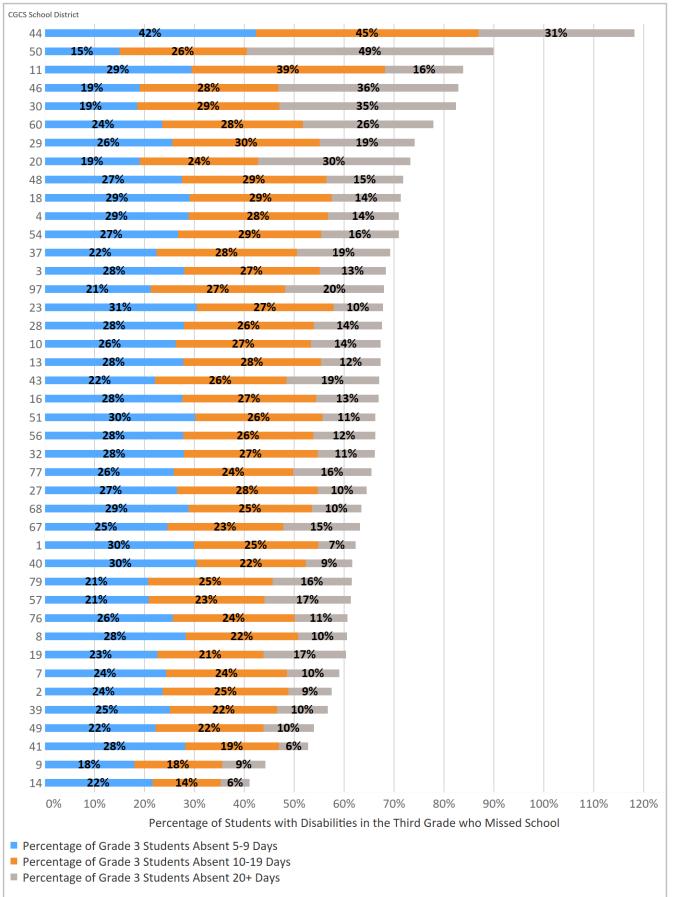


Figure 8.24. Percentage of Ninth Graders Eligible for Free or Reduced-Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2018-19

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

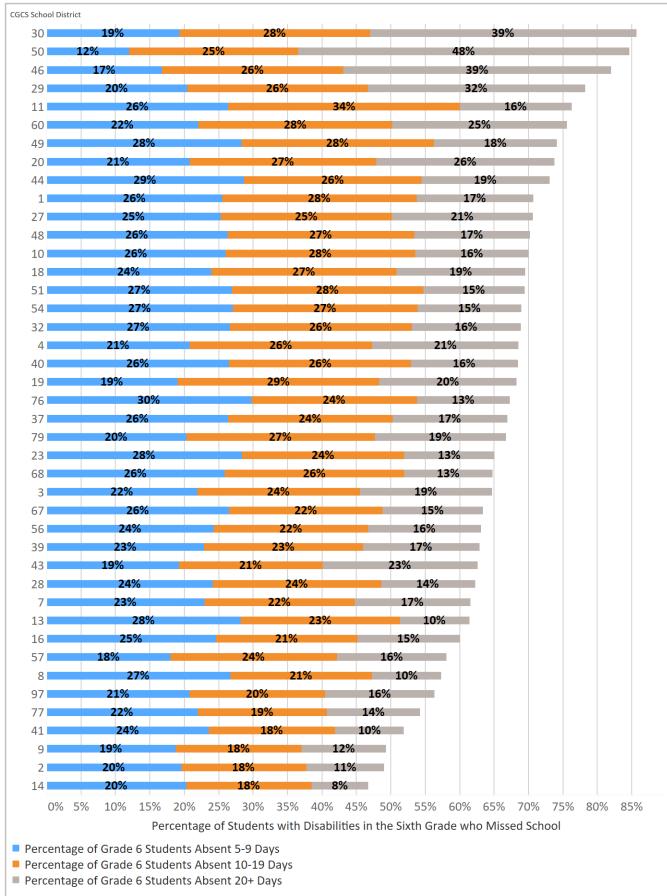


Figure 8.26. Percentage of Students with Disabilities in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19

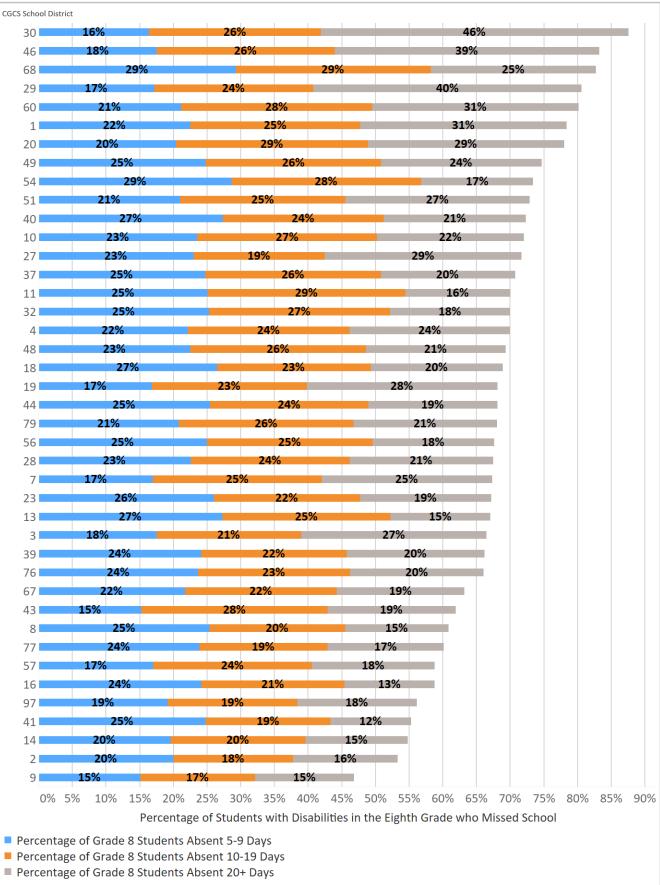


Figure 8.27. Percentage of Students with Disabilities in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19

Note: Lower values are desired

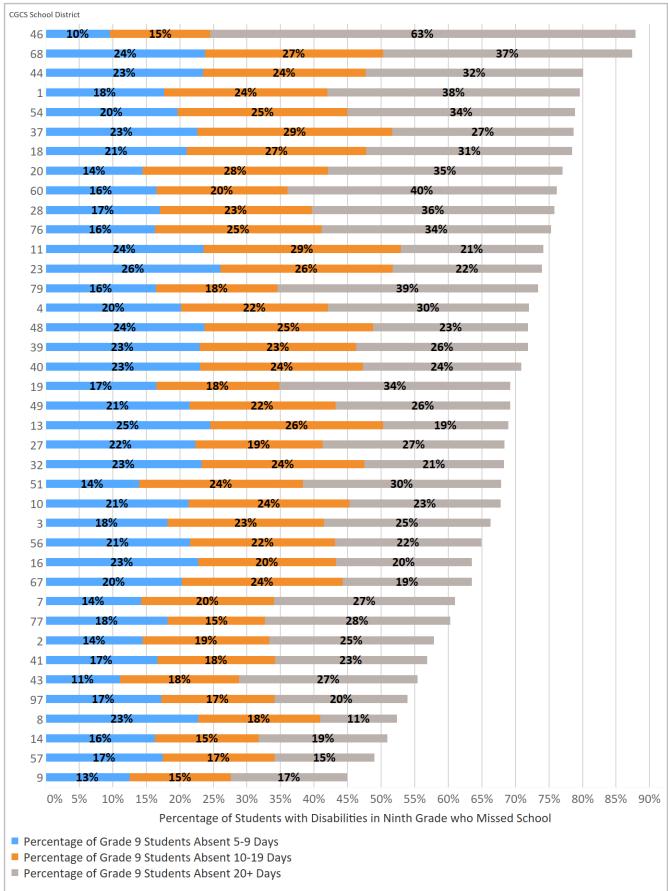


Figure 8.28. Percentage of Students with Disabilities in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19

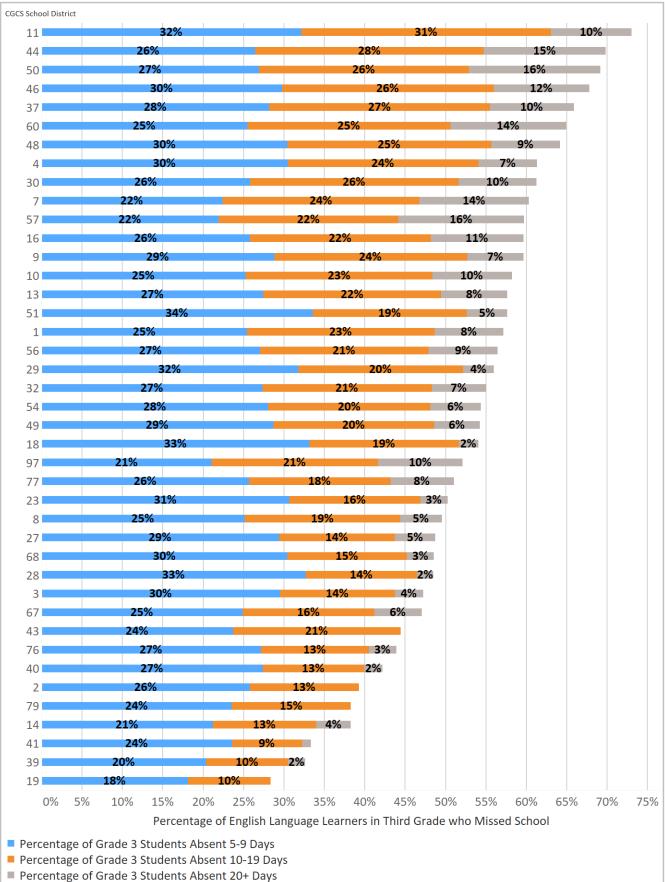


Figure 8.29. Percentage of English Learners in Third Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19

Note: Lower values are desired

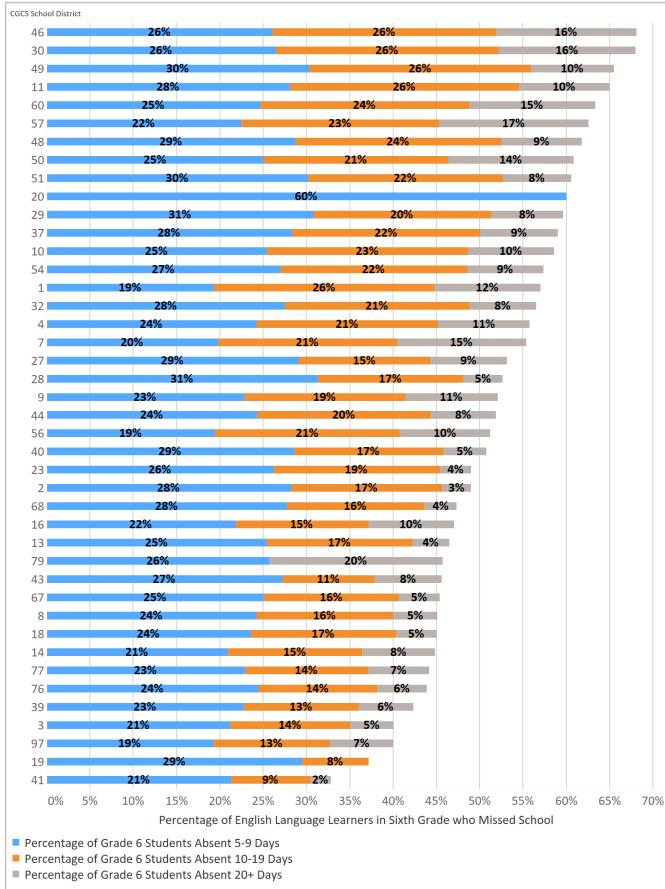


Figure 8.30. Percentage of English Learners in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19

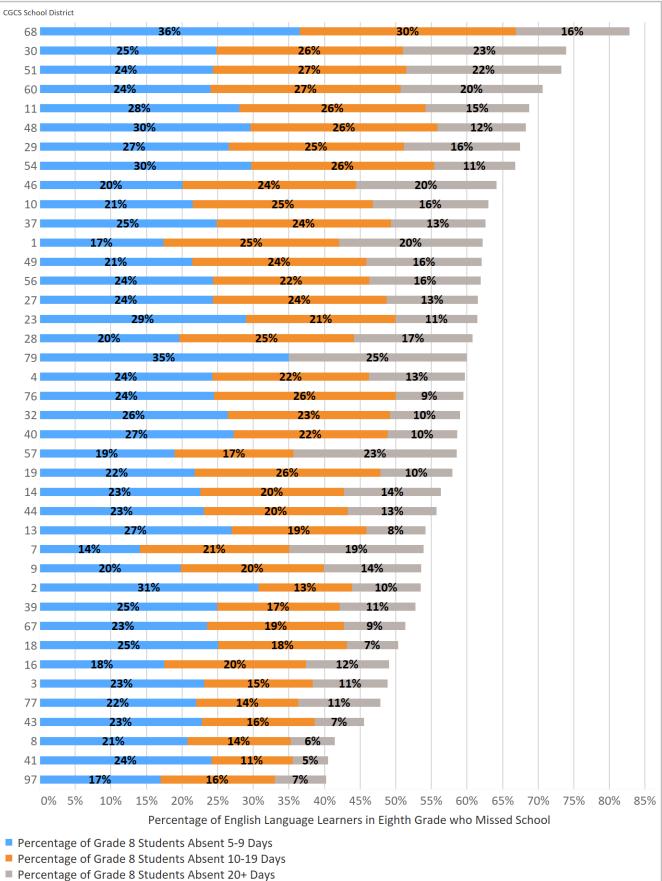


Figure 8.31. Percentage of English Learners in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19

Note: Lower values are desired

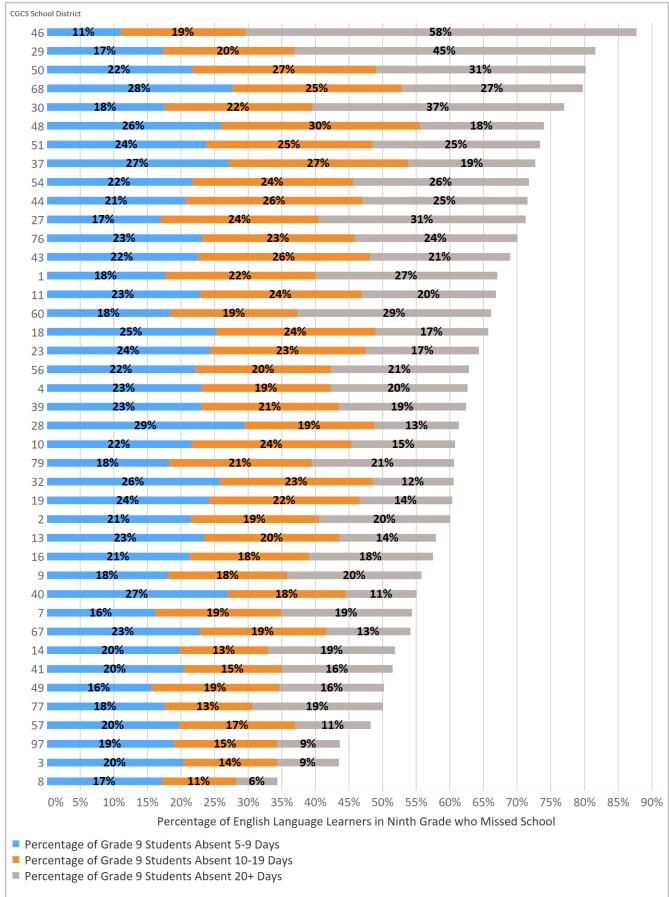


Figure 8.32. Percentage of English Learners in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2018-19

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.

CGCS School District 19 1% 1% 27 3% 79 4% 1% 00/ 1% 0% 57 1% 9% 3% 30 1% 18 1% 4 1% 1% 2 50 1% 1% 43 51 1% 23 7% 1% 28 40 1% 10 1% 76 67 59 1% 29 44 39 8 1% 14 5% 46 49 2 68 1% 3 7 41 % 97 0% 48 2% 16 3% 56 3% 37 2% 54 1 7% 2% 77 9 1% 13 1% 71 **1%** 32 11 📃 0% 1% 2% 3% 4% 5% 6% 7% 8% 9% 10% 11% 12% 13% 14% 15% Percentage of Students with Out-of-School Suspensions 1-5 Days 6-10 Days 11-19 Days 20+ Days

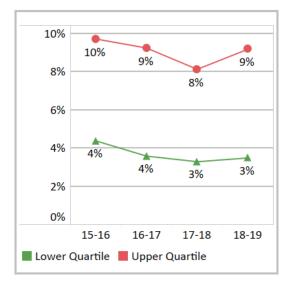
Figure 9.1. Percentage of Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

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.





Best Quartile for Overall Performance (2018-19)

- (2010-15)
- Broward County
- Chicago
- Clark County
 - Denver
- Long Beach
- Miami

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

AtlantaClark County

Dallas

- PinellasPittsburgh
- Richmond
 - Shelby County

Orange County

San Francisco

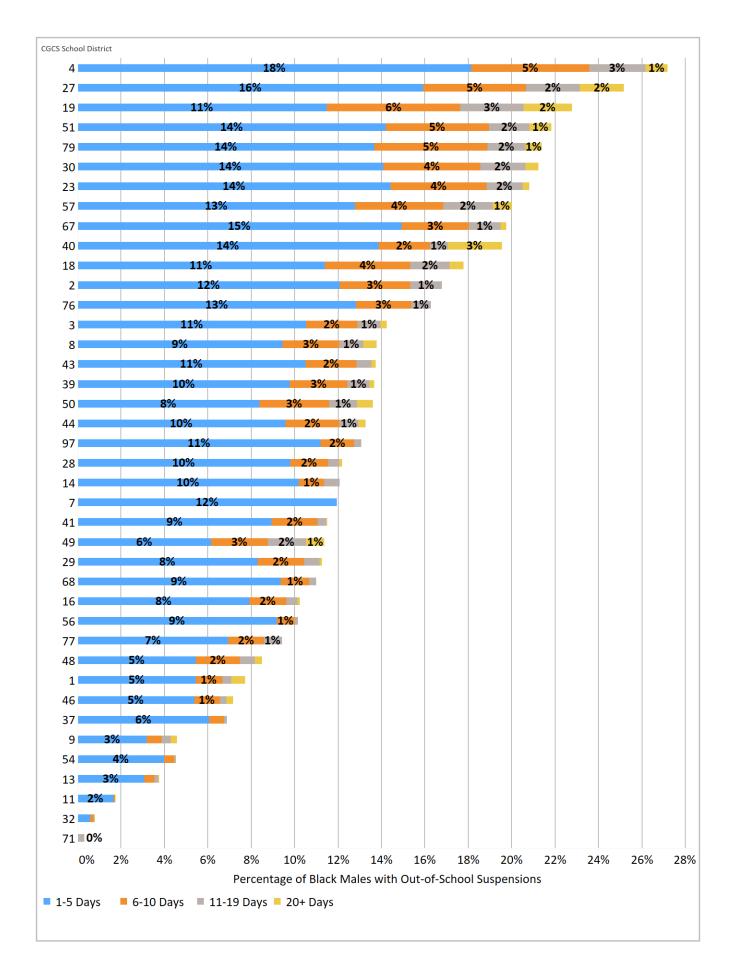
San Diego

Seattle

DaytonOrange 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

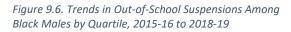
Figure 9.4. Percentage of Black Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

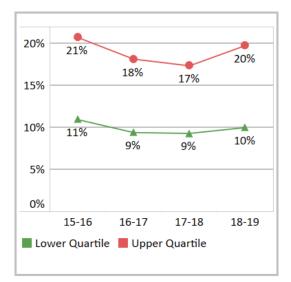


Percentage of Black Males with Out-of-School Suspensions for the Year

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.





Best Quartile for Overall Performance (2018-19)

•

Orange County

San Francisco

Seattle

Toledo

- Baltimore
- Broward County
- Chicago
- Clark County
- Denver
- Deliver
- Long Beach
- Los Angeles

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

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

Dallas

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

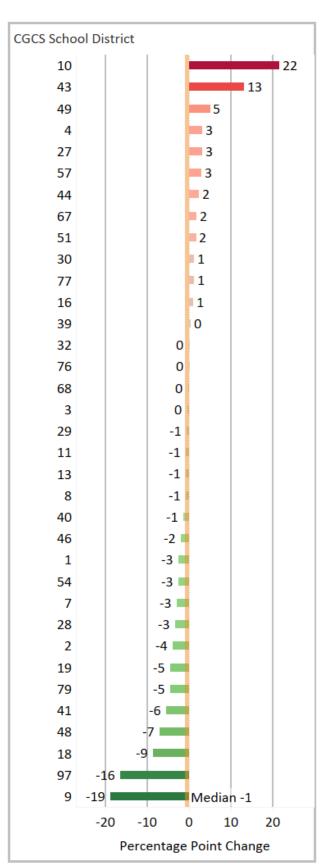
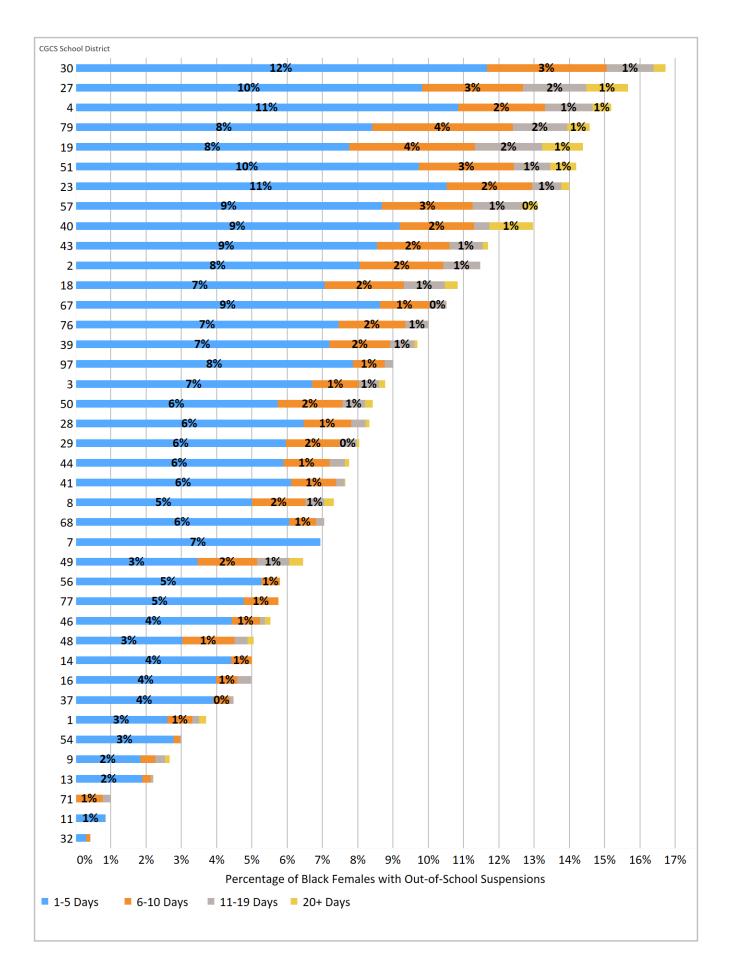


Figure 9.7. Percentage of Black Females with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

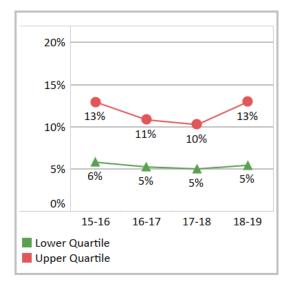


Percentage of Black Females with Out-of-School Suspensions for the Year

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.





Best Quartile for Overall Performance (2018-19)

Miami

San Diego

Richmond

Toledo

Shelby County

Seattle

Orange County

- Albuquerque
 Los Angeles
- Baltimore
 - Broward County •
- Chicago
 - Clark County
- Denver

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

Atlanta • Pinellas

•

- Chicago •
- Clark County
- Dallas
- Dayton
- Orange County

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

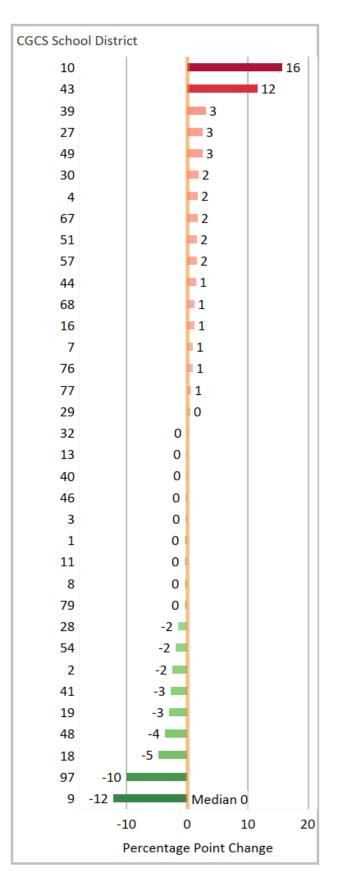
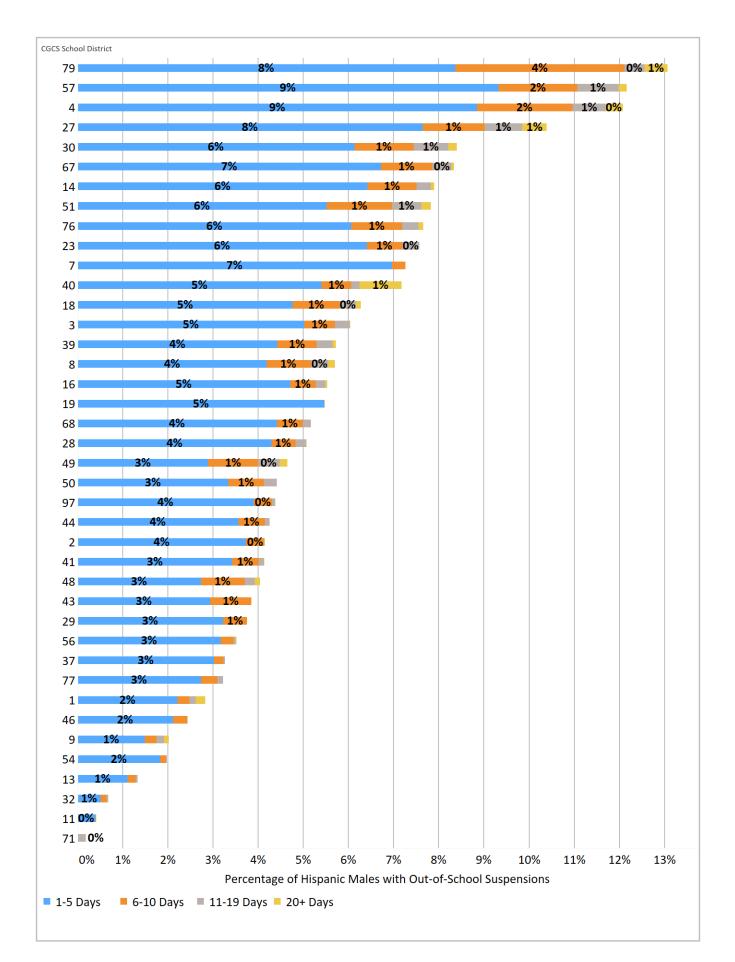


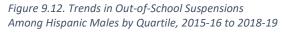
Figure 9.10. Percentage of Hispanic Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

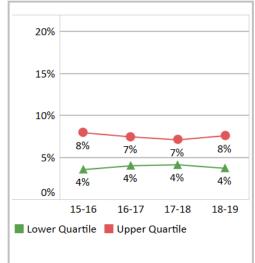


Percentage of Hispanic Males with Out-of-School Suspensions for the Year

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.





Best Quartile for Overall Performance

(2018-19)

- Baltimore
- Long BeachMiami

Seattle

San Francisco

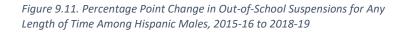
- Broward County
- Chicago
 - Clark County •
- Denver
- D.C.

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

AtlantaChicago

Dallas

- Richmond
- Seattle
 - Shelby County
- Orange County
- Pinellas
- Pittsburgh



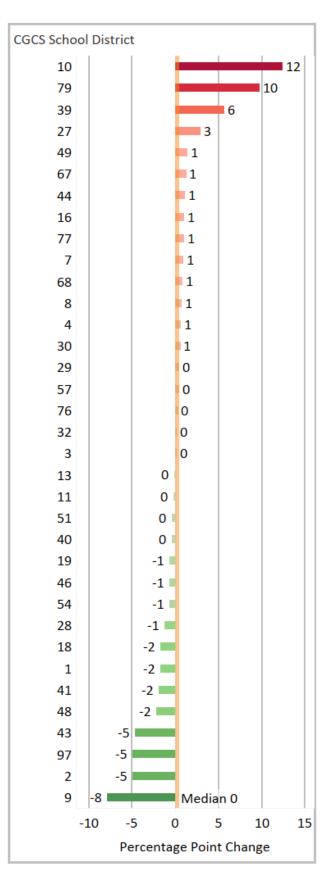
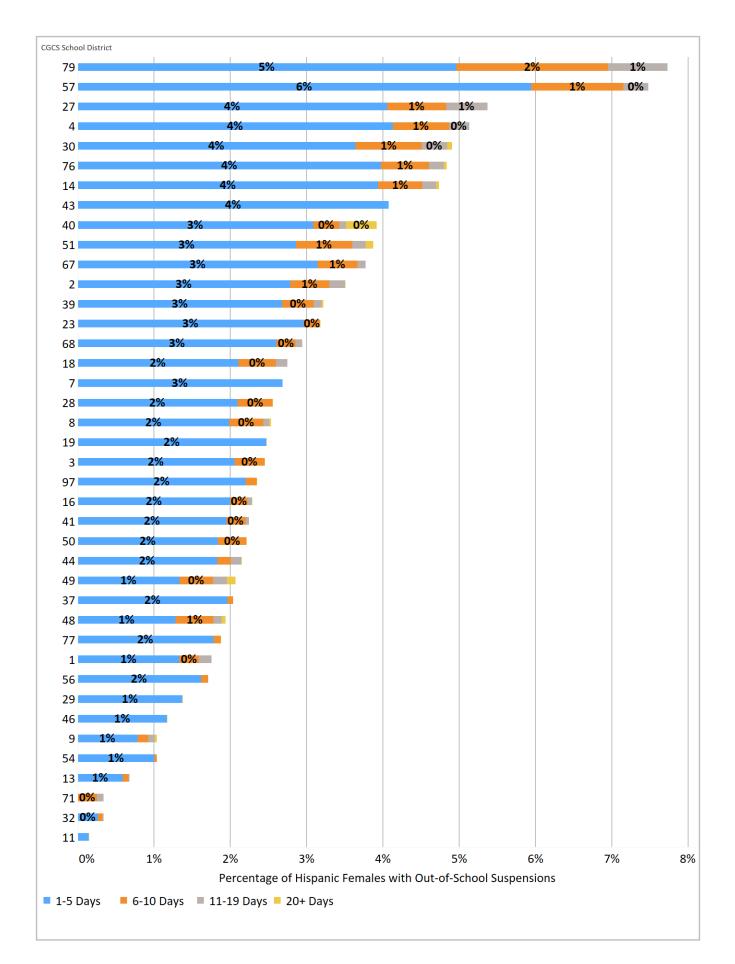


Figure 9.13. Percentage of Hispanic Females with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19



Percentage of Hispanic Females with Outof-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.

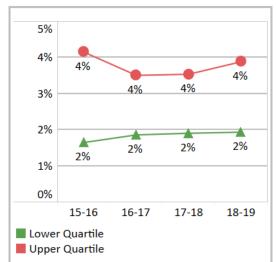


Figure 9.15. Trends in Out-of-School Suspensions Among Hispanic Females by Quartile, 2015-16 to 2018-

Best Quartile for Overall Performance

(2018-19)

Baltimore • Los Angeles

Orange County

San Francisco

Seattle

Richmond

St Paul

- Chicago
- Clark County
- D.C.
- Long Beach

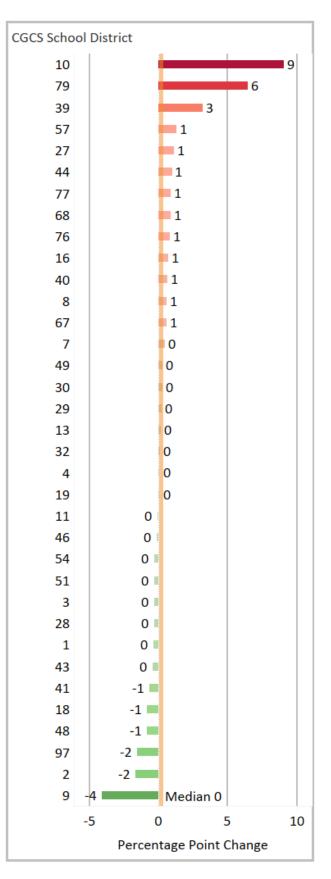
Best Quartile for Percentage Point Change (2015-16 to 2018-19)

- Atlanta
 - Clark County
 - SeattleShelby County

٠

- Dallas Orange County •
- Pinellas
- Pittsburgh





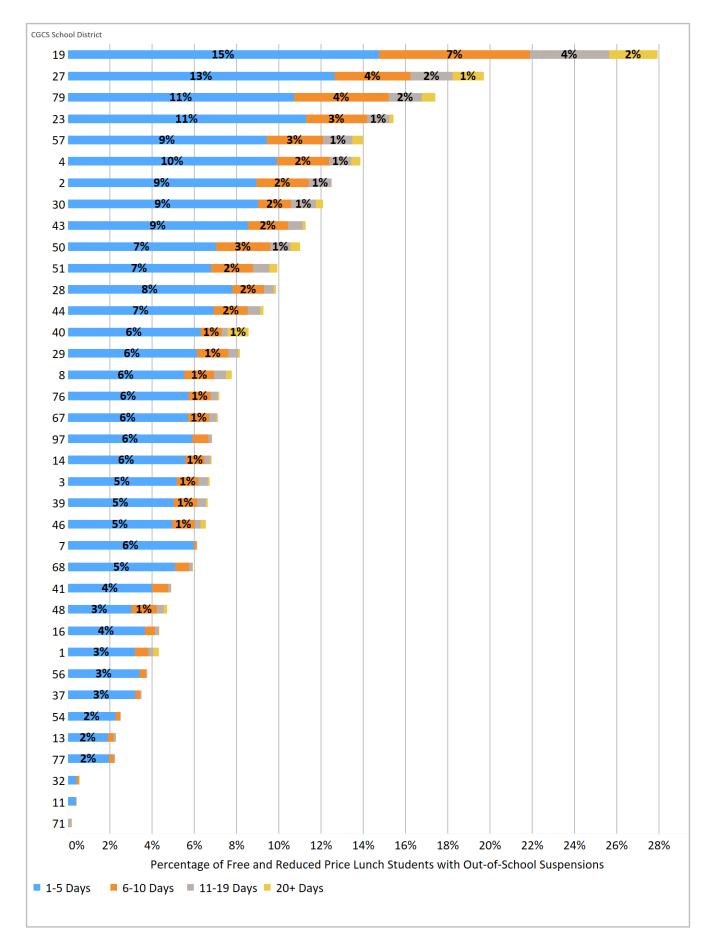


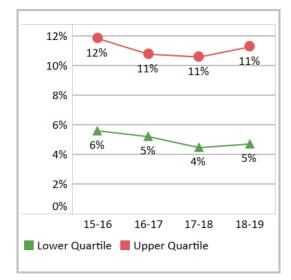
Figure 9.16. Percentage of Free or Reduced-Price Lunch Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

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)

٠	Broward County	٠	San Diego
•	Chicago	٠	San Francisco
•	Denver	٠	Seattle
•	Long Beach		
٠	Miami		
•	Orange County		
Best Quartile for Percentage Point Change			
Des	a Quartile for Perce	intag	e Point Change
Des	2015-16 to		
•	•		
•	(2015-16 to		3-19)
• •	(2015-16 to Atlanta		3-19) Pittsburgh
• • •	(2015-16 to Atlanta Chicago		3-19) Pittsburgh Richmond



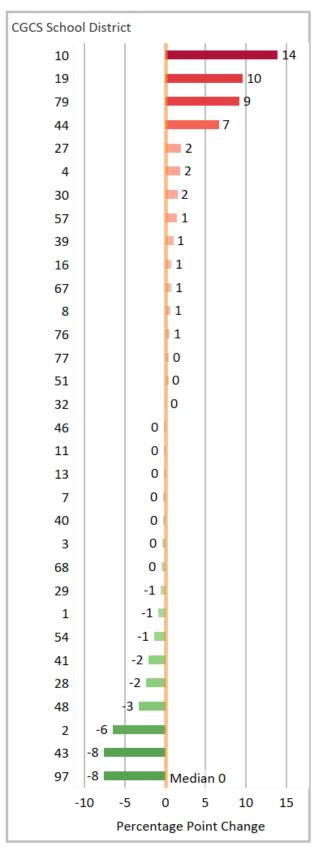
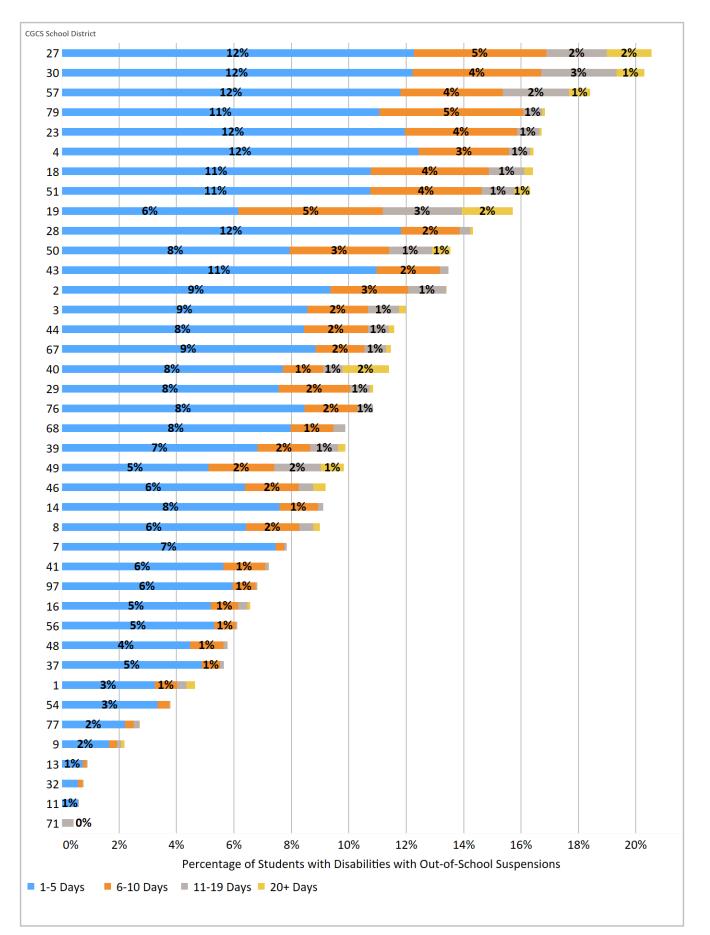


Figure 9.19. Percentage of Students with Disabilities with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19



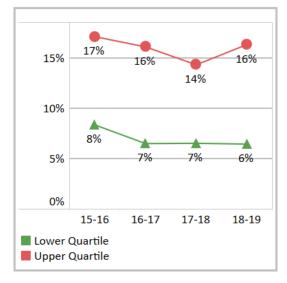
Percentage of Students with Disabilities with Out-of-School Suspensions for the Year

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

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**
- **Orange County** San Diego
- Denver
- Long Beach
- Los Angeles

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

.

- Baltimore
- **Clark County**
- Dallas
- Dayton
- D.C.
- Pinellas Pittsburgh

Orange County

Miami

Seattle

San Francisco

- ٠
- Richmond
- Shelby County •

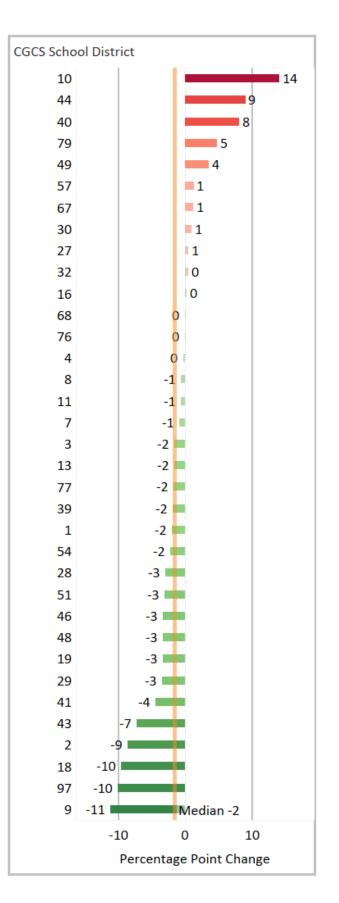
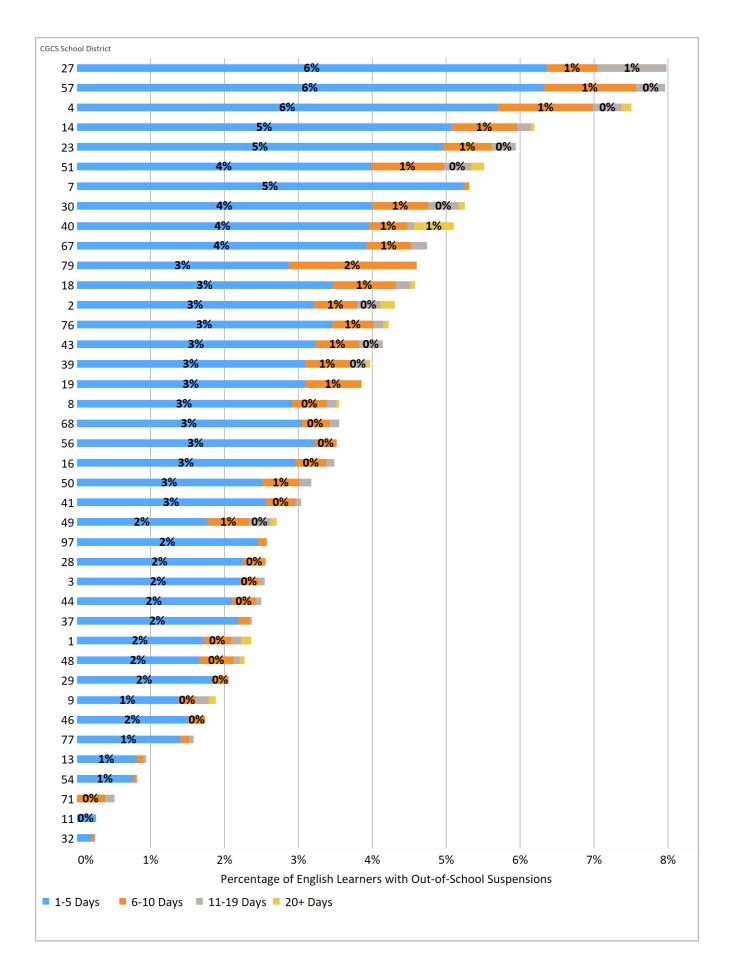


Figure 9.22. Percentage of English Learners with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2018-19

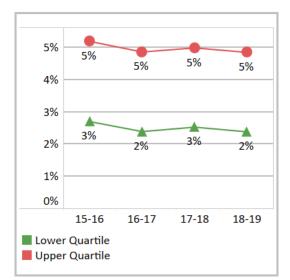


Percentage of English Learners with Out-of-**School Suspensions for the Year**

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 ٠ 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.

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

.

- Atlanta .
- **Duval County** ٠ **Orange County** •

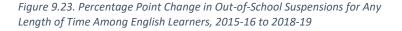
Los Angeles

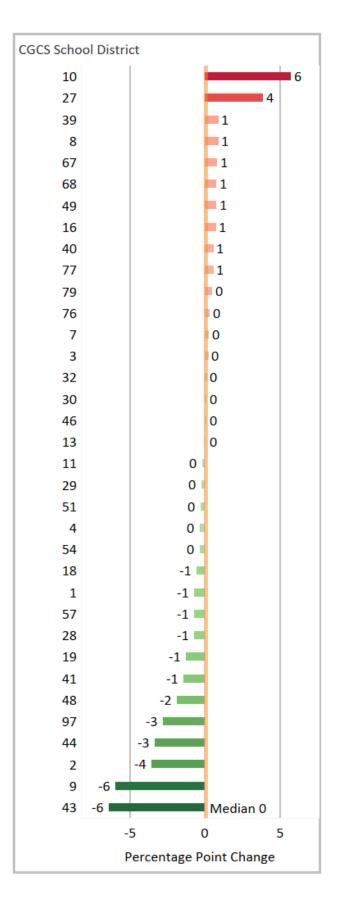
Orange County

San Francisco

Seattle

- **Clark County** Cleveland
- Pinellas • Richmond
- Dallas
- Dayton





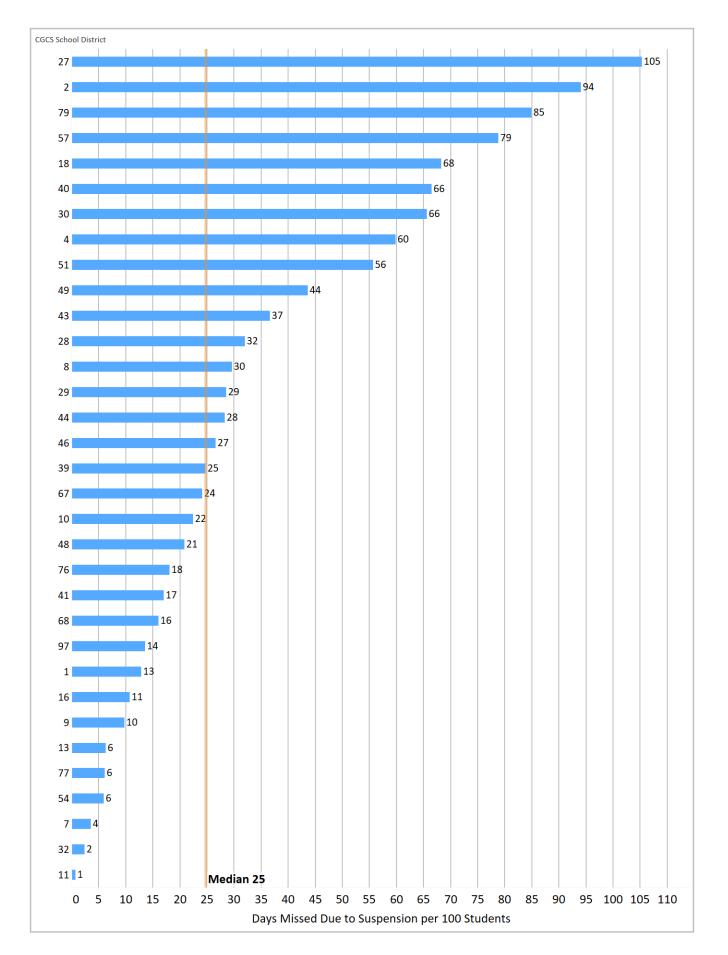


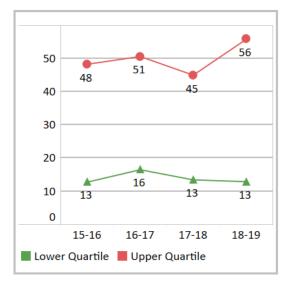
Figure 10.1. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2018-19

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
 Miami
- Broward County
- Chicago
- Clark County
- Denver
- Long Beach

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

- Anchorage
- Orange CountyPittsburgh

Richmond

Shelby County

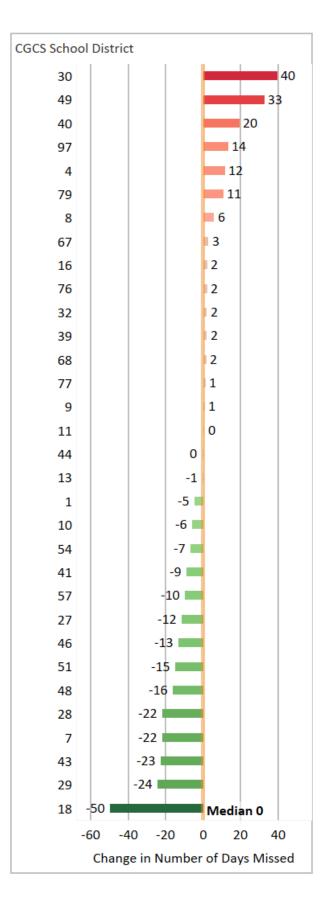
San Diego

Seattle

San Francisco

- Atlanta Baltimore City •
- D.C.
- Oklahoma City

Figure 10.2. Change in Number of Instructional Days Missed due to Outof-School Suspensions per 100 Students, 2015-16 to 2018-19



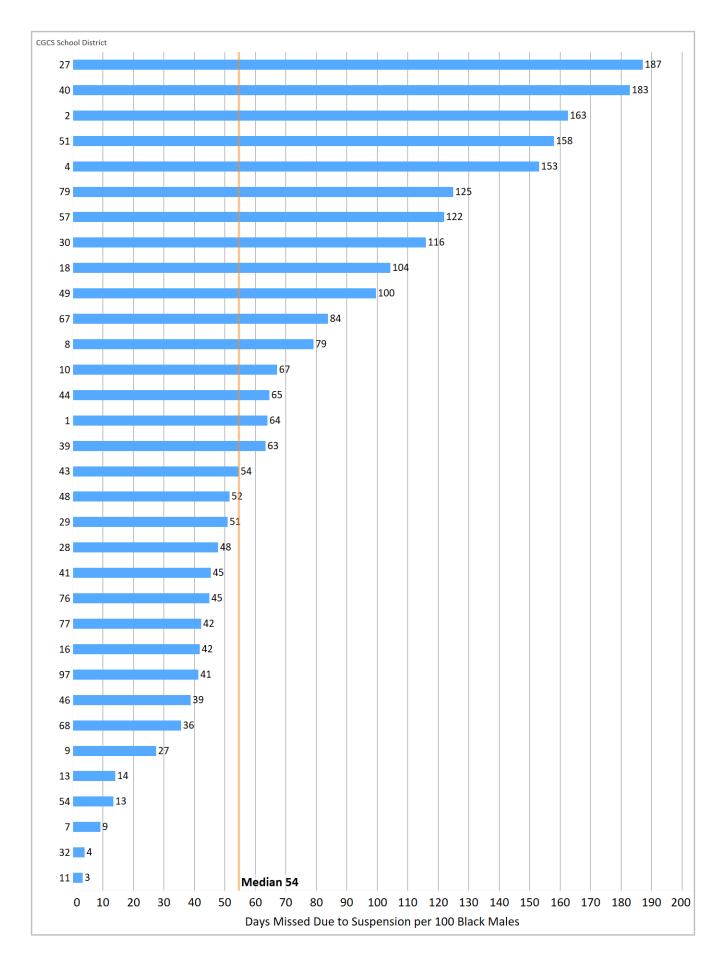


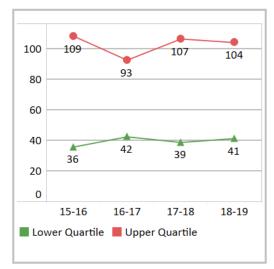
Figure 10.4. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2018-19

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 ٠ 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
 - Long Beach Miami **Baltimore City**
- **Broward County**
- Chicago

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

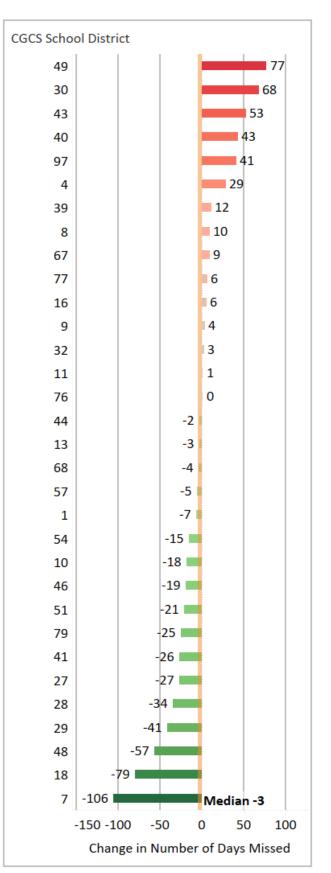
- Anchorage
- Atlanta
- Dallas
- D.C.
- Norfolk
- Oklahoma City •

Clark County

Denver

- **Orange County** •
- Shelby County
- Toledo

Figure 10.5. Change in the Number of Instructional Days Missed Due to Outof-School Suspensions per 100 Black Males, 2015-16 to 2018-19



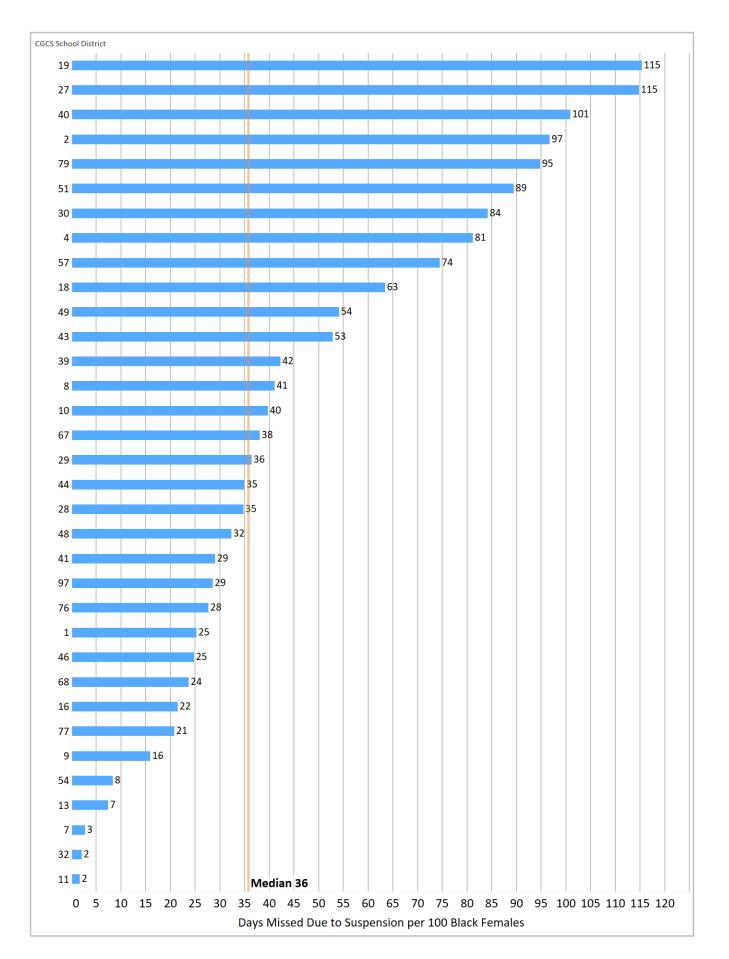


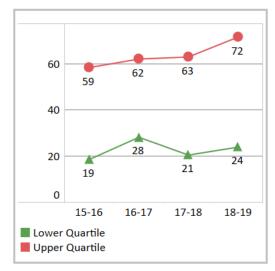
Figure 10.7. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Females, 2018-19

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)

•

Long Beach

San Diego

San Francisco

Hillsborough County

Orange County

Shelby County

Seattle

Miami

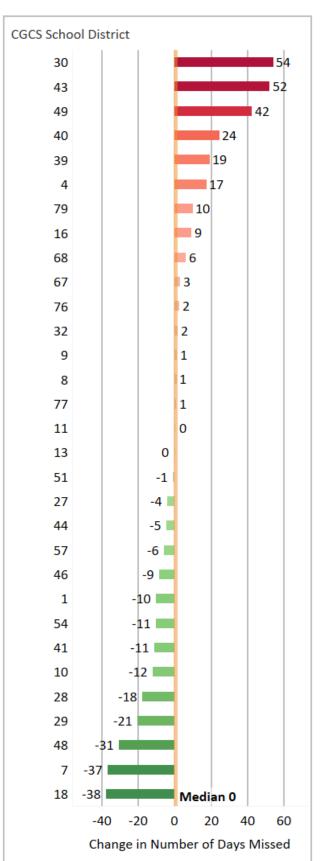
- Albuquerque
- Anchorage
- Broward County
- Chicago
- Clark County
- Denver

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

•

- Anchorage
- Atlanta
- Chicago
- D.C.
- Dallas

Figure 10.8. Change in the Number of Instructional Days Missed Due to Outof-School Suspensions per 100 Black Females, 2015-16 to 2018-19



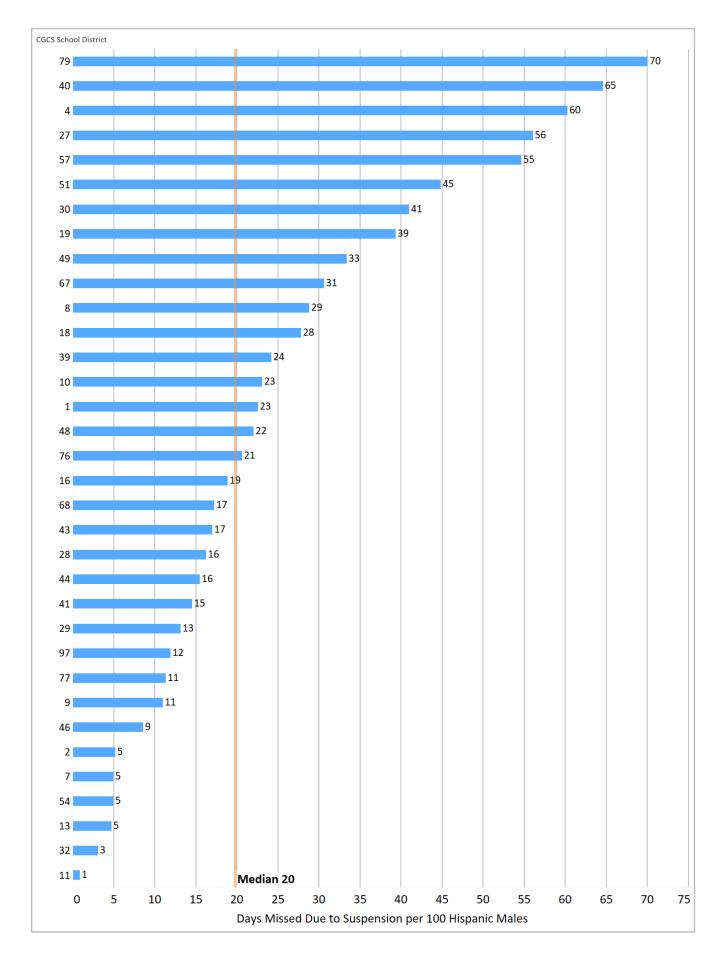


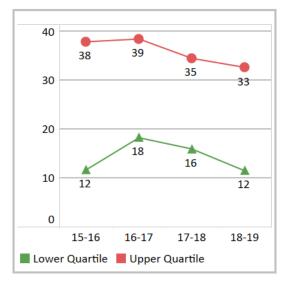
Figure 10.10. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2018-19

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-ofschool 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
 Long Beach
- Baltimore County
 - Broward County Richmond

Miami

San Francisco

- Chicago
- Clark County
- Denver

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

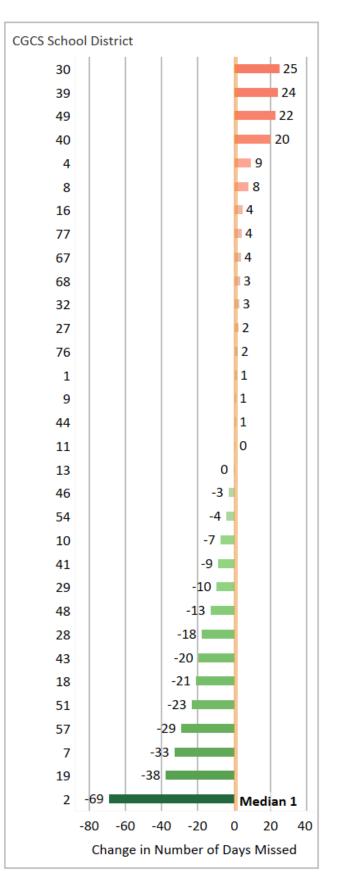
AnchorageAtlanta

D.C.

- Orange CountyPittsburgh
- Richmond
- Shelby County
- Oklahoma City

Cleveland

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



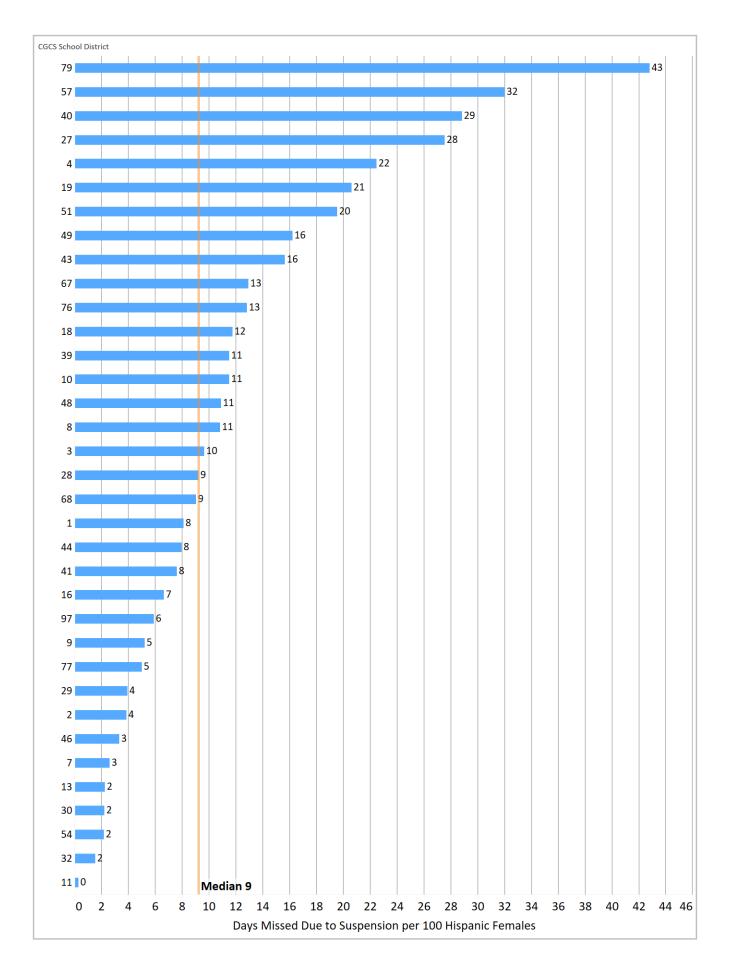


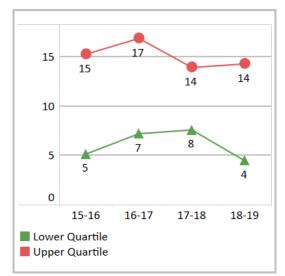
Figure 10.13. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female, 2018-19

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 outof-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.

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

Anchorage

D.C.

- Orange CountyPittsburgh
 - Richmond
 - Shelby County

Long Beach

Milwaukee

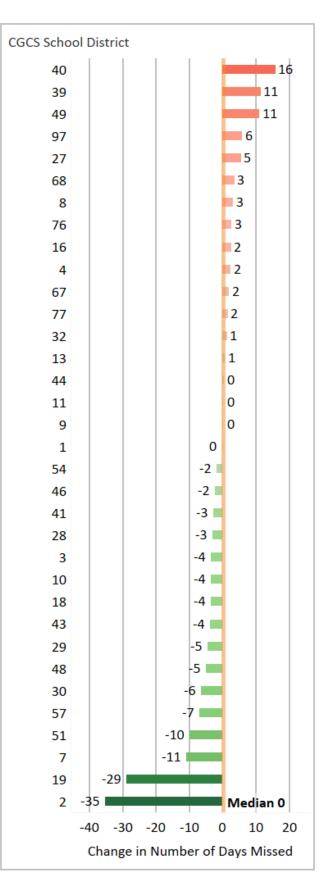
Richmond

Miami

MilwaukeeOklahoma City

Cleveland

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



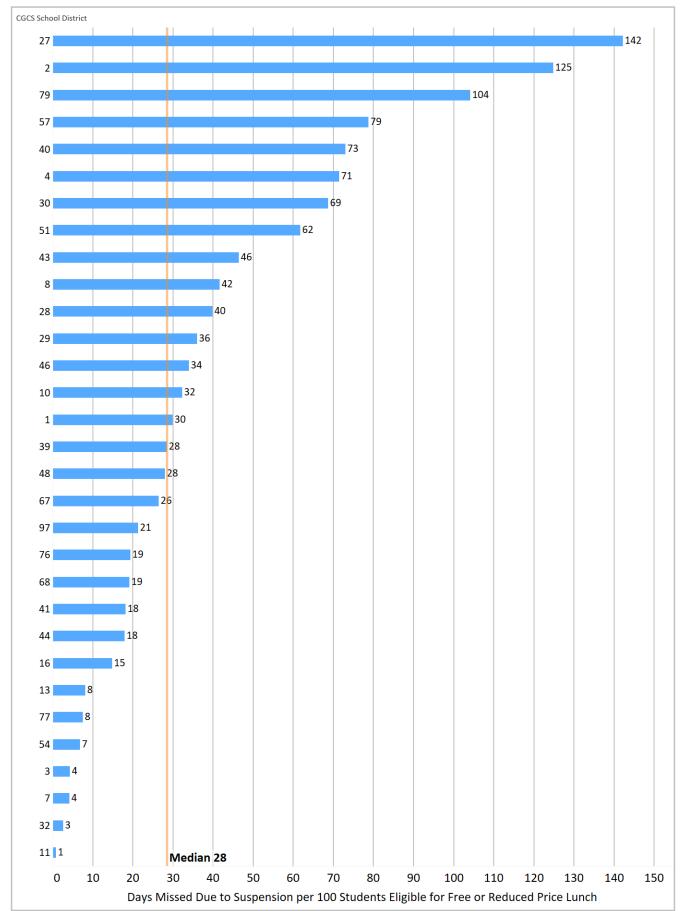


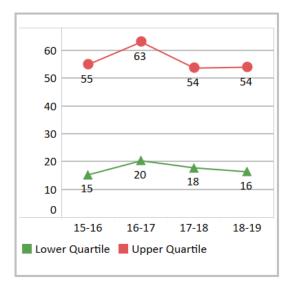
Figure 10.16. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2018-19

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
- San FranciscoSt. Paul

Miami

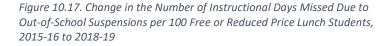
San Diego

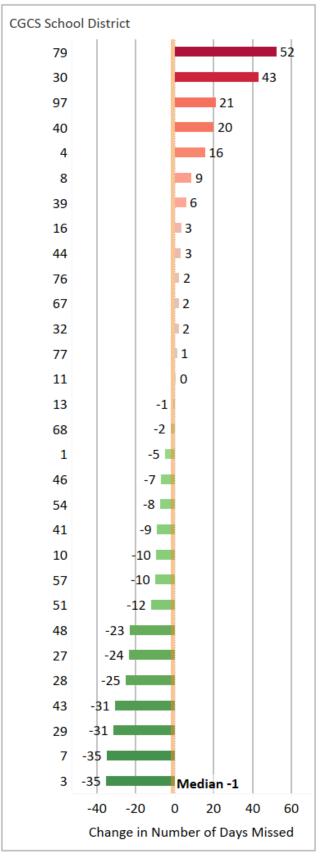
Orange County

Pittsburgh

St. Paul

- DenverLong Beach
- Best Quartile for Percentage Point Change (2015-16 to 2018-19)
- Anchorage
- Atlanta
- D.C.
 - Norfolk
- Oklahoma City





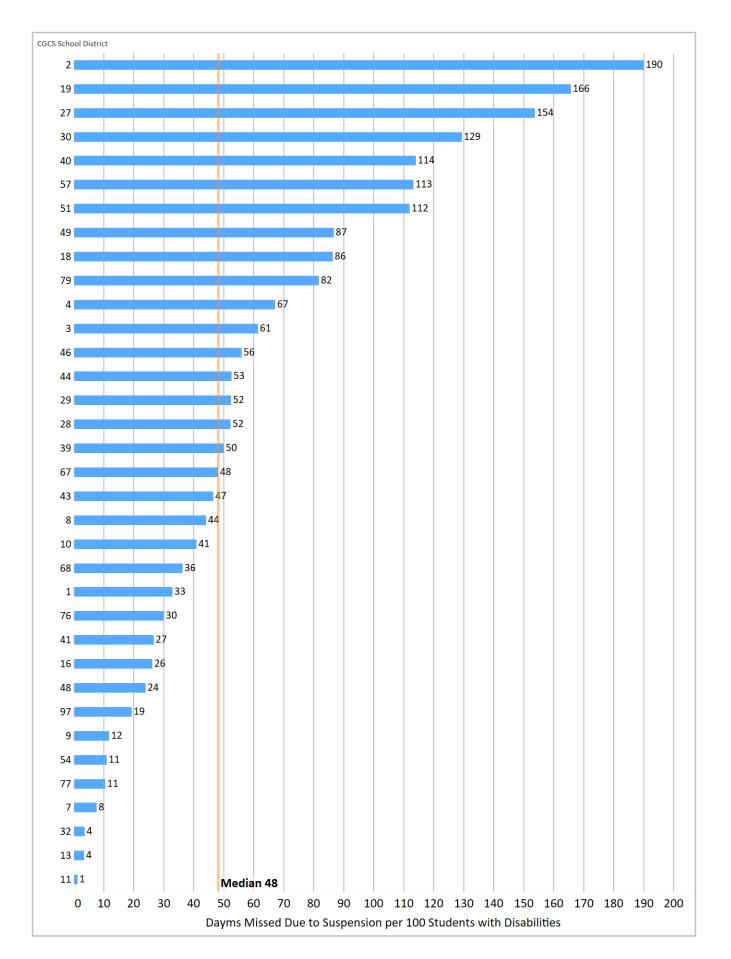


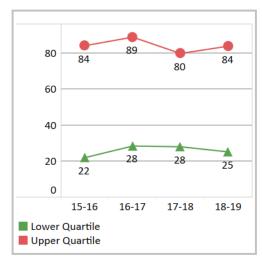
Figure 10.19. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2018-19

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-ofschool 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
- PinellasSan Francisco

Orange County

- Chicago
- Clark County
- Denver
- Long Beach
- Miami

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

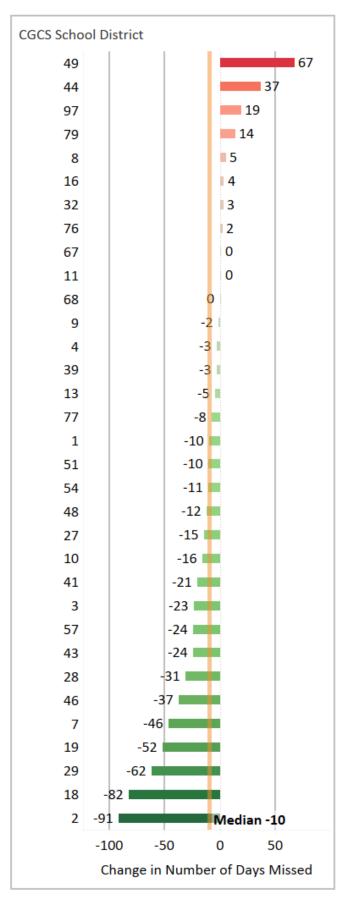
•		•
Anchorage	•	Pittsburgh

- Atlanta
- Richmond
- Shelby CountySt. Paul
- Cleveland

Baltimore City

D.C.

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



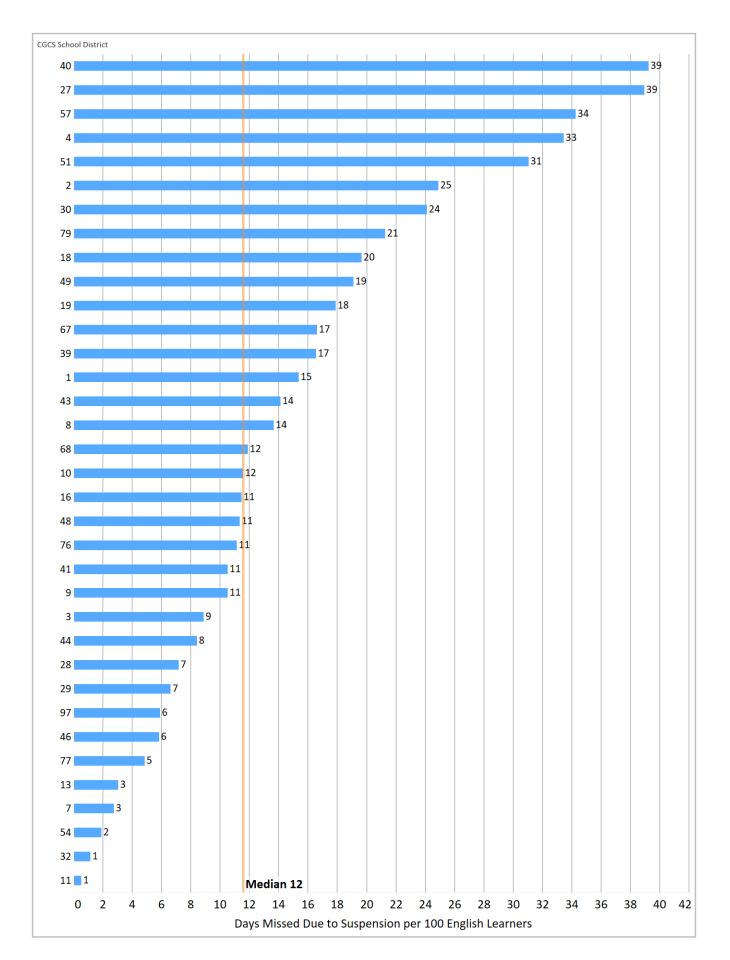


Figure 10.22. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2018-19

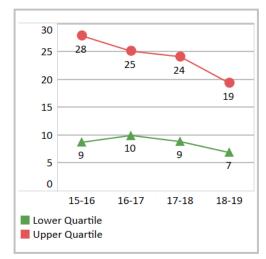
Number of Instructional Days Missed Due to Out-of-School Suspensions per 100

English Learners

Note: Lower values and larger decreases are desired

- Figure 10.22: Total number of instructional days missed for English learners due to outof-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)

٠

•

- Anchorage
- Atlanta
- **Baltimore City**
- **Broward County**
- Chicago
- Denver

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

- Anchorage
- Cleveland
- D.C.
- **Duval County**
- Hillsborough
- Oklahoma City •
- **Orange County**

D.C.

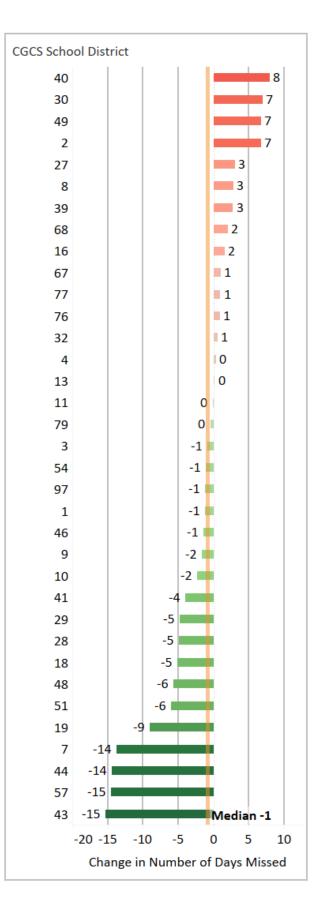
Miami

Pinellas

San Francisco

- Shelby County .
- Pittsburgh
- .

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

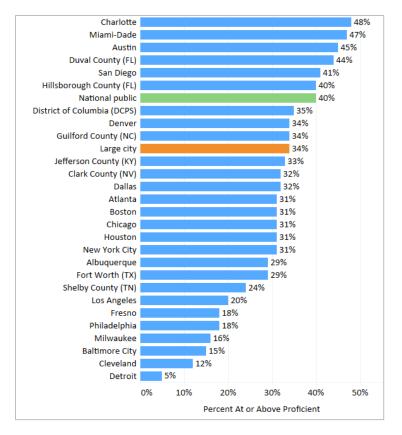


Figure 0.2: Percentage of Grade 8 Students At or Above Proficient in Math on NAEP, 2019

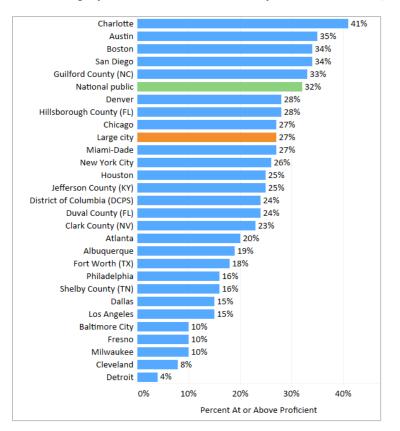


Figure 0.3: Percentage of Grade 4 Students Below Basic in Math on NAEP, 2019

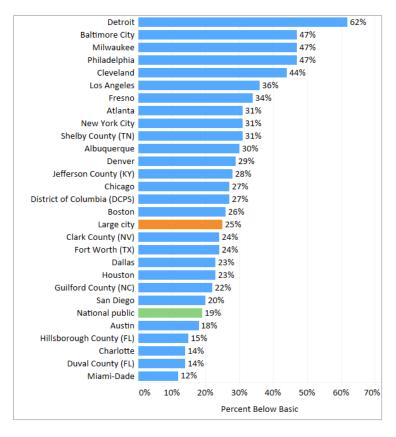


Figure 0.4: Percentage of Grade 8 Students Below Basic in Math on NAEP, 2019

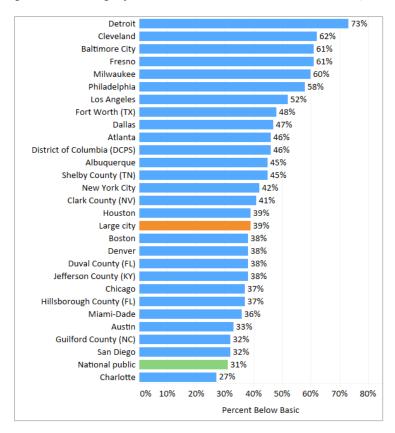


Figure 0.5: Percentage of Grade 4 Students At or Above Proficient in Reading on NAEP, 2019

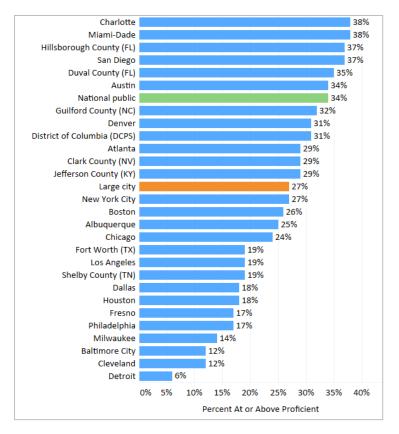


Figure 0.6: Percentage of Grade 8 Students At or Above Proficient in Reading on NAEP, 2019

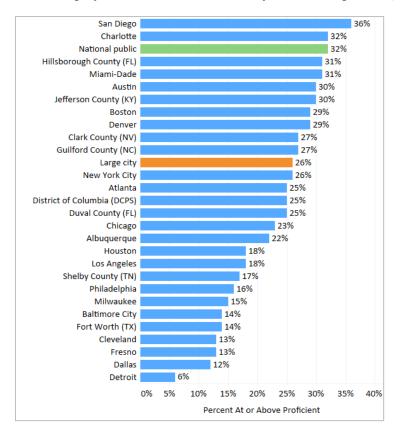


Figure 0.7: Percentage of Grade 4 Students Below Basic in Reading on NAEP, 2019

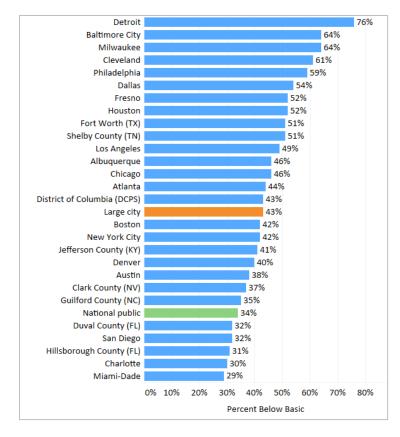


Figure 0.8: Percentage of Grade 8 Students Below Basic in Reading on NAEP, 2019

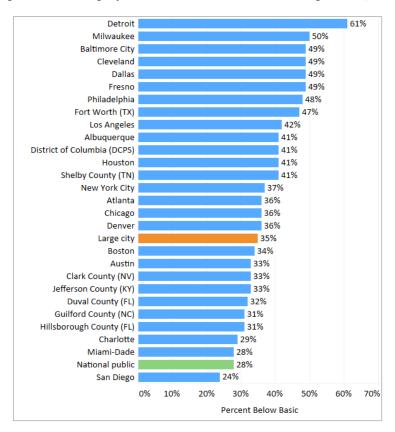


Figure 0.9: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP, 2019

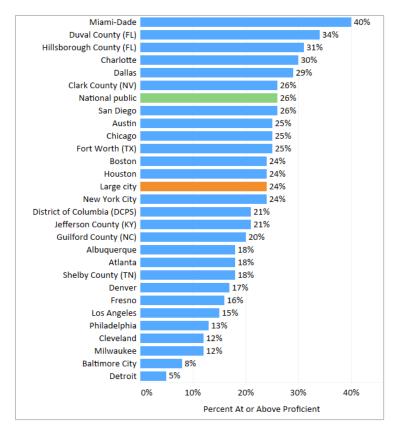


Figure 0.10: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP, 2019

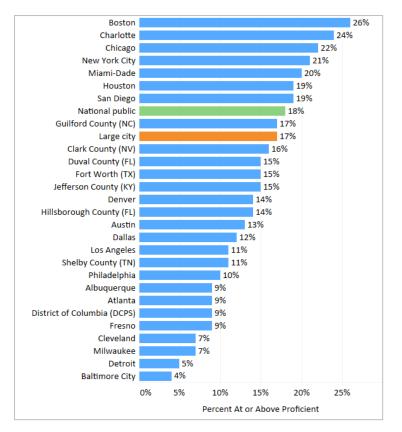


Figure 0.11: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP, 2019

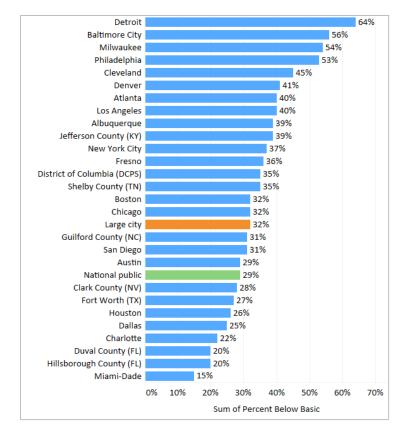


Figure 0.12: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP, 2019

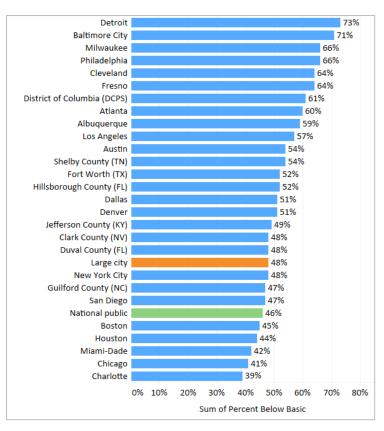


Figure 0.13: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2019

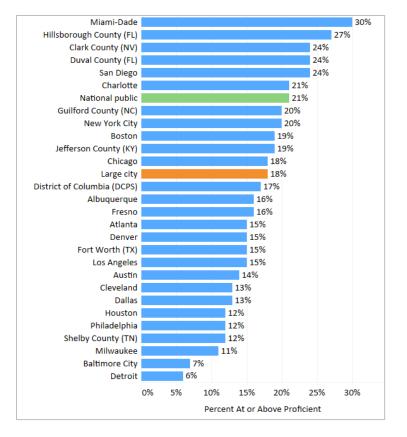


Figure 0.14: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2019

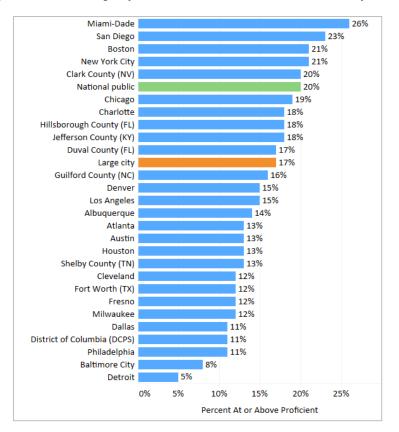


Figure 0.15: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP, 2019

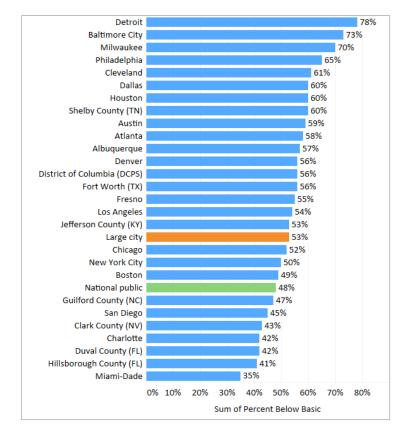


Figure 0.16: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP, 2019

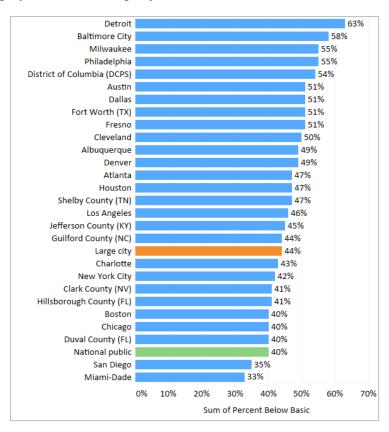


Figure 0.17: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2019

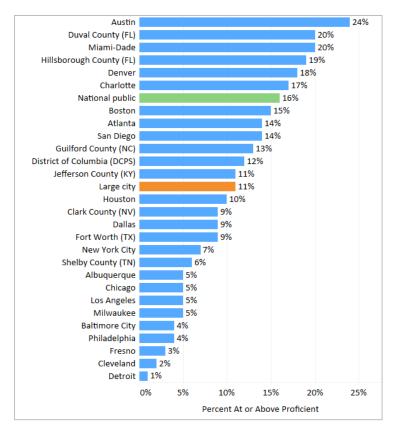


Figure 0.18: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2019

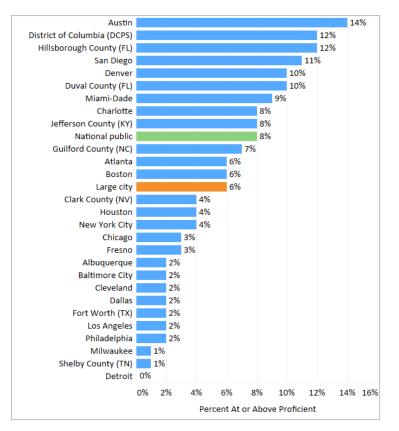


Figure 0.19: Percentage of Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2019

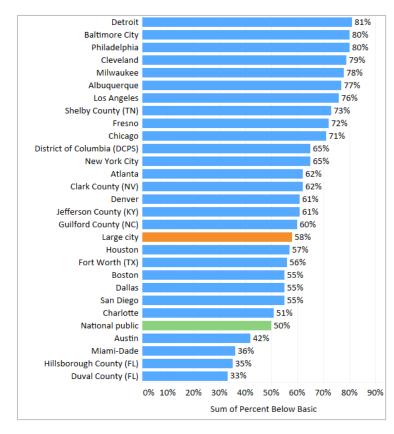


Figure 0.20: Percentage of Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2019

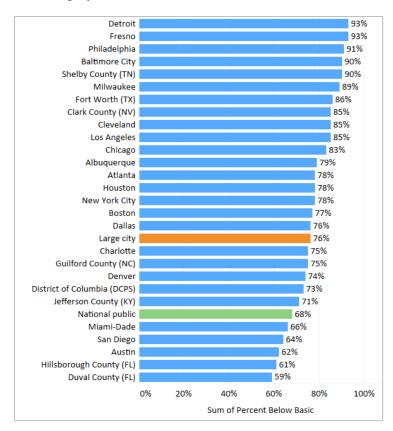


Figure 0.21: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2019

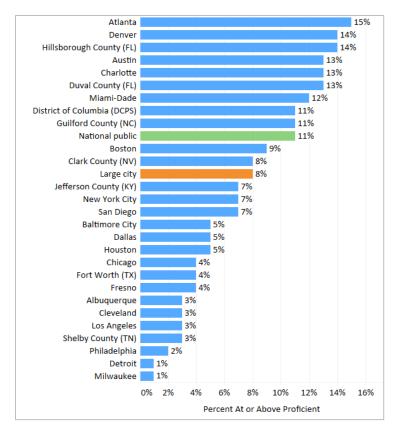


Figure 0.22: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2019

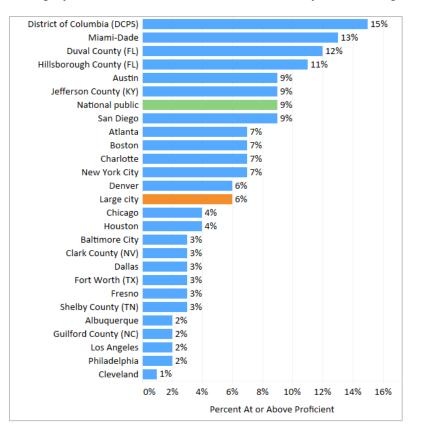


Figure 0.23: Percentage of Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2019

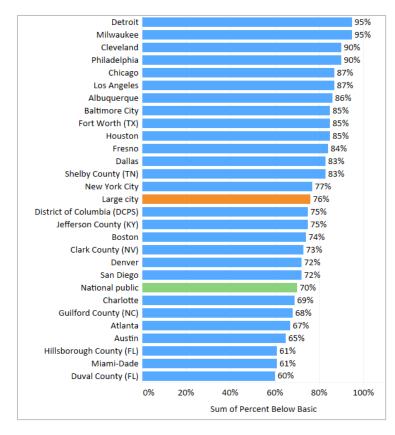
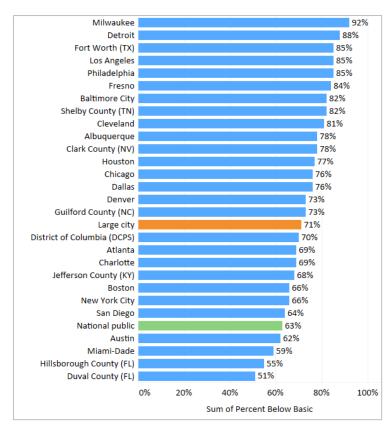


Figure 0.24: Percentage of Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2019





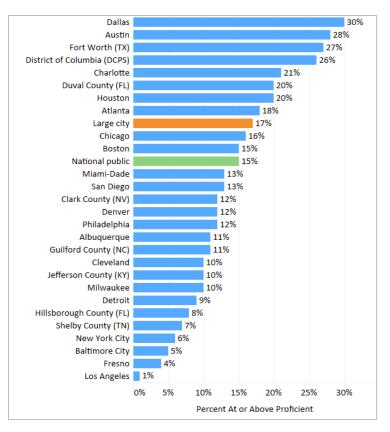
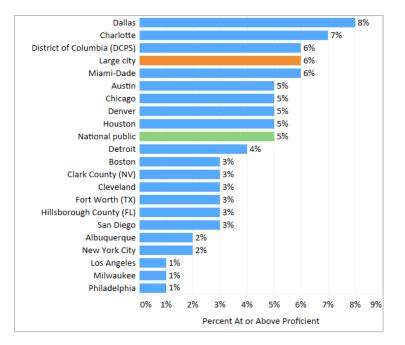


Figure 0.26: Percentage of Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2019



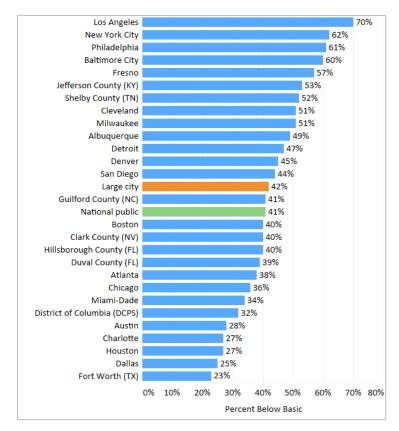
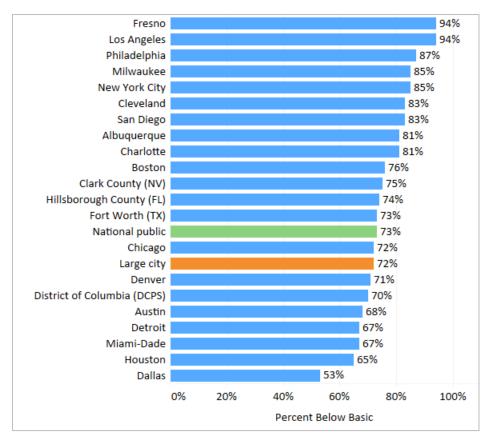


Figure 0.27: Percentage of Grade 4 English Language Learners Below Basic in Math on NAEP, 2019

Figure 0.28: Percentage of Grade 8 English Language Learners Below Basic in Math on NAEP, 2019



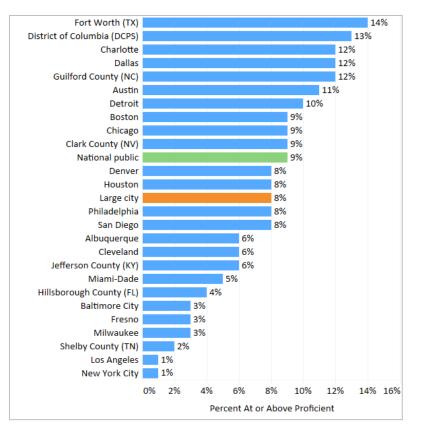
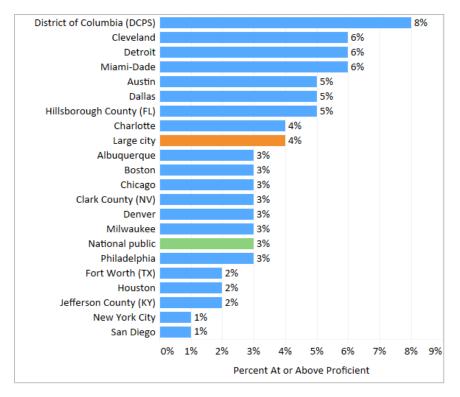


Figure 0.29: Percentage of Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2019

Figure 0.30: Percentage of Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2019



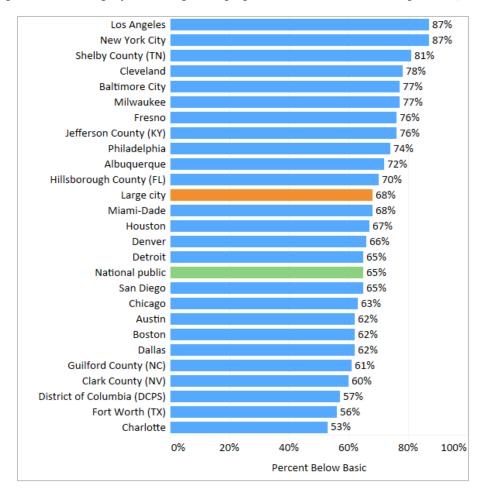


Figure 0.31: Percentage of Grade 4 English Language Learners Below Basic in Reading on NAEP, 2019

Figure 0.32: Percentage of Grade 8 English Language Learners Below Basic in Reading on NAEP, 2019

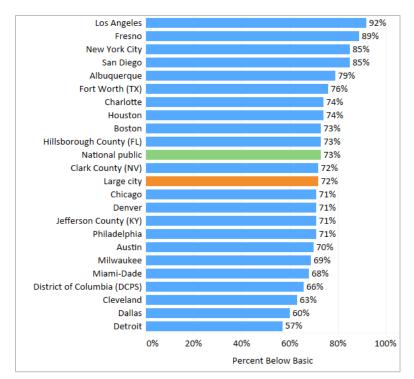


Figure 0.33: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP by Race, 2019

	Hispanic			20%			
Shelby County (TN)	Black		15%				02/3
	Hispanic White		1	9%			52%
San Diego	Black		15%	9%			
San Diogo	White		450/		30%		
	Hispanic White	9	170		30%		
rmaueipma			6 9%				
Philadelphia	Black	89	6		3470		
	White		1370		34%		
NEW TOTK City	Biack Hispanic		12%				
New York City	Black		12%				
	Hispanic	87	13%				
Milwaukee	Black	89	6				
	Hispanic					42%	
Miami-Dade	Black				29%		
	White		14/0	27	%		
B	Hispanic		10%				
Los Angeles	Black		10%		52/0		
	White		14/0		31%		
Land County (K)	Hispanic		12%				
Jefferson County (KY)	Black		12%	2070			
	Hispanic		1070	25%			
Houston	Black		16%				
	White					39%	
	Hispanic		10		32%		
Hillsborough County (FL)	Black		18	%	3070		
	White		18		30%		
county (NC)	Biack Hispanic		17%				
Guilford County (NC)	Black		10%				
i i cono	Black Hispanic	3%	16%				
Fresno	Black	5%		27	/ u		
	ыаск Hispanic		1570	27	%		
Fort Worth (TX)	Black		13%				30%
	Hispanic White				35%		50%
Savar County (FL)				24%	35%		
Duval County (FL)	Black			24%	3070		
District of Columbia (DCPS)	Black Hispanic		10%		30%		
District of Columbia (DCPS)	Hispanic Black		11%				
betron		4%	11%				
Detroit	Black	4%	14/0				
	Hispanic		14%				
Denver	Black		16%		5576		
	Hispanic		A-770		33%		
Dallas	Black		14%				
	White			25%			
	Hispanic		14%				
Cleveland	Black	89	6				
	White					39%	
	Hispanic			25%			
Clark County (NV)	Black		13%				
	Hispanic			26%	,		
Chicago	Black		17%				
	Hispanic				32%		
Charlotte	Black			22%			
	White					44%	
	Hispanic			20%			
Boston	Black		17%				
Baltimore City	Black	7%		-			
Austin	Hispanic			22%			
	Hispanic		10/0	21%			
Atlanta	Black	_	16%		2070		
Albuqueique	White		1770		29%		
Albuquerque	White Hispanic		17%		53/0		
	Hispanic			23%	35%		
Large city	Black		15%	2201			
	White				35%		
				23%			
	Hispanic						

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

	Black	9	9%	1.50/			
	Hispanic White			16%		24%	
Large city	Black		10%		•	2470	
	Hispanic		10/0	15%			
	White						29%
Albuquerque	Hispanic	7%					
	White			18	%		
Atlanta	Black	7%					
	Hispanic			1	19%		
Austin	Hispanic		11%				
Baltimore City	Black	3%					
Boston	Black			17%			
	Hispanic			16%			
Charlotte	Black			18	%		
	Hispanic					28	3%
Chicago	Black		1	4%		2 40/	
Clark County (NN/)	Hispanic		10%			24%	
Clark County (NV)	Black		10%	16%			
	Hispanic White			10%	20%		
Cleveland	Black	4%			2070		
	Hispanic	4%					
	White	, ,0		16%			
Dallas	Black	7%					
	Hispanic		13	%			
Denver	Black		13				
	Hispanic		13	%			
Detroit	Black	3%					
	Hispanic		10%				
District of Columbia (DCPS)	Black	7%					
	Hispanic		12%				
Duval County (FL)	Black		10%				
	Hispanic			1	19%		
	White				22%	5	
Fort Worth (TX)	Black	4%					
	Hispanic			18	%		
Fresno	Black	5%					
	Hispanic	6%				26%	
Suilford County (NC)	White		10%			26%	
Guilford County (NC)	Black		10%		21%		
	Hispanic White				21%	25%	
Hillsborough County (FL)	Black		9%			2370	
insperedBr county (i c)	Hispanic		11%				
	White		11/0			26%	
Houston	Black	c	9%				
	Hispanic		-		20%		
efferson County (KY)	Black		10%				
efferson County (KY)			10%	16%			
efferson County (KY)	Black		10%		19%		
	Black Hispanic	6%	10%		19%		
	Black Hispanic White		10%		19%		
os Angeles	Black Hispanic White Black				21%		
os Angeles	Black Hispanic White Black Hispanic				21%		
.os Angeles Viami-Dade	Black Hispanic White Black Hispanic White Black Hispanic	2	9%			<u>.</u>	
.os Angeles Viami-Dade	Black Hispanic White Black Hispanic White Black Hispanic Black	4%	9%		21%	6	
os Angeles ⁄liami-Dade	Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic	2	9%	1	21%	5	
os Angeles ⁄Iiami-Dade ⁄Iilwaukee	Black Hispanic White Black Hispanic Black Hispanic Black Hispanic White	4% 7%	10%	1	21%	5	
os Angeles ⁄Iiami-Dade ⁄Iilwaukee	Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Black	4%	10%	1	21%	5	
os Angeles ⁄Iiami-Dade ⁄Iilwaukee	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic	4% 7%	10%	1	21%	5	
.os Angeles Viami-Dade Vilwaukee New York City	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic	4%	10%	1	21%	5	34%
.os Angeles Viami-Dade Vilwaukee New York City	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black	4% 7% 8%	10%	1	21%	5	34%
os Angeles Viami-Dade Vilwaukee New York City Philadelphia	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic	4% 7% 8%	% 10% 13	1	21%	5	34%
efferson County (KY) .os Angeles Miami-Dade Milwaukee New York City Philadelphia San Diego	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Hispanic Hispanic	4% 7% 8% 6% 6%	% 10% 13	1	21%	5 5	34%
os Angeles Viami-Dade Vilwaukee New York City Philadelphia	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic	4% 7% 8%	% 10% 13	1	21%	ś	34%

Figure 0.35: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP by Race, 2019

National public	Black		40%			
	Hispanic	31%				
	White	21%				
Large city	Black		42%			-
	Hispanic	31%				
	White	20%				
Albuquerque	Hispanic		40%			
, as a que i que	White	24%	4070			
Atlanta	Black	24/0	41%			
Atlanta		2	41% 7%			
:	Hispanic		/ 70			
Austin	Hispanic	30%			-0/	_
Baltimore City	Black			5.	7%	
Boston	Black		40%			
	Hispanic	33%				
	White	12%				
Charlotte	Black	26%				
	Hispanic	21%				
Chicago	Black		41%			
	Hispanic	28%				
Clark County (NV)	Black		43%			
	Hispanic	28%				
	White	16%				
Cleveland	Black			50%		
	Hispanic		38%	5070		
	White	31%				
Dallas			38%			
DallaS	Black		38%			
-	Hispanic	22%				
Denver	Black		42%			
	Hispanic		459	%		
Detroit	Black				6	8%
	Hispanic		459	%		
District of Columbia (DCPS)	Black		39%			
	Hispanic	27%				
Duval County (FL)	Black	26%				
	Hispanic	17%				
	White	11%				
Fort Worth (TX)	Black		41%			
	Hispanic	24%	41/0			
Fresno		2470		56	0/	
Flesho	Black	20	o/	50	70	
	Hispanic	36	%			
Guilford County (NC)	Black	33%				
	Hispanic	34%				
	White	26%				
Hillsborough County (FL)	Black	28%				
	Hispanic	21%				
	White	11%				
Houston	Black	34%				
	Hispanic	24%				
Jefferson County (KY)	Black			51%		
	Hispanic		42%	0		
	White	27%	4270			
		2170	-		C 404	-
Los Angeles	Black		409/		64%	
	Hispanic		40%			
	White	30%				
Miami-Dade	Black	17%				
	Hispanic	15%				
Milwaukee	Black				63%	
	Hispanic		459	%		
New York City	Black			49%		
	Hispanic		43%			
	White	23%				
Philadelphia	Black		1		59%	
	Hispanic				7%	
		32%				
San Diago	White	32%		409/		
San Diego	Black			48%		
	Hispanic	359	6			
	White	13%				
	Black	36	%			
Shelby County (TN)	Diden					
Shelby County (TN)	Hispanic	34%				
Shelby County (TN)				0% 60	0% 70	0%

Figure 0.36: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Math on NAEP by Race, 2019

National public	Black	60	70
	Hispanic	48%	
Leave the	White	36%	
Large city	Black	599	6
	Hispanic	48%	
	White	33%	
Albuquerque	Hispanic		1%
	White	39%	
Atlanta	Black	6	1%
	Hispanic	44%	
Austin	Hispanic	55%	
Baltimore City	Black		73%
Boston	Black	53%	
	Hispanic	52%	
Charlotte	Black	43%	
	Hispanic	38%	
Chicago	Black	48%	
emedge		39%	
Clark County (NV)	Hispanic	35%	CE9(
Clark County (NV)	Black		65%
	Hispanic	47%	
	White	37%	
Cleveland	Black		67%
	Hispanic		67%
	White	48%	
Dallas	Black		64%
	Hispanic	47%	
Denver	Black	60	%
	Hispanic	53%	
Detroit	Black		78%
	Hispanic	55%	
District of Columbia (DCPS)	Black		65%
		53%	0.070
Duval County (EL)	Hispanic		
Duval County (FL)	Black	54%	
	Hispanic	43%	
	White	38%	
Fort Worth (TX)	Black		70%
	Hispanic	47%	
Fresno	Black		78%
	Hispanic		68%
	White	48%	
Guilford County (NC)	Black	57%	
	Hispanic	40%	
	White	33%	
Hillsborough County (FL)	Black		63%
		51%	0370
	Hispanic	41%	
Houston	White		,
Houston	Black	58%)
	Hispanic	41%	
Jefferson County (KY)	Black	60	%
	Hispanic	43%	
	White	39%	
Los Angeles	Black		67%
	Hispanic	60	%
	White	38%	
Miami-Dade	Black	56%	
	Hispanic	39%	
Milwaukee	Black		76%
	Hispanic	58%	
	White	41%	
New York City	Black		52%
new fork ony		54%	12.10
	Hispanic		
	White	36%	
Philadelphia	Black		72%
	Hispanic		71%
San Diego	Hispanic	58%	1
	Black	57%	
Shelby County (TN)			
Shelby County (TN)	Hispanic	41%	

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

National public	Black	14%					
	Hispanic	1	18%				
	White	4.00/		2	8%		
Large city	Black	12%	.0/				
	Hispanic White	17	70	2	.8%		
Albuquerque	Hispanic	13%		2	.070		
Albuqueique	White	13/0		2	.8%		
Atlanta	Black	13%		-			
	Hispanic	14%					
Austin	Hispanic	11%					
Baltimore City	Black	6%					
Boston	Black	15%					
	Hispanic	16%	5				
Charlotte	Black		19%				
	Hispanic		19%				
Chicago	Black	12%					
	Hispanic		19%				
Clark County <mark>(</mark> NV)	Black	14%					
	Hispanic		229	%			20%
Cleveland	White Black	8%					39%
GEVENIN	Black Hispanic	8%					
	White	1170			30%		
Dallas	Black	9%			3070		
=	Hispanic	14%					
Denver	Black		20%				
	Hispanic	12%					
	White			24%			
Detroit	Black	5%					
	Hispanic	11%					
District of Columbia (DCPS)	Black	14%					
	Hispanic		21%				
Duval County (FL)	Black	16%					
	Hispanic					36%	
mental and the state	White				31%		
Fort Worth (TX)	Black	11%					
F	Hispanic	15%					
Fresno	Black	7%					
	Hispanic	13%				379	4
	White					377	0
Guilford County (NC)	White	15%					
Guilford County (NC)	Black	15%	2:	3%			
Guilford County (NC)	Black Hispanic	15%	2	3%	33	3%	
	Black Hispanic White		23	3%	33	3%	
	Black Hispanic White Black	15%	2		33	3%	
	Black Hispanic White		23			3%	41%
Hillsborough County (FL)	Black Hispanic White Black Hispanic		2:			3%	41%
Hillsborough County (FL)	Black Hispanic White Black Hispanic White	14%	23			3%	41%
Hillsborough County (FL) Houston	Black Hispanic White Black Hispanic White Black	14% 8%	23			3%	41%
Hillsborough County (FL) Houston	Black Hispanic White Black Hispanic White Black Hispanic	14% 8% 13%			8%	3%	41%
Hillsborough County (FL) Houston Jefferson County (KY)	Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic White	14% 8% 13% 10%				3%	41%
Hillsborough County (FL) Houston lefferson County (KY)	Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic White Black	14% 8% 13% 10% 17 5%			8%	3%	41%
Hillsborough County (FL) Houston Jefferson County (KY)	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White	14% 8% 13% 10%	%	2	8%	3%	41%
Hillsborough County (FL) Houston Jefferson County (KY) Los Angeles	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White	14% 8% 13% 10% 17 5%	1%		8%	3%	41%
Hillsborough County (FL) Houston lefferson County (KY) Los Angeles	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic	14% 8% 13% 10% 17 5%	%	2	29%		41%
Hillsborough County (FL) Houston lefferson County (KY) Los Angeles Miami-Dade	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black	14%	1%	2	29%	3%	41%
Hillsborough County (FL) Houston Jefferson County (KY) Los Angeles Miami-Dade	Black Hispanic White Black Hispanic Black Hispanic Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black	14% 8% 13% 10% 17 5% 14%	1%	2	29%		41%
Hillsborough County (FL) Houston lefferson County (KY) Los Angeles Miami-Dade Milwaukee	Black Hispanic White Black Hispanic Black Hispanic Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic	14% 8% 13% 10% 17 5% 14%	1%	2	29%		41%
Hillsborough County (FL) Houston lefferson County (KY) Los Angeles Miami-Dade Milwaukee	Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black	14% 13% 13% 10% 17 5% 14%	1%	2	29%		41%
Hillsborough County (FL) Houston lefferson County (KY) Los Angeles Miami-Dade Milwaukee	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic	14% 8% 13% 10% 17 5% 14%	%	24%	29%		41%
Hillsborough County (FL) Houston lefferson County (KY) Los Angeles Miami-Dade Milwaukee New York City	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black	14% 8% 13% 10% 17 5% 14% 17 5% 14% 17 17 17 17 17 17 17 17 17 17	%	2	29%		41%
Hillsborough County (FL) Houston Jefferson County (KY) Los Angeles Miami-Dade Milwaukee New York City	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black	14% 8% 13% 10% 17 5% 14% 5% 14% 17 5% 14% 17 17 17 17 17 17 17 17 17 17	%	24%	29%		41%
Hillsborough County (FL) Houston lefferson County (KY) Los Angeles Miami-Dade Milwaukee New York City Philadelphia	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic	14% 8% 13% 10% 17 5% 14% 5% 14% 17 5% 14% 17 17 17 17 17 17 17 17 17 17	19%	24%	29%		41%
Hillsborough County (FL) Houston Jefferson County (KY) Los Angeles Miami-Dade Milwaukee New York City Philadelphia	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic	14% 8% 13% 10% 17 5% 14% 5% 14% 17 5% 14% 17 17 17 17 17 17 17 17 17 17	% 19% 23	24%	29%		41%
Guilford County (NC) Hillsborough County (FL) Houston Jefferson County (KY) Los Angeles Miami-Dade Milwaukee New York City Philadelphia San Diego Shelby County (TN)	Black Hispanic White Black Hispanic Black Hispanic Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic	14% 14% 13% 13% 10% 17 5% 14% 17 17 17 17 17 17 17 17 17 17	19%	24%	29%		41%
Hillsborough County (FL) Houston Jefferson County (KY) Los Angeles Miami-Dade Milwaukee New York City Philadelphia	Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic	14% 8% 13% 10% 17 5% 14% 5% 14% 17 5% 14% 17 17 17 17 17 17 17 17 17 17	% 19% 23	24%	29%		41%

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

National public	Black Hispanic	11%				
	White		2	26%		
arge city	Black	11%				
	Hispanic	17%				
	White			28%		
Albuquerque	Hispanic	11%				
	White		2	26%		
Atlanta	Black	13%				
	Hispanic	10%				
Austin	Black	8%				
	Hispanic	11%				
Baltimore City	Black	7%				
Boston	Black	16%				
0	Hispanic	16%				
Charlotte	Black	14%	22%			
Chicago	Hispanic	159/	2270			
Lnicago	Black	15%	20%			
Clark County (NV)	Hispanic Black	12%	2076			
clark County (NV)		12%	v.			
	Hispanic White	187	0	28%		
Cleveland	Black	10%		2070		
	Hispanic	10%				
	White	12/0	6			
Dallas	Black	6%	-			
	Hispanic	12%				
Denver	Black	12%				
	Hispanic	14%				
Detroit	Black	4%				
	Hispanic	13%				
District of Columbia (DCPS)	Black	10%				
	Hispanic	11%				
Duval County (FL)	Black	12%				
	Hispanic		20%			
	White			28%		
Fort Worth (TX)	Black	6%				
	Hispanic	13%				
Fresno	Black	5%				
	Hispanic	10%				
	White		22%			
Guilford County (NC)	Black	11%				
	Hispanic	17%				
	White			31%		
Hillsborough County (FL)	Black	14%				
	Hispanic	17%				
	White		25	%		
louston	Black	7%				
-ff (101)	Hispanic	13%				
efferson County (KY)	Black	11%		2001/		
	Hispanic			28% 28%		
.os Angeles	White Black	8%		28%		
LOS Aligeres						
	Hispanic White	13%		27%		
Viami-Dade	Black	11%				
	Hispanic	1170		30%		
Vilwaukee	Black	6%		5070		
	Hispanic	17%				
New York City	Black	11%				
,	Hispanic	189	6			
	White	107	-	32%	6	
Philadelphia	Black	9%		52/		
	Hispanic	8%				
	White	14%				
an Diego	Hispanic	17%				
	White	1770				44%
		440/				
helby County (TN)	Black	11%				
helby County (TN)	Black Hispanic	11%	6			

Figure 0.39: Percentage of Grade 4 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP by Race, 2019

Black						5	7%		
Hispanic						51%			
White					38%				
Black							61%		
Hispanic						53%			
White					39%				
							59%		
				-	40%		5570		
					4070		E0%		
	_						62%		
								7	6%
Black									
Hispanic						52%			
Black					45	%			
Hispanic					449	6			
Black							61%		
Hispanic						50%			
	_						59%		
					449	6	0070		
				28%	-4-47	-			
				2070				0/	
							65		
								69%	
					41%				
Black								%	
Hispanic							59%		
Black						50%			
Hispanic							60%		
White					37%				
Black									81%
Hispanic							649	6	Τ
	_						61%		
					/	7%	51/0		
				222		53%			
					·				
				30%					
							_	68%	
Hispanic						55	%		
Black								70%	
Hispanic						5	7%		
White				339	6				
Black						549	6		
					45				
				30%	+3				
				3070			50%		
					209/	:	3870		
				0.001	39%				
				28%					
Black								68%	
Hispanic									
Black								%	
Hispanic							58%		
White					38%				
Black									77%
						54%	6		
					45				
				200					
				537	~				- 0/
									1/0
								/1%	
Hispanic							%		
White						49%			
Black								70%	
								75	5%
Hispanic						53%			
Hispanic Black						51%			
Black									
Black Hispanic						5170	61%		
Black Hispanic Black							61% 7%		
Black Hispanic						5	7%		
Black Hispanic Black	0% 10)%	20%	30% 4	10% 5	5	7%	0% 8	30% 9
	Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic	HispanicWhiteBlackHispanicWhiteBlackHispanic <t< td=""><td>HispanicWhiteBlackHispanicWhiteBlackHispanic<t< td=""><td>HispanicWhiteBlackHispanicWhiteBlackHispanicBlackHispanicBlackBlackHispanicBlackH</td><td>HispanicWhiteBlackHispanicWhiteBlackHispanicHispanicBlackBlackBlackBlackHispanicBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicWhiteBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHi</td><td>Hispanic White 38% Black 40% Hispanic White 39% Hispanic White 40% Black 40% Black 40% Black 40% Black 41% Black 45 Hispanic 445 Black 45 Hispanic 445 Black 445 Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 33% Black 445 Hispanic 445 Black 445 Hispanic 33%</td><td>Hispanic 51% White 38% Black 53% White 39% Hispanic 39% White 40% Black 40% Black 40% Black 40% Black 53% Hispanic 53% Black 45% Hispanic 22% Black 45% Hispanic 50% Black 44% White 28% Black 44% White 28% Black 44% White 28% Black 41% Black 50% Hispanic 37% Black 50% Hispanic 32% White 33% Black 51% Hispanic 32% White 30% Black 51% Hispanic 55% Black 54% Hispanic 54% <td>Hispanic 51% White 38% Black 61% Hispanic 53% White 39% Hispanic 59% White 40% Black 59% Hispanic 60% Hispanic 60% Hispanic 52% Black 53% Hispanic 52% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 61% Hispanic 50% Black 55% Hispanic 59% Black 61% Hispanic 59% Black 50% Hispanic 59% Black 50% Hispanic 59% Black 61% Hispanic 64% Hispanic 53% Black 53% Hispanic 55% Black 51% Hispanic</td><td>Hispanic 51% White 33% Black 53% Hispanic 59% White 39% Black 40% Black 59% Hispanic 60% Hispanic 60% Black 60% Hispanic 60% Black 53% Hispanic 60% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 65% Hispanic 61% Black 65% Hispanic 65% Black 65% Hispanic 65% Black 65% Hispanic 60% White 37% Black 60% Hispanic 64% Black 61% Hispanic 64% Black 61% Hispanic 57% Black 61% Hispanic <td< td=""></td<></td></td></t<></td></t<>	HispanicWhiteBlackHispanicWhiteBlackHispanic <t< td=""><td>HispanicWhiteBlackHispanicWhiteBlackHispanicBlackHispanicBlackBlackHispanicBlackH</td><td>HispanicWhiteBlackHispanicWhiteBlackHispanicHispanicBlackBlackBlackBlackHispanicBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicWhiteBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHi</td><td>Hispanic White 38% Black 40% Hispanic White 39% Hispanic White 40% Black 40% Black 40% Black 40% Black 41% Black 45 Hispanic 445 Black 45 Hispanic 445 Black 445 Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 33% Black 445 Hispanic 445 Black 445 Hispanic 33%</td><td>Hispanic 51% White 38% Black 53% White 39% Hispanic 39% White 40% Black 40% Black 40% Black 40% Black 53% Hispanic 53% Black 45% Hispanic 22% Black 45% Hispanic 50% Black 44% White 28% Black 44% White 28% Black 44% White 28% Black 41% Black 50% Hispanic 37% Black 50% Hispanic 32% White 33% Black 51% Hispanic 32% White 30% Black 51% Hispanic 55% Black 54% Hispanic 54% <td>Hispanic 51% White 38% Black 61% Hispanic 53% White 39% Hispanic 59% White 40% Black 59% Hispanic 60% Hispanic 60% Hispanic 52% Black 53% Hispanic 52% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 61% Hispanic 50% Black 55% Hispanic 59% Black 61% Hispanic 59% Black 50% Hispanic 59% Black 50% Hispanic 59% Black 61% Hispanic 64% Hispanic 53% Black 53% Hispanic 55% Black 51% Hispanic</td><td>Hispanic 51% White 33% Black 53% Hispanic 59% White 39% Black 40% Black 59% Hispanic 60% Hispanic 60% Black 60% Hispanic 60% Black 53% Hispanic 60% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 65% Hispanic 61% Black 65% Hispanic 65% Black 65% Hispanic 65% Black 65% Hispanic 60% White 37% Black 60% Hispanic 64% Black 61% Hispanic 64% Black 61% Hispanic 57% Black 61% Hispanic <td< td=""></td<></td></td></t<>	HispanicWhiteBlackHispanicWhiteBlackHispanicBlackHispanicBlackBlackHispanicBlackH	HispanicWhiteBlackHispanicWhiteBlackHispanicHispanicBlackBlackBlackBlackHispanicBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicWhiteBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHi	Hispanic White 38% Black 40% Hispanic White 39% Hispanic White 40% Black 40% Black 40% Black 40% Black 41% Black 45 Hispanic 445 Black 45 Hispanic 445 Black 445 Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 37% Black 445 Hispanic 33% Black 445 Hispanic 445 Black 445 Hispanic 33%	Hispanic 51% White 38% Black 53% White 39% Hispanic 39% White 40% Black 40% Black 40% Black 40% Black 53% Hispanic 53% Black 45% Hispanic 22% Black 45% Hispanic 50% Black 44% White 28% Black 44% White 28% Black 44% White 28% Black 41% Black 50% Hispanic 37% Black 50% Hispanic 32% White 33% Black 51% Hispanic 32% White 30% Black 51% Hispanic 55% Black 54% Hispanic 54% <td>Hispanic 51% White 38% Black 61% Hispanic 53% White 39% Hispanic 59% White 40% Black 59% Hispanic 60% Hispanic 60% Hispanic 52% Black 53% Hispanic 52% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 61% Hispanic 50% Black 55% Hispanic 59% Black 61% Hispanic 59% Black 50% Hispanic 59% Black 50% Hispanic 59% Black 61% Hispanic 64% Hispanic 53% Black 53% Hispanic 55% Black 51% Hispanic</td> <td>Hispanic 51% White 33% Black 53% Hispanic 59% White 39% Black 40% Black 59% Hispanic 60% Hispanic 60% Black 60% Hispanic 60% Black 53% Hispanic 60% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 65% Hispanic 61% Black 65% Hispanic 65% Black 65% Hispanic 65% Black 65% Hispanic 60% White 37% Black 60% Hispanic 64% Black 61% Hispanic 64% Black 61% Hispanic 57% Black 61% Hispanic <td< td=""></td<></td>	Hispanic 51% White 38% Black 61% Hispanic 53% White 39% Hispanic 59% White 40% Black 59% Hispanic 60% Hispanic 60% Hispanic 52% Black 53% Hispanic 52% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 61% Hispanic 50% Black 55% Hispanic 59% Black 61% Hispanic 59% Black 50% Hispanic 59% Black 50% Hispanic 59% Black 61% Hispanic 64% Hispanic 53% Black 53% Hispanic 55% Black 51% Hispanic	Hispanic 51% White 33% Black 53% Hispanic 59% White 39% Black 40% Black 59% Hispanic 60% Hispanic 60% Black 60% Hispanic 60% Black 53% Hispanic 60% Black 53% Hispanic 52% Black 61% Hispanic 50% Black 65% Hispanic 61% Black 65% Hispanic 65% Black 65% Hispanic 65% Black 65% Hispanic 60% White 37% Black 60% Hispanic 64% Black 61% Hispanic 64% Black 61% Hispanic 57% Black 61% Hispanic <td< td=""></td<>

Figure 0.40: Percentage of Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP by Race, 2019

National public	Black					_	51%		
	Hispanic					42%			
	White				31%				
Large city	Black						53%		
	Hispanic					44%	i		
	White				30%				
Albuquerque	Hispanic						51%		
	White				32%				
Atlanta	Black					4	7%		
	Hispanic					46	5%		
Austin	Black							61%	
	Hispanic						52%		
Baltimore City	Black							59%	
Boston	Black					42%			
	Hispanic					46	5%		
Charlotte	Black						50%		
chanotte						36%	50%		
Chicago	Hispanic					44%			-
Chicago	Black								
	Hispanic					39%			
Clark County (NV)	Black						49%		
	Hispanic					43%			
	White				31%				
Cleveland	Black						52%		
	Hispanic						54%		
	White					39%			
Dallas	Black							62%	
	Hispanic						49%	_	
Denver	Black						50%		
	Hispanic						50%		
Detroit	Black							6	7%
	Hispanic					14	5%	0	., /0
District of Columbia (DCBS)						40	55%	4	
District of Columbia (DCPS)	Black							0	
During County (51)	Hispanic						51%		
Duval County (FL)	Black						5%		
	Hispanic				32%	6			
	White				30%				
Fort Worth (TX)	Black							64%	6
	Hispanic						48%		
Fresno	Black							63%	
	Hispanic						53%		
	White					43%	Γ		
Guilford County (NC)	Black						52%		
	Hispanic				33	%			
	White				33	37%			
Hillsborough County (FL)	Black					44%			
	Hispanic					4470			
					29%	45	/0		
University	White				29%				_
Houston	Black						54%		
	Hispanic					455			
Jefferson County (KY)	Black						55%	6	
	Hispanic					40%			
	White				30%				
Los Angeles	Black							63%	
	Hispanic					4	7%		
	White				28%				
Miami-Dade	Black					4	7%		
	Hispanic				30%				
Milwaukee	Black							6	7%
	Hispanic					43%			
New York City	Black					1370	52%		
						43%	3270		
	Hispanic				31%	43%			
Dhiladalahi-	White				31%			5084	
Philadelphia	Black							59%	
	Hispanic							60%	
	White					44%			
San Diego	Hispanic					39%			
	White			19%					
Shelby County (TN)	Black						50%		
	Hispanic					37%			
		0%	10%	20%	30%	40% 5	0% 60	0% 7	'0%
		0/0	10/0	2070	30/0		U/0 DI	u/u /	0/0

National public	Male					20%				
	Female					20%				
Large city	Male					19%				
	Female					17%				
Atlanta	Male					7%				
	Female				1	8%				
Baltimore City	Male			9%	6					
	Female			12	%					
Boston	Male					19%				
	Female					21%				
Charlotte	Male								28%	
	Female								35%	
Chicago	Male					16%				
-	Female					20%				
Clark County (NV)	Male				14%	6				
	Female				16%					
Cleveland	Male			8%						
	Female			9%						
Dallas	Male				16%	4				
canas	Female				16%	-				
Denver	Male				10/	21%				
Denver						16%				
Detect	Female		=0/			1070				
Detroit	Male		5%							
	Female		4%							
District of	Male					19%				
Columbia (DCPS)	Female					19%				
Duval County (FL)	Male							30%		
	Female							28%		
Fort Worth (TX)	Male				17					
	Female				14	%				
Guilford County	Male					20%				
(NC)	Female					22%				
Hillsborough	Male					20%				
County (FL)	Female					21%				
Houston	Male					239	%			
	Female					169	%			
Jefferson County	Male				17	%				
(KY)	Female				17					
Los Angeles	Male			12						
	Female			12						
Miami-Dade	Male									40%
mani-Daue	Female									25%
Milwaukee				110/						2370
wiiwaukee	Male			11% 9%						
New Yests City	Female			9%	4.004					
New York City	Male				14%					
	Female				15%					
Philadelphia	Male			10%						
	Female			10%						
Shelby County	Male					19%				
(TN)	Female					20%				
		0%	1	.0%	20	0%	30)%	4(0%
		- / -			-			-		

National public	Male				12%			
	Female				15%			
Large city	Male				11%			
	Female				15%			
Atlanta	Male				9%			
	Female				12%			
Baltimore City	Male		89					
	Female		59	6				
Boston	Male							4%
	Female						2	8%
Charlotte	Male						23%	
	Female						25%	
Chicago	Male					3%		
	Female				17	/%		
Clark County (NV)	Male			1	12%			
	Female				9%			
Cleveland	Male		4%					
	Female		4%					
Dallas	Male			9%				
	Female			10%				
Denver	Male				10%	5		
	Female				16%	5		
Detroit	Male		3%					
	Female		4%					
District of	Male				9%			
Columbia (DCPS)	Female				14%			
Duval County (FL)	Male				13%			
	Female				13%			
Fort Worth (TX)	Male		6%		•			
	Female		5%					
Guilford County	Male				14	1%		
(NC)	Female					%		
Hillsborough	Male			1	12%			
County (FL)	Female				12%			
Houston	Male				13%			
	Female				13%			
Jefferson County	Male			1	12%			
(KY)	Female				12%			
Los Angeles	Male							
	Female							
Miami-Dade	Male				14%			
mann baue	Female				14%			
Milwaukee	Male		5%		/0			
	Female		6%					
New York City	Male		070		7%			
New TOTK City	Female				13%			
Dhiladalahia								
Philadelphia	Male			59				
Challes Cassats	Female			11				
Shelby County	Male				11%			
(TN)	Female				13%			
		0%	1	0%		20%	з	0%
		0%			At or Above		nt	3

Figure 0.42: Percentage of Grade 8 Black Students At or Above Proficient in Math on NAEP by Gender, 2019

Male											
						55			_		
			_	_							
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						_	+070		- 40/	,	
	_					_					
							11%	_	10/1	,	
				_							
				26	%	_	52/0		_		
				10		_	12%		_		
				_							
						_			_		
			_								
							427		0/		
						27	70/	30	/0		
						50		_	_		
				_		_					
							4270				64%
				_					_		64% 69%
						27	70/				0570
				_							
			210	2/		50	//0		_		
			221	/0		_	409/		_		
			_								
					22	0/	3070	_	_		
						/0			_		
		_									
				_		10/			_		
		_									
						470		0/	_		
			_	-							
								70		70/	
									5	/ /0	
			149/	_		_			_		
			10/0							61%	
								49%		2070	
									_	%	
					2	10/			50	20	
remale	084	1001	2001	25				201		o/ -	00/ 000
	10/	10%	20%	30	M/2	40	MG 51	0%	60	M/6 7	0% 809
	Male Female Male F	FemaleMaleFemale	FemaleImageMaleImageFemaleImageFemaleImageMaleImageFemaleImageImageImage<	FemaleImageMaleImageFemaleImageFemaleImageMaleImage <t< td=""><td>FemaleMaleFemale</td><td>Female Image: Semale Male Image: Semale Female Image: Semale Male Image: Se</td><td>Female 35 Male </td><td>Female 35% Male 40% Female 38% Male 39% Female 30% Male 39% Female 30% Male 40% Female 32% Male 26% Female 32% Male 26% Female 32% Male 26% Female 32% Male 41% Female 35% Male 43% Female 35% Male 43% Female 35% Male 37% Female 37% Female 37% Female 37% Female 37% Female 32% Male 31% Female 22% Male 31% Female 31% Female 34% Male 40% Female 31% Mal</td><td>Female 35% Male 40% Female 38% Male 39% Female 40% Male 39% Female 40% Male 40% Female 32% Male 26% Female 32% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 42% Male 43% Female 35% Male 42% Male 37% Female 37% Female 37% Female 22% Male 37% Female 32% Male 33% Male 32% Female 22% Male 32% Male 32% Female</td><td>Female 35% Male 40% Female 38% Male 39% Female 40% Male 39% Female 40% Male 54% Female 41% Female 32% Male 41% Female 32% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 51% Female 50% Male 37% Female 35% Male 37% Female 38% Male 37% Female 31% Male 40% F</td><td>Female 35% Male 40% Female 38% Male 39% Female 40% Male 39% Female 48% Male 54% Female 32% Male 26% Female 32% Male 26% Female 35% Male 26% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 35% Male 41% Female 38% Male 41% Female 37% Female 37% Female 37% Female 21% Male 21% Female 21% Male 32% Female<</td></t<>	FemaleMaleFemale	Female Image: Semale Male Image: Semale Female Image: Semale Male Image: Se	Female 35 Male	Female 35% Male 40% Female 38% Male 39% Female 30% Male 39% Female 30% Male 40% Female 32% Male 26% Female 32% Male 26% Female 32% Male 26% Female 32% Male 41% Female 35% Male 43% Female 35% Male 43% Female 35% Male 37% Female 37% Female 37% Female 37% Female 37% Female 32% Male 31% Female 22% Male 31% Female 31% Female 34% Male 40% Female 31% Mal	Female 35% Male 40% Female 38% Male 39% Female 40% Male 39% Female 40% Male 40% Female 32% Male 26% Female 32% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 42% Male 43% Female 35% Male 42% Male 37% Female 37% Female 37% Female 22% Male 37% Female 32% Male 33% Male 32% Female 22% Male 32% Male 32% Female	Female 35% Male 40% Female 38% Male 39% Female 40% Male 39% Female 40% Male 54% Female 41% Female 32% Male 41% Female 32% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 51% Female 50% Male 37% Female 35% Male 37% Female 38% Male 37% Female 31% Male 40% F	Female 35% Male 40% Female 38% Male 39% Female 40% Male 39% Female 48% Male 54% Female 32% Male 26% Female 32% Male 26% Female 35% Male 26% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 43% Female 35% Male 35% Male 41% Female 38% Male 41% Female 37% Female 37% Female 37% Female 21% Male 21% Female 21% Male 32% Female<

National public	Male Female					7% 1%		
Laura alla i								
Large city	Male Female					8% 1%		
Atlanta	Male					61%		
Atlanta	Female					52%		
Baltimore City	Male					66%	6	
	Female					65%	6	
Boston	Male				5	7%		
	Female				4	3%		
Charlotte	Male			43	%			
	Female			32	%			
Chicago	Male				50%			
	Female				44%			
Clark County (NV)	Male					619	%	
	Female					679	%	
Cleveland	Male					66%	6	
	Female					66%	6	
Dallas	Male					64%		
	Female					58%		
Denver	Male					62%		
	Female					54%		
Detroit	Male							79%
	Female							75%
District of	Male					64%		
Columbia (DCPS)	Female					53%		
Duval County (FL)	Male				52%			
	Female				48%			
Fort Worth (TX)	Male						71%	
	Female					(56%	
Guilford County	Male				52%			
(NC)	Female				48%			
Hillsborough	Male					63%		
County (FL)	Female					52%		
Houston	Male				56			
	Female				50			
Jefferson County	Male					59%		
(KY)	Female					53%		
Los Angeles	Male							
	Female							
Miami-Dade	Male				49			
. Aller and a	Female				56	70		,
Milwaukee	Male						73%	
Navy Year O'	Female						72%	0
New York City	Male					63%		
Dhiladalahi	Female					52%		,
Philadelphia	Male						73%	
	Female						62%	0
Shelby County	Male				53%			
(TN)	Female				47%			
		0%	20%	40%	60		80	0%
				Percent Bel	ow Basi	с		

National public	Male Female							.5% 20%	
Largo city									
Large city	Male Female						13% 18%		
Atlanta	Male						13	0/	
Atlanta	Female						19		
Baltimore City	Male			8%					
balantore ore;	Female			109					
Boston	Male				-			14%	
	Female							22%	
Charlotte	Male								20%
	Female								27%
Chicago	Male						11%		
0	Female						18%		
Clark County (NV)	Male						15%		
	Female						18%		
Cleveland	Male		7	%					
	Female		9	%					
Dallas	Male					8%			
	Female				1	14%			
Denver	Male							16%	
	Female							24%	
Detroit	Male		5%						
	Female		7%						
District of	Male							12%	
Columbia (DCPS)	Female							22%	
Duval County (FL)	Male							20%	
	Female							23%	
Fort Worth (TX)	Male					9	%		
	Female					16	5%		
Guilford County	Male							15	%
(NC)	Female							25	%
Hillsborough	Male							17%	
County (FL)	Female							23%	
Houston	Male				7%				
	Female				12%				
Jefferson County	Male					12%	6		
(KY)	Female					15%	6		
Los Angeles	Male		8%						
	Female								
Miami-Dade	Male							18%	
	Female							23%	
Milwaukee	Male				69				
	Female				13	%			
New York City	Male							12%	
	Female							21%	
Philadelphia	Male				0%				
	Female			1	1%				
Shelby County	Male						13%		
(TN)	Female						17%		
		0%	10	%			20%	6	30%
			Perce						

National public	Male Female					119		
Large city	Male				10	%		
carge only	Female				16			
Atlanta	Male					1	2%	
	Female					1	9%	
Baltimore City	Male				7%			
	Female				13%			
Boston	Male							14%
	Female							27%
Charlotte	Male						12%	
	Female						23%	
Chicago	Male					1	3%	
	Female					1	9%	
Clark County (NV)	Male						8%	
	Female						20%	
Cleveland	Male				8%			
	Female				13%			
Dallas	Male			3%				
	Female			10%				
Denver	Male						9%	
	Female						20%	
Detroit	Male		4%					
	Female		6%					
District of	Male						8%	
Columbia (DCPS)	Female						20%	
Duval County (FL)	Male					1	0%	
	Female					1	9%	
Fort Worth (TX)	Male			4%				
	Female			10%				
Guilford County	Male						0%	
(NC)	Female					1	9%	
Hillsborough	Male						11%	
County (FL)	Female						21%	
Houston	Male				7%			
	Female			1	2%			
Jefferson County	Male				10%			
(KY)	Female				15%			
Los Angeles	Male							
	Female							
Miami-Dade	Male				11%			
	Female				15%			
Milwaukee	Male			5%				
	Female			119				
New York City	Male				11			
	Female				16	%		
Philadelphia	Male				11%			
	Female				14%			
Shelby County	Male					10%		
(TN)	Female				1	17%		
		0%	1	0%		20	%	309

National public	Male					57%		
	Female				4	18%		
Large city	Male					61%		
	Female	_				53%		
Atlanta	Male					61%		
	Female					50%		
Baltimore City	Male						73%	
	Female						66%	6
Boston	Male					5%		
	Female					3%		
Charlotte	Male				47%			
	Female				33%			
Chicago	Male					649		
	Female					519	6	
Clark County (NV)	Male					61%		
	Female					54%		
Cleveland	Male						71%	
	Female						60%	
Dallas	Male						70%	
	Female						54%	
Denver	Male				55	5%		
	Female				41	۱%		
Detroit	Male							81%
	Female							77%
District of	Male					649	6	
Columbia (DCPS)	Female					50%		
Duval County (FL)	Male				51%			
	Female				42%			
Fort Worth (TX)	Male					6	58%	
()	Female						52%	
Guilford County	Male				5	6%		
(NC)	Female					8%		
Hillsborough	Male					58%		
County (FL)	Female					46%		
Houston	Male						71%	
- Constant	Female						59%	
Jefferson County	Male					65		
(KY)	Female					55		
Los Angeles	Male						75	%
COS ANBEIES	Female						75	70
Miami-Dade	Male				47%			
mann-Daue	Female				47% 37%			
Milwaukee	Male				3770			010/
wwwaukee	Female							81% 66%
Now York City						50%		0070
New York City	Male					59% 47%		
Dhiladalahia	Female					4/70	7.0	×
Philadelphia	Male						749	
Challes Cassats	Female					500%	629	10
Shelby County	Male					59%		
(TN)	Female					51%		
		0%	20%	40%	60	0%	80	%

National public	Male						3%	
	Female						0%	
Large city	Male						56%	
	Female	_					42%	
Atlanta	Male					519		
	Female	_				379		
Baltimore City	Male				_		59%	
	Female	_					48%	
Boston	Male					50%	-	
	Female	_				30%		
Charlotte	Male	_	_			519 319		
	Female	_						
Chicago	Male					49%		
	Female	_				36%		
Clark County (NV)					_		57%	
ol	Female						37%	
Cleveland	Male						55%	
	Female						49%	
Dallas	Male							57%
<u> </u>	Female							53%
Denver	Male						60%	
Datusit	Female						31%	7694
Detroit	Male							70%
District of	Female							59%
District of	Male						60%	
Columbia (DCPS)	Female						40%	
Duval County (FL)	Male					50%		
Provide State of the American	Female					34%	0	
Fort Worth (TX)	Male							74%
0.116 - 1.6	Female							50%
Guilford County	Male						55%	
(NC)	Female						36%	
Hillsborough	Male					519		
County (FL)	Female					379		
Houston	Male						56%	
	Female						43%	
Jefferson County	Male						60%	
(KY)	Female						44%	
Los Angeles	Male							
Minut D. J.	Female							
Miami-Dade	Male					519		
M Aller and the a	Female					379	/0	700/
Milwaukee	Male							73%
Navy Verb O't	Female						40/	54%
New York City	Male						4%	
	Female					4	6%	
Philadelphia	Male						59%	
	Female						47%	
Shelby County	Male					52		
(TN)	Female					38	%	
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National public	Male						29%			
	Female						26%			
Large city	Male						29%			
	Female						24%			
Baltimore City	Male			2	20%					
	Female									
Boston	Male					25%				
	Female					22%				
Charlotte	Male							36%		
	Female							38%		
Chicago	Male						28%			
	Female						31%			
Clark County (NV)	Male					2	8%			
	Female					2	4%			
Dallas	Male						36	5%		
	Female						31	%		
Denver	Male			18	%					
	Female			18	%					
Detroit	Male				_					
	Female		6%							
District of	Male							40%		
Columbia (DCPS)	Female							30%		
Duval County (FL)									42%	5
	Female								47%	
Fort Worth (TX)	Male						31%		-	
()	Female						25%			
Guilford County	Male					24%				
(NC)	Female					20%				
Hillsborough	Male						36	5%		
County (FL)	Female							5%		
Houston	Male						32%			
	Female						24%			
Los Angeles	Male			14%						
	Female			16%						
Miami-Dade	Male									53%
	Female									44%
Milwaukee	Male			16%						
	Female			15%						
New York City	Male				22	%				
	Female				14					
Philadelphia	Male		8%		- 1					
	Female		9%							
Shelby County	Male						29%			
(TN)	Female						23%			
Albuquerque	Male					25%				
	Female					19%				
Austin	Male					1570	30%			
Austin	Female						26%			
Fresno	Male			17%	4		20/0			
i i estito	Female			17%						
San Diogo				157	v	27	0/			
San Diego	Male					27 22				
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National public	Male					20% 19%			
Laura etc.	Female	_							
Large city	Male Female					19% 18%			
Boston	Male						18%		
boston	Female						23%		
Charlotte	Male								31%
	Female								27%
Chicago	Male							29%	6
0	Female							24%	6
Clark County (NV)	Male				17	7%			
	Female				18	3%			
Cleveland	Male		8%						
	Female		7%						
Dallas	Male				13%				
	Female				15%				
Denver	Male				15%	6			
	Female				17%				
Detroit	Male		1	.1%					
	Female			7%					
District of	Male					20%	6		
Columbia (DCPS)	Female					21%	6		
Duval County (FL)	Male						2	27%	
	Female								
Fort Worth (TX)	Male					16%			
	Female					20%			
Guilford County	Male							25%	
(NC)	Female							28%	
Hillsborough	Male				18	3%			
County (FL)	Female					7%			
Houston	Male					22	2%		
	Female						%		
Los Angeles	Male			12%	5				
0	Female			10%	5				
Miami-Dade	Male								25%
	Female								31%
Milwaukee	Male			99	%				
	Female			13					
New York City	Male				15%				
	Female				14%				
Philadelphia	Male		5%						
-	Female		7%						
Albuquerque	Male				15%				
-	Female				11%				
Austin	Male					20%			
	Female					18%			
Fresno	Male		8%						
	Female		6%						
			-		18	3%			
San Diego	Male								
San Diego						0%			
San Diego	Male Female	0%	10%		10	0% 0%		30%	

Large city N File Baltimore City N Boston N File Charlotte N Charlotte N Charlotte N Chicago N Clark County (NV) N Clark County (NV) N Clark County (NV) N File Denver N Denver N Denver N Columbia (DCPS) File Duval County (FL) N Fort Worth (TX) N Fort Worth (TX) N File Suilford County N (NC) File Houston N County (FL) File Houston N File County (FL) File	emale Male emale Male emale Male					28%					
File Baltimore City N File Boston N Charlotte N Charlotte N Chicago N Clark County (NV) N File Dallas N Denver N Detroit N Columbia (DCPS) File District of N Columbia (DCPS) File District of N Columbia (DCPS) File Duval County (FL) N Fort Worth (TX) N File Fort Worth (TX) N File Guilford County N (NC) File Hillsborough N County (FL) File Houston N File County (FL) File Houston N	emale Male emale										
Baltimore City N Filler Boston N Charlotte N Charlotte N Chicago N Clark County (NV) N Filler Dallas N Denver N Detroit N Columbia (DCPS) Filler District of N Columbia (DCPS) Filler Duval County (FL) N Fort Worth (TX) N Fort Worth (TX) N Fillesborough N County (FL) Filler Houston N County (FL) Filler	Vale emale					279	-				
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Boston N F Charlotte N Charlotte N Chicago N Clark County (NV) N F Clark County (NV) N F Dallas N Denver N Detroit N Columbia (DCPS) F Duval County (FL) N Fort Worth (TX) N Fort Worth (TX) N Fort Worth (TX) N County (FL) F Hillsborough N County (FL) F Houston N County (FL) F								41%			
Charlotte M Chicago M Clark County (NV) M Clark County (NV) M Dallas M Denver M Detroit M Columbia (DCPS) F Duval County (FL) M Fort Worth (TX) M Guilford County M (NC) F Hillsborough M County (FL) F Houston M County (FL) F	vlale										
Charlotte N F Chicago N Clark County (NV) N Dallas N Denver N Detroit N Columbia (DCPS) F Duval County (FL) N Fort Worth (TX) N Guilford County N (NC) F Hillsborough N County (FL) F Houston N County (FL) F						309					
Final Chicago Final Chicago Final Chicago Final Clark County (NV) Monte Final Chicago	emale					309	6				
Chicago N F Clark County (NV) N F Dallas N Denver N Detroit N Columbia (DCPS) F Duval County (FL) N Fort Worth (TX) N Fort Worth (TX) N Guilford County N (NC) F Hillsborough N County (FL) F Houston N Fort Los Angeles N	Male			19							
Find Clark County (NV) M Find Clark County (NV) M Find Clark County (NV) M Deltroit M Columbia (DCPS) Find County (FL) M Fort Worth (TX) M Fort Worth (TX) M Guilford County M (NC) Find County M County (FL) Find County	emale			17							
Clark County (NV) N F Dallas N Denver N Detroit N Columbia (DCPS) F Duval County (FL) N Fort Worth (TX) N Guilford County N (NC) F Hillsborough N County (FL) F Houston N E	Male					28%					
Find the second	emale					25%					
Dallas N F Denver N Detroit N District of N Columbia (DCPS) F Duval County (FL) N Fort Worth (TX) N Guilford County N (NC) F Hillsborough N County (FL) F Houston N Los Angeles N	Male					26%					
Final Stress Str	emale					27%					
Denver N F Detroit N District of N Columbia (DCPS) F Duval County (FL) N Fort Worth (TX) N Guilford County N (NC) F Hillsborough N County (FL) F Houston N Los Angeles N	Vale				19%						
Final Strict of Strict Outputs (DCPS) Final Strict Outputs (FL) Strict Worth (TX) Strict Worth (TX) Strict Worth (TX) Strict Worth (TX) Strict Outputs (FL) Strict Outputs (FL) Strict Outputs (FL) Strict Outputs Outpu	emale				23%	0					
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Guilford County N (NC) F Hillsborough N County (FL) F Houston N F Los Angeles N	Male				229	-					
(NC) F Hillsborough M County (FL) F Houston M Los Angeles M	emale				249	%					
Hillsborough N County (FL) F Houston N F Los Angeles N	Male						29%				
County (FL) F Houston N F Los Angeles N	emale						359	6			
Houston N F Los Angeles N	Male			19							
For Los Angeles M	emale			17	%						
Los Angeles N	Male				229	-					
-	emale				249	%					
	Male							40%			
F	emale							38%			
Miami-Dade N	Male			11%							
F	emale			14%							
Milwaukee N	Male							43%			
F	emale							39%			
New York City N	Male							38%			
F	emale							42%			
Philadelphia N	Male										60%
F	emale									1	52%
Shelby County N	Male					1	28%				
(TN) F	emale					3	33%				
Albuquerque N	Male						33	3%			
F	emale						37	7%			
Austin N	Male					26%					
F	emale					28%					
Fresno N	Male						34	%			
	emale						36				
	Vale						28%				
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Female						43	%		
Male									
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Female							459	%	
Male					4	40%			
Female						37%			
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Female									62%
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Male								57%	
Female								59%	
Male					369	%			
Female					339	6			
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Male									69%
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Female							535	/0	
	Female Male Female Male <t< td=""><td>FemaleFemaleMale</td><td>FemaleFemaleMale</td><td>MaleFemaleMale<!--</td--><td>Female Female Male Female Male</td><td>Female Image: Second Secon</td><td>Female 431 Male 45 Female 433 Male 45 Female 37% Female 37% Male 40% Female 37% Male 40% Female 37% Male 37% Female 38% Male 45 Female 38% Male 45 Female 45 Male 45 Female 45 Male 45 Female 45 Male 45 Female 44 Male 37% Female 44 Male 37% Female 44 Male 37% Female 44 Male 37% Female 31% Male 45 Female 31% Male 42% Female 33% Male 33</td><td>Female 43% Male 45% Female 45% Male 45% Female 45% Male 40% Female 37% Male 40% Female 37% Male 45% Female 37% Male 45% Female 38% Male 45% Female 43% Male 49% Female 43% Male 49% Female 44% Male 37% Female 37% Female 37% Female 37% Male 45% Female 37% Male 45% Female 37% Male 42% F</td><td>Female 43% Male 45% Female 45% Male 40% Female 37% Male 40% Female 37% Male 45% Male 45% Female 37% Female 37% Female 45% Female 45% Female 45% Female 45% Female 45% Male 45% Female 45% Female 43% Male 49% Female 55% Female 55% Female 55% Female 44% Male 46% Female 31% Male 35% Female 31% Male 55% Female 31% Male 55% Female 31% Male 55% Female 33% <td< td=""></td<></td></td></t<>	FemaleFemaleMale	FemaleFemaleMale	MaleFemaleMale </td <td>Female Female Male Female Male</td> <td>Female Image: Second Secon</td> <td>Female 431 Male 45 Female 433 Male 45 Female 37% Female 37% Male 40% Female 37% Male 40% Female 37% Male 37% Female 38% Male 45 Female 38% Male 45 Female 45 Male 45 Female 45 Male 45 Female 45 Male 45 Female 44 Male 37% Female 44 Male 37% Female 44 Male 37% Female 44 Male 37% Female 31% Male 45 Female 31% Male 42% Female 33% Male 33</td> <td>Female 43% Male 45% Female 45% Male 45% Female 45% Male 40% Female 37% Male 40% Female 37% Male 45% Female 37% Male 45% Female 38% Male 45% Female 43% Male 49% Female 43% Male 49% Female 44% Male 37% Female 37% Female 37% Female 37% Male 45% Female 37% Male 45% Female 37% Male 42% F</td> <td>Female 43% Male 45% Female 45% Male 40% Female 37% Male 40% Female 37% Male 45% Male 45% Female 37% Female 37% Female 45% Female 45% Female 45% Female 45% Female 45% Male 45% Female 45% Female 43% Male 49% Female 55% Female 55% Female 55% Female 44% Male 46% Female 31% Male 35% Female 31% Male 55% Female 31% Male 55% Female 31% Male 55% Female 33% <td< td=""></td<></td>	Female Female Male Female Male	Female Image: Second Secon	Female 431 Male 45 Female 433 Male 45 Female 37% Female 37% Male 40% Female 37% Male 40% Female 37% Male 37% Female 38% Male 45 Female 38% Male 45 Female 45 Male 45 Female 45 Male 45 Female 45 Male 45 Female 44 Male 37% Female 44 Male 37% Female 44 Male 37% Female 44 Male 37% Female 31% Male 45 Female 31% Male 42% Female 33% Male 33	Female 43% Male 45% Female 45% Male 45% Female 45% Male 40% Female 37% Male 40% Female 37% Male 45% Female 37% Male 45% Female 38% Male 45% Female 43% Male 49% Female 43% Male 49% Female 44% Male 37% Female 37% Female 37% Female 37% Male 45% Female 37% Male 45% Female 37% Male 42% F	Female 43% Male 45% Female 45% Male 40% Female 37% Male 40% Female 37% Male 45% Male 45% Female 37% Female 37% Female 45% Female 45% Female 45% Female 45% Female 45% Male 45% Female 45% Female 43% Male 49% Female 55% Female 55% Female 55% Female 44% Male 46% Female 31% Male 35% Female 31% Male 55% Female 31% Male 55% Female 31% Male 55% Female 33% <td< td=""></td<>

National public	Male				20%			
	Female				25%			
Large city	Male			_	3%			
	Female				3%			
Boston	Male			14%				
	Female			20%				
Charlotte	Male				209			
	Female				279	%		
Chicago	Male				17%			
	Female				25%			
Clark County (NV)	Male				23%			
	Female				25%			
Dallas	Male		15					
	Female		17					
Denver	Male		17					
	Female		17	%				
Detroit	Male		10%					
	Female		13%					
District of	Male						22%	
Columbia (DCPS)	Female					3	34%	
Duval County (FL)	Male							37%
	Female							43%
Fort Worth (TX)	Male			14%				
	Female			19%				
Guilford County	Male					23%		
(NC)	Female				2	29%		
Hillsborough	Male						27	%
County (FL)	Female						37	%
Houston	Male		16%	6				
	Female		16%	6				
Jefferson County	Male				25%			
(KY)	Female							
Los Angeles	Male		1	3%				
	Female		1	8%				
Miami-Dade	Male							38%
	Female							42%
Milwaukee	Male		9%					
	Female		14%					
New York City	Male			149	6			
-	Female			229	6			
Philadelphia	Male		5%					
-	Female		13%					
Shelby County	Male			21%				
(TN)	Female			18%				
Albuquerque	Male			16%				
	Female			20%				
Austin	Male			17%				
	Female			20%				
Fresno	Male		15%					
	Female		15%					
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National public	Male					18%			
	Female					25%			
Large city	Male					17%			
	Female				2	23%			
Boston	Male					14%			
	Female					24%			
Charlotte	Male						21%		
	Female						30%		
Chicago	Male					18%			
	Female					25%			
Clark County (NV)	Male					19%			
	Female					23%			
Dallas	Male			89					
	Female			17					
Denver	Male				15%				
	Female				20%				
Detroit	Male			12%					
	Female			13%					
District of	Male					19%			
Columbia (DCPS)	Female					24%			
Duval County (FL)	Male								
	Female					26%	i		
Fort Worth (TX)	Male			11%	6				
	Female			16%	ò				
Guilford County	Male					18	%		
(NC)	Female					27	%		
Hillsborough	Male					17	%		
County (FL)	Female					27	%		
Houston	Male			1	3%				
	Female			1	8%				
Jefferson County	Male								
(KY)	Female								
Los Angeles	Male			12%					
	Female			15%					
Miami-Dade	Male								27%
	Female								41%
Milwaukee	Male				1	15%			_
	Female					23%			
New York City	Male					17%			
	Female					24%			
Philadelphia	Male			5%					
	Female			13%					
Shelby County	Male					18	%		
(TN)	Female					27			
Albuquerque	Male				13%				
	Female				20%				
Austin	Male				139	%			
	Female				219				
Fresno	Male			9%					
	Female			13%					
San Diego	Male					20%			
	Female					26%			
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National public	Male					50%			
	Female					42%			
Large city	Male					539			
	Female					459	%		
Boston	Male					539			
	Female					489	%		
Charlotte	Male				429				
	Female				40%	6			
Chicago	Male					539	%		
	Female					429	%		
Clark County (NV)	Male					1%			
	Female				40)%			
Dallas	Male						57%		
	Female						53%		
Denver	Male						59%		
	Female						51%		
Detroit	Male						65%		
	Female						62%		
District of	Male					49%			
Columbia (DCPS)	Female					33%			
Duval County (FL)	Male			34	%				
	Female			22	%				
Fort Worth (TX)	Male					5	57%		
	Female					4	49%		
Guilford County	Male				4	6%			
(NC)	Female				3	9%			
Hillsborough	Male				39%				
County (FL)	Female				30%				
Houston	Male						57%		
	Female					5	52%		
Jefferson County	Male					54	%		
(KY)	Female								
Los Angeles	Male					5	6%		
-	Female					4	9%		
Miami-Dade	Male			29%					
	Female			26%					
Milwaukee	Male							73%	
	Female							60%	
New York City	Male					5	6%		
	Female						5%		
Philadelphia	Male								80%
	Female								65%
Shelby County	Male					52	2%		
(TN) , ,	Female						5%		
Albuquerque	Male						5%		
	Female						۱%		
Austin	Male						6%		
	Female						0%		
Fresno	Male						57%		
	Female						53%		
San Diego	Male					47%			
	Female					41%			
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San Diego	Male							40%			_	
	Female									479		
Fresno	Male									56%	6	
	Female									3%		
Austin	Male									1%	_	
1 1	Female									9%		
Albuquerque	Male								5	2%	_	
	Female											51%
Philadelphia	Male											66%
,	Female							36				
New York City	Male							44	%			
	Female								32			
Milwaukee	Male								50	%		
	Female						19%					
Miami-Dade	Male						34%	5				
	Female								439	6		
Los Angeles	Male								49%	6		
	Female								38%			
Houston	Male								47%			
County (FL)	Female								32%			
Hillsborough	Male								47%			
(NC)	Female							20	%			
Guilford County	Male							44				
	Female									40%		
Fort Worth (TX)	Male									54%		
	Female				1	28%						
Duval County (FL)						_						
Columbia (DCPS)	Female								35	5%		
District of	Male									1%		
	Female									8%		
Detroit	Male								-	2%		
De la cita	Female									1%		
Denver	Male									1%		
Denver	Female								-	_		
Dallas	Male									55% 41%		
D. II.	Female							39%	0			
Clark County (NV)								42%				
	Female							35%				
Chicago	Male		_					39%				
	Female							239	%			
Charlotte	Male							439	-			
	Female								_	36%		
Boston	Male									53%		
	Female							3	35%			
Large city	Male								16%			
	Female							339	0			

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

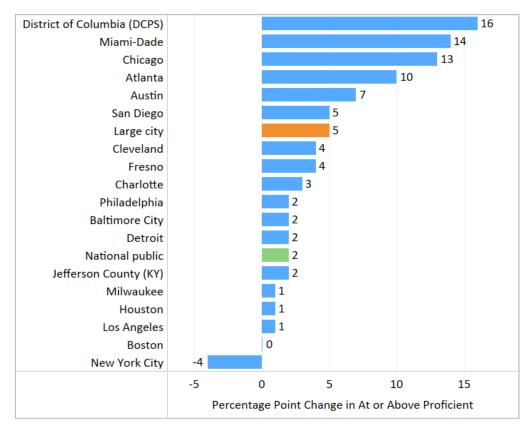


Figure 0.1: Percentage Point Change in Grade 4 Students At or Above Proficient in Math on NAEP, 2009-2019

Figure 0.2: Percentage Point Change in Grade 8 Students At or Above Proficient in Math on NAEP, 2009-2019

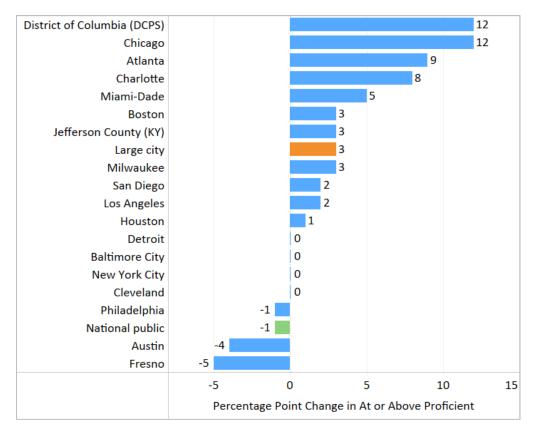
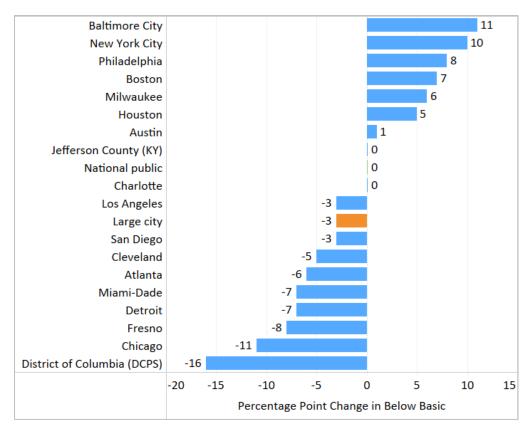


Figure 0.3: Percentage Point Change in Grade 4 Students Below Basic in Math on NAEP, 2009-2019



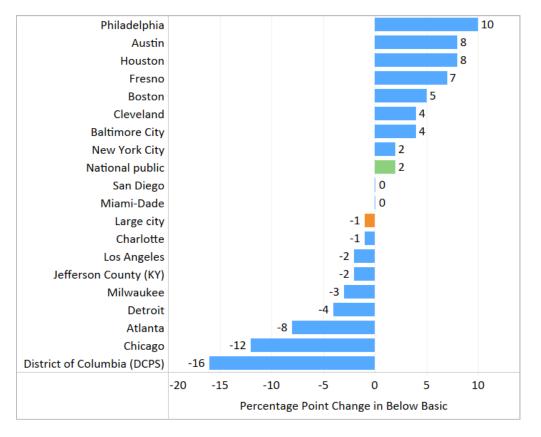
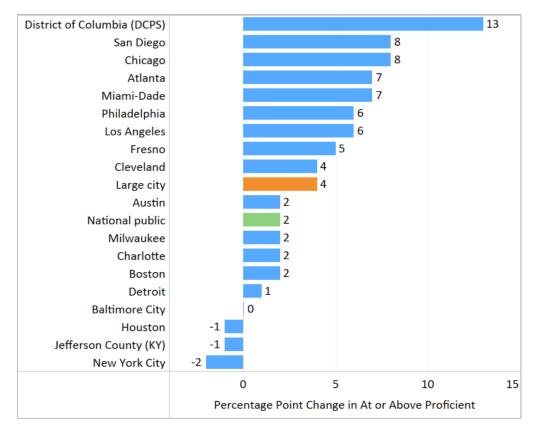


Figure 0.4: Percentage Point Change in Grade 8 Students Below Basic in Math on NAEP, 2009-2019

Figure 0.5: Percentage Point Change in Grade 4 Students At or Above Proficient in Reading on NAEP, 2009-2019



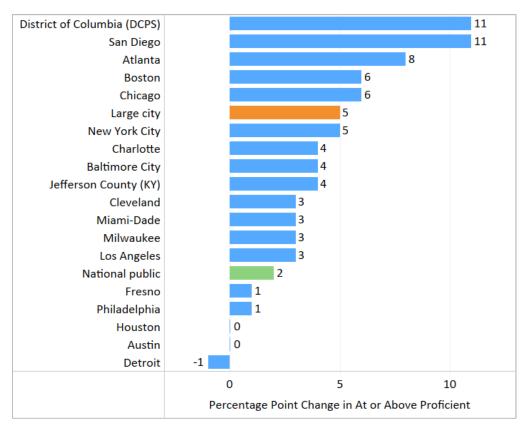
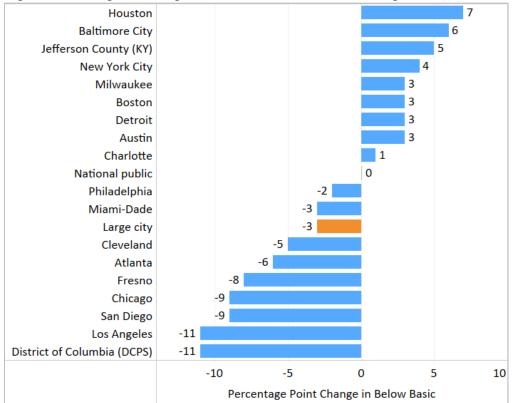


Figure 0.6: Percentage Point Change in Grade 8 Students At or Above Proficient in Reading on NAEP, 2009-2019

Figure 0.7: Percentage Point Change in Grade 4 Students Below Basic in Reading on NAEP, 2009-2019



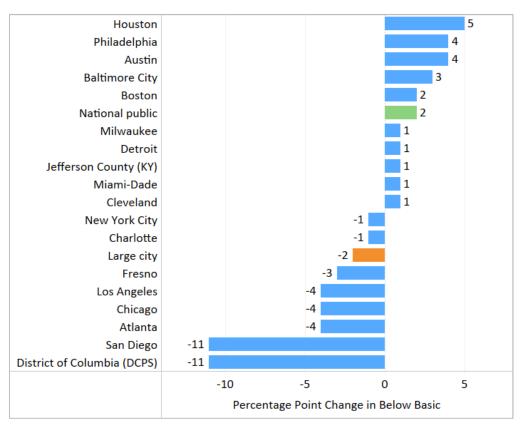
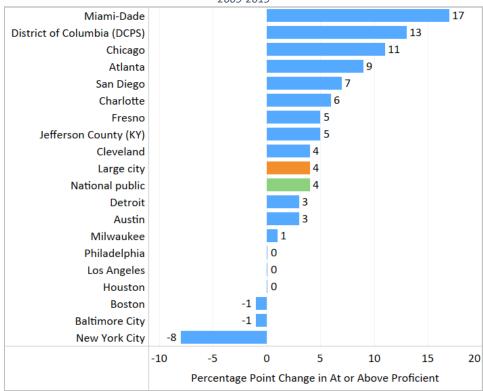


Figure 0.8: Percentage Point Change in Grade 8 Students Below Basic in Reading on NAEP, 2009-2019

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



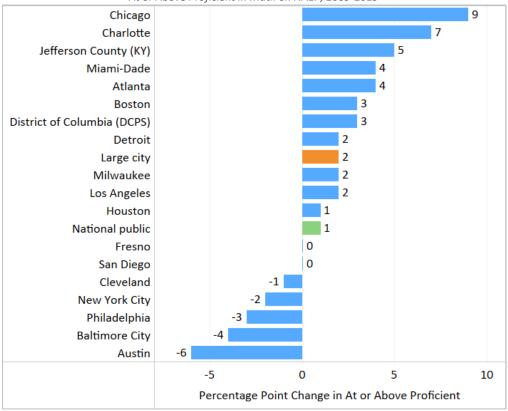
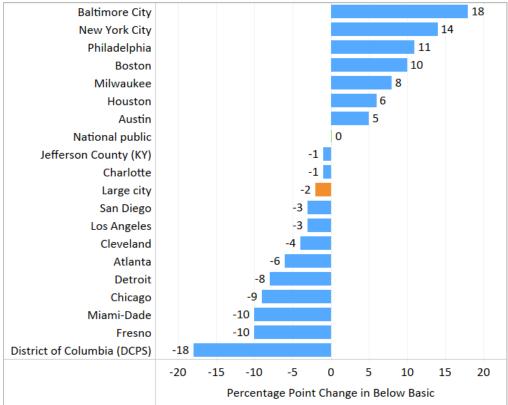
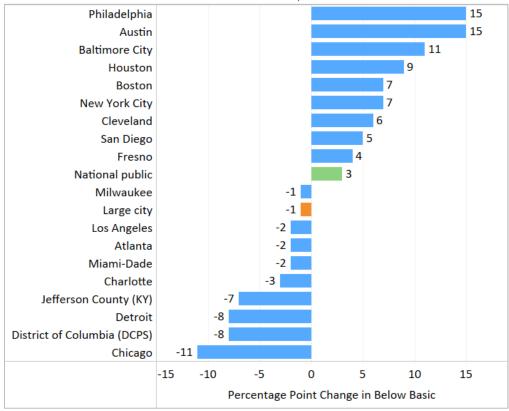


Figure 0.10: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Math on NAEP, 2009-2019

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





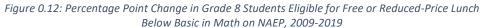
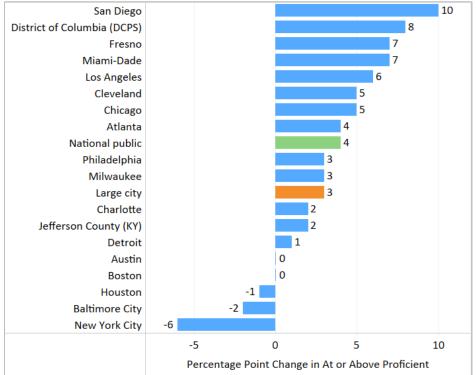


Figure 0.13: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2009-2019



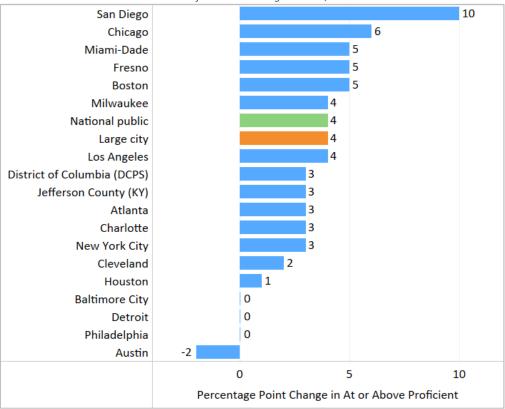


Figure 0.14: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch At or Above Proficient in Reading on NAEP, 2009-2019

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

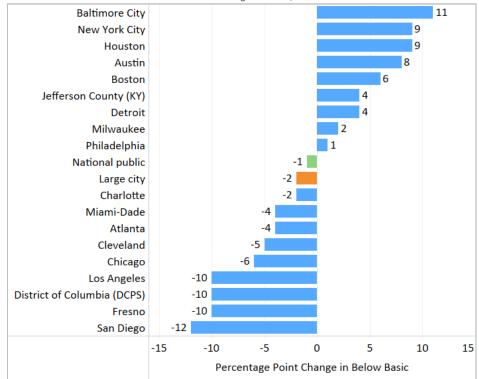


Figure 0.16: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced-Price Lunch Below Basic in Reading on NAEP, 2009-2019

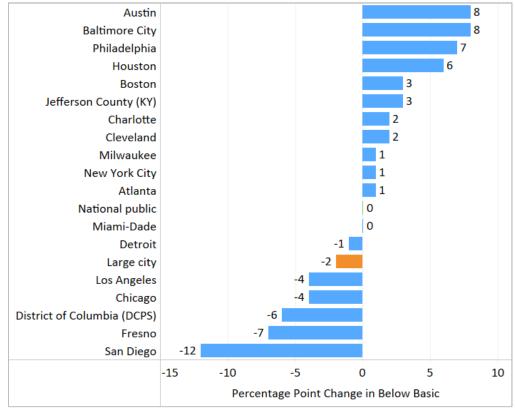
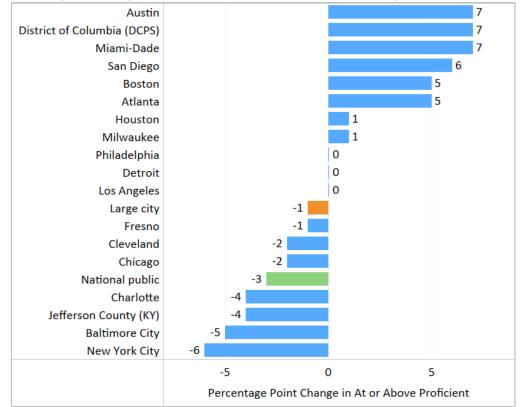


Figure 0.17: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2019



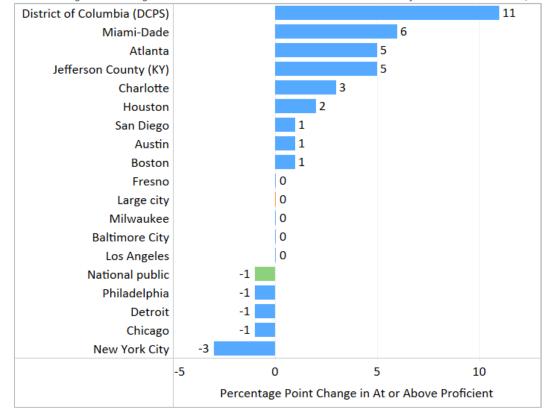


Figure 0.18: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2019

Figure 0.19: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2009-2019

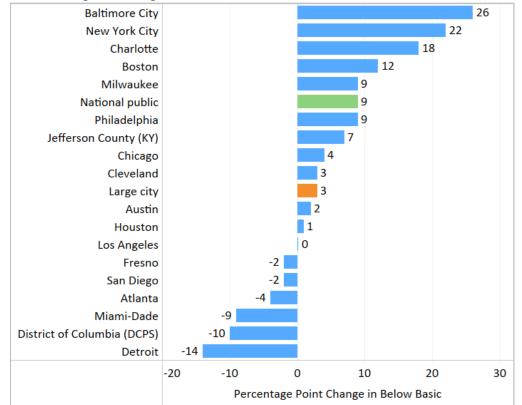


Figure 0.20: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2009-2019

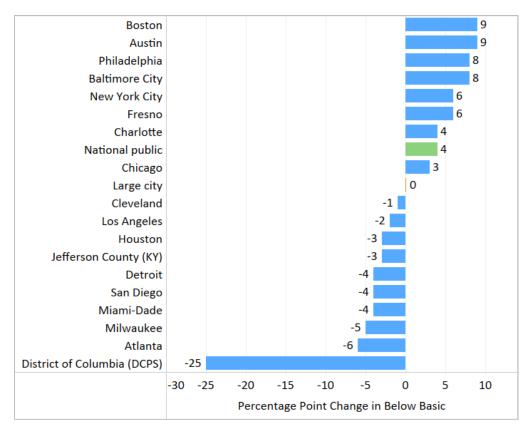


Figure 0.21: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2019

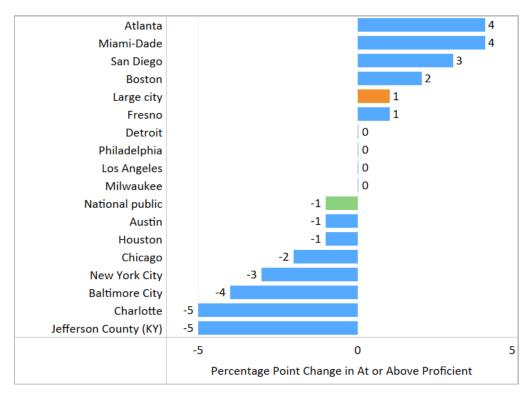


Figure 0.22: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2019

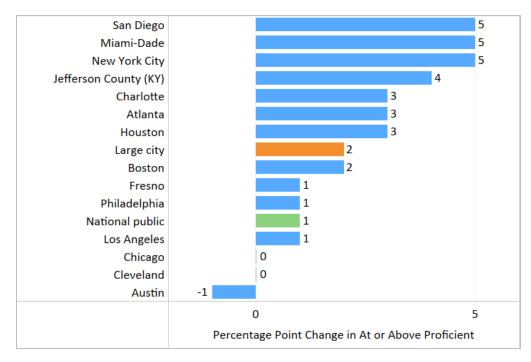


Figure 0.23: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2009-2019

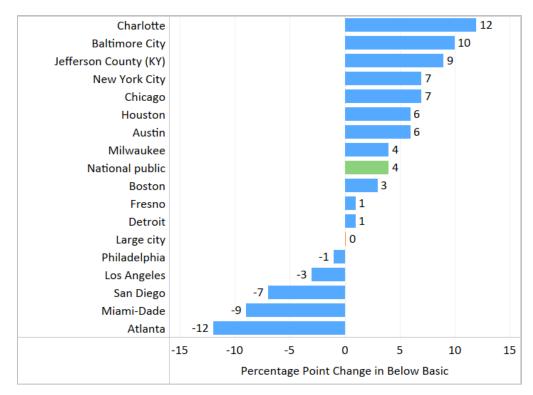


Figure 0.24: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2009-2019

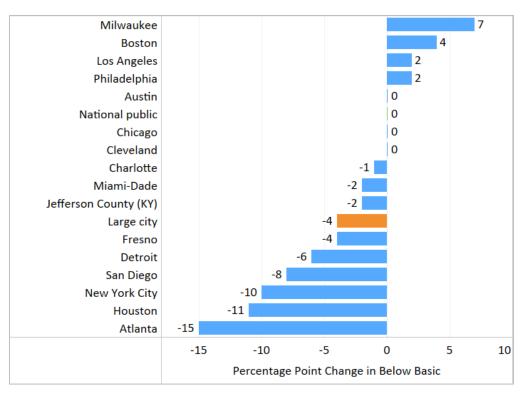


Figure 0.25: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Math on NAEP, 2009-2019

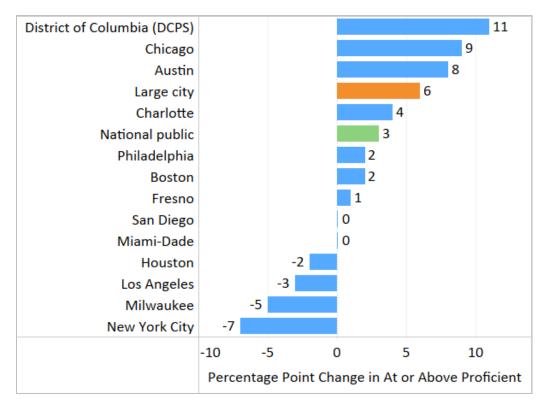


Figure 0.26: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2009-2019

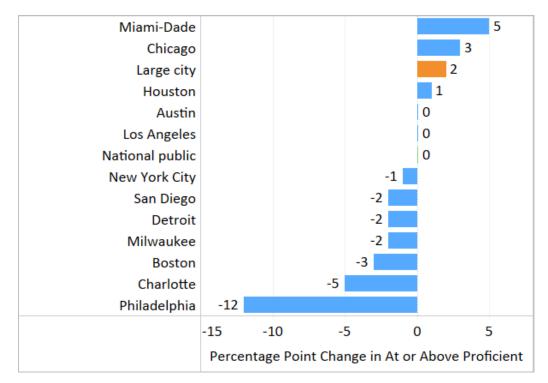


Figure 0.27: Percentage Point Change in Grade 4 English Language Learners Below Basic in Math on NAEP, 2009-2019

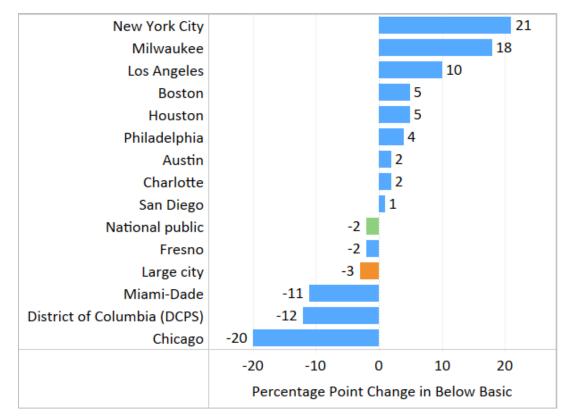


Figure 0.28: Percentage Point Change in Grade 8 English Language Learners Below Basic in Math on NAEP, 2009-2019

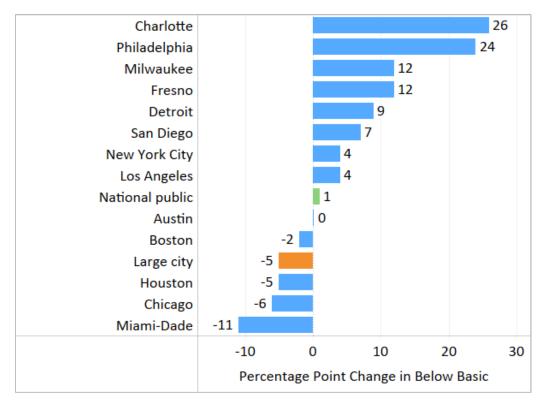


Figure 0.29: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2019

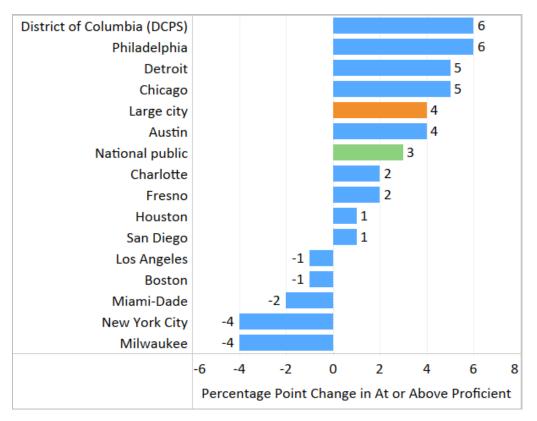


Figure 0.30: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2019

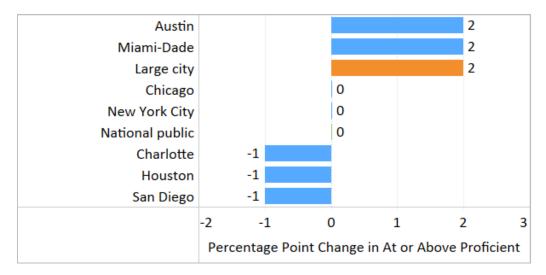


Figure 0.31: Percentage Point Change in Grade 4 English Language Learners Below Basic in Reading on NAEP, 2009-2019

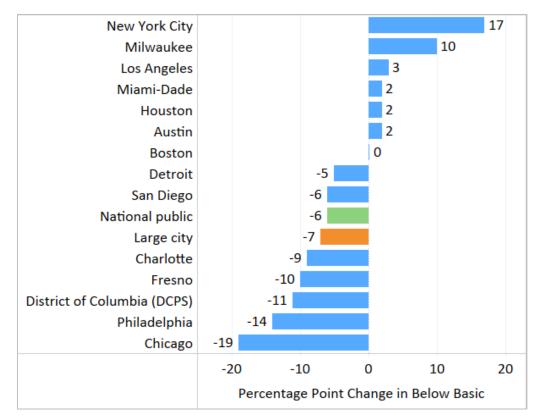
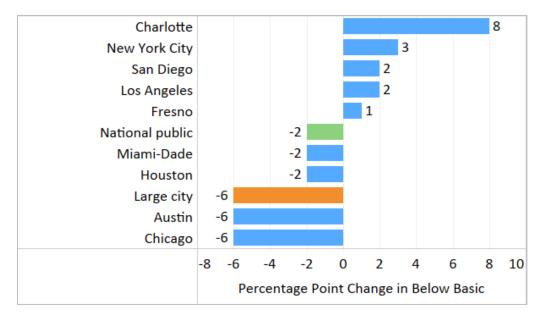


Figure 0.32: Percentage Point Change in Grade 8 English Language Learners Below Basic in Reading on NAEP, 2009-2019



National public	Black				4			
	Hispanic White				4			
Large city	Black				3			
Lunge enty	Hispanic				5			
	White				0			
Atlanta	Black				-	8		
Austin	Hispanic				1			
Baltimore City	Black			-1				
Boston	Black			-5				
	Hispanic			-2				
	White						13	
Charlotte	Black				4			
	Hispanic					8		
Chicago	Black					9		
Olaurahan I.	Hispanic					9		
Cleveland	Black				3			
	Hispanic				1			
Detroit	White Black				2	8		
Detroit	Biack Hispanic				2	8		
District of Columbia (DCPS)	Black					• 1	0	
electric of columnia (por 5)	Hispanic					1	14	
Fresno	Black			-5				
	Hispanic			-		7		
Houston	Black				0			
	Hispanic			-1				
Jefferson County (KY)	Black				4			
	White				3			
Los Angeles	Black				5			
	Hispanic				1			
	White			-3				
Miami-Dade	Black							20
M Characteria	Hispanic						14	
Milwaukee	Black			2	3			
Now York City	Hispanic			-2				
New York City	Black		-8 -8					
	Hispanic White	-18	-8					
Philadelphia	Black	10		-2				
	Hispanic			-5				
	White			J		7		
San Diego	Black				3			
	Hispanic				4			
		-20	-10		D	10		20
			Percenta	ge Point Chan	ge in At or Ah	ove P	roficient	

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

National public	Black	ojiciciti				1	.) 2000							
	Hispanic						2							
	White					1								
Large city	Black						2							
8,	Hispanic					1	~							
	White					-	3							
Atlanta	Black						2							
Austin	Hispanic	-5					-					_		
Baltimore City	Black		-3									_		
Boston	Black					0						_		
	Hispanic					1								
Charlotte	Black					-			6					
chanotte	Hispanic									7				
Chicago	Black										3			
cincago	Hispanic										3			
Cleveland	Black				-1						·			
cicveland	Hispanic				-1		3							
	White	-5					3							
Detroit	Black	-5				0								
Detroit	Hispanic					1								
District of Columbia (DCPS)	Black					1	3							
District of Columbia (DCF3)	Hispanic		-4				3							
Fresno	Black					1								
Flesho				-2		1								
	Hispanic White			-2									12	,
Houston	Black			2									14	2
Houston				-2										
Laffarran County (KV)	Hispanic					1			-					
Jefferson County (KY)	Black					0			5					
Les Angeles	White					0								
Los Angeles	Black							4						
	Hispanic					1						_		
Miami-Dade	Black					0								
	Hispanic							4						
Milwaukee	Black					1								
	Hispanic			-2										
New York City	Black		-4											
	Hispanic	-			-1									
	White	-5												
Philadelphia	Black				-1									
	Hispanic		-4											
San Diego	Hispanic		-3											
		-6	-4	-3	2	0	2	4	6	8		10	12	14
				Dore	contage	Point C	banga	in At a		o Dro	ficio			

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

	Below B	asıc ın Mati	h on NAEP by Ra	се, 2009-2019			
National public	Black			-1			
	Hispanic			-1			
	White				2		
Large city	Black			-1			
	Hispanic			-2			
	White				2		
Atlanta	Black			-7	_		
Austin	Hispanic			-	6		
Baltimore City	Black						17
Boston	Black					1	
boston	Hispanic					9	0
	-			-3	-	9	
Charlatta	White						
Charlotte	Black			-2			
	Hispanic				2		
Chicago	Black		-14				
	Hispanic			-2			
Cleveland	Black			-6			
	Hispanic			-6			
	White				4		
Detroit	Black			-5			
	Hispanic	-19	9				
District of Columbia (DCPS)	Black	-	18				
	Hispanic		-10				
Fresno	Black				0		
	Hispanic		-11				
Houston	Black				5		
	Hispanic				6		
Jefferson County (KY)	Black				0		
senerson county (kt)	White				1		
Los Angeles	Black				3		
Los Angeles					3		
	Hispanic			-4		_	
	White					8	
Miami-Dade	Black	-22					
	Hispanic			-4			
Milwaukee	Black				6		
	Hispanic					14	
New York City	Black						18
	Hispanic						17
	White					1	6
Philadelphia	Black					12	
	Hispanic					15	
	White				6		
San Diego	Black					10	
	Hispanic			-2			
				-			
		-2	-:	10	0	10	20
			Percen	tage Point Cha	inge in Below Ba	sic	

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

Jurisdiction	Student Gr	Basic in Math oi	IT NALF by Nu	2005 20	15		
National public	Black	••			3		
					1		
	Hispanic				5		
Large eiter	White						
Large city	Black				0		
	Hispanic			-1			
	White				2		
Atlanta	Black			-2			
Austin	Hispanic					15	
Baltimore City	Black					11	
Boston	Black				8		
	Hispanic					10	
Charlotte	Black			-3			
	Hispanic			-2			
Chicago	Black	-16					
	Hispanic			-4			
Cleveland	Black				5		
	Hispanic				2		
	White					15	
Detroit	Black		-	5			
	Hispanic			-2			
District of Columbia (DCPS)	Black		-8				
	Hispanic				8		
Fresno	Black				7		
	Hispanic				6		
	White				0		
Houston	Black					13	
	Hispanic					9	
Jefferson County (KY)	Black		-7				
	White			-1			
Los Angeles	Black			5			
Ū.	Hispanic				0		
Miami-Dade	Black				1		
	Hispanic			-2			
Milwaukee	Black				2		
	Hispanic				1		
New York City	Black					11	
,	Hispanic				3		
	White				-		17
Philadelphia	Black					13	
	Hispanic						16
San Diego	Hispanic					9	
Jan Diego	riispanic						
		-20	-10		0	10	20
					Change in Below Ba	-1-	

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

National public	Black						3	-			
	Hispanic							5 4			
Large city	White Black						1	•			
Large city	Hispanic						1	5			
	White						1	5			
Atlanta	Black						2				
Austin	Hispanic					-1	-		_		
Baltimore City	Black					-2			-		
Boston	Black					-2					
	Hispanic						2				
Charlotte	Black							4			
	Hispanic						0				
Chicago	Black							4			
	Hispanic							5			
Cleveland	Black						3				
	Hispanic						0				
	White									13	
Detroit	Black						1				
	Hispanic							4			
District of Columbia (DCPS)	Black							6			
	Hispanic								9		
Fresno	Black					-1					
	Hispanic							6			
	White										18
Houston	Black				-5						
	Hispanic						1				
Jefferson County (KY)	Black						1				
	White				_		2				
Los Angeles	Black				-5			-			
	Hispanic						1	6			
Miami-Dade	White						1		-		
Miami-Dade	Black						-	6	8		
Milwaukee	Hispanic Black							4			
Wiiwaukee	Hispanic					-1		4			
New York City	Black					-3					
New York City	Hispanic				_	-5 1					
	White	-19									
Philadelphia	Black						2		_		
	Hispanic						1				
San Diego	Black							5			
0	Hispanic							-	11		
		-20	-15	-10	-!	5	0	5	10	15	20
				entage F							

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

	White	-10	-5		0	5	10	15	20 20
San Diego	Hispanic					7			
	White	-8			0				
maacipma	Hispanic				0				
Philadelphia	Black		-4		2				
	Hispanic White		-4			0			
New TOIR City				-1		6			
New York City	Hispanic Black			-1	3				
wiiwaukee					1				
Milwaukee	Hispanic Black				1	/			
wiami-Dade	Black		-6			7			
Miami-Dade	Hispanic		6		3				
Los Angeles	Black				0				
Los Angolos	White				0		9		
Jefferson County (KY)	Black				0		0		
lefferren County (10)	Hispanic				0				
Houston	Black			-2					
	White					7			
	Hispanic				4				
Fresno	Black			-1					
-	Hispanic		-6						
District of Columbia (DCPS)	Black		_		4				
Detroit	Black			-1					
	White		-5						
	Hispanic				1				
Cleveland	Black				3				
	Hispanic					5			
Chicago	Black					6			
	Hispanic					8			
Charlotte	Black				1				
	Hispanic				4				
Boston	Black					5			
Baltimore City	Black				0				
	Hispanic			-3					
Austin	Black			-1					
Atlanta	Black				4				
	White				3				
0 /	Hispanic					5			
Large city	Black				2				
	White				3				
National public	Black Hispanic				2				

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

Matter all as hits			ung on n	IAEP by Race, I			
National public	Black			-1			
	Hispanic			-5			
	White				0		
Large city	Black				2		
	Hispanic			-5			
	White				2		
Atlanta	Black			-3			
Austin	Hispanic				8	3	
Baltimore City	Black					13	
Boston	Black					10	
	Hispanic				3		
Charlotte	Black			-4			
	Hispanic			4	1		
Chicago	Black			-5	-		
encapo				-3			
Cleveland	Hispanic						
Cleveland	Black			-7			
	Hispanic				_	10	
	White			-6			
Detroit	Black				4		
	Hispanic			-4			
District of Columbia (DCPS)	Black			-6			
	Hispanic		-12				
Fresno	Black				3		
	Hispanic		-10				
	White		-12				
Houston	Black					1	17
	Hispanic				5		
Jefferson County (KY)	Black				6		
	White			-1			
Los Angeles	Black				7		
0	Hispanic		-12				
	White				5		
Miami-Dade	Black		-10				
	Hispanic		-10		1		
Milwaukee	Black						
Minwaukee					0	3	
New York City	Hispanic					2	
New York City	Black				7		
	Hispanic				7		
Distribution in the second sec	White						24
Philadelphia	Black				4		
	Hispanic				7		
San Diego	Black			-1			
	Hispanic	-16					
		-20	-1	0	0	10	20
			-				
				Percentage	Point Change in	Below Basic	

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

		ic in Reduing	g on NAEP by R	uce, 2009-2	019	
National public	Black				1	
	Hispanic			-3		
	White				2	
Large city	Black				3	
	Hispanic			-3		
	White			-1		
Atlanta	Black				0	
Austin	Black					13
	Hispanic					3
Baltimore City	Black					3
Boston	Black		-5			-
	Hispanic					10
Charlotte	Black				6	10
chanotte	Hispanic			-1	Ū	
Chicago	Black		-5	-1	[
Chicago				-4		
Cleveland	Hispanic Black			-4	0	
Cleveland					U	
	Hispanic			-1		11
	White				2	11
Detroit	Black				3	
District of Columbia (DCPS)	Black		-8			
-	Hispanic					9
Fresno	Black			-3		
	Hispanic		-7		-	
	White				0	
Houston	Black				7	
	Hispanic				5	
Jefferson County (KY)	Black				6	
	White		-7			
Los Angeles	Black				5	
	Hispanic		-	-4		
Miami-Dade	Black					3
	Hispanic			-2		
Milwaukee	Black				5	
	Hispanic				2	
New York City	Black				7	
	Hispanic		-6			
	White				8	3
Philadelphia	Black				4	
-	Hispanic					9
	White					14
San Diego	Hispanic	-13				
5	White	-13				
			10			10
			-10		0	10
			Percen	tage Point C	Change in Below Bas	ic

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

National public	Black			3			
	Hispanic			4			
	White			2			
Large city	Black			3			
	Hispanic			5			
	White			3			
Atlanta	Black			5			
	White	-7					
Austin	Hispanic	-	-5				
	White		-2				
Baltimore City	Black	-6					
Boston	Black		-2				
	Hispanic		-1				
	White			6			
Charlotte	Black			3			
enanotic	Hispanic		-4	5			
	White		-4	1			
Chicago	Black			2			
0.110460	Hispanic			2	10		
	White					13	
Cleveland	Black			2		13	
Gevelatio				2			
	Hispanic		2	4			
	White		-3	2			
Detroit	Black			3	-		
District of Columbia (DCPS)	Black			-	8		
	Hispanic						20
	White			0			
Fresno	Hispanic			6			
Houston	Black			5			
	Hispanic			1			
Jefferson County (KY)	Black			4			
	White			2			
Los Angeles	Black		-2				
	Hispanic		-2				
	White		-1				
Miami-Dade	Black						23
	Hispanic					14	
Milwaukee	Black			5			
	Hispanic			3			
	White				12	2	
New York City	Black	-	-5				
	Hispanic		-2				
	White			5			
Philadelphia	Black		-4				
	Hispanic	-9					
San Diego	Hispanic			0			
-	White			3			
Albuquerque	Hispanic			1			
	White	-7					
Dallas	Black	-		2			
-	Hispanic			-	9		
Hillsborough County (FL)	Black			0			
insolough county (i c)	Hispanic		-2	v			
	White		-2				
	white						
		-10		0	10		20

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

National public	Black				0		
	Hispanic			-1			
	White		-	2			
Large city	Black			-1			
	Hispanic			-1			
	White				1		
Atlanta	Black		-	2			
	White		-6				
Austin	Hispanic		-4				
	White				0		
Baltimore City	Black		-3				
Boston	Black		-8				
	Hispanic		-4				
	White						11
Charlotte	Black					9	
	Hispanic				5		
	White				1		
Chicago	Black				4		
	Hispanic					8	
Cleveland	Black			2			
	Hispanic		-6				
	White				0		
Detroit	Black				0		
	Hispanic				3		
District of Columbia (DCPS)	Black				1		
_	Hispanic				5		
Fresno	Hispanic			-1			
Houston	Black			2			
Laffanana Causta (101)	Hispanic		-6				
Jefferson County (KY)	Black			-1			10
Los Angeles	White				1		10
Los Angeles	Hispanic White	-11			1		
Miami-Dade	Black	-11			4		
Miami-Dade				-1	4		
	Hispanic White			-1	3		
Milwaukee	Black				0		
Wilwaukee	Hispanic				0		
New York City	Black		-3		0		
New Tork city	Hispanic		-5		2		
	White				0		
Philadelphia	Black		-8		0		
Finadelphia	Hispanic		-7				
	White		-/		4		
San Diego	Hispanic				2		
	White				4		
Albuquerque	Hispanic		-3		7		
	White		-4				
Dallas	Black		т <mark>—</mark>		0		
	Hispanic		-9		~		
Hillsborough County (FL)	Black		-		2		
interesting and a sound (inc)	Hispanic		-4		2		
	White		-4				
	winte						
		-1	.0	C)	1	LO

Figure 0.43: Percentage Point Change in Grade 4 Male Students Below Basic in Math on NAEP by Race, 2009-2019

National public	Black							1				
	Hispanic							0				
	White							2				
Large city	Black							3				
	Hispanic						-1					
	White							2				
Atlanta	Black						-3					
	White							2				
Austin	Hispanic									9		
Baltimore City	Black											19
Boston	Black										15	
	Hispanic								8	3		
	White					-5		í				
Charlotte	Black							3				
	Hispanic								7			
	White							2				
Chicago	Black					-5						
-	Hispanic					-5						
	White					-5						
Cleveland	Black					-5						
	Hispanic					9						
	White							3				
Detroit	Black					-5						
District of Columbia (DCPS)	Black			-15		5						
District of Columbia (DCF3)			-20	-15								
	Hispanic White		-20					1				
Fresno				-16				1			_	
Houston	Hispanic Black			-10					4			
Houston												
	Hispanic							3				
efferson County (KY)	Black							_	8			
	White								8		_	
Los Angeles	Black									11		
	Hispanic						-2					
	White								5			
Viami-Dade	Black	-2	3									
	Hispanic					-8						
Milwaukee	Black								8	3		
	Hispanic							2				
	White								4			
New York City	Black										17	
	Hispanic									9		
	White							0				
Philadelphia	Black										16	
	Hispanic											22
San Diego	Hispanic							0				
	White						-1					
Albuquerque	Hispanic							3				
	White									9		
Dallas	Black								8	3		
	Hispanic							0				
Hillsborough County (FL)	Black						-1					
0 <i>1</i> (/	Hispanic						-		4			
	White							1	1			
			_		_							
		-2	5 -	20 -1	5 -	10 -	-5	0	5	10	15 3	20 25

Figure 0.44: Percentage Point Change in Grade 8 Male Students Below Basic in Math on NAEP by Race, 2009-2019

5 5 5 1 2 1 2 2 1 2 2 1 2 2 1 1 2 2 1 1 1 2 1 1 2 1 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 1 2 1 1 2 1 1 1 1 2 1
1 8 2 16 2 10 4 10 -2 12 -2 12 -2 12 11 12 2 10
2 16 2 10 10 17 12 17 12 12 12 12 11 12 12 12 12 12 12 12 13 12
2 16 16 10 17 17 12 -2 -2 1 1 1 20 20
4 10 17 10 17 17 12 -2 1 -2 1 1 1 1 2 20
10 10 17 17 12 -2 1 -2 1 1 1 1 1 1 1 1 1 1 1 1 1 1
-2
4 2 1 20
2 1 20
20
20
20
15
10
4
1
0
16
14
2
2
7
2
8
4
4
8
2
6
6
20
20
20 13 8
20 13 8 4
20 13 4 1
20 13 13 14 1 1 1 1 12 15 16
20 13 13 13 14 1 1 1 1 12 15 15 15
20 13 13 13 14 1 1 1 12 15 15 15 15 15 15 15 15 15 15
20 13 13 13 14 1 1 1 1 12 15 15 15

Figure 0.45: Percentage Point Change in Grade 4 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

National public	Black			2			
	Hispanic			4			
	White			2			
Large city	Black			1			
	Hispanic			4			
	White			1			
Atlanta	Black			2			
	White					11	
Austin	Hispanic		-1				
	White	-6					
Baltimore City	Black			0			
Boston	Black			1			
	Hispanic	-7					
	White			1			
Charlotte	Black			4			
	Hispanic			2			
	White				7		
Chicago	Black			1			
	Hispanic			3			
	White					10	
Cleveland	Black			4			
	Hispanic			3			
	White						17
Detroit	Black			1			
	Hispanic			1			
District of Columbia (DCPS)	Black			4			
	Hispanic			4			
	White				6		
Fresno	Hispanic				9		
Houston	Black	-4	1				
	Hispanic		-1				
Jefferson County (KY)	Black		-1				
	White			1			
Los Angeles	Black		-1	-			
0	Hispanic			4			
	White				9		
Miami-Dade	Black			4			
	Hispanic				6		
Milwaukee	Black			2			
	Hispanic	-5		-			
	White	5	-1				
New York City	Black		-3				
	Hispanic		-3				
	White	-5	-5				
Philadelphia	Black			3			
	Hispanic		-1	3			
San Diego	Hispanic		-			10	
	White	-8					
Albuquerque	Hispanic			1			
, maduer que	White		-3	-			
Dallas	Black			0			
Canas				0	5		
Hillsborough County (FL)	Hispanic	-5			J		
missorough county (FL)	Black	-5	2				
	Hispanic	0	-3				
	White	-9					
		-10		0	1	.0	2
			rcentage Po				

Figure 0.46: Percentage Point Change in Grade 8 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

National public	Black		1			
	Hispanic			2		
	White		0			
Large city	Black		1			
	Hispanic			2		
	White		1			
Albuquerque	Hispanic		0			
	White		0			
Atlanta	Black			3		
Austin	Hispanic		-1			
	White	-4				
Baltimore City	Black		0			
Boston	Black			4		
	Hispanic			3		
	White			2		
Charlotte	Black		0			
	Hispanic		-1			
	White	-3				
Chicago	Black			4		
0-	Hispanic	-3				
	White					12
Cleveland	Black				5	
ole relation	Hispanic			3	5	
Dallas	Black	-4		5		
bunus	Hispanic	-4	-1			
Detroit	Black		-1			
Detroit			-1	2		
District of Columbia (DCPS)	Hispanic Black			2		
District of Columbia (DCP3)				2	6	
Fresno	Hispanic		1		0	
Fresho Hillsborough County (FL)	Hispanic		1	2		
Hillsborougn County (FL)	Black			2		
	Hispanic	-3				
	White	-3				
Houston	Black	-2				
	Hispanic			2		
Jefferson County (KY)	Black		1			
	White				5	
Los Angeles	Hispanic			3		
	White	-2				
Miami-Dade	Black		0			
	Hispanic		0			
	White	-4				
Milwaukee	Black			2		
	Hispanic				7	
New York City	Black	-2				
	Hispanic			2		
	White				8	
Philadelphia	Black			2		
	Hispanic		1			
San Diego	Hispanic				6	
-	White					10
		-			F	
		-5	0		5	10

Figure 0.47: Percentage Point Change in Grade 4 Male Students Below Basic in Reading on NAEP by Race, 2009-2019

National public	Black					0				
	Hispanic				-3					
	White					1				
Large city	Black					1				
	Hispanic				-3					
	White					2				
Atlanta	Black				-2					
	White				-2					
Austin	Hispanic						8			
	White						7			
Baltimore City	Black						5			
Boston	Black					3				
	Hispanic							11		
	White						5			
Charlotte	Black				-1					
charlotte	Hispanic			-5						
	White			-5		1				
chias as										
Chicago	Black					0				
	Hispanic				-3					
	White				-3					
Cleveland	Black			-8						
	Hispanic						8			
	White		-11							
Detroit	Black						6			
	Hispanic					2				
District of Columbia (DCPS)	Black		-10							
	Hispanic				-3					
	White					2				
Fresno	Hispanic	-15								
Houston	Black								14	
nouston	Hispanic						7		14	
Jefferson County (KY)	Black						7			
Sellerson County (KT)						2	/			
	White					2				
Los Angeles	Black							11		
	Hispanic		-10							
	White					0				
Miami-Dade	Black			-5						
	Hispanic				-4					
Milwaukee	Black						4			
	Hispanic							13	3	
	White			-8						
New York City	Black					_	4			
,	Hispanic						4			
	White						8			
Philadelphia						3	0			
madeipma	Black					3		9		
San Diago	Hispanic		12							
San Diego	Hispanic		-13							
- 11	White						4			
Albuquerque	Hispanic				-3					
	White						5			
Dallas	Black							11		
	Hispanic				-1					
Hillsborough County (FL)	Black								16	
	Hispanic					3				
	White						7			
			15 -1	.0 .	-5	0	5	10	15	2

National public	Black						3	4		
	Hispanic							4		
	White									
Large city	Black						_	4		
	Hispanic						2			
	White						2	-	_	
Atlanta	Black							5		
Austin	Hispanic								10	
	White						2			_
Baltimore City	Black							6		_
Boston	Black						1			
	Hispanic						1			
	White						3			
Charlotte	Black							6		
	Hispanic								10	
	White						1			
Chicago	Black					-2				
	Hispanic							7		
	White				-5					
Cleveland	Black	-18								
	Hispanic						3			
Detroit	Black							7		
	Hispanic					-3				
District of Columbia (DCPS)	Black				-6					
	Hispanic		-13							
Fresno	Hispanic				-6					
Houston	Black								11	
	Hispanic							6		
Jefferson County (KY)	Black							7		
	White						2			
Los Angeles	Hispanic				-6					+
5	White							5		
Miami-Dade	Black							4		+
	Hispanic							4		
	White						0			
Milwaukee	Black						3			
	Hispanic					-2				
New York City	Black					-		5		
	Hispanic					-2		5		
	White					-2		4		
Philadelphia	Black							4		-
rmaweipma	Hispanic							4 5		
San Diego				-8				5		_
San Diego	Hispanic			-8			1			
Albuquorquo	White						1	-		
Albuquerque	Hispanic							8	0	
Dallas	White								9	
Dallas	Black								10	
	Hispanic								9	
Hillsborough County (FL)	Black						2			
	Hispanic								13	3
	White							4		_
		-20	-15	-10		-5	0	5	10	15
							in Below B			

Figure 0.48: Percentage Point Change in Grade 8 Male Students Below Basic in Reading on NAEP by Race, 2009-2019

Black				2			
Hispanic							14
Black						9	
White				3			
Hispanic				2			
White					6		
				3			
		-4	4				
		-5	-1				
			-1	-			
				1	-		
			-		5		
			-2		-		
Hispanic					5		
Black					6		
Hispanic			-1				
			_				
					7		
			-2		5		
			-2	1			
Black				2			
							14
Hispanic							15
Black						9	
White			-3				
Hispanic				2			
Black						1	2
White			-2				
Hispanic		-5					
			-1				
Black				0			
		-4	4				
White		-6					
Black		_			7		
	-12						
		-5					
			-1				
			_	3			
			-1				
			-1		-		
Hispanic White			-1		4		
	White Black Hispanic White Black White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Hispanic White Black Hispanic	Hispanic White Black Hispanic White Hispanic White Black White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Hispanic Black Hispanic Hispan	Hispanic White Black	Hispanic -1 Black -1 Hispanic -1 White -1 Hispanic -5 White -6 Hispanic -4 White -6 Hispanic -4 White -6 Hispanic -4 White -6 Hispanic -1 Black -1 Black -1 Black -1 Black -1 Hispanic -5 White -3 Black -1 Hispanic -2 Black -3 Hispanic -1 White -2 Black -1 Hispanic -1 Black -1 Hispanic -1 Black -2 Hispanic -1 Black -6 Hispanic -1 Black -6 Hispanic -4 <t< td=""><td>Hispanic -1 Black -1 Hispanic -1 White -1 Hispanic -5 White -1 Black -1 White -6 Hispanic -4 White -6 Hispanic -4 White -6 Hispanic -2 Black -1 Black -1 Hispanic -2 White -3 Black -3 Black -3 Black -2 Hispanic -1 Black -1 Hispanic -1 Black -1 Hispanic -1 Black -6 Hispanic -4 Black -3 Hispanic<!--</td--><td>Hispanic White Black Hispanic White -12 Black White -12 Black Hispanic White -12 Black Hispanic White -12 Black Hispanic White -12 Black Hispanic White -5 -2 Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White -2 J J J J J J J J J J J J J</td><td>Hispanic White Black Hispanic White Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic -14 -4 Black Hispanic White -2 -2 -2 -2 -2 -2 -2 -2 -2 -2</td></td></t<>	Hispanic -1 Black -1 Hispanic -1 White -1 Hispanic -5 White -1 Black -1 White -6 Hispanic -4 White -6 Hispanic -4 White -6 Hispanic -2 Black -1 Black -1 Hispanic -2 White -3 Black -3 Black -3 Black -2 Hispanic -1 Black -1 Hispanic -1 Black -1 Hispanic -1 Black -6 Hispanic -4 Black -3 Hispanic </td <td>Hispanic White Black Hispanic White -12 Black White -12 Black Hispanic White -12 Black Hispanic White -12 Black Hispanic White -12 Black Hispanic White -5 -2 Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White -2 J J J J J J J J J J J J J</td> <td>Hispanic White Black Hispanic White Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic -14 -4 Black Hispanic White -2 -2 -2 -2 -2 -2 -2 -2 -2 -2</td>	Hispanic White Black Hispanic White -12 Black White -12 Black Hispanic White -12 Black Hispanic White -12 Black Hispanic White -12 Black Hispanic White -5 -2 Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White -2 J J J J J J J J J J J J J	Hispanic White Black Hispanic White Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic White -12 Hispanic -14 -4 Black Hispanic White -2 -2 -2 -2 -2 -2 -2 -2 -2 -2

Figure 0.49: Percentage Point Change in Grade 4 Female Students At or Above Proficient in Math on NAEP by Race, 2009-2019

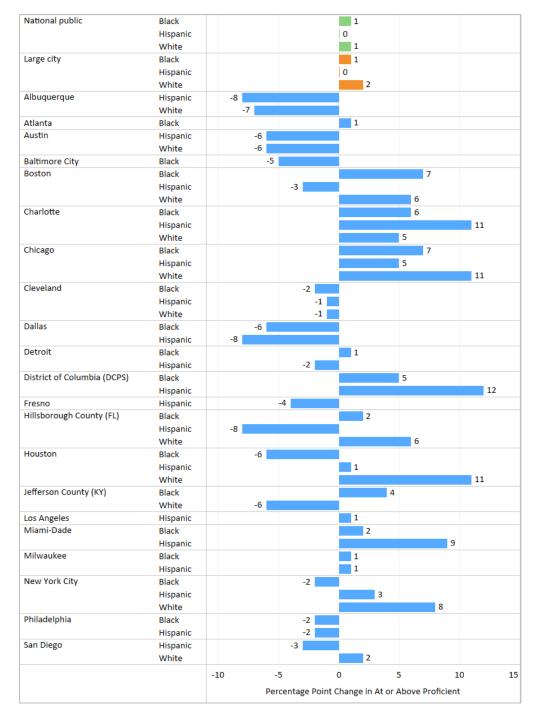


Figure 0.50: Percentage Point Change in Grade 8 Female Students At or Above Proficient in Math on NAEP by Race, 2009-2019

Figure 0.51: Percentage Point Change in Grade 4 Female Students Below Basic in Math on NAEP by Race, 2009-2019

National public	Black				2				
	Hispanic			-1					
	White				2				
Large city	Black				2				
	Hispanic				0				
	White				2				
Atlanta	Black			-1					
	White			-2					
Austin	Hispanic						10		
	White				3				
Baltimore City	Black							14	
Boston	Black						9		
	Hispanic						12		
	White					4			
Charlotte	Black				0				
	Hispanic				2				
	White				0				
Chicago	Black		-8						
	Hispanic	-12							
	White		-9						
Cleveland	Black			-1					
	Hispanic				2				
	White						10		
Detroit	Black				0				
	Hispanic				4	4			
District of Columbia (DCPS)	Black	-13							
	Hispanic			5					
Fresno	Hispanic	-13							
Houston	Black						11		
	Hispanic					7			
lefferson County (KY)	Black					5			
	White			-3					
Los Angeles	Hispanic			-1					
	White				-	4			
Miami-Dade	Black	-11							
	Hispanic		-6						
Milwaukee	Black					5			
	Hispanic				1				
	White				3				
New York City	Black							15	
	Hispanic						10		
	White				1				
Philadelphia	Black							16	
	Hispanic							1	18
San Diego	Hispanic					7			
-	White				2				
Albuquerque	Hispanic					6			
	White				3				
Dallas	Black					7			
	Hispanic					4			
Hillsborough County (FL)	Black		-8						
5 / (/)	Hispanic				2				
	White				3				
				_		_	4.0	15	-
		-15	-10	-5	0	5	10	15	20

Figure 0.52: Percentage Point Change in Grade 8 Female Students Below Basic in Math on NAEP by Race, 2009-2019

National public	Black							3				
	Hispanic						2	-				
1	White							3				
Large city	Black							3				
	Hispanic							3				
	White						2					
Atlanta	Black							4				
Austin	Hispanic									11		
- III	White						2				•	
Baltimore City	Black							-		1	2	
Boston	Black							5				
	Hispanic						_			10		
	White					-4						
Charlotte	Black				-6							
	Hispanic					-2	-					
	White						0					
Chicago	Black				-6							
	Hispanic						2					
	White						1					
Cleveland	Black					-1						
	Hispanic							3				
	White	_						_	9			
Detroit	Black							4				
	Hispanic				-5							
District of Columbia (DCPS)	Black				-7							
	Hispanic	-16										
Fresno	Hispanic								6			
Houston	Black											17
	Hispanic								9			
	White						0					
Jefferson County (KY)	Black				-6							
	White								7			
Los Angeles	Hispanic						1					
Miami-Dade	Black					-2						
	Hispanic					-3						
Milwaukee	Black						2					
	Hispanic					-1						
New York City	Black								7			
	Hispanic						2					
	White						0					
Philadelphia	Black									10		
	Hispanic										14	
San Diego	Hispanic							3				
	White							3				
Albuquerque	Hispanic								8			
	White					-2						
Dallas	Black									11		
	Hispanic								9			
Hillsborough County (FL)	Black								7			
	Hispanic								8			
	White					-1						
		-20	-15	-10		-5	0	5	1	0	15	2
		-20	10	-10		<u> </u>	0	9		<u> </u>	10	~

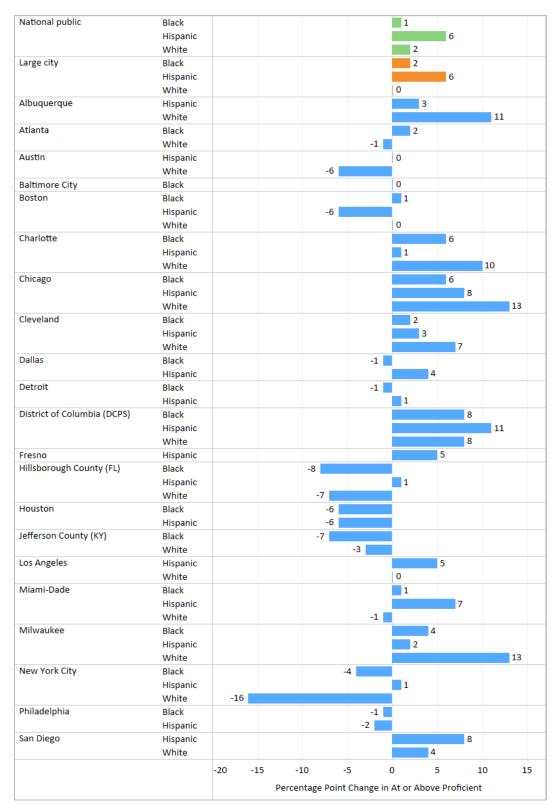


Figure 0.53: Percentage Point Change in Grade 4 Female Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

National public Black 0 Hispanic 4 White 1 Large city Black 0 Hispanic 6 White 5 Albuquerque Hispanic 5 0 White Black Atlanta 3 Austin Hispanic -1 -9 White Baltimore City Black 4 Boston Black 10 Hispanic 4 White 1 Charlotte Black -1 Hispanic 5 -3 White Chicago Black 1 Hispanic 3 Cleveland Black 1 Hispanic 1 Dallas Black -1 Hispanic 3 Detroit Black -2 Hispanic -1 District of Columbia (DCPS) Black 7 Hispanic 8 2 Fresno Hispanic Hillsborough County (FL) Black 8 Hispanic -1 White -1 Houston Black -2 3 Hispanic Jefferson County (KY) Black -1 White 12 Los Angeles Hispanic 2 White 1 Miami-Dade Black 1 Hispanic 9 Milwaukee Black 3 Hispanic 9 New York City Black -3 Hispanic 6 White 8 Philadelphia Black -3 Hispanic 0 White -13 San Diego Hispanic 10 White 4 5 -15 -10 -5 0 10 15 Percentage Point Change in At or Above Proficient

Figure 0.54: Percentage Point Change in Grade 8 Female Students At or Above Proficient in Reading on NAEP by Race, 2009-2019

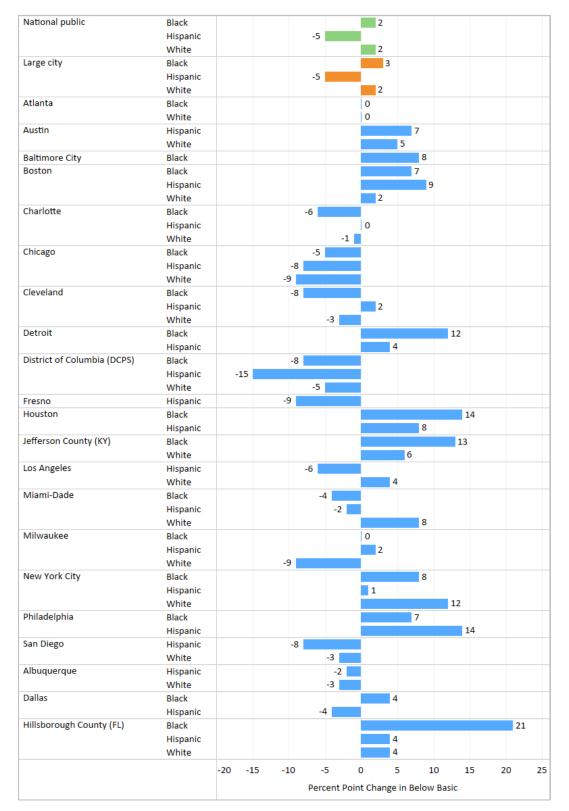


Figure 0.55: Percentage Point Change in Grade 4 Female Students Below Basic in Reading on NAEP by Race, 2009-2019

Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic		-7	-2		5 6		
Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic		-7		3 0 2 1	6		
Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic		-7			6		
WhiteBlackHispanicWhiteBlackHispanicWhiteBlackHispanicWhiteBlackHispanicWhiteBlackHispanicWhiteBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanic		-7		1	6		
Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic		-7	-1	1	6		
Hispanic White Black Hispanic White Black Hispanic White Black Hispanic Black Hispanic		-7	-1	1	6		
White Black Black Hispanic White Black Hispanic White Black Hispanic Black		-7	-1		6		
Black Black Hispanic White Black Hispanic White Black Hispanic Black		-7	-1				
Black Hispanic White Black Hispanic White Black Hispanic Black		-7	-1		6		
Hispanic White Black Hispanic White Black Hispanic Black		-7	-1		6		
White Black Hispanic White Black Hispanic Black			-1		6		
Black Hispanic White Black Hispanic Black					6		
Hispanic White Black Hispanic Black		-8			6		
White Black Hispanic Black		-8					
Black Hispanic Black							
Hispanic Black					4		
Black			-3				
					4		
Hispanic				1			
				_			
					5		
				2			
	-14						
		-7					
					4		
					4		
			-2				
				2			
		-					
Hispanic			-3				
Black				0			
Hispanic	-11						
Black						1	13
Hispanic			-4				
White				2			
Black						11	
Hispanic					5		
White					5		
Hispanic		-9					
White							
Hispanic			-2				
White					5		
Black						12	
Hispanic				3			
Black			-2				
Hispanic					7		
White				2			
	-15	-10	-5	0	5	10	15
	Hispanic Black Hispanic Black Hispanic Black Hispanic Black White Black Hispanic Black Hispanic Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Black Hispanic White Hispanic White Hispanic	HispanicBlackHispanicBlackHispanicJackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicWhiteBlackHispanicWhiteBlackHispanicWhiteBlackHispanicWhiteHispanicWhiteBlackHispanicWhiteBlackHispanicWhiteBlackHispanicWhiteBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanicBlackHispanic	Hispanic -13 Black -13 Hispanic -14 Hispanic -7 Black -14 Hispanic -7 Black -11 Hispanic -11 White -11 Black -11 Hispanic -9 White -9 Hispanic -9 White -10	Hispanic -13 Black -13 Hispanic -14 Hispanic -7 Black -7 Hispanic -7 Black -4 Hispanic -7 Black -4 Hispanic -4 Black -5 White -4 Hispanic -3 Black -5 Hispanic -3 Black -11 Hispanic -4 Black -11 Hispanic -2 White -4 Black -11 Hispanic -2 White -4 Hispanic -2 White -4 Hispanic -2 White -2 Black -2 Hispanic -2 Black -2 Hispanic -2 Black -2 Hispanic -2 Black -2	Hispanic -13 2 Black -13 2 Hispanic -14 -13 Hispanic -14 -14 Hispanic -7 -7 Black -7 -2 White -4 -4 Hispanic -11 -7 Black -5 -3 Hispanic -11 -4 Black -11 -4 Hispanic -11 -4 White -4 -4 Hispanic -11 -4 White -4 -4 Hispanic -2 -4 White -4 -4 Hispanic -2 -4 White -2 -4 Hispanic -2 -4 Black -2 -4 <	Hispanic -13 -2 5 Black -13 -2 2 Hispanic -14 -3 3 Black -14 -3 3 Hispanic -7 -8 3 Black -7 -8 3 Black -7 -8 3 Black -7 -8 4 Hispanic -4 -4 -4 Hispanic -2 -2 -2 Black -5 -3 0 Hispanic -11 -3 -3 -3 Black -5 -3 0 -3 Black -11 -4 -4 -4 Hispanic -11 -4 -2 -3 Black -11 -4 -4 -5 Hispanic -11 -4 -5 -5 White -4 -4 -5 5 Hispanic -9 -4 -5 5 Black -2 -4 -5 </td <td>Hispanic 6 Black -13 2 Black -13 2 Black -14 4 Hispanic -7 4 Hispanic -7 4 Hispanic -2 4 Hispanic -2 4 Hispanic -2 4 Hispanic -2 2 Black -2 2 Black -3 0 Hispanic -11 -2 Black -5 -3 Hispanic -11 -3 Black -11 -4 Hispanic -11 -4 Hispanic -11 -11 White -2 -11 Black -11 -2 Black -11 -4 Hispanic -2 -11 White -2 -11 Hispanic -2 -12 Black -2 -12 Hispanic -2 -7 White</td>	Hispanic 6 Black -13 2 Black -13 2 Black -14 4 Hispanic -7 4 Hispanic -7 4 Hispanic -2 4 Hispanic -2 4 Hispanic -2 4 Hispanic -2 2 Black -2 2 Black -3 0 Hispanic -11 -2 Black -5 -3 Hispanic -11 -3 Black -11 -4 Hispanic -11 -4 Hispanic -11 -11 White -2 -11 Black -11 -2 Black -11 -4 Hispanic -2 -11 White -2 -11 Hispanic -2 -12 Black -2 -12 Hispanic -2 -7 White

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		
	Key Performance Indicators (KPIs). The Council of the Great City Schools and its rogress and achievement KPIs to help your district make better informed re 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 acad	emic 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.	
	Individualized Educational Program	
SWD	"Students with disabilities" (SWDs) refers to students who have a disability under the Indi	
	Education Act (IDEA) and who are eligible for a free appropriate public education under fe	deral and state law. This is
	limited to students aged 6-21 unless otherwise specified.	
	English language learners, or students who are identified as having limited English profici	
Former English Language Learners	A student who was identified as ELL (thus having limited English proficiency) in the past bu	-
	state's definition of ELL (or the term used for a student with limited English proficiency). The	nis 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/Ir	itegrated Math I Comple	tion Rate for Credit by Gra	ade 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	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 1.7	AP Exam Scores	
Table 1.2		
	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 ninthgrade 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 F	ailures and GPAs, by Sub	group	
	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	2		
Hispanic, female	ŧ		
Hispanic, male	6		
White, female	1		
White, male	1		
Two or More Races, female	1		
Two or More Races, male	1		
Students with Disabilities	5		
English Language Learners	i		
Former ELLs	1		
Eligible for Free/Reduced-Price Lunch	1		
-			

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 P	lacement, 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.	
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	e-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, female Hispanic, male White, female White, female Two or More Races, female Two or More Races, female Students with Disabilities English Language Learners Former ELLs		

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 Absence	es, by Grade Level + Subg	roup - 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+ day:
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			
ease briefly describe your district's definition of an '	'absence" for this grade le	evel:	

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.

	1	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			

	Table 3.3. Student Abarana Conde Siebs (Balling Course)			
	Table 2.3. Student Absences - Grade Eight (Rolling Count)			
-	For the table below, enter the rolling student count for the number of eighth-gr	ade students who wer	e absent for	
	the number of days specified (e.g., Absent 5-9 days) by student subgroup, as sp			
_	can be non-consecutive days of absences (i.e., the total number of days absent)			
	for each individual student. Only include absences from the regular school year,	do not include summ	er school	
	absences. Include excused as well as unexcused absences. Do not count field tri	as as absences.		

	Number of eighth-	Number of eighth-	Number of eighth
	grade students	grade students	grade students
	absent 5-9 days	absent 10-19	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			

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, b	y Grade Level + Sul	bgroup - Grade Nine	
	Number of		Number of ninth-
	ninth-grade	grade students	grade students
	students	absent 10-19	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			
lease briefly describe your district's definition of an	"absence" for this g	rade level:	
ase oneny describe your district's definition of an	"absence" for this g	rade level:	

T

Table 3.1. Student Suspensions (Rolling Count)

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

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

	Table 3.1.	Student Suspensions	1	1	1	
		Number of students	Number of students	Number of students	Number of students	Total number of instructional days
		with 1-5 out-of-	with 6-10 out-of-	with 11-19 out-of-	with 20+ out-of-	missed due to out-of
		school suspension				
	Total number of	days for the Survey	for the Survey			
	students suspended	School Year				
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						

able 6.1. Total Enrollment (Rolling Count) nclude students enrolled at any time during the 2017-	18 school year. The enrol	ment counts should refle	ect your total rolling enro	llment for the entire sch	ool year in the district for	each arade		
evel specified. Any student enrolled in your district du				innene jor ene enere sen	oor year in the district jor	each grade		
						Table 6.1. St	udent Enrolliment (Rolling	Count)
	Total number of	Total number of	Total number of	Total number of	Total number of	Total number of	Total number of	Total number of
	students enrolled in the	students enrolled in pre-	students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in
	district in the 2017-18	kindergarten in the 2017	kindergarten in the 2017	grade one in the 2017-	grade two in the 2017-	grade three in the 2017	grade four in the 2017-	grade five in the 20:
	School Year (Rolling	18 School Year (Rolling	18 School Year (Rolling	18 School Year (Rolling	18 School Year (Rolling	18 School Year (Rolling	18 School Year (Rolling	18 School Year (Roll
	Count)	Count)	Count)	Count)	Count)	Count)	Count)	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	Total number of	Total number of	Total number of	Total number of	Total number of	Total number of
students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in
grade six in the 2017-18	grade seven in the 2017-	grade eight in the 2017-	grade nine in the 2017-	grade ten in the 2017-18	grade eleven in the	grade twelve in the
School Year (Rolling	18 School Year (Rolling	18 School Year (Rolling	18 School Year (Rolling	School Year (Rolling	2017-18 School Year	2017-18 School Year
Count)	Count)	Count)	Count)	Count)	(Rolling Count)	(Rolling Count)

Table 6.2. Total Enrollment (Official Fall Count)										
Include students enrolled during the Official 2017-18 Fa	ill enroliment period in th	e district for each grade	level specified.							
						Table		ent Enrolliment (Official Fa	II Courte	_
										_
	Total number of	Total number of	Total number of	Total number of	Total number of	Total number of		Total number of	Total number of	
		students enrolled in pre-		students enrolled in	students enrolled in	students enrolle		students enrolled in	students enrolled in	
	district in the 2017-18		kindergarten in the 2017	-	grade two in the 2017-			grade four in the 2017-	grade five in the 2017-	
		18 School Year (Official	18 School Year (Official	18 School Year (Official	18 School Year (Official	18 School Year	(Official	18 School Year (Official	18 School Year (Official	
	Count)	Fall Count)	Fall Count)	Fall Count)	Fall Count)	Fall Count)		Fall Count)	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										Τ
English Language Learners										1
Former ELLs										1
Eligible for Free/Reduced-Price Lunch										T
									1	

Total number of	Total number of	Total number of	Total number of	Total number of	Total number of	Total number of
students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in	students enrolled in
grade six in the 2017-18	grade seven in the 2017-	grade eight in the 2017-	grade nine in the 2017-	grade ten in the 2017-18	grade eleven in the	grade twelve in the
School Year (Official Fall	18 School Year (Official	18 School Year (Official	18 School Year (Official	School Year (Official Fall	2017-18 School Year	2017-18 School Year
Count)	Fall Count)	Fall Count)	Fall Count)	Count)	(Official Fall Count)	(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