ACADEMIC KEY
PERFORMANCE INDICATORS

Council *of the* Great City Schools®

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REVISED REPORT 2023

Academic Key Performance Indicators

By the

Council of the Great City Schools

Brian Garcia

Chester Holland, PhD

Akisha Osei Sarfo, PhD

Ray Hart, PhD

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INTRODUCTION

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

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

In the same year, 2002, six member districts of the Council began participating voluntarily in the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress. The purpose of this participation was to gauge performance across state lines, compare progress, and ascertain what reforms seemed to be working. In 2022, 26 Council member districts participated in TUDA. Of course, not all Council member districts are eligible for TUDA, and TUDA results do not provide all the academic comparisons that member districts would like to make.

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

Based on the pilot, data-collection surveys and the indicators themselves were further refined, and all Council member districts were asked to participate in a full-scale pilot of the Academic Key Performance Indicators in 2016. A third pilot was conducted in 2017 and included the collection of data across three school years. The 2023 report presents an updated set of data for school year 2021-22. This report presents several different ways that member districts can analyze the data themselves by disaggregating results, showing trends, and combining variables. The companion online dashboard has been updated with the most recent data allowing districts to conduct several comparisons and analysis beyond what is presented in this report. To access this system, go to www.edwires.org.

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

- Pre-K enrollment relative to Kindergarten enrollment
- Algebra I completion rates for credit by grade 9
- Ninth grade course failure rates — at least one core course
- Ninth graders with B average (GPA) or better
- Absentee rates by grade level
- Suspension rates
- Instructional days missed per 100 students due to suspensions
- AP participation rates
- AP-equivalent participation rates
- AP exam pass rates
- Four-year graduation rate

METHODOLOGY AND ANALYSIS

A. Methodology

Developing the KPIs

This study sought to answer the following questions:

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

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

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

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

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

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

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

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

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

B. Analysis

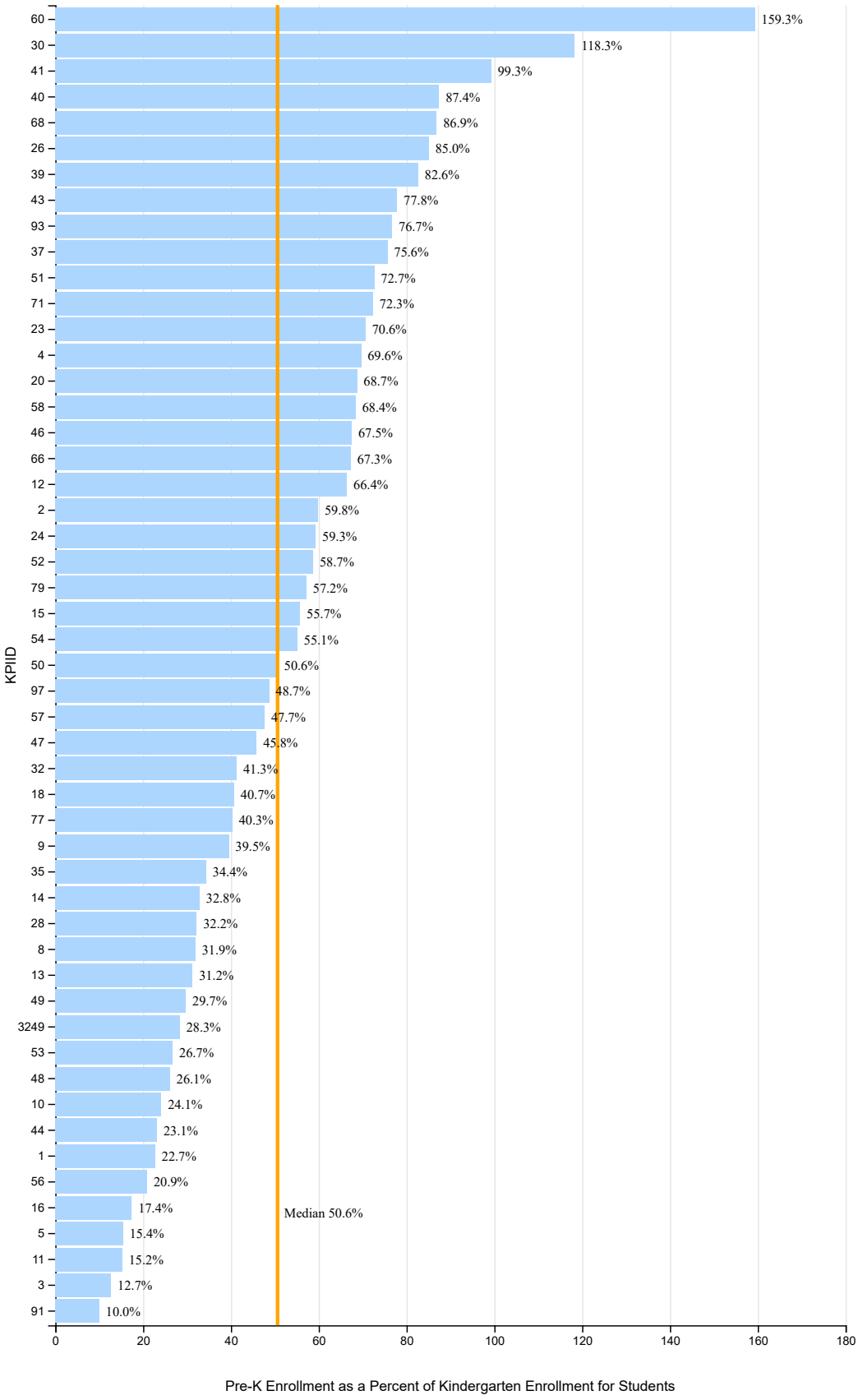
Organizing and Presenting the Data

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

Elementary Achievement Indicators

The current early childhood KPI divides the pre-K enrollment reported on the KPI data survey by the kindergarten enrollment. This gives a preliminary proxy measure of the size of districts' pre-K program relative to kindergarten enrollment. Figures 1.1 to 1.24 show the relationship between Pre-K and Kindergarten enrollments and how they have changed between 2018-19 and 2021-22. The data is also disaggregated by a number of demographic variables.

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

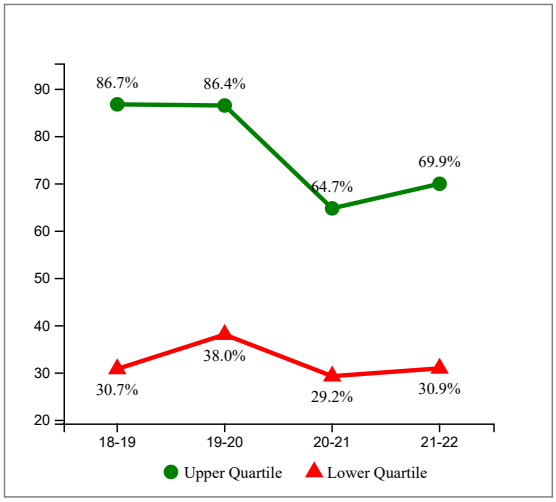


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

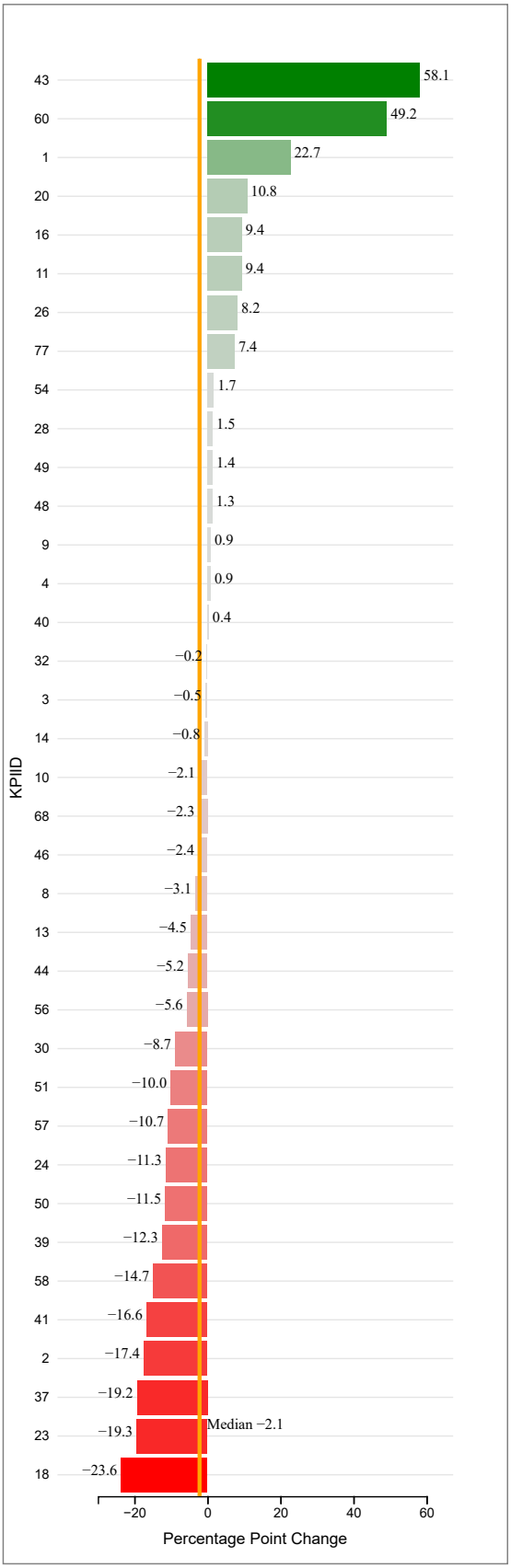
- Arlington
- Austin
- Boston
- Charleston
- Dallas
- Denver
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- New York
- Oklahoma City
- Pittsburgh

Best Quartile for Change in Performance

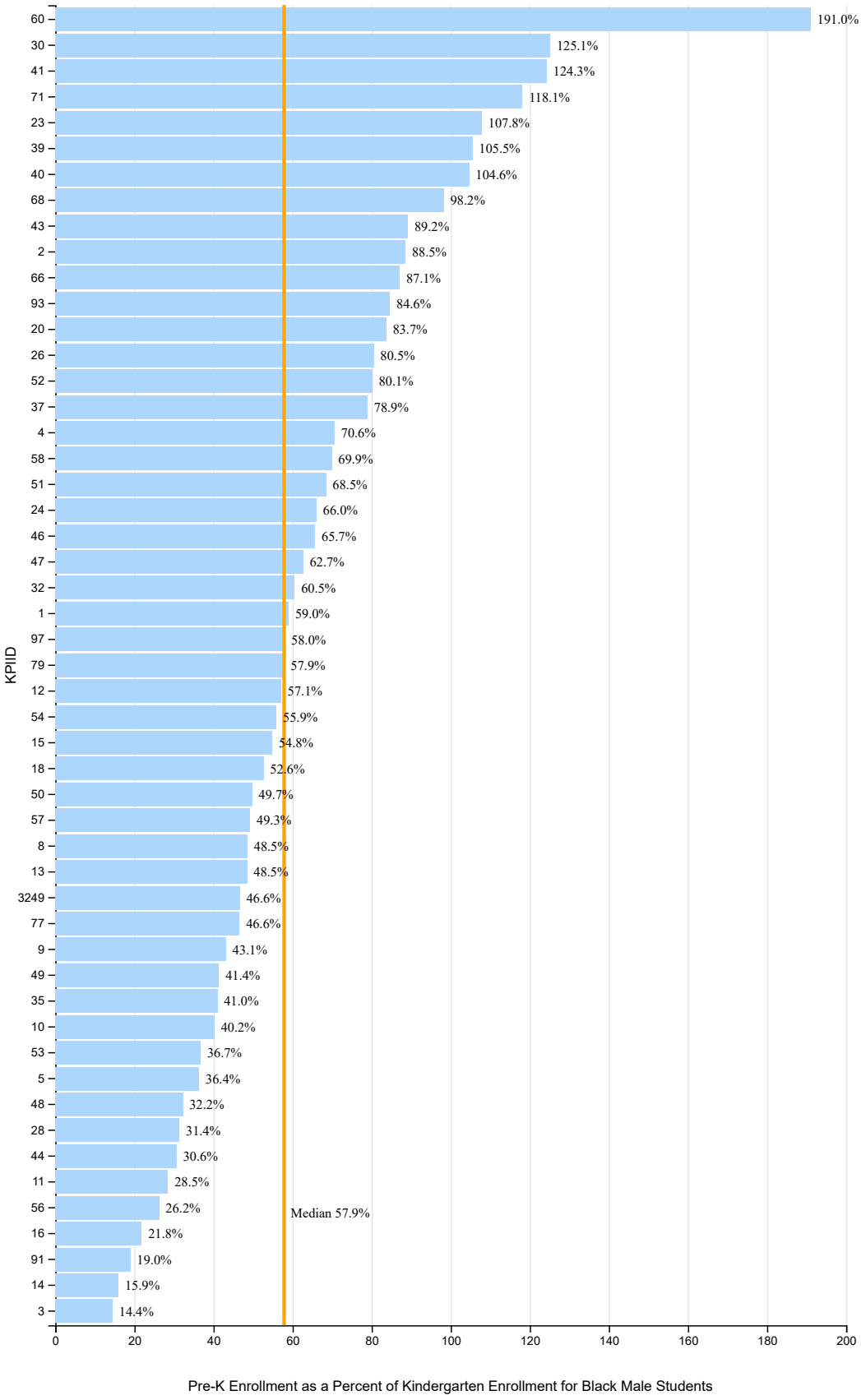
(2018-19 to 2021-22)

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

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



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

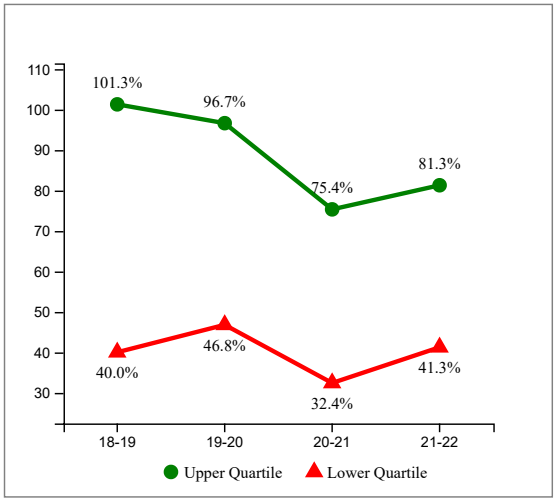


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Male Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

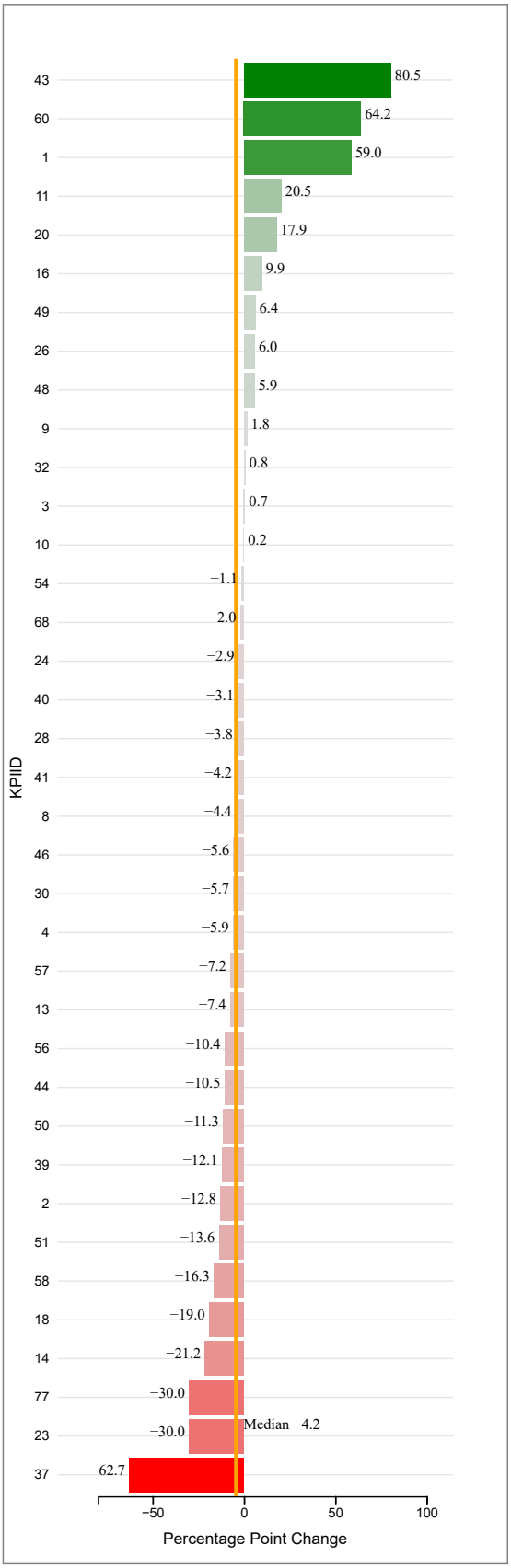
- Arlington
- Austin
- Charleston
- Cincinnati
- Dallas
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- New York
- Omaha
- Pittsburgh
- Richmond

Best Quartile for Change in Performance

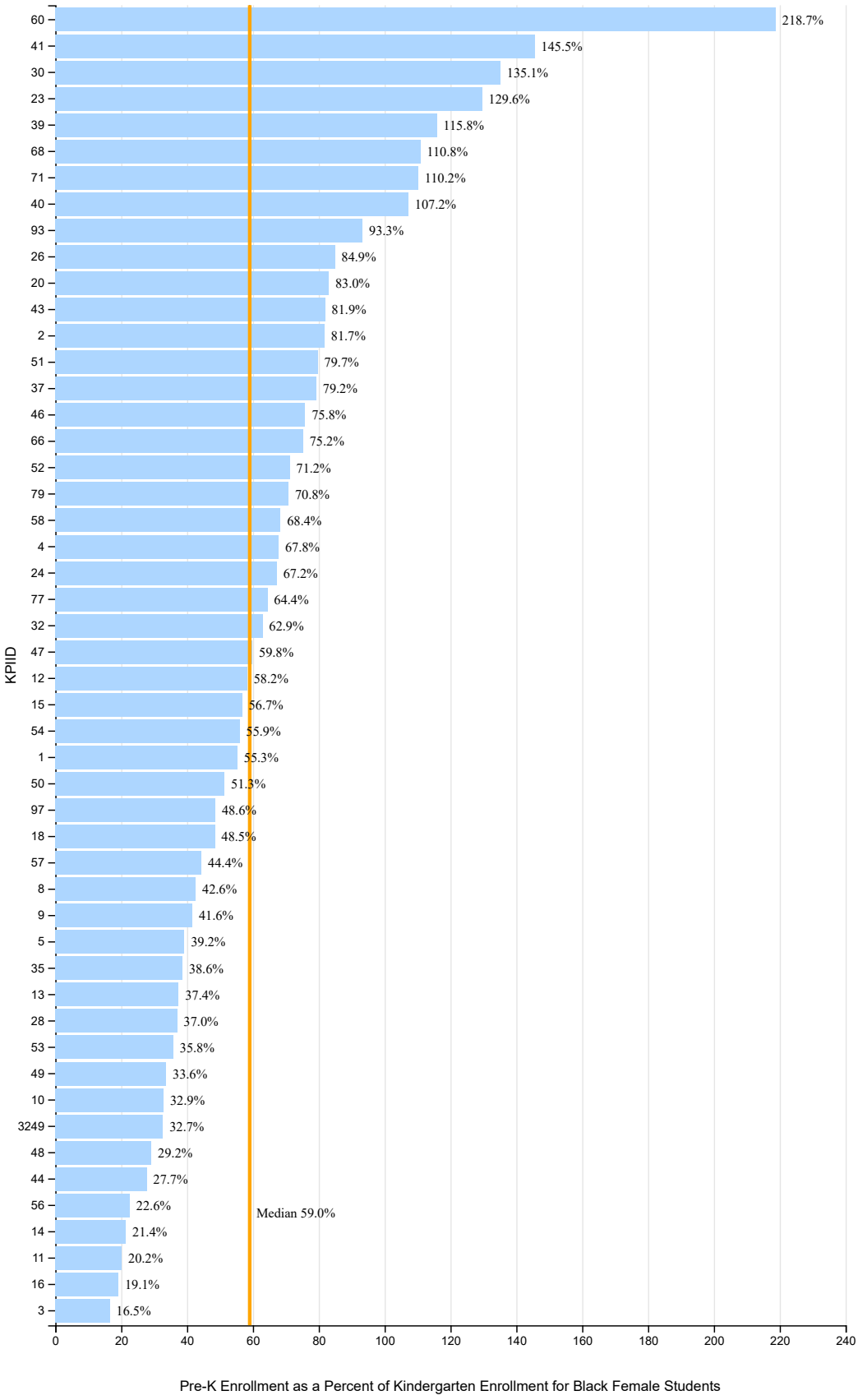
(2018-19 to 2021-22)

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

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



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

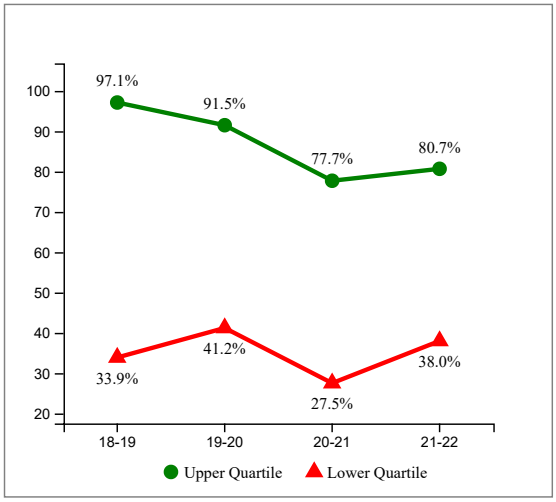


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Female Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

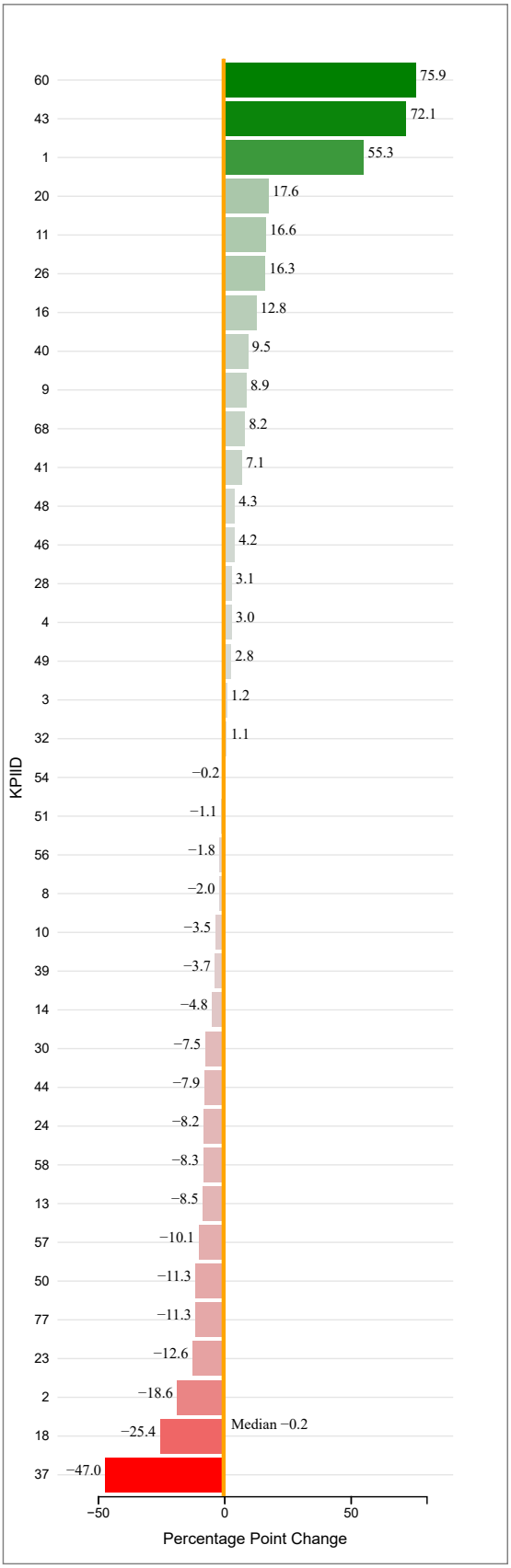
- Arlington
- Austin
- Boston
- Charleston
- Cincinnati
- Dallas
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- New York
- Pittsburgh
- Richmond

Best Quartile for Change in Performance

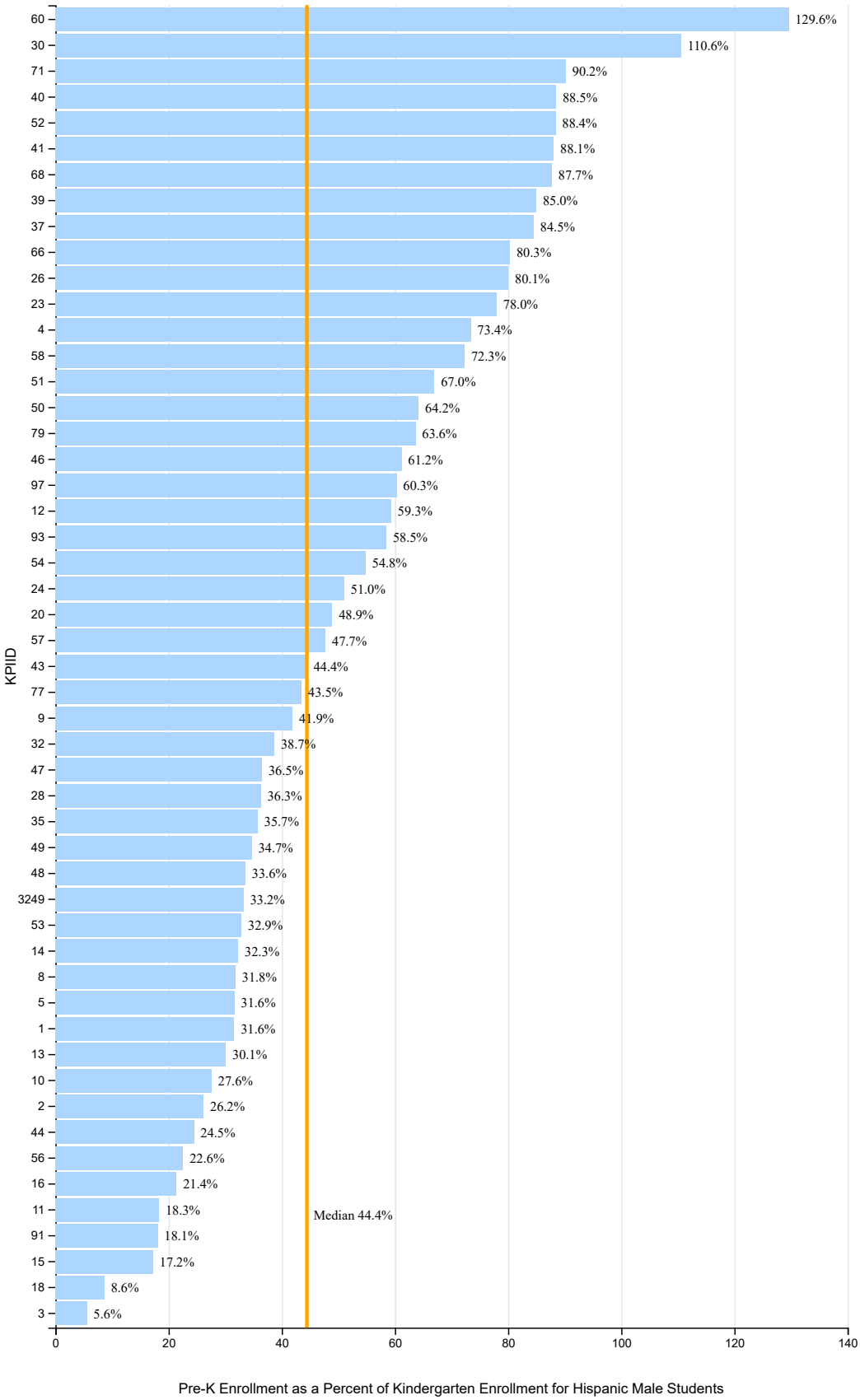
(2018-19 to 2021-22)

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

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



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

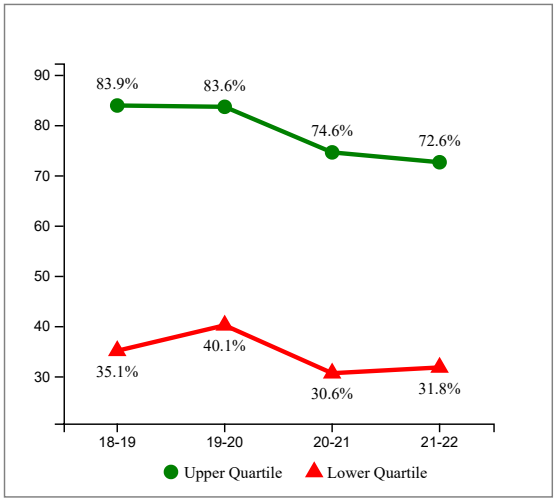


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Male Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

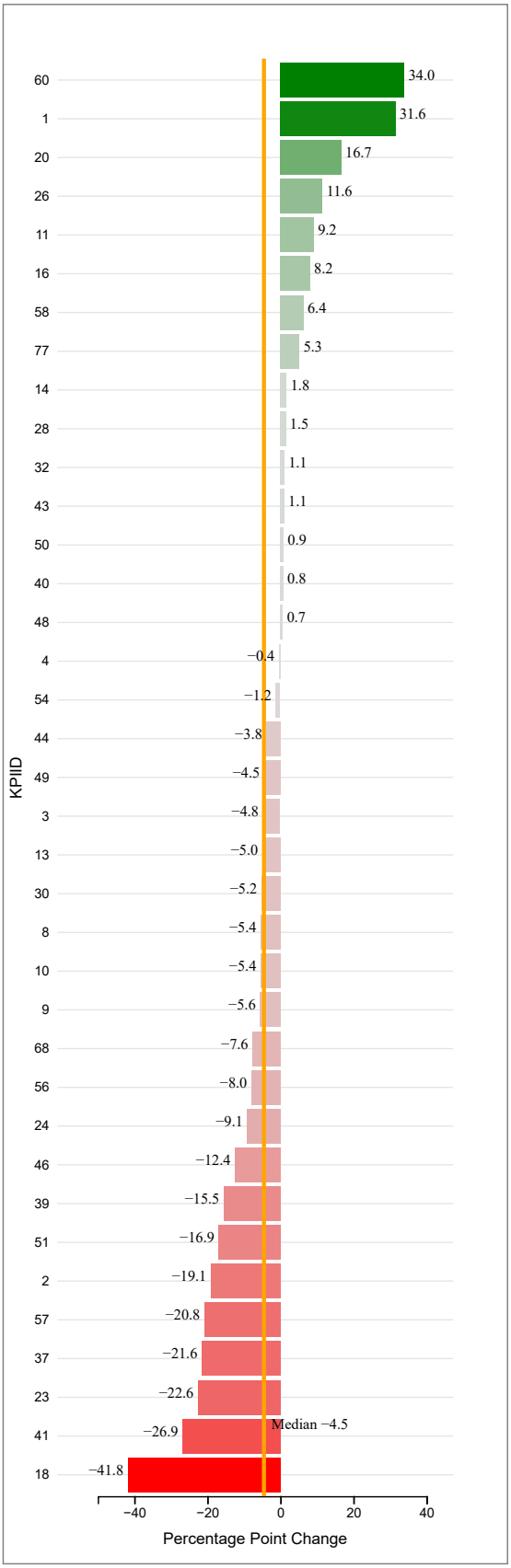
- Arlington
- Austin
- Boston
- Charleston
- Dallas
- Denver
- Fort Worth
- Houston
- Milwaukee
- Minneapolis
- New York
- Omaha
- Wichita

Best Quartile for Change in Performance

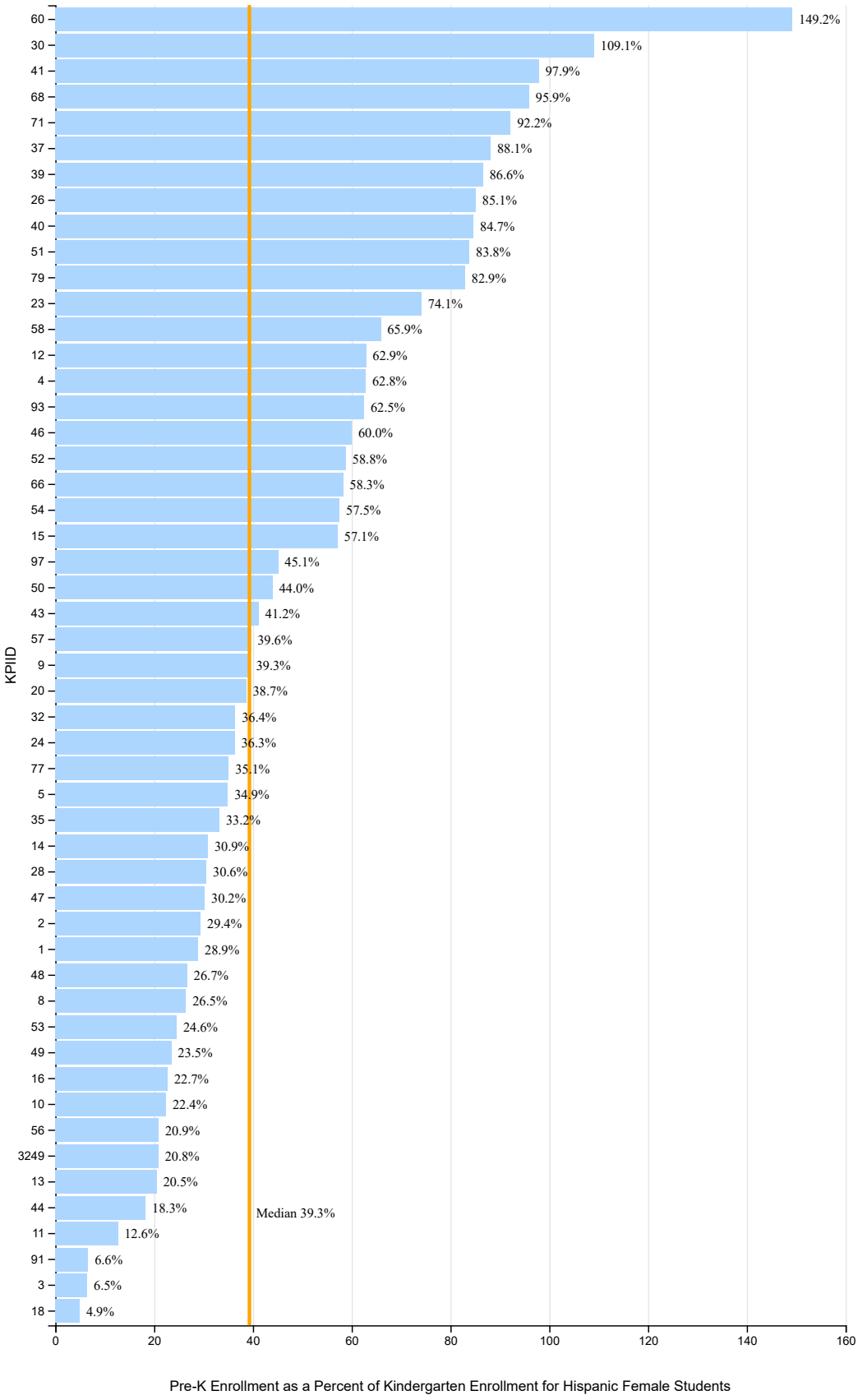
(2018-19 to 2021-22)

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

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



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

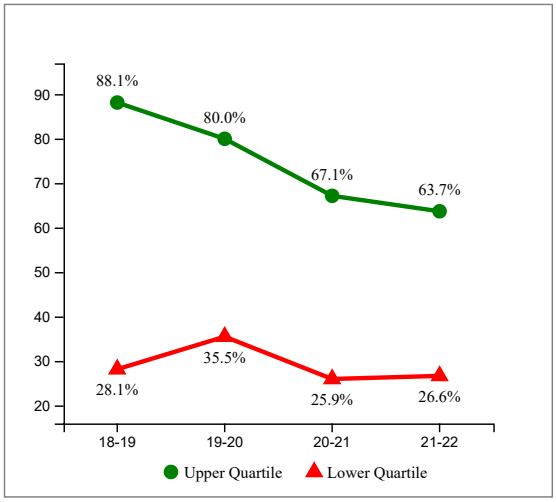


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Female Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

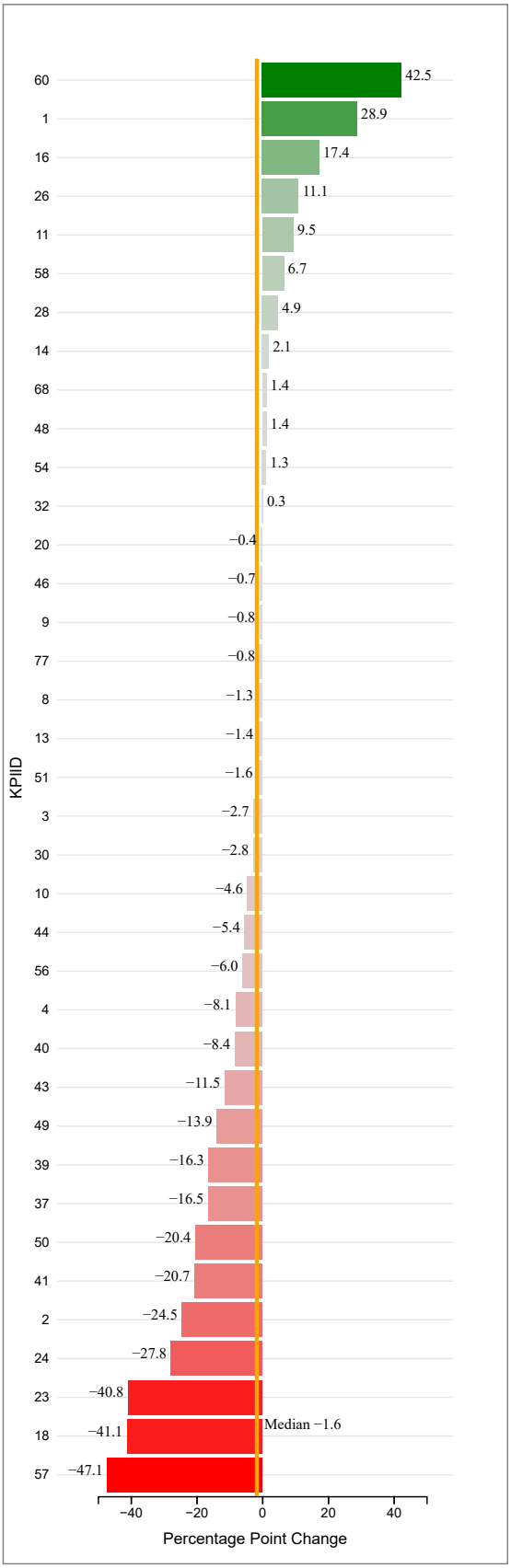
- Arlington
- Austin
- Boston
- Charleston
- Dallas
- Denver
- Fort Worth
- Houston
- Milwaukee
- New York
- Oklahoma City
- Philadelphia
- Toledo

Best Quartile for Change in Performance

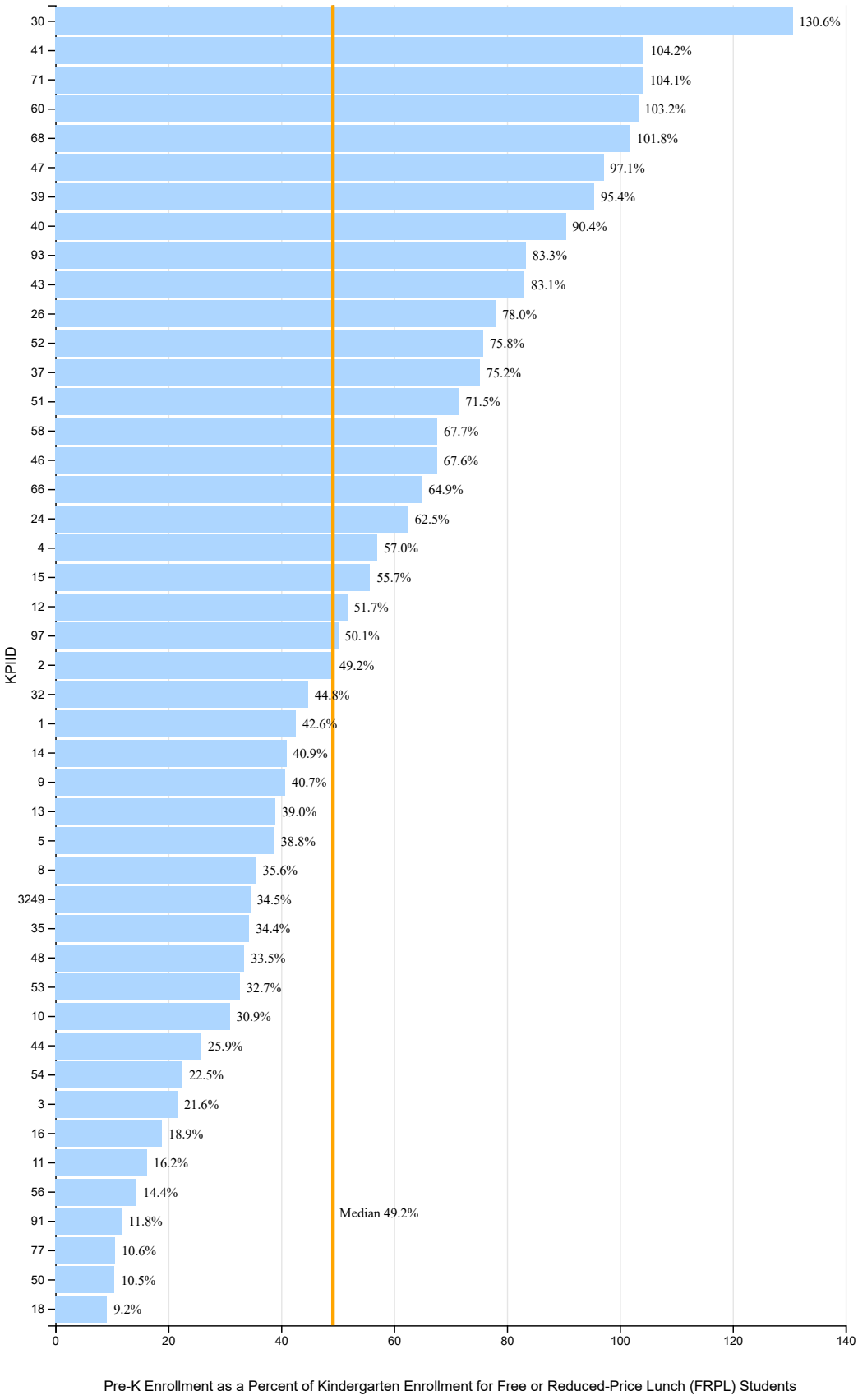
(2018-19 to 2021-22)

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

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



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

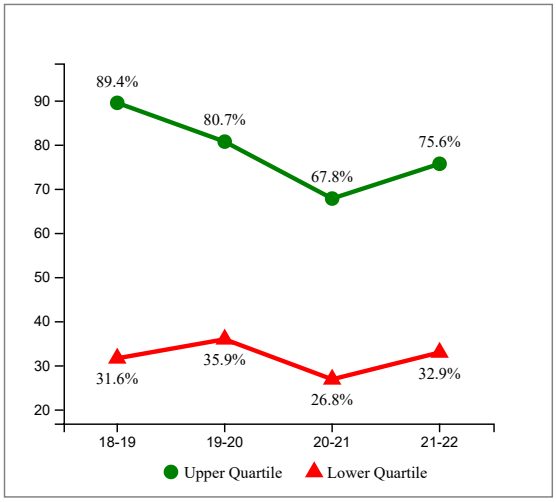


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Free or Reduced-Price Lunch (FRPL) Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

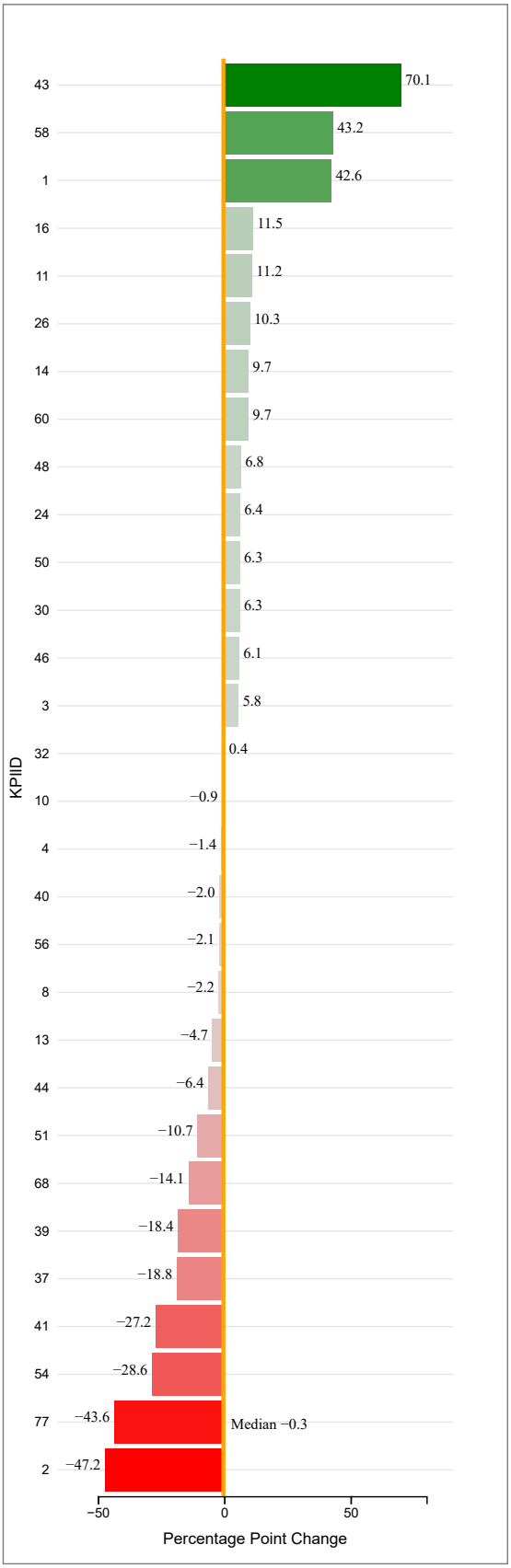
- Arlington
- Austin
- Boston
- Dallas
- Fort Worth
- Houston
- Little Rock School District
- Milwaukee
- Nashville
- New York
- Pittsburgh

Best Quartile for Change in Performance

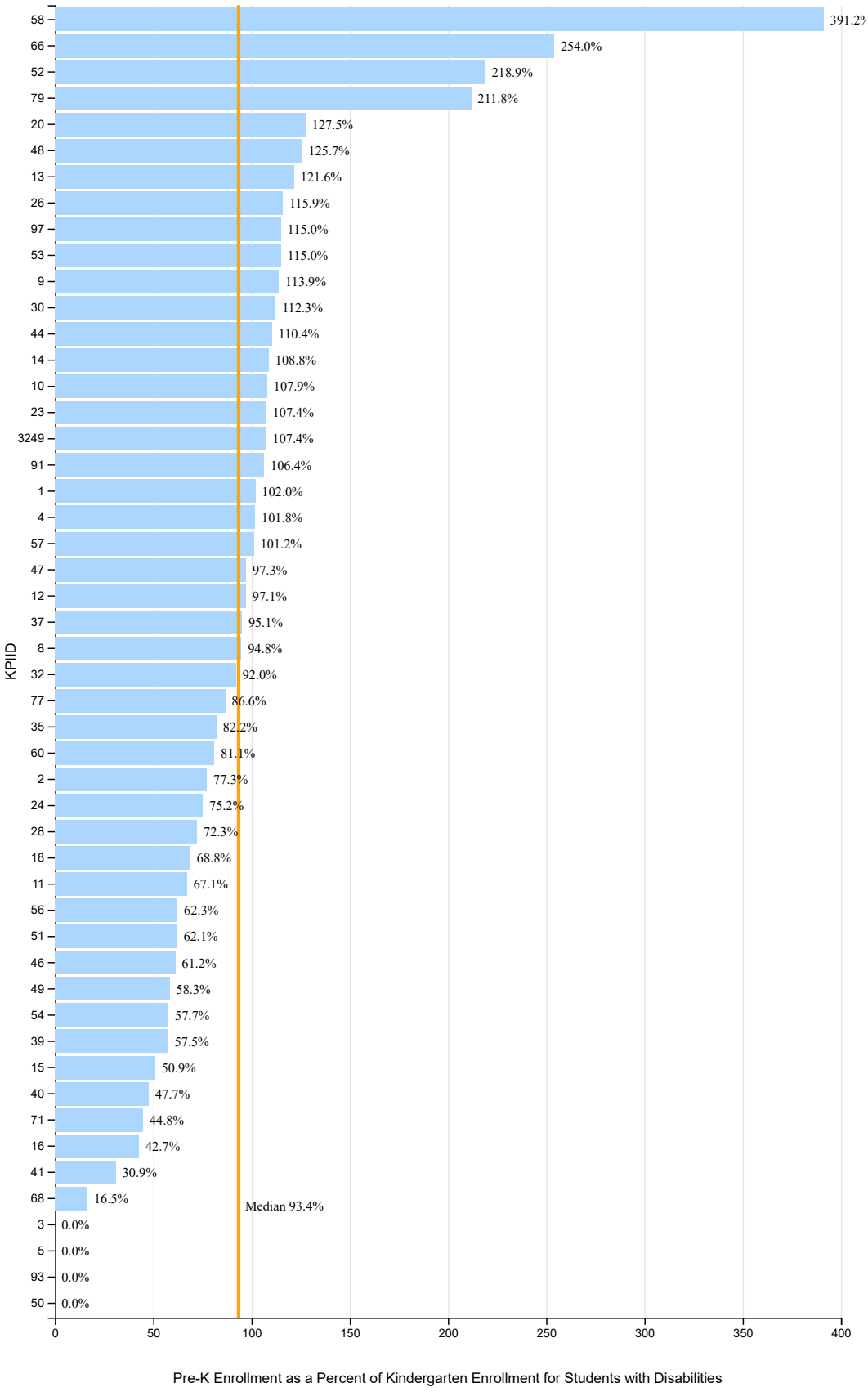
(2018-19 to 2021-22)

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

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



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

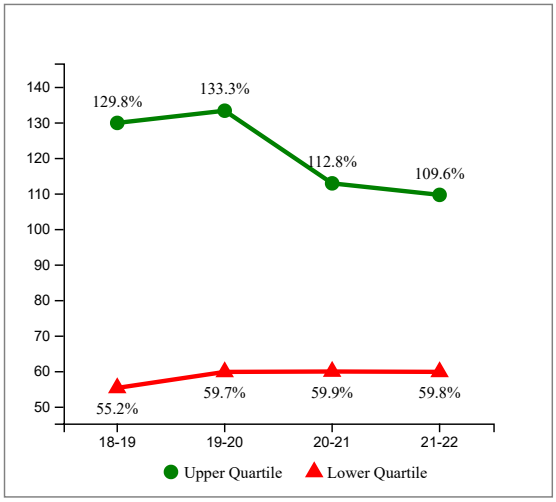


Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

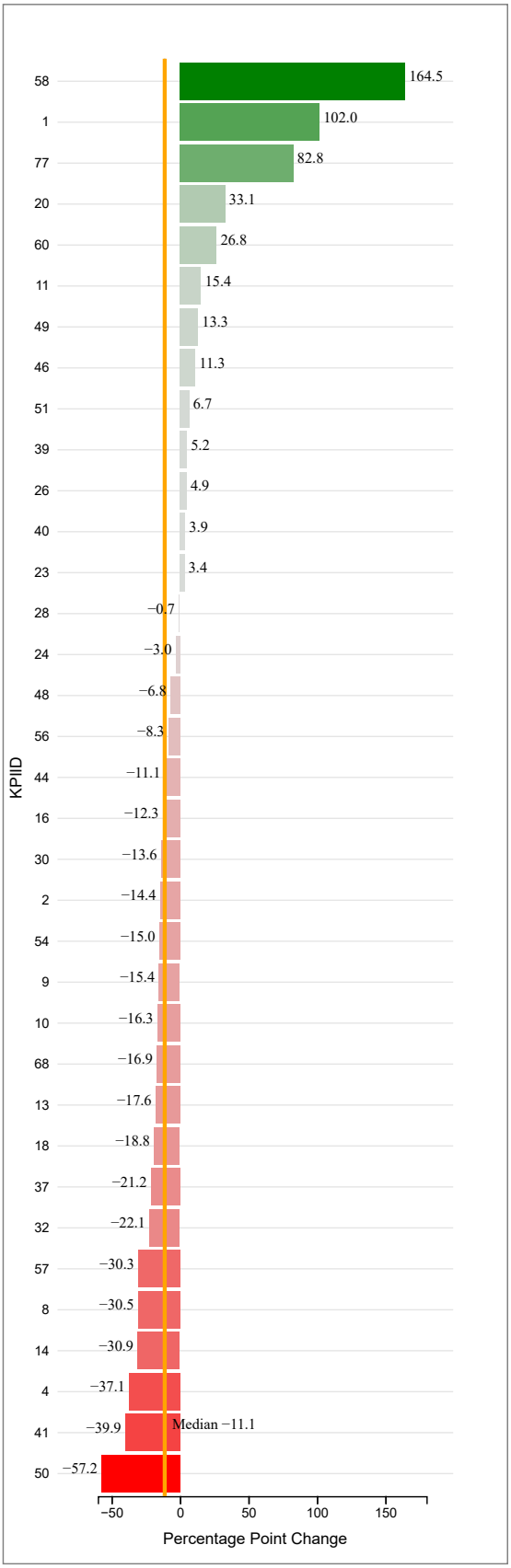
- Boston
- Broward County
- Cincinnati
- Clark County
- Duval County
- Jefferson
- Milwaukee
- Minneapolis
- Omaha
- Orange County
- Philadelphia
- Pinellas
- Toledo

Best Quartile for Change in Performance

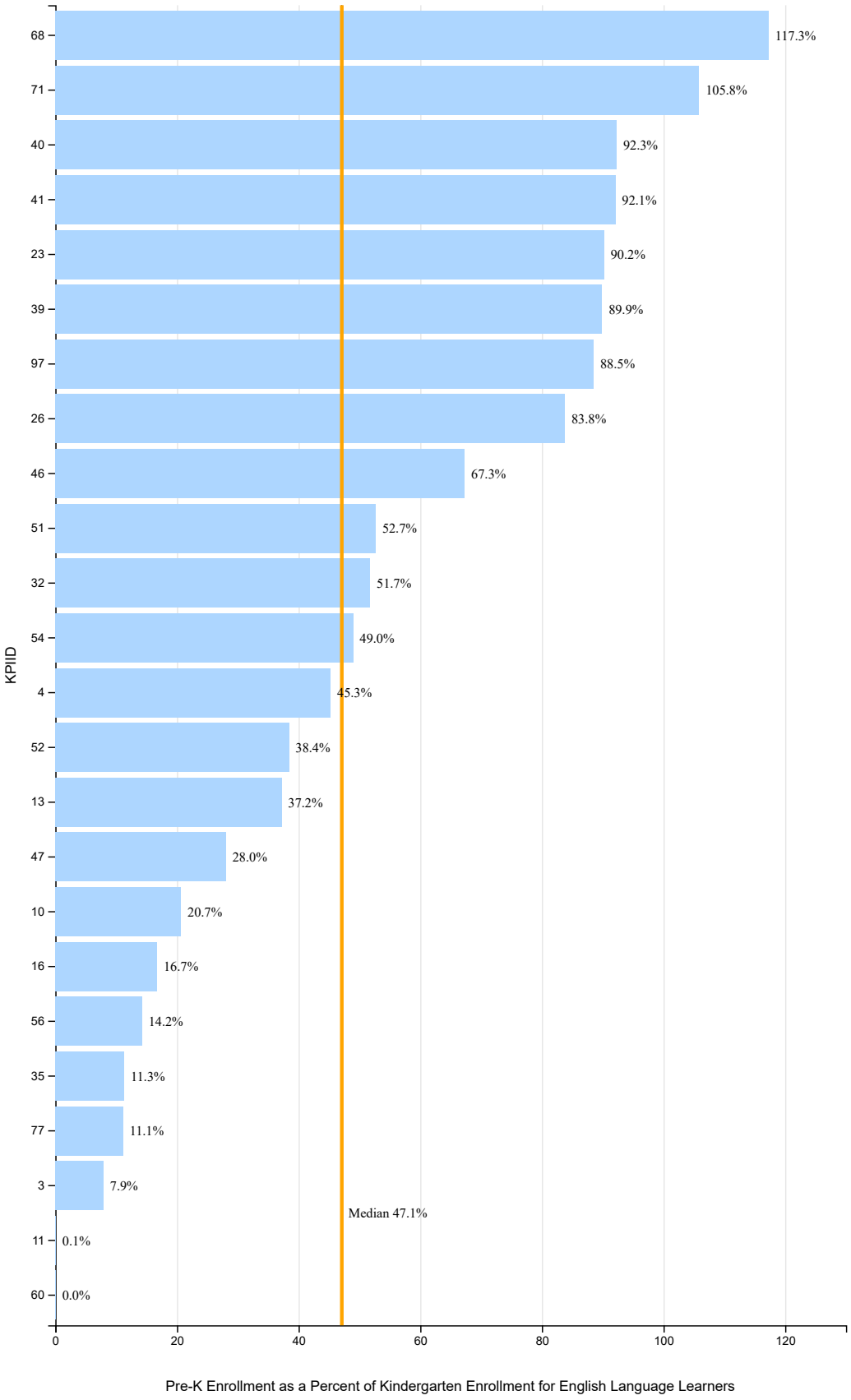
(2018-19 to 2021-22)

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

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



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

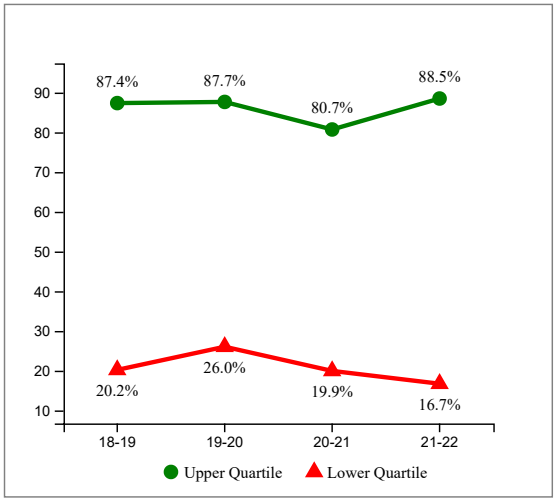


Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

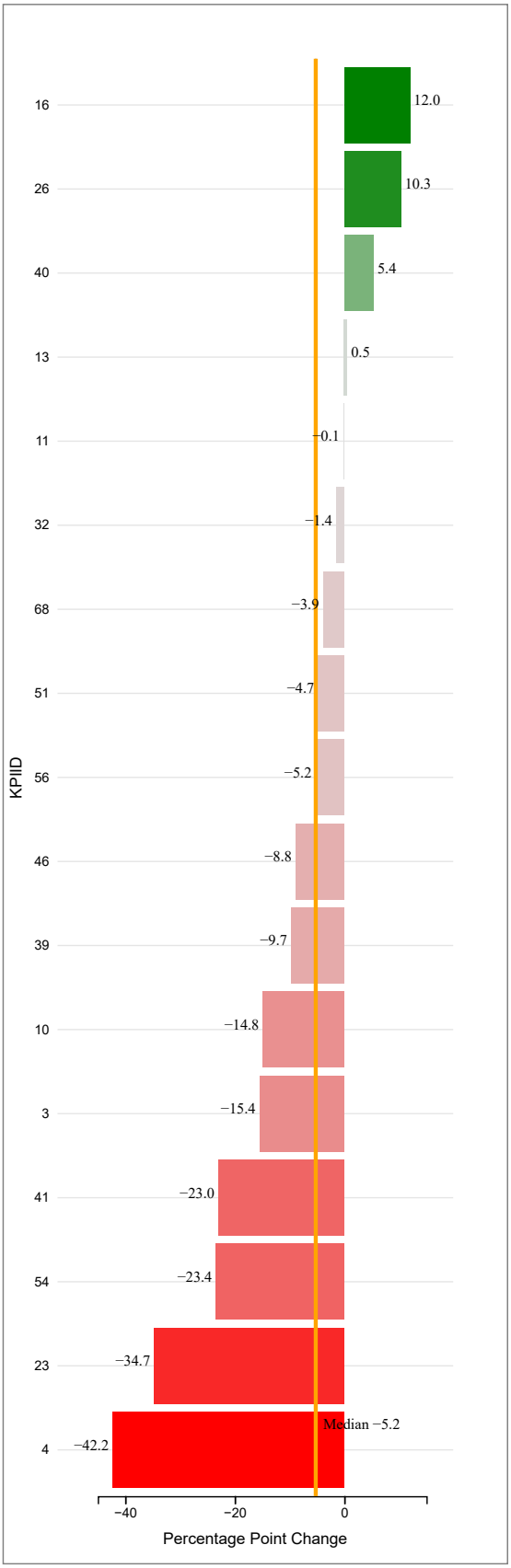
- Arlington
- Austin
- Charleston
- Dallas
- Fort Worth
- Houston

Best Quartile for Change in Performance

(2018-19 to 2021-22)

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

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



Secondary Achievement Indicators

Secondary achievement indicators included:

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

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

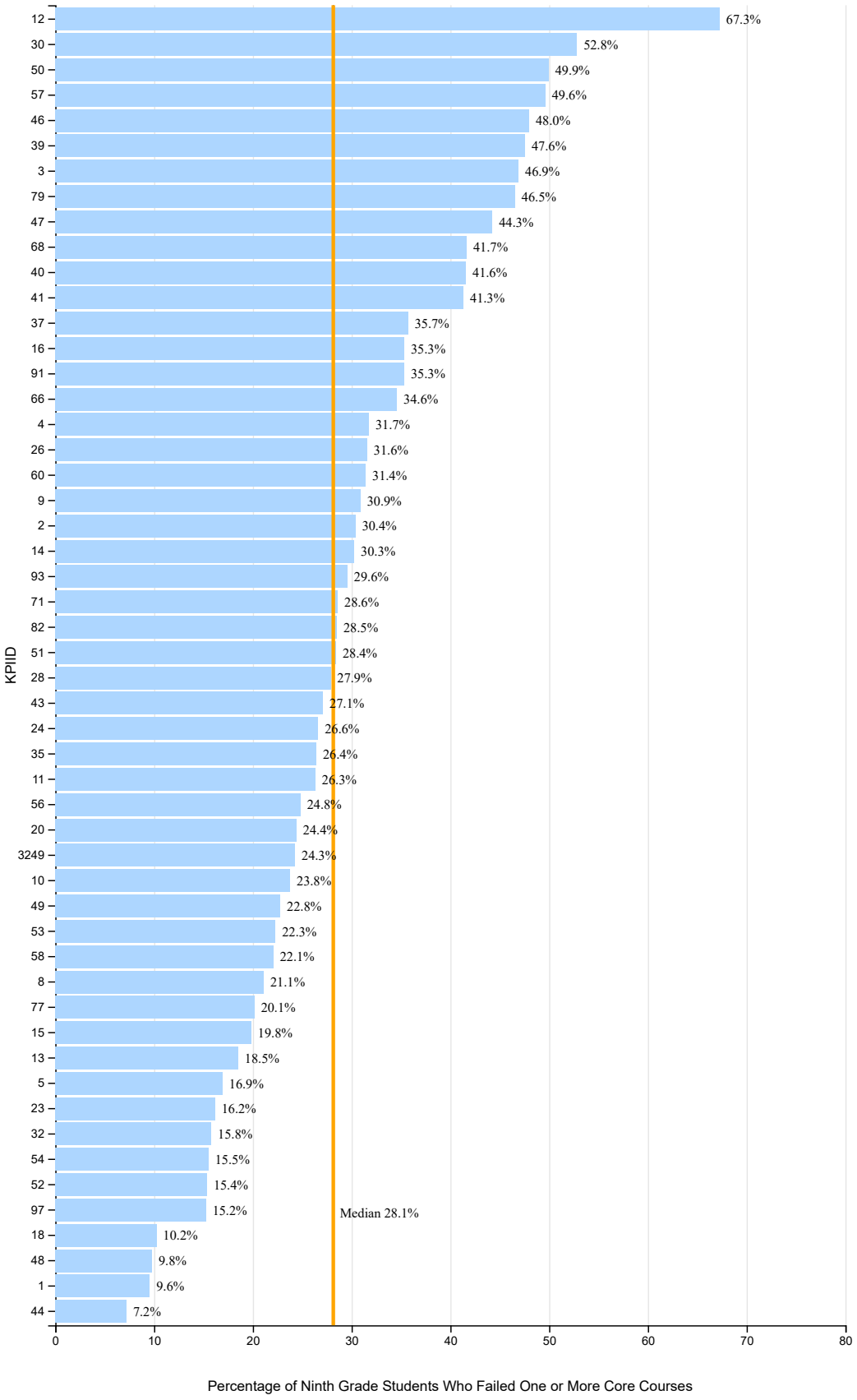
Figures 2.25 to 2.48 show the percentage of ninth grade students with a B or better grade point average.

Figures 2.49 to 2.72 show the percentage of first time ninth grade students successfully completing Algebra I or equivalent by the end of grades seven, eight, or nine. The counts in each grade do not overlap or duplicate one another. Completion of this course has been shown to effectively predict graduation rates.

Figures 2.73 to 2.96 and 2.97 to 2.120 compare district performance on advanced placement (AP) indicators, including the percent of secondary school students who took one or more AP courses and the percent of all AP exam scores by district that were three or higher, meaning that they qualified for college credit.

Figures 2.121 to 2.144 report the four year cohort graduation rates of each district

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

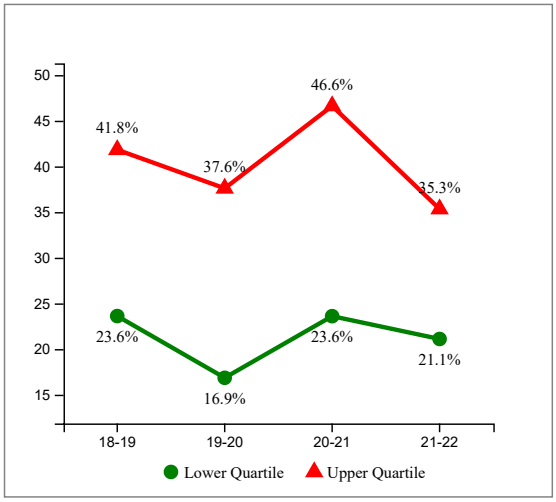


Percentage of Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.1: Total number of ninth grade Students with at least one core course failure divided by the total number of ninth grade Students, 2021-22
- Figure 2.2: Percentage Point Change in Ninth Grade Students Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.3: Trends in Ninth Grade Students Who Failed One or More Core Courses, 2018-19 to 2021-22

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



Best Quartile for Overall Performance

(2021-22)

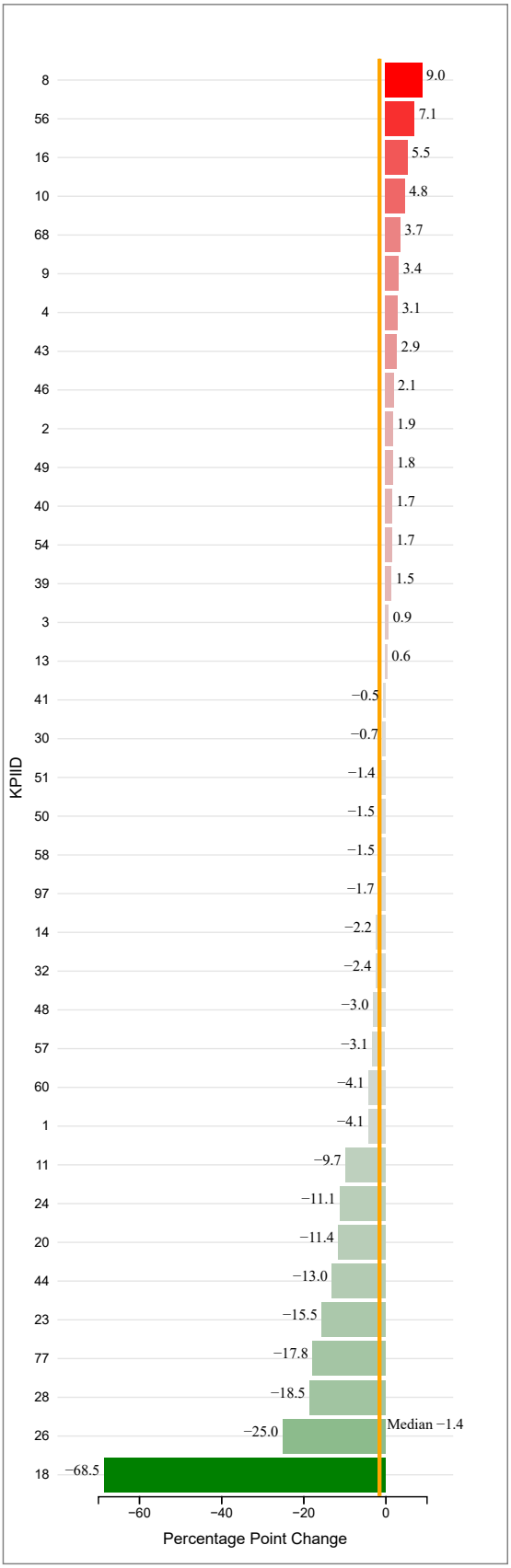
- Broward County
- Charleston
- Chicago
- Duval County
- Jackson
- Miami
- Minneapolis
- Orange County
- Pinellas
- Portland
- San Francisco
- Seattle
- Shelby County

Best Quartile for Change in Performance

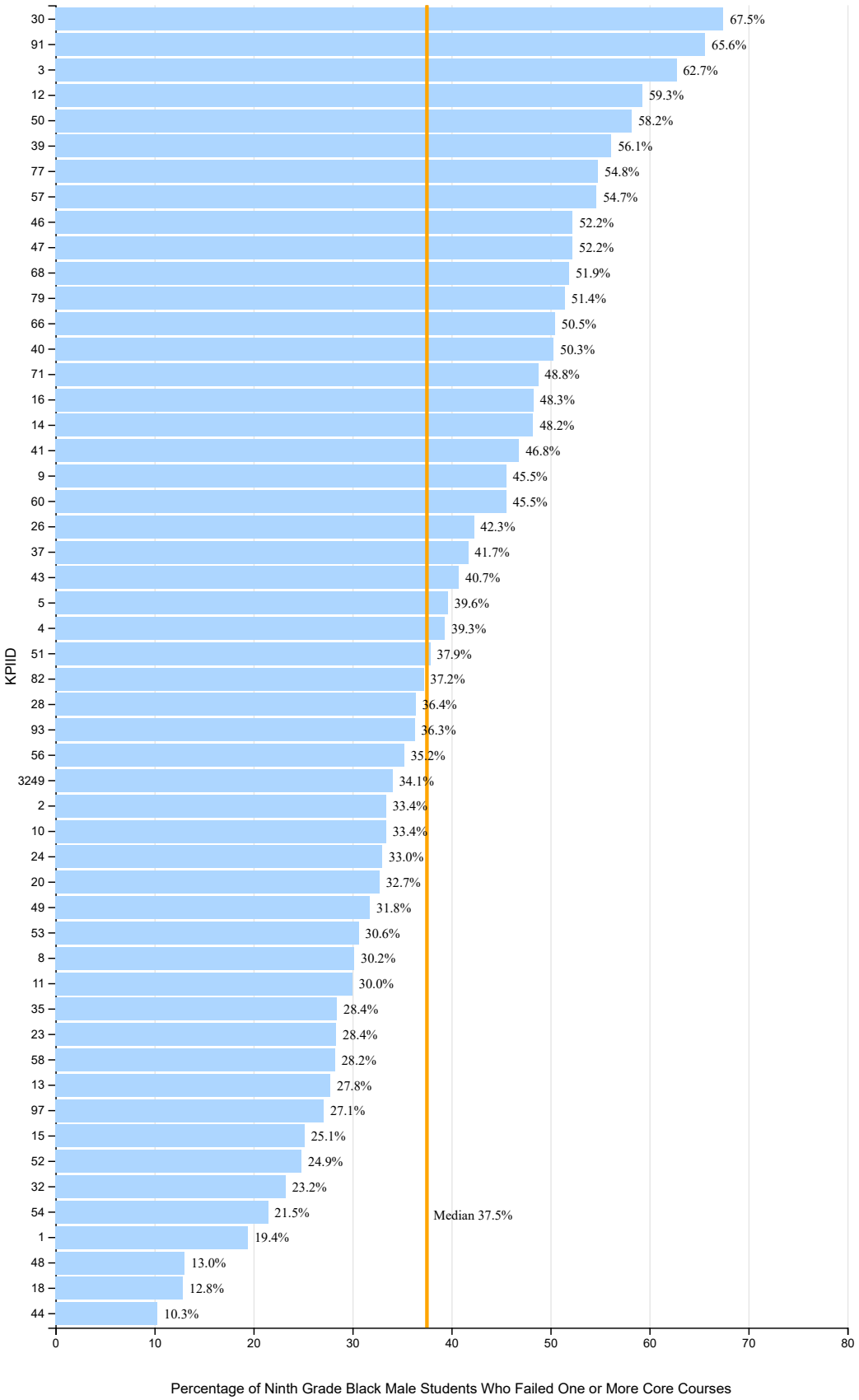
(2018-19 to 2021-22)

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

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



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

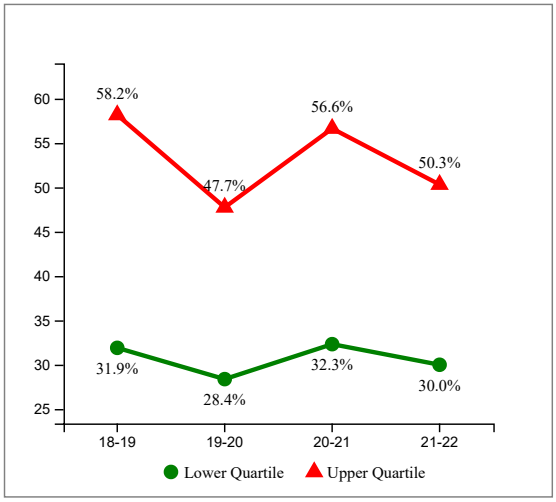


Percentage of Ninth Grade Black Male Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

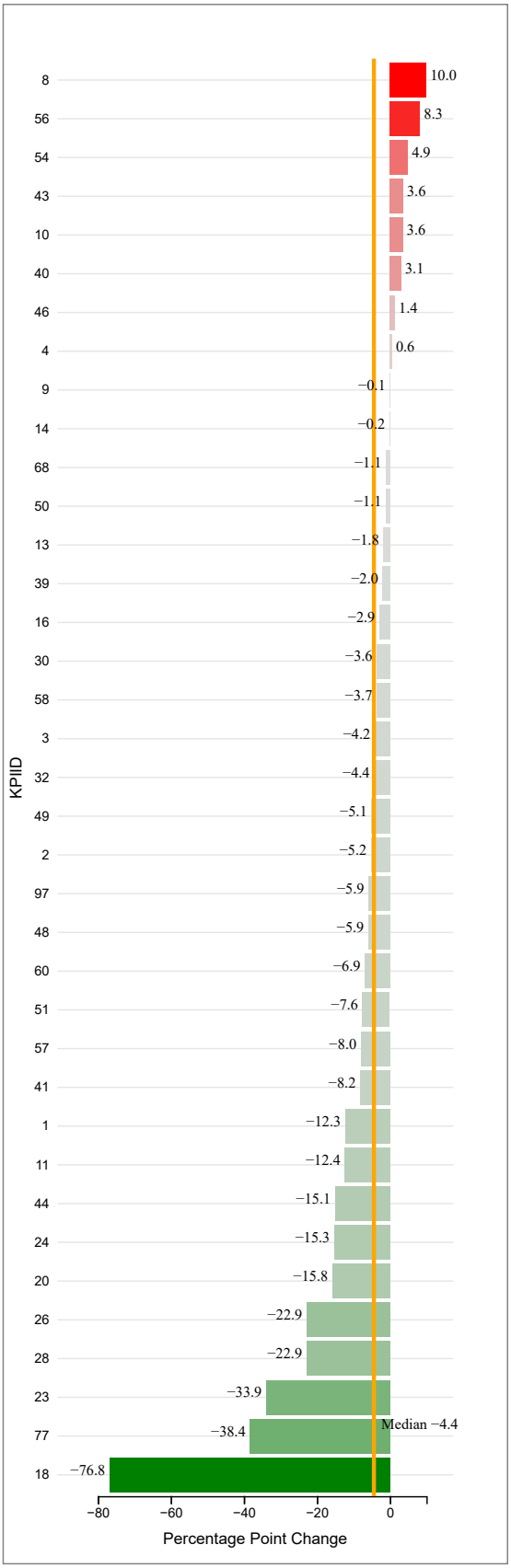
- Broward County
- Charleston
- Chicago
- Columbus
- Duval County
- Jackson
- Miami
- Minneapolis
- Orange County
- Philadelphia
- Pinellas
- Seattle
- Shelby County

Best Quartile for Change in Performance

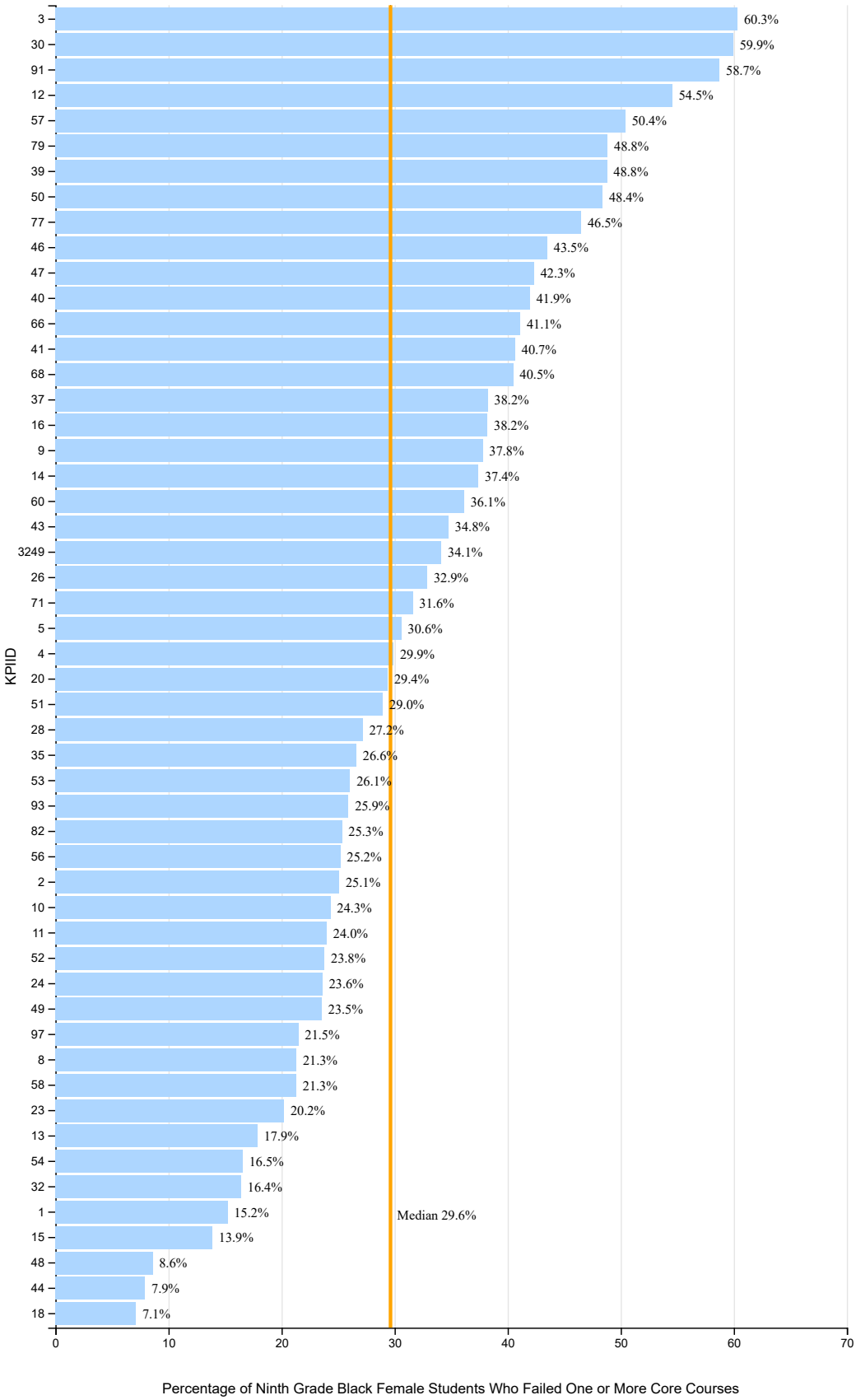
(2018-19 to 2021-22)

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

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



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

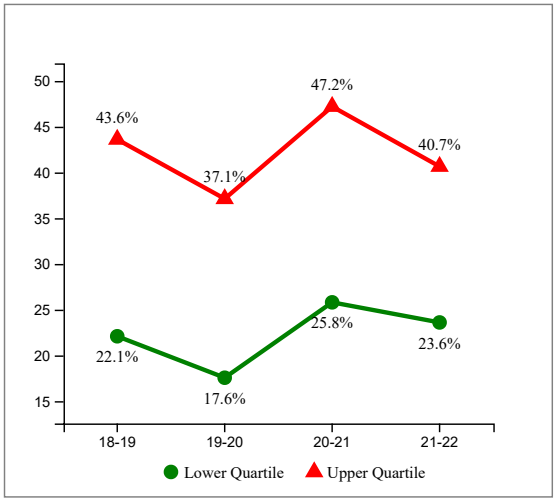


Percentage of Ninth Grade Black Female Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

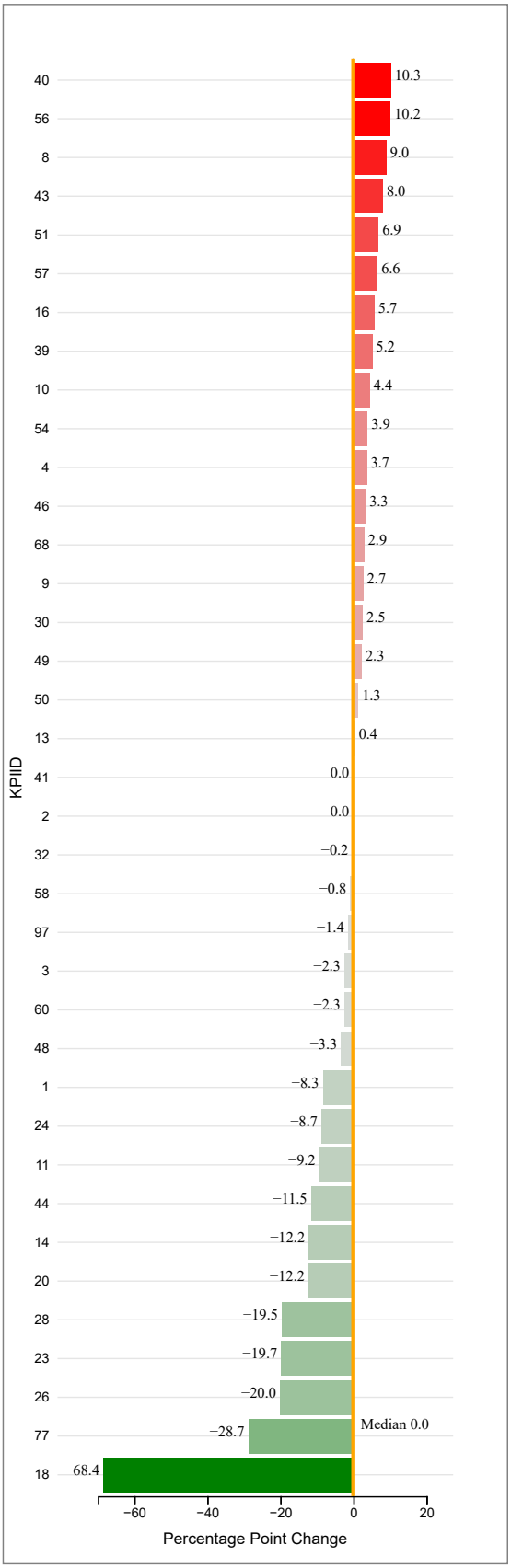
- Broward County
- Charleston
- Chicago
- Duval County
- Guilford County
- Jackson
- Miami
- Orange County
- Palm Beach
- Philadelphia
- Pinellas
- Seattle
- Shelby County

Best Quartile for Change in Performance

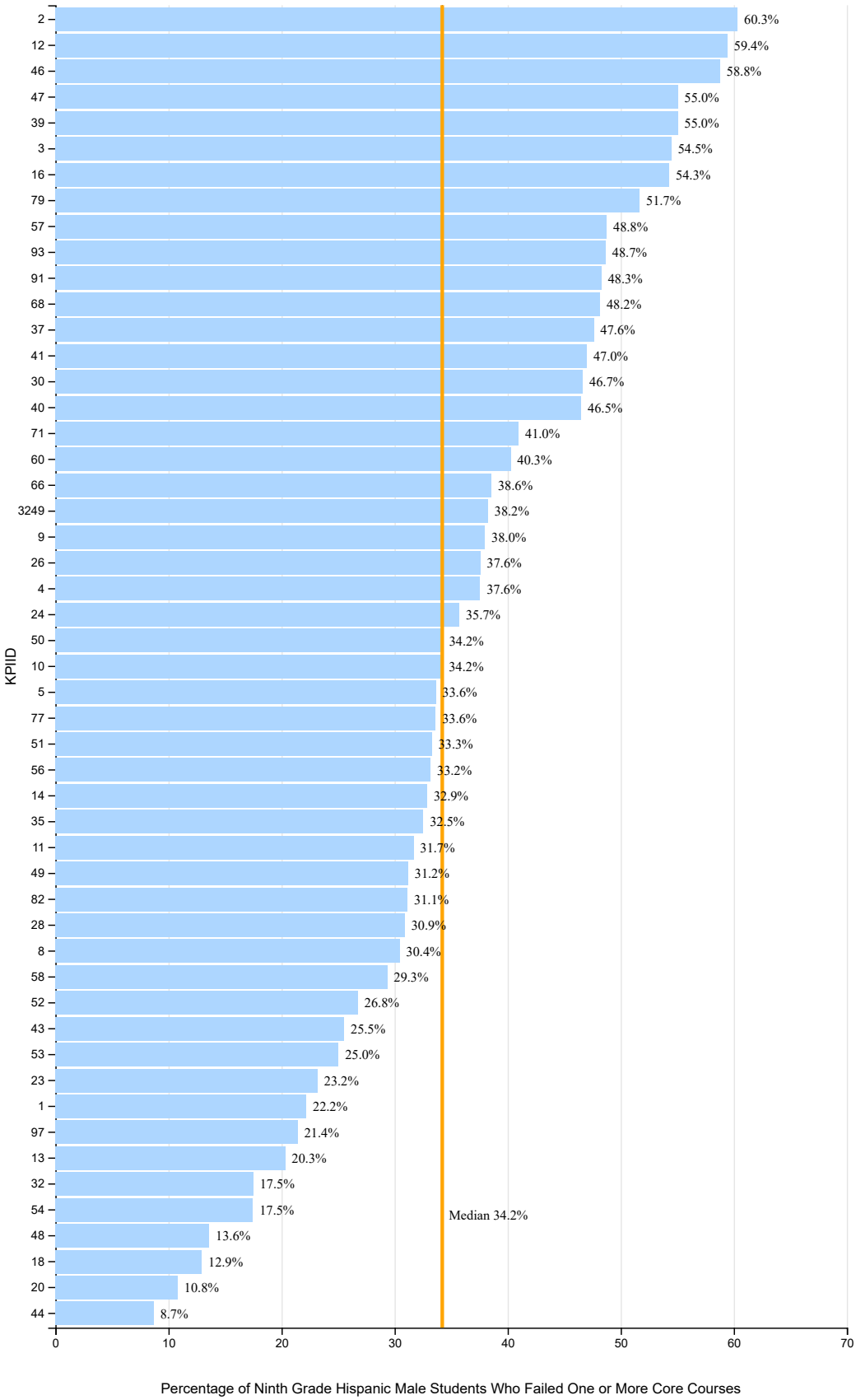
(2018-19 to 2021-22)

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

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



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

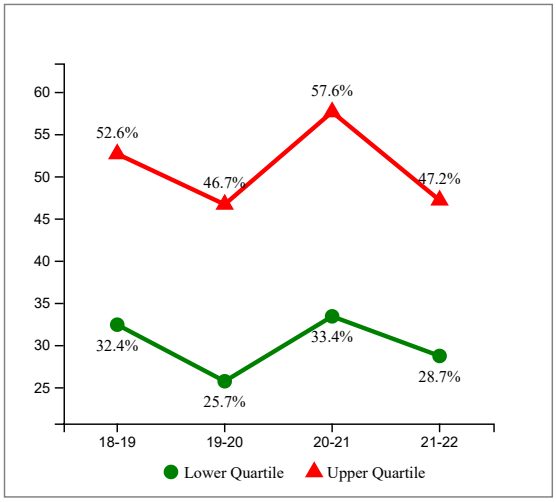


Percentage of Ninth Grade Hispanic Male Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

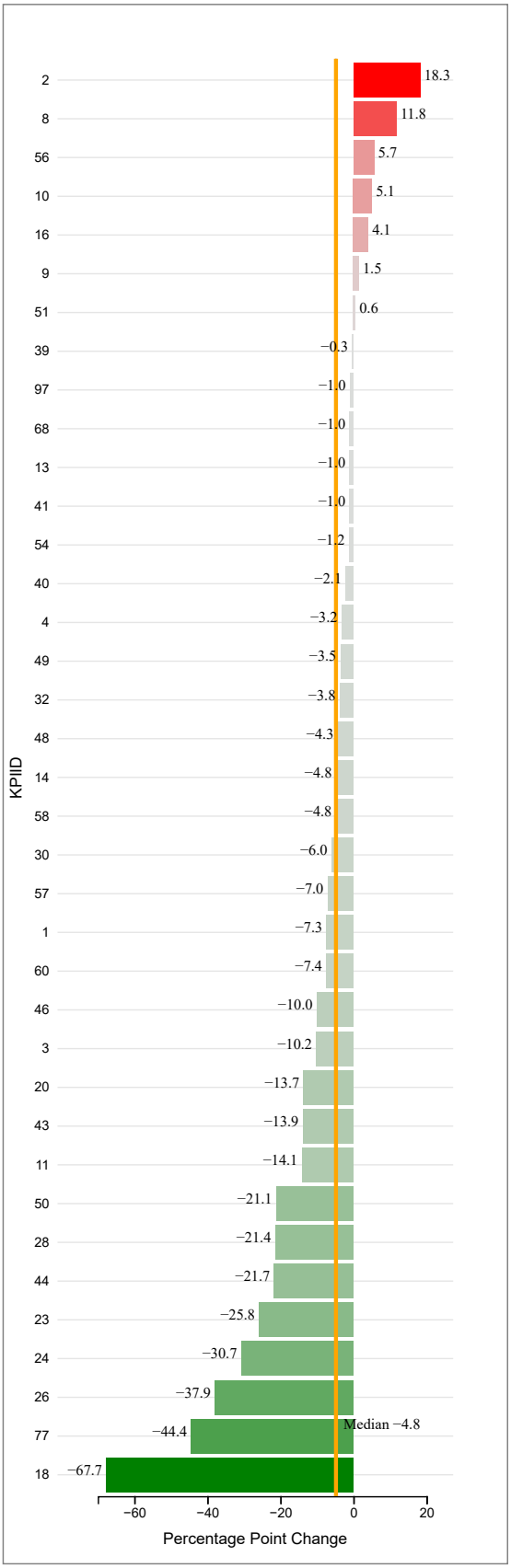
- Broward County
- Charleston
- Chicago
- Cincinnati
- Duval County
- Jefferson
- Miami
- Minneapolis
- Orange County
- Pinellas
- Pittsburgh
- Seattle
- Shelby County

Best Quartile for Change in Performance

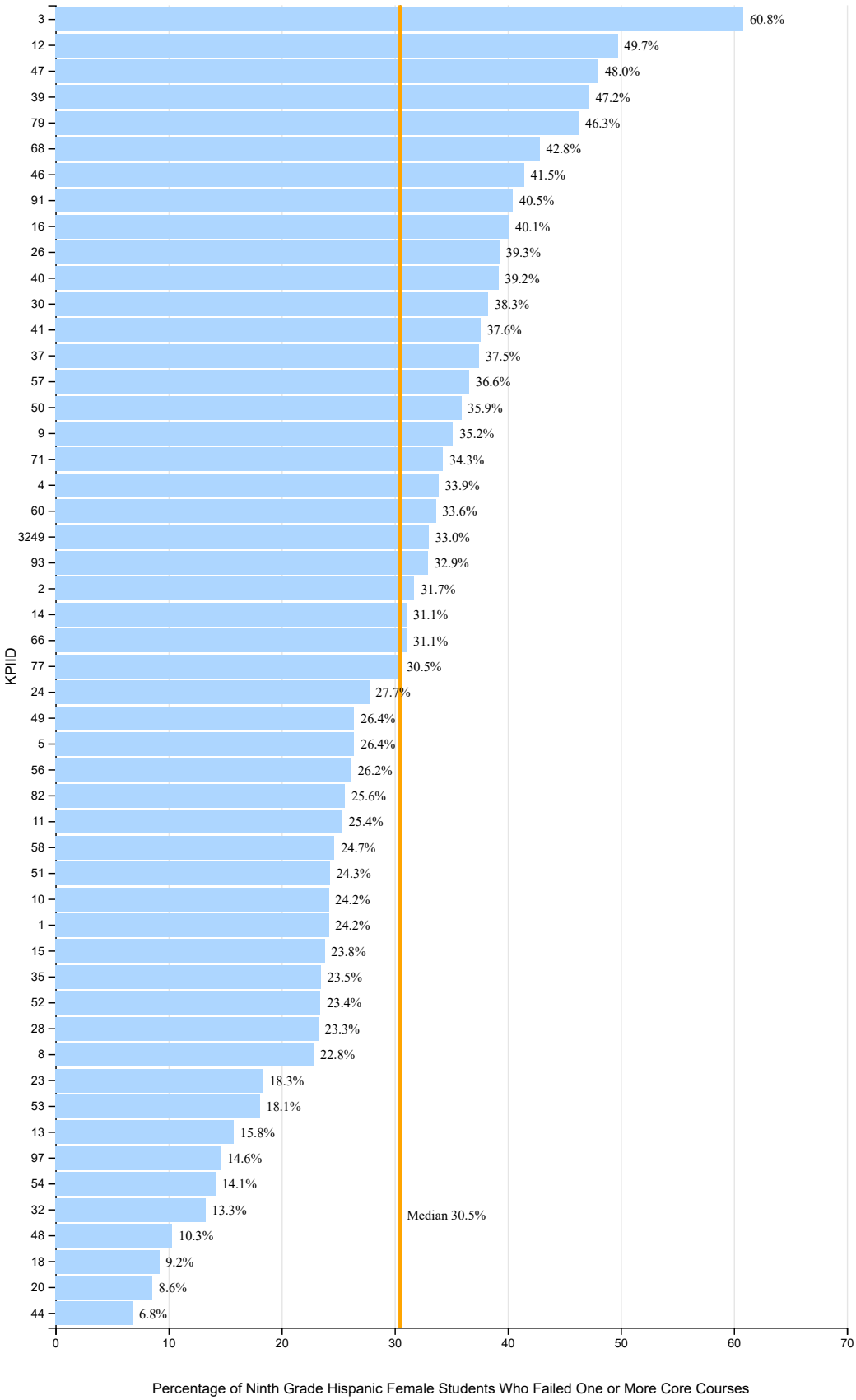
(2018-19 to 2021-22)

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

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



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

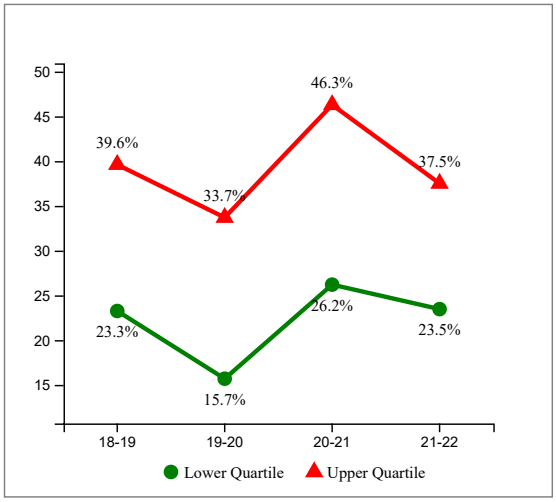


Percentage of Ninth Grade Hispanic Female Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

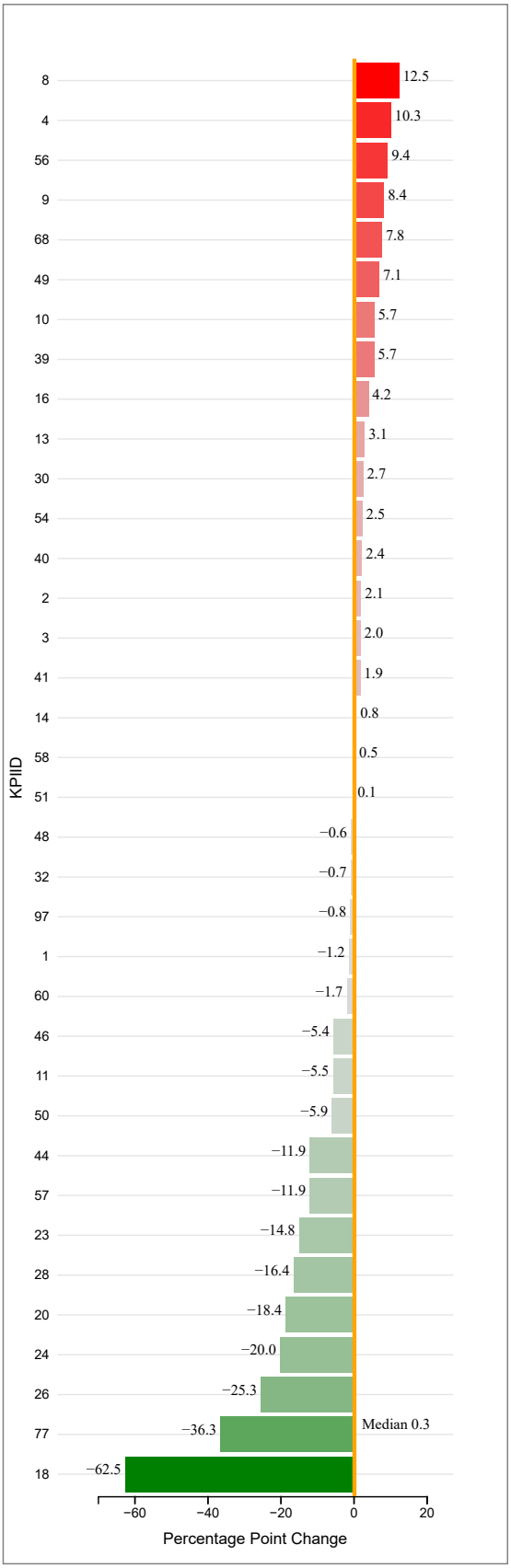
- Atlanta
- Broward County
- Charleston
- Chicago
- Cincinnati
- Duval County
- Jefferson
- Miami
- Minneapolis
- Orange County
- Palm Beach
- Pinellas
- Shelby County

Best Quartile for Change in Performance

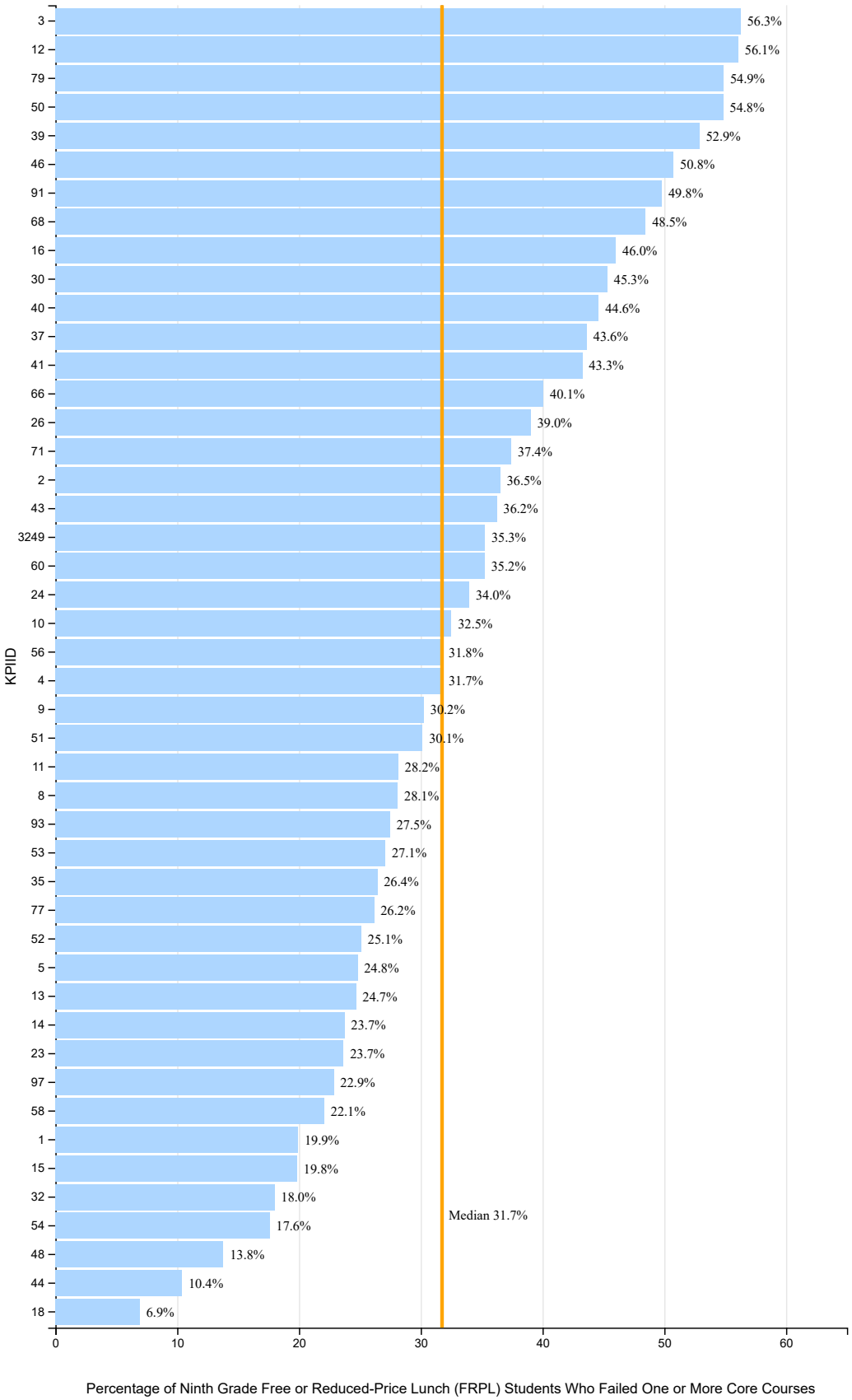
(2018-19 to 2021-22)

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

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



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

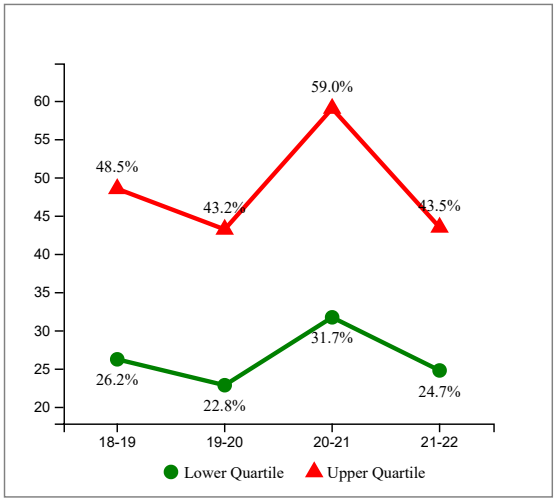


Percentage of Ninth Grade Free or Reduced-Price Lunch (FRPL) Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

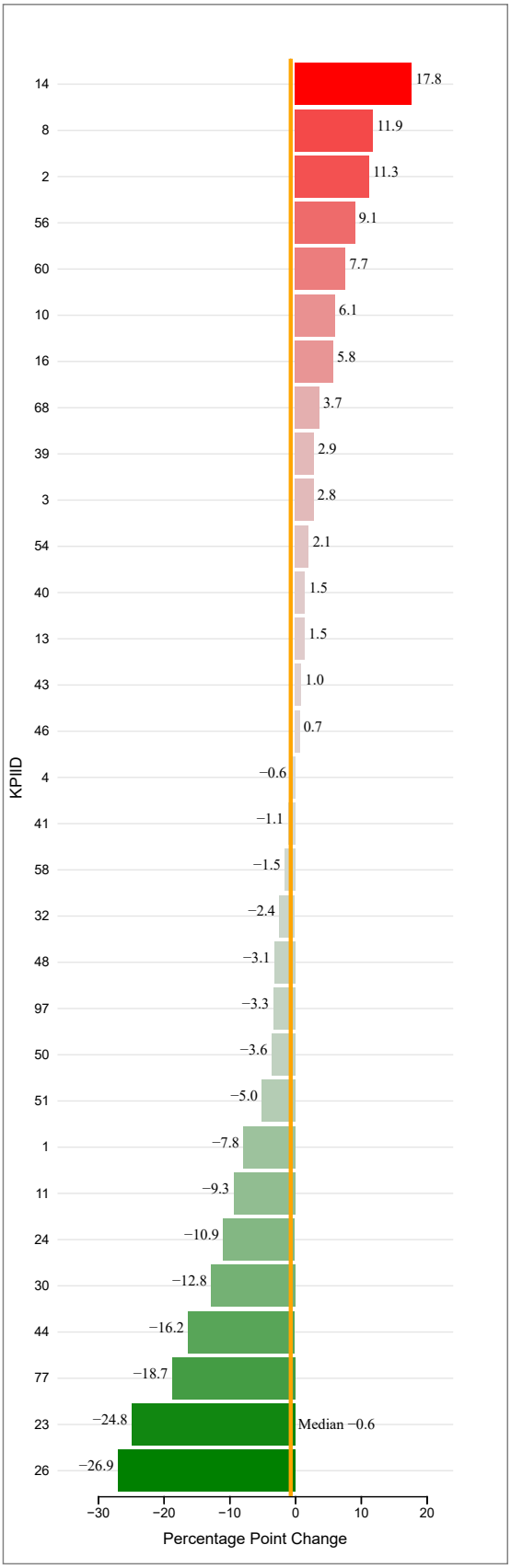
- Albuquerque
- Broward County
- Charleston
- Chicago
- Duval County
- Jackson
- Miami
- Orange County
- Philadelphia
- Pinellas
- Seattle
- Shelby County

Best Quartile for Change in Performance

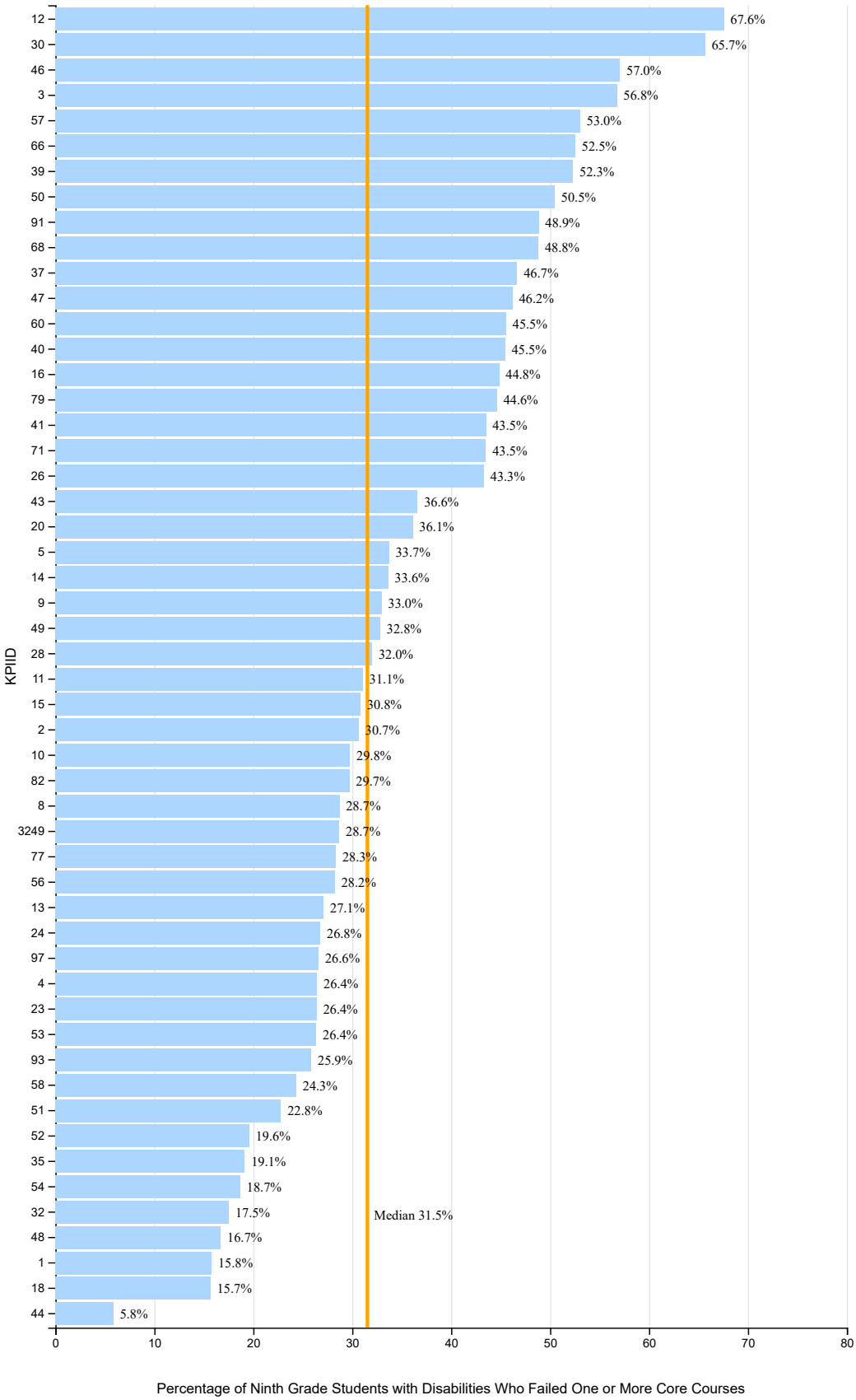
(2018-19 to 2021-22)

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

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



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

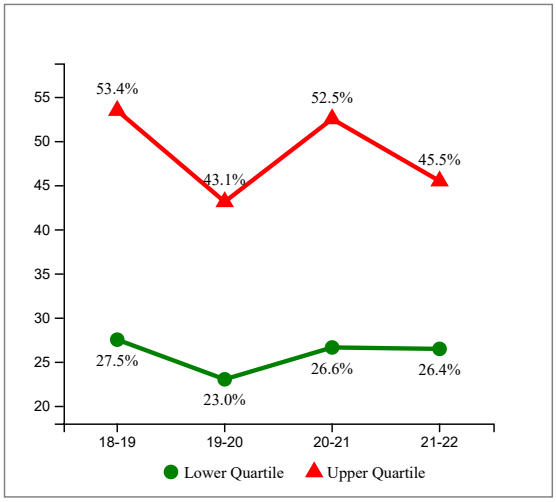


Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.19: Total number of ninth grade Students with Disabilities with at least one core course failure divided by the total number of ninth grade Students with Disabilities, 2021-22
- Figure 2.20: Percentage Point Change in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19 to 2021-22
- Figure 2.21: Trends in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2018-19 to 2021-22

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



Best Quartile for Overall Performance

(2021-22)

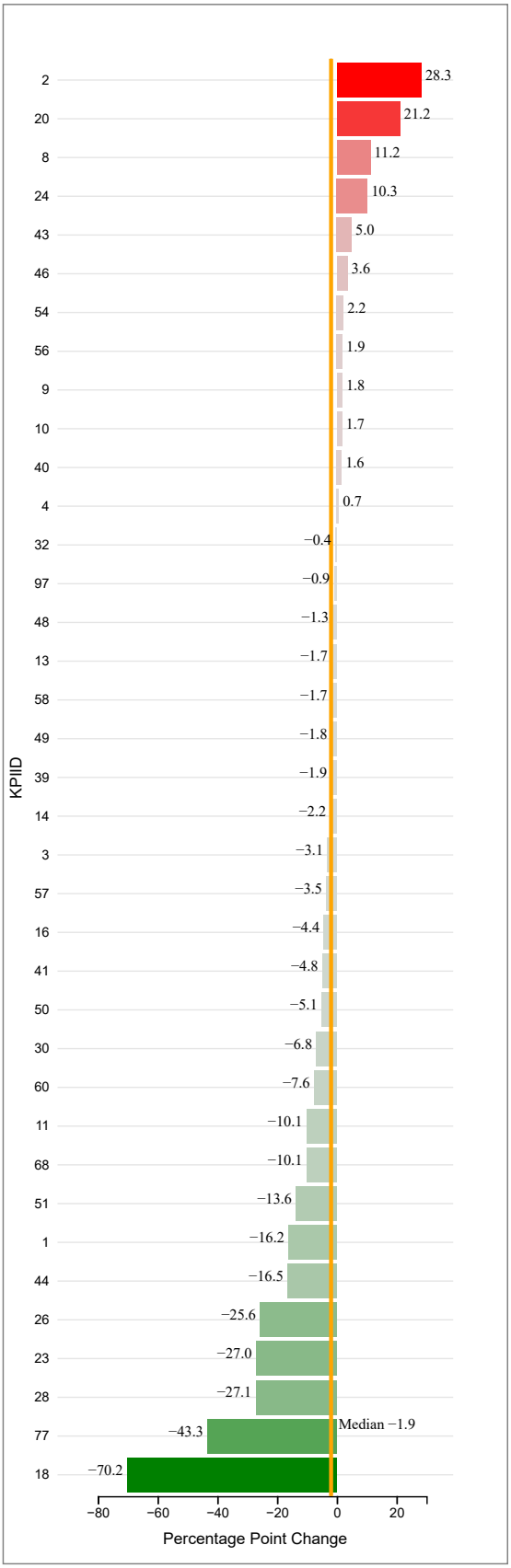
- Charleston
- Chicago
- Columbus
- Duval County
- Jefferson
- Little Rock School District
- Miami
- Minneapolis
- Oklahoma City
- Orange County
- Philadelphia
- Seattle
- Shelby County

Best Quartile for Change in Performance

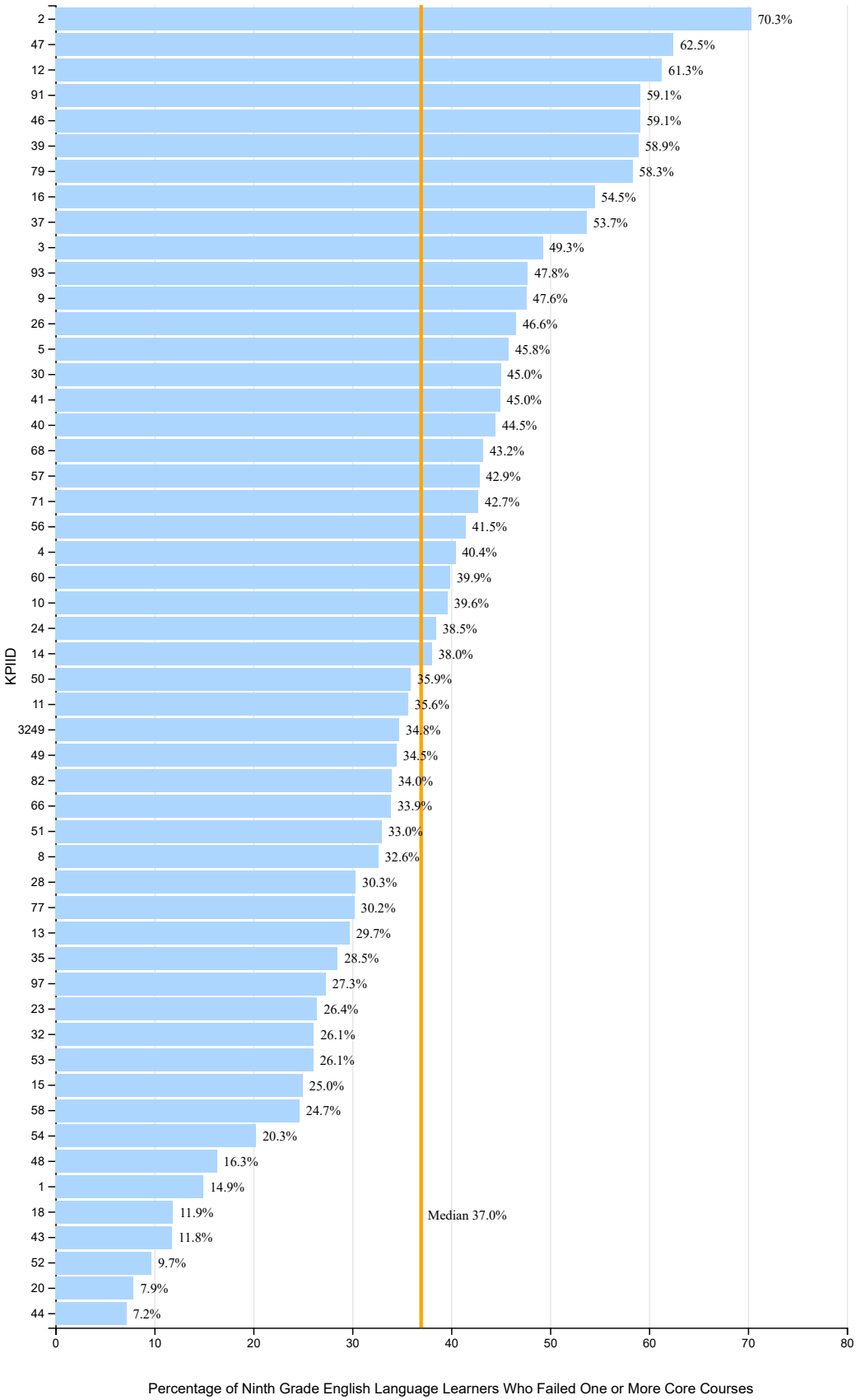
(2018-19 to 2021-22)

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

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



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

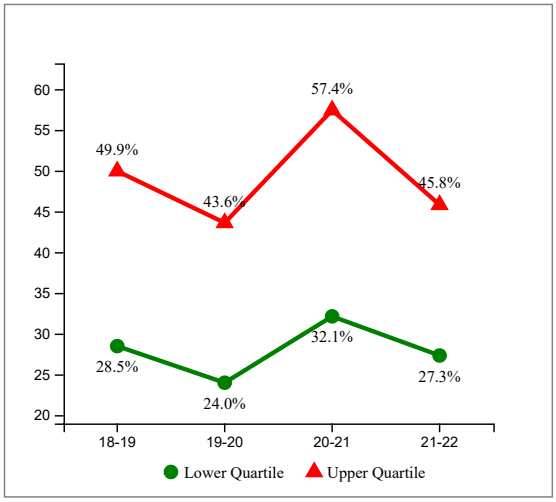


Percentage of Ninth Grade English Language Learners Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

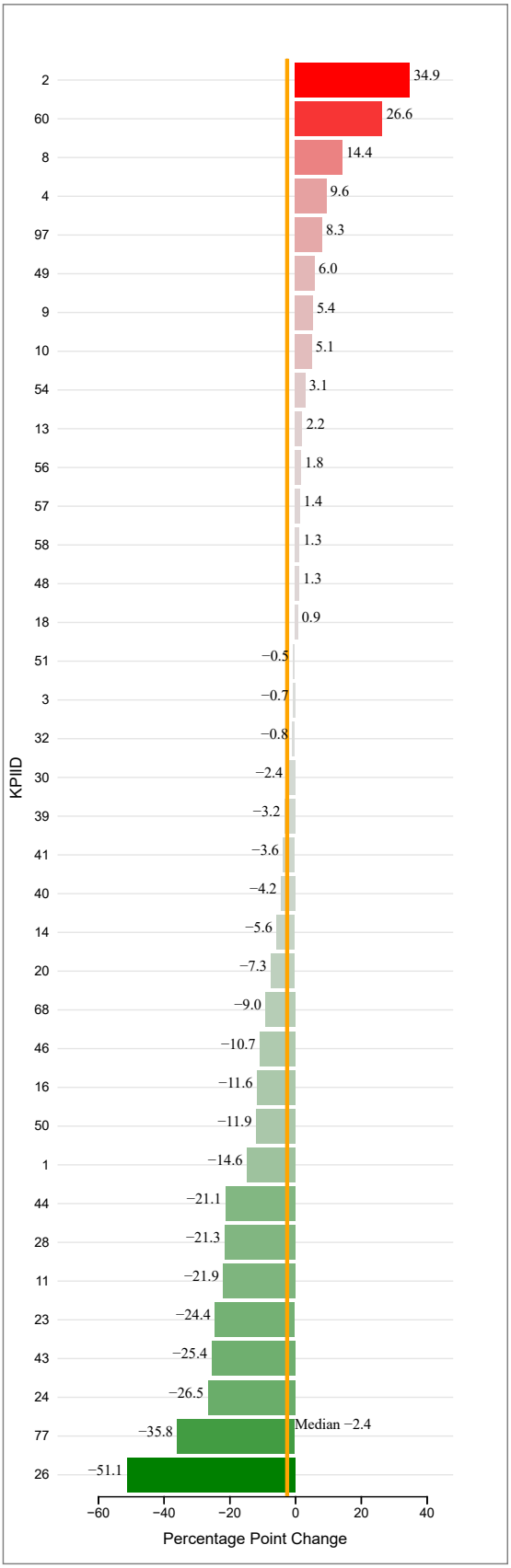
- Charleston
- Chicago
- Cincinnati
- Duval County
- Jackson
- Jefferson
- Miami
- Minneapolis
- Orange County
- Philadelphia
- Pittsburgh
- Seattle
- Shelby County

Best Quartile for Change in Performance

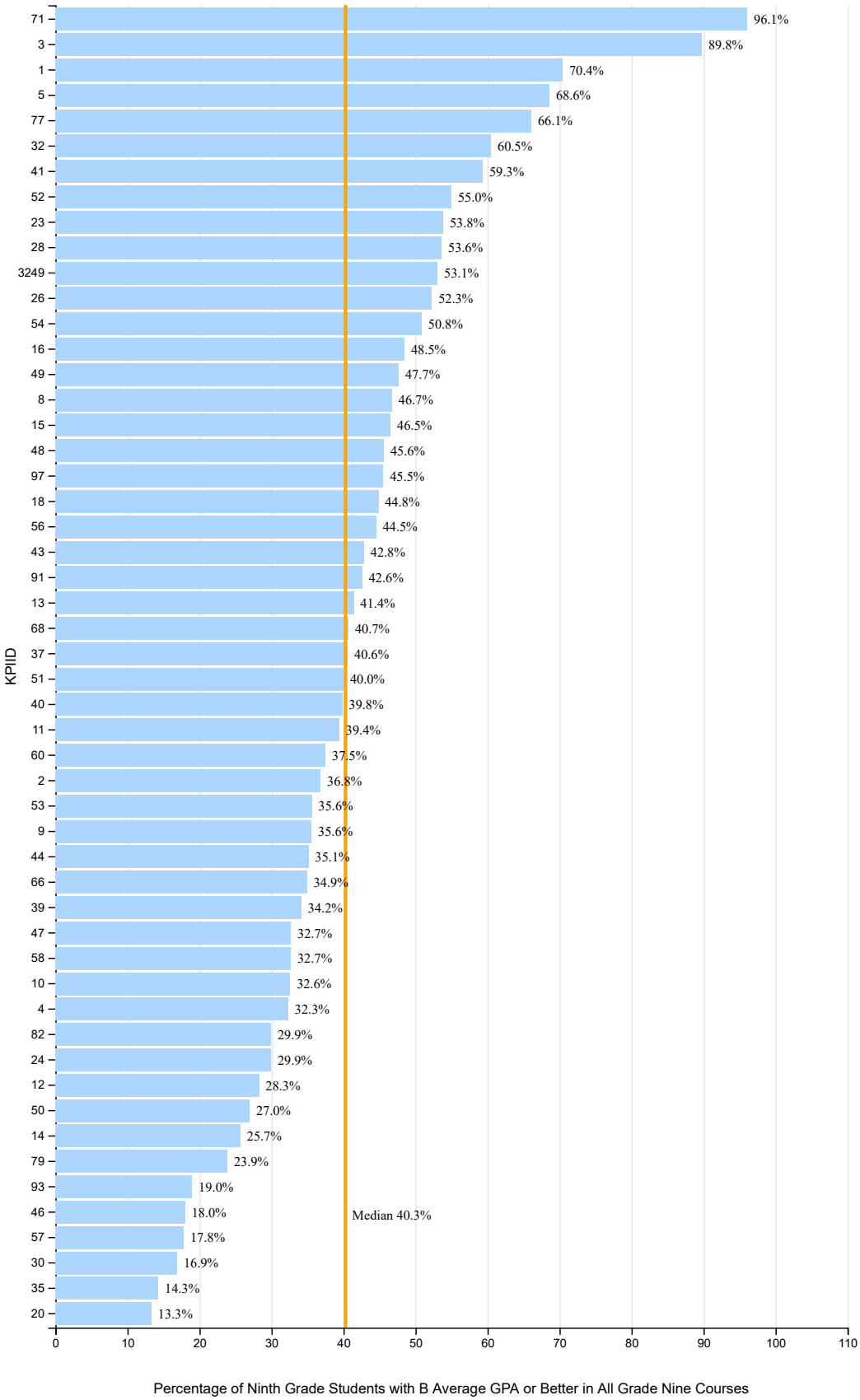
(2018-19 to 2021-22)

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

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



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

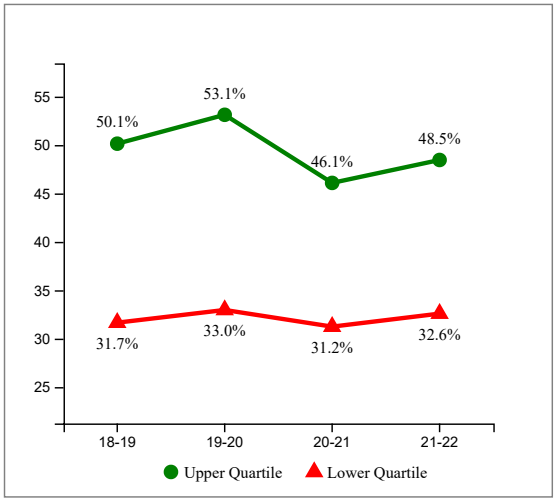


Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

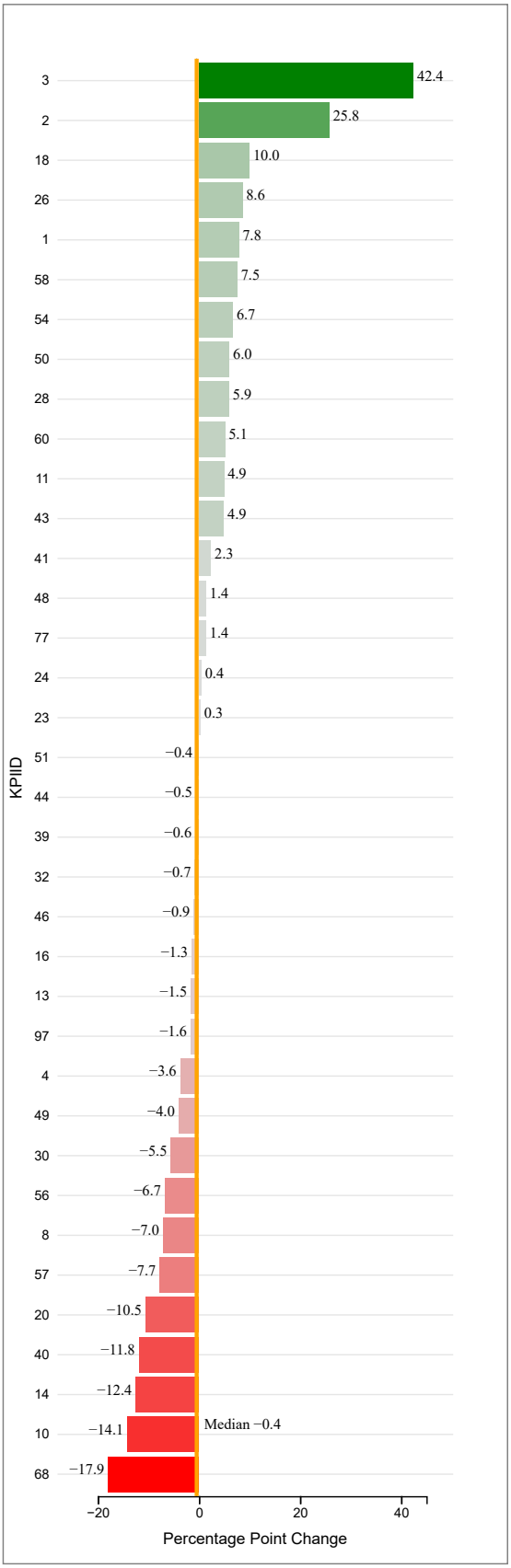
- Atlanta
- Austin
- Boston
- Charleston
- Chicago
- Dallas
- Fayette County
- Miami
- Minneapolis
- Portland
- San Francisco
- Seattle
- St Paul

Best Quartile for Change in Performance

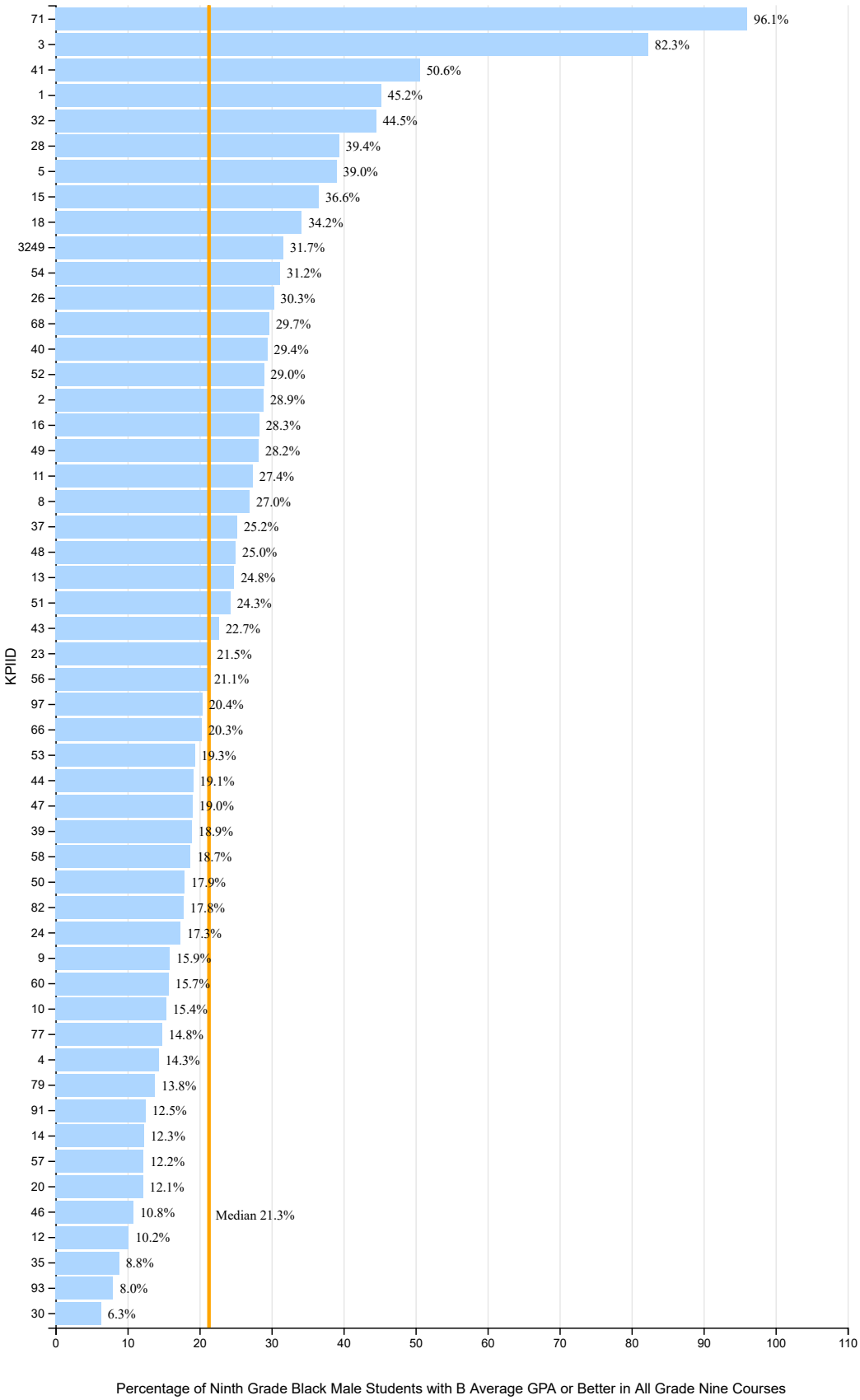
(2018-19 to 2021-22)

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

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



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

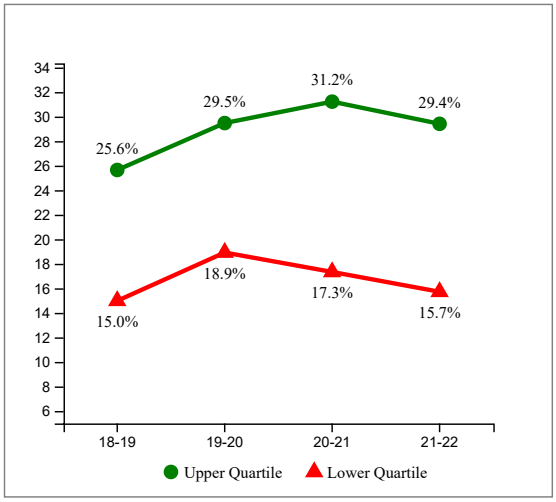


Percentage of Ninth Grade Black Male Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

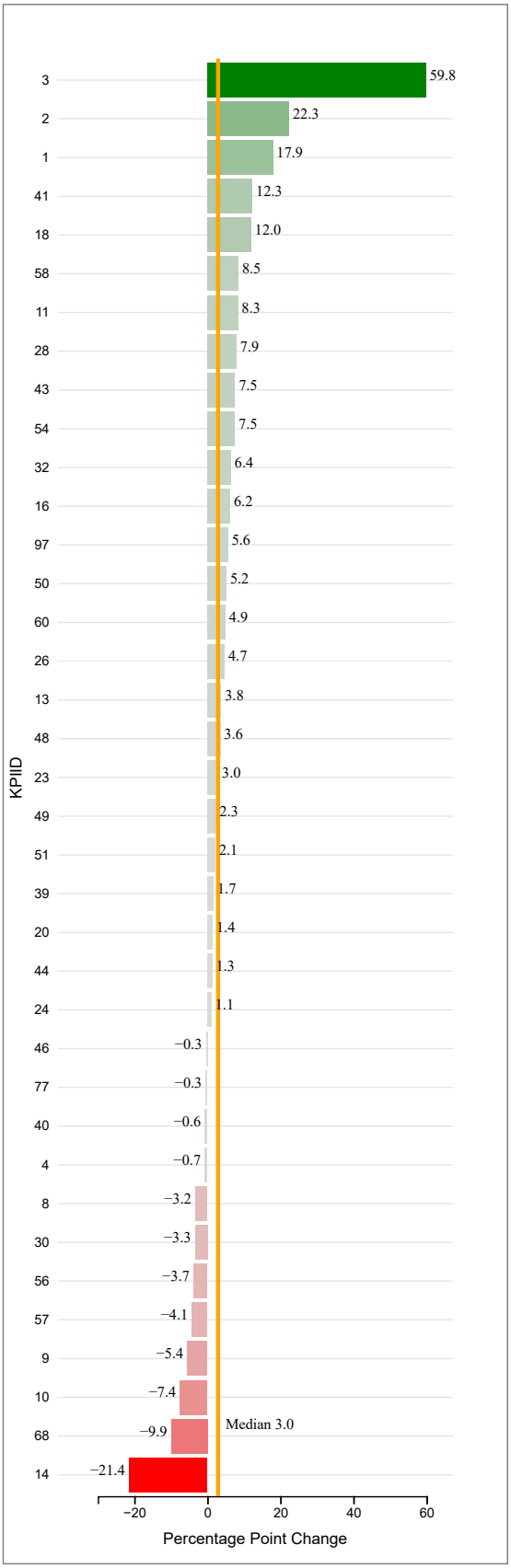
- Arlington
- Atlanta
- Austin
- Boston
- Chicago
- Dallas
- Fayette County
- Jackson
- Miami
- Portland
- Seattle
- Shelby County
- St Paul

Best Quartile for Change in Performance

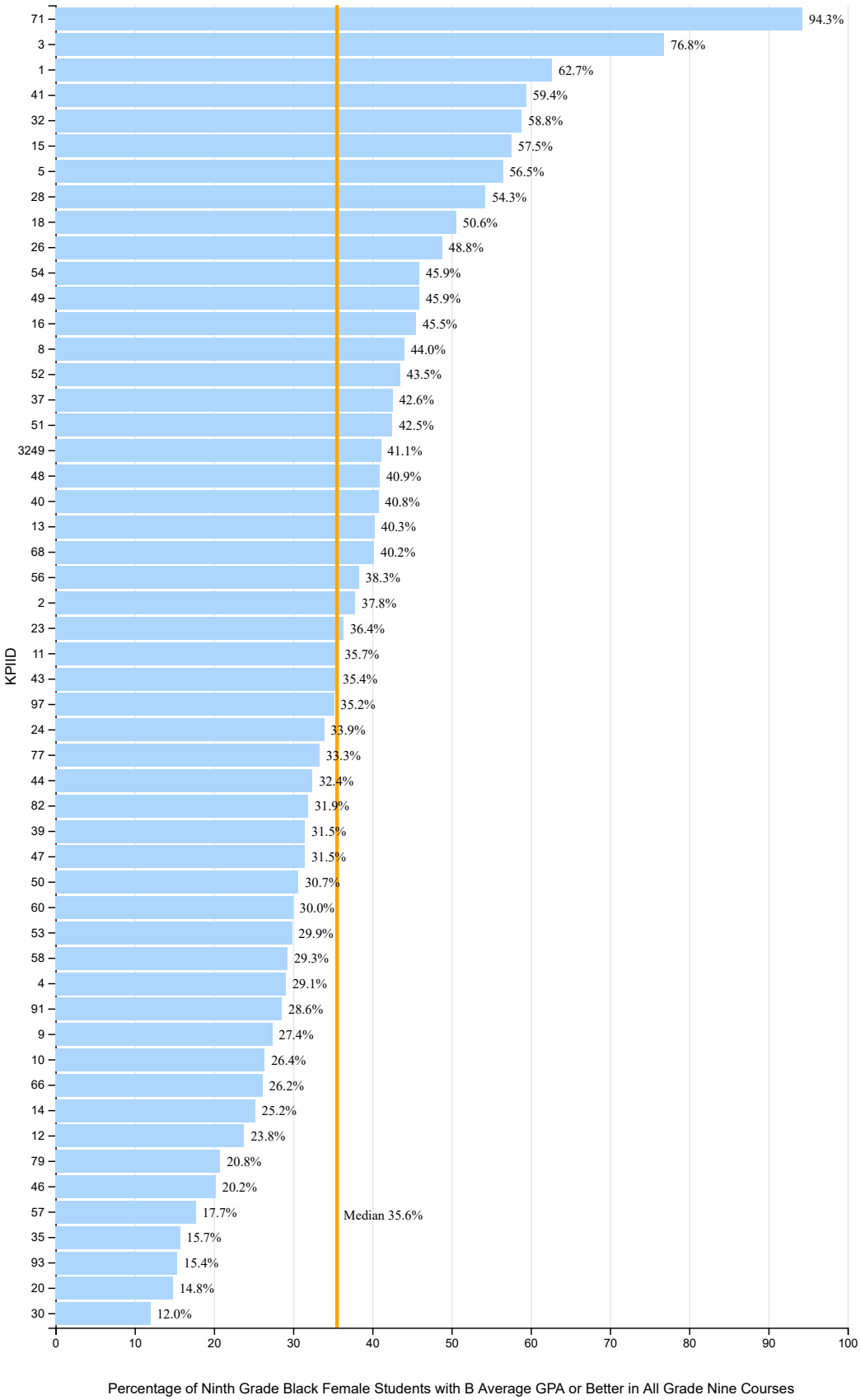
(2018-19 to 2021-22)

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

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



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

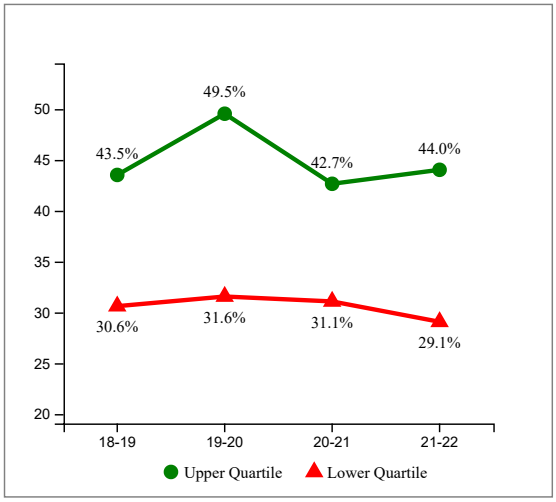


Percentage of Ninth Grade Black Female Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

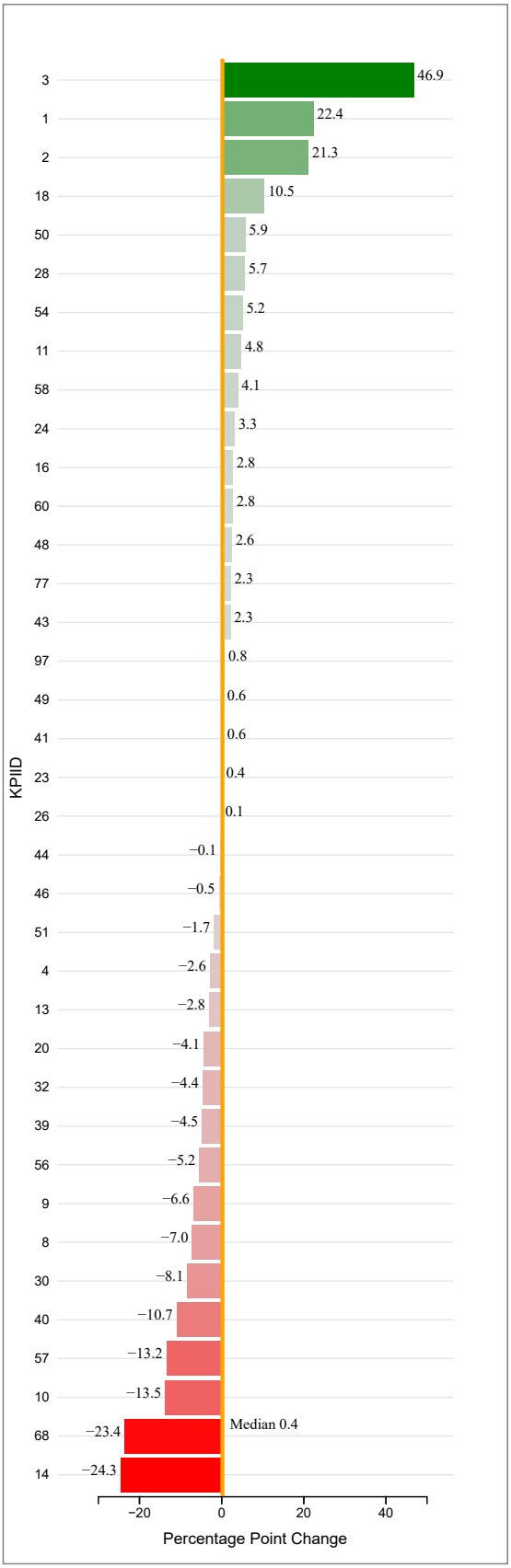
- Atlanta
- Austin
- Boston
- Chicago
- Dallas
- Guilford County
- Jackson
- Miami
- Portland
- San Diego
- Seattle
- Shelby County
- St Paul

Best Quartile for Change in Performance

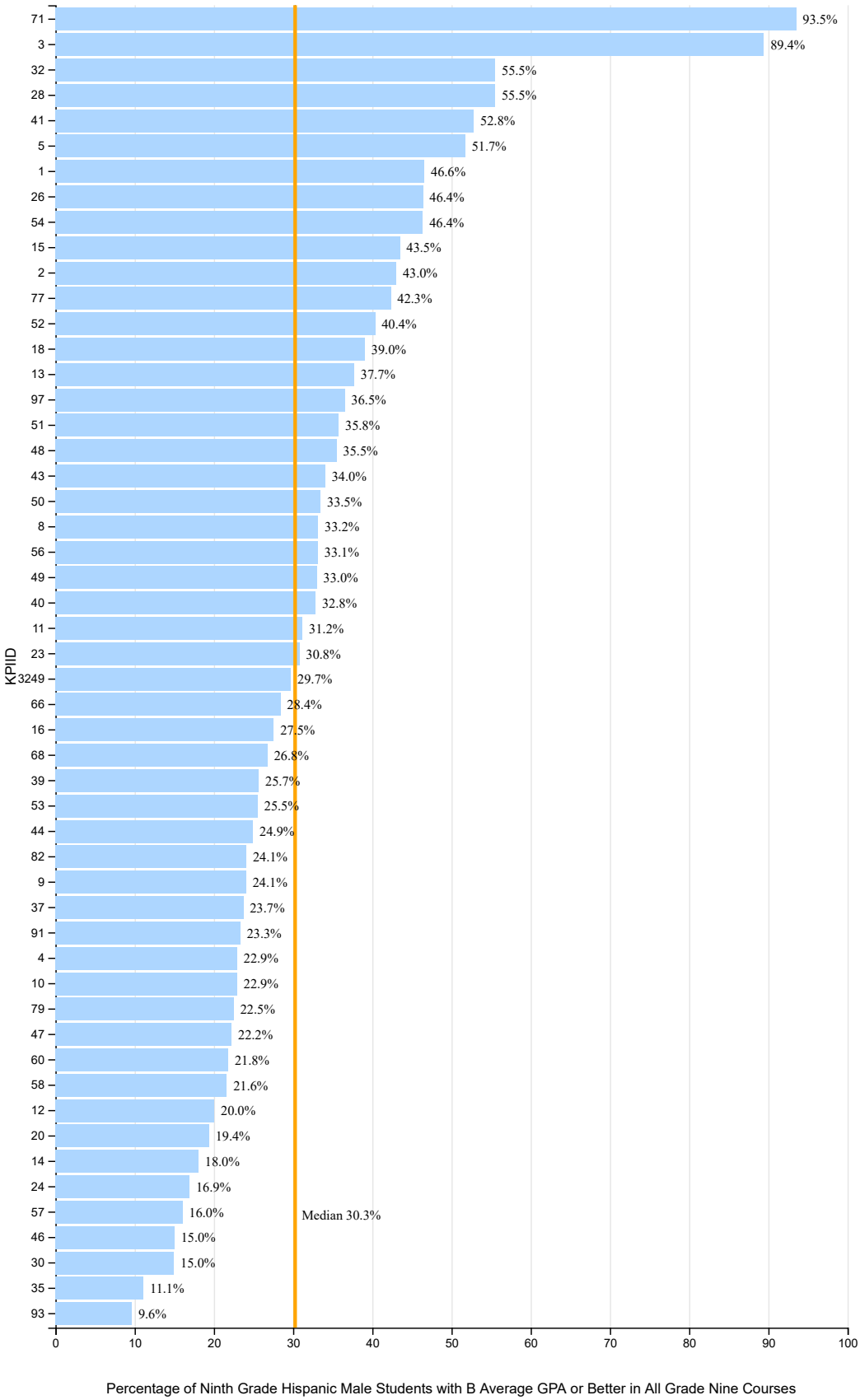
(2018-19 to 2021-22)

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

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



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

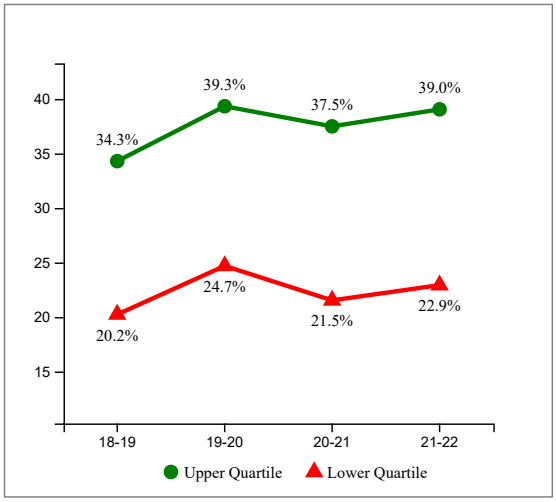


Percentage of Ninth Grade Hispanic Male Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

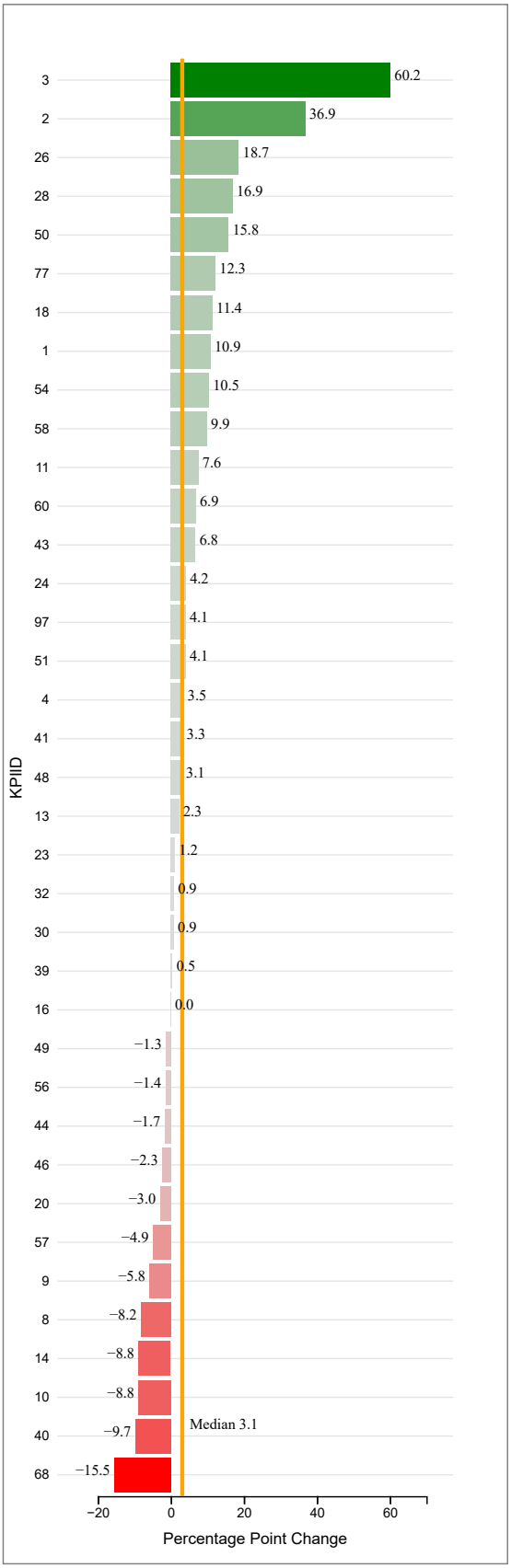
- Atlanta
- Austin
- Boston
- Chicago
- Dallas
- Jackson
- Miami
- Minneapolis
- Portland
- Richmond
- San Francisco
- Seattle
- St Paul

Best Quartile for Change in Performance

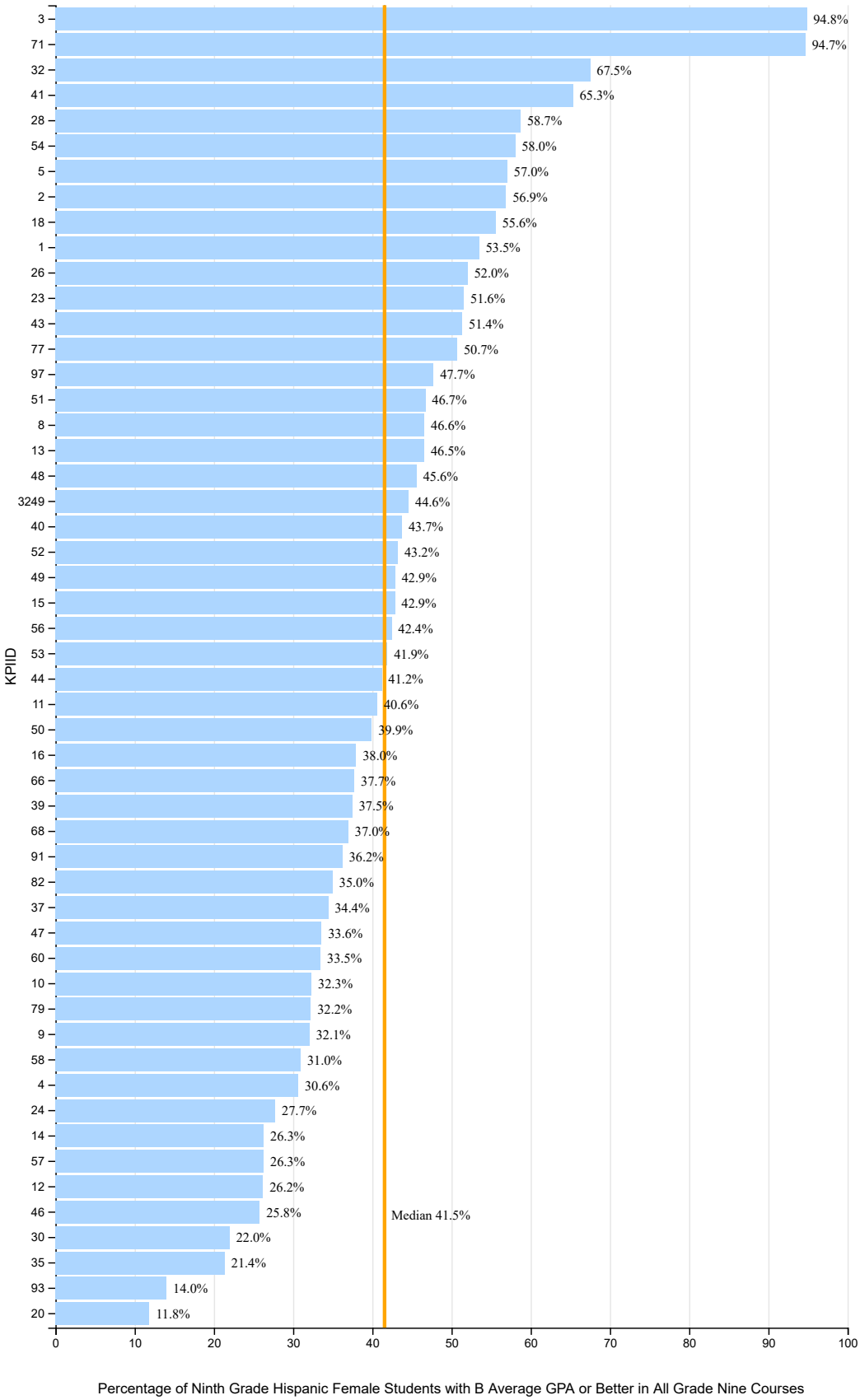
(2018-19 to 2021-22)

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

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



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

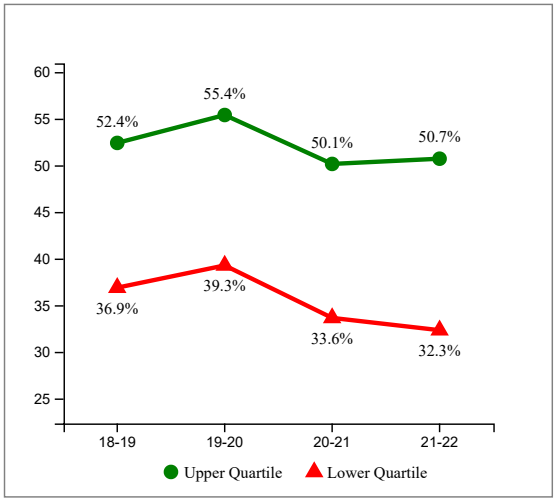


Percentage of Ninth Grade Hispanic Female Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

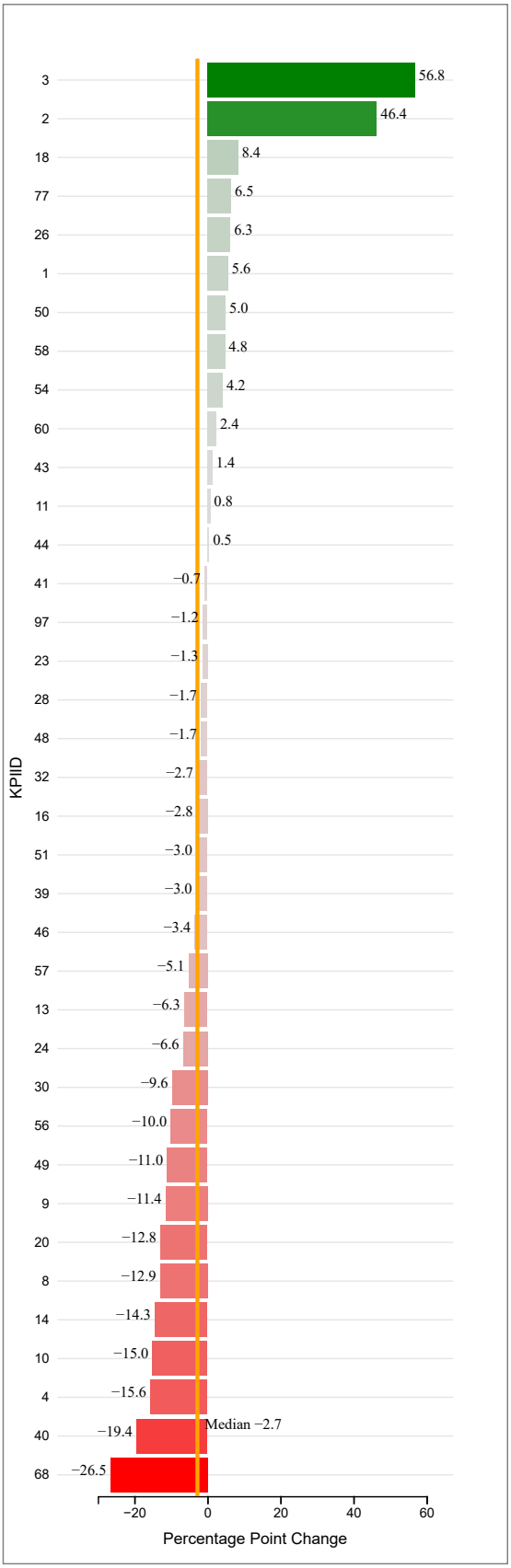
- Atlanta
- Austin
- Boston
- Charleston
- Chicago
- Dallas
- Miami
- Pittsburgh
- Portland
- Richmond
- Seattle
- Shelby County
- St Paul

Best Quartile for Change in Performance

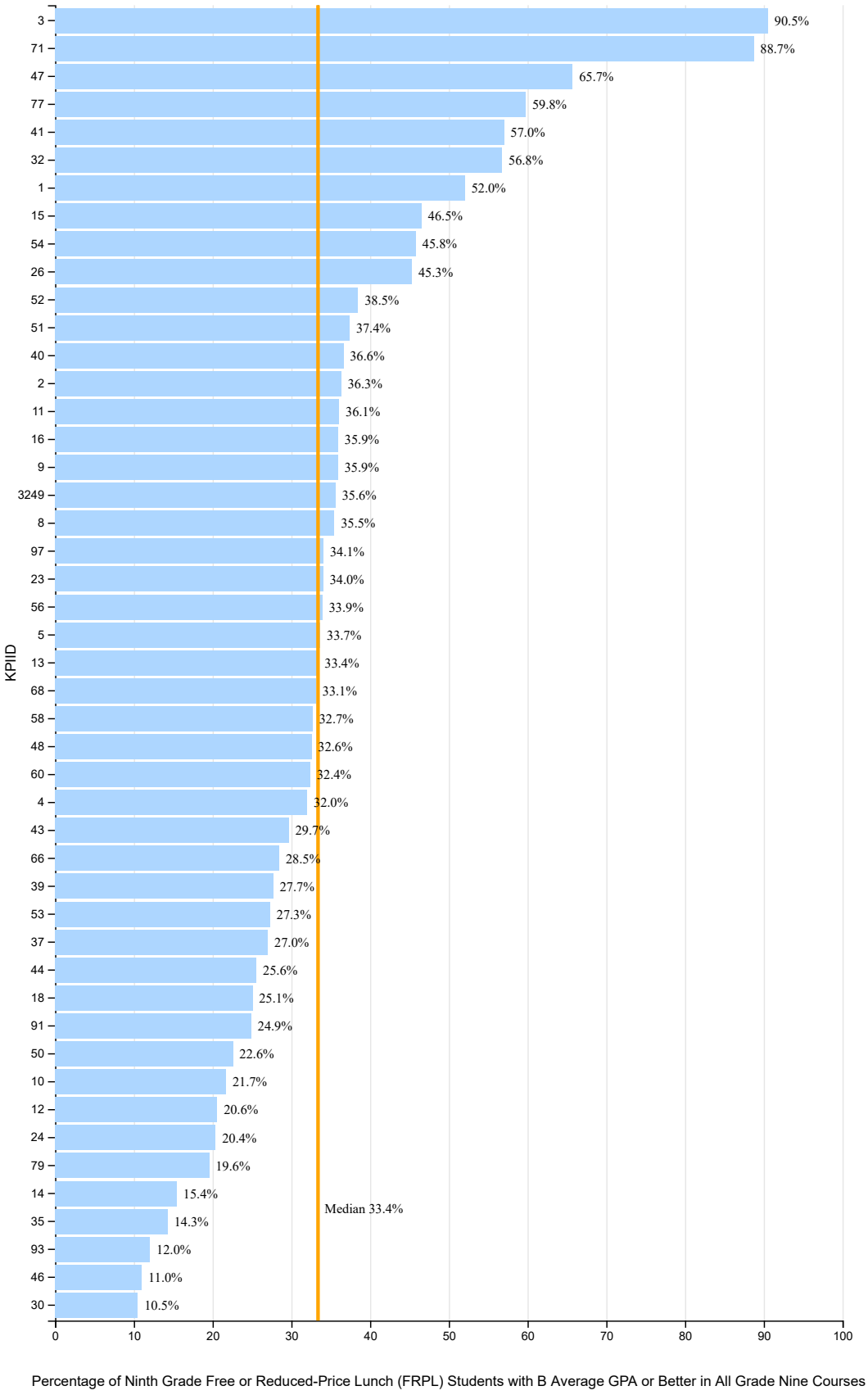
(2018-19 to 2021-22)

- Boston
- Chicago
- Detroit
- New York
- Philadelphia
- Richmond
- San Francisco
- Seattle
- Shelby County
- St Paul

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



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

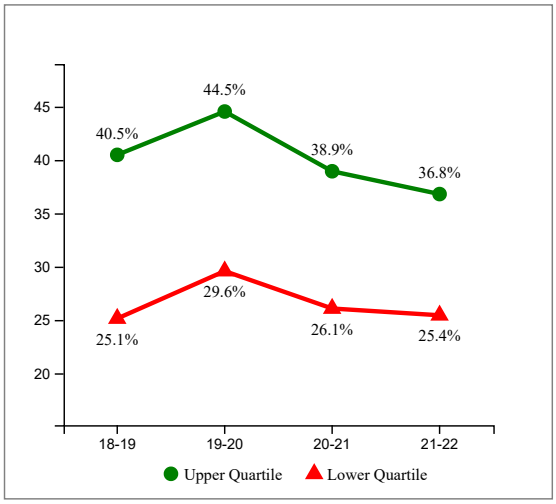


Percentage of Ninth Grade Free or Reduced-Price Lunch (FRPL) Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

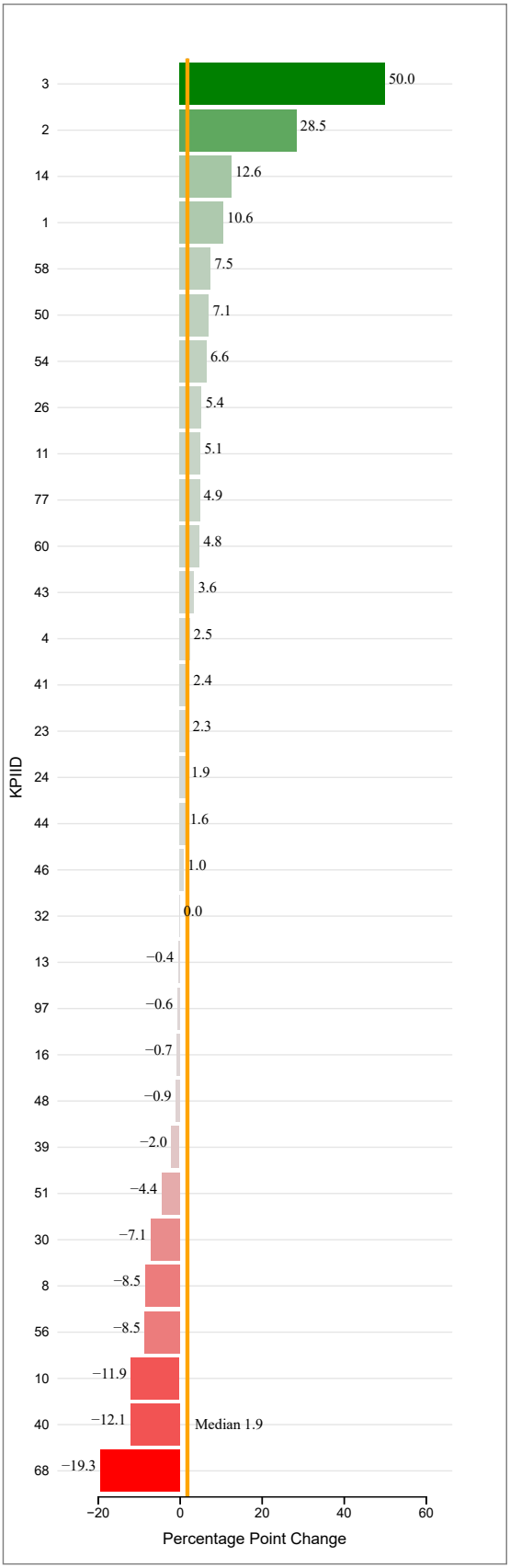
- Austin
- Boston
- Chicago
- Dallas
- Jackson
- Miami
- Minneapolis
- Nashville
- Oklahoma City
- San Francisco
- Seattle
- St Paul

Best Quartile for Change in Performance

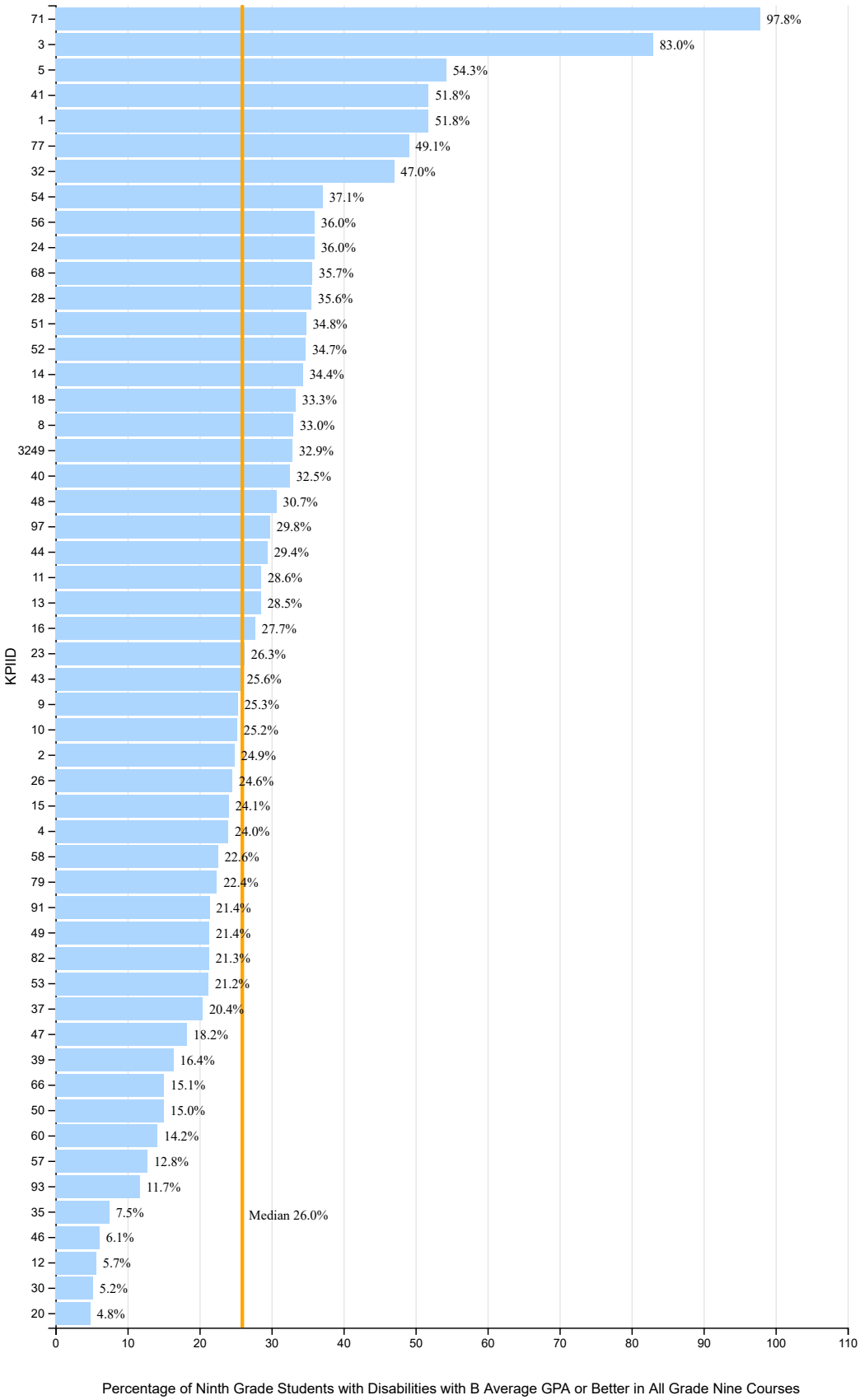
(2018-19 to 2021-22)

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

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



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

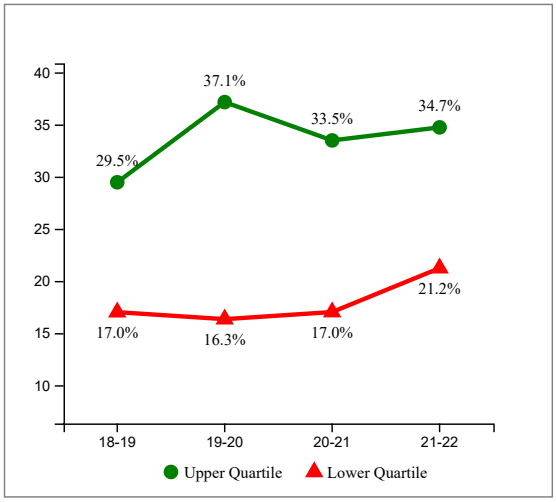


Percentage of Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

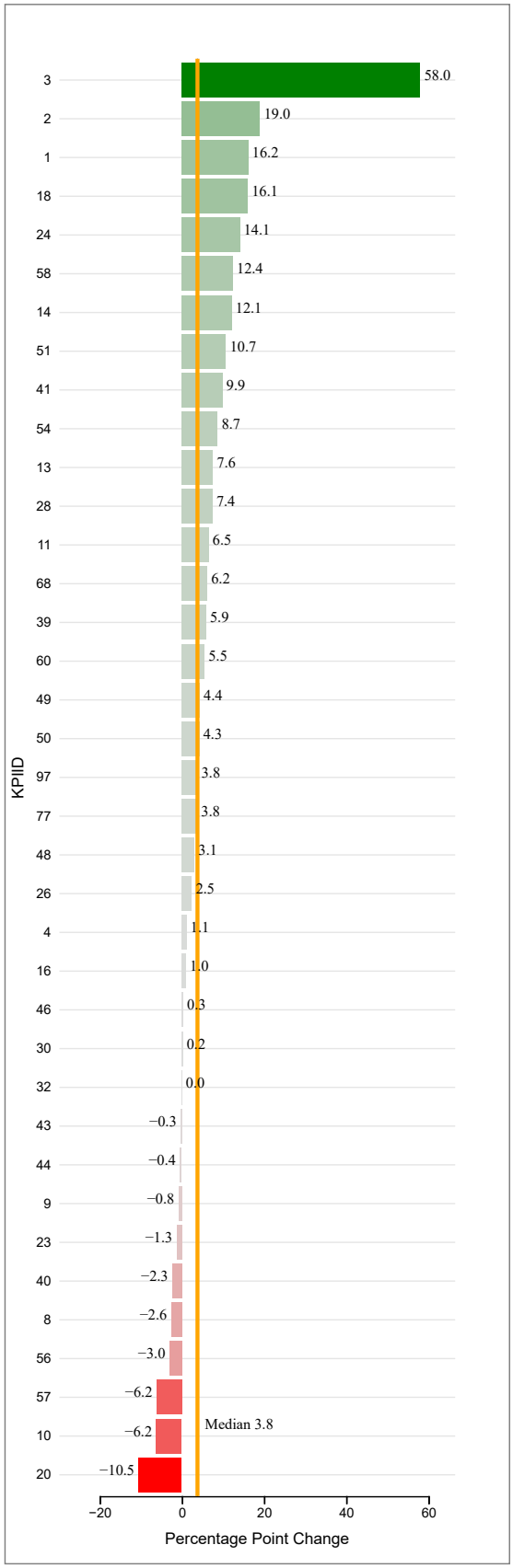
- Arlington
- Atlanta
- Austin
- Chicago
- Dallas
- East Baton Rouge
- Long Beach
- Miami
- Oklahoma City
- Portland
- San Francisco
- Seattle
- St Paul

Best Quartile for Change in Performance

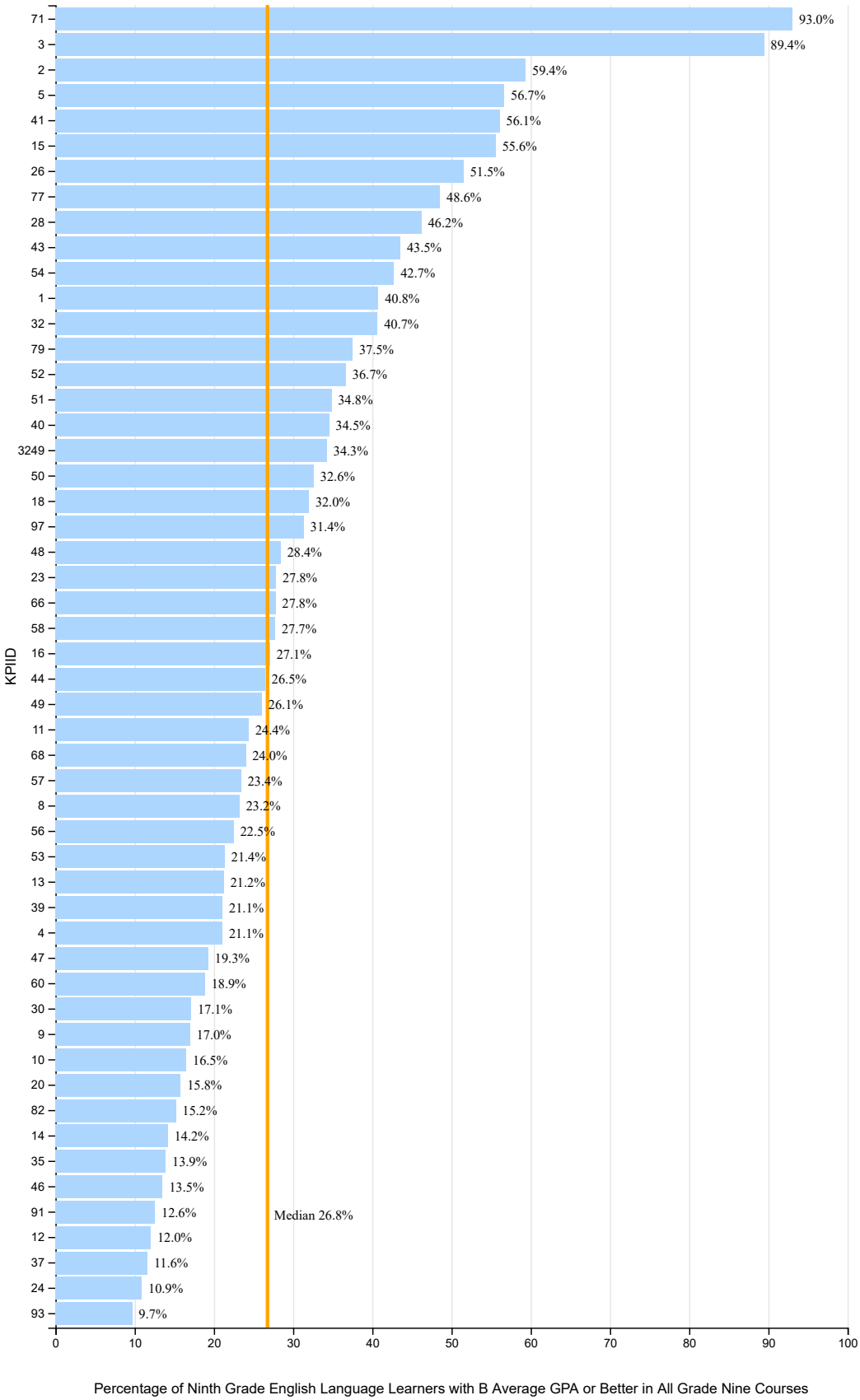
(2018-19 to 2021-22)

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

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



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

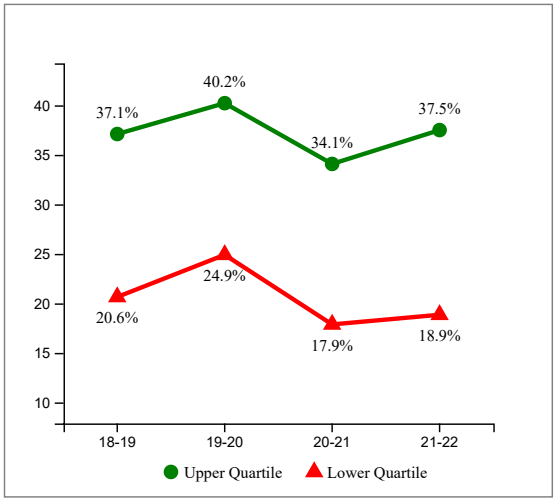


Percentage of Ninth Grade English Language Learners with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

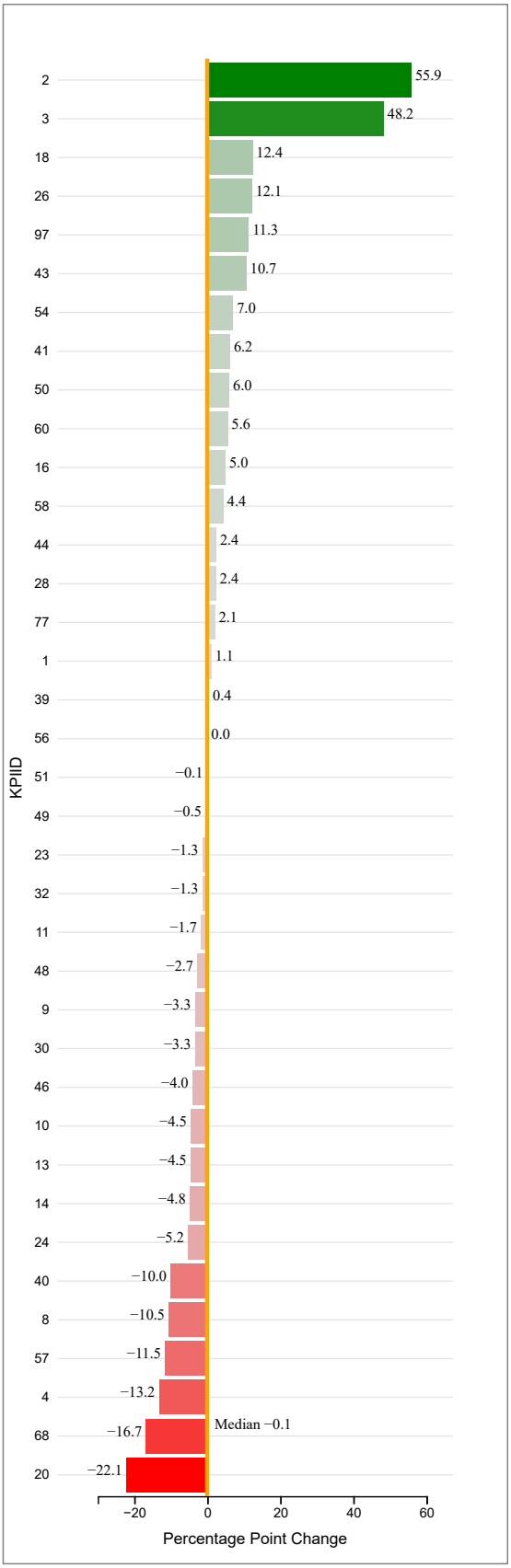
- Atlanta
- Austin
- Boston
- Chicago
- Dallas
- Jackson
- Miami
- Pittsburgh
- Portland
- Richmond
- San Francisco
- Seattle
- St Paul

Best Quartile for Change in Performance

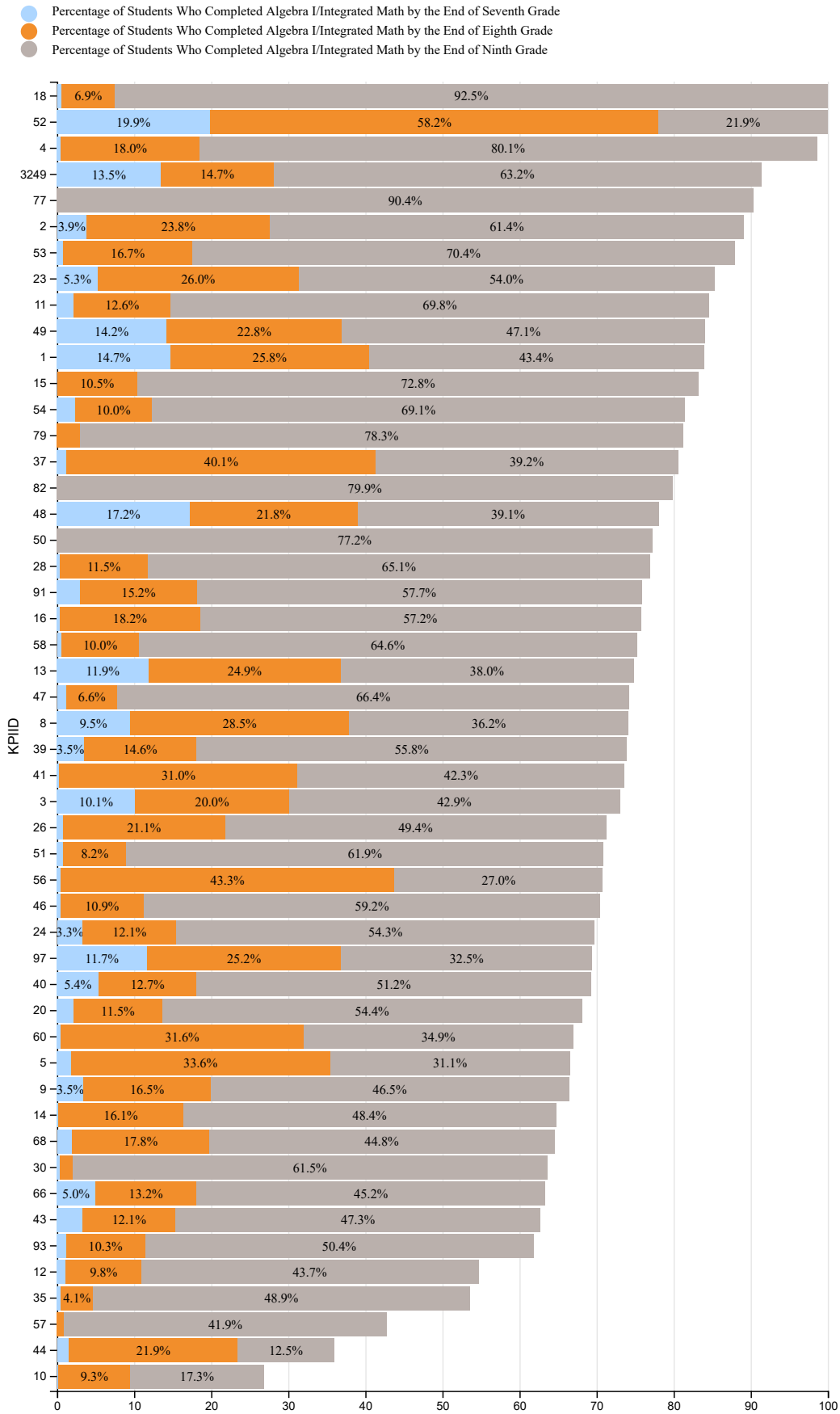
(2018-19 to 2021-22)

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

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



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

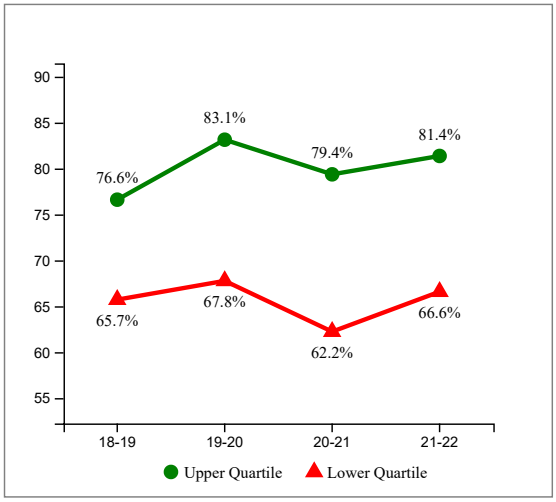


Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 2.49: Total number of Students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Students in each grade, 2021-22
- Figure 2.50: Percentage Point Change in Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22
- Figure 2.51: Trends in Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2018-19 to 2021-22

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



Best Quartile for Overall Performance

(2021-22)

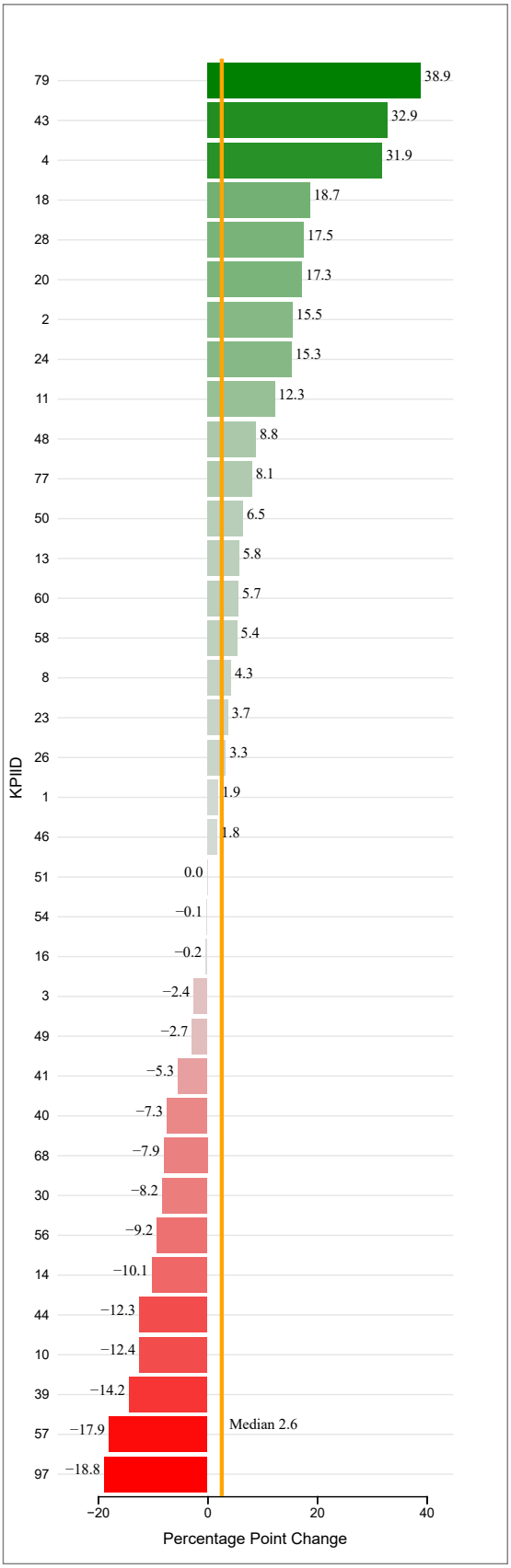
- Charleston
- Chicago
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- San Francisco
- Seattle
- Shelby County
- Wichita

Best Quartile for Change in Performance

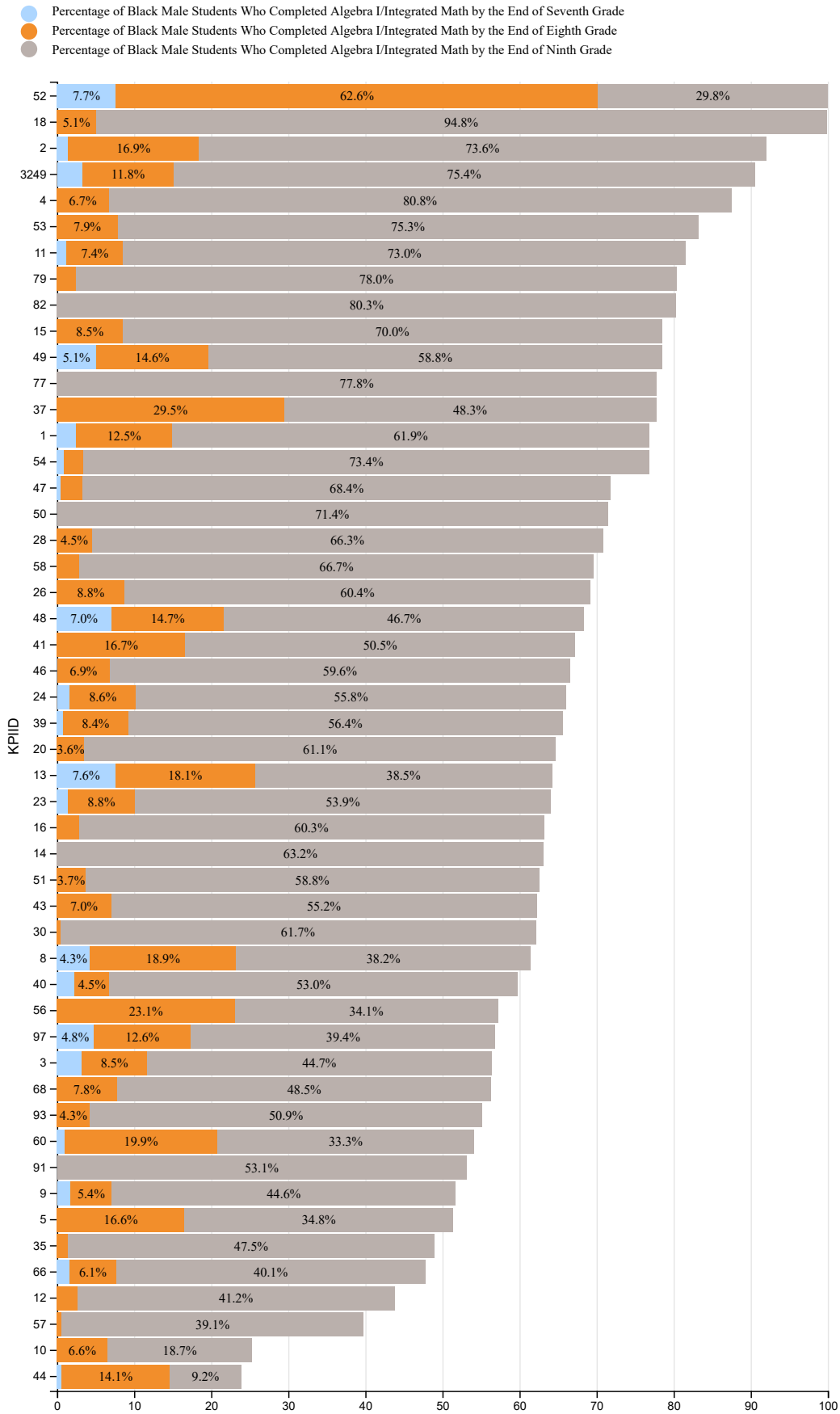
(2018-19 to 2021-22)

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

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



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

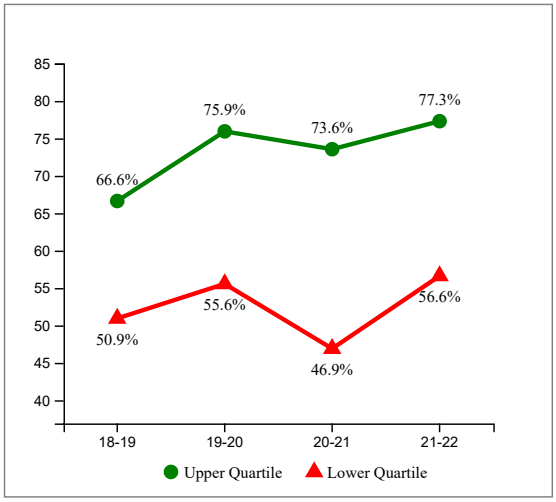


Percentage of Black Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

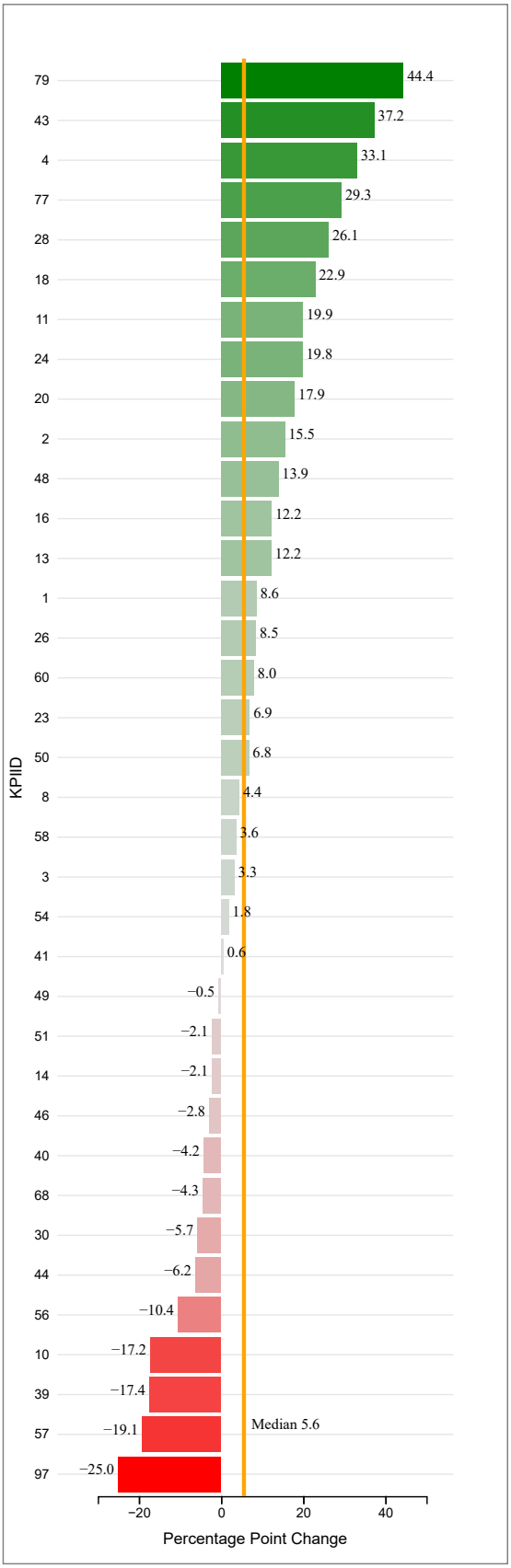
- Denver
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Phoenix Union High School District
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

Best Quartile for Change in Performance

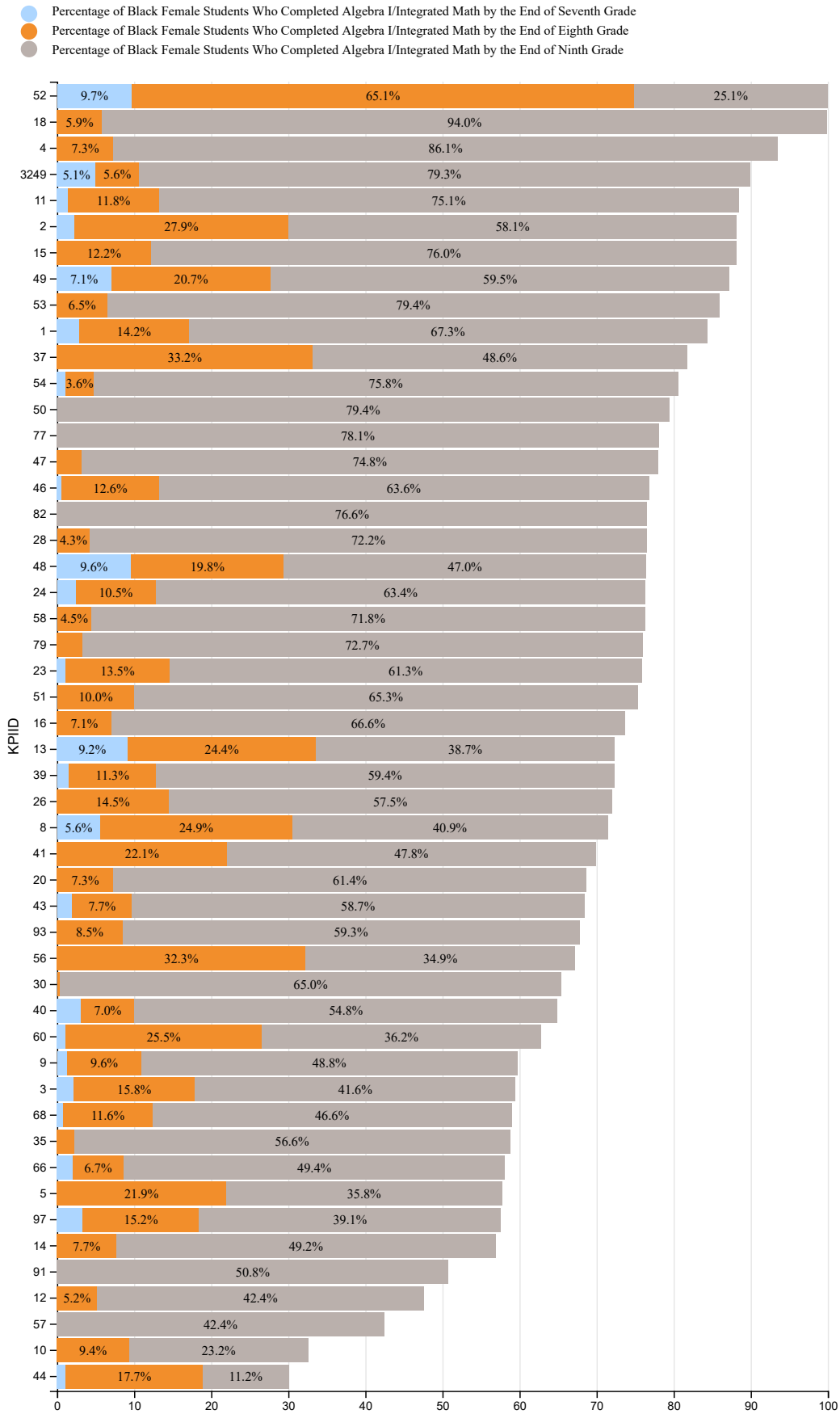
(2018-19 to 2021-22)

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

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



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

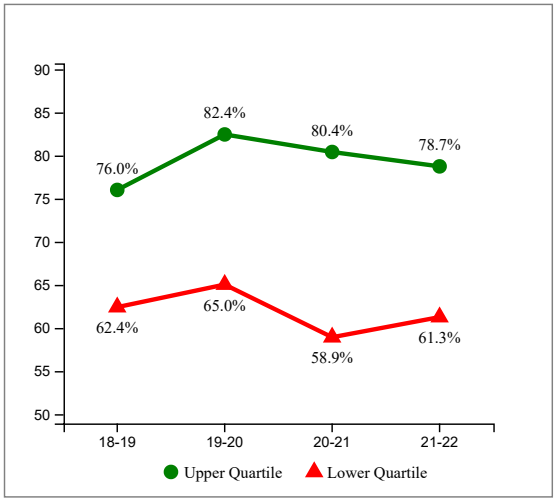


Percentage of Black Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

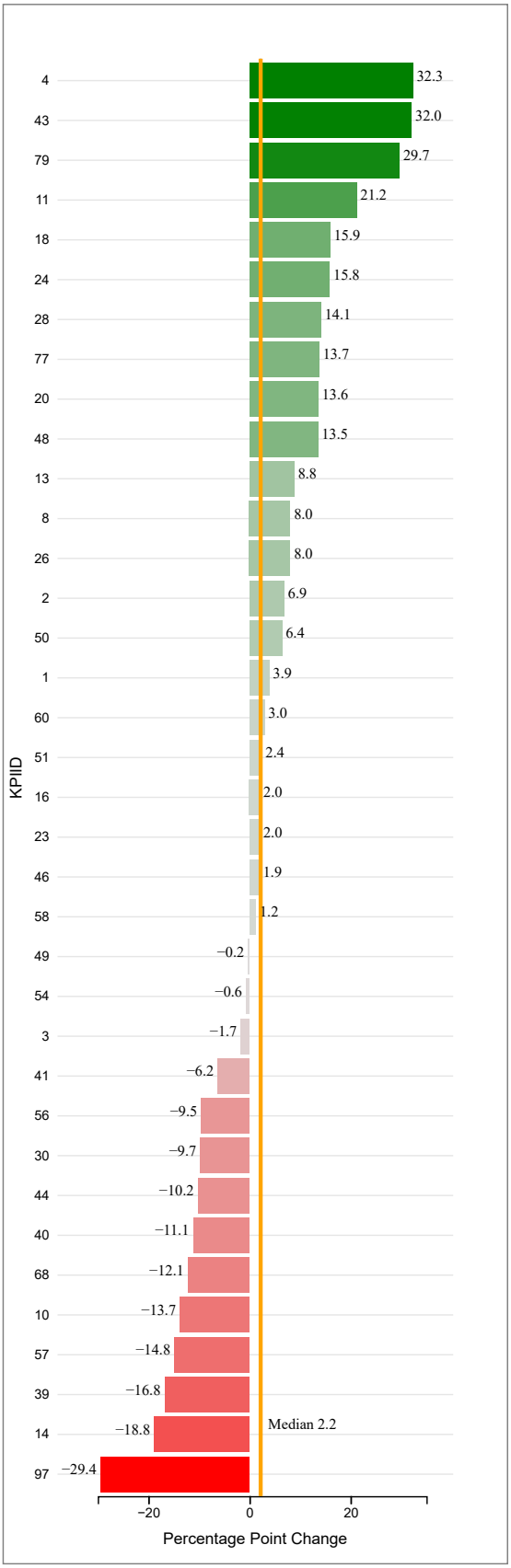
- Chicago
- Denver
- Detroit
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- Seattle
- Shelby County
- Wichita

Best Quartile for Change in Performance

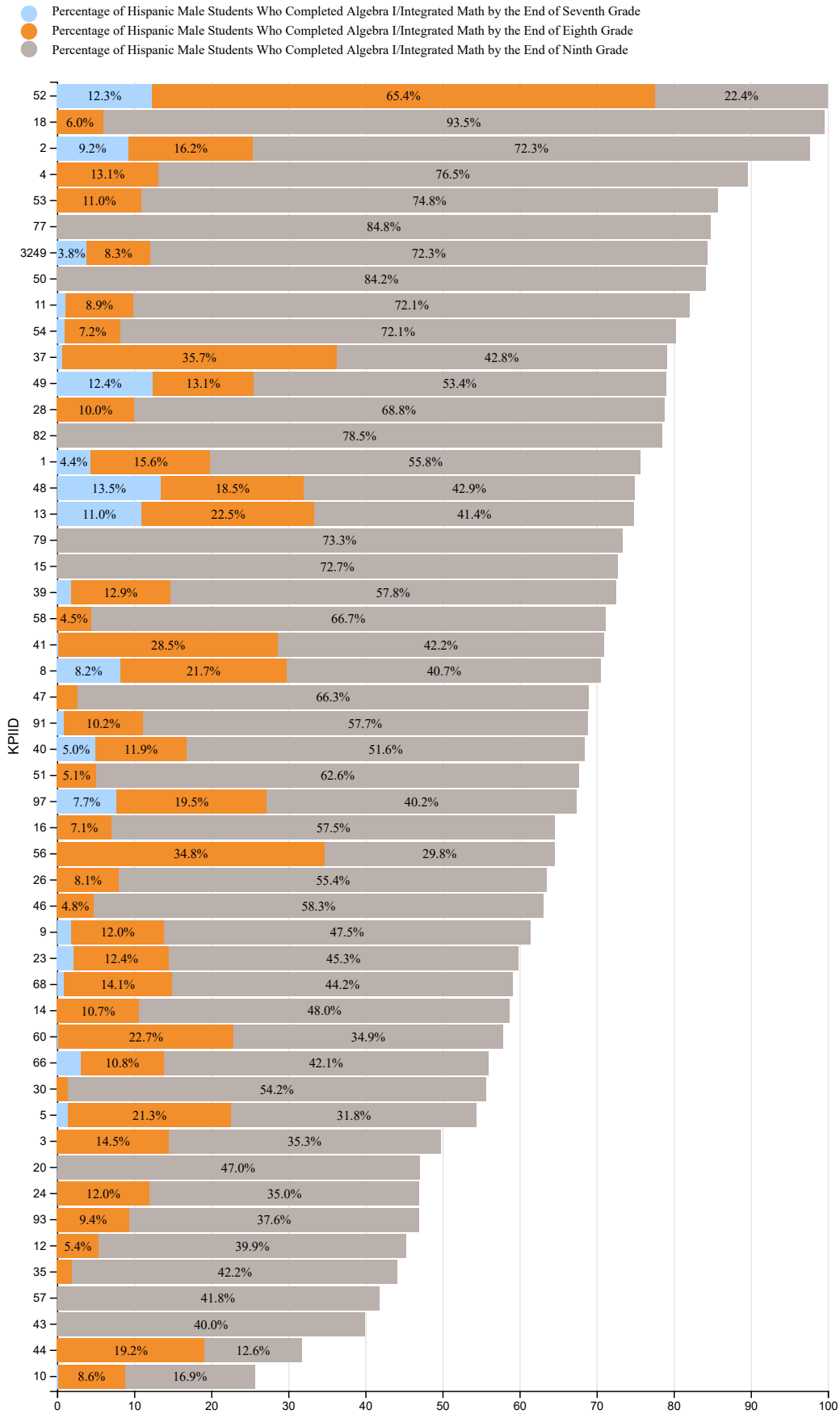
(2018-19 to 2021-22)

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

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



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

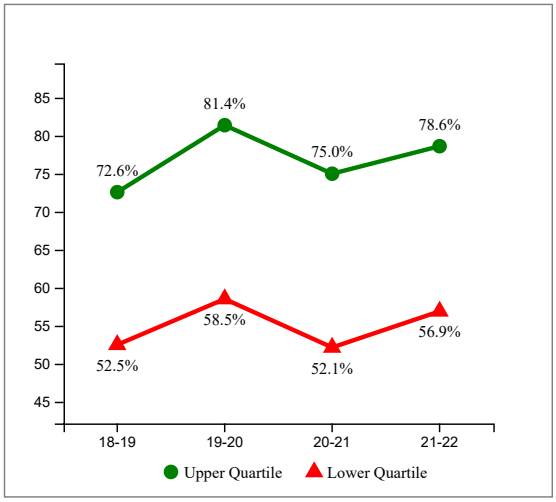


Percentage of Hispanic Male Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

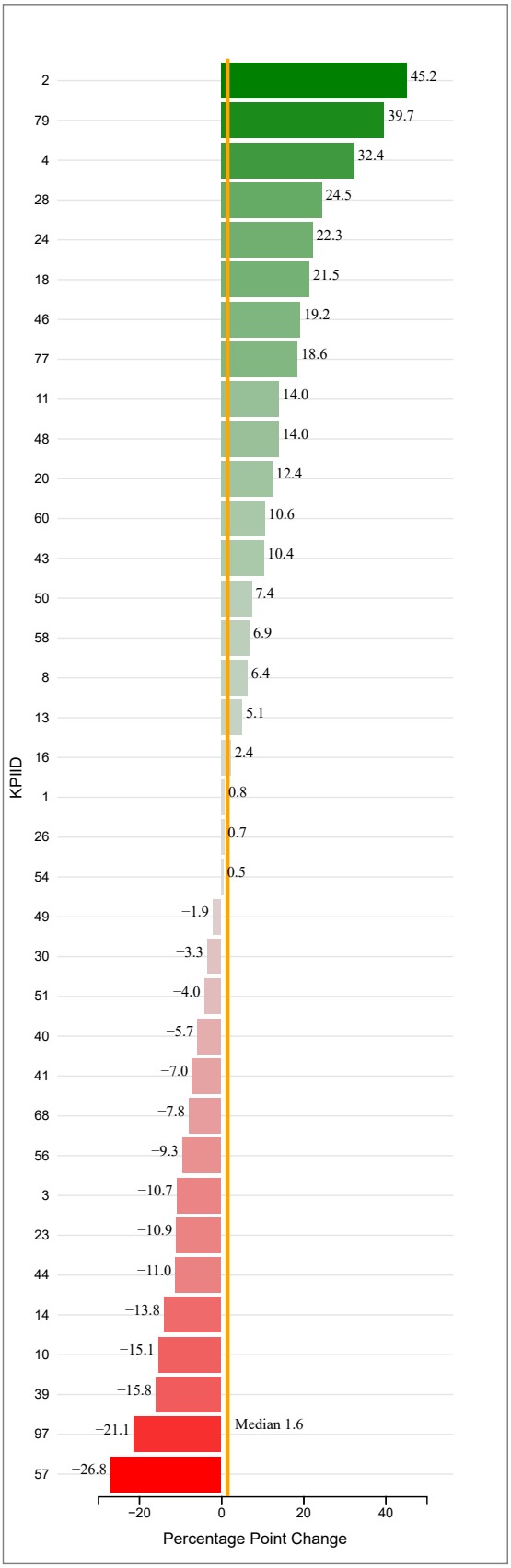
- Atlanta
- Chicago
- Denver
- Detroit
- Fayette County
- Guilford County
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- San Francisco
- Shelby County
- Wichita

Best Quartile for Change in Performance

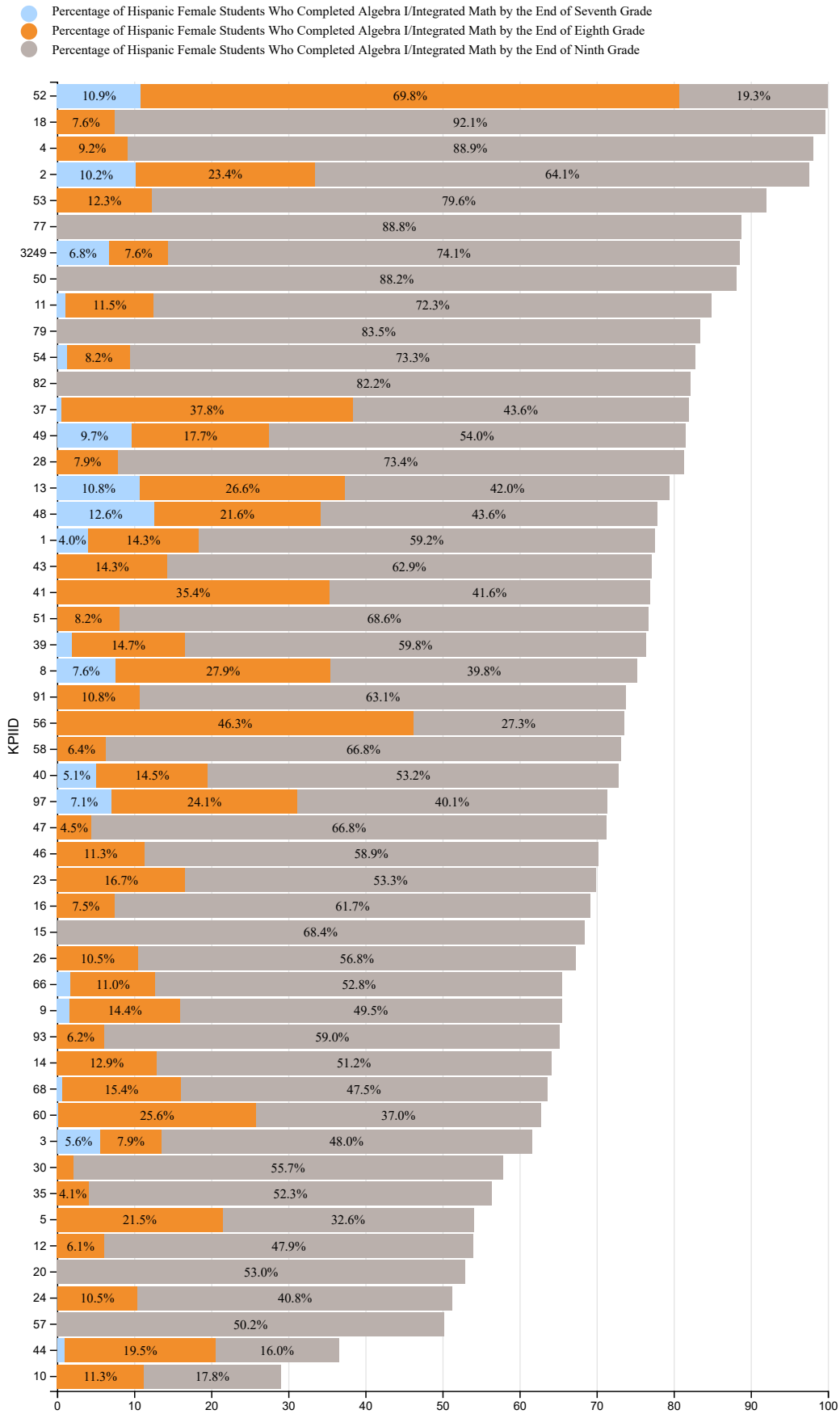
(2018-19 to 2021-22)

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

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



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

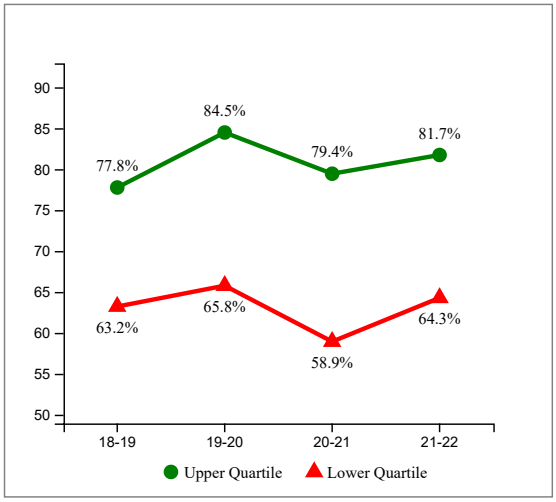


Percentage of Hispanic Female Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

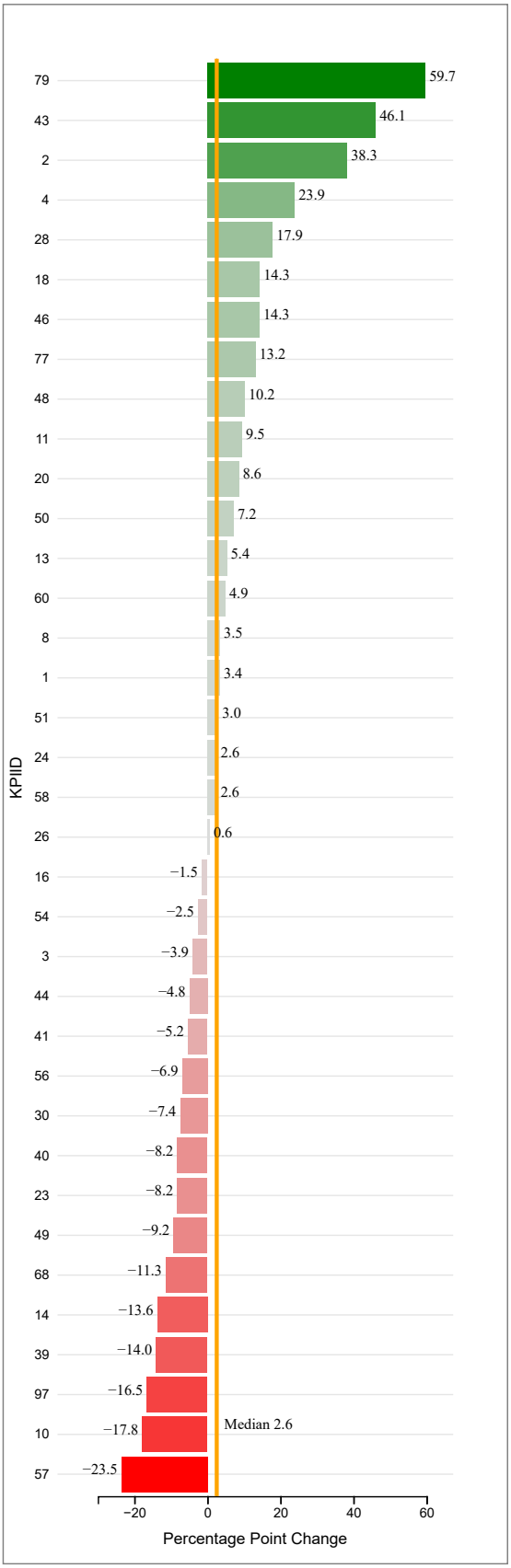
- Chicago
- Denver
- Detroit
- Fayette County
- Jefferson
- Los Angeles
- Minneapolis
- Phoenix Union High School District
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

Best Quartile for Change in Performance

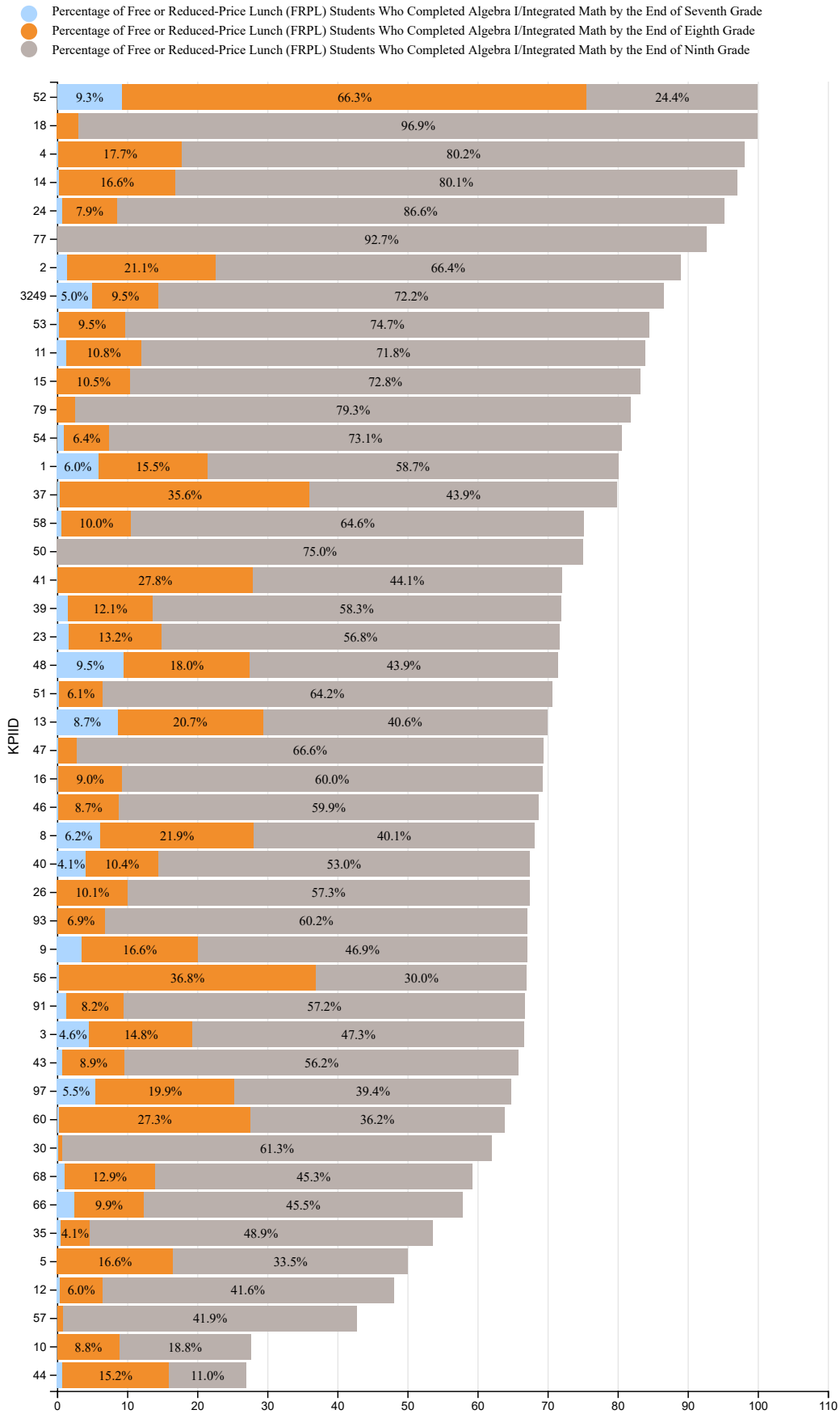
(2018-19 to 2021-22)

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

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



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

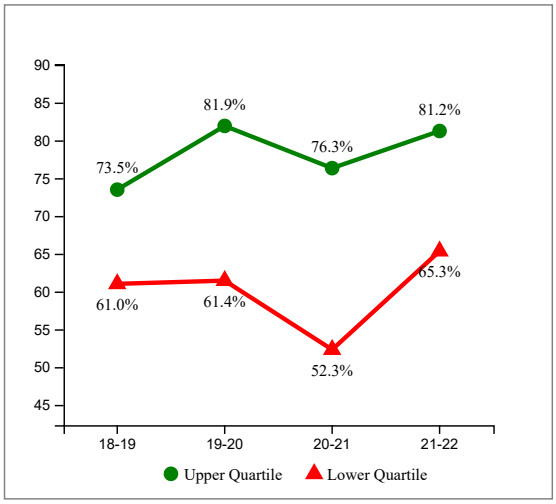


Percentage of Free or Reduced-Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

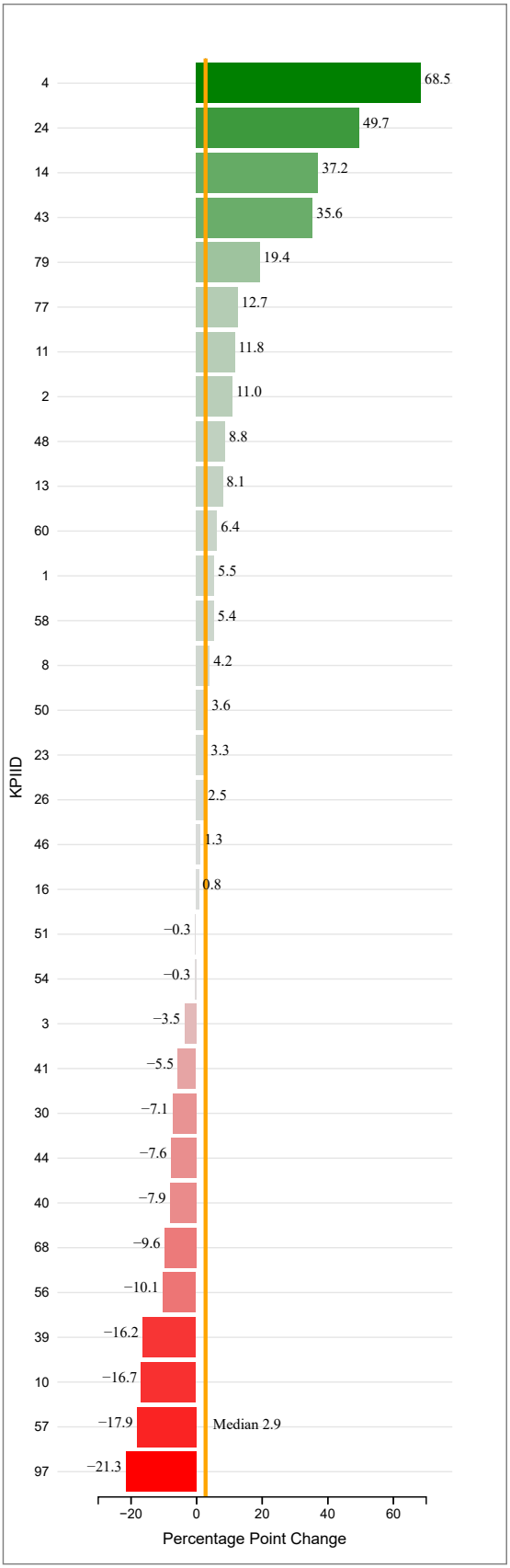
- Albuquerque
- East Baton Rouge
- Fayette County
- Jackson
- Jefferson
- Los Angeles
- Minneapolis
- Richmond
- San Francisco
- Shelby County
- Toledo
- Wichita

Best Quartile for Change in Performance

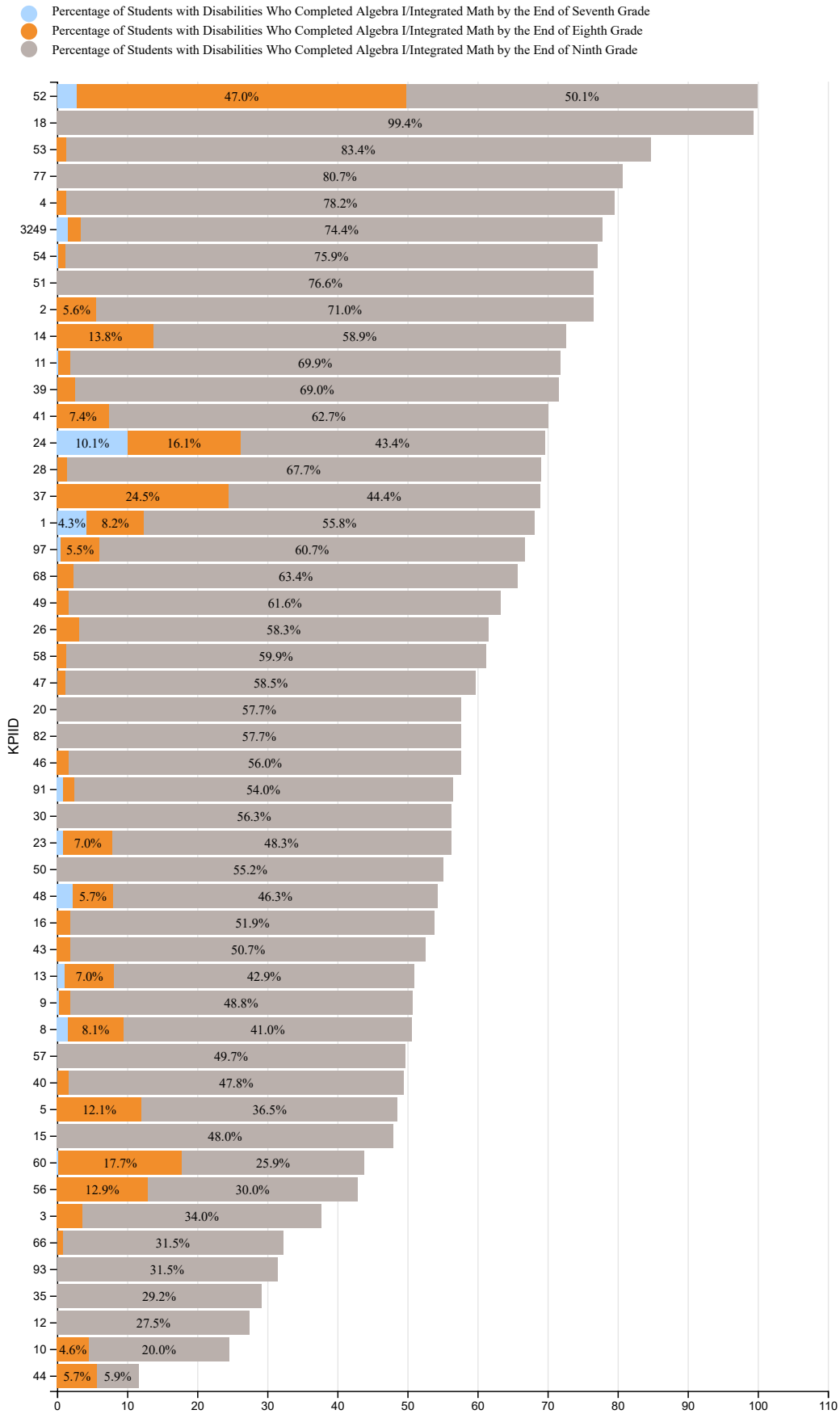
(2018-19 to 2021-22)

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

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



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

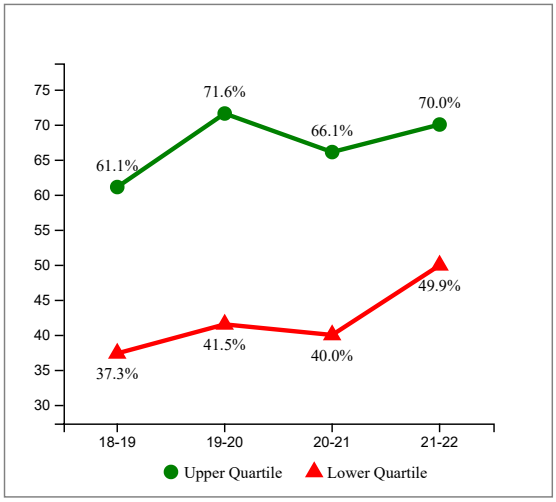


Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

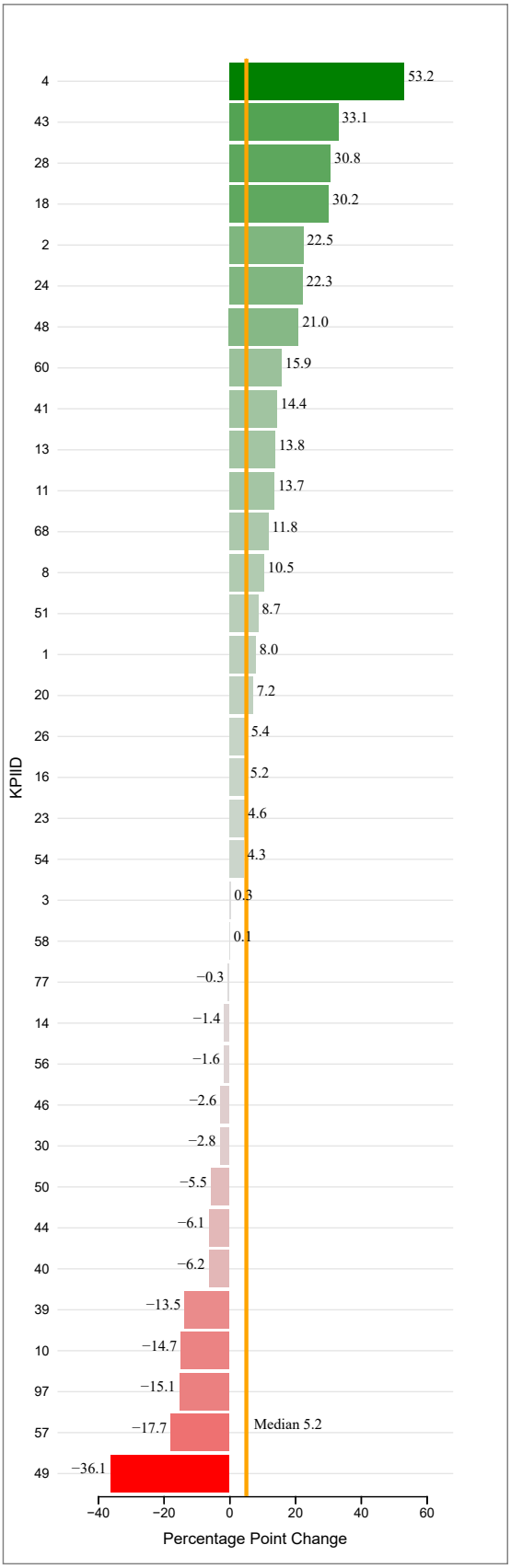
- Albuquerque
- Chicago
- Fayette County
- Houston
- Jefferson
- Los Angeles
- Minneapolis
- Oklahoma City
- Richmond
- San Francisco
- Shelby County
- Wichita

Best Quartile for Change in Performance

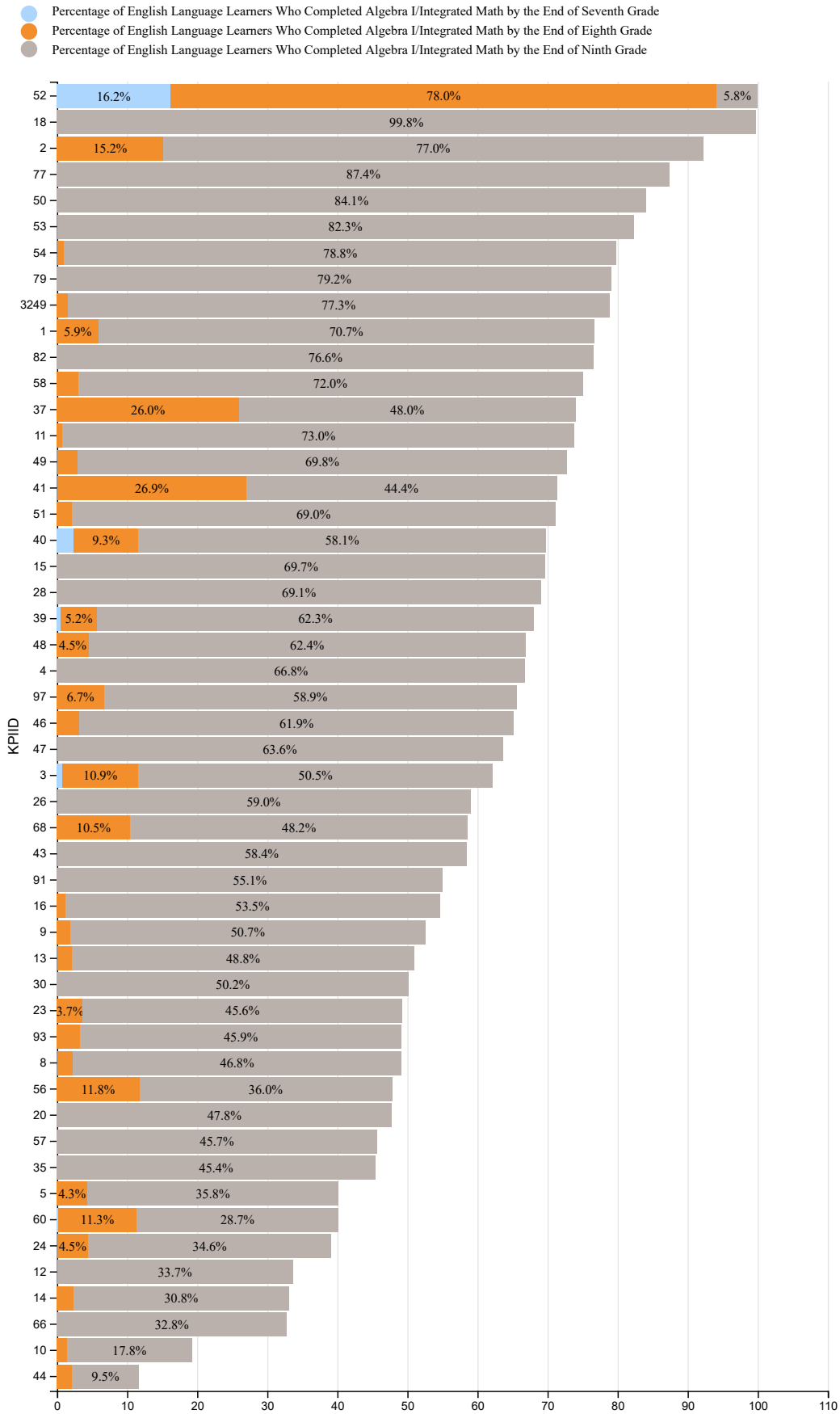
(2018-19 to 2021-22)

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

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



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

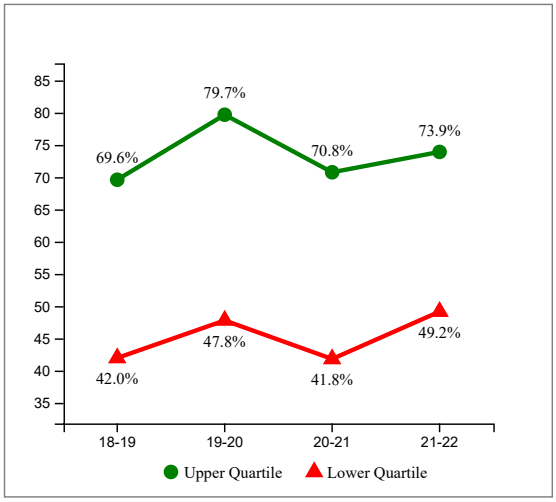


Percentage of English Language Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

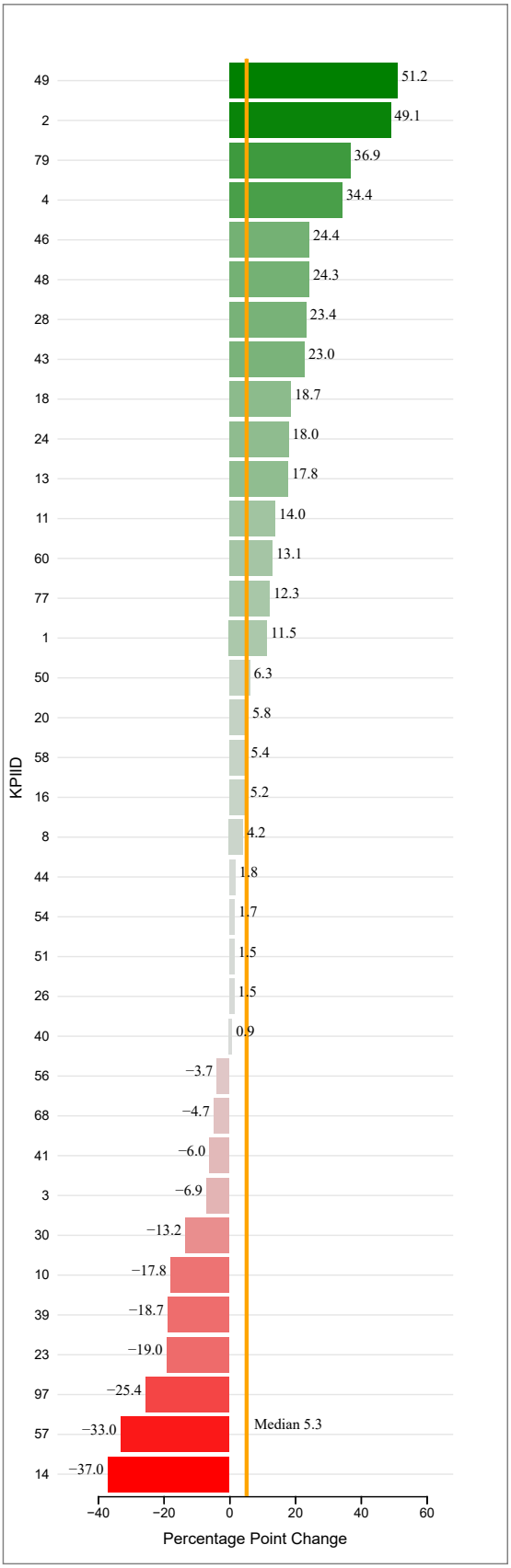
- Chicago
- Denver
- Detroit
- Fayette County
- Jefferson
- Minneapolis
- Philadelphia
- Phoenix Union High School District
- Richmond
- San Francisco
- Seattle
- Shelby County
- Toledo

Best Quartile for Change in Performance

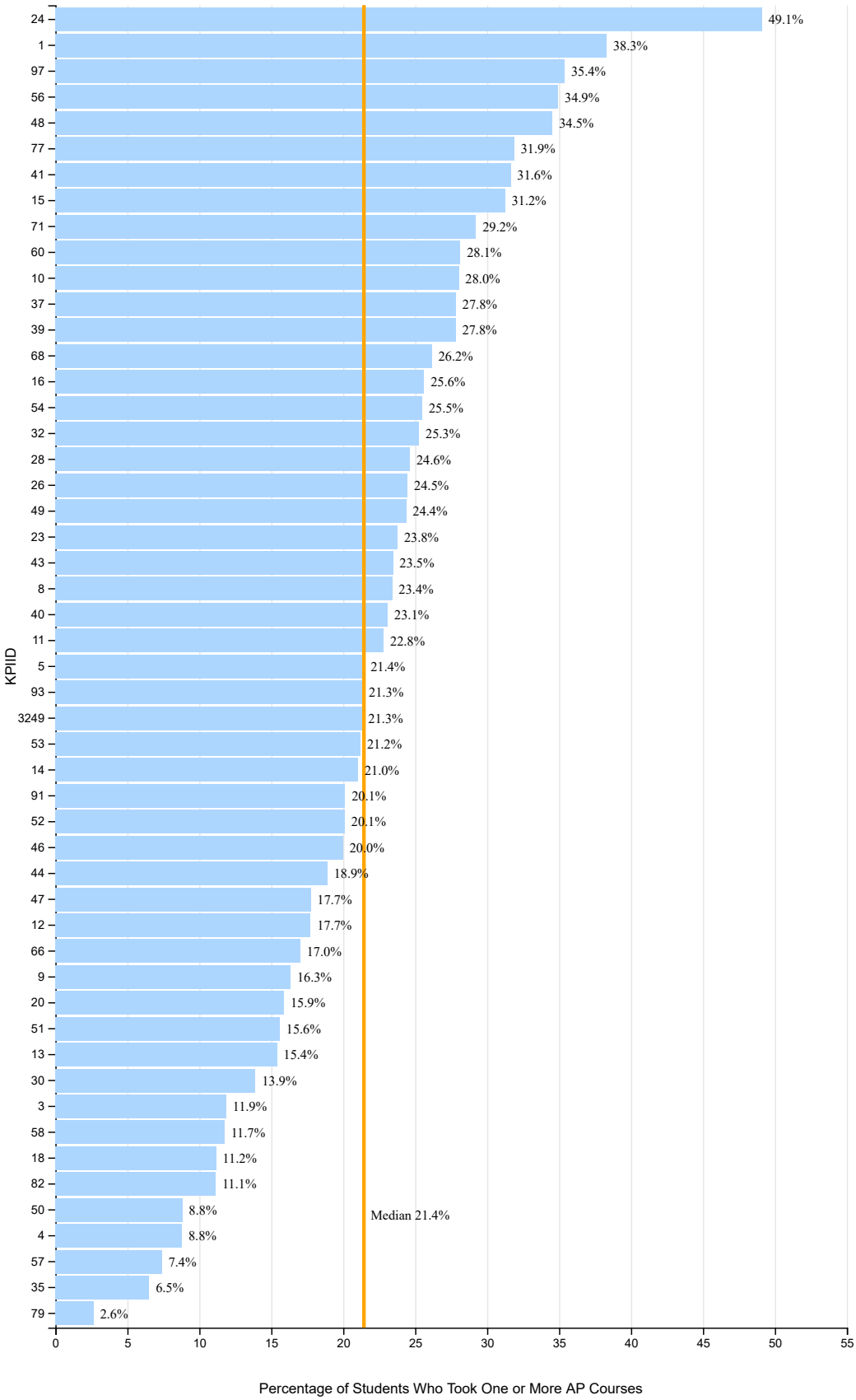
(2018-19 to 2021-22)

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

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



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

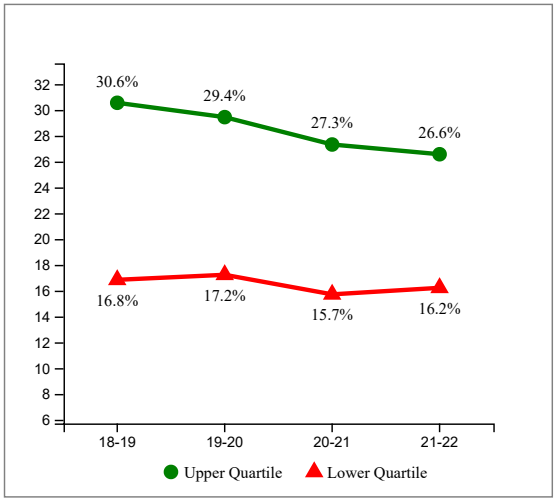


Percentage of Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

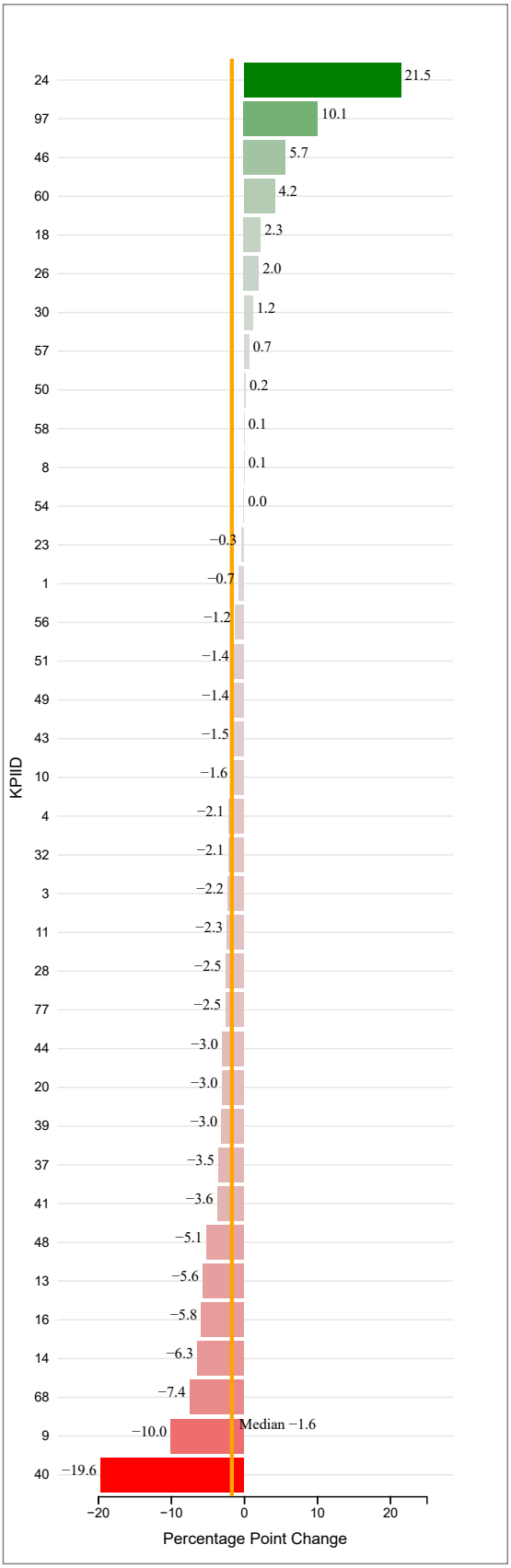
- Austin
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Houston
- Jackson
- Long Beach
- New York
- Orange County
- Pinellas
- San Francisco
- Seattle

Best Quartile for Change in Performance

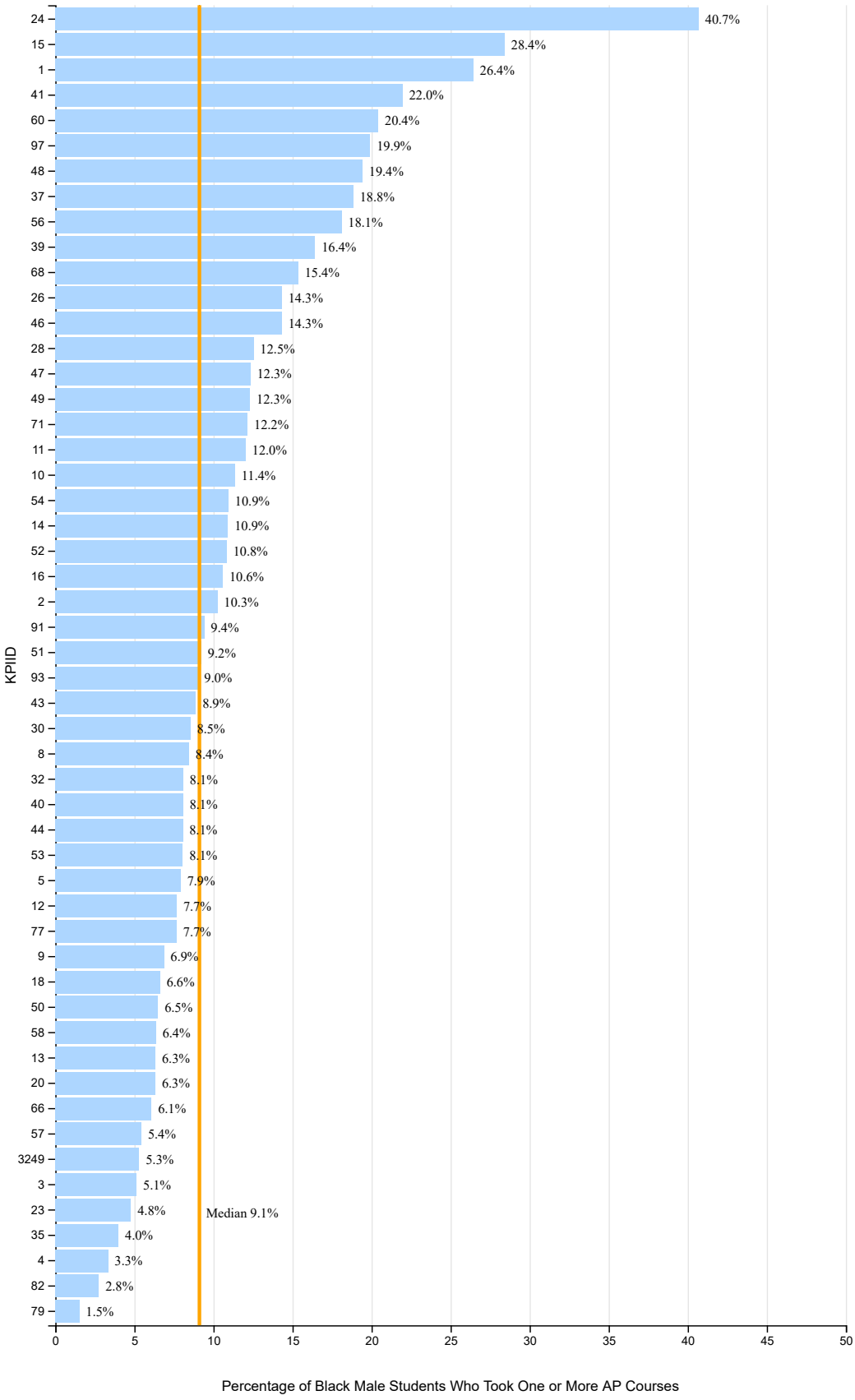
(2018-19 to 2021-22)

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

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



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

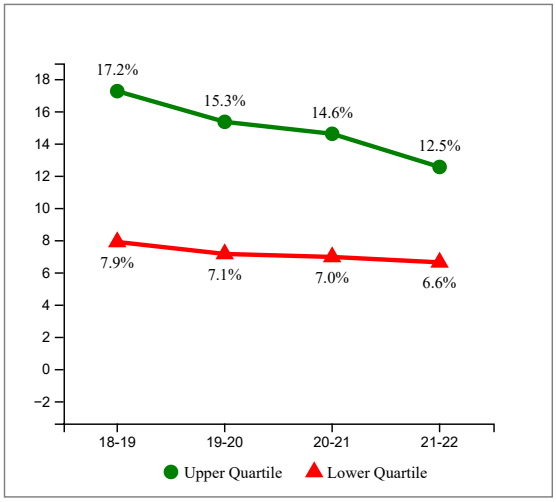


Percentage of Black Male Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

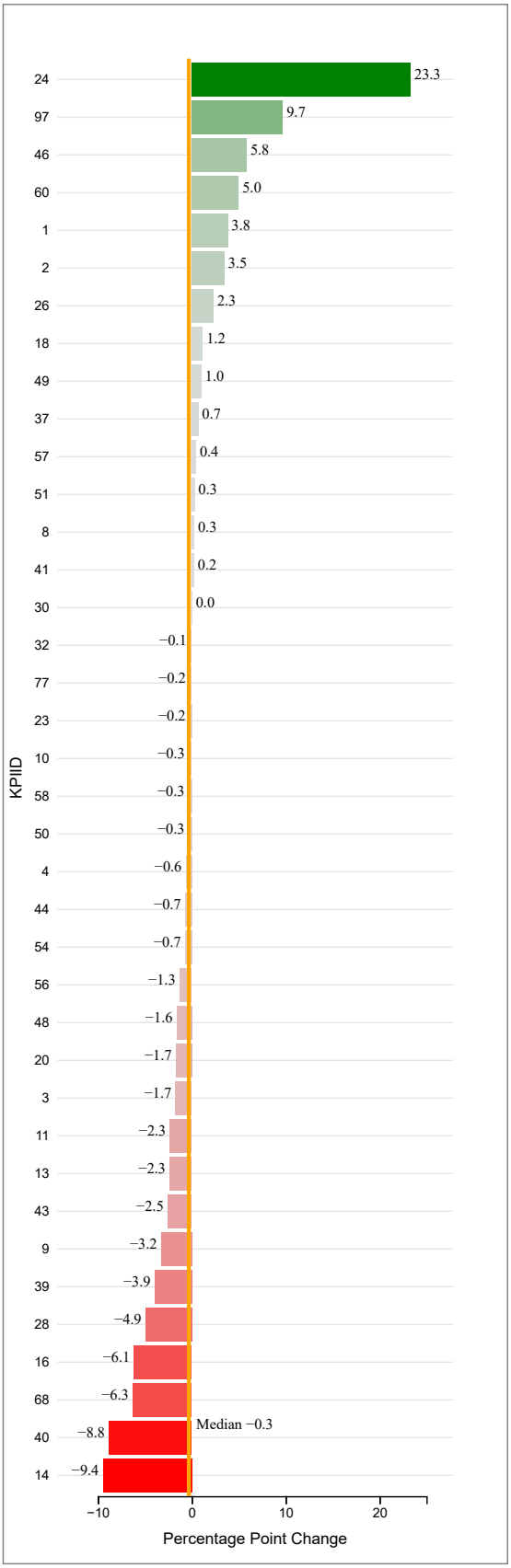
- Arlington
- Baltimore City
- Boston
- Dallas
- Denver
- East Baton Rouge
- Houston
- Jackson
- Long Beach
- New York
- Orange County
- Pinellas
- Seattle

Best Quartile for Change in Performance

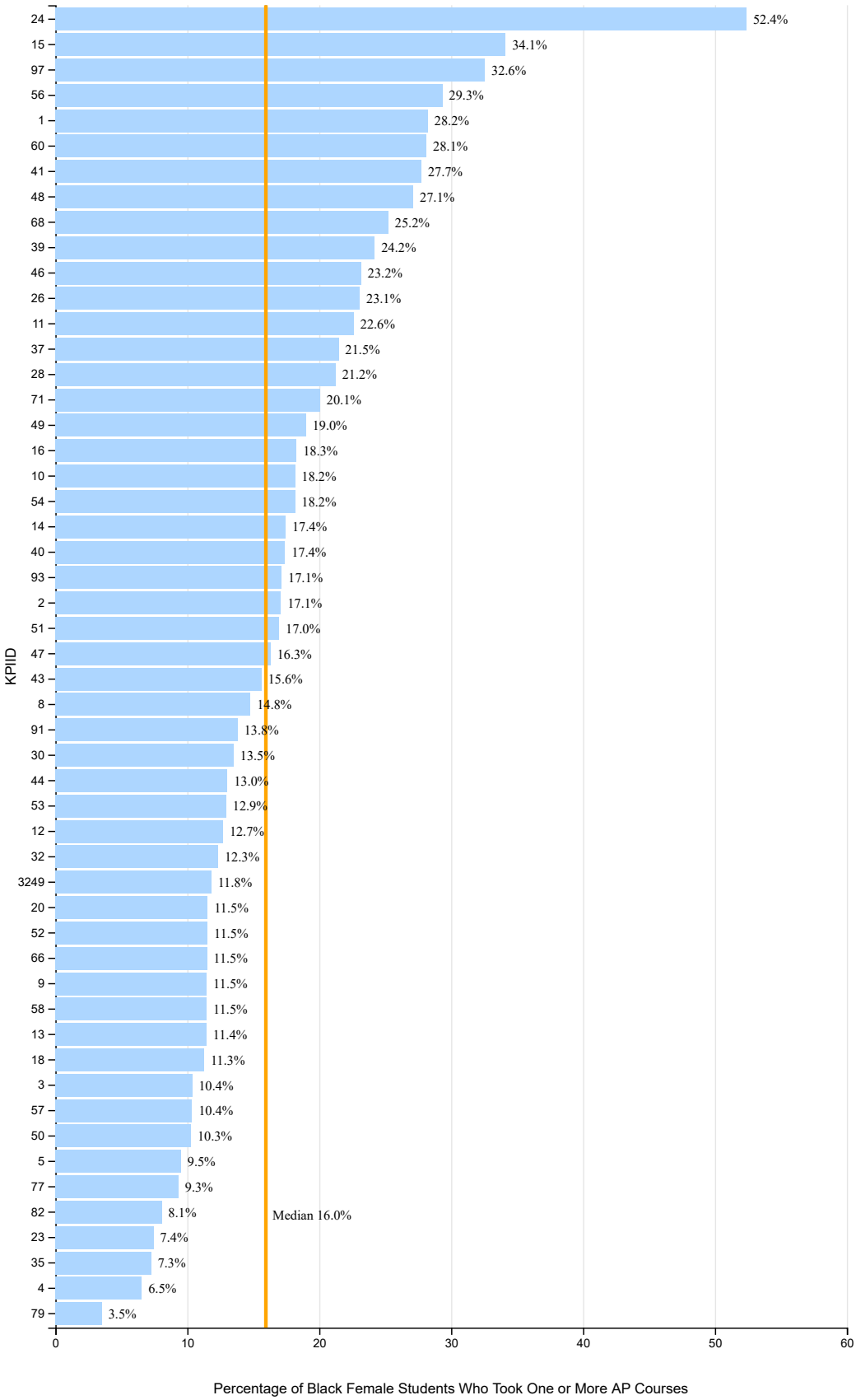
(2018-19 to 2021-22)

- Baltimore City
- Boston
- Denver
- East Baton Rouge
- Guilford County
- New York
- Pinellas
- Richmond
- Seattle
- Shelby County

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



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

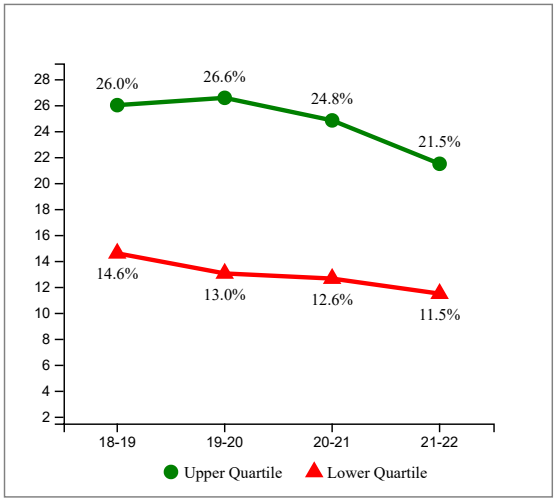


Percentage of Black Female Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

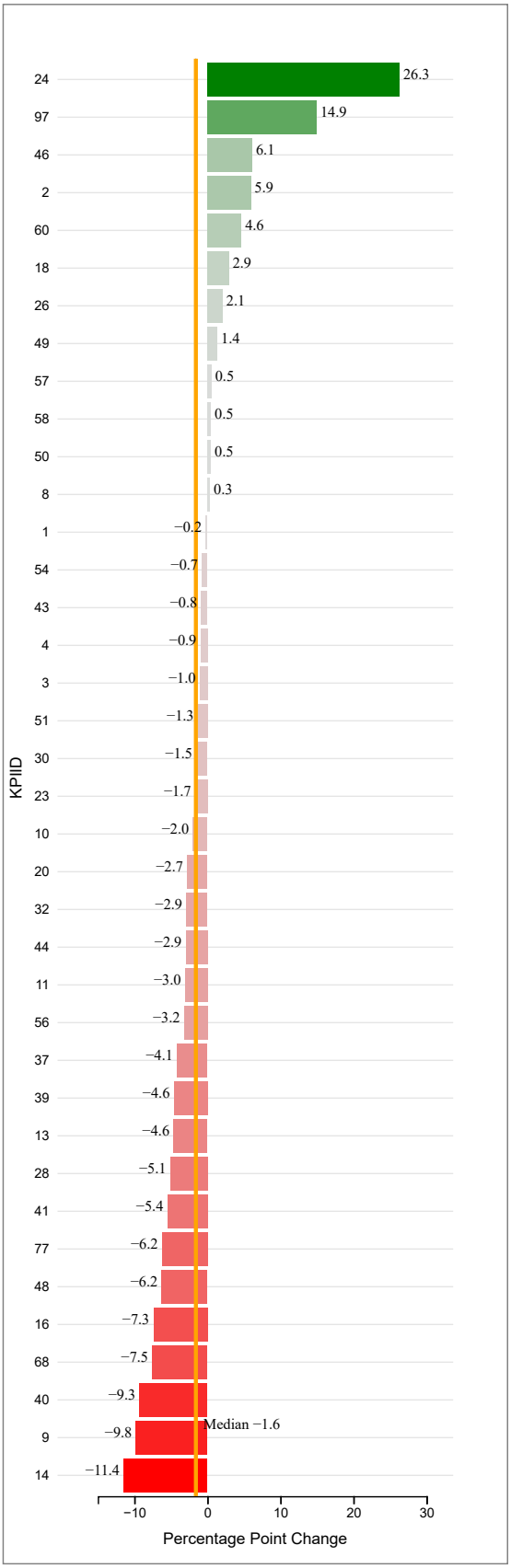
- Arlington
- Baltimore City
- Boston
- Dallas
- East Baton Rouge
- Houston
- Jackson
- Long Beach
- Los Angeles
- New York
- Orange County
- Pinellas
- Seattle

Best Quartile for Change in Performance

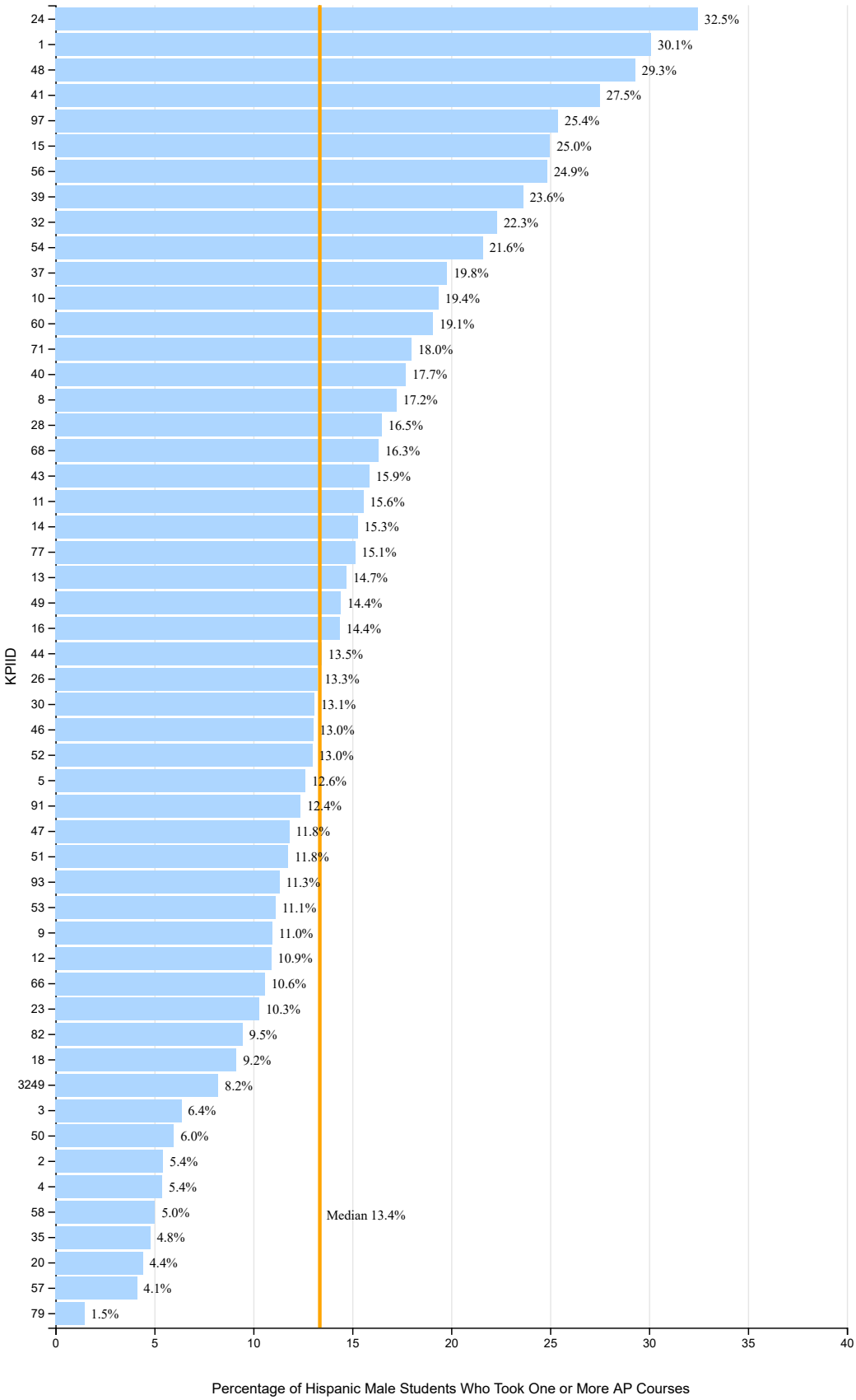
(2018-19 to 2021-22)

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

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



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

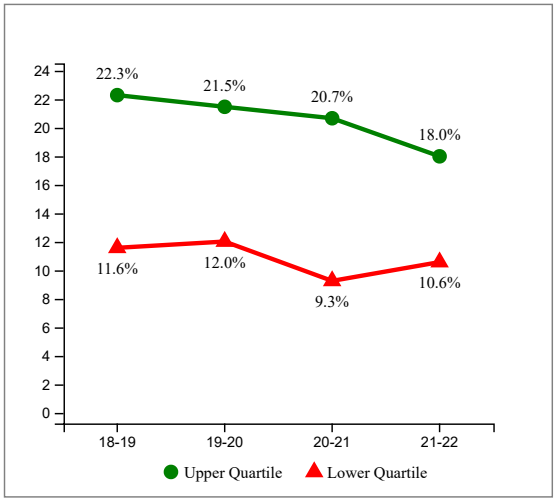


Percentage of Hispanic Male Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

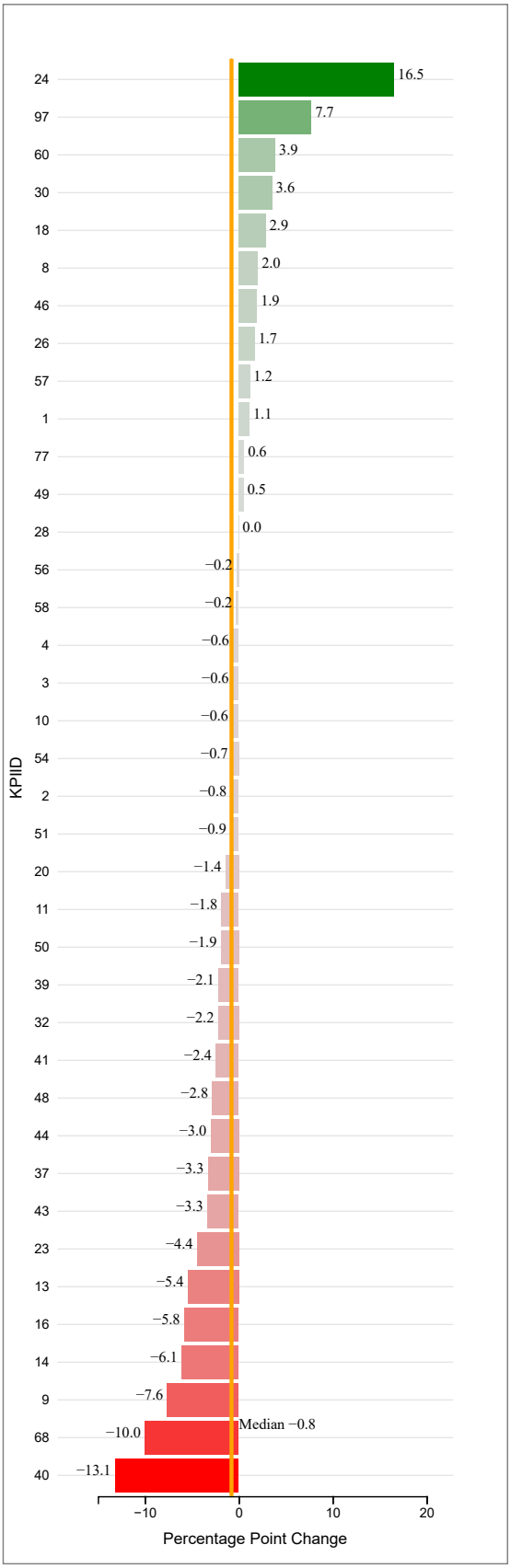
- Chicago
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Houston
- Jackson
- Long Beach
- Miami
- New York
- Orange County
- Pinellas
- Seattle

Best Quartile for Change in Performance

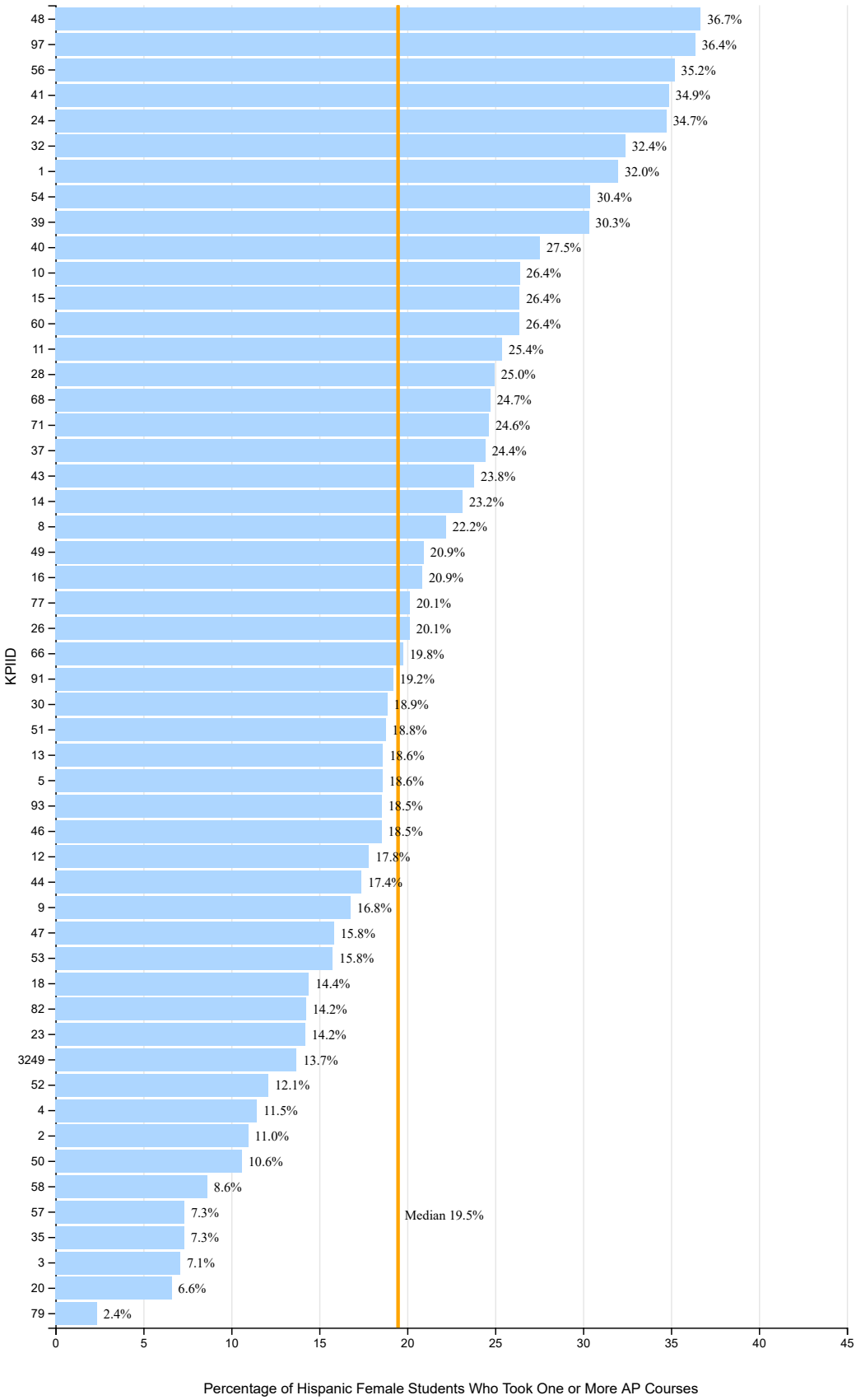
(2018-19 to 2021-22)

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

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



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

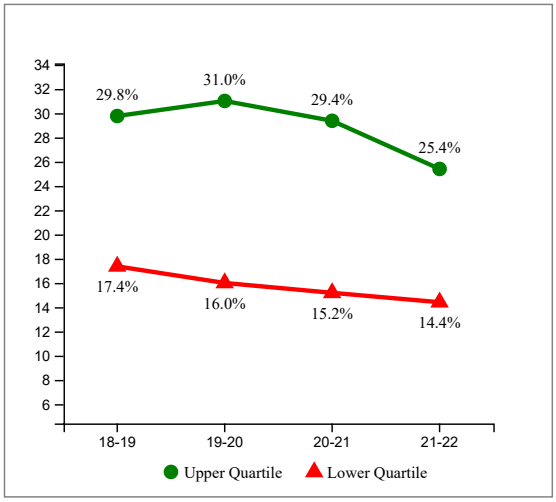


Percentage of Hispanic Female Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

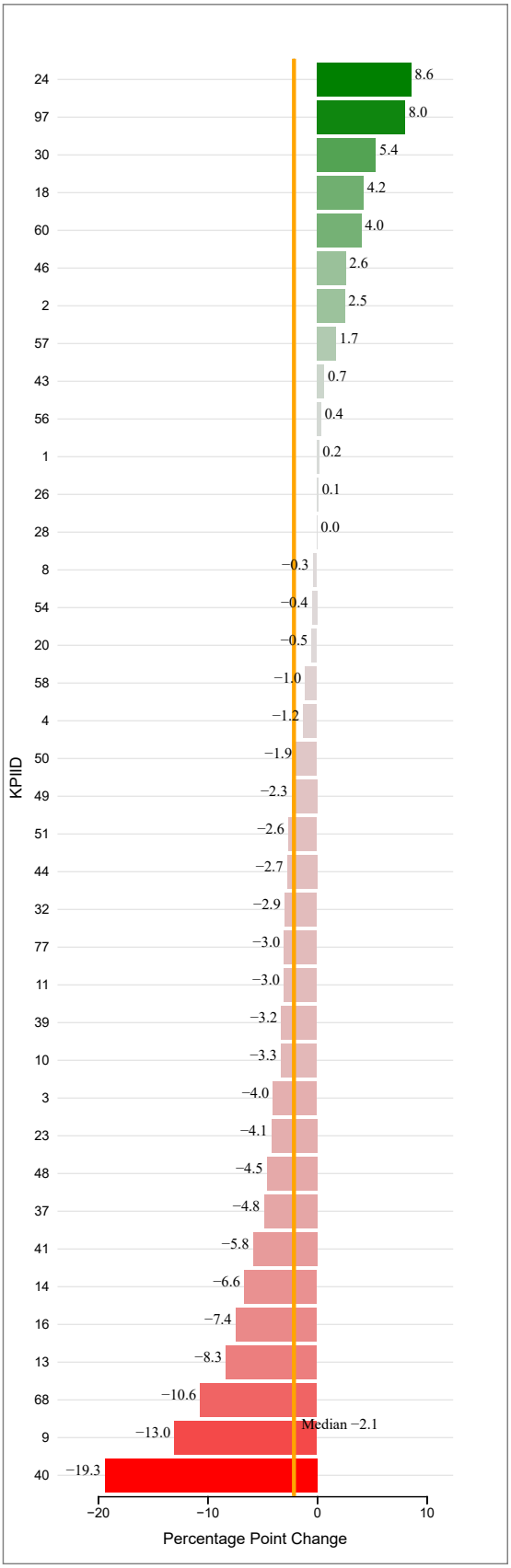
- Chicago
- Dallas
- East Baton Rouge
- Fort Worth
- Hillsborough County
- Houston
- Jackson
- Long Beach
- Miami
- New York
- Orange County
- Pinellas
- Seattle

Best Quartile for Change in Performance

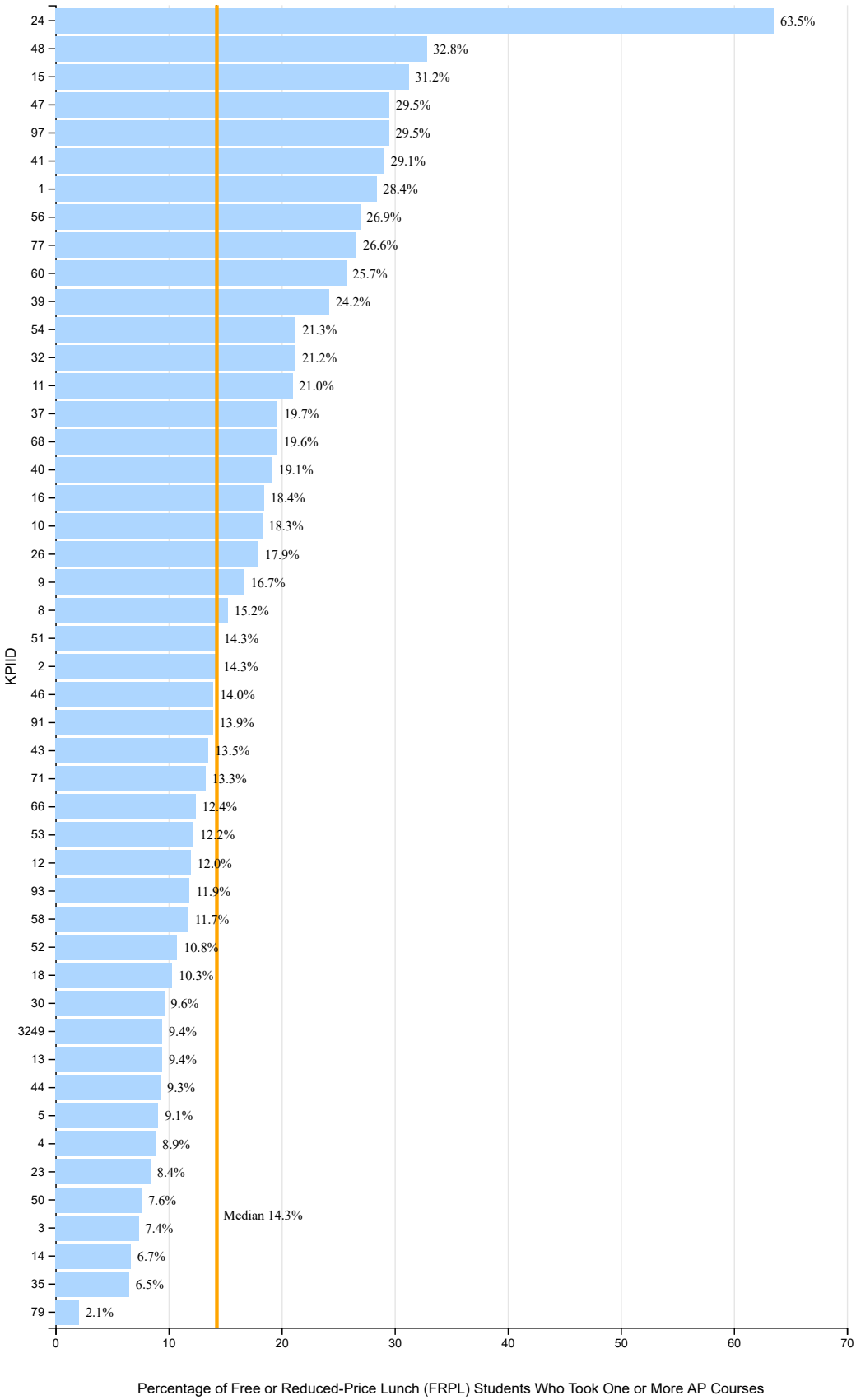
(2018-19 to 2021-22)

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

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



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

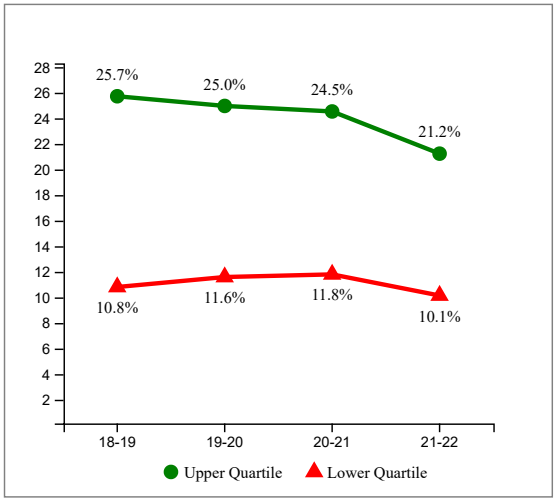


Percentage of Free or Reduced-Price Lunch (FRPL) Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

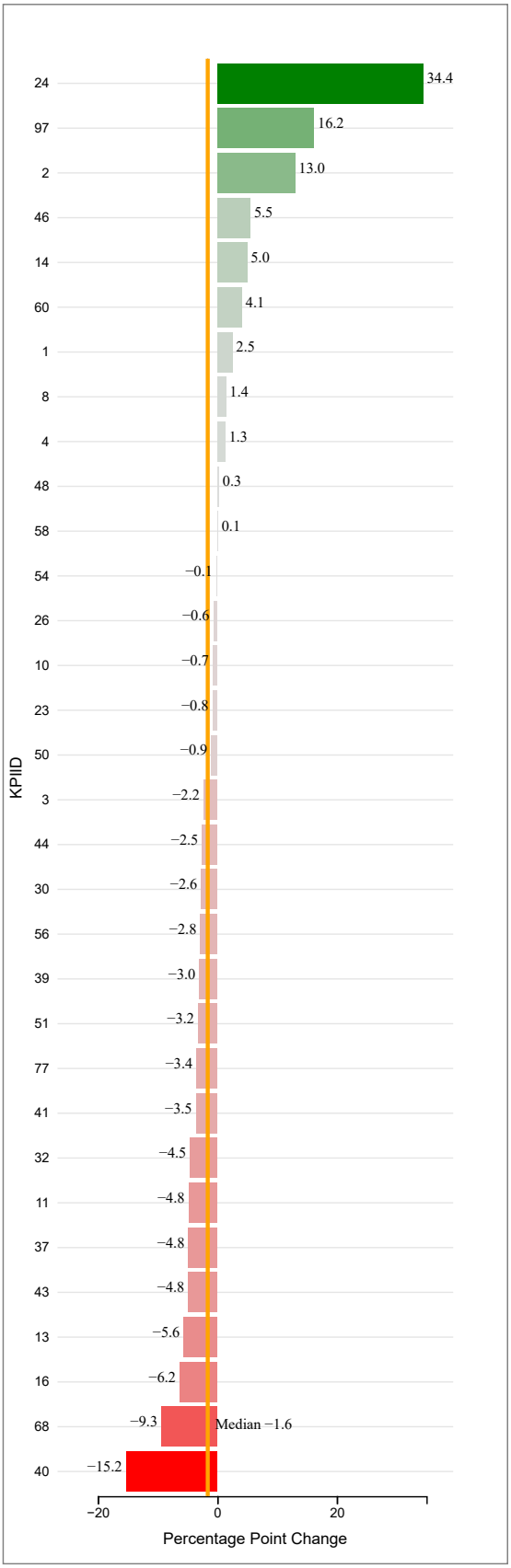
- Chicago
- Dallas
- East Baton Rouge
- Houston
- Jackson
- Long Beach
- Nashville
- New York
- Orange County
- Pinellas
- San Francisco
- Seattle

Best Quartile for Change in Performance

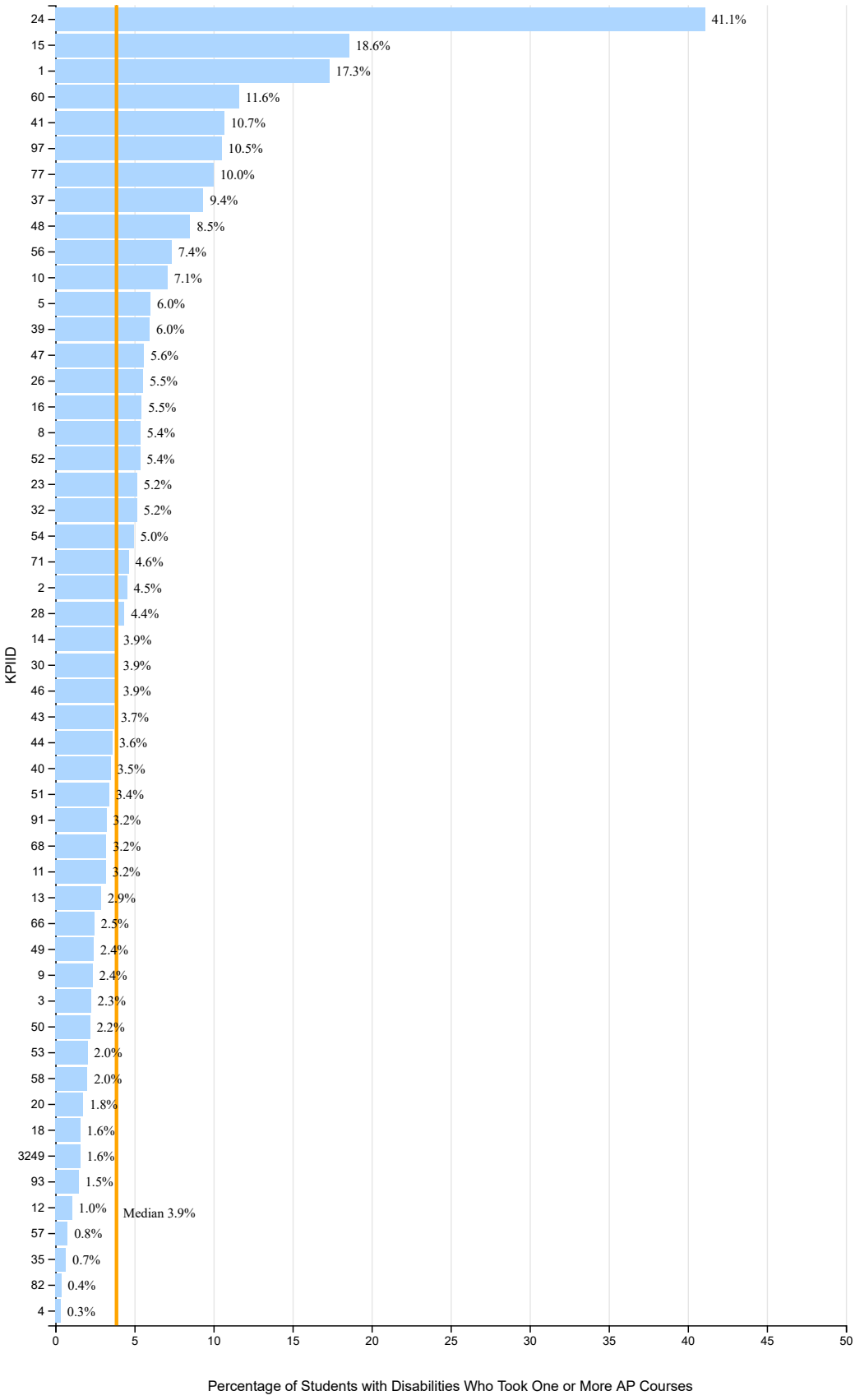
(2018-19 to 2021-22)

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

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



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

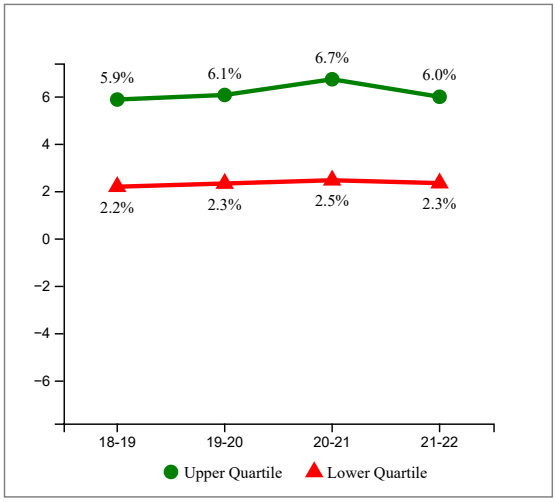


Percentage of Students with Disabilities Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

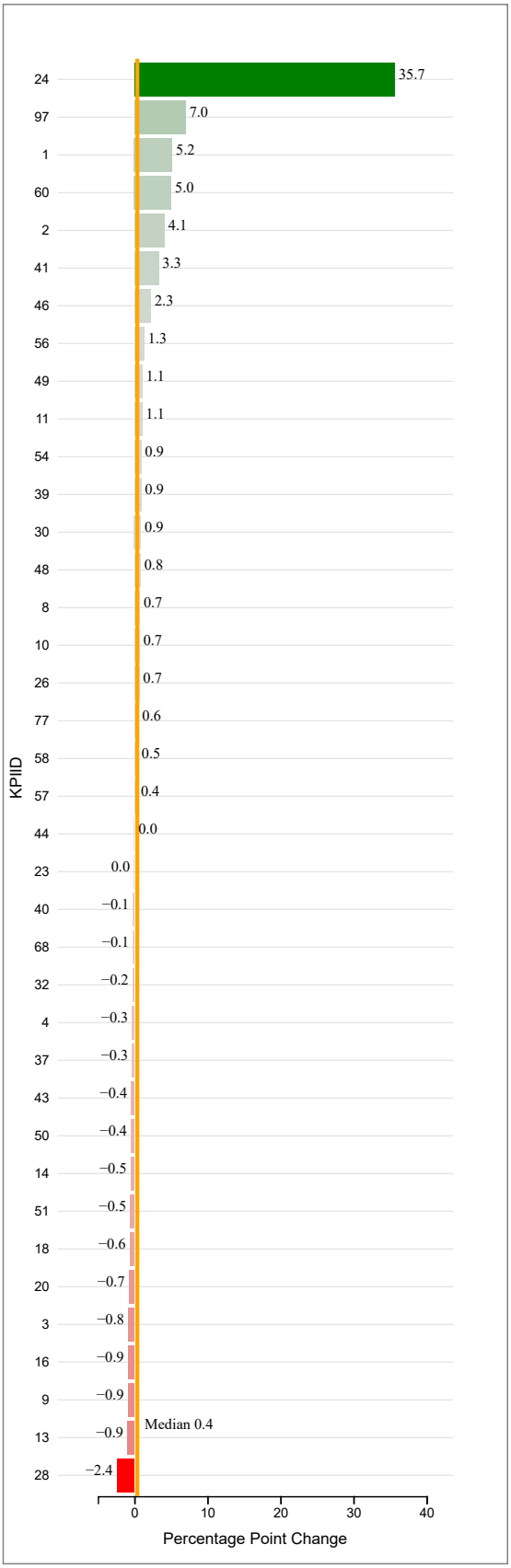
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Houston
- Jackson
- Long Beach
- New York
- Orange County
- Pinellas
- Portland
- San Francisco
- Seattle

Best Quartile for Change in Performance

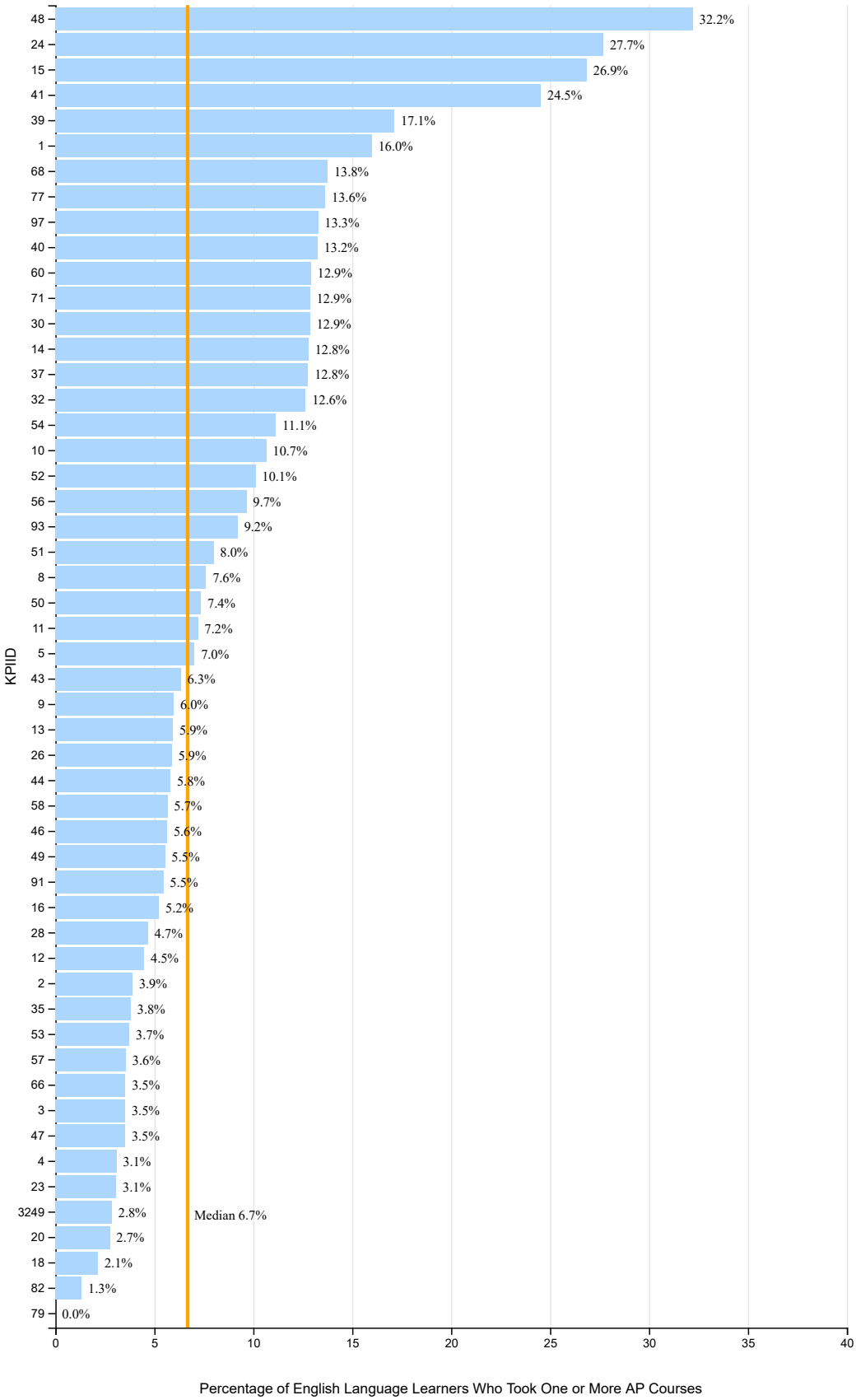
(2018-19 to 2021-22)

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

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



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

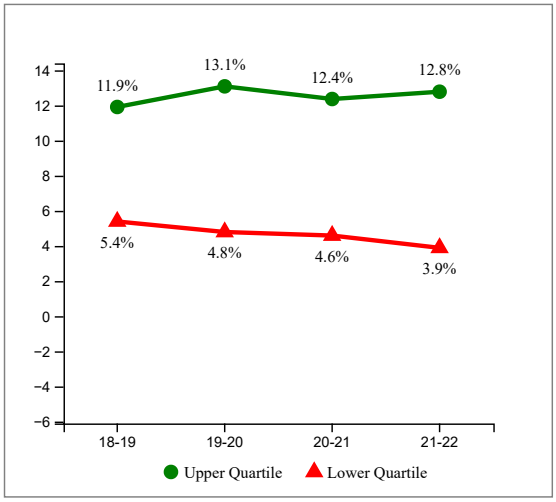


Percentage of English Language Learners Who Took One or More AP Courses

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

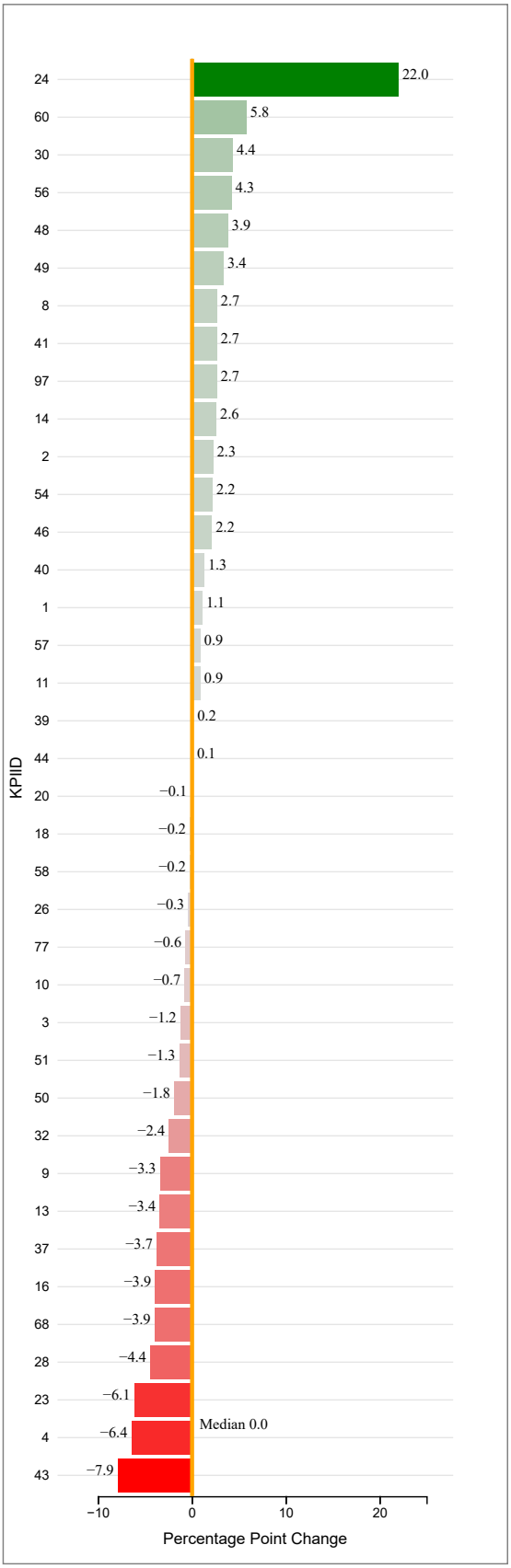
- Arlington
- Austin
- Dallas
- East Baton Rouge
- Fort Worth
- Houston
- Jackson
- Milwaukee
- New York
- Orange County
- Pinellas
- San Francisco
- Seattle

Best Quartile for Change in Performance

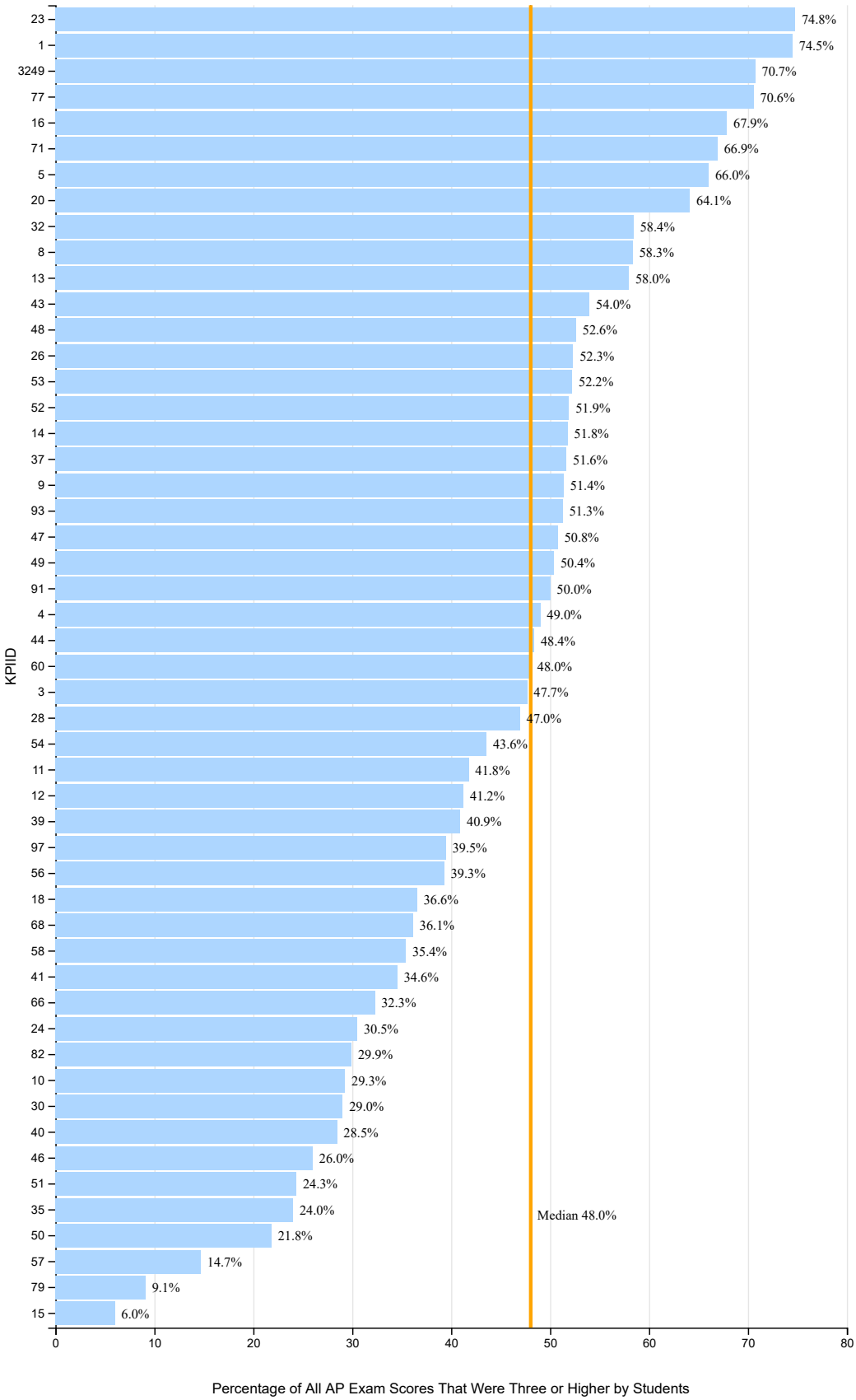
(2018-19 to 2021-22)

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

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



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

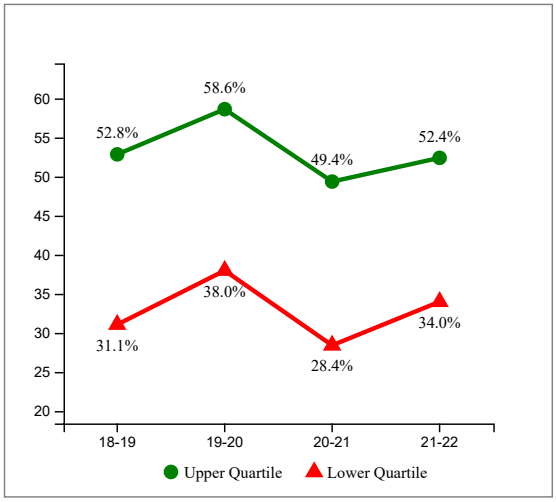


Percentage of All AP Exam Scores That Were Three or Higher by Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

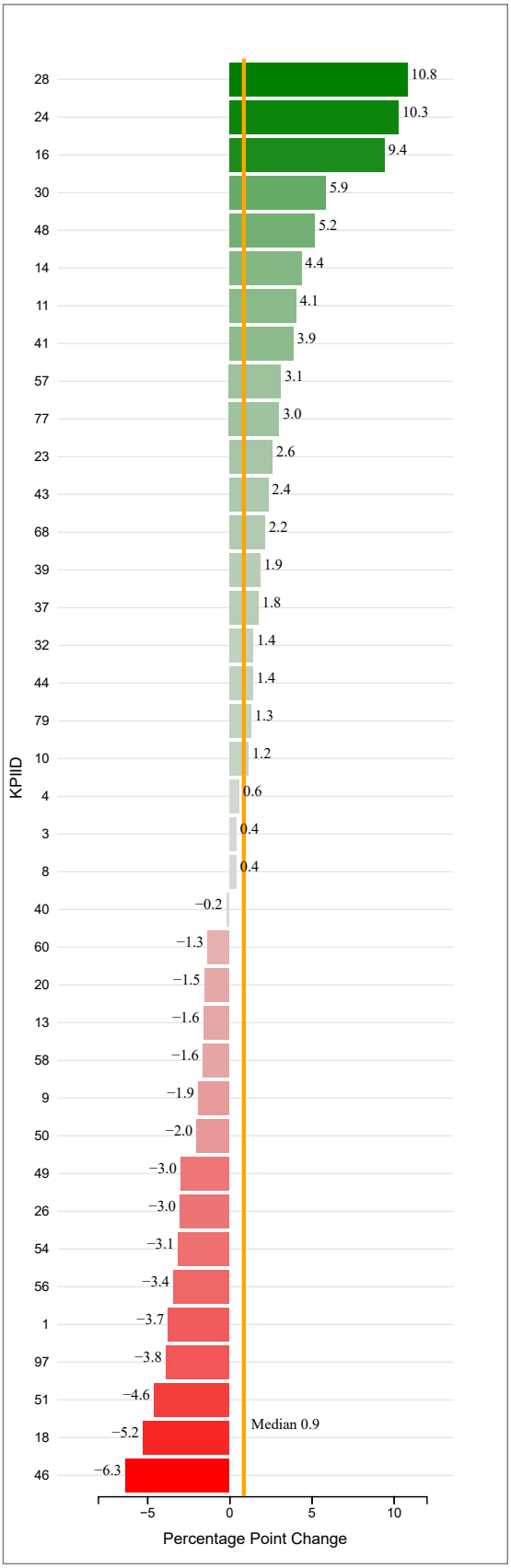
- Austin
- Broward County
- Charleston
- Cincinnati
- Fayette County
- Miami
- Orange County
- Palm Beach
- Pittsburgh
- Portland
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

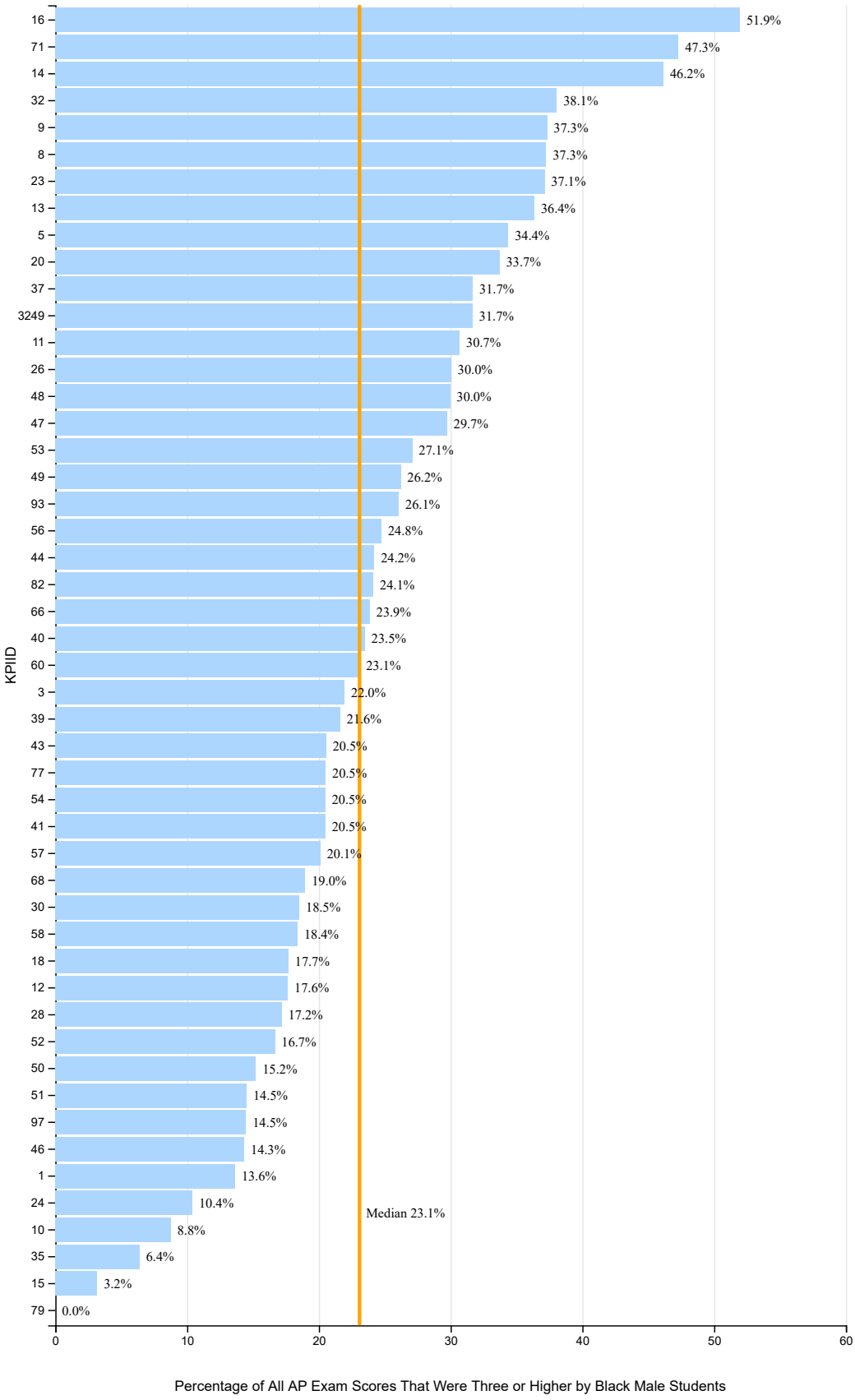
(2018-19 to 2021-22)

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

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



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

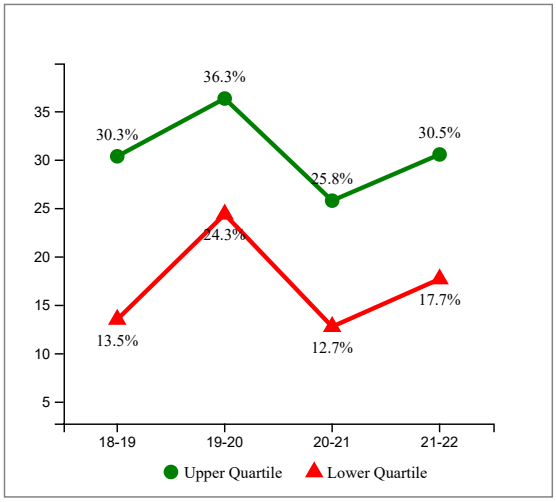


Percentage of All AP Exam Scores That Were Three or Higher by Black Male Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

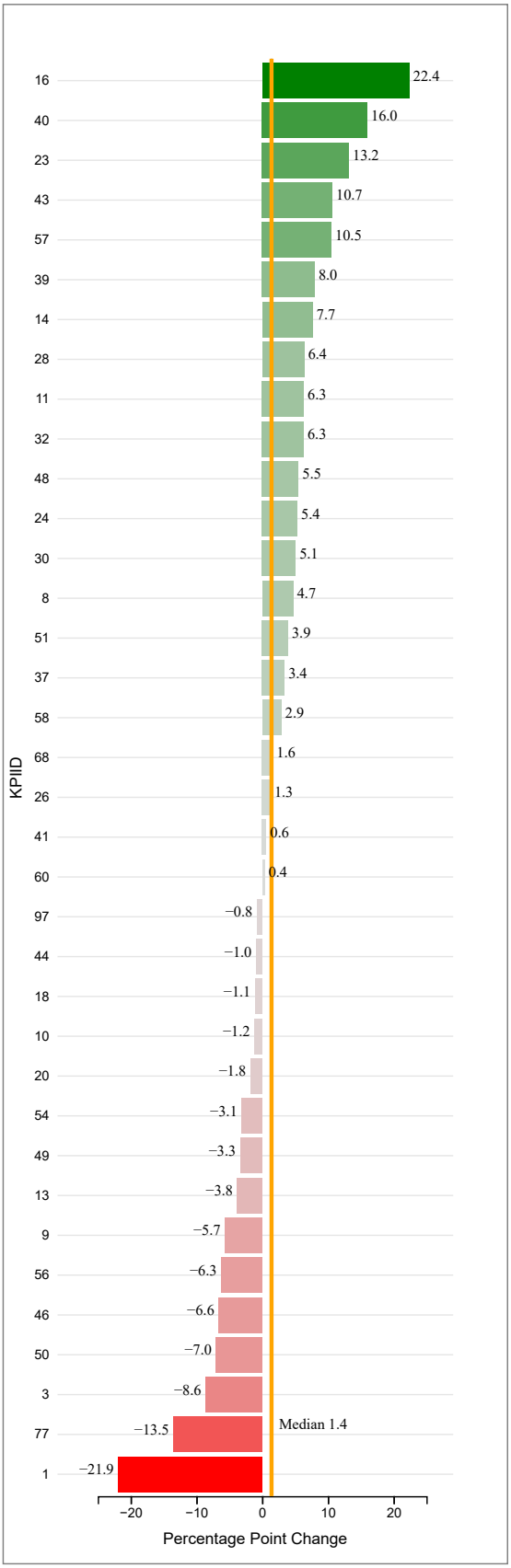
- Albuquerque
- Austin
- Broward County
- Charleston
- Cincinnati
- Clark County
- Denver
- Fayette County
- Miami
- Palm Beach
- Portland
- San Diego

Best Quartile for Change in Performance

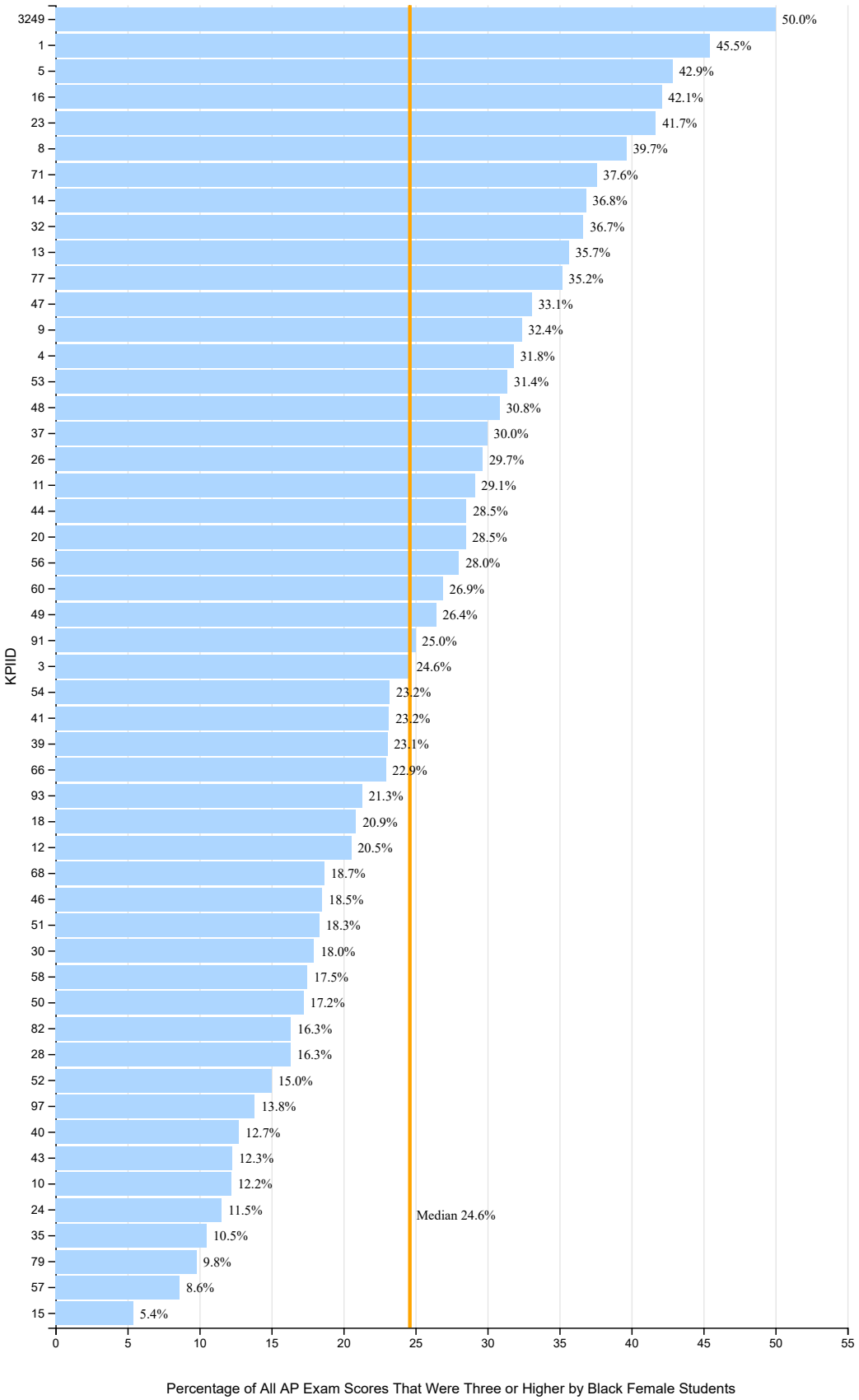
(2018-19 to 2021-22)

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

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



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

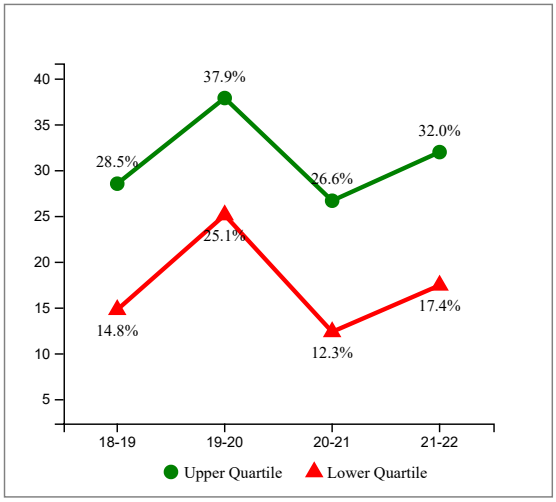


Percentage of All AP Exam Scores That Were Three or Higher by Black Female Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

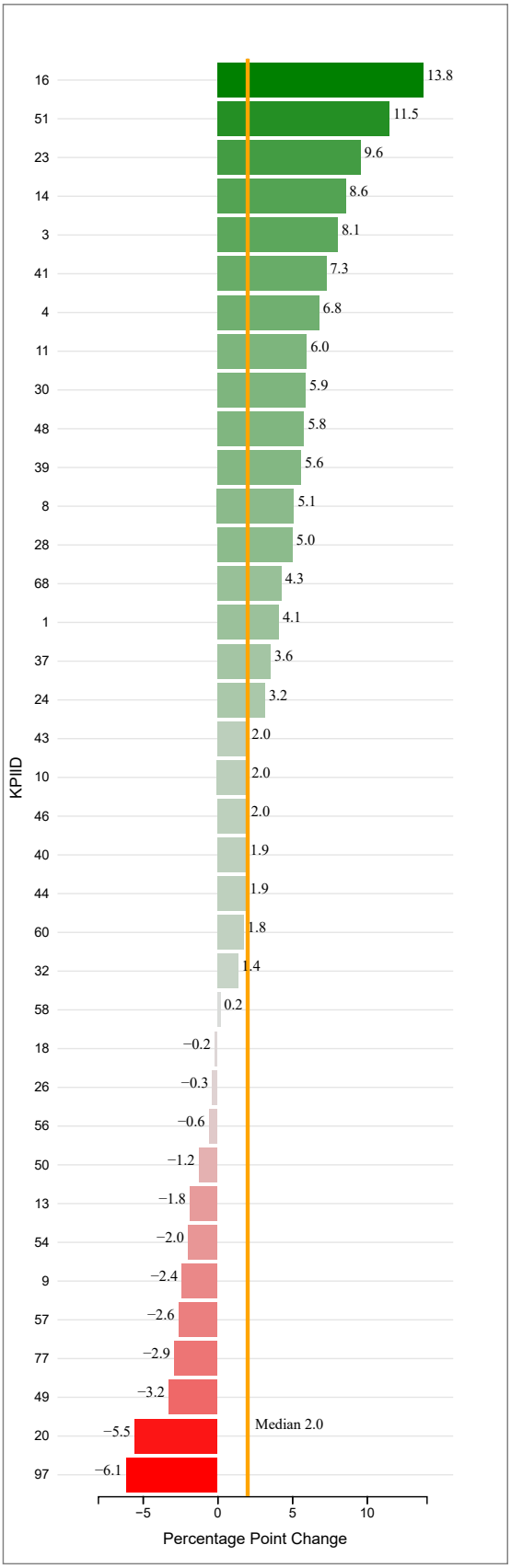
- Albuquerque
- Austin
- Broward County
- Charleston
- Clark County
- Fayette County
- Miami
- Nashville
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

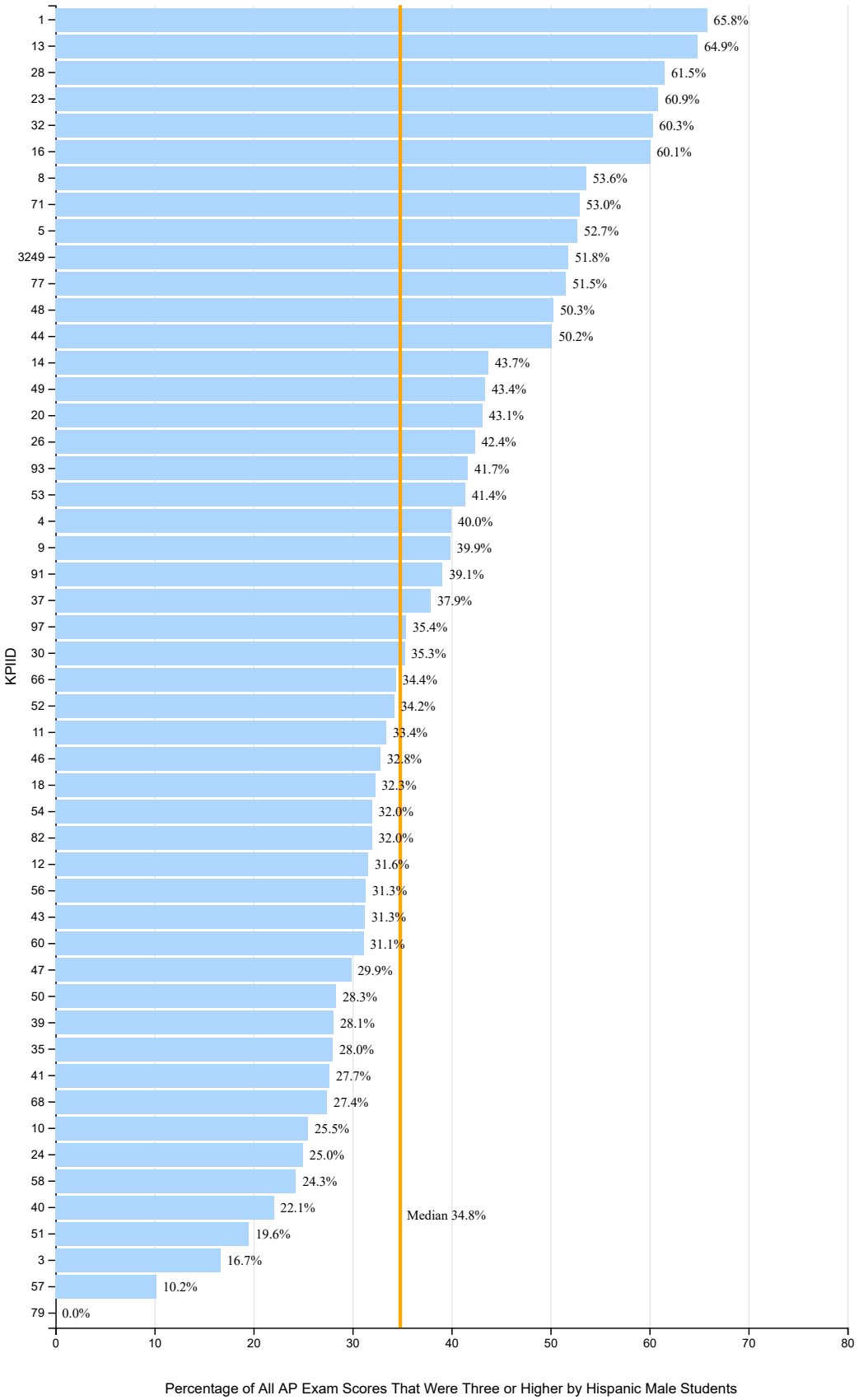
(2018-19 to 2021-22)

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

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



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

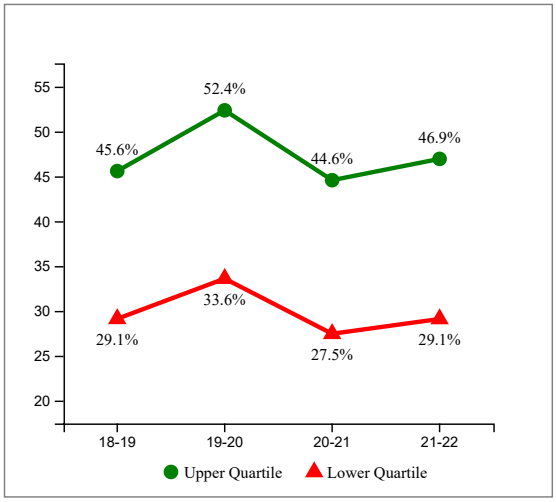


Percentage of All AP Exam Scores That Were Three or Higher by Hispanic Male Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

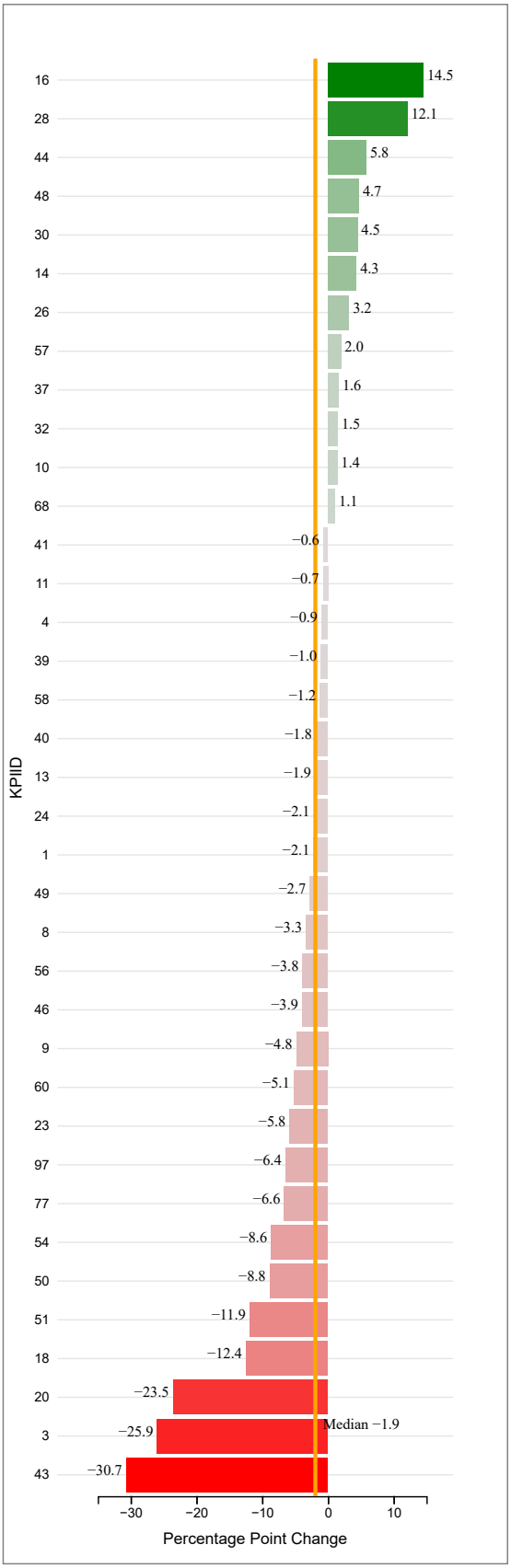
- Atlanta
- Austin
- Broward County
- Charleston
- Duval County
- Fayette County
- Miami
- Orange County
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

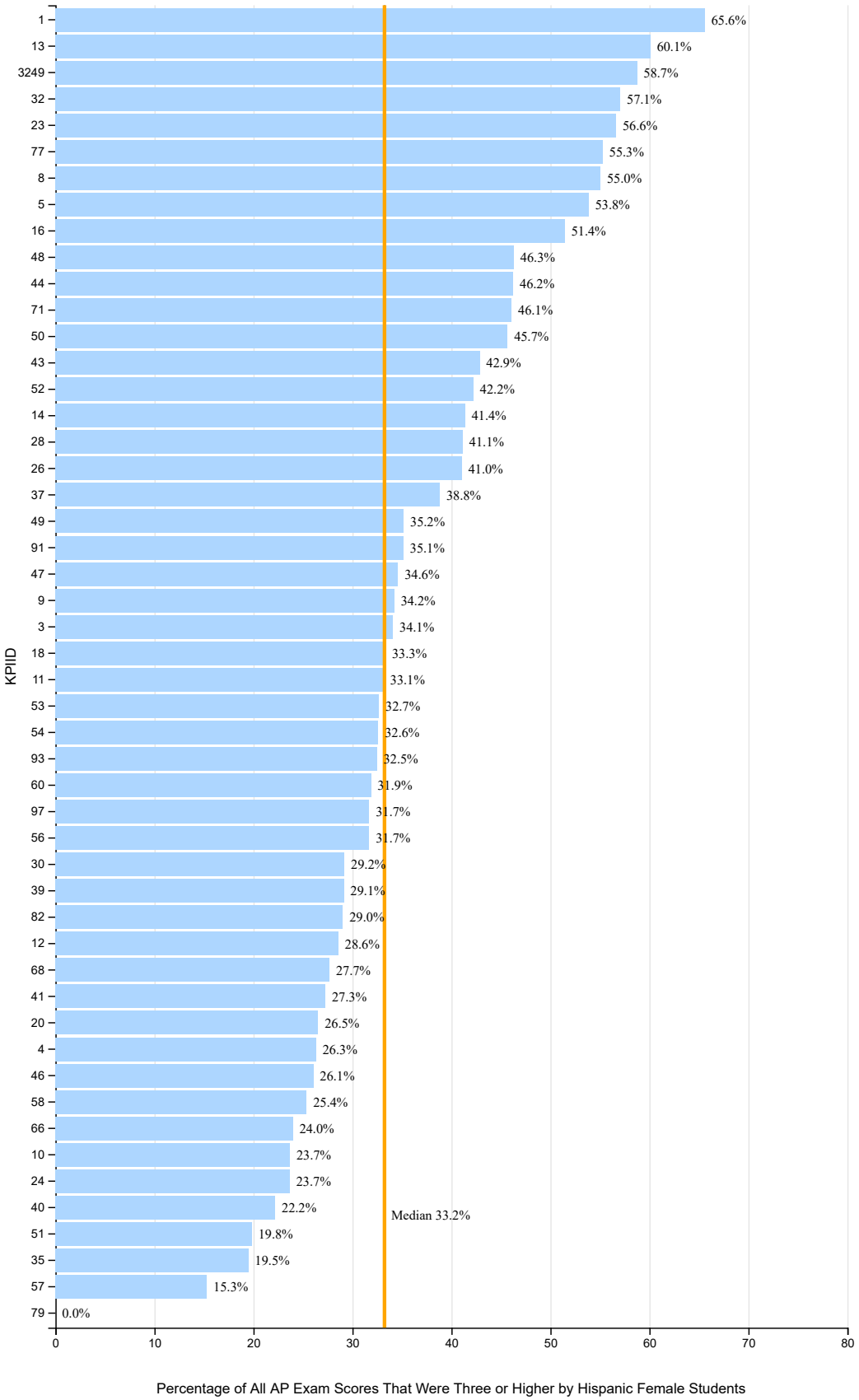
(2018-19 to 2021-22)

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

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



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

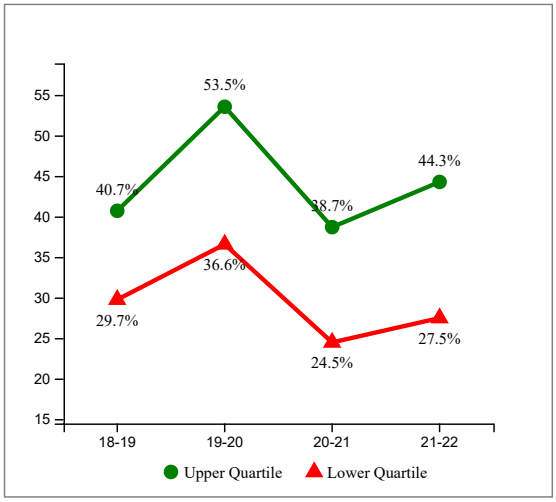


Percentage of All AP Exam Scores That Were Three or Higher by Hispanic Female Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

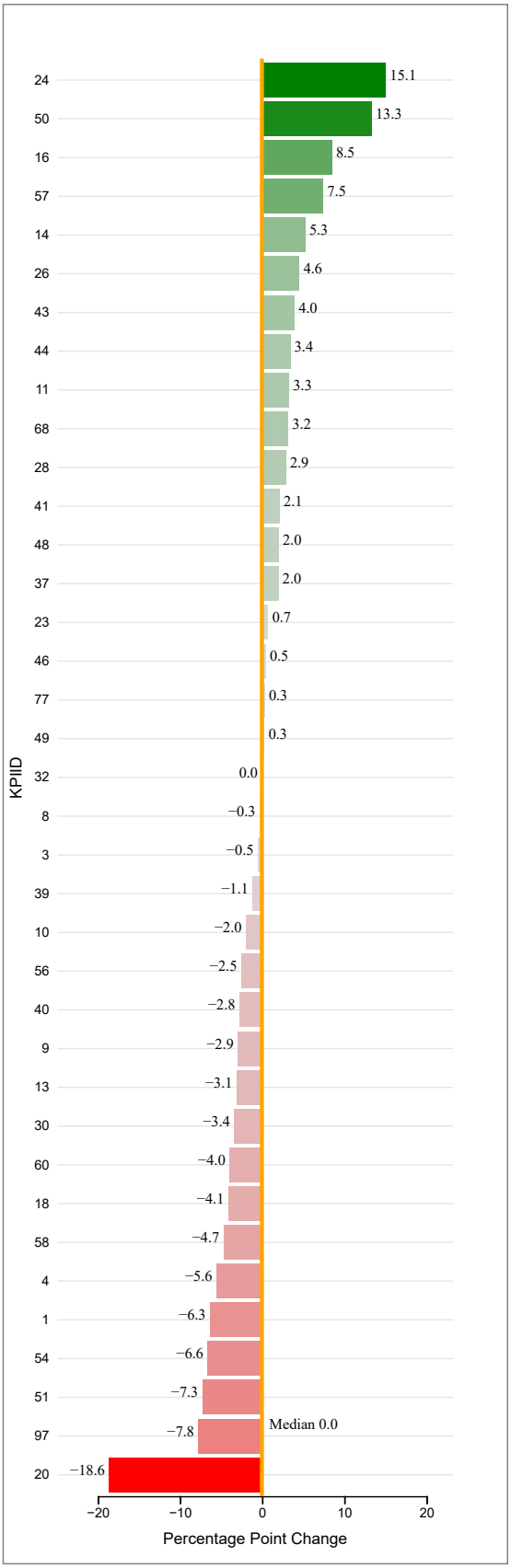
- Austin
- Broward County
- Charleston
- Detroit
- Duval County
- Fayette County
- Miami
- Orange County
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

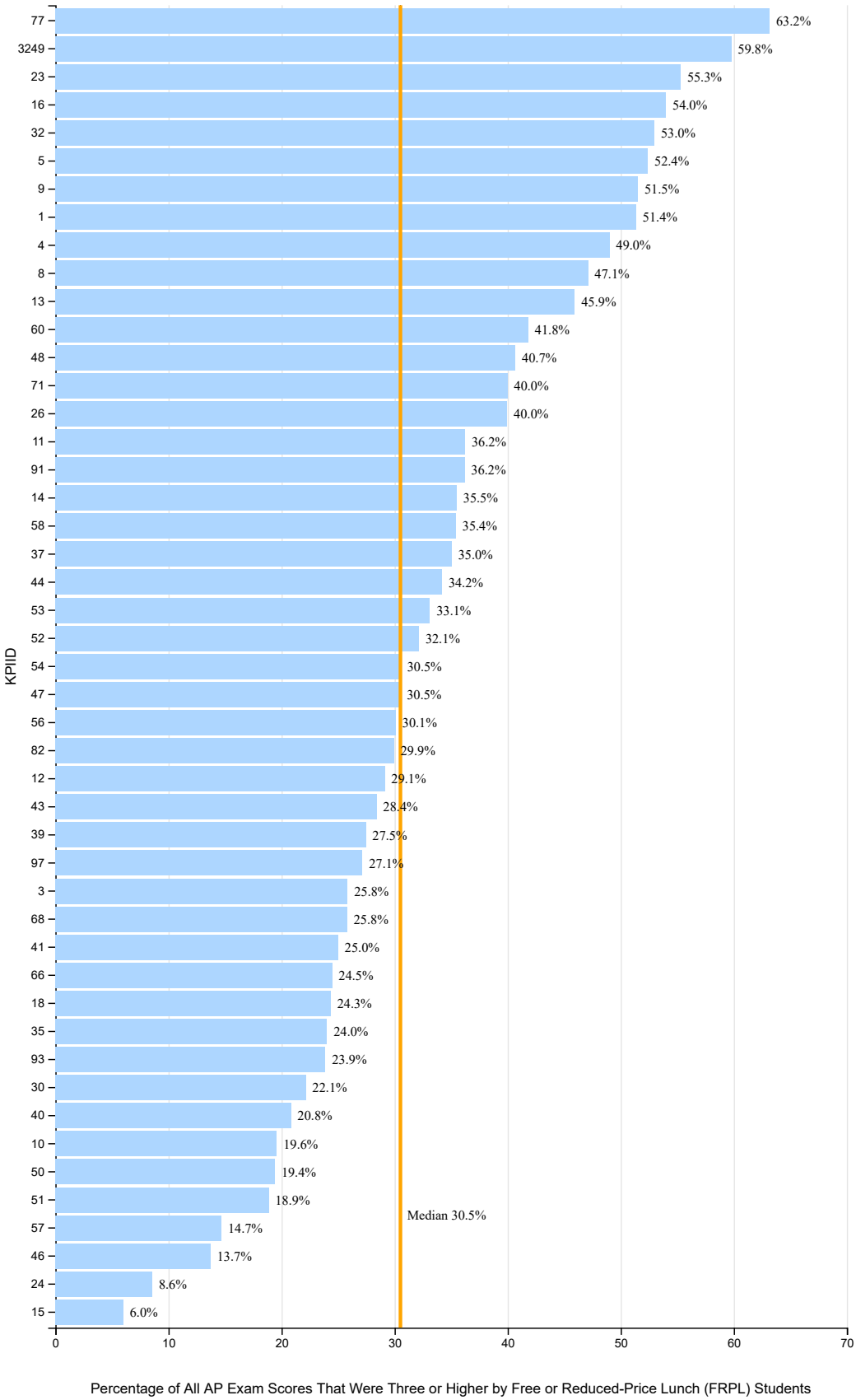
(2018-19 to 2021-22)

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

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



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

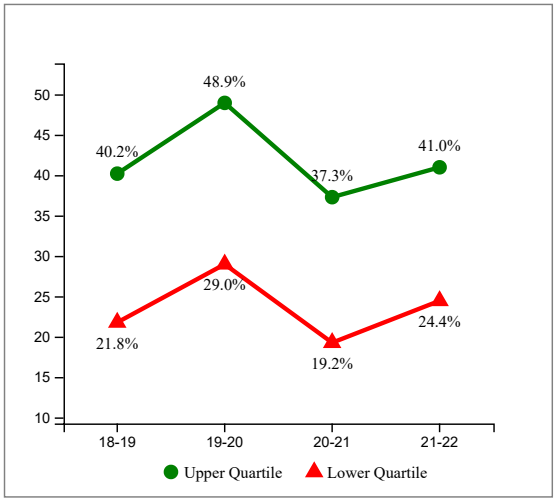


Percentage of All AP Exam Scores That Were Three or Higher by Free or Reduced-Price Lunch (FRPL) Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

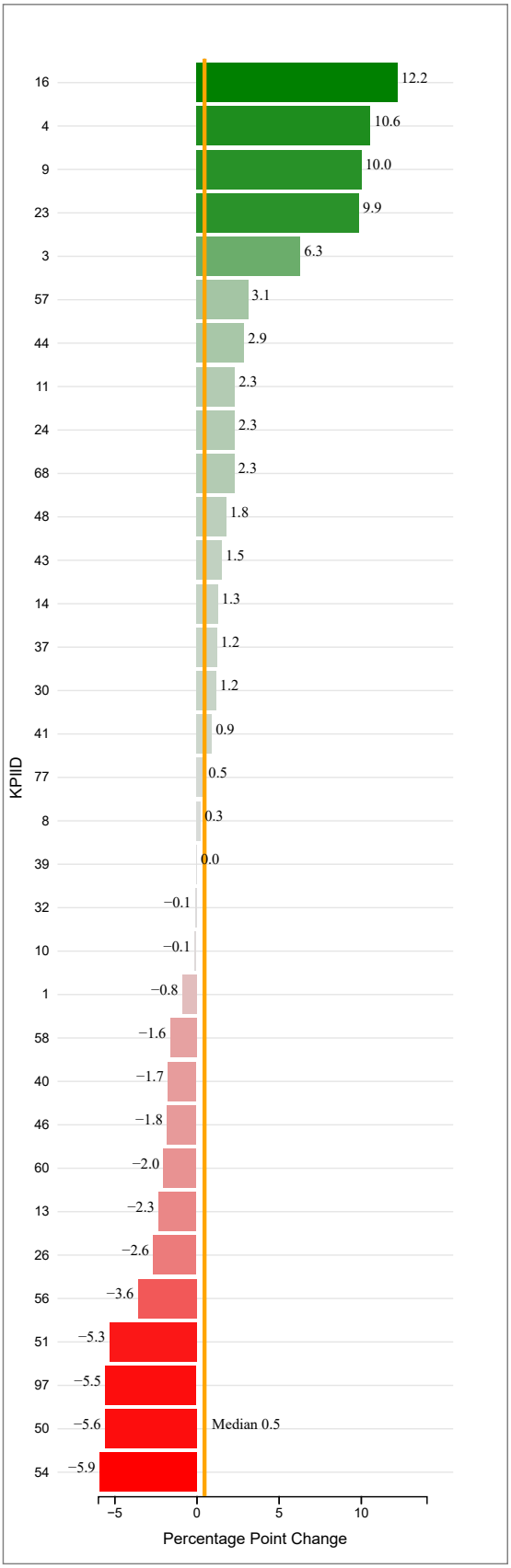
- Broward County
- Charleston
- Clark County
- Fayette County
- Miami
- New York
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle
- Wichita

Best Quartile for Change in Performance

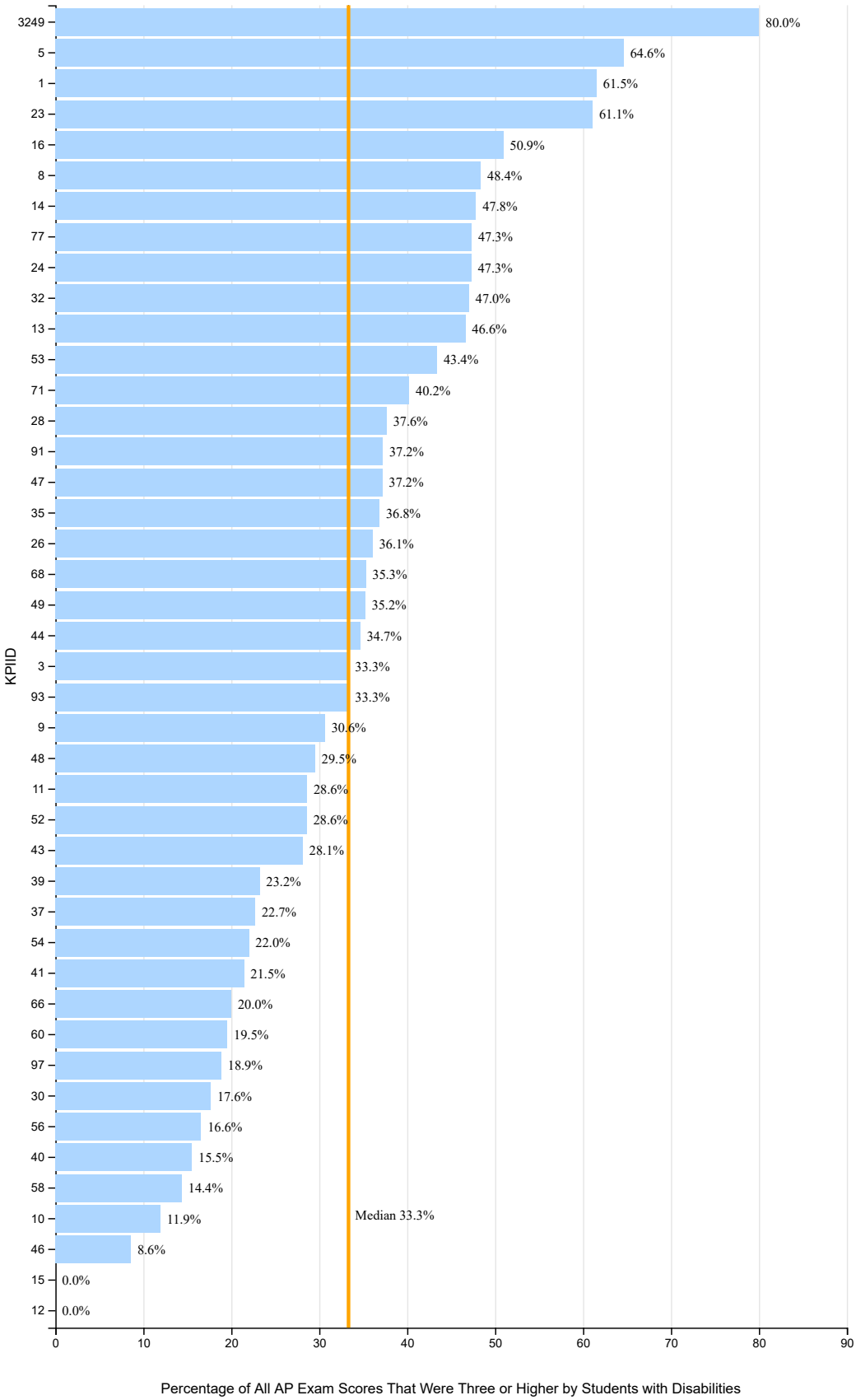
(2018-19 to 2021-22)

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

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



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

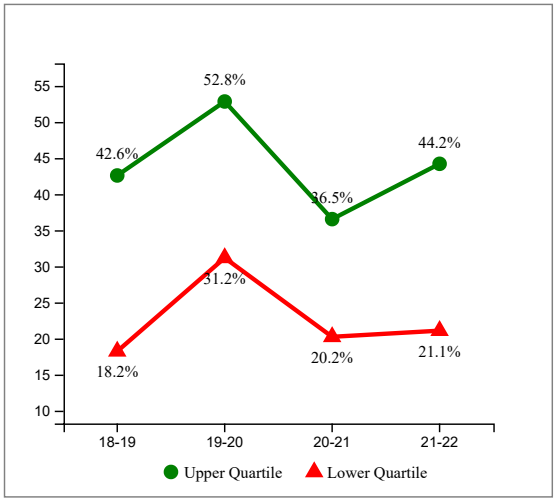


Percentage of All AP Exam Scores That Were Three or Higher by Students with Disabilities

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

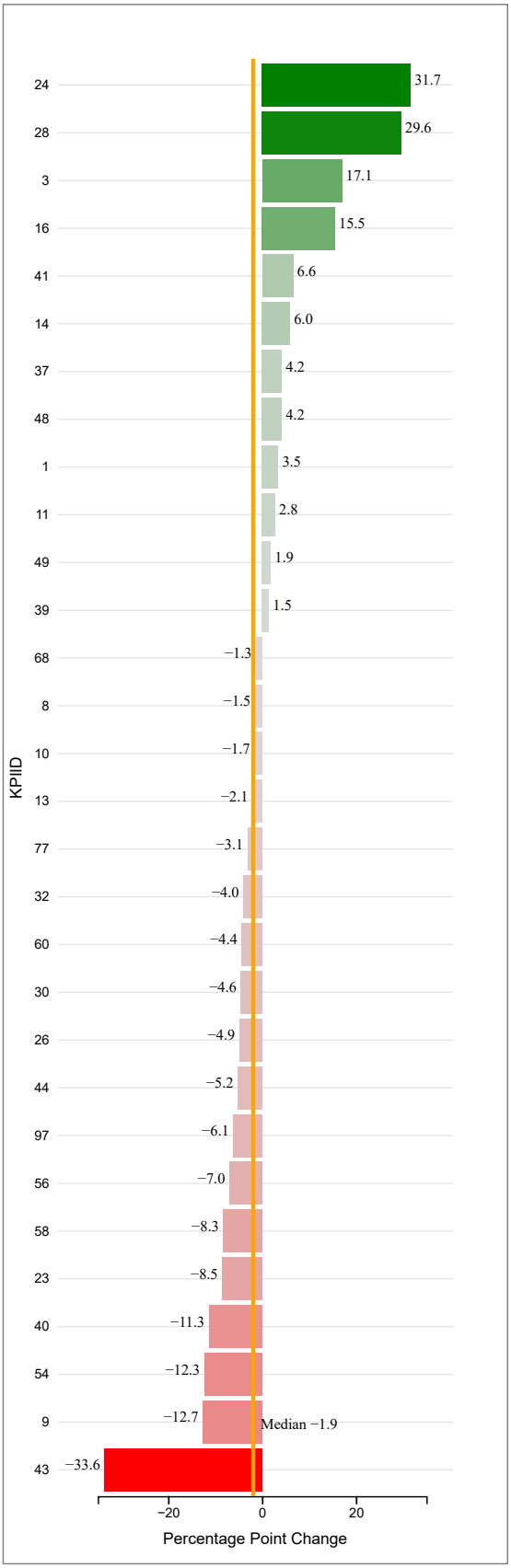
- Albuquerque
- Broward County
- Charleston
- East Baton Rouge
- Fayette County
- Miami
- Palm Beach
- Portland
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

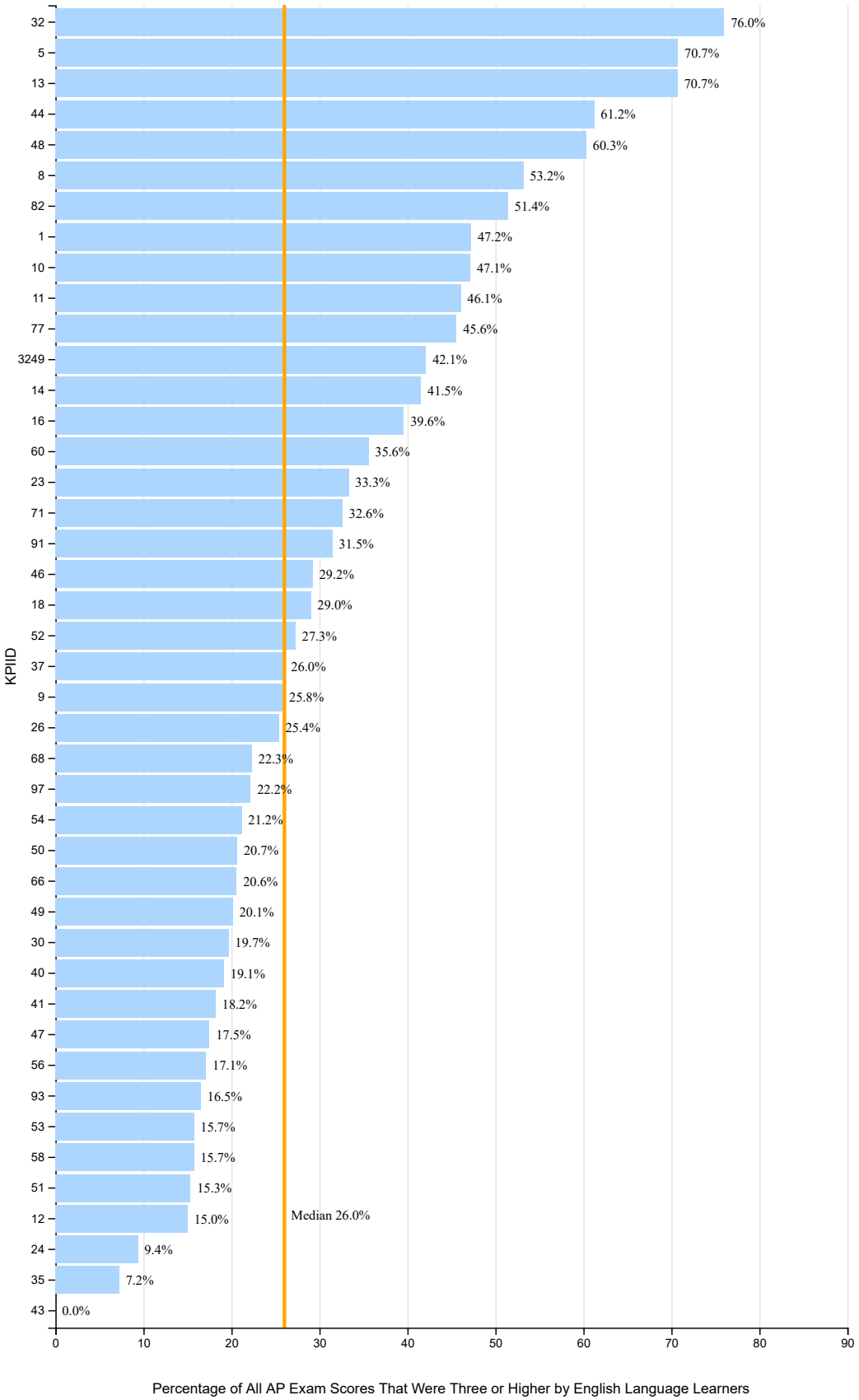
(2018-19 to 2021-22)

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

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



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

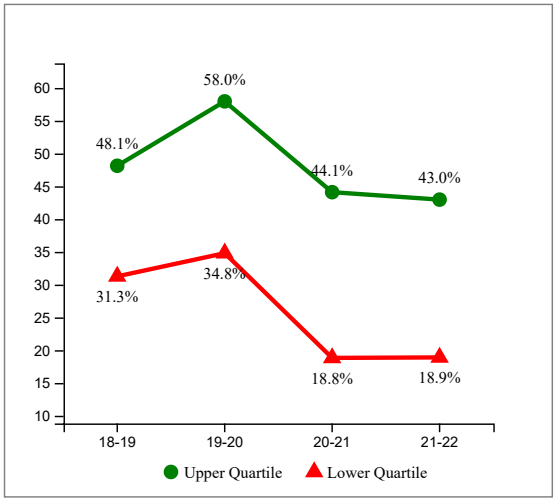


Percentage of All AP Exam Scores That Were Three or Higher by English Language Learners

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

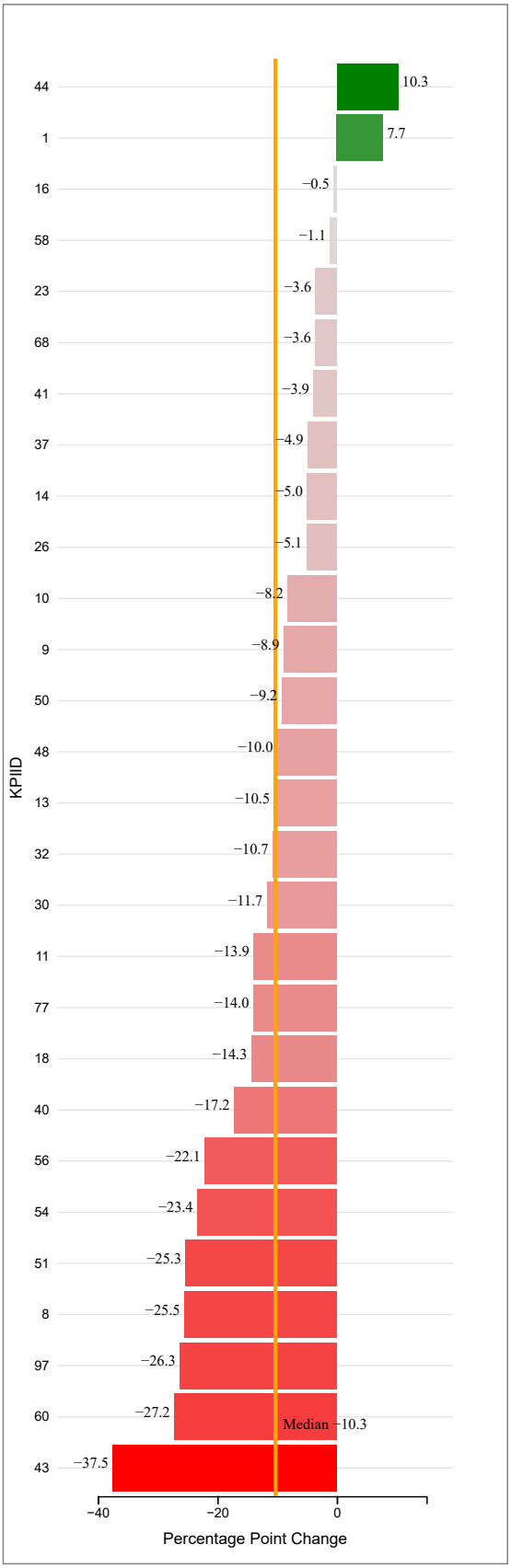
- Broward County
- Duval County
- Hillsborough County
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Phoenix Union High School District
- Portland
- San Francisco
- Seattle

Best Quartile for Change in Performance

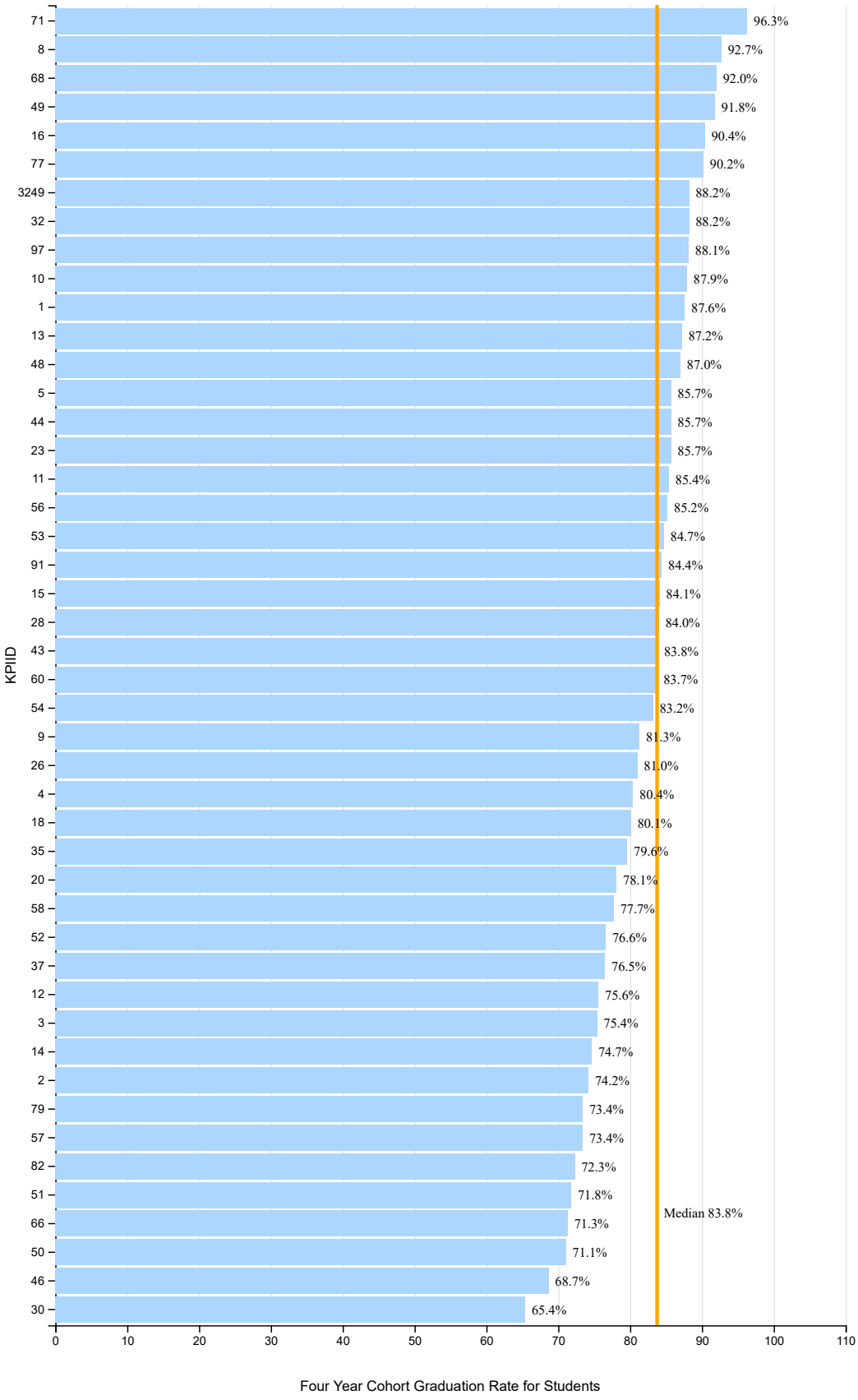
(2018-19 to 2021-22)

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

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



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

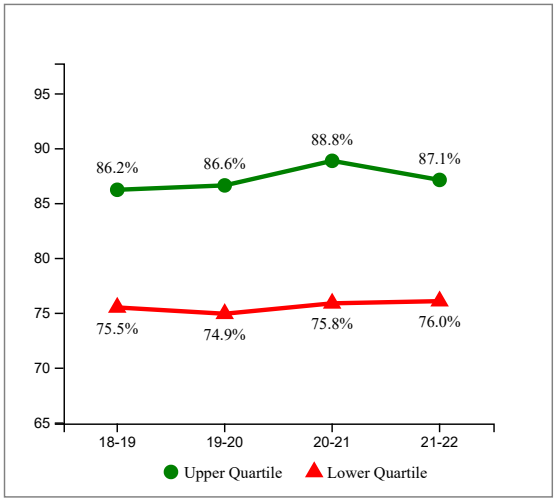


Four Year Cohort Graduation Rate for Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

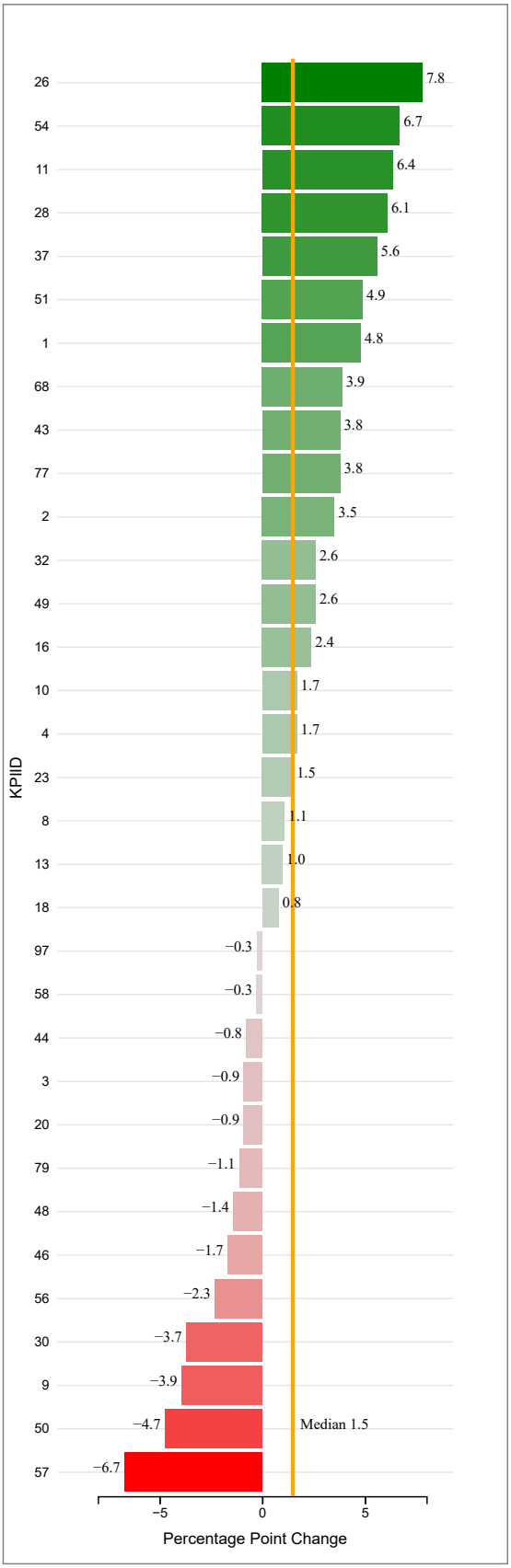
- Arlington
- Austin
- Broward County
- Fayette County
- Guilford County
- Hillsborough County
- Miami
- Palm Beach
- Pinellas
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

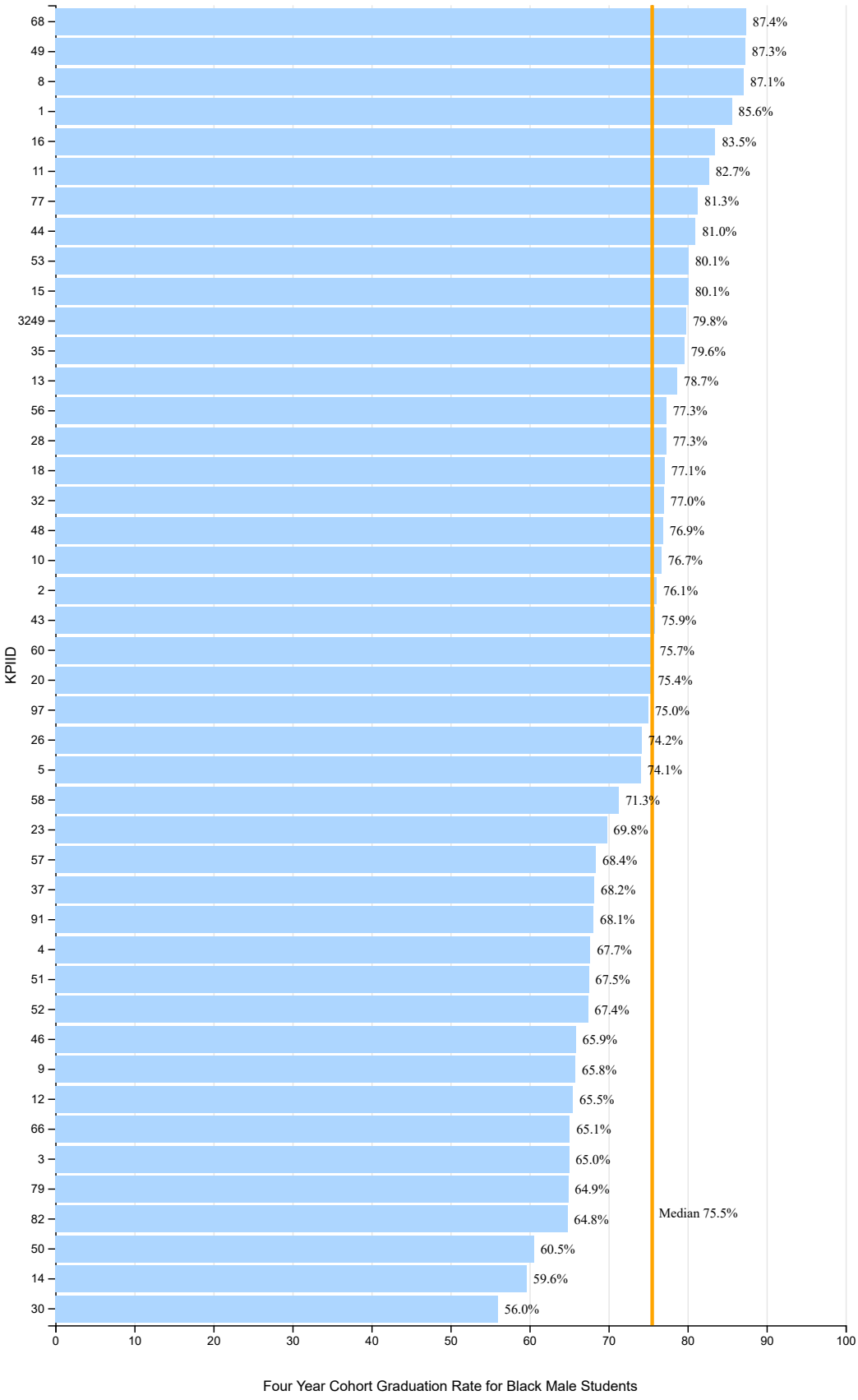
(2018-19 to 2021-22)

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

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



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

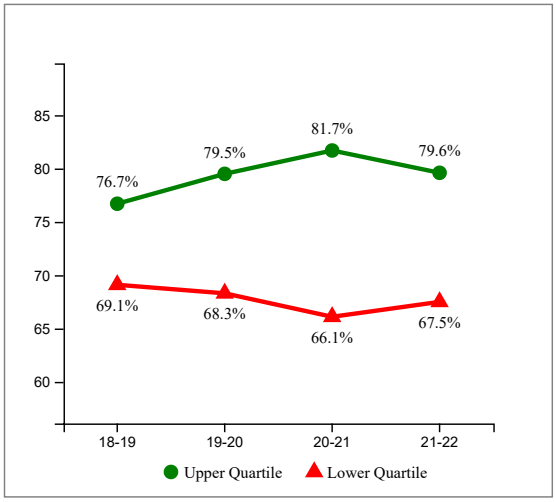


Four Year Cohort Graduation Rate for Black Male Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

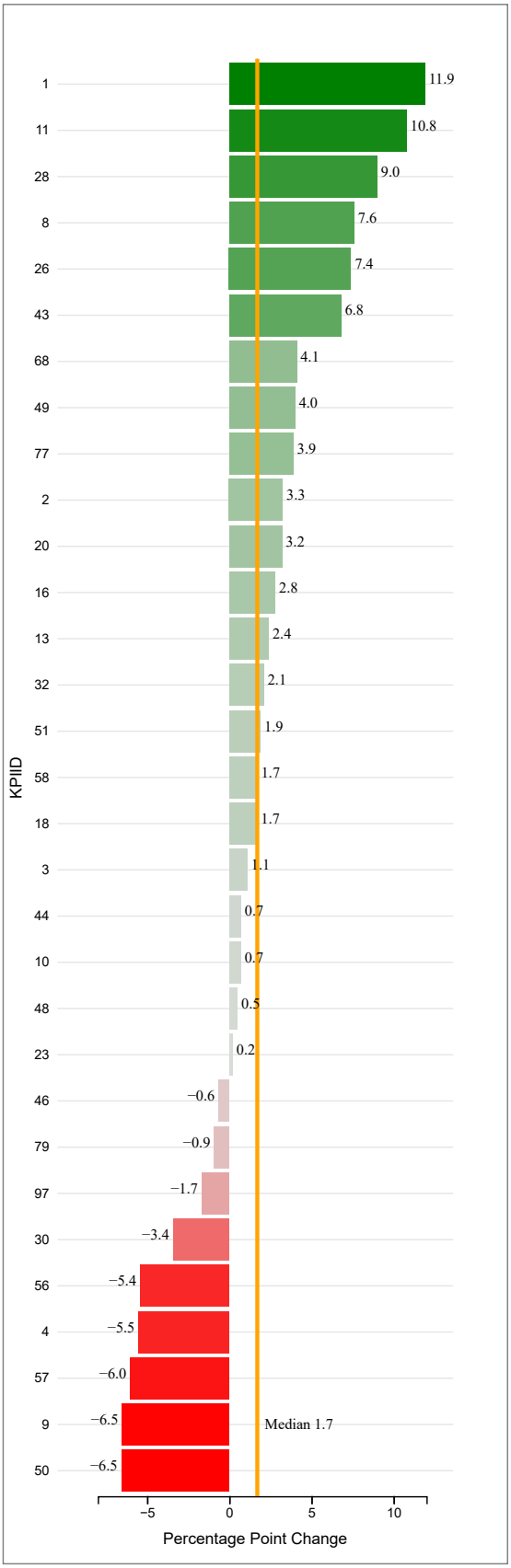
- Arlington
- Duval County
- Fayette County
- Guilford County
- Jackson
- Jefferson
- Los Angeles
- Palm Beach
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

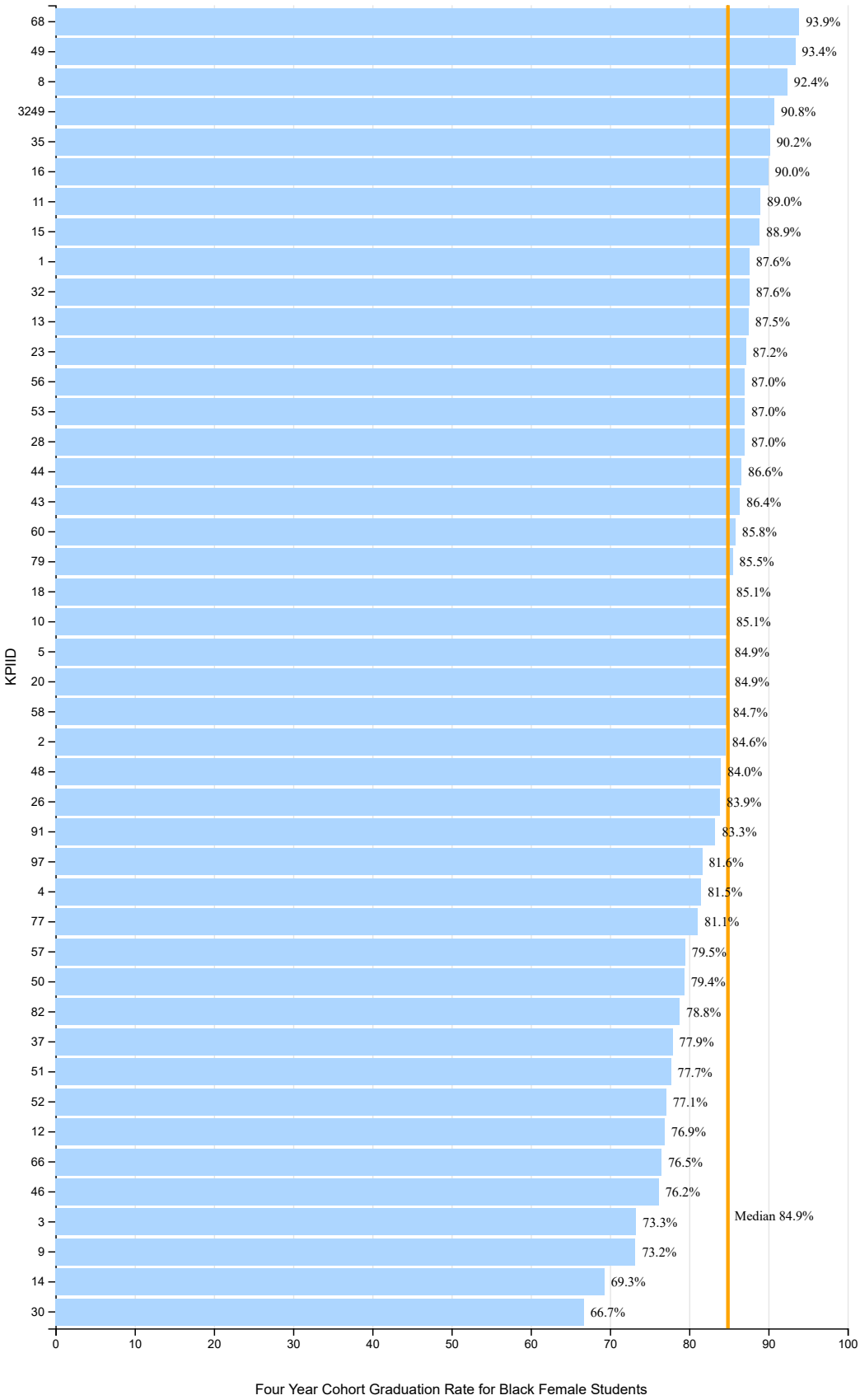
(2018-19 to 2021-22)

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

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



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

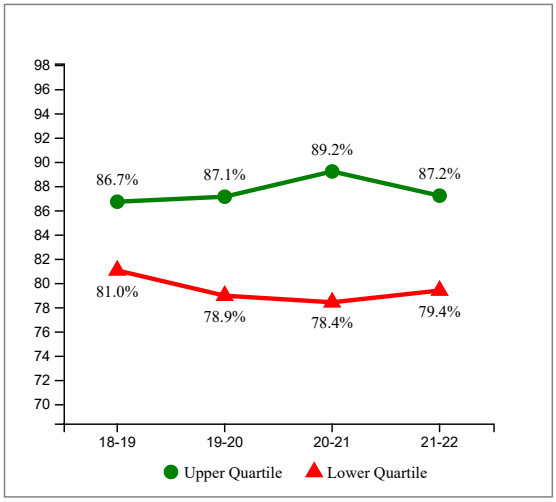


Four Year Cohort Graduation Rate for Black Female Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

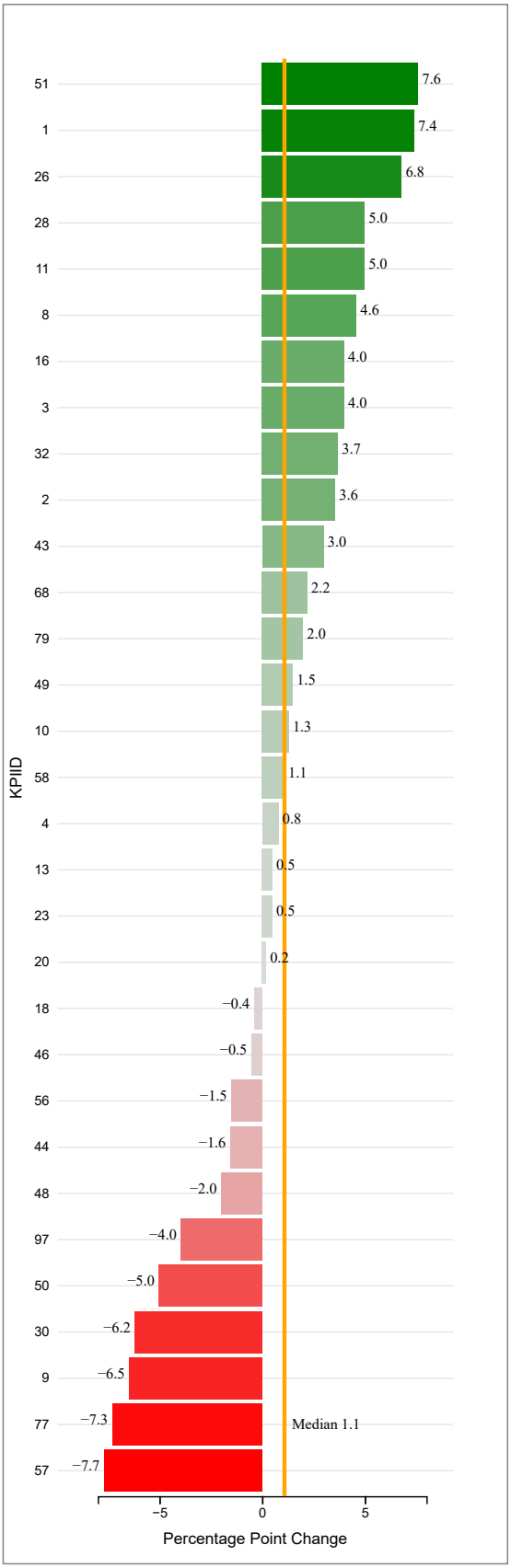
- Arlington
- Broward County
- Columbus
- Fayette County
- Guilford County
- Jackson
- Los Angeles
- Miami
- Palm Beach
- San Diego
- Seattle

Best Quartile for Change in Performance

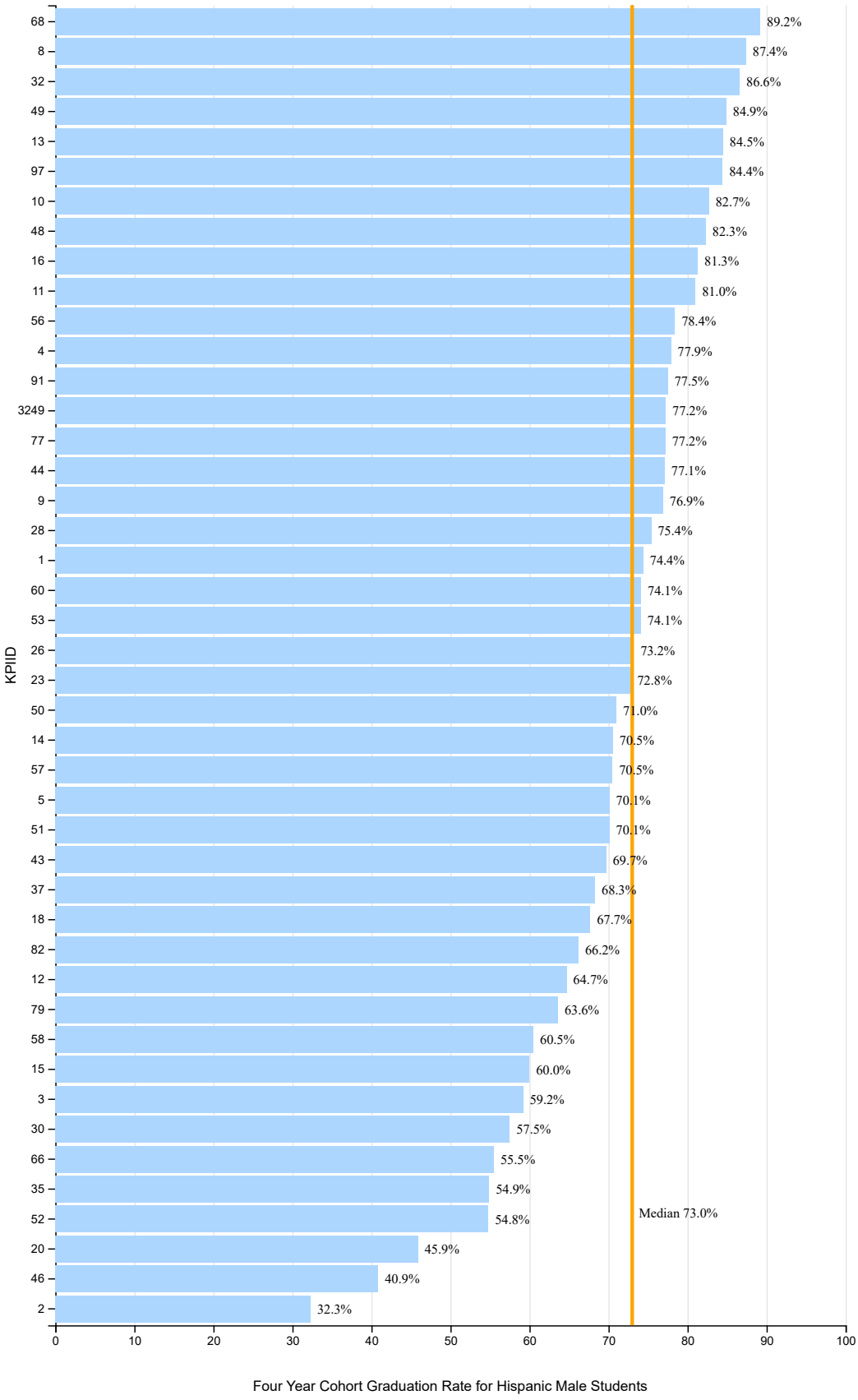
(2018-19 to 2021-22)

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

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



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

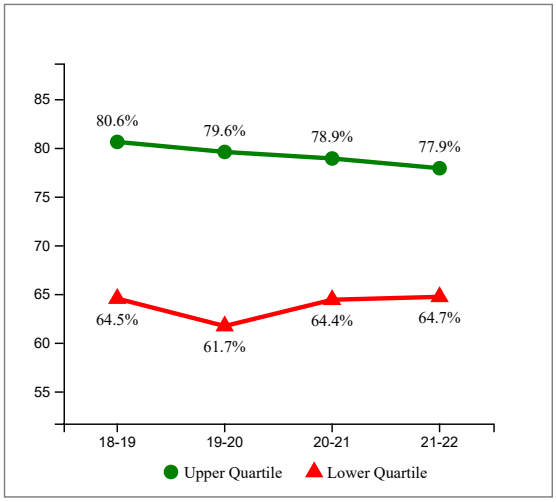


Four Year Cohort Graduation Rate for Hispanic Male Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

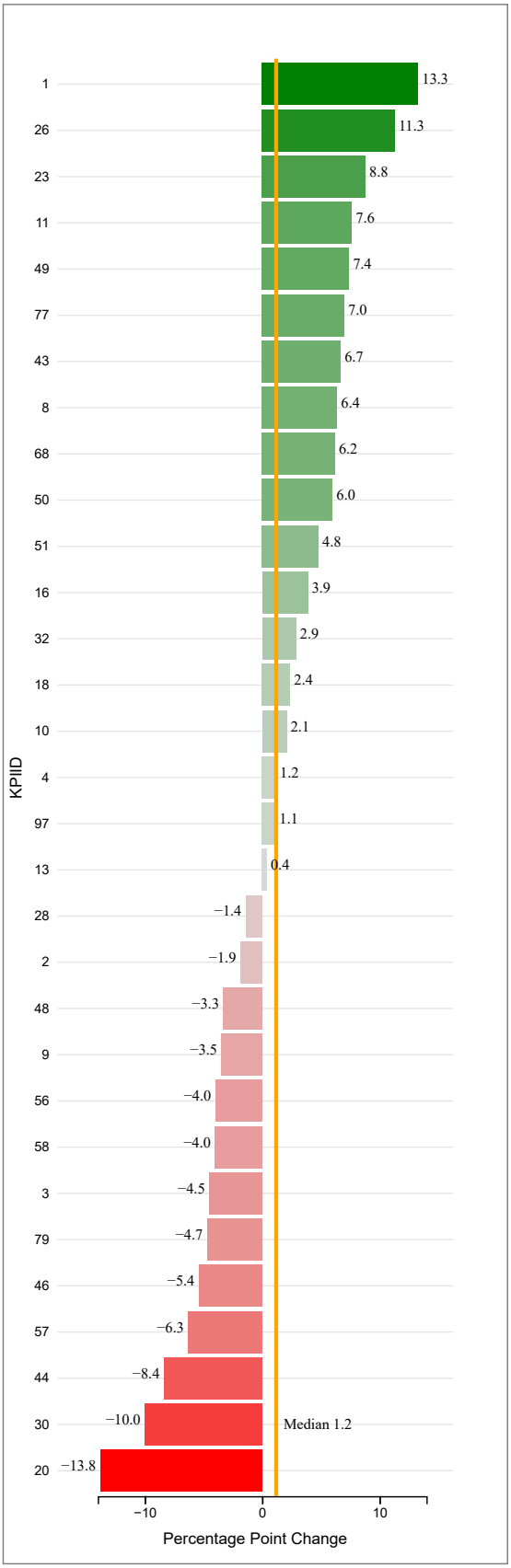
- Arlington
- Broward County
- Guilford County
- Hillsborough County
- Long Beach
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Diego

Best Quartile for Change in Performance

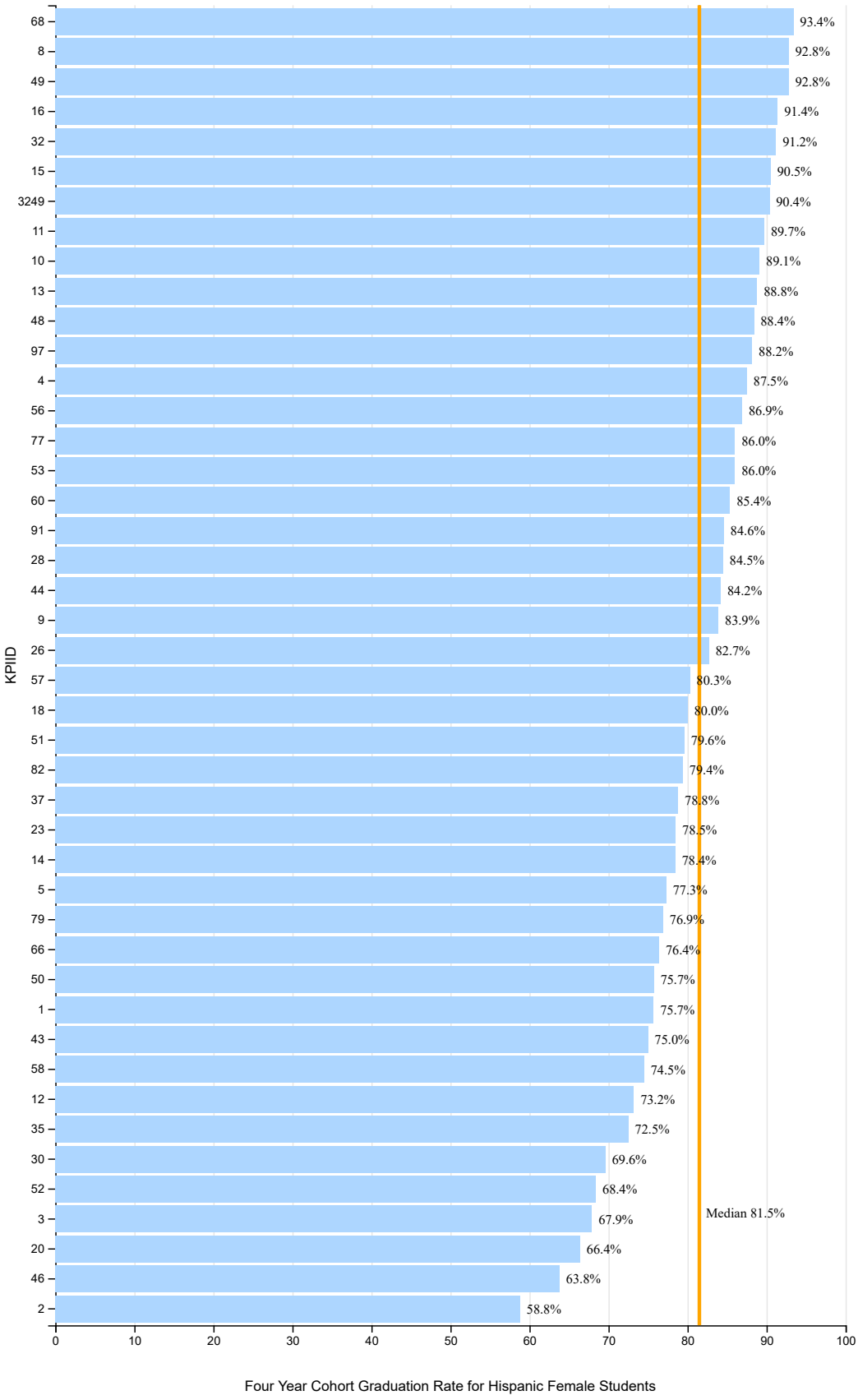
(2018-19 to 2021-22)

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

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



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

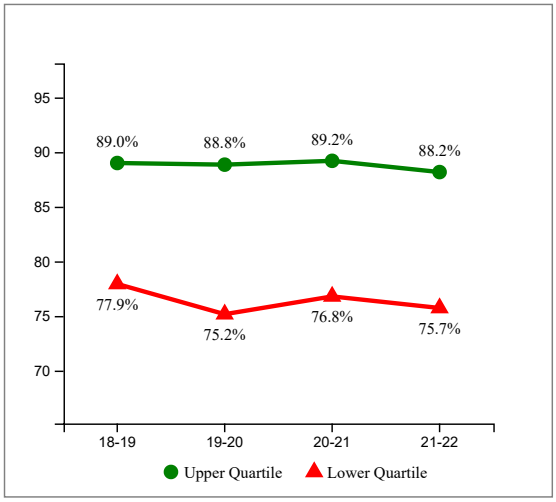


Four Year Cohort Graduation Rate for Hispanic Female Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

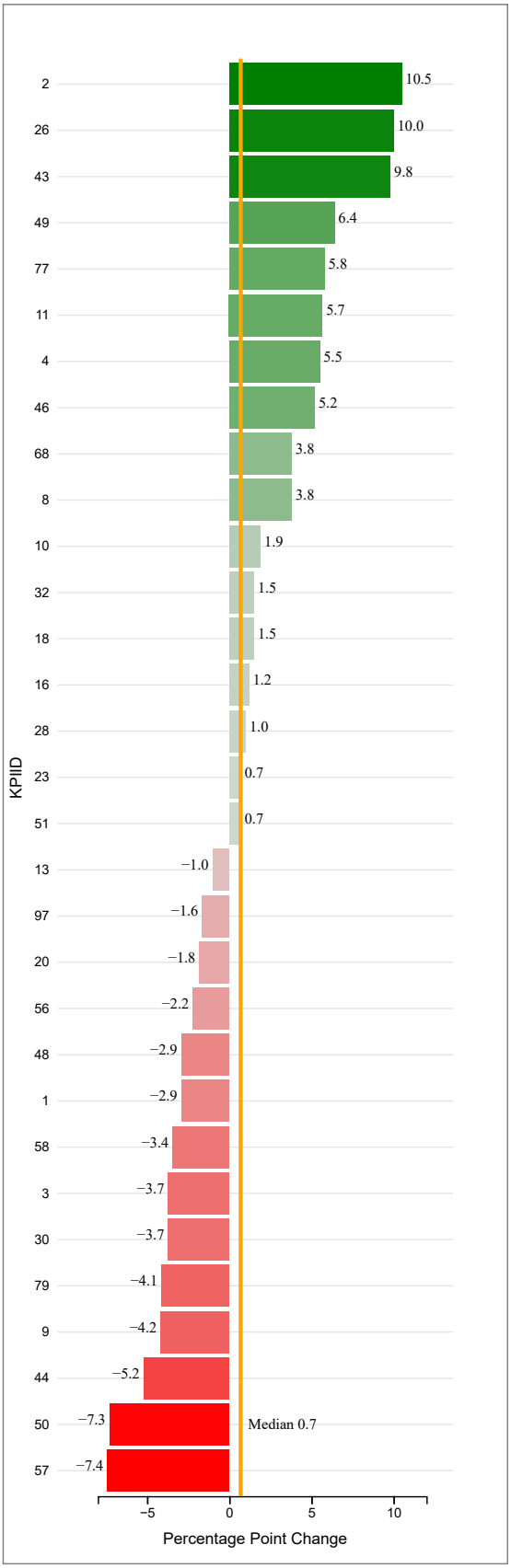
- Arlington
- Broward County
- Fayette County
- Guilford County
- Hillsborough County
- Jackson
- Los Angeles
- Miami
- Orange County
- Palm Beach
- San Diego

Best Quartile for Change in Performance

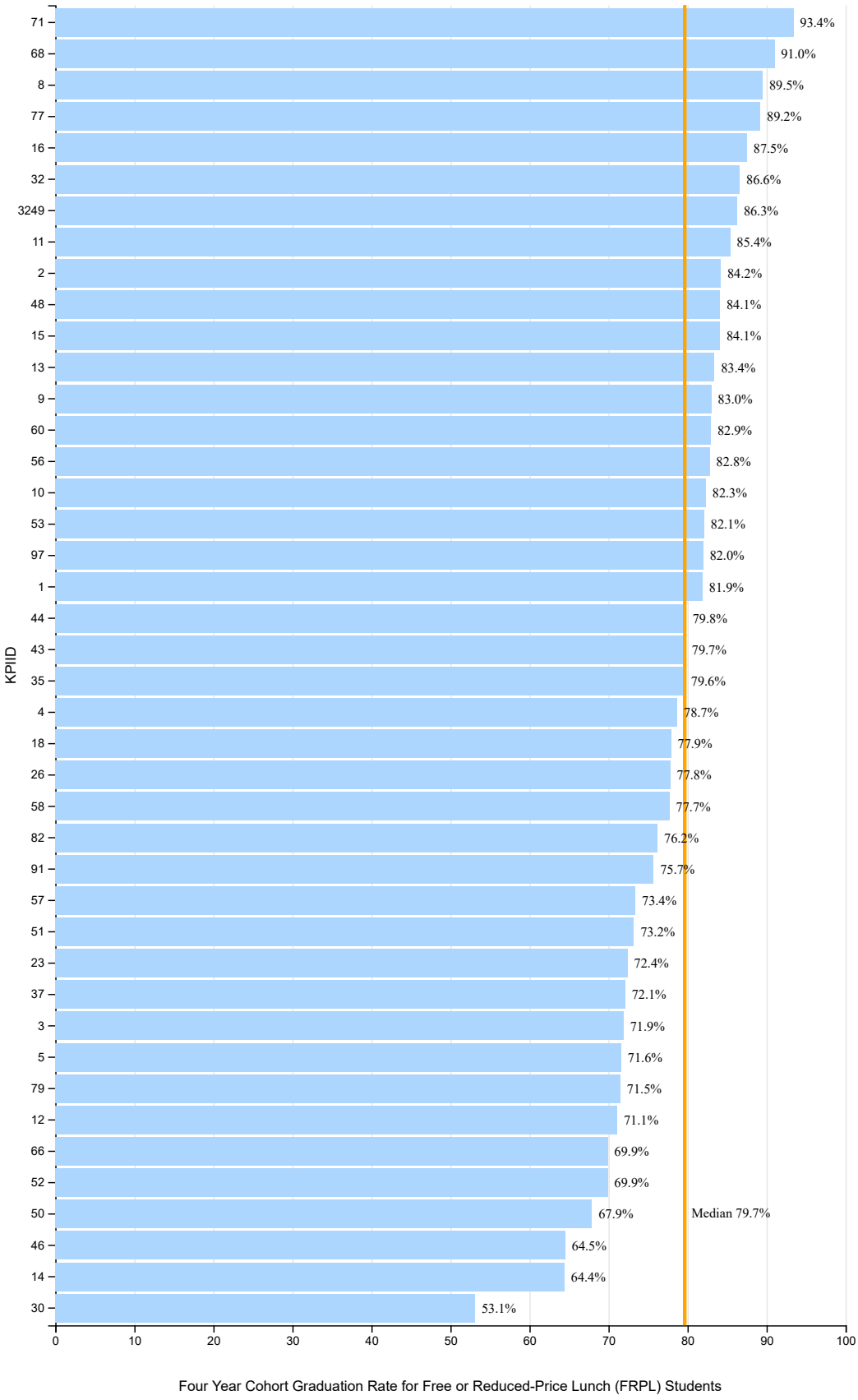
(2018-19 to 2021-22)

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

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



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

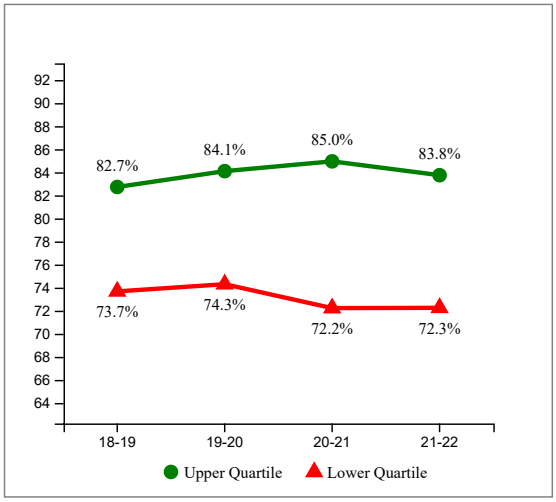


Four Year Cohort Graduation Rate for Free or Reduced-Price Lunch (FRPL) Students

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

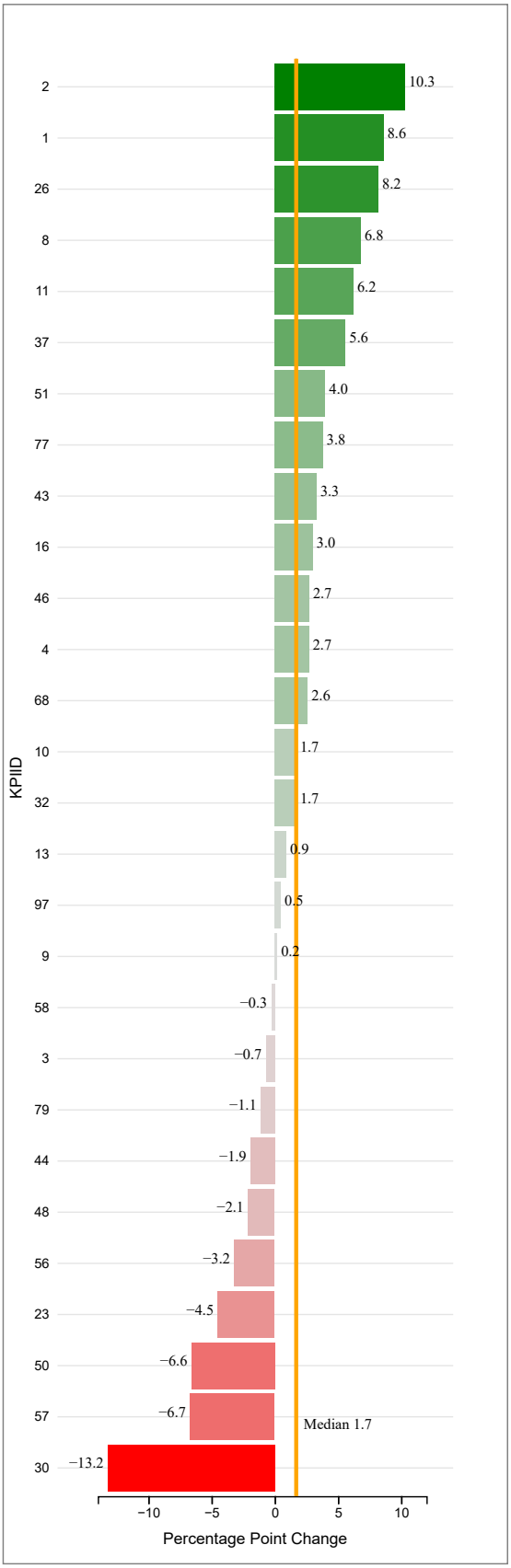
- Arlington
- Austin
- Fayette County
- Jackson
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Richmond
- San Diego
- San Francisco

Best Quartile for Change in Performance

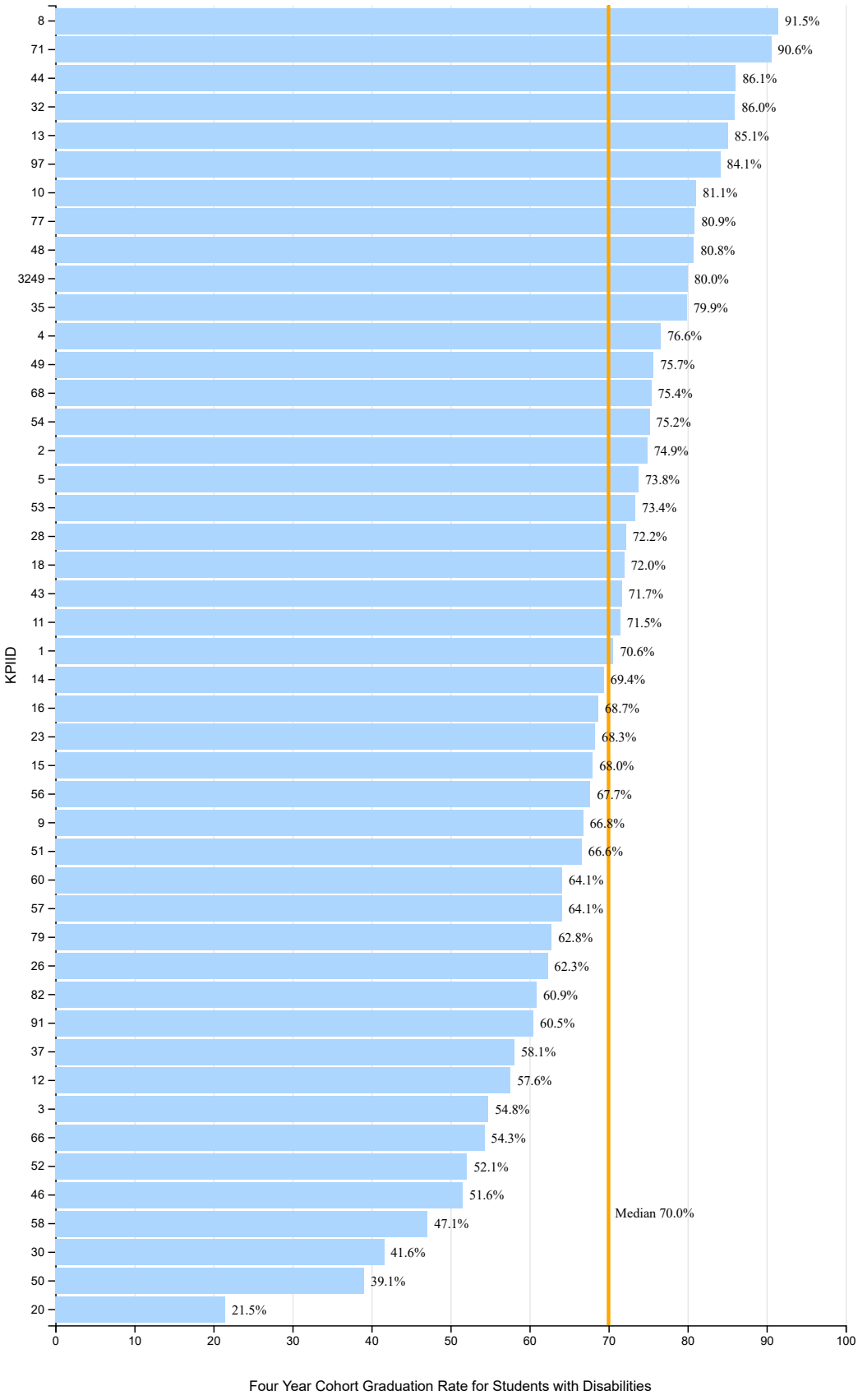
(2018-19 to 2021-22)

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

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



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

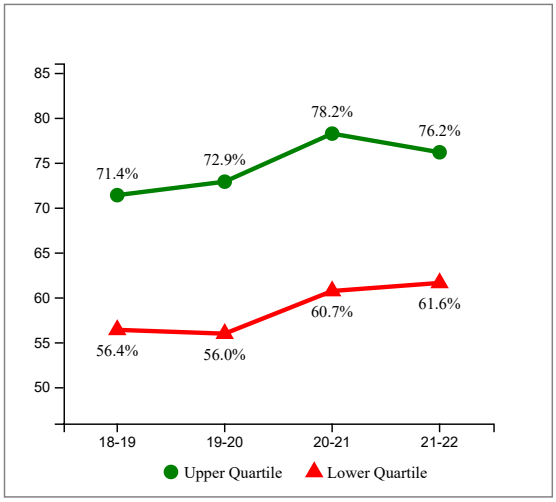


Four Year Cohort Graduation Rate for Students with Disabilities

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

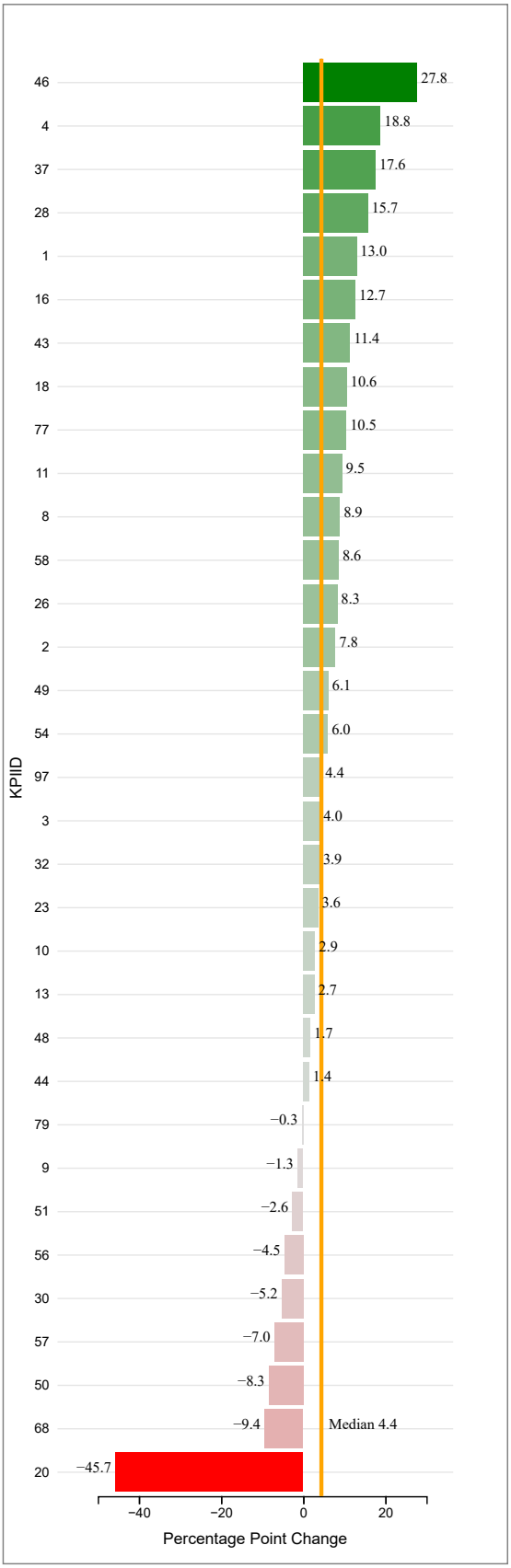
- Austin
- Broward County
- Columbus
- Duval County
- Fayette County
- Hillsborough County
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Francisco
- Wichita

Best Quartile for Change in Performance

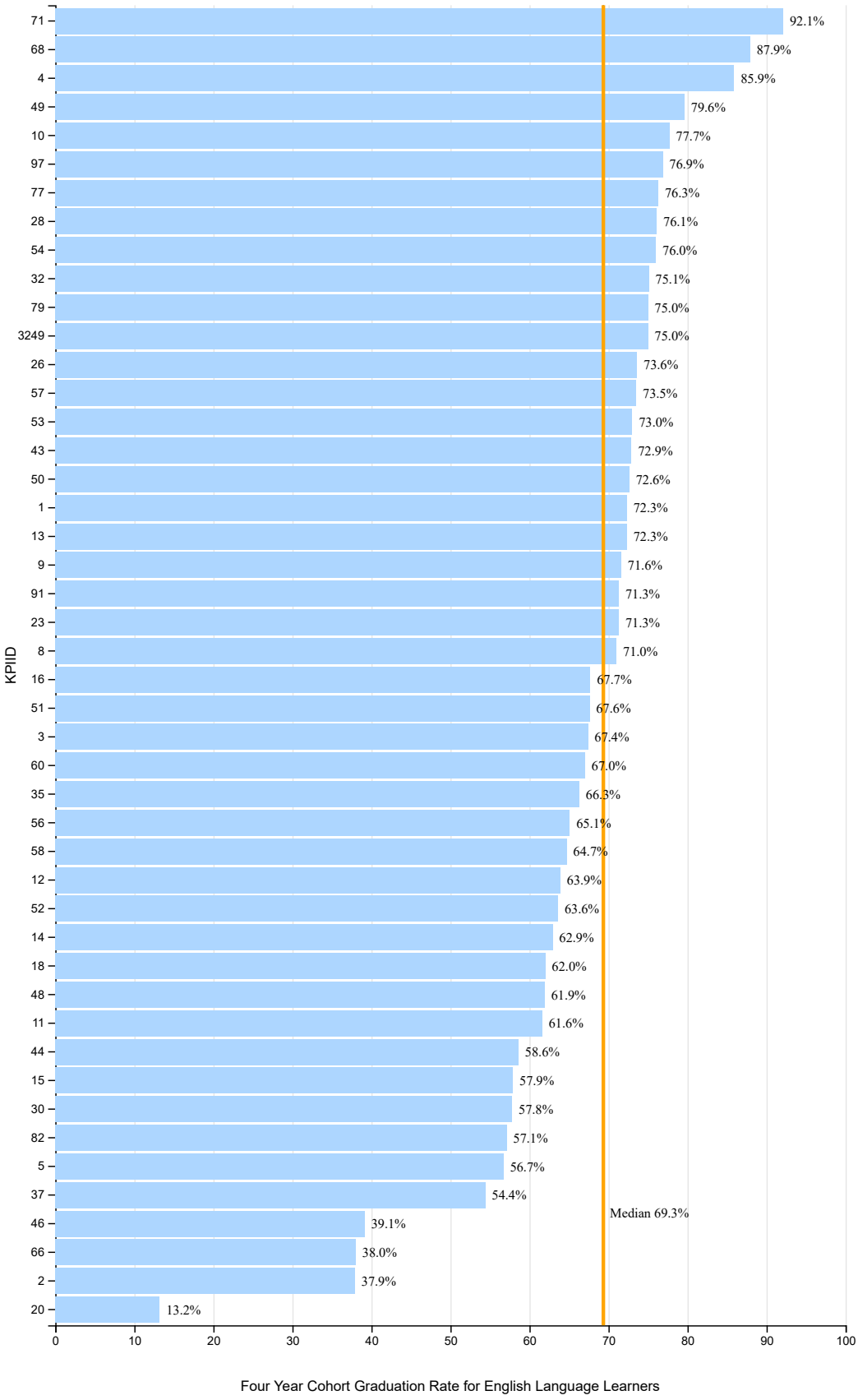
(2018-19 to 2021-22)

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

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



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

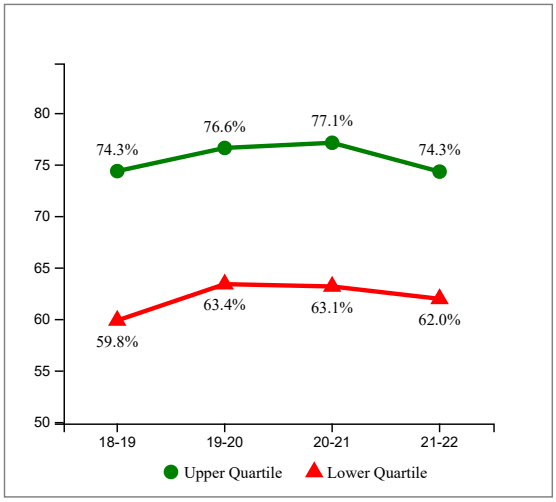


Four Year Cohort Graduation Rate for English Language Learners

Note: Higher values and larger increases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

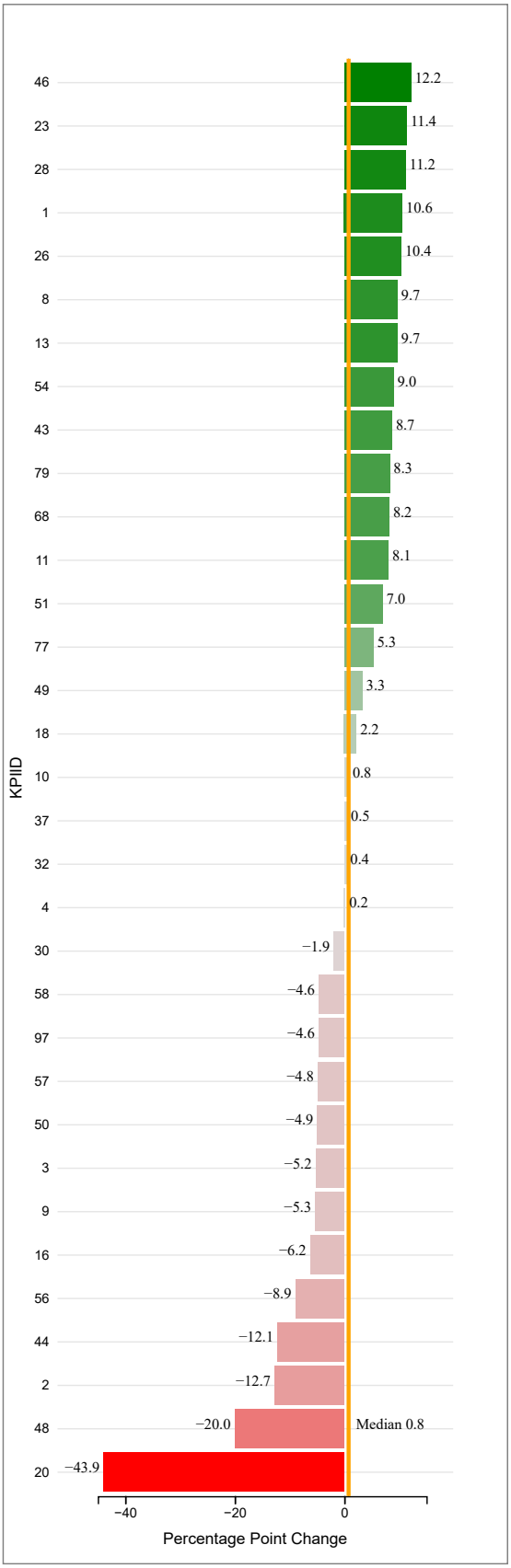
- Arlington
- Atlanta
- Austin
- Chicago
- Fayette County
- Guilford County
- Hillsborough County
- Miami
- Pinellas
- San Francisco
- Toledo
- Wichita

Best Quartile for Change in Performance

(2018-19 to 2021-22)

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

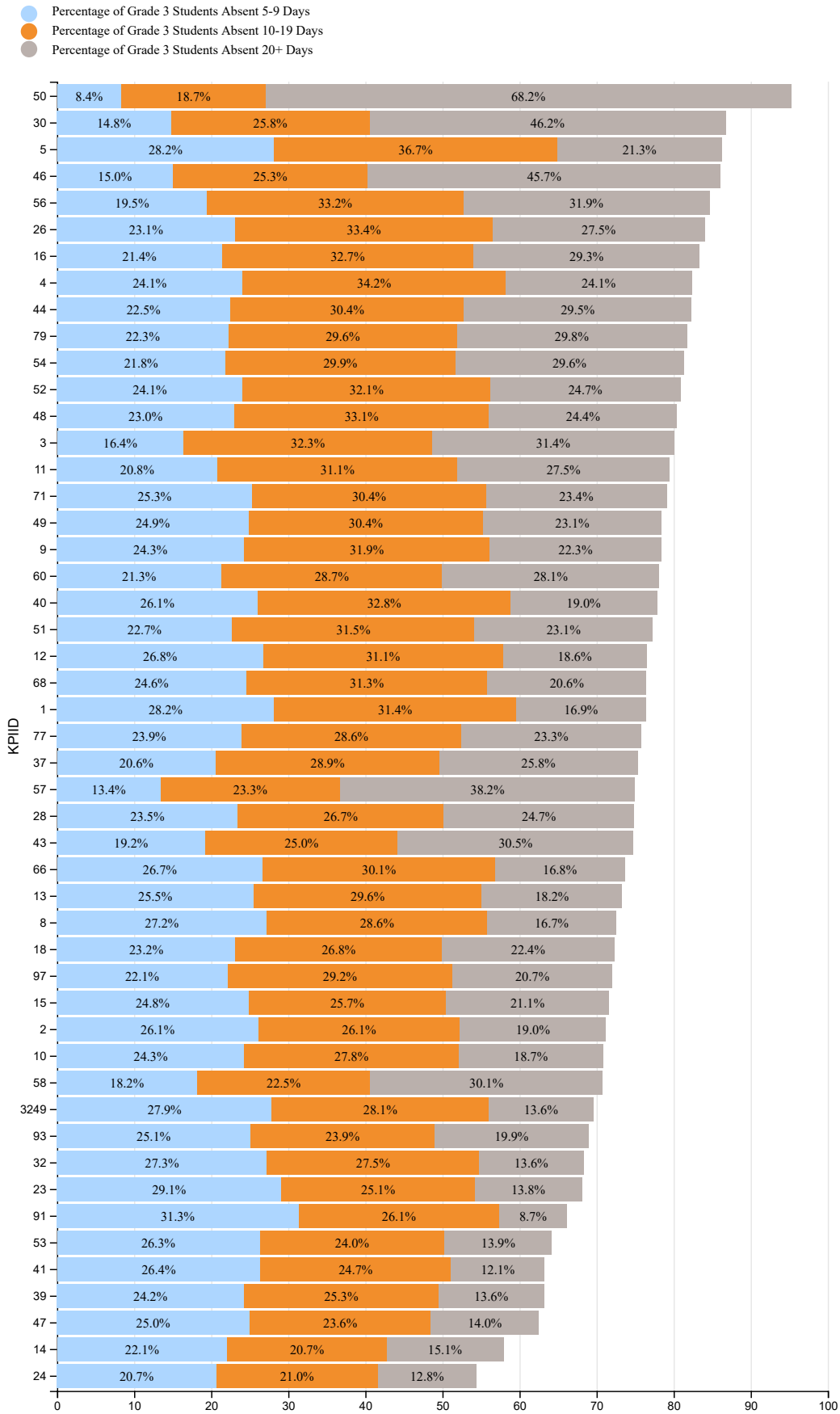
2.143 Percentage Point Change in Four Year Cohort Graduation Rate for English Language Learners, 2018-19 to 2021-22



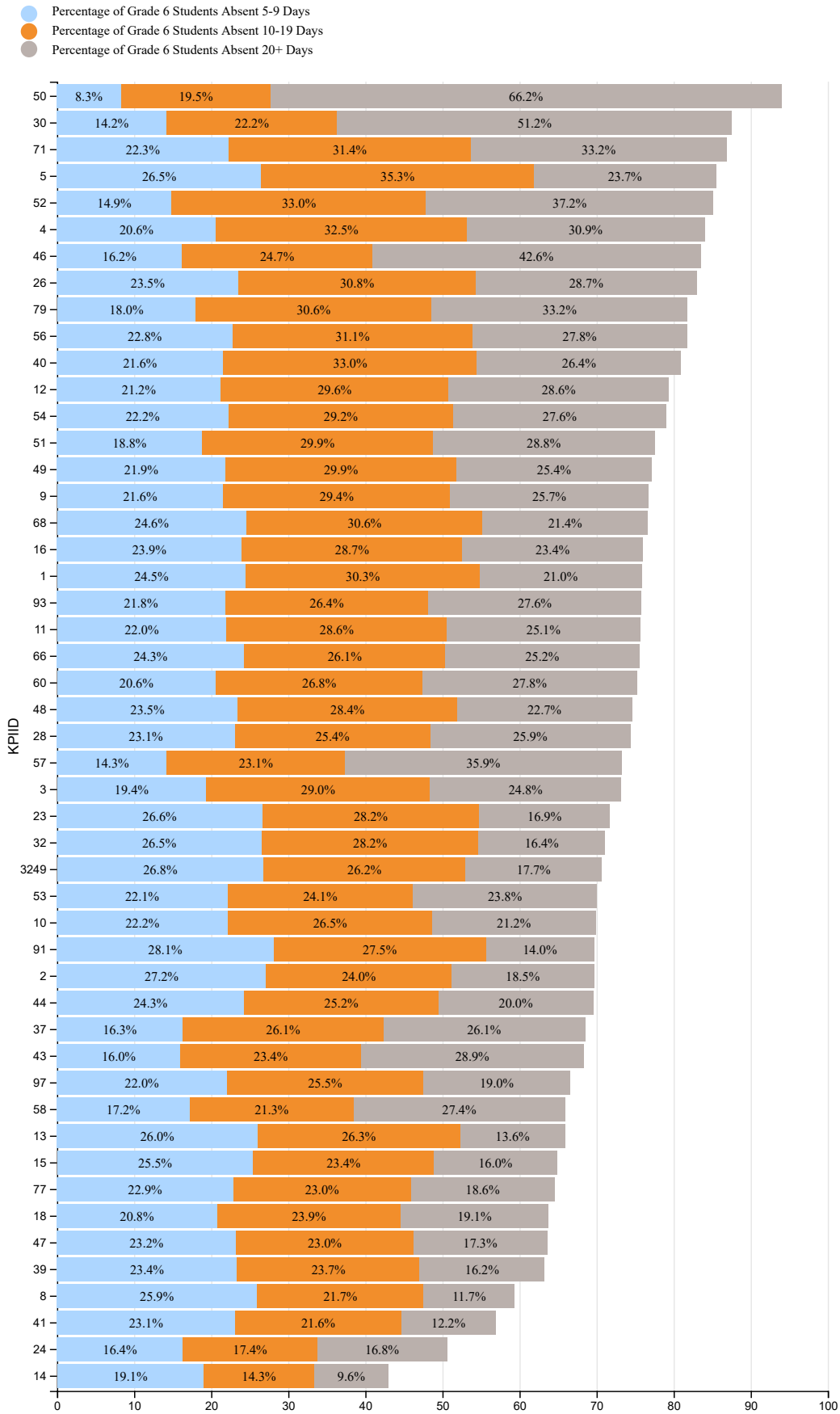
Attendance Indicators

Attendance measures were collected on students in grades three, six, eight, and nine who were absent from school. Comparisons across districts are made for students who were absent cumulatively over the course of the school year for five to nine days, ten to nineteen days, and twenty or more days. The unit of analysis here is the number of students who missed school for the specified lengths of time. Figures 3.1 through 3.32 illustrate how districts compare on their absence rates in the specified grades. The total number of days missed is divided by the total number of students enrolled in that grade during the school year at any point.

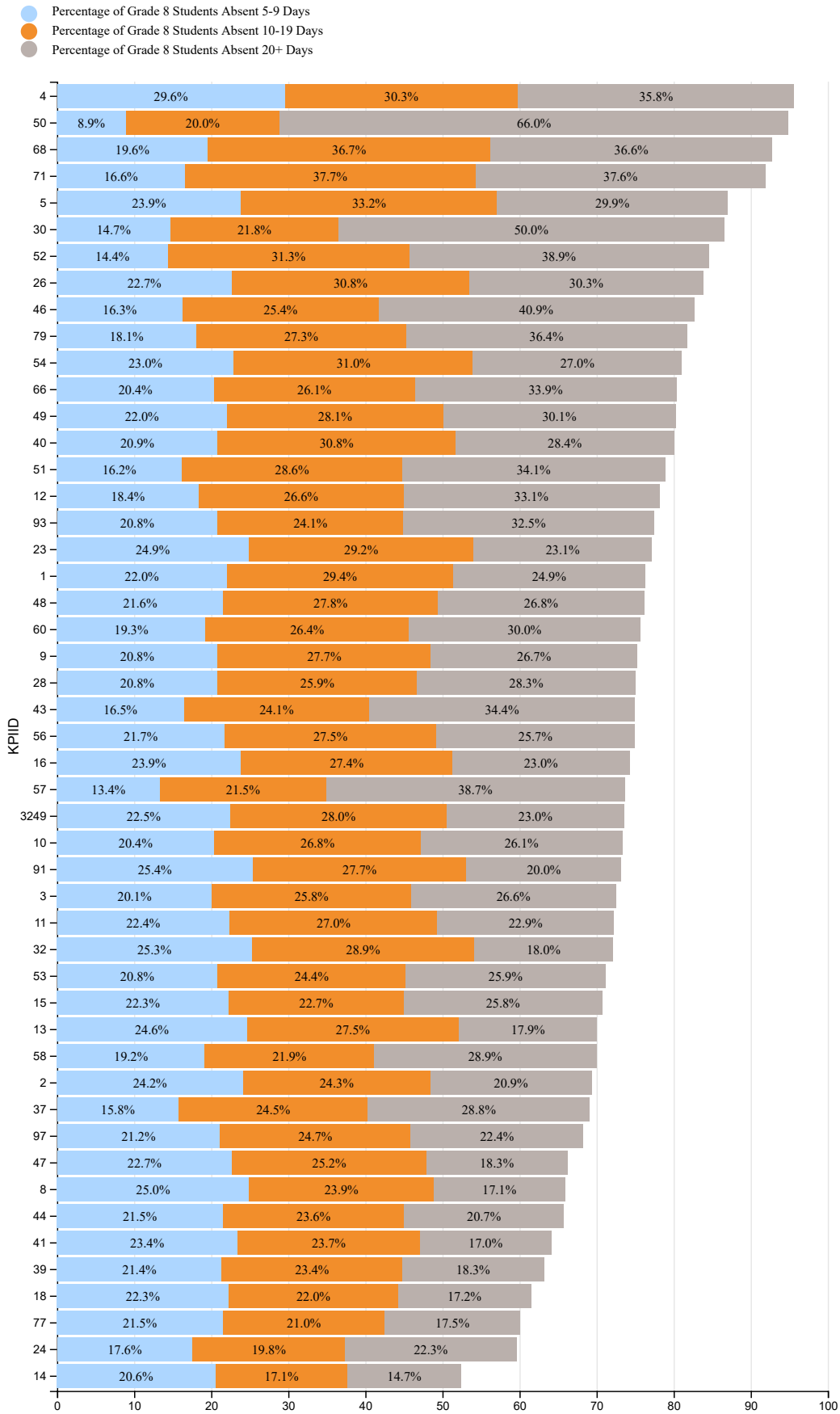
3.1 Percentage of Grade 3 Students Absent, 2021-22



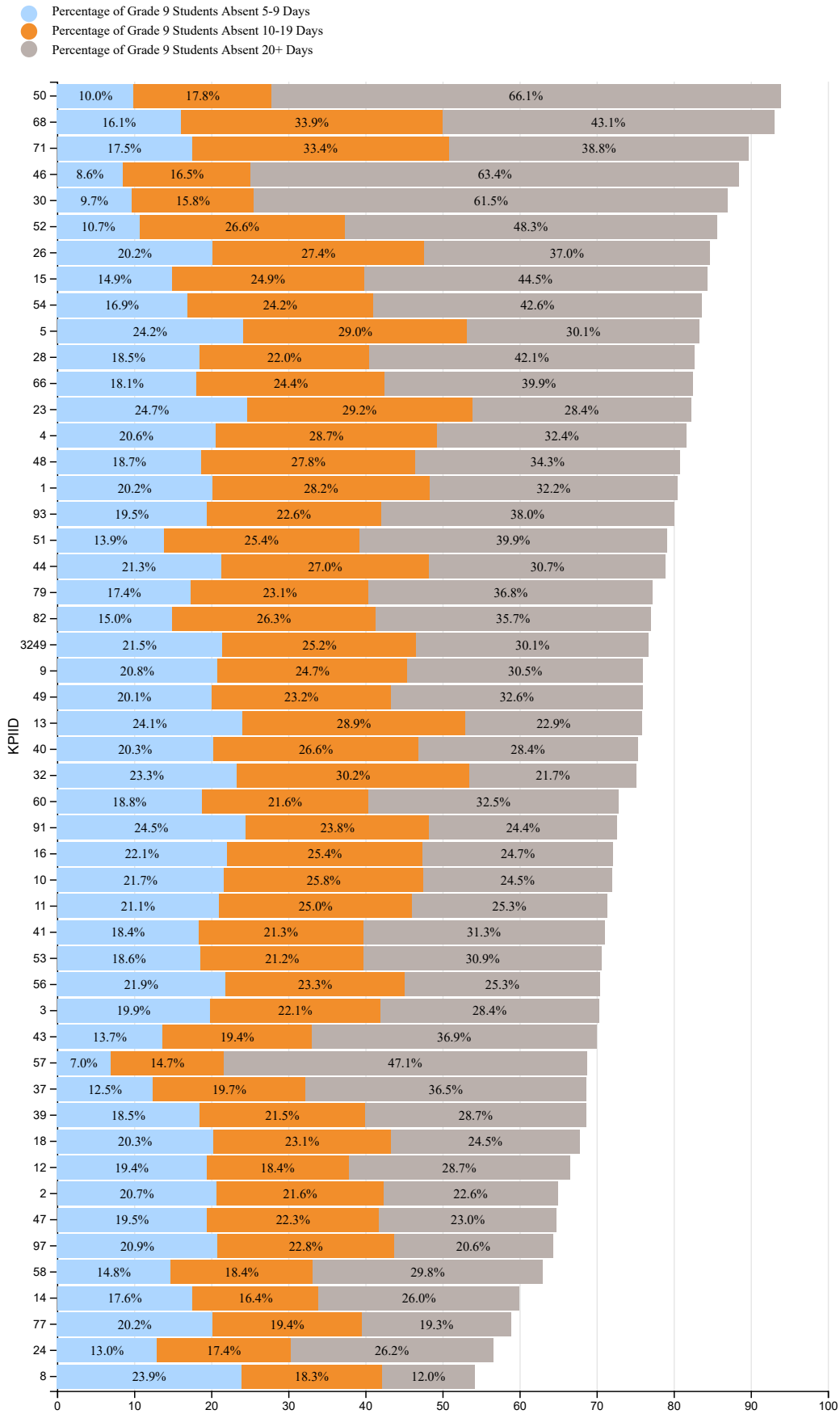
3.2 Percentage of Grade 6 Students Absent, 2021-22



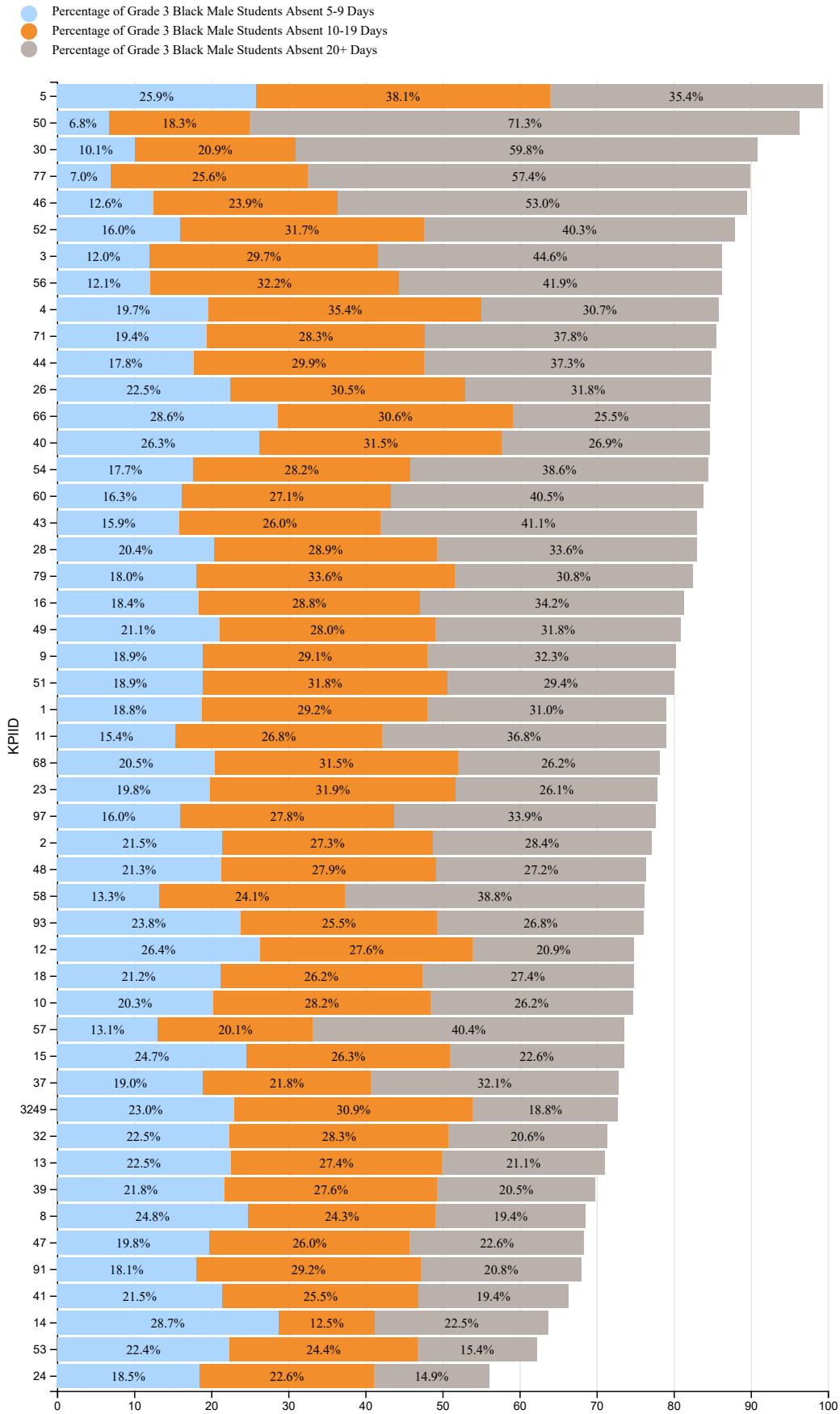
3.3 Percentage of Grade 8 Students Absent, 2021-22



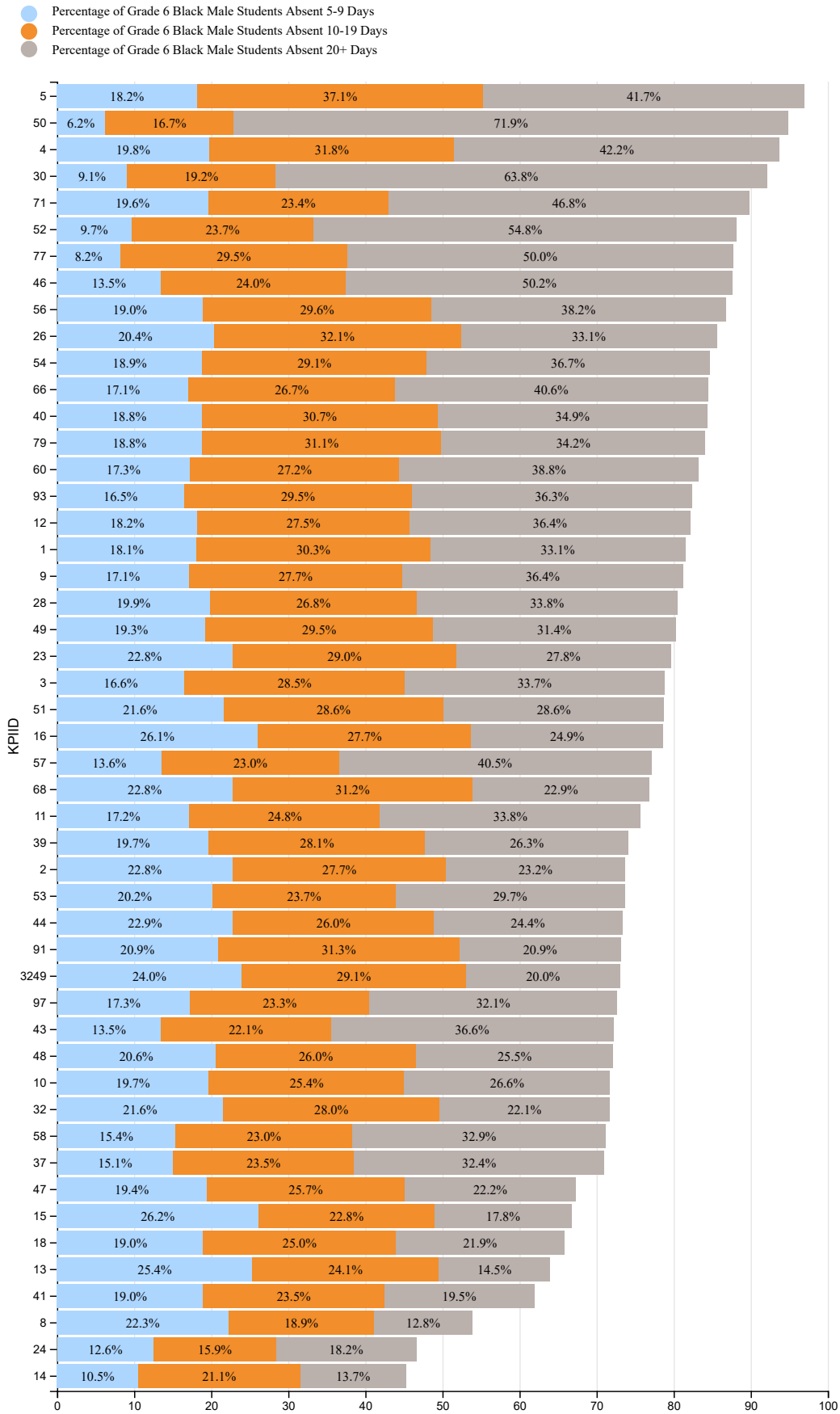
3.4 Percentage of Grade 9 Students Absent, 2021-22



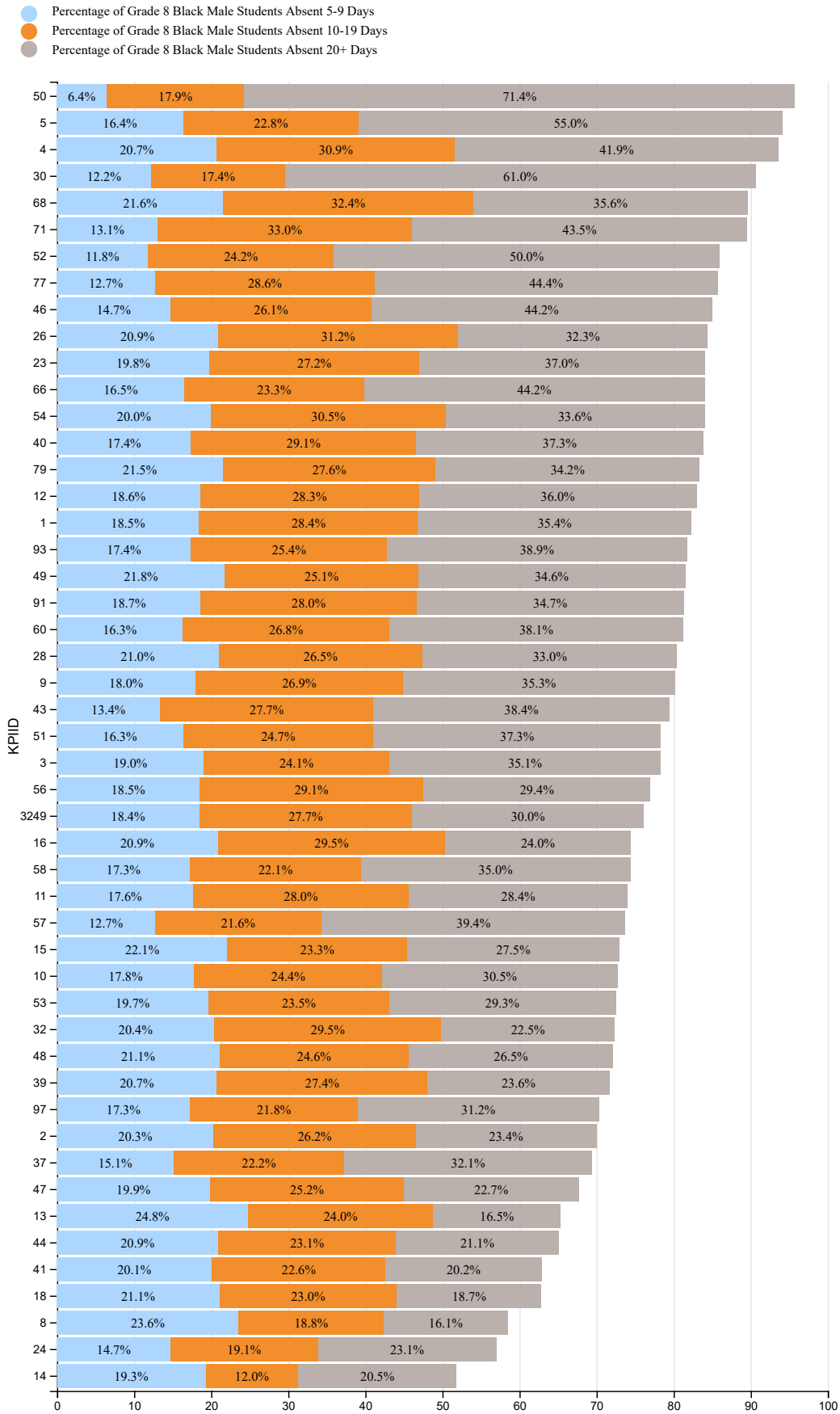
3.5 Percentage of Grade 3 Black Male Students Absent, 2021-22



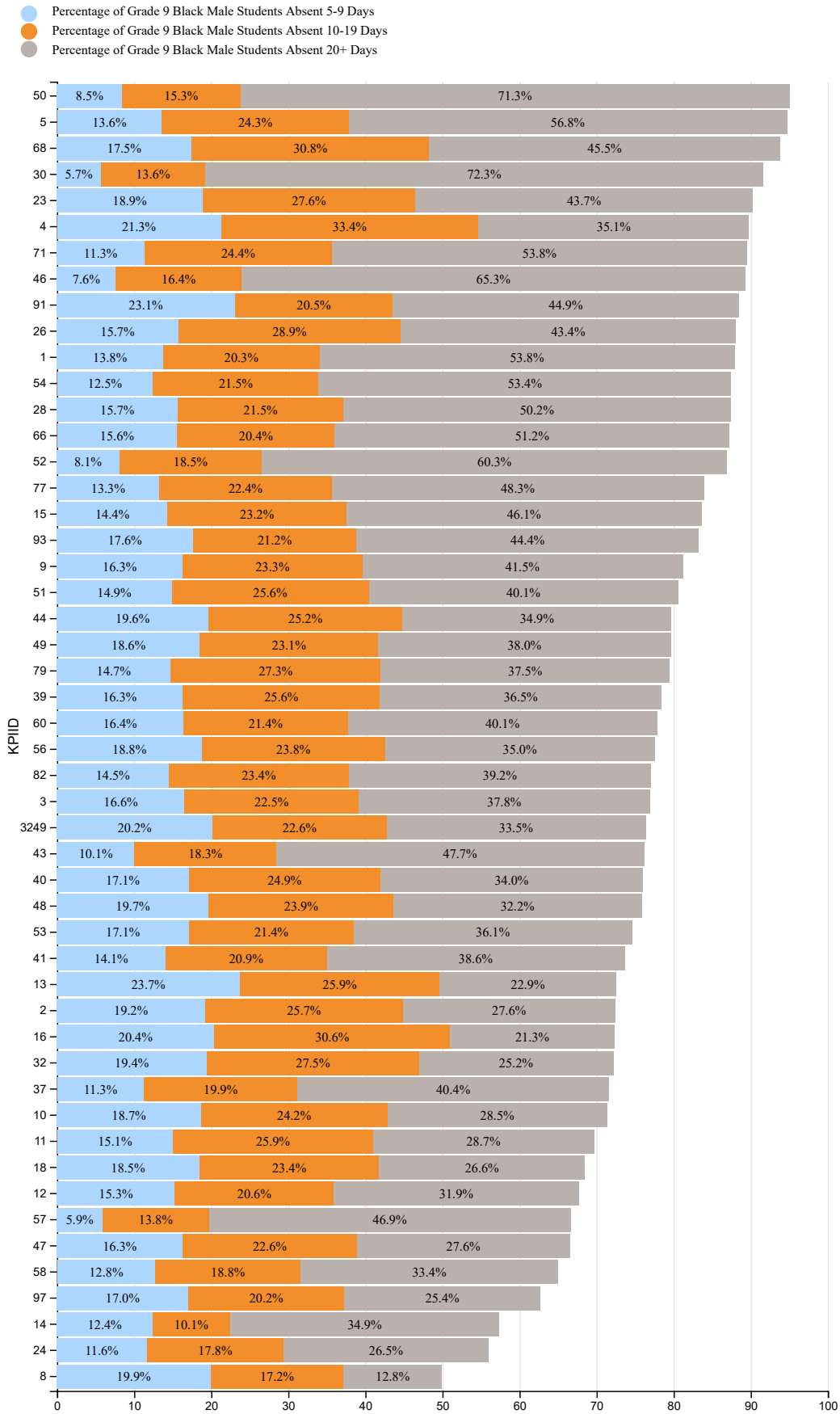
3.6 Percentage of Grade 6 Black Male Students Absent, 2021-22



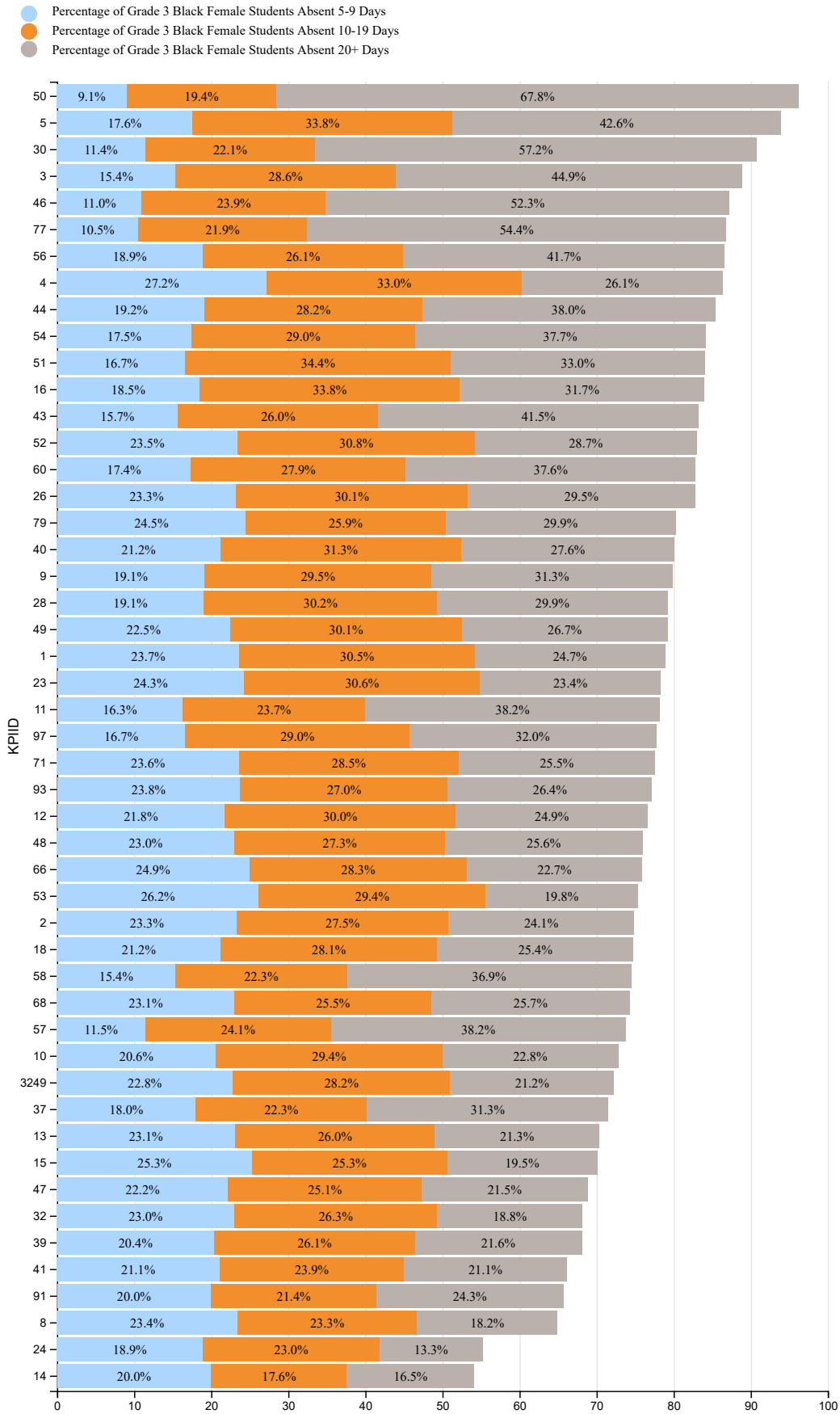
3.7 Percentage of Grade 8 Black Male Students Absent, 2021-22



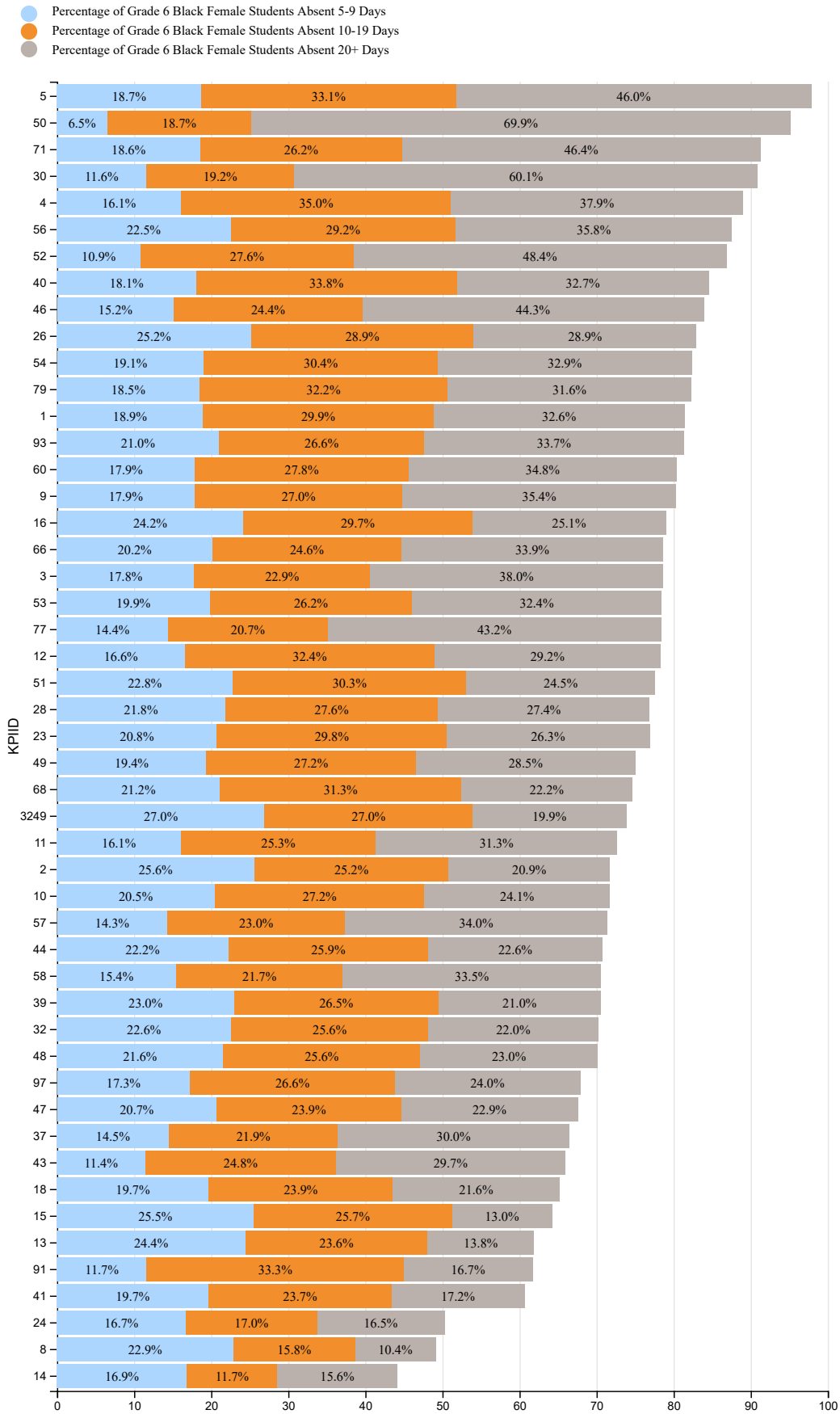
3.8 Percentage of Grade 9 Black Male Students Absent, 2021-22



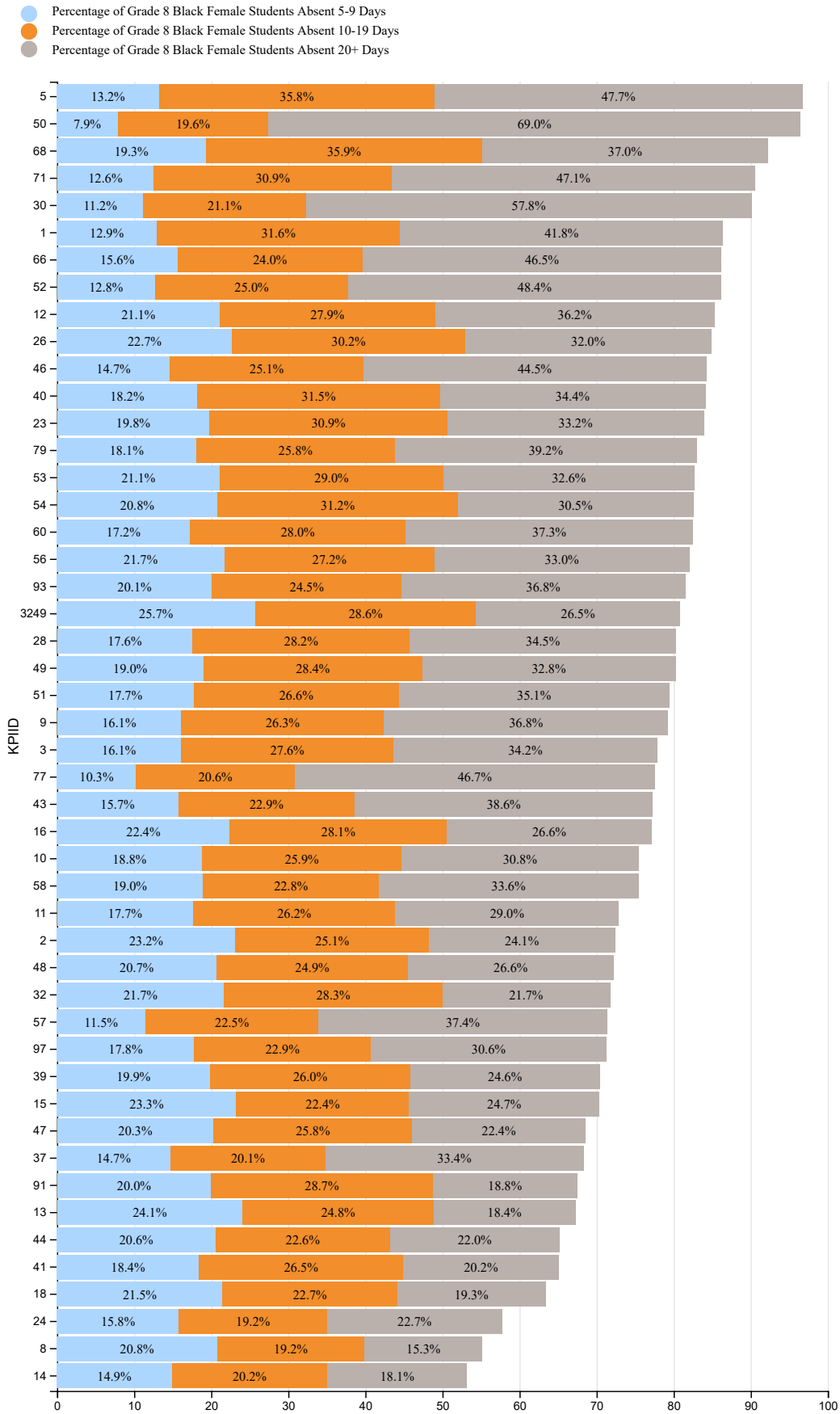
3.9 Percentage of Grade 3 Black Female Students Absent, 2021-22



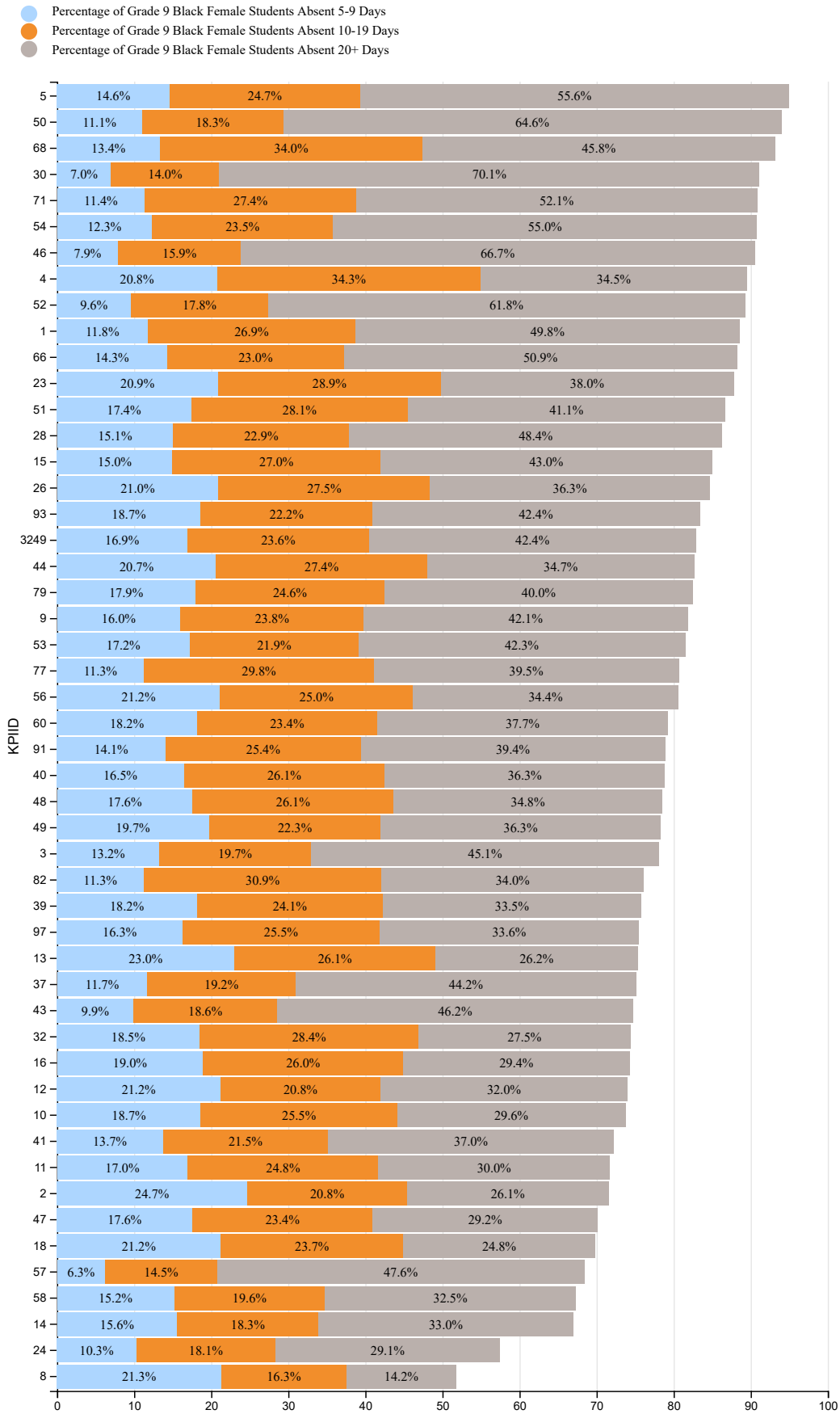
3.10 Percentage of Grade 6 Black Female Students Absent, 2021-22



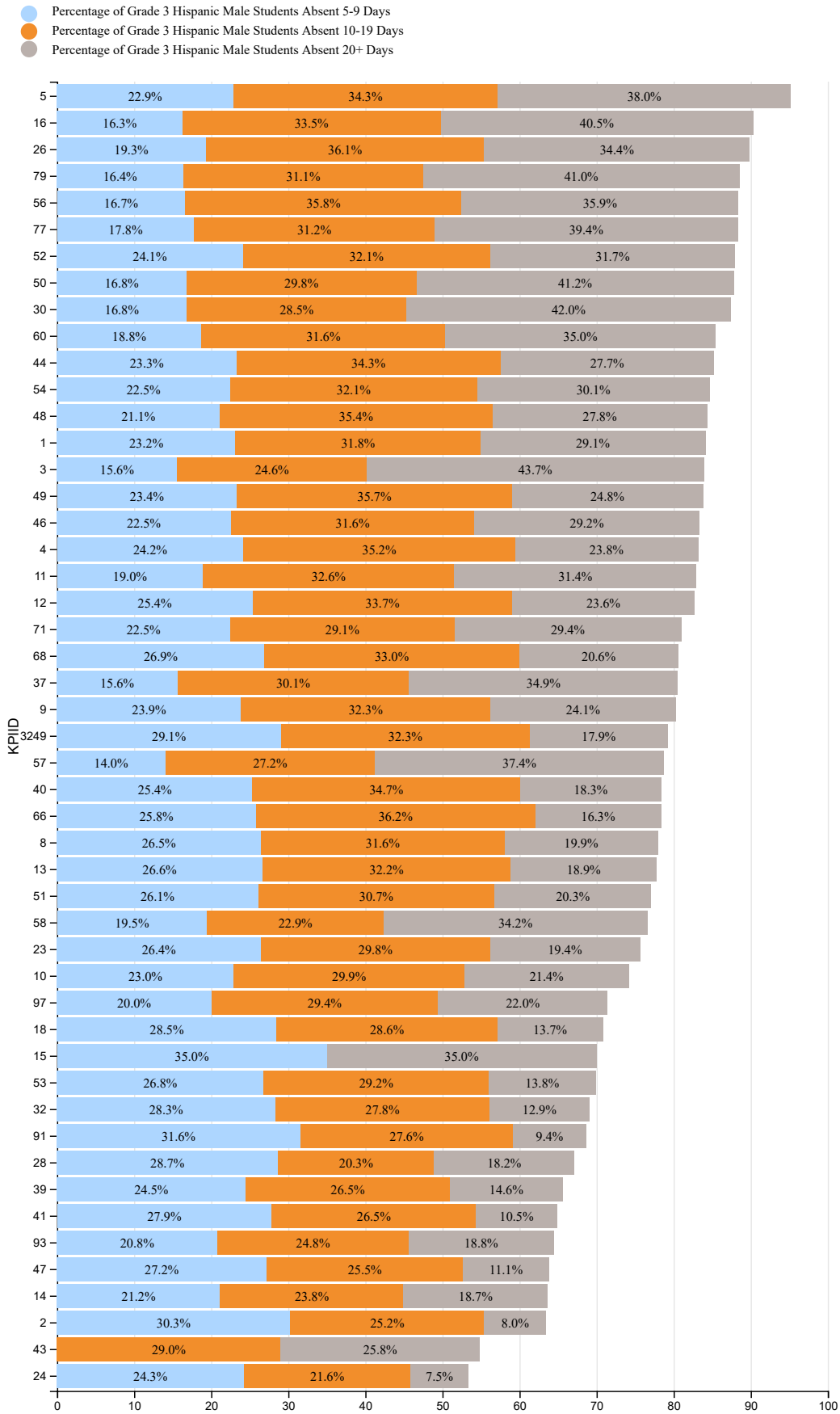
3.11 Percentage of Grade 8 Black Female Students Absent, 2021-22



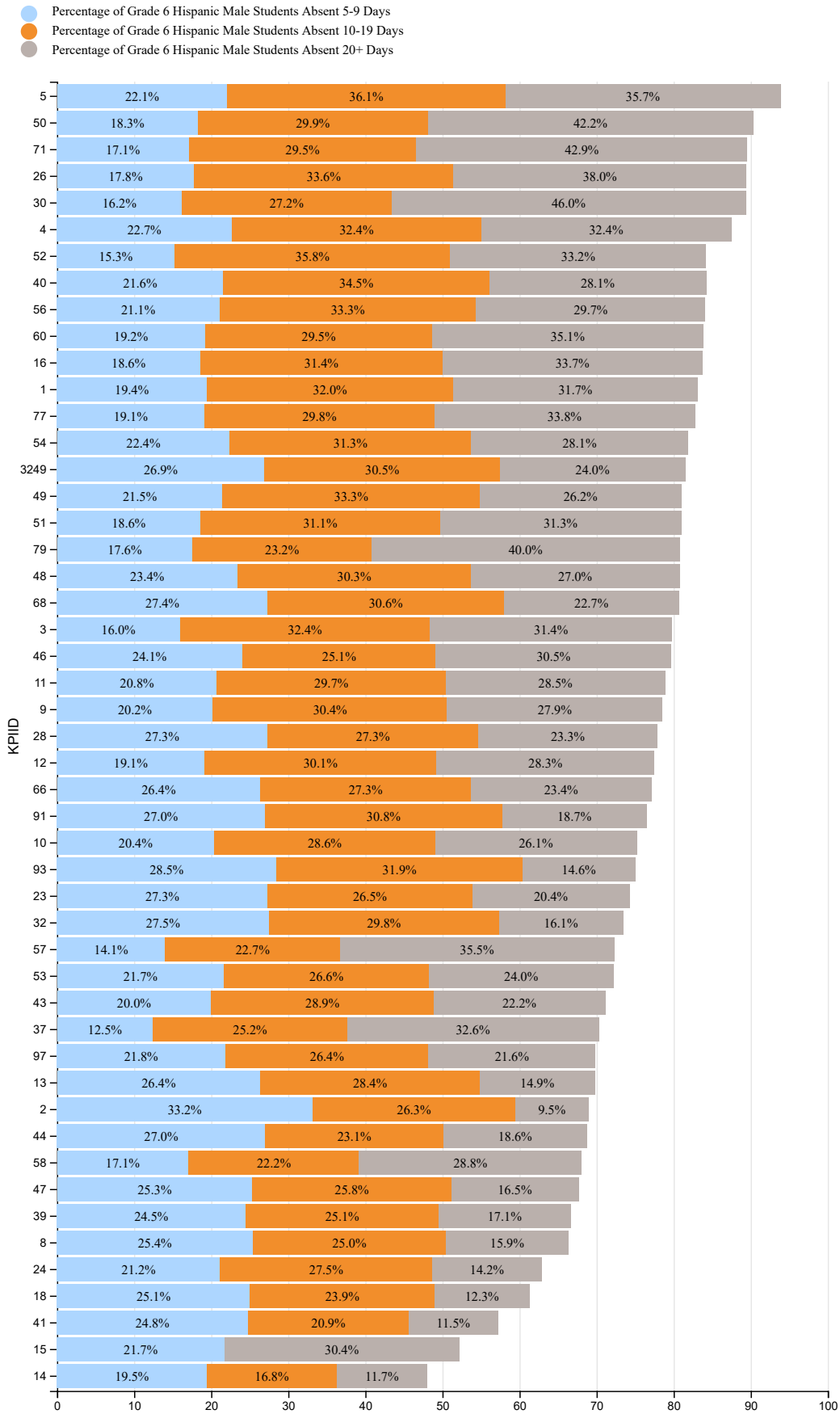
3.12 Percentage of Grade 9 Black Female Students Absent, 2021-22



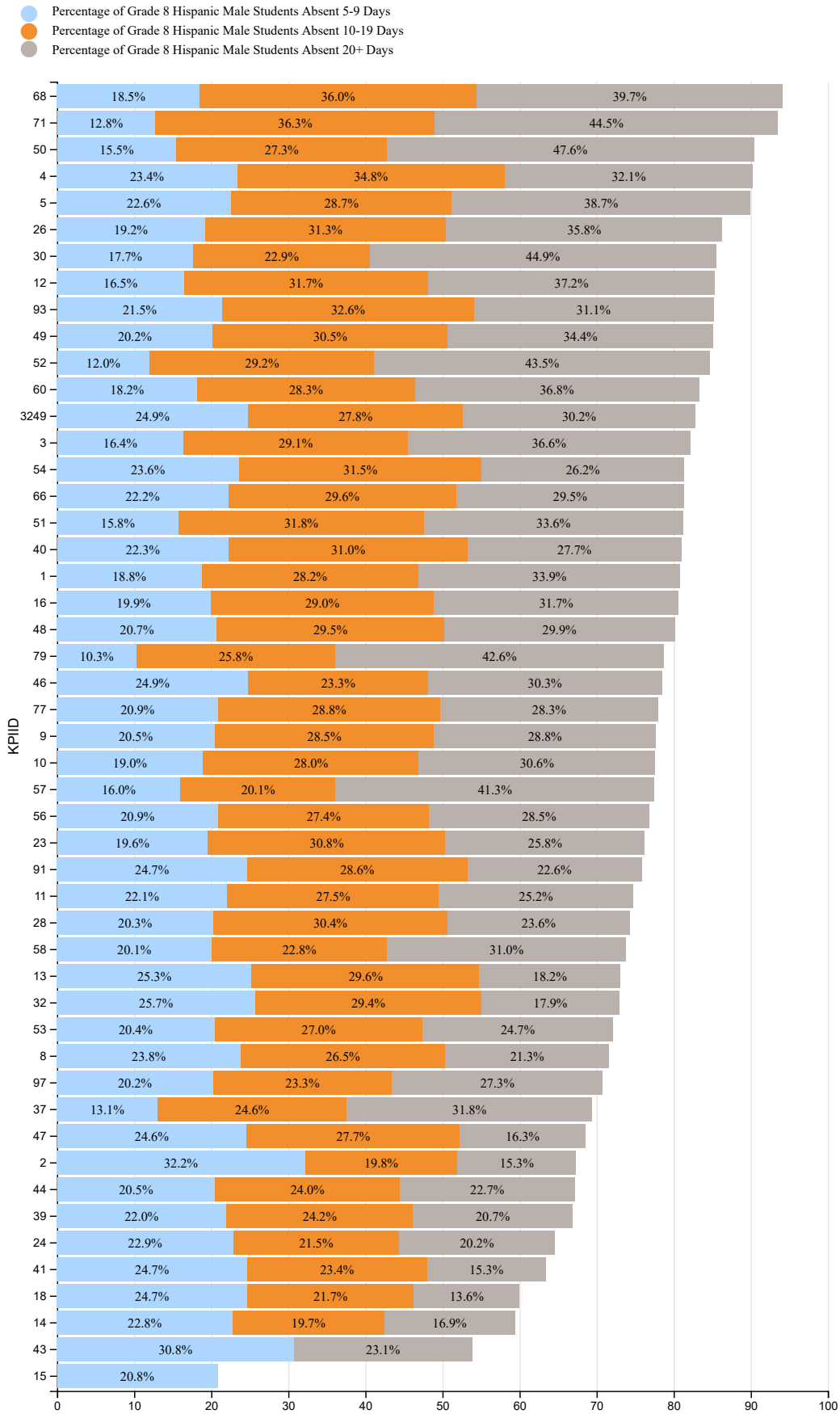
3.13 Percentage of Grade 3 Hispanic Male Students Absent, 2021-22



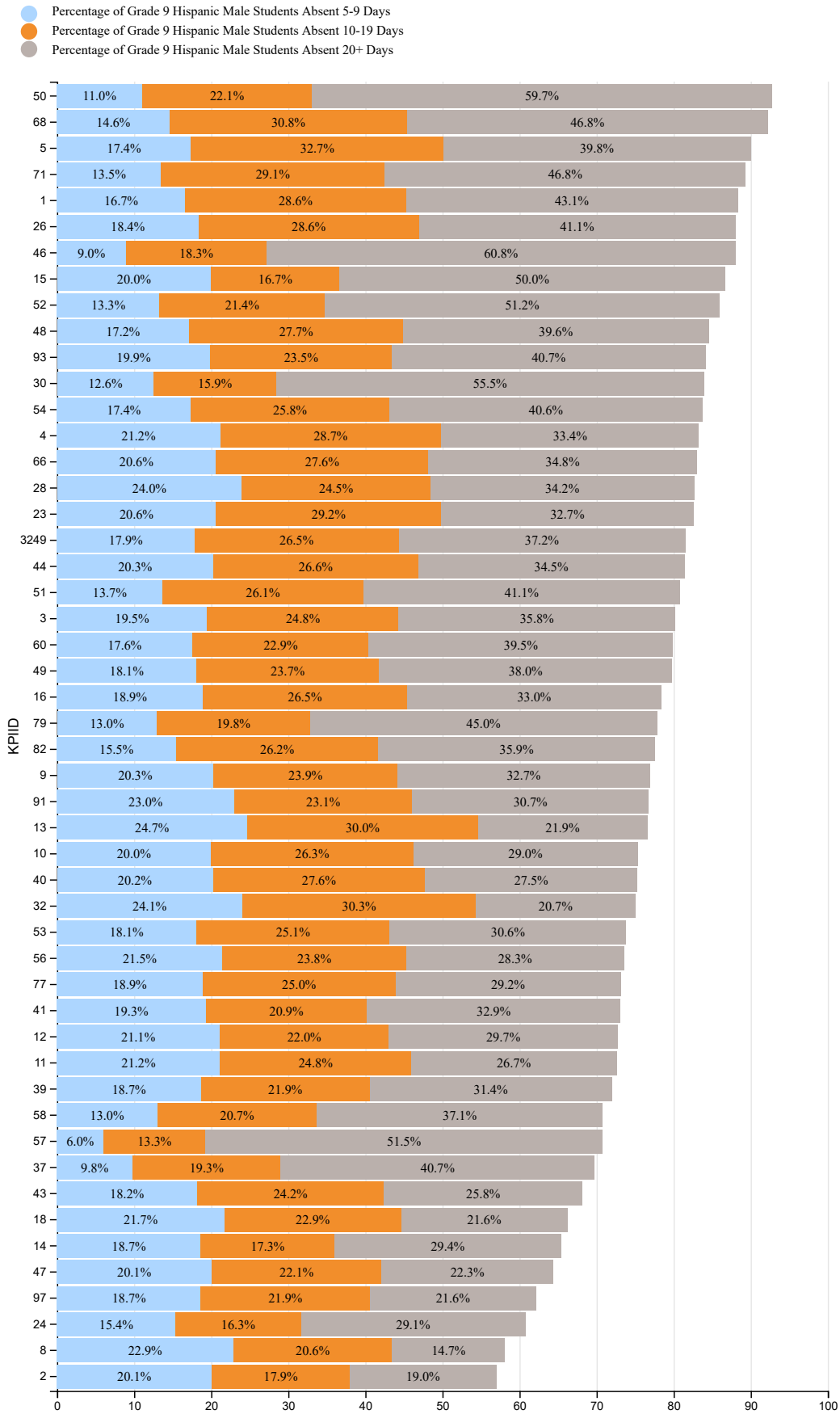
3.14 Percentage of Grade 6 Hispanic Male Students Absent, 2021-22



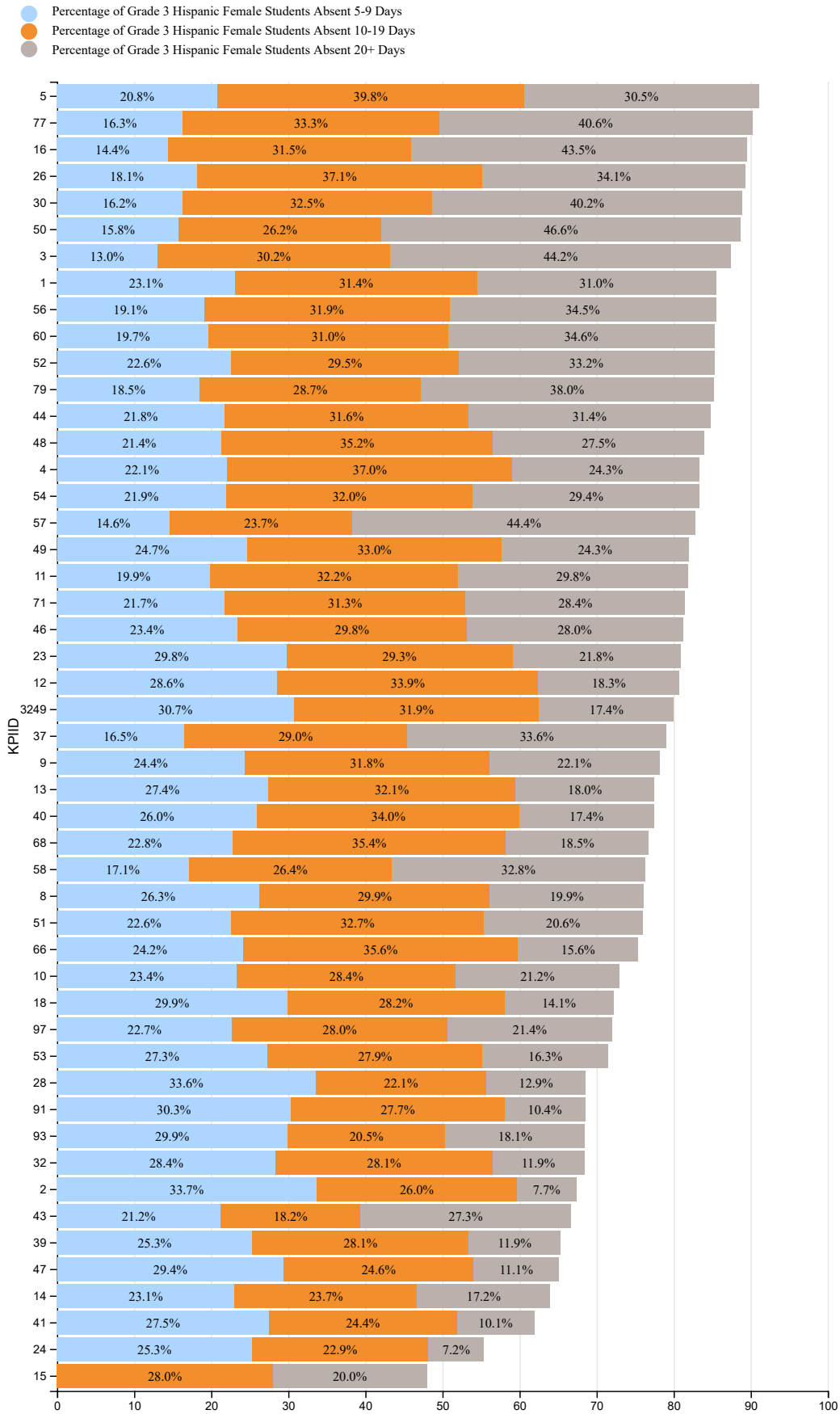
3.15 Percentage of Grade 8 Hispanic Male Students Absent, 2021-22



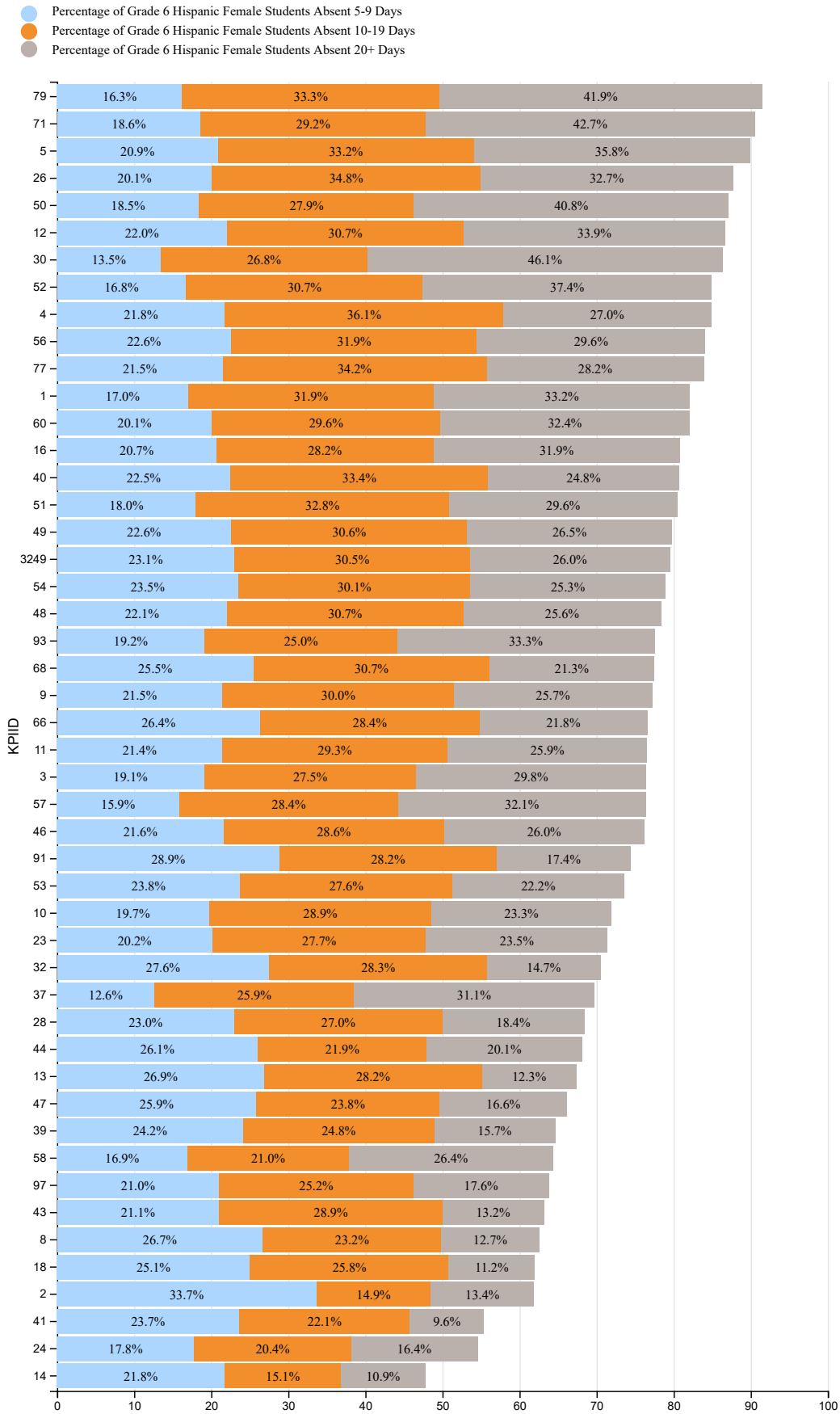
3.16 Percentage of Grade 9 Hispanic Male Students Absent, 2021-22



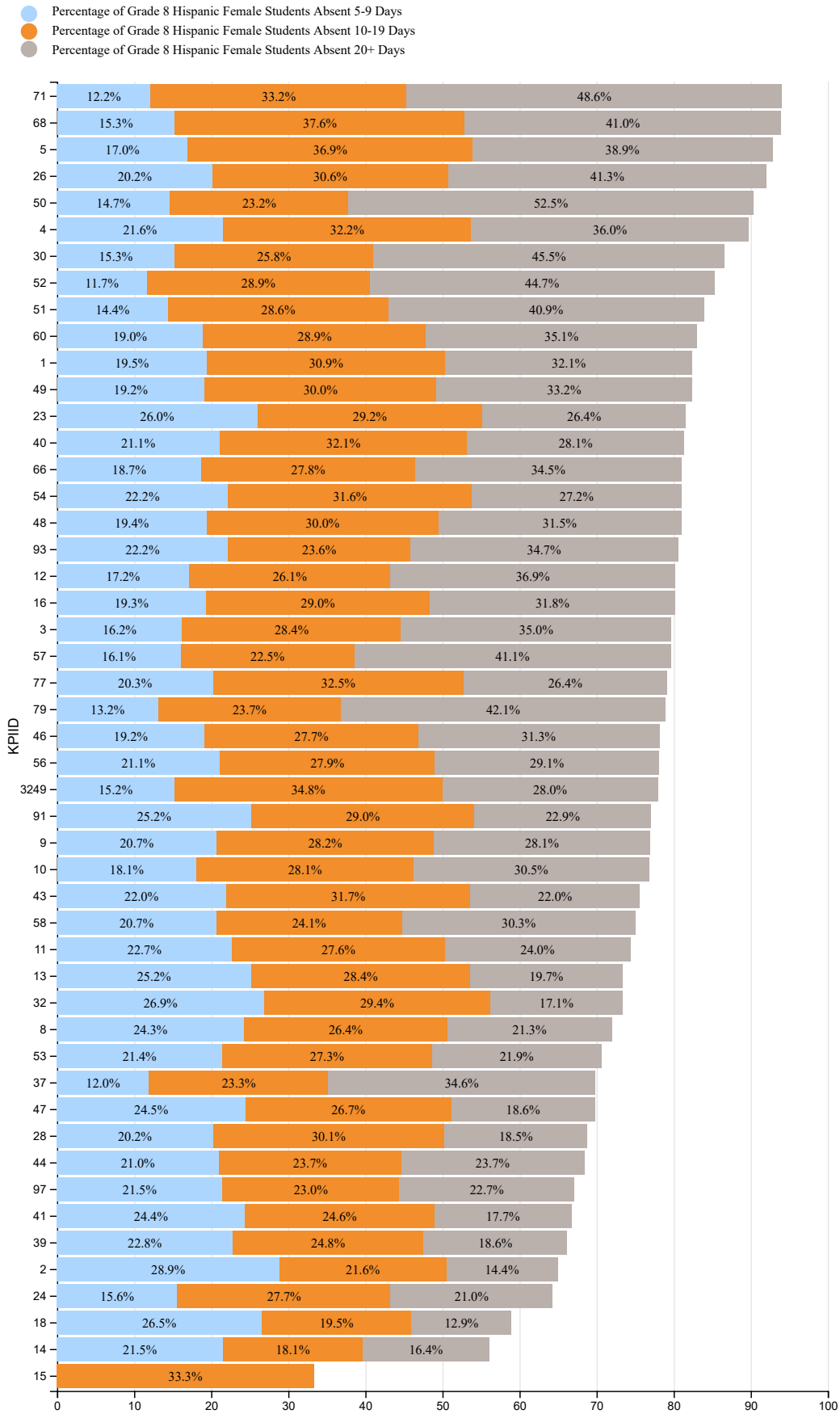
3.17 Percentage of Grade 3 Hispanic Female Students Absent, 2021-22



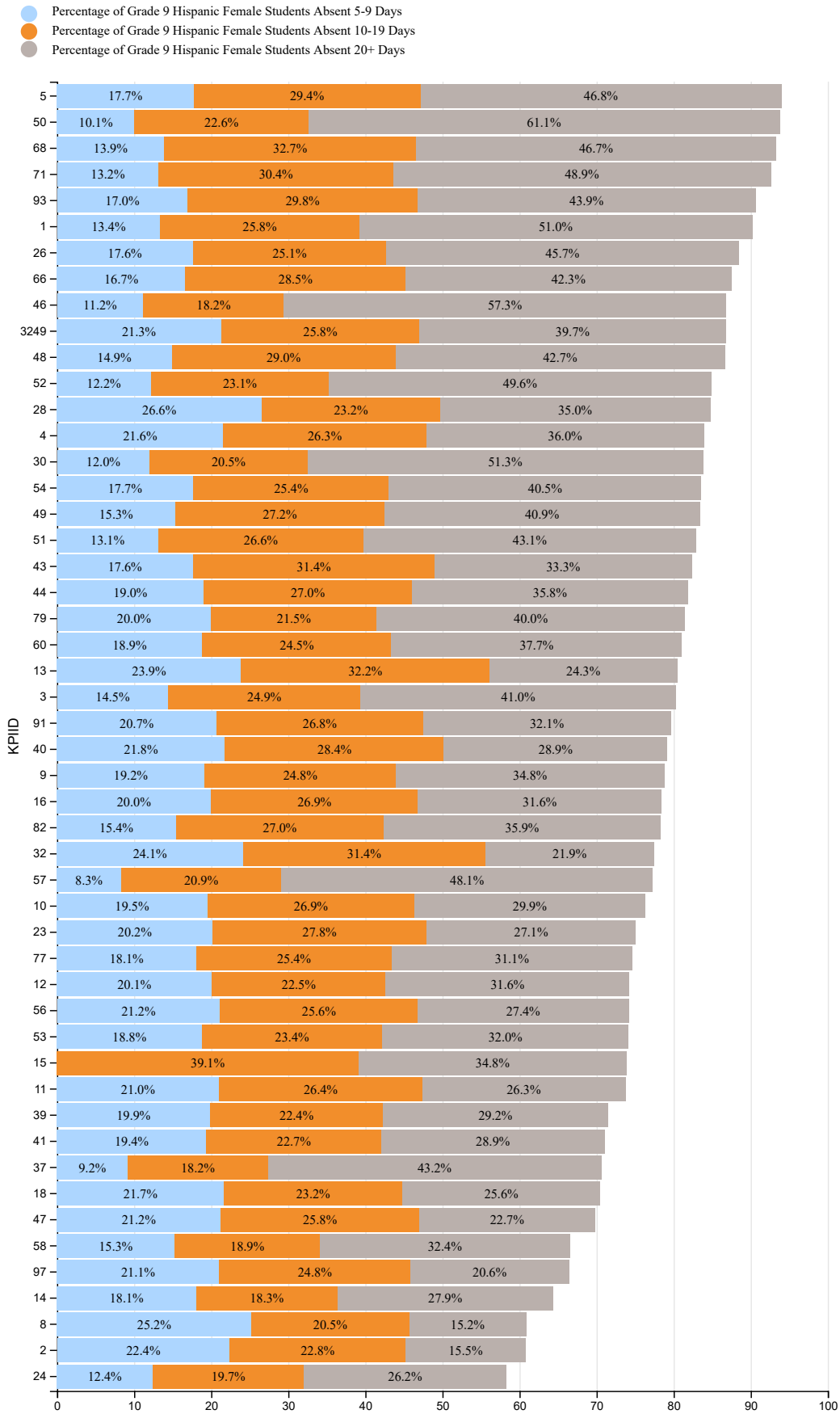
3.18 Percentage of Grade 6 Hispanic Female Students Absent, 2021-22



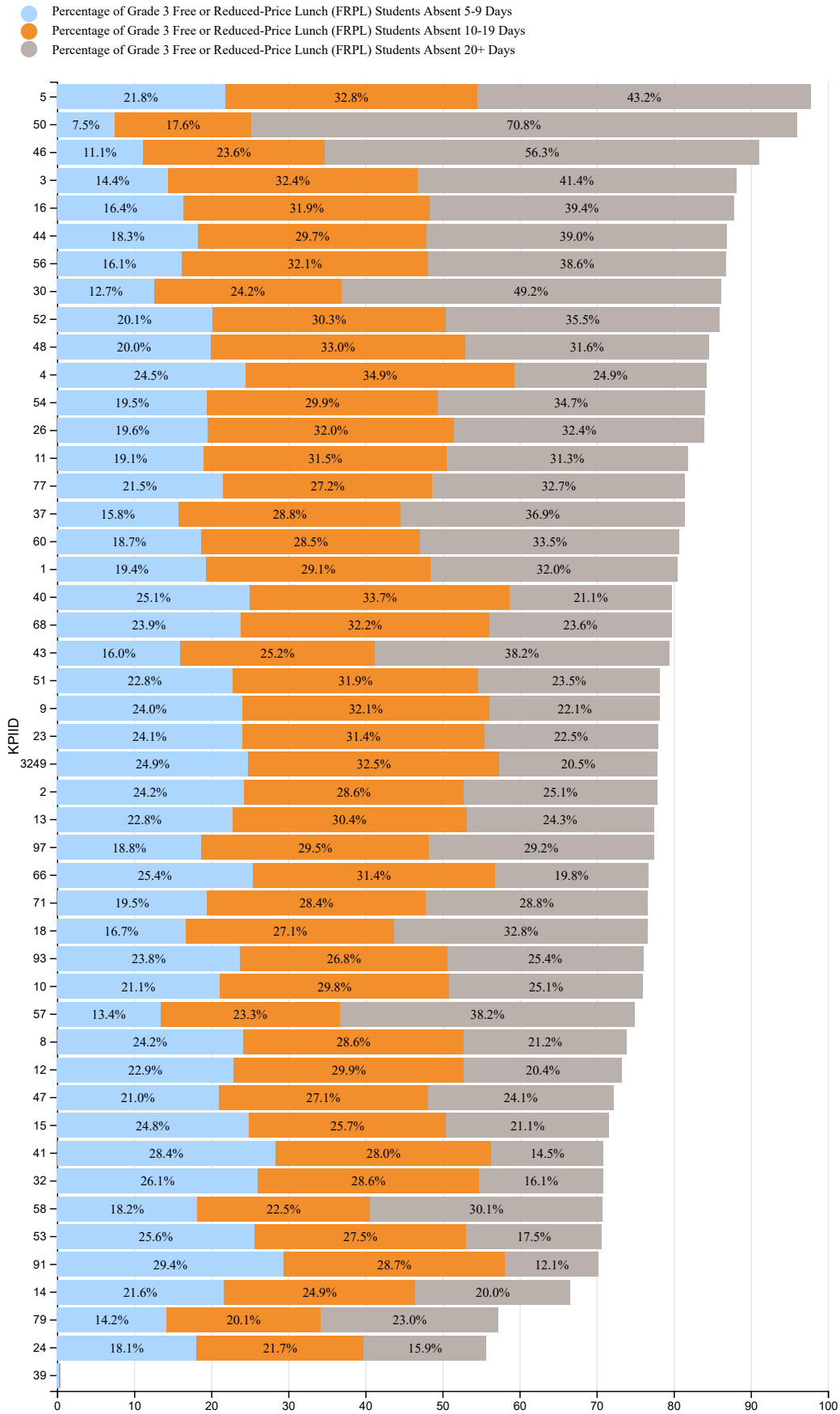
3.19 Percentage of Grade 8 Hispanic Female Students Absent, 2021-22



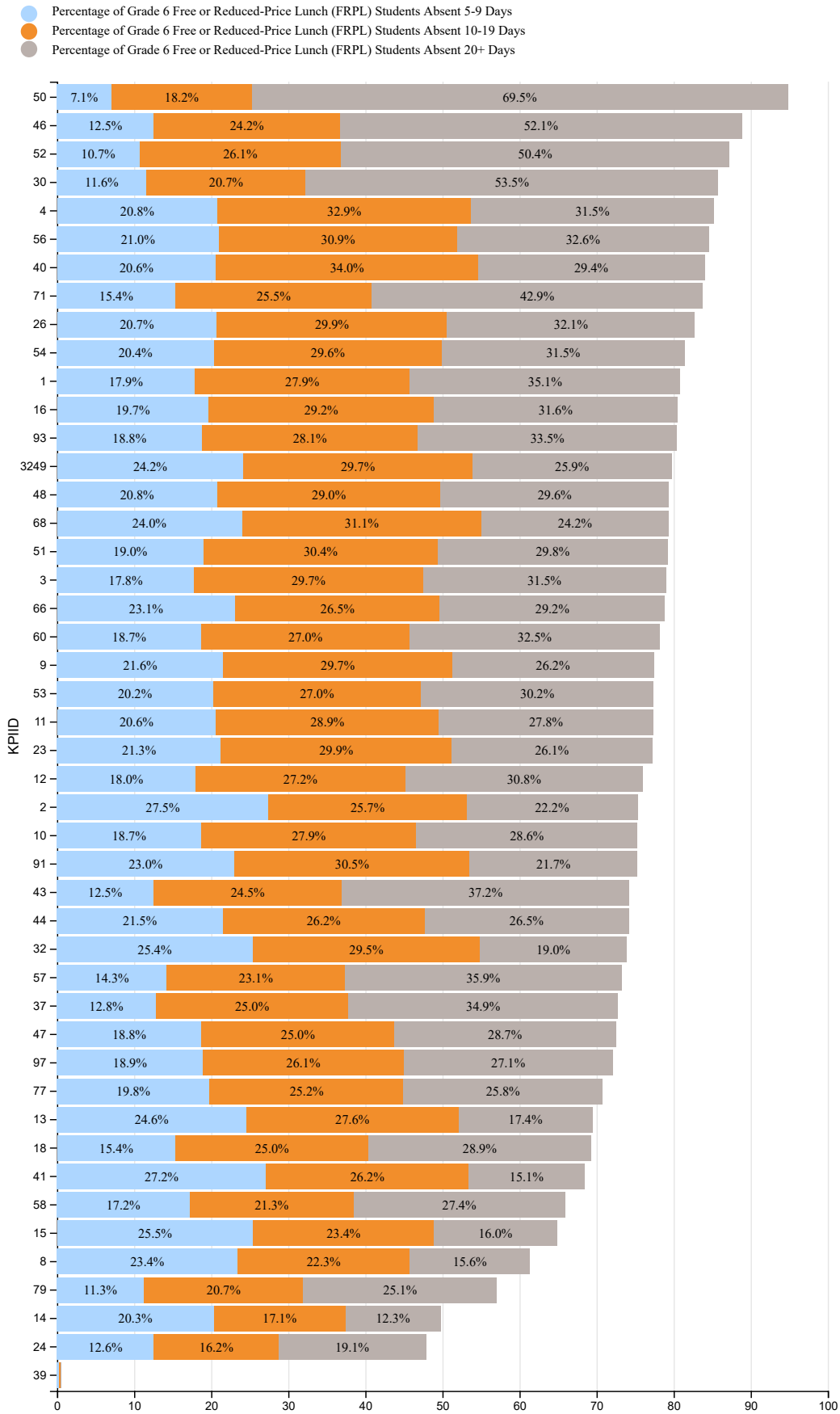
3.20 Percentage of Grade 9 Hispanic Female Students Absent, 2021-22



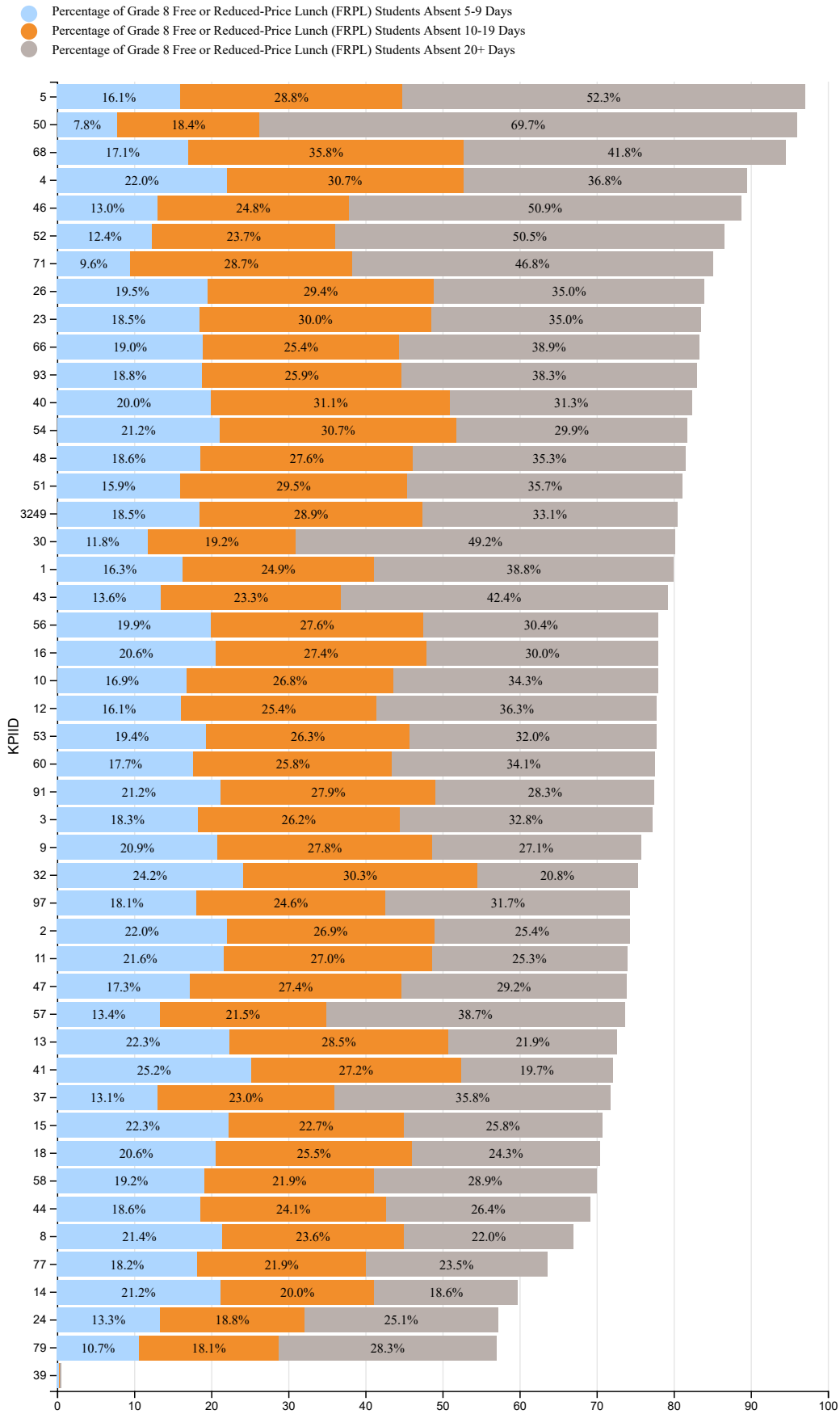
3.21 Percentage of Grade 3 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



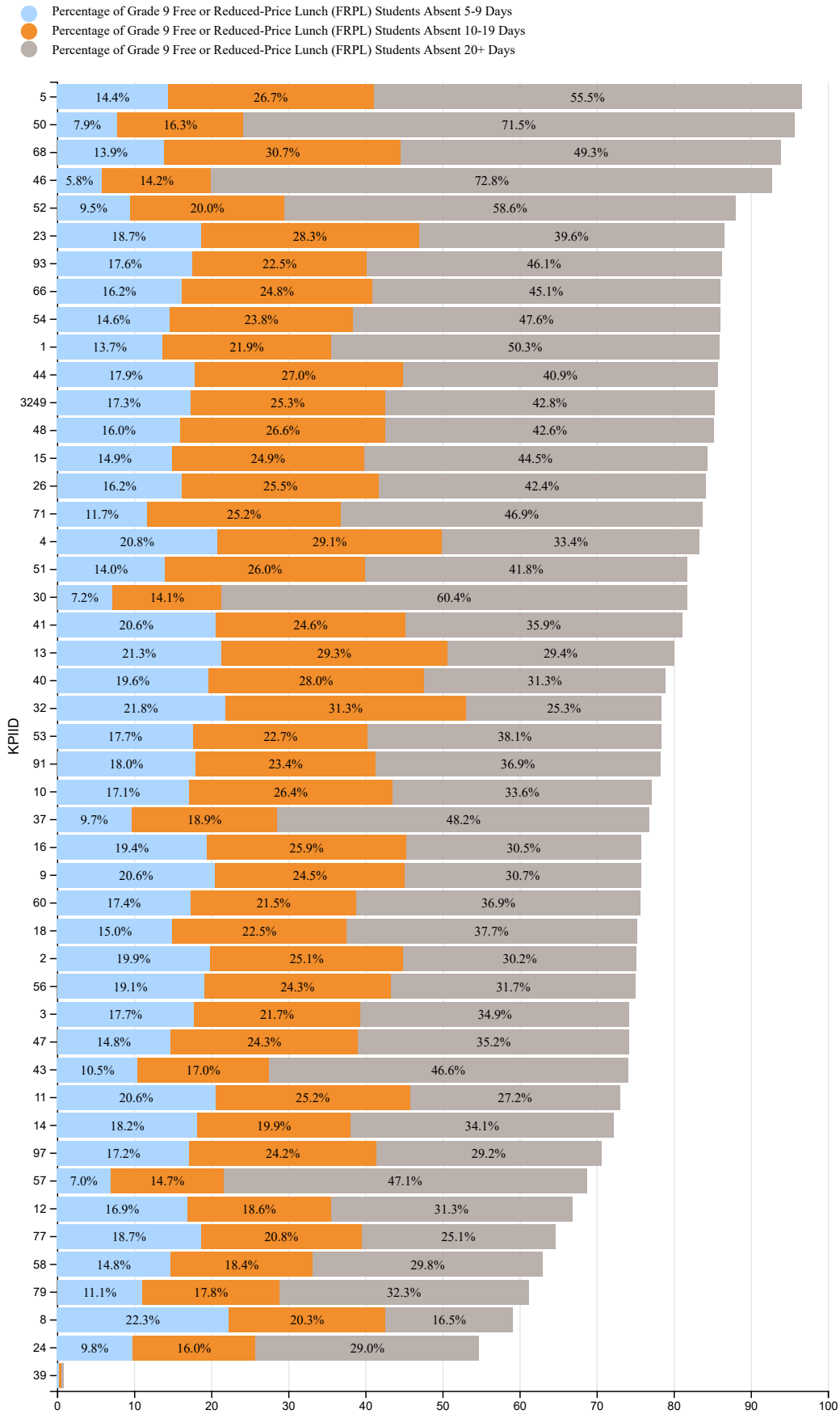
3.22 Percentage of Grade 6 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



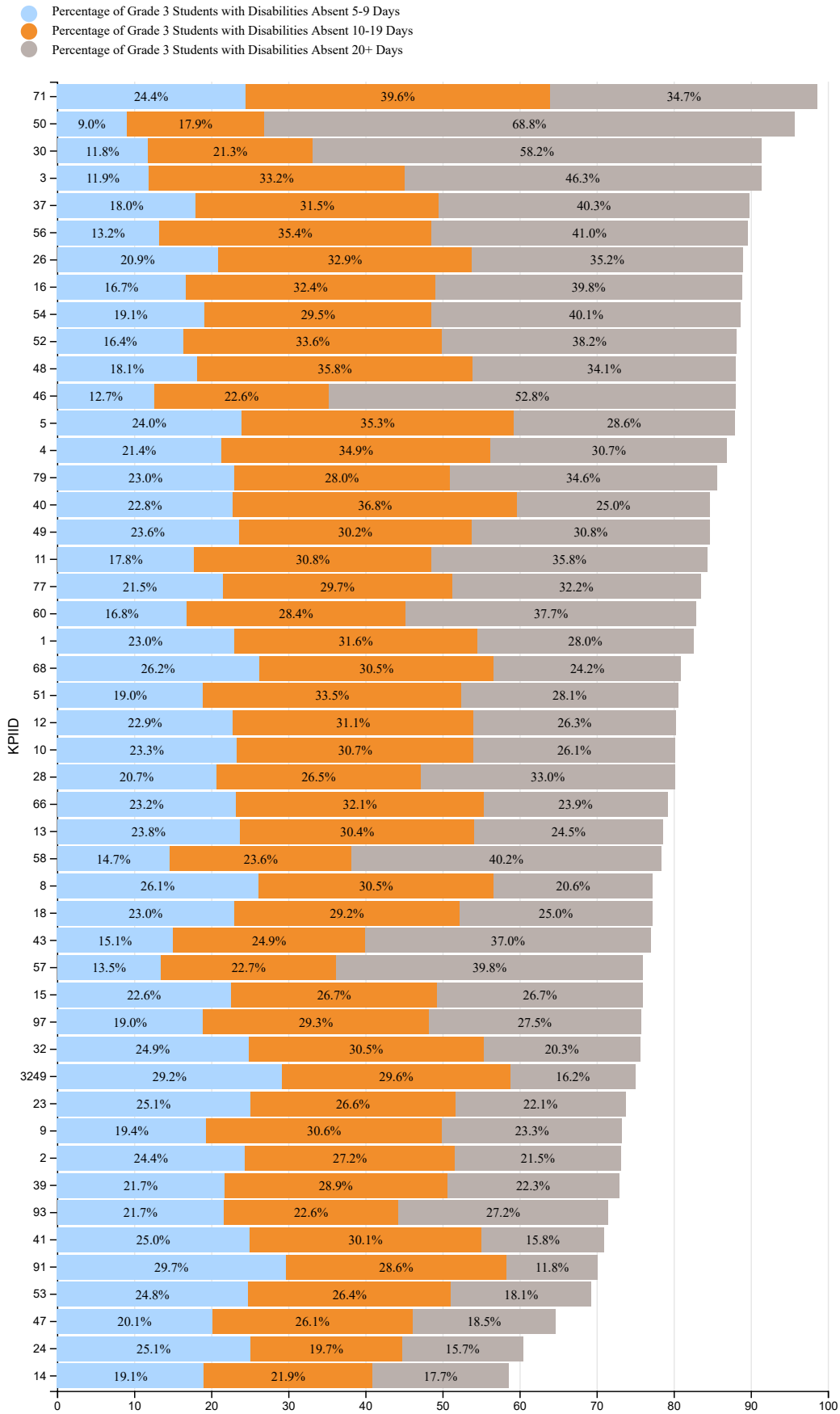
3.23 Percentage of Grade 8 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



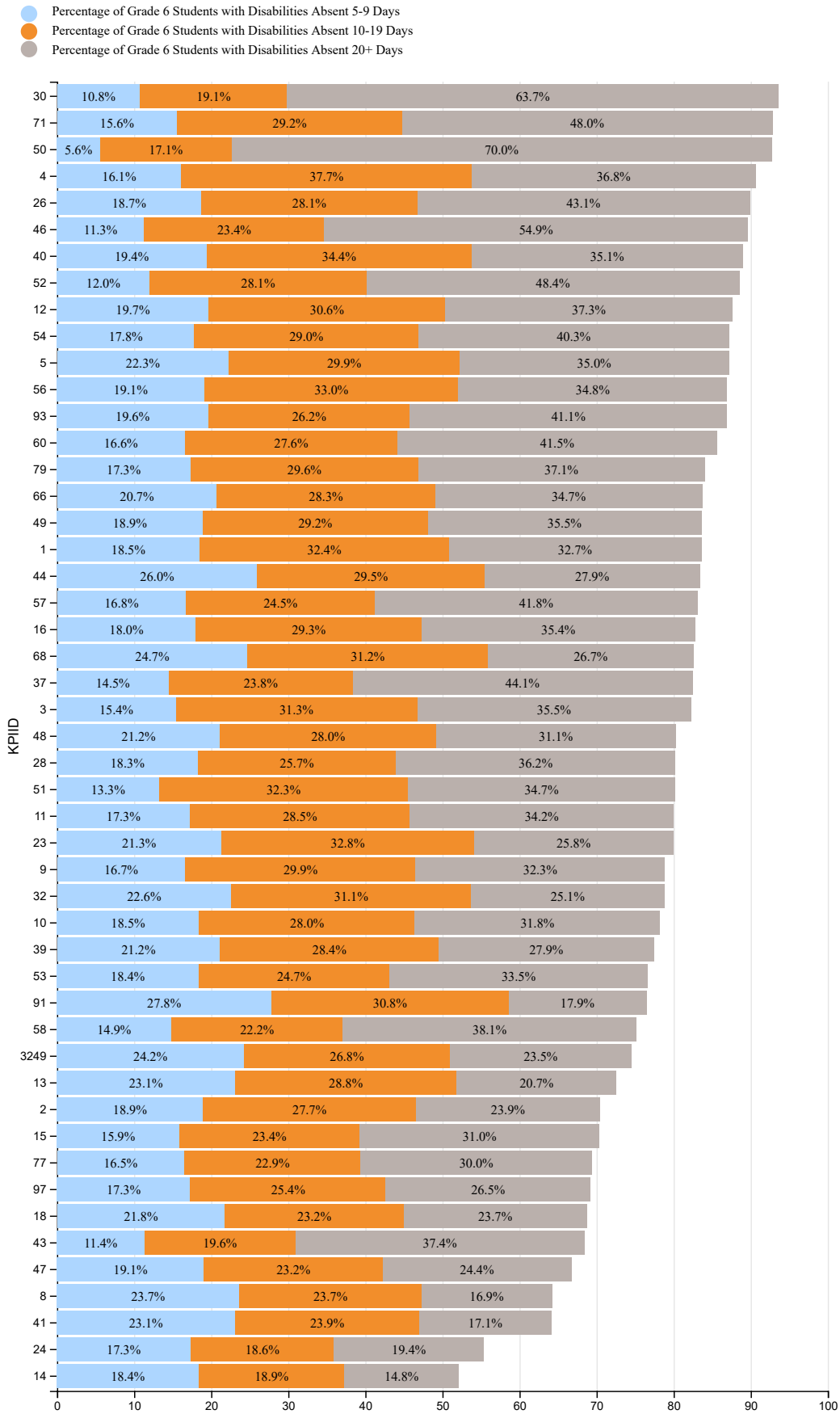
3.24 Percentage of Grade 9 Free or Reduced-Price Lunch (FRPL) Students Absent, 2021-22



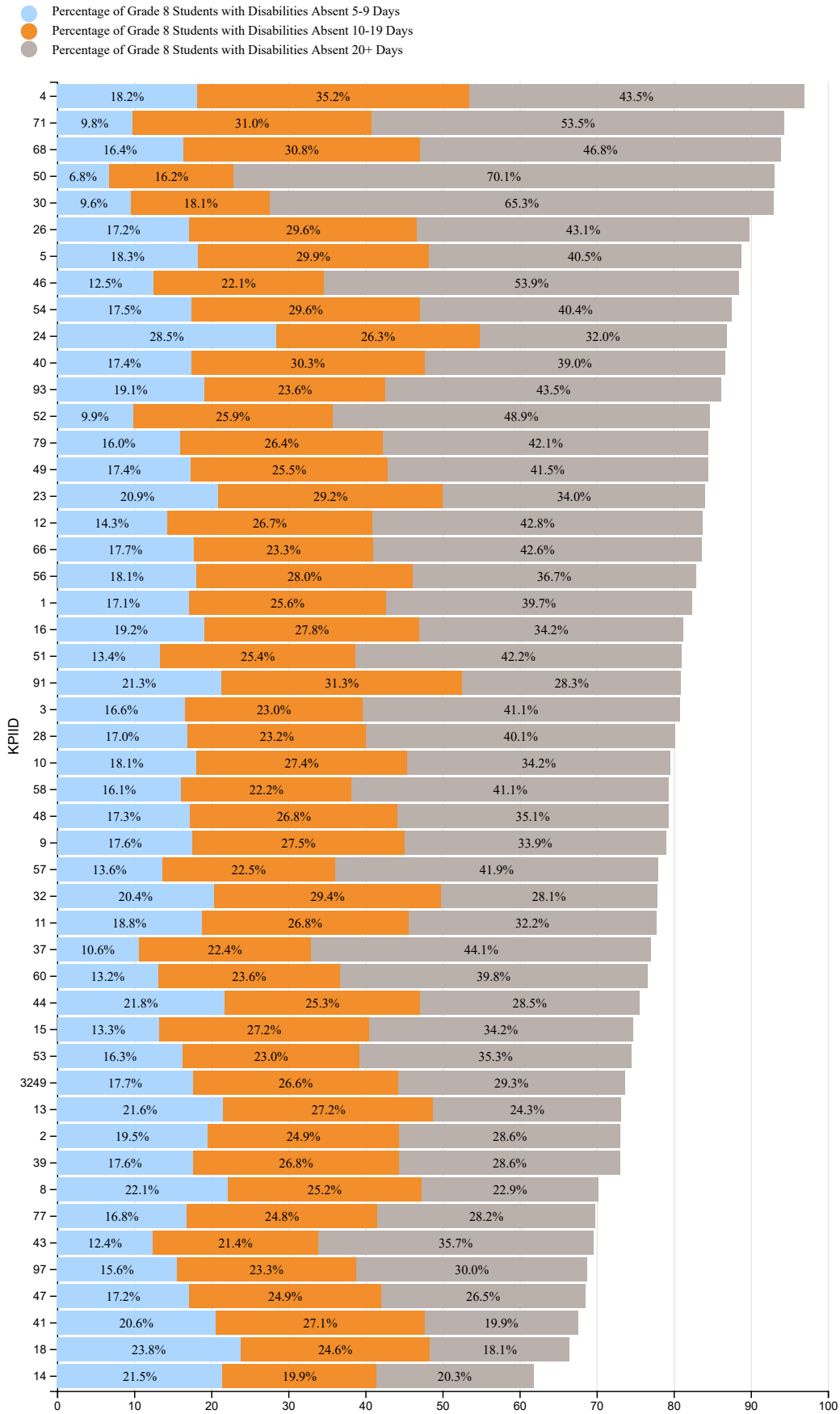
3.25 Percentage of Grade 3 Students with Disabilities Absent, 2021-22



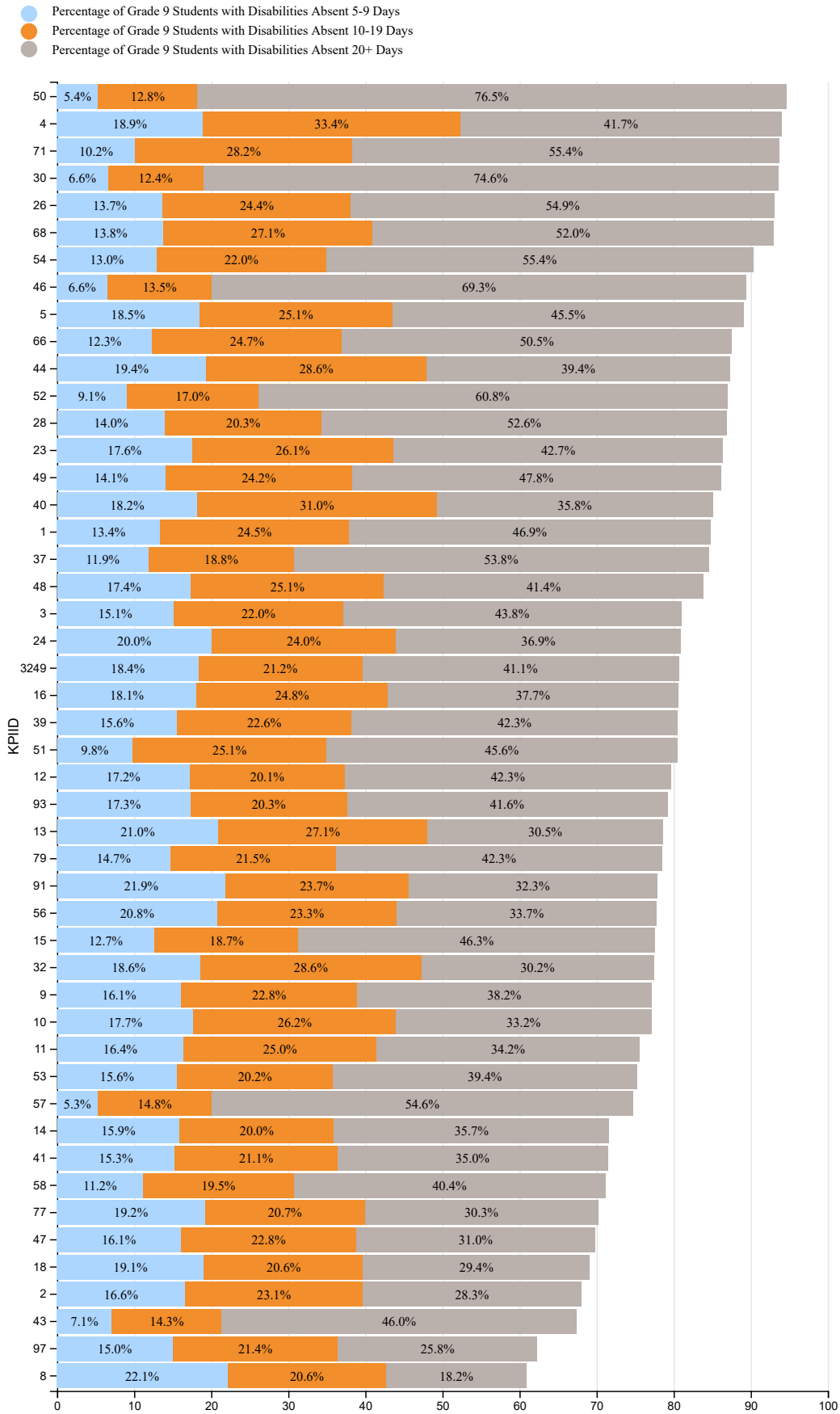
3.26 Percentage of Grade 6 Students with Disabilities Absent, 2021-22



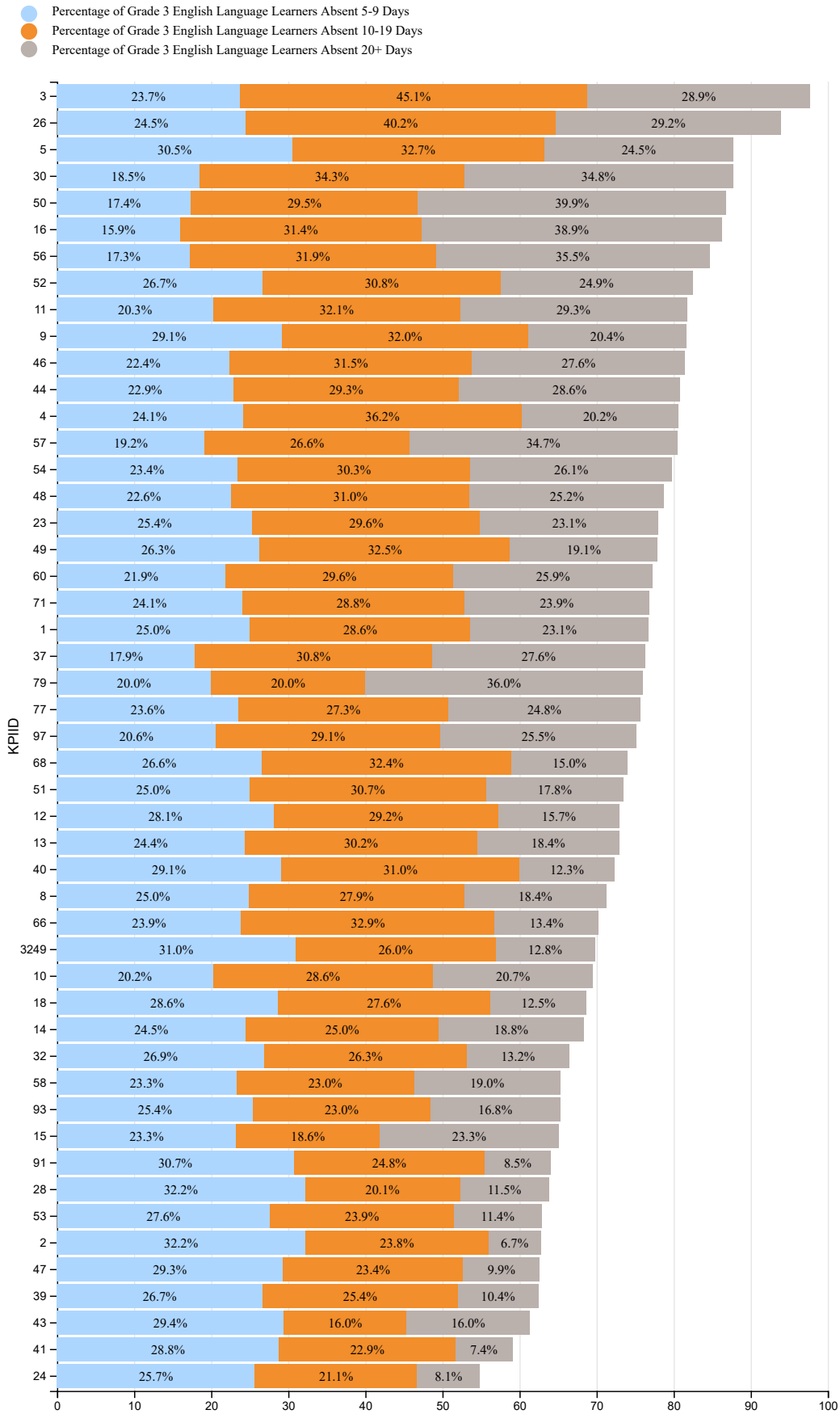
3.27 Percentage of Grade 8 Students with Disabilities Absent, 2021-22



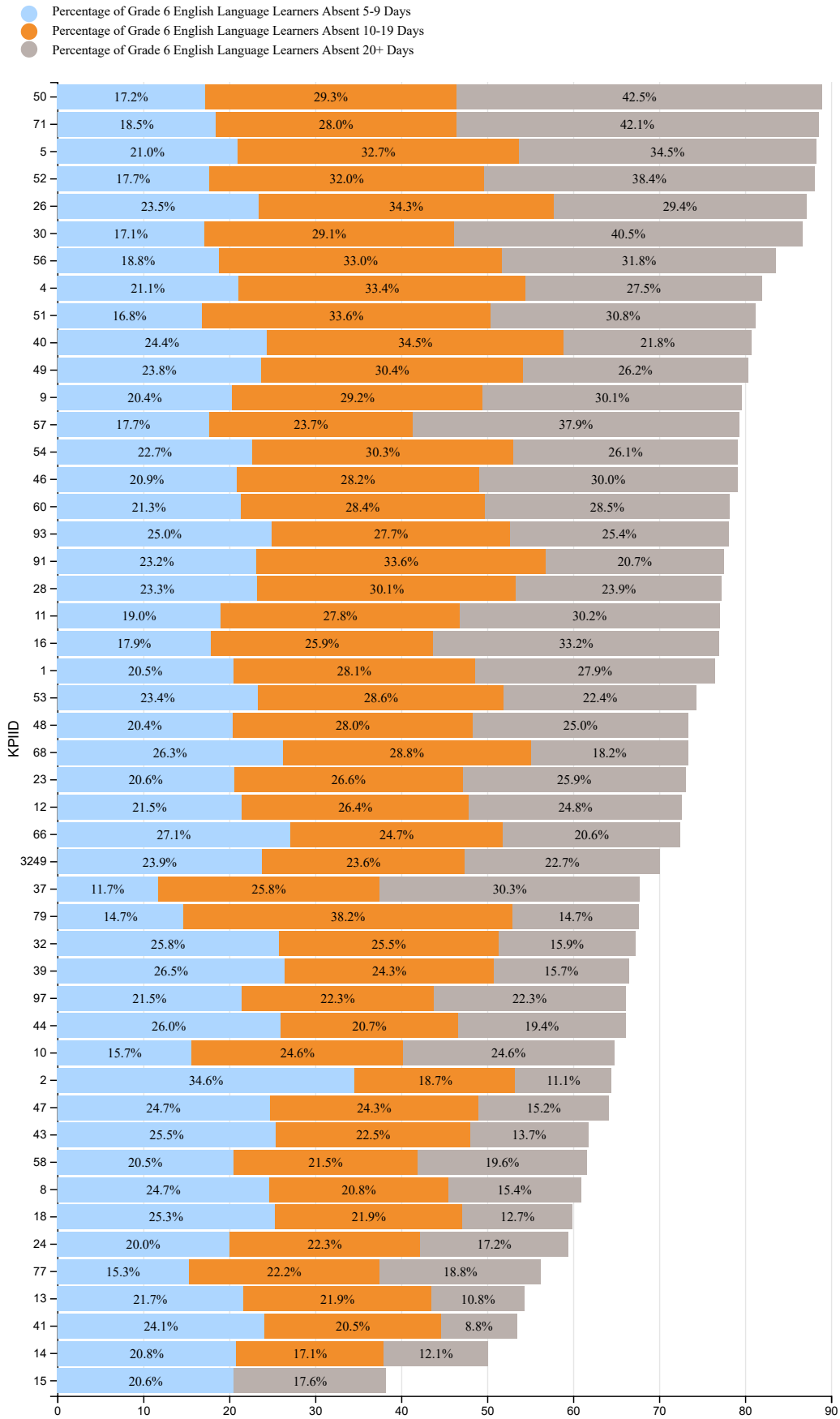
3.28 Percentage of Grade 9 Students with Disabilities Absent, 2021-22



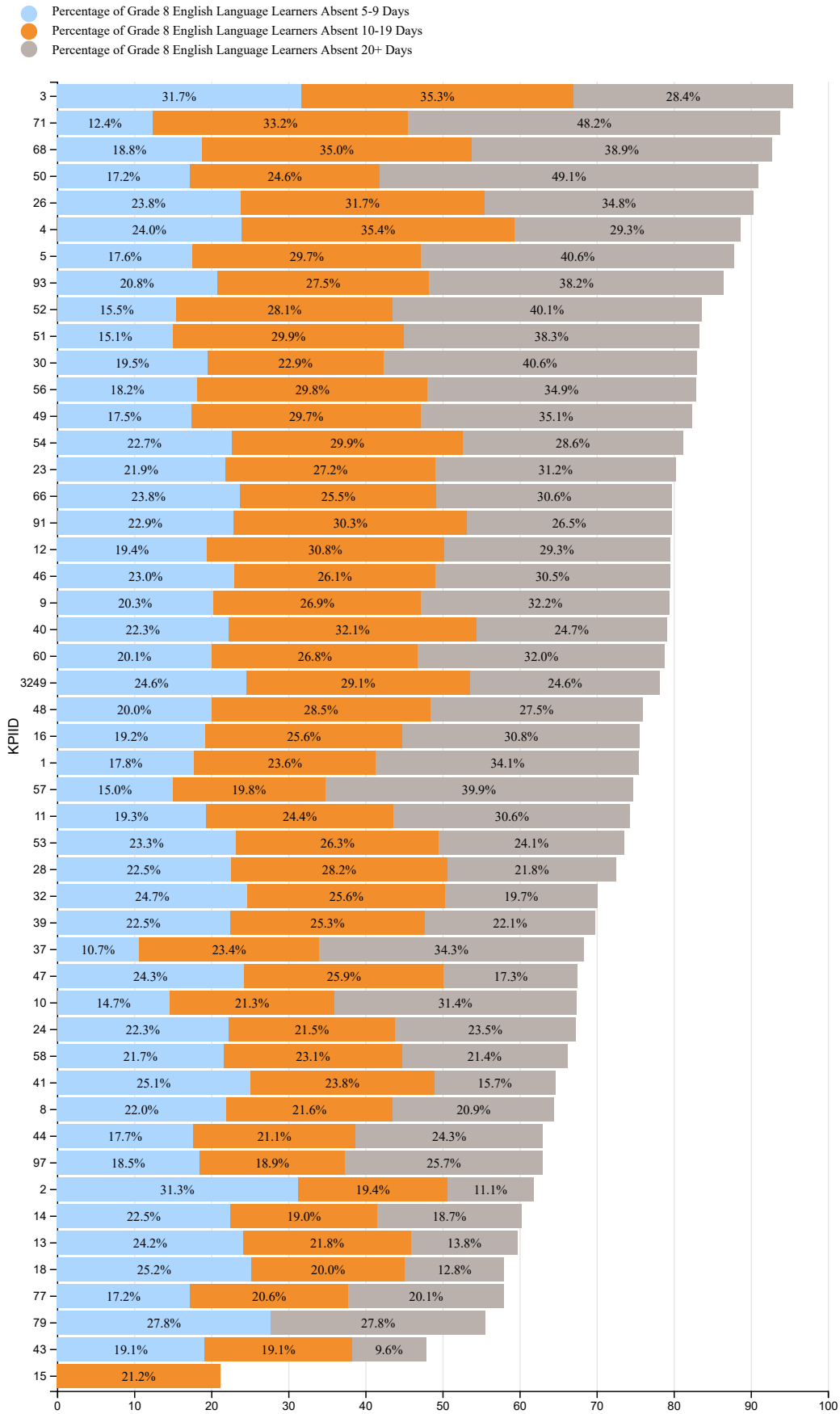
3.29 Percentage of Grade 3 English Language Learners Absent, 2021-22



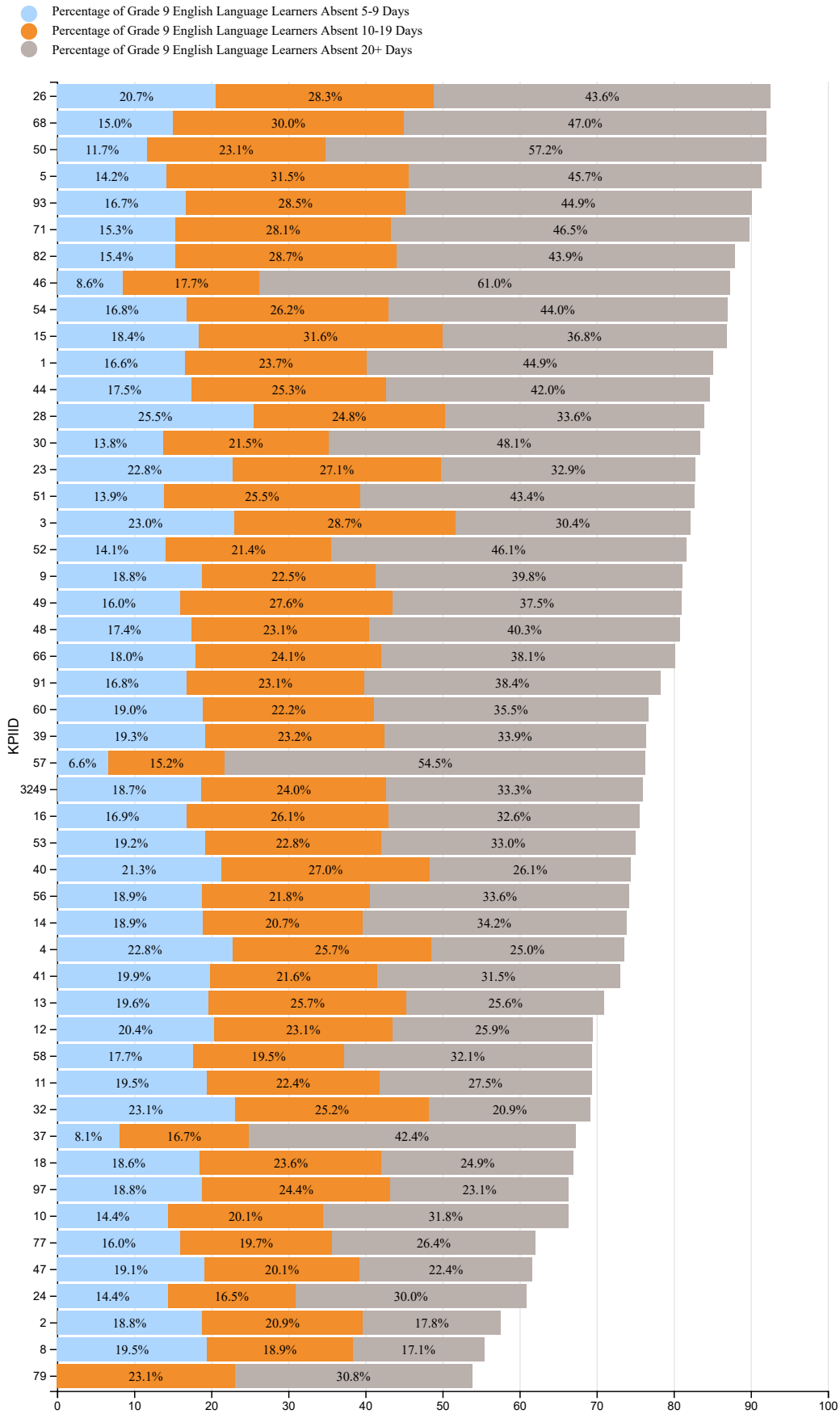
3.30 Percentage of Grade 6 English Language Learners Absent, 2021-22



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



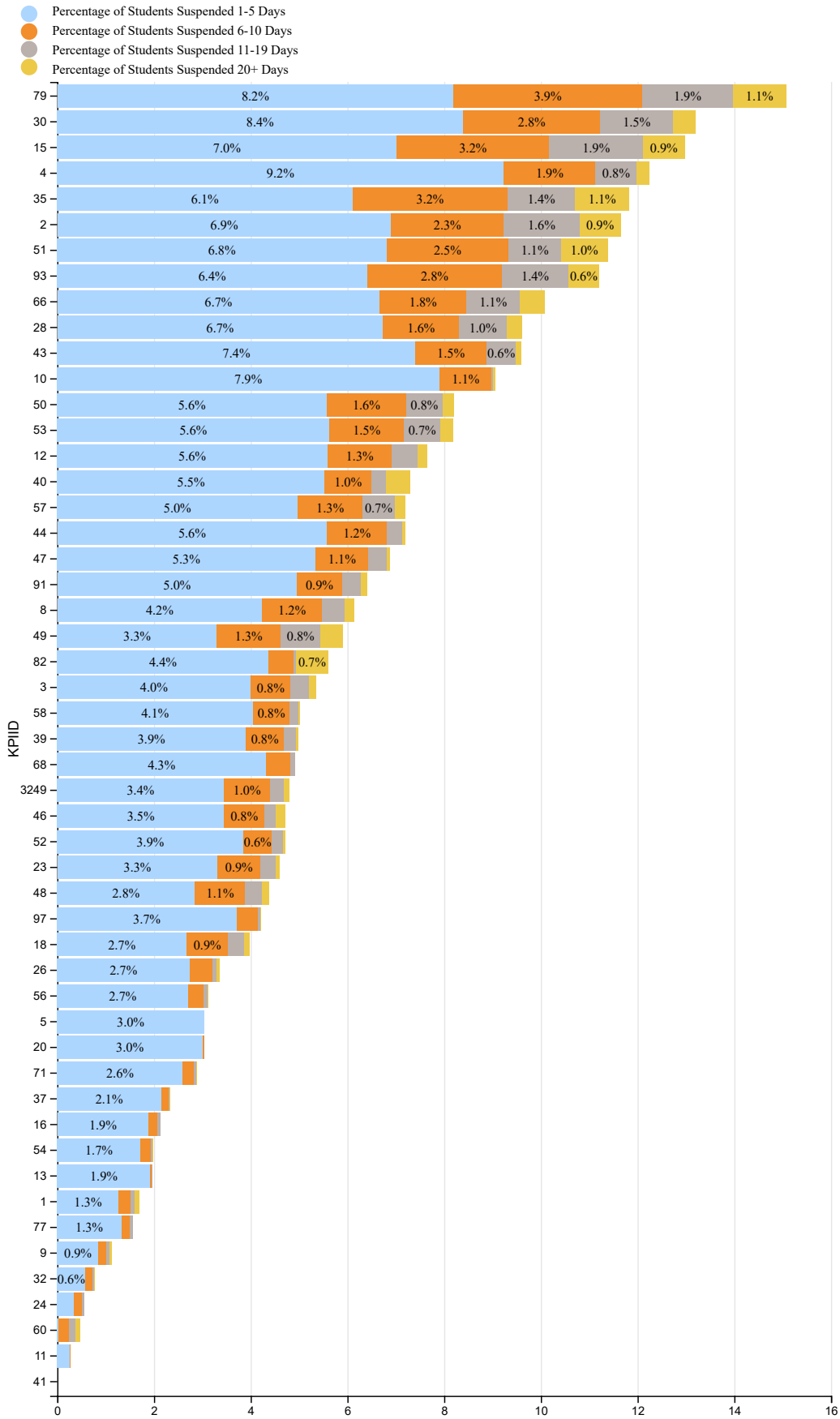
3.32 Percentage of Grade 9 English Language Learners Absent, 2021-22



Discipline Indicators

The discipline indicators in this section focus on out-of-school suspensions. The two KPIs for discipline include the percentage of students suspended for 1 to 5 days, 6 to 10 days, 11 to 19 days, or 20 or more days in the school year, and the total number of instructional days missed due to suspension for the year. Figures 4.1 to 4.24 show the percentage of students who were suspended out-of-school for 1 to 5 days, 6 to 10 days, 11 to 19 days, and more than 20 days cumulatively over the course of the school year. The unit of analysis is students. Figures 4.25 to 4.48 show the number of instructional days missed per 100 students in each district. These data allow districts to compare numbers of lost instructional days independent of overall district enrollment. The unit of analysis is number of days suspended per 100 students.

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

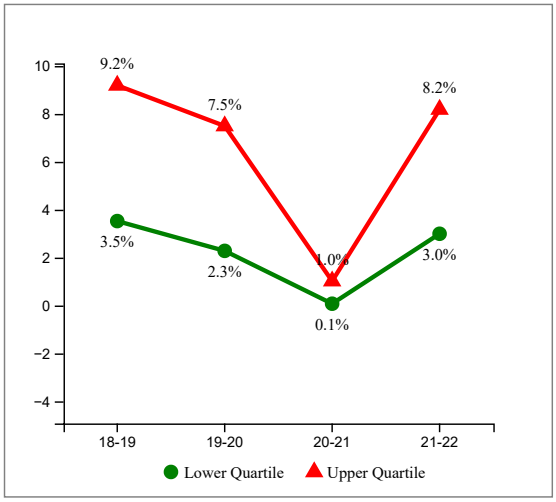


Percentage of Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

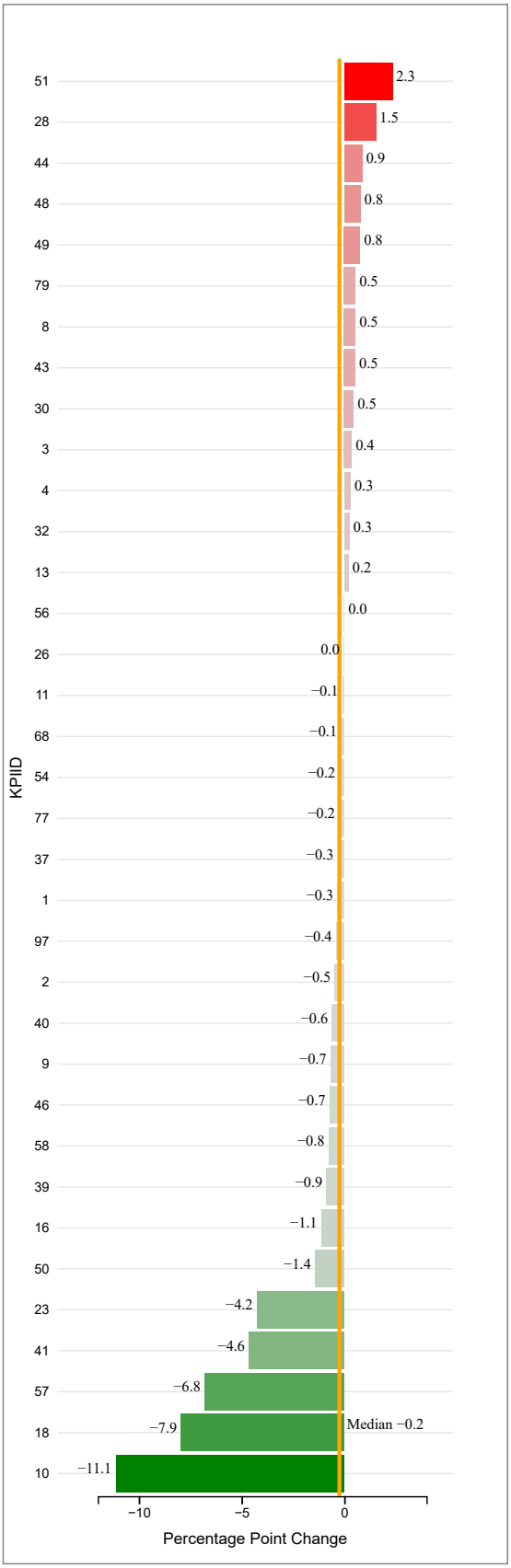
- Austin
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

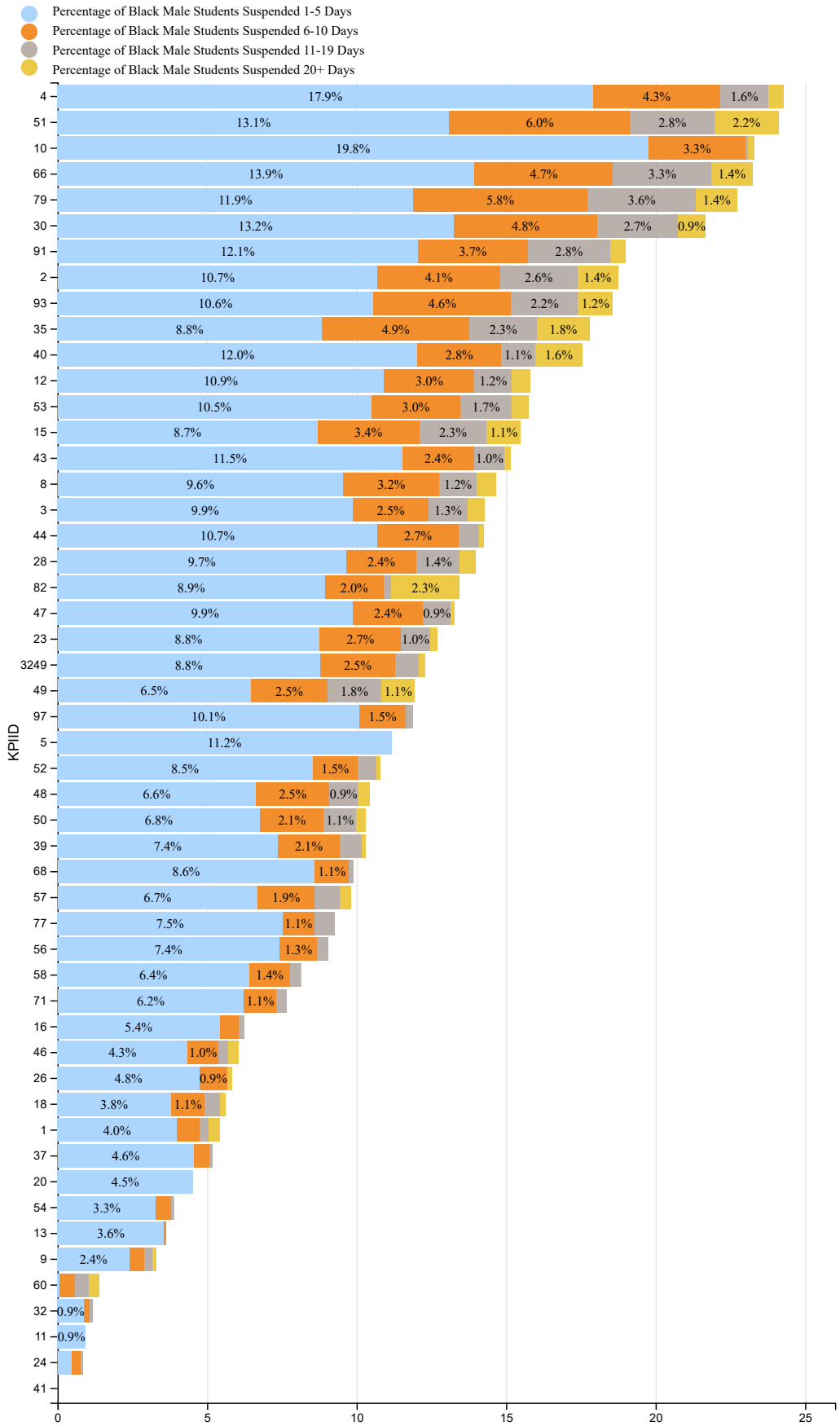
(2018-19 to 2021-22)

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

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



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

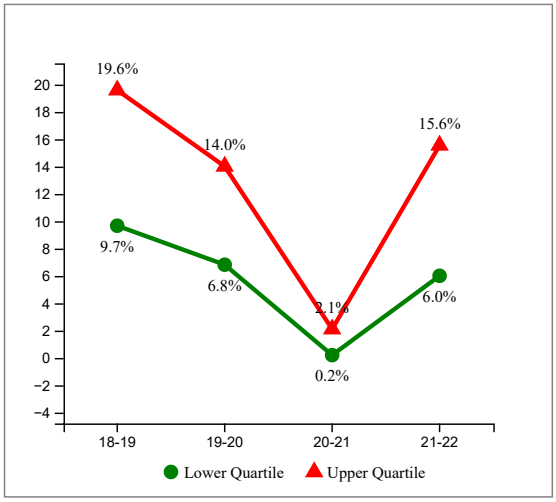


Percentage of Black Male Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

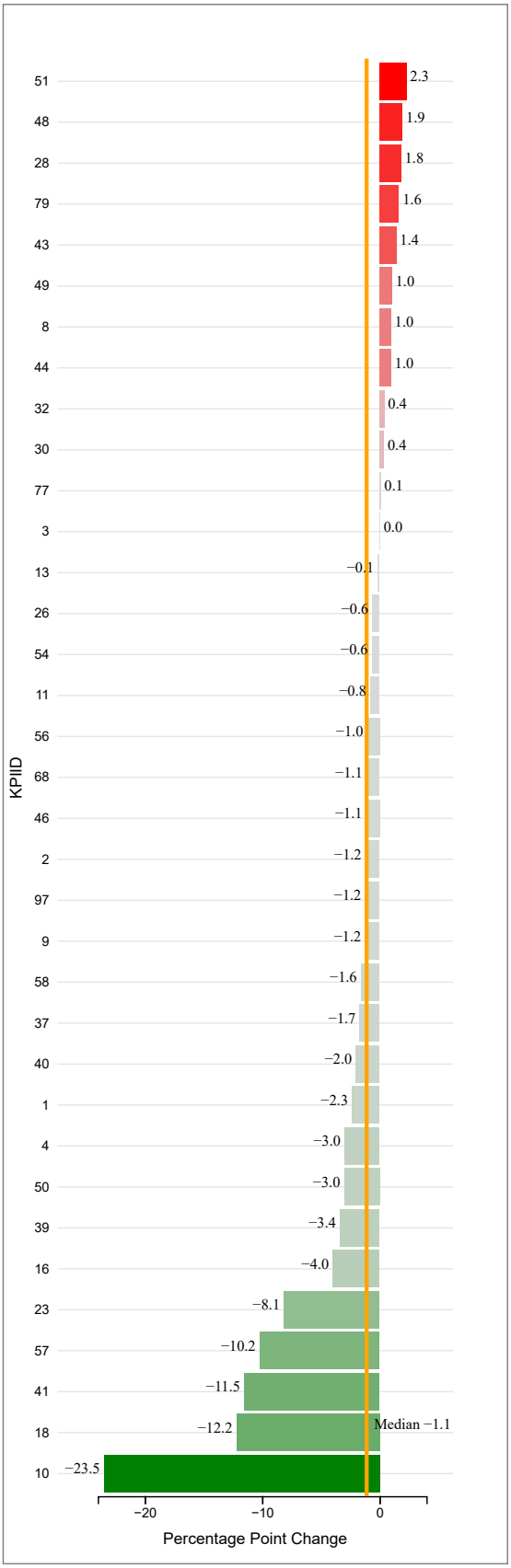
- Boston
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- Seattle
- Shelby County

Best Quartile for Change in Performance

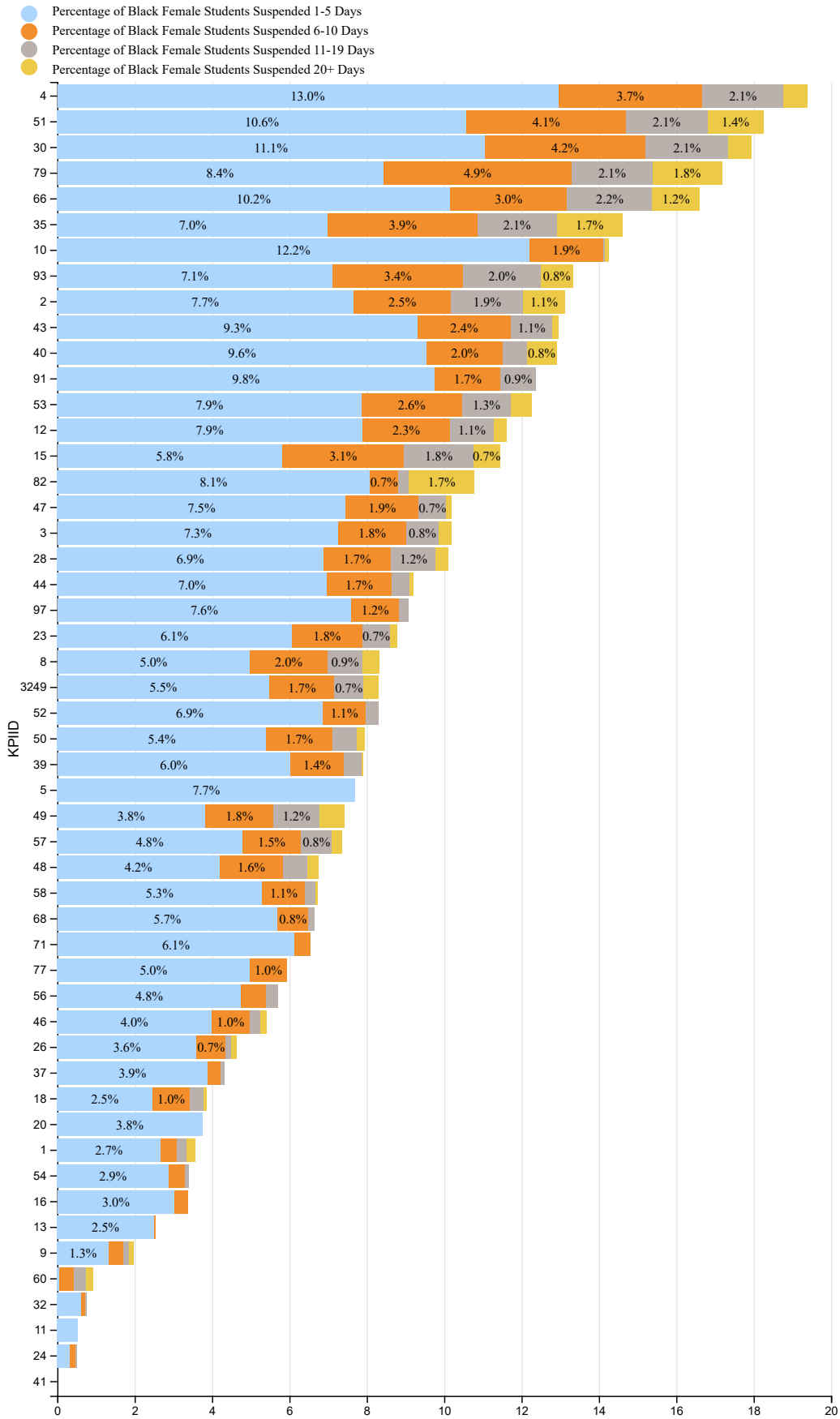
(2018-19 to 2021-22)

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

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



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

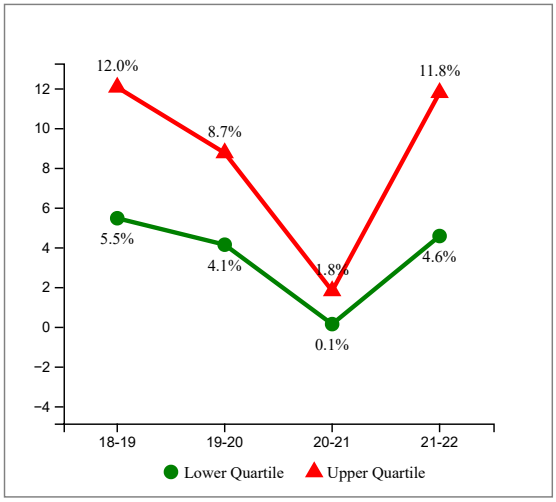


Percentage of Black Female Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

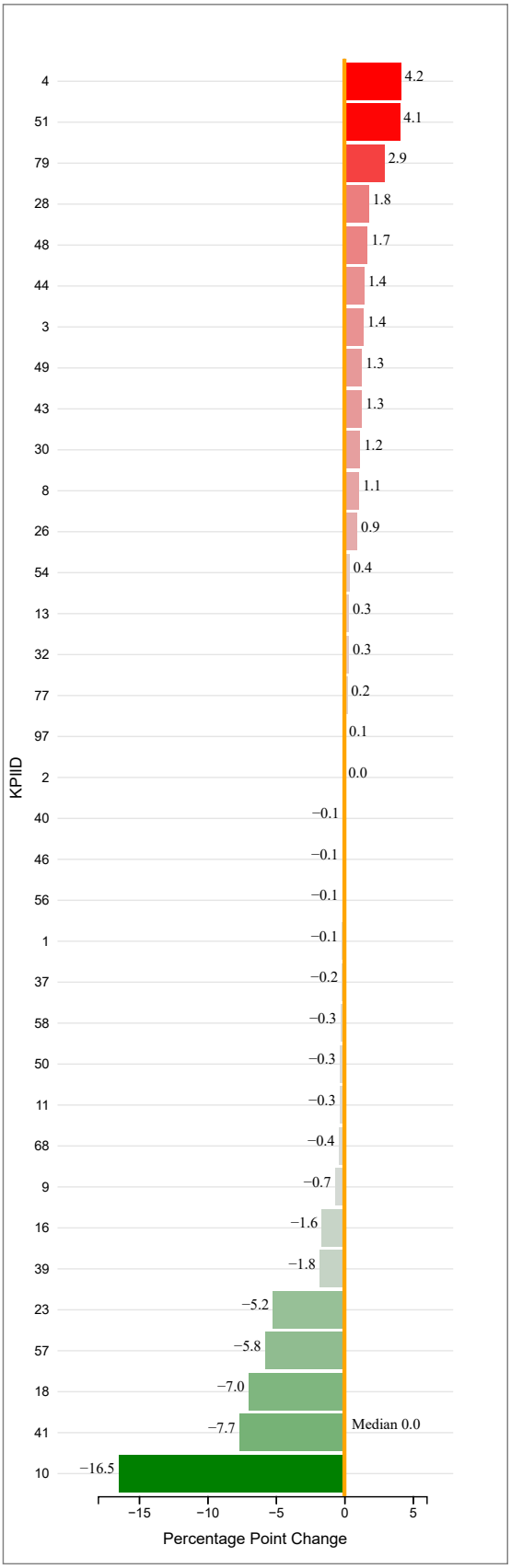
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- Seattle
- Shelby County

Best Quartile for Change in Performance

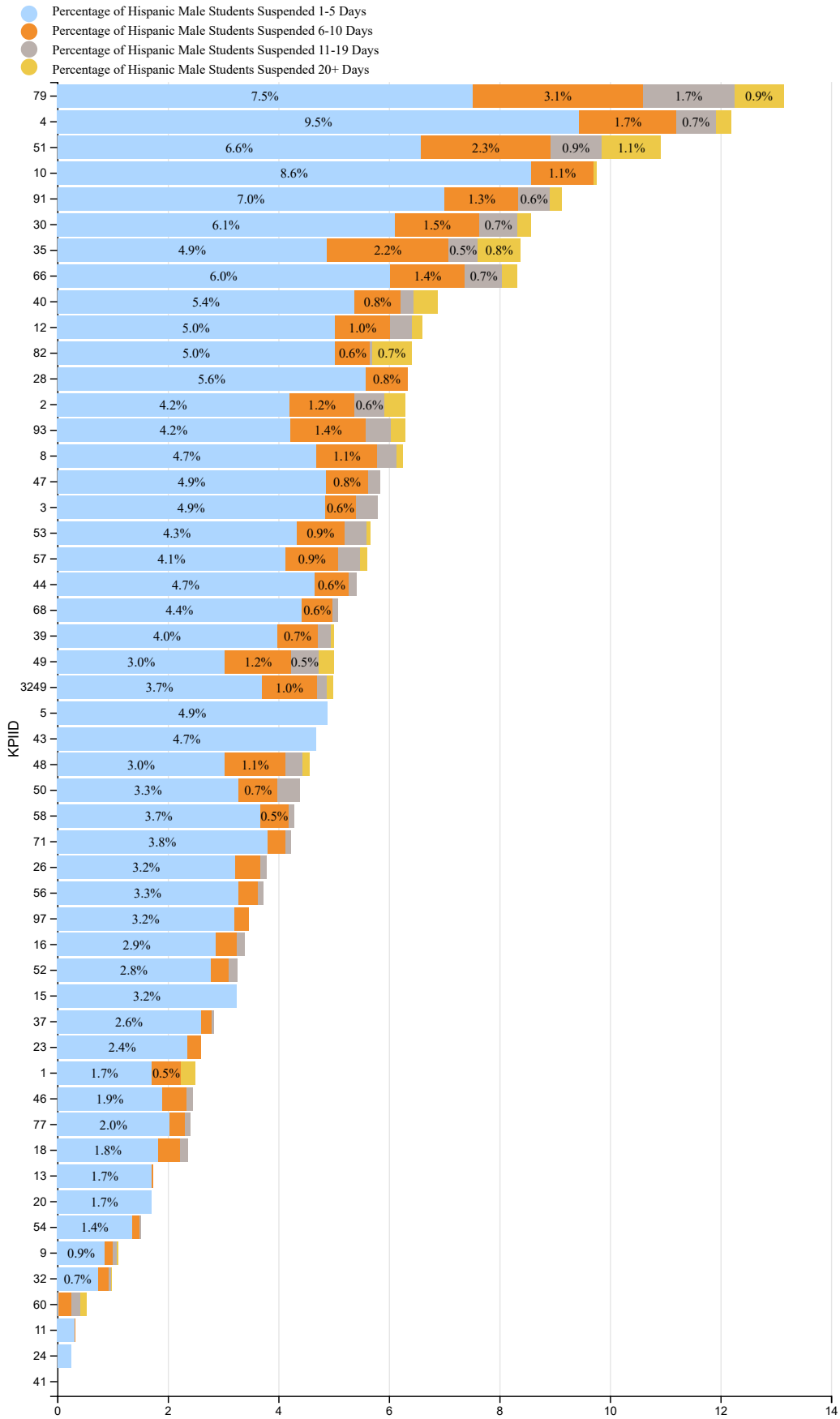
(2018-19 to 2021-22)

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

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



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

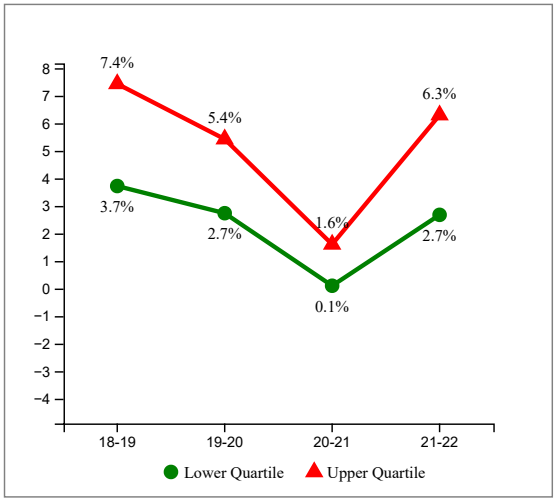


Percentage of Hispanic Male Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

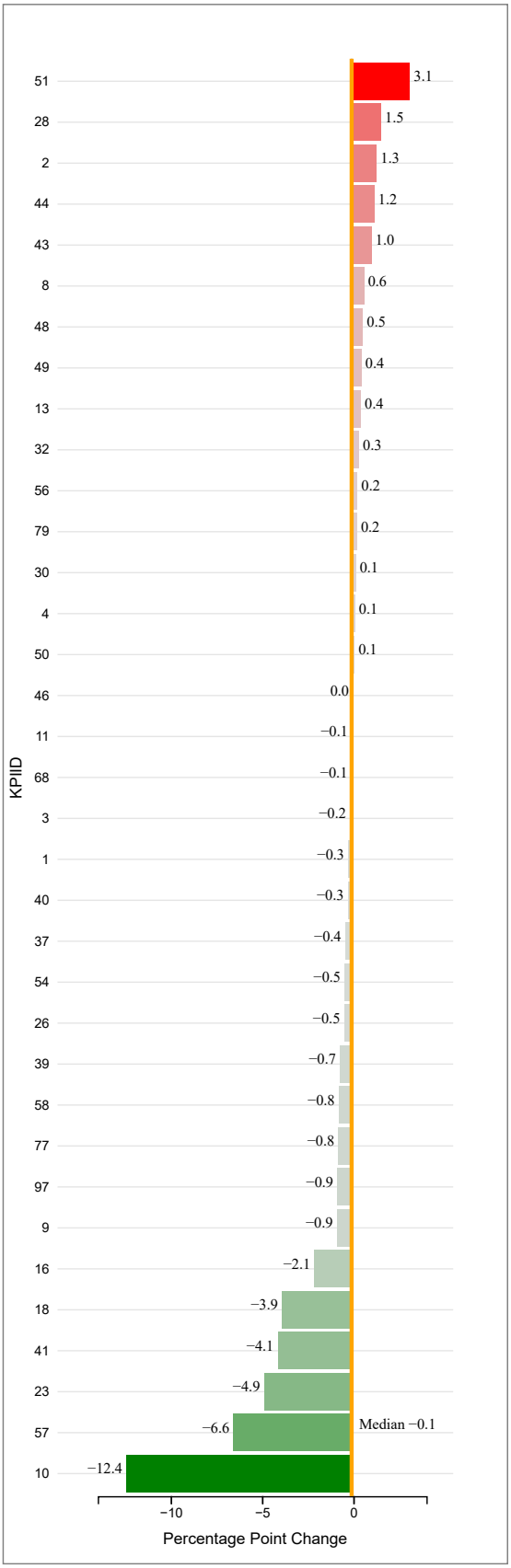
- Baltimore City
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Francisco
- Seattle
- Shelby County

Best Quartile for Change in Performance

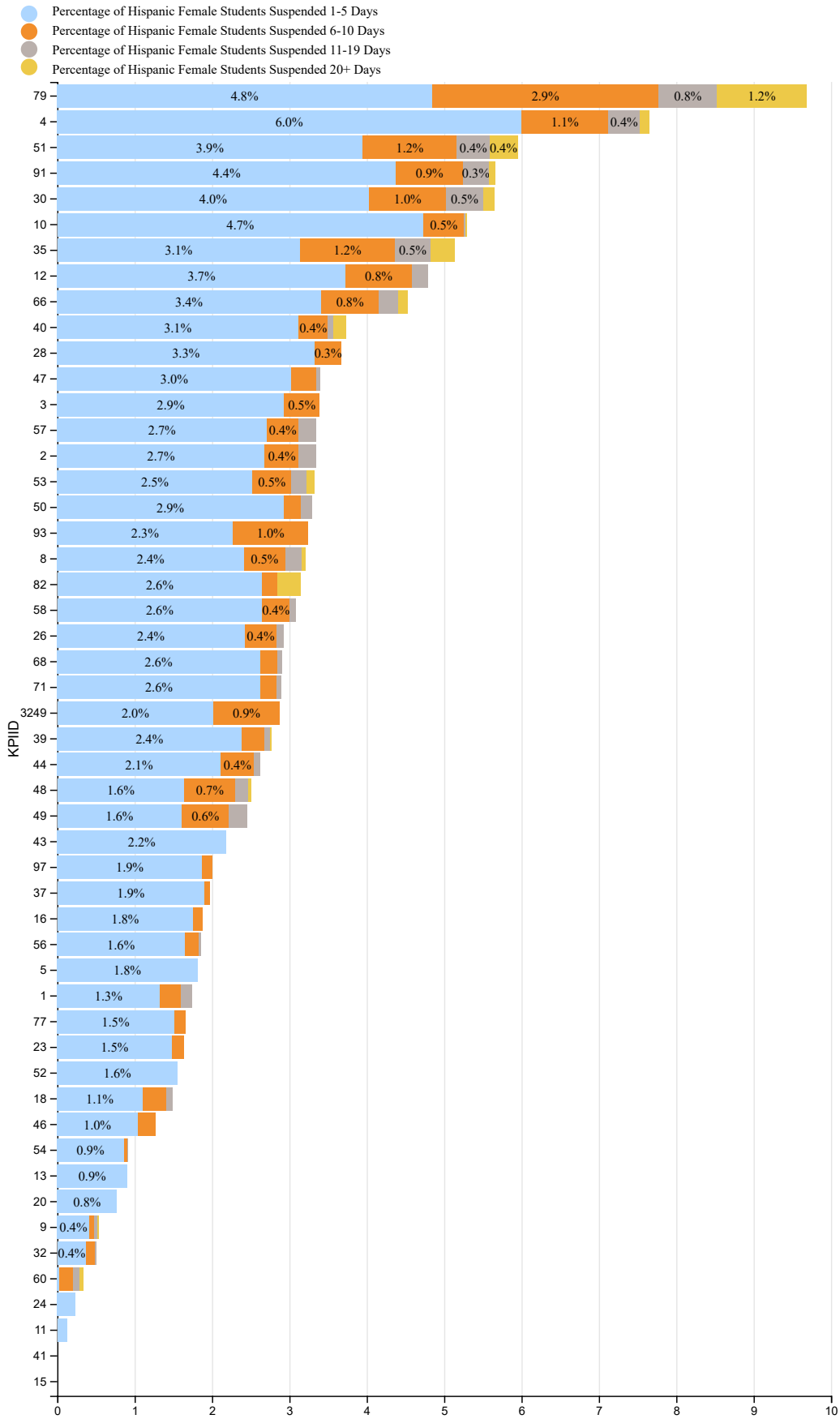
(2018-19 to 2021-22)

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

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



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

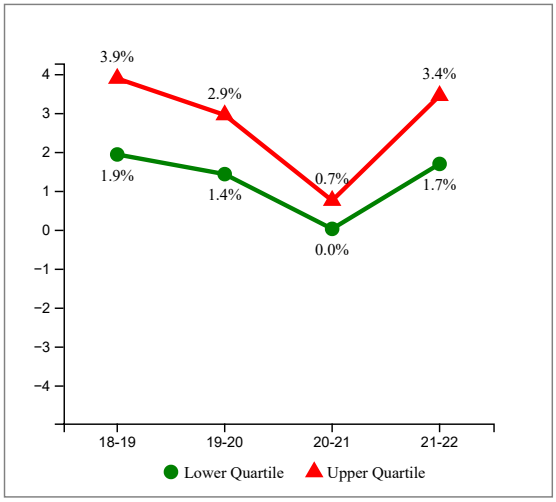


Percentage of Hispanic Female Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

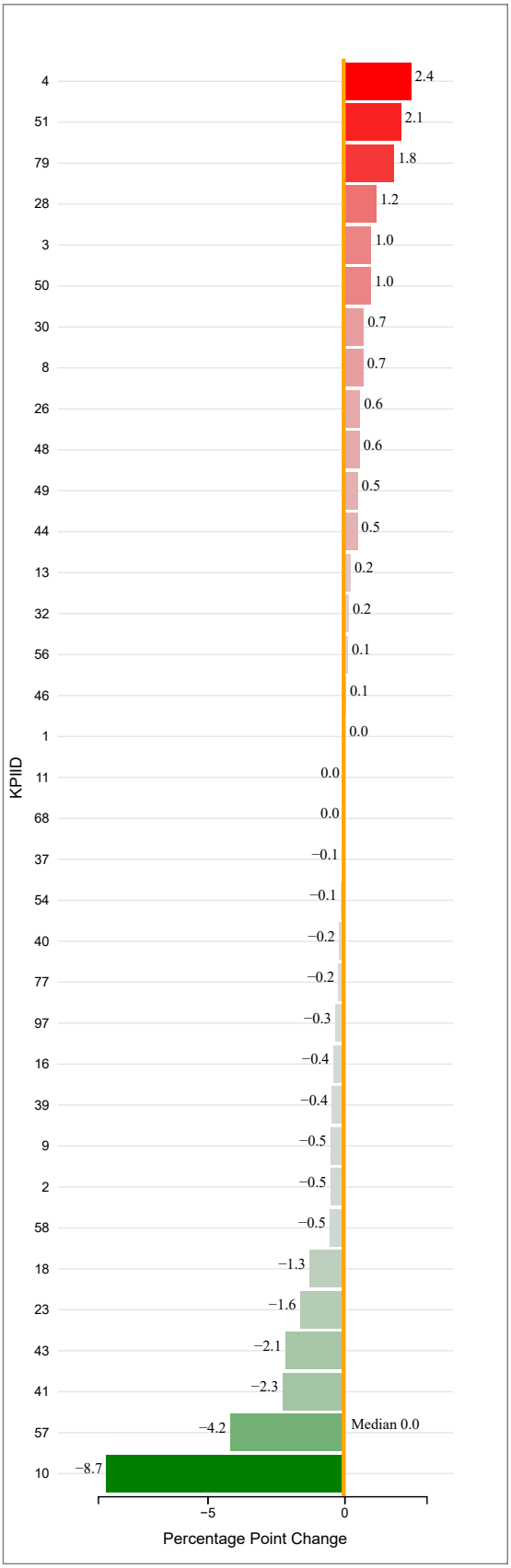
- Baltimore City
- Broward County
- Charleston
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Francisco
- Shelby County

Best Quartile for Change in Performance

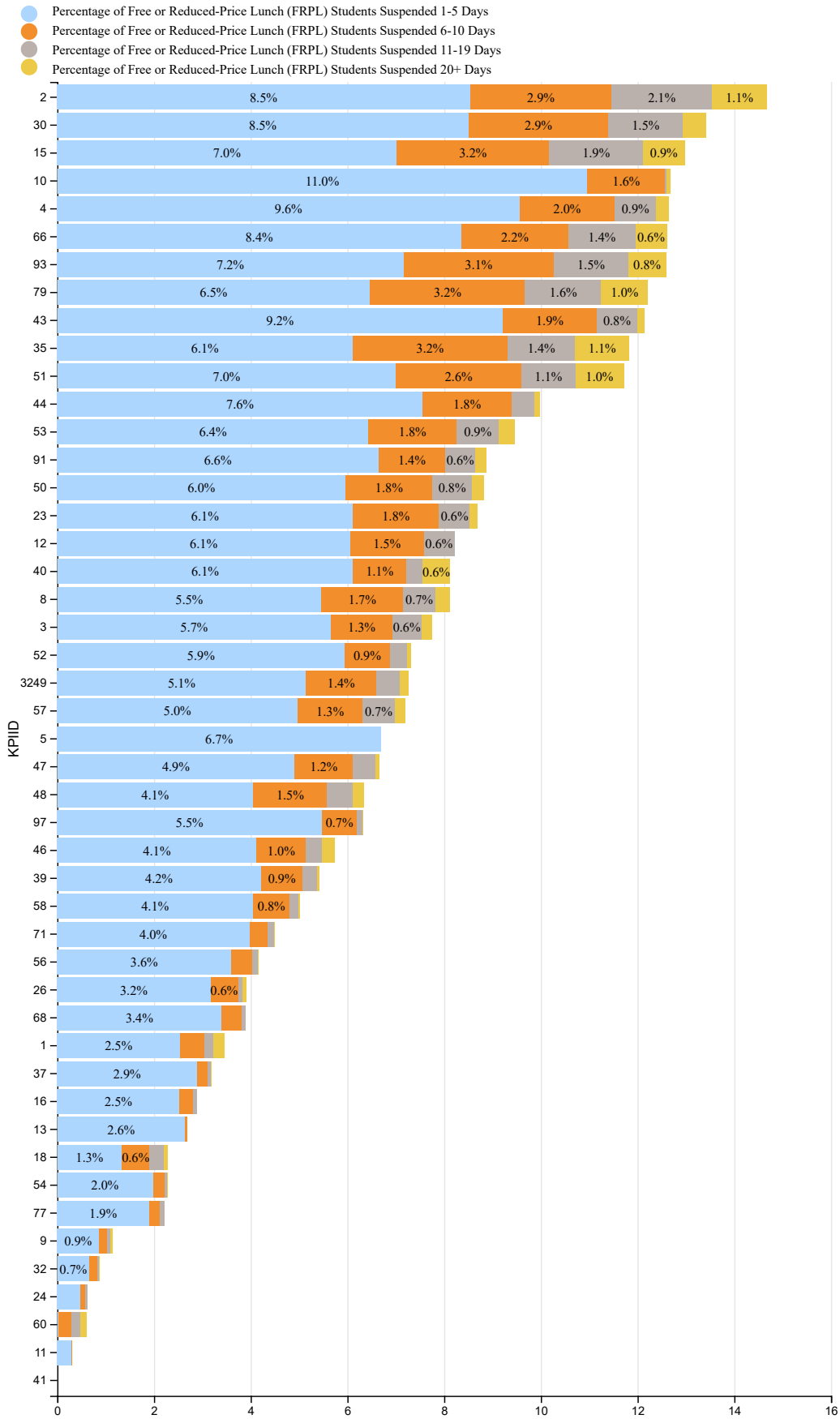
(2018-19 to 2021-22)

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

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



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

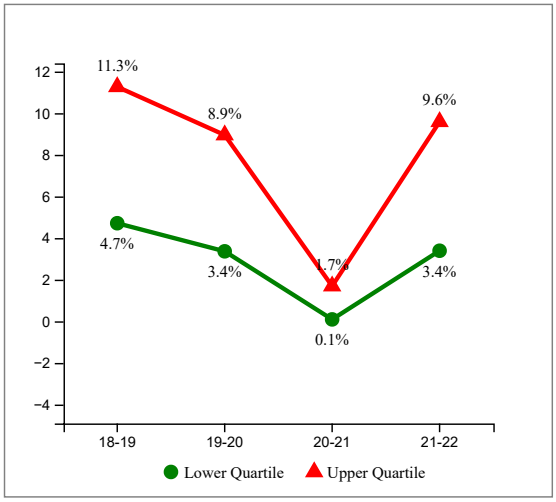


Percentage of Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

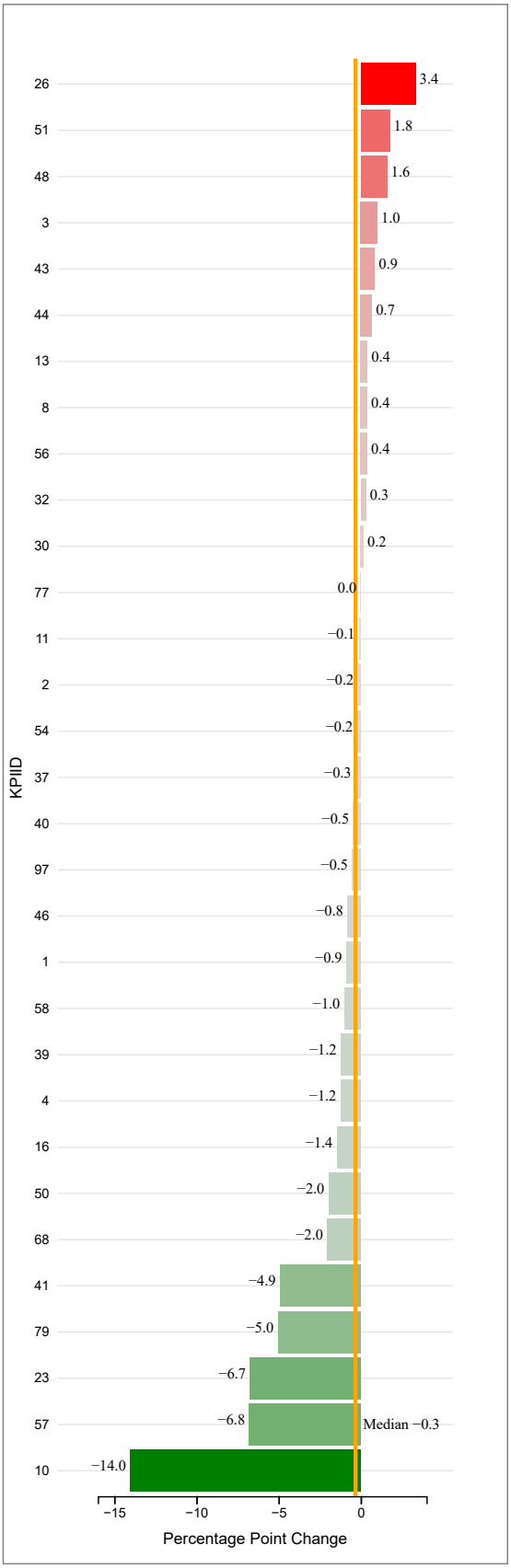
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- San Francisco
- Shelby County

Best Quartile for Change in Performance

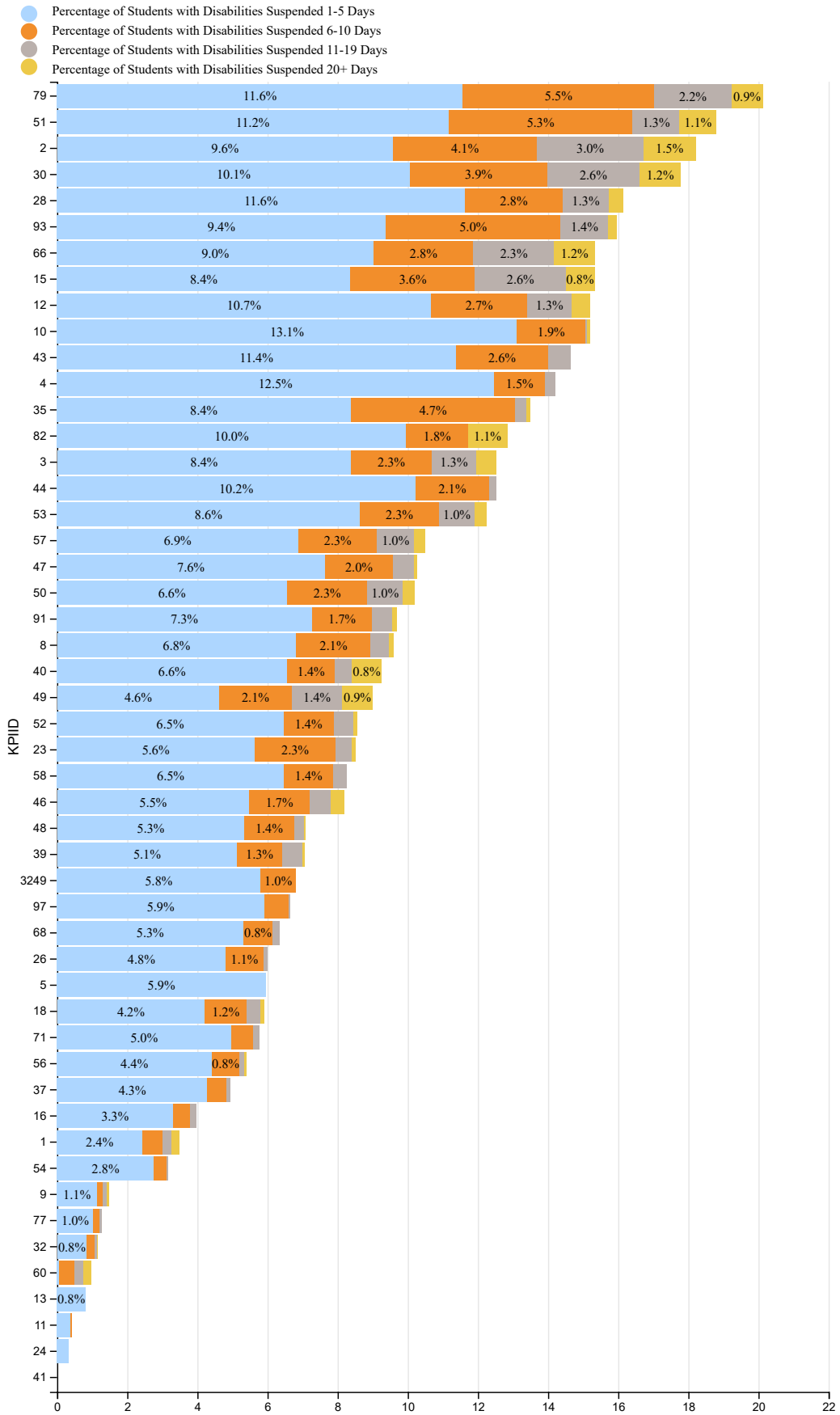
(2018-19 to 2021-22)

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

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



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

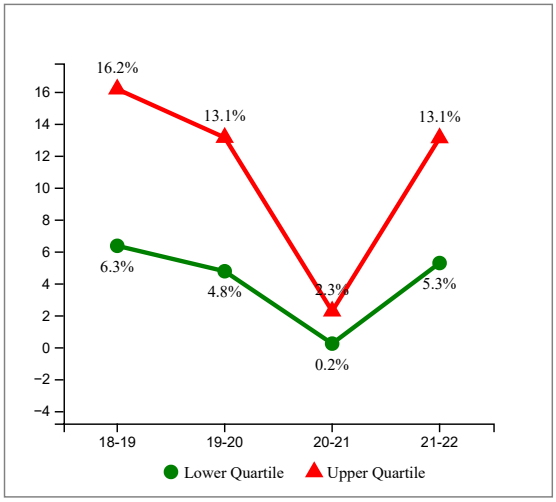


Percentage of Students with Disabilities with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

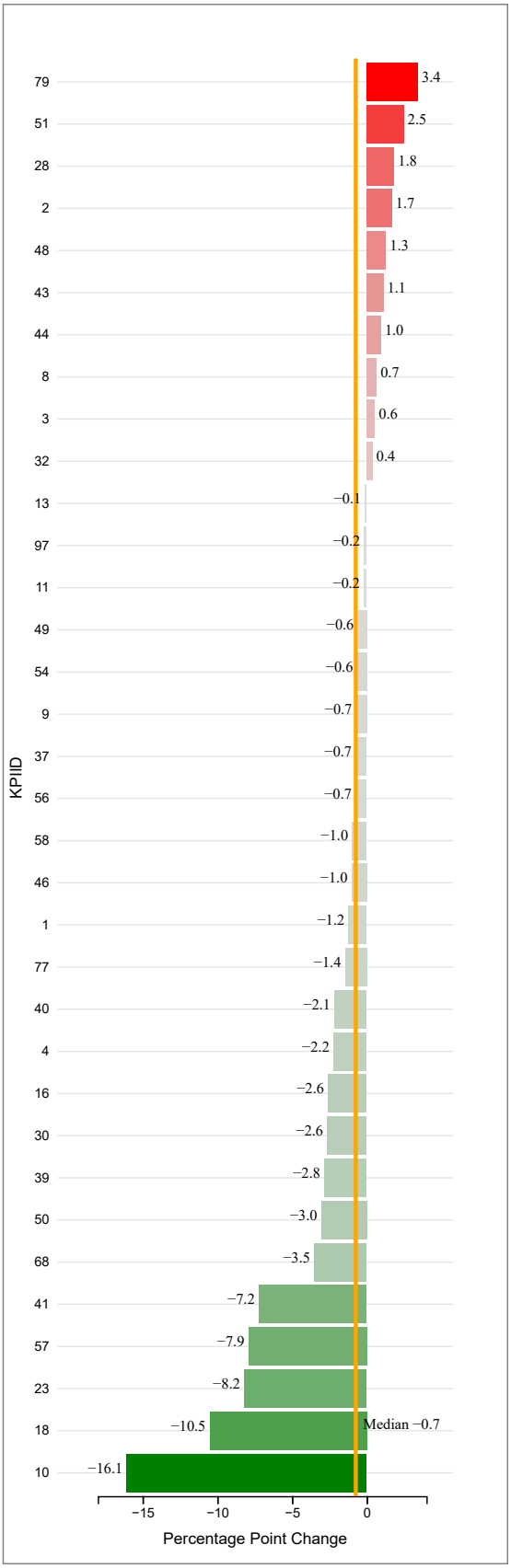
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Los Angeles
- Miami
- New York
- San Diego
- San Francisco
- Seattle

Best Quartile for Change in Performance

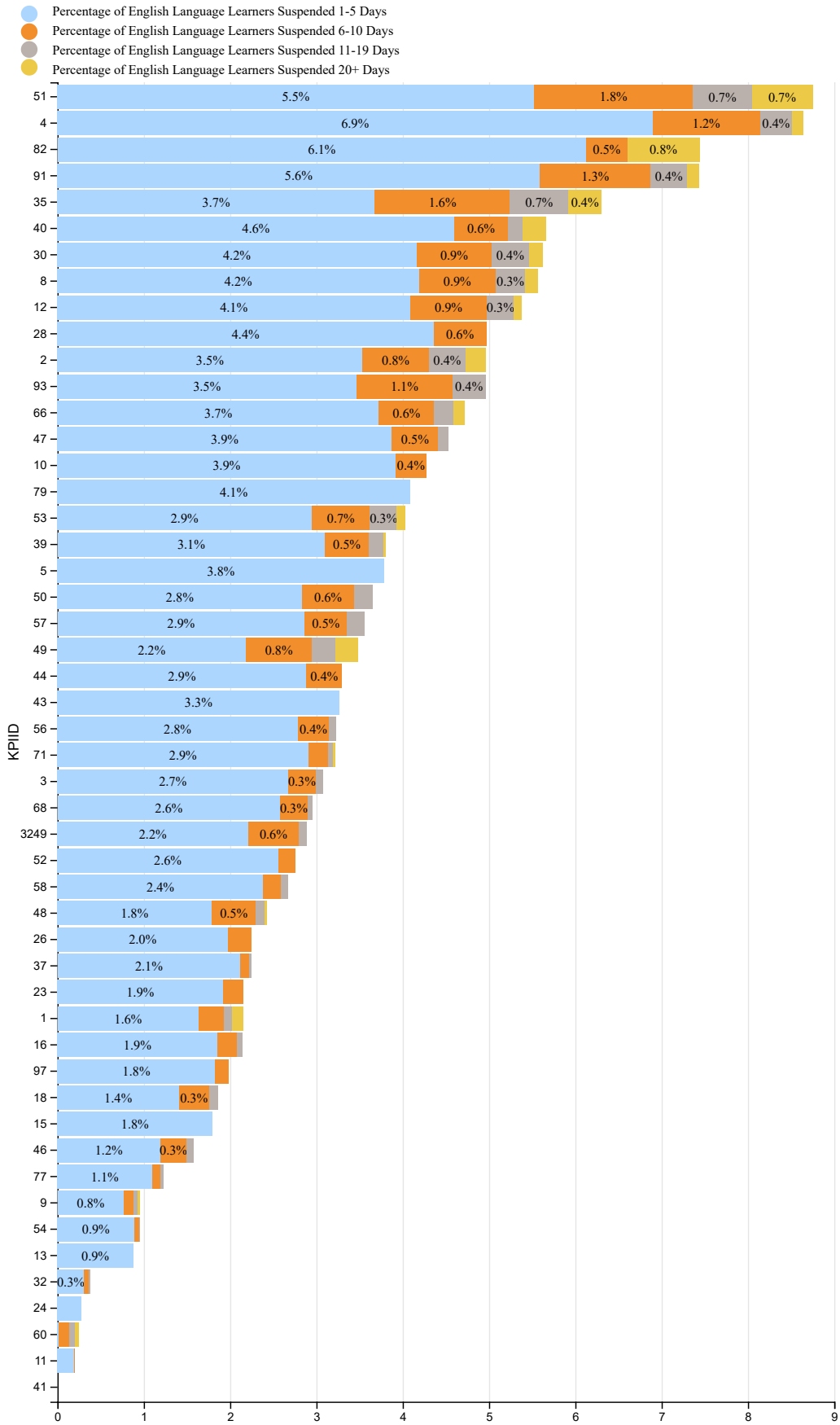
(2018-19 to 2021-22)

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

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



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

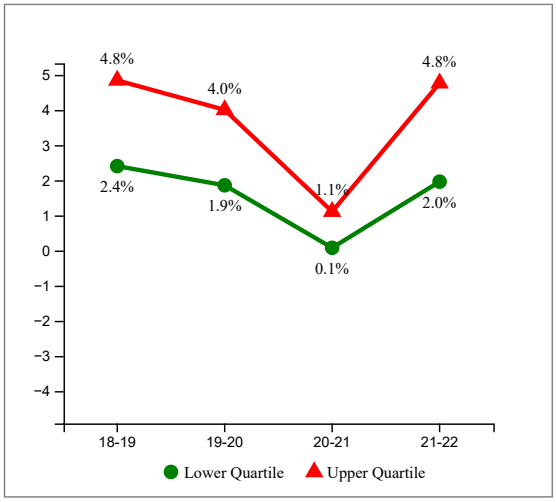


Percentage of English Language Learners with Out-of-School Suspensions

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

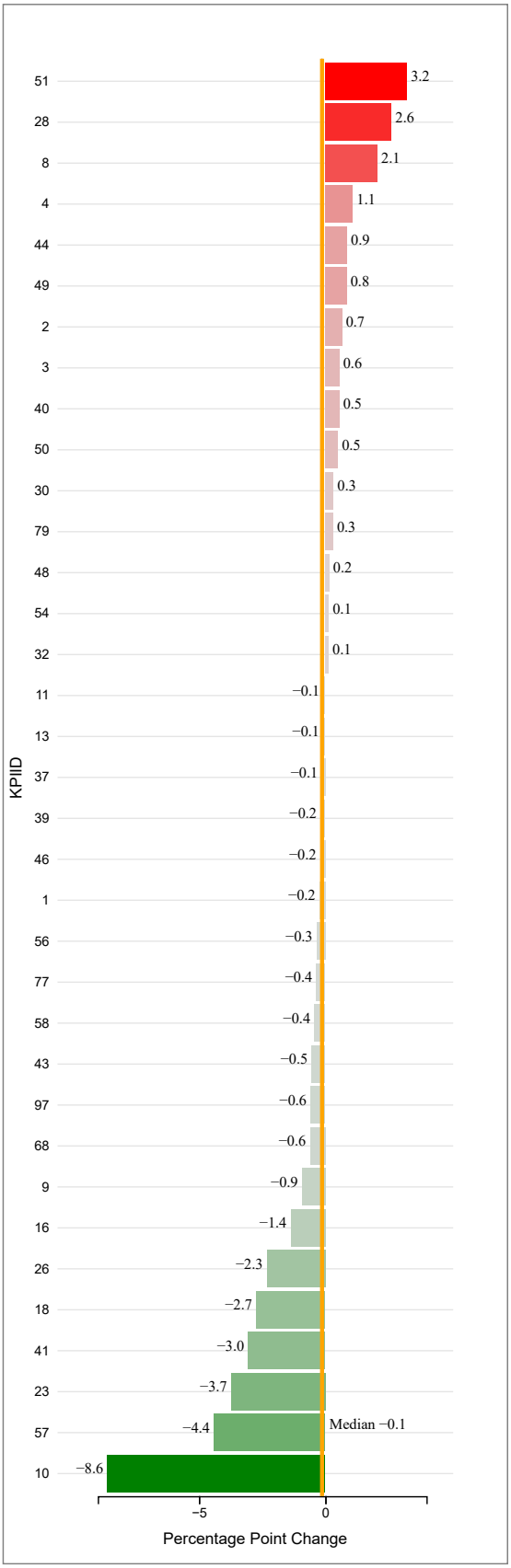
- Baltimore City
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Los Angeles
- Miami
- Minneapolis
- New York
- San Francisco
- Shelby County

Best Quartile for Change in Performance

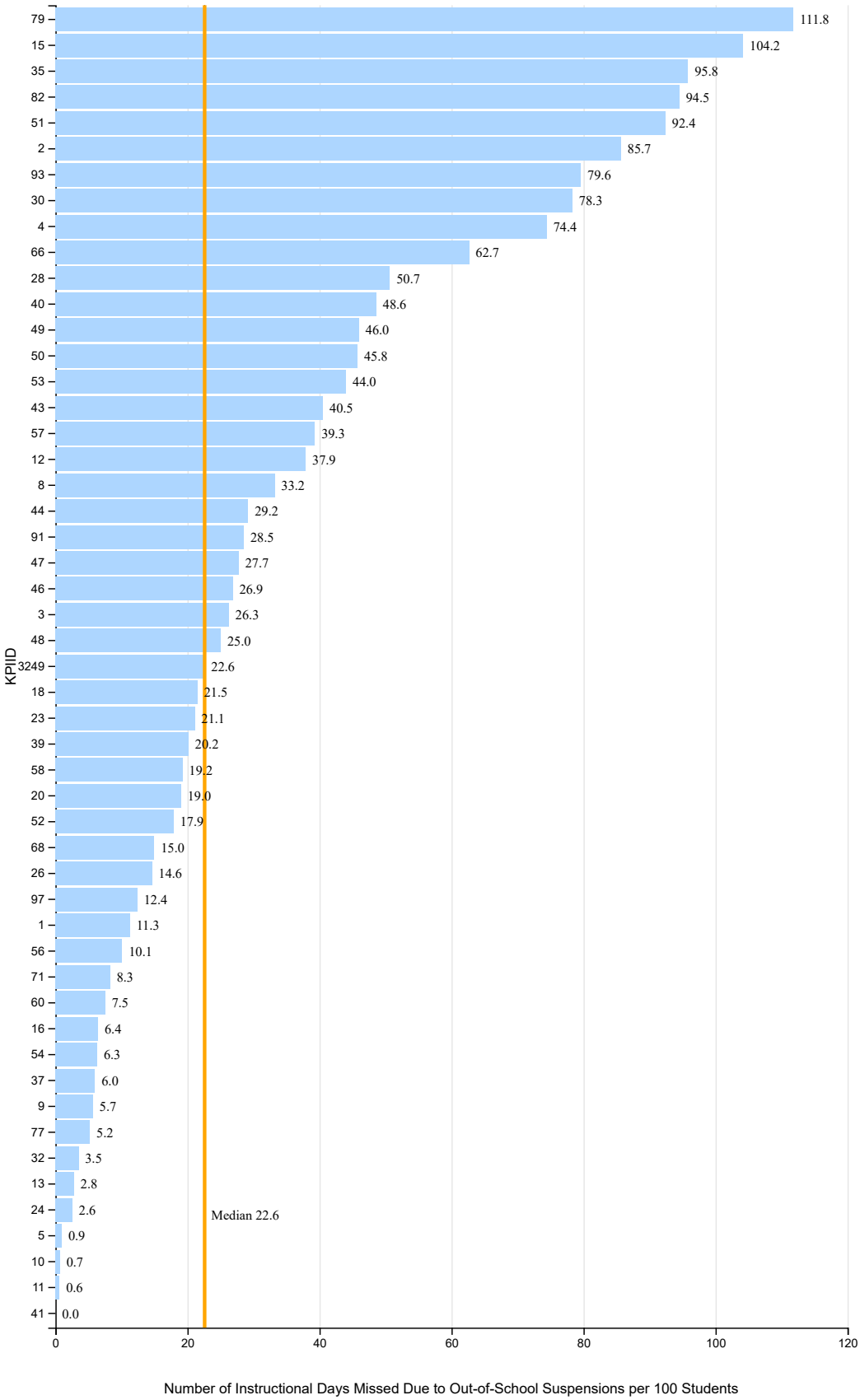
(2018-19 to 2021-22)

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

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



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

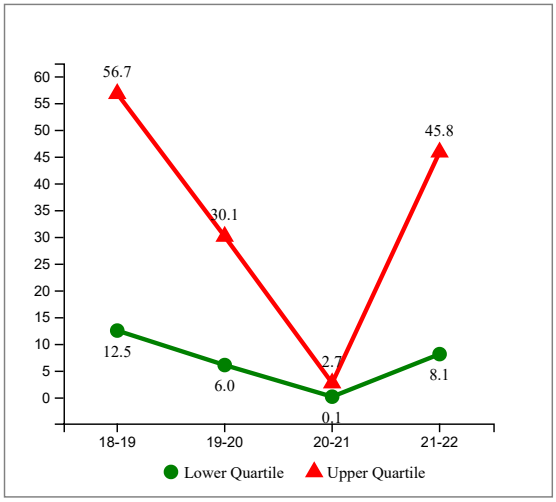


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

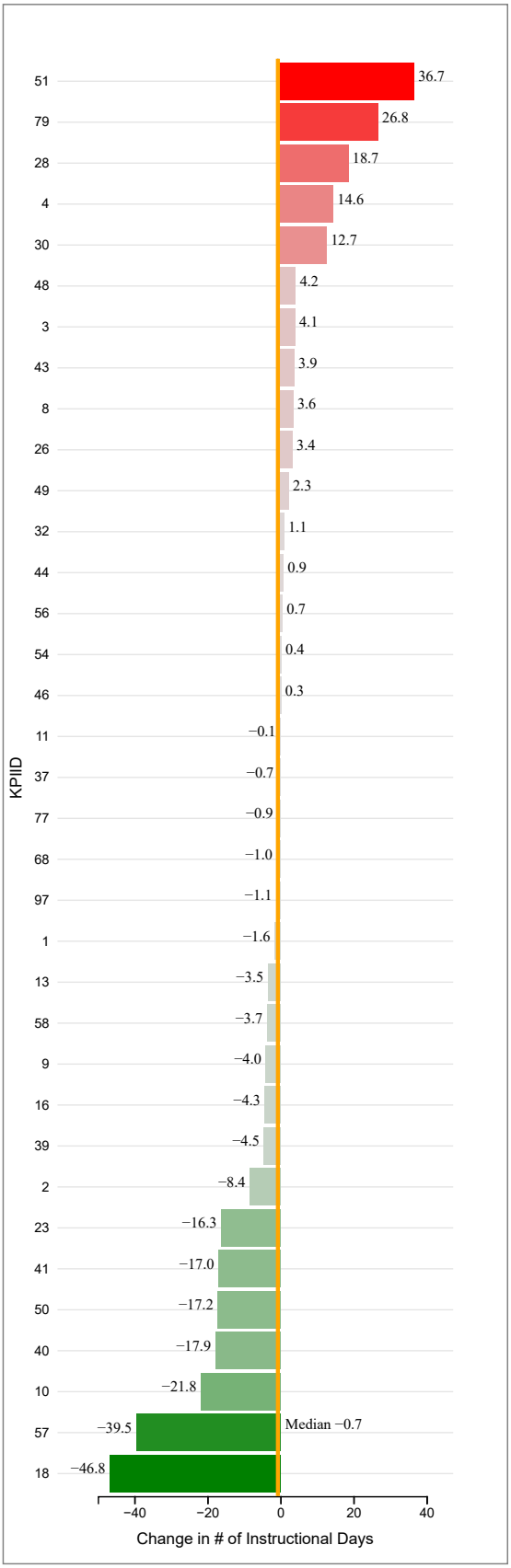
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego
- San Francisco

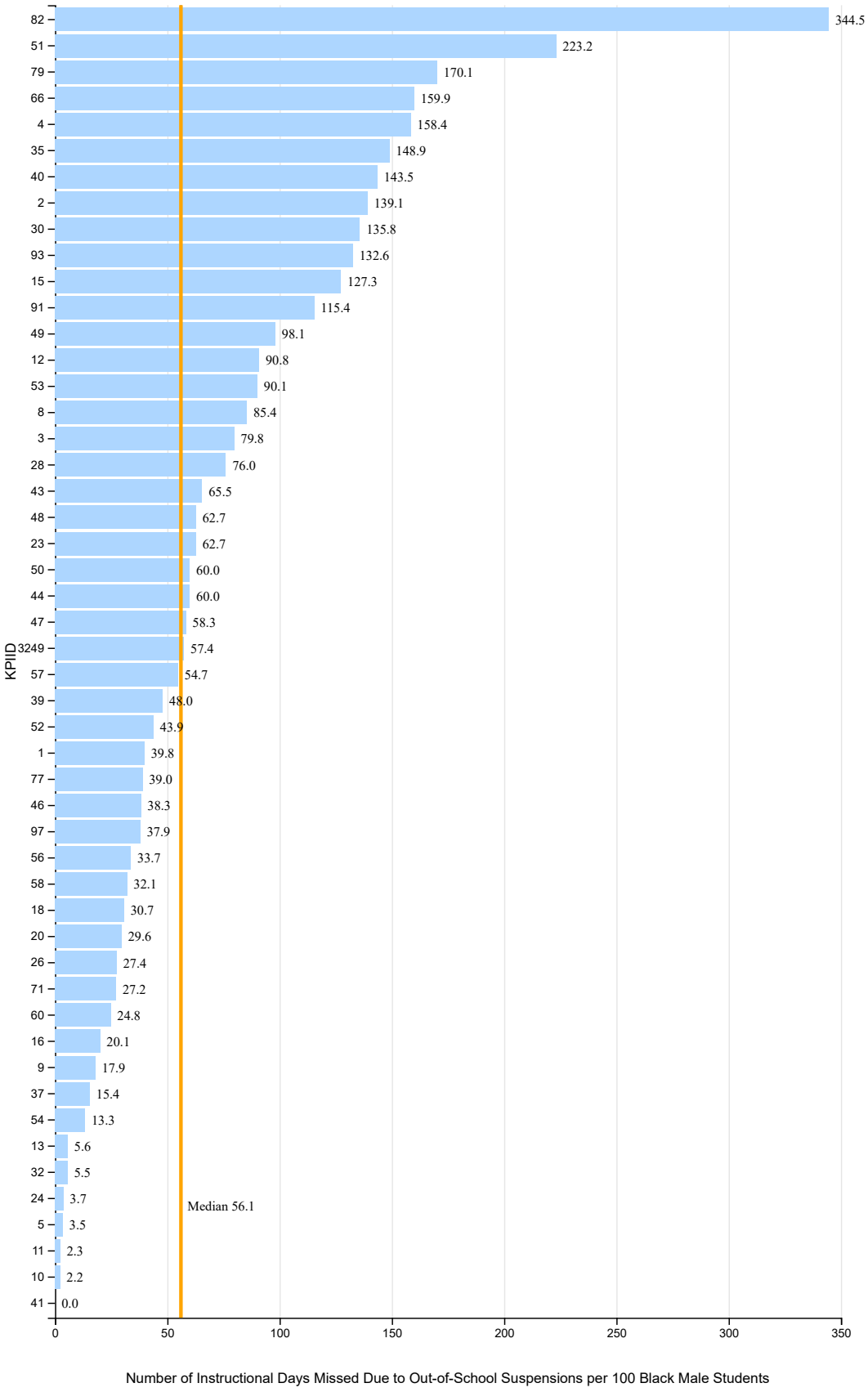
Best Quartile for Change in Performance

(2018-19 to 2021-22)

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

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



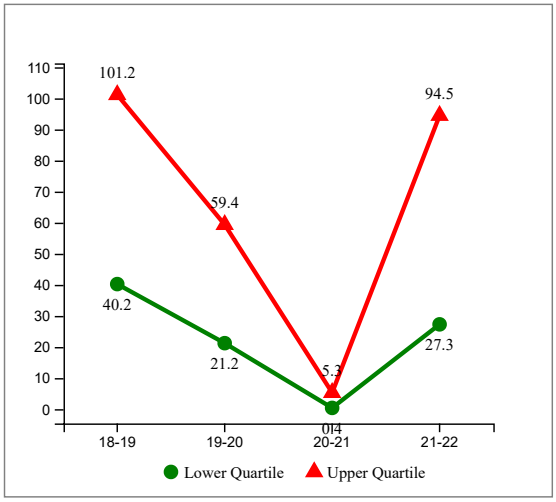

KPIID
82 344.5
51 223.2
79 170.1
66 159.9
4 158.4
35 148.9
40 143.5
2 139.1
30 135.8
93 132.6
15 127.3
91 115.4
49 98.1
12 90.8
53 90.1
8 85.4
3 79.8
28 76.0
43 65.5
48 62.7
23 62.7
50 60.0
44 60.0
47 58.3
3249 57.4
57 54.7
39 48.0
52 43.9
1 39.8
77 39.0
46 38.3
97 37.9
56 33.7
58 32.1
18 30.7
20 29.6
26 27.4
71 27.2
60 24.8
16 20.1
9 17.9
37 15.4
54 13.3
13 5.6
32 5.5
24 3.7
5 3.5
11 2.3
10 2.2
41 0.0
Median 56.1
0
50
100
150
200
250
300
350
Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Male Students

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

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

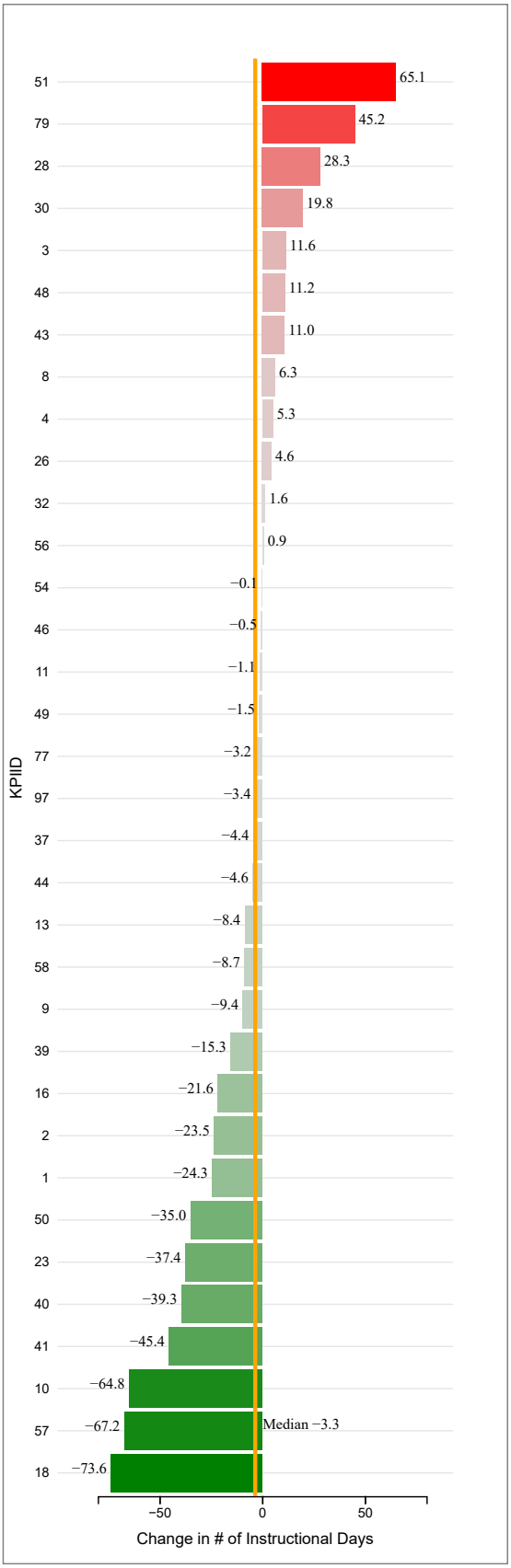
- Austin
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego

Best Quartile for Change in Performance

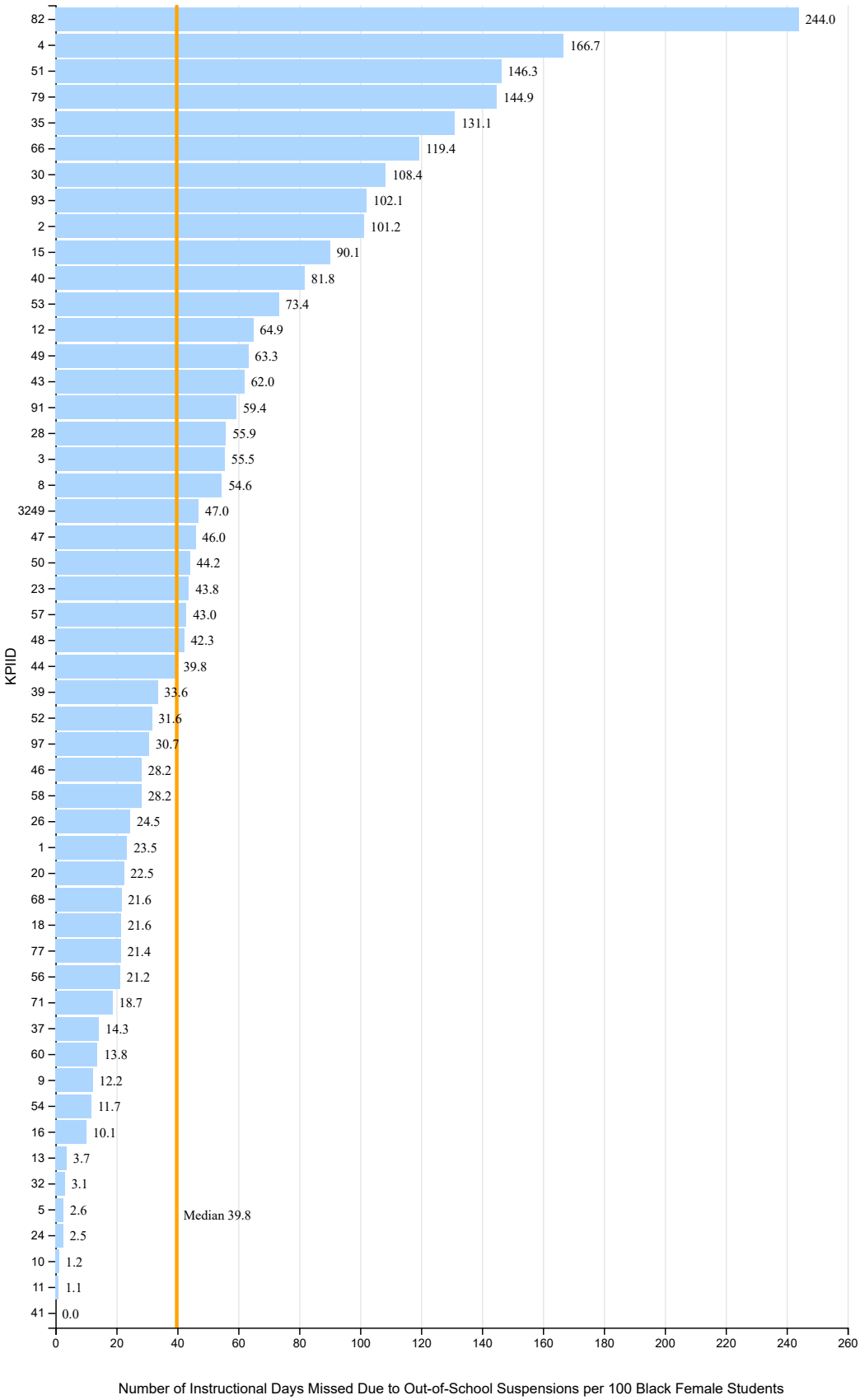
(2018-19 to 2021-22)

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

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



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

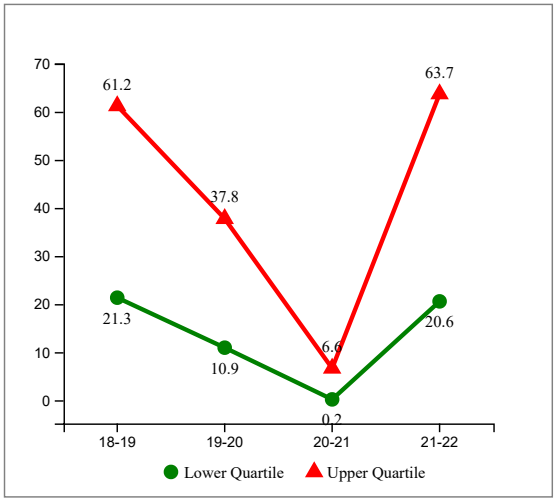


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

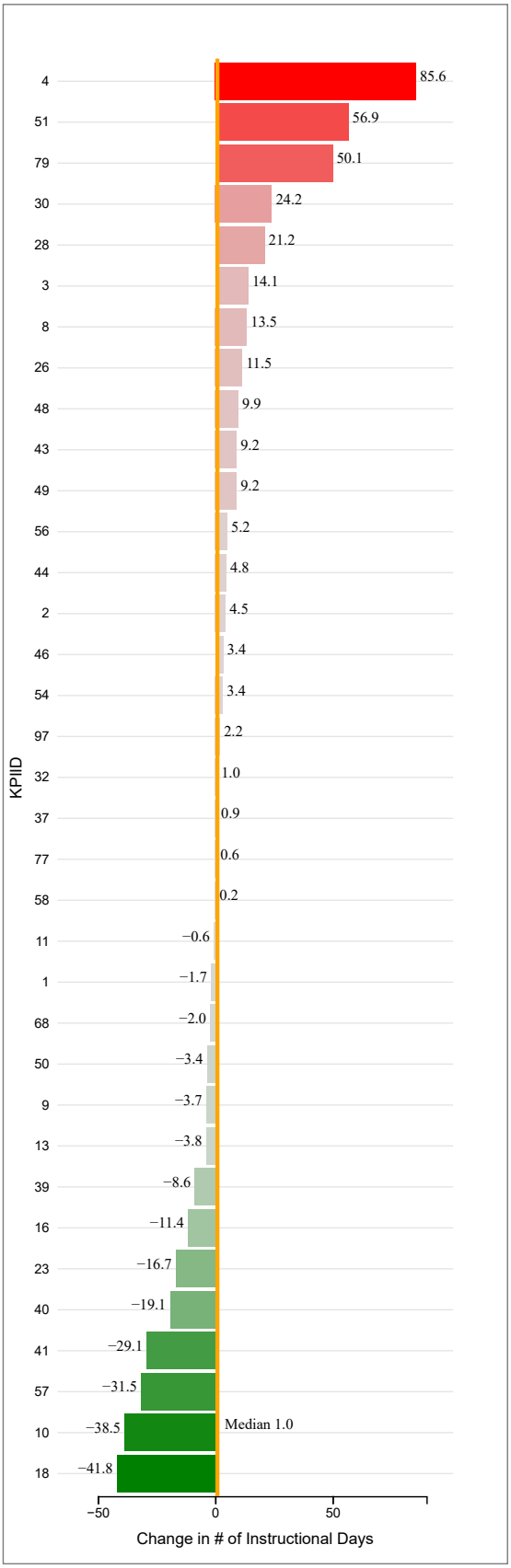
- Austin
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego

Best Quartile for Change in Performance

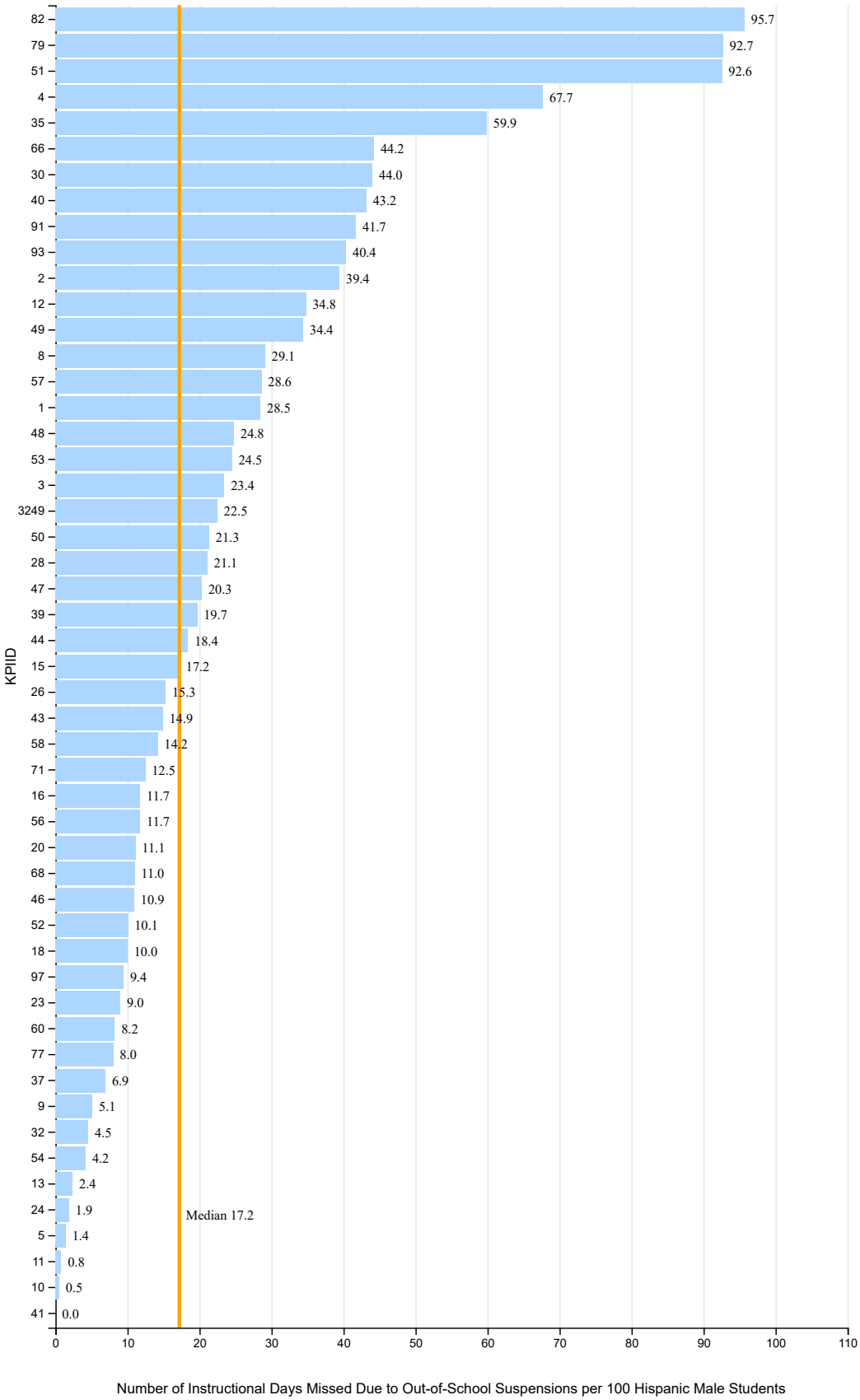
(2018-19 to 2021-22)

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

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



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

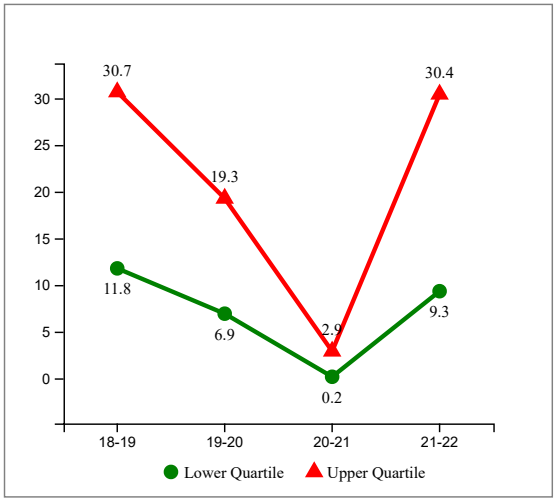


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

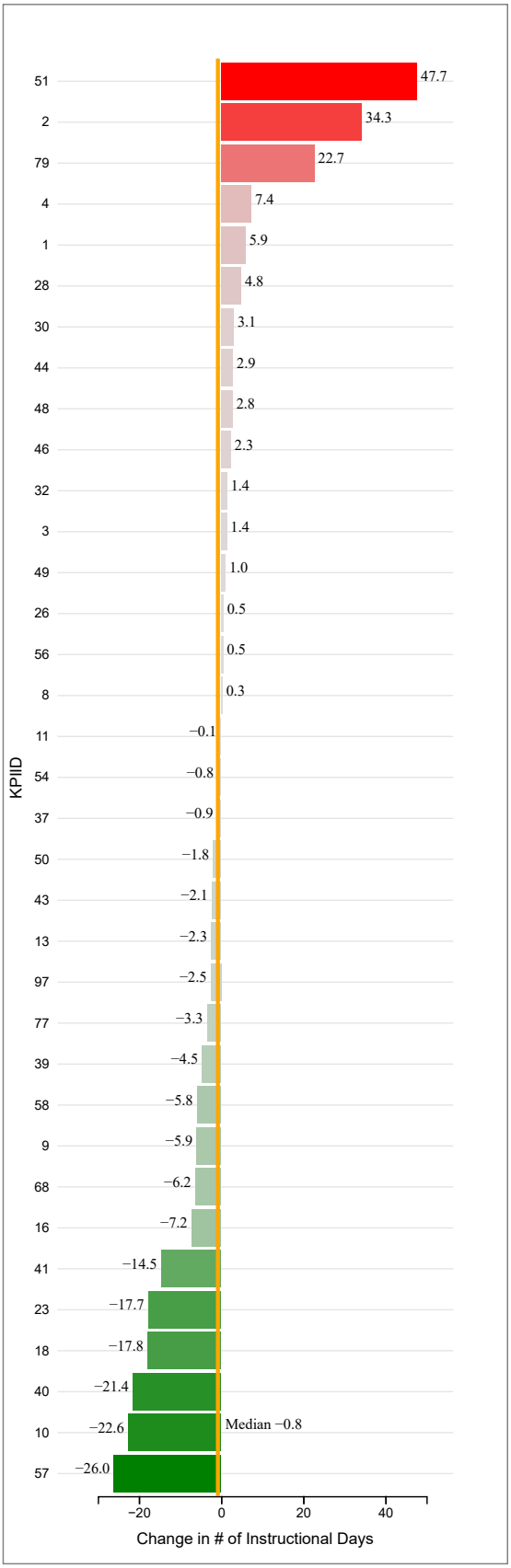
- Broward County
- Charleston
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Francisco

Best Quartile for Change in Performance

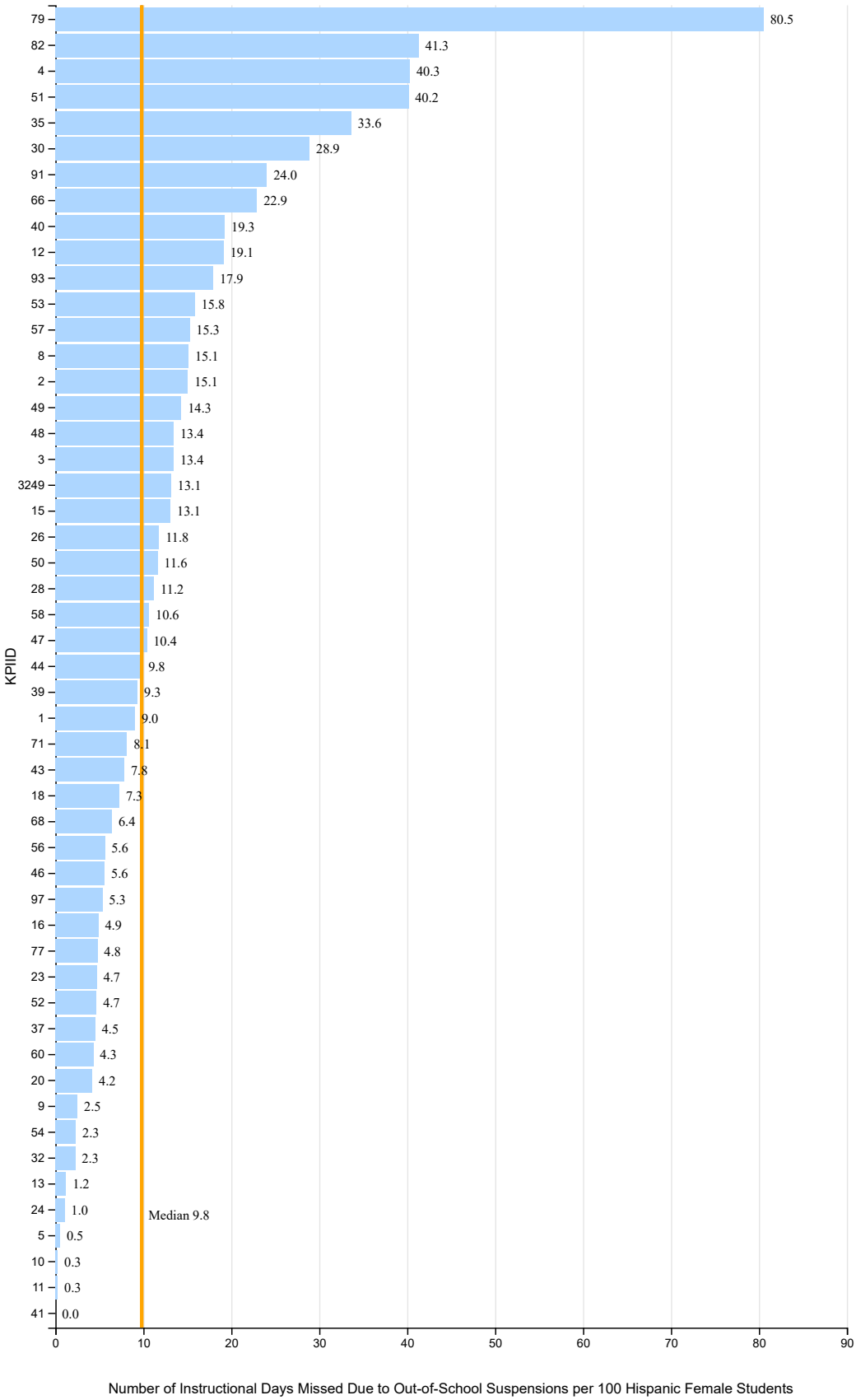
(2018-19 to 2021-22)

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

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



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

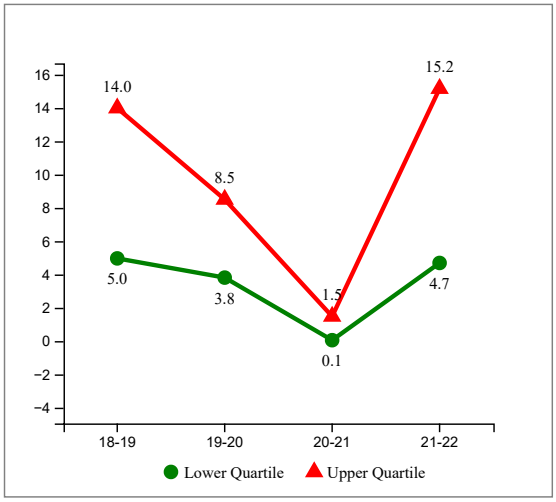


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Female Students

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

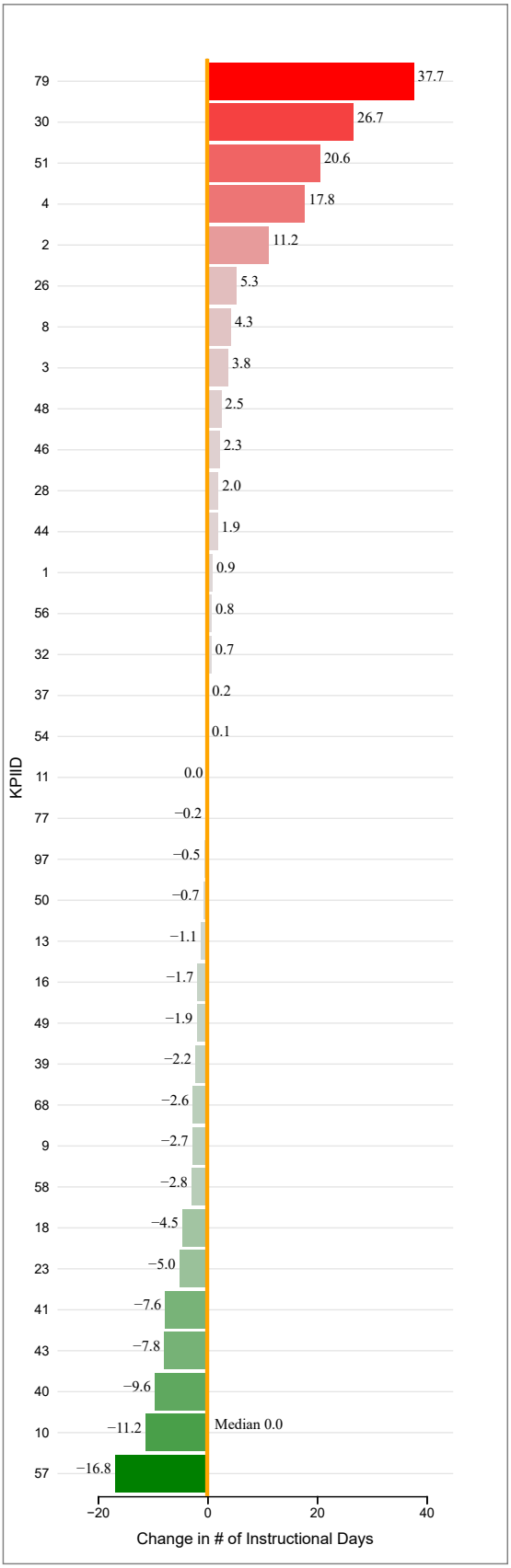
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- Minneapolis
- New York
- Portland

Best Quartile for Change in Performance

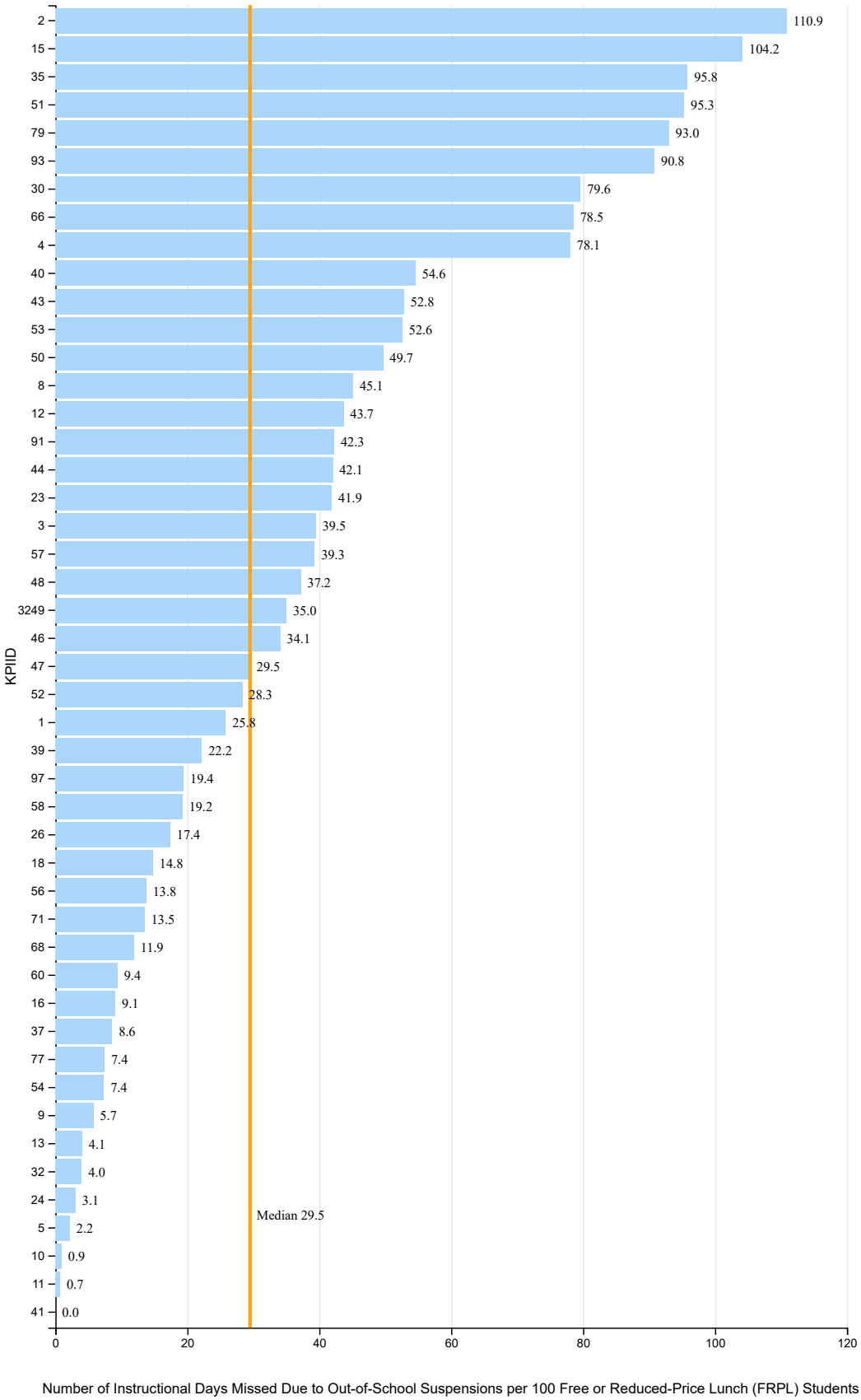
(2018-19 to 2021-22)

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

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



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

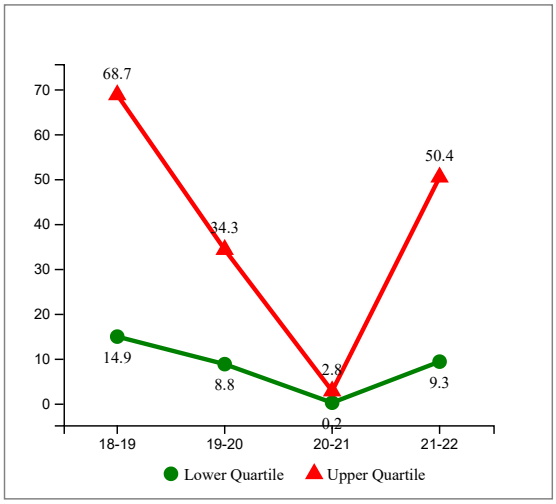


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced-Price Lunch (FRPL) Students

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

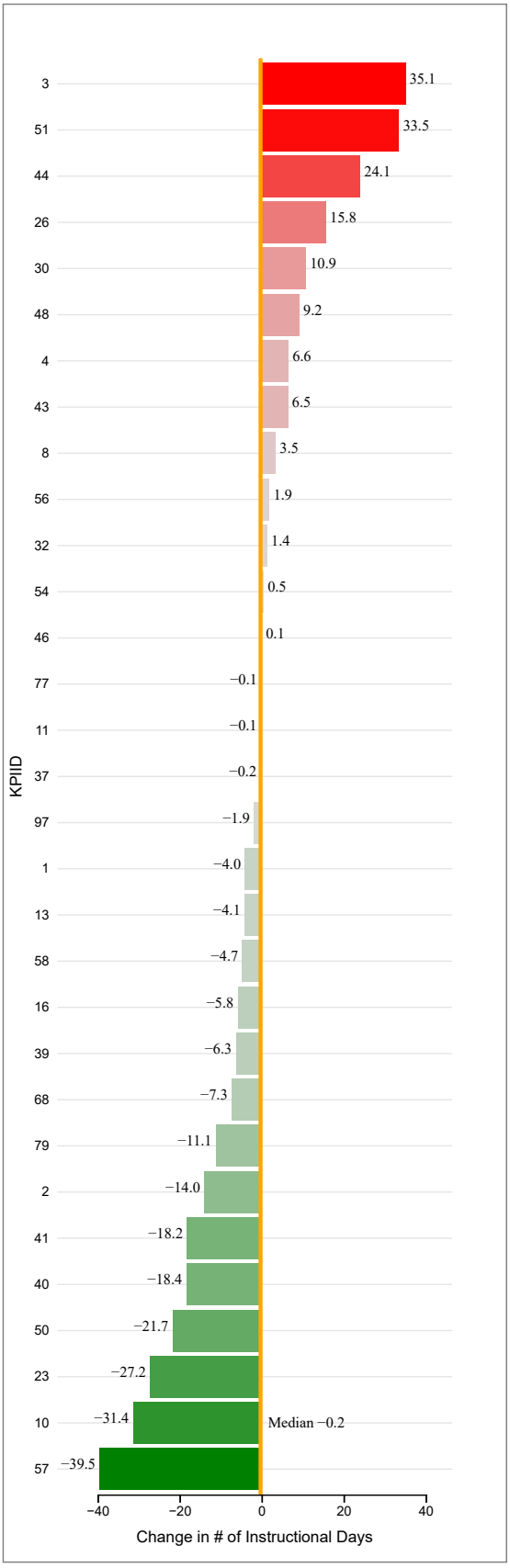
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- Portland
- San Diego
- San Francisco

Best Quartile for Change in Performance

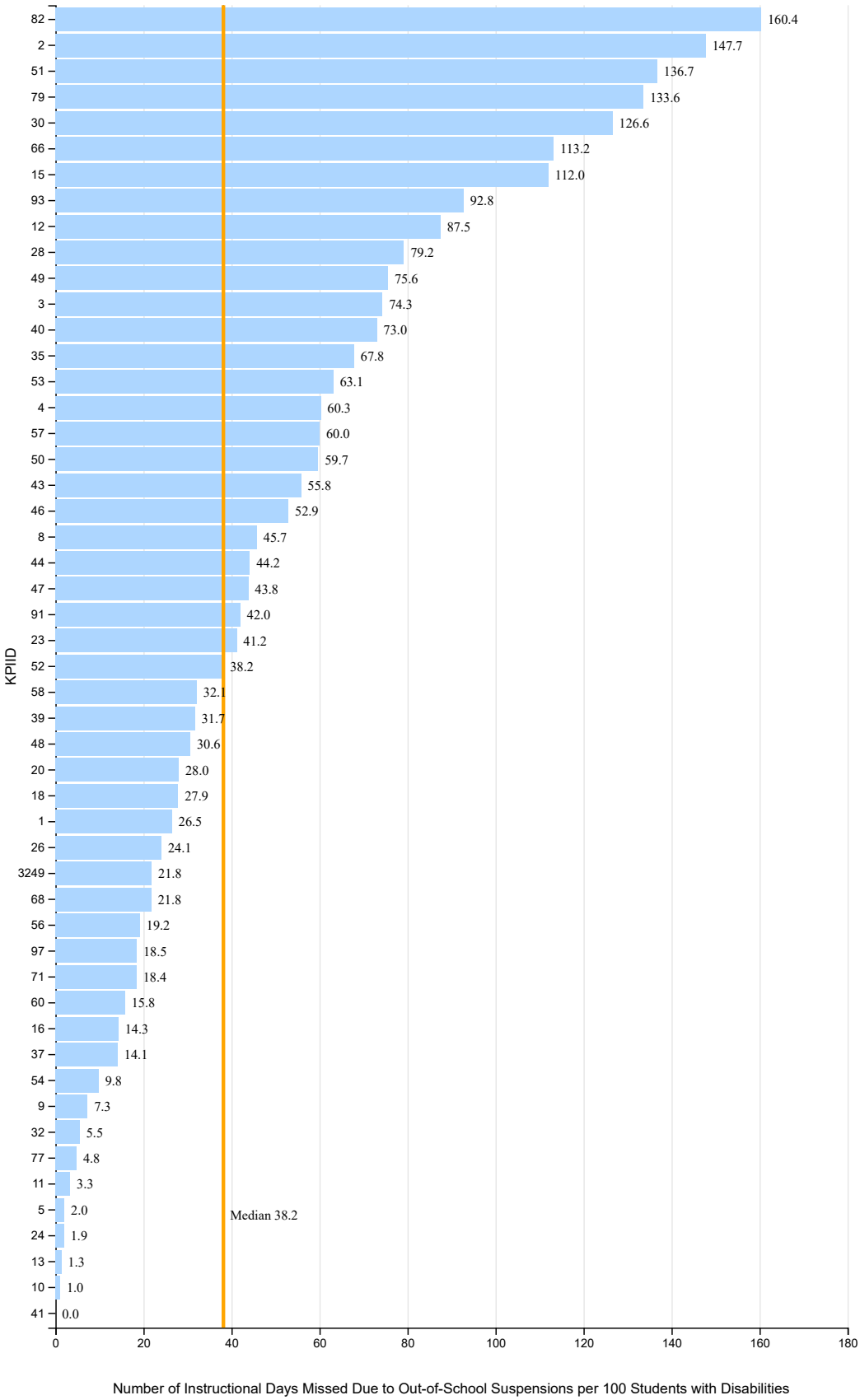
(2018-19 to 2021-22)

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

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



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

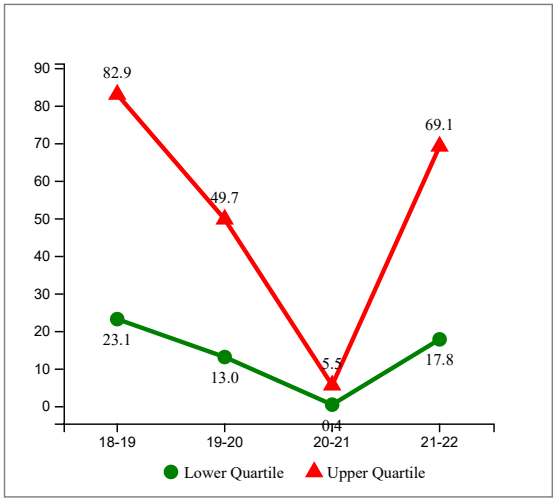


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

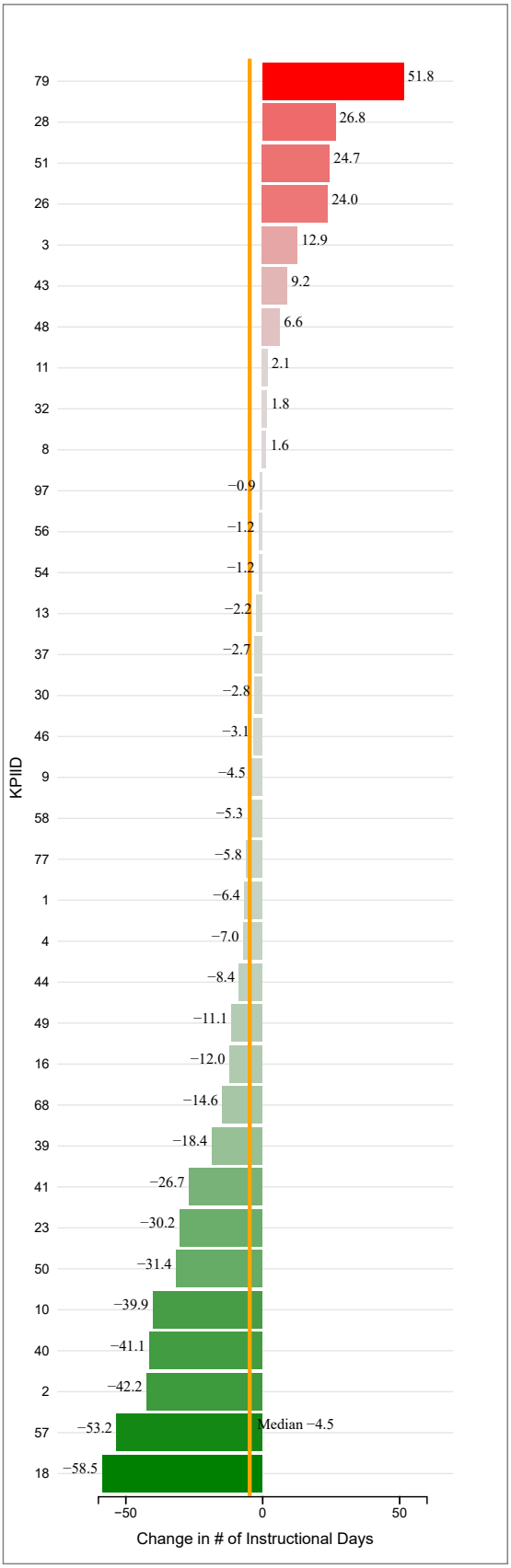
- Broward County
- Chicago
- Clark County
- Dallas
- Denver
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Portland
- San Diego
- San Francisco

Best Quartile for Change in Performance

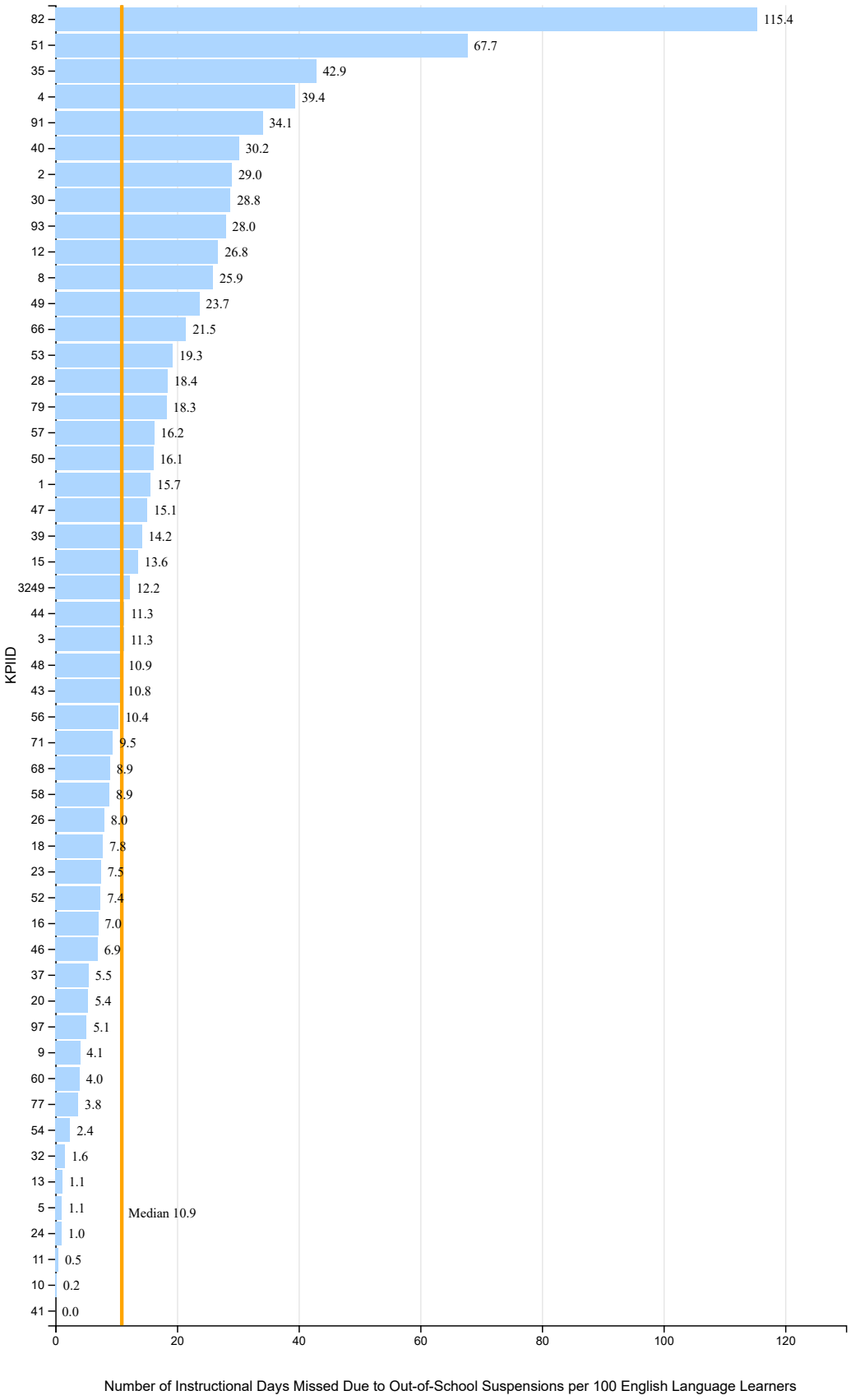
(2018-19 to 2021-22)

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

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



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

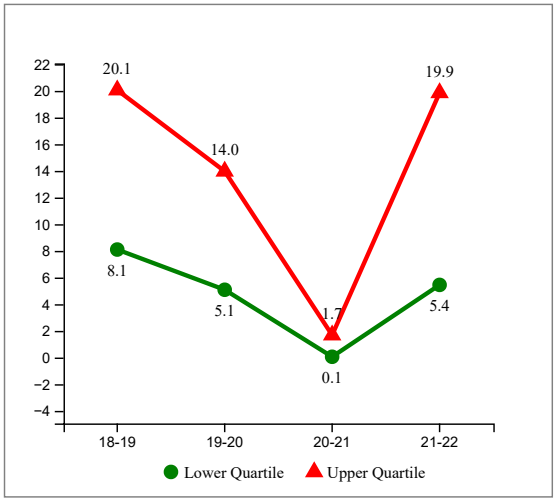


Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Language Learners

Note: Lower values and larger decreases are desired

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

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



Best Quartile for Overall Performance

(2021-22)

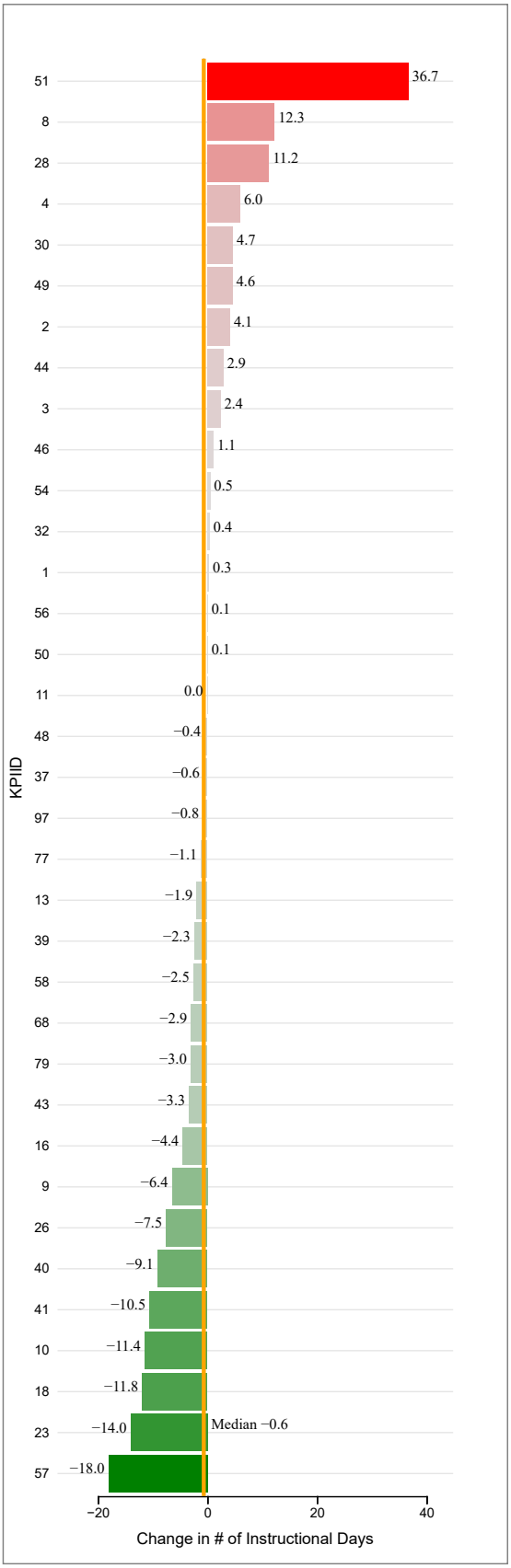
- Broward County
- Chicago
- Cincinnati
- Clark County
- Dallas
- East Baton Rouge
- Hillsborough County
- Los Angeles
- Miami
- New York
- Pinellas
- Portland
- San Francisco

Best Quartile for Change in Performance

(2018-19 to 2021-22)

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

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



APPENDIX A. COUNCIL OF THE GREAT CITY SCHOOLS

Council of the Great City Schools

The Council of the Great City Schools is a coalition of 78 of the nation's largest urban public school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An Executive Committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c) (3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts research and studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

Chair of the Board
Guadalupe Guerrero
Superintendent, Portland Public Schools

Chair-elect
Marcia Andrews
School Board Member, Palm Beach County School District

Secretary/Treasurer
Sonja Santelises
Superintendent, Baltimore City Public Schools

Immediate Past Chair
Kelly Gonez
School Board Member, Los Angeles Unified School District

Executive Director
Raymond Hart
Council of the Great City Schools