# **SREB**

# Large US Districts A Landscape of Governance and Achievement

October 21, 2024

-Stephen Pruitt, President

# SREB

# Large US Districts Achievement

## **TUDA**

TUDA is a voluntary district effort that involves the oversampling of students in each participating district to obtain a district-level estimate of reading and mathematics performance in grades four and eight.

- > TUDA began in 2002 with six urban districts.
- Twenty-six districts from across the nation participated in 2022.



## NAEP Trial Urban District Assessment (TUDA)

TUDA focused attention on the academic achievement in reading, math, and science of students in urban districts.

Selection criteria for TUDA are based on several factors.

- District size
- Percentages of African American or Hispanic students, and
- Percentages of students eligible for the free and reduced-price lunch program.



## **Districts Participating in the 2022 TUDA**





## **NAEP 4th Reading at Proficient**

## NAEP 4<sup>th</sup> Reading at Basic

### Percentage at or above NAEP Proficient FOCAL JURISDICTION Nation (public) DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS HIGHER THAN THE NATION Hillsborough County (FL) Miami-Dade 39 San Diego 37 Austin DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS NOT SIGNIFICANTLY DIFFERENT FROM THE NATION (PUBLIC) Charlotte-Mecklenburg 33 32 District of Columbia (DCPS) Duval County (FL) 29 Denver 29 DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS LOWER THAN THE NATION Jefferson County (KY) 27 Boston Guilford County (NC) 27 26 **New York City** Large city Atlanta 25 Los Angeles Albuquerque 25 Clark County (NV) Chicago Houston Dallas Fort Worth Shelby County (TN) Philadelphia Milwaukee **Baltimore City** Cleveland Detroit 100 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60 70 80 90 100

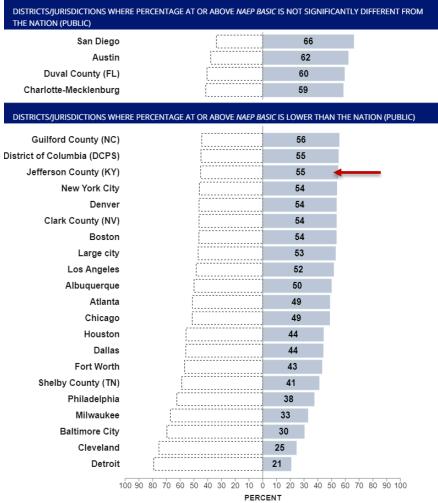
## LEGEND

NOTE: DCPS = District of Columbia Public Schools. Large city includes public school students from all cities in the nation with populations of 250,000 or more including the participating districts. NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.

# Percentage at or above NAEP Basic FOCAL JURISDICTION Nation (public) DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP BASIC IS HIGHER THAN THE NATION (PUBLIC) Miami-Dade 70 Hillsborough County (FL) DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP BASIC IS NOT SIGNIFICANTLY DIFFERENT FROM THE NATION (PUBLIC) San Diego 66 Austin 62

#### LEGEND

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## **NAEP 8th Reading at Proficient**

## **NAEP 8th Reading at Basic**

#### Percentage at or above NAEP Proficient **FOCAL JURISDICTION** 29 Nation (public) DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS HIGHER THAN THE NATION (PUBLIC) San Diego DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS NOT SIGNIFICANTLY DIFFERENT FROM THE NATION (PUBLIC) 31 Miami-Dade 29 Charlotte-Mecklenburg Hillsborough County (FL) 29 28 Boston 28 28 Los Angeles 27 New York City 27 Duval County (FL) Clark County (NV) 27 26 Austin 26 Jefferson County (KY) 25 Atlanta DISTRICTS/JURISDICTIONS WHERE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS LOWER THAN THE NATION Large city 26 District of Columbia (DCPS) 23 23 Guilford County (NC) 21 Chicago 21 Albuquerque Houston Philadelphia **Baltimore City** Milwaukee Shelby County (TN) Fort Worth Dallas Cleveland Detroit 100 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60 70 80 90 100

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		② <u>Percentage at or a</u> <u>NAEP Basio</u>	
FOCAL JURISDICTION			
Nation (public)		68	
DISTRICTS/JURISDICTIONS WHERE PERCENT THE NATION (PUBLIC)	TAGE AT OR ABOVE NAEP BAS	IC IS NOT SIGNIFICANTL	Y DIFFERENT FROM
Miami-Dade		72	
San Diego		71	
Charlotte-Mecklenburg		67	
Hillsborough County (FL)		67	
Los Angeles		67	
Duval County (FL)		66	
Clark County (NV)		65	
DISTRICTS/JURISDICTIONS WHERE PERCENT	TAGE AT OR ABOVE <i>NAEP BAS</i>	IC IS LOWER THAN THE I	NATION (PUBLIC)
Large city		64	
Austin		64	

#### LEGEND

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Large city		64	
Austin	[	64	
New York City		63	
Denver		62	
Jefferson County (KY)		62	<b>←</b>
Boston		61	
Guilford County (NC)		61	
Chicago		61	
Atlanta		60	
Albuquerque		58	
trict of Columbia (DCPS)		56	
Houston		56	
Shelby County (TN)		50	
Philadelphia		50	
Baltimore City		50	
Fort Worth		49	
Dallas		49	
Milwaukee		48	
Cleveland		44	
Detroit		32	

## **NAEP 4th Math at Proficient**

## **NAEP 4th Math at Basic**



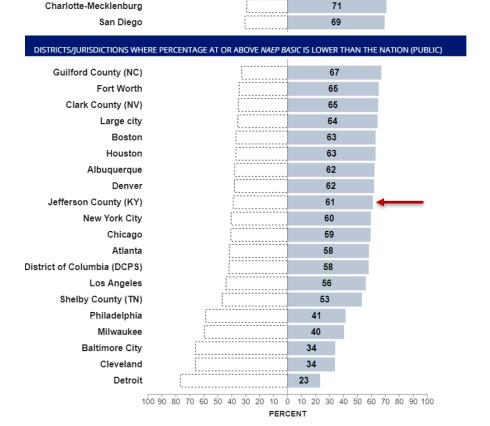
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: DCPS = District of nbia Public Schools. Large	
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n with populations of 00 or more including the	Nation (public)
ipating districts. NAEP vement levels are to be on a trial basis and should	DISTRICTS/JURISDICTIONS WHE
erpreted and used with	Miami-Dade Hillsborough County (FL)
	DISTRICTS/JURISDICTIONS WHE

Dallas

		<b>②</b>	
		Percentage at or abo <u>NAEP Basic</u>	ve
FOCAL JURISDICTION			
Nation (public)		74	
DISTRICTS/JURISDICTIONS WHERE PERCENTA	GE AT OR ABOVE NAEP BASIC	IS HIGHER THAN THE NA	TION (PUBLIC)
Miami-Dade		82	
Hillsborough County (FL)		81	
DISTRICTS/JURISDICTIONS WHERE PERCENTAI THE NATION (PUBLIC)	GE AT OR ABOVE <i>NAEP BASI</i> C	IS NOT SIGNIFICANTLY D	FFERENT FROM
Duval County (FL)		76	
Austin		76	

#### LEGEND

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## FI NAEP 8th Math at Proficient

## **NAEP 8th Math at Basic**

	<b>2</b>
	Percentage at or above
	NAEP Proficient
FOCAL JURISDICTION	
Nation (public)	26
DISTRICTS/JURISDICTIONS WHE	RE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS HIGHER THAN THE NATION
Charlotte-Mecklenburg	30
DISTRICTS/JURISDICTIONS WHE FROM THE NATION (PUBLIC)	RE PERCENTAGE AT OR ABOVE NAEP PROFICIENT IS NOT SIGNIFICANTLY DIFFERENT
San Diego	28
Austin	27
Boston	26
New York City	25
Miami-Dade	24
Guilford County (NC)	22
Hillsborough County (FL)	22
(PUBLIC)  Duval County (FL)	22
Denver	22
Large city	21
Clark County (NV)	19
Houston	18
Jefferson County (KY)	17
Los Angeles	17
Albuquerque	17
District of Columbia (DCPS)	17
Atlanta	16
Chicago	16
Philadelphia	13
Dallas	12
Fort Worth	11
Baltimore City	
Shelby County (TN)	8
Milwaukee	
Cleveland	7
Detroit	4
10	00 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60 70 80 90 100

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			?
		Percentag	e at or
		NAE	P Bas
FOCAL JURISDICTION			
Nation (public)		60	
DISTRICTS/JURISDICTIONS WH	IERE PERCENTAGE AT OR ABOVE <i>NAEP BA</i>	<i>SIC</i> IS HIGHER TH	AN TH
Charlotte-Mecklenburg		64	
DISTRICTS/JURISDICTIONS WH	IERE PERCENTAGE AT OR ABOVE <i>NAEP BA</i>	<i>ISIC</i> IS NOT SIGNIF	FICAN
Miami-Dade		63	
San Diego		60	
Austin		59	
Guilford County (NC)		57	
DISTRICTS/JURISDICTIONS WH	IERE PERCENTAGE AT OR ABOVE <i>NAEP BA</i>	SIC IS LOWER THA	AN TH
Hillsborough County (FL)		56	
Duval County (FL)	,	54	
Boston	<u>'</u>	54	
Clark County (NV)	<u> </u>	54	
Large city	,	53	
New York City	,	52	
Denver		51	
Houston		50	
Chicago	·	49	
Los Angeles		49	
Jefferson County (KY)		48	4
Atlanta		48	
Dallas		47	
Albuquerque		45	
Fort Worth		44	
District of Columbia (DCPS)		42	
Shelby County (TN)		35	
Philadelphia		35	
Milwaukee		32	
Cleveland		28	
Baltimore City		28	
Detroit		20	
	100 90 80 70 60 50 40 30 20 10 0	10 20 30 40	50 60

PERCENT

# 2022 TUDA Highlights

## From 2019 to 2022,

- Almost all the states saw significant declines in 8thgrade reading.
- While many TUDA districts saw modest declines in 8th grade reading, they still outperformed the nation.
- The Los Angeles Unified School District even saw strong growth 8th grade reading.



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## **Local Board Governance Models**

# **Operational Model**

Boards that use an operational governance model will deliberate, make decisions, and follow through on the impact of those decisions.

The operational model structures how boards create and execute new policies and processes. Several school districts have successfully implemented operational models to enhance their governance and efficiency.



# District Examples - Operational Model

## **Kent County, Maryland**

The school board here has used a strategic operational model focused on setting clear goals and benchmarks, especially around student achievement. They regularly assess progress using specific indicators to adjust and improve outcomes

## Minneapolis, Minnesota

This district has adopted broad strategic plans with operational benchmarks to align school board goals with the educational needs of the community. Their use of operational models emphasizes consistent progress monitoring and resource allocation toward achieving set goals



# Managerial Model

In the managerial model of school board governance, school boards are split into sub-committees that oversee different aspects of their board activities. Each sub-committee makes decisions about its topic(s), hypothetically streamlining the decision-making process.



# District Examples - Managerial Model

## Seattle Public Schools, Washington

The school board focuses on the management of the district's operations and works closely with the superintendent to oversee personnel and finances. They often act in a managerial capacity by delegating operational tasks while maintaining oversight of key performance metrics

## Boston Public Schools, Massachusetts

The Boston Public School board is involved in decision-making that impacts both daily operations and long-term planning. They rely on committees and a managerial model, where staff report to board members or committees on issues like budget and personnel, giving the board direct control over operational areas like finance and policy



## **Traditional Model**

In the traditional governance model, the school board serves as the primary governing body of a school district. The board is responsible for setting policies, approving budgets, and making key decisions that guide the educational direction of the district. The board president oversees daily activities while the rest of the board takes on oversight and planning.

The superintendent acts as the chief executive officer (CEO) of the district, tasked with implementing the board's policies and managing the day-to-day operations of the schools.



# District Examples - Traditional Model

## Providence Public Schools, Rhode Island

The Providence School Board operates under a traditional governance model, where board members provide oversight and strategic direction but delegate daily operations to the superintendent. The board governs through committees that address specific areas, such as student achievement, budgeting, and policy

## Houston Independent School District, Texas

Houston ISD utilizes a traditional model where the board governs through policies and strategic oversight, allowing the superintendent to manage the day-to-day operations. Committees are used to process information and ensure that governance stays focused on broad district-wide objectives rather than micromanaging the operations.



# **Policy Model**

In a policy model the board governs through policies that establish organizational goals, governance methods or processes, and management restrictions or limitations and define the board/superintendent relationship. While the superintendent reports to and is managed by the board, the board should not compete with the superintendent in managing or administrating the schools.

The school board's job is to represent the interests and goals of the community through school board policy and to oversee the superintendent, who carries out the duties associated with achieving those goals. The board determines what goals should be tackled and sets the boundaries involved. District staff perform tasks to run the system.



# District Examples - Policy Model

## Montgomery County Public Schools, Maryland

Montgomery County follows a policy governance approach, where the board focuses on creating policies that set the direction and expectations for the district. The superintendent is given the responsibility to implement those policies, with the board holding them accountable through performance reviews and monitoring

## Hamilton County Schools, Tennessee

Hamilton County has adopted the policy governance model, focusing on student outcomes and district-wide policies rather than the details of daily management. The board defines the district's goals and evaluates the superintendent based on their ability to meet these established goals



# **Key Takeaways**

Large district performance in reading and math were significantly impacted during COVID

There appears to be no correlation or causation to achievement and governance model

No research to indicate the size of district impacted achievement



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## For more information:

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Southern Regional Education Board

SREB.org