Reading - Board Goal 2:
The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

Leading Indicator 2.1:
The percentage of students in grades K-3 who score at or above grade level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Leading Indicator 2.2 - Closing the Gap:
The percentage of students, by subgroup, in grades K-3 who score at or above grade level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Color Legend

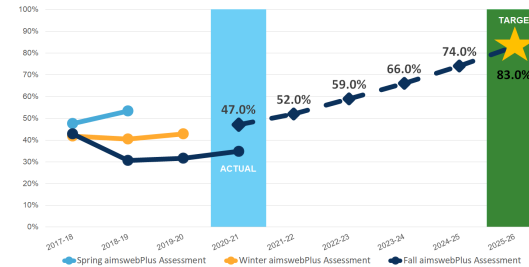| Lower Performance; Farther Below Target								Higher Performance; Farther Above Target

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Leading Indicator 2.2 - Closing the Gap:
The percentage of students, by subgroup, in grades K-3 who score at or above grade level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Leading Indicator: Overall Progress	Off-Track

Assessment Period	2017-18[1]	2018-19	2019-20	2020-21[2]	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
Fall	**42.8%**	**30.6%**	**31.7%**	**34.8%**	**47.0%**	**-12.2**	**-17.2**	**83.0%**
Winter	41.8%	40.5%	42.9%	Forthcoming	47.0%	-	-	83.0%
Spring	47.5%	53.3%	N/A[3]	Forthcoming	47.0%	-	-	83.0%

Leading Indicator: Fall Performance, Grades K-3, aimswebPlus Reading

Student Group	2017-18[1]	2018-19	2019-20	2020-21[2]	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
Black / African American	40.5%	27.3%	27.9%	31.4%	47.0%	-15.6	-20.6	83.0%
Hispanic / Latino	30.7%	21.3%	22.2%	23.5%	47.0%	-23.5	-28.5	83.0%
White	57.7%	44.6%	44.3%	50.2%	47.0%	+3.2	-1.8	83.0%
American Indian / Alaskan Native	43.1%	35.1%	28.3%	22.2%	47.0%	-24.8	-29.8	83.0%
Asian	61.7%	47.4%	49.8%	47.7%	47.0%	+0.7	-4.3	83.0%
Native Hawaiian / Pacific Islander	54.0%	38.6%	39.1%	33.3%	47.0%	-13.7	-18.7	83.0%
Multi Racial / Other	46.4%	37.6%	42.1%	45.1%	47.0%	-1.9	-6.9	83.0%
English Learners	28.2%	19.7%	18.8%	20.1%	47.0%	-26.9	-31.9	83.0%
Special Education	18.1%	12.2%	15.2%	26.1%	47.0%	-20.9	-25.9	83.0%
Economically Disadvantaged	38.4%	26.6%	27.7%	29.7%	47.0%	-17.3	-22.3	83.0%

Leading Indicator: District-Wide % At/Above Grade Level Grades K-3, aimswebPlus Reading

[1] In 2017-18, aimsweb was administered. Starting in 2018-19, aimswebPlus was administered.

[2] In 2020-21, At/Above Grade Level measures the percentage of students who scored at Tier 1 on the aimswebPlus composite score. To receive a composite score, a student must have completed all required subtests. In 2017-18 through 2019-20, At/Above Grade Level measures the percentage of students who scored at Tier 1 on the assigned aimsweb/aimswebPlus core subtests for each grade.

[3] In Spring 2019-20, aimswebPlus was not administered due to COVID-19.

Fall 2020 Off-Track Group (63 Schools)

Fall 2020 Off-Track Group: % At/Above Grade Level Grades K-3, aimswebPlus Reading

	2018-19	2019-20	2020-21[1]	Distance to 2020-21 Target
Fall	22.5%	22.5%	24.0%	-23.0
Winter	31.2%	32.2%	Forthcoming	-
Spring	45.5%	N/A[2]	Forthcoming	-

Fall 2020 Off-Track Group: Participation & Performance Grades K-3, aimswebPlus Reading

	# Students Eligible[3]	% Students Participating[4]	% Intensive Intervention[5]	% Strategic Intervention[5]	% At/Above Grade Level[5]
Overall	15,301	86.3%	61.6%	14.4%	24.0%
Black / African American	7,472	84.2%	60.4%	14.7%	24.9%
Hispanic / Latino	5,770	87.4%	67.5%	13.0%	19.5%
White	739	88.4%	56.0%	15.2%	28.8%
American Indian / Alaskan Native	24	91.7%	63.6%	22.7%	13.6%
Asian	1,006	94.6%	42.2%	19.5%	38.2%
Native Hawaiian / Pacific Islander[6]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	265	87.5%	60.8%	13.4%	25.9%
English Learners	2,230	88.6%	73.4%	12.1%	14.5%
Non-English Learners	13,071	86.0%	59.5%	14.8%	25.7%
Special Education[7]	1,557	72.2%	70.5%	10.9%	18.6%
Non-Special Education	13,744	87.9%	60.8%	14.8%	24.5%
Economically Disadvantaged	12,875	86.7%	62.5%	14.4%	23.1%
Non-Economically Disadvantaged	2,426	84.4%	56.8%	14.4%	28.9%

Fall 2020 Near-Track Group (64 Schools)

Fall 2020 Near-Track Group: % At/Above Grade Level Grades K-3, aimswebPlus Reading

	2018-19	2019-20	2020-21[1]	Distance to 2020-21 Target
Fall	33.0%	34.3%	37.2%	-9.8
Winter	44.0%	46.5%	Forthcoming	-
Spring	55.9%	N/A[2]	Forthcoming	-

Fall 2020 Near-Track Group: Participation & Performance Grades K-3, aimswebPlus Reading

	# Students Eligible[3]	% Students Participating[4]	% Intensive Intervention[5]	% Strategic Intervention[5]	% At/Above Grade Level[5]
Overall	15,859	88.4%	46.6%	16.3%	37.2%
Black / African American	7,346	85.1%	49.2%	16.0%	34.9%
Hispanic / Latino	2,837	90.8%	56.7%	15.8%	27.5%
White	3,250	92.2%	40.1%	16.0%	44.0%
American Indian / Alaskan Native	21	90.5%	52.6%	15.8%	31.6%
Asian	1,851	92.5%	34.3%	18.3%	47.3%
Native Hawaiian / Pacific Islander[6]	23	100.0%	56.5%	17.4%	26.1%
Multi Racial/Other	531	90.6%	41.2%	16.8%	42.0%
English Learners	2,178	92.4%	59.8%	17.4%	22.8%
Non-English Learners	13,681	88.0%	44.3%	16.1%	39.6%
Special Education[7]	1,843	68.9%	59.8%	12.9%	27.3%
Non-Special Education	14,016	91.2%	45.2%	16.6%	38.2%
Economically Disadvantaged	11,622	88.3%	50.1%	15.9%	34.0%
Non-Economically Disadvantaged	4,237	89.4%	37.1%	17.2%	45.7%

Fall 2020 On-Track Group (21 Schools)

Fall 2020 On-Track Group: % At/Above Grade Level Grades K-3, aimswebPlus Reading

	2018-19	2019-20	2020-21[1]	Distance to 2020-21 Target
Fall	53.7%	54.5%	60.9%	+13.9
Winter	64.1%	66.6%	Forthcoming	-
Spring	74.7%	N/A[2]	Forthcoming	-

Fall 2020 On-Track Group: Participation & Performance Grades K-3, aimswebPlus Reading

	# Students Eligible[3]	% Students Participating[4]	% Intensive Intervention[5]	% Strategic Intervention[5]	% At/Above Grade Level[5]
Overall	4,605	92.5%	24.1%	15.0%	60.9%
Black / African American	1,246	86.5%	36.0%	14.3%	49.7%
Hispanic / Latino	425	87.5%	34.1%	15.6%	50.3%
White	2,050	95.5%	18.7%	14.4%	66.9%
American Indian / Alaskan Native[6]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	575	95.1%	15.4%	18.6%	66.0%
Native Hawaiian / Pacific Islander[6]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	295	95.9%	19.1%	15.2%	65.7%
English Learners	288	91.3%	40.7%	23.6%	35.7%
Non-English Learners	4,317	92.5%	23.0%	14.5%	62.6%
Special Education[7]	480	72.3%	39.5%	15.9%	44.7%
Non-Special Education	4,125	94.8%	22.7%	15.0%	62.3%
Economically Disadvantaged	1,903	88.0%	35.9%	16.2%	47.9%
Non-Economically Disadvantaged	2,702	95.6%	16.4%	14.3%	69.3%

[1] In 2020-21, At/Above Grade Level measures the percentage of students who scored at Tier 1 on the aimswebPlus composite score. To receive a composite score, a student must have completed all required subtests. In 2017-18 through 2019-20, At/Above Grade Level measures the percentage of students who scored at Tier 1 on the assigned aimsweb/aimswebPlus core subtests for each grade.

[2] In Spring 2019-20, aimswebPlus was not administered due to COVID-19.

[3] Students are considered eligible if they were enrolled at their school on the last day of the testing window. The Fall 2020 assessment window ran from September 14th through October 23rd.

[4] Students are counted as participating if they received an aimswebPlus composite score. Only results taken within the official testing window are counted.

[5] Intensive Intervention corresponds to Tier 3, Strategic Intervention to Tier 2, and At/Above Grade Level to Tier 1. At/Above Grade Level is shaded based on the distance from the annual target (47%), with red representing lower performance rates and green representing higher performance rates.

[6] Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.

[7] All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP).

Fall Assessment Window, 2020-21	# Students Eligible[1]	% Students Participating[2]	% Intensive Intervention[3]	% Strategic Intervention[3]	% At/Above Grade Level[3]	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
All Grades	**35,249**	**88.3%**	**49.8%**	**15.3%**	**34.8%**	**47.0%**	**-12.2**	**-17.2**	**83.0%**
Kindergarten	7,249	**91.4%**	62.0%	21.5%	**16.5%**	47.0%	-30.5	-35.5	83.0%
Grade 1	9,320	**92.7%**	67.2%	8.2%	**24.5%**	47.0%	-22.5	-27.5	83.0%
Grade 2	9,183	**84.2%**	30.8%	16.7%	**52.5%**	47.0%	+5.5	+0.5	83.0%
Grade 3	9,497	**85.7%**	39.3%	16.6%	**44.1%**	47.0%	-2.9	-7.9	83.0%

Leading Indicator: District-Wide Performance Grades K-3, aimswebPlus Reading

What is happening?	Why is it happening?	How will we solve it?
Performance		
The percentage of students scoring at At/Above Grade Level (Tier 1, aimswebPlus) compared to Intensive Intervention (Tier 3, aimswebPlus) are inverted at On- and Off-Track schools. An average of 59.0% of students are scoring at At/Above Grade Level (Tier 1, aimswebPlus) at On-Track schools, compared to an average of 25.8% of students scoring at Intensive Intervention (Tier 3, aimswebPlus). At Off-Track schools, an average of 63.0% of students are scoring at Intensive Intervention (Tier 3, aimswebPlus), compared to an average of 22.8% of students scoring at At/Above Grade Level (Tier 1, aimswebPlus).	Our literacy approach has not emphasized all the core aspects of becoming literate, particularly phonemic and phonological awareness, phonics, oral language development, and writing, nor has it provided an entry point for students who are not reading at grade level.	Identify and focus on core PreK-3 literacy priorities to ensure consistency in messaging, timeline, and instructional management system. Support teachers in implementing the revised literacy framework to increase the amount of instructional time and focus devoted to developing foundational skills. Define expectations and measures of literacy success, review implementation data, and differentiate support and coaching.
	We have not implemented a Multi-Tiered System of Supports (MTSS) approach that allows for leaders and teachers, particularly those in Off-Track schools who disproportionately serve students who require a literacy intervention, to design and implement strategies to ensure that all students have the opportunity to access standards-based, grade-level instruction.	Develop Multi-Tiered System of Supports (MTSS) teams at each school with the necessary and equitable resources and support needed to implement MTSS with fidelity.
Staffing		
Average teacher retention, within school, at Off-Track schools is 81.0% compared to an average of 92.1% at On-Track schools.	Our approach to professional development across the system does not provide enough time or depth to build teacher capacity and accelerate student learning nor does the delivery of our professional development consistently model best practices of teaching and learning.	Develop a process to inform decisions about district professional development and school common planning time topics.
	Teacher movement disproportionately affects Off-Track schools resulting in compounding issues of lost relationships within the school community, gaps in knowledge, and the need to continually train new teachers.	Conduct analyses to better understand teacher movement, identify a system/process for leaders to recruit teachers who match the needs of students, and develop these teachers once they are at the school.

[1] Students are considered eligible if they were enrolled at their school on the last day of the testing window. The Fall 2020 testing window ran from September 14th through October 23rd.

[2] Students are counted as participating if they received a composite score. Only results taken within the official testing window are counted.

[3] Intensive Intervention corresponds to Tier 3, Strategic Intervention to Tier 2, and At/Above Grade Level to Tier 1. At/Above Grade Level is shaded based on the distance from the annual target (47%), with red representing lower performance rates and green representing higher performance rates.

Reading - Board Goal 2:
The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

Chart values: 35.1% (2016-17), 35.7% (2017-18), 32.5% (2018-19 BASELINE), 35.4% (2020-21), 39.3% (2021-22), 44.3% (2022-23), 49.7% (2023-24), 55.6% (2024-25), GOAL 62.0% (2025-26)

PSSA - English Language Arts: % Proficient/Advanced
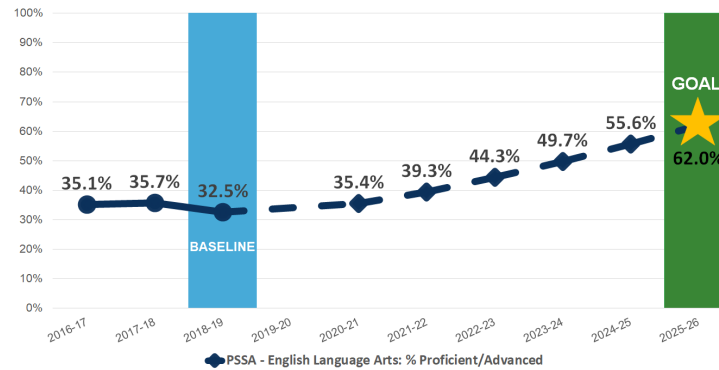
Reading Goal 2: Overall Progress

Near-Track

Proficiency: Grade 3, PSSA, English Language Arts[1]	2016-17	2017-18	2018-19	2019-20[2]	2020-21 Annual Goal	Distance to 2020-21 Goal	Distance to 2021-22 Goal	2025-26 Goal
Overall	**35.1%**	**35.7%**	**32.5%**	**N/A**	**35.4%**	**-2.9**	**-6.8**	**62.0%**
Black / African American	28.1%	28.7%	24.8%	N/A	35.4%	-10.6	-14.5	62.0%
Hispanic/Latino	27.0%	27.8%	24.5%	N/A	35.4%	-11.0	-14.9	62.0%
White	56.5%	59.1%	57.5%	N/A	35.4%	+22.1	+18.2	62.0%
American Indian / Alaskan Native	39.1%	37.5%	29.4%	N/A	35.4%	-6.0	-9.9	62.0%
Asian	59.6%	59.4%	56.9%	N/A	35.4%	+21.5	+17.6	62.0%
Native Hawaiian / Pacific Islander	25.0%	64.3%	62.5%	N/A	35.4%	+27.1	+23.2	62.0%
Multi Racial / Other	39.2%	41.1%	34.0%	N/A	35.4%	-1.4	-5.3	62.0%
English Learners	19.3%	25.5%	25.2%	N/A	35.4%	-10.2	-14.1	62.0%
Special Education	19.4%	24.4%	18.2%	N/A	35.4%	-17.2	-21.1	62.0%
Economically Disadvantaged	35.1%	35.4%	27.2%	N/A	35.4%	-8.2	-12.1	62.0%

Reading Goal 2: District-Wide Proficiency Grade 3, PSSA English Language Arts

[1] Proficiency on the PSSA English Language Arts assessment includes students performing at the Proficient and Advanced levels. All metrics include students who took either the PSSA or the PASA.

[2] PSSA English Language Arts was not administered in Spring 2019-20 due to COVID-19.

Fall 2020 Off-Track Group (63 Schools)

Fall 2020 Off-Track Group: Participation and Performance Grade 3, PSSA English Language Arts, 2018-19

	# Students	% Below Basic	% Basic	% Proficient or Advanced
Overall	**4,198**	**37.0%**	**40.6%**	**22.3%**
Black / African American	2,059	39.2%	41.5%	**19.3%**
Hispanic / Latino	1,395	38.8%	40.9%	**20.4%**
White	177	24.9%	42.9%	**32.2%**
American Indian / Alaskan Native¹	*Insufficient Sample*	*Insufficient Sample*	*Insufficient Sample*	***Insufficient Sample***
Asian	221	16.3%	33.9%	**49.8%**
Native Hawaiian / Pacific Islander¹	*Insufficient Sample*	*Insufficient Sample*	*Insufficient Sample*	***Insufficient Sample***
Multi Racial/Other	328	36.3%	38.4%	**25.3%**
English Learners	666	41.7%	39.5%	**18.8%**
Non-English Learners	3,532	36.1%	40.9%	**23.0%**
Special Education	710	58.2%	27.0%	**14.8%**
Non-Special Education	3,488	32.7%	43.4%	**23.9%**
Economically Disadvantaged	3,658	38.4%	40.5%	**21.1%**
Non-Economically Disadvantaged	540	27.4%	41.9%	**30.7%**

Fall 2020 Near-Track Group (64 Schools)

Fall 2020 Near-Track Group: Participation and Performance Grade 3, PSSA English Language Arts, 2018-19

	# Students	% Below Basic	% Basic	% Proficient or Advanced
Overall	**4,386**	**25.9%**	**37.3%**	**36.8%**
Black / African American	2,080	31.0%	40.1%	**28.9%**
Hispanic / Latino	691	28.9%	39.1%	**32.0%**
White	813	16.9%	28.9%	**54.2%**
American Indian / Alaskan Native¹	*Insufficient Sample*	*Insufficient Sample*	*Insufficient Sample*	***Insufficient Sample***
Asian	406	11.6%	34.2%	**54.2%**
Native Hawaiian / Pacific Islander¹	*Insufficient Sample*	*Insufficient Sample*	*Insufficient Sample*	***Insufficient Sample***
Multi Racial/Other	383	27.7%	40.2%	**32.1%**
English Learners	647	26.9%	42.0%	**31.1%**
Non-English Learners	3,739	25.7%	36.5%	**37.8%**
Special Education	756	48.5%	30.0%	**21.4%**
Non-Special Education	3,630	21.2%	38.8%	**40.0%**
Economically Disadvantaged	3,357	28.6%	38.8%	**32.6%**
Non-Economically Disadvantaged	1,029	17.1%	32.3%	**50.6%**

Fall 2020 On-Track Group (21 Schools)

Fall 2020 Off-Track Group: Participation and Performance Grade 3, PSSA English Language Arts, 2018-19

	# Students	% Below Basic	% Basic	% Proficient or Advanced
Overall	**1,078**	**12.2%**	**25.6%**	**62.2%**
Black / African American	339	20.4%	36.0%	**43.7%**
Hispanic / Latino	93	23.7%	37.6%	**38.7%**
White	407	6.6%	17.4%	**75.9%**
American Indian / Alaskan Native¹	*Insufficient Sample*	*Insufficient Sample*	*Insufficient Sample*	***Insufficient Sample***
Asian	122	2.5%	17.2%	**80.3%**
Native Hawaiian / Pacific Islander¹	*Insufficient Sample*	*Insufficient Sample*	*Insufficient Sample*	***Insufficient Sample***
Multi Racial/Other	116	9.5%	23.3%	**67.2%**
English Learners	88	25.0%	37.5%	**37.5%**
Non-English Learners	990	11.1%	24.6%	**64.3%**
Special Education	180	40.0%	34.4%	**25.6%**
Non-Special Education	898	6.7%	23.8%	**69.5%**
Economically Disadvantaged	514	20.4%	34.4%	**45.1%**
Non-Economically Disadvantaged	564	4.8%	17.6%	**77.7%**

¹ Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.