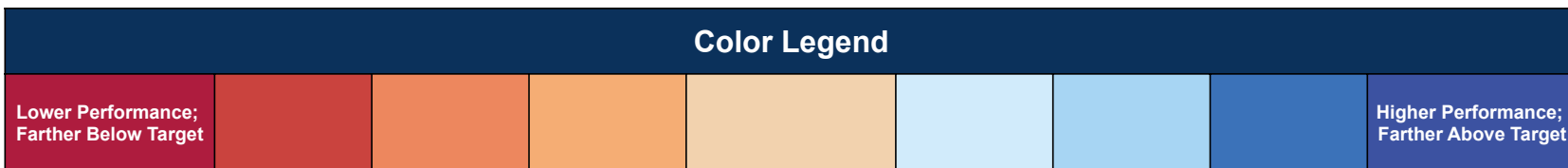


**Math - Board Goal 3:**  
 The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026.

**Leading Indicator 3.1:**  
 The percentage of students in grades 3-8 who score at or above grade level on the District's within-year math assessment in Fall, Winter, and Spring each year.

**Leading Indicator 3.2 - Closing the Gap:**  
 Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade level on the District's within-year math assessment in Fall, Winter, and Spring each year.

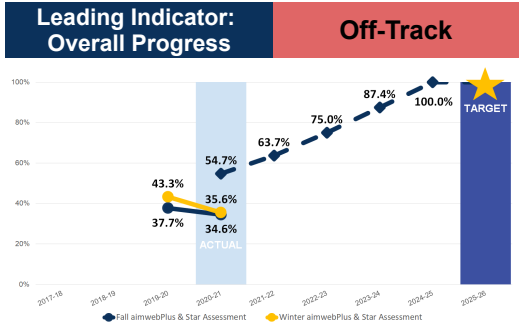
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**Math - Board Goal 3:**  
The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026

**Leading Indicator 3.1:**  
The percentage of students in grades 3-8 who score at or above grade level on the District's within-year math assessment in Fall, Winter, and Spring each year.

**Leading Indicator 3.2 - Closing the Gap:**  
Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade level on the District's within-year math assessment in Fall, Winter, and Spring each year.



Assessment Period	2017-18 <sup>1</sup>	2018-19 <sup>1</sup>	2019-20 <sup>1</sup>	2020-21 <sup>2</sup>	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
Fall	N/A	N/A	37.7%	34.6%	54.7%	-20.1	-29.2	100.0%
Winter	N/A	N/A	43.3%	35.6%	54.7%	-19.1	-28.2	100.0%
Spring	N/A	N/A	N/A <sup>3</sup>	Forthcoming	54.7%	-	-	100.0%
Leading Indicator: Winter Performance								
Student Group	2017-18 <sup>1</sup>	2018-19 <sup>1</sup>	2019-20 <sup>1</sup>	2020-21 <sup>2</sup>	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
Black / African American	N/A	N/A	33.0%	24.6%	54.7%	-30.1	-39.2	100.0%
Hispanic / Latino	N/A	N/A	33.3%	26.9%	54.7%	-27.8	-36.9	100.0%
White	N/A	N/A	61.3%	58.6%	54.7%	+3.9	-5.2	100.0%
American Indian / Alaskan Native	N/A	N/A	39.4%	38.8%	54.7%	-15.9	-25.0	100.0%
Asian	N/A	N/A	75.0%	68.5%	54.7%	+13.8	+4.7	100.0%
Native Hawaiian / Pacific Islander	N/A	N/A	53.3%	51.4%	54.7%	-3.3	-12.4	100.0%
Multi Racial / Other	N/A	N/A	47.4%	42.3%	54.7%	-12.4	-21.5	100.0%
English Learners	N/A	N/A	32.3%	27.2%	54.7%	-27.5	-36.6	100.0%
Special Education	N/A	N/A	11.3%	11.7%	54.7%	-43.0	-52.1	100.0%
Economically Disadvantaged	N/A	N/A	38.6%	29.6%	54.7%	-25.1	-34.2	100.0%
Female	N/A	N/A	43.7%	35.3%	54.7%	-19.4	-28.5	100.0%
Male	N/A	N/A	42.8%	35.8%	54.7%	-18.9	-28.0	100.0%

<sup>1</sup> In 2020-21, aimswebPlus Math was administered to students district-wide in grades 3-5. In 2019-20, aimswebPlus Math was available but not required, and individual schools decided on the administration. Starting in 2019-20, Star Math was administered district-wide to students in grades 6-8.

<sup>2</sup> In 2020-21, At/Above Grade Level is the percentage of students who are at Tier 1 on aimswebPlus Math and received a composite score, as well as students who are At/Above Benchmark on Star Math. In 2019-20, At/Above Grade Level is the percentage of students who were at Tier 1 on aimswebPlus Math and took any subtest, as well as students who were At/Above Benchmark on Star Math.

<sup>3</sup> In Spring 2019-20, aimswebPlus and Star assessments were not administered due to COVID-19.

### Winter 2020 Off-Track Group (75 Schools)<sup>1</sup>

Winter 2020 Off-Track Group: % At/Above Grade Level Grades 3-8, aimswebPlus & Star Math				
	2018-19 <sup>2</sup>	2019-20 <sup>2</sup>	2020-21 <sup>3</sup>	Distance to 2020-21 Target
Fall	N/A	18.7%	18.2%	-36.5
Winter	N/A	23.8%	17.9%	-36.8
Spring	N/A	N/A <sup>4</sup>	Forthcoming	-

### Winter 2020 Near-Track Group (75 Schools)<sup>1</sup>

Winter 2020 Near-Track Group: % At/Above Grade Level Grades 3-8, aimswebPlus & Star Math				
	2018-19 <sup>2</sup>	2019-20 <sup>2</sup>	2020-21 <sup>3</sup>	Distance to 2020-21 Target
Fall	N/A	37.4%	36.1%	-18.6
Winter	N/A	44.4%	38.1%	-16.6
Spring	N/A	N/A <sup>4</sup>	Forthcoming	-

### Winter 2020 On-Track Group (18 Schools)<sup>1</sup>

Winter 2020 On-Track Group: % At/Above Grade Level Grades 3-8, aimswebPlus & Star Math				
	2018-19 <sup>2</sup>	2019-20 <sup>2</sup>	2020-21 <sup>3</sup>	Distance to 2020-21 Target
Fall	N/A	68.9%	71.6%	+16.9
Winter	N/A	73.0%	73.7%	+19.0
Spring	N/A	N/A <sup>4</sup>	Forthcoming	-

#### Winter 2020 Off-Track Group: Participation & Performance Grades 3-8, aimswebPlus & Star Math

	# Students Eligible <sup>5</sup>	% Students Participating <sup>6</sup>	% Intensive Intervention <sup>7</sup>	% Strategic Intervention <sup>7</sup>	% On Watch (Star Only) <sup>7</sup>	% At/Above Grade Level <sup>8</sup>
<b>Overall</b>	<b>21,158</b>	<b>81.0%</b>	<b>55.8%</b>	<b>20.8%</b>	<b>5.5%</b>	<b>17.9%</b>
Black / African American	14,585	81.4%	56.0%	21.2%	5.6%	17.2%
Hispanic / Latino	4,950	80.7%	57.3%	20.2%	5.1%	17.4%
White	449	77.7%	51.9%	19.2%	5.7%	23.2%
American Indian / Alaskan Native	42	92.9%	61.5%	12.8%	7.7%	17.9%
Asian	318	89.9%	26.6%	20.3%	8.7%	44.4%
Native Hawaiian / Pacific Islander <sup>9</sup>	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	801	73.5%	57.0%	18.5%	5.4%	19.0%
English Learners	1,740	80.7%	61.5%	20.9%	6.3%	11.4%
Non-English Learners	19,418	81.1%	55.3%	20.8%	5.5%	18.5%
Special Education <sup>10</sup>	4,797	68.1%	79.0%	12.1%	2.4%	6.6%
Non-Special Education	16,361	84.8%	50.3%	22.8%	6.3%	20.6%
Economically Disadvantaged	18,218	81.0%	56.7%	20.7%	5.4%	17.2%
Non-Economically Disadvantaged	2,940	81.6%	50.4%	21.2%	6.3%	22.1%

#### Winter 2020 Near-Track Group: Participation & Performance Grades 3-8, aimswebPlus & Star Math

	# Students Eligible <sup>5</sup>	% Students Participating <sup>6</sup>	% Intensive Intervention <sup>7</sup>	% Strategic Intervention <sup>7</sup>	% On Watch (Star Only) <sup>7</sup>	% At/Above Grade Level <sup>8</sup>
<b>Overall</b>	<b>27,288</b>	<b>87.1%</b>	<b>36.3%</b>	<b>18.8%</b>	<b>6.8%</b>	<b>38.1%</b>
Black / African American	10,698	86.2%	43.0%	20.8%	7.3%	28.8%
Hispanic / Latino	6,843	85.5%	42.9%	19.0%	7.3%	30.7%
White	4,848	88.8%	26.9%	17.7%	6.1%	49.3%
American Indian / Alaskan Native	71	91.5%	27.7%	24.8%	4.6%	43.1%
Asian	3,111	91.7%	17.5%	13.6%	4.6%	64.4%
Native Hawaiian / Pacific Islander	51	92.2%	38.3%	17.0%	4.3%	40.4%
Multi Racial/Other	1,666	84.9%	32.2%	18.5%	7.4%	41.9%
English Learners	4,807	84.4%	46.1%	21.2%	5.1%	27.6%
Non-English Learners	22,481	87.6%	34.3%	18.3%	7.1%	40.3%
Special Education <sup>10</sup>	4,816	73.5%	65.9%	15.5%	4.7%	13.9%
Non-Special Education	22,472	90.0%	31.1%	19.4%	7.1%	42.4%
Economically Disadvantaged	19,870	86.9%	38.9%	19.3%	6.9%	34.9%
Non-Economically Disadvantaged	7,418	87.5%	29.4%	17.4%	6.5%	46.7%

#### Winter 2020 On-Track Group: Participation & Performance Grades 3-8, aimswebPlus & Star Math

	# Students Eligible <sup>5</sup>	% Students Participating <sup>6</sup>	% Intensive Intervention <sup>7</sup>	% Strategic Intervention <sup>7</sup>	% On Watch (Star Only) <sup>7</sup>	% At/Above Grade Level <sup>8</sup>
<b>Overall</b>	<b>6,913</b>	<b>91.7%</b>	<b>10.8%</b>	<b>10.3%</b>	<b>5.2%</b>	<b>73.7%</b>
Black / African American	1,623	84.9%	17.7%	14.2%	8.1%	69.9%
Hispanic / Latino	479	90.8%	13.8%	13.6%	9.2%	63.4%
White	2,885	94.0%	9.0%	9.1%	4.1%	77.9%
American Indian / Alaskan Native <sup>9</sup>	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	1,401	95.9%	6.9%	6.9%	3.7%	82.4%
Native Hawaiian / Pacific Islander <sup>9</sup>	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	495	88.9%	9.1%	12.5%	3.9%	74.5%
English Learners	755	93.6%	20.1%	18.4%	5.4%	56.2%
Non-English Learners	6,158	91.4%	9.6%	9.3%	5.2%	76.0%
Special Education <sup>10</sup>	694	71.8%	44.2%	19.9%	6.2%	29.7%
Non-Special Education	6,219	93.9%	7.9%	9.5%	5.1%	77.5%
Economically Disadvantaged	2,840	90.5%	15.3%	13.4%	6.7%	64.6%
Non-Economically Disadvantaged	4,073	92.5%	7.7%	8.1%	4.2%	80.0%

<sup>1</sup> All target group values, across all years and assessment windows, reflect the performance of schools classified by their Winter 2020 Target Group assignments.

<sup>2</sup> In 2020-21, aimswebPlus Math was administered to students district-wide in grades 3-5. In 2019-20, aimswebPlus Math was available but not required, and individual schools decided on the administration. Starting in 2019-20, Star Math was administered district-wide to students in grades 6-8.

<sup>3</sup> In 2020-21, At/Above Grade Level is the percentage of students who are at Tier 1 on aimswebPlus Math and received a composite score, as well as students who are At/Above Benchmark on Star Math. In 2019-20, At/Above Grade Level is the percentage of students who were at Tier 1 on aimswebPlus Math and took any subtest, as well as students who were At/Above Benchmark on Star Math.

<sup>4</sup> In Spring 2019-20, aimswebPlus and Star assessments were not administered due to COVID-19.

<sup>5</sup> Students are considered eligible if they were enrolled at their school on the last day of the testing window. The Winter 2020 assessment window ran December 1, 2020 through January 29, 2021 for aimswebPlus and December 14, 2020 through January 29, 2021 for Star.

<sup>6</sup> Students are counted as participating if they received a composite score. Only results from assessments taken within the official testing window are counted.

<sup>7</sup> For aimswebPlus, Intensive Intervention corresponds to Tier 3, Strategic Intervention to Tier 2, and At/Above Grade Level to Tier 1. On Watch is only applicable to Star. For Star, At/Above Grade Level corresponds to At/Above Benchmark. At/Above Grade Level is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

<sup>8</sup> Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.

<sup>9</sup> All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP). For the Special Education student group, % of Students Participating includes all students, including those who are exempted, in the denominator.

Leading Indicator: District-Wide Performance Grades 3-8, aimswebPlus & Star Math	Winter Assessment Period, 2020-21	% Students Participating <sup>1</sup>	% Intensive Intervention <sup>2</sup>	% Strategic Intervention <sup>2</sup>	% On Watch (Star Only) <sup>2</sup>	% At or Above Grade Level <sup>2</sup>	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
	All Grades	85.3%	40.0%	18.4%	6.1%	35.6%	54.7%	-19.1	-28.2	100.0%
	Grade 3	87.5%	51.2%	17.7%	N/A <sup>3</sup>	31.1%	54.7%	-23.6	-32.7	100.0%
	Grade 4	87.2%	44.4%	22.1%	N/A <sup>3</sup>	33.5%	54.7%	-21.2	-30.3	100.0%
	Grade 5	87.3%	48.7%	20.2%	N/A <sup>3</sup>	31.1%	54.7%	-23.6	-32.7	100.0%
	Grade 6	84.6%	35.0%	16.0%	12.8%	36.2%	54.7%	-18.5	-27.6	100.0%
	Grade 7	83.2%	30.9%	16.6%	11.6%	40.9%	54.7%	-13.8	-22.9	100.0%
	Grade 8	82.4%	28.1%	17.5%	13.2%	41.2%	54.7%	-13.5	-22.6	100.0%

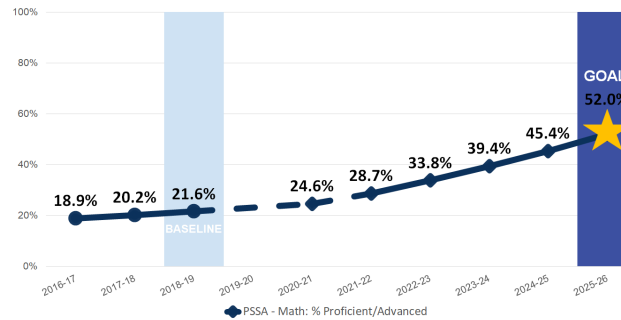
		What we are going to do?	Why are we doing this?
Performance	Climate	Building on recommendations from Goal 2, we will provide schools with differentiated Multi-Tiered Systems of Supports (MTSS) implementation supports (rolled out in tandem with the new MTSS framework) that align to their needs, context, organizational conditions, and staffing.	<p><b>These actions are interrelated, and together, they will expand our capacity to deliver high quality math instruction to students who are prepared to learn.</b></p> <ul style="list-style-type: none"> <li>● A high quality math curriculum will foster rigorous teaching and learning.</li> <li>● A robust Multi-Tiered Systems of Supports (MTSS) fosters and supports a whole-child approach to education, and supports a student academically, behaviorally, and emotionally.</li> <li>● A commitment to consistent teacher development will empower teachers to make the most of a strong curriculum, and to leverage MTSS to differentiate supports for their students.</li> </ul>
	Staffing	Building on recommendations from Goal 2, we will implement consistent and standardized expectations for how time is used during the school year to implement priorities in literacy and math, with aligned and differentiated professional learning across the district starting in the 2021-2022 school year.	
		Guided by the new Math Framework, we will deliver a new, high quality, standards-aligned curriculum for math in grades 4-12 in the 2021-2022 school year. We will focus development on providing exemplars of instruction, practice, and feedback.	

<sup>1</sup> Students are counted as participating if they received a composite score. Only results from assessments taken within the official testing window are counted.

<sup>2</sup> In 2020-21, At/Above Grade Level is the percentage of students who are at Tier 1 on aimswebPlus Math and received a composite score, as well as students who are At/Above Benchmark on Star Math. In 2019-20, At/Above Grade Level is the percentage of students who were at Tier 1 on aimswebPlus Math and took any subtest, as well as students who were At/Above Benchmark on Star Math.

<sup>3</sup> Star Math is not administered to students in grades 3-5.

**Math - Board Goal 3:**  
The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026.



**Math Goal 3:  
Overall Progress**

**Near Track**

	PSSA - Math Proficiency <sup>1</sup>	2016-17	2017-18	2018-19	2019-20 <sup>2</sup>	2020-21 Annual Goal	Distance to 2020-21 Goal <sup>3</sup>	Distance to 2021-22 Goal <sup>3</sup>	2025-26 Final Goal
<b>Math Goal 3: District-Wide Proficiency Grades 3-8, PSSA Math</b>	<b>Overall</b>	<b>18.9%</b>	<b>20.2%</b>	<b>21.6%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-3.0</b>	<b>-7.1</b>	<b>52%</b>
	<b>Black / African American</b>	9.6%	10.7%	<b>11.4%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-13.2</b>	<b>-17.3</b>	<b>52%</b>
	<b>Hispanic / Latino</b>	12.4%	13.3%	<b>14.4%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-10.2</b>	<b>-14.3</b>	<b>52%</b>
	<b>White</b>	37.7%	39.7%	<b>42.9%</b>	<b>N/A</b>	<b>24.6%</b>	<b>+18.3</b>	<b>+14.2</b>	<b>52%</b>
	<b>American Indian / Alaskan Native</b>	25.8%	18.1%	<b>18.7%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-5.9</b>	<b>-10.0</b>	<b>52%</b>
	<b>Asian</b>	52.5%	53.9%	<b>55.8%</b>	<b>N/A</b>	<b>24.6%</b>	<b>+31.2</b>	<b>+27.1</b>	<b>52%</b>
	<b>Native Hawaiian / Pacific Islander</b>	45.0%	45.7%	<b>41.2%</b>	<b>N/A</b>	<b>24.6%</b>	<b>+16.6</b>	<b>+12.5</b>	<b>52%</b>
	<b>Multi Racial / Other</b>	25.2%	27.9%	<b>28.5%</b>	<b>N/A</b>	<b>24.6%</b>	<b>+3.9</b>	<b>-0.2</b>	<b>52%</b>
	<b>English Learners</b>	9.3%	12.0%	<b>15.1%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-9.5</b>	<b>-13.6</b>	<b>52%</b>
	<b>Special Education</b>	12.9%	16.3%	<b>14.7%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-9.9</b>	<b>-14.0</b>	<b>52%</b>
	<b>Economically Disadvantaged</b>	18.9%	20.0%	<b>16.6%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-8.0</b>	<b>-12.1</b>	<b>52%</b>
	<b>Female</b>	19.0%	20.3%	<b>21.3%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-3.3</b>	<b>-7.4</b>	<b>52%</b>
	<b>Male</b>	18.7%	20.0%	<b>21.8%</b>	<b>N/A</b>	<b>24.6%</b>	<b>-2.8</b>	<b>-6.9</b>	<b>52%</b>

<sup>1</sup> Proficiency on PSSA Math includes students performing at the Proficient and Advanced levels. All metrics include students who took either the PSSA or the PASA.

<sup>2</sup> PSSA Math was not administered in Spring 2019-20 due to COVID-19.

<sup>3</sup> The metrics 'Distance to 2020-21 Goal' and 'Distance to 2021-22 Goal' are measured using 2018-19 performance.

Math Goal 3: District-Wide Performance Grades 3-8, PSSA Math	2018-19	# Students <sup>1</sup>	% Below Basic	% Basic	% Proficient or Advanced	2020-21 Annual Goal	Distance to 2020-21 Goal <sup>2</sup>	Distance to 2021-22 Goal <sup>2</sup>	2025-26 Final Goal
	<b>All Grades</b>	<b>57,052</b>	<b>53.6%</b>	<b>24.8%</b>	<b>21.6%</b>	<b>24.6%</b>	<b>-3.0</b>	<b>-7.1</b>	<b>52.0%</b>
	Grade 3	10,390	50.4%	22.3%	27.3%	24.6%	+2.7	-1.4	52.0%
	Grade 4	10,346	57.2%	23.3%	19.4%	24.6%	-5.2	-9.3	52.0%
	Grade 5	10,084	47.5%	31.4%	21.1%	24.6%	-3.5	-7.6	52.0%
	Grade 6	9,390	49.1%	31.1%	19.8%	24.6%	-4.8	-8.9	52.0%
	Grade 7	8,505	57.6%	19.9%	22.6%	24.6%	-2.0	-6.1	52.0%
	Grade 8	8,337	61.8%	19.8%	18.5%	24.6%	-6.1	-10.2	52.0%

### Winter 2020 Off-Track Group (75 Schools)

Winter 2020 Off-Track Group: Participation & Performance Grades 3-8, PSSA Math, 2018-19				
	# Students	% Below Basic	% Basic	% Proficient or Advanced
<b>Overall</b>	<b>20,440</b>	<b>69.6%</b>	<b>21.6%</b>	<b>8.9%</b>
Black / African American	13,394	71.8%	20.9%	7.3%
Hispanic / Latino	5,038	68.6%	22.5%	8.9%
White	368	64.1%	21.2%	14.7%
American Indian / Alaskan Native	43	65.1%	23.3%	11.6%
Asian	335	40.3%	27.8%	31.9%
Native Hawaiian / Pacific Islander <sup>3</sup>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>
Multi Racial/Other	1,252	59.7%	23.2%	17.1%
English Learners	1,923	76.9%	17.8%	5.3%
Non-English Learners	18,517	68.8%	22.0%	9.2%
Special Education	4,669	76.6%	11.5%	11.9%
Non-Special Education	15,771	67.5%	24.6%	8.0%
Economically Disadvantaged	17,591	70.3%	21.2%	8.4%
Non-Economically Disadvantaged	2,849	64.9%	23.6%	11.5%

### Winter 2020 Near-Track Group (75 Schools)

Winter 2020 Near-Track Group: Participation & Performance Grades 3-8, PSSA Math, 2018-19				
	# Students	% Below Basic	% Basic	% Proficient or Advanced
<b>Overall</b>	<b>26,375</b>	<b>47.8%</b>	<b>28.7%</b>	<b>23.5%</b>
Black / African American	10,106	57.4%	28.6%	14.0%
Hispanic / Latino	6,140	53.8%	29.0%	17.2%
White	4,793	37.6%	29.6%	32.9%
American Indian / Alaskan Native	71	56.3%	26.8%	16.9%
Asian	3,001	22.3%	28.1%	49.6%
Native Hawaiian / Pacific Islander	28	46.4%	17.9%	35.7%
Multi Racial/Other	2,236	44.1%	27.4%	28.5%
English Learners	4,102	57.2%	26.8%	16.0%
Non-English Learners	22,273	46.1%	29.0%	24.9%
Special Education	4,928	67.2%	17.2%	15.6%
Non-Special Education	21,447	43.4%	31.3%	25.3%
Economically Disadvantaged	19,502	50.9%	28.4%	20.7%
Non-Economically Disadvantaged	6,873	39.2%	29.4%	31.5%

### Winter 2020 On-Track Group (18 Schools)

Winter 2020 On-Track Group: Participation & Performance Grades 3-8, PSSA Math, 2018-19				
	# Students	% Below Basic	% Basic	% Proficient or Advanced
<b>Overall</b>	<b>6,479</b>	<b>15.5%</b>	<b>23.0%</b>	<b>61.5%</b>
Black / African American	1,512	27.0%	32.2%	40.8%
Hispanic / Latino	464	22.8%	29.1%	48.1%
White	2,615	11.7%	20.7%	67.5%
American Indian / Alaskan Native <sup>3</sup>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>
Asian	1,300	6.0%	15.3%	78.7%
Native Hawaiian / Pacific Islander <sup>3</sup>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>	<i>Insufficient Sample</i>
Multi Racial/Other	564	18.6%	21.1%	60.3%
English Learners	631	26.5%	30.6%	43.0%
Non-English Learners	5,848	14.4%	22.1%	63.5%
Special Education	800	46.5%	19.3%	34.3%
Non-Special Education	5,679	11.2%	23.5%	65.4%
Economically Disadvantaged	2,737	21.6%	28.5%	50.0%
Non-Economically Disadvantaged	3,742	11.1%	18.9%	70.0%

<sup>1</sup> District-wide student counts include students without an attributed school. For 2018-19, this represents 3,758 students.

<sup>2</sup> The metrics 'Distance to 2020-21 Goal' and 'Distance to 2021-22 Goal' are measured using 2018-19 performance.

<sup>3</sup> Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.