

Reading Goal 1:
 The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026

Reading 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

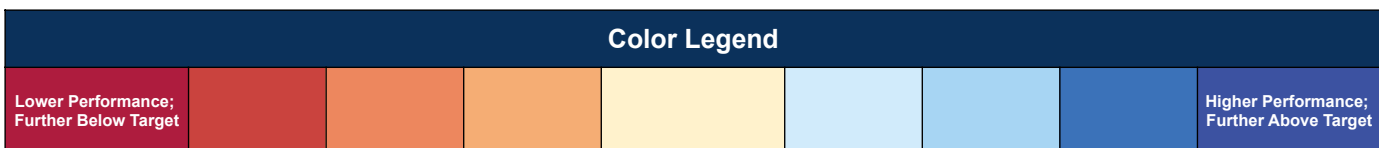
Leading Indicator 1.1:
 The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Leading Indicator 2.1:
 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 1.2:
 Closing the Gap: The percentage of students, by student group, in grades 3-8 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 student group, 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.

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Reading Goal 2

Leading Indicator 2.1:

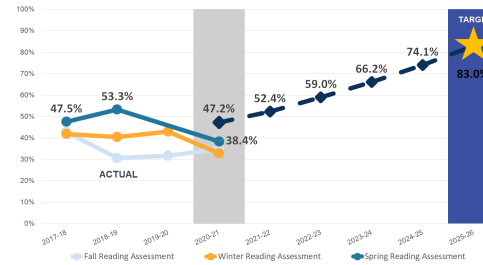
The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Leading Indicator 2.2:

Closing the Gap: The percentage of students, by student group, 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



% At/Above Grade Level	Assessment Period	2017-18 ¹	2018-19 ¹	2019-20 ²	2020-21 ³	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%	34.9%	47.2%	-12.3	-17.5
Winter		41.8%	40.5%	42.9%	32.8%	47.2%	-14.4	-19.6	83.0%
Spring		47.5%	53.3%	N/A	38.4%	47.2%	-8.8	-14.0	83.0%

Reading Goal 1

Leading Indicator 1.1:

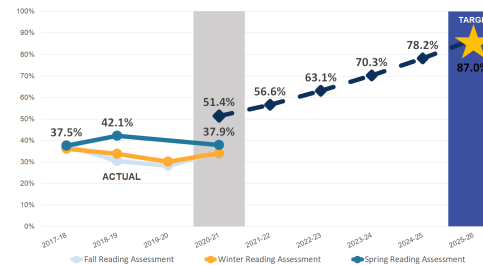
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Leading Indicator 1.2:

Closing the Gap: The percentage of students, by student group, in grades 3-8 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



% At/Above Grade Level	Assessment Period	2017-18 ¹	2018-19 ¹	2019-20 ²	2020-21 ³	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
	Fall		37.8%	30.4%	28.2%	34.6%	51.4%	-16.8	-22.0
Winter		36.2%	33.7%	30.1%	34.1%	51.4%	-17.3	-22.5	87.0%
Spring		37.5%	42.1%	N/A	37.9%	51.4%	-13.5	-18.7	87.0%







**Reading Goal 2: Participation & Performance
Grades K-3, aimswebPlus Reading**

	Winter Assessment, 2020-21 ⁴					Spring Assessment, 2020-21					% Students Participating: Change From Winter 2020-21 ⁷	% At/Above Grade Level: Change From Winter 2020-21 ⁷
	# Students Eligible ⁵	# Students Participating ⁶	% Students Participating ⁶	# At/Above Grade Level ³	% At/Above Grade Level ³	# Students Eligible ⁵	# Students Participating ⁶	% Students Participating ⁶	# At/Above Grade Level Spring 2021 ³	% At/Above Grade Level Spring 2021 ³		
Overall	35,908	32,405	90.2%	10,639	32.8%	35,922	31,213	86.9%	11,988	38.4%	-3.3	+5.6
Black / African American	16,176	14,207	87.8%	3,874	27.3%	16,224	13,477	83.1%	4,363	32.4%	-4.7	+5.1
Hispanic / Latinx	9,143	8,303	90.8%	1,834	22.1%	9,220	8,110	88.0%	2,146	26.5%	-2.8	+4.4
White	5,985	5,577	93.2%	2,882	51.7%	5,909	5,445	92.1%	3,214	59.0%	-1.1	+7.3
American Indian / Alaskan Native	53	50	94.3%	10	20.0%	53	47	88.7%	17	36.2%	-5.6	+16.2
Asian	3,423	3,218	94.0%	1,578	49.0%	3,387	3,123	92.2%	1,739	55.7%	-1.8	+6.7
Native Hawaiian / Pacific Islander	48	42	87.5%	16	38.1%	47	41	87.2%	16	39.0%	-0.3	+0.9
Multi Racial/Other	1,080	1,008	93.3%	445	44.1%	1,081	970	89.7%	493	50.8%	-3.6	+6.7
English Learners	4,849	4,461	92.0%	870	19.5%	4,858	4,363	89.8%	1,093	25.1%	-2.2	+5.6
Non-English Learners	31,059	27,944	90.0%	9,769	35.0%	31,063	26,850	86.4%	10,895	40.6%	-3.6	+5.6
Special Education⁸	5,040	3,616	71.7%	658	18.2%	5,021	3,402	67.7%	675	19.8%	-4.0	+1.6
Non-Special Education	30,868	28,789	93.3%	9,981	34.7%	30,900	27,811	90.0%	11,313	40.7%	-3.3	+6.0
Economically Disadvantaged	27,027	24,158	89.4%	6,629	27.4%	27,750	23,708	85.4%	7,747	32.7%	-4.0	+5.3
Non-Economically Disadvantaged	8,881	8,247	92.9%	4,010	48.6%	8,171	7,505	91.8%	4,241	56.5%	-1.1	+7.9
Off Track (62 Schools)⁹	13,619	11,910	87.5%	2,335	19.6%	13,695	11,344	82.8%	2,766	24.4%	-4.7	+4.8
Near Track (65 Schools)⁹	16,636	15,190	91.3%	5,100	33.6%	16,626	14,709	88.5%	5,807	39.5%	-2.8	+5.9
On Track (21 Schools)⁹	5,653	5,305	93.8%	3,204	60.4%	5,600	5,160	92.1%	3,415	66.2%	-1.7	+5.8

**Reading Goal 1: Participation & Performance
Grades 3-8, aimswebPlus and Star Reading**

	Winter Assessment, 2020-21 ⁴					Spring Assessment, 2020-21					% Students Participating: Change From Winter 2020-21 ⁷	% At/Above Grade Level: Change From Winter 2020-21 ⁷
	# Students Eligible ⁵	# Students Participating ⁶	% Students Participating ⁶	# At/Above Grade Level ³	% At/Above Grade Level ³	# Students Eligible ⁵	# Students Participating ⁶	% Students Participating ⁶	# At/Above Grade Level Spring 2021 ³	% At/Above Grade Level Spring 2021 ³		
Overall	55,258	47,469	85.9%	16,165	34.1%	55,236	42,400	76.8%	16,067	37.9%	-9.1	+3.8
Black / African American	26,868	22,564	84.0%	5,988	26.5%	26,861	19,758	73.6%	6,075	30.7%	-10.4	+4.2
Hispanic / Latinx	12,264	10,393	84.7%	2,636	25.4%	12,343	9,360	75.8%	2,734	29.2%	-8.9	+3.8
White	8,171	7,370	90.2%	3,957	53.7%	8,129	6,759	83.1%	3,763	55.7%	-7.1	+2.0
American Indian / Alaskan Native	126	116	92.1%	40	34.5%	127	101	79.5%	36	35.6%	-12.6	+1.1
Asian	4,825	4,537	94.0%	2,508	55.3%	4,782	4,187	87.6%	2,486	59.4%	-6.4	+4.1
Native Hawaiian / Pacific Islander	82	77	93.9%	33	42.9%	84	71	84.5%	34	47.9%	-9.4	+5.0
Multi Racial/Other	2,922	2,412	82.5%	1,003	41.6%	2,910	2,164	74.4%	939	43.4%	-8.1	+1.8
English Learners	7,323	6,303	86.1%	1,083	17.2%	7,310	5,715	78.2%	1,317	23.0%	-7.9	+5.8
Non-English Learners	47,935	41,166	85.9%	15,082	36.6%	47,926	36,685	76.5%	14,750	40.2%	-9.4	+3.6
Special Education⁸	10,869	7,690	70.8%	891	11.6%	10,833	6,673	61.6%	970	14.5%	-9.2	+2.9
Non-Special Education	44,389	39,779	89.6%	15,274	38.4%	44,403	35,727	80.5%	15,097	42.3%	-9.1	+3.9
Economically Disadvantaged	40,847	34,783	85.2%	10,018	28.8%	41,817	31,518	75.4%	10,448	33.1%	-9.8	+4.3
Non-Economically Disadvantaged	14,411	12,686	88.0%	6,147	48.5%	13,419	10,882	81.1%	5,619	51.6%	-6.9	+3.1
Off Track (75 Schools)	24,556	20,211	82.3%	4,024	19.9%	24,659	17,476	70.9%	4,180	23.9%	-11.4	+4.0
Near Track (75 Schools)	24,908	21,826	87.6%	8,284	38.0%	24,834	20,007	80.6%	8,327	41.6%	-7.0	+3.6
On Track (17 Schools)	5,670	5,432	95.8%	3,857	71.0%	5,620	4,917	87.5%	3,560	72.4%	-8.3	+1.4

Overview of Implementation Planning: Reading Goals 1 and 2

Implementation Planning Steps		1 	2 	3 	4 	5 	6+ 	
		Define Ideal Future State and Build Common Understanding	Create Logic Model to align on Outcomes, Activities, and Outputs	Define Roles & Responsibilities of Stakeholders Identified in Logic Model	Assess Logic Model Assets and Gaps	Summarize Major Barriers to Implementation	Develop Year 1 Implementation Plan, Timeline, and Indicators	
Reading Goals 1 and 2 Strategies	ELA Curriculum and Frameworks Implement culturally and linguistically inclusive literacy framework and standards-aligned curriculum that integrate essential strategies to support: 1) Access to grade-level instruction for English Learners and Special Education students and emphasize explicit, systematic development of foundational skills; 2) Building background knowledge and vocabulary; and 3) Accessing complex, grade-level texts.	Completed			ONGOING STAKEHOLDER FEEDBACK & INPUT		In Progress	Next Step
	Professional Learning Cycles Implement evidence-based professional learning cycles that drive a district-wide calendar and school common planning time schedules and standardize expectations for how time is used during school year to address competing professional development priorities.	Completed			ONGOING STAKEHOLDER FEEDBACK & INPUT		In Progress	Next Step
	Common Planning Time Implement and refine Common Planning Time as sacred, regularly-scheduled, structured time where teachers and leaders collaborate to support continuous learning, build capacity around content, pedagogy, and informed instructional decision-making, and continue to develop school cultures that promote belonging and achievement, especially for those historically marginalized and negatively impacted by existing systems.	Completed			ONGOING STAKEHOLDER FEEDBACK & INPUT		In Progress	Next Step
	Multi-Tiered System of Supports (MTSS) Improve the implementation of MTSS district-wide by building leadership's and staff's understanding about the MTSS process and the critical functions of each Tier, developing school staff's expertise on delivery of high-quality services at each Tier, and providing the systems, tools, time, and resources needed to support MTSS in every school.	Completed			ONGOING STAKEHOLDER FEEDBACK & INPUT		In Progress	Next Step
	Talent 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.	In Progress	Next Step	Upcoming				

District-Wide Approach: Year 1, Tier 1

Year 1 Goal

All students, including those who have been historically marginalized and negatively impacted by existing systems, engage in culturally appropriate grade-level standards-based instruction in a safe and welcoming environment.

Year 1 Focus

In Year 1, the District will focus on Tier 1 MTSS which includes the implementation of grade-level standards-based instruction and evidence-based school-wide climate programming. If all students engage in grade-level standards-based instruction with appropriate differentiation and scaffolds in safe and welcoming spaces (MTSS Tier 1), then we will reduce the number of students requiring strategic and intensive interventions (MTSS Tiers 2 and 3).

Year 1 Approach

Ensure all schools and teachers have access to evidence-based Universal Screeners; the Academic Framework; grade-level (Tier 1) curriculum and related instructional guides; and school-wide climate programs (Tier 1).



Build the capacity of teachers and school leaders to implement grade-level standards-based (Tier 1) instruction through six to eight week District-wide professional learning cycles and weekly school-level Common Planning Time.



Use monthly school-based MTSS meetings to review progress towards implementing Tier 1 strategies, analyze student data, and adjust approaches accordingly.

¹ Aimsweb/aimswebPlus and Star Reading assessments were not administered district-wide in 2017-18 and 2018-19. In 2017-18, aimsweb was administered. Starting in 2018-19, aimswebPlus was administered.

² Starting in 2019-20, Star Reading was administered to students in grades 6-8. In Spring 2019-20, assessments were not administered to students in grades K-8 due to COVID-19 school closures.

³ In 2020-21, At/Above Grade Level is the percentage of students who received a composite score and scored at Tier 1 on aimswebPlus Reading, or students who are At/Above Benchmark on Star Reading. To receive a composite score, a student must have completed all required subtests. In 2017-18 through 2019-20, At/Above Grade Level is the percentage of students who took the assigned core subtests for each grade and scored at Tier 1 on aimsweb/aimswebPlus Reading. For 2019-20, At/Above Grade Level also includes students who were At/Above Benchmark on Star Reading. Columns and rows highlighted in blue indicate they represent the student group tracked by the goal or indicator. Bolded columns and rows indicate important metrics or values related to the goal or indicator. 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.

⁴ Due to retroactive changes to student enrollment, participation and performance values for previous assessment periods may change slightly from previous progress monitoring reports.

⁵ Students are considered eligible if they were enrolled at their school on the last day of the testing window. Both the aimswebPlus and Star Spring 2020-21 assessment windows ran from May 3, 2021 through June 11, 2021.

⁶ Students are counted as participating if they received an aimswebPlus composite score or completed a Star Reading assessment. Only results from assessments taken within the official testing window are counted.

⁷ The metrics '% Students Participating: Change From Winter 2020-21' and '% At/Above Grade Level: Change From Winter 2020-21' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on aimswebPlus Reading (Tier 1) and/or Star Reading (At/Above Benchmark) from the Winter 2020-21 assessment window to the Spring 2020-21 assessment window.

⁸ 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.

⁹ One school did not administer aimswebPlus Reading or Star Reading to any students in the Winter 2020-21 assessment window and is excluded from the school performance group performance metrics for Reading Goal 1.