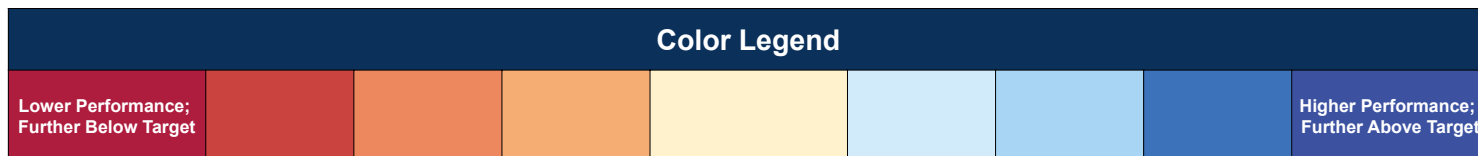


Math Goal 3:
 The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026

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.

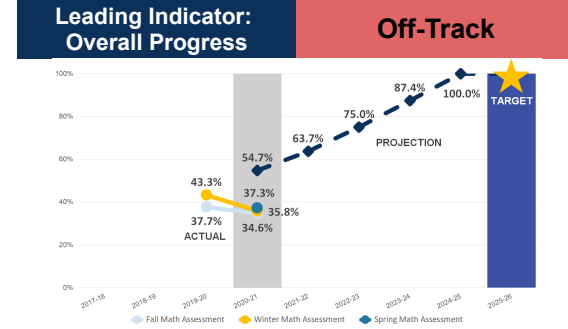
Leading Indicator 3.2:
 Closing the Gap: The percentage of students, by student group, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

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Math 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: District-Wide % At/Above Grade Level Grades 3-8, aimswebPlus & Star Math	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	N/A	N/A	37.7%	34.6%	54.7%	-20.1	-29.1	100.0%	
	Winter	N/A	N/A	43.3%	35.8%	54.7%	-18.9	-27.9	100.0%	
	Spring	N/A	N/A	N/A	37.3%	54.7%	-17.4	-26.4	100.0%	
	Leading Indicator Performance									
	Student Group	2020-21 Winter ⁴		2020-21 Spring		2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target	
		% Participating ⁵	% At/Above Grade Level ⁶	% Participating ⁵	% At/Above Grade Level ⁶					
	Black / African American	83.7%	24.6%	73.3%	25.6%	54.7%	-29.1	-38.1	100.0%	
	Hispanic / Latinx	85.5%	28.1%	76.0%	28.9%	54.7%	-25.8	-34.8	100.0%	
	White	90.3%	58.6%	83.3%	59.4%	54.7%	+4.7	-4.3	100.0%	
American Indian / Alaskan Native	92.1%	38.8%	81.9%	37.5%	54.7%	-17.2	-26.2	100.0%		
Asian	93.1%	68.5%	88.0%	71.9%	54.7%	+17.2	+8.2	100.0%		
Native Hawaiian / Pacific Islander	91.5%	52.0%	88.1%	51.4%	54.7%	-3.3	-12.3	100.0%		
Multi Racial / Other	82.9%	42.3%	74.0%	44.7%	54.7%	-10.0	-19.0	100.0%		
English Learners	87.2%	29.1%	79.3%	31.1%	54.7%	-23.6	-32.6	100.0%		
Special Education ⁷	71.9%	11.3%	62.1%	11.4%	54.7%	-43.3	-52.3	100.0%		
Economically Disadvantaged	84.9%	29.7%	75.1%	31.3%	54.7%	-23.4	-32.4	100.0%		







**Math Goal 3: Participation & Performance
Grades 3-8, aimswebPlus & Star Math**

	Winter Assessment, 2020-21 ⁴					Spring Assessment, 2020-21					% Students Participating: Change From Winter 2020-21 ⁴	% At/Above Grade Level: Change From Winter 2020-21 ⁴
	# Students Eligible ⁷	# Students Participating ⁸	% Students Participating ⁸	# At/Above Grade Level ⁹	% At/Above Grade Level ⁹	# Students Eligible ⁷	# Students Participating ⁸	% Students Participating ⁸	# At/Above Grade Level ⁹	% At/Above Grade Level ⁹		
Overall	55,258	47,471	85.9%	16,996	35.8%	55,236	42,384	76.7%	15,825	37.3%	-9.2	+1.5
Black / African American	26,868	22,500	83.7%	5,536	24.6%	26,861	19,693	73.3%	5,034	25.6%	-10.4	+1.0
Hispanic / Latinx	12,264	10,487	85.5%	2,947	28.1%	12,343	9,385	76.0%	2,709	28.9%	-9.5	+0.8
White	8,171	7,376	90.3%	4,326	58.6%	8,129	6,768	83.3%	4,020	59.4%	-7.0	+0.8
American Indian / Alaskan Native	126	116	92.1%	45	38.8%	127	104	81.9%	39	37.5%	-10.2	-1.3
Asian	4,825	4,494	93.1%	3,079	68.5%	4,782	4,208	88.0%	3,024	71.9%	-5.1	+3.4
Native Hawaiian / Pacific Islander	82	75	91.5%	39	52.0%	84	74	88.1%	38	51.4%	-3.4	-0.6
Multi Racial/Other	2,922	2,423	82.9%	1,024	42.3%	2,910	2,152	74.0%	961	44.7%	-8.9	+2.4
English Learners	7,323	6,387	87.2%	1,858	29.1%	7,310	5,800	79.3%	1,805	31.1%	-7.9	+2.0
Non-English Learners	47,935	41,084	85.7%	15,138	36.8%	47,926	36,584	76.3%	14,020	38.3%	-9.4	+1.5
Special Education⁴	10,869	7,811	71.9%	885	11.3%	10,839	6,726	62.1%	769	11.4%	-9.8	+0.1
Non-Special Education	44,389	39,660	89.3%	16,111	40.6%	44,397	35,658	80.3%	15,056	42.2%	-9.0	+1.6
Economically Disadvantaged	40,847	34,682	84.9%	10,306	29.7%	41,817	31,413	75.1%	9,824	31.3%	-9.8	+1.6
Non-Economically Disadvantaged	14,411	12,789	88.7%	6,690	52.3%	13,419	10,971	81.8%	6,001	54.7%	-6.9	+2.4
Off Track (75 Schools)	21,127	17,189	81.4%	3,118	18.1%	21,213	15,118	71.3%	2,848	18.8%	-10.1	+0.7
Near Track (75 Schools)	27,224	23,945	88.0%	9,204	38.4%	27,185	21,584	79.4%	8,828	40.9%	-8.6	+2.5
On Track (18 Schools)	6,907	6,337	91.7%	4,674	73.8%	6,838	5,682	83.1%	4,149	73.0%	-8.6	-0.8

**Math Goal 3: Participation & Performance by Grade Level
Grades 3-8, aimswebPlus and Star Math**

	Winter Assessment, 2020-21 ^a					Spring Assessment, 2020-21					% Students Participating: Change From Winter 2020-21 ^a	% At/Above Grade Level: Change From Winter 2020-21 ^a
	# Students Eligible ^b	# Students Participating ^c	% Students Participating ^c	# At/Above Grade Level ^b	% At/Above Grade Level ^b	# Students Eligible ^b	# Students Participating ^c	% Students Participating ^c	# At/Above Grade Level ^b	% At/Above Grade Level ^b		
Math Goal 3 (Grades 3-8)	55,258	47,471	85.9%	16,996	35.8%	55,236	42,384	76.7%	15,825	37.3%	-9.2	+1.5
Kindergarten	7,615	6,779	89.0%	2,252	33.2%	7,702	6,686	86.8%	3,133	46.9%	-2.2	+13.7
Grade 1	9,482	8,278	87.3%	2,379	28.7%	9,480	7,960	84.0%	3,351	42.1%	-3.3	+13.4
Grade 2	9,327	8,172	87.6%	3,123	38.2%	9,300	7,855	84.5%	3,338	42.5%	-3.1	+4.3
Grade 3	9,484	8,310	87.6%	2,585	31.1%	9,440	7,748	82.1%	2,332	30.1%	-5.5	-1.0
Grade 4	9,122	7,956	87.2%	2,663	33.5%	9,120	7,228	79.3%	2,525	34.9%	-7.9	+1.4
Grade 5	9,056	7,909	87.3%	2,460	31.1%	9,067	7,165	79.0%	2,801	39.1%	-8.3	+8.0
Grade 6	9,097	7,779	85.5%	2,844	36.6%	9,063	6,861	75.7%	2,557	37.3%	-9.8	+0.7
Grade 7	9,219	7,760	84.2%	3,205	41.3%	9,237	6,639	71.9%	2,729	41.1%	-12.3	-0.2
Grade 8	9,280	7,757	83.6%	3,239	41.8%	9,309	6,743	72.4%	2,881	42.7%	-11.2	+0.9

Overview of Implementation Planning: Math Goal 3

		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
		ONGOING STAKEHOLDER FEEDBACK & INPUT					
Goal 3 Strategies	Math Curriculum and Frameworks	Deliver a new, high quality, standards-aligned curriculum for K-8 math that is focused on providing exemplars of instruction, practice, and feedback and is guided by the new Math Framework.	Completed			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			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			In Progress	
	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			In Progress	
	Talent	Conduct analyses to better understand teacher movement, identify a system or 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 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 instruction and evidence-based school-wide climate programming. If all students engage in grade-level instruction with appropriate scaffolds then we will reduce the number of students requiring Tier 2 and 3 interventions.

Year 1 Approach

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



Build the capacity of teachers and school leaders to implement grade-level standards-based instruction through District-wide professional learning cycles and weekly school-level Common Planning Time.



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

¹ Before 2019-20, aimswebPlus Math was available but not required, and individual schools decided on the administration.

² In 2019-20, Star Math was administered district-wide to students in grades 6-8. AimswebPlus Math was available but not required, and individual schools decided on the administration. 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.

³ In 2020-21, aimswebPlus Math was administered to students district-wide in grades K-8 and Star Math to students district-wide in grades 6-8. 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.

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

⁵ Students are counted as participating if they received an aimswebPlus composite score or completed a Star Math assessment. Only results from assessments taken within the official testing window are counted. Both the aimswebPlus and Star Spring 2020-21 assessment windows ran from May 3, 2021 through June 11, 2021.

⁶ 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.

⁷ 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.

⁸ 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 Math (Tier 1) and/or Star Math (At/Above Benchmark) from the Winter 2020-21 assessment window to the Spring 2020-21 assessment window.