



THE SCHOOL DISTRICT OF
PHILADELPHIA

Grades K-5 Literacy Assessment Data Snapshot

End of Year (EOY) 2020-2021

September 2021

Office of Research and Evaluation

This slide deck provides a District-level overview of K-5th grade student performance on the aimswebPlus **Literacy** Assessments from fall to spring.



AimswebPlus is a universal screening, benchmarking, and progress-monitoring tool from Pearson.



During the 2020-21 school year, aimswebPlus was administered three times (fall, winter, and spring) in grades K-5. Students in each grade take multiple assessments, or “subtests.” Each subtest measures a discrete literacy skill. Subtest scores are combined into a “composite score.” Composite scores measure student performance on a combination of key skills that are critical to becoming a proficient reader.



AimswebPlus literacy assesses pre-literacy skills such as letter recognition, letter sounds, and blending for kindergarten. In first grade, the skills shift to oral reading fluency, and in second through fifth grade assessments progress to include identification of common words, oral and silent reading fluency, and reading comprehension.

The District tracks student progress toward Board Goals by using *Leading Indicators*

The **Leading Indicator** of progress towards Goals 1 and 2 for the 2020-2021 school year is that by the Spring, 47% of students in grades K-3 and 51.4% of students in grades 3-8 will test at target on their within-year literacy assessment.

Board 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.

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.



For more information, please visit the District's [Office of Evaluation, Research, and Accountability's Goals and Guardrails page](#).

K-5 students must take the following subtests in order to receive a Composite Score:

Grade Level	Subtest Name (Required for Composite Score)	Skill Assessed
Kindergarten	Letter Naming Fluency (LNF)	Number of upper-case and lower-case letters that students can identify in one minute.
	Letter Word Sounds Fluency (LWSF)	Number of sounds of letters, syllables, and words that students can identify in one minute.
First	Oral reading Fluency (ORF)	Number of words in a story that students read correctly in one minute.
Second and Third	Oral reading Fluency (ORF)	Number of words in a story that students read correctly in one minute.
	Reading Comprehension (RC)	Number of correct responses to multiple choice reading comprehension questions about six short passages.
	Vocabulary (VOC)	Number of correct responses to multiple choice questions about meanings of target words.
Fourth and Fifth	Reading Comprehension (RC)	Number of correct responses to multiple choice reading comprehension questions about six short passages.
	Vocabulary (VOC)	Number of correct responses to multiple choice questions about meanings of target words.
	Silent Reading Fluency (SRF)	Number of correct responses to multiple-choice questions related to a reading passage.

We measure **student performance** using the following metrics:

Metric	Description	Analytic Purpose
Average National Percentile	A student's National Percentile; a norm-referenced performance measure that compares a student's scaled score to her grade-level peers nationwide.	The Percentile Rank is useful for understanding a student's reading ability compared to other students in the same grade nationally.
Tier Level	<p>Based on a student's Percentile Rank, Tiers are used to identify the level of intervention students need in order to reach proficiency. There are four tier levels:</p> <ul style="list-style-type: none"> • Tier 1 indicates that students are testing "at target" and are on track to read proficiently. • Tier 2 indicates that students need strategic intervention to ensure progress towards proficiency. • Tier 3 indicates that students require intensive intervention to make progress towards becoming a proficient reader. 	Tier Levels are useful for understanding District-wide performance trends, as well as for identifying students who need additional supports in the classroom.

Student Participation in Assessments

How many students participated in the fall and spring 2020-21 assessment?

Overall, K-3 students' aimswebPlus participation rates decreased between fall and spring.

Grade Level	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
K-3 Overall	Fall	26,359	23,752	90.1%
	Winter	26,581	24,172	90.9%
	Spring	26,625	23,329	87.6%
Kindergarten	Fall	7,376	6,772	85.3%
	Winter	7,615	7,104	89.0%
	Spring	7,702	6,987	86.8%
1st Grade	Fall	9,501	8,839	85.7%
	Winter	9,482	8,759	87.3%
	Spring	9,480	8,493	84.0%
2nd Grade	Fall	9,347	7,922	83.7%
	Winter	9,327	8,233	87.6%
	Spring	9,300	7,886	84.5%
3rd Grade	Fall	9,482	8,141	84.2%
	Winter	9,484	8,309	87.6%
	Spring	9,443	7,849	82.1%

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

Overall, 4-5 students' aimswebPlus participation rates decreased between fall and spring.

Grade Level	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
4-5 Overall	Fall	18,241	15,462	84.8%
	Winter	18,196	15,786	86.8%
	Spring	18,205	14,283	78.5%
4th Grade	Fall	9,169	7,786	84.3%
	Winter	9,132	7,914	87.2%
	Spring	9,130	7,221	79.3%
5th Grade	Fall	9,072	7,676	83.6%
	Winter	9,064	7,872	87.3%
	Spring	9,075	7,062	79.0%

A higher percentage of Asian and white K-5 students took the spring aimswebPlus assessments when compared to Black/African American, Hispanic/Latinx, and Multi-racial/Other K-5 students.

Race/Ethnicity	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
Asian	Fall	4,854	4,555	90.0%
	Winter	4,844	4,563	92.6%
	Spring	4,795	4,384	89.9%
Black/African American	Fall	25,324	21,219	82.3%
	Winter	25,446	22,008	85.6%
	Spring	25,494	20,380	79.1%
Hispanic/Latinx	Fall	12,781	11,277	81.6%
	Winter	12,908	11,577	86.1%
	Spring	13,019	11,158	81.7%
Multi-racial/Other	Fall	2,126	1,879	87.0%
	Winter	2,119	1,896	88.8%
	Spring	2,121	1,765	82.6%
White	Fall	8,695	8,057	91.0%
	Winter	8,621	7,999	92.9%
	Spring	8,534	7,665	89.7%

Participation rates for K-5 students with an IEP decreased by 4.8 percentage points from fall to spring.

Subgroup	Term	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
Economically Disadvantaged	Fall	39,784	34,299	82.9%
	Winter	40,790	35,944	86.4%
	Spring	41,849	34,583	80.9%
ELs (English Learners)	Fall	7,314	6,593	83.7%
	Winter	7,395	6,773	89.1%
	Spring	7,402	6,522	85.1%
Has IEP (Individualized Education Plan*)	Fall	8,722	6,352	70.8%
	Winter	8,756	6,344	72.4%
	Spring	8,723	5,805	66.0%

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

Focus on Grades K-3 Tier-Level Analysis

The percentage of kindergarten and 1st grade students in need of Tier 3/Intensive Intervention decreased from fall to spring, while the percentage of 2nd and 3rd grade students increased.

Grade Level	Term	Tier 1/At or Above Benchmark	Tier 2/Strategic Intervention	Tier 3/Intensive Intervention
Kindergarten	Fall	16.5%	21.5%	62.0%
	Winter	17.6%	13.6%	68.8%
	Spring	33.4%	7.8%	58.7%
1st Grade	Fall	24.6%	8.2%	67.2%
	Winter	28.2%	9.1%	62.7%
	Spring	33.6%	7.7%	58.7%
2nd Grade	Fall	52.6%	16.6%	30.8%
	Winter	44.2%	15.7%	40.1%
	Spring	46.4%	9.9%	43.6%
3rd Grade	Fall	44.1%	16.6%	39.3%
	Winter	39.5%	16.3%	44.3%
	Spring	40.0%	11.9%	48.1%

A higher percentage of K-3 students with an IEP in need of Tier 3/Intensive Intervention increased from fall to spring, while the percentage of English Learners and Economically Disadvantaged students decreased.

Subgroup	Term	Tier 1/At or Above Benchmark	Tier 2/Strategic Intervention	Tier 3/Intensive Intervention
ELs (English Learners)	Fall	19.6%	15.1%	65.2%
	Winter	19.5%	12.9%	67.6%
	Spring	25.1%	8.5%	66.4%
Economically Disadvantaged	Fall	29.7%	15.2%	55.1%
	Winter	27.4%	13.5%	59.1%
	Spring	32.7%	9.5%	57.8%
Has IEP (Individualized Education Plan*)	Fall	22.1%	12.5%	65.4%
	Winter	18.2%	9.9%	71.9%
	Spring	19.9%	7.1%	73.1%

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

A higher percentage of Asian and white K-3 students scored in Tier 1/At or Above Benchmark compared to Black/African American and Hispanic/Latinx students, according to their spring assessments.

Race/Ethnicity	Term	Tier 1/At or Above Benchmark	Tier 2/Strategic Intervention	Tier 3/Intensive Intervention
Asian	Fall	47.8%	18.7%	33.5%
	Winter	49.0%	15.8%	35.2%
	Spring	55.7%	10.2%	34.1%
Black / African American	Fall	31.4%	15.3%	53.3%
	Winter	27.3%	13.6%	59.1%
	Spring	32.4%	9.9%	57.8%
Hispanic / Latinx	Fall	23.5%	14.0%	62.5%
	Winter	22.1%	12.4%	65.6%
	Spring	26.5%	8.7%	64.8%
Multi-racial / Other	Fall	45.3%	15.4%	39.3%
	Winter	44.1%	13.9%	42.0%
	Spring	50.8%	9.4%	39.8%
White	Fall	50.2%	15.4%	34.4%
	Winter	51.7%	14.0%	34.3%
	Spring	59.0%	8.5%	32.5%

Focus on Grades 4-5 Tier-Level Analysis

The percentage of 4th and 5th grade students in need of Tier 3/Intensive Intervention decreased consistently from fall to spring.

Grade Level	Term	Tier 1/At or Above Benchmark	Tier 2/Strategic Intervention	Tier 3/Intensive Intervention
4th Grade	Fall	42.2%	16.7%	41.1%
	Winter	43.3%	16.2%	40.5%
	Spring	51.8%	9.5%	38.7%
5th Grade	Fall	47.4%	16.5%	36.1%
	Winter	45.7%	15.5%	38.8%
	Spring	54.6%	10.1%	35.3%

According to their spring assessments, about 68% of 4th-5th grade students who have an Individualized Education Plan (IEP) require Tier 3/Intensive Intervention.

Subgroup	Term	Tier 1/At or Above Benchmark	Tier 2/Strategic Intervention	Tier 3/Intensive Intervention
ELs (English Learners)	Fall	29.4%	17.7%	52.9%
	Winter	30.4%	17.5%	52.1%
	Spring	41.5%	12.3%	46.2%
Economically Disadvantaged	Fall	39.6%	17.3%	43.1%
	Winter	39.1%	16.8%	44.1%
	Spring	48.7%	10.2%	41.1%
Has IEP (Individualized Education Plan*)	Fall	20.9%	9.8%	69.3%
	Winter	17.6%	11.4%	71.0%
	Spring	25.1%	7.4%	67.5%

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

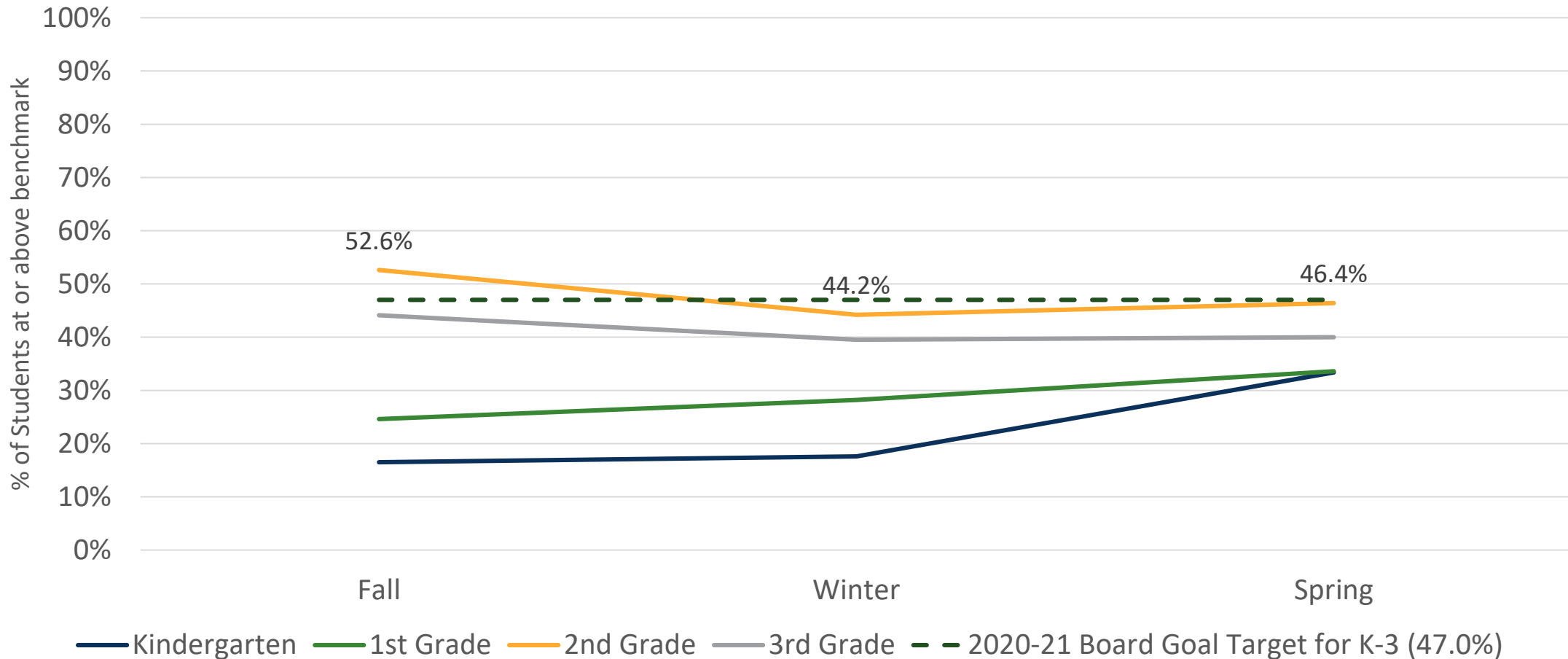
A lower percentage of Black/African American and Hispanic/Latinx 4th-5th grade students scored in Tier 1/At or Above Benchmark on the spring assessments compared to their Asian and white peers.

Race/Ethnicity	Term	Tier 1/At or Above Benchmark	Tier 2/Strategic Intervention	Tier 3/Intensive Intervention
Asian	Fall	65.4%	13.7%	20.9%
	Winter	66.8%	12.9%	20.4%
	Spring	75.5%	7.9%	16.7%
Black / African American	Fall	38.5%	18.0%	43.5%
	Winter	37.0%	17.4%	45.7%
	Spring	46.8%	10.2%	43.0%
Hispanic / Latinx	Fall	34.6%	17.2%	48.2%
	Winter	34.8%	16.4%	48.8%
	Spring	44.4%	11.3%	44.3%
Multi-racial / Other	Fall	51.0%	15.2%	33.8%
	Winter	53.2%	15.1%	31.8%
	Spring	57.4%	9.7%	33.0%
White	Fall	64.8%	13.2%	22.0%
	Winter	66.1%	12.0%	21.9%
	Spring	70.6%	7.6%	21.8%

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

Focus on Grades K-3 School Year Trends

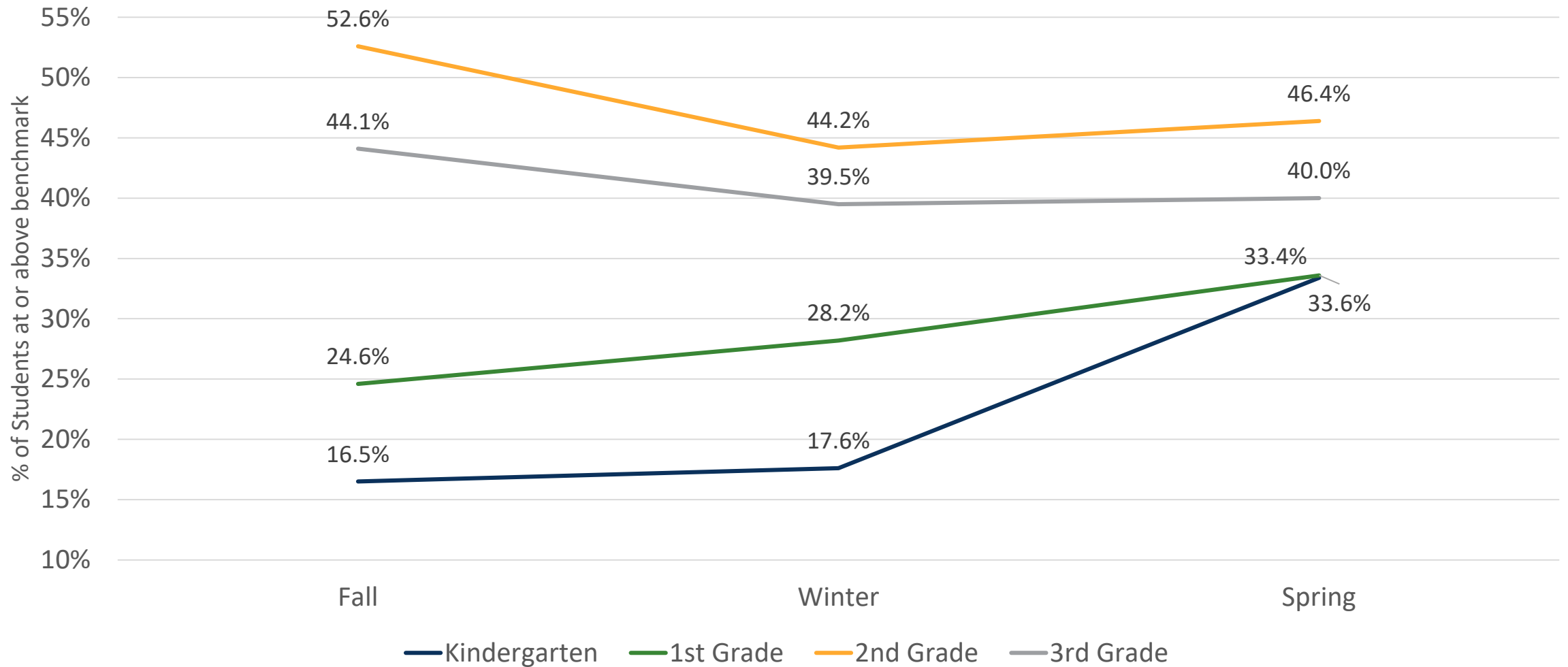
In spring 2020-21, 2nd grade students met the annual 2020-21 board goal target. On average, students in grades K-1 did not meet the target.



Data labels refer to 2nd grade. See next slide for detailed information about all groups. For more information about annual targets and the Board of Education's Goals and Guardrails, please visit philasd.org/era/goals-and-guardrails and click on the "Progress Monitoring Data".

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

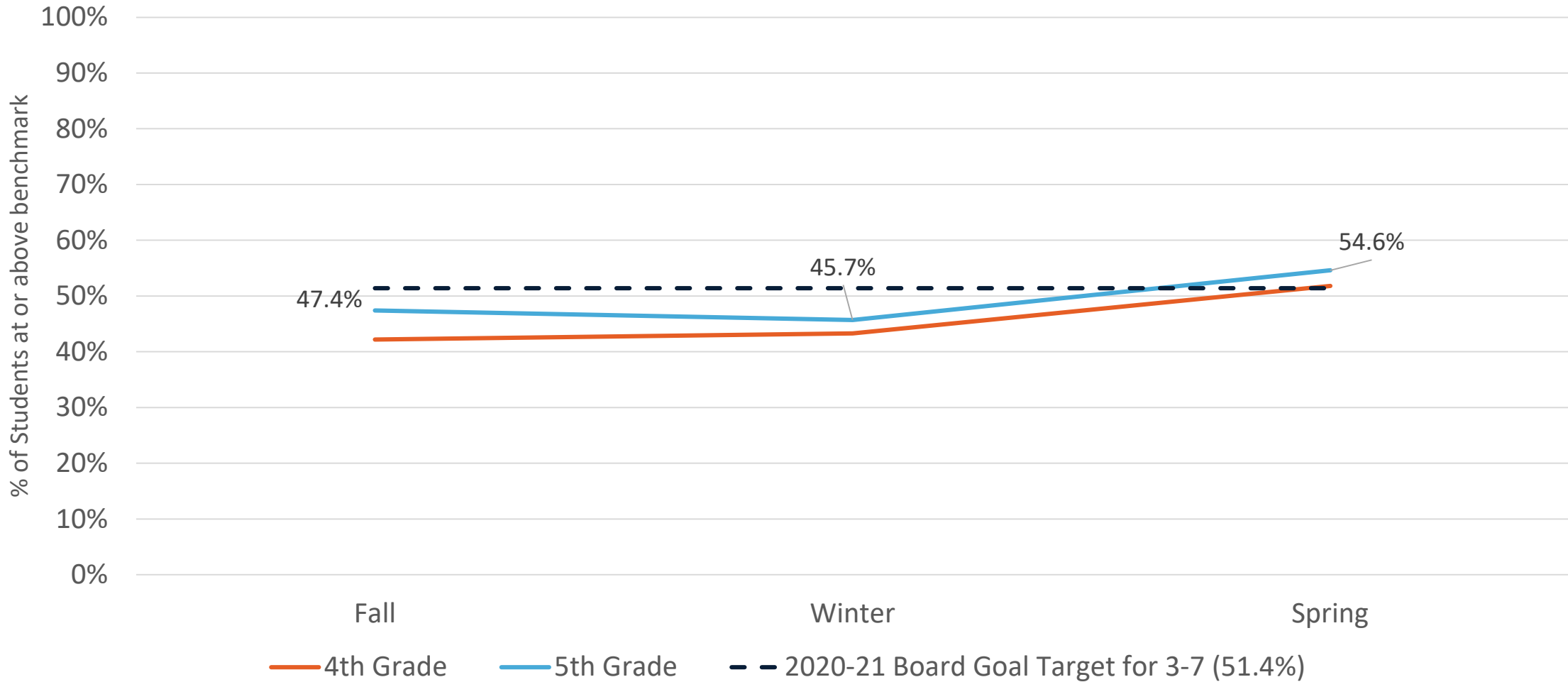
The percentage of kindergarten and 1st grade students in Tier 1/At or Above Benchmark increased from fall to spring, while the percentage of 2nd and 3rd grade students in Tier 1/At or Above Benchmark decreased.



Focus on Grades 4-5

School Year Trends

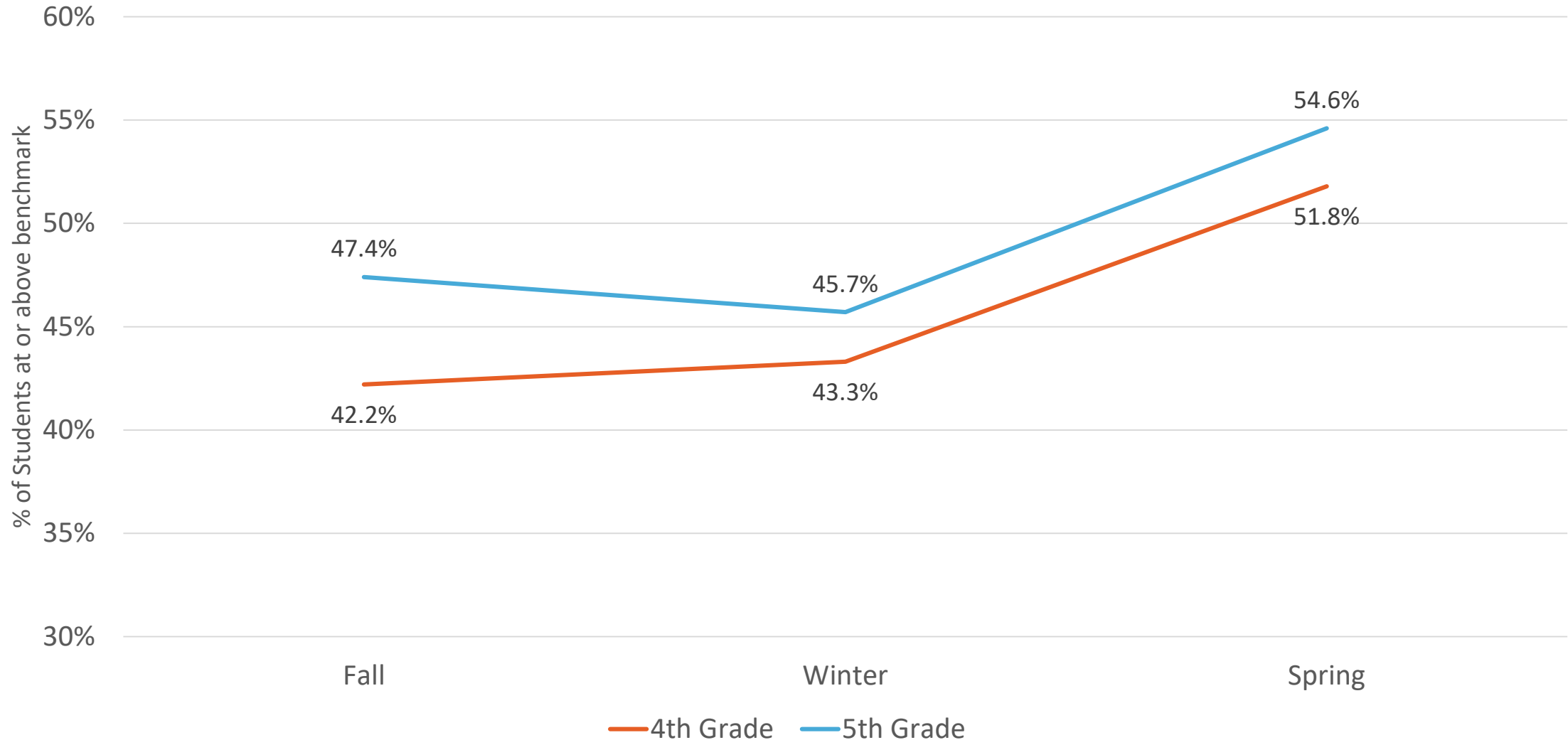
According to their spring assessments, 4th and 5th grade students met/exceeded the Board Goal target for SY 2020-21.



Data labels refer to 5th grade. See next slide for detailed information about all groups. For more information about annual targets and the Board of Education's Goals and Guardrails, please visit philasd.org/era/goals-and-guardrails and click on the "Progress Monitoring Data".

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

The percentage of 4th and 5th grade students at Tier 1/At or Above Benchmark increased about 10 percentage points from fall to spring.



Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

Focus on Grades K-3
Average National Percentile Rank

With the exception of 1st grade, all K-5 students experienced a decrease in their National Percentile Rank (NPR) from fall to spring.

Grade Level	Average National Percentile Rank		
	Fall	Winter	Spring
Kindergarten	26.0	19.4	23.9
1st Grade	21.5	23.0	24.9
2nd Grade	45.3	36.9	33.5
3rd Grade	36.0	32.0	29.6
4th Grade	39.3	39.9	38.5
5th Grade	43.2	41.0	41.5

While all K-3 students experienced a decrease in their NPR from fall to spring, Black/African American and Hispanic/Latinx students experienced a larger percentage point decrease than Asian and white students.

Race/Ethnicity	Average National Percentile Rank		
	Fall	Winter	Spring
Asian	41.5	39.2	38.7
Black / African American	29.8	24.4	24.2
Hispanic Latinx	23.4	19.8	19.4
Multi-racial / Other	41.4	37.6	38.5
White	44.4	42.4	42.8

Source: Qlik Aimsweb-Star App. Accessed 08/03/2021.

K-3 students with an IEP experienced a 6 percentage point NPR decrease from fall to spring.

Subgroup	Average National Percentile Rank		
	Fall	Winter	Spring
EL (English Learners)	20.6	17.6	17.3
Economically Disadvantaged	28.2	24.2	24.0
Has IEP (Individualized Education Plan*)	22.1	16.7	15.7

* 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, participation rate includes all students, including those who are exempted, in the denominator.

Focus on Grades 4-5
Average National Percentile Rank

Asian and white 4th-5th grade students had higher average NPRs compared to their Black/African American and Hispanic/Latinx peers.

Race / Ethnicity	Average National Percentile Rank		
	Fall	Winter	Spring
Asian	58.1	59.1	59.0
Black / African American	36.3	34.8	34.6
Hispanic Latinx	32.6	31.8	32.2
Multi-racial / Other	46.1	46.6	44.1
White	56.7	56.9	54.3

On the spring assessments, 4th-5th grade students with an IEP had a lower NPR than EL or Economically Disadvantaged students.

Subgroup	Average National Percentile Rank		
	Fall	Winter	Spring
ELs (English Learners)	26.8	26.3	27.5
Economically Disadvantaged	37.2	36.4	36.4
Has IEP (Individualized Education Plan*)	20.9	19.0	19.7

* All students are required to participate except for students who are exempted based on their Individualized Education Plan (IEP). For the Special Education student group, participation rate includes all students, including those who are exempted, in the denominator.

Summary – AimswebPlus Literacy, grades K-5

- K-5 student aimswebPlus literacy participation rates decreased between fall and spring.
- The percentage of 2nd and 3rd grade students requiring Tier 3/Intervention increased from the fall to spring, compared to the other grade levels.
- The percentage of K-5 students with an IEP requiring Tier 3/Intensive Intervention increased from fall to spring.
- While the percentage of K-1st grade students in Tier 1/At or Above Benchmark increased from fall to spring, they did not meet the Board Goal Target of 47% performing at Tier 1/At or Above Benchmark.
- By the spring assessment, 4th and 5th grade students met/exceeded the Board Goal Target of 51.4% performing at Tier 1/At or Above Benchmark.
- The majority of K-5 students performed lower, on average, than their peers nationwide.