THE SCHOOL DISTRICT OF
PHILADELPHIA

Within-Year Reading Assessment Participation and Performance for Students in Grades K-12: A comparison of Fall 2020 and Fall 2021

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In Fall 2020, all students in grades K-12 attended school virtually due to the Covid-19 pandemic. Students in grades K-5 took the aimswebPlus within-year reading assessment and students in grades 6-12 took the Star within-year reading assessment. In Fall 2021, students returned to school in person, and grades K-12 took the Star within-year reading assessment. Star includes an additional performance group, and the process of categorizing students into performance groups differs between aimswebPlus and Star. This report compares student participation and performance in Fall 2020 and Fall 2021 given this context. Key findings include:

- Participation in the within-year reading assessments increased by five percentage points from fall 2020 to fall 2021.
- Across all student groups, the percentage of K-5 students who scored in the *At or Above Benchmark* performance group declined from fall 2020 to fall 2021.
- In comparison, across all student groups, the percentage of grades 6-12 students who scored in the *At or Above Benchmark* performance group stayed consistent between fall 2020 and fall 2021.

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Introduction

Each year, students in grades K-12 in the School District of Philadelphia (SDP) complete standardized reading assessments at multiple times during the school year. Unlike end-of-year standardized assessments that provide a summative description of student performance, within-year assessments administered multiple times in a school year provide real-time information about students' knowledge of reading skills that teachers and school administrators use to inform instructional decisions and monitor student progress.

After each within-year testing administration, student performance is categorized according to scoring thresholds that are specific to each grade and time period. If a student's performance on the assessment meets or exceeds the highest threshold,[1] they are considered to be performing "at grade level" or "in the Tier 1/At or Above Benchmark performance group."[2]

When we look across all students, the percentage of students scoring in the Tier 1 performance group is an indication of the extent to which SDP students have mastered the reading skills aligned with their grade level expectations. It is used as a "leading indicator" of student performance on the Board of Education's Goals related to reading.[3] This report examines student participation in, and Tier 1 performance on, reading assessments in the fall of 2020 and the fall of 2021.

These time periods are of particular interest for two main reasons. First, in the fall of 2020, all SDP students were engaging in digital learning due to the COVID-19 pandemic. In the fall of 2021, students had returned to in-person learning. By comparing data from these two time periods, we examine if there are differences in the percentage of students that participated in the assessments and were in Tier 1/At or Above Benchmark when learning was entirely digital, and a year later, when students returned to their school buildings.

Second, there was a major change in SDP's assessments program between fall 2020 and fall 2021. In fall 2020, two different assessments were used, one for students in grades K-5 (aimswebPlus) and another for students in grades 6-12 (Star). In fall 2021, SDP transitioned to using Star for all students in grades K-12. Comparing participation and performance from fall 2020 and fall 2021 helps us to begin to understand any implications of this change.

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[1] Students score in Tier 1/At or Above Benchmark if they performed between the 40th to 99th percentiles on Star Reading. Students score in On Watch if they performed between the 25th to 39th percentiles on Star Reading.
[2] Tier 1 and Tier 1/At or Above Benchmark are used interchangeably throughout this report.
[3] For more information about the Goals and Guardrails, visit www.philasd.org/schoolboard/goals-and-guardrails/, www.philasd.org/era/goals-and-guardrails/, or www.philasd.org/goalsandguardrails/

Research Questions

The following research questions drove the analyses and findings presented in this report:

1. What percentage of the SDP K-12 student population participated in within-year reading assessments in fall 2020 and fall 2021? Did changes in participation rates across years differ by student characteristics and Learning Network?
2. What percentage of the SDP K-12 student population performed in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments in fall 2020 and fall 2021? Did changes in performance across years differ by student characteristics and Learning Network?

Please note that this report compares overall student participation and performance from 2020-21 and 2021-22, and does not reflect individual student growth. When it comes to performance, we are only focusing on the percentage of students with scores in each performance group during each time period.

Assessment Data Used for this Analysis

Two different within-year assessments are relevant to this report: Star and aimswebPlus. In the 2020-21 school year, both types of assessments were used in SDP: students in grades K-5 were administered aimswebPlus and students in grades 6-12 were administered Star. This changed the following year, as all students in grades K-12 were administered only the Star assessments.[4]

Star

SDP uses Star Assessments, a suite of tests developed by Renaissance Learning, to assess students' reading and math skills. SDP began using the Star assessments District-wide in 2019-20 to measure, monitor, and track 6th to 12th grade student skill development aligned to PA and Common Core standards. Starting in the 2021-22 school year, SDP expanded Star to grades K-12 so that the same within-year assessment would be used across all grade levels.

Star Assessments are administered to students in grades K-12 four times a year. Star tests used by the District and presented in this report are computer adaptive tests, or CATs. Star CATs adjust the difficulty of items administered to the student depending on how well the student performed on previous items within a given testing session. These tests are designed to broadly assess students' skills across a number of literacy or math domains.

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[4] Special Education students, or students with an IEP, in grades 6-8 had the option to take aimswebPlus in fall 2020 if their IEP team selected aimswebPlus as their within-year assessment instead of Star. In fall 2020, 522 6th graders, 549 7th graders, and 457 8th graders with an IEP took aimswebPlus. In comparison, in fall 2020, 1,219 6th graders, 1,245 7th graders, and 1,323 8th graders with an IEP took Star as expected for their grade level.

To examine system-level trends in reading performance, SDP uses the Star Early Literacy (K-2) and Star Reading (3-12) CATs.[5]

The domains that make up the Star Early Literacy/Star Reading assessments for each grade level are as follows:[6]

- The kindergarten through second grade Star Early Literacy assessments domains include **Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning,** and **Number and Operations**
- The third through twelfth grade Star Reading assessments domains include **Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft,** and **Analyzing Argument and Evaluating Text**

Scores on Star Early Literacy and Star Reading (CAT) estimate students' proficiency in specific domains assessed based on overall proficiency, and indicate a student's progress towards meeting grade-level expectations.

aimswebPlus

From 2014-15 to 2020-21, SDP used aimswebPlus, a universal early literacy screening, benchmarking, and progress-monitoring tool developed by Pearson, to assess literacy proficiency in SDP for all K-5 students.

The aimswebPlus tool consists of multiple subtests that each measure a specific skill. Most subtests are timed (about 1-minute each) and scores are based on the number of cues identified correctly within the specified time. Subtest scores are combined into a "composite score" that provides teachers with a holistic measure of student performance.

SDP teachers administered a designated set of aimswebPlus subtests to students in each grade level three times per year in 2020-21: fall, winter, and spring. Based on these subtests, students received a composite score for each time period. These composite scores allowed teachers, school leaders, and District staff to track student performance and growth over time. Students needed to take all required measures in order to receive a composite score.[7]

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[5] Students in grades K-5 are also administered Star Reading Curriculum-Based Measures, but these tests are not used in this analysis.
[6] For more information see: https://www.philasd.org/era/star-information/#1618402180282-71187e13-0e42
[7] Participation metrics are based on students who received a composite score. If students did not take one of the required assessments, but took all others, they did not received credit for participating in the District-wide participation records.

The subtests that made up the aimswebPlus literacy composite scores for each grade level were as follows:[8]

- The kindergarten aimswebPlus literacy subtests included **Letter Naming Fluency (LNF), Letter Word Sounds Fluency (LWSF), Phonemic Segmentation (PS), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF),** and **Auditory Vocabulary (AV)**[9]
- The 1st grade aimswebPlus literacy subtests included **Word Reading Fluency (WRF), Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF)**
- The 2nd through 3rd grade aimswebPlus literacy subtests included **Oral Reading Fluency (ORF), Reading Comprehension (RC),** and **Vocabulary (VOC)**
- The 4th through 5th grade aimswebPlus literacy subtests included **Oral Reading Fluency (ORF), Reading Comprehension (RC), Vocabulary (VOC),** and **Silent Reading Fluency (SRF)**

Critically, aimswebPlus was administered remotely during the 2020-21 school year because students were primarily at home due to the COVID-19 pandemic. Kindergarten and first-graders took aimswebPlus assessments one-on-one with a teacher on a virtual meeting platform (Google Meet or Zoom). Second- through fifth-graders took aimswebPlus assessments using TestNav, and completed the assessments on their own without a teacher supervising or guiding administration.[10]

Key Data Points

In this report, we compare student participation and performance on the within-year assessments used in fall 2020 and fall 2021. Comparing performance across two different tests is challenging, so we use the performance group of Tier 1/At or Above Benchmark to help make the comparison.

Participation

Student participation is calculated as the percentage of eligible students who completed the screener assessments in the given time period. For this report, we are concerned with eligible students who took the assessments during the assessment windows in fall 2020 and/or fall 2021.

Overall, the goal is 100% participation on the within-year assessments in order to capture the performance of all students in SDP schools. However, not all students who are eligible take the required assessments during the testing window. Some common reasons include that students did not attend during the testing window, or did not attend school on the day or days that teachers were attempting to administer tests. Additionally, there is a small population of students with Individualized Education Plans (IEPs) who are waived from participating in screener assessments due to a disability that makes testing challenging for students.

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[8] For more information about aimswebPlus see: https://www.philasd.org/era/2021/05/07/unpacking-assessments-part-1-aimswebplus/

[9] Auditory Vocabulary (AV) was not administered during the 2020-21 year due to high rates of virtual and hybrid instruction.

[10] An exception is for Oral Reading Fluency, which was administered to second- through fifth-graders the same way all aimswebPlus assessments were administered to kindergarten and first-graders.

Performance Groups

Both aimswebPlus and Star assessments place students into performance groups depending on how they perform on the tests. For each test, Tier 1/At or Above Benchmark indicates that a student is performing at grade level and is on track to meet spring performance goals (see Table 1 for Tier cutoffs during the 2020-21 and 2021-22 school years).

There are two things to note in Table 1. First, aimswebPlus and Star use different metrics to define performance groups: aimswebPlus uses the raw score (number correct score) to determine group placement, where the raw score is aligned to the likelihood of scoring in the 40th percentile of performance in the spring; Star uses percentile rank to assign performance groups. Second, Star categorizes students using four performance groups while aimswebPlus uses three, with the *On Watch* performance group unique to Star. The *On Watch* performance group identifies students who are not *At Benchmark* but are not in need of *Strategic Intervention*.

Table 1. Performance Groups for Reading

Performance Groups	K-5 (aimswebPlus)	6-12 (Star CAT)
Tier 1/At or Above Benchmark	Tier 1	≥ 40th
On Watch	–	25th - 39th Percentile
Tier 2/Strategic Intervention	Tier 2	10th – 24th Percentile
Tier 3/Intensive Intervention	Tier 3	< 10th Percentile

Note: CAT = computer adaptive test. The On Watch performance group is exclusive to Star CATs.

Limitations of Assessment Data

The transition from aimswebPlus to Star Assessments presents significant limitations that should be kept in mind when making year-to-year comparisons of student performance. Specifically, the change in tests between years is a confounding factor in K-5 student performance data. This is partly because each test assesses students using a different mix of content areas and skills.[11] For example, when assessing third grade reading in 2020-21, the aimswebPlus composite score is comprised of performance on the Oral Reading Fluency (ORF), Reading Comprehension (RC), and Vocabulary (VOC) measures. In the 2021-22 school year, third grade reading performance on Star is assessed using a mixture of skills drawn from five reading domains (Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text). While there is some overlap in the content assessed by each test, there are enough differences in content to somewhat undermine the comparability of scores. Additionally, scores on the tests have not been statistically linked, which would allow us to predict the score a student is likely to receive on one test based on their performance on the other. Despite these limitations, the similarities between the content and skills

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[11] For more details see: Dorans, N. J., Pommerich, M. & Holland, P. W. (Eds.). (2007). *Linking and aligning scales and scores.* Springer; Kolen, M. J., & Brennan, R. L. (2014). *Test equating, scaling, and linking* (3rd ed.). Springer; Ryan, J., & Brockmann, F. (2009). *A practitioner's introduction to equating with primers on classical test theory and item response theory.* Council of Chief State School Officers. https://ccsso.org/resource-library/practitioners-introduction-equating

measured still allow us to draw some insights from the student performance and participation data between fall 2020 and fall 2021.

Student Sample

The analyses described in this report use data for all students who were eligible to take the within-year reading assessments in the fall of 2020 and/or the fall of 2021. While some students are included in the data for both years, students only needed to have data for at least one time period to be included in this report.

There were little to no differences in the demographic characteristics of the samples of students eligible to complete the within-year reading assessments in fall 2020 and fall 2021.

Compared to 2020-21, in 2021-22 about 3,750 fewer students were enrolled and therefore eligible to take the within-year district reading assessments (Table 2). When looking at the percentage of eligible students by grade band, there were small to no differences across the two school years.

Table 2. The grade level breakdown of students eligible to take the within-year reading assessments in fall 2020 and fall 2021

Grade Level	2020-21		2021-22	
	Percent of Students	Number of Students	Percent of Students	Number of Students
K	7%	7,374	8%	8,446
1st	6%	9,499	7%	8,473
2nd	8%	9,346	7%	8,885
3rd	8%	9,482	8%	8,875
4th	8%	9,160	8%	8,964
5th	8%	9,064	8%	8,802
6th	8%	9,136	8%	8,358
7th	8%	9,253	7%	8,381
8th	8%	9,295	7%	8,629
9th	8%	9,814	8%	10,325
10th	8%	9,557	9%	9,046
11th	8%	8,223	8%	8,324
12th	7%	7,978	7%	7,917
Total	100%	117,181	100%	113,260

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

This is also the case when looking at race/ethnicity and gender breakouts (Table 3). For example, in both years, 10% of the eligible student population were Asian, 15% were White, and 49% were female. Regarding Special Education Status, Socio-Economic Status, and EL Status, there were also little to no differences. Similarly, the percentage of eligible students in each Learning Network was consistent across the two school years. For example, about 14% of students were enrolled in Network 1, and about 12% of students were enrolled in Network 8 in both years.

Table 3. The demographic characteristics of students eligible to take the within-year reading assessments in fall 2020 and fall 2021

Student Characteristic	2020-21		2021-22	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Race/Ethnicity				
Asian	10%	11,315	10%	11,104
Black/African American	48%	56,531	47%	53,348
Hispanic/Latinx	23%	26,421	24%	27,010
Multi-Racial/Other[12]	4%	5,541	4%	5,295
White	15%	17,373	15%	16,668
Gender				
Female	49%	56,840	49%	55,112
Male	51%	60,341	51%	58,312
Non-Binary	0%	58	0%	65
Special Education Status				
Students with IEPs	17%	19,985	16%	18,622
Students without IEPs	83%	97,196	84%	94,803
Socio-Economic Status				
Economically Disadvantaged	70%	81,475	71%	80,452
Not Economically Disadvantaged	30%	35,706	29%	32,974
English Learner Status				
Current English Learner	13%	15,237	14%	16,405
Former English Learner	4%	4,389	3%	3,483
Not an English Learner -screened	7%	89,775	8%	84,655
Not an English Learner - not screened	77%	7,780	75%	8,883
2021-22 Learning Network				
Acceleration	5%	5,994	5%	5,514
Innovation	4%	5,250	6%	6,264
Network 1	14%	16,598	14%	16,158
Network 2	4%	4,745	4%	4,260
Network 3	5%	6,295	5%	6,054
Network 4	7%	8,648	8%	8,869
Network 5	7%	7,779	6%	6,960
Network 6	5%	5,899	5%	5,379
Network 7	6%	7,380	6%	6,720
Network 8	12%	13,727	12%	13,408
Network 9	8%	9,754	9%	10,000
Network 10	5%	5,936	5%	5,787
Network 11	5%	6,173	5%	5,734

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[12] Other includes American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Unknown.

Student Characteristic	2020-21		2021-22	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Network 12	5%	5,572	4%	4,640
Network 13	6%	7,431	7%	7,517

Note: *Non-Binary* is a category that was added to the student information system on December 13, 2021, and at that time students were able to select a non-binary gender option; additionally, 58 students who had reading assessment data in fall 2020 had their gender category retroactivity updated to match their fall 2020 reading data. Never *EL - Screened* indicates that a student spoke another language in addition to English when they were registered in the District, and after an initial screening, the student was determined to have high enough proficiency in English that they were not an English Learner. The *Has IEP* category indicates the student has an IEP and is considered a special education student.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

Findings

What percentage of the SDP K-12 student population participated in within-year reading assessments in fall 2020 and fall 2021? Did changes in participation rates across years differ by student characteristics and Learning Network?

A higher percentage of students took the within-year reading assessments in fall 2021 than in fall 2020.

Over 110,000 K-12 SDP students were enrolled and therefore eligible to take the within-year reading assessments in fall 2020 and fall 2021 (Table 4). A higher percentage of students who were eligible took the within-year assessments in fall 2021 compared to fall 2020. Participation rates and the number of students who were assessed increased from fall 2020 to fall 2021, even as the number of students enrolled in SDP declined between years.[13]

Although 100% is the goal for participation rates, not all students who are eligible take the required screener assessments in the testing window, most often due to student attendance and other test administration challenges at the school level.

Table 4. Participation in the fall 2020 and fall 2021 within-year reading assessments

School Year	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
2020-21	117,181	98,357	83.9%
2021-22	113,260	100,360	88.6%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

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[13] Instruction in fall 2020 was primarily virtual due to the COVID-19 pandemic, whereas in fall 2021 instruction was primarily in person.

Changes in participation rates across years differed by grade.

The percentage of students in second, fourth, and fifth grade who took the within-year reading assessments each increased by eight percentage points from fall 2020 to fall 2021 (Figure 1). In comparison, the percentage of kindergarteners who took the within-year reading assessments increased by three percentage points in fall 2021 compared to fall 2020. Critically, there were more kindergarteners eligible to take the within-year reading assessments in fall 2021 than in fall 2020, whereas there were fewer first through fifth graders eligible to take the within-year reading assessments in fall 2021 than in fall 2020. Participation rates increased more for students in second, fourth, and fifth grade from fall 2020 to fall 2021 than students in kindergarten and first grade.

Figure 1. Percentage of students in grades K-5 who participated in the fall 2020 and fall 2021 within-year reading assessments within each grade level
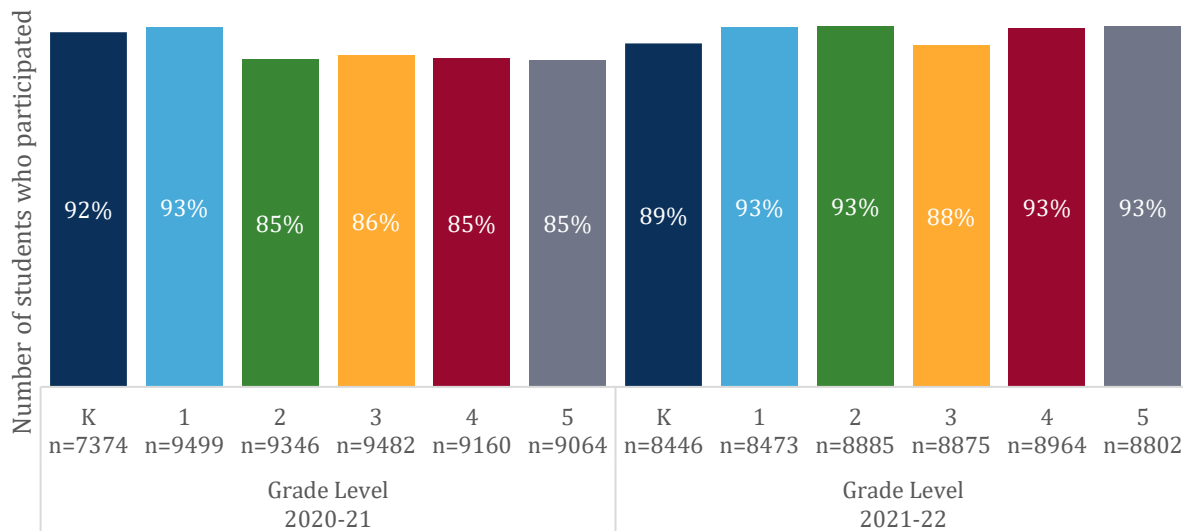
Note: See Appendix A, Table A1 for numbers of eligible students who participated by grade. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of sixth- through eighth-graders who took the within-year assessments increased by seven percentage points from fall 2020 to fall 2021 (Figure 2). In comparison, the percentage of ninth- through twelfth-graders who took the within-year reading assessments increased between two and five percentage points from fall 2020 to fall 2021. Participation rates increased for students in sixth through eighth grade more than for students in ninth through twelfth grade.

Figure 2. Percentage of students in grades 6-12 who participated in the fall 2020 and fall 2021 within-year reading assessments within each grade level
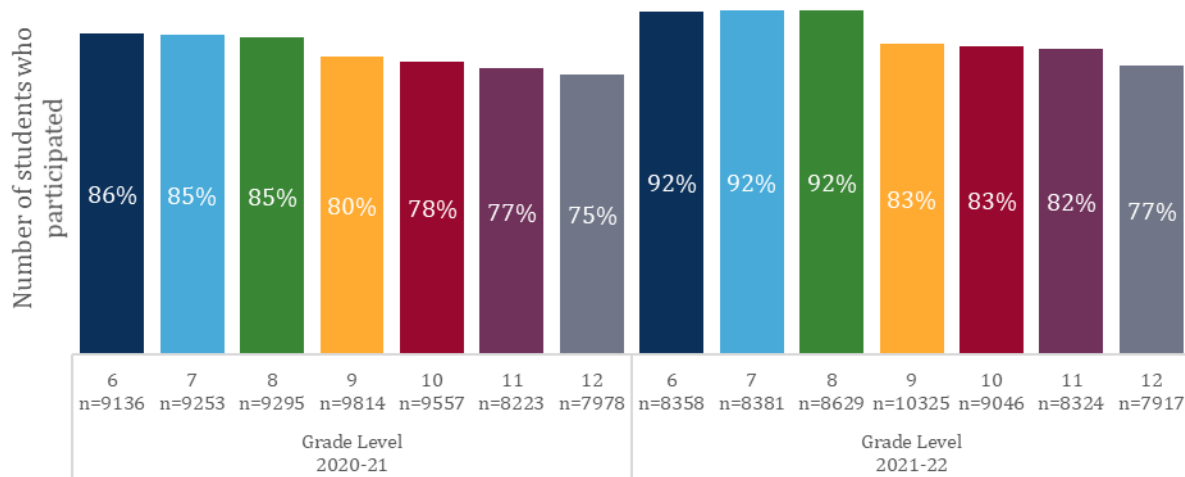
Note: See Appendix A, Table A1 for numbers of eligible students who participated by grade.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

Across all race/ethnicity groups, slightly higher percentages of students participated in the 2021 fall within-year assessments compared to fall 2020.

The percentage of Black/African American students and Hispanic/Latinx students who took the within-year reading assessments increased by five to six percentage points from fall 2020 to fall 2021 (Figure 3). In comparison, the percentage of Asian students, Multi-Racial/Other students, and White students who took the within-year reading assessments increased by two to three percentage points from fall 2020 to fall 2021. Participation rates increased for Black/African American students and Hispanic/Latinx students more than for Asian students, Multi-Racial/Other students, and White students.

Figure 3. Percentage of students in grades K-12 who participated in the fall 2020 and fall 2021 within-year reading assessments within each race/ethnicity student group
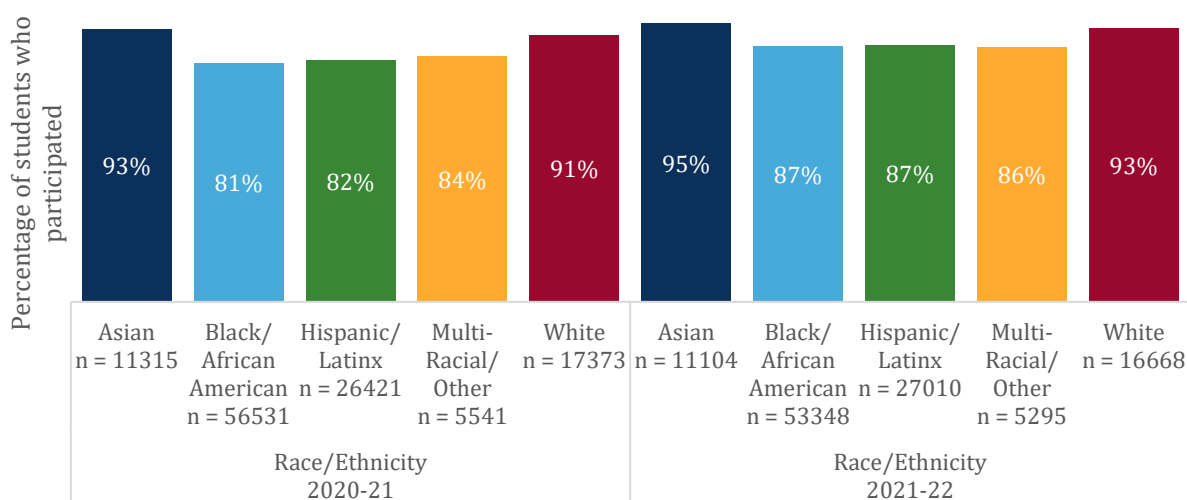
Note: See Appendix A, Table A2 for numbers of eligible students who participated by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

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Higher percentages of both female and male students took the within-year reading assessments in fall 2021 compared to the year prior.

The percentage of female and male students who took the within-year reading assessments increased by four to five percentage points from fall 2020 to fall 2021 (Figure 4). Male and female students had similar increases in participation rates from fall 2020 to fall 2021.

Figure 4. Percentage of students in grades K-12 who participated in the fall 2020 and fall 2021 within-year reading assessments within gender student group
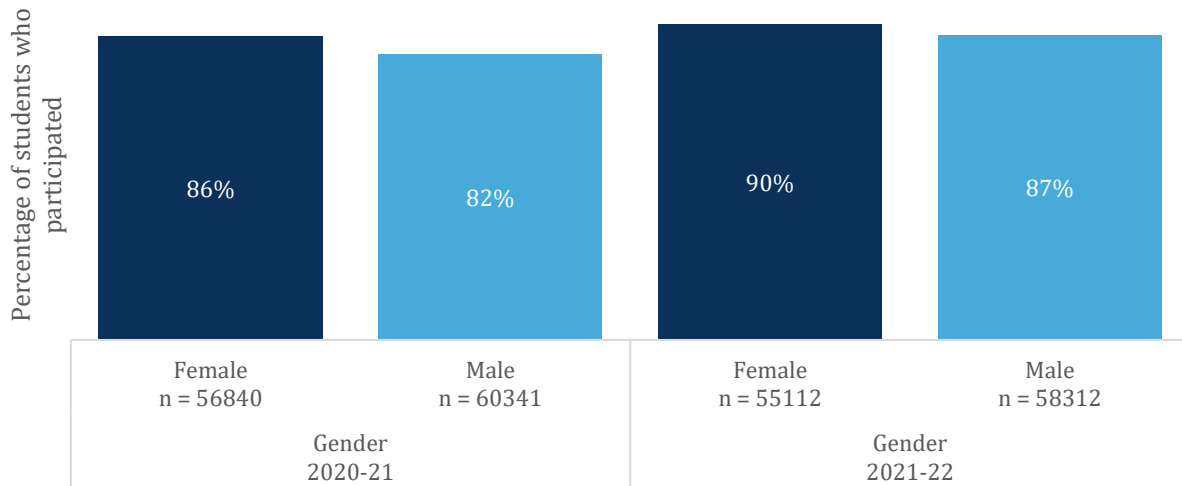
Note: See Appendix A, Table A3 for numbers of eligible students who participated by student group. Non-binary students are not included in the figure due to the small sample size. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of students who took the within-year reading assessment in fall 2021 was higher than in fall 2020 for students with and without an individualized education plan (IEP).

The percentage of students with an IEP who took the within-year reading assessments increased six percentage points from fall 2020 to fall 2021 (Figure 5). Participation rates increased for students with an IEP from fall 2020 to fall 2021 more than students without an IEP.

Figure 5. Percentage of students in grades K-12 who participated in the fall 2020 and fall 2021 within-year reading assessments by special education status
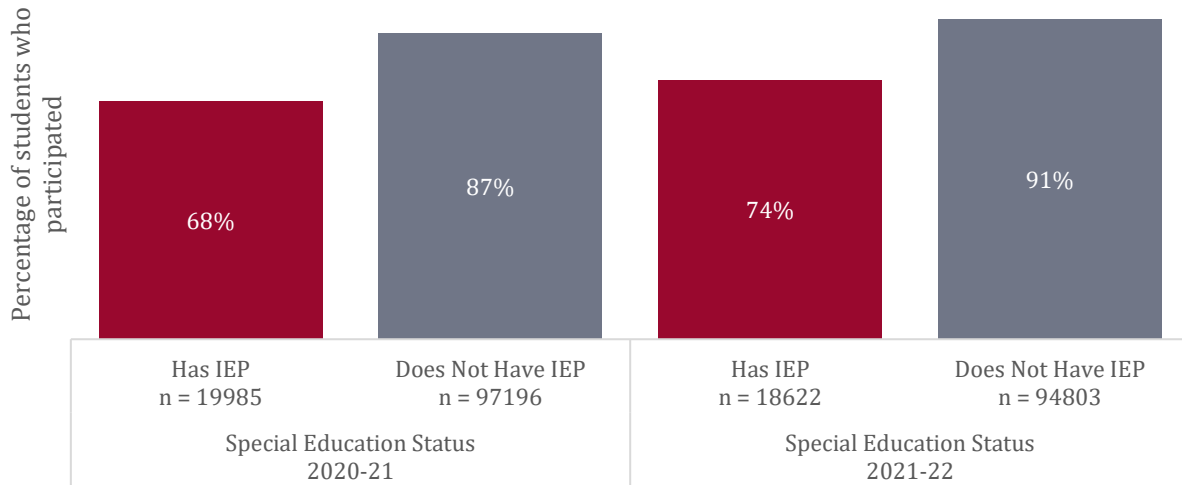
Note: See Appendix A, Table A4 for numbers of eligible students who participated by student group. The *Has IEP* category indicates the student has an IEP and is considered a student receiving special education service. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

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Higher percentages of students took the within-year reading assessments in fall 2021 compared to the year prior, regardless of economically disadvantaged status.

The percentage of economically disadvantaged students who took the within-year reading assessments increased by six percentage points from fall 2020 to fall 2021 (Figure 6). In comparison, the percentage of non-economically disadvantaged students who took the within-year reading assessments increased by two percentage points from fall 2020 to fall 2021. Participation rates increased for economically disadvantaged students more than non-economically disadvantaged students.

Figure 6. Percentage of students in grades K-12 who participated in the fall 2020 and fall 2021 within-year reading assessments by economically disadvantaged status
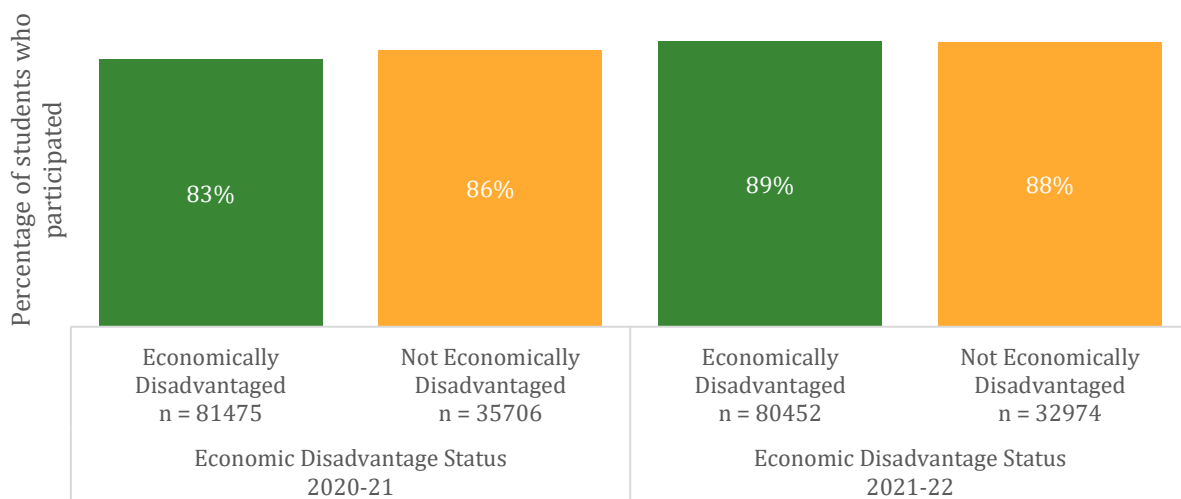
Note: See Appendix A, Table A5 for numbers of eligible students who participated by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

There was an increase in the percentage of current English Learners (ELs) who took the within-year reading assessments from fall 2020 to fall 2021.

The percentage of current English Learners (ELs) who took the within-year reading assessments increased by six percentage points from fall 2020 to fall 2021 (Figure 7). Participation rates increased for current ELs and Never ELs (never screened) from fall 2020 to fall 2021 more than former ELs and Never ELs (screened).

Figure 7. Percentage of students in grades K-12 who participated in the fall 2020- and fall 2021 within-year reading assessments within English Learner (EL) status student group
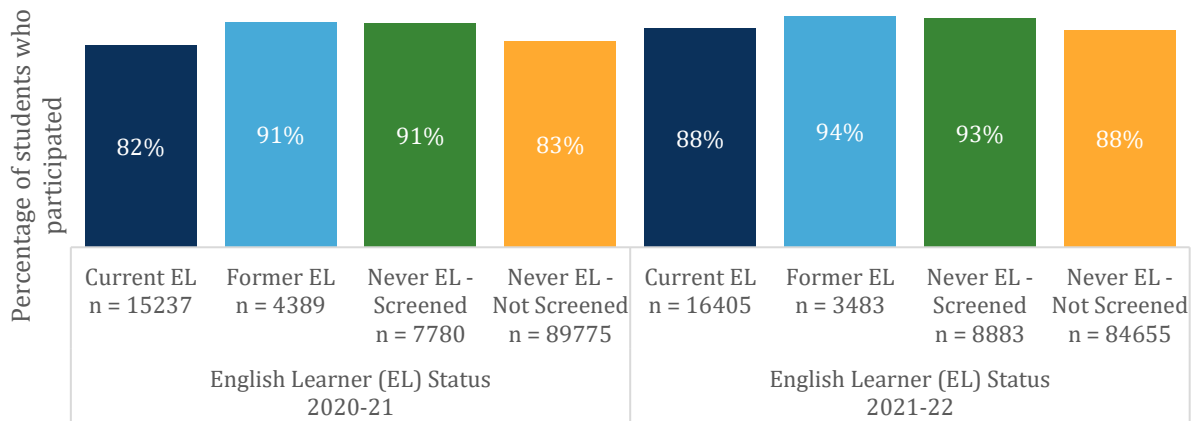
Note: See Appendix A, Table A6 for numbers of eligible students who participated by student group. *Never EL - Screened* indicates that a student spoke another language in addition to English when they were registered in the District, and after an initial screening, the student was determined to have high enough proficiency in English that they were not an English Learner. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution. **Source**: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

There was an increase in the percentage of students participating in the within-year reading assessments from fall 2020 to fall 2021 across all Learning Networks.

The percentage of students in Learning Networks 2, 11, and Acceleration who took the aimswebPlus/Star reading assessments increased by 10 to 12 percentage points from fall 2020 to fall 2021 (Figure 8). Participation rates increased for students in Learning Networks 2, 11, and Acceleration more than students in all other Learning Networks.

Figure 8. Percentage of students in grades K-12 who participated in the fall 2020 and fall 2021 within-year reading assessments within 2021-22 Learning Network

Learning Network 2020-21	%
Acceleration (n = 5994)	78%
Innovation (n = 5250)	68%
Network 1 (n = 16598)	85%
Network 2 (n = 4745)	80%
Network 3 (n = 6295)	91%
Network 4 (n = 8648)	71%
Network 5 (n = 7779)	86%
Network 6 (n = 5899)	90%
Network 7 (n = 7380)	92%
Network 8 (n = 13727)	94%
Network 9 (n = 9754)	89%
Network 10 (n = 5936)	83%
Network 11 (n = 6173)	79%
Network 12 (n = 5572)	82%
Network 13 (n = 7431)	75%

| Learning Network 2021-22	%
Acceleration (n = 5514)	89%
Innovation (n = 6264)	75%
Network 1 (n = 16158)	91%
Network 2 (n = 4260)	90%
Network 3 (n = 6054)	94%
Network 4 (n = 8869)	74%
Network 5 (n = 6960)	92%
Network 6 (n = 5379)	93%
Network 7 (n = 6720)	93%
Network 8 (n = 13408)	94%
Network 9 (n = 10000)	93%
Network 10 (n = 5787)	91%
Network 11 (n = 5734)	90%
Network 12 (n = 4640)	88%
Network 13 (n = 7517)	76%

Note: See Appendix A, Table A7 for numbers of eligible students who participated by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

What percentage of the SDP K-12 student population performed in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments in fall 2020 and fall 2021? Did changes in performance across years differ by student characteristics and Learning Network?

In 2020-21, kindergarteners through fifth-graders who took the aimswebPlus reading assessments could have scored in the following performance groups: *Tier 1* (At Benchmark), *Tier 2* (Strategic Intervention), and *Tier 3* (Intensive Intervention). However, in 2020-21 sixth- through twelfth-graders who took the Star reading assessments could have scored in the following performance groups: *At or Above Benchmark*, *On Watch*, *Strategic Intervention*, and *Intensive Intervention*. In 2021-22, students in grades K-12 took the Star reading assessment. This means that in 2021-22, kindergarteners through fifth-graders could now score in the *On Watch* performance group, unlike during the 2020-21 year.[14]

Additionally, aimswebPlus and Star differ in how students are placed into performance groups. Star uses percentile rank to assign performance groups after each testing window. For example, students who score in the 40th percentile or higher are assigned to the *At or Above Benchmark* performance group. In comparison, aimswebPlus uses the raw score (number correct score) to determine tier placement, where the raw score is aligned to the likelihood of scoring in the 40th percentile of performance in the spring. AimswebPlus does not calculate tier placement using percentiles, but rather uses the raw score to calculate the likelihood of performing at a certain percentile in a later testing window, which means that even if a student has the same percentile in each testing window, they may end up in a different tier because of their raw score. Overall, aimswebPlus tiers and Star performance groups are not entirely equivalent.

In this report, aimswebPlus *Tier 1* and Star *At or Above Benchmark* performance groups will both be used together when appropriate for the sake of simplicity. Additionally, *Tier 2* and *Strategic Intervention* will be used interchangeably, and *Tier 3* and *Intensive Intervention* will be used interchangeably as well. It is important to keep in mind that the performance groups are not entirely equivalent, especially as the Star *On Watch* performance group does not have an aimswebPlus equivalent.

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[14] Preliminary evidence from internal SDP analyses suggests that the At or Above Benchmark performance group on Star is a more conservative and predictive measurement of students' likelihood to perform in the Proficient or Advanced performance groups on the ELA PSSA than Tier 1 on aimswebPlus. For more information about the relationship between aimsweb and PSSA performance, see: https://www.philasd.org/research/wp-content/uploads/sites/90/2018/12/Thid-Grade-AIMSWeb-PSSA-Performance-Issue-Brief-Dec-2018.pdf For more information about the relationship between Star and PSSA performance, see: https://doc.renlearn.com/KMNet/R005379488C3817F.pdf

The percentage of K-5 students who scored at Tier 1/At or Above Benchmark on the within-year reading assessments declined from fall 2020 to fall 2021, while the percentage of students in grades 6-12 stayed roughly the same between years.

The percentage of K-5 students who scored at Tier 1/At or Above Benchmark on the within-year reading assessments declined by 12 percentage points from fall 2020 to fall 2021 (Table 5). In comparison, the percentage of grades 6-12 students who scored at Tier 1/At or Above Benchmark on the Star reading assessments declined by one percentage point from fall 2020 to fall 2021.

Table 5. Performance on the fall 2020 and fall 2021 within-year reading assessments

School Year and Grade Level	Number of students with reading assessment scores in the fall testing window	Percent of students who scored in Tier 1/At or Above Benchmark	Percent of students who scored in On Watch	Percent of students who scored in Tier 2/Strategic Intervention	Percent of students who scored in Tier 3/Intensive Intervention
2020-21 K-12	**98,356**	**33.0%**	**6.8%**	**17.6%**	**42.6%**
2020-21 K-5	47,112	38.1%	N/A	15.7%	46.1%
2020-21 6-12	51244	28.2%	13.0%	19.3%	39.4%
2021-22 K-12	**100,230**	**26.5%**	**12.5%ᶜ**	**18.8%**	**42.3%**
2021-22 K-5	47,980	25.6%	11.3%	18.2%	44.9%
2021-22 6-12	52,250	27.2%	13.5%	19.4%	39.9%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021
Note: Grades K-5 students did not take Star in fall 2020 and therefore did not have the option to score *On Watch* in fall 2020.

 The percentage of kindergarteners who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments increased by 11 percentage points from fall 2020 to fall 2021 (Figure 9). The opposite pattern was true of the percentage of second- through fifth-graders who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments, which declined by 16 to 31 percentage points from fall 2020 to fall 2021. There was little movement in the percentage of first-graders who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments from fall 2020 to fall 2021.

Overall, the percentage of kindergarten and first-graders who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments increased from fall 2020 to fall 2021, while the percentage of second- through fifth-graders who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments decreased from fall 2020 to fall 2021.

Figure 9. Percentage of students in grades K-5 in each fall 2020 and fall 2021 within-year reading assessments performance group within each grade level
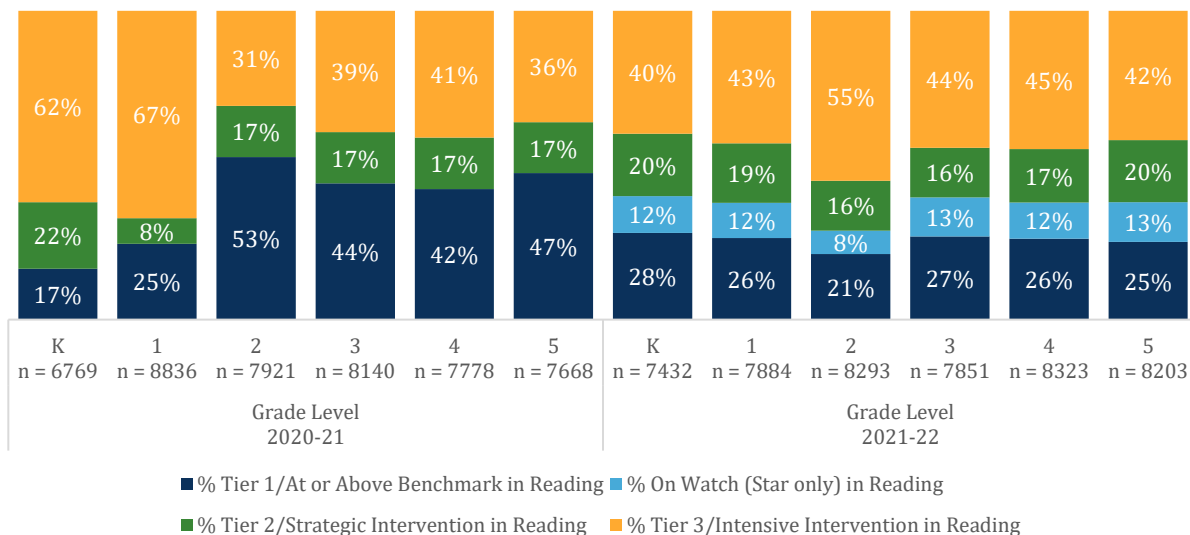
Note: See Appendix B, Table B1 for numbers of students in each performance group by student group. See Appendix C, Table C1 for average percentile rank scores by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of eleventh- and twelfth-graders who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments decreased between three to five percentage points from fall 2020 to fall 2021 (Figure 10), whereas similar percentages of sixth- through tenth-graders scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments in fall 2020 and in fall 2021.

Overall, the percentage of sixth- through eighth-graders who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments increased or did not change from fall 2020 to fall 2021, while the percentage of ninth- through twelfth-graders who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments decreased from fall 2020 to fall 2021.

Figure 10. Percentage of students in grades 6-12 in each fall 2020 and fall 2021 within-year reading assessments performance group within each grade level

Note: See Appendix B, Table B2 for numbers of students in each performance group by student group. See Appendix C, Table C2 for average percentile rank scores by student group.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of K-5 Asian students, Black/African American students, and Hispanic/Latinx students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments declined 12 to 15 percentage points from fall 2020 to fall 2021 (Figure 11). In comparison, the percentage of K-5 White students and Multi-Racial/Other students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments declined about eight percentage points from fall 2020 to fall 2021.

Overall, there was a larger decline in the percentage of Asian students, Black/African American students, and Hispanic/Latinx K-5 students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments from fall 2020 to fall 2021 the within-year reading assessments compared to White students and Multi-Racial/Other students.

Figure 11. Percentage of students in grades K-5 in each fall 2020 and fall 2021 within-year reading assessments performance group within each race/ethnicity student group

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B3 for numbers of students in each performance group by student group. See Appendix C, Table C3 for average percentile rank scores by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of grade 6-12 students within all student race/ethnicity groups students who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments declined between less than one percentage point between fall 2020 to fall 2021 (Figure 12).

Figure 12. Percentage of students in grades 6-12 in each fall 2020 and fall 2021 within-year reading assessments performance group within each race/ethnicity student group

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B4 for numbers of students in each performance group by student group. See Appendix C, Table C4 for average percentile rank scores by student group.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of male and female K-5 students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments declined between 12 to 13 percentage points from fall 2020 to fall 2021 (Figure 13).

Figure 13. Percentage of students in grades K-5 in each fall 2020 and fall 2021 within-year reading assessments performance group within gender student group
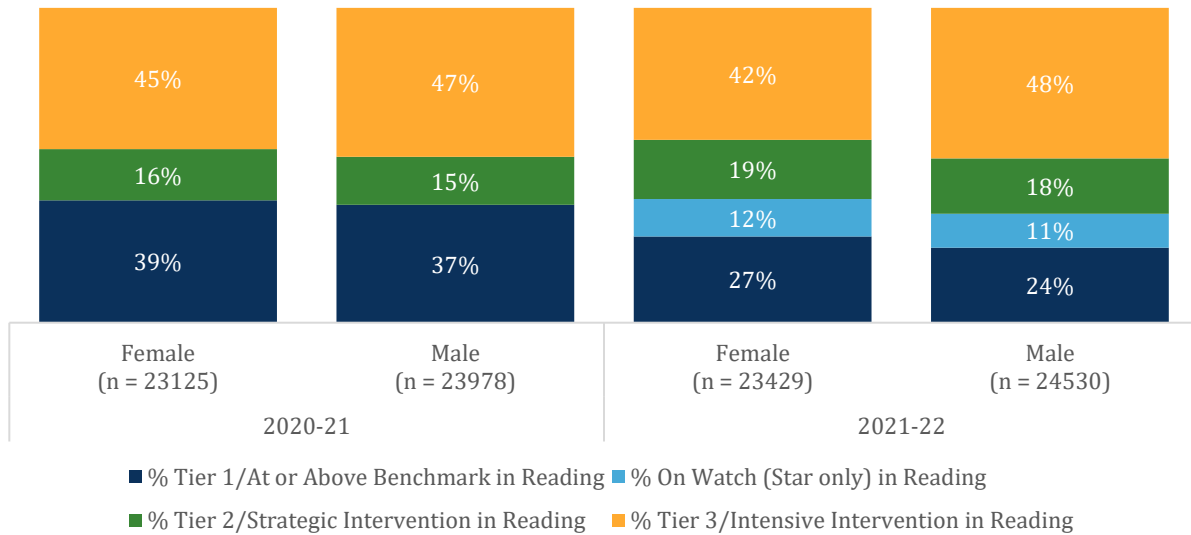
Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B5 for numbers of students in each performance group by student group. See Appendix C, Table C5 for average percentile rank scores by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of male and female grade 6-12 students who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessment declined by one percentage point from fall 2020 to fall 2021 (Figure 14).

Figure 14. Percentage of students in grades 6-12 in each fall 2020 and fall 2021 within-year reading assessments performance group within gender student group

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B6 for numbers of students in each performance group by student group. See Appendix C, Table C6 for average percentile rank scores by student group.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of K-5 students with an IEP who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments decreased 14 percentage points from fall 2020 to fall 2021 (Figure 15).

Overall, students with an IEP and students without an IEP saw similar declines in the percentage of K-5 students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments from fall 2020 to fall 2021.

Figure 15. Percentage of students in grades K-5 in each fall 2020 and fall 2021 within-year reading assessments performance group by special education status

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. The *Has IEP* category indicates 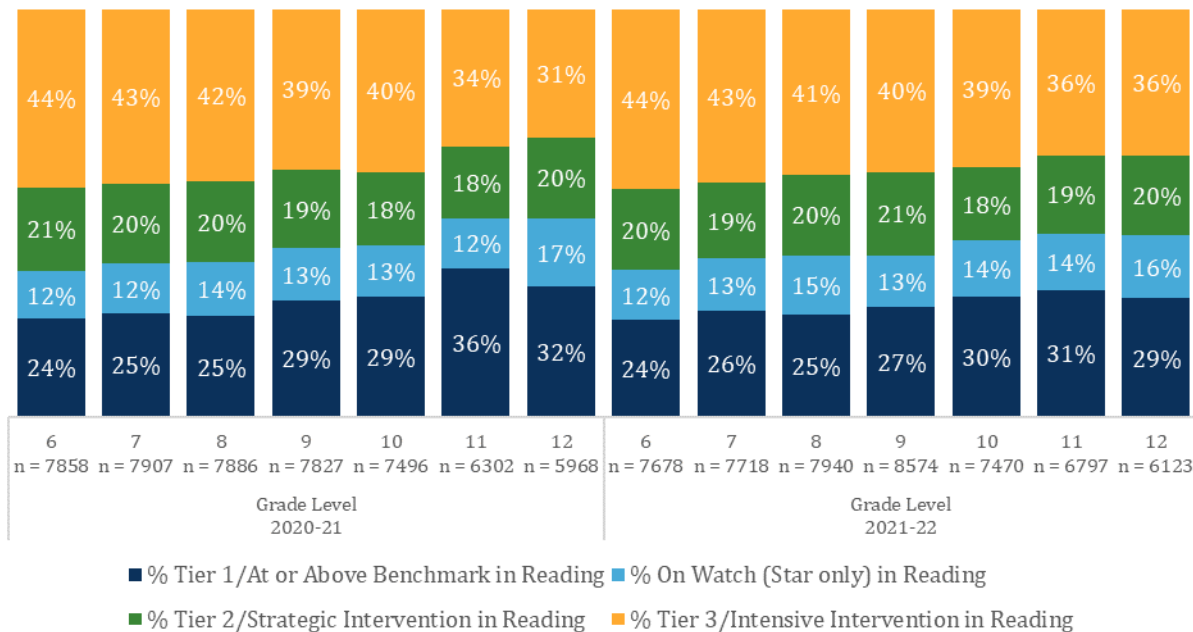the student has an IEP and is considered a special education student. See Appendix B, Table B7 for numbers of students in each performance group by student group. See Appendix C, Table C7 for average percentile rank scores by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of grade 6-12 students with an IEP who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments did not change from fall 2020 to fall 2021 (Figure 16).

Figure 16. Percentage of students in grades 6-12 in each fall 2020 and fall 2021 within-year reading assessments performance group within special education student group

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. The *Has IEP* category indicates the student has an IEP and is considered a special education stude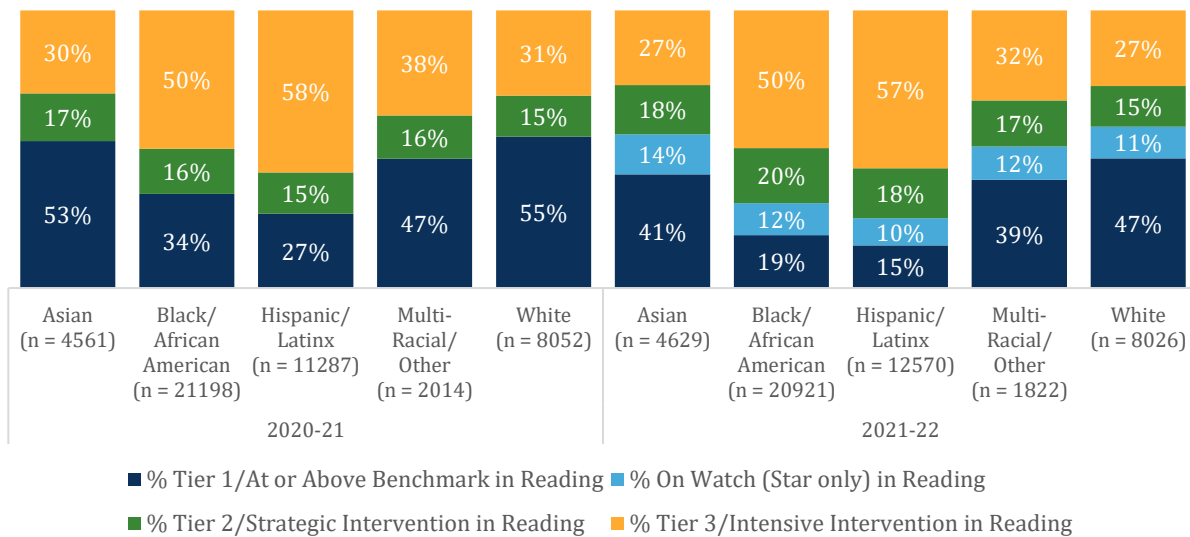nt. See Appendix B, Table B8 for numbers of students in each performance group by student group. See Appendix C, Table C8 for average percentile rank scores by student group.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of K-5 economically disadvantaged students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments decreased 14 percentage points from fall 2020 to fall 2021 (Figure 17). In comparison, the percentage of K-5 non-economically disadvantaged students who scored at Tier 1/At or Above Benchmark on the within-year reading assessments decreased eight percentage points from fall 2020 to fall 2021.

Overall, there was a larger decline in the percentage of K-5 students who score in the Tier 1/At or Above Benchmark performance group on the aimswebPlus/Star reading assessments for economically disadvantaged students the within-year reading assessments as compared to non-economically disadvantaged students.

Figure 17. Percentage of students in grades K-5 in each fall 2020 and fall 2021 within-year reading assessments performance group by economically disadvantaged status
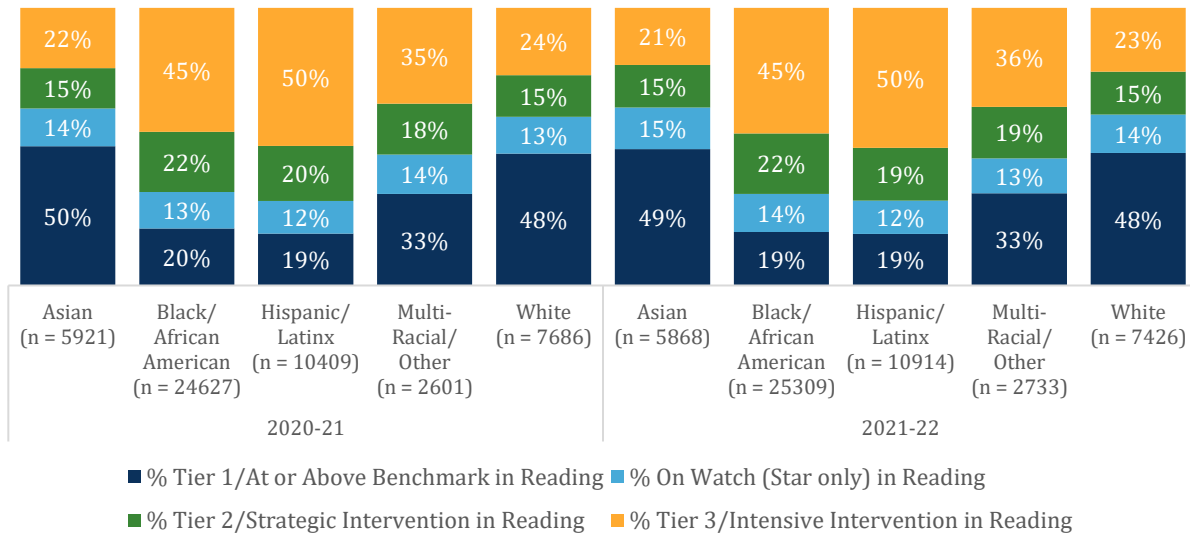

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B9 for numbers of students in each performance group by student group. See Appendix C, Table C9 for average percentile rank scores by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of grade 6-12 economically disadvantaged students who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments did not change between fall 2020 to fall 2021 (Figure 18). Similarly, the percentage of grades 6-12 non-economically disadvantaged students who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments decreased one percentage point.

Figure 18. Percentage of students in grades 6-12 in each fall 2020 and fall 2021 within-year reading assessments performance group by economically disadvantaged status
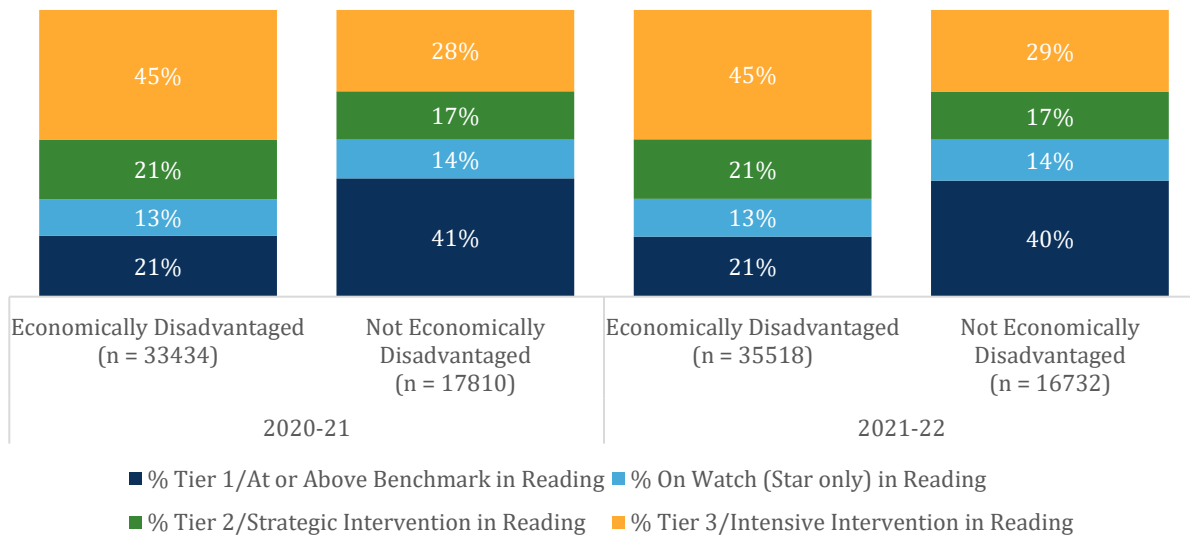
Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B10 for numbers of students in each performance group by student group. See Appendix C, Table C10 for average percentile rank scores by student group. **Source**: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of K-5 current English learners (ELs) who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments decreased 11 percentage points from fall 2020 to fall 2021 (Figure 19). Additionally, the percentage of K-5 former ELs who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments decreased 14 percentage points from fall 2020 to fall 2021.

Overall, current ELs, former ELs, and never ELs (not screened) saw a larger decline in the percentage of K-5 students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments from fall 2020 to fall 2021 than never ELs (screened).

Figure 19. Percentage of students in grades K-5 in each fall 2020 and fall 2021 within-year reading assessments performance group within English Learner (EL) status student group
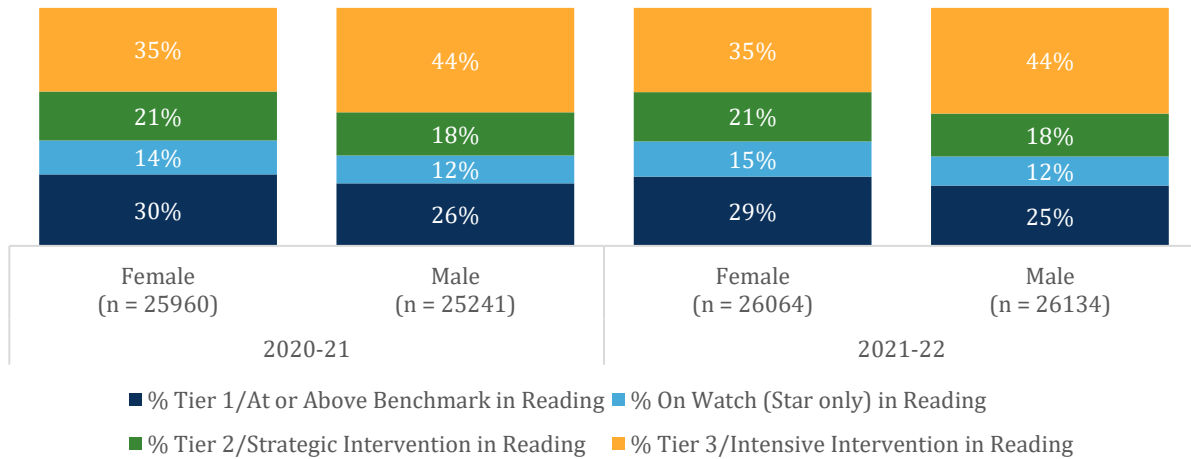

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. *Never EL - Screened* indicates that a student spoke another language in addition to English when they were registered in the District, and after an initial screening, the student was determined to have high enough proficiency in English that they were not an English Learner. See Appendix B, Table B11 for numbers of students in each performance group by student group. See Appendix C, Table C11 for average percentile rank scores by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of grade 6-12 current ELs who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments increased by one percentage point from fall 2020 to fall 2021 (Figure 20).

Overall, there was barely any movement in the percentage of grades 6-12 students who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments from fall 2020 to fall 2021 by EL status.

Figure 20. Percentage of students in grades 6-12 in each fall 2020 and fall 2021 within-year reading assessments performance group by English Learner (EL) status
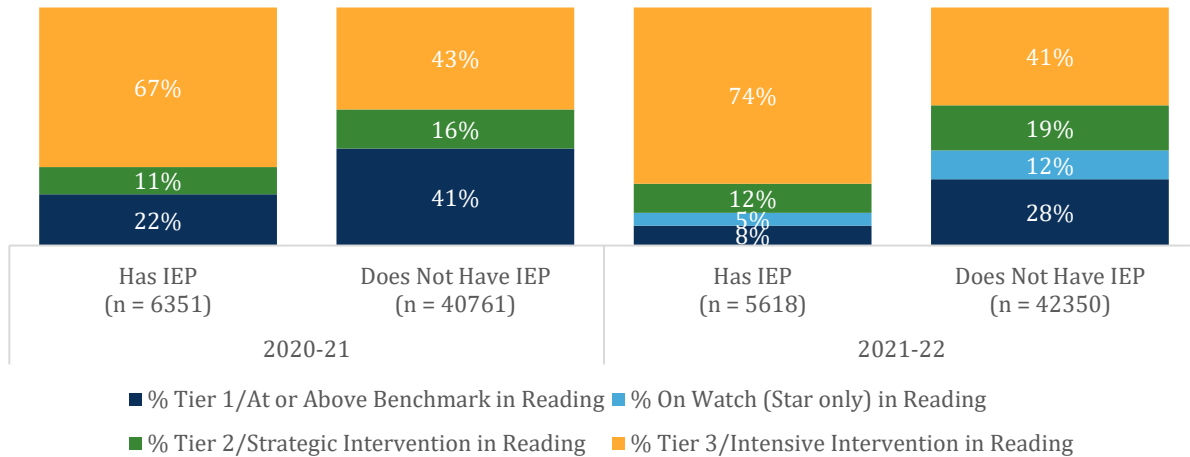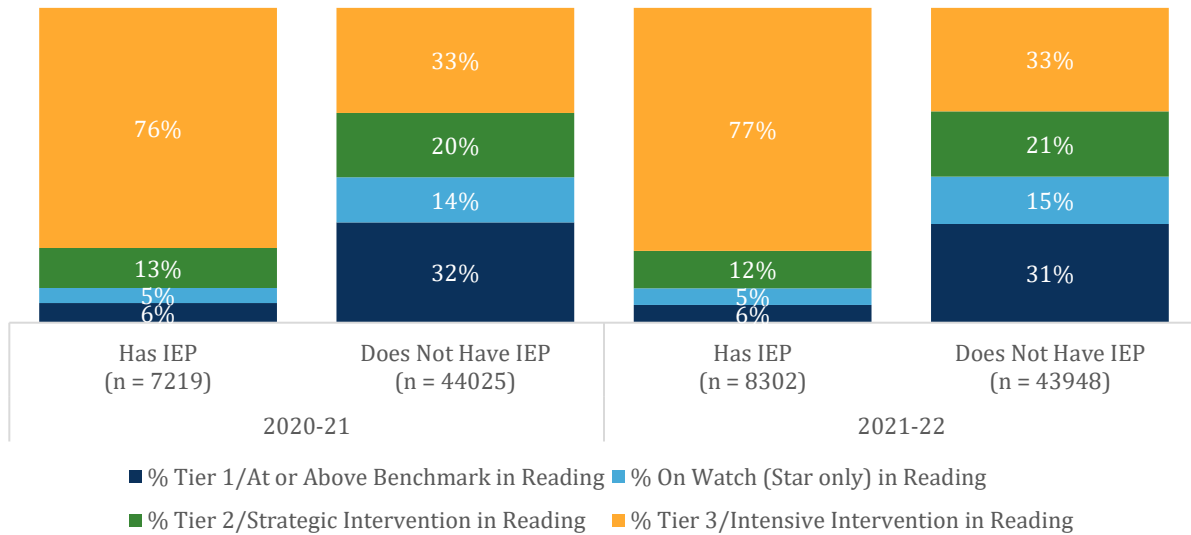

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. *Never EL - Screened* indicates that a student spoke another language in addition to English when they were registered in the District, and after an initial screening, the student was determined to have high enough proficiency in English that they were not an English Learner. See Appendix B, Table B12 for numbers of students in each performance group by student group. See Appendix C, Table C12 for average percentile rank scores by student group.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of K-5 students in Learning Networks 7-12 and the Acceleration Network who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments decreased between 13 to 16 percentage points from fall 2020 to fall 2021 (Figure 21).

Overall, Learning Networks 7-12 and the Acceleration Network saw a larger decrease in the percentage of K-5 students who scored in the Tier 1/At or Above Benchmark performance group on the within-year reading assessments from fall 2020 to fall 2021 in comparison to Learning Networks 2, 3, 5, and 6.

Figure 21. Percentage of students in grades K-5 in each fall 2020 and fall 2021 within-year reading assessments performance group within 2021-22 Learning Network

	2020-21	Tier 1	On Watch	Tier 2	Tier 3
2020-21	Acceleration Network (n = 3111)	28%		15%	57%
	Learning Network 2 (n = 2454)	45%		15%	40%
	Learning Network 3 (n = 4018)	50%		14%	36%
	Learning Network 5 (n = 5030)	28%		15%	57%
	Learning Network 6 (n = 3549)	46%		17%	38%
	Learning Network 7 (n = 5101)	30%		17%	53%
	Learning Network 8 (n = 8006)	46%		17%	37%
	Learning Network 9 (n = 6065)	37%		16%	46%
	Learning Network 10 (n = 3295)	44%		16%	40%
	Learning Network 11 (n = 4030)	25%		15%	60%
	Learning Network 12 (n = 2261)	35%		15%	49%
2021-22	Acceleration Network (n = 3177)	13%	10%	19%	57%
	Learning Network 2 (n = 2572)	34%	12%	17%	37%
	Learning Network 3 (n = 4026)	40%	10%	15%	35%
	Learning Network 5 (n = 4742)	17%	11%	18%	54%
	Learning Network 6 (n = 3423)	35%	12%	18%	35%
	Learning Network 7 (n = 4718)	16%	11%	20%	53%
	Learning Network 8 (n = 8204)	32%	13%	19%	35%
	Learning Network 9 (n = 6291)	21%	12%	19%	48%
	Learning Network 10 (n = 3555)	31%	12%	17%	39%
	Learning Network 11 (n = 4337)	11%	10%	18%	62%
	Learning Network 12 (n = 2230)	22%	12%	18%	49%

■ % Tier 1/At or Above Benchmark in Reading ■ % On Watch (Star only) in Reading
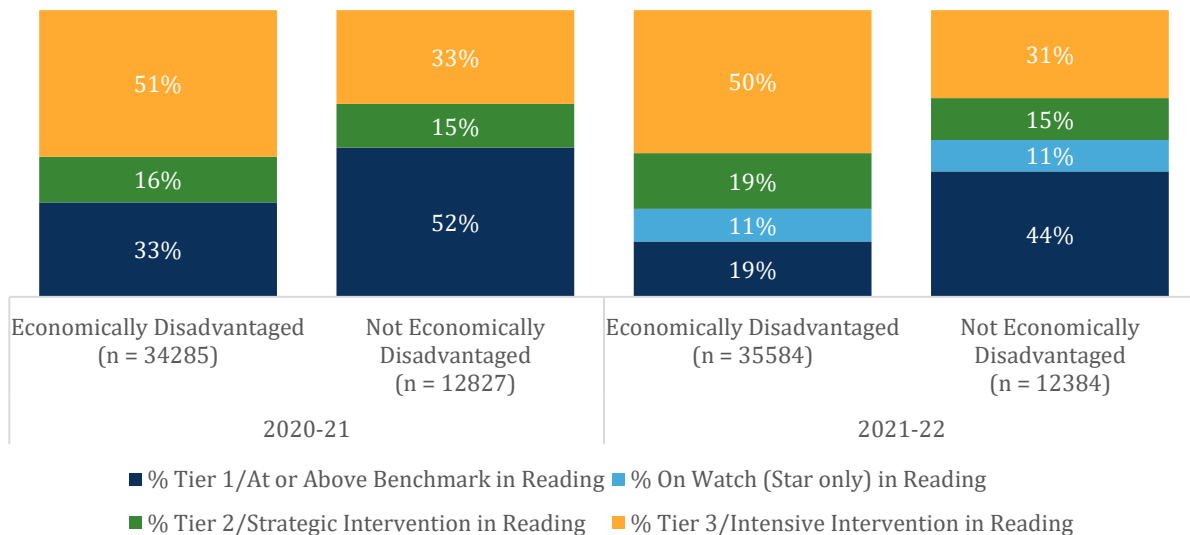■ % Tier 2/Strategic Intervention in Reading ■ % Tier 3/Intensive Intervention in Reading

Note: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B13 for numbers of students in each performance group by student group. See Appendix C, Table C13 for average percentile rank scores by student group. Students in grades K-5 took aimswebPlus in fall 2020-21, and Star in 2021-22. Although these tests cover similar content, they are not identical in terms of administration time or domains assessed, and similarities between the assessments should be interpreted with caution.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

The percentage of grade 6-12 students in Learning Networks 1, 2, 10, 12, and Innovation who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments decreased by one to four percentage points from fall 2020 to fall 2021 (Figure 22). In comparison, the percentage of grade 6-12 students in Learning Networks 6, 7, 8, 11 and Acceleration who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments increased by one to two percentage points from fall 2020 to fall 2021. The percentage of grade 6-12 students in Learning Networks 3, 4, 5, 9, and 13 who scored in the Tier 1/At or Above Benchmark performance group on the Star reading assessments did not change between fall 2020 to fall 2021.

Figure 22. Percentage of students in grades 6-12 in each fall 2020 and fall 2021 within-year reading performance group by 2021-22 Learning Network

2020-21

Network	Tier 1	On Watch	Tier 2	Tier 3
Acceleration Network (n = 1566)	7%	9%	20%	64%
Innovation Network (n = 3585)	26%	14%	21%	39%
Learning Network 1 (n = 13997)	54%	15%	15%	16%
Learning Network 2 (n = 1322)	24%	13%	22%	41%
Learning Network 3 (n = 1730)	33%	11%	17%	39%
Learning Network 4 (n = 6142)	12%	12%	21%	55%
Learning Network 5 (n = 1669)	13%	10%	20%	58%
Learning Network 6 (n = 1775)	28%	17%	23%	32%
Learning Network 7 (n = 1718)	15%	10%	22%	54%
Learning Network 8 (n = 4842)	28%	14%	20%	38%
Learning Network 9 (n = 2590)	23%	14%	21%	43%
Learning Network 10 (n = 1614)	23%	15%	20%	43%
Learning Network 11 (n = 817)	7%	8%	22%	63%
Learning Network 12 (n = 2323)	16%	13%	22%	49%
Learning Network 13 (n = 5554)	10%	10%	21%	59%

2021-22

Network	Tier 1	On Watch	Tier 2	Tier 3
Acceleration Network (n = 1731)	8%	9%	16%	66%
Innovation Network (n = 4110)	25%	15%	20%	41%
Learning Network 1 (n = 14435)	50%	17%	16%	17%
Learning Network 2 (n = 1268)	23%	13%	21%	42%
Learning Network 3 (n = 1674)	33%	11%	18%	38%
Learning Network 4 (n = 6575)	12%	11%	22%	55%
Learning Network 5 (n = 1670)	13%	11%	20%	56%
Learning Network 6 (n = 1600)	29%	16%	23%	32%
Learning Network 7 (n = 1560)	16%	12%	21%	51%
Learning Network 8 (n = 4460)	30%	15%	20%	34%
Learning Network 9 (n = 3037)	23%	15%	20%	43%
Learning Network 10 (n = 1703)	20%	13%	19%	48%
Learning Network 11 (n = 841)	8%	9%	21%	62%
Learning Network 12 (n = 1841)	15%	13%	23%	49%
Learning Network 13 (n = 5745)	10%	10%	20%	60%

■ % Tier 1/At or Above Benchmark in Reading   ■ % On Watch (Star only) in Reading
■ % Tier 2/Strategic Intervention in Reading   ■ % Tier 3/Intensive Intervention in Reading
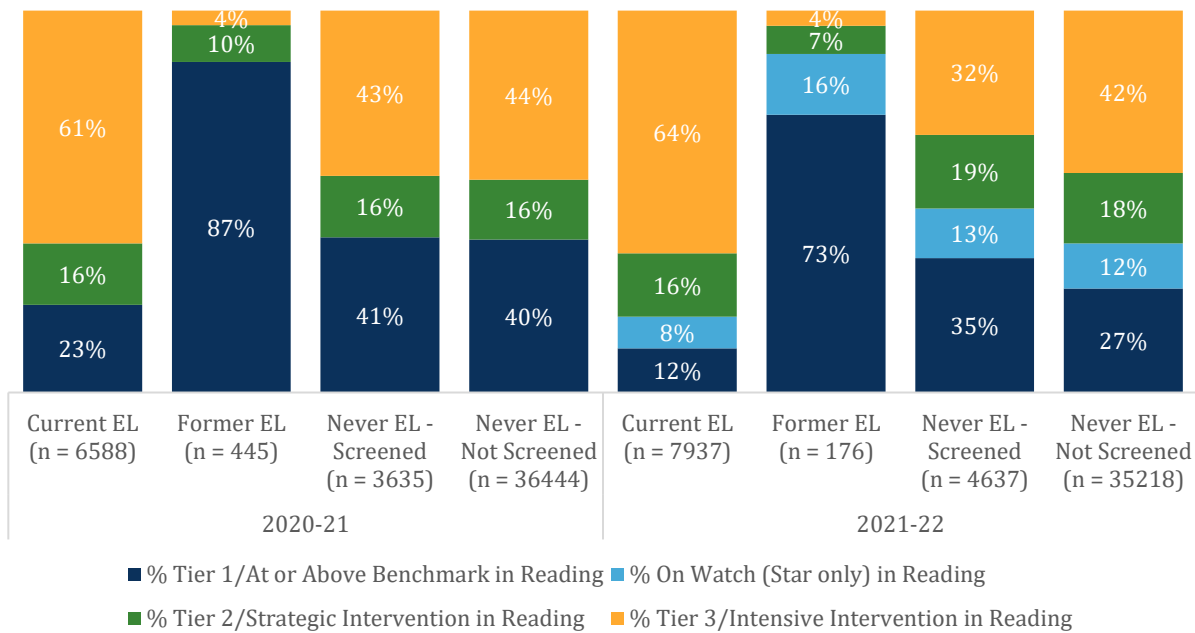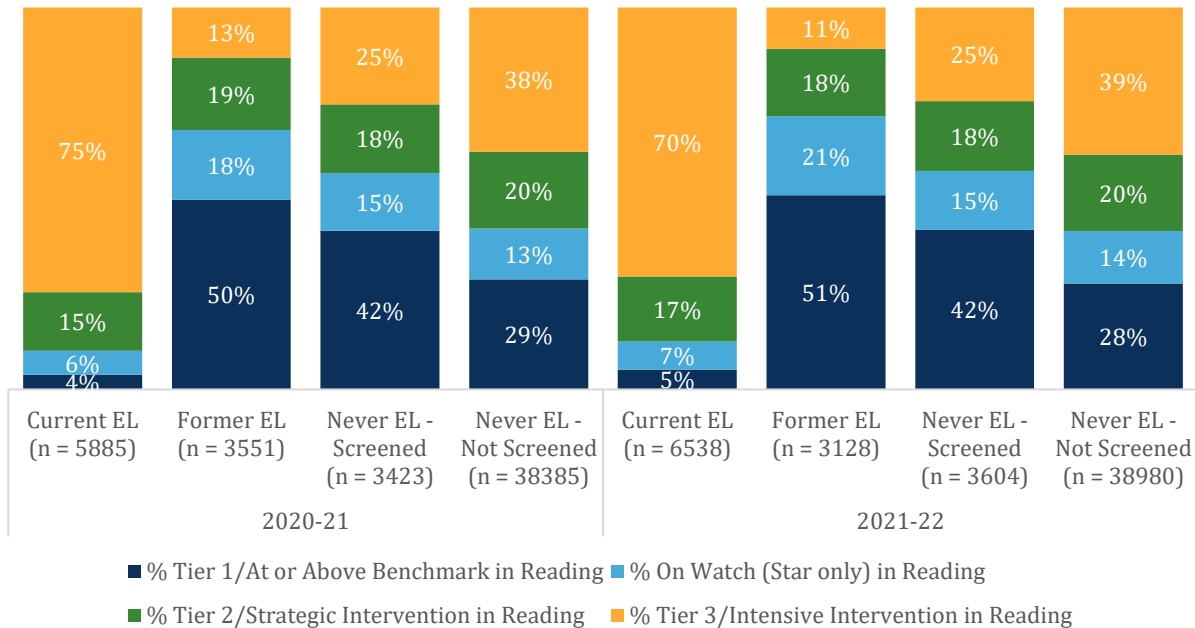
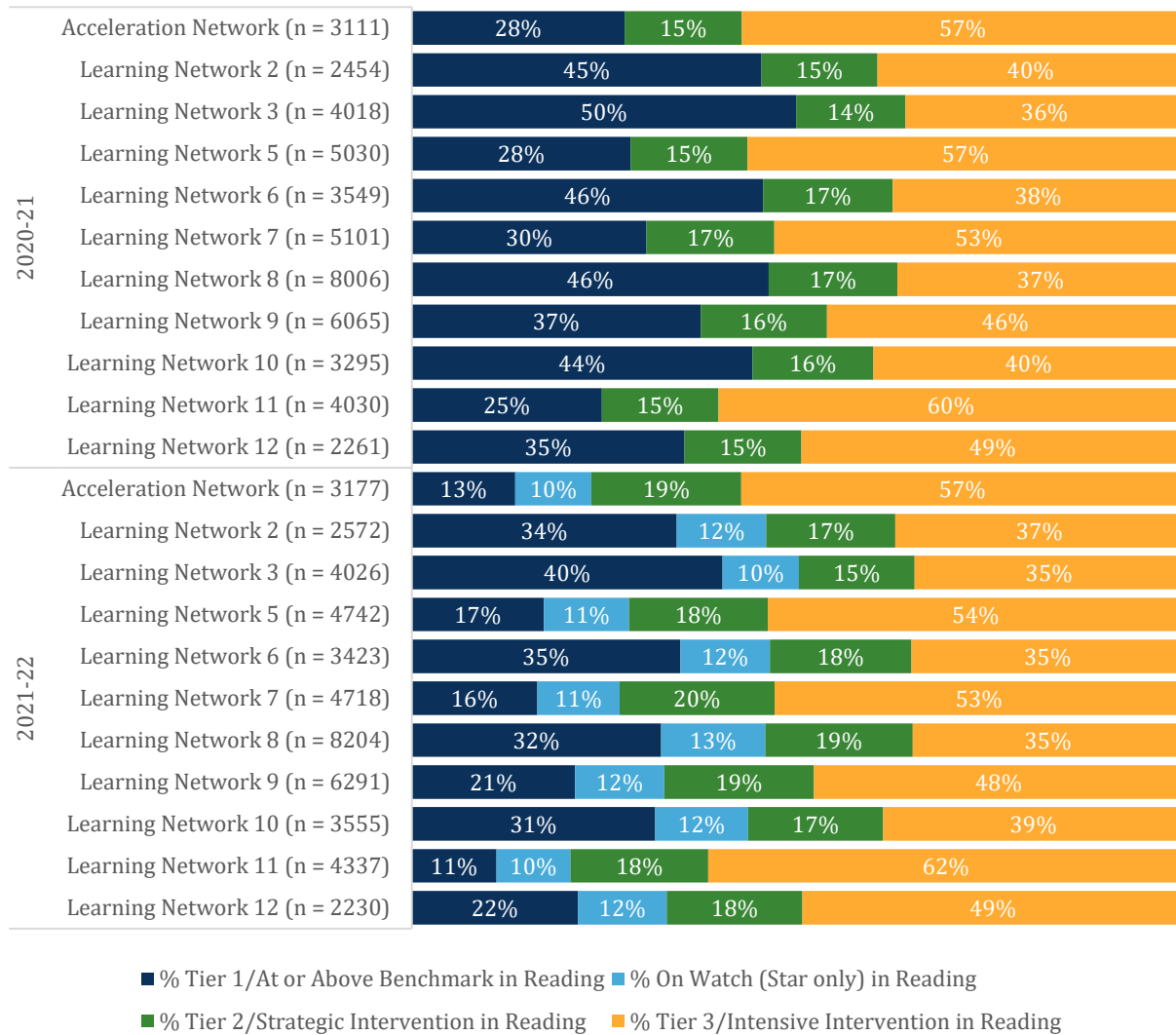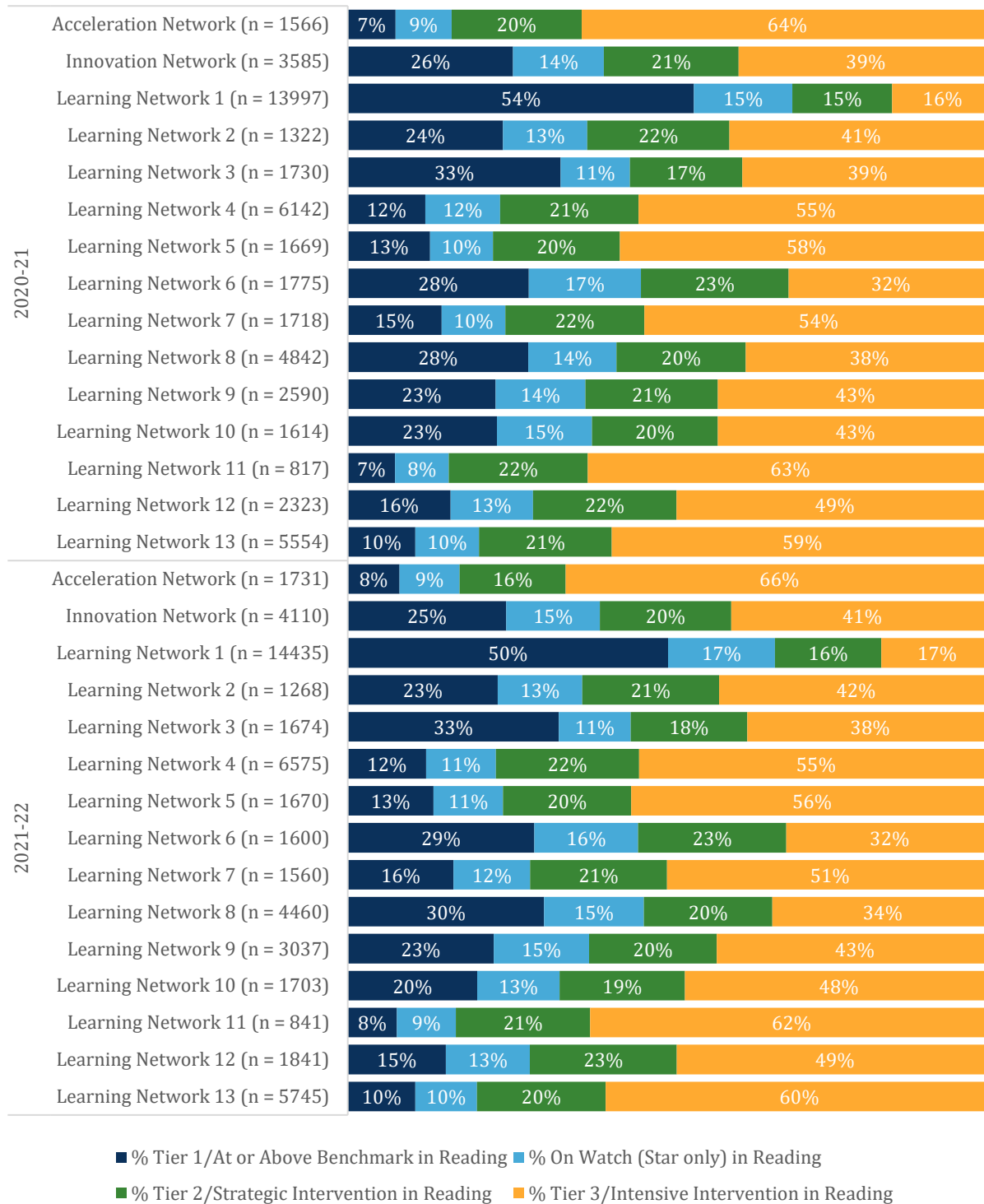**Note**: In 2020-21, only students in grades 6-12 could be categorized On Watch. In 2021-22, all students K-12 could be categorized On Watch. See Appendix B, Table B14 for numbers of students in each performance group by student group. See Appendix C, Table C14 for average percentile rank scores by student group.
Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

Conclusions

Compared to fall 2020, fall 2021 looked different for students in SDP. Primarily, in fall 2021 students were attending school in person, as opposed to the prior fall when school was entirely online. A second difference that impacted students in grades K-5 was that they took Star assessments instead of aimswebPlus during the 2021-22 school year. For this report, this change is important because while the previous district-wide within-year assessment (aimswebPlus) placed students in three levels or Tiers based on their performance, the new assessment (Star) places students in four levels or performance groups. The increases seen in this report in students in the *On Watch* level or performance group are in part due to this change. Additionally, different metrics are used to define performance groups in aimswebPlus (raw score) and Star (percentile rank), which can result in fewer students scoring At/Above Benchmark if they take Star.

National Trends

Nationally, students in grades 3-8 saw a decline in performance between fall 2019 and fall 2021 of about three to seven percentage points in literacy performance.[15] National declines were higher for Black/African American and Hispanic/Latinx students (three to 10 percentage points) than for Asian and White students (zero to five percentage points), and for students attending schools with higher rates of economically disadvantaged students (four to 11 percentage points) compared to schools with lower rates of economically disadvantaged students (two to four percentage points). Although the current report focuses on performance groups rather than percentile ranks, in Appendix C we explored the change in percentile ranks from fall 2020 to fall 2021. Students in SDP did not follow the national trends.

Students in grades 3-5 in SDP declined between 10 to 18 percentile ranks from fall 2020 to fall 2021 (Table C1), and grades 6-8 students had the same average percentile rank between fall 2020 and fall 2021. Additionally, our grade K-5 Black/African American and Hispanic/Latinx students declined by 11 to 12 percentile ranks, similar to the declines of our Asian and White K-5 students, whereas our grade 6-12 Black/African American and Hispanic/Latinx students had the same average percentile rank between fall 2020 and fall 2021 (Table C3).

Overall, our grade 6-8 students did not see a decline, when nationally, grade 6-8 students did experience declines, and our grade 3-5 students experienced declines ranging from 10 to 18 percentage points, when nationally, grade 3-5 students declined by just three to seven percentage points. When examining SDP's grade 3-5 performance in the context of national trends, we can hypothesize that the transition from aimswebPlus to Star could account for much of the decline in scores for our students in grades 3-5, especially when considering that SDP students in grades 6-8 took the Star assessment both years and did not experience any decline.

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[15] For more information see: Lewis, K., & Kuhfeld, M. (2021). Learning during COVID-19: An update on student achievement and growth at the start of the 2021–22 school year. NWEA Center for School and Student Progress. https://www.nwea.org/content/uploads/2021/12/Learning-during-COVID19-An-update-on-student-achievement-and-growth-at-the-start-of-the-2021-2022-school-year-Research-Brief.pdf

Key Findings:

- Participation in the within-year reading assessments increased by five percentage points from fall 2020 to fall 2021.
- Across all student groups, the percentage of K-5 students who scored in the *At or Above Benchmark* performance group declined from fall 2020 to fall 2021.
- In comparison, across all student groups, the percentage of grades 6-12 students who scored in the *At or Above Benchmark* performance group stayed consistent between fall 2020 and fall 2021.

Appendix A

Table A1. Participation in the fall 2020 and fall 2021 within-year reading assessments by grade level

Grade Level	2020-21			2021-22		
	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
K	7,374	6,769	91.8%	8,446	7,505	88.9%
1	9,499	8,836	93.0%	8,473	7,885	93.1%
2	9,346	7,922	84.8%	8,885	8,293	93.3%
3	9,482	8,140	85.8%	8,875	7,851	88.5%
4	9,160	7,778	84.9%	8,964	8,323	92.8%
5	9,064	7,668	84.6%	8,802	8,203	93.2%
6	9,136	7,858	86.0%	8,358	7,678	91.9%
7	9,253	7,907	85.5%	8,381	7,718	92.1%
8	9,295	7,886	84.8%	8,629	7,940	92.0%
9	9,814	7,827	79.8%	10,325	8,574	83.0%
10	9,557	7,496	78.4%	9,046	7,470	82.6%
11	8,223	6,302	76.6%	8,324	6,797	81.7%
12	7,978	5,968	74.8%	7,917	6,123	77.3%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table A2. Participation in the fall 2020 and fall 2021 within-year reading assessments by race/ethnicity student group

Race/ Ethnicity	2020-21			2021-22		
	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
Asian	11,315	10,480	92.6%	11,104	10,501	94.6%
Black/African American	56,531	45,817	81.0%	53,348	46,278	86.7%
Hispanic/ Latinx	26,421	21,694	82.1%	27,010	23,530	87.1%
Multi-Racial/ Other	5,541	4,629	83.5%	5,295	4,578	86.5%
White	17,373	15,737	90.6%	16,668	15,473	92.8%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table A3. Participation in the fall 2020 and fall 2021 within-year reading assessments by gender student group

Gender	2020-21			2021-22		
	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
Female	56,840	49,137	86.4%	55,112	49,615	90.0%
Male	60,341	49,220	81.6%	58,312	50,744	87.0%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021
Note: *Non-Binary* is a category that was added to the student information system on December 13, 2021, and at that time students were able to select a non-binary gender option; due to the small sample size, the *Non-Binary* category is not included in the table. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table A4. Participation in the fall 2020 and fall 2021 within-year reading assessments by special education status

Special Education Status	2020-21			2021-22		
	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
Has IEP	19,985	13,570	67.9%	18,622	13,783	74.0%
Does Not Have IEP	97,196	84,787	87.2%	94,803	86,577	91.3%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table A5. Participation in the fall 2020 and fall 2021 within-year reading assessments by economic disadvantage status

Economic Disadvantage Status	2020-21			2021-22		
	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
Economically Disadvantaged	81,475	67,720	83.1%	80,452	71,203	88.5%
Not Economically Disadvantaged	35,706	30,637	85.8%	32,974	29,157	88.4%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table A6. Participation in the fall 2020 and fall 2021 within-year reading assessments by English Learner (EL) status student group

EL Status	2020-21			2021-22		
	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
Current EL	15,237	12,473	81.9%	16,405	14,505	88.4%
Former EL	4,389	3,996	91.0%	3,483	3,260	93.6%
Never EL - Screened	7,780	7,058	90.7%	8,883	8,223	92.6%
Never EL - Not Screened	89,775	74,830	83.4%	84,655	74,372	87.9%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed December 21, 2021

Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table A7. Participation in the fall 2020 and fall 2021 within-year reading assessments by 2021-22 Learning Network

2021-22 Learning Network	2020-21			2021-22		
	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window	Number of K-12 students eligible to be tested	Number of K-12 students who took the within-year reading assessment in fall window	Percentage of K-12 students who took the within-year reading assessment in fall window
Acceleration	5,994	4,677	78.0%	5,514	4,908	89.0%
Innovation	5,250	3,586	68.3%	6,264	4,667	74.5%
Network 1	16,598	14,189	85.5%	16,158	14,659	90.7%
Network 2	4,745	3,776	79.6%	4,260	3,840	90.1%
Network 3	6,295	5,748	91.3%	6,054	5,700	94.2%
Network 4	8,648	6,142	71.0%	8,869	6,575	74.1%
Network 5	7,779	6,699	86.1%	6,960	6,412	92.1%
Network 6	5,899	5,324	90.3%	5,379	5,023	93.4%
Network 7	7,380	6,819	92.4%	6,720	6,278	93.4%
Network 8	13,727	12,848	93.6%	13,408	12,664	94.5%
Network 9	9,754	8,655	88.7%	10,000	9,328	93.3%
Network 10	5,936	4,909	82.7%	5,787	5,258	90.9%
Network 11	6,173	4,847	78.5%	5,734	5,178	90.3%
Network 12	5,572	4,584	82.3%	4,640	4,071	87.7%
Network 13	7,431	5,554	74.7%	7,517	5,745	76.4%

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 9, 2022
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Appendix B

Table B1. Number of grades K-5 students in each fall 2020 and fall 2021 within-year reading assessments performance group by grade level

School Year	Grade Level	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	K	6,769	1118	N/A	1457	4,194
	1	8,836	2171	N/A	727	5,938
	2	7,921	4167	N/A	1317	2,437
	3	8,140	3588	N/A	1352	3,200
	4	7,778	3285	N/A	1301	3,192
	5	7,668	3636	N/A	1262	2,770
2021-22	K	7,432	2083	881	1506	2,950
	1	7,884	2078	903	1512	3,391
	2	8,293	1760	629	1342	4,562
	3	7,851	2115	990	1266	3,480
	4	8,323	2182	971	1443	3,727
	5	8,203	2064	1056	1645	3,438

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Note: N/A indicates that students in that year did not have the opportunity to score in the *On Watch* group. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table B2. Number of grades 6-8 students in each fall 2020 and fall 2021 within-year reading assessments performance group by grade level

School Year	Grade Level	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	6	7,858	1892	906	1630	3,430
	7	7,907	2009	967	1556	3,375
	8	7,886	1938	1061	1544	3,343
	9	7,827	2232	999	1516	3,080
	10	7,496	2204	940	1361	2,991
	11	6,302	2292	784	1107	2,119
	12	5,968	1903	1003	1187	1,875
2021-22	6	7,678	1828	935	1529	3,386
	7	7,718	2017	972	1446	3,283
	8	7,940	1998	1148	1562	3,232
	9	8,574	2303	1089	1765	3,417
	10	7,470	2200	1022	1346	2,902
	11	6,797	2114	944	1293	2,446
	12	6,123	1775	951	1201	2,196

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table B3. Number of grades K-5 students in each fall 2020 and fall 2021 within-year reading assessments performance group by race/ethnicity student group

School Year	Race/ Ethnicity	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Asian	4,561	2,416	N/A	784	1,361
	Black/African American	21,198	7,197	N/A	3,448	10,553
	Hispanic/ Latinx	11,287	3,019	N/A	1,684	6,584
	Multi-Racial/ Other	2,014	939	N/A	313	762
	White	8,052	4,394	N/A	1,187	2,471
2021-22	Asian	4,629	1,898	666	821	1,244
	Black/African American	20,921	3,988	2,408	4,155	10,370
	Hispanic/ Latinx	12,581	1,937	1,218	2,262	7,153
	Multi-Racial/ Other	1,823	710	218	304	590
	White	8,026	3,748	920	1,168	2,190

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Note: N/A indicates that students in that year did not have the opportunity to score in the *On Watch* group. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table B4. Number of grades 6-12 students in each fall 2020 and fall 2021 Star reading assessments performance group by race/ethnicity student group

School Year	Race/ Ethnicity	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Asian	5,921	2,968	805	865	1,283
	Black/African American	24,627	5,045	3,241	5,348	10,993
	Hispanic/ Latinx	10,409	1,948	1,222	2,061	5,178
	Multi-Racial/ Other	2,601	857	371	475	898
	White	7,686	3,652	1,021	1,152	1,861
2021-22	Asian	5,868	2,881	883	896	1,208
	Black/African American	25,309	4,867	3,492	5,499	11,451
	Hispanic/ Latinx	10,914	2,033	1,308	2,076	5,497
	Multi-Racial/ Other	2,733	908	344	507	974
	White	7,426	3,544	1,027	1,151	1,704

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table B5. Number of grades K-5 students in each fall 2020 and fall 2021 within-year reading assessments performance group by gender student group

School Year	Gender	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Female	23,125	8,988	N/A	3,752	10,385
	Male	23,979	8,968	N/A	3,664	11,346
2021-22	Female	23,464	6,418	2,787	4,399	9,825
	Male	24,581	5,855	2,643	4,310	11,722

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Note: N/A indicates that students in that year did not have the opportunity to score in the *On Watch* group. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table B6. Number of grades 6-12 students in each fall 2020 and fall 2021 within-year reading assessments performance group by gender student group

School Year	Gender	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Female	25,960	7,799	3,699	5,346	9,116
	Male	25,241	6,635	2,960	4,554	11,092
2021-22	Female	26,064	7,585	3,853	5,399	9,227
	Male	26,134	6,614	3,192	4,723	11,605

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table B7. Number of grades K-5 students in each fall 2020 and fall 2021 within-year reading assessments performance group by special education status

School Year	Special Education Status	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Has IEP	6,351	1,371	N/A	720	4,260
	Does Not Have IEP	40,762	16,594	N/A	6,696	17,471
2021-22	Has IEP	5,624	473	298	691	4,156
	Does Not Have IEP	42,430	11,808	5,132	8,019	17,391

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Note: N/A indicates that students in that year did not have the opportunity to score in the *On Watch* group. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table B8. Number of grades 6-12 students in each fall 2020 and fall 2021 Star reading assessments performance group by special education status

School Year	Special Education Status	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Has IEP	7,219	448	350	918	5,503
	Does Not Have IEP	44,025	14,022	6,310	8,983	14,710
2021-22	Has IEP	8,302	464	443	989	6,406
	Does Not Have IEP	43,948	13,769	6,611	9,140	14,428

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table B9. Number of grades K-5 students in each fall 2020 and fall 2021 within-year reading assessments performance group by economic disadvantage status

School Year	Economic Disadvantage Status	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Economically Disadvantaged	34,286	11,292	N/A	5,457	17,536
	Not Economically Disadvantaged	12,827	6,673	N/A	1,959	4,195
2021-22	Economically Disadvantaged	35,651	6,867	4,065	6,907	17,745
	Not Economically Disadvantaged	12,403	5,414	1,365	1,803	3,802

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Note: N/A indicates that students in that year did not have the opportunity to score in the *On Watch* group. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table B10. Number of grades 6-12 students in each fall 2020 and fall 2021 Star reading assessments performance group by economic disadvantage status

School Year	Economic Disadvantage Status	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Economically Disadvantaged	33,434	7,120	4,249	6,907	15,158
	Not Economically Disadvantaged	17,810	7,350	2,411	2,994	5,055
2021-22	Economically Disadvantaged	35,518	7,458	4,672	7,345	16,043
	Not Economically Disadvantaged	16,732	6,775	2,382	2,784	4,791

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table B11. Number of grades K-5 students in each fall 2020 and fall 2021 within-year reading assessments performance group by English Learner (EL) status

School Year	EL Level	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Current EL	6,588	1,515	N/A	1,055	4,018
	Former EL	445	385	N/A	43	17
	Never EL - Screened	3,635	1,477	N/A	586	1,572
	Never EL - Not Screened	36,445	14,588	N/A	5,732	16,124
2021-22	Current EL	7,948	919	660	1,311	5,047
	Former EL	176	128	28	13	7
	Never EL - Screened	4,644	1,632	603	894	1,508
	Never EL - Not Screened	35,286	9,602	4,139	6,492	14,985

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Note: N/A indicates that students in that year did not have the opportunity to score in the *On Watch* group. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table B12. Number of grades 6-12 students in each fall 2020 and fall 2021 Star reading assessments performance group by English Learner (EL) status

School Year	EL Level	# with reading assessment scores	# scored Tier 1/At or Above Benchmark	# scored On Watch (Star only)	# scored Tier 2/ Strategic Intervention	# scored Tier 3/ Intensive Intervention
2020-21	Current EL	5,885	226	368	904	4,387
	Former EL	3,551	1,764	649	671	467
	Never EL - Screened	3,423	1,421	518	617	867
	Never EL - Not Screened	38,385	11,059	5,125	7,709	14,492
2021-22	Current EL	6,538	337	483	1,115	4,603
	Former EL	3,128	1,591	646	553	338
	Never EL - Screened	3,604	1,507	554	658	885
	Never EL - Not Screened	38,980	10,798	5,371	7,803	15,008

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table B13. Number of grades K-5 students in each fall 2020 and fall 2021 within-year reading assessments performance group by 2021-22 Learning Network

School Year	2021-22 Learning Network	# with reading assessment scores	# scored in Tier 1/At or Above Benchmark	# scored in On Watch (Star only)	# scored in Tier 2/Strategic Intervention	# scored in Tier 3/Intensive Intervention
2020-21	Acceleration	3111	858	N/A	473	1780
	Network 2	2454	1112	N/A	369	973
	Network 3	4018	2001	N/A	570	1447
	Network 5	5030	1426	N/A	762	2842
	Network 6	3549	1615	N/A	596	1337
	Network 7	5101	1552	N/A	845	2704
	Network 8	8006	3701	N/A	1338	2967
	Network 9	6065	2271	N/A	991	2803
	Network 10	3295	1454	N/A	517	1324
	Network 11	4030	993	N/A	608	2429
	Network 12	2261	799	N/A	343	1119
2021-22	Acceleration	3177	425	313	616	1817
	Network 2	2572	878	297	428	955
	Network 3	4026	1621	398	604	1403
	Network 5	4742	809	523	850	2549
	Network 6	3423	1191	397	629	1206
	Network 7	4718	763	501	943	2488
	Network 8	8204	2650	1106	1568	2880
	Network 9	6291	1326	726	1215	3005
	Network 10	3555	1119	427	622	1381
	Network 11	4337	475	416	775	2670
	Network 12	2230	480	257	392	1101

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Note: N/A indicates that students in that year did not have the opportunity to score in the *On Watch* group. Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table B14. Number of grades 6-12 students in each fall 2020 and fall 2021 Star reading assessments performance group by 2021-22 Learning Network

School Year	2021-22 Learning Network	# with reading assessment scores	# scored in Tier 1/At or Above Benchmark	# scored in On Watch (Star only)	# scored in Tier 2/Strategic Intervention	# scored in Tier 3/Intensive Intervention
2020-21	Acceleration	1566	116	136	316	998
	Innovation	3585	919	504	750	1412
	Network 1	13997	7513	2133	2167	2184
	Network 2	1322	318	173	291	540
	Network 3	1730	571	186	301	672
	Network 4	6142	738	712	1319	3373
	Network 5	1669	213	163	328	965
	Network 6	1775	498	309	406	562
	Network 7	1718	250	170	370	928
	Network 8	4842	1355	662	971	1854
	Network 9	2590	594	360	532	1104
	Network 10	1614	373	238	315	688
	Network 11	817	60	68	176	513
	Network 12	2323	370	297	517	1139
	Network 13	5554	582	549	1142	3281
2021-22	Acceleration	1731	139	161	285	1146
	Innovation	4110	1010	596	837	1667
	Network 1	14435	7168	2393	2380	2494
	Network 2	1268	295	166	269	538
	Network 3	1674	548	186	303	637
	Network 4	6575	799	710	1461	3605
	Network 5	1670	222	180	332	936
	Network 6	1600	463	257	368	512
	Network 7	1560	256	185	331	788
	Network 8	4460	1358	689	889	1524
	Network 9	3037	687	449	601	1300
	Network 10	1703	342	217	331	813
	Network 11	841	64	77	175	525
	Network 12	1841	280	240	419	902
	Network 13	5745	602	548	1148	3447

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Appendix C

Table C1. Average percentile rank of grades K-5 students in fall 2020 and fall 2021 by grade level

Grade Level	Average Percentile Rank	
	2020-21	2021-22
K	26.0	27.8
1	21.5	26.1
2	45.3	21.0
3	36.0	25.8
4	39.3	24.9
5	43.2	24.9

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table C2. Average percentile rank of grades 6-12 students in fall 2020 and fall 2021 by grade level

Grade Level	Average Percentile Rank	
	2020-21	2021-22
6	24.1	23.6
7	24.4	24.8
8	24.2	24.5
9	26.1	25.0
10	26.2	27.0
11	30.5	27.9
12	29.5	28.0

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table C3. Average percentile rank of grades K-5 students in fall 2020 and fall 2021 by race/ethnicity student group

Race/Ethnicity	Average Percentile Rank	
	2020-21	2021-22
Asian	46.9	36.3
Black/African American	32.1	20.4
Hispanic/Latinx	26.3	17.0
Multi-Racial/Other	43.6	36.6
White	48.2	40.7

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table C4. Average percentile rank of grades 6-12 students in fall 2020 and fall 2021 by race/ethnicity student group

Race/Ethnicity	Average Percentile Rank	
	2020-21	2021-22
Asian	39.5	39.4
Black/African American	21.1	20.7
Hispanic/Latinx	19.6	19.1
Multi-Racial/Other	30.3	29.8
White	39.8	40.0

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table C5. Average percentile rank of grades K-5 students in fall 2020 and fall 2021 by gender

Gender	Average Percentile Rank	
	2020-21	2021-22
Female	36.1	26.4
Male	34.6	23.7

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table C6. Average percentile rank of grades 6-12 students in fall 2020 and fall 2021 by gender

Gender	Average Percentile Rank	
	2020-21	2021-22
Female	27.7	27.2
Male	24.6	24.1

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table C7. Average percentile rank of grades K-5 students in fall 2020 and fall 2021 by special education status

Special Education Status	Average Percentile Rank	
	2020-21	2021-22
Has IEP	21.6	10.7
Does Not Have IEP	37.5	26.9

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table C8. Average percentile rank of grades 6-12 students in fall 2020 and fall 2021 by special education status

Special Education Status	Average Percentile Rank	
	2020-21	2021-22
Has IEP	9.0	8.7
Does Not Have IEP	29.0	28.9

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table C9. Average percentile rank of grades K-5 students in fall 2020 and fall 2021 by economic disadvantage status

Economic Disadvantaged Status	Average Percentile Rank	
	2020-21	2021-22
Econ. Disadv.	31.3	20.4
Not Econ. Disadv.	45.9	38.0

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table C10. Average percentile rank of grades 6-12 students in fall 2020 and fall 2021 by economic disadvantage status

Economic Disadvantaged Status	Average Percentile Rank	
	2020-21	2021-22
Econ. Disadv.	21.5	21.5
Not Econ. Disadv.	34.9	34.4

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table C11. Average percentile rank of grades K-5 students in fall 2020 and fall 2021 by English Learner (EL) status

EL Level	Average Percentile Rank	
	2020-21	2021-22
Current EL	22.8	13.8
Former EL	71.7	56.5
Never EL - Screened	39.0	31.7
Never EL - Not Screened	37.0	26.6

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table C12. Average percentile rank of grades 6-12 students in fall 2020 and fall 2021 by English Learner (EL) status

EL Level	Average Percentile Rank	
	2020-21	2021-22
Current EL	8.4	9.3
Former EL	39.5	41.7
Never EL - Screened	35.1	35.2
Never EL - Not Screened	26.9	26.5

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021

Table C13. Average percentile rank of grades K-5 students in fall 2020 and fall 2021 by 2021-22 Learning Network

Learning Network	Average Percentile Rank	
	2020-21	2021-22
Acceleration	27.4	16.3
Network 2	41.5	32.0
Network 3	45.0	35.8
Network 5	27.8	18.7
Network 6	41.2	32.0
Network 7	29.2	18.3
Network 8	41.1	29.4
Network 9	34.2	21.5
Network 10	39.7	29.6
Network 11	25.0	14.0
Network 12	33.2	22.3

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021
Note: Within-year reading assessment in fall 2021 is Star for all K-12 students. In fall 2020 grades K-5 students took aimswebPlus and students in grades 6-12 took Star as the within-year reading assessment.

Table C14. Average percentile rank of grades 6-12 students in fall 2020 and fall 2021 by 2021-22 Learning Network

Learning Network	Average Percentile Rank	
	2020-21	2021-22
Acceleration	11.9	12.0
Innovation	24.8	24.6
Network 1	42.6	41.2
Network 2	24.2	23.5
Network 3	29.6	29.4
Network 4	15.7	15.5
Network 5	15.4	15.8
Network 6	27.6	27.8
Network 7	16.6	17.8
Network 8	26.0	27.4
Network 9	23.0	22.7
Network 10	23.5	20.8
Network 11	12.4	12.2
Network 12	18.5	18.2
Network 13	14.0	13.6

Source: Qlik Academic Screeners App – Participation Details, Data Accessed February 4, 2021