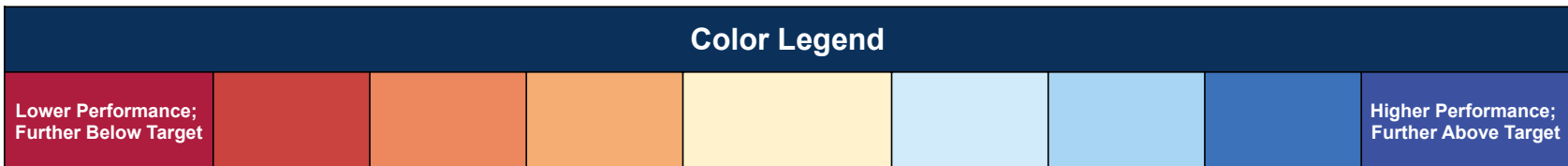**Reading - Board Goal 1:**
The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.

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

Leading Indicator 1.2 - Closing the Gap:
Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Contents

Color Legend

Lower Performance; Further Below Target							Higher Performance; Further Above Target

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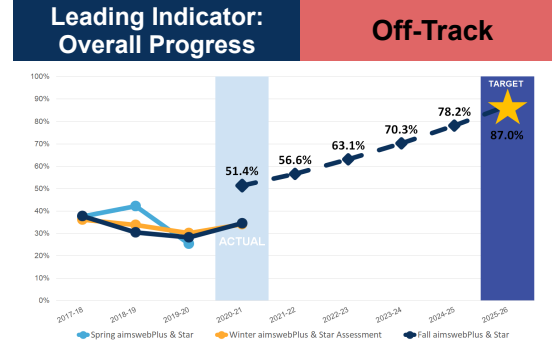
Leading Indicator: Overall Progress — **Off-Track**

Assessment Period	2017-18[1]	2018-19[1]	2019-20[2]	2020-21[3]	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
Fall	37.8%	30.4%	28.2%	34.6%	51.4%	-16.8	-22.0	87.0%
Winter	36.3%	33.7%	30.1%	34.1%	51.4%	-17.3	-22.5	87.0%
Spring	37.5%	42.1%	25.3%	Forthcoming	51.4%	-	-	87.0%

Leading Indicator: Winter Performance								
Student Group	2017-18[1]	2018-19[1]	2019-20[2]	2020-21[3]	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
Black / African American	32.0%	29.4%	24.8%	26.5%	51.4%	-24.9	-30.1	87.0%
Hispanic / Latino	27.7%	25.1%	21.2%	25.4%	51.4%	-26.0	-31.2	87.0%
White	53.1%	49.7%	45.8%	53.7%	51.4%	+2.3	-2.9	87.0%
American Indian / Alaskan Native	38.2%	27.7%	23.6%	34.5%	51.4%	-16.9	-22.1	87.0%
Asian	55.8%	53.2%	47.8%	55.3%	51.4%	+3.9	-1.3	87.0%
Native Hawaiian / Pacific Islander	48.6%	43.1%	46.2%	42.1%	51.4%	-9.3	-14.5	87.0%
Multi Racial / Other	40.0%	39.0%	34.9%	41.5%	51.4%	-9.9	-15.1	87.0%
English Learners	18.9%	18.8%	13.1%	17.2%	51.4%	-34.2	-39.4	87.0%
Special Education	9.3%	9.3%	7.5%	11.9%	51.4%	-39.5	-44.7	87.0%
Economically Disadvantaged	32.3%	29.9%	26.3%	28.8%	51.4%	-22.6	-27.8	87.0%

Leading Indicator: District-Wide % At/Above Grade Level Grades 3-8, aimswebPlus & Star Reading

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

[2] Starting in 2019-20, Star Reading was administered. For students in grades 6-8, only Star Reading was administered. In Spring 2019-20, aimswebPlus assessments were not administered to students in grades 3-5 due to COVID-19.

[3] In 2020-21, At/Above Grade Level is the percentage of students who received a composite score and scored at Tier 1 on aimswebPlus Reading, as well as students who are At/Above Benchmark on Star Reading. To receive a composite score, a student must have completed all required subtests. In 2017-18 through 2019-20, At/Above Grade Level is the percentage of students who took the assigned core subtests for each grade and scored at Tier 1 on aimsweb/aimswebPlus Reading. For 2019-20, At/Above Grade Level also includes students who were At/Above Benchmark on Star Reading.

Winter 2020 Off-Track Group (75 Schools)

Winter 2020 Off-Track Group: % At/Above Grade Level — Grades 3-8, aimswebPlus & Star Reading

	2018-19[1]	2019-20[2]	2020-21[3]	Distance to 2020-21 Target
Fall	20.8%	17.3%	20.8%	-30.6
Winter	22.9%	18.6%	19.9%	-31.5
Spring	31.1%	14.9%	Forthcoming	-

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

	# Students Eligible[4]	% Students Participating[5]	% Intensive Intervention[6]	% Strategic Intervention[6]	% On Watch (Star Only)[6]	% At/Above Grade Level[6]
Overall	24,616	82.1%	56.0%	18.1%	5.9%	19.9%
Black / African American	14,989	81.9%	57.2%	18.7%	5.4%	18.6%
Hispanic / Latino	6,565	82.1%	58.7%	17.8%	5.4%	18.2%
White	1,069	81.0%	48.6%	16.9%	9.5%	25.1%
American Indian / Alaskan Native	57	93.0%	50.9%	20.8%	9.4%	18.9%
Asian	821	92.9%	30.5%	14.7%	12.3%	42.5%
Native Hawaiian / Pacific Islander[7]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	1,099	77.2%	52.1%	16.7%	7.0%	24.2%
English Learners	2,758	81.7%	73.7%	14.3%	3.5%	8.5%
Non-English Learners	21,858	82.1%	53.8%	18.6%	6.2%	21.4%
Special Education[8]	5,287	61.9%	81.3%	9.5%	2.0%	7.3%
Non-Special Education	19,329	85.6%	50.4%	20.0%	6.8%	22.7%
Economically Disadvantaged	20,549	82.6%	57.1%	18.0%	5.6%	19.2%
Non-Economically Disadvantaged	4,067	79.6%	50.1%	18.6%	7.5%	23.8%

Winter 2020 Near-Track Group (75 Schools)

Winter 2020 Near-Track Group: % At/Above Grade Level — Grades 3-8, aimswebPlus & Star Reading

	2018-19[1]	2019-20[2]	2020-21[3]	Distance to 2020-21 Target
Fall	32.1%	31.5%	37.8%	-13.6
Winter	35.9%	33.4%	38.0%	-13.4
Spring	44.8%	31.1%	Forthcoming	-

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

	# Students Eligible[4]	% Students Participating[5]	% Intensive Intervention[6]	% Strategic Intervention[6]	% On Watch (Star Only)[6]	% At/Above Grade Level[6]
Overall	24,937	87.6%	37.5%	18.1%	6.4%	38.0%
Black / African American	10,780	86.2%	41.0%	19.2%	6.4%	33.4%
Hispanic / Latino	5,270	87.2%	46.1%	18.3%	5.1%	30.5%
White	4,524	88.9%	28.9%	16.4%	7.8%	46.9%
American Indian / Alaskan Native	62	91.9%	35.1%	10.5%	12.3%	42.1%
Asian	2,818	93.4%	26.1%	16.3%	6.1%	51.5%
Native Hawaiian / Pacific Islander	54	94.4%	25.5%	25.5%	9.8%	39.2%
Multi Racial/Other	1,429	82.9%	31.1%	19.2%	7.7%	42.1%
English Learners	3,903	88.2%	59.9%	17.9%	3.2%	18.9%
Non-English Learners	21,034	87.4%	33.3%	18.2%	7.0%	41.5%
Special Education[8]	4,405	70.3%	69.9%	12.7%	2.7%	14.6%
Non-Special Education	20,532	91.3%	32.1%	19.0%	7.0%	41.8%
Economically Disadvantaged	18,003	86.9%	40.3%	18.8%	5.9%	35.0%
Non-Economically Disadvantaged	6,934	89.3%	30.3%	16.4%	7.8%	45.5%

Winter 2020 On-Track Group (17 Schools)

Winter 2020 Off-Track Group: % At/Above Grade Level — Grades 3-8, aimswebPlus & Star Reading

	2018-19[1]	2019-20[2]	2020-21[3]	Distance to 2020-21 Target
Fall	54.9%	57.6%	71.0%	+19.6
Winter	59.3%	60.5%	70.9%	+19.5
Spring	66.3%	60.1%	Forthcoming	-

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

	# Students Eligible[4]	% Students Participating[5]	% Intensive Intervention[6]	% Strategic Intervention[6]	% On Watch (Star Only)[6]	% At/Above Grade Level[6]
Overall	5,682	95.7%	14.0%	10.9%	4.2%	70.9%
Black / African American	1,068	92.5%	19.4%	14.5%	5.6%	60.5%
Hispanic / Latino	429	93.7%	21.4%	12.7%	3.0%	62.9%
White	2,574	96.7%	12.0%	9.9%	3.6%	74.5%
American Indian / Alaskan Native[7]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	1,171	97.4%	12.5%	10.3%	4.6%	72.6%
Native Hawaiian / Pacific Islander	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	423	95.3%	10.2%	8.4%	5.0%	76.4%
English Learners	640	94.5%	37.7%	20.5%	1.7%	40.2%
Non-English Learners	5,042	95.9%	11.0%	9.7%	4.6%	74.8%
Special Education[8]	609	76.8%	51.5%	16.2%	2.1%	30.1%
Non-Special Education	5,073	98.0%	10.4%	10.4%	4.4%	74.8%
Economically Disadvantaged	2,323	93.6%	21.7%	14.1%	4.7%	59.5%
Non-Economically Disadvantaged	3,359	97.2%	8.8%	8.8%	3.9%	78.5%

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

[2] Starting in 2019-20, Star Reading was administered. For students in grades 6-8, only Star Reading was administered. In Spring 2019-20, aimswebPlus assessments were not administered to students in grades 3-5 due to COVID-19.

[3] In 2020-21, At/Above Grade Level is the percentage of students who received a composite score and scored at Tier 1 on aimswebPlus Reading, as well as students who are At/Above Benchmark on Star Reading. To receive a composite score, a student must have completed all required subtests. In 2017-18 through 2019-20, At/Above Grade Level is the percentage of students who took the assigned core subtests for each grade and scored at Tier 1 on aimsweb/aimswebPlus Reading. For 2019-20, At/Above Grade Level also includes students who were At/Above Benchmark on Star Reading.

[4] Students are considered eligible if they were enrolled at their school on the last day of the testing window. Both the aimswebPlus and Star Winter 2020 assessment windows ran from December 14, 2020 through January 29, 2021.

[5] Students are counted as participating if they received an aimswebPlus composite score or completed a Star Reading assessment. Only results from assessments taken within the official testing window are counted, except from a select number of schools that administered aimswebPlus starting December 1, 2020.

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

[7] Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.

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

Leading Indicator: District-Wide Performance Grades 3-8, aimswebPlus & Star Reading	Winter Assessment Window, 2020-21	% Students Participating[1]	% Intensive Intervention[2]	% Strategic Intervention[2]	% On Watch (Star Only)[2]	% At or Above Grade Level[2]	2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
	All Grades	**86.0%**	**42.7%**	**17.3%**	**6.0%**	**34.1%**	**51.4%**	**-17.3**	**-22.5**	**87.0%**
	Grade 3	87.5%	44.3%	16.3%	N/A[3]	39.4%	51.4%	-12.0	-17.2	87.0%
	Grade 4	86.6%	40.6%	16.2%	N/A[3]	43.3%	51.4%	-8.1	-13.3	87.0%
	Grade 5	86.7%	38.8%	15.5%	N/A[3]	45.7%	51.4%	-5.7	-10.9	87.0%
	Grade 6	86.4%	43.8%	19.8%	11.7%	24.7%	51.4%	-26.7	-31.9	87.0%
	Grade 7	84.9%	44.1%	18.6%	11.3%	25.9%	51.4%	-25.5	-30.7	87.0%
	Grade 8	83.6%	44.3%	17.5%	13.4%	24.8%	51.4%	-26.6	-31.8	87.0%

	What we are going to do?	Why are we doing this?
Performance	Building on the recommendation from Goal 2, we will enhance the current ELA framework and curriculum by incorporating strategies for Special Education and English Language Development in an accessible way and develop educators in the essential practices needed to serve ALL students.	**These actions are interrelated, and together, they will expand our capacity to deliver high-quality reading instruction to students who are prepared to learn.**
Staffing	We will implement and refine Common Planning Time as a sacred, regularly-scheduled, structured time where teachers and leaders collaborate to support continuous learning, build capacity around content, pedagogy, and informed instructional decision-making, and develop school cultures that promote belonging and achievement for both staff and students.	● The integration of our frameworks and curriculum will provide a unified vision to create shared ownership and accountability to collectively serve all students, and help us equitably distribute resources and training to increase students' access to grade-level instruction and achievement. ● A robust Multi-Tiered Systems of Supports (MTSS) fosters and supports a whole-child approach to education; and supports a student academically, behaviorally, and emotionally.
Climate	Building on recommendations from Goals 2 and 3, we will provide schools with differentiated Multi-Tiered Systems of Supports (MTSS) implementation supports (rolled out in tandem with the new MTSS framework) that align to their needs, context, organizational conditions, and staffing.	● A commitment to consistent teacher development and collaboration will empower teachers to make the most of a strong framework and curriculum, and to leverage MTSS and Common Planning Time to differentiate supports for their students.

[1] Students are counted as participating if they received an aimswebPlus composite score or completed a Star Reading assessment. Only results from assessments taken within the official testing window are counted, except from a select number of schools that administered aimswebPlus starting December 1, 2020.

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

[3] Star Reading is not administered to students in grades 3-5.

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

PSSA - English Language Arts: % Proficient/Advanced (Grades 3-8)
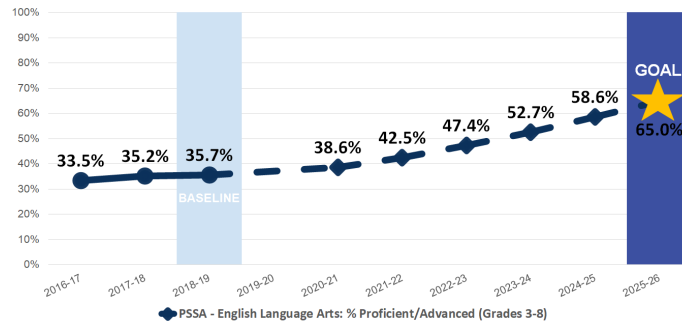
Overall Progress

Near-Track

PSSA ELA Proficiency Performance[1]		2016-17	2017-18	2018-19	2019-20[2]	2020-21 Annual Goal	Distance to 2020-21 Goal[3]	Distance to 2021-22 Goal[3]	2025-26 Final Goal
	Overall	**33.5%**	**35.2%**	**35.7%**	**N/A**	**38.6%**	**-2.9**	**-6.8**	**65%**
	Black / African American	24.8%	26.5%	26.7%	N/A	38.6%	-11.9	-15.8	65%
	Hispanic / Latino	25.6%	27.3%	28.0%	N/A	38.6%	-10.6	-14.5	65%
	White	54.7%	57.0%	58.5%	N/A	38.6%	+19.9	+16.0	65%
	American Indian / Alaskan Native	38.4%	35.9%	33.6%	N/A	38.6%	-5.0	-8.9	65%
	Asian	62.6%	64.8%	64.7%	N/A	38.6%	+26.1	+22.2	65%
	Native Hawaiian / Pacific Islander	50.0%	45.7%	52.9%	N/A	38.6%	+14.3	+10.4	65%
	Multi Racial / Other	39.6%	40.9%	40.8%	N/A	38.6%	+2.2	-1.7	65%
	English Learners	11.8%	17.7%	20.4%	N/A	38.6%	-18.2	-22.1	65%
	Special Education	16.8%	20.4%	19.1%	N/A	38.6%	-19.5	-23.4	65%
	Economically Disadvantaged	33.5%	35.0%	30.3%	N/A	38.6%	-8.3	-12.2	65%

Reading Goal 1: District-Wide Proficiency Grades 3-8, PSSA ELA

[1] Proficiency on PSSA ELA includes students performing at the Proficient and Advanced levels. All metrics include students who took either the PSSA or the PASA.

[2] PSSA ELA was not administered in Spring 2019-20 due to COVID-19.

[3] The metrics 'Distance to 2020-21 Goal' and 'Distance to 2021-22 Goal' are measured using 2018-19 performance.

Reading Goal 1: District-Wide Performance Grades 3-8, PSSA ELA

District-Wide, 2018-19	# Students[1]	% Below Basic	% Basic	% Proficient or Advanced	2020-21 Annual Goal	Distance to 2020-21 Goal[2]	Distance to 2021-22 Goal[2]	2025-26 Final Goal
All Grades	**56,843**	**22.8%**	**41.5%**	**35.7%**	**38.6%**	**-2.9**	**-6.8**	**65.0%**
Grade 3	10,308	30.0%	37.5%	32.5%	38.6%	-6.1	-10.0	65.0%
Grade 4	10,293	27.1%	36.7%	36.2%	38.6%	-2.4	-6.3	65.0%
Grade 5	10,059	24.4%	41.8%	33.8%	38.6%	-4.8	-8.7	65.0%
Grade 6	9,357	16.9%	45.1%	38.0%	38.6%	-0.6	-4.5	65.0%
Grade 7	8,469	8.5%	51.5%	40.1%	38.6%	+1.5	-2.4	65.0%
Grade 8	8,357	27.8%	37.6%	34.6%	38.6%	-4.0	-7.9	65.0%

Winter 2020 Off-Track Group (75 Schools)

Winter 2020 Off-Track Group: Participation & Performance Grades 3-8, PSSA ELA, 2018-19

	# Students	% Below Basic	% Basic	% Proficient or Advanced
Overall	**23,071**	**29.7%**	**47.6%**	**22.7%**
Black / African American	13,470	30.5%	49.4%	20.1%
Hispanic / Latino	6,239	32.0%	46.9%	21.1%
White	951	20.6%	46.4%	33.0%
American Indian / Alaskan Native	55	25.5%	47.3%	27.3%
Asian	808	10.2%	37.1%	52.7%
Native Hawaiian / Pacific Islander[3]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	1,538	29.7%	41.0%	29.3%
English Learners	2,587	41.9%	47.3%	10.8%
Non-English Learners	20,484	28.2%	47.6%	24.2%
Special Education	5,017	49.1%	35.5%	15.5%
Non-Special Education	18,054	24.3%	51.0%	24.7%
Economically Disadvantaged	19,490	30.7%	47.7%	21.6%
Non-Economically Disadvantaged	3,581	24.1%	47.1%	28.8%

Winter 2020 Near-Track Group (75 Schools)

Winter 2020 Near-Track Group: Participation & Performance Grades 3-8, PSSA ELA, 2018-19

	# Students	% Below Basic	% Basic	% Proficient or Advanced
Overall	**24,486**	**18.6%**	**40.2%**	**41.2%**
Black / African American	10,305	21.3%	45.3%	33.4%
Hispanic / Latino	4,993	22.8%	42.5%	34.7%
White	4,401	13.0%	32.5%	54.6%
American Indian / Alaskan Native	59	15.3%	50.9%	33.9%
Asian	2,678	9.7%	29.7%	60.7%
Native Hawaiian / Pacific Islander	32	12.5%	34.4%	53.1%
Multi Racial/Other	2,018	18.7%	38.7%	42.6%
English Learners	3,453	28.4%	48.1%	23.5%
Non-English Learners	21,033	17.0%	38.9%	44.1%
Special Education	4,688	40.4%	37.9%	21.6%
Non-Special Education	19,798	13.4%	40.7%	45.9%
Economically Disadvantaged	17,867	20.6%	42.0%	37.4%
Non-Economically Disadvantaged	6,619	13.1%	35.3%	51.6%

Winter 2020 On-Track Group (17 Schools)

Winter 2020 On-Track Group: Participation & Performance Grades 3-8, PSSA ELA, 2018-19

	# Students	% Below Basic	% Basic	% Proficient or Advanced
Overall	**5,540**	**4.8%**	**19.1%**	**76.1%**
Black / African American	1,096	7.9%	27.6%	64.6%
Hispanic / Latino	393	7.1%	24.2%	68.7%
White	2,418	4.2%	17.6%	78.2%
American Indian / Alaskan Native[3]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	1,131	2.3%	12.5%	85.2%
Native Hawaiian / Pacific Islander[3]	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	483	4.1%	19.3%	76.6%
English Learners	577	12.1%	38.1%	49.7%
Non-English Learners	4,963	3.9%	16.9%	79.2%
Special Education	690	22.8%	35.2%	42.0%
Non-Special Education	4,850	2.2%	16.8%	81.0%
Economically Disadvantaged	2,350	8.3%	27.3%	64.4%
Non-Economically Disadvantaged	3,190	2.1%	13.1%	84.8%

[1] District-wide student counts include students without an attributed school and schools that were not assigned a Winter 2020 Target Group. For 2018-19, this represents 3,809 students.

[2] The metrics 'Distance to 2020-21 Goal' and 'Distance to 2021-22 Goal' are measured using 2018-19 performance.

[3] Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.