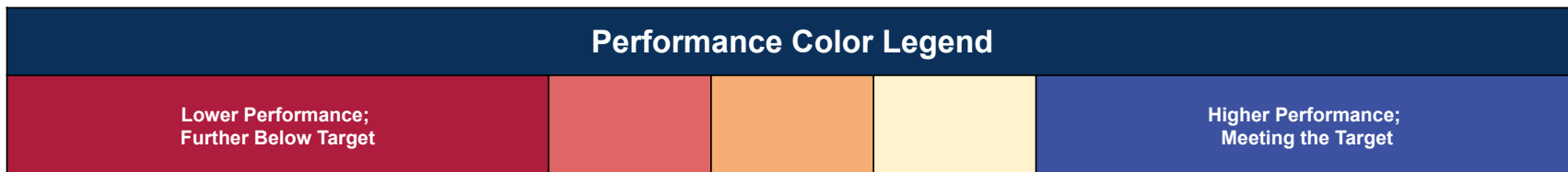


Reading Goal 2:
 The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

Leading Indicator 2.1:
 The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

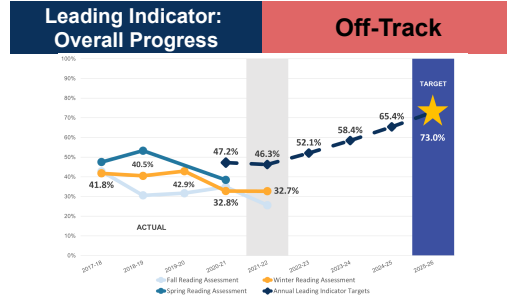
Leading Indicator 2.2:
 Closing the Gap: The percentage of students, by student group, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

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Reading Goal 2
The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

Leading Indicator 2.1
The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.



Leading Indicator: District-Wide % At/Above Grade Level Grades K-3, Star Early Literacy & Star Reading	Assessment Period	2018-19 ¹	2019-20 ²	2020-21 ³	2021-22 ⁴	2021-22 Annual Leading Indicator Target ⁵	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target	
	Fall	30.6%	31.7%	34.9%	25.6%	46.3%	-20.7	-26.5	73.0%	
	Winter	40.5%	42.9%	32.8%	32.7%	46.3%	-13.6	-19.4	73.0%	
	Spring	53.3%	N/A	38.4%	Forthcoming	46.3%	-	-	73.0%	
	Leading Indicator Performance (Annual Targets were adjusted for 2021-22 through 2025-26) ⁶									
	Student Group	2021-22 Fall		2021-22 Winter		2021-22 Annual Leading Indicator Target ⁶	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target	
		% Participating ⁷	% At/Above Grade Level ⁸	% Participating ⁷	% At/Above Grade Level ⁸					
	Black / African American	89.7%	19.4%	89.8%	25.4%	46.3%	-20.9	-26.7	73.0%	
	Hispanic / Latinx	89.2%	14.7%	91.3%	21.5%	46.3%	-24.8	-30.6	73.0%	
	White	94.0%	46.5%	93.9%	56.3%	46.3%	+10.0	+4.2	73.0%	
Asian	93.3%	39.5%	94.7%	50.2%	46.3%	+3.9	-1.9	73.0%		
Multi Racial / Other	91.4%	41.3%	92.8%	46.1%	46.3%	-0.2	-6.0	73.0%		
American Indian / Alaskan Native	92.8%	19.0%	94.0%	19.4%	46.3%	-26.9	-32.7	73.0%		
Native Hawaiian / Pacific Islander	88.6%	30.8%	82.6%	42.1%	46.3%	-4.2	-10.0	73.0%		
English Learners	89.6%	11.2%	92.7%	18.0%	46.3%	-28.3	-34.1	73.0%		
Special Education ⁹	73.4%	10.8%	69.9%	14.0%	46.3%	-32.3	-38.1	73.0%		
Economically Disadvantaged	91.0%	19.1%	91.0%	26.4%	46.3%	-19.9	-25.7	73.0%		


**Reading Goal 2: Participation & Performance
Grades K-3, Star Early Literacy & Star Reading**

	Fall 2021-22 ⁴ (All Students took either Star Early Literacy or Star Reading)					Winter 2021-22 ⁴ (All Students took either Star Early Literacy or Star Reading)					% Students Participating: Change From Fall 2021-22 to Winter 2021-22 ⁵	% At/Above Grade Level: Change From Fall 2021-22 to Winter 2021-22 ⁵
	# Students Eligible ⁶	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁸	% At/Above Grade Level ⁸	# Students Eligible ⁶	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁸	% At/Above Grade Level ⁸		
Overall	34,910	31,658	90.7%	8,039	25.6%	35,109	32,109	91.5%	10,482	32.7%	+0.8	+7.1
Black / African American	14,838	13,309	89.7%	2,574	19.4%	15,010	13,480	89.8%	3,421	25.4%	+0.1	+6.0
Hispanic / Latinx	9,617	8,582	89.2%	1,250	14.7%	9,693	8,852	91.3%	1,899	21.5%	+2.1	+6.8
White	5,821	5,470	94.0%	2,535	46.5%	5,822	5,465	93.9%	3,069	56.3%	-0.1	+9.8
Asian	3,327	3,105	93.3%	1,212	39.5%	3,313	3,136	94.7%	1,571	50.2%	+1.3	+10.7
Multi Racial/Other	1,194	1,089	91.2%	444	40.9%	1,158	1,075	92.8%	494	46.1%	+1.6	+5.2
American Indian / Alaskan Native	69	64	92.8%	12	19.0%	67	63	94.0%	12	19.4%	+1.3	+0.4
Native Hawaiian / Pacific Islander	44	39	88.6%	12	30.8%	46	38	82.6%	16	42.1%	-6.0	+11.3
English Learners	5,881	5,272	89.6%	577	11.2%	6,103	5,657	92.7%	1,017	18.0%	+3.0	+6.8
Non-English Learners	29,029	26,386	90.9%	7,462	28.4%	29,006	26,452	91.2%	9,465	35.9%	+0.3	+7.5
Special Education⁴	3,522	2,586	73.4%	279	10.8%	4,002	2,798	69.9%	391	14.0%	-3.5	+3.2
Non-Special Education	31,388	29,072	92.6%	7,760	26.9%	31,107	29,311	94.2%	10,091	34.5%	+1.6	+7.6
Economically Disadvantaged	25,802	23,469	91.0%	4,465	19.1%	26,273	23,918	91.0%	6,313	26.4%	+0.1	+7.3
Non-Economically Disadvantaged	9,108	8,189	89.9%	3,574	44.1%	8,836	8,191	92.7%	4,169	51.1%	+2.8	+7.0
Off Track¹⁰ (62 Schools)	12,698	11,360	89.5%	1,541	13.6%	12,864	11,439	88.9%	2,203	19.3%	-0.5	+5.7
Near Track¹⁰ (65 Schools)	15,732	14,341	91.2%	3,390	23.8%	15,814	14,584	92.2%	4,558	31.3%	+1.1	+7.5
On Track¹⁰ (21 Schools)	5,519	5,234	94.8%	2,851	54.6%	5,549	5,282	95.2%	3,352	63.7%	+0.4	+9.1

**Reading Goal 2: Participation & Performance by Grade Level
Grades K-3, Star Early Literacy & Star Reading**

	Fall 2021-22 ⁴ (All Students took either Star Early Literacy or Star Reading)					Winter 2021-22 ⁴ (All Students took either Star Early Literacy or Star Reading)					% Students Participating: Change From Fall 2021-22 to Winter 2021-22 ⁸	% At/Above Grade Level: Change From Fall 2021-22 to Winter 2021-22 ⁸
	# Students Eligible ⁶	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁵	% At/Above Grade Level ⁵	# Students Eligible ⁶	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁵	% At/Above Grade Level ⁵		
Overall	34,910	31,658	90.7%	8,039	25.6%	35,109	32,109	91.5%	10,482	32.7%	+0.8	+7.1
Kindergarten	8,445	7,506	88.9%	2,081	28.0%	8,735	7,884	90.3%	3,184	40.8%	+1.4	+12.8
Grade 1	8,489	7,884	92.9%	2,079	26.4%	8,609	7,978	92.7%	2,622	32.9%	-0.2	+6.5
Grade 2	8,900	8,297	93.2%	1,759	21.2%	8,917	8,204	92.0%	2,276	27.7%	-1.2	+6.5
Grade 3	9,076	7,971	87.8%	2,120	27.0%	8,848	8,043	90.9%	2,400	29.8%	+3.1	+2.8

LITERACY ACADEMIC FRAMEWORKS AND CURRICULUM

Pre-Implementation	Initial Implementation		Full Implementation	Sustained Implementation
Foundational Elements	Training and Support	Buy-In	Delivery	Outcomes
Are we prepared to begin implementation? Are all of the required inputs in place?	Have stakeholders been trained to implement and/or support implementation?	Do stakeholders understand and believe in the approach?	Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?	Is the strategy having the desired effects or impacts?
1a. District communication of the What and Why	2a. Teachers participate in professional development	3a. Teachers are bought into the approach/strategy	4a. Teachers participate in key activities or use key resources	5a. Changes in student academic outcomes
1b. Availability of written guidelines and resources	2b. Support staff participate in professional development 		4b. School leaders participate in key activities or use key resources	5b. Changes in student social-emotional outcomes
1c. Fully staffed schools (Teachers, School Leaders, Counselors, etc.)	2c. School Leaders participate in professional development	3b. Support staff are bought into the approach/strategy	4c. Support staff are providing support for implementation activities	5c. Changes in teacher retention and attendance
1d. Sufficient staffing to support implementation (Support staff)	2d. Teachers feel that Professional Development prepared them to implement strategies			5d. Changes in teacher satisfaction and belonging
1e. Adequate time for Professional Learning Cycles	2e. Support staff feel that Professional Development prepared them to implement strategies	3c. School Leaders are bought into the approach/strategy	4d. Key activities are taking place with fidelity (e.g., frequency, duration, content)	5e. Changes in family (parent/guardian) satisfaction and belonging
1f. Adequate time for implementation	2f. School Leaders feel that Professional Development prepared them to implement strategies			

Implementation Report Color Legend

Achieved - Completed	In Progress - On Track	Fell Short - Incomplete	Not Started
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An orange triangle symbol indicates that there is currently insufficient data to assess this implementation indicator.

¹ In 2018-19, aimswebPlus Reading replaced aimsweb Reading, and was only required for students in grades K-5. For 2018-19, 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.

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

³ Starting in 2020-21, At/Above Grade Level is the percentage of grade 3-5 students who received a composite score and scored at Tier 1 on aimswebPlus Reading. To receive a composite score, a student must have completed all required subtests.

⁴ Starting in 2021-22, only Star Reading was administered to all students in grades K-12. For 2021-22, At/Above Grade Level is the percentage of students who are At/Above Benchmark on Star Reading.

⁵ In 2021-22, Annual Targets for Leading Indicator 2.1 were adjusted. Annual Targets for Leading Indicator 2.1 are set based on the likelihood of a student scoring Proficient/Advanced on the PSSA ELA exam when scoring At/Above Grade Level on the within-year assessments. Between 2019-20 and 2020-21, this relationship was based on both AimswebPlus Reading and Star Reading's correlations to the PSSA ELA exam. Starting in 2021-22 and onward, this relationship is based only on Star Reading's correlations to the PSSA ELA exam. For more information on the relationship between a student's performance on Star Reading and the PSSA ELA exam, please see <http://doc.renlearn.com/kmnet/r005379488c3817f.pdf>.

⁶ All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP). For the Special Education student group, '% of Students Participating' includes all students, including those who are exempted, in the denominator.

⁷ Students are counted as participating if they completed a Star Reading assessment. Only results from assessments taken within the official testing window are counted.

⁸ Students are considered eligible if they were enrolled at their school on the last day of the testing window. In 2021-22, the Star Fall assessment window ran from September 8, 2021 through October 8, 2021 and the Star Winter assessment window ran from December 1, 2021 through December 23, 2021.

⁹ The metrics '% Students Participating: Change From Winter 2020-21' and '% At/Above Grade Level: Change From Winter 2020-21' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on aimswebPlus Reading (Tier 1) and/or Star Reading (At/Above Benchmark) from the Winter 2020-21 assessment window to the Winter 2021-22 assessment window.

¹⁰ School groups are based on Winter 2020-21 performance data.