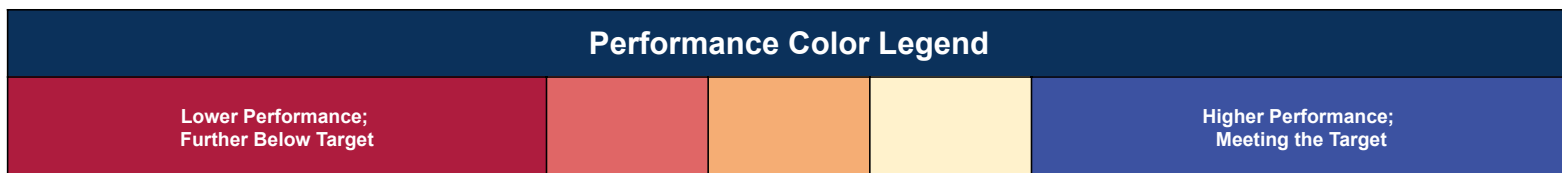


Goal 3:
 The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026

Leading Indicator 3.1:
 The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

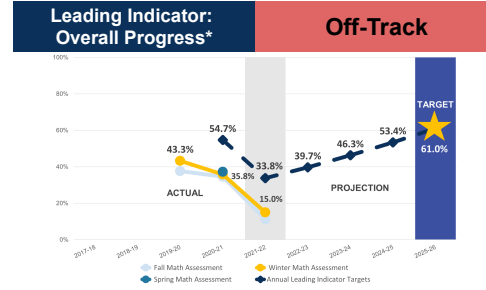
Leading Indicator 3.2:
 Closing the Gap: The percentage of students, by student group, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

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

Leading Indicator 3.1
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.



*In 2021-22, the cut point for scoring At/Above Grade Level on Star Math was adjusted. This change impacted both the percentage of students scoring At/Above Grade Level in 2021-22 and the Annual Targets for 2021-22 through 2025-26.

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	N/A	37.7%	34.6%	11.2%	33.8%	-22.6	-28.5	61.0%
Winter	N/A	43.3%	35.8%	15.0%	33.8%	-18.8	-24.7	61.0%
Spring	N/A	N/A	37.3%	Forthcoming	33.8%	-	-	61.0%

Leading Indicator Performance⁶
(Annual Targets were adjusted for 2021-22 through 2025-26)

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 ⁴	% Participating ⁷	% At/Above Grade Level ⁴				
Black / African American	90.6%	4.5%	88.1%	6.6%	33.8%	-27.2	-33.1	61.0%
Hispanic / Latinx	92.3%	5.3%	90.3%	8.2%	33.8%	-25.6	-31.5	61.0%
White	95.0%	24.8%	92.7%	31.7%	33.8%	-2.1	-8.0	61.0%
Asian	95.8%	34.4%	95.9%	41.6%	33.8%	+7.8	+1.9	61.0%
Multi Racial / Other	89.9%	15.0%	87.6%	21.0%	33.8%	-12.8	-18.7	61.0%
American Indian / Alaskan Native	93.6%	12.6%	89.3%	12.0%	33.8%	-21.8	-27.7	61.0%
Native Hawaiian / Pacific Islander	91.5%	15.4%	95.8%	23.2%	33.8%	-10.6	-16.5	61.0%
English Learners	93.5%	7.0%	92.4%	10.5%	33.8%	-23.3	-29.2	61.0%
Special Education ⁸	80.3%	2.3%	76.7%	3.2%	33.8%	-30.6	-36.5	61.0%
Economically Disadvantaged	92.4%	7.2%	89.4%	10.5%	33.8%	-23.3	-29.2	61.0%

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

	Fall 2021-22					Winter 2021-22					% Students Participating: Change From Fall 2021-22 ^a	% At/Above Grade Level: Change From Fall 2021-22 ^a
	# Students Eligible ^a	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁴	% At/Above Grade Level ⁴	# Students Eligible ^a	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁴	% At/Above Grade Level ⁴		
Overall	52,958	48,799	92.1%	5,477	11.2%	52,971	47,713	90.1%	7,169	15.0%	-2.0	+3.8
Black / African American	24,585	22,272	90.6%	991	4.5%	24,471	21,570	88.1%	1,418	6.6%	-2.5	+2.1
Hispanic / Latinx	12,914	11,923	92.3%	632	5.3%	13,062	11,790	90.3%	962	8.2%	-2.0	+2.9
White	7,934	7,540	95.0%	1,871	24.8%	7,910	7,330	92.7%	2,326	31.7%	-2.3	+6.9
Asian	4,992	4,781	95.8%	1,643	34.4%	5,035	4,831	95.9%	2,009	41.6%	+0.1	+7.2
Multi Racial/Other	2,352	2,115	89.9%	317	15.0%	2,318	2,031	87.6%	427	21.0%	-2.3	+6.0
American Indian / Alaskan Native	110	103	93.6%	13	12.6%	103	92	89.3%	11	12.0%	-4.3	-0.6
Native Hawaiian / Pacific Islander	71	65	91.5%	10	15.4%	72	69	95.8%	16	23.2%	+4.3	+7.8
English Learners	8,406	7,861	93.5%	546	7.0%	8,750	8,084	92.4%	847	10.5%	-1.1	+3.5
Non-English Learners	44,553	40,939	91.9%	4,931	12.1%	44,221	39,629	89.6%	6,322	16.0%	-2.3	+3.9
Special Education⁸	9,623	7,731	80.3%	180	2.3%	9,659	7,413	76.7%	235	3.2%	-3.6	+0.9
Non-Special Education	43,335	41,068	94.8%	5,297	12.9%	43,312	40,300	93.0%	6,934	17.2%	-1.8	+4.3
Economically Disadvantaged	38,368	35,453	92.4%	2,547	7.2%	38,640	34,546	89.4%	3,629	10.5%	-3.0	+3.3
Non-Economically Disadvantaged	14,590	13,346	91.5%	2,930	22.0%	14,331	13,167	91.9%	3,540	26.9%	+0.4	+4.9
Off Track (75 Schools)¹⁰	19,134	17,196	89.9%	375	2.2%	19,087	16,500	86.4%	638	3.9%	-3.5	+1.7
Near Track (75 Schools)¹⁰	25,419	23,879	93.9%	2,530	10.6%	25,536	23,462	91.9%	3,482	14.8%	-2.0	+4.2
On Track (18 Schools)¹⁰	7,562	6,899	91.2%	2,500	36.2%	7,444	6,942	93.3%	2,932	42.2%	+2.1	+6.0


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

	Fall 2021-22					Winter 2021-22					% Students Participating: Change From Fall 2021-22 ^a	% At/Above Grade Level: Change From Fall 2021-22 ^a
	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^b	# At/Above Grade Level ^c	% At/Above Grade Level ^c	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^b	# At/Above Grade Level ^c	% At/Above Grade Level ^c		
Math Goal 3 (Grades 3-8)	52,958	48,799	92.1%	5,477	11.2%	52,971	47,713	90.1%	7,169	15.0%	-2.0	+3.8
Grades K-2 ¹¹	25,834	23,525	91.1%	984	16.0%	26,261	22,941	87.4%	1,533	24.8%	-3.7	+8.8
Kindergarten ¹¹	8,445	7,550	89.4%	N/A	N/A	8,735	7,377	84.5%	N/A	N/A	-4.9	N/A
Grade 1 ¹¹	8,489	7,741	91.2%	437	22.3%	8,609	7,684	89.3%	651	32.3%	-1.9	+10.0
Grade 2 ¹¹	8,900	8,234	92.5%	547	13.0%	8,917	7,880	88.4%	882	21.2%	-4.1	+8.2
Grade 3	9,076	8,263	91.0%	1,106	13.4%	9,120	8,325	91.3%	1,432	17.2%	+0.3	+3.8
Grade 4	9,144	8,501	93.0%	877	10.3%	9,152	8,348	91.2%	1,249	15.0%	-1.8	+4.7
Grade 5	8,968	8,353	93.1%	874	10.5%	8,954	8,120	90.7%	1,167	14.4%	-2.4	+3.9
Grade 6	8,496	7,775	91.5%	692	8.9%	8,512	7,577	89.0%	997	13.2%	-2.5	+4.3
Grade 7	8,525	7,831	91.9%	959	12.3%	8,484	7,536	88.8%	1,186	15.7%	-3.1	+3.4
Grade 8	8,749	8,076	92.3%	969	12.0%	8,749	7,807	89.2%	1,138	14.6%	-3.1	+2.6

MATH 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 ✓		4d. Key activities are taking place with fidelity (e.g., frequency, duration, content)	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	In Progress	Incomplete	Not Started


 An orange triangle symbol indicates that there is currently insufficient data to assess this implementation indicator.

COMMON PLANNING TIME

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		4d. Key activities are taking place with fidelity (e.g., frequency, duration, content)	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	In Progress	Incomplete	Not Started

An orange triangle symbol indicates that there is currently insufficient data to assess this implementation indicator.

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

² In 2019-20, Star Math was administered district-wide to students in grades 6-8. AimswebPlus Math was available but not required, and individual schools decided on the administration. At/Above Grade Level is the percentage of students who are at Tier 1 on aimswebPlus Math and received a composite score, as well as students who are At/Above Benchmark on Star Math.

³ In 2020-21, aimswebPlus Math was administered to students district-wide in grades K-5, and Star Math was administered to students district-wide in grades 6-8. For Special Education students in grades 6-8, some students took aimswebPlus Math instead of Star Math. At/Above Grade Level is the percentage of students who are at Tier 1 on aimswebPlus Math and received a composite score, as well as students who are At/Above Benchmark on Star Math.

⁴ In 2021-22, Star Math was administered district-wide to students in grades K-8. At/Above Grade Level is the percentage of students who are At/Above Benchmark on Star Math. In addition, the percentile rank associated with scoring At/Above Grade Level increased from the 40th percentile to the 70th percentile.

⁵ In 2021-22, Annual Targets for Leading Indicator 3.1 were adjusted. Annual Targets for Leading Indicator 3.1 are set based on the likelihood of a student scoring Proficient/Advanced on the PSSA Math exam when scoring At/Above Grade Level on the within-year assessments. Starting in 2021-22, the percentile rank associated with scoring At/Above Grade Level increased from the 40th percentile to the 70th percentile, meaning students there is greater confidence that students who score At/Above Grade Level will score Proficient/Advanced on PSSA Math. The Annual Targets for Leading Indicator 3.1 were updated as a result of this percentile change. For more information on the relationship between a student's performance on Star Math and the PSSA Math 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 Math 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 Fall 2021-22' and '% At/Above Grade Level: Change From Fall 2021-22' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on Star Math (At/Above Benchmark) from the Fall 2021-22 assessment window to the Winter 2021-22 assessment window.

¹⁰ School groups are based on Winter 2020-21 performance data. Any schools that were not operational in 2020-21 are excluded from the performance metrics for On, Near, and Off Track performance groups.

¹¹ Performance data for Grades 1 and 2 only represents students who took Star Math, while participation data represents students who took either Star Math or Star Curriculum-based Measure (CBM) Math. Only participation is displayed for Kindergarten because Kindergarten students only take Star CBM Math.