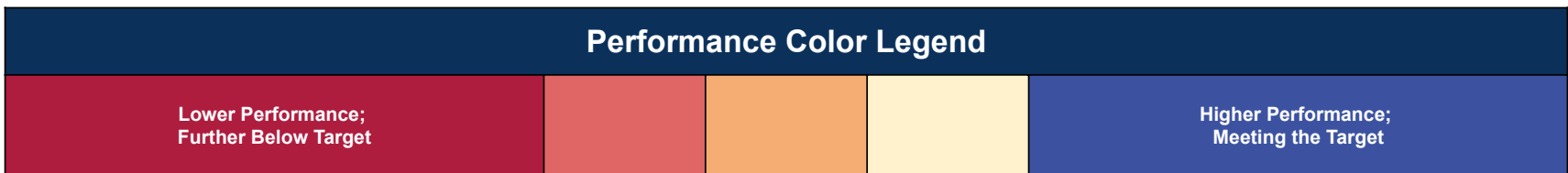


**Math Goal 3:**  
 The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026

**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.

<b>Contents</b>	Page 2	Leading Indicator Performance for Math Goal 3
	Page 3	Leading Indicator Performance by Student Group and Grade Level
	Page 4	Leading Indicator Performance by Student Group
	Page 5	Implementation Monitoring Report: MTSS Tier 1 Meetings
	Page 6	Endnotes

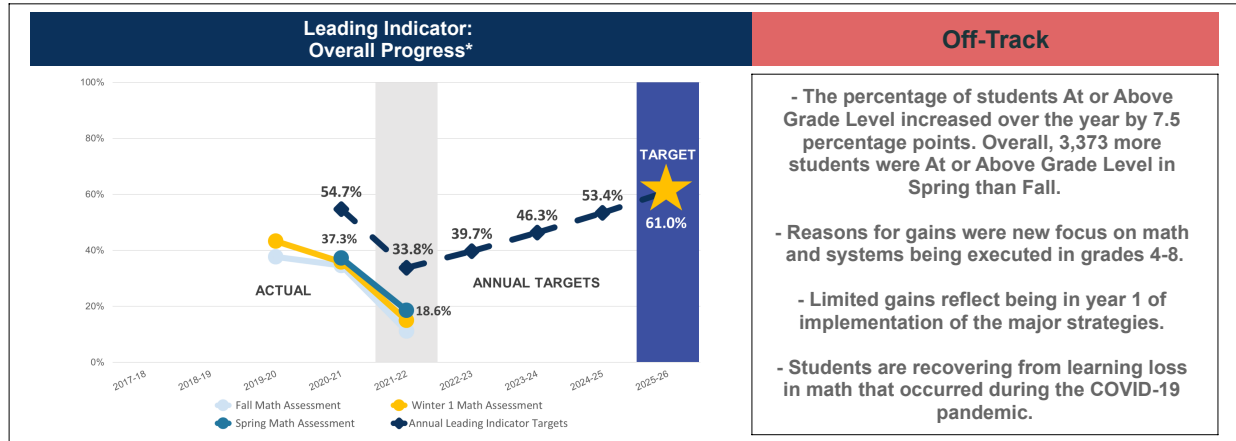


### Math Goal 3

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.

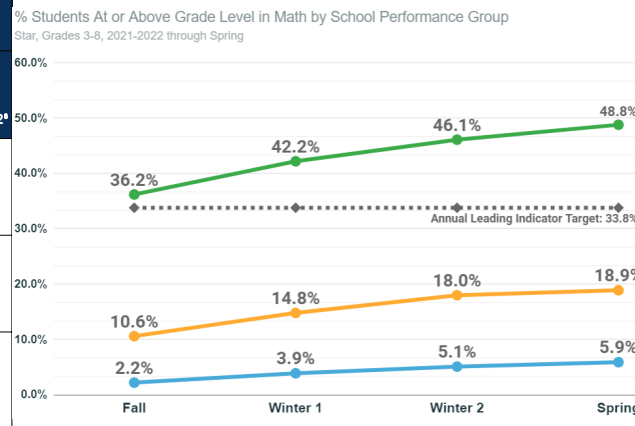


\*In 2021-22, the cut point for scoring at or above grade level on Star Math was adjusted. This change impacted both the percentage of students scoring at or above grade level in 2021-22 and the Annual Targets for 2021-22 through 2025-26.

Assessment Period	2018-19 <sup>1</sup>	2019-20 <sup>2</sup>	2020-21 <sup>3</sup>	2021-22 <sup>4</sup>	2021-22 Annual Leading Indicator Target <sup>6</sup>	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 1	N/A	43.3%	35.8%	15.0%	33.8%	-18.8	-24.7	61.0%
Spring	N/A	N/A	37.3%	18.6%	33.8%	-15.2	-21.1	61.0%

#### Spring 2022 Performance (School Performance Groups Based on Winter 1 2020 Performance)

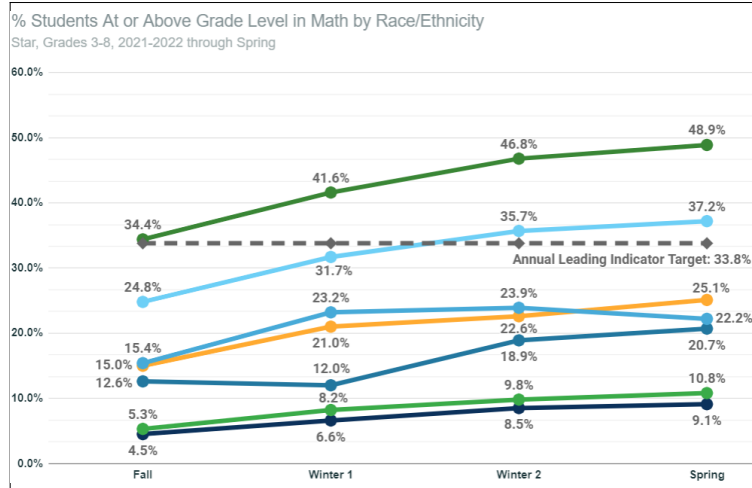
School Performance Group	# Students Eligible <sup>a</sup>	# Students Participating <sup>b</sup>	% Students Participating <sup>b</sup>	# At/Above Grade Level <sup>c</sup>	% At/Above Grade Level <sup>c</sup>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>a</sup>
Off Track (75 Schools) <sup>a</sup>	18,777	16,377	87.2%	969	5.9%	+2.0
Near Track (75 Schools) <sup>a</sup>	25,470	23,621	92.7%	4,456	18.9%	+4.0
On Track (18 Schools) <sup>a</sup>	7,315	6,666	91.1%	3,255	48.8%	+6.6



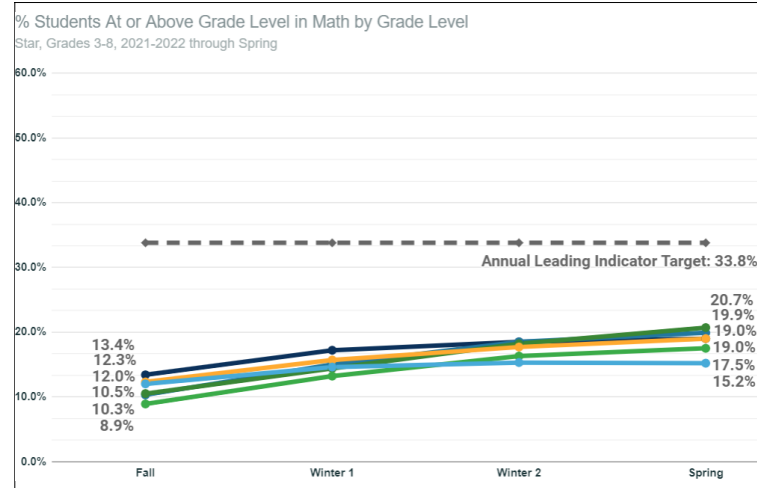
**On Track Performance Group**

**NearTrack Performance Group**

**Off Track Performance Group**



- Asian
- White
- Multi Racial/Other
- Native Hawaiian / Pacific Islander
- American Indian / Alaskan Native
- Hispanic / Latinx
- Black / African American



- Grade 5
- Grade 4
- Grade 3
- Grade 7
- Grade 6
- Grade 8

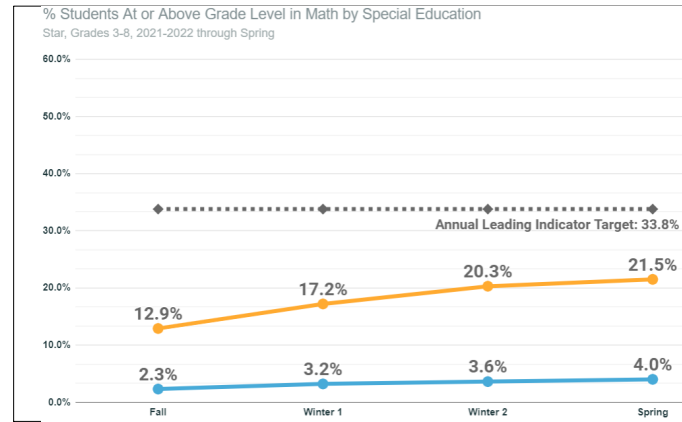
2021-22 Spring Performance

Student Group	# Students Eligible*	# Students Participating <sup>7</sup>	% Students Participating <sup>7</sup>	# At/Above Grade Level <sup>4</sup>	% At/Above Grade Level <sup>4</sup>	% At/Above Grade Level: Change From Winter 1, 2021-22*
Overall	52,497	47,557	90.6%	8,856	18.6%	+3.6
Black / African American	24,026	21,370	88.9%	1,942	9.1%	+2.5
Hispanic / Latinx	13,103	11,865	90.6%	1,281	10.8%	+2.6
White	7,861	7,337	93.3%	2,728	37.2%	+5.5
Asian	5,069	4,854	95.8%	2,376	48.9%	+7.3
Multi Racial/Other	2,259	1,981	87.7%	497	25.1%	+4.1
American Indian / Alaskan Native	105	87	82.9%	18	20.7%	+8.7
Native Hawaiian / Pacific Islander	74	63	85.1%	14	22.2%	-1.0

2021-22 Spring Performance

Grade Level	# Students Eligible*	# Students Participating <sup>7</sup>	% Students Participating <sup>7</sup>	# At/Above Grade Level <sup>4</sup>	% At/Above Grade Level <sup>4</sup>	% At/Above Grade Level: Change From Winter 1, 2021-22*
Overall	52,497	47,557	90.6%	8,856	18.6%	+3.6
Grade 3	9,082	8,403	92.5%	1,599	19.0%	+1.8
Grade 4	9,074	8,432	92.9%	1,679	19.9%	+4.9
Grade 5	8,874	8,222	92.7%	1,699	20.7%	+6.3
Grade 6	8,423	7,565	89.8%	1,324	17.5%	+4.3
Grade 7	8,390	7,394	88.1%	1,406	19.0%	+3.3
Grade 8	8,654	7,541	87.1%	1,149	15.2%	+0.6

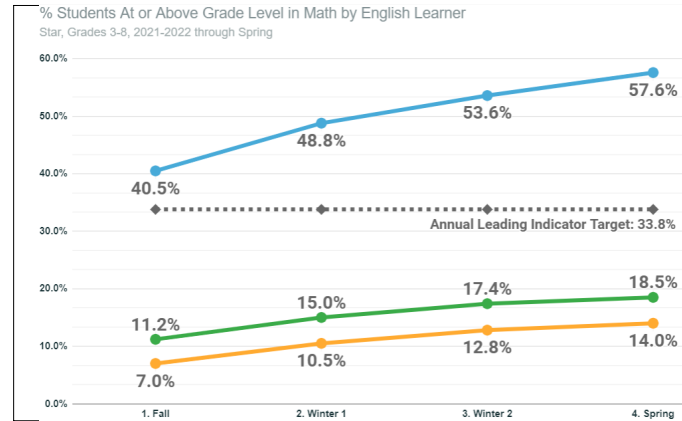
2021-22 Spring Performance						
	# Students Eligible <sup>a</sup>	# Students Participating <sup>b</sup>	% Students Participating <sup>c</sup>	# At/Above Grade Level <sup>d</sup>	% At/Above Grade Level <sup>e</sup>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>f</sup>
Overall	52,497	47,557	90.6%	8,856	18.6%	+3.6
Non-Special Education	42,421	39,711	93.6%	8,541	21.5%	+4.3
Special Education <sup>g</sup>	10,076	7,846	77.9%	315	4.0%	+1.8



Non-Special Education

Special Education

2021-22 Spring Performance						
	# Students Eligible <sup>a</sup>	# Students Participating <sup>b</sup>	% Students Participating <sup>c</sup>	# At/Above Grade Level <sup>d</sup>	% At/Above Grade Level <sup>e</sup>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>f</sup>
Overall	52,497	47,557	90.6%	8,856	18.6%	+3.6
Former English Learners	1,188	1,123	94.5%	647	57.6%	+8.8
Never English Learners	42,159	37,900	89.9%	7,011	18.5%	+3.5
English Learners	9,150	8,534	93.3%	1,198	14.0%	+3.5

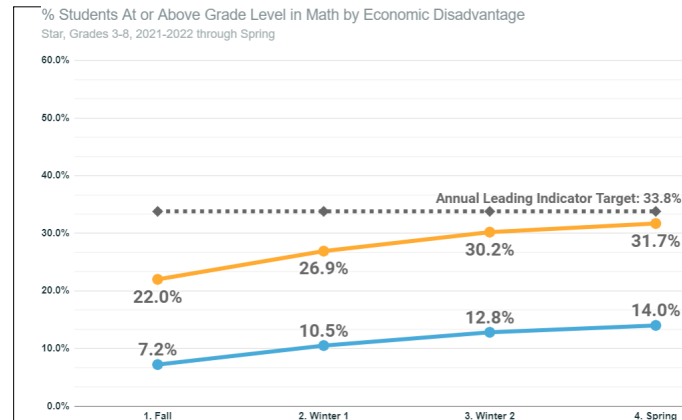


Former English Learners

Never English Learners

English Learners

2021-22 Spring Performance						
	# Students Eligible <sup>a</sup>	# Students Participating <sup>b</sup>	% Students Participating <sup>c</sup>	# At/Above Grade Level <sup>d</sup>	% At/Above Grade Level <sup>e</sup>	% At/Above Grade Level: Change From Winter 1, 2021-22 <sup>f</sup>
Overall	52,497	47,557	90.6%	8,856	18.6%	+3.6
Non-Economically Disadvantaged	13,550	12,445	91.8%	3,941	31.7%	+4.8
Economically Disadvantaged	38,947	35,112	90.2%	4,915	14.0%	+3.5



Non-Economically Disadvantaged

Economically Disadvantaged

MTSS Tier 1 Meetings

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	>>> In Progress	✗ Incomplete	● Not Started
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An orange triangle symbol indicates that there is currently insufficient data to assess this implementation indicator.

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

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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 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>.

<sup>6</sup> Students are considered eligible if they were enrolled at their school on the last day of the testing window. In 2021-22, the Star Winter 1 assessment window ran from December 1, 2021 through December 23, 2021 and the Star Spring assessment window ran from May 16, 2022 through June 14, 2022.

<sup>7</sup> Students are counted as participating if they completed a Star Math assessment. Only results from assessments taken within the official testing window are counted.

<sup>8</sup> The metric '% At/Above Grade Level: Change From Winter 1 2021-22' represents the percentage point difference between the percentage of students scoring At/Above Grade Level on Star Math (At/Above Benchmark) from the Winter 1 2021-22 assessment window to the Spring 2021-22 assessment window.

<sup>9</sup> School groups are based on Winter 1 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.

<sup>10</sup> 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.