

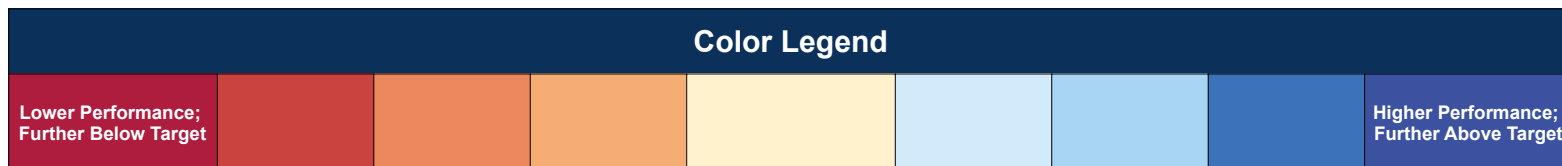
College & Career - Board Goal 4:
 The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026

Leading Indicator 4.1:
 The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.

Leading Indicator 4.2:
 The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.

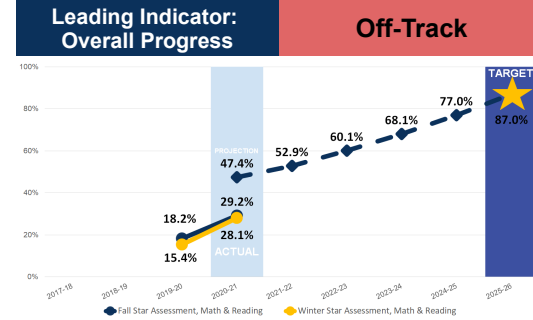
Leading Indicator 4.3 - Closing the Gap:
 The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.

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College & Career - Board Goal 4:
The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026

Leading Indicator 4.1:
The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.



Assessment Period	2019-20 ²		2020-21		2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading ⁴	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading ⁴				
Fall	47.0%	18.2%	72.3%	29.2%	47.4%	-18.2	-23.7	87.0%
Winter ⁴	38.9%	15.4%	66.3%	28.1%	47.4%	-19.3	-24.8	87.0%
Spring	N/A ⁵	N/A ⁵	Forthcoming	Forthcoming	47.4%	-	-	87.0%
Leading Indicator: Winter Performance								
Student Group	2019-20 ²		2020-21		2020-21 Annual Target	Distance to 2020-21 Target	Distance to 2021-22 Target	2025-26 Final Target
	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading ⁴	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading ⁴				
Black / African American	43.3%	11.3%	64.5%	18.5%	47.4%	-28.9	-34.4	87.0%
Hispanic / Latino	35.1%	11.3%	56.3%	18.1%	47.4%	-29.3	-34.8	87.0%
White	36.6%	31.9%	75.6%	49.1%	47.4%	+1.7	-3.8	87.0%
American Indian / Alaskan Native	Insufficient Sample	Insufficient Sample	64.0%	28.1%	47.4%	-19.3	-24.8	87.0%
Asian	31.0%	26.3%	85.1%	50.4%	47.4%	+3.0	-2.5	87.0%
Native Hawaiian / Pacific Islander	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	47.4%	-	-	87.0%
Multi Racial / Other	34.5%	17.9%	63.3%	36.1%	47.4%	-11.3	-16.8	87.0%
English Learners	35.6%	1.9%	57.0%	3.2%	47.4%	-44.2	-49.7	87.0%
Special Education	36.6%	3.1%	50.2%	3.9%	47.4%	-43.5	-49.0	87.0%
Economically Disadvantaged	41.0%	12.2%	63.3%	21.2%	47.4%	-26.2	-31.7	87.0%

¹ At/Above Grade Level corresponds to At/Above Benchmark on Star assessments. Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.
² Star assessments for grades 9-11 were not administered district-wide prior to 2019-20.
³ Students are counted as participating if they completed the assessment within the official testing window. The Winter 2020 assessment window ran from December 14, 2020 through January 29, 2021. Starting in 2020-21, all Star Spanish results are counted in participation rates, but are excluded from performance rates. The Star Spanish high school assessment has not yet been nationally normed and performance levels cannot be assigned.
⁴ For 2019-20, Winter refers to the Term 3 administration of Star Reading and Math. The 2019-20 Term 3 window was from February 5, 2020 through February 26, 2020.
⁵ In Spring 2019-20, Star assessments were not administered due to COVID-19.

Winter 2020 Off-Track Group (36 Schools) ¹					
Winter 2020 Off-Track Group: Participation & Performance Grades 9-11, Star Math & Reading					
	2019-20 ²		2020-21		Distance to 2020-21 Target
	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading	
Fall	50.7%	6.3%	64.2%	8.1%	-39.3
Winter ⁴	45.8%	6.4%	57.3%	7.9%	-39.5
Spring	N/A ⁵	N/A ⁵	Forthcoming	Forthcoming	-

Winter 2020 Near-Track Group (9 Schools) ¹					
Winter 2020 Near-Track Group: Participation & Performance Grades 9-11, Star Math & Reading					
	2019-20 ²		2020-21		Distance to 2020-21 Target
	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading	
Fall	50.2%	29.7%	78.9%	34.4%	-13.0
Winter ⁴	36.2%	27.1%	76.1%	33.0%	-14.4
Spring	N/A ⁵	N/A ⁵	Forthcoming	Forthcoming	-

Winter 2020 On-Track Group (7 Schools) ¹					
Winter 2020 On-Track Group: Participation & Performance Grades 9-11, Star Math & Reading					
	2019-20 ²		2020-21		Distance to 2020-21 Target
	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading	% Participating: Math & Reading ³	% At/Above Grade Level: Math & Reading	
Fall	29.2%	60.1%	91.4%	74.7%	+27.3
Winter ⁴	19.7%	53.7%	83.8%	70.7%	+23.3
Spring	N/A ⁵	N/A ⁵	Forthcoming	Forthcoming	-

Winter 2020 Off-Track Group: Participation & Performance Grades 9-11, Star Math & Reading						
	# Students Eligible ⁶	% Students Participating: Math & Reading ³	Lowest Level Across Math & Reading			% At/Above Grade Level ⁷
			% Intensive Intervention	% Urgent Intervention	% On Watch	
Overall	15,884	57.3%	63.7%	19.6%	8.7%	7.9%
Black / African American	9,424	59.1%	64.5%	19.6%	8.7%	7.2%
Hispanic / Latino	3,883	51.1%	67.3%	18.3%	7.7%	6.7%
White	1,225	56.9%	52.9%	22.0%	11.4%	13.8%
American Indian / Alaskan Native ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	694	73.9%	55.3%	23.2%	10.2%	11.3%
Native Hawaiian / Pacific Islander ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	616	50.5%	64.6%	17.4%	7.4%	10.6%
English Learners	2,396	55.6%	82.1%	12.0%	3.6%	2.3%
Non-English Learners	13,488	57.6%	60.7%	20.9%	9.6%	8.8%
Special Education ⁹	4,022	47.9%	86.8%	9.3%	2.2%	1.7%
Non-Special Education	11,862	60.5%	57.4%	22.4%	10.5%	9.6%
Economically Disadvantaged	11,969	56.6%	64.9%	19.3%	8.5%	7.2%
Non-Economically Disadvantaged	3,915	59.3%	59.9%	20.6%	9.4%	10.1%

Winter 2020 Near-Track Group: Participation & Performance Grades 9-11, Star Math & Reading						
	# Students Eligible ⁶	% Students Participating: Math & Reading ³	Lowest Level Across Math & Reading			% At/Above Grade Level ⁷
			% Intensive Intervention	% Urgent Intervention	% On Watch	
Overall	6,775	76.1%	25.6%	21.4%	19.9%	33.0%
Black / African American	2,868	77.8%	24.0%	23.6%	22.3%	30.0%
Hispanic / Latino	1,493	62.8%	33.1%	23.1%	18.3%	25.5%
White	875	79.4%	24.7%	20.9%	19.0%	35.4%
American Indian / Alaskan Native ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	1,162	88.1%	20.9%	17.1%	18.3%	43.7%
Native Hawaiian / Pacific Islander ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	349	71.1%	33.9%	14.9%	14.1%	37.1%
English Learners	1,008	59.8%	71.8%	17.4%	6.9%	3.9%
Non-English Learners	5,767	78.9%	19.6%	22.0%	21.6%	36.8%
Special Education ⁹	555	60.2%	67.0%	20.1%	6.0%	6.9%
Non-Special Education	6,220	77.5%	22.8%	21.5%	20.9%	34.8%
Economically Disadvantaged	4,141	74.5%	27.9%	22.2%	19.5%	30.3%
Non-Economically Disadvantaged	2,634	78.5%	22.2%	20.3%	20.6%	36.9%

Winter 2020 On-Track Group: Participation & Performance Grades 9-11, Star Math & Reading						
	# Students Eligible ⁶	% Students Participating: Math & Reading ³	Lowest Level Across Math & Reading			% At/Above Grade Level ⁷
			% Intensive Intervention	% Urgent Intervention	% On Watch	
Overall	4,398	83.8%	4.3%	9.5%	15.5%	70.7%
Black / African American	1,271	74.4%	7.3%	14.6%	20.6%	57.5%
Hispanic / Latino	452	79.0%	7.6%	11.5%	20.8%	60.1%
White	1,365	90.0%	3.0%	8.5%	11.6%	76.9%
American Indian / Alaskan Native ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	1,051	89.1%	2.1%	4.7%	14.1%	79.1%
Native Hawaiian / Pacific Islander ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	249	83.9%	3.3%	11.0%	12.9%	72.7%
English Learners	42	73.8%	41.9%	25.8%	9.7%	22.6%
Non-English Learners	4,356	83.9%	4.0%	9.4%	15.5%	71.1%
Special Education ⁹	145	77.2%	37.5%	18.8%	10.7%	33.0%
Non-Special Education	4,253	84.0%	3.3%	9.2%	15.6%	71.8%
Economically Disadvantaged	1,816	81.5%	5.5%	10.9%	18.0%	65.6%
Non-Economically Disadvantaged	2,582	85.4%	3.6%	8.5%	13.8%	74.1%

¹ Schools in the Off-Track group are in the bottom two-thirds of schools not meeting the 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1. Schools in the Near-Track group are in the top third of schools not meeting the 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1. Schools in the On-Track group are meeting this 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1.

² Star assessments for grades 9-11 were not administered district-wide prior to 2019-20.

³ Students are counted as participating if they completed the assessment within the official testing window. The Winter 2020 assessment window ran from December 14, 2020 through January 25, 2021. Starting in 2020-21, all Star Spanish results are counted in participation rates, but are excluded from performance rates. The Star Spanish high school assessment has not yet been nationally normed by Renaissance Learning and performance levels cannot be assigned.

⁴ For 2019-20, Winter refers to the Term 3 administration of Star Reading and Math. The 2019-20 Term 3 window was from February 6, 2020 through February 26, 2020.

⁵ In Spring 2019-20, Star assessments were not administered due to COVID-19.

⁶ Students are counted as eligible if they were enrolled on the last day of the testing window. The Winter 2020 assessment window ran from December 14, 2020 through January 25, 2021.

⁷ At/Above Grade Level corresponds to At/Above Benchmark on Star assessments. Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

⁸ Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.

⁹ All students are required to participate except for students who are exempt based on their Individualized Education Program (IEP). For the Special Education student group, % of Students Participating includes all students, included those who are exempt, in the denominator.

Leading Indicator: District-Wide Performance Grades 9-11, Star Math & Reading	Winter, 2020-21	# Students Eligible ¹	% Students Participating ²	Lowest Level Across Math & Reading				2020-21 Annual Target	Distance to 2020-21 Target
				% Intensive Intervention	% Urgent Intervention	% On Watch	% At/Above Grade Level ³		
All Grades		27,057	66.3%	40.4%	18.1%	13.4%	28.1%	47.4%	-19.3
Grade 9		9,742	69.7%	43.1%	17.9%	12.9%	26.1%	47.4%	-21.3
Grade 10		9,348	65.2%	39.6%	19.1%	13.9%	27.4%	47.4%	-20.0
Grade 11		7,967	63.5%	37.8%	17.1%	13.4%	31.8%	47.4%	-15.6

¹ Students are counted as eligible if they were enrolled on the last day of the testing window. The Winter 2020 assessment window ran from December 14, 2020 through January 29, 2021.

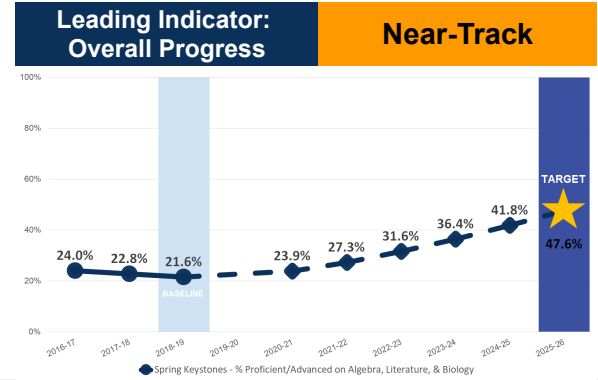
² Students are counted as participating if they completed the assessment within the official testing window. The Winter 2020 assessment window ran from December 14, 2020 through January 29, 2021. Starting in 2020-21, all Star Spanish results are counted in participation rates, but are excluded from performance rates. The Star Spanish high school assessment has not yet been nationally normed by Renaissance Learning and performance levels cannot be assigned.

³ At/Above Grade Level corresponds to At/Above Benchmark on Star assessments. Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

College & Career - Board Goal 4:
The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026

Leading Indicator 4.2:
The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.

Leading Indicator 4.3 - Closing the Gap:
The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.



	Assessment Period	2016-17	2017-18	2018-19	2019-20 ²	2020-21 Annual Target	Distance to 2020-21 Target ³	Distance to 2021-22 Target ³	2025-26 Final Target	
Leading Indicator: District-Wide Proficiency Grade 10, Keystones - Algebra, Literature, & Biology ¹	Spring	24.0%	22.8%	21.6%	N/A	23.9%	-2.3	-5.7	47.6%	
	Leading Indicator: Spring Performance									
	Student Group	2016-17	2017-18	2018-19	2019-20 ²	2020-21 Annual Target	Distance to 2020-21 Target ³	Distance to 2021-22 Target ³	2025-26 Final Target	
	Black / African American	17.1%	15.1%	13.3%	N/A	23.9%	-10.6	-14.0	47.6%	
	Hispanic / Latino	14.6%	13.9%	11.0%	N/A	23.9%	-12.9	-16.3	47.6%	
	White	36.0%	39.1%	41.0%	N/A	23.9%	+17.1	+13.7	47.6%	
	American Indian / Alaskan Native ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	N/A	23.9%	-	-	47.6%	
	Asian	52.3%	54.4%	54.4%	N/A	23.9%	+30.5	+27.1	47.6%	
	Native Hawaiian / Pacific Islander ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	N/A	23.9%	-	-	47.6%	
	Multi Racial / Other	39.9%	28.8%	29.5%	N/A	23.9%	+5.6	+2.2	47.6%	
	English Learners	3.3%	3.7%	3.1%	N/A	23.9%	-20.8	-24.2	47.6%	
Special Education	1.9%	1.2%	1.4%	N/A	23.9%	-22.5	-25.9	47.6%		
Economically Disadvantaged	18.9%	16.8%	15.6%	N/A	23.9%	-8.3	-11.7	47.6%		

¹ Proficiency on the Keystones assessments includes students performing at the Proficient and Advanced levels. All metrics exclude students who are eligible to take PASA in grade 11.

² Keystone assessments were 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.

⁴ Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.

Winter 2020 Off-Track Group (36 Schools) ¹				
Winter Off-Track Group: % Proficient or Advanced Grade 10, Keystones - Algebra, Literature, & Biology				
	2017-18	2018-19	2019-20 ²	Distance to 2020-21 Target ³
Spring	3.6%	3.2%	N/A	-20.7%

Winter 2020 Near-Track Group (9 Schools) ¹				
Winter Near-Track Group: % Proficient or Advanced Grade 10, Keystones - Algebra, Literature, & Biology				
	2017-18	2018-19	2019-20 ²	Distance to 2020-21 Target ³
Spring	29.7%	26.8%	N/A	+2.9%

Winter 2020 On-Track Group (7 Schools) ¹				
Winter On-Track Group: % Proficient or Advanced Grade 10, Keystones - Algebra, Literature, & Biology				
	2017-18	2018-19	2019-20 ²	Distance to 2020-21 Target ³
Spring	77.1%	71.2%	N/A	+47.3%

Winter Off-Track Group: Participation & Performance Grade 10, Keystones, 2018-19					
	# Students	% Students Missing 1+ Keystone	Lowest Score Across All 3 Keystones: % Below Basic ⁴	Lowest Score Across All 3 Keystones: % Basic ⁴	Lowest Score Across All 3 Keystones: % Prof/Adv ⁴
Overall	4,355	42.7%	40.8%	13.3%	3.2%
Black / African American	2,660	40.5%	44.4%	12.7%	2.4%
Hispanic / Latino	1,028	47.9%	37.5%	12.0%	2.6%
White	321	46.4%	29.0%	17.1%	7.5%
American Indian / Alaskan Native ⁵	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	216	35.7%	33.3%	22.2%	8.8%
Native Hawaiian / Pacific Islander ⁶	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	122	50.8%	34.4%	9.8%	4.9%
English Learners	548	49.5%	41.4%	8.0%	1.1%
Non-English Learners	3,807	41.7%	40.7%	14.0%	3.5%
Special Education ⁷	1,090	60.1%	37.1%	2.8%	0.1%
Non-Special Education	3,265	36.9%	42.1%	16.8%	4.3%
Economically Disadvantaged	3,275	42.4%	42.1%	12.5%	3.0%
Non-Economically Disadvantaged	1,073	43.5%	37.0%	15.5%	4.0%

Winter Near-Track Group: Participation & Performance Grade 10, Keystones, 2018-19					
	# Students	% Students Missing 1+ Keystone	Lowest Score Across All 3 Keystones: % Below Basic ⁴	Lowest Score Across All 3 Keystones: % Basic ⁴	Lowest Score Across All 3 Keystones: % Prof/Adv ⁴
Overall	2,090	25.6%	17.7%	29.9%	26.8%
Black / African American	939	27.3%	16.9%	33.0%	22.8%
Hispanic / Latino	404	33.2%	23.0%	28.0%	15.8%
White	298	24.8%	18.8%	27.5%	28.9%
American Indian / Alaskan Native ⁵	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	354	14.4%	12.2%	24.6%	48.9%
Native Hawaiian / Pacific Islander ⁶	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	89	22.5%	20.2%	33.7%	23.6%
English Learners	272	54.0%	27.9%	12.1%	5.9%
Non-English Learners	1,818	21.4%	16.2%	32.6%	29.9%
Special Education ⁷	189	58.7%	24.9%	12.2%	4.2%
Non-Special Education	1,901	22.4%	17.0%	31.7%	29.0%
Economically Disadvantaged	1,285	26.7%	18.5%	29.9%	24.9%
Non-Economically Disadvantaged	803	24.0%	16.3%	30.0%	29.6%

Winter On-Track Group: Participation & Performance Grade 10, Keystones, 2018-19					
	# Students	% Students Missing 1+ Keystone	Lowest Score Across All 3 Keystones: % Below Basic ⁴	Lowest Score Across All 3 Keystones: % Basic ⁴	Lowest Score Across All 3 Keystones: % Prof/Adv ⁴
Overall	1,486	5.0%	6.6%	17.2%	71.2%
Black / African American	494	6.3%	9.1%	26.3%	58.3%
Hispanic / Latino	148	6.1%	12.2%	23.0%	58.8%
White	438	6.2%	5.5%	14.4%	74.0%
American Indian / Alaskan Native ⁵	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	331	1.8%	1.8%	5.1%	91.2%
Native Hawaiian / Pacific Islander ⁶	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	74	2.7%	6.8%	13.5%	77.0%
English Learners ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Non-English Learners ⁸	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Special Education ⁷	49	14.3%	51.0%	14.3%	20.4%
Non-Special Education	1,437	4.7%	5.1%	17.3%	72.9%
Economically Disadvantaged	581	4.3%	7.9%	17.9%	69.9%
Non-Economically Disadvantaged	904	5.4%	5.8%	16.7%	72.1%

¹ Schools in the Off-Track group are in the bottom two-thirds of schools not meeting the 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1. Schools in the Near-Track group are in the top third of schools not meeting the 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1. Schools in the On-Track group are meeting this 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1.

² Keystone Exams were not administered in Spring 2019-20 due to COVID-19.

³ The metric 'Distance to 2020-21 Goal' is measured using 2018-19 performance.

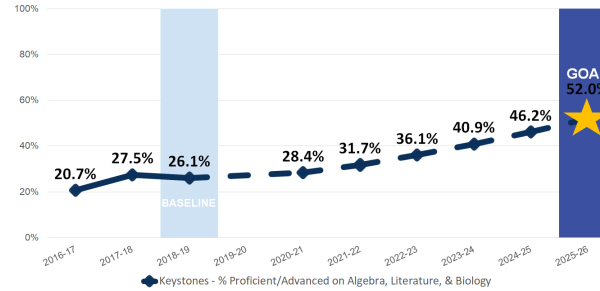
⁴ Students who have taken all 3 Keystone Exams are included in the column reflecting their lowest score. For example, if a student scored at the proficient level on one subject exam and at the Basic level on two others, the student is included in the 'Lowest Score Across All 3 Keystones: % Basic' column. Students who are at the Proficient or Advanced levels on all three Keystone Exams are included in the 'Lowest Score Across All 3 Keystones: % Prof/Adv' column. 'Lowest Score Across All 3 Keystones: % Prof/Adv' is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates.

⁵ Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed. Metrics for student groups with only two categories, such as English Learners and Non-English Learners, are both suppressed when one student group has an insufficient sample of students.

⁶ Students eligible to take PASA in their 11th grade year are excluded.

	What are we going to do?	Why are we doing this?
Performance	We will develop and implement a high-quality, culturally and linguistically relevant, standards-aligned curriculum in core subjects, beginning with Math and ELA, and develop teachers' capacity and content knowledge to implement high quality Tier 1 instruction.	<p>These actions are interrelated, and together, they will expand our capacity to deliver high-quality reading instruction to students who are prepared to learn.</p> <ul style="list-style-type: none"> • Effective instruction in core content areas requires a coherent system of curriculum and instruction, teacher knowledge and practice, and student assessment; and SDP is committed to developing and sustaining such a system that enacts our vision of equitable education. • Effective Tier 1 programs are critical to student success, and are most effective when all stakeholders believe that, when supported, all students can rise to high expectations. • Building principals' capacity as talent managers will help to build more effective and welcoming communities in every school, by promoting a more stable community of teachers.
Climate	Cultivate a workforce with high expectations for all students and the belief that all students can access Tier 1 instruction by defining the ways racist practices manifest in schools and developing strategies to support an anti-racist workforce.	
	Building on recommendations from Goals 1, 2, and 3 to implement evidence-based Tier 1 climate programming as part of a comprehensive MTSS framework, we will add a specific focus on ensuring leadership and staff buy-in about the effectiveness of well-implemented Tier 1 approaches.	
Staffing	We will expand the Goal 2 staff retention analysis to include principals to better understand how autonomy and principal expectations of both staff and students contribute to staff movement.	
	We will update the leadership framework to include a focus on talent management, and explore the redesign of teacher evaluation to identify differentiated instructional quality and provide quality feedback to teachers.	

College & Career - Board Goal 4:
 The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026



Overall Progress

Near Track

	Keystones - Proficiency on Algebra, Literature, & Biology 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
College & Career Goal 4: District-Wide Proficiency Grade 11, Keystones - Algebra, Literature, & Biology	Overall	20.7%	27.5%	26.1%	N/A	28.4%	-2.3	-5.6	52%
	Black / African American	15.0%	19.0%	17.4%	N/A	28.4%	-11.0	-14.3	52%
	Hispanic / Latino	11.1%	18.0%	17.2%	N/A	28.4%	-11.2	-14.5	52%
	White	34.6%	44.3%	45.2%	N/A	28.4%	+16.8	+13.5	52%
	American Indian / Alaskan Native ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	N/A	28.4%	-	-	52%
	Asian	49.0%	58.7%	59.7%	N/A	28.4%	+31.3	+28.0	52%
	Native Hawaiian / Pacific Islander ⁴	Insufficient Sample	Insufficient Sample	Insufficient Sample	N/A	28.4%	-	-	52%
	Multi Racial / Other	23.8%	42.8%	31.0%	N/A	28.4%	+2.6	-0.7	52%
	English Learners	4.6%	2.8%	2.8%	N/A	28.4%	-25.6	-28.9	52%
	Special Education	1.4%	7.4%	7.3%	N/A	28.4%	-21.1	-24.4	52%
	Economically Disadvantaged	21.1%	28.4%	20.7%	N/A	28.4%	-7.7	-11.0	52%

¹ Proficiency on Keystone Exams includes students performing at the Proficient and Advanced levels. Performance on all three Keystone Exams is based on a student's best overall score on each subject by the end of their 11th grade year. All metrics exclude students who took PASA in their 11th grade year.

² Keystone Exams were 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.

⁴ Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed.

College & Career Goal 4: District-Wide Performance Grade 11, Keystone	District-Wide, 2018-19	# Students ¹	% Below Basic	% Basic	% Proficient or Advanced ²	2020-21 Annual Goal	Distance to 2020-21 Goal ³	Distance to 2021-22 Goal ³	2025-26 Final Goal
	All 3 Keystones ⁴	7,846	37.1%	20.7%	26.1%	28.4%	-2.3	-5.6	52%
	Algebra ⁴	7,676	25.7%	37.8%	36.6%	28.4%	+8.2	+4.9	52%
	Literature ⁴	7,106	25.6%	26.5%	47.8%	28.4%	+19.4	+16.1	52%
	Biology ⁴	7,032	42.9%	21.9%	35.1%	28.4%	+6.7	+3.4	52%

Winter 2020 Off-Track Group (36 Schools)⁵

Winter 2020 Off-Track Group: Participation & Performance Grade 11, Keystone, 2018-19						
	# Students	% Students Missing 1+ Keystone	% Prof/Adv: All 3 Keystones ⁶	% Prof/Adv: Algebra ⁶	% Prof/Adv: Literature ⁶	% Prof/Adv: Biology ⁶
Overall	3,615	18.2%	6.3%	15.5%	26.6%	12.4%
Black / African American	2,215	19.9%	4.1%	11.4%	24.4%	10.0%
Hispanic / Latino	803	19.6%	6.0%	14.4%	24.0%	10.3%
White	296	10.1%	14.2%	29.4%	42.4%	22.5%
American Indian / Alaskan Native ⁷	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	205	7.8%	19.0%	40.0%	33.2%	28.6%
Native Hawaiian / Pacific Islander ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	92	17.4%	10.8%	22.0%	32.5%	15.5%
English Learners	483	14.5%	1.0%	9.0%	8.0%	4.9%
Non-English Learners	3,132	18.8%	7.2%	16.5%	29.5%	13.7%
Special Education ⁹	768	20.7%	2.6%	5.5%	10.9%	5.6%
Non-Special Education	2,848	17.6%	7.3%	18.1%	30.7%	14.2%
Economically Disadvantaged	2,558	18.3%	5.6%	14.5%	25.2%	11.1%
Non-Economically Disadvantaged	1,058	18.2%	8.2%	17.9%	30.0%	15.9%

Winter 2020 Near-Track Group (9 Schools)⁵

Winter 2020 Near-Track Group: Participation & Performance Grade 11, Keystone, 2018-19						
	# Students	% Students Missing 1+ Keystone	% Prof/Adv: All 3 Keystones ⁶	% Prof/Adv: Algebra ⁶	% Prof/Adv: Literature ⁶	% Prof/Adv: Biology ⁶
Overall	1,907	8.9%	38.0%	54.9%	66.9%	48.3%
Black / African American	879	7.4%	35.0%	51.4%	68.3%	45.6%
Hispanic / Latino	341	16.4%	30.5%	46.0%	58.1%	40.1%
White	246	10.6%	35.8%	54.3%	62.3%	45.6%
American Indian / Alaskan Native ⁷	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	350	3.1%	55.7%	76.1%	74.4%	65.5%
Native Hawaiian / Pacific Islander ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	86	12.8%	32.6%	44.2%	63.6%	41.8%
English Learners	221	25.8%	8.0%	12.6%	9.5%	8.3%
Non-English Learners	1,686	6.6%	42.3%	60.2%	73.4%	52.7%
Special Education ⁹	197	11.7%	17.3%	25.0%	41.0%	28.3%
Non-Special Education	1,710	8.5%	40.4%	58.4%	69.7%	50.5%
Economically Disadvantaged	1,136	8.7%	36.4%	53.7%	65.6%	47.0%
Non-Economically Disadvantaged	771	9.1%	40.2%	56.6%	68.4%	50.1%

Winter 2020 On-Track Group (7 Schools)⁵

Winter 2020 On-Track Group: Participation & Performance Grade 11, Keystone, 2018-19						
	# Students	% Students Missing 1+ Keystone	% Prof/Adv: All 3 Keystones ⁶	% Prof/Adv: Algebra ⁶	% Prof/Adv: Literature ⁶	% Prof/Adv: Biology ⁶
Overall	1,349	1.9%	79.5%	86.2%	91.5%	86.6%
Black / African American	481	2.5%	69.9%	77.7%	86.9%	79.6%
Hispanic / Latino	113	1.8%	77.0%	83.0%	89.3%	82.9%
White	379	1.6%	80.7%	87.8%	92.6%	88.8%
American Indian / Alaskan Native ⁷	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Asian	329	1.5%	91.2%	96.3%	96.7%	94.5%
Native Hawaiian / Pacific Islander ⁸	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Multi Racial/Other	43	2.3%	90.7%	97.7%	97.7%	92.9%
English Learners ⁹	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample	Insufficient Sample
Non-English Learners ⁹	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
Special Education ⁹	98	3.1%	44.9%	55.7%	67.7%	62.5%
Non-Special Education	1,251	1.8%	82.2%	88.6%	93.3%	88.5%
Economically Disadvantaged	544	2.8%	77.9%	85.5%	90.7%	85.3%
Non-Economically Disadvantaged	805	1.4%	80.5%	86.6%	92.0%	87.5%

¹ District-wide student counts include students without an attributed school. For 2018-19, this represents 924 students, of whom 857 who took Algebra I, 883 who took Biology, and 718 who took Literature. Of the 924 students, 355 are missing at least one Keystone Exam.

² Performance is shaded based on the distance from the annual target, with red representing lower performance rates and blue representing higher performance rates. This metric excludes students who are missing at least one Keystone Exam (1,261 students, or 16.1% of 11th graders, in 2018-19).

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

⁴ Performance is based on a student's best overall score on each Keystone Exam Subject by the end of their 11th grade year.

⁵ Schools in the Off-Track group are in the bottom two-thirds of schools not meeting the 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1. Two schools in the Winter 2020 Off-Track group do not have any eligible 11th graders who took all three Keystone Exams in 2018-2019. Schools in the Near-Track group are in the top third of schools not meeting the 2020-2021 Winter Annual Target on Star for Leading Indicator 4.1. Schools in the On-Track group are meeting this 2020-2021 Winter annual Target on Star for Leading Indicator 4.1.

⁶ Metrics for student groups with fewer than twenty eligible students have an insufficient sample of students to calculate performance and are suppressed. Metrics for student groups with only two categories, such as English Learners and Non-English Learners, are both suppressed when one student group has an insufficient sample of students.

⁷ Excludes students who took PASA in their 11th grade year.