

Reading 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.

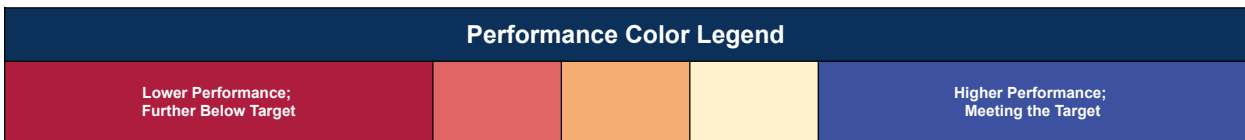
Leading Indicator 1.2
 Closing the Gap: The percentage of students, by student group, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

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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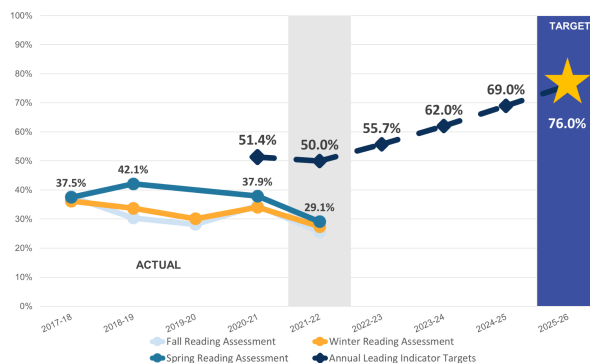
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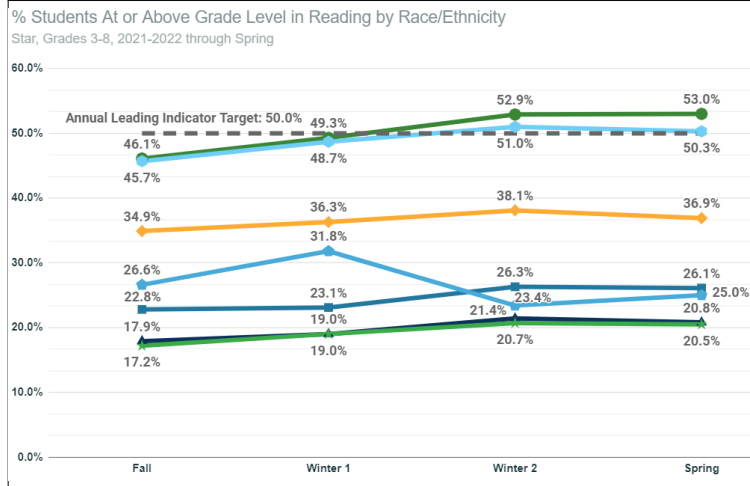
Leading Indicator Overall Progress



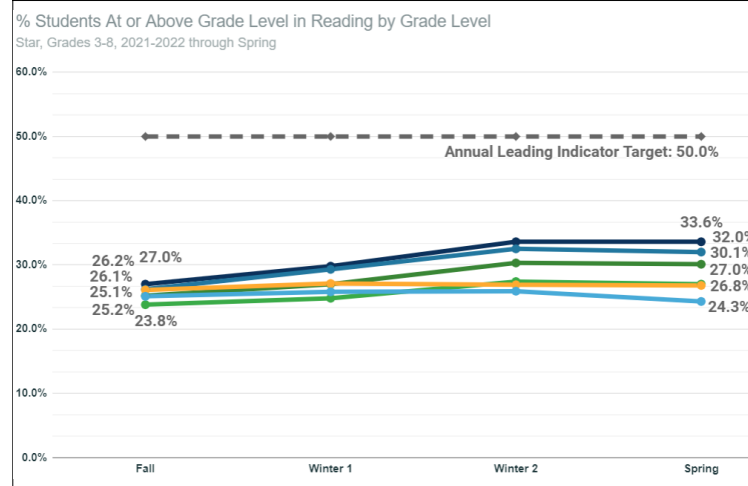
Off-Track

- The percentage of students At or Above Grade Level increased over the year by 3.5 percentage points. Overall, 1,134 more students were At or Above Grade Level in Spring than Fall.
- The focus for grades 4-8 was the implementation of Mathematics (opening routines & formative tasks), resulting in over a 7% increase in STAR performance).

Leading Indicator: District-Wide % At/Above Grade Level Grades 3-8, Star Reading	Assessment Period	2018-19 ¹	2019-20 ²	2020-21 ³	2021-22 ⁴	2021-22 Annual Leading Indicator Target ⁴	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	Fall	30.4%	28.2%	34.6%	25.6%	50.0%	-24.4	-30.1	76.0%
	Winter 1	33.7%	30.1%	34.1%	27.4%	50.0%	-22.6	-28.3	76.0%
	Spring	42.1%	N/A	37.9%	29.1%	50.0%	-20.9	-26.6	76.0%
Spring 2022 Performance (School Performance Groups Based on Winter 1 2020 Performance)									
	School Performance Group	# Students Eligible ^a	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁴	% At/Above Grade Level ⁴	% At/Above Grade Level: Change From Winter 1, 2021-22 ^a		
	Off Track (75 Schools) ^a	22,203	18,736	86.7%	3,009	16.1%	+1.3		
	Near Track (75 Schools) ^a	22,730	21,008	92.4%	6,649	31.6%	+2.2		
	On Track (17 Schools) ^a	5,426	5,131	94.6%	3,382	65.9%	+0.7		



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



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

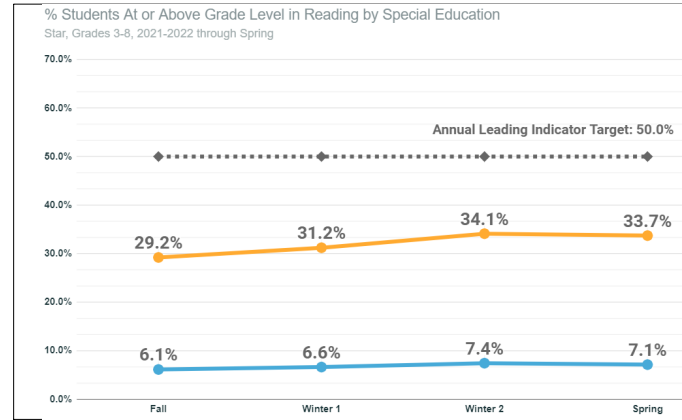
2021-22 Spring Performance

Student Group	# Students Eligible*	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁴	% At/Above Grade Level ⁴	% At/Above Grade Level: Change From Winter 1, 2021-22 ⁴
Overall	50,701	45,737	90.2%	13,332	29.1%	+1.7
Black / African American	23,913	21,116	88.3%	4,388	20.8%	+1.8
Hispanic / Latinx	12,083	10,938	90.5%	2,242	20.5%	+1.5
White	7,511	7,000	93.2%	3,518	50.3%	+1.6
Asian	4,777	4,571	95.7%	2,421	53.0%	+3.7
Multi Racial/Other	2,244	1,960	87.4%	724	36.9%	+0.6
American Indian / Alaskan Native	103	92	89.3%	24	26.1%	+3.0
Native Hawaiian / Pacific Islander	70	60	85.7%	15	25.0%	-6.8

2021-22 Spring Performance

Grade Level	# Students Eligible*	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁴	% At/Above Grade Level ⁴	% At/Above Grade Level: Change From Winter 1, 2021-22 ⁴
Overall	50,701	45,737	90.2%	13,332	29.1%	+1.7
Grade 3	8,688	8,032	92.4%	2,698	33.6%	+3.8
Grade 4	8,763	8,176	93.3%	2,614	32.0%	+2.7
Grade 5	8,588	7,967	92.8%	2,400	30.1%	+3.1
Grade 6	8,145	7,364	90.4%	1,990	27.0%	+2.2
Grade 7	8,129	7,094	87.3%	1,901	26.8%	-0.3
Grade 8	8,388	7,104	84.7%	1,729	24.3%	-1.5

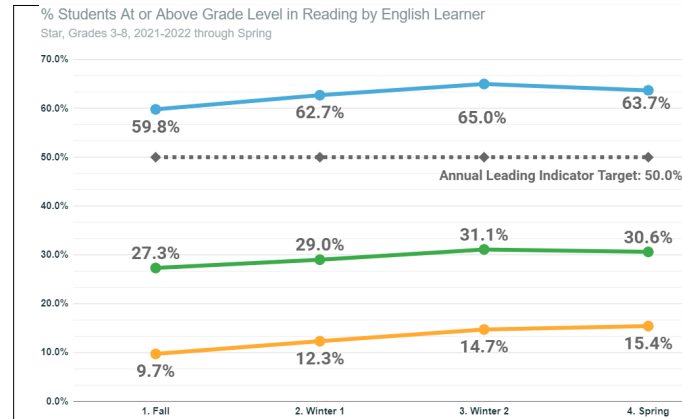
2021-22 Spring Performance						
	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^c	# At/Above Grade Level ^d	% At/Above Grade Level ^e	% At/Above Grade Level: Change From Winter 1, 2021-22 ^f
Overall	50,701	45,737	90.2%	13,332	29.1%	+1.7
Non-Special Education	40,646	37,964	93.4%	12,778	33.7%	+2.5
Special Education ^g	10,055	7,773	77.3%	554	7.1%	+0.5



Non-Special Education

Special Education

2021-22 Spring Performance						
	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^c	# At/Above Grade Level ^d	% At/Above Grade Level ^e	% At/Above Grade Level: Change From Winter 1, 2021-22 ^f
Overall	50,701	45,737	90.2%	13,332	29.1%	+1.7
Former English Learners	1,188	1,136	95.6%	724	63.7%	+1.0
Never English Learners	42,159	37,814	89.7%	11,566	30.6%	+1.6
English Learners	7,354	6,787	92.3%	1,042	15.4%	+3.1

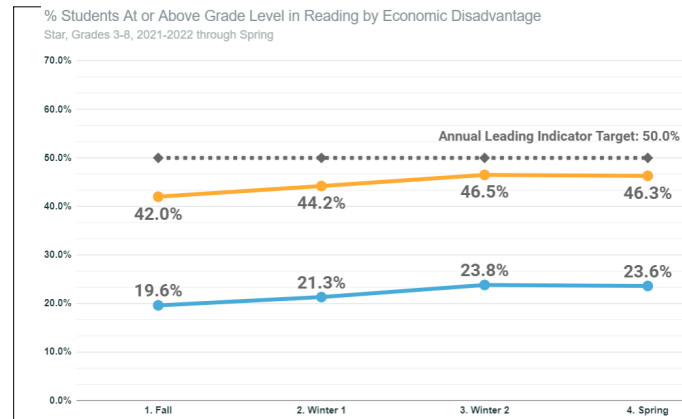


Former English Learners

Never English Learners

English Learners

2021-22 Spring Performance						
	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^c	# At/Above Grade Level ^d	% At/Above Grade Level ^e	% At/Above Grade Level: Change From Winter 1, 2021-22 ^f
Overall	50,701	45,737	90.2%	13,332	29.1%	+1.7
Non-Economically Disadvantaged	12,278	11,176	91.0%	5,174	46.3%	+2.1
Economically Disadvantaged	38,423	34,561	89.9%	8,158	23.6%	+2.3



Non-Economically Disadvantaged

Economically Disadvantaged

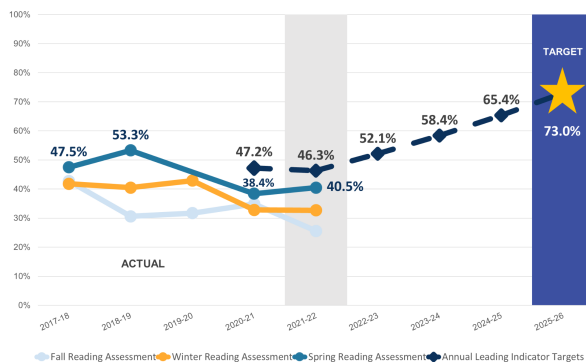
Reading Goal 2

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 Overall Progress



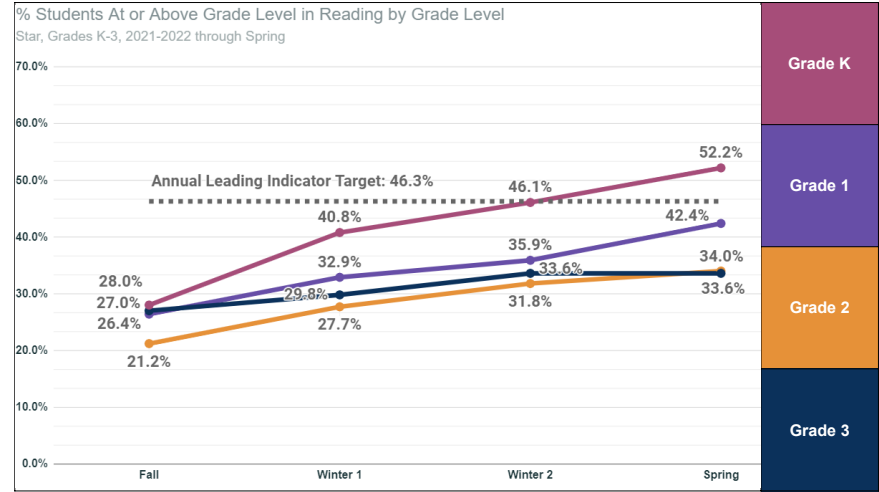
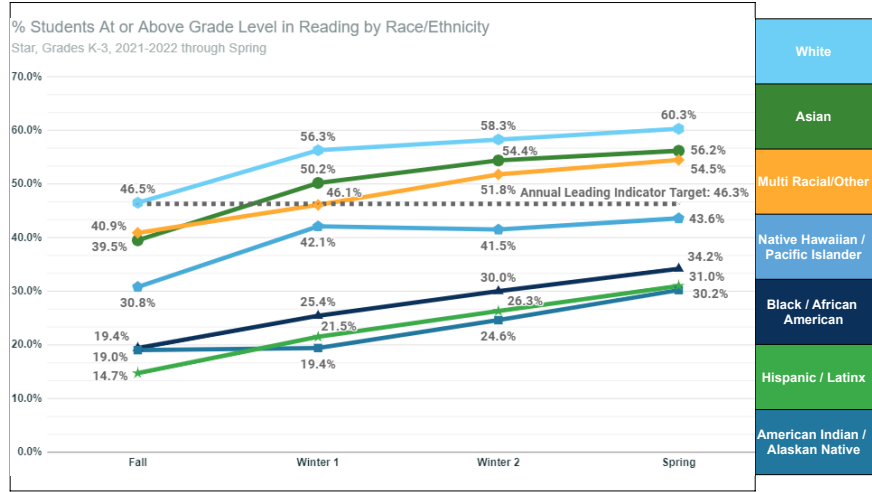
Near Track

- The percentage of students At or Above Grade Level increased over the year by 14.7 percentage points. Overall, 5,062 more students were At or Above Grade Level in Spring than Fall.

- Reasons for gains were new focus on ELA and systems being executed in grades K-3.

- The focus on explicit instruction in foundational skills.

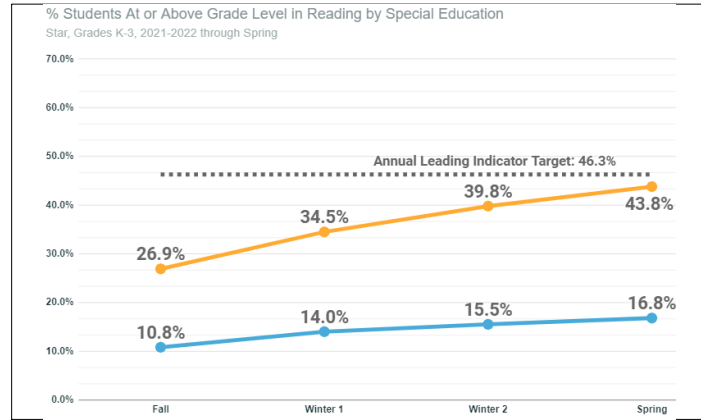
Leading Indicator: District-Wide % At/Above Grade Level Grades K-3, Star Reading	Assessment Period	2018-19 ¹	2019-20 ²	2020-21 ³	2021-22 ⁴	2021-22 Annual Leading Indicator Target ⁶	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	Fall	30.6%	31.7%	34.9%	25.6%	46.3%	-20.7	-26.5	73.0%
	Winter 1	40.5%	42.9%	32.8%	32.7%	46.3%	-13.6	-19.4	73.0%
	Spring	53.3%	N/A	38.4%	40.5%	46.3%	-5.8	-11.6	73.0%
Spring 2022 Performance (School Performance Groups Based on Winter 1 2020 Performance)									
	School Performance Group	# Students Eligible ^a	# Students Participating ⁷	% Students Participating ⁷	# At/Above Grade Level ⁴	% At/Above Grade Level ⁴	% At/Above Grade Level: Change From Winter 1, 2021-22 ^a		
	Off Track (62 Schools) ^a	12,815	11,698	91.3%	3,548	30.3%	+11.0		
	Near Track (65 Schools) ^a	15,858	14,771	93.1%	5,637	38.2%	+6.9		
	On Track (21 Schools) ^a	5,550	5,211	93.9%	3,580	68.7%	+5.0		
								On Track Performance Group	
								Near Track Performance Group	
								Off Track Performance Group	



2021-22 Spring Performance						
Student Group	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^b	# At/Above Grade Level ^c	% At/Above Grade Level ^c	% At/Above Grade Level: Change From Winter 1, 2021-22 ^d
Overall	35,085	32,460	92.5%	13,161	40.5%	+7.8
Black / African American	14,964	13,611	91.0%	4,659	34.2%	+8.8
Hispanic / Latinx	9,763	9,039	92.6%	2,802	31.0%	+9.5
White	5,782	5,479	94.8%	3,305	60.3%	+4.0
Asian	3,314	3,164	95.5%	1,779	56.2%	+6.0
Multi Racial/Other	1,148	1,065	92.8%	580	54.5%	+8.4
American Indian / Alaskan Native	68	63	92.6%	19	30.2%	+10.8
Native Hawaiian / Pacific Islander	46	39	84.8%	17	43.6%	+1.5

2021-22 Spring Performance						
Grade Level	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^b	# At/Above Grade Level ^c	% At/Above Grade Level ^c	% At/Above Grade Level: Change From Winter 1, 2021-22 ^d
Overall	35,085	32,460	92.5%	13,161	40.5%	+7.8
Grade K	8,791	8,105	92.2%	4,234	52.2%	+11.4
Grade 1	8,684	8,024	92.4%	3,405	42.4%	+9.5
Grade 2	8,922	8,299	93.0%	2,824	34.0%	+6.3
Grade 3	9,082	8,032	92.4%	2,698	34.6%	+3.8

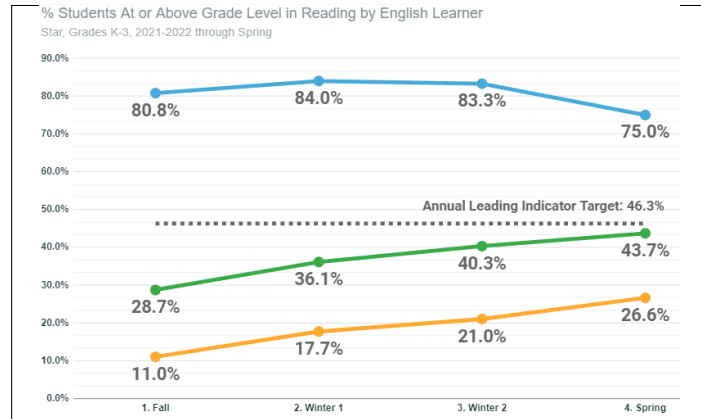
2021-22 Spring Performance						
	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^c	# At/Above Grade Level ^d	% At/Above Grade Level ^e	% At/Above Grade Level: Change From Winter 1, 2021-22 ^f
Overall	35,085	32,460	92.5%	13,161	40.5%	+7.8
Non-Special Education	29,878	28,553	95.6%	12,504	43.8%	+9.3
Special Education ^g	5,207	3,907	75.0%	657	16.8%	+2.8



Non-Special Education

Special Education

2021-22 Spring Performance						
	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^c	# At/Above Grade Level ^d	% At/Above Grade Level ^e	% At/Above Grade Level: Change From Winter 1, 2021-22 ^f
Overall	35,085	32,460	92.5%	13,161	40.5%	+7.8
Former English Learners	24	24	100.0%	18	75.0%	-9.0
Never English Learners	28,638	26,382	92.1%	11,533	43.7%	+7.6
English Learners	6,423	6,054	94.3%	1,610	26.6%	+8.9

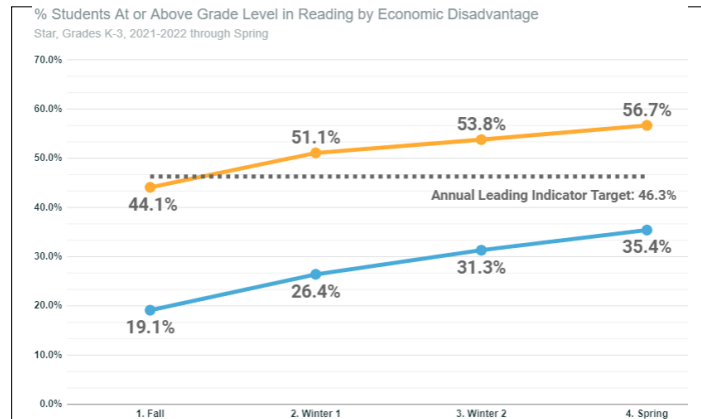


Former English Learners

Never English Learners

English Learners

2021-22 Spring Performance						
	# Students Eligible ^a	# Students Participating ^b	% Students Participating ^c	# At/Above Grade Level ^d	% At/Above Grade Level ^e	% At/Above Grade Level: Change From Winter 1, 2021-22 ^f
Overall	35,085	32,460	92.5%	13,161	40.5%	+7.8
Non-Economically Disadvantaged	8,347	7,773	93.1%	4,410	56.7%	+5.6
Economically Disadvantaged	26,738	24,687	92.3%	8,751	35.4%	+9.0



Non-Economically Disadvantaged

Economically Disadvantaged

Academic Screeners

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.

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 Starting in 2019-20, Star Reading was administered to students in grades 6-8, and students in grades 3-5 took AimswebPlus Reading. In Spring 2019-20, assessments were not administered to students in grades K-8 due to COVID-19 school closures. For 2019-20, At/Above Grade Level also includes students who were At/Above Benchmark on Star Reading.

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, and of grade 6-8 students who are At/Above Benchmark on Star Reading. To receive a composite score, a student must have completed all required subtests.

⁴ Starting in 2021-22, 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 1.1 were adjusted. Annual Targets for Leading Indicator 1.1 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 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.

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 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 Reading (At/Above Benchmark) from the Winter 1 2021-22 assessment window to the Spring 2021-22 assessment window.

⁹ School groups are based on Winter 1 2020-21 performance data. One school did not administer aimswebPlus Reading or Star Reading to any students in the Winter 2020-21 assessment window and is excluded from the school performance group performance metrics for Reading Goal 1. Any schools that were not operational in 2020-21 are excluded from the performance metrics for On, Near, and Off Track performance groups.

¹⁰ 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.