






Spring Scores

STAR (select one....Early Literacy, Reading, Math) -Spring Data Analysis Template

Date: 5/27/2021	Grade Level/Course: 4th Grade
Members Present: Tina Martin, Bradi Chapman, Dana Underwood	Subject: Reading

How will we know if students have learned?

Analyze group assessment data

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
 Above Benchmark	At/Above 855 SS	At/Above 90 PR	12	16%
 At Benchmark	At/Above 574 SS	At/Above 60 PR	36	49%
Category Total			48	65%
Below Benchmark				
 On Watch	Below 574 SS	At/Below 59 PR	10	14%
 Intervention	Below 479 SS	At/Below 39 PR	11	15%
 Urgent Intervention	Below 319 SS	At/Below 9 PR	5	7%
Category Total			26	35%
Students Tested			74	
Students Not Tested			2	
Total Students			76	

Students Not Tested:

Analyze group assessment data: Use STAR Growth Report

Classroom/Section	# of Students Who Have a Winter SGP below 35%	SGP % on Target and Median SGP*	% Proficient At or Above 60% SGP
4th Grade	74		48/74 =68%
Underwood	30	52	13/30=43%
Martin	14	70	9/14= 64%
Chapman	30	61	23/30=76%

* MTSS Intervention Students Need SGP Targets Above 35 to "catch up" (50+ SGP)

Data Analysis - Compare results of teaching strategies:

Focus Mini Lesson moving to centers (word work, read to self, comprehension packets and workbooks, Freckle, conferencing, small group work)

Are we on track to meet the school wide LRSP proficiency goals Y/N ?

ELA/Literacy Measurable Goals

90% of proficient and advanced students will obtain an SGP of 35 or above on the STAR Reading Screener by the end of the year.

85% of below proficiency students will obtain an SGP of 60 or above on the STAR Reading Screener by the end of the year.

MTSS (Tiers I,II,II) Action Plan	Teacher Collaboration Action Plan
<ul style="list-style-type: none"> • Tier 1: Core instruction in each classroom targeted to address the needs of all ability levels of learners. Focus of Tier 1 instruction in K-2 will be based on Top Ten Tools and SuperKids scope and sequence. • Tier 2: Reading intervention will be provided by instructional paraprofessionals and interventionists for grades K-3. Below Benchmark K-3 students will receive additional intervention 30 minutes, 5 days per week. Fourth and fifth grade students will receive additional help through an adaptive computer program. (Lexia) • Tier 3: Reading intervention will be provided to small groups and one-on-one by special education teachers as outlined in the child's IEP. • K-5 Tier 2 and Tier 3 students will be progress monitored using STAR CBMs on a two week rotation. Paras have been trained to administer tests. Data will be managed by the student support specialist. Instructional plans will be adjusted as needed. 	<ul style="list-style-type: none"> • K-5 teachers will frequently hold reading data meetings to review student progress. • Teachers are working together to design lessons and plan interventions for students. • Emily Dickinson MTSS Team is meeting monthly to improve MTSS meetings and data presentation for MTSS meetings. The team also reviews data at these meetings and makes determinations about resource allocation and student supports.

Are we on track to meet the school wide LRSP growth goals Y/N ? * Yes

* MTSS Intervention Students Need SGP Targets Above 35 to "catch up" (50+ SGP)

What changes/tweaks are needed at our grade/course level as a whole (Core Instruction) to maximize Jan. - June achievement? Think in terms of overall changes/tweaks to core instruction, not student specific changes?

Reading Intervention, Extra support, trained support, standard curriculum, additional resources to supplement

How will we know if students have learned?

Analyze **individual** assessment data: Use Screening Report To Pull Data - Add student names below

Classroom/Section	On Watch	Intervention	Urgent Intervention
Chapman	4	2	2
Tina Martin	2	1	0
Underwood	3	8	3

Analyze **individual** assessment data: Use STAR Growth Report - Add Student Names Below

Classroom/Section	Low Growth - Low Proficiency SGP Below 35 SGP and Below 60% Proficiency	Low Growth - Above Proficiency SGP Below 35 SGP and Above 60% Proficiency	Proficient Growth - Below Proficiency SGP Above 35 SGP and Below 60% Proficiency

Chapman	2	5	6
Tina Martin	1	1	3
Underwood	6	7	10

****PK-5 Teams:** Please note that you would dig into CBM Reading data here and have your student specific conversations based upon skill deficits noted in CBM scores for reading. Reading CBM measures should be driving the instructional groupings for MTSS rather than general benchmark scores **

What do we do when students don't learn or reach proficiency?

Do all of the students above have interventions, MTSS trackers and/or SPED/504 plans in place **Y/N** ? If not, is there other classroom data that would suggest that the students above are on track for growth and achievement ?

Chapman- Based on effort all students are on track to make growth

Which students do we need to start MTSS trackers for ?

Anner- In process
Madisyn Martinez

Are there any students above, based upon the MTSS referral process, that we need to move forward with a student support meeting ? Please note Student Support meetings should only be held after documented changes in core instruction as well as documented tier II interventions have been in place.

Anner- In process

Based on the students above, what individual or group changes need to occur with our grade level/course MTSS groups/interventions ? Are there students not in the data above that we are concerned about ?

Interventions need to be consistent and all year

Enrichment - Which students need more than what we are currently providing? What is our plan to address the enrichment needs ?

Use Lena Wessel as a resource and Dr. Nell

Reflecting on the year (instructionally):

- What did we do that worked this year?
- What didn't work?
- What do we need to do next year?

Having students doing fluencies weekly with para

[STAR Early Literacy Score Definitions](#)

[STAR Math Score Definitions](#)

[STAR Reading Score Definitions](#)

Winter Scores



STAR (select one....Early Literacy, Reading, Math) - Winter Data Analysis Template

Date: 1/26/2021	Grade Level/Course: 4th Grade
Members Present: Tina Martin, Bradi Chapman, Dana Underwood	Subject: Reading




How will we know if students have learned?

Analyze **group** assessment data

At/Above Benchmark

 Above Benchmark	At/Above 780 SS	At/Above 90 PR	13	19%
 At Benchmark	At/Above 541 SS	At/Above 60 PR	27	39%
Category Total			40	57%

Below Benchmark

 On Watch	Below 541 SS	At/Below 59 PR	13	19%
 Intervention	Below 455 SS	At/Below 39 PR	11	16%
 Urgent Intervention	Below 292 SS	At/Below 9 PR	6	9%
Category Total			30	43%

Students Tested	70
Students Not Tested	1
Total Students	71

Students Not Tested:

Analyze **group** assessment data: Use STAR Growth Report

Classroom/Section	# of Students Who Have a Winter SGP	SGP % on Target and Median SGP*	% Proficient At or Above 60%
4th Grade	70	57 /70 At or Above 35 SGP = 81% Median SGP = 69	40/70 = 57 %

* MTSS Intervention Students Need SGP Targets Above 35 to "catch up" (50+ SGP)

Data Analysis - Compare results of teaching strategies:

Focus Mini Lesson moving to centers (word work, read to self, comprehension packets and workbooks, Freckle, conferencing, small group work)

Are we on track to meet the school wide LRSP proficiency goals Y/N ? **Yes**

ELA/Literacy Measurable Goals

90% of proficient and advanced students will obtain an SGP of 35 or above on the STAR Reading Screener by the end of the year.

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Are we on track to meet the school wide LRSP growth goals Y/N ? * Yes

* MTSS Intervention Students Need SGP Targets Above 35 to "catch up" (50+ SGP)

What changes/tweaks are needed at our grade/course level as a whole (Core Instruction) to maximize Jan. - June achievement? Think in terms of overall changes/tweaks to core instruction, not student specific changes?

Reading Intervention, Extra support, trained support, standard curriculum, additional resources to supplement

How will we know if students have learned?

Analyze **individual** assessment data: Use Screening Report To Pull Data - Add student names below

Classroom/Section	On Watch	Intervention	Urgent Intervention
Chapman	Troy, Harold, Brooke, Titus, Bella H.	Jacob	Elijah, Anner, Liam
Tina Martin	Emerald, Mason C and Mason G		
Underwood	Ben, Targhee, Camryn, Davi, Annie, Barbie	Beatrice, Blake, Kai, Molly, Jay, Corey	Brayden, AJ, Bentley

Analyze **individual** assessment data: Use STAR Growth Report - Add Student Names Below

Classroom/Section	Low Growth - Low Proficiency SGP Below 35 SGP and Below 60% Proficiency	Low Growth - Above Proficiency SGP Below 35 SGP and Above 60% Proficiency	Proficient Growth - Below Proficiency SGP Above 35 SGP and Below 60% Proficiency
Chapman	Anner, Bella H, Jacob	Josie, Olivia	
Tina Martin		Brinkley	Mason C., Molly and Elsa
Underwood	Bentley, Blake	Alex, Max	Corey, Ben, Brayden, Targhee, AJ, Camryn, Davi, Kai, Beatrice

****PK-5 Teams: Please note that you would dig into CBM Reading data here and have your student specific conversations based upon skill deficits noted in CBM scores for reading. Reading CBM measures should be driving the instructional groupings for MTSS rather than general benchmark scores ****

What do we do when students don't learn or reach proficiency?

Do all of the students above have interventions, MTSS trackers and/or SPED/504 plans in place Y/**N** ? If not, is there other classroom data that would suggest that the students above are on track for growth and achievement ?

Yes-IRI's, Read Naturally, conferencing, Freckle data, CBMs

Which students do we need to start MTSS trackers for ?
AJ (meeting initiated)

Are there any students above, based upon the MTSS referral process, that we need to move forward with a SIT meeting ? Please note SIT meetings should only be held after documented changes in core instruction as well as documented tier II interventions have been in place.

What is SIT?

Based on the students above what individual or group changes need to occur with our grade level/course MTSS groups/interventions ? Are there students not in the data above that we are concerned about ?

**Starting reading pullout groups with Rewards
Concerned about students' slow growth already receiving intervention**

Enrichment - Which students need more than what we are currently providing? What is our plan to address the enrichment needs ?

None at this time

[STAR Early Literacy Score Definitions](#)

[STAR Math Score Definitions](#)

[STAR Reading Score Definitions](#)