



February 2021 Data Analysis and Action Plan (Math/Reading)

All students will ACHIEVE and GROW. How are my students progressing? I am an evaluator of my impact on student learning. I see assessment as informing my impact and the next steps.

The purpose of Window 3 is to...

- *Obtain benchmark data*
- *Determine areas for remediation and acceleration*
- *Assess intervention progress*

Classroom Level Analysis

Step One: GATHER Pull STAR Screening Report and the State Standards Mastery - Class Report	STAR Screening Report - This report provides you with a visual picture of the class and detailed information on the data. The State Standards Mastery - Class Report - This report shows you the levels of mastery that students in your class have achieved in relation to our state standards, based on the students' most recent Star assessments. Gather other kinds of data (observations, summative, Lexia, etc.) that support your instructional focus.
Step Two: ANALYZE INTENTIONALLY ACT Class Data	Please add your screening report data to the school datasheet (your principal may be doing this for you). Complete the charts below to celebrate wins from the last 12 weeks, review standards, students in need of remediation, and students in need of acceleration.
Step Three: NOTICE AND ADJUST Review/Revise and Action Plan	Review your action plan for the next 12 weeks and share your plans with your colleagues.

What are a few (or more) wins from the last 10-12 weeks of school?

Student(s)	Curriculum/Learning/High Impact Instructional Methodology

Review your State Standards Mastery Report - Class Math Consider which standards you **have already taught** and list **which standards need to be retaught** and to whom during the next 12 weeks. You may not use all the boxes and may focus on only the 50% and below. This is a school conversation.

Reading/Math Standard	Below 25	26-50

How will the students be remediated (small group, Khan Academy, Lexia lessons, Resource Teacher Support, etc.)? What is the action plan? How will you record how remediation has taken place? What instructional methodology will be used?

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Homeroom Teacher: _____

Grade Level: _____ Date: _____

ELA/Math Teacher(s): _____

Resource/Learning Specialist: _____

Reliability of the STAR Assessment: According to the National Center of Response to Intervention (NCRT) U.S. Department of Education, a reliability level of .60 and higher is good; .80 is very good. We have collected and analyzed four types of reliability data including test-retest reliability in all types of analysis the reliability level of STAR assessment ranged from .86 to .92.

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Are there students who need to be provided with the opportunity to move ahead, accelerate? If so, what actions can be taken to challenge that student(s)? What instructional methodology will be used?

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Lexile: Please reviewing Lexile Levels for your class (<https://lexile.com/educators/>). Connect Students With Just Right Reading - Knowing the Lexile measure of a book and the Lexile measure of a student's reading ability can help identify reading materials at the right level of challenge. It's a good place to start, but nothing can substitute for your expertise as an educator and your knowledge of your student.

Data Reflection:

Is the RenSTAR data in alignment with what is being seen in the classroom? How does the data affirm what I currently think?	
What other data do I have that supports a full picture of my student (end of unit assessments, Lexia, etc.)?	
In reviewing September goals what instructional methodology has been the most impactful?	

How are we sharing data with students?

- ☐ Conferencing w/ Student ☐ Goal Setting
☐ Immediate Feedback ☐ Review individual performance

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