

STAR Assessments

Middle of Year (MOY), 2023-2024

WESD MOY Reading Results



Academic Services
Assessment & Evaluation



2023-2024 Academic Goals

WESD Academic Services & Administrative Services Goals SY 23-24: Summative

ACADEMIC - Reading

- WESD students will demonstrate a 5% increase in proficiency in ELA and a 5% decrease in the number of students minimally proficient by the Spring 24 AASA.

ELA 22-23 **31%** Proficiency to **36%** Proficiency

ELA 22-23 **51%** Minimally Proficient to **46%** Minimally Proficient

- Spring of 2024 end of year STAR Reading data will demonstrate 50% of students with an SGP above 55 in Reading.
- WESD 3rd grade students will demonstrate a 10% decrease of students performing minimally proficient on AASA ELA from 60% minimally proficient to 50%.
- By May, 2024, Support Schools (12) will increase in proficiency by 5% and 55 in SGP in comparing 2023 ASSA to 2024 AASA in ELA, with progress monitoring through STAR, Benchmark Advance.

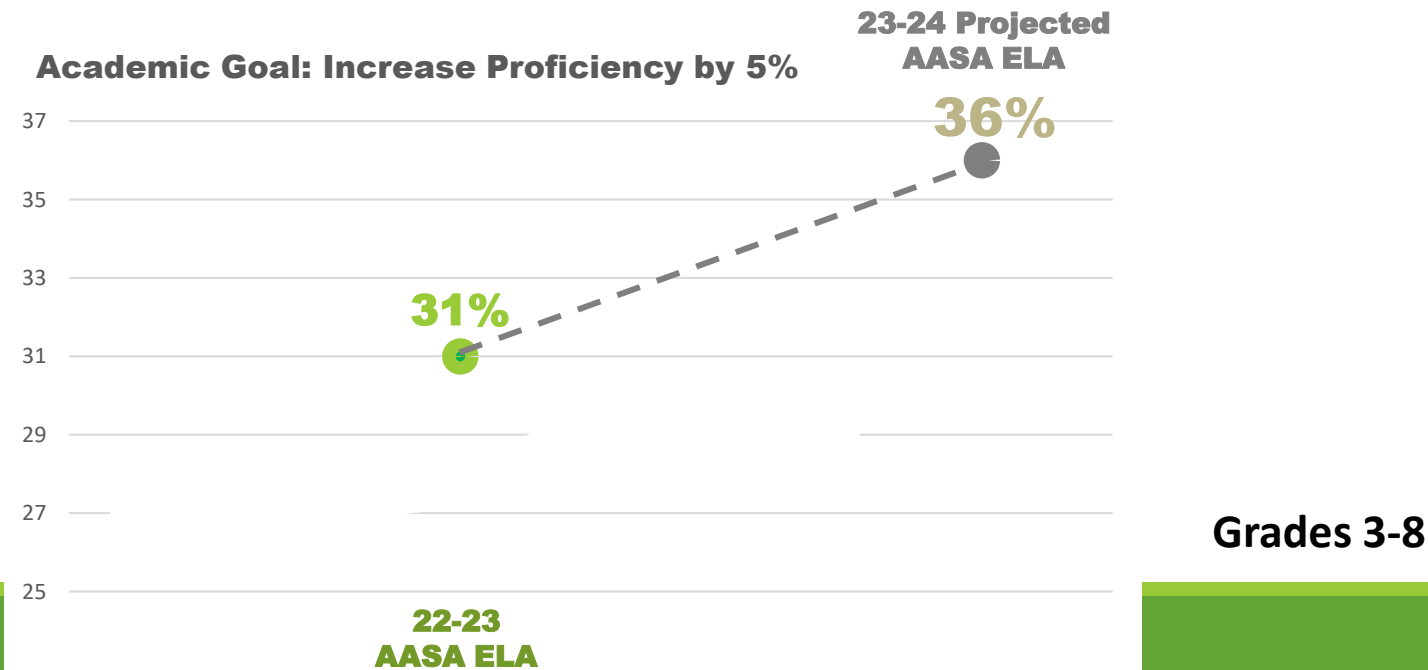
Support School Average Scores - ELA 22-23 **25%** Proficiency to **30%** Proficiency

Formative:

- Middle of the year STAR Reading data will indicate a 3% increase in number of students performing at the predictive proficiency indicator and 3% less student will be performing minimally proficient.
- Middle of the year STAR Reading data will indicate a 40% of students with a SGP above 55
- Middle of the year STAR Reading data will indicate a 5% decrease in number of 3rd grade students performing minimally proficient in the predictive proficiency indicator

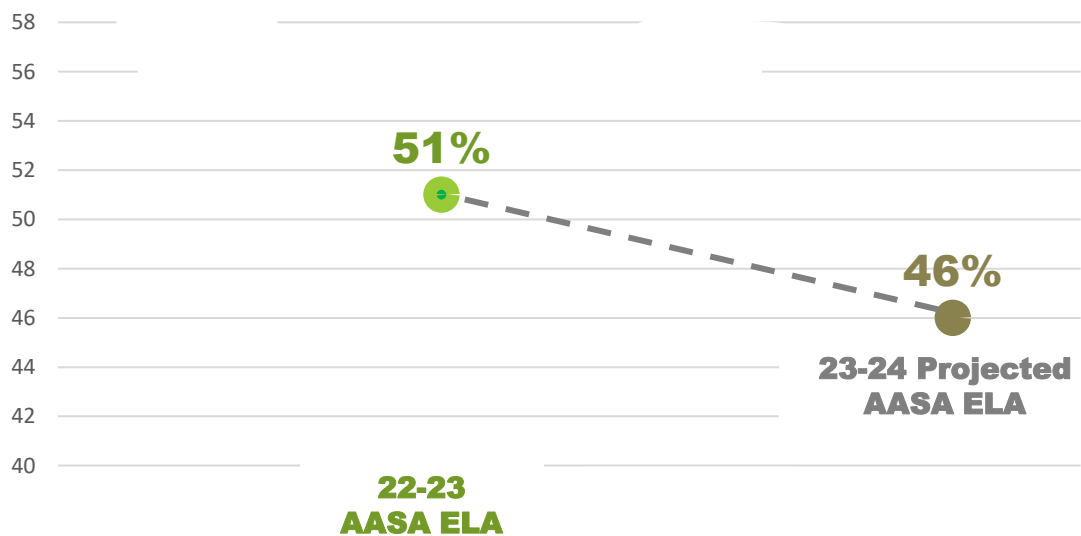
WESD students will demonstrate a 5% increase in proficiency in AASA ELA by the Spring 2024.

	Summative Goal	Previous Data Point	Goal for Current Year
	ELA proficiency will increase from 31% in 2022-2023 to 36% in 2023-2024	22-23 AASA 31%	Projected 36%
	Formative Goal – MOY 3% increase in percent proficient		
	Middle of the year STAR Reading data will indicate a 3% increase in number of students performing at the predictive proficiency indicator	22-23 MOY STAR Reading 26%	23-24 MOY STAR Reading 29%



	Summative Goal	Previous Data Point	Goal for Current Year
WESD students will demonstrate a 5% decrease of minimally proficient AASA ELA by the Spring 2024.	ELA minimally proficient will decrease from 51% in 2022-2023 to 46% in 2023-2024	22-23 AASA 51%	Projected 46%
	Formative Goal – MOY 3% decrease in percent minimally proficient		
	Middle of the year STAR Reading data will indicate a 3% decrease in number of students performing at the predictive minimally proficient indicator	22-23 MOY STAR Reading 56%	23-24 MOY STAR Reading 55%

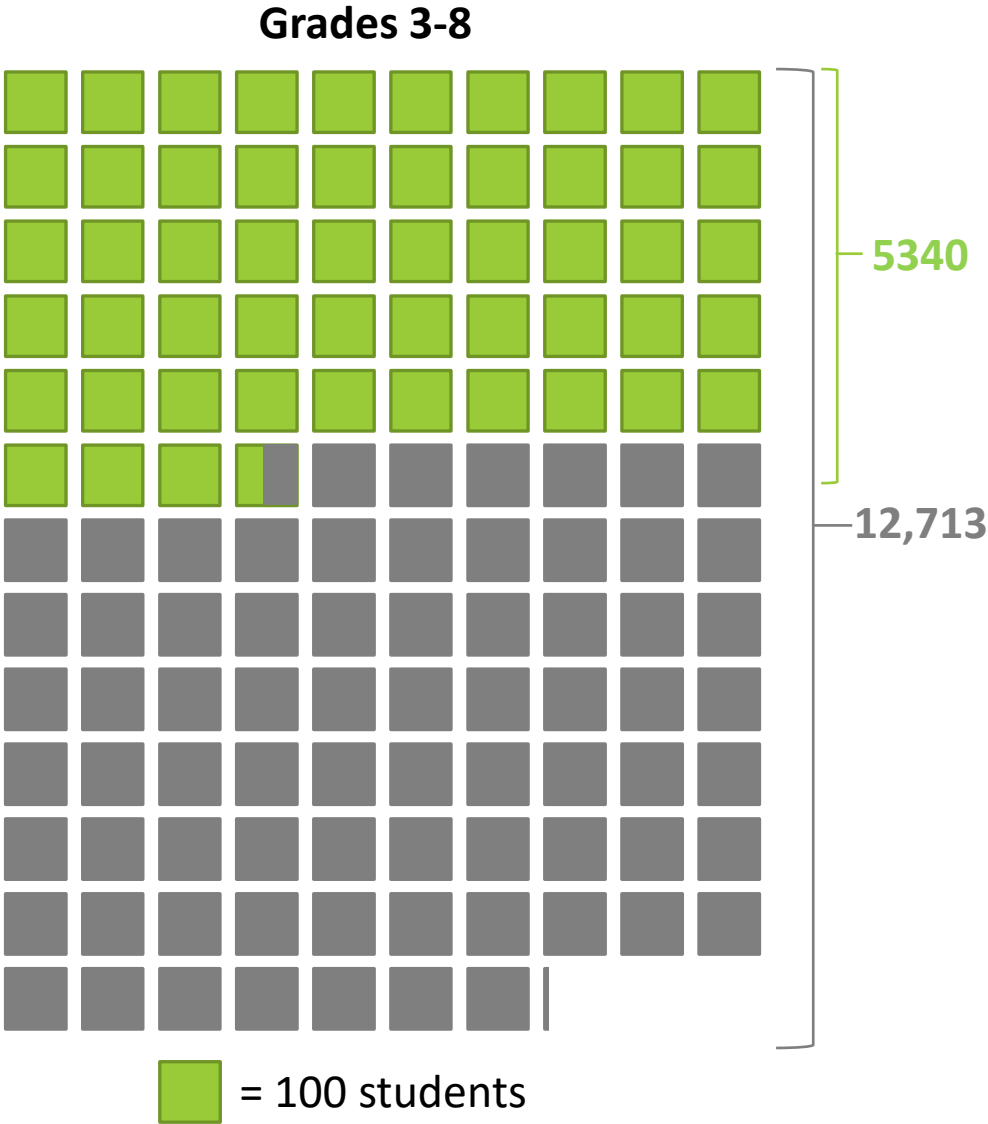
Academic Goal: Increase Proficiency by 5%



Grades 3-8

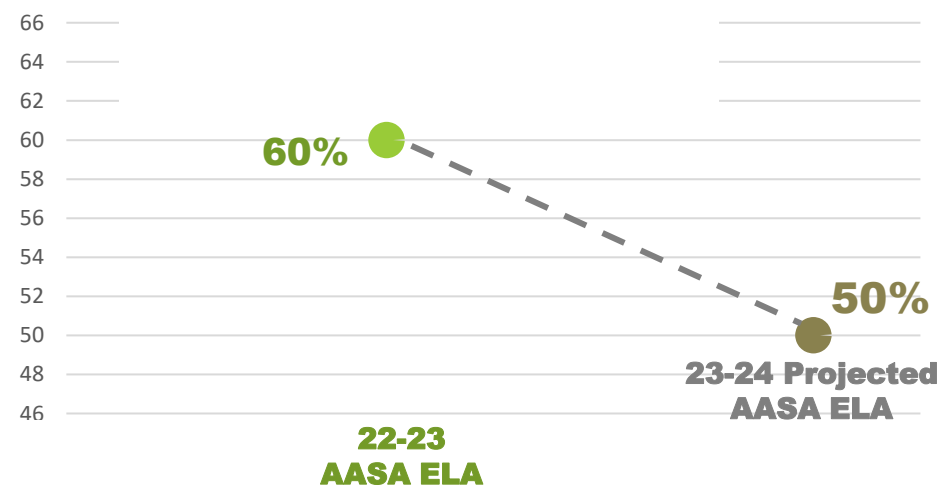
50% of WESD students with greater than Student Growth Percentile (SGP) 55 in STAR Reading by the end of the 2023-2024 school year.

Formative Goal of SGP 55	
Middle of the year STAR Reading data will indicate 40% of students with greater than SGP 55 in Reading	22-23 MOY STAR Reading 42%



	Summative Goal	Previous Data Point	Goal for Current Year
WESD 3rd grade students will demonstrate a 10% decrease of minimally proficient on AASA ELA by the Spring 2024.	3rd Grade students' AASA ELA minimally proficient will decrease from 60% in 2022-2023 to 50% in 2023-2024	22-23 AASA 60%	Projected 50%
	Formative Goal – MOY Gr 3 will have a 5% decrease in percent minimally proficient		
	Middle of the year STAR Reading data will indicate a 5% decrease in number of 3 rd Grade students performing at the predictive minimally proficient indicator	22-23 MOY STAR Reading 63% Minimally Proficient	23-24 MOY STAR Reading 62% Minimally Proficient

Academic Goal: Decrease Minimally Proficient by 5%



REVISED: 2/7/24	Summative Goal	Previous Data Point	Goal for Current Year
WESD Support Schools (12) will increase proficiency by 5% and a median of SGP 55 on AASA ELA from previous year.	Support Schools' AASA ELA proficiency will increase from 25% in 2022-2023 to 30% in 2023-2024	22-23 AASA ELA 25%	Projected 30%
	Formative MOY Data check:	22-23 AASA ELA 25% Proficient	23-24 MOY STAR Prediction 24% Proficient

REVISED: 2/7/24	Summative Goal	Previous Data Point	Goal for Current Year
WESD Support Schools (12) will increase proficiency by 5% and a median of SGP 55 on AASA ELA from previous year.	Support Schools' AASA ELA median SGP will be at least SGP 55 in 2023-2024	22-23 AASA median SGP 44	Projected SGP 55
	Formative MOY Data check:	22-23 AASA Median SGP 44	23-24 STAR Median SGP 49

MOY Results

STAR Early Literacy: Grades K-2

- **Abraham Lincoln** had the highest median SGP of 61 and the highest percentage (78%) in At/Above Benchmark for K-2 students
- Top five schools with students in the At/Above Benchmark proficiency were: **Abraham Lincoln (78%), Lookout Mountain (70%), Moon Mountain (59%), Sunburst (57%) and Chaparral (54%).**

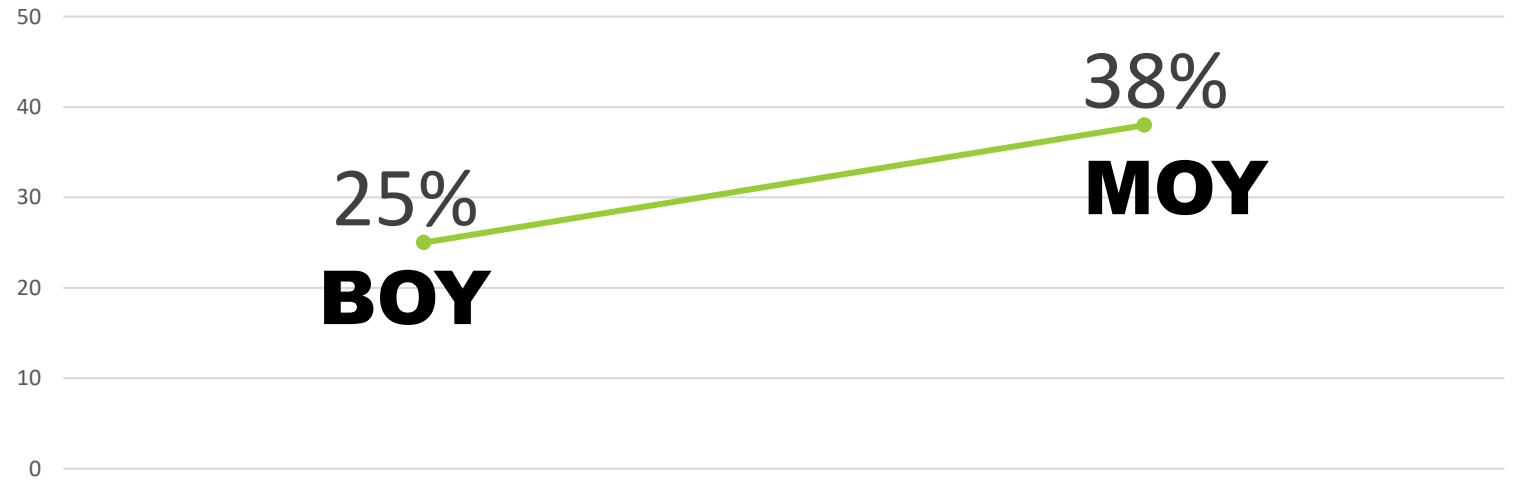
STAR Reading: Grades 3-8

- The highest percentage of students at a school in the High Growth category is 44% (n=269) at **Cholla**. They also had the highest median SGP in STAR Reading (SGP 62).
- The percentage range of students in the high growth category across schools is 44% to 26%.

Curriculum-Based Measure
(CBM) is used to measure
reading foundational skills.

K-2: Curriculum-Based Measure

**CBM: There was a 13%
Improvement in the Percent
of Students Proficient**





RENAISSANCE

K-2: Curriculum-Based Measure

These students moved out of CBM intervention and into On Watch or At/Above Benchmark from the Fall, 2023

Percent Moved Out of
Intervention: Winter 2023

30.6%

Moved out of Intervention since Fall 2023

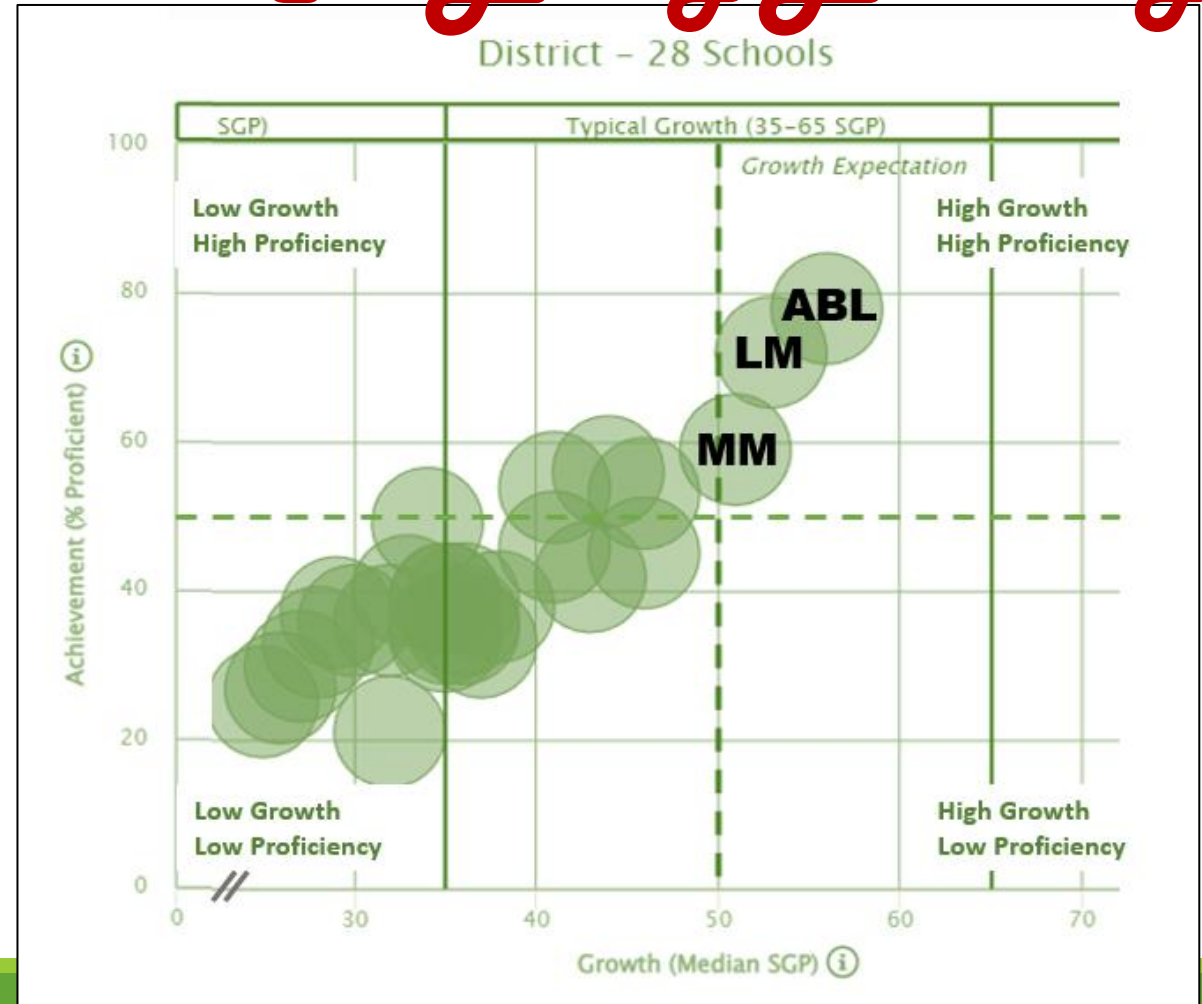
Grades K-2: Early Literacy

STAR Early Literacy Proficiency

	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
K-2 Early Lit	30%	16%	13%	41%

Percent of Students by Growth Level Based on SGP

High Growth	25%
Typical Growth	29%
Low Growth	46%



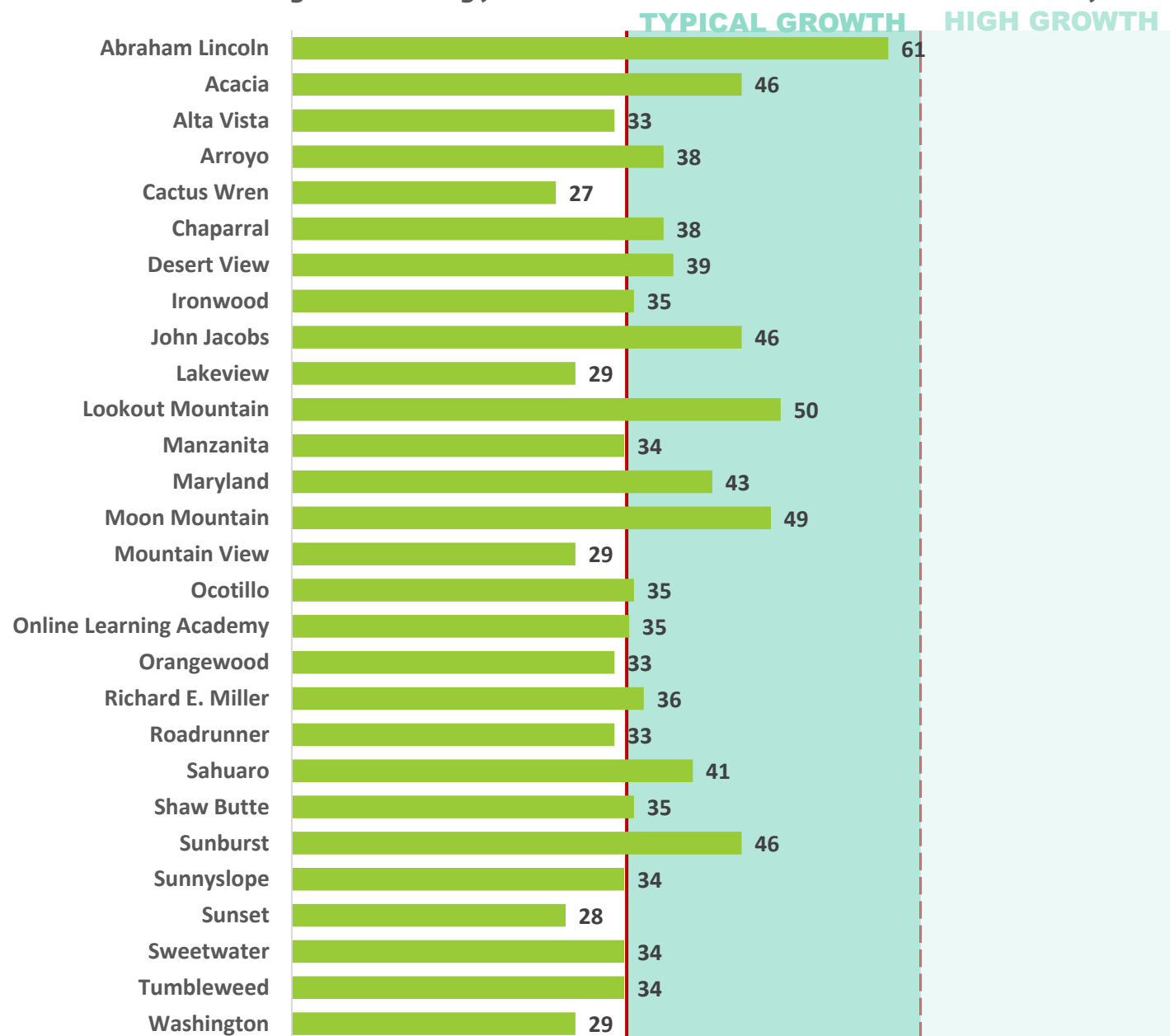
Early Literacy

	Count	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Gender					
Female	2835	26%	17%	15%	41%
Male	2987	33%	15%	11%	41%
Race/Ethnicity					
Asian	166	37%	14%	11%	39%
Black	623	36%	18%	14%	32%
Hispanic	3249	34%	17%	13%	36%
Native Am	168	35%	20%	14%	31%
Pacific-Islander	10	20%	20%	0%	60%
White	1285	17%	13%	13%	57%
Multi-Race	321	20%	18%	9%	53%
SPED					
SPED	792	53%	16%	8%	23%
Gen Ed	5030	26%	16%	14%	44%
GIFTED					
Gifted	250	3%	4%	4%	89%
Gen Ed	5572	31%	17%	14%	39%
EL					
EL Students	1390	54%	18%	10%	18%
Non-EL	4432	22%	15%	14%	48%
Student Needs					
Foster Care	44	32%	23%	16%	30%
Homeless	87	36%	14%	21%	30%
Refugee	45	49%	22%	7%	22%



Abraham Lincoln's median SGP for Grades K-2 is the highest for the district but not quite in the "High Growth" category with a SGP 61. The High Growth range is from 67-99.

STAR Early Literacy, Grades K-2: Median SGP - MOY, 23-24



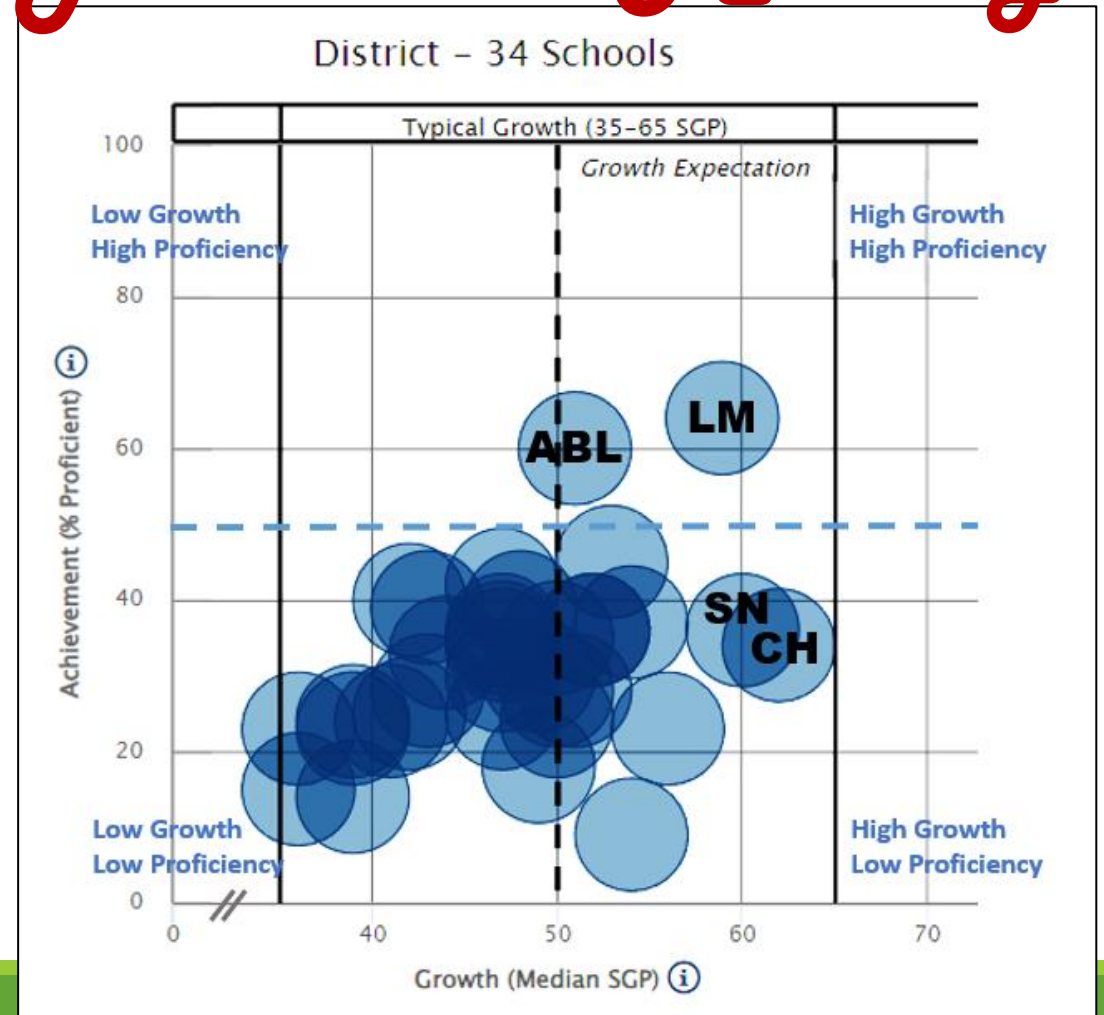
STAR Reading Proficiency

	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Gr 3-8 Reading	34%	20%	15%	31%

Percent of Students by Growth Level Based on SGP

High Growth	33%
Typical Growth	31%
Low Growth	36%


Grades 3-8: Reading



Grades 3-8: High Growth Category

Percent of Students by Growth Level across the District

Low Growth	Typical Growth	High Growth
36%	31%	33%

 = 10 students

44%

Cholla has the highest percentage of their student population in the High Growth category

Sunset: 43%

Lookout Mountain: 43%

Highest number of students:

Palo Verde: 290 students (39%)

Cholla: 269 students (44%)

Lookout Mountain: 226 (43%)

Mountain Sky: 219 students (34%)

Desert Foothills: 200 students (34%)

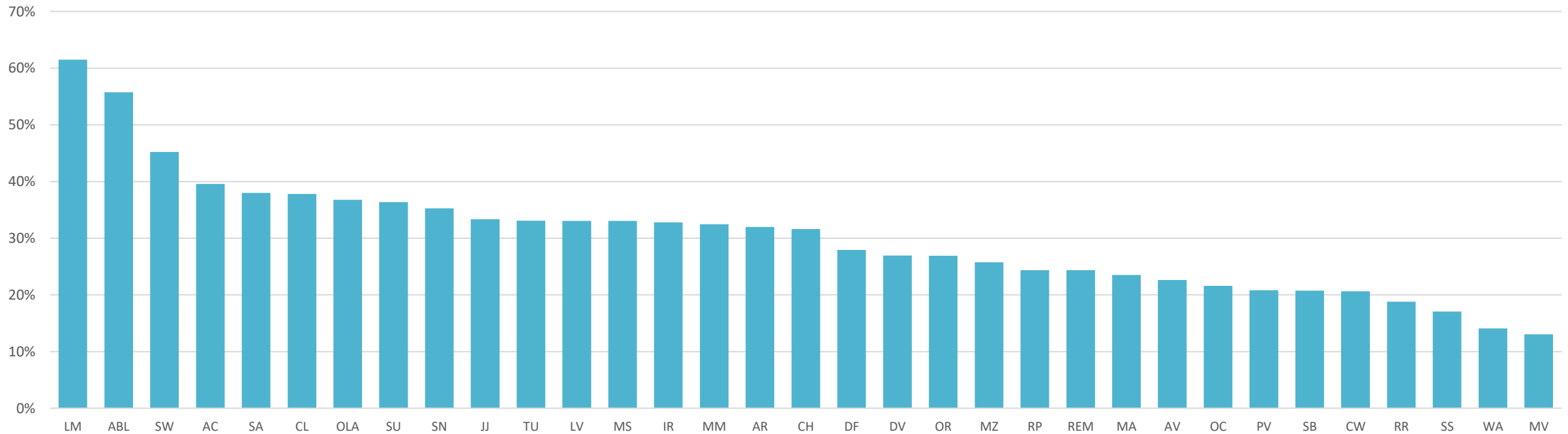


Many schools had more students in the High Growth category of growth than the previous year. **Richard E Miller** showed the most improvement with an increase of 8%. **Lakeview** and **Sunset** had an increase of 7% and 6%, respectively.

	Count	Median SGP	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Gender						
Female	5978	49	32%	20%	15%	33%
Male	6339	48	36%	19%	14%	30%
Race/Ethnicity						
Asian	339	47	35%	17%	13%	35%
Black	1233	46	44%	20%	14%	22%
Hispanic	7048	47	38%	21%	15%	26%
Native Am	397	48	43%	25%	15%	17%
Pacific-Islander	24	40	38%	13%	17%	33%
White	2734	52	21%	16%	15%	48%
Multi-Race	542	54	25%	16%	15%	43%
GIFTED						
GIFTED	957	56	2%	4%	9%	85%
Gen Ed	11360	48	37%	21%	15%	27%
SPED						
SPED	1774	43	74%	13%	5%	8%
Gen Ed	10543	49	28%	21%	16%	35%
EL						
EL Students	2184	40	75%	16%	5%	4%
Non-EL	10133	50	26%	21%	17%	37%
Student Needs						
Foster Care	83	58	45%	19%	12%	24%
Homeless	139	45	49%	17%	17%	18%
Refugee	131	43	73%	8%	6%	13%

STAR Reading: Prediction for AASA

STAR Reading: State Prediction of Percent Passing: Overall, 29%



Grades 3-8

Takeaways & Next Steps

- Increased classroom walkthroughs observing small group intervention strategies
- Weekly data meetings focused on skill specific or subgroup specific intervention
- Walk to intervention (students put in groups based on need) for targeted students in need of Tier II intervention
- Intentional review of data to change the strategies and skill focus for small group intervention
- Creation of additional small groups for focused intervention and instruction