



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/5/2020

School/Department: Rosewood Elementary

**Action Step
(number and
description):** 1.38 School Level Data Chat Regression Review

**Evidence of Progress Monitoring
(Please include narrative/description of the action taken.
Where applicable, please include all measurable data.)** Grade level teams met in September to review school, grade level and subgroup iReady data. They developed Tier 2 and Tier 3 interventions based on the results. As of now, administrators have reviewed preliminary iReady data and determined there are 17 African American students in grades 3,4, and 5 who have regressed in Reading and 13 students who have regressed in Math.

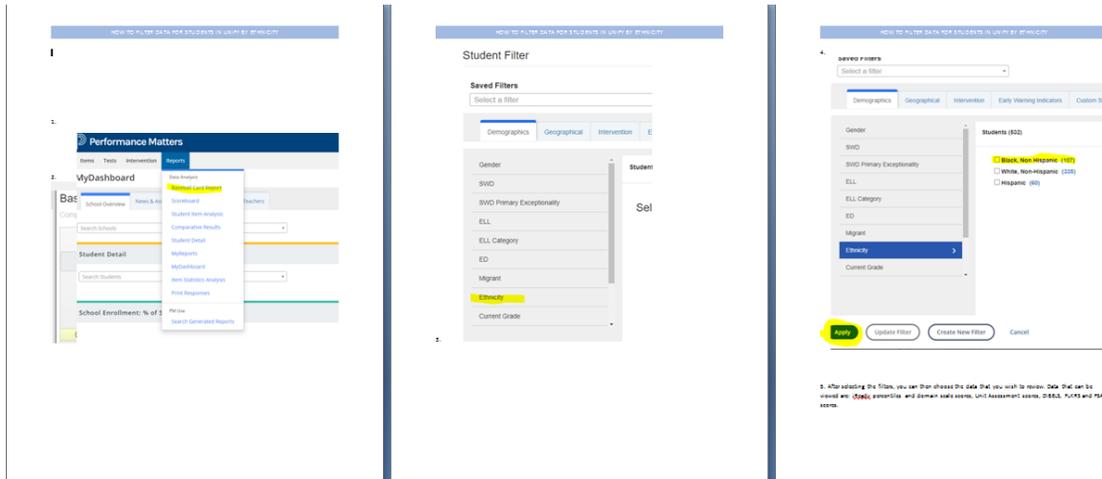
Results of Action Taken: As a result of the data reviewed, grade levels will be more aware of which specific students are experiencing regressions of performance and meet to determine why the identified students regressed. Teams will plan for the next steps in instruction. As a result, students will show growth from the Fall to Winter iReady diagnostic assessments as well as an increase on district Unit Assessment scores.

Reflection: Teachers are becoming more attuned to which students are performing and which are regressing. Administration will monitor the grade level meetings and the implementation of the determined next steps through district Unit Assessment scores and Winter iReady diagnostic scores.

Action Step 1.38 School Level Data Chat Regression Review

On September 22nd, Rosewood administrators, third, fourth and fifth grade teachers met to review the current iReady performance of all students, including subgroups, and to develop Tier 2 and Tier 3 interventions based on the results. Grade level teams will meet again to review the 17 identified 3rd thru 5th grade students in Reading and 13, 3rd thru 5th grade identified students in Math who have regressed on their iReady diagnostic assessments. The teams will use the 2019-20 Fall iReady diagnostic assessment as a baseline and review those students who scored above the 50th %tile in 2019-2020 but regressed on the Fall 2020-2021 iReady diagnostic assessment. During the data chat, the teams will hypothesize why they think the identified students regressed and determine next steps.

Training/Instructions provided for teachers on how to access data and filter down to specific subgroup data.



The image contains three sequential screenshots of the iReady data dashboard, numbered 1, 2, and 3, illustrating the process of filtering student data.

- Screenshot 1:** Shows the 'Performance Matters' dashboard. A 'Students' dropdown menu is open, and 'Student Detail' is selected. A yellow highlight is on the 'Student Detail' option.
- Screenshot 2:** Shows the 'Student Filter' page. The 'Demographics' tab is active. A list of filter categories is shown, with 'Migrant' highlighted in yellow.
- Screenshot 3:** Shows the filtered student list. The 'Students (52)' column is highlighted in yellow. The list includes subgroups like 'SWD', 'SWD Primary Exceptionality', 'ELL', and 'ELL Category'. A yellow highlight is on the 'Black, Non-Hispanic' subgroup.

Below the screenshots, a small note reads: "3. After selecting the filter, you can then choose the data that you wish to review. Data that can be viewed will include: percentile and domain scale scores, Unit Assessment scores, DREAs, FLTA and the scores."

Initial data meetings reviewed iReady Diagnostic results to determine tier 2 and tier 3 interventions.

Also identify areas of achievement gaps in our African American subgroup, identify specific students, and plan intervention supports.



MTSS Data Chats
September 22, 2020

(3-5 also met on Sept. 15 to discuss reading)



- 1) Schedule of meetings for the year
 - a. Will meet to review RTI data every 6 weeks

 - 2) Cut Scores update

Reading and Math (3-5 discussed reading last week so we will be doing just a quick update of the adjusted reading cut scores in iReady, a quick check on the identified interventions, and then moving into the math data.)

 - Tier 3 – 20th percentile and below
 - Tier 2 – 48th – 20th percentile
 - Tier 1 – above 48th percentile

 - 3) Review subgroup data - African American, Students with Disabilities, Bottom Quartile
 - Discuss any trends noted in these subgroups
 - Identify main areas of need
 - Correlate focused interventions based on the needs

Discuss focused interventions - tier 2 and tier 3

 - Clarify how many minutes and days per week for each tier
 - Which intervention will be used and who will be delivering it
 - How will it be progress monitored

 - 4) How will we provide supplemental tier 1 and enrichment supports with current social distancing restrictions?

 - 5) Small group guidelines - be sure to implement small group, differentiated instruction

 - 6) RTI fidelity Walks

 - 7) Impact Reviews
 - Our campus Oct. 13th 8:00-12:00

 - 8) Recognition Committee (keeps these groups in mind, how do we recognize their efforts and growth throughout the year.
- Any questions, concerns or ideas to share:

Next round of data review will be with district office on October 16th. Will review unit assessment with grades 3-5 during planning periods the weeks of Oct. 12th – 23rd.