

# STAR Assessment Growth Report

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Student  
Success in All Areas

The CSD Student  
Experience: Preparing to  
Lead a Better World

# Understanding Student Growth Percentiles



853



Jane's SGP of 90: She grew more than 90% of peers starting at the same score.

983



853



865

John's SGP of 20: He grew more than only 20% of peers starting at the same.

# Grades K-3 STAR Early Literacy Results



**1,149**

Fall K-3  
Students Assessed

**83%**

At or above 40th  
percentile Fall 2025

**939**

Fall 2024 to Fall 2025  
Students Assessed

**74%**

Achieved typical or  
high growth from  
Fall to Fall

**Of the 244 students identified with low growth:**

- **39% (95)** – Low Achievement  
*(below 40th percentile)*
- **35% (85)** – Typical Achievement  
*(40–64th percentile)*
- **26% (64)** – High Achievement  
*(65th percentile or above)*

# STAR Individualized/Group Instructional Planning



- Provides individual and small group lesson resources aligned to student needs
- Targets phonics, phonemic awareness, and vocabulary gaps in learning
- Supports on-grade-level acceleration for advanced learners
- Reinforces data-driven, just-in-time instruction

Kindergarten Skills

GA.ELA.K.F.PA.2.C - Phonological Awareness

Blend phonemes orally to produce words (e.g., blend the sounds /b/ /u/ /g/ to produce *bug*) and segment and count the sounds in words

[Skill Details](#) | [Prerequisite Skills](#)

**Letter Blends: Making a Word**

**CVC Words**

Library Lesson

Library Lesson

GA.ELA.K.F.PA.3.a - Phonological Awareness

With prompting and support, demonstrate understanding that a compound word is made up of two individual words (e.g., say the two words in a given compound; orally blend two words to make a familiar compound)

[Skill Details](#)

**Continued for use in Student-Practiced Skills**

**Skill Builder: Word Addition: Compound Words**

Library Lesson

GA.ELA.K.F.PA.6.a - Phonological Awareness

Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that *hat* has a different middle vowel sound than *hit*)

[Skill Details](#) | [Prerequisite Skills](#)

**Three-Letter Words**

Library Lesson

GA.ELA.K.F.PA.6.a - Phonological Awareness

Isolate and say long vowel sounds in single-syllable words in spoken language

[Skill Details](#) | [Prerequisite Skills](#)

**Long Vowels!**

Library Lesson

GA.ELA.K.F.PA.6.d - Phonological Awareness

Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the /k/ in *cat* to /h/ to make *hat*; change the /g/ in *bug* to /s/ to make *bus*)

[Skill Details](#) | [Prerequisite Skills](#)

**Can You Spell "C-A-P"?**

Library Lesson

# STAR Reading Grades 2-5



**1,356**

Fall 2-5  
Students Assessed

**77%**

At or above 50th  
percentile Fall 2025

**1,255**

Fall 2024 to Fall 2025  
Students Assessed

**77%**

Achieved typical or  
high growth

**Of the 290 students identified with low growth:**

- **29% (84)** – Low Achievement  
*(below 40th percentile)*
- **18% (51)** – Typical Achievement  
*(40–64th percentile)*
- **53% (154)** – High Achievement  
*(65th percentile or above)*

# STAR Reading Grades 6-8



**1,284**

Fall 6-8  
Students Assessed

**82%**

At or above 50th  
percentile Fall 2025

**1,180**

Fall 2024 to Fall 2025  
Students Assessed

**72%**

Achieved typical or  
high growth

**Of the 328 students identified with low growth:**

- **17% (56)** – Low Achievement  
*(below 40th percentile)*
- **21% (68)** – Typical Achievement  
*(40–64th percentile)*
- **62% (204)** – High Achievement  
*(65th percentile or above)*

# STAR Reading Grades 9-12



**1,731**

Fall 6-8  
Students Assessed

**77%**

At or above 50th  
percentile Fall 2025

**1,608**

Fall 2024 to Fall 2025  
Students Assessed

**68%**

Achieved typical or  
high growth

**Of the 519 students identified with low growth:**

- **21% (107)** – Low Achievement  
*(below 40th percentile)*
- **19% (99)** – Typical Achievement  
*(40–64th percentile)*
- **60% (313)** – High Achievement  
*(65th percentile or above)*

# STAR Individualized/Group Instructional Planning




- Provides student-specific skill recommendations aligned to state standards
- Offers ready-to-use lessons and resources for small groups or individuals
- Focuses on vocabulary, structure, style, and comprehension skills
- Supports teachers in addressing subtle word meaning, author's intent, and theme development
- Ensures instruction is differentiated and targeted to accelerate growth

Grade 9 Skills

GA.EA.9.L.V.3.b - Vocabulary

Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., object function; thermometer: temperature :: barometer: air pressure), to clarify the meanings of words in a text

[Skill Details](#) | [Prerequisite Skills](#)





Library Lesson

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GA.EA.9.L.V.3.c - Vocabulary

Analyze and explain the importance of subtle differences in meaning between grade-appropriate synonyms (e.g., replica/reproduction) in context

[Skill Details](#)



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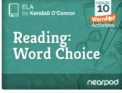
Library Lesson

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GA.EA.9.L.V.3.d - Structure & Style

Analyze the connotative as well as the denotative meanings of words and phrases (e.g., explain the difference between observe, notice, perceive, and witness) in literary texts to determine the author's intent

[Skill Details](#)



Library Lesson



Library Lesson

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GA.EA.9.L.V.3.d - Structure & Style

Analyze the connotative as well as the denotative meanings of words and phrases (e.g., explain the difference between observe, notice, perceive, and witness) in an informational text to determine the author's intent

[Skill Details](#)



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GA.EA.9.PEICC.2.d - Engagement & Intention for Comprehension & Composition

Analyze characters' depth (e.g., static vs. dynamic; flat vs. round) and how character development affects the plot or shapes the theme

[Skill Details](#)



Library Lesson

Library Lesson

# STAR Math Grades K-5



**1,886**

Fall K-5  
Students Assessed

**75%**

At or above 50th  
percentile Fall 2025

**1,502**

Fall 2024 to Fall 2025  
Students Assessed

**77%**

Achieved typical or  
high growth

**Of the 339 students identified with low growth:**

- **42% (143)** – Low Achievement  
*(below 40th percentile)*
- **25% (86)** – Typical Achievement  
*(41–64th percentile)*
- **32% (110)** – High Achievement  
*(65th percentile or above)*

# STAR Math

## Grades 6-8



**1,271**

Fall K-5  
Students Assessed

**75%**

At or above 50th  
percentile Fall 2025

**1,168**

Fall 2024 to Fall 2025  
Students Assessed

**73%**

Achieved typical or  
high growth

**Of the 317 students identified with low growth:**

- **24% (76)** – Low Achievement  
*(below 40th percentile)*
- **25% (80)** – Typical Achievement  
*(41–64th percentile)*
- **51% (161)** – High Achievement  
*(65th percentile or above)*

# STAR Math

## Grades 9-12



**1,792**

Fall K-5  
Students Assessed

**80%**

At or above 50th  
percentile Fall 2025

**1,670**

Fall 2024 to Fall 2025  
Students Assessed

**68%**

Achieved typical or  
high growth

**Of the 531 students identified with low growth:**

- **27% (145)** – Low Achievement (below 40th percentile)
- **22% (114)** – Typical Achievement (40–64th percentile)
- **51% (272)** – High Achievement (65th percentile or above)



## Accelerate Growth for All Students

- Focus on *low-growth* students across achievement levels
- Provide supports for struggling learners and enrichment for high achievers

## Strengthen Instruction Through Data Use

- Use STAR data to refine Tier 1 instruction
- Apply focus skills in small groups and WIN time interventions

## Build Capacity and Engagement

- Train teachers to interpret and act on STAR data
- Share results and strategies with families

# Questions?

