STAR User Group

February 12, 2016

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Today's Agenda:

- Welcome & introductions
- Warm up activity
- Growth mindset
- Measuring growth using STAR
- Achievement vs growth
- Benchmark reports
- Collaboration

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Goals for Today

- Increase your capacity in using STAR to measure student growth
- Interpret Student Growth Percentile (SGP) and Achievement/Percentile Rank (PR)
- Maximize the usage of STAR reports related to growth
- Motivating students
- Sharing amongst colleagues

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Warm Up Activity

- Take a few minutes to think about these questions. Feel free to write down your responses.

- What is the biggest challenge you faced this week? How did you go about solving this challenge? Did you give up or work hard for a positive outcome? What does this say about your mindset?

Warm Up Activity

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- What is the biggest challenge you faced this week? How did you go about solving this challenge? Did you give up or work hard for a positive outcome? What does this say about your mindset?

- Find an eye partner from another district to discuss your mindset and how it relates to children's mindset when they face a challenge

Fixed and Growth Mindset

- Developed by psychologist Carol Dweck
- Her book, *Mindset: The New Psychology of Success*
- *A mindset* is a self-perception or "self-theory" that people hold about themselves.
- People can be aware or unaware of their mindsets
- This can have profound effects on learning achievement, skill acquisition, personal relationships, professional success, and many other dimensions of life.

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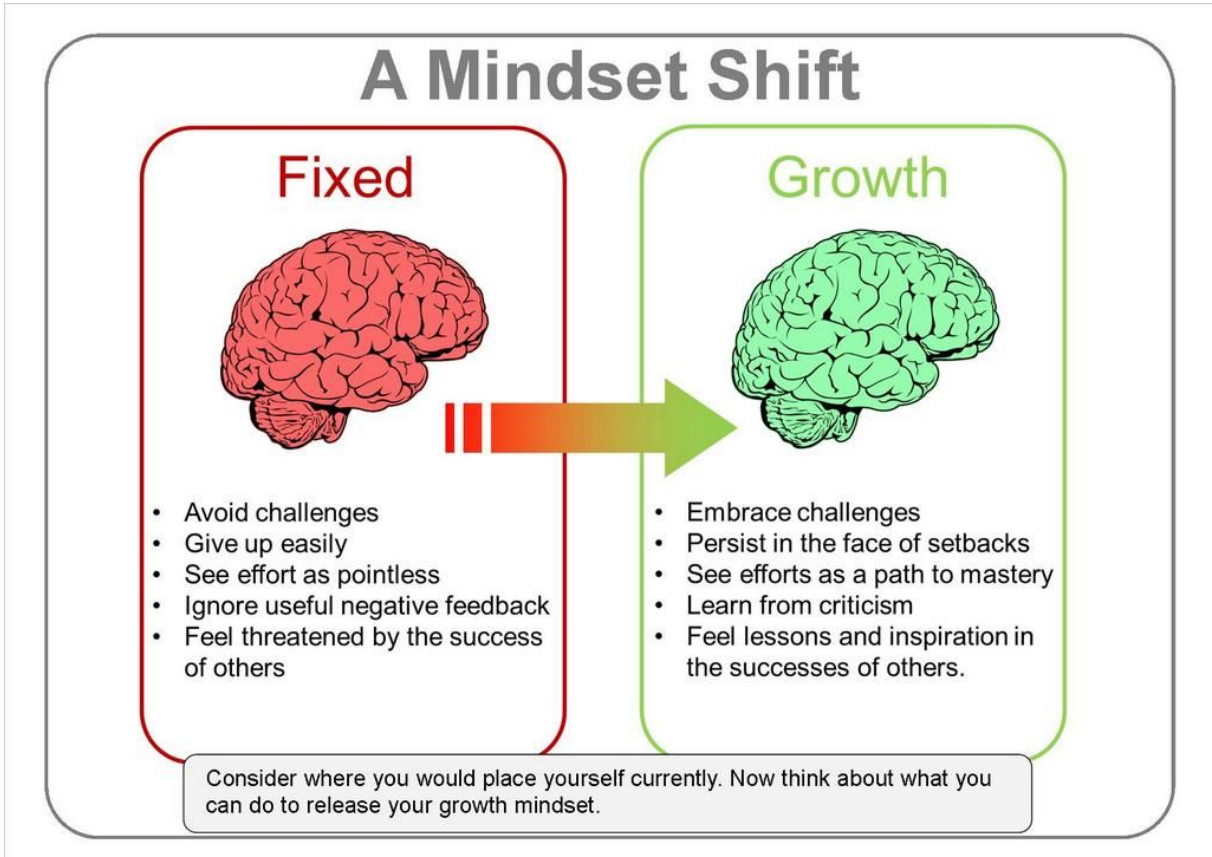
Growth Mindset



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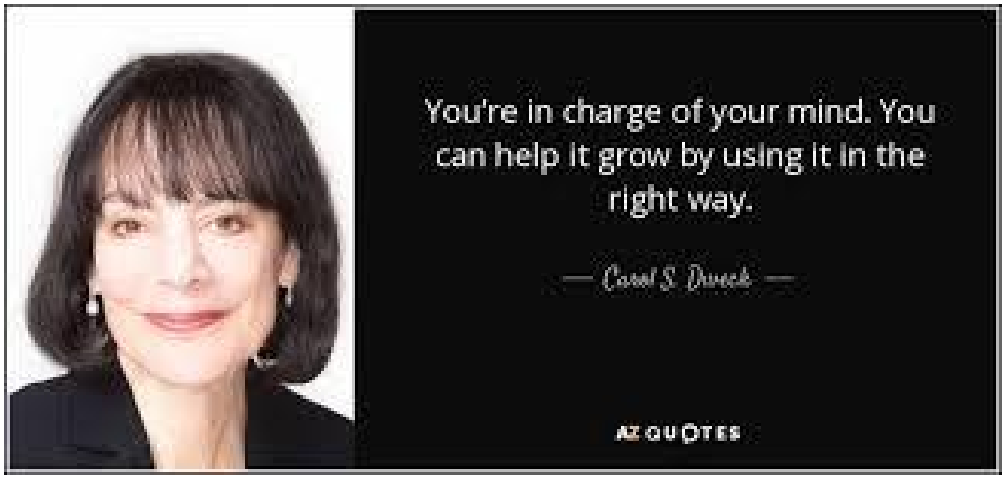
Growth Mindset

- Teachers can intentionally teach a growth mindset to students.



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Why measure growth?

- Way to quantify progress of students regardless of performance level

- Provides evidence of improvement even among those with low achievement

- Gives high achieving students and schools a fair comparison of student gains

- Using student achievement is inappropriate for making judgements about educational effectiveness

How do we measure growth?

- Student Growth Percentiles

- Students are compared to other students with a similar test score history ("academic peers")

- The rate of change is expressed as a percentile.

PR vs SGP

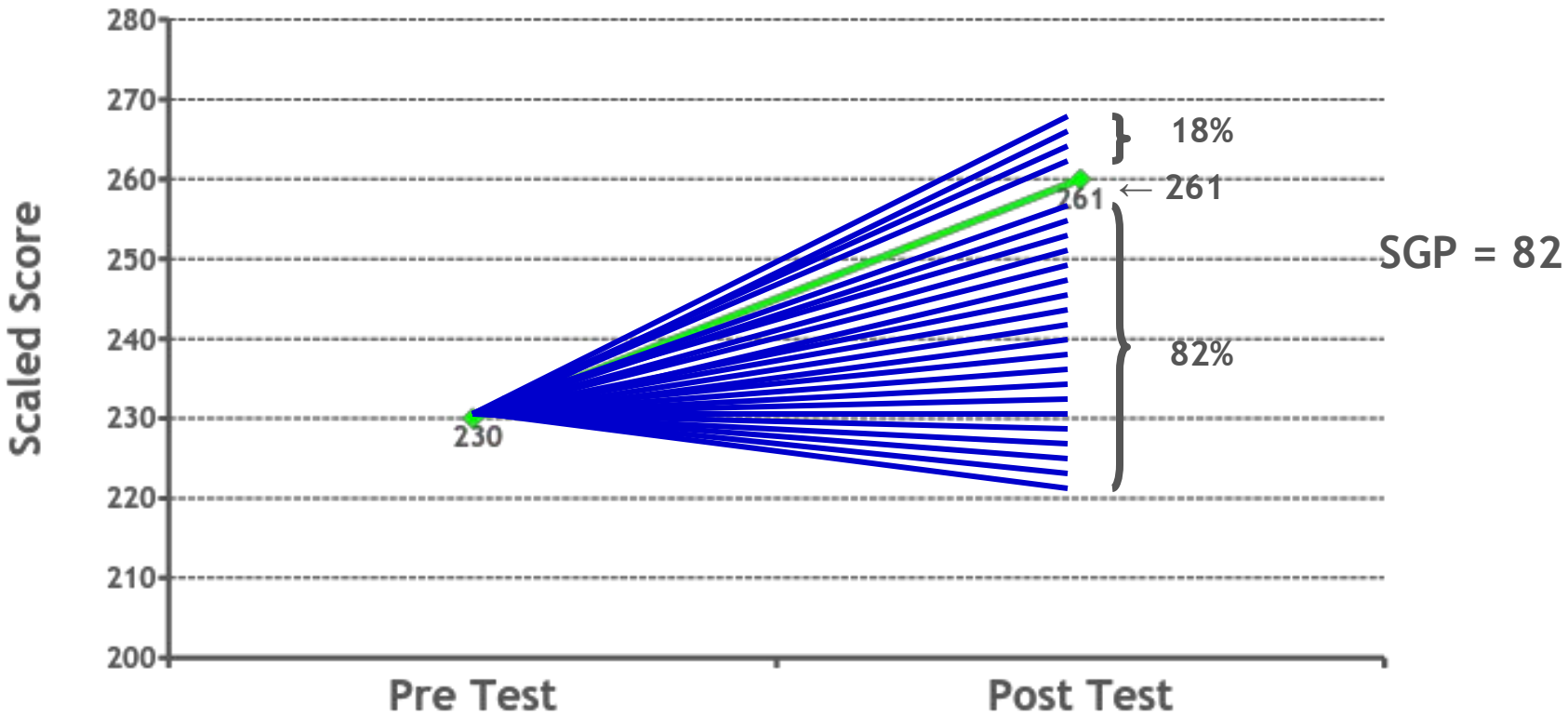
Percentile Rank (PR)
how high a student scored

Scoring higher

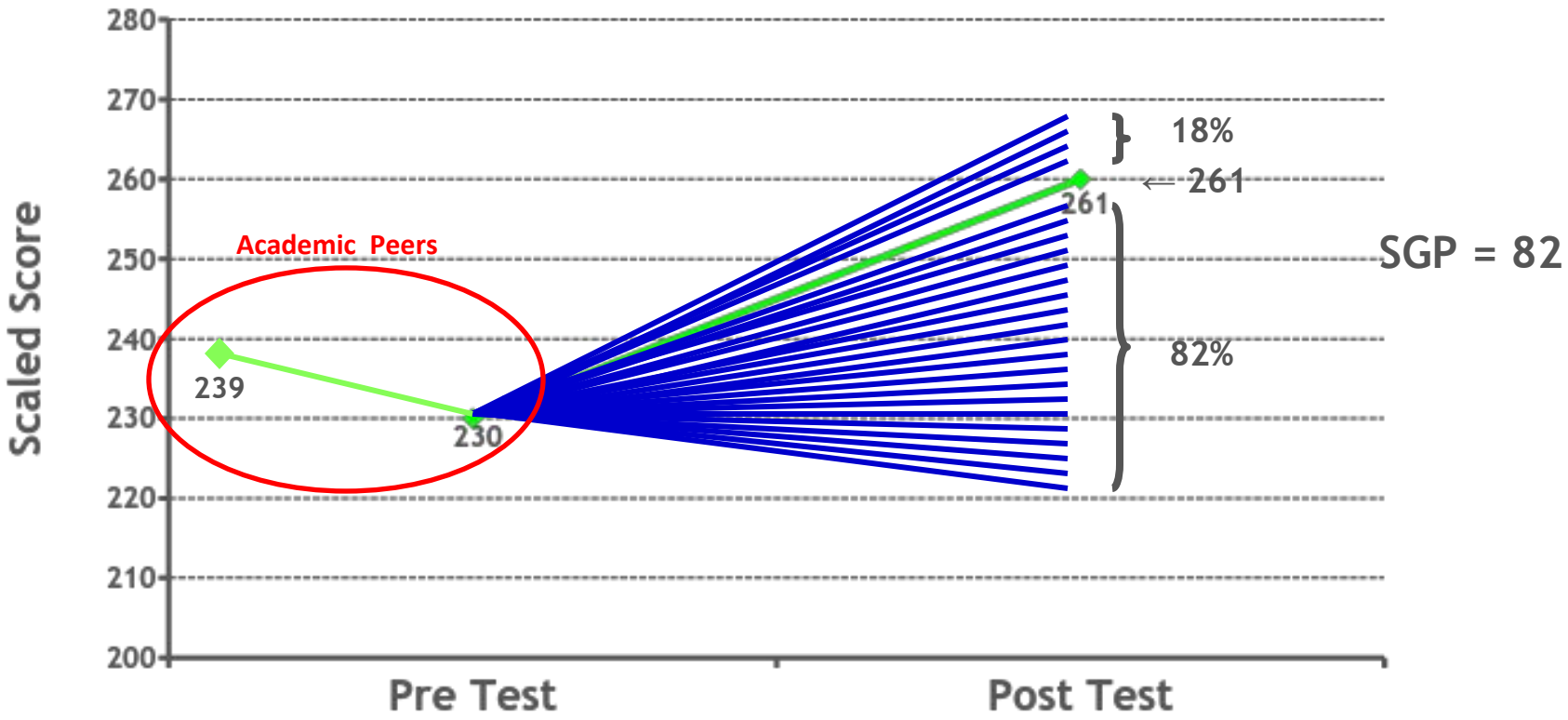
Student Growth Percentile (SGP)
how much a student grew

Growing faster

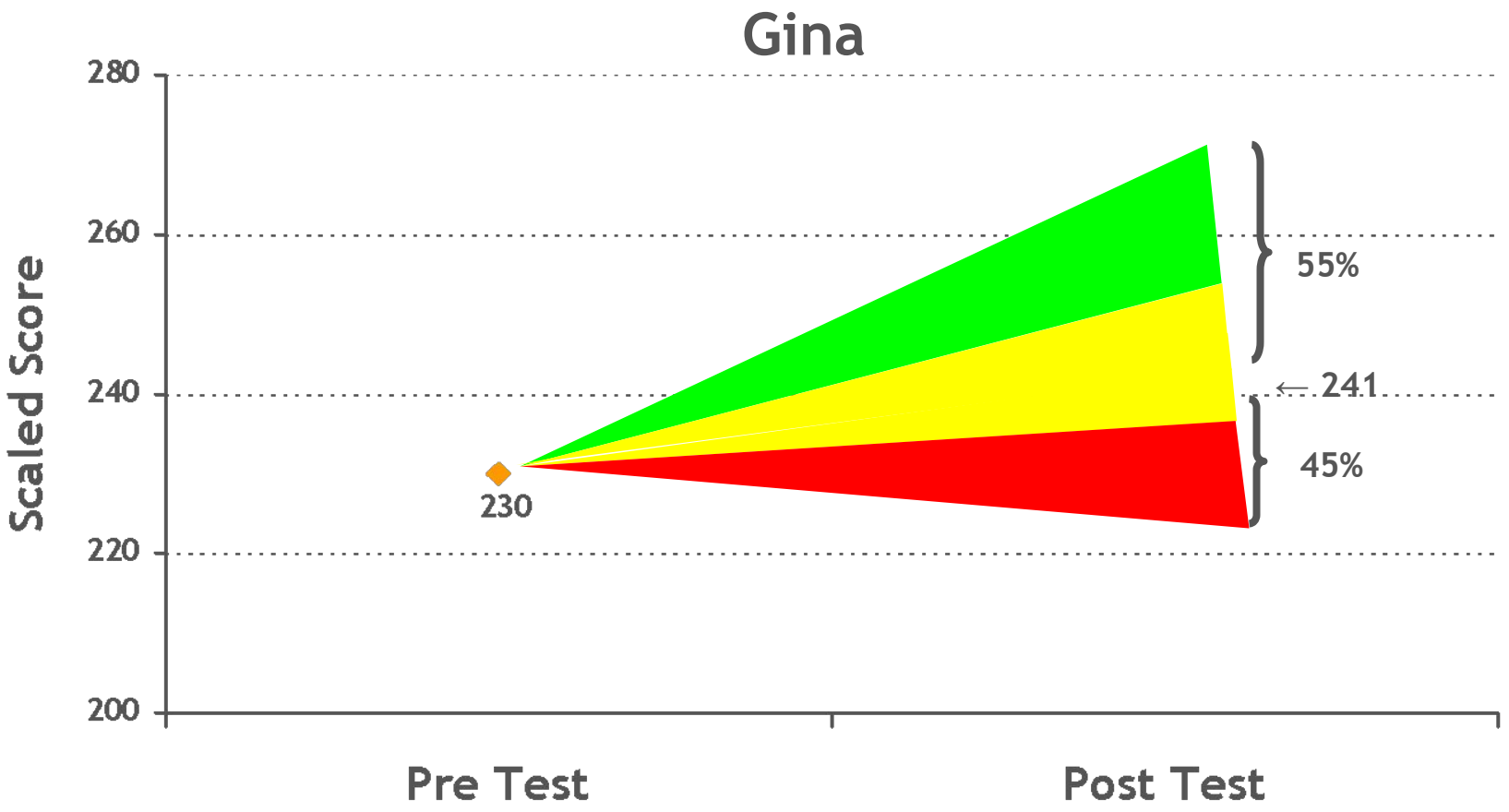
Student Growth Percentile



Student Growth Percentile



Growth : Three students



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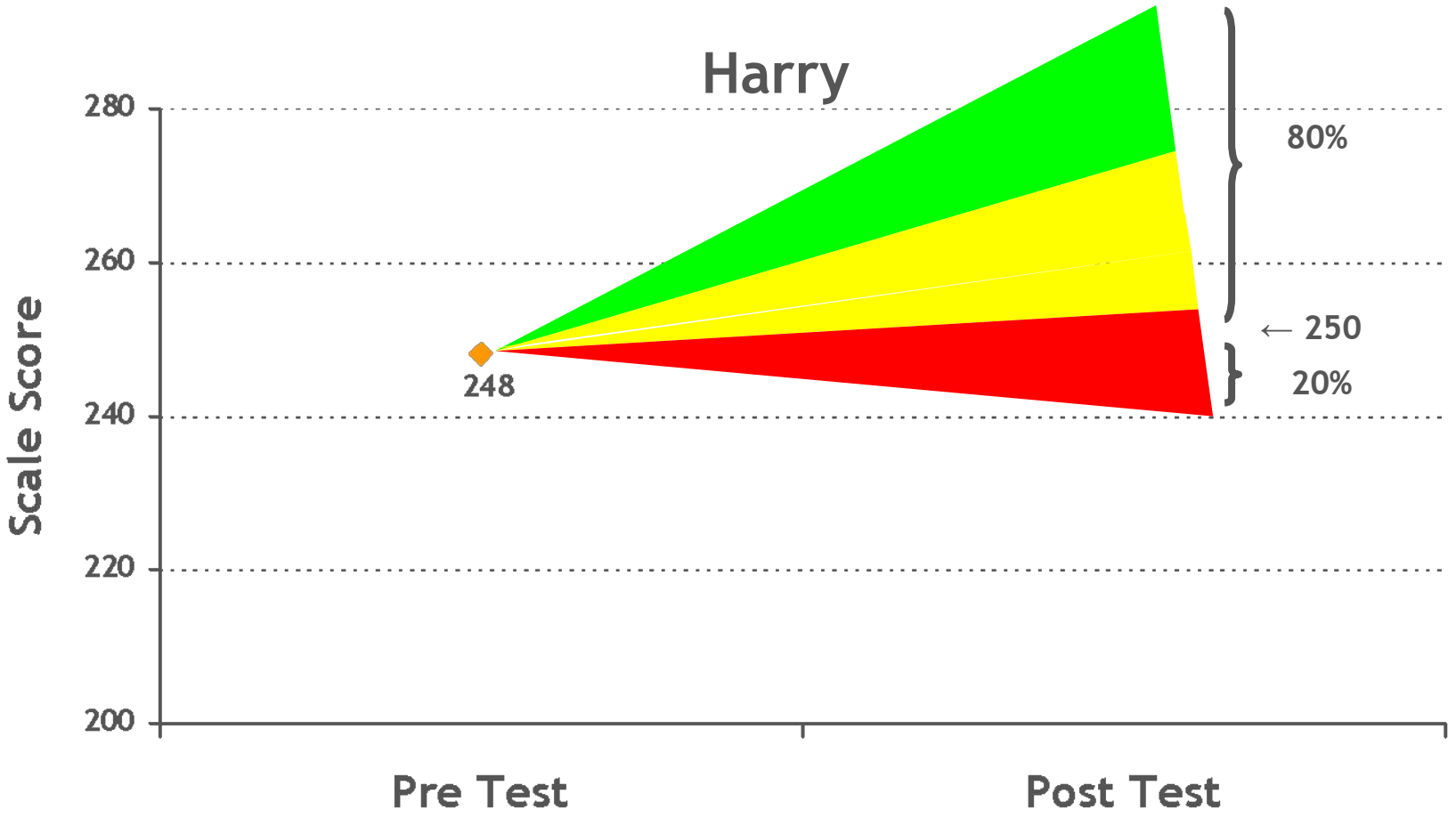
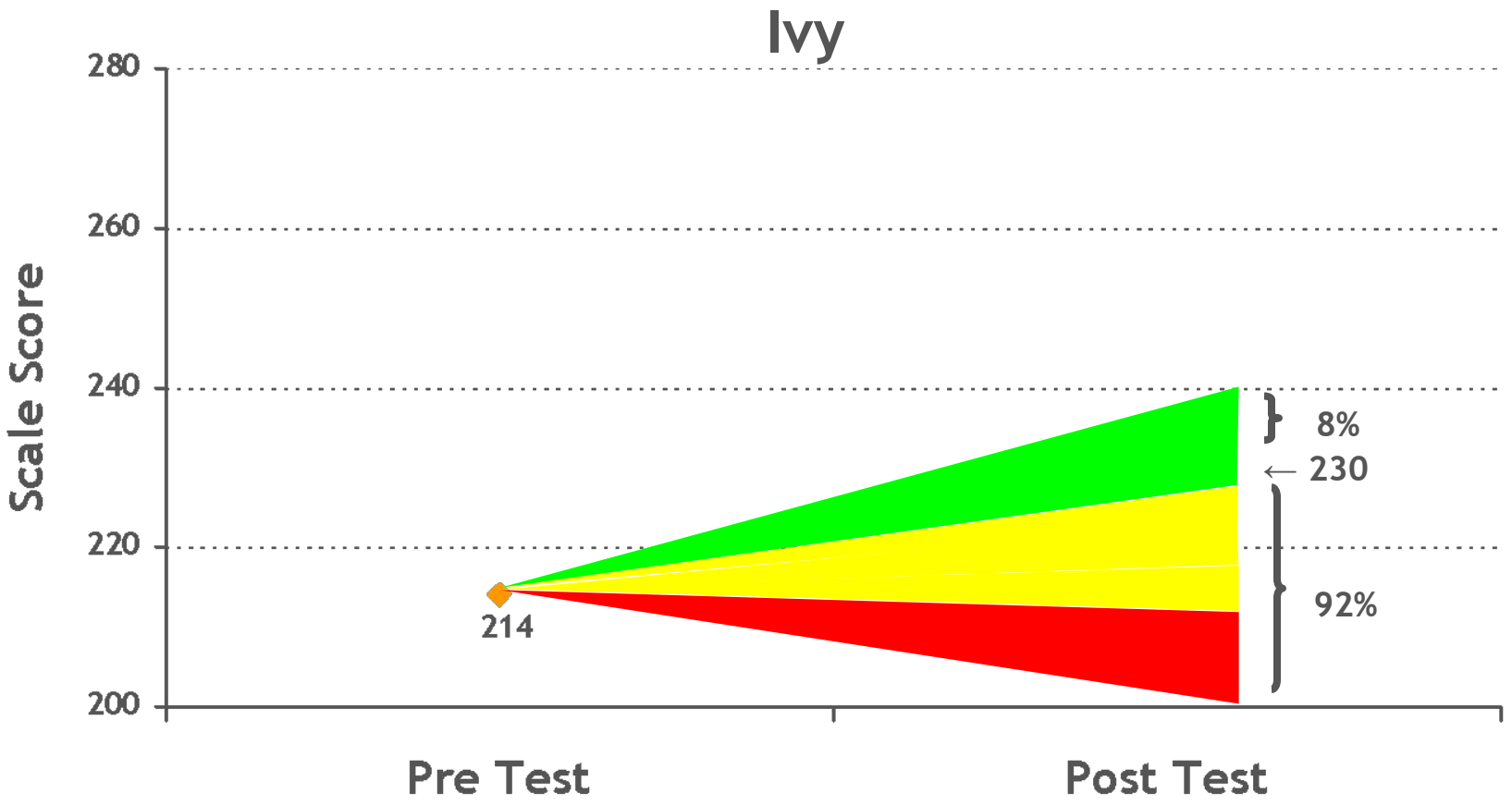


Growth: Three students



Growth : Three students

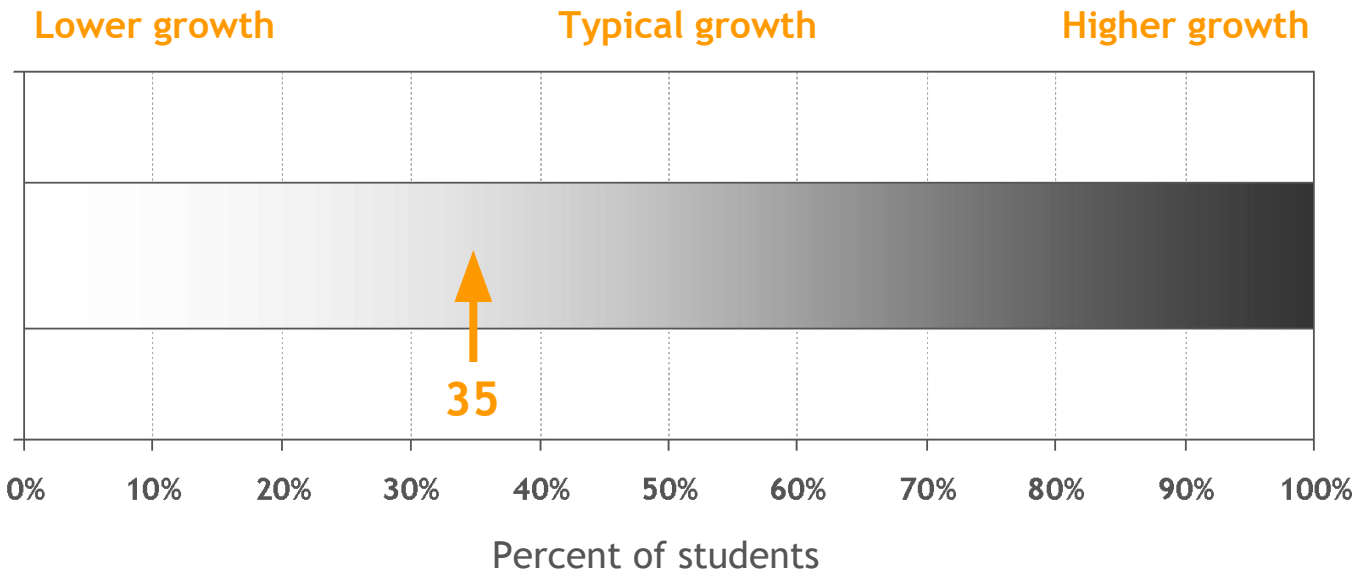
English language arts

	Pre Test	Post Test	SGP
Harry	248	250	20
Gina	230	241	45
Ivy	214	230	92

Interpreting student growth percentiles

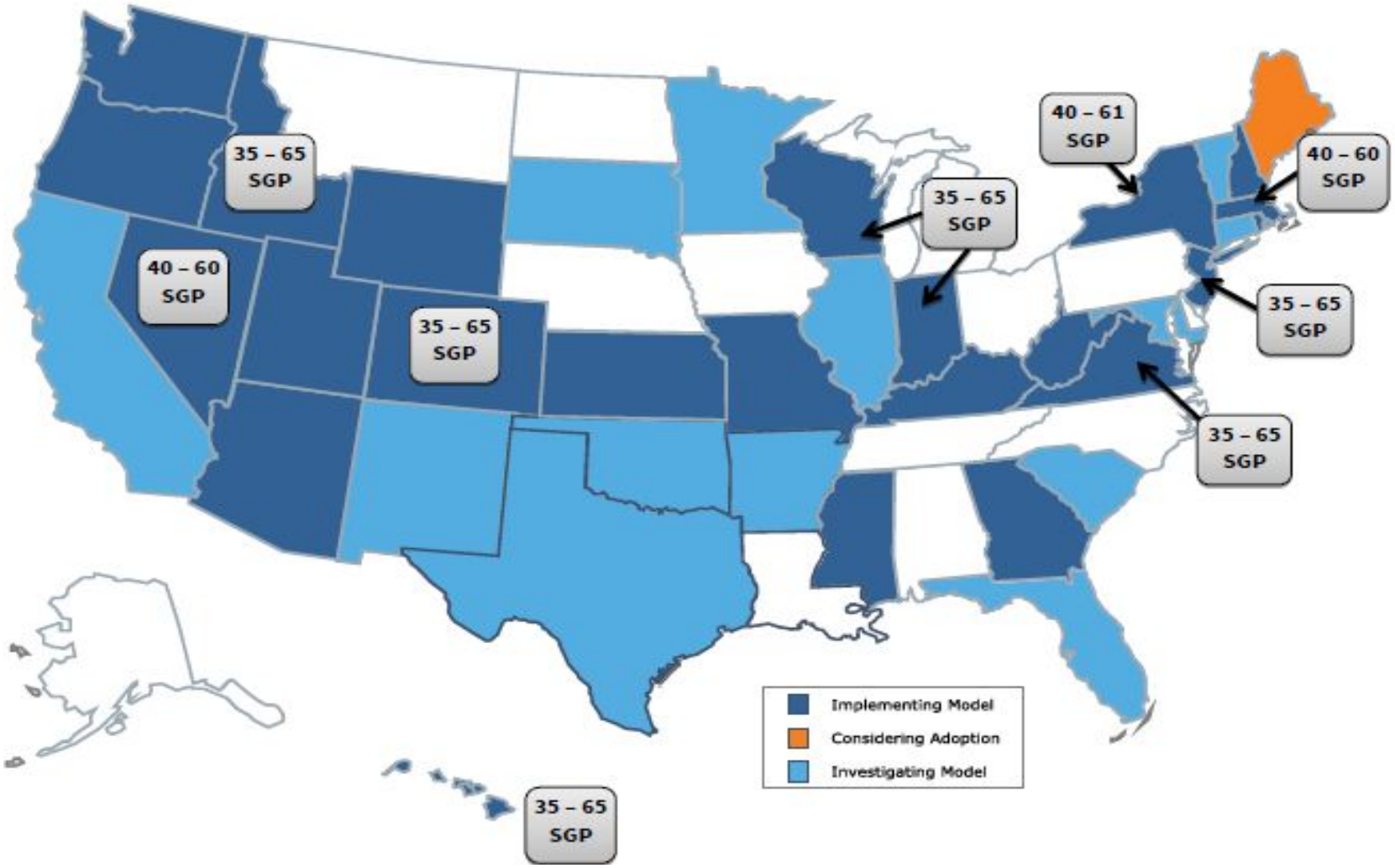
Gina's SGP was 35. This means her SGP was higher than 35 percent of her academic peers (and less than 65 percent).

- Is that amount of growth typical?



“Typical” Growth Defined by States

Some states that have adopted student growth percentiles have defined “typical” growth. From this map, you can see that states define typical as between 40 to 60 or 35 to 65 SGP, as of February 14, 2014.



Achievement vs Growth

- SGP-growth
- PR-Achievement

- Activity: In your table groups, analysis the Measuring Growth Handout.

- What do you notice and wonder about these students and their growth?
- What do you notice and wonder about these students achievement?

Break

Key concepts

- Growth is *distinct from achievement*
- Each student is compared only to their *academic peers*, not to all students
- Growth is *subject-, grade-, and year-specific*
- The student growth percentile is calculated on the *change in achievement*, not the absolute level

Growth for groups

- How to report growth for groups of students?
  - Districts, schools, grades, subgroups, classrooms
- *Median student growth percentile*
  - The point at which half of the students in the group have a higher growth percentile and half lower
- *Growth distribution charts*
  - The percentage of students in the group growing less than, similar to, or more than their academic peers

SGP Score Rules

- SGP considers test scores from three test windows if possible
- SGP always uses the most recent test and will update with additional tests taken within the **current window**
- SGP uses up to two more tests from **prior SGP windows** using the following rules:
  - **Fall:** first test in window
  - **Winter:** closest test to January 15th
  - **Spring:** last test in the window

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SGP Score Rules

Type of SGP Calculated	Test Windows in Prior School Years									Test Windows in Current School Year*		
	Fall 8/1–11/30	Winter 12/1–3/30	Spring 4/1–7/31	Fall 8/1–11/30	Winter 12/1–3/30	Spring 4/1–7/31	Fall 8/1–11/30	Winter 12/1–3/30	Spring 4/1–7/31	Fall 8/1–11/30	Winter 12/1–3/30	Spring 4/1–7/31
Fall–Spring												
Fall–Winter												
Winter–Spring												
Spring–Fall												

Two tests used to calculate SGP

Test in window, but *skipped* when calculating SGP

Third test used to calculate SGP (if available)

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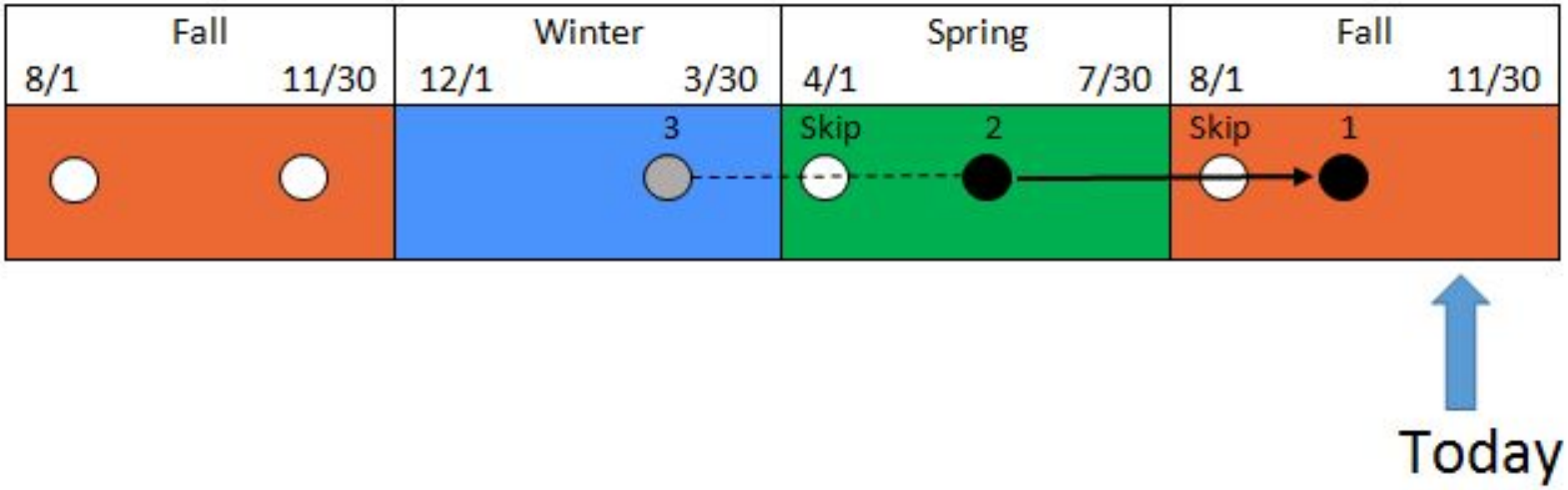
SGP Scores

1.



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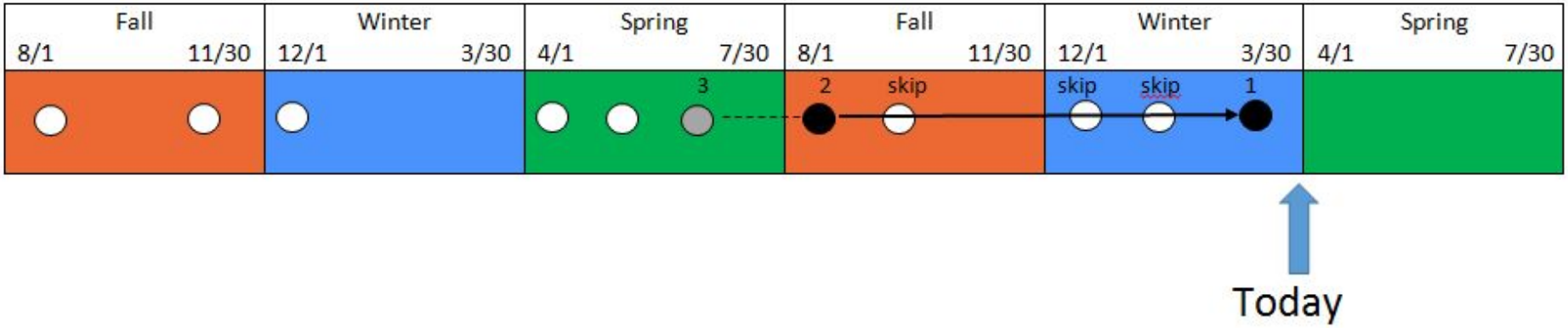
SGP Scores

2.



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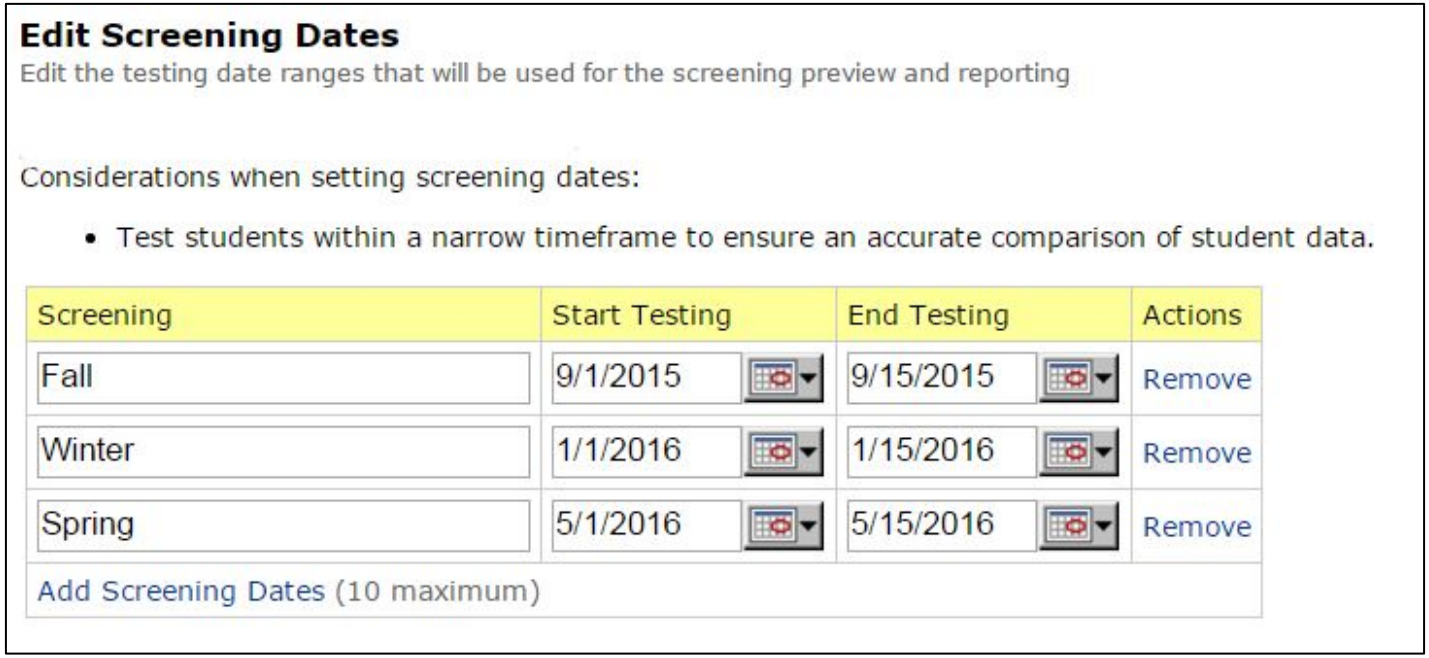
SGP Scores

Think - Pair - Share

Screening Dates

- Why change the default?



Edit Screening Dates

Edit the testing date ranges that will be used for the screening preview and reporting

Considerations when setting screening dates:

- Test students within a narrow timeframe to ensure an accurate comparison of student data.

Screening	Start Testing	End Testing	Actions
Fall	9/1/2015	9/15/2015	Remove
Winter	1/1/2016	1/15/2016	Remove
Spring	5/1/2016	5/15/2016	Remove

Add Screening Dates (10 maximum)

Reports That Show Student Growth

- Growth Report
- Growth Proficiency Chart
- Annual Progress Report
- Student Progress Monitoring Report

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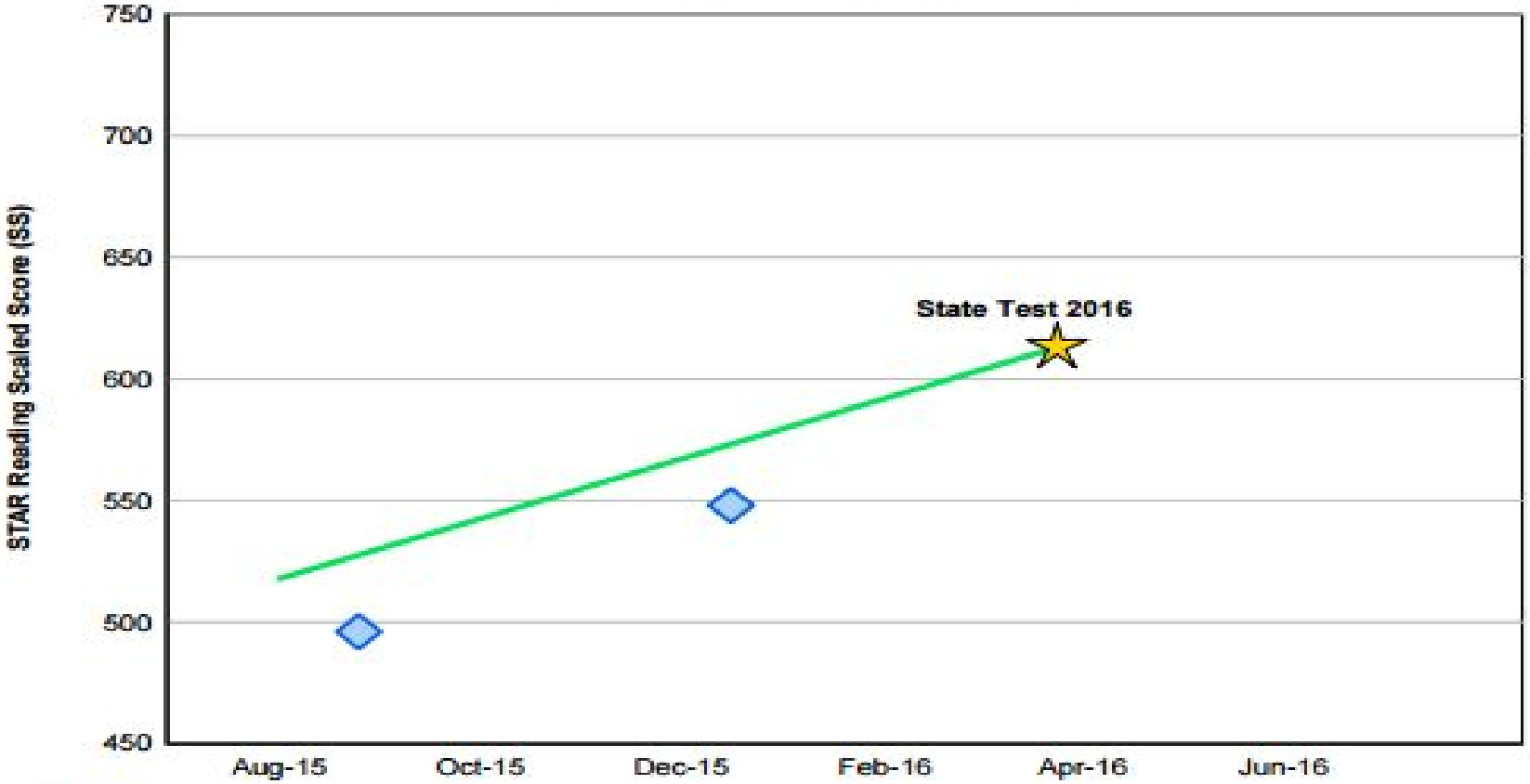
How do we help students invest in their academic growth?

- Clear Learning Targets
- Share data and results with students
- Conference with students to set goals
- Students monitor their growth and goal(s)

Pathway to Proficiency - Grade 4



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

State Test 2016 is the STAR Reading score (613 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the 2016 NYSTP given in the spring.

Pathway to Proficiency represents typical growth for a student who minimally achieves proficiency on the NYSTP. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

The Power of Empowering Students

Data notebooks provide opportunities for students to stop and reflect on their learning

When given the time to reflect on their data, student ownership increases

"…students quickly became more capable decision makers who knew where they were headed and who shared responsibility for getting there"

-Moss, Brookhart, & Long "Knowing your Learning Target," Ed Leadership

What the Research says....

The Art and Science of Teaching

by Robert Marzano

Students who track their growth goals have a 32 percentile point gain in achievement.

Collaborative Dialogue

Does anyone have a recent positive STAR experience or achievement to share?

Does anyone have an “I wonder” to ask the group?

What piece of advice would you offer to a school just beginning to use STAR?