Winter STAR User Group

February 15, 2019

Agenda

Power of Feedback

Snowflake Bentley

Winter Data: Oh my!

That's Me

Extended Time: to extend or not to extend?

Celebration

Renaissance Updates

Questions

Objectives

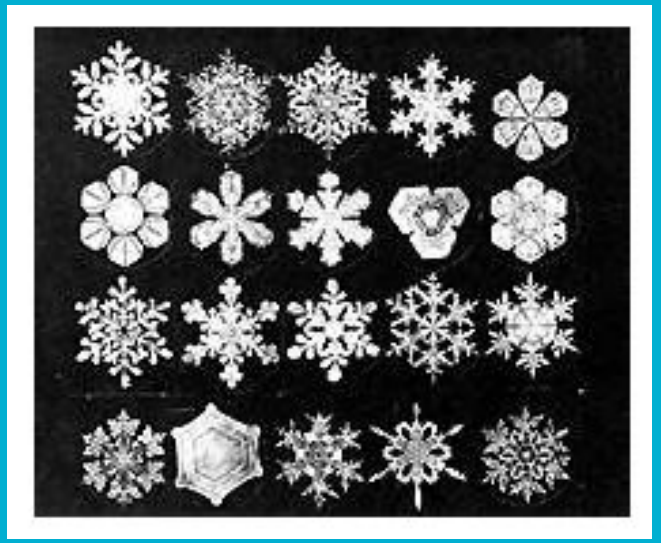
- Identify the purpose of student feedback and key characteristics of effective feedback
- Analyze student STAR data and develop an action plan for that student
- Identify and define key components of STAR reports (SGP, SS, PR, GE)
- Participate in a discussion about extended time for students taking STAR assessments, including current practice and considerations

Power of Feedback

•In your group, read the assigned article individually, highlighting key points.

•Share and discuss key points.
Co-construct and chart a list of key points to share with the whole group.

“No two snowflakes are alike.”



Wilson "Snowflake" Bentley 1925

No two students are alike

Winter Data: oh my!

Scaled Score

Percentile Rank

Student Growth Percentile

Grade Equivalent

No Two Snowflakes are Alike: Winter Data Activity

-Each person is going to get some information or data about a student.

-You will jot down what the information or data means.

-Everyone who has data about Johnny will go to the Johnny Poster (Krista and Dominick etc.)

-Take turns sharing the data you have.

-Open the envelope-complete the activity based on your directions

Johnny

Johnny is in the highest reading group, but he is struggling with his writing. His teachers would like to recommend that he gets RTI support 2x a week for 30 min. to help Johnny with his writing. Mom is convinced that because Johnny is so strong in reading and math he should skip a grade and refuses to agree to RTI support.

Grade: 3
SS:555
PR:85
SGP:50
GE:4.9
Benchmark Category: 3 / At or above

Krista

Krista loves reading. She uses her strategies and close reads. Krista gets 90% and above on most of her class work. She was very upset after the winter screening because the test questions timed out before she was able to answer.

Grade: 7
SS:555
PR:19
SGP:10
GE:4.9
Benchmark Category: 1 / Intervention

Dominick

Just moved to NY from Florida loves surfing and skateboarding. Dominick misses surfing and his friends, but is excited to see snow for the first time. His Fall data from Florida says he was at the 40th PR. Mom and Dad are concerned because he was considered at or above benchmark in Florida, but now he is getting RTI for reading.

Grade: 5
SS:555
PR:40
SGP:60
GE:4.9
Benchmark Category: 2/At or above

No two students are alike

Johnny
SS 555

Krista
SS 555

Dominick
SS 555

Parent Communication

Student	Scaled Score	Grade Equivalent	Percentile Rank	Student Growth Percentile	Notes
Johnny Grade 3	555	4.9	85	50	
Krista Grade 7	555	4.9	19	10	
Dominick Grade 5	555	4.9	40	60	

Reflection (Think-Write-Pair-Share)

What do you feel were the important considerations when looking at the student data? How would this impact your approach to meeting student needs?

Think about your school/district's approach to the following:

-Sharing student data (with students and parents)

-Using student data to plan for intervention and meet student needs

What aspects of your current approach might you keep?

What aspects of your current approach might need to be changed, removed, etc. ? Why?

Student Feedback & Reflection

My Action Plan

Name: _____ **Date:**_____ **Baseline Score:**_____

My Most Recent Score:	**My Goal Score:**

Were there any words or ideas that were difficult for you when you were taking the test?

Instructional Planning Report:

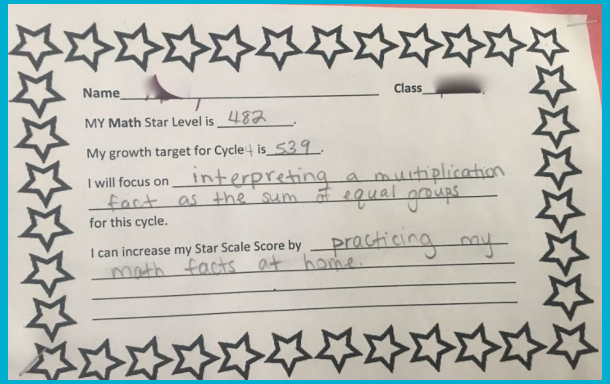
What is one of your strengths? What is something you could work on?

In reviewing the instructional planning report, what do you think is one area that you have made growth? Does this match your target skill?

When you look at the instructional planning report, do you notice any patterns?

	Scaled Score (SS)	Lexile Level (L)	Percentile Rank (PR)	Student Growth Percentile (SGP)
Test Date:				
Test Time:				

My goal for the next star test is to
I will achieve my goal by



Name_____ Class_____

MY **Math** Star Level is 482.

My growth target for Cycle 1 is 539.

I will focus on interpreting a multiplication fact as the sum of equal groups for this cycle.

I can increase my Star Scale Score by practicing my math facts at home.

Name_____ STAR Notes

Unfamiliar Words in the Passages

Unfamiliar Words in the Question

Unfamiliar Words in the Choices

How many questions timed out?

That's Me!

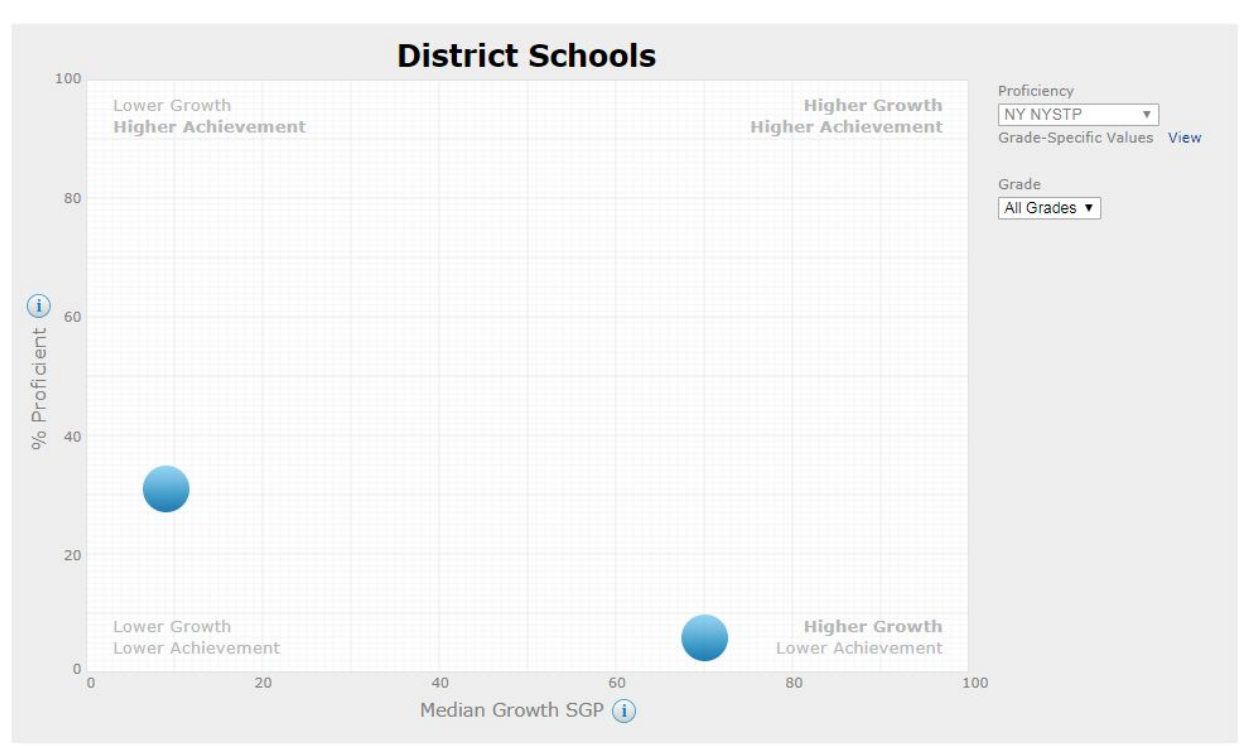
Scaled Score

Percentile Rank

Student Growth Percentile

Grade Equivalent

That's Me!


District Schools
Lower Growth
Higher Achievement
Higher Growth
Higher Achievement
Lower Growth
Lower Achievement
Higher Growth
Lower Achievement
% Proficient
Median Growth SGP
0
20
40
60
80
100
Proficiency
NY NYSTP
Grade-Specific Values
View
Grade
All Grades

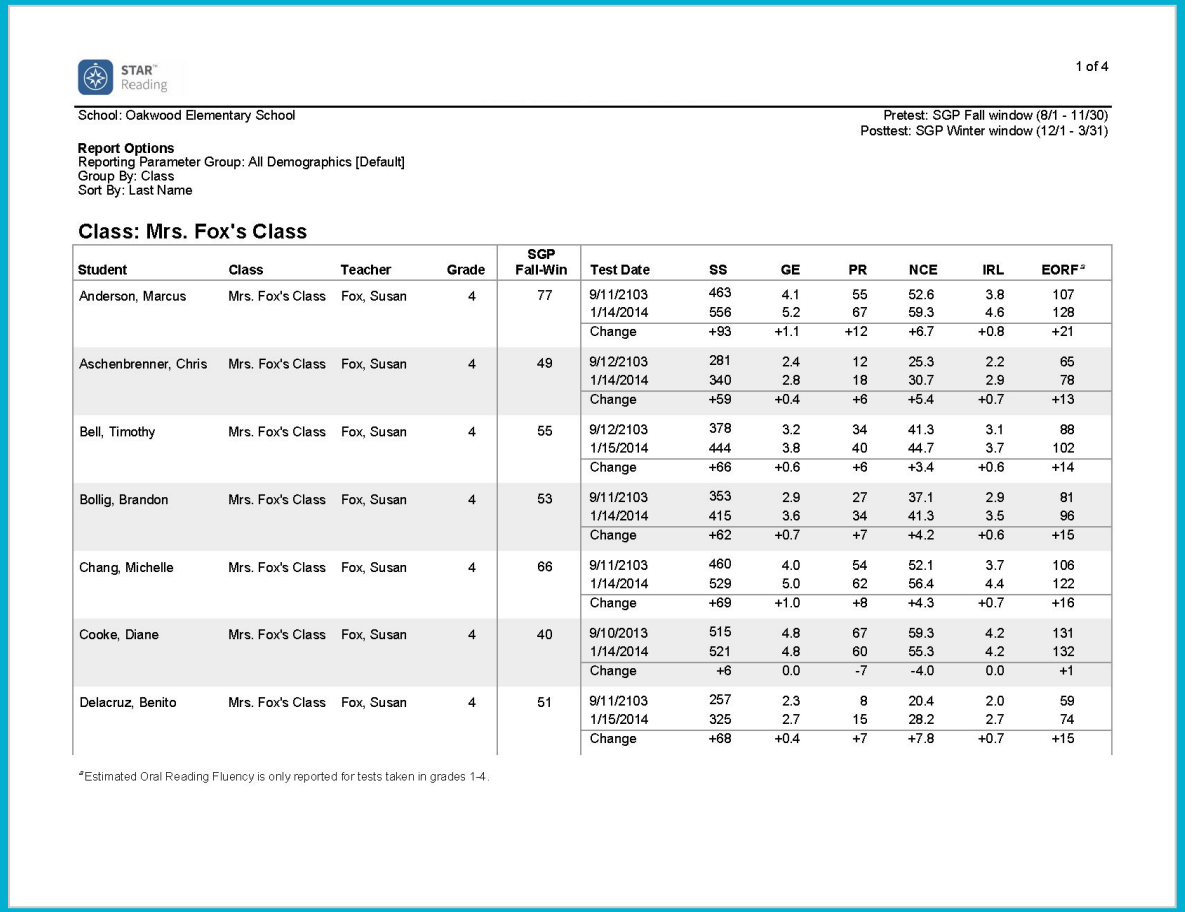
That's Me!

Compares a student's growth to that of other students nationwide who started at the same place and are in the same grade

That's Me!

Describes the placement of the student on the STAR scale based upon the difficulty of the items the student was given. All other STAR scores are derived from this score.

That's Me!



STAR Reading

School: Oakwood Elementary School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Winter window (12/1 - 3/31)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: Mrs. Fox's Class

Student	Class	Teacher	Grade	SGP Fall-Win	Test Date	SS	GE	PR	NCE	IRL	EORF[a]
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	4	77	9/11/2103	463	4.1	55	52.6	3.8	107
					1/14/2014	556	5.2	67	59.3	4.6	128
					Change	+93	+1.1	+12	+6.7	+0.8	+21
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	4	49	9/12/2103	281	2.4	12	25.3	2.2	65
					1/14/2014	340	2.8	18	30.7	2.9	78
					Change	+59	+0.4	+6	+5.4	+0.7	+13
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	4	55	9/12/2103	378	3.2	34	41.3	3.1	88
					1/15/2014	444	3.8	40	44.7	3.7	102
					Change	+66	+0.6	+6	+3.4	+0.6	+14
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	4	53	9/11/2103	353	2.9	27	37.1	2.9	81
					1/14/2014	415	3.6	34	41.3	3.5	96
					Change	+62	+0.7	+7	+4.2	+0.6	+15
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	4	66	9/11/2103	460	4.0	54	52.1	3.7	106
					1/14/2014	529	5.0	62	56.4	4.4	122
					Change	+69	+1.0	+8	+4.3	+0.7	+16
Cooke, Diane	Mrs. Fox's Class	Fox, Susan	4	40	9/10/2013	515	4.8	67	59.3	4.2	131
					1/14/2014	521	4.8	60	55.3	4.2	132
					Change	+6	0.0	-7	-4.0	0.0	+1
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	4	51	9/11/2103	257	2.3	8	20.4	2.0	59
					1/15/2014	325	2.7	15	28.2	2.7	74
					Change	+68	+0.4	+7	+7.8	+0.7	+15

[a]Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

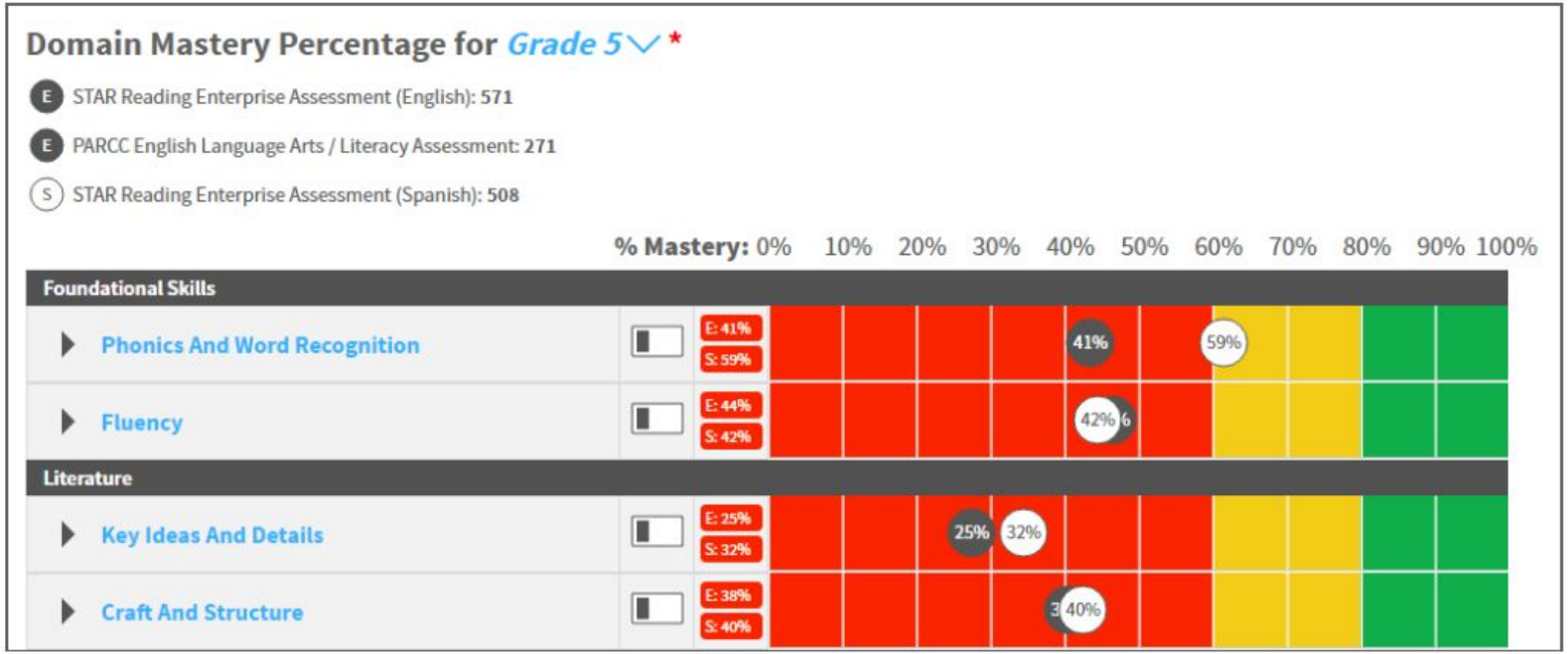
That's Me!

Compares the student's achievement to other students nationwide in the same grade.

That's Me!

Describes the grade level of students who on average achieved the same scaled score.

That's Me!


Domain Mastery Percentage for Grade 5 *
E STAR Reading Enterprise Assessment (English): 571
E PARCC English Language Arts / Literacy Assessment: 271
S STAR Reading Enterprise Assessment (Spanish): 508
% Mastery: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Foundational Skills
Phonics And Word Recognition
E: 41%
S: 59%
41%
59%
Fluency
E: 44%
S: 42%
42%
Literature
Key Ideas And Details
E: 25%
S: 32%
25%
32%
Craft And Structure
E: 38%
S: 40%
40%

Extended Time: to extend or not to extend?

For whom are you extending time?

Celebrations

I have worked with a 3rd grade girl for the past 3 years daily in math. She has struggled with math and reading skills since kindergarten. Her 3rd grade teacher thought maybe special ed math would be a better fit for her. I disagreed. In September, her scale score was a 286, but by January, she improved to a 485, and her sgp was 87%. With the data of her progress monitors/scale scores and her growth rate, I was able to show tier III is working for her, and special education is not needed at this time. In fact, if she continues to grow at the rate she has been, I'm hoping she may be ready for tier II by the end of the year.

In September, each teacher star tested his/her students for a baseline score. Based on these results and in class work, 1 teacher came to me right away, and told me I had to place a boy from her class in my RtI math group. I had never worked with this child in math before, so I was skeptical. The first thing I looked at was his diagnostic report, and sure enough, as I had thought, he completed the star math in under 5 minutes. Instead, I brought the child back to my classroom, and retested him, telling him he needed to use his scrap paper and take his time to do his best work. The 2nd time, he worked for 17 minutes, showed his work, and his scale score came up over 200 points. His diagnostic moved from a red, level 1, to green, level 4. I shared these results with the classroom teacher, and said if his classwork is poorly done, it was due to lack of effort and not lack of ability. Today, 5 months later, he's one of the highest performing 3rd graders in math, and I am grateful the star data kept him from taking a slot in my tier III math group, a place he definitely did not belong.

Save the Dates!

March 29: Lunch & Learn

Morning :MyOn

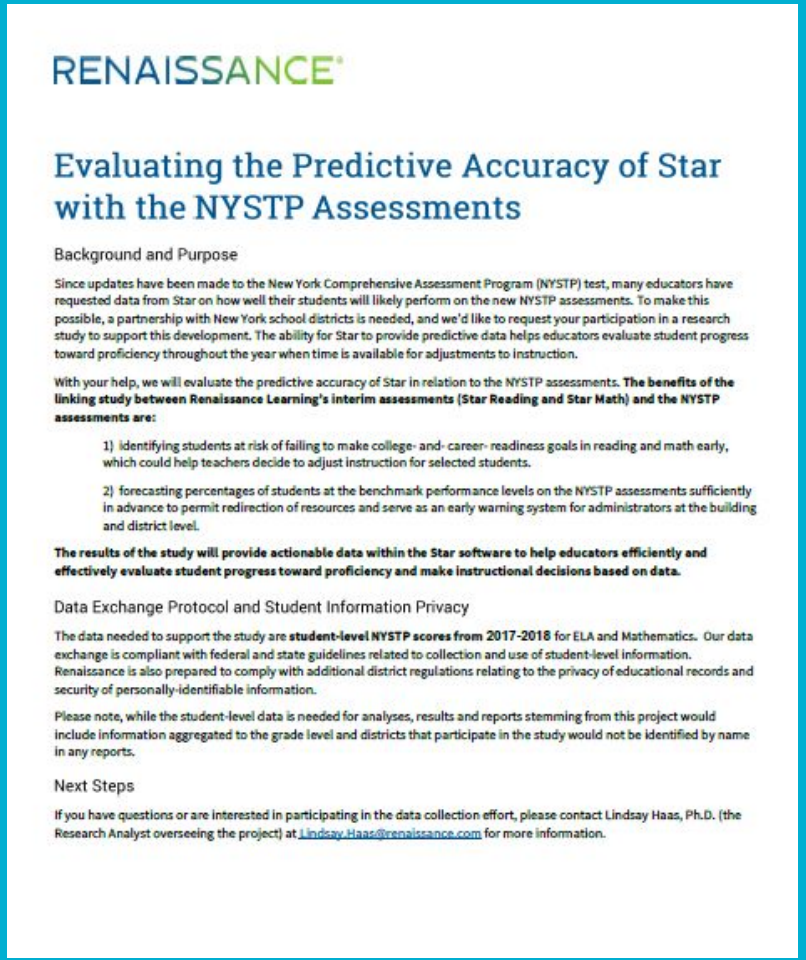
Lunch: Provided by Renaissance

Afternoon: Renaissance Flow

June 14: Spring STAR User Group

Linking Study

Districts Participating from our region:
Mexico
Groton
Fulton
Dryden



RENAISSANCE®

Evaluating the Predictive Accuracy of Star with the NYSTP Assessments

Background and Purpose

Since updates have been made to the New York Comprehensive Assessment Program (NYSTP) test, many educators have requested data from Star on how well their students will likely perform on the new NYSTP assessments. To make this possible, a partnership with New York school districts is needed, and we'd like to request your participation in a research study to support this development. The ability for Star to provide predictive data helps educators evaluate student progress toward proficiency throughout the year when time is available for adjustments to instruction.

With your help, we will evaluate the predictive accuracy of Star in relation to the NYSTP assessments. **The benefits of the linking study between Renaissance Learning's interim assessments (Star Reading and Star Math) and the NYSTP assessments are:**

1) identifying students at risk of failing to make college- and- career- readiness goals in reading and math early, which could help teachers decide to adjust instruction for selected students.

2) forecasting percentages of students at the benchmark performance levels on the NYSTP assessments sufficiently in advance to permit redirection of resources and serve as an early warning system for administrators at the building and district level.

The results of the study will provide actionable data within the Star software to help educators efficiently and effectively evaluate student progress toward proficiency and make instructional decisions based on data.

Data Exchange Protocol and Student Information Privacy

The data needed to support the study are **student-level NYSTP scores from 2017-2018** for ELA and Mathematics. Our data exchange is compliant with federal and state guidelines related to collection and use of student-level information. Renaissance is also prepared to comply with additional district regulations relating to the privacy of educational records and security of personally-identifiable information.

Please note, while the student-level data is needed for analyses, results and reports stemming from this project would include information aggregated to the grade level and districts that participate in the study would not be identified by name in any reports.

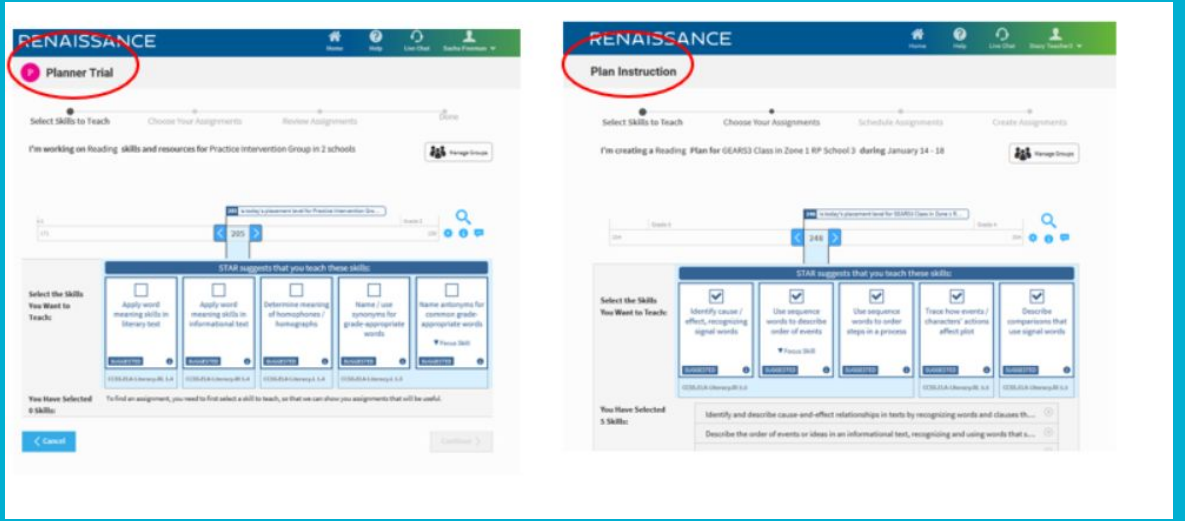
Next Steps

If you have questions or are interested in participating in the data collection effort, please contact Lindsay Haas, Ph.D. (the Research Analyst overseeing the project) at Lindsay.Haas@renaissance.com for more information.

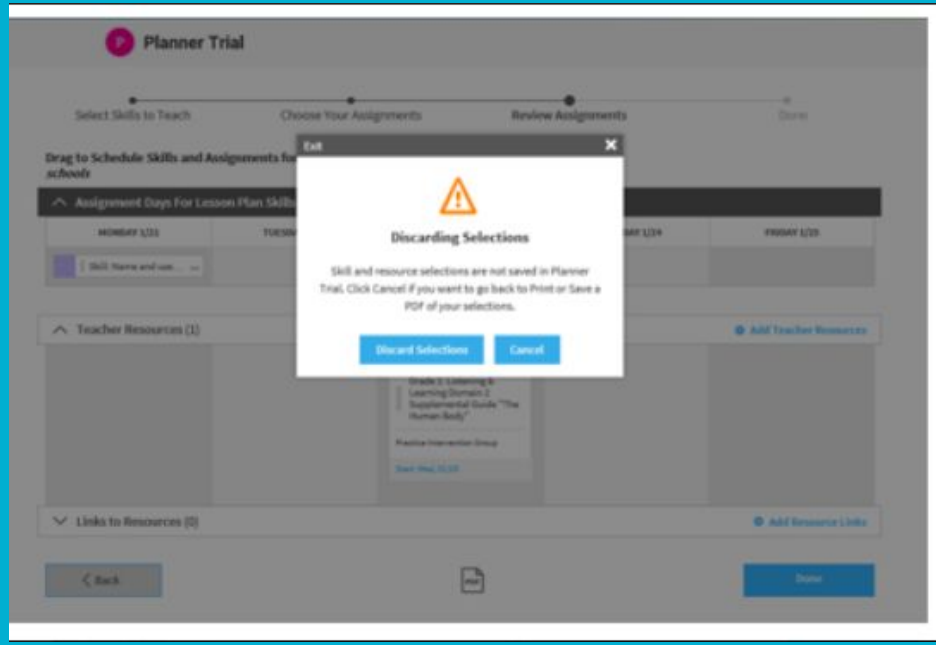
RGP Updates

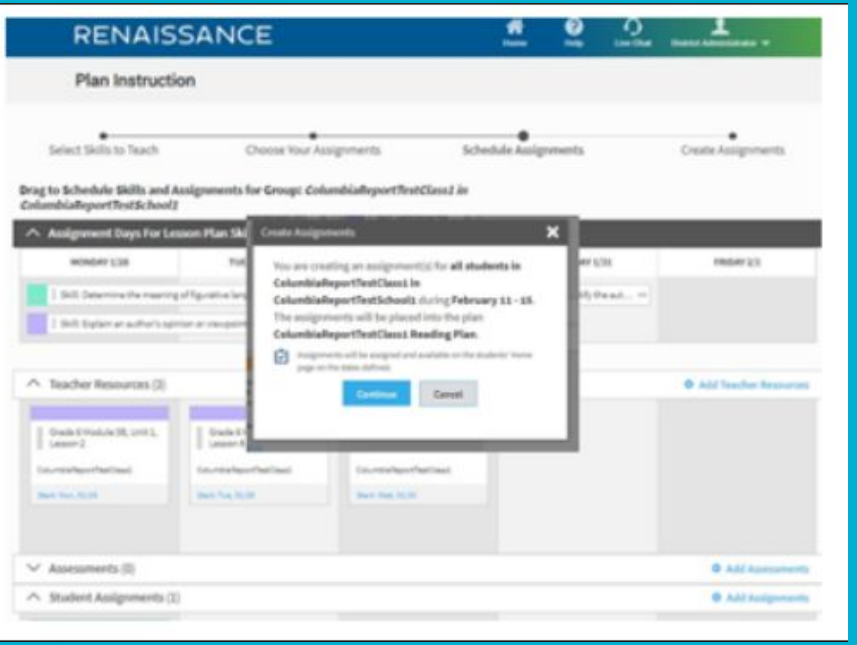
Assignability of Instructional Resources now available for SR, SM, SEL in RGP

With the release the Star Assessments (Star Reading, Star Math, and Star Early Literacy) will now allow for the assignability of Instructional Resources (Renaissance & OERs) providing the following benefits to our customers upgraded to the Renaissance Growth Platform.



RGP Updates Continued





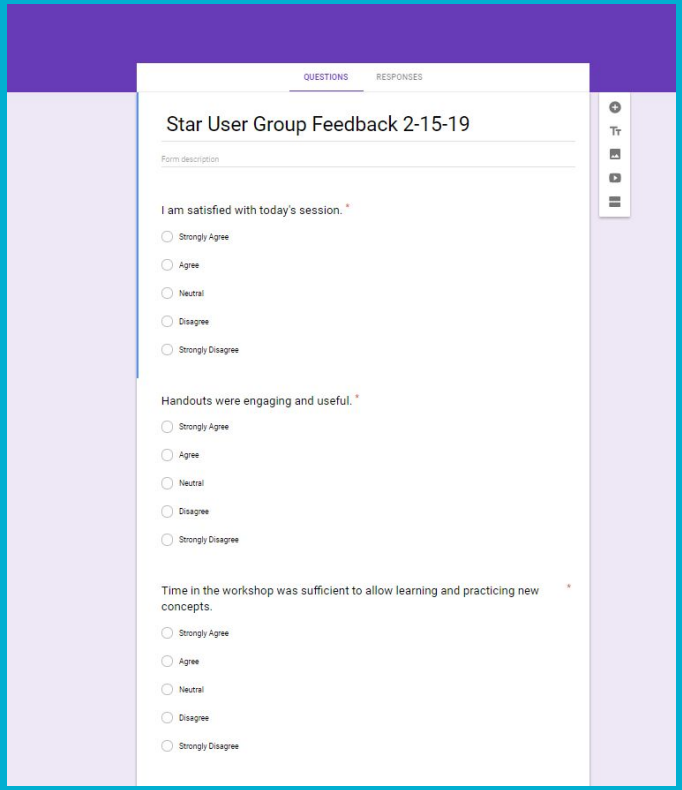
Questions????

Thank You!

jbrown@cnyric.org

dgilter@cnyric.org

lsimonds@cnyric.org



https://goo.gl/forms/tLtshh1UqD3Or1tw2

Resources

http://snowflakebentley.com/bio.htm