

STAR User Group

February 6, 2015



Today's Focus:

Using STAR Enterprise to make Informed Decisions

- Highlight a variety of reports that help determine proficiency, student growth, and intervention effectiveness
- Key questions to ask that guide understanding of student data and inform instruction
- Introduce and identify key features of the new Math Dashboard



Since last we met, life has been like what
book, movie, or song title?

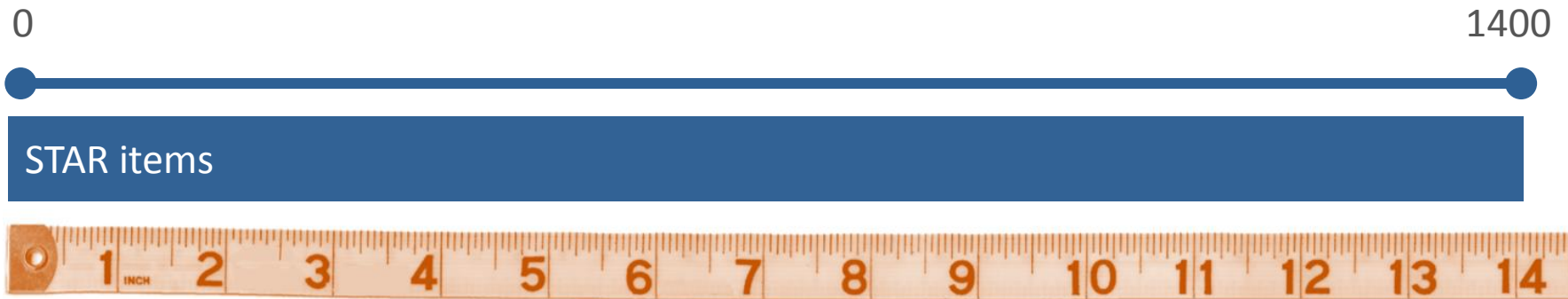




RENAISSANCE LEARNING™

Understanding STAR Scores

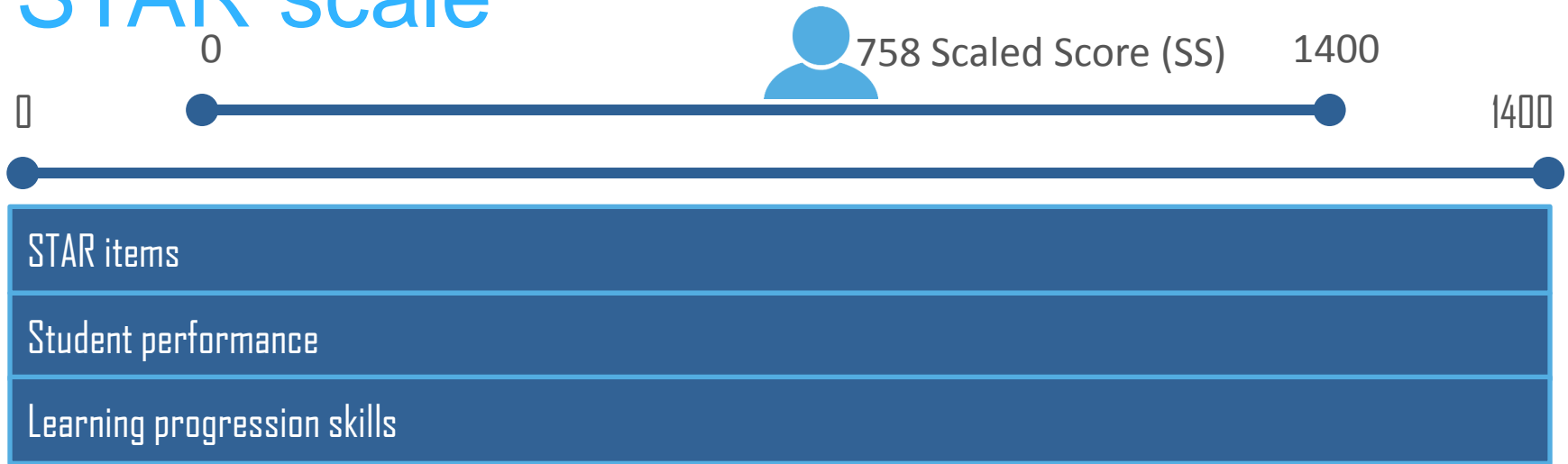
STAR items are on the STAR scale



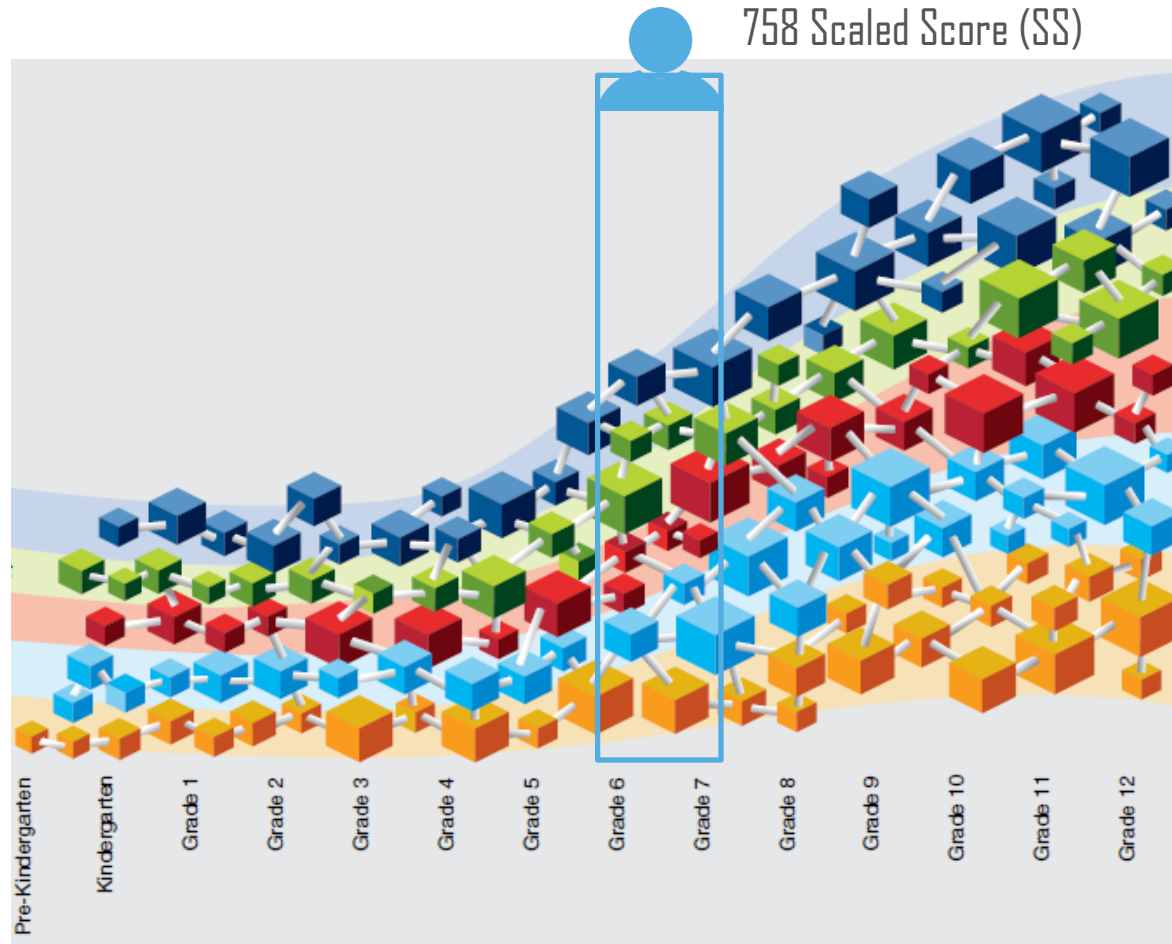
Student performance is on the STAR scale



Learning progression skills are on the STAR scale



Learning progression skills are on the STAR scale



Instructional resources are on the STAR scale



758 Scaled Score (SS)

1400

STAR items

Student performance

Learning progression skills

Instructional resources

FACTORS, MULTIPLES AND PATTERNS

Prime and composite numbers

Prime numbers

Prime numbers

Watch the entire video

Prime Number - Natural number (1, 2, 3, ...) divisible by exactly 2 natural numbers. (1 itself)



How Video Games Are Getting Inside Your Head NPR

Grade: 7

ATOS: 7.5



Read



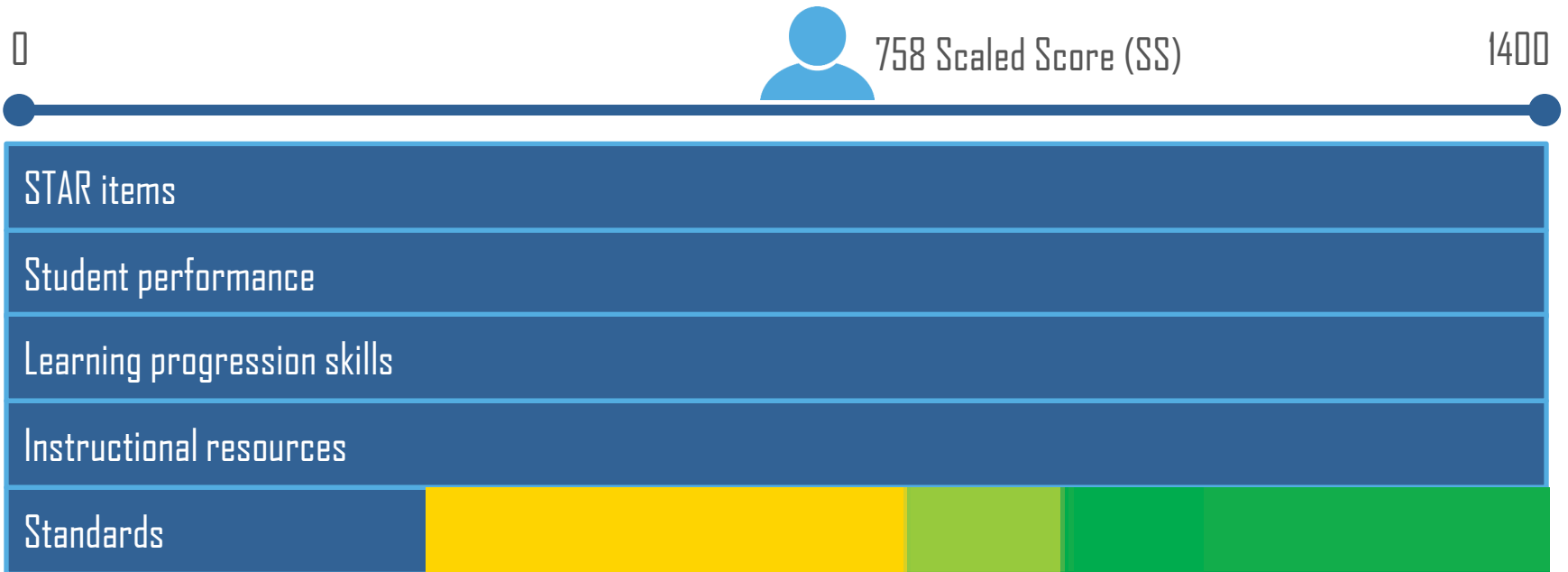
Assign



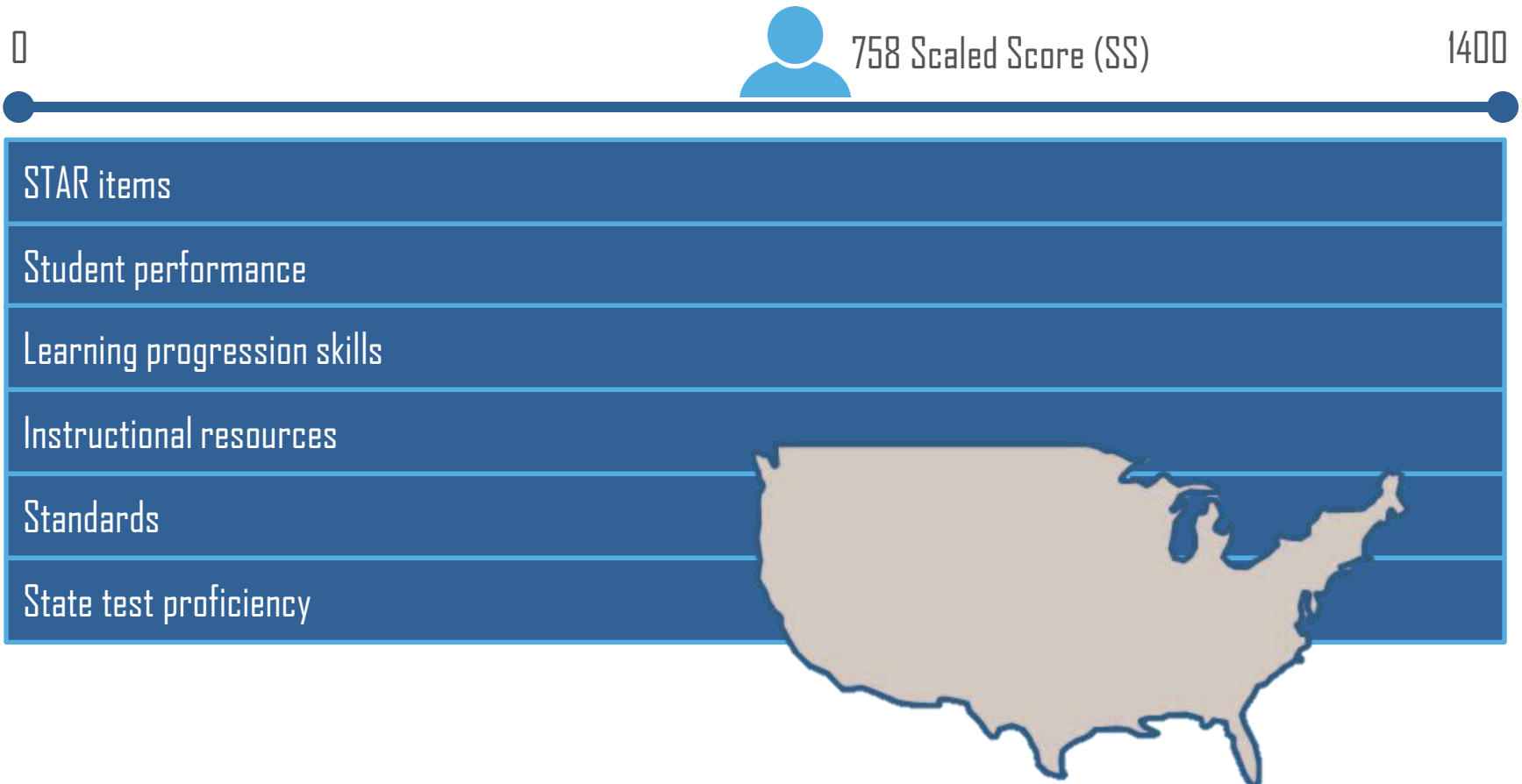
Quiz

ask ourselves if they meet the criteria. What is the criteria you ask? Watch.

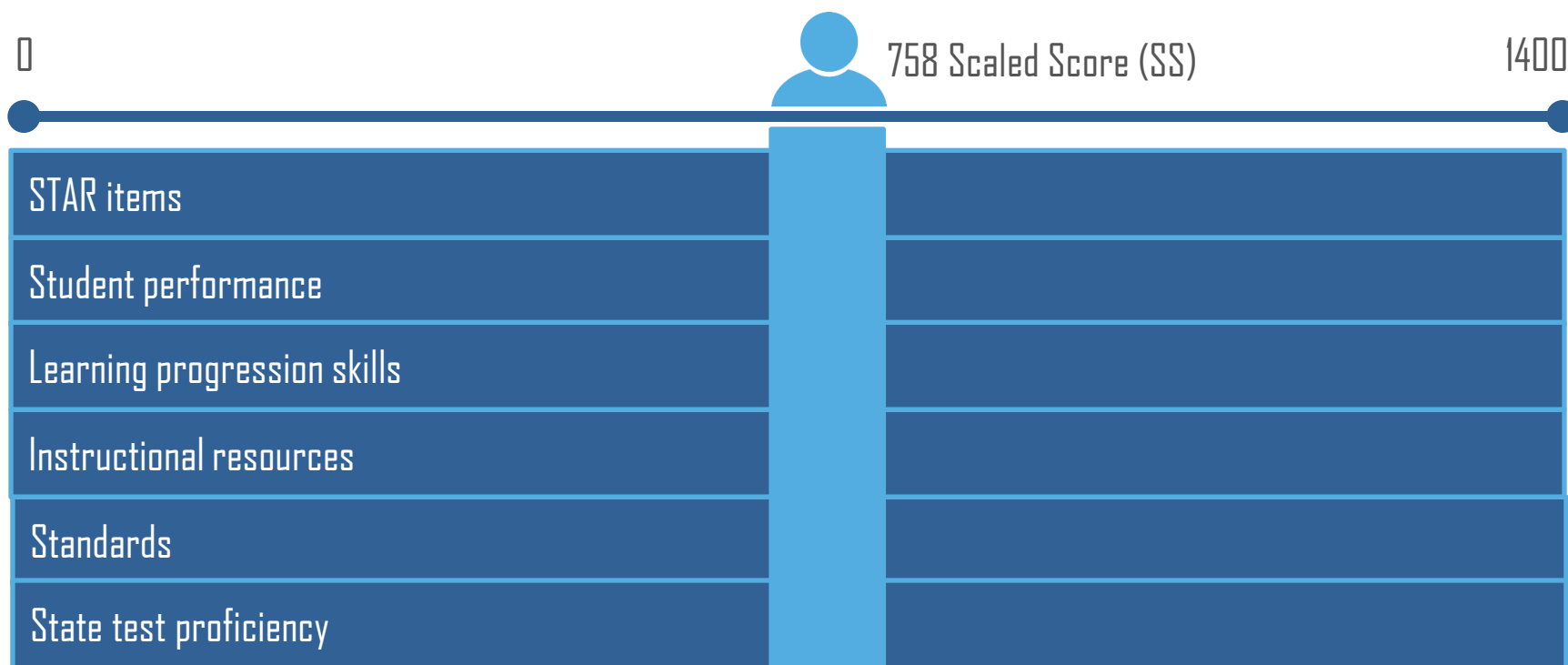
State and Common Core standards are on the STAR scale



State test proficiency categories are on the STAR scale

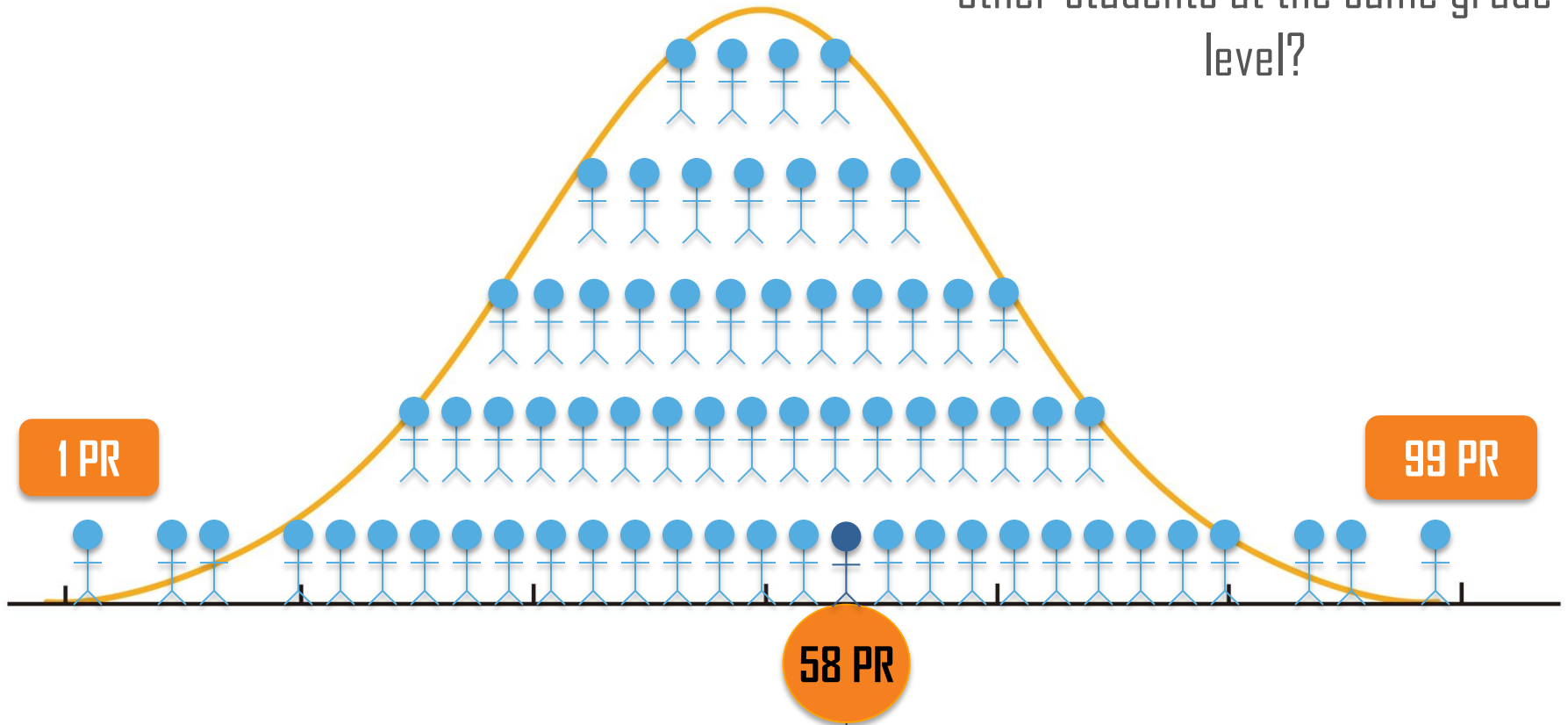


Scaled score is more than just a number



Percentile Rank (PR)

How does this student compare to other students at the same grade level?



This student has reading skills greater than 58% of same-grade students

Note the "Key questions to ask"

- Are you satisfied with the number of students at the highest level of performance?
- Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted?
- What support is needed for students just below proficiency?
- Do all students represented by your lowest level need urgent intervention?



Screening Report New York NYSTP

1 of 1

Printed Monday, February 2, 2015 2:33:50 PM

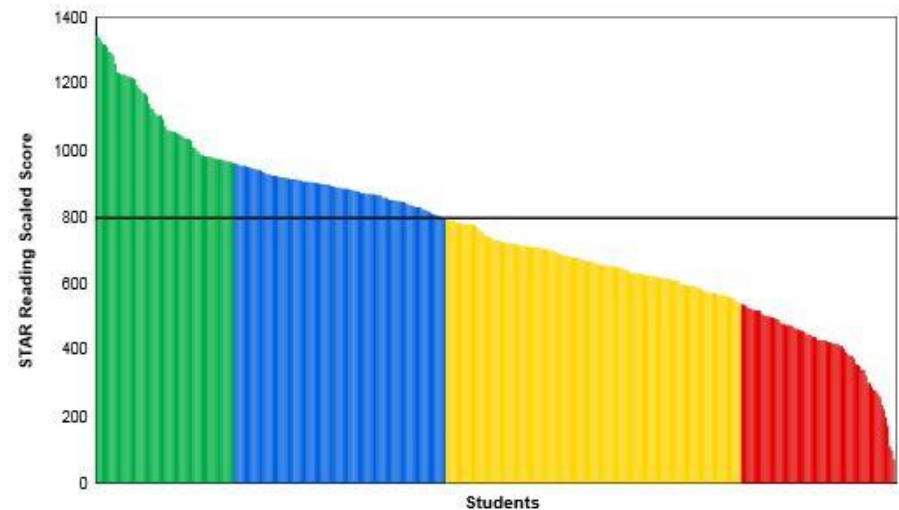
School: /

Reporting Period: 1/12/2015 - 1/30/2015
(Winter)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: 6



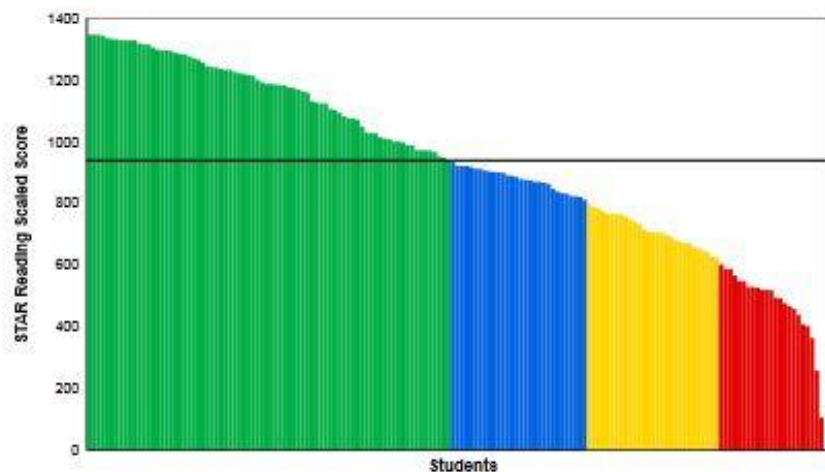
Categories / Levels	Current Benchmark ^d	Number	Percent	Benchmark At Time of State Test
Proficient				
Level 4	At/Above 963 SS	89	17%	At/Above 991 SS
Level 3	At/Above 796 SS	108	27%	At/Above 835 SS
Category Total		175	44%	
Less Than Proficient				
Level 2	Below 795 SS	148	37%	Below 835 SS
Level 1	Below 538 SS	77	19%	Below 566 SS
Category Total		225	56%	
Students Tested		400		

Some additional questions to consider after fall screening

- What would you want this report to look like by the end of the school year?
- What does the percent of students at/above benchmark tell you about the effectiveness of core instruction?
- How does the data look different when other benchmarks are applied?
- How does screening data look for various demographic groups?

How does the data look different when other benchmarks are applied?

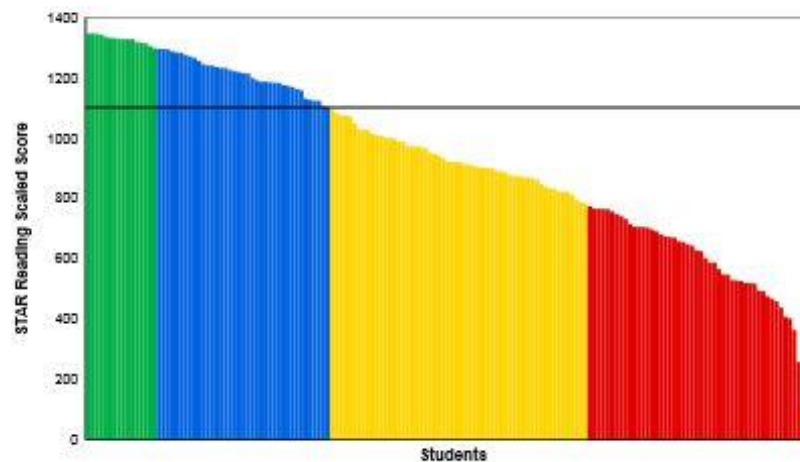
Grade: 9



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 938.88	At/Above 40 PR	80	49%
Category Total			80	49%
Below Benchmark				
On Watch	Below 938.88	Below 40 PR	30	19%
Intervention	Below 806.88	Below 25 PR	29	18%
Urgent Intervention	Below 609.88	Below 10 PR	23	14%
Category Total			82	51%
Students Tested			162	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Grade: 9



Categories / Levels	Current Benchmark ⁴		Benchmark At Time of State Test	
	Number	Percent	Number	Percent
Proficient				
Level 4	At/Above 1296.88	16	10%	At/Above 1301.88
Level 3	At/Above 1101.88	39	24%	At/Above 1125.88
Category Total		55	34%	
Less Than Proficient				
Level 2	Below 1100.88	58	36%	Below 1125.88
Level 1	Below 776.88	49	30%	Below 804.88
Category Total		107	66%	
Students Tested		162		

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Some additional questions to consider after winter or spring screening





- How do these results compare to those from the fall screening?
- How will you support students moving out of intervention to maintain their gains?
- What does the change in the percent of students in the at/above benchmark or on-watch categories tell you about the effectiveness of core instruction?
- What does the change in the percent of students in intervention categories tell you about the intervention strategies you have in place?

Some additional questions for administrators to consider





- What are your goals? What would you want this report to look like by the end of the school year?
- What does the percent of students at/above benchmark tell you about the effectiveness of core instruction?
- How does the data look different when other benchmarks are applied?
- How does screening data look for various demographic groups?
- Do some grades appear to have more students in trouble than others? Can resources be reallocated or schedules be adjusted to provide additional support to grades with more students in trouble?

How will my students will perform on the NYS assessments?

Reading

School	District	New York NYSTP		
This benchmark helps determine if students are on track for state testing.				
Grades with New York NYSTP-linked scores are pre-filled and not editable. Scores for the remaining grades can be updated by the district administrator.				
Edit Non-Linked Grades		Interpretation & Guidance		
Grade	 Level 1	 Level 2	 Level 3	 Level 4
Grade 1	Below 124 SS	124 - 225 SS	226 - 359 SS	At/Above 360 SS
Grade 2	Below 281 SS	281 - 384 SS	385 - 543 SS	At/Above 544 SS
Grade 3	Below 378 SS	378 - 499 SS	500 - 701 SS	At/Above 702 SS
Grade 4	Below 449 SS	449 - 612 SS	613 - 777 SS	At/Above 778 SS
Grade 5	Below 541 SS	541 - 730 SS	731 - 932 SS	At/Above 933 SS
Grade 6	Below 566 SS	566 - 834 SS	835 - 990 SS	At/Above 991 SS
Grade 7	Below 661 SS	661 - 927 SS	928 - 1214 SS	At/Above 1215 SS
Grade 8	Below 689 SS	689 - 988 SS	989 - 1239 SS	At/Above 1240 SS
Grade 9	Below 804 SS	804 - 1124 SS	1125 - 1300 SS	At/Above 1301 SS
Grade 10	Below 844 SS	844 - 1175 SS	1176 - 1317 SS	At/Above 1318 SS
Grade 11	Below 882 SS	882 - 1212 SS	1213 - 1324 SS	At/Above 1325 SS
Grade 12	Below 908 SS	908 - 1255 SS	1256 - 1334 SS	At/Above 1335 SS

Math

School	District	New York NYSTP		
This benchmark helps determine if students are on track for state testing.				
Grades with New York NYSTP-linked scores are pre-filled and not editable. Scores for the remaining grades can be updated by the district administrator.				
Edit Non-Linked Grades		Interpretation & Guidance		
Grade	 Level 1	 Level 2	 Level 3	 Level 4
Grade 1	Below 365 SS	365 - 440 SS	441 - 487 SS	At/Above 488 SS
Grade 2	Below 483 SS	483 - 549 SS	550 - 594 SS	At/Above 595 SS
Grade 3	Below 574 SS	574 - 640 SS	641 - 681 SS	At/Above 682 SS
Grade 4	Below 639 SS	639 - 709 SS	710 - 757 SS	At/Above 758 SS
Grade 5	Below 721 SS	721 - 780 SS	781 - 832 SS	At/Above 833 SS
Grade 6	Below 734 SS	734 - 821 SS	822 - 862 SS	At/Above 863 SS
Grade 7	Below 775 SS	775 - 848 SS	849 - 904 SS	At/Above 905 SS
Grade 8	Below 776 SS	776 - 873 SS	874 - 924 SS	At/Above 925 SS
Grade 9	Below 784 SS	784 - 876 SS	877 - 934 SS	At/Above 935 SS
Grade 10	Below 788 SS	788 - 880 SS	881 - 940 SS	At/Above 941 SS
Grade 11	Below 806 SS	806 - 896 SS	897 - 957 SS	At/Above 958 SS
Grade 12	Below 820 SS	820 - 906 SS	907 - 969 SS	At/Above 970 SS

Diagnostic Report



Student Diagnostic Report Enterprise Test

1 of 1

Printed Thursday, February 5, 2015 8:30:05 PM

School: North Charter School

Test Date: January 30, 2015 12:51 PM
Test Time: 14 minutes 27 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills

Marshall, Tom

ID: TMAR8
Grade: 4

Class: 1st Hour
Teacher: J. Garrison

New York NYSTP - Grade 4



STAR Reading Scores

SS: 692 (Scaled Score)

Level 3

Lexile® measure: 665L

PR: 82 (Percentile Rank)

Tom's Scaled Score is based on the difficulty of questions and the number of correct responses. The Lexile® measure is a scaled score converted to the equivalent Lexile measure.

Tom scored greater than 84% of students nationally in the same grade.

Tom's test performance is comparable to that of an average sixth grader after the second month of the school year.

Tom would be best served by instructional materials prepared at the fifth grade level.

Tom can likely read 152 words per minute correctly on grade-level appropriate text.

Domain scores, ranging from 0-100, estimate Tom's percent of mastery on skills in each domain at a fourth grade level.

Text Complexity: 96

90

Text Complexity: 96

95

Development)

Tom's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Tom's ZPD in www.ARBookFind.com to find appropriate books. The Lexile® ZPD is a ZPD converted to the Lexile® scale.

Common Scale for Grade Band Level Text Difficulty Ranges⁴

Common Core Band	Text Analyzer Tool					
	ATOS	DRP	FK	LEXILE	SR	RM
2nd-3rd	2.75-5.14	42-54	1.98-5.34	420-820	0.05-2.48	3.53-6.13
4th-5th	4.97-7.03	52-60	4.51-7.73	740-1010	0.84-5.75	5.42-7.92
6th-8th	7.00-9.98	57-67	6.51-10.34	925-1185	4.11-10.66	7.04-9.57
9th-10th	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02-13.93	8.41-10.81
11th-12th	11.20-14.10	67-74	10.34-14.20	1185-1385	12.30-14.50	9.57-12.00

Key	
ATOS	ATOS® (Renaissance Learning)
DRP	Degrees of Reading Power® (Questar)
FK	Flesch-Kincaid®
LEXILE	Lexile Framework® (MetaMetrics)
SR	Source Rater® (Educational Testing Service)
RM	Pearson Reading Maturity Metric® (Pearson Education)

State Standards Report

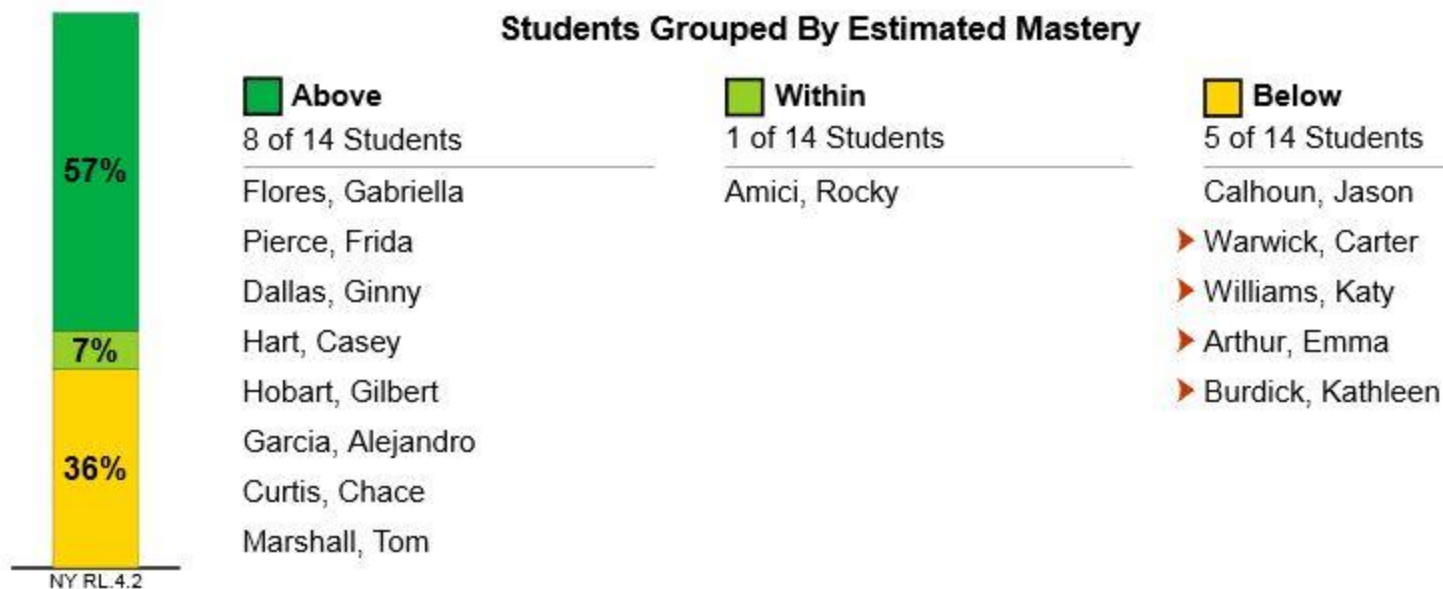
Grade: 4

Grade 4 English Language Arts and Literacy in History/Social Studies: New York, English Language Arts and Literacy, 2011, Grade 4 English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, New York State P-12 Common Core Learning Standards, New York State Education Department

NY RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Students Grouped By Estimated Mastery



Give One to Get One

On your index card please respond to one of the following:

- **One success I've experienced with my school's data meetings is...**
- **One assumption for me in working with data is...**

Now find a person at a different table to share your response with. Exchange cards.

Repeat with a new person.

Return to your table and share something from your exchanges.

STAR Score Line

- Line up according to PR
 - Which student scored the highest?
- Next, line up according to SS
 - What is happening here? What can be determined about how these scores compare to each other?
- Line up according to SGP
 - What has happened to our top achiever? Who is on the far left now?

Was this what you expected? What does the SGP tell us?

Student Growth Report



Growth Report

Page 4 of 5

Printed Thursday, February 5, 2015 9:21:32 PM

School: |

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

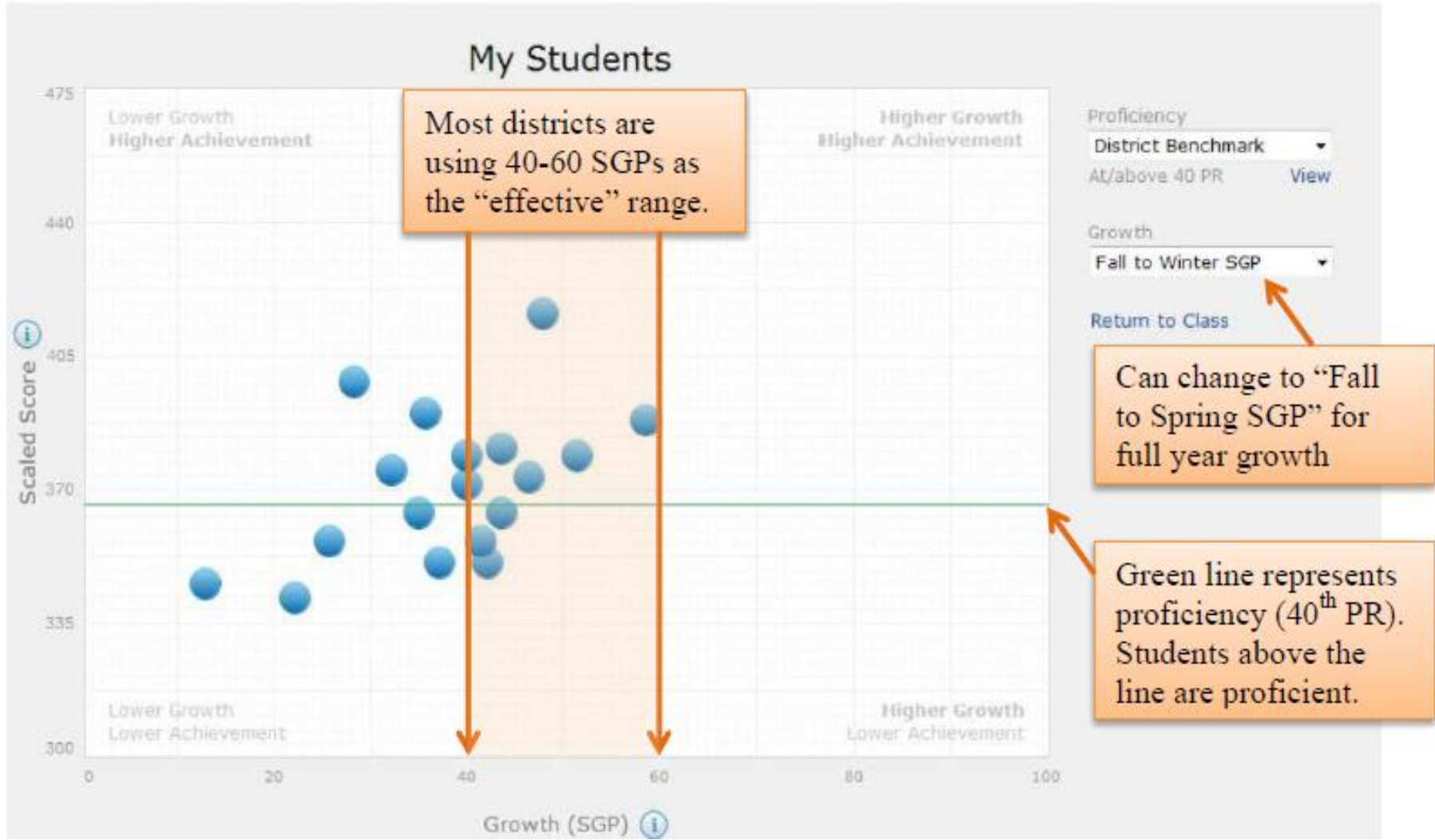
Class: |

Student	Class	Teacher	Grade	SGP (TAM) Fall-Win	Test Date	SS	GE	PR	NCE	IRL	EORF	Lexile® Measure
	7		7	83	09/22/2014	802	7.1	50	50.0	6.4	-	1055L
					01/12/2015	907	8.0	58	54.2	6.9	-	1170L
					Change	+105	+0.9	+8	+4.2	+0.5		115L
	7		7	1	09/22/2014	1187	11.4	84	70.9	11.0	-	1395L
					01/12/2015	1056	9.5	72	62.3	9.4	-	1300L
					Change	-131	-1.9	-12	-8.6	-1.6		-95L
	7		7	92	09/22/2014	722	6.4	43	46.3	6.0	-	985L
					01/12/2015	857	7.5	51	50.5	6.6	-	1110L
					Change	+135	+1.1	+8	+4.2	+0.6		125L
	7		7	27	09/22/2014	911	8.0	64	57.5	6.9	-	1175L
					01/12/2015	910	8.0	59	54.8	6.9	-	1175L
					Change	-1	0.0	-5	-2.7	0.0		0L

Summary

Class	Teacher	Grade	SGP (TAM) Fall-Win (22 of 22 Students) Median	Average Scores (22 Students)						EORF	Lexile® Measure
				Test Date	SS	GE	PR	NCE	IRL		
		7	28	Pretest	817	7.2	52	50.9	6.4	0	1085L
				Posttest	835	7.3	49	49.4	6.5	0	1080L
				Change	+18	+0.1	-3	-1.5	+0.1	0	15L

Growth Proficiency Chart



Annual Progress Report



Annual Progress Report

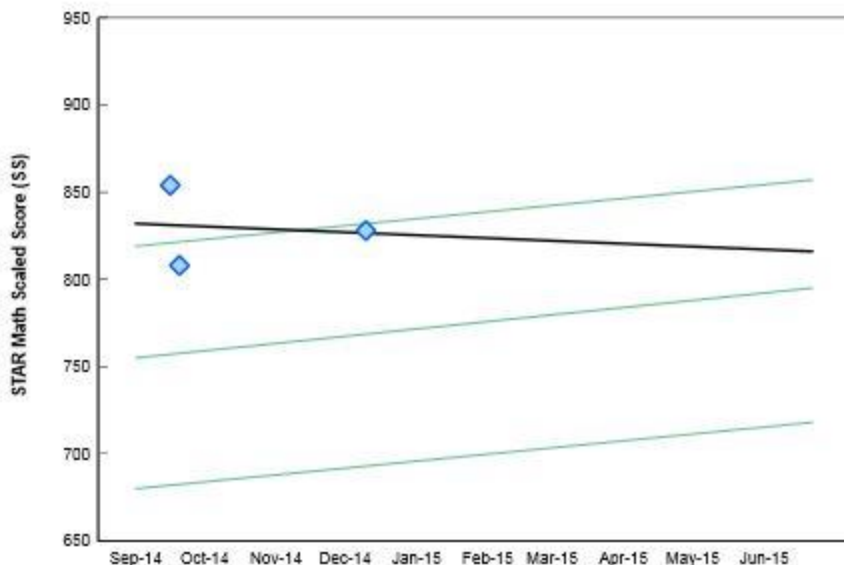
Printed Thursday, February 5, 2015 9:50:16 PM

2 of 17

School: [redacted] Reporting Period: 9/3/2014 - 6/24/2015

Report Options

Group By: Student
Comparison: National Norm Reference



Enterprise Test Score

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.
PR lines represent the 25, 50, and 75 percentile ranks (PR) for this grade.

Test	Date	Scaled Score	GE	PR	PR Range	NCE
1	9/18/2014	854	>10	85	76 - 91	71.8
2	9/22/2014	808	8.8	69	56 - 80	60.4
3	12/12/2014	828	>10	73	61 - 81	62.9



Annual Progress Report

Printed Thursday, February 5, 2015 9:40:12 PM

5 of 1

School: [redacted]

Reporting Period: 8/1/2014 - 7/31/2015

Options

ing Parameter Group: All Demographics [Default]

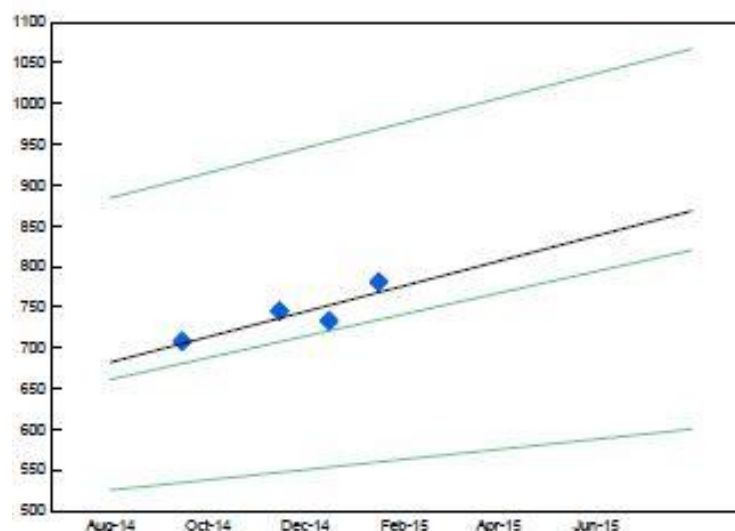
By: Class

rsion: National Norm Reference

IS:

6

ir: D

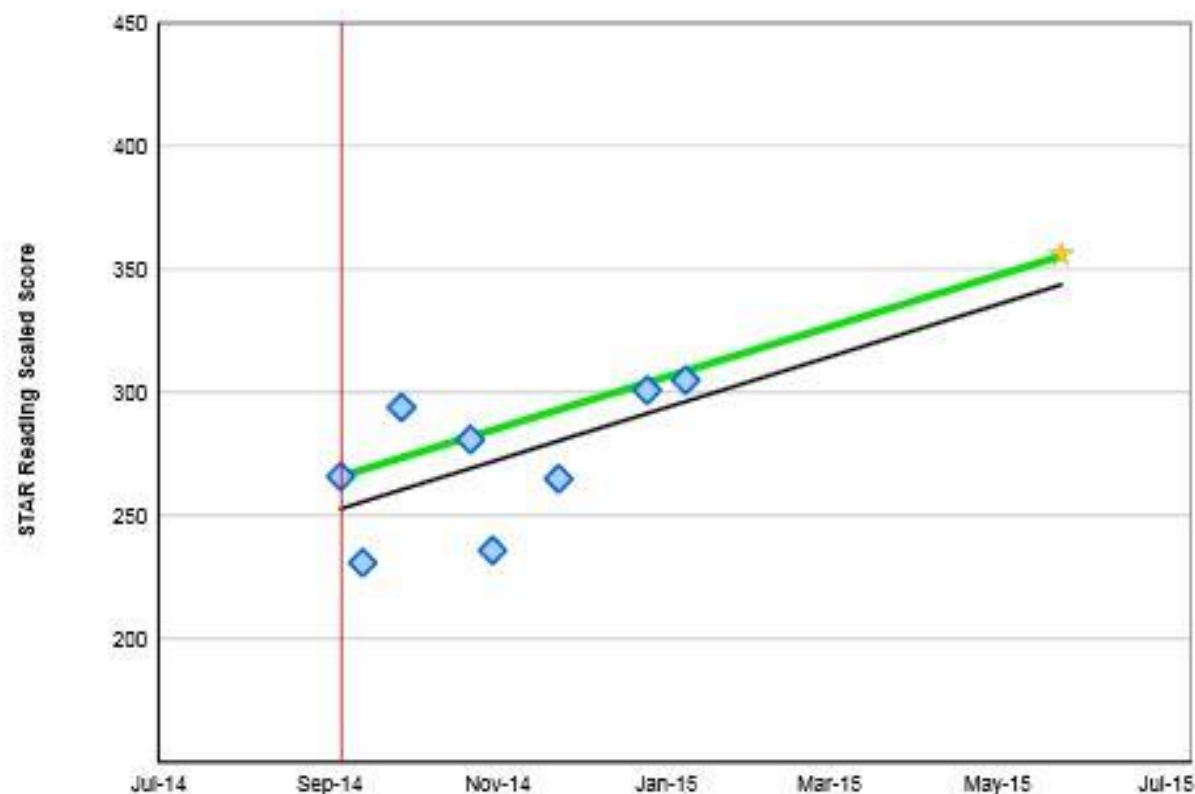


Average Scaled Score

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.
PR lines represent the 25, 50, and 75 percentile ranks (PR) for this grade.

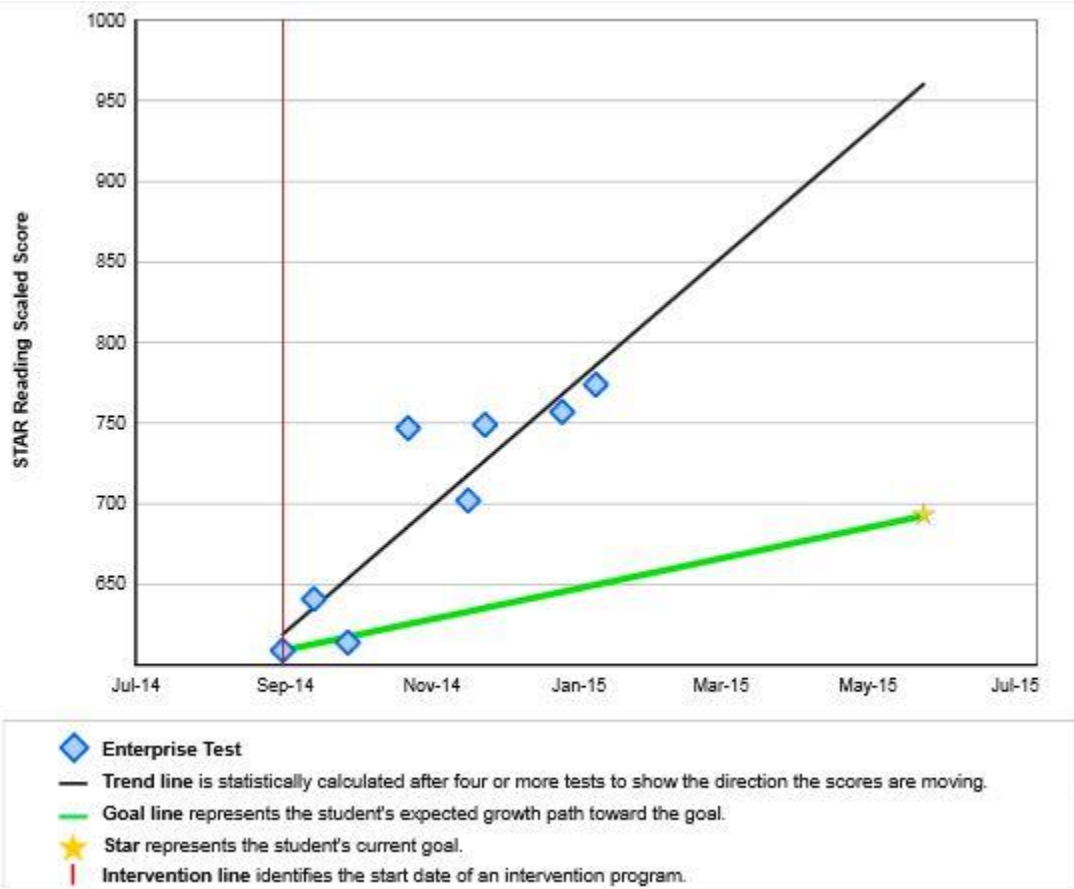
Date Range	Number of Students	Scaled Score	GE	PR	PR Range	NCE	IRL	ZPD	Lexiled measure	Lexiled ZPD
09/01/2014 - 09/30/2014	23	708	8.3	48	-	48.9	5.4	-	900L	-
11/01/2014 - 11/30/2014	23	745	8.8	52	-	50.8	5.8	-	958L	-
12/01/2014 - 12/31/2014	23	733	8.5	48	-	48.7	5.7	-	940L	-
01/01/2015 - 01/31/2015	23	781	8.9	53	-	51.4	6.1	-	1005L	-

Student Progress Monitoring

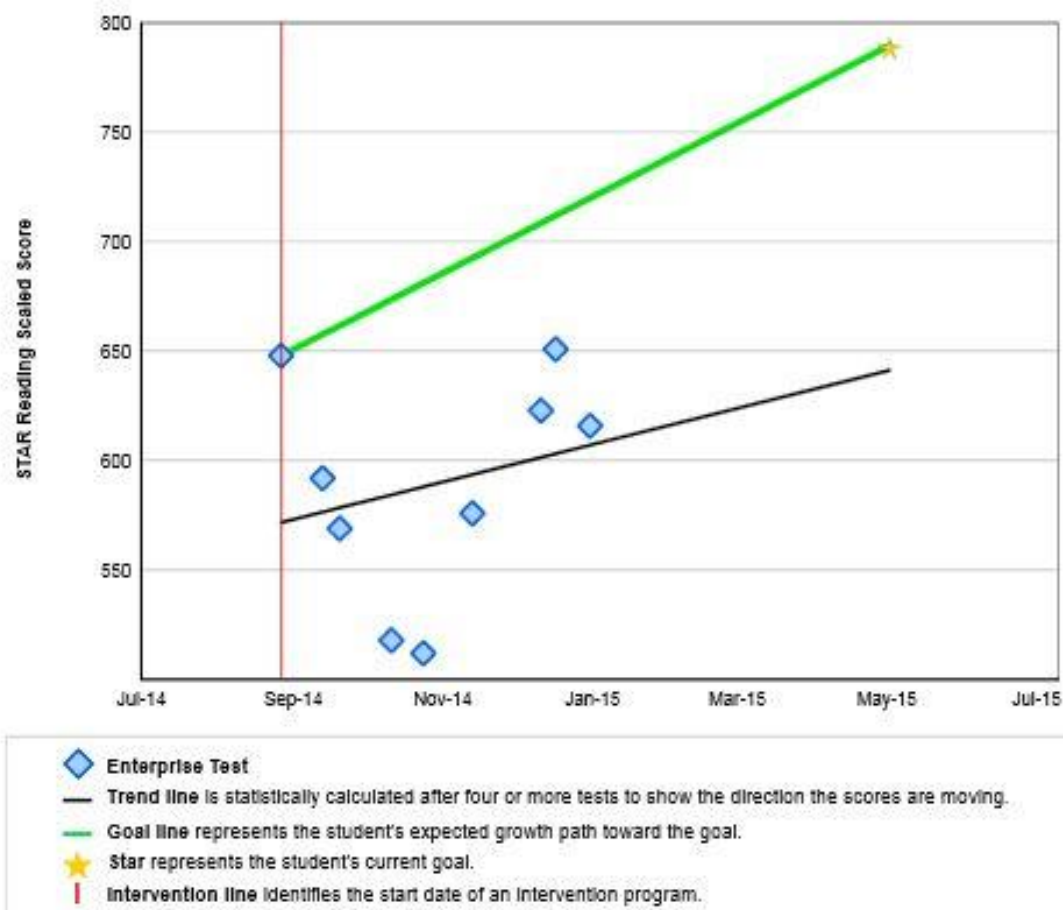


- ◆ Enterprise Test
- Trend line is statistically calculated after four or more tests to show the direction the scores are moving.
- Goal line represents the student's expected growth path toward the goal.
- ★ star represents the student's current goal.
- | Intervention line identifies the start date of an intervention program.

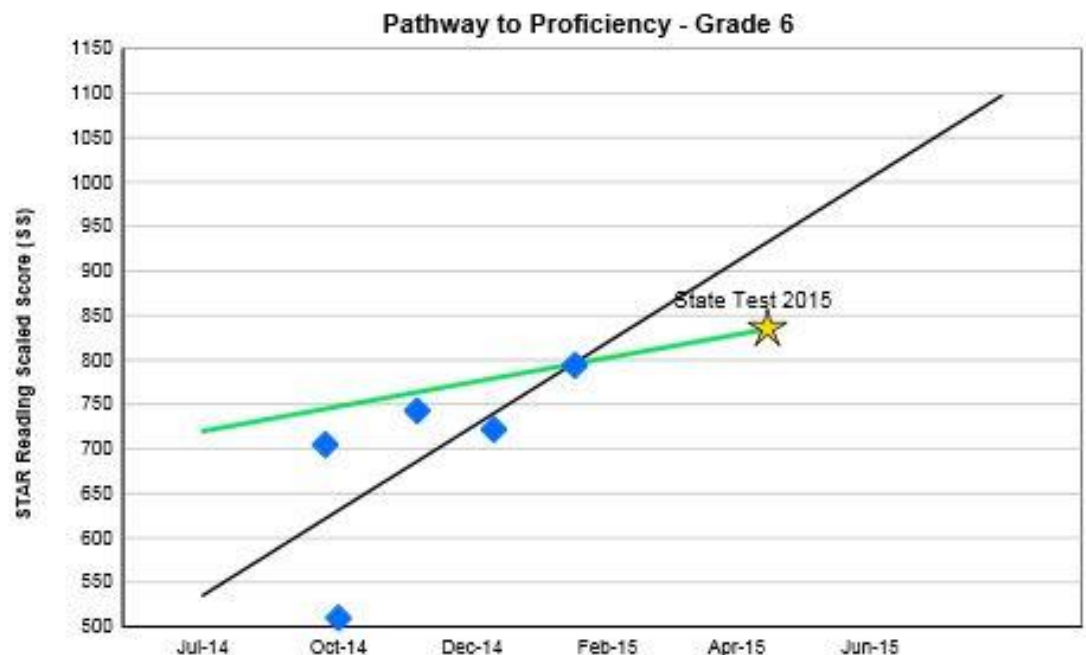
Student Progress Monitoring



Student Progress Monitoring

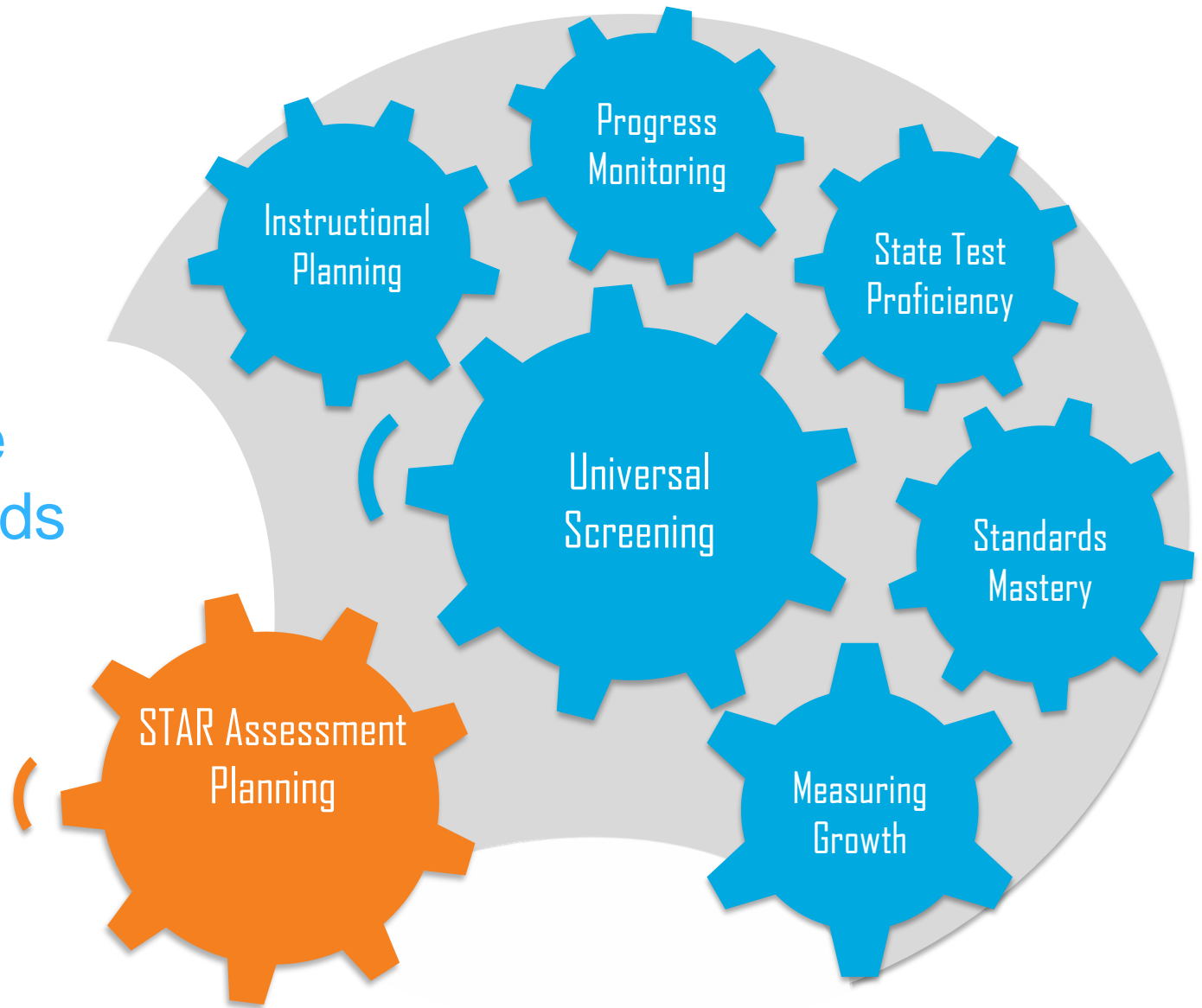


State Performance Report



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2015** is the STAR Reading score (835 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the NYSTP given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the NYSTP. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

How you use
STAR depends
on your
assessment
goals.



Math at a Glance Dashboard

Purpose: *Provides an overview of students' math achievement*

Process: Uses student performance (Scale Score) on STAR Math Enterprise Assessments to:

1. Establish current instructional needs (**Core progress**)
2. Determine Student Growth Percentile (**Class, Group Level, or Individual Student**)
3. Provide targets, projections, and predictions for future performance (**State Assessment Measures**)

Math Dashboard

The screenshot shows a web browser window displaying the Renaissance Learning Math Dashboard. The browser's address bar shows the URL <https://rppres.renlearn.com/shawnmorgan/StaffP>. The page header includes the Renaissance Learning logo, the user name "ADMINISTRATOR USER", and navigation icons. A banner for "Read the Most COAST to COAST" dated 2/27/15 is visible. The main content area features several tiles for assessments and reports. A blue circle highlights the "Math Dashboard" tile in the "Dashboards and Reporting" section. The bottom of the page has a navigation bar with links to Users, Courses and Classes, School Years, District and Schools, Product Administration, Widgets, and Renaissance Home Connect. The Windows taskbar at the bottom shows various application icons and the system clock indicating 2:29 PM on 2/2/2015.

RENAISSANCE LEARNING

ADMINISTRATOR USER

Home

Read the Most[™] COAST to COAST 2/27/15 [Learn More](#)

STAR[™] 360[®]

Reading Assessments Early Literacy Assessments Math Assessments Custom Assessments

Accelerated[™] Reader 360[®]

Independent Reading Instructional Reading

STAR Reading Spanish English in a Flash

KeyWords Accelerated Math 2.0 Accelerated Math MathFacts in a Flash

Dashboards and Reporting

Reading Dashboard **Math Dashboard** Summary Dashboard Consolidated Reports

Users Courses and Classes School Years District and Schools Product Administration Widgets Renaissance Home Connect

Browser window showing the Renaissance Learning Math Dashboard. The URL is <https://apps.renlearn.com/rdash/Status>. The user is logged in as Administrator User.

Math Dashboard

School: [East Elementary School](#)

Class: [3rd Grade CC Demo Class](#) | Focus On: [Whole Class](#)

Time Period: [All Time](#) | **School Year** | **No Marking Period Set** | [Last 30 Days](#) | [Last 7 Days](#)

[Growth Planning >](#)

Growth and Achievement | **Activity** | [Diagnostics >](#)

Scaled Score | District Benchmark

[Set Goal](#)

Practice % Correct: No Activity | Test % Correct: No Activity

Windows taskbar shows the time as 2:32 PM on 2/2/2015.

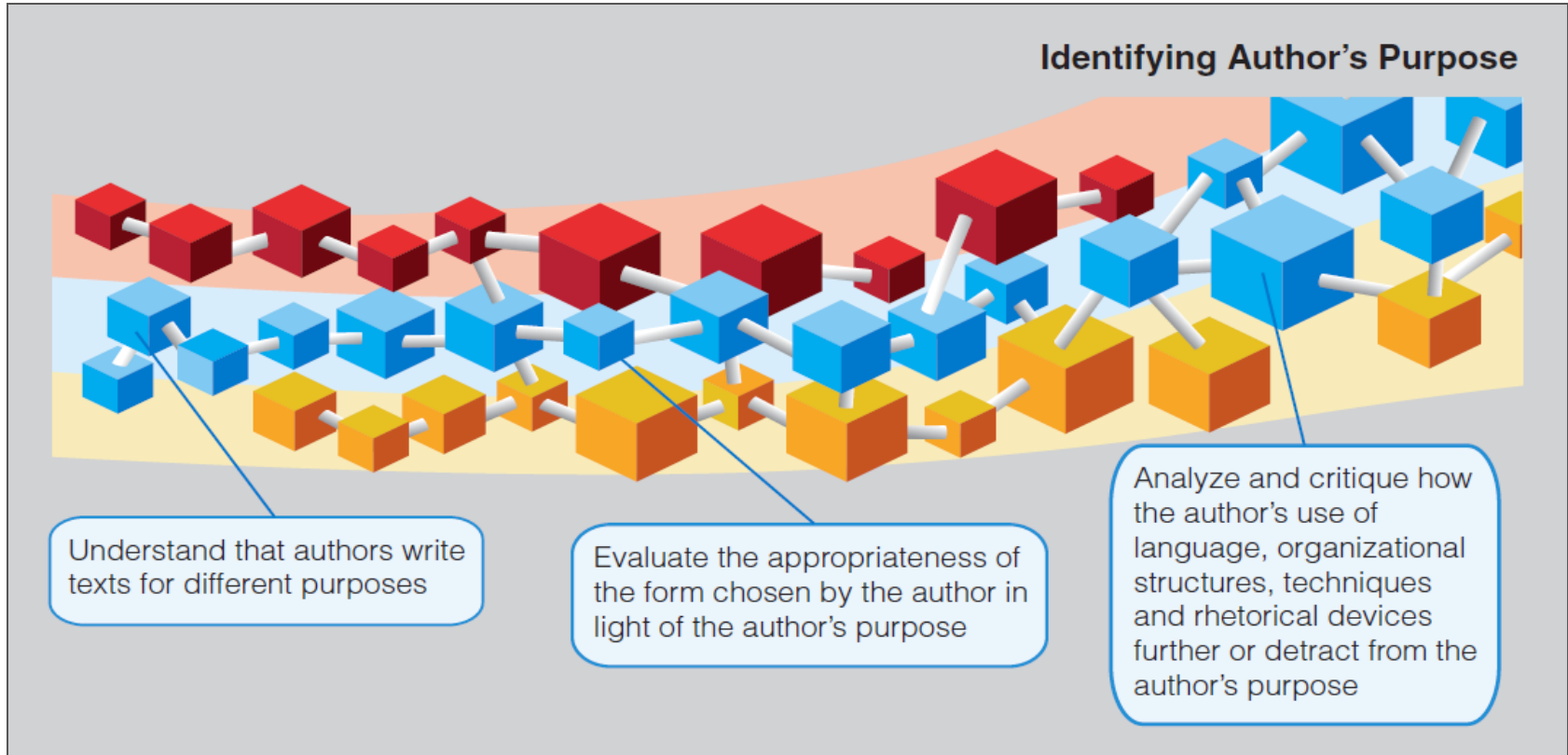
Browser window showing the Renaissance Learning Math Dashboard. The URL is <https://apps.renlearn.com/rdash/Status>. The user is logged in as Administrator User.

The dashboard displays the following information:

- School:** East El
- Class:** Intervention (selected from a dropdown menu)
- Focus On:** Intervention
- Growth and Scaled Score:** District Benchmark (dropdown), Set Goal button
- Activity:** Practice % Correct, Test % Correct (both showing No Activity)
- Time Periods:** All Time, School Year, No Marking Period Set, Last 30 Days, Last 7 Days
- Navigation:** Growth Planning, Diagnostics

A callout box labeled "Core Progress" points to the "Growth Planning" and "Diagnostics" links.

Understanding Core Progress



Instructional Needs

Build a Growth Plan for:

math I am teaching 3rd grade students with a STAR Score of 521 about numbers and operations.

LEARNING PROGRESSION > GRADE 3

DOMAINS

Counting and Cardinality

Number and Operations in Base Ten

Number and Operations - Fractions

SKILL

Multiply whole numbers within 100 using strategies based on properties of operations

Subskills - 3

Focus

Suggested

Difficulty Score - 488

Teachable Order

10 Subtract within 1000 using strategies based on the relationship between...

10 Explain why addition and subtraction strategies work, using place value...

10 Multiply whole numbers within 100 using strategies based on properties of operations

10 Fluently multiply within 100 using basic facts...

10 Know basic multiplication facts within 100...

Skill Area - Whole Numbers: Multiplication and Division

1 Prerequisite Skills

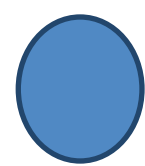
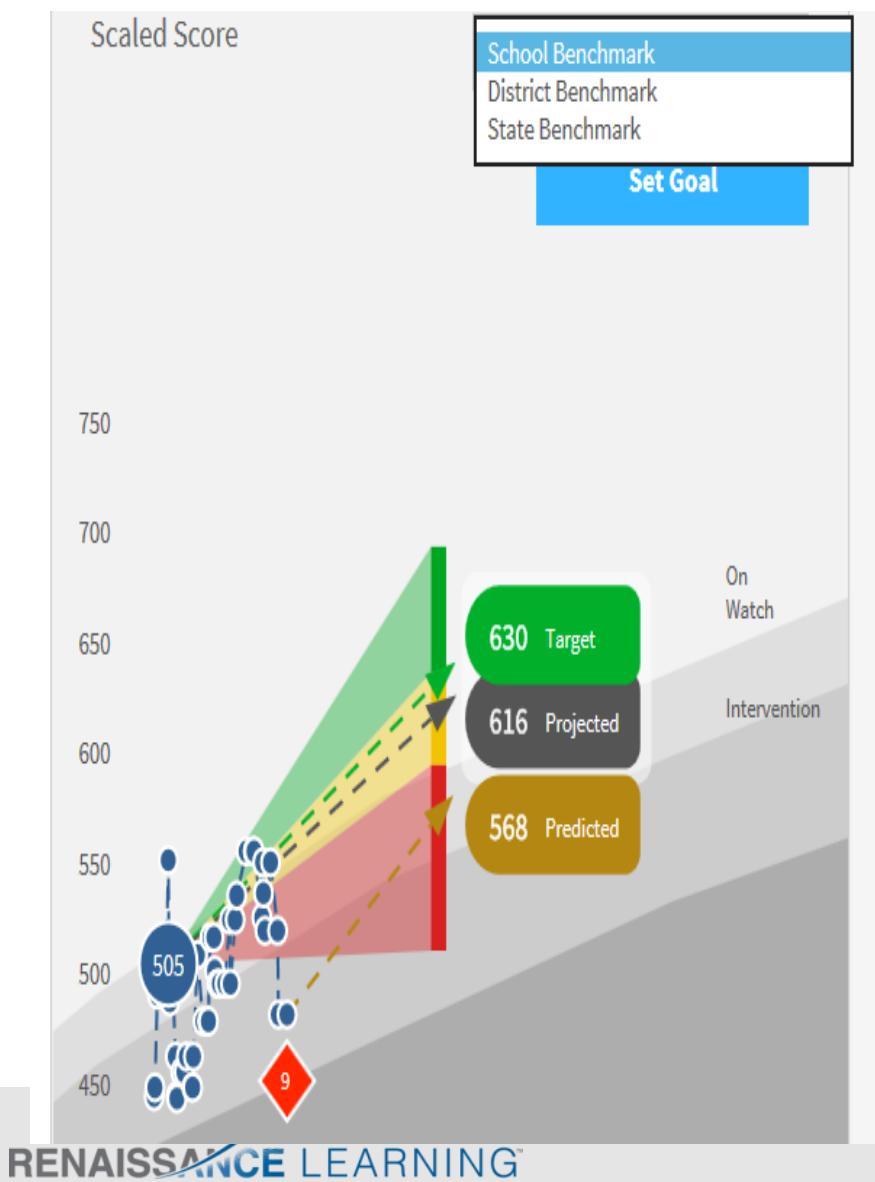
From Standard - CCSS.Math.Content.3.OA.B.5

Skill Details

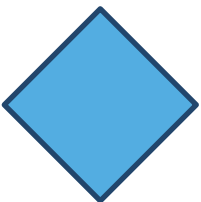
Skill Area	Whole Numbers: Multiplication and Division
Standards for Mathematical Practice	2, 4, 6
Terminology and concepts	multiply, commutative, associative property, distributive property
Skills needed for this objective	know multiplication facts

Resources (68)

Student Achievement



Fall Benchmark Scale Score



Student Growth Percentile



Score needed to achieve or maintain proficiency (within 3 years)



Score for typical growth (SGP 50%)



Score for typical growth based on most recent test

Other Features

Math Dashboard Also Provides:

1. Scaled score median comparisons (group, class, school, district, & national)
2. Diagnostic data for Accelerated Math
3. Direct links to achievement adjusted instructional resources (Core Progress and Accelerated Math)

Odds and Ends

The screenshot displays the Renaissance Learning Math Dashboard in an Internet Explorer browser window. The left pane shows the help page for the 'Math at a Glance Dashboard', which includes a search bar, a 'Browse Help Content' link, and a 'Math at a Glance Dashboard' section. The right pane shows the dashboard's main interface, featuring a user profile 'ADMINISTRATOR USER' with a circled help icon and a PDF download button. A blue arrow points from the text 'Produces a copy of screen' to the PDF icon.

Math Dashboard - Internet Explorer
http://help.renaissance.com/mdash/Status

RENAISSANCE LEARNING
Math Dashboard

Browse Help Content search

Math at a Glance Dashboard

[Print Topic](#) | [Email Topic](#)

The Math at a Glance Dashboard gives you an overview of your students' math achievement. It includes:

- growth and achievement (based on STAR Math tests)
- activity metrics for math practice measured by Accelerated Math 2.0 (practice percent correct, test percent correct, review percent correct, and number of subskills mastered)
- a link to the Accelerated Math 2.0 Progress Dashboard

Choosing the Class and Students

To start, use the **Class** drop-down list to choose a class. Then, choose what to Focus

Math Dashboard - Status
Convert Select
Shawn Morgan

ADMINISTRATOR USER ?

PDF

Produces a copy of screen

30 Days Last 7 Days Growth Planning >

Diagnostics >

Correct Test % Correct No Activity

Your Turn

- ❖ Log Into STAR Account as administrator
- ❖ Click on Math Dashboard
- ❖ Explore the features
 - Analyze school and grade performance
 - Drill down to instructional resources
 - Discuss how this information could support RTI in your building