

STAR User Group

March 3, 2017

Welcome!

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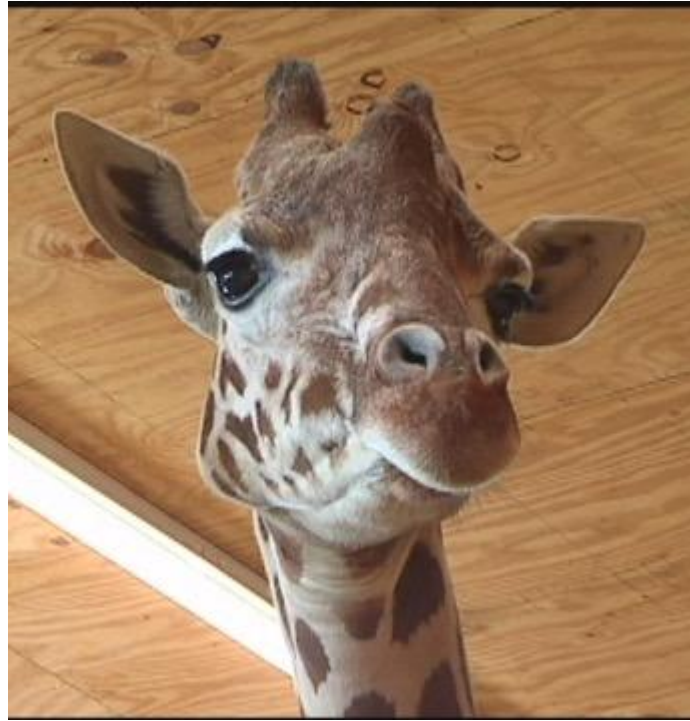
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With the people at your table, please introduce yourself and share what your week was like.



Tell me something good! Did you hear anything interesting? Unusual? Wonderful? Funny?



Today's Agenda:

Renaissance website

Understanding STAR Score Definitions

SGP - one step backward, two steps ahead

Dashboards

Reports you may not know about

A New Look

www.Renaissance.com

Understanding Star Scores

Work with two others at your table to
complete the Star Score Matching
Handout

Get ready to show what you know!

Time to show what you know!



Take out your laptop or ipad.
Now it's your turn to show what you know!



Join at **kahoot.it**

<https://getkahoot.com/>

Understanding Student Growth Percentile

Why look at SGP?







Student Growth Percentile (SGP)

- SGP describes a student's growth relative to the growth of his or her academic peers—same-grade students with similar prior achievement.
- SGP can range from 1 to 99.



What is a *growth measure*?

Achievement

- Percentile rank (PR)
- Point in time
- Compares all students

Growth

- Student growth percentile (SGP)
- *Points* across time
- Compares *academic* peers

An Example of Student Growth

Krista, Grade 7

Latest Scaled Score = 775 SS

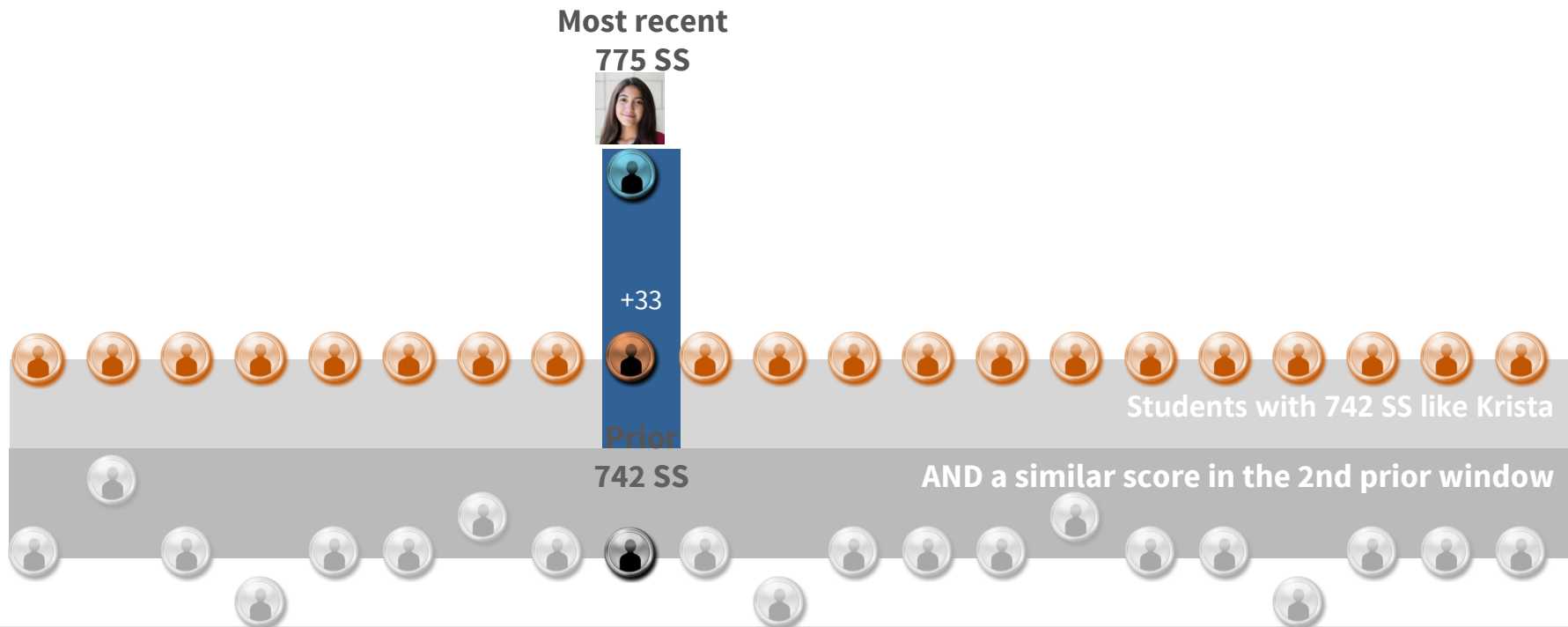
Prior Scaled Score = 742 SS

Increase of 33 SS

How do we decide if this growth is low, typical, or high?



How is Krista's SGP determined?

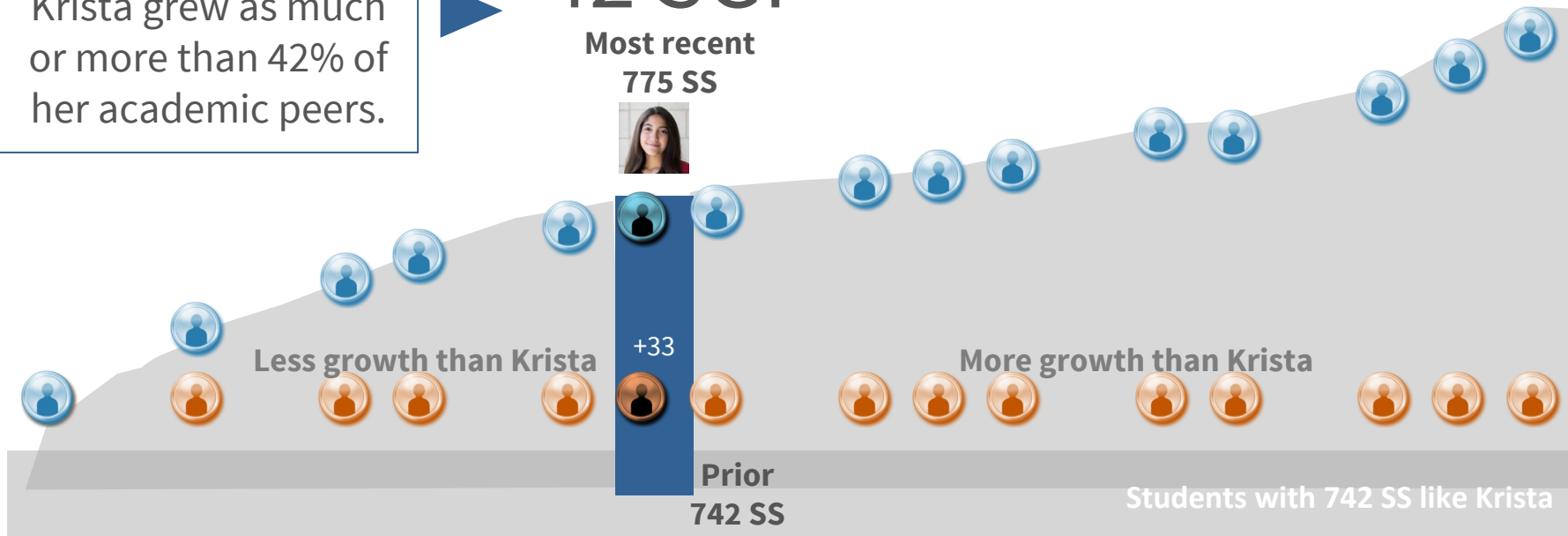


How is Krista's SGP determined?

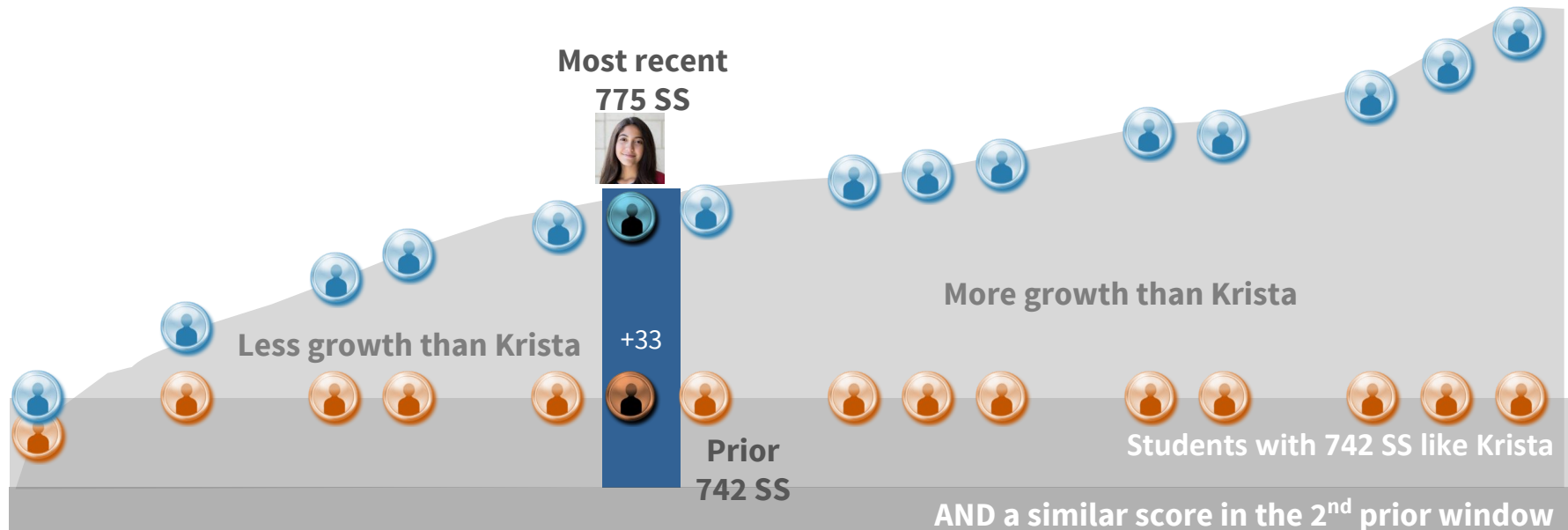
Krista grew as much or more than 42% of her academic peers.

42 SGP

Most recent
775 SS



How is Krista's SGP determined?



What do SGP data look like?

GREATER GROWTH

→ 66th – 99th SGP

TYPICAL GROWTH

→ 35th – 65th SGP

LESS THAN TYPICAL GROWTH

→ 1st – 34th SGP

Keep in Mind

Unlike all other scores in STAR, Student Growth Percentile does not update instantly. SGP will update over night.



Growth Report

Printed Tuesday, January 31, 2017 3:33:02 PM

School

School Year: 9/6/2016 - 6/23/2017

School Year: 9/6/2016 - 6/23/2017

Class: _ _

| student | Class | Teacher | Grade | SGP | Test Date | SS | GE | PR | NCE | IRL | EORF | Lexile® Measure |
|---------|-------|---------|-------|-----|------------|------|------|-----|-------|------|------|-----------------|
| | | | 7 | 95 | 10/05/2016 | 492 | 4.4 | 13 | 26.3 | 4.1 | - | 640L |
| | | | | | 01/31/2017 | 341 | 2.9 | 2 | 6.7 | 2.9 | - | 315L |
| | | | | | Change | -151 | -1.5 | -11 | -19.6 | -1.2 | | -325L |
| | | | 7 | 53 | 10/05/2016 | 411 | 3.6 | 6 | 17.3 | 3.5 | - | 475L |
| | | | | | 01/31/2017 | 476 | 4.3 | 10 | 23.0 | 4.0 | - | 610L |
| | | | | | Change | +65 | +0.7 | +4 | +5.7 | +0.5 | | 135L |
| | | | 7 | 43 | 10/05/2016 | 573 | 5.2 | 22 | 33.7 | 4.7 | - | 785L |
| | | | | | 01/31/2017 | 742 | 6.6 | 40 | 44.7 | 6.1 | - | 1005L |
| | | | | | Change | +169 | +1.4 | +18 | +11.0 | +1.4 | | 220L |

Summary

| Teacher | Grade | SGP (3 of 3 Students) Median | Average Scores (3 Students) | | | | | | EORF | Lexile® Measure |
|---------|-------|------------------------------------|--------------------------------|-----|------|----|------|-----|------|-----------------|
| | | | Test Date | SS | GE | PR | NCE | IRL | | |
| | 7 | 53 | Pretest | 492 | 4.4 | 13 | 25.8 | 4.1 | 0 | 635L |
| | | | Posttest | 520 | 4.7 | 12 | 24.8 | 4.1 | 0 | 645L |
| | | | Change | +28 | +0.3 | -1 | -1.0 | 0.0 | 0 | 10L |

Growth Report

Printed Thursday, March 2, 2017 7:21:22 PM

School:

School Year: 9/6/2016 - 6/23/2017

School Year: 9/6/2016 - 6/23/2017

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Sort By: Last Name

Class:

| Student | Class | Teacher | Grade | SGP* | Test Date | SS | GE | PR | NCE | IRL | EORF* | Lexile® Measure |
|---------|-------|---------|-------|------|------------|------|------|-----|-------|------|-------|-----------------|
| | | | 7 | 5 | 10/05/2016 | 492 | 4.4 | 13 | 26.3 | 4.1 | - | 640L |
| | | | | | 01/31/2017 | 341 | 2.9 | 2 | 6.7 | 2.9 | - | 315L |
| | | | | | Change | -151 | -1.5 | -11 | -19.6 | -1.2 | | -325L |
| | | | 7 | 49 | 10/05/2016 | 411 | 3.6 | 6 | 17.3 | 3.5 | - | 475L |
| | | | | | 01/31/2017 | 476 | 4.3 | 10 | 23.0 | 4.0 | - | 610L |
| | | | | | Change | +65 | +0.7 | +4 | +5.7 | +0.5 | | 135L |
| | | | 7 | 86 | 10/05/2016 | 573 | 5.2 | 22 | 33.7 | 4.7 | - | 785L |
| | | | | | 01/31/2017 | 742 | 6.6 | 40 | 44.7 | 6.1 | - | 1005L |
| | | | | | Change | +169 | +1.4 | +18 | +11.0 | +1.4 | | 220L |

Summary

| Teacher | Grade | SGP* (3 of 3 Students) Median | Average Scores (3 Students) | | | | | | | Lexile® Measure |
|---------|-------|-------------------------------------|--------------------------------|-----|------|----|------|-----|-------|--------------------|
| | | | Test Date | SS | GE | PR | NCE | IRL | EORF* | |
| | 7 | 49 | Pretest | 492 | 4.4 | 13 | 25.8 | 4.1 | 0 | 635L |
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| | | | Change | +28 | +0.3 | -1 | -1.0 | 0.0 | 0 | 10L |

STAR Math: Growth and Achievement

Cohort Comparison (median, by grade)

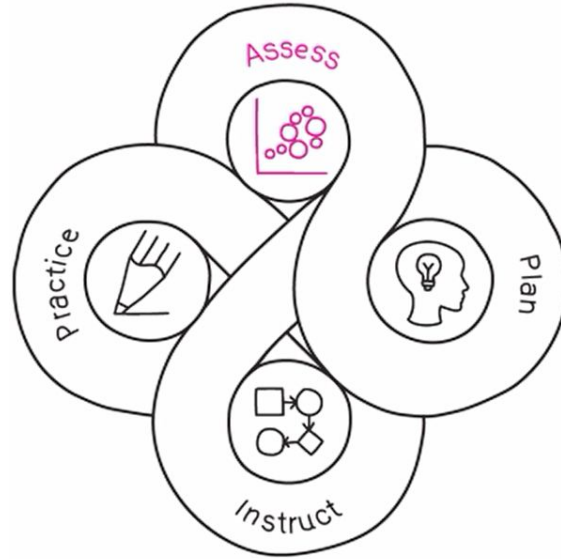
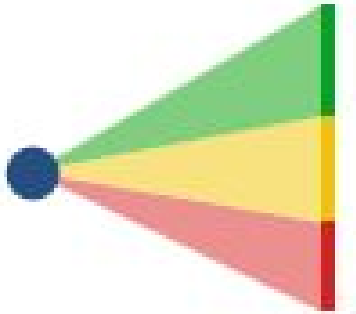
| | Class | School | District | Nation |
|--|---|--|---|---|
| Scaled Score Compare in chart below |  |  |  |  |
| Student Growth Percentile Difference | +7 | +7 | +6 | +19 |

Scaled Score

State Benchmark



DashBoards

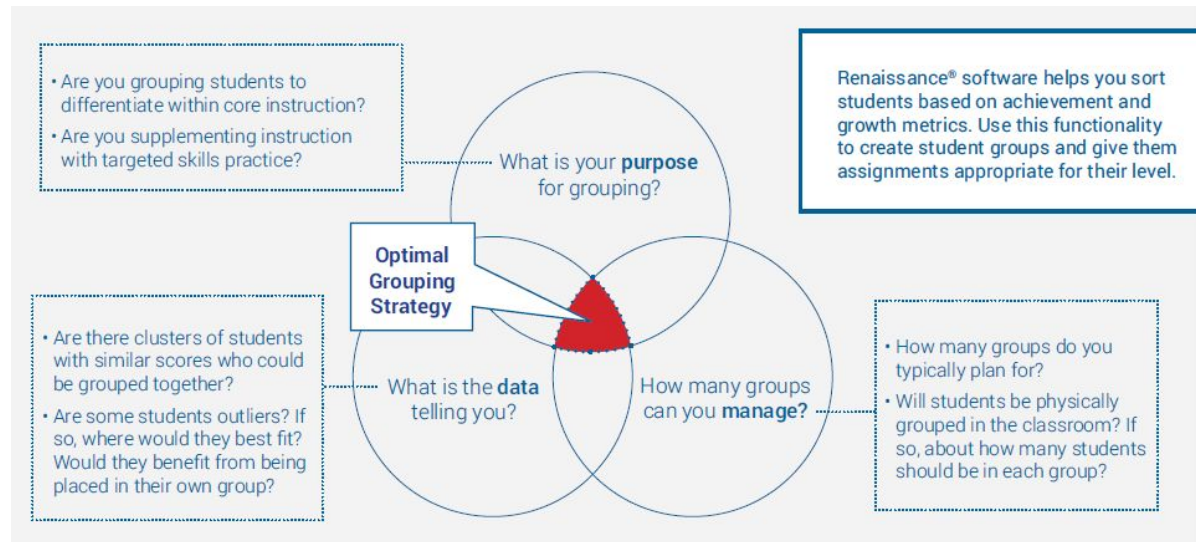




Manage Groups



When you go to the Manage Groups page, the class that you had selected on the previous page is automatically selected on this page.



Create A Group

Create a Group Set

Group Set

Class 1 Groups

Class Instruction Groups

Math Instruction Groups

Save

Cancel

New Group

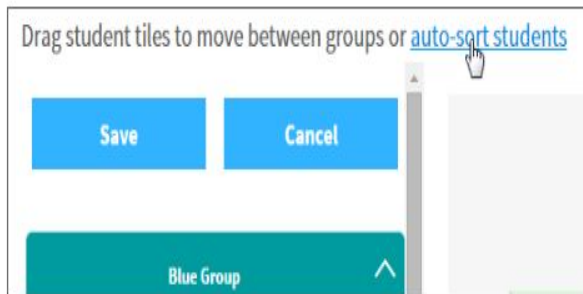
| | | | |
|--------------|--------------|-------------|--------------|
| Tanya Davis | Steve Davis | Sara Davis | Sara Davis |
| Ralph Davis | Shelly Davis | Patty Davis | Paul Davis |
| Louise Davis | Phil Davis | Jack Davis | Harold Davis |
| Jim Davis | Kathy Davis | David Davis | Ellen Davis |
| Beth Davis | Carol Davis | | |

New Group

Scott Davis

Rachael Davis

Automatically Sort Students



Group based on:

Test Group

Edit

At/Above Benchmark

Tyler Hilla...

Amber Chea...

Cody Deese

Logan Nevit...

Will Coalbu...

Kimberly Ro...

Corie Murze...

Kailey Crof...

On Watch

Christopher...

Jaclyn Cole

Intervention

Sedreka Kre...

Charlie Pro...

Tom Otdoerf...

Nicole Rinv...

Kathryn Alb...

Chelsea Luc...

Tim Salazar

Instructional Resources



- Record Book
- Instructional Planning Report
- Enterprise Home
- Dashboard

Select Skills to Teach

708 775 846

775 is today's placement level for Reading Dashboard - All G... Grade 8

STAR suggests that you teach these skills:

| | | | | |
|---|---|---|---|---|
| <input checked="" type="checkbox"/> Compare authors' purpose in texts of like topics ▼ Focus Skill SUGGESTED ⓘ | <input checked="" type="checkbox"/> Compare interpretations in texts on same topic ▼ Focus Skill SUGGESTED ⓘ CCSS.ELA-Literacy.RI 7.9 | <input checked="" type="checkbox"/> Compare literary / nonfiction texts of same period ▼ Focus Skill SUGGESTED ⓘ CCSS.ELA-Literacy.RI 7.9 | <input checked="" type="checkbox"/> Compare a modern text to its source material ▼ Focus Skill SUGGESTED ⓘ | <input checked="" type="checkbox"/> Explain how medium used impacts the presentation ▼ Focus Skill SUGGESTED ⓘ CCSS.ELA-Literacy.RI 7.7 |
|---|---|---|---|---|

Select the Skills You Want to Teach:

You Have Selected 6 Skills:

- Compare and contrast authors' purposes or positions in informational texts on similar topics
- Analyze similarities and differences in emphasis and interpretation in informational texts on the...
- Compare and contrast a literary text's portrayal of time, place, and characters with historical fa...
- Describe instances of modern literary texts drawing on the characteristics, themes, and pattern...
- Explain how the medium used impacts the presentation of information

629

PLACEMENT: STAR's placement level is calculated from the student's latest testing and typical growth over time. Renaissance's data suggests teaching and assessing the selected group at this placement level.

If you do not have STAR data the placement on the learning progression will be based on the expected level of proficiency for students in this grade on this date in the school year.

< 633 >

SLIDER SCORE: The slider score indicates the STAR level of difficulty of the skills currently in view in the learning progression. This score helps you decide where to place students into the learning progression based on their STAR data. The learning progression reflects an empirically validated teachable order of skills with varying levels of difficulty. Clicking the left arrow moves to skills earlier in the learning progression, clicking the right arrow moves to skills later in the learning progression.

Choose Your Assignments

Your Skills: 6

| | |
|--|--|
| | Identify purpose for reading (e.g., listening compre... |
| | Compare and contrast authors' purposes or positio... |
| | Analyze similarities and differences in emphasis an... |
| | Compare and contrast a literary text's portrayal of t... |
| | Describe instances of modern literary texts drawing... |

Your Assignments: 3

| | |
|---|--|
| Covered by 0 assignments: <i>select resources from below</i> | |
| Covered by 0 assignments: <i>select resources from below</i> | |
| Covered by 0 assignments: <i>select resources from below</i> | |
| Covered by 3 assignments | |
| Covered by 3 assignments | |

123 Assignments Matching Your Selected Skills Below

Not finding an assessment you like? [Create your own](#)

Filter and Explore Results ▼

Narrow your search with keywords



Sort by: Relevance - High to Low ▼



Determine author's purpose by analyzing text structure

In this lesson, you will learn how to determine an author's purpose by analyzing the function of each section of the text. This lesson focuses on the article, "Stopping Sharks by Blasting Their Senses"...



Skills: **contrast authors'** + 3 ⓘ | Grade 6 | [Preview](#)

[+ Add to Plan](#)



Introducing Historical Fiction

Introduction to the literary genre of historical fiction.



Skills: **describe instances** + 1 ⓘ | Grade 7 | [Preview](#)

[+ Add to Plan](#)

Review Assignments

Drag to Schedule Skills and Assignments for Group: *Reading Dashboard - All Groups*

Assignment Days For Lesson Plan Skills

| MONDAY 11/14 | TUESDAY 11/15 | WEDNESDAY 11/16 | THURSDAY 11/17 | FRIDAY 11/18 |
|---|---|---|----------------|--------------|
| | <div>Skill: Compare and contrast authors' purposes or positions i... ⇄</div> <div>Skill: Identify purpose for reading (e.g., listening comprehen... ⇄</div> | <div>Skill: Analyze similarities and differences in emphasis and in... ⇄</div> <div>Skill: Compare and C... ⇄</div> | | |
| <div>Skill: Describe instances of modern literary texts drawing on... ⇄</div> | | | | |

What's new?

Updates from Renaissance Learning

What's in your luggage?

Please “unpack” the
following:

Successes, Challenges, and
Questions you have regarding
Progress Monitoring,
Communicating with
Students and Parents, and
Goal Setting



Unpacking



| | Successes | Challenges | Questions |
|---|-----------|------------|-----------|
| Progress Monitoring | | | |
| Communicating with Students and Parents | | | |
| Goal Setting | | | |

Did you know?

Additional reports in STAR