

December 18, 2014

To: Mark Fredisdorf

From: Candice Kramer

Re: STAR Assessment Information to Address Board of Education Questions

In reference to the STAR assessments, I hope the information below is found helpful for future goal planning:

Looking ahead, as each STAR testing period passes, we will increasingly benefit from the system reports. Following our first testing period, each student has one data point per assessment. The data points vary greatly due to the nature of the computer adaptive test. According to the STAR Growth Targets (attached), Renaissance Learning does not recommend a Student Growth Percentile Growth Target number. They do suggest that schools examine the previous year's data as a baseline reference before determining the current year growth target. That being said, once we have our first year's worth of data points, we will be able to formulate a more precise target.

STAR does provide us with a "projected score" following one data point. This number is formulated by the system through the student's grade level and starting score. Through the norming pool research, 50% of the students at this student's level will achieve the amount of growth stated as the projection. Over time, we will have access to more longitudinal data reports. These will allow us to compare the same grades year to year or compare the same students over multiple years. We will also have access to our district trends and these reports will allow us to look back as many as five years. This might be where a future goal could be formulated. Common goals might include, "__% of the district students will meet or exceed their projected score from the fall testing session to the spring testing session" or "The amount of students performing at or above the national norm will increase from __% at the beginning of the year testing session to __% at the end of the year testing session." Following the first year of testing, we will have a more solid grasp of the students' abilities per their longitudinal data as well as the STAR assessment itself. We will be able to more clearly determine if a test should be deemed invalid or falls outside of a student's typical performance. Clear goals will be able to be set and attained.

STAR does provide Benchmark, Cut Score, and Growth Rate reports (attached). These provide guidelines that might be followed when attempting to predict a growth rate. The grids list students from the norming pool into percentiles as well as the necessary growth needed to maintain placement in that percentile throughout the school year. One observation from these charts is that as the percentile and grade levels increase, the amount of expected growth will decrease.

To: Candice Kramer
Cc: Mark Fredisdorf
Subject: FW: weekly update

Hi Candy,

Hope you had a great Christmas and New Year and that you are staying warm on these freezing cold days! Brrrrr!

I finally had time to read the below weekly update (sorry, the Holidays got in the way!). I read your memo and thank you for your diligence. In your memo, you indicate that "Renaissance Learning does not recommend a Student Growth Percentile Growth Target number." After reading their document, "Learn More about STAR Growth Targets" I would agree with you - Renaissance Learning will not set our growth targets. However, it does indicate that "The growth target in STAR Enterprise was built for district administrators to help them see whether the students in the district are meeting growth expectations. District administrators, or district designated staff member, use the growth target to ASSIGN A GROWTH TARGET FOR ALL SCHOOLS IN THE DISTRICT... After administration selects the school's target, assessment results may be monitored to adjust instruction for each learner." It also indicates that in the Fall , "Administrator sets growth target."

So, I guess I would ask, what growth targets did we set in the fall for our district per STAR Enterprises direction? I feel like this could be used as our district goal.

Thank you!

Kim

-----Original Message-----

From: "Mark Fredisdorf" <mfredisdorf@d107.org>
Sent: Friday, December 19, 2014 13:33
To: "Beth Tegtmeier" <tegtmeier@board107.org>, "David Negron" <negron@board107.org>, "Gina Nelson" <scaletta-nelson@board107.org>, "Kim Barker" <barker@board107.org>, "Kristin Violante" <violante@board107.org>, "L Houk" <Houk@board107.org>, "Mark Mirabile" <mirabile@board107.org>
Cc: "Erika Sawosko" <esawosko@d107.org>, "Candice Kramer" <ckramer@d107.org>, "Catherine Chang" <cchang@d107.org>, "Deborah Lubeck" <dlubeck@d107.org>, "John Glimco" <jglimco@d107.org>, "Mark Fredisdorf" <mfredisdorf@d107.org>, "Matt Vandercar" <mvandercar@d107.org>
Subject: weekly update

Dear Board Members,

There are 23 attachments to the update. Please have an enjoyable and relaxing break over the holidays. I will not be sending an update out over the holidays unless there is pressing information to disseminate.

Mark

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Candice Kramer

From: Candice Kramer
Sent: Thursday, January 08, 2015 1:46 PM
To: 'barker@board107.org'
Cc: Mark Fredisdorf
Subject: RE: weekly update

Good Afternoon Kim,

I did have a great Christmas and New Year, thanks... and I hope you did as well!

I do agree that using the district Student Growth Percentile Goals set to STAR would form very efficient district goals. However, with this being the first year of implementation of the test, the only students that we technically set goals for are those that are being progress monitored for Response to Intervention purposes. These were simply set at the system default of 40 due to the fact that we were not able to begin the progress monitoring process in STAR without having set a goal.

As for the remainder of the student population, we were still looking to analyze the rate of growth throughout the school year in order to formulate a meaningful goal. The goals in STAR are set through a growth percentile. What this does is estimate the percentage of growth a student is expected to make based upon the number of students in the norming pool with a similar starting score as our student and the amount of progress they made between one test and the next.

When going into the system to set a goal, it provides options of goals in increments of five percent from 5 through 70. Any one of these can be selected to set a goal. An example would be if a student growth percentile of 55, that would mean that the student's growth from one test to another exceeds the growth of 55% of students with a similar beginning score. The system will produce student growth percentiles following testing periods which will allow us to see the rate of growth our students are making in order to make an informed decision when creating a district goal. Unfortunately, with just one data point so far, there are no student growth percentiles to be seen.

According to the STAR system, "students of differing achievement levels in different grades grow at different rates relative to the test's scale." The student growth percentiles will help an instructor to understand how an increased scaled score of 100 will mean something different to two different students. Following conversations with various departments at Renaissance, I learned that they recommend looking at our own past data when setting goals, following our second round of testing, we will be able to view the actual student growth percentile depicting the gains our students made, and their system defaults to 40 as a student growth percentile.

A goal determined by the STAR student growth percentiles might look like this, "___% of the students taking the STAR assessments will reach a student growth percentile of ___% or above from the fall testing session to the spring testing session."

In other words, we will need to have received the spring 2015 results to set such a goal for the upcoming school year.

I hope you find this information helpful, Candy

-----Original Message-----

From: barker@board107.org [mailto:barker@board107.org]
Sent: Monday, January 05, 2015 10:51 PM

Learn More about STAR™ Growth Targets

Renaissance Learning™ is committed to developing products to support our mission to accelerate learning for all. Growth targets, or setting goals for growth, is a focus of educators instructing children. Renaissance Learning listened to educators and collaborated with teachers to develop the Growth Target, something that will help provide actionable data that teachers may use to improve student learning.

What is a Growth Target?

The growth target in STAR Enterprise™ was built for district administrators to help them see whether the students in the district are meeting growth expectations. District administrators, or district designated staff member, use the growth target to assign a growth target for all schools in the district. The target is selected using Student Growth Percentile (SGP). SGP compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR™ assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 40, it means the student has shown more growth than 40 percent of academic peers. The growth target may be selected in increments of 5 SGP, ranging from 5 to 70. After the administrator selects the school's target, assessment results may be monitored to adjust instruction for each learner.

The growth target is modeled on the typical school year instructional cycle: Fall, Winter, Spring.

Fall

- Students participate in baseline STAR assessments
- Administrator sets growth target
- Teacher plans instruction

Winter

- Students participate in mid-year STAR assessments
- Administrator monitors results
- Teacher monitors SGP and adjusts instruction as needed

Spring

- Students participate in end-of-year STAR assessments
- Teacher and administrator examine final data

About Selecting the Growth Target

The selected specific SGP (5–70) is managed by the administrator. Renaissance Learning does not recommend a SGP Growth Target number. Schools may plan to examine previous year's data as a baseline reference before determining the current year growth target.



To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
1	10	64	9	71	15	78	19	1.3
	20	67	12	76	18	88	25	1.5
	25	69	13	79	20	95	28	2.1
	40	73	16	87	25	133	37	2.8
	50	76	18	95	28	164	44	3.8
	75	98	29	170	46	251	68	5.3
	90	205	56	269	73	339	89	4.6
2	10	87	26	107	32	164	43	2.2
	20	106	31	162	42	217	56	4.2
	25	126	35	183	47	239	61	4.5
	40	189	49	239	61	291	76	4.3
	50	224	58	274	71	327	86	4.1
	75	322	84	370	98	427	112	3.6
	90	410	108	465	122	525	142	3.5

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
3	10	177	48	215	54	255	61	3.3
	20	235	57	272	65	311	73	3.4
	25	259	62	294	70	334	78	3.3
	40	319	75	357	84	393	95	3.2
	50	357	84	392	95	436	105	3.2
	75	461	111	500	120	547	132	2.9
	90	561	136	613	150	673	161	2.9
4	10	265	61	287	66	318	73	2.9
	20	324	74	353	81	379	88	2.8
	25	350	80	375	87	406	95	2.8
	40	415	96	449	104	476	110	2.8
	50	458	106	487	112	520	120	2.5
	75	568	131	612	139	659	147	2.9
	90	689	152	774	176	853	190	3.6
5	10	337		363		386		2.7
	20	411		441		463		2.6
	25	444		465		492		2.4
	40	514		544		573		2.4
	50	560		592		630		2.4
	75	707		779		846		3.6
	90	900		955		1048		2.9
6	10	414		439		459		2.4
	20	494		518		544		2.1
	25	525		554		578		2.2
	40	614		647		684		2.2
	50	671		716		779		2.4
	75	897		939		997		2.2
	90	1098		1185		1251		3.0
7	10	464		474		497		2.3
	20	552		570		596		2.1
	25	585		611		638		2.1
	40	696		736		790		2.4
	50	795		843		884		2.8
	75	1026		1103		1175		2.8
	90	1266		1302		1323		1.3
8	10	517		536		557		2.3
	20	621		646		675		2.1
	25	665		696		729		2.3
	40	830		865		899		2.7
	50	908		942		979		1.9
	75	1202		1241		1288		1.4
	90	1327		1335		1342		0.3

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
9	10	580		606		630		2.0
	20	699		727		769		1.8
	25	773		802		836		2.1
	40	911		934		963		1.5
	50	991		1044		1092		1.5
	75	1295		1295		1312		0.4
	90	1343		1343		1344		< .01
10	10	637		637		638		2.0
	20	777		777		795		2.2
	25	844		844		860		1.7
	40	968		974		1001		1.4
	50	1101		1118		1154		2.0
	75	1315		1317		1323		0.1
	90	1344		1344		1344		< .01
11	10	643		652		671		1.7
	20	802		822		843		1.6
	25	866		882		897		1.2
	40	1012		1040		1064		1.0
	50	1161		1170		1185		1.1
	75	1325		1325		1329		< .01
	90	1344		1344		1344		< .01
12	10	675		683		702		1.4
	20	865		873		880		1.0
	25	917		920		924		0.6
	40	1122		1133		1143		0.6
	50	1219		1226		1233		0.5
	75	1332		1336		1339		< .01
	90	1345		1345		1345		< .01

a. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–4.



Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows. High school level data is still being analyzed and will be available soon.

Grade	Percentile	Fall	Winter	Spring	Moderate
		September	January	May	Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
1	10	151	215	278	5.4
	20	188	253	318	4.8
	25	202	267	333	4.6
	40	238	302	367	4.3
	50	263	327	390	4.0
	75	327	389	451	3.5
	90	390	449	508	3.3
2	10	297	349	402	4.2
	20	341	389	438	3.8
	25	357	403	449	3.7
	40	394	438	482	3.6
	50	414	458	502	3.5
	75	467	512	558	3.2
	90	515	562	609	3.1

Grade	Percentile	Fall	Winter	Spring	Moderate
		September	January	May	Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
3	10	390	430	469	4.0
	20	429	473	518	3.6
	25	443	488	534	3.4
	40	479	525	571	3.3
	50	500	547	593	3.2
	75	552	599	646	2.8
	90	600	646	692	2.5
4	10	462	497	532	3.4
	20	511	544	577	2.9
	25	527	560	594	2.7
	40	563	591	631	2.6
	50	585	620	654	2.5
	75	641	676	711	2.3
	90	689	724	759	2.2
5	10	523	552	582	2.8
	20	571	601	631	2.3
	25	588	617	647	2.2
	40	628	657	687	2.2
	50	650	680	710	2.1
	75	711	739	767	2.0
	90	763	791	820	1.7
6	10	579	607	636	2.3
	20	631	655	679	1.9
	25	649	673	696	1.8
	40	694	715	737	1.7
	50	718	741	763	1.6
	75	786	805	823	1.2
	90	831	858	884	1.1
7	10	607	627	647	2.0
	20	660	678	696	1.6
	25	682	698	713	1.4
	40	728	744	760	1.3
	50	757	773	790	1.2
	75	821	837	852	0.8
	90	876	896	917	0.7
8	10	623	642	661	2.0
	20	685	703	721	1.6
	25	708	724	739	1.4
	40	758	771	785	1.2
	50	790	803	816	0.9
	75	856	873	890	0.6
	90	920	938	956	0.4

Grade	Percentile	Fall	Winter	Spring	Moderate
		September	January	May	Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
9	10	640	660	680	1.7
	20	701	715	730	1.4
	25	720	734	748	1.4
	40	775	784	794	1.1
	50	802	811	820	0.9
	75	865	878	892	0.4
	90	930	946	963	0.2
10	10	639	658	677	1.7
	20	702	716	730	1.4
	25	723	736	749	1.4
	40	780	790	800	1.0
	50	806	816	826	0.8
	75	871	884	897	0.4
	90	935	953	971	0.2
11	10	687	689	696	1.5
	20	737	744	747	1.4
	25	755	762	767	1.0
	40	803	809	815	0.8
	50	828	833	840	0.6
	75	899	906	911	0.2
	90	974	977	981	0.1
12	10	699	704	706	1.4
	20	748	750	755	1.1
	25	770	774	779	0.6
	40	818	822	830	0.4
	50	843	848	852	0.2
	75	915	919	922	< .01
	90	989	989	996	< .01



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