How to Read the STAR Proficiency Reports Related to Your State's Assessments

As you know, the No Child Left Behind Act of 2001 requires every schoolchild to be proficient in reading and math by 2014, as measured by scores on each state's annual accountability tests. Adequate yearly progress (AYP) goals specify the percentage of children who must score proficient or better each year, by subject and grade.

Working with the Council of Chief State School Officers (CCSSO) and your state, we've developed three powerful reports that focus on the pathway to proficiency for your state's reading and math tests. Using these reports, you can evaluate student progress toward proficiency and make instructional decisions based on sound data—well in advance of your annual state tests.

The reports are based on statistical analysis of data from your state reading and math tests and from STAR Reading and STAR Math assessments. From the analysis, we're able to describe the *proficiency threshold* on your state tests and the *pathway to proficiency* in terms of STAR scores. If you are using STAR assessments, these reports can help you evaluate student performance and growth in light of your state's proficiency standards. The three reports and brief descriptions are listed below:

- **Student Performance Report** (teachers)
  This individual performance report graphs the student's STAR Reading or STAR Math scores and trend line (projected growth) for easy comparison with the pathway to proficiency on your state's annual test.
- **Group Performance Report** (teachers)
  For the STAR assessment periods you define, this group performance report displays the percentage of students on the pathway to proficiency and those below as bar graphs to let you see group progress at a glance. It also lists median scores and most recent individual scores.
- **STAR Performance Report** (administrators)
  This report provides high level performance outlooks during the outlook reporting period—the beginning of the school year through your state testing period. You decide how to group and list data (by grade and demographics, for example). The report includes outlooks for each performance level of your state tests.

In the sections that follow, we describe each in greater detail.

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Renaissance Learning, Inc.
Advanced Technology for Essential Practice

Student Performance Report

Who it is for and where to find it

This report is primarily for teachers. You'll find it under **Reports** in STAR Math and STAR Reading.

Purpose

This report helps you evaluate, throughout the year, whether a student is on course to meet the performance standards of your state reading or math tests. The report also helps you measure growth. It is based on data from STAR assessments you administer.

The report graphs the individual student's STAR scores alongside the typical pathway to proficiency for visual comparison. You have the option to include the trend line that projects the student's growth.

What the report contains

All of the information is displayed on a graph. The vertical axis represents STAR Reading or STAR Math scaled scores; the horizontal axis represents the school year.

The graph contains three key elements:

- **The student's STAR Reading or STAR Math scores**
  When you run the report, all of the student's STAR scores will be plotted.
- **The student's trend line**
  If the student has three or more scores, you can include a trend line that projects the student's growth.
- **The *pathway to proficiency* for comparison**
  A green line represents the pathway to the *proficiency threshold* on your state test. The *proficiency threshold* is the point at which a student's score indicates a 50-50 chance of meeting proficiency. A star at the end of the green line marks the STAR scaled score that represents the *proficiency threshold* of your state test and the approximate date of the test. Think of the green line as a trajectory showing typical growth for a student just at the threshold at the time of the state test. Each grade level has its own *proficiency threshold* and *pathway to proficiency,* in accordance with your state's performance standards for that grade.

The report also includes a key to the graph and explanation of the elements. This makes it easier to share this report with students and parents.

How to read the report

For a student with three or more STAR assessments, look at the student's trend line for insights about projected growth. Compare the trend line to the pathway to proficiency. This may help you determine if the student is at risk of not reaching the *proficiency threshold* without intervention.

Compare a student's latest scores to the *proficiency threshold* (represented by the star) for a rough idea of how the student currently compares to a student who just meets your state's standards. Keep in mind how much time is left until the state test.

Use the report for several purposes:

- During the first part of the *outlook reporting period*, identify students at highest to moderate risk. Adjust instruction as needed.
- Run interim reports to monitor the effects of instruction or intervention.
- Through the end of the school year, monitor growth for all students, regardless of level.

What to keep in mind

The Student Performance Report is not predictive of a student's score on the state test. Its purpose is simply to compare each student's scores and projected growth at the time of the last STAR assessment to the trajectory of similar students who will reach the *proficiency threshold* by the date of the state assessment. A student with STAR scores and a trend line above the pathway line is doing well with respect to the *proficiency threshold*. Adjustments to instruction may be indicated for students with STAR scores below the pathway.

If the student has taken only one or two tests, there is not enough data to show a trend line projecting the student's growth. Compare the single STAR scores to the line representing the *pathway to proficiency* for a rough idea of where the student stands in relation to a student on the pathway, and look for projections of the student's growth when more scores are available.

This report makes it easy to focus on the *outlook reporting period*—the time between the start of school year and the state test. However, you can use the report through the end of the school year to monitor student growth both before and after the state test.

See the **sample reports** at the end of this document.

Group Performance Report

Who it is for and where to find it
This report is primarily for teachers. You'll find it under **Reports** in STAR Math and STAR Reading.

Purpose
For the groups and for the STAR test date ranges you identify, the Group Performance Report compares your students' performance on the STAR assessments to the pathway to proficiency for your annual state tests and summarizes the results.

The Group Performance Report helps you see how groups of your students (whole class, for example) are progressing toward proficiency. The report displays the most current data as well as historical data as bar charts so that you can see patterns in the percentages of students on the pathway to proficiency and below the pathway—at a glance.

Use the information to confirm where instruction and interventions are effective, where to make further adjustments, and how many students remain at risk in terms of meeting performance standards. Because the report includes median scores of students on the pathway to proficiency and those below the pathway, you can also gauge progress within the two groupings over time.

What the report contains
The report contains information based on the STAR assessments you've administered. Before running the report, identify the STAR test date ranges you want to include in the report. You also designate the groups to include: students by class, grade, or teacher.
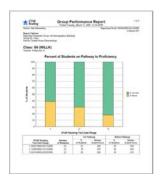
The report has two parts. The first part is a one-page display of summary data *for each STAR test date range you have identified*.
- A bar graph shows the percentage of students on the pathway to proficiency and the percentage.
- A table beneath the graph lists the following:
  o Number of students assessed
  o % of students on the pathway and the median score of the group
  o % of students below the pathway and the median score of the group

The second part provides detail about the *last test date range*. It lists each student by group and shows each student's most recent STAR test date and STAR score.

How to read the report

If your Group Performance Report contains more than one STAR test date range, first look at the bar graphs for each range to see if the percentage of students on the path to proficiency has changed over time.

If the percentage has changed little, then look at the table beneath the bar graph for the median scores of students *on the pathway* and *below the pathway*. Changes in the median scores from one test date range to another give you an idea of whether student scores in each grouping are tending to stay the same, rise, or decline.

Look at the second part of the report—the list of individual students and scores—to see the most current range of scores of students *on the pathway* and students *below the pathway*. This gives you a better idea of how many students are on the cusp of proficiency and how students are clustered within the *on the pathway* and *below the pathway* groupings.

What to keep in mind

The Group Performance Report is not predictive of a student's score on the state test. Like the individual student performance report, this report simply compares students' scores and projected growth at the time of each assessment to the typical path of a student who will be at the *threshold of proficiency* by the date of the annual state assessment.

You can run this report through the *outlook reporting period,* which begins on the first day of the school year and runs through the last day of the state testing period (based on information from your state). You cannot enter a test date range with an end date beyond the state testing period.

If a student has taken more than one STAR assessment within a test date range, the report uses only the last score.

Take into consideration the turnover in your classroom. With high turnover, the graph may be misleading. Each test period will include scores for a different set of students. That makes the comparison of group scores less useful.

See the **sample reports** at the end of this document.

STAR Performance Report

Who it is for and where to find it
This report is for district and school administrators using STAR assessments. Its intended users will find the report under **Consolidated Reports** in Renaissance Place.

Purpose
The STAR Performance Report provides you with periodic, high level forecasts of student performance on your state's reading and math tests. It includes a performance outlook for each performance level of your annual state tests.

Run the report periodically through the end of your state testing period to inform instructional decisions and set interim goals based on sound data. The report includes options for how to group and list information.

What the report contains
The Report includes the following information in table format:
- Student Performance Outlook for your state test
  - % of students at each performance level (forecast)
  - Number of students at each performance level (forecast)
- STAR Math or STAR Reading Participation
  - % tested and % not tested
  - Number of students tested and not tested

The Performance Outlook and the STAR Participation tables are grouped as you choose by district, school, or grade. The information within the tables is listed as you choose by grades, teachers, classes, or student demographics.

The forecasts in the Student Performance Outlook table take into account all of the STAR assessment data available for your students from the beginning of the school year through the date you run the report. The forecasts are based on analysis of data from STAR and from your state tests.

How to read the report

First, look under the Student Performance Outlook to see how many students, based on current data, are poised to meet proficiency standards. All levels of performance on your state test are listed, but they are grouped under two headings—*Less Than Proficient* and *Proficient*—and separated by a line. This makes it easy to see the percentages of students on either side.

Next, look at the percentages and numbers of students within each performance level to see if patterns emerge by grade or school. Check other factors such as demographics as well.

Check the data under the *STAR Reading* or *STAR Math Participation* heading to make sure the outlook is taking into account a meaningful number of students. If participation is low, look for possible reasons.

What to keep in mind

The STAR Performance Report provides a performance outlook built on many factors: all of a student's STAR scores from the current year, what we know from analysis of STAR data about typical growth, what we know from analysis about the relationship of STAR scores and scores on your state test, and how much time is left before your state test. The performance outlook for your students is based on sound data, but remember that it is an outlook, not a statement of what will inevitably come to pass.

Consider the timing of your reports. When you run reports early in the year, there is less student data on which to base the outlook.

Look for patterns of success as well as signs that students are at risk in terms of meeting proficiency. When you see patterns that suggest students are at risk, seek additional information from other sources to help determine the issues and a course of action.

At the end of the *outlook reporting period*, which begins on the first day of the school year and runs through the last day of the state testing period (based on information from your state), the forward-looking outlook is complete and the data is no longer updated. You may continue to run the report, but it will show the same data until the beginning of the next school year.

This report is available only during the current school year. If you want to compare this year's reports with your next year's, save them before the next school year begins.

See the **sample reports** at the end of this document.

Tips: What to Do with the Data

Data alone will not improve student performance. Data combined with action improves results! Here are tips for converting information into interventions:

- *Note strengths.* Which teachers or grades are doing especially well? What are these teachers doing?

- *Celebrate progress.* Reports reflect student and class progress. Success for both teachers and students is the most important motivator as well as the most important goal. Draw attention to progress to create a culture that inspires more success.

- *Build sustainability.* Provide opportunities for teachers to collaborate. Identify teachers who can act as mentors for teachers who are struggling. Be specific about strategies that foster success.

A note about *Response to Intervention*

Screening is an essential component of Response to Intervention. A key purpose for screening is to determine where students stand with respect to the state's *proficiency threshold* (or benchmark). In this regard, the STAR Proficiency Reports, which use proficiency benchmarks that accurately reflect your state's *proficiency threshold,* provide teachers with especially meaningful data.

Glossary

outlook reporting period: the period from the first day of your school year to the last day of your state testing period.

proficiency threshold: the point at which a student score indicates a 50-50 chance of *meeting proficiency* on your state's annual proficiency test; the star on the Student Performance Report marks the STAR scaled score that represents this point.

pathway to proficiency: the trajectory of typical growth for a student just at the threshold at the time of the state test, as shown on the Student Performance Report.

Sample Student Performance Reports

STAR Reading™

Student Performance Report
Printed Thursday June 11, 2009 08:12:34AM

School: Sample Middle School

Reporting Period: 9/4/2008-6/12/2009
(School Year)
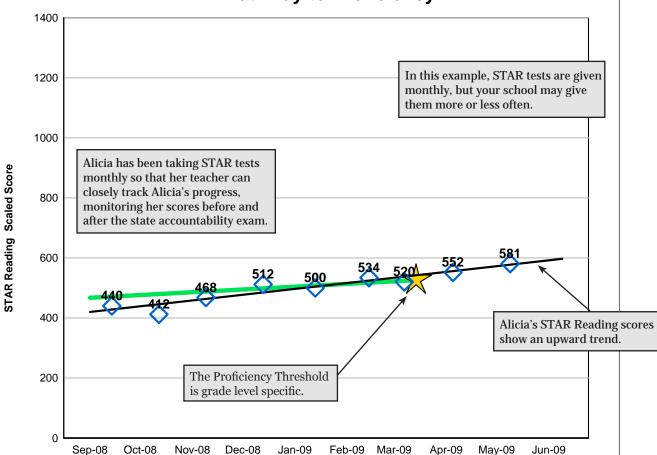
Lindley, Alicia
Grade: 6
ID: ●●●●

Teacher: Caufield, K.
Class: Reading 6

Pathway to Proficiency

In this example, STAR tests are given monthly, but your school may give them more or less often.

Alicia has been taking STAR tests monthly so that her teacher can closely track Alicia's progress, monitoring her scores before and after the state accountability exam.

Alicia's STAR Reading scores show an upward trend.

The Proficiency Threshold is grade level specific.

Scores shown: 440, 412, 468, 512, 500, 534, 520, 552, 581

X-axis: Sep-08, Oct-08, Nov-08, Dec-08, Jan-09, Feb-09, Mar-09, Apr-09, May-09, Jun-09

Y-axis: STAR Reading Scaled Score (0 to 1400)

Legend:
◇ ← Score
◇★ ← Proficiency Threshold
◇ ← Pathway

STAR Reading and the March 2009 State Readability Assessment
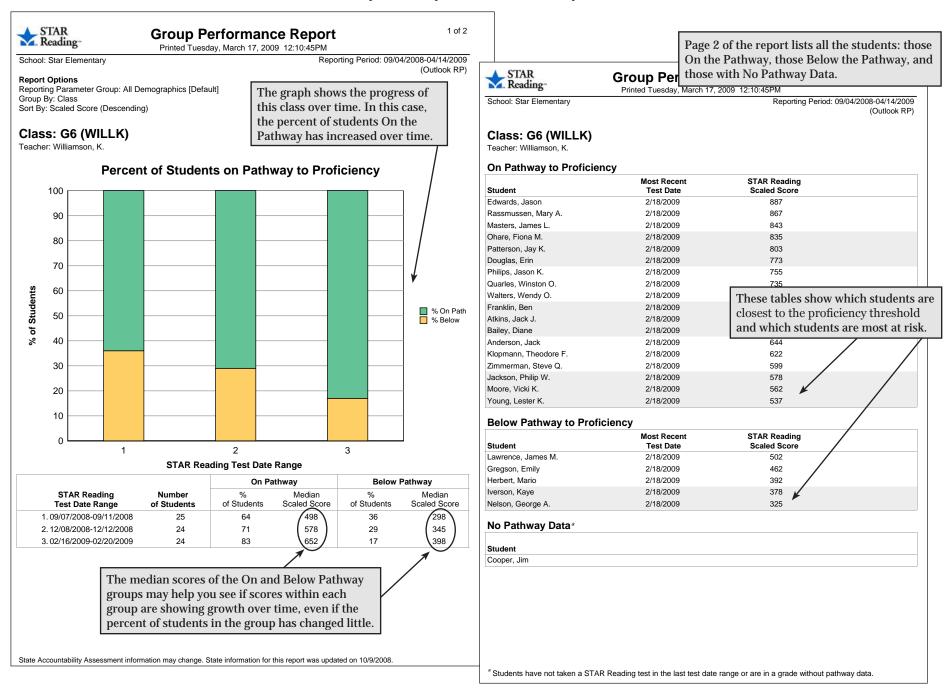
Research has shown that STAR Reading scores are related to student performance on the State Readability Assessment. In the graph above, blue diamonds show the student's STAR Reading test scores. The gold star notes the STAR Reading scaled score that is approximately equivalent to the threshold for proficiency (Meets Standard) at the time of the state test. For grade 6, this score is approximately 526.

The green line represents the typical pathway to proficiency for students who are just at this threshold. A STAR Reading score below the green line indicates that the student will need to improve at a higher than typical rate in order to achieve proficiency by the time of the state test. A STAR Reading score above the green line indicates that the student was "on the pathway" to proficiency at the time that STAR test was taken. If the student has taken three or more tests, a black trend line displays the statistical tendency of the scores. If the trend line is higher than the gold star at the state test date, the student can be considered to be "on the pathway" toward proficiency.
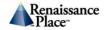
State Readability Assessment information may change. State information for this report was updated on 10/17/2008.

The key and explanation are useful for teachers who want to share the report with parents and students.

Sample Group Performance Reports

STAR Reading™

Group Performance Report
Printed Tuesday, March 17, 2009 12:10:45PM

School: Star Elementary

Reporting Period: 09/04/2008-04/14/2009
(Outlook RP)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Scaled Score (Descending)

> The graph shows the progress of this class over time. In this case, the percent of students On the Pathway has increased over time.

Class: G6 (WILLK)
Teacher: Williamson, K.

Percent of Students on Pathway to Proficiency

% On Path
% Below

STAR Reading Test Date Range

STAR Reading Test Date Range	Number of Students	On Pathway		Below Pathway	
		% of Students	Median Scaled Score	% of Students	Median Scaled Score
1. 09/07/2008-09/11/2008	25	64	498	36	298
2. 12/08/2008-12/12/2008	24	71	578	29	345
3. 02/16/2009-02/20/2009	24	83	652	17	398

> The median scores of the On and Below Pathway groups may help you see if scores within each group are showing growth over time, even if the percent of students in the group has changed little.

State Accountability Assessment information may change. State information for this report was updated on 10/9/2008.

> Page 2 of the report lists all the students: those On the Pathway, those Below the Pathway, and those with No Pathway Data.

STAR Reading™

Group Performance Report
Printed Tuesday, March 17, 2009 12:10:45PM

School: Star Elementary

Reporting Period: 09/04/2008-04/14/2009
(Outlook RP)

Class: G6 (WILLK)
Teacher: Williamson, K.

On Pathway to Proficiency

Student	Most Recent Test Date	STAR Reading Scaled Score
Edwards, Jason	2/18/2009	887
Rassmussen, Mary A.	2/18/2009	867
Masters, James L.	2/18/2009	843
Ohare, Fiona M.	2/18/2009	835
Patterson, Jay K.	2/18/2009	803
Douglas, Erin	2/18/2009	773
Philips, Jason K.	2/18/2009	755
Quarles, Winston O.	2/18/2009	735
Walters, Wendy O.	2/18/2009	
Franklin, Ben	2/18/2009	
Atkins, Jack J.	2/18/2009	
Bailey, Diane	2/18/2009	
Anderson, Jack	2/18/2009	644
Klopmann, Theodore F.	2/18/2009	622
Zimmerman, Steve Q.	2/18/2009	599
Jackson, Philip W.	2/18/2009	578
Moore, Vicki K.	2/18/2009	562
Young, Lester K.	2/18/2009	537

> These tables show which students are closest to the proficiency threshold and which students are most at risk.

Below Pathway to Proficiency

Student	Most Recent Test Date	STAR Reading Scaled Score
Lawrence, James M.	2/18/2009	502
Gregson, Emily	2/18/2009	462
Herbert, Mario	2/18/2009	392
Iverson, Kaye	2/18/2009	378
Nelson, George A.	2/18/2009	325

No Pathway Data [a]

Student
Cooper, Jim

[a] Students have not taken a STAR Reading test in the last test date range or are in a grade without pathway data.

Sample STAR Performance Reports

Renaissance Place™

STAR Reading™ Performance Report
Printed Tuesday, March 31, 2009 2:47:13PM

District: Renaissance District

Last Consolidated: 3/28/2009 12:00:01AM
Reporting Period: 09/02/2008-04/15/2009 (Outlook RP)

Report Options
Reporting Parameter Group: All Demographics [Default]
Reporting Level: District
Group By: School

> The performance outlook is based on research data, but keep in mind this is a statistical outlook, not a predetermined outcome.

> Change students shown with report options.

East Elementary

	Student Performance Outlook [a] On the April 2009 State Reading Accountability Assessment										STAR Reading Participation 09/02/2008-04/15/2009			
	Less Than Proficient				Proficient									
	Academic Warning		Approaches Standards		Meets Standards		Exceeds Standards		Exemplary		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
3	94	16	135	24	131	23	130	22	89	15	579	95	32	5
4	98	19	72	14	121	23	124	24	105	20	520	94	35	6
5	119	20	117	19	131	22	106	17	130	22	603	97	21	3
6	117	23	72	14	93	18	129	25	105	20	516	94	33	6
Summary	428	19	396	18	476	22	489	22	429	19	2,218	95	121	5

> This report is customized for each state, showing the dates, names, and performance levels specific to the state. This example shows 5 performance levels: 3 above and 2 below the proficiency threshold.

North Elementary

	Student Performance Outlook On the April 2009 State Reading Accountability Assessment													
	Less Than Proficient				Proficient						Tested		Not Tested	
	Academic Warning		Approaches Standards		Meets Standards		Exceeds Standards		Exemplary					
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
3	73	15	92	18	107	22	92	18	135	27	499	97	17	3
4	73								97	19	509	95	26	5
5	90								115	22				
6	109								70	15				
Summary	345								117	21	2,001	96	89	4

Student Performance Outlook [a] On the April 2009 State Reading Accountability Assessment			
Less Than Proficient		Proficient	
Minimal	Basic	Proficient	Advanced
Total			

Student Performance Outlook [a] On the April 2009 State Reading Accountability Assessment		
Less Than Proficient	Proficient	
Basic	Proficient	Advanced
Total	%	Total	%	Total	%

> Here are examples of performance levels for two other states.

[a] STAR Performance Outlook is based on STAR Reading tests taken between the beginning of the school year and the end of the scheduled state testing period. STAR Reading tests taken after that period are not reflected in the report.
State Accountability Assessment information may change. State information for this report was updated on 10/9/2008.

Sample STAR Performance Reports

STAR Reading™ Performance Report

Printed Tuesday, March 31, 2009 2:47:13PM

District: Renaissance District

Last Cons[...]
Reporting Period: 09/02/2008-04/15/2009 (Outlook RP)

> Listing by characteristics and ethnicity allows you to see if patterns exist by group, rather than just by grade.

> If characteristic and ethnicity data is available for your students, you have the option of listing performance by demographic group.

Grade: 3

Characteristics and Ethnicity	Student Performance Outlook [a] — On the April 2009 State Reading Accountability Assessment — Less Than Proficient — Minimal Total	%	Basic Total	%	Proficient — Proficient Total	%	Advanced Total	%	STAR Reading Participation 09/02/2008-04/15/2009 — Tested Total	%	Not Tested Total	%
Gender												
Female	69	20	118	34	107	30	56	16	350	93	25	7
Male	65	19						14	343	92	29	8
Unspecified	0	0				0	0		0	0	0	0
Ethnicity												
American Indian or Alaskan Native	1	13						13	8	100	0	0
Asian or Pacific Islander	0	0						48	23	96	1	4
Black	25	24	28	27	34	33	16	16	103	95	5	5
Hispanic	44	20	61	28	70	33	40	19	215	91	21	9
White	64	19	146	42	99	29	35	10	344	93	27	7
Unspecified	0	0	0	0	0	0	0	0	0	0	0	0
Other Characteristics												
Americans With Disabilities (ADA)	5	46	3	27	1	9	2	18	11	100	0	0
At-Risk Students	23	56	18	44	0	0	0	0	41	100	0	0
Bilingual Education	1	25	1	25	1	25	1	25	4	100	0	0
English as a Second Language (ESL)	18	44	23	56	0	0	0	0	41	98	1	2
Free Lunch	11	23	12	25	18	37	7	15	48	100	0	0
Gifted/Talented	0	0	0	0	0	0	8	100	8	100	0	0
Learning Disabled	4	50	4	50	0	0	0	0	8	100	0	0
Limited English Proficiency (LEP)	1	25	1	25	1	25	1	25	4	100	0	0
Migrant	0	0	0	0	0	0	1	100	1	100	0	0
Physically Disabled	2	22	5	56	1	11	1	11	9	90	1	10
Reduced-price Lunch Program						29	5	9	55	96	2	4
Special Education						0	0	0	11	100	0	0
Tier 2						0	0	0	35	100	0	0
Tier 3	6	86	1	14	0	0	0	0	7	100	0	0
Title 1	15	29	20	38	11	21	6	12	52	100	0	0

> This report is customized for each state, showing the dates, names, and performance levels specific to the state. This example shows 4 performance levels: 2 above and 2 below the proficiency threshold.

> Demographic listing includes custom characteristics. This district has added characteristics to track students in Tier 2 and Tier 3 intervention programs.

[a] STAR Performance Outlook is based on STAR Reading tests taken between the beginning of the school year and the end of the scheduled state testing period. STAR Reading tests taken after that period are not reflected in the report.

State Accountability Assessment information may change. State information for this report was updated on 10/9/2008.