



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION SERVICE PROVIDER
PUBLICLY-AVAILABLE SERVICE SUMMARY**

FORM C

This form will be posted on the New York State Education Department’s Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	Renaissance Learning, Inc.
Provider Contact Information:	Debra C. Schoenick 2911 Peach Street P.O. Box 8036 Wisconsin Rapids, WI 54495-8036 Phone: (715) 424-3636 E-mail: dept10@renlearn.com
Name of Product Proposed:	STAR Reading Enterprise
Does this product provide normative inferences about student growth? If so, how?	<p>Renaissance Learning first incorporated growth modeling into STAR reporting in 2008. The latest advancement in normative growth reporting in STAR is the adaptation of Student Growth Percentile (SGP) to STAR.</p> <p>Student Growth Percentile compares a student’s growth to his or her academic peers nationwide. Academic peers are students in the same grade who had a similar Scaled Score on a STAR assessment. SGP is reported on a 1 to 99 scale. For example, if a student has an SGP of 90, it means her growth from one test to another was better than 90 percent of students of the same ability in the same grade.</p> <p>SGP can track growth for multiple testing windows—fall to winter to spring. Using the fall-to-winter SGP, teachers have the opportunity to reflect on practice and instruction and take appropriate action in the classroom.</p>
What are the grade(s) the proposed product covers:	Grades K-12, with norm-referenced scores for grades 1-12.
What are the subject area(s) the proposed product covers?	Reading: A computer-adaptive assessment used to determine reading skills of students.
What are the technology requirements associated with the assessment?	Refer to appendix J for Renaissance Learning Renaissance Place Real Time Technical Recommendations.

Please provide an overview of your application for LEAs. Please include:

- A description of the assessment;
- A description of how the assessment is used;
- A description of how scores are reported (include links to sample reports as appropriate);
- A description of how your organization supports implementation of the assessment, including any technical assistance. (3 pages max)

STAR Reading Enterprise is a computer-adaptive interim assessment that measures reading skills and comprehension for students in grades K–12 who have a sight vocabulary of at least 100 words. STAR Reading's web-based platform and extensive reporting capabilities produce immediate results and allow for easy roll-up of data to any level of reporting for administrators, teachers, students, and parents. STAR Reading has been reviewed by the U.S. Department of Education's National Center on Response to Intervention (NCRTI) and has been given the highest marks for measuring growth and progress monitoring.

STAR Reading Enterprise is the only interim assessment statistically linked to a research-based learning progression called Core Progress. As a result of this statistical link, STAR Reading Enterprise bridges instruction and assessment. When a student completes a STAR Reading Enterprise assessment, he or she is automatically placed in the Core Progress learning progression.

STAR Reading Enterprise takes approximately 15–20 minutes to administer, is ready and available at the educator's discretion, and is highly rated by NCRTI. The data provided by STAR Reading has diverse utility, and the extensive data analysis capabilities of this assessment system offer educators multiple contexts through which to interpret that data. STAR Reading Enterprise allows educators to view the same Scaled Score (derived from the assessment) through multiple lenses for varied purposes including growth modeling, screening, progress monitoring, goal setting, identification of learning gaps, instructional planning, forecasting proficiency, and evaluating mastery of state and Common Core State Standards.

Renaissance Learning offers extensive professional development opportunities to assist educators in setting up an appropriate testing environment and using STAR data to inform decision making. Our professional development is based on RTI principles. It is available in several formats including on-site professional development and consulting, remote coaching, and an expansive web-based training center that includes webinars, implementation guides, and other resources.

We first began to explore the use of STAR assessments in teacher evaluation when educators came to us on the topic. To inform our approach and recommendations, we conducted an extensive analysis and review of the topic, and we assembled an external team of the leading experts in the areas of teacher evaluation, interim assessment, and school improvement. Team members included Dr. Damian Betebenner, National Assessment Center; Dr. Margaret Heritage, UCLA; and Dr. Allan Odden, University of Wisconsin – Madison. We also consulted organizations such as CCSSO, NCSL, and NAESP and have an ongoing dialogue with NEA. After our extensive analysis we concluded that the inclusion of STAR Reading Enterprise data in educator evaluation broadens the scope of the system and supports the very intention of teacher and principal evaluation—to improve effectiveness and increase student outcomes.

Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	No changes since 2011 submission.

Per-student costs over a given academic year that are above the estimated fixed costs.	No changes since 2011 submission.
Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service).	No changes since 20112 submission.

If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):

<input checked="" type="checkbox"/>	All Districts/LEAs in the State of New York, or
<input type="checkbox"/>	Only to those eligible Districts/LEAs indicated below:

For Assessments That Cover ELA and Math Only:

Please mark with an “X” the elements below that apply to your assessment. If you project your assessment changing to include elements over the next three years, please mark the applicable year. Shaded cells represent NYSED’s suggested guidance to the field as New York State transitions to the Common Core.

ELA: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements

Elements	Applicable Year		
	12-13	13-14	14-15
Includes texts			
Include texts – fiction and non-fiction			
Include writing			
Includes writing from texts – fiction and non-fiction (from Social Studies / History, Science, and Technical Subjects)			
Assesses listening			

Assesses speaking			
Assess all four domains of CCSS (Reading, Writing, Speaking, Listening) with fidelity			

MATH: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements

Elements	Applicable Year		
	12-13	13-14	14-15
Has appropriate level of focus			
Has appropriate level of focus per PARCC frameworks			
Includes open-ended items			
Includes open-ended items that measure application			
Appropriate measurement of mathematical practices			
Has various assessment modes to demonstrate mathematical skills and concepts			
Assesses modeling			
Assesses fluency			