



Interpretation and Guidance

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Information for reference:

STAR™ assessment scores are expressed as both a Scaled Score and Percentile Rank. Both of these score types are used throughout the setup of an intervention and target.

Scaled Score (SS) is calculated based on the difficulty of questions in a student's test and the number of correct responses. STAR scaled scores range from 0 to 1400 and can be used to compare student performance over time and across years.

Percentile Rank (PR) ranges from 1 to 99 and indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student.

Understanding both types of scores allows you to look at student growth in different ways. By comparing a student's scaled scores, you can measure absolute growth, or any and all growth that has occurred. By comparing a student's percentile ranks, you can measure relative growth, or growth in relation to peers.

Example: Suppose a student's scaled score increased from 500 to 515 between tests. This is called absolute growth and shows that learning has taken place. His percentile rank also increased, from the 44th percentile to the 47th percentile. This indicates the student experienced growth above and beyond the growth of his peers.

Set up an Intervention and Target
 Set an achievement target for a student to help monitor progress throughout an intervention period.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Targets

Manage Targets
 Define an intervention and set a target

School: **Whitman School**
 Student: **Henke, John**

Latest Test	Score	Target	Growth Rate
16/05/2013	379 SS / 13 PR	--	calculated after four scores

Intervention Details | Interpretations & Recommendations

Intervention Name
 Appears in report details

Target End Date
 Used for SS/week calculation

Starting test: 19/09/2012 - 300 SS / 10 PR
 (Sets intervention line; starts trend and target lines)

Reference points to help you select a target type:
 - Maintain 10 PR throughout the school year = 0.9 SS/week
 - Reach 40 PR benchmark by the end of the school year = 6.7 SS/week

Select a target type (based on students who scored similarly*)

Moderate: 2.0 SS/week = (press Calculate Target button)
 Ambitious: 4.1 SS/week = (press Calculate Target button)

Or define a custom target:
 Growth Rate []

Shows that 50% of students who started at the 10 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate target and adjust as necessary.

Buttons: Cancel | Calculate Target | Save

1. Name the intervention as you want it to appear on reports. For instance, you might enter the name of the program (such as, "Accelerated Math for Intervention"), a description of the intervention ("After-school tutoring 30 minutes daily"), or the skill the student is working on ("Recall of multiplication facts").

2. Set the target end date for the intervention period. Choose a date indicating how long you anticipate the intervention will last. If you are unsure, set the date to coincide with the end of a semester or school year and edit the end date later if needed. Allow enough time for the intervention to work. Experts recommend no fewer than 8 weeks, but check state or local guidelines which often require at least 10 or 12 weeks.

3. Choose the starting test date (if more than one eligible test is available). Select the test date closest to when the student started the intervention.

4. Review the reference points, which are based on the student's starting score. Note the rate of growth required of the student to maintain the current PR score and to reach the benchmark. The goal you set will most likely be between these two rates.

Moderate: Based on national data for students with similar starting scores, expect 50% of students to maintain this rate of growth and reach this target.
Ambitious: Expect 25% of students to maintain this rate of growth and reach this target.
Custom: Define a custom target if neither the moderate nor ambitious target seems attainable. The target may be a growth rate (in SS per week) or an ending SS or PR.

5. Select the target type, which represents the rate of growth you anticipate the student can maintain during the intervention period. To see the score (PR and SS) the student would achieve by the end of the intervention period with the selected growth rate, click the Calculate Goal button at the bottom of the page. To put the goal types in perspective, compare the moderate and ambitious growth rates to the rates given as reference points.

6. Click Save when satisfied with your choices.

More about target type: When determining which target option is best for this particular student in this intervention, consider these questions:

1. What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What has been his or her learning rate prior to the intervention?
2. How intensive is the intervention you are implementing? Specifically, how much time per day will the student receive additional instruction? Is the student part of a large-group, small-group, or individual intervention?
3. What is your history with this intervention? Have you implemented this intervention before? How have other students responded to this intervention? Is this a research-based, effective intervention that will be implemented with integrity?

You may decide to edit this target later if you determine the growth rate you originally selected was not a realistic choice.

Edit an Intervention and Target

Continue monitoring progress for a student by making changes to an existing intervention and target or by setting up a new intervention and target.

Home > Screening, Progress Monitoring & Intervention > Student Detail

Student Detail
View or edit intervention and targets

School: **Whitman School**
Student: **Henke, John**

Current Target - Math Edit Target | Delete Target

Latest Test	Score	Target	Growth Rate
27/03/2013	559 SS / 22 PR	500 SS / 12 PR (2.0 SS/week)	10.8 SS/week

Recent Tests

Date	Activity	Details
27/03/2013	Test	559 SS / 22 PR
21/03/2013	Test	934 SS / 99 PR
14/12/2012	Test	475 SS / 9 PR
14/09/2012	Intervention and Target	Math 500 SS / 12 PR by 04/01/2013 (2.00 SS/week)
14/09/2012	Test	468 SS / 6 PR

Done | Generate Progress Report

Edit Target brings you to the Manage Targets screen (shown below).

Delete Target removes all the information related to the current intervention; however, the STAR test scores will remain in the software. Keep in mind that whether or not the student responded positively to an intervention, data about the student's performance should be used to inform future instructional decisions. An example of when you might delete an intervention is if you set up an intervention for after-school tutoring but later found out the student was unable to attend.

The Student Progress Monitoring Report graphically displays a student's STAR scores, the selected target, a trend line, and a target line to help inform your decisions about the effectiveness of an intervention.

Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Targets

Manage Targets
Define an intervention and set a target

School: **Whitman School**
Student: **Henke, John**

Latest Test	Score	Target	Growth Rate
27/03/2013	559 SS / 22 PR	500 SS / 12 PR (2.0 SS/week)	10.8 SS/week

What would you like to do?

Change duration or target of existing intervention

Set up new intervention and target

Latest test score, current target, and growth rate can serve as references as you make changes or create a new intervention and target.

Make changes to an existing intervention. Choose to change the intervention name, target end date, or target type. Lengthen or shorten the intervention period by entering a new target end date below. Change a student's growth rate below to reflect a more realistic growth rate than originally expected.

Intervention Details Interpretations & Recommendations

Intervention Name
Appears in report details: Math

Target End Date
Used for SS/week calculation: 04/01/2013

Starting test: 14/09/2012 - 468 SS / 6 PR
(Sets intervention line; starts trend and target lines)

Reference points to help you select a target type:
- Maintain 6 PR throughout the school year = 0.0 SS/week
- Reach 40 PR benchmark by the end of the school year = 3.5 SS/week

Target
Expected growth rate and score

Select a target type (based on students who scored similarly*)

Moderate: 2.0 SS/week = **500 SS / 12 PR**

Ambitious: 3.8 SS/week = **529 SS / 16 PR**

Or define a custom target:

Growth Rate

*Research data shows that 50% of students who started at the 6 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate target for this student adjust as necessary.

Cancel | Calculate Target | Save

Setting up a new intervention and target will result in an end to the current intervention. When running the Student Progress Monitoring Report, a red line will appear separating old and new intervention data. To begin a new intervention, follow the same process you previously used when setting the original intervention and target.

View School Benchmarks and Edit Cut Scores

View current benchmark settings and make edits if desired. Information about school network benchmarks can be found on the following page.

School benchmarks can be set for each year within a school. They can be selected for use on reports that display student performance in relation to benchmarks.

Set the default benchmark type to be used as the when running reports if no other option is selected. Allow school administrators to set the default, or set it for the entire district. Consider which set of benchmarks will most often be the appropriate lens through which to view student performance.

Click Edit Cut Scores to change cut scores for each Year and category.

Edit current benchmark structure with options to display between 2 and 5 benchmark categories, change category names, and set the minimum proficiency level.

Intervention and Urgent Intervention cut scores help identify the students who may need assistance to move toward the end-of-year benchmark and the intensity of the assistance they may require.

Please note: Studies have shown students in the Urgent Intervention category are just as likely to respond positively to an intervention as students in other categories.

Default benchmarks reflect widely accepted national recommendations, but may be edited if your guidelines differ. Restore defaults by setting cut scores at the following levels:

- At/Above Benchmark: 40 PR
- Intervention: 15 PR
- Urgent Intervention: 6 PR

Year	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Year 1	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR
Year 2	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR
Year 3	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR
Year 4	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR
Year 5	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR
Year 6	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR
Year 7	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR

On Watch is auto-calculated because it is comprised of students who are below the benchmark but above the intervention threshold.

The At/Above Benchmark score represents the minimum performance level students are expected to reach by the end of the year. Setting the benchmark at the 40th percentile is most commonly recommended by education professionals. Unless your state and local guidelines contradict this, it is not recommended you lower the benchmark.

View School Network Benchmarks and Edit Cut Scores
 View current benchmark settings and make edits if desired. Information about school benchmarks can be found on the previous page.

School Network benchmarks are used for longitudinal reporting so they apply to all years and schools within a school network. Sustaining school network benchmarks for multiple years will allow for consistent longitudinal data. Additionally, school network benchmarks can be selected for use on other reports that display student performance in relation to benchmarks.

School
School Network

The school network benchmark applies to all schools and years.

Benchmark Structure *(applies to all schools)*

Number of Categories: 4
 Minimum Proficiency Level: ■ At/Above Benchmark
[Edit Benchmark Structure](#)

Cut Scores *(applies to all schools)*

[Edit Cut Scores](#) [Interpretation & Recommendations](#)

Year	■ Urgent Intervention	■ Intervention	■ On Watch	■ At/Above Benchmark
All Years	Below 6 PR	6 - 15 PR	16 - 39 PR	At/Above 40 PR

Edit School Network Benchmark Structure
 Change the number of categories, category names, or minimum proficiency level for all

Number of Categories: <input type="text" value="4"/>	Minimum Proficiency Level
Category	
■ At/Above Benchmark	<input checked="" type="radio"/>
■ On Watch	<input type="radio"/>
■ Intervention	<input type="radio"/>
■ Urgent Intervention	<input type="radio"/>

Edit school network cut scores if you wish to alter the default values which are widely accepted national recommendations:

- At/Above Benchmark: 40 PR
- Intervention: 16 PR
- Urgent Intervention: 6 PR

Review current benchmark structure with options to display between 2 and 5 benchmark categories, change category names, or set the minimum proficiency level.