Setting Targets in STAR™ to Monitor Progress

What is the purpose of target setting in STAR?

Targets are set in STAR™ for short-term progress monitoring of a student's overall performance in reading, maths or early literacy. By setting a target and administering STAR as often as weekly, you can compare a student's scaled score to the target. STAR provides moderate and ambitious target options to help you set a reasonable, appropriate target. For step-by-step instructions, see pages 2-3.
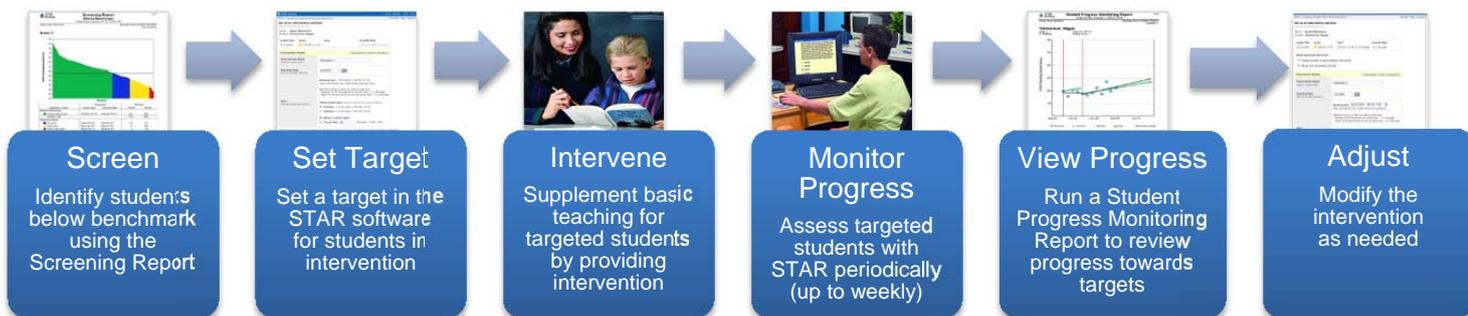
For which students are STAR targets set?

In STAR, targets are set for students when there is a need to closely monitor student growth toward a target. Targets are most commonly set for students who have scored below benchmark and are receiving additional instruction or intervention to help them catch up. Sometimes teachers set a target in order to evaluate the effect of a new instructional approach on a student's overall reading or maths achievement. A teacher might also choose to set a target to monitor a student who is not currently in an intervention but may need to be placed in one because he or she is struggling with the core curriculum.

As you select students for whom you will set targets, think about how often you will review and respond to their data. Setting targets in STAR only makes sense if you intend to assess a student multiple times during an intervention and adjust instruction based on that data. If this is not the case, evaluate progress using other STAR reports or by referring to the document titled "Benchmarks, Cut Scores and Growth Rates," which is in the Resources section of the software.

How do STAR targets fit within a Response to Intervention framework?

Teachers often set targets for students in intervention to determine the effectiveness of an intervention for a particular student. As shown below, target setting is one way STAR can help you implement the RTI process.

Screen	Set Target	Intervene	Monitor Progress	View Progress	Adjust
Identify students below benchmark using the Screening Report	Set a target in the STAR software for students in intervention	Supplement basic teaching for targeted students by providing intervention	Assess targeted students with STAR periodically (up to weekly)	Run a Student Progress Monitoring Report to review progress towards targets	Modify the intervention as needed

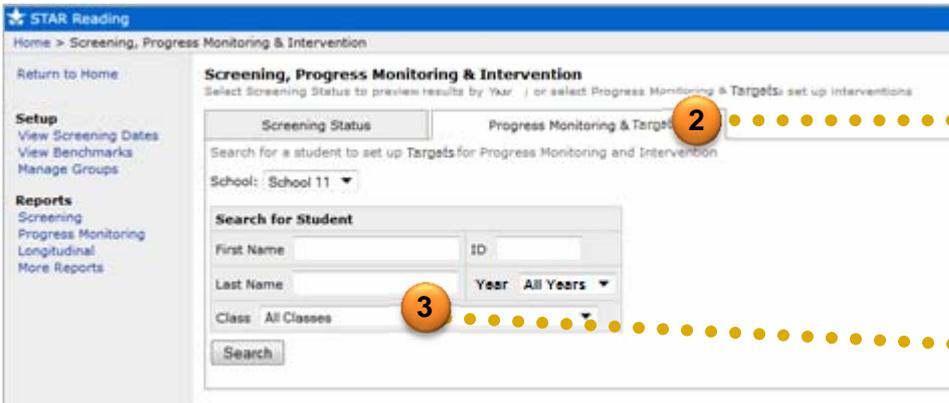## What are the benefits of STAR target setting?

Setting targets in STAR enables you to put the power of our data behind your decisions about student performance.

- **Use growth modeling to provide a target.** Having a realistic, research-based target against which to measure progress helps you gauge the student's response to intervention.

- **Set intermediate targets.** Reaching benchmark can take time. By setting intermediate targets, you can see if a student is improving at a pace that will move him toward benchmark.

- **View student progress with a statistically calculated trend line.** The STAR software statistically calculates the slope and position of the trend line based upon student scaled scores and displays it on the report. This is preferable to guessing or "eyeballing" the direction scores are trending.

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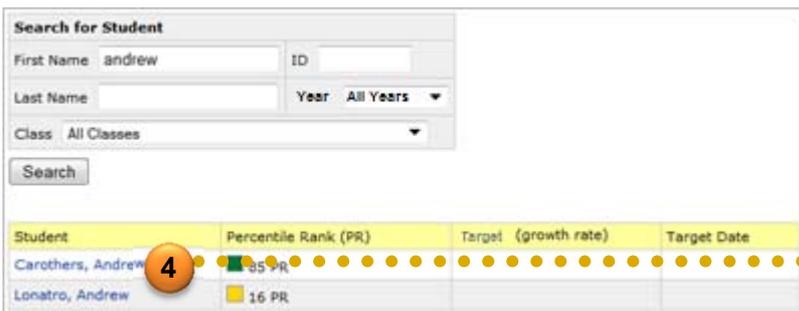
Where are targets set in the STAR software?

STAR Reading™

> Screening, Progress Monitoring & Intervention   **1**
> Reports
> Preferences
> Resources

1. **Click the Screening, Progress Monitoring & Intervention link** under the STAR assessment.

STAR Reading

Home > Screening, Progress Monitoring & Intervention

Return to Home

Screening, Progress Monitoring & Intervention
Select Screening Status to preview results by Year | or select Progress Monitoring & Targets, set up interventions

Setup
View Screening Dates
View Benchmarks
Manage Groups

| Screening Status | Progress Monitoring & Target   **2** |

Search for a student to set up Targets for Progress Monitoring and Intervention

School: School 11 ▾

Reports
Screening
Progress Monitoring
Longitudinal
More Reports

Search for Student

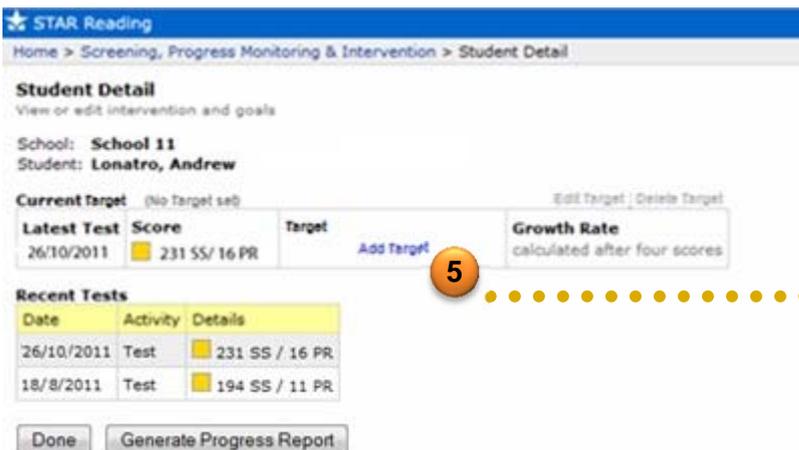| First Name | | ID | |
| Last Name | | Year | All Years ▾ |
| Class | All Classes   **3** | | ▾ |

[Search]

2. **Select the Progress Monitoring and Target tab** if needed.

3. **Search for the student** you want to set a goal for. Choose to search by Name, ID, Year Group or Class.

Search for Student

First Name	andrew	ID	
Last Name		Year	All Years ▾
Class	All Classes		▾

[Search]

Student	Percentile Rank (PR)	Target (growth rate)	Target Date
Carothers, Andrew **4**	85 PR		
Lonatro, Andrew	16 PR		

4. **Click on the name of the student** to see scores from recent tests. The score from the most recent test is shown, along with any information from previous goals set.

STAR Reading

Home > Screening, Progress Monitoring & Intervention > Student Detail

Student Detail
View or edit intervention and goals

School: **School 11**
Student: **Lonatro, Andrew**

Current Target (No Target set)   Edit Target | Delete Target

Latest Test	Score	Target		Growth Rate
26/10/2011	231 SS/ 16 PR	Add Target **5**		calculated after four scores

Recent Tests

Date	Activity	Details
26/10/2011	Test	231 SS / 16 PR
18/8/2011	Test	194 SS / 11 PR

[Done] [Generate Progress Report]

5. **Click Add Target** to set a target for the student. Instructions for setting a target continue on the next page.

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How do you set targets in the STAR software?

Follow the steps below to record information about the intervention and set a target.

STAR Reading

Manage Targets
Define an interventi

School: **School 1**
Student: **Lonatro,**

Latest Test	Sco
26.10/2011	2

Intervention Details

Interpretation & Recommendations

Intervention Name
Appears in report details

Target End Date
Used for SS/week calculation   15/5/2012

Starting test: 26/10/2011 - 231 SS / 16 PR
(Sets interve... line; starts trend and goal lines)

Reference points to help you select a target type:
- Maintain 16 P... throughout the school year = 2.2 SS/week
- Reach 40 P... chmark by the end of the school year = 5.5 SS/week

Select a target type (based on students who scored similarly*)
- Moderate: 3.1 SS/week = 321 SS / 21 PR
- Ambitious: 4.7 SS/week = 367 SS / 32 PR

Expected growth rate and score

...efine a custom target:
Growth Rate

of students who started at the 16 PR were able to achieve a Moderate
...ve an Ambitious growth rate or better. Set an appropriate goal for this

...ve...

1. Name the intervention as you want it to appear on reports. For example, you might enter the name of the program (such as, "Accelerated Maths™ 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.

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 target you set will most likely be between these two rates.

Moderate Target: Based on national data for students with similar starting scores, expect 50% of students to maintain this rate of growth and reach this goal.

Ambitious Target: Expect 25% of students to maintain this rate of growth and reach this goal.

Custom Target: Define a custom goal if neither the moderate nor ambitious goal seems attainable. The goal may be a growth rate (in SS per week) or an ending SS or PR.

6. Click Save when satisfied with your choices.

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 Target 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.

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.

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