RENAISSANCE LEARNING™

Setting Goals in STAR™ for Progress Monitoring

What is the purpose of goal setting in STAR?

Progress monitoring goals are set in STAR for short-term monitoring of a student's overall performance in reading, math, or early literacy. By setting a goal and administering STAR as often as weekly, you can compare a student's scaled score to the desired performance level. STAR provides a number of goal options to help you set a reasonable, appropriate goal. For step-by-step instructions, see pages 2-3.
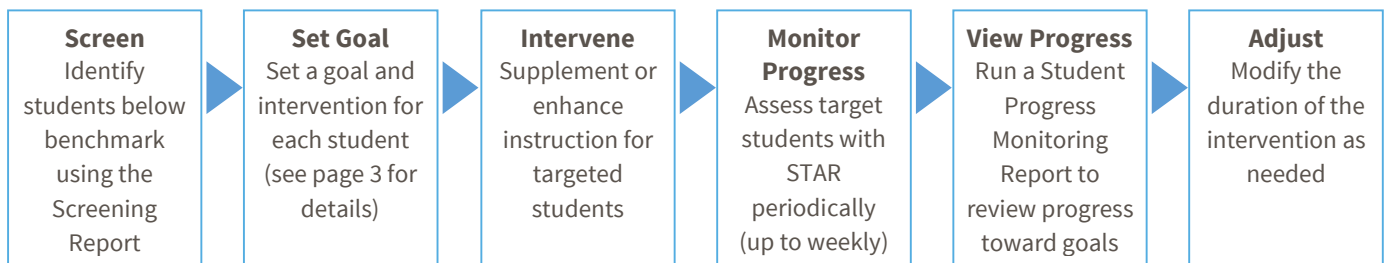
For which students are progress monitoring goals set?

Progress monitoring goals are set for students when there is a need to closely monitor student growth toward a target. Goals 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 goal in order to evaluate the effect of a new instructional approach on a student's overall reading or math achievement. A teacher might also choose to set a goal to monitor performance of a student who is not meeting expectations for growth.

As you select students for whom you will set goals, think about how often you will assess students, review results, and respond to data. Setting progress monitoring goals makes sense if you intend to assess a student using STAR multiple times while in intervention and track student progress tied to that intervention. If this is not the case, another option is to set goals in the Reading or Math Dashboard and evaluate progress using dashboard data or other STAR reports.

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

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

| **Screen** Identify students below benchmark using the Screening Report | ▶ | **Set Goal** Set a goal and intervention for each student (see page 3 for details) | ▶ | **Intervene** Supplement or enhance instruction for targeted students | ▶ | **Monitor Progress** Assess target students with STAR periodically (up to weekly) | ▶ | **View Progress** Run a Student Progress Monitoring Report to review progress toward goals | ▶ | **Adjust** Modify the duration of the intervention as needed |

## What are the benefits of setting RTI goals in STAR?

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

- **Choose from a variety of growth options based upon Student Growth Percentiles (SGP).** Dr. Damian Betebenner's well-known SGP model compares the growth of students with a similar score history to provide a variety of research-based goal options.
- **Set goals related to state proficiency (when available).** Review goal options specific to a student's state proficiency category and your expectations for growth—"catch up" to reach proficiency, "keep up" to remain proficient, "move up" to a level above proficiency, or "stay up" to maintain a higher proficiency level.
- **Track progress within interventions.** Evaluate the effectiveness of multiple intervention or instructional strategies by comparing actual growth to expected growth.
- **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.

RENAISSANCE LEARNING
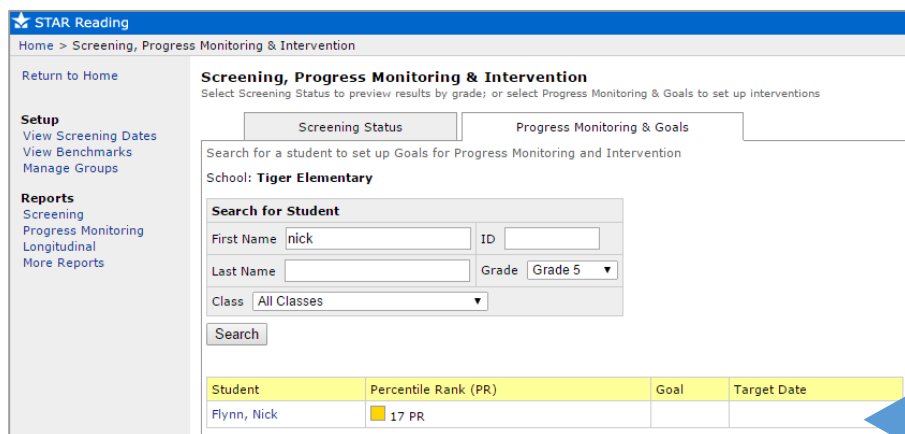
Where are goals set in the STAR software?
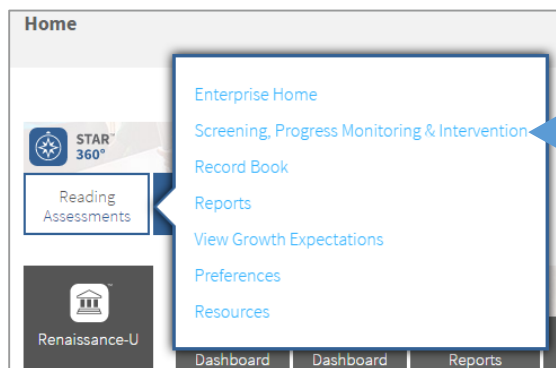
1. Click the Screening, Progress Monitoring & Intervention link under the Reading, Math, or Early Literacy Assessments tab.
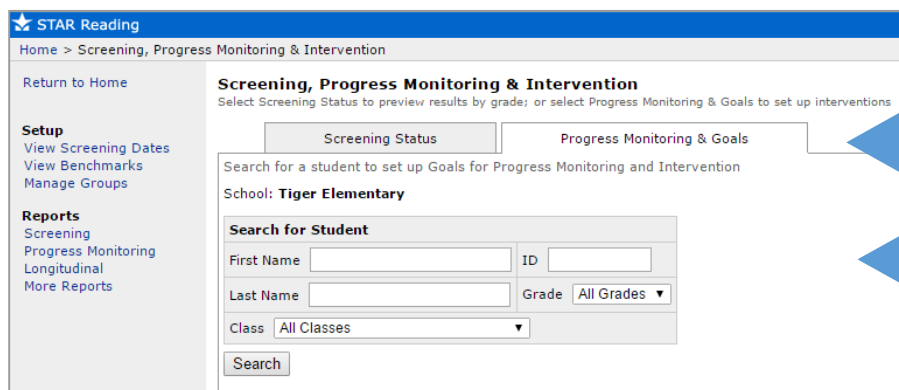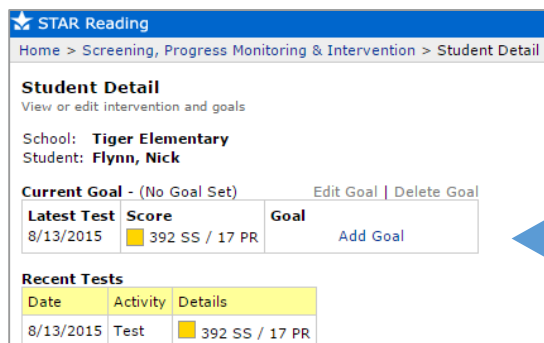

2. Select the Progress Monitoring and Goals tab if needed.

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

4. Click the name of the student to see scores from recent tests. The student's benchmark category and percentile rank for the most recent test are shown, along with any information from previous goals set.

5. Click Add Goal to set a goal for the student. Instructions for setting a goal continue on the next page.

RENAISSANCE LEARNING™

How do you set goals in the STAR software?

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

STAR Reading

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

Manage Goals
Define an intervention and set a goal

School: **East Elementary School**
Student: **Nevitt, Logan**

Latest Test	Score	Goal
8/13/2015	258 SS / 24 PR	--

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").

Intervention Details

Intervention Name
Appears in report details

Goal End Date
Used for SS/week calculation

5/27/2016

2. Set the goal end date for the intervention period. Choose a date close to the end of the school year, term, or length you anticipate the intervention will last. 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. Select the test date closest to when the intervention started (if more than one test is available).

Starting test: 8/13/2015 - 258 SS / 24 PR
(Sets intervention line; starts trend and goal lines)

4. Click Calculate Goal below.

Goal
Expected growth rate and score

5. Select the goal type, which represents the rate of growth you anticipate the student can maintain during the intervention period.

Select a goal type (based on students who scored similarly*)
- ● Moderate: 50 SGP = 2.9 SS/week = 378 SS
- ○ Moderately Ambitious: 66 SGP = 4.0 SS/week = 422 SS
- ○ Catch Up/Keep Up: 1.2 SS/week = 306 SS
- ○ Stay Up/Move Up: Cannot be calculated

Or define a custom goal:
- ○ Scaled Score ▼ [   ]

*National growth data indicate that about 50% of this student's academic peers (those with a similar score history in the same grade) were able to achieve or exceed the amount of growth indicated by the "Moderate" rate, and about 34% were able to achieve or exceed the "Moderately Ambitious" rate. "Catch Up/Keep Up" refers to the amount of growth necessary for the student to reach the estimated threshold for Proficient by the time of the spring state test. "Stay Up/Move Up" refers to the amount growth necessary for the student to reach the estimated threshold above Proficient.

Click here to Learn More

[Cancel] [Calculate Goal] [Save]

Moderate Goal: Based on national data for same-grade students with a similar score history, expect 50% of students to reach or exceed this rate of growth with this goal option.
Moderately Ambitious Goal: Expect 34% of students to reach or exceed this rate of growth with this goal option.
Catch Up/Keep Up Goal: For students below state proficiency, this option reflects the growth needed to reach proficiency ("catch up"). For students at or above state proficiency, this option describes the growth needed to stay within their proficiency category ("keep up").
Stay Up/Move Up Goal: For students scoring within the state proficiency category but below the next higher category, this option shows the growth needed to move up to the higher category ("move up"). For students who are already scoring in the category above proficient, this option shows the growth needed to remain in this proficiency category ("stay up").
Custom Goal: Define a custom goal if none of the other goal options seem appropriate. The goal may be a growth rate (SS/week) or an ending SS or PR.

4. Click Calculate Goal to view the scaled scores per week and ending scaled score for the intervention period related to each goal type available.

6. Click Save when satisfied with your choices.

Note: Catch up/Keep Up and Stay Up/Move Up goal options are not always available for students depending on the availability of state cut scores for the student's grade level and where the student scores in relation to proficiency categories.

Considerations when choosing a goal: When determining which goal 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 goal later if you determine the growth rate you originally selected was not a realistic choice.