Some positives I've learned and took into consideration when looking at the STAR assessments. I can clarify any of these if needed:

The purpose of the STAR Reading and Math assessments is to provide information to teachers about student growth and student achievement in grade K–12. The assessments are taken by students, and they are scored automatically by the software. To monitor students' progress, teachers and administrators are allowed to view and print a number of reports at the individual, classroom, and grade level and then give instructions to individuals and to high stakes testing requirements. A variety of district level reports are also available.

- STAR finally has all four of the components we need for Reading and Math, approved by KDE for the Read to Succeed and Numeracy Acts
- One platform for everything- no switching between 3 or 4 different platforms for teachers
- The actual overall testing times are lower than other assessments offered by KDE- this time then can be given back to all teachers (classroom, special ed, EL) for classroom instruction (see average completion times below)

⏱ **Average Completion Times**

- *Star Reading Screener: Approximately 15 minutes- MAP and I Ready listed as approximately 45 min per test (whole group assessment)*
- *Star Reading Diagnostic: 1 minute per test- MAP listed as time varies and I Ready listed as 15 min per test (the diagnostics are one-on-one assessments)*

- *Star Math Screener: Approximately 25-30 minutes- MAP listed as 45 min and I Ready listed as 25-60 min per test (whole group assessment)*
- *Star Math Diagnostic: 1 minute per test- MAP listed as time varies and I Ready listed as 15 min per test (the diagnostics are one-on-one assessments)*

- STAR Reading and Math are both adaptive assessments. Adaptive assessments do not get readers for reading assessments, only for the math section. Therefore, time will be saved during testing for special ed, regular ed and EL teachers giving accommodations- adds additional instructional time for these students and teachers
- Offers progress monitoring which can be used for MS and HS intervention groups so that teachers would not need to create their own assessments to check progress

- Cuts time needed by elementary teachers with <u>benchmarking and progress monitoring</u>. The STAR screening reliably identifies students who need progress monitoring in elementary for reading and math and those who do not- which will decrease the number of students needing the diagnostic and time is given back to instruction
- Saves time for interventionists- elementary interventionists will no longer need to create and update intervention data graphs for students manually. STAR has made improvements to the graphs we needed and will now be generated automatically in the system. I know this will save on hours of work outside of the instructional day.
- All four STAR assessments meet KDE criteria for validity and reliability. Both MAP and I Ready screeners proved reliable and valid, but their diagnostics were approved by KDE with 'reservation due to lack of evidence for reliability and/or validity.'

Contract for all STAR products and training each year for all schools

Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-196969 v1

Covington Independent Public Schools - 96771

Primary Contact	**Billing Contact**
Sherry Lindberg	Sherry Lindberg
Email - sherry.lindberg@covington.kyschools.us	Email -
25 E 7th St	sherry.lindberg@covington.kyschools.us
Covington, KY 41011-2401	25 E 7th St
	Covington, KY 41011-2401

Quote Summary	
School Count: 9	
Renaissance Products & Services Total	$59,652.50
Estimated Sales Tax	$0.00
Grand Total	**USD $59,652.50**

This quote includes: Services and Star.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Covington Independent Public Schools
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 28-May-2025	Date:

Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive Karen Winn at (256) 283-1935. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate

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<div align="right">

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Q-196969 v1

</div>

applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.
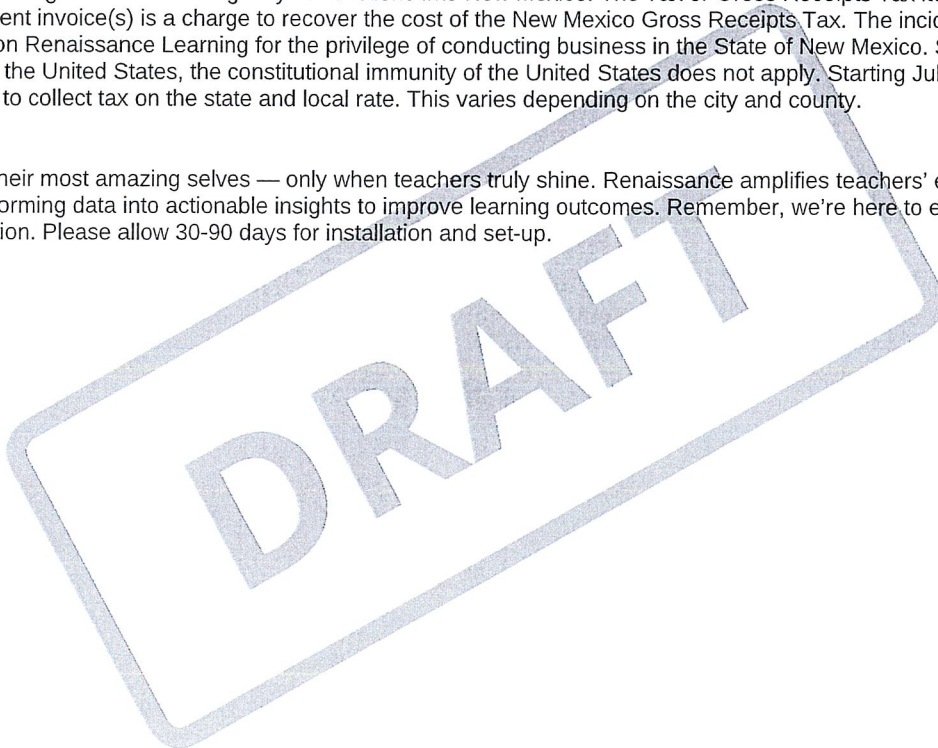
DRAFT

Renaissance
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Quote Details

Glenn O Swing Elementary School

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Essential Suite Subscription	430	$12.85	$5,525.50
		Quote Year 1 Subtotal	**$5,525.50**
		Glenn O Swing Elementary School Total	**$6,275.50**

Holmes High School

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Essential Suite Subscription	960	$12.85	$12,336.00
		Quote Year 1 Subtotal	**$12,336.00**
		Holmes High School Total	**$13,086.00**

Holmes Middle School

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Essential Suite Subscription	700	$12.85	$8,995.00
		Quote Year 1 Subtotal	**$8,995.00**
		Holmes Middle School Total	**$9,745.00**

John G Carlisle Elementary School

Renaissance

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Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Essential Suite Subscription	385	$12.85	$4,947.25
		Quote Year 1 Subtotal	**$4,947.25**
		John G Carlisle Elementary School Total	**$5,697.25**

Latonia Elementary School

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Essential Suite Subscription	270	$12.85	$3,469.50
		Quote Year 1 Subtotal	**$3,469.50**
		Latonia Elementary School Total	**$4,219.50**

Ninth District Elem School

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Essential Suite Subscription	365	$12.85	$4,690.25
		Quote Year 1 Subtotal	**$4,690.25**
		Ninth District Elem School Total	**$5,440.25**

Sixth District Elementary School

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			

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Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**

Star Assessments

Quote Year 1   01-Aug-2025 – 31-Jul-2026

Star Essential Suite Subscription	500	$12.85	$6,425.00
		Quote Year 1 Subtotal	**$6,425.00**
		Sixth District Elementary School Total	**$7,175.00**

Transformational Learning Center

Products & Services	Quantity	Unit Price	Total

Platform

Quote Year 1   01-Aug-2025 – 31-Jul-2026

Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**

Star Assessments

Quote Year 1   01-Aug-2025 – 31-Jul-2026

Star Essential Suite Subscription	40	$12.85	$514.00
		Quote Year 1 Subtotal	**$514.00**
		Transformational Learning Center Total	**$1,264.00**

Covington Independent Public Schools

Products & Services	Quantity	Unit Price	Total

Data Integration Services

Quote Year 1   01-Aug-2025 – 31-Jul-2026

Custom Data Integration Maintenance	1	$3,000.00	$3,000.00
		Quote Year 1 Subtotal	**$3,000.00**

Onsite Training Services

Quote Year 1   01-Aug-2025 – 31-Jul-2026

6 Hour Onsite Day	1	$3,750.00	$3,750.00
		Quote Year 1 Subtotal	**$3,750.00**
		Covington Independent Public Schools Total	**$6,750.00**

4 pages- Includes summaries provided by the state:

-STAR <u>Reading</u> Screener and Diagnostic

-STAR <u>Math</u> Screener and Diagnostic

STAR Literacy Assessments
Renaissance

Universal Screener

Variable	Details
Description	**Star Early Literacy** is a computer adaptive assessment of foundational reading, language and vocabulary for grades K-3. **Star Reading** is a computer-adaptive assessment of reading comprehension and overall reading achievement for students in grades K-12.
Assessment Type	Universal Screener
Cost	$5.20 per student
Frequency	3-5 times per year
Length	Star Early Literacy- approximately 12 minutes, on average Star Reading- approximately 20 minutes, on average
Delivery Method	Group administered, Online
Languages Available	English and Spanish
Norms Available	Both English and Spanish
Benchmarks Available	Yes – Default benchmarks aligned to National RTI and customizable benchmarks available at the school and district level
Classification Accuracy	Meets or Exceeds KDE Criteria of area under curve .7
Validity	Meets or Exceeds KDE Criteria of .7
Reliability	Meets or Exceeds KDE Criteria of .6
Technical Information	STAR Reading Summary of Technical Information
Skills Assessed	**Star Early Literacy** Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, Sentence Level Comprehension, Paragraph Level Comprehension **Star Reading** Reading Comprehension: Literature, informational text and language skills
Professional Development/Training	Virtual- $450 per customized 90-minute session On-site- (6 hours) $3,000 per customized session On Demand modules- Free
Website	Renaissance website
Contact Information	Crystal D. Bell crystal.bell@renaissance.com O (606)766-5626 C (606)425-9168

Kentucky Department of
EDUCATION

KY READS TO **SUCCEED**

STAR CBM Reading Renaissance

Diagnostic

Variable	Details
Description	Star CBM Reading is part of the STAR suite of assessments that offers efficient and accurate curriculum-based measures for diagnostic assessment. Selected measures are recommended by grade-level to assess phonemic awareness, phonics, encoding, fluency and rapid automatic naming.
Assessment Type	Norm referenced
Grades	K-3
Cost	$3.50 per student
Length	CBMs take one minute to administer, per student, per measure
Delivery Method	Online, remotely, print or in hybrid format, with the teacher on a device and student using paper
Languages Available	English and Spanish (Star CBM Lectura—authentic Spanish CBM measures)
Classification Accuracy	Meets or Exceeds KDE Criteria of area under curve .7
Validity	Meets or Exceeds KDE Criteria of .7
Reliability	Meets or Exceeds KDE Criteria of .6
Technical Information	Star CBM 2023 Technical Manual
Skills Assessed	Kindergarten—phoneme segmentation, letter sounds, receptive nonsense words, sight and high-frequency words, encoding, letter naming (timed, for rapid automatic naming) Grade 1—Expressive nonsense words, sight and high-frequency words, passage oral reading, encoding, letter naming (timed, for rapid automatic naming) Grade 2—Expressive nonsense words, sight and high-frequency words, passage oral reading, encoding Grade 3— Sight and high-frequency words, passage oral reading, encoding
Professional Development/Training	Free self-directed training using videos and help files In person and remote trainings: $300—60 min remote (up to 30 people) $450—90 min remote (up to 30 people) $3,000—onsite all day (up to 30 people)
Website	https://www.renaissance.com/products/star-cbm/ https://www.renaissance.com/products/star-cbm-lectura/
Contact Information	Dawn Katte dawn.katte@renaissance.com (859) 967-9508

Kentucky Department of EDUCATION

KY READS TO SUCCEED

Star Math
Renaissance

Universal Screener

Variable	Details
Description	The Star Math computer-adaptive assessment provides for screening and measuring students' mathematical abilities in grades K–12,
Assessment Type	Universal Screener for K-12
Cost	$5.41 per student.
Frequency	3 times per year (optional windows up to 10)
Length	25-30 minutes
Delivery Method	Star Math is a computer-based, computer-adaptive test. Scores are automatically generated immediately after a student completes a test. Star Math can be administered three times per year for screening purposes in the fall, winter, and spring. Kentucky districts and schools can select their own screening windows (up to ten) with longer seasonal windows as needed. Star Math may also be administered more frequently for additional screening and progress monitoring.
Languages Available	English/Spanish
Norms Available	Yes
Benchmarks Available	Yes –Score definitions
Classification Accuracy	Meets or Exceeds KDE Criteria of area under curve .7
Validity	Meets or Exceeds KDE Criteria of .7
Reliability	Meets or Exceeds KDE Criteria of .6
Technical Information	Star Assessments for Math Technical Manual
Skills Assessed	Numbers and Operations; Geometry and Measurement; Data Analysis, Probability, and Statistics; and Algebra. For the full range of skill areas within the four Star Math domains, refer to the Star Math Blueprint Skills on pages 106–139 of the Star Math Technical Manual.
Professional Development/Training	• 60-minute remote session (up to 30 participants) – $450.00 • 90-minute remote session (up to 30 participants) – $600.00 • One day on-site training (up to 30 participants) – $3,750.00
Website	Renaissance Star Math
Contact Information	Ron Lestock ron.lestock@renaissance.com (239) 452-0313

Star CBM Math
Renaissance

Diagnostic

Variable	Details
Description	Star CBM Math is a diagnostic assessment that measures students' foundational numeracy development with seven measures: Numeral Recognition, Quantity Comparison, Addition to 10, Addition to 20, Subtraction from 10, Mixed Addition and Subtraction, and Multiplication to 100.
Assessment Type	Diagnostic Assessment for K-3
Cost	Star CBM Math is available at $4.35 per student license.
Length	One-minute measures
Delivery Method	Star CBM Math measures are brief, one-minute measures that are administered one-on-one. Measures can be administered in print, online, or mixed (teacher online and student on paper) format.
Languages Available	English/Spanish
Classification Accuracy	Meets or Exceeds KDE Criteria of area under curve .7
Validity	Meets or Exceeds KDE Criteria of .7
Reliability	Meets or Exceeds KDE Criteria of .6
Technical Information	Star CBM Technical Manual
Skills Assessed	• Numeral Recognition (grades K–1) • Quantity Comparison (grades K–1) • Addition to 10 (grades 1–2) • Addition to 20 (grade 2) • Subtraction from 10 (grades 2–3) • Mixed Addition and Subtraction (grade 3) • Multiplication to 100 (grade 3)
Professional Development/Training	• 60-minute remote session (up to 30 participants) – $450.00 • 90-minute remote session (up to 30 participants) – $600.00 • One day on-site training (up to 30 participants) – $3,750.00
Website	CBM Assessments for Early Learners	Star CBM
Contact Information	Ron Lestock ron.lestock@renaissance.com (239) 452-0313

Kentucky Department of
EDUCATION

KY NUMERACY COUNTS

Additional STAR literature for your information

Renaissance
See Every Student.

Using Renaissance Assessments to Meet Kentucky Read to Succeed Requirements

Overview

Kentucky's Read to Succeed Act (Senate Bill 9) requires superintendents to select at least one reliable and valid universal screener for reading for students in grades K-3; and at least one reliable and valid reading diagnostic assessment administered as part of a multi-tiered system of supports for students in grades K-3. This document provides guidance for how to use Renaissance assessments to meet Kentucky's universal screening and diagnostic requirements. Renaissance assessments have been reviewed by the Kentucky Department of Education and approved as follows:

Approved Screening Assessments
Star Early Literacy or Star Reading* (K-3)
FastBridge Assessments (K-3)

Approved Diagnostic Assessments
Star CBMs (K-3)
Star Phonics (1-3)

Step 1: Screen all K-3 students with Star or FastBridge

Kentucky requires that all students K-3 are screened three times per year to assess their performance on the essential components of reading. The first screening must occur within the first 45 days (kindergarten) or first 30 days (grades 1-3) of the school year.

The following charts include the assessments and benchmarks for FastBridge or Star as screening assessments to support early literacy development of K-3 students.

FastBridge

Grade	Assessment	At Risk Benchmark
K-1	earlyReading composite[1]	Below 40th PR
2-3	aReading	Below 40th PR

Star

Grade	Assessment	At Risk Benchmark
K-3	Star Early Literacy or Star Reading[2]	Below 40th PR

---

[1] Detailed FASTtrack Assessment List by Season and Grade Level
[2] Guidance for determine when to administer Star Early Literacy or Star Reading

Viewing Screening Data with Star or FastBridge

Students falling below the 40th percentile on Star Early Literacy, Star Reading, the FastBridge earlyReading composite, or FastBridge aReading may be at risk of reading difficulties. Kentucky educators use this benchmark for universal screening to determine which students should be further assessed with the approved diagnostic assessments and placed in interventions.
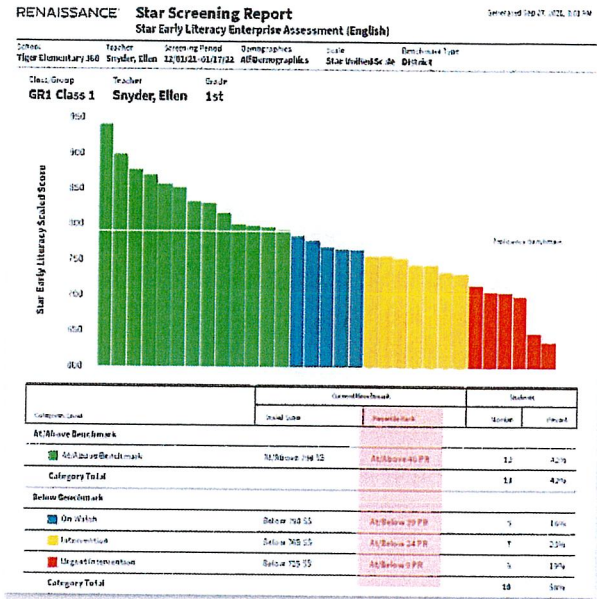
Viewing data from Star Assessments

Star Screening Report *(recommended for all users: administrators, coaches, specialists, and teachers)*

The Star Screening Report provides an overall count and percentage by grade, group, or class of students in each benchmark category, plus a list of individual students and scores. Select District Benchmarks when setting parameters for running this report.

> The **default benchmarks** for Star Early Literacy and Star Reading are set in the following categories.
>
> - Green – At/Above (40 PR and above)
> - Blue – On Watch (25-39 PR)
> - Yellow – Intervention (10-24 PR)
> - Red – Urgent Intervention (1-9 PR)
>
> Districts can adjust benchmark structures as desired.

Star Record Book *(recommended for teachers)*

The Star Record Book is a great starting point for teachers to check student performance on Star assessments. It shows overall scores, benchmarks, and any fidelity indicators (i.e., students who took the test too quickly), and it is the hub for creating groups, setting goals for progress monitoring, and viewing instructional recommendations for a group or individual student.

Use the Latest Assessments tab to identify students at risk. Those falling below 40 PR are considered at risk.

Viewing data from FastBridge

Group Screening Report *(recommended for all users: administrators, coaches, specialists, and teachers)*

The Group Screening Report shows class- or grade-wide graphs and data for teachers, and school- and district-wide graphs and data for leaders. This report can be run for earlyReading (K-1) and aReading (2-3) which are the approved FastBridge assessments for universal screening.
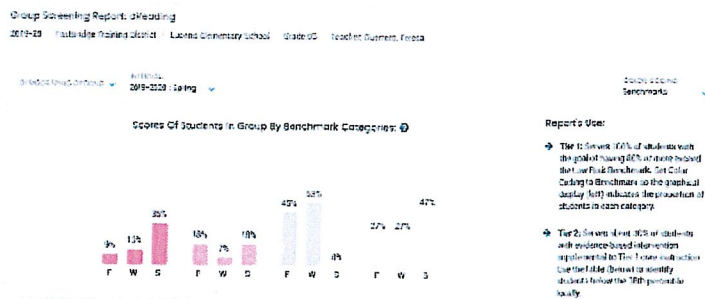
Scroll to the bottom of the report to view the information shown below.

Student Name		Fall Score	Winter Score	Spring Score	Group %ile	School %ile	District %ile	National %ile
Emaily Gray				517	N/A	N/A	N/A	70
		498	515	!! 488	N/A	N/A	N/A	18
		505	503	555	N/A	N/A	N/A	99
	!!!	488	551	N/A	N/A	N/A	99	
		458	503	!! 445	N/A	N/A	N/A	2
		509	515	518	N/A	N/A	N/A	72
		504	504					
		503	511	532	N/A	N/A	N/A	92
			512	575	N/A	N/A	N/A	99
			504	!! 489	N/A	N/A	N/A	20
	!!! 442		!! 483	N/A	N/A	N/A	15	
	!! 408	!! 485	!!! 476	N/A	N/A	N/A	12	
West, Geffery	!! 405	510	!! 477	N/A	N/A	N/A	11	
Group Average		494.33	501.58	509.33				
Group Median		499.54	506.06	489.20				
Group Standard Deviation		19.26	17.78	39.72				
Group Min		441.65	459.23	444.53				
Group Max		500.48	510.58	574.88				

Spring Percentile Rank spans the Group, School, District, and National columns.

High Risk | Some Risk | Low Risk | College Pathway | N/A student assessed outside the screening window

Benchmarks in FastBridge are used to predict risk. Districts can adjust benchmark structures as desired.

Students showing a single or double exclamation mark are considered at risk and should be further assessed with Star CBM Reading or Star Phonics.

- High Risk: Below 15 PR
- Some Risk: 15–39 PR
- Low Risk: 40 PR and above
- Advanced: 71 PR and above (aReading only)

Additional considerations for determining risk levels

Before using data from Star or FastBridge as a primary indicator for deciding which students are at risk it is important to review the data and ask the following questions:

- Were the assessments administered with fidelity? See the Resources section (p. 6 of this document) for more information on test administration.
- Are there any indicators that a student did not do their best work on an assessment and may need to retake it?
- Does the data generally make sense in the context of what teachers know about their students?
- Were the correct assessments administered to the correct grade levels? Did the student take the assessments most appropriate for their ability?

Step 2: Assess students identified as "at risk" via approved diagnostic (Star CBM K-3 and/or Star Phonics 1-3)

According to the Kentucky website, "Diagnostic assessments for reading are used to provide more in-depth information of an individual student's specific skills. Diagnostic assessments help teachers identify the skill deficits to effectively guide the next steps for instruction and intervention. Not all students need this type of in-depth reading assessment, but diagnostic data is most important for struggling and at-risk readers."

Star CBM Reading

The table below identifies which Star CBM Reading measures have been approved to further assess student performance on the skills suggested in Kentucky. Schools should select measure(s) as needed for interventions, instruction, and reading intervention plans.

Star CBM approved measures and literacy domain alignment

	Kindergarten	Grade 1	Grade 2	Grade 3
Star CBM Reading Measures	• Phoneme Segmentation • Letter Sounds • Receptive Nonsense Words • Sight/High-Frequency Words • Encoding • Letter Naming (Timed for Rapid Automatic Naming)	• Expressive Nonsense Words • Sight/High-Frequency Words • Encoding • Passage Oral Reading • Letter Naming (Timed for Rapid Automatic Naming)	• Expressive Nonsense Words • Sight/High-Frequency Words • Encoding • Passage Oral Reading	• Sight/High-Frequency Words • Encoding • Passage Oral Reading

Use data from Star CBM Reading measures to gauge student performance in essential domains of literacy. Insight of student achievement levels in these critical areas of reading should guide next steps for instruction and intervention.

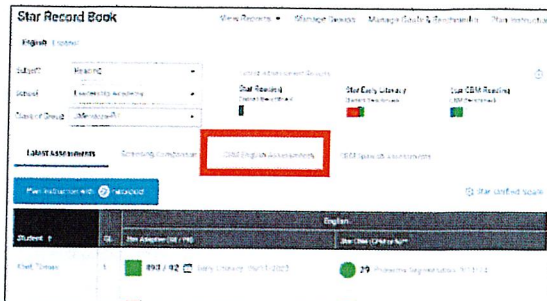| Literacy domain	Star CBM Reading Measure
Phonemic Awareness	Phoneme Segmentation
Phonics	Letter Sounds
	Receptive Nonsense Words
	Expressive Nonsense Words
Fluency	Sight/High-Frequency Words
	Passage Oral Reading
Vocabulary	(Use universal screening data)
Comprehension	Passage Oral Reading[3] and/or universal screening data
Encoding	Encoding
Rapid Automatic Naming	Letter Naming (timed for fluency)

---

[3] There is robust research that a student's score on a passage oral reading measure is a comprehension score. Shin and McMaster's (2019)[3] meta-analysis of relations between CBM reading measures and reading comprehension on state achievement tests is perhaps most useful. Out of a sample of 61 studies measuring the correlation between CBM Passage Oral Reading and state assessments, Shin and McMaster report 59 contain an average correlation of .63, between CBM Passage Oral Reading and state assessments. This finding replicates earlier analyses of relations between CBM Passage Oral Reading and comprehension on state achievement tests.

In addition, educators could consider administering Star Reading as a quick, direct indicator of reading comprehension.

Administering Star CBM and viewing data

The CBM English Assessments tab in the Star Record Book is where teachers access Star CBM data and launch the administration for each measure. For information on how to administer measures in Star CBM Reading, visit Smart Start for Star CBM.

The "at-risk" benchmark for all Star CBM measures is below 40 PR (red and blue categories).

Star CBM scores are shown in Correct Per Minute (CPM) or accuracy scores while the colors represent benchmark categories. Star CBM benchmarks cannot be edited. See Star CBM Score and Benchmark Tables for more on how percentile ranks relate to CPM scores.
- Green – At/Above (40 PR and above)
- Blue – On Watch (20-39 PR)
- Red – Intervention (1-19 PR)
- Gray – Assessed outside of normed grade levels (benchmarks not reported)

Click the **Encoding, Rapid Naming** button to administer or view Encoding data.

General guidelines for interpreting Star CBM data

1. A solid gray background is an indicator of risk for measures that don't have norms and benchmarks for a grade or season. A green checkmark next to the score indicates the score would fall within the At/Above Benchmark category in the nearest grade and season where benchmarks exist for the measure and the student is likely ready for a more difficult skill. See Star CBM Score and Benchmark Tables for more information on normed measures.

2. If more than one reading area is identified as at risk, focus on the most foundational or "easiest" skills first and then move up to the next set of skills when the first set is mastered. For example, if a 2nd grade student scores at the risk level in both Phoneme Segmentation (Phonemic Awareness) and Expressive Nonsense Words (Phonics), teachers may choose to focus on Phonemic Awareness until the student is ready to move onto Phonics. The image below shows the order of difficulty of the Star CBM measures from left to right.

Student ↑	GL	Goal	Letter Naming Grade K	Letter Sounds Grades K - 1	Phoneme Segmentation Grades K - 1	Receptive Nonsense Words Grade K	Expressive Nonsense Words Grades 1 - 2	Passage Oral Reading Grades 1 - 6
Adams, Rhonda	1	...	49 ✓	38	12	12	...	... ⊕ Screen
Berganza, Iris	1	⊕ Add Goal	...	...	23	...	...	21

Easier ──────────────────→ More difficult

3. Star CBM measures (and/or Star Early Literacy or Star Reading) can be used for progress monitoring. They are all valid to administer as often as weekly for that purpose, but the frequency is best decided at the local level based on the intensity of the interventions provided. See Star Student Progress Monitoring Report and/or Goals and Star CBM for more information on progress monitoring in either assessment.

Star Phonics

Star Phonics (grades 1-3) is a web-based assessment that measures student mastery of 12 critical phonics categories and diagnoses up to 102 specific phonics skills. It provides teachers with insights into which phonics skills need instruction, intervention, and reading intervention plans.

Administering Star Phonics and viewing data

Star Phonics involves a very brief process that enables teachers to pinpoint exactly where a student needs help. Any score less than 3 in a phonics category that *has already been taught* indicates the student does not show mastery and should be considered for further diagnostic evaluation. For more information on how to administer Star Phonics, visit Smart Start for Star Phonics.

Begin by administering the Star Phonics screener. Use the Screener Classroom Matrix report to get a class view of how students are performing across 12 phonics categories at a glance.

Focus attention on student scores on **skills that have already been taught**. Where students score below 3, include those skills their Reading Improvement Plan (see below). Limit the number of skills to target to no more than three at one time.

Step 3: Reading Improvement Plans for students "at risk"

Students scoring below 40 PR (red and blue categories) in Star CBM Reading and/or not indicating mastery of skills that have been taught in Star Phonics should be considered for accelerated interventions to increase their rate of progress toward proficiency in reading. For these students, districts need to provide a Reading Improvement Plan (developed by a reading improvement team) that includes intensive instructional services, progress monitoring, and support. The Kentucky Department of Education (KDE) provides a Reading Improvement Plan template that can be used, or districts can choose to modify or create their own template as long as the relevant components are included.

Students falling in the red and blue categories for Star CBM require a reading improvement plan. The further students are from reaching the 40 PR (green) benchmark, the more intensive the supports and interventions need to be to help them achieve their goals.

Use the Star CBM Score and Benchmark Tables to identify how far students are from reaching benchmark for each measure.

- Green – At/Above (40 PR and above)
- Blue – On Watch (20-39 PR)
- Red – Intervention (1-19 PR)
- Gray – Assessed outside of normed grade levels (benchmarks not reported)

Additionally, caregivers for these students should receive a Read at Home Plan that shares information about current interventions and assessment results, as well as at-home activities designed to help support their child's reading skills development.

For more information on next steps, please see the Read to Succeed FAQ.

Additional Resources and Support

Assessment	Technical Resources	Training/Administration Resources
FastBridge	Benchmarks and Norms Research Behind FastBridge	FastBridge Teacher Certifications How to Get Started with FastBridge How to Interpret FastBridge Data How to Enhance Instruction with FastBridge
Star Early Literacy	Star Early Literacy Test Administration Manual Star Early Literacy Technical Manual Unified Benchmarks and Cut Scores	Smart Start for Star Assessments How to Get Started with Star How to Interpret Star Data How to Enhance Instruction with Star
Star Reading	Star Reading Test Administration Manual Star Reading Technical Manual Unified Benchmarks and Cut Scores	
Star CBM Reading	Star CBM Test Administration Manual Star CBM Reading Technical Manual Star CBM Score and Benchmark Tables	Smart Start for Star CBM How to Get Started with Star CBM How to Interpret Star CBM Data How to Enhance Instruction with Star CBM
Star Phonics		Smart Start for Star Phonics How to Get Started with Star Phonics How to Interpret Star Phonics Data How to Enhance Instruction with Star Phonics

Contacting Renaissance Support

- Phone: 1-800-338-4204
- Web Form: https://www.renaissance.com/request-support/
- Help Center: https://renhelpcenter.renaissance.com/
- Live Chat is available at Renaissance.com or on your Renaissance Home Screen

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See Every Student.

Using Star Assessments to Meet Kentucky Numeracy Counts Act Requirements

Overview

Beginning with the 2026-2027 school year, the Kentucky Numeracy Counts Act requires a state approved math universal screener be given in the first 30 calendar days to all students in Kindergarten through Grade 3. Students determined to be at risk for not meeting grade-level benchmarks shall be given a state approved math diagnostic assessment in the first 45 days of the school year. A math improvement plan shall be developed and implemented in the first 60 days of the school year by a math improvement team for any student identified as needing accelerated interventions to progress toward proficient performance in mathematics.

Beginning with the 2026-2027 school year, if a student's rate of progress toward proficient performance in math needs accelerated interventions as demonstrated by the results of an approved universal screener and mathematics diagnostic assessment, the local school district shall provide:

- Enrichment programs using evidence-based mathematics instruction and other strategies,
- Intensive instructional services, progress monitoring measures, and supports, and
- Parents and legal guardians of students identified for accelerated interventions in mathematics with information on how to encourage mathematics success at home.

Approved Assessments

Star Assessments are approved by the Kentucky Department of Education for screening (Star Math) and diagnostic testing (Star CBM Math).

Screening

Star Math (K-3): Star Math is a reliable, valid, and efficient computer adaptive test for grades K-12. The assessment takes 20-30 minutes to complete. Star Math measures numbers and operations, geometry and measurement, data analysis, probability and statistics, and algebra. Used for screening in fall, winter, and spring, Star Math can also be administered up to weekly for progress monitoring purposes.

Diagnostic

Star CBM Math (K-3): Star CBM Math is a collection of one-minute measures administered one-on-one to give teachers first-hand understanding student's learning gaps and instructional needs. Measures can be administered in multiple formats: print, online, or mixed (teacher online and student on paper). Results are available immediately. Star CBM Math measures include multiple forms, enabling their use for progress monitoring as often as weekly to track student development over time.

Step 1: Screen all K-3 students with Star Math

Kentucky requires that all K-3 students are screened three times per year. The first screening must occur within the first 30 calendar days of the school year. The benchmark for identifying students at risk of math difficulties is below the 40th percentile rank.

Assessment	Grades	At-Risk Benchmark
Star Math	K-3	Below 40th PR

Viewing Screening Data with Star Math

Students falling below the 40th percentile on Star Math may be at risk of math difficulties. Kentucky educators use this benchmark for universal screening to determine which students should be further assessed with the approved diagnostic assessments and given a math intervention plan.
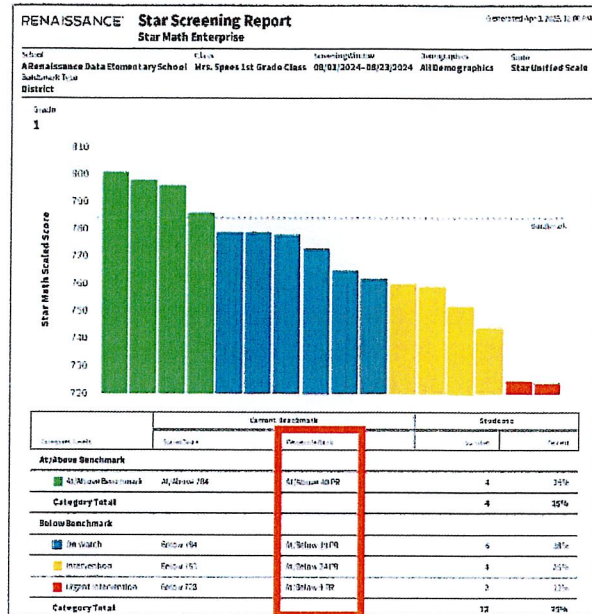
Star Screening Report *(recommended for all users: administrators, coaches, specialists, and teachers)*

The Star Screening Report provides an overall count and percentage of students in each benchmark category plus a list of individual students and scores. Educators can view this report by grade, group, or class. Select District Benchmarks when setting parameters for running this report.

> The **default benchmarks** for Star Math are set in the following categories.
>
> - Green – At/Above (40 PR and above)
> - Blue – On Watch (25-39 PR)
> - Yellow – Intervention (10-24 PR)
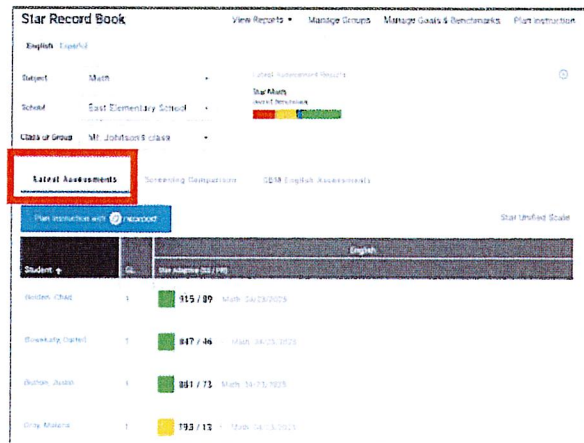> - Red – Urgent Intervention (1-9 PR)
>
> Districts can adjust benchmark structures as desired.

Star Record Book *(recommended for teachers)*

The Star Record Book is a great starting point for teachers to check student performance on Star assessments. It shows overall scores, benchmarks, and any fidelity indicators (i.e., students who took the test too quickly), and it is the hub for creating groups, setting goals for progress monitoring, and viewing instructional recommendations for a group or individual student.

Use the Latest Assessments tab to identify students at risk. Those falling below 40 PR are considered at risk.

Additional considerations for determining risk levels

Before using data from Star Math as a primary indicator for deciding which students are at risk it is important to review the data and ask the following questions:

- Were the assessments administered with fidelity? See the Resources section (p. 6 of this document) for more information on test administration.
- Are there any indicators that a student did not do their best work on an assessment and may need to retake it?
- Does the data generally make sense in the context of what teachers know about their students?
- Were the correct assessments administered to the correct grade levels? Did the student take the assessments most appropriate for their ability?

Step 2: Assess students identified as "at risk" with Star CBM Math

According to the Kentucky website, "Diagnostic assessments for math are used to provide more in-depth information of an individual student's specific skills. Diagnostic assessments help teachers identify the skill deficits to effectively guide the next steps for instruction and intervention. Not all students need this type of in-depth reading assessment, but diagnostic data is most important for struggling and at-risk students."

The table below identifies which Star CBM Math measures have been approved for diagnostic testing in Kentucky. Schools should select measure(s) as needed to inform for interventions, instruction, and math intervention plans.
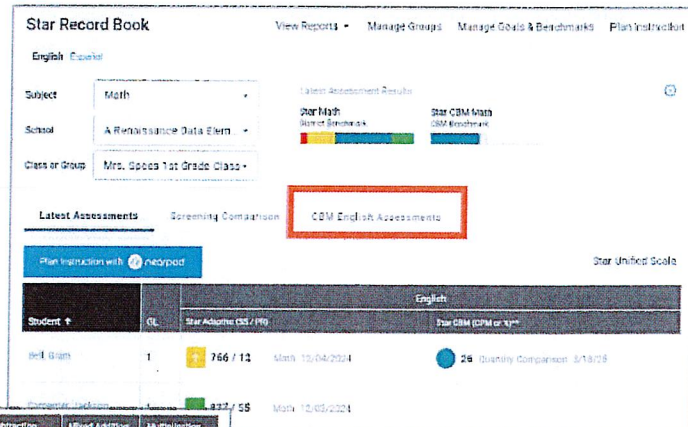
Star CBM approved measures

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Star CBM Math Measures	• Numeral Recognition • Quantity Comparison	• Numeral Recognition • Quantity Comparison • Addition to 10	• Addition to 10 • Addition to 20 • Subtraction from 10	• Subtraction from 10 • Mixed Addition and Subtraction • Multiplication to 100

Viewing Star CBM data

The CBM English Assessments tab in the Star Record Book is where teachers access Star CBM data and launch the administration for each measure. For information on how to administer measures in Star CBM Math, visit Smart Start for Star CBM.

The "at-risk" benchmark for all Star CBM measures is below 40 PR (red and blue categories).

Star CBM scores are shown in Correct Per Minute (CPM) or accuracy scores while the colors represent benchmark categories. Star CBM benchmarks cannot be edited. See Star CBM Score and Benchmark Tables for more on how percentile ranks relate to CPM scores.

- Green – At/Above (40 PR and above)
- Blue – On Watch (20-39 PR)
- Red – Intervention (1-19 PR)
- Gray – Assessed outside of normed grade levels (use off grade level benchmarks). A green check mark indicates the score met the closest benchmark for the nearest grade and season

General guidelines for interpreting Star CBM data

1. If more than one area is identified as at risk, focus on the most foundational or "easiest" skills first and then move up to the next set of skills when the first set is mastered. For example, if a 2nd grade student scores at the risk level in both Subtraction from 10 and Addition to 20, teachers may choose to focus on Addition until the student is ready to move onto Subtraction. The image below shows the order of difficulty of the Star CBM measures from left to right.

Student	GL	Goal	Numeral Recognition Grades K - 1	Quantity Comparison Grades K - 1	Addition to 10 Grades 1 - 2	Addition to 20 Grade 2	Subtraction from 10 Grades 2 - 3	Mixed Addition and Subtraction Grade 3	Multiplication to 100 Grade 3
Abel, Tomas	1	⊕ Add Goal	44	11	3	...	...	...	...
Adams, Ivy	2	⊕ Add Goal	55 ⊘	34	23	12	5	...	...
Alvarado, Joshua	K	...	21 ⊕ Screen	7	...	...	...	...	...
Anderson, Daniel	K	...	49	28	...	...	...	...	...
Bodrov, Ksenya	K	⊕ Add Goal	29	10	...	...	...	...	...
Castro, Michelle	K	Needs Screening ⊕ Screen	...	...	...	...	...	...	...

2. To assess students in skills below grade level, a solid gray background is indicated to show the measure doesn't have norms and benchmarks for the student's grade or season. A green checkmark next to the score (as shown in the image above) indicates the score would fall within the At/Above Benchmark category in the nearest grade and season where benchmarks exist for the measure and the student is likely ready for a more difficult skill. See Star CBM Score and Benchmark Tables for more information on normed measures.

3. Star CBM Math measures and Star Math can be used for progress monitoring. They are valid to administer as often as weekly, but the frequency is best decided at the local level based on the intensity of the interventions provided. See Star Student Progress Monitoring Report and/or Goals and Star CBM for more information on progress monitoring in either assessment.

Step 3: Math Improvement Plans for students "at risk"

Students scoring below 40 PR on either Star or FastBridge should be considered for accelerated interventions to increase their rate of progress toward proficiency in math. For these students, districts need to provide a Math Improvement Plan (developed by a math improvement team) that includes intensive instructional services, progress monitoring, and support.

Additional Resources and Support

Assessment	Technical Resources	Training/Administration Resources
FastBridge	Benchmarks and Norms Research Behind FastBridge	FastBridge Teacher Certifications How to Get Started with FastBridge How to Interpret FastBridge Data How to Enhance Instruction with FastBridge
Star Math	Star Math Test Administration Manual Star Math Technical Manual Unified Benchmarks and Cut Scores	Smart Start for Star Assessments How to Get Started with Star How to Interpret Star Data How to Enhance Instruction with Star
Star CBM Math	Star CBM Test Administration Manual Star CBM Math Technical Manual Star CBM Score and Benchmark Tables	Smart Start for Star CBM How to Get Started with Star CBM How to Interpret Star CBM Data How to Enhance Instruction with Star CBM

Contacting Renaissance Support

- Phone: 1-800-338-4204
- Web Form: https://www.renaissance.com/request-support/
- Help Center: https://renhelpcenter.renaissance.com/
- Live Chat is available at Renaissance.com or on your Renaissance Home Screen

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See Every Student.

Star and FastBridge approved for the Kentucky Numeracy Counts Act

Meet all of your state requirements in one ecosystem

- ✅ **Rated by NCII**
- ✅ **Support MTSS best practices**
- ✅ **Get valid and reliable results in 30-minutes or less**
- ✅ **Bring visibility into the skills students have mastered or may be causing them to struggle**
- ✅ **Offer recommendations for the right next steps**

Renaissance
Star Assessments

Renaissance
FastBridge

Approved Screening List

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations - Fractions
- Ratios and Proportional Relationships
- Measurement and Data
- Statistics and Probability
- Geometry
- Algebra

Approved Diagnostic List

Star CBM Math K–3 includes:

- Numeral Recognition
- Quantity Comparison
- Addition to 10
- Addition to 20
- Subtraction from 10
- Mixed Addition and Subtraction
- Multiplication to 100

FastBridge includes:

- Number Identification
- Number Sequence
- Decomposing
- Story Problems
- Addition and Subtraction Facts through 10
- One- and two-digit Addition through 100
- Single-digit Multiplication facts
- Two-digit Add, Subtract, Multiply, and Divide to 100

Note: FastBridge has CBM measures up to grade 8

Connect your assessment data with instruction, practice, and intervention

Renaissance will help you meet Kentucky's numeracy requirements:

- ✓ Use data to inform math intervention plans
- ✓ Align assessments with research-based math interventions
- ✓ Learn how to use screening and diagnostic data to inform math practice and instruction
- ✓ Build an MTSS framework for math

Purposeful Practice

Renaissance Freckle

Engage students with on-level learning, while also providing opportunities to fill gaps in learning with coverage of standards and skills from Kindergarten through Algebra 2. Math practice in Freckle is teacher-driven, student-centered, and empowers students to set goals, and own their learning.

Effective Instruction

Renaissance nearpod

Deliver engaging teaching and learning experiences that drive results. Increase student achievement through active, rigorous, and data-rich instruction that empowers educators to support students at every level.

Assessment and Analytics

Renaissance eduCLIMBER

Enhance your MTSS and school improvement efforts with a district-level, whole-child data management solution. Our customizable smartFORMS offer a flexible, user-friendly way to document each student's personalized reading plans with ease.

Professional Learning

Renaissance Professional Learning

Embrace a consultative learning solution that adapts to your schedule, goals, and budget. Our approach to professional learning ensures that every step of your journey is curated to address your specific challenges, fostering deeper implementation and actionable application of instructional practice.

Renaissance Next

By surfacing relevant content and providing actionable recommendations for every student, Renaissance Next accelerates math instruction, addressing the challenge in teaching grade level content while also supporting gaps in student learning.

Scan to learn more

Contact your Kentucky Account Manager to learn more:

876449.0325

Renaissance

See Every Student.

KENTUCKY

Help students reach their full potential

Measure and guide growth for Kentucky grades 6–12 students

Which students are reaching benchmarks and which may need additional support?

Highly rated by the National Center on Intensive Intervention (NCII), Star Assessments provide the data you need, immediately after testing, to measure how students are performing against school, district, and state benchmarks. You can then use this information to create/manage instructional groups and prioritize instruction—specific to your students' needs. Use the Star Screening Report to determine a baseline in the fall and to track student achievement periodically throughout the year. You can also track students' progress toward college and career benchmarks with Star's ACT/SAT Readiness Reports to ensure students are on target to achieve their goals.

The most comprehensive assessment suite for reading and math:

- Universal screening (RTI/MTSS)
- Progress monitoring
- Benchmarking
- Instructional planning
- Accelerate instruction with the Nearpod connection
- Measure and forecast student growth
- Identify at-risk and high-achieving students
- View learning progressions and diagnostic data
- Forecast performance on ACT and SAT college readiness exams
- Report criterion- and norm-referenced scores
- Track mastery of Kentucky Academic Standards
- Align literacy and math Focus Skills to Kentucky Academic Standards
- Forecast end-of-year achievement on Kentucky Summative Assessment

Star Screening Report
Star Reading Enterprise Assessment (English)

School	Class	Screening Period	Demographics	Scale	Benchmark Type
Tiger High 360	Gr10 Class 2	12/02/20–01/15/21	All Demographics	Star Unified Scale	State

Class/Group	Teacher	Grade
Gr10 Class 2	Bruce, Alice	10th

Star Assessments

Star Screening Report
Star Reading Enterprise Assessment (English)

School	Class	Screening Period	Demographics	Scale	Benchmark Type
Tiger High 360	Gr10 Class 2	12/02/20–01/15/21	All Demographics	Star Unified Scale	State

need urgent intervention?

Above Proficiency

Student ▲	Test Date	Growth Score	SS	GP	PR	EORF	ZPD
Hernandez, Jeannie	01/05/21	-	1181	10.44	70	-	5.0 - 13.0
Orosco, David	01/05/21	-	1177	10.44	68	-	5.0 - 13.0

Renaissance
See Every Student.

Monitor Student Mastery Dashboard (Reading)

Standards   Skill Areas   Early Literacy

I am viewing Assessed Mastery for Star English ▾ for all students in Grade Class 2 at Tiger High 360 ▾

Monitor Student Mastery Dashboard (Math)

Standards   Skill Areas

I am viewing Comprehensive Mastery ✓ for all math assignment types

for Nieves, Bradley in Honors Algebra 1st hour at Renaissance Flow Math School ✓ using the Star Enterprise Scale ✓

Mastery for Algebra 1 ▾ Domains

Number and Quantity
▶ The Real Number System
▶ Quantities

Algebra
▶ Seeing Structure in Expressions
▶ Arithmetic With Polynomials And Rational Expressions
▶ Creating Expressions

Identify student needs, plan instruction, measure mastery, and report growth with **Star Reports**

Star Math high school sample items

Simplify: $\sqrt{24}$

- $3\sqrt{6}$
- $2\sqrt{12}$
- $2\sqrt{6}$
- $6\sqrt{2}$

Numbers and Operations

Which equation represents the line in the graph?

- $y = 4x + 2$
- $y = -2x - 4$
- $y = 2x - 4$
- $y = -4x + 2$

Algebra

Find the midpoint of the line segment between the points $(6.4, -4.6)$ and $(-5.6, -7.1)$.

- $(-2.8, -3.55)$
- $(6, -5.85)$
- $(0.4, -5.85)$
- $(3.2, -2.3)$

Geometry and Measurement

A cafe has a lunch menu with 4 sandwiches, 3 drinks, and 2 desserts. If you had to choose 1 sandwich, 1 drink, and 1 dessert, how many outcomes are possible?

- 9
- 24
- 27
- 33

Data Analysis, Statistics, and Probability

Are your middle and high school students on target to meet Kentucky grade-level expectations?

Knowing which standards and skills students have mastered and which need more work means you can target whole-group instruction and practice. You can also generate reports specific to Kentucky Academic Standards in Spanish and English to get a clear understanding of what students know and can demonstrate in each language. Get a complete view of students' progress at the grade, school, or district level, including achievement and growth measures.
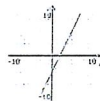
Contact your Kentucky Account Executive to learn more:

Michaelea Kleist 513-673-2629 michaelea.kleist@renaissance.com

665005.0423

Kentucky Department of Education- Technical Details Framework 4.0 for upcoming new accountability system- 4.0 updated as of June 2025

Kentucky
UNITED WE LEARN
COUNCIL

REIMAGINING ASSESSMENT AND ACCOUNTABILITY IN KENTUCKY

in Service to the
Kentucky United We Learn Council's Moonshot

**Technical Details
Framework 4.0**

June 2025

Kentucky Department of EDUCATION

Reimagining Assessment and Accountability in Kentucky
Technical Details

Introduction

The Kentucky United We Learn Council and educational stakeholders across the Commonwealth have clearly called for reimagining assessment and accountability to create systems that are more meaningful and useful for all learners, educators and communities.

The Kentucky Department of Education (KDE) listened to stakeholders across Kentucky and responded to their calls for action with a series of prototype descriptions of new approaches to assessment and accountability to support school improvement efforts at all levels of the educational system. The evolution of the prototypes was informed by ongoing feedback and guidance from broad-reaching stakeholders and partners via meetings, surveys and focus groups.

Throughout January and February 2025, a series of town hall meetings were held to gather feedback on Framework 2.0. These meetings provided a platform for educators, parents and community members to share their insights and suggestions on future assessment and accountability systems. Discussions focused on enhancing local flexibility, fostering collaboration among districts and building trust in the education system. The feedback collected during these sessions informed the development of Framework 3.0, which was presented to the School Curriculum Assessment and Accountability Council (SCAAC), the Kentucky United We Learn Council, the Local Superintendent Advisory Council (LSAC) and the Kentucky Board of Education. In turn they provided guidance on Framework 4.0.

Additionally, some legislators have encouraged KDE to explore the exceptions provided by the U.S. Department of Education (USED) for English learners, particularly in the areas of assessment and accountability. They believe these exceptions could offer more equitable opportunities for English learners to demonstrate their academic progress.

Framework 4.0 serves as a foundational starting point in discussions with the General Assembly for consideration of legislative changes. The following key themes are central to include in future systems:

Theme 1: Trust and Empower
KDE and local districts will work together to rebuild trust in local education systems and school improvement work. Together, leaders at all levels can look to and build upon the innovations happening in many Kentucky districts to develop and implement rich and robust local systems of assessment and accountability that value local priorities.

Theme 2: Connect to Grow
KDE has a critical role in connecting districts and supporting mutual learning processes. Districts will be empowered to learn from one another in meaningful ways and KDE will support local and shared efforts to build and implement local accountability systems that reflect and reinforce meaningful and rigorous educational experiences for all students.

Theme 3: Flexibility, Comparability and Confidence

Reimagined assessment and accountability systems will allow for maximum local flexibility while meeting the minimum federal reporting requirements. The local autonomy and flexibility to design meaningful systems for each community will limit the comparability. More directly comparable information will be available through statewide essential indicators and state assessments, and federal accountability reporting. Kentucky should reduce the federal accountability footprint and consider structures that support continuous local improvement, such as tri-annual reviews by external evaluators, to instill confidence in local systems and identify exemplary educational practices and processes that could be used across the state.

These themes align with principles earlier developed by the Kentucky United We Learn Council to guide design decisions about the assessment and accountability system. The design principles signal the importance of prioritizing student experiences and outcomes, valuing local contexts and expertise, and building and improving systems within the state policy context. In sum, these themes necessitate inclusively reimagined systems of assessment and accountability in Kentucky framed around continuous improvement.

The New Framework for Accountability

Accountability Systems with State Support

Districts will have choice, support and time in how they design their systems. All communities in the state would agree to a set of shared assurances:

Shared Assurances

- Engage in an inclusive community engagement process to capture local priorities that inform system design and continuous improvement strategies.
- Build a public reporting data display that provides a rich picture of the local system and shows strength and growth areas in lieu of a color rating system.
- Report all student-level outcome data disaggregated by student group whenever sample sizes allow.

KDE commits to building local capacity to design more meaningful systems by providing the following support:

Networked Peer Support

The focus of this work will be on creating productive, inclusive cultures of collaboration where districts lift each other and push each other forward. The state will support systematic, principled peer review processes in collaboration with regional co-ops through which neighboring districts and like districts can share insights, drive meaningful change through competency-based assessments, learn from one another and offer constructive feedback on the design of their peers' local accountability systems.

External Feedback to Inform Improvement of Local Systems

Every three years, on a rotating basis, the state will arrange a third-party review of local systems to gather examples highlighting particularly strong aspects of local systems to be

shared as resources for other districts. This review process will support a formative feedback cycle on system design and implementation for continuous improvement.

System Components

The indicators used for accountability in the Commonwealth will fall into two categories: 1) local accountability indicators with options for local choice and 2) state accountability *indicators* that meet federal requirements and are required statewide.

Local Accountability Indicators

Indicator	Description
Vibrant Learning	All districts will be required to report on vibrant learning experiences within their local accountability systems. Examples of vibrant learning experiences include capstone projects, student-led conferences, service-based learning, student defenses of learning, and personalized pathways. Districts are encouraged to develop their own, locally relevant measure(s) of vibrant learning.
Writing	All districts will be required to report on writing performance within their local accountability systems. Districts are encouraged to develop and administer their own competency-based or other authentic local measures for writing, or they may use the state-provided measures once per grade band (elementary, middle, high) at grades 5, 8 and 10.
Social Studies	All districts will be required to report on social studies performance within their local accountability systems. Districts are encouraged to develop and administer their own competency-based or other authentic local measures for social studies, or they may use the state-provided measures once per grade band (elementary, middle, high) at grades 5, 8 and 10.
Reading and Math (Interim Assessments)	Districts will have the option to include interim assessment results within their local accountability systems. The state will provide interim assessments aligned to the summative assessment. All assessments will be aligned to the Kentucky Academic Standards in grades K-10, measuring grade-level equivalency and student growth. Districts may choose to administer the state-provided interim assessments or utilize and fund their own.
Science	Districts will have the option to assess science in grades 3, 4, 6, 7 and 9 while assessments in grades 5, 8 and 10 are mandatory. Districts may include science performance in their local accountability systems for all grades. Districts are encouraged to develop and administer their own competency-based or other authentic local measures for science or they may use the state-provided measures for grades 3-10.
Locally determined indicators	Districts will have autonomy and state support to develop their own local accountability systems, which may include any number of additional indicators that reflect their local contexts and priorities.

State Accountability Indicators that Meet Federal Requirements

The indicators in the table below will be used to determine the schools that qualify for comprehensive and targeted support from the state, as required by federal law. The state will no longer report color ratings.

All districts are required to administer the associated state assessments for core content areas (reading, math, science, English language progress) and the statewide quality of school climate and safety survey. They are also required to provide the relevant information for the other required indicators (graduation rate, transition readiness).

Indicator	Description
Reading and Math (Summative Achievement)	All students will be assessed in reading and math in grades 3-8 and 10. The state assessments will be adaptive and used to report on student proficiency for federal accountability and grade-level equivalents for local use.
Reading and Math (Individual Student Growth)	Each year, students in grades 4 through 8 will receive a growth score in reading and math based on a comparison of spring state assessment data from the current and previous year. These individual scores will be aggregated to determine growth scores for cohorts, schools and districts.
Graduation Rate	No change in how this is evaluated or reported. Currently, the four- and five-year graduation rates are used for accountability.
Progress Toward English Language Proficiency	No change in how this is assessed or reported. English Language progress is derived from student scores from year-to-year on the English Language Proficiency Exam, ACCESS.
Quality of School Climate and Safety	A statewide student perception survey will be administered to students in grades 3-8 and 10.
Transition Readiness	No change in how this is evaluated or reported. Students demonstrate post-secondary transition readiness through a variety of college and/or career opportunities.
Science	To meet federal testing requirements, statewide science assessments will be administered in grades 5, 8, and 10. The results will not be used in the federally approved accountability system but will be publicly reported on the state report card.

Senate Bill 9 KDE Guidance on the Read to Succeed Act

Senate Bill 9 (2022) *Read to Succeed Act* Implementation Timeline

Senate Bill (SB) 9 (2022) contains an **emergency clause**, which allows the bill to become law effective immediately upon its signing by the governor. As part of the immediate implementation of SB 9, it is the intent of the General Assembly that every elementary school:

- Provide comprehensive schoolwide reading instruction aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education;
- Provide a multi-tiered system of supports to assist and engage all students in learning, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade 3;
- Ensure quality instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention; and
- Provide high-quality library media programs.

Beyond the immediate implementation requirements described above, the *Read to Succeed Act* provides an implementation timeline, containing the following:

School/District Implementation Timeline

By Jan. 1, 2023, each superintendent shall select:
- At least one reliable and valid universal screener for reading administered to all students in grades K-3; and
- At least one reliable and valid reading diagnostic assessment administered as part of a multi-tiered system of supports for students in grades K-3.
  - All teachers of students in K-3 shall be trained on any reading universal screener and diagnostic assessment selected by the superintendent prior to the administration of the assessments in the 2023-2024 school year.

Beginning with the 2023-2024 school year, a reliable and valid **universal screener** shall be:
- Given in the first 45 days of the school year for all kindergarten students; and
- Given in the first 30 days of the school year for grades 1-3.
  - If the results of the universal screener demonstrate a student's rate of progress toward proficient performance in reading needs accelerated intervention, the school shall **administer the approved diagnostic assessment** to measure the student's established performance levels in the essential components of reading.
  - Based on the data from the diagnostic assessment, a **reading improvement plan** shall be developed and implemented by a reading improvement team for any student in K-3 identified as needing accelerated interventions to progress toward proficient performance in reading.

Beginning in the 2023-2024 school year, if the reading diagnostic assessment demonstrates that a student's rate of progress toward proficiency in reading needs accelerated interventions, the local school district shall provide:

- Enrichment programs through grade 3 using evidence-based reading instruction;
- Intensive instructional services, progress monitoring measures and supports to students through grade 3; and
- Parents and legal guardians of students identified for accelerated interventions in reading with a "Read at Home" plan.

Beginning in the 2024-2025 school year, if a student does not score in the proficient performance level or higher in reading on the state annually required grade three assessment, the local school district shall provide:

- Enrichment programs in grade 4 using evidence-based reading instruction; or
- Intensive instructional services, progress monitoring measures and supports to students in grade 4; and
- Written notification of the interventions and supports to the parent or legal guardian of the student to include a reading improvement plan, as defined under KRS 158.305(1)(i), for students in grade 4.

Post-Secondary/Education Professional Standards Board (EPSB) Implementation Timeline:

Beginning in the 2022-2023 school year, postsecondary institutions offering teacher preparation programs for interdisciplinary early childhood education or elementary regular education shall include evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension and on:

- The administration of specific assessment processes and programs used to identify student strengths and needs;
- The use of assessment data for designing instruction and interventions;
- Progress monitoring of student performance; and
- Instructional strategies that address students' individual differences.

By Jan. 1, 2024, the EPSB shall develop and maintain a list of approved teacher preparation tests; and

Beginning in the 2024-2025 school year, all new teachers seeking certification in interdisciplinary early childhood education or elementary education shall successfully pass an approved teacher preparation test.

Kentucky Department of Education Implementation Timeline:

By Sept. 1, 2023, if funds are appropriated, the department shall establish required teacher academies or coaching models for teachers of students in Pre-K through grade 3.

- The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials and assessment in reading.

For questions regarding SB 9, please contact Office of Teaching and Learning Director of Early Literacy Christie Biggerstaff.

Senate Bill (SB) 9 (2022): *Read to Succeed Act* Glossary

This document provides an alphabetical list of definitions of key terms created or specifically named in the Read to Succeed Act.

"Comprehensive reading program" means any print, nonprint or electronic medium of reading instruction designed to assist students. For students in kindergarten through grade 3, instructional resources shall include instruction in five key areas: phonemic awareness, phonics, fluency, vocabulary and comprehension.

"Enrichment program" means accelerated intervention within the school day or outside of the school day or school calendar led by individuals most qualified to provide the intervention that includes evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension, and other instructional strategies aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education.

"Evidence-based" has the same meaning as in 20 U.S.C. sec. 7801(21), which states, "the term evidence-based," when used with respect to a state, local educational agency or school activity, means an activity, strategy or intervention that—
(i)   demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  (I) strong evidence from at least one well-designed and well-implemented experimental study;
  (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
  (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
(ii)   (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and
     (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention."

"Reading diagnostic assessment" means an assessment that measures a student's skills against established performance levels in essential components of reading and identifies students that require intervention in at least one of those components to accelerate the student's progress toward proficient performance in reading.

"Reading improvement plan" means an accelerated intervention plan for a student in kindergarten through grade 4 that is developed to increase a student's rate of progress toward proficient performance in reading that is identified as necessary based on the student's results on an approved reading diagnostic assessment. This plan should be developed in collaboration and

accordance with any existing program services plan, individualized education program or Section 504 Plan unless the program services plan, individualized education program or Section 504 Plan already addresses improving reading.

"Reading improvement team" means a team that develops and oversees the progress of a reading improvement plan and includes:

- The parent or guardian of the student that is the subject of the reading improvement plan;
- No less than one regular education teacher of the student to provide information about the general curriculum for same-aged peers;
- A representative of the local education agency who is knowledgeable about the reading curriculum and the availability of the evidence-based literacy resources of the local education agency; and
- Any specialized certified school employees for students receiving language instruction educational programming or special education services.

"Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be evidence-based, reliable and replicable; and shall be based on the ongoing assessment of individual student needs.

"Universal screener" means a process of providing a brief assessment to all students within a grade level to assess the students' performance on the essential components of reading.

KDE:OTL:SP.MR

Flowchart for how the universal screener and diagnostic assessments compliment each other. This is developed by KDE with literacy in mind, but math will follow the same guidelines and steps. These are the steps we follow as a district.

KY READS TO SUCCEED
Literacy Assessment Flowchart

Universal Screener

What: A valid, reliable, brief, <u>approved standardized assessment</u> given to all students within a grade level to assess student performance on the essential components of reading.

When: Given in the first 45 days of school for K, in the first 30 days for grades 1-4* and is recommended 3x/year.

Why: To monitor the effectiveness of tier 1 instruction and identify students who may be at risk for not meeting proficiency in reading.

Who: Administered by classroom teachers who are trained on the universal screener.

Students who **MEET** the selected universal screener's grade level benchmark continue with tier 1 instruction using the school's adopted High-Quality Instructional Resource (HQIR).

K-4* students who **DO NOT MEET** the selected universal screener's grade level benchmark should receive a diagnostic assessment.

Diagnostic Assessment

What: A valid, reliable, <u>approved standardized assessment</u> that measures a student's skills against established performance levels in the essential components of reading.

When: Given after administration and analysis of the Universal Screener.

Why: To identify specific deficits of at risk students and guide the next steps for instruction and intervention.

Who: Administered by classroom teachers or as designated by the LEA to all students not reaching benchmark on the Universal Screener.

Reading Improvement Plan

What: A plan for how the school will intervene and progress monitor specific reading deficits identified on the diagnostic assessment. Districts may use the <u>KDE template</u> or modify it to fit their local context.

When: Created after the first diagnostic assessment analysis and then adjusted or newly created in response to data collected throughout the year.

Why: To be intentional, specific, early and collaborative in responding to students' reading needs.

Who: Created by the <u>Reading Improvement Team</u> for all K-4* students not reaching benchmark on the Universal Screener *and* who do not already have literacy goals on an IEP or PSP.

Progress Monitoring

Brief, repeated measures that capture students' progress or rate of improvement over time in response to instruction or intervention using valid and reliable measures.

All families provided with written quarterly progress reports. K-3 families provided with a <u>Read at Home Plan</u>.

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*For grades 5-12, follow the KY administrative regulation for districtwide <u>MTSS K-12</u>.

Kentucky Department of EDUCATION

HB 162- KDE Guidance-

Kentucky Numeracy Counts Act

House Bill (HB) 162 (2024), the *Kentucky Numeracy Counts Act,* provides that, per amendments to KRS 158.791, the General Assembly finds that:

- Mathematics proficiency is essential for all Kentucky students to achieve the academic goals established in KRS 158.6451.
- It is Kentucky's goal that all students have the skills necessary to demonstrate procedural skill and fluency, building from conceptual understanding to application, in order to solve real-world problems.

Amendments to KRS 158.791 further establish that it is the intent of the General Assembly that:

Every elementary school:

- Provide comprehensive schoolwide mathematics instruction aligned to mathematics standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education.
- Provide a multitiered system of supports (MTSS) to support and engage all students in learning to apply mathematical content and practices at a proficient level, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade 5.
- Ensure quality mathematics instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention.

Every middle and high school:

- Ensure that teachers have the skills to help all students develop critical content knowledge, strategies, and skills for subject-based reading and grade-level appropriate mathematics.
- Provide a multitiered system of supports to support and engage all students in learning to apply mathematical content and practices at a proficient level.
- Ensure all students routinely have opportunities to experience high-quality mathematics instruction, learn challenging, grade-level appropriate mathematics content and practices, and receive the necessary support to make progress toward proficiency.

As part of HB 162 (2024), KRS 158.840 is amended to read as follows:

It is the General Assembly's intent that:

- All students in grades K-3 needing to make accelerated progress toward proficiency in mathematics, based on data from valid and reliable universal screening and diagnostic assessments, receive high-quality, evidence-based mathematics instruction and intervention aligned to the Kentucky academic standards for mathematics.
- Students who are struggling in mathematics, or are not at the proficient level on statewide assessments, shall be provided evidence-based and developmentally appropriate diagnostic and intervention services, and instructional modifications necessary to learn.

HB 162 (2024) *Kentucky Numeracy Counts Act* Implementation Timeline

School/District Implementation Timeline

By January 1, 2026, each superintendent shall:

- Select at least one **universal screener** for mathematics that is determined by the Kentucky Department of Education (KDE) to be valid and reliable for administration to all students in grades K-3.
- Select at least one **diagnostic assessment** for mathematics that is determined by the KDE to be valid and reliable to be administered as part of the MTSS for students in grades K-3.
- Ensure all teachers of students in K-3 are trained on any mathematics universal screener and diagnostic assessment selected by the superintendent prior to the administration of the assessments in the 2026-2027 school year.
- Adopt an **evidence-based** high-quality instructional resource (HQIR) for K-3 mathematics that is determined by the KDE to be reliable, valid, and aligned to the Kentucky academic standards for mathematics required by KRS 158.6453.

Beginning with the 2026-2027 school year:

- Within the **first 30 calendar days** of the school year, a **universal screener**, determined by the KDE to be reliable and valid, shall be given to each student in K-3.
- Within the **first 45 calendar days** of the school year, the school shall administer the mathematics **diagnostic assessment**, determined by the KDE to be valid and reliable, to identify individual student deficits in numeracy and other mathematical content and practices if the results of the universal screener demonstrate a student's rate of progress toward proficient performance in mathematics needs accelerated intervention.
- Within the **first 60 calendar days** of the school year, a **mathematics improvement plan**, based on the data from the diagnostic assessment, shall be developed and implemented by a mathematics improvement team for any student in K-3 identified as needing accelerated interventions to progress toward proficient performance in mathematics.

Beginning in the 2026-2027 school year, if the results of the approved universal screener and mathematics diagnostic assessment demonstrates that a student's rate of progress toward proficiency in mathematics needs accelerated interventions, the local school district shall provide:

- Enrichment programs, meaning accelerated intervention within the school day or outside of the school day or school calendar led by individuals most qualified to provide the intervention, using evidence-based mathematics instruction and other strategies;
- Intensive instructional services, progress monitoring measures and supports; and
- Information on how to encourage mathematics success at home to parents and legal guardians of students identified for accelerated interventions in mathematics.

Kentucky Department of Education (KDE) Implementation Timeline

By September 1, 2025, if funds are available, the KDE shall establish required teacher academies or coaching models for teachers of students in grades K-8.

- The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials and assessment in mathematics.
- The department shall provide grants to local districts and schools to purchase approved high-quality research and evidence-based curriculum aligned to K-3 academic standards in mathematics and expenditures for curriculum-based professional learning to implement new curriculum.

Postsecondary Implementation Timeline

Beginning with the 2025-2026 school year, postsecondary institutions offering teacher preparation programs for elementary regular education shall include K-3 evidence-based instructional strategies, KDE-identified valid and reliable high-quality instructional resources (HQIRs) for mathematics instruction, in addition to the following:

- Evidence-based instructional strategies determined by the KDE to be effective at improving student learning for the range of students in their classrooms, including students needing to make progress toward proficiency, exceptional students, and students who are multilingual learners.
- HQIRs determined by the KDE to be effective at improving student learning for the range of students in their classrooms, including students needing to make progress toward proficiency, exceptional students, and students who are multilingual learners.
- The use of a range of assessment data for designing instruction and intervention.
- Progress monitoring of student performance.
- Field experience and student teaching placements with teachers that model, and supervisors with knowledge of the requirements provided above.

Education Professional Standards Board (EPSB) Implementation Timeline

By January 1, 2025, the EPSB shall:

- Develop and maintain a list of approved teacher preparation assessments that are determined by the EPSB to be an effective evaluation of mathematics instruction, content and practice standards, and skills.
- Develop an evaluation rubric for observing teacher candidates with focus on mathematics content and pedagogical knowledge.
- Report data to an external evaluator for analysis of postsecondary teacher preparation programs with the goal of using the results to help increase the success of new teacher candidates in demonstrating mathematics instruction, content knowledge, and skills.
- Report to the Legislative Research Commission for referral to the Interim Joint Committee on Education the results provided by the external evaluator's analysis and data on all assessments required for certification, including the number of students testing, the number of students passing, and the number of times an individual student takes a test prior to passing.

Council on Postsecondary Education (CPE)

- **No later than November 1 of each year, the CPE** shall submit an annual report to the Legislative Research Commission for referral to the Interim Joint Committee on Education and the Interim Joint Committee on Appropriations and Revenue, summarizing the compliance of each teacher preparation program for alignment to early childhood education or elementary regular education standards to the instructional requirements set forth in KRS 164.306(1) and Section 7 of the *Kentucky Numeracy Counts Act*.
- The CPE shall require that an external evaluator provide an annual analysis of the ability of teacher preparation programs to properly train and equip teacher preparation program students with the literacy and mathematics content knowledge and skills to educate students in K-3.

A glossary of the terms named under the *Kentucky Numeracy Counts Act* is provided on the following pages.

For questions regarding HB 162 (2024), please contact Office of Teaching and Learning Policy Advisor Sarah Peace.

HB 162 (2024) *Kentucky Numeracy Counts Act* Glossary

This document provides an alphabetical list of definitions of key terms created or specifically named in the Kentucky Numeracy Counts Act as used in [KRS 158.840](#) *to* [158.844](#):

"Conceptual understanding" means connecting prior knowledge to new ideas and concepts, and making sense of why a mathematical idea is important and the kinds of contexts in which it is useful.

"Diagnostic assessment" means a testing instrument that assesses a student's current knowledge base of academic content.

"Dyscalculia" has the same meaning as in [KRS 158.305](#);

"Enrichment program" means accelerated intervention within the school day or outside of the school day or school calendar, led by individuals most qualified to provide the intervention and specifically determined to address the individual learning needs of students based on universal screening and diagnostics assessments in mathematics.

"Evidence-based" has the same meaning as in [20 U.S.C. sec. 7801(21)](#), which states under (A), "the term evidence-based," when used with respect to a state, local educational agency or school activity, means an activity, strategy or intervention that—

(i)   demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
(I) strong evidence from at least one well-designed and well-implemented experimental study;
(II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and

(II)   includes ongoing efforts to examine the effects of such activity, strategy, or intervention."

"Mathematics" means the curriculum of numbers and computations, geometry and measurements, probability and statistics, and algebraic ideas.

"Mathematics coach" means a mathematics leader whose primary responsibility is to provide ongoing support for one (1) or more mathematics teachers. The role of the coach is to improve mathematics teaching practices by working with teachers in their classrooms, observing and providing feedback to them, modeling appropriate teaching practices, conducting workshops or institutes, establishing learning communities, and gathering appropriate and useful resources.

"Mathematics diagnostic assessment" means an assessment that identifies a student at risk of failure in mathematics or a student with major deficits in numeracy and other mathematical

concepts and skills.

"Mathematics improvement plan" means an accelerated intervention plan for a student in grade kindergarten through grade three (3) that is developed to increase a student's rate of progress toward proficient performance in mathematics that is identified as necessary based on the student's results on an approved mathematics diagnostic assessment.

"Mathematics improvement team" means a team that develops and oversees the progress of a mathematics improvement plan and includes:

- The parents or guardians of the student that is the subject of the mathematics improvement plan;
- No less than one (1) regular education teacher of the student, to provide information about the general curriculum for same-aged peers;
- A representative of the local education agency who is knowledgeable about the mathematics curriculum and the availability of the evidence-based mathematics resources of the local education agency; and
- Any specialized certified school employees, including but not limited to mathematics teachers, specialists, or coaches, for students receiving mathematics instruction educational programming or special education services.

"Mathematics intervention program" means an intensive instructional program that is based on valid research and is provided by a highly trained teacher to specifically meet individual students' needs.

"Multitiered system of supports" (MTSS) means a systemic, continuous improvement framework in which evidence-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A multitiered system of supports helps schools and districts to organize resources through alignment of academic standards, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and exceed proficiency.

"Number sense" means the ability to represent whole and rational numbers in multiple ways, numerical magnitude estimation, selecting and using benchmarks such as tens or hundreds, decomposing and recomposing numbers, understanding the effects of operations on numbers, and performing mental calculation and estimation.

"Numeracy" means the development of the basic concepts which include counting, place value, addition and subtraction strategies, multiplication and division strategies, and the concepts of time, money, and length.

"Place value understanding" means the understanding of representations and concepts necessary to successfully process multi-digit numbers.

"Spatial reasoning" means the capacity to mentally generate, transform, and rotate a visual image and thus understand and recall spatial relationships between objects.

"Subitizing" means quickly recognizing and naming how many objects are in a group without counting.

"Universal screener" means a process of providing a brief assessment to all students within a grade level to assess the students' performance in mathematical content and practices.
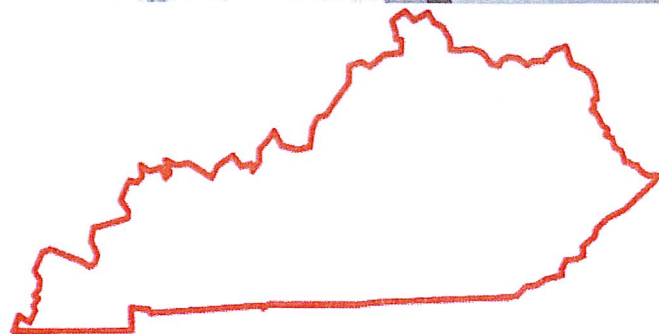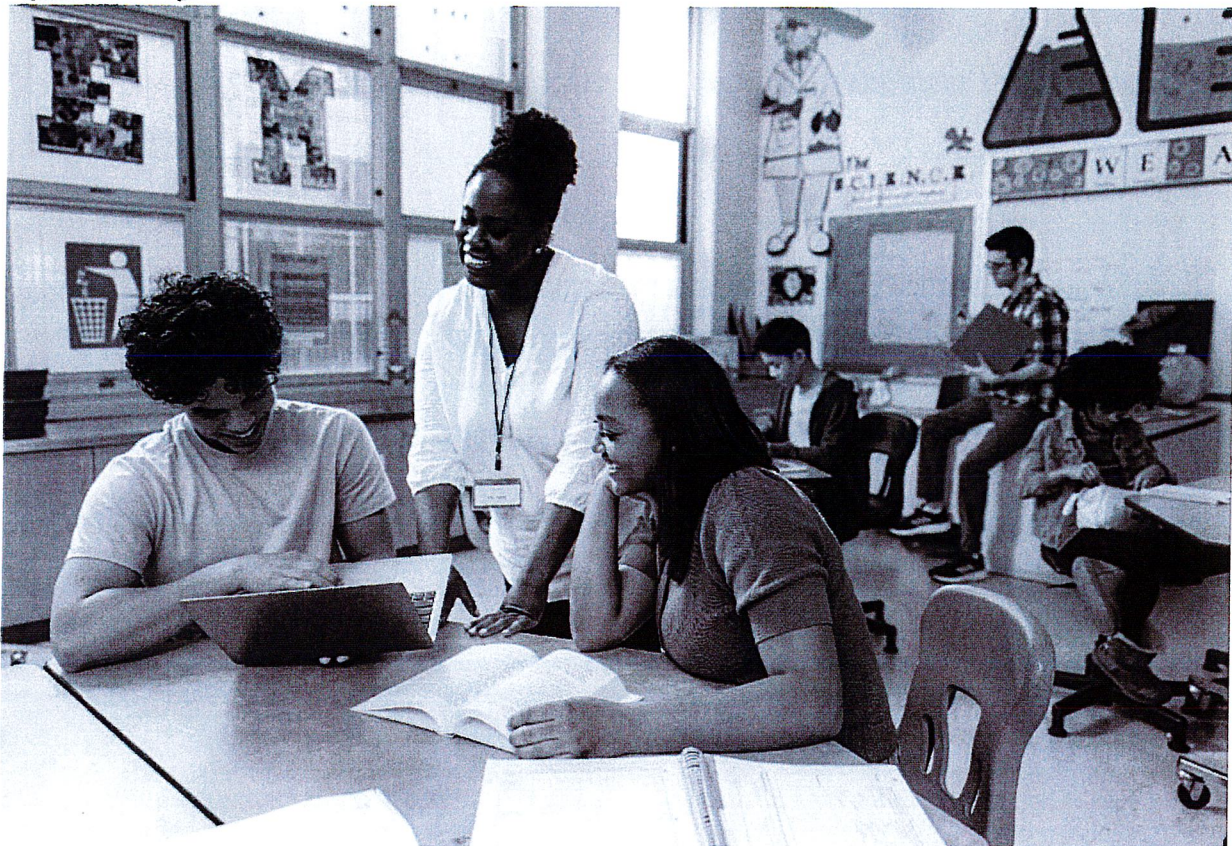
KDE:OTL:SP.MR

STAR and Kentucky State Assessment (KSA) Study

Renaissance

See Every Student.

Pathway to Proficiency: Linking Star Reading and Star Math to the Kentucky Summative Assessment (KSA)

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Initial publication July 1, 2023

Introduction

At Renaissance, we know that as an educator, chief among your responsibilities is making decisions about how to allocate limited resources to best serve diverse student needs. A good assessment system supports your efforts, by providing timely, relevant information to help address key questions about which students are on track to meet important standards and who may need additional assistance.

Assessments that identify early any students at risk of missing academic standards are especially useful, as they inform instructional decisions to improve student performance and reduce gaps in achievement. Assessments that do this while taking little time away from instruction are particularly valuable. *Interim assessments*, one of three broad categories of educational assessment,[1] indicate which students are on track to meet later expectations (Perie et al., 2007).

This linking study applied results from two interim assessments, Renaissance Star Reading® and Renaissance Star Math®, to help you predict whether individual students are on track or need more assistance to succeed on the year-end summative Kentucky Summative Assessment (KSA) tests in English Language Arts (ELA) for grades 3–8, and Mathematics grades 3–8.[2]

> **Assessments that identify early any students at risk of missing academic standards are especially useful.**

Main Findings

Results from the linking analysis revealed that Star Reading and Star Math are accurate predictors of the KSA tests, meaning as an educator you can use Star scores to:

1. Identify early in the year students likely to miss reading and math yearly progress goals in time to make meaningful adjustments to instruction well before the year-end test.

2. Forecast the percent of students at each KSA performance level to serve as an early warning system for building and district administrators and allow redirection of resources as needed.

Study

To determine if Star Reading and Star Math can predict student achievement on the end-of-year KSA tests in ELA and mathematics, we began by linking the score scales for each assessment.

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1 **Formative assessments** are short and frequent processes, embedded in instruction, that support learning and provide specific feedback on what students know and can do versus where gaps in knowledge exist. **Summative assessments** evaluate whether students have met a set of standards and serve most commonly as year-end state-mandated tests. **Interim assessments** represent the middle ground, in terms of duration and frequency and can serve purposes including informing instruction, evaluating curriculum and student responsiveness to intervention, and forecasting performance on high-stakes summative year-end tests.

2 Technical manuals are available for Star Reading and Star Math by request to research@renaissance.com..

School-Level Data collection

To find a sample of students who were assessed by both the KSA and Star Assessments, we began by gathering all Star Math and Star Reading test records from 2021–2022 for Kentucky. Then, each school's Star Reading and Star Math data were aggregated by grade and subject area. The next step was to match Star data with the KSA data from the same school year by district and school name. To do this, performance level distribution data from the KSA was obtained from the public data provided by the Kentucky Department of Education. The file included the number of students tested in each grade and the percentage of students who were *Novice, Apprentice, Proficient, and Distinguished.*

Sample characteristics

Once we determined how many students in each grade at a school were tested on the KSA ELA and took a Star Reading assessment, we calculated the percentage of students assessed on both tests. Then we repeated this exercise for the math assessments. In each grade at each school, if between 90% and 110% of the students who tested on the KSA had taken a Star assessment, that grade was included in the sample. This method of sample selection ensured that our sample consisted of cases in which all or nearly all the enrolled students who took the KSA also took a Star test within the specified window of time. If a total of approximately 1,000 or more students per grade met the sample criteria, that grade's sample was considered sufficiently large for analysis.

The ELA sample included 34,003 Star Reading students from 210 schools. The math sample included 22,846 Star Math students from 130 schools. Table 1 displays by-grade test summaries for the reading and math samples. It also includes percentages of students in each performance level, both for the sample and statewide.

Table 1. Performance characteristics of reading and math samples

			Star Reading sample performance							
Grade	Star Reading students	KSA ELA students	Novice		Apprentice		Proficient		Distinguished	
			Sample	State	Sample	State	Sample	State	Sample	State
3	6,062	5,977	22%	28%	26%	27%	31%	27%	21%	18%
4	6,323	6,250	23%	29%	24%	25%	32%	29%	21%	17%
5	6,657	6,550	22%	27%	28%	28%	31%	28%	19%	17%
6	5,817	5,740	21%	26%	29%	29%	29%	27%	21%	17%
7	4,275	4,183	25%	32%	24%	24%	31%	28%	20%	16%
8	5,082	5,024	27%	31%	25%	25%	31%	29%	17%	15%

			Star Math sample performance							
Grade	Star Math students	KSA Math students	Novice		Apprentice		Proficient		Distinguished	
			Sample	State	Sample	State	Sample	State	Sample	State
3	3,187	3,136	23%	32%	28%	30%	35%	28%	14%	11%
4	3,843	3,773	25%	32%	26%	28%	36%	29%	14%	10%
5	4,052	3,963	25%	31%	32%	31%	31%	28%	12%	10%
6	4,222	4,152	24%	32%	28%	30%	33%	28%	15%	10%
7	3,615	3,515	24%	33%	26%	29%	35%	29%	14%	9%
8	4,042	4,011	29%	37%	24%	26%	32%	27%	14%	10%

Results

Scale linkage

Renaissance linked the Star test scale to the KSA by applying equipercentile linking analysis (Kolen & Brennan, 2004). First, we aggregated the sample of schools to calculate the percentage of students performing at the *Novice, Apprentice, Proficient, and Distinguished* performance levels for each subject and grade. Then we analyzed the distribution of Star scores to determine the scaled score corresponding to the same percentile as specific KSA level. For example, as shown in Table 1, 22% of students in our third grade reading sample were classified as *Novice*, 26% *Apprentice*, 31% *Proficient*, and 21% *Distinguished*. Therefore, the cutscores for proficiency levels in the third grade are at the 22nd percentile for *Apprentice*, the 51st percentile for *Proficient*, and the 86th percentile for *Distinguished*.

KSA cut scores and corresponding Star score equivalents

Publicly available KSA results are reported in scaled scores that are split into four achievement levels: *Novice, Apprentice, Proficient, and Distinguished*. The main purpose in linking Star Reading and Star Math to the KSA was to identify Star scores at the time of the state test that

are approximately equivalent to the cut-off scores that separate the KSA levels. Table 2 displays these equivalent Star Unified scores at the time of the state test for grades 3–8 for reading and grades 3–8 for math.[3] The corresponding KSA cut scores can be found in Appendix B.

Table 2. Star Reading and Star Math Unified score equivalents for each KSA achievement level range

Star Reading Unified cut-score equivalents			
Grade	Novice	Apprentice	Proficient	Distinguished
3	< 928	928 – 985	986 – 1031	≥ 1032
4	< 972	972 – 1015	1016 – 1063	≥ 1064
5	< 998	998 – 1045	1046 – 1088	≥ 1089
6	< 1015	1015 – 1065	1066 – 1107	≥ 1108
7	< 1047	1047 – 1086	1087 – 1127	≥ 1128
8	< 1059	1059 – 1100	1101 – 1144	≥ 1145
Star Math Unified cut-score equivalents			
Grade	Novice	Apprentice	Proficient	Distinguished
3	< 952	952 – 993	994 – 1032	≥ 1033
4	< 989	989 – 1032	1033 – 1081	≥ 1082
5	<1011	1011 – 1063	1064 – 1113	≥ 1114
6	<1030	1030 – 1077	1078 – 1125	≥ 1126
7	<1050	1050 – 1094	1095 – 1144	≥ 1145
8	<1068	1068 – 1107	1108 – 1155	≥ 1156

Accuracy of scale linkage confirmed

Two Kentucky districts shared student level KSA scores to explore the accuracy of using Star Reading and Star Math for forecasting KSA performance. The reading sample consisted of 5,313 matched KSA ELA and Star Reading records and the math sample consisted of 5,322 matched KSA Math and Star Math records. We took students' Star scores from tests taken within 30 days before or after the KSA administration (concurrent sample) and used these scores to examine the accuracy of the linkage to the KSA scale.

Classification diagnostics were derived from counts of correct and incorrect classifications when using Star scores to predict whether a student would achieve proficiency on the KSA. The results indicate that Star Assessments provide an effective means of estimating end-of-year achievement on the KSA.

## Star scores correlate highly with actual KSA scores

Star scores have a strong relationship with end-of-year KSA scores.

To summarize the predictive power of Star Reading and Star Math, we calculated correlations between

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3 The Star Reading and Star Math cut-score equivalents presented in Table 2 apply only to the time of the state test. Some Renaissance reports adjust the Star Reading and Star Math cut-score equivalents based on date.

observed KSA scores and Star scores. As seen in figure 1, the correlations were strong, averaging .73 and .77 between KSA and Star Reading and Star Math, respectively.

Figure 1. Star Reading and Star Math scores highly correlate with KSA scores
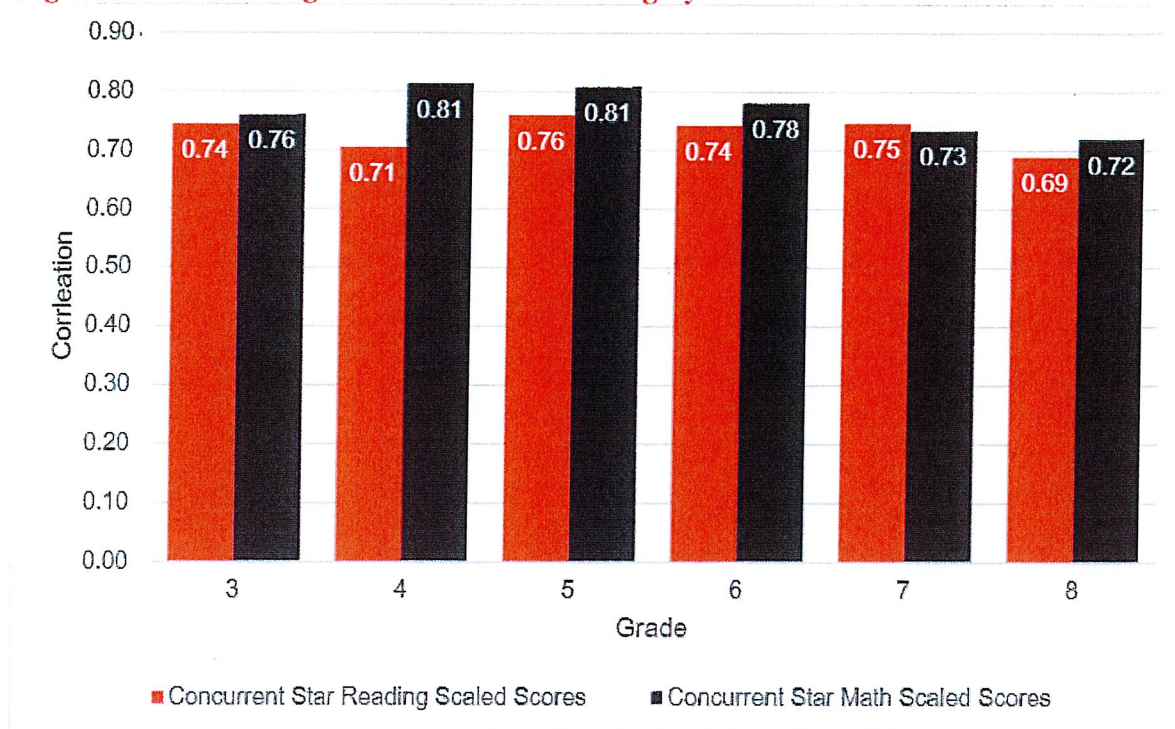
Star scores discriminate well between students who score proficient or not

We compared actual KSA performance to students' estimated KSA performance based on concurrent Star scores and the estimated Star cut score equivalents. Table 3 displays classification diagnostics about whether students were correctly or incorrectly classified as proficient or not on the KSA using Star scores. On average, students were correctly classified (i.e., overall classification accuracy) 81% of the time by Star Reading and 83% of the time by Star Math.

For Area Under the ROC Curve (AUC), a summary measure of diagnostic accuracy, Star Reading averaged .89 and Star Math averaged .91 (also displayed in table 3). AUC values closer to 1 indicate an assessment perfectly distinguishes between students who are proficient versus those who are not, whereas values of .50 indicate prediction no better than chance. In general, an AUC of .70 to .80 is considered acceptable, .80 to .90 is excellent, and greater than .90 is outstanding (Hosmer et al., 2013).

Table 3. Proficiency forecasting using Star Reading and Star Math scores yields accurate results

Star Reading							
Measure	**Grade**						
	3	**4**	**5**	**6**	**7**	**8**	
Overall classification accuracy (percentage of correct classifications)	82%	85%	82%	79%	81%	80%	
Area Under the ROC Curve	0.90	0.90	0.90	0.88	0.90	0.88	

Star Math							
Measure	**Grade**						
	3	**4**	**5**	**6**	**7**	**8**	
Overall classification accuracy (percentage of correct classifications)	84%	83%	86%	84%	82%	82%	
Area Under the ROC Curve	0.90	0.91	0.93	0.91	0.90	0.89	

Other diagnostic accuracy measures studied:

✓ **Sensitivity** represents the percentage of proficient students that were correctly forecasted, which for Star Reading averaged 84% and for Star Math averaged 86%.

✓ **Specificity** represents the percentage of not-proficient students that were correctly forecasted, which for Star Reading averaged 76% and for Star Math averaged 79%.

✓ **Positive predictive values**, which indicate that when Star scores forecasted students to be proficient, they actually were proficient, were 85% for Star Reading and 87% for Star Math.

✓ **Negative predictive values**, which indicate that when Star scores forecasted students to miss proficiency, they actually weren't proficient, were 76% for reading and 77% for math.

✓ **Proficiency status projection error**, the difference between actual and projected proficiency rates, indicates how well scores accurately predict proficiency within each grade. Star Reading averaged -1% and Star Math averaged -1% (negative scores indicate under-prediction while positive scores show over-prediction).

Appendix A: About Star Reading and Star Math

The computer-adaptive Star Reading and Star Math assessments serve multiple purposes including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading and math provide valuable information regarding the acquisition of skills along a continuum of learning expectations. The assessments can be completed in about 20 minutes, and we recommend administering them two to five times a year for most purposes and more frequently when used for progress monitoring.

Renaissance Star Reading

Renaissance Star Math

Star Reading and Star Math are highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Appendix B: KSA achievement levels

Table B1. KSA achievement level score ranges

KSA achievement level ranges: Reading				
Grade	Novice	Apprentice	Proficient	Distinguished
3	400 – 499	500 – 512	513 – 527	528 – 600
4	400 – 502	503 – 515	516 – 530	531 – 600
5	400 – 506	507 – 521	522 – 537	538 – 600
6	400 – 503	504 – 517	518 – 531	532 – 600
7	400 – 500	501 – 511	512 – 525	526 – 600
8	400 – 503	504 – 414	515 – 527	528 – 600
KSA achievement level ranges: Math				
Grade	Novice	Apprentice	Proficient	Distinguished
3	400 – 504	505 – 520	521 – 541	542 – 600
4	400 – 506	507 – 520	521 – 542	543 – 600
5	400 – 498	499 – 514	515 – 536	537 – 600
6	400 – 494	495 – 506	507 – 525	526 – 600
7	400 – 495	496 – 504	505 – 521	522 – 600
8	400 – 494	495 – 504	505 – 523	524 – 600

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