Comparable Assessments for
Third Grade Reading
Guarantee

Form C

Section III – PUBLICLY-AVAILABLE SERVICE SUMMARY

This form will be posted on the Ohio Department of Education's Web site for all proposals that are approved in conjunction with this RFQ to allow local education agencies to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	Renaissance Learning, Inc.
Provider Information for Two Contacts (include name, phone number, and email address for both: Note: If contact information changes, provider must contact the department to update their Service Summary.	Kate Kromar, Regional Vice President of Sales Phone: (317) 674-6440 Email: Kate.Kromar@renaissance.com Debra Schoenick, Vice President of Strategic Support Phone: (800) 338-4204 E-mail: dept10@renaissance.com
Name of Product Proposed:	**STAR Reading (also available as part of STAR 360 suite)**
Does this product provide an assessment of reading proficiency and identify deficiencies? If so, how?	Yes. STAR Reading is an assessment of reading proficiency which teachers use to help identify reading deficiencies. The assessment accomplishes this through a variety of reports, all of which are available immediately. Specifically, the Screening Report identifies which students are proficient, on-track, and not- on-track using a color-coded bar graph that categorizes students in relation to established benchmarks. Categories include at/above benchmark, on watch, needing intervention, or needing urgent intervention. This report lets educators see, at a glance, which students need the most help reaching proficiency. Students identified as needing intervention will likely need additional support and monitoring. STAR Reading also provides a Student Diagnostic Report and the online Record Book feature, both of which are ideal for identifying students' strengths and deficiencies. These reports display scaled scores and reading development stage classifications for individual students. They also highlight the skills a student is ready to learn and practice, based on his or her sub-domain scores. By referring to this report, educators can develop instructional strategies that capitalize on student strengths and help students overcome deficiencies.

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What are the grade(s) the proposed product covers:	STAR Reading can be used to assess students' reading skills in grades K–12, for the purposes of this RFQ it is ideal for use in grades 1–3.
What are the reading areas the proposed product covers?	STAR Reading assesses reading skills in the Ohio Learning Standards domains of Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, and Language. STAR Reading assesses the key reading areas of Fluency, Vocabulary, and the following Reading Comprehension areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading, Complexity of Text.
What are the on-track and not-on-track cut scores for each grade level being assessed?	• **1st Grade:** 25th percentile rank and above on the screening is considered on-track. • **2nd Grade:** 25th percentile rank and above on the screening is considered on-track. • **3rd Grade:** 25th percentile rank and above on the screening is considered on-track.

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Please provide an overview of your proposal for local education agencies describing in detail the assessment, use of the assessment and how your organization supports implementation of the assessment.
(2 pages maximum)

STAR Reading is ideal for use as a comparable assessment to Ohio's Diagnostic Assessment for the Third Grade Reading Guarantee. It is a computer-adaptive assessment that can be used to help educators determine whether students are on-track or not-on-track toward reading proficiently at grade level, identify reading deficiencies, monitor student progress, and deliver targeted instruction. The assessment takes approximately 15 minutes to complete.

STAR Reading has already been approved as a growth measure for educator evaluation as well as an instrument for screening gifted students in the state of Ohio. For schools already using STAR Reading for one or both of these initiatives, implementing STAR Reading as a comparable assessment to Ohio's Diagnostic Assessment will fulfill multiple purposes without having to purchase more products.
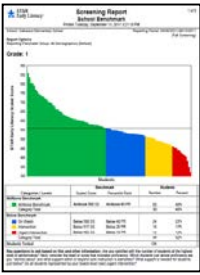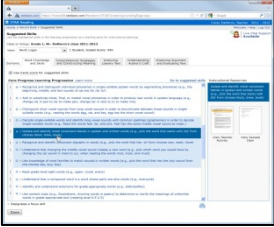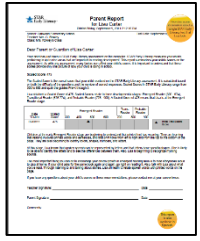
STAR Reading assesses development of key reading skills for readers in grades 1–12. With an item bank containing carefully calibrated, standards-based items, the test measures reading comprehension and vocabulary. It also provides an accurate estimate of oral reading fluency, reducing the need for teachers to administer time-intensive curriculum-based measures in addition to this assessment.

Once a student completes an assessment, it is immediately scored by the software, and real-time reports deliver practical and useful diagnostic, screening, and progress-monitoring information. In addition, through the Core Progress learning progression that serves as the foundation of STAR Reading, teachers can instantly link to aligned instructional resources that can be used to inform lesson plans and interventions.

The table on the following page outlines the purposes of the assessment as well as the key reports and resources available with STAR Reading. All are designed to help Ohio educators identify students' instructional needs early on and make proactive instructional decisions to ensure that all students are prepared to read at grade level by the end of third grade.

Renaissance Learning has built a reputation for providing superior technical support. Our average answer speed is eight seconds for telephone calls, four seconds for chat requests, and one hour for e-mail inquiries. Schools and LEAs with a current Renaissance Place subscription receive unlimited e-mail, toll-free phone, and live chat support with our team of technical experts from 7:30 a.m. to 8:00 p.m. (ET), Monday through Friday. These experts provide a variety of services to help with setup, support, and troubleshooting of Renaissance programs. Additionally, a Renaissance Implementation Coordinator works with LEA personnel to assist with the setup and installation of your Renaissance software and to define the strategies that will be used to meet implementation goals. Renaissance Place subscriptions also include 24/7 access to an online help menu, teacher resources, and software and technical manuals.

Suggested options for professional development to support schools implementing STAR Early Literacy are described on the pages following Section IV – Service Provider Costs.

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Benchmarking/ Screening for the Third Grade Reading Guarantee *Which students are reaching benchmark?* *Which need intervention?*	The Screening Report shows which students are succeeding with core instruction and which may need intervention. The user selects their benchmarks (school, district, state, or Response to Intervention). This report is available at the class and grade levels.	
Diagnostic Information and Instructional Planning *How are my students performing in the different skill sets?*	The Diagnostic Report and online Record Book feature are linked to the Core Progress learning progression and suggest skills students are ready to learn next. The report, available at the student and class levels, also identifies prerequisite skills and provides a direct link to instructional resources aligned to each skill.	
Progress Monitoring for RTI *Is my student responding to his or her reading improvement plan/intervention?*	Individualized growth targets are set and monitored for each student with the Student Progress Monitoring Report (available at the student level) The student's scaled score from each test is used to plot a trend line that shows whether the student is on the path to reaching his or her goal. STAR Reading can be administered up to weekly for progress monitoring.	
Mastering Standards *Are students mastering the Learning Standards?*	STAR Reading is linked to the Ohio Learning Standards, and the State Standards Report helps gauge progress toward the standards. This report is available at the student, class, school, and district levels.	
Communicating with Parents *How can I help my student get on-track to reading proficiently?*	The Parent Report, available in English and Spanish, shows a parent their child's achievement level and provides a written explanation of the child's scores. It also contains recommendations as to which skills a student would benefit from practicing at home.	

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Section IV – Service Provider Costs	
Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	• **STAR Reading First Time Purchase** **$1,599.00/school** (One-time per school fee for first-time users. School fee does not include student subscriptions.) • **STAR Reading Existing Customer Purchase** **$599.00/school** (One-time fee for any schools upgrading its desktop edition of STAR Reading software to the STAR Reading web-based version.) • **Renaissance Place Hosting Fee** **$599.00/ school** (Annual, per-school fee for hosting STAR Reading software on Renaissance Learning's Data Center. Fee only assessed once per school regardless of the number of hosted Renaissance Learning products.)
Per-student costs, over a given academic year, that are above the estimated fixed costs.	• **STAR Reading Subscription** **$4.05/student** (Annual, per-student subscription price for software access. One hundred student minimum purchase.)

Time-and-materials costs that are limited to special services that are **NOT** required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials, including additional reporting options, any special options above the per student cost quoted above) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service as well as any costs for data services and reports to aggregate data.	• **Custom Reporting and Technical Consulting** **$1,800.00/report**
	   and Annual Maintenance Fee **$325.00/report**
	 (Cost of hourly custom reporting and technical consulting services.)
	
	 • **Renaissance Data Integration Services**
	     o **Level 1 (0-2000 students):** **$2,800.00/ year**
	     o **Level 2 (2001-4000 students):** **$4,800.00/ year**
	     o **Level 3 (4001-8000 students):** **$6,500.00/ year**
	     o **Level 4 (8001-20,000 students):** **$8,500.00/ year**
	     o **Level 5 (20,000+ students):** **$9,500.00/ year**
	 (With Renaissance Data Integration Services, Renaissance Learning can link you Student information System to your STAR Reading software on a scheduled basis.)
	
	 • **Professional Services: See Professional Development Plan attached below.**
	 (Renaissance Learning's professional development models are designed to help teachers move in Logical, incremental steps from a basic understanding of how to administer the assessment and read reports, to the ability to analyze data and use the information to guide instructional actions.

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If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):	
■	All local education agencies in the State of Ohio, or
☐	Only to those eligible local education agencies indicated below:
Provide a link to a web based cost sheet/PDF for the assessments noted on Form C	**http://doc.renlearn.com/KMNet/R60151.pdf**

Professional Development Plan

Powerful assessment tools provide schools with the opportunity to create a paradigm shift in how data about student performance is used. Dr. Damian Betebenner—of the National Center for the Improvement of Educational Assessment—describes this shift as moving from using data to identify fault, to employing data to identify corrective action that will bring about necessary change. As LEAs in Ohio begin to use STAR Early Literacy and STAR Reading Enterprise to support their Third Grade Reading Guarantee, effective staff development with ongoing support will be a key factor in achieving long-term success. Our professional development plan is built on four assumptions that are critical to making schools true "data communities" in which all stakeholders participate in planning for continuous improvement in student performance. These four assumptions are as follows:

- School administrators will become data leaders.

- Data literacy builds incrementally.

- Data analyses and discussions will result in specific action plans.

- Schools will develop internal data experts who sustain use of the assessment over time.

Effective Professional Development

Renaissance Learning leads the educational services industry in delivering research-based professional development and related services designed for K–12 schools. Our experienced coaches and consultants work with elementary, middle, and high school educators across the nation. These efforts support the successful implementation of our products to accelerate learning for all students, everywhere.

Research shows that well-trained, highly qualified, and quality-minded teachers are the number one determinant in the success of students. While strong evidence-based curriculum and technology programs are needed, it is teachers who ultimately make those programs successful. Renaissance Learning offers technology that enables teachers to efficiently manage student practice and provide data to integrate elements of effective instruction into their daily classroom routines.

While Renaissance professional development services include product training, they go well beyond the basics to focus on what is most fundamental to accelerating learning: building teacher proficiency in best classroom practices.

As noted in the four assumptions above, Renaissance Learning's professional development models are designed to help teachers move in logical, incremental steps from a basic understanding of how to administer the assessment and read reports, to the ability to analyze data and use the information to guide instructional actions. On the following pages, we describe two different professional services options as examples. The first is based on a

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single-school implementation, and the second is based on a multiple-school implementation. Note that significant per-school savings are available when multiple schools (minimum of 10) agree to this combined services model.

Option 1 – Services Plan for a Single-School Implementation

The following plan illustrates the services needed to support a single Ohio school that implements STAR Early Literacy assessments. These services help ensure that the assessments will be used with fidelity over time, and they can be customized to meet the specific needs of Ohio schools. In this model, each school will be provided with both leadership and teacher training opportunities, available through a blend of on-site and online sessions.

Recommended Services to Build Knowledge and Ensure Fidelity in Year One of a School Implementation

Activities	Time Commitment
Leadership Orientation This session will provide school leaders with an overview of the assessments and guidance for planning the effective implementation of the assessments in their schools *Topics may include the following:* • Building a data culture • How does STAR answer key questions about student performance? • Administering STAR with fidelity	Half-day on-site session (three hours). Principal and building leadership team.
Teacher Orientation This session will provide teachers with an overview and introduction to the assessment. It will also provide resources and activities that will help them to use the assessment effectively to help them achieve the goals of the Third Grade Reading Guarantee. *Topics may include the following:* • Building a data culture • How does STAR answer key questions about student performance? • Administering STAR with fidelity • Using STAR data to inform instructional planning	Half-day on-site session (three hours) on the same day as the Leadership Orientation. Maximum of 30 attendees.
Renaissance-U Online Course This course is organized into a series of short, self-guided interactive modules designed to provide teachers and administrators with the core knowledge to understand STAR Early Literacy, administer it with fidelity, and read various reports. The online course is accompanied by a downloadable teacher guide, which enables staff members to track and demonstrate accountability as they move through the course activities.	Course modules average 15 minutes in length and are designed to be completed over time as the implementation progresses.
Online Data Analysis and Application To help teachers effectively use the data provided by the assessments, a Renaissance data coach will facilitate (using telephone and the Internet) live, online data discussions with staff after key assessment events throughout the school year. *Topics include the following:* • Analyzing STAR Early Literacy Screening Reports. • Considering implications of data for core instructional program. • Identifying students who need intervention. • Setting goals for progress monitoring and general improvement for mid-year screening.	Each grade-level team will meet with the data coach four times during the year for data discussions. The schedule for these 45–60-minute meetings will be determined in consultation with the school leadership team.

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• Analyzing and applying data for instructional/intervention planning. • Monitoring the progress of students in intervention. • Using the Core Progress learning progressions to guide differentiated instruction and plan interventions.	
Ongoing Data Support In addition to the scheduled grade-level data meetings, one individual in the school will have unlimited access to the data coach at any time during the school day (7:30 a.m. to 8:00 p.m., eastern time) via telephone, Internet, or live chat to provide immediate answers to questions that arise as teachers use the assessments. The coach will check in with their designated contact on a regular basis to discuss the progress of the implementation in the school and offer assistance as needed.	As needed.
Cost (for a single school)	$4,899

Recommended Service Options to Refresh Knowledge and Ensure Ongoing Fidelity in Subsequent Implementation Years or for Experienced STAR Customers to Refresh Knowledge and Ensure Ongoing Fidelity

Activities	Time Commitment	Cost
Data Coaching Support One individual in the school will receive support from a Renaissance data coach, who will check in with the designated individual on a regular basis to review any enhancements to the assessment and discuss additional reports as they become available. The coach will also be available at any time during the school day (7:30 a.m. to 8:00 p.m., EST) by telephone, e-mail, or online chat to answer questions and offer suggestions to support the staff in deepening and expanding their use of STAR Early Literacy.	As needed.	$799
Implementation Site Visits During Implementation Site Visits, Renaissance Consultants coach educators in using their Renaissance products to impact instructional practice. Each visit is planned in advance with school leadership to ensure that it provides the exact support needed, which could include building-level and grade-level data analysis and planning, classroom coaching, modeling of best practices, and question-and-answer sessions. After an Implementation Site Visit, educators will understand how to: • Use student data to inform their work. • Monitor progress and student growth. • Plan next steps to meet student needs. • Use the instructional best practices supported by Renaissance Learning resources. • Assess their level of implementation to ensure students are getting maximum benefits from Renaissance Learning resources.	1 day (6 hours)	$3000

Option 2 – Services Plan for a Multiple-School Implementation

This model addresses the needs of a multiple-school STAR Early Literacy implementation. Each school will be asked to identify two "STAR Champions" who will receive intensive professional development, preparing the Champions to provide direct staff development and support to the teachers in their schools. It is recommended

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that each participating school designate two educators to serve as "champions.' These individuals will receive face-to-face professional development as well as online support to give them the capacity to spearhead the implementation at their site. Please note that since the ideal size of a multi-school champions' cadre is 20, the pricing model described here is based on 10 participating schools; costs will be scaled based on the total number of schools participating and whether additional Renaissance Consultants are required for delivery of services.

Recommended Services to Build Knowledge and Ensure Fidelity in Year One of a Multiple-School Implementation

Activities	Time Commitment
Leadership Orientation This session, delivered at a central location for representatives from all participating schools in the LEA, will provide school leaders with an overview of the assessments and with guidance for planning how to effectively implement the assessment in their schools. *Topics include the following:* • Building a data culture ○ What is STAR and how will we use it to address our data needs? ○ Shared responsibility and accountability ○ Role of STAR champions and leadership • STAR overview ○ Computer-adaptive assessment and item response theory ○ STAR scale and its connection to the state standards and state assessments ○ Growth modeling/projected scores ○ Taking a STAR assessment • Administering STAR with fidelity ○ Test frequency and scheduling ○ Preparing students to take the test ○ Motivating students and teachers appropriately ○ Monitoring student testing • Training staff on administering STAR assessments	Half-day session (three hours). Up to 20 participants
Champion Orientation This session will give the Champions from each school an overview and introduction to the STAR assessments. It will also help Champions build their knowledge of the assessments and prepare them to assist fellow staff members in using STAR effectively to achieve the goals of the Third Grade Reading Guarantee. *Topics may include the following:* • Building a data culture ○ What is STAR and how will we use it to address our data needs? ○ Shared responsibility and accountability ○ Role of STAR champions and leadership • STAR overview ○ Computer-adaptive assessment and item response theory ○ STAR scale and its connection to state standards and state assessments ○ Growth modeling/projected scores ○ Taking a STAR assessment	Half-day session (three hours) on the same day as the Leadership Orientation. Up to 20 participants

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• Administering STAR with fidelity
  ○ Test frequency and scheduling
  ○ Preparing students to take the test
  ○ Motivating students and teachers appropriately
  ○ Monitoring student testing
  ○ Training staff on administering STAR assessments.	

Renaissance-U Online Course This course is organized into a series of short, self-guided interactive modules designed to provide teachers and administrators with the core knowledge to understand STAR Early Literacy, administer it with fidelity, and read various reports. The course is accompanied by a downloadable teacher guide, which enables staff members to track and demonstrate accountability as they move through the course activities.	Course modules average 15 minutes in length and are designed to be completed over time as the implementation progresses.

STAR Champions Academy, Day 1 (Held after the initial screening)
After this session, the Champions will be prepared to provide additional staff development to help their fellow teachers deepen their understanding of the assessment. Champions will also learn how to lead and facilitate grade-level data discussions that will help their fellow teachers analyze and act on the data provided by the assessments.
Topics may include the following:
• The science of STAR
• Creating a data culture
• Universal screening
• Using the Core Progress learning progressions to inform instruction
• Incorporating STAR Early Literacy to support the Third Grade Reading Guarantee
  ○ Using the Screening Report to plan for intervention and prioritize student needs.
  ○ Setting goals with STAR and evaluating each student's response to intervention using the Student Progress Monitoring Report.
	Champions will spend one day (six hours) at a central location.

STAR Champions Academy, Day 2 (Held after the mid-year screening) *Topics may include the following:* • Measuring growth with student growth percentiles (SGPs) • Monitoring progress • Estimating mastery of standards and proficiency on state assessments • Using STAR Enterprise Reports and Features (as needed) ○ Discussing the Core Progress learning progressions and a variety of reports, including but not limited to the Screening Report, Diagnostic Report, Record Book, State Standards Report, and Parent Report.	Champions will spend one day (six hours) at a central location.
Ongoing Data Support Each Champion will have unlimited access to a data coach at any time during the school day (7:30 a.m. to 8:00 p.m., eastern time) via telephone, e-mail, or online chat to provide immediate answers to any questions that arise as teachers use the assessments. The coach will check in with the Champion on a regular basis to discuss the progress of the implementation in the school and offer assistance as needed.	As needed.
Cost (per school, based on 10 schools and 20 total participants)	$2519.10

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Recommended Service Options to Refresh Knowledge and Ensure Ongoing Fidelity in Subsequent Implementation Years or for Experienced STAR Customers to Refresh Knowledge and Ensure Ongoing Fidelity

Activities	Time Commitment	Cost
Annual Champions Academy Onsite Refresher STAR Champions will come together in September of the subsequent years of the implementation to review any enhancements to the assessment and discuss additional reports as they become available in STAR Early Literacy. Champions will again participate in case studies using actual student data to enhance their understanding and ability to facilitate data team discussions. They will also have the opportunity to share any challenges they have encountered in schools and develop successful strategies for overcoming those challenges and helping teachers in their schools deepen and expand their use of the assessments.	Champions will spend one day (six hours) at a central location.	$300 per school, based on 10 schools and 20 total participants
Data Coaching Support One individual in the school will receive support from a Renaissance data coach, who will check in with the designated individual on a regular basis to review any enhancements to the assessment and discuss additional reports as they become available. The coach will also be available at any time during the school day (7:30 a.m. to 8:00 p.m., EST) by telephone, e-mail, or online chat to answer questions and offer suggestions to support the staff in deepening and expanding their use of STAR Early Literacy.	As needed.	$799 per school
Implementation Site Visits During Implementation Site Visits, Renaissance Consultants coach educators in using their Renaissance products to impact instructional practice. Each visit is planned in advance with school leadership to ensure that it provides the exact support needed, which could include building-level and grade-level data analysis and planning, classroom coaching, modeling of best practices, and question-and-answer sessions. After an Implementation Site Visit, educators will understand how to: • Use student data to inform their work. • Monitor progress and student growth. • Plan next steps to meet student needs. • Use the instructional best practices supported by Renaissance Learning resources. • Assess their level of implementation to ensure students are getting maximum benefits from Renaissance Learning resources.	1 day (6 hours)	$3000 per school

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