

**COMPARABLE ASSESSMENTS
FOR
Third Grade Reading Guarantee
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 LEAs to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	Renaissance Learning™, Inc.
Provider Contact Information:	Debra Schoenick, Vice President – Strategic Support Phone: (800) 338-4202 Fax: (866) 558-4056 E-mail: dept10@renlearn.com
Name of Product Proposed:	STAR Early Literacy Enterprise™
Does this product provide an assessment of reading proficiency and identify deficiencies? If so, how?	<p>STAR Early Literacy Enterprise is an assessment of early literacy proficiency and can be used to help teachers identify reading deficiencies. The assessment accomplishes this through a variety of reports, all of which are available immediately after a student completes a STAR test.</p> <p>Specifically, the Screening Report identifies which students are on-track and noton-track toward reading at grade level using a color-coded bar graph that categorize 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.</p> <p>STAR 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.</p>
What are the grade(s) the proposed product covers:	STAR Early Literacy Enterprise can be used with students in grades pre-K–3, English language learners (ELLs), and older students who are struggling with early learning skills. It is therefore ideal for use with grades K–3, as

	specified by the RFQ.
What are the reading domains does the proposed product cover?	<p>STAR Early Literacy Enterprise content is organized in two broad reading domains: 1) Word Knowledge and Skills and 2) Comprehension Strategies and Constructing Meaning. Within these domains, reading content is further organized in nine reading sub-domains, as follows:</p> <ul style="list-style-type: none"> • Alphabetic principle • Concept of word • Visual discrimination • Phonemic awareness • Phonics • Structural analysis • Vocabulary • Sentence-level comprehension • Paragraph-level comprehension <p>The assessment also provides an estimate of oral reading fluency for students in grades 1–3.</p>

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

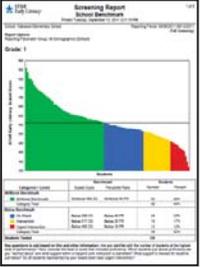
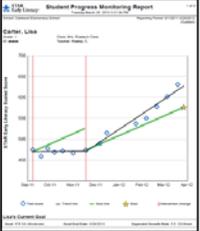
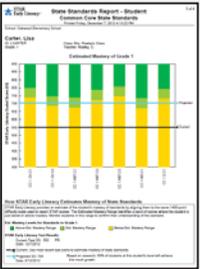
STAR Early Literacy Enterprise is ideal for use as a comparable assessment to Ohio’s Diagnostic Assessment for the Third Grade Reading Guarantee. It is a computer-adaptive assessment that can be used to help educators determine whether students are on-track or not-on-track toward reading proficiently at grade level, identify reading deficiencies, monitor student progress, and deliver targeted instruction. The assessment takes approximately 10 minutes to complete.

STAR Early Literacy Enterprise 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 Early Literacy Enterprise for one or both of these initiatives, implementing STAR as a comparable assessment to Ohio’s Diagnostic Assessment will fulfill multiple purposes without having to purchase more products.

STAR Early Literacy Enterprise assesses development of key early literacy skills for K–3 students, English language learners (ELLs), and any students who are struggling with early learning skills. With an item bank containing carefully calibrated, standards-based items, the test measures phonics, phonemic awareness, vocabulary, and comprehension as well as alphabetic principle, concepts of word, early numeracy, and more. 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, 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. 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.

<p>Benchmarking/ Screening for the Third Grade Reading Guarantee</p> <p><i>Which students are reaching benchmark?</i></p> <p><i>Which need intervention?</i></p>	<p>Screening Reports show which students are succeeding with core instruction and which may need intervention. The user selects their benchmarks (school, district, or RTI). Available at the class and grade levels.</p>	
<p>Diagnostic Information and Instructional Planning</p> <p><i>How are my students performing in the different skill sets?</i></p>	<p>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. Reports also identify prerequisite skills and provide a direct link to instructional resources aligned to each skill. Available at the student and class levels.</p>	
<p>Progress Monitoring for RTI</p> <p><i>Is my student responding to intervention?</i></p>	<p>Individualized growth targets are set and monitored for each student with the Student Progress Monitoring Report. 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 can be administered <i>up to weekly</i> for progress monitoring. Available at the student level.</p>	
<p>Mastering Standards</p> <p><i>Are students mastering the Ohio Academic Content Standards and the Common Core State Standards?</i></p>	<p>STAR assessments are aligned to Ohio Academic Content and Common Core Standards, and State Standards Reports help gauge progress toward <i>both sets of</i> standards. Available at the student, class, school, and district levels.</p>	
<p>Communicating with Parents</p> <p><i>How can I help my student get on-track to reading proficiently?</i></p>	<p>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.</p>	

Estimated Service Provider Costs (non-binding)	
<p>Fixed costs over a given academic year.</p>	<p>STAR Early Literacy Enterprise Real Time School Fee \$1,599.00/school</p> <p><i>(One-time fee for new school purchase of the software. School fee does not include student subscriptions.)</i></p> <p>STAR Early Literacy Enterprise Real Time Desktop Upgrade Fee \$599.00/school</p> <p><i>(One-time fee for any schools upgrading its desktop edition of STAR software to the STAR Enterprise edition. School fee does not include student subscriptions.)</i></p> <p>Renaissance Place Hosting Fee \$499.00/school</p> <p><i>(Annual, per-school fee for hosting STAR Enterprise software on Renaissance Learning’s Enterprise-Class Data Center. Fee only assessed once per school regardless of the number of hosted Renaissance Learning products.)</i></p>
<p>Per-student costs, over a given academic year, that are above the estimated fixed costs.</p>	<p>STAR Early Literacy Enterprise Real Time Subscription \$3.60/student</p> <p><i>(Annual, per-student subscription price for software access. One hundred student minimum purchase.)</i></p>
<p>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.</p>	<p>Custom Reporting and Technical Consulting Services \$1,800.00/report and \$325 annual maintenance fee per report</p> <p><i>(Cost of hourly custom reporting and technical consulting services.)</i></p> <p>Renaissance Data Integration Services</p> <p style="padding-left: 40px;">Level 1 (0-2000 students): \$2,800.00/year</p> <p style="padding-left: 40px;">Level 2 (2001-4000 students): \$4,800.00/year</p> <p style="padding-left: 40px;">Level 3 (4001-8000 students): \$6,500.00/year</p> <p style="padding-left: 40px;">Level 4 (8001-20,000 students): \$8,500.00/year</p> <p style="padding-left: 40px;">Level 5 (20,000+ students): \$9,500.00/year</p> <p><i>(With Renaissance Data Integration Services, Renaissance Learning can link your Student Information System to your STAR software on a scheduled basis.)</i></p> <p>Professional Services (See Professional Development Plan below.)</p> <p><i>(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.)</i></p>

If approved as a provider of comparable assessments third grade reading guarantee, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):

<input checked="" type="checkbox"/>	All Districts/LEAs in the State of Ohio, or
<input type="checkbox"/>	Only to those eligible Districts/LEAs indicated below:
Provide a link to a web based cost sheet/PDF for the assessments noted on Form C	http://kmnet.renlearn.com/content/documents/R56068/R005606871BB8810.pdf

Professional Development Plan

Our Professional Development Philosophy

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 Enterprise™ 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:

- We help school administrators become data leaders.
- We build data literacy in an incremental manner.
- We ensure that data analyses and discussions result in specific action plans.
- We develop internal data experts in each school who sustain use of the assessment over time.

Effective Professional Development

Renaissance Learning™, Inc., leads the educational services industry in delivering research-based professional development and related services designed for K–12 schools. Our experienced coaches, consultants, and program managers 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. The first is based on a 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.

Professional Services

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 Enterprise 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 on-site or via online sessions.

Year 1

Activities	Time Commitment
<p>Leadership Orientation</p> <p>This session will provide school leaders with an overview of the assessments and guidance for planning an effective implementation of the assessments in their schools.</p> <p><i>Topics include the following:</i></p> <ul style="list-style-type: none"> • Understanding the types of data that STAR Early Literacy™ makes available. • Determining how STAR Early Literacy reports fit into the district data model and support the Third Grade Reading Guarantee. 	<p>Half-day on-site session (three hours). Maximum of 20 attendees.</p>

<ul style="list-style-type: none"> • Understanding computer-adaptive technology. • Assessing current data literacy of teachers. • Planning a schedule for screening windows and data reviews with teachers. • Defining testing expectations, timelines for roll out, and staff training. • Ensuring assessment fidelity. • Building a culture of literacy. 	
<p>Teacher Orientation</p> <p>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.</p> <p><i>Topics include the following:</i></p> <ul style="list-style-type: none"> • Understanding the types of data that STAR Early Literacy makes available. • Understanding how STAR Early Literacy reports fit into the district data model and support the Third Grade Reading Guarantee. • Understanding how to administer the assessment with fidelity. • Review of the professional development resources available. • Review of the timeline for assessment and for data meetings. 	<p>Half-day on-site session (three hours) on the same day as the Leadership Orientation. Maximum of 60 attendees.</p>
<p>Online Course</p> <p>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.</p>	<p>Course modules average 15 minutes in length and are designed to be completed over time as the implementation progresses.</p>
<p>Online Data Analysis and Application</p> <p>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</p>	<p>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</p>

<p>after key assessment events throughout the school year.</p> <p><i>Topics include the following:</i></p> <ul style="list-style-type: none"> • 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. • 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. 	<p>school leadership team.</p>
<p>Ongoing Data Support</p> <p>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.</p>	<p>As needed.</p>
<p>Cost (for a single school)</p>	<p>\$6,199</p>

Subsequent Years

Activities	Time Commitment
<p>Data Coaching Support</p> <p>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.</p>	<p>As needed.</p>
<p>Cost (for a single school)</p>	<p>\$799</p>

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 a “STAR Champion” who will receive intensive professional development, preparing the Champion to provide direct staff development and support to the teachers in their schools. Please note that Ohio LEAs considering purchasing the multiple-school professional services plan must enroll representatives from a minimum of 10 schools, and a maximum of two representatives per school.

Year 1

Activities	Time Commitment
<p>Leadership Orientation</p> <p>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.</p> <p><i>Topics include the following:</i></p> <ul style="list-style-type: none"> • Understanding the types of data STAR Early Literacy makes available. • Determining how STAR Early Literacy reports fit into the district data model and support the Third Grade Reading Guarantee. • Understanding computer-adaptive technology. • Assessing current data literacy of teachers. • Planning a schedule for screening windows and data reviews with teachers. • Identifying a STAR Champion who will become the embedded expert. • Defining testing expectations, timelines for roll out and staff training. • Principal responsibilities for ensuring assessment fidelity. • Building a culture of literacy. 	<p>Half-day session (three hours). Minimum of 10 schools represented, with a maximum of two representatives per school.</p>
<p>Champion Orientation</p> <p>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.</p> <p><i>Topics include the following:</i></p> <ul style="list-style-type: none"> • Understanding the types of data that STAR Early Literacy makes available. • Understanding how STAR Early Literacy reports fit into the district data model and support the Third Grade Reading Guarantee. 	<p>Half-day session (three hours) on the same day as the Leadership Orientation. Minimum of 10 schools represented, with a maximum of two representatives per school.</p>

<ul style="list-style-type: none"> • Understanding how to administer the assessment with fidelity. • Reviewing the professional development resources available. • Guiding teachers in using the online course. • Introducing the STAR data coach. • Planning the timeline for assessment and data meetings. 	
<p>Online Course</p> <p>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.</p>	<p>Course modules average 15 minutes in length and are designed to be completed over time as the implementation progresses.</p>
<p>STAR Champions Academy, Day 1</p> <p>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.</p> <p><i>Topics include the following:</i></p> <ul style="list-style-type: none"> • Maintaining Efficient Assessment Practices for Actionable Data <ul style="list-style-type: none"> • Understanding the science behind STAR Early Literacy. • Managing Renaissance Place and key technical tasks for navigating and managing of applications and data (e.g., defining school year, adding users, creating courses and classes). • Gaining hands-on experience with STAR Early Literacy and understanding the student experience. • Learning the standards and best practices for the STAR testing environment. • Understanding the importance of implementing the assessments with fidelity. • Understanding how STAR Early Literacy data can be used for multiple purposes. • Understanding scores and their uses. 	<p>Champions will spend one day (six hours) at a central location.</p>

<ul style="list-style-type: none"> • Guiding Data Discussions/Data Team Meetings <ul style="list-style-type: none"> • Interpreting data on reports from participants' schools. • Watching samples of data team meetings and noting observations. • Discussing and identifying elements and processes for effective data team meetings. • Incorporating STAR Early Literacy to support the Third Grade Reading Guarantee <ul style="list-style-type: none"> • 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. 	
<p>STAR Champions Academy, Day 2 (Held after the mid-year screening)</p> <p><i>Topics include the following:</i></p> <ul style="list-style-type: none"> • Reviewing STAR Data and Administration <ul style="list-style-type: none"> • Examining assessment administration procedures. • Discussing implementation of a STAR data review process. • Using STAR Enterprise Reports and Features (as needed) <ul style="list-style-type: none"> • 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. 	<p>Champions will spend one day (six hours) at a central location.</p>
<p>STAR Champions Academy, Day 3</p> <p>During this session, the Champions will review the progress of the implementation in their schools, discuss challenges, and share successful strategies for overcoming those challenges. The session will include opportunities for each of the Champions to lead a simulated data-review session and build their skills in guiding teachers to use STAR data more effectively for instructional planning, with a particular emphasis on addressing the needs of students who are not on-track. The Renaissance consultant will review additional STAR reports and guide the Champions in using STAR Early Literacy data to analyze the status of the implementation in their schools and to develop action plans to moving forward.</p>	<p>Champions will spend one day (six hours) at a central location.</p>
<p>Ongoing Data Support</p> <p>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</p>	<p>As needed.</p>

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.	
Cost (per school, based on a minimum of 10 schools and a maximum of 20 total participants)	\$1,999

Subsequent Years

Activities	Time Commitment
<p>STAR Enterprise Annual Champions Academy</p> <p>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.</p>	Champions will spend one day (six hours) at a central location.
Cost (per school, based on a minimum of 10 schools and a maximum of 20 total participants)	\$300