

Product Correlation to Funding Source

Funding Source: Title I, Part A

Purpose: to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Product: Renaissance Star Early Literacy®

Title I, Part A Requirements	Renaissance Star Early Literacy
<p>Provide opportunities for all children to meet the challenging State academic standards.</p>	<p>Star Early Literacy screens, monitors progress, and diagnoses preK-3 students' command of key early reading and numeracy skills, using items aligned to the challenging State academic standards. Its computer-adaptive technology combined with animated, auditory instructions and practice questions enables young children to complete the assessment independently. Each test item is selected based on the student's age and grade level, prior performance on Star Early Literacy tests, and the student's responses to previous test items. This process dynamically personalizes each student's assessment, ensuring that each student is tested on material appropriate to his/her current level and providing actionable, real-time information about his/her reading skills.</p>
<p>Identify and implement instructional and other strategies that:</p> <ul style="list-style-type: none"> strengthen the academic program in the school 	<p>Star Early Literacy strengthens the academic program in the school by repeatedly assessing a child's status at different stages of literacy skills development and growth. Teachers receive real-time progress data, allowing them to respond immediately by differentiating instruction as needed. Star Early Literacy assesses 145 skills in eight key domains of early literacy and numeracy related to the core academic program:</p> <ul style="list-style-type: none"> Print Concepts Phonological Awareness Phonics and Word Recognition Fluency Vocabulary Acquisition and Use Counting and Cardinality Operations and Algebraic Thinking Measurement and Data <p>Star Early Literacy reports help teachers target objectives based on strengths and weaknesses, choose appropriate materials, group students with similar needs, monitor progress for students in</p>

<ul style="list-style-type: none"> • increase the amount and quality of learning time • address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards • provide an enriched and accelerated curriculum 	<p>intervention, and provide a starting point for diagnosing specific skills difficulties. Reports include:</p> <ul style="list-style-type: none"> • <u>Screening Report</u> – Which students are reaching benchmarks, and which need intervention? • <u>Instructional Planning Report</u> – What are students ready to learn next? • <u>Student Diagnostic Report</u> – What skills are students proficient in, excelling in, and where may intervention be needed? • <u>Core Progress learning progressions</u> – What prerequisite skills do students need to understand the current lesson? • <u>Student Progress Monitoring Report</u> – Are students responding to instruction? • <u>State Standards Report</u> – How are students doing in comparison with the challenging State academic standards? • <u>Annual Progress Report</u> – How do students’ average scores compare to Literacy Skills Classifications? <p>Star Early Literacy increases the amount and quality of learning time since assessment and record-keeping are automated, keeping non-learning time to a minimum. It allows young children to be assessed in approximately 10 minutes. Test items incorporate text, graphics, and audio, as appropriate, to assess skills in the most effective way possible. Instructions are written to be explicit, clear, and consistent from item to item so that students are able to test independently</p> <p>Development of literacy skills is the best indicator of future reading success. Star Early Literacy provides an ongoing measure of growth that enables teachers to address the developmental needs of all students, identify at-risk students and determine necessary interventions, and strengthen emergent readers’ skills early, before they fall too far behind their peers.</p> <p>Star Early Literacy is designed to repeatedly assess a child’s status at different stages of literacy skills development and growth. Teachers receive real-time progress data, allowing them to respond immediately by intervening with remediation or enrichment as needed. The assessment’s Core Progress learning progression identifies focus skills, terminology and concepts, conceptual knowledge, linguistic competencies, strategies for English learners, and prerequisite and related skills.</p>
--	---

<ul style="list-style-type: none"> • Provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. 	<p>Star Early Literacy is a powerful tool, but it does not create student achievement gains by itself. It is how teachers use it that makes the State challenging academic standards achievable. Star Early Literacy - related professional development focuses on best practices and includes Renaissance-U® (self-paced, on-line assessment course), virtual seminars, custom on-site seminars, and customized implementation and data.</p>
<p>Implement effective parent and family engagement.</p>	<p>Informed and involved parents create a continuum between school and home that enhances the learning process and enables parents to be active participants in the school-wide program plan. Star Early Literacy Parent Reports are available in English or Spanish to strengthen communication between school and home. Each report summarizes the student’s performance on the assessment as measured by a scaled score calculated on the difficulty of the questions and the number of correct responses. The scaled scores relate to the three developmental stages (Emergent Reader, Transitional Reader, and Probable Reader). The stage of the individual student is explained in the report in terms of specific skills. Recommendations to parents as to how they can support their children’s learning are provided.</p>