

# **Minnesota STAR 16 Orientation**

July 1, 2015 – June 30, 2016



# Overview

This orientation takes 10-15 minutes to review and covers the following topics:

1. What is STAR?
2. What is EBRI?
3. Who are STAR students?
4. STAR Goals and Timeline
5. STAR Administrator and Teacher Roles
6. STAR Benefits, Outcomes, and TA
7. STAR 16 Application Process



# What is STAR?

- An acronym for **ST**udent **A**chievement in **R**eading
- Related to a strategic goal from the United States Department of Education (USDE): “To transform education into an evidence-based field”
- Developed by the Office of Vocational and Adult Education (OVAE – now OCTAE), Project STAR staff, and subject matter experts
- In Minnesota, targeted for adult readers at NRS levels Low/High Intermediate ABE and Advanced ESL
- An intense, long-term, professional development (PD) package of trainings and technical assistance (TA) activities



# What is EBRI?

**Evidence-Based Reading Instruction (EBRI)**, the foundation of STAR, is:

- Based on valid and reliable findings from scientific reading research
- Supported by conclusions from literacy experts and practitioners
- A collection of practices with a record of reading achievement success for a particular student population
- Universal; meaning appropriate for persons with learning disabilities (LD) and English Language Learners (ELLs) – with some modification



# Who are STAR students?

- A large ABE/ESL population nationwide with complex and challenging reading needs
- Native English speakers testing into NRS Low/High Intermediate ABE levels (according to TABE)
- Non-native English speakers testing into NRS Advanced ESL level (according to CASAS)
- Adults willing and able to participate in regular and explicit reading instruction



# STAR Investments

The Minnesota Department of Education (MDE) invests supplemental services funding in ATLAS to support STAR trainings, technical assistance, and implementation.

In exchange, participating ABE programs are expected to invest in STAR during their training year *and beyond*.



# STAR Goals

Meeting the challenges of *full* STAR implementation occurs along a continuum.

During the first or training year, STAR trainers, administrators, and teachers collaborate to complete four goals of implementation.

Full implementation of STAR classes (Goal 4) often continues into the second year.



# Goal 1

**Establish structures and policies at the program or classroom level to support STAR classes**

Managed enrollment structures include “regularly scheduled class days and times, planned entry dates, and enforced regular attendance” (MDE, 2012). Waiting lists or open labs and classes allow participation until the next STAR entry date.





Attendance policies determine how regularly STAR students must attend class before being dropped, placed on waiting lists, or referred to open labs and classes.

If managed enrollment structures and attendance policies are new for your program, it will likely require teacher and student orientations to clarify expectations and consequences.



After STAR Institute I (September 17-18, 2015), participants are expected to begin planning and implementing managed enrollment structures and attendance policies for future STAR classes.



## Goal 2

**Conduct diagnostic reading assessments for all four reading components with eligible STAR students**

Individual tests for alphabets, fluency, vocabulary, and comprehension are administered using public domain and published assessment materials provided by ATLAS.



Conducting individual tests is staff and time “heavy.” It requires:

1. Duplicating and organizing testing materials
2. Finding a private testing space
3. Determining a testing schedule
4. Providing teacher release time to conduct 1:1 testing
5. Scoring and interpreting testing results



After STAR Institute I (September 17-18, 2015), participants are expected to begin conducting diagnostic reading assessments for future STAR classes.

New STAR Teams will also need to plan an ongoing diagnostic reading assessment process. This may involve support staff or volunteer training organized by the Minnesota Literacy Council.



# Goal 3

**Plan and deliver evidence-based reading instruction for alphabets, fluency, vocabulary, and comprehension**

This goal is accomplished incrementally during the training year as participants gain knowledge, techniques, and materials for explicitly teaching each component.



After STAR Institute II (November 19-20, 2015), participants are expected to begin delivering alphabetic and vocabulary instruction.

After STAR Institute III (February 12, 2016), participants are expected to incorporate fluency instruction.

After STAR Institute IV (April 14-15, 2016), participants are expected to incorporate comprehension instruction – as needed.



# Goal 4

**Organize a sustainable reading instructional routine based on students' strengths, weaknesses, and monitored progress**

This goal is the ultimate outcome of STAR participation: a reading instructional routine for STAR students; however, it is often not fully implemented until the second year.





## Implementing and sustaining STAR requires:

- Structured STAR sessions and classes
- Clear STAR attendance and enforcement policies
- An ongoing diagnostic reading assessment process
- Adequate STAR teacher time for planning and delivering evidence-based reading instruction
- A collection of STAR-recommended instructional materials and resources
- Regular STAR team meetings to discuss inevitable challenges and possible solutions
- Ongoing technical assistance support from the STAR coordinator, trainers, and online Toolkit



# New STAR Administrators will...

1. Have supervisory responsibilities for STAR teachers and authority to implement program and classroom changes
2. Attend *at least* STAR Institutes I and IV (four days); however, attendance at all seven training days is highly encouraged
3. Participate in 5 action plans for establishing managed enrollment structures and attendance policies, conducting diagnostic reading assessment, and implementing evidence-based reading instruction
4. Support implementation of all action plan steps and timelines
5. Meet regularly with STAR team to discuss inevitable challenges and possible solutions



# New STAR Teachers will...

1. Attend STAR Institutes I, II, III, and IV
2. Spend time on the STAR Toolkit before and after Institutes
3. Participate in 5 action plans for establishing managed enrollment structures and attendance policies, conducting diagnostic reading assessment, and implementing evidence-based reading instruction
4. Complete 3 lesson plans for explicit alphabets or vocabulary, fluency, and comprehension instruction
5. Meet regularly with STAR team to discuss inevitable challenges and possible solutions
6. Ultimately, with administrator support, organize a sustainable STAR instructional routine or class



# What makes a “good” STAR teacher?

- Has current and future instructional responsibility for the target population of STAR
- Is willing to give “extra” to accomplish reading reform for STAR students
- Is willing to use a variety of techniques and materials for reading instruction
- Is willing to take risks, fail, try again, and learn from reading reform challenges



# STAR Benefits and Rewards

Combined investments from MDE, ATLAS, and STAR participants bring many benefits and rewards.

The extrinsic rewards include:

- Free, high-quality trainings and resources
- Free and responsive technical assistance support
- CEUs after each Institute
- Stipend for completion of all trainings and assignments
- Option of 3 Hamline graduate-level credits at reduced tuition



The intrinsic rewards include:

- Improved knowledge and skills about evidence-based and explicit reading instruction
- Improved program structures and policies that support evidence-based reading instruction
- Increased STAR teacher enthusiasm and confidence
- Development of STAR teacher and student cohorts
- Student satisfaction with STAR instruction and reading progress



# STAR Outcomes

Garrett LePage, ABE accountability and database consultant, analyzed PY 10 and 11 student data entered into MARCS and MABE. His general conclusion was:

**“There is evidence that STAR instruction positively influences student completion rates and persistence for the majority of teachers/ABE programs.”**



More specifically,

- In 8 of 10 programs selected for analysis, STAR students had *higher* level completion rates compared to rates from total populations of Intermediate-level students.
- In 4 of 6 STAR programs using the MABE database, STAR students stayed or persisted *longer* than non-STAR students.





# More Recent Outcomes

In the fall of 2014, an informal survey was conducted to determine current STAR sites, staffing, managed enrollment structures, and use of diagnostic reading assessment and explicit instruction.

In addition, STAR programs were asked if STAR students made level gains during PY 13-14. Most answered **YES!** Actual percentages ranged from 50-100%.



# STAR Technical Assistance (TA)

Responsive and reassuring TA is provided in a variety of ways:

- Trainer consultation at STAR Institutes
- Trainer response to emails, phone calls, or meeting requests
- Trainer electronic review of all action and lesson plans
- 24/7 access to the online STAR Toolkit
- 24/7 access to online ATLAS resources



**THANK YOU** for your interest in the STAR Project.

If you have any questions, please contact Marn Frank at [mfrank06@hamline.edu](mailto:mfrank06@hamline.edu) or 651-523-2779.

The following slides outline the application process for participation in STAR 16.



# Intent to Apply

STAR administrators email Marn Frank their answers these questions by June 15, 2015.

1. Why does your program want to participate in STAR 16?
2. How is STAR already a good fit for your consortium or program?
3. What will STAR bring to your consortium or program in the future?



# Application Process

*STAR 16 Application* is electronically completed and sent to Marn Frank by July 15, 2015.

*STAR 16 Participant Agreements* are completed and sent via mail, fax, or email to Marn Frank by July 31, 2015.

STAR Leadership Team reviews all completed application materials. Phone interviews may be conducted to gather additional information.

Selected MN STAR 16 programs and teachers will be notified via email by August 1, 2015.

