

Minnesota STAR 18 Orientation

July 1, 2017– June 30, 2018



Overview

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What is STAR?

An acronym for **ST**udent **A**chievement in **R**eading, a reading reform initiative...

- 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
- Includes 4 STAR Institutes over 7 days, access to an online toolkit, and ongoing support from certified STAR trainers



What is EBRI?

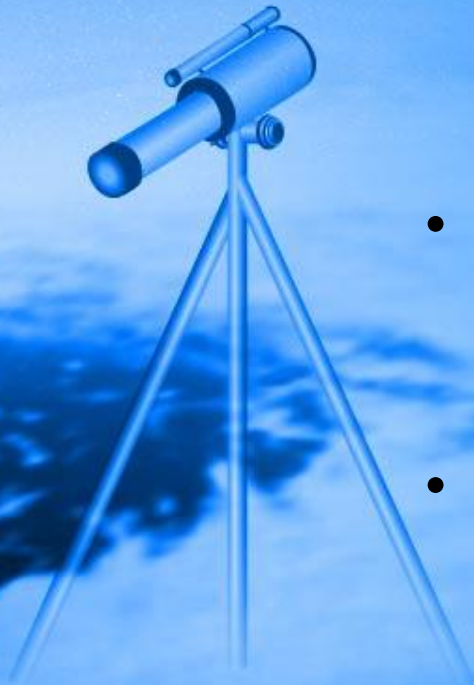
An acronym for **Evidence-Based Reading Instruction**, the foundation of STAR...

- Based on valid and reliable findings from reading research and supported by conclusions from adult literacy experts or practitioners
- Includes assessment and instructional practices proven to increase reading achievement for particular student populations
- Appropriate for persons with learning disabilities (LD) and English Language Learners (ELLs) – with modifications



Who are STAR Students?

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



Who are STAR Teachers?

- Have current and future instructional responsibility for Intermediate ABE or Advanced ESL students
- Are willing to give “extra” to accomplish reading reform for their STAR students
- Are willing to use a variety of new techniques and materials for reading instruction
- Are willing to take risks, fail, try again, and learn from reading reform challenges



STAR Goals

During the training year, STAR trainers, administrators, and teachers collaborate to complete 4 goals of STAR implementation.

Full implementation of STAR classes or instruction occurs along a continuum and often continues into the next school year.

The next slides describe all 4 goals.



Goal 1

Establish structures at the program or classroom level to support STAR classes or instruction -- including “regularly scheduled days and times [1-5x/week], planned entry dates [weekly, monthly, quarterly], and regular attendance [of STAR students]” (MDE, 2012).



After STAR Institute I (November 16-17, 2017), participants are expected to begin planning and implementing managed entry and attendance policies for STAR classes or instruction.



Goal 2

Conduct 3-4 diagnostic reading assessments (DRA) with eligible STAR students -- using an “all in one” DRA resource of testing processes, word lists, passages, and forms provided by ATLAS during STAR Institute I (November 16-17, 2017).



New STAR Teams will also need to plan an ongoing diagnostic reading assessment process. This may involve support staff or volunteer trainings organized by the Minnesota Literacy Council and presented by Marn Frank in two, three-hour parts.



Goal 3

Plan and deliver evidence-based instruction for alphabets, fluency, vocabulary, and comprehension -- using knowledge, skills, techniques, and materials gained during STAR Institutes II-III (February 8-9 and April 26-27, 2018).



After STAR Institute II (February 8-9, 2018), participants are expected to deliver alphabets and vocabulary instruction.

After STAR Institute III (April 26-27, 2018), participants are expected to incorporate fluency and comprehension instruction.



Goal 4

Organize a reading instructional routine based on students' strengths, weaknesses, and monitored progress -- the topic of STAR IV on June 1, 2018, along with STAR's connection with some of the CCRS/ELA Reading Foundational Skills and Reading Standards.



STAR Benefits

Combined investments from MDE and ATLAS bring many benefits to STAR participants:

- FREE, high-quality trainings, resources, and trainer support
- CEUs after each Institute (42 total)
- A stipend for completion of all training activities and assignments
- The option of 3 Hamline graduate-level credits at reduced tuition

NOTE: This is the last year of all face-to-face trainings.



General STAR Outcome

Garrett LePage, ABE accountability and database consultant, analyzed PY 10 and 11 student data entered into MARCS and MABE. He concluded:

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



Specific STAR Outcomes

- 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.



STAR 18 Application

Applications and Participant Agreements are completed and submitted to Marn Frank by **October 13, 2017** - SEE SAMPLE COPY.

STAR Leadership Team reviews all application materials and Marn will conduct phone interviews - as needed.

Selected MN STAR 18 programs and teachers will be notified via email by Marn on or before **October 31, 2017**.



Please contact Marn Frank at mfrank06@hamline.edu with any of your STAR questions or concerns!



**QUESTIONS?
CONCERNS?**

**THANKS for watching
and learning about
the STARs in
Minnesota ABE!**

