



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u>	<u>EXECUTIVE STAFF PRESENT:</u>
Tom Oliver, Chair, via zoom Richard Borden, Vice Chair Nichole Piland, Member Tammy Schilling, Member	Bo Yates, Superintendent Jennifer Meckley, Assistant Superintendent William Lewis, Business Director

The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Vice Chair Richard Borden called the meeting to order at 6:00 PM and led the flag salute.

2. PUBLIC COMMENTS

No public comments were made.

3. FALL STAR DATA

Bill Wittman, Curriculum Director, speaks to the board sharing fall data from the STAR assessments given to students from 2nd-8th grade, as well as special education students at LHS. Bill shows where we are at per grade level, and the percentiles for 3rd and 4th grade. He also explains that teachers come together and use these scores to assess the needs of the students, which can then refer them to additional testing and intervention supports, ex- title, special education, and ELL.

Bill also shows the STAR results and the breakdown per individual student and the district as a whole. He shows that Lebanon is currently matching scores nationwide, with lower performance and stronger growth. Bill also describes an additional report that shows how the district, teacher, and school levels are performing and how they will use this data in the teacher / grade level PLC meetings. This information does show that the district is making growth.

Bill also shows that in addition to the national findings, student percentiles in reading and math are aligned with the national average of high growth and low performance.

Bill also states that the growth is encouraging, and the performance is not so encouraging, though we are following the nation at this point and still working from a baseline year. The district has had high participation rate in the testing as well.

Bo Yates adds that Oregon was by far one of the most aggressive states as far as what the district had to implement in the classrooms and that the district is out performing in Oregon, but it is

going to take some time to get back on our feet, with putting in PLC work and working with staff on data and how to best support our kids.

Richard Borden asks if there are demographics of students that are not performing as well, and what our action plan would be for this.

Bill notes that there has been some evidence of students with disabilities, some students of color, and other language learners with a lower performance rate. He explains that the district's ELL students who are being served has increased from 85 last year to 105 students this year and there are pull out supports for those students, and that for special education and title services, the district is providing title teachers with IA's at every school to help support the students you see in the red and yellow areas on the STAR data reports.

A question is brought by Richard, if the district is fully staffed to support the needs of the students who need more support. Bill assures that as far as he is aware we are fully staffed, though there is some questions in regards to the growth in relation to the ELL students and staff and the district is working through that. Because of substitute shortages as well that can affect staffing as far as who the district has available in those support areas, if we need someone to fill a spot, which can vary each day.

Tammy Schilling asks that the board members have access to review the STAR data at their own time and pace outside of the meeting. Tammy has also asked that when presenting this data that the district comes with 3 problems or goals in mind of where we would like to work on things, so that there is something tangible to work with moving forward. With this, Bo explains that education is a process and that the district is just beginning their PLC work, comparing and learning from each other, analyzing curriculum, and leveling up, and that the data does not always translate to what the district is doing. Jennifer Meckley adds that we can in fact share our continuous improvement plan which shows the specific goals and action steps. Bo also adds that the districts priority at this point is reading and math.

4. SEVEN OAK PROJECT

William Lewis speaks to the board to introduce the construction process and the members of the construction team working on the Seven Oak project. The district would like to have a go or no go on moving forward with the project. William explains that the initial start of the project and its budget has changed as time has developed and costs have changed. After professionals have analyzed the plans, it has concluded that the district cannot afford the 6 classrooms that were initially planned for, so the district went back to the drawing board to figure out exactly what was needed at this point to move all of the 6th grade students to Seven Oak.

William shares photos and documents of the design and layout of the building, and explains that after working with contractors and engineers, the budget is now at a place that feels comfortable and can see the project through. H also shares that the budget allows for contingencies and inflation, and at this point is at 5.1 million, with funding coming from ESSR 2 and ESSR 3.

Paul, hired as a 3rd party architect, explains to the board via zoom the details of the bid and how they came to the cost for the project.

After a question from Nichole Piland in regards to the number of classrooms, William explains that at this point the cost for 6 classrooms was extremely high and in order to serve the 6th grade students that we have at this time and fill the immediate need, it made sense to move forward with 3 classrooms, and a fitness / gym area for PE space, ect. He also explains that the CTE class at Seven

Oak initially needed to fill one of the new classrooms, though it has its own portable now and will not utilize the new space.

William also explains that between schematic design and final design there is a process where there will be contingency as well. When questioned, Paul notes that the cost of this building is approximately \$355 a sq. ft. Richard and William agree that the contingency amount placed is due to inflation and is smart planning to have a buffer.

The board reviews and questions the height of the fitness center, and it is discussed that it is usable for sports, though there is concern whether the space will be tall enough for that kind of use.

Bo adds that this space was thought to be more so for conditioning and strength, as Seven Oak does still have the 2 additional gyms for other use as well.

Richard would like to know the cost of raising the roof, Paul states that he can get a price for that.

Tammy brings a question in regards to the number of classrooms and where that puts the district as of now as far as having enough space for all of the 6th grade students. Bo notes that it gives capacity for 100 more students, which would house all of our 6th grade students from the elementary schools, and he also notes that that would be at capacity with about 15-20% room for growth, as well as the fitness center could be used as extra space if needed as well. Tammy agrees that it is a positive thing to have an option of a weight room, as well as 2 gyms at Seven Oak.

William asks the board for a weigh in on the comfortability of the budget amount and moving forward with the 5.1 amount. Tom notes that at this time this is just an opportunity to review the budget amount, and that the district will come back to the board as the next phase comes in, Tom expresses his support with moving forward on the project. Tom feels that things look well and all seems to be moving ahead as it should. Richard also feels good about the way things are moving forward, and Tammy has a concern with the classes being at capacity and appreciates the extra space to be able to tap into as well.

5. DIVISION 22

Jennifer Meckley speaks to the board about Division 22, showing rules by which we consider the base line standards that ODE expects of the district. She explains that Division 22 is an annual process and helps to hold the district accountable to meeting the standards, and if we are not, being able to communicate with ODE as far as where support is needed.

Jennifer explains that the only area that the district was not in compliance with was physical education minutes, which is the requirements in regards to how many minutes of physical education a student is supposed to have. She explains that the plan of action moving forward is to ask our classroom teachers to take on some PE minutes, and that they may be creative and find ways to do these with breaks, walks, stretching, ect. Also recommended by Nicole Piland and Tammy Schilling. Jennifer also notes that this is only elementary that the district will need to work on for the minutes.

She also explains that the district has to look at the importance of PE minutes, but at the cost of *what*. Tom Oliver adds he does agree the PE minutes are important, though the focus right now should be more directed on intervention and getting students at benchmark. He also explains that if the students cannot read and write at grade level, that will take priority over PE minutes.

6. CONSENT AGENDA

Richard Borden questions the policy JHCD/JHCDA, asking what the definition of a “medically fragile student” is, Jennifer explains that it would classify as a student with a health plan in place. It was also questioned whether our ratio of school nurses to medically fragile students fits this model, Jennifer states that she is unsure of the exact numbers though she does reassure that the district is within the ratio. Jennifer also explains that part of the health plan is making all staff in contact with the student that will need to know, aware of the plan in case of an emergency. It is noted that some of the older students may self-carry medication through a process at the school level as well. Jennifer will find out the number of the ratio of school nurses to medically fragile students.

Tammy addresses concerns that she has in regards to Narcan, she explains that Narcan is opioid specific, and there is concern whether someone will be able to differentiate the symptoms of an overdose, since the symptoms can be very similar to a student having a seizure for example. She also has concerns that a student could administer Narcan to another student that may be having an epileptic seizure, and Jennifer does share that she has learned there is no harm done by administering Narcan if it is indeed not needed at that time, not that you would ever want this to happen. Tammy would like to see training to differentiate and recognize symptoms. Richard notes that this all comes back to the safety of the students and being sure that all staff are trained and prepared for those emergency situations with a clear protocol.

Jennifer notes that the districts first step would be to train medication trained staff to administer Narcan first, there would be a trained staff member at the schools at all times as first and back up staff members. Richard would like the district to be very thoughtful on who is trained.

Tom feels that the board may be digging deeper than needed at this time and feels comfortable with where we are at.

Nichole Piland motions to approve and Tom Oliver seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the OSAA Sponsorship Approval, September 8, 2022 Board Meeting Minutes, first reading policy update IKF, IGAI, JHC, KBA, KBA-AR, JHCD-JHCDA, and JHCD/JHCDA-AR, and second reading policy update GBEA, IGDJ, IGBAF-AR, IK, JGAB, GCDA/GDDA-AR, IGBBA, and IGBB, and temporary new hires Bryan Anderson, Jacob Ford, Janet Kelly, Michael Shafer, Pamela Triplett, and Kyra Wafford is approved in its entirety.

7. DEPARTMENT REPORTS

A. Operations

Nothing to report.

B. Human Resources

Nothing to report.

C. Finance

Nothing to report.

8. COMMUNICATION

A. Board

Tom thanks Richard for facilitating an efficient meeting, and the board is looking forward to having Tom back in person next month.

Richard also adds that as a note for the future, he would like to see the district using a mentoring program for classified staff, as they do for teaching staff. It is then clarified that the district does indeed have a program for this in place and is following it already. Laura Warren, President of LESPA, states that she will explain further about this during audience comments.

B. Superintendent

Jennifer reads Jen Zen to the board, with some positive news. At a recent cross country meet with middle school athletics, all students were shown supporting each other and cheering each other on whether they were apart of Lebanon or not. Lebanon was so proud of their athletes and their encouragement and kindness.

FFA soils teams competed last week in Scio at the district conference and placed 1st and will move on to the state contest after many hours of hard work. The skills these students learn as they study and understand soil are beneficial in many fields including, landscaping, agriculture, horticulture, engineering and others.

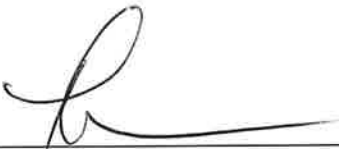
Shout out to Amanda Sater, a teacher at Seven Oak Middle School, named Oregon agriculture and classroom educator of the year. Amanda has worked closely with the agricultural program and truly goes above and beyond for the students to learn hands on about agriculture, as well as herself. The district is honored to have Amanda in our district and community.

AUDIENCE COMMENTS


Laura Warren, President of LESPA, speaks to the board about the ESP mentoring program that the district has in place. Laura explains how the district has worked for several years for this program and are able to support every new hire with a mentor for their first school year, and so far, have supported 114 new hires. These new staff members are supported by a trained staff, matched up by job classifications, where they follow a training schedule and meet by a schedule. She also explains that Lebanon is the only one in the state to have this program, and 1 in 12 in the nation, and will be featured in the national educational association.

9. MEETING ADJOURNED

There being no further business before the Board, the meeting was adjourned at 7:07 PM.



Tom Oliver, Board Chair



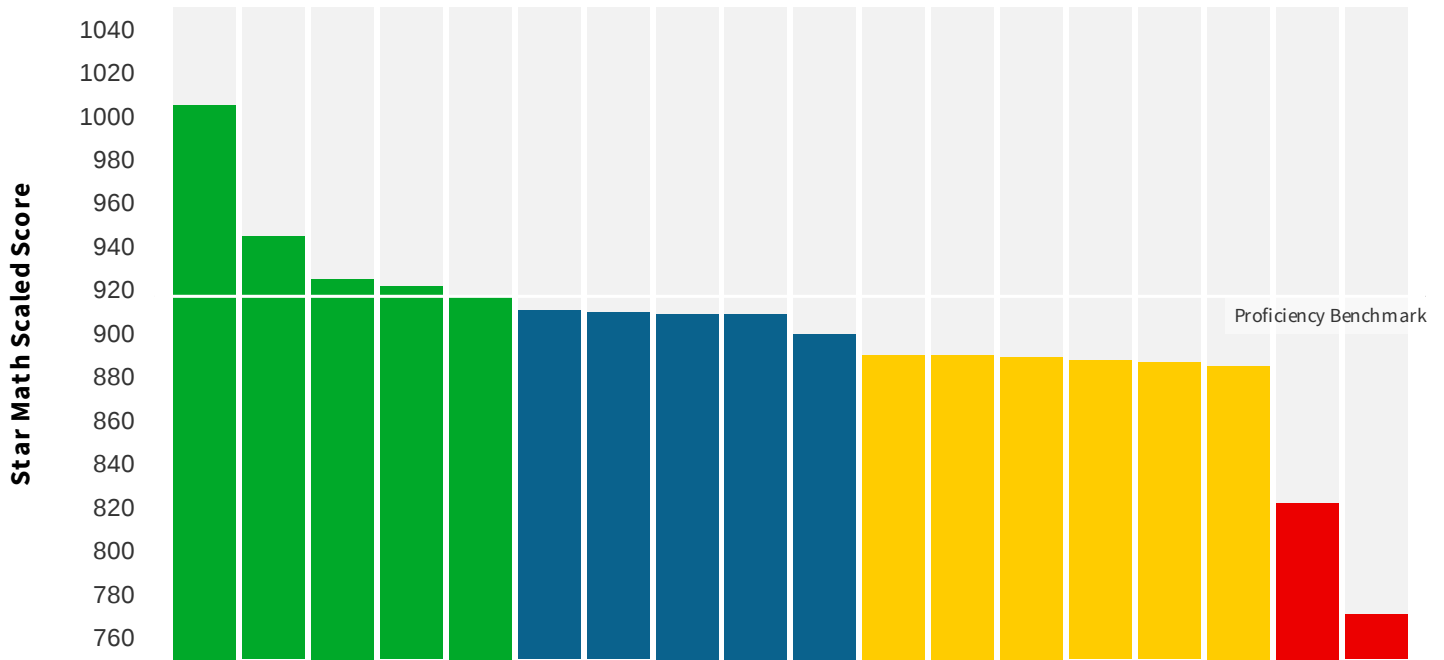
Bo Yates, Superintendent

RENAISSANCE® **Star Screening Report**
Star Math Enterprise Assessment (English)

Generated Oct 13, 2022, 2:18 PM

School	Classes	Screening Period	Demographics	Scale	Benchmark Type
CASCADES ELEMENTARY SCHOOL	Two Classes	09/12/22-09/23/22	All Demographics	Star Unified Scale	District

Class/Group: **Homeroom 03-Gehrett-P:e Sa-2830272** Teacher: **Gehrett, Heather** Grade: **3rd**



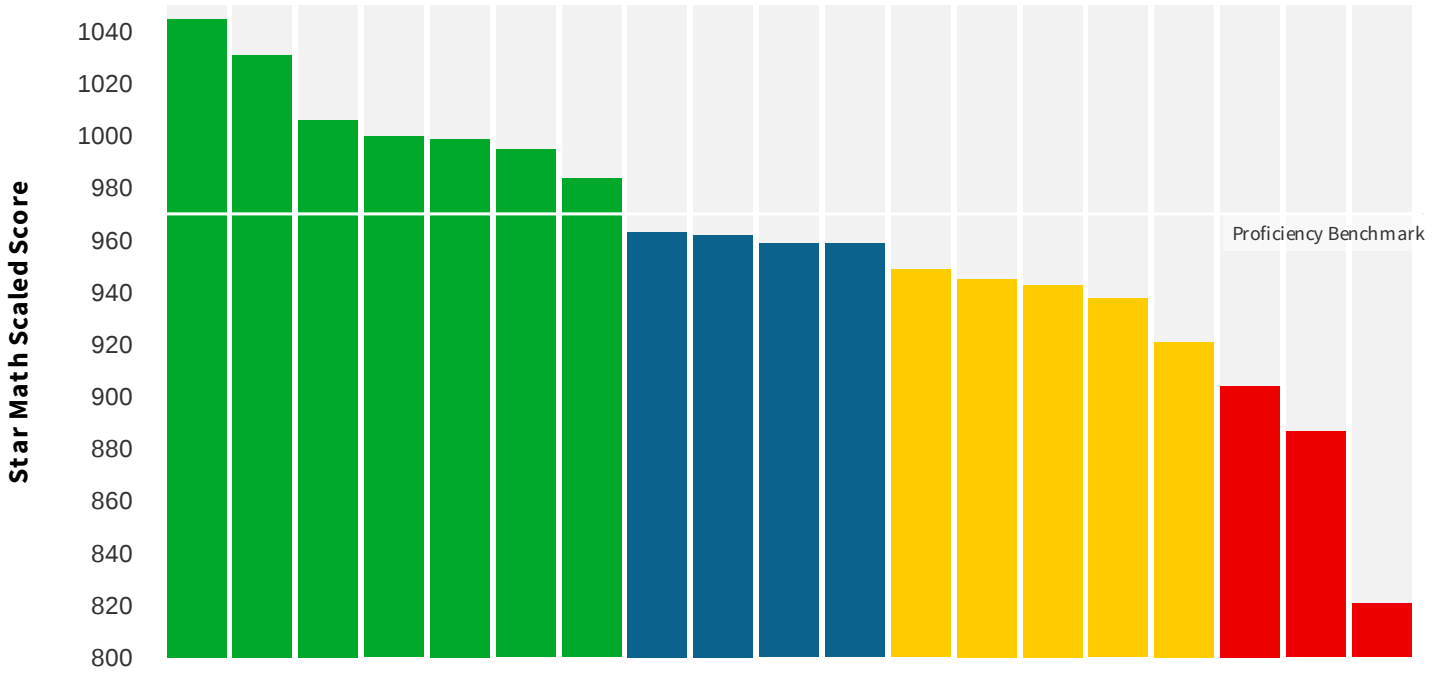
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 917 SS	At/Above 50 PR	5	28%
Category Total			5	28%
Below Benchmark				
On Watch	Below 917 SS	At/Below 49 PR	5	28%
Intervention	Below 899 SS	At/Below 35 PR	6	33%
Urgent Intervention	Below 864 SS	At/Below 15 PR	2	11%
Category Total			13	72%
Students Tested			18	
Students Not Tested			1	
Total Students			19	

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you “worried about” and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

School	Classes	Screening Period	Demographics	Scale	Benchmark Type
CASCADES ELEMENTARY SCHOOL	Two Classes	09/12/22-09/23/22	All Demographics	Star Unified Scale	District

Class/Group: **Homeroom 04-Claborn-P:e Sa-2830348** Teacher: **Claborn, Glenda** Grade: **4th**



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 970 SS	At/Above 50 PR	7	37%
Category Total			7	37%
Below Benchmark				
On Watch	Below 970 SS	At/Below 49 PR	4	21%
Intervention	Below 950 SS	At/Below 35 PR	5	26%
Urgent Intervention	Below 915 SS	At/Below 15 PR	3	16%
Category Total			12	63%
Students Tested			19	
Students Not Tested			1	
Total Students			20	

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you “worried about” and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

RENAISSANCE® **Star Screening Report**
Star Math Enterprise Assessment (English)

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School **CASCADES ELEMENTARY SCHOOL** Classes **Two Classes** Screening Period **09/12/22-09/23/22** Demographics **All Demographics** Scale **Star Unified Scale** Benchmark Type **District**

At/Above Benchmark

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/15/22	1005	3.04	4.7	96
██████████	09/15/22	922	3.04	3.1	54
██████████	09/19/22	945	3.06	3.5	72
██████████	09/15/22	925	3.04	3.1	56
██████████	09/15/22	917	3.04	3	50

On Watch

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/15/22	909	3.04	2.9	43
██████████	09/15/22	909	3.04	2.9	43
██████████	09/15/22	910	3.04	2.9	44
██████████	09/15/22	911	3.04	2.9	45
██████████	09/15/22	900	3.04	2.7	36

Intervention

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/15/22	890	3.04	2.6	29
██████████	09/19/22	889	3.06	2.5	29
██████████	09/15/22	887	3.04	2.5	27
██████████	09/15/22	890	3.04	2.6	29
██████████	09/15/22	888	3.04	2.5	28
██████████	09/15/22	885	3.04	2.5	26

Urgent Intervention

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/15/22	822	3.04	1.5	5
██████████	09/15/22	771	3.04	0.8	1

RENAISSANCE® **Star Screening Report**
Star Math Enterprise Assessment (English)

Generated Oct 13, 2022, 2:18 PM

School **CASCADES ELEMENTARY SCHOOL** Classes **Two Classes** Screening Period **09/12/22-09/23/22** Demographics **All Demographics** Scale **Star Unified Scale** Benchmark Type **District**

At/Above Benchmark

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/14/22	1000	4.04	4.6	72
██████████	09/14/22	1031	4.04	5.4	88
██████████	09/14/22	1006	4.04	4.7	75
██████████	09/19/22	984	4.06	4.3	60
██████████	09/15/22	1045	4.04	5.7	92
██████████	09/14/22	999	4.04	4.6	71
██████████	09/14/22	995	4.04	4.5	68

On Watch

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/14/22	959	4.04	3.8	41
██████████	09/14/22	962	4.04	3.8	43
██████████	09/14/22	959	4.04	3.8	41
██████████	09/14/22	963	4.04	3.8	44

Intervention

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/14/22	921	4.04	3.1	18
██████████	09/14/22	949	4.04	3.6	34
██████████	09/14/22	943	4.04	3.5	30
██████████	09/14/22	938	4.04	3.4	27
██████████	09/14/22	945	4.04	3.5	32

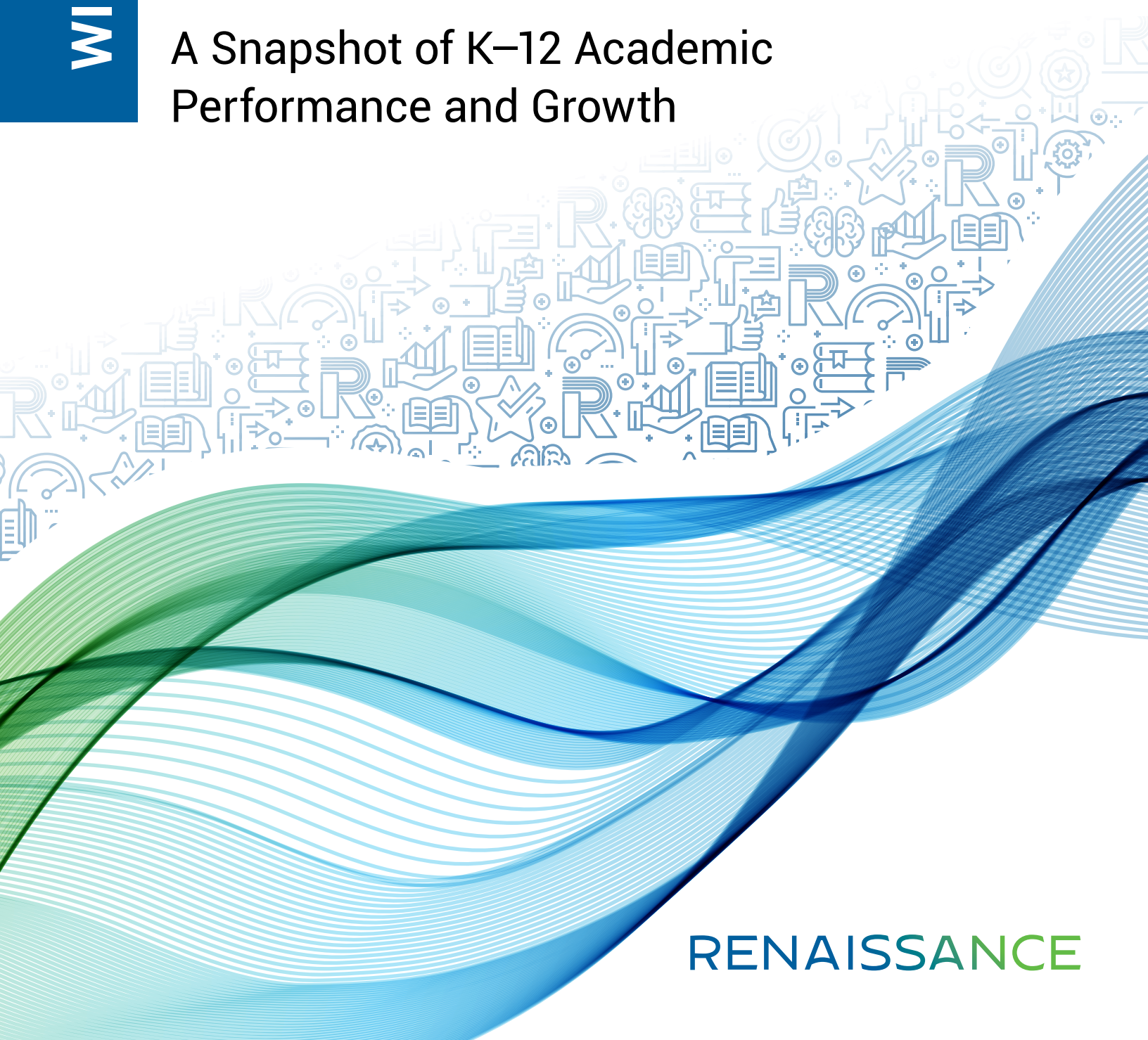
Urgent Intervention

Student ▲	Test Date	SS	GP	GE	PR
██████████	09/14/22	821	4.04	1.5	1
██████████	09/14/22	904	4.04	2.8	12
██████████	09/14/22	887	4.04	2.5	8

WINTER

How Kids Are Performing

A Snapshot of K–12 Academic
Performance and Growth



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Introduction

Throughout 2021, Renaissance released a series of reports titled *How Kids Are Performing*, which estimated the impact of the COVID-19 pandemic on US student achievement in reading and mathematics during the 2020–2021 school year. Although the incidence of school shutdowns and remote learning is now much lower during the 2021–2022 school year than last year, the COVID-19 pandemic continues to affect K–12 education in myriad ways.¹ This continuation of the *How Kids Are Performing* report series will serve as a status check, summarizing US K–12 student performance and growth as of the middle of the 2021–2022 school year and contrasting those results to the same period in 2020–2021.

This new “snapshot” report uses a cross-sectional approach to examine whether student academic performance has continued to slide in 2021–2022 relative to the prior year.

Our earlier analyses were longitudinal, applying pre-pandemic growth norms to students’ prior performance to estimate how each student would have performed had the pandemic not occurred. Those expectations were compared with actual 2020–2021 results, and the difference between the two was interpreted as an indication of the pandemic’s impact. There were differential impacts by subject, with math more negatively impacted than reading, and also by subgroup.² The largest negative impacts observed were among students attending Title I schools in urban areas, and students who were Black, Hispanic, American Indian or Alaska Native, as well as students with disabilities and English Language Learners. These findings were generally consistent with reports released by other US assessment providers³ and pandemic impacts for students attending school in England.⁴

In contrast to last year’s longitudinal studies, this new “snapshot” report uses a cross-sectional approach to examine whether student academic performance has continued to slide in 2021–2022 relative to the prior year, or if there is evidence of a recovery.

1 The start of the 2021–2022 school year was not quite normal for many schools, teachers, students, and parents:

<https://www.nytimes.com/2022/01/30/us/students-pandemic-virtual-learning.html>
<https://www.vox.com/the-goods/22868641/chicago-school-closings-omicron-covid-remote-learning>
<https://www.nea.org/about-nea/media-center/press-releases/nea-survey-massive-staff-shortages-schools-leading-educator>
<https://www.wsj.com/articles/masks-in-schools-districts-get-caught-between-health-authorities-and-parent-pushback-11645612200>

2 The race and ethnicity terms used in this report follow those used by the National Center for Education Statistics, which provides standards for uniformity and comparability in how student subgroups are defined and communicated. For the sake of brevity, we often use Hispanic to represent Hispanic or Latino. Likewise, we may use Black to represent Black or African American, and American Indian to represent American Indian and Alaska Native. We recognize that the language is imprecise and often will fall short in capturing the way individuals may identify themselves. As federal agencies and educators continue to evolve in how they address questions of identity, equity, and access, we will strive to remain as accurate and inclusive as possible.

3 US Department of Education. Office of Civil Rights. (2021, June). *Education in a pandemic: The disparate impacts of COVID-19 on America’s students*. <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

4 Renaissance Learning, & Education Policy Institute. (2021, October). *Understanding progress in the 2020 to 2021 academic year: Findings from the summer term and summary of all previous findings*. Department for Education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1029841/Understanding_progress_in_the_2020-21_academic_year_Report_4_October2021.pdf

Sample

To ensure a fair comparison, we restricted the new analysis to schools who used the same Star computer-adaptive assessments for early literacy, reading, or math during both the 2020–2021 and 2021–2022 school years. Our new sample includes 4.4 million students in grades K–12 at 19,049 schools for early literacy/reading and 2.9 million students in grades 1–12 at 12,754 schools for math, from all 50 states plus DC (see table 1). Within these sample schools, about 19 percent more students took Star Assessments in 2021–2022 than in 2020–2021.

In this study, we are also reporting two different grade 1 results for reading/early literacy, reflecting the fact that grade 1 is when many students begin to transition from taking Star Early Literacy (a test for pre-readers that is animated and auditory) to Star Reading (a test for independent readers that requires students to have a certain sight word vocabulary). Approximately 61% of all first-grade test records in our sample were from Star Early Literacy in both school years.⁵ For more details about the sample, see [Appendix A. Sample Description](#).

Table 1. Sample Size

	Reading/Early Literacy		Mathematics	
	2020–2021	2021–2022	2020–2021	2021–2022
Kindergarten (Early Literacy)	181,989	229,999	--	--
Grade 1 (Early Literacy)	182,023	210,322	192,775	231,024
Grade 1 (Reading)	114,767	132,015		
Grade 2	391,022	458,842	291,969	344,813
Grade 3	466,304	538,404	314,305	368,004
Grade 4	469,340	543,347	325,217	375,405
Grade 5	454,983	530,091	321,769	370,742
Grade 6	393,165	459,324	280,755	330,678
Grade 7	344,843	409,046	249,640	300,154
Grade 8	331,378	405,307	235,690	288,385
Grade 9	143,830	196,145	98,354	135,715
Grade 10	116,256	147,893	71,068	92,302
Grade 11	73,184	95,677	49,706	62,352
Grade 12	49,350	63,747	28,316	34,750
Overall (K–12)	3,712,434	4,420,159	2,459,564	2,934,324

⁵ Some kindergarten students also take Star Reading but are relatively low in number and were not included as a separate cohort in this analysis.

Major Findings

The analyses yielded three findings that are summarized here and detailed further within the report:

- Finding 1: Performance. Overall, students are performing lower in 2021–2022 compared to 2020–2021, suggesting that the pandemic continues to have a compounding effect on student achievement.
- Finding 2: Growth. Fall-to-winter growth in 2021–2022 is stronger relative to the same period in 2020–2021, but in most grades remains below typical.
- Finding 3: Subgroups. Although performance and growth vary between student and school subgroups, most follow the overall pattern of lower performance but stronger growth in 2021–2022 relative to the prior year.

About Renaissance Star Assessments

Star Assessments are uniquely positioned to answer performance and growth questions arising for US educators and students as a result of the COVID-19 pandemic. At their core, Star tests are purposeful, proven, powerful, and predictive.

Star is an interim assessment that is administered periodically, usually 3–4 times, throughout the school year for screening, benchmarking, and progress monitoring. (Interim tests fall in-between daily/frequent formative activities and end-of-year state summative tests.) Star adaptive assessments inform instructional decisions about individual students and help school leaders understand how all students are performing and growing. With cancellations of state and national testing programs, and other pandemic interruptions, interim assessments like Star have taken on an even greater role for educators.

Students at tens of thousands of schools worldwide take Star Assessments to measure reading and mathematics achievement and growth. For more information, see *Research Foundation for Star Adaptive Assessments: Science of Star*: <http://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf>. For an independent review of the reliability, validity, and other technical characteristics of Star Assessments, see the National Center on Intensive Intervention tools charts: <https://intensiveintervention.org/>.

Finding 1: Performance

Overall, students are performing lower in 2021–2022 compared to 2020–2021, suggesting that the pandemic continues to have a compounding effect on student achievement.

Student performance in the second year of the pandemic is lower than during the first year. Table 2 shows average Star Unified Scaled Scores for fall and winter of both the 2020–2021 and 2021–2022 school years, for reading and math. When looking at the change in scores between school years, winter-to-winter score differences were smaller than fall-to-fall differences, indicating that winter 2021–2022 student performance is less behind than it was in the fall, but has not reached the level of the prior school year. On average, in 2021–2022, reading scaled scores were 9 points lower in the fall and 3 points lower in the winter, relative to the same time frame during the prior school year. In math, scores were 8 points lower in the fall and 3 points lower in the winter.

Examining grade 1 performance in table 2, note that scores are broken into two groups: students who took Star Early Literacy, a test for pre-readers, and students who tested on Star Reading, a test for independent readers. On average, in 2021–2022, Star Early Literacy scores were 19 points lower in the fall and still 17 points lower in the winter. For Star Reading, scores were 24 points lower in the fall and then 8 points lower in the winter. Because the winter-to-winter difference remains large for those students taking Star Early Literacy, pre-readers may have fallen farther behind their same-grade peers who can read independently. (For a discussion of grade 1 growth results, see Finding 2.)

Student performance in year two of the pandemic is lower than during the first year.

There were small winter-to-winter improvements apparent in math in grades 4 and 5. In prior *How Kids Are Performing* reports, these grades were among the most negatively impacted by the pandemic, so these new results are encouraging. However, math performance in middle and high school is behind prior year performance to a greater extent than earlier grades, suggesting multiple years of the pandemic have had greater compounding impacts on these students.



Interpreting the metrics

Unified Scaled Scores (SS) are calculated based on the difficulty of questions and the pattern of responses. Unified Scaled Scores are useful for comparing student performance on Star Early Literacy and Star Reading over time and across grade levels. The Star Early Literacy scale ranges from 200 to 1100 and overlaps with the Star Reading Unified Scaled Score range of 600 to 1400. Star Math Unified Scaled Scores range from 600 to 1400.

Table 2. Star Unified Scaled Score Performance and Change from Prior Year

Reading/Early Literacy						
	Mean Unified Scaled Score					
	2020–2021 Performance		2021–2022 Performance		Fall Change from 2020–2021	Winter Change from 2020–2021
	Fall	Winter	Fall	Winter		
Kindergarten (Early Literacy)	712	763	685	753	-27	-10
Grade 1 (Early Literacy)	768	819	749	802	-19	-17
Grade 1 (Reading)	793	840	769	832	-24	-8
Grade 2	876	910	853	901	-23	-9
Grade 3	935	958	922	954	-13	-4
Grade 4	978	994	971	993	-7	-1
Grade 5	1010	1022	1006	1022	-4	0
Grade 6	1037	1044	1032	1043	-5	-1
Grade 7	1058	1062	1052	1059	-6	-3
Grade 8	1078	1080	1071	1077	-7	-3
Grade 9	1084	1084	1077	1079	-7	-5
Grade 10	1095	1094	1091	1092	-4	-2
Grade 11	1099	1097	1095	1095	-4	-2
Grade 12	1101	1097	1095	1091	-6	-6
Overall (K–12)					-9	-3

Note: positive (green) values indicate improvement in comparing the 2021–2022 and 2020–2021 school years; negative (red) values indicate decline.

Finding 1 | How Kids Are Performing

Mathematics						
	Mean Unified Scaled Score					
	2020–2021 Performance		2021–2022 Performance		Fall Change from 2020–2021	Winter Change from 2020–2021
	Fall	Winter	Fall	Winter		
Grade 1	800	835	785	830	-15	-5
Grade 2	861	894	851	890	-10	-4
Grade 3	920	950	912	948	-8	-2
Grade 4	965	990	960	991	-5	+1
Grade 5	1005	1026	1001	1027	-4	+1
Grade 6	1039	1053	1031	1049	-8	-4
Grade 7	1062	1074	1052	1066	-10	-8
Grade 8	1082	1092	1070	1082	-12	-10
Grade 9	1084	1089	1072	1079	-12	-10
Grade 10	1096	1100	1087	1093	-9	-7
Grade 11	1101	1105	1091	1095	-10	-10
Grade 12	1100	1101	1090	1090	-10	-11
Overall (1–12)					-8	-3

Note: positive (green) values indicate improvement in comparing the 2021–2022 and 2020–2021 school years; negative (red) values indicate decline.

Finding 2: Growth

Fall-to-winter growth in 2021–2022 is stronger relative to the same period in 2020–2021, but in most grades remains below typical.

Median Star SGPs are higher in 2021–2022 compared to 2020–2021 in nearly every grade. In both reading and math, overall median SGPs improved 3 points to 48 and 50, respectively. That said, for a widespread recovery to be underway, we would need to see SGPs consistently well above 50, the Student Growth Percentile threshold for typical pre-pandemic growth. However, few grades (as shown in table 3) have surpassed 50.

There are encouraging signs for reading in grades 3–5 and for math in grades 3–6, as fall-to-winter growth has met or exceeded 50. (Our prior report analyses of pandemic-era growth showed that during the 2020–2021 school year these grades were often below an SGP of 50.)

Of note is the lower growth demonstrated by grade 1 students taking Star Early Literacy (who might not yet be reading independently). Labeled “Early Literacy” in table 3, their median SGP was 35, which indicates very low growth, 10 points lower than the prior year. In contrast, grade 1 students who were able to independently read well enough to take Star Reading in the second year of the pandemic had a median SGP of 45, which is closer to the pre-pandemic expectation of 50.

In both reading and math, overall median SGPs improved 3 points to 48 and 50, respectively.

There are at least three factors that might help to explain why some first graders are seeing such low SGPs this school year. First, these students started kindergarten in Fall 2020 when many school buildings were shut and other disruptions may have impacted their development. As has been reported, many early grade teachers have described needing to spend a larger portion of time on social-emotional support this year than ever before.⁶ Second, comparing SGPs from one year to the next for this grade is challenging because current-year data consists almost exclusively of in-school tests, while last year’s data was a mix of in-school and remote records.⁷ Finally, there were significantly more students testing this year relative to last year in all grades. Thus, even though our sample is restricted to the same schools, the composition of the student body may be different in ways that are difficult to quantify. For example, it is possible that in 2021–2022 the sample contained more previously “missing” students who may have been held out or homeschooled during the 2020–2021 school year.

6 Amplify. (2022, February). *Research brief: Amid academic recovery in classrooms nationwide, risks remain for youngest students with least instructional time during critical early years*. https://amplify.com/wp-content/uploads/2022/02/mCLASS_MOY-Results_February-2022-Report.pdf
Mader, J. (2021, November 21). “The Reading Year”: First grade is critical for reading skills, but kids coming from disrupted kindergarten experiences are way behind. *Hechinger Report*. <https://hechingerreport.org/the-reading-year-first-grade-is-critical-for-reading-skills-but-kids-coming-from-disrupted-kindergarten-experiences-are-way-behind/>
University of Virginia School of Education and Human Development. (2021). *Examining the impact of Covid-19 on the identification of at-risk students: Fall 2021 literacy screening findings*. https://pals.virginia.edu/public/pdfs/login/PALS_StateReport_Fall_2021.pdf

7 In the Winter 2020–2021 edition of *How Kids Are Performing*, we examined results for 2020–2021 as a function of whether tests were completed in school buildings or remotely. In many grades results were comparable, but for the early grades, in particular kindergarten and grade 1, remote testers performed substantially higher than in-school testers, raising questions about the validity of some of those scores.

Table 3. Star Student Growth Percentile Results and Change from Prior Year

	Median Fall to Winter SGP			
	Reading/Early Literacy		Mathematics	
	2021–2022 Growth	Change from 2020–2021	2021–2022 Growth	Change from 2020–2021
Kindergarten (Early Literacy)	51	+2	--	--
Grade 1 (Early Literacy)	35	-10	45	0
Grade 1 (Reading)	45	+1		
Grade 2	47	+4	48	0
Grade 3	52	+5	51	+4
Grade 4	52	+6	54	+8
Grade 5	50	+3	53	+7
Grade 6	48	+2	50	+3
Grade 7	47	+3	49	0
Grade 8	47	+4	49	-1
Grade 9	47	+3	45	0
Grade 10	47	+2	47	0
Grade 11	46	+2	46	-2
Grade 12	46	+1	45	-4
Overall (K–12)	48	+3	50	+3

Note: positive (green) values indicate improvement in comparing the 2021–2022 and 2020–2021 school years; negative (red) values indicate decline.



Interpreting the metrics

Student Growth Percentile (SGP) compares a student's growth from one period to another with academic peers nationwide, defined as students in the same grade with a similar score history. SGPs range from 1 to 99 with 50 indicating typical growth, and their interpretation is similar to Percentile Rank scores in that lower numbers indicate lower relative growth and higher numbers indicate higher relative growth. For example, an SGP of 75 means the student's growth exceeds the growth of 75 percent of students in the same grade who had a similar score history.

Other key points:

- Star SGPs are time-adjusted, meaning the growth expectations change nearly every day. Therefore, taking an assessment earlier or later than another student would not unfairly advantage or disadvantage a student.
- The data driving the Renaissance SGP model was last updated in Summer 2019, using records from the 2017–2018 school year and two prior school years, and thus it characterizes growth in pre-COVID times.

Finding 3: Subgroups

Although performance and growth vary between subgroups, most follow the overall pattern of lower performance but stronger growth in 2021–2022 relative to the prior year.

Comparing subgroup **performance** in Winter 2021–2022 to Winter 2020–2021, none of the subgroups analyzed in this study showed improvement, which is consistent with the overall results in Finding 1. When we compare average performance across the two years and within each subgroup, with few exceptions, most subgroups' Percentile Rank scores in Winter 2021–2022 are lower by 1 to 4 PR points than they were in Winter 2020–2021 (see table 4).

Likewise, consistent with the overall **growth** trends summarized in Finding 2, median Fall to Winter SGPs in 2021–2022 (shown in table 4) were higher for nearly all subgroups than in the same period during 2020–2021.

Given that average student performance is lower than last school year, we need to observe several consecutive seasons of above average growth for students to get back to pre-pandemic performance levels, meaning Star SGPs consistently higher than 50.

We need to observe several consecutive seasons of above average growth for students to get back to pre-pandemic performance levels.



Interpreting the metrics

Percentile Rank (PR) is a norm-referenced score that provides a measure of a student's achievement compared to other students in the same grade nationally. PRs range from 1 to 99 and indicate the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. Percentile Rank norms were last updated in pre-COVID times, in Summer 2017. Note, because PRs are not equal-interval, they should not be averaged. Our results here and in the Star software reflect a conversion of PR to an equal-interval metric (Normal Curve Equivalent/ NCE), calculation of averages in NCE, and then a conversion back to PR.

Table 4. Star Performance, Growth, and Change from Prior Year by Subgroup

	Reading/Early Literacy				Mathematics			
	Performance (Mean Winter PR)		Growth (Median Fall to Winter SGP)		Performance (Mean Winter PR)		Growth (Median Fall to Winter SGP)	
	2021–2022	Change from 2020–2021	2021–2022	Change from 2020–2021	2021–2022	Change from 2020–2021	2021–2022	Change from 2020–2021
Student Race/Ethnicity								
American Indian/Alaska Native	32	-3	45	+4	43	-1	48	+6
Asian	55	-1	51	+1	72	-1	54	+1
Black or African American	24	-1	43	+6	32	-3	44	+6
Hispanic or Latino	23	-3	44	+7	37	-4	47	+7
Pacific Islander	39	-4	48	+9	48	-4	50	+7
Two or More Races	41	-1	49	+5	51	-1	50	+4
White	47	-1	51	+2	58	-1	52	+1
Other Student Characteristics								
Students with Disabilities	14	-1	43	+8	22	-1	43	+6
English Language Learners	15	-2	41	+7	34	-3	47	+9
School Locale								
Rural	40	-1	49	+2	52	0	50	+1
Suburban	42	-2	49	+3	53	-3	50	+2
Urban	34	-3	46	+4	43	-4	47	+4
School Family Income								
Title I Schoolwide	32	-2	46	+4	43	-2	48	+4
School Type								
Public	37	-2	48	+3	49	-2	50	+3
Catholic and Other Private Schools	61	-1	52	-1	66	0	50	-2
Overall								
All Grades	39	-2	48	+3	50	-2	50	+3

Note: positive (green) values indicate improvement in comparing the 2021–2022 and 2020–2021 school years; negative (red) values indicate decline.

Summary and Recommendations

In summary, when we examined student performance and growth data from the 2020–2021 and 2021–2022 school years, we found:

1. Overall, students are performing lower in 2021–2022 compared to 2020–2021, suggesting that the pandemic continues to have a compounding effect on student achievement.
2. Fall-to-winter growth in 2021–2022 is stronger relative to the same period in 2020–2021, but in most grades remains below typical.
3. Although performance and growth vary between student and school subgroups, most follow the overall pattern of lower performance but stronger growth in 2021–2022 relative to the prior year.

In light of these findings, we suggest that schools focus their attention on the following areas:

Screening and closely monitoring the progress of early learners. Early literacy instruction has always been critical, and the study findings suggest that two years into the pandemic we may have reason to be particularly concerned about the progress of our youngest learners, particularly pre-readers. As a result, schools are strongly encouraged to use formative assessments and progress-monitoring tools to more closely gauge how their youngest learners, particularly students still testing on Star Early Literacy, are doing and intervene with evidence-based services and support.

Providing professional development on and support for accelerated learning approaches. There have been significant shifts in pedagogical thought on how to best plan instruction to optimally catch students up, most notably the rise of accelerated learning approaches (<https://www.renaissance.com/edwords/accelerated-learning/>). Accelerated learning has been mentioned in recovery guidance from the US Department of Education and, as a result, was also included in the recovery plans of most states. However, accelerated learning differs substantially from historical remediation approaches, meaning that many teachers have yet to be trained on these strategies. Providing training and support for educators will be critical to optimal recovery.

Identifying the most critical grade-level skills and their essential prerequisites. Time is of the essence in catching students up. Changes in overall student performance will not be mitigated until we are able to achieve above-typical growth (SGPs above 50) over multiple seasons. Now more than ever, we need to prioritize instruction on skills that are most essential for progress. Renaissance supports all schools with state-specific lists of “Focus Skills” for reading and math at each grade level and their necessary prerequisites, which are freely available at our Focus Skills Resource Center (<https://www.renaissance.com/focus-skills/>). Focus skills also provide critical support for implementing accelerated learning, as those approaches also require detailed knowledge of essential skills.

Making use of all options for academic time. Multiple seasons of below-typical growth are clearly having an impact on student learning. For all students there is ground to be covered but for some, high school sophomores and juniors for example, our time with them is counting down. As a result, we should take advantage of all options for academic time including extended day, tutoring, and summer learning, all of which are approved areas of use for Elementary and Secondary School Emergency Relief (ESSER) funds.

Appendix A. Sample Description

Our sample was limited to US schools and national in scope: schools in all 50 states, plus DC, were represented. The sample consisted of 7.3 million students in 2021–2022 (4,420,159 in reading/early literacy and 2,934,324 in math) and 6.1 million students in 2020–2021 (3,712,434 in reading/early literacy and 2,459,564 in math). The students come from grades K–12 in schools that used the same Star assessment both school years.

One of the goals of this study was to understand how various subgroups of students have been performing and growing over the past two years. Some of those categories were characteristics of the schools that students attended, while others were defined as individual student characteristics (see table A1). Note, although the same schools are represented in both school years, the values for school characteristics vary slightly from year to year, not because the characteristics of the schools changed but because the percentages refer to the students in our sample. For instance, in 2021–2022, relatively more students in our sample were from schools in urban areas, while relatively fewer of the students in our sample were from schools in suburban areas.

Table A1. Sample Characteristics

	Reading/Early Literacy		Mathematics	
	2020–2021 School Year	2021–2022 School Year	2020–2021 School Year	2021–2022 School Year
Number of Schools	19,049		12,754	
Number of Students	3,712,434	4,420,159	2,459,564	2,934,324
Student Race/Ethnicity				
American Indian/Alaska Native	1%	1%	2%	2%
Asian	4%	4%	4%	4%
Black or African American	10%	10%	12%	12%
Hispanic or Latino	16%	17%	16%	18%
Pacific Islander	<1%	<1%	<1%	<1%
Two or More Races	2%	2%	2%	2%
White	27%	27%	31%	30%
Unknown	40%	39%	33%	32%
Disability Status				
Students with Disabilities	2%	2%	3%	3%
Unknown	98%	98%	97%	97%

	Reading/Early Literacy		Mathematics	
	2020–2021 School Year	2021–2022 School Year	2020–2021 School Year	2021–2022 School Year
Language Status				
English Language Learners	3%	3%	3%	4%
Unknown	97%	97%	97%	96%
Testing Location				
Testing Outside of School	33%	2%	34%	2%
Testing In School	61%	96%	60%	95%
Unknown	6%	2%	6%	3%
School Type				
Public	90%	90%	90%	91%
Catholic and Other Private Schools	7%	7%	7%	6%
Unknown	3%	3%	3%	3%
School Locale				
Rural	38%	38%	36%	36%
Suburban	33%	32%	35%	34%
Urban	24%	25%	24%	25%
Unknown	5%	5%	5%	5%
Title I Schoolwide				
Yes	58%	59%	58%	59%
No	29%	29%	30%	30%
Unknown	13%	12%	12%	11%

Appendix B. Limitations and Technical Notes

As with any study, there are potential limitations to consider. First, although our sample is large and diverse, it may not be representative of K–12 education in the US. Related, we restricted our sample to schools that used the same Star assessment in both school years to ensure a fairer comparison; however, the populations of students taking Star in both years are similar but not necessarily the same. For example, within our sample schools, 19 percent more students took Star in 2021–2022 than in 2020–2021. Exercise caution in interpreting year-over-year cross-sectional comparisons.

We also lack complete demographic information for all students. Race/ethnicity data were available for just over 60 percent of our sample, and only 2–4 percent of students were identified as English Language Learners or students with disabilities. In contrast, school-level indicators such as type, locale, and Title I status were available for nearly the whole sample. It is possible that our subgroup results could differ with complete demographic data for all students.

An artifact of the pandemic that makes comparing results challenging is the amount of remote (outside-of-school) Star testing in 2020–2021, accounting for about 31% of all tests taken in the winter as many schools switched to remote instruction. As noted in prior *How Kids Are Performing* reports, testing location might explain differences in some results. Comparing remote and in-school 2020–2021 records within grade, there were differences in metrics such as the extent to which tests were paused and resumed, testing time, and Scaled Scores, particularly in grades 1 and 2.

Note too that the normative scores summarized in this report (Percentile Rank and Student Growth Percentile) were last normed using pre-pandemic samples. PRs are based on norms that were last updated in Summer 2017 and SGPs are based on growth norms that were last updated in Summer 2019.

Finally, the sample and methodology of this report differ from prior *How Kids Are Performing* reports, so we caution against directly comparing findings from this report with prior reports.

About Renaissance

As a global leader in assessment, reading, and math solutions for pre-K–12 schools and districts, Renaissance is committed to providing educators with insights and resources to accelerate growth and help all students build a strong foundation for success. Renaissance solutions reach more than 40 percent of US schools and more than half a million students in other regions across the world.

Learn more at www.renaissance.com.



District

Lebanon Community School District 9

School ▲	Star Reading Enterprise
	Percent Tested
	Fall (09/12/2022 - 09/30/2022)
CASCADES ELEMENTARY SCHOOL	98%
GREEN ACRES ELEMENTARY SCHOOL	86%
HAMILTON CREEK	96%
LACOMB	99%
Pioneer School	98%
Riverview School	98%
Santiam Academy	-
Seven Oak Middle School	94%
Summary	95%

District

Lebanon Community School District 9 - Continued

School ▲	Star Math Enterprise
	Percent Tested
	Fall (09/12/2022 - 09/30/2022)
CASCADES ELEMENTARY SCHOOL	97%
GREEN ACRES ELEMENTARY SCHOOL	92%
HAMILTON CREEK	98%
LACOMB	98%
Pioneer School	98%
Riverview School	99%
Santiam Academy	-
Seven Oak Middle School	95%
Summary	97%

School **Pioneer School** Grades **Five Grades** Demographics **All Demographics**

Star Reading Enterprise - District

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

School
Pioneer School

Grade ▲	Star Reading Enterprise Benchmark - Distribution of Students in Each Category - District							
	Fall							
	■ Below 16 PR		■ 16 - 35 PR		■ 36 - 49 PR		■ At/Above 50 PR	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Grade 2	21	46%	4	9%	8	17%	13	28%
Grade 3	24	41%	12	21%	6	10%	16	28%
Grade 4	16	36%	9	20%	6	13%	14	31%
Grade 5	18	37%	10	20%	5	10%	16	33%
Grade 6	7	13%	15	29%	6	12%	24	46%
Summary	86	34%	50	20%	31	12%	83	33%

Schools

All Schools Grade Demographics
Nine Schools **Grade 3** **All Demographics**

Star Reading Enterprise - District

■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

District

Lebanon Community School District 9

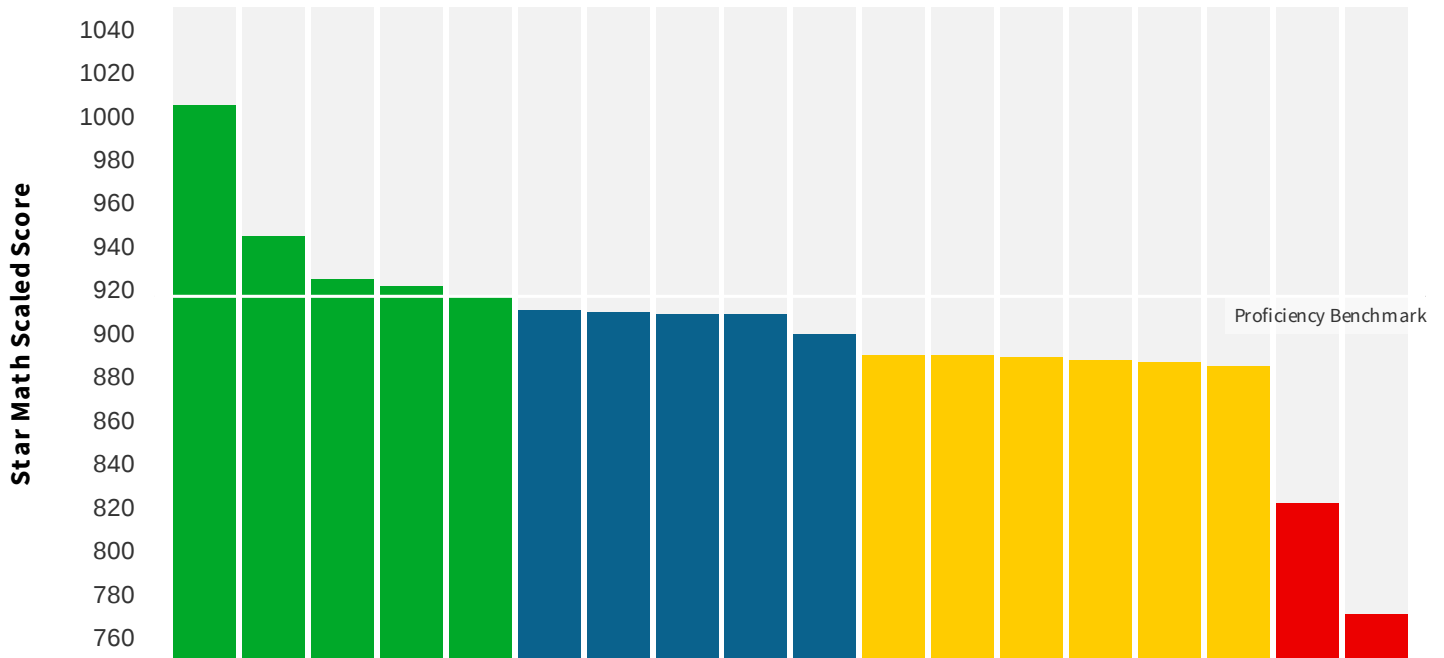
School ▲	Star Reading Enterprise Benchmark - Distribution of Students in Each Category - District							
	Fall (09/12/2022 - 09/30/2022)							
	■ Below 16 PR		■ 16 - 35 PR		■ 36 - 49 PR		■ At/Above 50 PR	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
CASCADES ELEMENTARY SCHOOL	13	33%	9	23%	4	10%	13	33%
GREEN ACRES ELEMENTARY SCHOOL	13	33%	7	18%	4	10%	15	38%
HAMILTON CREEK	11	39%	5	18%	1	4%	11	39%
LACOMB	9	33%	4	15%	4	15%	10	37%
Pioneer School	24	41%	12	21%	6	10%	16	28%
Riverview School	14	24%	12	20%	11	19%	22	37%
Santiam Academy	-	-	-	-	-	-	-	-
Summary	84	34%	49	20%	30	12%	87	35%

RENAISSANCE® **Star Screening Report**
Star Math Enterprise Assessment (English)

Generated Oct 13, 2022, 2:18 PM

School	Classes	Screening Period	Demographics	Scale	Benchmark Type
CASCADES ELEMENTARY SCHOOL	Two Classes	09/12/22-09/23/22	All Demographics	Star Unified Scale	District

Class/Group: **Homeroom 03-Gehrett-P:e Sa-2830272** Teacher: **Gehrett, Heather** Grade: **3rd**



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 917 SS	At/Above 50 PR	5	28%
Category Total			5	28%
Below Benchmark				
On Watch	Below 917 SS	At/Below 49 PR	5	28%
Intervention	Below 899 SS	At/Below 35 PR	6	33%
Urgent Intervention	Below 864 SS	At/Below 15 PR	2	11%
Category Total			13	72%
Students Tested			18	
Students Not Tested			1	
Total Students			19	

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you “worried about” and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

RENAISSANCE® **Star Screening Report**
Star Math Enterprise Assessment (English)

Generated Oct 13, 2022, 2:18 PM

School **CASCADES ELEMENTARY SCHOOL** Classes **Two Classes** Screening Period **09/12/22-09/23/22** Demographics **All Demographics** Scale **Star Unified Scale** Benchmark Type **District**

At/Above Benchmark

Student ▲	Test Date	SS	GP	GE	PR
Amsbary, Lynn	09/15/22	1005	3.04	4.7	96
Anderson, Emma	09/15/22	922	3.04	3.1	54
Brewer, Jaxon	09/19/22	945	3.06	3.5	72
Ellis, Areah	09/15/22	925	3.04	3.1	56
Scott, Kabella	09/15/22	917	3.04	3	50

On Watch

Student ▲	Test Date	SS	GP	GE	PR
Bannon, Vincent	09/15/22	909	3.04	2.9	43
Englebright, Rylee	09/15/22	909	3.04	2.9	43
Gutierrez, Xavier	09/15/22	910	3.04	2.9	44
Parker, Ethan	09/15/22	911	3.04	2.9	45
Wall, Liam	09/15/22	900	3.04	2.7	36

Intervention

Student ▲	Test Date	SS	GP	GE	PR
Burns, Madison	09/15/22	890	3.04	2.6	29
Chrisman, Mathias	09/19/22	889	3.06	2.5	29
Kincaid, Willow	09/15/22	887	3.04	2.5	27
Lathrop, Bayne	09/15/22	890	3.04	2.6	29
O'Farrell, Gavin	09/15/22	888	3.04	2.5	28
Rogers, Judah	09/15/22	885	3.04	2.5	26

Urgent Intervention

Student ▲	Test Date	SS	GP	GE	PR
Ishie, Kaylie	09/15/22	822	3.04	1.5	5
Schunk, Emmalyn	09/15/22	771	3.04	0.8	1

School	Classes	Screening Period	Demographics	Scale	Benchmark Type
CASCADES ELEMENTARY SCHOOL	Two Classes	09/12/22-09/23/22	All Demographics	Star Unified Scale	District

No Completed Tests

Student

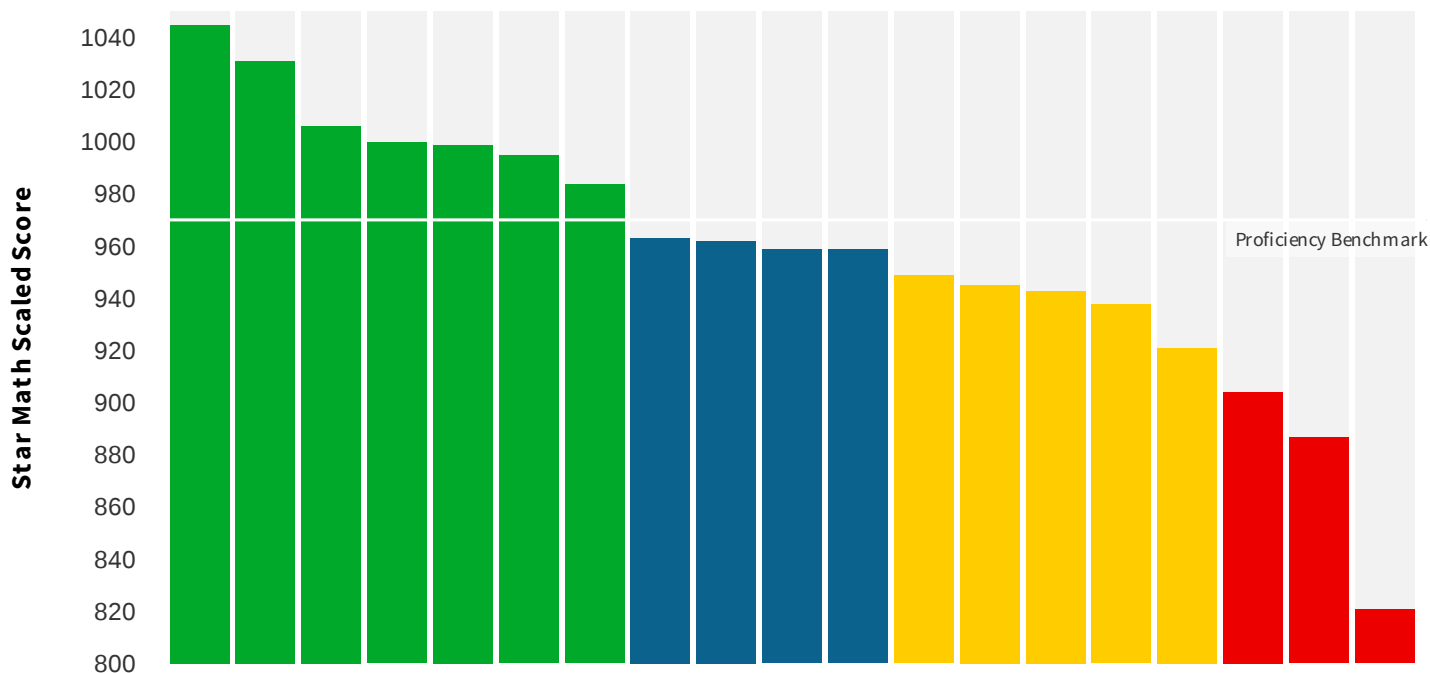
Carter, Ashton

RENAISSANCE® **Star Screening Report**
Star Math Enterprise Assessment (English)

Generated Oct 13, 2022, 2:18 PM

School	Classes	Screening Period	Demographics	Scale	Benchmark Type
CASCADES ELEMENTARY SCHOOL	Two Classes	09/12/22-09/23/22	All Demographics	Star Unified Scale	District

Class/Group: **Homeroom 04-Claborn-P:e Sa-2830348** Teacher: **Claborn, Glenda** Grade: **4th**



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 970 SS	At/Above 50 PR	7	37%
Category Total			7	37%
Below Benchmark				
On Watch	Below 970 SS	At/Below 49 PR	4	21%
Intervention	Below 950 SS	At/Below 35 PR	5	26%
Urgent Intervention	Below 915 SS	At/Below 15 PR	3	16%
Category Total			12	63%
Students Tested			19	
Students Not Tested			1	
Total Students			20	

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you “worried about” and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

RENAISSANCE® **Star Screening Report**
Star Math Enterprise Assessment (English)

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CASCADES ELEMENTARY SCHOOL	Two Classes	09/12/22-09/23/22	All Demographics	Star Unified Scale	District

At/Above Benchmark

Student ▲	Test Date	SS	GP	GE	PR
Brennan, Jasmine	09/14/22	1000	4.04	4.6	72
Brett, Kyler	09/14/22	1031	4.04	5.4	88
Lind, Austin	09/14/22	1006	4.04	4.7	75
Offutt, Liam	09/19/22	984	4.06	4.3	60
Wilson, Gavyn	09/15/22	1045	4.04	5.7	92
Wilson, Ryden	09/14/22	999	4.04	4.6	71
Young, Tatum	09/14/22	995	4.04	4.5	68

On Watch

Student ▲	Test Date	SS	GP	GE	PR
Bry, Bryce	09/14/22	959	4.04	3.8	41
Lowry, Natalie	09/14/22	962	4.04	3.8	43
Nunez-Aikin, Caleb	09/14/22	959	4.04	3.8	41
Osterman, Connor	09/14/22	963	4.04	3.8	44

Intervention

Student ▲	Test Date	SS	GP	GE	PR
Coats, Robert	09/14/22	921	4.04	3.1	18
Lee, Treysen	09/14/22	949	4.04	3.6	34
Marsh, Addison	09/14/22	943	4.04	3.5	30
Rose, Madilyn	09/14/22	938	4.04	3.4	27
Segoviano, Jimena	09/14/22	945	4.04	3.5	32

Urgent Intervention

Student ▲	Test Date	SS	GP	GE	PR
Black, Anthony	09/14/22	821	4.04	1.5	1
Loggin, Daniel	09/14/22	904	4.04	2.8	12
Morales Contreras, Mikeylah	09/14/22	887	4.04	2.5	8

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No Completed Tests

Student

Little, Caiden

Jen's Zens: Just a Few Happy Stories from LCSD

October 2022 Edition

Winning at Life

Legendary Coach John Wooden said, "If you want to go fast, go alone. If you want to go far, you need a team." At a recent cross country meet, our middle school athletes not only demonstrated teamwork but even ensured that their *opponents* felt encouraged and supported. A glowingly-proud parent said, "the entire team stayed by the finish line to cheer on each runner that came through, whether they were from Lebanon or not." They even ran with the final runner "to encourage him to finish strong."

It's acts of kindness like these that make our parents, coaches, and community proud. Way to go, athletes—*that* is how you win!

FFA Soil Savants

Our Future Farmers of America (FFA) Soils Teams competed last week in Scio at the district contest. Teachers Brenda Phearson and Jacob Johnson took several kids from Horticulture and other classes within the Agriculture program. Both the Beginning and Advanced Soil Teams placed *first* and will both move on to the state contest on October 17 in Lost River! They will then go up against teams across the state.

The skills students learn as they study and understand soil are beneficial in many fields, including landscaping, agriculture, horticulture, engineering, excavating, and others. These students have put in many hours to prepare and will continue doing so as they get ready for state. We wish them luck!

Oregon "Agriculture in the Classroom" Educator of the Year

Speaking of Agriculture, we'll end on a shout out for Seven Oak teacher Amanda Sater, who was just named the Educator of the Year by Oregon Agriculture in the Classroom. Executive Director Jessica Jansen said, "Amanda has worked closely with our program now for several years, and her work with her middle school elective class has been impressive to our team! Amanda truly goes above and beyond to not only provide her students with wonderful, immersive learning experiences but also to learn herself about agriculture. She's participated in multiple workshops including Summer Agriculture Institute and is always eager for new experiences!"

From making dryer balls from LHS' "waste wool," to removing invasive species and planting native ones, to growing and selling plants, to working at the Land Lab each week, Amanda's students get a varied, hands-on education about all things agriculture—and all the skills (teamwork, problem solving, determination, etc.) that go with it. Congratulations to Amanda—we're honored to have her on our staff and in our community!