

Program Evaluation of Services: Renaissance STAR Early Learning (ESE PK Classrooms)

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**1. Why is this program being purchased? What need is the program designed to meet?
Provide a description of the program and include any relevant data.**

The Renaissance STAR program is being purchased to provide a reliable, valid, and developmentally appropriate screening and progress-monitoring tool for ESE Pre-K students. The program will support early identification of foundational literacy needs, guide instructional planning, and provide measurable data to help teachers monitor student growth over time.

Renaissance's Star Preschool Literacy is designed for students who are one and two years prior to kindergarten and measures key foundational literacy areas, including oral language, alphabet knowledge, phonological awareness, rhyming, first sounds, and comprehension. Renaissance describes the assessment as a 1:1 computer-adaptive preschool assessment that provides screening and progress-monitoring data to help educators target instruction.

This purchase is intended to address the need for consistent districtwide data for ESE Pre-K students, including students with delays in communication, early literacy, pre-academic readiness, and kindergarten-readiness skills.

2. Who is the target population?

The target population is ESE Pre-K students, including students receiving specially designed instruction and related services through an IEP. This may include students in self-contained ESE Pre-K classrooms or blended Pre-K settings within our schools

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

The Renaissance STAR program is in the full implementation stage across the district's ESE Pre-K programs and has been in place since 2023. At this stage, the program is operationalized as a core component of early literacy data collection and instructional planning. All identified ESE Pre-K classrooms have been provided access to Star Preschool Literacy, and student rostering is maintained through district data systems to ensure accurate and consistent assessment administration.

Implementation includes universal screening windows (e.g., beginning, middle, and end of year) as well as ongoing progress monitoring for targeted students based on instructional need. Teachers and support staff have received initial and ongoing professional development on administration protocols, interpretation of STAR reports, and alignment of assessment data to specially designed instruction (SDI) within the IEP framework.

At this stage, the district has established standard operating procedures for assessment administration, including one-to-one testing conditions appropriate for Pre-K students, fidelity expectations, and timelines for completion. Additionally, school-based and district-level teams engage in routine data review cycles, using STAR reports (e.g., scaled scores, skill area breakdowns, and literacy classifications) to inform instructional adjustments, intervention planning, and IEP progress discussions.

The focus of the implementation stage is now on refining fidelity, ensuring consistency across sites, and strengthening the connection between STAR data and instructional decision-making, rather than initial rollout. Continuous improvement efforts include monitoring assessment completion rates, supporting staff with data utilization, and aligning STAR outcomes with broader district early learning and ESE performance goals.

4. What resources are needed to support the program?

Resources needed include Renaissance STAR licenses, student devices or tablets, internet access, headphones if needed, staff training, time for one-to-one assessment administration, rostering support, access to reports/dashboards, and district-level support for data review. Teachers and support staff will also need scheduled time to administer assessments, review results, and adjust instruction based on student data.

5. How do you plan to progress monitor fidelity and effectiveness of the program?

Fidelity will be monitored through staff training completion, administration schedules, assessment completion reports, review of testing conditions, and periodic data meetings. Effectiveness will be monitored by reviewing student growth across screening windows and progress-monitoring administrations.

Data review will include student scaled scores, skill scores, literacy classifications, benchmark movement, and classroom/program trends. Renaissance STAR scores provide information about students' understanding of concepts and skills related to reading development but should be interpreted as one data point among multiple sources.

6. What criteria will be used to judge the program performance?

Program performance will be judged using the following criteria:

- Percentage of eligible ESE Pre-K students assessed within established windows
- Staff completion of required training
- Growth in student foundational literacy skill areas
- Increased use of data to inform specially designed instruction
- Reduction in the number of students entering kindergarten with significant unidentified early literacy needs
- Teacher ability to use reports to plan targeted instruction and intervention

7. Describe what the program must accomplish to be considered successful (Return on Investment).

The program will be considered successful if it provides timely, actionable data that improves instructional planning for ESE Pre-K students and supports measurable student growth in foundational literacy and kindergarten-readiness skills.

Return on Investment will be demonstrated through improved early identification, stronger alignment of instruction to student need, increased consistency in progress monitoring, and better documentation of student growth for IEP teams, teachers, administrators, and families.

8. Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.

Yes. A program evaluation is appropriate because this is a proposed purchase intended to support instructional decision-making, progress monitoring, and student outcomes for ESE Pre-K students.

- Number of ESE Pre-K students served: about 250-300 students per year
- Number of ESE Pre-K classrooms/sites: 31 classrooms district wide
- Training plan: ESE PreK teachers are trained yearly during preschool week. The PK-1st grade ESE Instructional Specialist also visits every PreK classroom to ensure teachers understand how to deliver the assessment with fidelity, to ensure the most accurate data collection.
- Data collection windows occur in three different windows (Fall, Winter, and Spring)

Florida already uses FAST Star Early Literacy in VPK programs as the statewide screening and progress-monitoring program to assess early literacy and mathematics standards, which supports the use of STAR-related assessment data in early learning contexts.