Date: May 16th, 2025

Form Completed by: John Morris, Director of Secondary Curriculum

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.**

STAR Math is a computer-adaptive assessment designed for students in grades K–12. It evaluates mathematical proficiency across various domains, including expressions and equations, geometry, functions, and statistics and probability—areas integral to Algebra I, Geometry, and Algebra II curricula. The assessment typically takes 15–20 minutes to complete, providing immediate results that include grade equivalents, percentile ranks, and scaled scores

The program offers detailed reports that help educators identify students' strengths and areas for improvement, facilitating targeted instruction and intervention. Its alignment with state standards enables educators to predict student performance on standardized tests, such as Florida's EOC assessments for Algebra I and Geometry.

The adoption of STAR Math addresses several key educational needs:

- **Early Identification of Learning Gaps:** By providing timely and precise data, STAR Math allows educators to identify and address learning gaps before they widen.

- **Differentiated Instruction:** The program supports personalized learning by aligning assessment data with instructional resources, enabling teachers to tailor lessons to individual student needs.

- **Progress Monitoring:** STAR Math facilitates ongoing monitoring of student progress, helping educators adjust instruction and interventions as needed to ensure student growth.

- **Alignment with State Standards:** The program's alignment with state assessments ensures that instruction is focused on the skills and knowledge students need to succeed on standardized tests.

Who is the target population?

The target population for STAR Math includes middle and high school students enrolled in Algebra I, Geometry, and Algebra II, particularly those in grades 9–12. It is designed to support a wide range of learners, including students performing

below grade level who need intervention, as well as advanced students who require enrichment. The program is especially valuable for monitoring progress among economically disadvantaged students, English Language Learners, and those with IEPs or 504 plans. STAR Math helps identify learning gaps, track growth, and guide instruction, making it an effective tool for closing achievement gaps and improving outcomes across diverse student populations.

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

The STAR Math program is currently transitioning from the pilot phase to full implementation. During the 2024–2025 school year, the program was piloted with select student groups to evaluate its effectiveness in supporting Algebra I, Geometry, and Algebra II instruction. Based on positive results and valuable feedback from this initial rollout, full implementation is scheduled for the 2025–2026 school year across all five high schools in the district. This upcoming year will mark the first comprehensive use of STAR Math to assess and support all students enrolled in these key math courses.

What resources are needed to support the program?

Year	Resources	Board Approved	Total Spent
2025-2026	STAR Math *Freckle*	$0	$44,949.42

What are the program's intended outcomes?

The intended outcomes of the STAR Math and Freckle program are to improve student achievement in Algebra I, Geometry, and Algebra II by providing targeted, data-driven instruction and intervention. The program aims to identify skill gaps, monitor student progress, and guide personalized learning paths that align with state standards. By combining assessment (STAR Math) with practice and instruction (Freckle), the goal is to increase the number of students performing at or above grade level and better prepare them for success on state end-of-course (EOC) exams.

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

To monitor the fidelity and effectiveness of the STAR Math and Freckle program, we will use multiple data points and implementation checks. Regular STAR Math assessments will provide consistent, objective measures of student growth, while Freckle usage reports will track student engagement and alignment with targeted skills. Teachers and instructional leaders will review data through Renaissance dashboards to ensure that interventions and practice assignments are being used as

intended. Additionally, we will conduct periodic check-ins, analyze trends in EOC performance, and gather teacher feedback to assess the program's impact and make necessary adjustments throughout the school year.

What criteria will be used to judge the program performance?

Key metrics will include student growth on STAR Math assessments, increased proficiency rates on Algebra I and Geometry EOC exams, and progress toward closing achievement gaps among subgroups. Additional indicators will include student engagement and skill mastery within Freckle, fidelity of usage across classrooms, and teacher feedback on the program's impact on instruction. Together, these measures will help determine the program's effectiveness in improving math outcomes and informing instructional practices.

Describe what the program must accomplish to be considered successful (Return on Investment).
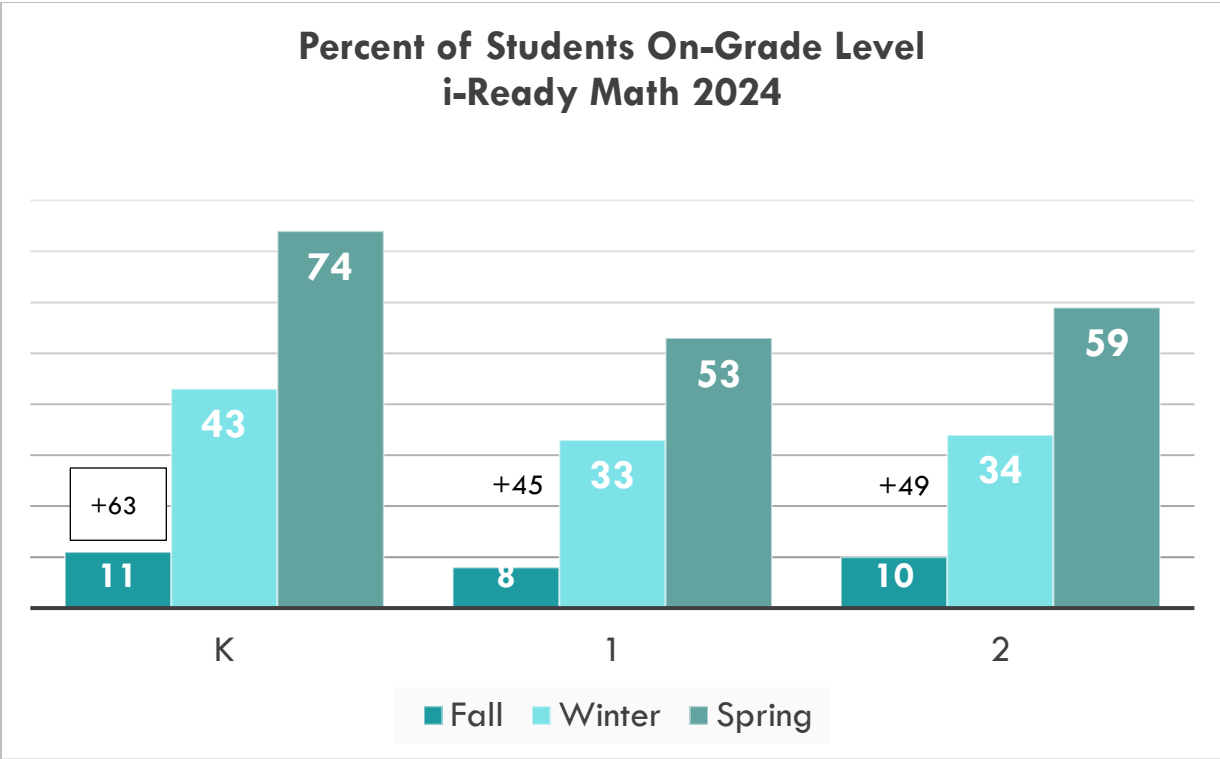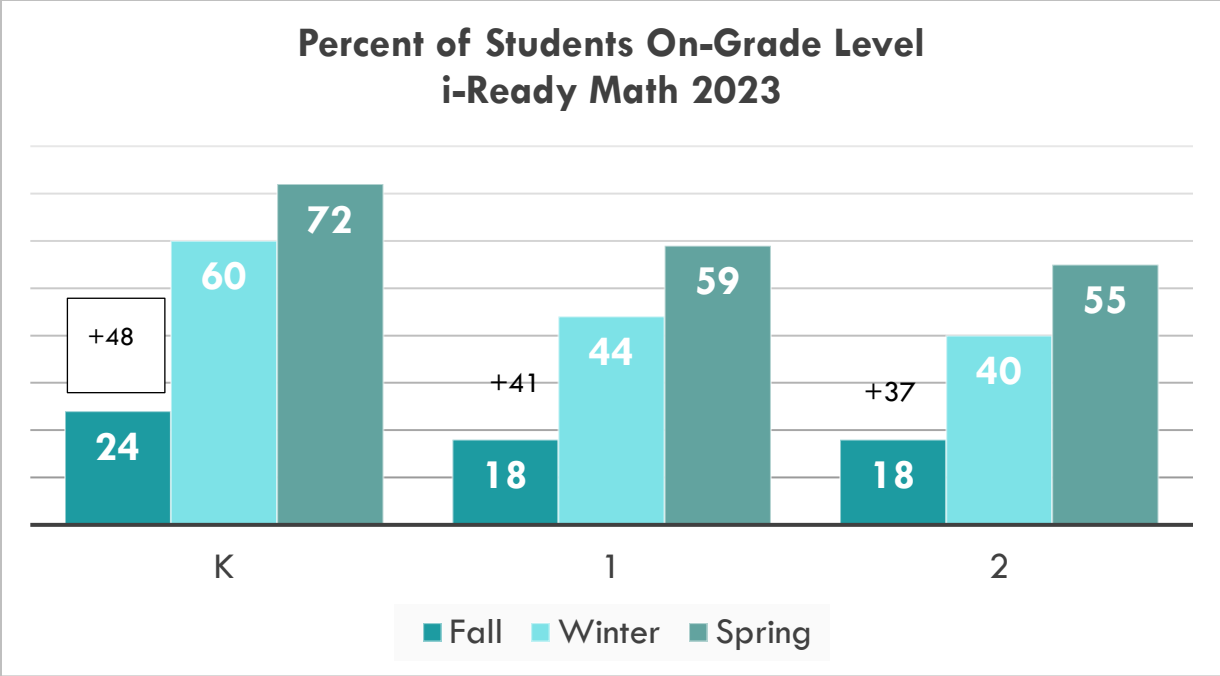
To be considered successful and demonstrate a strong return on investment, the STAR Math and Freckle program must lead to measurable improvements in student achievement in Algebra I, Geometry, and Algebra II. This includes increased student growth on STAR Math assessments, higher pass rates on state EOC exams, and reduced performance gaps among economically disadvantaged and underperforming student groups. Additionally, the program should support teachers in delivering more effective, targeted instruction, as evidenced by consistent usage, positive feedback, and improved classroom outcomes. Success will also be reflected in the program's ability to guide data-informed decisions and sustain academic gains over time.

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

A formal program evaluation is not required at this time since the 2024–2025 school year served as a **pilot year** for the STAR Math and Freckle programs. During a pilot, the primary focus is on gathering preliminary feedback, assessing implementation logistics, and identifying potential adjustments before full-scale adoption. While informal data collection and analysis from the pilot year may inform next steps, a full evaluation with outcome-based judgments and summative data would be more appropriate after the first year of **full implementation** in 2025–2026. At that point, sufficient data on fidelity, student performance, and instructional impact will be available to support a comprehensive evaluation.

PROGRAM EVALUATION DATA AND SUMMARY

Data evaluation is not applicable at this time, as the STAR Math and Freckle programs are currently in the pilot phase. Comprehensive evaluation and analysis will be conducted following the full implementation scheduled for the 2025–2026 school year, when sufficient data will be available to assess program effectiveness.

Percent of Students On-Grade Level
i-Ready Math 2023

K: Fall 24, Winter 60, Spring 72 (+48)
1: Fall 18, Winter 44, Spring 59 (+41)
2: Fall 18, Winter 40, Spring 55 (+37)

Legend: ■ Fall ■ Winter ■ Spring

Percent of Students On-Grade Level
i-Ready Math 2024

K: Fall 11, Winter 43, Spring 74 (+63)
1: Fall 8, Winter 33, Spring 53 (+45)
2: Fall 10, Winter 34, Spring 59 (+49)

Legend: ■ Fall ■ Winter ■ Spring

For math, all three grade levels finished with a higher percentage of growth in 2024 than 2023. For Grades K and 2, there was a higher percentage of students measuring on-grade level from 2023 to 2024 Spring diagnostic.

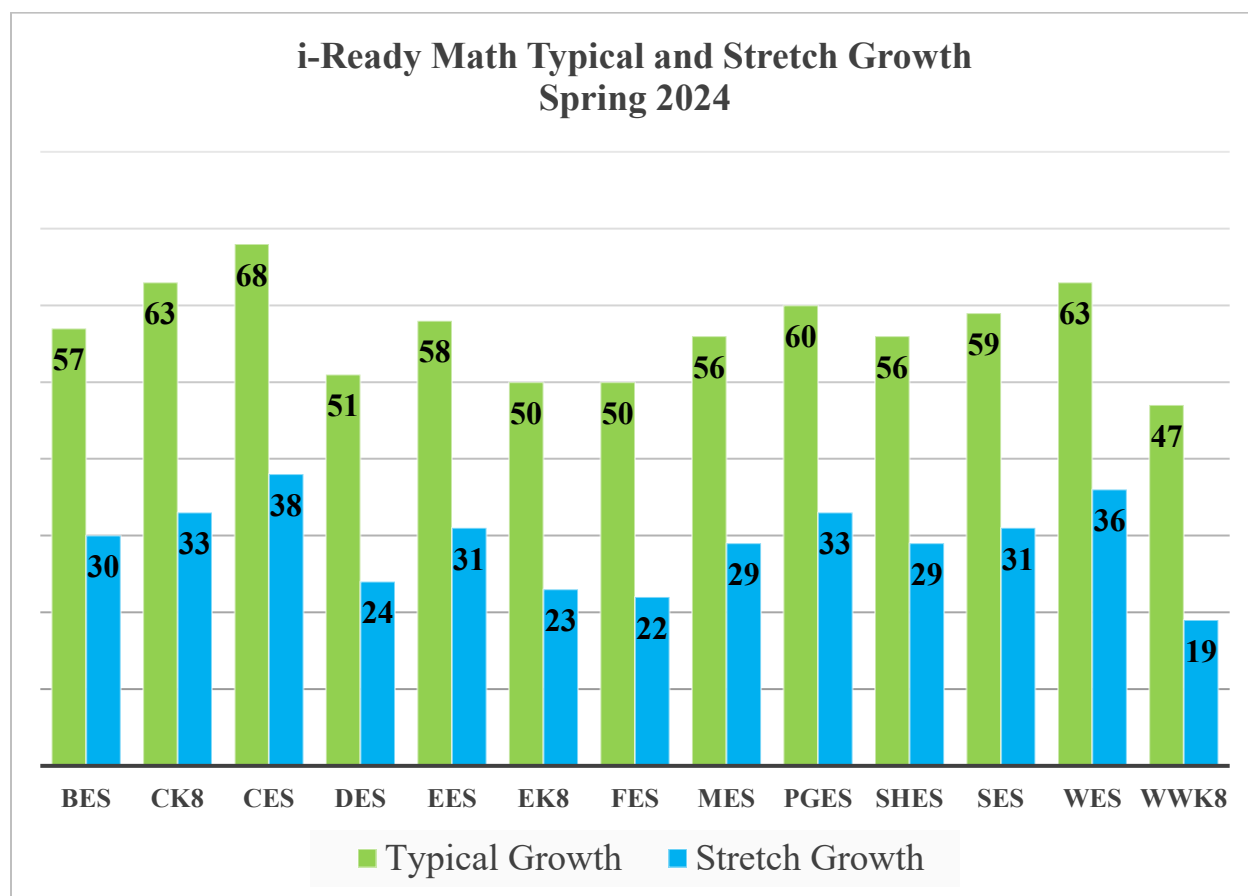I.   Typical and Stretch Growth

i-Ready Reading Typical and Stretch Growth Spring 2024

School	Typical Growth	Stretch Growth
BES	63	35
CK8	65	42
CES	67	40
DES	55	30
EES	61	34
EK8	57	32
FES	58	32
MES	59	36
PGES	60	35
SHES	59	31
SES	62	39
WES	61	36
WWK8	54	29

■ Typical Growth ■ Stretch Growth
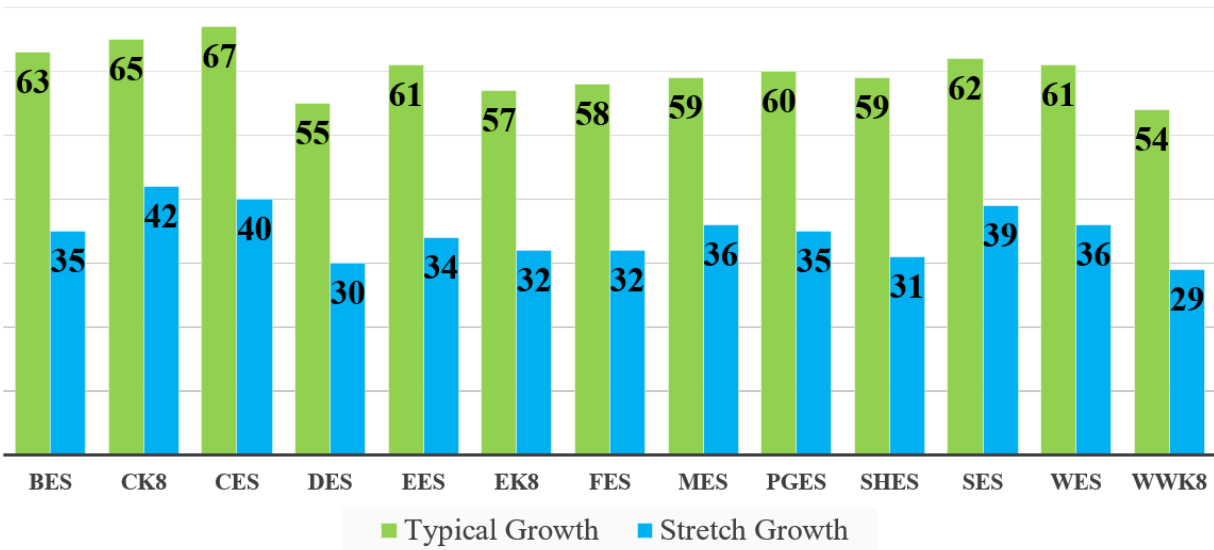
In order to evaluate the effectiveness of i-Ready and overall instruction, two growth measures are used: typical and stretch growth. Typical growth measures the average annual growth for similar students. Across the nation, about 60% of students achieve typical growth. For the 2024 year for students in Grades K-5 reading, exactly 60% of students achieved typical growth. Across the

district, Grades K, 2, and 3 also met this goal. Grade 1 was the lowest at 53% of students meeting typical growth. The above graph shows that 7 out of 13 schools met the 60% typical growth goal.

Stretch growth is an ambitious level of growth that puts students on a path to proficiency. 30% of students in the nation using i-Ready achieve this goal. For Hernando County students in Grades K-5 Reading, 34% of students met their stretch growth goal. All 6 grade levels hit at least the 30% goal and the above graph shows that 12 out of 13 schools made their stretch growth goal as well.

i-Ready Math Typical and Stretch Growth
Spring 2024

School	Typical Growth	Stretch Growth
BES	57	30
CK8	63	33
CES	68	38
DES	51	24
EES	58	31
EK8	50	23
FES	50	22
MES	56	29
PGES	60	33
SHES	56	29
SES	59	31
WES	63	36
WWK8	47	19

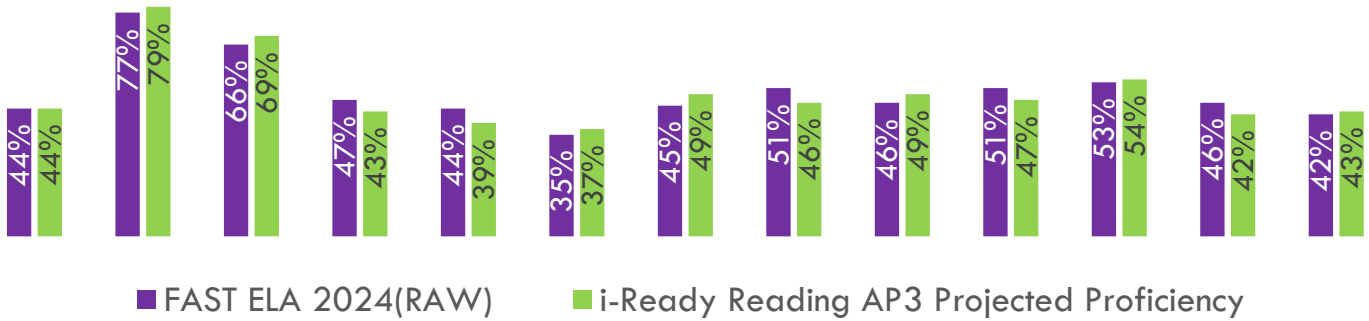■ Typical Growth   ■ Stretch Growth

For math, 57% of students in Grades K-5 hit their typical growth goal which is 3% shy of the goal. Grades K and 2 were above 60%, with 4th grade scoring the lowest growth at 45%. This aligns with the state assessment data as well. 4 out of 13 schools hit the 60% goal as seen in the graph above.
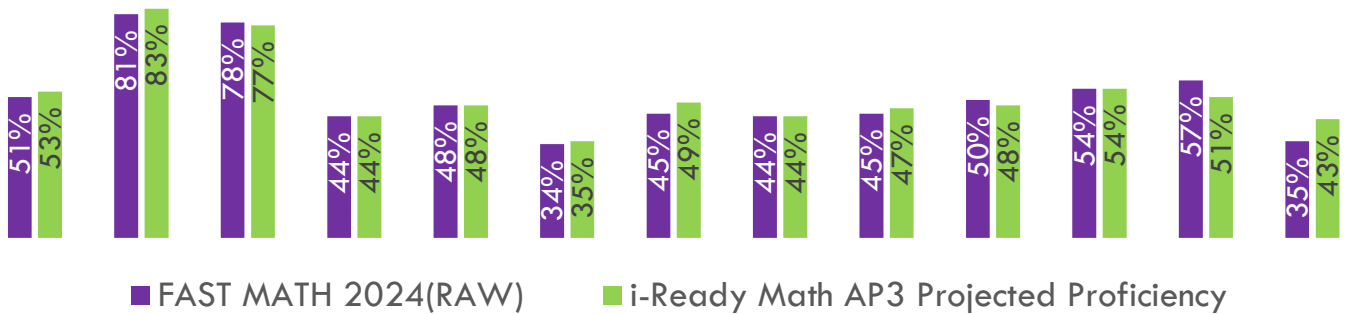
For stretch growth, students in Grades K-5 in math had 29% making their stretch growth goal which is 1% shy of the 30% goal. Grades K, 1, and 3 were able to achieve the goal while 4th grade was only at 17%. 7 out of 13 schools met the stretch growth goal.

II.   Correlation of i-Ready and State Assessments

FAST ELA On-Grade Level & Above
i-Ready Reading AP3 Projected Proficiency
2023-2024

| | FAST ELA 2024(RAW) | i-Ready Reading AP3 Projected Proficiency |

44% 44% | 77% 79% | 66% 69% | 47% 43% | 44% 39% | 35% 37% | 45% 49% | 51% 46% | 46% 49% | 51% 47% | 53% 54% | 46% 42% | 42% 43%

FAST Math On-Grade Level & Above
i-Ready Math AP3 Projected Proficiency
2023-2024

| | FAST MATH 2024(RAW) | i-Ready Math AP3 Projected Proficiency |

51% 53% | 81% 83% | 78% 77% | 44% 44% | 48% 48% | 34% 35% | 45% 49% | 44% 44% | 45% 47% | 50% 48% | 54% 54% | 57% 51% | 35% 43%

The above graphs compare the 2024 i-Ready projected proficiency model with FAST student performance. I-Ready projections and FAST scores were within 2% for ELA and Math district grade levels and within 5% by school level in ELA and 8% for Math. Evaluating this data is critical to ensure that i-Ready is aligned to our state benchmarks.

III.   FAST Proficiency

FAST ELA PM3
Percent of Students On-Grade Level and Above (Levels 3+)

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

	3rd	4th	5th	6th	7th	8th	9th	10th
Spring 2023 (Matched)	50%	52%	56%	42%	40%	35%	48%	44%
Spring 2024 (RAW)	54%	48%	48%	55%	45%	33%	54%	53%

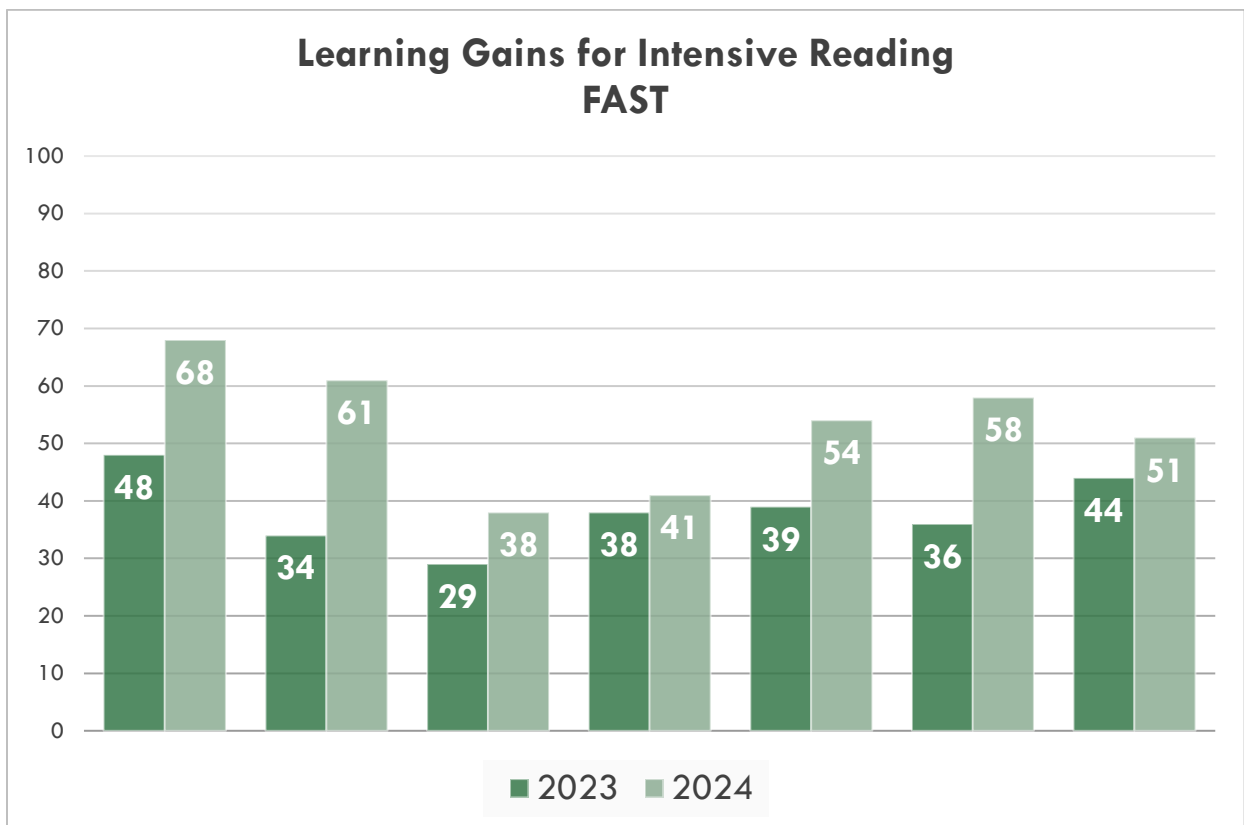■ Spring 2023 (Matched)   ■ Spring 2024 (RAW)
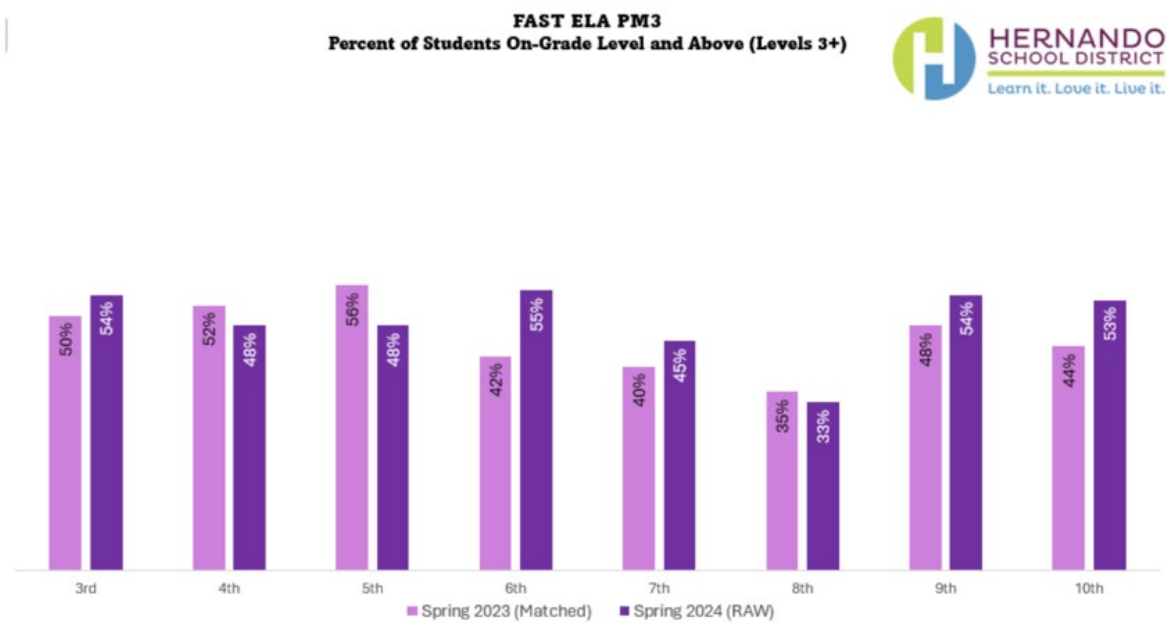
One outcome measure used for the program evaluation is the percent of students that score a Level 3 and above on the Spring state assessment. The above graph shows this for the 2023 and 2024 school years. For those grades using i-Ready, 3 out of 6 saw an increase. 5th grade showed the biggest decrease.

FAST Math PM3
Percent of Students On-Grade Level and Above (Levels 3+)

HERNANDO
SCHOOL DISTRICT
Learn it. Love it. Live it.

|	3rd	4th	5th	6th	7th	8th
Spring 2023	61%	52%	50%	44%	52%	40%
Spring 2024	59%	50%	44%	50%	42%	52%

In math, 6th and 8th grade showed an increase from 2023 to 2024. 3rd and 4th grade had a very slight dip. 5th grade has the largest gap between the district and the state and further investigation is recommended for this area.

IV.   Learning Gains for Intensive Reading and Math

Learning Gains for Intensive Reading
FAST

	2023	2024
	48	68
	34	61
	29	38
	38	41
	39	54
	36	58
	44	51

Students that score a Level 1 or 2 on the prior year's state assessment are placed into Intensive Reading and Math the following year in order to provide intervention and meet state legislative requirements. For these students, i-Ready is the core curriculum and we evaluate the effectiveness by examining the percent of students that make a learning gain. The above graph shows the percent of students by school that made a learning gain on FAST ELA for 2023 and 2024. In all 7 schools, the percentage of students increased for Reading.

Learning Gains for Intensive Math
FAST

■ 2023 ■ 2024
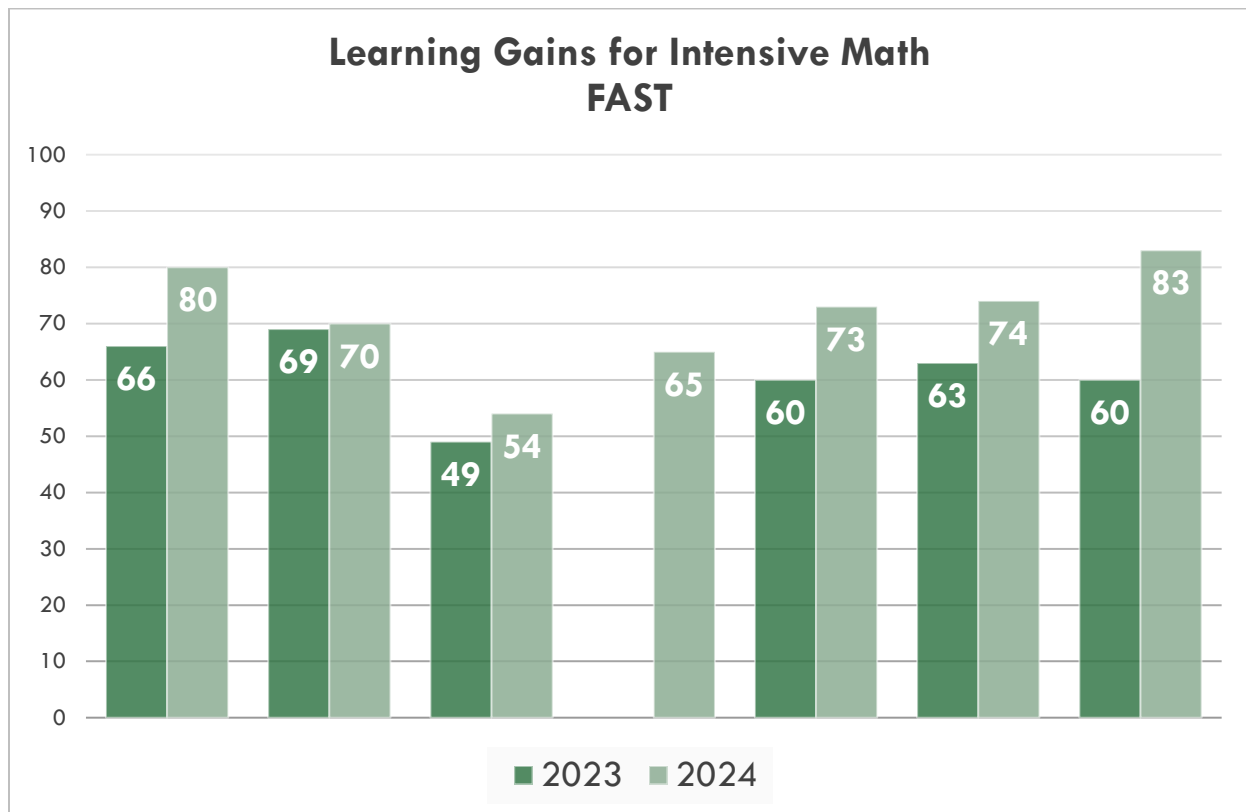
*This graph uses district projections for learning gains. The official numbers will be released August 2024.

In math, all 6 schools that had 2 years of data showed an increase in the percentage of students that made a learning gain on the Math FAST assessment. One school did not have adequate fidelity to be included in for 2023.

V.   Evaluation of Coaching

Elementary Math Teachers

Teacher	Growth from PM1 to PM2 on FAST (percentage points)	Growth from PM2 to PM3 on FAST (percentage points)	Difference in Growth
A	15	37	+22
B	23	7	-16
C	18	20	+2
D	8	26	+18
E	6	32	+26
F	9	29	+20
G	8	9	+1
H	6	10	+4
I	0	19	+19
J	11	11	0

Coaching from Curriculum Associates was provided in the 2nd semester only. This table compares the average growth from before coaching was provided (PM1 to PM2) to growth after coaching was provided (PM2 to PM3). For the ten elementary teachers, eight showed more growth after coaching. One teacher had the same amount of student growth, and one teacher had less growth after coaching.

Middle School Math Teachers

Teacher	2023 Learning Gains (prior to coaching)	2024 Learning Gains (after coaching)
K	Data not available	75/102= 74%
L	36/73= 49%	54/84= 64%
M	63/92=68%	49/63=78%

For middle school, i-Ready coaching was provided to selected teachers of intensive math. For these students, making a learning gain on the FAST assessment was the metric for success. Two out of the three teachers taught intensive math for both the 2023 and the 2024 school years. Teacher L had a 15% increase in learning gains over last year and Teacher M had a 10% increase in students making a learning gain after receiving coaching. Teacher K only has one year of data with 74% of students making a learning gain after receiving coaching. This exceeds the district average of 67% of students in intensive math making a learning gain for the 2024 Spring Assessment.