

Student Achievement in Reading (STAR)

Student Achievement in Reading (STAR) was created by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to assist states and local programs in making systemic and instructional changes required to improve the reading achievement of intermediate-level adult learners (grade level equivalent 4.0 – 8.9). For more than a decade, STAR has been part of OCTAE’s national activities portfolio as its professional development initiative in adult reading instruction.

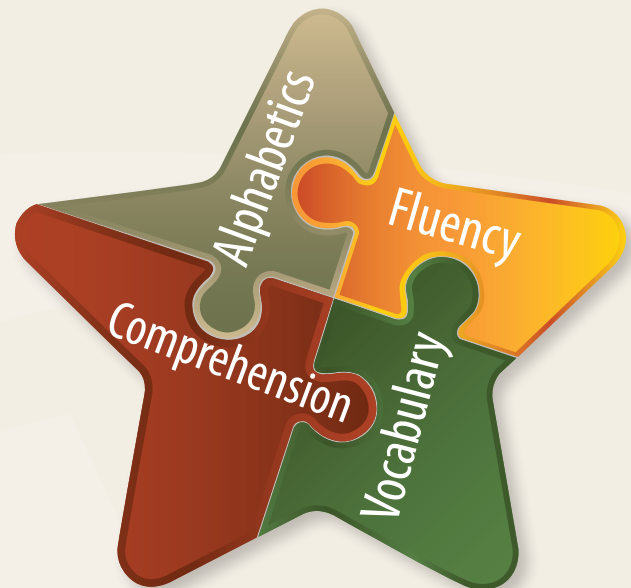
STAR is a comprehensive reading reform initiative for implementing evidence-based reading instruction (EBRI) with this learner population. STAR training and technical assistance packages, available for purchase by states, include professional development, tools, and resources that will expand participants’ knowledge of effective reading instruction and improve their ability to build local and state adult basic education systems that support reading improvement.

STAR is a comprehensive reading reform initiative for implementing evidence-based reading instruction for intermediate-level adult learners.

STAR’s Research Base

Evidence-based reading instruction integrates findings from the best available reading research. Within EBRI, instructors use diagnostic assessment procedures to gauge the strengths and weaknesses of each learner and target reading instruction accordingly. Instructors that use EBRI help learners improve their skills in each of the four essential components of reading—alphabetic, vocabulary, fluency, and comprehension—by explaining new concepts, modeling strategies, and by providing feedback when learners practice.

STAR is based on a body of research that is summarized in the report “Improving Adult Literacy Instruction”, by the National Academy of Sciences. (http://www.nap.edu/openbook.php?record_id=13242)





Training and Technical Assistance

STAR training and technical assistance (TTA) packages are available for states to purchase and can be tailored to meet the needs of a state and its local programs. STAR partner states that have completed a full cycle of STAR TTA can nominate candidates to provide STAR TTA to new and existing programs within their state. This trainer certification and the associated recertification process give partner states the opportunity to develop state trainers to help sustain, expand, and ensure the integrity of evidence-based reading instruction for intermediate-level readers in local programs.

Information, planning tools, and videos to help states prepare to implement the initiative can be found on the STAR website (<https://startoolkit.org>).

For More Information

Please visit the STAR website to view the Tool Kit and other resources. In addition, the *STAR Tips & Techniques* e-newsletter, provides ideas for implementing evidence-based reading instruction. To subscribe, or for other questions about STAR, contact the project team at projectstar@manhattanstrategy.com.



STAR Tool Kit

The STAR Tool Kit is a comprehensive online package of instructional and assessment materials to assist instructors in implementing EBRI. This multimedia resource is available to STAR partner states' trainers, instructors, and administrators. It features research articles and tools; audio and video examples of instructors and learners; instructional strategies and techniques; interviews with instructors and learners; and follow-up activities.



Current State Partners

States that are currently implementing STAR are: California, Connecticut, Delaware, Florida, Georgia, Illinois, Iowa, Kansas, Louisiana, Maine, Massachusetts, Minnesota, Mississippi, Missouri, New York, North Carolina, Ohio, Rhode Island, South Dakota, Texas, and Wisconsin. Each partner state has its own dedicated page on the STAR website (<https://startoolkit.org>) with more information, including a list of state programs implementing STAR.

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