



Shorewood
SCHOOL DISTRICT

FastBridge Winter Update
2022-23 School Year

What, Why, and How

What is FastBridge: FastBridge is a screening tool that provides a snapshot in time of student progress. We give the FastBridge screener in the Fall, Winter and Spring in grades K-8 in the areas of reading and math.

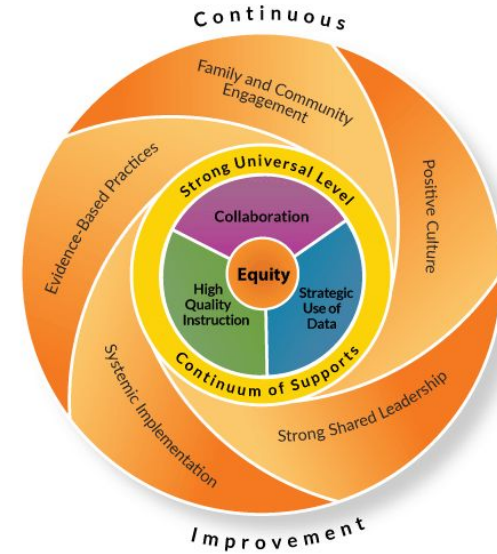
Why do we give the FastBridge Assessment: the data tells us how students are making progress toward grade-level standards. This is a data point that we use (along with the Forward exam and classroom assessment data) to inform instructional practices.

How do we use the data: group data is used to track progress across grade-levels and classrooms. Individual student data is used to identify students who may need additional support and informs interventions used within the EMLSS (Equitable Multi-Level Systems of Support) process.



EMLSS Process - Overview

- Tier 1 (Universal Instruction) - ALL students receive high-quality instruction in the classroom.
- Tier 1 (Targeted Instruction) - Some students may demonstrate academic needs as identified through classroom instruction and/or universal screening data (FastBridge assessments). A first step to address these needs is to use a targeted instructional strategy and use classroom data to monitor progress.
- Data Team Meetings (teacher, principal, psychologist, interventionist) - If a student continues to demonstrate an academic need, a Data Team Meeting is called to collaboratively create a formal plan for intervention along with a process for collecting progress monitoring data.
- Tier 2 & 3 (targeted intervention with interventionist) - If the student continues to not make expected growth, the Data Team reconvenes to schedule a more intensive intervention where the student is working on a specific skill with the classroom teacher and an interventionist.



FastBridge Benchmark Categories

When reporting, Fastbridge uses the following Benchmark categories:

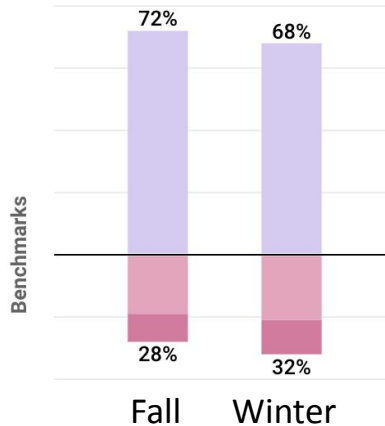
- **Advanced/Low Risk** - students who are on-track to meet grade-level outcomes (students in this category test in the 40th-99th percentile as compared to grade-level peers)
- **Some Risk** - students who are at some risk of not meeting end-of-year grade-level outcomes (students in this category test between the 15th-40th percentile)
- **High Risk** - students who are at high risk for not meeting end-of-year grade-level outcomes (students in this category tests between the 1st-15th percentile)



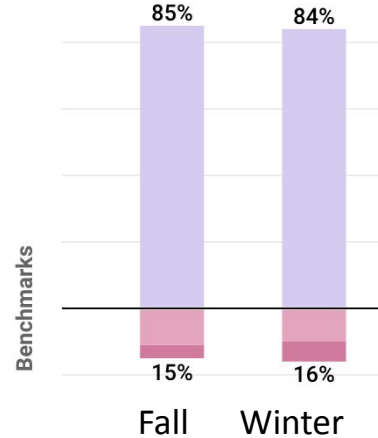
*Our District goal is that at least 80% of students perform at the Advanced/Low Risk Level

K-1 Winter Data Overview

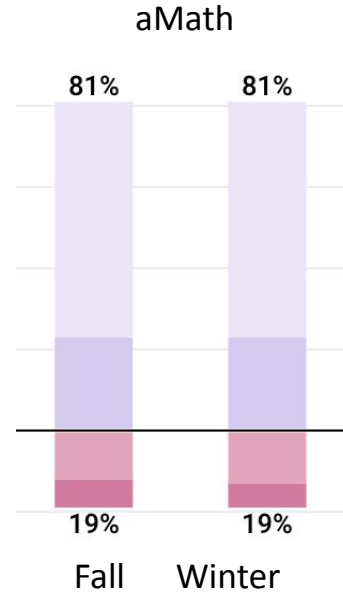
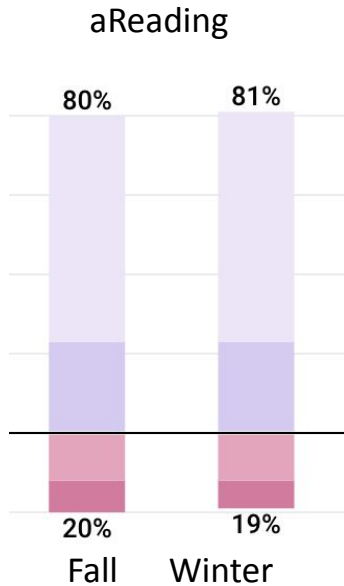
Early Reading



Early Math

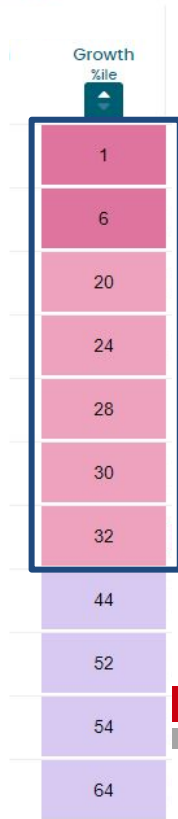


2nd-8th grade Winter Data Overview



Classroom Growth Report

Observed	
Fall Score	Winter Score
78	69
20	23
23	31
29	38
61	71
33	46
53	65
28	42
23	39
29	46
22	42



We look for trends in our growth data: do we notice that students who experience flat or modest growth fall into similar categories (High Risk, Some Risk, Low Risk, or Advanced)?

We use differentiated instruction strategies (for students who may need enrichment or intervention) to meet these student needs.

Student Growth %ile:			
■ flat growth	■ modest growth	■ typical growth	■ aggressive growth
1st-15th%	16th-40th%	41-70th%	71st-99th%



Classroom Report - Percentile Ranks

	Fall Score	Winter Score	Spring Score	Winter Percentile Rank		
				School %ile	District %ile	National %ile
!!	20	!!	23	1	1	2
!!	23	!!	31	4	4	9
!	29	!	38	9	12	17
!!	23	!	39	11	15	19
!!	22	!	42	13	18	23
!	28	!	42	13	18	23
!	29	!	46	20	26	29
	33	!	46	20	26	29
!	28	!	50	26	31	36
!	32		56	37	38	47
!	32		57	39	41	49
	43		64	48	51	59
	53		65	50	53	61
	78		69	57	64	66

These students have moved from the "high risk" to "some risk" category

These students have moved from the "some risk" to "low risk" category

Students testing below the 25th percentile are considered for Tier 1, 2, or 3 intervention strategies as guided by the EMLSS process



Individual Student Reports

Phonemic Awareness *	Phonics & Fluency	General Reading	Read. Program LEXILE ©	Plan
! <32	!! 17	! 463	BR25L	1.2: Phonics & Fluency
>=32	!! 31	! 469	70L	2.1: Phonics & Fluency
!!! <28	!!! 3	!!! 431	BR360L	0.2: Phonemic Awareness & Phonics INTENSE
!!! <28	!!! 19	!!! 425	BR410L	0.2: Phonemic Awareness & Phonics INTENSE
>=32	186	523	915L	On Track
>=32	181	534	1085L	On Track
>=32	125	505	630L	On Track

FastBridge will identify skills to focus on when designing intervention plans



Data Team Meeting - Intervention Plan

Specific Objective (Goals Above)	Strategies/ Accommodations	People Responsible	Frequency for Progress Monitoring Data (baseline, 2 middle data points, ending data point)-documentation tool created below	Frequency and Amount for Intervention- -documentation tool created below
#1	<ul style="list-style-type: none"> Phonics assessment will be given, and the tier 1 plan will be designed based on results from the assessment 	Reading Interventionist	N/A	N/A
#2	<ul style="list-style-type: none"> 1:1 Word Ladders and transfer to decodable texts 	Classroom teacher	FastBridge Decodable Words 1x/week At the end of 6wks, repeat TCRWP phonic decoding assessment and transferring to connected texts	2x a week, 10 minutes for 6 weeks (March 6)

