



Shorewood
SCHOOL DISTRICT

SSD: R-2 Academic Growth Report

July 9, 2024

Strategic Assessment Systems

What are the different TYPES of assessment?

FORMATIVE

INTERIM

SUMMATIVE

...assessments are designed to...

Quickly inform instruction

Benchmark and monitor student progress

Evaluate learning

...by providing...

Specific, actionable, immediate feedback

Multiple data points across time

Cumulative snapshots

...through...

Teacher techniques embedded into daily, ongoing instructional strategies

Periodic/diagnostic common assessments

Chapter tests, portfolios, projects, EOY grades, standardized assessments

...that are...

Student-/classroom-centered

Grade-level/School-centered

School-/District-/State-centered

...and that answer academic/social/emotional questions...

What comes next for student learning?

What adjustments should be made to the instruction/program?

What progress are our students making?

Is the instruction/program working?

Are ALL students meeting the standards/expectations?
How successful was the instruction/program?

Classroom Instruction

FastBridge Assessment

Forward Exam,
PreACT, & ACT

October 2016



Strategic Assessment Systems

What *purposes* do the various TYPES of data serve?

| | Formative <i>Quickly informs instruction by providing specific, actionable, immediate feedback</i> | Interim <i>Benchmarks and monitors progress by providing multiple data points across time</i> | Summative <i>Evaluates learning by providing a cumulative snapshot</i> |
|--|--|--|--|
| To PLAN learning <i>PRIOR to instruction</i> | Specific feedback that identifies students' strengths, areas for growth, and gaps in learning | Data points that show educators the starting point to inform instructional plans, pacing, groupings, enrichment and interventions | Snapshot that aids in planning future instruction, reflecting on general trends/patterns, or establishing the big picture within a class, school, district, or state |
| To SUPPORT learning <i>DURING instruction</i> | Immediate feedback that informs both student and educator in order to make real-time adjustments and strategic decisions to advance student learning | Data points that show what academic and social-emotional learning objectives have been mastered, what needs to be addressed next, and what requires more attention | Snapshot that informs classroom, grade level, or department decisions such as groupings or alterations to curriculum maps |
| To MONITOR learning <i>BETWEEN instruction</i> | Feedback that allows the educator and student to monitor the learning progress that has been made by the student since last check-in | Data points that track student progress over time, providing periodic and multiple data points against benchmarks throughout the year for program improvement and instructional change | Snapshot that provides information about what students know and can do in order to promote continuous program improvement, curricular changes, or PD needs |
| To VERIFY learning <i>AFTER instruction</i> | Feedback that confirms what learning standards the student knows and can do | Data points that are used, along with other information, to reveal trends, identify patterns, and monitor student progress/performance at various levels including grade, subgroup, school, district | Snapshot that contributes to decision-making, typically on an annual basis, at macro levels, about subgroups, schools, districts, and states |
| Data Examples* | <i>Student conferences; Exit slips; Questioning; Anecdotal notes; Thumbs up/thumbs down</i> | FastBridge Assessment | Forward, PreACT, ACT |

October 2016



Strategic Assessment Systems

Who is using the data, and *driving* which DECISIONS?

| VARIOUS STAKEHOLDERS | DECISIONS |
|--|---|
| STUDENTS understand what is needed to meet their own learning goals, track their own progress, and increase ownership of their own learning. | Do I understand this? Can I explain it to a friend? What is my learning target? What am I aiming for? Where did I make a mistake? What do I need to improve? |
| PARENTS understand what is next within their child's learning, track their child's progress, and deepen their partnership with their school. | What comes next in my child's learning? What are my child's strengths and areas in need of improvement? What are the goals for my child's learning this week/month/year? |
| EDUCATORS plan and adjust instruction, and monitor and verify student learning. It also informs classroom decisions such as groupings, pacing, and alterations to curriculum maps, etc. | What comes next for student learning? What are the trends or patterns within student progress/performance? Is the program working? Are the supports working? Are ALL our students meeting the academic, social, and emotional standards and expectations? |
| PRINCIPALS , Improvement Teams, and PLCs monitor and verify student learning, program effectiveness, and continuous school improvement efforts. Data is used to promote program improvement, curricular changes, and professional learning needs. | What comes next for cohorts of students' learning? What are the trends or patterns within student progress/performance? Is the program working? Are the supports working? Are ALL our students meeting the academic, social, and emotional standards and expectations? |
| COMMUNITIES make decisions that support the educational process, educational outcomes, and resource alignment for community programs and services. | What gaps exist that community programming can target? Are ALL our students on track for their next step in education? career? community? Are children coming into school with quality learning opportunities? Are there differences in the cohorts that may have been impacted by community factors? Are there community resources that could support gaps in student achievement? |
| DISTRICTS make decisions about curriculum and instruction as well as program adjustments. | What are the trends or patterns within student progress/performance? Is the program working? Are the supports working? Are ALL our students meeting the academic, social, and emotional standards and expectations? What does the data disaggregated by subgroup tell us? |
| STATES make decisions on a statewide basis, report to the public, and fulfill required reporting to the US Department of Education. | Are ALL our students meeting the academic, social, and emotional standards expectations? Where are gaps in student achievement? Where are they persistent? |



FastBridge Screening Assessment

| Assessment | Testing Window | Description | Results Reporting |
|-----------------|----------------|--|---|
| Fall Screener | September | Students in grades K-8 take the FastBridge Screener in Fall, Winter and Spring. Students in grades K-1 take the Early Math and Early Reading screeners. These screeners are teacher-administered | <ul style="list-style-type: none">• Individual Student Scores are shared with families through Infinite Campus• Data Team Meetings are held between classroom teachers, the building principal, school psychologist, math specialist, and reading specialist after each round of testing to analyze the achievement and growth data. This data is used to inform whole group instructional practices and to support individual student needs |
| Winter Screener | January | Students in grades 2-8 take the aMath and aReading screeners. These tests are computer-based adaptive tests where questions vary in difficulty based on student responses. | |
| Spring Screener | May | The data tells us how students are making progress toward grade-level standards. 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. | |



K-8 FastBridge Screening Assessments

- **FastBridge - earlyReading** (grades K-1): earlyReading assessments are individually administered and are an assessment of early reading skills such as concepts of print, phonemic awareness, phonics, and fluency. The teacher marks student responses electronically as the student completes the brief assessment (less than 5 min).
- **FastBridge - earlyMath** (grades K-1): earlyMath assessments are individually administered and measure thirteen developing math skills over the course of two years. The teacher marks student responses electronically as the student completes the brief assessment (less than 5 minutes).
- **FastBridge - aReading** (grades 2-8): aReading is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items are developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension. Items developed for middle and high school grade levels target orthography, morphology, vocabulary, and comprehension (30-45 min).
- **FastBridge - aMath** (grades 2-8): aMath is a computer-administered adaptive screener that measures broad mathematics skills aligned to math standards. With this data, educators can provide targeted interventions to students in need and also inform instructional decisions for students who are on track and high-performing (20-30 min).
- * **District goal is for at least 80% of students to achieve “at or above grade level” (defined as “low risk” or above in Fastbridge) and make at least one-year’s academic growth (at least 60% of students experience “typical” or “aggressive” growth)**



Wisconsin Statewide Assessment System

| Assessment | Description | Testing Window | Results Reporting |
|---------------|--|----------------|--|
| Forward | Students in grades 3-8 take the Forward Exam online in English Language Arts (ELA) and Mathematics, in Science in grades 4 and 8, and Social Studies in grades 4, 8, and 10. | Spring | <ul style="list-style-type: none">• Individual Student Reports are mailed to Districts in July• Public Release of Assessment Data in Fall |
| PreACT Secure | The PreACT Secure is a summative assessment, aligned to the ACT and the ACT College and Career Readiness Standards, that measures what students have learned in the areas of English, Reading, Mathematics, and Science in grades 9 and 10. | Spring | <ul style="list-style-type: none">• Individual and Summary Reports are shared electronically in May |
| ACT | The ACT with writing is administered to students in grade 11 and consists of four multiple-choice tests: English, Mathematics, Reading, and Science, and a 40-minute essay test that measures Writing skills. The ACT can be used for college enrollment, scholarships, and NCAA eligibility requirements. | Spring | <ul style="list-style-type: none">• Individual Student Score Reports are mailed to the District and Individual students 3-8 weeks after testing• An aggregate report is shared with districts in June |



PreACT & ACT Assessments

- **PreACT** (grades 9-10): PreACT Secure is a summative assessment given in the spring to 9th and 10th grade students and is aligned to the ACT College and Career Readiness Standards. PreACT measures what students have learned in English, Reading, Mathematics, and Science. Students scoring at or above the Readiness Benchmark in grades 9-10 are on target to meet the corresponding ACT College Readiness Benchmark in grade 11 (standard testing time is 2 hours, 35 minutes).
- **ACT** (grade 11): The ACT is given in the spring to Wisconsin students in grade 11 and includes Reading, Math, English, Science, and Writing. The ACT assesses students' academic readiness for college. Students can use scores from the ACT for a variety of purposes including college admission, scholarships, course placement, and NCAA eligibility. (testing time is approximately 4 hours).
- * **District goal is for 80% of students to achieve at or above the College Readiness Benchmark**

(PreACT and ACT scores are viewed as college readiness indicators, not grade-level proficiency measurements. The cut scores used to measure Readiness Levels on the PreACT and ACT are higher than those used on the Fastbridge assessments. The PreACT and ACT were not designed for 80% of students to meet these benchmarks. An expectation of 50-60% of students meeting these benchmarks (in alignment with national norms) is a more realistic expectation)



How Do We Use This Data?

Assessment data is shared with building principals, leadership teams, and staff as they plan ahead and set goals for the upcoming school year. The following systems are used to monitor progress toward these goals:

- At the beginning of the year, principals work with Leadership Teams to create School Growth Goals including Academic Growth Goals
- As part of the Educator Effectiveness evaluation system, all teachers write Student Learning Objectives (SLO) and Professional Practice Goals (PPG) to make growth toward specific content and/or academic skills.
- Part of our Equitable Multi-Level Systems of Support (EMLSS) includes Data Team Meetings which are held after the FastBridge screeners are given in the Fall, Winter, and Spring in grades K-8. These meetings include classroom teachers, school psychologists, reading and math interventionists, and the building principals. The Data Team reviews whole group and individual student data to identify universal strategies focused on growth for all as well as strategies to support individual students.



Collaborative Commitments to Equity

When analyzing these results, it is important to remind ourselves of the District's [Collaborative Commitments to Equity](#). Specifically, the following commitments pertain to this work:

- **Eliminating inequities requires continuous self-reflection, growth, and action to hold ourselves and others accountable.**
- **The system, and everyone in it, is responsible for creating successful outcomes for all learners.**
- **Staff collaborate to create, implement, and assess a cohesive instructional model.**
- **Staff use Identity Relevant Teaching and Learning (IRTL) to create, implement, and assess curriculum in heterogeneous learning environments.**
- **District policies, procedures, hiring practices, and funding align with our Collaborative Commitments for Equity (CCE's).**



Kindergarten

FastBridge - earlyReading

Achievement:

By Grade



Growth:

By Grade



FastBridge - early Math

Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)

Some Risk (students who test in the 15th-40th percentile)

Low Risk (students who test in the 40th-100th percentile)

Flat Growth (0-15th percentile)

Modest Growth (15-40th percentile)

Typical Growth (40th-75th percentile)

Aggressive Growth (75th-100th percentile)



1st Grade

FastBridge - earlyReading

Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)

Some Risk (students who test in the 15th-40th percentile)

Low Risk (students who test in the 40th-100th percentile)

FastBridge - early Math

Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)

Modest Growth (15-40th percentile)

Typical Growth (40th-75th percentile)

Aggressive Growth (75th-100th percentile)



2nd Grade

FastBridge - aReading

Achievement:

By Grade



Growth:

By Grade

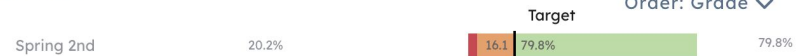


High Risk (students who test in the 0-15th percentile as compared to same-aged peers)
Some Risk (students who test in the 15th-40th percentile)
Low Risk (students who test in the 40th-100th percentile)

FastBridge - aMath

Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)
Modest Growth (15-40th percentile)
Typical Growth (40th-75th percentile)
Aggressive Growth (75th-100th percentile)



3rd Grade

FastBridge - aReading

Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)

Some Risk (students who test in the 15th-40th percentile)

Low Risk (students who test in the 40th-100th percentile)

FastBridge - aMath

Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)

Modest Growth (15-40th percentile)

Typical Growth (40th-75th percentile)

Aggressive Growth (75th-100th percentile)



4th Grade

FastBridge - aReading

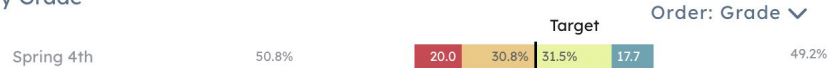
Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)

Some Risk (students who test in the 15th-40th percentile)

Low Risk (students who test in the 40th-100th percentile)

FastBridge - aMath

Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)

Modest Growth (15-40th percentile)

Typical Growth (40th-75th percentile)

Aggressive Growth (75th-100th percentile)



5th Grade

FastBridge - aReading

Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)

Some Risk (students who test in the 15th-40th percentile)

Low Risk (students who test in the 40th-100th percentile)

FastBridge - aMath

Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)

Modest Growth (15-40th percentile)

Typical Growth (40th-75th percentile)

Aggressive Growth (75th-100th percentile)



6th Grade

FastBridge - aReading

Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)
Some Risk (students who test in the 15th-40th percentile)
Low Risk (students who test in the 40th-100th percentile)

FastBridge - aMath

Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)
Modest Growth (15-40th percentile)
Typical Growth (40th-75th percentile)
Aggressive Growth (75th-100th percentile)



7th Grade

FastBridge - aReading

Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)

Some Risk (students who test in the 15th-40th percentile)

Low Risk (students who test in the 40th-100th percentile)

FastBridge - aMath

Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)

Modest Growth (15-40th percentile)

Typical Growth (40th-75th percentile)

Aggressive Growth (75th-100th percentile)



8th Grade

FastBridge - aReading

Achievement:

By Grade



Growth:

By Grade



High Risk (students who test in the 0-15th percentile as compared to same-aged peers)

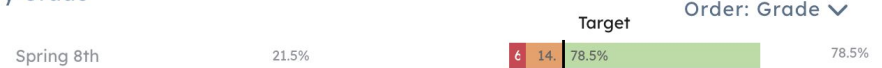
Some Risk (students who test in the 15th-40th percentile)

Low Risk (students who test in the 40th-100th percentile)

FastBridge - aMath

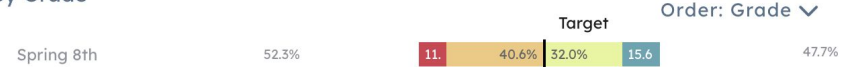
Achievement:

By Grade



Growth:

By Grade



Flat Growth (0-15th percentile)

Modest Growth (15-40th percentile)

Typical Growth (40th-75th percentile)

Aggressive Growth (75th-100th percentile)



9th Grade

PreACT - Reading

Achievement:

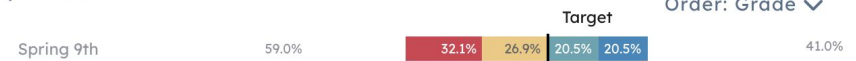
By Grade



PreACT - Math

Achievement:

By Grade



Not Yet (scores vary between 0-16 between assessments)
Approaching (scores vary between 15-21 between assessments)
At Benchmark (scores vary between 18-27 between assessments)
Advanced (scores vary between 22-36 between assessments)



10th Grade

PreACT - Reading

Achievement:

By Grade



PreACT - Math

Achievement:

By Grade



Not Yet (scores vary between 0-16 between assessments)

Approaching (scores vary between 15-21 between assessments)

At Benchmark (scores vary between 18-27 between assessments)

Advanced (scores vary between 22-36 between assessments)



11th Grade

ACT - Reading

Achievement:

By Grade



ACT - Math

Achievement:

By Grade



Not Yet (scores vary between 0-16 between assessments)

Approaching (scores vary between 15-21 between assessments)

At Benchmark (scores vary between 18-27 between assessments)

Advanced (scores vary between 22-36 between assessments)



Instructional Programming for 2024-25

- Year Two of K-5 Math implementation (Eureka² Math) including the implementation of a diagnostic assessment tool ([Equip](#))
- Year One of K-8 ELA Curriculum (EL Education) implementation
- Align reading program to science-based early reading instruction in grades K-3 as outlined in Act 20
- The 6-12 Math department will be in Year 1 of the curriculum review cycle which will include identifying priority areas of need and piloting high-quality curriculum. The long-term implementation plan will include detracking math pathways in grades 6-8 so that all students are completing Algebra in 8th grade



CREATING COHERENCE

