Crosslake Community School

Fastbridge Data Winter 24–25

What is Universal Screening? Simple definition: It is a brief assessment given to all students to identify who may need additional support. It is given three times a year: Fall, Winter, and Spring. This screening is part of our Multi-Tiered System of Supports (MTSS).

Early identification helps prevent learning gaps from widening. It also ensures that we are using data-driven decision-making rather than waiting for students to fail before taking action. Looking at the screener data also supports all learners, both struggling and advanced.

What is Fastbridge? Fastbridge is a research-based, valid, and reliable assessment system. It measures early literacy, reading fluency, math skills, and social-emotional behavior. The key assessments use are the earlyReading (K-1), aReading (2nd-12th), CBMreading (2nd-8th) AUTOreading (4th-12th), earlyMath (K-1), CBMmath (2nd-12th), and aMath (2nd-12th). Twice a year, students in grades 2nd-12th complete the mySABERS which measures their social-emotional health in academics, behaviors, and emotions overall.

Benchmark vs. Normatives? Looking at both benchmark and norms views can help teams make informed decisions on instruction, intervention, and school-wide goals.

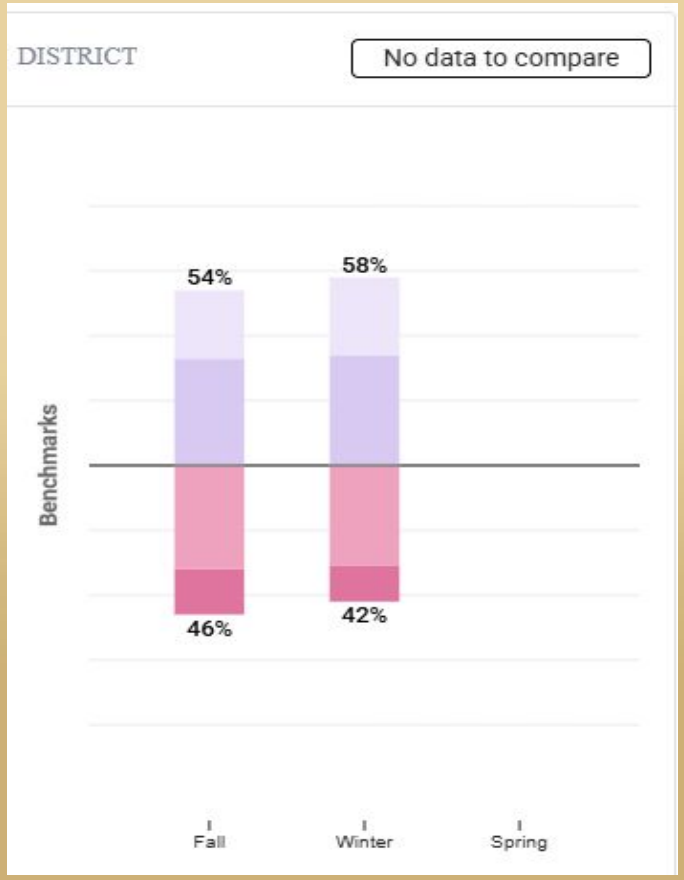
Looking at benchmark data, we can identify at-risk students and intervention needs. If a large percentage of students are in High Risk/Some Risk, it signals the need for targeted interventions by either the classroom teacher or a trained interventionist. These targets indicate whether a student is on track to meet grade-level expectations. The categories typically include High Risk (far below benchmark), Some Risk (below benchmark), Low Risk (at benchmark), and Advanced (above benchmark).

When looking at norms data, a school can see if their grades and/or students are compared to the national average of peers in the same grade. This help contextualize school performance beyond benchmarks. It is useful for identifying strengths and areas for growth on a national scale

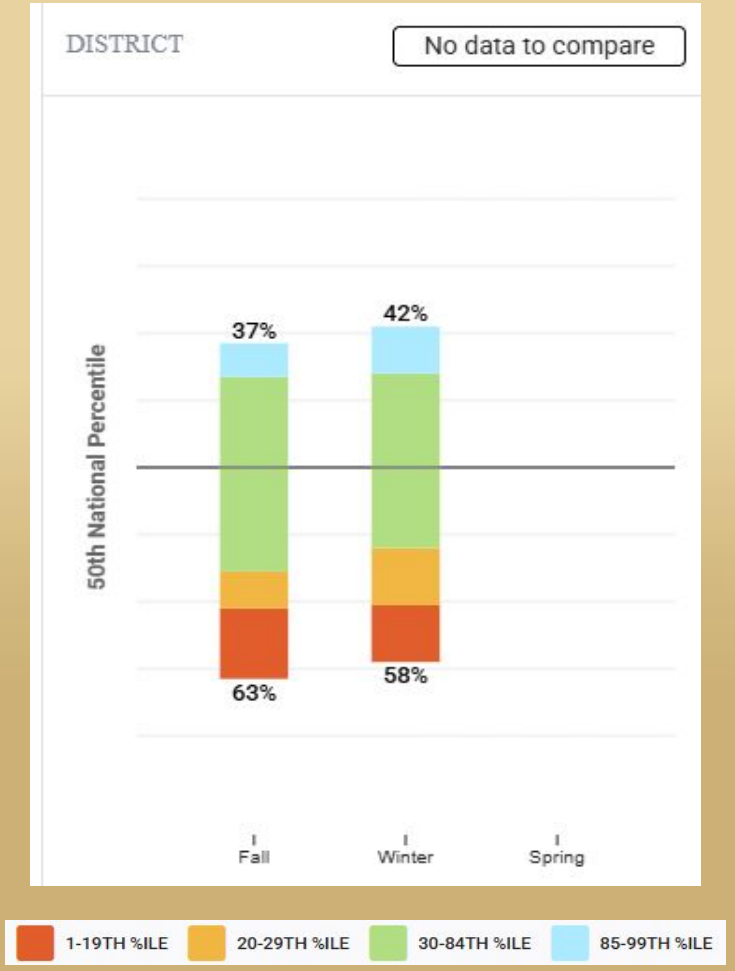
- **earlyMath** is designed for students in PreK through first grade, evaluating foundational math skills such as number recognition, counting, basic operations, and early problem-solving. It helps identify gaps in early numeracy development and ensures students build a strong math foundation.
- **aMath** is a computer-adaptive assessment for students in kindergarten through twelfth grade. It measures broader mathematical skills, including number sense, algebraic thinking, geometry, and problem-solving.

Both assessments screen for students' learning gaps and proficiency levels, helping educators tailor instruction and interventions to support math success

aMath; 2nd-12th grade; measures comprehensive math skills

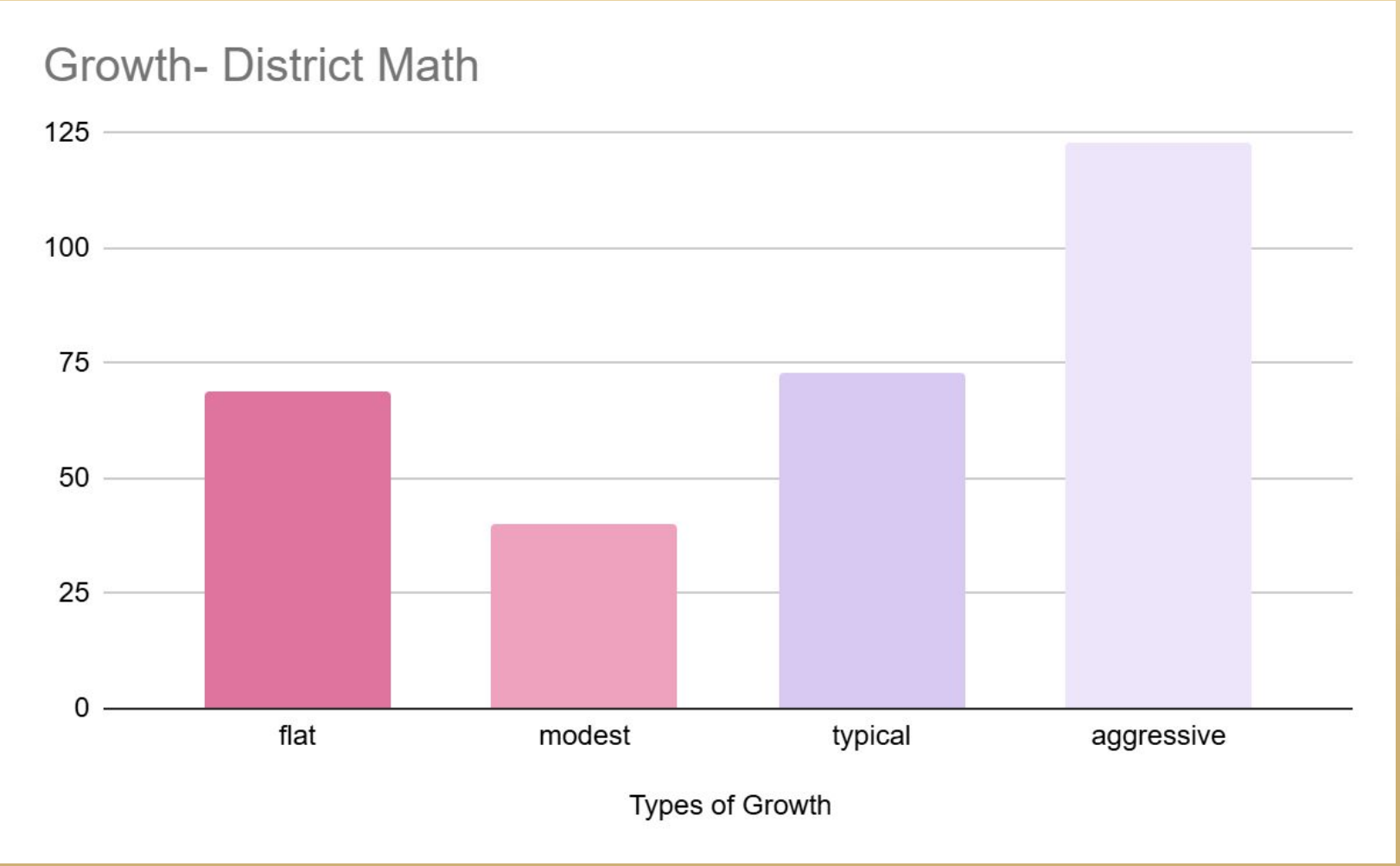


This graph shows the percentage of students, fall and winter, in at/above benchmark (purples above line) and the percentage of students below benchmark (reds).



This graph shows the percentage of students, fall and winter, above the 50th percentile (above the line) and below the 50th percentile (below the line)

DISTRICT earlyMath; K-1st, aMath; 2nd-12th grade; measures comprehensive math skills



This graph is showing the percentage of students who made flat growth, moderate growth, typical growth, and aggressive growth.

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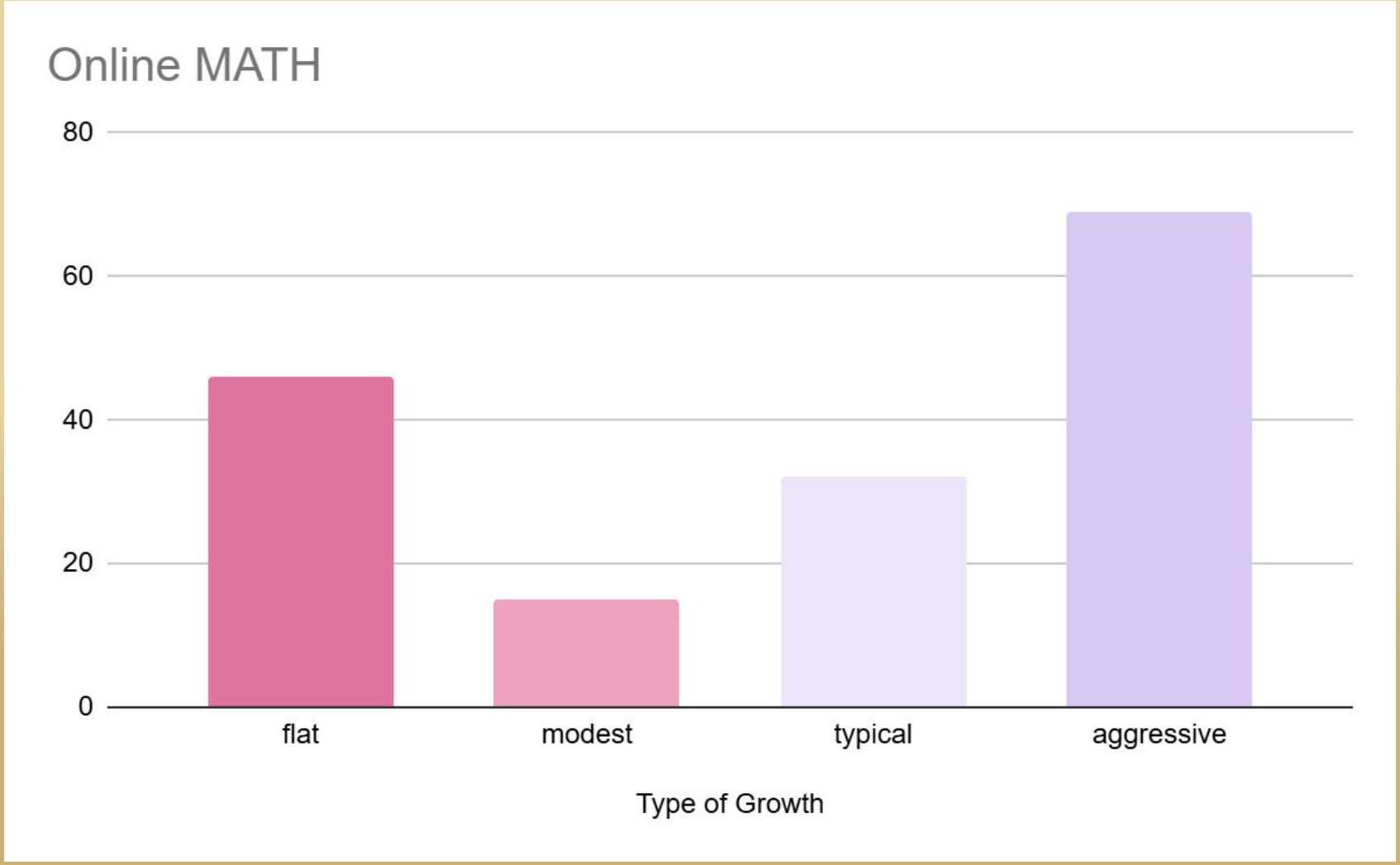

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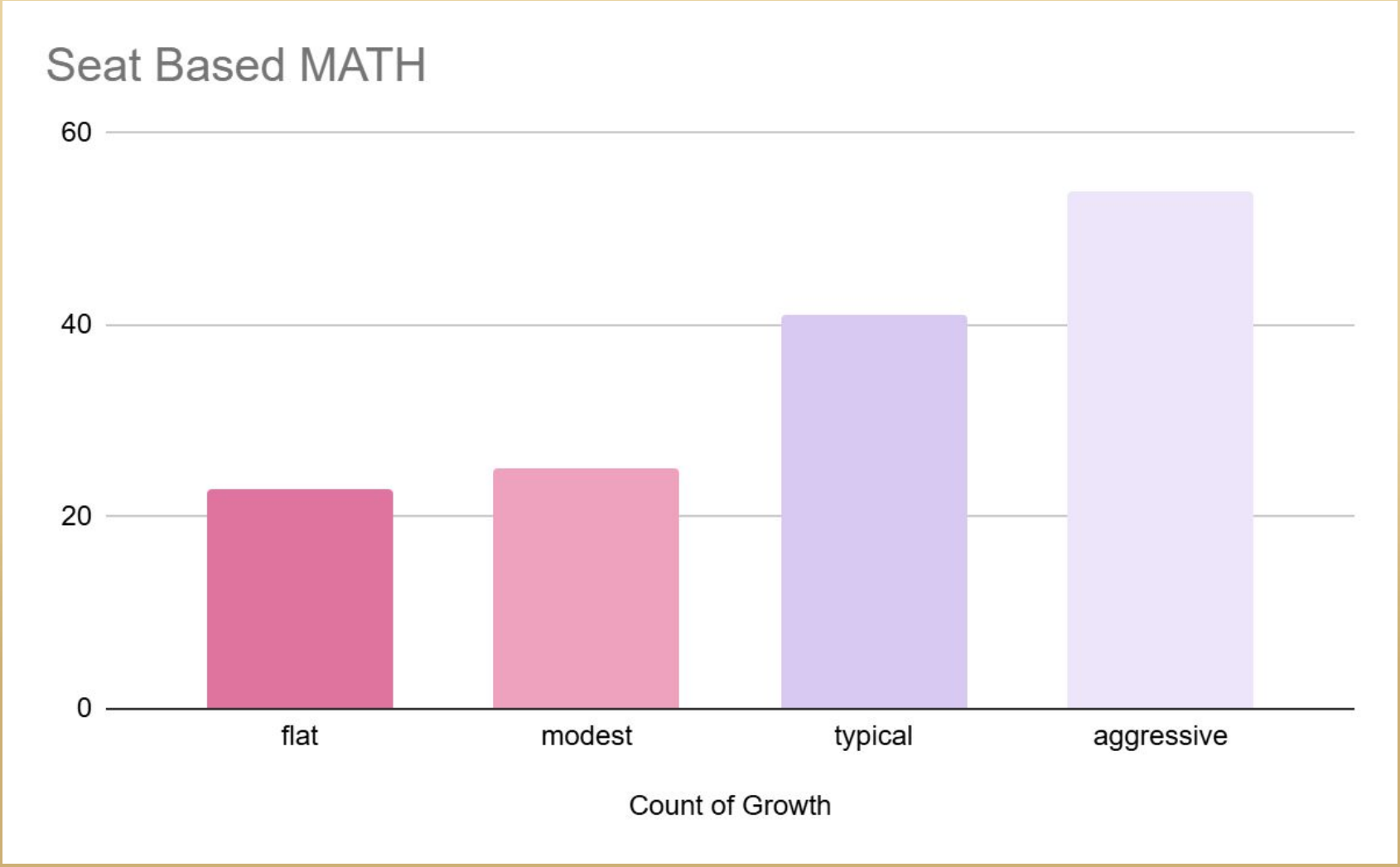

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earlyReading is designed for students in pre-kindergarten through first grade, assessing foundational reading skills such as concepts of print, phonemic awareness, phonics, and fluency. This assessment is typically administered in grades PreK-1 but may be used for screening up through grade 3 and for frequent progress monitoring at any grade.

aReading is a computer-adaptive assessment that evaluates broad reading skills, including comprehension and vocabulary. It is suitable for students from kindergarten through twelfth grade and provides a comprehensive overview of a student's reading abilities.

In the context of dyslexia screening, FastBridge integrates assessments like earlyReading and CBMreading to identify students at risk for reading difficulties, including dyslexia. These tools measure skills such as phonemic awareness, phonics, and fluency, which are critical in detecting characteristics of dyslexia

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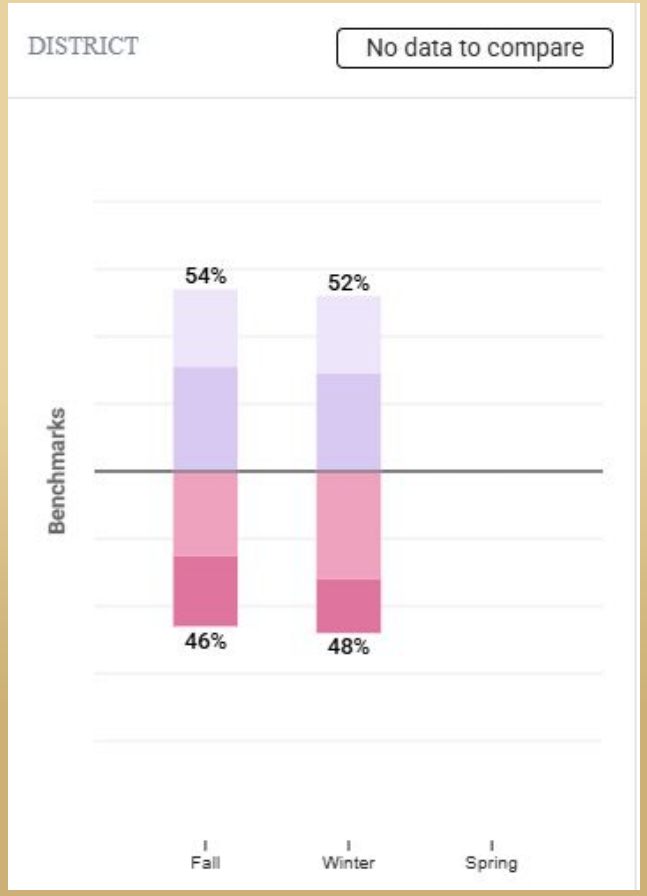

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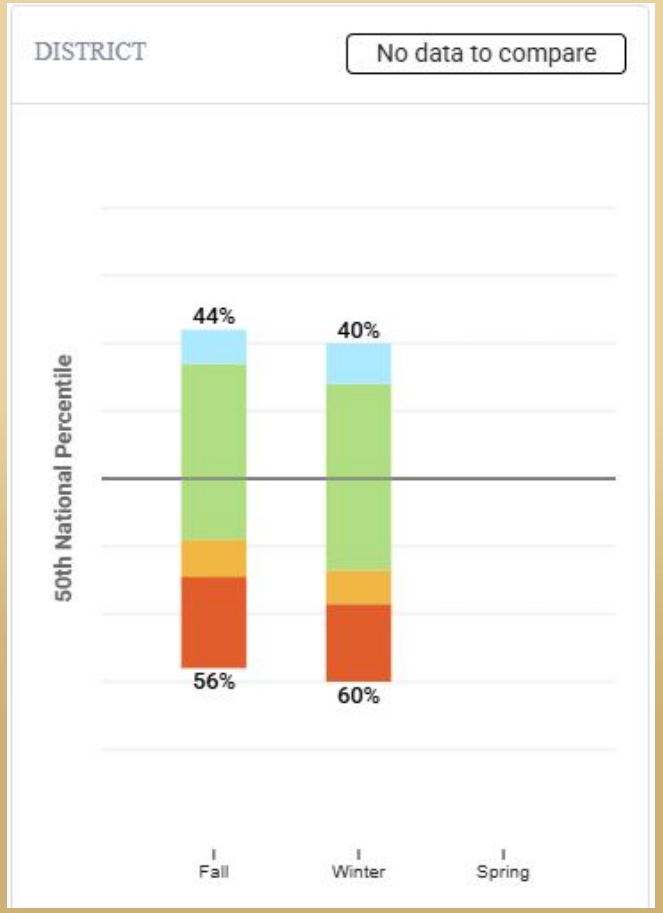

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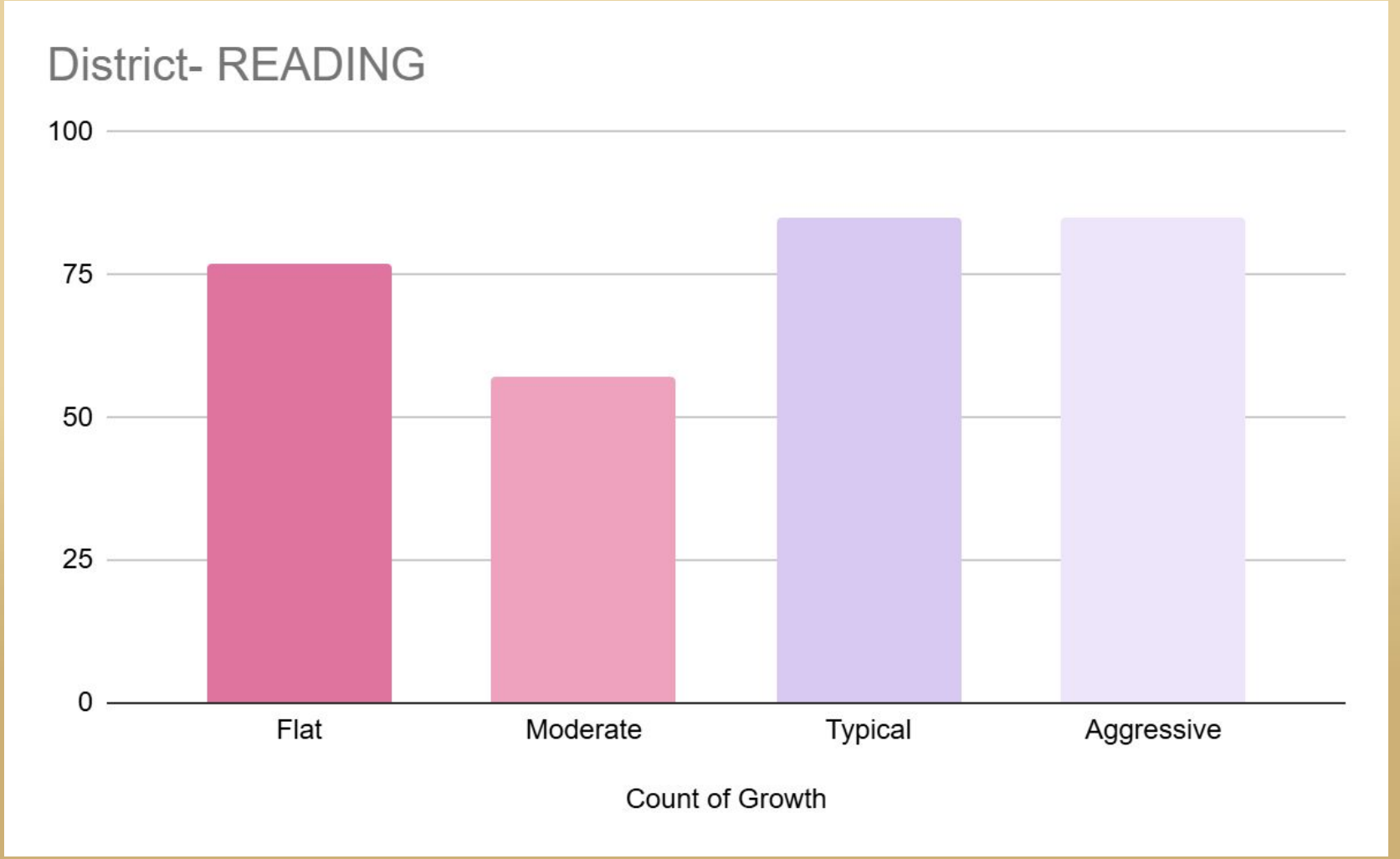

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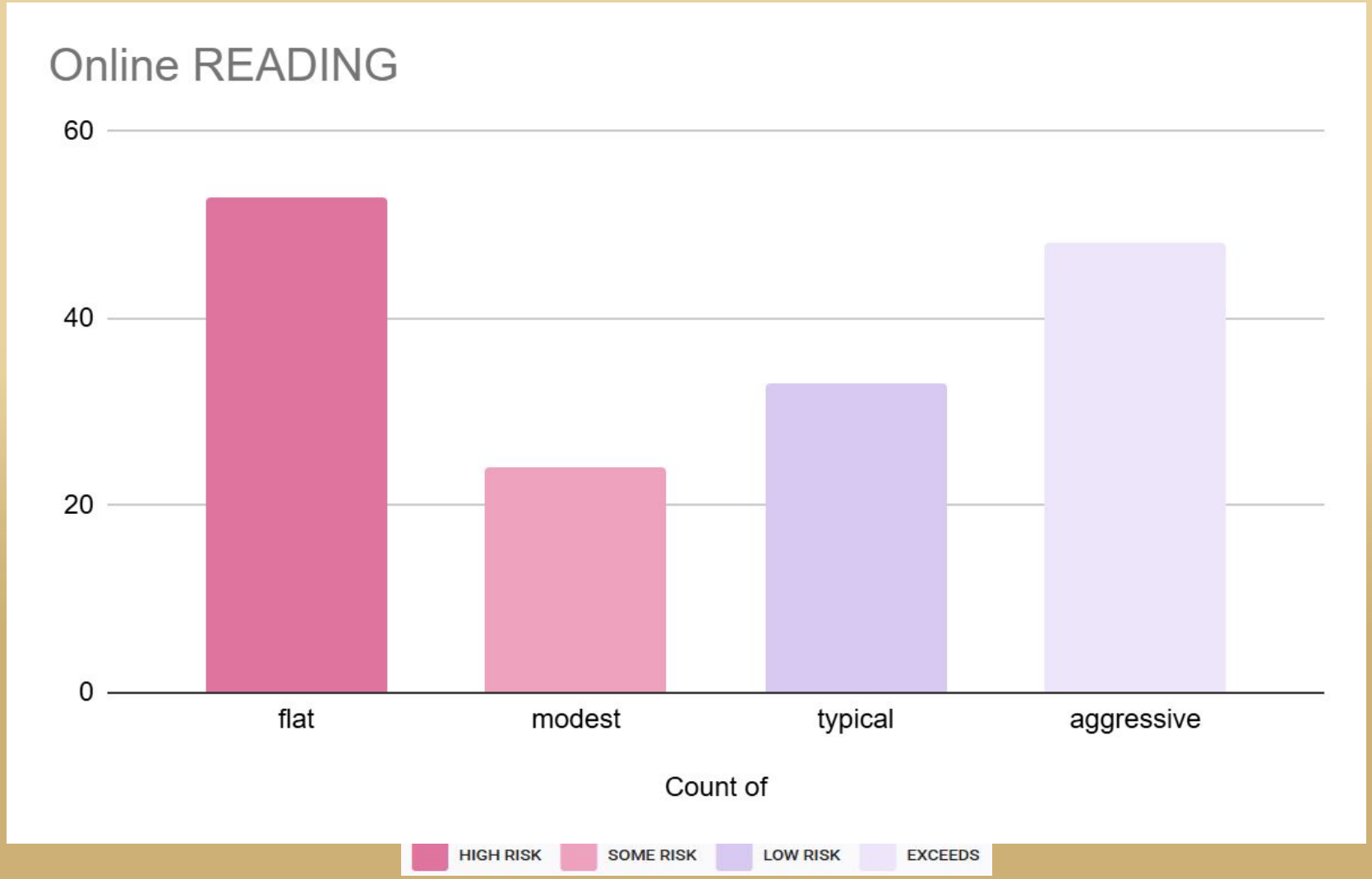

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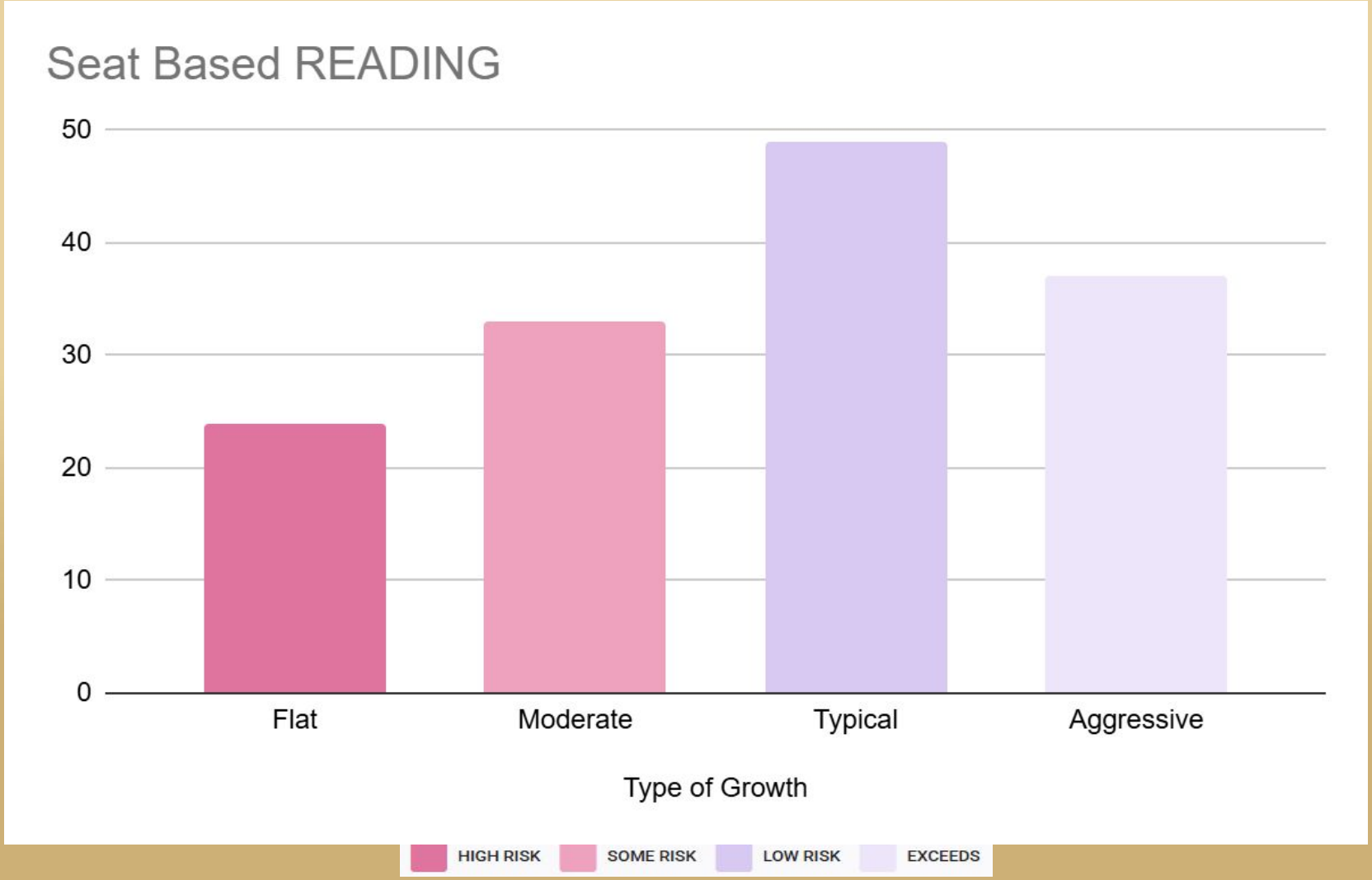

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How is CCS using this data? Each program uses Fastbridge data to identify students who may be in need of targeted interventions and provide diagnostic assessments as needed to identify gaps in learning. The data also is very helpful for adjusting instructional strategies for all learners. We continue to monitor growth through the next screening cycle using progress monitoring. Using Fastbridge and doing data analysis at PLCs encourages a data-driven culture to improve student outcomes.

Thank You!