



***WE ARE FARIBAULT***

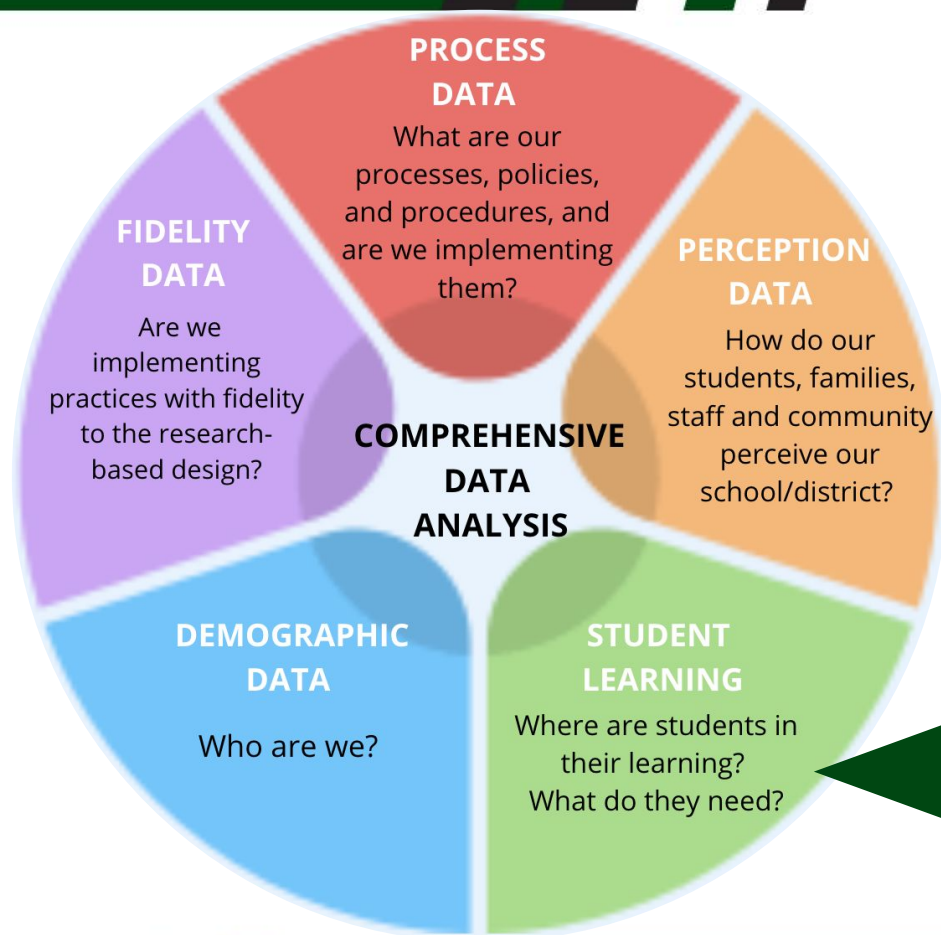


# **Faribault Public Schools**

**Fastbridge**

**Data Report**

**March 2025**



# Balanced, Comprehensive, and Equitable Assessment System

- **Balanced** = There are many sources of data that inform our practices. We do not rely on a single measure.
- **Comprehensive** = We consider students' needs holistically, and target specific areas of need
- **Equitable** = We strive to meet the needs of each and every student by building on their strengths

# Types of Assessment Data



## Summative

A standardized measure of year-end attainment of grade level standards

### Example

MCA & ACCESS

### Used To

Evaluate systems progress and comprehensive achievement



## Screening

A universal measure of progress against grade-level norms and benchmarks

### Example

Fastbridge

### Used To

Guide MTSS and identify students who may need extra support



## Diagnostic

An additional assessment done with some students when a risk factor is flagged in screening

### Example

Phonics Inventory

### Used To

Determine a specific skill to address in a systematic way



## Formative

Ongoing classroom evidence of student learning toward instructional goals

### Example

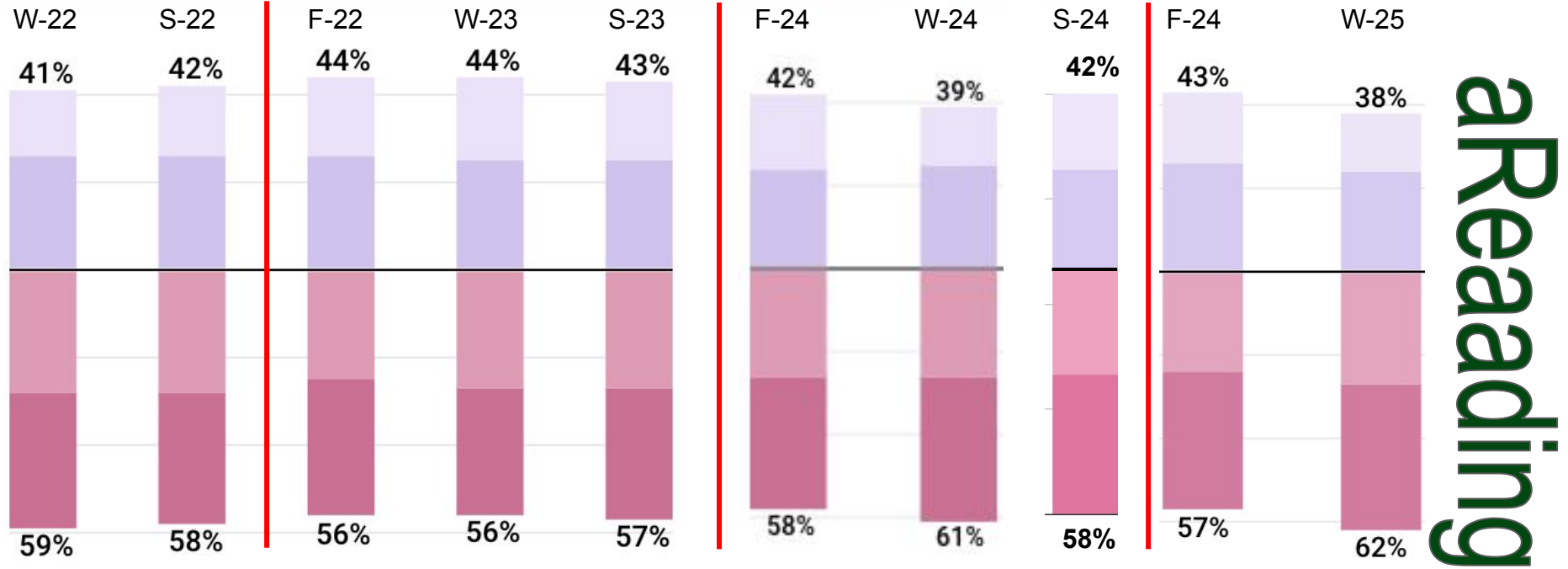
Progress monitoring, tests, rubrics, projects

### Used To

Plan instruction, provide feedback

# Fastbridge Districtwide aReading Winter 2022 - Winter 2025

(**Grades 1-9**) - a universal screening measure that is a useful estimate of broad reading achievement at 3 benchmarking periods per year over multiple grade levels. This is delivered completely online and adapts to the child's answer pattern to match the developmental and skill level of the student.



aReading

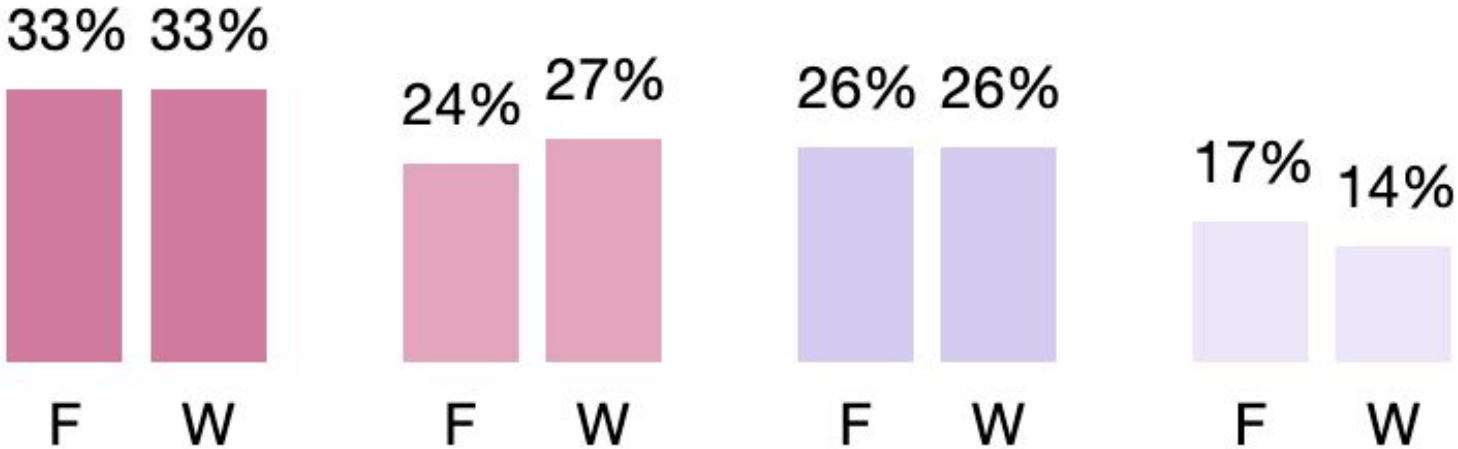
# All Students

#WeAreFaribault



# All Students

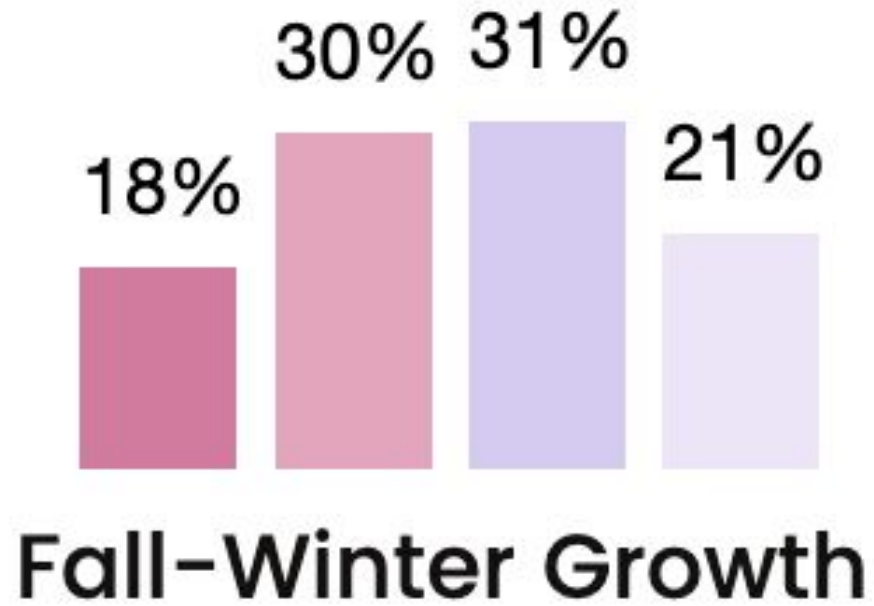
# aReaadng





# 2024-2025

## All Students by Growth Category



aReading

Student Median Growth %ile:

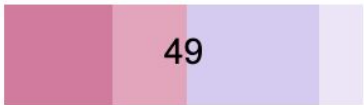
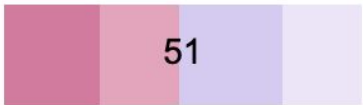
- flat growth
- modest growth
- typical growth
- aggressive growth

# aReaadng

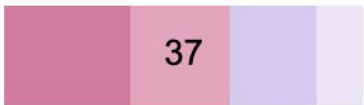
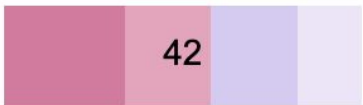
Fall

Winter

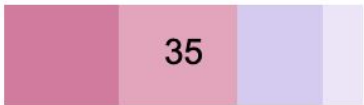
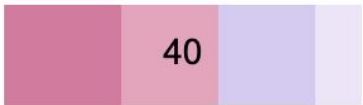
Faribault High School



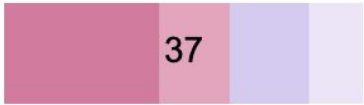
Faribault Middle School



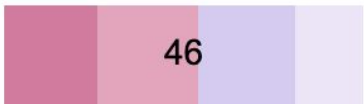
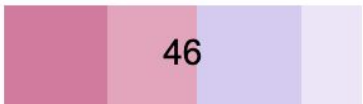
Jefferson Elementary School



Lincoln Elementary School



Roosevelt Elementary School



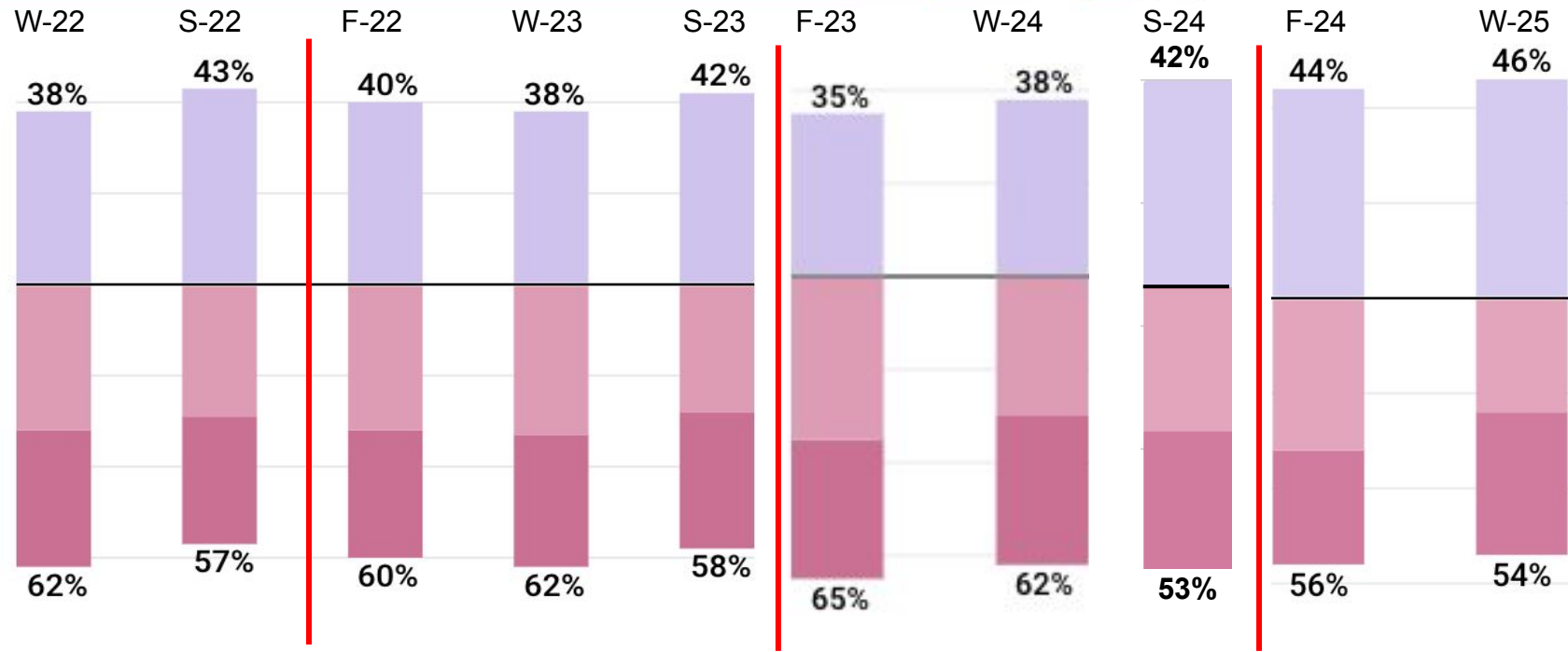
The number in the middle of the bar shows the percentage of students who score in the Low Risk and On Track categories



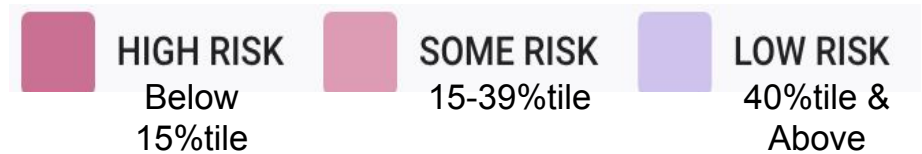
# Fastbridge Districtwide earlyReading Winter 2022 - Winter 2025

(**Grades PK-1**) - a measure for a broad indicator of overall reading achievement as well as component skills in 4 domains: concepts of print, phonemic awareness (sounds), phonics (sounds to letters), and decoding. These assessments are administered 1:1 with students.

earlyReading



All Students

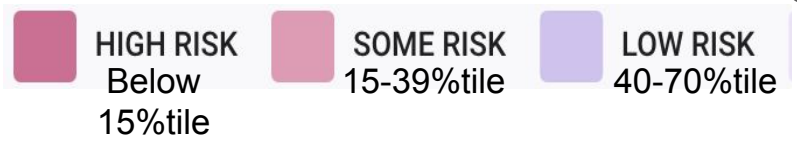


# 2024-2025

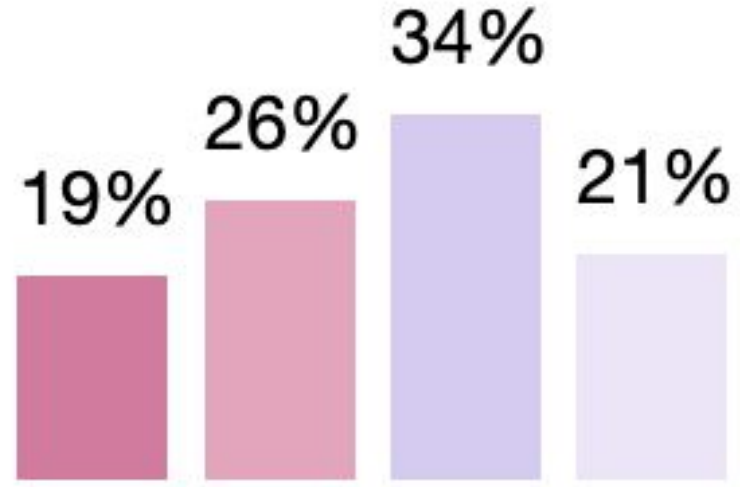
# early Reading



## Students Tested in Both Seasons



# All Students by Growth Category



## Fall-Winter Growth

Student Median Growth %ile:

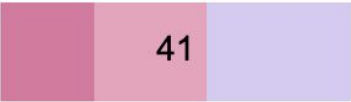
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- modest growth
- typical growth
- aggressive growth

early Reading

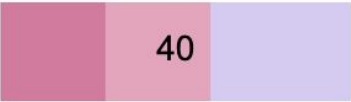
Fall

Winter

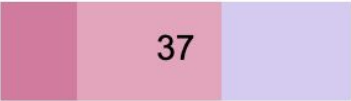
Jefferson Elementary School



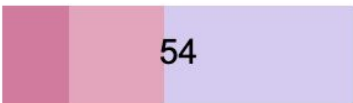
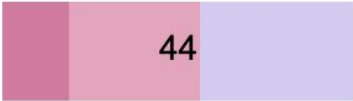
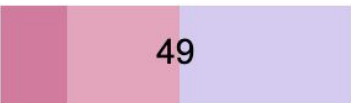
Lincoln Elementary School



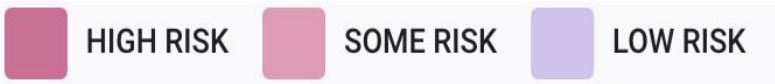
McKinley PreK



Roosevelt Elementary School



The number in the middle of the bar equals percentage of students in the low risk and on track categories

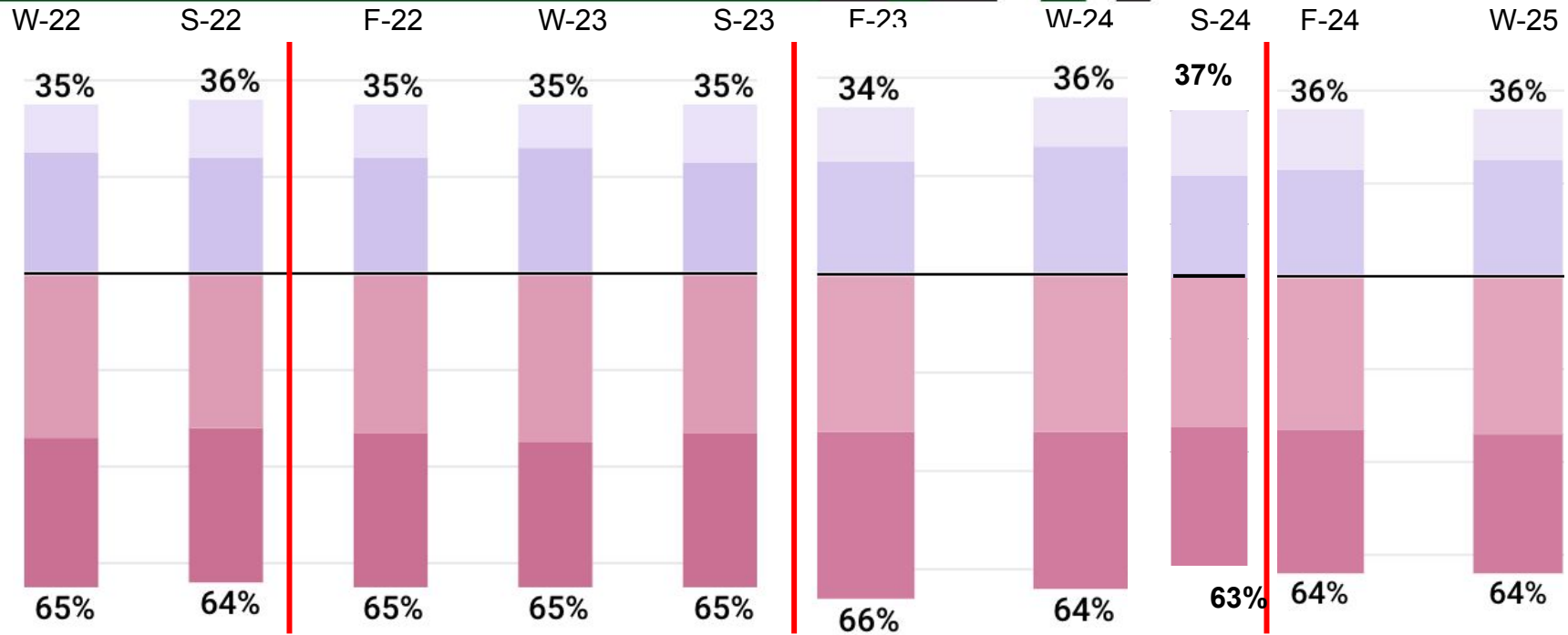


Students Tested in Both Seasons

# Fastbridge Districtwide aMath Winter 2022 - Winter 2025

**(Grades 1-9)** - a universal screening measure that is a useful estimate of math skills. This is delivered completely online and adjusts the item difficulty to match the skill level of the student.





aMath

# All Students

#WeAreFaribault



# 2024-2025



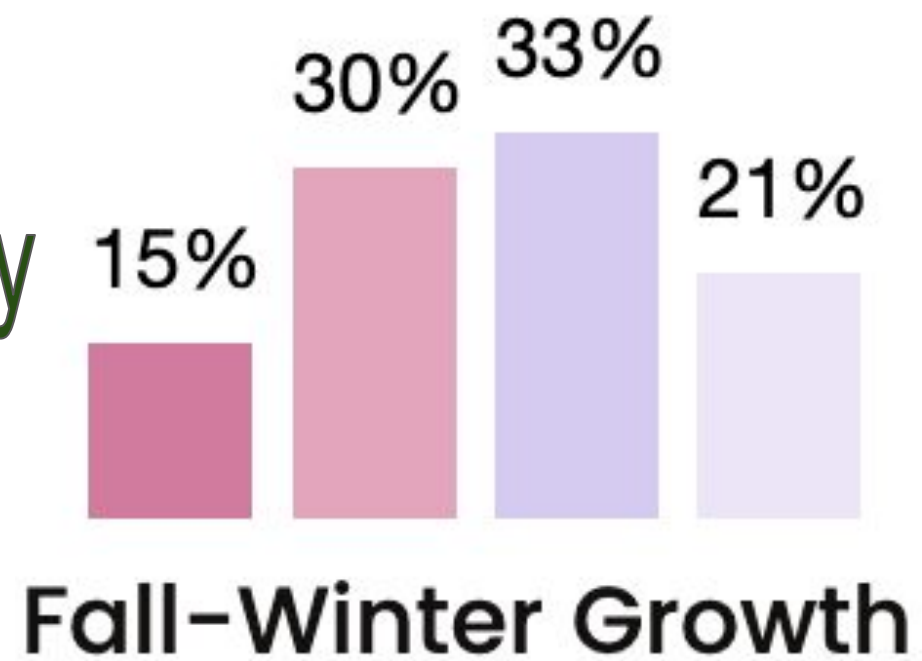
aMath

## Students Tested in Both Seasons



# All Students by Growth Category

aMath

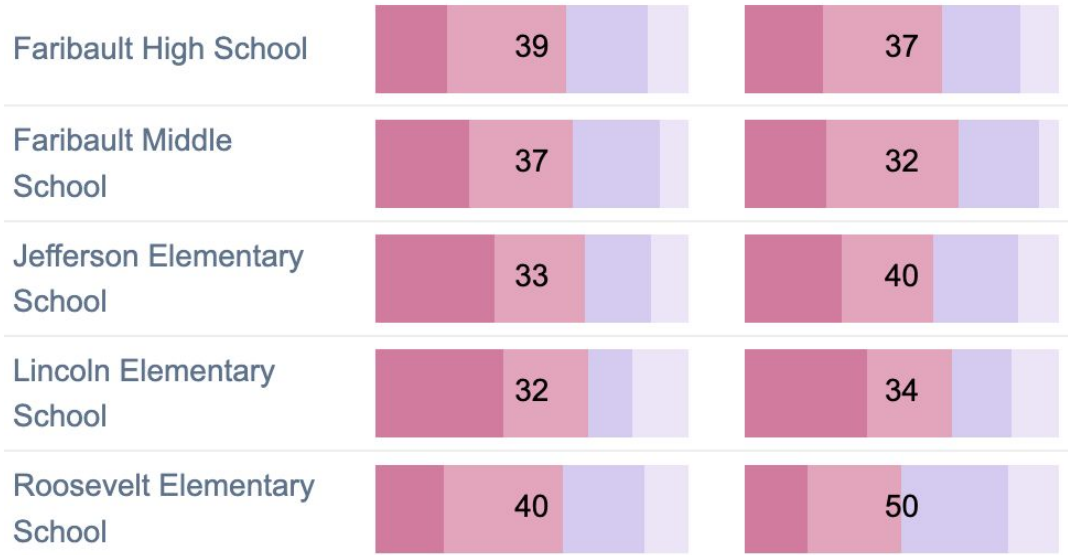


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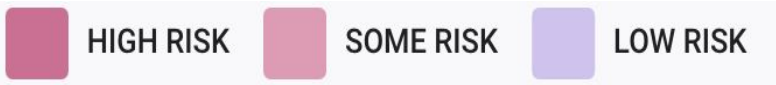
Winter



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aMath

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## Decoding Inventory Continued

### A. Short vowels in CVC words

sog	rid	zen	rag	lop	_____/10
vex	sap	pug	din	cam	

≤ 8 Try P-3 or ≥ 9 Move on to B

### B. Digraphs with short vowels

mash	lath	chop	shut	chat	_____/10
shed	sash	moth	chug	pith	

≤ 8 Try P-3 or ≥ 9 Move on to C

### C. Consonant blends with short vowels

trip	sled	grab	stem	cram	_____/10
bred	stun	husk	wept	pick	

≤ 8 Try P-4 or ≥ 9 Move on to D

### D. Long vowels: silent e and vowel teams

gate	pile	lone	pail	reef	_____/10
beat	deep	coal	leaf	tone	

≤ 8 Try P-5 or ≥ 9 Move on to E

### E. Variant vowels

turf	raw	coil	joy	pow	_____/10
horn	bird	thaw	owl	yarn	

≤ 8 Try P-5 or ≥ 9 Move on to a fluency intervention



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# Bridge2Read Classroom Assessment

9. floss/ll	Correct?	10. floss/ss	Correct?	Total Percent	Total Percent Correct
<b>fill</b>		<b>glass</b>		80% of class gets 80% or more?	80% of class gets 80% or more?
1	1	1	1	90%	90%
1	0	1	0	90%	70%
1	0	1	0	100%	80%
1	1	1	1	100%	100%
1	1	1	1	100%	100%
1	1	1	1	100%	100%
94%		89%			
<b>% of Students ≥80%</b>				83%	56%
<b>Reteach?</b>					
<b>Lesson/Skill</b>					



# Responses to Data



# Professional Development

- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Literacy training for paraprofessionals in Fall 2025
- Bridge2Read for Classroom Teachers and Interventionists
- Instructional Coaching Using Jim Knight Framework, PK-12
  - Elementary/PK coaches training in Jan 2025
  - Secondary coaches training in Fall 2025
- Secondary Training Options to be Released Fall 2025 from MDE
- Regional Co-op trainings on upcoming standards and Effective Math Practices (T&L, principals, coaches, and teachers)



# Curriculum

- Bridge2Read K-3 Foundational-Highly Aligned
- Heggerty PK-K
- Looking at Supplemental Resources for Grades 4-5, 25-26
- Piloting Core ELA K-5, 25-26
- Piloting a Middle School ELA Resources, 24-25 & 25-26
- Reviewing Desmos Math at MS and preparing for PD with Desmos updates, 24-25 & 25-26



# Intervention and Academic

## Supports

- What-Need (WIN) Time - Elementary Intervention Model
- Reading Partners (K-5)
- Reading Corps (K-3)
- Math Corps (4-8)
- Early Reading Corps (Pre-K)
- K-12 Approved Interventions Coming with READ Act
- Multilingual/English Learner Supports
- Realizing Individual Student Excellence (RISE) at HS
- Secondary Working on Structures for Intervention
- Community Schools at all Sites

# Questions