



# Shorewood

## SCHOOL DISTRICT

### FastBridge Mid-Year Assessment School Board Report - February 9, 2021

#### **District Goals**

- At least 1 year of growth in Reading and Math for all students

#### FastBridge Benchmarks

- Proficiency: 80% or more students fall in the low risk or college pathway (40th percentile or above)
- Growth: 60% of students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year.

#### **Overview & Definitions**

What is FastBridge Assessment? - FastBridge provides three types of assessments, Computer Adaptive Testing (CAT), Curriculum-Based Measurement (CBM), and observation based, which come together in one powerful, multimodal, comprehensive solution. Assessments can be used alone or in tandem to screen, monitor, diagnose, and inform instruction. FastBridge assessments address three critical areas of learning: reading, math, and behavior.

#### **Criterion-referenced & Norm-referenced Data**

FastBridge™ uses both criterion-referenced and norm-referenced data. Criterion-referenced scores, often called "benchmarks" or "cut-scores", are an academic measure that allows the student's earned scores to be categorized. FastBridge places student scores into four categories, which we refer to as risk:

- College Pathways - students who are on-track for college and career success.
  - FastBridge College Pathway Benchmarks and the ACT, SAT, and College Entrance Requirements. It identifies those students performing at or above the 70th percentile in Kindergarten through 8th grade, and those students performing at or above the 75th percentile in 9th through 12th grades. This provides educators with a comparison to published research on ACT, SAT, and other college entrance performance standards.
- Low Risk - students who are at low risk of falling behind their peers.
- Some Risk - students who are at some risk of falling behind their peers.
- High Risk - students who are at high risk of falling behind their peers.

Student Median %ile:



high risk



some risk



low risk



College  
Pathway

### **Benchmark Assessment**

FAST Benchmarks are test-specific scores that indicate the student's risk of performing below a future (usually end of year) performance target. FAST defines two (or three) benchmark cut scores for each assessment in each season and grade, resulting in three (or four) levels of risk. The FAST default Benchmark settings are based on the national norms and correspond to the following percentile ranges. • High-Risk: Below the 15th percentile • Some-Risk: 15th – 39th percentile • Low-Risk: 40th – 99th percentile

### **Norm-referenced Data**

The best strategies for an Equitable Multi-Level System of Support require an overview of effectiveness at the district, school, grade, classroom and individual level. FastBridge collects data on how students perform on an individual basis in relation to all other FastBridge users in the same grade (national norms). Unique normative comparisons are available for Fall, Winter, and Spring screening periods to account for the influence of classroom instruction on student scores. This accumulated data becomes FastBridge's Norms. All FastBridge assessments were re-normed in 2019, except CBMmath Automaticity which took place in 2020 for grades 4-8 due to coming out of lab (trial) status.

### **National Percentile Rank**

Percentile rank is described as a number between 1 and 99 with 50 being the average score. For example, if a student has a percentile rank of 75, this would mean that he/she performed the same as or better than 75 percent of students in this same norm group. Higher percentile ranks indicate better performance.

### **In a Nutshell**

FastBridge takes the data collected in assessments and assimilates it into reports, which utilize FastBridge Benchmarks and Norms to characterize the performance of individuals and groups within the district.

### **Assessments to be Administered - Fall, Winter, and Spring, 2020-21**

#### **aReading (Adaptive Reading)**

The assessment is based on ten years of research that is built upon the recommendations of the National Reading Panel (2000). It is also cross-walked to the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades K-12. It is useful to predict performance on high-stakes assessments (e.g., state tests). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy.

Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. Extensive research has enabled the aReading test of 30 items to replace a traditional test of about 100 items with equal or greater accuracy and actionable results. aReading is intended for use from kindergarten through twelfth grades for screening. Items developed for kindergarten through grade 5 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. Each assessment is individualized by the software and, as a result, the information and precision of

measurement is optimized regardless of whether a student functions at, above or significantly below grade level.

### **aMath (Adaptive Math)**

Items are based on the recommendations of the National Math Panel (2008) and National Common Core Standards (CCSS; 2010). aMath is designed to identify those students with skill needs in math achievement in need of additional instruction and predict performance on state accountability measures. During each aMath administration, students complete 30 questions. Item difficulty is determined by a student's performance on prior items. Items assessed based on CCSS are counting and cardinality, operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, and statistics and probability.

### **Reported Risk Levels**

- College Pathways - students who are on-track for college and career success.
- Low Risk - students who are at low risk of falling behind their peers.

### **Growth Scores**

Growth is defined as the shift across seasons in the score associated with each percentile. Students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year. With the "Benchmark View" we compare the percentage of students at or above typical growth against the national average growth rate of 60%. Values greater than 60% indicate faster than average growth.

#### **Student Median Growth %ile:**



## District Data (Kindergarten-8th Grades)

### Risk Breakdown (Winter Screening Assessment) - Proficiency

#### **aReading**

- 77% (852 students) of our students fall within the low risk or college pathway category

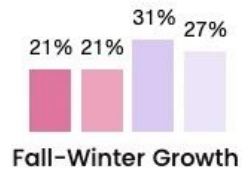
#### **aMath**

- 81% (901 students) of our students fall within the low risk or college pathway category

### **Growth (Fall to Winter)**

#### **aReading**

Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (21%) = 236 students

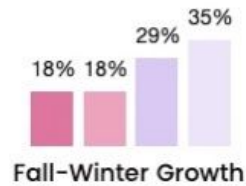
Modest Growth (21%) = 237 students

Typical Growth (31%) = 339 students

Aggressive Growth (27%) = 297 students

#### **aMath**

Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (18%) = 198 students

Modest Growth (18%) = 195 students

Typical Growth (29%) = 323 students

Aggressive Growth (35%) = 390 students

## Atwater Elementary School

### **Risk Breakdown (Winter Screening Assessment) - Proficiency**

#### **aReading**

- 72% (276 students) of our students fall within the low risk or college pathway category

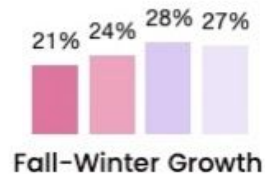
#### **aMath**

- 80% (303 students) of our students fall within the low risk or college pathway category

### **Growth (Fall to Winter)**

#### **aReading**

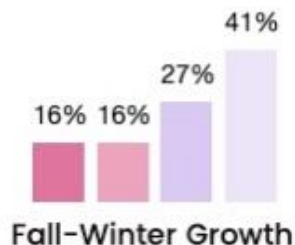
Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (21%) = 80 students  
Modest Growth (24%) = 91 students  
Typical Growth (28%) = 109 students  
Aggressive Growth (27%) = 104 students

#### **aMath**

Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (16%) = 60 students  
Modest Growth (16%) = 61 students  
Typical Growth (27%) = 104 students  
Aggressive Growth (41%) = 156 student

## Lake Bluff Elementary School

### Risk Breakdown (Winter Screening Assessment) - Proficiency

#### **aReading**

- 80% (352 students) of our students fall within the low risk or college pathway category

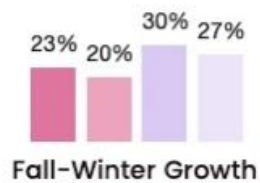
#### **aMath**

- 85% (375 students) of our students fall within the low risk or college pathway category

### **Growth (Fall to Winter)**

#### **aReading**

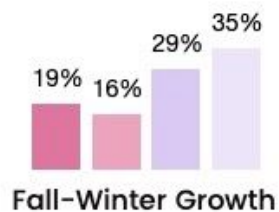
Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (23%) = 100 students  
Modest Growth (20%) = 89 students  
Typical Growth (30%) = 132 students  
Aggressive Growth (27%) = 120 students

#### **aMath**

Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (19%) = 85 students  
Modest Growth (16%) = 71 students  
Typical Growth (29%) = 129 students  
Aggressive Growth (35%) = 155 students

## Shorewood Intermediate School

### **Risk Breakdown (Winter Screening Assessment) - Proficiency**

#### **aReading**

- 79% (224 students) of our students fall within the low risk or college pathway category

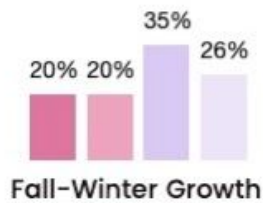
#### **aMath**

- 79% (223 students) of our students fall within the low risk or college pathway category

### **Growth (Fall to Winter)**

#### **aReading**

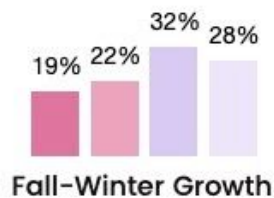
Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (20%) = 56 students  
Modest Growth (20%) = 57 students  
Typical Growth (35%) = 98 students  
Aggressive Growth (26%) = 73 students

#### **aMath**

Growth Of All Students In Group  
By Benchmark Categories: ?



Flat Growth (19%) = 53 students  
Modest Growth (22%) = 63 students  
Typical Growth (32%) = 90 students  
Aggressive Growth (28%) = 79 students

**Next Steps:**

- General Education - Focus on Core Instruction - To increase student growth especially, for groups with less than 60% growth;
  - Data Talks with all teachers related to classroom student data - ongoing training/coaching regarding interpretation and use of data to drive instruction.
  - Individualized meetings for students of concern.
  - Evidence-Based Practices and Differentiated Instruction in reading & math to help all students advance knowledge and skills.
- FastBridge bi-weekly or weekly progress monitoring is being utilized by our interventionists and special education teachers within the district to monitor growth skills within intervention and for IEP goals.

**Current Intervention Practices Being Implemented in EMLSS Process**

Reading	Math
95% Core Phonics-Elementary pilot <ul style="list-style-type: none"><li>● Direct Instruction tool</li><li>● Supports growth in phonemic awareness and phonics</li></ul>	Reflex Math <ul style="list-style-type: none"><li>● Online Intervention</li><li>● Supports growth in basic fact fluency</li></ul>
Sound Partners <ul style="list-style-type: none"><li>● Direct Instruction tool</li><li>● Supports growth in phonemic awareness, phonics, fluency, and comprehension</li></ul>	Dreambox <ul style="list-style-type: none"><li>● Online Intervention</li><li>● Supports growth in fluency, reasoning, and problem solving</li></ul>
Fast ForWord <ul style="list-style-type: none"><li>● Online Intervention</li><li>● Supports growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension</li></ul>	
MindPlay-My Virtual Reading Coach <ul style="list-style-type: none"><li>● Online Intervention</li><li>● Supports growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension</li></ul>	
Leveled Literacy <ul style="list-style-type: none"><li>● Direct Instruction tool</li><li>● Supports growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension</li></ul>	