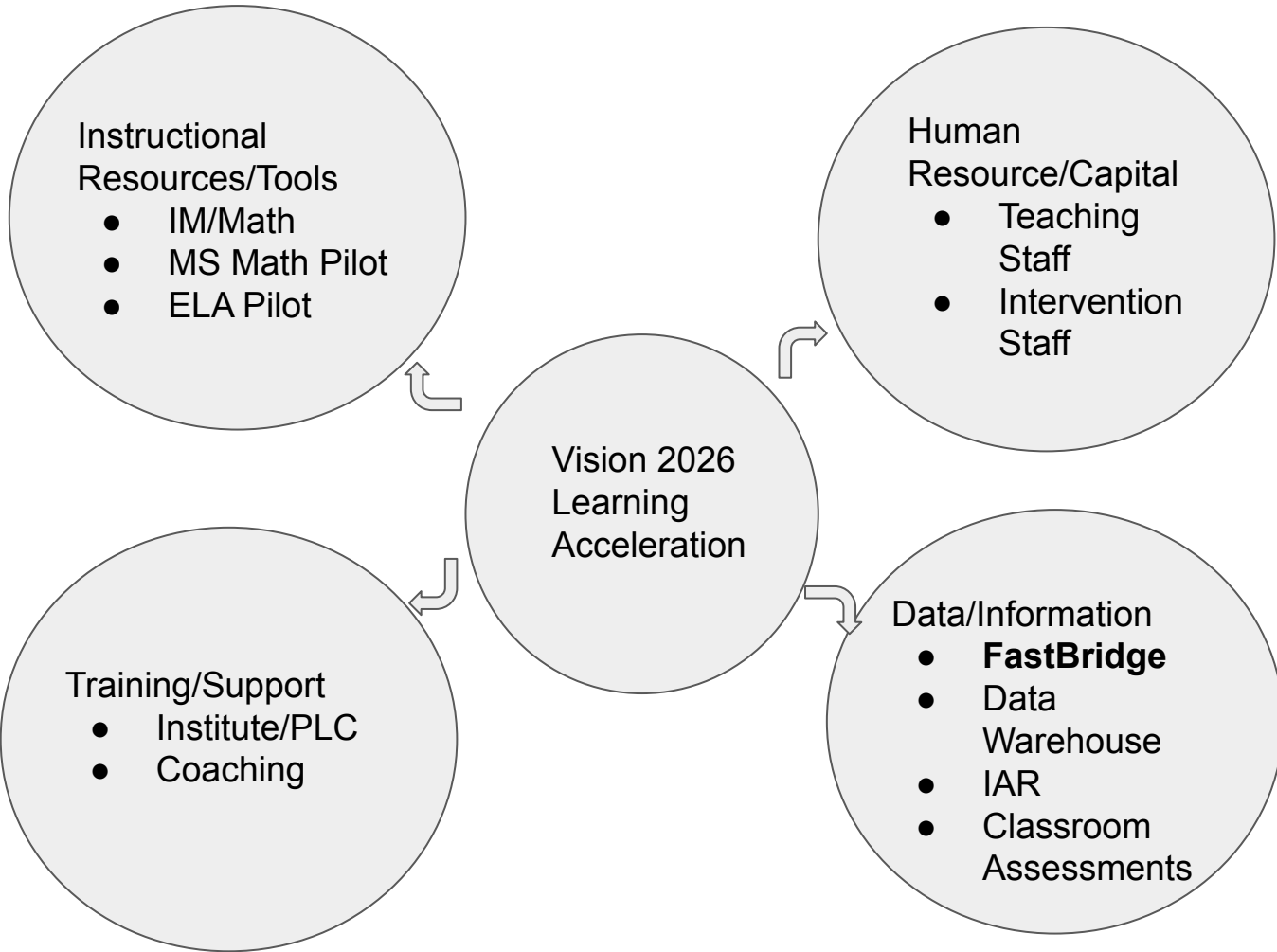


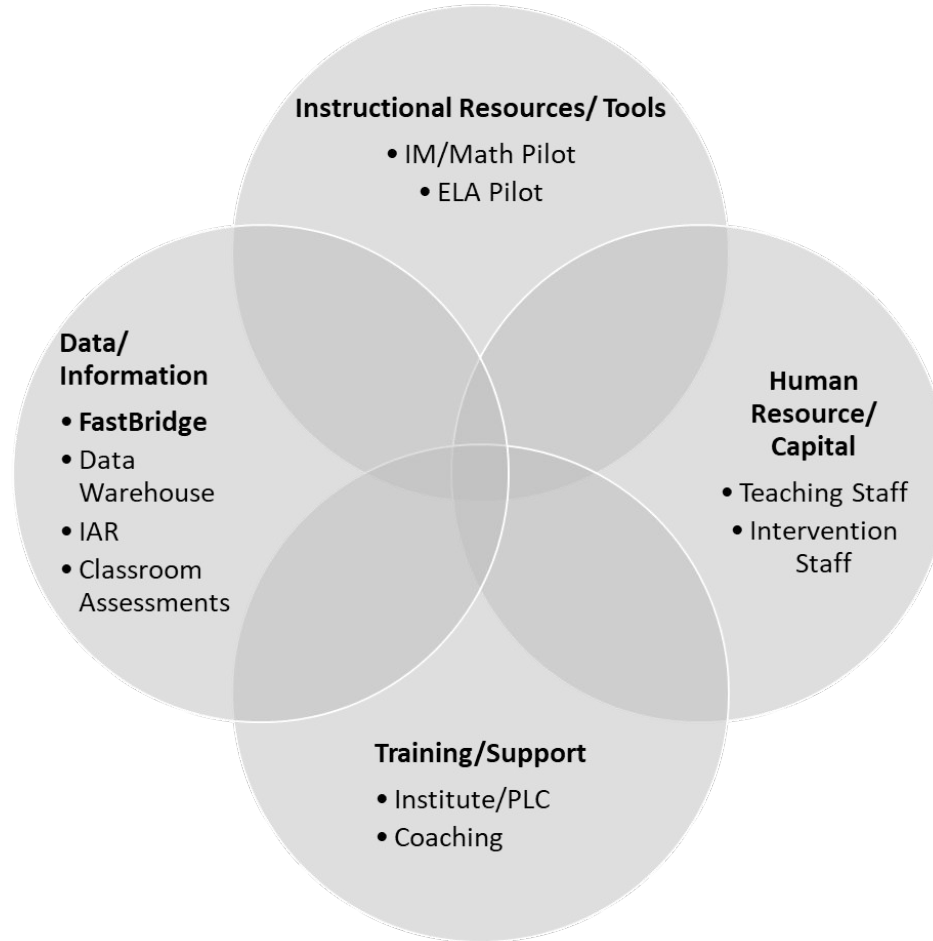


The Role of FastBridge Related to Learning Acceleration and Balanced Assessment

September 28, 2022



Vision 2026 Learning Acceleration



Guiding Questions

1 What is a balanced assessment system?

2 What is the FastBridge assessment?

3 How does the FastBridge assessment support learning acceleration?

4 How does FastBridge data inform the ongoing cycle of instructional improvement

5 How can all stakeholders use FastBridge assessment data to inform student learning?

Balanced Assessment

Balanced Assessment:

A system of assessments that work together to provide a variety of evidence to support educational decision-making.

A balanced assessment system includes:

- Classroom assessments
- Interim assessments
- External assessments

Academic Excellence Strategies

Implement learning acceleration strategies and programming.

- ★ Adopt and support the implementation of resources in K-8 core academic areas (math, ELA, science and social studies) that ensure high-quality instruction for all learners.
- ★ Identify the roles digital tools and a 1:1 environment have in supporting learning acceleration.

Design and implement a balanced assessment system.

- ★ Implement effective monitoring and assessment tools to measure progress for academics and social emotional needs of students.
- ★ Leverage data through an equity lens to improve learning for all students.
- ★ Identify the role technology plays in implementing a balanced assessment system.

Develop implementation resources aligned with our Portrait of a Graduate.

- ★ Identify competencies, benchmarks, and instructional guidance for each descriptor - collaborator, communicator, problem-solver, resilient learner.
- ★ Identify digital tools that are aligned to support each descriptor.
- ★ Identify how an innovative 1:1 environment can create opportunities for students to increase their exposure to each descriptor.

Expand programming to prepare students for a full range of post-secondary opportunities.


- ★ Expand dual credit opportunities and Transitional Math and English courses.
- ★ Elevate the number and diversity of students participating in early college coursework through a systematic recruiting process.
- ★ Develop an extensive Career Pathways Program including expanded opportunities, endorsements, a review of graduation requirements, and a review of middle school electives to align with Career Pathways.
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Develop a comprehensive professional learning program and support system for staff.

- ★ Create a vision for instructional coaching.
- ★ Review the coaching program and staffing at all levels.
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- ★ Develop a professional learning program to support new staff members.


Support the social and emotional needs of students.

- ★ Ensure school connectedness for all students through clubs, activities, co-curricular programming, and relationship mapping strategies.
- ★ Implement social emotional learning (SEL) programming aligned with our SEL framework components of emotional wellness, behavior wellness, learning, relationships, and mindset.
- ★ Utilize assessment and screening data to differentiate support for students based upon need.



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Our Vision 2026 strategic plan contains strategies and priorities that directly align with our Portrait of a Graduate.



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- ★ Annually assess the stability and security of District technology systems.
- ★ Regularly evaluate digital tools and subscriptions to ensure we are meeting the needs of the school system and are aligned with strategic work.
- ★ Ensure comprehensive data systems are accessible and usable for staff.

Engage our community on an ongoing basis to determine its priorities, foster partnerships, and promote learning.

- ★ Continuously engage all stakeholders by communicating important updates.
- ★ Provide the community with a "window" into schools by utilizing the voices of our students.
- ★ Maintain active engagement with all of our municipalities and key community partners.
- ★ Conduct a communications audit to ensure that all District 200 stakeholders are being informed and engaged.

Hire, develop and retain diverse, high-quality staff.

- ★ Actively recruit a diverse pool of candidates.
- ★ Maintain competitive wages.
- ★ Proactively address staff shortage and workforce needs.
- ★ Implement a "Grow your Own" teacher career pathway.
- ★ Actively support dual credit certification for secondary teachers.

Maintain and enhance a positive organizational culture.

- ★ Regularly monitor the 5 Essentials Survey satisfaction feedback and plan accordingly.
- ★ Work collaboratively with first responders and community partners through the Safety Committee to update and enhance our school safety protocols.
- ★ Regularly conduct an employee morale and engagement survey to ensure a continuous improvement cycle.

Design and implement a balanced assessment system

*Implement effective monitoring and assessment tools to measure progress for academic and social emotional needs of students.

2022-23 Workplan
Implement FastBridge in grades K-8



Classroom Assessments

- **Purpose-** Provide teachers feedback in order to modify instruction to improve student understanding and report student progress.
- **Frequency-** These assessments are conducted by teachers in the classroom for the explicit purposes of diagnosing where students are learning and identifying gaps in their knowledge and understanding. These assessments are small-scale, short-cycle, and embedded within the current unit of instruction.
- **Examples-** Assessments that inform the report card, assessments that inform day-to-day teaching and diagnostic assessments

Interim Assessments

- **Purpose-** The results of these assessments can be meaningfully aggregated and reported at a broader level.
 - Interim assessments assist in identifying students in need of support beyond the Tier I setting.
 - Interim assessments allow a school to measure growth over time.
- **Frequency-** These tests are given in cycles throughout the year, usually every 8-12 weeks (typically 3 times a year).
- **Examples-** FastBridge

External Assessments

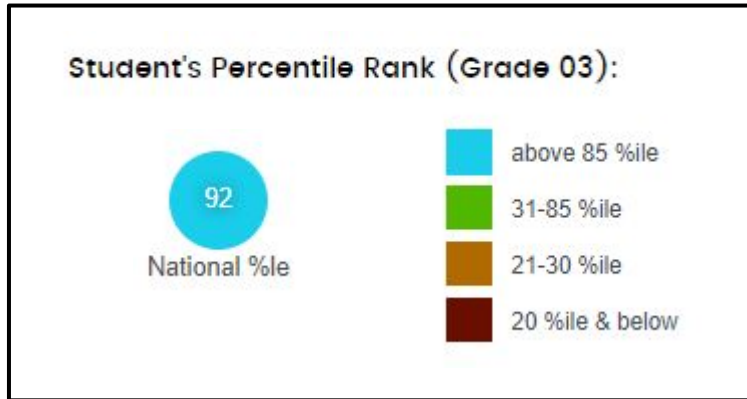
- **Purpose-** These are usually used as part of an accountability system (national, state, and/or district) or to otherwise inform policy.
- **Frequency-** Given one time at the end of a set time period to evaluate students' performance against a defined set of content standards and to monitor and track student performance as a group.
- **Examples-** IAR, SAT, PSAT, ACCESS, DLM

Comparing FastBridge and IAR

Fastbridge is an interim reading and math assessment given three times a year. The computer-based test items are all machine scored. The results are available immediately following the administration.

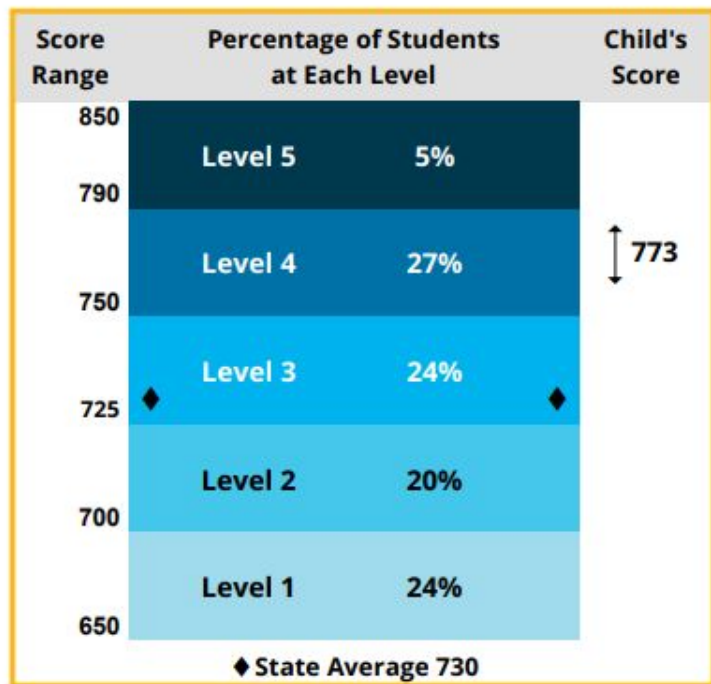
Illinois Assessment of Readiness is an external English Language Art (ELA) and Mathematics assessment given one time a year. The ELA assessment includes reading and writing computer-based test items. Both the ELA and Mathematics test contain machine scored items and human scored items. The results are returned several months after the administration.

FastBridge Score Report



FastBridge reports scores according to national percentiles. Percentiles are used to compare one student's performance to that of a larger group. Percentile means the student scored as well as or better than that percent of students taking the test in that grade.

IAR Score Report



IAR divides scores into five proficiency levels.

Level 5: Exceeded expectations

Level 4: Met expectations

Level 3: Approached expectations

Level 2: Partially met expectations

Level 1: Did not yet meet expectations

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FastBridge Assessment Suite



FastBridge is a suite of assessment tools used for universal screening and progress monitoring student growth throughout the school year. FastBridge received high levels of reliability and validity as rated by the National Center on Intensive Interventions Technical Review Committee.

The FastBridge assessment suite contains universal screening and progress monitoring tools for Reading, Mathematics and Behavior.

FastBridge test items are aligned to the Common Core ELA and math standards. Illinois adopted the Common Core standards and these are referred to as the Illinois Learning Standards.

FASTBridge Universal Screener & Progress Monitoring

Universal Screener

All students in a grade level take the universal screener.

Accurate universal screening sets the foundation for a successful multi-tiered system of support and understanding student risk levels. These assessments are administered three times a year to all students in a grade level.

Screening can be used to identify students who need intensive intervention and students that need enrichment opportunities.

Progress Monitoring

Some students in a grade level are assessed using the progress monitoring tools.

With progress monitoring, assessment is used to measure growth for students receiving an intervention. Decision rules provided by the progress monitoring tool tell teachers when they should make an intervention change, or if the interventions are effective in teaching the targeted skills.

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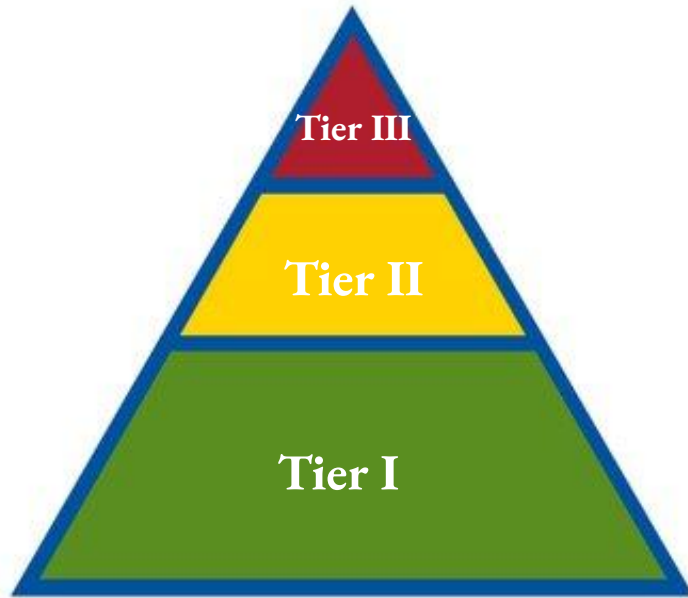
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Multi-Tiered Systems of Support (MTSS)



Tier III	Intensive support in universal skills
Tier II	Additional supports to master essential grade level standards
Tier I	Essential grade level learning for all students

FastBridge Universal Screening: Reading

Assessment	Grade Levels	Description
earlyReading	K-1	Student completes four subtests that measure important beginning reading skills related to letter names, letter sounds, as well as word and sentence reading. The results from this assessment are included on our Vision 2026 dashboard.
aReading	1-8 <i>*administered during the spring only for grade 1</i>	Student completes 30-60 computer-based reading questions that are selected based on the student's grade and skill level. It includes questions related to all reading skill areas. The results from this assessment are included on our Vision 2026 dashboard.

FastBridge Universal Screening: Reading

Assessment	Grade Levels	Description
CBMreading	1-3	Student reads aloud for three one-minute passages while the teacher records any errors.
AUTOreading	4-8	The student completes two, three, or four brief subtests that measure phonics, fluency, and/or vocabulary.

FastBridge Universal Screening: Mathematics

Assessment	Grade Levels	Description
earlyMath	K-1	Student completes 3 subtests that measure important beginning math skills related to numeral names, number sequences, and quantity discrimination. The results from this assessment are included on our Vision 2026 dashboard.
aMath	2-8	Student completes 30-60 computer-based math questions that are selected based on the student's grade and skill level. Includes questions related to all math skill areas. The results from this assessment are included on our Vision 2026 dashboard.
CBM Math Automaticity	2-8	Student answers computer-based math fact problems for addition, subtraction, multiplication and division.

National Usage of FastBridge

During the 2020-2021 school year FastBridge administered over 34 million universal screening and almost 10 million progress monitoring assessments in schools in 48 states. Specific updated numbers are not currently available, but the counts have gone up even more since 2020-21.

This includes a near statewide implementation in Kansas and Iowa.

FAST Demographically-Matched National Norms

The most recent norming study was released in June, 2019

This included a match to the demographic characteristics of the U.S. population by gender, race/ethnicity, and the percent of students receiving free or reduced lunch as indicated in the Common Core Data from the U.S. Department of Education.

“The sampling procedures were repeated 30 times for each combination of assessments and grade and included 100 schools from across 18 states. Each of the 30 samples consisted of more than 7,000 students, which is sufficient to produce very stable estimates across the full range of norms from the 1st through the 99th percentiles.”

-FastBridge Learning, 2019

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Learning Acceleration

Learning acceleration is about going forward and preparing students for success in the present with a focus on current grade-level standards. Tier I (grade level learning) is the primary lever to accelerate learning. Additional supports provided to students need to be contextualized within their subject, grade level, and curriculum.

CUSD 200 Core Actions to Accelerate Learning

- 1 Adopt high-quality instructional materials
- 2 Provide teachers with ongoing professional learning needed to provide Tier I instruction to all students
- 3 Use assessments to prioritize learning
- 4 Focus interventions on students most in need and create instructional coherence

Using Assessments to Prioritize Learning

“In any year, it is essential for educators to implement data practices that reveal what supports they need to provide to whom in order to ensure that all students can access grade-level content. However, due to the effects of disrupted schooling, it is more important than ever that teachers have both a precise understanding of what their students’ needs are, how to identify opportunities to address unfinished learning, and—somewhat paradoxically—the ability to minimize time spent on assessment and maximize the direct instructional time students need to fill in those gaps. It is essential to ensure that leaders and teachers understand how to simplify and target assessments so they reveal actionable information that can be used to provide just-in-time supports to students.”

Source: Instruction Partners, *Addressing Unfinished Learning*, 2022

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Source: Instruction Partners, Addressing Unfinished Learning, 2022

FastBridge Normative Data

FastBridge reports include information about a student's performance when compared to other students nationally. This information can be used by schools to identify supports needed by groups of students.

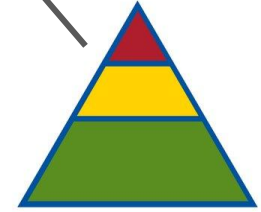
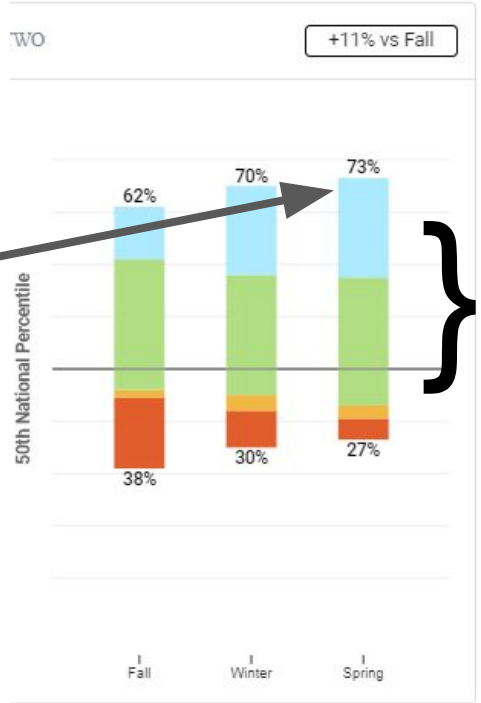
Using Normative Data to Make Educational Decisions

Category	Description
85th National Percentile and Above	Students scoring in this percentile range likely need enrichment learning opportunities.
30-84.99th National Percentile	Students scoring in this percentile range are consistent with where the majority of students are scoring, and these students should experience success with core instruction.
20-29.99th National Percentile	Students scoring in this percentile range likely need supplemental supports to meet grade-level expectations.
0-19.99th National Percentile	Students scoring in this percentile range likely need intensive supports to meet grade-level expectations, in addition to core instruction.

Normative Data: Two Purposes



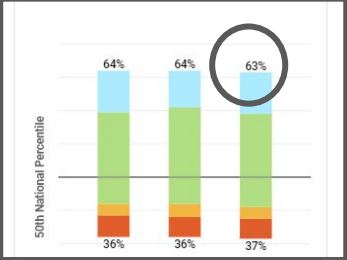
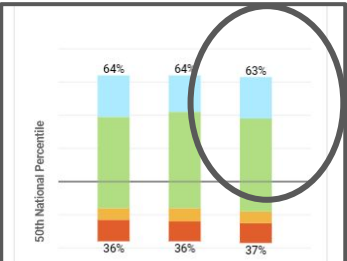
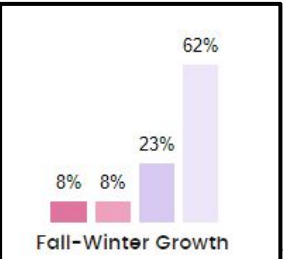
50th Percentile is the goal for long-term academic success



Blue + Green = Used to evaluate how effective universal core instruction (Tier I) is across the district.

85th and Above: 38%
30th-84.99%: 49%
Tier 1: 87%

3 reports to use FastBridge to prioritize academic learning needs

 <p>50th National Percentile</p> <table border="1"><thead><tr><th>Group</th><th>Blue (%)</th><th>Green (%)</th><th>Orange (%)</th></tr></thead><tbody><tr><td>Group 1</td><td>64%</td><td>64%</td><td>36%</td></tr><tr><td>Group 2</td><td>64%</td><td>64%</td><td>36%</td></tr><tr><td>Group 3</td><td>63%</td><td>37%</td><td>37%</td></tr></tbody></table>	Group	Blue (%)	Green (%)	Orange (%)	Group 1	64%	64%	36%	Group 2	64%	64%	36%	Group 3	63%	37%	37%	<p>% at or above the 50th percentile</p>	<p>According to FastBridge, “these students are performing at or above grade-level expectations.” These students are secure with their learning</p>
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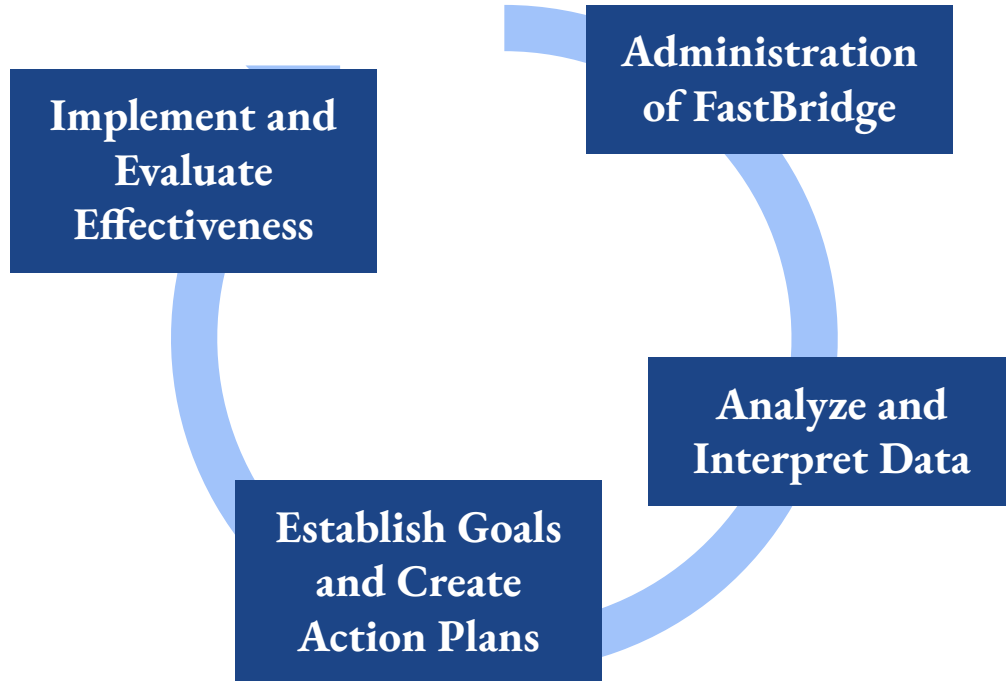
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Ongoing Cycle for Instructional Improvement



Administration of FastBridge

Fall Testing Window: 8/29 - 9/16

Winter Testing Window: 11/30 - 12/14

Spring Testing Window: 5/3 - 5/17

Analyze and Interpret Data

An analysis and interpretation of data happens at each level after each testing session:

- District level with SLT, directors, principals, teacher leaders
- Building level with principals and classroom teachers

Establish Goals and Create Action Plans

Action plans and goals are created at each level after each testing session:

- District level
- Building level
- Classroom level

Using FastBridge at the Building Level


*How can we differentiate instruction to provide enrichment for students above the 85th percentile that are not in PACE?


*How can we support students from the 30th-49th percentile?

Classroom Screener Report: aMath				
Group Screening Report → aMath → Your Classroom → Generate Report				
Classroom	0-19.99 %ile	20th-29.99 %ile	30th-84.99 %ile	85th %ile and above
Fall %				
Scroll to class list → Sort by National %ile → record the students & their %ile				
Students				
Using the same report, indicate the number of students in the "green" under the 50th %ile. → These students should be targeted for additional Tier 1 supports → Our building goal is to move the group of students listed below above the 50th %ile				
# of Students		Student names:		

Using FastBridge Classroom Level

Screening To Intervention Report: Reading

CREATE NEW PM 

<p>Whole Group Recommendation</p> <div><p>0.2: Phonemic Awareness & Phonics Build skills identified in this plan during whole group instruction</p><p>Go to plan</p></div>	<p>Next Steps</p> <ul style="list-style-type: none">→ Whole Group recommendation is determined by the needs of most students in the class→ Examine Whole Group recommended plan and interventions to adjust group instruction→ Review plans for individual students to inform small group and individual instruction
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Implement and Evaluate Effectiveness

- Action plans guide implementation
- Progress monitor students receiving an intervention
- Use classroom assessments to inform instructional needs
- Monitor achievement results following each administration and growth results after the winter and spring administration

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Board of Education

Board Policy 6:15 School Accountability

- The Board continuously monitors student achievement and the quality of the District's work.
- Annually, the administration presents achievement results from both the district interim assessments and state assessments. This year, the report will be prepared for the October Committee of the Whole Meeting.
- A dashboard is also maintained for the Board of Education and the community to report students achievement data for the district interim assessments and state assessments.

Board Policy 6:340 Student Testing and Assessment Program

- Requires the school district to establish a student assessment program to determine individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance.
- CUSD 200 utilizes FASTBridge as the district interim assessment to measure student achievement and growth three times a year.

Administration

The following are uses of the FastBridge data by administration:

- 1) Monitor achievement and growth results at the district, school, classroom, and student level
- 2) Utilize data-based decision making to drive school improvement efforts
- 3) Determine the effectiveness of curriculum and instruction programs
- 4) Identify and design services for students
- 5) Monitor progress on school goals, district goals, improvement efforts, and instructional priorities

Teaching Staff

The following are uses of the FastBridge data by teachers

- 1) Identify students who are responding well to core instruction
- 2) Identify students who may require supplemental or intensive intervention and instructional support as an integral component to an effective MTSS program
- 3) Assist in making informed decisions about intervention throughout the entire year at the school, class, and individual student level
- 4) Implement a balanced assessment system with classroom assessments guiding daily instructional decisions

Caregivers

FastBridge answers three core questions for parents:

- 1) How is my child is doing?
- 2) How does my child doing compared to his or her peers nationwide?
- 3) And how have my child's scores changed over time?

Student normative data results will be uploaded into Synergy three times a year.

Principals will notify parents when scores are available to view in ParentVue. A letter will explain the assessment and the results.

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- ★ Continuously engage all stakeholders by communicating important updates.
- ★ Provide the community with a "window" into schools by utilizing the voices of our students.
- ★ Maintain active engagement with all of our municipalities and key community partners.
- ★ Conduct a communications audit to ensure that all District 200 stakeholders are being informed and engaged.

Hire, develop and retain diverse, high-quality staff.

- ★ Actively recruit a diverse pool of candidates.
- ★ Maintain competitive wages.
- ★ Proactively address staff shortage and workforce needs.
- ★ Implement a "Grow your Own" teacher career pathway.
- ★ Actively support dual credit certification for secondary teachers.

Maintain and enhance a positive organizational culture.

- ★ Regularly monitor the 5 Essentials Survey satisfaction feedback and plan accordingly.
- ★ Work collaboratively with first responders and community partners through the Safety Committee to update and enhance our school safety protocols.
- ★ Regularly conduct an employee morale and engagement survey to ensure a continuous improvement cycle.

Design and implement a balanced assessment system

*Implement effective monitoring and assessment tools to measure progress for academic and social emotional needs of students.

2022-23 Workplan
Implement FastBridge in grades K-8



Vision 2026

A **balanced assessment** is essential to effectively monitor student academic achievement and growth. An interim assessment play a critical role in evaluating the effectiveness of core instruction and identifying levels of support for groups and individual students. FastBridge is CUSD 200's interim assessment.

Learning acceleration is the strategy used to address needs based on data. Learning acceleration is about going forward and preparing students for success in the present with a focus on current grade-level standards. Tier I (grade level learning) is the primary lever to accelerate learning. Additional supports provided to students (Tier II and III) need to be contextualized within their subject, grade level, and curriculum.

CUSD 200 Core Actions to Accelerate Learning

- 1 Adopt high-quality instructional materials
- 2 Provide teachers with ongoing professional learning needed to provide Tier I instruction to all students
- 3 Use assessments to prioritize learning
- 4 Focus interventions on students most in need and create instructional coherence