

The background is a dark teal color with a pattern of faint, light teal vertical lines. Scattered across the background are various financial symbols and numbers in a lighter teal and a lime green color. Symbols include the dollar sign (\$), the pound sterling symbol (£), the Euro symbol (€), and the Japanese Yen symbol (¥). Numbers range from 0 to 9. Some numbers are accompanied by small upward or downward arrows, suggesting market trends. The overall aesthetic is modern and data-oriented.

Clarenceville FastBridge Winter Data

Our Why?

- How many of our students are at grade level expectations?
- How well are our students growing?



Reminder of the Number and % of Students Assessed

Reading						
	Fall		Winter		Spring	
	<i>Number of Students</i>	<i>%</i>	<i>Number of Students</i>	<i>%</i>	<i>Number of Students</i>	<i>%</i>
Botsford	337	93%	328	90%		
Grandview	337	98%	331	96%		
Middle School	370	85%	389	93%		
High School	630	83%	560	76%		
Math						
	Fall		Winter		Spring	
	<i>Number of Students</i>	<i>%</i>	<i>Number of Students</i>	<i>%</i>	<i>Number of Students</i>	<i>%</i>
Botsford	337	93%	328	90%		
Grandview	337	98%	331	96%		
Middle School	388	90%	403	96%		
High School	606	80%	554	75%		

Winter Benchmark Assessment

Winter Window: January 3 - February 4


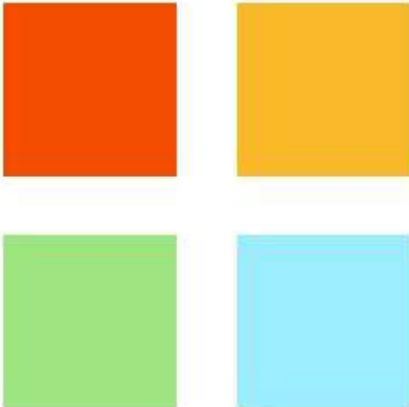
Winter Window: January 3 - February 4						
	Screeners				Progress Monitoring (CBM)	
Grade	FASTtrack Reading	FASTtrack Math	SAEBRS	mySAEBRS	CBMreading/ earlyReading	CBMmath/ earlyMath
K	Yes	Yes	Yes	No	earlyReading	earlyMath
1	Yes	Yes	Yes	No	earlyReading	earlyMath
2	Yes	Yes	Yes	Yes	CBMreading	CBMmath
3	Yes	Yes	Yes	Yes	CBMreading	CBMmath
4	Yes	Yes	Yes	Yes	CBMreading	CBMmath
5	Yes	Yes	Yes	Yes	CBMreading	CBMmath
6	Yes	Yes	Yes	Yes	CBMreading	CBMmath
7	Yes	Yes	Yes	Yes	CBMreading	CBMmath
8	Yes	Yes	Yes	Yes	CBMreading	CBMmath
9	Yes	Yes	Yes	Yes	No	CBMmath
10	Yes	Yes	Yes	Yes	No	CBMmath
11	Yes	Yes	Yes	Yes	No	CBMmath
12	Yes	Yes	Yes	Yes	No	CBMmath

Notes about the data

- We are focusing on growth at all levels
- Last meeting reported on proficiency
- Between the close of fall window and start of winter window is only 38 instructional days with lots of interruptions between holiday breaks, Oxford days, and high COVID quarantine numbers



Benchmark vs. Normative

Benchmarks	Norms
<p>A benchmark comparison is a criterion used to predict risk.</p> 	<p>A normative comparison is used to compare students to other students.</p> 

Benchmarks = Numerical Score Value

Norms = Percentile Ranking
of an assessment score or
growth (ie a bell curve)



BENCHMARKS

District Managers may set custom benchmarks if desired. Districts who set custom benchmarks often use national norms as a basis for these changes.



High Risk

This visual indicator means that students' scores on the assessment place them at high risk for not meeting end of year grade-level learning outcomes.



Some Risk

This visual indicator means that students' scores on the assessment place them at some risk of poor learning outcomes with regard to end of year grade-level expectations.



Low Risk

This visual indicator means that students' scores on the assessment place them at low risk for not meeting end of year grade-level learning outcomes. In other words, data show that the learner is on-track to meet grade-level expectations.



Advanced / College Pathway

This visual indicator means that students' scores on the assessment place them in an advanced category. Note that this term can be changed by District Managers.

VS.

NORMS

Norms cannot be changed within the FastBridge system. However, group (class or grade), school, district, and national norms appear on most FastBridge reports.



0 - 19.99th Percentile

Students scoring in this percentile range likely need intensive supports* to meet grade-level expectations, in addition to core instruction.



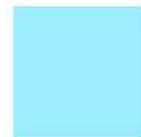
20 - 29.99th Percentile

Students scoring in this percentile range likely need supplemental supports* to meet grade-level expectations, in addition to core instruction.



30 - 84.99th 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.



85th Percentile and Above

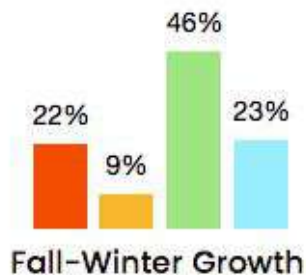
Students scoring in this percentile range likely need accelerated learning opportunities* in addition to core instruction.

District Data Growth Percentile

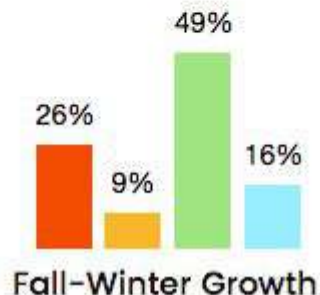
aReading = 69%

aMath = 65%

Growth Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



0-19.99 %ile

20-29.99 %ile

30-84.99 %ile

85 %ile and Above

The background is a solid teal color. It is decorated with various financial symbols and numbers in a lighter teal and a lime green color. Symbols include the dollar sign (\$), the yen sign (¥), the pound sign (£), and the euro sign (€). Numbers range from 0 to 9. Some numbers are accompanied by upward or downward arrows, suggesting trends or data points. The symbols and numbers are scattered across the background, with some being larger and more prominent than others.

Grandview and Botsford

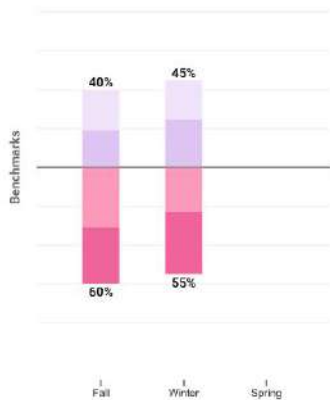
Early Reading (Kinder & 1st)



aReading (2nd-5th)

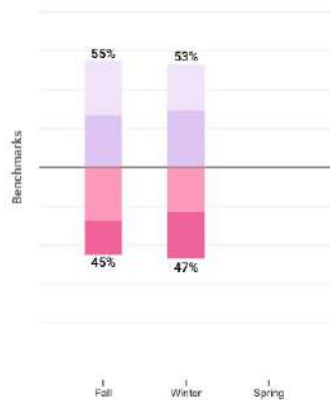
TWO

No data to compare



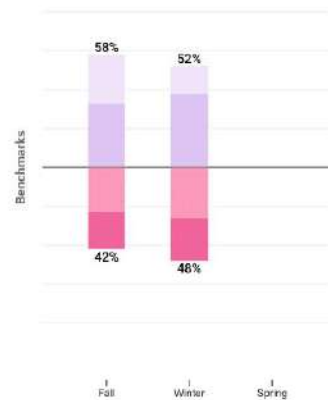
THREE

No data to compare



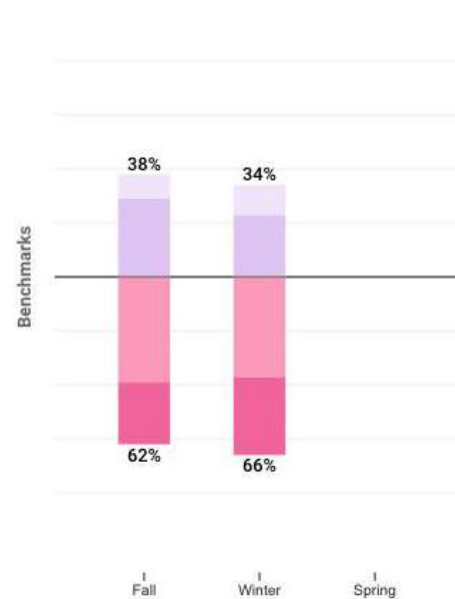
FOUR

No data to compare



FIVE

No data to compare



FIVE

No data to compare

SIX

No data to compare

SEVEN

No data to compare

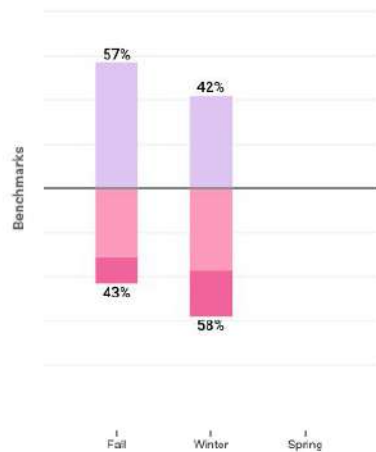
■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK
 ■ SUCCESS PATHWAY

Early Math (Kinder & 1st)

Percentage Of Students By Benchmark:

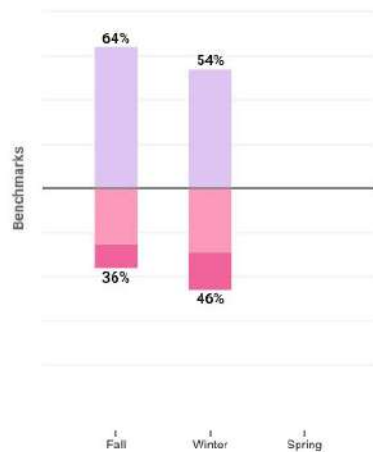
KINDERGARTEN

No data to compare



ONE

No data to compare



THREE

No data to compare

FOUR

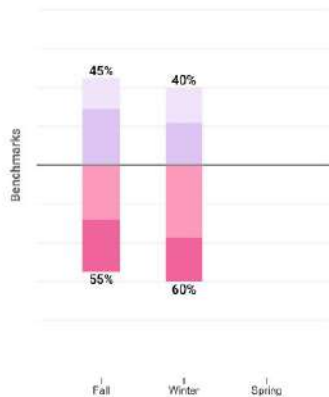
No data to compare

HIGH RISK
 SOME RISK
 LOW RISK

aMath (2nd-5th)

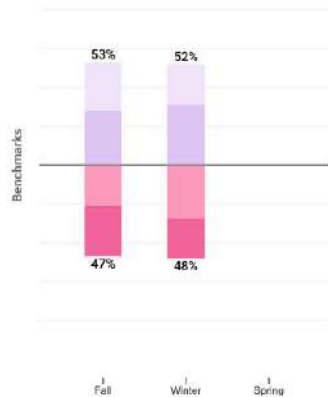
TWO

No data to compare



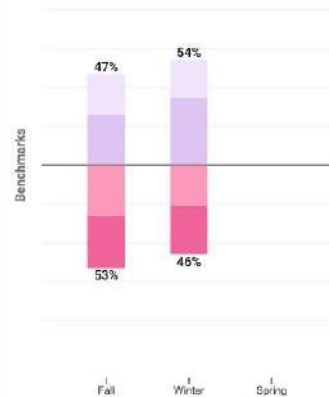
THREE

No data to compare



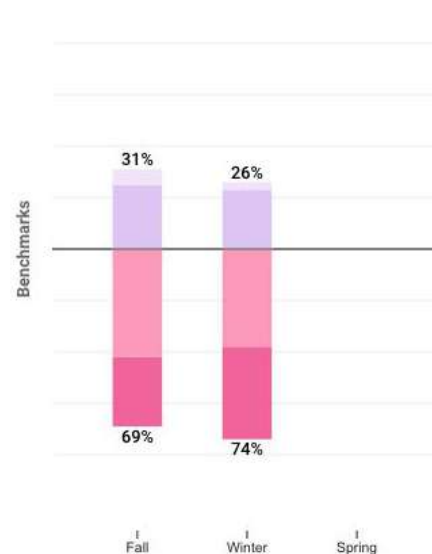
FOUR

No data to compare



FIVE

No data to compare



FIVE

No data to compare

SIX

No data to compare

SEVEN

No data to compare

■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK
 ■ SUCCESS PATHWAY

SAEBRS - teacher input



mySAEBRS - student input



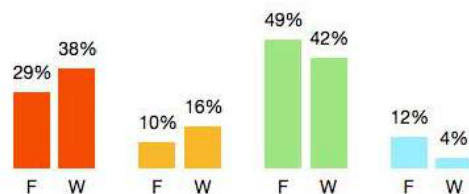
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Grandview Breakdown

Grandview Early Reading Growth Comparison

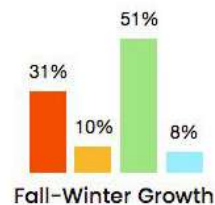
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



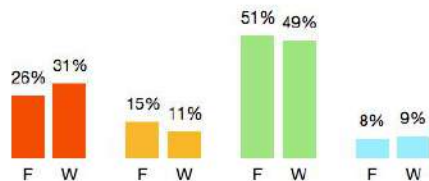
59% showed meaningful growth

Grade Level	Median Student		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
KG	33	47	64.3	64.0
ONE	34	45	60.3	66.0
Average	33.50	46.00	62.29	65.00
Median	33.50	46.00	62.29	65.00
<div> <div></div> 0-19.99 %ile <div></div> 20-29.99 %ile <div></div> 30-84.99 %ile <div></div> 85 %ile and Above <div>n/a student</div> </div>				

Grandview aReading Growth Comparison

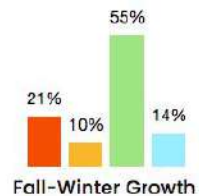
Scores Of All Students In Group

By Normative Categories: ?





Growth Of All Students In Group

By Normative Categories: ?



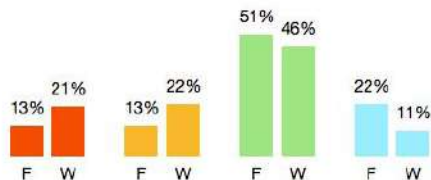
69% showed meaningful growth

Grade Level	Median Student		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
TWO	 457	 475	495.9	490.0
THREE	 496	 500	506.3	517.0
FOUR	 508	 512	516.1	526.0
FIVE	 506	 509	515.1	520.0
Average	491.84	499.00	508.24	513.25
				

Grandview earlyMath Growth Comparison

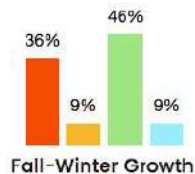
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?

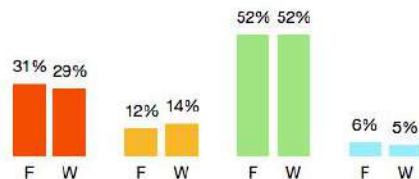


55% showed meaningful growth

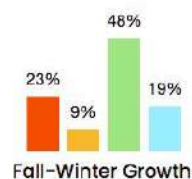
Grade Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
KG	31	46	65.6	65.0
ONE	44	46	59.5	60.0
Average	37.50	46.00	62.56	62.50
Median	37.50	46.00	62.56	62.50

Grandview aMath Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



67% showed
meaningful
growth

Grade Level	Median Student		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
TWO	196	200	204.6	205.0
THREE	205	207	210.4	215.0
FOUR	209	213	216.9	222.0
FIVE	209	210	213.2	218.0
Average	204.76	207.45	211.26	215.00

0-19.99 %ile
 20-29.99 %ile
 30-84.99 %ile
 85 %ile and Above
 n/a student as

Grandview Virtual vs Face-to-Face

	Fall	Winter
Number of Students Enrolled	8	6
Number of Students Tested	7	3 virtual, 2 that returned in-person (Reported 5 below)

	Positive Growth	Stayed the same (+/- 1)	Declined
Reading	2	2	1
Math	2	2	1

Grandview Points of Pride

- ★ The overall meaningful growth %
- ★ Tier 3 Interventions are working, both reading and math
- ★ Math Intervention has made a huge impact
- ★ Intentional Tier One Math focus has resulted in good growth
- ★ Students and Teachers SAEBRS reporting align
 - Students are feeling great about themselves and their learning and teachers agree that they have happy students in front of them



Grandview 2nd Semester Focus

- Pacing - Kindergarten literacy and 1st grade math
- Tier 2 small group support, especially in Math
- Challenge our high achievers, showing the lowest % of growth – Differentiated Tier 1 instruction
- Be intentional about data digs using progress monitoring data every 6-8 weeks
 - ◆ do not wait until the spring data to see if our instruction is working

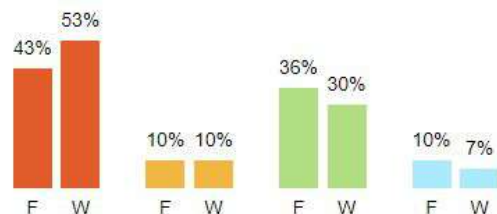
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Botsford Breakdown

Botsford Early Reading Growth Comparison

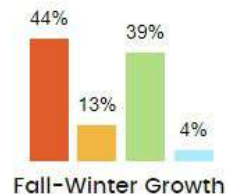
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?

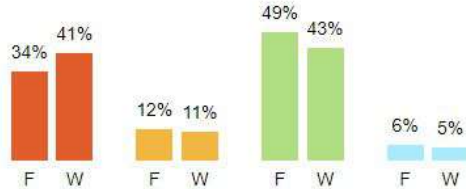


43% showed meaningful growth

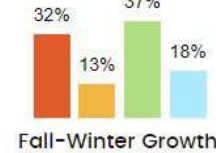
Grade Level	Median Student		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
ONE	29	34	44.7	44.0
KG	30	44	58.3	64.0
Average	29.50	39.00	51.54	54.00

Botsford aReading Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



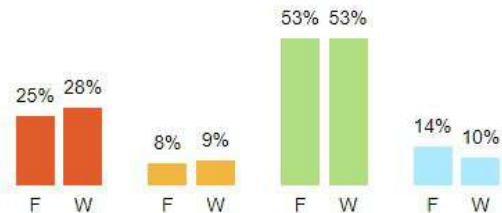
55% showed
meaningful
growth

Grade Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
TWO	463	471	484.4	490.0
THREE	490	496	503.5	510.0
FOUR	501	502	509.8	513.0
FIVE	510	509	509.9	520.0

Botsford earlyMath Growth Comparison

Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



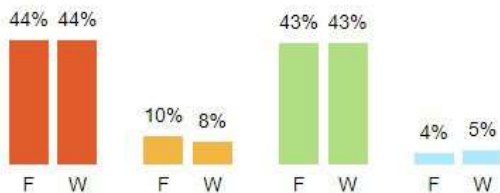
59% showed meaningful growth

Grade Level	Median Student		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
KG	33	48	66.0	65.0
ONE	40	52	70.9	60.0
Average	36.50	50.00	68.43	62.50
<div> 0-19.99 %ile 20-29.99 %ile 30-84.99 %ile 85 %ile and Above n/a student asse </div>				

Botsford aMath Growth Comparison

Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



64% showed meaningful growth

Grade Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score
	Fall Score	Winter Score		
TWO	195	198	199.0	205.0
THREE	202	206	208.9	209.0
FOUR	205	207	209.0	213.0
FIVE	207	209	210.8	218.0

Botsford Virtual vs Face-to-Face

	FALL	WINTER	
Number of Students Enrolled	7	6	
Number of Students Tested	6	3	
	POSTIVE GROWTH	STAYED THE SAME	DECLINED
Reading	3	1	0
Math	3	1	0

Botsford Points of Pride

- ★ Growth is Visible, but work left to do.¹
- ★ Data Conversations are more intentional @ building & across grade-levels. Educators taking more ownership with data.
- ★ Interventions (Tier 2 & 3) are calculated & have purpose
- ★ Math & Math Recovery has made a positive impact (Added Interventionist).
- ★ SAEBRS Behavior Tool is an added piece of information that has confirmed educator thinking.
- ★ Refocus on engagement & the emphasis to implementing lessons differently & the “want” to learn by students.

Botsford 2nd Semester Focus

- ★ Botsford “Bookmarks” - Kindergarten & 5th-Grade
- ★ Continue to strengthen our progress monitoring across building & intervention practices (Tier 2 & 3)
- ★ Purposeful “Date Digs” & develop/grow our understanding of what the data is telling us about our students (utilize our resources/Collaborative Conversations)
- ★ BALANCE = High Risk v. Low Risk
- ★ Engage Our Learners = Better Attendance & Behavior

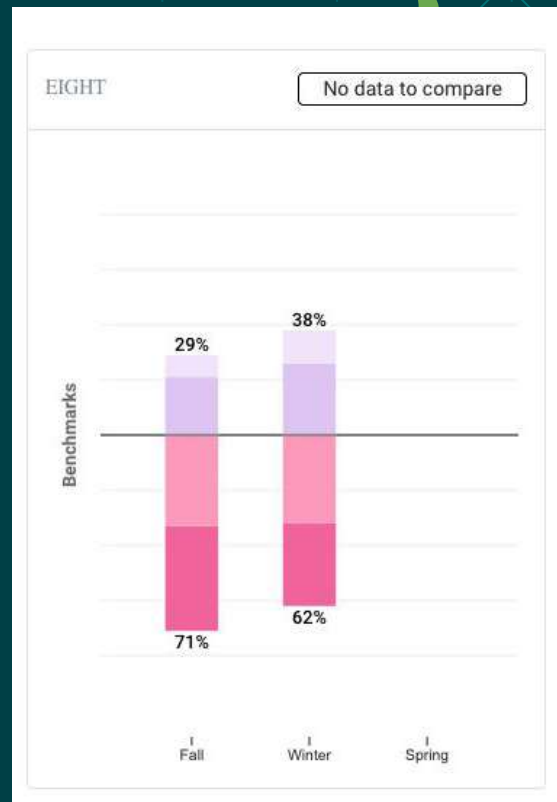
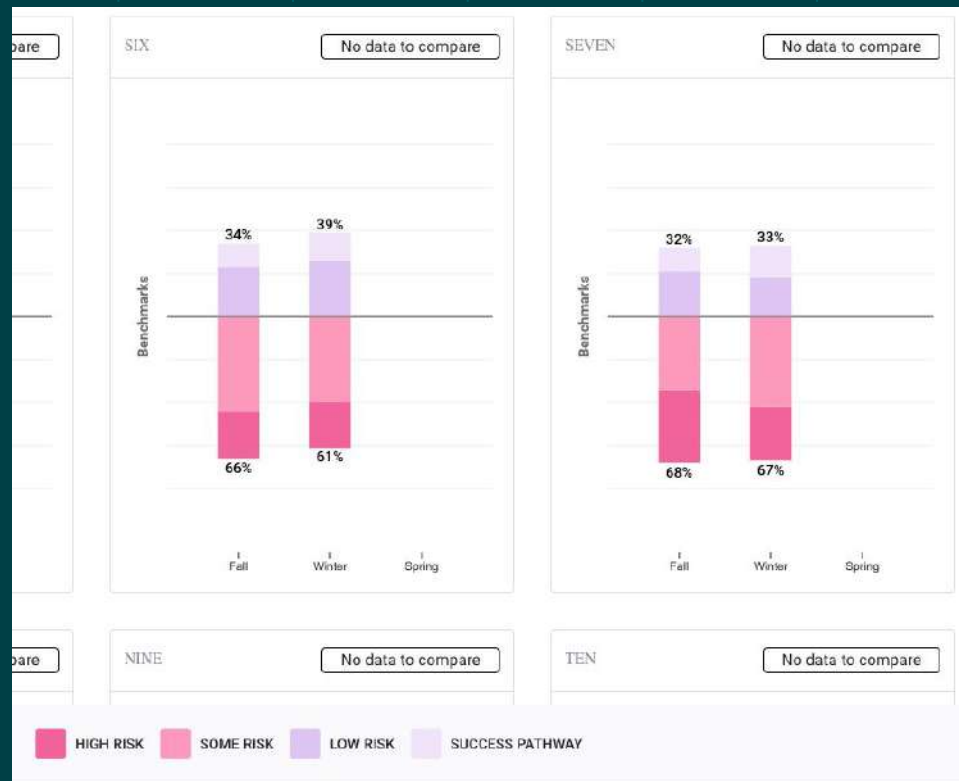
Botsford 2nd Semester Focus

- ★ Encourage & recognize educators to continue taking ownership of their data & student growth.

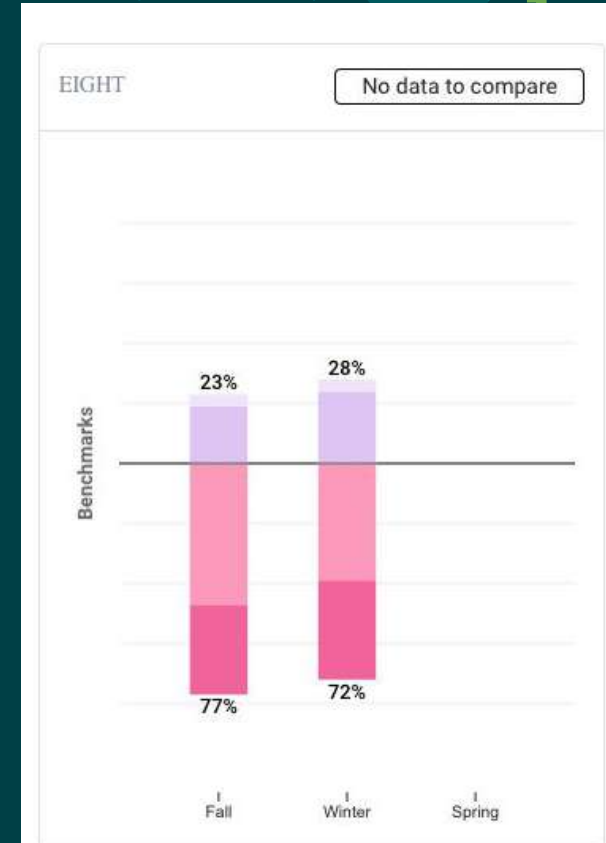
The background is a solid teal color. It is decorated with various floating elements: large numbers (6, 4, 7, 9, 1, 0, 3, 8, 5, 2), smaller numbers (2, 1, 6, 5, 0, 1, 4, 3, 8, 2, 7, 4, 5), and currency symbols (\$, £, €, ¥). Some of these elements are accompanied by small white arrows pointing in different directions (up, down, left, right).

Middle School

aReading



aMath

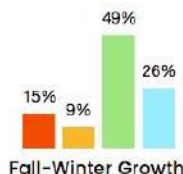


Middle School aReading Group Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



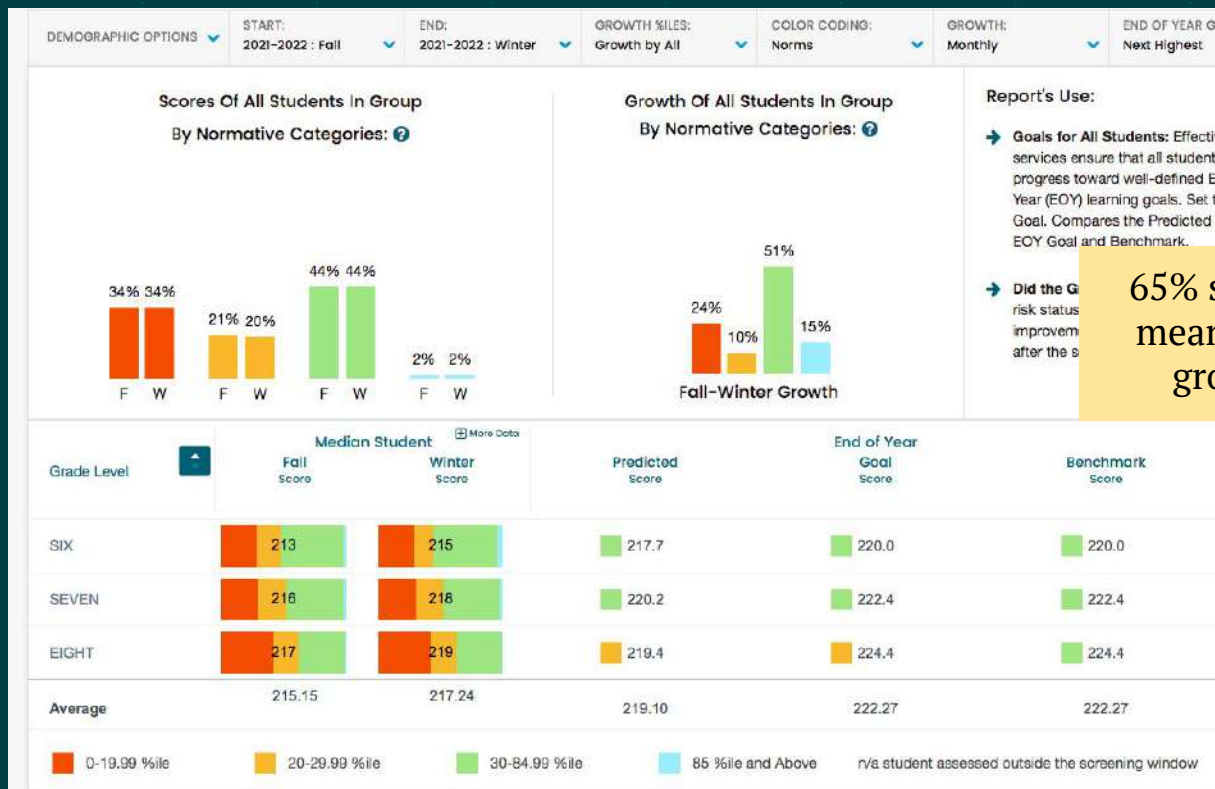
Report's Use:

- Goals for All Students: Services ensure that all students progress toward well-defined Year (EOY) learning goals. Compares the Pre-EOY Goal and Benchmark.

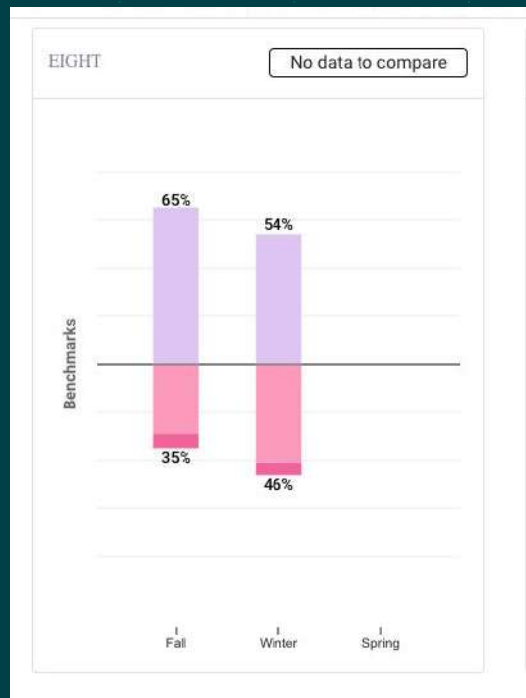
75% showed meaningful growth

Grade Level	Median Student		Predicted Score	End of Year Goal Score	Benchmark Score
	Fall Score	Winter Score			
SIX			521.7	524.0	524.0
SEVEN			528.6	532.7	532.7
EIGHT			535.7	539.3	539.3
Average	518.26	522.54	528.68	532.00	532.00
Median	516.61	521.36	528.62	532.70	532.70

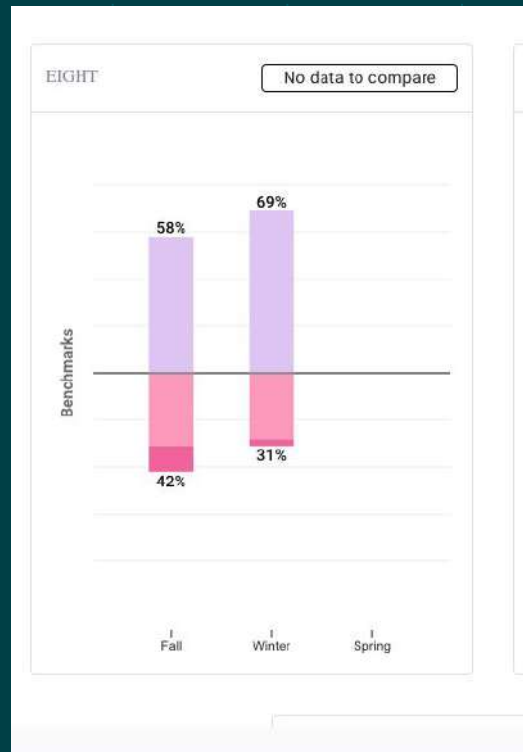
Middle School aMath Group Growth Comparison



SAEBRS - teacher input



mySAEBRS - student input



Virtual vs Face-to-Face

- aReading: 18 students with both fall and winter data - average score increase of 10 points
- aMath: 16 students with both fall and winter data - average score increase of 3.9 points
- Both are slightly higher than building average



Points of Pride

- ★ Significant gains in math automaticity
- ★ Significant average score increase for African American students
- ★ Significant growth overall



2nd Semester Focus

- Intervention and MTSS
- After-school tutoring
- Students with special needs



The background is a dark teal color with various financial symbols and numbers scattered across it. Symbols include the dollar sign (\$), yen sign (¥), pound sign (£), and euro sign (€). Numbers include 1, 2, 3, 4, 5, 6, 7, 8, 9, and 0. Some numbers are in a light teal color, while others are in a yellow-green color. There are also white arrows pointing up and down. The text "High School" is centered in a white, sans-serif font.

High School

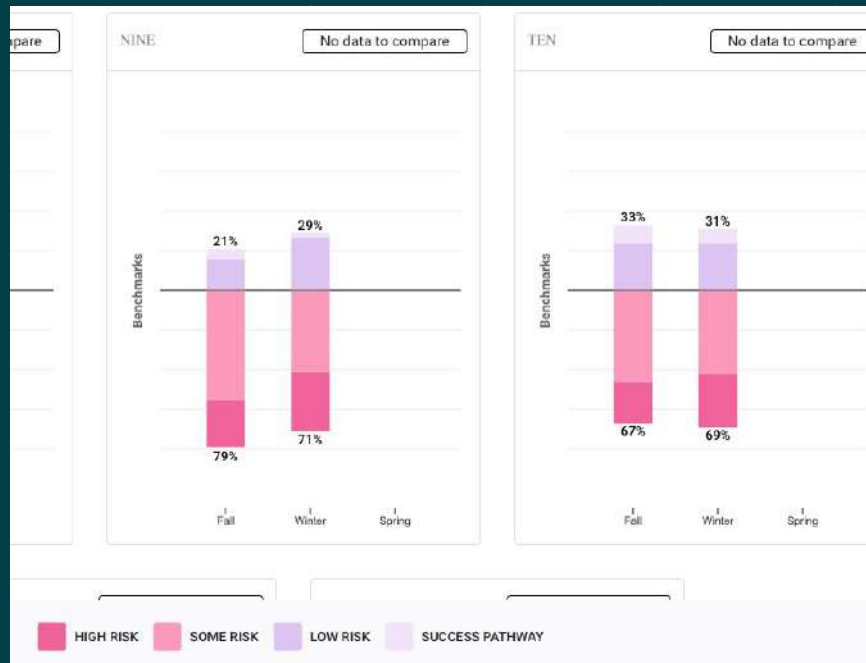
aReading



High School aReading Group Growth Comparison

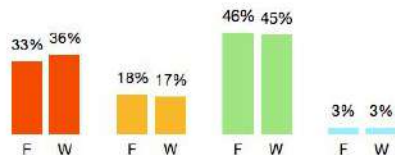


aMath

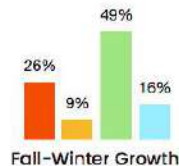


High School aMath Group Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



Report's Use:

- **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.

65% showed meaningful growth

School Name	Fall Median %ile		Winter Median %ile		End of year Median		Benchmark %ile
	Predicted %ile	Goal %ile	Predicted %ile	Goal %ile	Predicted %ile	Goal %ile	
Botsford Elementary	26	39	28	39	26	39	39
Clarenceville Middle Sch.	27	40	27	40	30	40	40
Clarenceville Sr High	26	40	27	40	27	40	40
Grandview Elementary	35	44	34	44	39	44	39
Average	29.00	40.75	29.00	40.75	30.38	40.75	39.50

■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student assessed outside the screening window

How many of our students are at grade level expectations?

Grade	aMath	aReading
9	30%	35%
10	31%	50%
11	34%	48%
12	35%	50%

% = students predicted to gain the benchmark by the end of the school year as determined by low risk or Success Pathway.



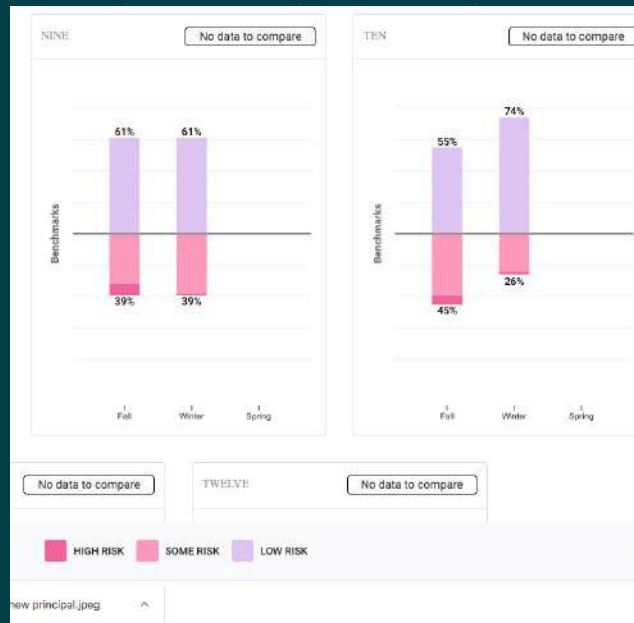
How well are our students growing?

Grade	aMath	aReading
9	60%	59%
10	60%	59%
11	59%	60%
12	59%	59%

% = Students that demonstrated significant growth as determined by typical or aggressive growth.



mySAEBRS - student input



SAEBRS - teacher input



SAEBRs vs mySAEBRS

Impact Report

Numbers are % of people completing the assessment.		Impact Report			Impact Report		
		Student			Teacher		
		MySAEBRs			SAEBRs		
		Low Risk	Some Risk	High Risk	Low Risk	Some Risk	High Risk
9th	Fall	61	31	8	79	18	3
	Winter	60	38	2	65	31	4
	Change	-1	7	-6	-14	13	1
10th	Fall	54	38	8	75	19	6
	Winter	74	24	2	75	23	2
	Change	20	-14	-6	0	4	-4
11th	Fall	72	27	1	73	25	2
	Winter	77	20	3	73	24	3
	Change	5	-7	2	0	-1	1
12th	Fall	70	28	2	83	15	2
	Winter	67	30	3	82	16	2
	Change	-3	2	1	-1	1	0

Virtual vs Face-to-Face

Due to the rising numbers of Covid positive cases at the high school, parents and students were not comfortable sending their students to the building for testing. Only eight students out of 113 attended. Those students demonstrated growth.



Points of Pride

- ★ All grades demonstrated growth in Math and Reading, except grade 10.
- ★ African American students demonstrated significant growth in AutoReading at all grade levels as well as Math Automaticity in grades 9-11.
- ★ 9th grade students demonstrated growth in aMath and aReading, as a large % of students moved moving from the high risk/some risk category to the low risk and Success Pathway category.
- ★ Staff now has comparative data from Fall and Winter so they can make plans for intervention and we had great conversation about the data at our Professional Learning.



2nd Semester Focus

- Reading comprehension across all grade levels
- Using lexile scores to differentiate assignments in Newsela in all curriculum areas
- Building academic vocabulary
- Numbers & Operations - gateway for progression for more advanced math
- Embed basic math operations within lessons across all curriculum areas



The background is a solid teal color. It is decorated with various financial symbols and numbers in a lighter teal and a yellowish-green color. Symbols include the dollar sign (\$), the yen sign (¥), the pound sign (£), and the Euro sign (€). Numbers range from 1 to 9. Some numbers are small and positioned near the symbols, while others are larger. There are also white arrows pointing up and down, suggesting market trends. The overall aesthetic is clean and modern, typical of a business presentation.

Thank you!
Questions?!?