Rationale

- In addition to the requirement of the screening for dyslexia, SUSD needed to update their existing screening process to meet ADE expectations of a research based universal screener.
- During the SUSD process, ADE moved the dyslexia screener implementation date back to 2021-2022 making SUSD one of the first in the state to adopt.
- The adoption of a universal screener and diagnostic is essential to the systemic approach to **Response to Intervention** (RTI) or Multi Tiered System of Supports (MTSS) frameworks.
- In SUSD this framework begins with our Tier I instructional programs. FastBridge’s screener has a diagnostic component that helps not only to identify students who are at risk, but to diagnose what that risk is and how the teacher can/should address the risk.
Diving Deeper into Formative Assessments

- **Universal Screener**
  - Who is struggling?
    - What level of intensity of support does the student need?

- **Diagnostic Assessment**
  - Why are they struggling?
    - How deep are the gaps in the students understanding?

- **Progress Monitoring**
  - Is the student progressing?
    - How is the student responding to the intervention?
Committee work to evaluate need
Spring 2020
Governing Board approval
September 2020
Site Review data and create plans
January 2021
First SUSD screener
April / May 2021
Second SUSD Screener
Summer 2021
Summer School opportunities
August 2021
Initial testing

Continuous Training for Administrators and Teachers
Implementation Highlights

After mid-year testing, Professional Development focused on using FastBridge data to form progress monitoring groups.

The Screening To Intervention report identifies students at ‘some’ or ‘high’ risk, creates a plan, and provides intervention lessons for each student based on their needs.

Almost all schools received PD on understanding and interpreting data from reports, forming groups, and exploring the intervention lessons provided by FastBridge.
Implementation Highlights

FastBridge is not only a universal screener, but it also provides diagnostic information about students.

FastBridge includes intervention lessons for teachers to conduct in a small group setting with students of similar needs.

Moving forward...teachers will continue to learn about reports provided by FastBridge, and learn how to implement small group best practice intervention strategies and lessons.

Grades 4-5 will have the opportunity to attend PD on FastBridge this spring, summer, and before the beginning of school.
Sequoya - Data Driven Intervention

- **Screening Data**
  - Mid-year screening for grades K-3 and pilot 4-5 for ELA and math
  - Teachers created intervention groups and used FastBridge intervention lessons after meeting with District K-5 ELA Coach. This data become part of our IPT process.

- **SEL**
  - SAEBRS was used initially with support groups to provide social, emotional and academic perception.
  - May 2021- All 2-5 took the SAEBRS. Data was reviewed with teachers.
  - All data is kept on a spreadsheet highlighting needs for intervention

- **FastBridge 21-22 at Sequoya**
  - Academic and SEL screeners will be used three times throughout the year
  - Instructional tutors and teachers will use Fastbridge Progress Monitoring
  - SEL interventions will be set up with the help of Director of Student Services
  - Data will be used to drive IPT process.
“With the help from Diane Murphy, I am finding out that (FastBridge) it is a very useful tool. The interventions are there and the key is that they are already made. So I don't have to reinvent the wheel.” - Sequoya 3rd Grade Teacher

“The SAEBRS gave me some interesting insight into the mindset of my students during this pandemic. I am more aware of their emotional needs.” - Sequoya 3rd Grade Teacher
Laguna

- **Screening Data**
  - Grade level teams look at data during PLC Collaborative team time
    - They can then create interventions or supports for students who struggle

- **IPT**
  - Data helps team see the bigger picture of student challenges
    - Goals created using data and interventions put into place

- **Parents**
  - Reports can be used by teachers during conferences or discussions with parents
Laguna

- **Use of Fastbridge 2021-2022**
  - All students universally screened in reading and math
  - Data analyzed by Collaborative Teams
  - Students in High Risk given diagnostic in area of challenge
  - Diagnostic results drive intervention groups and supports for students in the classroom
Overall Results - January to May 2021

Early Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter Mid-Year Norm Cut Scores</th>
<th>Spring End-of-Year Norm Cut Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Some Risk &lt;50 High Risk &lt;42</td>
<td>Some Risk &lt;64 High Risk &lt;56</td>
</tr>
<tr>
<td>First Grade</td>
<td>Some Risk &lt;52 High Risk &lt;36</td>
<td>Some Risk &lt;66 High Risk &lt;44</td>
</tr>
</tbody>
</table>

Winter: 2,559 students or 97% assessed

Spring: 2,095 students or 79% assessed
Overall Results - January to May 2021

Winter:
- 3,859 students or 96% assessed

Spring:
- 2,923 students or 73% assessed

### CBMreading

#### Winter Mid-Year Norm Cut Scores

- **First Grade**
  - Some Risk <37
  - High Risk <16

- **Second Grade**
  - Some Risk <84
  - High Risk <46

- **Third Grade**
  - Some Risk <110
  - High Risk <75

#### Spring End-of-Year Norm Cut Scores

- **First Grade**
  - Some Risk <66
  - High Risk <30

- **Second Grade**
  - Some Risk <101
  - High Risk <66

- **Third Grade**
  - Some Risk <125
  - High Risk <90

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1-19TH %ILE  20-29TH %ILE  30-84TH %ILE  85-99TH %ILE
School Spotlight: Pueblo Elementary

Recognizing that these are lofty goals that require a lot of guidance and coaching, Pueblo enlisted the help of district instructional coaches.

For ELA, our K-5 ELA Coach Diane Murphy met with the principal and the teams a minimum of a monthly basis starting with “how to teach small groups and individuals during the time of COVID” to just informal coaching times and data dives.

We were piloting iReady and used that to supplement our small groups and 1:1 instruction but recognized that the tools in FastBridge are great for Tier III students.

Our Tier III specialist and I worked (with Diane’s help) to identify students based on the “a-reading” data to really hone in on those in the most need.

We shifted after spring break to focus on the Tier III kids to provide them a solid 6-8 weeks of targeted-specific instruction with frequent assessing throughout.

We have seen success and plan to choose to make our master schedule such that a designated time is set aside for this effort next year.
School Spotlight: Pueblo Elementary (K-1)

Kindergarten

- Fall: 32%
- Winter: 68%
- Spring: 77%
- Summer: 23%

First Grade

- Fall: 44%
- Winter: 56%
- Spring: 80%
- Summer: 20%
School Spotlight: Pueblo Elementary (2-3)

Second Grade

Third Grade
Next Steps

- Feedback from teachers at the end of the year to get their insight
- Additional training and supports to assist teachers with development of small groups and targeted interventions
- Principal PLC work to address the four PLC questions
  - Sharing among principals of best practices
- Onboarding for 4th and 5th grade teachers
  - Training and inclusion on the SUSD testing calendar
- Update report to the board in September 2021 after a full year of implementation