FAST Screening & Growth Reports (Aggregated Reports)

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Agenda

Current Functionality

Use Data to Make Decisions

- ✓ Multi-Tiered Systems of Support
  - *Guidance for current and pending decisions*
  - *Tier 1: Reports and Decisions*
  - *Tier 2: Reports and Decisions*

Coming Soon

Screening & Growth Reports (30 min)

- ✓ Group Screening Report (Enhanced Functionality)
- ✓ Group Growth Report (Enhanced Functionality)

Disaggregated Report

- ✓ Level of Performance: Relative Risk
- ✓ Rate of Growth: Closing the Gap
- ✓ How to Submit a Request

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Problem Solving: Data Meeting

Reminders about group norms for collaboration:

Please review the seven norms of collaborative work (Garmston & Wellman, 2014):

1) Pause: Allow time for thinking.

2) Paraphrase: Assist members in understanding each other by acknowledging, organizing, and abstracting ideas.

3) Pose questions: Use questions to explore and specify thinking (e.g., explore perceptions and assumptions and increase clarity and focus).

4) Put ideas on the table: Share ideas and label them as such (e.g., "Here is one idea...", "One thought I have is...")

5) Provide data: Use data to enhance understanding and support ideas

6) Pay attention to self and others: Be aware of what is communicated and how it is communicated

7) Presume positive intentions: Assume that others' intentions are positive

Our team has reviewed the seven norms of collaborative work

⦿ Yes. The norms have been reviewed and we are ready to move on.

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Grade-Level Problem-Solving Team Set Up

Please identify your grade-level problem-solving team members and roles.

School site
Choose

Grade-Level Team Roles

Each grade-level team should have the following roles: meeting facilitator, data specialist, and note-taker. Please identify which team member is fulfilling each of these roles.

Meeting facilitator (last name):
The problem-solving team facilitator will help lead the team through this process and will encourage the team members to use the seven norms of collaborative work in order to enhance respectful dialogue, discussion, and decision-making.

Your answer

Data Specialist (last name):
The data specialist ensures that the members of the team have the proper reports in front of them at the meeting. This work is done before the meeting begins so that team members are prepared to examine the appropriate reports during the meeting.

Your answer

Note Taker (last name):
The note-taker will be completing this form online while also actively participating in their team's problem-solving process.

Your answer

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Benchmarks & Norms

At your finger tips.

fast tools
Welcome page
My password
Training
Student Passwords
Student Login Access
Downloads
Benchmarks & Norms
Contact Us
Progress monitoring

Switch view to...
District Manager
Teacher
Report Selection
Certification Compliance

Tip box

Benchmarks and Norms

Download Use & Interpretation Guidelines

Benchmarks [−]   **Norms** [+]

1. Select Assessment:
○ aReading
○ AUTOreading
⦿ CBMreading English
○ CBMeComp - Recall
○ SAEBRS
○ mySAEBRS

2. Select Grade Level:
☐ KG ☐ ONE ☑ TWO ☐ THREE ☐ FOUR ☐ FIVE ☐ SIX ☐ SEVEN ☐ EIGHT

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Benchmarks & Norms

Print this out for your grade level team.

Benchmarks & Norms

At your finger tips.

Benchmarks & Norms

Print this out for your grade level team.

2. Select Grade Level:

☐ KG ☐ ONE ☑ TWO ☐ THREE ☐ FOUR ☐ FIVE ☐ SIX ☐ SEVEN ☐ EIGHT

Submit

Norms - CBMR-English : TWO

%	Screening Scores Rate			Seasonal Score Differences by Percentile Weekly Growth			Aggregate Weekly Growth			Student Growth Percentiles Weekly Growth		
	Fall	Winter	Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter	Winter-Spring	Fall-Spring	F-W Mean	W-S Mean	F-S Mean
95th	123	147	163	1.39	0.93	1.16	2.66	2.19	2.02	1.32	0.76	0.85
90th	112	139	152	1.56	0.76	1.16	2.44	1.98	1.89	1.48	0.79	0.91
85th	104	132	146	1.62	0.82	1.22	2.28	1.81	1.79	1.59	0.82	0.95
80th	97	126	140	1.68	0.82	1.25	2.14	1.67	1.70	1.67	0.87	0.99
75th	90	120	135	1.74	0.88	1.31	2.02	1.55	1.63	1.76	0.93	1.02
70th	85	115	130	1.74	0.88	1.31	1.90	1.44	1.56	1.81	0.98	1.05
65th	80	110	126	1.74	0.93	1.34	1.80	1.34	1.49	1.85	1.04	1.08
60th	75	105	122	1.74	0.99	1.37	1.70	1.24	1.43	1.88	1.09	1.11
55th	70	100	118	1.74	1.05	1.39	1.61	1.15	1.37	1.90	1.14	1.14
50th	67	96	114	1.68	1.05	1.37	1.51	1.06	1.31	1.91	1.17	1.17
45th	63	92	109	1.68	0.99	1.34	1.42	0.97	1.25	1.91	1.18	1.22
40th	58	87	106	1.68	1.11	1.39	1.33	0.88	1.19	1.93	1.20	1.24
35th	53	84	101	1.79	0.99	1.39	1.24	0.78	1.12	1.96	1.20	1.29
30th	47	79	96	1.85	0.99	1.42	1.14	0.68	1.06	2.02	1.19	1.33
25th	42	73	91	1.79	1.05	1.42	1.03	0.58	0.99	2.06	1.18	1.38
20th	36	67	86	1.79	1.11	1.45	0.91	0.47	0.92	2.08	1.17	1.43
15th	30	61	79	1.79	1.05	1.42	0.78	0.35	0.83	2.03	1.18	1.49
10th	23	52	69	1.68	0.99	1.34	0.62	0.20	0.73	1.83	1.24	1.55
5th	17	40	59	1.33	1.11	1.22	0.43	0.00	0.60	1.52	1.32	1.57
M	67.16	95.85	112.49	1.68	0.97	1.33	1.53	1.08	1.31			
SD	31.98	31.76	30.73	0.13	0.10	0.09	0.67	0.65	0.43			
N	91125	93232	91738	19	19	19	36970	38592	35486			

Multi-Tiered Systems of Support (MTSS) Data-Based Decision-Making Tool for Elementary Grade-Level Teams

* Required

Time of Year

Month of completion *
Grade level and time of year guide the types of questions and the sources of data that will be examined.

○ October (after Fall universal screening)

◉ January or February (after Winter universal screening)

○ May (after Spring universal screening)

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Multi-Tiered Systems of Support (MTSS) Data-Based Decision-Making Tool for Elementary Grade-Level Teams

* Required

Winter - Post-Screening Data-Based Decision-Making

At this point in the school year, students have now taken both the Fall and the Winter screening assessments. Many schools may be providing additional supports and interventions within the classroom and/or through small group targeted instruction and intervention.

Grade Level (Winter)

○ Kindergarten
○ 1st Grade
◉ 2nd Grade
○ 3rd Grade
○ 4th Grade
○ 5th Grade

What step in the process is this? *
Teams may review their previous entries OR may begin by reviewing their Winter screening data and then moving on to Tier 2 Problem-Solving.

○ Our school used this form in the fall. We would like to review our Fall Tier 1 plan and goals before moving forward.
○ Our school used this form in the fall. We remember the Tier 1 plan we put into place, as well as our goals, and are ready to review review our Winter Screening data and evaluate the success of our plan.
◉ We did not use this form in the Fall. We would like to begin by reviewing our Winter screening data.

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Tier 1: Core

Tier 1 Plan Evaluation

Using reports within FastBridge (Impact Report), we will now review our Winter Screening data and evaluate the success of our plan.

Review Impact Report Data (earlyReading or CBMR and aReading)

Impact Report

In what way did the % of students IN NEED OF HELP in the area of reading (% of "high risk" students + % of "some risk" students) change from Fall to Winter?

Depending on your grade level, you will be examining earlyReading, OR both CBMR-English and aReading to make this determination. Remember, if greater than 20% - 30% of students are in need of an intervention, there may be a need for a grade-level or classroom-level (Tier 1) intervention.

- ☐ K-1: In the area of earlyReading, the overall % of students at "some risk" + "high risk" decreased! More of our students were at or above benchmark! HOORAY!
- ☐ K-1: In the area of earlyReading, the overall % of students at "some risk" + "high risk" remained stable, but a smaller % of students were at "high risk".
- ☐ K-1: In the area of earlyReading, the overall % of students at "some risk" + "high risk" increased. Fewer students met the expected benchmark.
- ☑ 2-5: In the area of CBMR, the overall % of students at "some risk" + "high risk" decreased! More of our students were at or above benchmark! HOORAY!
- ☐ 2-5: In the area of CBMR, the overall % of students at "some risk" + "high risk" remained stable, but a smaller % of students were at "high risk".
- ☐ 2-5: In the area of CBMR, the overall % of students at "some risk" + "high risk" increased. Fewer students met the expected benchmark.
- ☑ 2-5: In the area of aReading, the overall % of students at "some risk" + "high risk" decreased! More of our students were at or above benchmark! HOORAY!
- ☐ 2-5: In the area of aReading, the overall % of students at "some risk" + "high risk" remained stable, but a smaller % of students were at "high risk".
- ☐ 2-5: In the area of aReading, the overall % of students at "some risk" + "high risk" increased. Fewer students met the expected benchmark.

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Tier 1: Core

➢ **Reports Manager**
  ✓ FAST Tools

  ✓ Organized by function

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Impact Report
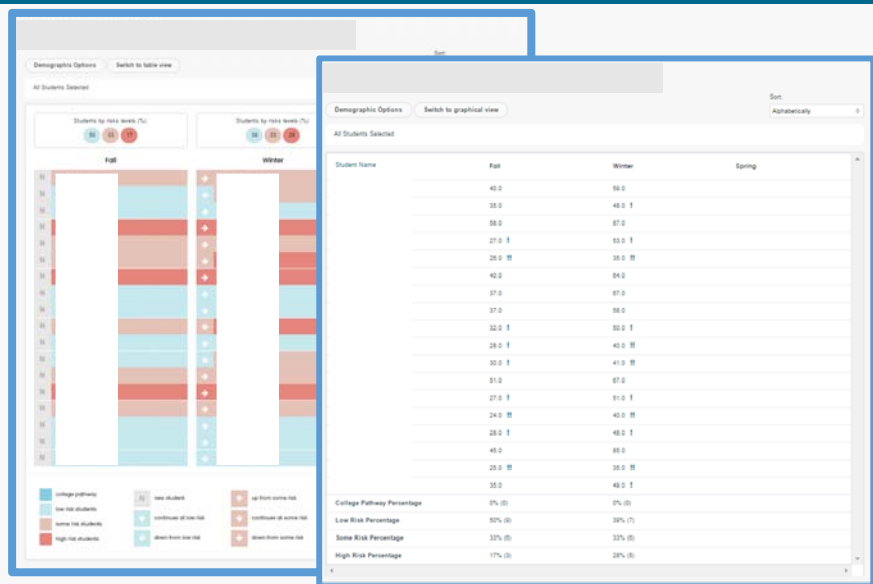
Know you goals.
Know your impact.

- ➤ Current Achievement
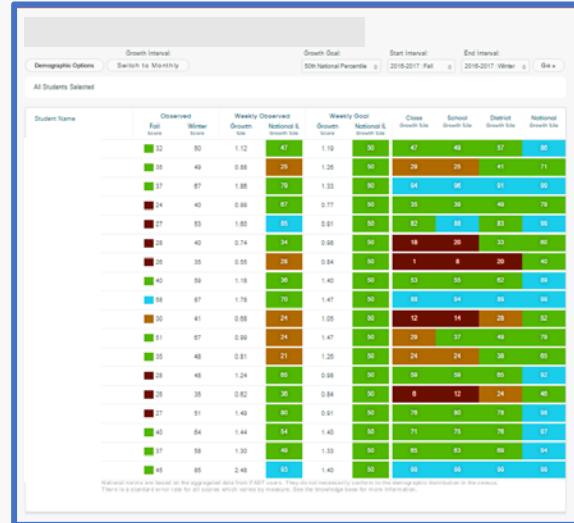- ➤ Change in Achievement
  - ✓ Bubbles
  - ✓ Arrows

Impact Report

Know you goals.
Know your impact.

- ➤ Current Achievement
  - ✓ Figure
  - ✓ Table

Group Screening and Growth Reports

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Group Screening

Know your population.

➢ Benchmarks
  ✓ Decisions about core
  ✓ % below BM

➢ Norms
  ✓ Local: School)
    ❖ *Tier assignments*
    ❖ *Tier 1, Tier 1+, Tier 2*
  ✓ Local: Class/Group)
    ❖ *Differentiated instruction*
  ✓ National
    ❖ *Similar to benchmark*
    ❖

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Group Growth

Know you goals.
Know your impact.

➢ Observed
  ✓ Fall (Initial level, IL)
  ✓ Weekly/Monthly
➢ Goal
  ✓ Growth Score
  ✓ Growth %tile (IL)
➢ Observed %tiles
  ✓ Local to National
  ✓ Growth %tile (All)

Group Growth

Know you goals.

Know your impact.

➢ Goal %tile
  ✓ Average: 40 to 59th
  ✓ Ambitious: 60 to 99th
  ✓ Very Realistic: 1 to 39th

Group Growth

Know you goals.
Know your impact.

➤ Goal %tile

Growth Report

Know you goals.
Know your impact.

➤ Monthly or Weekly
  ✓ Merely a difference in scale
    ❖ *12 inches vs. 1 foot*
    ❖ *30 days vs 1 month*
  ✓ Percentiles are unchanged

Tier 1: Core

Did we implement a Tier 1 Plan with fidelity after the Fall Universal Screening in the area of Reading?
Remember, grade-level or classroom-level interventions should be done daily for a set period of time, with fidelity, and should include a way to measure student progress.

- ○ Yes - we changed our instruction at the classroom level based on the results of the Fall screening data and implemented a plan with fidelity.
- ○ No - we did not change our instruction at the classroom level based on the results of the Fall screening data.
- ⦿ Sort of - we made some changes to our instruction based on the results of the Fall screening data, but did not implement a plan with consistency or fidelity.

Did we reach our reading goal from Fall to Winter?

- ○ Problem increased in size (got worse!)
- ○ No change
- ⦿ Met goal
- ○ Exceeded goal

Winter Tier 1 Problem Identification

Were GREATER than 30% of students found to be IN NEED OF HELP (% of "high risk" students + % of "some risk" students) in the area of reading this Winter?
Depending on your grade level, you will be examining your grade level. If greater than earlyReading, OR both CBMR-English and aReading to make this determination. If greater than 20% - 30% of students are in need of an intervention, there may have been a need for a grade-level or classroom-level (Tier 1) intervention.

- ⦿ Yes - More than 30% of our students were BELOW the expected benchmarks for the Winter (earlyReading, CBMR, or aReading).
- ○ No - However, more than 20% of our students were BELOW the expected benchmarks for the Winter (earlyReading, CBMR, or aReading).
- ○ No - The vast majority of our students were AT or ABOVE the expected benchmarks for the Winter (earlyReading, CBMR, or aReading).

Please pause for a moment to reflect on your Winter screening data and to discuss as a team if there are other factors that may need to be considered.

Next Steps for Tier 1 this Winter?

- ○ Continue Tier 1 plan from the Fall with no change and continue to Tier 2 decision-making and planning. (Only recommended if you met or exceeded your goal).
- ⦿ Complete Tier 1 Problem Analysis using Winter screening data and create new Tier 1 plan before moving to Tier 2 decision-making and planning. (Recommended if more than 30% of students were below benchmark in reading).

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Multi-Tiered Systems of Support (MTSS) Data-Based Decision-Making Tool for Elementary Grade-Level Teams

Winter Tier 1 - Problem Analysis

The Winter Screening data will be further examined to determine if there is a need for an accuracy intervention, automaticity intervention, or broad reading intervention (comprehension), and ensure that all students' needs are being met by the universal instruction in the classroom.

Additional Analysis of the Impact Report Data (earlyReading or CBMR and aReading)

Impact Report

Further analysis of the Impact Report
The Impact Report can be sorted by different demographic indicators. Your team may want to examine student data by demographics to look for differences in student groups that may need to be addressed. Teams can record their discussion below.

Your answer

Review Screening to Intervention Data - Reading

Screening To Intervention

The suspected reason for the problem (in terms of instructional strategies and needs) based on Winter Screening data:
Based on the Screening to Intervention report, what area of need seems to be the greatest concern in your classroom/grade level? (The report can be sorted by intervention need by clicking on that column header).

- ○ Accuracy (students are still acquiring the skill, and are making many mistakes)
- ⦿ Automaticity (students are working on fluency; they are making fewer mistakes, but responses are not automatic)
- ○ Accuracy + Automaticity (students are still making some mistakes and are not fast in their responses)
- ○ Broad Reading/Generalization (students are working on generalization of their reading skills; are fairly accurate and fluent)
- ○ Other:

Winter Tier 1 Problem Analysis - Universal Instruction

Based on the specific problem analyzed, does your team have some hypotheses about why the problem may be occurring that are related to some aspect universal instruction? Remember to use data to support your ideas. Your responses will be shared with the Teacher and Learning team at the District Education Center in order to help the school and district leadership better understand your needs and the needs of the students you serve.

Based on your team's discussion this Winter, to what extent did you identify problems at the level of universal reading instruction and/or curriculum that may require system-level problem-solving?

	This is not a problem for our team. We are doing well in this area!	This is a problem for our team that we can address through our collaborative team process.	Our team believes this is a significant problem, and could use administrative or district-level support in this area.
Curriculum - - Our curriculum does not seem to match the reading needs of our students, and does not focus on the necessary content in the way that we would prefer.	○	○	⦿
Instruction - - We are not consistently using strategies that have been proven to be effective based on the specific needs of the students, we may need to adjust the time spent on aspects of reading instruction, and we may need to reexamine our flexible grouping practices.	○	⦿	○
Assessment - - We are not consistently using universal screening data and formative assessment data to inform our instruction.	⦿	○	○

If you identified one of the above problems as an area of need for your team this Winter, please say more about your concerns:

Your answer

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Screening-to-Intervention

- Profile
- Curriculum Level
- Inst. Need
- Local Intervention
- Tier
- Monitoring
  - ✓ Assessment
  - ✓ Goal
  - ✓ Current
- Instructional Match
- Matched Goals

Screening-to-Intervention

- Profile
- Curriculum Level
- Inst. Need
- Local Intervention
- Tier
- Monitoring
- Instructional Match
- Matched Goals

Tier 1: Core

This step will help your team determine a possible solution and specific plan based on the possible cause(s) of the problem identified above.

Remember to consider the reading domains identified by the National Reading Panel (NRP, 2000) in combination with the areas of need identified by the Screening to Intervention Report.

Students generally move through the following progression when growing as readers:
Phonemic Awareness/Phonics (e.g., Recognizing Letter Sounds, Decoding)
Fluency
Vocabulary
Comprehension

In addition to the excellent classroom instruction you are already providing, what intervention(s) will be tried at the Tier 1 level this Winter?
The proposed Tier 1 intervention(s) should directly align to the hypothesized problem, and be implemented 3-5 times per week in the classroom. Intervention guides and materials will be available in a separate document, and can be found through this website: http://www.cehd.umn.edu/EdPsych/RIPS/interventions.html Most of these are comparable to PRESS interventions and other similarly-designed intervention programs. Your team may choose one of the following interventions, or another intervention of your choice (e.g., PRESS or another class-wide intervention) to address class-wide needs.

- [ ] ACCURACY + Letter Sounds = Picture Card Sorts (Students will build accuracy and master letter names and sounds and letter-sound correspondence by learning how to identify initial sounds in words through a picture sort activity.)
- [ ] ACCURACY + Decoding = Word Boxes (Students will be able to segment and blend sounds, master letter-sound correspondence and learn how to decode and read CVC words using words boxes and the "say it and move it" approach.)
- [x] ACCURACY + Fluency = Listening Passage Preview/Phrase Drill (Students will increase word recognition accuracy when reading sentences in story passages using listening passage preview [LPP] and phrase drill [PD] strategies.)
- [x] ACCURACY + Vocabulary = Sight Word Flashcards (Students in grades K-3 will build accuracy and master a set of sight words using an incremental rehearsal flashcard approach.)
- [ ] ACCURACY and AUTOMATICITY + Decoding = Word Mix Up (Students will become accurate in building and blending decodable words [e.g., CVC, digraphs, consonant blends, CVCe, vowel teams]. Students will also increase automaticity in reading the words built each lesson.)
- [ ] AUTOMATICITY + Letter Sounds = Letter Sound Bingo (Students will build automaticity and retention of letter sounds using a version of a "bingo" activity to practice words.)
- [ ] AUTOMATICITY + Fluency = Repeated Reading with Partners (Students will increase reading rate [automaticity] when reading sentences and story passages using repeated reading [RR] strategies with peer support.)
- [x] AUTOMATICITY + Vocabulary = Sight Word Bingo (Students will build automaticity and retention of a set of sight words using a version of "bingo" to practice the words.)
- [ ] BROAD READING + Comprehension = Repeated Reading with Comprehension (Students will focus on broad readings skills such as vocabulary and comprehension when reading sentences and story passages using repeated reading [RR] strategies with peer support.)
- [ ] Other:

(Second column, identical list)
- [ ] ACCURACY + Letter Sounds = Picture Card Sorts (Students will build accuracy and master letter names and sounds and letter-sound correspondence by learning how to identify initial sounds in words through a picture sort activity.)
- [ ] ACCURACY + Decoding = Word Boxes (Students will be able to segment and blend sounds, master letter-sound correspondence and learn how to decode and read CVC words using words boxes and the "say it and move it" approach.)
- [x] ACCURACY + Fluency = Listening Passage Preview/Phrase Drill (Students will increase word recognition accuracy when reading sentences in story passages using listening passage preview [LPP] and phrase drill [PD] strategies.)
- [x] ACCURACY + Vocabulary = Sight Word Flashcards (Students in grades K-3 will build accuracy and master a set of sight words using an incremental rehearsal flashcard approach.)
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- [ ] AUTOMATICITY + Letter Sounds = Letter Sound Bingo (Students will build automaticity and retention of letter sounds using a version of a "bingo" activity to practice words.)
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- [x] AUTOMATICITY + Vocabulary = Sight Word Bingo (Students will build automaticity and retention of a set of sight words using a version of "bingo" to practice the words.)
- [ ] BROAD READING + Comprehension = Repeated Reading with Comprehension (Students will focus on broad readings skills such as vocabulary and comprehension when reading sentences and story passages using repeated reading [RR] strategies with peer support.)
- [ ] Other:

After at least three to six weeks of implementing a Tier 1 intervention this Winter, what tool will your team use to measure student progress?
This can be done by creating a monthly Progress Monitoring group for the entire class within FastBridge Learning.

- ( ) Letter Sounds
- ( ) Decodable Words/Nonsense Words
- ( ) CBMReading at instructional level (below grade level)
- (•) CBMReading at grade-level
- ( ) Sight Words
- ( ) No progress monitoring needed (Wait for next screening period)
- ( ) Other:

Winter Tier 1 Plan Implementation and Monitoring

Grade-level or classroom-level interventions should be done daily for a set period of time, with fidelity, and should include a way to measure student progress.

How will fidelity of implementation be monitored this Winter?
How will our team ensure that teachers follow through on our agreed-upon Tier 1 intervention?
- (•) Observation (by administrator, instructional coach, or peer coach).
- ( ) Self-report
- ( ) Other:

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Tier 2

Decision Making Protocol: An Example

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Tier 2: Supplemental

Screening-to-Intervention

- ➢ Profile
- ➢ Curriculum Level
- ➢ Inst. Need
- ➢ Local Intervention
- ➢ Tier
- ➢ Monitoring
  - ✓ Assessment
  - ✓ Goal
  - ✓ Current

Slide 27

Tier 2 at the Grade-Level - Strategic/Intensive Interventions ARE in Place

Now that you know what your students need, let's talk about what supports you have in place.

Tier 2 Problem Analysis

Tier 2 (Strategic/Intensive) Intervention Review

The team should take a moment to review the available Tier 2 options in the area of reading. For the purposes of the analysis, these are strategic or intensive reading interventions that students receive in addition to the core reading instruction. Ideally, there should be options available that focus on each of the domains identified by the National Reading Panel (2000): Phonemic Awareness/Phonics (e.g., Recognizing Letter Sounds, Decoding), Fluency, Vocabulary, and Comprehension.

In addition, these interventions should follow the Instructional Hierarchy for reading, starting with Acquisition (learning the skill and building accuracy), Fluency (being able to use the skill automatically), and then Generalization (using the skills in new contexts and for comprehension).

At your grade-level, please indicate whether there are reading interventions available for students that target the intervention needs identified in the Screening to Intervention Report.
Choose all of the interventions that are available to students at your grade level.

- [ ] ACCURACY - There is at least one intervention available to help students acquire and practice reading skills. These interventions should include a high level of demonstration, modeling and feedback.

- [x] AUTOMATICITY - There is at least one intervention available to help students' reading skills become more automatic once they have acquired the basic reading skills needed. These interventions should include opportunities for independent practice, incentives for speed, and demonstration of the grade-level skills expected.

- [x] BROAD READING - There is at least one intervention available to help students generalize their acquired reading skills, once those skills are automatic. These interventions should include the use of reading in order to gain information.

Tier 2: Supplemental

Tier 2 (Strategic/Intensive) Intervention Match

At this time, your team should briefly review the names of all of the students at this grade level who were identified as having a Tier 2 reading intervention need by the Screening to Intervention report, and discuss whether their current supports are targeting their idea of need.

Upon review, were the current strategic/intensive intervention groups created with students' specific intervention needs in mind?

- (●) Yes
- ( ) No
- ( ) Don't know

Next Steps - Review Data Now or Later? *
How are we going to reorganize our strategic/intensive groups (if needed), with our school's resources in mind?

- ( ) We are confident that our current strategic/intensive groups are structured in such a way that students are receiving supplemental instruction in their area of need. Yay! Now we will review their progress.

- (●) We are going to take a moment to review our current progress monitoring data and ensure that our strategic/intensive groups are organized to meet students' needs.

- ( ) We will analyze our progress monitoring data and reorganize our strategic/intensive groups at another time. Right now, this team will focus on Tier 1 core instruction in the classroom.

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Slide 28

Progress Monitoring - Groups Already Set Up

Progress Monitoring for Reading

If students are receiving a Tier 2 intervention, their progress in the intervention should be recorded in FastBridge Learning.

Identifying the Appropriate Progress Monitoring Tool for Reading

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Tier 2: Supplemental

Finding Progress Monitoring Graphs

To view the graphs for progress monitoring groups:
1) In the Reports Manager, click on Progress Monitoring Report
2) Click on each group for the grade level you are examining to see the graphs for each student in that graph

OR
Within the Screening to Intervention Report, if students are currently in a Progress Monitoring Group there will be a link to that group under the column "Current PM Groups".

Review Progress Monitoring Report

Progress Monitoring Report

CBMReading English Progress Monitoring Report

Interpreting Progress Monitoring Graphs

For each group, consider the following:
1) Is there data? Has data been collected consistently?
2) Overall, are students in this group making progress?
3) Which students are not 'on-track' (below goal line)?

For a short video on interpreting Progress Monitoring graphs, follow this link (you must sign in to FastBridge):
https://fastforteachers.freshdesk.com/support/solutions/articles/5000539988-progress-monitoring-graph-tutorial-video

Checking Progress Monitoring Data - Step 1: Data
For the groups that do not have data - make a plan! Cross-check with the Screening to Intervention Report to ensure that all students with a Tier 2 need in Reading are part of a progress monitoring group.

○ All of our students listed as demonstrating a Tier 2 need have a Progress Monitoring graph within FastBridge.

◉ Some of our students listed as demonstrating a Tier 2 are in Progress Monitoring groups within FastBridge, but no data has been collected yet. We will make a plan to begin data collection.

○ Some of our students listed as demonstrating a Tier 2 need do NOT have Progress Monitoring graphs within FastBridge. We will make a plan to create more progress monitoring groups within FastBridge, and begin data collection.

Checking Progress Monitoring Data - Step 2: Overall Trends
Look at trends in the data. Are students in each group generally making progress? If not, consider the following: Have students been placed in intervention groups with their specific needs in mind? Have the interventions been implemented with fidelity? Have the students consistently received the intervention?

◉ Yes! Overall, most of our progress monitoring groups show an upward trend in students' progress!

○ Most of our progress monitoring groups show an upward trend in students' progress, but certain students are not showing the same growth as their peers.

○ There is inconsistent student progress in our progress monitoring groups. We need to discuss this further.

Checking Progress Monitoring Data - Step 3: Individual Students
Review the Screening to Intervention Report again. Are there individual students who may need a different type of intervention than what they are currently receiving (consistently falling below their goal line)? Are there students who may no longer need a targeted intervention (achieved grade-level benchmarks)?

○ All of the students will continue in their current intervention/progress monitoring groups.

○ There are some students who need a change in their intervention/progress monitoring groups.

◉ We do not yet have enough data to make decisions about our intervention/progress monitoring groups. We will collect more data before making decisions about student placement in intervention/progress monitoring groups.

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Tier 2: Supplemental

Tier 2 Plan Development - Reorganizing and Planning Strategic/Intensive Group Interventions

Discuss the trends you observed in the data, and make an action plan to follow up on areas of concern.

Remember that regular review of progress monitoring data can be very useful for grade-level team discussions!

Our team has a plan for ensuring that all students identified as having a Tier 2 need in reading will receive an appropriately targeted intervention in addition to instruction in the classroom.
Remember that these discussions can be an ongoing part of grade-level team meetings.

○ Yes!

◉ No. We need to spend more time discussing our classroom instruction and small group interventions.

Tier 2 Plan Implementation and Monitoring

Make sure that your team has a plan to ensure that progress monitoring data is collected on a regular basis, that each student in a strategic or intensive intervention group has a realistic goal, and that there is some way to check the fidelity of implementation of these interventions.

We are confident that progress monitoring data will be collected on a regular basis for students receiving strategic/intensive interventions.

	1	2	3	4	
No. We need to spend more time discussing how to collect data as a team.	○	○	◉	○	Yes! We have a plan for who will be collecting data, and how often that data will be collected and reviewed.

We are confident that all students in strategic/intensive interventions have realistic goals for growth in reading.

	1	2	3	4	
No. We need to spend more time discussing how to set realistic goals for students in our progress monitoring groups.	○	○	◉	○	Yes! All students in progress monitoring groups have realistic goals for growth.

We have a way to check the fidelity of implementation of our strategic/intensive interventions.

	1	2	3	4	
No. We need to spend more time discussing how to ensure that our interventions are being implemented with fidelity.	○	◉	○	○	Yes! We have a clear plan to check the fidelity with which our interventions are implemented.

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Tier 2: Supplemental

Multi-Tiered Systems of Support (MTSS) Data-Based Decision-Making Tool for Elementary Grade-Level Teams

Ongoing evaluation of instruction and interventions

When will our team check back to review our plans and progress towards our goals?

Six Weeks-sooner if any one needs help

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Summary and Feedback - Winter

Thank you for completing this MTSS Decision-Making Form!

At this time, we would like to gather a bit of information from you to make sure that this process was helpful for your team!

How long did this Decision-Making process take today (Winter)?

○ Fewer than 10 minutes
○ 11-20 minutes
○ 21-30 minutes
○ 31-45 minutes
● 46-60 minutes
○ More than 60 minutes

How did the length of time required feel for your team (Winter)?

○ Too short
● Just right
○ Too long

In order to improve this process the next time around, please provide any additional feedback from your team (Winter).
Were there any pieces missing that your team felt should have been included? Were there questions asked that were not necessary? Was the process helpful?

Your answer

What (if any) additional questions does your team have (Winter)?

Your answer

⬤ Send me a copy of my responses.

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Aggregated Data

School and District Level Support

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Multi-Tiered Systems of Support (MTSS) Data-Based Decision-Making Tool for Elementary Grade-Level Teams
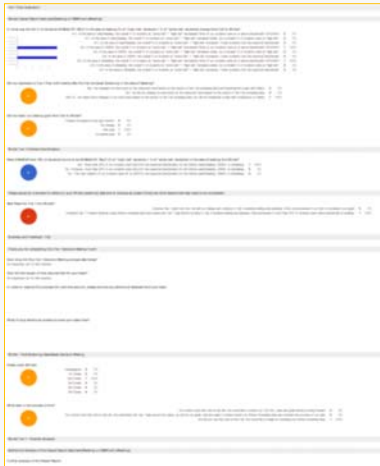
Your response has been recorded.

See previous responses
Edit your response
Submit another response

Informed Leadership: Analysis of Systems

Tier 1 School/District Level
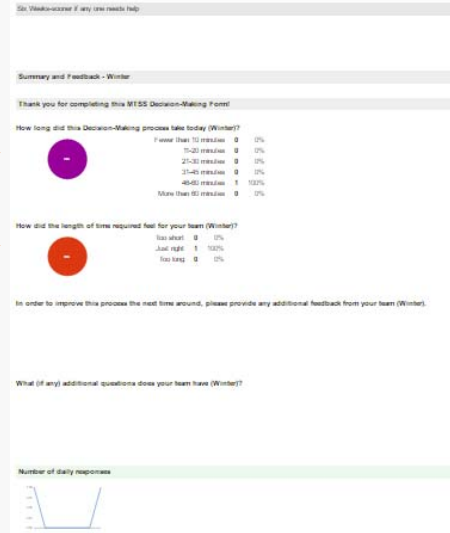
Tier 2 School/District Level

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Informed Leadership: Analysis of Systems

How much time did this take?

Was is a good use of your time?

Recommendations to improve?

When was it done?

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Coming Soon

Group Screening, Group Growth, & School/District Reports

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Coming Soon

➢ Updated Group Report

➢ Updated Growth Report

➢ District/School Level Reports (Disaggregated)
  ✓ Know you population.
  ✓ Know the effect of services.

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District and School Reports: Disaggregated

➢ Domains
  ✓ Reading
  ✓ Math
➢ Metrics
  ✓ % at risk
  ✓ Growth %tile (SGP)
➢ Demographics
  ✓ Ethnicity
  ✓ Service Code (GenEd, SpEd)
  ✓ Language Status
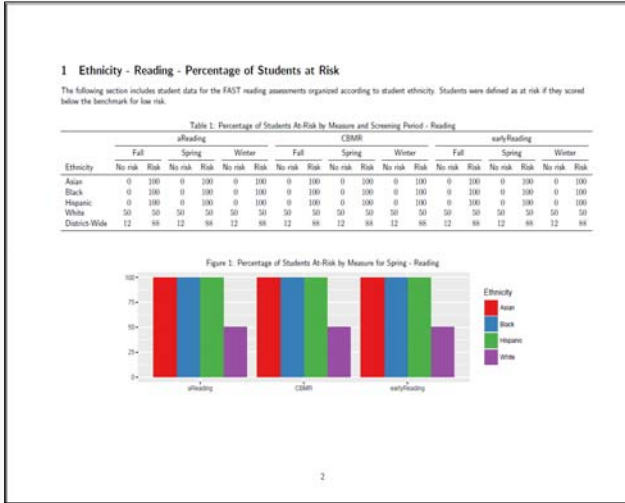 ✓ Sex/Gender
  ✓ Free & Reduced Lunch
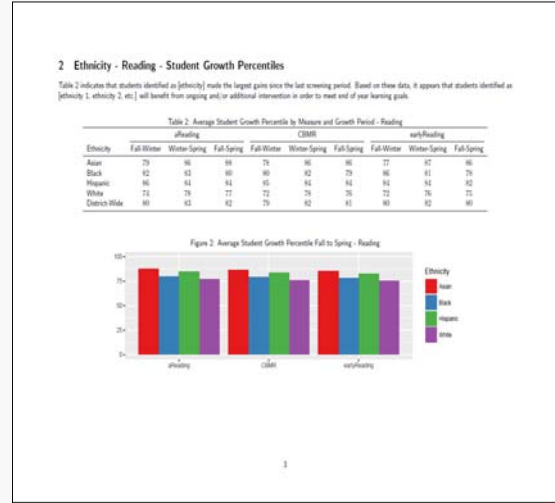
Request: reports@fastbridge.org

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District and School Reports

Report Element: Percentage of Students At-Risk

Report Element: Percentile of Growth

Things to Remember

➢ **Multi-Tiered Problem Solving Form**
  ✓ Downloadable as pdf & Google form
  ✓ Developed at the U of Minnesota
    ❖ *Not supported by FBL*
      • Knowledge-Based: "MTSS Form"
    ❖ *Planned as part of FBL future functionality*

➢ **Coming Soon (March)**
  ✓ Enhanced Group Report
  ✓ Enhanced Growth Report
  ✓ District and School Reports
    ❖ *Disaggregated, Demographics*
    ❖ *Submit a request: reports @fastbridge.org*

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