

FastBridge Summer, 2021 Release Notes

We are excited to announce a number of new features and enhancements to FastBridge. This release is focused on adding new valuable resources, and improving the quality and usability of FastBridge across several key areas.

Highlights:

- mySAEBRS Spanish
- Updated Research for SAEBRS/mySAEBRS
- Updates to Sentence Reading Assessment
- New Progress Monitoring Setup
- Lexile® Measures
- Updated Norms for FastBridge Assessments

mySAEBRS Spanish

The Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS) rating scale that students complete about their social, academic, and emotional behaviors is now available in Spanish! As part of our equitable learning initiative, assessing students in their home language is a better pathway to give every student an equal opportunity to express how they're feeling. Educators can use the data from mySAEBRS Spanish to inform instruction, and serve and support more students.

Updated Research for SAEBRS/mySAEBRS

To date, the SAEBRS and mySAEBRS have been *criterion-referenced* screeners. That is, the SAEBRS and mySAEBRS cut scores used to identify students exhibiting social-emotional and behavioral (SEB) risk had been those scores suggested by research to be diagnostically accurate. Now, with the publishing of nationally representative norms for the Total Behavior scale on both screeners, the SAEBRS and mySAEBRS are transitioning to being *norm-referenced* screeners. Moving forward, risk on the Total Behavior scale will be defined as follows:

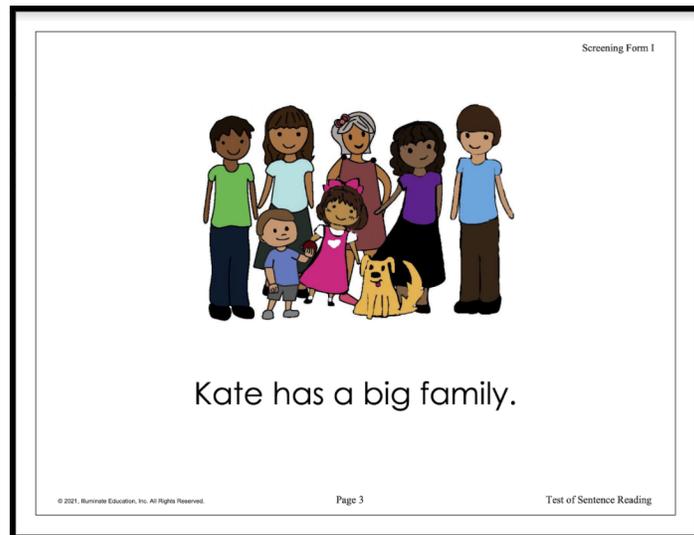
- **Low risk:** Students whose score falls less than one standard deviation below the normative mean. Scores in this range fall above the 17th percentile in a national sample.
- **Some risk:** Students whose score falls more than one standard deviation below the normative mean. Scores in this range fall between the 3rd and 16th percentile in a national sample.
- **High risk:** Students whose score falls more than two standard deviations below the normative mean. Scores in this range fall below the 3rd percentile in the national sample.

Note: All students' historical scores will be updated to reflect the new cut-scores above. In some cases, students' previous risk levels may change.

Updates to Sentence Reading Assessment

The FastBridge earlyReading English Sentence Reading subtest was updated to reflect more diverse characters and settings. This update was developed at the request of users and with their input. The primary changes include illustrations which depict a racially diverse family. In addition, one sentence was updated to provide a better description of the corresponding picture and this change uses words already in the story, thus, it has no impact on norms and benchmarks. The final enhanced subtest includes story characters with greater racial diversity that correspond to the diverse backgrounds of U.S. students.

Due to these changes, all FastBridge users who administer the Grade 1 earlyReading English screening Composite **will need to download and print the enhanced version of this subtest.**



New Progress Monitoring Setup

With a new dashboard and setup process, FastBridge will provide educators with a progress monitoring solution that will help students learn more, improve decision making by using data and help students become aware of their own performance.

Educators will have:

- User-friendly experience that makes progress monitoring setup quicker, easier and more flexible to work with district workflows.
- Set up multiple types of progress monitoring groups based on students needs, including ability to edit plans, release students from interventions and view progress monitoring graphs
- Keeps students growth on track with visual indicators for missed progress monitoring assessments

The screenshot shows the FastBridge Progress Monitoring dashboard. At the top, there are navigation tabs for Specialist, Training & Resources, Screening, Progress Monitoring, and Reporting. Below the navigation, there are filters for FAST Elementary - West, Grade, Teacher, Subject Area, Monitoring Assessment, PM Assessor, Strategy, Interventionist, and Intervention Name. A search bar is also present. The main table displays the following data:

Student Name	Monitoring Date	Assessment	Start Score	Monitoring Scores	Recent Trends
BAILON, Ava	Upcoming	AUTOreading Letter Names (Gx)	22	Start	-
Bevarro, Ronda	Overdue	CBMreading English CBMR-English (G1)	121	61	Graphs
Binks, Alex	Overdue	CBMreading English CBMR-English (G3)	0	40	Graphs
Bogner, Adriana	Overdue	earlyReading English Nonsense Words	7	Start	-
Bogner, Adriana	Overdue	CBMreading English CBMR-English (G1)	0	75	Graphs
Craig, Brian	Overdue	CBMreading English CBMR-English (G3)	77	56	-
Erickson, Micheal	Overdue	CBMreading English CBMR-English (G3)	98	90	-
Scott, Susan	Upcoming	earlyReading English Decodable Words	0	Start	-

Showing 1 to 8 of 8 records | Page 1 of 1

The screenshot shows the same FastBridge Progress Monitoring dashboard as above, but with an "Intervention Details" modal open on the right side. The modal contains the following information:

- Interventionist: Robinson, Ronald
- Subject Area: Reading
- Strategy: Letter Sound Bingo
- Name: Robinson: Phonics: Letter Sound Bingo
- Note: © This name has been autosuggested.

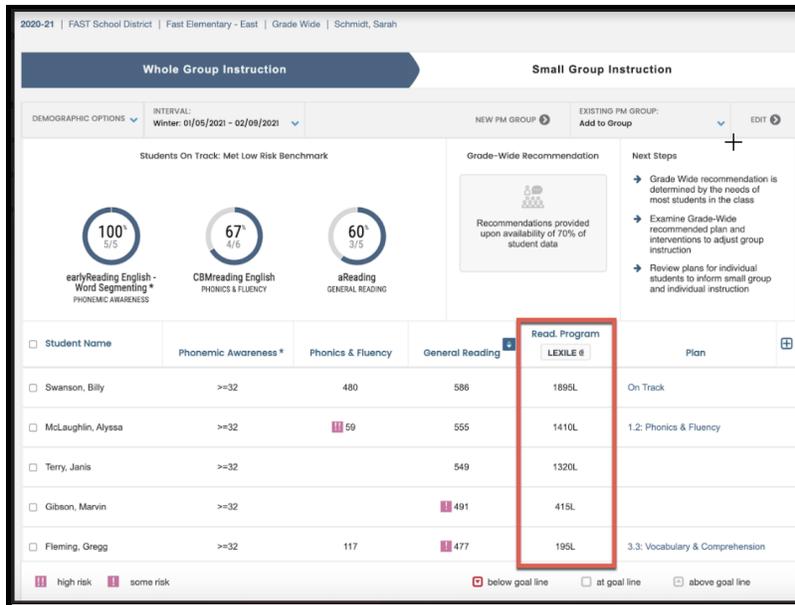
At the bottom of the modal, there are "SKIP" and "NEXT" buttons.

Note: This new setup will be for academic (reading and math) progress monitoring groups. Behavior progress monitoring redesign will be released this Fall.

Lexile® Measures

Illuminate Education partnered with MetaMetrics® to conduct a study that links FastBridge aReading scores to the Lexile® framework. The purpose of this study was to develop a model to convert aReading scores to Lexile® measures. The Lexile® Framework for Reading provides a mechanism for matching each student's reading ability with text such as books or reading passages. This enables educators, caregivers, and students to identify texts that will appropriately challenge students and help them become better readers.

The new linking study results will replace the estimated Lexile measures that were previously available in the FastBridge Screening to Intervention (s2i) report.



Updated Norms for FastBridge Assessments

FastBridge updated the national norms and benchmarks for several assessments for the 2021 summer release. This update is part of a continuous improvement strategy to help customers make better decisions about students' needs and programs. This continuous improvement process includes using cumulative data to review and improve norms and benchmarks. Specifically, as more student data become available for a FastBridge assessment, the aggregate scores are evaluated to determine sufficiency for improving the accuracy of the norms. The assessments listed in Table 1 are those for which newer data were used to improve upon existing norms. Note there were applicable seasonal norms *and* growth norms across seasons were updated.

Two types of norms are available in FastBridge: User Norms, and Demographically Matched Norms.

User Norms are based on all available data from customers that use the assessment for universal screening. For the purposes of FastBridge norms calculation, universal screening is defined as screening at least 90% of enrolled students in a grade. Among schools meeting this threshold, the median screening rate is about 96%.

Demographically Matched Norms are also derived from schools that screen at least 90% of their students, but they also include matching the norm sample demographics to the U.S. school population based on gender, race/ethnicity, and free or reduced lunch rates.

Both sets of norms are valid for screening and identifying students at risk. However, the Demographically Matched Norms by matching the sample to student characteristics in the population, these norms provide more accurate comparison to national performance standards. Demographically Matched Norms are available for all FastBridge assessments included in the recommended FASTTrack Reading and Math and that are used in the FastBridge Screening-to-Intervention report.

Norm Updates. The updated Spanish earlyReading and Spanish CBMreading norms were derived primarily from students enrolled in dual language immersion programs. In these programs, native English speakers are paired with native Spanish speakers to receive instruction in both languages to promote bilingual and biliterate students.

The updated aReading and aMath high school norms used additional procedures to better align them to national performance expectations including anchoring them against other nationally normed standardized reading and math assessments (e.g., NWEA MAP) and using growth rates across grades and seasons to validate the norms.

SAEBRS and mySAEBRS each use a single set of norms spanning the entire grade range for which each measure is intended. Developmental, grade-based norms were not used because the distribution of scores on both measures remains stable across grades and seasons. Because scores generally remain very stable for most students in the population across time, growth norms were not developed. Nevertheless, progress on SAEBRS and mySAEBRS can be evaluated across seasons by comparing the total scores. To be considered a significant change, the difference across seasons should exceed 4 points on the total scale.

FastBridge Measures with Updated National Norms - Table 1

Measure	Grades	National Norm Category
earlyReading Spanish Composite	K – 1	User Norms
• Concepts of Print	K (F)	User Norms
• Onset Sounds	K (F, W)	User Norms
• Letter Sounds	K – 1(F)	User Norms
• Sight Words	K (S) – 1 (S)	User Norms
• Word Segmenting	K (W) – 1 (S)	User Norms
• Syllable Reading	K – 1	User Norms
CBMreading Spanish	1 – 6	User Norms
aReading	7 – 8	Demographically Matched Norms
aMath	7 – 8	Demographically Matched Norms
aReading	9 – 12	User Norms
aMath	9 – 12	User Norms
SAEBRS ^a	K – 12	Demographically Matched Norms
mySAEBRS ^a	2 – 12	Demographically Matched Norms

- ^a Includes updated benchmarks for subscales: Social, Academic, Emotional