FastBridge Webinar Series
Part 1: Preventing COVID Slide This Spring

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Preventing COVID Slide This Spring

- Review changes to instruction this year and their impact on traditional screening
- Explore ways to review FastBridge screening data to identify students experiencing learning loss or plateaus
- Consider ways to address student needs through remote learning
- Discuss frequently asked questions about using data collected remotely

“Now is not the time to throw out standards and give up on kids.”
- Success Academy Founder and CEO Eva Moskowitz

Our Spring Has Changed

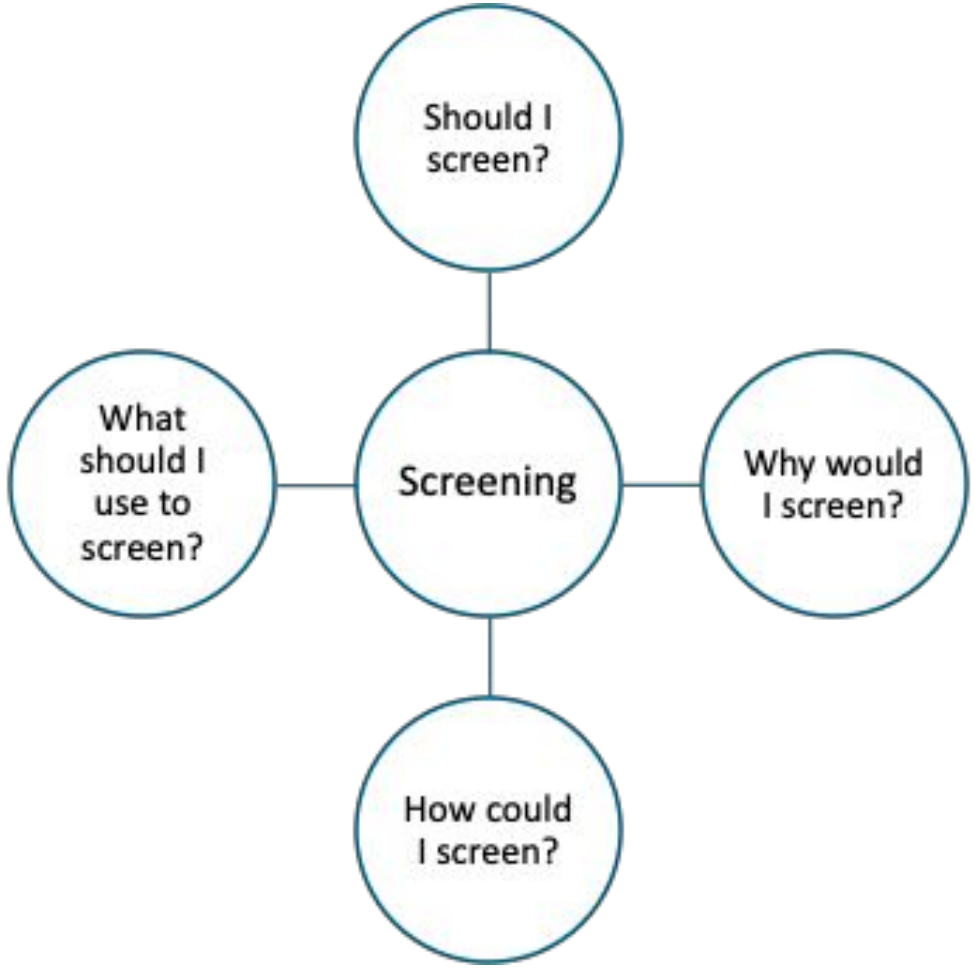
School This Spring

School is Closed

Learning is optional and ungraded

Attendance is expected and work is graded

Screening in a Remote Environment



Why Screen This Spring?

We don't see students learning

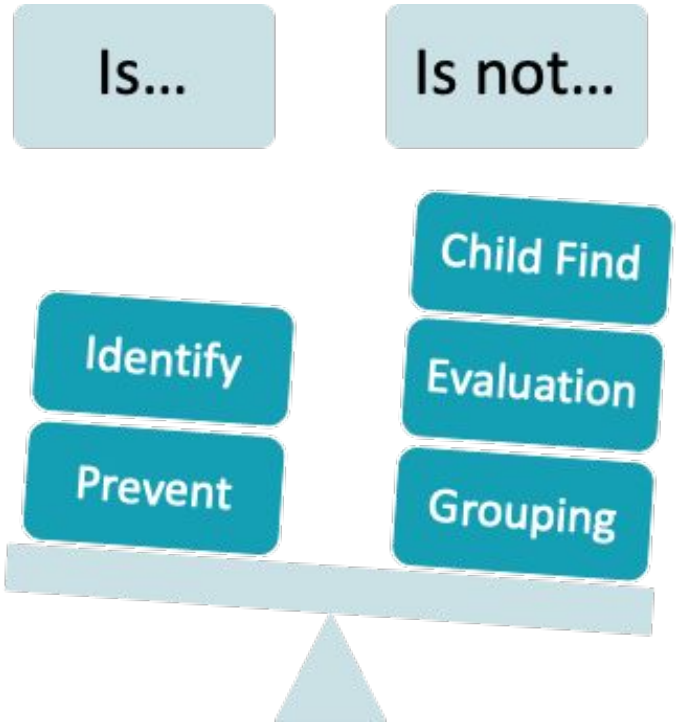
Prevent the COVID Slide

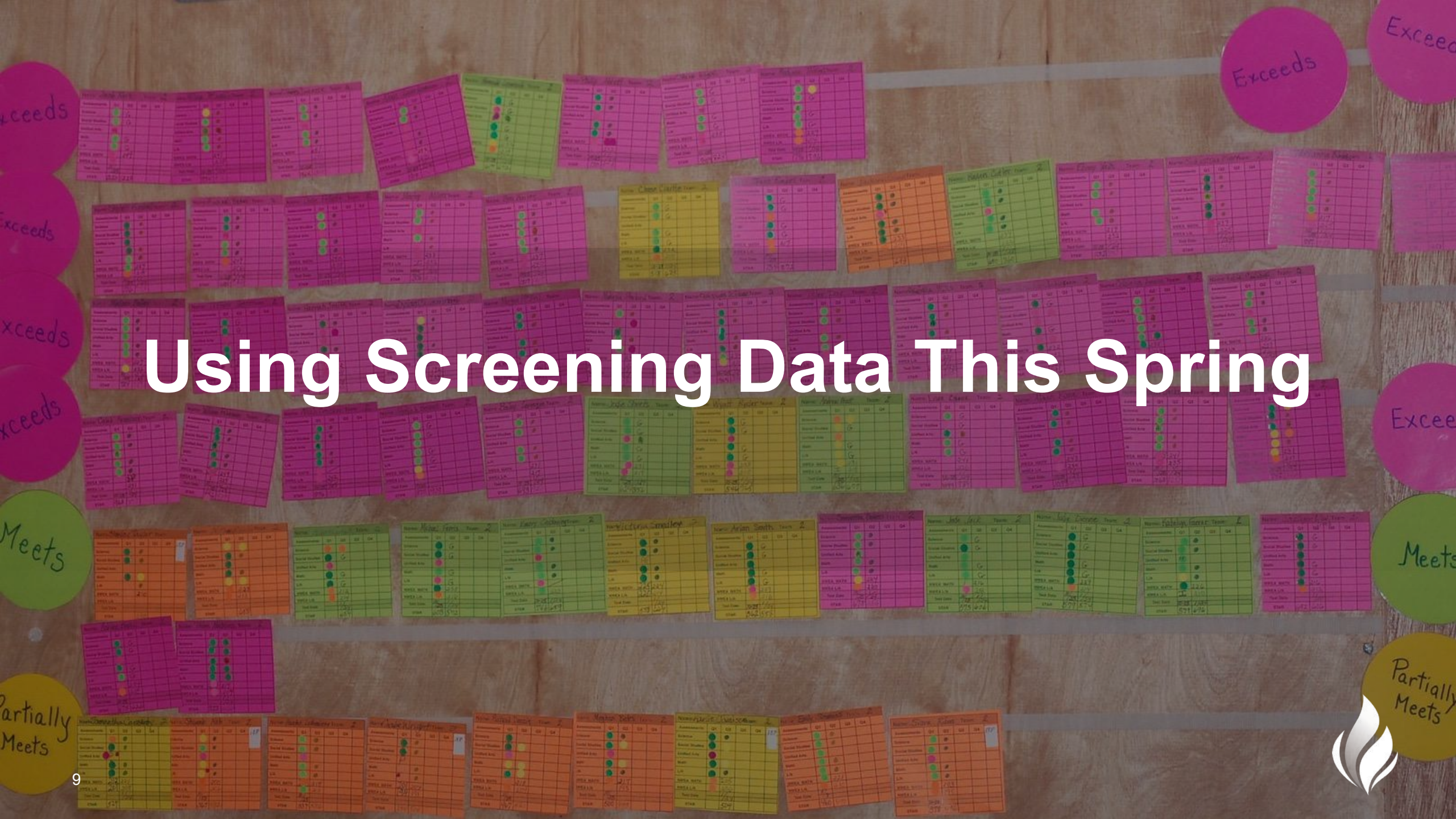
EdWeek Survey

“Difficulty in knowing if students are learning or if they need more help”

- 58% of those surveyed

Screening This Spring





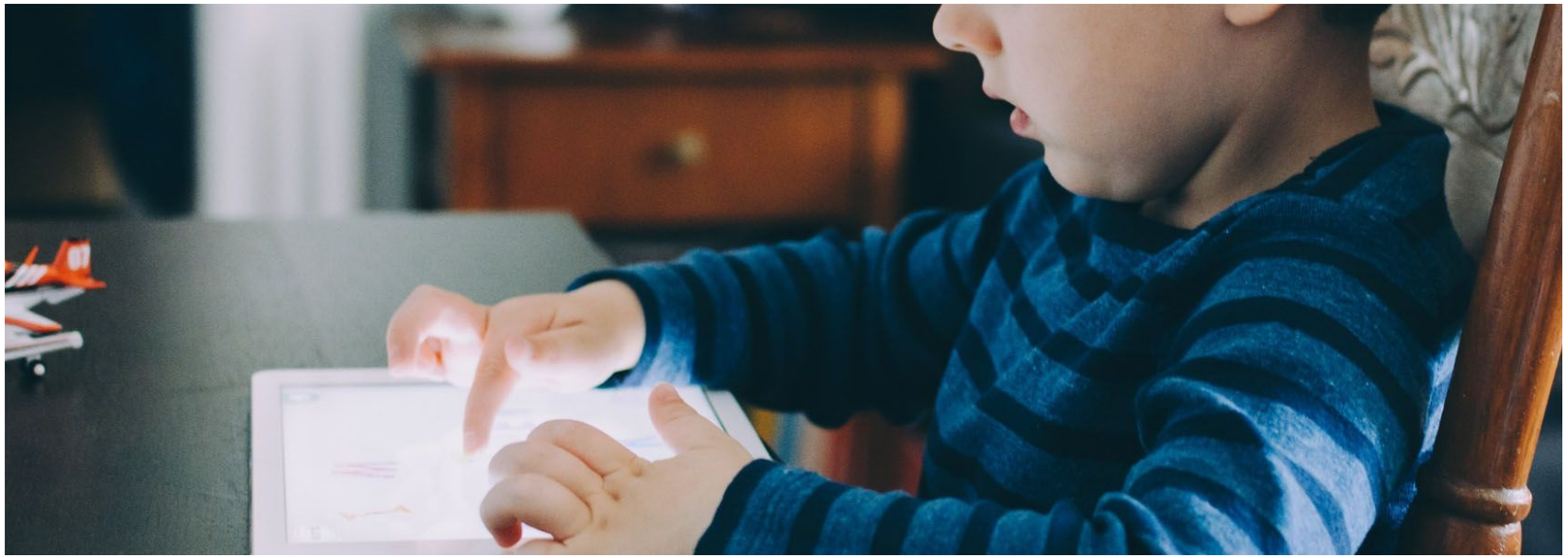
Using Screening Data This Spring

Screening Questions this Spring

How is the COVID crisis impacting student learning?

- ➔ Which students are experiencing a loss of learning?
- ➔ Which students have made little to no growth since winter?
- ➔ Are we preventing the COVID slide?

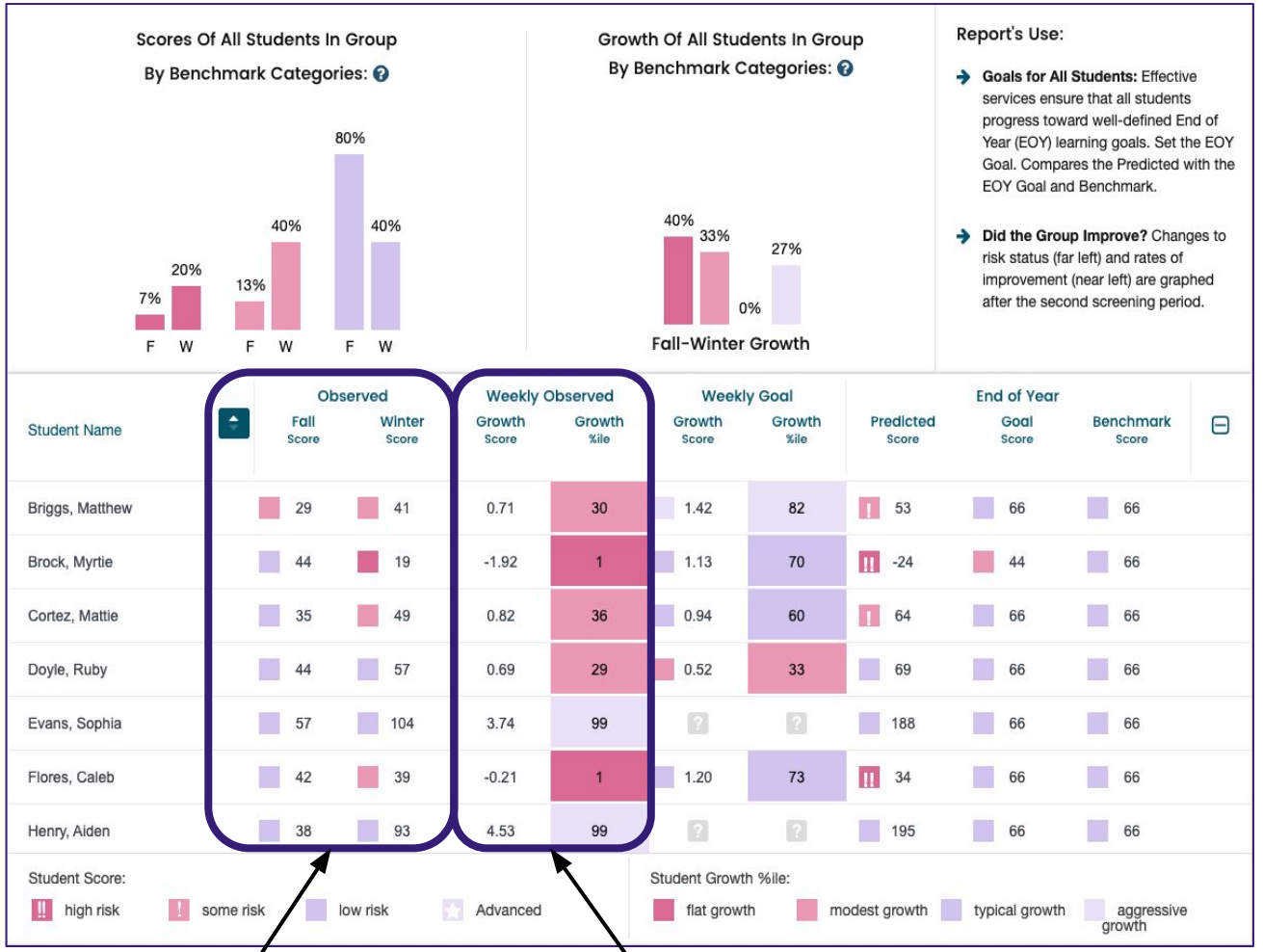
Is Remote Testing Valid?



- ➔ Follow standardized procedures and all FastBridge remote assessment guidelines
- ➔ Possible threats to validity
  - ◆ Not adhering to guidelines
  - ◆ Connectivity problems
  - ◆ Motivation
    - Proctoring helps to maintain engagement

Is Learning Impacted?

Group Growth Report



Screening Scores

Growth Scores

Growth Score

Group Growth Report

Student Name	Observed Fall Score	Observed Winter Score	Weekly Observed Growth Score	Weekly Observed Growth %ile
Briggs, Matthew	29	41	0.71	30
Brock, Myrtie	44	19	-1.92	1
Cortez, Mattie	35	49	0.82	36
Doyle, Ruby	44	57	0.69	29
Evans, Sophia	57	104	3.74	99
Flores, Caleb	42	39	-0.21	1
Henry, Aiden	38	93	4.53	99

Rate of Improvement

Growth Percentile

Understanding Growth

- Growth (rate of improvement) shows how much each student's score changed from one screening to the next
- Growth rates are labeled to facilitate interpretation: flat, modest, typical, aggressive
- They are not telling you about a student's level of risk (e.g. some risk to low risk)
- A student may have "aggressive" growth rate, but still score at a "some risk" level.

Growth Categories

Flat

- 1st - 15th percentiles

Modest

- 16th - 40th percentiles

Typical

- 41st - 70th percentiles

Aggressive

- 71st - 99th percentiles

How Do I Know If Learning Was Affected?

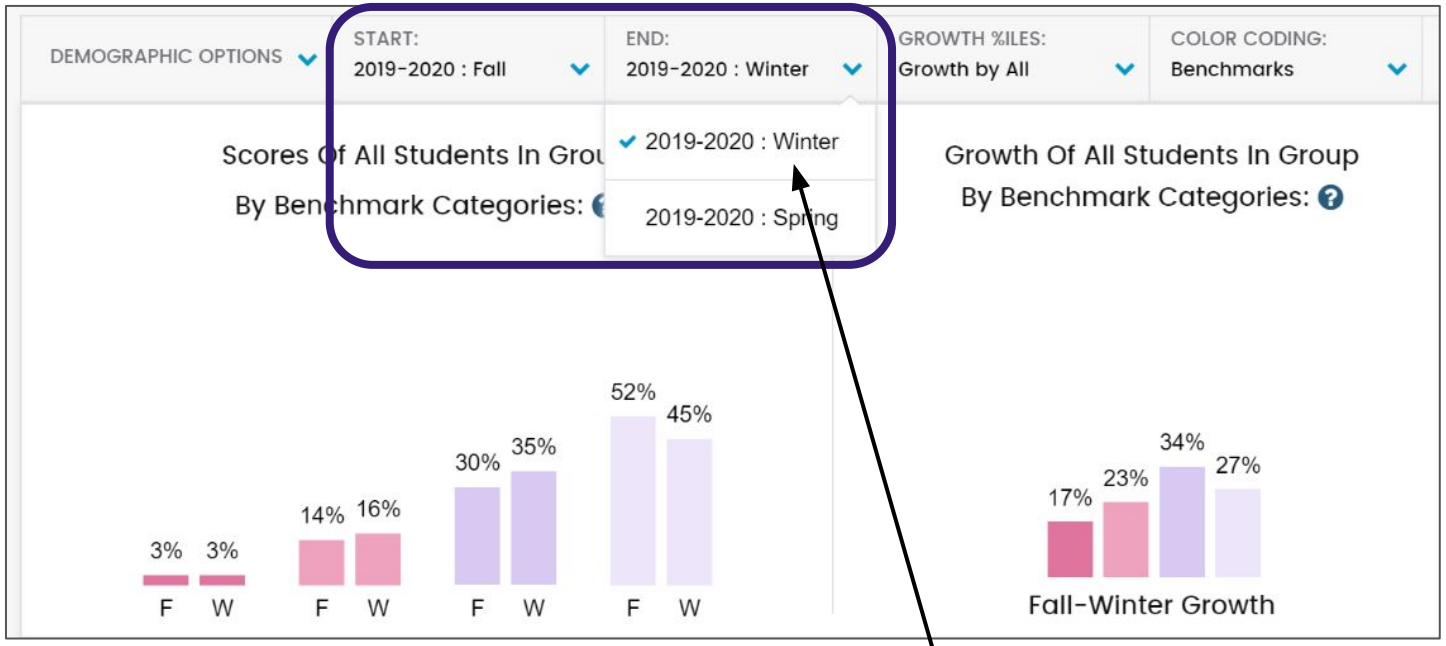
Group Growth Report

Student Name	Observed Fall Score	Observed Spring Score	Monthly Observed Growth Score	Monthly Observed Growth %ile
Henderson, Anthony	468	515	5.10	93
Horton, Amy	488	515	2.93	65
Poole, Edgar	481	513	3.44	75
Cohen, Jim	507	511	0.37	6
Jones, Lena	515	507	-0.88	1
Bradley, Donald	473	504	3.37	74
Rogers, Arthur	495	501	0.71	10

Growth %ile

- ➔ Growth Percentiles < 16 are rare
- ➔ Review other growth scores
- ➔ Rule out threats to test validity

Group Growth Report



Select **Winter** to obtain fall to winter growth rates

Which Students Have Made Little to No Growth Since Winter?

Student Name	Observed		Weekly Observed		Weekly Goal		End of Year		
	Fall Score	Winter Score	Growth Score	Growth %ile	Growth Score	Growth %ile	Predicted Score	Goal Score	Benchmark Score
Flores, Caleb	42	39	-0.21	1	1.20	73	34	66	66
Hunter, Mason	63	25	-2.35	1	0.90	57	-24	44	66
Robinson, Jeremy	41	29	-0.97	1	0.68	43	8	44	66
Brock, Myrtie	44	19	-1.92	1	1.13	70	-24	44	66
West, Ada	39	39	0.00	2	1.75	91	39	66	66
Rowe, Elijah	34	36	0.13	4	1.34	79	39	66	66
Wheeler, Belle	54	62	0.58	22	0.18	16	75	66	66

Are We Preventing the COVID Slide?

Acting On Our Data

“Now is not the time to throw out standards and give up on kids.”

Success Academy Founder and CEO, Eva Moskowitz

A Tale of Two Students...

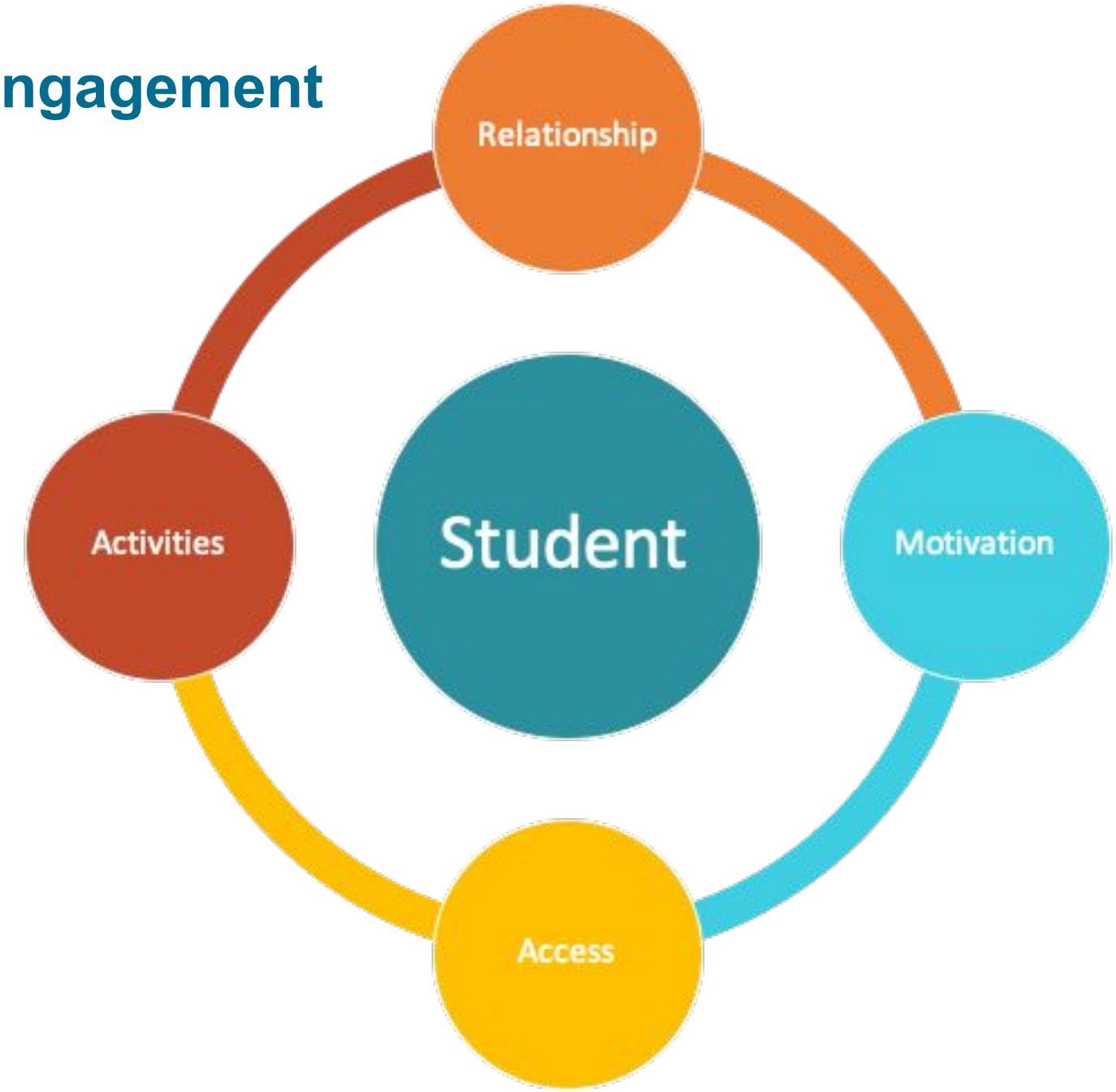
Engaged in learning?

Comparing Growth

Observed		Weekly Observed		Weekly Goal		End of Year		
Fall Score	Spring Score	Growth Score	Growth %ile	Growth Score	Growth %ile	Predicted Score	Goal Score	Benchmark Score
61	86	0.64	13	?	?	! 86	101	101

Observed		Weekly Observed		Weekly Goal		End of Year		
Fall Score	Spring Score	Growth Score	Growth %ile	Growth Score	Growth %ile	Predicted Score	Goal Score	Benchmark Score
79	136	1.47	64	?	?	135	131	101

Fostering Engagement



Relationships

Take time to connect

- Students know if we care
- Students want to connect with each other

Motivation

What motivates you?

- Social acknowledgement
- Peer esteem
- Praise
- Money

Also works for students!

Access

Selecting materials at students' skill levels

1 + 1 =

15 x 9 =

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Too Easy

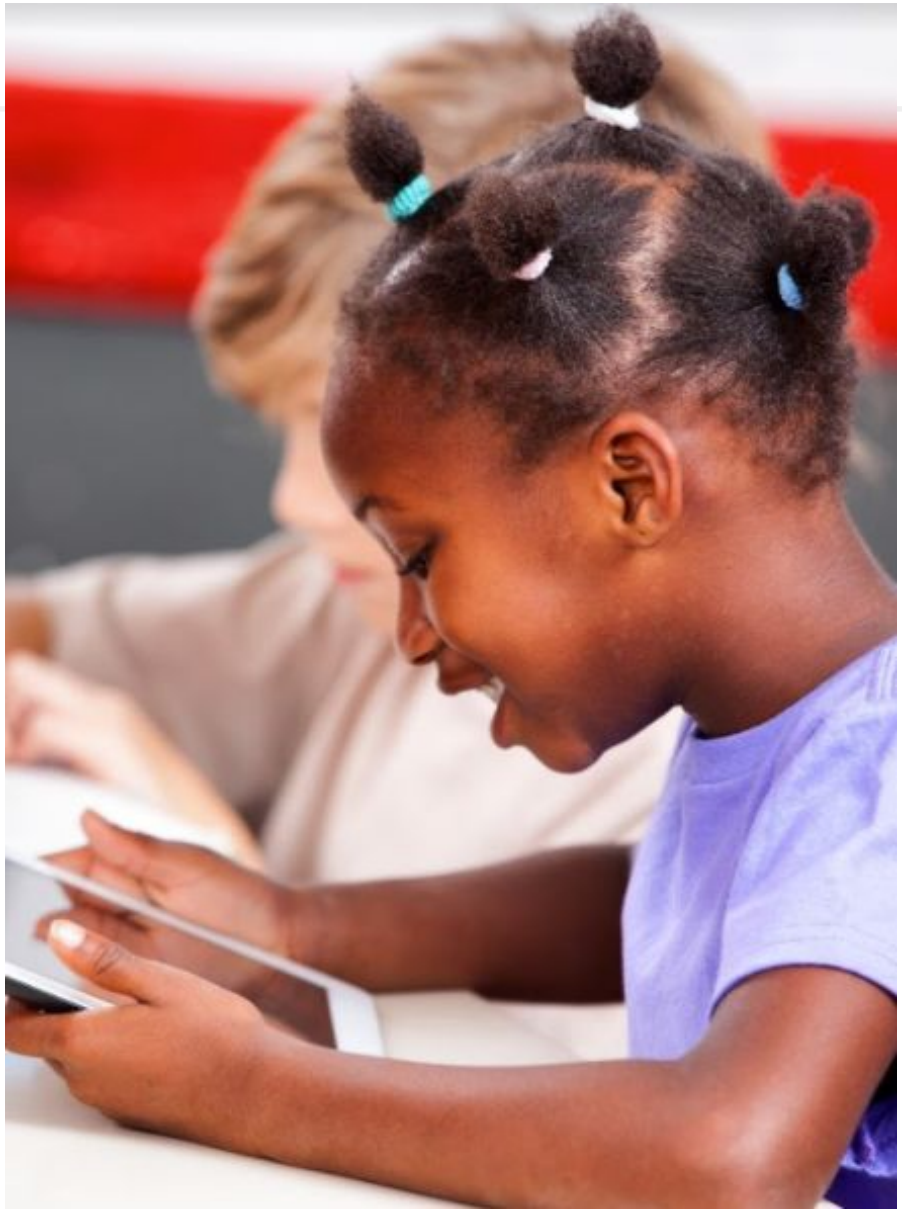
Just Right

Too Hard

Activities

Consider:

- Frequency
- Duration
- Pacing
- Student opportunities to respond



Frequency

Not the same as on-campus schedules

- Regular schedules are best
- Could be:
  - Daily
  - 3 times/week
  - 2 times/week
- Depends on the content
- Sometimes, less is more

Duration

Longer is not always better

- Think brief and frequent
- Practice time
- Maintain skills

Pacing

Frequency = Spaced Practice

- More frequent and shorter lessons

Duration = Massed Practice

- Less frequent and longer lessons

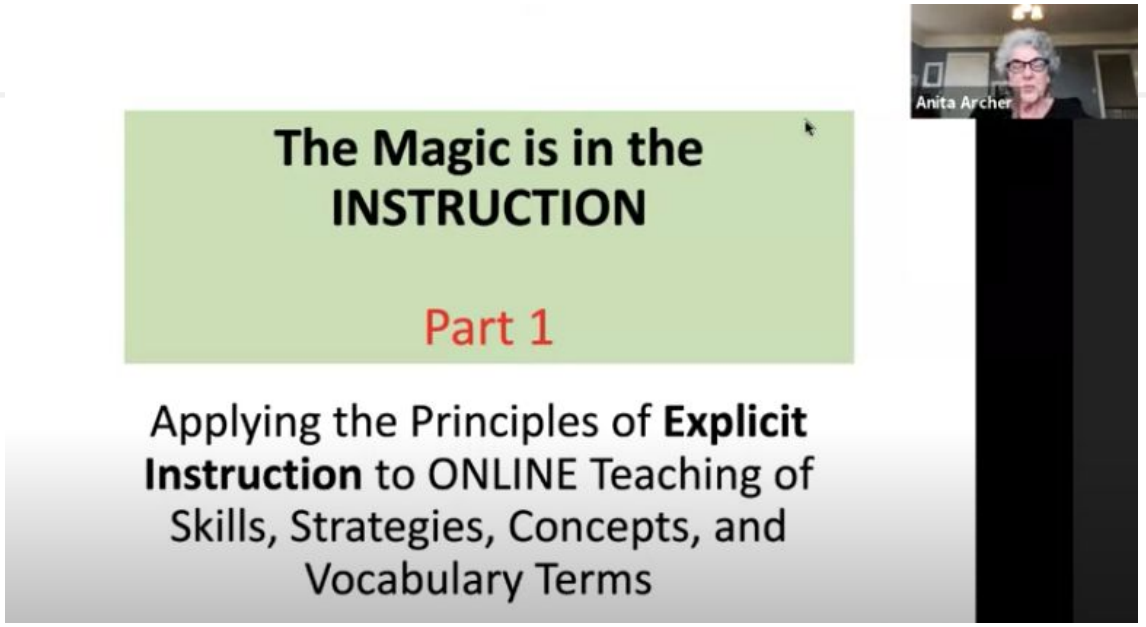
Opportunities to Respond

Think Practice, Practice, Practice

- Choral responding
- Immediate feedback
- Make it FUN!

Additional Resources

Anita Archer videos



- Part 1 - https://www.youtube.com/watch?v=s7XIZOFWIdM
- Part 2 - https://www.youtube.com/watch?v=U0gFga1btN4

Frequently Asked Questions

What about students who haven't been screened because they haven't been online?

Can I use norms and benchmarks with remote screening data?

Are the Benchmarks & Norms Valid?

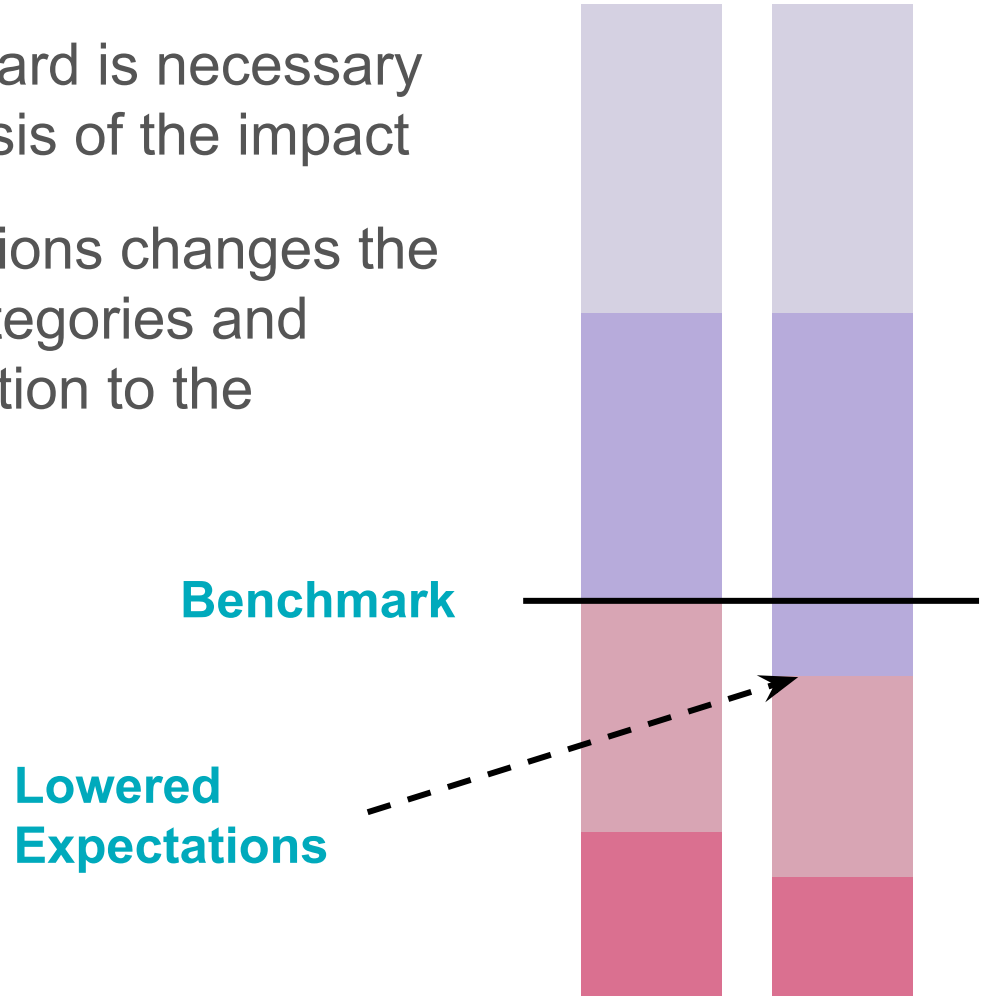
	Screening Scores Rate		
%	Fall	Winter	Spring
95th	161	180	195
90th	147	166	180
85th	137	156	170
80th	130	149	164
75th	124	143	157
70th	117	138	151
65th	112	133	147
60th	107	129	142
55th	101	124	138
50th	97	120	134
45th	92	115	131
40th	87	110	125
35th	81	104	119
30th	76	99	113
25th	68	93	106
20th	60	85	99
15th	51	75	90
10th	37	59	75
5th	22	35	49

- ➔ Research based
- ➔ Established nationally
- ➔ Stable
- ➔ Meaningful

Benchmarks

Should I Adjust the Benchmark?

- ➔ A consistent standard is necessary for accurate analysis of the impact
- ➔ Lowering expectations changes the meaning of the categories and severs the connection to the research basis



What if a student cheats on the screening assessment?

Poll

What questions do you have?

Join Us for Part 2 of the Series!

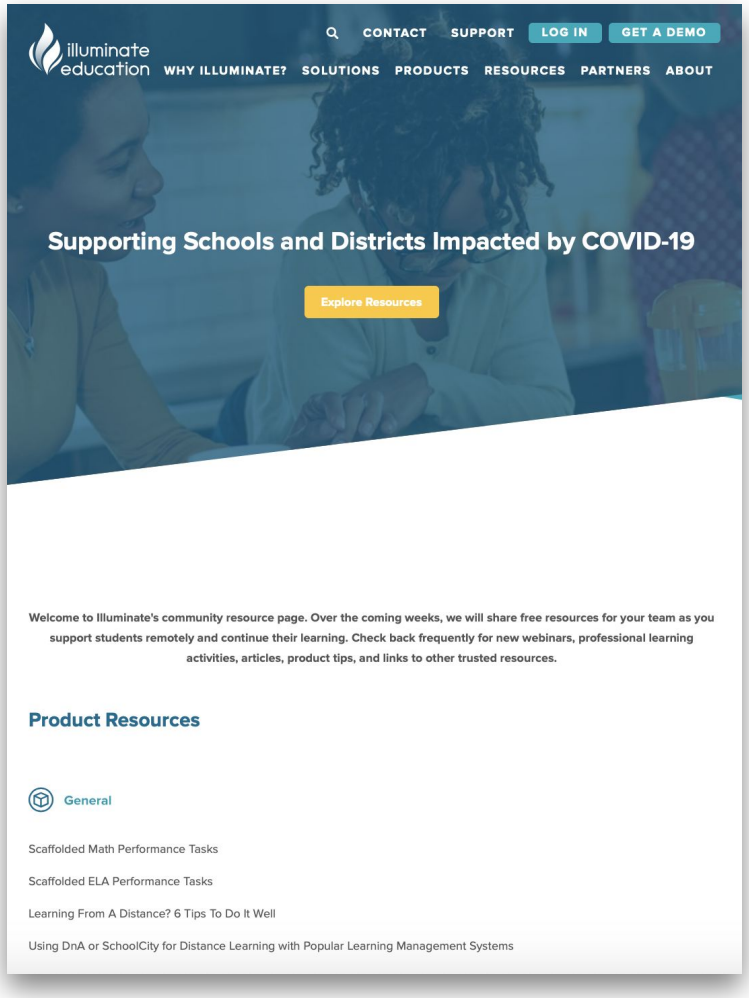
Preventing COVID Slide with Back to School Readiness

May 27 @ 3 p.m. CDT

Register

https://bit.ly/2xCQMES

We're Here to Support You



Visit our COVID-19 Community Resources Page

Send us feedback, questions, and needs here.

https://www.illuminateed.com/covid-19-resources/

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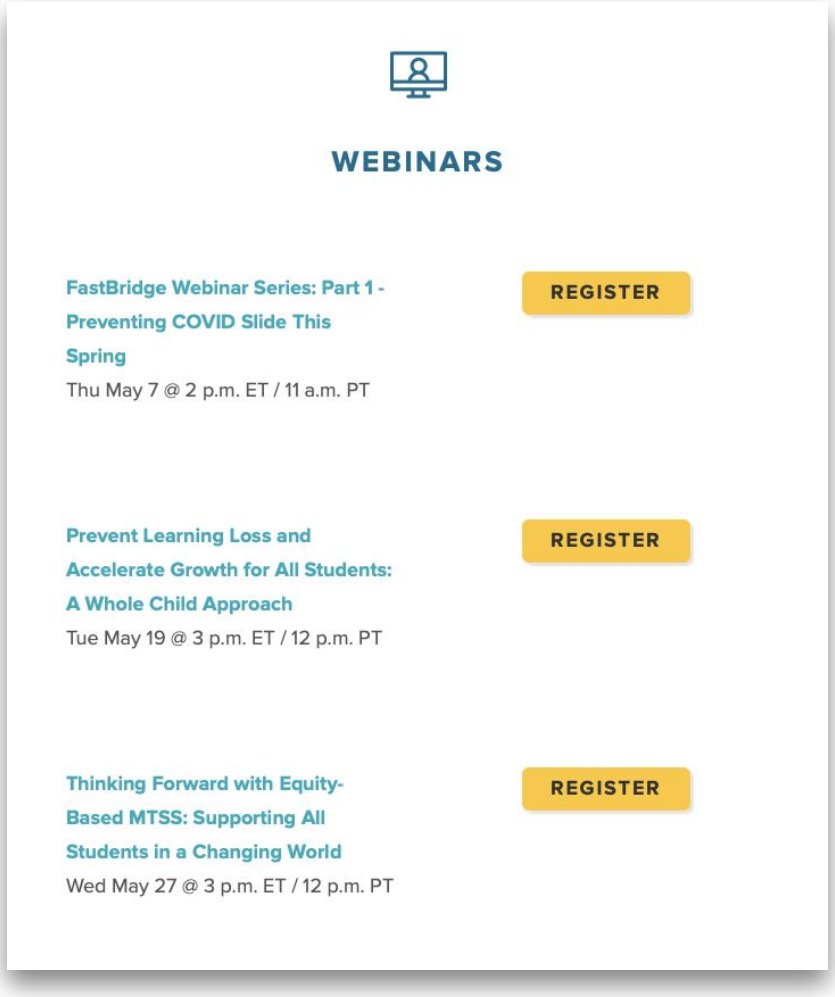

Register for any webinar to also receive links to the recording and slide deck.

https://www.illuminateed.com/covid-19-resources/

Thank you!