



# FastBridge's Screening to Intervention Report Helps Educators Provide Equitable Support for Students Struggling to Read

Read how Saint Paul Public Schools has used FastBridge to improve reading scores.



SUCCESS STORY

Sue Braithwaite has been with Saint Paul Public Schools (SPPS)—a district of 37,000 students who speak more than 125 languages—for 27 years. Three years ago, when Braithwaite stepped into her current role as a Supervisor of Literacy, she took on the challenge of improving SPPS reading scores. Braithwaite recommended the district adopt an assessment system to get data around what specific skills students were struggling with and why so that they could make more informed instructional decisions.

Based on Braithwaite's thorough research, SPPS decided to adopt FastBridge, an assessment solution that combines Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) to support universal screening and progress monitoring. More than 70% of SPPS students now use FastBridge across all grade levels and three years after they first began using the system, Braithwaite's recommendation has proven to be a smart decision for the district.

## What's the Difference Between CBM and CAT?

**CBM: Curriculum Based Measures** are used most widely for progress monitoring and measuring student growth. CBM are brief and focus on assessing one skill at a time. For example, FastBridge's CBMreading assessment takes just one minute to administer and is an index of word reading efficiency, an important indicator of reading comprehension. CBM are sensitive to growth and can be repeated to track a student's progress as they work to improve the specific skill being measured. Data from CBM are frequently used to make decisions about referrals and to monitor the effectiveness of interventions and supports. CBM provide an accurate assessment of skill development with just 12–14 data points collected over six weeks.

**CAT: Computer Adaptive Tests** were originally developed to replace traditional fixed-item paper-and-pencil tests. Students complete assessments online with questions automatically adjusting based on prior responses. CAT are usually untimed and take 15–30 minutes to finish. CAT are a good tool for universal screening because they can be used to assess large groups of students at one time and provide an accurate measure of broad achievement. Data from CAT can be used to make decisions about Tier I instruction and to identify students who may need interventions.

## Intentional Implementation

How did SPPS get such widespread adoption of FastBridge? “We set it up really well,” Braithwaite explained. Because the implementation of any new program comes with a learning curve—and perhaps reticent new adopters—the district first introduced literacy leads and coaches and district leadership to the platform so that they could become familiar with it and confident in using the assessments. Once supervisors were trained, comprehensive teacher training was provided. At every step, the reason for implementing FastBridge was shared and educators were shown how the system can help inform and strengthen instruction.



Read why Saint Paul Public Schools originally chose the FastBridge assessment solution and more of their implementation story.

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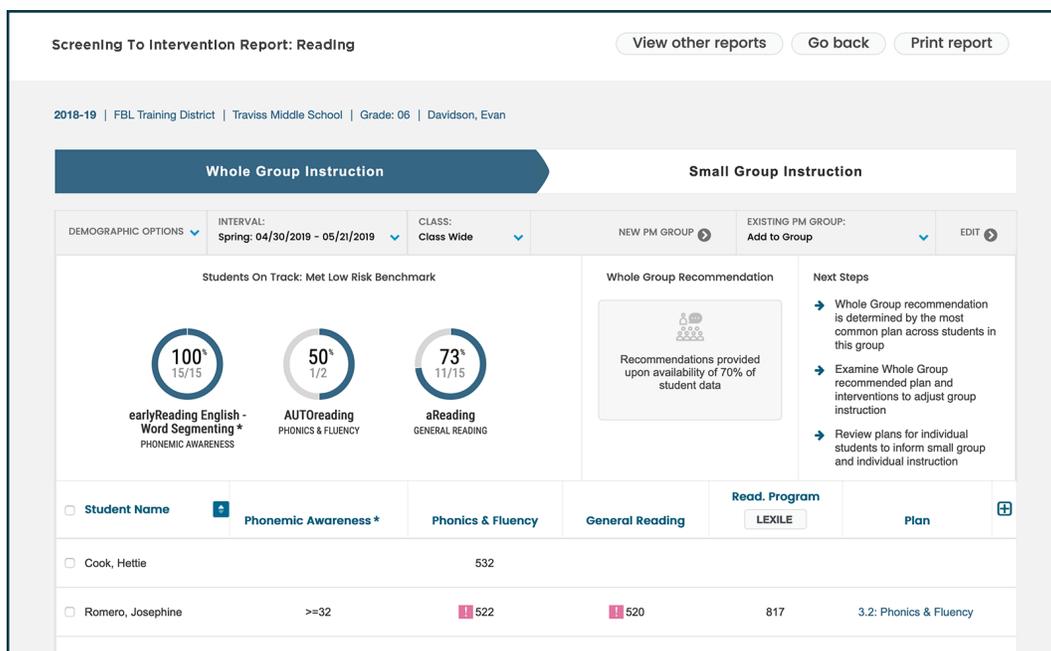
## Teachers Asked, FastBridge Delivered

This intentional and thoughtful implementation process was integral to building teacher buy-in and support for FastBridge. Initially, SPPS only planned to use FastBridge for screening and progress monitoring in grades K–8. But after teachers and administrators asked to implement the system in 9th grade as well, and even in some 10th grade classes, use of FastBridge quickly grew.

“ It truly was because of the buy-in of the staff that we added 9th grade to our roster. ”

## Screening To Intervention Report

When teachers first saw data from the fall in the Screening to Intervention (s2i) Report, they were sold on FastBridge. SPPS teachers didn't previously have a universal screener, but because they could show reading growth through data, teachers have come to value it. Even teachers who were at first hesitant to adopt a new tool quickly recognized the benefit of having the data and reports from FastBridge.



FastBridge Screening to Intervention (s2i) Report

“ That Screening to Intervention Report was another factor in what data we could collect in a fairly simple way to help teachers make instructional decisions. ”

## Using the s2i Report to Inform Instruction and Intervention

The s2i Report helps teachers identify which interventions are needed in mathematics and reading. In reading, as SPPS teachers discovered, the report utilizes CAT and CBM to provide insight into students' accuracy, automaticity, and broad reading skills. This data is supplemented with recommendations for instruction and progress monitoring based on each student's specific needs.

After analyzing the s2i Report, SPPS teachers said it provides exactly the data they had been looking for and “took the guesswork out” of Tier 1 instruction and intervention. Using this one report, SPPS has made decisions that have improved instruction and student outcomes, including:



Determining which students are struggling to read and in what areas interventions and targeted instructions should be applied.



Using the data to inform professional development. Braithwaite regularly holds professional development opportunities around topics highlighted by FastBridge data. A recent optional event was highly attended by 128 educators.



Rethinking staffing for intervention classes based on how many students require additional support.



Informing curriculum adoption. When it was time for the district to adopt a new reading curriculum, teachers knew from the s2i Report that they needed a curriculum that starts with phonics. When the staff pitched their program choice to administrators, they had data to support their selection.

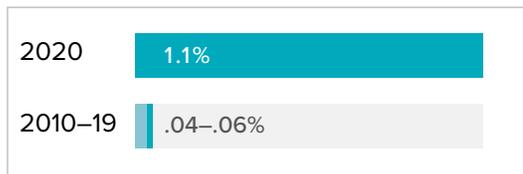
“*The data is usable, responsive, and reflective.*”



## Using the Data to Move the Needle

The insights SPSS is gleaned from the s2i Report are clearly making an impact. The district saw a 1.1% gain in reading scores on the Minnesota Comprehensive Assessment last year, in which every racial group had growth. SPSS hadn't had gains in MCA reading scores since 2010, and even then, the growth was only between .04% and .06%. Braithwaite attributes both the improvement and higher rate of gain to the district's implementation of FastBridge and the use of its data.

### Percent Gain in Reading Scores on the Minnesota Comprehensive Assessment



In a challenging school year of competing priorities, making gains in reading scores may seem out of reach. But, the data to know where to make adjustments has never been more important. As Braithwaite says, “If you don't try, you're not going to know.”



Learn more about how FastBridge reading assessments can help you identify word reading difficulties, like dyslexia, early and monitor the effectiveness of interventions and literacy growth to ensure all students become strong readers.

[Contact FastBridge today.](#)

