



Iowa Area  
Education  
Agencies

Showcase of student successes

# Northeast Elementary School in Goose Lake, IA

Incoming Kindergartners at Northeast Elementary School, who were in the *Explicit Early Literacy Interventions Project* as four-year-olds, demonstrate higher levels of proficiency on the K Fall FAST Benchmark!



**The Explicit Early Literacy Intervention is a focused phonological awareness and language/vocabulary lesson which is designed and implemented by Mississippi Bend AEA Speech and Language Pathologists. Lessons are taught explicitly each week in 37 classrooms across the Mississippi Bend AEA region!**

	General Education Students who attended NE preschool	General Education Students who did NOT attend NE preschool	Special Education Students who attended NE preschool	Special Education Students who did NOT attend NE preschool
% at Fall Benchmark on the Overall Composite FAST 2015.2016	100%	69%	66%	50%
% at Fall Benchmark on the Overall Composite FAST 2014.2015	98%	56%	50%	0%

# Andrew Elementary School in Andrew, IA

Andrew 2nd graders in targeted phonemic awareness and phonics intervention groups are independently applying strategies in their reading! Identified students receive daily intervention and weekly progress monitoring within a school-wide multi-tiered system of supports!

Students are making significant gains, as shown by weekly FAST progress monitoring probes!

## Andrew 2nd Graders

Student	Fall Scores Benchmark 59 WPM	October 29th P.M.
H.V.	52 WPM/5 errors	77 WPM/1 error
J.M.	53 WPM/2 errors	61 WPM/1 error
L.B.	42 WPM/4 errors	59 WPM/1 error
A.C.	58 WPM/4 errors	66 WPM/2 errors

# Roundy Elementary School in Columbus Junction, IA

**FAST benchmark assessments mark growth and progress toward grade level goals for ALL students.**

**This story is from a special education teacher who is celebrating the learning of a group of 6th graders who, with targeted instruction, are meeting fluency goals in reading.**

**“I can tell you that my 6th graders overall made very good growth in their fluency! I have had one student go from reading 88 words per minute on the fall FAST CBM to 116 words per minute as of today! It has been exciting watching my students make this kind of growth!**

**Another thing...students are making connections to prior learning. Today we unwrapped (IA Core) standard RL.6.2 and made a direct comparison to last year's RL.5.2, and it was SO cool listening to the connections students were making between the two standards! One child said, ‘Mrs. K., I notice that both standards are talking about determining theme but this year we're just going to dig deeper into it, right?!’ WOW ... absolutely tickled my heart!!”**

**- 6th Grade Teacher in Columbus Junction, IA**

# Grant Wood Elementary School in Bettendorf, IA

In the fall of 2015, AEA consultants and special education staff ambitiously amended IEP reading goals to align with FAST assessments. These new rigorous goals were written to anticipate growth. They are mindful of closing the achievement gap for students with IEPs. Schedules were revamped to allow teachers to more efficiently provide instruction in targeted skill/strategy groups, as well as to support co-teaching in the

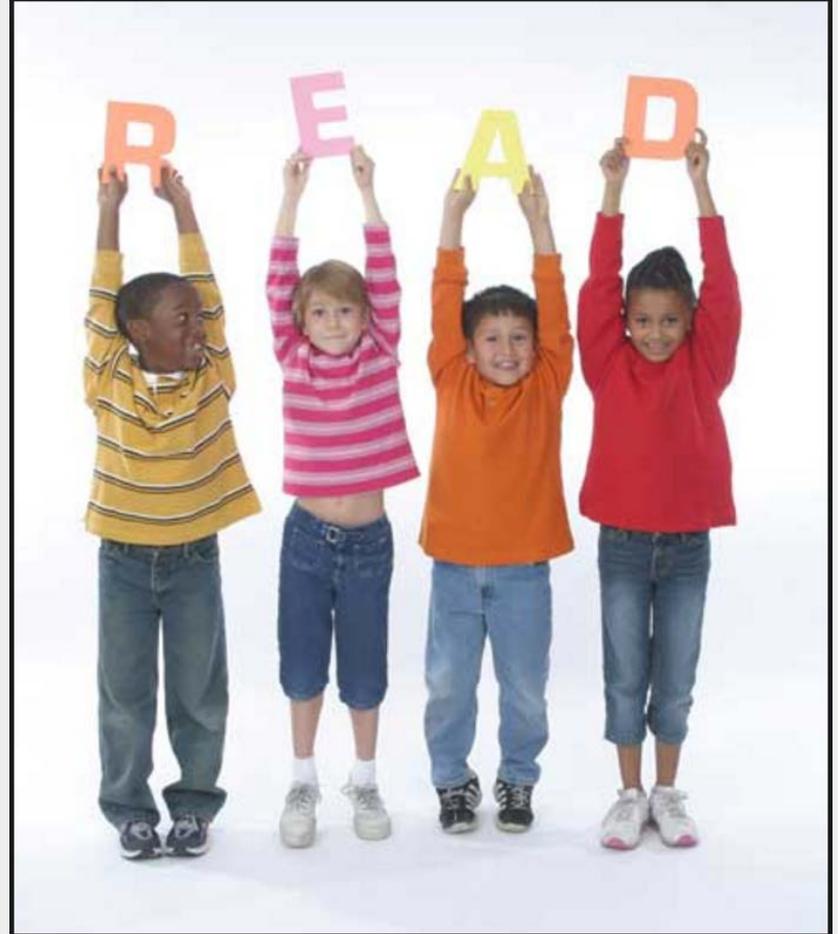
Grant Wood October 2015 - FAST Progress Monitoring Data for Students with IEPs	
Grade Level	Trending At/Above the Aimline
Kindergarten	0%
1st Graders	50%
2nd Graders	14%
3rd Graders	0%
4th Graders	60%
5th Graders	17%

**Learning has been accelerated for all special education students at Grant Wood! Students who are achieving at or above the aimline are on track to meet grade level benchmarks in Reading!**

## **Ed White Elementary School in Eldridge, IA**

**Molly was in first grade in the 2014-2015 school year. Data indicated her eligibility for the first round of Reading Recovery intensive intervention. After 19 weeks of targeted intervention, Molly was successfully discontinued from the program.**

**At the start of her 2nd grade year, Molly was measured as reading 119 words per minute on the fall FAST Benchmark Assessment. The fall target for 2nd grade on FAST is 59 wpm!**



# Camanche Elementary School in Camanche, IA

In the fall of 2014, third grade teachers shared concerns about low fluency scores in Reading. Heeding Anita Archer's advice of, "You have to clean it up before you can speed it up!" an AEA consultant and teachers developed class-wide interventions to fill in the decoding skill gaps they observed in their student readers. Both fluency and accuracy scores improved through the school year, and the fall 2015 FAST benchmark scores indicate that students have sustained this learning over the summer!



# Bellevue Elementary School in Bellevue, IA



**“Having FAST data to measure student success has moved us from good to great!**

**“Bellevue has some very “go-getter” teachers and awesome students. Having FAST data to measure success has moved us from good to great! We are a work in progress (as it always should be) of looking at our practices to maximize student achievement. From last year to this year we have made some significant changes including more systematic direct instruction in phonics and phonological awareness, a schedule to accommodate targeted and intensive interventions at every grade, and scheduled collaboration time for grade level teachers.” - Principal**

# Eagle Heights Elementary School in Clinton, IA

Third graders in a general education classroom were given instruction to target their deficit skills in reading...and they made great gains! Fall FAST scores in Reading were analyzed to determine if students needed supports in accuracy, or in fluency, or in BOTH! A variety of evidence-based instructional routines and interventions were taught, and student growth and progress was monitored weekly.



**Using assessment data to make decisions about instruction ensures that children get the learning supports they need. This classroom data provides evidence!**

3rd Graders (ALL Students)- Number of Non-proficient Students as Measured by FAST CBM	
Fall 2014	10 students
Winter 2015	8 students
Spring 2015	4 students