

SCHOLASTIC

FAST⁺ Math
NEXT GENERATION

Data & Reporting

Pages 107–144



Teacher's Guide



Data & Reporting

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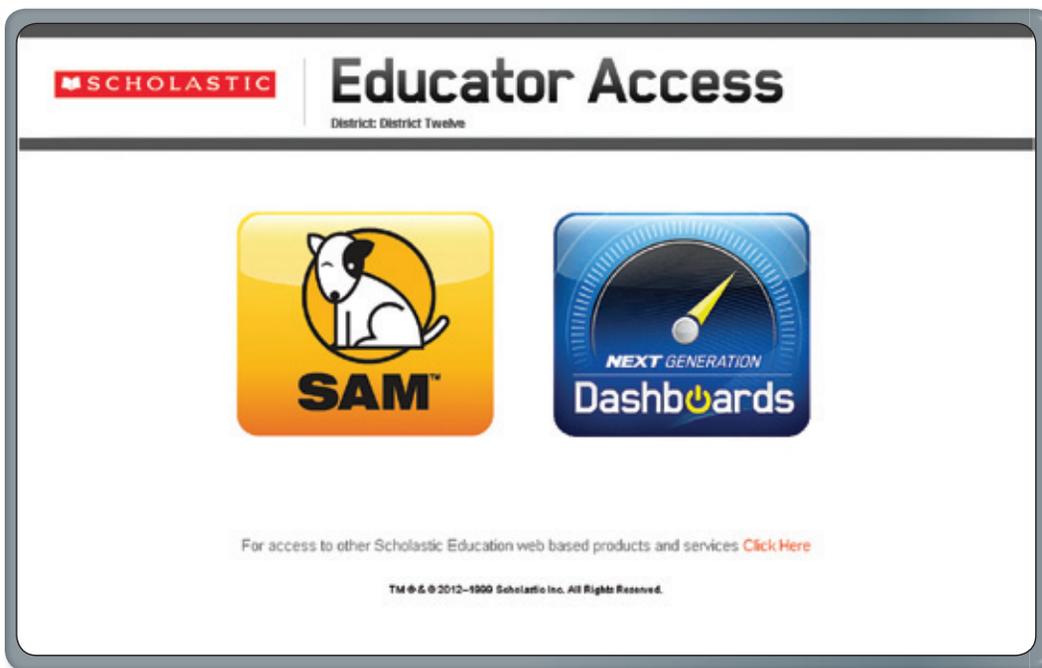
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Data and Reporting

The new *FASTT Math* Next Generation Teacher and Leadership Dashboards provide educators with the actionable data and reports they need to monitor progress toward Common Core goals and ensure implementation fidelity.

The Teacher Dashboard, Leadership Dashboard, and Scholastic Achievement Manager (SAM) are all available through the Educator Access screen. These tools provide access to data for all Scholastic products in use in a school district. From the Dashboards, educators can view performance and usage data, receive notifications, and access reports and resources.



Teacher Dashboard

The Teacher Dashboard provides teachers with all the resources they need to successfully implement *FASTT Math* and ensure student success. Within the Teacher Dashboard, teachers are provided with Data Snapshots of the most important student usage and performance data, as well as notifications of student performance. In addition, teachers can schedule, run, and view reports of student and class progress. Teacher resource materials and Professional Development resources are always available to support instruction.

Teacher Dashboard Data and Resources

The screenshot shows the Scholastic Teacher Dashboard interface. At the top, it says 'SCHOLASTIC NEXT GENERATION Teacher Dashboard Powered by SAM' and the date 'April 9'. Below the header, there's a navigation bar with 'Home', 'Hi, Sam Sinclair', 'Notifications', 'Server Status', and 'Log Out'. The main content area is divided into several sections: 'Performance Data Snapshots' (labeled 1), 'STRETCH Common Core State Standards Proficiency' (labeled 2), 'Report Scheduler' (labeled 4), 'Web Gateway' (labeled 5), and 'Professional Development' (labeled 6). The 'Performance Data Snapshots' section shows a list of skills with progress bars and status indicators (Not Practicing Skill, Underperforming, Developing, Proficient). The 'Report Scheduler' section shows a list of reports (Intervention Grouping Report, Progress Report) and a 'Schedule a Report' button. The 'Web Gateway' section shows a 'Product Support' button. The 'Professional Development' section shows a 'Professional Development' button. The dashboard also includes a 'Data Selector' (labeled 3) and a 'Data Snapshots' section (labeled 2). The footer contains the Scholastic logo and copyright information.

- 1 Data Selector:** Teacher can select the class or grade to show on the dashboard.
- 2 Data Snapshots:** Data Snapshots highlight important information for monitoring progress, keeping students on track, and intervening as needed. The Snapshots include data about students' math fact fluency, software usage, and mastery of Common Core State Standards. (See pages 111–115 for detailed information on Data Snapshots.)

- 3 Notifications:** Notifications automatically keep teachers updated on students' program usage and progress. Teachers receive the following types of notifications:

Notification	When It Happens	What to Do
Low Performance During Placement Assessment	This message is triggered if the student was able to answer very few facts fluently during the Placement Assessment. This may be an indication that the student lacks basic understanding of numbers and operations. It could also be an indication that the student was distracted during the assessment.	The student may benefit from extra instruction in number concepts and computation strategies. The Intensive Support Interventions provide assessments and lessons that can help address specific problems. (See the Intensive Support section of this guide for more information.) If you feel that the student was distracted during the assessment you can use the Reset Placement Assessment in SAM/Student Settings to reset the operation.
Low Weekly Usage	This message is triggered if the student has fewer than three lessons in the last week.	Observe <i>FASTT Math</i> use to ensure the student is on track. Make sure that the student completes three or more lessons per week.
Operation Completed	This message is triggered if the student has completed the operation by turning all facts into Fast Facts.	Print a certificate to celebrate student success.

- 4 Reports:** Reports provide teachers with performance and usage data for students and classes. Teachers can schedule and view these reports:

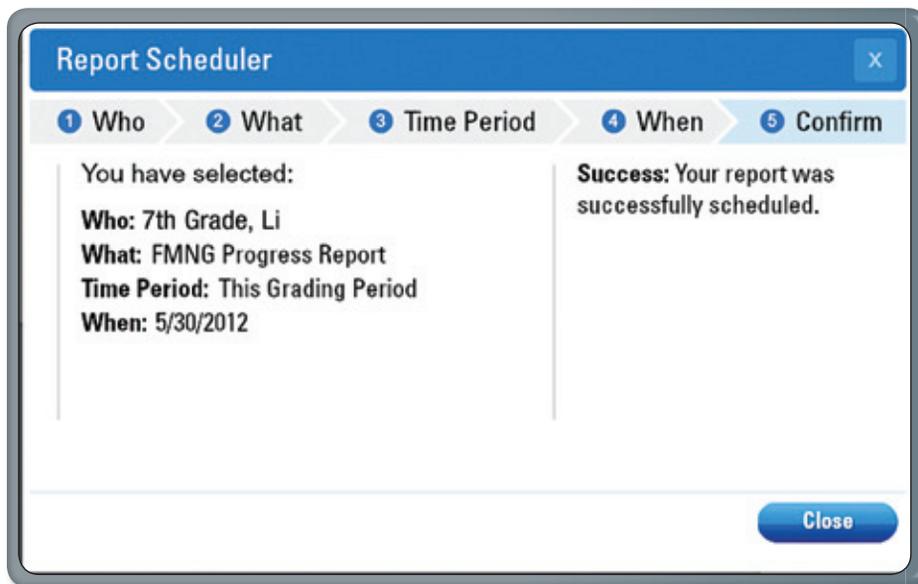
- Intervention Grouping Report
- Progress Report

- 5 Web Gateway:** The Web Gateway provides access to product support.

- 6 Professional Development:** Professional Development resources and information are always accessible to teachers.

Scheduling Reports

The Report Scheduler allows teachers to select, automatically generate, and save the reports they need to manage instruction. To schedule a report, open the Reporting section of the Teacher Dashboard and click Schedule a Report. The Report Scheduler walks through the various options for scheduling a report.



Who: Select a class for the report.

What: Select from the available teacher reports.

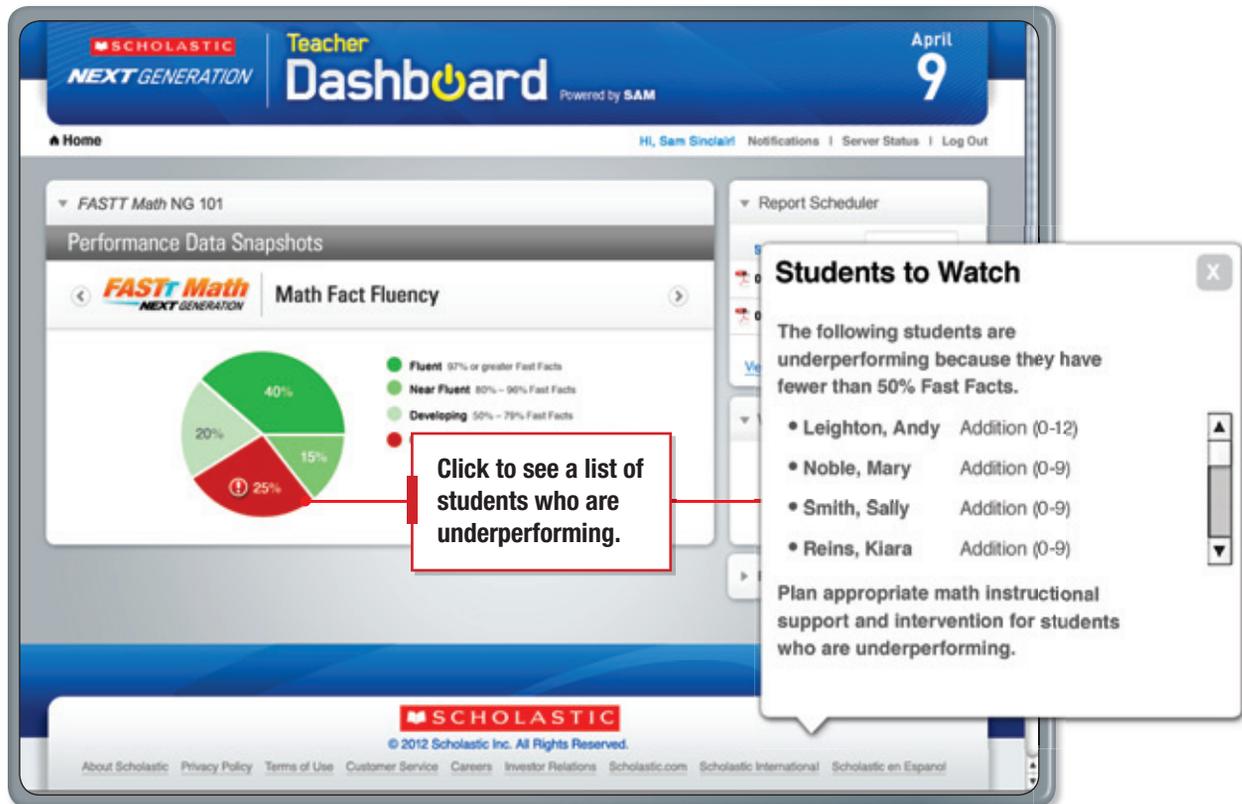
Time Period: Select last two weeks, grading period, or school year.

When: Select the date the report is to be generated.

Data Snapshots

Math Fact Fluency

Purpose: This Data Snapshot identifies the percentage of students who are fluent, near fluent, developing, or underperforming in *FASTT Math*. Use the data to target students whose performance indicates that they need additional instruction, practice, or support.



Understand the Data

The Math Fact Fluency Graph groups students based on performance as follows:

- **Fluent:** students who have 97% or more Fast Facts
- **Near Fluent:** students who have between 80% and 96% Fast Facts
- **Developing:** students who have between 50% and 79% Fast Facts
- **Underperforming:** students who have fewer than 50% Fast Facts

Use the Data

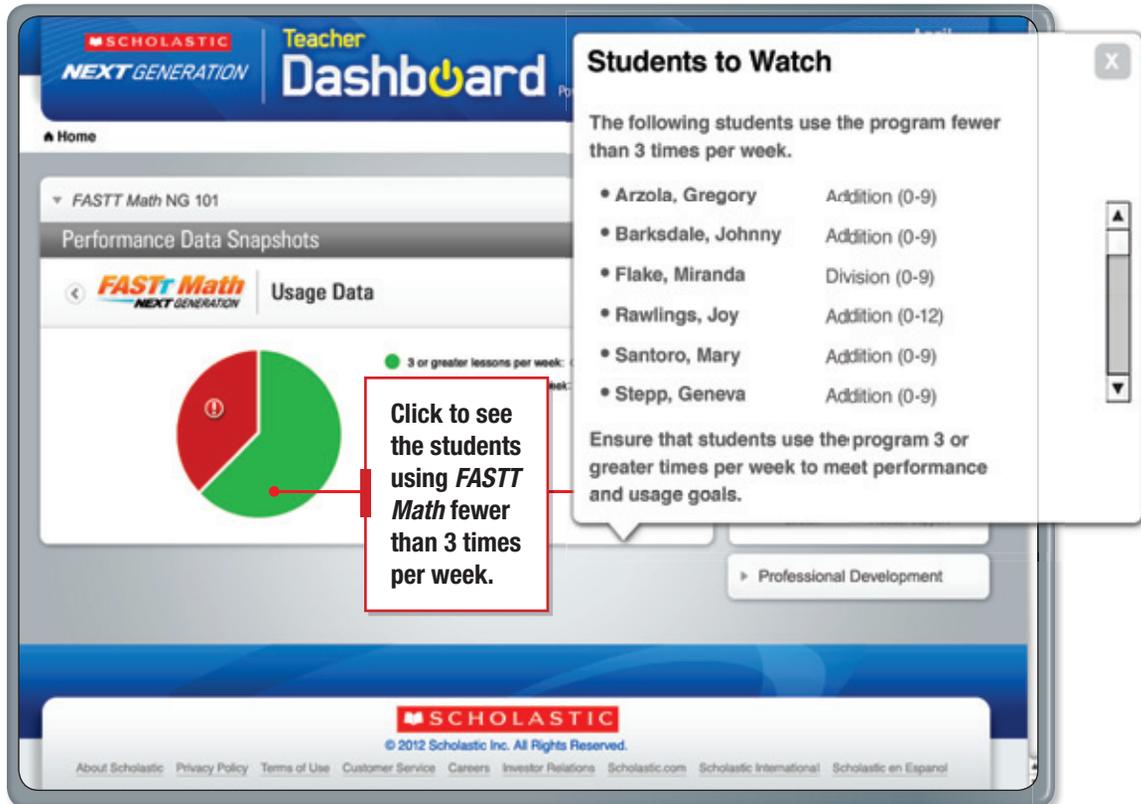
Students with 50% or fewer Fast Facts may lack the conceptual foundation and understanding of the operation. These underperforming students may benefit from using the Intensive Support interventions prior to beginning *FASTT Math* instruction. (See the Intensive Support section of this guide for more information.)

Review Related Reports

- Student Fact Fluency Status Report
- Student Lesson Status Report
- Intervention Grouping Report

Usage Data

Purpose: This Data Snapshot identifies the percentage of students who used *FASTT Math* on- and off-model. Use the data to monitor students who may not be using the program successfully.



Understand the Data

The Usage Graph groups students based on *FASTT Math* usage as follows:

- **On-Model:** students who complete three or more lessons per week
- **Off-Model:** students who complete fewer than three lessons per week

Use the Data

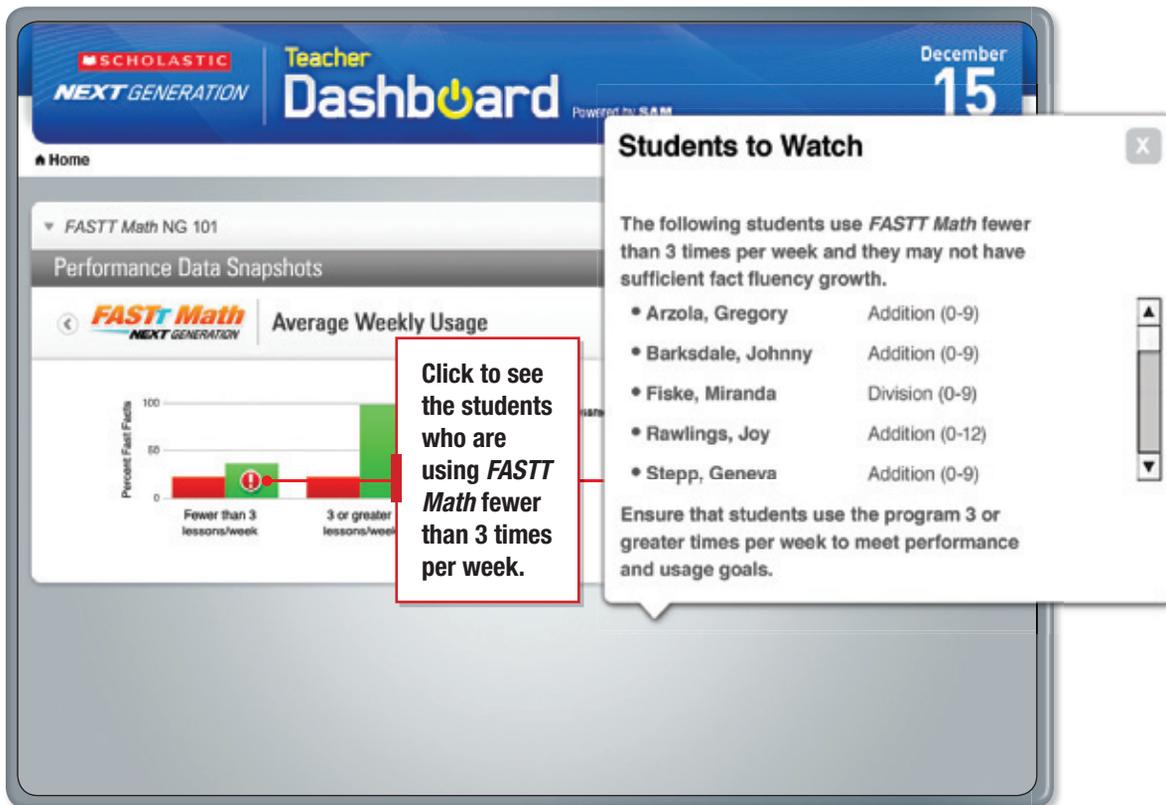
Review the program usage. If a high percentage of students are using *FASTT Math* off-model, reset student usage targets. Have students complete three or more sessions per week, spending less than 15 minutes per session.

Review Related Reports

- Student Lesson Status Report
- Progress Report

Average Weekly Usage

Purpose: This Data Snapshot compares students' fact mastery growth based on their average weekly usage. Use the data to target students whose performance indicates that they need to increase the number of *FASTT Math* lessons they complete each week.



Understand the Data

The Average Weekly Usage Graph shows two groups of students: those who complete fewer than three lessons per week and those who complete three or more. For each group, the graph compares the following:

- the percentage of Fast Facts that students mastered at Placement
- the percentage of Fast Facts that students have currently mastered

Use the Data

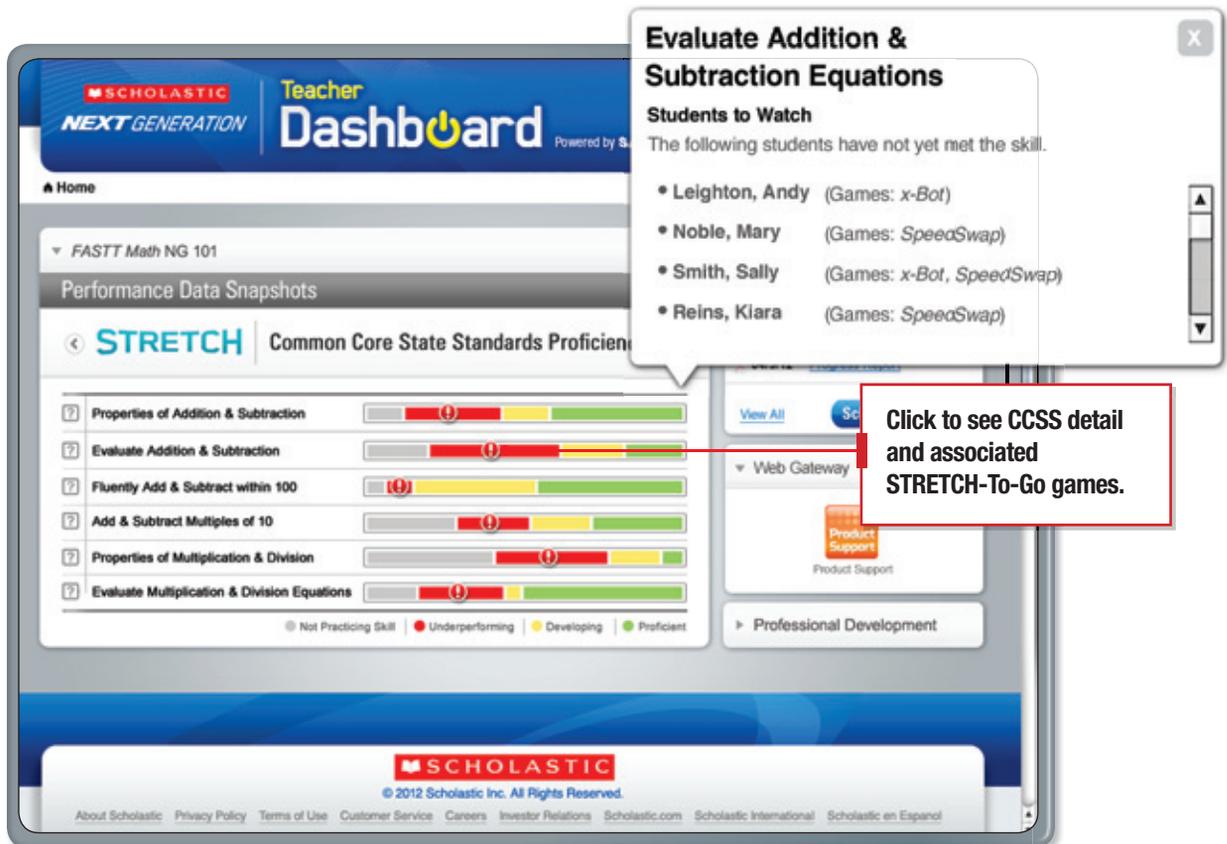
Students who are not completing at least three *FASTT Math* lessons per week may lag in mastering fact fluency. Set targets for student usage and performance to ensure that students make marked gains in fact fluency.

Review Related Reports

- Student Lesson Status Report
- Progress Report

STRETCH-To-Go Common Core State Standards Proficiency

Purpose: This Data Snapshot shows the percentage of students using the STRETCH-To-Go games who are proficient, developing, or underperforming in specific skills from the Common Core State Standards (CCSS). Use the data to target students who may benefit from more practice using STRETCH-To-Go games.



Understand the Data

The CCSS Graph groups students based on performance as follows:

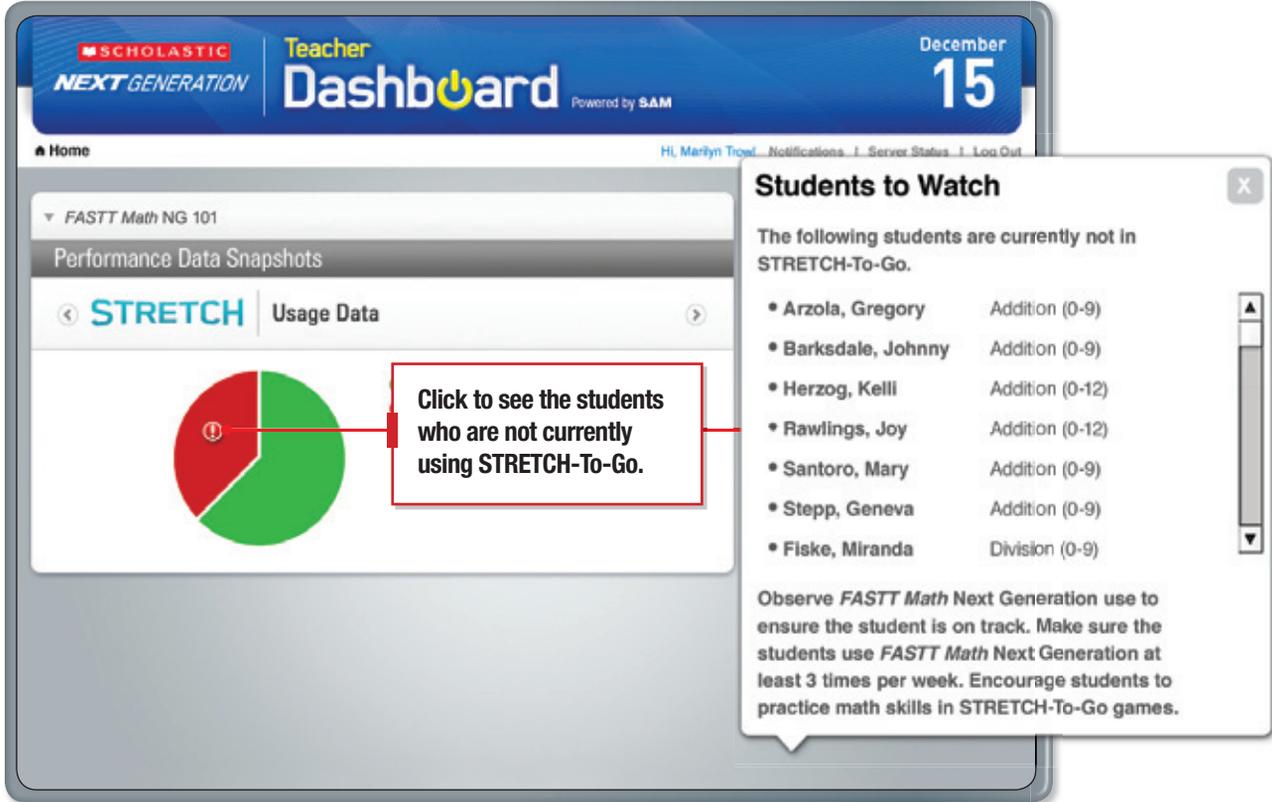
- **Proficient:** students passing all three games related to the skill at 81%–100%
- **Developing:** students passing at least two games related to the skill at 50%–100%
- **Underperforming:** students passing fewer than two games related to the skill at 50%–100%
- **Not Practicing Skill:** students playing fewer than 10 rounds in the games related to the skill

Use the Data

Students in the Underperforming or Not Practicing Skill groups may benefit from more practice using the STRETCH-To-Go games. Use the pop-up box to find suggestions for STRETCH-To-Go games that will provide additional practice in the CCSS skill.

STRETCH-To-Go Usage Data

Purpose: This Data Snapshot identifies the percentage of students who play the STRETCH-To-Go games. Use the data to monitor students who may not be using the program successfully.



The screenshot shows the Teacher Dashboard interface. At the top, it says 'SCHOLASTIC NEXT GENERATION Teacher Dashboard Powered by SAM' and 'December 15'. Below the header, there's a navigation bar with 'Home' and user information. The main content area is titled 'FASTT Math NG 101 Performance Data Snapshots' and 'STRETCH Usage Data'. A pie chart is displayed, with a red slice indicating students not currently using the program. A callout box points to this slice with the text: 'Click to see the students who are not currently using STRETCH-To-Go.' To the right, a 'Students to Watch' pop-up window lists the following students and their current activities:

Student Name	Current Activity
Arzola, Gregory	Addition (0-9)
Barksdale, Johnny	Addition (0-9)
Herzog, Kelli	Addition (0-12)
Rawlings, Joy	Addition (0-12)
Santoro, Mary	Addition (0-9)
Stepp, Geneva	Addition (0-9)
Fiske, Miranda	Division (0-9)

Below the list, a note reads: 'Observe FASTT Math Next Generation use to ensure the student is on track. Make sure the students use FASTT Math Next Generation at least 3 times per week. Encourage students to practice math skills in STRETCH-To-Go games.'

Understand the Data

The Usage Graph groups students based on STRETCH-To-Go usage as follows:

- **Currently in STRETCH:** students who are playing STRETCH-To-Go games
- **Currently Not in STRETCH:** students who are not playing STRETCH-To-Go games

Use the Data

Review students' program usage. Be sure students are using *FASTT Math* at least three times per week. Check that students are mastering new Fast Facts. When students complete the Placement Assessment, encourage them to practice their skills using the STRETCH-To-Go games at least three times each week.

Leadership Dashboard

The Leadership Dashboard allows administrators to monitor implementation and progress at the District, School, and Class levels. In districts using other Scholastic products, administrators can access information about those products from the tabs at the top of the screen.

Leadership Dashboard Data and Resources



- 1 Data Selector:** Administrators can select the district, school, or class to show on the dashboard.
- 2 Data Snapshots:** Data Snapshots highlight important information for monitoring progress and implementation, and intervening as needed. The snapshots include aggregated data about math fact fluency and software usage. (See pages 118–120 for detailed information on Data Snapshots.)
- 3 Data Breakdown:** Data Breakdown provides aggregated data for student performance and usage. Data can be viewed at the district, school, and class level.
- 4 Notifications:** Notifications keep administrators updated on program usage and progress.

Notification	When It Happens	What to Do
Low Weekly Usage	This message is triggered when more than 50% students have used <i>FASTT Math</i> fewer than three times last week.	Encourage frequent use of <i>FASTT Math</i> . Talk with teachers to arrange a consistent usage schedule.

5 Reports: Reports provide administrators with performance and usage data they need to manage implementation. Administrators can schedule the following reports:

- *FASTT Math* Implementation Report
- Growth and Usage Report

6 Web Gateway: The Web Gateway provides administrators access to product support.

7 Implementation Success Factors: Resources for strategic planning, implementation, and monitoring are always accessible to administrators.

Scheduling Reports

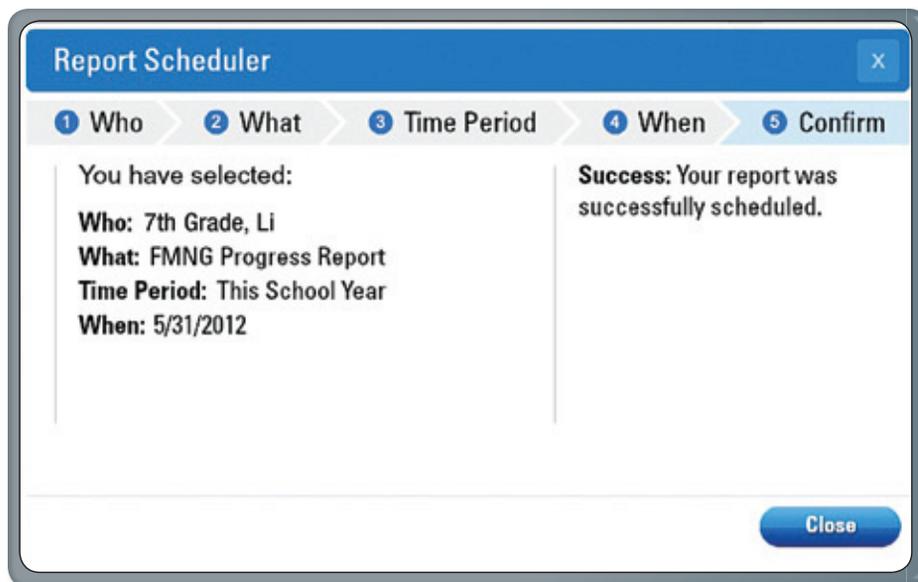
The Report Scheduler allows administrators to select, automatically generate, and save the reports they need to manage implementation. To schedule a report, open the Reporting section of the Leadership Dashboard and click Schedule a Report. The Report Scheduler walks through the various options for scheduling a report.

Who: Select a district, school, or class for the report.

What: Select from the available leadership reports.

Time Period: Select last two weeks or school year.

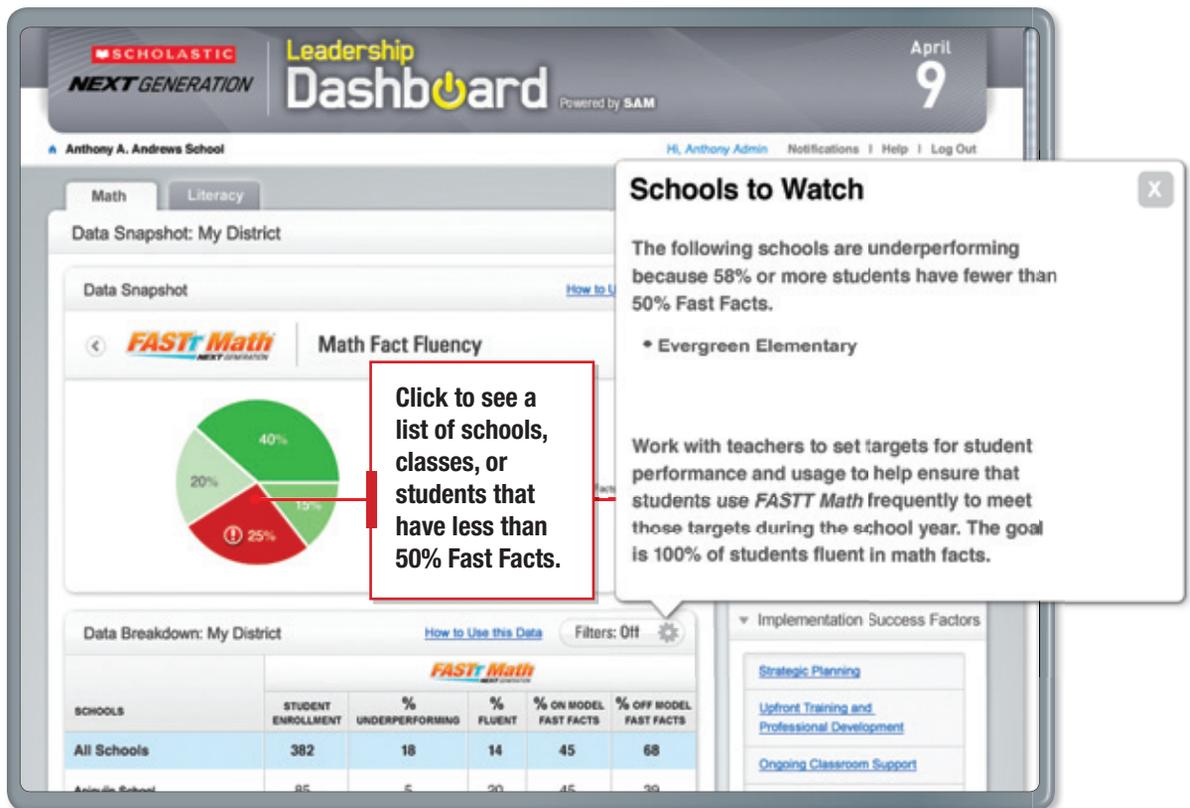
When: Select the date the report is to be generated.



Data Snapshots

Math Fact Fluency

Purpose: This Data Snapshot identifies the percentage of students across the district that are fluent, near fluent, developing, or underperforming in *FASTT Math*. Use the data to target schools or classes whose students' performance indicates a need for additional instruction, practice, or support.



Understand the Data

The Math Fact Fluency Graph groups students based on performance as follows:

- **Fluent:** the percentage of students who have 97% or more Fast Facts
- **Near Fluent:** the percentage of students who have between 80% and 96% Fast Facts
- **Developing:** the percentage of students who have between 50% and 79% Fast Facts
- **Underperforming:** the percentage of students who have fewer than 50% Fast Facts

Use the Data

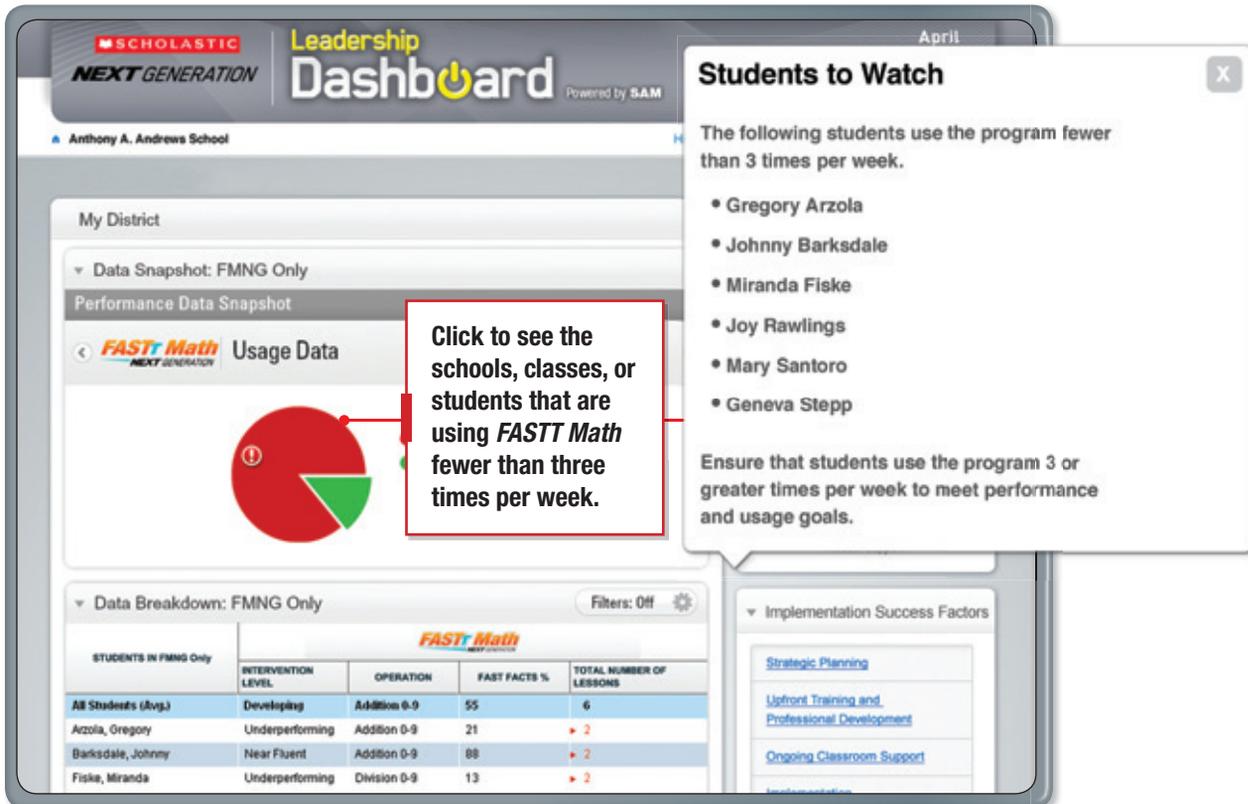
Work with educators in schools with students who have fewer than 50% Fast Facts to plan appropriate instructional support and intervention for students. Students in these schools may benefit from using the Intensive Support Interventions prior to beginning *FASTT Math* instruction. (See the Intensive Support section of this guide.)

Review Related Reports

- Student Fact Fluency Status Report
- Student Lesson Status Report
- Intervention Grouping Report

Usage Data

Purpose: This Data Snapshot identifies the schools and classes that used *FASTT Math* on- and off-model. Use the data to monitor schools that may not be using the program successfully.



Understand the Data

The Usage Graph reports on schools and classes based on *FASTT Math* usage as follows:

- **On-Model:** the schools that use the program three or more times per week
- **Off-Model:** the schools that use the program fewer than three times per week

Use the Data

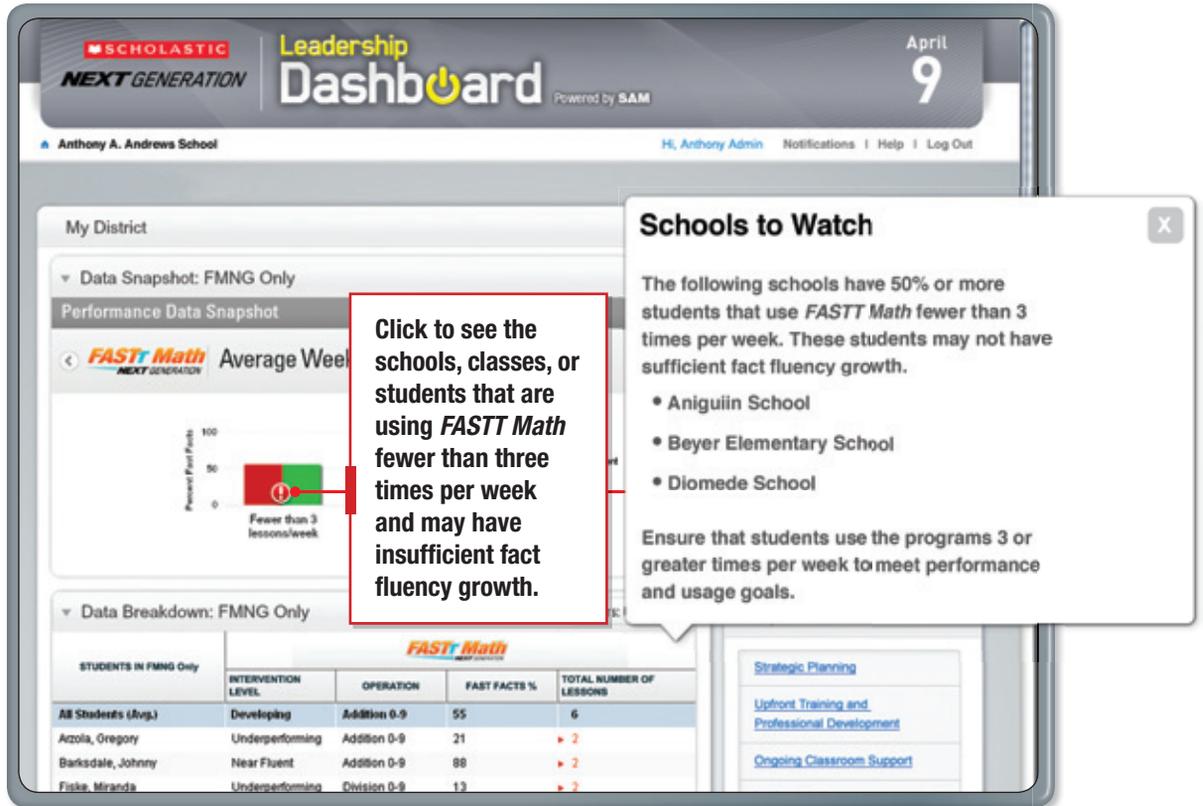
Review the program usage. If a high percentage of schools or classes are using *FASTT Math* off-model, work with teachers to reset usage targets within the class. Encourage teachers to have students complete three or more sessions per week, spending less than 15 minutes per session.

Review Related Reports

- Progress Report

Average Weekly Usage

Purpose: This Data Snapshot compares students' fact mastery growth based on their average weekly usage. Use the data to target schools or classes whose students' performance indicates that they need to increase the number of *FASTT Math* lessons they complete each week.



Understand the Data

The Average Weekly Usage Graph shows two groups of students: those who complete fewer than three lessons per week and those who complete three or more. For each group, the graph compares the following:

- the percentage of Fast Facts that students mastered at Placement
- the percentage of Fast Facts that students have currently mastered

Use the Data

Students who are not completing at least three *FASTT Math* lessons per week may lag in mastering fact fluency. Work with teachers to set targets for student usage and performance to ensure that students make marked gains in fact fluency.

Review Related Reports

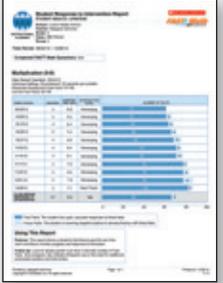
- Progress Report

Summary of Available Reports

The following pages present a summary of reports that can be generated in SAM, including recommendations on when to use each report. Some of the reports can also be generated from the Teacher and Leadership Dashboards, as identified below. You may choose to print some reports more frequently than others depending on individual student needs.

Student Reports

These reports can be printed by teachers and administrators for individual students.

	Report Name & Description	When to Use It
	<p>Student Lesson Status Report</p> <p>This report shows individual student daily lesson status during the selected time period.</p> <p>(accessible through SAM)</p>	<p>Monthly</p>
	<p>Student Response to Intervention Report</p> <p>This report shows individual student fact fluency growth over time.</p> <p>(accessible through SAM)</p>	<p>Monthly</p>

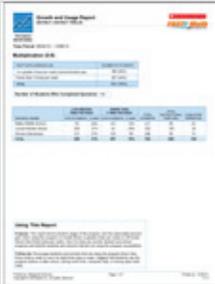
Group, Class, Grade, and Teacher Reports

These reports can be printed by teachers and administrators for specific groups, classes, grades, and for all students that are assigned to a teacher.

	Report Name & Description	When to Use It
	<p>Progress Report</p> <p>This report shows student performance (such as Fast Facts after Placement Assessment and Current Fast, Focus, and Study Facts) and usage information for each student listed.</p> <p>(accessible through SAM and the Teacher Dashboard)</p>	<p>Monthly to monitor student performance and usage of the program.</p>
	<p>Intervention Grouping Report</p> <p>This report groups students under four performance standards: Fluent, Near Fluent, Developing, Underperforming.</p> <p>(accessible through SAM and the Teacher Dashboard)</p>	<p>Monthly to target students whose performance indicates that they need additional instruction, practice, or support in a particular operation.</p>

School and District Reports

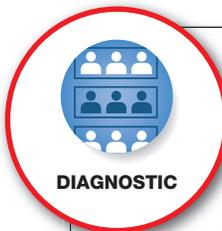
These reports can be printed by administrators for specific grades, schools, and districts.

	Report Name & Description	When to Use It
	<p>FASTT Math Implementation Report</p> <p>This report shows student fact fluency growth during the selected time period.</p> <p>(accessible through SAM and the Leadership Dashboard)</p>	<p>Yearly to track frequency of use and assess overall progress.</p>
	<p>Growth and Usage Report</p> <p>This report shows growth in math fact fluency and usage information.</p> <p>(accessible through SAM and the Leadership Dashboard)</p>	<p>Quarterly to monitor student usage and see associated math fact fluency growth.</p>
	<p>Demographic Growth Report</p> <p>This report provides a demographic breakdown of students' <i>FASTT Math</i> performance over time.</p> <p>(accessible through SAM and the Leadership Dashboard)</p>	<p>Monthly</p>

Student Fact Fluency Status Report

Diagnostic

Purpose: This report shows an individual student's fluency with each fact in the specific operation for the selected date.



Student Fact Fluency Status Report

STUDENT: BRACCO, CHRISTINE

School: Lincoln Middle School

Teacher: Margaret Schirmer

Grade: 6

Class: 2ND Period



Time Period: 09/24/12 –11/08/12

Completed FASTT Math Operations: N/A

1 Multiplication (0-9)

Date Started Operation: 09/24/12

Individual Settings: 60 problems/1.25 seconds per problem

Placement Assessment Fast Facts: 61/100

Current Fast Facts: 70/100

0s	1s	2s	3s	4s	5s	6s	7s	8s	9s
0x0	0x1	0x2	0x3	0x4	0x5	0x6	0x7	0x8	0x9
1x0	1x1	1x2	1x3	1x4	1x5	1x6	1x7	1x8	1x9
2x0	2x1	2x2	2x3	2x4	2x5	2x6	2x7	2x8	2x9
3x0	3x1	3x2	3x3	3x4	3x5	3x6	3x7	3x8	3x9
4x0	4x1	4x2	4x3	4x4	4x5	4x6	4x7	4x8	4x9
5x0	5x1	5x2	5x3	5x4	5x5	5x6	5x7	5x8	5x9
6x0	6x1	6x2	6x3	6x4	6x5	6x6	6x7	6x8	6x9
7x0	7x1	7x2	7x3	7x4	7x5	7x6	7x7	7x8	7x9
8x0	8x1	8x2	8x3	8x4	8x5	8x6	8x7	8x8	8x9
9x0	9x1	9x2	9x3	9x4	9x5	9x6	9x7	9x8	9x9
Level 1		Level 2		Level 3			Level 4		

- Fast Fact: The student can respond quickly and accurately.
- Focus Fact: The student is receiving practice to develop fluency with these facts.
- Study Fact: The student responded incorrectly or slowly during the Placement Assessment.

Using This Report

Purpose: This report shows an individual student's fluency with each fact in the specific operation for the selected date.

Follow-Up: Share with students to encourage enthusiasm about progress in fact fluency. If needed, reinforce fact fluency by providing additional customized practice and additional intervention to ensure success.

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How It Helps

"I share this report with students to motivate them and help them see progress. I also use it to identify students who need additional support."

Understand the Data

1 Current Operation:

This box displays the date the student started the operation, student settings, and the number of Placement Assessment and Current Fast Facts.

2 Fact Grid:

The Fact Grid shows the student's fluency status with all facts in the operation during the selected time period.

Use the Data

Who: Teachers and administrators

When: After the Placement Assessment as a baseline and then weekly

Where: SAM

How: Apply the information in this report in the following ways:

Target Instruction

- At the end of the Placement Assessment, students with 50% or more Fast Facts have the conceptual foundation necessary for continuing with *FASTT Math*. About half of the facts in the operation are in the 0s, 1s, and 2s, which are usually easier for the student.
- Students with fewer than 50% Fast Facts may need intervention prior to or while using *FASTT Math*. (See the Intensive Support section of this guide.)
- Share and send home a copy of this report with the student. Providing a baseline Fact Grid after the Placement Assessment can be motivating as students see their growing number of Fast Facts. You may also print the Family Letter to send home with students.
- Reinforce fact fluency by providing additional practice with Customized Worksheets to ensure success.

Customize the Report

- You may generate this report at the Group, Class, Teacher, and Student levels, and you may print a multipage PDF that includes the reports of all students at the selected level.
- You may customize the Time Period. The default is from the start of the operation to today. You can print a report for the last week or a custom time period.
- You may customize the operation. The default is the student's current operation, but you can view the student's fluency status for a previous operation.

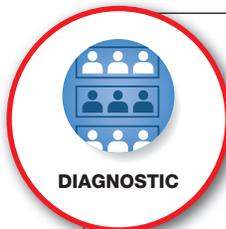
Review Related Reports

- Student Lesson Status Report
- Student Response to Intervention Report

Student Lesson Status Report

Diagnostic

Purpose: This report shows individual student daily lesson status during the selected time period.



Student Lesson Status Report

STUDENT: BRACCO, CHRISTINE

School: Lincoln Middle School
 Teacher: Margaret Schirmer
 Grade: 6
 Class: 2ND Period
 Group: 2



Time Period: 09/24/12 – 10/12/12

Completed FASTT Math Operations: N/A

1 Multiplication (0-9)

Date Started Operation: 09/24/12
 Individual Settings: 60 problems/1.25 seconds per problem
 Placement Assessment Fast Facts: 61/100
 Current Fast Facts: 64/100

DATE	2 TIME (MIN.)	3 ACTIVITY TYPE	4 CURRENT STUDY FACTS	5 CURRENT FACT STATUS	6 NUMBER OF EXTRA GAMES PLAYED	7 DAILY LESSON STATUS
Fri 10/12/12	8.9	Learn New Facts	3x7, 7x3	Focus Facts	1	Completed
Thu 10/11/12	8.7	Learn New Facts	3x7, 7x3	Study Facts	1	Completed
Wed 10/10/12	7.5	Mastery	N/A	N/A	1	Completed
Mon 10/08/12	8.4	Learn New Facts	4x3, 3x6, 6x3	Focus Facts	2	Completed
Thu 10/04/12	8.6	Learn New Facts	4x3, 3x6, 6x3	Study Facts	0	Completed
Wed 10/03/12	9.7	Learn New Facts	4x3, 3x6, 6x3	Study Facts	0	Completed
Mon 10/01/12	9.3	Learn New Facts	2x9, 9x2	Focus Facts	1	Completed
Thu 09/27/12	9.1	Learn New Facts	2x9, 9x2	Study Facts	3	Completed
▶ Wed 09/26/12	N/A	Learn New Facts	2x9, 9x2	Study Facts	N/A	▶ Incomplete
Mon 09/24/12	12.5	Fact Challenge	N/A	N/A	0	Completed
		Typing Challenge	N/A	N/A		Completed

▶ Indicates lesson time greater than 15 minutes, or incomplete lesson status.

Using This Report

Purpose: This report shows a student's daily lesson status during the selected time period. Use it monthly to monitor progress, identify flagged lessons and patterns in fluency development.

Follow-Up: Look for flags that indicate if a student is spending too long on the software or has incomplete lessons. Observe FASTT Math use to ensure the student is on track. If needed, reinforce fact fluency by providing additional customized practice and intervention to ensure success.

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How It Helps

"I use this report to monitor each student's progress. I can see lessons flagged as incomplete or taking too much time, and I can see patterns in fluency development."

Understand the Data

1 Current Operation:

This box displays the date the student started the operation, student settings, and the number of Placement Assessment and Current Fast Facts.

2 Time:

This column shows the total time the student has used the program for the day.

3 Activity Type:

This column indicates the type of activity the student completed for each date. The most common type of activity should be Learn New Facts.

4 Current Study Facts:

This column lists the facts the student received instruction on during the lesson. The Current Study Facts are often fact pairs (for example, $6 + 7$ and $7 + 6$).

5 Current Fact Status:

This column lists the status of the facts on which the student received instruction during the lesson.

6 Number of Extra Games Played:

This shows the number of extra Fluency Games the student played for the day. This number does not include the game required to complete the daily lesson.

7 Daily Lesson Status:

The lesson status is marked as Completed when the student successfully finishes the instructional portion of the lesson and one Fluency Game. A student with Incomplete lesson status is flagged.

Use the Data

Who: Teachers and administrators

When: Monthly

Where: SAM

How: Apply the information in this report in the following ways:

Target Instruction

- Look for flags that indicate a student is spending too much time on the software or logging out prior to completing a daily session. Students are flagged when the login time is greater than 15 minutes. Observe the student to see if he or she is struggling and consider adjusting program settings if necessary. (See Program Settings in the Program Overview section for more details.)
- Review Current Study Facts trends and consider providing additional practice using Customized Worksheets or additional intervention to ensure student success.

Customize the Report

- You may generate this report at the Group, Class, Teacher, and Student levels and print a multipage PDF that includes the reports of all students included at the selected level.
- You may customize the Time Period for this report. The default is the last 30 days, but you can choose to print a report for this school year or for a custom time period.

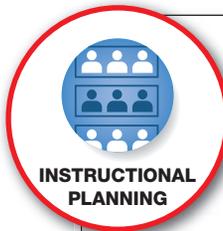
Review Related Reports

- Student Fact Fluency Status Report
- Student Response to Intervention Report

Student Response to Intervention Report

Instructional Planning

Purpose: This report shows individual student fact fluency growth over time.



Student Response to Intervention Report

STUDENT: BRACCO, CHRISTINE

School: Lincoln Middle School
 Teacher: Margaret Schirmer
 Grade: 6
 Class: 2ND Period
 Group: 2

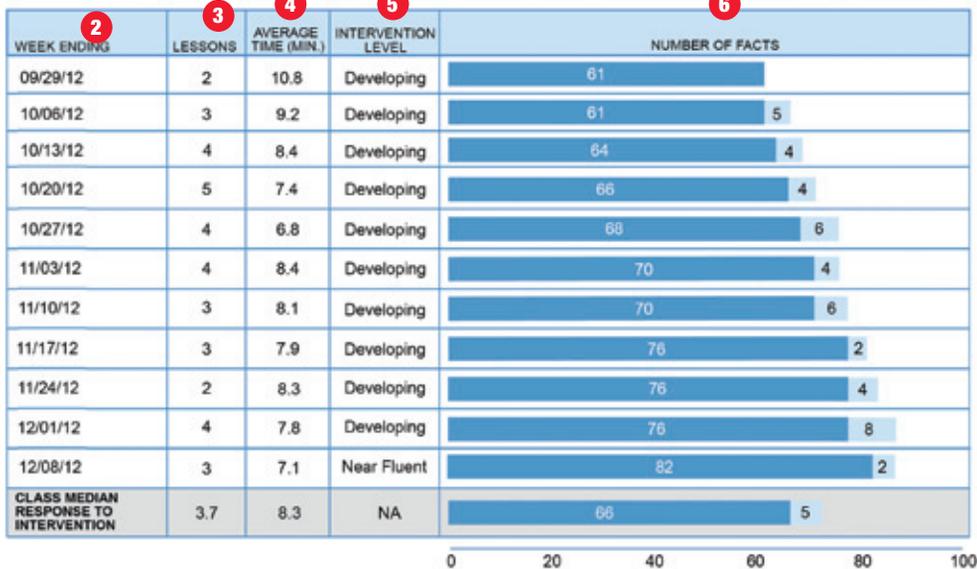


Time Period: 09/23/12 – 12/08/12

Completed FASTT Math Operations: N/A

1 Multiplication (0-9)

Date Started Operation: 09/24/12
 Individual Settings: 60 problems/1.25 seconds per problem
 Placement Assessment Fast Facts: 61/100
 Current Fast Facts: 82/100



Fast Facts: The student has quick, accurate responses to these facts.
Focus Facts: The student is receiving targeted practice to develop fluency with these facts.

Using This Report

Purpose: This report shows a student's fact fluency growth over time. Use it monthly to monitor progress and response to instruction.

Follow-Up: Look for steady growth over time in the total number of Fast Facts. Slow progress may indicate infrequent use or the need for additional customized practice and intervention.

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How It Helps

"This report helps me monitor growth in Fast Facts and track progress against a student's Response to Intervention plan. It helps me see where additional support is needed."

Understand the Data

1 Current Operation:

This box displays the date the student started the operation, student settings, and the number of Placement Assessment and Current Fast Facts.

2 Week:

This column indicates the start and end date of the week.

3 Lessons per Week:

This column indicates the number of lessons completed during the week.

4 Average Time:

This box indicates the average *FASTT Math* time for the week.

5 Intervention Level:

This column indicates the Intervention level for the indicated week, which is based on the student's total number of Fast Facts.

6 Number of Facts:

The bars represent the student's number of Fast and Focus Facts at the end of each week.

Use the Data

Who: Teachers and administrators

When: Monthly, or according to students' response to intervention plan

Where: SAM

How: Apply the information in this report in the following ways:

Target Instruction

- Look for steady growth in the total number of Fast Facts. For students who show slow progress, consider additional instruction and/or practice with Customized Worksheets.
- Review frequency of use. Research shows that students should use *FASTT Math* consistently, three to five times a week, to improve fact fluency.
- Review Intervention levels. Observe a student who is underperforming to see if he or she is struggling or distracted. Consider adjusting program settings if necessary. (See Program Settings in the Program Overview section for more details.)

Customize the Report

- You may generate this report at the Group, Class, Teacher, and Student levels and print a multipage PDF that includes the reports of all students included at the selected level.
- You may customize the Time Period for this report. The default is from the start of the operation to today, but you may choose the last 30 days, this school year, or select a custom time period, based on the student's response to intervention plan.
- The default operation is the student's current operation, but you can also choose to view a previously assigned operation.

Review Related Reports

- Student Fact Fluency Status Report
- Student Lesson Status Report

Progress Report

Progress Monitoring

Purpose: This report shows student performance and usage information.



Progress Report

CLASS: 2ND PERIOD

School: Lincoln Middle School

Teacher: Margaret Schirmer

Grade: 6



Time Period: 09/24/12– 12/06/12

STUDENT	OPERATION	DATE STARTED OPERATION	PLACEMENT ASSESSMENT FAST FACTS	PERFORMANCE (CURRENT)			USAGE		
				FAST FACTS	FOCUS FACTS	STUDY FACTS	AVERAGE TIME (MIN.)	AVERAGE LESSONS PER WEEK	LAST LOGIN
Bracco, Christine	Multiplication (0-9)	09/24/12	61	82	2	16	8.2	3.4	12/06/12
Chu, Amy	Addition (0-9)	09/24/12	69	78	0	22	7	3.4	12/06/12
Collins, Chris	Addition (0-9)	09/24/12	47	58	2	40	5.5	3.1	12/06/12
Cooper, Tiffany	Addition (0-9)	09/24/12	53	64	6	30	9	3	12/06/12
Evans, Jamal	Subtraction (0-9)	09/24/12	64	78	8	14	9.2	4	12/06/12
Felix, Tonya	Addition (0-9)	09/24/12	74	86	4	10	7.3	3.8	12/06/12
► Fernandez, Luis	Addition (0-9)	09/24/12	62	68	6	26	6.9	► 2.3	12/06/12
Garcia, Matt	Addition (0-12)*	09/24/12	136	169	0	0	8.2	5	10/31/12
Garcia, Matt	Subtraction (0-9)	11/01/12	67	76	6	18	8.6	5	12/06/12
► Imran, Khaleel	Addition (0-12)	09/24/12	51	► 69	4	96	8.4	4	12/06/12
► Kramer, Liz	Addition (0-9)	09/24/12	14	► 29	12	63	16.3	► 2.1	12/06/12
Krynski, Theo	Addition (0-9)	09/24/12	81	86	3	11	9.1	5	12/06/12
Palermo, Justin	Addition (0-12)	09/24/12	89	139	4	26	7.7	5	12/06/12
Ramirez, Gariella	Addition (0-9)*	09/24/12	85	100	0	0	8.2	3	11/21/12
Ramirez, Gariella	Subtraction (0-9)	11/22/12	58	69	4	27	9	4	12/06/12
► Rupp, Jeremy	Addition (0-9)	09/24/12	32	► 44	6	50	6.3	3	12/06/12
Sanchez, Rachael	Addition (0-12)	09/24/12	70	95	6	68	7	4.3	12/06/12

► Indicates lower than expected performance (fewer than 50% Fast Facts) or fewer than 3 lessons per week on average.

* Indicates completed operation.

Using This Report

Purpose: This report shows student performance and usage information. Use it monthly to monitor student progress and to identify students who are not using the program successfully.

Follow-up: Look for flags that indicate students with lower than expected performance in fact fluency, fewer than 3 lessons per week, or greater than 15 minutes of average lesson time. If needed, reinforce fact fluency by providing additional customized practice and intervention to ensure success.

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How It Helps

"I use this report to monitor each student's progress. I can see whether a student is using FASTT Math often enough and whether he or she is struggling."

Understand the Data

1 Operation:

This indicates each student's assigned operation and fact range.

2 Placement Assessment Fast Facts:

This indicates each student's number of Fast Facts at the end of the Placement Assessment.

3 Performance:

This section shows the number of Fast Facts, Focus Facts, and Study Facts each student has at the end of the selected report period.

4 Usage:

This section shows the following information:

Average Time: the average time the student is working on a lesson

Average Lessons per Week: the average number of lessons the student completed during each week

Last Login: the date the student last logged in to the program

Use the Data

Who: Teachers and administrators

When: Monthly

Where: Teacher Dashboard and SAM

How: Apply the information in this report in the following ways:

Target Instruction

- Look for flags that indicate lower than expected performance, that is, fewer than 50% Fast Facts. Refer to the Intensive Support section of this guide for additional suggestions and lessons. Consider adjusting the program settings.
- Look for flags that indicate insufficient usage. Research shows that the student should use *FASTT Math* consistently, three to five times per week, 10 minutes per day.

Customize the Report

- You may generate this report at the Group, Class, Teacher, and Grade levels and print a multipage PDF that includes the reports of all students included at the selected level.
- You may customize the Time Period for this report. The default is the last 30 days, but you can choose to print a report for this school year or for a custom time period.

Review Related Reports

- Intervention Grouping Report

Intervention Grouping Report

Instructional Planning

Purpose: This report groups students under four *FASTT Math* Next Generation performance standards.



Intervention Grouping Report

CLASS: 2ND PERIOD
School: Lincoln Middle School
Teacher: Margaret Schirmer
Grade: 6



Time Period: 09/24/12 – 12/06/12

1

INTERVENTION LEVEL (BASED ON PROGRESS WITH FASTT MATH)	STUDENT	OPERATION
Fluent 97% or greater Fast Facts.	Garcia, Matt	Addition (0-12)
	Ramirez, Gariella	Addition (0-9)
Near fluent 80% or more Fast Facts and fewer than 97% Fast Facts.	Bracco, Christine	Multiplication (0-9)
	Felix, Tonya	Addition (0-9)
	Krynski, Theo	Addition (0-9)
	Palermo, Justin	Addition (0-12)
Developing 50% or more Fast Facts and fewer than 80% Fast Facts.	Chu, Amy	Addition (0-9)
	Collins, Chris	Addition (0-9)
	Cooper, Tiffany	Addition (0-9)
	Evans, Jamal	Subtraction (0-9)
	Fernandez, Luis	Addition (0-9)
	Garcia, Matt	Subtraction (0-9)
	Ramirez, Gariella	Subtraction (0-9)
	Sanchez, Rachael	Addition (0-12)
	Underperforming Fewer than 50% Fast Facts.*	Imran, Khaleel
Kramer, Liz		Addition (0-9)
Rupp, Jeremy		Addition (0-9)

* The percentage of Fast Facts for this grouping may vary according to number range and operation. Refer to the Teacher's Guide for more information.

Using This Report

Purpose: This report groups students under four FASTT Math performance standards. Use it monthly to target students whose performance indicates that they need additional instruction, practice, or support in a particular operation.

Follow-Up: Ensure students are placed in FASTT Math to build success and develop fluency. Plan appropriate math instructional support and intervention for students that are underperforming.

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How It Helps

"This report helps me see which students need additional instruction, practice, or support in a particular operation. I use it to plan for appropriate intervention."

Understand the Data

1 Fluency Level:

Indicates the Fluency level of each student for the selected time period. Students are grouped under four *FASTT Math* Next Generation performance standards as follows:

Fluent: 97% or more Fast Facts

Near Fluent: 80%–96% Fast Facts

Developing: 50%–79% Fast Facts

Underperforming: fewer than 50% Fast Facts

Use the Data

Who: Teachers and administrators

When: Monthly, or according to a student's response to intervention plan

Where: Teacher Dashboard and SAM

How: Apply the information in this report in the following ways:

Target Instruction

- Ensure students are appropriately placed in *FASTT Math* Next Generation.
- Observe the student to see if he or she is struggling or distracted and plan appropriate support. Refer to the Intensive Support section for additional intervention lessons and suggestions.
- Observe *FASTT Math* use to ensure the student is on track. Consider adjusting program settings. (See Program Settings in the Program Overview section for more details.)

Customize the Report

- You may generate this report at the Group, Class, Teacher, and Grade levels and print a multipage PDF that includes the reports of all students at the selected level.
- You may customize the Time Period for this report. The default is the last 30 days, but you may print a report for this school year or any custom time period.
- You may customize the operation. The default is All Operations, but you may select operations individually.

Review Related Reports

- Progress Report

Summary Progress Report

Progress Monitoring

Purpose: This report shows the number of students enrolled in *FASTT Math* Next Generation and assigned to each operation.



Summary Progress Report SCHOOL: LINCOLN MIDDLE SCHOOL



Time Period: 09/24/12 – 12/06/12

GRADE	1 ADDITION 2		SUBTRACTION		MULTIPLICATION		DIVISION	
	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS
Grade 4	59	68% (40)	62	50% (31)	38	13% (5)	38	82% (31)
Grade 5	71	35% (25)	11	0% (0)	43	23% (10)	52	0% (0)
Grade 6	81	77% (62)	84	51% (43)	20	80% (16)	23	70% (16)
TOTAL	211	60% (127)	157	47% (74)	101	31% (31)	113	59% (67)

Using This Report

Purpose: This report shows the number of students enrolled in *FASTT Math* and assigned to each operation. Use it quarterly to monitor student's fluency with all math facts.

Follow-Up: Work with teachers to set targets for student performance and usage to help ensure that students use *FASTT Math* frequently to meet those targets during the school year. The goal is 100% of students fluent in math facts.

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How It Helps

"I use this report when I work with teachers to establish targets for student usage and performance. We meet regularly to monitor those targets."

Understand the Data

1 Assigned Students:

This column indicates the number of all students who are enrolled in *FASTT Math* Next Generation. Students are automatically assigned to Addition 0–9 by default, but teachers can change the assignment in Student Settings. A student may be assigned to more than one operation during the selected period and so may be represented more than once in the report.

2 Fluent Students:

This column indicates the number of all students who have 97% or more Fast Facts.

Use the Data

Who: Administrators

When: Quarterly

Where: SAM

How: Apply the information in this report in the following ways:

Plan a Response to the Data

- Compare the number of students who are fluent in each operation with the number of assigned students. A low number of fluent students may indicate low performance or low usage. It may also indicate that students did not use the program long enough and the report may not provide useful information.
- If the report indicates student low performance, work with teachers to set targets for student performance and usage to help ensure that students use *FASTT Math* frequently to meet those targets during the school year.
- You may share the report with leaders and teachers to encourage enthusiasm about progress in fact fluency and help them grasp needs.

Customize the Report

- You may generate this report at the School, Grade, and District levels and print a multipage PDF that includes the reports of all students included at the selected level.
- You may customize the Time Period for this report. The default is from the start of the operation to today, but you can choose to print a report for the last three months or this school year, or you can select a custom time period.
- You may also customize Grouping. Based on your selection on the SmartBar, these are the options:
 - For a school report:** grade (default) or teacher
 - For a grade report:** class
 - For a district report:** grade (default) or school

Review Related Reports

- *FASTT Math* Implementation Report

FASTT Math Implementation Report

Progress Monitoring

Purpose: This report shows student fact fluency growth during the selected time period.



FASTT Math Implementation Report SCHOOL: LINCOLN MIDDLE SCHOOL



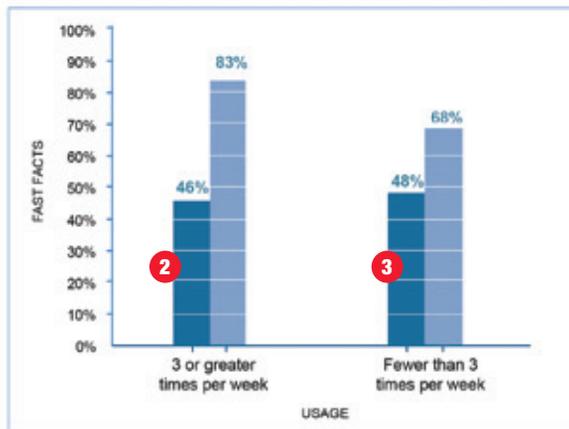
Time Period: 09/24/12 – 12/06/12

Multiplication

FASTT MATH AVERAGE USE	NUMBER OF STUDENTS
3 or greater times per week (recommended use)	209 (83%)
Fewer than 3 times per week	43 (17%)
TOTAL	252 (100%)

1

Number of Students Who Completed Operation: 39



2

3

Placement Assessment
Current

Using This Report

Purpose: This report shows student fact fluency growth during the selected time period. Use it yearly to track frequency of use and assess overall progress.

Follow-up: Work with teachers to set targets for student performance and usage to help ensure that students use FASTT Math frequently to meet those targets during the school year. The goal is 100% of students fluent in math facts.

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How It Helps

"I use this report to track frequency of use and assess overall progress. It helps me work with teachers to set targets for student performance and usage."

Understand the Data

1 Average Use:

Indicates the number of students who used *FASTT Math* Next Generation three or more times per week and the number of students who used it fewer than three times per week during the selected time period for that operation.

2 First Data Set:

This part of the graph provides information for all students using the program three or more times per week. It shows the average percent of Fast Facts that students had at the end of the Placement Assessment and at the end of the selected period.

3 Second Data Set:

This part of the graph provides information for all students using the program *fewer than* three times per week. It indicates the average percent of Fast Facts that students had at the end of the Placement Assessment and at the end of the selected period.

Use the Data

Who: Administrators

When: Yearly

Where: Leadership Dashboard and SAM

How: Apply the information in this report in the following ways:

Plan a Response to the Data

- It is important to allow at least three months of program use before generating this report to ensure that the information is useful.
- Within each data set, look for increase in the number of Fast Facts between the Placement Assessment and Current. Lack of progress may indicate that students may need additional intervention using the Intensive Support interventions in this guide, that the program has not been used long enough, or that program settings are not optimal for some students.
- Compare student progress between those who use the program frequently and those who do not. Work with teachers to set targets for program usage.
- You may share the report with school administrators and teachers to encourage enthusiasm about fact fluency progress and help them understand needs.

Customize the Report

- You may generate this report at the School, Grade, and District levels and print a multipage PDF that includes the reports of all students included at the selected level.
- You may customize the Time Period for this report. The default is this school year, but you can choose to select a custom time period.
- You may customize the operation. The default is All Operations. You may select operations individually.

Review Related Reports

- Summary Progress Report
- Demographic Growth Report

Growth and Usage Report

Progress Monitoring

Purpose: This report shows student usage of the program and the associated percent gain when using the program on-model (three or more times a week) or off-model (fewer than three times per week). Use it quarterly to help you monitor student and school progress and identify students and schools that are not using the program successfully.



Growth and Usage Report DISTRICT: DISTRICT TWELVE



Time Period: 09/24/12 – 12/06/12

Multiplication (0-9)

FASTT MATH AVERAGE USE	NUMBER OF STUDENTS
3 or greater times per week (recommended use)	398 (56%)
Fewer than 3 times per week	307 (44%)
TOTAL	705 (100%)

Number of Students Who Completed Operation: 155

SCHOOL NAME	3 OR GREATER TIMES PER WEEK		FEWER THAN 3 TIMES PER WEEK		TOTAL STUDENTS	TOTAL INSTRUCTIONAL TIME (HRS)	COMPLETED OPERATION
	# OF STUDENTS	% GAIN	# OF STUDENTS	% GAIN			
Bailey Middle School	76	24%	141	12%	217	95	42
Lincoln Middle School	209	37%	43	20%	252	100	39
Romeo Elementary	113	31%	123	9%	236	90	74
TOTAL	398	31%	307	14%	705	285	155

Using This Report

Purpose: This report shows student usage of the program, and the associated percent gain when using the program on-model (three or greater times per week) or off-model (fewer than three times per week). Use it to help you monitor student and school progress and identify students and schools that are not using the program successfully.

Follow-Up: Encourage students and schools that are using the program fewer than three times a week to use it at least three days a week. Suggest that students use the program before or after school, during lunch time, computer labs, or during daily math class.

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How It Helps

“This report helps me monitor student and school progress and identify students and schools that are—and are not—using the program successfully.”

Understand the Data

1 **FASTT Math Average Use**

Indicates the number of students who used *FASTT Math* Next Generation three or more times per week and the number of students who used it fewer than three times per week during the selected time period for that operation.

2 **School Name**

If running a report at the District level, this column is called “School Name” and lists each school in the district. If running the report at the School level, this column is called “Class Name” and lists each *FASTT Math* Next Generation class in the school.

3 **Percent Gain**

Percent gain shows the average increase in student scores between the initial placement test and the most recent performance test in the selected time period.

4 **Total Students**

This column shows the total number of students.

5 **Total Instructional Hours**

This column shows the total number of hours that all students in this school/class have spent taking *FASTT Math* Next Generation lessons and games.

6 **Completed Operation**

This column shows the total number of completed operations for all students in this school/class.

Use the Data

Who: Administrators

When: Quarterly

Where: Leadership Dashboard and SAM

How: To monitor student program usage and see associated gains in performance scores

Plan a Response to the Data

- It is important to allow at least three months of program use before generating this report to ensure that the information presented is useful.
- This report can help you assess frequency of use and overall progress with the program.
- Compare student progress between those who use the program frequently and those who do not. Work with teachers to set targets for program usage.
- You may share the report with school administrators and teachers to encourage enthusiasm about progress in fact fluency and help them understand needs.

Customize the Report

- You may customize the Time Period. The default is this school year, but you may choose to print a report for this grading period or select a custom time period.
- You may customize the operation. The default is All Operations, but you may choose to select Addition, Subtraction, Multiplication, or Division.

Review Related Reports

- *FASTT Math* Implementation Report
- Demographic Growth Report

Demographic Growth Report

Progress Monitoring

Purpose: This report provides a demographic breakdown of *FASTT Math* performance over time.



Demographic Growth Report DISTRICT: DISTRICT TWELVE



Time Period: 09/24/12 – 12/06/12

District Twelve (6420 total students)

DEMOGRAPHIC	STUDENTS	INTERVENTION LEVEL								
		PLACEMENT ASSESSMENT				CURRENT				
African American	890	21%	12%	28%	39%	2%	6%	15%	77%	
Asian/Pacific Islander	740	10%	5%	10%	75%	5%	12%	3%	80%	
Economically Disadvantaged	960	30%		40%	7%	23%	10%	15%	20%	55%
Hispanic	1140	30%	7%	13%	50%	9%	8%	20%	63%	
Limited English Proficiency	680	20%	23%		37%	20%	13%	10%	10%	67%
Native American	0	N/A				N/A				
Student w/Disabilities	980	22%		36%	10%	22%	17%	22%	17%	45%
White Caucasian	1030	13%	15%	10%	62%	3%	12%	14%	71%	

The Lincoln School (947 total students)

DEMOGRAPHIC	STUDENTS	INTERVENTION LEVEL								
		PLACEMENT ASSESSMENT				CURRENT				
African American	119	15%		40%	20%	25%	5%	20%	30%	45%
Asian/Pacific Islander	103	10%	10%	10%	70%	5%	10%	15%	70%	
Economically Disadvantaged	105	20%		35%	20%	25%	5%	20%	35%	40%
Hispanic	160	35%	15%	10%	40%	20%	10%	20%	50%	
Limited English Proficiency	151	20%		40%	30%	10%	10%	40%	30%	20%
Native American	0	N/A				N/A				
Student w/Disabilities	125	40%		10%	35%	15%	25%	35%	5%	35%
White Caucasian	184	10%	15%	25%	50%	5%	10%	25%	60%	

Underperforming Developing Near Fluent Fluent

Using This Report

Purpose: This report provides a demographic breakdown of FASTT Math performance over time.

Follow-Up: Identify demographic groups that are in need of extra help based on their FASTT Math performance standard percentages. Plan appropriate math instructional support and intervention for students that are Underperforming.

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How It Helps

“It is important that students in my district are making Adequate Yearly Progress (AYP) in math. This report makes it simple to monitor whether schools in my district are meeting AYP requirements.”

Understand the Data

1 Demographic:

This column shows the Adequate Yearly Progress demographic groupings.

2 Students:

This column shows the total number of students in each demographic group.

3 Intervention Level:

These columns show the percentage of students in each *FASTT Math* performance standard (Underperforming, Developing, Near Fluent, Fluent) after the Placement Assessment and for the current date.

Use the Data

Who: Administrators

When: Monthly

Where: SAM

How: Apply the information in this report in the following ways:

Plan a Response to the Data

- **Conference With Teachers** Follow up with principals or teachers to discuss ways to meet the students' needs across various demographic groups.
- **Acknowledge Success** Congratulate teachers and principals in classes and schools where student achievement levels are high.
- **Share Successes** If students in a particular school, grade, or class are doing especially well, explore the instructional strategies being used and share them with other teachers.

Customize the Report

- You may generate this report at the District and School levels and print a multipage PDF that includes the reports of all students included at the selected level.
- You may customize the Time Period for this report. The default is this school year, but you can choose to select a custom time period.

Review Related Reports

- Growth and Usage Report
- *FASTT Math* Implementation Report

Generating Multiyear Reports

Within SAM, teachers and administrators can generate, save, and print multiyear reports. Multiyear reports provide information on school and district usage and progress over time.

To generate multiyear reports, select a report type. Then select “Custom” as the time period. Data is available from the first implementation of the *FASTT Math* software.

The screenshot shows the SAM District Administrator interface for Bracco, Christine. The main content area displays a table of reports under the heading "FASTT Math Next Generation". A modal window titled "Select a Custom Time Period" is open, allowing the user to specify a date range. The modal includes fields for "From (MM/DD/YYYY)" and "To (MM/DD/YYYY)", with "09/04/12" and "10/12/12" entered respectively. Below these fields are "Cancel" and "Run Report" buttons. Three callout boxes provide instructions: "Click to select a report type." points to the "Student Reports" dropdown; "Click to customize the dates." points to the "Custom" radio button in the "Time Period" section; and "Enter the dates for a Multiyear report." points to the date input fields in the modal. The background interface shows a navigation menu with "Home", "Roster", "Reports", "Resources", and "Books". The "Reports" section is active, and a list of users is visible on the left side.

Name	Type	Date Last Run
Student Fact Fluency Status Report		11/06/12
Student Lesson Status Report		10/12/12
Student Response to Intervention		12/06/12

Time Period

Last 30 Days

This School Year

Custom

Additional Settings

None

Report Description

This report shows individual student daily lesson status during the selected time period. Use it to help you monitor progress, identify flagged lessons and patterns in fluency development.

Run Report

Applying Demographic Filters

Determining that Adequate Yearly Progress requirements are being met for all demographic groups is critical for all teachers and administrators. Using the demographic filters available in SAM and the Leadership Dashboard, educators can easily review performance and usage data for individual demographic groups.

The following demographic filters are available:

Adequate Yearly Progress

- Economically Disadvantaged
- Gifted and Talented
- Limited English Proficiency
- Migrant
- Students With Disabilities

Ethnicity

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Pacific Islander
- White/Caucasian

Gender

Grade Level

Demographic Filters in SAM

Demographic filters can be applied to any reports in SAM. Select and run a report. Then apply the demographic filters. Save and print the report.

The screenshot shows the SAM interface for Lincoln Middle School. The main report is titled "Implementation Report" for "Multiplication" with a time period of 09/24/12 - 12/06/12. It displays a table of FAST Math average use and a bar chart showing the percentage of students who completed operations. A red box highlights the text "Click to apply demographic filters to the current report." which is positioned over the "Apply Demographic Filter" link in the report header.

FAST MATH AVERAGE USE	NUMBER OF STUDENTS
3 or greater times per week (recommended use)	209 (83%)
Fewer than 3 times per week	43 (17%)
TOTAL	262 (100%)

Number of Students Who Completed Operations: 39

Demographic Filter dialog box options:

- AYP**
 - Economically Disadvantaged
 - Gifted and Talented
 - Limited English Proficiency
 - Migrant
 - Students with Disabilities
- Gender**
 - Female
 - Male
- Ethnicity**
 - American Indian/Alaskan Native
 - Asian
 - Black/African American
 - Hispanic
 - Pacific Islander
 - White/Caucasian
- Grade**
 - Sixth grade
 - Seventh grade
 - Eighth grade
- Program**
 - FAST Math Next Generation

Demographic Filters in the Leadership Dashboard

Demographic filters can be applied to the Data Breakdown for a district or school available in the Leadership Dashboard.

The screenshot displays the Scholastic Leadership Dashboard for Anthony A. Andrews School. The main report is titled 'Math Fact Fluency' and features a pie chart showing the distribution of student performance levels: 40% Fluent, 20% Near Fluent, 15% Developing, and 25% Underperforming. Below the chart is a table titled 'Data Breakdown: My District' with columns for Student Enrollment, % Underperforming, % Fluent, % On Model Fast Facts, and % Off Model Fast Facts. A 'Demographic Filters' dialog box is open, allowing users to select criteria for filtering the data breakdown. A callout box with a red border points to the 'Filters: Off' gear icon, with the text: 'Click to apply demographic filters to the current report.'

SCHOOLS	STUDENT ENROLLMENT	% UNDERPERFORMING	% FLUENT	% ON MODEL FAST FACTS	% OFF MODEL FAST FACTS
All Schools	382	18	14	45	68