

# FAST Reader Movement & Summative Reflection

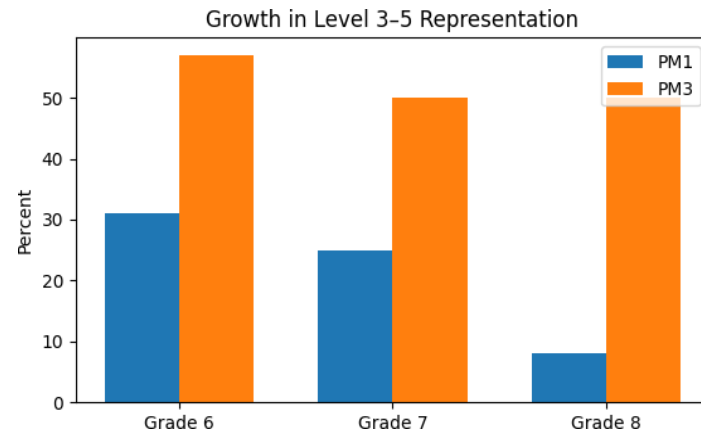
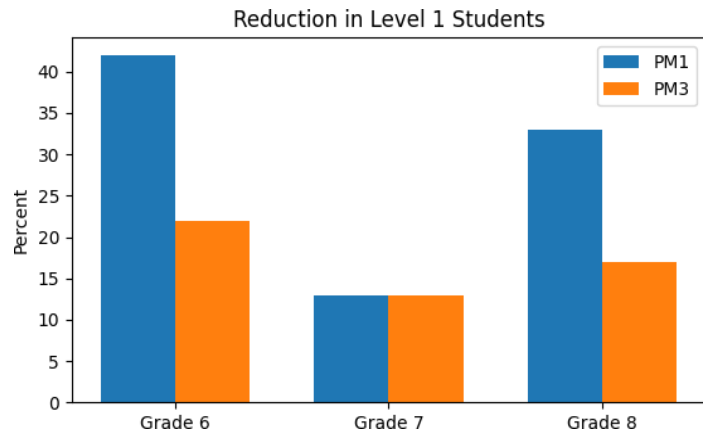
2025–2026 Intensive Reading Reflection • Stephen Scott

## Core Instructional Philosophy

Intensive Reading was treated as a true literacy class with intervention supports, not simply a remediation or support period. The focus throughout the year centered on structured accountability, strategy instruction, small-group response, habit reinforcement, reading stamina, and helping students build stronger independent reading behaviors over time.

For many intervention students, the most important growth this year was not simply scale-score movement, but developing the consistency, stamina, and **confidence** necessary to function more independently as readers.

Grade	PM1 Level 1	PM3 Level 1	PM1 Level 3–5	PM3 Level 3–5
Grade 6	42%	22%	31%	57%
Grade 7	13%	13%	25%	50%
Grade 8	33%	17%	8%	50%



# Meaningful Student Growth Patterns

## Sustained Growth & Consistency

- Yeissmar Perez demonstrated one of the clearest habits-to-growth trajectories in the dataset through improved consistency and reduced distraction.
- João Gabriel G.R. De Souza and Noah Gonzalez Moreno both crossed into stronger performance territory and sustained their gains through PM3, reinforcing the importance of long-term consistency rather than temporary spikes.
- Cesar Briceño and Valentina Deodato represented strong ELL and MTSS (respectively) examples of how steady routines, accountability, and consistent effort produced meaningful long-term movement.

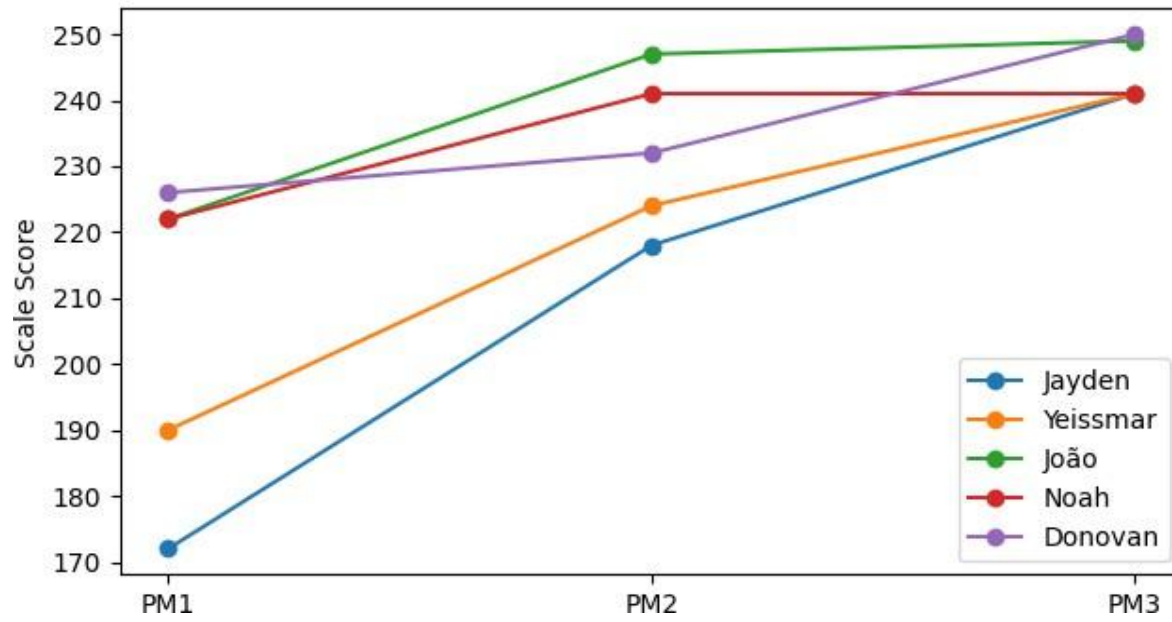
## Acceleration & Emerging Capability

- Jayden Diaz demonstrated significantly higher ceiling potential once fully engaged and focused for **one day**.
- Donovan Johansson accelerated beyond simple maintenance growth into advanced performance territory by PM3. If his habits do not continue, while his test score is strong, has potential to slip.
- Davi De Queiroz and Leonardo Carneiro both experienced higher achievement territory for the first time and will benefit from continued monitoring to determine long-term stabilization and independent consistency.

## Recovery & Resilience Growth

- Samantha Quero Pina represented an important ELL recovery-growth example. While still remaining below proficiency, PM3 growth reflected resilience, persistence, and recovery after a difficult PM2 cycle.

Sustained & Accelerated Growth Patterns



# Bubble Student & Threshold Analysis

Distance Category	Moved Up	Moved Down	Success Rate
1–10 Points Away	9	6	60%
11–20 Points Away	4	1	80%

Students identified as PM2 “bubble students” generally remained highly competitive near achievement thresholds by PM3. The strongest upward movement often aligned with improvements in confidence, pacing, slowing down, strategy use, and independent accountability rather than isolated skill deficits alone.

Several students who did not fully cross thresholds still demonstrated meaningful trajectory shifts and increased competitive performance compared to PM1.

# Good • Bad • Ugly Trends

## **GOOD**

- Strong upward movement in Grades 6 and 8.
- Reduced Level 1 representation over time.
- Students who fully bought into routines and accountability demonstrated the strongest growth.
- Several ELL students demonstrated meaningful sustained movement and stabilization by PM3.

## **BAD**

- Some students demonstrated temporary spikes without long-term maintenance.
- Independent accountability outside structured support remained inconsistent.
- Irregular intervention usage patterns often aligned with unstable growth trajectories.

## **UGLY / HARD TRUTHS**

- Not all growth was linear.
- Some students showed they were capable of more, but could not sustain consistency independently.
- Intervention can create opportunities for growth, but students still have to sustain the habits independently.

# Professional Reflection & Refinement

One area I would continue refining is streamlining intervention systems earlier in the year so more instructional energy can consistently go toward immediate small-group response, live reading observation, and targeted intervention adjustment.

This year reinforced how valuable real-time classroom observation can be alongside computer-based diagnostics. Some of the most actionable instructional information came from watching students process text live through guided reading, annotation work, pacing patterns, confidence shifts, and strategy application.

The challenge was rarely identifying what students needed. The larger challenge was building and managing intervention systems while simultaneously responding to student needs in real time.

Overall, the data reflects meaningful reader movement, stronger independent reading behaviors, and measurable growth among many intervention students across the year.