Improving Reading Outcomes Through Goal Setting and Progress Monitoring

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Disclosure

Roland Good is a co-owner of Dynamic Measurement Group, Inc. (DMG). Stephanie Stollar is an employee of DMG.

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Participant Objectives

1. Understand different approaches for setting goals and evaluating student progress

2. Learn about a new technology for setting meaningful, attainable, and ambitious goals

3. Practice setting goals and discuss student progress decisions

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Essential Elements of RTI

Although there is no specific definition of RTI, essential elements can be found when we take a look at how states, schools, and districts fit RTI into their work. In general, RTI includes:

- **screening** children within the general curriculum,
- tiered instruction of **increasing intensity**,
- evidence-based **instruction**,
- close monitoring of **student progress**, and
- informed **decision making** regarding next steps for individual students.

http://www.parentcenterhub.org/repository/rti/#elements
Accessed: 2/19/2017

What is progress monitoring and formative evaluation?

To implement progress monitoring, the student’s **current levels of performance** are determined and **goals are identified** for learning that will take place over time. The student’s academic performance is **measured on a regular basis (weekly or monthly)**. Progress toward meeting the student’s goals is measured by **comparing expected and actual rates of learning**. Based on these measurements, teaching is adjusted as needed. Thus, the student’s progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

http://www.studentprogress.org/progresmon.asp#2
Accessed: 1/22/2015

John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:

- **Student**
- **Teacher**
- **Teaching**
- **Curricula**
- **School**
- **Home**

*Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*

Desirable **Goals** are:
- Meaningful,
- Attainable,
- Ambitious

**Feedback** to teachers & students: Is what we are doing working?

**Progress Monitoring and Formative evaluation** is the 3rd largest effect on student achievement out of 138 possible influences.
Outcomes-Driven Model

Outcomes Driven Model Steps:
- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.

Goal Setting

Typical current Approaches:
- Normative
  - Local norms
  - National norms
- Rate of improvement or expected gain per week
- Research-based benchmark goals (criterion-referenced)

An alternative approach – Pathways of Progress™

Local or National Norms

Benefits
- Anchor decisions to how a broad national sample of children perform
- Anchor decisions to how other students are performing in local environment

Difficulties
- National norms - Sample may not be representative of local context.
- Local norms – May not represent adequate progress compared to typical performance in a broader sample
- Both – May not represent performance that places the odds in a student’s favor of future success

Rate of Improvement

Benefits
- Provides a week by week expectation for gain, typically anchored to some normative expectation.
- Often takes into account a student's initial skills.

Difficulties
- Basis for interpreting progress is most typically by using slope compared to ROI expectation.
- Does not take into consideration different measures, grades and skills.
Benchmark Goals

Benefits
- Research-based and criterion-referenced - linked to important outcomes
- If a goal is reached, it’s likely the student will meet future goals

Difficulties
- Does not consider normative expectations (what is possible)
- Does not take into consideration initial skills
- May be more challenging to determine ambitious and attainable goals for students with very high skills (e.g., well above benchmark) or very low skills (well below benchmark)

Acadience Reading Benchmark Goals

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- **At/Above Benchmark**: Odds are generally 80% to 90%
- **Above Benchmark**: Odds are generally 90% to 99%
- **At Benchmark**: Odds are generally 70% to 85%
- **Below Benchmark**: Odds are generally 40% to 60%
- **Well Below Benchmark**: Odds are generally 10% to 20%

Purpose of Pathways of Progress™

Typical ways to set goals:
- expected progress or rate of improvement
- local or national percentiles
- using benchmark goals

Pathways goal setting considers:
- different measurement materials,
- different grades and times of year,
- different levels of initial skill
- reading accurately, fluently, and for meaning
Pathways of progress for individual, grade-level progress monitoring provides a tool to assist educators in:

(a) creating an **individual student learning goal** that is **ambitious, meaningful, and attainable** and an aim line for individual progress monitoring,

(b) Establishing an individual student learning goal that represents reading proficiency, including **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**.

(c) **Evaluating** the progress the student is displaying.

**Three Guiding Principles in Establishing Individual Student Learning Goals**

- **Meaningful.**
  - Increase the odds of future reading health

- **Ambitious.**
  - Grow enough to close the gap

- **Attainable.**
  - Other interventionists and students have done it

**Three Guiding Principles in Establishing Individual Student Learning Goals**

- **Meaningful.**
  - Goals should support students to achieve meaningful outcomes or increase the likelihood of achieving meaningful and important outcomes.

- **Ambitious.**
  - **Above typical** or **well above typical** progress are ambitious goals.
    - Typical progress may be ambitious enough for students who are **At or Above Benchmark** at the beginning of the year.
    - Typical progress may not be ambitious enough for students who are **Below** or **Well Below Benchmark** at the beginning of the year.
  - **Below typical** or **well below typical** progress are just not very ambitious.

- **Attainable.**
  - High in the well above typical range is probably not attainable.
  - Typical and above typical progress is readily attainable.
  - Well below typical and below typical progress may be attainable, but are not ambitious or meaningful.
Pathways of Progress™ Analysis

Pathways of Progress depend on the level of initial skills. Emphasizes the outcome or the end point of the Pathways of Progress.

Pathways of Progress™ provide a normative framework for setting goals and evaluating individual student progress. Compared to other students with the same initial skills.

- 80th percentile and above: Well Above Typical
- 60th to 79th percentile: Above Typical
- 40th to 59th percentile: Typical
- 20th to 39th percentile: Below Typical
- Below 20th percentile: Well Below Typical

Pathways of Progress™ Descriptors

Clarifies what rate of progress is typical, above typical, well-above typical, as well as below typical or well-below typical.

<table>
<thead>
<tr>
<th>Pathway Descriptor</th>
<th>Pathway Number</th>
<th>Progress Descriptor</th>
<th>Progress Percentile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★★★★</td>
<td>5</td>
<td>WELL ABOVE TYPICAL</td>
<td>80th percentile and above</td>
</tr>
<tr>
<td>★★★★</td>
<td>4</td>
<td>ABOVE TYPICAL</td>
<td>60th to 79th percentile</td>
</tr>
<tr>
<td>★★★</td>
<td>3</td>
<td>TYPICAL</td>
<td>40th to 59th percentile</td>
</tr>
<tr>
<td>★★</td>
<td>2</td>
<td>BELOW TYPICAL</td>
<td>20th to 39th percentile</td>
</tr>
<tr>
<td>★</td>
<td>1</td>
<td>WELL BELOW TYPICAL</td>
<td>Below 20th percentile</td>
</tr>
</tbody>
</table>

Considerations in Establishing Student Learning Goals

Acadience Reading informed considerations:

- What rate of progress is necessary to achieve important benchmark goals?
- What rate of progress is above typical progress compared to other students with the same initial skills?
- What rate of progress is necessary to narrow the achievement gap with students making adequate progress?
- What rate of progress is necessary to reduce risk and increase the odds of achieving subsequent goals.
Considerations in Establishing Student Learning Goals

Other considerations:
- What rate of progress is possible with a very effective, research based intervention?
- What resources are available to support instruction and intervention?
- What is the student attendance pattern?

Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha’s Initial Skills in Third Grade, Beginning of Year
- 205 Reading Composite Score
- 65 ORF Words Correct
- 96% ORF Accuracy
- 14 ORF Retell
- 1 Retell Quality of Response
- 6 Maze Adjusted Score

We desire Tabitha to be a proficient reader who is
- reading for meaning at an adequate rate and with a high degree of accuracy.

Establish an End of Year goal for Tabitha that is
- meaningful
- attainable
- ambitious

Evaluate Tabitha’s progress

Establishing Educationally Meaningful Goals for Reading Proficiency

A meaningful goal for students to become proficient readers requires: reading for meaning at an adequate rate and with a high degree of accuracy.

All three components are essential:
- reading for meaning
- adequate rate
- high degree of accuracy

In acquisition phase learning we may build accuracy first, but the long-term goal is adequate skills across the three reading components.
Common Core Reading Standards: Foundational Skills (K–5)

Grade 1 to 5 Students

Fluency

4. Read with sufficient **accuracy** and **fluency** to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use **context to confirm** or self-correct word recognition and **understanding**, re-reading as necessary.

Tabitha Pathways of Progress™

- Benchmark Score
- Individual Goal

Pathways of Progress
- Above Benchmark Goal
- Cut Point for Risk

Reading Composite Score
1. Provides the best measure of reading proficiency
2. Measures reading for meaning, at an adequate rate, with a high degree of accuracy

Pathways of Progress for Tabitha are compared to other students with the same Reading Composite Score (205) at the beginning of third grade.

If Tabitha makes **Above Typical Progress**, her end-of-year reading proficiency would be solidly between the benchmark goal and above benchmark.
Establishing Goals for Students who are Likely to Need Strategic Support

Ambitious and Attainable Goals include:
- Well above typical progress
- Above typical progress
- Typical progress,
- Below typical progress,
- Well below typical progress

Note: Consider the student's BOY need for support.

Typical, below typical, and well below typical progress are not adequately ambitious for students who are likely to need strategic support.

Tabitha’s Initial Skills in Third Grade, Beginning of Year
- 205 Reading Composite Score
- 65 ORF Words Correct
- 96% ORF Accuracy
- 14 ORF Retell
- 1 Retell Quality of Response
- 6 Maze Adjusted Score

Tabitha’s End of Year Goal:
By the end of the year, Tabitha will read aloud a third-grade Acadience Reading ORF passage at a rate of 106 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 35 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 20.
For Tabitha, Typical Progress on ORF Retell would be adequate to meet the end-of-year benchmark goal.

For Tabitha, Above Typical Progress on Maze would be adequate to just meet the end-of-year benchmark goal.
Third Grade Case Example: Alistair Likely to Need Intensive Support

Initial Skills at Beginning of Year in Third Grade
- 12 Reading Composite Score
- 12 ORF Words Correct
- 60% ORF Accuracy
- 0 ORF Retell
- 0 Maze

Establish goals that are
- **meaningful**: at or above benchmark or reduce risk
- **attainable**: typical or above typical progress is attainable
- **ambitious**: Because Alistair is Well Below Benchmark at BOY, *above typical progress or greater is appropriate*

Pathways of Progress is a powerful tool to assist in setting an ambitious and attainable goal in grade-level material for students with very low skills.

For Alistair, the benchmark goal may not be attainable by the end of the year. Even moving from Well Below Benchmark to Below Benchmark may require more than one year.
Sebastian with a beginning-of-year composite score of 295 offers a different challenge. The end-of-year benchmark goal may not be ambitious enough.
Pathways of Progress is a powerful general approach

- Enables individual pathways of progress for students at every point along the continuum of skills from low to high levels of skills. For example, Tabitha, Alistair, and Sebastian.

- Enables individual pathways of progress for the Acadience Reading composite score and for each Acadience Reading component measure, providing pathways for meaning, rate, and accuracy.

- Enables individual pathways of progress for grades where the skills change so quickly that different skills are measured at the beginning and end of the grade level, like kindergarten and first grade.

Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn’s Initial Skills in Third Grade, Beginning of Year

- **169 Reading Composite Score**
- **65 ORF Words Correct**
- **86% ORF Accuracy**
- **42 ORF Retell**
- **3 Retell Quality of Response**
- **3 Maze Adjusted Score**

We desire Jaclyn to be a proficient reader who is

- **reading for meaning** at an
- **adequate rate** and with a
- **high degree of accuracy**.

Establish an End of Year goal for Jaclyn that is

- **meaningful**
- **attainable**
- **ambitious**

Evaluate Jaclyn’s progress

Whole Group Activity: Setting an Individual Learning Goal for Jaclyn

1. Review Jaclyn’s beginning of year skills below. Is she likely to need support to achieve end of year benchmarks? Which areas are of particular concern? Which area is an area of strength?

2. Considering Jaclyn’s likely need for support, decide on an appropriately ambitious and attainable pathway.

3. Using the Acadience Data Management Goal Setting Utility screen shots on handout pages 1 & 2, identify goals for ORF Words Correct, ORF Accuracy, Retell, and Maze that will be meaningful, ambitious, and attainable.

4. Write an individual student learning goal for Jaclyn.

5. Mark the ORF Words Correct goal on the graph (page 3) for Jaclyn at the second week of May and draw the aim line from her current level of skill to the goal.

6. Discuss with a partner your goal for Jaclyn and explain your initial, primary focus for instruction to attain her goal.
If Jaclyn makes **Above Typical Progress** compared to other students with the same initial skills, her end-of-year reading proficiency would just meet the benchmark goal.
Jaclyn’s End of Year Goal:
By the end of the year, Jaclyn will read aloud a third-grade Acadience Reading ORF passage at a rate of 95 or more words correct per minute with at least 97% accuracy, and be able to talk about what she has read with a Retell score of at least 42 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 19.

Notice that Jaclyn’s Pathways of Progress for ORF Words Correct are all flatter than Tabitha’s. The goal we established for Jaclyn and the aimline we specified for ORF Words Correct are not as steep.

For Jaclyn, just reading faster is not reading better. To build overall reading proficiency we need to build her reading accuracy first and foremost followed by rate and comprehension.

René’s End of Year Goal:
We desire René to be a proficient reader who is reading for meaning at an adequate rate and with a high degree of accuracy. Establish an End of Year goal for Rene’ that is meaningful, attainable, ambitious. Evaluate René’s progress.
**Third Grade Case Example: René Likely to Need Core Support**

René’s Initial Skills in Third Grade, Beginning of Year
- **269 Reading Composite Score**
- **65 ORF Words Correct**
- **96% ORF Accuracy**
- **36 ORF Retell**
- **2 Retell Quality of Response**
- **11 Maze Adjusted Score**

René’s End of Year Goal:
By the end of the year, René will read aloud a third-grade Acadience Reading ORF passage at a rate of 111 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 42 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 20.

**Pathways of Progress**

Based on Acadience Reading Composite Score

3 students with the same ORF at BOY have very different levels of overall reading proficiency at BOY as indicated by the Composite score.

Pathways of Progress facilitates different end of year goals for ORF Words Correct, ORF Accuracy, ORF Retell, and Maze for Tabitha, Jaclyn, and René.
Activity: Individual Learning Goal for Ethan

1. Review Ethan’s beginning of year skills below. Is he likely to need support to achieve end of year benchmarks? Which areas are of particular concern? Which area is an area of strength?

2. Considering Ethan’s likely need for support, decide on an appropriately ambitious and attainable pathway.

3. Using the Acadience Data Management Goal Setting Utility screen shots on handout pages 4 & 5, identify goals for NWF CLS, NWF WWR, ORF Words Correct, and ORF Accuracy that will be meaningful, ambitious, and attainable.

4. Write an individual student learning goal for Ethan.

5. Mark the goal you selected on the graphs (pages 6 & 7) for Ethan at the second week of May and draw the aim lines from his current level of skill to the goal.

6. Discuss with a partner your goal for Ethan and explain your initial, primary focus for instruction to attain his goals.

First Grade Case Example: Ethan Likely to Need Intensive Support

Ethan’s Initial Skills in First Grade, Beginning of Year

- 73 Reading Composite Score
- 29 LNF
- 27 PSF
- 17 NWF CLS
- 0 NWF WWR

We desire Ethan to be a proficient reader who is

- reading for meaning at an
- adequate rate and with a
- high degree of accuracy.

Establish an End of Year goal for Ethan that is

- meaningful
- attainable
- ambitious

Acadience Data Management Goal Setting Utility

Ethan Pathways of Progress™

Pathways of Progress compared to other students with the same Acadience Reading Composite Score (73) as Ethan at the beginning of first grade.

If Ethan makes Above Typical Progress compared to other students with the same initial skills, his end-of-year reading proficiency would meet the benchmark goal.
Ethan's End of Year Goal:
By the end of the year, Ethan will use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 15 whole words in one minute on an Acadience Reading NWF form. Ethan also will read aloud a first-grade Acadience Reading ORF passage at a rate of 52 or more words correct per minute with at least 95% accuracy.

First Grade Case Example: Ethan Likely to Need Intensive Support

Ethan's Initial Skills in First Grade, Beginning of Year
- 73 Reading Composite Score
- 29 LNF
- 27 PSF
- 17 NWF CLS
- 0 NWF WWR
Good Progress Monitoring Decisions

Good progress monitoring decisions are ones that enable educators to improve outcomes for students.

1. Good decisions about progress provide **timely** information to inform instruction.
   - Can we make a decision in 6 weeks?

2. Good decisions about progress are reasonably **stable** and reliable.
   - Would we make the same decision next week?

3. Good decisions about progress provide **instructionally relevant** information for individual students.
   - Does the progress decision inform outcomes?

Methods/Metrics for Evaluating Progress

1. Scatter plot (with/without aimline)
2. Scatter plot with aimline & 3 – 5 data point rule
3. Scatter plot with aimline & trendline/slope
4. **Slope** with ROI norms
   - 4a. Ordinary Least Squares (OLS)
   - 4b. Empirical Bayes (EB)
5. **Level of student skills at a point in time** with Pathways of Progress

What have you seen commonly used in practice?

What about Slope? Can Slope Estimate Progress?

Yes, but with less precision than Pathways of Progress.

Slope of student progress over 29 weeks based on 17 progress monitoring data points (dark blue). Ordinary least squares regression line (red) is

\[ \text{ORF-WC} = 63.71 + 0.45 \times \text{Week}. \]

Student growth percentile (horizontal red line) at week 33 (vertical red line) estimated from the last 3 data points (dark blue) based on initial skills of 65 on ORF Words Correct (orange triangle) and beginning of year Acadience Reading Composite Score of 205. Data points in the series not used to estimate student growth percentile are greyed out.
Reliability Study
Descriptive Statistics

Descriptive Statistics for Acadience Reading ORF-Words Correct by Number of Weeks and Number of Progress Monitoring Assessments

<table>
<thead>
<tr>
<th>Subset of data</th>
<th>N</th>
<th>Number of progress monitoring assessments</th>
<th>BOY ORF Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>All students</td>
<td>151,138</td>
<td>8.72</td>
<td>4.75</td>
</tr>
<tr>
<td>6 weeks, 5+ points</td>
<td>6705</td>
<td>5.62</td>
<td>0.95</td>
</tr>
<tr>
<td>10 weeks, 9+ points</td>
<td>2813</td>
<td>9.72</td>
<td>1.2</td>
</tr>
<tr>
<td>14 weeks, 13+ points</td>
<td>1087</td>
<td>13.85</td>
<td>1.68</td>
</tr>
<tr>
<td>18 weeks, 17+ points</td>
<td>218</td>
<td>18.67</td>
<td>2.82</td>
</tr>
<tr>
<td>22 weeks, 21+ points</td>
<td>99</td>
<td>23.88</td>
<td>3.99</td>
</tr>
</tbody>
</table>

Note: Data were divided into subsets based on a minimum data requirement: for six weeks, students with at least five data points were included; for 10 weeks, students with at least nine data points were included; for 14 weeks, students with at least 13 data points were included, and so on.

Reliability of OLS Slope compared to Reliability of 3 Current Points For Pathways of Progress

HLM estimates of the reliability of the individual student measure used to evaluate student progress at 6, 10, 14, 18, and 22 weeks.

Concerns with Slope

- Reliability of slope at the individual student level has been questioned
- Length of time and number of data points needed to achieve a stable slope is of concern for practical reasons.
- If even minimally stable decisions about progress can only be made after three or more months of data collection, such decisions may be of too little practical benefit.

For any week of the school year, and for any component, we can tell if Tabitha is making adequate progress to achieve her goal.
**Moving Median of the 3 most recent Progress Monitoring Points:**
(1) ORF = 74, Pathway of Progress = 3,
(2) ORF = 71, Pathway of Progress = 2,
(3) ORF = 68, Pathway of Progress = 1.
Median Pathway of Progress = 2.

**Moving Median of the 3 most recent Progress Monitoring Points:**
(2) ORF = 71, Pathway of Progress = 2,
(3) ORF = 68, Pathway of Progress = 1,
(4) ORF = 72, Pathway of Progress = 2.
Median Pathway of Progress = 2.

**Moving Median of the 3 most recent Progress Monitoring Points:**
(3) ORF = 68, Pathway of Progress = 1,
(4) ORF = 72, Pathway of Progress = 2,
(5) ORF = 81, Pathway of Progress = 4.
Median Pathway of Progress = 2.

**Moving Median of the 3 most recent Progress Monitoring Points:**
(4) ORF = 72, Pathway of Progress = 2,
(5) ORF = 81, Pathway of Progress = 4,
(6) ORF = 88, Pathway of Progress = 5.
Median Pathway of Progress = 4.
Moving Median of the 3 most recent Progress Monitoring Points:
(5) ORF = 81, Pathway of Progress = 4.
(6) ORF = 88, Pathway of Progress = 5.

Moving Median of the 3 most recent Progress Monitoring Points provides a good balance of timeliness, confidence, and resources for instructional decisions. It also enable decisions about progress based on how the student is doing now.

Middle of Year Benchmark Assessment based on the median of 3 passages at one time. For example, middle of year median ORF Words Correct on the Benchmark Assessment = 86. Pathway of Progress = 4

The Middle of Year Benchmark Assessment provides a good check-up on the progress of all students in the class.

Activity: Progress Monitoring for Jaclyn

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

1. As of the 2nd week in January, what is Jaclyn’s current median Pathway of Progress? ____________________

2. In the 3rd week in January, Jaclyn obtained a ORF Words Correct of 80. Plot the point on Jaclyn’s progress monitoring graph.

3. What is the Pathway of Progress for a score of 80 in the 3rd week of January? ____________________

4. As of the 3rd week in January, what is Jaclyn’s current median Pathway of Progress? ____________________
Jaclyn Progress Monitoring Activity

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

1. As of the 2nd week in January, what is Jaclyn’s current median Pathway of Progress? ____________

2. In the 3rd week in January, Jaclyn obtained a ORF Words Correct of 80. Plot the point on Jaclyn’s progress monitoring graph.

3. What is the Pathway of Progress for a score of 80 in the 3rd week of January? ____________

4. As of the 3rd week in January, what is Jaclyn’s current median Pathway of Progress? ____________

Sometimes it’s not about reading skills; it’s about conditions or some other factor. If student performance is all over the map, it is probably not appropriate to make any statement about reading progress.
Pathways of Progress™ Report – Available at Middle and End of Year

Acadience Reading K-6

School: Adams Elementary School
Grade: Third Grade, End of Year
Year: 2016-2017
Class: Bendig 3

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End-of-year AD scores adjusted to be equivalent.

Pathways of Progress™ Report

BEGINNING OF YEAR
All pathways are based on the beginning-of-year composite score.

END OF YEAR
Component score pathways are compared to other students with the same beginning-of-year composite score.

To support overall reading proficiency, more growth is needed in a student's areas of relative weakness.

END OF YEAR
Overall pathway
A student's overall pathway is based on the student's end-of-year composite score compared to other students with the same beginning-of-year composite score.

Rate of progress compared to students with similar initial skills:
- WELL ABOVE TYPICAL
- ABOVE TYPICAL
- TYPICAL
- BELOW TYPICAL
- WELL BELOW TYPICAL

Name | Reading Composite Score | ORF Words Correct Score | Pathway | ORF Accuracy Score | Pathway | ORF Retell Score | Pathway | Maze Adjusted Score | Pathway | Reading Composite Score | Pathway
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
Lapiz-Lazuli, Edward | 274 | 117 | 4 | Pathway | 97% | 2 | Pathway | 53 | 4 | Pathway |
Laumonite, Carlos | 228 | 106 | 4 | Pathway | 97% | 3 | Pathway | 34 | 2 | Pathway |
Lavender-Pink, Lillian | 335 | 109 | 1 | Pathway | 99% | 3 | Pathway | 63 | 4 | Pathway |
Light-Blue, Phillip | 124 | 79 | 4 | Pathway | 96% | 4 | Pathway | 35 | 4 | Pathway |
Magenta-Pink, Christina | 430 | 159 | 3 | Pathway | 99% | 3 | Pathway | 61 | 3 | Pathway |
Pallasite, Sara | 264 | 109 | 3 | Pathway | 99% | 4 | Pathway | 28 | 1 | Pathway |
Pennine, Andrea | 491 | 204 | 5 | Pathway | 100% | 3 | Pathway | 58 | 3 | Pathway |
Rich-Brilliant-Lavender, Marti... | 184 | 74 | 2 | Pathway | 97% | 3 | Pathway | 16 | 1 | Pathway |
Tourmalinated-Quartz, Kimb... | 290 | 134 | 5 | Pathway | 100% | 4 | Pathway | 69 | 5 | Pathway |
Verdelite, Christina | 250 | 131 | 5 | Pathway | 98% | 3 | Pathway | 75 | 5 | Pathway |
Vermarine, Philip | 446 | 180 | 4 | Pathway | 100% | 3 | Pathway | 61 | 3 | Pathway |
Zinnwaldite-Brown, Janet | 45 | 58 | 4 | Pathway | 92% | 4 | Pathway | 26 | 4 | Pathway |

First Grade, Middle of Year

In the middle of the year, we are alerted that the first student is not making adequate progress. While many of the students are doing well in phonics, the first student is having particular difficulty with phonics and word attack skills.

Fourth Grade Middle of Year

As a class system, more than half of our students are not making adequate progress. Areas of particular difficulty that we might target with instruction include reading silently for meaning on Maze, and fluent reading of connected text. Accuracy is generally a strength.

Summative Growth Report

School: Jefferson Elementary School
Year: 2016-2017

In the middle of the year, we are alerted that the first student is not making adequate progress. While many of the students are doing well in phonics, the first student is having particular difficulty with phonics and word attack skills.
Summary

- Benchmark goals serve as meaningful targets.
- Students who start below benchmark need to make above typical or well above typical progress to close the gap.
- Teachers can use the benchmark goals and Pathways to set their own individual student goals.
- Progress monitoring provides feedback about when to change instruction -
  - not a compliance activity
  - not about documenting failure

Conclusions

- Know Where Students Start
  - A student who begins the year at the cut-point and does not make progress is unlikely to achieve subsequent grade level outcomes without additional support.
- Set Ambitious Goals
  - Use the Acadience Data Management goal setting utility to determine and select goals that reflect Typical, Above Typical, or Well Above Typical progress.
- Monitor/Evaluate Student Progress
  - Examining the data on their progress monitoring graph, including the Pathway.
  - Examine middle- and end-of-year classroom Pathways Reports

 Acadience Reading Resources

Chat with us here at the conference!
- at the DMG booth #200
Resources on the DMG website
https://acadiencelearning.org/
Contact DMG customer service at
info@acadiencelearning.org
Training on Pathways of Progress
https://acadiencelearning.org/super2019/

References/Resources for Further Reading


