Using Pathways of Progress to Set Goals and Evaluate Student Progress

Stephanie A. Stollar, Kelly Powell-Smith, Roland Good
The Acadience Learning Team at Dynamic Measurement Group
Sherrie Kendall
Oliver Elementary in Centennial School District

Disclosure

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Acadience Learning Assessments

- **Acadience Reading K-6.** Screening & progress monitoring
- **Acadience Data Management**
- **Acadience Math K-6.** Screening & progress monitoring
- **Acadience Reading Pre-K: PELI**
- **Acadience Reading 7-9: CARI**
- **DIBELS Next Survey**
- **DIBELS Deep PA & WRD – Diagnostic Reading**
- **Acadience Reading Diagnostic CFOL**
- **Acadience RAN**
- **Acadience Spelling**
Session Objectives

(1) set goals that consider proficiency and growth, 
(2) evaluate student progress, and 
(3) change instruction if progress is insufficient.

Acadience Reading

Acadience Reading is a set of standardized, formative indicators of essential early literacy skills, designed for universal screening and progress monitoring, for the purpose of preventing reading failure and improving reading outcomes for all students.

Prevent Reading Failure


*Word Use Fluency—Revised (WUF-R) is available as an experimental measure from http://acadiencelearning.org.*

Basic Early Literacy Skills Timeline
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.

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%

Three Tiers of Support

Continuum of generally effective services of varying intensity to provide support for 100% of students to reach benchmark goals. Percentages are approximate and a general guide for system-wide goal setting. Boundaries are not absolute and may represent a difference in intensity rather than program.

One School’s Story

(1) Performing in the lowest 5% of elementary schools in Oregon
(2) 25% of our K-5 students were performing at/or above benchmark standards at the EOY 2017
(3) Only 17% of our Kindergartners were performing at/or above benchmark standards at the EOY 2017
Baseline Year: 2016-17

District: Centennial School District
Grade: Kindergarten
Year: 2016-2017 Status Report

<table>
<thead>
<tr>
<th>Status</th>
<th>Score Level</th>
<th>Likely Need For Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td></td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td></td>
</tr>
<tr>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td></td>
</tr>
</tbody>
</table>

District-wide: Centennial School District

- Not tested yet. Not tested yet.
- 15% (n = 30)
- 16% (n = 31)
- 69% (n = 134)

Oliver Elementary
- Not tested yet. Not tested yet.
- 14% (n = 10)
- 13% (n = 9)
- 73% (n = 52)

Parklane Elementary
- Not tested yet. Not tested yet.
- 14% (n = 7)
- 25% (n = 13)
- 61% (n = 31)

Powell Butte Elementary
- Not tested yet. Not tested yet.
- 18% (n = 13)
- 12% (n = 9)
- 70% (n = 51)

Context/Challenges

Prevention
Lots of students at risk
Using Acadience screeners and progress monitoring is new to staff
Current knowledge and practices not aligned with reading science, skills measured on Acadience
Benchmark goals provide meaningful targets but are they ambitious and attainable for all?
Who is at risk for dyslexia?

Oregon Dyslexia SB1003

(1) Universal screening for risk factors of reading difficulties in K/1, including dyslexia
(2) Proactively provide early intervention for those at risk
(3) Ongoing assessment and progress monitoring to inform support/instruction between benchmark screenings
(4) Provide evidence-based, explicit, and systematic instruction across all tiers of support
(5) Trained and qualified staff provide appropriate instruction

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.

Year 1: 2017-18

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

First 5 Success Factors

1. Group by skill deficit (not “yellow” or “red” groups)
2. Use diagnostic assessments
3. Implement a walk-to-intervention model
4. Monitor progress with an appropriate assessment
5. Flood the intervention block with extra instructors

Excerpt from 10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School, by Susan L. Hall, Ed.D., Copyright © 2018 ASCD. All Rights Reserved. Used with permission.
Questions Heading Into MOY

How do we know how much growth is adequate?

What level of rigor is required to remediate? Is current instruction intensified enough?

What evidence/data can be used to prove if our student achievement gap is closing?

Purpose of Pathways of Progress™

Pathways of progress is a tool for:
(a) creating an individual student learning goal that is ambitious, meaningful, and attainable
(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 making
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>60th percentile and above</td>
</tr>
<tr>
<td>★★★★</td>
<td>4</td>
<td>ABOVE TYPICAL</td>
<td>60th to 70th percentile</td>
</tr>
<tr>
<td>★★★★</td>
<td>3</td>
<td>TYPICAL</td>
<td>70th to 80th percentile</td>
</tr>
<tr>
<td>★★★★</td>
<td>2</td>
<td>BELOW TYPICAL</td>
<td>80th to 90th percentile</td>
</tr>
<tr>
<td>★★★★</td>
<td>1</td>
<td>WELL BELOW TYPICAL</td>
<td>Below 20th percentile</td>
</tr>
</tbody>
</table>

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.

Tabitha ORF Words Correct Pathways and Goal

Student Pathways of Progress Graphs
Name: Tabitha A.
Student ID: 2016-0001
School: Mockingbird Elementary School
Class: Mock Grade 3a
Grade: Third Grade
Year: 2016-2017

ORF Words Correct

Scores: 65 75 85 95 105 115 125 135 140
Month: Sep Oct Nov Dec Jan Feb Mar Apr May

Pathways of Progress
- Benchmark Score
- Score Above Graph Boundary
- Benchmark Goal
- Cut Point for Risk
- Individual Goal

Tabitha's progress graph shows her scores over the months from September to May, with benchmarks and goals indicated.

Evaluation:
- Tabitha's scores range from 65 to 108, with a trend indicating improvement.
- She is consistently above the typical range.
- The graph shows a steady increase in scores, with a significant improvement from September to May.
- Tabitha is likely to need strategic support, as her initial skills were below typical.
For Alistair, we may check on progress in grade-level material for the benchmark assessment, and use out-of-level assessment for frequent progress monitoring.

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.

For 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.

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.
**Student Progress Monitoring Graphs**

**Acadience Reading K-6**

**Name:** Tabitha S.  
**StudentID:** 2017-3001  
**School:** Bright Spring  
**Class:** demo path 3  
**Grade:** Third Grade  
**Year:** 2017-2018

<table>
<thead>
<tr>
<th>Benchmark Score</th>
<th>Benchmark Goal</th>
<th>Progress Monitoring Score</th>
<th>Program Monitoring Boundary</th>
<th>Pathways of Progress</th>
<th>Change Line</th>
<th>Instructional Support</th>
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</tbody>
</table>

**Benchmark Score**

- **B. Accuracy %** 96
- **PM Accuracy %** 97, 95, 97

**Notes #1**

- Implement repeated reading strategy from Reading Rockets, extra practice with peer.

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**ORF Words Correct Level 3**

- **Score:** 20

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**Pathways of Progress**

**TM Report – Available at Middle and End of Year**

**BEGINNING OF YEAR**

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

**MIDDLE 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Reading Composite Score</th>
<th>NWF Correct Letter Sounds Score</th>
<th>Pathway</th>
<th>ORF Words Correct Score</th>
<th>ORF Accuracy Score</th>
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<td>4</td>
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<td>5</td>
<td>10</td>
<td>97</td>
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<td>Awareave, Ahmad</td>
<td>127</td>
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<td>3</td>
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<td>70</td>
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<td>5</td>
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<td>110</td>
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<td>Lazyland, Luz</td>
<td>71</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Vividskyvug, Vincent</td>
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<td>5</td>
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<td>Wittywud, Wilbert</td>
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<td>4</td>
<td>195</td>
<td>195</td>
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<tr>
<td>Zinnbrownzee, Zoraida</td>
<td>111</td>
<td>1</td>
<td>2</td>
<td>106</td>
<td>106</td>
</tr>
</tbody>
</table>

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**End of Year**

- Pathways of Progress are based on the student’s middle-of-year composite score compared to other students with the same beginning-of-year composite score.

- At or Above Benchmark: Likely to Need Core Support
- Below Benchmark: Likely to Need Strategic Support
- Well Below Benchmark: Likely to Need Intensive Support

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**Score Above Graph Boundary**

- 80
- 100
- 120
- 140
- 160
- 180
- 200

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**Month**

- August
- September
- October
- November
- December
- January
- February
- March
- April
- May

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**PM Accuracy %**

- 97
- 95
- 97
**Pathways of Progress at Oliver**

**BOY:** universal screener, diagnostic data, how to progress monitor and align instruction/interventions

**MOY:** teachers’ introduction to Pathways
- evaluate individual student progress
- change instruction if progress was not sufficient (intervention & Tier 1)

**K/1 Dyslexia SB1003 compliance**
- Analyze student growth
- Measure effectiveness of instruction
- Reliable data for decision making

**Evaluating Progress: Student Level**

**Considerations for Decision Making:**
- Give the instruction/intervention enough time to work.
- Is the student receiving research-based instruction?
- Is the instruction focused on the right skill?
- Is the instruction/intervention being implemented with fidelity?
- Is the student’s progress generally up?
- Is the student tracking in the Pathway to reach the goal you set?

When 3 consecutive data points are below the aimline or Pathway, stop and think.
What to Change If It’s Not Working

- Review progress relative to the goal, the aimline and the Pathways
- If progress is insufficient consider:
  - increasing opportunities to respond
  - increase amount of time,
  - increase frequency,
  - decrease group size
  - changing focus of instruction
  - getting more explicit

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.

Progress Monitoring-Change the Outcome

Second 5 Success Factors

- Use intervention time wisely
- Be aware of what makes intervention effective
- Provide teachers with intervention lesson materials
- Invest in professional development
- Inspect what you expect

Excerpt from 10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School, by Susan L. Hall, Ed.D., Copyright © 2018 ASCD. All Rights Reserved. Used with permission.
### Oliver’s MOY Pathways Data

**Multi-Year Pathways of Progress Overview**

<table>
<thead>
<tr>
<th>Percent of Students in Pathways</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Below Typical</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Below Typical</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Typical</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Above Typical</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Well Above Typical</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Middle of Year Pathways**

- **Well Below Typical**: 10%
- **Below Typical**: 22%
- **Typical**: 22%
- **Above Typical**: 10%
- **Well Above Typical**: 15%

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**Oliver’s Shifting Foundation**

**Reading Composite Score**

- **Beginning of Year**: 30%
- **Middle of Year**: 34%
- **End of Year**:
  - **Well Below Typical**: 15%
Next Steps...

- Continue to use the ODM, universal screening, 95 Percent Group skill-based diagnostics-aligned intervention materials, Acadience progress monitoring, reports and Pathways

- Expand use of Pathways to analyze tiers of instruction at EOY 2019 using the Summative Growth Report

- BOY 2019 train teachers to set ambitious student goals using Pathways goal setting utility at BOY

Conclusions

- Teach proactively rather than reactively
- Set ambitious goals
- Monitor progress and change instruction
- Make sure all students are growing at a rate that is at least typical
- Evaluate MTSS effectiveness → quantifiable and sustainable systems

Acadience Reading Resources

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/

95 Percent Group Intervention Materials
https://95percentgroup.com

Joint Workshops – Bridging the Gap

Acadience Super Institute
July 15–18, 2019
Las Vegas, Nevada

Find out more at acadiencelearning.org/super2019