DIBELS® NEWSLETTER

Volume 8 ▪ No. 2 **September ▪ 2017**

DIBELS® News

DIBELS Reading Measure in Hebrew

Dr. Scott Goldberg of Yeshiva University is developing a Hebrew reading measure called MaDYK™ (*Mivchan Dinami shel Y'cholot Kriah*) modeled after DIBELS. The measures have been developed with guidance from Roland Good, Ruth Kaminski and Kelly Powell-Smith. For more information about MaDYK, please contact Dr. Goldberg at madyk.info@gmail.com.

Keynote presentations from the 2017 DIBELS Institute are posted on the dibels.org website at https://dibels.org/pubs.html#presentations

Topics include:

The Magic is in the Instruction, *by Dr. Anita Archer*

Vocabulary and Oral Language: The Keys to Comprehension, *by Dr. Ruth Kaminski*

Getting Results from MTSS/RtI, *by Dr. Susan Hall*

The Association Between DIBELS Next and the SBAC Achievement Standard, *by Dr. Roland Good*

New Report Coming Soon in DIBELSnet®

The DIBELS Next® Summative Growth Report (SGR) is a new report that will be available in DIBELSnet for the 2017–2018 school year. This report provides additional information for examining systems-level reading outcomes using your DIBELS Next data.

Pathways of Progress™ is an essential component of the DIBELS Next SGR. The DIBELS Next SGR is based upon the Pathways of Progress analysis. Pathways of Progress provides an evaluation of individual student growth or improvement over time, compared to other students with the same level of initial skills. Individual student-level Pathways are identified for each student in a classroom. The percentage of students who made typical progress or better is determined for each classroom. Next, classrooms at each grade level are ranked by the percentage of students who have made typical progress or better (Pathway 3, 4, or 5 with descriptors Typical, Above Typical, and Well Above Typical Progress) by the end of the year. These are called classroom reading progress percentiles.

These classroom reading progress percentiles are used to establish guidelines for evaluating the effectiveness of reading instruction and reading progress at the classroom level. For the DIBELS Next SGR, classrooms are compared to other classrooms at the same grade level across a large, broad-based sample of students nationwide. For the 2017–2018 school year, the sample includes students in the systemwide data set (mCLASS®, VPORT®, and DIBELSnet systems combined).

The following five categories are used to describe classroom reading progress on DIBELS Next Summative Growth reports:

Alignment of Classroom Reading Progress Descriptors and Classroom Reading Progress Percentiles

Classroom Reading Progress Descriptor	Classroom Reading Progress Percentile
Well Above Average Classroom Reading Progress	96th to 99th and above
Above Average Classroom Reading Progress	76th to 95th
Average Classroom Reading Progress	25th to 75th
Below Average Classroom Reading Progress	5th to 24th
Well Below Average Classroom Reading Progress	below 1st to 4th

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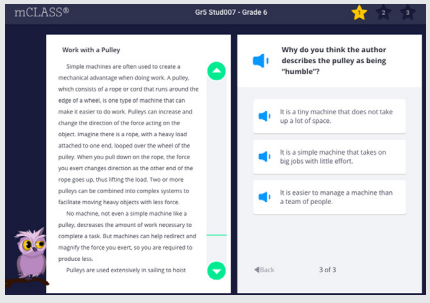
mCLASS:DIBELS Next® with Flex



The Center for Early Reading at Amplify is excited to announce an online administration option for mCLASS:DIBELS Next. The research team at the Center for Early Reading (CFER) has worked with the Dynamic Measurement Group to develop DIBELS Next online for grades 3–6 as an alternate mode of assessing reading skills. With a classroom of students in the upper grades who have varying levels of skills, you may have some students you want to assess by directly observing their skills through one-on-one assessment, and others where an online screening assessment would be sufficient. While one-on-one assessment provides the most valid and comprehensive measure of reading proficiency, mCLASS:DIBELS Next with Flex offers the flexibility to select the modality best suited for each student.

For more information, contact CFER@amplify.com or 800-823-1969.

DIBELS® Mentors' Corner

Dr. Amy Murdoch awarded the 2017 Peggy Johnson Outstanding Mentor Award

The Peggy Johnson Outstanding Mentor Award was presented to Dr. Amy Murdoch at the DIBELS Super Institute in July. Dr. Murdoch is an Associate Professor, Founder and Director of the Reading Science Program at the Mount Saint Joseph University in Cincinnati, Ohio, where DIBELS Next is part of the curriculum.

Dr. Murdoch has used DIBELS in research and practice since her doctoral dissertation. In her role as the Director of Reading First for Cincinnati Public Schools, she supported the use of DIBELS in a three-tier model of literacy support. Dr. Murdoch has attended and presented at many DMG events including the DIBELS Summit, and the DIBELS Super Institute and Mentor Summit. She has supported the appropriate use of DIBELS in her roles on numerous state and national committees, and in professional organizations. She is helping the next generation of educators learn the value of using DIBELS as a tool to change reading outcomes.

DIBELS authors Dr. Roland Good and Dr. Ruth Kaminski presented this award in honor of the first DIBELS Mentor, Peggy Johnson. Each year the award is presented to a DIBELS Mentor who has made significant contributions to the understanding and use of DIBELS in schools.

For more information about becoming a DIBELS Next Mentor, visit https://dibels.org/mentors.html.

New Report Coming Soon in DIBELSnet®, *continued*

Sample DIBELS Next Summative Growth Report

Classroom reading progress is one piece of data that informs a conversation about the effectiveness of the system of instruction at the classroom level and it can be affected by many factors. In addition to teacher-related factors, classroom reading progress is impacted by factors related to the students, the school system, the home, and the community.

If individual classrooms display Below or Well Below Average Reading Progress, it is important to consider factors that can be modified via additional resources or professional development to improve classroom reading progress in the future. If multiple classrooms in a grade or school display Below or Well Below Average Reading Progress, then it is also important to consider factors that can be improved at the systems level. Examples of teacher, student, system, home, and community factors that affect classroom reading progress include:

Teacher-related factors:
- ❑ implementation fidelity of reading instruction
- ❑ use of effective supplemental and intervention reading materials
- ❑ classroom management
- ❑ instructional grouping
- ❑ instructional scope and sequence
- ❑ instructional time
- ❑ early identification and progress monitoring

Student-related factors:
- ❑ individual attendance
- ❑ individual behavioral concerns
- ❑ individual learning difficulties
- ❑ English Language Learner status

System-related factors:
- ❑ core reading curriculum
- ❑ selection and availability of effective supplemental and intervention reading materials
- ❑ availability of professional development aligned with effective reading instruction
- ❑ availability of instructional support personnel (e.g., reading coach)
- ❑ instructional scope and sequence
- ❑ instructional time
- ❑ early identification and progress monitoring

Home and community factors:
- ❑ home support for academic skill development
- ❑ student mobility

School: Jefferson Elementary School
Year: 2016–2017

DIBELS Next Summative Growth Report

A	B	C	D	E
Classes	**Total Students Included**	**Percent of Students in Pathways 3, 4, and 5**	**Classroom Reading Progress Percentile**	**Classroom Reading Progress Descriptor**
Kindergarten				
Gaidos	20	65.0% (n=13)	46	Average Classroom Reading Progress
Gurick	20	65.0% (n=13)	46	Average Classroom Reading Progress
Hendon	20	45.0% (n=9)	22	Below Average Classroom Reading Progress
First Grade				
Macknight	25	76.0% (n=19)	69	Average Classroom Reading Progress
Marthaler	25	72.0% (n=18)	62	Average Classroom Reading Progress
Vanderaa	25	48.0% (n=12)	22	Below Average Classroom Reading Progress
Second Grade				
Astrella	25	80.0% (n=20)	70	Average Classroom Reading Progress
Hever	25	68.0% (n=17)	47	Average Classroom Reading Progress
Weider	25	84.0% (n=21)	76	Above Average Classroom Reading Progress
Third Grade				
Atty	25	88.0% (n=22)	87	Above Average Classroom Reading Progress
Maganda	25	96.0% (n=24)	96	Well Above Average Classroom Reading Progress
Willand	25	84.0% (n=21)	81	Above Average Classroom Reading Progress
Fourth Grade				
Bergert	25	96.0% (n=24)	96	Well Above Average Classroom Reading Progress
Cento	24	54.0% (n=13)	25	Average Classroom Reading Progress
Winkley	25	92.0% (n=23)	93	Above Average Classroom Reading Progress

The SGR is intended for use by teachers, coaches, and grade-level teams to reflect on the classroom system of instruction and support. To encourage educators to consider the variety of factors that may impact student performance, the top of each Summative Growth Report contains a brief narrative discussing how a variety of factors impact these data. Several of these factors are then listed for consideration.

How These Data Might Be Used

We envision the primary use of the DIBELS Next SGR to be for examining reading outcomes for classroom systems as part of an Outcomes-Driven service delivery model.

The DIBELS Next SGR summarizes the classroom reading progress percentiles for all classrooms in a school. Educators can use the DIBELS Next SGR to identify areas of strength as well as areas that need additional support to improve future outcomes. For example, based on the sample report shown for Jefferson Elementary School, third and fourth grade appear to be a strength for the school with respect to reading outcomes. Five of the six classrooms were described as having Above Average or Well Above Average Progress in reading. In contrast, consider the results for the kindergarten and first-grade classrooms where two classes were described as having Below Average Classroom Reading Progress. Instructional leaders and coaches can consider strengths, needs, and resources and reflect on what might have been occurring, what could have been done differently, and what might need to change for the next school year.

We believe the information from the SGR should be used first and foremost to examine system-level outcomes with the goal of supporting teachers in their efforts to improve student and classroom outcomes. No single assessment should be used by itself for the purpose of teacher

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Confirmation of the Consistency and Complexity of DORF Passages

A recent study by Toyama, Pearson, and Hiebert (2016) investigated the complexity of leveled reading passages used in four classroom reading assessments: The Basic Reading Inventory (BRI), the Qualitative Reading Inventory (QRI), the Developmental Reading Assessment (DRA) and DIBELS Oral Reading Fluency (DORF). The reading passages were analyzed using four different quantitative measures of text complexity—two traditional two-factor measures of text complexity (Lexile Framework and Flesch Kincaid) and two more recent multifactor measures (RMM and ET). In addition, the reading passages were analyzed with respect to the extent to which they met the text complexity guidelines of the Common Core State Standards (CCSS).

Analyses indicated considerable variability across assessments in terms of the overall range of complexity, the size of increase in complexity from grade to grade, and within-grade text complexity. In general, DORF was found to be most closely aligned with the CCSS complexity measure, and to have the highest level of text complexity as measured by the various text complexity indices. The DIBELS Next passages also were found to be more tightly constrained within grade level when using traditional two-factor measures of text complexity, but those differences were lessened when the multifactor analytics were used.

The authors discuss the importance of educators being aware of the differences found among classroom assessments of reading and of various tools of text complexity when using data for educational decisions for individual students. More information about the study can be found on the Text Project website: http://textproject.org/library/research-articles/reading-volume-stamina-and-silent-reading/an-analysis-of-the-text-complexity-of-leveled-passages-in-four-popular-classroom-reading-assessments-2/.

New Report Coming Soon in DIBELSnet®, *continued from page 2*

accountability. However, schools that incorporate DIBELS Next in educator-evaluation systems may find the SGR useful as one piece of information about student growth within a comprehensive teacher-evaluation and accountability program. For schools using the SGR in this manner, we recommend certain conditions be met. Those conditions are detailed in a guidance document that will be available to SGR users, and include ensuring that all assessors are trained, checking the fidelity of assessment, and developing a plan for students to be tested by someone other than their teacher for end-of-year benchmark assessment.

The Summative Growth Report for DIBELS Next will be available at the end of the year through DIBELSnet and mCLASS for the 2017–2018 school year. Additional resources and information will be released prior to the spring benchmark assessment.

Stay connected to DMG by following us on Facebook

https://www.facebook.com/DIBELS

Have a question?

Email DMG, home of the authors of DIBELS, at info@dibels.org.

Upcoming Events

DIBELS Next Data Interpretation and Effective Reading Instruction Workshops
November 14–15 & November 29–30

DMG and the 95% Group will co-present workshops on DIBELS Next data interpretation and effective reading instruction in the Salt Lake City area on November 14 and 15 and in Pomona, California, on November 29 and 30. For details, visit http://www.95percentgroup.com/professional-development/public-workshops.

RtI Innovations in Education Conference / October 12–13

The 20th Annual RtI Innovations in Education Conference will be held October 12 and 13 in Milwaukee, Wisconsin. Join DMG staff and DIBELS Mentors to learn from the country's top researchers and implementers of RtI/MTSS. For details, visit www.rti-innovations.com.

DIBELS Live Online Workshops

DMG is offering several live online workshops this fall. For details, visit https://dibels.org/events.html.

PELI Data/Mentor Workshop September 21

DIBELS Deep PA-WRD October 5

Pathways of Progress October 16

DIBELS Math Data/Mentor Workshop November 8

DIBELS Next Mentor Workshop December 8

2018 DIBELS Super Institute

The DIBELS Super Institute will return to Las Vegas July 9–12, 2018. Registration will be available early in 2018. Visit https://dibels.org/training.html.

Here is what participants had to say about the event in 2017:

- I loved every minute of it! Wonderful presentations with great topics that are easy to apply to my instruction.
- The experience was transformative–pushing me to think more deeply about how to advance literacy on the micro-level of the student and the macro level of the world.
- I loved your training. My teachers are now excited to look at their data and have it change their instruction...something I have been trying to do for a long time. Hearing it from you made the difference!!!
- I was very impressed with the quality of materials, knowledge of presenters.