Using Pathways of Progress™ to Create Access to Reading Success

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Agenda

- Additional training on Pathways of Progress™ available. (3 slides, 3 minutes)
- Using Pathways of Progress to set individual student learning goals. (20 slides, 20 minutes)
  - Meaningful, Ambitious, Attainable Goals.
  - Based on Overall Reading Proficiency.
- Using Pathways of Progress to evaluate individual student progress. (21 slides, 20 minutes)
  - Balance timeliness, confidence, resources for the decision we are making.
  - Sometimes it’s not about reading skills or progress.
- Questions. (7 minutes)

Training from a DIBELS Next® Mentor with a Pathways of Progress™ Endorsement

- **To become a DIBELS Next® Mentor, attend:**
  - DIBELS Next Essential Workshop (2 day)
  - DIBELS Next Data Interpretation Workshop (1 day)
  - DIBELS Next Mentor Workshop (1 day)
- **Receive:**
  - Mentor Training Materials including Pathways of Progress
  - Mentor Webinars including Pathways of Progress
  - DIBELS Next Mentor Network
  - Exclusive Mentor Resources
  - Enhanced support from the authors of DIBELS

Training Available from DMG

Pathways of Progress
- General Webinars at [dibels.org](http://dibels.org)
- Mentor Webinars (Advanced/Trainer) at [dibels.org](http://dibels.org)
  - Las Vegas, Nevada, July 7 - 10

DIBELS Institute
- Las Vegas, Nevada, July 7 to 10

DIBELS Essentials Workshop
- Tempe, Arizona, February 26
- Las Vegas, Nevada, July 7 - 10

Mentor Workshops
- Tempe, Arizona, February 27
- Las Vegas, Nevada, July 7 – 10

Data Interpretation Workshops
- Tempe, Arizona, February 24 - 25
- Las Vegas, Nevada, July 7 - 10

Onsite and online training options are available at DIBELS.org
Pathways of Progress in an Outcomes-Driven Model

Outcomes Driven Model Steps:
1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

The purpose of Pathways of Progress™ is to assist in setting goals and evaluating progress.

Third Grade Case Example: Tabitha Likely to Need Strategic Support
- Tabitha’s Initial Skills in Third Grade, Beginning of Year
  - 205 DIBELS Composite Score
  - 65 DORF Words Correct
  - 96% DORF Accuracy
  - 14 DORF Retell
  - 1 Retell Quality of Response
  - 6 Daze 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, and ambitious.
- Evaluate Tabitha’s progress.

Third Grade Case Example: Jaclyn Likely to Need Intensive Support
- Jaclyn’s Initial Skills in Third Grade, Beginning of Year
  - 169 DIBELS Composite Score
  - 65 DORF Words Correct
  - 86% DORF Accuracy
  - 3 Retell Quality of Response
  - 2 Daze 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, and ambitious.
- Evaluate Jaclyn’s progress.
Third Grade Case Example: Rene’ Likely to Need Core Support

- Rene’s Initial Skills in Third Grade, Beginning of Year
  - 269 DIBELS Composite Score
  - 65 DORF Words Correct
  - 96% DORF Accuracy
  - 36 DORF Retell
  - 2 Retell Quality of Response
  - 11 Daze Adjusted Score

- We desire Rene’ 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 Rene’s progress

Pathways of Progress™ Descriptors

★★★★★ 5 – Well above typical rate of progress compared to students with similar initial skills.
★★★★ 4 – Above typical rate of progress compared to students with similar initial skills.
★★★ 3 – Typical rate of progress compared to students with similar initial skills.
★★ 2 – Below typical rate of progress compared to students with similar initial skills.
★ 1 – Well below typical rate of progress compared to students with similar initial skills.
Establishing Ambitious and Attainable Goals for Students who are Likely to Need 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.

Above Typical Progress is generally both attainable and ambitious.
Tabitha’s End of Year Goal:
By the end of the year, Tabitha will read grade-level text orally at a rate of 108 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 45 words about the passage. She will read grade-level text silently for meaning with at least 20 Daze adjusted score.

Jaclyn’s End of Year Goal:
By the end of the year, Jaclyn will read grade-level text orally at a rate of 95 or more words correct per minute, with at least 96% accuracy, and be able to talk about what she has read with at least 42 words about the passage. She will read grade-level text silently for meaning with at least 19 Daze adjusted score.
### Third Grade Case Example: Rene’ Likely to Need Core Support

- **Rene’s Initial Skills in Third Grade, Beginning of Year**
  - 269 DIBELS Composite Score
  - 65 DORF Words Correct
  - 96% DORF Accuracy
  - 36 DORF Retell
  - 2 Retell Quality of Response
  - 11 Daze Adjusted Score

### Rene’s End of Year Goal:

By the end of the year, Rene’ will read grade-level text orally at a rate of 121 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 51 words about the passage. She will read grade-level text silently for meaning with at least 24 Daze adjusted score.
Pathways of Progress™ are based on DIBELS Next® Composite Score

- 3 students with the same DIBELS ORF at BOY
- very different levels of overall reading proficiency at BOY as indicated by the DIBELS Next Composite score.
- Pathways of Progress facilitates different end of year goals for DORF Words Correct, DORF Accuracy, DORF Retell, and Daze for Tabitha, Jaclyn, and Rene'.

Guiding Principles

- Meaningful
  - Evaluations of progress linked to meaningful outcomes.
  - Empower educators to improve instructional effectiveness.
- Reliable
  - We want to be reasonably confident our decisions are not based on chance.
  - Desire more confidence for more important decisions.
- Normative context
  - Is progress below typical or well below typical?

Beginning of Year Skills Matter – Pathway of Progress Matters

Both beginning of third grade skills and pathway of progress in third grade impact student skills as they enter fourth grade.
In this classroom, progress in basic phonics skills is generally adequate (pathway 3 – 5).

Word reading and decoding of real words in connected text is a target of opportunity for 40% of the class.

Reliable Evaluations of Progress: Balancing Timeliness, Confidence, and Resources

- First, we need to be reasonably confident of the student’s level of initial skills. (Validate Need for Support)
- For some instructional decisions, timeliness is paramount and we are willing to be less confident.
- For other, high stakes decisions, confidence is paramount and we are willing to be less timely and use more resources (i.e., assessment).
- For all decisions, resources are limited and we need to use them efficiently and effectively.
First, Validate Need for Support

Outcomes Driven Model Steps:
1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Retest with alternate forms on different days under different conditions to be reasonably confident in the student’s level of initial skills. The initial skills anchor the Pathways of Progress.

Balancing Timeliness, Confidence, Resources

- Single progress monitoring point
- Moving median of 3 most recent progress monitoring points.
- Benchmark assessment – the median of 3 passages on one assessment.
- Multiple passages within a few days.

Single Progress Monitoring Point:
DORF = 67, Pathway of Progress = 3.
Very timely, but relatively low confidence.

Single Progress Monitoring Point:
DORF = 74, Pathway of Progress = 3.
Not as timely, a little more confidence, but still relatively low confidence.
Moving Median of the 3 most recent Progress Monitoring Point:
(1) DORF = 74, Pathway of Progress = 3,
(2) DORF = 71, Pathway of Progress = 2,
(3) DORF = 68, Pathway of Progress = 1.
Median Pathway of Progress = 2.
Moving Median of the 3 most recent Progress Monitoring Point:
(5) DORF = 81, Pathway of Progress = 4.
(6) DORF = 88, Pathway of Progress = 5.
(7) DORF = 84, Pathway of Progress = 4.
Median Pathway of Progress = 4.

Moving Median of the 3 most recent Progress Monitoring Points provides a good balance of timeliness, confidence, and resources for instructional decisions. It also enables 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 DORF 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.

Multiple passages within a few days. Recommended when we desire a very high degree of confidence for high stakes decisions, or when a student demonstrates a substantial variability in performance. Even though they are quite variable, we can be very confident this student is making below typical progress.

Reliability of Multiple Passages/Probes

• Reliability of the mean or median of multiple probes increases very quickly. With 9 probes, the reliability is .99.

Spearman-Brown Prophesy Formula
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.

**Summary & Conclusion**

- Pathways of Progress provides a tool to assist educators in: (a) setting an *ambitious, meaningful, attainable* student learning goals and an aim line for individual progress monitoring, and (b) evaluating the progress the student is displaying.

- Pathways of Progress clarifies what rate of progress is *typical*, *above typical*, or *well above typical*. Pathways of progress also informs educators when progress is *below typical* or *well-below typical*.

- Pathways of Progress provides a way to separate estimates of initial skills from decisions about progress, and provides a way to balance timeliness, confidence, and resources.