

## Dyslexia and Specific Learning Disabilities in Reading in an RTI System

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& Dr. Stephanie Stollar

## Dynamic Measurement Group

## The Authors of DIBELS Next

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Additional information about DMG is available at <https://acadiancelearning.org/>.

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is the new name for the DIBELS Next® assessment.


**Acadience™ Math**  
is the new name for the DIBELS® Math assessment.

**Acadience™ Data Management**  
*is the new name for DIBELSnet®.*

The assessments remain the same.  
Benchmark goals stay the same.  
Scores are interpreted in the same way.



## SLD & Dyslexia Screening with Acadience Reading



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What is Acadience?

Meet the Authors

Assessments

Acadience Reading 1-8

Acadience Reading 9-12

Acadience Reading Form (PDF)

Acadience Reading Journal

Acadience Reading Progression

Position Papers | Presentations

Acadience Reading | Acadience Math | Acadience Reading: Diagnostic | Acadience Reading: On-Site

Position Papers

**Dyslexia Screening and the Use of Acadience Reading**

Why It's Really a Required Part of ORF in Acadience Reading

Journal of Academic and Developmental Psychology

## Dyslexia Screening and the Use of Acadience® Reading

*Dynamic Measurement Group | October 2018*

A hallmark of dyslexia is poor reading performance in the face of generally effective reading instruction (VanDerHeyden & Burns, 2017). Thus, one of the most definitive indicators of dyslexia and risk for dyslexia is a combination of (1) severe low skills on measures of phonological processing including phonemic awareness and phonics and (2) a sustained lack of adequate progress in learning the basic early literacy skills when provided with generally effective instruction.

Using a single test to make important high-stakes decisions like the diagnosis of dyslexia is inconsistent with professional standards (AERA, APA, & NCME, 2014). However, Acadience Reading provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia, monitoring those students to determine whether they remain at risk, and identifying students who are not making adequate progress and should be referred for further assessment. Acadience Reading is specifically designed to be used within a comprehensive, school-wide model of literacy support designed to prevent reading failure. As early as kindergarten, Acadience Reading results predict the likelihood of students experiencing reading difficulty in the future, provide teachers with evidence-based instructional targets for instruction and intervention, and provide a means to evaluate progress toward those targets in time to modify instruction and intervention.


Acadience Reading supports students with dyslexia or who are at risk for dyslexia in the following four distinct ways:

- Acadience Reading provides early screening for students with dyslexia or who are at risk for dyslexia: Acadience Reading provides an early warning system to teachers from the beginning of kindergarten and tracks progress through first grade and beyond. A child scoring Below or Well Below Benchmark on phonological and phonemic awareness, alphabet knowledge, or basic phonics skills provides the first piece of evidence that he or she may be at risk for dyslexia.
- Acadience Data Management reporting tools, such as the Classroom Report (see Figure 1), provide a powerful and efficient way to identify students at risk for dyslexia and to target instruction to reduce risk and prevent reading failure.

Figure 1. Classroom Report

School: Delight Valley  
Grade: First Grade, Beginning of Year  
Year: 2017-2018  
Class: Edwards Grade1

**Classroom Report**

 acadience®  
data management

☒ Basic Benchmark | ☐ Link to Next Grade Support

☒ All Below Benchmark | ☐ Link to Next Grade Support

NAME	LSP	PSF		NWP	CWS	WWR	DCI	Score Link
		Score	Scale					
Hampton, Ois	12	19	17	0	0	0	0	Well Below Benchmark



## Acadience Reading and Dyslexia Screening

Definitive indicators of risk for reading difficulties such as dyslexia include a combination of

- (1) **severe low skills** on measures of phonological processing including phonemic awareness and phonics, and
- (2) **sustained lack of adequate progress** in learning the basic early literacy skills,
- (3) when provided with **generally effective instruction**.

Other indicators of risk include

- (1) Rapid Automatized Naming (RAN)
- (2) Spelling

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## ODM Steps 1 & 2: Identify and Validate Need for Support

Outcomes Driven Model Steps:

- ▶ Identify need for support.
- ▶ Validate need for support.
- ▶ Plan and implement support.
- ▶ Evaluate and modify support.
- ▶ Review outcomes.



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- (1) severe low skills on measures of phonological processing including phonemic awareness and phonics

School: Delight Valley  
Grade: First Grade, Beginning of Year  
Year: 2017-2018  
Class: Edwards Grade 1

Classroom Report

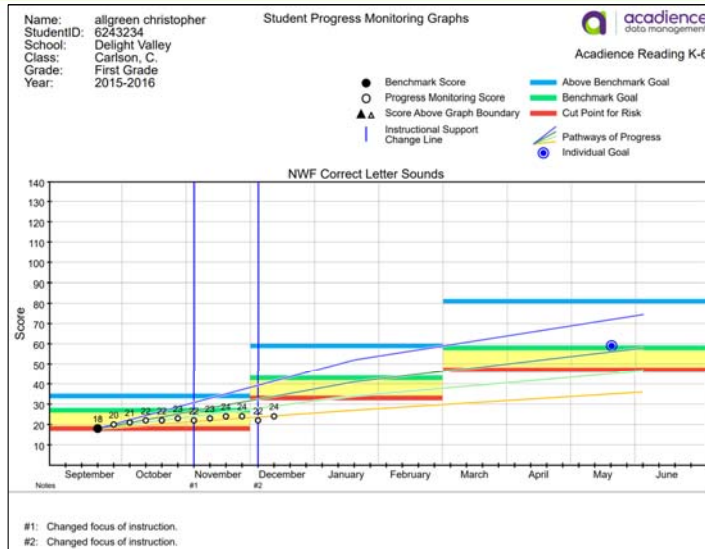
Acadience Reading K-6

NAME	STUDENT ID	LNF		PSF		NWF		READING COMPOSITE SCORE	
		Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile
Hernandez, Otis	13302014V1	12	2	19	11	9	5	40	3
Sullivan, Evelyn	13252014V1	39	33	16	9	15	12	70	10
Cruz, Nathan	13702014V1	30	17	14	8	27	39	6	64
Becker, Daria	13852014V1	24	9	35	31	23	29	1	40
Price, Melvin	13952014V1	18	5	43	51	30	46	3	53
Hawkins, Otis	13402014V1	34	23	37	35	21	23	0	17
Collier, Tracy	13352014V1	31	18	44	54	22	26	1	40
Lewis, Wilfred	13552014V1	24	9	45	57	28	42	0	17
Boyd, Willie	13752014V1	43	44	19	11	44	74	11	79
Warner, Abel	13202014V1	41	38	43	51	23	29	2	47
Brady, Marnie	13602014V1	28	14	49	68	33	53	0	17
Guerrero, Andre	13502014V1	46	52	44	54	21	23	0	17
Phelps, Vicki	13102014V1	64	88	22	12	25	34	2	47
Walton, Alfred	13652014V1	34	23	65	95	28	42	0	17
Johnson, Gerard	13052014V1	65	89	51	74	52	82	16	87
Singleton, Tyler	13152014V1	67	91	45	57	57	86	4	57
Lopez, Angel	13452014V1	51	66	43	51	79	94	23	93
Simmons, Herbert	13802014V1	78	97	35	31	60	87	5	61
Gomez, Bradford	13002014V1	52	68	76	99	57	86	0	17
Stevens, Frank	13902014V1	64	88	62	93	59	87	19	90
GOAL				40		27			
AVERAGE		42.3		40.4		35.7		4.7	

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- (2) sustained lack of adequate progress in learning the basic early literacy skills,

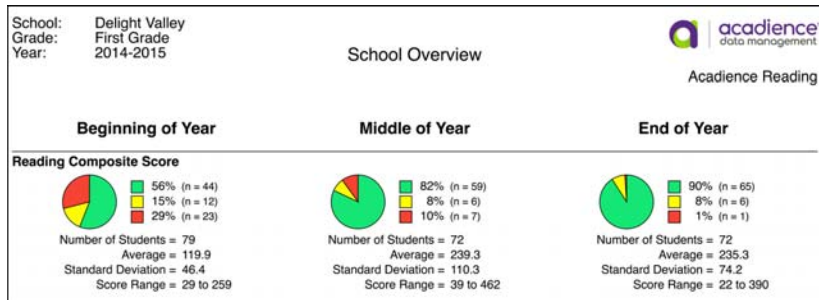


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(3) when provided with generally effective instruction

- School-wide system of support is generally effective.

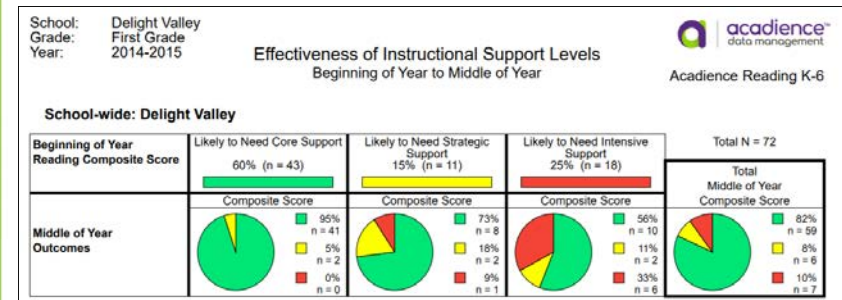


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(3) when provided with generally effective instruction

- Tier 1, Tier 2, and Tier 3 systems of support are generally effective.

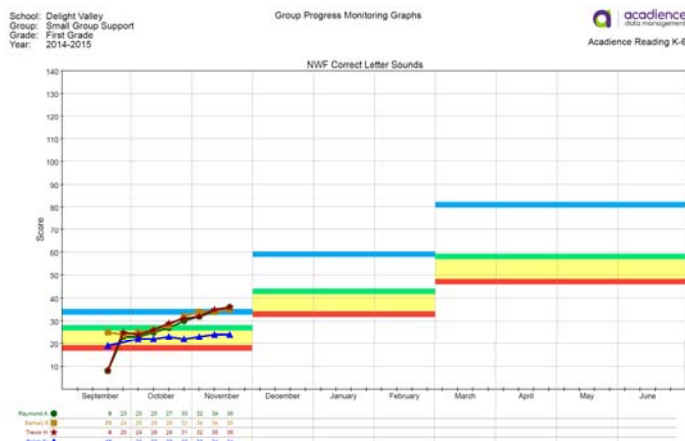


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(3) when provided with generally effective instruction

- Intervention group is generally effective.



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## Acadience Reading and Dyslexia Screening

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- sustained lack of adequate progress** in learning the basic early literacy skills,
- when provided with **generally effective instruction**.

Other indicators of risk include

- Rapid Automatized Naming (RAN)
- Spelling

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## DMG RAN Introduction and Overview

### DMG RAN

Rapid Automatized Naming = quickly and accurately naming repeated sets of familiar items

- functions as a predictor of reading skills
- difficulties with RAN don't impact reading as much as difficulties with phonological awareness
- no known way to directly improve RAN

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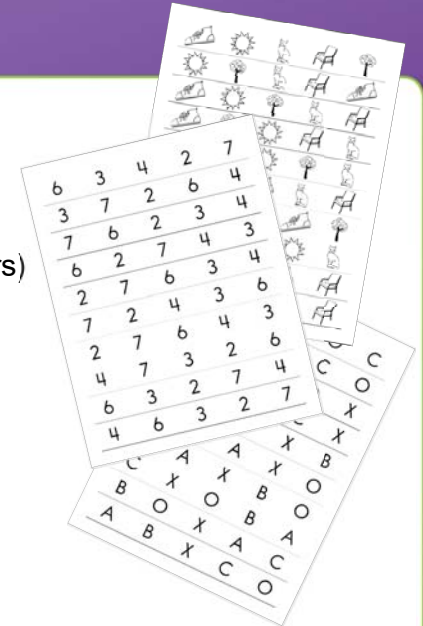
## DMG RAN

### RAN Objects

### RAN Letters

- RAN Numbers  
(alternate to RAN Letters)

### Spanish Version



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## DMG Spelling Introduction and Overview

### DMG Spelling

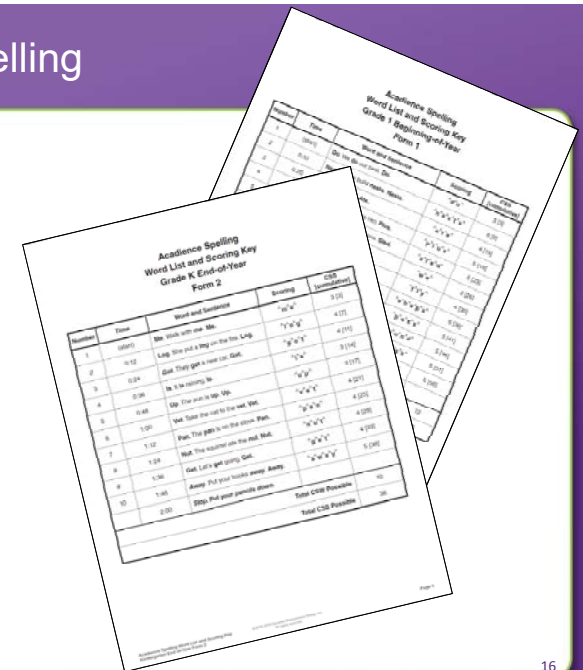
- functions as a General Outcome Measure
- provides a broad indication of a student's overall level of spelling skills
- assists educators in finding students who have low spelling skills compared to other students
- serves as an indicator of progress

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## DMG Spelling

### Materials for Kindergarten & First Grade

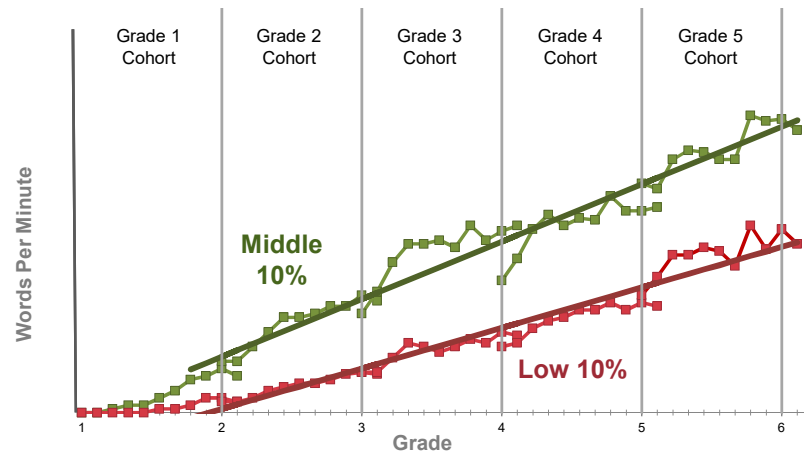


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## The Power of Prevention



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

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## Key Steps in Prevention

- ▶ Identify students *early*.
- ▶ Focus *instruction* on *essential early literacy skills*.
- ▶ Focus assessment on *indicators* of important *outcomes*.
- ▶ Use assessment information to *impact instruction* to *improve outcomes* for students.
  - \* Benchmark goals
  - \* Individual student learning goals
  - \* Monitor progress
  - \* Formative evaluation

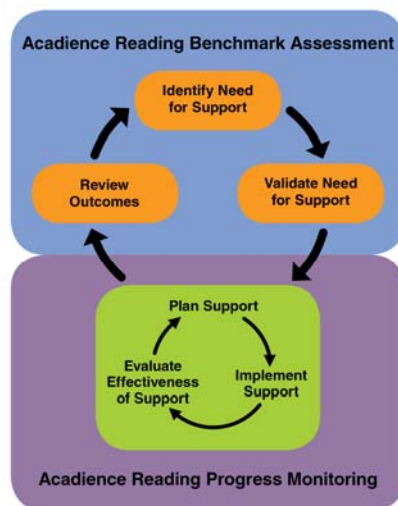
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## Outcomes Driven Model

### Outcomes Driven Model Steps:

- ▶ Identify need for support.
- ▶ Validate need for support.
- ▶ Plan and implement support.
- ▶ Evaluate and modify support.
- ▶ Review outcomes.



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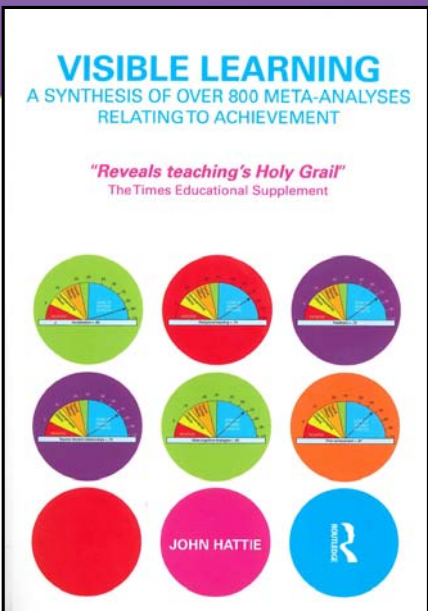
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John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:

- ▶ Student
- ▶ Teacher
- ▶ Teaching
- ▶ Curricula
- ▶ School
- ▶ Home

Influences on achievement we can do something about.



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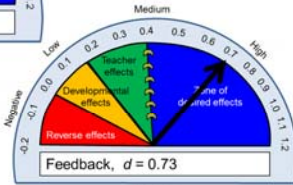
## Selected Hattie (2009) Findings...

Desirable *Goals* are:

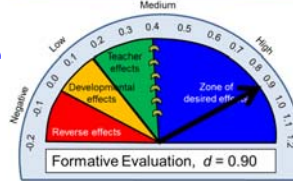
Meaningful,  
Attainable,  
Ambitious



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



*Progress Monitoring and Formative evaluation* is the 3<sup>rd</sup> largest effect on student achievement out of 138 possible influences.



## 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



## Acadience Reading

Acadience Reading is a set of **standardized, indicators** of the Basic Early Literacy Skills, designed for **universal screening, progress monitoring, and formative evaluation** for the purpose of **preventing** reading failure and improving reading outcomes for all students K-6



## 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%

Likelihood of Meeting Later Reading Goals	Benchmark Status	Benchmark Status Including Above Benchmark
>99%	<b>At or Above Benchmark</b> overall likelihood of achieving subsequent early literacy goals: 80% to 90%	<b>Above Benchmark</b> overall likelihood of achieving subsequent early literacy goals: 90% to 99%
95%		<b>At Benchmark</b> overall likelihood of achieving subsequent early literacy goals: 70% to 85%
90%		
80%		
70%		
60%	<b>Below Benchmark</b> overall likelihood of achieving subsequent early literacy goals: 40% to 60%	<b>Below Benchmark</b> overall likelihood of achieving subsequent early literacy goals: 40% to 60%
55%		
50%		
45%	<b>Well Below Benchmark</b> overall likelihood of achieving subsequent early literacy goals: 10% to 20%	<b>Well Below Benchmark</b> overall likelihood of achieving subsequent early literacy goals: 10% to 20%
40%		
30%		
20%		
10%		
<5%		

## Likelihood of Meeting Later Reading Goals and Acadience Reading At or Above Benchmark Status

25  
25

3/14/2018

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## Acadience Reading Benchmark Goals

### Kindergarten Benchmark Goals and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support <sup>a</sup>	38 +	156 +	152 +
	<b>At Benchmark</b>	<b>Likely to Need Core Support<sup>b</sup></b>	<b>26 - 37</b>	<b>122 - 155</b>	<b>119 - 151</b>
	Below Benchmark	Likely to Need Strategic Support	13 - 25	85 - 121	89 - 118
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	Above Benchmark	Likely to Need Core Support <sup>a</sup>	16 +	43 +	
	<b>At Benchmark</b>	<b>Likely to Need Core Support<sup>b</sup></b>	<b>10 - 15</b>	<b>30 - 42</b>	
	Below Benchmark	Likely to Need Strategic Support	5 - 9	20 - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	Above Benchmark	Likely to Need Core Support <sup>a</sup>		44 +	56 +
	<b>At Benchmark</b>	<b>Likely to Need Core Support<sup>b</sup></b>		<b>20 - 43</b>	<b>40 - 55</b>
	Below Benchmark	Likely to Need Strategic Support		10 - 19	25 - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-CLS	Above Benchmark	Likely to Need Core Support <sup>a</sup>		28 +	40 +
	<b>At Benchmark</b>	<b>Likely to Need Core Support<sup>b</sup></b>		<b>17 - 27</b>	<b>28 - 39</b>
	Below Benchmark	Likely to Need Strategic Support		8 - 16	15 - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.

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swap out for grde 3 example?

### Kindergarten Reading Composite Score Worksheet

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The Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

#### Beginning of Year Benchmark

FSF Score = \_\_\_\_\_ (1)

LNF Score = \_\_\_\_\_ (2)

Reading Composite Score (add values 1-2) = \_\_\_\_\_

Do not calculate the composite score if any of the values are missing.

#### Middle of Year Benchmark

FSF Score = \_\_\_\_\_ (1)

LNF Score = \_\_\_\_\_ (2)

PSF Score = \_\_\_\_\_ (3)

NWF CLS Score = \_\_\_\_\_ (4)

Reading Composite Score (add values 1-4) = \_\_\_\_\_

Do not calculate the composite score if any of the values are missing.

#### End of Year Benchmark

LNF Score = \_\_\_\_\_ (1)

PSF Score = \_\_\_\_\_ (2)

NWF CLS Score = \_\_\_\_\_ (3)

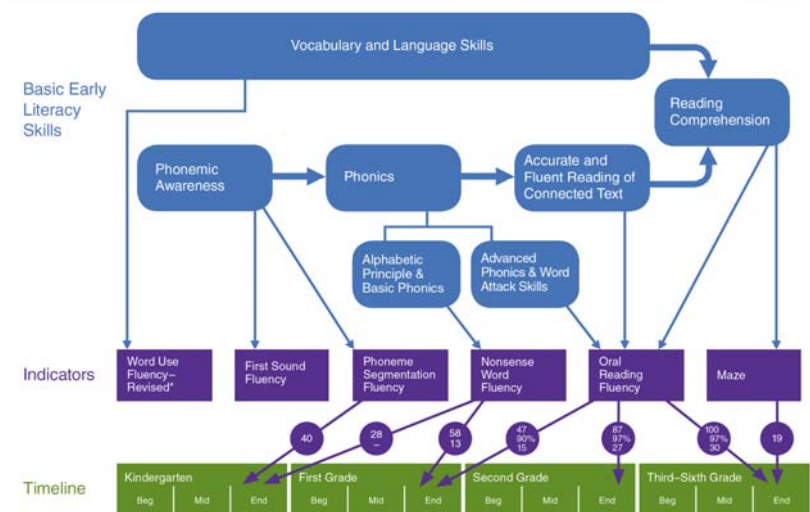
Reading Composite Score (add values 1-3) = \_\_\_\_\_

Do not calculate the composite score if any of the values are missing.

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## Basic Early Literacy Skills Timeline



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

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## Acadience Reading Measures, Grades, & Skills

Measure	Grades Used	Skills Indicated
FSF – First Sound Fluency	K	Phonological Awareness
PSF – Phoneme Segmentation Fluency	K-1	Phonological Awareness
NWF – Nonsense Word Fluency	K-2	Alphabetic Principle and Basic Phonics (Letter Sound)
ORF – Oral Reading Fluency	1-6	Advanced Phonics and Decoding, Accurate and Fluent Reading of Text, Reading Comprehension
Maze	3-6	Reading Comprehension
LNF-Letter Naming Fluency	K-1	Risk Indicator

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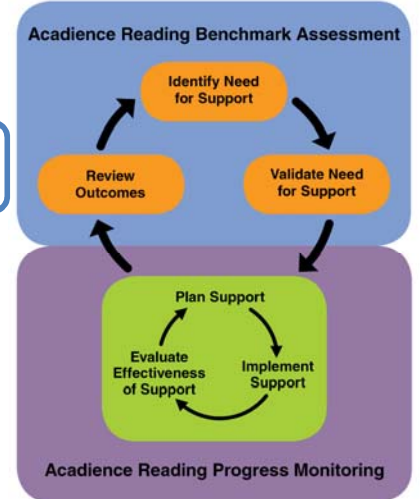


## ODM Step 3: Plan & Implement Support

Outcomes Driven Model Steps:

- ▶ Identify need for support.
- ▶ Validate need for support.
- ▶ Plan and implement support.
- ▶ Evaluate and modify support.
- ▶ Review outcomes.

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



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## What is Pathways of Progress?

Pathways of Progress is a tool for:

- (a) setting student progress monitoring goals (BOY)
- (b) evaluating student progress (MOY & EOY)
- (c) evaluating system level progress (MOY & EOY)

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## Pathways of Progress™ Logic

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

Pathways of Progress™ provides a normative framework for comparison in setting goals and evaluating individual student progress.

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## Pathways of Progress Features

Typical ways to set goals:

- expected progress or rate of improvement
- local or national percentiles
- using only the 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™ Descriptors

Pathway Descriptor	Pathway Number	Progress Descriptor	Progress Percentile Range
★★★★★	5	WELL ABOVE TYPICAL	80th percentile and above
★★★★☆	4	ABOVE TYPICAL	60th to 79th percentile
★★★☆☆	3	TYPICAL	40th to 59th percentile
★★☆☆☆	2	BELOW TYPICAL	20th to 39th percentile
★☆☆☆☆	1	WELL BELOW TYPICAL	Below 20th percentile

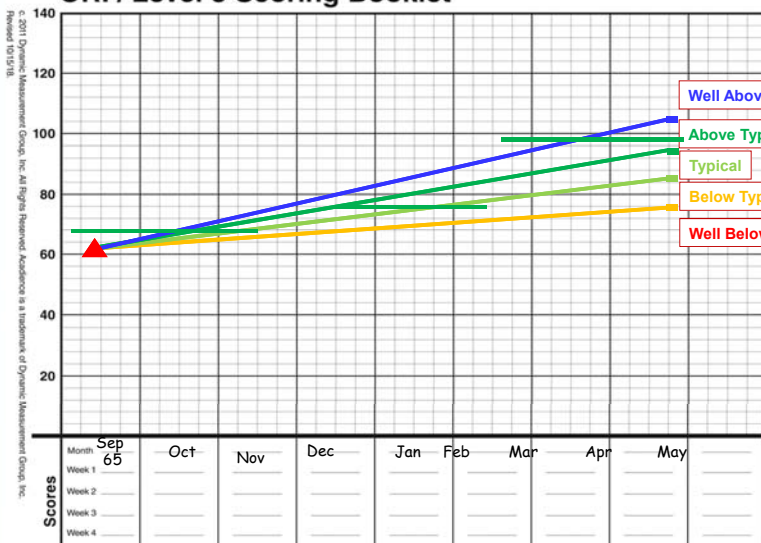
## Progress Monitoring

### ORF/ Level 3 Scoring Booklet

ORF level 3



Teacher: **Tabitha**  
Student ID: \_\_\_\_\_  
School Year: \_\_\_\_\_



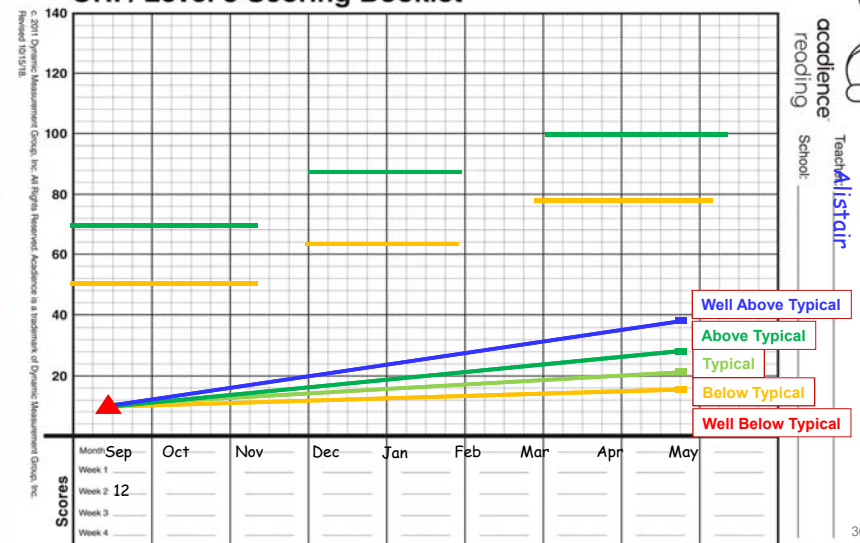
## Progress Monitoring

### ORF/ Level 3 Scoring Booklet

ORF level 3



Teacher: **Alistair**  
Student ID: \_\_\_\_\_  
School Year: \_\_\_\_\_



# Progress Monitoring

## ORF/ Level 3 Scoring Booklet

ORF level 3

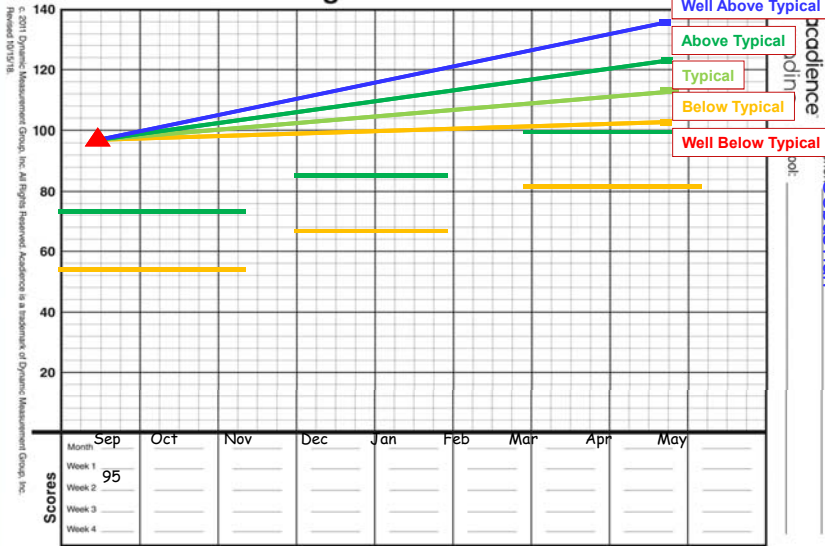


Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_

John Sebastian

School Year: \_\_\_\_\_

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## What is Pathways of Progress?

Pathways of Progress is a tool for:

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## 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 is not very ambitious** especially 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.

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bring the entire family of educational tools  
together under a new name

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is now  
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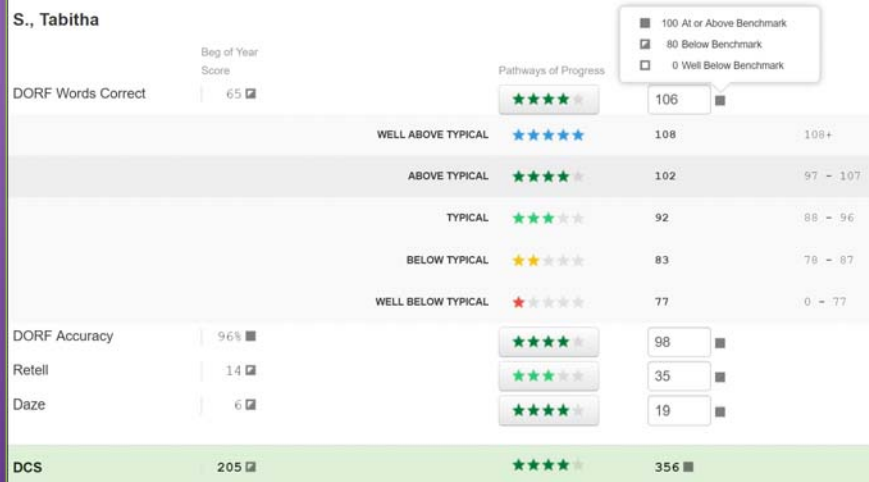
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## Acadience® Pathways of Progress™ Goal Setting Utility



## Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- ▶ **205 Composite Score**
- ▶ **65 ORF Words Correct**
- ▶ **96% ORF Accuracy**
- ▶ **14 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 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 45 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 20.

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## Third Grade Case Example: Jaclyn Likely to Need Intensive Support

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

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

Jaclyn's End of Year Goal:

By the end of the year, Jaclyn will read aloud a third-grade 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.

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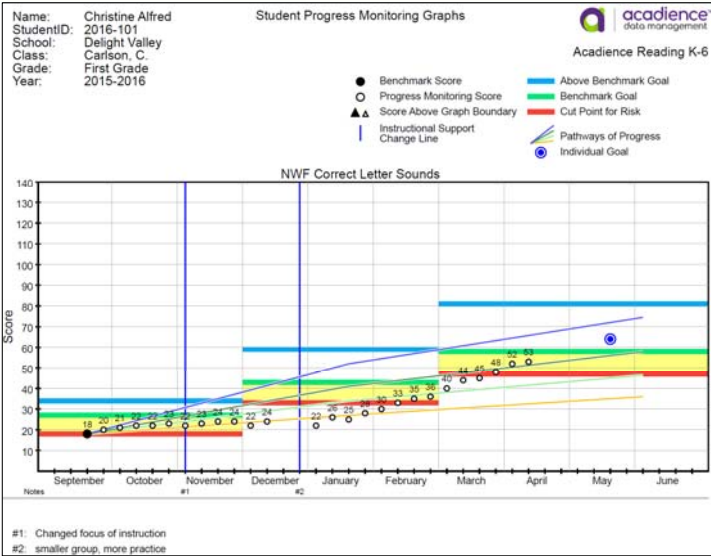
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## Evaluating Student Progress



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## Pathways of Progress Report

School: Sunset

Grade: First Grade, Middle of Year

Year: 2014-2015

Class: Hall, H.

Pathways of Progress™ Report

BEGINNING OF YEAR

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

MIDDLE OF YEAR

COMPONENT SCORE PATHWAYS

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.

MIDDLE OF YEAR

OVERALL PATHWAY

A student's overall pathway is based on the student's middle-of-year composite score compared to other students with the same beginning-of-year composite score.

Name	BEGINNING OF YEAR		MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY			
	ORFELS Score	Pathway	ORFELS Score	Pathway	ORFELS Score	Pathway	ORFELS Score	Pathway		
A. Manuel	120	■	42	■	2	■	27	■	121	■
B. Oliver	97	■	32	■	8	■	22	■	111	■
C. Bailey	74	■	30	■	4	■	19	■	79	■
D. Crystal	71	■	38	■	0	■	9	■	81	■
E. Francesca	131	■	42	■	2	■	32	■	132	■
F. Pablo	65	■	30	■	2	■	20	■	102	■
G. Tania	34	■	16	■	0	■	5	■	36	■
H. Lari	102	■	33	■	3	■	45	■	103	■
K. Ariel	119	■	39	■	6	■	30	■	137	■
K. Casey	208	■	83	■	12	■	118	■	203	■
K. Griffin	90	■	56	■	6	■	33	■	145	■
K. Heidi	141	■	99	■	35	■	109	■	141	■
K. Raleigh	119	■	29	■	2	■	21	■	108	■
M. Cooper	109	■	52	■	6	■	24	■	138	■
M. Derek	115	■	45	■	5	■	15	■	115	■
O. Gianni	84	■	41	■	4	■	16	■	105	■
P. Cedric	115	■	50	■	13	■	23	■	124	■
P. Jackson	202	■	20	■	17	■	53	■	208	■
R. Felicity	166	■	72	■	2	■	38	■	178	■
Sy. Ralsh	33	■	38	■	2	■	20	■	95	■
T. Madison	66	■	46	■	2	■	12	■	62	■

■ At or Above Benchmark / Likely to Need Core Support

■ Below Benchmark / Likely to Need Strategic Support

■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:

WELL ABOVE TYPICAL

ABOVE TYPICAL

TYPICAL

BELOW TYPICAL

WELL BELOW TYPICAL

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## What is Pathways of Progress?

Pathways of Progress is a tool for:

- (a) setting student progress monitoring goals (BOY)
- (b) evaluating student progress (MOY & EOY)
- (c) evaluating system level progress (MOY & EOY)



## Summative Growth Report

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

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

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	
<b>Kindergarten</b>					
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=8)	22	Below Average Classroom Reading Progress	
<b>First Grade</b>					
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	
<b>Second Grade</b>					
Astrella	25	80.0% (n=20)	70	Average Classroom Reading Progress	
Hever	25	68.0% (n=17)	47	Average Classroom Reading Progress	

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## Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers

Thursday, 4/25; Time: 1:15 – 2:30pm; Room: Bloch

### Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers (Room: Bloch)

Kelly Powell-Smith, Vice-President and Associate Director of Research & Development, Stephanie Stollar, Director of Professional Development, and Roland Good, President and Associate Director of Research & Development, Dynamic Measurement Group

(Grade Level: Elementary Content Area: Reading Domain: DBDM, PM)

#### NEW SESSION

This presentation will demonstrate using system-level data to inform decisions about instructional effectiveness across Tiers. Effectiveness of Instructional Levels Reports and Summative Growth Reports (SGR) will be shared. SGRs provide classroom progress data compared to other same-grade classrooms across the nation. With the SGR student progress is measured only in comparison to other students who began the year at a similar level, ensuring that classroom systems comprised primarily of students with low skills are not unfairly compared to those comprised primarily of students with high skills. Participants will learn how to use system-level data to examine outcomes across instructional tiers.

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## Using Pathways of Progress to Set Goals and Evaluate Student Progress

Thursday, 4/25; Time: 2:45 to 4:00pm; Room: Bloch

### Using Pathways of Progress to Set Goals and Evaluate Student Progress (Room: Bloch)

Stephanie Stollar, Director of Professional Development, Roland Good, President and Associate Director of Research & Development, and Kelly Powell-Smith, Vice-President and Associate Director of Research & Development, Dynamic Measurement Group, and Sherrie Kendall, Literacy Instructional Coach, Centennial School District

(Grade Level: Elementary Content Area: Reading Domain: DBDM, PM)

#### NEW SESSION

This presentation will introduce Pathways of Progress, a tool for setting progress monitoring goals that articulate where students are, and where they need to get to, to close the reading gap. Participants will learn to: (1) set goals that consider proficiency and growth, (2) evaluate student progress, and (3) change instruction if progress is insufficient. One Oregon school's use of Pathways of Progress will be shared. All participants will receive information about how to obtain a demo account for Acadience Data Management, for a free trial of Pathways of Progress features.

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## Acadience Resources

- Find assessment resources on the DMG website  
[acadiencelearning.org](http://acadiencelearning.org)
- Contact DMG customer service at  
[info@acadiencelearning.org](mailto:info@acadiencelearning.org)
- Free training on Pathways of Progress  
<https://www.dmgtraining.org/>

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Reading is the point!



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