T39 The Science of Goal Setting and Progress Monitoring

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Dynamic Measurement Group

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Disclosure

Roland Good and Stephanie Stollar are employed by Dynamic Measurement Group (DMG). DMG operates the Acadience Data Management System where Pathways of Progress is available. No relevant non-financial relationships exist.

Acadience Reading is available for free download and unlimited photocopying at:

acadiencereading.org

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New Name, Same Assessment You Trust

Acadience™ Reading (previously published under the name DIBELS Next®) is the current version of the K-6 reading assessment developed by the original authors of DIBELS®, Roland Good and Ruth Kaminski at Dynamic Measurement Group.

The DIBELS Next assessment is now Acadience Reading

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Acadience Reading

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

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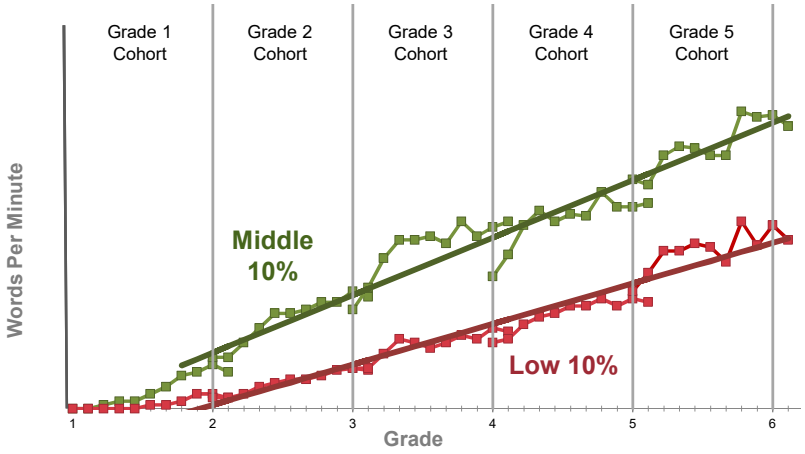
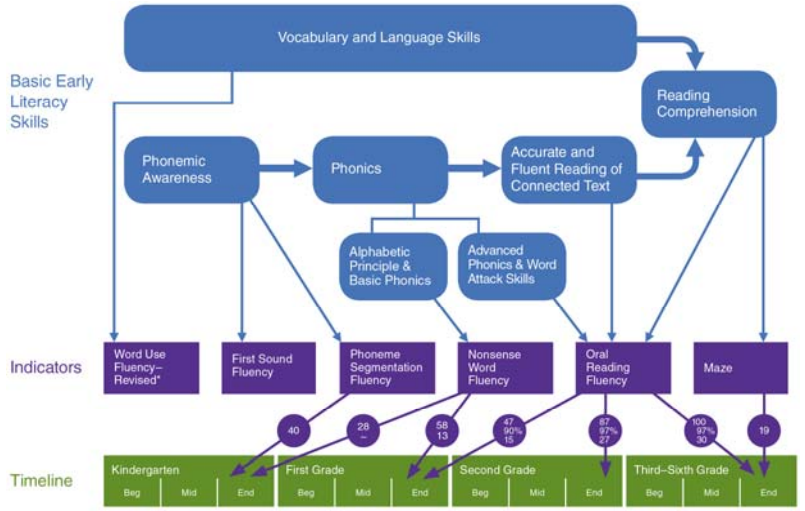
The Power of Prevention



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*.]

Basic Early Literacy Skills Timeline



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

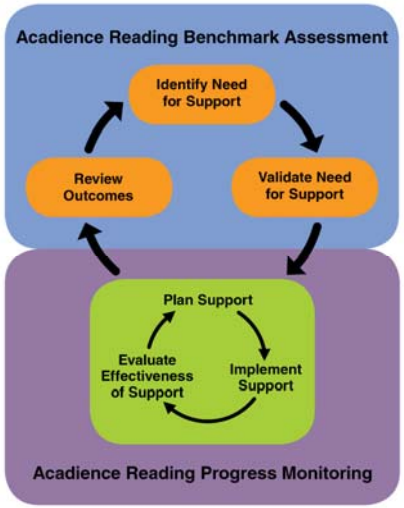
Acadience Measures, Grades, & Skills

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

Outcomes Driven Model (ODM)

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.



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%

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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[a]	38 +	156 +	152 +
	At Benchmark	**Likely to Need Core Support[b]**	**26** - 37	**122** - 155	**119** - 151
	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[a]	16 +	43 +	
	At Benchmark	**Likely to Need Core Support[b]**	**10** - 15	**30** - 42	
	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[a]		44 +	56 +
	At Benchmark	**Likely to Need Core Support[b]**		**20** - 43	**40** - 55
	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[a]		28 +	40 +
	At Benchmark	**Likely to Need Core Support[b]**		**17** - 27	**28** - 39
	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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K 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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Acadience Reading and Dyslexia Screening

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.

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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 Grade1

Classroom Report

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Acadience Reading

At or Above Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	LNF		PSF		NWF				READING COMPOSITE SCORE		
		Score	Local Percentile	Score	Local Percentile	CLS	Local Percentile	WWR	Local Percentile	Score	Local Percentile	Score Level
Hernandez, Otis	13502014V1	12	1	19	14	8	4	0	17	40	1	Well Below Benchmark
Sullivan, Evelyn	13252014V1	39	39	16	10	15	13	0	17	70	13	Well Below Benchmark
Price, Melvin	13952014V1	18	3	43	48	30	55	3	49	91	23	Well Below Benchmark
Hawkins, Ollie	13402014V1	34	28	37	32	21	22	0	17	92	25	Well Below Benchmark
Collier, Tracy	13352014V1	31	24	44	57	22	26	1	38	97	31	Below Benchmark
Lewis, Wilfred	13552014V1	24	8	45	63	28	52	0	17	97	31	Below Benchmark
Boyd, Willie	13752014V1	43	53	19	14	44	69	11	82	106	38	Below Benchmark
Warner, Abel	13202014V1	41	47	43	48	23	31	2	44	107	40	Below Benchmark
Brady, Mamie	13602014V1	28	18	49	75	33	57	0	17	110	46	Below Benchmark
Guerrero, Andre	13502014V1	46	61	44	57	21	22	0	17	111	50	Below Benchmark
Phelps, Vicki	13102014V1	64	89	22	18	25	35	2	44	111	50	Below Benchmark
Walton, Alfred	13652014V1	34	28	65	96	28	52	0	17	127	63	At or Above Benchmark
Becker, Darla	13852014V1	63	85	41	40	35	63	6	67	139	76	At or Above Benchmark
Johnson, Gerard	13052014V1	65	93	51	83	52	76	16	88	168	82	At or Above Benchmark
Singleton, Tyler	13152014V1	67	96	45	63	57	83	4	54	169	85	At or Above Benchmark
Lopez, Angel	13452014V1	51	74	43	48	79	96	23	96	173	89	At or Above Benchmark
Simmons, Herbert	13802014V1	78	99	35	26	60	93	5	61	173	89	At or Above Benchmark
Gomez, Bradford	13002014V1	52	76	76	99	57	83	0	17	185	94	At or Above Benchmark
Stevens, Frank	13902014V1	64	89	62	93	59	89	19	90	185	94	At or Above Benchmark
	GOAL			40		27		1		113		
	AVERAGE	44.2		40.7		36.3		4.9		121.1		

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

Name: Christine Alfred
StudentID: 2016-101
School: Delight Valley
Class: Carlson, C.
Grade: First Grade
Year: 2015-2016

Student Progress Monitoring Graphs

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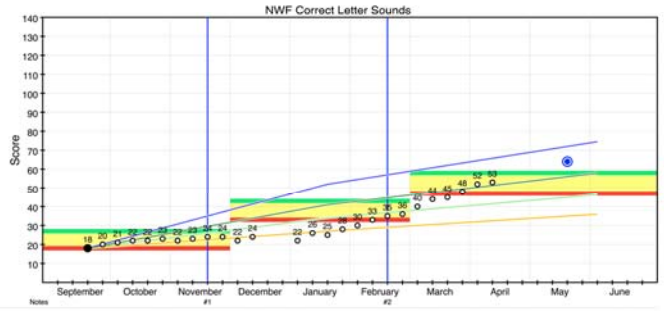
Acadience Reading

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Pathways of Progress
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line
Individual Goal



#1: Changed focus of instruction
#2: Changed group size

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(3) when provided with generally effective instruction

School: Delight Valley
Grade: First Grade
Year: 2014-2015

School Overview

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Acadience Reading

	Beginning of Year	Middle of Year	End of Year
ORF Words Correct			
	54% (n = 19) 17% (n = 6) 29% (n = 10)	60% (n = 21) 17% (n = 6) 23% (n = 8)	65% (n = 26) 8% (n = 3) 28% (n = 11)
Number of Students =	35	35	40
Average =	97.4	117.9	129.1
Standard Deviation =	42.8	44.7	67.3
Score Range =	18 to 184	30 to 213	24 to 278

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ODM Step 3: Plan & Implement Support

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
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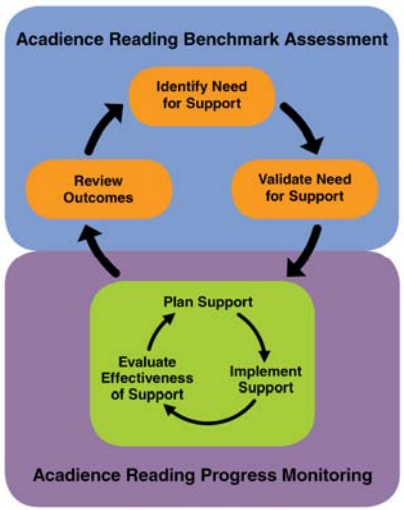
The purpose of Pathways of Progress™ is to assist in *setting goals* and *evaluating progress*.



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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

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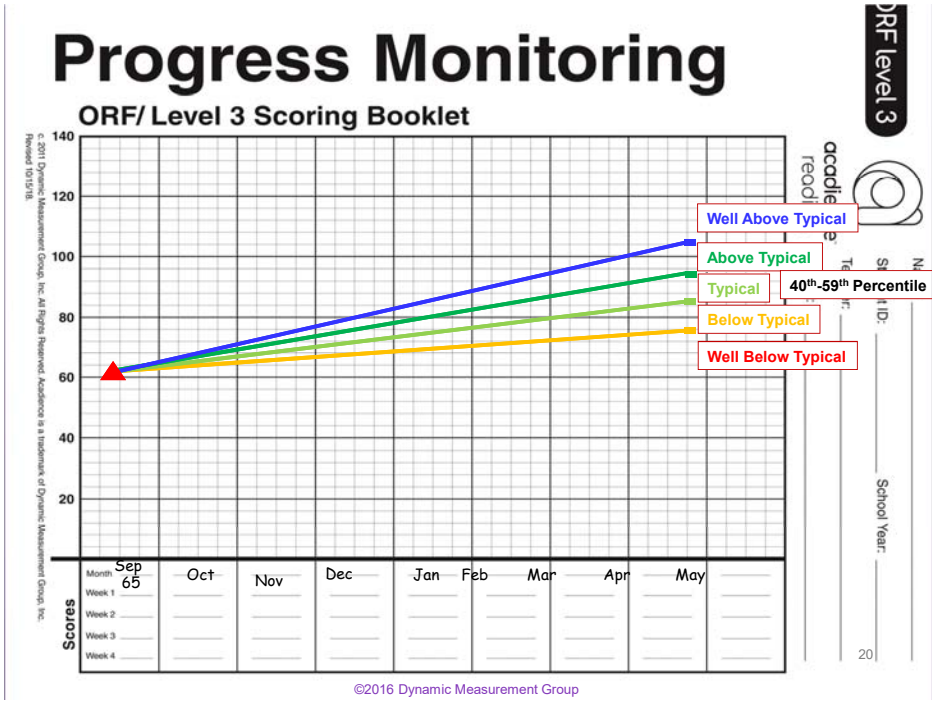

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Pathways of Progress™ Descriptors

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

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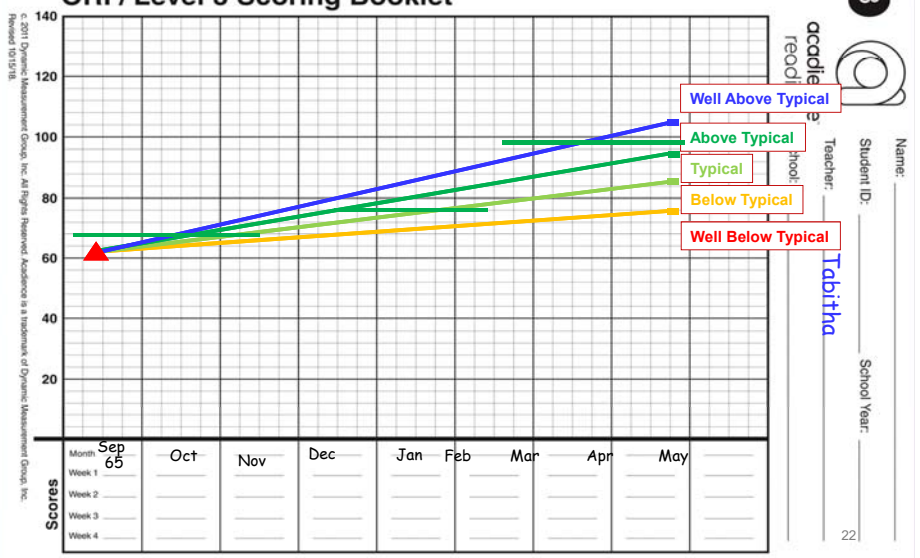
Progress Monitoring

ORF/ Level 3 Scoring Booklet



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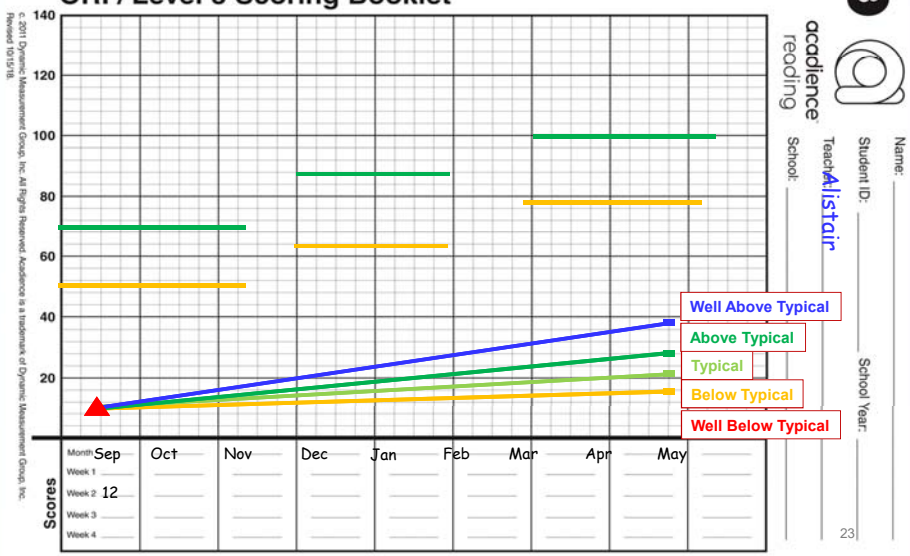

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Progress Monitoring

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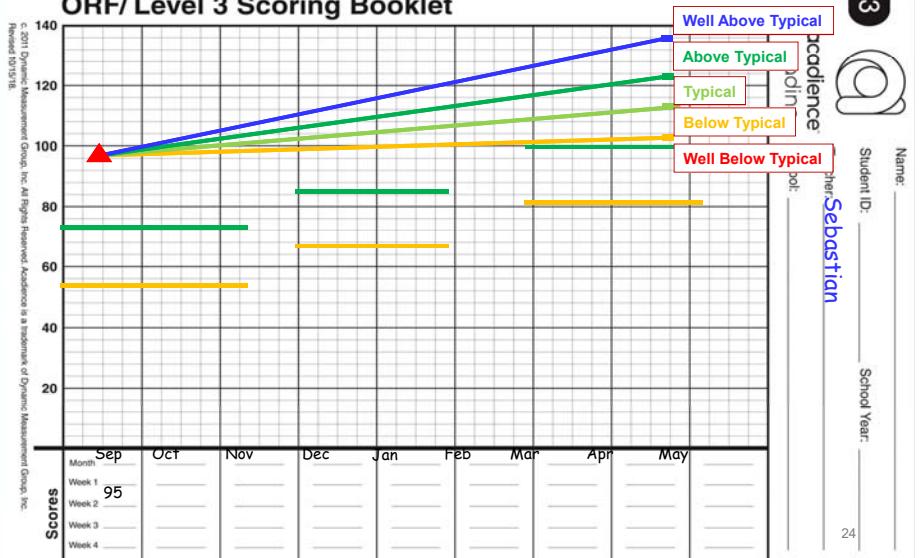

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Three Guiding Principles in Establishing Individual Student Learning Goals

- 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** may be sufficient for students who are at or above benchmark
  - **Typical progress** *may not be adequate* for students who are likely to need additional support to achieve benchmark goals.
  - **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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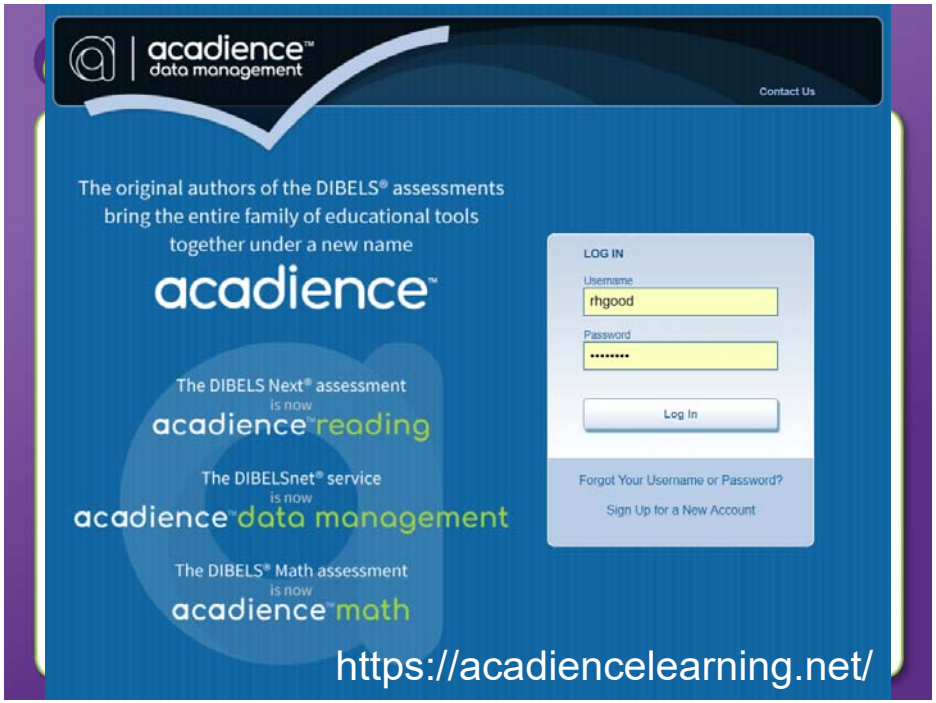

Third Grade Case Example: Tabitha
Likely to Need Strategic Support

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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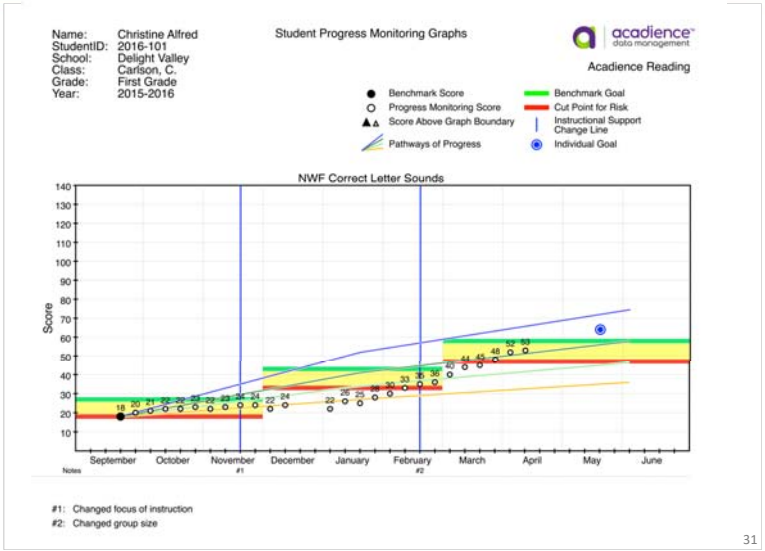
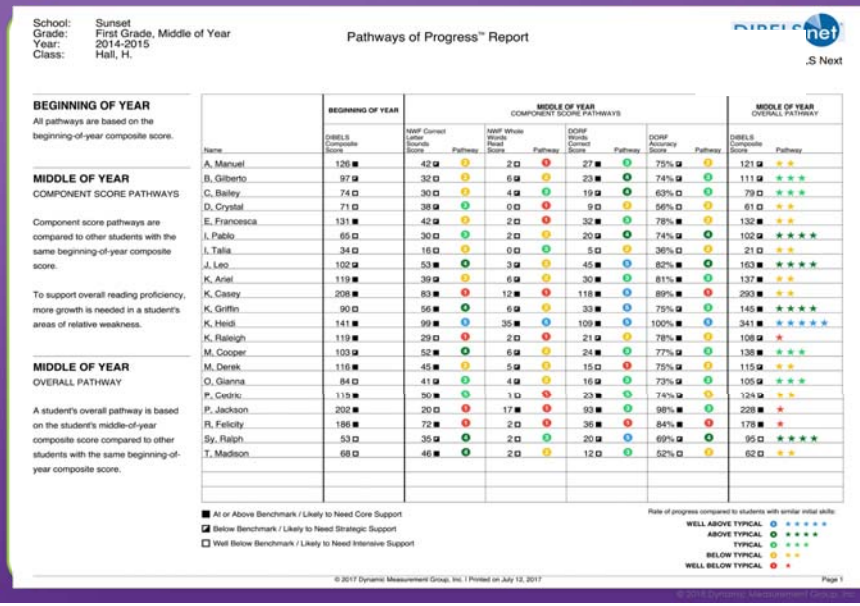
Progress Monitoring



Pathways of Progress Report



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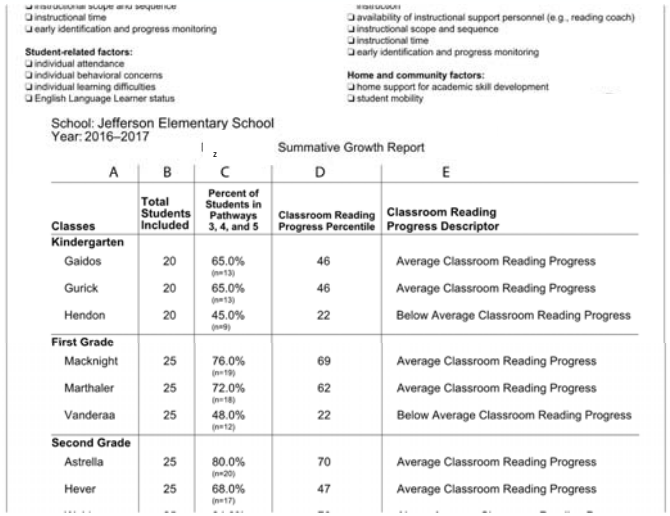
Summative Growth Report



- instructional time
- early identification and progress monitoring

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

- 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
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

Acadience Resources

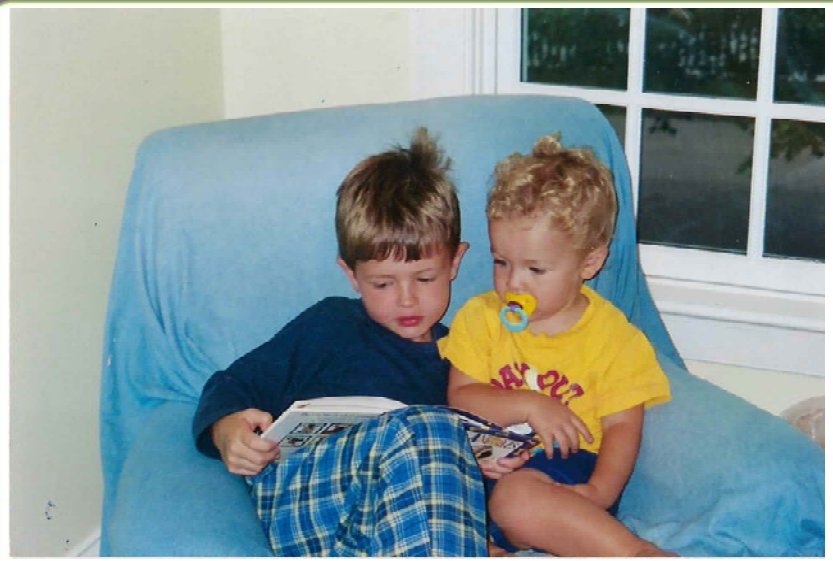
Visit us at Booth 212

- Find assessment resources on the DMG website

acadiencelearning.org

- Contact DMG customer service at

info@acadiencelearning.org

- Free training on Pathways of Progress

https://www.dmgtraining.org/