

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

- ▶ Roland Good is a co-owner of Dynamic Measurement Group, Inc. (DMG). Kelly Powell-Smith and Stephanie Stollar are employees of the Acadience Learning Team DMG.
- ▶ Acadience Learning is an educational company that is dedicated to supporting success for children and schools. Acadience Learning was founded by Roland H. Good III and Ruth Kaminski, authors of DIBELS® 6th Edition, DIBELS Next® and all earlier versions of DIBELS. Acadience Learning receives revenue from the publication of our assessments, professional development, and the operation of the Acadience Data Management System. Acadience Reading K-6 (also published as DIBELS Next®) is available for free download and photocopying for educational purposes at <https://acadiencelearning.org/>.
- ▶ Additional information is available at <https://acadiencelearning.org/>.
- ▶ Acadience™ Reading K-6 is the new name for the DIBELS Next® assessment. Acadience is a trademark of Dynamic Measurement Group, Inc. (DMG). The DIBELS Next copyrighted content is owned by DMG. The DIBELS® and DIBELS Next registered trademarks were sold by DMG to the University of Oregon (UO) and are now owned by the UO.

2



acadience™

Improving Academic Success for Students and Schools

Acadience™ Reading

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.

3

© 2019 Dynamic Measurement Group, Inc.

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**

4 4

Session Objectives

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

5

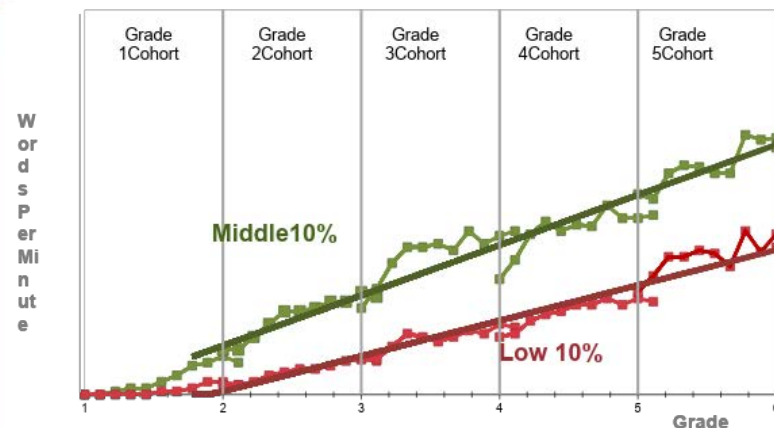
Acadience Reading

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.

6

6

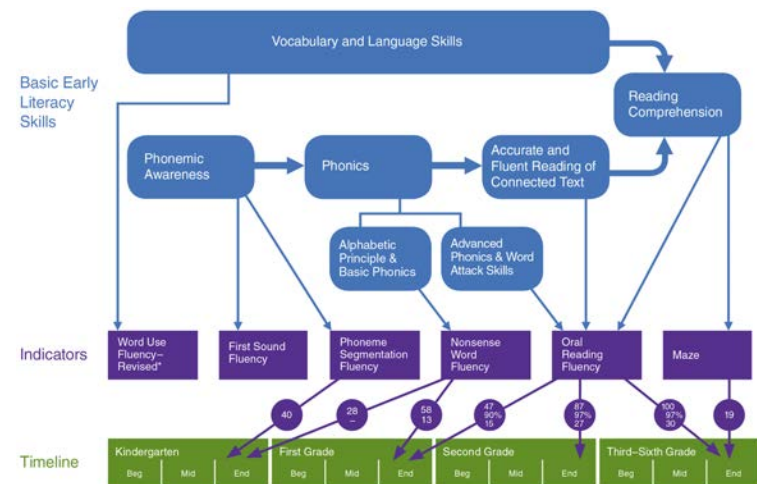
Prevent Reading Failure



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*.]

7

Basic Early Literacy Skills Timeline



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

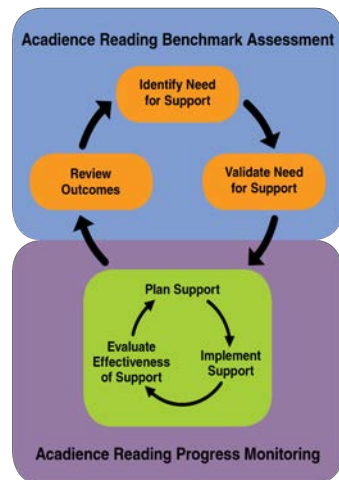
8

8

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.



99

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%

10

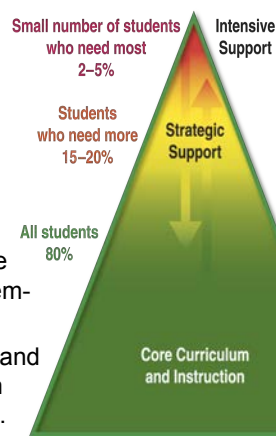
10

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.



11

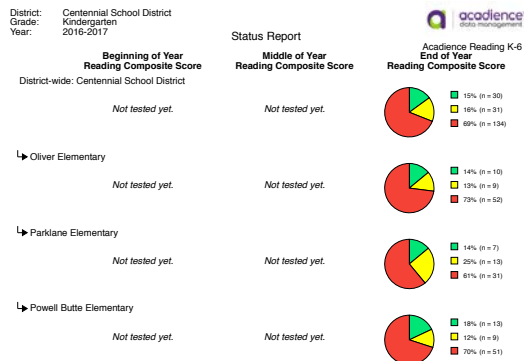
11

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

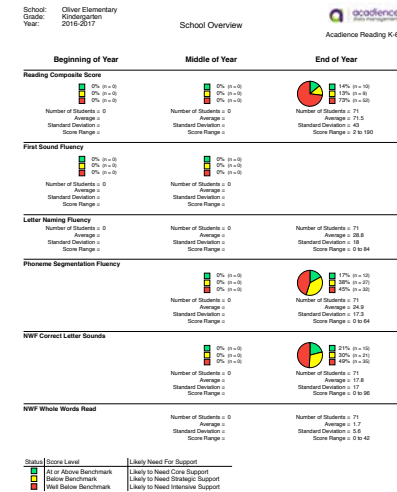
12

Baseline Year: 2016-17



13

Baseline Year: 2016-17



14

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?

15

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

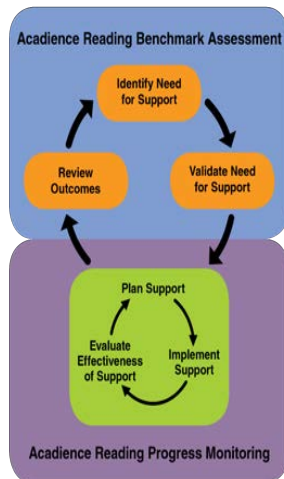
https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/guidanceonscreening.pdf

16

Outcomes-Driven Model

Outcomes Driven Model Steps:

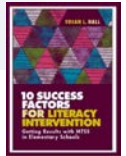
- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.



177



First 5 Success Factors



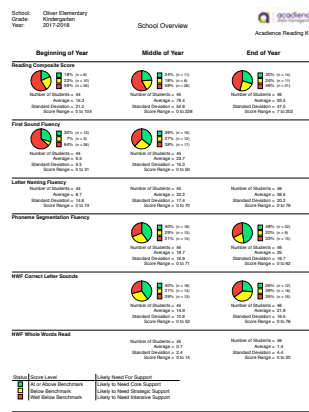
1. Group by skill deficit (not “yellow” or “red” groups)
2. **Use diagnostic assessments**
3. Implement a walk-to-intervention model
4. Monitor progress with an appropriate assessment
5. Flood the intervention block with extra instructors

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.

Copyright © 2011-2016, 95 Percent Group Inc. All rights reserved. Version 8.0

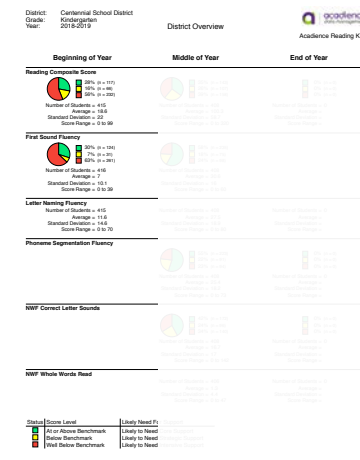
Slide 18

Year 1: 2017-18



19

BOY 2018-19



20

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?

21

Purpose of Pathways of Progress™

Pathways of progress is a tool for:

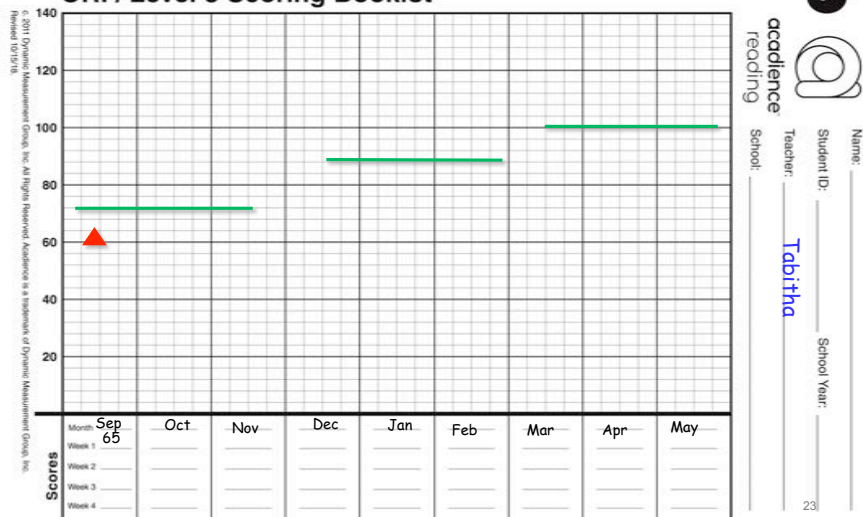
- (a) creating an **individual student learning goal** that is **ambitious, meaningful, and attainable**
- (b) establishing an individual student learning goal that represents reading proficiency, including **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**
- (c) evaluating the progress the student is making

22

©2016 Dynamic Measurement Group

Progress Monitoring

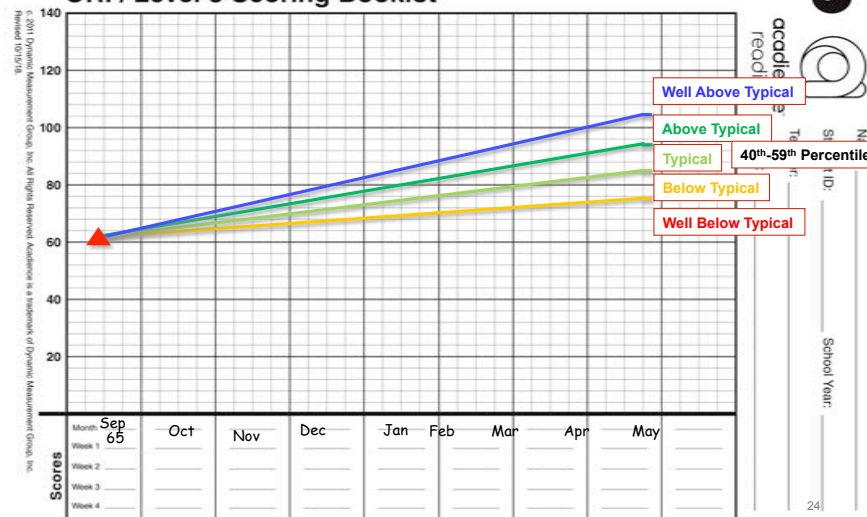
ORF/ Level 3 Scoring Booklet



23

Progress Monitoring

ORF/ Level 3 Scoring Booklet



24

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**.

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

25

©2018 Dynamic Measurement Group

Third Grade Case Example: Tabitha Likely to Need Strategic Support

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 ☐ **leading 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

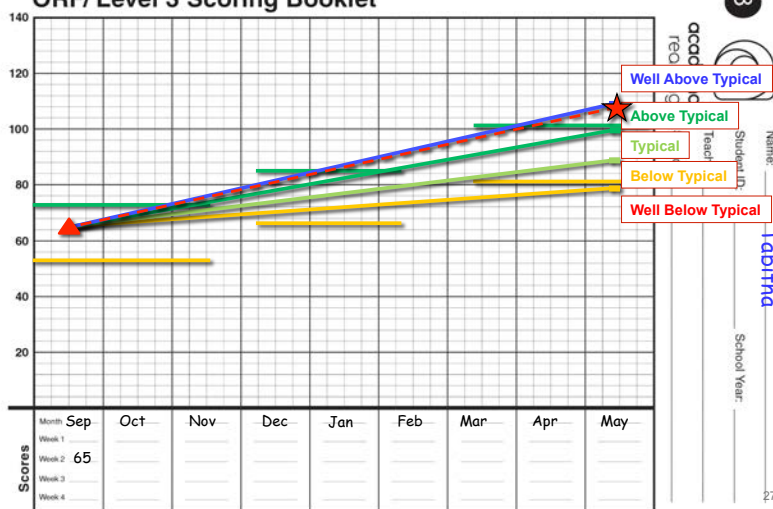
Evaluate Tabitha's progress

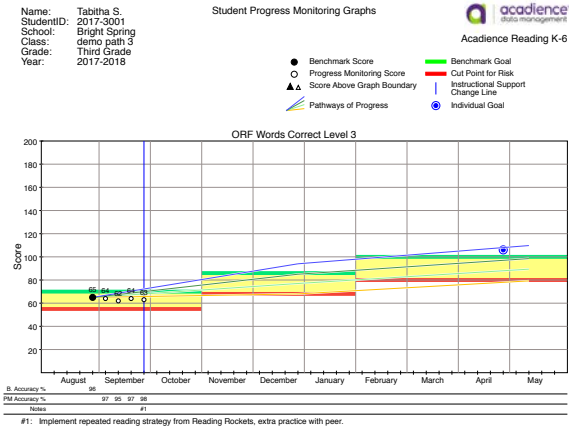
26

©2018 Dynamic Measurement Group

Progress Monitoring

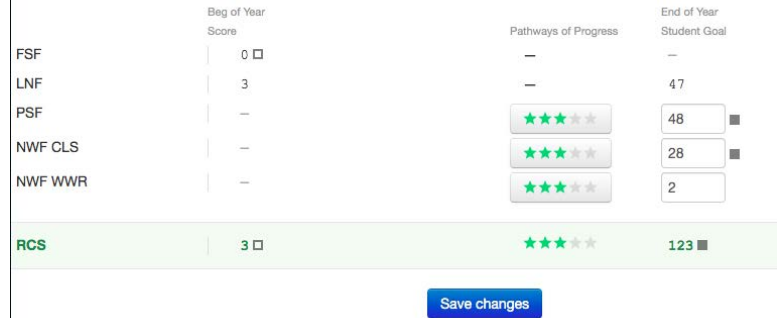
ORF/Level 3 Scoring Booklet



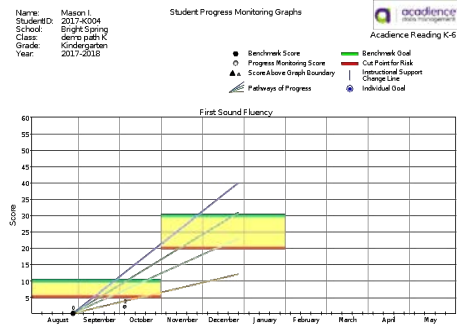


33

I., Mason



34



35

Pathways of Progress™ Report – Available at Middle and End of Year

School: Mockingbird Elementary School
Grade: First Grade, Middle of Year
Year: 2017-2018
Class: Mock Grade1b

Pathways of Progress™ Report

Acadience Reading K-6

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				MIDDLE OF YEAR			
	Reading Composite Score	Letter Fluency	Word Fluency	Pathways	Reading Composite Score	Letter Fluency	Word Fluency	Pathways	Reading Composite Score	Letter Fluency	Word Fluency	Pathways
Acosta, Abbie	40 □	33 □	17 □	6 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Authentic, Anthe	92 □	50 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Awawana, Ahmad	127 □	60 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Chaloupka, Cher	70 □	26 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Enslin, Eliza	119 □	26 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Enders, Eliza	173 □	67 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Kelly, Keena	169 □	71 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Kirby, Kena	169 □	84 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Lacy, Lur	71 □	54 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Olson, Oda	173 □	78 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Ortiz, Oda	139 □	78 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Rhodes, Ritha	111 □	76 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Rodriguez, Rodolfo	185 □	36 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Vivian, Vincent	106 □	118 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Wilbert, Wilbert	107 □	56 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □
Zoraida, Zoraida	111 □	34 □	17 □	10 □	53 □	46 □	27 □	10 □	53 □	46 □	27 □	10 □

■ 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

36

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	Reading Composite Score	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY	
		Fast Strand Fluency Score	Phoneme Segmentation Fluency Score	Letter Sound Score	Word Recognition Score	Reading Composite Score	Pathway
M. Tyler	0	22	15	9	49	49	★ ★
K. Halley	0	8	6	4	27	27	★
R. Curtis	1	0	0	0	3	3	★
G. Shane	11	10	5	7	40	40	★
T. Katarina	33	40	16	27	118	118	★ ★
N. River	29	35	32	6	95	95	★
Z. Gomez	5	45	0	20	70	70	★ ★ ★
B. Luke	2	11	0	5	22	22	★
C. Miriam	78	50	56	52	228	228	★ ★ ★ ★ ★
C. Wilson	34	34	32	22	131	131	★ ★
H. Steve	23	38	36	27	131	131	★ ★ ★
A. Perry	1	38	25	25	114	114	★ ★ ★ ★
K. Juliana	1	10	13	33	104	104	★ ★ ★ ★
C. Tyson	11	30	14	14	99	99	★ ★
K. Brian	23	30	31	16	105	105	★ ★
M. Hank	2	0	2	0	21	21	★
H. Hadley	22	28	32	32	124	124	★ ★ ★
O. Jacquelyn	0	20	20	3	52	52	★ ★
J. Garrett	0	7	10	7	37	37	★
J. Reid	0	23	32	20	125	125	★ ★ ★ ★ ★
T. Braxelyn	3	28	9	9	44	44	★
M. Richard	8	29	18	14	69	69	★ ★
A. Jaymes	12	46	47	26	169	169	★ ★ ★ ★ ★
G. Miguel	28	41	45	29	155	155	★ ★ ★ ★

▲ Above Benchmark / Likely to Need Core Support
■ At 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 ● ● ● ● ●

© 2019 Dynamic Measurement Group, Inc. | Printed on April 18, 2019

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	Reading Composite Score	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY	
		Fast Strand Fluency Score	Phoneme Segmentation Fluency Score	Letter Sound Score	Word Recognition Score	Reading Composite Score	Pathway
M. Tyler	0	22	15	9	49	49	★ ★
K. Halley	0	8	6	4	27	27	★
R. Curtis	1	0	0	0	3	3	★
G. Shane	11	10	5	7	40	40	★
T. Katarina	33	40	16	27	118	118	★ ★
N. River	29	35	32	6	95	95	★
Z. Gomez	5	45	0	20	70	70	★ ★ ★
B. Luke	2	11	0	5	22	22	★
C. Miriam	78	50	56	52	228	228	★ ★ ★ ★ ★
C. Wilson	34	34	32	22	131	131	★ ★
H. Steve	23	38	36	27	131	131	★ ★ ★
A. Perry	1	38	25	25	114	114	★ ★ ★ ★
K. Juliana	1	10	13	33	104	104	★ ★ ★ ★
C. Tyson	11	30	14	14	99	99	★ ★
K. Brian	23	30	31	16	105	105	★ ★
M. Hank	2	0	2	0	21	21	★
H. Hadley	22	28	32	32	124	124	★ ★ ★
O. Jacquelyn	0	20	20	3	52	52	★ ★
J. Garrett	0	7	10	7	37	37	★
J. Reid	0	23	32	20	125	125	★ ★ ★ ★ ★
T. Braxelyn	3	28	9	9	44	44	★
M. Richard	8	29	18	14	69	69	★ ★
A. Jaymes	12	46	47	26	169	169	★ ★ ★ ★ ★
G. Miguel	28	41	45	29	155	155	★ ★ ★ ★

▲ Above Benchmark / Likely to Need Core Support
■ At 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 ● ● ● ● ●

© 2019 Dynamic Measurement Group, Inc. | Printed on April 18, 2019

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?

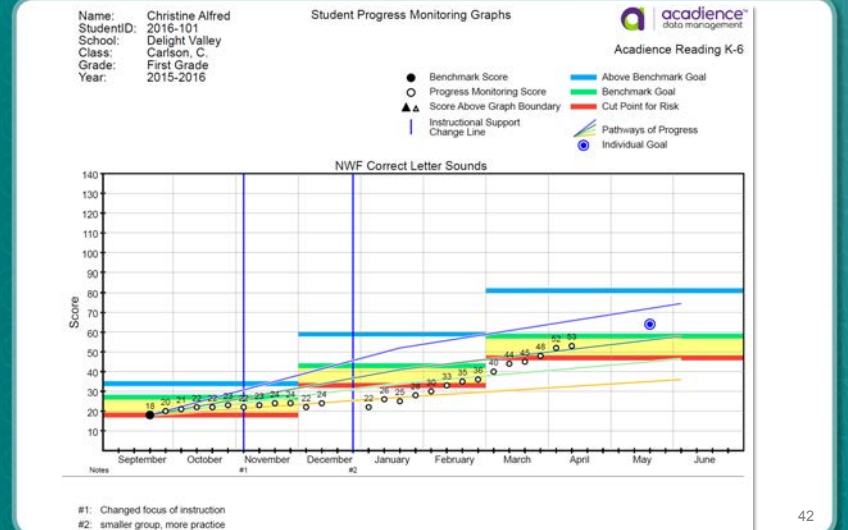
When 3 consecutive data points are below the aimline or Pathway, stop and think.

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

41

Progress Monitoring-Change the Outcome

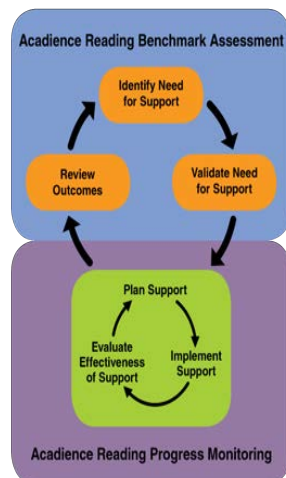


42

Outcomes-Driven Model

Outcomes Driven Model Steps:

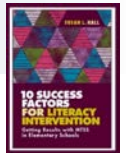
- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.



43



Second 5 Success Factors



6. Use intervention time wisely
7. Be aware of what makes intervention effective
8. Provide teachers with intervention lesson materials
9. Invest in professional development
10. 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.

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 Reading Composite Score	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY Reading Composite Score
		Fast Sound Fluency Score	Phoneme Segmentation Fluency Score	NWEF Letter Sounds Score	Pathway	
S. Michael	69 ▲	42 ▲	50 ▲	82 ▲	★★★★★	249 ▲
E. Frederick	0 □	25 □	15 □	14 □	★★	56 □
L. Tyra	2 □	36 ▲	32 ▲	24 ▲	★★★★★	130 ▲
A. Jillian	21 ▲	44 ▲	37 ▲	12 □	★★★	118 ▲
S. Estrella	99 ▲	51 ▲	67 ▲	51 ▲	★★★★★	248 ▲
J. Paul	4 □	39 ▲	29 ▲	18 ▲	★★★★★	115 ▲
M. Emilio	2 □	47 ▲	30 □	7 □	★★	27 □
A. Nicholas	0 □	24 □	9 □	11 □	★★	52 □
O. Rose	9 □	44 ▲	43 ▲	23 ▲	★★★★★	144 ▲
D. Miquel	14 □	32 ▲	11 □	16 □	★★	81 □
O. Karina	0 □	37 ▲	40 ▲	20 ▲	★★★★★	104 ▲
G. Paige	4 □	47 ▲	52 ▲	22 ▲	★★★★★	142 ▲
A. Samuel	50 ▲	50 ▲	42 ▲	46 ▲	★★★★★	192 ▲
A. Maria	27 ▲	48 ▲	38 ▲	8 □	★★	97 ▲
M. Daniel	60 ▲	58 ▲	48 ▲	35 ▲	★★★★★	187 ▲
J. Gabriel	2 □	0 □	0 □	6 □	★	15 □
R. Lindsey	37 ▲	55 ▲	70 ▲	79 ▲	★★★★★	281 ▲
C. Crosby	16 □	43 ▲	36 ▲	4 □	★★	102 □
S. Savannah	14 □	54 ▲	55 ▲	22 ▲	★★★★★	162 ▲
M. Gavin	2 □	28 □	19 □	9 □	★★	47 □
M. Alison	0 □	30 ▲	15 □	27 ▲	★★★★★	108 ▲
B. Francis	15 □	44 ▲	40 ▲	13 ▲	★★★★★	113 ▲
C. Benjamin	47 ▲	58 ▲	31 ▲	22 ▲	★★★★★	167 ▲
A. Rachel	12 □	52 ▲	33 ▲	18 ▲	★★★★★	150 ▲

▲ Above Benchmark / Likely to Need Core Support
■ At 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 ★

© 2019 Dynamic Measurement Group, Inc. | Printed on April 18, 2019

Page 1 46

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 Reading Composite Score	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY Reading Composite Score
		Fast Sound Fluency Score	Phoneme Segmentation Fluency Score	NWEF Letter Sounds Score	Pathway	
S. Michael	69 ▲	42 ▲	50 ▲	82 ▲	★★★★★	249 ▲
E. Frederick	0 □	25 □	15 □	14 □	★★	56 □
L. Tyra	2 □	36 ▲	32 ▲	24 ▲	★★★★★	130 ▲
A. Jillian	21 ▲	44 ▲	37 ▲	12 □	★★★	118 ▲
S. Estrella	99 ▲	51 ▲	67 ▲	51 ▲	★★★★★	248 ▲
J. Paul	4 □	39 ▲	29 ▲	18 ▲	★★★★★	115 ▲
M. Emilio	2 □	47 ▲	30 □	7 □	★★	27 □
A. Nicholas	0 □	24 □	9 □	11 □	★★	52 □
O. Rose	9 □	44 ▲	43 ▲	23 ▲	★★★★★	144 ▲
D. Miquel	14 □	32 ▲	11 □	16 □	★★	81 □
O. Karina	0 □	37 ▲	40 ▲	20 ▲	★★★★★	104 ▲
G. Paige	4 □	47 ▲	52 ▲	22 ▲	★★★★★	142 ▲
A. Samuel	50 ▲	50 ▲	42 ▲	46 ▲	★★★★★	192 ▲
A. Maria	27 ▲	48 ▲	38 ▲	8 □	★★	97 ▲
M. Daniel	60 ▲	58 ▲	48 ▲	35 ▲	★★★★★	187 ▲
J. Gabriel	2 □	0 □	0 □	6 □	★	15 □
R. Lindsey	37 ▲	55 ▲	70 ▲	79 ▲	★★★★★	281 ▲
C. Crosby	16 □	43 ▲	36 ▲	4 □	★★	102 □
S. Savannah	14 □	54 ▲	55 ▲	22 ▲	★★★★★	162 ▲
M. Gavin	2 □	28 □	19 □	9 □	★★	47 □
M. Alison	0 □	30 ▲	15 □	27 ▲	★★★★★	108 ▲
B. Francis	15 □	44 ▲	40 ▲	13 ▲	★★★★★	113 ▲
C. Benjamin	47 ▲	58 ▲	31 ▲	22 ▲	★★★★★	167 ▲
A. Rachel	12 □	52 ▲	33 ▲	18 ▲	★★★★★	150 ▲

▲ Above Benchmark / Likely to Need Core Support
■ At Benchmark / Likely to Need Core Support
□ Below Benchmark / Likely to Need Strategic Support
□ Well Below Benchmark / Likely to Need Intensive Support

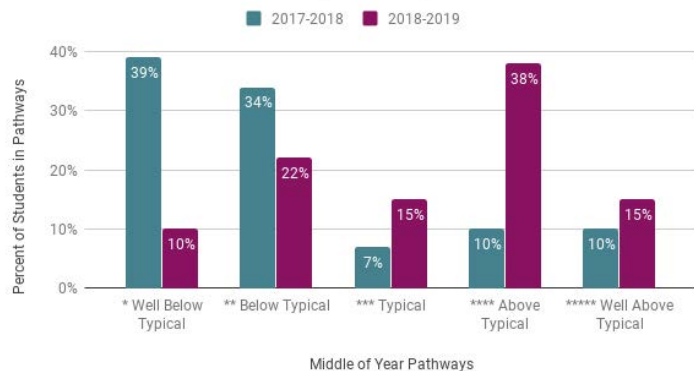
Rate of progress compared to students with similar initial skills
WELL ABOVE TYPICAL ★★★★★
ABOVE TYPICAL ★★★★
TYPICAL ★★★
BELOW TYPICAL ★★
WELL BELOW TYPICAL ★

© 2019 Dynamic Measurement Group, Inc. | Printed on April 18, 2019

Page 1 46

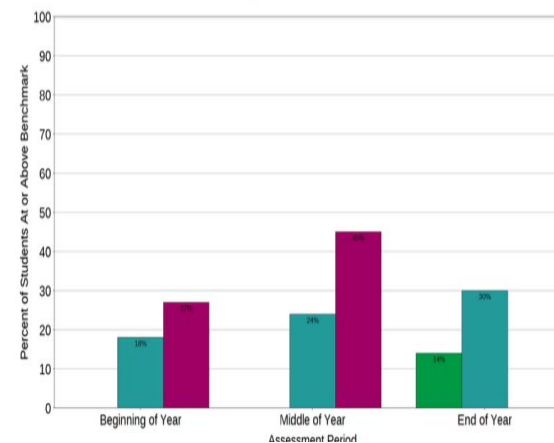
Oliver's MOY Pathways Data

Multi-Year Pathways of Progress Overview



Oliver's Shifting Foundation

Reading Composite Score



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

49

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

50

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

51

A promotional graphic for the Acadience Super Institute. It features a young boy wearing a yellow hard hat and a safety harness, sitting on a stack of wooden planks. The background shows a construction site with wooden framing. The Acadience logo is in the top right corner. Text on the right says "Building Futures by Changing Outcomes" and "The premiere training event on using Acadience™ data to improve outcomes". At the bottom, it says "Acadience Super Institute", "July 15–18, 2019", "Las Vegas, Nevada", and "acadience". A footer line says "Find out more at acadiencelearning.org/super2019" with social media icons for Twitter and Facebook.

Building Futures by Changing Outcomes

The premiere training event on using Acadience™ data to improve outcomes

Acadience Super Institute

July 15–18, 2019
Las Vegas, Nevada

acadience

Find out more at acadiencelearning.org/super2019