



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

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

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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.

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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 K -1

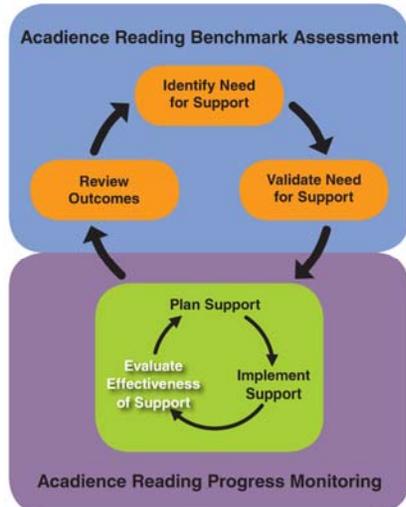
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Objectives

Understand how to interpret and use Acadience Reading benchmark data to evaluate effectiveness of support

- ▶ Systems level
 - * Overview Report
 - * Effectiveness of Instructional Levels Reports
 - * Classroom Pathways Report
 - * Summative Growth Report



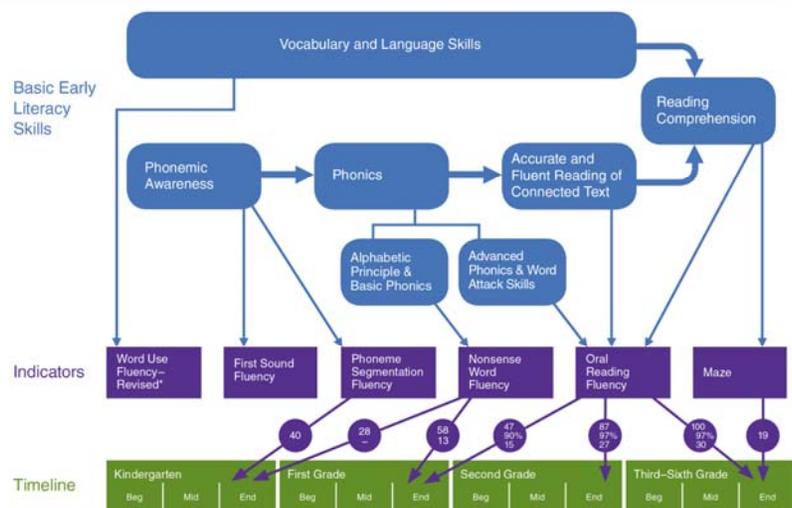
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Acadience Reading

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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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 Benchmark Goals

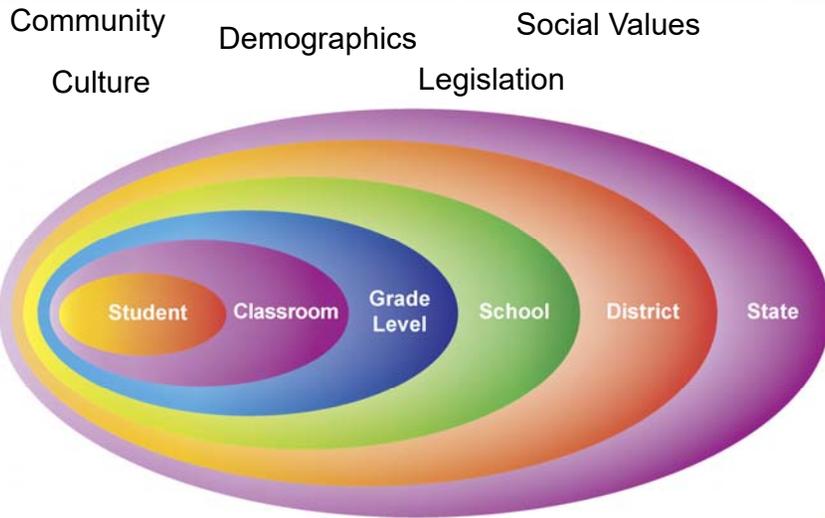
If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- ▶ **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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A System is A Level of Analysis Beyond the Individual Student



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Acadience Reading is *One Part* of an Effective School-wide Literacy System

Acadience Reading
K-6

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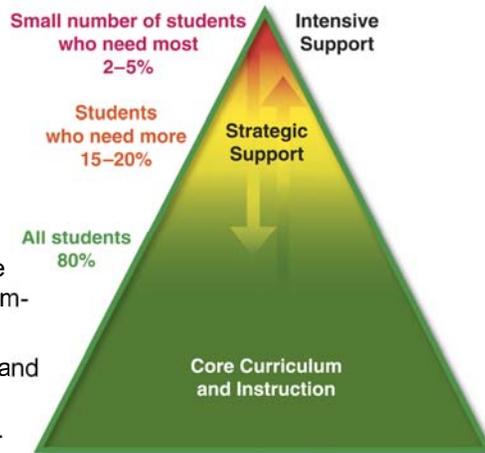


Three Tiers of Support

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.



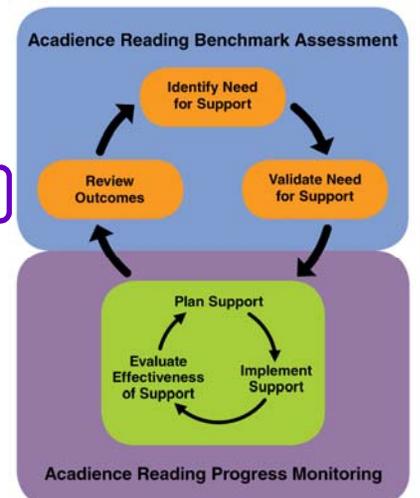
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Outcomes Driven Model

Outcomes Driven Model Steps:

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



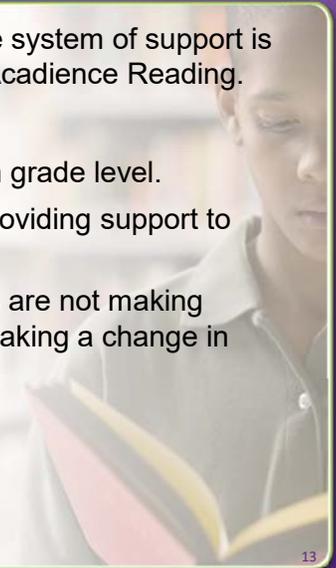
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Evaluating Support at the Systems Level

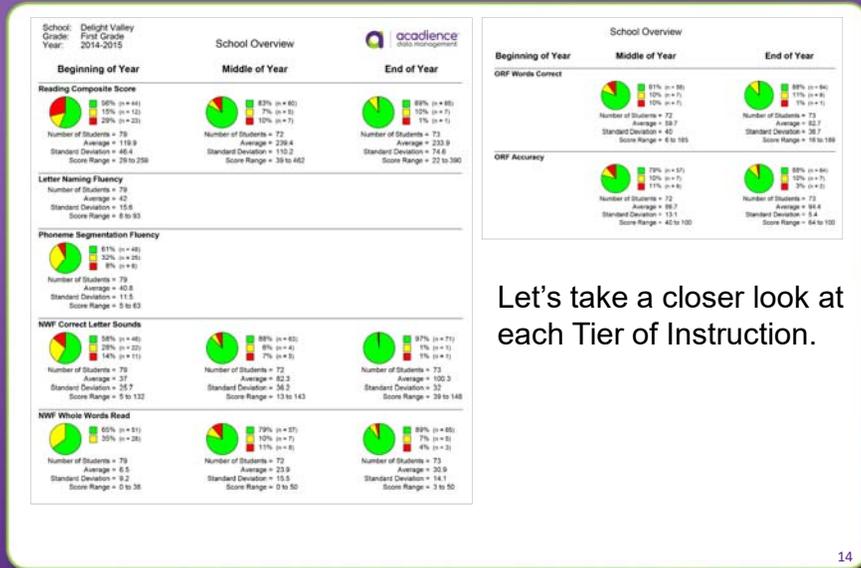
The system is the context. An effective system of support is critical to effective implementation of Acadience Reading.

Key Actions to take:

1. Set system-wide goals for each grade level.
2. Have a system-wide plan for providing support to meet student needs.
3. If a large proportion of students are not making adequate progress, consider making a change in support at the systems level.



Overview Report Delight Valley School—First Grade EOY

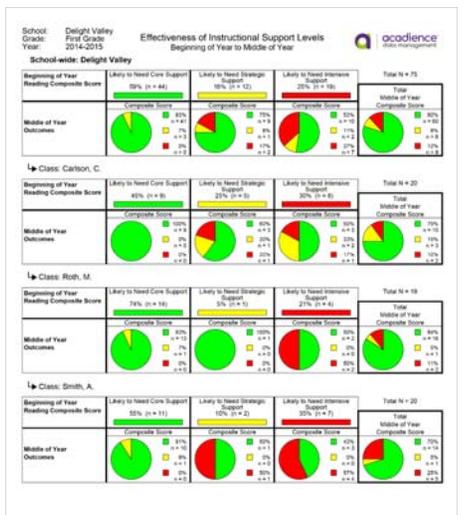


Let's take a closer look at each Tier of Instruction.

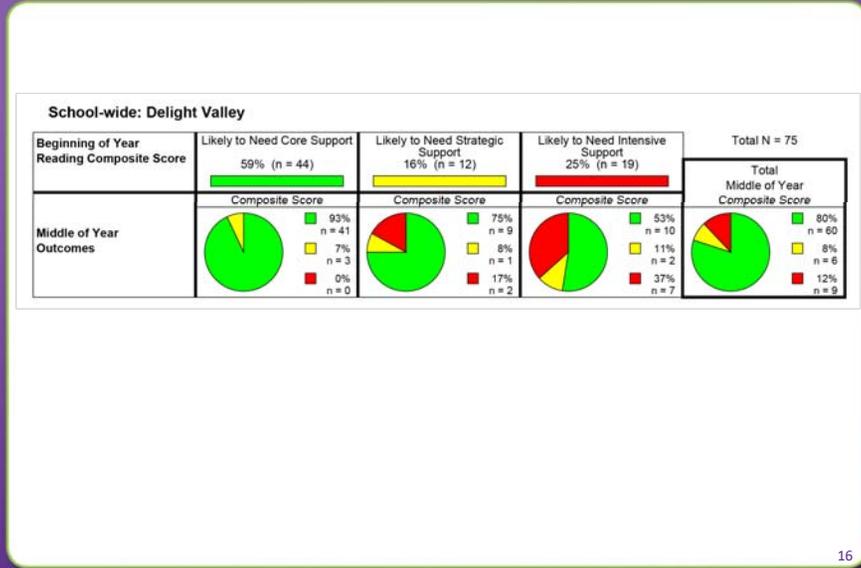
Effectiveness of Instructional Support Levels

- ▶ Provides details about the proportion of students at/above, below, and well below the benchmark at MOY or EOY by level of support

- ▶ District- or school-level report
 - School-level report
 - ✓ School level
 - ✓ Classroom level



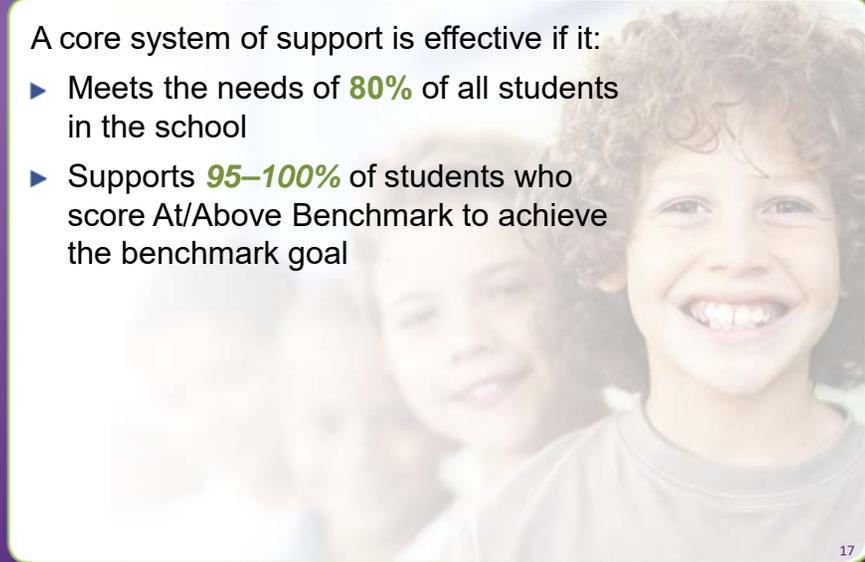
Effectiveness of Core Support Delight Valley School—First Grade MOY



How Effective Is Our Core Support?

A core system of support is effective if it:

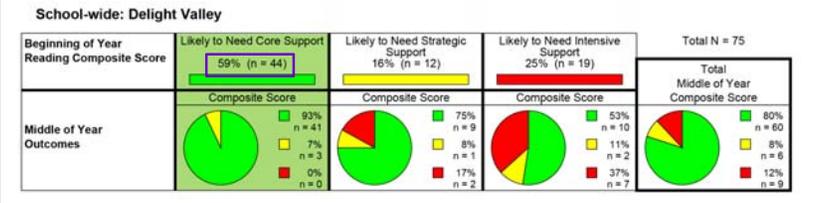
- ▶ Meets the needs of **80%** of all students in the school
- ▶ Supports **95–100%** of students who score At/Above Benchmark to achieve the benchmark goal



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Effectiveness of Core Support Delight Valley School—First Grade MOY

How effective is our system of support for students who start the year scoring at benchmark?



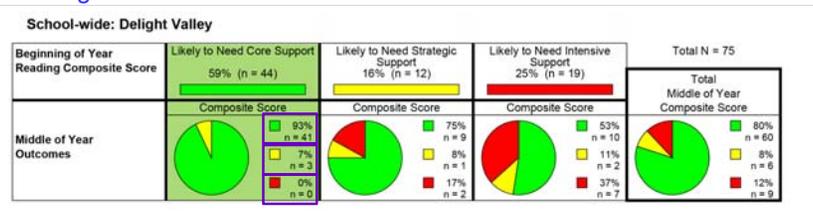
What proportion of students started first grade with scores at/above the benchmark on the Reading Composite Score (Likely to Need Core Support)?

- ▶ How many students?

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Effectiveness of Core Support Delight Valley School—First Grade MOY

How effective is our system of support for students who start the year scoring at benchmark?



Of the students who started first grade with scores at/above the benchmark (Likely to Need Core Support):

What proportion scored at/above the benchmark at MOY? How many?

Did any students score below the benchmark at MOY? How many?

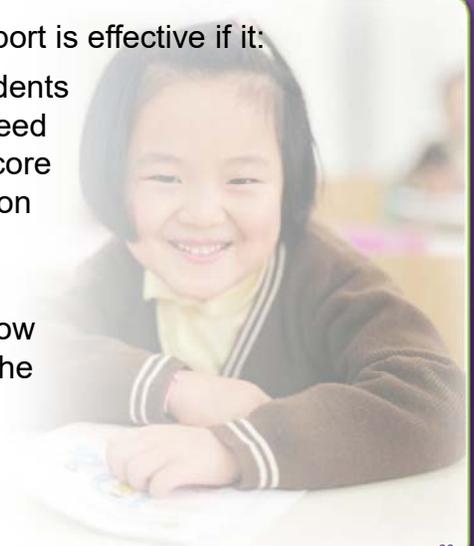
Did any students score well below the benchmark at MOY? How many?

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How Effective Is Our Strategic Support?

A Strategic system of support is effective if it:

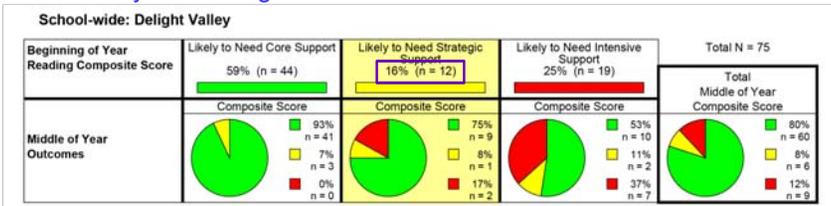
- ▶ Meets the needs of students in the school who will need more support than the core curriculum and instruction can provide
- ▶ Supports **80–100%** of students who score below benchmark to achieve the benchmark goal



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Effectiveness of Strategic Support Delight Valley School—First Grade MOY

How effective is our system of strategic support for students who start the year scoring below the benchmark?



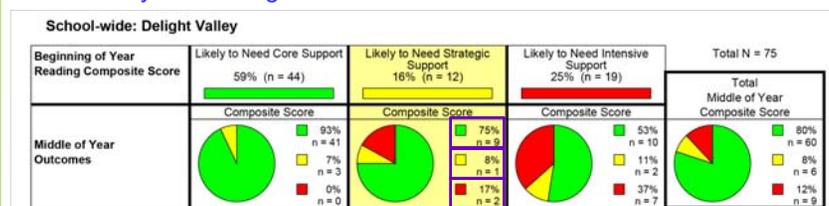
What proportion of students started first grade with scores below the benchmark on the Reading Composite Score (Likely to Need Strategic Support)?

- ▶ How many students?

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Effectiveness of Strategic Support Delight Valley School—First Grade MOY

How effective is our system of strategic support for students who start the year scoring below the benchmark?



Of the students who started first grade with scores below the benchmark (Likely to Need Strategic Support):

What proportion scored at/above the benchmark at MOY? How many?

Did any students score below the benchmark at MOY? How many?

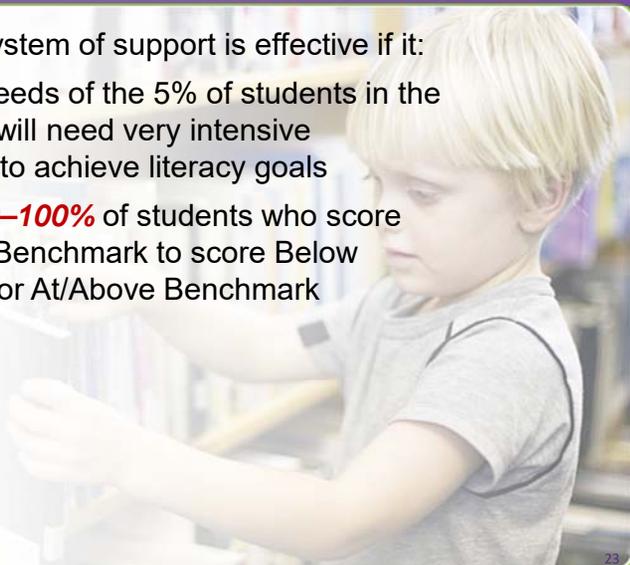
Did any students score well below the benchmark at MOY? How many?

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How Effective Is Our Intensive Support?

An Intensive system of support is effective if it:

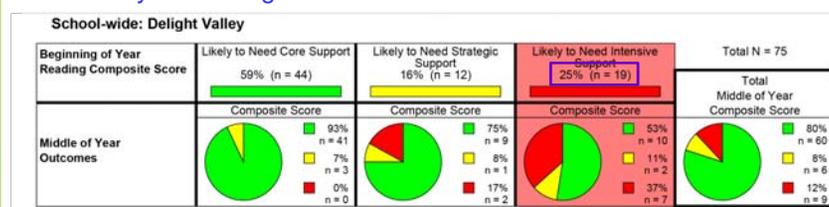
- ▶ Meets the needs of the 5% of students in the school who will need very intensive intervention to achieve literacy goals
- ▶ Supports **80–100%** of students who score Well Below Benchmark to score Below Benchmark or At/Above Benchmark



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Effectiveness of Intensive Support Delight Valley School—First Grade MOY

How effective is our system of intensive support for students who start the year scoring well below the benchmark?



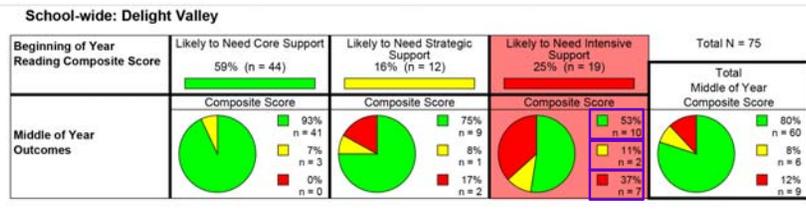
What proportion of students started first grade with scores well below the benchmark on the Reading Composite Score (Likely to Need Intensive Support)?

- ▶ How many students?

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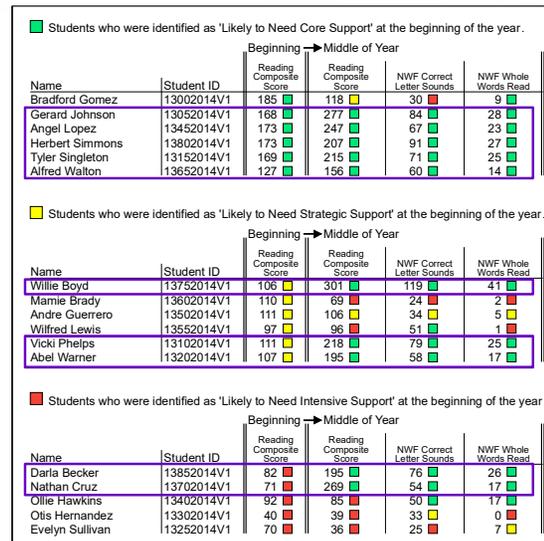
Effectiveness of Intensive Support Delight Valley School—First Grade MOY

How effective is our system of intensive support for students who start the year scoring well below the benchmark?



Of the students who started first grade with scores well below the benchmark (Likely to Need Intensive Support):
 What proportion scored at/above the benchmark at MOY? How many?
 Did any students score below the benchmark at MOY? How many?
 Did any students score well below the benchmark at MOY? How many?

Effectiveness of Instructional Support Levels by Class

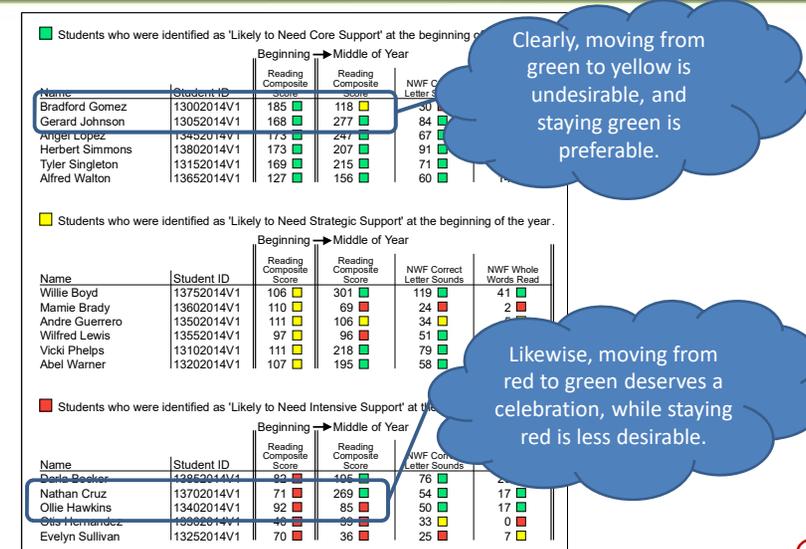


5 of 6 students stayed at/above benchmark

3 of 6 students had reduced risk

2 of 5 students had reduced risk

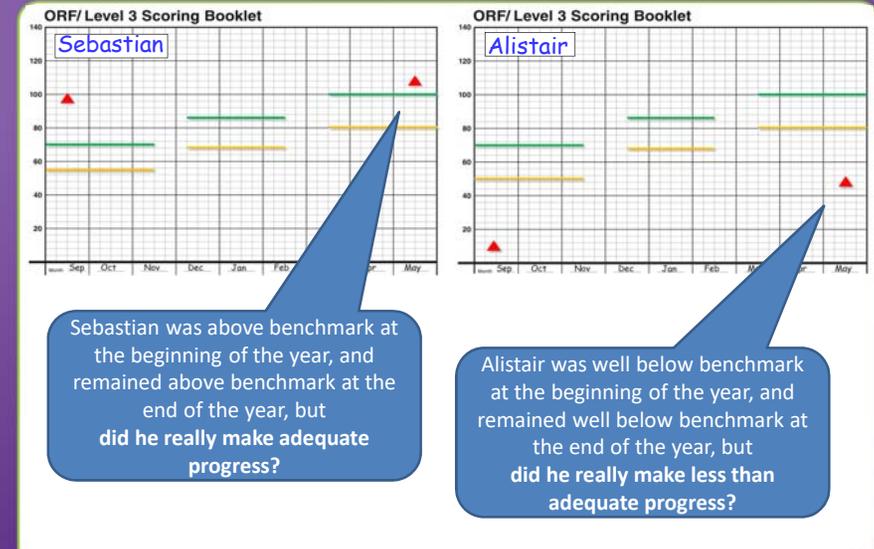
Effectiveness of Instructional Support Levels by ID Class



Clearly, moving from green to yellow is undesirable, and staying green is preferable.

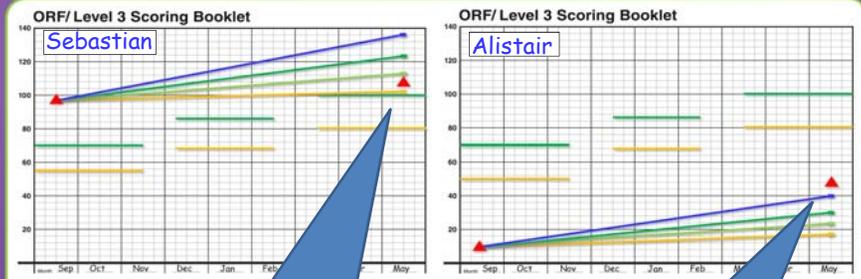
Likewise, moving from red to green deserves a celebration, while staying red is less desirable.

Sometimes Progress is More Nuanced than Green to Green (or Red to Red)





Sometimes Progress is More Nuanced than Green to Green (or Red to Red)



With Pathways of Progress, it is clear that Sebastian made **below typical progress** compared to other students with the same level of initial reading skills

With Pathways of Progress, we can see that Alistair made **well above typical progress** compared to other students with the same level of initial reading skills.



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



Pathways of Progress™ Descriptors

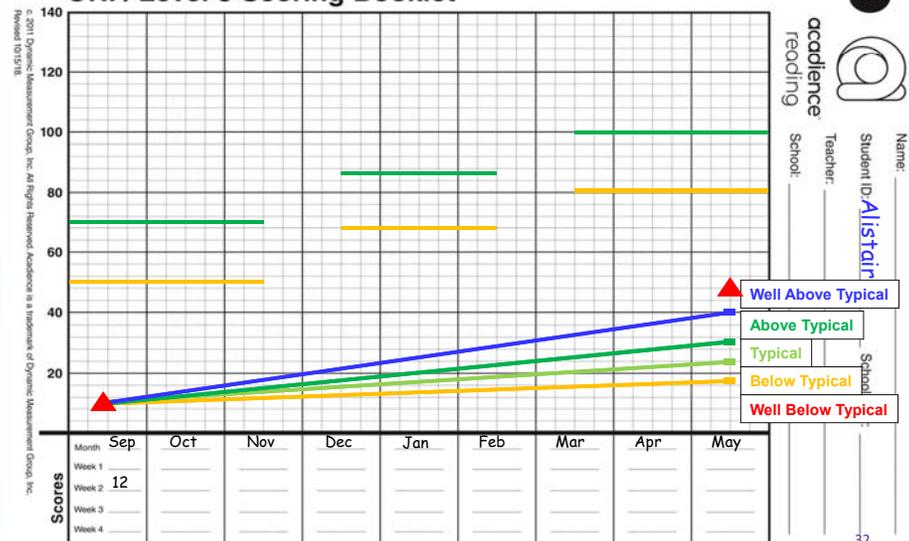
Pathway 3, 4, or 5 may be adequate progress.

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

Definitely not adequate progress.

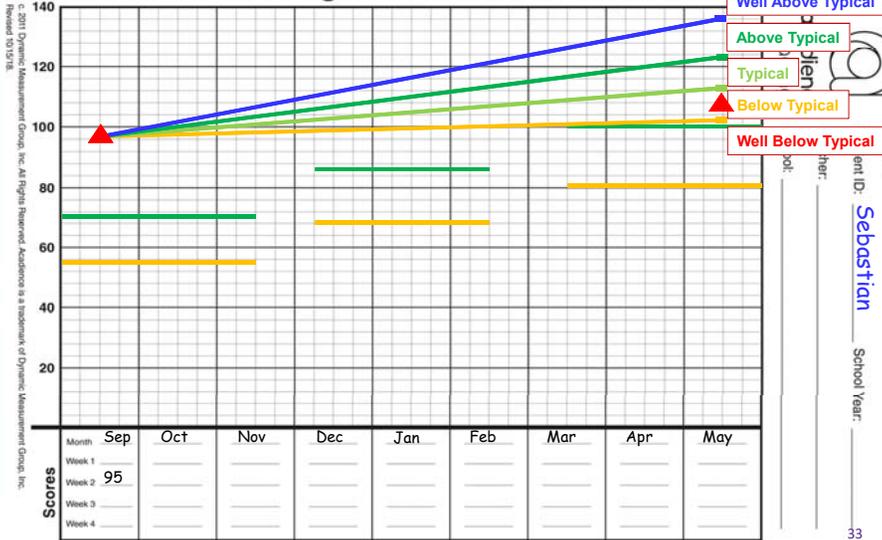
Progress Monitoring

ORF/ Level 3 Scoring Booklet



Progress Monitoring

ORF/Level 3 Scoring Booklet



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Pathways of Progress™ Report – Delight Valley Grade 1 at *Middle* of Year

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



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

Name	BEGINNING OF YEAR		MIDDLE OF YEAR COMPONENT SCORE PATHWAYS						MIDDLE OF YEAR OVERALL PATHWAY	
	Reading Composite Score	NWP Correct Letter Sounds Pathway	NWP Whole Words Read Pathway	ORF Words Correct Pathway	ORF Accuracy Pathway	ORF Fluency Pathway	ORF Accuracy Pathway	Reading Composite Score	Pathway	
Becker, Darla	82 □	76 ▲	28 ▲	25 ●	83%	●	195 ▲	★★★★★		
Boyd, Willie	106 □	119 ▲	41 ▲	49 ▲	96%	▲	301 ▲	★★★★★		
Brady, Mamie	110 □	24 □	2 □	11 □	65%	□	69 C	★★		
Cruz, Nathan	71 □	54 ■	17 ▲	100 ▲	98%	▲	269 ▲	★★★★★		
Gomez, Bradford	185 ▲	30 □	9 ■	23 ■	77%	□	118 B	★		
Guerrero, Andrea	111 □	34 □	5 □	23 ■	72%	□	106 B	★★		
Hawkins, Ollie	92 □	50 ■	17 ▲	10 □	53%	□	85 C	★★★		
Hernandez, Otis	40 □	33 □	0 □	6 □	46%	□	39 C	★★★		
Johnson, Gerard	168 ▲	84 ▲	28 ▲	73 ▲	97%	▲	277 ▲	★★★★		
Lewis, Wilfred	97 □	51 ■	17 □	12 □	67%	□	98 C	★★★		
Lopez, Angel	173 ▲	67 ▲	23 ▲	59 ▲	98%	▲	247 ▲	★★★★		
Phelps, Vicki	111 □	79 ▲	25 ▲	40 ▲	87%	▲	218 ▲	★★★★★		
Simmons, Herbert	173 ▲	91 ▲	27 ▲	27 ■	82%	■	207 ▲	★		
Singleton, Tyler	169 ▲	71 ▲	25 ▲	45 ▲	88%	▲	215 ▲	★★		
Sullivan, Evelyn	70 □	25 □	7 □	4 □	29%	□	36 C	★★		
Walton, Alfred	127 ■	60 ▲	14 ■	20 □	80%	■	158 ■	★★★		
Warner, Abel	107 □	58 ■	17 ▲	40 ▲	89%	▲	195 ▲	★★★★★		

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.

Pathways of Progress™ Report – Delight Valley Grade 1 at *Middle* of Year

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

Pathways of Progress™ Report

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Acadience Reading K-6

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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.

As a classroom system, 41% of students are making below or well-below typical progress (Pathways 1 and 2).

Pathways of Progress™ Report – Delight Valley Grade 1 at *Middle* of Year

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

Pathways of Progress™ Report

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Walton, Alfred	127 ■	60 ▲	14 ■	20 □	80%	■	158 ■	★★★		
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To support overall reading proficiency, more growth is needed in a student's areas of relative weakness.

MIDDLE OF YEAR
OVERALL PATHWAY

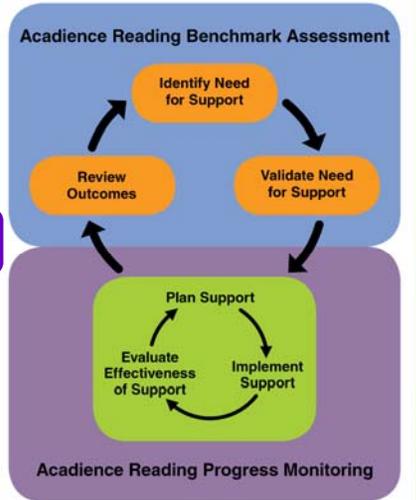
A student's overall pathway is based on the student's middle-of-year composite score compared to other students with the same beginning-of-year composite score.

Word reading and decoding of real words in connected text with a high-degree of accuracy are targets of opportunity for 53% of the class.

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.



Reviewing Systems-Level Outcomes

Review Outcomes: Systems-Level Decisions

Self evaluation as a reflecting professional or group of reflective professionals

Considered by ourselves.

“How are **we** doing? Have **we** met our goals?”

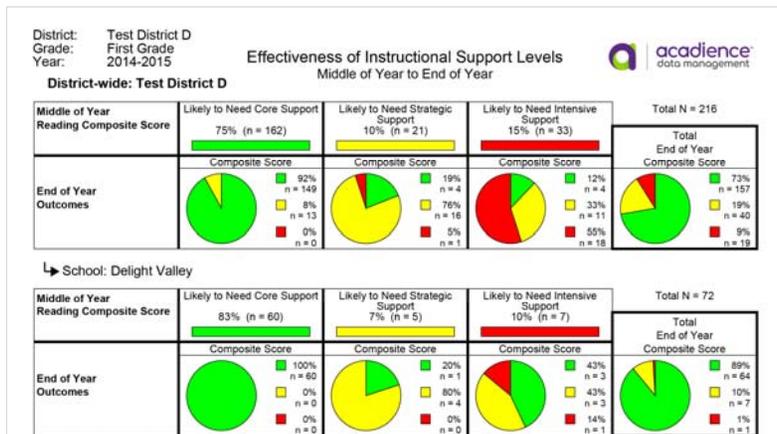
“How can **we** improve outcomes?”

“What are our **targets of opportunity**?”

Opportunities for Systems-Level Improvements: professional development, curriculum focus, instructional design, group planning, resource allocation adjustments, etc.

Effectiveness Of Instructional Support Delight Valley School—First Grade EOY

How effective is our system of support (each Tier)? How is our school doing compared to the district?



What About Edwards' Class?

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

Effectiveness of Instructional Support Levels
Middle of Year to End of Year

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Students who were identified as 'Likely to Need Core Support' in the middle of the year.

Name	Student ID	Middle → End of Year		NWF Correct Letter Sounds	NWF Whole Words Read	ORF Words Correct
		Reading Composite Score	Reading Composite Score			
Darla Becker	13852014V1	195	202	89	31	53
Willie Boyd	13752014V1	301	283	143	50	78
Nathan Cruz	13702014V1	289	262	65	23	111
Angel Lopez	13452014V1	247	290	136	43	99
Vicki Phelps	13102014V1	218	222	87	29	65
Herbert Simmons	13802014V1	207	218	89	27	71
Tyler Singleton	13152014V1	215	229	80	27	70
Alfred Walton	13852014V1	156	172	70	24	37
Abel Warner	13202014V1	195	187	65	14	60

9 of 9 students stayed at/above benchmark

Students who were identified as 'Likely to Need Strategic Support' in the middle of the year.

Name	Student ID	Middle → End of Year		NWF Correct Letter Sounds	NWF Whole Words Read	ORF Words Correct
		Reading Composite Score	Reading Composite Score			
Bradford Gomez	13002014V1	118	165	38	11	50
Andre Guerrero	13502014V1	106	160	46	11	51

2 of 2 students reduced risk and are now on track

Students who were identified as 'Likely to Need Intensive Support' in the middle of the year.

Name	Student ID	Middle → End of Year		NWF Correct Letter Sounds	NWF Whole Words Read	ORF Words Correct
		Reading Composite Score	Reading Composite Score			
Mamie Brady	13602014V1	69	156	45	14	47
Ollie Hawkins	13402014V1	85	113	57	20	22
Otis Hernandez	13302014V1	39	24	45	9	6
Wilfred Lewis	13552014V1	96	115	47	8	24
Evelyn Sullivan	13252014V1	36	93	50	14	20

3 of 5 students had reduced risk

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

Pathways of Progress™ Report



Acadience Reading K-6

BEGINNING OF YEAR

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

END 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.

END OF YEAR

OVERALL PATHWAY

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

Name	BEGINNING OF YEAR		END OF YEAR COMPONENT SCORE PATHWAYS						END OF YEAR OVERALL PATHWAY	
	Reading Composite Score	NWFL Letter Sounds Score	NWFL Words Read Score	ORF Words Correct Score	ORF Accuracy Score	ORF Fluency Score	ORF Comprehension Score	Reading Composite Score	Overall Pathway	
Becker, Daria	82	89	31	53	93%	202	★★★★★			
Boyd, Willie	106	143	50	78	100%	283	★★★★★			
Brady, Marnie	110	45	14	47	92%	156	★★★			
Cruz, Nathan	71	65	23	111	99%	282	★★★★★			
Gomez, Bradford	185	38	11	50	96%	165	★			
Guerrero, Andre	111	45	11	51	94%	160	★★★			
Hawkins, Ollie	92	57	20	22	81%	113	★★			
Hernandez, Otis	40	48	9	6	46%	24	★★★			
Lewis, Wilfred	97	47	8	24	89%	115	★★			
Lopez, Angel	173	138	43	99	99%	290	★★★★★			
Phelps, Vicki	111	87	29	65	97%	222	★★★★★			
Price, Melvin	91	66	15	36	86%	129	★★★			
Simmons, Herbert	173	89	27	71	96%	218	★			
Singleton, Tyler	166	80	27	70	95%	229	★★★★ ¹			
Sullivan, Evelyn	70	50	14	20	80%	93	★★★			
Walton, Alfred	127	70	24	37	93%	172	★★★			
Warner, Abel	107	65	14	60	98%	187	★★★★★			

As a classroom system, 35% of students are making *below or well-below typical progress* (Pathways 1 and 2), but overall improvement from the middle of the year in fluent and accurate reading of connected text.

Well Below Benchmark / Likely to Need Intensive Support

BELOW TYPICAL
WELL BELOW TYPICAL



Classroom Progress Percentiles

- ▶ In addition to providing a framework for evaluating the progress of individual students, Pathways of Progress™ also provides a framework for evaluating the effectiveness of instructional support at the classroom or school level.
- ▶ The percentage of students in each classroom that are making typical, above typical, or well above typical progress can be determined.
- ▶ **Generally Effective instructional support:** Evaluative framework based on the percent of students whose progress is typical, above typical, or well above typical.



Classroom Reading Progress and DIBELS Next® SGR Descriptors

The percentage of students in each classroom that are making typical, above typical, or well above typical progress (based on their Pathway) can be determined and compared across a large sample of classrooms at the same grade level. This allows us to determine classroom reading progress percentiles.

Table 1. 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



Sample Classroom Reading Progress Percentiles Grade 1 (2017–2018)

Classroom Reading Progress Descriptor	Minimum Percent of Students Making Typical Progress or Better	Classroom Reading Progress Descriptor (Long Form)
Well Above Average	94.74%	Well Above Average Classroom Reading Progress
Above Average	79.17%	Above Average Classroom Reading Progress
Average	52.00%	Average Classroom Reading Progress
Below Average	28.57%	Below Average Classroom Reading Progress
Well Below Average	0.00%	Well Below Average Classroom Reading Progress

Note: Based on 24,222 classrooms.

Note: A different Classroom Reading Progress Percentile table is created for each grade level.



Sample Classroom Reading Progress Percentiles Grade 4 (2017–2018)

Classroom Reading Progress Descriptor	Minimum Percent of Students Making Typical Progress or Better	Classroom Reading Progress Descriptor (Long Form)
Well Above Average	95.24%	Well Above Average Classroom Reading Progress
Above Average	81.25%	Above Average Classroom Reading Progress
Average	53.33%	Average Classroom Reading Progress
Below Average	29.51%	Below Average Classroom Reading Progress
Well Below Average	0.00%	Well Below Average Classroom Reading Progress

Note: Based on 5,908 classrooms.

Note: A different Classroom Reading Progress Percentile table is created for each grade level.



Summative Growth Report

School: Jefferson Elementary School
Year: 2016-2017



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
- 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
- Student-related factors:**
 - Individual attendance
 - Individual behavioral concerns
 - Individual learning difficulties
 - English Language Learner status
- Home and community factors:**
 - Home support for academic skill development
 - Student mobility

Classes	Total Students Included	Percent of Students in Pathways Progress 3, 4, and 5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
Kindergarten				
Gaidos K	20	60.0% (n=12)	40	Average Classroom Reading Progress
Gurick K	20	60.0% (n=12)	40	Average Classroom Reading Progress
Hendon K	20	45.0% (n=9)	22	Below Average Classroom Reading Progress
First Grade				
Macknight 1	25	84.0% (n=21)	83	Above Average Classroom Reading Progress
Marthaler 1	25	68.0% (n=17)	54	Average Classroom Reading Progress
Vanderaa 1	25	40.0% (n=10)	13	Below Average Classroom Reading Progress
Second Grade				
Astrella 2	25	92.0% (n=23)	89	Above Average Classroom Reading Progress
Hever 2	25	76.0% (n=18)	61	Average Classroom Reading Progress
Weider 2	25	92.0% (n=23)	89	Above Average Classroom Reading Progress

If you would like help in aligning the results to your state reporting requirements, e-mail info@acadience.com



Summative Growth Report

Introductory text appears at the top of the 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
- 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
- Student-related factors:**
 - Individual attendance
 - Individual behavioral concerns
 - Individual learning difficulties
 - English Language Learner status
- Home and community factors:**
 - Home support for academic skill development
 - Student mobility



Sample Summative Growth Report

Classes	Total Students Included	Percent of Students in Pathways Progress 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

Sample Summative Growth Report

Classes	A	B	C	D	E
	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	76.0% (n=19)	69	Average Classroom Reading Progress	
Second Grade					
Astellra	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	

So, Gaidos had 20 students in their classroom. 13 students (65%) made typical progress or better.

Sample Summative Growth Report

Classes	A	B	C	D	E
	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	76.0% (n=19)	69	Average Classroom Reading Progress	
Second Grade					
Astellra	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	

Hendon had 20 students in their kindergarten classroom. Only 9 students (45%) made typical progress or better.

Sample Summative Growth Report

Classes	A	B	C	D	E
	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	76.0% (n=19)	69	Average Classroom Reading Progress	
Second Grade					
Astellra	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 Gaidos classroom was at the 46th percentile of classroom reading progress. This means they did as well as or better than 46% of classrooms in the comparison group in supporting their students to make typical progress or better.

The Gaidos classroom made **Average Classroom Reading Progress** compared to other kindergarten classrooms.

Sample Sample Summative Growth Report

Classes	A	B	C	D	E
	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	
Second Grade					
Astellra	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	

In contrast, Hendon's classroom was at the 22th percentile of classroom reading progress. This means they did as well as or better than 22% of classrooms in the comparison group and 78% of classrooms did better in supporting their students to make typical progress or better.

The Hendon classroom made **Below Average Classroom Reading Progress** compared to other kindergarten classrooms.



Reviewing Summative Growth Reports

We recommend educators use this information to identify **strengths** and **targets of opportunity** for grade levels and classrooms and to plan support for the following year.

Examine patterns within and across grades. Are there classrooms that are very different from others within a grade level? Consider:

- ▶ student-related issues (e.g., greater risk or other needs, degree of student transiency, absence rates)
- ▶ instructionally-related issues (e.g., amount of teaching experience at that grade level, instructional resources, use of effective instructional practices, choice of curriculum).

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Identifying Strengths and Targets of Opportunity

	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=19)	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	

K through 2 are generally average, with 2 targets of opportunity.

Overall, third and fourth grade appear to be areas of strength.

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Identifying Strengths and Targets of Opportunity

	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%	22	Below Average Classroom Reading Progress	←
First Grade					
Macknight	25	76.0%	69	Average Classroom Reading Progress	
Marthaler	25	72.0%	62	Average Classroom Reading Progress	
Vanderaa	25	48.0%	22	Below Average Classroom Reading Progress	←
Second Grade					
Astrella	25	80.0%	70	Average Classroom Reading Progress	
Hever	25	68.0%	47	Average Classroom Reading Progress	
Weider	25	84.0%	76	Above Average Classroom Reading Progress	
Third Grade					
Atty	25	88.0%	87	Above Average Classroom Reading Progress	
Maganda	25	96.0%	96	Well Above Average Classroom Reading Progress	★
Willand	25	84.0%	81	Above Average Classroom Reading Progress	
Fourth Grade					
Bergert	25	96.0%	96	Well Above Average Classroom Reading Progress	★
Cento	24	54.0%	25	Average Classroom Reading Progress	
Winkley	25	92.0%	93	Above Average Classroom Reading Progress	

K through 2

Questions to Consider: Are there...

1. Differences in experience, curriculum, or approach?
2. Student differences or needs?
3. Differences in home and community support?
4. Are there targets of opportunity that are similar across classrooms?

I wonder what the Classroom Pathways of Progress report looks like for these classrooms.

Overall, third and fourth grade appear to be areas of strength.

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Key Points about Summative Growth Reports

The Summative Growth Report provides an index of classroom-level growth that is:

1. **Fair**
 - ▶ Progress is compared to other students with the *same initial skills*
2. **Accurate**
 - ▶ Assess *reading for meaning* at an *adequate rate* and with a *high degree of accuracy*
3. **Empowering**
 - ▶ Inform *meaningful, ambitious, and attainable* goals to know what students need to achieve by when

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Key Points about Summative Growth Reports

- ▶ The Summative Growth Report is designed to provide an additional piece of information to **support** effective instruction and enhance student learning growth.
- ▶ Evaluations of effectiveness can be used to develop district-, school-, grade-, and classroom-level **improvement** plans.
- ▶ Evaluation results can help inform **professional development** and other resource allocation decisions for instructional personnel and school administrators.

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Summary: Evaluate Support at the Systems Level

The system is the context. An effective system of support is critical to effective implementation of Acadience Reading.

- ▶ Set system-wide goals for each grade level.
- ▶ Have a system-wide plan for providing support to meet student needs.
- ▶ If a large proportion of students are not making adequate progress, consider making a change in support at the systems level.

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Acadience Reading Resources

Find resources on the DMG website

- <https://acadiencelarning.org/>

Contact DMG customer service at

- info@acadiencelarning.org

Data Management

- <https://acadiencelarning.net>

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