



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

Dr. Roland Good, Dr. Kelly Powell-Smith,  
& Dr. Stephanie Stollar

Dynamic Measurement Group

The Authors of DIBELS Next

info@acadiencelearning.org



© 2018 Dynamic Measurement Group, Inc.



## Disclosure

Roland Good and Ruth Kaminski are co-owners of Dynamic Measurement Group, Inc. (DMG). Kelly Powell-Smith and Stephanie Stollar are employees of DMG.

DMG is an educational company that is dedicated to supporting success for children and schools. DMG was founded by Roland Good and Ruth Kaminski, authors of DIBELS® 6<sup>th</sup> Edition, DIBELS Next® and all earlier versions of DIBELS. DMG 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 [acadiencelearning.org](http://acadiencelearning.org)

Additional information about DMG 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.

© 2018 Dynamic Measurement Group, Inc.



# 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.

© 2018 Dynamic Measurement Group, Inc.



## SLD & Dyslexia Screening with Acadience Reading

**Publications and Presentations**

**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 indications 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, 2016). 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:

1. 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

NAME	Score	Score	CLS	WWB	WFL	READING COMPOSITE SCORE	
						Score	Score Level
Hendricks, C	12	19 (1)	1 (1)	1 (1)	1 (1)	40 (1)	Well Below Benchmark

© 2018 Dynamic Measurement Group, Inc.



## 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

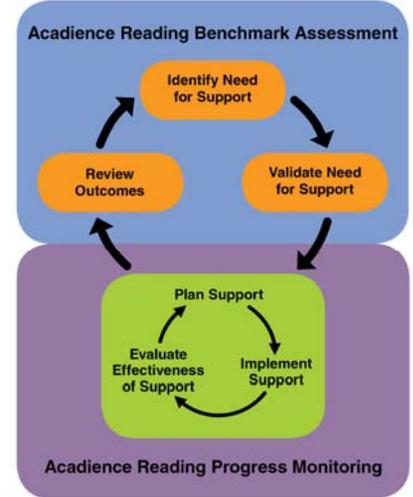
5



## 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.



6



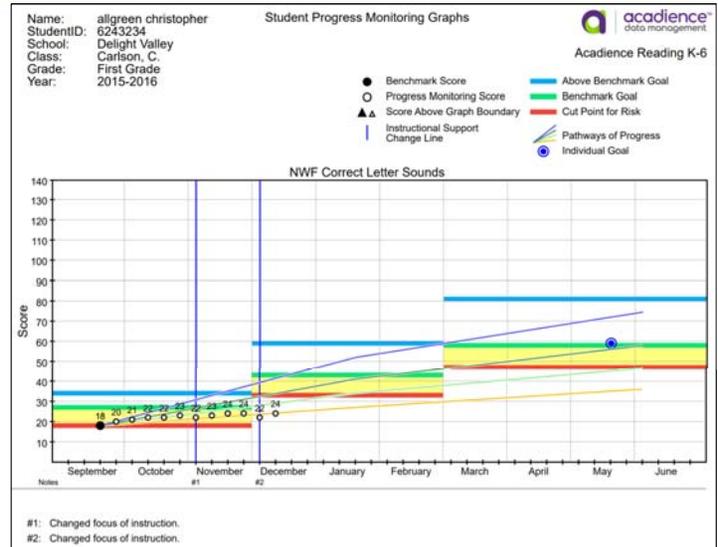
(1) severe low skills on measures of phonological processing including phonemic awareness and phonics

School: Delight Valley Grade: First Grade, Beginning of Year Year: 2017-2018 Class: Edwards Grade 1		Classroom Report										Acadience Reading K-6			
		LNF		PSF		NWF		READING COMPOSITE SCORE							
NAME	STUDENT ID	Score	National Percentile	Score	National Percentile	CLS	National Percentile	WWF	National Percentile	Score	National Percentile	Score Level			
Hernandez, Otis	13302014V1	12	2	19	11	9	5	0	17	40	3	Well Below Benchmark			
Sullivan, Evelyn	13252014V1	39	33	16	9	15	12	0	17	70	10	Well Below Benchmark			
Cruz, Nathan	13702014V1	30	17	14	8	27	39	6	64	71	10	Well Below Benchmark			
Becker, Darla	13852014V1	24	9	35	31	23	29	1	40	62	16	Well Below Benchmark			
Price, Melvin	13952014V1	18	5	43	51	30	46	3	53	91	21	Well Below Benchmark			
Hawkins, Ollie	13402014V1	34	23	37	35	21	23	0	17	92	22	Well Below Benchmark			
Collier, Tracy	13352014V1	31	18	44	54	22	26	1	40	97	26	Below Benchmark			
Lewis, Wilfred	13552014V1	24	9	45	57	28	42	0	17	97	26	Below Benchmark			
Boyd, Willie	13752014V1	43	44	19	11	44	74	11	79	106	34	Below Benchmark			
Warner, Abel	13202014V1	41	38	43	51	23	29	2	47	107	35	Below Benchmark			
Brady, Marnie	13602014V1	28	14	49	68	33	53	0	17	110	38	Below Benchmark			
Guerrero, Andre	13502014V1	46	52	44	54	21	23	0	17	111	39	Below Benchmark			
Phelps, Vicki	13102014V1	64	88	22	12	25	34	2	47	111	39	Below Benchmark			
Walton, Alfred	13652014V1	34	23	65	95	28	42	0	17	127	56	Above Benchmark			
Johnson, Gerard	13052014V1	65	89	51	74	52	82	16	87	168	86	Above Benchmark			
Singleton, Tyler	13152014V1	67	91	45	57	57	86	4	57	169	86	Above Benchmark			
Lopez, Angel	13452014V1	51	66	43	51	79	94	23	93	173	88	Above Benchmark			
Simmons, Herbert	13802014V1	78	97	35	31	60	87	5	61	173	88	Above Benchmark			
Gomez, Bradford	13002014V1	52	68	76	99	57	86	0	17	185	92	Above Benchmark			
Stevens, Frank	13902014V1	64	88	62	93	59	87	19	90	185	92	Above Benchmark			
GOAL				40		27						113			
AVERAGE		42.3		40.4		35.7		4.7		118.3					

7



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

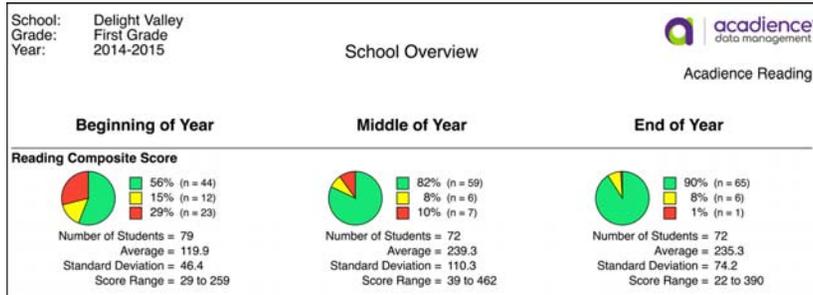


8



(3) when provided with generally effective instruction

- School-wide system of support is generally effective.

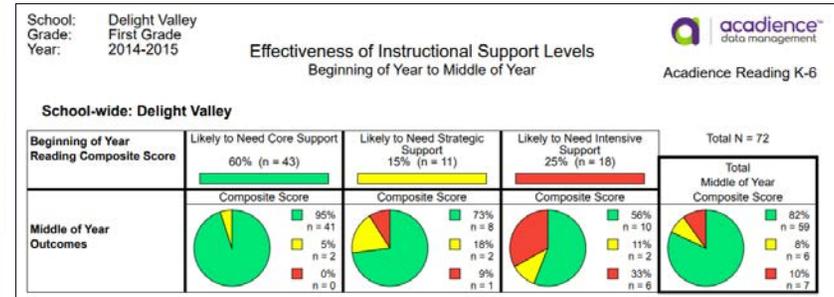


9



(3) when provided with generally effective instruction

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

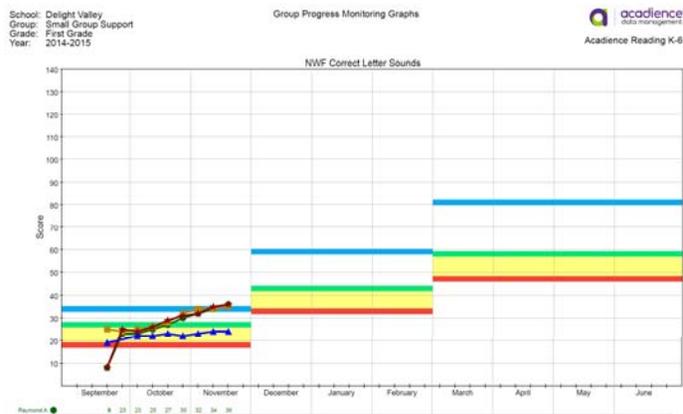


10



(3) when provided with generally effective instruction

- Intervention group is generally effective.



11



## Acadience Reading and Dyslexia Screening

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

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

Other indicators of risk include

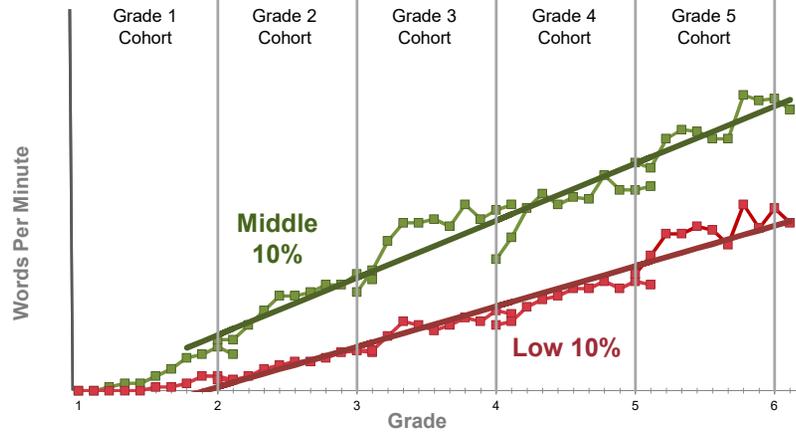
- Rapid Automatized Naming (RAN)
- Spelling

12





## 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*.]

17



## Key Steps in Prevention

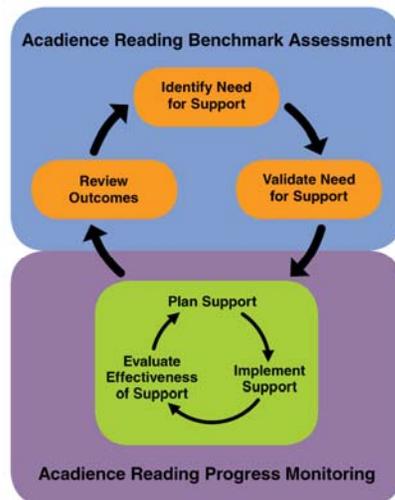
- ▶ Identify students *early*.
- ▶ Focus *instruction* on *essential early literacy skills*.
- ▶ Focus assessment on *indicators* of important *outcomes*.
- ▶ *Use* assessment information to *impact instruction* to *improve outcomes* for students.
  - \* Benchmark goals
  - \* Individual student learning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



## 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.



19



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.

**VISIBLE LEARNING**  
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

*"Reveals teaching's Holy Grail"*  
The Times Educational Supplement

JOHN HATTIE

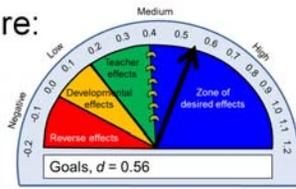
© 2018 Dynamic Measurement Group, Inc.



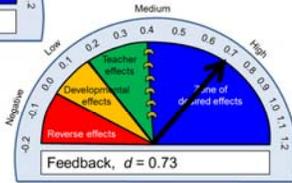
## Selected Hattie (2009) Findings...

Desirable *Goals* are:

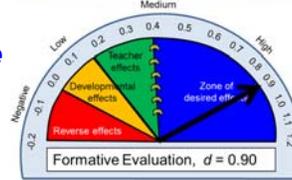
Meaningful,  
Attainable,  
Ambitious



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%	<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%
60%		
55%		
50%	<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%
45%		
40%		
30%		
20%		
10%		
<5%		

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

25  
25



## 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	23 - 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

<sup>a</sup>The benchmark goal is the number that is bold. The cut point for risk is the number that is italicized.



swap out for grde 3 example?

### K Kindergarten Reading Composite Score Worksheet

© Dynamic Measurement Group, Inc. / October 15, 2018

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)

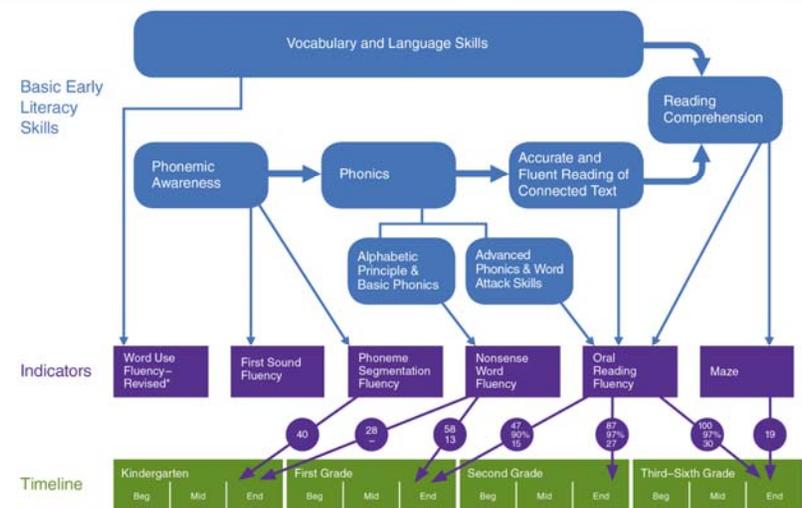
NWF CLS Score = \_\_\_\_\_ (3)

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

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



## Basic Early Literacy Skills Timeline



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

28



## 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

29

© 2016 Dynamic Measurement Group, Inc.

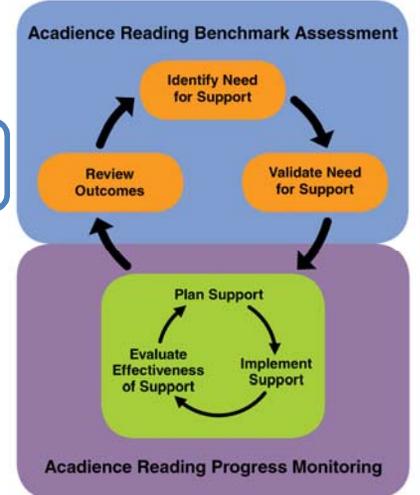


## ODM Step 3: Plan & Implement Support

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.



30

© 2016 Dynamic Measurement Group, Inc.



## 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)

© 2016 Dynamic Measurement Group, Inc.



## 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.

32

© 2016 Dynamic Measurement Group

© 2016 Dynamic Measurement Group, Inc.



# 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



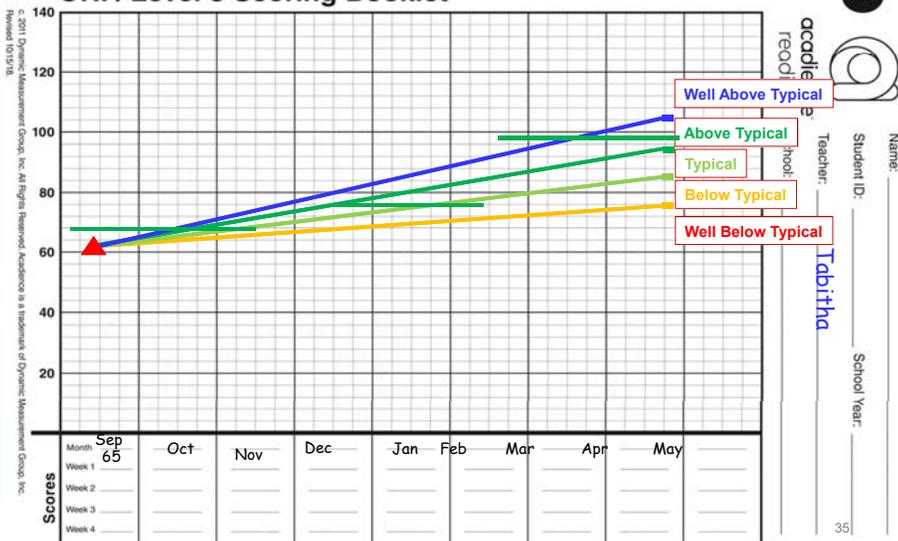
# Pathways of Progress™ Descriptors

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

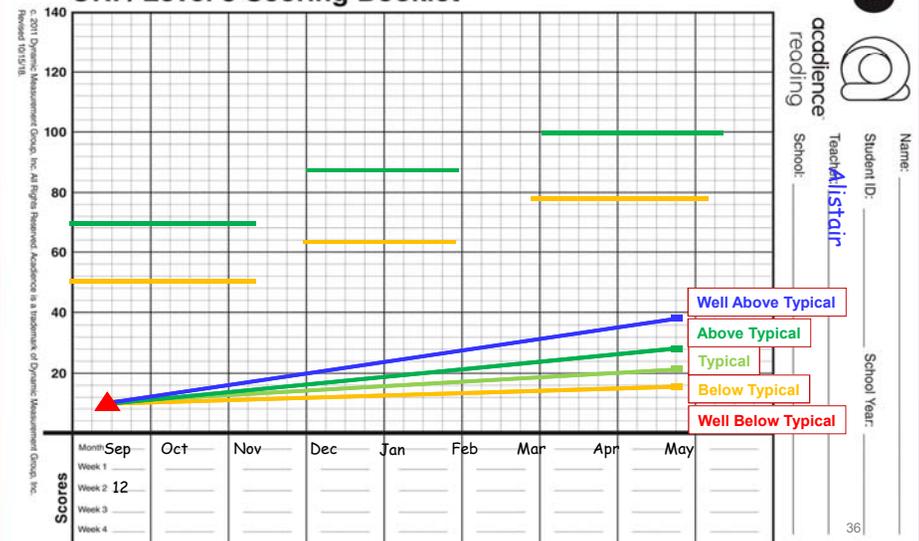
ORF level 3



# Progress Monitoring

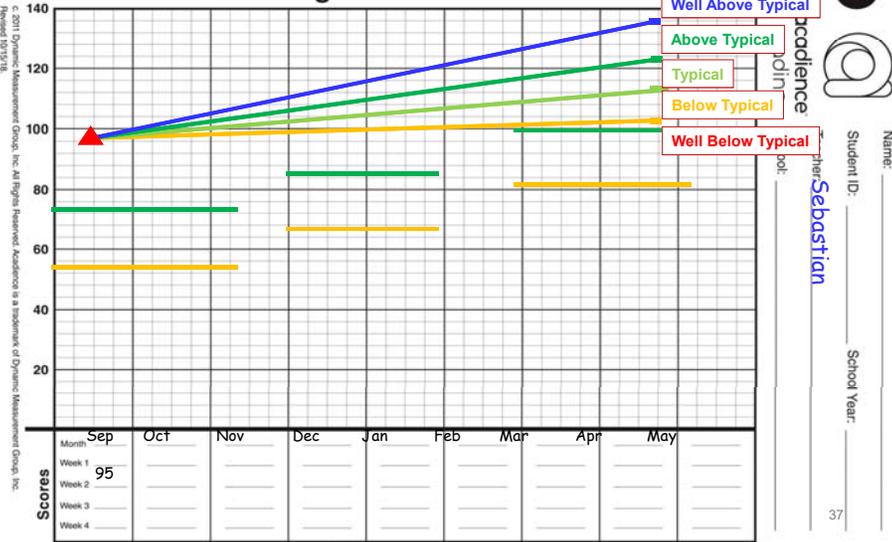
## ORF/ Level 3 Scoring Booklet

ORF level 3



# Progress Monitoring

## ORF/ Level 3 Scoring Booklet



## 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)



## 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.



acadience™  
data management

Contact Us

The original authors of the DIBELS® assessments  
bring the entire family of educational tools  
together under a new name

acadience™

The DIBEL Next® assessment  
is now  
acadience™reading

The DIBELSnet® service  
is now  
acadience™data management

The DIBELS® Math assessment  
is now  
acadience™math

#### LOG IN

Username

Password

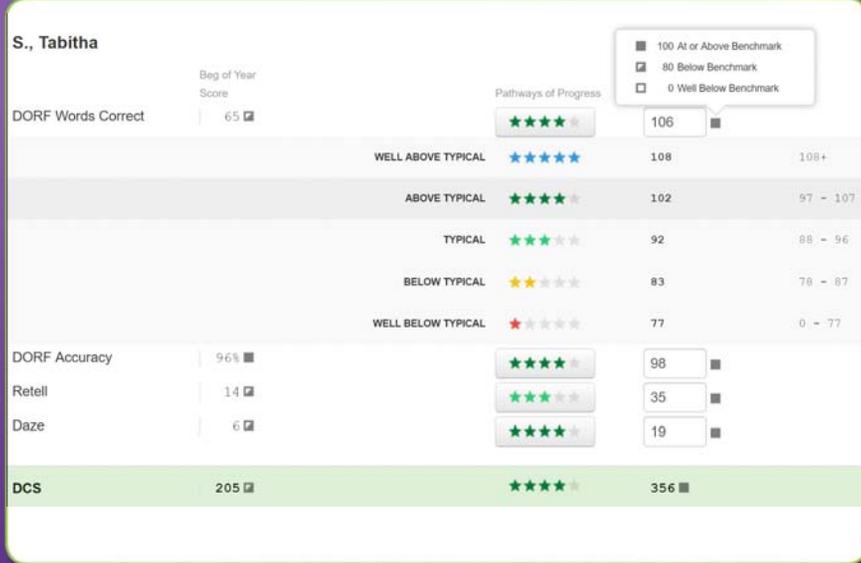
Log In

Forgot Your Username or Password?

Sign Up for a New Account



## 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.



## 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.



## 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)



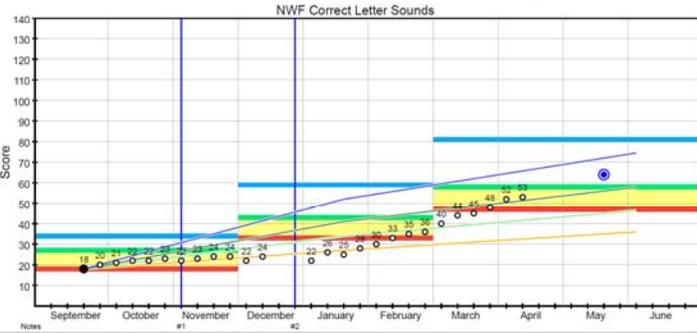
# Evaluating Student Progress

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

## Student Progress Monitoring Graphs



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



#1: Changed focus of instruction  
 #2: smaller group, more practice



# 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			
	DBELS Letter Sound Score	Pathway	DBELS Letter Sound Score	Pathway	DBELS Letter Sound Score	Pathway	DBELS Letter Sound Score	Pathway	DBELS Letter Sound Score	Pathway		
A. Manuel	120	●	42	●	2	○	27	●	75%	●	121	●
R. Gilmore	97	○	30	○	6	○	20	○	74%	○	119	○
C. Bailey	74	○	30	○	4	○	19	○	63%	○	70	○
D. Crystal	71	○	38	○	0	○	9	○	56%	○	61	○
E. Francesca	131	●	42	●	2	○	32	●	78%	●	132	●
L. Pablo	65	○	30	○	2	○	20	○	74%	○	102	○
L. Telle	34	○	16	○	0	○	5	○	36%	○	21	○
J. Lari	102	○	35	○	3	○	45	○	82%	○	103	○
K. Ariel	119	○	39	○	6	○	30	○	81%	○	137	○
K. Casey	208	●	83	●	12	●	118	●	89%	●	203	●
K. Griffin	90	○	56	○	6	○	33	○	75%	○	145	○
K. Heidi	143	●	99	●	25	●	109	●	100%	●	341	●
K. Pateigh	119	○	29	○	2	○	21	○	78%	○	108	○
M. Cooper	103	○	55	○	6	○	25	○	72%	○	108	○
M. Derek	116	○	45	○	5	○	15	○	75%	○	115	○
O. Gianni	84	○	41	○	4	○	16	○	73%	○	105	○
P. Cedric	115	○	50	○	1	○	23	○	74%	○	124	○
P. Jackson	202	●	20	○	17	○	53	○	98%	○	208	●
R. Felicity	106	○	72	○	2	○	36	○	84%	○	178	○
Sy. Ralsh	53	○	35	○	2	○	20	○	65%	○	65	○
T. Madison	66	○	46	○	2	○	12	○	52%	○	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



# 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
- Home and community factors:**
  - availability of instructional support personnel (e.g., reading coach)
  - instructional scope and sequence
  - instructional time
  - early identification and progress monitoring
  - home support for academic skill development
  - student mobility

School: Jefferson Elementary School  
 Year: 2016-2017

## Summative Growth Report

Classes	Total Students Included	Percent of Students in Pathways 3, 4, and 5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
<b>Kindergarten</b>				
Galdos	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
<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>				
Astellra	25	80.0% (n=20)	70	Average Classroom Reading Progress
Hever	25	68.0% (n=17)	47	Average Classroom Reading Progress



## 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.

© 2018 Dynamic Measurement Group, Inc.



## 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.

© 2018 Dynamic Measurement Group, Inc.



## 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/>

© 2018 Dynamic Measurement Group, Inc.



## 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](http://acadiencelearning.org/super2019)





Reading is the point!



© 2014 Pearson, Measurement Group, Inc.