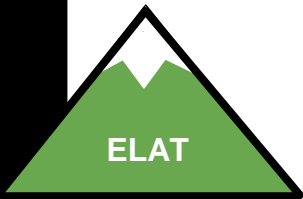


Pathways of Progress

September 20, 2018

A presentation by
Colorado Department of Education and Amplify



Welcome!

Using Zoom

- Your lines are muted automatically due to the size of the group.
- You can type questions into the chat box for the group to see (or specify for it to only go to an individual).
- Questions will be answered either during the session or afterwards depending on time and content.
- We will be recording this session. Your chat comments will be included in the recording for future reference.

Your Presenters for Today

- Tammy Yetter, ELAT Project Manager
- Eric Howey, Amplify
- Karen Cushman, Amplify

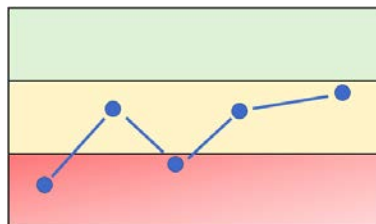
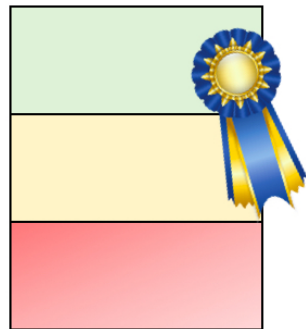
A Dual Lens: Proficiency and Growth

Why do we need measures of each to build successful readers?

DIBELS Next Benchmark Status

- Measures proficiency on key skills
- Identifies gaps in learning
- Helps teachers predict future success

Challenge: Measuring student progress (and goal setting) is limited to change between risk category - which isn't sensitive enough to show progress for many of our struggling readers.



Pathways of Progress

- Sets context for growth
- Measures growth for students at all levels
- Provides planning tool that supports setting goals that are *Ambitious, Meaningful, and Attainable*.

Challenge: Ultimately, students need to be proficient readers. Good growth without a view towards proficiency doesn't completely serve our students.

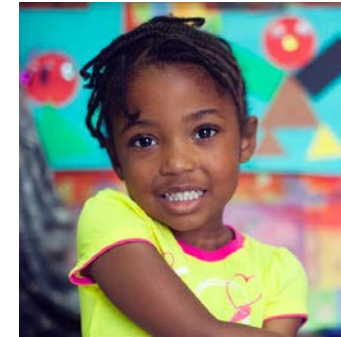
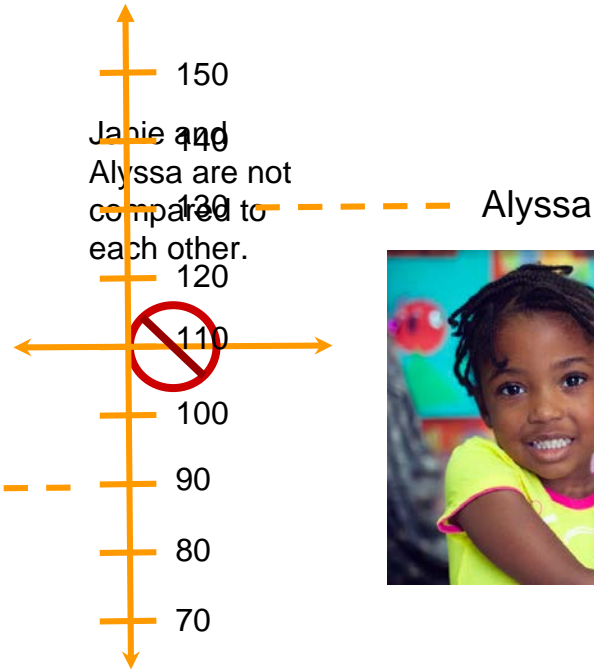
Understanding Pathways of Progress

Growth comparisons are with students that begin at the same place

Janie is compared with other children that begin with a composite of 90.



Janie



Alyssa is compared with other children that begin with a composite of 130.

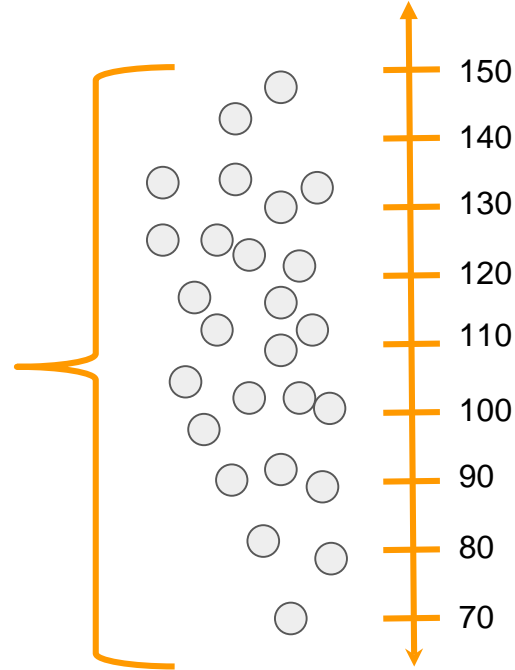
Understanding Pathways of Progress

Pathways are defined by distribution of scores at End of Year



Janie and many other students form a cohort that begin the year with a composite score of 90. By End of Year, the cohort scores vary widely.

Distribution of EOY
Composite scores



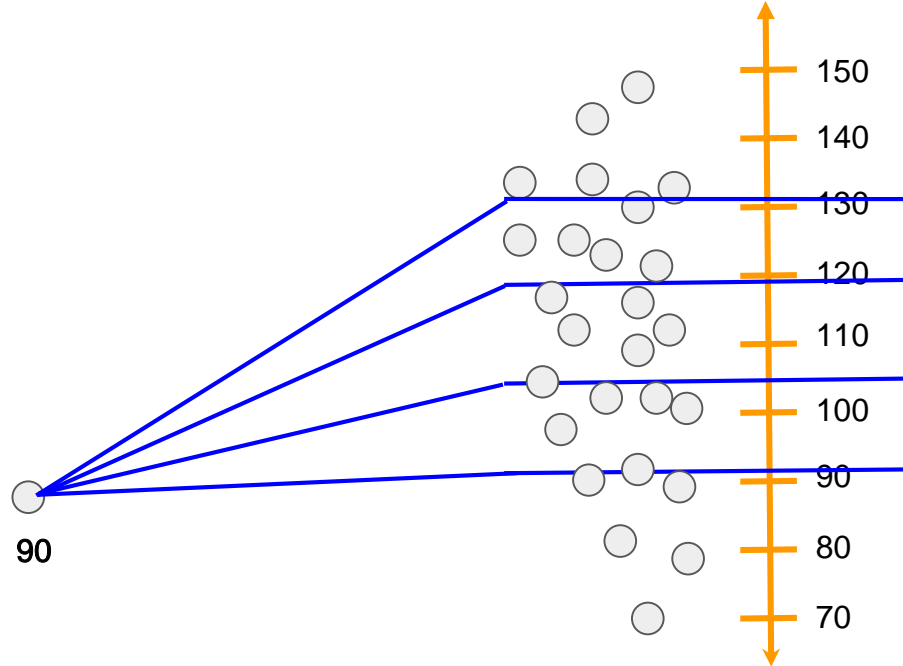
DIBELS Next
Composite Scores
End of Year

Understanding Pathways of Progress

Pathways are defined by distribution of scores at End of Year



Janie and many other students form a cohort that begin the year with a composite score of 90. By End of Year, the cohort scores vary widely.



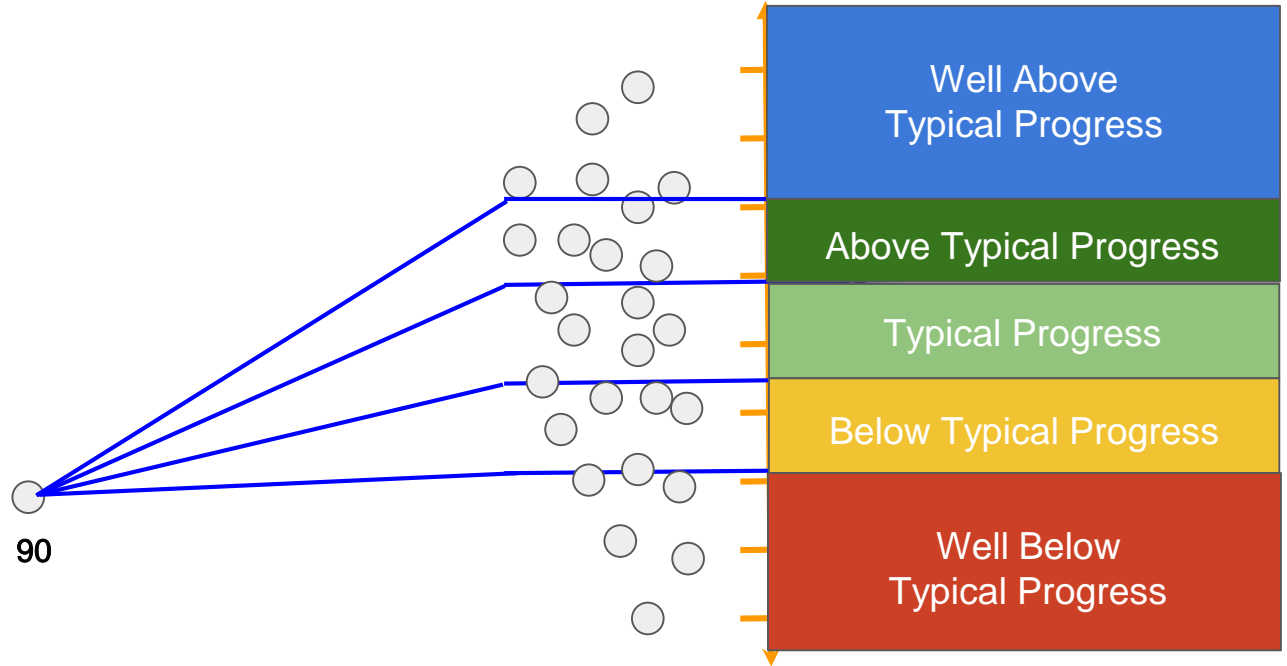
Distribution is cut into quintiles (20% in each group) to form the 5 different pathways.

Understanding Pathways of Progress

Pathways are defined by distribution of scores at End of Year



Janie and many other students form a cohort that begin the year with a composite score of 90. By End of Year, the cohort scores vary widely.



Approach to Setting Goals

The three guiding principles of setting goals with Pathways of Progress are that goals should be **Ambitious** , **Attainable** , and **Meaningful** .

Ambitious

They should challenge educators and students to make Above or Well Above Typical growth.

Attainable

They shouldn't be so high they are unrealistic. They should not be SO attainable that they are no longer ambitious.

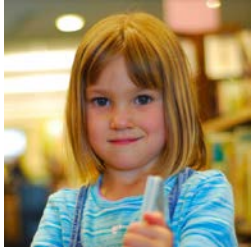
Meaningful

They should change student outcomes and increase the likelihood students will become successful readers.

Throughout the goal setting process, teachers and instructional teams should be considering the **resources** and **instructional changes** needed to support student growth towards the goal.

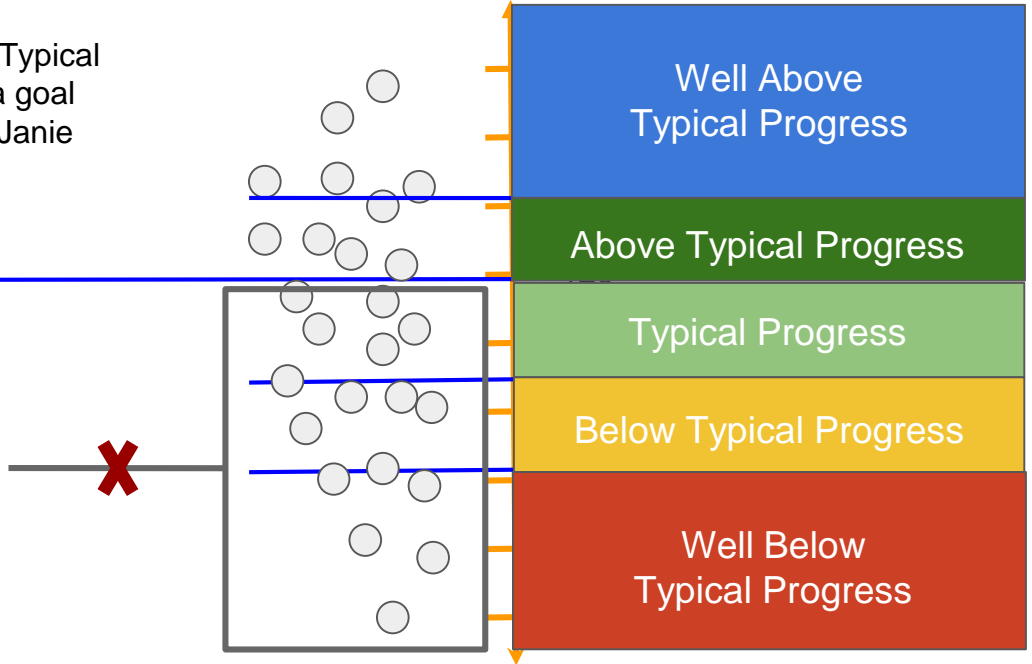
Setting Ambitious Goals

Challenging Students and Educators



Well Above or Above Typical Progress represents a goal that is **Ambitious** for Janie and her teacher.

Many students are able to make typical or less progress without any specific instructional plan. This does not represent a goal that is ambitious.



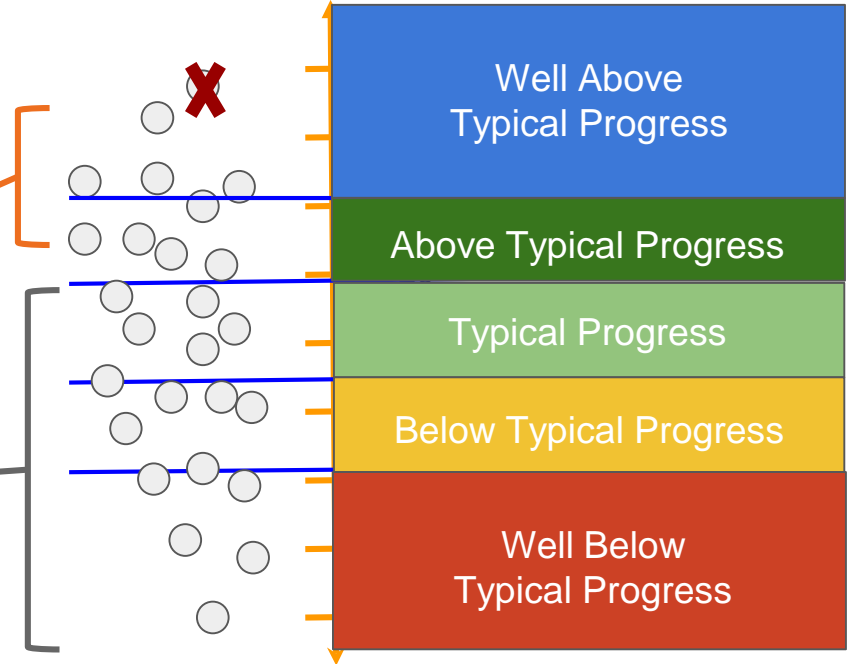
Setting Attainable Goals

Balancing Attainability with Ambition

Selecting a goal that falls into the middle of the Above and Well Above Typical Progress ranges is more attainable than selecting a goal at the top end of the Well Above Typical range.

90

Typical or lower progress goals are likely to be *too readily attainable*, and do not meet the other guidelines of setting goals in Pathways of Progress.

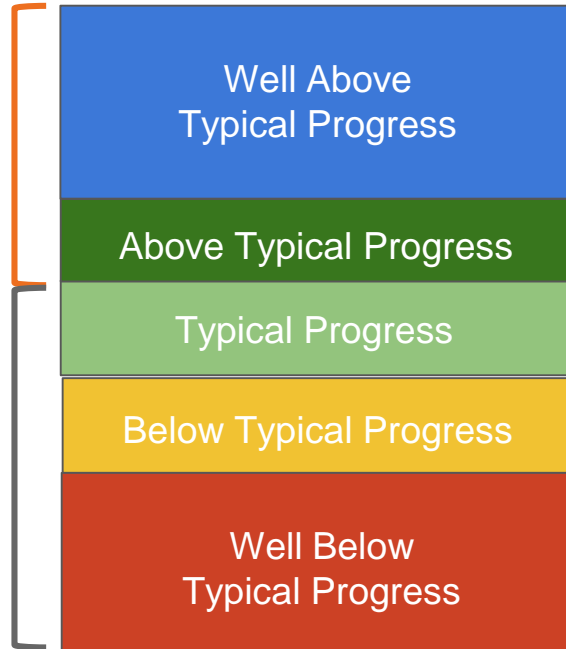


Setting Meaningful Goals

Changing Outcomes for Students

For a student to close the achievement gap, they need to make Well Above or Above Typical Progress.

Struggling students that are making typical or less progress will not close the gap towards becoming a successful reader.



Take it a Step Further:






In addition to the growth students should make, teachers should think back to the student's measure level data. Which early literacy skills do they need the most support in to meet their growth goal?

- Phonemic Awareness
- Early Phonics
- Advanced Phonics
- Accurate and Fluent Reading
- Comprehension

Setting the Goal on mCLASS Platform

Growth goals are set at the measure level which contribute to an overall composite score which correlates to a specific pathway.

Setting goals at the measure level allows teachers to prioritize skills based on what the student needs the most.

Goal Setting - Cornell, Zykia							EOY Goals	
DIBELS Next Composite and Components	BOY Scores	Pathways of Progress						
		Well Below	Below	Typical	Above	Well Above		
LNF	41						Not applicable	
PSF	39						Not applicable	
NWF CLS	23	0-41	42-54	55-67	68-88	89+		89
NWF WWR	0	0-8	9-13	14-19	20-27	28+		20
DORF Fluency	N/A	0-27	28-40	41-53	54-69	70+		54
DORF Accuracy	N/A	0-77	78-87	88-93	94-96	97-100		97
Composite	103	0-88	89-142	143-180	181-217	218+		193

[Watch video on goal-setting](#)

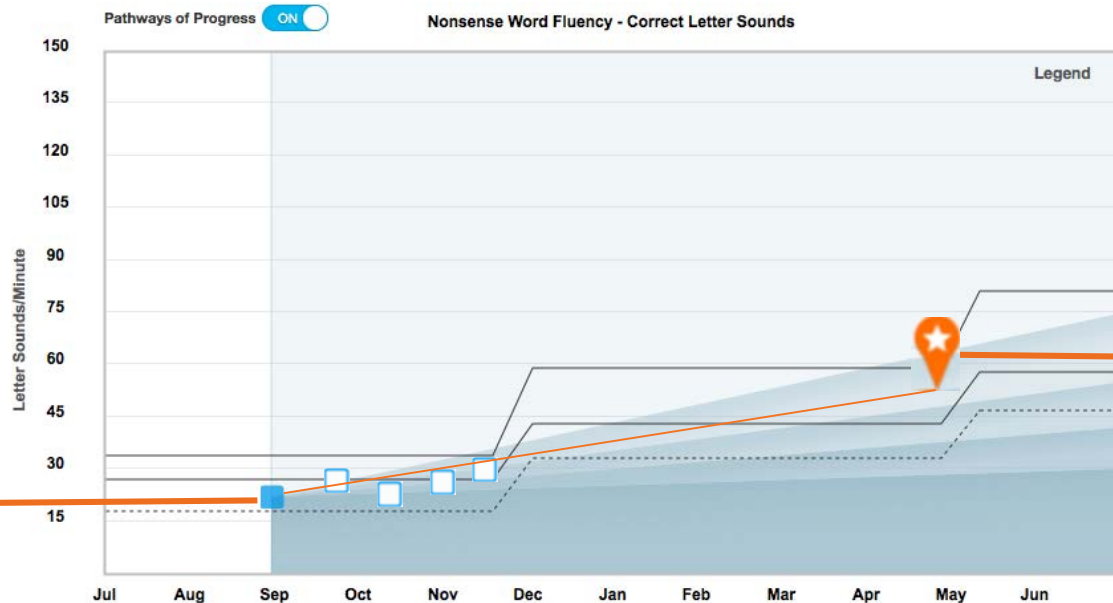
Teachers should reference the [video](#) for instructions on the functionality of the Pathways of Progress goal setting tool.

Take it a Step Further:
Which early literacy skills do they need the most support in to meet their growth goal?

- Phonemic Awareness
- Early Phonics
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Tracking Growth using Pathways of Progress

Progress Monitoring: Growth



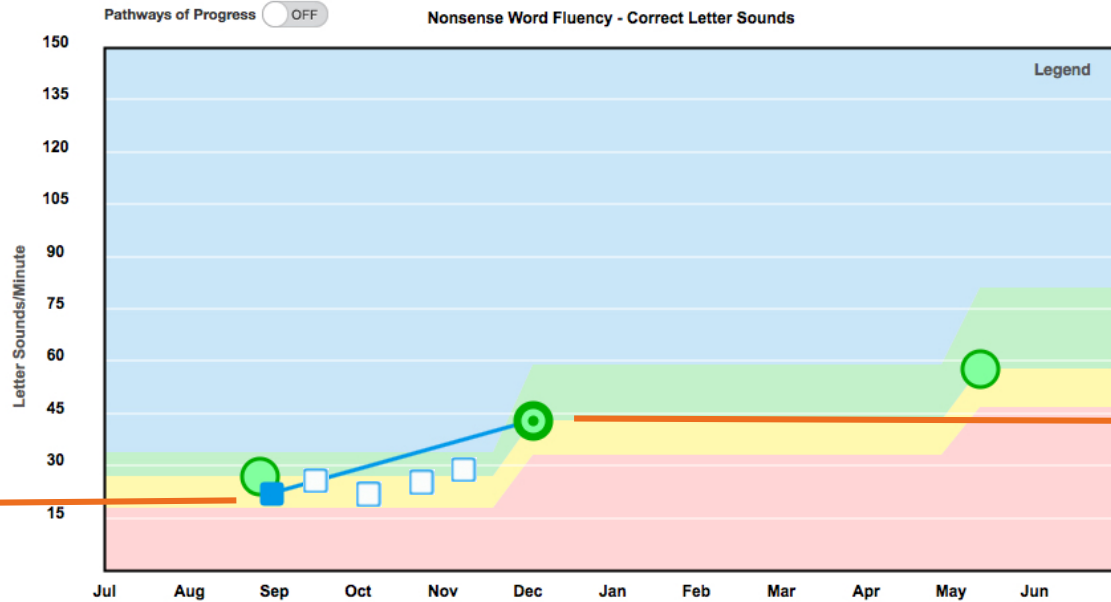
Beginning of Year Score

Pathway Goal (Above Typical)

Progress Monitoring scores plotted against pathway goal.

Tracking Growth using Benchmark Goals

Progress Monitoring: Proficiency



Beginning of Year Score

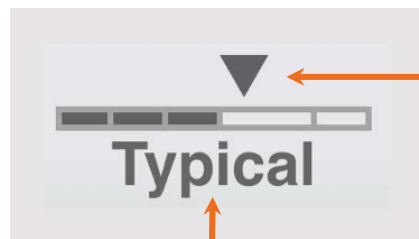
Benchmark Goal

Progress Monitoring scores plotted against upcoming benchmark goal.

Viewing Pathways of Progress Growth

Class Summary at MOY and EOY

Class Summary		BOY	MOY	EOY		
DIBELS Next®						
Grade 2	MOY	DORF Flu.	DORF Acc.	DORF Retell		
Name	Comp. Score	Pathway	Goal 72	Pathway	Goal 96%	Pathway
Banana, Bobbi	●	Well Below	1	Well Below	25	Well Below
Carlson, Cathy	●	Below	37	Typical	84	Typical
Daniels, David	●	Well Below	37	Well Below	88	Well Below
Eggert, Eve	●	Above	53	Above	95	Typical
Fillmore, Frank	●	Above	50	Typical	96	Typical
Gilllan, Gregory	●	Well Below	74	Below	95	Below
Harrison, Harry	●	Below	69	Below	95	Below
Jackson, Jessica	●	Well Below	66	Well Below	96	Below
Kilpatrick, Kamiyah	●	Below	77	Typical	96	Typical
Levine, Lolly	●	Well Below	86	Below	100	Well Below
Moshman, Marry	●	Well Below	92	Typical	98	Well Below
Nicholas, Nancy	●	Typical	101	Well Above	97	Below
O'Donnell, Oscar	●	Well Above	81	Well Above	99	Typical
Peterson, Paul	●	Typical	81	Typical	99	Typical
Roberts, Renlah	●	Well Above	71	Above	97	Well Above
Smith, Sam	●	Well Below	91	Well Below	98	Below
Thompson, Tim	●	Below	110	Above	100	Well Below
Victor, Victoria	●	Below	92	Below	100	Below



Goal set by teacher (Above Typical)

Pathway achieved by student (Typical)

Note that the achieved pathway displays regardless of whether goals are set at BOY.

Using Pathways of Progress Data

How is the data best used at different points throughout the year?

Middle of Year

- Determine if student is on track for reaching end of year goal.
- Where are there causes for celebration?
- What change in instruction, support and/or resources will be implemented to support students that need a course correction?
- To support the course correction, what role will members of the team play (including **teacher**, **principal** and **coach**)?

End of Year

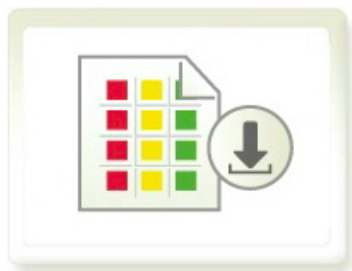
- Which students met goals?
- Did students make progress that may not show up with composite scores? (What type of progress did Above Benchmark students make? Did struggling students make good progress, but not enough to change risk levels?)
- Use this data to assist in planning for next year for students.
- Are there trends across grades or the building that can be addressed at a system level?

Aggregate Views of Pathways of Progress Data

Two different reports are available

Access Raw Data

Download Your Data



Export raw data into a CSV file to support your own analyses.

Both aggregate views are accessed through the Download Your Data icon in the Reporting and Analysis Suite.

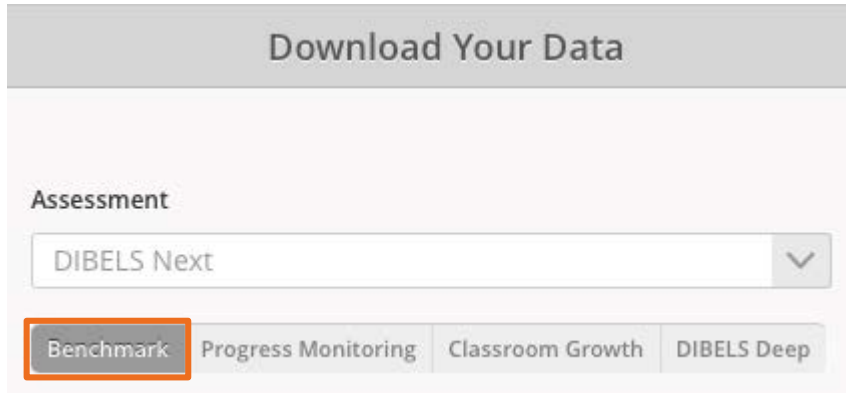
A screenshot of the 'Download Your Data' interface. It features a header 'Download Your Data' and a section for 'Assessment' with a dropdown menu set to 'DIBELS Next'. Below this are four buttons: 'Benchmark', 'Progress Monitoring', 'Classroom Growth', and 'DIBELS Deep'. The 'Benchmark' and 'Classroom Growth' buttons are highlighted with orange boxes and arrows pointing to explanatory text below.

'Benchmark' provides a full download of all student data.

'Classroom Growth' provides a specific report of only Pathways of Progress data at the class level.

Benchmark DYD: Full Export of Student Data

Option: More flexible but requires work in Excel to aggregate data



The screenshot shows a web interface titled "Download Your Data". Under the heading "Assessment", there is a dropdown menu currently set to "DIBELS Next". Below this, there are four tabs: "Benchmark", "Progress Monitoring", "Classroom Growth", and "DIBELS Deep". The "Benchmark" tab is highlighted with an orange border, indicating it is the selected option.

This option results in a complete file of student data from a given benchmark including Pathways of Progress data, DIBELS composite, and DIBELS measure level scores. The report provides one line for each student.

Benefits

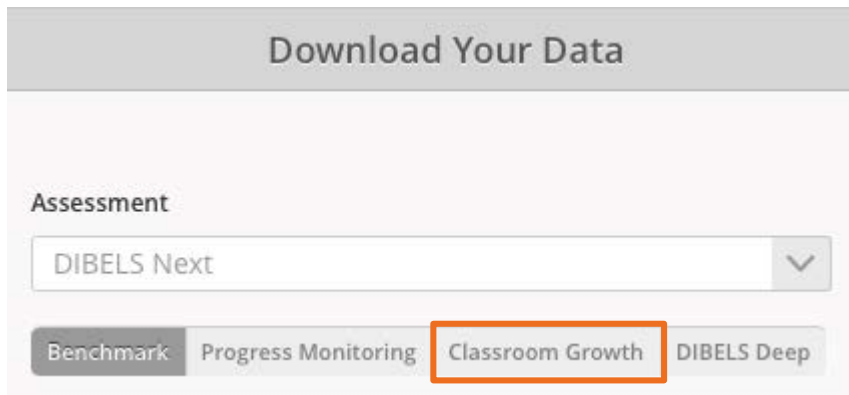
- More complete dataset allows you to answer more questions you may have about students.
- Includes both proficiency and growth data.

Challenge

- Because it's a file of raw data, it requires processing in Excel to produce aggregate views (pivot tables, mid-level knowledge of formulas).

Classroom Growth Report

Option: Easier to use, but less flexible



The screenshot shows a web interface for downloading data. At the top is a grey button labeled "Download Your Data". Below it is a section titled "Assessment" with a dropdown menu currently set to "DIBELS Next". At the bottom, there are four tabs: "Benchmark", "Progress Monitoring", "Classroom Growth" (which is highlighted with an orange border), and "DIBELS Deep".

This option provides a report that aggregates class level growth, compares growth to a national average (assigns a percentile ranking), and categorizes the growth of the class (average, above average, etc...).



[Video](#)

Benefits

- The report does not require any processing in Excel.
- Provides percentile ranking to set context for class level growth.

Challenge

- Less flexible report (because there isn't source data in the report, you can't change the view to answer other questions you may have).
- Important to use the percentile rank alongside the category of growth (e.g. Average) to ensure that appropriate urgency is applied to classrooms that may not be making a desired rate of progress.

We appreciate your time today!

A copy of the presentation along with links to resources will be sent to all participants who registered for this webinar. Please feel free to share these resources across your building and/or district.

The logo consists of a green triangle with a black outline. Inside the triangle, the letters "ELAT" are written in white, bold, sans-serif font. The triangle is positioned at the bottom left of the slide, partially overlapping a vertical green bar that runs down the left side of the page.

ELAT