



Pathways of Progress™ Does it Matter?

- ▶ We know that the level of skills for a student at the beginning of the year is an important predictor of their end of year outcome.
- ▶ One way to examine the importance of Pathways of Progress is to consider the contribution of Pathways to initial skills in predicting later outcomes.
- ▶ Beginning of kindergarten skills strongly predicts beginning of first grade skills.
- ▶ Do Pathways of Progress in kindergarten add to that prediction?
- ▶ What about third to fourth grade?

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2 Cohorts

- ▶ A K-1 Cohort was assessed at the beginning of kindergarten (BOY K), at the end of kindergarten (EOY K) and at the end of first grade (EOY 1).
- ▶ A 3-4 Cohort was assessed at the beginning of third grade (BOY 3), at the end of kindergarten (EOY 3) and at the beginning of fourth grade (BOY 4).

Cohort	Variable	N	M	SD
K-1	BOY K DIBELS Composite	35,328	34.92	25.63
K-1	EOY K DIBELS Composite	35,328	147.46	44.21
K-1	EOY 1 DIBELS Composite	35,328	192.35	85.05
3-4	BOY 3 DIBELS Composite	7,157	272.08	106.95
3-4	EOY 3 DIBELS Composite	7,157	388.35	112.02
3-4	BOY 4 DIBELS Composite	7,157	336.37	114.52

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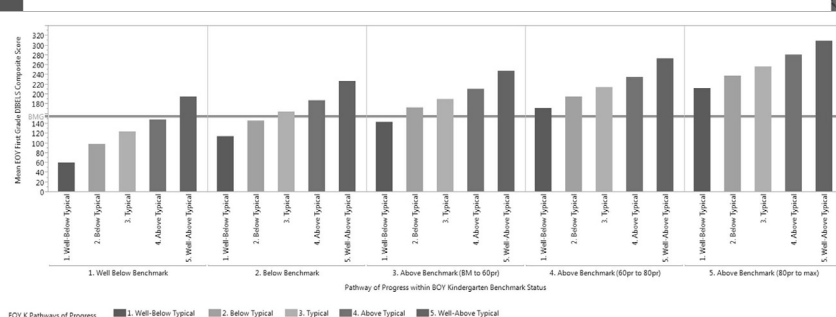
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K-1 Cohort Pathways within Benchmark Status

Relation of Kindergarten beginning of year benchmark status and Kindergarten pathway of progress to Grade 1 end of year DIBELS Composite Score ($n = 35,328$).



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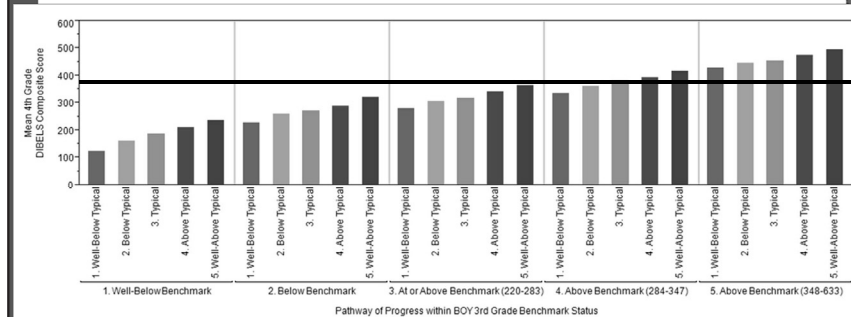
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3-4 Cohort Pathways within Benchmark Status

Relation of Grade 3 beginning of year benchmark status and Grade 3 pathway of progress to Grade 4 beginning of year DIBELS Composite ($n = 7,157$).



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