Pathways of Progress

May 7, 2019

A presentation by
Colorado Department of Education and Amplify

ELAT

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
- Karen Cushman, Amplify

Objectives

By the end of this session, you will be able to:

- View Pathways of Progress data at EOY from the classroom and student level;
- View Pathways of Progress data from the classroom & building level using the Summative Growth Report;
- Plan and lead data conversations using Pathways of Progress at EOY;
- Plan next steps based on your EOY pathways of progress data.

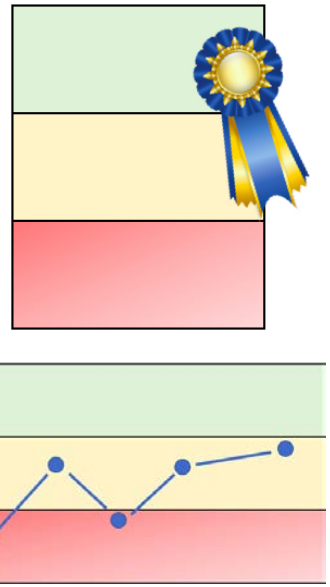
A Dual Lens: Proficiency and Growth

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

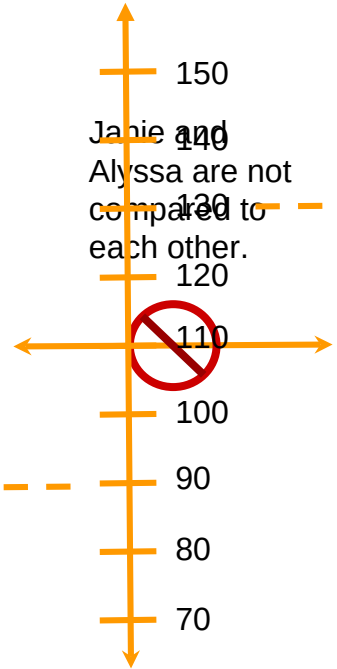
- Sets context for growth
- Measures growth for students at all levels
- Provides planning tool that supports setting goals that are *Ambitious*, *Meaningful*, *and Attainable*.

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.



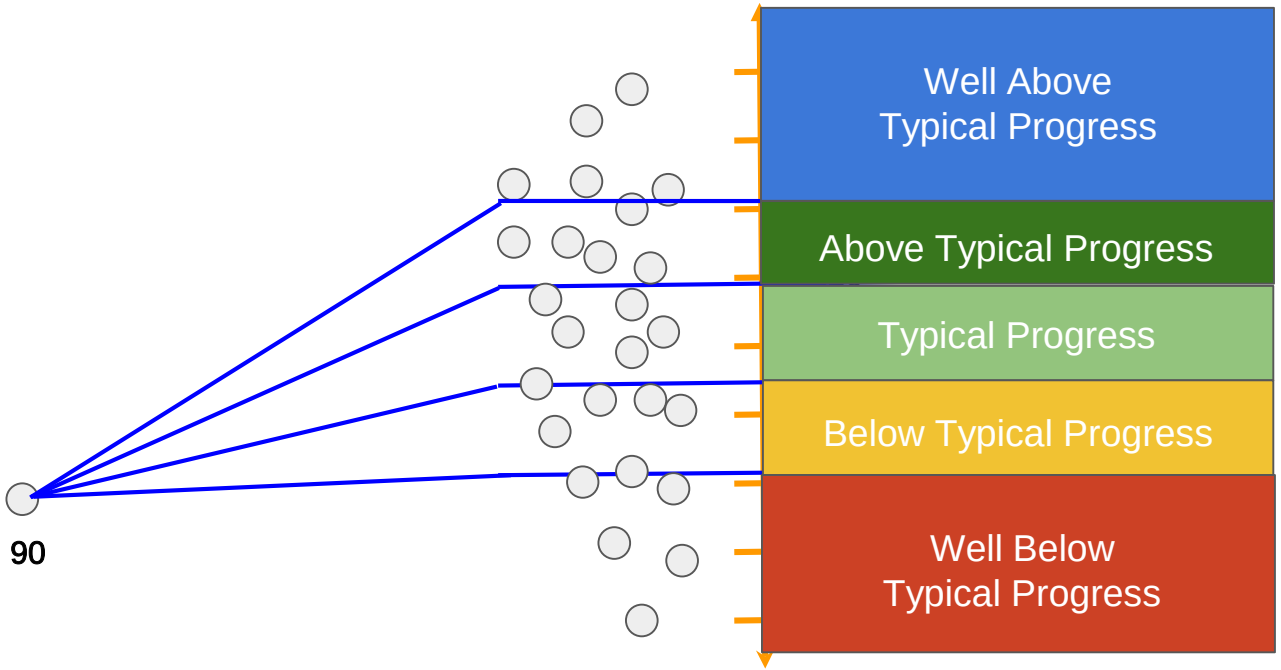
Alyssa is compared with other children that begin with a composite of 130.

DIBELS Next Composite Scores - Beginning of Year

Understanding Pathways of Progress

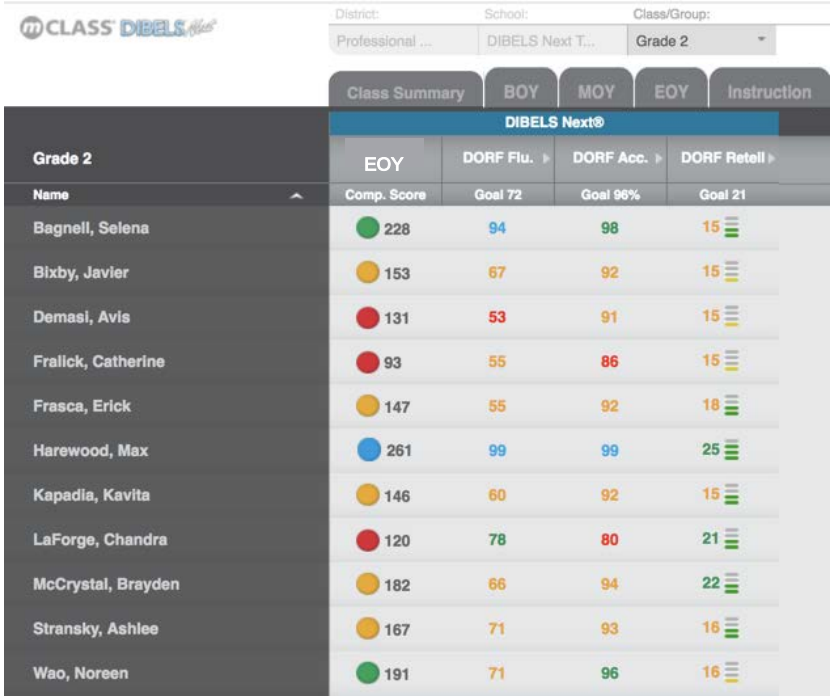
Pathways are defined by distribution of scores at End of Year

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.

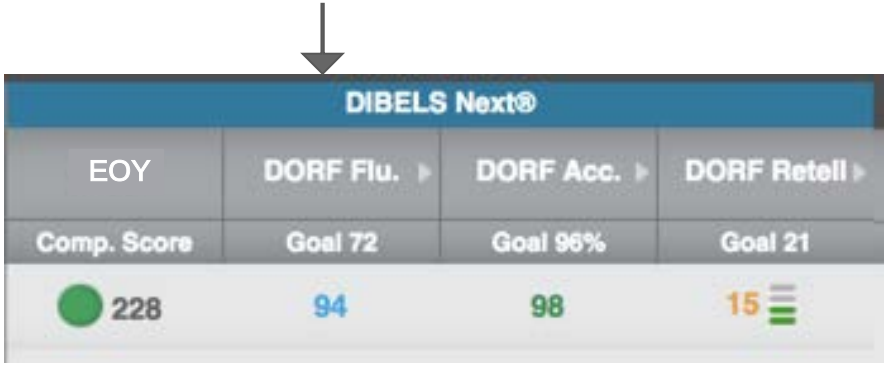


Looking at the Class Summary from a Proficiency View

Class Summary at EOY without Pathways of Progress Turned On

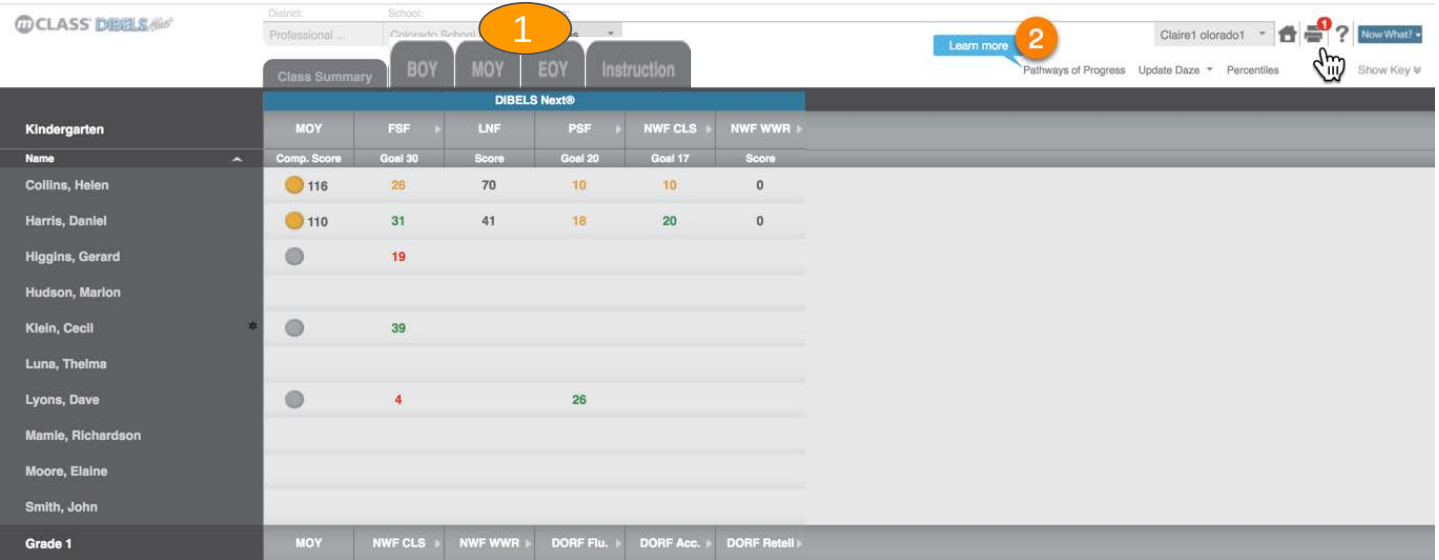


Specific measure: achievement and goal for proficiency



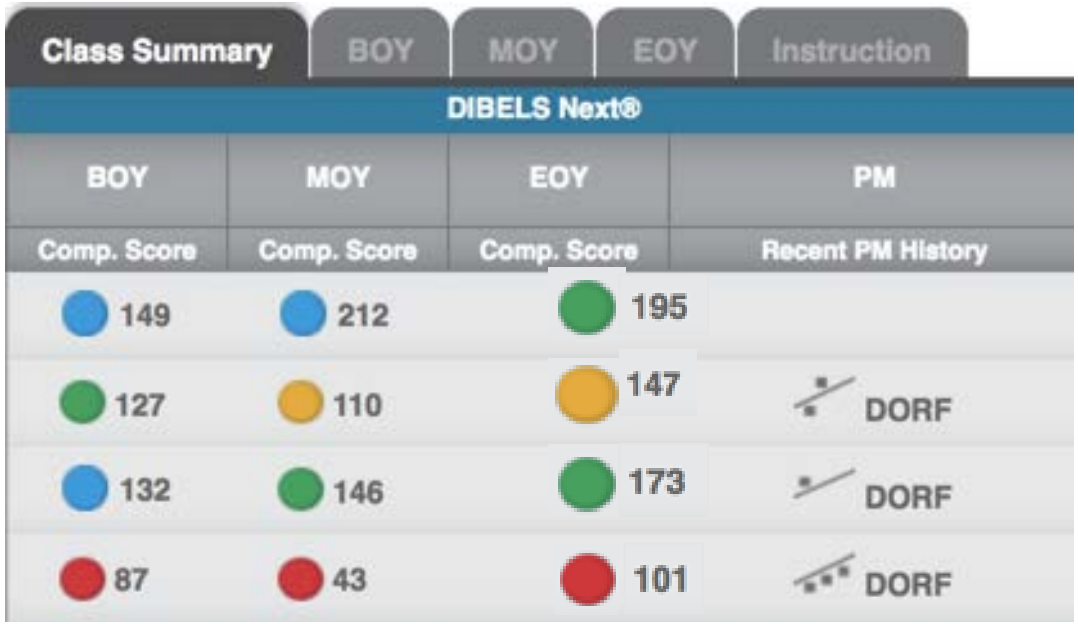
How do I view Pathways of Progress Growth at the Classroom Level?

- Log into mCLASShome.com
- Click on the DIBELS Next Tab
- Click on Classroom Summary
- Click EOY
- Turn Pathways of Progress On



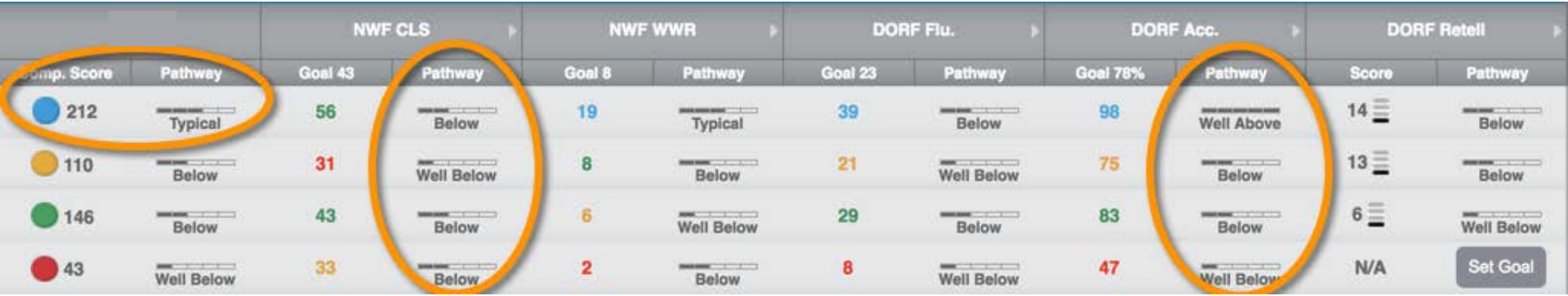
Amplify.

Leading conversations with Teachers



Using Pathways of Progress to look at ALL students, not only SRD students

What can we learn about what is occurring in the classroom and with specific students and skills?



	NWF CLS		NWF WWR		DORF Flu.		DORF Acc.		DORF Retell	
Comp. Score	Pathway	Goal 43	Pathway	Goal 8	Pathway	Goal 23	Pathway	Goal 78%	Pathway	Score	Pathway
212	Typical	56	Below	19	Typical	39	Below	98	Well Above	14	Below
110	Below	31	Well Below	8	Below	21	Well Below	75	Below	13	Below
146	Below	43	Below	6	Well Below	29	Below	83	Below	6	Well Below
43	Well Below	33	Below	2	Below	8	Well Below	47	Well Below	N/A	Set Goal

- When we looked at this class data, we knew that this class had struggled with alphabetic principle and basic phonics because 10/18 students didn't make the expected growth.
- This can be a reflected on the core program and/or the fidelity of how the core is being implemented.

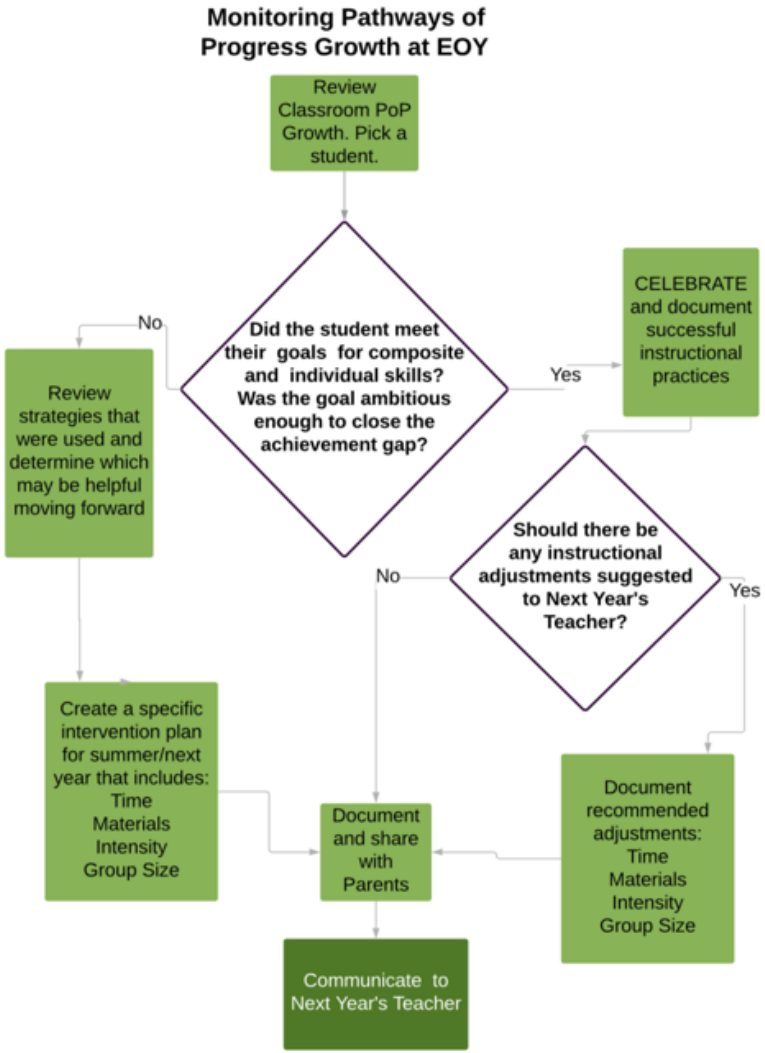
		BOY	MOY	EOY	BOY	MOY	EOY
DIBELS Next®	Comp. Score	60	165	134	103	129	134
Burst®:Reading Assessment	Status						
Assessment							
FSF	Score	28	43				
	Goal	10	30				
LNF	Score	32	42	48	39		
	Goal	N/A	N/A	N/A	N/A		
PSF	Score		62	62	44		
	Goal		20	40	40		
NWF (CLS)	Score		18	24	20	32	41
	Goal		17	28	27	43	58
NWF (WWR)	Score		1	0	1	7	12
	Goal		N/A	N/A	1	8	13
DORF (Fluency)	Score					22	41
	Goal					23	47
DORF (Accuracy)	Score					85	61
	Goal					78	90

What inferences can we make about Jamie's core instruction?

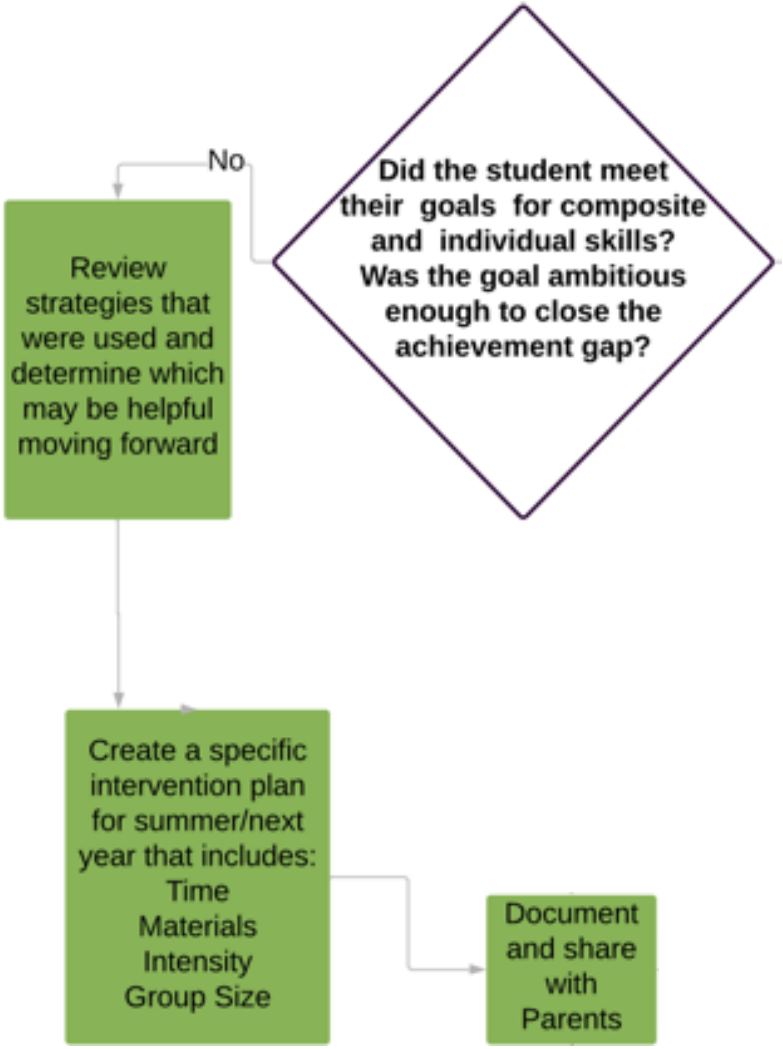
What basic reading skills might we dig deeper into for Jamie?

Amplify.

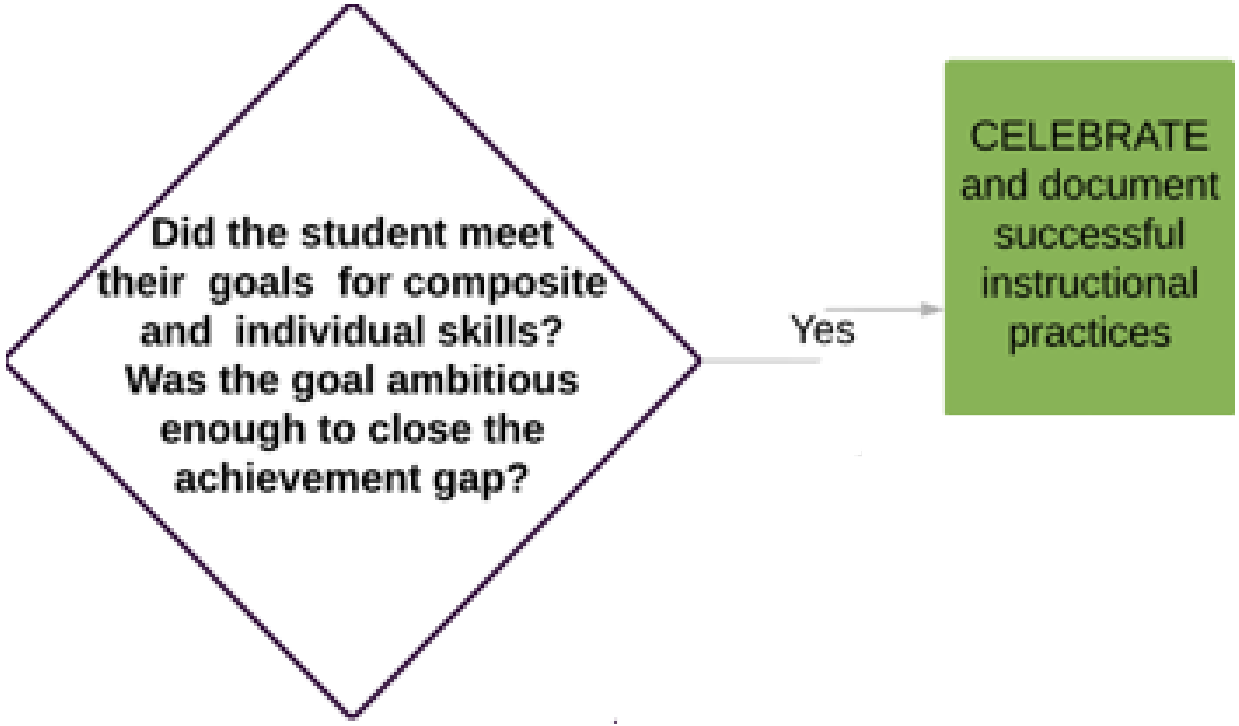
Discussing Individual Students



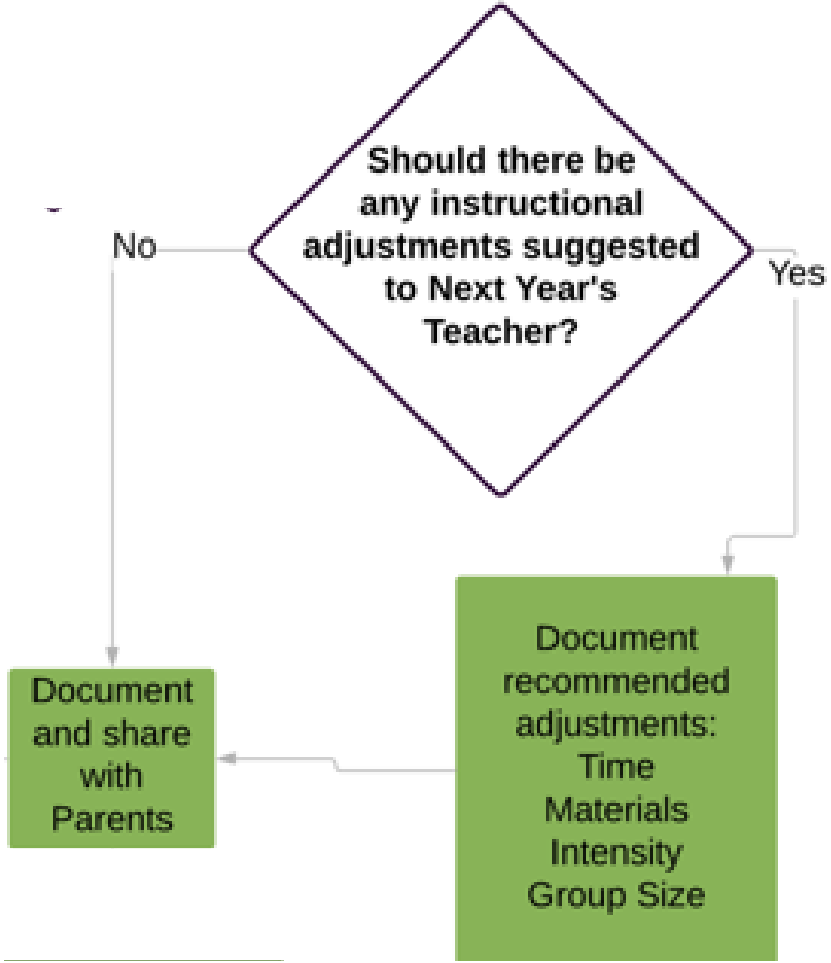
Follow these next steps for students that did not meet goals.



It is important to celebrate when are meeting their goals and closing the achievement gap.



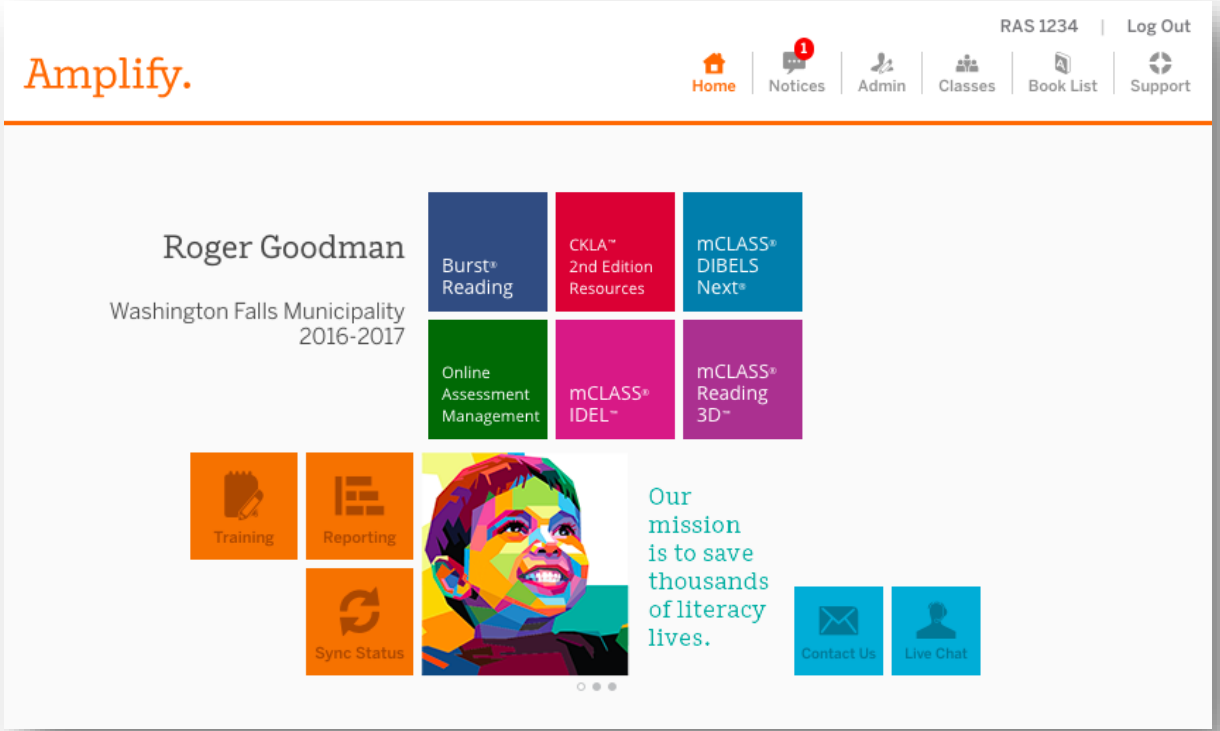
When students have met their goals, it is still important to discuss if there should be any instructional adjustments.



Determine where you will put written documentation regarding each student.

Using the Summative Growth Report

Home Page


RAS 1234 | Log Out
Amplify.
Home
Notices
1
Admin
Classes
Book List
Support
Roger Goodman
Washington Falls Municipality
2016-2017
Burst® Reading
CKLA™ 2nd Edition Resources
mCLASS® DIBELS Next®
Online Assessment Management
mCLASS® IDEL™
mCLASS® Reading 3D™
Training
Reporting
Sync Status
Our mission is to save thousands of literacy lives.
Contact Us
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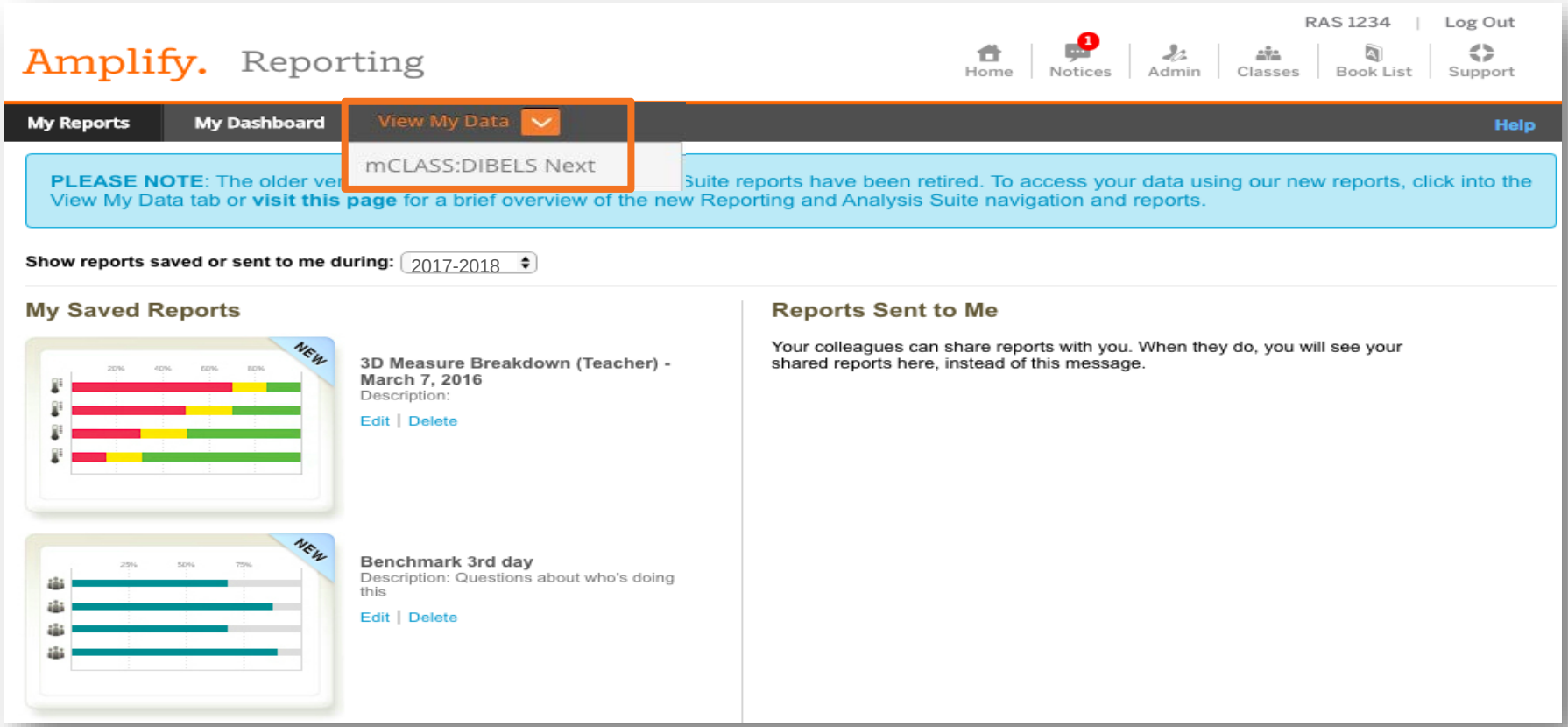
View My Data


RAS 1234 | Log Out
Amplify. Reporting
Home
Notices
Admin
Classes
Book List
Support
My Reports
My Dashboard
View My Data
mCLASS:DIBELS Next
Help
PLEASE NOTE: The older ver Suite reports have been retired. To access your data using our new reports, click into the View My Data tab or visit this page for a brief overview of the new Reporting and Analysis Suite navigation and reports.
Show reports saved or sent to me during: 2017-2018
My Saved Reports
NEW
3D Measure Breakdown (Teacher) - March 7, 2016
Description:
Edit | Delete
NEW
Benchmark 3rd day
Description: Questions about who's doing this
Edit | Delete
Reports Sent to Me
Your colleagues can share reports with you. When they do, you will see your shared reports here, instead of this message.

Amplify. Reporting

Roger Goodman | Log Out

Home | Notices | Admin | Classes | Support

My Reports | My Dashboard | View My Data | Help

mCLASS:DIBELS Next

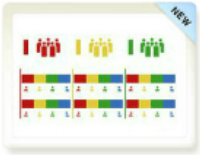
Data current as of 05/05/2018

Analyze Performance

Comparing Populations

Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.

Correlation



Trace student performance in particular measures over time, or compare performance in two different measures.

Comparing Measures

Create an assessment scorecard for one or more student populations (e.g., for one district, for multiple schools).

Monitor Fidelity

Completion Report

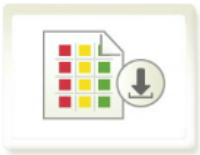
Review the completion status of the current benchmark assessments and/or compare it to the completion rates from earlier periods.

Progress Monitoring Fidelity

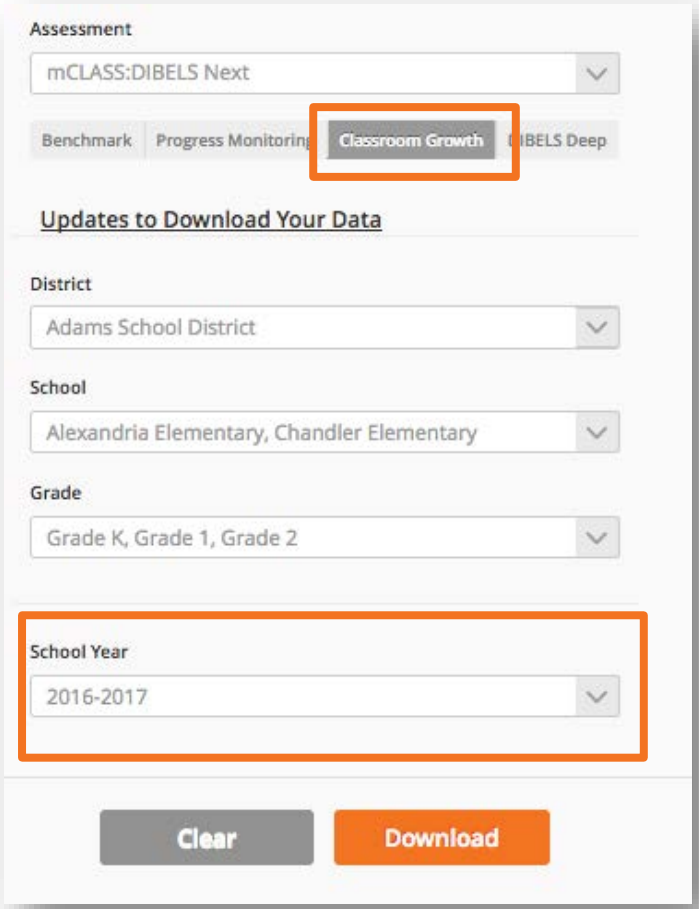
View the rate at which educators administer progress monitoring to students.

Access Raw Data

Download Your Data

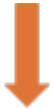


Export raw data into a CSV file to support your own analyses.


Assessment
mCLASS:DIBELS Next
Benchmark
Progress Monitoring
Classroom Growth
IBELS Deep
Updates to Download Your Data
District
Adams School District
School
Alexandria Elementary, Chandler Elementary
Grade
Grade K, Grade 1, Grade 2
School Year
2016-2017
Clear
Download

A Quick Glance at the Report to Plan Conversations with Teachers

Area of Focus: Using Percentiles



I	J	K	L	M
Total Students in Class	Total Students in Pathways 3-5	Percentage of Students in Pathways 3-5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
2	2	100	99	well above average classroom reading progress
3	3	100	99	well above average classroom reading progress
4	2	50	21	below average classroom reading progress
25	21	84	74	average classroom reading progress
26	13	50	28	average classroom reading progress
17	13	76.47	63	average classroom reading progress

Factors Impacting Classroom Reading Progress

Factors Impacting Classroom Reading Progress Checklist

Teacher Related Factors

- Implementation fidelity of reading instruction
- Use of effective supplemental and intervention reading materials
- Classroom management
- Instructional grouping
- Instruction scope and sequence
- Instruction time
- Early identification and progress monitoring

Factors Impacting Classroom Reading Progress Checklist

Student Related Factors

- Individual attendance
- Individual behavioral concerns
- Individual learning difficulties
- English Language Learner status

Factors Impacting Classroom Reading Progress Checklist

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
- Instruction scope and sequence
- Instruction time
- Early identification and progress monitoring

Factors Impacting Classroom Reading Progress Checklist

Home and Community Related Factors

- Home support for academic skill development
- Student mobility

Report Usage

Do's

- Schedule time with educators to discuss specific classroom growth
- Identify high performing classrooms and best practices for your school or district
- Help determine the necessary resources and instructional changes to support high performance in the coming school year
- Investigate the factors impacting classroom reading progress for classrooms and individual students
- Examine trends across classes

Report Usage

Don'ts

- Use this report to evaluate teachers
- Assume “official” teacher is solely responsible for student outcomes
- Interpret average reading progress as okay
- Forget to analyze results by measure to identify targets of opportunity for instruction

SYSTEMS

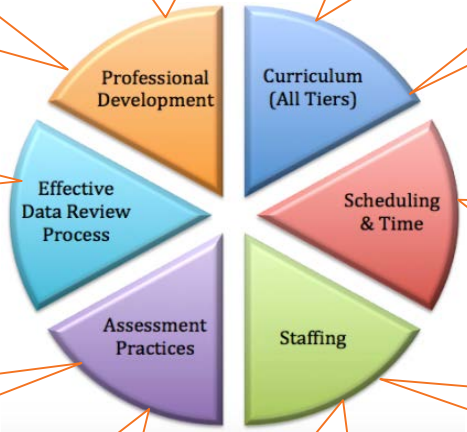
Do all educators (new, new to grade level) know how to give the assessment and score correctly?

Do classroom teachers and interventionists have a deep knowledge of early literacy skills?

Does universal curriculum provide enough instruction for all early literacy skills?

Is our Universal and Intervention curriculum on the CDE recommended list?

How is PM data being used to change instruction?



Are students in intervention for at least 30 min. every day and all students in universal instructions for 90-120 min. every day??

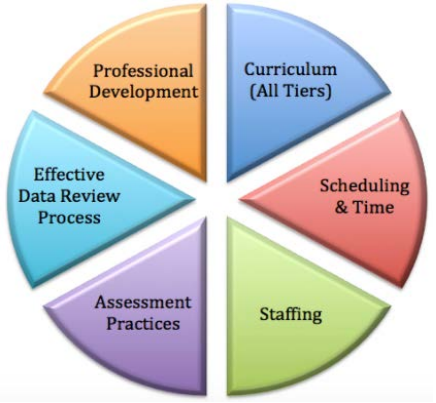
Are teachers making instructional changes based on current assessment data?

How are we checking for assessment inner reliability?

Are the most effective teachers working with K-2nd grade?

Are my most qualified teachers working with my students most in need?

Planning for 2019 -2020



- Determine system level changes that should be planned to support high performance in the coming school year.
- Determine the necessary resources and instructional changes to support high performance in the coming school year.
- Plan for Pathway of Progress goal setting for 2019-20
  - Set clear expectations
  - Timeline to set goals
  - Timeline to check in on growth using progress monitoring
  - Timeline to check in at growth at MOY and EOY

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.

ELAT