Pathways of Progress

September 20, 2018

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
- 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.
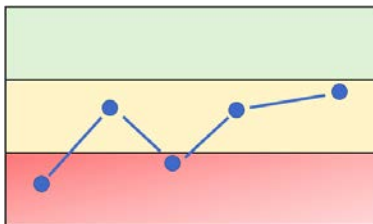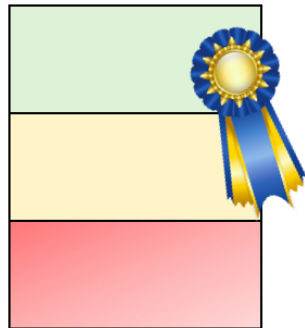
Pathways of Progress

- 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.
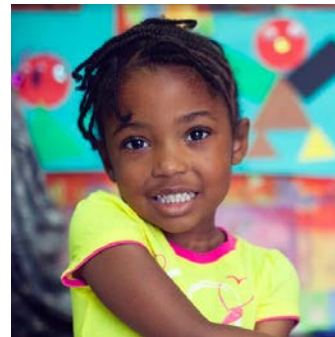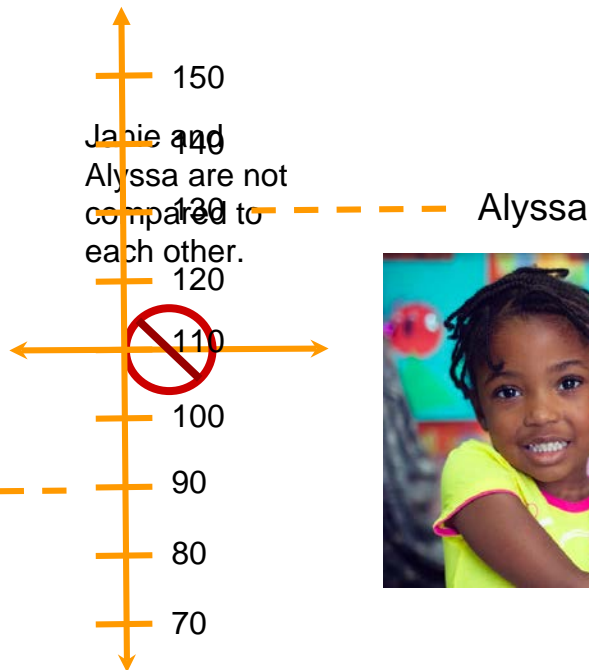
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Understanding Pathways of Progress

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 and Alyssa are not compared to each other.

Alyssa

Janie

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

150
140
130
120
110
100
90
80
70

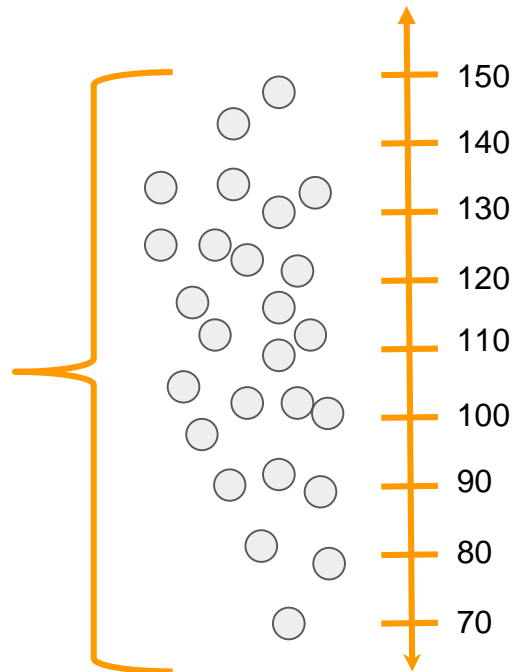DIBELS Next Composite Scores - Beginning of Year

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Understanding Pathways of Progress

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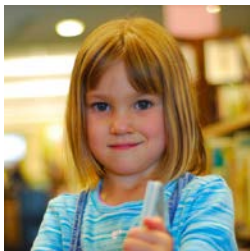
Janie and many other students form a cohort that begin the year with a composite score of 90. By End of Year, the cohort scores vary widely.

Distribution of EOY Composite scores

150
140
130
120
110
100
90
80
70

DIBELS Next

Composite Scores

End of Year

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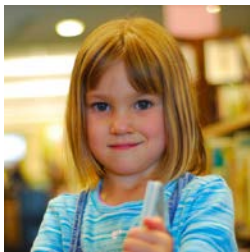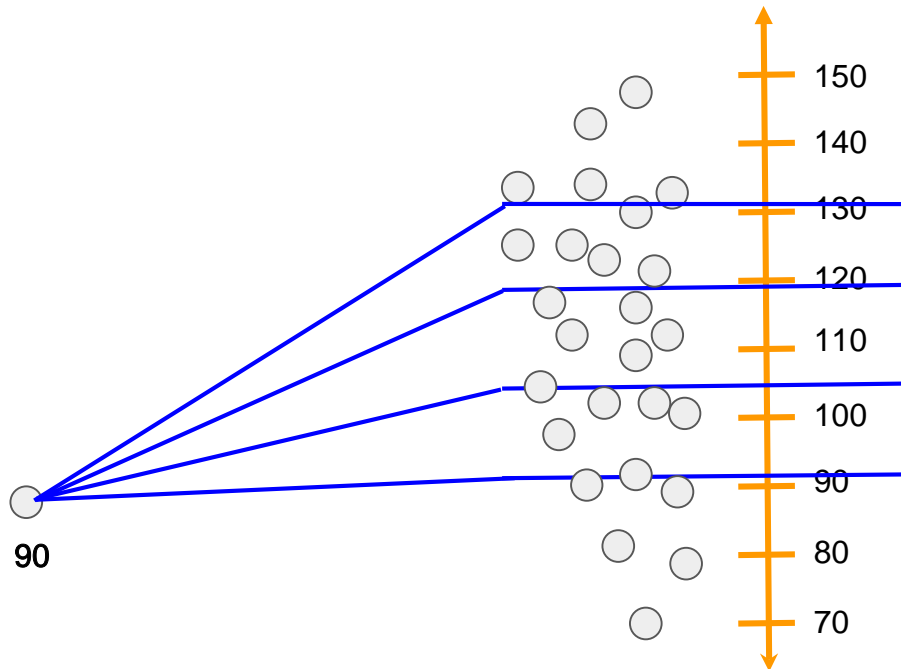
Distribution is cut into quintiles (20% in each group) to form the 5 different pathways.

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Understanding Pathways of Progress
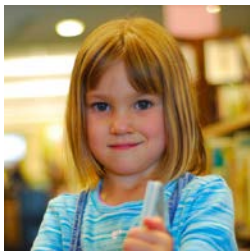
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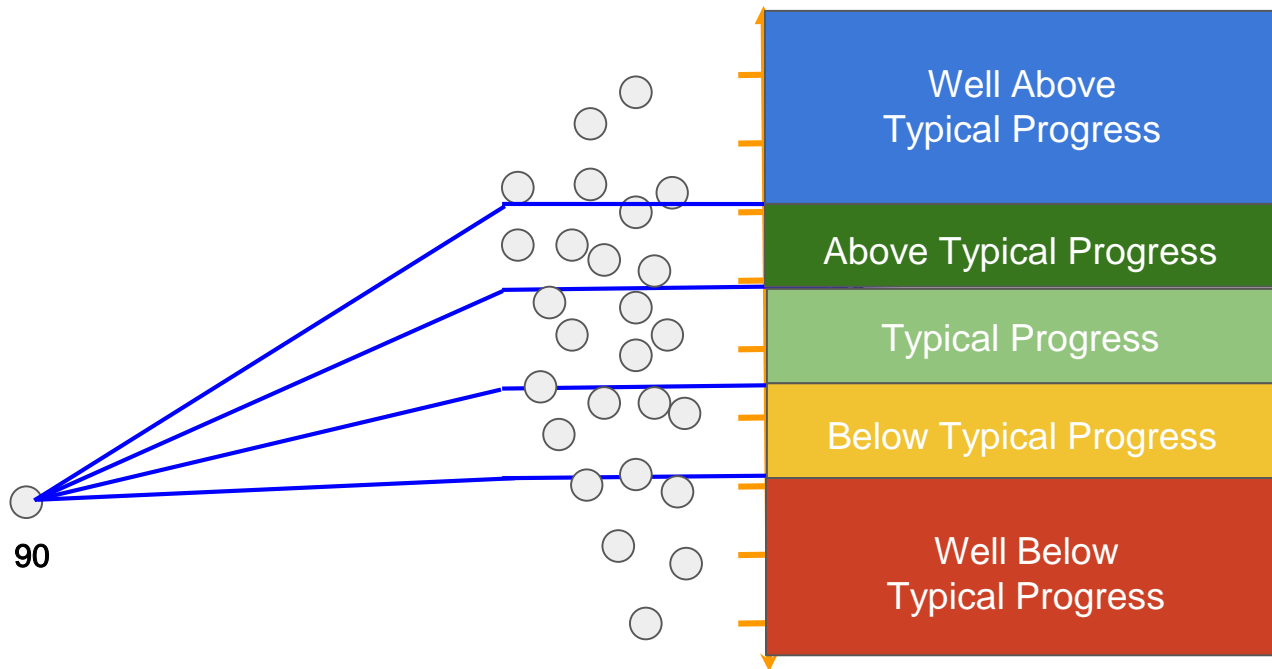
90

Well Above
Typical Progress

Above Typical Progress

Typical Progress

Below Typical Progress

Well Below
Typical Progress

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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.

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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.

Well Above Typical Progress

Above Typical Progress

Typical Progress

Below Typical Progress
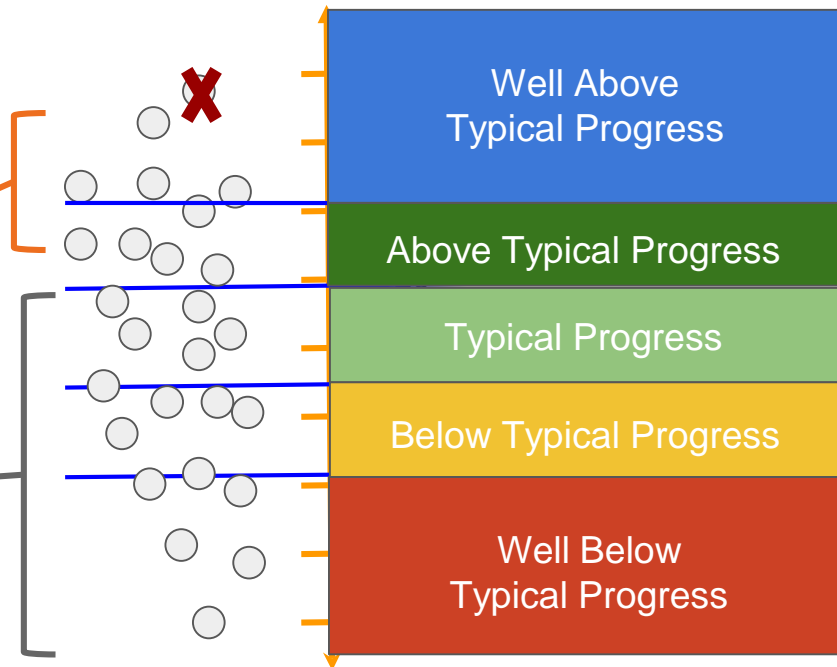
Well Below Typical Progress

Amplify.
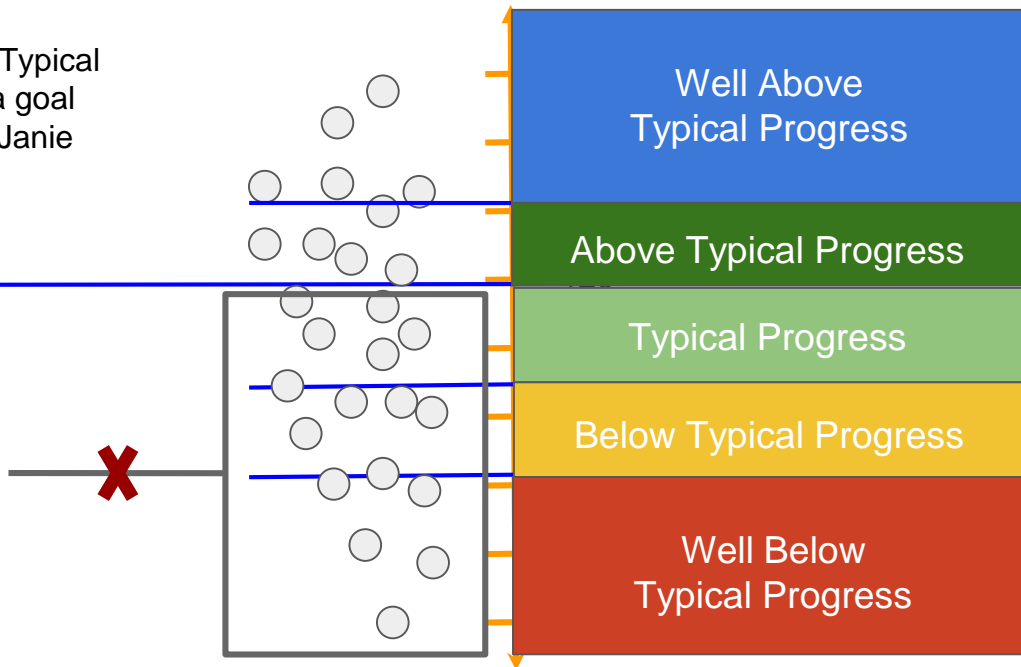
Setting Attainable Goals

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.

Well Above Typical Progress

Above Typical Progress

Typical Progress

Below Typical Progress

Well Below Typical Progress

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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.

Well Above Typical Progress
Above Typical Progress
Typical Progress
Below Typical Progress
Well Below Typical Progress

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

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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

DIBELS Next Composite and Components	BOY Scores	Pathways of Progress					EOY Goals	
		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 / 47 58 81	89
NWF WWR	0	0-8	9-13	14-19	20-27	28+	20 / 6 13 25	20
DORF Fluency	N/A	0-27	28-40	41-53	54-69	70+	54 / 32 47 67	54
DORF Accuracy	N/A	0-77	78-87	88-93	94-96	97-100	97 / 82 90 97	97
Composite	103	0-88	89-142	143-180	181-217	218+	193 / 111 155 208	193

Watch video on goal-setting   Delete Goal   Cancel   Set Goal

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
- Advanced Phonics
- Accurate and Fluent Reading
- Comprehension

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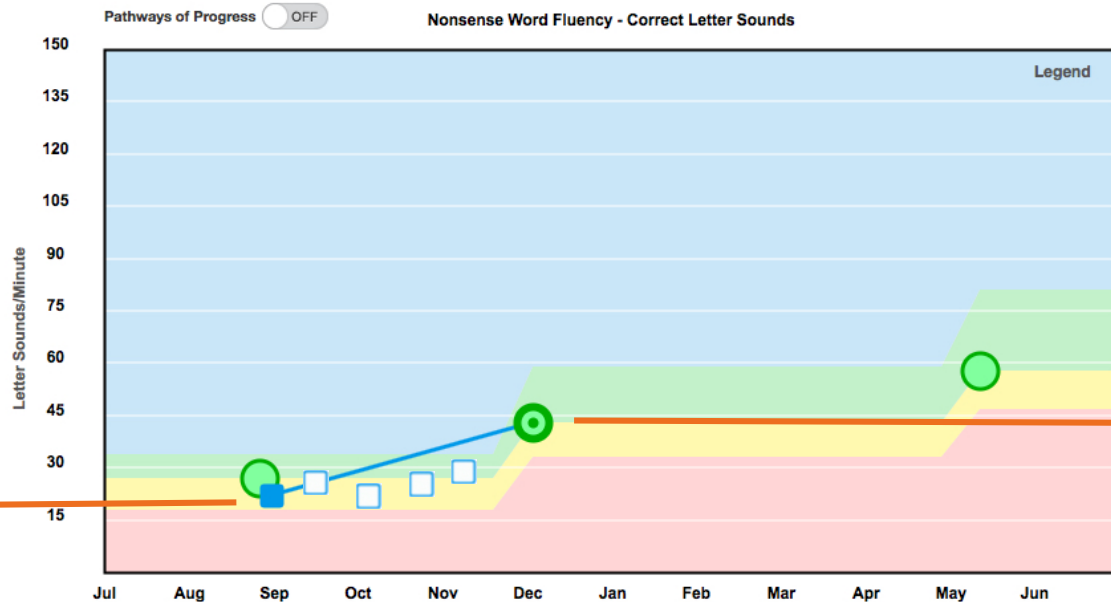# Tracking Growth using Pathways of Progress

Progress Monitoring: Growth
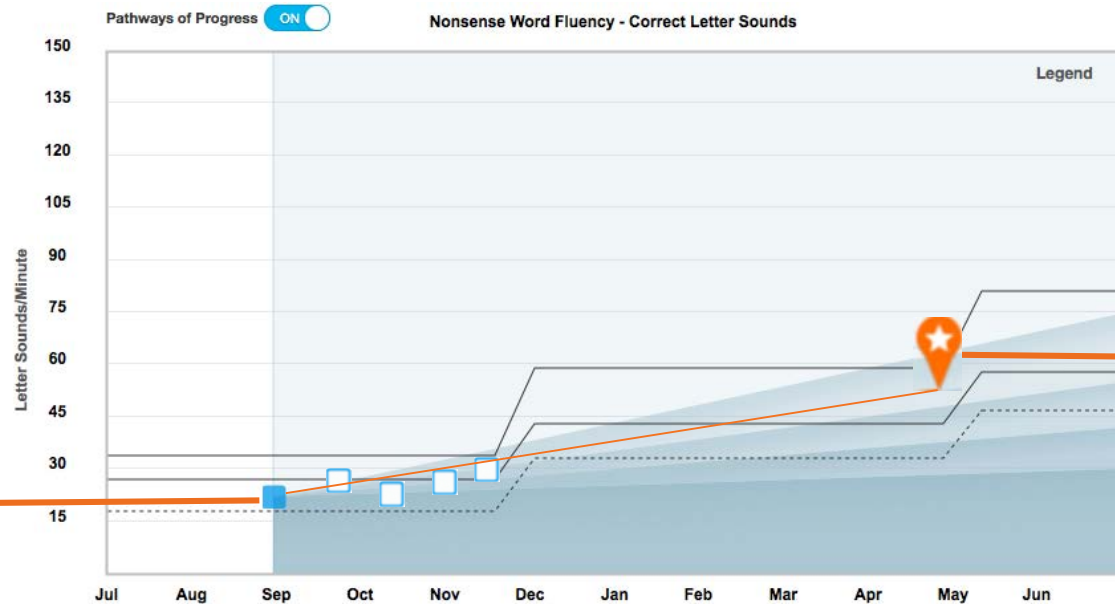
Beginning of Year Score

Pathway Goal (Above Typical)

Progress Monitoring scores plotted against pathway goal.

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Tracking Growth using Benchmark Goals

Progress Monitoring: Proficiency

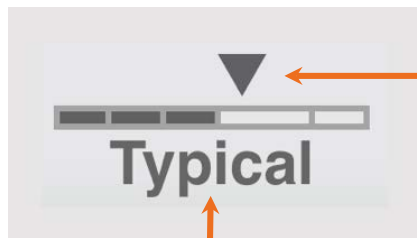Pathways of Progress OFF

Nonsense Word Fluency - Correct Letter Sounds

Legend

Letter Sounds/Minute

150
135
120
105
90
75
60
45
30
15

Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun

Beginning of Year Score

Benchmark Goal

Progress Monitoring scores plotted against upcoming benchmark goal.

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Viewing Pathways of Progress Growth

Class Summary at MOY and EOY

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.

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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?

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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.

Download Your Data

Assessment

DIBELS Next

| Benchmark | Progress Monitoring | Classroom Growth | DIBELS Deep |

Both aggregate views are accessed through the Download Your Data icon in the Reporting and Analysis Suite.
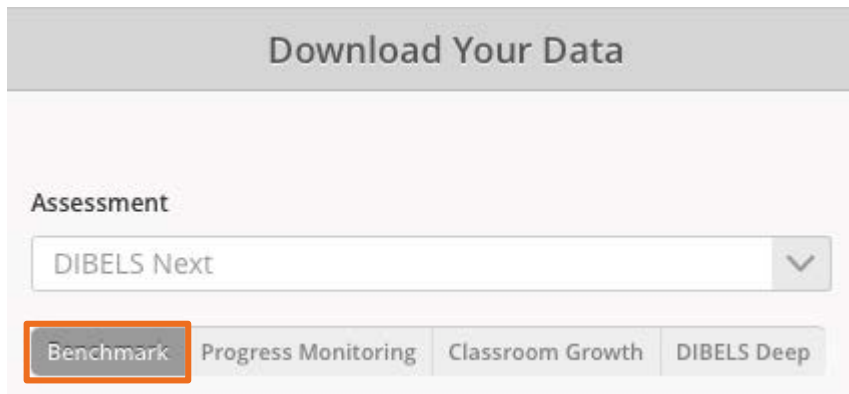
'Benchmark' provides a full download of all student data.

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

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Benchmark DYD: Full Export of Student Data

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

Download Your Data

Assessment

DIBELS Next

Benchmark | Progress Monitoring | Classroom Growth | DIBELS Deep

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).

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Classroom Growth Report

Option: Easier to use, but less flexible

Download Your Data

Assessment

DIBELS Next ⌄

Benchmark | Progress Monitoring | **Classroom Growth** | 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…).
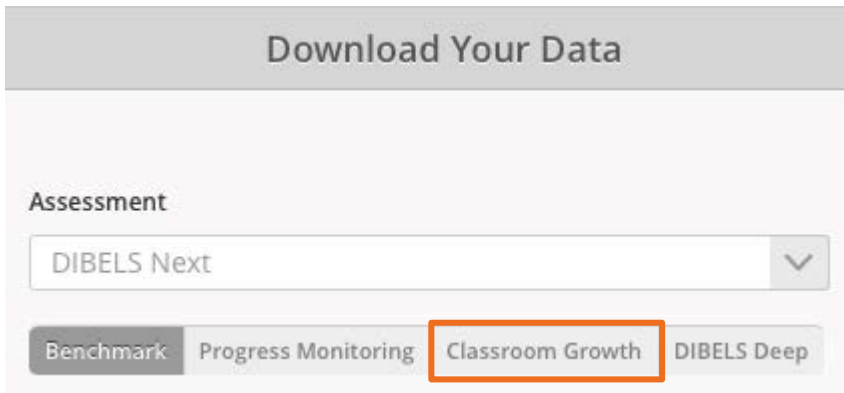
Benefits
- The report does not require any processing in Excel.
- Provides percentile ranking to set context for class level growth.

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.

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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.

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