

Using Pathways of Progress™ to Create Access to Reading Success

Roland H. Good III
Dynamic Measurement Group, Inc.
University of Oregon

Kelly Powell-Smith
Dynamic Measurement Group, Inc.

Stephanie Stollar
Dynamic Measurement Group, Inc.

Elizabeth N. Dewey
Dynamic Measurement Group, Inc.

National Association of School Psychologists
Annual Convention
Washington, DC
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Agenda

- Additional training on Pathways of Progress™ available. (3 slides, 3 minutes)
- Using Pathways of Progress to set individual student learning goals. (20 slides, 20 minutes)
 - Meaningful, Ambitious, Attainable Goals.
 - Based on Overall Reading Proficiency.
- Using Pathways of Progress to evaluate individual student progress. (21 slides, 20 minutes)
 - Balance timeliness, confidence, resources for the decision we are making.
 - Sometimes it's not about reading skills or progress.
- Questions. (7 minutes)

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Training from a DIBELS Next® Mentor with a Pathways of Progress™ Endorsement

- **To become a DIBELS Next® Mentor, attend:**
 - ✓ DIBELS Next Essential Workshop (2 day)
 - ✓ DIBELS Next Data Interpretation Workshop (1 day)
 - ✓ DIBELS Next Mentor Workshop (1 day)
- **Receive:**
 - Mentor Training Materials including Pathways of Progress
 - Mentor Webinars including Pathways of Progress
 - DIBELS Next Mentor Network
 - Exclusive Mentor Resources
 - Enhanced support from the authors of DIBELS

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Training Available from DMG

Pathways of Progress

- General Webinars at dibels.org
- Mentor Webinars (Advanced/Trainer) at dibels.org
- Las Vegas, Nevada, July 7 - 10

DIBELS Institute

- Las Vegas, Nevada, July 7 to 10

DIBELS Essentials Workshop

- Tempe, Arizona, February 26
- Las Vegas, Nevada, July 7 - 10

Mentor Workshops

- Tempe, Arizona, February 27
- Las Vegas, Nevada, July 7 – 10

Data Interpretation Workshops

- Tempe, Arizona, February 24 - 25
- Las Vegas, Nevada, July 7 - 10

Onsite and online training options are available at DIBELS.org

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Pathways of Progress in an Outcomes-Driven Model

Outcomes Driven Model Steps:

1. **Identify** need for support.
2. **Validate** need for support.
3. **Plan** and implement support.
4. **Evaluate** and modify support.
5. **Review** outcomes.

The purpose of Pathways of Progress™ is to assist in setting goals and evaluating progress.



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Third Grade Case Example: Tabitha Likely to Need Strategic Support

- Tabitha's Initial Skills in Third Grade, Beginning of Year
 - **205 DIBELS Composite Score**
 - **65 DORF Words Correct**
 - **96% DORF Accuracy**
 - **14 DORF Retell**
 - **1 Retell Quality of Response**
 - **6 Daze Adjusted Score**
- We desire Tabitha to be a proficient reader who is **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.
- Establish an End of Year goal for Tabitha that is
 - **meaningful**
 - **attainable**
 - **ambitious**
- Evaluate Tabitha's progress

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Third Grade Case Example: Jaclyn Likely to Need Intensive Support

- Jaclyn's Initial Skills in Third Grade, Beginning of Year
 - **169 DIBELS Composite Score**
 - **65 DORF Words Correct**
 - **86% DORF Accuracy**
 - **42 DORF Retell**
 - **3 Retell Quality of Response**
 - **3 Daze Adjusted Score**
- We desire Jaclyn to be a proficient reader who is **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.
- Establish an End of Year goal for Jaclyn that is
 - **meaningful**
 - **attainable**
 - **ambitious**
- Evaluate Jaclyn's progress

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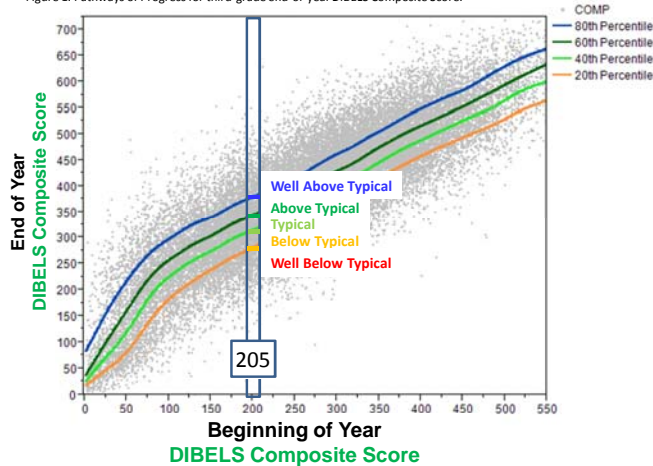
Third Grade Case Example: Rene' Likely to Need Core Support

- Rene's Initial Skills in Third Grade, Beginning of Year
 - 269 DIBELS Composite Score
 - 65 DORF Words Correct
 - 96% DORF Accuracy
 - 36 DORF Retell
 - 2 Retell Quality of Response
 - 11 Daze Adjusted Score
- We desire Rene' to be a proficient reader who is
 - ✓ *reading for meaning* at an *adequate rate* and with a *high degree of accuracy*.
- Establish an End of Year goal for Rene' that is
 - meaningful
 - attainable
 - ambitious
- Evaluate Rene's progress

Pathways of Progress™ Descriptors

- ★★★★★ 5 – **Well above typical** rate of progress compared to students with similar initial skills.
- ★★★★ 4 – **Above typical** rate of progress compared to students with similar initial skills.
- ★★★ 3 – **Typical** rate of progress compared to students with similar initial skills.
- ★★ 2 – **Below typical** rate of progress compared to students with similar initial skills.
- ★ 1 – **Well below typical** rate of progress compared to students with similar initial skills.

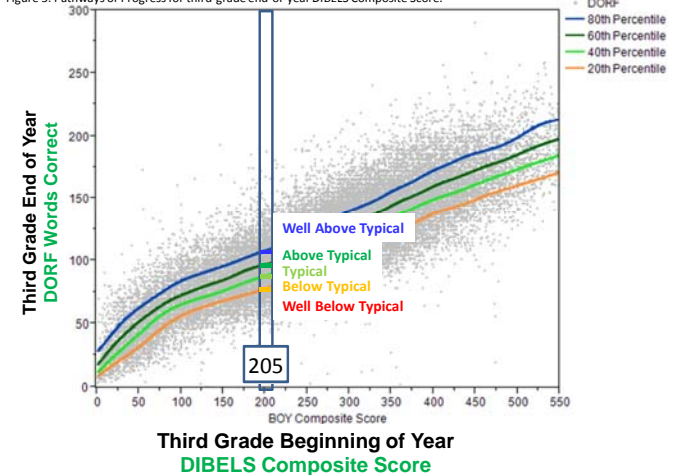
Figure 1. Pathways of Progress for third-grade end-of-year DIBELS Composite Score.



Pathways of Progress for EOY Outcomes

DIBELS Next Composite and Components	Well Above Typical Progress	Above Typical Progress	Typical Progress	Below Typical Progress	Well Below Typical Progress
DIBELS Composite Score	382 and above	381 to 347	346 to 317	316 to 285	284 and below

Figure 3. Pathways of Progress for third-grade end-of-year DIBELS Composite Score.



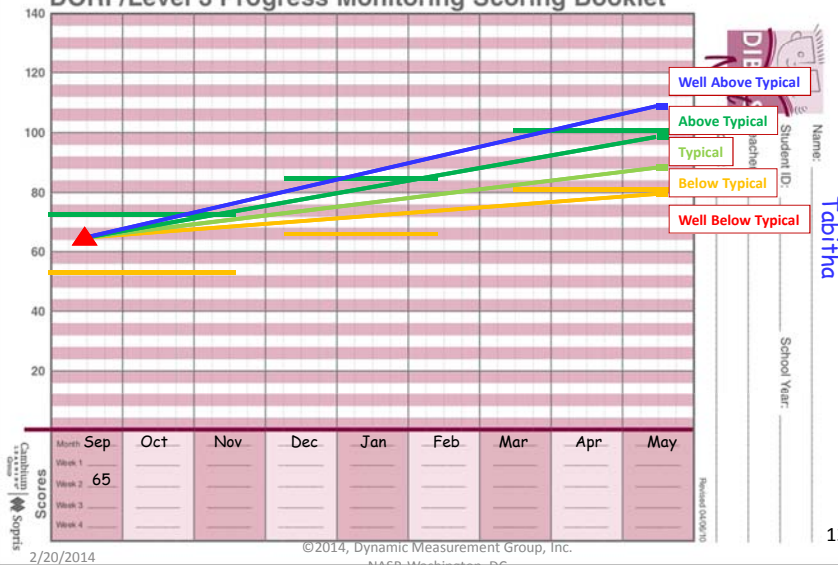
Pathways of Progress for EOY Outcomes

DIBELS Next Composite and Components	Well Above Typical Progress	Above Typical Progress	Typical Progress	Below Typical Progress	Well Below Typical Progress
DIBELS Composite Score	382 and above	381 to 347	346 to 317	316 to 285	284 and below
DORF Words Correct	109 and above	108 to 98	97 to 88	87 to 79	78 and below

Progress Monitoring

DORF
LEVEL
3

DORF/Level 3 Progress Monitoring Scoring Booklet

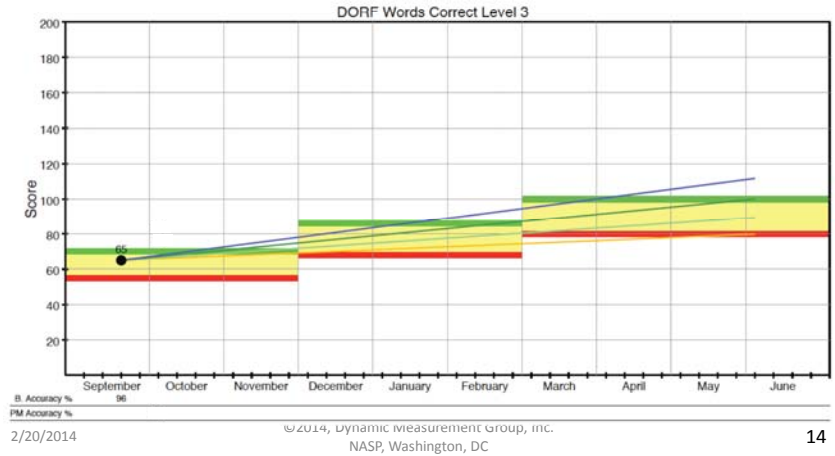


Name: Tabitha
Student ID: 100
School: Mountainview
Class: Kay
Grade: Third Grade
Year: 2013-2014

Student Progress Monitoring Report



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

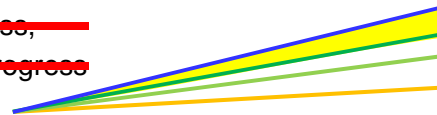


Establishing Ambitious and Attainable Goals for Students who are Likely to Need Support

- **Ambitious** and **Attainable Goals** include:

- ~~Well above typical progress~~
- **Above typical progress**
- ~~Typical progress,~~
- ~~Below typical progress,~~
- ~~Well below typical progress~~

Note: Consider the student's BOY need for support.



DORF Words Correct	Beg of Year Score	Pathways of Progress	End of Year Student Goal
65	65	★★★★★	108
		WELL ABOVE TYPICAL ★★★★★	109 - 109+
		ABOVE TYPICAL ★★★★★	103 - 98 - 108
		TYPICAL ★★★☆☆	93 - 88 - 97
		BELOW TYPICAL ★☆☆☆☆	83 - 79 - 87
		WELL BELOW TYPICAL ★☆☆☆☆	78 - 0 - 78

Above Typical Progress is generally both attainable and ambitious.

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DIBELSnet® Pathways of Progress™ Goal Setting Utility

Tabitha

DORF Words Correct	Beg of Year Score	Pathways of Progress	End of Year Student Goal
65	65	★★★★★	108
		WELL ABOVE TYPICAL ★★★★★	109 - 109+
		ABOVE TYPICAL ★★★★★	103 - 98 - 108
		TYPICAL ★★★☆☆	93 - 88 - 97
		BELOW TYPICAL ★☆☆☆☆	83 - 79 - 87
		WELL BELOW TYPICAL ★☆☆☆☆	78 - 0 - 78
DORF Accuracy	96	★★★★★	97
Retell	14	★★★★★	45
Daze	6	★★★★★	20
DCS	205	★★★★★	374

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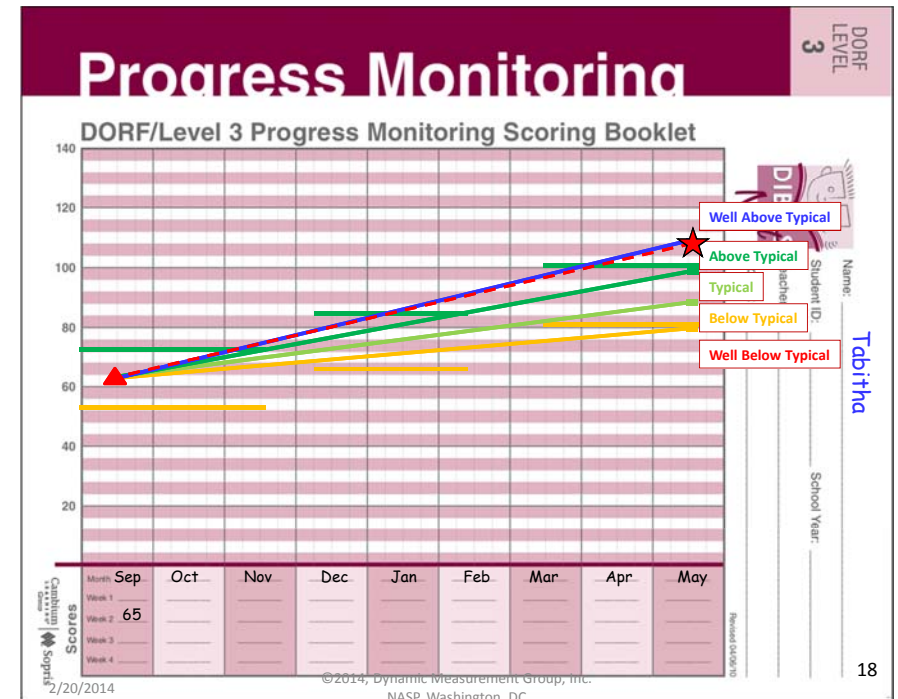
Third Grade Case Example: Tabitha Likely to Need Strategic Support

• Tabitha's Initial Skills in Third Grade, Beginning of Year

- 205 DIBELS Composite Score
- 65 DORF Words Correct
- 96% DORF Accuracy
- 14 DORF Retell
- 1 Retell Quality of Response
- 6 Daze Adjusted Score

Tabitha's End of Year Goal:

By the end of the year, Tabitha will read grade-level text orally at a rate of 108 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 45 words about the passage. She will read grade-level text silently for meaning with at least 20 Daze adjusted score.



DIBELSnet® Pathways of Progress™ Goal Setting Utility

Measure	Begin of Year Score	Pathways of Progress	End of Year Student Goal
DORF Words Correct	65	★★★★☆	95
		WELL ABOVE TYPICAL ★★★★★	100 - 100+
		ABOVE TYPICAL ★★★★☆	95 - 99
		TYPICAL ★★★☆☆	81 - 89
		BELOW TYPICAL ★★☆☆☆	71 - 80
		WELL BELOW TYPICAL ★☆☆☆☆	0 - 70
DORF Accuracy	86	★★★★☆	96
Retell	42	★★★★☆	42
Daze	3	★★★★☆	19
DCS	169	★★★★☆	343

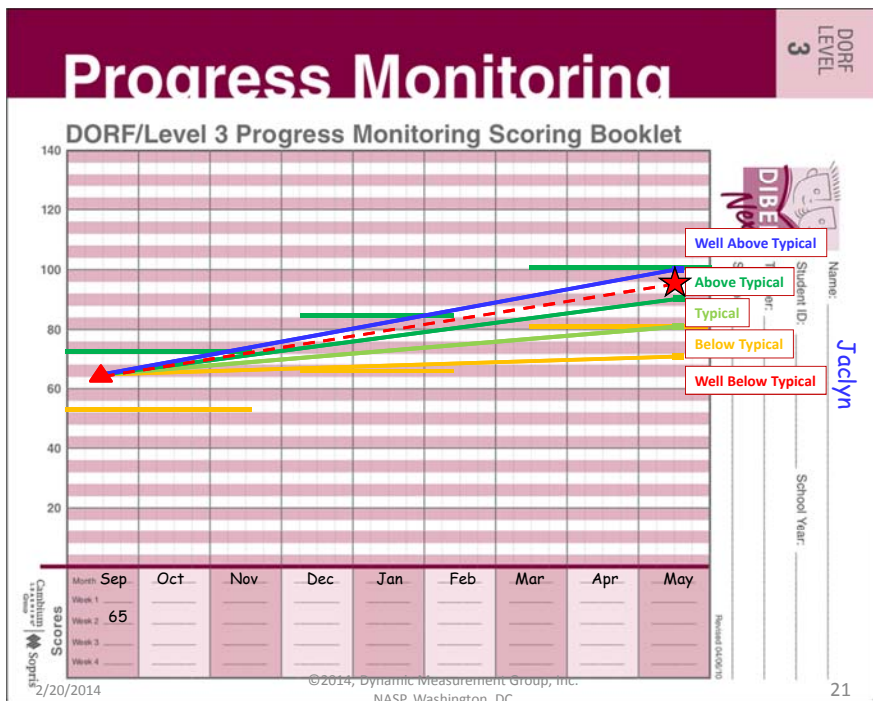
Third Grade Case Example: Jaclyn Likely to Need Intensive Support

• Jaclyn's Initial Skills in Third Grade, Beginning of Year

- 169 DIBELS Composite Score
- 65 DORF Words Correct
- 86% DORF Accuracy
- 42 DORF Retell
- 3 Retell Quality of Response
- 3 Daze Adjusted Score

Jaclyn's End of Year Goal:

By the end of the year, Jaclyn will read grade-level text orally at a rate of 95 or more words correct per minute, with at least 96% accuracy, and be able to talk about what she has read with at least 42 words about the passage. She will read grade-level text silently for meaning with at least 19 Daze adjusted score.



DIBELSnet® Pathways of Progress™ Goal Setting Utility

Rene'

DORF Words Correct	Beg of Year Score	Pathways of Progress	End of Year Student Goal
65	65	★★★★☆	121
		WELL ABOVE TYPICAL ★★★★★	128 - 128+
		ABOVE TYPICAL ★★★★★☆	121 - 115 - 127
		TYPICAL ★★★☆☆	111 - 107 - 114
		BELOW TYPICAL ★★☆☆☆	101 - 96 - 106
		WELL BELOW TYPICAL ★☆☆☆☆	95 - 0 - 95
DORF Accuracy	96	★★★★☆	97
Retell	36	★★★★☆	51
Daze	11	★★★★☆	24
DCS	269	★★★★☆	415

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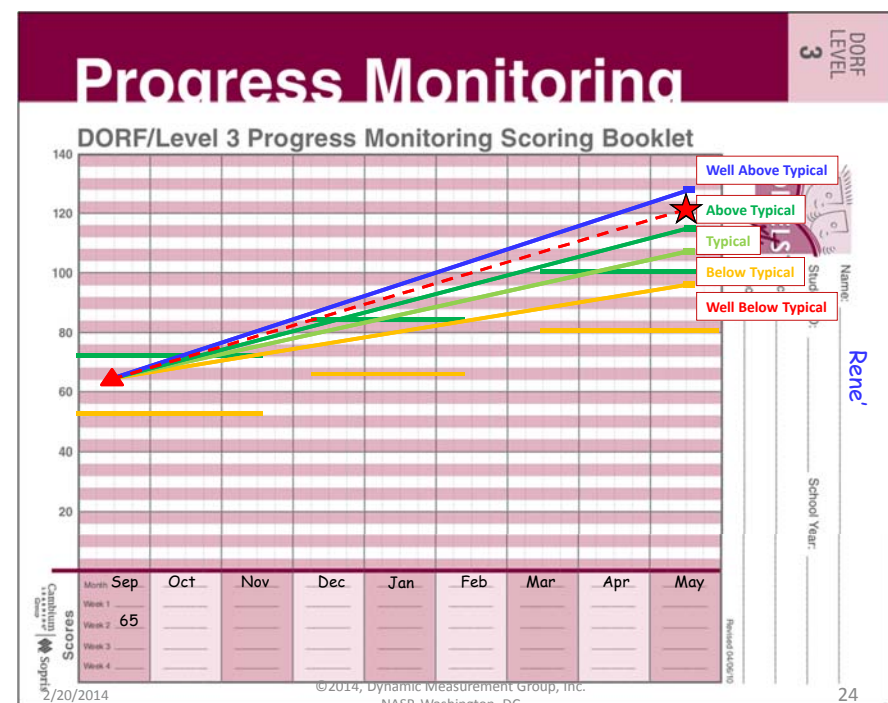
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Third Grade Case Example: Rene' Likely to Need Core Support

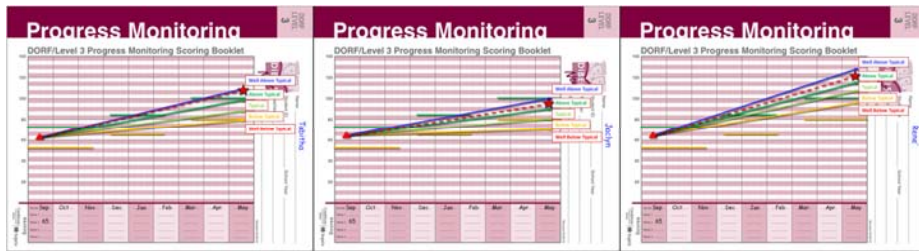
- Rene's Initial Skills in Third Grade, Beginning of Year
 - 269 DIBELS Composite Score
 - 65 DORF Words Correct
 - 96% DORF Accuracy
 - 36 DORF Retell
 - 2 Retell Quality of Response
 - 11 Daze Adjusted Score

Rene's End of Year Goal:

By the end of the year, Rene' will read grade-level text orally at a rate of 121 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 51 words about the passage. She will read grade-level text silently for meaning with at least 24 Daze adjusted score.



Pathways of Progress™ are based on DIBELS Next® Composite Score



- 3 students with the **same DIBELS ORF at BOY**
- **very different levels of overall reading proficiency** at BOY as indicated by the DIBELS Next Composite score.
- Pathways of Progress facilitates different end of year goals for DORF Words Correct, DORF Accuracy, DORF Retell, and Daze for Tabitha, Jaclyn, and Rene’.

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Pathways of Progress™ to Evaluate Progress in an Outcomes-Driven Model

Outcomes Driven Model Steps:

1. **Identify** need for support.
2. **Validate** need for support.
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5. **Review** outcomes.



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Guiding Principles

- Meaningful
 - Evaluations of progress linked to meaningful outcomes.
 - Empower educators to improve instructional effectiveness.
- Reliable
 - We want to be reasonably confident our decisions are not based on chance.
 - Desire more confidence for more important decisions.
- Normative context
 - Is progress below typical or well below typical?

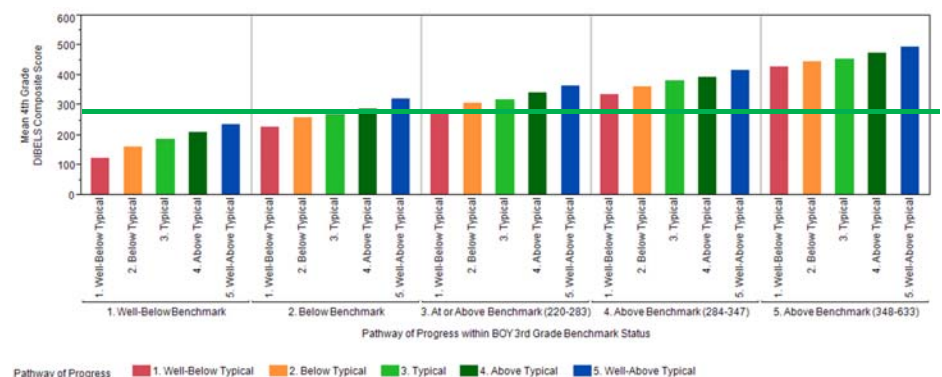
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Beginning of Year Skills Matter – Pathway of Progress Matters

Both beginning of third grade skills and pathway of progress in third grade impact student skills as they enter fourth grade.



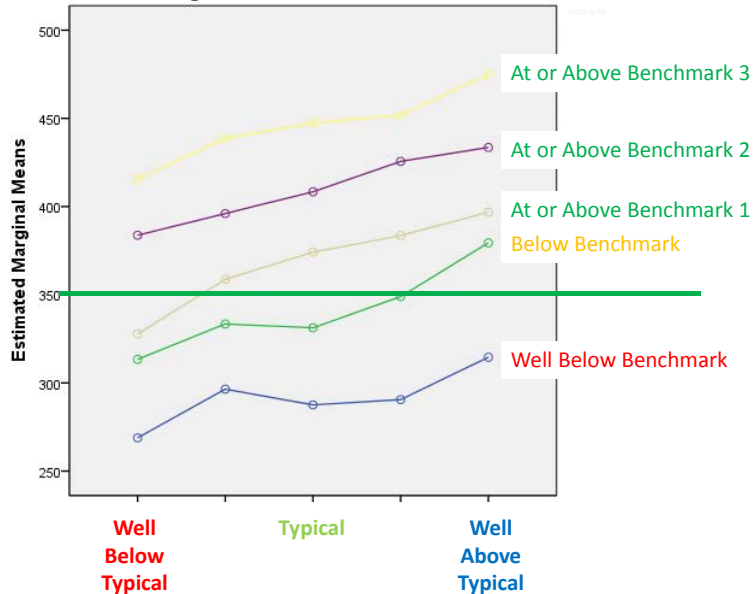
DIBELSnet Pathways of Progress Analysis. PCRC Presentation.

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Estimated Marginal Means of California Standards Test Grade 2 EOY



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Pathways of Progress™ Empowering Instruction - Grade 1

School: Hunters Creek Elementary
Grade: First Grade
Year: 2012-2013
Class: Burgess, A.

Pathways of Progress Classroom Report

DIBELSnet
DIBELS Next

Name	NWF Correct Letter Sounds			NWF Whole Words Read			DORF Words Correct			DORF Accuracy			DIBELS Composite Score		
	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Pathway
Adam	34	141	5	6	45	5	88	5	%	98%	3-5	115	277	★★★★★	
Brittany	29	80	4	1	23	4	60	3	%	98%	3-5	118	205	★★★★★	
Connor	40	77	2	7	26	3	51	1	%	73%	1	154	130	★	
Destiny	26	67	3	0	17	3	15	1	%	68%	1	113	58	★	
Ethan	22	136	5	0	43	5	84	5	%	99%	4-5	103	275	★★★★★	
Frances	23	139	5	0	46	5	61	4	%	95%	4-5	101	246	★★★★★	
Graham	17	127	5	0	40	5	51	4	%	98%	5	88	230	★★★★★	
Hillary	20	93	5	0	29	5	64	4	%	98%	4-5	95	221	★★★★★	
Isiah	12	58	3	0	17	3	12	1	%	67%	2	91	55	★	
Jordyn	22	52	3	1	15	3	10	1	%	67%	2	87	49	★	

Pathway of Progress compared to students with similar initial skills:
WELL ABOVE TYPICAL 5 ★★★★★
ABOVE TYPICAL 4 ★★★★★
TYPICAL 3 ★★★★★
BELOW TYPICAL 2 ★★
WELL BELOW TYPICAL 1 ★

In this classroom, progress in basic phonics skills is generally adequate (pathway 3 – 5).

Pathways of Progress™ Empowering Instruction - Grade 1

School: Hunters Creek Elementary
Grade: First Grade
Year: 2012-2013
Class: Burgess, A.

Pathways of Progress Classroom Report

DIBELSnet
DIBELS Next

Name	NWF Correct Letter Sounds			NWF Whole Words Read			DORF Words Correct			DORF Accuracy			DIBELS Composite Score		
	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Path	Beq. of Year	End of Year	Pathway
Adam	34	141	5	6	45	5	88	5	%	98%	3-5	115	277	★★★★★	
Brittany	29	80	4	1	23	4	60	3	%	98%	3-5	118	205	★★★★★	
Connor	40	77	2	7	26	3	51	1	%	73%	1	154	130	★	
Destiny	26	67	3	0	17	3	15	1	%	68%	1	113	58	★	
Ethan	22	136	5	0	43	5	84	5	%	99%	4-5	103	275	★★★★★	
Frances	23	139	5	0	46	5	61	4	%	95%	4-5	101	246	★★★★★	
Graham	17	127	5	0	40	5	51	4	%	98%	5	88	230	★★★★★	
Hillary	20	93	5	0	29	5	64	4	%	98%	4-5	95	221	★★★★★	
Isiah	12	58	3	0	17	3	12	1	%	67%	2	91	55	★	
Jordyn	22	52	3	1	15	3	10	1	%	67%	2	87	49	★	

Pathway of Progress compared to students with similar initial skills:
WELL ABOVE TYPICAL 5 ★★★★★
ABOVE TYPICAL 4 ★★★★★
TYPICAL 3 ★★★★★
BELOW TYPICAL 2 ★★
WELL BELOW TYPICAL 1 ★

Word reading and decoding of real words in connected text is a target of opportunity for 40% of the class.

Reliable Evaluations of Progress: Balancing Timeliness, Confidence, and Resources

- First, we need to be reasonably confident of the student's level of initial skills. (Validate Need for Support)
- For some instructional decisions, timeliness is paramount and we are willing to be less confident.
- For other, high stakes decisions, confidence is paramount and we are willing to be less timely and use more resources (i.e., assessment).
- For all decisions, resources are limited and we need to use them efficiently and effectively.

First, Validate Need for Support

Outcomes Driven Model Steps:

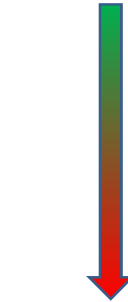
1. **Identify** need for support.
2. **Validate** need for support.
3. **Plan** and implement support.
4. **Evaluate** and modify support.
5. **Review** outcomes.

Retest with an alternate forms on different days under different conditions to be reasonably confident in the student's level of initial skills. The initial skills anchor the Pathways of Progress.



Balancing Timeliness, Confidence, Resources

Greater Timeliness, Less Resources



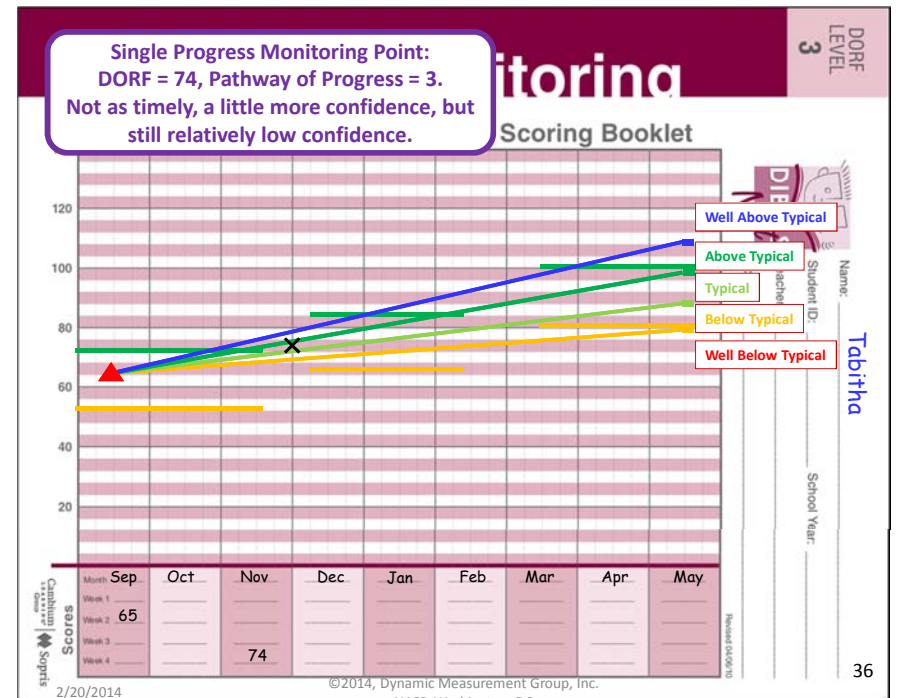
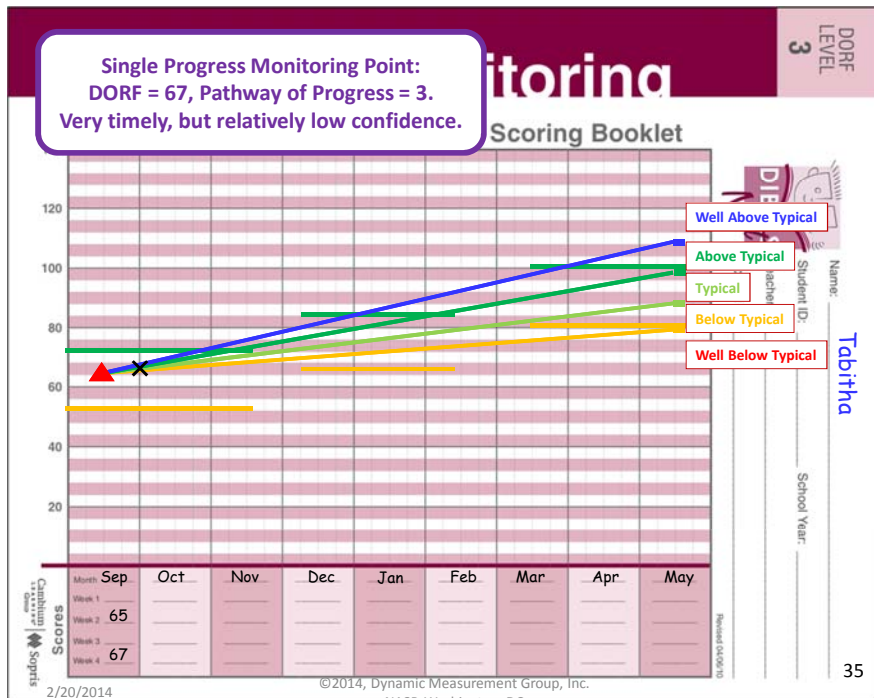
Less Timeliness & More Resources

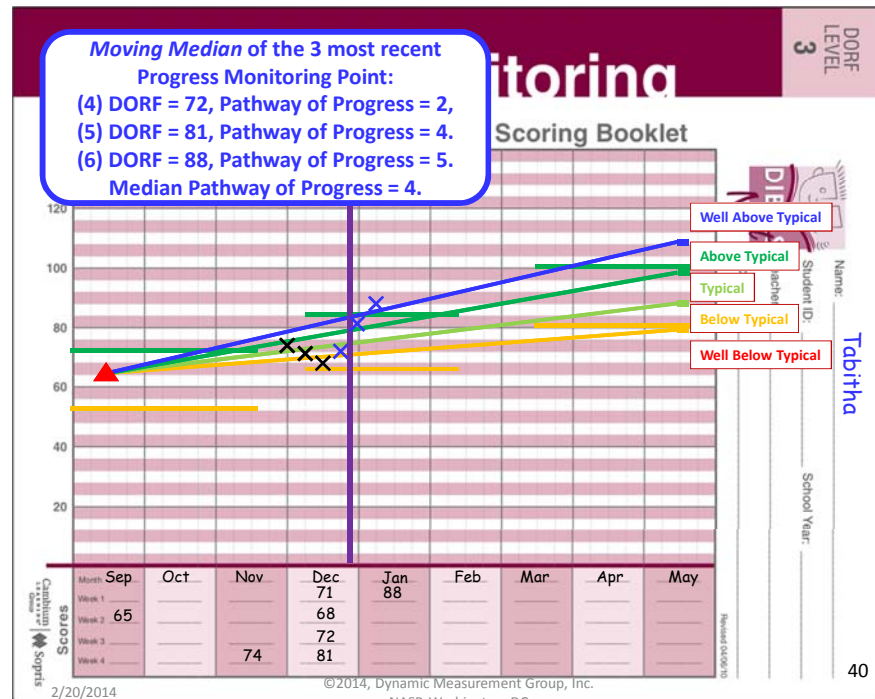
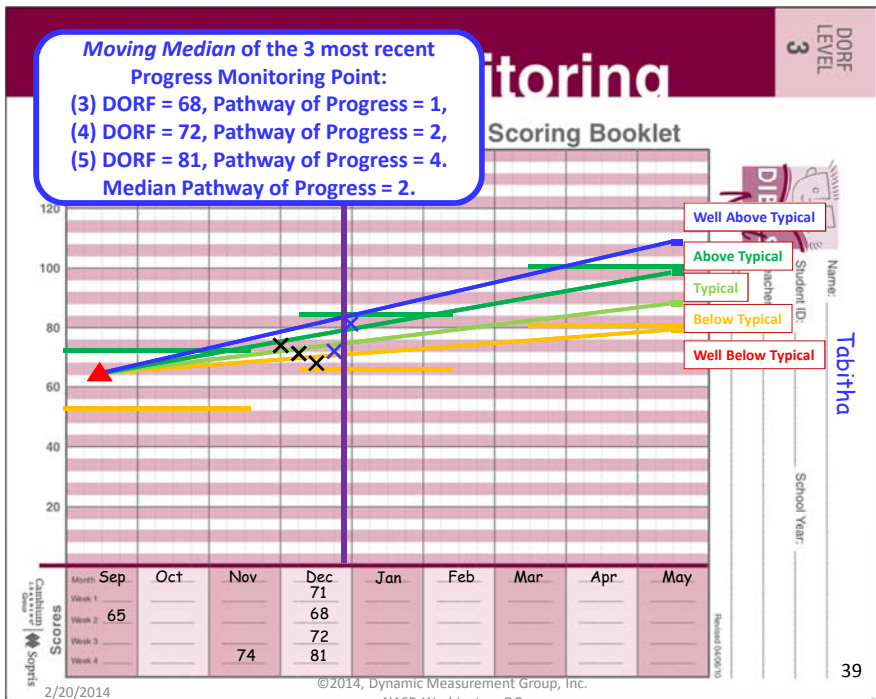
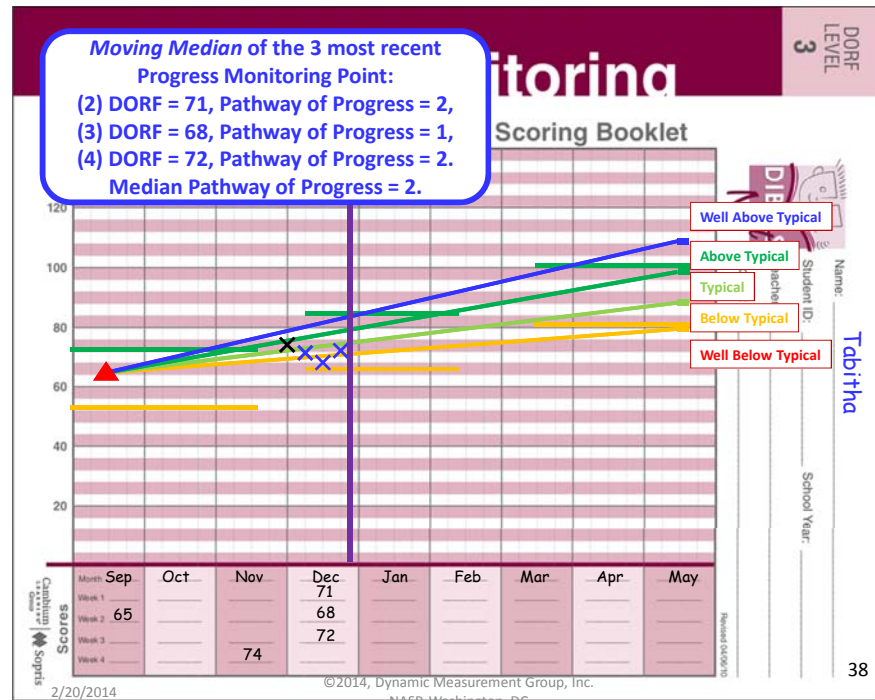
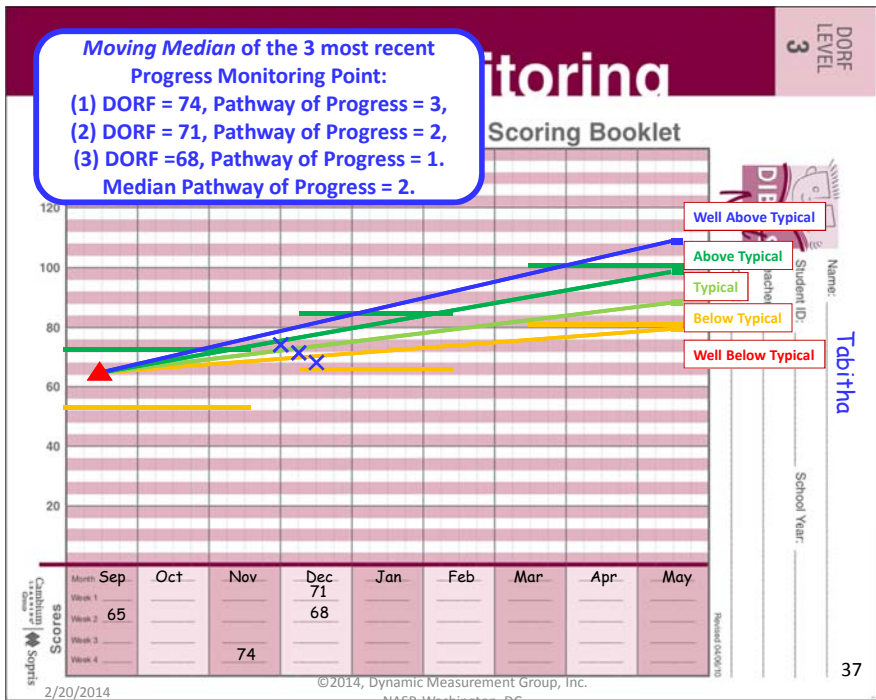
- Single progress monitoring point
- Moving median of 3 most recent progress monitoring points.
- Benchmark assessment – the median of 3 passages on one assessment.
- Multiple passages within a few days.

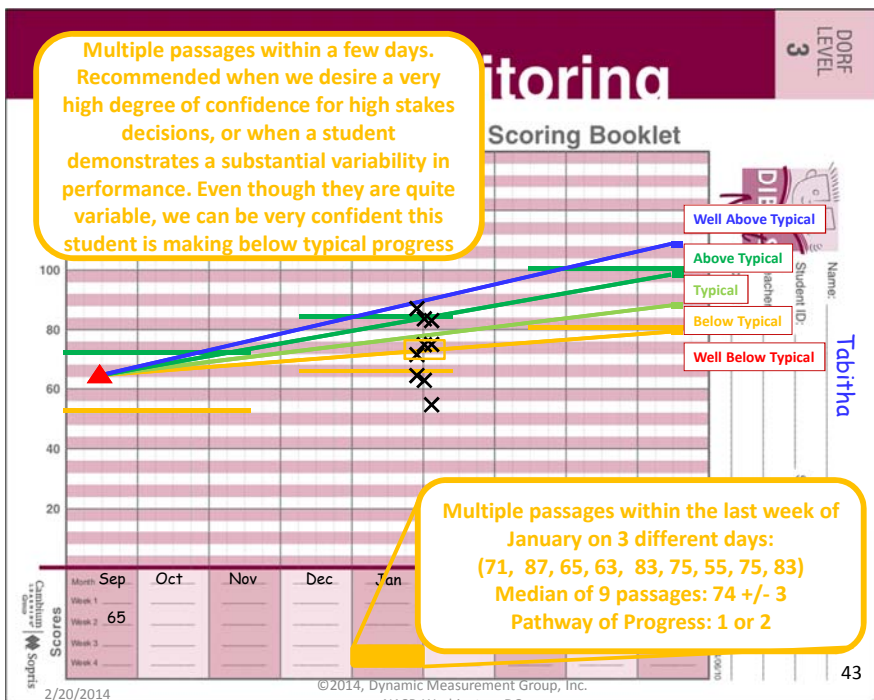
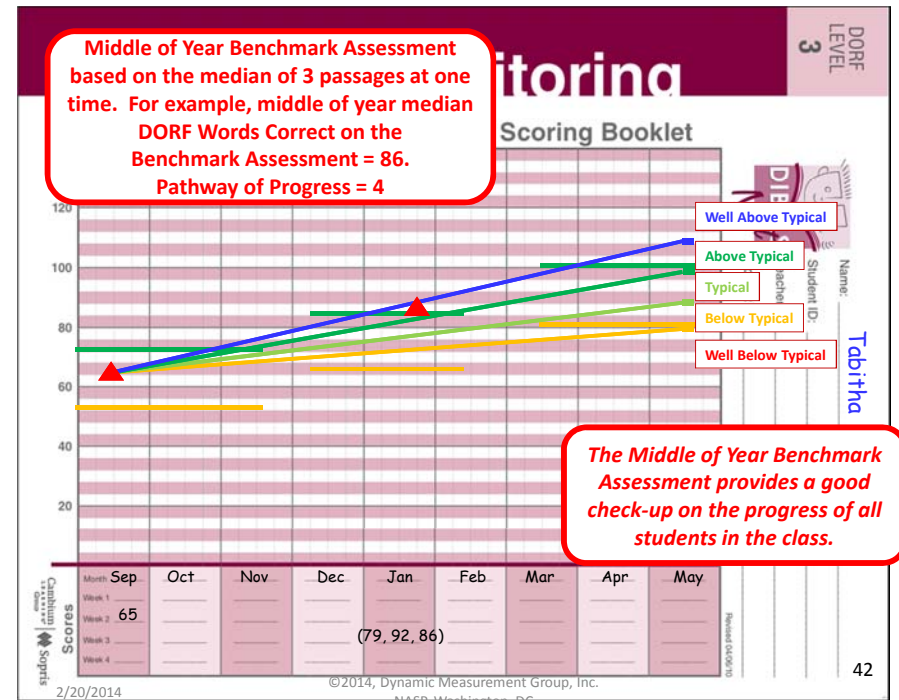
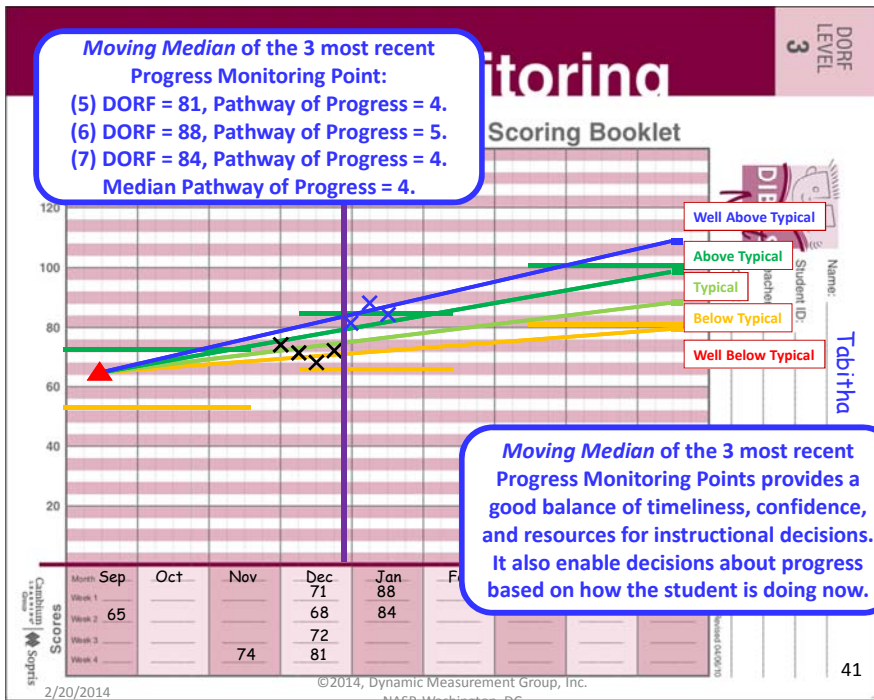
Less Confidence



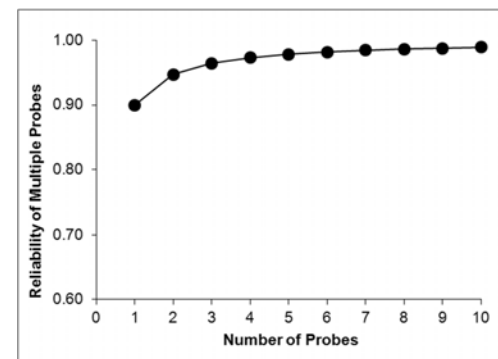
Greater Confidence







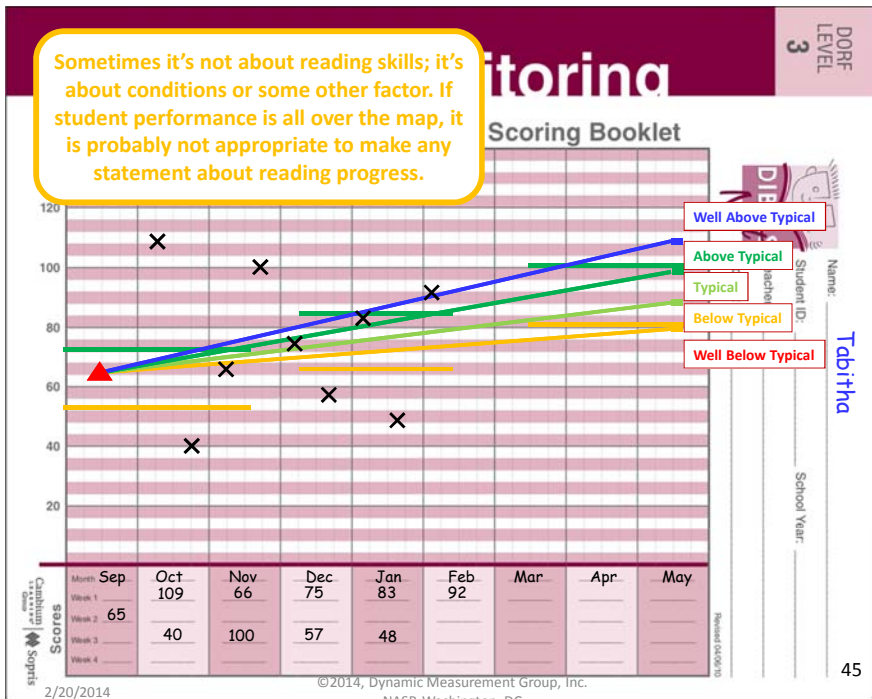
Reliability of Multiple Passages/Probes



- Reliability of the mean or median of multiple probes increases very quickly. With 9 probes, the reliability is .99.

Spearman-Brown Prophecy Formula

Nunnally, J. C. (1978). Psychometric theory. (2nd ed.). New York: McGraw-Hill.



Summary & Conclusion

- Pathways of Progress provides a tool to assist educators in: (a) setting an *ambitious, meaningful, attainable* student learning goals and an aim line for individual progress monitoring, and (b) evaluating the progress the student is displaying.
- Pathways of Progress clarifies what rate of progress is *typical, above typical, or well above typical*. Pathways of progress also informs educators when progress is *below typical* or *well-below typical*.
- Pathways of Progress provides a way to separate estimates of initial skills from decisions about progress, and provides a way to balance timeliness, confidence, and resources.