Pathways of Progress

January 16, 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
- Andrew Benesh, Amplify

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CO Early Literacy Assessment Tool

Objectives

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

- View Pathways of Progress data at MOY from the classroom and student level;
- Plan and lead data conversations using Pathways of Progress at MOY;
- Plan instructional next steps based on your MOY pathways of progress data.

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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.
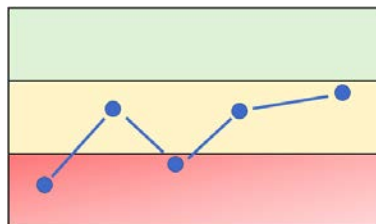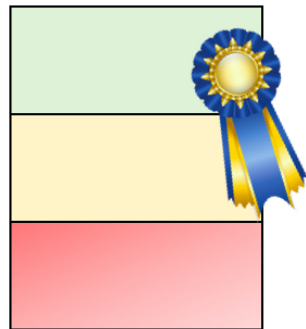
Pathways of Progress

- 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.
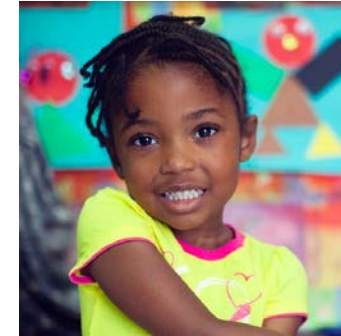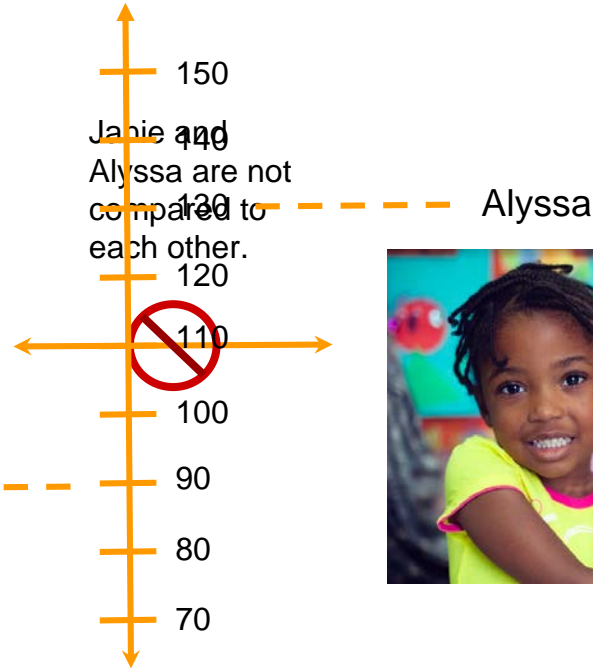
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Understanding Pathways of Progress

Growth comparisons are with students that begin at the same place

Janie is compared with other children that begin with a composite of 90.
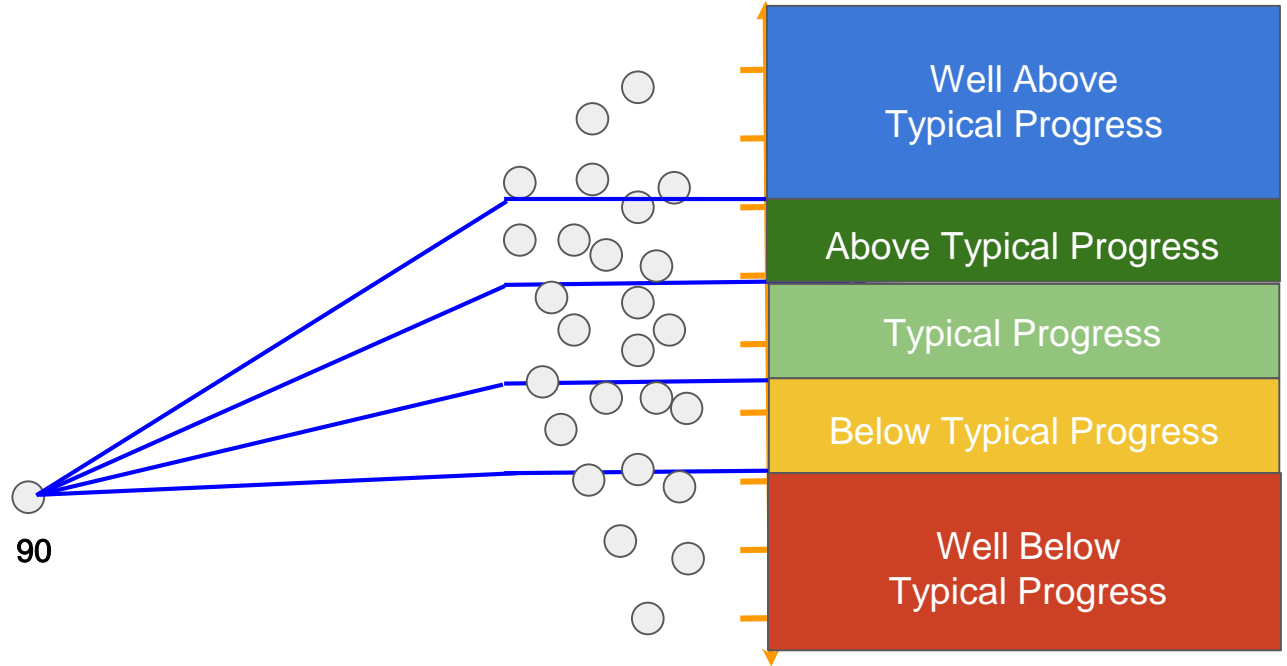
Janie and Alyssa are not compared to each other.

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

Alyssa

Janie

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.

Well Above Typical Progress

Above Typical Progress

Typical Progress

Below Typical Progress

Well Below Typical Progress

90

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Reviewing Progress towards Goals

<u>Accessing Data</u>

What data on the mCLASS platform is helpful to gauge progress towards goals?

<u>Current Instruction</u>

Is the current instruction moving students towards their goals as expected?

<u>Adjustments</u>

What adjustment in instruction should be made?

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Looking at the Class Summary from a Proficiency View

Class Summary at MOY without Pathways of Progress Turned On

Specific measure: achievement and goal for proficiency

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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 MOY**
- **Turn Pathways of Progress On**

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	Goal 21	Pathway
Banana, Bobbi	●	▼ Well Below	1	▼ Well Below	25	▼ Well Below	0	▼ Well Below
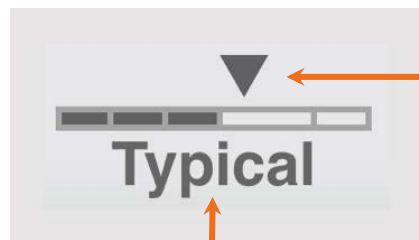
Goal set by teacher (Above Typical)

Pathway achieved by student (Typical)

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

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Tracking Growth Using Proficiency

Progress Monitoring: Proficiency
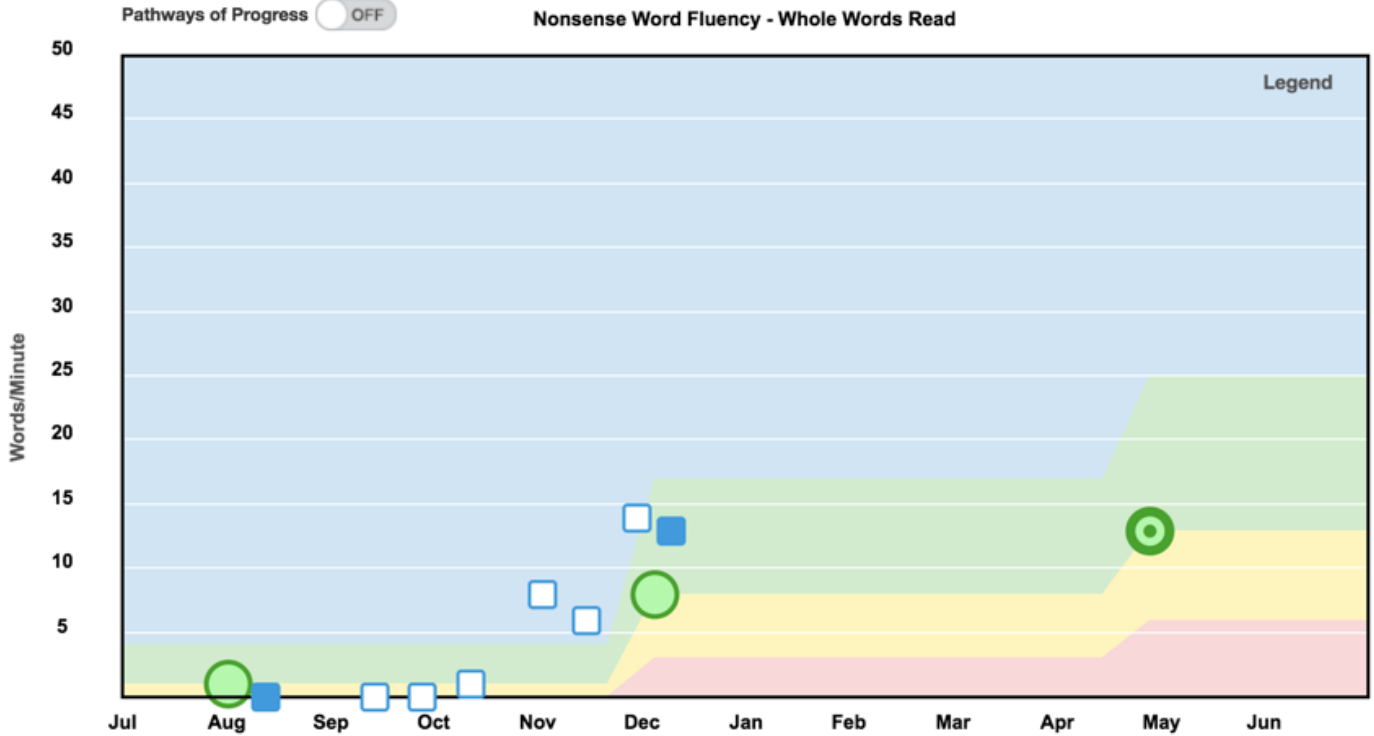
Tracking Growth using Pathways of Progress

Progress Monitoring: Growth

Progress Monitoring scores plotted against pathway goal.

Pathway Growth - Well Above Typical

Where Do I Start?

A graphic of the discussion process

Monitoring Pathways of Progress Growth

Review Classroom PoP Growth. Pick a student.

Is this student on track to meet his/her goal?

NO → Look at PM graphs with PoP turned on. Determine where instruction has been focused and if there has been progress on these skills.

YES → CELEBRATE and document successful instructional practices

Has this student been in intervention?

NO → Does the student need intervention or scaffolded support?

Intervention → Create a specific intervention plan that includes: Time, Materials, Intensity, Group Size

Scaffolded Support → Identify supports needed above and beyond universal/core instruction such as small group instruction

YES → Review elements of intervention that may need to be adjusted: Time, Materials, Intensity, Group Size

Should there be any instructional adjustments for second semester?

NO →

YES → Adjust Instruction: Time, Materials, Intensity, Group Size

Plan how you will monitor progress

Plan how you will monitor progress

Document and inform all stakeholders

Deliver instruction & monitor progress

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Is the student on track?

As a reminder, goals should be set at Above or Well Above Typical Progress for struggling students.

Monitoring Pathways of Progress Growth

Review Classroom PoP Growth. Pick a student.

Is this student on track to meet his/her goal?

NO — Look at PM graphs with PoP turned on. Determine where instruction has been focused and if there has been progress on these skills.

YES — CELEBRATE and document successful instructional practices

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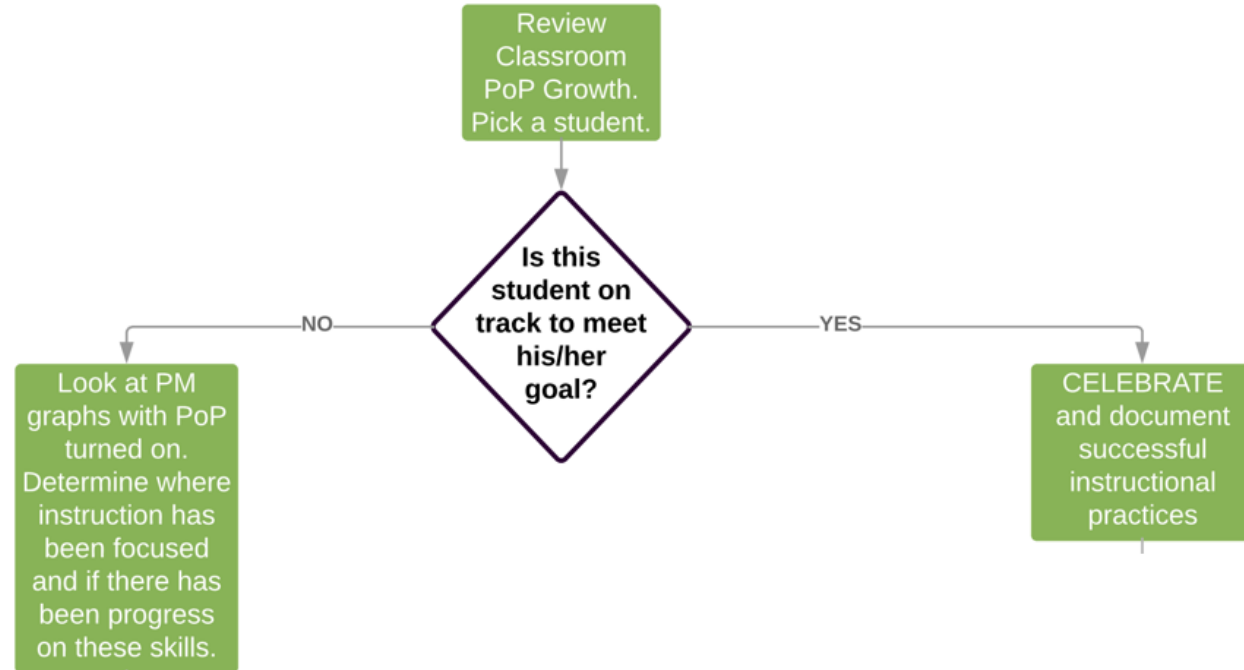
If the student is on track to meet their goal, determine if there should be any instructional adjustments made.

YES

CELEBRATE and document successful instructional practices

Should there be any instructional adjustments for second semester?

NO

YES

Adjust Instruction:
Time
Materials
Intensity
Group Size

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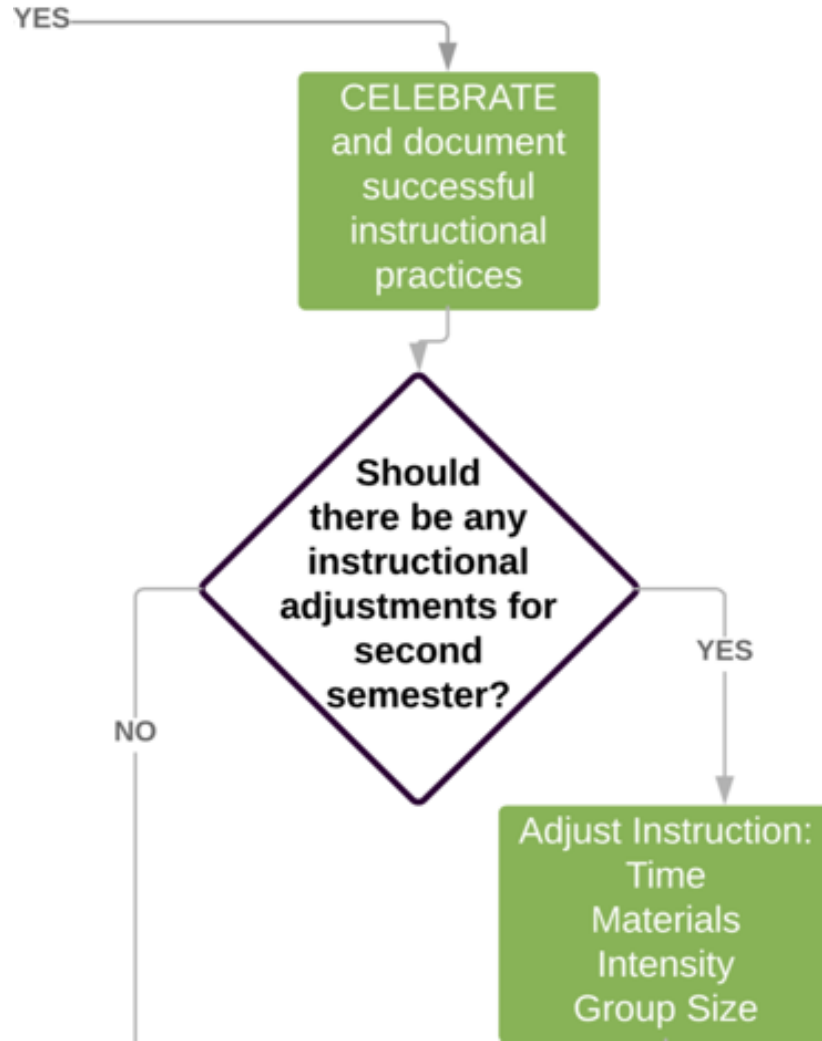
Determine how you will monitor the progress of the student.

It is important to monitor all students (not just students identified with a SRD).

CELEBRATE and document successful instructional practices

Should there be any instructional adjustments for second semester?

NO   YES

Adjust Instruction:
Time
Materials
Intensity
Group Size

Plan how you will monitor progress

Deliver instruction & monitor progress

Plan how you will monitor progress

Deliver instruction & monitor progress

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Is this student on track to meet his/her goal?

NO

Look at PM graphs with PoP turned on. Determine where instruction has been focused and if there has been progress on these skills.

Has this student been in intervention?

NO

YES

If the student is **not on track** to meet their goal, looking at their progress monitoring graphs (with Pathways of Progress view enabled) is the next step.

Determine if the student has been in intervention or not.

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Has this student been in intervention?

Review elements of intervention that may need to be adjusted:
Time
Materials
Intensity
Group Size

Plan how you will monitor progress

Document and inform all stakeholders
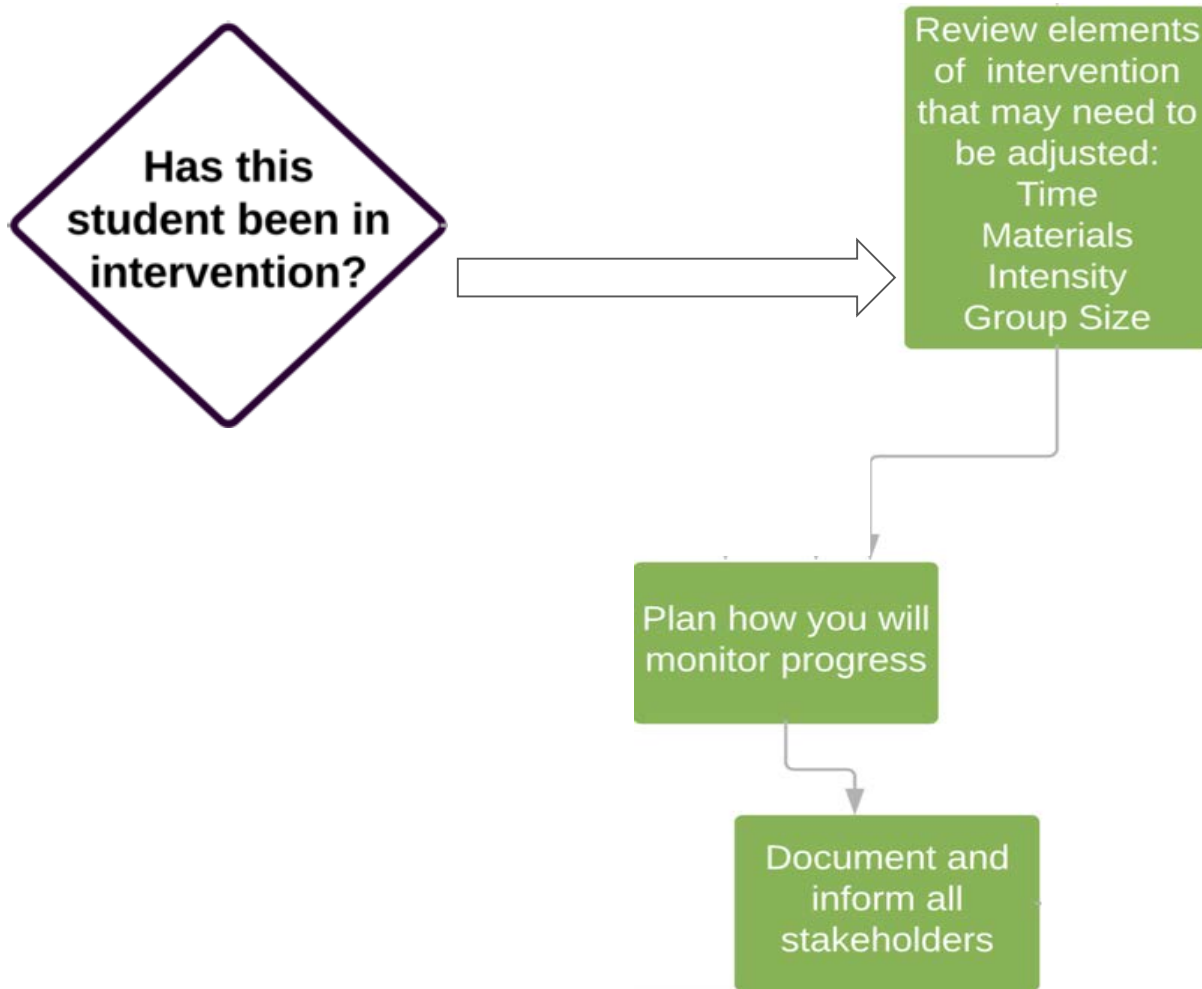
If the student has been in intervention, review the elements of intervention and make any needed changes.

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NO-

Has this student been in intervention?

Does the student need intervention or scaffolded support?

Intervention

Scaffolded Support

Create a specific intervention plan that includes:
Time
Materials
Intensity
Group Size

Identify supports needed above and beyond universal/core instruction such as small group instruction
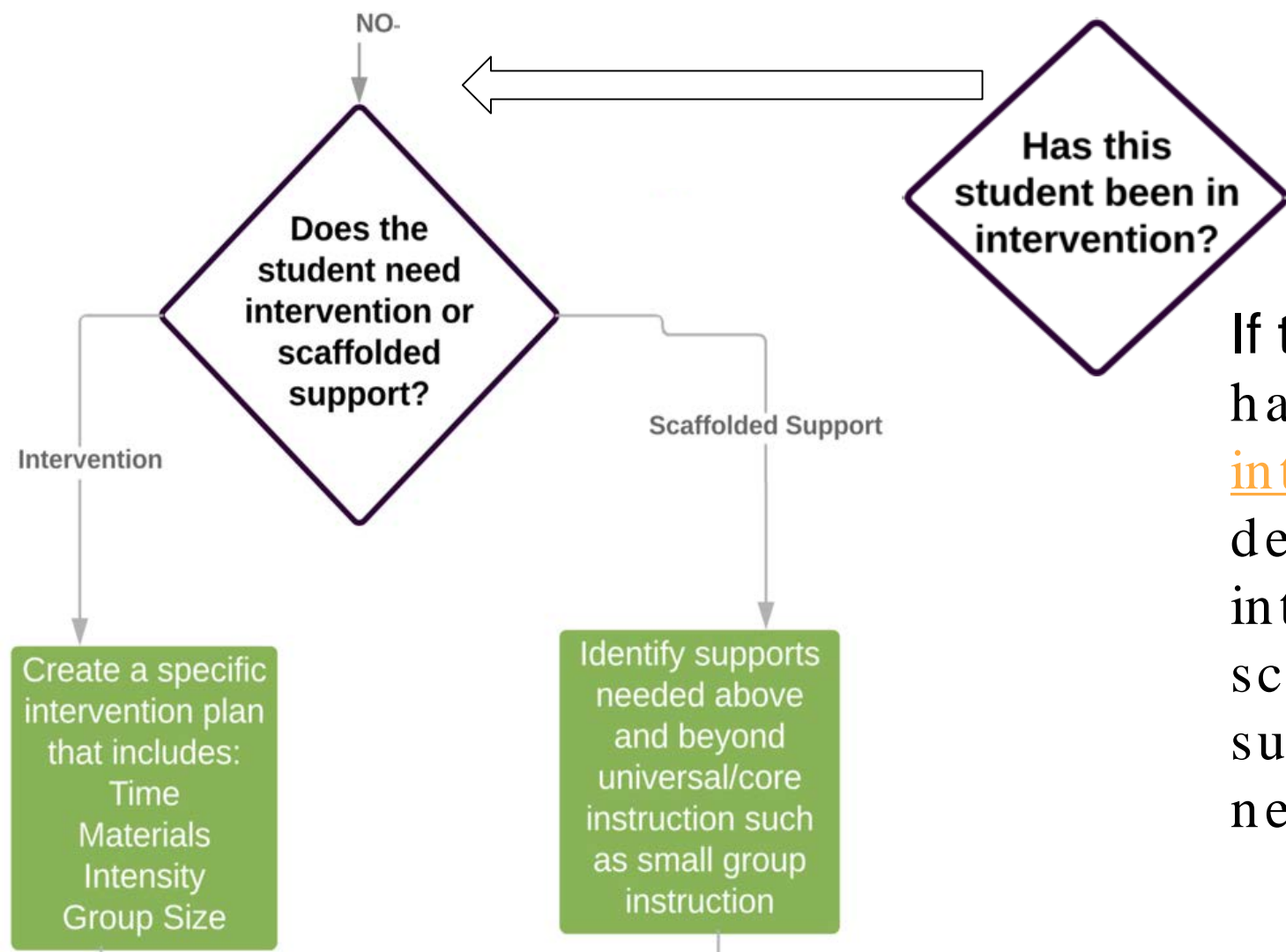
If the student has not been in intervention, determine if intervention or scaffolded support is needed.

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Plan how to monitor progress, document and then deliver instruction.

Plan how you will monitor progress

Document and inform all stakeholders

Deliver instruction & monitor progress

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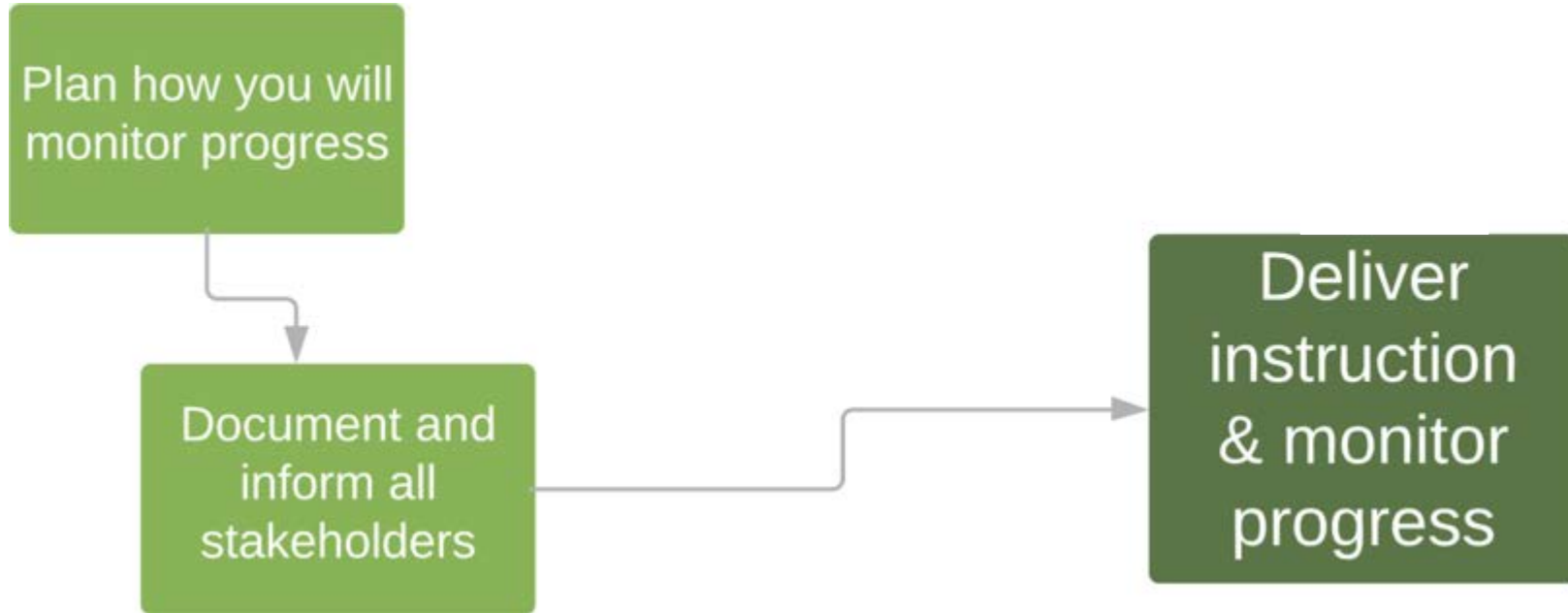
When we send the recording out, a copy of the flowchart will be provided.

Monitoring Pathways of Progress Growth
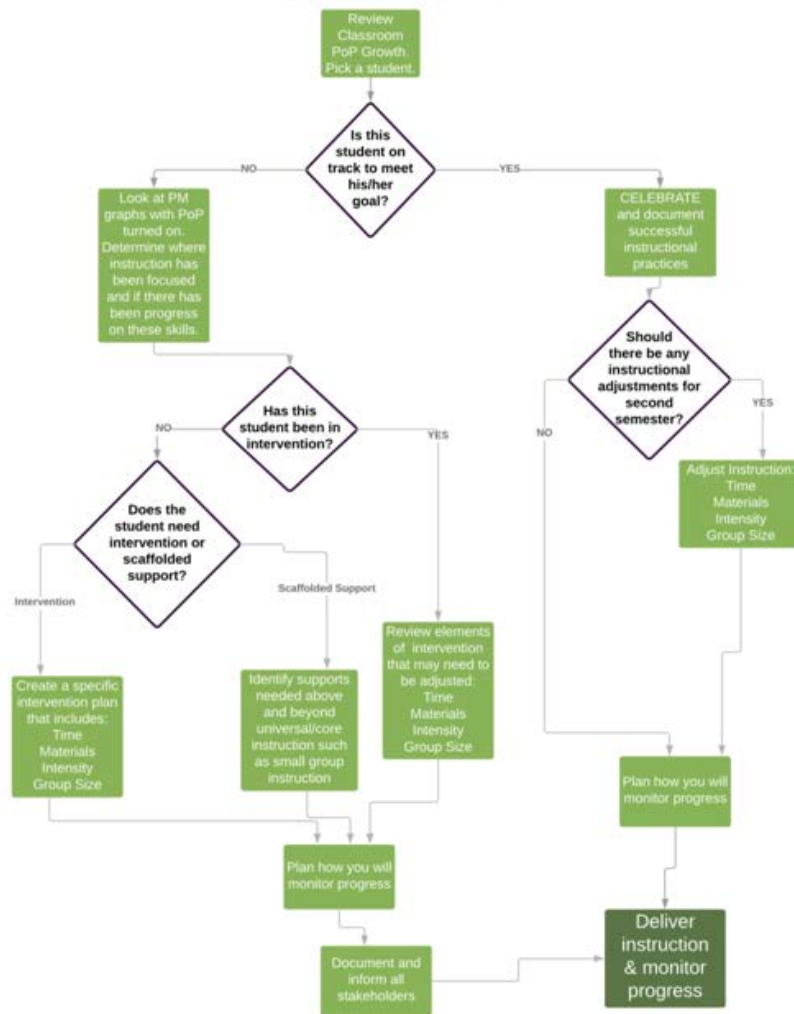
Review Classroom PoP Growth. Pick a student.

Is this student on track to meet his/her goal?

NO → Look at PM graphs with PoP turned on. Determine where instruction has been focused and if there has been progress on these skills.

YES → CELEBRATE and document successful instructional practices

Should there be any instructional adjustments for second semester?

NO

YES → Adjust Instruction: Time Materials Intensity Group Size

Has this student been in intervention?

NO → Does the student need intervention or scaffolded support?

YES → Review elements of intervention that may need to be adjusted: Time Materials Intensity Group Size

Intervention → Create a specific intervention plan that includes: Time Materials Intensity Group Size

Scaffolded Support → Identify supports needed above and beyond universal/core instruction such as small group instruction

Plan how you will monitor progress

Plan how you will monitor progress

Document and inform all stakeholders

Deliver instruction & monitor progress

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Next Steps

Plan data conversations around Pathways of Progress

- Create a timeline to have data discussions with teachers.
  - These should be as soon as possible after MOY

- Determine who needs to be included in the conversations.

- Review classroom and grade level growth with the team.

- Have teachers bring data for specific students they are concerned about.

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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