Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers

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Disclosure

Roland Good is a co-owner of Dynamic Measurement Group, Inc. (DMG). Kelly Powell-Smith and Stephanie Stollar are employees of DMG.

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Acadience Learning Assessments

**Acadience** Reading K-6. Screening & progress monitoring
**Acadience** Data Management
**Acadience** Math K-6. Screening & progress monitoring
**Acadience** Reading Pre-K: PELI
**Acadience** Reading 7-9: CARI
**Acadience** DIBELS Next Survey
**Acadience** Deep PA & WRD – Diagnostic Reading
**Acadience** Reading Diagnostic CFOL
**Acadience** RAN
**Acadience** Spelling K -1

The assessments remain the same.
Benchmark goals stay the same.
Scores are interpreted in the same way.
**Objectives**

Understand how to interpret and use Acadience Reading benchmark data to evaluate effectiveness of support

- **Systems level**
  - Overview Report
  - Effectiveness of Instructional Levels Reports
  - Classroom Pathways Report
  - Summative Growth Report

**Acadience Reading**

Acadience Reading is a set of **standardized, formative indicators** of the Basic Early Literacy Skills, designed for **universal screening** and **progress monitoring**, for the purpose of **preventing** reading failure and improving reading outcomes for all students K-6.

**Basic Early Literacy Skills Timeline**

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- **At/Above Benchmark**: Odds are generally 80% to 90%
  - **Above Benchmark**: Odds are generally 90% to 99%
  - **At Benchmark**: Odds are generally 70% to 85%
- **Below Benchmark**: Odds are generally 40% to 60%
- **Well Below Benchmark**: Odds are generally 10% to 20%
A System is A Level of Analysis Beyond the Individual Student

Community, Demographics, Social Values

Culture, Legislation

Student, Classroom, Grade Level, School, District, State

Acadience Reading is One Part of an Effective School-wide Literacy System

Acadience Reading K-6

Three Tiers of Support

Continuum of generally effective services of varying intensity to provide support for 100% of students to reach benchmark goals.

Percentages are approximate and a general guide for system-wide goal setting. Boundaries are not absolute and may represent a difference in intensity rather than program.

Outcomes Driven Model

Outcomes Driven Model Steps:
- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.

Acadience Reading Benchmark Assessment

Identify Need for Support

Validate Need for Support

Evaluate Effectiveness of Support

Implement Support

Acadience Reading Progress Monitoring
Evaluating Support at the Systems Level

The system is the context. An effective system of support is critical to effective implementation of Acadience Reading.

Key Actions to take:
1. Set system-wide goals for each grade level.
2. Have a system-wide plan for providing support to meet student needs.
3. If a large proportion of students are not making adequate progress, consider making a change in support at the systems level.

Overview Report
Delight Valley School–First Grade EOY

Let's take a closer look at each Tier of Instruction.

Effectiveness of Instructional Support Levels

- Provides details about the proportion of students at/above, below, and well below the benchmark at MOY or EOY by level of support
- District- or school-level report
  - School-level report
    - School level
    - Classroom level

Effectiveness of Core Support
Delight Valley School–First Grade MOY
How Effective Is Our Core Support?

A core system of support is effective if it:

- Meets the needs of **80%** of all students in the school
- Supports **95–100%** of students who score At/Above Benchmark to achieve the benchmark goal

Effectiveness of Core Support
Delight Valley School–First Grade MOY

How effective is our system of support for students who start the year scoring at benchmark?

- What proportion of students started first grade with scores at/above the benchmark on the Reading Composite Score (Likely to Need Core Support)?
  - How many students?

Effectiveness of Core Support
Delight Valley School–First Grade MOY

How effective is our system of support for students who start the year scoring at benchmark?

- Of the students who started first grade with scores at/above the benchmark (Likely to Need Core Support):
  - What proportion scored at/above the benchmark at MOY? How many?
  - Did any students scored below the benchmark at MOY? How many?
  - Did any students score well below the benchmark at MOY? How many?

How Effective Is Our Strategic Support?

A Strategic system of support is effective if it:

- Meets the needs of students in the school who will need more support than the core curriculum and instruction can provide
- Supports **80–100%** of students who score below benchmark to achieve the benchmark goal

How effective is our system of support for students who start the year scoring at benchmark?
Effectiveness of Strategic Support
Delight Valley School–First Grade MOY

How effective is our system of strategic support for students who start the year scoring below the benchmark?

What proportion of students started first grade with scores below the benchmark on the Reading Composite Score (Likely to Need Strategic Support)?

- How many students?

How effective is our system of strategic support for students who start the year scoring below the benchmark?

Effectiveness of Intensive Support
Delight Valley School–First Grade MOY

How effective is our system of intensive support for students who start the year scoring well below the benchmark?

How Effective Is Our Intensive Support?

An Intensive system of support is effective if it:

- Meets the needs of the 5% of students in the school who will need very intensive intervention to achieve literacy goals
- Supports 80–100% of students who score Well Below Benchmark to score Below Benchmark or At/Above Benchmark

Effectiveness of Intensive Support
Delight Valley School–First Grade MOY

What proportion of students started first grade with scores well below the benchmark on the Reading Composite Score (Likely to Need Intensive Support)?

- How many students?
Effectiveness of Intensive Support Delight Valley School—First Grade MOY

How effective is our system of intensive support for students who start the year scoring well below the benchmark?

<table>
<thead>
<tr>
<th>School-wide: Delight Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Year</strong></td>
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<tr>
<td>-----------------------</td>
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<tr>
<td><strong>Middle of Year</strong></td>
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</tbody>
</table>

Of the students who started first grade with scores well below the benchmark ( Likely to Need Intensive Support): What proportion scored at/above the benchmark at MOY? How many? Did any students score below the benchmark at MOY? How many? Did any students score well below the benchmark at MOY? How many?

Effectiveness of Instructional Support Levels by Class

- **Students who were identified as 'Likely to Need Core Support' at the beginning of the year:**
  - Name: Sebas
    - Student ID: 1200214/V1
    - Beginning: 158
    - Middle: 118
  - Name: Alistair
    - Student ID: 1200214/V1
    - Beginning: 158
    - Middle: 118

- **Students who were identified as 'Likely to Need Strategic Support' at the beginning of the year:**
  - Name: Sebastian
    - Student ID: 1200214/V1
    - Beginning: 158
    - Middle: 118
  - Name: Alistair
    - Student ID: 1200214/V1
    - Beginning: 158
    - Middle: 118

Sometimes Progress is More Nuanced

- **CRF Level 3 Scoring Booklet:**
  - Sebastian
  - Alistair

  Sebastian was above benchmark at the beginning of the year, and remained above benchmark at the end of the year, but did he really make adequate progress?

  Alistair was well below benchmark at the beginning of the year, and remained well below benchmark at the end of the year, but did he really make less than adequate progress?
Sometimes Progress is More Nuanced than Green to Green (or Red to Red)

Sebastian

With Pathways of Progress, it is clear that Sebastian made below typical progress compared to other students with the same level of initial reading skills.

Alistair

With Pathways of Progress, we can see that Alistair made well above typical progress compared to other students with the same level of initial reading skills.

Pathways of progress is a tool for:
(a) creating an individual student learning goal that is ambitious, meaningful, and attainable
(b) establishing an individual student learning goal that represents reading proficiency, including reading for meaning, at an adequate rate, with a high degree of accuracy
(c) evaluating the progress the student is making

Pathways of Progress™ Descriptors

Pathway 3, 4, or 5 may be adequate progress.

<table>
<thead>
<tr>
<th>Pathway Descriptor</th>
<th>Pathway Number</th>
<th>Progress Descriptor</th>
<th>Progress Percentile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★★★★★★★★</td>
<td>5</td>
<td>WELL ABOVE TYPICAL</td>
<td>80th percentile and above</td>
</tr>
<tr>
<td>★★★★★★★★★</td>
<td>4</td>
<td>ABOVE TYPICAL</td>
<td>60th to 79th percentile</td>
</tr>
<tr>
<td>★★★★★★★★★</td>
<td>3</td>
<td>TYPICAL</td>
<td>40th to 59th percentile</td>
</tr>
<tr>
<td>★★★★★★★★★</td>
<td>2</td>
<td>BELOW TYPICAL</td>
<td>20th to 39th percentile</td>
</tr>
<tr>
<td>★★★★★★★★★</td>
<td>1</td>
<td>WELL BELOW TYPICAL</td>
<td>Below 20th percentile</td>
</tr>
</tbody>
</table>

Definitely not adequate progress.

Progress Monitoring

With Pathways of Progress, we can see the progress made by Sebastian and Alistair over the course of a year.
As a classroom system, 41% of students are making below or well-below typical progress (Pathways 1 and 2).
Outcomes Driven Model

Outcomes Driven Model Steps:
- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.

Reviewing Systems-Level Outcomes

Review Outcomes: Systems-Level Decisions
Self evaluation as a reflecting professional or group of reflective professionals

Considered by ourselves.
“How are we doing? Have we met our goals?”
“How can we improve outcomes?”
“What are our targets of opportunity?”

Opportunities for Systems-Level Improvements: professional development, curriculum focus, instructional design, group planning, resource allocation adjustments, etc.

Effectiveness Of Instructional Support
Delight Valley School–First Grade EOY

How effective is our system of support (each Tier)? How is our school doing compared to the district?

What About Edwards' Class?

Acadience Reading Benchmark Assessment
Middle of Year to End of Year

Acadience Reading Progress Monitoring

Effectiveness Of Instructional Support Levels
Middle of Year to End of Year

| Students who were identified as 'Likely to Need Core Support' in the middle of the year. |
|---------------|-----------------|-----------------|-----------------|-----------------|
| Name          | Student ID      | Middle Year    | End of Year    |
|               |                 | Reading        | Reading        |
|               |                 | Composite Score| Composite Score|
|               |                 | NWF Correct    | Letter Sounds  |
|               |                 | NWF Whole Words| Reading Words  |
|               |                 | ORF Words      | Correct        |
|               |                 |                |                |
| Darla Becker  | 13852014V1      | 195            | 202            |
| Willie Boyd   | 13752014V1      | 301            | 283            |
| Nathan Cruz   | 13702014V1      | 269            | 262            |
| Angel Lopez   | 13452014V1      | 247            | 290            |
| Vicki Phelps  | 13102014V1      | 218            | 222            |
| Herbert Simmons | 13802014V1    | 207            | 218            |
| Tyler Singleton | 13152014V1   | 215            | 229            |
| Alfred Walton  | 13652014V1      | 156            | 172            |
| Abel Warner   | 13202014V1      | 195            | 187            |

9 of 9 students stayed at/above benchmark
2 of 2 students reduced risk and are now on track
3 of 5 students had reduced risk
In addition to providing a framework for evaluating the progress of individual students, Pathways of Progress™ also provides a framework for evaluating the effectiveness of instructional support at the classroom or school level.

The percentage of students in each classroom that are making typical, above typical, or well above typical progress can be determined.

**Generally Effective instructional support:** Evaluative framework based on the percent of students whose progress is typical, above typical, or well above typical.
Sample Classroom Reading Progress Percentiles Grade 4 (2017–2018)

<table>
<thead>
<tr>
<th>Classroom Reading Progress Descriptor</th>
<th>Minimum Percent of Students Making Typical Progress or Better</th>
<th>Classroom Reading Progress Descriptor (Long Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Above Average</td>
<td>95.24%</td>
<td>Well Above Average Classroom Reading Progress</td>
</tr>
<tr>
<td>Above Average</td>
<td>81.25%</td>
<td>Above Average Classroom Reading Progress</td>
</tr>
<tr>
<td>Average</td>
<td>53.33%</td>
<td>Average Classroom Reading Progress</td>
</tr>
<tr>
<td>Below Average</td>
<td>29.51%</td>
<td>Below Average Classroom Reading Progress</td>
</tr>
<tr>
<td>Well Below Average</td>
<td>0.00%</td>
<td>Well Below Average Classroom Reading Progress</td>
</tr>
</tbody>
</table>

Note: A different Classroom Reading Progress Percentile table is created for each grade level.

Introductory text appears at the top of the report...

Classroom reading progress is one piece of data that informs a conversation about the effectiveness of the system of instruction at the classroom level, and it can be affected by many factors. In addition to teacher-related factors, classroom reading progress is impacted by factors related to the students, the school system, the home, and the community. If individual classrooms display Below or Well Below Average Reading Progress, it is important to consider factors that can be modified via additional resources or professional development to improve classroom reading progress in the future. If multiple classrooms in a grade or school display Below or Well Below Average Reading Progress, then it is also important to consider factors that can be improved at the systems level. Examples of teacher, student, system, home, and community factors that affect classroom reading progress include:

Teacher-related factors:
- Implementation fidelity of reading instruction
- Use of effective supplemental and Intervention reading materials
- classroom management
- instructional grouping
- instructional scope and sequence
- instructional time
- early identification and progress monitoring

Student-related factors:
- individual attendance
- individual behavioral concerns
- individual learning difficulties
- English Language learner status

Home and community factors:
- home support for academic skill development
- student mobility

Summative Growth Report
So, Gaidos had 20 students in their classroom. 13 students (65%) made typical progress or better.

In contrast, Hendon had 20 students in their kindergarten classroom. Only 9 students (45%) made typical progress or better.

The Gaidos classroom was at the 46th percentile of classroom reading progress. This means they did as well as or better than 46% of classrooms in the comparison group in supporting their students to make typical progress or better.

The Hendon classroom made Below Average Classroom Reading Progress compared to other kindergarten classrooms.
Reviewing Summative Growth Reports

We recommend educators use this information to identify **strengths** and **targets of opportunity** for grade levels and classrooms and to plan support for the following year.

Examine patterns within and across grades. Are there classrooms that are very different from others within a grade level? Consider:

- student-related issues (e.g., greater risk or other needs, degree of student transiency, absence rates)
- instructionally-related issues (e.g., amount of teaching experience at that grade level, instructional resources, use of effective instructional practices, choice of curriculum).

### Identifying Strengths and Targets of Opportunity

Overall, third and fourth grade appear to be areas of strength.

### Questions to Consider:

1. Differences in experience, curriculum, or approach?
2. Student differences or needs?
3. Differences in home and community support?
4. Are there targets of opportunity that are similar across classrooms?

I wonder what the Classroom Pathways of Progress report looks like for these classrooms.

### Key Points about Summative Growth Reports

The Summative Growth Report provides an index of classroom-level growth that is:

1. **Fair**
   - Progress is compared to other students with the **same initial skills**

2. **Accurate**
   - Assess reading for meaning at an **adequate rate** and with a **high degree of accuracy**

3. **Empowering**
   - Inform meaningful, ambitious, and attainable goals to know what students need to achieve by when
Key Points about Summative Growth Reports

- The Summative Growth Report is designed to provide an additional piece of information to support effective instruction and enhance student learning growth.
- Evaluations of effectiveness can be used to develop district-, school-, grade-, and classroom-level improvement plans.
- Evaluation results can help inform professional development and other resource allocation decisions for instructional personnel and school administrators.

Summary: Evaluate Support at the Systems Level

The system is the context. An effective system of support is critical to effective implementation of Acadience Reading.

- Set system-wide goals for each grade level.
- Have a system-wide plan for providing support to meet student needs.
- If a large proportion of students are not making adequate progress, consider making a change in support at the systems level.

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