



How Much Growth is Enough?

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Additional information about ALI is available at <https://acadiencelearning.org/>.

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Improving Academic Success for Students and Schools

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Acadience Math
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Acadience Data Management
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The assessments remain the same.
Benchmark goals stay the same.
Scores are interpreted in the same way.

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Take-Away Big Ideas

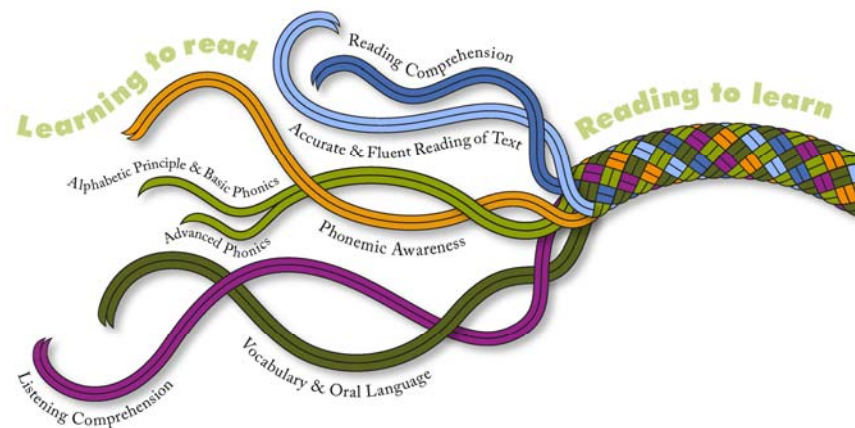
1. Adequate growth in all **essential reading and early literacy skills** is important.
2. Evaluation of growth should occur in the context of a decision-making model that emphasizes (a) **prevention**, (b) **early intervention**, and, when necessary, (c) remediation.
3. Growth in ORF Words Correct not enough, we need growth in **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**.
4. Adequate growth is **meaningful**: it improves outcomes and reduces risk for students.
5. Adequate growth is appropriately **ambitious** while still being **attainable**.
6. It's not enough to evaluate student growth, we must also **evaluate the instruction** the student is receiving.

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Essential Early Literacy Skills: Strands



Adapted from Scarborough, 2001 and Kame'uli, Simmons, Copps, & Hart, 2003

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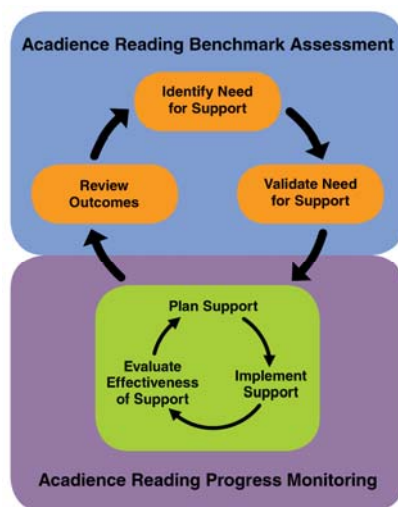
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Assessing Growth in Essential Early Literacy and Reading Skills with Acadience Reading

Essential Early Literacy and Reading Skill	Acadience Reading K-6 Measure
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)
Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF) - Correct Letter Sounds - Whole Words Read
Advanced Phonics and Word Attack Skills	Oral Reading Fluency (ORF) - Accuracy
Accurate and Fluent Reading of Connected Text	Oral Reading Fluency (ORF) - Words Correct - Accuracy
Reading Comprehension	Oral Reading Fluency (ORF) - Words Correct - Retell Maze Reading Composite Score

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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.

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Key Steps in Prevention and Early Intervention

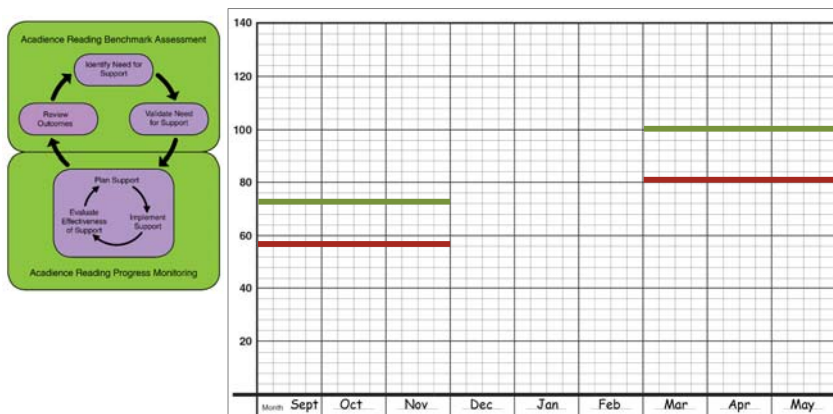
- ▶ Identify students who need support **early**.
- ▶ Focus **instruction** on **essential reading and early literacy skills**.
- ▶ Focus assessment on **indicators** of important **essential outcomes**.
- ▶ **Use** assessment information to **impact instruction** to **improve outcomes** for students.
 - * Benchmark goals
 - * Individual student learning goals
 - * Monitor progress
 - * Formative evaluation

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Outcomes-Driven Model in a Picture



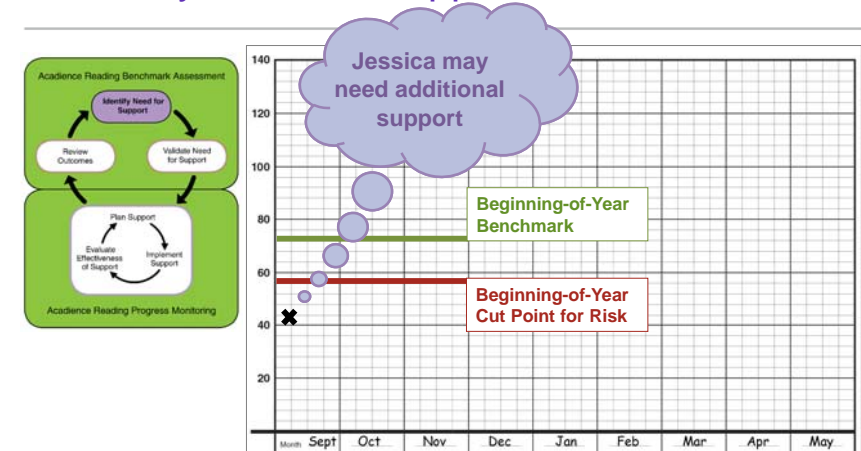
1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

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1. Identify Need for Support



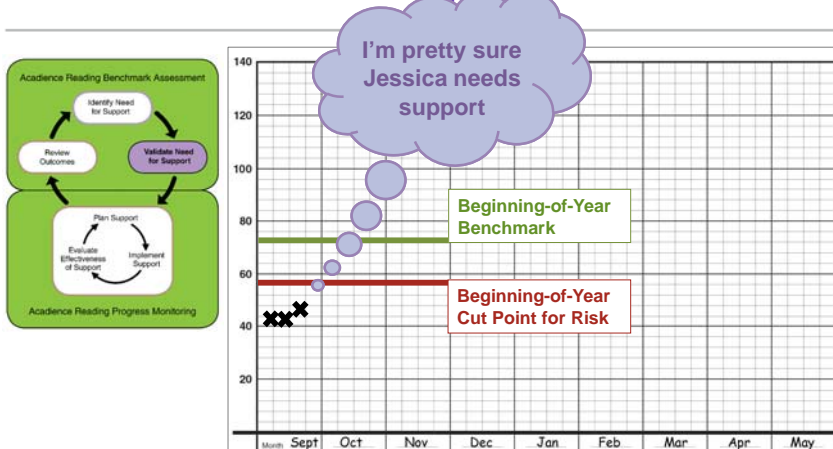
- ▶ Universal Screening
- ▶ Students who score above the benchmark goal are likely to achieve the end-of-year benchmark goals.
- ▶ Students who score below the cut point for risk are unlikely to achieve the end-of-year benchmark goal.

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2. Validate Need for Support



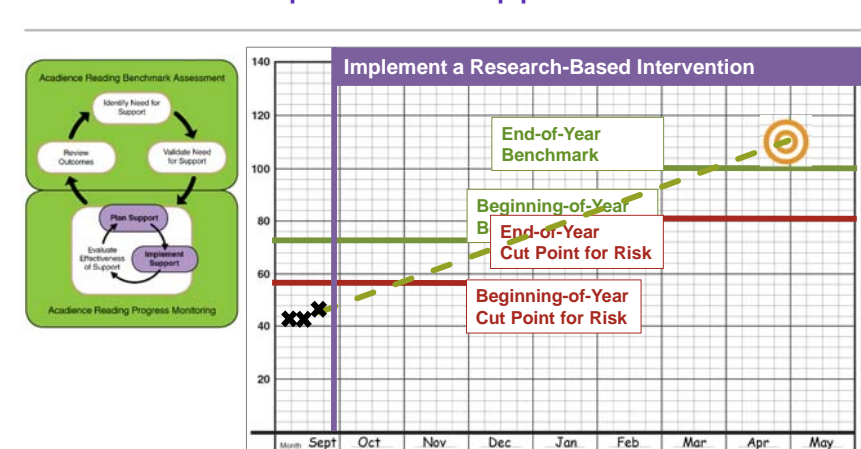
- ▶ Use repeated assessment or other information to validate need for support.
- ▶ A pattern of performance on repeated measures increases our confidence in educational decisions.

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3. Plan and Implement Support



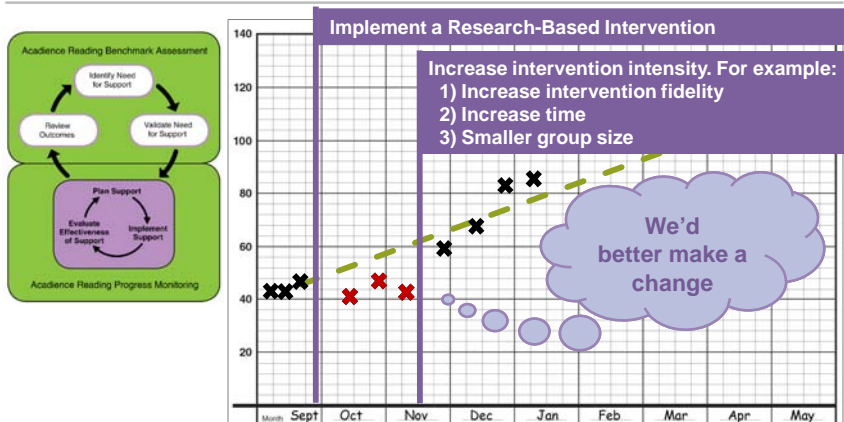
- ▶ First, establish a meaningful and ambitious goal.
- ▶ Second, establish an airline necessary to achieve goal.
- ▶ Third, select and implement targeted intervention.

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4. Evaluate and Modify Support



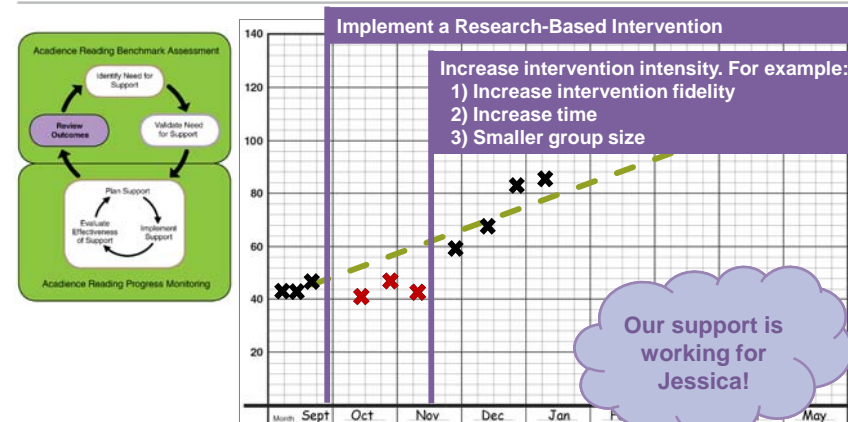
- ▶ Ongoing progress monitoring
- ▶ Three consecutive assessments below the aimline: Consider making a change in intervention

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5. Review Outcomes



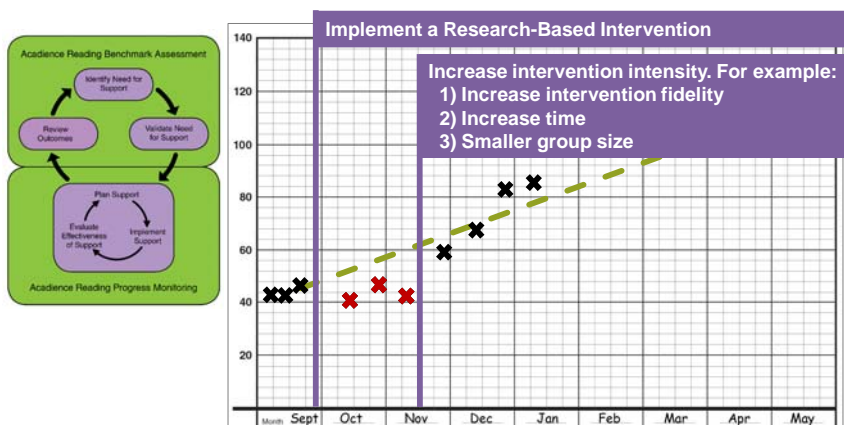
- ▶ Periodically review outcomes: How are we doing?
- ▶ Consider individual progress
- ▶ Consider systems-level group progress

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Outcomes Driven Model in a Picture



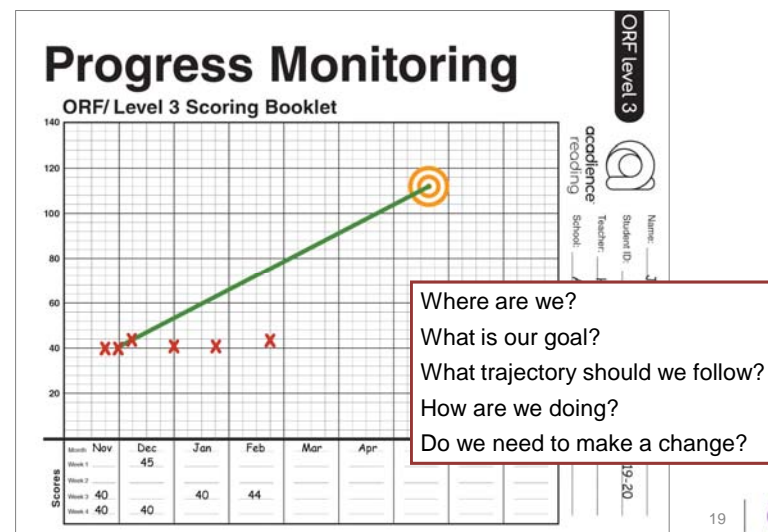
Building Futures by Changing Outcomes

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Acadience Reading Is Like a GPS for Educators. Changing Outcomes Is the Point.



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Take-Away Big Ideas

1. Adequate growth in all **essential reading and early literacy skills** is important.
2. Evaluation of growth should occur in the context of a decision-making model that emphasizes (a) **prevention**, (b) **early intervention**, and, when necessary, (c) remediation.
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6. It's not enough to evaluate student growth, we must also **evaluate the instruction** the student is receiving.

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's initial skills at the beginning of third grade:

205 Reading Composite
65 ORF Words Correct
96% ORF Accuracy
14 ORF Retell
1 Retell Quality of Resp.
Response
Maze 6

Tabitha's Initial Skills:

☐ **reading for meaning**
☐ **adequate rate**
☒ **high degree of accuracy**

We desire Tabitha to be a proficient reader who is

☒ **reading for meaning** at an
☒ **adequate rate** and with a
☒ **high degree of accuracy**.

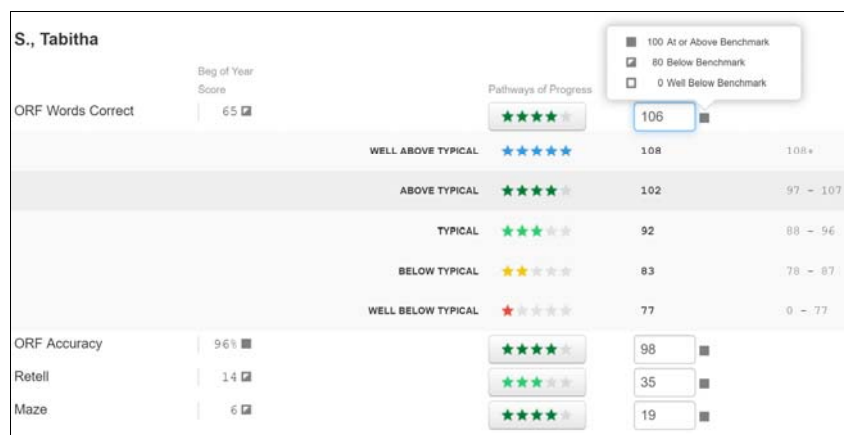
1. Establish an end-of-year goal for Tabitha that is
 - ▶ **meaningful**
 - ▶ **attainable**
 - ▶ **ambitious**
2. Evaluate Tabitha's progress toward her goal

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Acadience® Pathways of Progress™ Goal Setting Utility



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An Effective Individual Student Learning Goal is Meaningful, Ambitious, and Attainable

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Tabitha's Initial Skills:

☐ **reading for meaning**
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☒ **high degree of accuracy**

Establish a goal that is

- ▶ **meaningful**: Goals for *proficient reading* at or above benchmark or that reduce risk
- ▶ **ambitious**: above typical progress or well above typical progress are generally ambitious
- ▶ **attainable**: typical or above typical progress are generally attainable

23



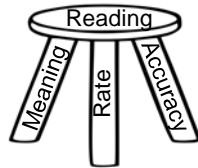
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Establishing Educationally Meaningful Goals for Reading Proficiency

A **meaningful goal** for students to become proficient readers requires: **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

The **Reading Composite Score** is the most important goal, with goals for all three

- ▶ **meaning**
- ▶ **rate**
- ▶ **accuracy**



In acquisition phase learning we may build accuracy first, but the long-term goal is balanced proficiency across all three reading skill areas.

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Common Core Reading Standards: Foundational Skills (K–5)

Grade 1 to 5 Students

Fluency

4. Read with sufficient **accuracy** and **fluency** to support **comprehension**.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use **context to confirm** or self-correct word recognition and **understanding**, rereading as necessary.

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A Goal for Reading Composite Score incorporates Meaning, Rate, and Accuracy

S., Tabitha				
	Beg of Year Score	Pathways of Progress	End of Year Student Goal	
ORF Words Correct	65	★★★★☆	106	
ORF Accuracy	96%	★★★★☆	98	
Retell	14	★★★☆☆	35	
Maze	6	★★★★☆	19	
RCS	205	Meaning ★★★★★	356	

In Acadience Reading, the **Reading Composite Score** is the best measure of overall reading proficiency incorporating reading for meaning, at an adequate rate, with a high degree of accuracy.

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A Meaningful Goal Addresses Meaning, Rate, and Accuracy

S., Tabitha				
	Beg of Year Score		Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	Meaning	★★★★☆	106
ORF Accuracy	96%		★★★★☆	98
Retell	14	Meaning	★★★☆☆	35
Maze	6	Meaning	★★★★☆	19
RCS	205	Meaning	★★★★☆	356

Acadience Reading triangulates on reading for meaning with oral reading, silent reading, and fluency. ORF Words Correct is a very good measure of reading comprehension. The **Reading Composite Score** is the best measure of reading comprehension and overall reading proficiency.

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A Meaningful Goal Addresses Meaning, **Rate**, and Accuracy

S., Tabitha			
	Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	★★★★★	106
ORF Accuracy	96%	★★★★★	98
Retell	14	★★★★★	35
Maze	6	★★★★★	19
RCS	205	★★★★★	356

The goal is an adequate reading rate for the student to be reading for meaning and not struggling at the word level in their reading.

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A Meaningful Goal Addresses Meaning, Rate, and **Accuracy**

S., Tabitha			
	Beg of Year Score	Pathways of Progress	End of Year Student Goal
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RCS	205	★★★★★	356

The level of accuracy in word reading and decoding is sometimes a surprise. By the middle of third grade, 95% accuracy in word reading is not adequate.

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Meaningful Goals Change the Future

- ▶ **Meaningful goals** improve important reading

Initial Status	Meaningful Student Learning Goal
Well Below Benchmark	Below Benchmark
Well Below Benchmark	At or Above Benchmark
Below Benchmark	At or Above Benchmark
At Benchmark	Above Benchmark

Audience: Reading Reminders



	Beginning			Middle			End			
Reading Composite Score	220-239	240-259	260-279	280-300	310-329	330-404	ORF Retell	20-32	28-38	30-45
ORF Words Correct	50-59	60-69	70-79	80-89	90-95	100-117	ORF Retell Quality	1-3	4-6	7-9
ORF Accuracy	85%-94%	95%-96%	97%-98%	98%-99%	99%-99%	99%-99%	Maze Adjusted Score	5-7	8-10	11-13

The benchmark goal is the number that is **bolded**



- **The Big Idea:** Meaningful goals increase the odds of achieving important literacy outcomes.

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Meaningful Goals Achieve Benchmarks and Improve Outcomes

S., Tabitha			
	Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	★★★★★	106
ORF Accuracy	96%	★★★★★	98
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Maze	6	★★★★★	19
RCS	205	★★★★★	356

With a Reading Composite Score goal of 356, Tabitha would move from the below benchmark status to **at or above benchmark**.

- If a student is below or well below benchmark, go for benchmark.
- If a student is just at benchmark (green zone), go for above benchmark (blue zone).

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An Effective Individual Student Learning Goal is Meaningful, **Ambitious**, and Attainable

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Tabitha's Initial Skills:

- ☐ **reading for meaning**
- ☐ **adequate rate**
- ☒ **high degree of accuracy**

Establish a goal that is

- ▶ **meaningful:** Goals for *proficient reading* at or above benchmark or that reduce risk
- ▶ **ambitious:** *above typical progress* or *well above typical progress* are generally ambitious
- ▶ **attainable:** typical or above typical progress are generally attainable

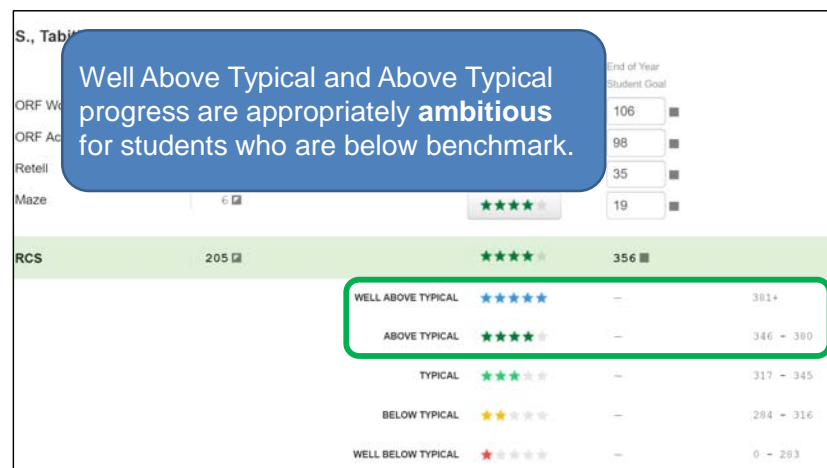
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Establishing Goals for Students who are **Below** or **Well Below** Benchmark

Well Above Typical and Above Typical progress are appropriately **ambitious** for students who are below benchmark.

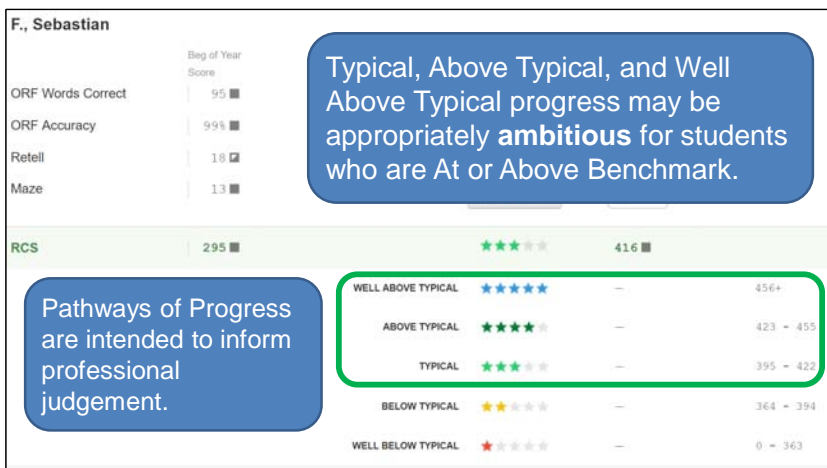


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Establishing Goals for Students who are **At or Above** Benchmark



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An Effective Individual Student Learning Goal is Meaningful, Ambitious, and **Attainable**

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Tabitha's Initial Skills:

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- ☐ **adequate rate**
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Establish a goal that is

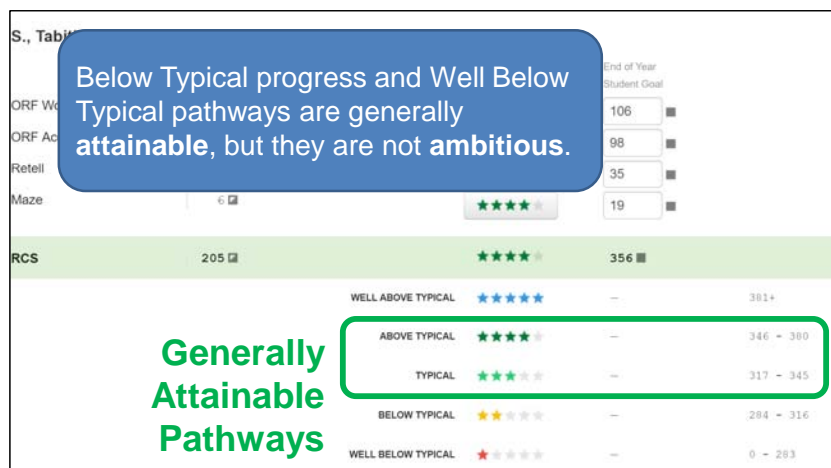
- ▶ **meaningful:** Goals for *proficient reading* at or above benchmark or that reduce risk
- ▶ **ambitious:** Because Tabitha is Below Benchmark at BOY, *above typical progress* or greater is appropriate
- ▶ **attainable:** typical or above typical progress are attainable

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Attainable Goals ones that are Achievable by Most Educators

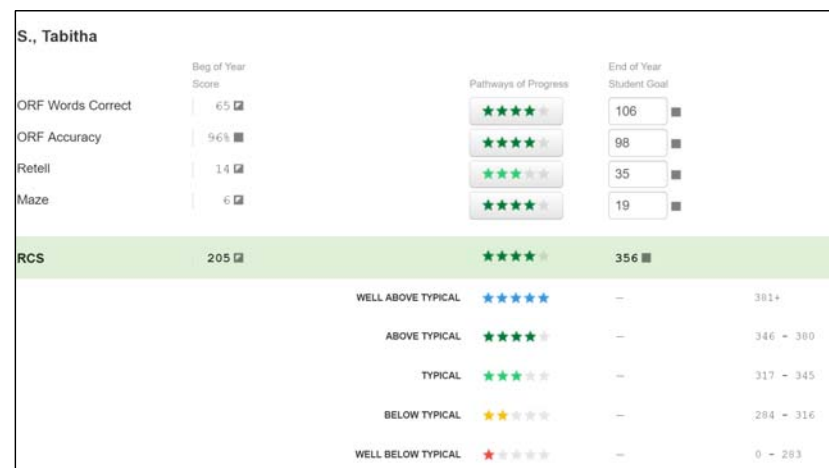


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Demo: Acadience Pathways of Progress™ Goal Setting Utility



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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's end-of-year Goal:

By the end of the year, Tabitha will read aloud a third-grade Acadience ORF passage at a rate of 106 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 35 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 19.

Meaningful Goal:

- Represents reading for meaning, at an adequate rate, with a high degree of accuracy.
- Tabitha achieves the benchmark goal

Ambitious Goal:

- Makes above typical progress

Attainable Goal:

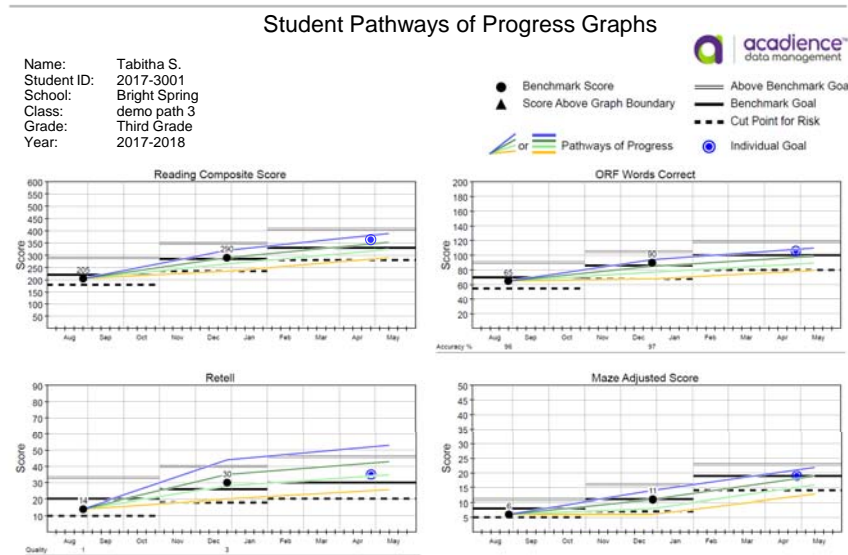
- Does not require well above typical progress

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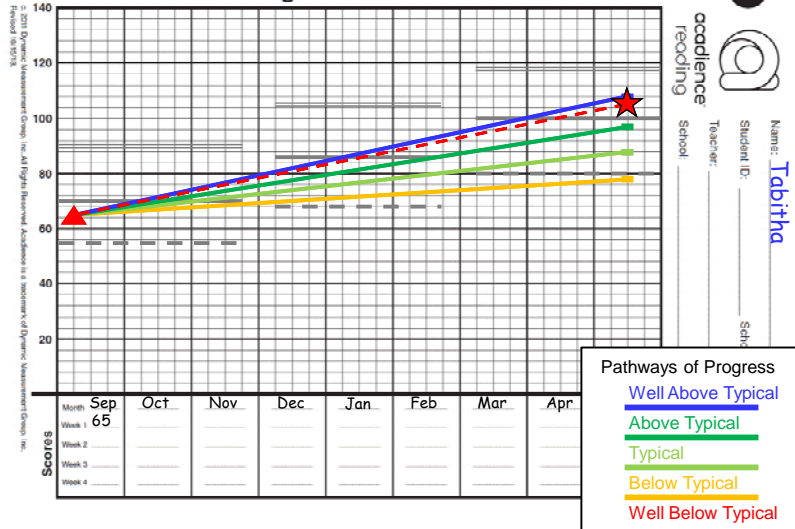
Tabitha's Progress in Each Area Can Be Monitored



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Progress Monitoring

ORF/Level 3 Scoring Booklet



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Take-Away Big Ideas

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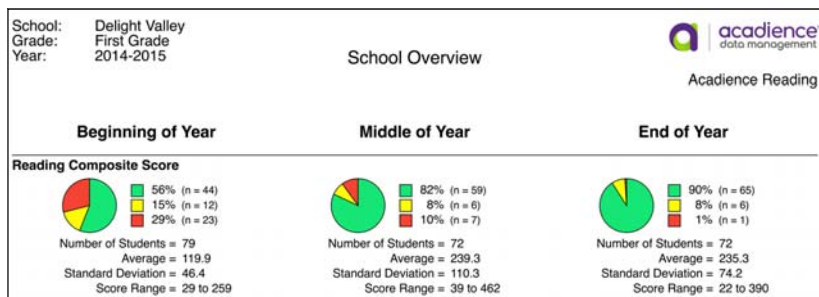
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Are students in the school generally making adequate progress?

Students in this school are generally making adequate reading progress.

- Growing the green: 56% to 90% At or Above Benchmark
- Shrinking the red and yellow: 44% to 10% Below or Well Below Benchmark.



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Are students in the classroom generally making adequate progress?

Name	BEGINNING OF YEAR	END OF YEAR COMPONENT SCORE PATHWAYS						END OF YEAR OVERALL PATHWAY			
	Reading Composite Score	NWF Correct Letter Score	Pathway	NWF Whole Words Read Score	Pathway	ORF Words Correct Score	Pathway	ORF Accuracy Score	Pathway	Reading Composite Score	Pathway
Becker, Darla	82	89	🟢	31	🟢	53	🟢	93%	🟢	202	★★★★★
Boyd, Willie	106	143	🟢	50	🟢	78	🟢	100%	🟢	283	★★★★★
Brady, Marnie	110	45	🟡	14	🟡	47	🟡	92%	🟡	156	★★★
Cruz, Nathan	71	65	🟢	23	🟢	111	🟢	99%	🟢	262	★★★★★
Gomez, Bradford	185	38	🟡	11	🔴	50	🟡	98%	🟢	165	★★★
Guerrero, Andre	111	45	🟡	11	🟡	51	🟢	94%	🔴	160	★★★★
Hawkins, Ollie	92	57	🟡	20	🟢	22	🔴	81%	🔴	113	★★★
Hernandez, Otis	40	48	🟢	9	🟡	6	🔴	48%	🔴	24	★★★★
Lewis, Wilfred	97	47	🟡	8	🟡	24	🔴	89%	🔴	115	★★★
Lopez, Angel	173	136	🟢	43	🟢	99	🟢	99%	🟢	290	★★★★★
Phelps, Vicki	111	87	🟢	29	🟢	65	🟢	97%	🟢	222	★★★★★
Price, Melvin	91	66	🟢	15	🟢	36	🟢	86%	🔴	129	★★★★
Simmons, Herbert	173	89	🟡	27	🟡	71	🟡	96%	🟡	218	★★★
Singleton, Tyler	169	80	🟢	27	🟢	70	🟢	99%	🟢	229	★★★★!
Sullivan, Evelyn	70	50	🟢	14	🔴	20	🟡	80%	🔴	93	★★★★
Walton, Alfred	127	70	🟢	24	🔴	37	🔴	93%	🟢	172	★★★
Warner, Abel	107	65	🟢	14	🟡	60	🟢	98%	🟢	187	★★★★★

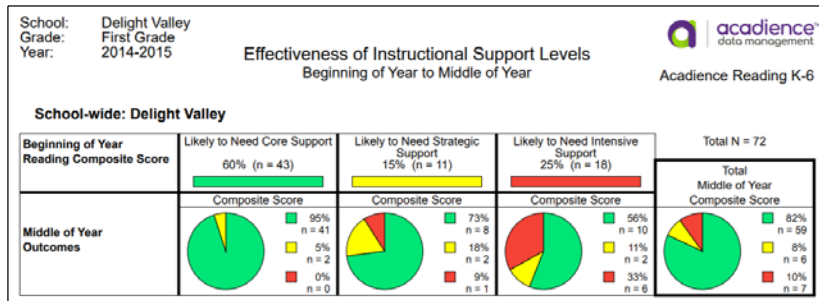
Average classroom reading progress: 11 of the 17 students in this classroom are making typical progress or better.

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Are students at each tier of support generally making adequate growth?

- Core systems of support is generally effective: Goal is 95% stay green.
- Strategic and Intensive systems of support are moderately effective: Goal is 80% reduce risk.

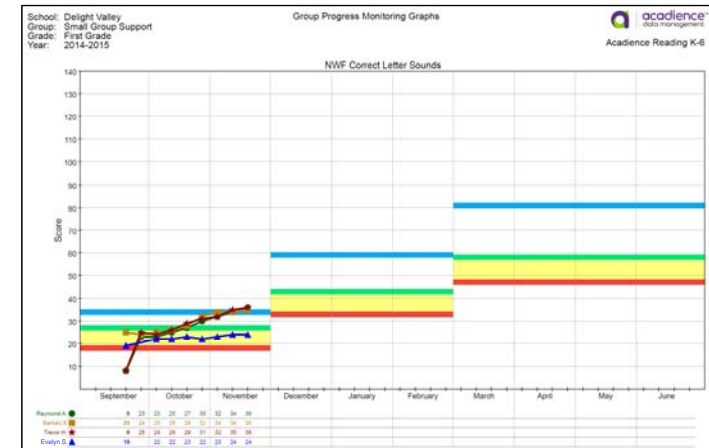


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Are students in the intervention group generally making adequate progress?

- Intervention group is generally effective for students with similar instructional needs: 3 of 4 students are make adequate progress.



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How Much Growth is Enough?

- Above Typical Progress is generally ambitious and attainable.
- Reaching the Benchmark Goal is generally meaningful for students who are Below or Well Below Benchmark.
- Adequate growth on the Reading Composite Score includes essential early literacy skills in early grades and reading for meaning, at an adequate rate, with a high degree of accuracy in later grades.
- Make sure students have adequate foundation skills and accuracy before emphasizing fluency and comprehension. It doesn't do anyone any good to make errors really quickly.

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Take-Away Big Ideas

- Adequate growth in all **essential reading and early literacy skills** is important.
- Evaluation of growth should occur in the context of a decision-making model that emphasizes (a) **prevention**, (b) **early intervention**, and, when necessary, (c) remediation.
- Growth in ORF Words Correct not enough, we need growth in **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**.
- Adequate growth is **meaningful**: it improves outcomes and reduces risk for students.
- Adequate growth is appropriately **ambitious** while still being **attainable**.
- It's not enough to evaluate student growth, we must also **evaluate the instruction** the student is receiving.

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Key Steps in Prevention and Early Intervention

- ▶ Identify students who need support *early*.
- ▶ Focus *instruction* on *essential reading skills*.
- ▶ Focus assessment on *indicators* of important *essential outcomes*.
- ▶ *Use* assessment information to *impact instruction* to *improve outcomes* for students.
 - * Benchmark goals
 - * Individual student learning goals
 - * Monitor progress
 - * Formative evaluation

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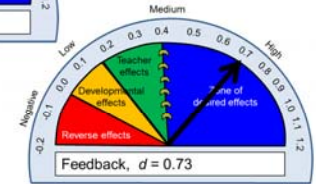
Individual Student Learning Goals Improve Outcomes

Desirable Goals are:

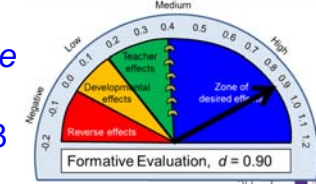
Meaningful,
Attainable,
Ambitious



Feedback to teachers & students:
Is what we are doing working?



Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.



(Hattie, 2009)

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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.



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Reading is the point!



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Acadience Resources

- Find assessment resources on the Acadience website
[acadiencelearning.org](https://www.acadiencelearning.org)
- Want to get started?
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Acadience Learning Manifesto – We Believe



We believe in the power of education to change lives.

Study after study has shown that better education correlates directly with better outcomes socially, economically and personally.

But it's more than that.

Education gives us perspective. Education gives us depth. Education makes us who we are and, most importantly, it shows us who we can become.

We've worked for decades helping educators of all sorts implement meaningful assessments that help you really understand what's going on with each student and with the class overall. Nobody can match our experience; nobody can match our commitment to results.

It's about so much more than checking off the boxes. Because when you have an approach that works—an approach you can measure and benchmark and repeat—you start to change outcomes. And when you change outcomes, you change lives. As administrators, policy makers and educators, you know that kids who master the basics—kids who learn to read, kids who get math—are more likely to graduate high school and are set up for greater success in their careers and their lives.

Because that's what teaching is all about—not just covering the bases, but unlocking the potential in each student.

