



UGG Calculation Proposal FY16

UGG Calculations

Current UGG

- % of students who benchmark on EOY DIBELS
- UGG Target raised each year
- Held accountable for new group of students each year based on a different cohort of students performance in previous year(s)
- Composite score



Proposed UGG

- % of students who made typical, above typical, and well-above typical growth
- 47.83% of students required to show typical or better progress from BOY to EOY
- Goal does not increase each year based on performance of previous cohort of students
- Composite score*

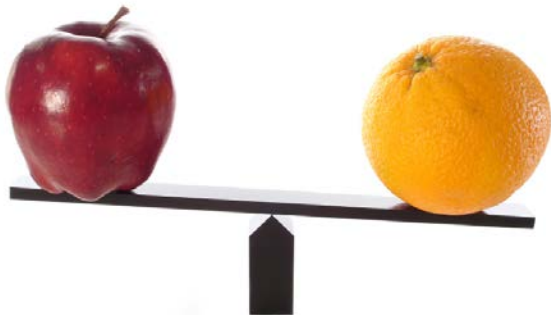
3rd Grade Pathways

Classroom Reading Progress Descriptor	Minimum Percent of Students Making Typical Progress or Better ^a	Classroom Reading Progress Descriptor (Long Form)
Well Above Average	90.00%	Well Above Average Classroom Reading Progress
Above Average	75.00%	Above Average Classroom Reading Progress
Average	47.83%	Average Classroom Reading Progress
Below Average	16.86%	Below Average Classroom Reading Progress
Well Below Average	0%	Well Below Average Classroom Reading Progress

Cohort to Cohort

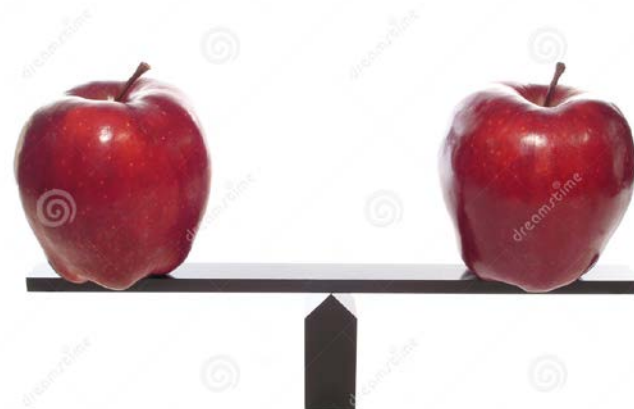
Current UGG

- Based on baseline year's performance
- UGG gradually increases each year no matter entry point of 3rd grade cohort



Proposed UGG

- Based on national data
- Based on growth between BOY and EOY of 3rd grade cohort





Well-Below Benchmark Students

Current UGG

- Jeff at BOY reads 12 wcpm
- Jeff at EOY reads 87 wcpm
- Does not benchmark
- Counts against your % of students at benchmark

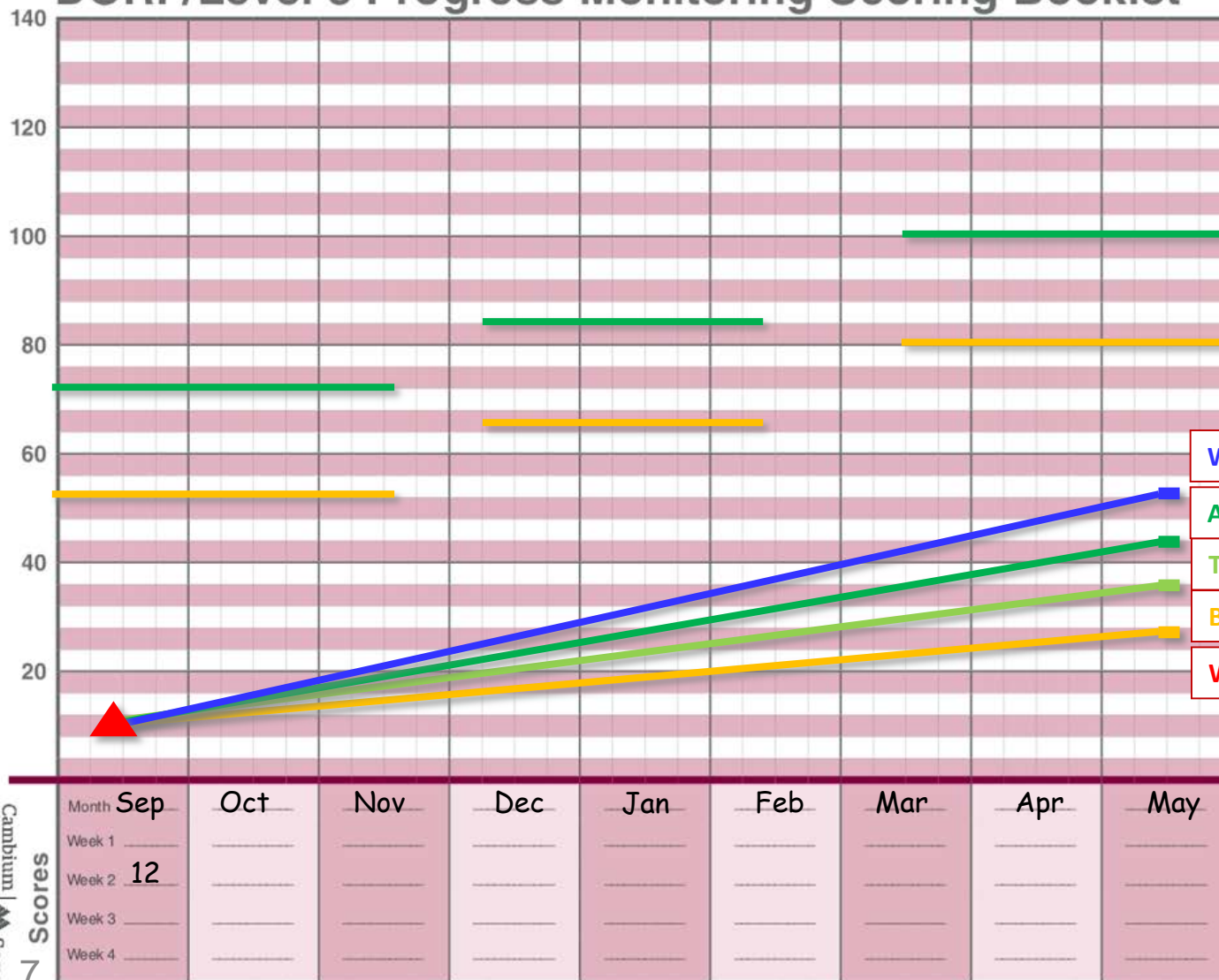
Proposed UGG

- Jeff at BOY reads 12 wcpm
- Jeff at EOY reads 87 wcpm
- Does not benchmark
- Makes well-above typical growth
- Counts **positively** towards % of students who made typical of better progress

Progress Monitoring

DORF
LEVEL
3

DORF/Level 3 Progress Monitoring Scoring Booklet



Name: Alistair

Student ID: _____

Teacher: _____

School: _____

Year: _____

- Well Above Typical
- Above Typical
- Typical
- Below Typical
- Well Below Typical

Below Benchmark Students

Current UGG

- Savannah at BOY reads 67 wcpm
- Savannah at EOY reads 98 wcpm

- Does not benchmark
- Counts against your students at benchmark

Proposed UGG

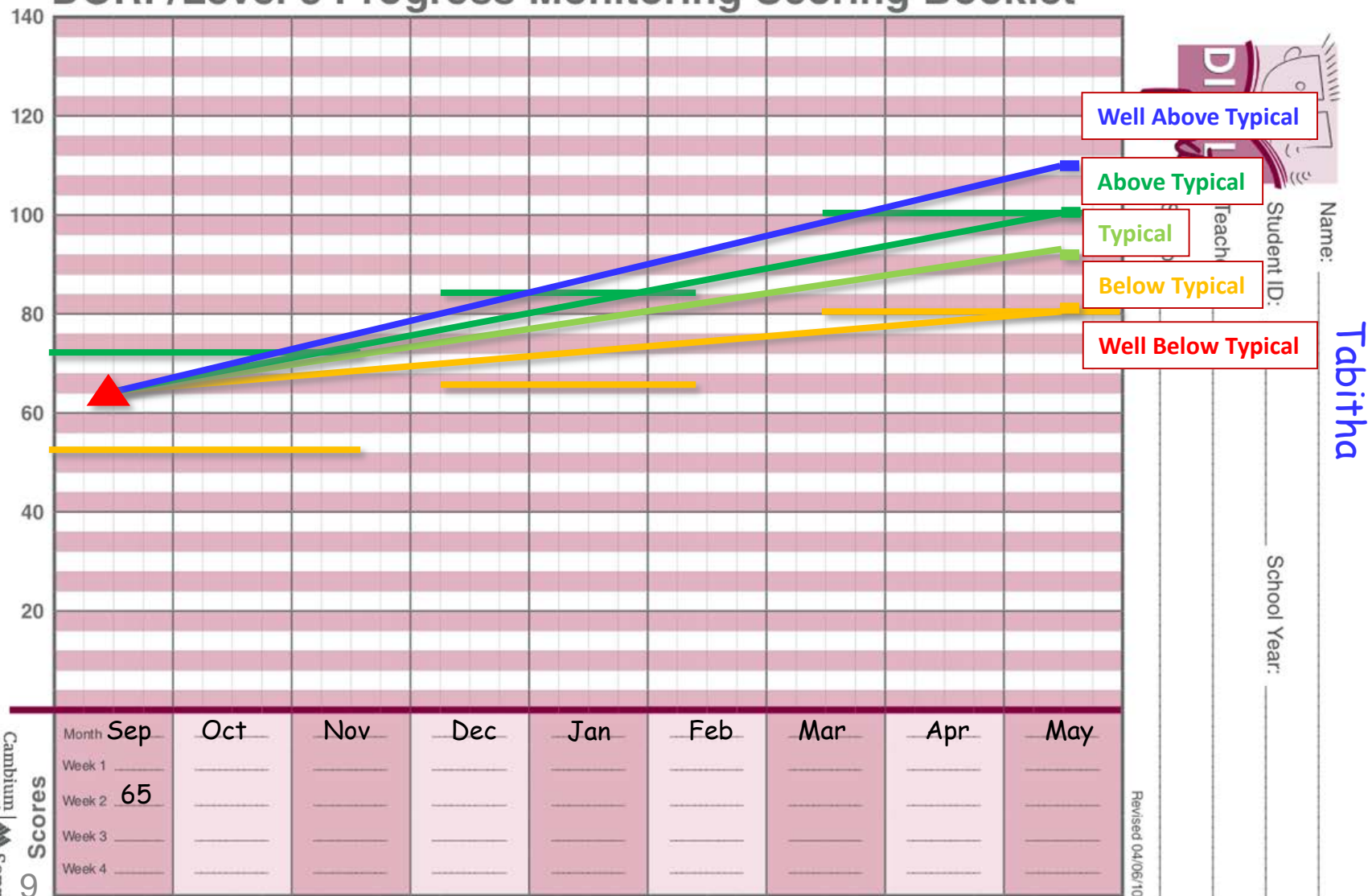
- Savannah at BOY reads 67 wcpm
- Savannah at EOY reads 98 wcpm

- Does not benchmark
- Makes typical growth
- Counts **positively** towards % of students who made typical progress of better

Progress Monitoring

DORF
LEVEL
3

DORF/Level 3 Progress Monitoring Scoring Booklet



Benchmark Students – Case 1

Current UGG

- Paul at BOY reads 110 wcpm
- Paul at EOY reads 120 wcpm
- Benchmarks
- Counts positively towards % of students at benchmark
- Any student who reads 100 wcpm benchmarks and counts positively

Proposed UGG

- Paul at BOY reads 110 wcpm
- Paul at EOY reads 120 wcpm
- Benchmarks
- Below typical progress
- Counts **negatively** towards % of students who made typical progress or better



Benchmark Students -- Case 2

Current UGG

- Carlos at BOY reads 140 wcpm
- Carlos at EOY reads 150 wcpm
- Benchmarks
- Counts positively towards % of students at benchmark
- Any student who reads 100 wcpm benchmarks and counts positively

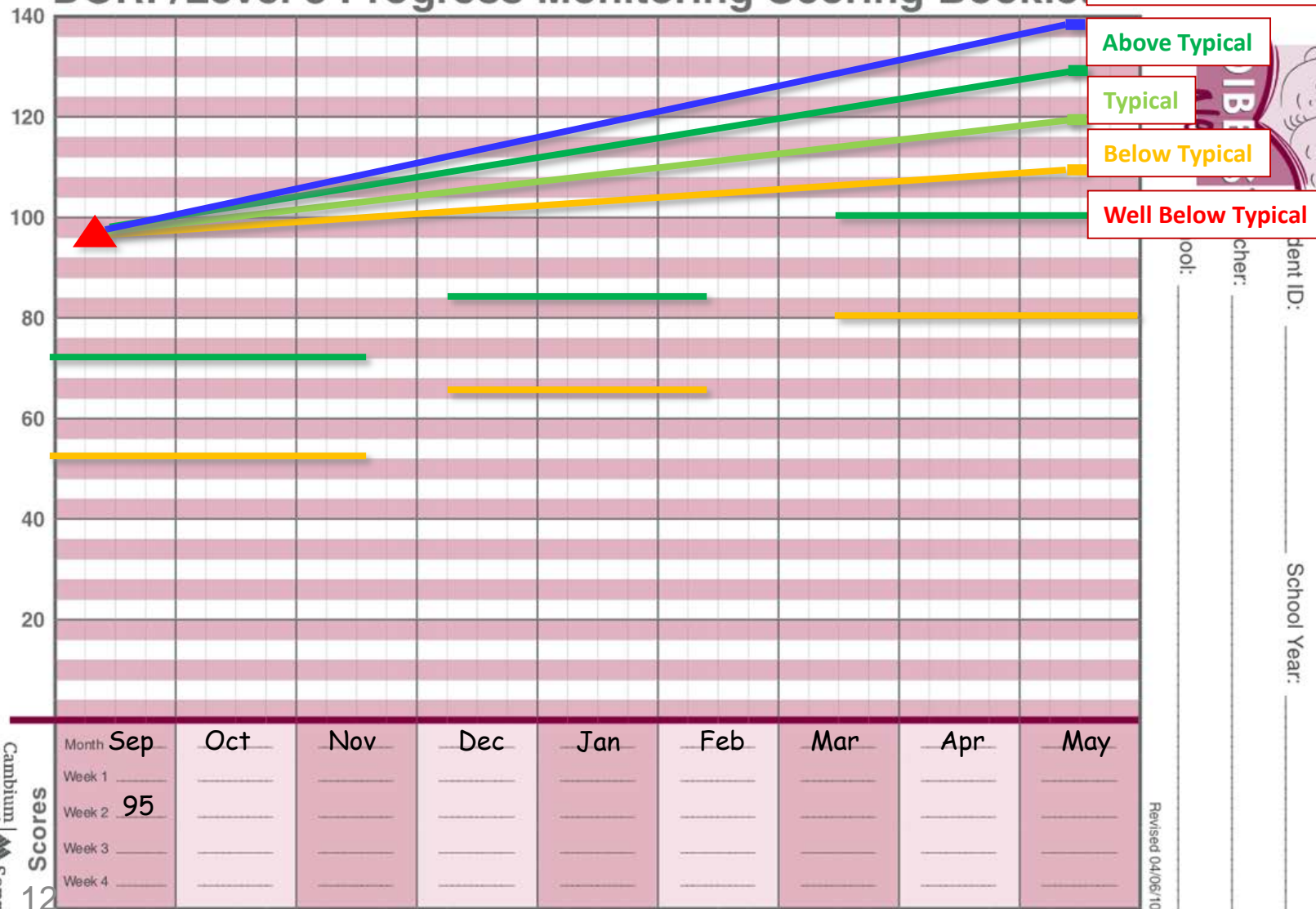
Proposed UGG

- Carlos at BOY reads 140 wcpm
- Carlos at EOY reads 150 wcpm
- Benchmarks
- 85th percentile or higher automatically count as typical or higher growth as goal is not to create auctioneers
- Counts **positively** towards % of students who made typical progress or better

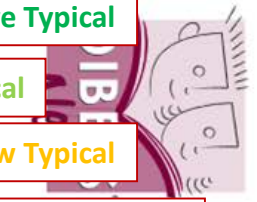
Progress Monitoring

DORF
LEVEL
3

DORF/Level 3 Progress Monitoring Scoring Booklet



- Well Above Typical
- Above Typical
- Typical
- Below Typical
- Well Below Typical



Name: Sebastian

Teacher: _____

Student ID: _____

School Year: _____

Cambium
LEARNING
GROUP
Sopris

Target



Current UGG

- 90% target or halfway to 100%
- Target uniformly grows each year based on year one's data
- No safe-harbor clause

Proposed UGG

- Target is around 50%
- Target will fluctuate a bit each year, based on national data
- Safe-harbor clause—if within x% of target goal will be considered met

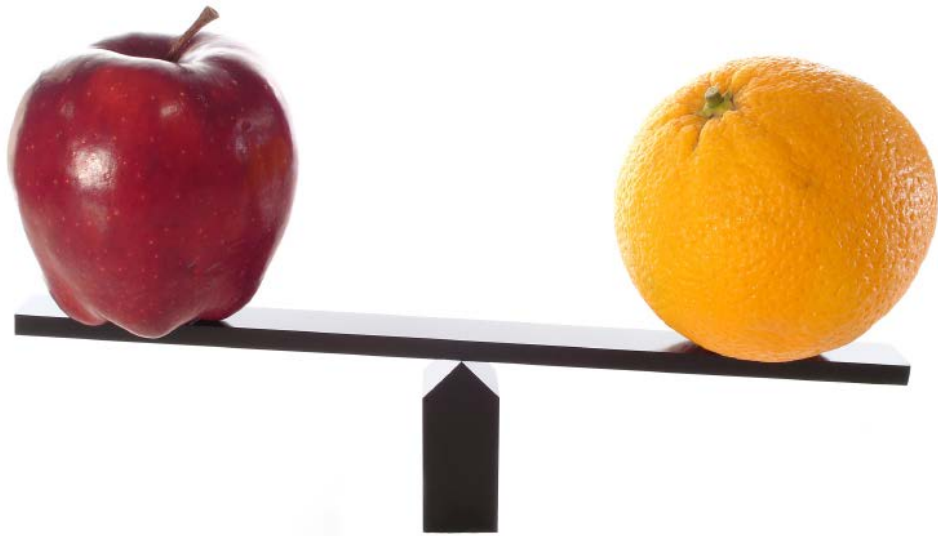


baseline

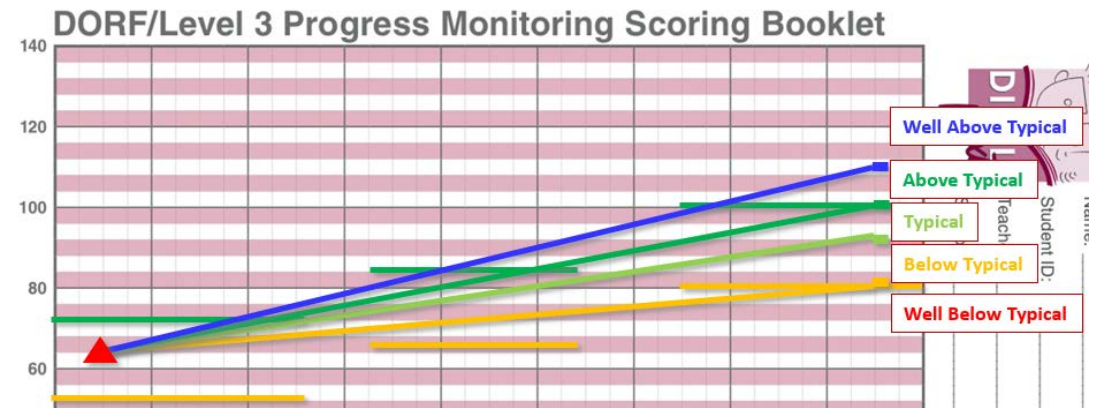


Overall

Current UGG



Proposed UGG



It's about GROWTH



So what is Pathways to Progress?

Pathways to Progress

- Research-based tool for:
 - 1) Establishing individual student progress monitoring goals
 - 2) Evaluating individual student progress and growth over time
 - 3) Reflecting on the effectiveness of support at the classroom, school, or district level



Pathways of Progress

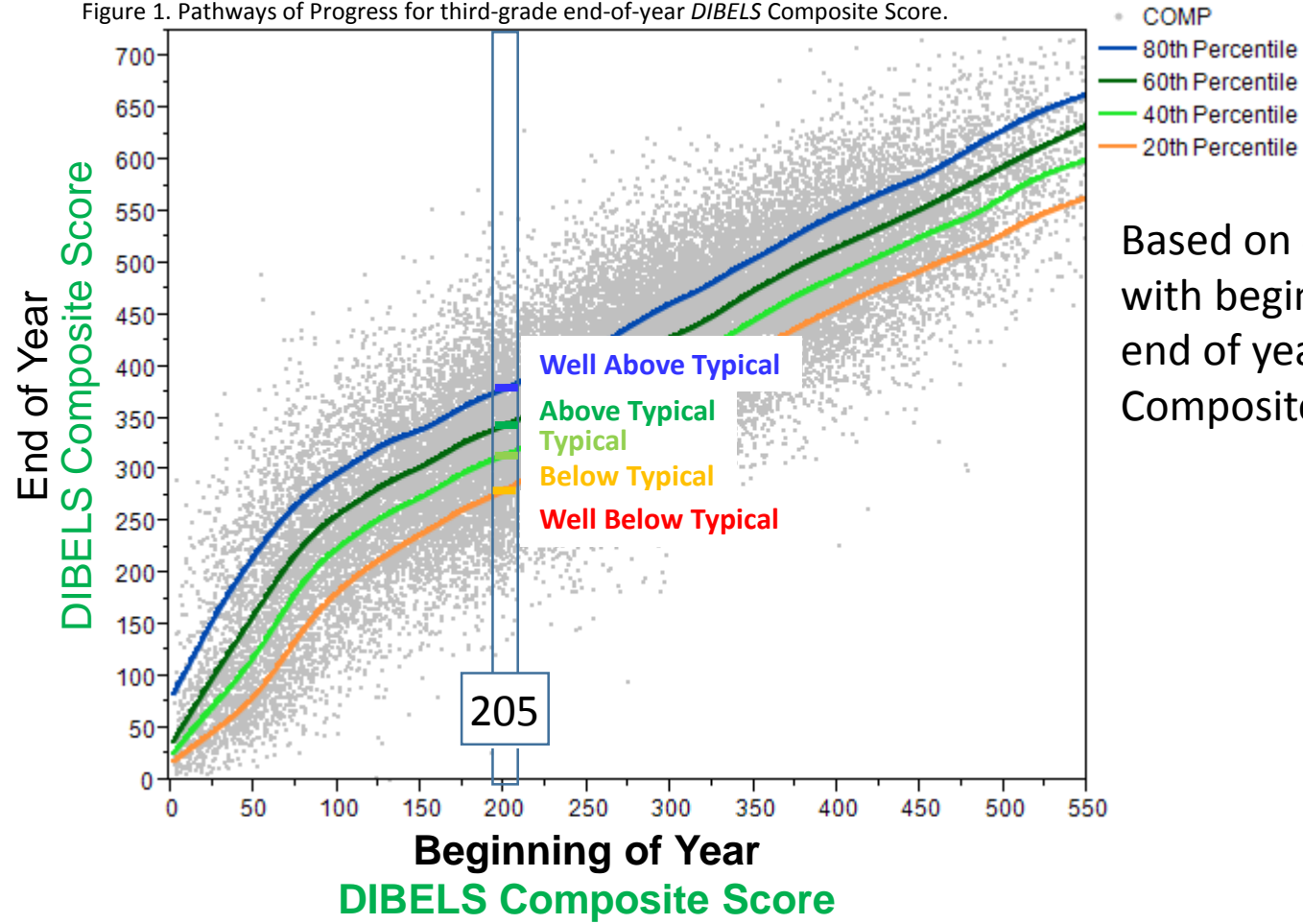
- An evaluation of growth over time, compared to other students with the same level of initial skills.



Pathway Descriptor	Pathway Number	Progress Descriptor	Progress Percentile Range
★★★★★	5	WELL ABOVE TYPICAL	80th percentile and above
★★★★☆	4	ABOVE TYPICAL	60th to 79th percentile
★★★☆☆	3	TYPICAL	40th to 59th percentile
★★☆☆☆	2	BELOW TYPICAL	20th to 39th percentile
★☆☆☆☆	1	WELL BELOW TYPICAL	Below 20th percentile



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



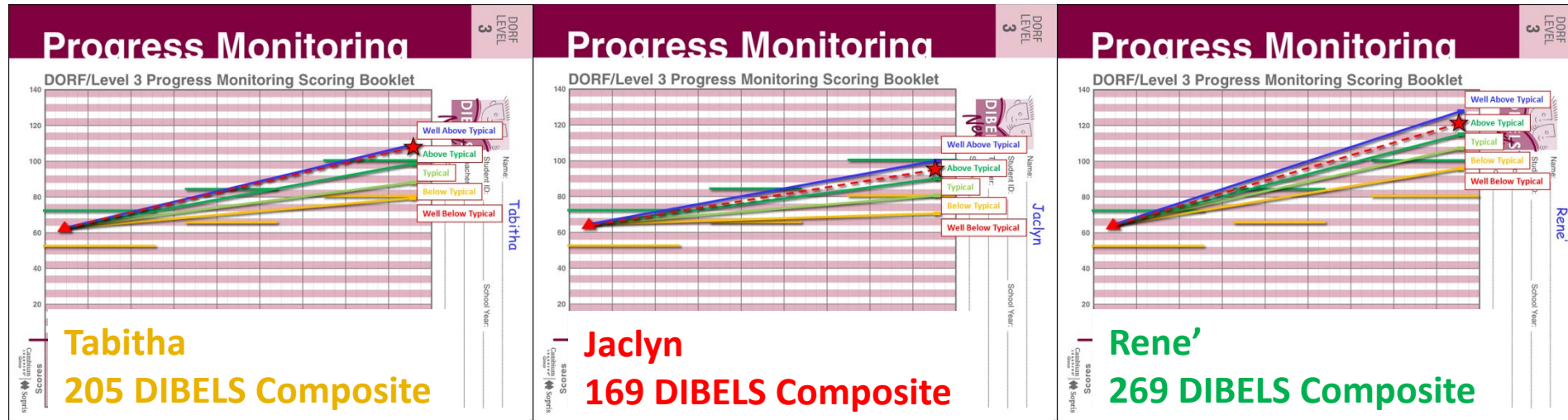
DIBELSnet® Pathways of Progress™

Goal Setting Utility

Tabitha

	Beg of Year Score	Pathways of Progress	End of Year Student Goal	
DORF Words Correct	65 <input checked="" type="checkbox"/>		<input type="text" value="106"/>	<input checked="" type="checkbox"/>
		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% <input checked="" type="checkbox"/>		<input type="text" value="98"/>	<input checked="" type="checkbox"/>
Retell	14 <input checked="" type="checkbox"/>		<input type="text" value="45"/>	<input checked="" type="checkbox"/>
Daze	6 <input checked="" type="checkbox"/>		<input type="text" value="20"/>	<input checked="" type="checkbox"/>
DCS	205 <input checked="" type="checkbox"/>		380 <input checked="" type="checkbox"/>	

Pathways of Progress™ Based on DIBELS Next® Composite Score

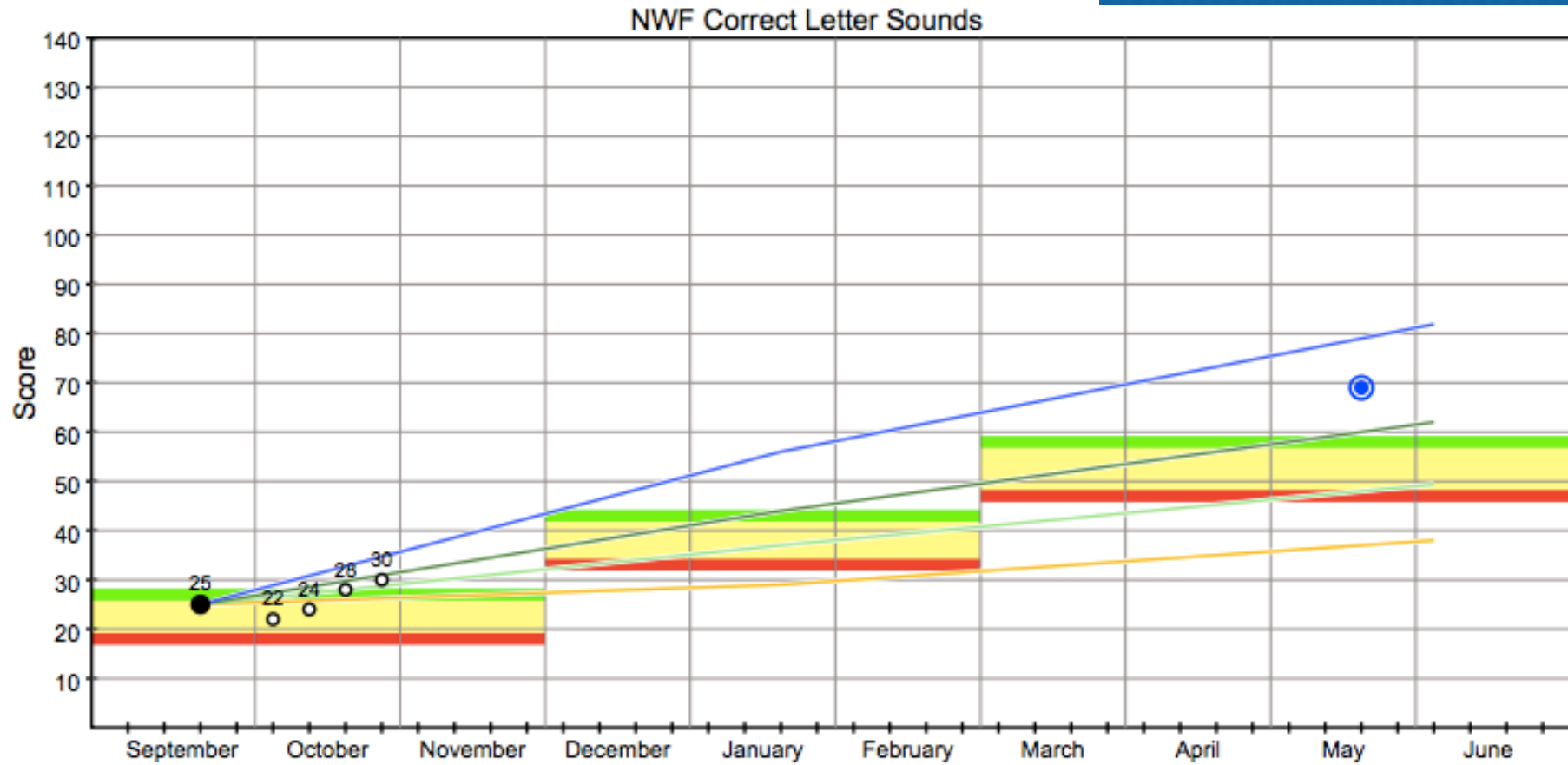


3 students with the **same DIBELS ORF at BOY** have **very different levels of overall reading proficiency** at BOY as indicated by the DIBELS Next Composite score.

Pathways of Progress facilitates different end of year goals for DORF Words Correct, DORF Accuracy, DORF Retell, and Daze for Tabitha, Jaclyn, and Rene'.



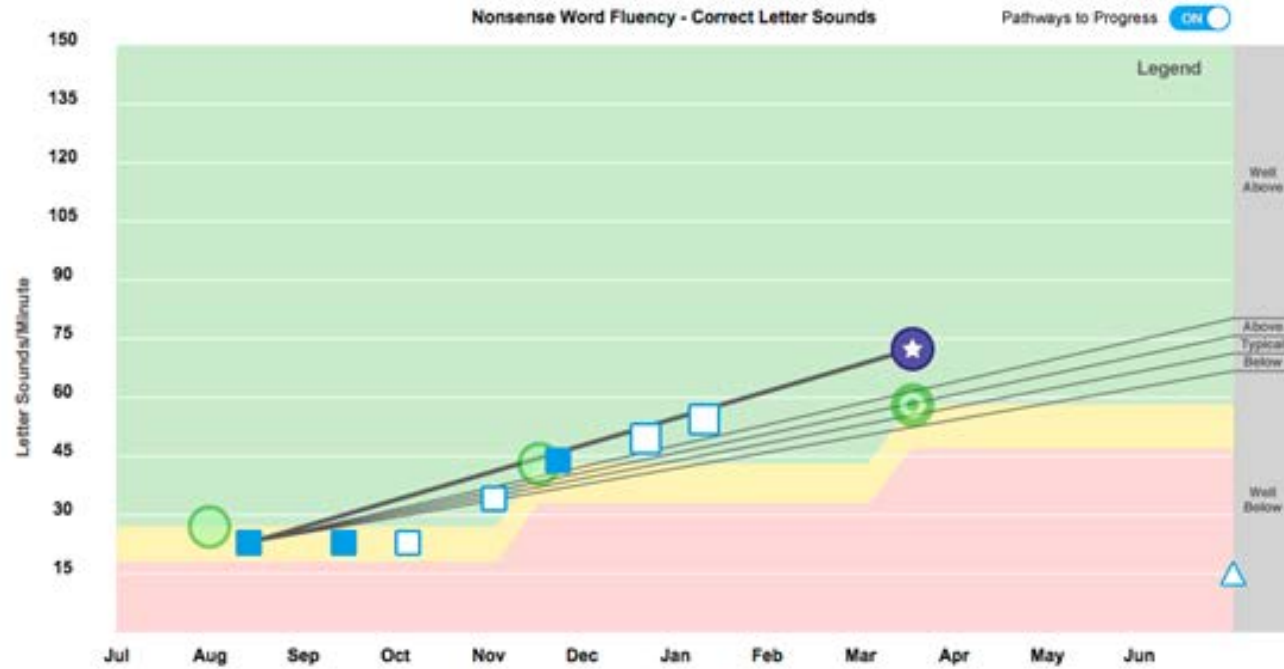
Sample Pathways Graph in DIBELSnet



Pathways to Progress: Pathway lines for PM graphs and Rates of Progress for Individual DIBELS Measures (Planned Release: BOY 2015)

		Kindergarten			Grade 1		
		BOY	MOY	EOY	BOY	MOY	EOY
NWF (NWR)	Score				1	2	1
	Goal		N/A	N/A	1	8	13

Date	Form	Score
11/21/13	BM EOY	1
05/20/13	BM BOY	1
05/20/13	BM MOY	2
01/31/13	PM - 1	1
12/07/11	PM - 5	6
11/16/11	PM - 4	3
10/19/11	PM - 3	2
09/28/11	PM - 1	0



Amplify.

Final Thoughts & Questions



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