Washington Months of Growth Report
Guidance Document
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DIBELSnet® now offers a Washington Months of Growth Report, which provides the amount of growth that students achieved in grade-level material for Learning Assistance Program (LAP) reporting to the Washington Office of the Superintendent of Public Instruction (OSPI). The report provides reading growth based on student performance on the DIBELS Next® assessment.

The report is provided in two different formats:
1. A printer-friendly PDF version is available at the class or school level. The PDF version includes student Lexile measures for first through sixth grades, and national percentile ranks for the end-of-year DIBELS Composite Score, to aid in interpreting the results.

2. A data export format is available at the class, school, or district level. The data export version does not include student Lexile measures or national percentile ranks, and instead is designed to be closely aligned with the data set that a district would report to the state. Please note that the testing dates provided in this format are approximate, and schools may wish to edit those dates before submitting data to the state.

Reporting results are based on the DIBELS® Composite Score, which is a combination of multiple DIBELS measures and provides the best overall measurement of student reading proficiency. The Washington Months of Growth Report requires students to have a reported DIBELS Composite Score on their beginning-of-year and end-of-year DIBELS Next benchmark assessment. If a student is not tested at both the beginning- and end-of-year benchmark assessments, results will not be available for that student.

In grades K-2, the composite score formula differs between the beginning and end of year, so the results cannot be compared numerically. Instead, the report will calculate growth in K-2 by placing the composite scores on an equivalent scale. If a student in these grades has an end-of-year Composite Score of 0, the amount of growth will be displayed as "could not compute," since the report is not able to place that score on an equivalent scale. If a student in these grades has a beginning-of-year Composite Score of 0, the months of growth will be reported for that student, but please note that that value is a minimum. The student has made at least that much growth, but may have made more, depending on how low the student's initial skills truly were.

Growth calculations are based on Pathways of Progress™, a research-based tool used to:
- establish individual student progress monitoring goals
- evaluate individual student progress and rate of growth
- examine the effectiveness of support at the classroom, school, or district level

Pathways of Progress provides an evaluation of growth over time, compared to other students with the same level of initial skills. This approach empowers educators to set goals that are meaningful, ambitious, and attainable.

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Pathways of Progress is a trademark of Dynamic Measurement Group, Inc.
Pathways of Progress provides five groupings (Pathways) of student progress. The Pathways are described in the table below.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Progress Percentile Range</th>
<th>Progress Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>80(^{th}) percentile and above</td>
<td>Well Above Typical Progress</td>
</tr>
<tr>
<td>4</td>
<td>60(^{th}) to 79(^{th}) percentile</td>
<td>Above Typical Progress</td>
</tr>
<tr>
<td>3</td>
<td>40(^{th}) to 59(^{th}) percentile</td>
<td>Typical Progress</td>
</tr>
<tr>
<td>2</td>
<td>20(^{th}) to 39(^{th}) percentile</td>
<td>Below Typical Progress</td>
</tr>
<tr>
<td>1</td>
<td>Below 20(^{th}) percentile</td>
<td>Well Below Typical Progress</td>
</tr>
</tbody>
</table>

The Pathways for a student are specific to that student's beginning-of-year DIBELS Composite Score. Growth expectations for students with one composite score are likely to be different than growth expectations for a student with a different composite score.

For the purpose of the Washington Months of Growth Report, the mid-point of Pathway 3, or Typical Progress, was identified as indicating 10 months of growth. The mid-point of Pathway 3 is at approximately the 50th percentile, compared to other students who started the year with the same composite score.

This does not mean that Pathway 3 (or 10 months of growth) is sufficient progress for all students. If a student starts the year below the DIBELS Next benchmark goal, the teacher should set higher goals for that student and attempt to accelerate that student's progress by providing targeted interventions in the areas where the student requires additional support.