

Washington Months of Growth Report Guidance Document

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The DIBELS Data System offers *Zones of Growth*, a research-based tool that reports the amount of growth students achieve in grade-level reading material between benchmark assessment periods. This report is suitable for Learning Assistance Program funded programs reporting to the Washington Office of the Superintendent of Public Instruction. *Zones of Growth* reports growth based on how students perform on DIBELS assessments, including DIBELS 8th Edition, DIBELS Next, and DIBELS 6th Edition.

The report is available in two different formats:

1. A printer-friendly PDF version is available at the class level. The PDF version includes a summary of student scores on either the Composite Score (DIBELS 8th Edition) or the predominant subtest for a given grade (DIBELS 6th Edition and DIBELS Next) across two benchmark periods, as well as a summary of national growth percentile ranks and an estimate of months of growth, to aid in interpreting student growth data.
2. A data export format is available at the school or district level. The data export includes raw scores and national percentile ranks. It is designed to be closely aligned with the data set that a district would report to the state.

The DIBELS Data System offers reports for growth from beginning to middle of year, and beginning to end of year. Once middle of year data is entered, the Zones of Growth report indicates whether students are on track to meet end of year goals. Once end of year data is input the report displays the begin to end of year time frame.

Results are based on the Composite Score for DIBELS 8th Edition and on specific DIBELS subtest scores for DIBELS 6th Edition and DIBELS Next. The DIBELS 8 Composite Score is a combination of all subtests administered in a benchmark period and provides the best overall measure of student reading proficiency. Because the subtests included in the DIBELS 8 Composite Score for a given grade remain the same across the school year, the DIBELS 8 Composite Score represents the best way to track student growth.

In contrast, the subtests that comprise the DIBELS Next Composite Score differ

between benchmark periods in Kindergarten through Grade 2. Because of this, we do not recommend using the DIBELS Next Composite Score to evaluate student growth. Instead, for DIBELS Next, growth should be evaluated using the following DIBELS Next subtests:

- Kindergarten: FSF for beginning to middle of year, NWF-CLS for middle to end of year;
- Grade 1: NWF-CLS for beginning to middle of year, ORF for middle to end of year;
- Grade 2 and beyond: ORF for all times of year.

Similarly, because no Composite Score is available for DIBELS 6th Edition, the DIBELS Next recommendations also apply to DIBELS 6th Edition, except for the beginning to middle of year in kindergarten, for which growth is not calculable.

Zones of Growth can also be used to:

- Establish individual student progress monitoring goals,
- Evaluate individual student progress and rate of growth, and
- Examine the effectiveness of support at the classroom, school, or district level

Zones of Growth provides an evaluation of student growth over time relative to where that students began the year, allowing educators to compare a given student's growth to the growth of other students with similar initial skills. This approach empowers educators to set goals that are meaningful, ambitious, and attainable.

Zones of Growth provides five zones through which we can understand student progress. The Zones are described in the table below.

Zone	Progress Percentile Range	Progress Descriptor
5	80 th percentile and above	Well above average progress
4	60 th to 79 th percentile	Above average progress
3	40 th to 59 th percentile	Average progress
2	20 th to 39 th percentile	Below average progress
1	Below 20 th percentile	Well below average progress

The Zone of Growth for a student is conditional on that student's beginning-of-year DIBELS 8 Composite Score or DIBELS Next/DIBELS 6 predominant subtest score. This means the amount of average growth for two different students may vary depending on their initial scores.

For the purpose of the Washington Months of Growth Report, the *Average*

Progress zone is identified as indicating 10 months of growth, on average, for students with similar beginning scores.

Importantly, this does not mean that Average Progress represents sufficient progress for all students, especially for those most at risk. If a student starts the year at risk (requiring intensive support) or at some risk (requiring strategic support), the teacher should set more ambitious goals for that student and attempt to accelerate that student's growth by providing targeted interventions in the areas where the student requires additional support.