

**Statement to the Public Education Appropriations Subcommittee
Regarding the Elementary Reading Assessment Tool
July 26, 2017**

As a provider to USBE's Elementary Reading Assessment Tool program, Amplify serves 152,000 of Utah's K-3 students with the mCLASS:DIBELS assessment software. Teachers use the software to quickly administer DIBELS, receive immediate results, plan classroom instruction, and provide reports to parents.

The Subcommittee asks: *"What changes could be implemented in the program to improve program usage and student learning outcomes?"*

Utah has delivered meaningful growth in literacy outcomes, reflected most notably in the state's 4th Grade NAEP data.

Program fidelity is very high (95%+) because DIBELS is a required assessment. We also see high rates of progress monitoring (which is optional) – ranging from 36% to 55% of students at need in a given window. We consistently see greater gains in schools with higher rates of progress monitoring.

To build on our success to date, Amplify and USBE listened closely to the needs of districts. In response, Amplify has proposed a Professional Development program for 2017-2018 that we believe will improve both usage and outcomes. The program will include sessions organized around the state, delivered over the course of the year, addressing such topics as:

- **Data Analysis & Action Planning for School Administrators** – preparing and supporting school leaders to analyze results, establish goals, track progress, and lead data analysis discussions with teachers.
- **Data Analysis & Action Planning for Teachers & Teacher Leaders** – supporting hands-on analysis and instructional planning based on actual student data and established instructional goals. These sessions are a "Training of Trainers" model.

Because the sessions will be delivered over the course of the year, participants will be able to reflect on data from their schools and classrooms, make concrete instructional plans, and track the success of those plans using the Pathways of Progress model.

Changing instructional planning and practices based on data takes time and sustained commitment. Based on feedback from districts, we believe ongoing training and collaborative data analysis, for both school leaders and teachers, will increase the instructional impact of the program.

For follow-up questions or additional information, please contact:

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