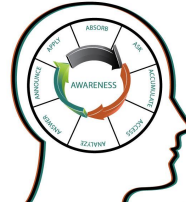




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# Develop Your Data Mindset

## Module 8 - Progress Monitoring

### Part 4 - Access, Analyze, Answer, Announce & Apply (Cycle 1 - Select Grade Level Probe)

By Nathan Anderson, Amy Ova, Wendy Oliver, and Derrick Greer

# Learning Goals

- Implement A+ Inquiry to select and take action based on the appropriate grade level probe for a student

# SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.2.C Data Collection: Knows that DATA COLLECTION can be performed using different methods and at different points in time
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected

# SLDS Data Use Standards (continued)

- S.3.A Facilitation: Collects data in ways that ensure VALID, RELIABLE data and that minimize BIA
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

# Introduction

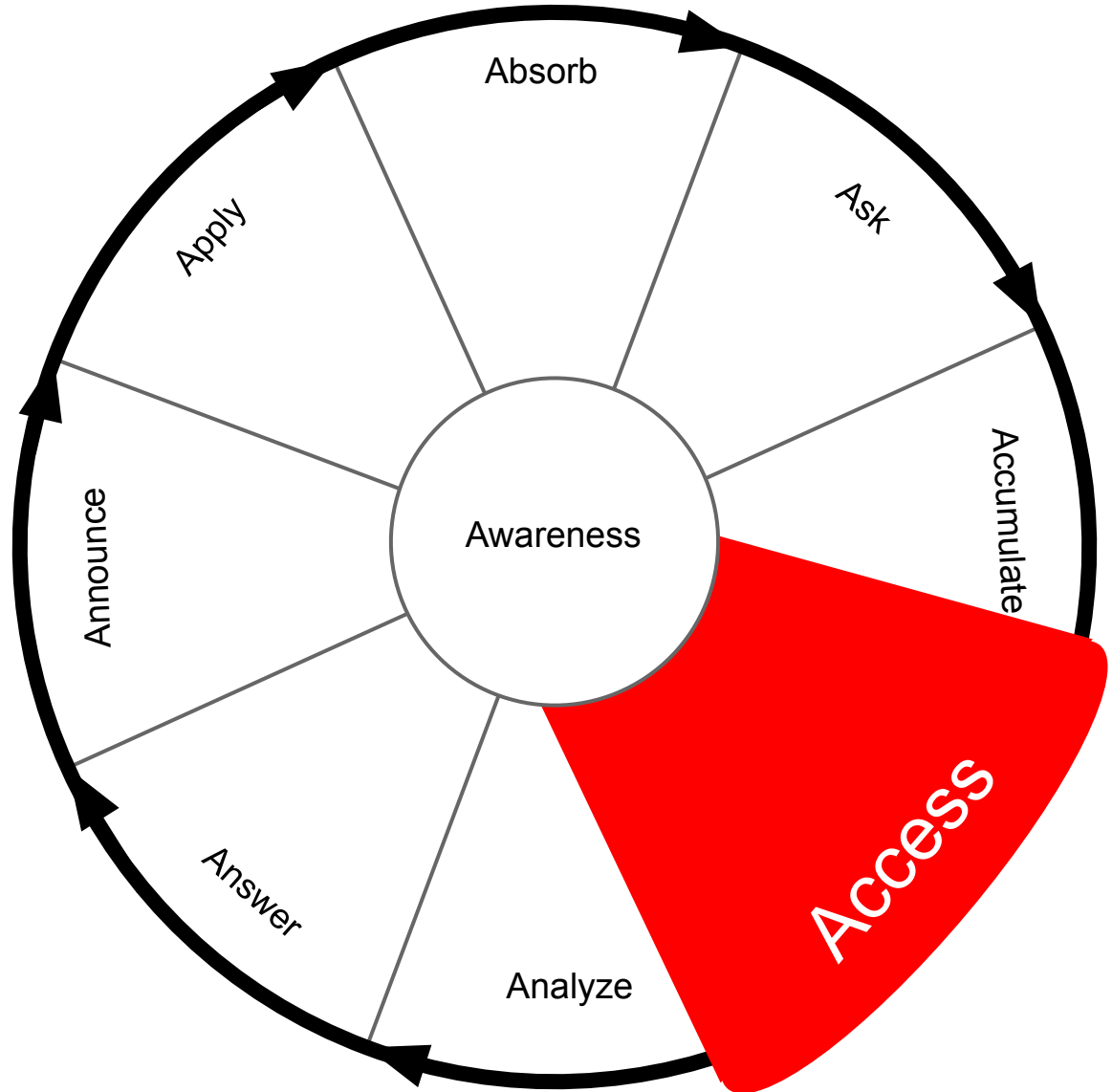
**Ryan:**

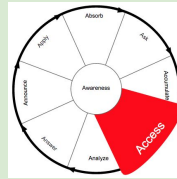
We are going to finish up the rest of the A+ Inquiry framework for Cycle 1 of progress monitoring. Then, we will complete a complete A+ Inquiry framework for each of the remaining four cycles of progress monitoring. That may seem like information overload, but once you get the hang of it, you'll breeze through.

# Access Stage

Ryan:

Now it's time to enter the Access stage for Cycle 1 of progress monitoring.



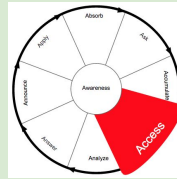


# Activity - 08.04.01

The Access stage is where you \_\_\_\_\_.

- retrieve the data required for analysis that have already been accumulated
- pose questions that are answerable with data
- make decisions and take action based on the findings of data analysis
- identify a gap in knowledge that may be filled with data

Standard: K.1.F Data Sources



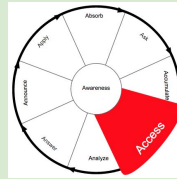
## Activity - 08.04.02

Now that the data you need in order to determine whether Lisa is capable of being assessed with a probe representing her current grade level have been collected, the soonest you will be able to retrieve the data is \_\_\_\_\_.

- immediately
- after 1 week
- after 2 weeks
- after 3 weeks

Standard: K.1.F Data Sources





# Activity - 08.04.03

You are able to access the data that will help you determine whether Lisa is capable of being assessed with a probe representing her current grade level

\_\_\_\_\_.

- on the homepage of the district's website
- in the Statewide Longitudinal Data System
- in the spreadsheet where you entered the data
- in the school newsletter

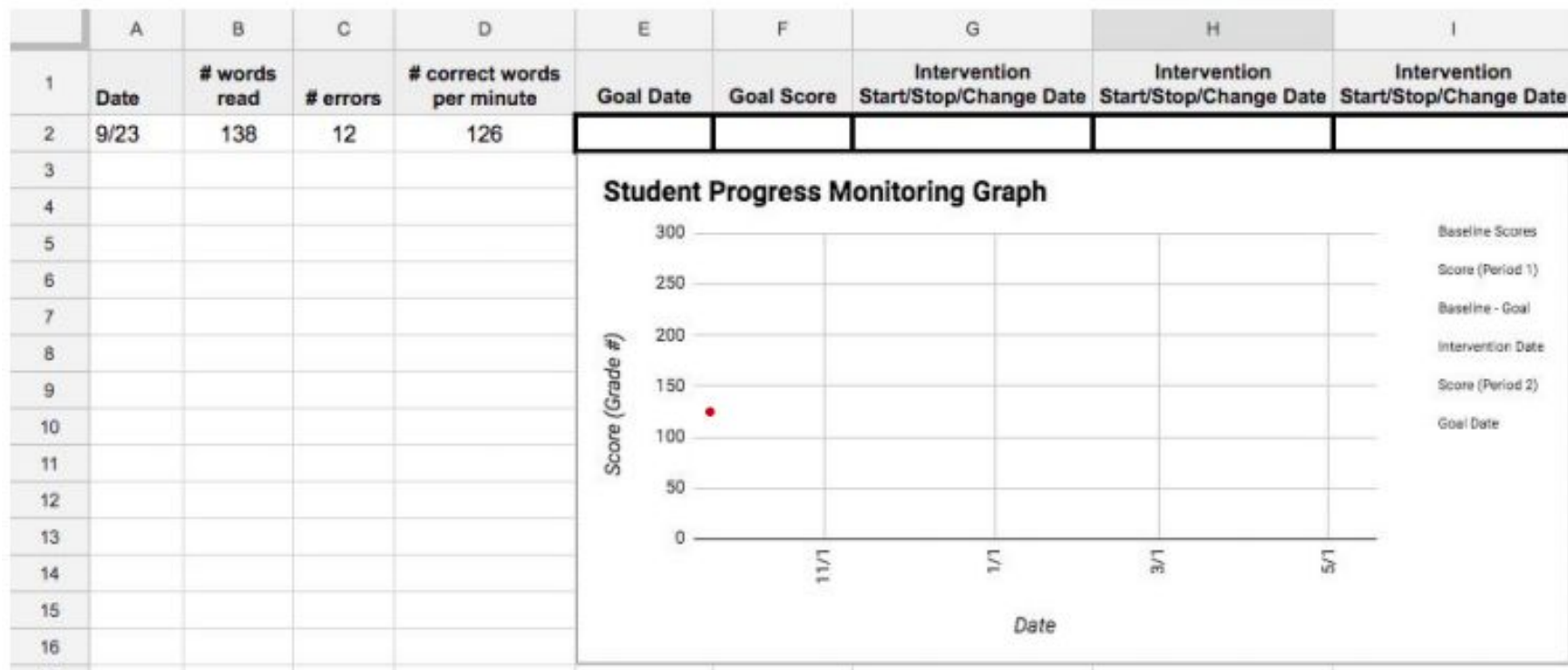
Standard: K.1.F Data Sources

# Tutorial

In the Access stage, you retrieve the specific data you identified in the accumulate stage. For some purposes, the access point where you retrieve data required to answer your questions is different than the accumulation point where you collected the data. For example, an appropriate point of access for district interim assessment data would be an online report site created by the assessment vendor or Statewide Longitudinal Data System, neither of which is the same as the place where the assessment data were collected.

# Tutorial

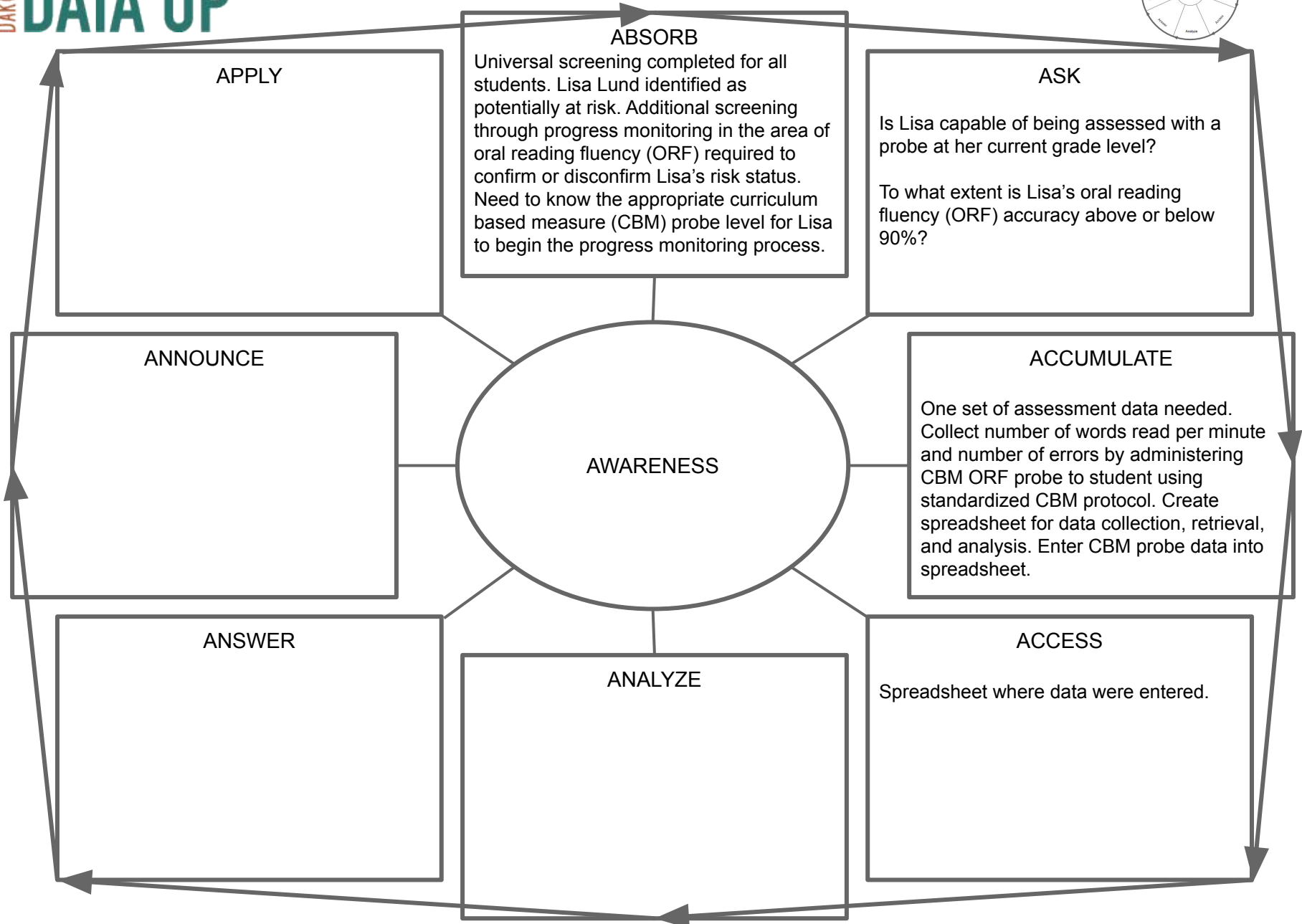
In this case, data collection methods during the Accumulate stage included making marks on the probe administered to Lisa, entering values on the bottom of the probe, and transferring the values to Lisa's progress monitoring spreadsheet. These collection methods allow you to immediately access required data in her progress monitoring spreadsheet.



# A+ Inquiry Framework

The Access stage has been completed. You accessed the data you need for analysis.

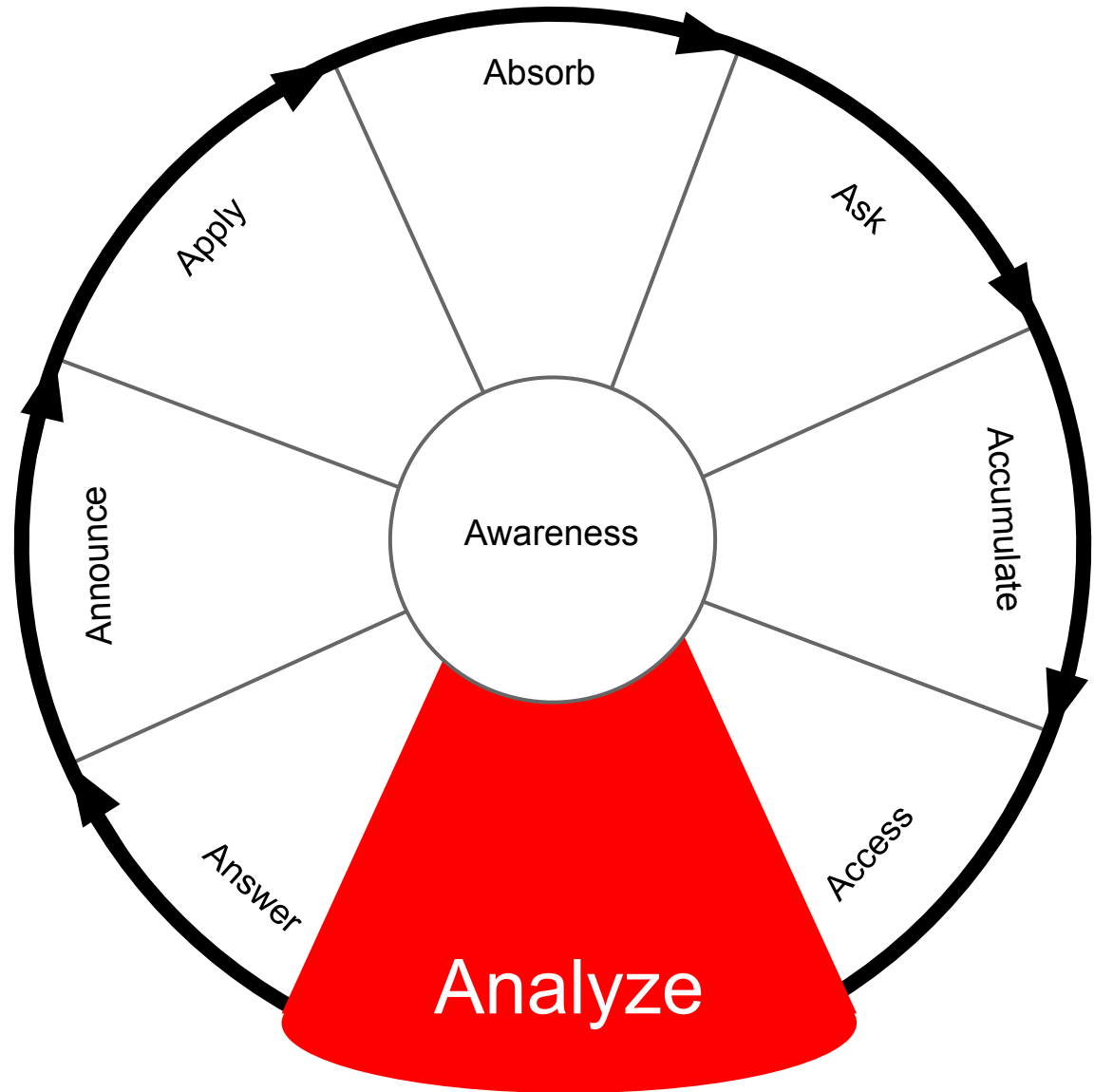
**A+ INQUIRY**  
**GRAPHIC ORGANIZER - Progress Monitoring - (1) Select Probe Level**

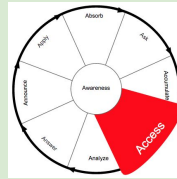


# Analyze Stage

Ryan:

Now that you have retrieved the data you need, it's time to enter the Analyze stage where you will conduct analysis of the data you accessed.





# Activity - 08.04.04

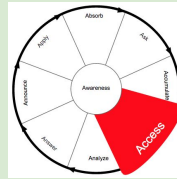
Go to the spreadsheet where you entered and retrieved Lisa's Oral Reading Fluency (ORF) probe data. Which columns include the data you need to calculate her ORF accuracy?

- # words read, # correct words per minute
- goal date, goal score
- Intervention start/stop/change date
- required data are not available on the spreadsheet

Standard: S.4.C Aligned Analysis

Link to spreadsheet PDF - (DataCycle1withData)

[https://drive.google.com/a/andersoninquiry.com/file/d/0B5\\_9P2TGtHFVZHJaY25Td0cxOTQ/view?usp=sharing](https://drive.google.com/a/andersoninquiry.com/file/d/0B5_9P2TGtHFVZHJaY25Td0cxOTQ/view?usp=sharing)



# Activity - 08.04.05

Lisa read 135 total words, including 126 correct words, in a minute on the Oral Reading Fluency (ORF) probe. Based on these values, her ORF accuracy is

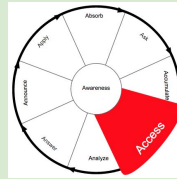
- 
- 91.3%
  - 90.0%
  - 8.7%
  - 9.5%

Standard: S.4.C Aligned Analysis

Link to spreadsheet PDF - (DataCycle1withData)

[https://drive.google.com/a/andersoninquiry.com/file/d/0B5\\_9P2TGtHFVZHJaY25Td0cxOTQ/view?usp=sharing](https://drive.google.com/a/andersoninquiry.com/file/d/0B5_9P2TGtHFVZHJaY25Td0cxOTQ/view?usp=sharing)





# Activity - 08.04.06

Calculate the difference between Lisa's Oral Reading Fluency (ORF) accuracy and the cut score of 90%

- 0 percentage points
- - 5.5 percentage points
- + 5.5 percentage points
- + 1.3 percentage points

Standard: S.4.C Aligned Analysis

Link to spreadsheet PDF - (DataCycle1withData)

[https://drive.google.com/a/andersoninquiry.com/file/d/0B5\\_9P2TGtHFVZHJaY25Td0cxOTQ/view?usp=sharing](https://drive.google.com/a/andersoninquiry.com/file/d/0B5_9P2TGtHFVZHJaY25Td0cxOTQ/view?usp=sharing)

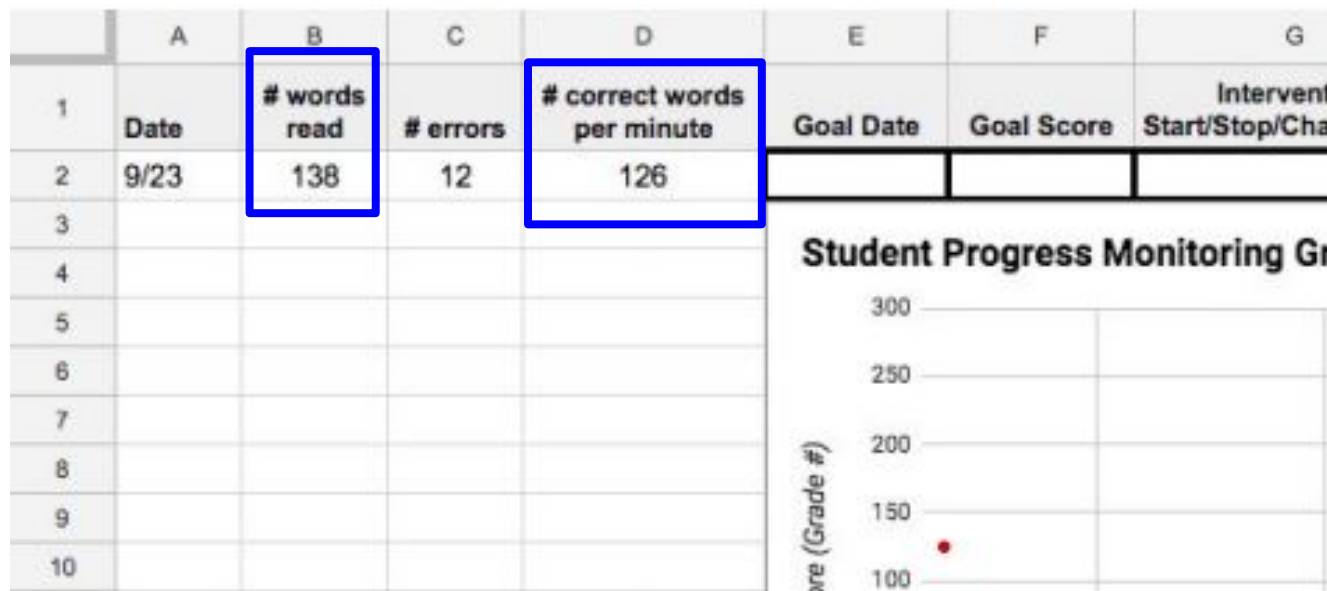
# Tutorial

In order to analyze the data you retrieved in Lisa's progress monitoring spreadsheet, direct your attention toward the values in the “# words read” and “# correct words per minute” columns along row 2, which represents the probe administered on 9/23.

- Calculate Lisa's Oral Reading Fluency (ORF) accuracy by dividing the number of correct words per minute, 126, by the number of words read, 138.
  - $126/138 = 91.3\%$
- Calculate the difference between Lisa's ORF accuracy, 91.3%, and the cut score 90%.
  - $91.3\% - 90\% = 1.3$  percentage points

Link to spreadsheet PDF - (DataCycle1withData)

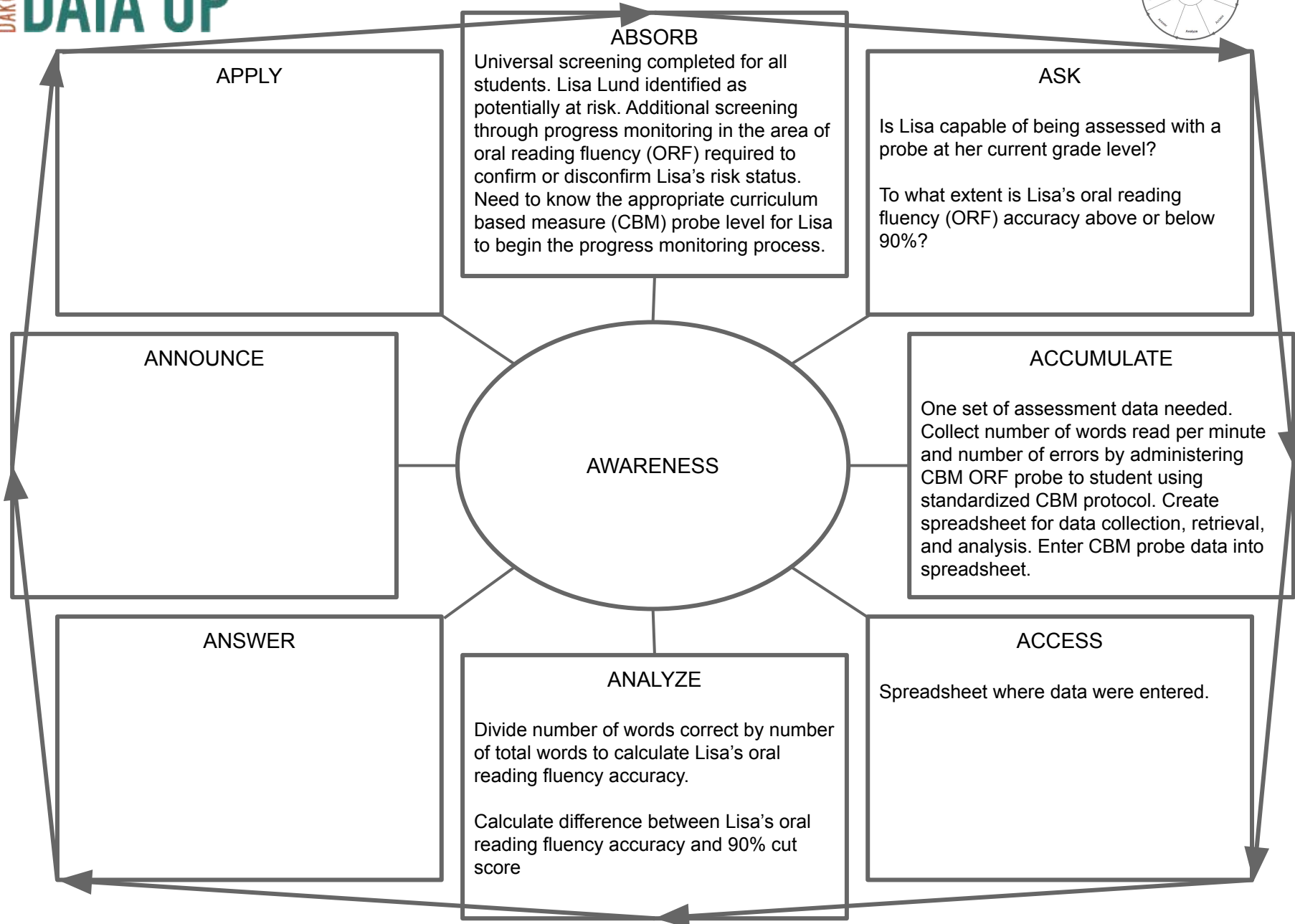
[https://drive.google.com/a/andersoninquiry.com/file/d/0B5\\_9P2TGtHFVZHJaY25Td0cxOTO/view?usp=sharing](https://drive.google.com/a/andersoninquiry.com/file/d/0B5_9P2TGtHFVZHJaY25Td0cxOTO/view?usp=sharing)



# A+ Inquiry Framework

The Analyze stage has been completed.

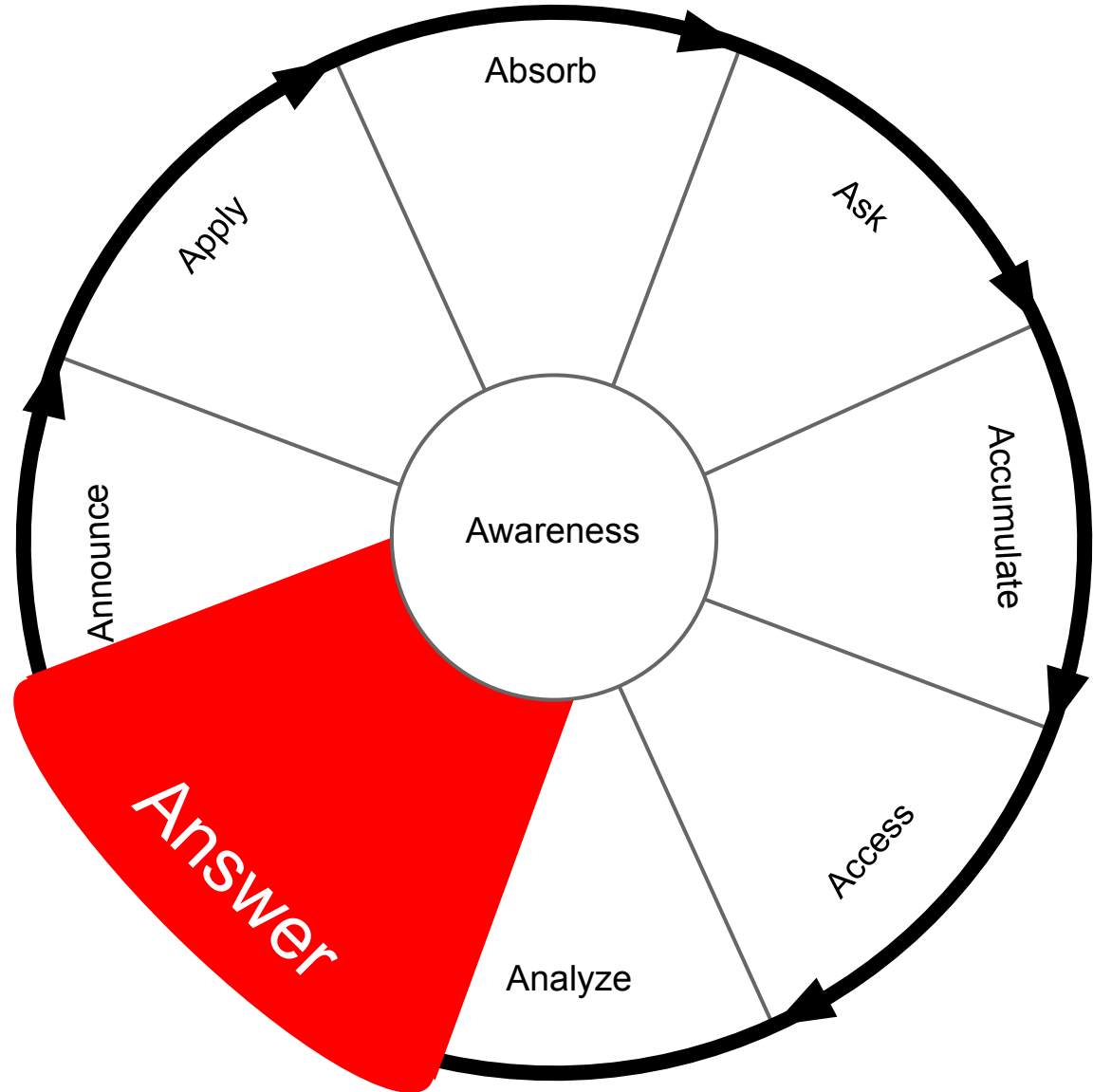
**A+ INQUIRY**  
**GRAPHIC ORGANIZER - Progress Monitoring - (1) Select Probe Level**

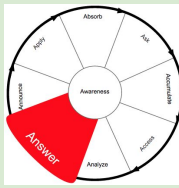


# Answer Stage

Ryan:

Now it's time to enter the Answer stage where you confirm that data analysis revealed answers to your questions.



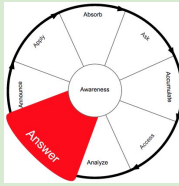


## Activity - 08.04.07

Based on your analysis revealing the difference between Lisa's Oral Reading Fluency accuracy of 93.3% and the cut score of 90%, select the answer to the operational question you posed in the Ask stage, "To what extent is Lisa's ORF accuracy above or below the cut score of 90% on a Curriculum Based Measure (CBM) ORF probe representing her current grade level?"

- Lisa's ORF accuracy is equal to the cut score
- Lisa's ORF accuracy is 1.3 percentage points BELOW the cut score
- Lisa's ORF accuracy is 1.3 percentage points ABOVE the cut score
- There is not enough information to answer the question

Standard: S.5.C Patterns

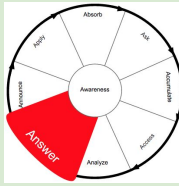


# Activity - 08.04.08

Based on the answer to your operational question, which indicates that Lisa’s ORF accuracy is at or above the the cut score, select the answer to the general question posed in the Ask stage, “Is Lisa capable of being assessed with a probe representing her current grade level?”

- No
- Yes
- Not sure
- There is not enough information

Standard: S.5.C Patterns



# Activity - 08.04.09

The general question posed in the Ask stage stated, “Is Lisa capable of being assessed with a probe representing her grade level?” Based on the answer to your operational question, which indicates that Lisa’s ORF accuracy is at or above the the cut score, the answer to the general question is \_\_\_\_\_.

- No
- Yes
- Not sure
- There is not enough information

Standard: S.5.C Patterns

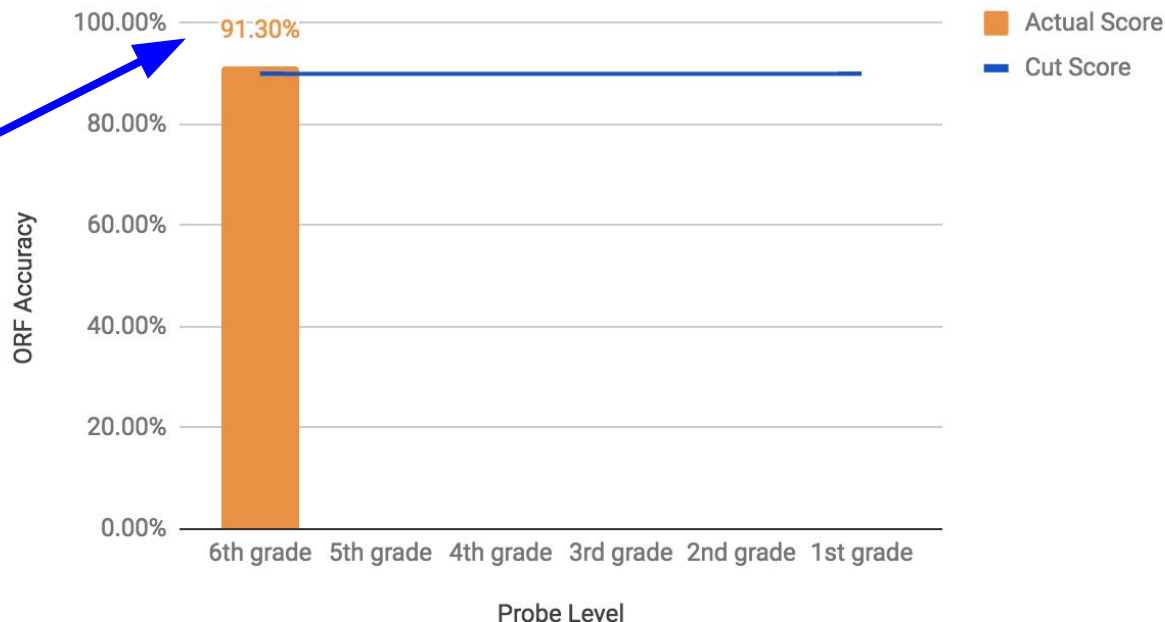


# Tutorial

In the Answer stage, it's time to revisit the initial questions to verify that data analyses revealed answers to the questions. An appropriate first step is to answer the operational question: To what extent is Lisa's Oral Reading Fluency (ORF) accuracy above or below the cut score of 90% on a Curriculum Based Measure (CBM) ORF probe representing her current grade level? The answer to this question is that Lisa's ORF accuracy is 1.3 percentage points ABOVE the cut score

The answer to the operational question informs the answer to the general question: "Is Lisa capable of being assessed with a probe representing her current grade level?" The answer to this question is yes.

ORF Accuracy by Probe Level (Lisa Lund)

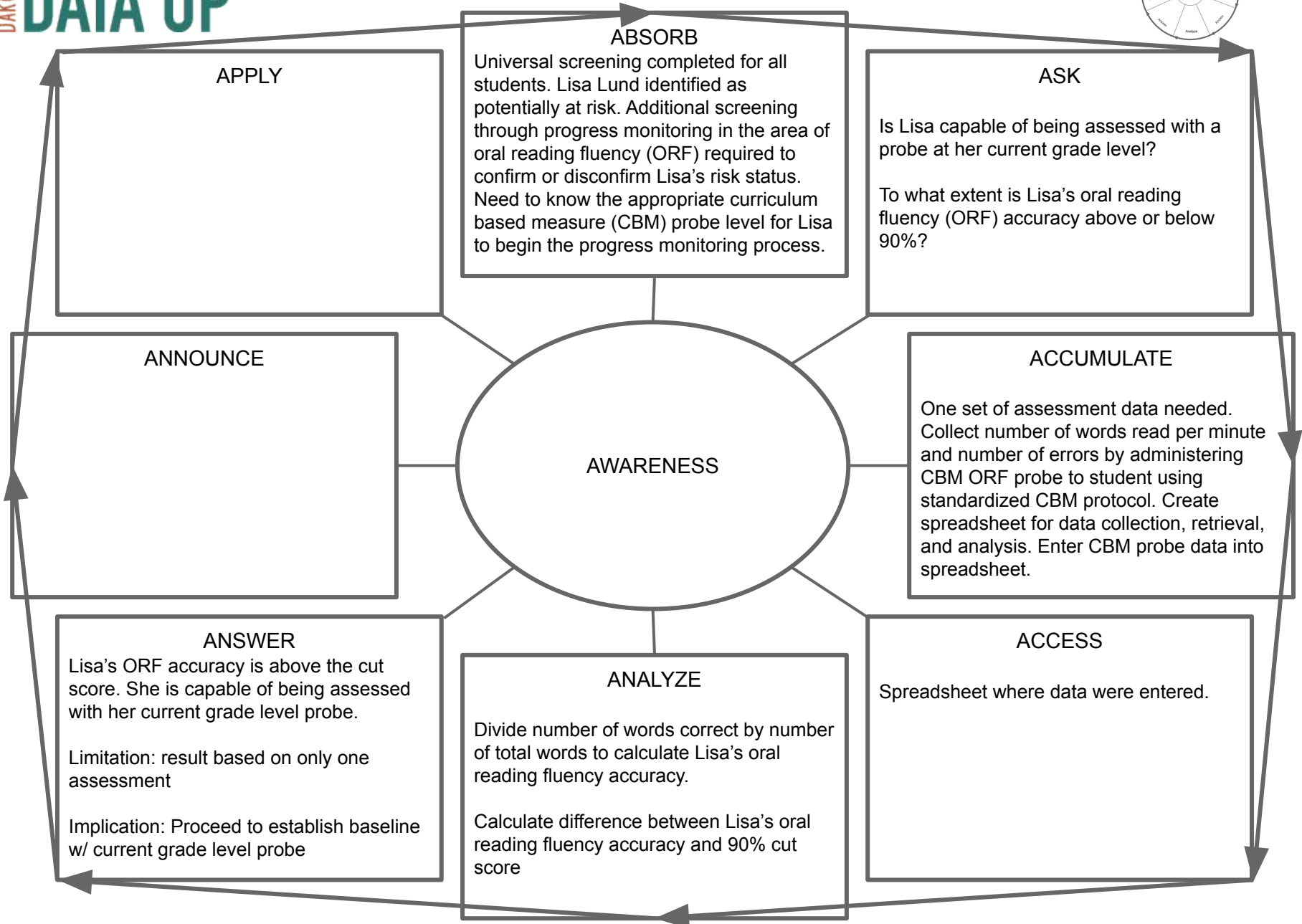


Yes, Lisa is capable of being assessed with a probe at her current grade level because her score of 91.3% is above the cut score of 90.0%

# A+ Inquiry Framework

The Answer stage has been completed. You answered the questions and began to identify limitations and implications of the answers.

A+ INQUIRY  
 GRAPHIC ORGANIZER - Progress Monitoring - (1) Select Probe Level



**ABSORB**

Universal screening completed for all students. Lisa Lund identified as potentially at risk. Additional screening through progress monitoring in the area of oral reading fluency (ORF) required to confirm or disconfirm Lisa's risk status. Need to know the appropriate curriculum based measure (CBM) probe level for Lisa to begin the progress monitoring process.

**ASK**

Is Lisa capable of being assessed with a probe at her current grade level?  
  
 To what extent is Lisa's oral reading fluency (ORF) accuracy above or below 90%?

**ACCUMULATE**

One set of assessment data needed. Collect number of words read per minute and number of errors by administering CBM ORF probe to student using standardized CBM protocol. Create spreadsheet for data collection, retrieval, and analysis. Enter CBM probe data into spreadsheet.

**ACCESS**

Spreadsheet where data were entered.

**ANALYZE**

Divide number of words correct by number of total words to calculate Lisa's oral reading fluency accuracy.  
  
 Calculate difference between Lisa's oral reading fluency accuracy and 90% cut score

**ANSWER**

Lisa's ORF accuracy is above the cut score. She is capable of being assessed with her current grade level probe.  
  
 Limitation: result based on only one assessment  
  
 Implication: Proceed to establish baseline w/ current grade level probe

**ANNOUNCE**

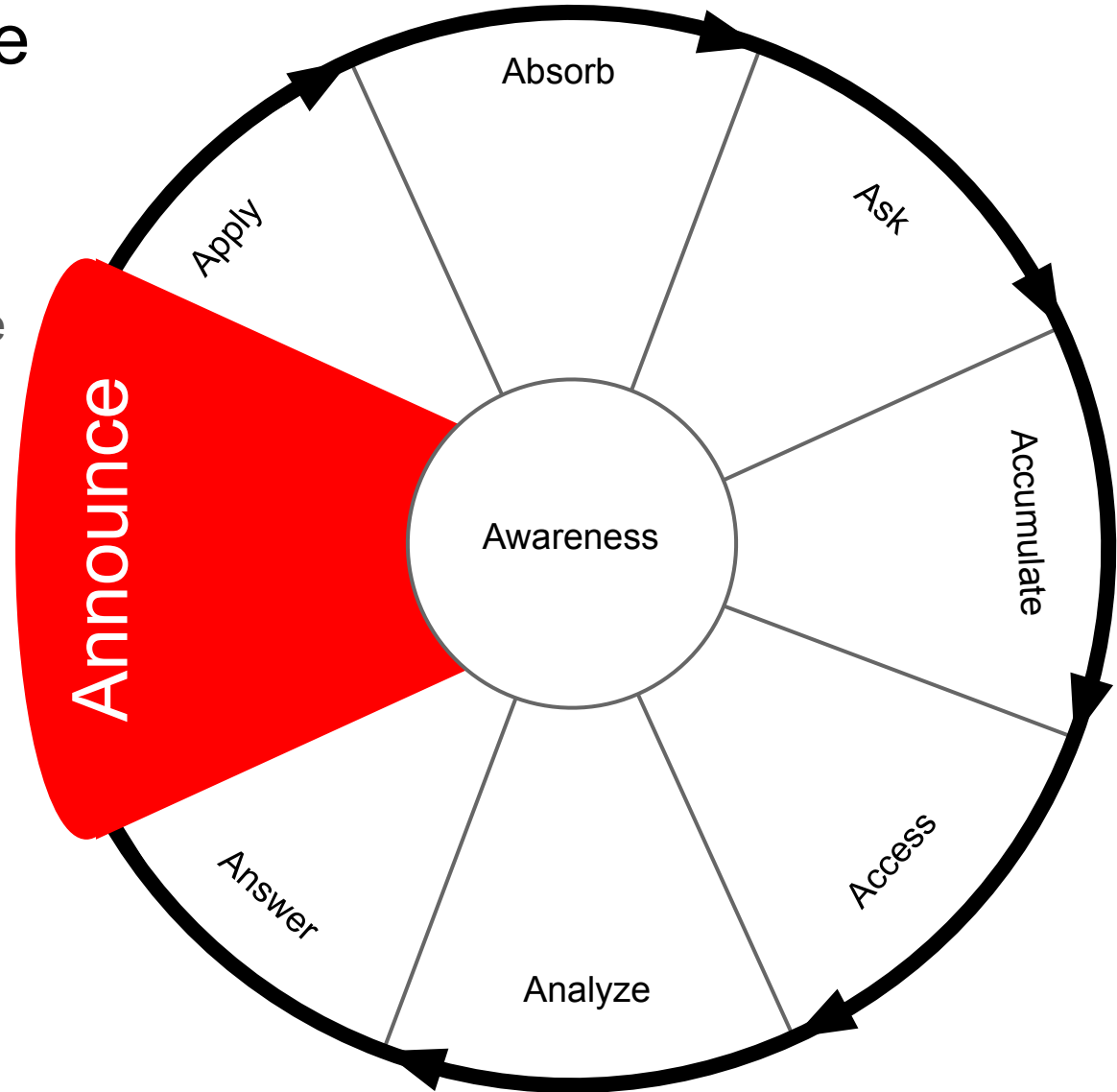
**APPLY**

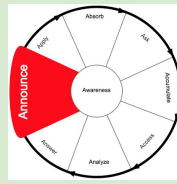
**AWARENESS**

# Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers to applicable stakeholders.



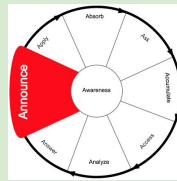


# Activity - 08.04.10

You communicate Lisa's Oral Reading Fluency (ORF) accuracy to \_\_\_\_\_ immediately (i.e., during the same sitting in which you administered the probe and analyzed the data). You also mention that you will have Lisa read two more passages in the same sitting so a baseline score can be established.

- Lisa
- Lisa's classmates
- Lisa's parents
- Lisa's prior year teacher

Standard: S.6.B Explanation

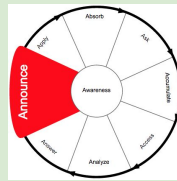


# Activity - 08.04.11

Which data analysis finding relevant to Lisa's Oral Reading Fluency (ORF) accuracy would be appropriate to communicate to her parents during a parent/teacher conference?

- Lisa is capable of being assessed with an ORF probe at her current grade level
- Lisa enjoys both reading and math
- Lisa turns in her daily homework on time
- Lisa sometimes hesitates to participate in group discussions

Standard: S.6.B Explanation



# Activity - 08.04.12

What would you discuss about Lisa's oral reading fluency (ORF) accuracy with random colleagues in the teacher lounge?

- The number of words she read correctly on the ORF probe
- The number of errors she made while reading the ORF probe
- The percentage representing her ORF accuracy
- Nothing

Standard: S.6.B Explanation

# Tutorial

You announce Lisa's Oral Reading Fluency (ORF) accuracy to her immediately. You let her know you will have her read two more passages in the same sitting so a baseline score can be established.

Eventually, you will announce the finding that Lisa is capable of being assessed with an ORF probe at her grade level to the RTI team during the regularly scheduled RTI meeting and to her parents during parent/teacher conferences; however, based on the district's RTI protocol, you are able to proceed to the next stage of establishing a baseline score before the results are announced to the RTI team.

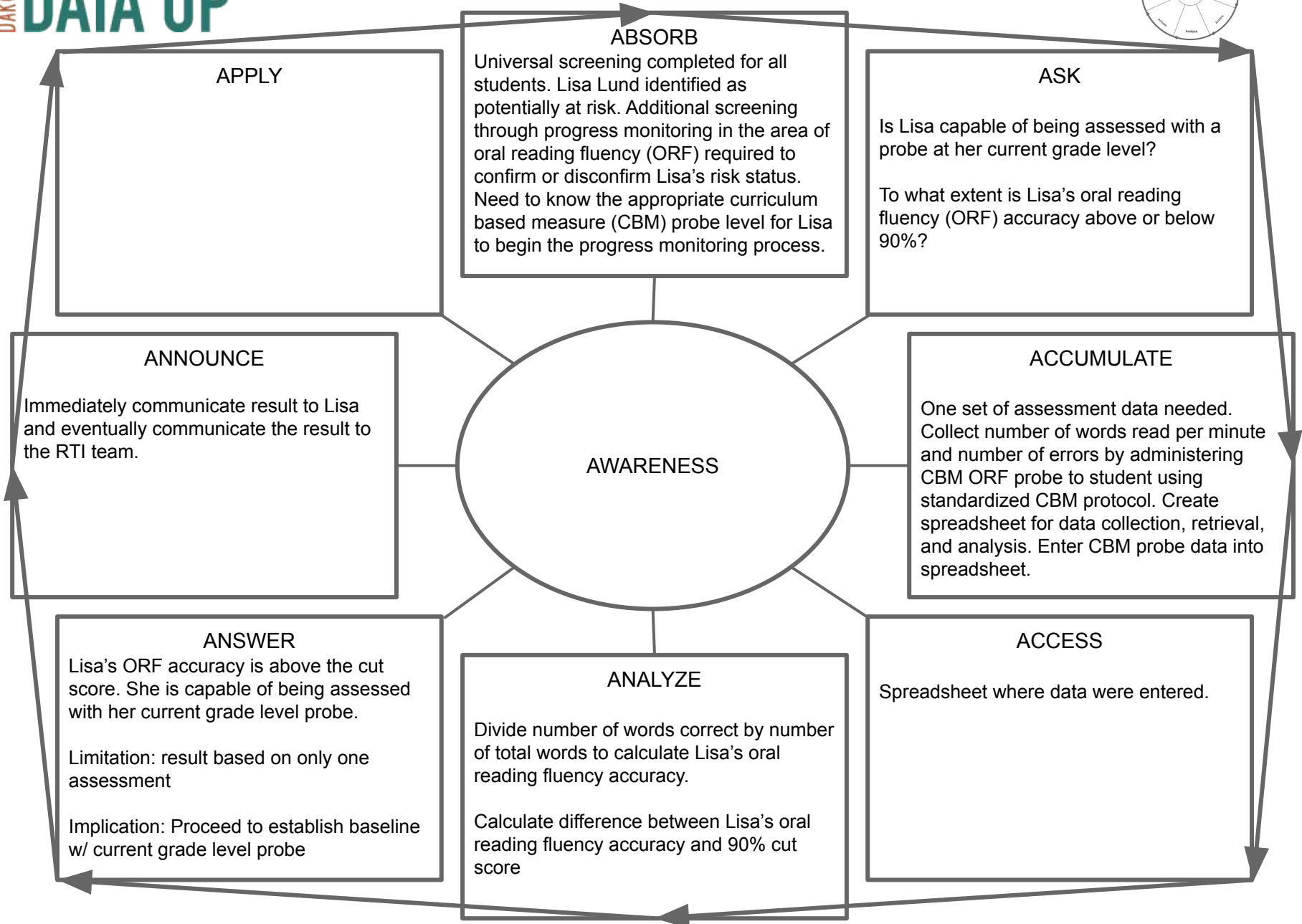
Note that it would not be appropriate to share Lisa's performance level to various audiences in certain settings. For example, it would not be appropriate to have an open discussion about her performance with random colleagues in the teacher lounge.



# A+ Inquiry Framework

The Announce stage has been completed. You communicated data analysis findings to Lisa.

A+ INQUIRY  
 GRAPHIC ORGANIZER - Progress Monitoring - (1) Select Probe Level



**ABSORB**

Universal screening completed for all students. Lisa Lund identified as potentially at risk. Additional screening through progress monitoring in the area of oral reading fluency (ORF) required to confirm or disconfirm Lisa's risk status. Need to know the appropriate curriculum based measure (CBM) probe level for Lisa to begin the progress monitoring process.

**ASK**

Is Lisa capable of being assessed with a probe at her current grade level?  
  
 To what extent is Lisa's oral reading fluency (ORF) accuracy above or below 90%?

**ACCUMULATE**

One set of assessment data needed. Collect number of words read per minute and number of errors by administering CBM ORF probe to student using standardized CBM protocol. Create spreadsheet for data collection, retrieval, and analysis. Enter CBM probe data into spreadsheet.

**ACCESS**

Spreadsheet where data were entered.

**ANALYZE**

Divide number of words correct by number of total words to calculate Lisa's oral reading fluency accuracy.  
  
 Calculate difference between Lisa's oral reading fluency accuracy and 90% cut score

**ANSWER**

Lisa's ORF accuracy is above the cut score. She is capable of being assessed with her current grade level probe.  
  
 Limitation: result based on only one assessment  
  
 Implication: Proceed to establish baseline w/ current grade level probe

**ANNOUNCE**

Immediately communicate result to Lisa and eventually communicate the result to the RTI team.

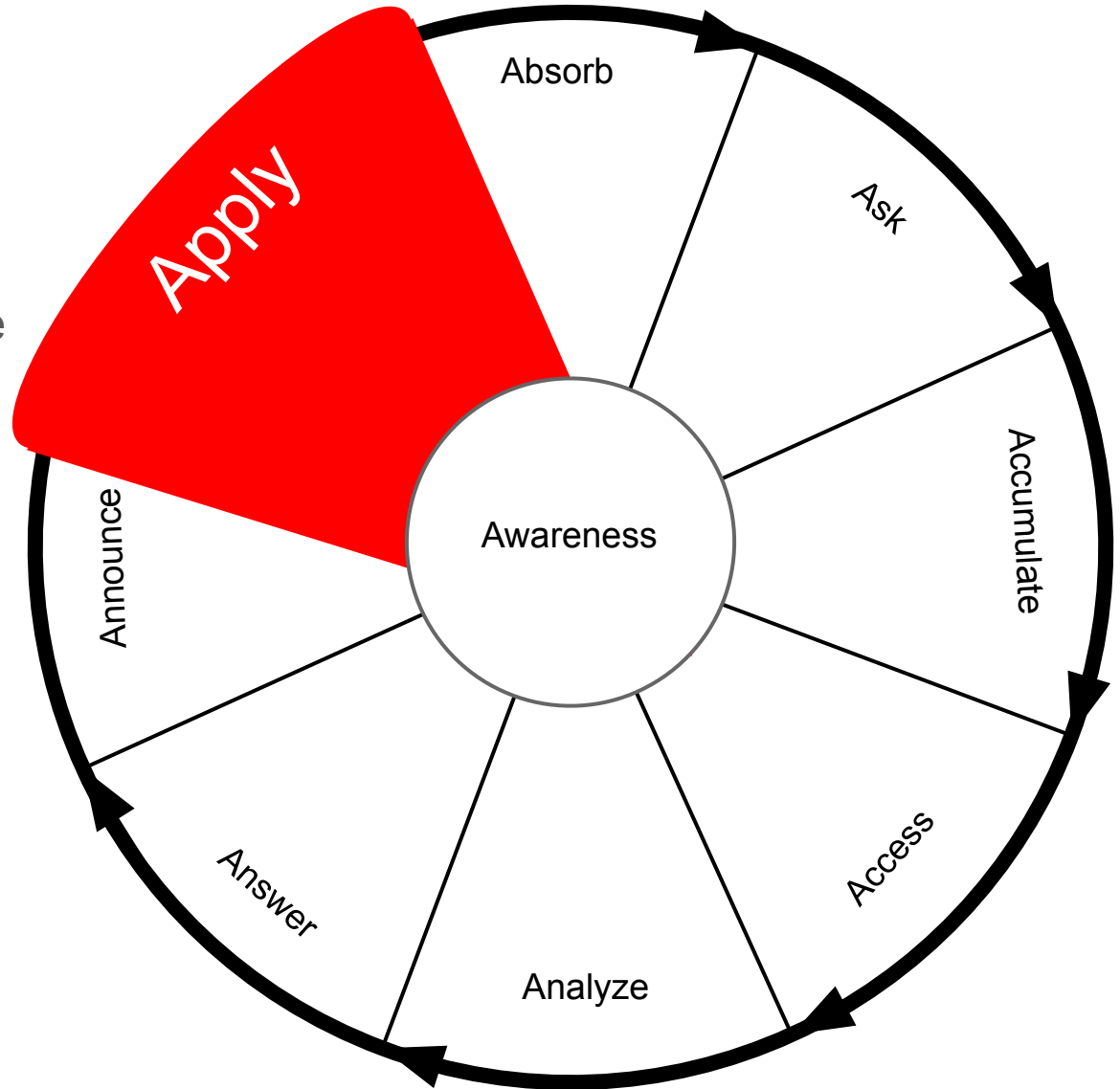
**APPLY**

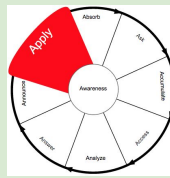
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# Apply Stage

Ryan:

Now it's time to enter the Apply stage.



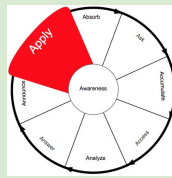


# Activity - 08.04.13

The Apply stage is where you \_\_\_\_\_.

- make decisions and take action based on answers to the questions you posed in the Ask stage
- pose questions that may be answered through analysis of data
- collect data that will help answer questions posed in the Ask stage
- identify limitations and implications of data analysis results

Standard: S.7.A Strategies

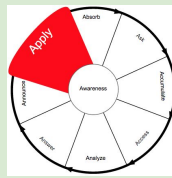


# Activity - 08.04.14

Based on the result that Lisa is capable of being assessed with oral reading fluency (ORF) probes representing her current grade level, you make a decision to

- 
- do nothing because Lisa is capable of being assessed at an appropriate ORF probe level
  - immediately begin a research based intervention with Lisa
  - proceed to the next data cycle to establish Lisa's baseline performance level
  - permanently stop assessing Lisa with ORF probes because she exceeded the cut score

Standard: S.7.A Strategies



# Activity - 08.04.15

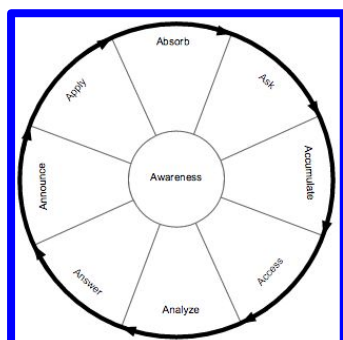
It would be appropriate to proceed to the next data cycle to establish Lisa's baseline performance level \_\_\_\_\_.

- the following school year
- after 2 months have passed
- immediately (i.e., in the same sitting)
- during the final week of the academic year

Standard: S.7.A Strategies

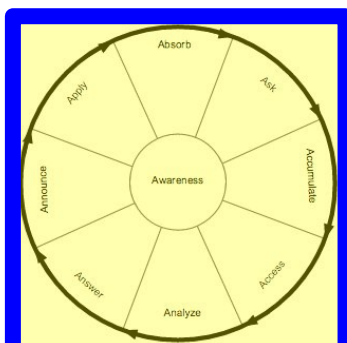
# Tutorial

The Apply stage is where you make decisions and take action based on answers to the questions you posed in the Ask stage. In this case, based on the finding that Lisa is capable of being assessed with a probe level representing her current grade level, you and Lisa make a decision to proceed to the next data cycle to establish Lisa's baseline performance level.



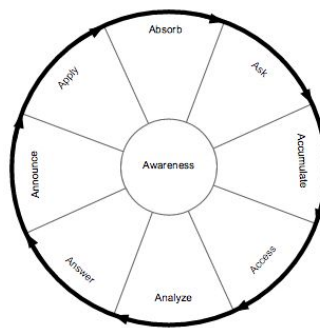
## Cycle 1

Select the student's appropriate grade level probe



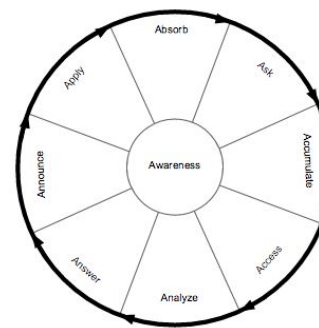
## Cycle 2

Compute the student's baseline performance



## Cycle 3

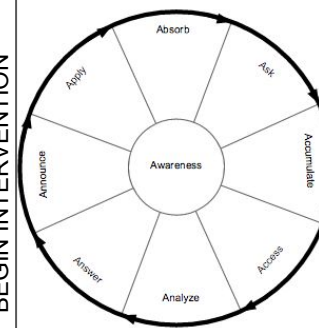
Compute the student's end of year goal



## Cycle 4

Evaluate the student's at risk status

BEGIN INTERVENTION



## Cycle 5

Evaluate impact of the intervention

# Tutorial

According to Great Plains protocol, you need to administer a total of three probes to Lisa in order to calculate her baseline performance level. You will administer two additional probes to her in the same sitting. In essence, the Apply stage of this cycle is put into action as implementation of the subsequent cycle to establish her baseline performance.

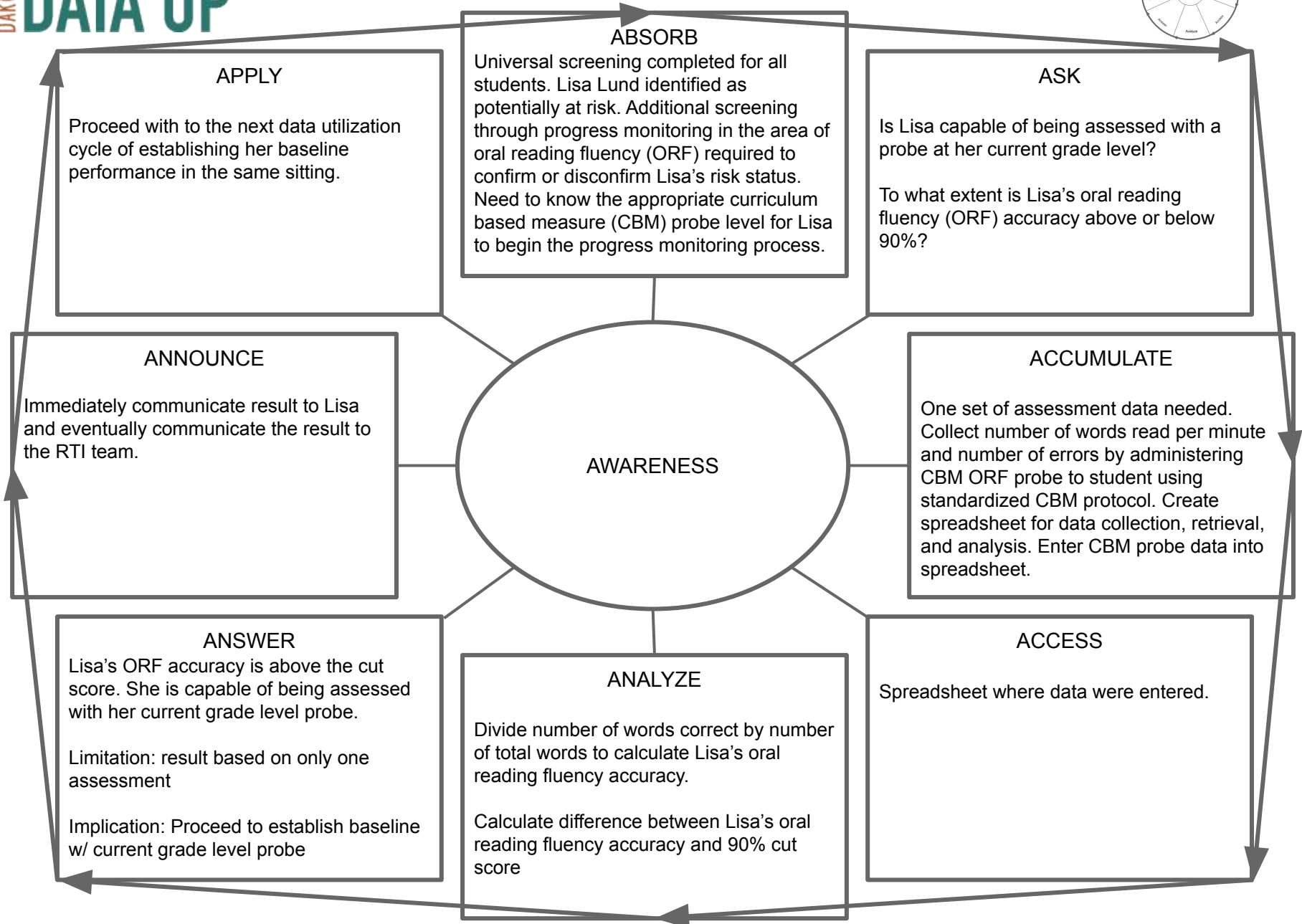
Example CBM Oral Reading Fluency Probe	
This is a sample Oral Reading Fluency passage. An actual	10
passage would include different text that would align with the student's level of learning. The purpose of this passage is to provide basic instruction on how to mark errors made when a student reads a passage and how to mark the last word read. Each error should be marked with a slash. A bracket should be placed after the last word read.	20
Marking the passage with slashes and a bracket makes it possible to count the total number of words read and number of errors. These values are required to calculate the number of correct words read per minute, as well as Oral Reading Fluency accuracy.	31
A word could be marked as an error for a variety of reasons, such as mispronouncing a word, repeating a word, or omitting a word. Descriptions of these and additional error types may be available in an instructional manual or other documentation provided by the entity that created the Oral Reading Fluency probe. Check official documentation to ensure proper protocol is followed for probe administration and scoring.	42
	54
	66
	72
	82
	94
	104
	115
	116
	128
	138
	148
	157
	166
	174
	183
Total # words read - # errors =	
_____ - _____ = _____	
Total # words read - # errors = # Correct number words per minute	
_____ - _____ = _____	



# A+ Inquiry Framework

The Apply stage has been completed. You are applying decisions and actions based on data analysis findings. You addressed each stage of the A+ Inquiry framework, demonstrating awareness throughout the entire inquiry cycle to ensure the right context was absorbed, the right questions were asked, the right data were accumulated, accessed, and analyzed, the right answers were derived, the right announcements were communicated, and the right applications were made.

A+ INQUIRY  
 GRAPHIC ORGANIZER - Progress Monitoring - (1) Select Probe Level



**ABSORB**

Universal screening completed for all students. Lisa Lund identified as potentially at risk. Additional screening through progress monitoring in the area of oral reading fluency (ORF) required to confirm or disconfirm Lisa's risk status. Need to know the appropriate curriculum based measure (CBM) probe level for Lisa to begin the progress monitoring process.

**ASK**

Is Lisa capable of being assessed with a probe at her current grade level?  
  
 To what extent is Lisa's oral reading fluency (ORF) accuracy above or below 90%?

**ACCUMULATE**

One set of assessment data needed. Collect number of words read per minute and number of errors by administering CBM ORF probe to student using standardized CBM protocol. Create spreadsheet for data collection, retrieval, and analysis. Enter CBM probe data into spreadsheet.

**ACCESS**

Spreadsheet where data were entered.

**ANALYZE**

Divide number of words correct by number of total words to calculate Lisa's oral reading fluency accuracy.  
  
 Calculate difference between Lisa's oral reading fluency accuracy and 90% cut score

**ANSWER**

Lisa's ORF accuracy is above the cut score. She is capable of being assessed with her current grade level probe.  
  
 Limitation: result based on only one assessment  
  
 Implication: Proceed to establish baseline w/ current grade level probe

**ANNOUNCE**

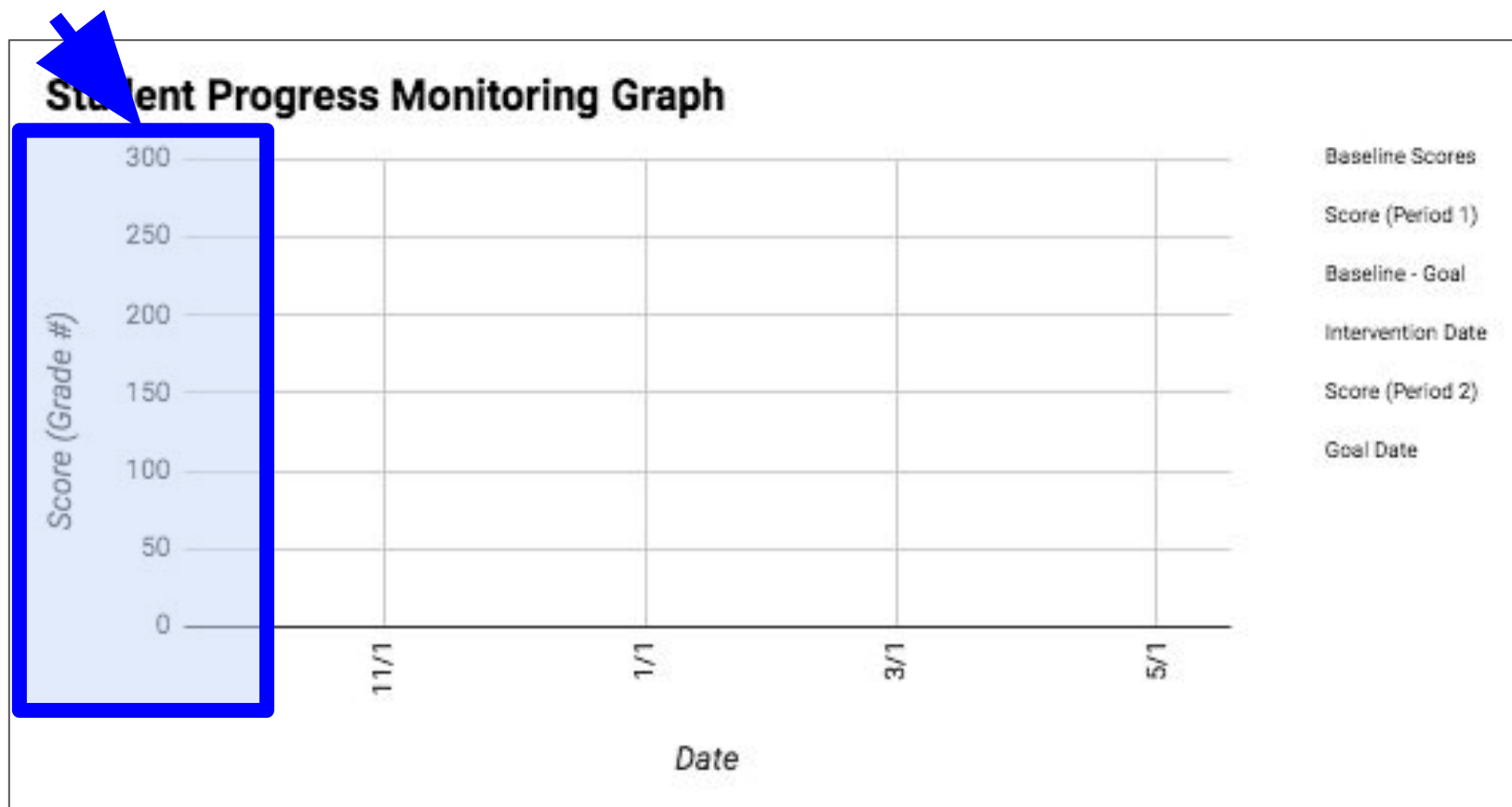
Immediately communicate result to Lisa and eventually communicate the result to the RTI team.

**APPLY**

Proceed with to the next data utilization cycle of establishing her baseline performance in the same sitting.

# Conclusion

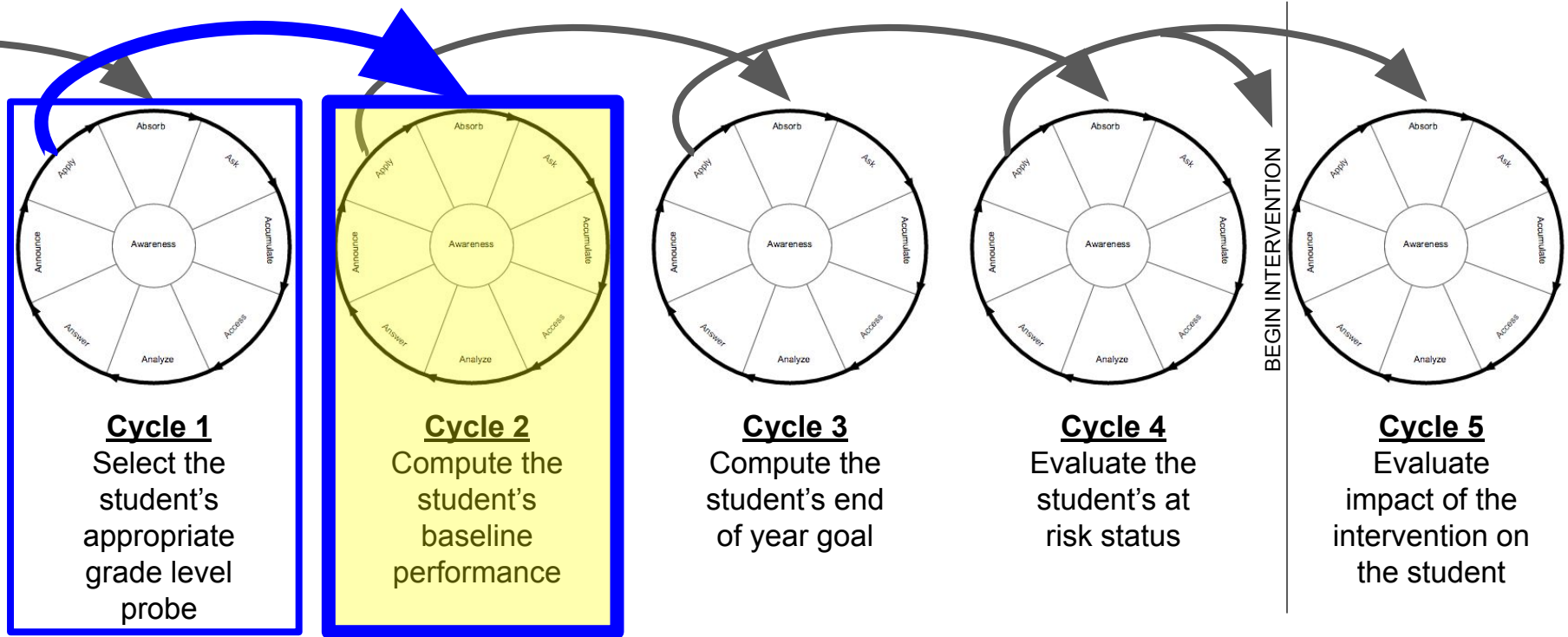
You've completed the first data cycle of progress monitoring. As a result, you know that the y-axis values on Lisa's progress monitoring graph represent scores on ORF probes representing her current grade level.



# Conclusion

Now that you know the appropriate probe level for Lisa, you may proceed to the next data cycle, which focuses on computing her baseline performance level.

# Progress Monitoring Data Cycles



*Determining the appropriate grade level probe for a student needs to occur before establishing a student's baseline performance. Establishing a student's baseline needs to occur before determining the student's end of year goal. Determining the student's end of year goal needs to occur before confirming or disconfirming the student's at risk status. Confirming or disconfirming a student's at risk status needs to occur before monitoring a student's progress toward the goal.*

**Whose progress should be monitored?** An individual "at risk" student

**When should the first progress monitoring data cycle begin?** After a student has been identified as potentially "at risk" through a universal screening process

**When should an intervention be assigned?** After confirming a student's "at risk" status (i.e. after Cycle 4)

**What are some tools available for progress monitoring?** Aimsweb, Edcheckup, DIBELS, easyCBM, FAST, istation, STAR (see more details at <http://www.intensiveintervention.org/chart/progress-monitoring>)

# Activity Answers

08.04.01	retrieve the data required for analysis that have already been accumulated
08.04.02	immediately
08.04.03	in the spreadsheet where you entered the data
08.04.04	# words read, # correct words per minute
08.04.05	93.3%
08.04.06	+ 3.3 percentage points
08.04.07	Lisa's ORF accuracy is 3.3 percentage points ABOVE the cut score
08.04.08	Yes
08.04.09	Yes
08.04.10	Lisa
08.04.11	Lisa is capable of being assessed with an ORF probe at her current grade level
08.04.12	Nothing
08.04.13	make decisions and take action based on answers to the questions you posed in the Ask stage
08.04.14	proceed to the next data cycle to establish Lisa's baseline performance level
08.04.15	immediately (i.e., in the same sitting)

## Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how to implement the Access, Analyze, Answer, Announce, and Apply stages of A+ Inquiry to select -- and take action based on -- the appropriate grade level probe for a student				

# Well Done

You have completed this module part. You can begin the next lesson when you are ready.