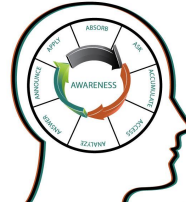




This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Develop Your Data Mindset

Module 8 - Progress Monitoring Part 6 - Answer, Announce & Apply (Cycle 2 - Compute Baseline Performance)

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

Learning Goals

- Implement A+ Inquiry to compute -- and take action based on -- a student's baseline performance level

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.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes
- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected

SLDS Data Use Standards (continued)

- K.3.B Data Limitations: Knows that data have limitations and that these limitations affect the interpretation and usefulness of data
- 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

Teacher 1: It seems like Ryan was plotting when he had us do this topic at the holidays!

Teacher 2: Yeah. Are baseline scores like my weight going into the holiday season?

Teacher 3: Exactly!

Teacher 4: But, is it when Aunt Sue says, “Oh my! You’ve gained weight!”

Teacher 5: Ha! Or when the scales actually show the true numbers?

Teacher 6: I’m detecting a pattern here. I wonder what we can hypothesize?

Teacher 7: You guys have been around Ryan way too long!

Introduction

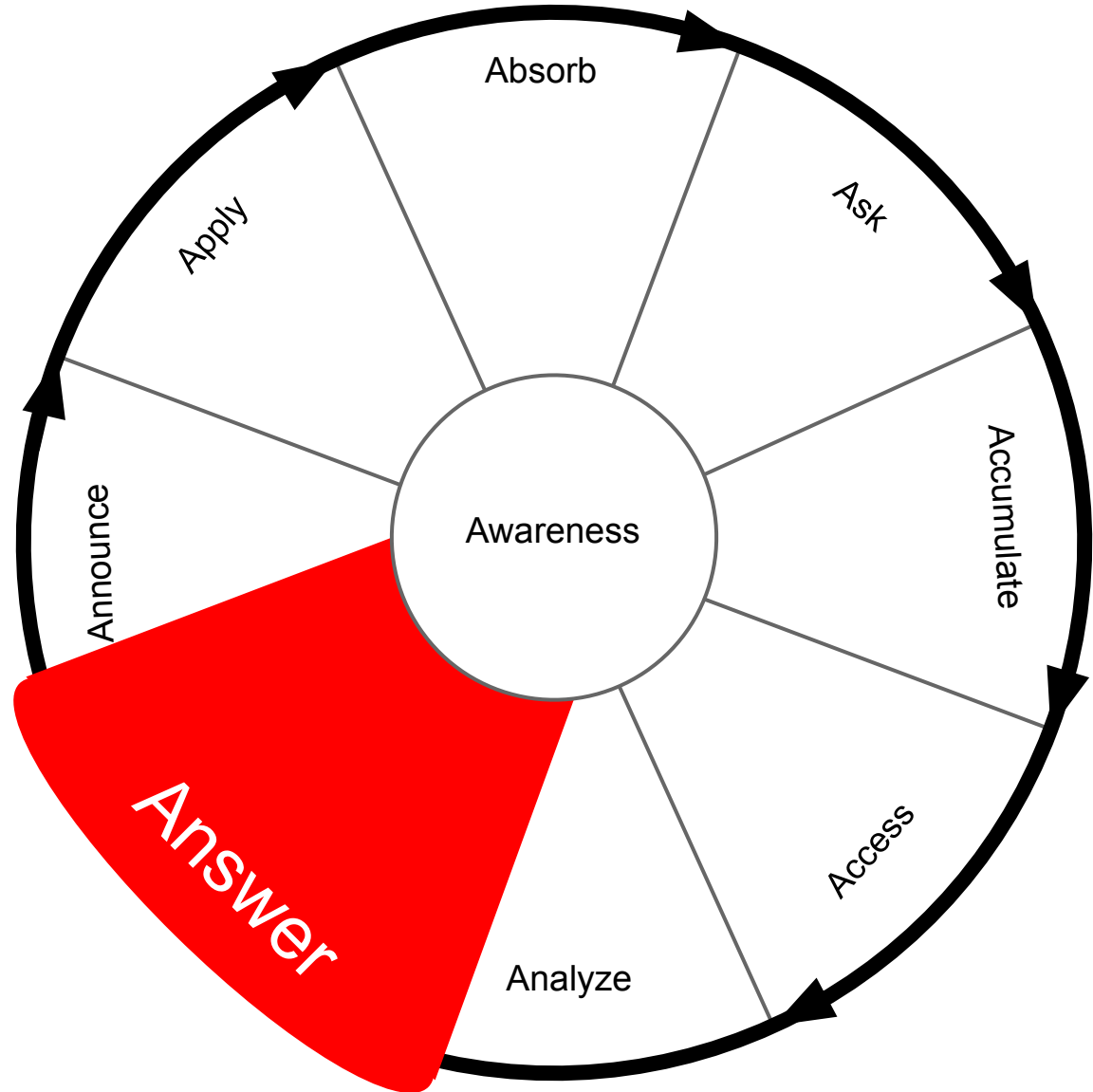
Ryan:

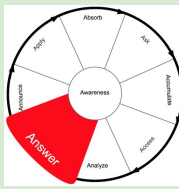
We are going to finish up the rest of the A+ Inquiry framework for Cycle 2 of progress monitoring: compute student's baseline performance.

Answer Stage

Ryan:

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



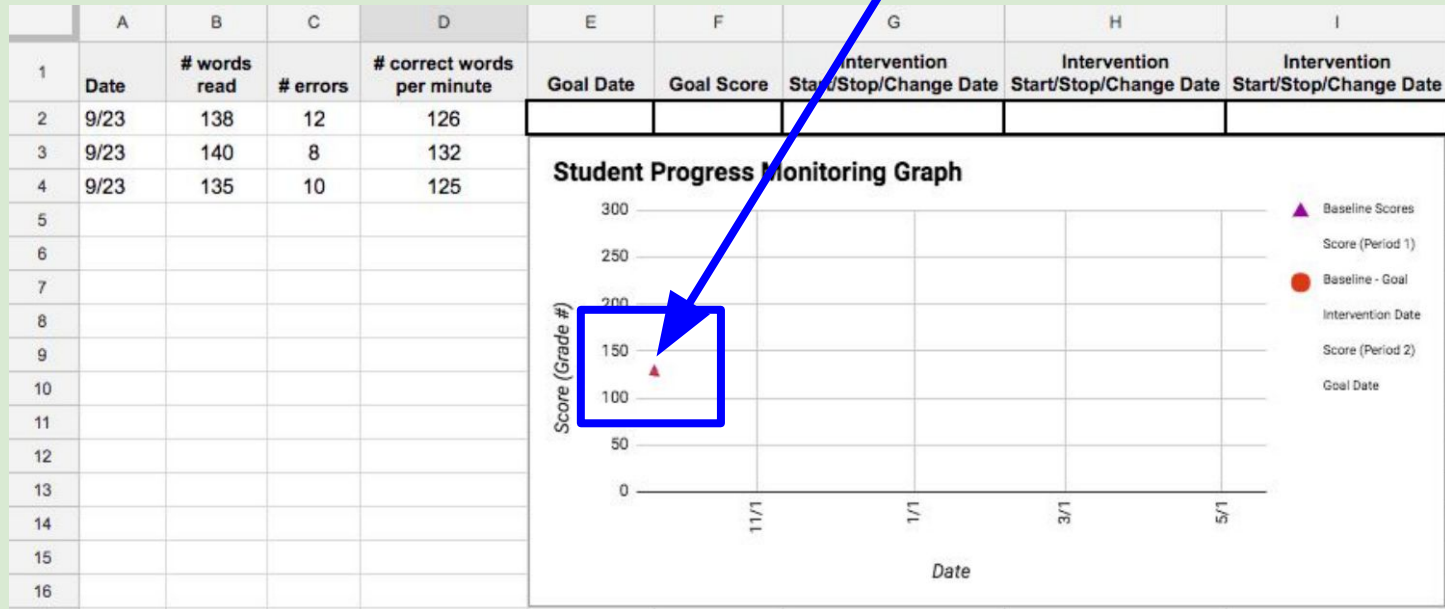


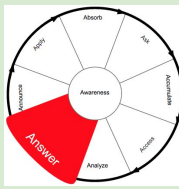
Activity - 08.06.01

Based on your analysis revealing that 126 is the median of the first three probes administered to Lisa in the same sitting, select the answer to the general question you posed in the Ask stage, “What is Lisa’s baseline Oral Reading Fluency (ORF) baseline performance?” The baseline value is automatically plotted on the graph in Lisa’s progress monitoring spreadsheet.

- 126
- 128
- 132
- 125

Standard: S.5.C
Patterns



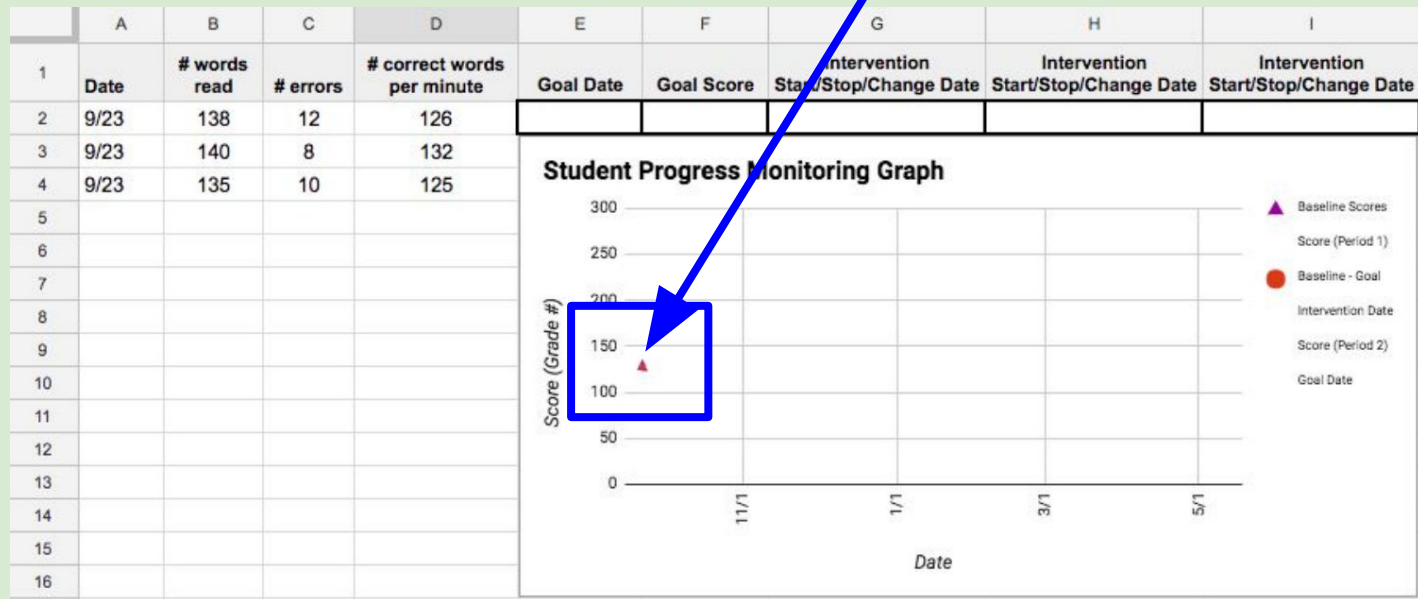


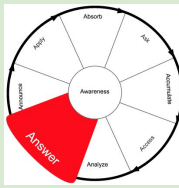
Activity - 08.06.02

An implication of knowing Lisa's Oral Reading Fluency baseline is that you and Lisa could _____.

- proceed to the stage of setting a goal for her
- permanently stop the process of monitoring her progress
- assign an intervention to her with a focus on improving algebraic thinking
- assign an intervention to her peers that seem to be performing at a similar level

Standard: S.7.A
Strategies





Activity - 08.06.03

Factors that could potentially weaken the validity of a student's performance may include _____.

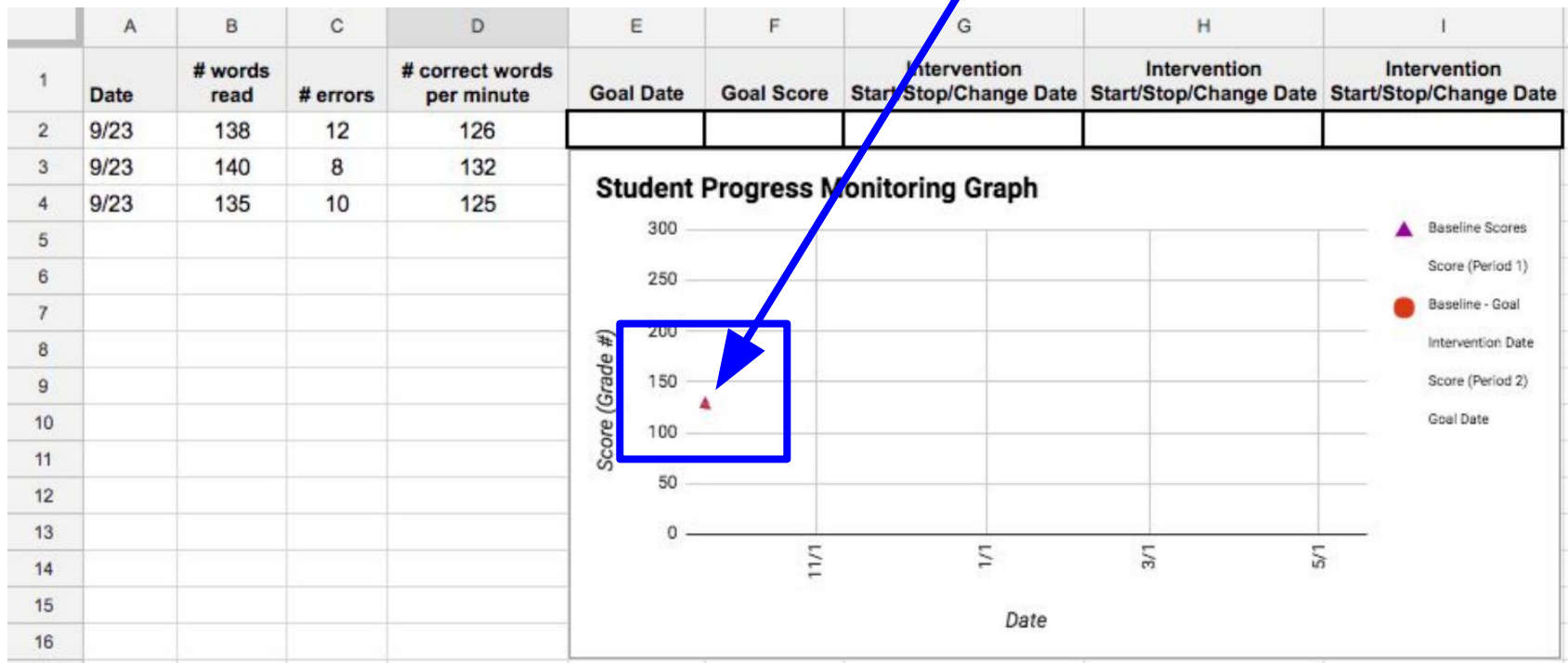
- Disability, test anxiety, poor effort, illness
- Height, weight, hair color
- Household income, parent's education
- Previous quiz scores

Standard: K.3.B Data Limitations

Tutorial

You revisit the initial questions to verify your analyses revealed answers to the questions. You begin by answering the operational question: What is Lisa's median score on three Oral Reading Fluency (ORF) probes administered at the same point in time? The answer to this question is that the Lisa's median is 126.

Baseline = 126

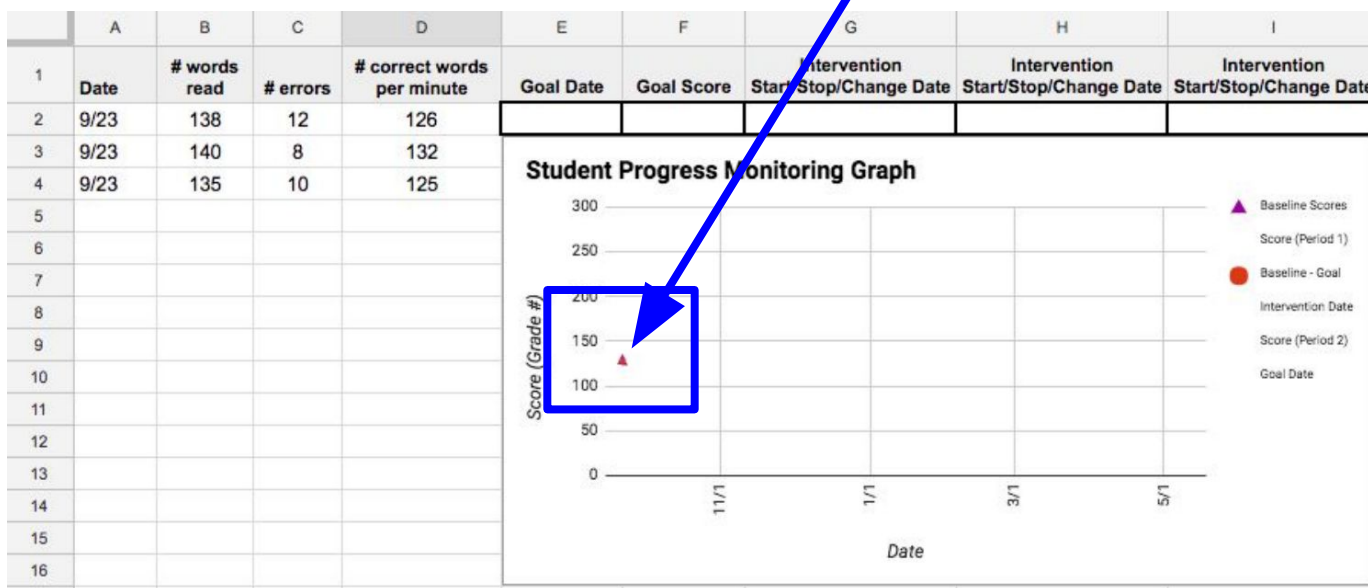


Tutorial

The answer to the operational question informs the answer to the general question: “What is Lisa’s baseline ORF performance?” The answer to this question is the same as the answer to the operational question. Lisa’s baseline performance is 126 correct words per minute. The baseline value is automatically plotted on the graph in Lisa’s progress monitoring spreadsheet.

As with any results, limitations exist. For example, if Lisa was ill, experiences test anxiety, has a disability, or did not give her best effort, the validity of the results may be weakened. Although there may be limitations of the results, an implication of knowing her baseline is that you and Lisa could proceed to the stage of setting a goal for her.

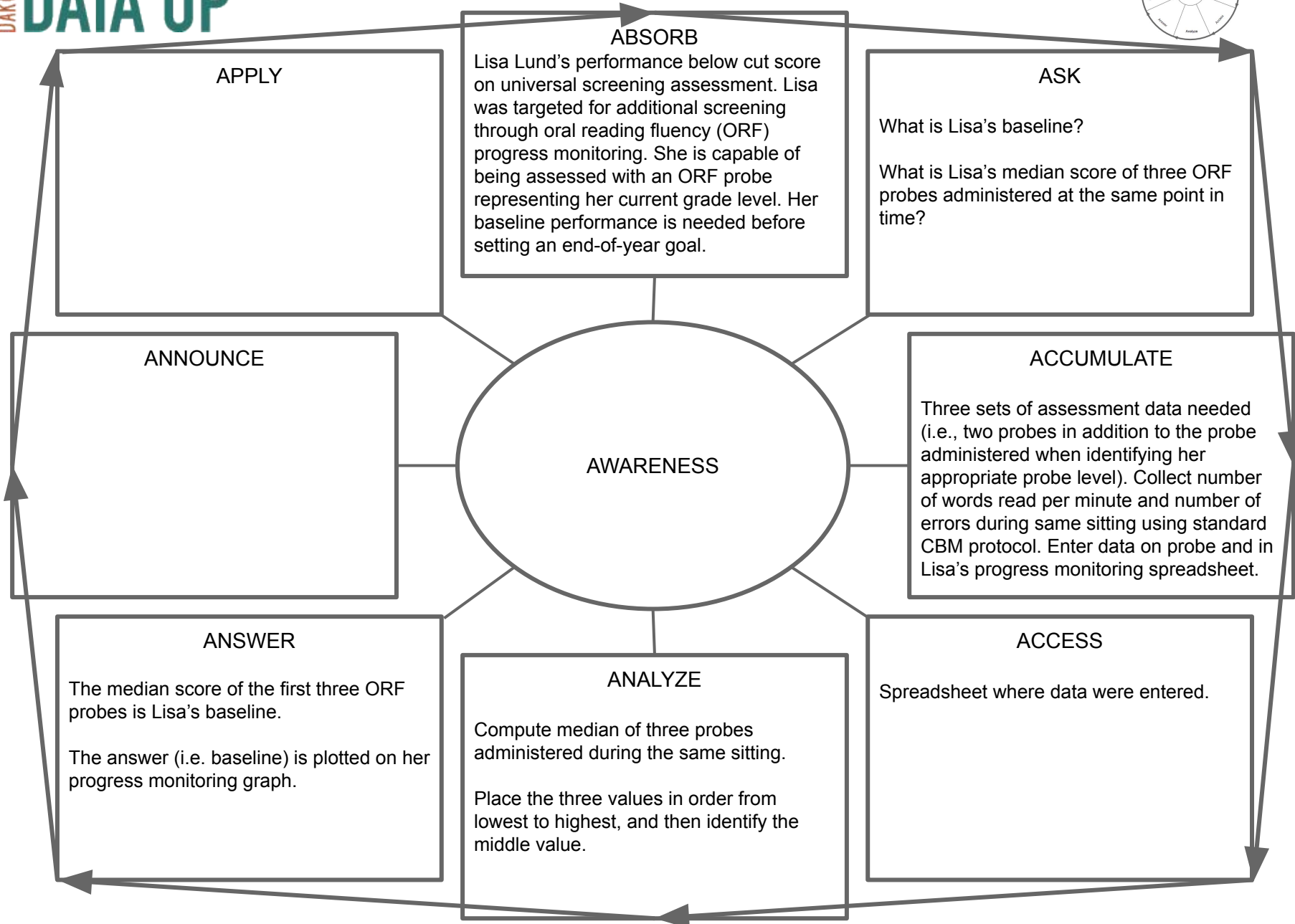
Baseline = 126



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 - (2) Compute Baseline



ABSORB

Lisa Lund's performance below cut score on universal screening assessment. Lisa was targeted for additional screening through oral reading fluency (ORF) progress monitoring. She is capable of being assessed with an ORF probe representing her current grade level. Her baseline performance is needed before setting an end-of-year goal.

ASK

What is Lisa's baseline?
 What is Lisa's median score of three ORF probes administered at the same point in time?

ACCUMULATE

Three sets of assessment data needed (i.e., two probes in addition to the probe administered when identifying her appropriate probe level). Collect number of words read per minute and number of errors during same sitting using standard CBM protocol. Enter data on probe and in Lisa's progress monitoring spreadsheet.

ACCESS

Spreadsheet where data were entered.

ANALYZE

Compute median of three probes administered during the same sitting.
 Place the three values in order from lowest to highest, and then identify the middle value.

ANSWER

The median score of the first three ORF probes is Lisa's baseline.
 The answer (i.e. baseline) is plotted on her progress monitoring graph.

ANNOUNCE

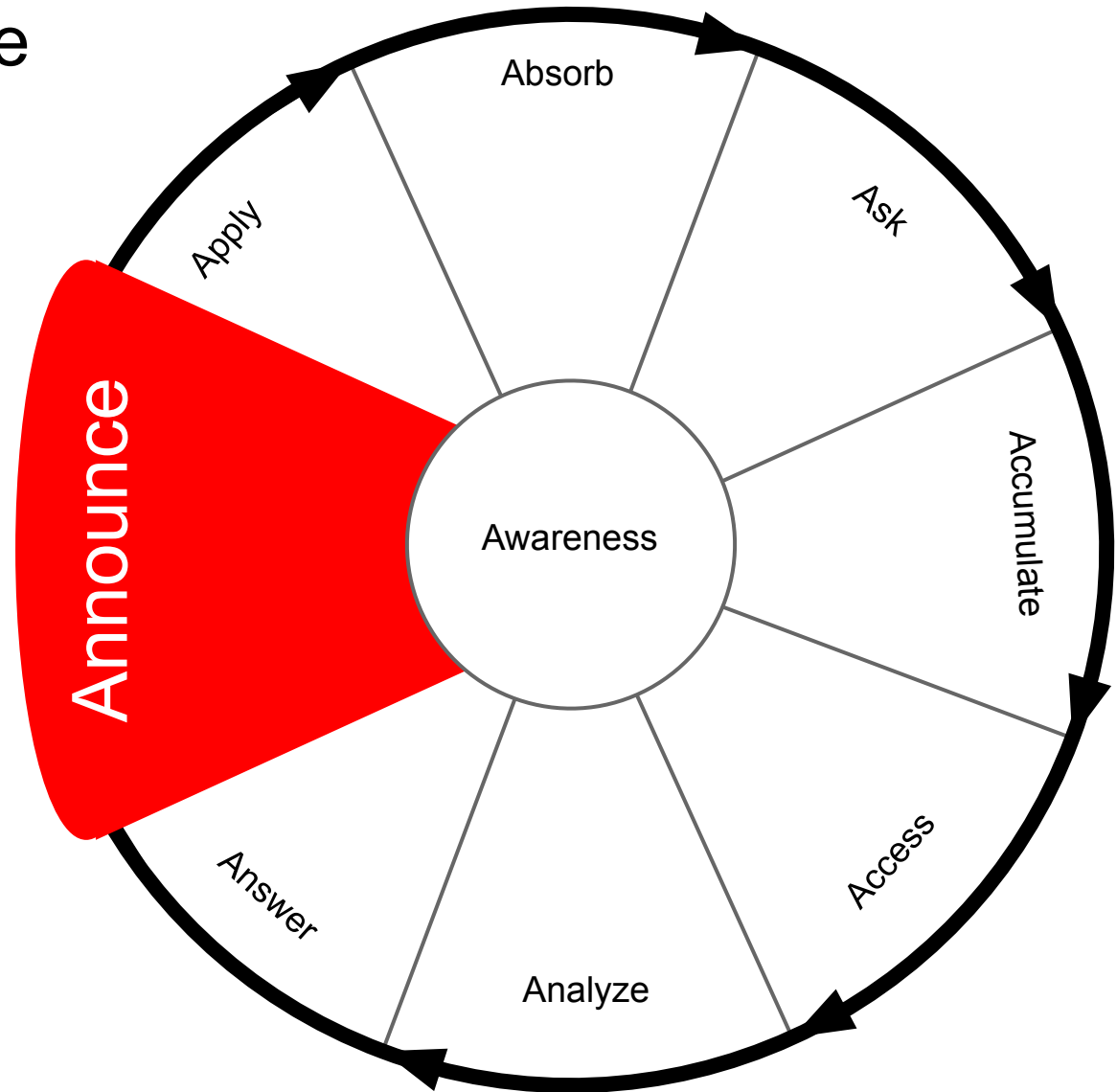
APPLY

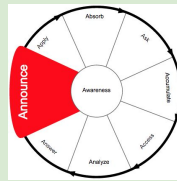
AWARENESS

Announce Stage

Ryan:

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



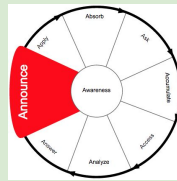


Activity - 08.06.04

You communicate Lisa's Oral Reading Fluency (ORF) baseline to _____ immediately (i.e., during the same sitting in which you administered the probes and analyzed the data).

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

Standard: S.6.B Explanation

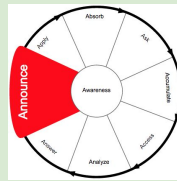


Activity - 08.06.05

During the same sitting in which you inform Lisa of her Oral Reading Fluency baseline, it would also be appropriate to explain _____.

- that the next step will be to set an end-of-year ORF goal with her
- the individual ORF performance levels and corresponding names of each of her classmates
- how well specific individuals in other classes are performing on similar ORF assessments
- which students in her class are struggling with homework

Standard: S.6.B Explanation



Activity - 08.06.06

It would NOT be appropriate to communicate Lisa's Oral Reading Fluency baseline immediately (i.e., in the same sitting in which you administered the probes to Lisa and analyzed the data) to the following stakeholders:

- Lisa's nearby classmates
- Teachers in adjacent classrooms
- Parents of other students observing your classroom
- All of the above

Standard: S.6.B Explanation

Tutorial

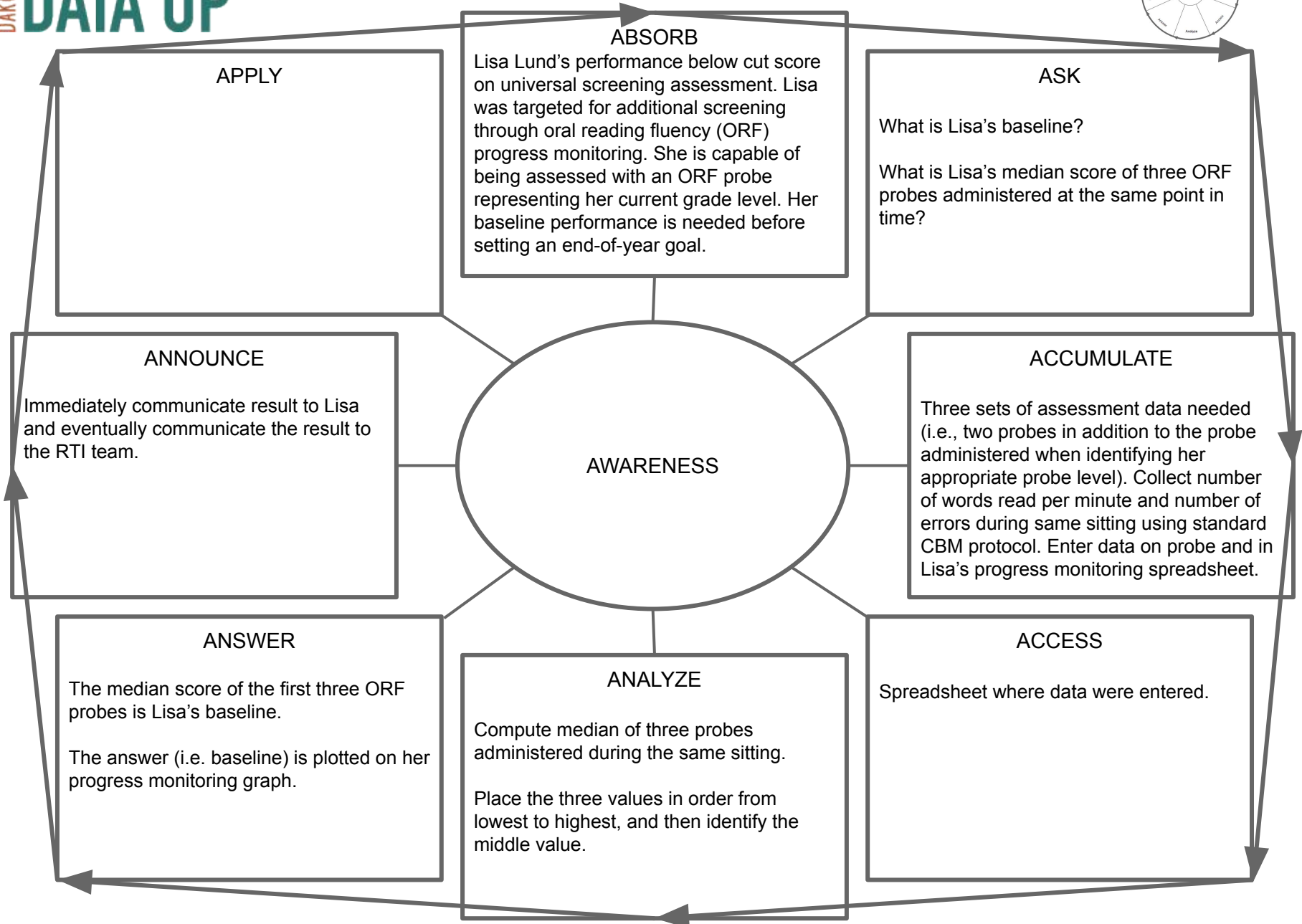
You communicate Lisa's Oral Reading Fluency (ORF) baseline to Lisa immediately (i.e., during the same sitting in which you administered the probes and analyzed the data). You also mention that you and Lisa will be proceeding to the next stage to compute an end-of-year goal for her. Collaboratively setting a goal with Lisa will provide her with a better understanding of a desired performance level that efforts throughout the year will be intended to help her reach.

At this stage of the process, Lisa's results are intended to remain private between the two of you. For example, you would not communicate the findings to nearby students, random teachers in the teacher lounge, or parents of other students observing your classroom. Eventually, however, you will announce the findings to the RTI team during a regularly scheduled RTI meeting and to Lisa's parents.

A+ Inquiry Framework

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

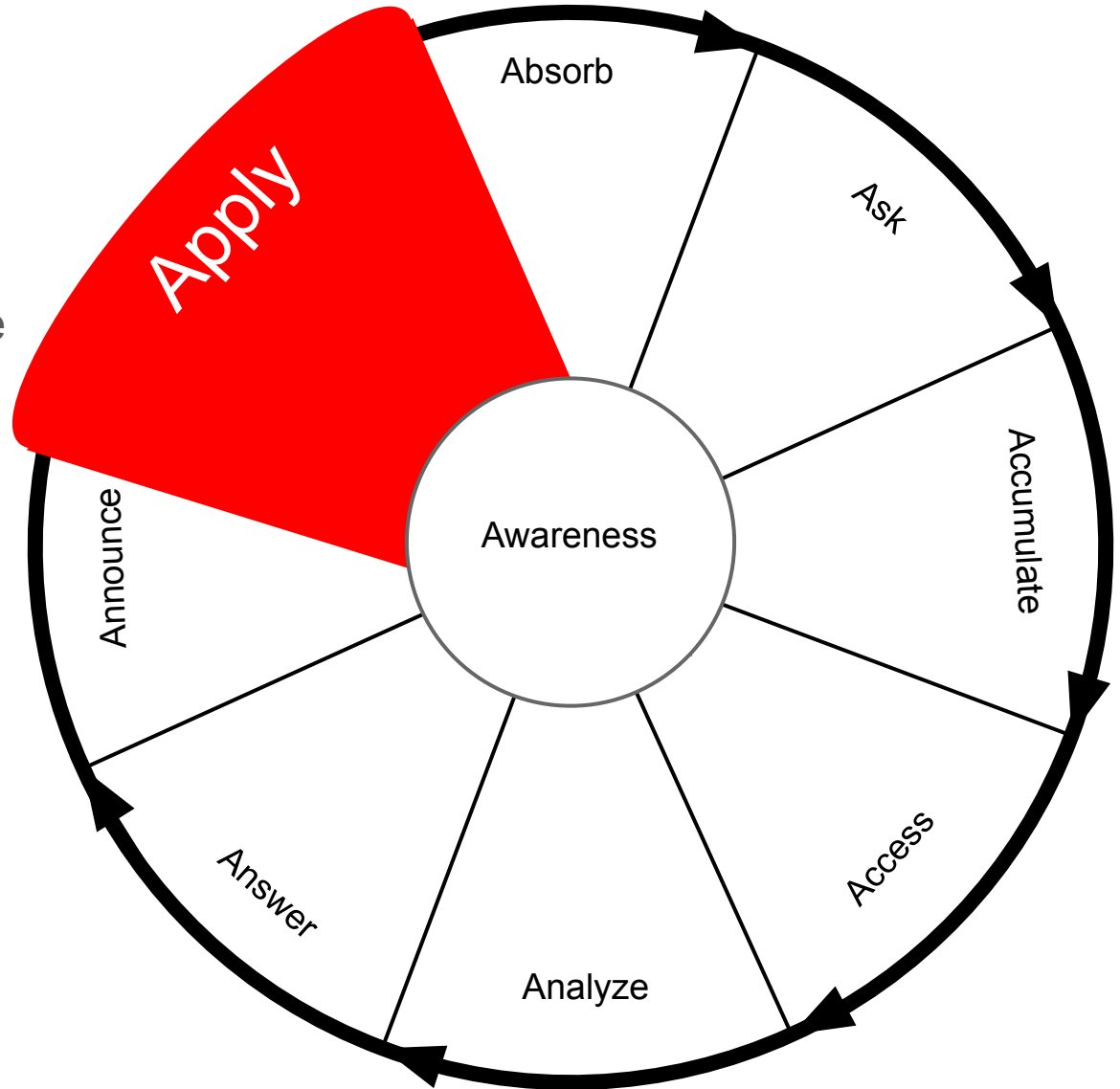
A+ INQUIRY
GRAPHIC ORGANIZER - Progress Monitoring - (2) Compute Baseline

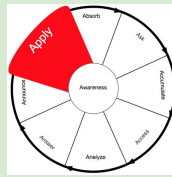


Apply Stage

Ryan:

Now it's time to enter the Apply stage.



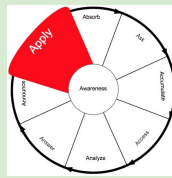


Activity - 08.06.07

The Apply stage is where you _____.

- take action based on answers to the questions you posed in the Ask stage
- retrieve data that could help you answer operational questions
- identify limitations of your data analysis findings
- collect data

Standard: S.7.A Strategies

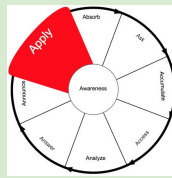


Activity - 08.06.08

In the Apply stage, based on the result that Lisa's Oral Reading Frequency (ORF) baseline is 126, you _____

- do nothing because Lisa a baseline performance level has been established
- immediately begin a research based intervention with Lisa
- proceed to the next data cycle to compute Lisa's end-of-year goal in the same sitting
- permanently stop assessing Lisa with ORF probes

Standard: S.7.A Strategies



Activity - 08.06.09

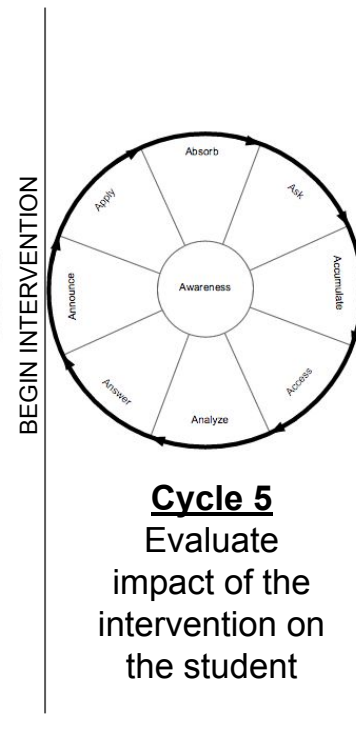
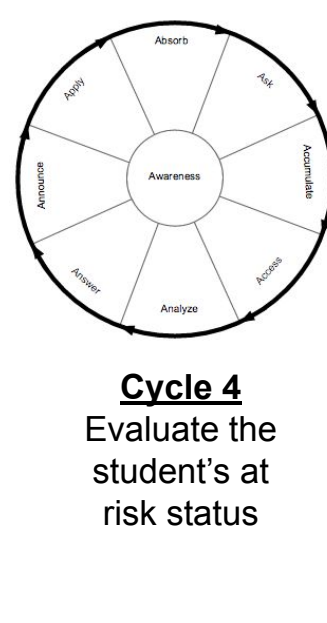
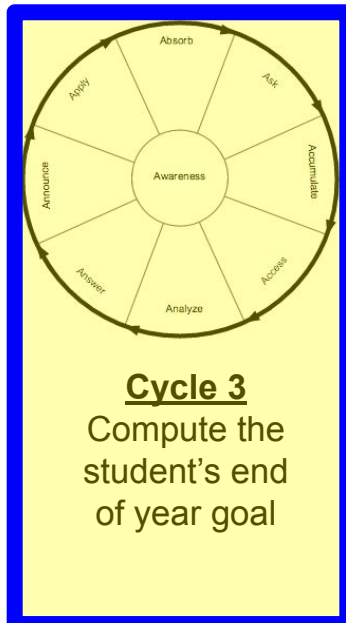
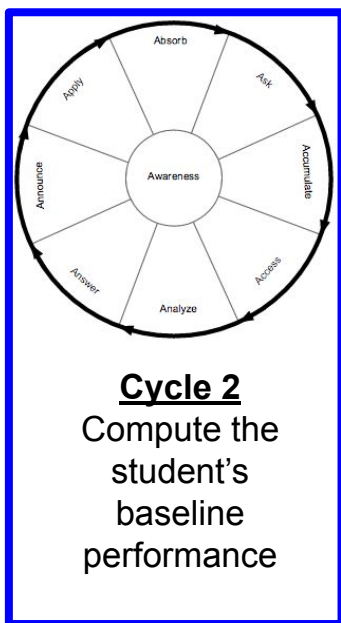
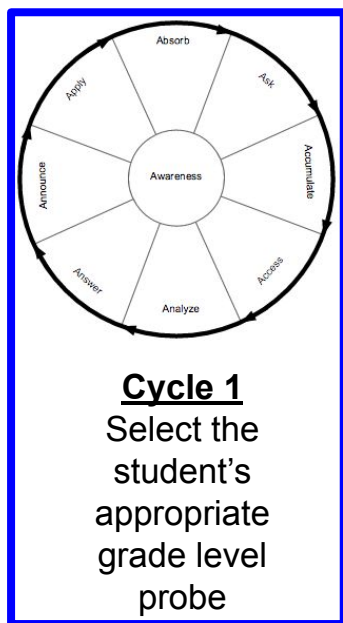
Who will proceed with you to the next stage of setting Lisa's end-of-year goal in the same sitting?

- Lisa
- A student from another class performing at a level similar to Lisa
- Other students in Lisa's class
- Nobody

Standard: S.7.A Strategies

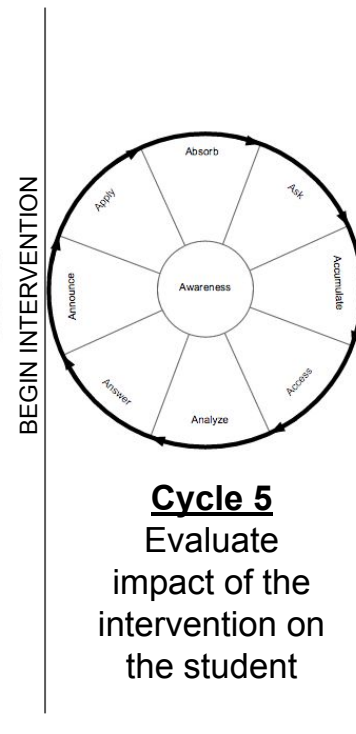
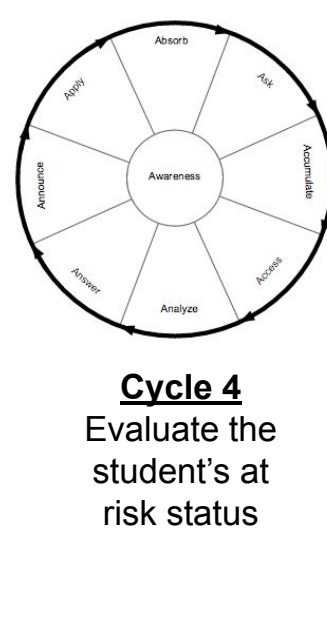
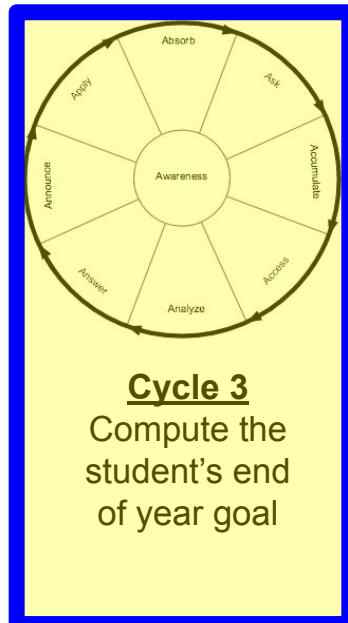
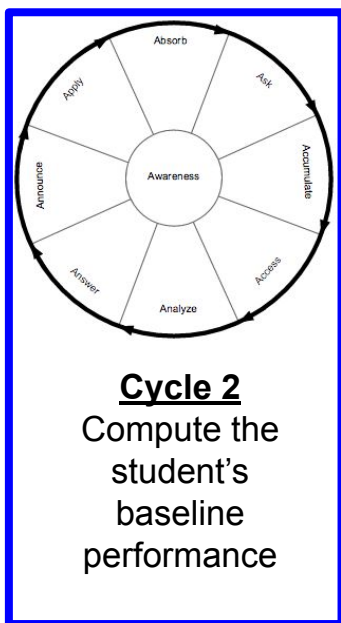
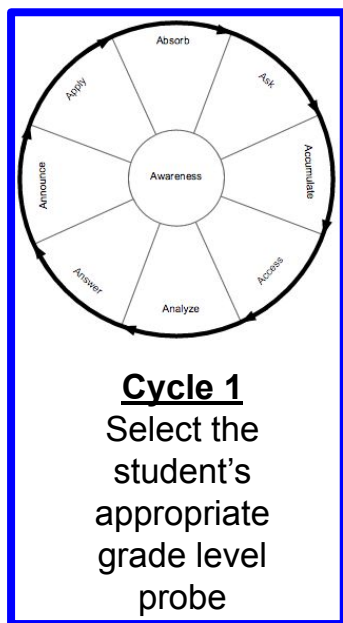
Tutorial

In the Apply stage, based on the result that Lisa's Oral Reading Frequency (ORF) baseline is 126, you make a decision to proceed to the next data cycle to compute Lisa's end-of-year goal in the same sitting. As you can see, this is an instance in which you are implementing several unique, yet related, data utilization cycles during a brief period of time.



Tutorial

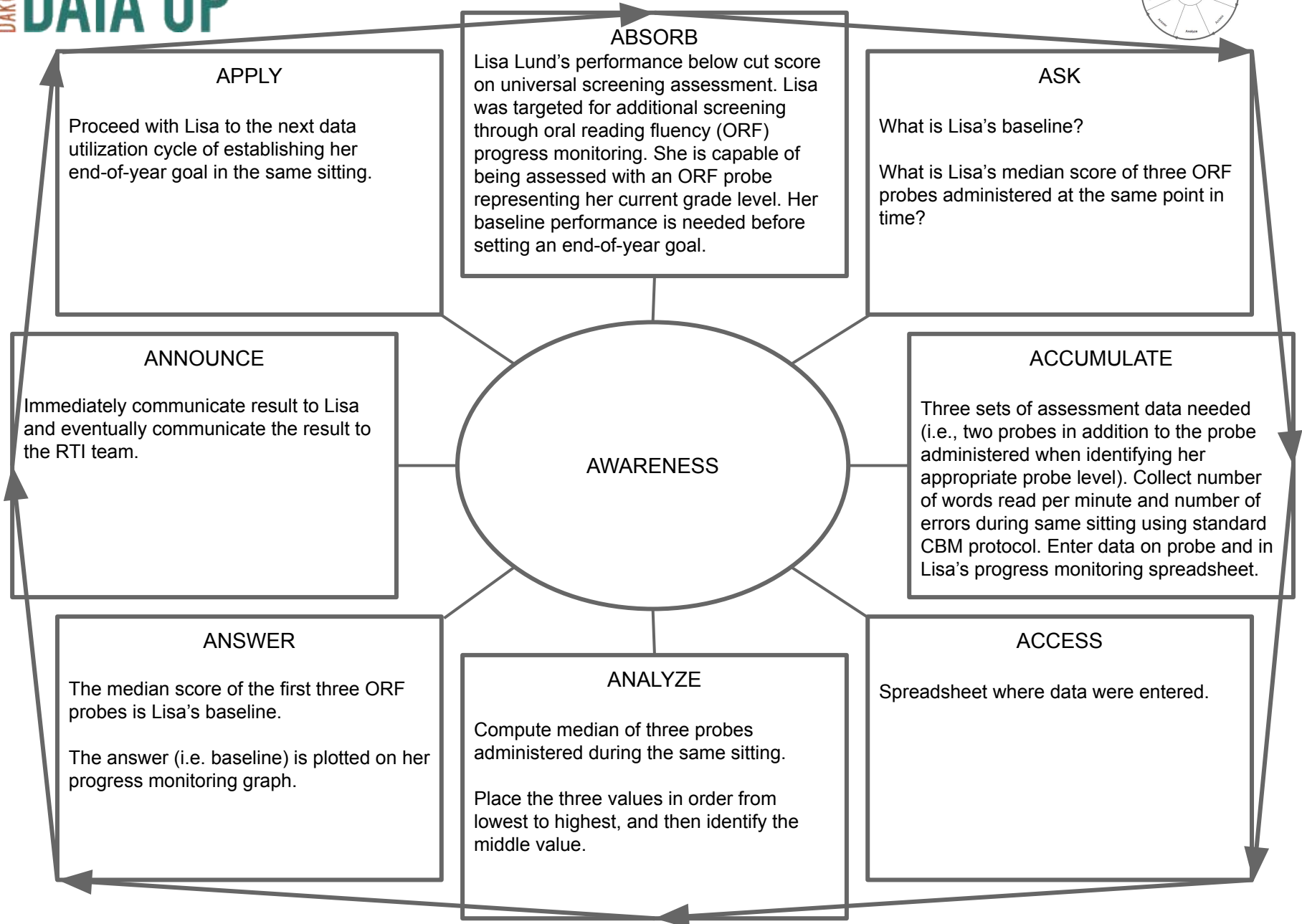
In the Apply stage, based on the result that Lisa's Oral Reading Frequency (ORF) baseline is 126, you make a decision to proceed to the next data cycle to compute Lisa's end-of-year goal in the same sitting. As you can see, this is an instance in which you are implementing several unique, yet related, data utilization cycles during a brief period of time.



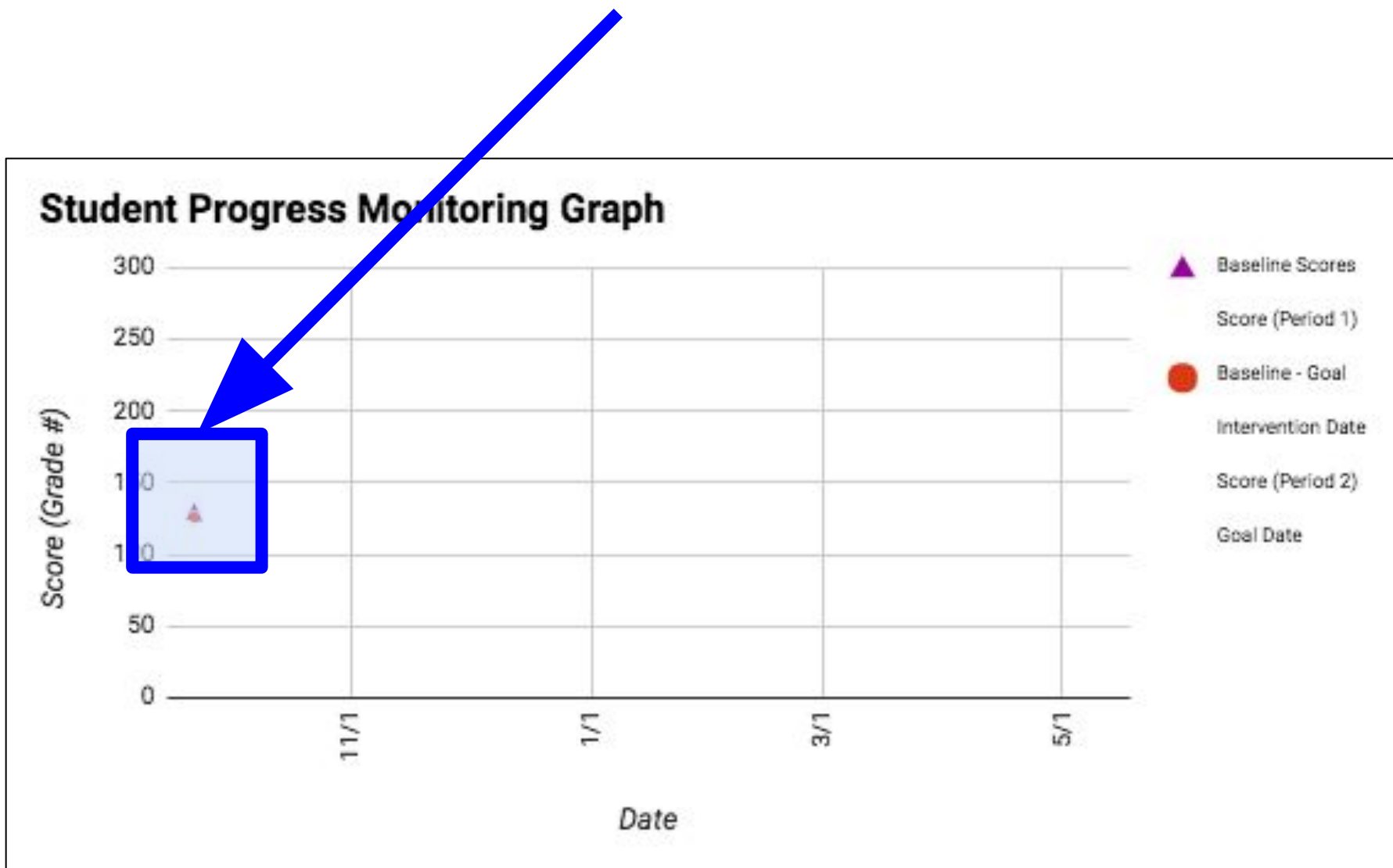
A+ Inquiry Framework

The Apply stage has been completed. All stages have been completed for Cycle 2 of progress monitoring. Excellent work! 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 - (2) Compute Baseline



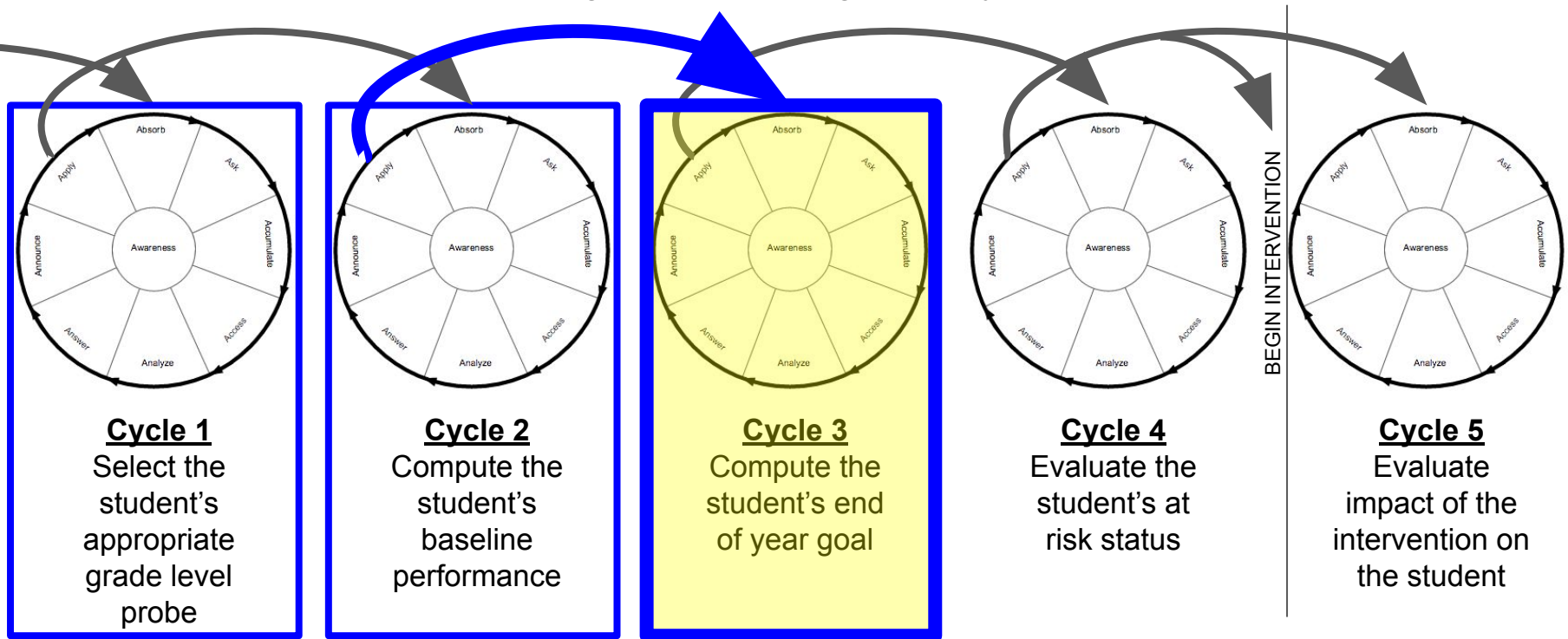
You've completed the second data cycle. As a result, you know Lisa's baseline ORF performance, which has been plotted on her progress monitoring graph.



Conclusion

Now that you know Lisa's ORF baseline, you may proceed to the next data cycle, which focuses on computing an end-of-year goal for her.

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

08.06.01	126
08.06.02	proceed to the stage of setting a goal for her
08.06.03	Disability, text anxiety, poor effort, illness
08.06.04	Lisa
08.06.05	that the next step will be to set an end-of-year ORF goal with her
08.06.06	All of the above
08.06.07	take action based on answers to the questions you posed in the Ask stage
08.06.08	proceed to the next data cycle to compute Lisa's end-of-year goal in the same sitting
08.06.09	Lisa

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 Announce and Apply stages of A+ Inquiry to take action based on a student's baseline performance				

Well Done

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