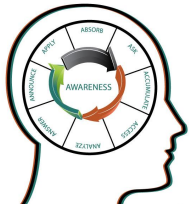

Develop Your Data Mindset

Module 8 - Progress Monitoring
Part 7 - Absorb, Ask & Accumulate
(Cycle 3 - Compute End-of-Year Goal)

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

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Learning Goals

- Implement A+ Inquiry to compute -- and take action based on -- a student's end-of-year goal.

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.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- 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)

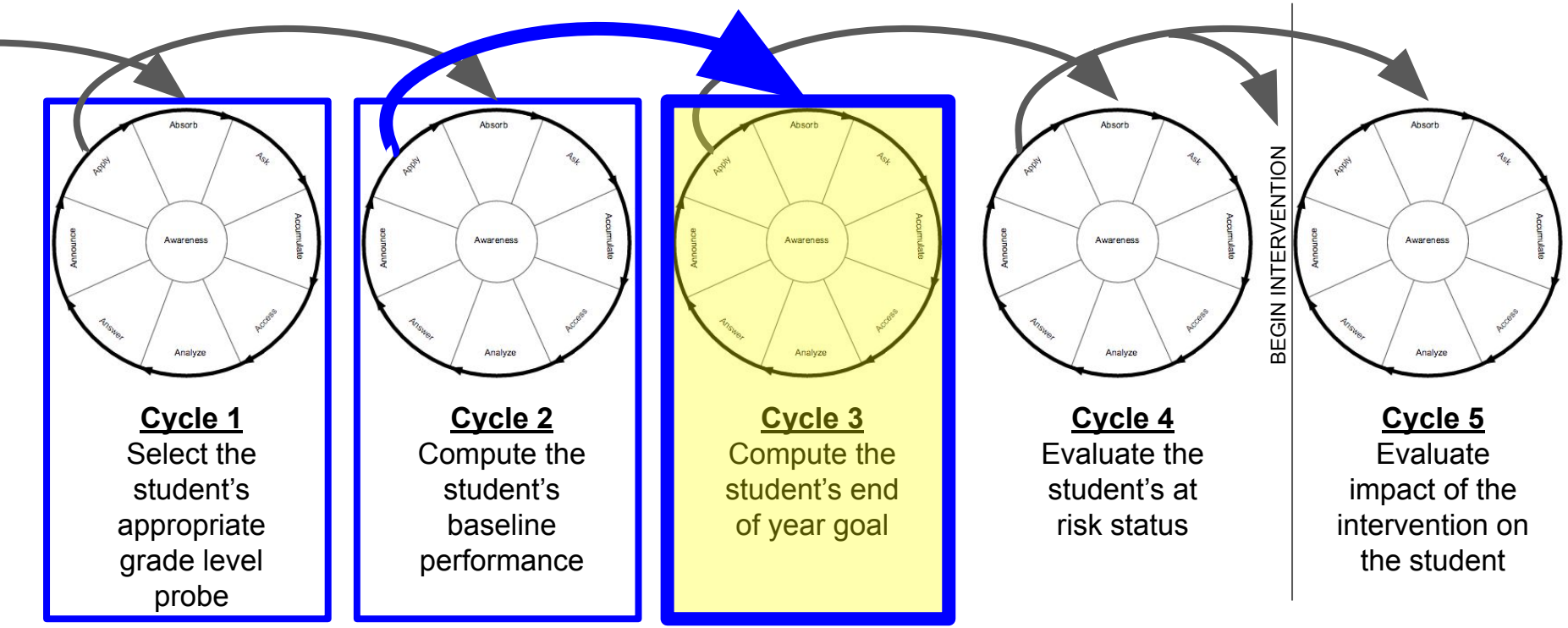
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.B Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)
- S.6.C Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Introduction

Ryan:

Now that you have established the baseline performance for a student in Cycle 2 of progress monitoring, you may proceed to the next cycle of computing the end-of-year goal.

Progress Monitoring Data Cycles



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

Cycle 5
Evaluate impact of the intervention on the student

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.

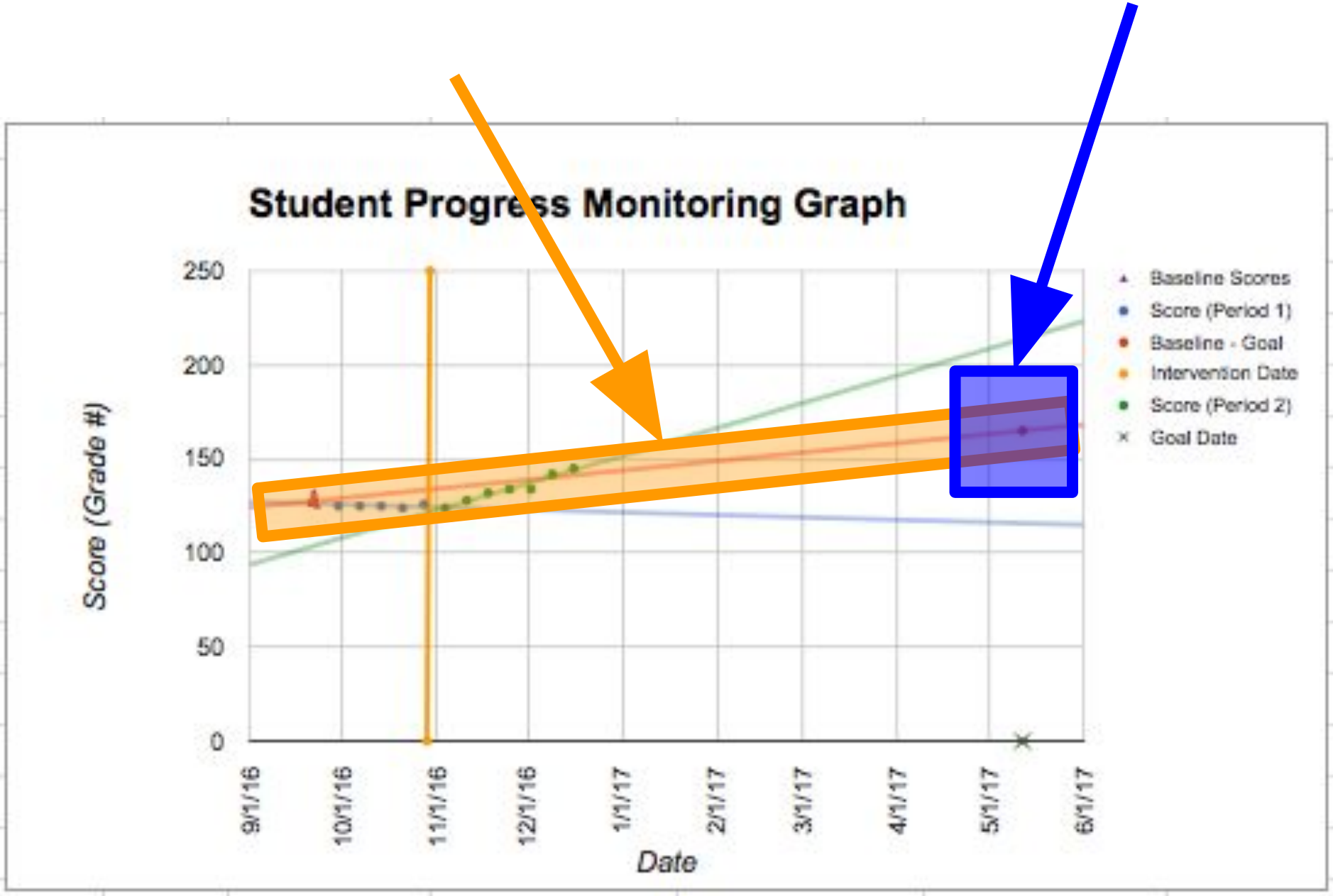
Whose progress should be monitored? An individual "at risk" student

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

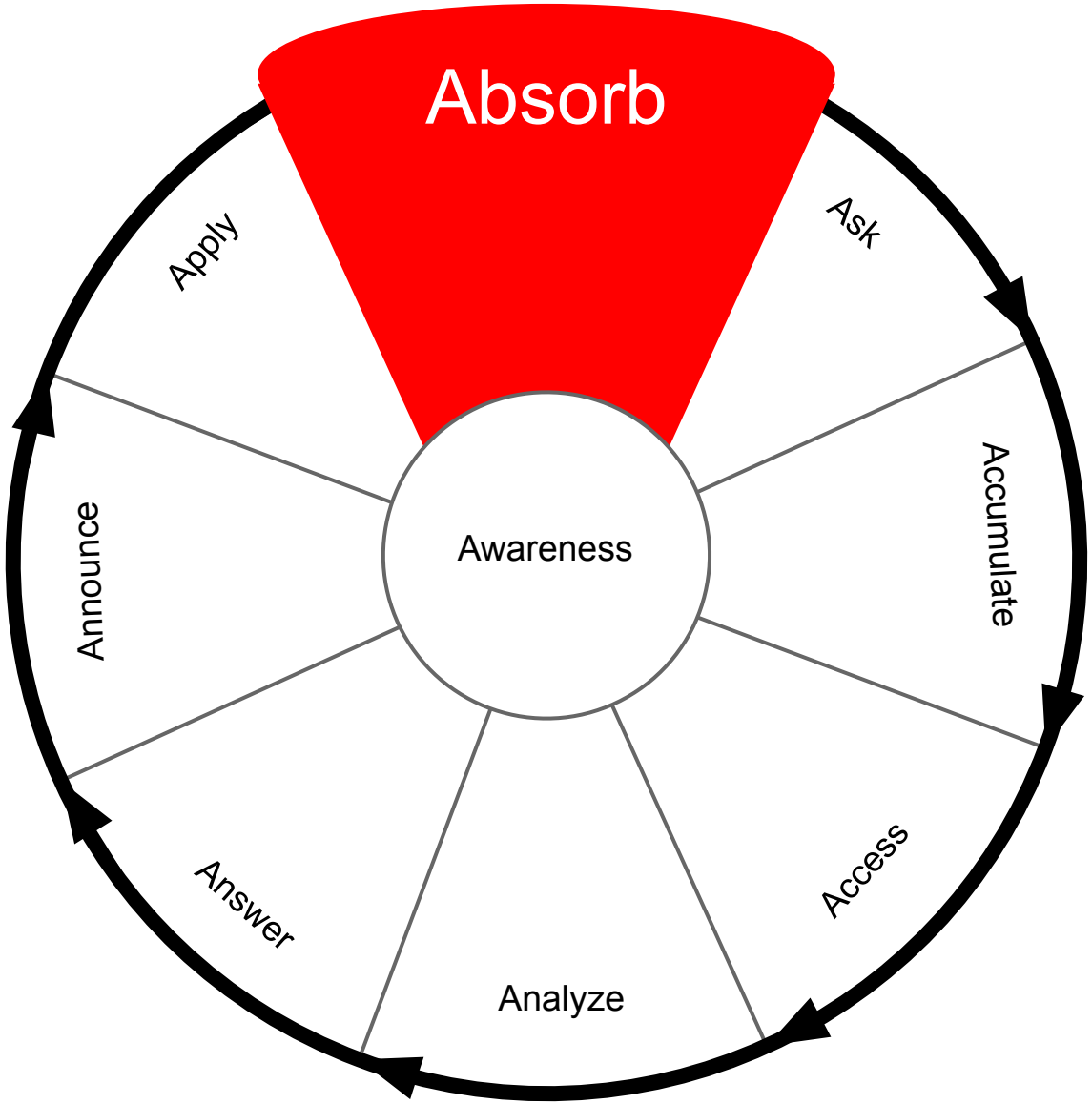
When should an intervention be assigned? After confirming a student's "at risk" status (i.e. after Cycle 4)

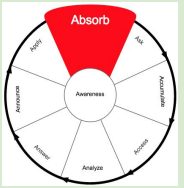
What are some tools available for progress monitoring? Aimsweb, Edcheckup, DIBELS, easyCBM, FAST, istation, STAR (see more details at http://www.intensiveintervention.org/chart/progress-monitoring)

Cycle 3 is required to plot the end-of-year goal and draw the goal line (aim line)



Ryan Kelly: Let's begin in the Absorb stage where you identify information that is known about a context and reveal a need for more knowledge.



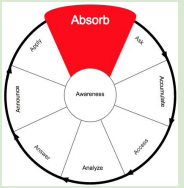


Activity - 08.07.01

You know Lisa Lund was identified as potentially at-risk through the universal screening process. As a result she was targeted for an additional stage of screening through _____.

- Oral Reading Fluency (ORF) progress monitoring
- Attendance monitoring
- Behavior tracking during a reading lesson
- A chapter quiz administered to all students

Standard: K.1.D Types of Measures

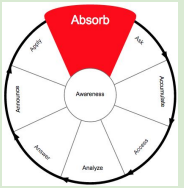


Activity - 08.07.02

Lisa achieved 91.3% accuracy on an Oral Reading Fluency (ORF) probe representing her current grade level. Therefore, you know she is capable of being assessed with an ORF probe_____.

- at her current grade level
- one grade above her current grade level
- two grades above her current grade level
- There is not enough information to know

Standard: K.2.D Data Context



Activity - 08.07.03

You know Lisa's baseline Oral Reading Fluency (ORF) performance. However, in order to confirm or disconfirm her risk status by monitoring her ORF progress, you also need to know her _____, which represents her desired level of achievement.

- end-of-year goal score
- preferred genre of reading
- typical reading habits
- highest letter grade

Standard: K.2.D Data Context

Tutorial

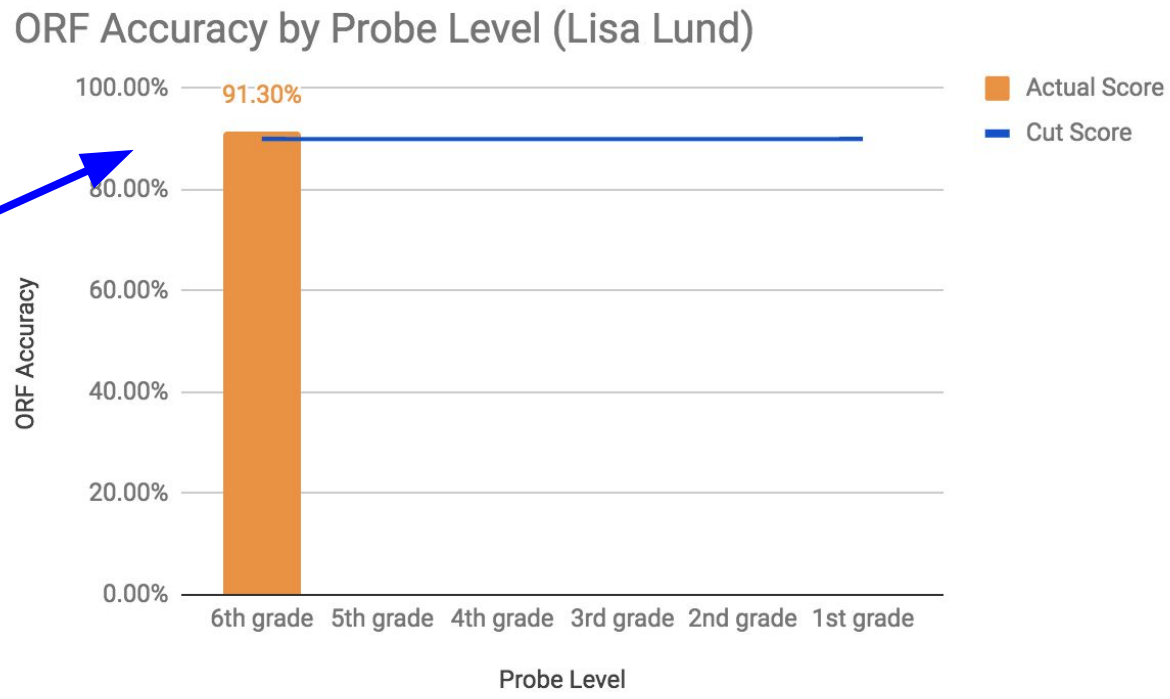
In the Absorb stage, you identify details that are known about the context and reveal a need for more knowledge. In this case, you know Lisa Lund was identified as potentially at-risk through the universal screening process.

Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

Tutorial

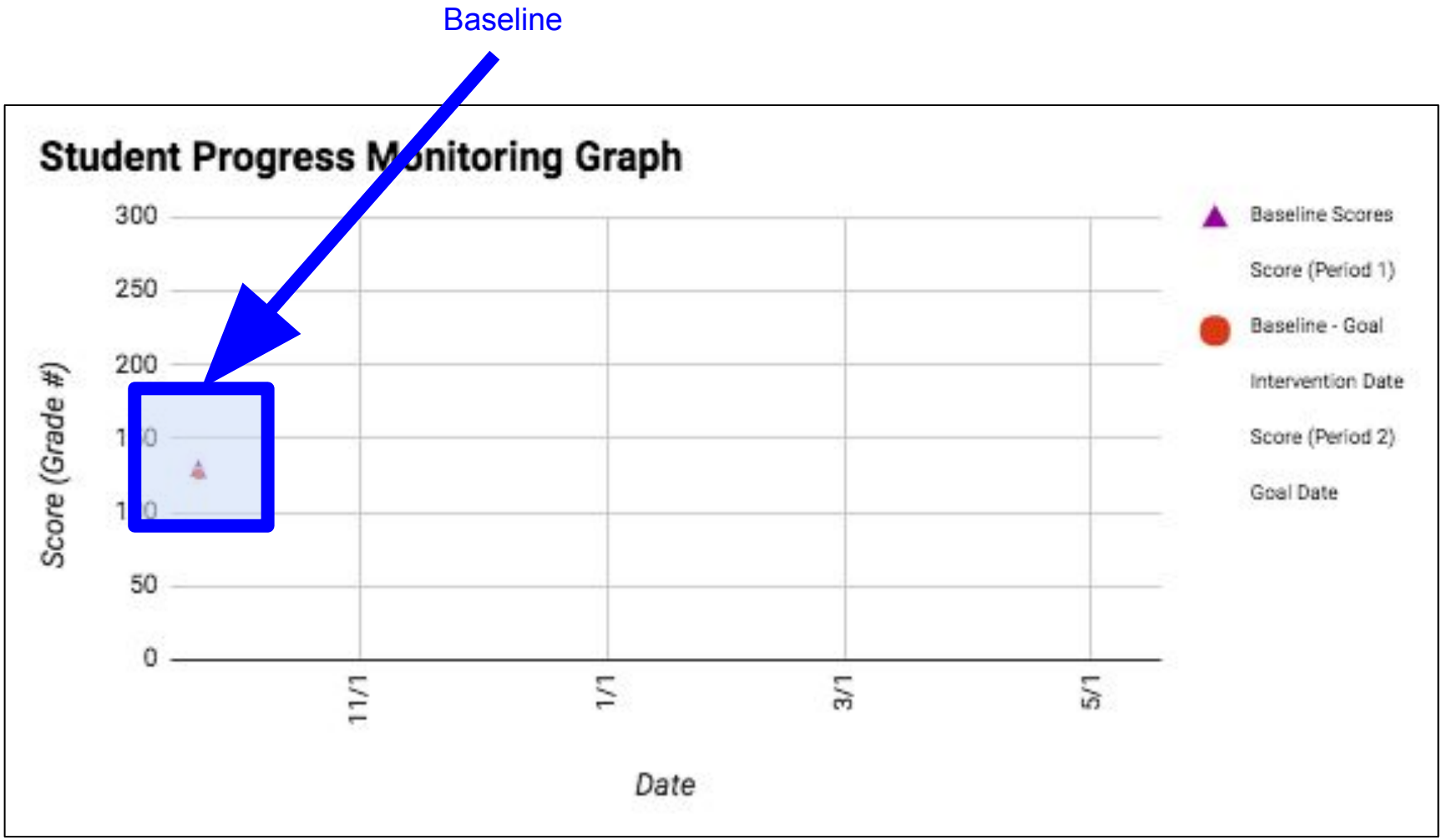
As a result she was targeted for an additional stage of screening through Oral Reading Fluency (ORF) progress monitoring. You know she's capable of being assessed with an ORF probe at her current grade level.

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%



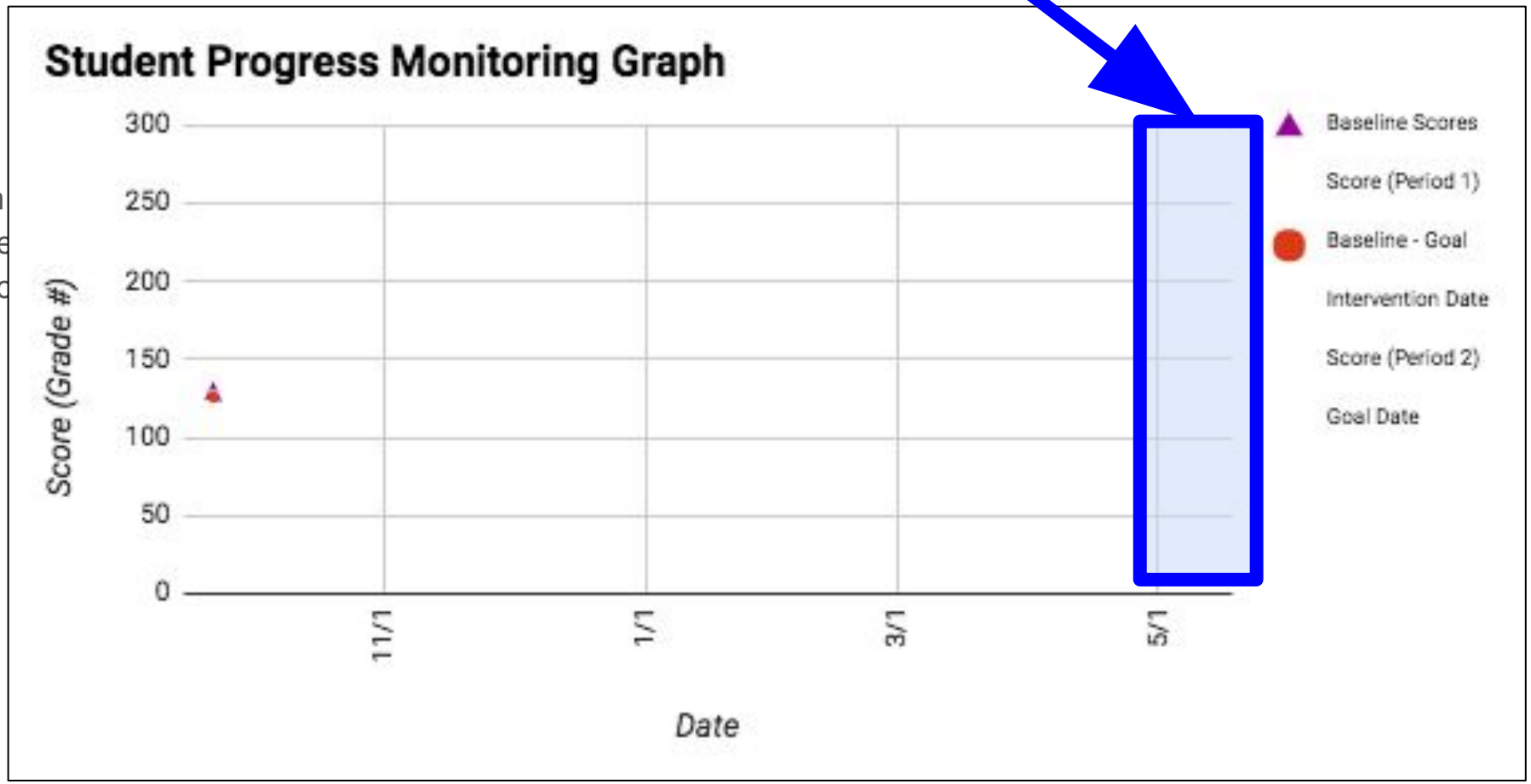
Tutorial

You know her baseline level of ORF performance.



Tutorial

Need to know end-of-year goal score, which will be plotted somewhere in this area.



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A+ Inquiry Framework

The Absorb stage has been completed. You understand the context and identified general details of missing information that could be revealed by data.

NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (3) Compute End-of-Year Goal

ABSORB

Lisa Lund identified as potentially at-risk and targeted for additional screening through oral reading fluency (ORF) progress monitoring. Capable of being assessed with ORF probe at current grade level and baseline known. In order to confirm or disconfirm risk status by monitoring progress toward a goal value, her end-of-year goal needs to be known.

APPLY

ASK

ANNOUNCE

AWARENESS

ACCUMULATE

ANSWER

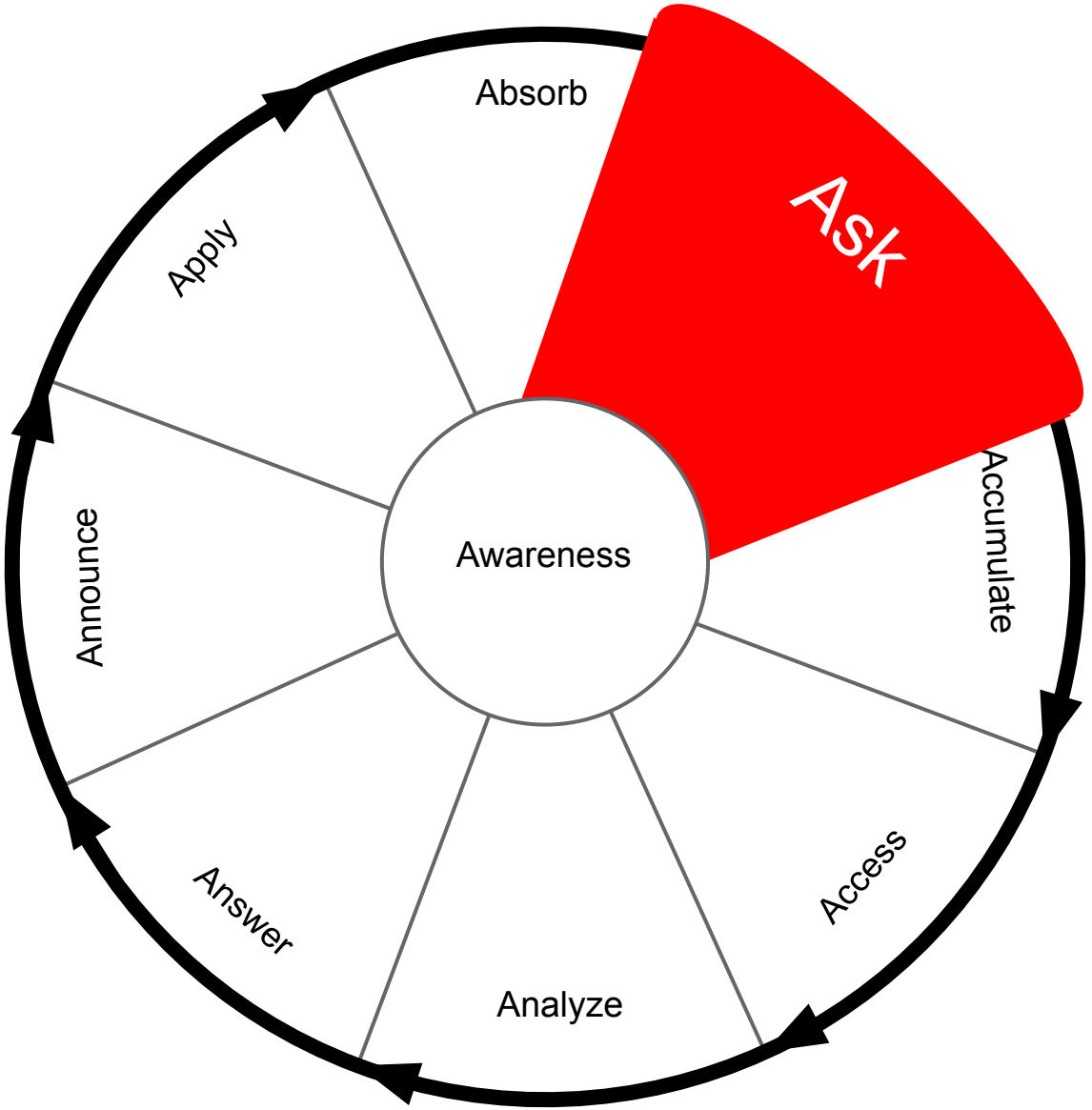
ANALYZE

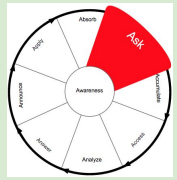
ACCESS

Ask Stage

Ryan:

Now that you've addressed the Absorb stage, let's proceed to the Ask stage.





Activity - 08.07.04

In the Ask stage, it's time to _____.

- Formulate questions that will lead you the information identified as missing in the Absorb stage (i.e., Lisa's Oral Reading Fluency end-of-year goal)
- Collect data that will help you answer questions relevant to Lisa's Oral Reading Fluency baseline
- Analyze data to reveal Lisa's baseline Oral Reading Fluency
- Communicate the results of Lisa's Oral Reading Fluency baseline to appropriate stakeholders

Standard: K.1.A Question Formation

Activity - 08.07.05

As you formulate a question that will lead to Lisa's end-of-year goal, it's helpful to understand which method you will use to establish her goal. Potential methods for establishing an end-of-year goal include _____.

- End-of-year benchmark
- Norm weekly rate of improvement
- Intraindividual framework
- All of the above

Standard: K.1.A Question Formation

Activity - 08.07.06

You decide to use the end-of-year benchmark method and convert the knowledge gap regarding Lisa's ORF goal into a general question by stating, "What is Lisa's end-of-year ORF goal score?" Based on the decision to use the end-of-year benchmark method, you operationalize this question further by stating

- What is Lisa's median score on three ORF probes administered at the same point in time?
- What is the average amount of minutes it takes for Lisa to complete an ORF probe?
- To what extent would it be appropriate to administer an ORF probe to Lisa?
- What is the 50th %ile spring score at Lisa's current grade level based on the ORF probe's norm study?

Standard: K.1.A Question Formation

A+ Inquiry Framework

The Ask stage has been completed. You posed questions that will lead you to the information identified as missing in the Absorb stage.

NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (3) Compute End-of-Year Goal

ABSORB

Lisa Lund identified as potentially at-risk and targeted for additional screening through oral reading fluency (ORF) progress monitoring. Capable of being assessed with ORF probe at current grade level and baseline known. In order to confirm or disconfirm risk status by monitoring progress toward a goal value, her end-of-year goal needs to be known.

ASK

What is Lisa's end-of-year ORF goal score?

What is the 50th %ile spring score at Lisa's current grade level based on the ORF probe's norm study?

APPLY

ANNOUNCE

ACCUMULATE

AWARENESS

ANSWER

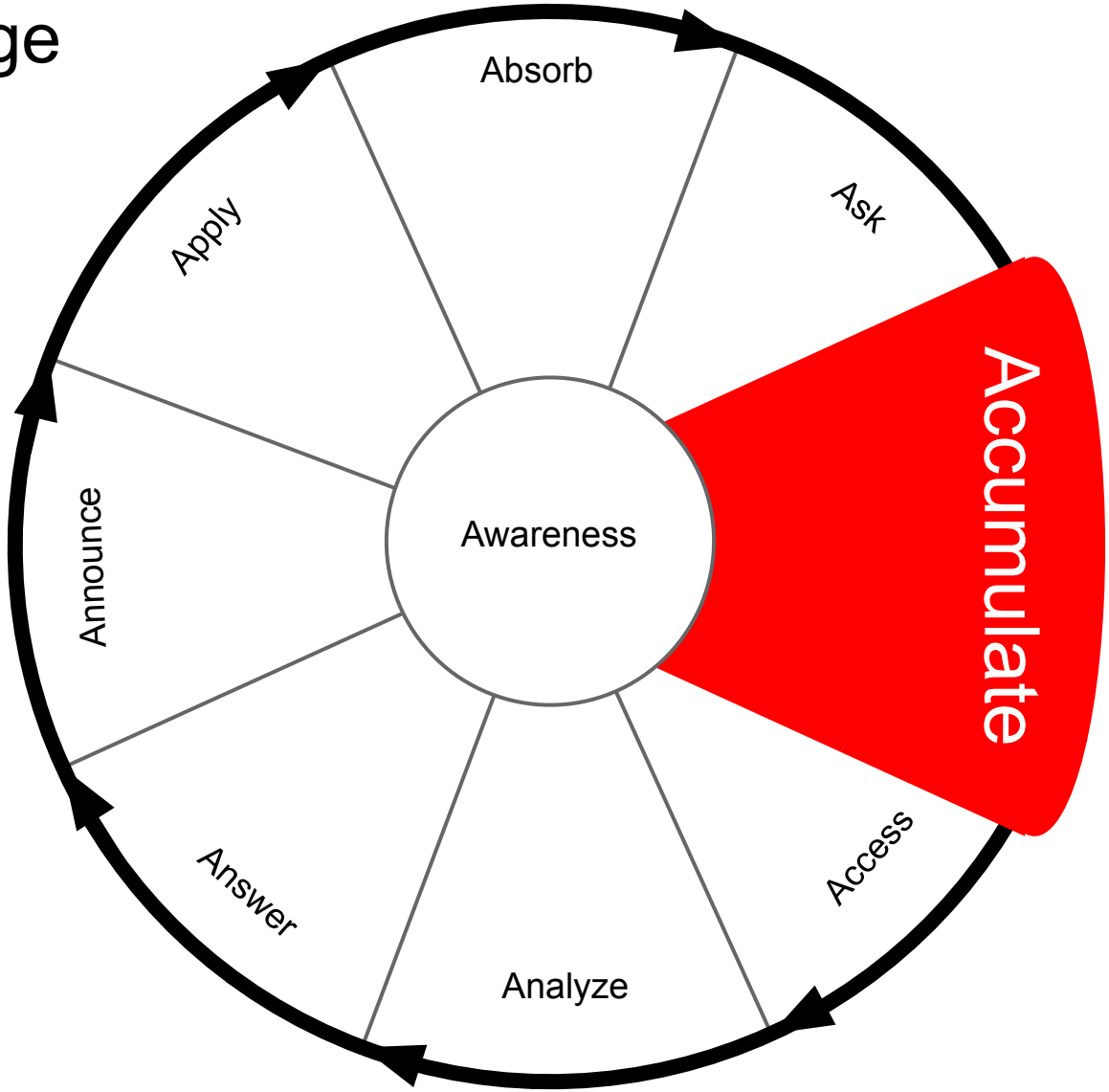
ANALYZE

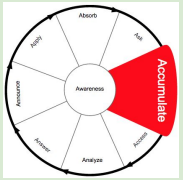
ACCESS

Accumulate Stage

Ryan:

Now it's time to enter the Accumulate stage where you will identify details of data required to answer the questions you posed in the Ask stage. When formulating the operationalized questions, you demonstrated an awareness of the data you need. Here, you'll specify a few more details of the data, which will help ensure you retrieve the appropriate data in the Access stage.



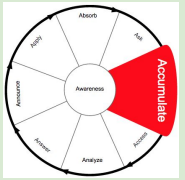


Activity - 08.07.07

Data collected during the Oral Reading Fluency (ORF) probe's norm study allowed the assessment vendor to compute a percentile for each possible score. In a norm-referenced assessment, a student's performance is _____.

- measured against an appropriate peer group taking the test, not against any defined criteria
- measured in relation to a specific standard
- often reported as a letter grade
- frequently reported as a percentage of total items correct

Standard: K.1.D Types of Measures

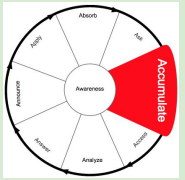


Activity - 08.07.08

When using the benchmark method to establish Lisa's end-of-year goal, you need the spring score aligning with the _____%ile at Lisa's current grade level based on the Oral Reading Fluency (ORF) probe's norm study.

- 25th
- 50th
- 80th
- 99th

Standard: K.1.E Data Metric



Activity - 08.07.09

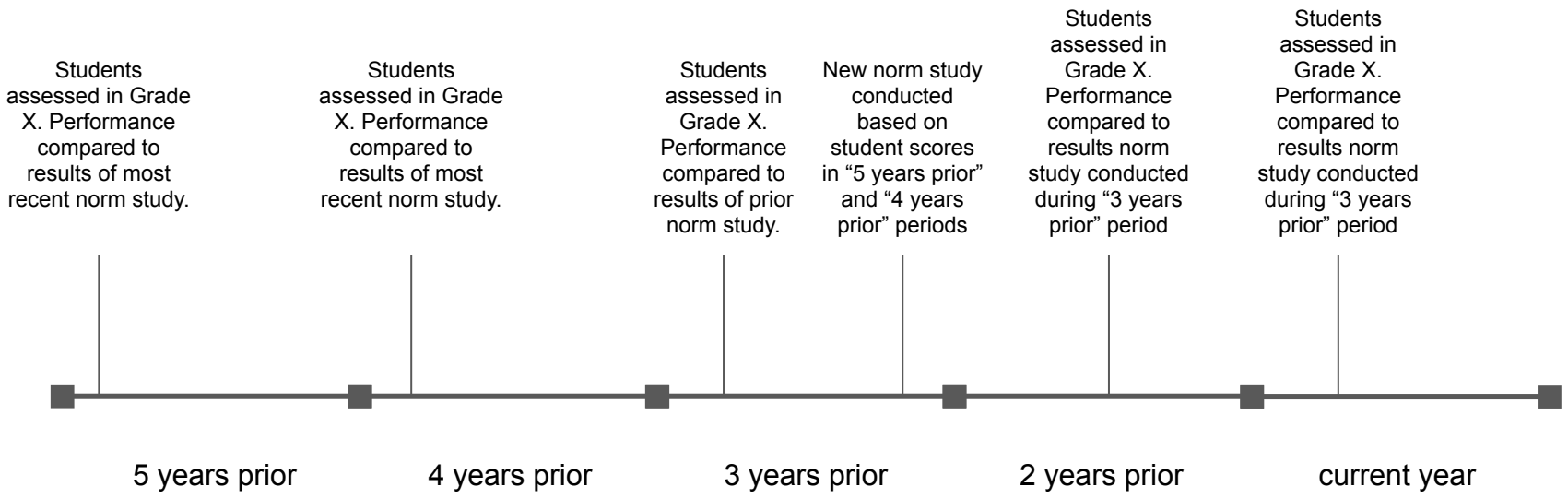
The spring score you need based on the Oral Reading Fluency (ORF) probe's norm study represents the _____

- number of correct words per minute
- number of paragraphs
- number of minutes read
- number of punctuation marks in an ORF

Standard: K.1.E Data Metric

Tutorial

During the Ask stage, you demonstrated an awareness of the data required to establish Lisa's end-of-year goal score when you formulated an operational question. The required data were collected when the assessment vendor conducted a norm study using Oral Reading Fluency (ORF) probes. A norm-referenced assessment is an assessment that compares a student's performance with that of an appropriate peer group. When using a norm-referenced measure, a student is measured against appropriate peers taking the test, not against any defined criteria. An appropriate peer group often represents students at the same grade level who completed the assessment during one or more previous years. A student's performance on a normative assessment is often reported as a percentile.



Tutorial

Data collected during the norm study allowed the assessment vendor to compute a percentile for each possible score. You need the spring score aligning with the 50th %ile. The score you need represents the number of correct words per minute.

Percentile	Oral Reading Fluency		
	Fall	Winter	Spring
10th	94	96	102
25th	116	130	134
50th	141	158	167
75th	166	185	200
90th	191	211	224

In this example table, 167 is the spring score aligning with the 50th %ile

A+ Inquiry Framework

The Accumulate stage has been completed. You specified details of the data you need and collected the data.

NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (3) Compute End-of-Year Goal

ABSORB

Lisa Lund identified as potentially at-risk and targeted for additional screening through oral reading fluency (ORF) progress monitoring. Capable of being assessed with ORF probe at current grade level and baseline known. In order to confirm or disconfirm risk status by monitoring progress toward a goal value, her end-of-year goal needs to be known.

APPLY

ASK

What is Lisa's end-of-year ORF goal score?

What is the 50th %ile spring score at Lisa's current grade level based on the ORF probe's norm study?

ANNOUNCE

AWARENESS

ACCUMULATE

Required data already collected by assessment vendor. Need spring score aligning with 50th %ile in the ORF probe's norm study. Score represents number of correct words per minute.

ANSWER

ANALYZE

ACCESS

Conclusion

You have now finished the Absorb, Ask, and Accumulate stages for Cycle 3 of progress monitoring: compute end-of-year goal.

Activity Answers

08.07.01	Oral Reading Fluency (ORF) progress monitoring
08.07.02	at her current grade level
08.07.03	end-of-year goal score
08.07.04	Formulate questions that will lead you the information identified as missing in the Absorb stage (i.e., Lisa's Oral Reading Fluency end-of-year goal)
08.07.05	All of the above
08.07.06	What is the 50th %ile spring score at Lisa's current grade level based on the ORF probe's norm study?
08.07.07	measured against an appropriate peer group taking the test
08.07.08	50th
08.07.09	number of correct words per minute

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 Absorb, Ask, and Accumulate stages of A+ Inquiry to identify which data are required for computing a student's end-of-year goal				

Well Done

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