Develop Your Data Mindset

Module 8 - Progress Monitoring
Part 8 - Access, Analyze, Answer, Announce & Apply (Cycle 3 - Compute End-of-Year Goal)

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 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

Access Stage

Ryan:

Now it's time to enter the access stage.
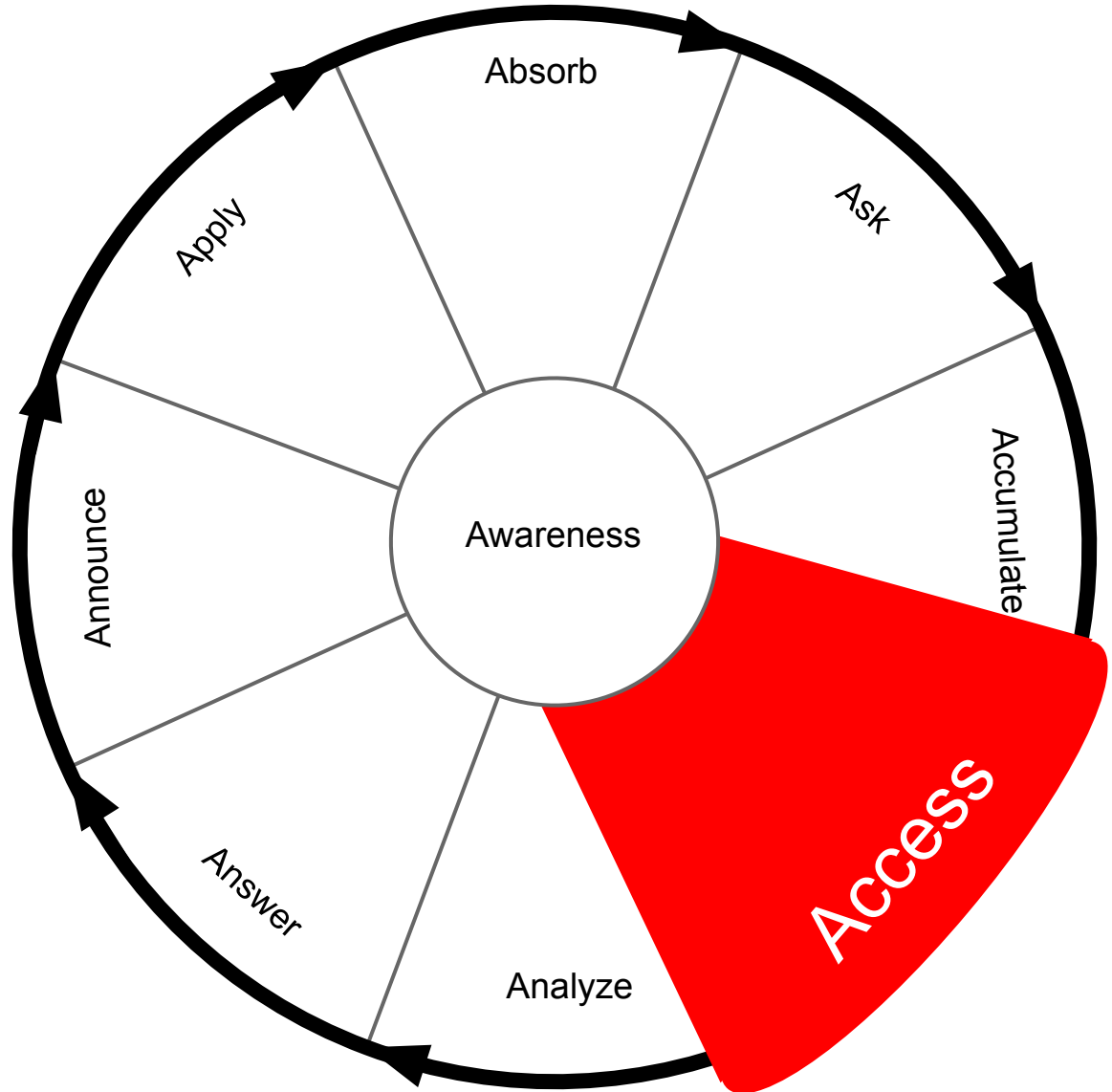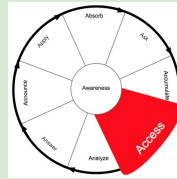
Activity - 08.08.01

The Access stage is where you _____.
- formulate questions that could be answered with data
- analyze data in such a way that reveals answers to the questions you posed in the Ask stage
- communicate your data analysis results to others
- retrieve the specific data you identified in the Accumulate stage as being required for analysis

Standard: K.1.F Data Sources
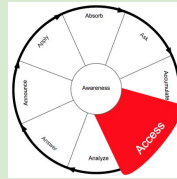
Activity - 08.08.02

Where would be an appropriate location for you to retrieve the required data (i.e., spring score representing the 50th percentile in the Oral Reading Fluency probe's norm study)?

- Percentile table within the assessment vendor's norm study documentation
- State assessment report within the Statewide Longitudinal Data System
- Spreadsheet where you entered Lisa's data
- Enrollment table within the district's annual report

Standard: K.1.F Data Sources
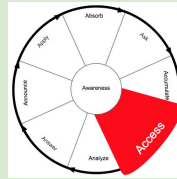
Activity - 08.08.03

Which section of the table includes data that may be analyzed to establish Lisa's goal based on the end-of-year benchmark goal setting method.
- Fall
- Winter
- Spring
- Required data are not available in the table

Standard: K.1.F Data Sources

Assessment Vendor
Norm Study Documentation

Table 1

Oral Reading Fluency Score by Percentile, Grade Level, and Term

Grade	Fall				Winter				Spring			
	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile
X-...n	...	...	...	...	...	...	...	...	...	...	...	...
X-2	89	107	132	196	112	137	157	209	117	144	171	225
X-1	119	146	170	232	124	152	180	237	140	169	194	254
X	119	142	166	227	127	159	184	243	133	165	200	265
X+1	128	153	177	232	138	166	194	255	136	161	191	239
X+2	145	169	198	256	128	159	186	249	129	159	185	252
X+...n	...	...	...	...	...	...	...	...	...	...	...	...

Note. X = current grade level

Tutorial

The data you need in order to establish Lisa's goal using the benchmark method (i.e., spring score representing the 50th percentile in the Oral Reading Fluency probe's norm study) would be available as a percentile table within norm study documentation provided by the vendor. You may be able to retrieve appropriate documentation on the vendor's website or by contacting the vendor to request copy.

Link to PDF Norm Study Documentation Sample Table: https://goo.gl/nJZYFR

Assessment Vendor
Norm Study Documentation

Table 1

Oral Reading Fluency Score by Percentile, Grade Level, and Term

Grade	Fall				Winter				Spring			
	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile
X-...n	...	...	...	...	...	...	...	...	...	...	...	...
X-2	89	107	132	196	112	137	157	209	117	144	171	225
X-1	119	146	170	232	124	152	180	237	140	169	194	254
X	119	142	166	227	127	159	184	243	133	165	200	265
X+1	128	153	177	232	138	166	194	255	136	161	191	239
X+2	145	169	198	256	128	159	186	249	129	159	185	252
X+...n	...	...	...	...	...	...	...	...	...	...	...	...

Note. X = current grade level

A+ Inquiry Framework

The Access stage has been completed.

NORTH DAKOTA DATA UP

APPLY

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?

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

Norm table representing ORF probe in assessment vendor's documentation.

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.
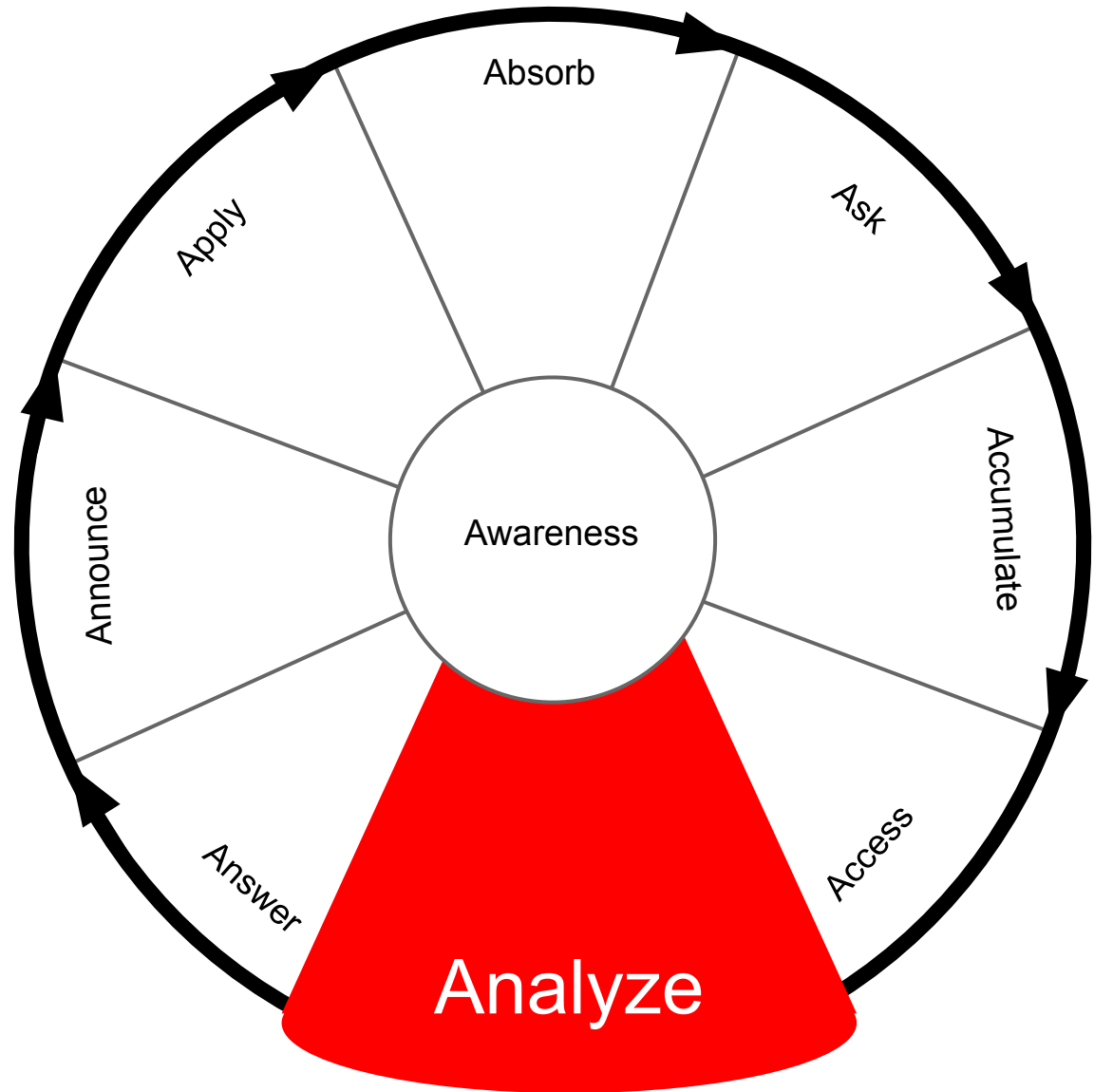
Activity - 08.08.04

The end-of-year benchmark score you need in the Oral Reading Fluency (ORF) percentile table is available along the _____ row.
- X-2 (Lisa's grade level 2 years prior)
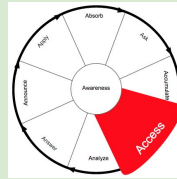- X-1 (Lisa's grade level 1 year prior)
- X (Lisa's current year grade level)
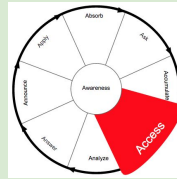- X+1 (Lisa's grade level the next year)

Standard: S.4.C Aligned Analysis

Assessment Vendor
Norm Study Documentation

Table 1

Oral Reading Fluency Score by Percentile, Grade Level, and Term

Grade	Fall				Winter				Spring			
	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile
X-...n	...	...	...	...	...	...	...	...	...	...	...	...
X-2	89	107	132	196	112	137	157	209	117	144	171	225
X-1	119	146	170	232	124	152	180	237	140	169	194	254
X	119	142	166	227	127	159	184	243	133	165	200	265
X+1	128	153	177	232	138	166	194	255	136	161	191	239
X+2	145	169	198	256	128	159	186	249	129	159	185	252
X+...n	...	...	...	...	...	...	...	...	...	...	...	...

Note. X = current grade level

Activity - 08.08.05

Go to the spring section of the Oral Reading Fluency (ORF) percentile table. The end-of-year benchmark score you need is available in the _____ %ile column.
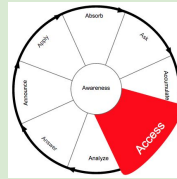
- 25th
- 50th
- 75th
- 99th

Standard: S.4.C Aligned Analysis

Assessment Vendor
Norm Study Documentation

Table 1

Oral Reading Fluency Score by Percentile, Grade Level, and Term

Grade	Fall				Winter				Spring			
	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile
X-...n	...	...	...	...	...	...	...	...	...	...	...	...
X-2	89	107	132	196	112	137	157	209	117	144	171	225
X-1	119	146	170	232	124	152	180	237	140	169	194	254
X	119	142	166	227	127	159	184	243	133	165	200	265
X+1	128	153	177	232	138	166	194	255	136	161	191	239
X+2	145	169	198	256	128	159	186	249	129	159	185	252
X+...n	...	...	...	...	...	...	...	...	...	...	...	...

Note. X = current grade level

Activity - 08.08.06

The end-of-year benchmark score representing Lisa's current grade level is
_____.

- 165
- 142
- 159
- 200

Standard: S.4.C Aligned Analysis

Assessment Vendor
Norm Study Documentation

Table 1

Oral Reading Fluency Score by Percentile, Grade Level, and Term

Grade	Fall				Winter				Spring			
	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile
X-...n	...	...	...	...	...	...	...	...	...	...	...	...
X-2	89	107	132	196	112	137	157	209	117	144	171	225
X-1	119	146	170	232	124	152	180	237	140	169	194	254
X	119	142	166	227	127	159	184	243	133	*165*	200	265
X+1	128	153	177	232	138	166	194	255	136	161	191	239
X+2	145	169	198	256	128	159	186	249	129	159	185	252
X+...n	...	...	...	...	...	...	...	...	...	...	...	...

Note. X = current grade level

Tutorial

To analyze the data you retrieved in the Oral Reading Fluency percentile table within the assessment vendor's norm study documentation,

- identify the number in the 50th %ile column of the spring section along the "X" row.

The number, 165, is the score (i.e., number of correct words per minute) that represents the 50th percentile in the spring for Lisa's current grade level.

Assessment Vendor

Norm Study Documentation

Table 1

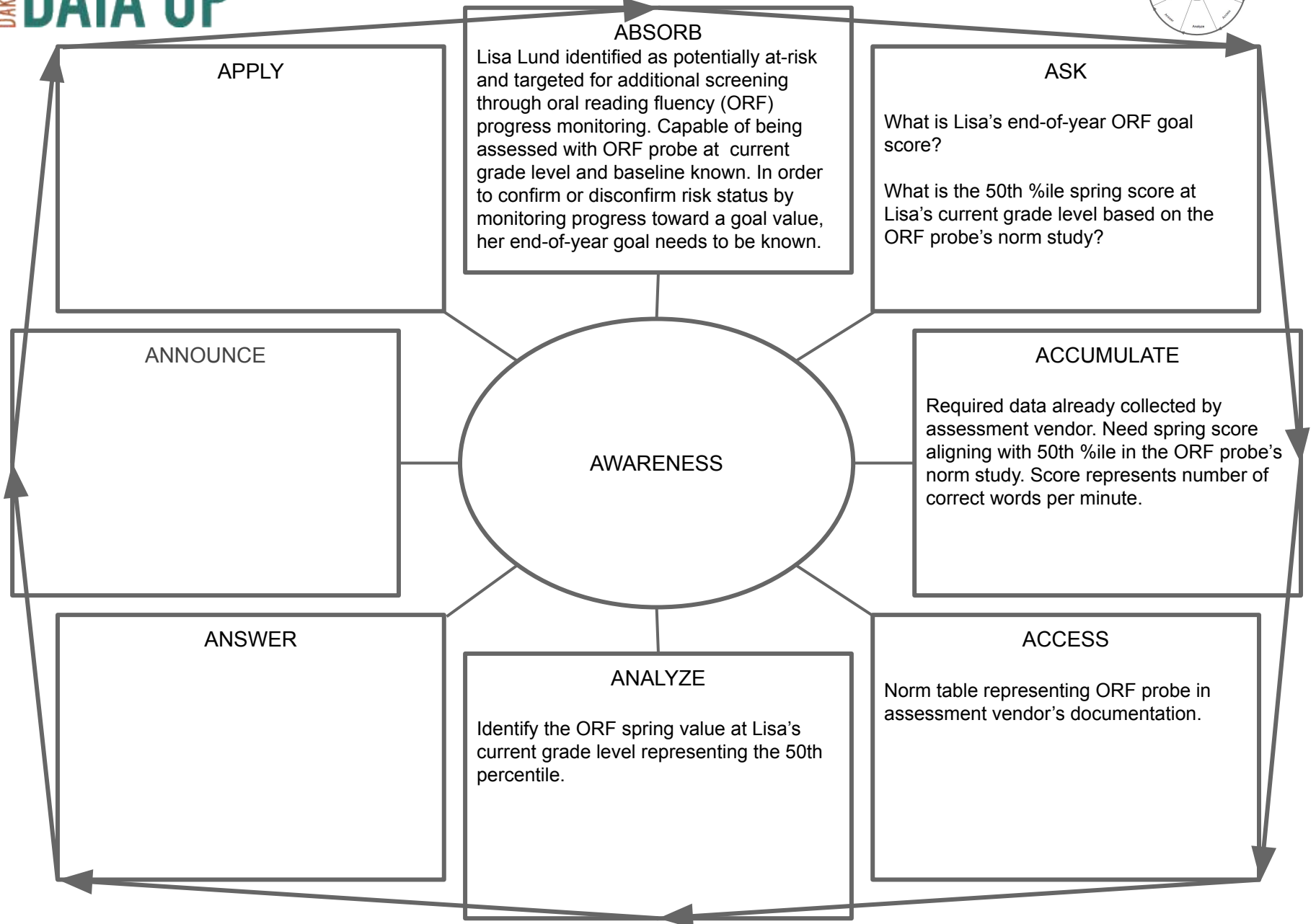Oral Reading Fluency Score by Percentile, Grade Level, and Term

Grade	Fall				Winter				Spring			
	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile	25th %ile	50th %ile	75th %ile	99th %ile
X-...n	...	...	...	...	...	...	...	...	...	...	...	...
X-2	89	107	132	196	112	137	157	209	117	144	171	225
X-1	119	146	170	232	124	152	180	237	140	169	194	254
X	119	142	166	227	127	159	184	243	133	165	200	265
X+1	128	153	177	232	138	166	194	255	136	161	191	239
X+2	145	169	198	256	128	159	186	249	129	159	185	252
X+...n	...	...	...	...	...	...	...	...	...	...	...	...

Note. X = current grade level

A+ Inquiry Framework

The Analyze stage has been completed.

NORTH DAKOTA **DATA UP**

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

Identify the ORF spring value at Lisa's current grade level representing the 50th percentile.

ACCESS

Norm table representing ORF probe in assessment vendor's documentation.
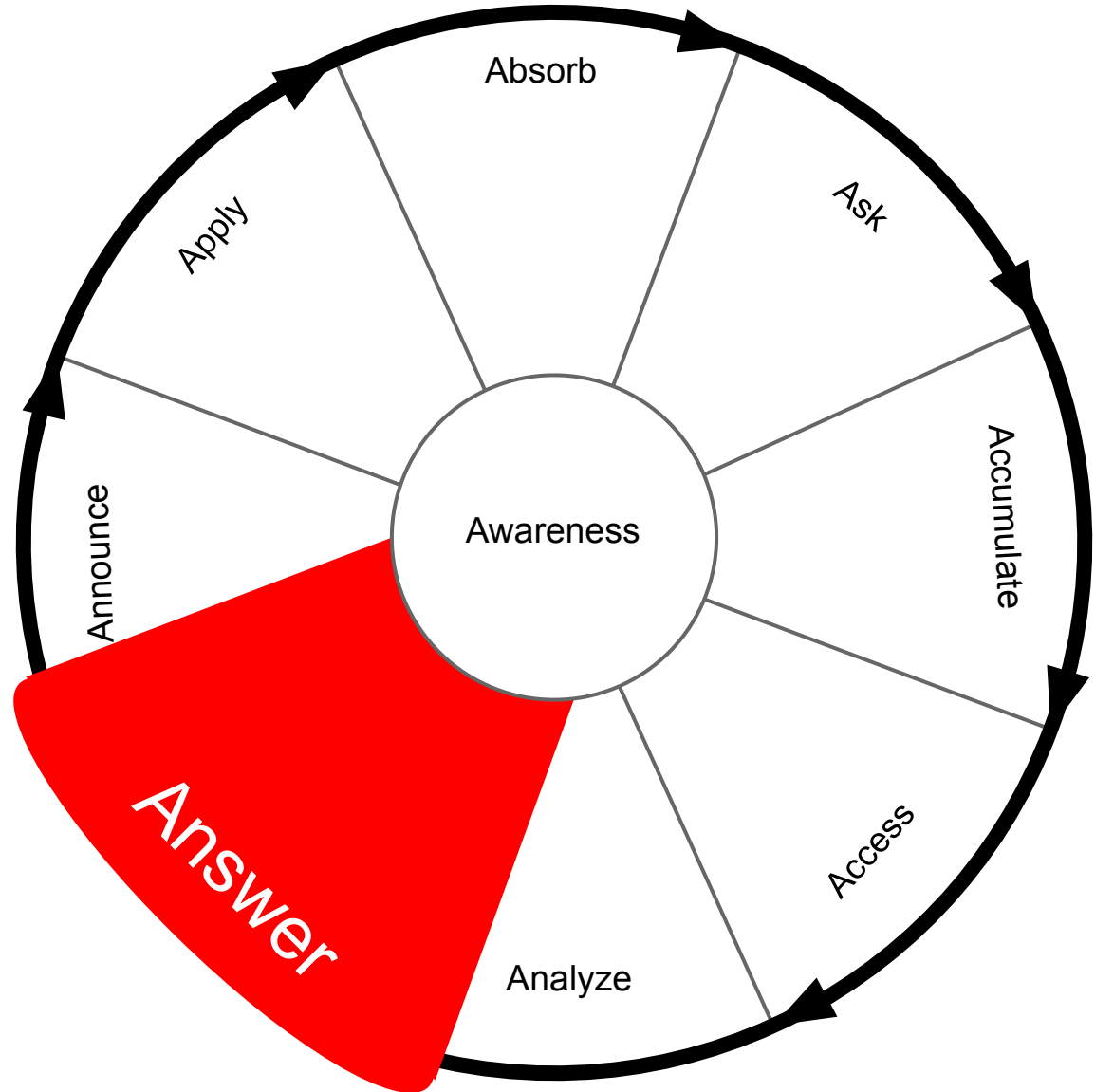
Answer Stage

Ryan:

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

Absorb

Ask

Accumulate

Apply

Awareness

Announce

Access

Answer

Analyze
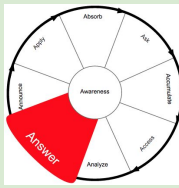
Activity - 08.08.07

Based on your analysis revealing that 165 is the score representing the 50th percentile in the spring for Lisa's current grade level, the answer to the general question you posed in the Ask stage, "What is Lisa's end-of-year ORF goal score?" is _____.

- 165
- 170
- 155
- 175

Standard: S.5.C Patterns

Activity - 08.08.08

As soon as you enter the goal score and goal date into Lisa's progress monitoring spreadsheet, a goal line -- which is also known as a(n) _____ -- will automatically be drawn on the graph.
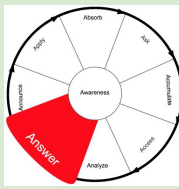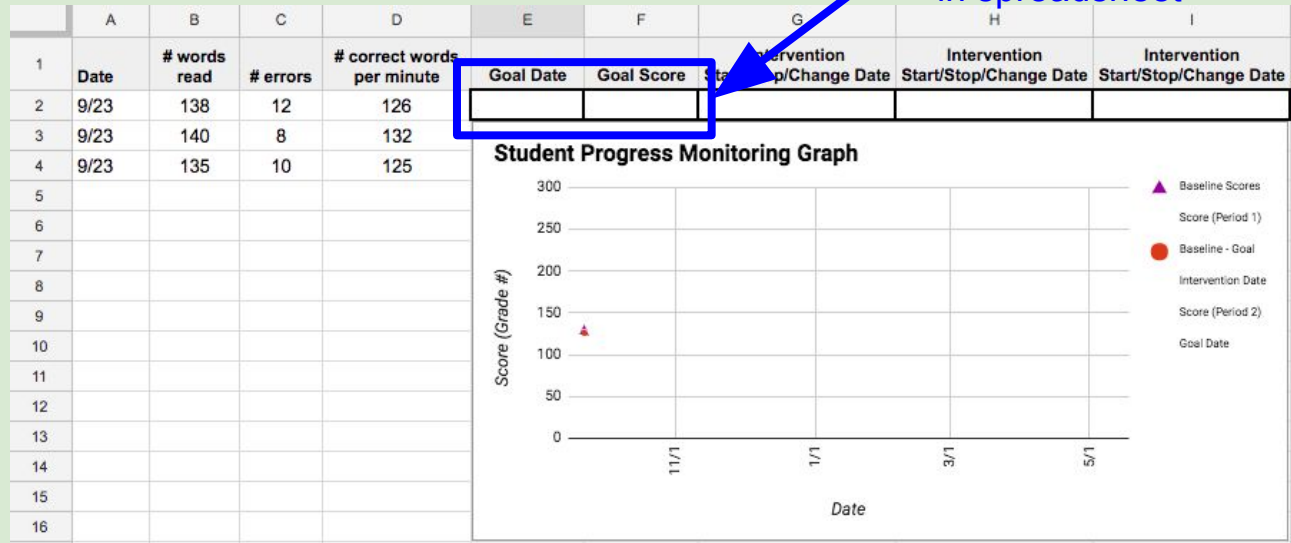
- baseline
- aim line
- data point
- X-axis

Standard: S.5.C Patterns

Location for goal score and goal date in spreadsheet

	A	B	C	D	E	F	G	H	I
1	Date	# words read	# errors	# correct words per minute	Goal Date	Goal Score	Intervention Stop/Change Date	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date
2	9/23	138	12	126					
3	9/23	140	8	132					
4	9/23	135	10	125					
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

Student Progress Monitoring Graph

▲ Baseline Scores
　 Score (Period 1)
● Baseline - Goal
　 Intervention Date
　 Score (Period 2)
　 Goal Date

Activity - 08.08.09

An implication of now knowing Lisa's goal would be proceeding to the next cycle of data utilization where you will _____.
- confirm or disconfirm her risk status
- establish her baseline
- measure the extent to which her proficiency level has changed since the prior year
- identify her Lexile reader measure

Standard: S.7.A Strategies

Tutorial

You revisit the initial questions to verify your analyses revealed answers to the questions. You begin by answering the operational question: What is the 50th %ile spring score at Lisa's current grade level based on the ORF probe's norm study? The answer to this question is 165.

The answer to the operational question informs the answer to the general question: "What is Lisa's end-of-year ORF goal score?" The answer to this question is the same as the answer to the operational question. Lisa's end-of-year goal score is 165 correct words per minutes. This value is entered into Lisa's progress monitoring spreadsheet.

Goal score
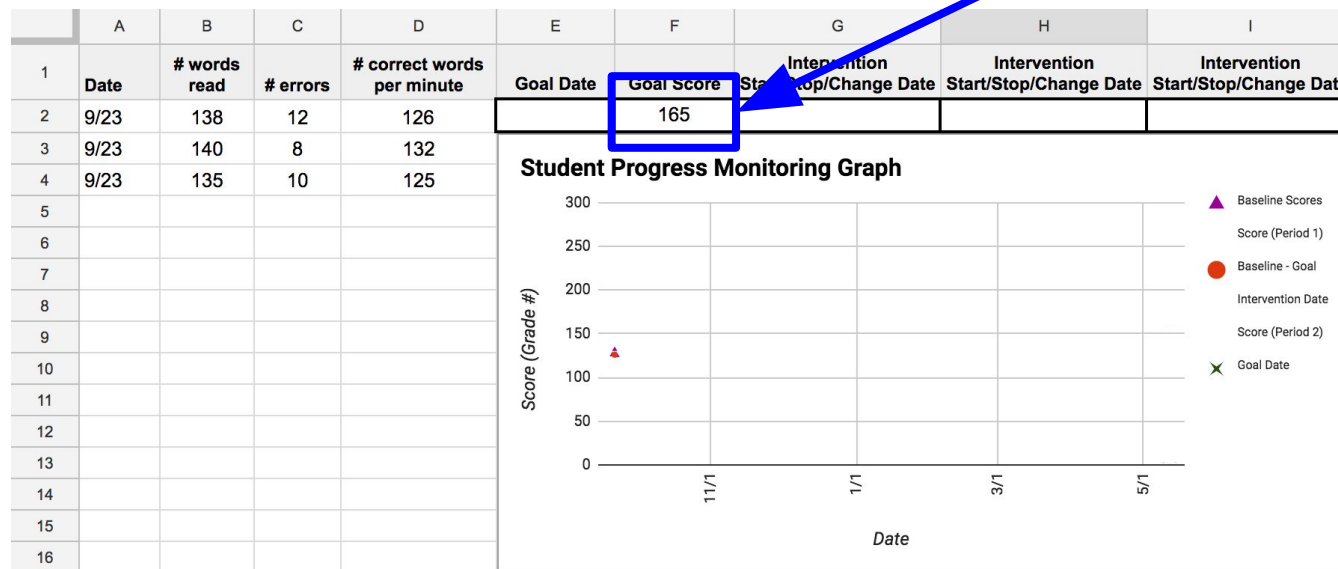
Tutorial

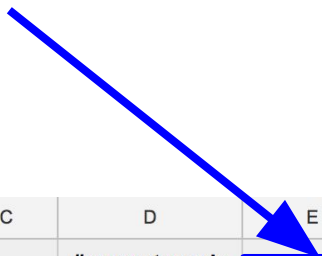An end-of-year goal date of 5/12 has been recommended by the Great Plains RTI team for all students identified as potentially at risk. As a result, the goal date of 5/12 is entered into Lisa's progress monitoring spreadsheet.

Goal date

	A	B	C	D	E	F	G	H	I
1	Date	# words read	# errors	# correct words per minute	Goal Date	Goal Score	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date
2	9/23	138	12	126	5/12	165			
3	9/23	140	8	132					
4	9/23	135	10	125					
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

Student Progress Monitoring Graph

Score (Grade #) vs Date

- ▲ Baseline Scores
- Score (Period 1)
- ● Baseline - Goal
- Intervention Date
- Score (Period 2)
- ✕ Goal Date

Tutorial

As soon as Lisa's goal date and goal score are entered into the the spreadsheet, they are automatically plotted on her progress monitoring graph.

Goal value

Goal date

Tutorial

A goal line (otherwise known as an aim line) is also automatically drawn on the graph between the baseline and goal.

An implication of now knowing her goal would be proceeding to the next data utilization cycle where you will confirm or disconfirm her risk status.

Aim line

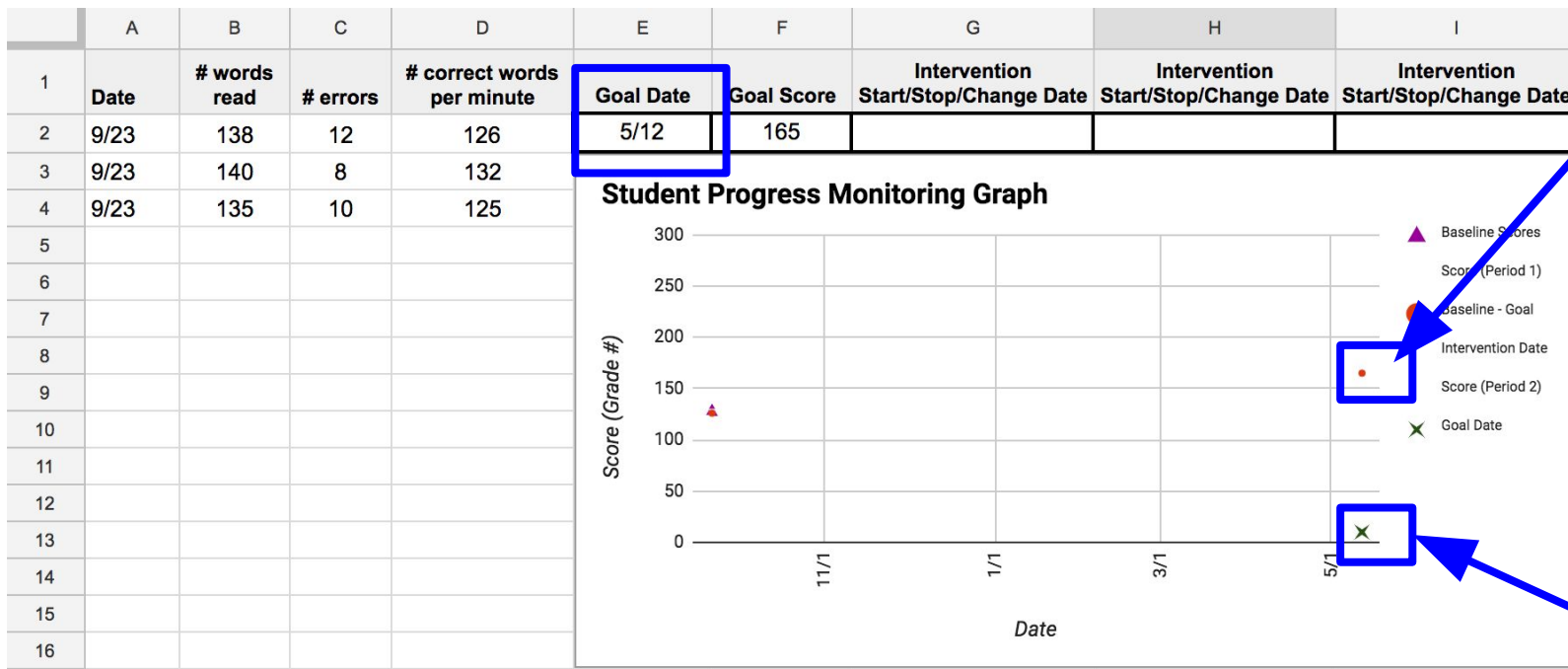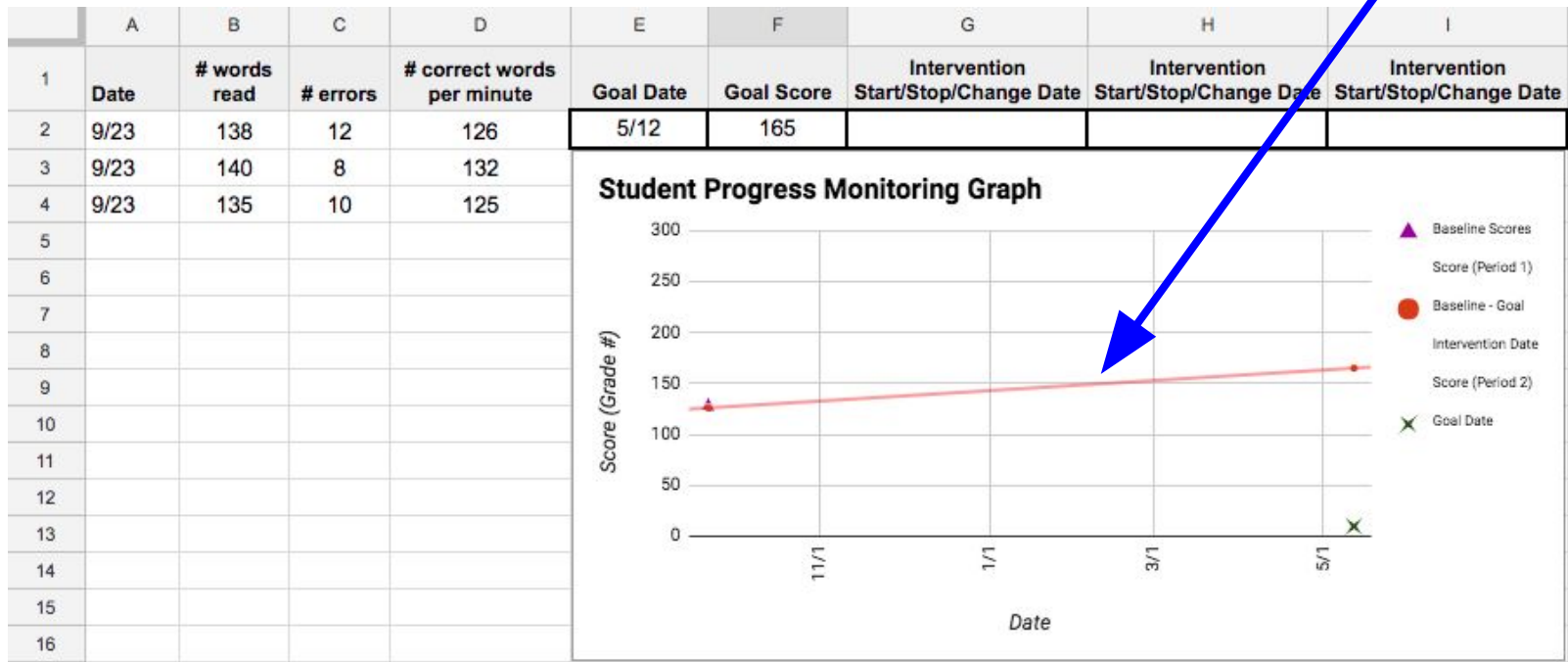|	A	B	C	D	E	F	G	H	I
1	Date	# words read	# errors	# correct words per minute	Goal Date	Goal Score	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date
2	9/23	138	12	126	5/12	165			
3	9/23	140	8	132					
4	9/23	135	10	125					
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

Student Progress Monitoring Graph

Legend:
- ▲ Baseline Scores
- Score (Period 1)
- ● Baseline - Goal
- Intervention Date
- Score (Period 2)
- ✕ Goal Date

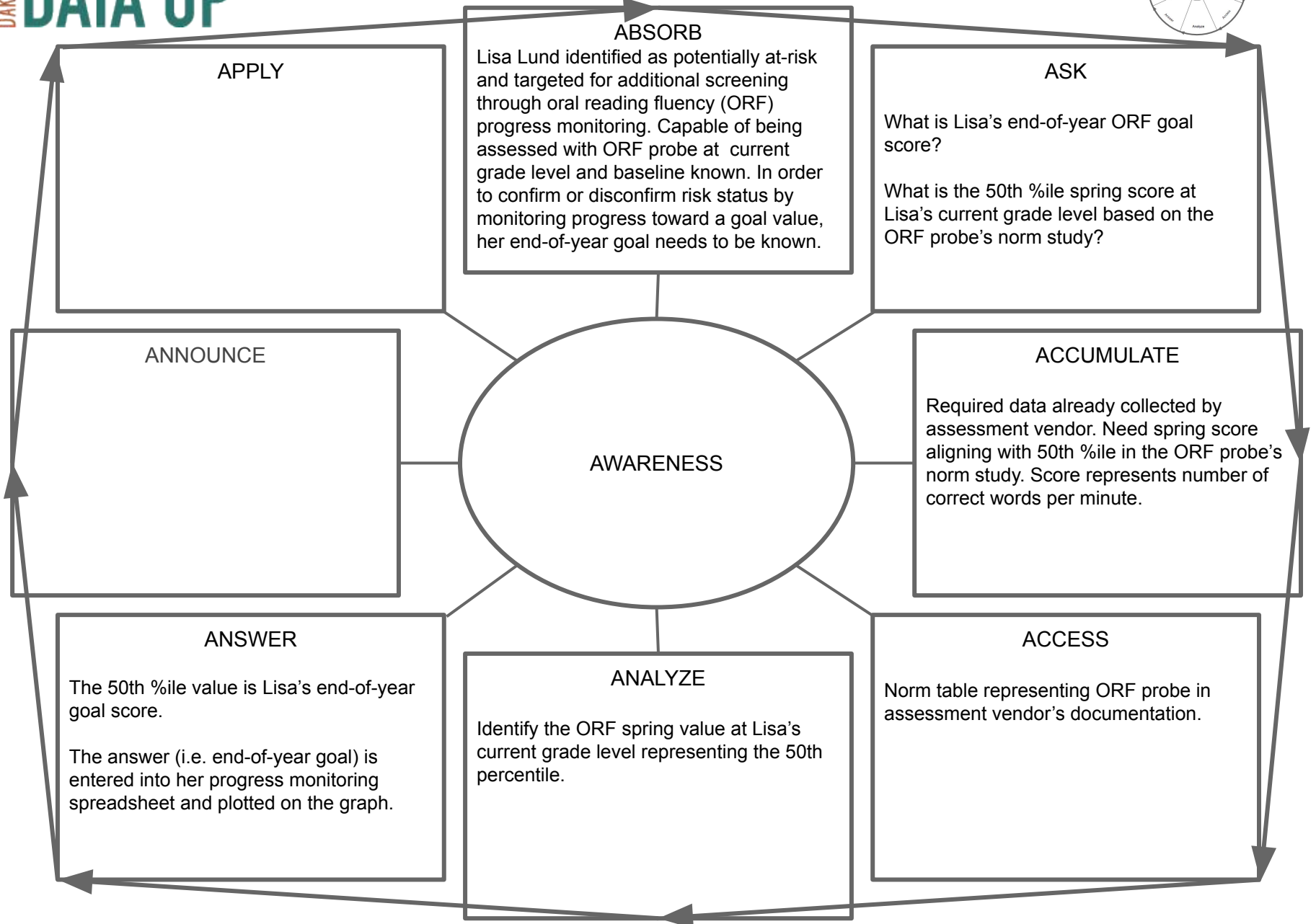Y-axis: Score (Grade #) — 0, 50, 100, 150, 200, 250, 300
X-axis: Date — 11/1, 1/1, 3/1, 5/1

A+ Inquiry

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

NORTH DAKOTA **DATA UP**

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

The 50th %ile value is Lisa's end-of-year goal score.

The answer (i.e. end-of-year goal) is entered into her progress monitoring spreadsheet and plotted on the graph.

ANALYZE

Identify the ORF spring value at Lisa's current grade level representing the 50th percentile.

ACCESS

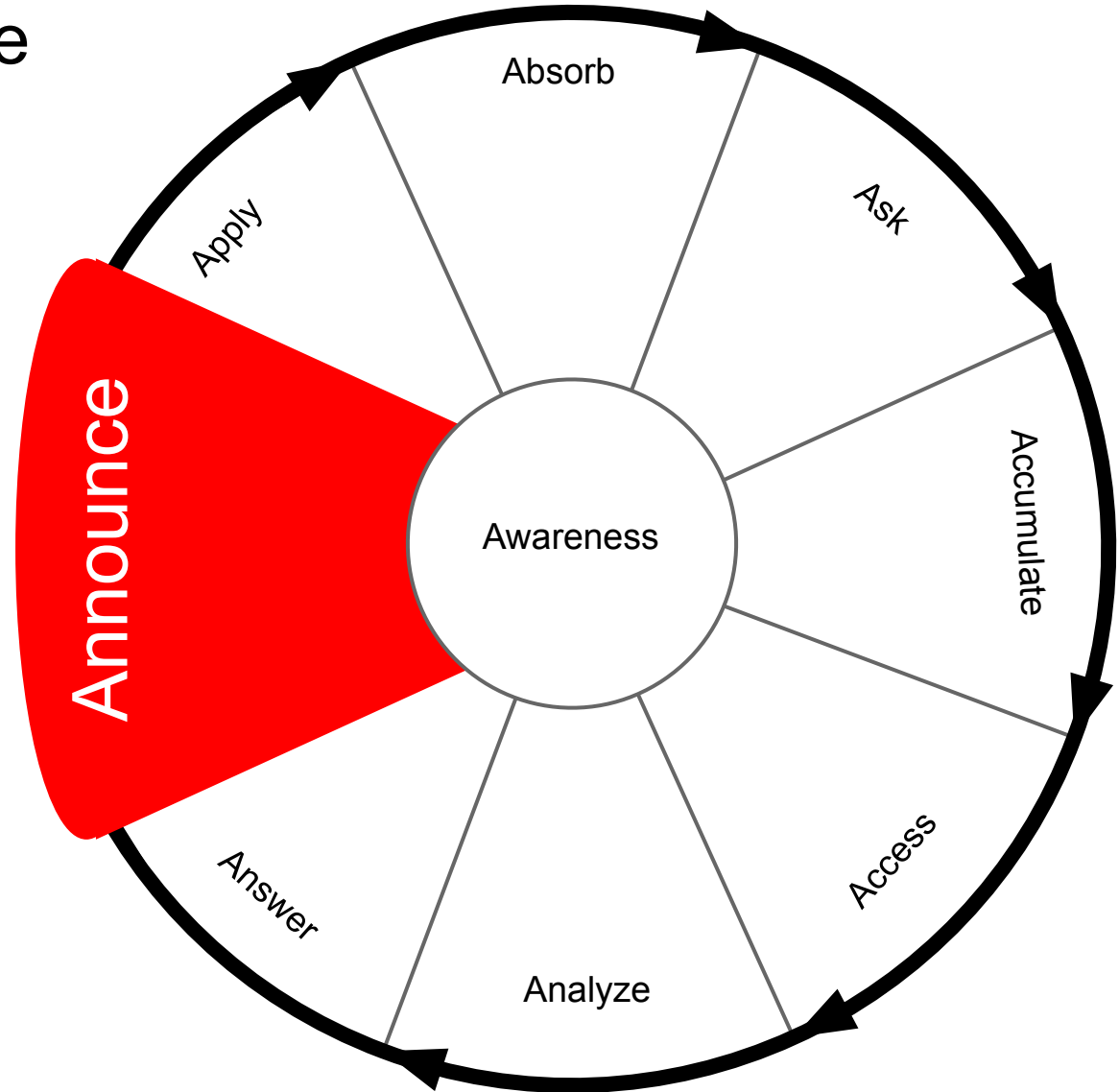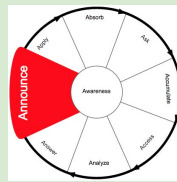Norm table representing ORF probe in assessment vendor's documentation.

Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers to applicable stakeholders.
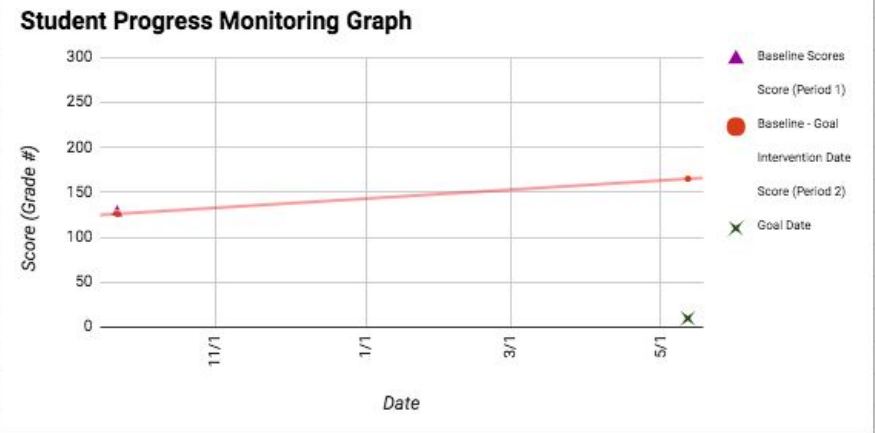
Activity - 08.08.10

You communicate Lisa's Oral Reading Fluency (ORF) end-of-year goal to _____ immediately (during the same sitting in which you administered the probes and identified the spring value representing the 50th percentile).

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

Standard: S.6.C
Multiple Audiences

	A	B	C	D	E	F	G	H	I
1	Date	# words read	# errors	# correct words per minute	Goal Date	Goal Score	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date
2	9/23	138	12	126	5/12	165			
3	9/23	140	8	132					
4	9/23	135	10	125					
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

Student Progress Monitoring Graph

Legend:
- ▲ Baseline Scores
- Score (Period 1)
- ● Baseline - Goal
- Intervention Date
- Score (Period 2)
- ✕ Goal Date

Y-axis: Score (Grade #) — 0, 50, 100, 150, 200, 250, 300
X-axis: Date — 11/1, 1/1, 3/1, 5/1

Activity - 08.08.11

You use _____ to explain Lisa's current level of Oral Reading Fluency (ORF) performance and the score representing her goal at the end of the year.
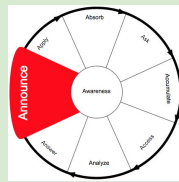
- Lisa's progress monitoring graph
- a table displaying Lexile text measures
- your class report with each student's spring state assessment proficiency level
- Lisa's current math textbook

Standard: S.6.B Explanation

Activity - 08.08.12

You will eventually communicate Lisa's goal value to _____.

- the school's RTI team
- Lisa's classmates
- Lisa's best friend's parents
- your family members

Standard: S.6.C Multiple Audiences

	A	B	C	D	E	F	G	H	I
1	Date	# words read	# errors	# correct words per minute	Goal Date	Goal Score	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date
2	9/23	138	12	126	5/12	165			
3	9/23	140	8	132					
4	9/23	135	10	125					
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

Student Progress Monitoring Graph

Legend:
- Baseline Scores
- Score (Period 1)
- Baseline - Goal
- Intervention Date
- Score (Period 2)
- Goal Date

Y-axis: Score (Grade #), ranging 0 to 300
X-axis: Date (11/1, 1/1, 3/1, 5/1)

Tutorial

You immediately explain Lisa's Oral Reading Fluency (ORF) end-of-year goal to her during the same sitting in which you administered the probes and identified the spring value representing the 50th percentile. You use Lisa's progress monitoring graph to help her understand her current level of performance and end-of-year goal score.

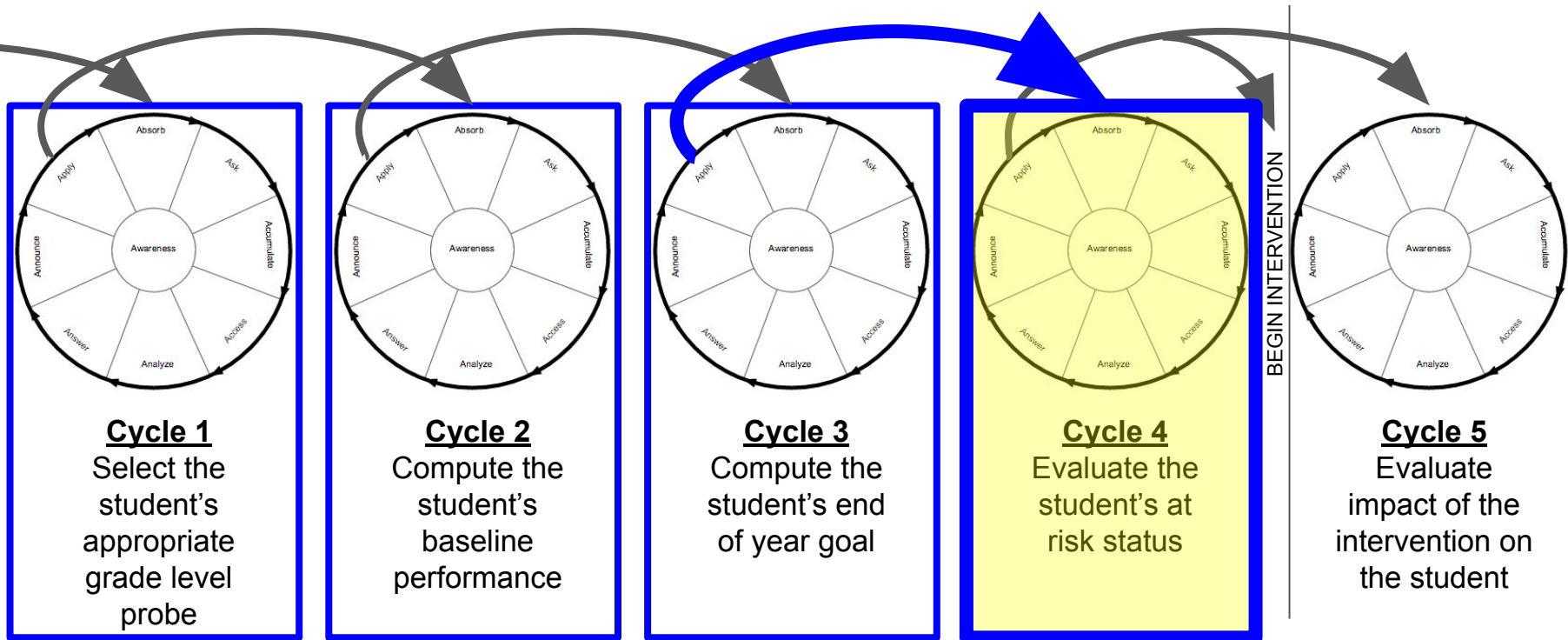|	A	B	C	D	E	F	G	H	I
1	Date	# words read	# errors	# correct words per minute	Goal Date	Goal Score	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date	Intervention Start/Stop/Change Date
2	9/23	138	12	126	5/12	165			
3	9/23	140	8	132					
4	9/23	135	10	125					
5									
6									
7									
8									
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10									
11									
12									
13									
14									
15									
16									

Student Progress Monitoring Graph

Legend:
- ▲ Baseline Scores
- Score (Period 1)
- ● Baseline - Goal
- Intervention Date
- Score (Period 2)
- ✕ Goal Date

Y-axis: Score (Grade #) — 0, 50, 100, 150, 200, 250, 300

X-axis: Date — 11/1, 1/1, 3/1, 5/1

Tutorial

You mention that the two of you will be proceeding to the next data utilization cycle throughout upcoming weeks, in which you will be *confirming or disconfirming Lisa's risk status.*
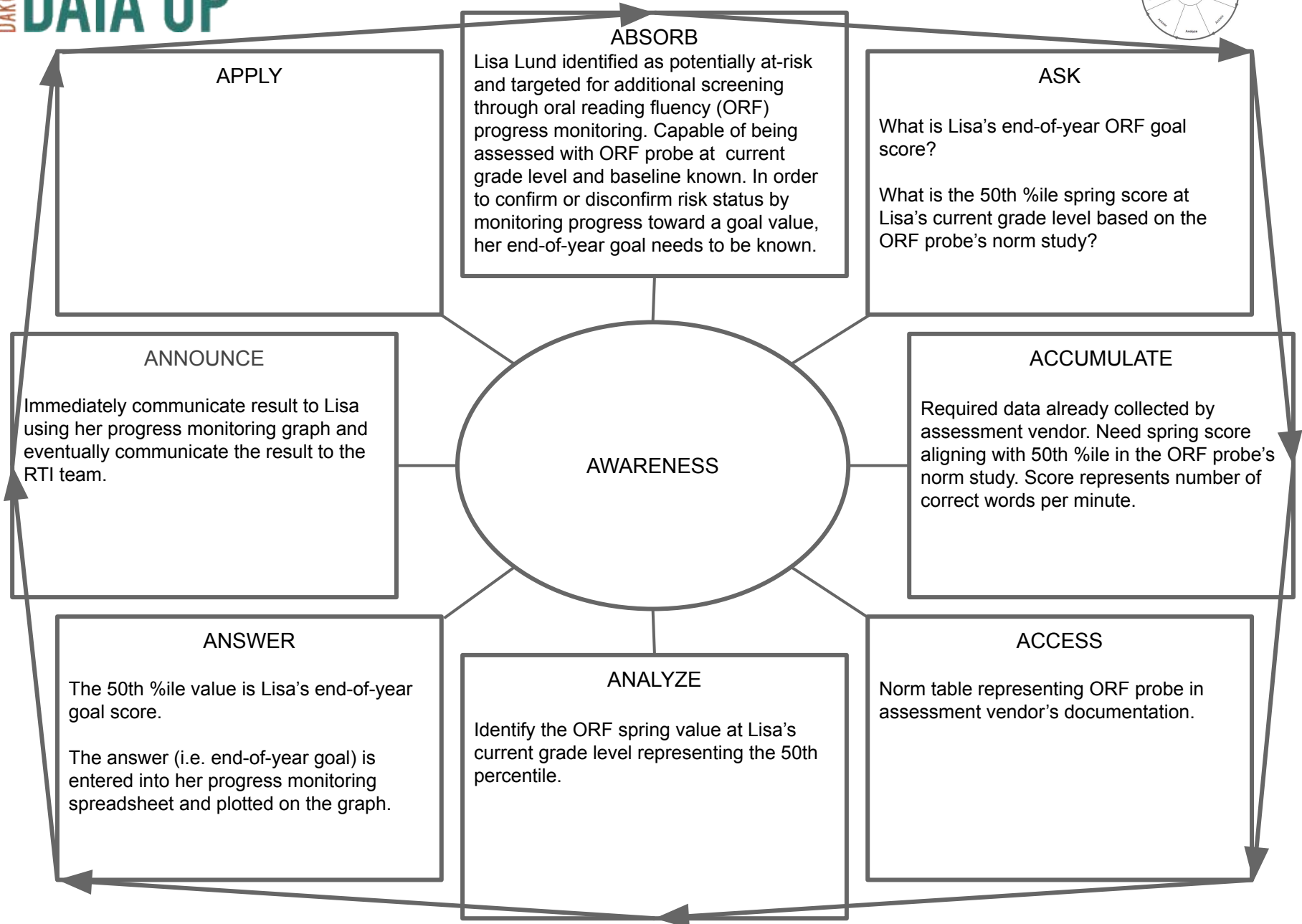
You will eventually communicate Lisa's goal value to the RTI team.

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
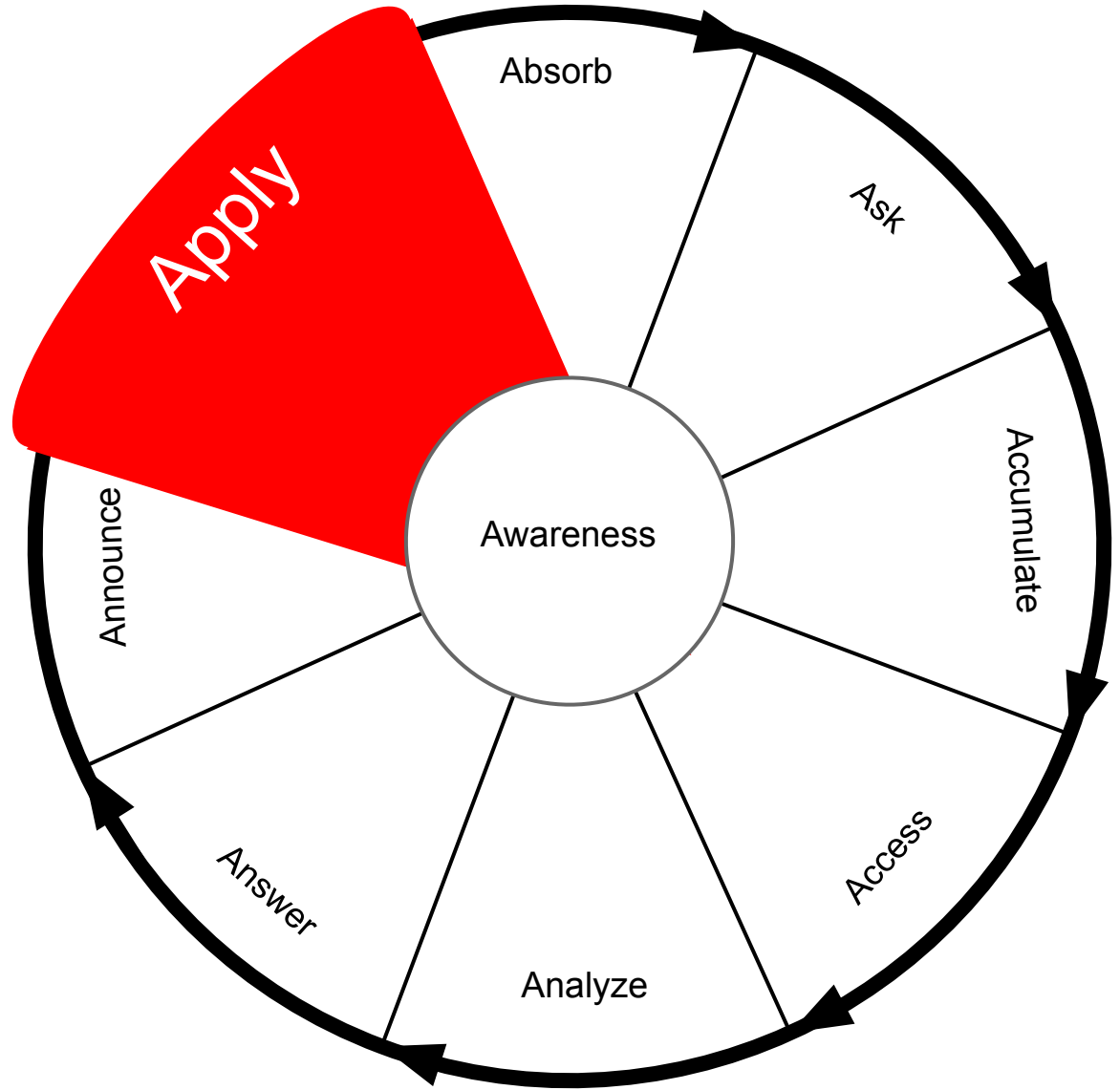Evaluate the student's at risk status

Cycle 5
Evaluate impact of the intervention on the student

A+ Inquiry Framework

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

NORTH DAKOTA DATA UP

APPLY

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?

ANNOUNCE

Immediately communicate result to Lisa using her progress monitoring graph and eventually communicate the result to the RTI team.

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

The 50th %ile value is Lisa's end-of-year goal score.

The answer (i.e. end-of-year goal) is entered into her progress monitoring spreadsheet and plotted on the graph.

ANALYZE

Identify the ORF spring value at Lisa's current grade level representing the 50th percentile.

ACCESS

Norm table representing ORF probe in assessment vendor's documentation.

Ryan Kelly: Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.
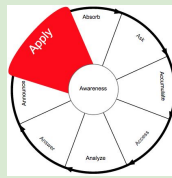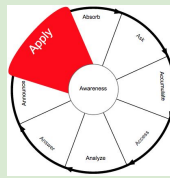
Activity - 08.08.13

Now that Lisa's Oral Reading Frequency (ORF) end-of-year goal has been established, you make a decision to _____ in order to confirm or disconfirm whether she is actually at risk.

- do nothing because Lisa now has a goal
- immediately begin a research based intervention with Lisa
- proceed to the next data cycle to evaluate Lisa's risk status
- permanently stop assessing Lisa with ORF probes
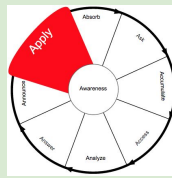
Standard: S.7.A Strategies

Activity - 08.08.14

During the next data cycle, if you find out Lisa is progressing at a rate indicating she **IS** on track to achieve her end-of-year goal, you would _____.
- disconfirm her risk status
- confirm her risk status
- assign an intervention to her
- assign an intervention to Lisa's classmates performing at a similar level

Standard: S.7.A Strategies

Activity - 08.08.15

During the next data cycle, if you find out Lisa is progressing at a rate indicating she is **NOT** on track to achieve her end-of-year goal, you would _____.
- disconfirm her risk status
- confirm her risk status
- decide she is NOT at risk
- assign an intervention to Lisa's classmates performing at a similar level

Standard: S.7.A Strategies

Tutorial

In the Apply stage, now that Lisa's Oral Reading Frequency (ORF) end-of-year goal has been established, you make a decision to proceed to the next data cycle to evaluate Lisa's risk status in order to confirm or disconfirm whether she is actually at risk.

During the next data cycle, if you find out Lisa is progressing at a rate indicating she *IS* on track to achieve her end-of-year goal, Lisa's risk status would be *disconfirmed*. Her risk status would be *confirmed* if you find out she is *NOT* on track to achieve her end-of-year goal.
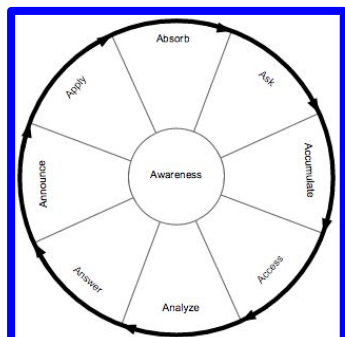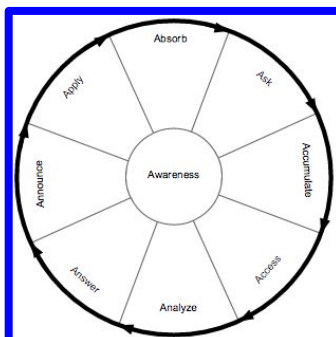

Cycle 1
Select the student's appropriate grade level probe
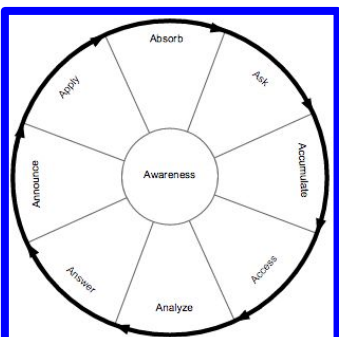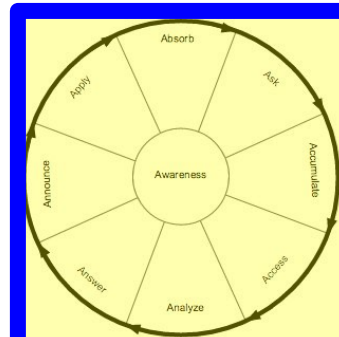
Cycle 2
Compute the student's baseline performance

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
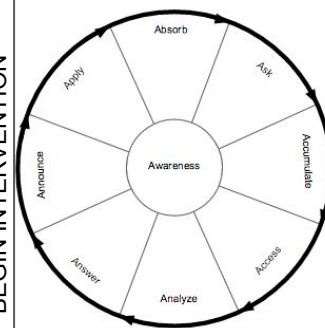
BEGIN INTERVENTION

A+ Inquiry Framework

The Apply stage has been completed. All stages have been completed for Cycle 3 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.

You've completed the third data cycle. As a result, you know Lisa's end-of-year goal score. Her goal score has been plotted on the graph and her aim line has been drawn by connecting her baseline value and goal value.

Student Progress Monitoring Graph

Y-axis: Score (Grade #) — 0, 50, 100, 150, 200, 250, 300
X-axis: Date — 11/1, 1/1, 3/1, 5/1

Legend:
- ▲ Baseline Scores
- Score (Period 1)
- ● Baseline - Goal
- Intervention Date
- Score (Period 2)
- ✗ Goal Date

NORTH DAKOTA **DATA UP**

APPLY

Proceed with Lisa to the next data utilization cycle of evaluating risk to confirm or disconfirm her risk status that was identified during universal screening. Next data cycle includes 5 additional probes administered to Lisa on a weekly basis.

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?

ANNOUNCE

Immediately discuss the end-of-year goal with Lisa and eventually communicate the value to the RTI team.

AWARENESS

ACCUMULATE

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

ANSWER

The 50th %ile value is Lisa's end-of-year goal score.

The answer (i.e. end-of-year goal) is entered into her progress monitoring spreadsheet and plotted on the graph.

ANALYZE

Identify the ORF spring value at Lisa's current grade level representing the 50th percentile.

ACCESS

Norm table representing ORF probe in assessment vendor's documentation.

Conclusion

Now that you know Lisa's ORF goal, you may proceed to the next data cycle, which focuses on evaluating her at-risk status.

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

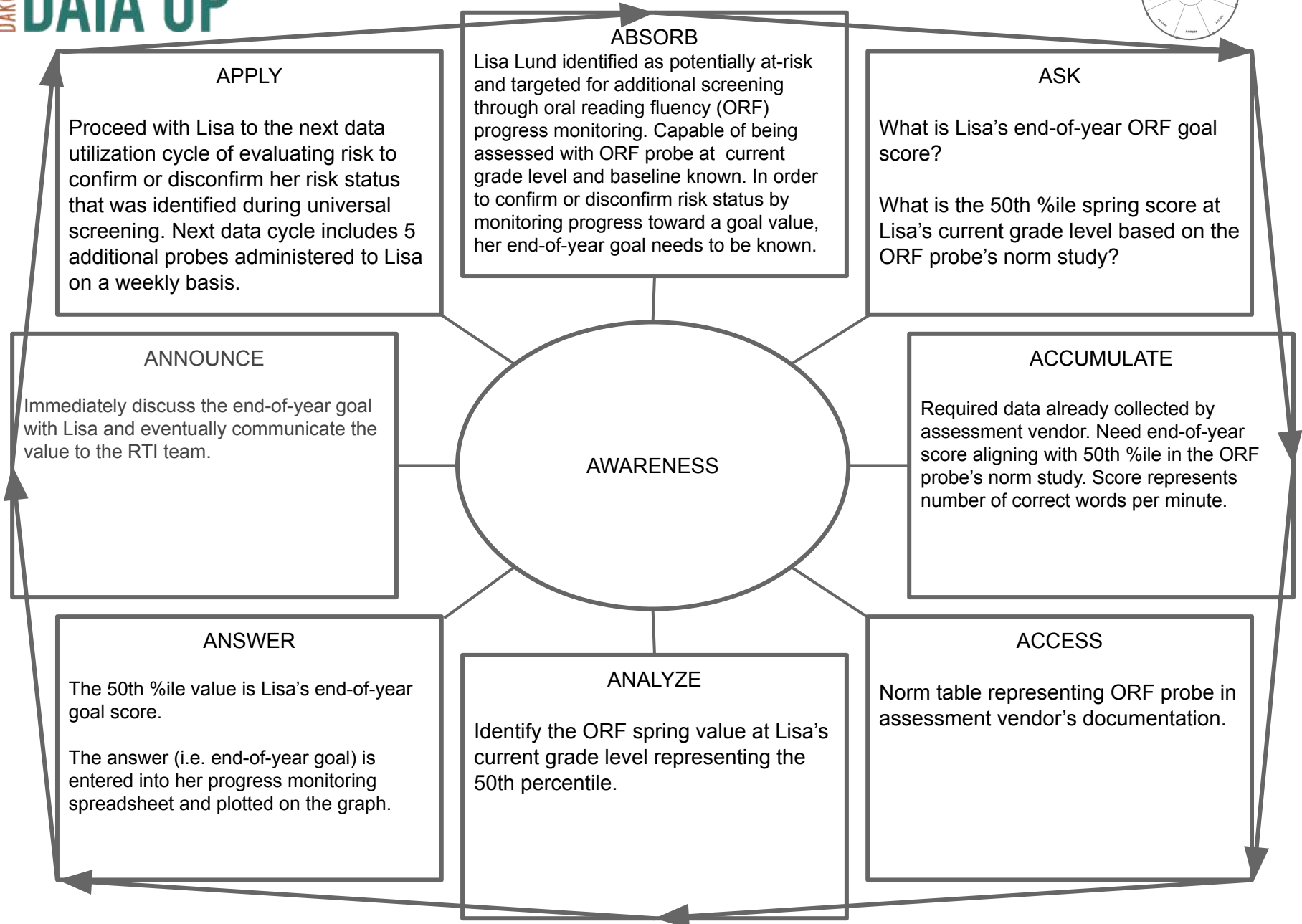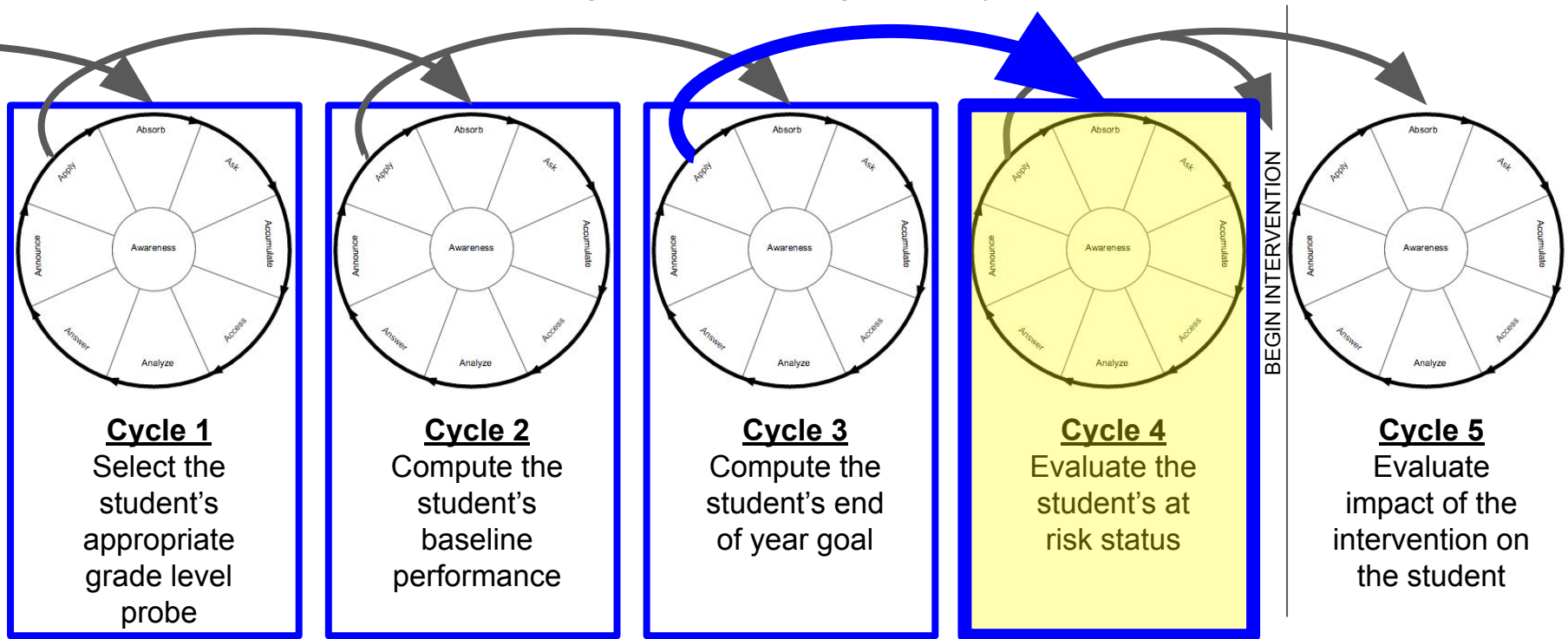**Cycle 5**
Evaluate impact of the intervention on the student

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)

Activity Answers

08.08.01	retrieve the specific data you identified in the Accumulate stage as being required for analysis
08.08.02	Percentile table within the assessment vendor's norm study documentation
08.08.03	Spring
08.08.04	X (Lisa's current year grade level)
08.08.05	50th
08.08.06	165
08.08.07	165
08.08.08	aim line
08.08.09	confirm or disconfirm her risk status
08.08.10	Lisa
08.08.11	Lisa's progress monitoring graph
08.08.12	the school's RTI team
08.08.13	proceed to the next data cycle to evaluate Lisa's risk status
08.08.14	disconfirm her risk status
08.08.15	confirm her risk status

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 compute -- and take action -- based on 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.