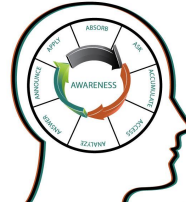




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# Develop Your Data Mindset

Module 8 - Progress Monitoring

Part 9 - Absorb, Ask & Accumulate

(Cycle 4 - Evaluate the Student's At-Risk Status)

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

# Learning Goals

- Implement A+ Inquiry to evaluate -- and take action based on -- a student's risk status

# 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.2.C Data Collection: Knows that DATA COLLECTION can be performed using different methods 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)

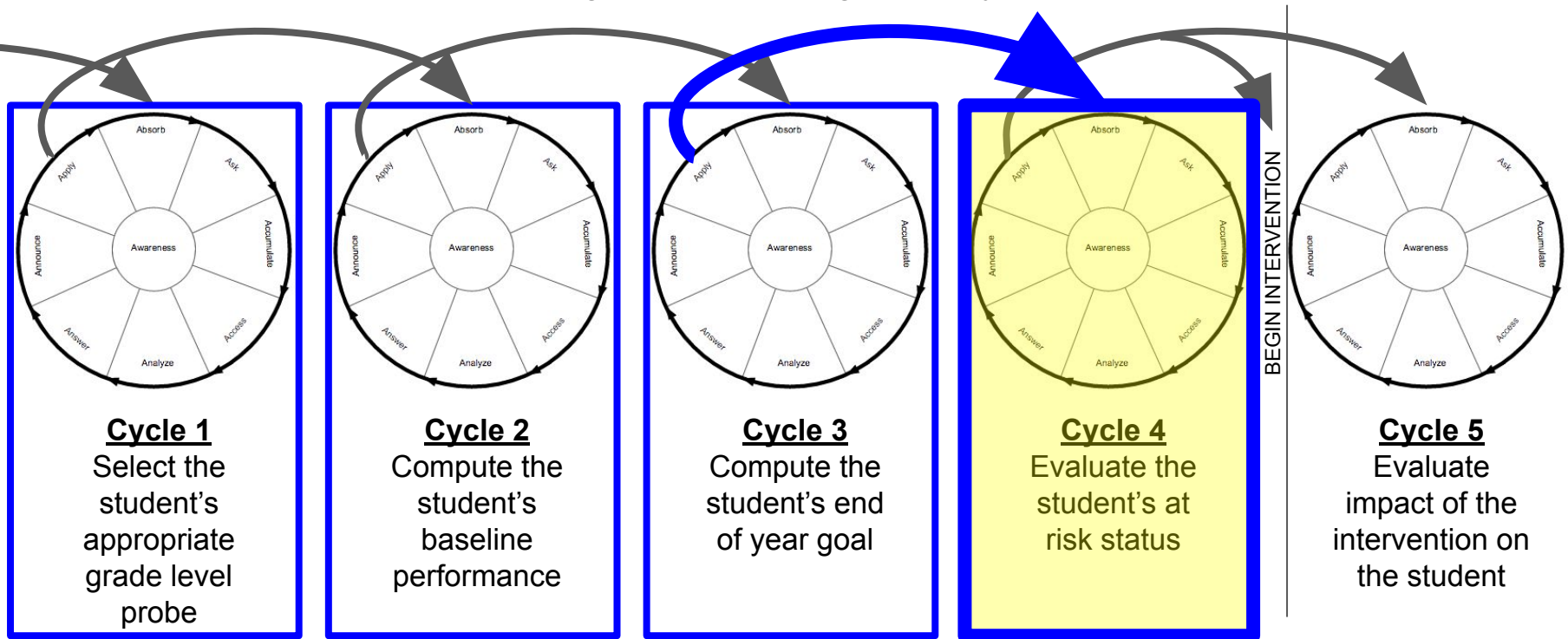
- S.3.B Technology: Uses appropriate technologies to collect, access, and store data
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence
- S.6.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 student's end-of-year goal for a student in Cycle 3 of progress monitoring, you may proceed to the next cycle of evaluating the student's risk status to confirm or disconfirm whether the student is actually at risk.

## 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.*

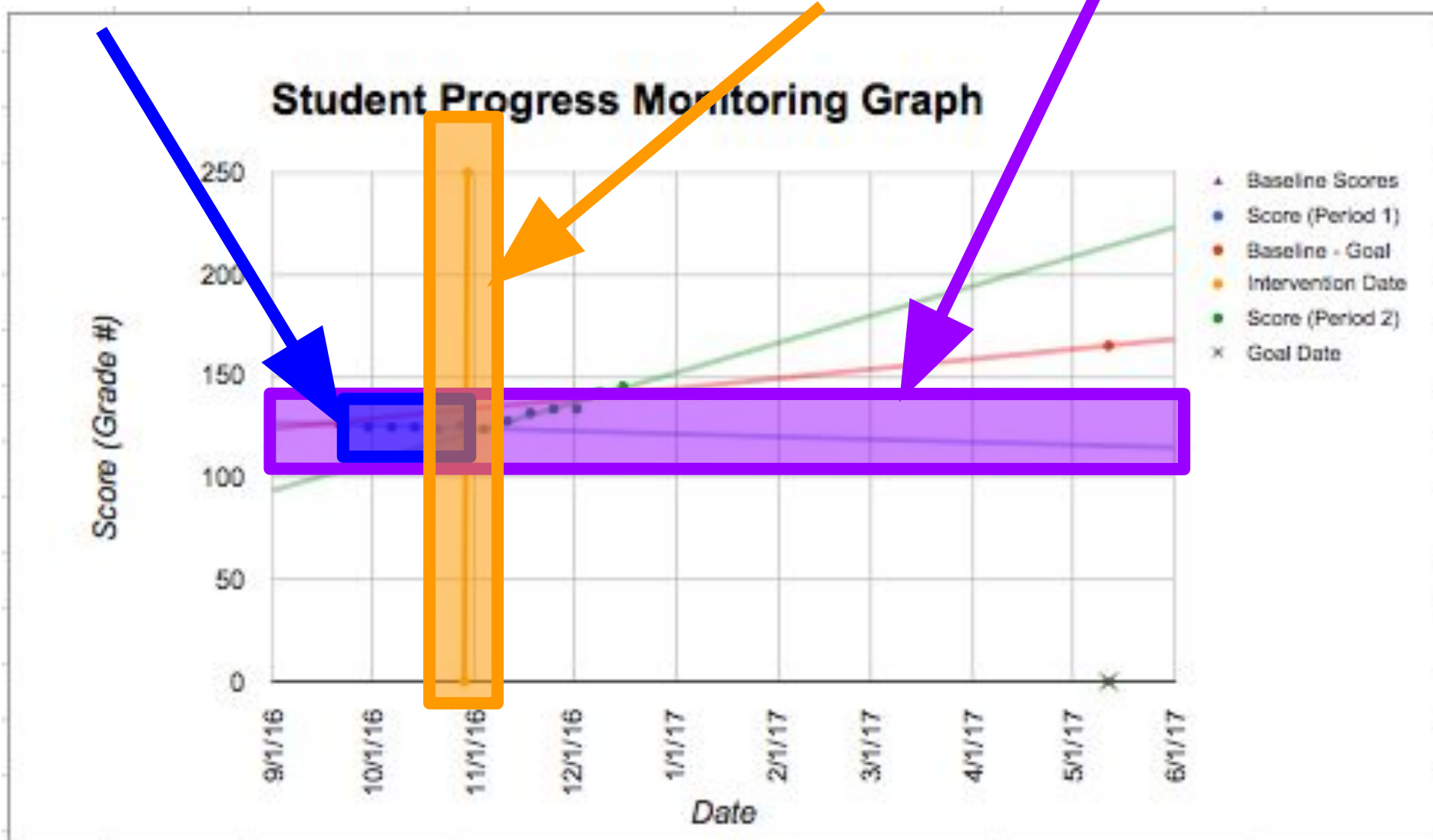
**Whose progress should be monitored?** An individual "at risk" student

**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>)

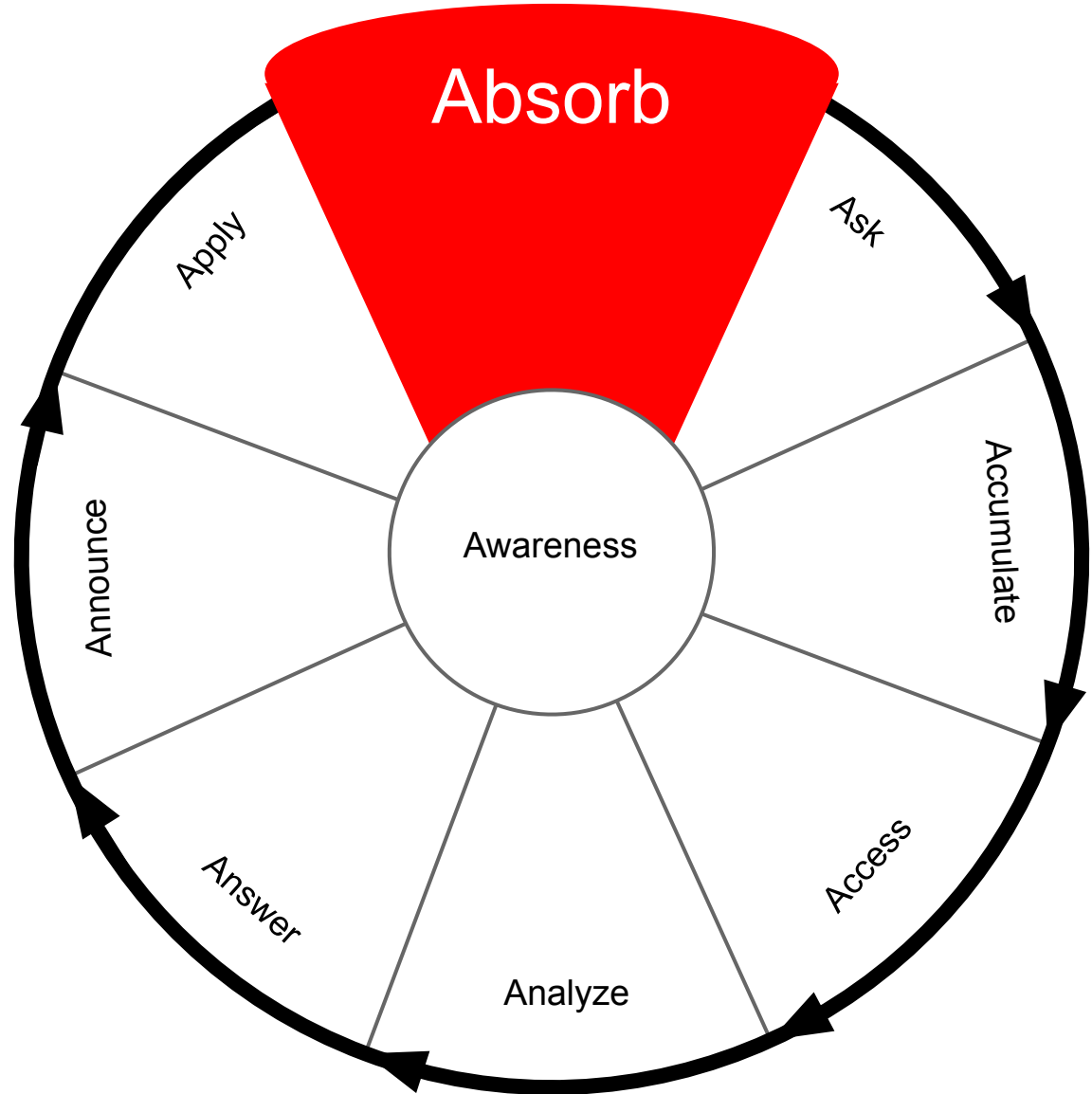
Cycle 4 is required to plot the pre-intervention data points, draw the pre-intervention trend line and draw the intervention line on a progress monitoring graph.



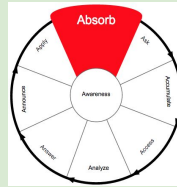
# Absorb Stage

Ryan:

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





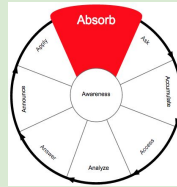


# Activity - 08.09.01

In the Absorb stage, it's important to \_\_\_\_\_.

- identify details that are known about the context
- formulate operationalized questions
- collect data
- retrieve data that have been collected

Standard: K.2.D Data Context

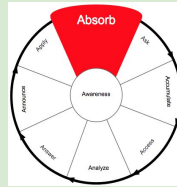


# Activity - 08.09.02

In the Absorb stage, it's also important to \_\_\_\_\_.

- reveal a need for more knowledge relevant to the context
- begin identifying limitations of data analysis findings
- communicate results to applicable stakeholders
- administer a data collection instrument to participants in the study

Standard: K.2.D Data Context

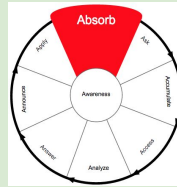


## Activity - 08.09.03

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. You know she's capable of being assessed with an ORF probe at her current grade level. Her ORF baseline and goal levels are known. Before considering an intervention for Lisa, it's important to know

- whether Lisa is making adequate progress toward her goal in a general education setting
- whether Lisa is enjoying her day at school
- what Lisa's classmates consider to be their greatest strengths
- the average scale score of students at the next grade level on the district's interim reading assessment

Standard: K.2.D Data Context



# Activity - 08.09.04

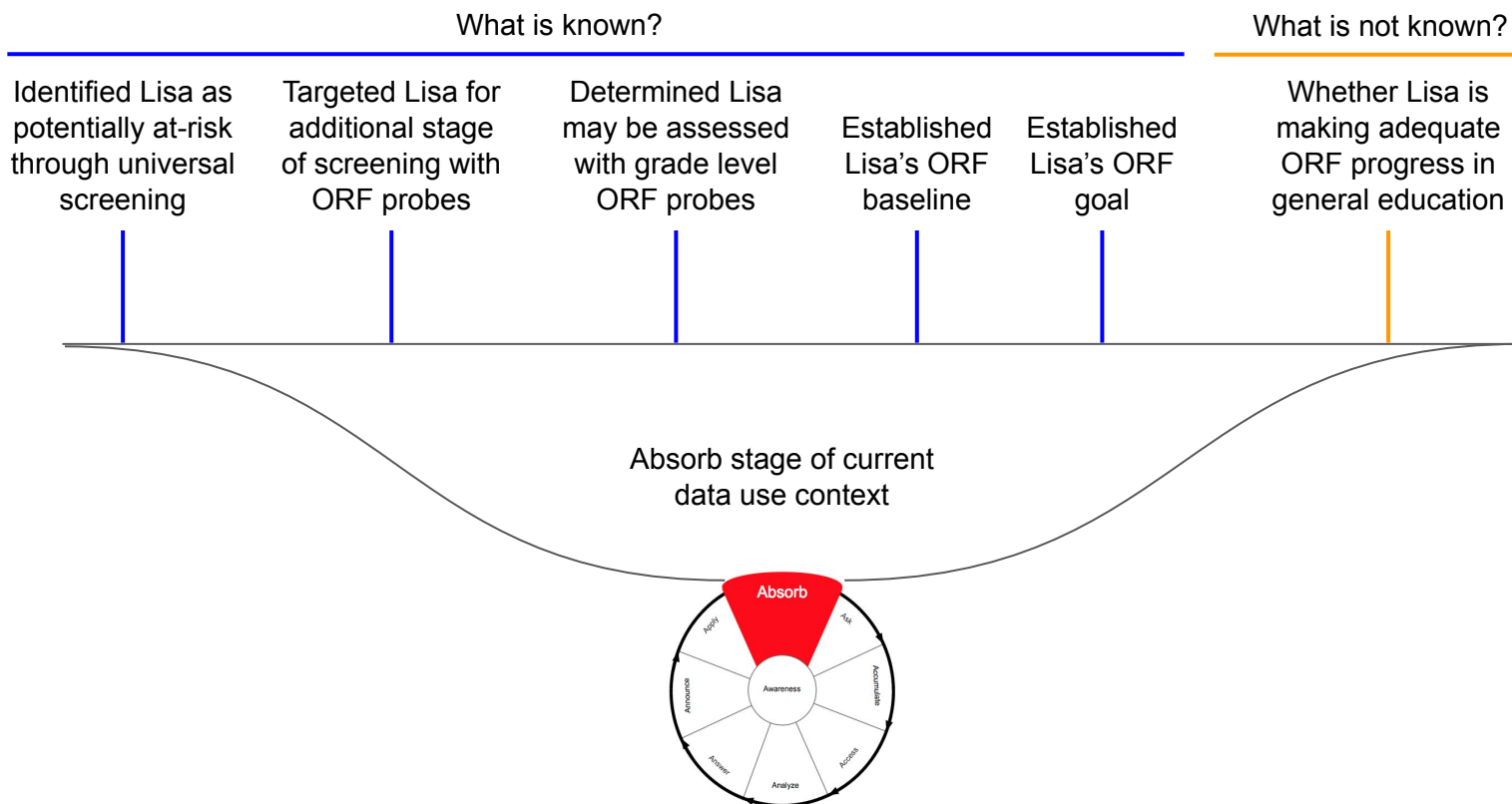
If Lisa is not making adequate progress toward her goal in a general education setting, it would be appropriate to \_\_\_\_\_.

- assign an intervention to Lisa
- only deliver core curriculum to Lisa
- keep Lisa in primary prevention only
- do nothing

Standard: S.7.A Strategies

# Tutorial

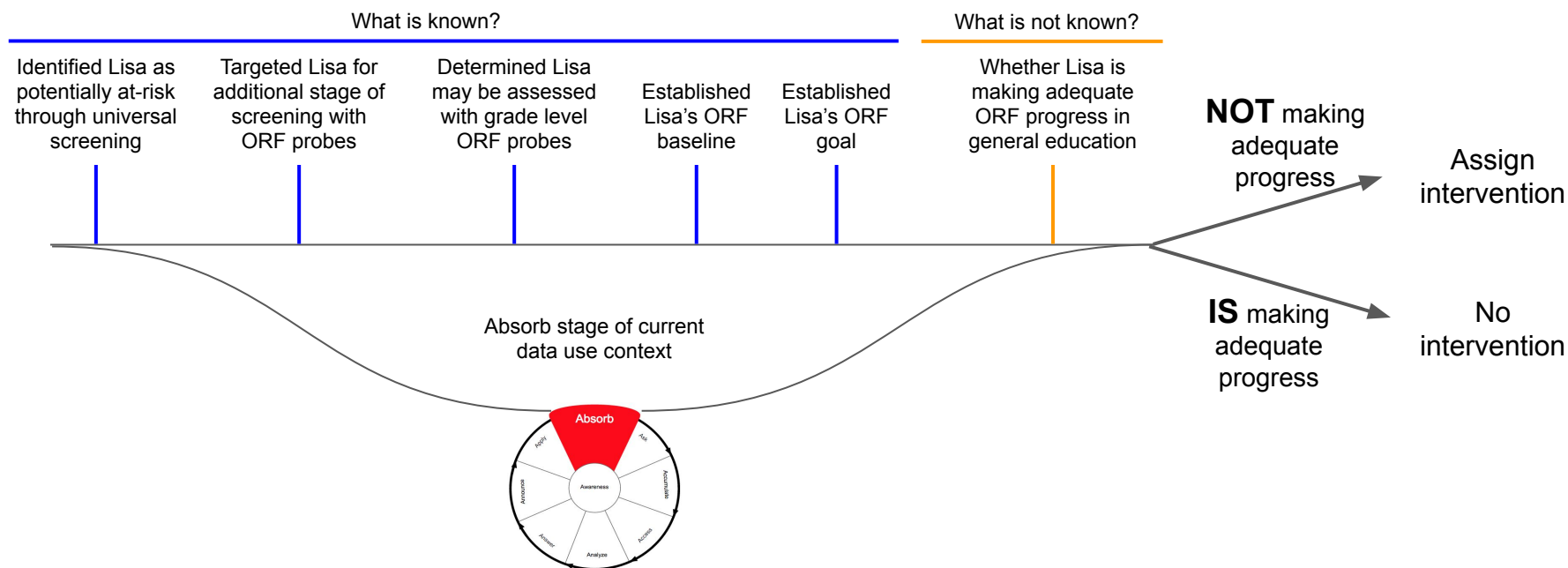
In the Absorb stage, you identify details that are known about the context and reveal a need for more knowledge. In this case, you know Lisa Lund was identified as potentially at-risk through the universal screening process. As a result she was targeted for an additional stage of screening through Oral Reading Fluency (ORF) progress monitoring. You know she's capable of being assessed with an ORF probe at her current grade level. You know her ORF baseline and goal values. Before considering an intervention for Lisa, you need to know whether she is making adequate progress in the general education setting.



# Tutorial

If she IS NOT making adequate progress, her risk status would be confirmed and, therefore, appropriate to assign an intervention to her.

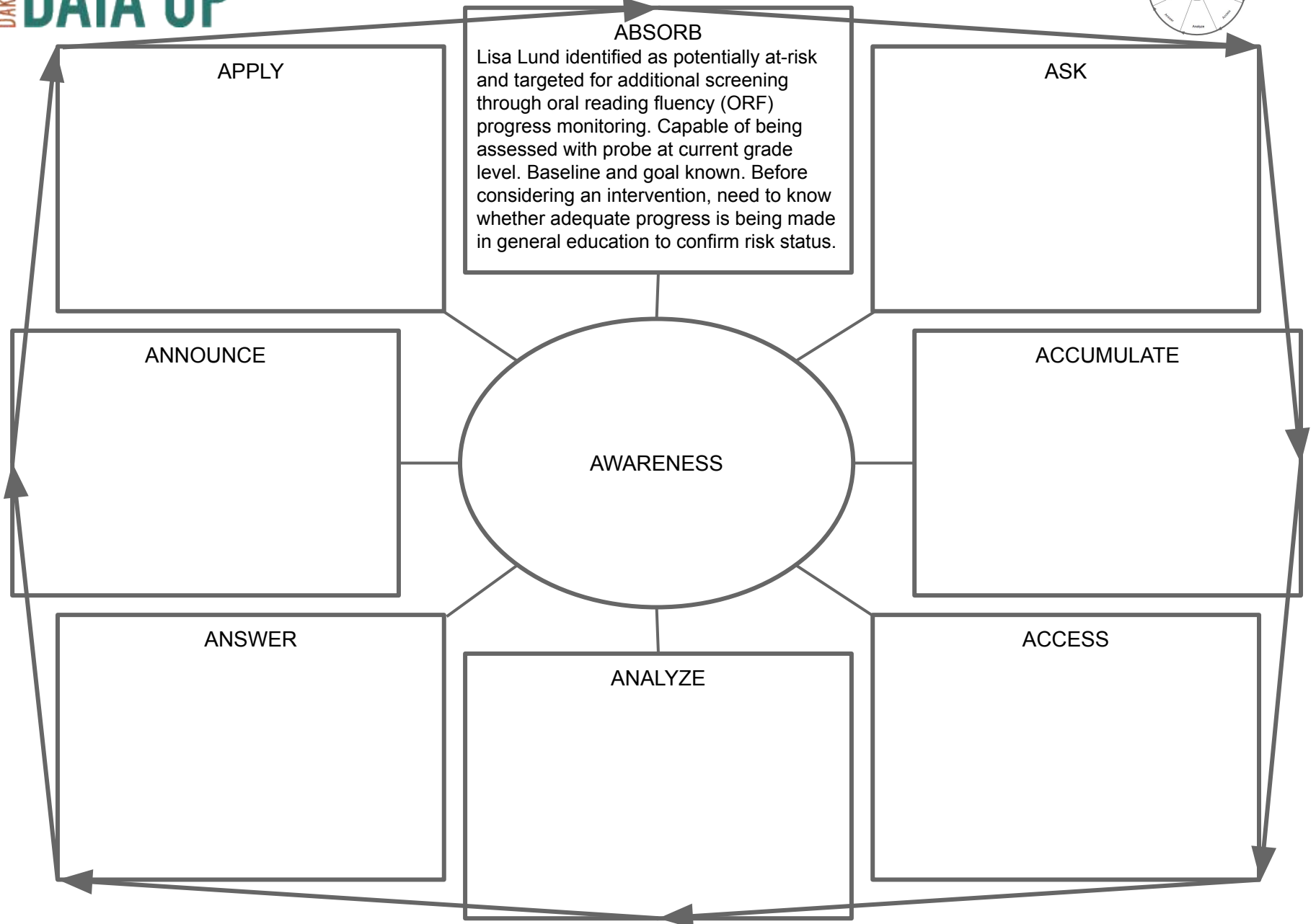
If she IS making adequate progress her risk status would be disconfirmed and, therefore, not appropriate to assign an intervention to her.



# 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.

**A+ INQUIRY**  
**GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status**

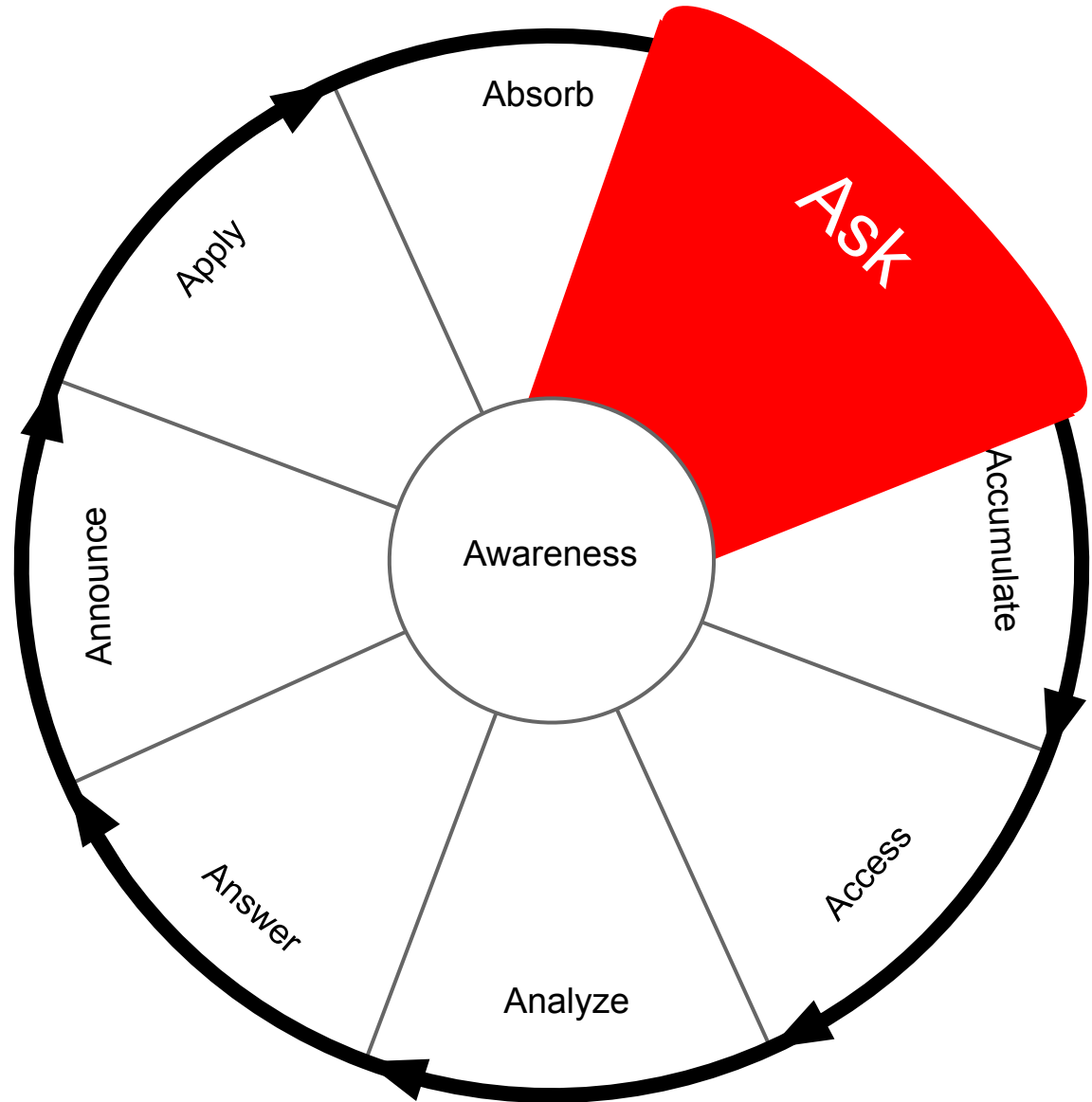




# Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions, which will lead you to the information you need to know.





# Activity - 08.09.05

You pose the following question, which will lead you toward a better understanding of whether Lisa is actually at risk: “Is Lisa making adequate oral reading fluency (ORF) progress in the general education setting?”

True or False: This question you posed is operationalized.

- True
- False

Standard: K.1.A Question Formation



# Activity - 08.09.06

You operationalize the general question, “Is Lisa making adequate oral reading fluency (ORF) progress in the general education setting?” further by stating

\_\_\_\_\_.

- Is the slope of Lisa’s ORF trend line as positively steeped as or steeper than her goal line?
- How much has Lisa been learning in a regular classroom?
- What is the change in Lisa’s ORF performance since an intervention began?
- How do I know whether Lisa is making adequate ORF progress?

Standard: K.1.A Question Formation



# Activity - 08.09.07

The operational question you formulate serves as a(n) \_\_\_\_\_ the general question.

- proxy for
- ambiguous version of
- unanswerable version of
- vague replacement for

Standard: K.1.A Question Formation



# Activity - 08.09.08

A potential answer to the general question, “Is Lisa making adequate oral reading fluency (ORF) progress in the general education setting?” and operational question, “Is the slope of Lisa’s ORF trend line as positively steeped or steeper than her goal line?” would be \_\_\_\_\_.

- “yes”, “no”, or “not sure”
- “green”, “red”, or “yellow”
- “-10%”, “0%”, or “10%”
- “positive”, “negative”, or “neutral”

Standard: K.1.A Question Formation

# Tutorial

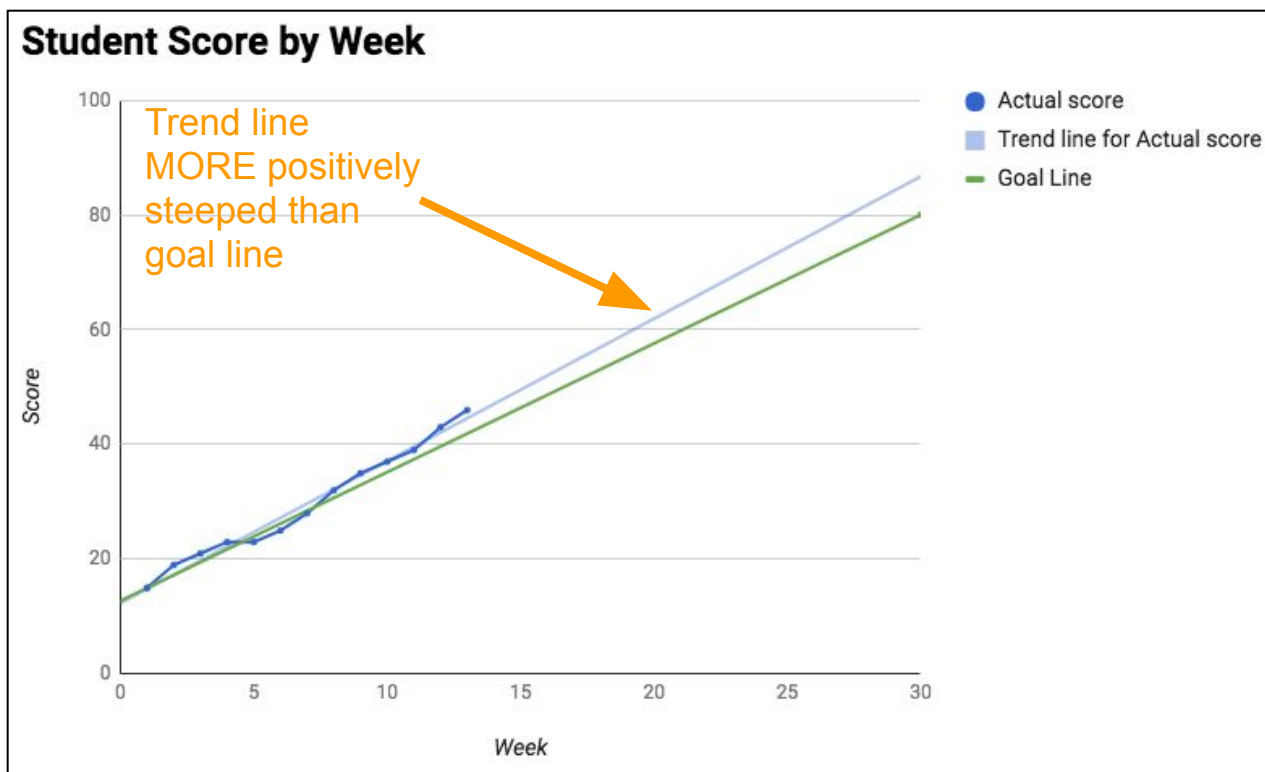
The Absorb stage revealed a need for you to know whether Lisa is making adequate progress in the general education setting in order to confirm or disconfirm her risk status before considering an intervention. You convert this knowledge gap into a general question by stating, “Is Lisa making adequate oral reading fluency (ORF) progress in the general education setting?”

Generally stated, the question is too vague to be answered with data. Therefore, you operationalize the question further by stating, “Is the slope of Lisa’s ORF trend line as positively steeped as or steeper than her goal line?”

The operational question serves as a proxy for the general question. In other words, the operational question is written as a substitute for the general question to ensure the general question may be answered. Therefore, an answer of “yes”, “no”, or “not sure” will be the same for both the operational and general questions. For example, if the answer to the operational question is yes, the answer to the general question will also be yes.

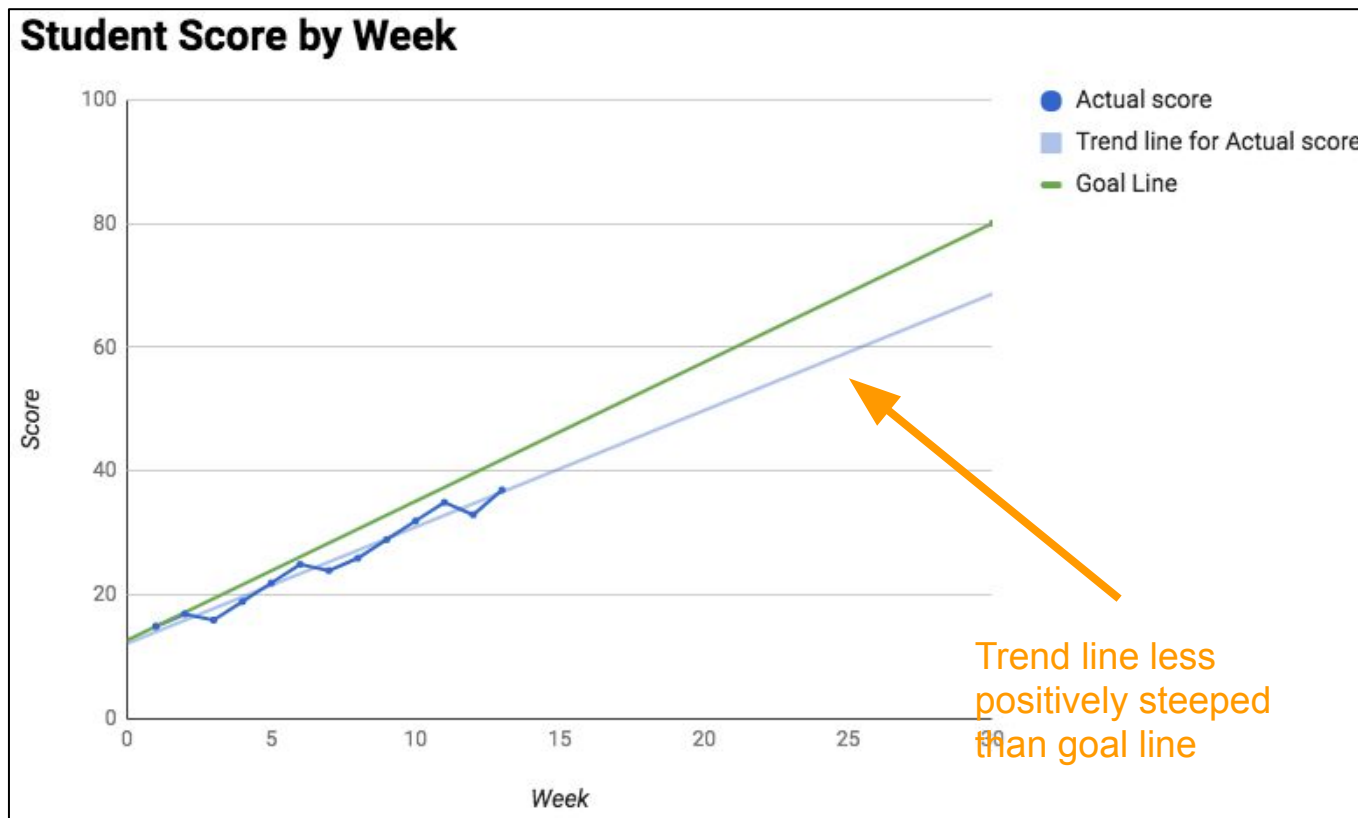
# Tutorial

In this example, the student's trend line (light blue line) is MORE positively steeped than the student's goal line (green line). Therefore, the answer to the operational question, "Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?" is YES. Because the operational question is an answerable substitute for the general question "Is Lisa making adequate oral reading fluency (ORF) progress in the general education setting?" the answer to the general question is also YES.



# Tutorial

In this example, the student's trend line (light blue line) is LESS positively steeped than the student's goal line (green line). Therefore, the answer to the operational question, "Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?" is NO. Because the operational question is an answerable substitute for the general question "Is Lisa making adequate oral reading fluency (ORF) progress in the general education setting?" the answer to the general question is also NO.

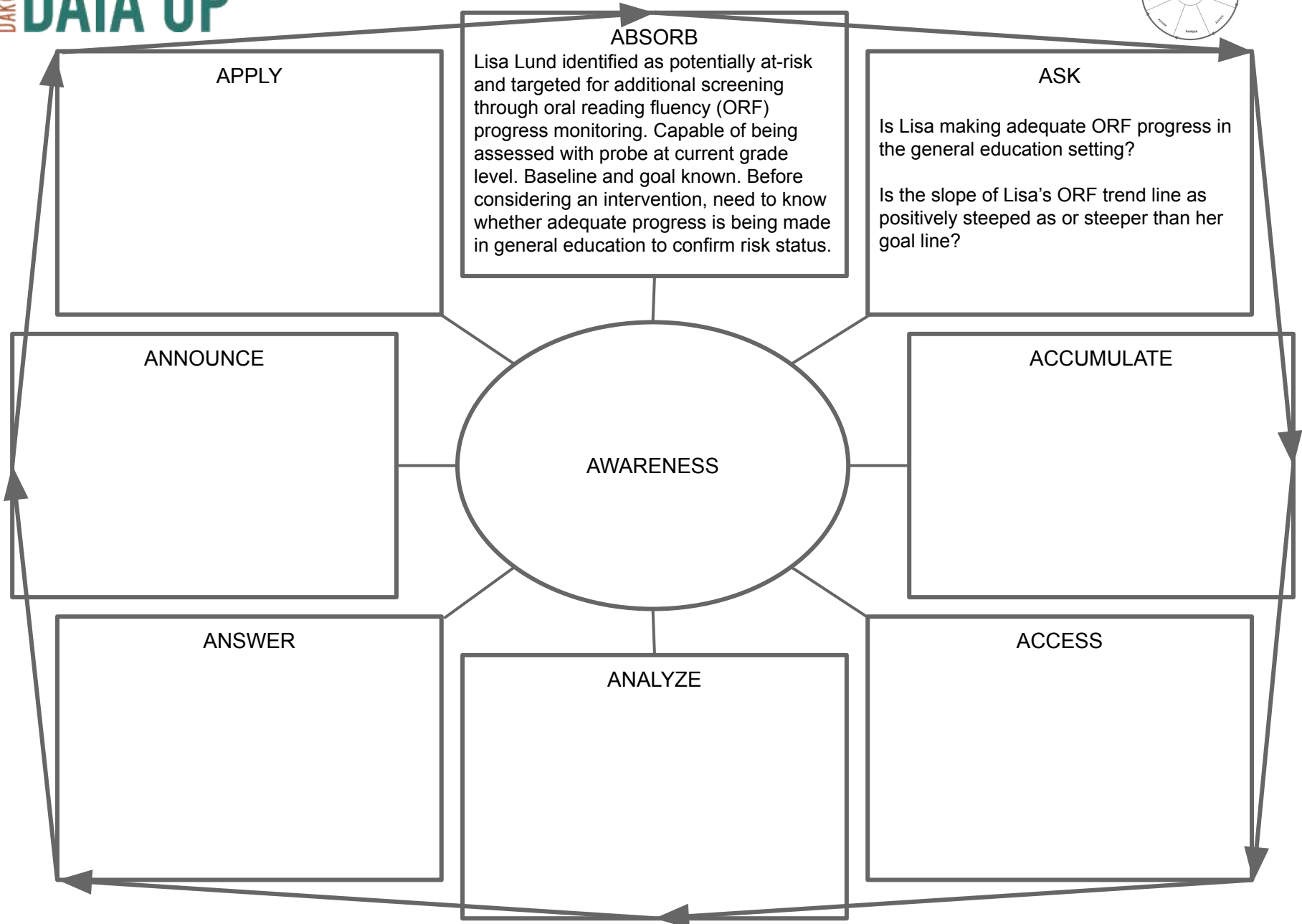




# A+ Inquiry Framework

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

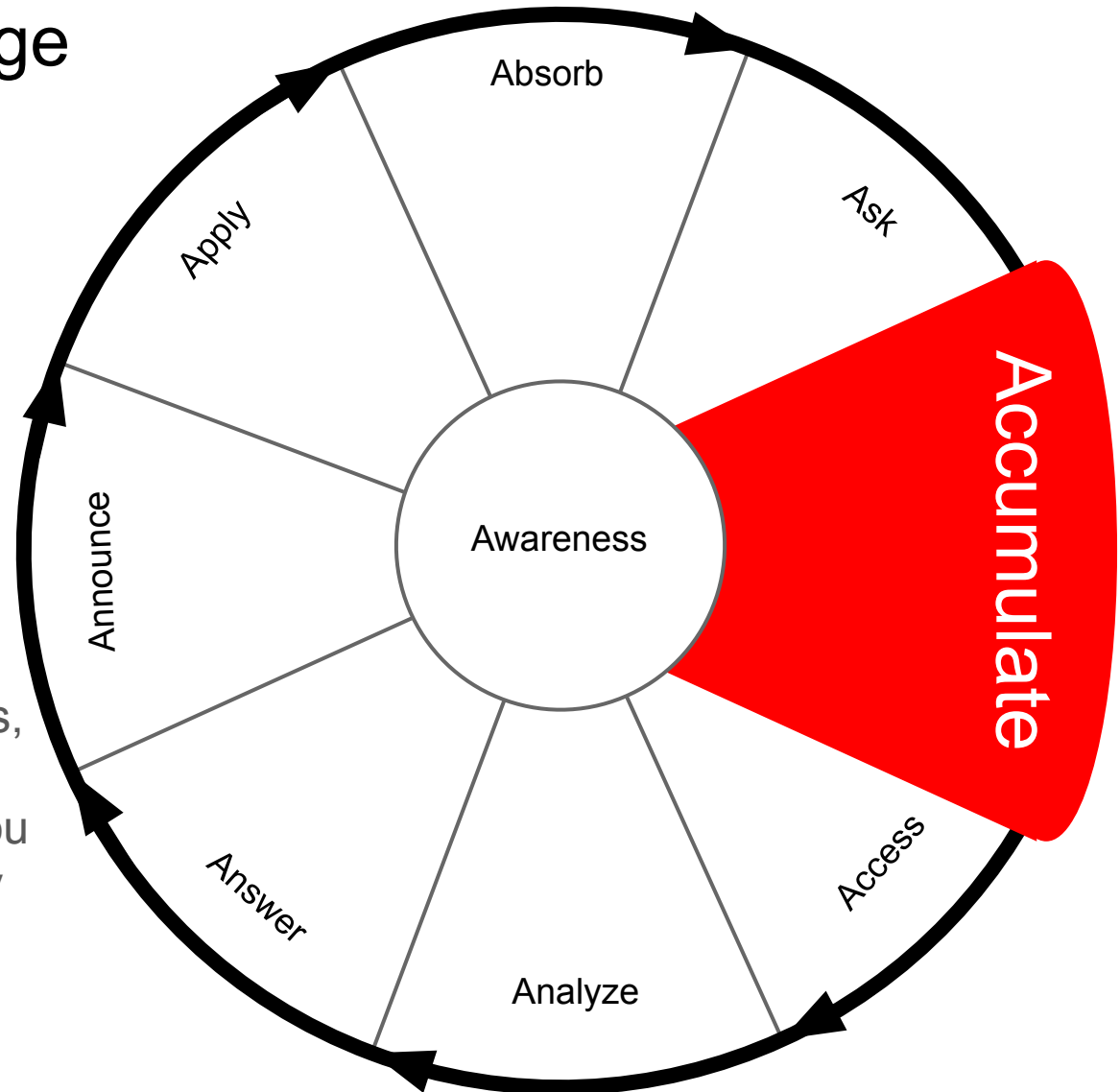
A+ INQUIRY  
 GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status



# 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 - 08.09.09

During the Ask stage, you demonstrated an awareness of the required data when you formulated the operational question. According to standard protocol at Great Plains school district, you need \_\_\_\_\_ data point(s).

- 0
- 1
- 2
- 6

Standard: K.1.C Types of Data



# Activity - 08.09.10

The data points you need represent Lisa's \_\_\_\_\_ on an oral reading fluency (ORF) probe.

- number of correct words per minute
- number of minutes spent reading
- number of sentences read per minute
- percent of correct words per minute

Standard: K.1.C Types of Data



# Activity - 08.09.11

Which of the following required data points have you already collected?

- baseline data point
- 4th data point
- 5th data point
- All of the above

Standard: K.1.C Types of Data



# Activity - 08.09.12

You administer ORF probes throughout the next 5 weeks to collect data that will produce the \_\_\_\_\_ additional required data point(s).

- 2
- 5
- 10
- 15

Standard: K.2.C Data Collection



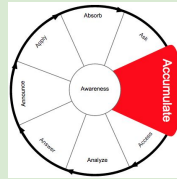
# Activity - 08.09.13

The data you accumulate when administering probes, which allow you to calculate the number of correct words per minute, include \_\_\_\_\_.

- number of total words read per minute [AND] number of errors
- number of total words on the probe [AND] number of paragraphs
- number of sentences read per minute [AND] number of proper nouns
- number of punctuation marks understood [AND] number of minutes left in the school day

Standard: K.1.C Types of Data





# Activity - 08.09.14

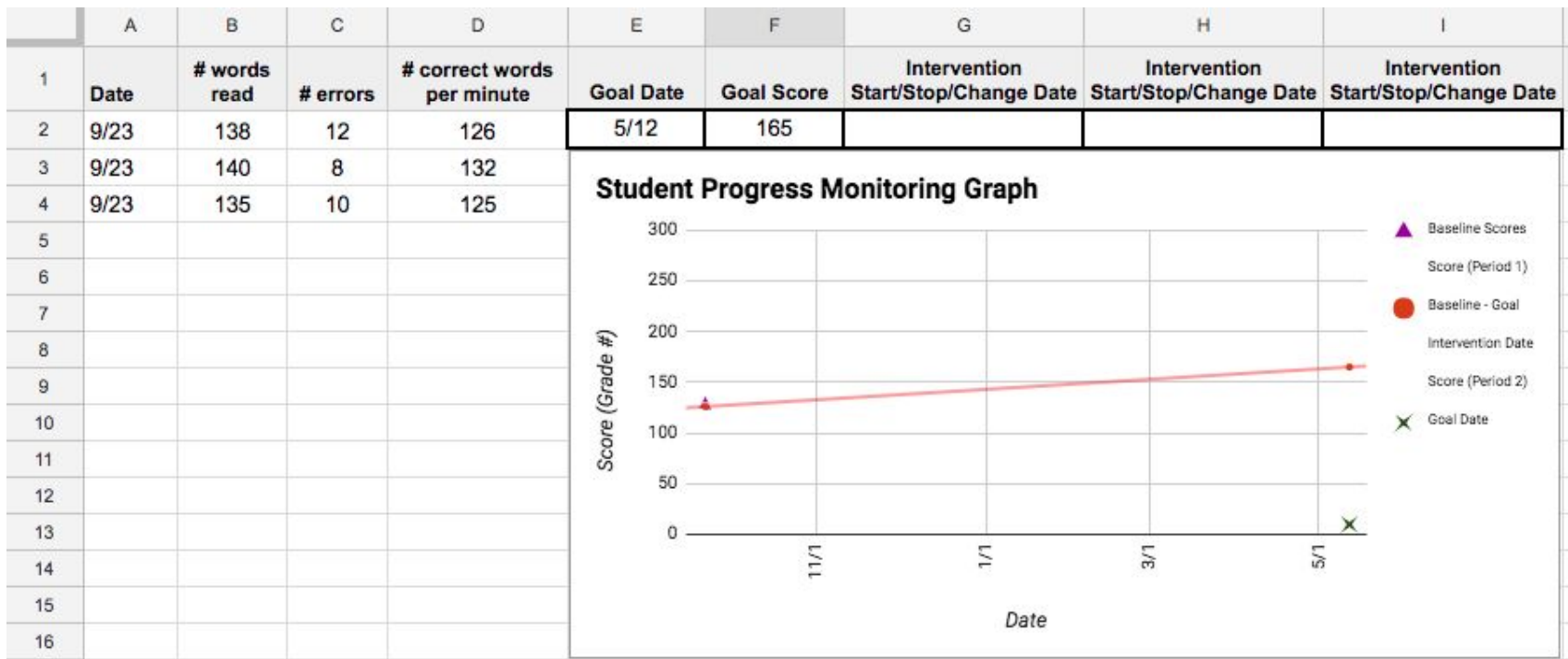
You enter required data, along with the date the data were collected, into \_\_\_\_\_ after administering each probe.

- Lisa's progress monitoring spreadsheet
- Lisa's daily planner
- Lisa's demographic record in the district's student information system
- the district's monthly newsletter

Standard: S.3.B Technology

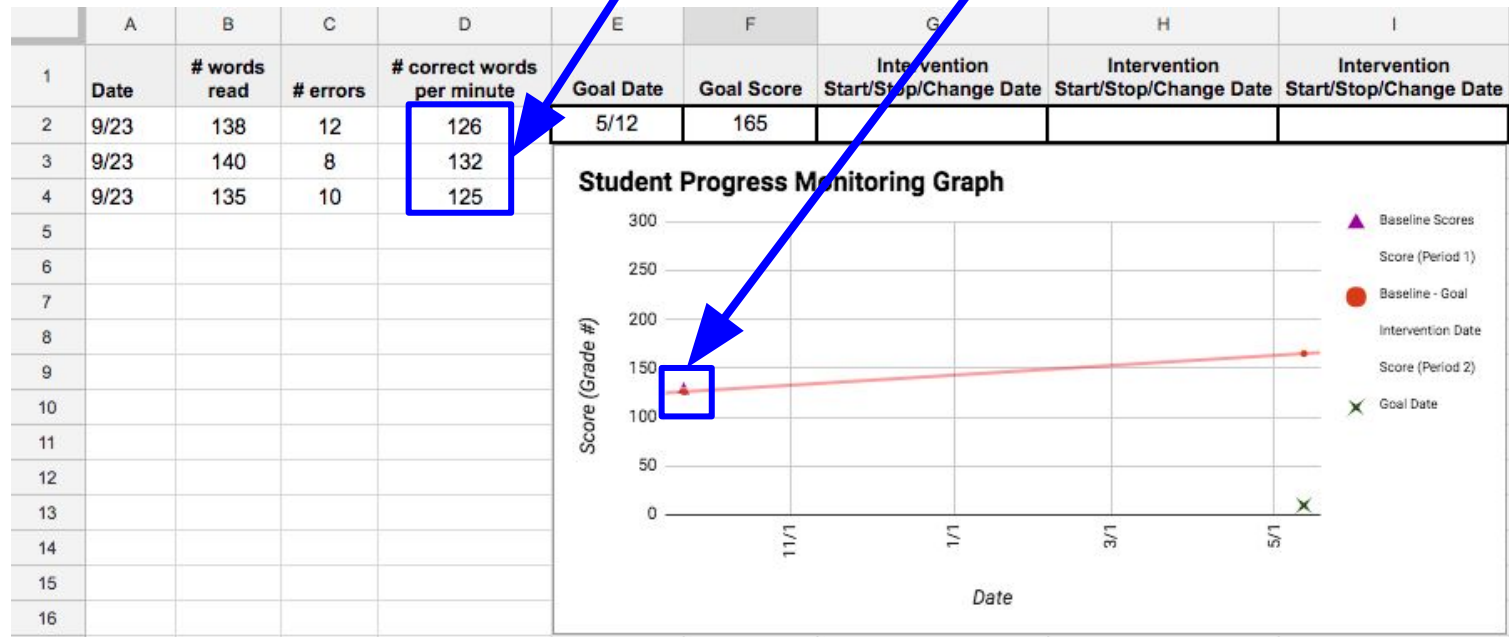
# Tutorial

During the Ask stage, you demonstrated awareness of data you need when you formulated the operational question, “Is the slope of Lisa’s ORF trend line as positively steeped as or steeper than her goal line?” According to standard protocol at Great Plains school district, in order to answer this question, you need 6 data points representing Lisa’s number of correct words per minute on an oral reading fluency (ORF) probe.



# Tutorial

You already established one data point when you calculated Lisa's baseline performance level.



# Tutorial

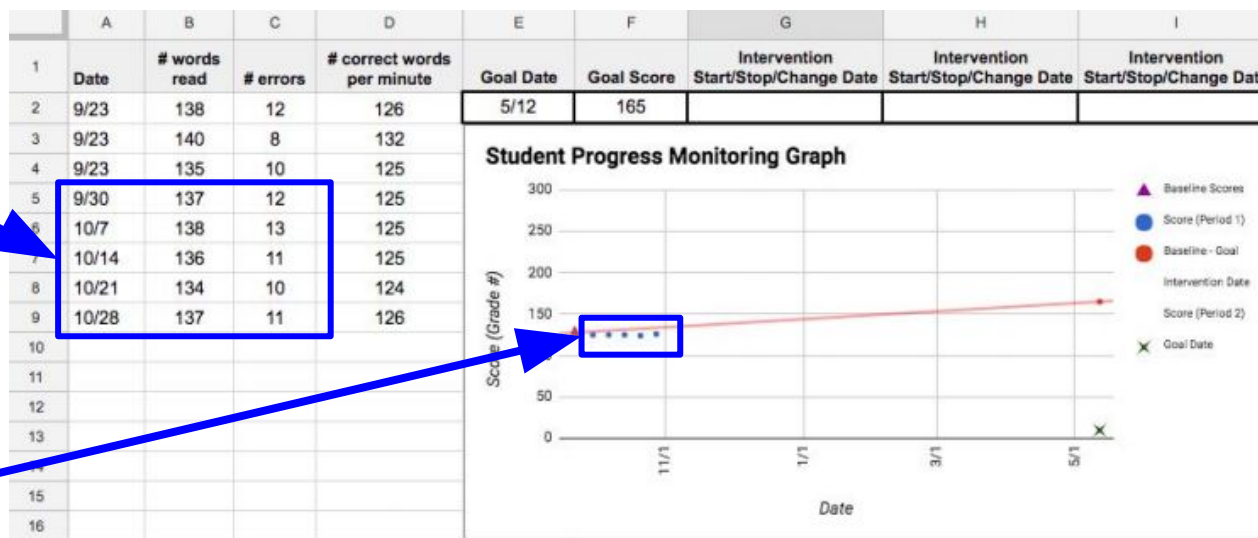
You administer a total of five ORF probes throughout the next 5 weeks to collect data that produce the additional required data points. When administering probes, in order to establish data points representing the number of correct words Lisa read per minute, you need to collect the total number of words Lisa read per minute on each probe and the number of errors Lisa committed when reading each probe. You enter these values, along with the date the data were collected, into Lisa's progress monitoring spreadsheet after administering each probe.

Link to example of unmarked ORF probe PDF: <https://goo.gl/T9M2eF>

Link to spreadsheet PDF (DataCycle4NoTrend): <https://goo.gl/4eBNR8>

5 sets of weekly ORF data entered in spreadsheet

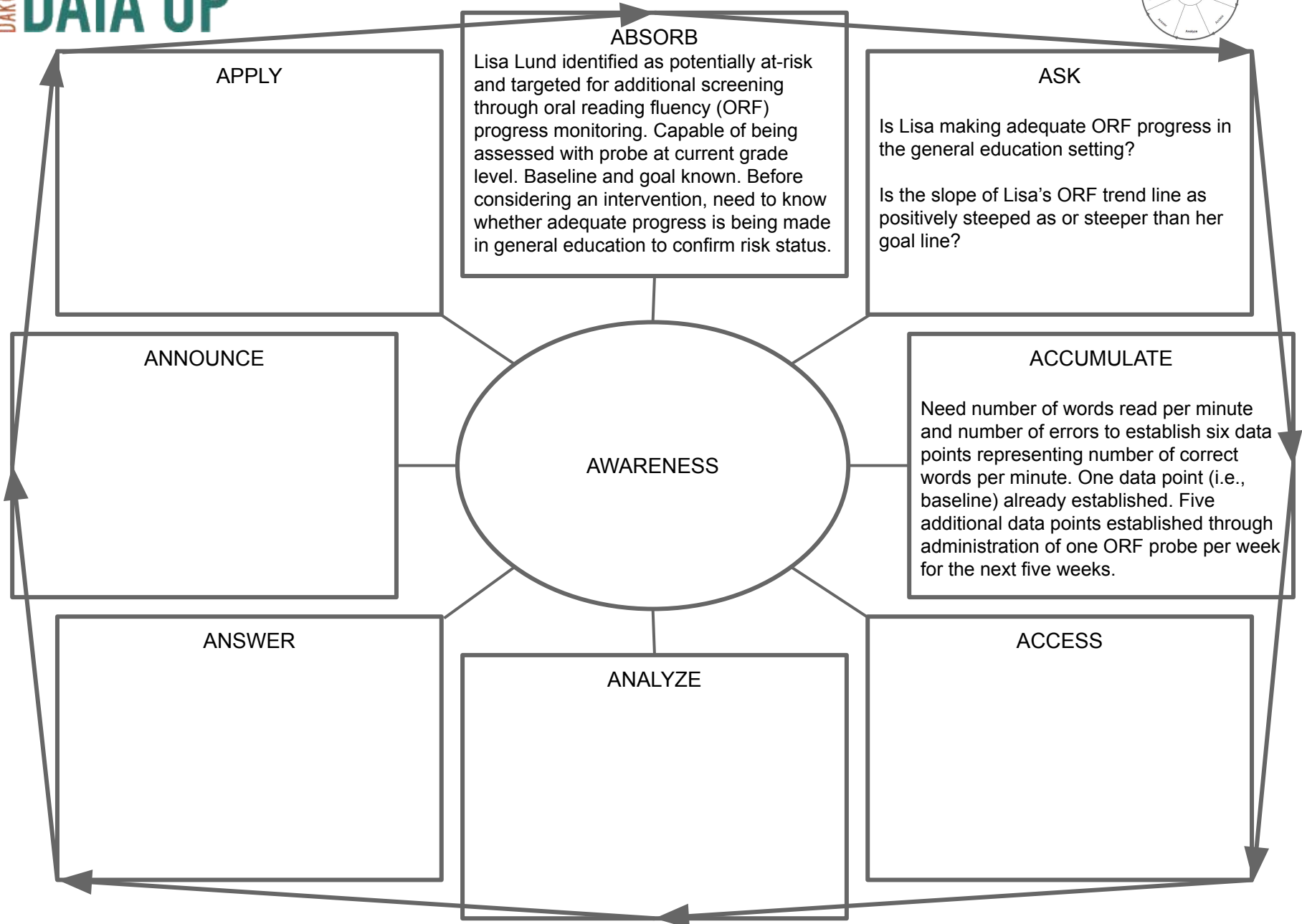
5 additional required data points plotted on graph



# A+ Inquiry Framework

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

**A+ INQUIRY**  
**GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status**



# Conclusion

You have now finished the Absorb, Ask, and Accumulate stages for Cycle 4 of progress monitoring: evaluate the student's risk status.

# Activity Answers

08.09.01	identify details that are known about the context
08.09.02	reveal a need for more knowledge relevant to the context
08.09.03	whether Lisa is making adequate progress toward her goal in a general education setting
08.09.04	assign an intervention to Lisa
08.09.05	False
08.09.06	Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?
08.09.07	proxy for
08.09.08	"yes", "no", or "not sure"
08.09.09	6
08.09.10	number of correct words per minute
08.09.11	baseline data point
08.09.12	5
08.09.13	number of total words read per minute [AND] number of errors
08.09.14	Lisa's progress monitoring spreadsheet



# 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 evaluating a student's risk status				

# Well Done

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