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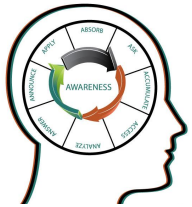

Develop Your Data Mindset

Module 8 - Progress Monitoring
Part 10 - Access, Analyze, Answer, Announce & Apply
(Cycle 4 - Evaluate the Student's At-Risk Status)

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

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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

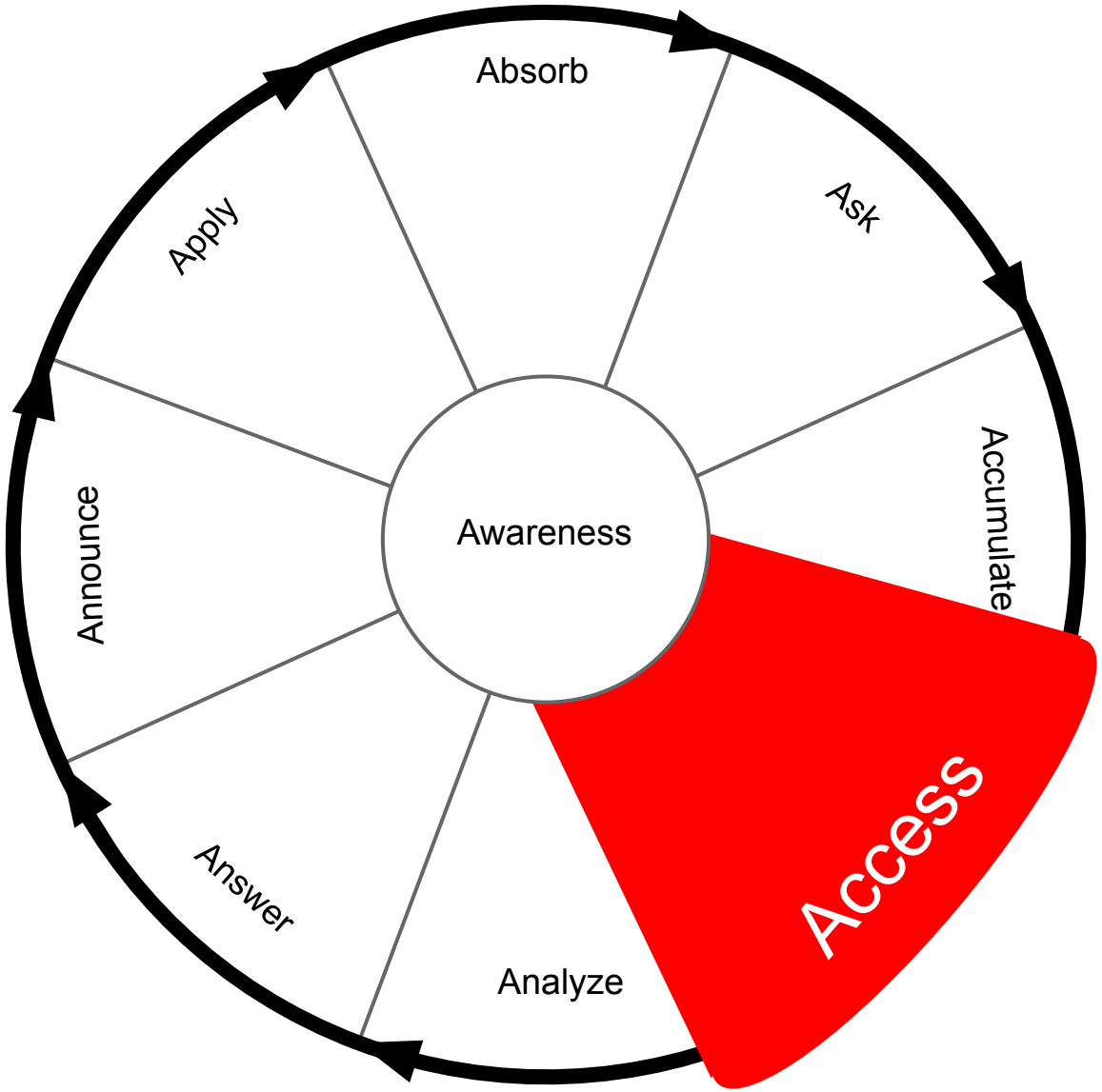
SLDS Data Use Standards (continued)

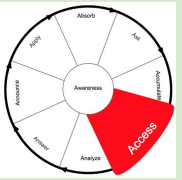
- S.3.B Technology: Uses appropriate technologies to collect, access, and store data
- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed
- S.5.C Patterns: Identifies patterns, 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

Access Stage

Ryan:

Now it's time to enter the Access stage.



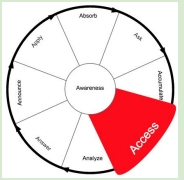


Activity - 08.10.01

The Access stage is where you _____.

- retrieve data that were collected during the Accumulate stage
- formulate questions that may be answered with data
- take action based on data analysis findings
- communicate data analysis findings to appropriate stakeholders

Standard: K.1.F Data Sources

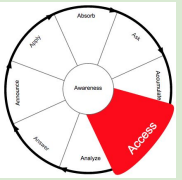


Activity - 08.10.02

Now that you've collected 5 weeks worth of weekly oral reading fluency (ORF) probe data, you may retrieve the data you need for analysis _____.

- in a percentile table within the assessment vendor's norm study documentation
- in a state assessment report within the Statewide Longitudinal Data System
- in the Progress Monitoring spreadsheet where you entered Lisa's data
- in an enrollment table within the district's annual report

Standard: K.1.F Data Sources



Activity - 08.10.03

Lisa's Progress Monitoring spreadsheet is stored _____.

- on my computer's hard drive
- on the school district's public website
- in a file cabinet in the secretary's office
- on a shelf in my classroom

Standard: K.1.F Data Sources

Tutorial

The data collection methods you implemented allow you to immediately access required data in Lisa's progress monitoring spreadsheet, which is available on the hard drive of your computer.

	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	9/30	137	12	125					
6	10/7	138	13	125					
7	10/14	136	11	125					
8	10/21	134	10	124					
9	10/28	137	11	126					
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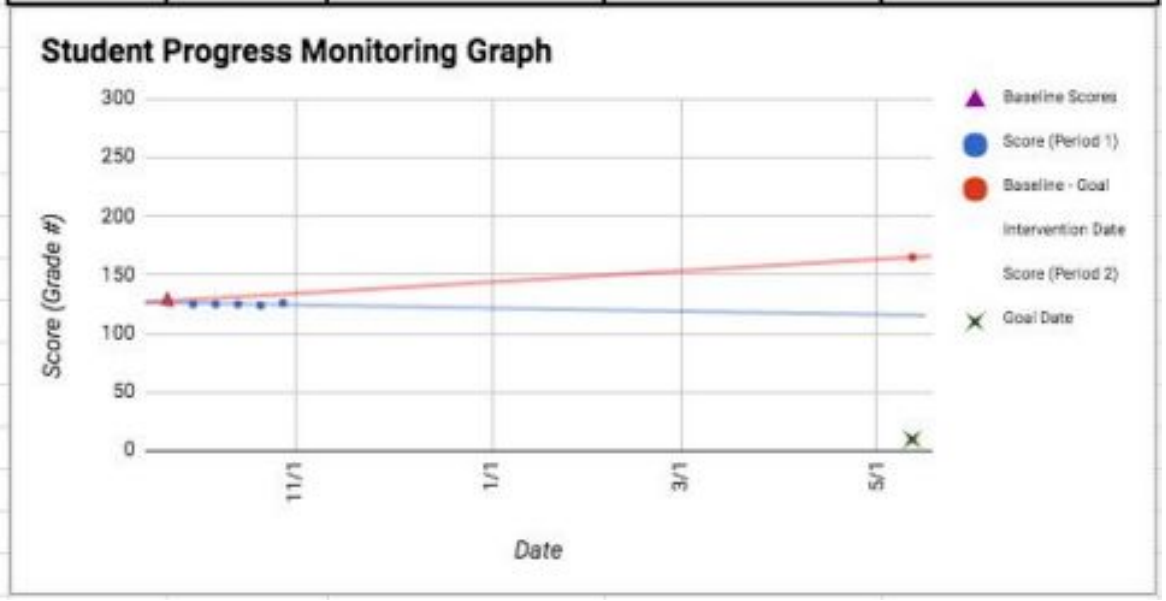
15									
16									



A+ Inquiry Framework

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

NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status

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 probe at current grade level. Baseline and goal known. Before considering an intervention, need to know whether adequate progress is being made in general education to confirm risk status.

APPLY

ASK

Is Lisa making adequate ORF progress in the general education setting?

Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?

ANNOUNCE

AWARENESS

ACCUMULATE

Need number of words read per minute and number of errors to establish six data points representing number of correct words per minute. One data point (i.e., baseline) already established. Five additional data points established through administration of one ORF probe per week for the next five weeks.

ANSWER

ANALYZE

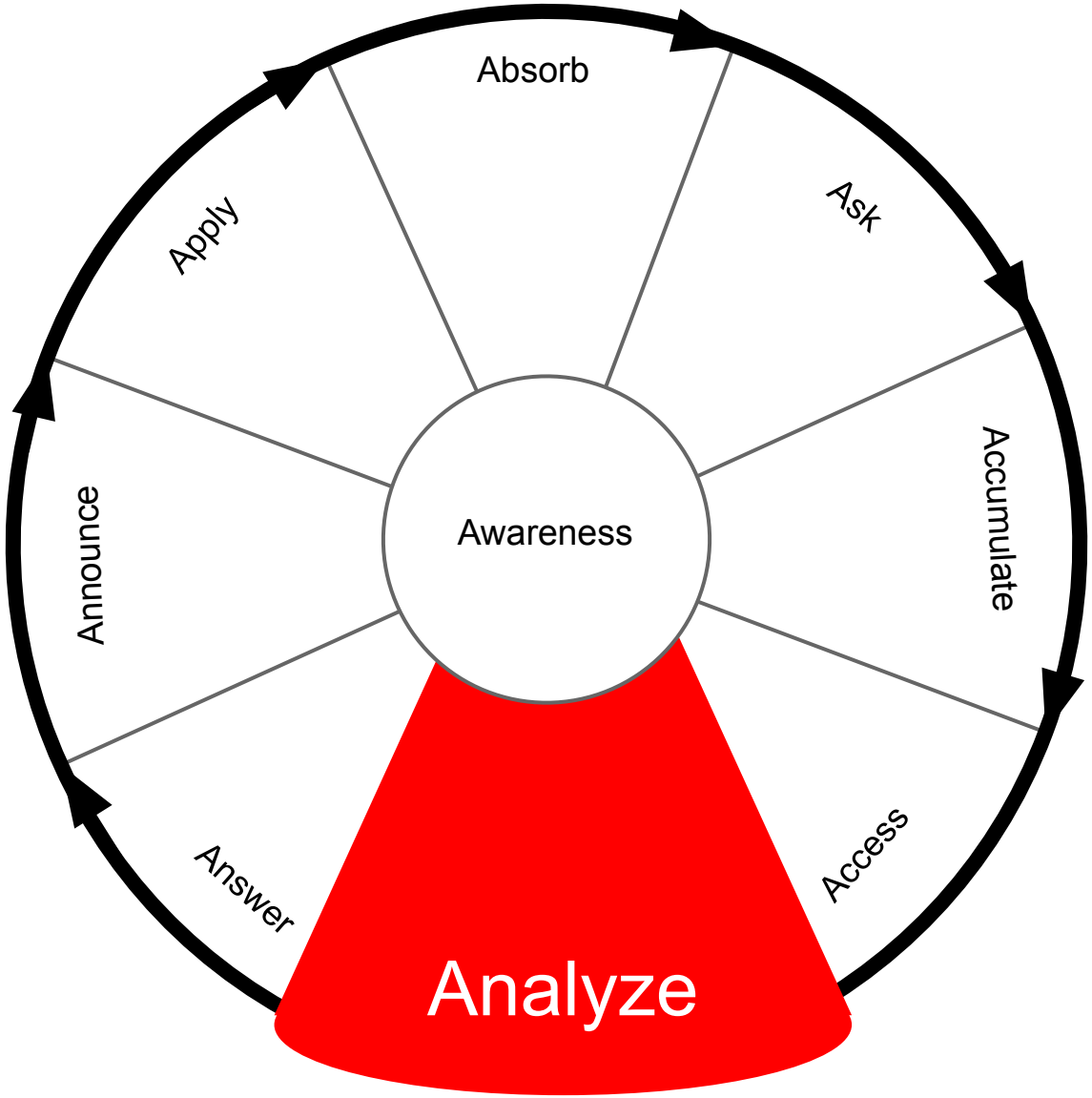
ACCESS

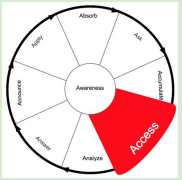
Spreadsheet where Lisa's data were entered.

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.



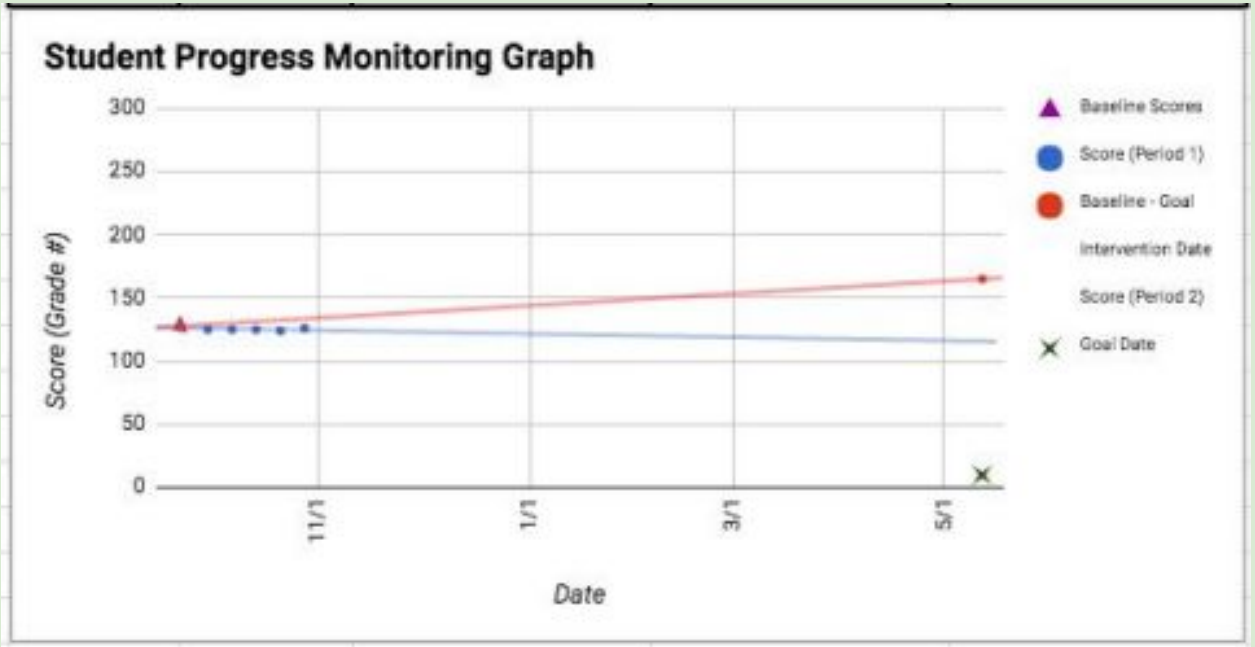


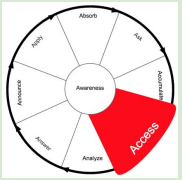
Activity - 08.10.04

Which line on Lisa's Progress Monitoring graph is negatively steeped?

- Trend line representing Lisa's ORF probe scores
- Lisa's goal line
- y-axis on Lisa's graph
- x-axis on Lisa's graph

Standard: S.4.C Aligned Analysis



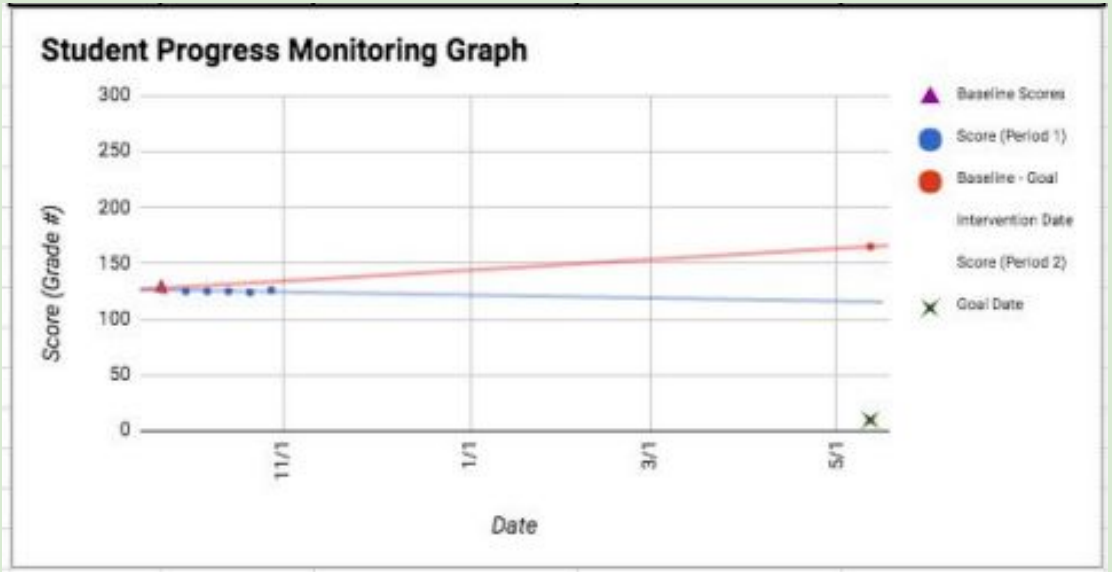


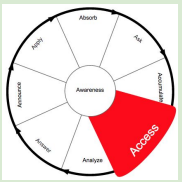
Activity - 08.10.05

The trend line drawn on Lisa's Progress monitoring graph is based on _____.

- the 6 data points representing Lisa's number of correct words per minute on ORF probes
- Lisa's most recent chapter test scores
- my perceptions of Lisa's knowledge
- Lisa's baseline value only

Standard: S.4.C Aligned Analysis



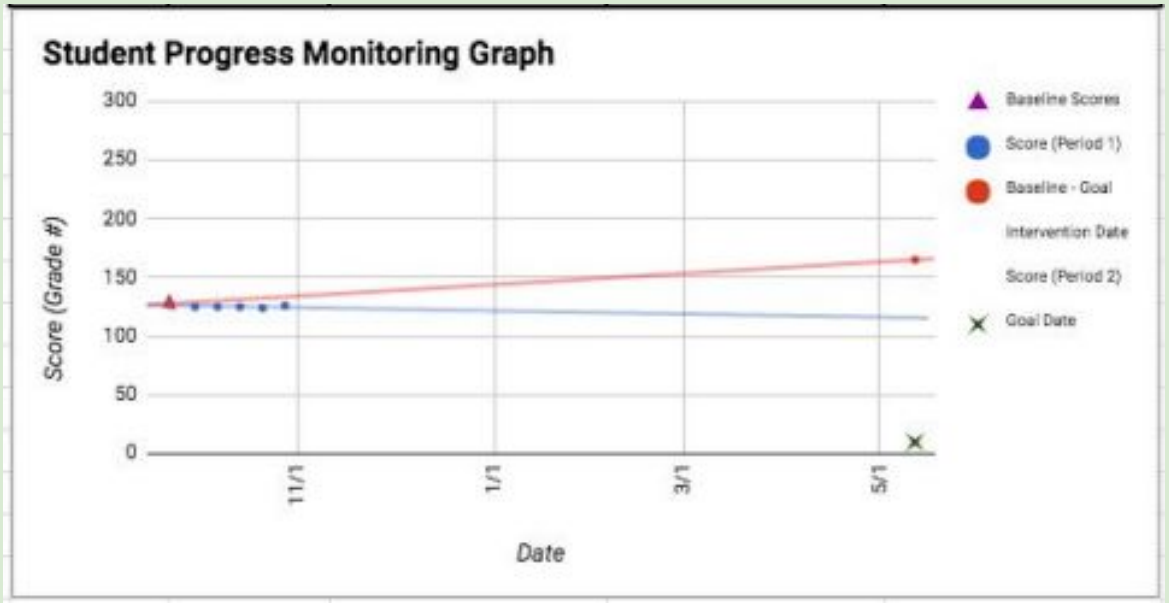


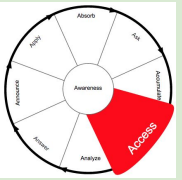
Activity - 08.10.06

The aim line (i.e., goal line) on Lisa's progress monitoring graph is drawn between her Oral Reading Fluency (ORF) baseline value and _____.

- her ORF end-of-year goal value
- the data point representing her first ORF probe
- her lowest ORF probe score
- her intervention date

Standard: S.4.C Aligned Analysis



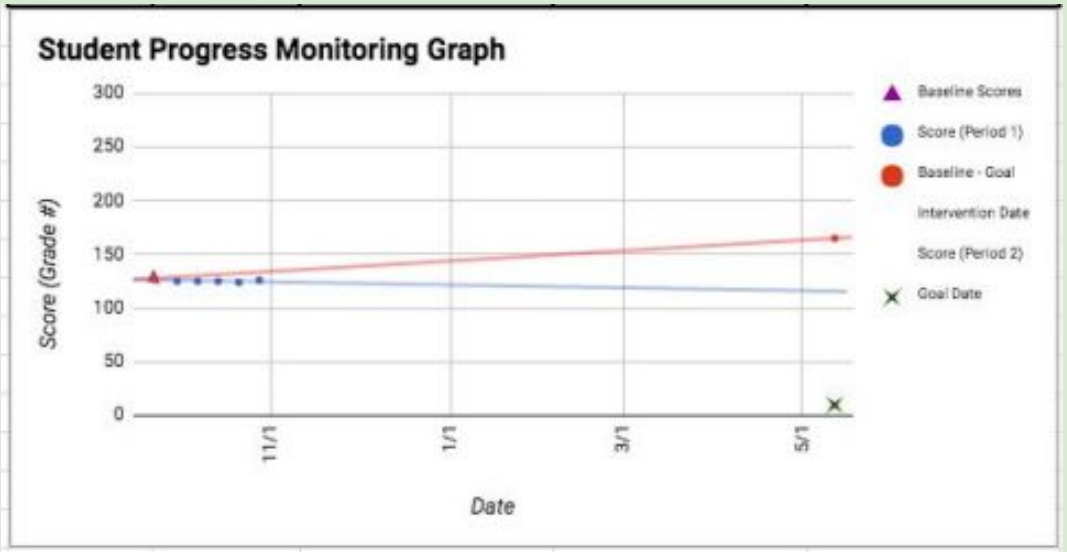


Activity - 08.10.07

Go to the graph in Lisa Lund's progress monitoring spreadsheet. The trend line based on the 6 data points representing Lisa's number of correct words per minute is _____ Lisa's goal line.

- not as positively steeped as
- more positively steeped than
- equal to
- greater than

Standard: S.4.C Aligned Analysis



Tutorial

To analyze the data you retrieved, go to the graph in Lisa's progress monitoring spreadsheet.

	A	B	C	D	E	F	G	H	I
1	Date	# words read	# errors	# correct words per minute	Goal Date	oal 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	9/30	137	12	125					
6	10/7	138	13	125					
7	10/14	136	11	125					
8	10/21	134	10	124					
9	10/28	137	11	126					
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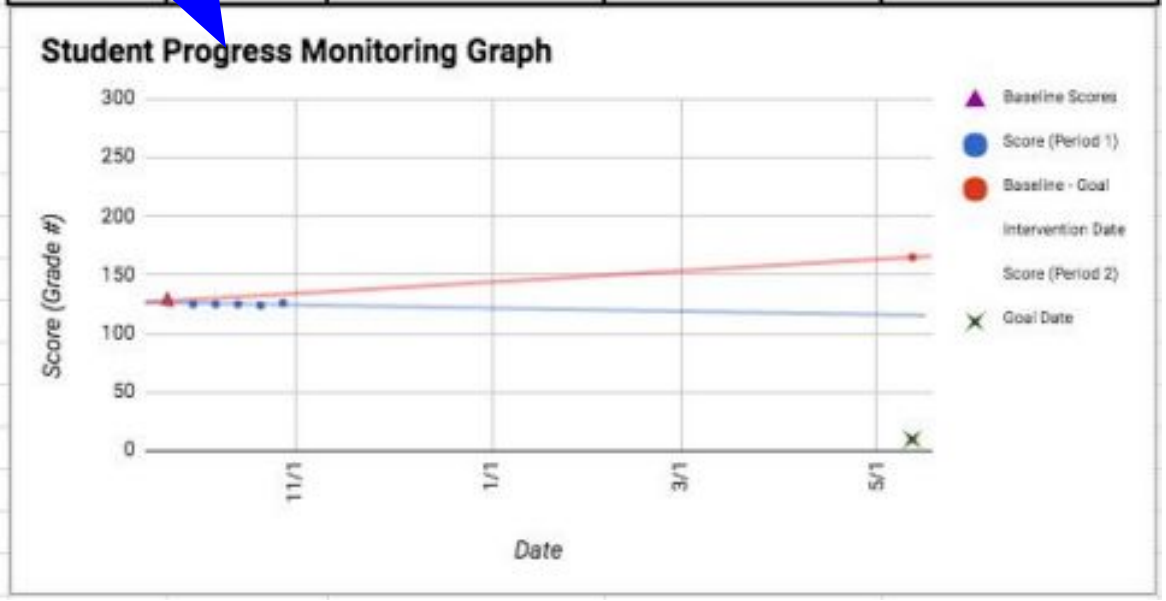
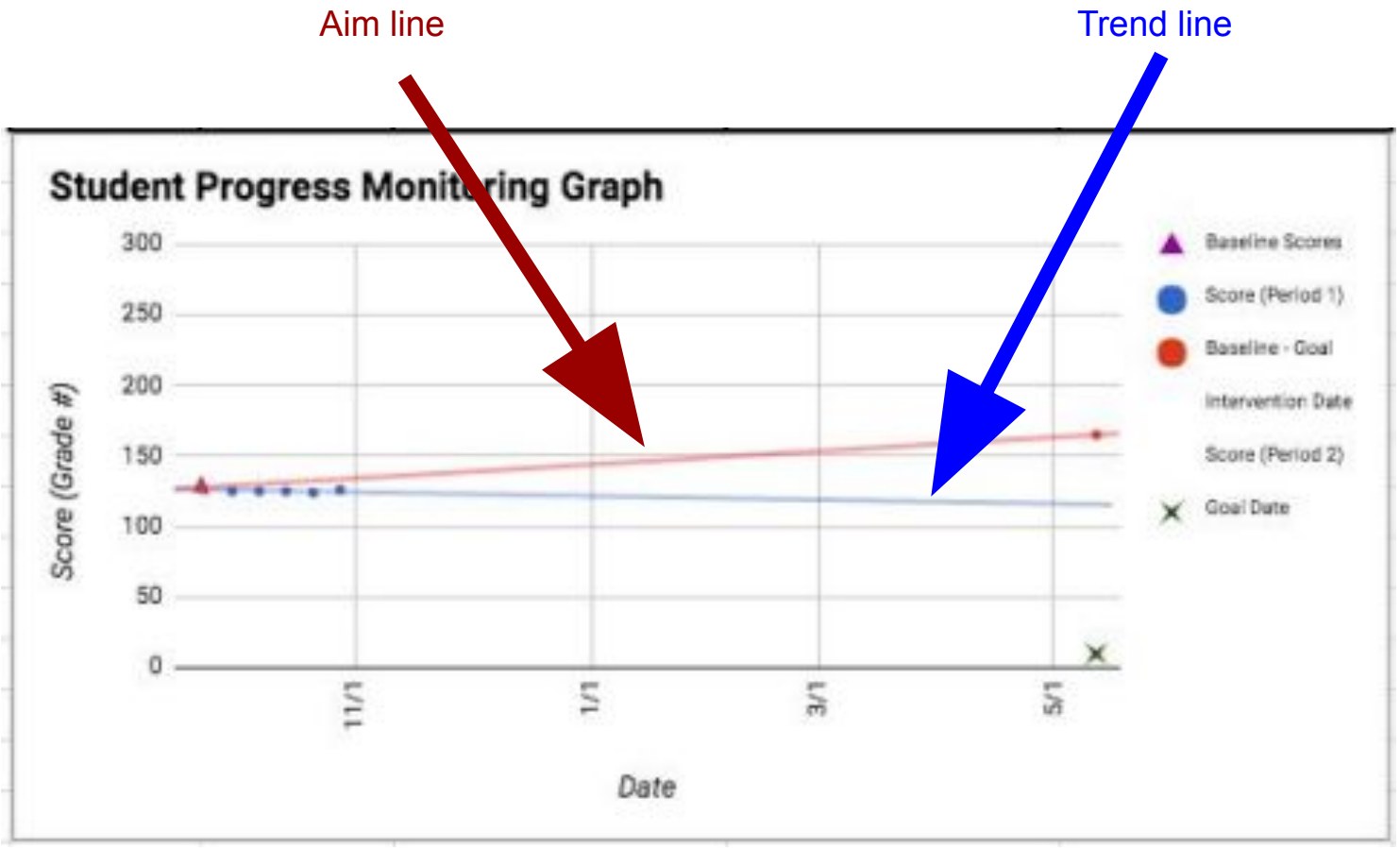


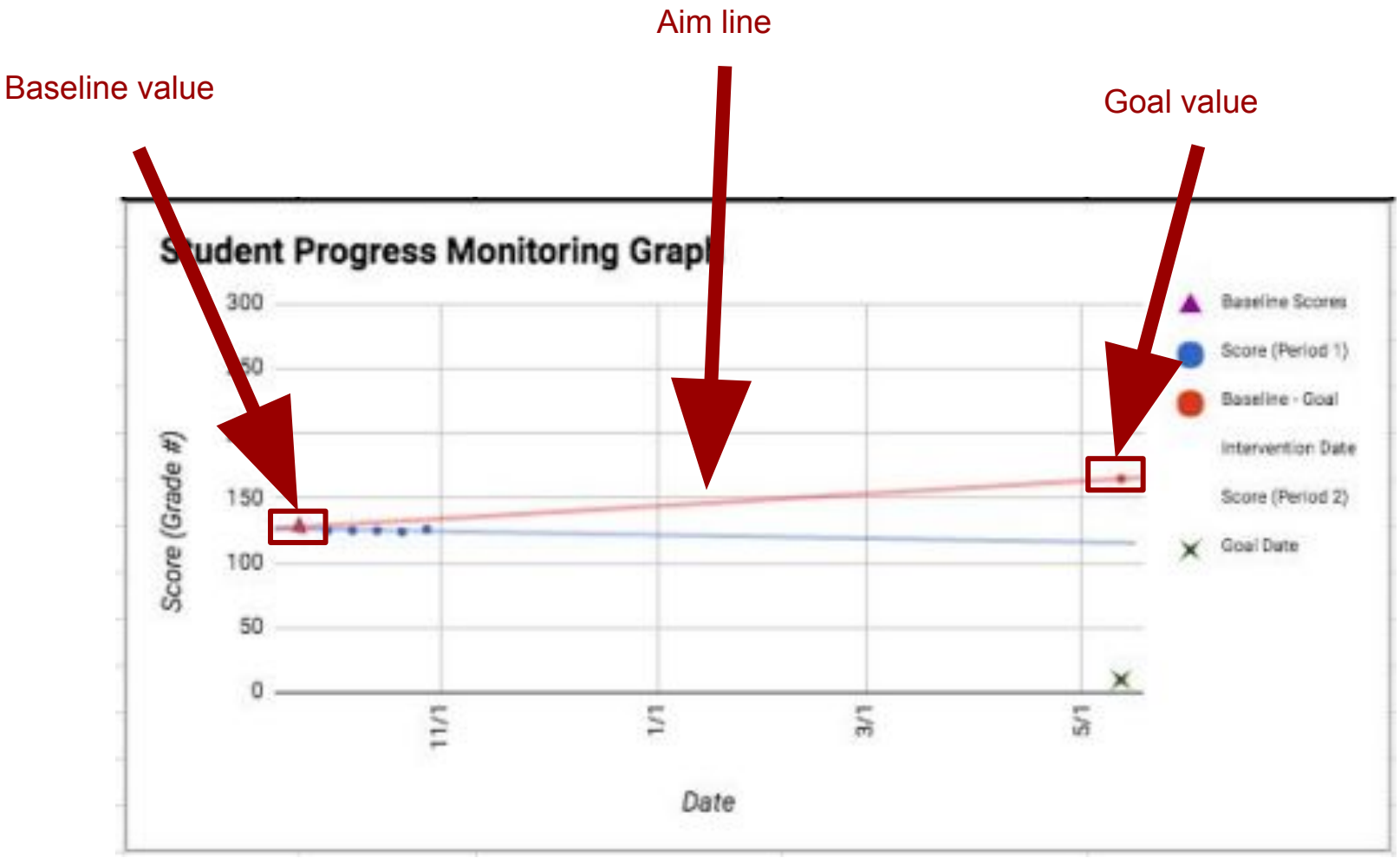
Tutorial

Conduct a visual analysis of the graph by comparing the slope of Lisa's aim line with the slope of her trend line.



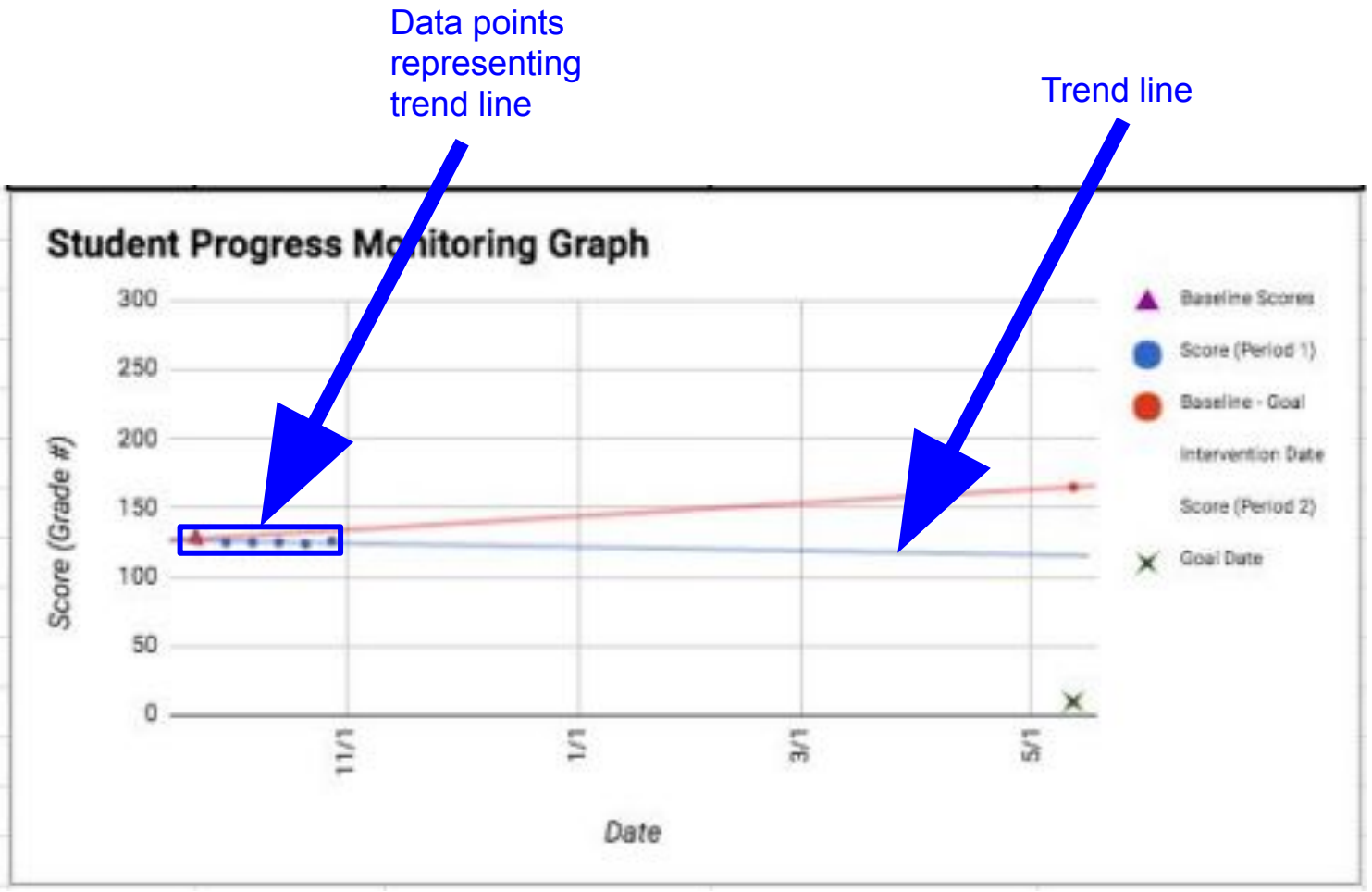
Tutorial

As a reminder, the aim line is drawn between Lisa's baseline and goal values.



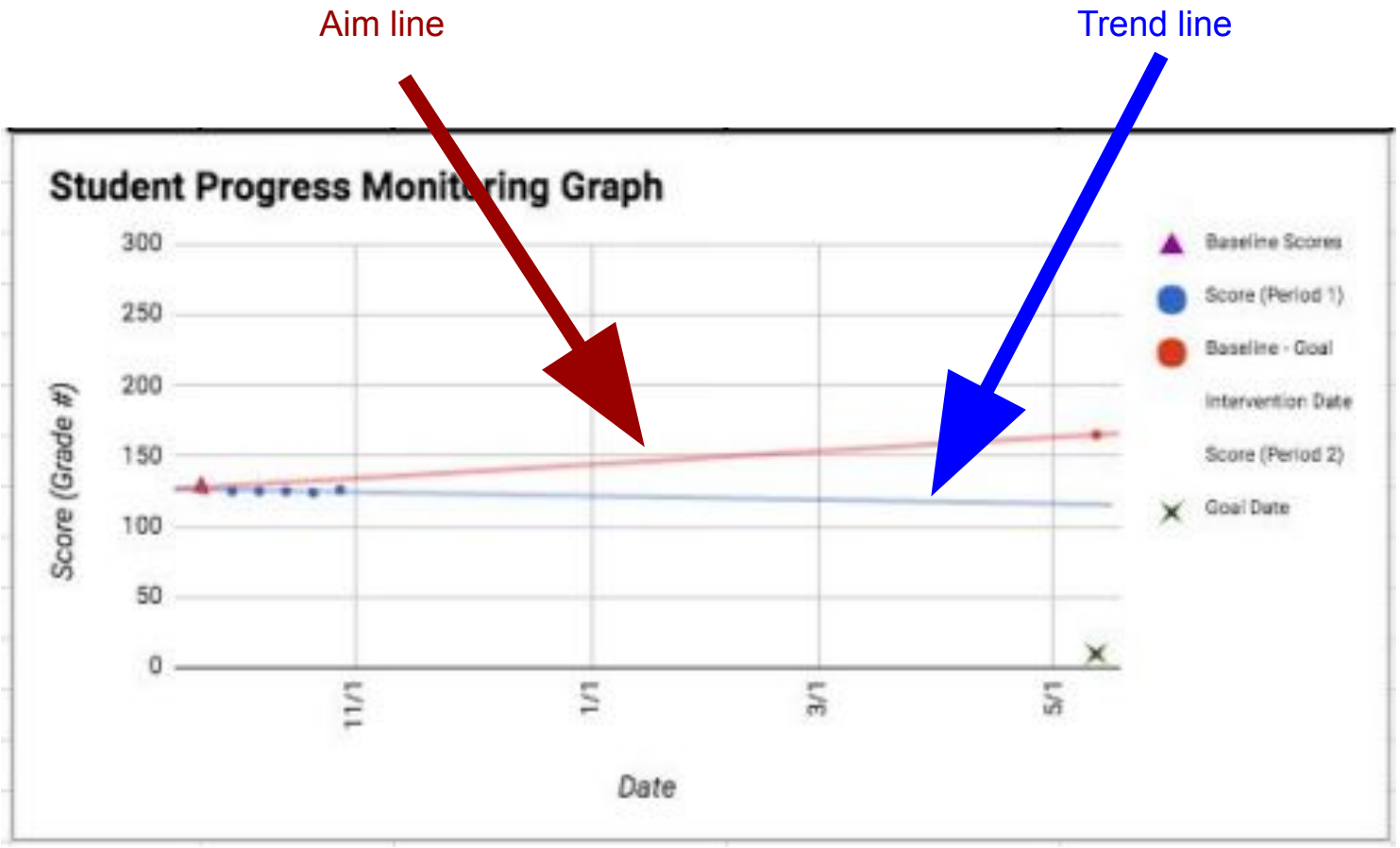
Tutorial

The trend line is based on the data points representing 6 weeks of oral reading fluency (ORF) probes administered to Lisa.



Tutorial

As you can see in the graph, Lisa's aim line is more positively steeped than her trend line. In fact, Lisa's trend line is actually negatively steeped.



A+ Inquiry Framework

The Analyze stage has been completed.

NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status

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 probe at current grade level. Baseline and goal known. Before considering an intervention, need to know whether adequate progress is being made in general education to confirm risk status.

APPLY

ASK

Is Lisa making adequate ORF progress in the general education setting?

Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?

ANNOUNCE

AWARENESS

ACCUMULATE

Need number of words read per minute and number of errors to establish six data points representing number of correct words per minute. One data point (i.e., baseline) already established. Five additional data points established through administration of one ORF probe per week for the next five weeks.

ANSWER

ANALYZE

Visual analysis. Compare steepness of goal line with steepness of trend line on Lisa's progress monitoring graph.

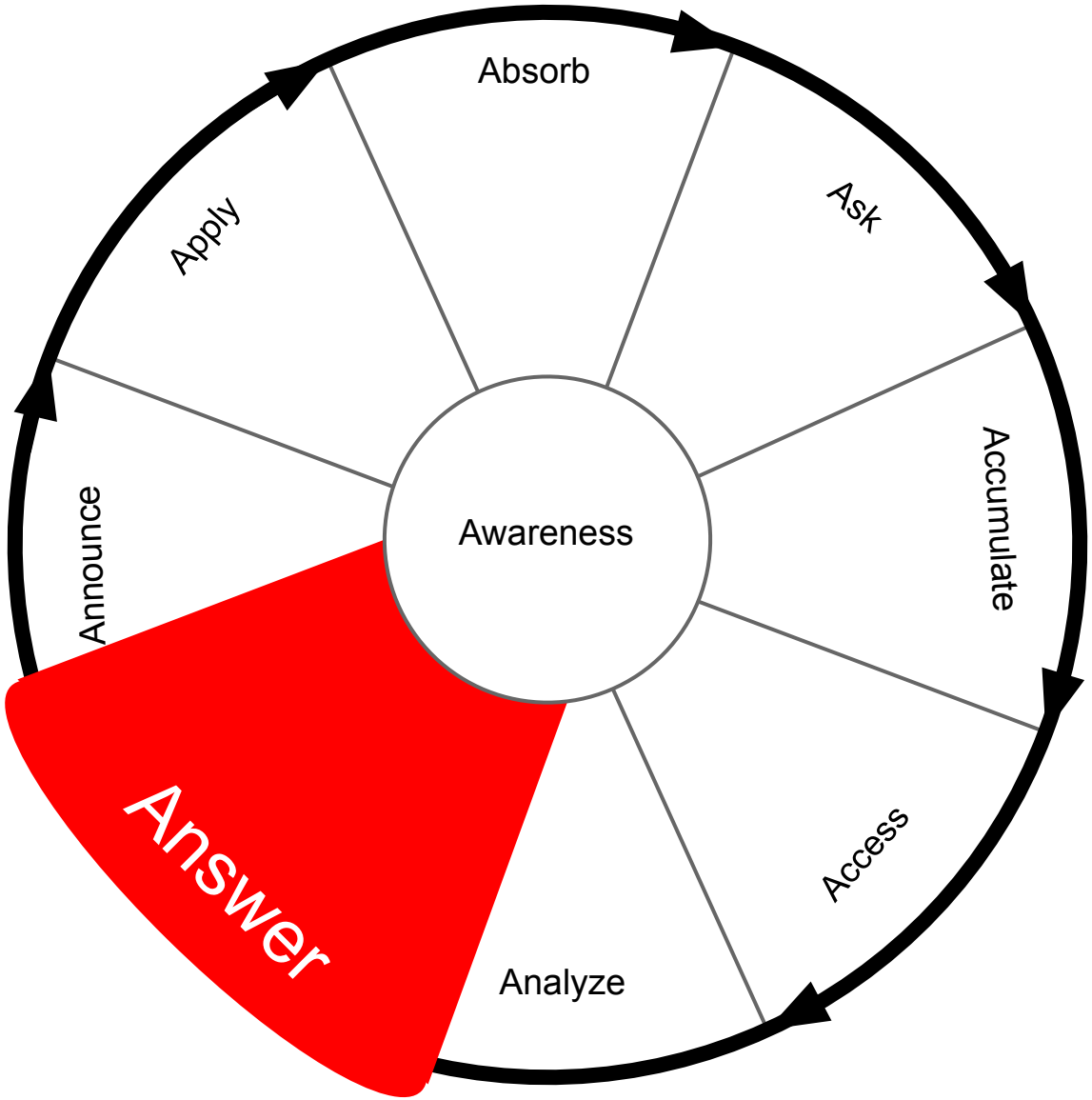
ACCESS

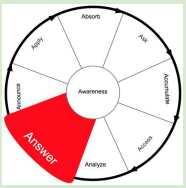
Spreadsheet where Lisa's data were entered.

Answer Stage

Ryan:

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



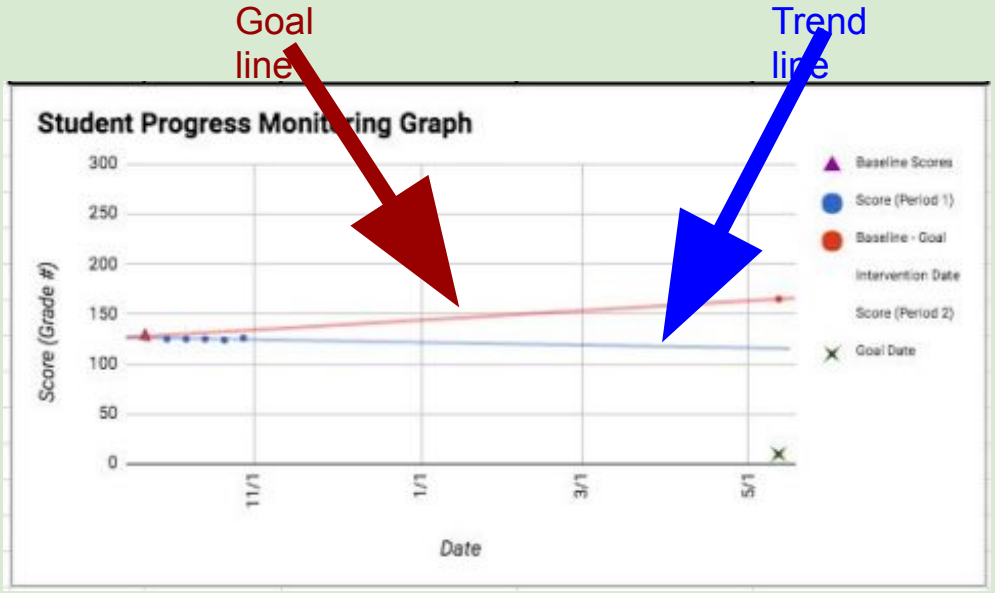


Activity - 08.10.08

Based on your visual analysis revealing that Lisa's trend line is not as positively steeped as her goal line, select the answer to the general question you posed in the Ask stage, "Is Lisa making adequate oral reading fluency (ORF) progress in the general education setting?"

- Yes
- No
- Not sure
- There's not enough information to answer the question

Standard: S.5.C Patterns

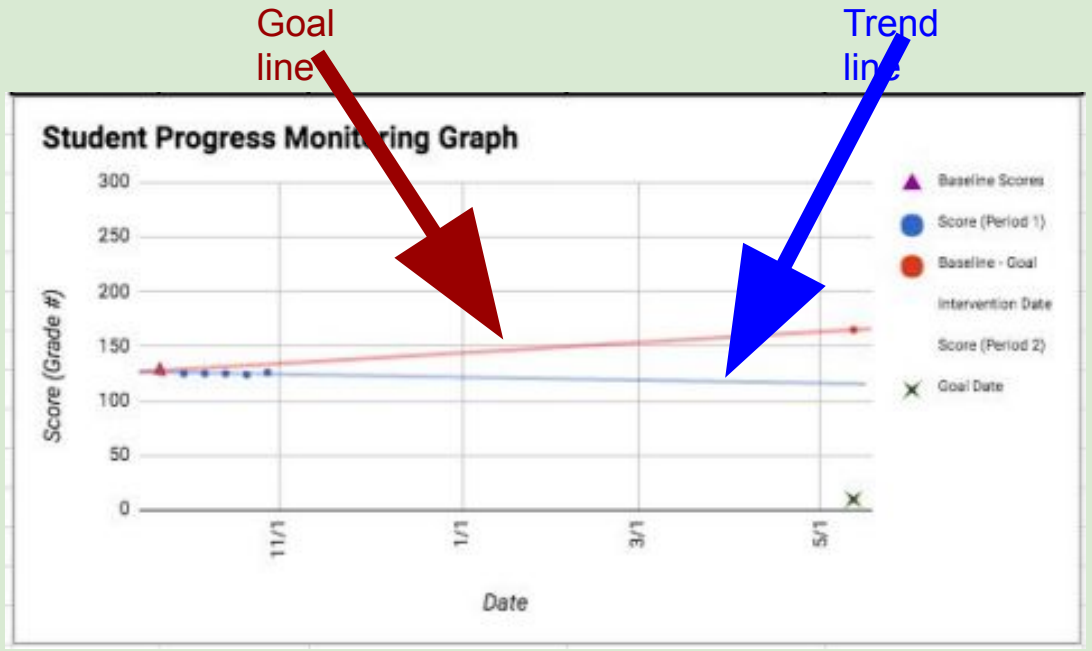


Activity - 08.10.09

If your analysis revealed an answer of Lisa is NOT making adequate progress, it would be evidence that _____.

- confirms Lisa's at-risk status
- disconfirms Lisa's at risk status
- lisa is making adequate progress
- performing better than her peers

Standard: S.5.C Patterns

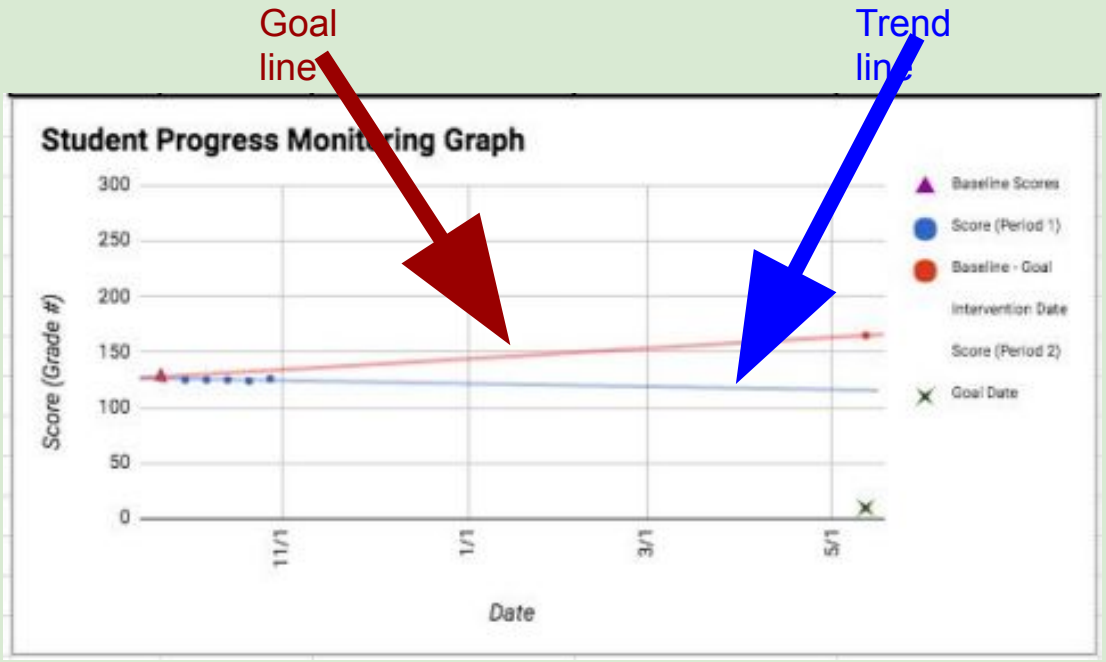


Activity - 08.10.10

If Lisa is NOT making adequate ORF progress in the general education setting, an implication would be to _____.

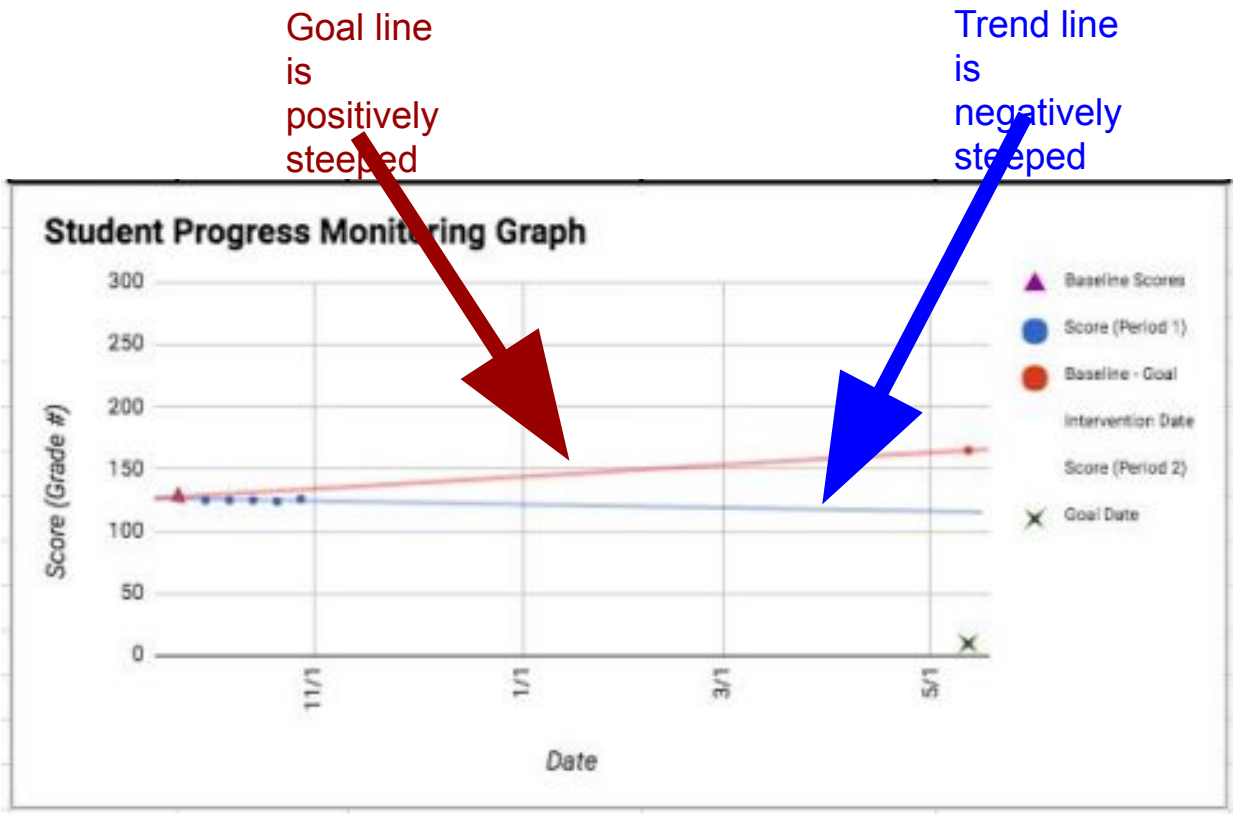
- keep Lisa in general education only
- assign an intervention to Lisa
- quit monitoring Lisa's progress
- start assessing Lisa with probes that represent a lower grade level

Standard: S.7.A Strategies



Tutorial

You revisit the initial questions to verify your analyses revealed answers to the questions. The operational question posed in the Ask stage states, “Is the slope of Lisa’s ORF trend line as positively steeped as or steeper than her goal line?” Your visual analysis of Lisa’s progress monitoring graph revealed that her trend line is not as positively steeped as her aim line. In fact, her trend line is actually negatively steeped. Therefore, the answer to the operational question is “no.”



Tutorial

The operational question is a proxy for the general question, “Is Lisa making adequate progress in the general education setting?” The answer to the operational question was “no.” Therefore, the answer to the general question is also “no,” which is evidence that confirms Lisa’s at-risk status. She does not appear to be performing well enough to achieve her goal by the end of the year with general education only.

Tutorial

An implication of this result is that it may be appropriate to assign an intervention as a supplement to Lisa’s general education.

A+ Inquiry Framework

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

NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status

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 probe at current grade level. Baseline and goal known. Before considering an intervention, need to know whether adequate progress is being made in general education to confirm risk status.

APPLY

ASK

Is Lisa making adequate ORF progress in the general education setting?

Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?

ANNOUNCE

AWARENESS

ACCUMULATE

Need number of words read per minute and number of errors to establish six data points representing number of correct words per minute. One data point (i.e., baseline) already established. Five additional data points established through administration of one ORF probe per week for the next five weeks.

ANSWER

Lisa's trend line is not as positively steeped as her goal line, which indicates she is not learning enough in the general education setting. The result is evidence for confirming her at-risk status.

Implication: assign an intervention to Lisa.

ANALYZE

Visual analysis. Compare steepness of goal line with steepness of trend line on Lisa's progress monitoring graph.

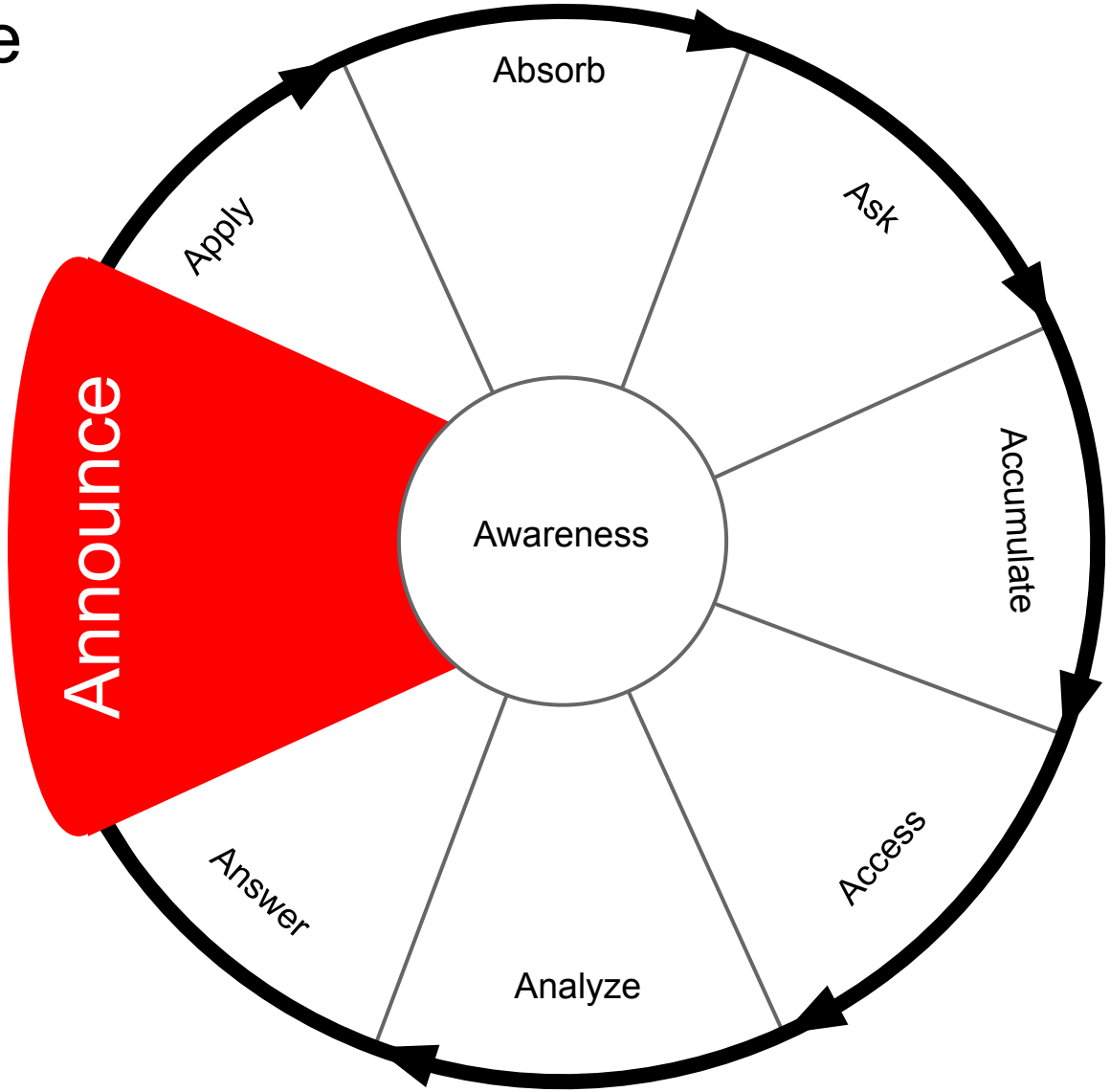
ACCESS

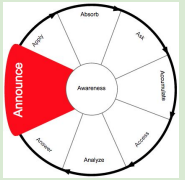
Spreadsheet where Lisa's data were entered.

Announce Stage

Ryan:

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



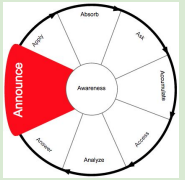


Activity - 08.10.11

It would be appropriate for you to discuss the findings of your analysis, including Lisa's confirmed at-risk status and the implication of assigning an intervention, with _____.

- the RTI team
- parents of other students in Lisa's class
- students in Lisa's class
- Lisa's best friends

Standard: S.6.C Multiple Audiences

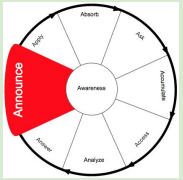


Activity - 08.10.12

You use Lisa's _____ as a visual aid when discussing findings relevant to her oral reading fluency progress with the RTI team.

- report card
- progress monitoring spreadsheet
- daily planner
- career interest report

Standard: S.6.C Multiple Audiences

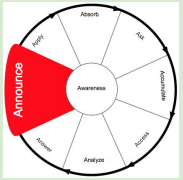


Activity - 08.10.13

During your discussion about data analysis findings relevant to Lisa's oral reading fluency progress, you and the RTI team brainstorm potential _____ and determine that it would be appropriate to assign "Listening Passage Preview" to Lisa.

- classroom party themes
- behavior assessments
- weight loss strategies
- interventions

Standard: S.7.A Strategies

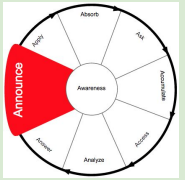


Activity - 08.10.14

You have a one-on-one meeting about Lisa's oral reading fluency progress with _____ to explain that her learning does not appear to be progressing at a fast enough rate to achieve her goal by the end of the year. You explain that she will be receiving extra support through participation in "Listening Passage Preview" activities.

- Lisa
- your best friend
- Lisa's nearest classmate
- your primary physician

Standard: S.6.C Multiple Audiences



Activity - 08.10.15

It would be appropriate for you to eventually share information regarding Lisa's oral reading fluency progress with _____.

- Lisa's parents
- your friends
- your doctor
- Lisa's best friends

Standard: S.6.C Multiple Audiences

Tutorial

You discuss the findings of your analysis, including Lisa's confirmed at-risk status and the implication of assigning an intervention, with the RTI team. You use Lisa's progress monitoring spreadsheet as a visual aid when discussing the findings. Together, you brainstorm potential interventions and determine that a "Listening Passage Preview" intervention would be appropriate for Lisa.

	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			
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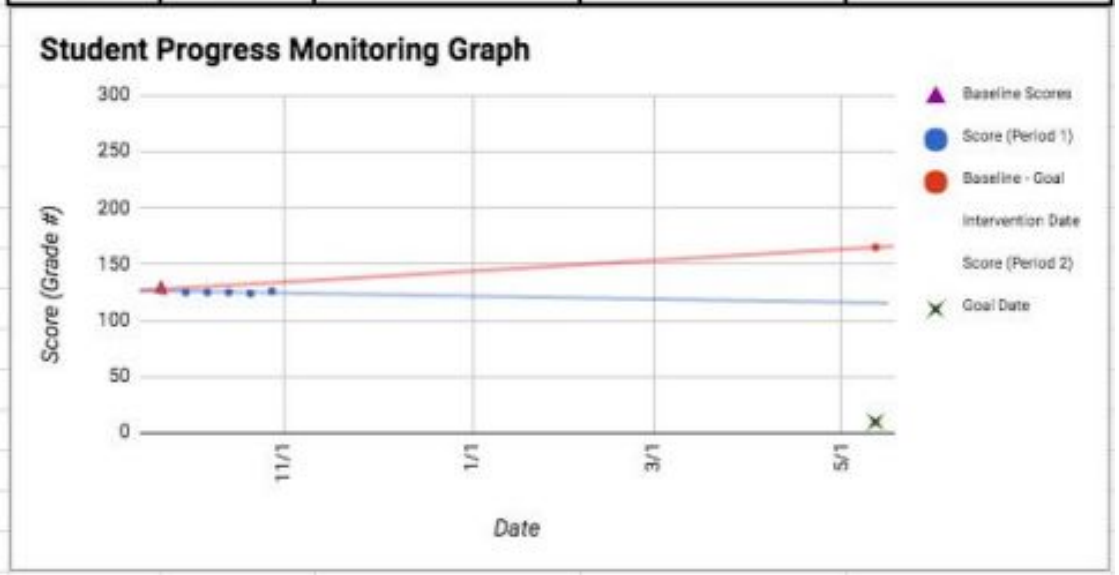


Tutorial

Keep in mind that it’s important to maintain confidentiality of Lisa’s data. Only discuss Lisa’s progress monitoring results with people who have a legal right to see the data, such as Lisa, her parents, and the RTI team. If Lisa’s data are made available to people not authorized to see her data, she may be at greater risk for ridicule or other negative comments about her achievement that could potentially have a negative impact on her social or emotional well-being. For more information regarding basic legal requirements for student data, see the Family Educational Rights and Privacy Act (FERPA).

A+ Inquiry Framework

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

NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status

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 probe at current grade level. Baseline and goal known. Before considering an intervention, need to know whether adequate progress is being made in general education to confirm risk status.

APPLY

ASK

Is Lisa making adequate ORF progress in the general education setting?

Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?

ANNOUNCE

Discuss answer and potential implications with RTI team.

Brainstorm appropriate interventions (e.g., listening passage preview).

Discuss w/ Lisa during one-on-one meeting.

AWARENESS

ACCUMULATE

Need number of words read per minute and number of errors to establish six data points representing number of correct words per minute. One data point (i.e., baseline) already established. Five additional data points established through administration of one ORF probe per week for the next five weeks.

ANSWER

Lisa's trend line is not as positively steeped as her goal line, which indicates she is not learning enough in the general education setting. The result is evidence for confirming her at-risk status.

Implication: assign an intervention to Lisa.

ANALYZE

Visual analysis. Compare steepness of goal line with steepness of trend line on Lisa's progress monitoring graph.

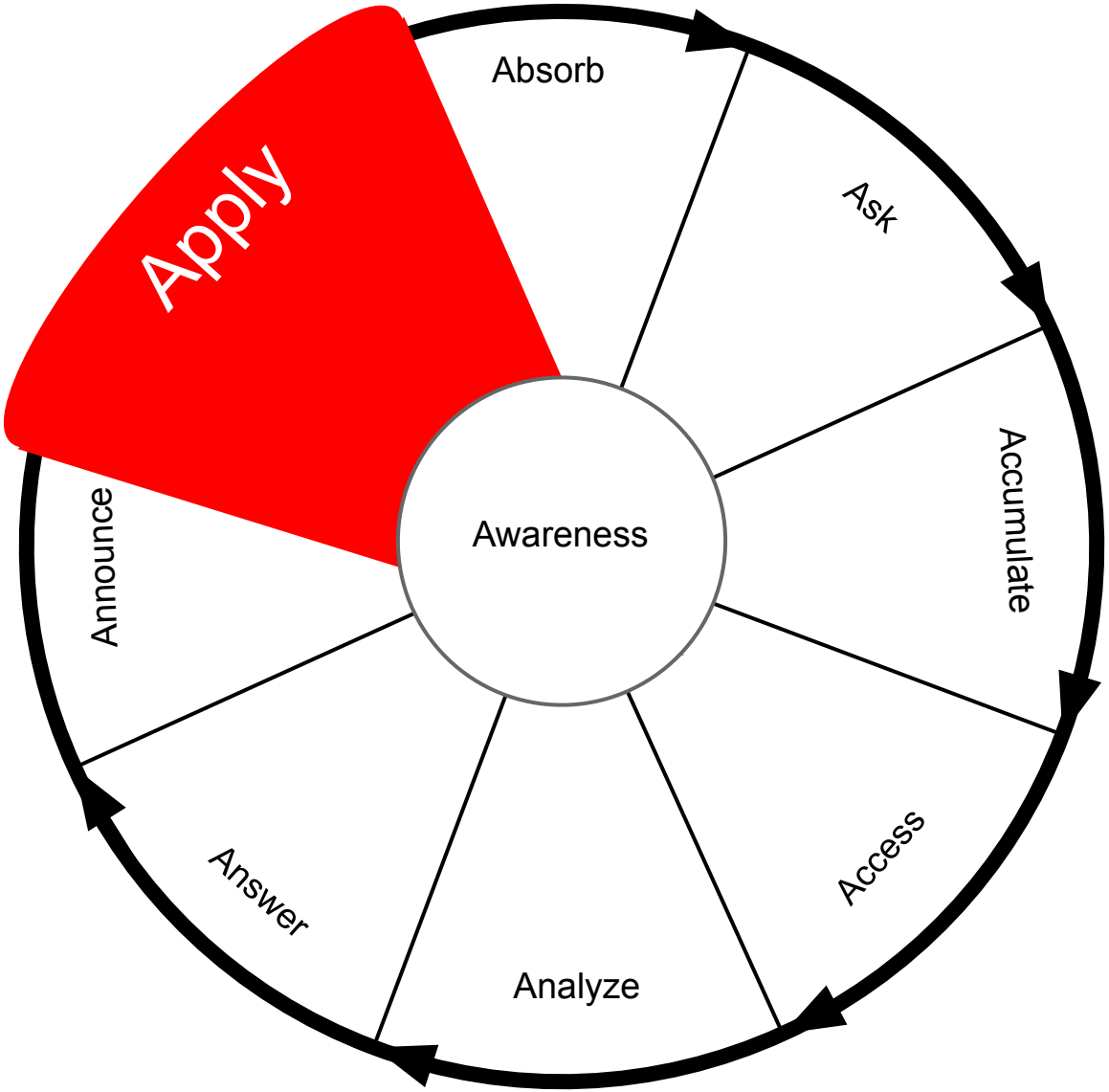
ACCESS

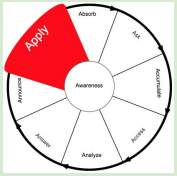
Spreadsheet where Lisa's data were entered.

Apply Stage

Ryan:

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.



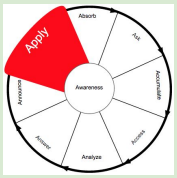


Activity - 08.10.16

Now that you have confirmed Lisa's at-risk status and identified "Listening Passage Preview" as an intervention for her, it would be appropriate to_____.

- implement the intervention with Lisa
- implement the intervention with Lisa's best friends
- keep Lisa in primary prevention only
- conduct universal screening to identify whether Lisa is at risk

Standard: S.7.A Strategies



Activity - 08.10.17

Enter the _____ into Lisa's progress monitoring spreadsheet as a record of when the intervention began.

- Intervention START date
- Intervention STOP date
- number of minutes Lisa should engage in the intervention
- perceived usefulness of the intervention

Standard: S.7.A Strategies

	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
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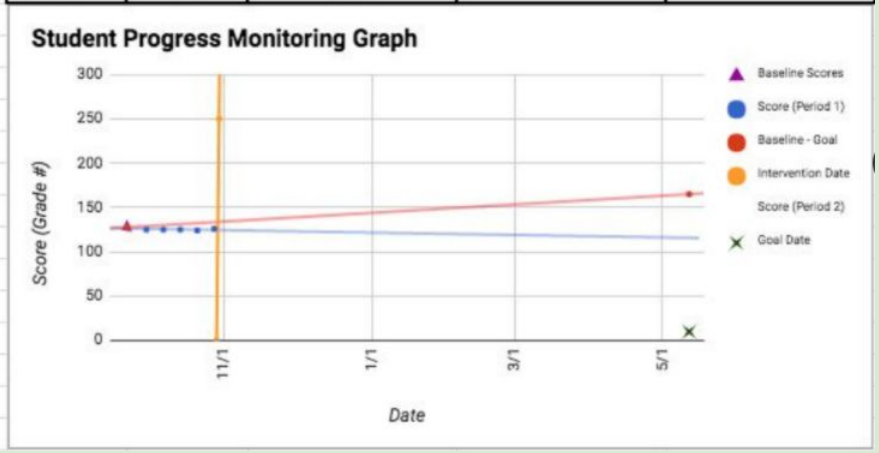

Activity - 08.10.18

During the period of time in which you will be implementing the intervention with Lisa, it will be appropriate to _____.

- do nothing because Lisa's risk status has been confirmed
- delete Lisa's end-of-year goal
- proceed to the next data cycle to evaluate the impact of the intervention on Lisa
- permanently stop assessing Lisa with ORF probes

Standard: S.7.A Strategies

	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
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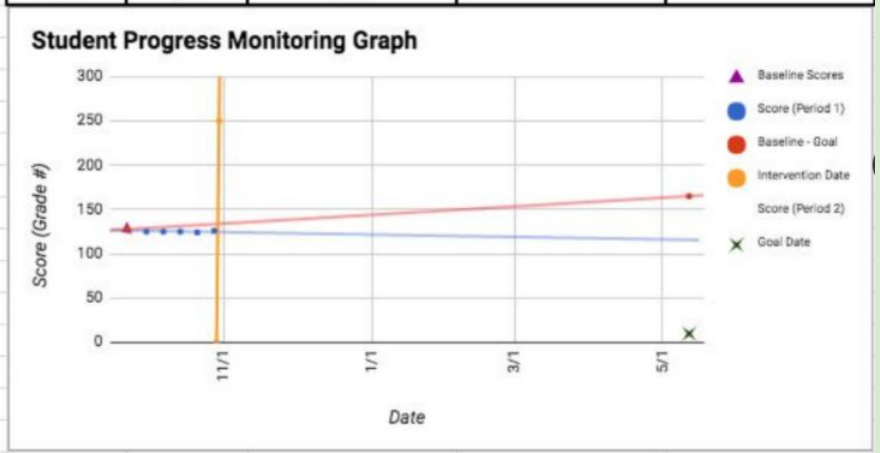

Tutorial

In the Apply stage, now that you have confirmed Lisa's at-risk status and identified "listening passage preview" as an intervention for her, it would be appropriate to implement the intervention with Lisa and enter the intervention start date into her progress monitoring spreadsheet.

Intervention start 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 D	Intervention art/Stop/Change Date	Intervention Start/Stop/Change Date
2	9/23	138	12	126	5/12	165	10/29		
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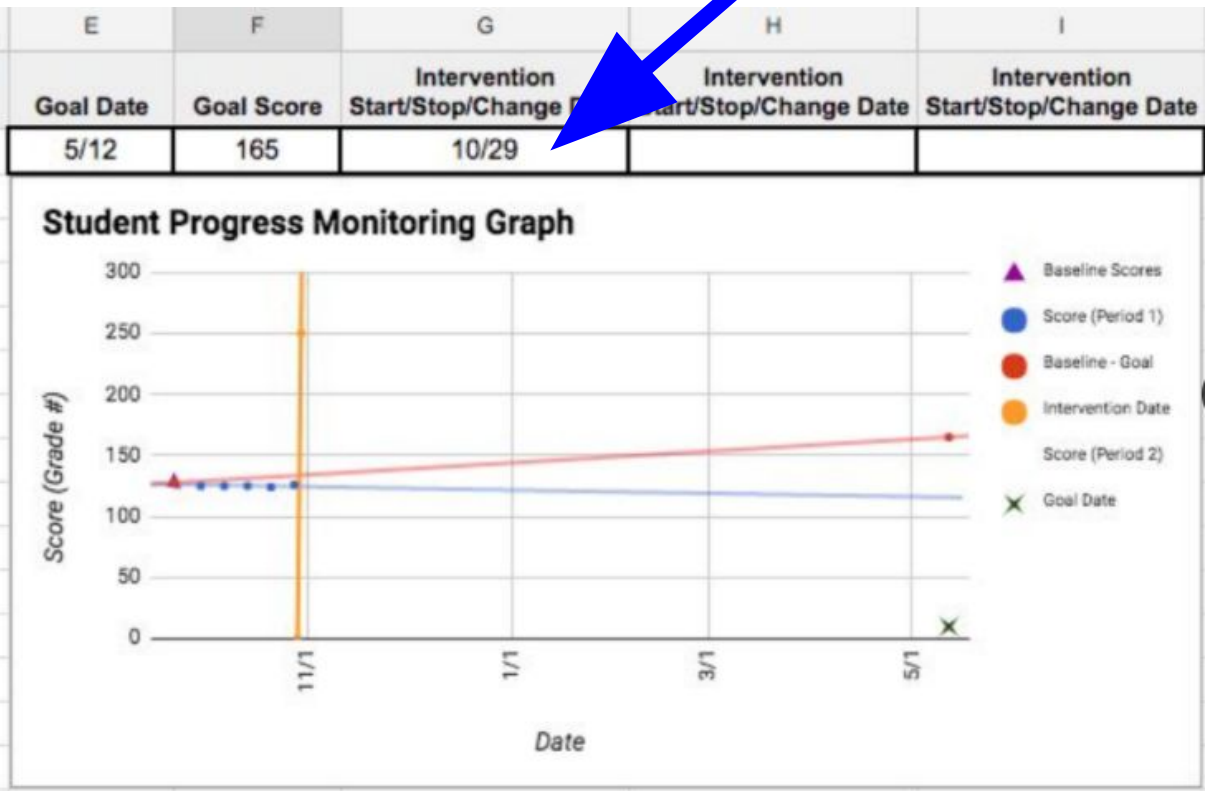

Tutorial

When you add the start date, a vertical intervention line is automatically drawn on her progress monitoring graph to provide a visual of when the intervention began.

Intervention line

Intervention start 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
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9	10/28	137	11	126					
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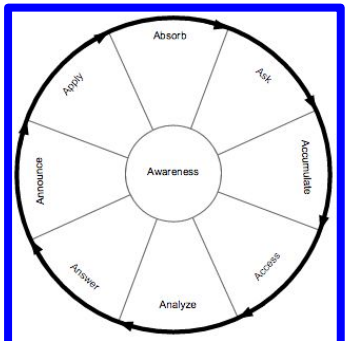
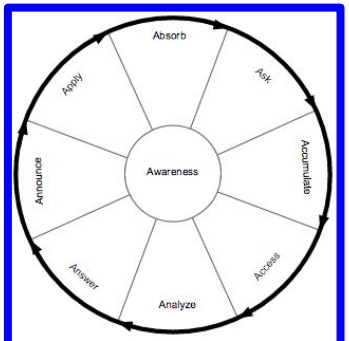
Tutorial

In the Apply stage, as you implement the intervention, you also proceed to the next data utilization cycle to evaluate the impact of the intervention on Lisa's performance. The next data cycle includes a minimum of 6 additional probes administered to Lisa on a weekly basis.

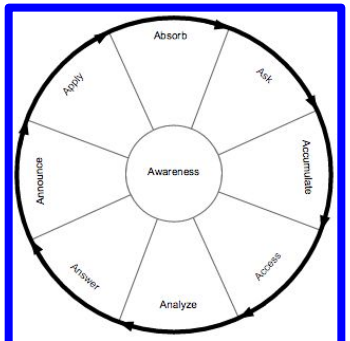
BEGIN INTERVENTION



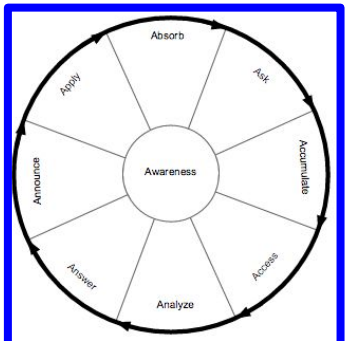
Cycle 1
Select the student's appropriate grade level probe



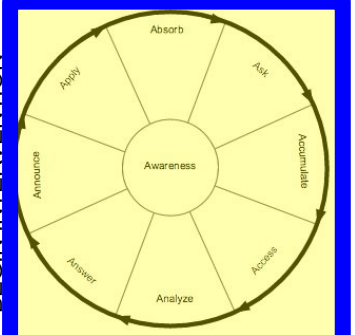
Cycle 2
Compute the student's baseline performance



Cycle 3
Compute the student's end of year goal



Cycle 4
Evaluate the student's at risk status

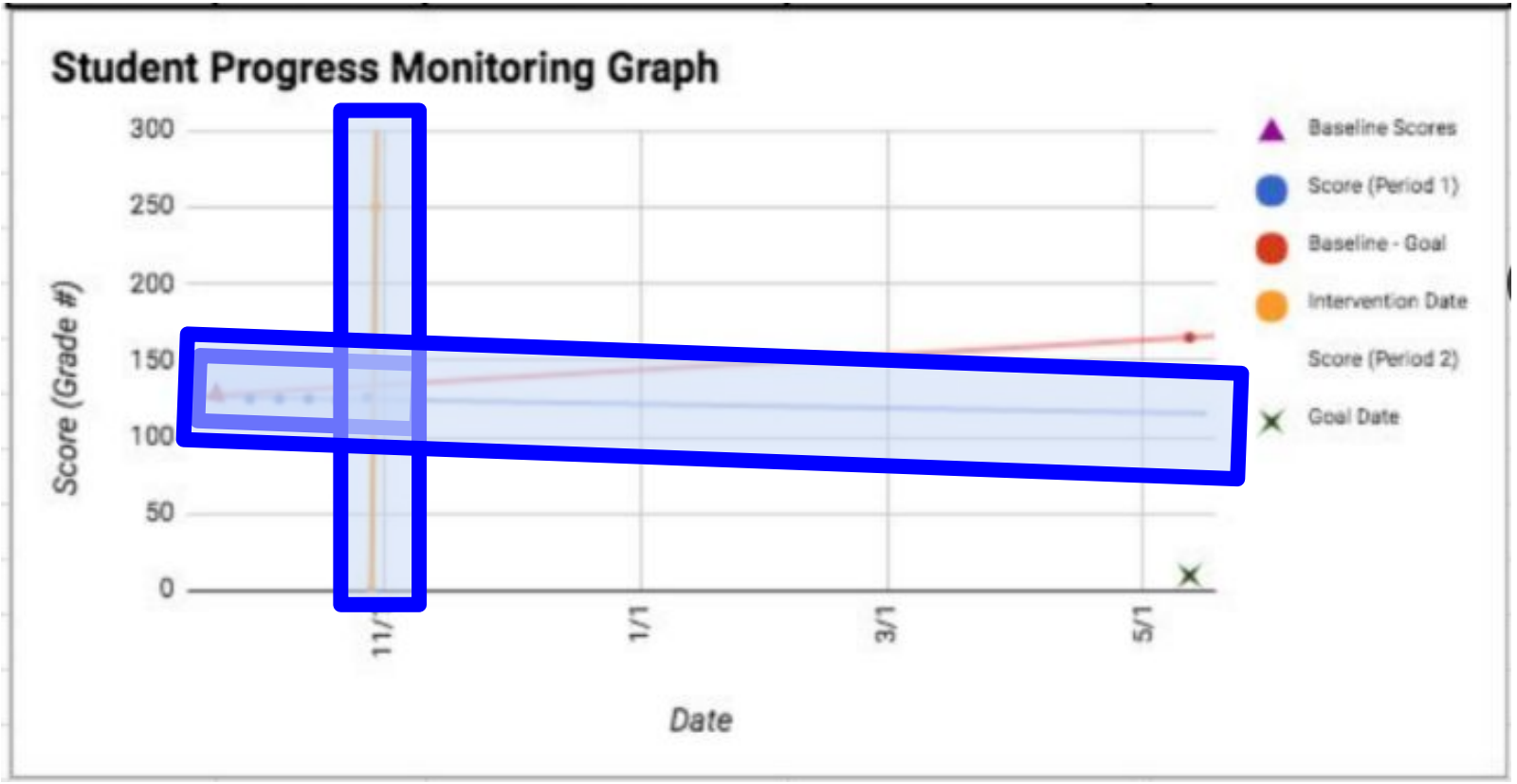


Cycle 5
Evaluate impact of the intervention on the student

A+ Inquiry Framework

The Apply stage has been completed. All stages have been completed for Cycle 4 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 fourth data cycle. As a result, Lisa's pre-intervention data points, pre-intervention trend line, and intervention line have been added to her progress monitoring graph.



NORTH DAKOTA DATA UP

A+ INQUIRY

GRAPHIC ORGANIZER - Progress Monitoring - (4) Evaluate risk status

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 probe at current grade level. Baseline and goal known. Before considering an intervention, need to know whether adequate progress is being made in general education to confirm risk status.

APPLY

Conduct listening passage preview intervention with Lisa. Proceed with Lisa to the next data utilization cycle to evaluate impact of the intervention. Next data cycle includes 6 additional probes administered to Lisa on a weekly basis.

ASK

Is Lisa making adequate ORF progress in the general education setting?

Is the slope of Lisa's ORF trend line as positively steeped as or steeper than her goal line?

ANNOUNCE

Discuss answer and potential implications with RTI team.

Brainstorm appropriate interventions (e.g., listening passage preview).

Discuss w/ Lisa during one-on-one meeting.

AWARENESS

ACCUMULATE

Need number of words read per minute and number of errors to establish six data points representing number of correct words per minute. One data point (i.e., baseline) already established. Five additional data points established through administration of one ORF probe per week for the next five weeks.

ANSWER

Lisa's trend line is not as positively steeped as her goal line, which indicates she is not learning enough in the general education setting. The result is evidence for confirming her at-risk status.

Implication: assign an intervention to Lisa.

ANALYZE

Visual analysis. Compare steepness of goal line with steepness of trend line on Lisa's progress monitoring graph.

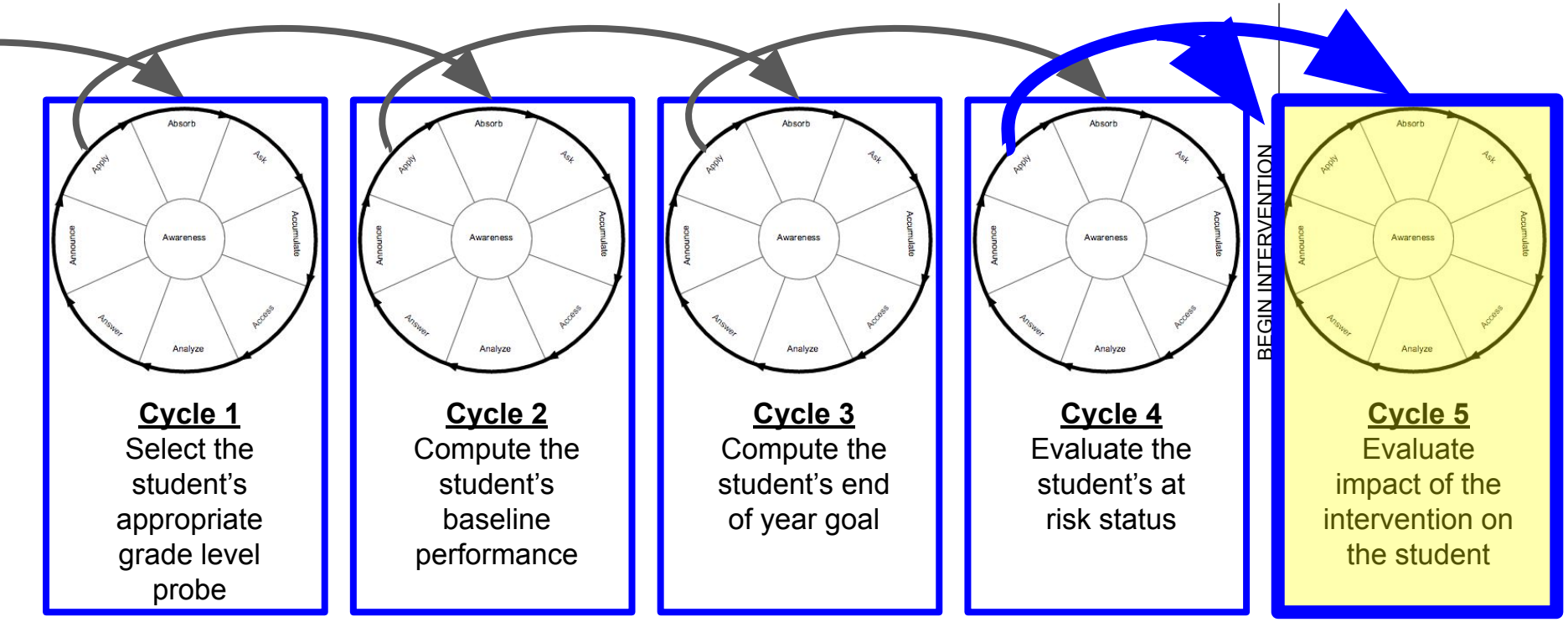
ACCESS

Spreadsheet where Lisa's data were entered.

Conclusion

Now that Lisa's at-risk status has been confirmed and an intervention has been assigned, you may proceed to the next data cycle, which focuses on evaluating the impact of the intervention on Lisa.

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

08.10.01	retrieve data that were collected during the Accumulate stage
08.10.02	in the Progress Monitoring spreadsheet where you entered Lisa's data
08.10.03	on my computer's hard drive
08.10.04	Trend line representing Lisa's ORF probe scores
08.10.05	the 6 data points representing Lisa's number of correct words per minute on ORF probes
08.10.06	her ORF end-of-year goal value
08.10.07	not as positively steeped as
08.10.08	No
08.10.09	confirms Lisa's at-risk status
08.10.10	assign an intervention to Lisa
08.10.11	the RTI team
08.10.12	progress monitoring spreadsheet
08.10.13	interventions
08.10.14	Lisa
08.10.15	Lisa's parents
08.10.16	implement the intervention with Lisa
08.10.17	Intervention START date
08.10.18	proceed to the next data cycle to evaluate the impact of the intervention on 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 Access, Analyze, Answer, Announce, and Apply stages of A+ Inquiry to evaluate -- and take action based on -- a student's risk status				

Well Done

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