Progress Monitoring
Setup Guide

We recommend that you use this document in its online version; it contains embedded hyperlinks, which will allow you to quickly navigate to the desired section, and short video links that will demonstrate some of the tools.

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**Introduction**

The TIES Progress Monitoring tool allows users to graph student progress on any numeric measure, including CBM and DBR as well as measures of frequency, duration, and latency.

**Progress Monitoring Graph Icon and Activity Counter**

Users may elect to make graphs available directly from any one-click report roster. The Progress Monitoring Graph icon will display next to the Student Link and Profile and will indicate how many current measurement plans are in place for each student.

Also new, the number displaying on the Personalized Learning Profile icon now indicates how many current activities are in place for each student.
The graph icons can be turned on from the Personalized Learning Tab > Content Management. You must have Content Manager rights to see this option and enable the icon.

Remember to click Submit Changes at the bottom of the screen to apply.

Please show me.
Accessing Student Graphs from One-Click Reports

By clicking on the Progress Monitoring Graph icon you can create a new Measurement Plan or see the Measurement Plans in place for that student. Click on the measures listed at the top of the graph to toggle between multiple graphs for a student without having to return to the one-click report! The graph can track 2 separate scores. Blue vertical bars indicate activities, which are summarized when clicked on. Trend lines can be reset to show progress within each activity separately. Click on any data point to show the score and date for that entry.

New features from this view are the ability to Add a New Measurement Plan directly from the graph, select and add scores for any available Measurement Plan, Mark the Goal as Met, and Print. The Add Activity and Score Entry are the same as the graph in the Student Personal Plan page. Online Assessment is also available for CES ORF passages grades 1-6, and for K-1 measures of LNF, LSF, and NWF.
Adding New Measurement Plans

There are two ways to add a measurement plan to an individual student.
1. From the One Click Report Graph Icon
2. From the Student Personalized Learning Plan Page

Adding a New Measurement Plan from the One Click Report Icon

This method is faster for when the measurement plan you want to use is already in the School Bank.

From the One Click Report click on the Graph icon for the student. Next, click on “Add Measurement Plan” at the top right of the Measurement Plan pop up window; the following dialog box will open. Any measurement plans that are set up in the School Bank may be selected and applied to the current student. Show me.

Adding a Measurement Plan from the Student Personalized Learning Plan Page

This method allows users to create individualized plans for students.

Select a Student

You can get to a student’s Personalized Learning Plan three ways:

1. Click on the Student Link icon next to a student’s name, and then on “Personalized Learning” in the top menu.
2. Click on the Personalized Learning Profile icon (ex. ) next to a student’s name.
3. If you have building level access, select the Search menu item to look up a student by name or student ID.
Make sure the Personalized Learning menu item is selected...if selected; you will see the Personalized Learning heading display below the menu.

You will see your student’s personal profile similar to this:

Select Personal Plan
To view the student’s Personal Plan, click on the Personal Plan tab.
Select a Goal / Focus Area
To create a new graph, go to a students’ Personal Plan and select a Goal Area. Broad options available include Attendance, Behavior, Grades, and Tests. Any additional Goal Areas (such as Reading or Math) may be added by Content Managers from the Personalized Learning Tab > Content Management link. Show me.

Add a Measurement Plan

After selecting the Goal Area from the drop down, click “Add New Measurement Plan.”

You are now at the Measurement Plan page. On this page, you can create your progress monitoring plan or select a previously designated plan from your bank.

Show me.
Select Details for the Measurement Plan

1. Select a plan from the bank or create your own.
2. Describe your Plan Description and Measures.
3. Select a goal for the end of year or a weekly increase.
4. Choose to associate with a test and show background colors for target scores (requires additional setup – see Linking Measurement Plan to Benchmark Test).
5. If you are using TIES CES or Early Literacy Measures, you may choose to select Online Assessment Measure and grade level to be assessed with this plan.
6. Add additional information as needed in the Staff, Frequency, Goal Statement, etc.
7. Click on Save Plan.

Show me.
Linking a Measurement Plan to a Benchmark Test (Optional)

Linking a Measurement Plan to a Benchmark Test will add color to the background of the progress monitor graph so that student data points are displayed on a blue/green/yellow/red background corresponding to the target scores you have entered for that benchmark test on GS253. To link an existing benchmark test to a progress monitoring assessment, you need to create a specific test definition in TSIS (GS251). See the circled areas in the screenshot below for critical fields to populate.

The items that **must** match an existing benchmark score are:
- Test Subject
- Test Kind

Note: You may create new Test Kind and/or Subject on screen GS282. Click [here](#) to see a demo of how to create these. For the CES and TIES Early Literacy Measures, there are required Test Kinds/Subjects that will need to be created. See [Appendix A](#) for the complete table.

The example shown below is specifically for the CES Oral Reading Fluency...please refer to your district setup as some settings may differ. You need to set up a Progress Monitoring test definition by populating the items circled. See [Appendix B](#) for screenshots for the TIES CES and [Appendix C](#) for screenshots of the Early Literacy Measures Test Definitions and the Associated Progress Test Definitions.

**Note:** This assessment definition will not show anywhere in **TSIS** as it is only used to link benchmark tests to progress monitoring assessments.
Once this is set up, you will be able to add/edit the Measurement Plan for a student to include the benchmark test. (you will see a drop down listing the “Test Kind Description (Subject)” of any progress monitoring scores). Below is the information you will see in the Measurement Plan drop down as set up in the above example.

In this example we are distinguishing between the CES Oral Reading Fluency and the Oral Reading Fluency this district used in the past.

Here is an example of a progress monitor graph for a measure that HAS NOT been linked (or associated) with a benchmark test:
Here is an example of a progress monitor graph for a measure that HAS been linked (associated) with a benchmark test:
Adding Data to Existing Progress Monitoring Graphs

There are three ways to add data to existing progress monitoring graphs:
1. From the One Click graph icon
2. From the Student Personalized Learning Plan page
3. From the Progress Monitoring Mass Score Entry page

Adding Data to Progress Monitoring Graphs from the One Click Graph Icon

Data may be entered by clicking on the “Score Entry” tab at the bottom left of the graph screen. The score entry page will open for data entry. Use the calendar on the left side to select the desired date for score entry, and then add scores to the corresponding date in the list on the right. Click “save” to return to the graph. The graph will automatically update when new data are saved.
Adding Data to Progress Monitoring Graphs from the Student Personalized Learning Plan

Once a new measurement plan is added to a student’s personal plan, a graph icon will appear next to that newly created measurement plan.

When you click on the graph icon, an entry window will appear. Click on the **Score Entry** button to add new benchmark scores.
If you have not entered scores before, you will be prompted to select a date from the calendar. Clicking on a date on the calendar will create a score entry columns for that date. Enter your scores and click Save.
After saving, you will see the scores on the graph.

Show me.
Adding Data to Progress Monitoring Graphs through Progress Monitoring Mass Score Entry

A summary of progress monitoring graphs for a group can be found by going to the Progress Monitoring link under Personalized Learning.

If you don’t see this link, it can be added by Content Managers from the Personalized Learning Tab > Content Management Link.

To access Progress Monitoring Mass score entry, select the “Progress Monitoring” menu item under Personalized Learning.
Select a Pre-Assigned Group of Students
Select the desired roster of students and click the GO button.

Filter by Measurement Plan
Select the desired Measurement Plan to enter progress scores and click the apply button.
Enter the Test Date
There are 2 ways to enter the date assessed

1. Individually by student.
2. Using a common date for all students being scored. (click the icon to mass apply)

Enter Progress Scores
You can enter your scores in the entry boxes for each desired student.

If you see a box in red you need to fill that in before the record is stored.

**Note: records are automatically saved** You will see a record highlighted in yellow to note a newly saved score.
Edit Scores

To delete or remove the last record, select the undo icon.

View Last Progress Scores

Once you have entered progress scores, you will see the information reflected in the student list.

![Student Progress Scores Table]

Show me.
Online Assessment

Online assessment is now available through TIES for the following measures:

- Letter Naming Fluency – grades K-1
- Letter Sound Fluency – grades K-1
- Nonsense Word Fluency – grades K-1
- Oral Reading Fluency – grades 1-6

In order to use the online option, some TSIS set up is required:
1. See Appendix A for required ORF and Early Literacy Test Kind set up on GS282
2. See Appendix B for required ORF Test Definition set up on GS251
3. See Appendix C for required Early Literacy Test Definition set up on GS251
4. See Appendix D for guidance on Target Setting on GS253

Choosing Online Assessment

Online assessment may be selected on a per student basis on the Measurement Plan Page. The default option will always be “Disable Online Assessment.”

Click on the drop down menu to choose from the available online assessments:
Choose the grade level of assessment you want to assign to the student. Note that this is often the enrollment grade for the student, but does not have to be.

*** User Tip! It is most efficient to set up the School Bank with measurement plans that are specific to each grade level with the spring target as the goal, and online assessment selected. This allows users to mass apply the goal to groups of students, or to individual students, without having to set up each graph individually. For a demonstration of setting up a measurement plan in the goal bank, see: http://www.screencast.com/t/n9vdoh1gg68. For a demonstration of mass assigning a measurement plan from the goal bank, see: http://www.screencast.com/t/TQbDYpOSbG.

**Initiating Online Assessment**

Once the online assessment measure is chosen, a new link will display on the graph that is visible from the One Click report. In addition, a pencil icon will display on the Progress Monitoring page. Online assessment is accessed by clicking either of these links.
Once the online assessment system opens, a dialogue box will show with the name or number of assessment to be delivered. Click “Cancel” to stop the assessment, or “Load” to continue.

### Ready to Deliver...

**CBM-R: Assessment 7 – The Owl**

How would you like to proceed?

[Cancel & Exit Window] [Load]
**Delivering Online Assessment**

Click on “See Directions for This Assessment” for a copy of the standardized administration directions. Click on “Page 2” to see standardized scoring rules. Click “Got it” to return to the assessment.
Begin the timer to start the assessment. Click on words that the student reads in error. Notice that for the first 3 seconds, the error will show with a light pink background. The darker pink color will show after 3 seconds, providing a cue that the student’s self-correction window has closed. Users will still be able to click on a word marked wrong to remove the error as needed.

Users may indicate a skipped line by clicking on the “x” to the left of the line that was skipped. All words on that line will be considered errors. At the end of the minute, click on the last word the student attempted to read. Any other needed scoring corrections may also be completed at this time. Click “Get Results” when scoring is complete.

For a demonstration of how to conduct the online assessment for CBM-R, please see: http://www.screencast.com/t/mZIXdaY12. For a demonstration of how to conduct the online assessment for NWF, please see: http://www.screencast.com/t/tljodJn8pa.
Online Assessment Scoring
The student score will display immediately, including words correct, errors, and total words read. Passage reading accuracy is also recorded (correct words ÷ total words). Clicking on the pencil icon will allow the user to record notes about the student performance. An optional Expression Rating scale is also available. Users may rate student expression /prosody on a 1-5 scale by clicking on the stars. Click on “Save Results“ when done.

Online Assessment: Additional Data
Once results are saved, users can return directly to iCue to view the progress monitoring graph, or can click on “See Graph” for additional information about the student performance on a CBM-R passage.

After clicking “See Graph,” users will see a list of the words marked in error on the current reading passage.
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Clicking on the list of words will bring up the same list in a larger size for easy reading by students:

<table>
<thead>
<tr>
<th>Missed Passage Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>taking</td>
</tr>
<tr>
<td>morning</td>
</tr>
<tr>
<td>beginning</td>
</tr>
<tr>
<td>moving</td>
</tr>
<tr>
<td>i</td>
</tr>
</tbody>
</table>

Clicking on an individual word will bring up that word in isolation:

<table>
<thead>
<tr>
<th>Missed Passage Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>taking</td>
</tr>
<tr>
<td>morning</td>
</tr>
<tr>
<td>beginning</td>
</tr>
<tr>
<td>moving</td>
</tr>
<tr>
<td>morning</td>
</tr>
</tbody>
</table>

To see a demonstration of the word error list, please see: [http://www.screencast.com/t/ZTyqQkAuD2](http://www.screencast.com/t/ZTyqQkAuD2)

Click on the “Return to iCue” button when done. The score will be automatically included on the student progress monitor graph:
Closing Measurement Plans

When a student measurement plan is begun, the status of the plan will be active or “In Progress.” This plan will be included in the count of active plans noted on the progress monitor graph icon on One Click reports. Two other status options are available: “Goal Met” and “Closed.” The “Goal Met” status is intended for use when the student meets the intended goal. The “Closed” status is intended for use when the measurement plan is no longer in use but the student did not meet the intended goal. Note that student measurement plan status will remain as active or “In Progress” until this status is changed. There is no automatic change of status.

Closing Plans Individually

The status of plans may be updated individually on the student Measurement Plan page. Use the dropdown menu to select the desired status, and click “Update Plan” at the bottom of the page to save this change.

Mass Closing Plans

More than one student measurement plan may be closed at once by using the mass close option on the Plan Status page under the Personalized Learning menu.
1. Use the filter options at the top of the Plan Status page to select a group of students whose plans need to be closed.

2. Click on the “+” to the right of the Measurement Plans column header to reveal a list of all banked and unbanked measurement plans that are currently assigned to students in the filtered group.
   a. Choose the plans you want to close by highlighting the plan names, and then click “Apply Filter.” You may choose one or more than one at a time from the list, or you can choose “Select All” to choose all plans in the displayed list.

   ![Filtered Measurement Plans](image)

   b. Once you click “Apply Filter” you will see the plans you filtered listed in the filter field, and the names of students who are assigned to those plans listed below.

   ![Selected Students](image)

   c. Next, click on the box to the left of the student name for each student whose plan you want to close. You may also click in the box at the top of the column to select all students on the displayed list.

   d. From the drop down menu, choose “Mass Close Filtered Measurement Plans,” then click on the “Submit” button.
e. You will get a confirmation bar showing the number of plans that have been closed when the process is complete.

**Viewing Closed Plans**

Once a measurement plan is closed, it will no longer be included in the count of active plans that shows on the progress monitor graph icon on One Click Reports. It will also not be shown on the current student Personalized Learning Plan.

Previously closed measurement plans can be viewed on the student Personalized Learning Plan by clicking on the box labeled “Show Inactive” and specifying a range of dates for the plans of interest. Changing these dates will show all measurement plans that had active status in the selected date range.

For a demonstration of how to mass close measurement plans, please see: http://www.screencast.com/t/QFOeqECF
Closing Activities

**Closing Activities Individually**
The status of student activities may be updated individually on the student Activity Information page. Add a “Completion Date” using the calendar icon to indicate the date of completion for the activity, and click “Update Plan” at the bottom of the page to save this change.

![Activity Information Table]

**Mass Closing Activities**
More than one student activity may be closed at once by using the mass close option on the Plan Status page under the Personalized Learning menu. Follow the directions for Mass Closing Measurement Plans as above.

1. Use the filter options at the top of the Plan Status page to select a group of students whose plans need to be closed.
2. Click on the “+” to the right of the Activities column header to reveal a list of all banked and unbanked activities that are currently assigned to students in the filtered group.
   a. Choose the activities you want to close by highlighting the plan names, and then click “Apply Filter.” You may choose one or more than one at a time from the list, or you can choose “Select All” to choose all activities in the displayed list.
   b. Once you click “Apply Filter” you will see the activities you filtered listed in the filter field, and the names of students who are assigned to the activities listed below.
   c. Next, click on the box to the left of the student name for each student whose activity you want to close. You may also click in the box at the top of the column to select all students on the displayed list.
   d. From the drop down menu, choose “Mass Close Filtered Activities,” then click on the “Submit” button.
e. You will get a confirmation bar showing the number of activities that have been closed when the process is complete.

**Viewing Closed Activities**

Once an activity is closed, it will no longer be included in the count of active activities that shows on the PLP icon on One Click Reports. It will also not be shown on the current student Personalized Learning Plan.

Previously closed activities can be viewed on the student Personalized Learning Plan by clicking on the box labeled “Show Inactive” and specifying a range of dates for the activities of interest. Changing these dates will show all activities that had active status in the selected date range.
Appendix A: ORF and Early Literacy Test Kind set up on GS282

You will need to be sure you have the following Test Kinds set up on GS282. Click here for a demo.

<table>
<thead>
<tr>
<th>CODE</th>
<th>Description</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORF</td>
<td>CES Oral Reading Fluency</td>
<td>CES ORF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>Description</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLNF</td>
<td>TIES Letter Naming</td>
<td>TLNF</td>
</tr>
<tr>
<td>TLSF</td>
<td>TIES Letter Sounds</td>
<td>TLSF</td>
</tr>
<tr>
<td>TNWF</td>
<td>TIES Nonsense Words</td>
<td>TNWF</td>
</tr>
<tr>
<td>CORF</td>
<td>CES Oral Reading Fluency</td>
<td>CORF</td>
</tr>
</tbody>
</table>
Appendix B: GS251 Setup for CES Oral Reading Fluency

In order to use the online option for CES Oral Reading Fluency, the following Test Definitions must exist in your district:

<table>
<thead>
<tr>
<th>TEST ID</th>
<th>Test Desc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES ORF FALL</td>
<td>CES Oral Reading Fluency Fall Benchmark</td>
</tr>
<tr>
<td>CES ORF WIN</td>
<td>CES Oral Reading Fluency Winter Benchmark</td>
</tr>
<tr>
<td>CES ORF SPR</td>
<td>CES Oral Reading Fluency Spring Benchmark</td>
</tr>
</tbody>
</table>

The following screenshots show details of the GS251 set up:

**CES ORF FALL:**
CES ORF PROGRESS: (only if background colors on PM graphs are desired. See page 10)
Appendix C: GS251 Set Up for TIES Early Literacy Measures

In order to use the online option for CES Oral Reading Fluency, the following Test Definitions must exist in your district:

<table>
<thead>
<tr>
<th>TEST ID</th>
<th>Test Desc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIES LNF FALL</td>
<td>TIES Letter Naming Fall Benchmark</td>
</tr>
<tr>
<td>TIES LNF WIN</td>
<td>TIES Letter Naming Winter Benchmark</td>
</tr>
<tr>
<td>TIES LNF SPR</td>
<td>TIES Letter Naming Spring Benchmark</td>
</tr>
<tr>
<td>TIES LSF FALL</td>
<td>TIES Letter Sounds Fall Benchmark</td>
</tr>
<tr>
<td>TIES LSF WIN</td>
<td>TIES Letter Sounds Winter Benchmark</td>
</tr>
<tr>
<td>TIES LSF SPR</td>
<td>TIES Letter Sounds Spring Benchmark</td>
</tr>
<tr>
<td>TIES NWF FALL</td>
<td>TIES Nonsense Words Fall Benchmark</td>
</tr>
<tr>
<td>TIES NWF WIN</td>
<td>TIES Nonsense Words Winter Benchmark</td>
</tr>
<tr>
<td>TIES NWF SPR</td>
<td>TIES Nonsense Words Spring Benchmark</td>
</tr>
</tbody>
</table>

The following screenshots show details of the GS251 set up:

TIES LNF FALL:

![TIES LNF FALL screenshot](image)
TIES LNF WIN:

TIES LNF SPR:
TIES LNF PROGRESS (only if background colors on PM graphs are desired. See page 10):

TIES LSF FALL:
TIES LSF WIN:

TIES LSF SPR:
TIES LSF PROGRESS (only if background colors on PM graphs are desired. See page 10):

TIES NWF FALL:
TIES LSF PROGRESS (only if background colors on PM graphs are desired. See page 10):
Appendix D: Target Setting on GS253

Once test kinds are set up and tests are defined, targets should be set for each benchmark season on screen GS253. Target setting is a matter of local decision-making.

- Remember for kindergarten targets to add all the kindergarten codes used in the district (KA, KB, HK, K+, etc). You can see what your district uses for Kdg codes on screen SY211.
- The Test ID must match the one on GS251

Two ORF target options are offered for consideration:

- Option 1 was developed by Drs. Deno and Marston based on CES data predicting proficiency on the MCAII. These targets may be low given the increased requirements of the MCAIII:
  - Grade 1: 60
  - Grade 2: 90
  - Grade 3: 120
  - Grade 4: 130
  - Grade 5: 140
  - Grade 6: 150

- Option 2 reflects analysis completed at TIES using member district ORF scores predicting the MCAIII in 2013. These districts primarily used AIMSweb brand probes:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Fall Meets (Partial)</th>
<th>Winter Meets (Partial)</th>
<th>Spring Meets (Partial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLNF K</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TLSF K</td>
<td></td>
<td>21 (6)</td>
<td>41 (21)</td>
<td></td>
</tr>
<tr>
<td>TNWF K</td>
<td></td>
<td></td>
<td>35 (19)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>32 (15)</td>
<td>52 (29)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>71 (31)</td>
<td>100 (64)</td>
<td>118 (82)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>100 (59)</td>
<td>123 (88)</td>
<td>138 (100)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>123 (81)</td>
<td>148 (106)</td>
<td>160 (118)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>126 (85)</td>
<td>149 (106)</td>
<td>161 (117)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>148 (106)</td>
<td>168 (123)</td>
<td>178 (131)</td>
<td></td>
</tr>
</tbody>
</table>

- Check in with the TIES Data Services Team or via the DAG group for updates on target setting recommendations.