Data Meeting Focus Questions

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| 1. | **Pacing:** The group is within three lessons of the anticipated target lesson? | **YES:** | Proceed to question #2A |
| **NO:** | Identify why the group is not on expected lesson and create action to remedy problem OR if pacing is deemed unattainable, establish a revised pacing goal. |
| 2A. | **In-Program Assessments:****(Group)**The majority (80% or more) of the group is passing the in-program assessments? | **YES:** | Proceed to question #2B |
| **NO:** | Identify why the majority of the group is not passing and create a group level action plan. Consider the following: |
| 1. Is the group in the correct research validated intervention aligned to their learning deficits
 | YES: 🞏 | NO: 🞏 |
| 1. The majority of the students in the group are placed at the correct level (based on placement testing recommendations) of the intervention. If in doubt, revisit placement decisions.
 | YES: 🞏 | NO: 🞏 |
| 1. The intervention is being carried out/taught with fidelity? Identify the verification method (i.e., intervention look fors form, program specific fidelity tools, walk-throughs, etc.)
 | YES: 🞏 | NO: 🞏 |
| 1. Remedies such as re-teaching and pre-teaching, double dosing (i.e., more explicit and direct teaching, more modeling, more practice, more feedback, more time) is provided when the group does not pass in-program assessments.
 | YES: 🞏 | NO: 🞏 |
| 2B. | **In-Program Assessments: (Individual students)**All individual students within the group are passing | **YES:** | Proceed to question #3A |
| **NO:** | Identify why individual students are not passing and create an individual student action plan. Consider the following:  |
|  | 1. The individual students are correctly placed in this intervention? Is it aligned to their identified deficits?
 | YES: 🞏 | NO: 🞏 |
| 1. The individual students are placed in the correct level of the intervention (based on placement testing recommendations). How is this verified?
 | YES: 🞏 | NO: 🞏 |
| 1. Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments?
 | YES: 🞏 | NO: 🞏 |
|  | 1. Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent?
 | YES: 🞏 | NO: 🞏 |
| 1. The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required?
 | YES: 🞏 | NO: 🞏 |

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| 3A. | **Out of Program Assessments (**CBM’s, Fastbridge, etc.**)** **(Group)**The majority (80% or more) of the instructional group is on or above the anticipated aimline (consider the three most recent data points)  | **YES:** | Proceed to question 3B. |
| **NO:** | Identify why the majority of the group is not on or above the anticipated aimline and create a group level action plan. Consider the following reasons and remedies: |
| 1. The aimline is appropriate and aligned to the instructional level of the group and level of intervention (for example: if the group is placed in Reading Mastery first grade, the progress monitoring probes should be at the first grade level and aligned to the pacing goal of the intervention).
 | YES: 🞏 | NO: 🞏 |
| 1. The majority of the instructional group is below the aimline aligned to the instructional level of the group and aligned to the level of intervention?

If no: Add additional opportunities for student to generalize skills being taught in the intervention lessons, such as, more opportunities to re-read the stories, add additional fluency building opportunities using appropriate and similar level reading to those in the intervention. | YES: 🞏 | NO: 🞏 |
| 3B. | **Out of Program Assessments (**CBM’s, Fastbridge, etc.**)** **(Individual students)**All individual students are on the aimline of the out-of-program progress monitoring? | **YES:** | Continue intervention as currently designed. No adjustments are warranted at this time.  |
| **NO:** | Add additional opportunities for the specific student(s) to build fluency and generalize the skills being targeted in the intervention lessons, such as, re-reading stories, adding additional but similar practice materials, Six Minute Solution, Read Naturally, etc. |

Note: If an individual student’s performance does not improve after the above adjustments are made, consider placing the student in a lower level, or slower paced intervention group. If the student continues to be unsuccessful, a comprehensive evaluation for special education could be considered by a multi disciplinary team.