

Data Meeting Focus Questions

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:		
			a) Is the group in the correct research validated intervention aligned to their learning deficits	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
			b) 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: <input type="checkbox"/>	NO: <input type="checkbox"/>
			c) 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: <input type="checkbox"/>	NO: <input type="checkbox"/>
			d) 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: <input type="checkbox"/>	NO: <input type="checkbox"/>
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:		
			a) The individual students are correctly placed in this intervention? Is it aligned to their identified deficits?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
			b) The individual students are placed in the correct level of the intervention (based on placement testing recommendations). How is this verified?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
			c) Remedies such as pre-teaching, re-teaching, and the Five Mores are provided for individual students not passing in-program assessments?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
			d) Individual students not passing in program assessments are present for the majority of instructional days and not excessively absent?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>
			e) The student(s) have passed vision and hearing screening and are using glasses/hearing aids if required?	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>

Data Meeting Focus Questions (continued)

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)	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:		
			a) 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: <input type="checkbox"/>	NO: <input type="checkbox"/>
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. 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.		

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.